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, Klinger, 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

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

• 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


**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)
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

• 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

<table>
<thead>
<tr>
<th>Intervention Focus</th>
<th>Core Student Challenge</th>
<th>Specific Strategy</th>
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</thead>
<tbody>
<tr>
<td>Enhancing School and Teacher Capacity</td>
<td>Academic Skills, Emotional/Behavioral Problems</td>
<td>Classroom Structure Management, Evidence-Based Academic Instruction (FBL, Student interest, Accommodations), Teacher-Student Interactions</td>
</tr>
<tr>
<td>Building Youth Competence</td>
<td>Social Skills, Emotional/Behavioral Problems</td>
<td>Interpersonal Skills Coaching, Organization and Study Skills, Mentoring (Check &amp; Connect), MH intervention when indicated (Anxiety &amp; Depression)</td>
</tr>
<tr>
<td>Increasing Family and Community Supports</td>
<td>Behavior, Emotional/Behavioral Problems</td>
<td>Parent Education, Homework guidelines, Securing Effective Therapy &amp; Supports</td>
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</tbody>
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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

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
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

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.
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

<table>
<thead>
<tr>
<th>Supports</th>
<th>Percentage of Students</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td>More time to take tests</td>
<td>72.8</td>
</tr>
<tr>
<td>Tests read to students</td>
<td>45.6</td>
</tr>
<tr>
<td>Modified tests</td>
<td>43.7</td>
</tr>
<tr>
<td>More time to complete assignments</td>
<td>66.5</td>
</tr>
<tr>
<td>Modified assignments</td>
<td>47.9</td>
</tr>
<tr>
<td>Modified grading standards</td>
<td>37.3</td>
</tr>
<tr>
<td>Slower-paced instruction</td>
<td>51.0</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>17.0</td>
</tr>
<tr>
<td>Adult tutoring</td>
<td>15.3</td>
</tr>
<tr>
<td>Learning strategies/study skills</td>
<td>33.0</td>
</tr>
</tbody>
</table>

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 a 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
### 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

### Model Implementation

#### Step #1:

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

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”

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

Step #4: Coordinate accommodations

Model Accommodations

| 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 |

IEP Accommodations

• Testing:
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  – 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)
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.
  2) Change seat to reduce distractions (I/T) student and teacher will meet to discuss
  alternative seat, can be changed if student demonstrates classroom expectations.
  3) Materials be given to student if forgotten (e.g. pencil) (I/T)

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 create a checklist?
    • How do I manage my time?
  – Change seat to reduce distractions
    • 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 ordered?

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!

For More Information
OSEP Center for Positive Behavioral Interventions and Supports
  pbis.org
Missouri School-wide Positive Behavior Support
  pbismissouri.org
Center for Adolescent Research in Schools
  ies-cars.org
IDEAS that Work
  osepidiasthatwork.org
What Works Clearinghouse
  les.ed.gov/ncee/wwc