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

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OSEP Center on Positive Behavioral Interventions & Supports
Where is Missouri????
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
Systems

Putting Research-Based Practices In Place

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support
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
(Torres, Farley, & Cook, 2012)

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
Reducing Behavior Problems in the Elementary School Classroom
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
“It’s a guess, but it’s a highly educated guess.”
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>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing School and Teacher Capacity</td>
<td>Academic Skills</td>
<td>• Classroom Structure / Management</td>
</tr>
<tr>
<td></td>
<td>Emotional/Behavioral Problems</td>
<td>• Evidence-Based Academic Instruction (OTR, Student interest, Accommodations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher-Student Interactions</td>
</tr>
<tr>
<td>Building Youth Competence</td>
<td>Social Skills</td>
<td>• Interpersonal Skills Coaching</td>
</tr>
<tr>
<td></td>
<td>Academic Skills</td>
<td>• Organization and Study Skills</td>
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<tr>
<td></td>
<td>General Living Skills</td>
<td>• Mentoring (Check &amp; Connect)</td>
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<tr>
<td></td>
<td>Connectedness</td>
<td>• MH intervention when indicated (Anxiety &amp; Depression)</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Increasing Family and Community Supports</td>
<td>Behavior</td>
<td>• Parent Education</td>
</tr>
<tr>
<td></td>
<td>Academic Skills</td>
<td>• Homework guidance</td>
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<tr>
<td></td>
<td>Social Skills</td>
<td>• Securing Effective Therapy &amp; Supports</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
<td></td>
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</tbody>
</table>
Mental Health Interventions
MH Interventions

• Interpersonal Social Skills Group
• CBT for anxiety and worry
• CBT for depressed mood
• Family Interventions
Choosing Mental Health Interventions

1. What is the Problem?
   - 1.1 Gather teacher, parent and self report of difficulties related to impairment at school
   - 1.2 Obtain relevant school records to assess impairment (e.g., office referrals)
   - 1.3 Conduct Observations
   - 1.4 Consult with CARS MH consultant

2. Does student show signs of anxiety or worry?
   - 2.1 The C.A.T. Project
     - 16 Session Program
       - Group or Individual
   - 3.1 Coping with Stress program
     - 15 Session Program
       - Group or Individual
   - 4.1 Interpersonal Skills Group
     - 28 thirty minute Session Program
       - Group
   - 5.1 Referral to Special Education Teacher for classroom management or Teacher-Student communication concerns, and/or the development of an FBA/BIP

3. Does student show signs of withdrawal, irritability, negativity or sad mood?
   - 5.2 De-Escalation Techniques

4. Does student show signs of poor social skills, frequent conflict or poor problem solving skills?

5. Does student disrupt class, argue, or display other difficult to manage behaviors?
   - 5.2 De-Escalation Techniques

6. Prioritize Intervention
   - 6.1 PRIORITY: Rank problems based on how much they are impairing school & academic functioning
   - 6.2 FEASIBILITY: Indicate whether each of the interventions can be feasibly provided
   - 6.3 ACCEPTABILITY: Indicate whether the student, teachers and/or parents are willing to participate
   - 6.4 Record list of interventions that are feasible and acceptable in order or priority ranking

7. Implement the Intervention
   - 7.1 Begin with the feasible intervention with the highest clinical priority and proceed through entire intervention
   - 7.2 Measure outcomes and use data to inform modifications to interventions

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
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<tr>
<th>CHECK</th>
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<td></td>
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<td>Tardy</td>
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<td>Skip</td>
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<td>Absent</td>
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<td>Behavior referral</td>
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<td>Detention</td>
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<td>In-school suspension</td>
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<tr>
<td>Out-of-school suspension</td>
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<td>Failing classes/Behind in credits</td>
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_____ D’s  _____ F’s  _____ Classes passed out of _____ total  _____Credits earned out of _____ total

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<thead>
<tr>
<th>CONNECT</th>
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<td>CONNECT</td>
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<td>BASIC</td>
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<td>Shared general information</td>
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<td>Provided regular feedback</td>
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<td>Discussed staying in school</td>
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<td>Problem-solved about risk</td>
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<tr>
<td>INTENSIVE</td>
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<td>Arranged for alternative to suspension</td>
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<tr>
<td>Contracted for behavior or grades</td>
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<td>Communicated with parents</td>
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<td>Made special accommodations</td>
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<td>Participated in community service</td>
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<td>Participated in social skills group</td>
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<tr>
<td>Worked with tutor or mentor</td>
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<td>Other ______________________</td>
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< High risk for month
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

