

Implementing Evidence-Based Practices: Determining What Works for High Risk Students

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SW-PBS Framework

Evidence/Research-Based Practices



Quality Indicators of Research

Single Subject (Horner, Carr, Halle, McGee, Odom, Wolery, 2005)

Qualitative (Brantlinger, Jimenez, Klingler, Pugach, & Richardson, 2005)

Quantitative (Gersten, Fuchs, Compton, Coyne, Greenwood, Innocenti, 2005)



Research-Based Practices

- Academic
 - “Effective instruction”
 - Antecedent / setting modifications
 - Peer tutoring
 - Direct Instruction
 - Self-management targeting academic related skills
 - Opportunities to Respond



Research-Based Practices

- Behavior
 - Environmental modifications and supports
 - Contingent positive performance based feedback
 - Self Management
 - Social Skill Instruction (with maintenance and generalization strategies)



Research-Based Practices

- Related Supports
 - Comprehensive case management / wrap around
 - Family supports/ parent training



Randomized Controlled Trials Examining SW-PBS

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher's reports of bullying behavior

Bradshaw, C. K., & K. J. (2009). Altering school climate through school-wide positive behavior support: Findings from a group-randomized trial. *Journal of Emotional and Behavioral Disorders, 17*(1), 3-12.

Bradshaw, C. K., & K. J. (2009). Altering school climate through school-wide positive behavior support: Findings from a group-randomized trial. *Journal of Emotional and Behavioral Disorders, 17*(1), 3-12.

Bradshaw, C. K., & K. J. (2009). Altering school climate through school-wide positive behavior support: Findings from a group-randomized trial. *Journal of Emotional and Behavioral Disorders, 17*(1), 3-12.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the effectiveness of school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

Systems

Putting Research-Based Practices In Place

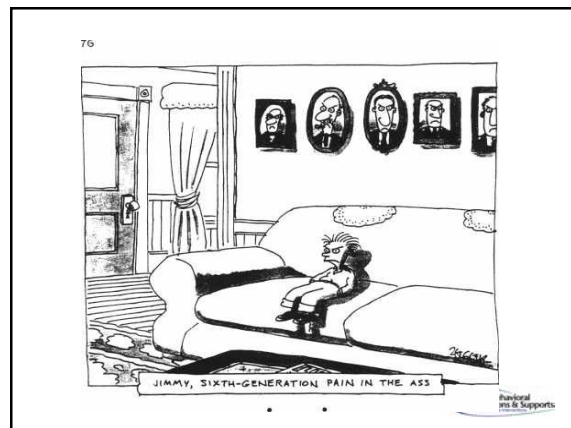
Systems

Systems

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support

The Key

Behavior is functionally related to the Teaching Environment



Big Ideas

- Understand interaction between behavior and the teaching environment
- Build Positive Behavior Support Plans that teach pro-social "replacement" behaviors
- Create environments to support the use of pro-social behaviors
 1. School-wide
 2. Classroom
 3. Individual student

Serving Students with Challenging Behavior

- All facets of programming should include:
 - Systematic, data based interventions
 - Continuous assessment and monitoring of progress
 - Provision for practice of new skills
 - Treatment matched to problem
 - Multi-component treatment
 - Programming for transfer & maintenance
 - Commitment to sustained intervention

(Peacock Hill Working Group, 1991)

