

Adapting & Intensifying Tier 1 Classroom Management

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Agenda

1. Adapting & Intensifying Tier 1 Supports
2. Study Overview & Results



Purpose of classroom management

- Maximize the time for instruction
- Maximize student engagement and achievement
- Proactive behavior management

Effective Classroom Management

- Simonsen and colleagues (2008) identified 20 classroom management skills that have evidence of effectiveness and aggregated them into five domains that:
 - maximize structure and predictability
 - post, teach, review, monitor, and reinforce expectations
 - actively engage students in observable ways
 - use a continuum of strategies to acknowledge appropriate behavior
 - use a continuum of strategies to respond to inappropriate behavior

Practices v. Classwide Interventions

- Classroom management practices
 - Praise, high rates of opportunities to respond (OTRs), pre-corrections, active supervision, group contingencies, classroom arrangement
- Classwide interventions/programs
 - Good Behavior Game, Class-wide Function-related Intervention Teams (CW-FIT), BEST in Class

Multi-Tiered Systems of Supports

- Model for prevention, early identification, and interventions to meet the social & academic needs of students
- Continuum of support to all students
 - Intensity of the support(s) aim to match the student need
 - Intensified support provided when instruction or intervention fails
- Static changes across tiers → **dynamic changes** with an adaptive approach for changes **within and across tiers**

Adaptive Interventions

- Wehby and Kern (2014) detailed four requisite elements of a systematic adaptation process for Tier II behavior intervention:
 - critical factors (i.e., characteristics of a student or environment that inform adaptations)
 - adaptations (i.e., changes to a standard treatment protocol)
 - tailoring variables (i.e., measurements to determine the effectiveness of an adapted treatment),
 - decision rules (i.e., rules to determine whether to continue or further adapt a treatment)

Intensifying Classwide Tier 1 Supports

- Adapting the dosage or intensity of classwide Tier 1 supports for students who do not respond to standard Tier 1 supports
- Examples:
 - Increased use of behavior specific praise to that student
 - Daily use of pre-corrections prior to instruction
 - Explicit instruction in SEB skill
 - Increased use of OTRs
 - Increased use of active supervision or performance feedback provided to that student

Instructional & Behavioral Benefits of OTRs

- OTRs are an instructional strategy that promotes students responding during instruction
 - Increase academic engagement, decrease disruptive behavior, and provide students with additional opportunities to practice academic skills, yielding increase in academic achievement
- Recent meta-analysis (Van Camp et al. 2020) found that when the effect sizes were converted to a percentage change, OTRs produced a 22.9% increase in on-task behavior and a 331% increase in student responding
- Students with EBD benefit from increased OTRs
 - Higher rates of OTRs are associated with increased on-task behaviors, decreased disruptive behaviors, and improved performance in reading and math
 - Students with or at risk for EBD receive fewer OTRs than their peers (Van Acker et al., 1996)

Study Overview

Research Question

Relative to standard procedures, does the adaptation of adding individual opportunities to respond (OTRs) increase the on-task behavior of students whose behavior did not change in response to CW-FIT alone?

Setting & Participants

- Setting
 - Title 1 school, mid-sized city in TN
- Participants
 - Two 6th grade general education teachers and two 6th grade students
 - Students initially identified as a target student for CW-FIT study by teacher
 - Identified areas of “high-risk” and/or “at-risk” on the SSBD-2
 - Non-responder to CW-FIT

Design

- Alternating treatment design with baseline conditions
 - Conditions: CW-FIT vs. CW-FIT +iOTRs
- CW-FIT Condition
 - Explicit instruction in classroom expectations, student teams group contingencies, goals/points/praise, and rewards
- CW-FIT + iOTRs Condition
 - CW-FIT procedures
 - Priming with researcher before lesson, goal setting for iOTR (e.g., 3, 5)
 - Classwide & individual OTRs could be delivered at any point during the 20-minute observation



Four Components of CW-FIT

- Lessons (Teaching Component)
- Teams
- Goals, Points & Praise
- Rewards/Incentives

Procedural Fidelity Checklist



When implemented as intended

1. Expectations appear visible to all students
2. Point chart is visible to all students
3. Point Goal is announced at beginning of session
4. Teacher reviews all skills at beginning of session
5. Teacher uses timer and responds to interval every time
6. Points are awarded to teams and skills referenced
7. Teacher Praise to Reprimand ratio is 4:1 or greater
8. Praise is behavior-specific & Corrections refer to skills
9. Points are tallied and Reward delivered

Opportunities to Respond (A.K.A. "OTRs")

Class-wide OTRs (cOTRs)

= An instructional question or statement from the teacher to the whole class that explicitly seeks a public response from all students. Prompts for a choral response are cOTRs.

Ex) "The capital of TN is Nashville. Class, what is the capital of TN?" "Solve for x on your whiteboards." **"Tell your neighbor which operation we must do next...[Name], which operation did you and your partner say?"** "Students, raise your hand if you think that statement is true." "Write 'fiction' on the blank."

