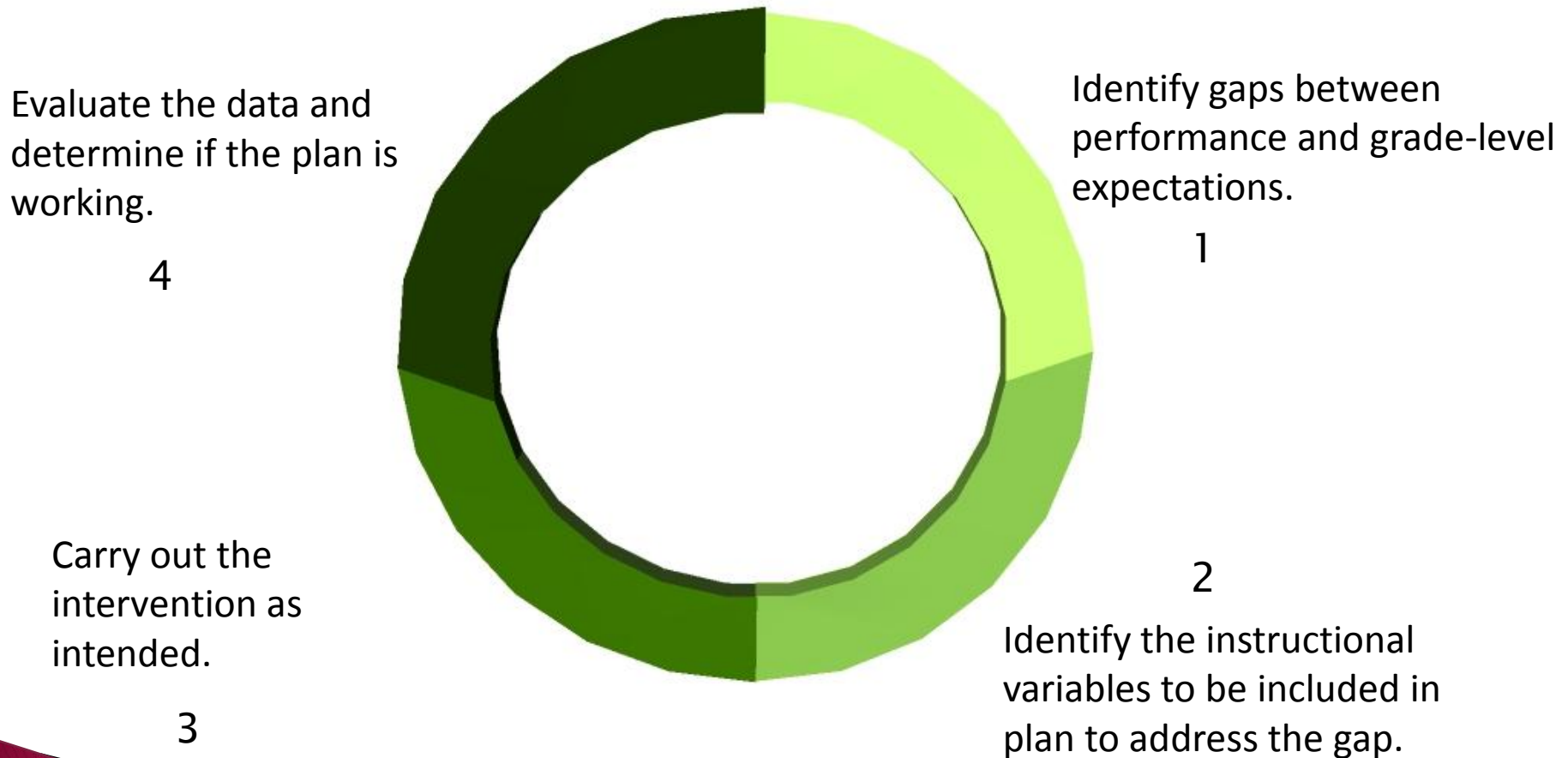


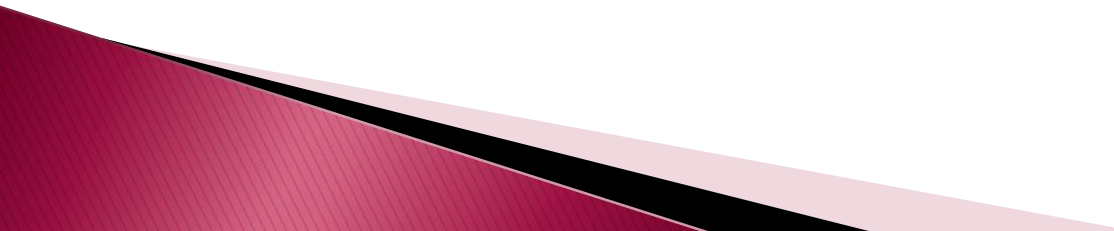
Best Practices...Even When Dealing with Emotional/Behavioral Needs

Keely Swartzner
Special Education Coordinator
MAWSECO/Delano

We Improve Achievement with Problem Solving



#1 –Identify the Gap

- ▶ What is expected?
 - ▶ What is present level of performance?
 - ▶ This should help you identify the skill that needs to increase and/or the behavior that needs to decrease.
- 

#2–Fit instruction to the need identified by more in depth assessment

- ▶ More in-depth assessment?
 - FBA
 - Can't or won't? Either way...TEACH!
- ▶ Interventions must:
 - Be research based
 - Be done in addition to core instruction
 - Be done with fidelity as prescribed in the research
 - Specifically address skill deficit(s) identified through data
 - Be guided by and responsive to student data from progress monitoring

#3–Interventions

- ▶ <http://www.interventioncentral.org/behavioral-intervention-modification>
- ▶ http://ebi.missouri.edu/?page_id=227
- ▶ http://jennyind.mpls.k12.mn.us/Behavioral_Interventions
- ▶ http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=defiance__non_compliance
- ▶ <http://www.5pointscale.com/>
- ▶ <http://www.behaviordocor.org/>

Did You Know?

- ▶ An evidence-based program is one thing...
- ▶ Implementation of an evidence-based program is a very different thing.

(Fixsen and Blase, 2006)

Accommodations, Modifications, and Interventions...Oh My!

- ▶ Accommodations are changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content.
 - More time
 - Allowing movement
 - Allowing use of a recorder to tape lectures
- ▶ Modifications are alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations in regard to the goal being addressed or assessed.
 - Reducing the amount of content a student needs to know
 - Modifying test questions
 - Shortening a spelling list