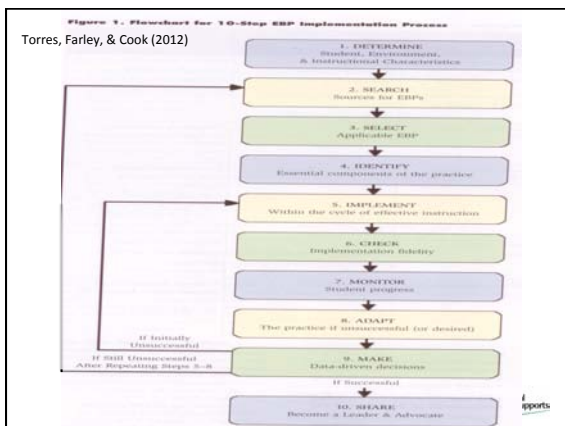


Figure 8. Working Evidence-Based Practice (EBP) Implementation Process Checklist

Practice	Steps
1. Determine student, environmental, and instructor characteristics	<ul style="list-style-type: none"> Identify age/grade level(s) of students Identify type of student need Review teacher, class, and school variables <ul style="list-style-type: none"> Teacher's philosophy/style and alignment to instructional methods Schedule/available class time Additional personnel Additional resources/funding
2. Search sources for EBPs	<ul style="list-style-type: none"> Search available sources for EBPs Review potential EBPs to implement
3. Select an EBP	<ul style="list-style-type: none"> Choose evidence EBP to address need and instructor ability Determine cost and available funding if applicable
4. Identify essential components of the selected EBP	<ul style="list-style-type: none"> Locate implementation fidelity checklist if available Identify and list essential components of EBP Create an implementation fidelity checklist
5. Implement the EBP within a cycle of effective instruction	<ul style="list-style-type: none"> Plan a known lesson with compatible objectives Follow steps to begin instruction or implementation fidelity checklist to ensure critical components are included in step-by-step lesson plan Implement EBP within effective instruction, which includes: <ul style="list-style-type: none"> Plan appropriately Deliver instruction Monitor student performance Create and use instructional environment Recognize appropriate behavior Exhibit on-task/academic behavior Display awareness of what is happening Use wait time after questioning
6. Monitor implementation fidelity	<ul style="list-style-type: none"> Utilize implementation fidelity checklist to self assess implementation fidelity Request observation and feedback using implementation fidelity checklist
7. Progress monitor student outcomes	<ul style="list-style-type: none"> Select or create a progress monitoring tool Consider compatibility of timely available Curriculum Based Measurements (CBM) Consistently collect data on student progress Analyze data and evaluate effectiveness
8. Adapt the practice if necessary	<ul style="list-style-type: none"> Are all student outcomes increased with the use of the EBP? If yes, no adaptations or changes to EBP If no, no implementation or behavior of EBP Is implementation fidelity optimal? Are you implementing again with fidelity, if yes? Plan adaptations while maintaining integrity of the essential components
9. Make instructional decisions based on progress monitoring data	<ul style="list-style-type: none"> If adaptations have been implemented: Consistently collect data on student progress Analyze data and evaluate effectiveness
10. Become a leader and an advocate	<ul style="list-style-type: none"> Identify colleagues interested in implementing EBPs Celebrate EBP successes and lessons learned Share EBP implementation results and materials Create peer mentoring/coaching community Build a Community of Practice

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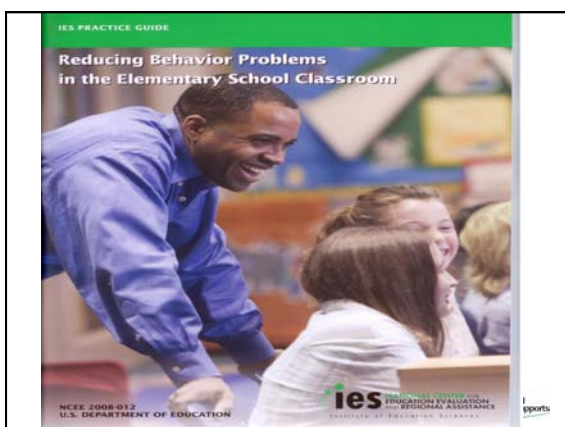
Implementing EBP

1. Determine student environmental and instructor characteristics
 - Student age
 - Classroom set up
2. Search for available EBP from reliable sources
3. Select an EBP
 - Match to student and classroom



Reliable Sources

- Professional Groups Identifying Evidenced-Based Practices
 - What Works Clearinghouse
 - Council for Exceptional Children
 - Association for Positive Behavior Support



Implementing EBP

4. Identify essential components of the selected EBP
 - Task analyze
 - Fidelity checks
5. Implement within effective instruction
 - Training & Technical assistance for implementers
 - “Pilot” within a target period



Implementing EBP

6. Monitor implementation fidelity
7. Progress monitor student outcomes
 - Academic & behavioral
8. Adapt the practice if necessary when desired outcomes not observed
9. Make instructional decisions based on data
 - Progress monitor
10. Become a leader & advocate
 - Share outcomes & what it took to implement



**CENTER FOR ADOLESCENT
RESEARCH IN SCHOOLS**
Moving Youth Toward Success

Center for Adolescent Research in Schools

- Funded for five years by Institute of Education Sciences (IES), U.S. Department of Education
- Focus: secondary age students with intensive social, emotional, and behavioral problems (EBD, students with significant behavior problems)