**Question** | **Scoring Rubric** | **Score**
---|---|---
1. Do you have rules that are specific to your classroom?  
☐ Yes  
☐ No  
If no, skip to #6 | Yes = 2  
No = 0 |  

2. What are the classroom rules? | 3-5 rules =1  
Stated Positive = 1  
Observable/measurable =1  
(3 points possible) |  

3. How were the rules communicated to the students?  
☐ Verbal review on first day of class  
☐ Distributed as handout and discussed  
☐ Written on board and discussed  
☐ Taught using formal lesson plan | Verbal review = 1  
Distributed handout = 1  
On board/discussed = 1  
Taught using lesson plan = 2  
(5 points possible) |  

4. Are the rules available as a visible cue?  
(e.g. written in front of student planner, posted)  
☐ Yes  
☐ No | Yes = 2  
No = 0 |  

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Effective Schoolwide Interventions
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).

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Obs. #1</th>
<th>Obs. #2</th>
<th>Obs. #3</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Engagement</td>
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<td>Passive Engagement</td>
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<tr>
<td>Off-task</td>
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<tr>
<td>Down-time</td>
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<tr>
<td>Disruptive</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Obs. #1</th>
<th>Obs. #2</th>
<th>Obs. #3</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
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<tr>
<td>Not Teaching</td>
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<tr>
<td>OTR group</td>
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<td>OTR individual</td>
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<tr>
<td>Positive feedback</td>
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<td>Negative feedback</td>
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<td>Correction</td>
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<tr>
<td>If</td>
<td>Intervention Options</td>
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<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>Rules total is less than 8</td>
<td>☐ Implement rules intervention</td>
<td></td>
<td></td>
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<tr>
<td>Routines total is less than 10</td>
<td>☐ Implement routines intervention</td>
<td></td>
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</tr>
<tr>
<td>Questions 10-12</td>
<td>☐ If a problem behavior exists that is not included in the rules or routines, develop a rule or routine that teaches the replacement behavior</td>
<td></td>
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<tr>
<td>Student off-task behavior is 10% or greater</td>
<td>☐ Increase OTR (group or individual)</td>
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<tr>
<td></td>
<td>☐ Choose option from curriculum based interventions</td>
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<tr>
<td></td>
<td>☐ Increase precorrect</td>
<td></td>
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<tr>
<td></td>
<td>☐ Increase praise for on-task</td>
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<tr>
<td></td>
<td>☐ Increase corrections (re-teach expectation)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>☐ Increase circulation</td>
<td></td>
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</tbody>
</table>
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.
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.
Accommodations
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.
### Academic Services, Supports, and Modifications for Students with EBD

(Wagner et al., 2006)

<table>
<thead>
<tr>
<th>Supports</th>
<th>Percentage of Students</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
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<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
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
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**
   - Reading
   - Math
   - Writing

   **Attentional/Behavioral**
   - Following Directions
   - Easily Distracted
   - Sustaining Attention/Effort
   - Attention to Detail
   - Planning & Time Management
   - Test Anxiety

Continue on next page ➔
3. Identify accommodations matched to student need.

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

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty reading fluently</td>
<td>Read materials aloud</td>
</tr>
<tr>
<td>Difficulty with reading comprehension</td>
<td>Read materials aloud</td>
</tr>
<tr>
<td></td>
<td>Use highlighted textbook</td>
</tr>
<tr>
<td>Reads slowly</td>
<td>Extended time</td>
</tr>
</tbody>
</table>

#### Math

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to rapidly access math facts</td>
<td>Calculator</td>
</tr>
<tr>
<td></td>
<td>Fact table</td>
</tr>
<tr>
<td></td>
<td>Extended time</td>
</tr>
<tr>
<td>Difficulty manipulating numbers</td>
<td>Manipulative devices</td>
</tr>
<tr>
<td>Transposes numbers</td>
<td>Visual organizers (e.g., graph paper)</td>
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<tr>
<td></td>
<td>Self-monitoring list to double check work</td>
</tr>
<tr>
<td></td>
<td>Extended time</td>
</tr>
<tr>
<td>Difficulty with converting word problems to mathematical expressions</td>
<td>Graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Provide math expressions or formulas</td>
</tr>
<tr>
<td>Reading difficulties that impede understanding of word problems</td>
<td>Minimize distracting information in word problems</td>
</tr>
<tr>
<td></td>
<td>Read word problems aloud</td>
</tr>
<tr>
<td></td>
<td>Use graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Extended time</td>
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</table>