- ▶ Interventions are specific skill building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area (academic/behavioral.) It often involves changing instruction or providing additional instruction.
 - Repeated readings
 - Social skill instruction

Components of Effective Interventions

- ▶ Be careful of Standard Protocols. They are “one size fits all interventions” and don’t necessarily target specific weaknesses
- ▶ Problem solving important—matched with targeted needs, skills, or strategies
- ▶ Options (always in addition to core)
 - Covers 2–3 developmentally appropriate tasks (20–40 min. daily)
- ▶ In Research, typical group: 2–5 homogenous
- ▶ Duration: regroup every 6 weeks
- ▶ Scripts and lesson plans are recipes
- ▶ Matched to needs of the setting (classroom structure/schedule, small group, etc.)

Components of Effective Interventions (cont.)

- ▶ Explicit instruction
- ▶ Appropriate challenge (controlled difficulty)
- ▶ High ratio of opportunities to respond
- ▶ Immediate and specific feedback
 - With contingent reinforcers
- ▶ Implemented as designed—dosage, intensity, components, etc.

Burns, VanDerHeyden, & Boice (2008)

More Critical Features of Intervention

- ▶ Includes systematic and explicit instruction
 - Changes trajectory of performance by focusing on alterable variables (instruction, curriculum, environment)
 - Aligned with core instruction and grade level standards to increase skills and understandings within core instruction
- ▶ Continuously evaluated for effectiveness
 - Student performance
 - Implementation effort
 - Implemented as designed

Skills vs. Strategies

- ▶ Skills: automatic reactions that result in decoding and fluency and occur without awareness
- ▶ Strategies: deliberate, goal-oriented attempts to control and modify constructions of meaning

“It is important to promote both skills and strategic reading because students need to know how to read strategically”