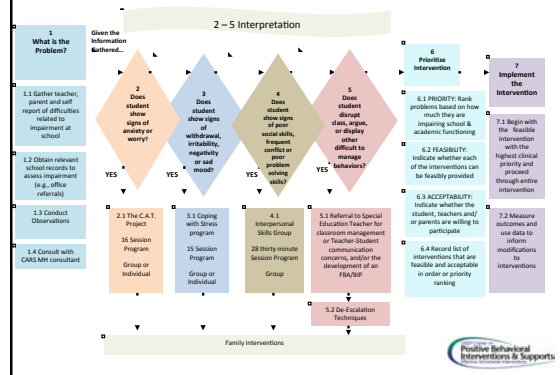
Overview of Intervention Components

Intervention Focus	Core Student Challenge	Specific Strategy
Enhancing School and Teacher Capacity	Academic Skills Emotional/Behavioral Problems	<ul style="list-style-type: none"> • Classroom Structure / Management • Evidence-Based Academic Instruction (OTR, Student Interest, Accommodations) • Teacher-Student Interactions
Building Youth Competence	Social Skills Academic Skills General Living Connectedness Mental Health	<ul style="list-style-type: none"> • Interpersonal Skills Coaching • Organization and Study Skills • Mentoring (Check & Connect) • MH intervention when indicated (Anxiety & Depression)
Increasing Family and Community Supports	Behavior Academic Skills Social Skills Mental Health	<ul style="list-style-type: none"> • Parent Education • Homework guidance • Securing Effective Therapy & Supports

Mental Health Interventions



Choosing Mental Health Interventions



MH Interventions

- CBT for anxiety and worry
- CBT for depressed mood
- Interpersonal Skills Group for social skill impairment
- Family Interventions



Classroom / Instructional Interventions



Basic Logic

- All students enrolled in “check & connect”
 - Organization
 - Progress Monitoring
 - Mentoring / problem solving
- Classrooms targeted for intervention based on combination of student failure and evidence of problem behavior
- Classroom Assessment – interventions tailored to address weaknesses /missing components & reinforce strengths



Check & Connect

- Developed for high-risk urban students at the secondary level (Anderson, Christenson, Sinclair, Lehr, 2004; Evelo, Sinclair, Hurley, Christenson, Thurlow, 1996)
- Utilizes a monitoring system with two components
 - Check
 - Systematically assess the extent to which students are engaged in school.
 - Connect
 - Respond on a regular basis to students’ educational needs according to their type and level of risk for disengagement from school.
- Establish an adult mentor at school to enhance school engagement



CHECK	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Tardy															
Skip															
Absent															
Behavior referral															
Detention															
In-school suspension															
Out-of-school suspension															
Falling classes/Behind in credits															
_____ D's _____ P's _____ Classes passed out of _____ total _____ Credits earned out of _____ total															
CONNECT															
<u>BASIC</u>															
Shared general information															
Provided regular feedback															
Discussed staying in school															
Problem-solved about risk															
<u>INTENSIVE</u>															
Arranged for alternative to suspension															
Contracted for behavior or grades															
Communicated with parents															
Made special accommodations															
Participated in community service															
Participated in social skills group															
Worked with tutor or mentor															
Other _____															

Classroom Assessment Targets

- Classroom Structure
 - Rules and routines
- Improving Teacher-Student Interactions
- Evidence-Based Academic Instruction
 - Opportunities to Respond (OTR)
 - Incorporating students’ choice and interests
 - Accommodations
- Responding to problem behavior



Interview Guide

Interviewer: _____ Date: _____

Question	Scoring Rubric	Score
1. Do you have <u>rules</u> that are specific to your classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No if no, skip to #6	Yes = 2 No = 0	
2. What are the classroom <u>rules</u> ?	3-5 rules = 1 Stated Positive = 1 Observable/measurable = 1 (3 points possible)	
3. How were the <u>rules</u> communicated to the students? <input type="checkbox"/> Verbal review on first day of class <input type="checkbox"/> Distributed as handout and discussed <input type="checkbox"/> Written on board and discussed <input type="checkbox"/> Taught using formal lesson plan	Verbal review = 1 Distributed handout = 1 On board/discussed = 1 Taught using lesson plan = 2 (3 points possible)	
4. Are the <u>rules</u> available as a visible cue? (e.g. written in front of student planner, posted) <input type="checkbox"/> Yes <input type="checkbox"/> No	Yes = 2 No = 0	

Positive Behavioral Interventions & Supports

B. Conduct three 30 minute observations in classroom using mini-m.o.o.s.e.s. This data will serve as baseline and assessment for possible intervention.

1. Transfer the score that correlates with each variable to the matrix below.
2. Compute the mean for each variable.
3. Use the mean scores to determine appropriate classroom intervention(s).