#### Writing

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
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</thead>
<tbody>
<tr>
<td>Motor skill deficits</td>
<td>Provide pen/pencil grip</td>
</tr>
<tr>
<td></td>
<td>Use word processor for drafts and final copy</td>
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<tr>
<td></td>
<td>Dictate work into audio recording device</td>
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<td></td>
<td>Use dictation program</td>
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<td></td>
<td>Extended time</td>
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<tr>
<td>Difficulty with spelling</td>
<td>Use spelling and grammar assistive devices (e.g., Spell Check)</td>
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<td></td>
<td>Teacher or peer proofreading</td>
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<td></td>
<td>Allow for re-submission of work after feedback</td>
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<td></td>
<td>Extended time</td>
</tr>
<tr>
<td>Difficulty organizing writing</td>
<td>Use graphic organizers</td>
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<tr>
<td></td>
<td>Chunk large assignments into smaller tasks</td>
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<td></td>
<td>Provide model of completed writing task</td>
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Behavioral Concerns
Following Directions

Suggested Accommodations
- Read directions aloud
- Have student repeat directions back
- Simplify number of instructions on page
- Reword instructions using simpler language
- Highlight or bold font key directions

Easily Distracted/ Sustaining Effort/Attention to Detail

Suggested Accommodations
- Give short and simple directions
- Highlight key words in directions and text
- Use highlighted textbook
- Check in frequently with the student
- Assign a peer partner
- Use graphic organizers
- Provide guided notes
- Plan hands-on activities
- Frequent breaks (use private signal)
- Cue with a device (e.g., sports watch, timer) to stay on task
- Self-monitoring sheet for on-task behavior
- Self-monitoring sheet/rubric for task completion
- Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- Chunk large assignments into smaller tasks
- Change seat to reduce distractions

Planning and Time Management

Suggested Accommodations
- Provide start-up assistance and frequent feedback
- Chunk large assignments into smaller tasks
- Use graphic organizers
- Use self-monitoring sheet/rubric for task completion
- Use self-monitoring sheets for organization

Test Anxiety

Suggested Accommodations
- Chunk similar test items together (e.g., chunk all multiple choice together, all true/false together)
- Divide test into smaller segments (e.g., fewer problems per page)
- Use graphic organizers
- Allow student to choose seat where he/she feels most comfortable
- 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.

<table>
<thead>
<tr>
<th>Accommodations Suggested by the Guide</th>
<th>Accommodations on IEP</th>
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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 behavioral concerns. Examine the permanent products during the discussion, if helpful.
- Describe the accommodations 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. List 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 in the order accommodations will be tested. *
- Determine if the accommodation will be used during instruction for classroom teaching activities and assignments or for testing. 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).

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<thead>
<tr>
<th>Accommodation</th>
<th>Instruction or Testing</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX. Extended Time</td>
<td>☒ Instruction</td>
<td>Independent seat work</td>
<td>Time and a half</td>
</tr>
<tr>
<td></td>
<td>☐ Testing</td>
<td>Unit tests</td>
<td>Time and a half</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quizzes requiring written responses</td>
<td></td>
</tr>
<tr>
<td>EX. Graphic Organizer</td>
<td>☒ Instruction</td>
<td>Group, pair, or independent writing tasks</td>
<td>Teacher-created or pre-made organizers (e.g., story maps, writing scaffolds)</td>
</tr>
<tr>
<td></td>
<td>☐ Testing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 additional 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.

8. Examine at least three samples of student work/tests to determine if there is change in performance trend:

- 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.)