Afflerbach, Pearson and Paris (2008)

fi · del · i · ty

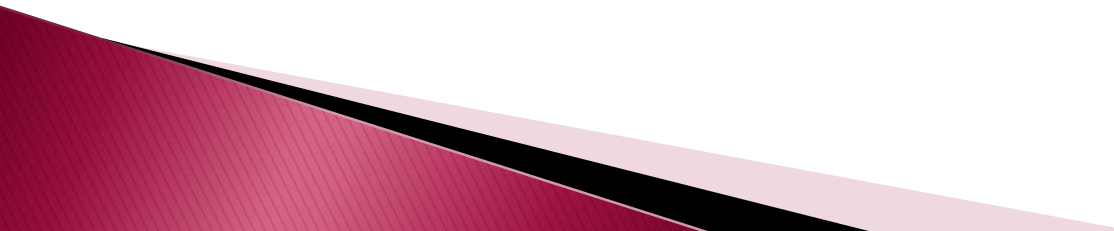
- ▶ 1. strict observance of promises, duties, etc.: a servant's fidelity.
- ▶ 2. loyalty: fidelity to one's country.
- ▶ 3. conjugal faithfulness.
- ▶ 4. adherence to fact or detail.
- ▶ 5. accuracy; exactness: The speech was transcribed with great fidelity.

“What does fidelity in regard to intervention mean to you?”

#4–Remember...PROGRESS MONITOR

- ▶ Progress monitoring can and should be used with students already in programming.
- ▶ This data can and should be used to inform your instruction.

Implementing intervention > progress monitoring

- ▶ Different areas of concern/tiers need to be progress monitored at different frequencies.
 - ▶ For example, behavior interventions may need to be monitored daily or hourly depending on the student, the concerning behavior, and the intervention.
- 

Components of progress monitoring

- ▶ Baseline data–Must be collected before the intervention is started and will be used to set the goal line.
- ▶ Progress monitoring tool–Must directly measure growth in the area of concern.
 - For example, a math fact fluency probe would not directly measure improvement in a student's math reasoning skills.
 - Decision rules should be determined before the implementation of the intervention. This is important because it is used to evaluate the success of the intervention or the need to change the intervention.

Progress Monitoring of Behavior

- ▶ Point Sheets
- ▶ Observations (on-off task)
- ▶ Rating Scales
- ▶ What else? Brainstorm with a neighbor.
Share out.
- ▶ <http://www.directbehaviorratings.com/cms/>

Rate of Progress

- ▶ Is measured over time through progress monitoring while using interventions
- ▶ A minimum of 12 data points are required over at least 7 school weeks to establish a rate of progress.