Student Behavior				
Variable	Obs. #1	Obs. #2	Obs.#2	Mean
Active Engagement				
Passive Engagement				
Off-task				
Down-time				
Disruptive				
Teacher Behavior				
Variable	Obs. #1	Obs. #2	Obs.#2	Mean
Teaching				
Not Teaching				
OTR group				
OTR individual				
Positive feedback				
Negative feedback				
Correction				

Positive Behavioral Interventions & Supports

Intervention Decision Guide

If	Intervention Options
Rules total is less than 8	<input type="checkbox"/> Implement rules intervention
Routines total is less than 10	<input type="checkbox"/> Implement routines intervention
Questions 10-12	<input type="checkbox"/> If a problem behavior exists that is not included in the rules or routines, develop a rule or routine that teaches the replacement behavior <input type="checkbox"/> If a rule or routine exists that addresses the problem behavior, the teacher should reteach the rule, provide precorrects and active supervision (see rules intervention)
Student off-task behavior is 10% or greater	<input type="checkbox"/> Increase OTR (group or individual) <input type="checkbox"/> Choose option from curriculum based interventions <input type="checkbox"/> Increase precorrect <input type="checkbox"/> Increase praise for on-task <input type="checkbox"/> Increase corrections (re-teach expectation) <input type="checkbox"/> Increase circulation

Positive Behavioral Interventions & Supports

- ## Rules & Routines
- Provide structure and increase predictability of classroom environment.
 - Same instructional procedures used to teach academics:
 - Present the rule or routine. Post in prominent positions in the classroom at student eye level.
 - Discuss why the rule or routine is important.
 - Ask for student demonstrations of examples and non-examples of the desired behavior.
 - Provide opportunities for practice with feedback.
 - Explain what will happen when the rule or routine is followed and what will happen if not followed.
 - Once taught, provide frequent and consistent acknowledgement for compliance.
- Positive Behavioral Interventions & Supports

- ## Teacher-Student Interactions
- Increase ratio of positive to negative interactions (4:1)
 - Provide instruction that involves frequent opportunities to actively respond to academic requests (OTR):
 - Response Cards (RC)
 - Computer Assisted Instruction (CAI)
 - Class-wide Peer Tutoring (CWPT)
 - Guided Notes
- Positive Behavioral Interventions & Supports

- ## Curriculum-based Interventions
- Incorporate choice and preference in classroom activities
 - Design relevant activities that will incorporate the students' interests:
 - Assess the content for importance or relevance.
 - Point out to students the importance and worth of information.
 - Select topics that reflect students' interests.
 - Relate content to local issues or problems that are important or familiar to students.
 - Begin and conclude classes with statements such as "This is an important topic/skill because..." and "Why was this important for us to learn about?"
 - Allow students to select from a list of options.
- Positive Behavioral Interventions & Supports

Need for Appropriate Accommodations

- Approximately 85% of secondary students with EBD have at least one class in the general education setting.
- Help students:
 - access grade level materials
 - access instruction
 - improve classroom performance.
- Prevent students from falling farther behind academically and potentially dropping out.

Accommodations vs. Modifications

- Changes to how academic content is presented or assessed
 - Accommodations do not change what the student is expected to master
 - Modifications change what the student is expected to master



Accommodations Assumptions

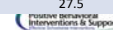
- Allow the student to earn a valid score, not necessarily an optimal score
- Produce a differential boost
- A single accommodation is not valid or beneficial for all students
- A student may need more than one accommodation. If so, all necessary accommodations should be in place
- Testing accommodations and instructional accommodations should be similar



Academic Services, Supports, and Modifications for Students with EBD

(Wagner et al., 2006)

Supports	Percentage of Students		
	Elementary	Middle	High
More time to take tests	72.8	72.6	75.6
Tests read to students	45.6	40.0	26.5
Modified tests	43.7	46.3	24.2
More time to complete assignments	66.5	67.3	54.2
Modified assignments	47.9	41.4	20.8
Modified grading standards	37.3	27.3	14.5
Slower-paced instruction	51.0	46.5	19.0
Peer tutoring	17.0	10.5	8.2
Adult tutoring	15.3	8.4	7.6
Learning strategies/study skills	33.0	36.5	27.5



Initial Summary of CARS IEP Review

- N = 70 students
- Most common accommodations
 - 45 extended time
 - 26 tests read aloud
 - 23 tested in small group or alternative setting
- Often determined by disability
 - Students with ADHD frequently receive extended time
- Accommodations seldom linked to student need
- Testing accommodations not matched to instructional accommodations



