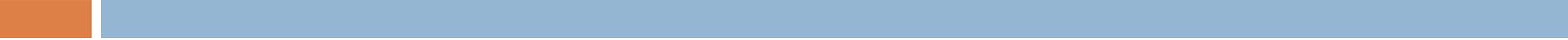


# SELECTING ACADEMIC AND BEHAVIORAL INTERVENTIONS

INTRODUCTION TO THE EVIDENCE  
BASED INTERVENTION NETWORK

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# Purpose of this PowerPoint Presentation



- To outline an efficient method of determining interventions.
- Aid in selecting Evidence Based Interventions (EBI) to specifically address the function of the academic or social behavior problem.

# Why We Need This Manual

- 1) Problem Solving Models (response to intervention (RTI) or positive behavior supports [PBS]) essentially require interventions for everyone in need
  - ▣ Any child not responding is considered in need.
- 2) No Child Left Behind and IDEIA mandate accountability
  - ▣ That we have defensible outcome data on all interventions

# Why We Need This Manual Cont'd

- 3) Traditional models have focused on procedures which require a great deal of time to formulate recommendations about a child's needs
  - ▣ Assessment orientation – Hours of assessment and report writing followed by meeting time
  - ▣ Traditional consultation orientation – A number of consultation sessions allowing a consultee to come up with intervention ideas

Take Home Message – Lots of kids, lots of interventions, and not much time to come up with them

# Educators Need to be Efficient When Problem Solving

- Design interventions at Tier 1, 2 and even 3 (in a PSM/RTI model) very quickly
- Collect data in a highly feasible manner
- A consistent manner of data analysis that is quick and easy for anyone to do

# Selecting Interventions Quickly: “The Reasonable Hypothesis”

- We are looking for the reason why the child is not learning or not behaving appropriately.
- Test the most likely hypothesis first.
  - ▣ Application of Ockham's razor – given two competing theories (or hypotheses for the problem behavior), the simplest explanation is to be preferred
  - ▣ Design an intervention based on this hypothesis, implement the intervention, and monitor and evaluate outcomes.
- If that approach fails, then attempt something more intensive

# Functional Approach to Understanding Failure

- Relate academic performance to aspects of classroom instruction that both precede and follow student performance
- Relate social behavior to what happens immediately before and after behavior

# Identifying Targets for Academic & Behavior Change

## □ External Factors

- Target environmental or situational factors for direct manipulation
- Examples: time for learning, feedback from the teacher, or reinforcement for correct responding

# General Goals for Efficient Intervention Based Problem Solving

- Make a sound decision quickly
- Try the selected intervention
- Evaluate the intervention
- Change if necessary

# Five Common Reasons Why Students Fail Academically

1. They do not want to do it
2. They have not spent enough time doing it
3. They have not had enough help to do it
4. They have not had to do it that way before, or
5. It is too hard

# They Do Not Want To Do It (Motivation)

- Is the student not able to perform the skill (a skill deficit) or is the student able to perform the skill, but "just doesn't want to" (motivation deficit)?
- *Solution: Increase student interest by providing choices and incentives.*

# They Have Not Spent Enough Time Doing It (Fluency)

- Fluent academic behavior takes practice, practice, practice!
- *Solution: Increase the amount of time that a child can actively engage in a particular academic activity at their instructional or mastery level*

# They Have Not Had Enough Help To Do It (Accuracy)

- Feedback for student responses may be necessary to assist a student to respond accurately and quickly.
- *Solution: Increase performance feedback individually or consider use of a group method (e.g. response cards)*
  - ▣ *If accuracy, use modeling, prompting, and error correction strategies*
  - ▣ *If fluency, use practice and reinforcement strategies.*

# They Have Not Had To Do It That Way Before (Generalization)

- The students have demonstrated the skill before, but are having difficulty applying the skill in a new manner.
- *Solution: Design tasks to apply skill, and promote recognition of when to apply the skill (and when not to).*

# It Is Too Hard (Instructional Match)

- Finally, the student might not be successful because the instructional materials are too difficult.
  
- *Solution: Lower the task difficulty*
  - ▣ Consider the instructional hierarchy
    - Acquisition level – Frustration
      - Under 85% correct response and slow
    - Instructional level
      - Under 95% correct response and fast
    - Mastery level – Automatic
      - Over 95% correct response and VERY FAST

# Five Common Reasons Why Students Misbehave

1. Student has not learned the behavior
2. Appropriate behavior is positively punished
3. Appropriate behavior results in loss of desired activity (negatively punished)
4. Inappropriate behavior removes student from what they do not want to do (negatively reinforced)
5. Inappropriate behavior is positively reinforced

# Student has not learned the behavior

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- It is often assumed that at some level, student “knows” how to behave but simply chooses to misbehave. This assumption must be tested!
- *Solution: Teach the appropriate behavior*

# Appropriate Behavior is Positively Punished

- Child is punished for trying to do the right thing.
  - ▣ Example – Student successfully completes work early and is “rewarded” with more work
- *Solution: Reinforce child for doing the right behavior (e.g. enjoyable independent activity)*

# The student **gets reinforced** for exhibiting the problem behavior (Positive Reinforcement)

- This is always the case. The problem behavior is “working” for the child in some manner.
- *Solution: Minimize reinforcement for problematic behavior while reinforcing appropriate behavior*

# Where to Find More Interventions

- In the classroom (Riley-Tillman and Chafouleas, 2003)
  - Certain treatments are more effective
  - Certain treatments are more relevant
  - Treatment integrity is key
  - Interventions need to be tailored
  - Interventions are more variable than effective
- Texts such as Rathvon's *Effective School Interventions*

# Where to More Find Interventions (Wright 2007)

- Web resources for evidence-based intervention strategies
  - *Big Ideas in Beginning Reading* (U of Oregon):  
<http://reading.uoregon.edu/>
  - *What Works Clearinghouse* (US Dept of Education):  
[www.w-w-c.org](http://www.w-w-c.org)
  - Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)