Screening

Instructional Decision

Monitoring Progress

Determining Eligibility

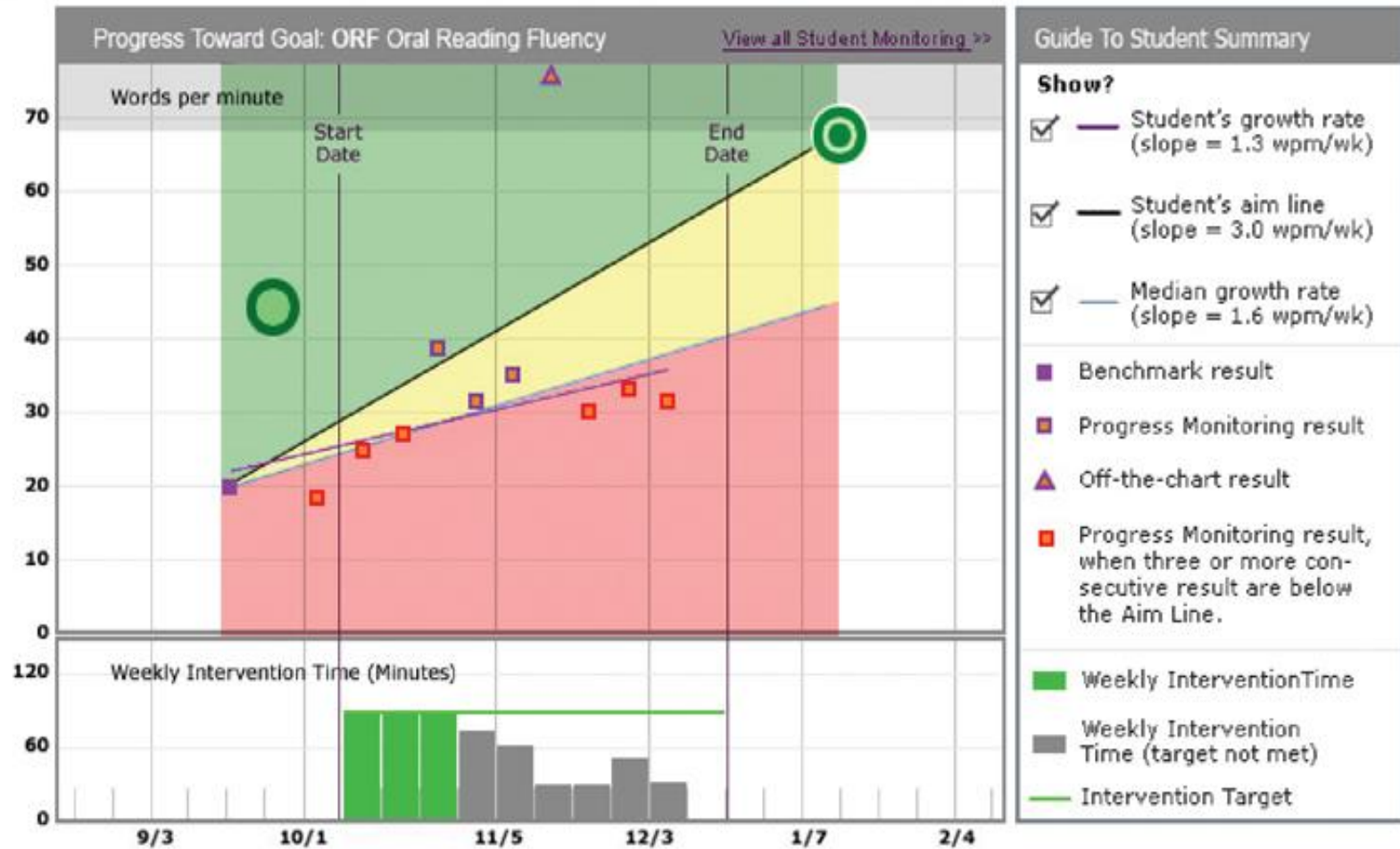
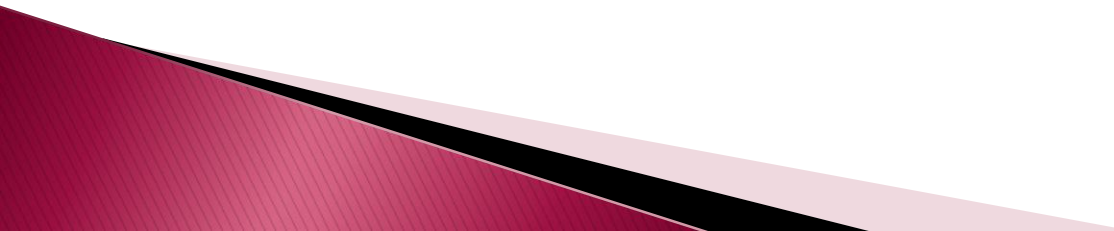


Image courtesy of Wireless Generation. MDE does not endorse any product.

What does the progress monitoring tell us?

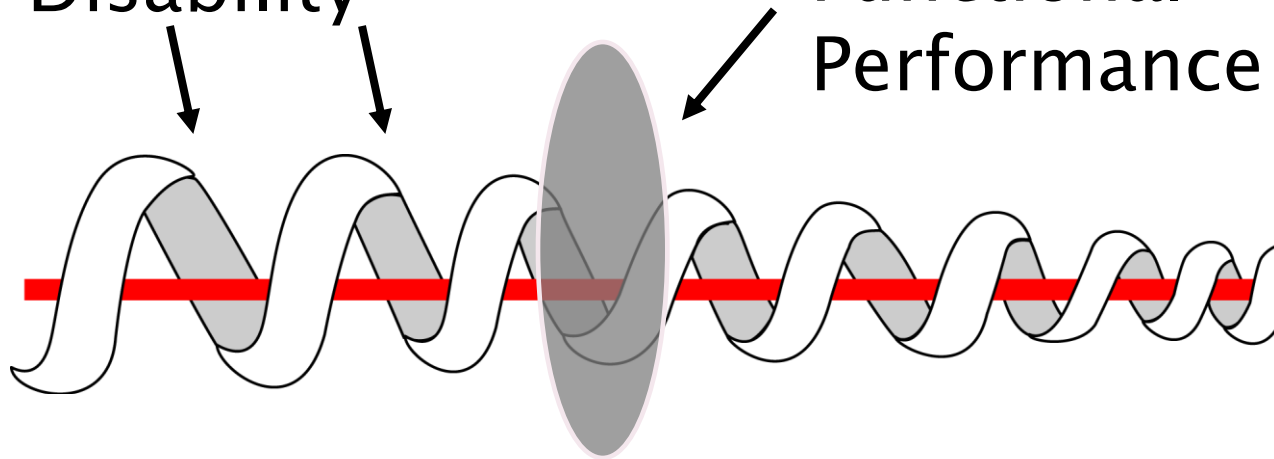
- ▶ Depending on the student's progress with intervention, we can determine:
 - If an intervention needs to be modified
 - If a different intervention is needed
 - If a student needs to switch to a different intervention tier
 - If a student should be referred for a special education evaluation