Purpose of Guide

- Facilitate selection of one or more accommodations that are matched to the student's specific academic or behavioral needs
- Increase the match between a particular student's difficulty and an appropriate accommodation.
 - Match testing accommodations to instructional accommodations



Implementation of Guide

- Provide teachers who rated accommodations as feasible and acceptable with model on how to choose accommodations
 - Identify student problem
 - Select related accommodation
- Have teachers implement the accommodation
- Assess student performance
- Gather teacher feedback and treatment acceptability data post implementation



Accommodations Guide Model

Accommodations Guide Worksheet

1. Gather materials.

- Three samples of student work demonstrating frequent errors or low grades
- Student Individualized Education Program (IEP)

2. Identify Broad Problem Areas.

What are the general indicators of concern? Check all that apply.

- | | |
|--|---|
| Academic
<input type="checkbox"/> Reading
<input type="checkbox"/> Math
<input type="checkbox"/> Writing | Attentional/ Behavioral
<input type="checkbox"/> Following Directions
<input type="checkbox"/> Easily Distracted
<input type="checkbox"/> Sustaining Attention/Effort
<input type="checkbox"/> Attention to Detail
<input type="checkbox"/> Planning & Time Management
<input type="checkbox"/> Test Anxiety |
|--|---|

Continue on next page →

Identify accommodations linked to student concerns	
Based on the broad areas of student need identified in Step 1, choose at least one corresponding accommodation which you are willing and able to implement. A glossary of accommodations can be found on page 6.	
Academic Concerns	
Reading	
Type of Problem	Suggested Accommodations
<input type="checkbox"/> Difficulty reading fluently	<input type="checkbox"/> Read materials aloud
<input type="checkbox"/> Difficulty with reading comprehension	<input type="checkbox"/> Read materials aloud
<input type="checkbox"/> Reads slowly	<input type="checkbox"/> Use highlighted textbooks
	<input type="checkbox"/> Extended time
Math	
Type of Problem	Suggested Accommodations
<input type="checkbox"/> Unable to rapidly access math facts	<input type="checkbox"/> Calculator
<input type="checkbox"/> Difficulty manipulating numbers	<input type="checkbox"/> Fact table
<input type="checkbox"/> Transposes numbers	<input type="checkbox"/> Extended time
<input type="checkbox"/> Difficulty with converting word problems to mathematical expressions	<input type="checkbox"/> Manipulative devices
<input type="checkbox"/> Reading difficulties that impede understanding of word problems	<input type="checkbox"/> Visual organizers (e.g., graph paper)
	<input type="checkbox"/> Self-monitoring list to double-check work
	<input type="checkbox"/> Extended time
	<input type="checkbox"/> Graphic organizer
	<input type="checkbox"/> Provide math expressions or formulas
	<input type="checkbox"/> Allow use of calculator
	<input type="checkbox"/> Read word problems aloud
	<input type="checkbox"/> Use graphic organizer
	<input type="checkbox"/> Extended time
Writing	
Type of Problem	Suggested Accommodations
<input type="checkbox"/> Motor skill deficits	<input type="checkbox"/> Provide pen/pencil grip
<input type="checkbox"/> Difficulty with spelling	<input type="checkbox"/> Use word processor for drafts and final copy
<input type="checkbox"/> Difficulty organizing writing	<input type="checkbox"/> Dictate work into audio recording device
	<input type="checkbox"/> Use dictation program
	<input type="checkbox"/> Extended time
	<input type="checkbox"/> Use spelling and grammar assistive devices (e.g., spell check)
	<input type="checkbox"/> Teacher or peer proofreading
	<input type="checkbox"/> Allow for re-submission of work after feedback
	<input type="checkbox"/> Extended time
	<input type="checkbox"/> Use graphic organizers
	<input type="checkbox"/> Chunk large assignments into smaller tasks
	<input type="checkbox"/> Provide model of completed writing task