Individual OTRs (iOTRs)

= An instructional question or statement from the teacher that explicitly seeks a public response from one student at a time. Prompts where one or more students are called on to respond are iOTRs.

Ex) "[Name], show me your answer #4 on your white board." "Tell your neighbor which operation we must do next...[Name], **which operation did you and your partner say?**" "[Name], give me a thumbs up if you agree with Savannah's answer." "[Name], read this line for me."

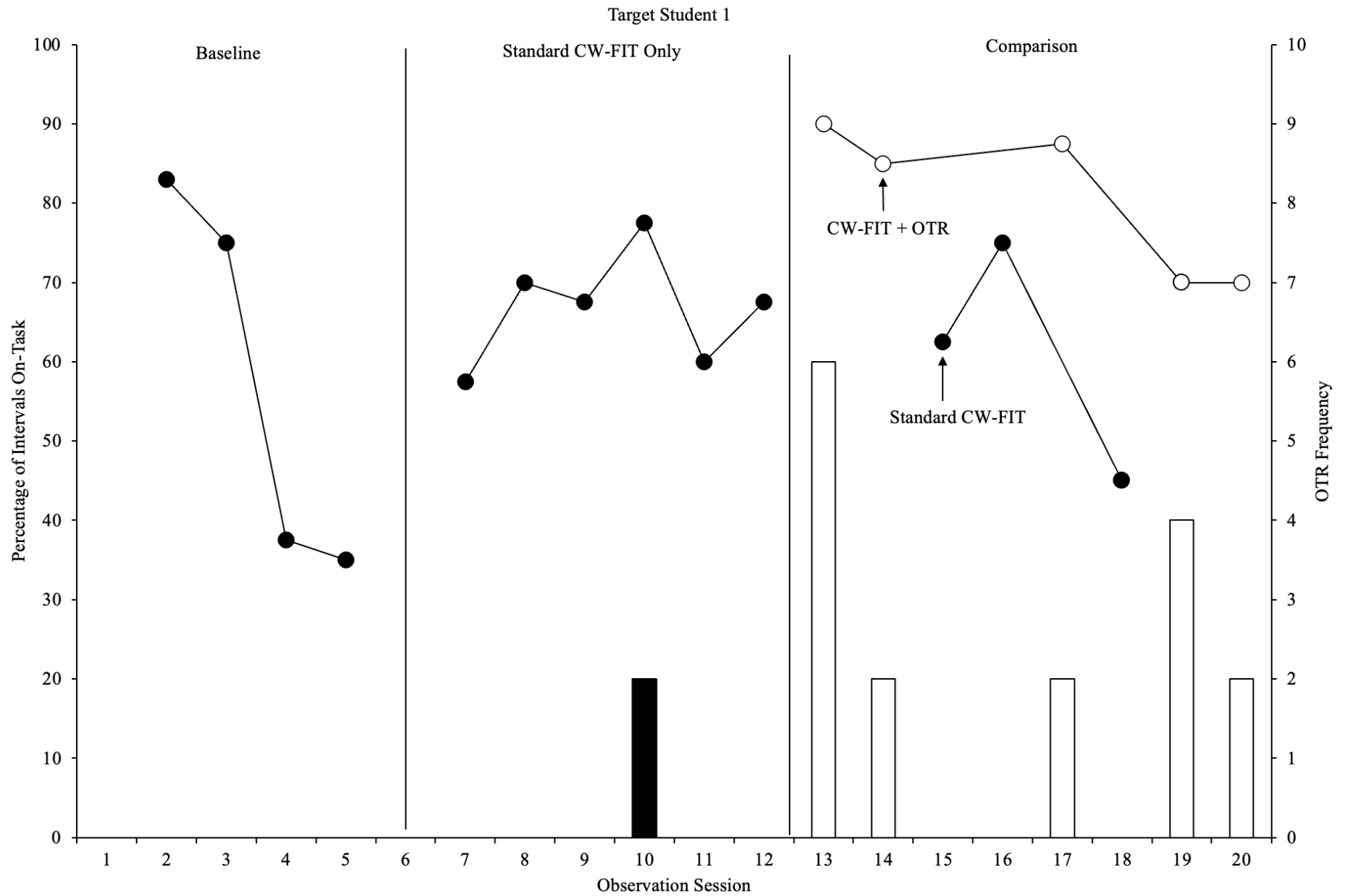
OTR Variety		Responding...		
		For Themselves	With a Partner	In a Group
Response Modality	Verbal	Think-Ask Tell & Repeat Read Aloud	"Think-Pair-Share"	"Talking Heads"
	Written	Whiteboards Guided Notes		Assigned Writing Roles
	Action	Thumbs Up/Down Fist-to-Five		