<table>
<thead>
<tr>
<th>Determine improvement in any of the following (circle all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grades</td>
</tr>
<tr>
<td>• Quality of work</td>
</tr>
<tr>
<td>• Work completion</td>
</tr>
<tr>
<td>• Academic engagement</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Definition</th>
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<tr>
<td>Calculator</td>
<td>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 problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.</td>
</tr>
<tr>
<td>Extended time</td>
<td>Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. The amount of extended time may be determined on a case-by-case basis by a student’s IEP team. Usually, “unlimited” time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work.</td>
</tr>
<tr>
<td>Fact table</td>
<td>Multiplication fact grid or other tool to help students readily access basic computation facts.</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are available for free download from the Internet at <a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a>. Teachers can make their own organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.</td>
</tr>
<tr>
<td>Guided notes</td>
<td>Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented. See CARs Opportunities to Respond Teacher Handout.</td>
</tr>
<tr>
<td>Highlighted Textbook</td>
<td>Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.</td>
</tr>
<tr>
<td>Manipulative Devices</td>
<td>Physical objects (e.g., counters, blocks, paper clips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.</td>
</tr>
<tr>
<td>Multiple or Frequent breaks</td>
<td>Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student’s behavior that signals a need for time away from the assignment or classroom.</td>
</tr>
<tr>
<td>Read materials aloud</td>
<td>Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking a reader to slow down or repeat text; therefore, readers should orally present text to one student at a time rather than in a group format.</td>
</tr>
<tr>
<td>Self-monitoring checklist</td>
<td>Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, <a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a>.</td>
</tr>
<tr>
<td>Spelling and grammar assistive devices</td>
<td>Pocket spell checkers or word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments.</td>
</tr>
<tr>
<td>Visual organizers</td>
<td>Graph paper, highlighters, place markers, scratch paper, and templates.</td>
</tr>
</tbody>
</table>
CASE Study
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
Modern World History
World War II- Mr. Newton

Prelude to War Quiz
Multiple Choice- Write the correct answer in the space provided

1. Mussolini's war against Ethiopia succeeded because
   A. the League of Nations lacked an army.
   B. the League of Nations refused to take any action against Italy.
   C. France supported Italy.
   D. Britain feared a general war if effective measures such as an oil embargo or
      the closure of the Suez Canal were implemented.

2. Hitler demanded that Czechoslovakia cede the Sudetenland to Germany
   because the Sudetenland
   A. had been part of the German empire before 1918.
   B. had a small German minority.
   C. was almost all German.
   D. suffered cruelly under the repressive Czech government.

3. Prior to the start of World War II, Great Britain and France followed a
   policy of appeasement when they
   A. rejected an alliance with the Soviet Union
   B. allowed Germany to expand its territory
   C. signed the agreements at the Yalta Conference
   D. opposed United States efforts to rearm

4. One similarity between Adolf Hitler and Benito Mussolini is that both
   A. led fascist states
   B. supported communism
   C. rejected militarism
   D. remained in power after World War II

5. One reason the Japanese followed a policy of expansionism before World
   War II was to gain
   A. warm-water ports
   B. control of Tibet
   C. additional natural resources
   D. control of the Suez Canal
Modern World History  
World War II - Mr. Newton  

Constructed response - provide the answer for each question in complete sentences.

6. Define the term appeasement.
   to please another country to provoke war.

7. Define the term pacifism.
   
8. Define the term isolationism.
   
9. Define the term blitzkrieg.
   to attack fast with force.
1. Define the term total war.

*When the world is in war.*

2. Identify the "Home Front" during WWII.

3. Describe how the US mobilized American society for total war.

4. Identify the arsenal of democracy.

5. Describe the U.S. strategy of island hopping.

*To take small lands from the Japanese, so they could put planes and boats there, so they were close to attack or bomb Japan's factories, troops, and supplies.*
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)
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”

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
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

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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.

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!
Final Thoughts
1. “It’s just behavior”

It’s not personal... students engage in problem and appropriate behaviors to get needs met
2. Behavior is learned

What you see is the result of risk factors within children’s past learning history (poverty, disability, academic failure, language, culture....)
3. Build in Protective Factors to Buffer Risk Across the School Day

Academic and Social Behavior Success
4. Research continues to demonstrate the most effective strategies are instruction based

• Teach “what you want them to do instead”
• Focus on academic and social success in terms of linear growth, not absolute
5. Pause, step back, & smile

The most effective strategies will fail to impact students in the absence of sincerity, respect, and obvious joy in teaching
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
  osepideasthatwork.org
What Works Clearinghouse
  ies.ed.gov/ncee/wwc