Behavioral Concerns	
Following Directions	
Suggested Accommodations	<input type="checkbox"/> Read directions aloud <input type="checkbox"/> Have student repeat directions back <input type="checkbox"/> Simplify number of instructions on page <input type="checkbox"/> Repeat instructions using simple language <input type="checkbox"/> Highlight or bold font key directions
Easily Distracted/Sustaining Effort/Attention to Detail	
Suggested Accommodations	<input type="checkbox"/> Give short and simple directions <input type="checkbox"/> Highlight key words in directions and text <input type="checkbox"/> Use highlighted textbook <input type="checkbox"/> Check in frequently with the student <input type="checkbox"/> Assign a peer partner <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Provide guided notes <input type="checkbox"/> Place hand on forehead <input type="checkbox"/> Frequent breaks (use private signal) <input type="checkbox"/> Cue with a device (e.g., sports watch, timer) to stay on task <input type="checkbox"/> Self-monitoring sheet/rubric for on-task behavior <input type="checkbox"/> Self-monitoring sheet/rubric for task completion <input type="checkbox"/> Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance <input type="checkbox"/> Chunk large assignments into smaller tasks <input type="checkbox"/> Change seat to reduce distractions
Planning and Time Management	
Suggested Accommodations	<input type="checkbox"/> Provide start-up assistance and frequent feedback <input type="checkbox"/> Chunk large assignments into smaller tasks <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Use self-monitoring sheet/rubric for task completion <input type="checkbox"/> Use self-monitoring sheets for organization
Test Anxiety	
Suggested Accommodations	<input type="checkbox"/> Allow student to sit next to a peer <input type="checkbox"/> Provide a quiet place to take tests <input type="checkbox"/> Allow student to choose seat where he/she feels most comfortable <input type="checkbox"/> Allow student to choose preferred way to respond to test questions

4. Coordinate accommodations.

List the accommodations selected from pages 2 and 3. Next, review the accommodations listed in the student's IEP. List accommodations from the IEP. Circle any overlap.

Accommodations Suggested by the Guide	Accommodations on IEP

5. Meet with the student for input and preferences. Write any notes in the box below.

- Meet with the student to discuss the academic or behavior concerns. Examine the permanent products during the discussion, if helpful.
- Describe the accommodation that were recommended by the Accommodations Guide and those currently identified in the IEP.
- Ask the student for his/her input regarding accommodations he/she thinks may be helpful.
- Discuss specific assignments, conditions (e.g., independent work), and frequency of the accommodations. Some accommodations may not be necessary for all circumstances.
- Encourage the student to share his/her thoughts about the accommodation.

6. Use accommodations to be implemented and evaluated.

• Create a single list of accommodations to be evaluated for effectiveness. Prioritize based on student input and teacher preference. List all the other accommodations will be tested.
 • Determine if the accommodation will be used during instruction for classroom teaching activities and assignments or for testing. If it is possible to use an accommodation for both purposes.
 • Define and describe the conditions under which the accommodation will be provided for the student (see below).

Accommodation	Instruction or Testing	Activity	Description
EX. Extended Time	<input checked="" type="checkbox"/> Testing	Unit tests	Time and a half
EX. Graphic Organizer	<input checked="" type="checkbox"/> Instruction	Quizzes requiring written responses	Teacher-created or pre-made organizers (e.g., story maps, writing scaffolds)
	<input type="checkbox"/> Testing		
1.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		
2.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		
3.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		
4.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		
5.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		
6.	<input type="checkbox"/> Instruction		
	<input type="checkbox"/> Testing		

*Plan to evaluate the effectiveness of each accommodation one at a time to determine the most beneficial accommodations for the student. If specific accommodations are already in place and effective, continue providing the accommodation as usual and test addition of accommodations one at a time to determine if student outcomes are enhanced.

7. Teach the accommodation(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Be sure the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

B. Examine at least three samples of student work/tests to determine if there is change in performance trends

- after the student can use the accommodation independently, or
- within 4 – 6 weeks of implementation

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

Determine improvement in any of the following (circle all that apply):

- Grades
- Quality of work
- Work completion
- Academic engagement

Yes → 1. Continue using the accommodation.
2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

No → 1. Select another accommodation from within the problem area (step 3) and repeat steps 7-8.
2. Determine if problem area was misidentified. Select an accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat steps 3-8.
3. Determine if alternative interventions are needed (e.g., Missing Assignment Tracking, Organizational skills).
4. Suggest the IEP team consider modifications to the general education curriculum.

Glossary	
Source: Thompson, S., Meyer, A., Wacker, M., & Hall, S. (2010). <i>Assessing and providing accommodations for students with disabilities</i> . U.S. Department of Education, Office of Special Education Programs.	
Accommodation	Definition: A change or adjustment to the way information is presented or the way a student responds to information.
Calculator	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Extended time	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Test format	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Graphics	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Organizers	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Guided notes	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Highlighted Text/boxes	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Mathematical Devices	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Multiple or Frequent breaks	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Read materials aloud	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Self-monitoring checklist	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Speaking and listening devices	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Visual Organizers	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning probability, using a calculator to find the probability of a letter being 3 then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.