Look at ICEL and Fidelity

- ▶ If progress monitoring shows an inadequate rate of progress over data points (trend/slope), you may want to review the fidelity of implementation, collect more data and/or re-analyze the data you have.
 - ▶ You may need to adapt your instructional methods, curriculum, or environment.
- 

We Are Always Evolving a Picture of the Learner to Improve Response to Instruction

- ▶ Problem Solving Prior to Suspicion of Disability
- ▶ Present Levels of Academic and Functional Performance

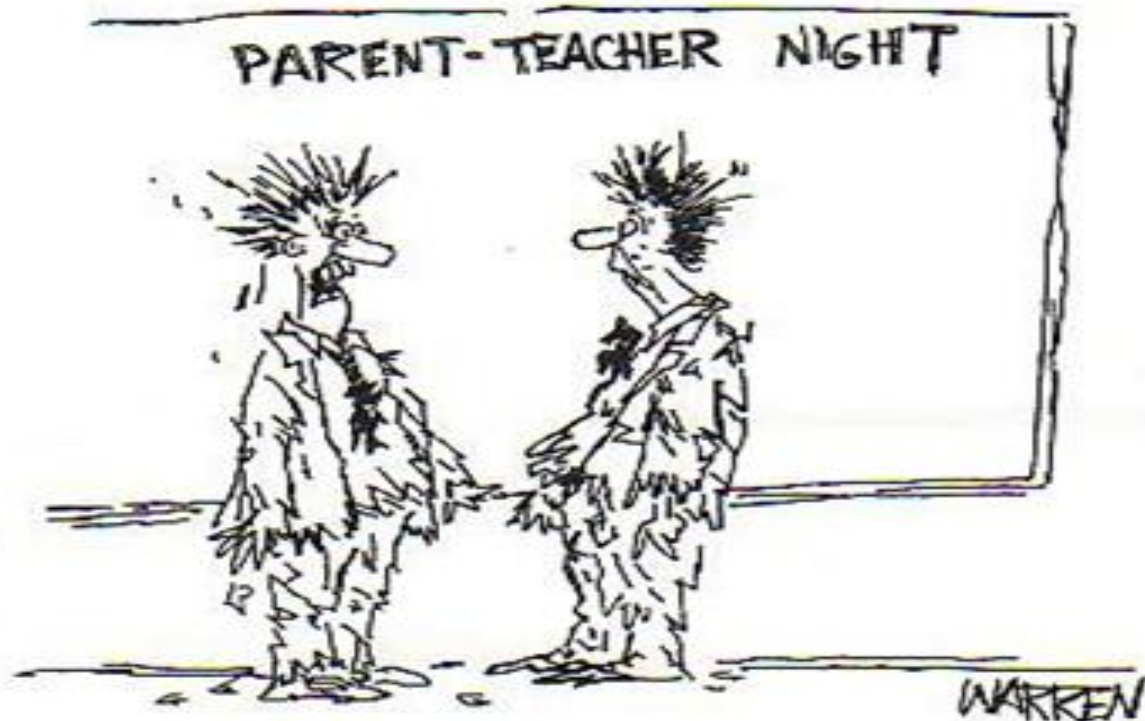


Formal Evaluation Process

Why do we do this job?



We love Timmy!



"You must be Timmy's dad. I'm Timmy's teacher."