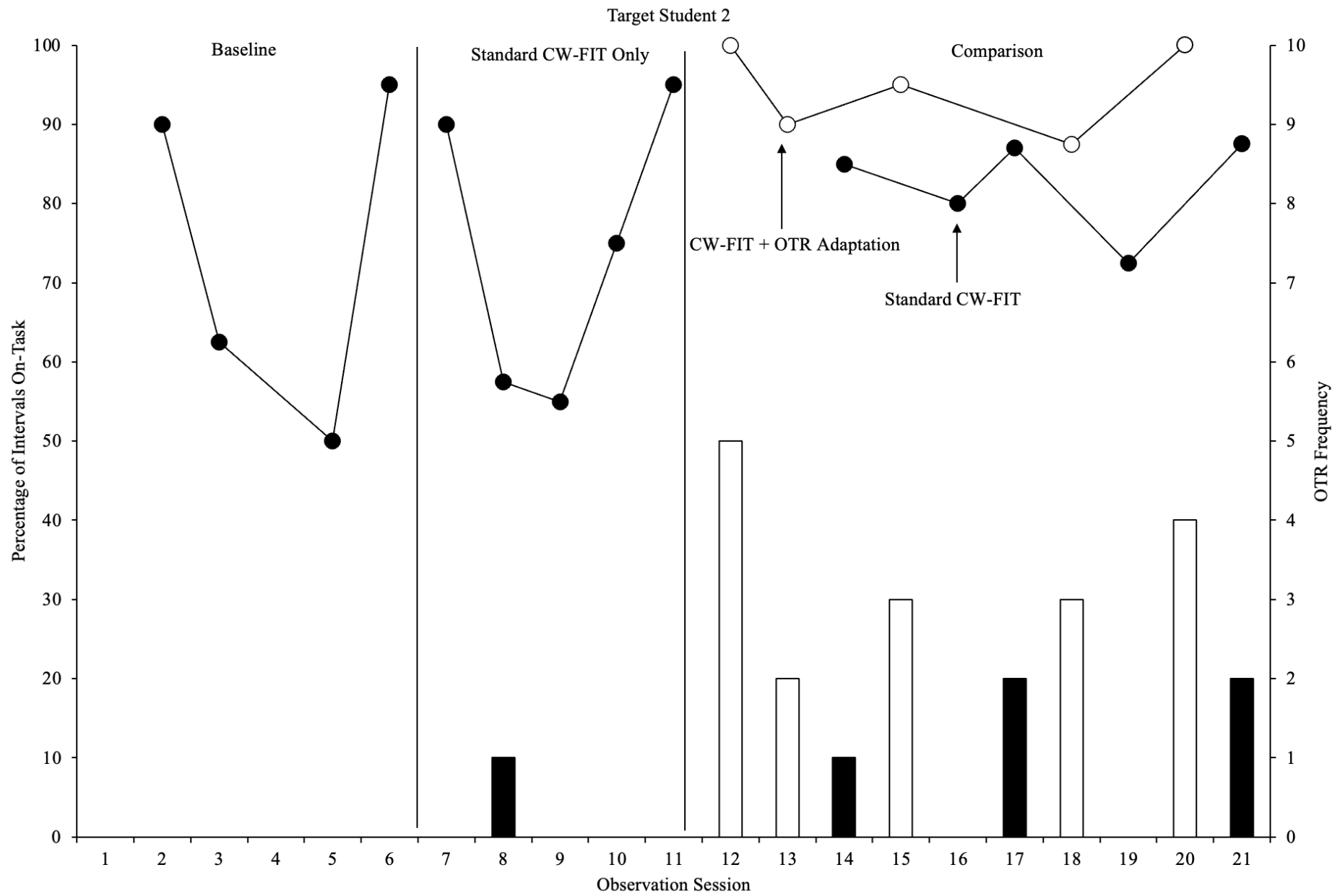
Strategies for Tailoring iOTRs to Students' Ability Level

- Provide students the answer and then have them restate it (Tell & Repeat)
- Let them consult with an academically stronger partner before answering ("Think-Pair-Share")
- Use smaller step questions within the students' current abilities as a scaffold to the larger process (E.g., "What's the smallest number in the set?" to guide students to finding the range)
- When multiple students will have a chance to answer, let students hear other answers before calling on them

Observations

- Target students' on-task behavior
 - **On-task:** appropriately working on the assigned/approved activity
 - e.g., attending to the material and the task, making appropriate motor responses, asking for assistance where appropriate and in an acceptable manner, waiting appropriately for the teacher to begin or continue with instruction
 - Momentary time sampling, percent of intervals
- Teachers' use of OTRs
 - **Classwide OTR:** Classwide instructional question or statement from the teacher to the whole class that explicitly sought a public response
 - **Individual OTR:** instructional question or statement from the teacher to the target student
 - Frequency count





Discussion

- Increasing targeted OTRs is a simple, low-lift method for layering support
- Many evidence-based practices (e.g., precorrections, scaffolding, supervision) that could be used within an adaptive intervention design to adapt or intensify supports provided at Tier 1
- MTSS models as **continuums of supports within and across tiers**

Thank you!