CASE STUDY

Positive Behavioral Interventions & Supports

Participant Description

- Externalizing behaviors
- Low academic abilities
 - 3rd Grade academic functioning
- General education co-taught History class
- Teacher selected interventions (based on feasibility)
 - Accommodations
 - Positive Teacher/Student Interactions

Positive Behavioral Interventions & Supports

Model Implementation Step #1:

- Collect three samples of student work demonstrating frequent errors or low grades.
- Identify accommodations provided in IEP

Positive Behavioral Interventions & Supports

Modern World History
World War II - Section
Provide to the Quiz
Multiple Choice. Write the correct answer in the space provided.

1. Mussolini's use against Hitler succeeded because
 A. Hitler refused to take any action against Italy.
 B. Hitler refused to take any action against Italy.
 C. Hitler refused to take any action against Italy.
 D. Hitler found a general war if effective reasons such as an embargo or the threat of the loss of land were implemented.

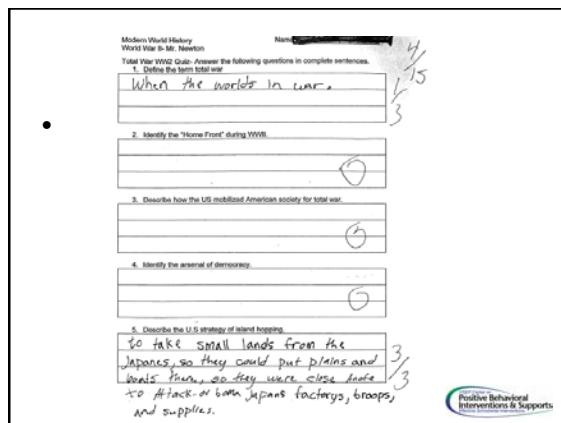
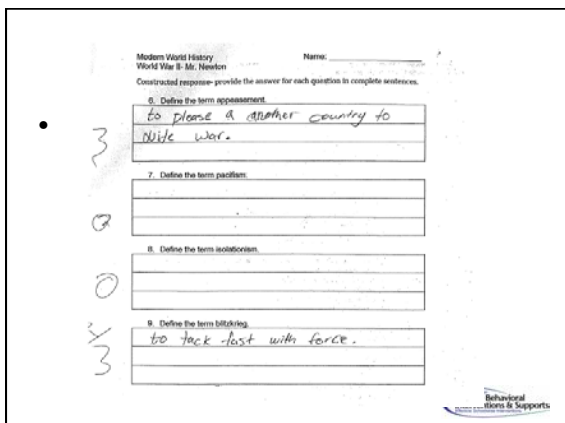
2. Hitler announced that Czechoslovakia was the Sudentland to Germany because the Sudentland
 A. had been part of the German empire before 1938.
 B. had been part of the German empire before 1938.
 C. had been part of the German empire before 1938.
 D. had been part of the German empire before 1938.

3. One year after the start of World War I, Great Britain and France followed a policy of appeasement when they
 A. refused to intervene with the Soviet Union.
 B. refused Germany to expand its territory.
 C. agreed to agreements at the Versailles Conference.
 D. refused United States efforts to intervene.

4. One similarity between Adolf Hitler and Benito Mussolini is that both
 A. believed in democracy.
 B. believed in democracy.
 C. believed in democracy.
 D. believed in democracy.

5. One reason the League of Nations failed to prevent World War II was to gain
 A. new member states.
 B. control of Italy.
 C. additional neutral resources.
 D. control of the Suez Canal.

Positive Behavioral Interventions & Supports



Student IEP Accommodations

- Testing:
 - Alternative setting
 - Extended time for completion
 - Read test to student (if requested)
- Assignments and Instruction:
 - Lower difficulty level-shorten assignments
 - Provided structured time to organize materials
 - Frequent reminders of rules
 - Check often for understanding/review
 - Extended time for oral responses
 - Extended time for written responses
 - Maintain assignment notebook
 - Bathroom break first 5 mins. of class, unless emergency
 - Use lined paper for written assignments
 - Assist or provide notes and study guides
 - Extended to create assignments (1 ½ weeks or as agreed upon w/ teacher)

Positive Behavioral Interventions & Supports

Step #2:

- Identify general indicators of concern
 - Writing, specifically difficulty organizing writing
 - "Couldn't complete short answer"
 - Attention to detail
 - "Chose wrong answers on multiple choice and selected obviously wrong answers"
 - Planning and time management
 - "Ran out of time to complete the test even when given multiple class periods"

Positive Behavioral Interventions & Supports

Step # 3

- Identify accommodations matched to student's needs
 - Writing: Difficulty Organizing Writing
 - **Graphic Organizers**
 - Attention to Detail
 - **Assign a Peer Partner**
 - **Use Graphic Organizers**
 - **Chunk Large Assignments into Smaller Tasks**
 - Planning and Time Management
 - **Chunk Large Assignments into Smaller Tasks**
 - **Graphic Organizers**

Positive Behavioral Interventions & Supports

Step # 4: Coordinate accommodations

<p>Model Accommodations</p> <p>Writing: Difficulty Organizing Writing</p> <ul style="list-style-type: none"> - Graphic Organizers <p>Attention to Detail</p> <ul style="list-style-type: none"> - Assign a Peer Partner - Use Graphic Organizers - Chunk Large Assignments into Smaller Tasks <p>Planning and Time Management</p> <ul style="list-style-type: none"> - Chunk Large Assignments into Smaller Tasks - Graphic Organizers 	<p>IEP Accommodations</p> <ul style="list-style-type: none"> • Testing- <ul style="list-style-type: none"> - Alternative Setting - Extended time for completion - Read test to student (if requested) • Assignments and Instruction- <ul style="list-style-type: none"> - Lower Difficulty Level-Shorten Assignments - Provided Structured Time to Organize Materials - Frequent Reminders of Rules - Check often for understanding/review - Extended time for Oral Responses - Extended time for Written Responses - Maintain Assignment Notebook - Bathroom Break first 5 mins. Of class, unless emergency - Use lined paper for written assignments - Assist or Provide Notes and Study Guides - Extended to create assignments (1 ½ weeks or as agreed upon w/ Teacher)
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Positive Behavioral Interventions & Supports

Step #5:

- Meet with the student for input and preferences
 - Student agreed with teachers concerns.
 - Student agreed to all suggested accommodations.
 - Student requested:
 - A different seat with less distractions during independent work.
 - Materials if he forgot to bring them.



Step #6:

- List accommodations to be implemented and evaluated.
- Prioritize
- Determine instruction or testing
- Define and describe conditions:
 - 1) Use graphic organizers (I/T) All in class work, Teacher-created or pre-made organizers.
 - 1) Change seat to reduce distractions (I/T) Student and teacher will meet to discuss alternative seat, can be changed if student does demonstrate classroom expectations.
 - 1) Materials be given to student if forgotten (e.g. pencil) (I/T) Student must request material at the start of the class and give teacher collateral for the return of material at the end of the class period.
 - 2) Assign a peer partner (I) All in-class work with a teacher chosen partner.
 - 3) Chunk large assignments into smaller tasks (I) All in class assignments spanning multiple class periods with a teacher-created checklist of completed tasks.



Step #7:

- Teach the accommodations
 - Assign a peer partner
 - What are the appropriate behaviors of working with a peer?
 - What noise level can you work with a peer?
 - What does helping vs. doing look like?
 - Use graphic organizers
 - How do I use graphic organizers (5 paragraph outline, flow chart, venn diagram, checklist, etc.)?
 - Chunk large assignments into smaller tasks
 - How do I use a checklist?
 - How do I manage my time?
 - Change seat to reduce distractions
 - How do I transition?
 - When is it appropriate to move?
 - Materials given to student if forgotten (e.g. pencil)
 - How do I know what materials I need?
 - What is appropriate collateral?

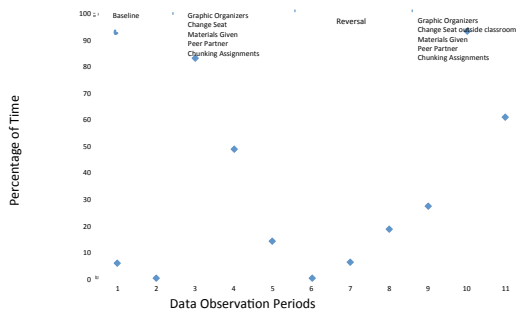


Step #8:

- Examine at least three samples of student work/tests to determine if there is a change in the performance trend
 - Class Grade Increased from a 24% to a 77%
 - Highest class grade he had received since beginning high school!



Active Engagement



For More Information

OSEP Center for Positive Behavioral Interventions and Supports

pbis.org

Missouri School-wide Positive Behavior Support

pbissmissouri.org

Center for Adolescent Research in Schools

ies-cars.org

IDEAS that Work

osepideasthatwork.org

What Works Clearinghouse

ies.ed.gov/ncee/wwc

