

Using Effective Instructional Delivery as a Class-wide Management Tool

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Students with EBD

- Because students with or at-risk for emotional or behavioral disorders (EBD) are often off-task and disruptive during instructional time, teachers need alternative teaching strategies to generate task engagement and encourage appropriate behaviors.¹

¹ (Blackwell & McLaughlin, 2005)



Effects of good teaching

- When teachers use successful teaching strategies, the academic and behavior skills of at-risk students improve and in turn other students' classroom behavior improve as well. Effective instruction is one method used to create a positive learning environment thereby reducing negative student behavior and improving student teacher relationships. ²

• ² (Engelmann & Colvin, 1983)

Why Evidence-Based?

- “It is clear that the most powerful and efficacious interventions at our disposal will be necessary to address the unique needs of students with EBD and to offer any hope of reversing the historically poor outcomes they experience in such (critical) areas as achievement, behavior, school attendance, graduation, and post-school employment”³

³ (Cook, Landrum, Tankersley, & Kauffman, 2003, p. 346)

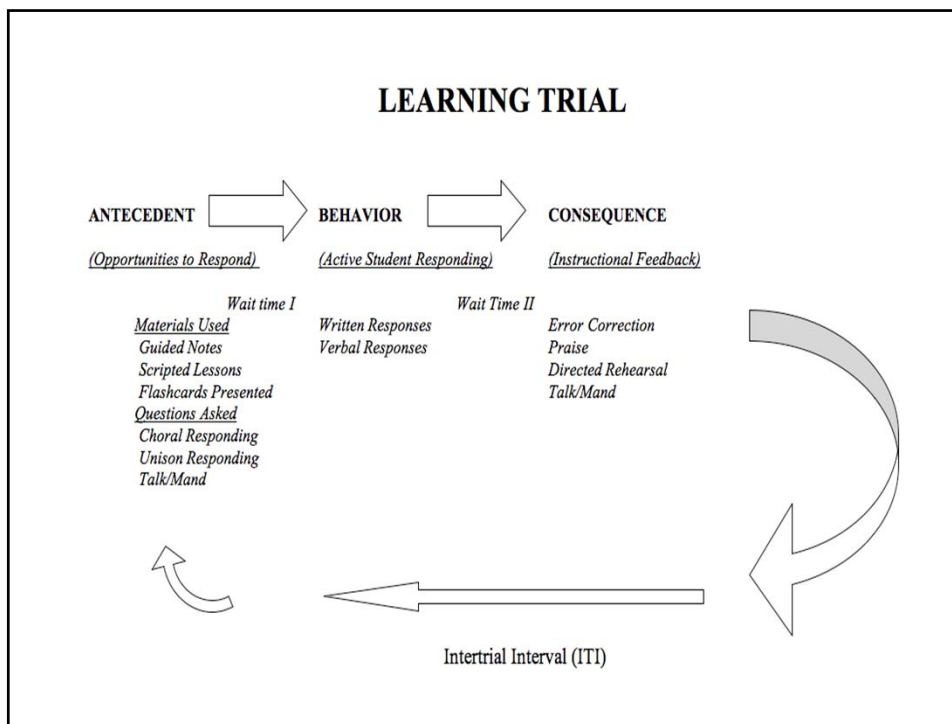
Elements of effective practices

- An underlying key element of effective instruction is giving high rates of opportunities to respond (OTR) so that students are encouraged to actively respond. An opportunity to respond (OTR) is a teacher questioning or cueing technique that “refers to the number of times the teacher provides academic requests that require students to actively respond”⁵

⁵ (Miller, 2009, p. 189)

Key Terms

- An active student response (ASR) occurs when a student answers either verbally or in written form to a teacher question. When a teacher asks a student, “What is the capital of Ohio?” the question acts as an antecedent to set the occasion for a correct student response, “Columbus”.



Four EBPs for Large Group Instruction: Example 1

Choral Responding

What is it? Choral responding occurs when all students in the class verbally respond in unison to a teacher question (Heward, 1994; Heward et al., 1996).

Examples of choral responding are when students simultaneously respond, “16” after the teacher asks the entire class, “What is 4 times 4?” Or the students say, “Red” in response to the teacher’s question, “What is the color of a stop sign?”

Four EBPs for Large Group Instruction: Example 1

- *Why does it work?* During choral responding, teachers prompt students to respond in unison at a brisk pace, thus dramatically increasing attentiveness and number of responses. Students are less likely to be off-task, passively watch, or distract their peers because all students are busy answering questions.

Four EBPs for Large Group Instruction: Example 1

How to implement. In order to successfully implement choral responding teachers should:

- Develop questions with one correct answer.
- Ask questions with short (one to three) word answers.
- Provide a wait time (thinking pause) of 3 sec between asking the question and prompting the students to respond.
- Use predictable phrases or clear signals to cue students to respond, "Get ready".
- Present questions at a fast lively pace.

Examples

- Leaves are made of two things, what are they? _____
- a. Cells and tissues

Examples

- A major source of oxygen in the air we breathe comes from what? _____
- a. Water

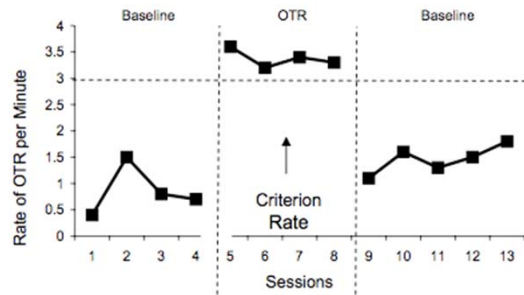


Figure 1. Opportunities to respond per minute during phases of the study. The dotted line shows criterion rate of three OTR per minute.

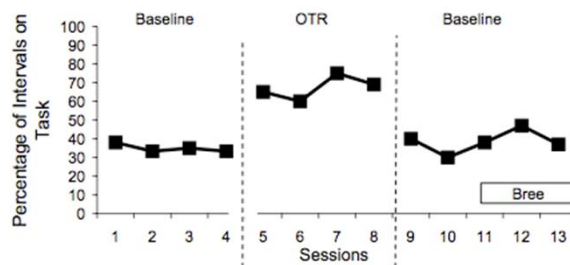
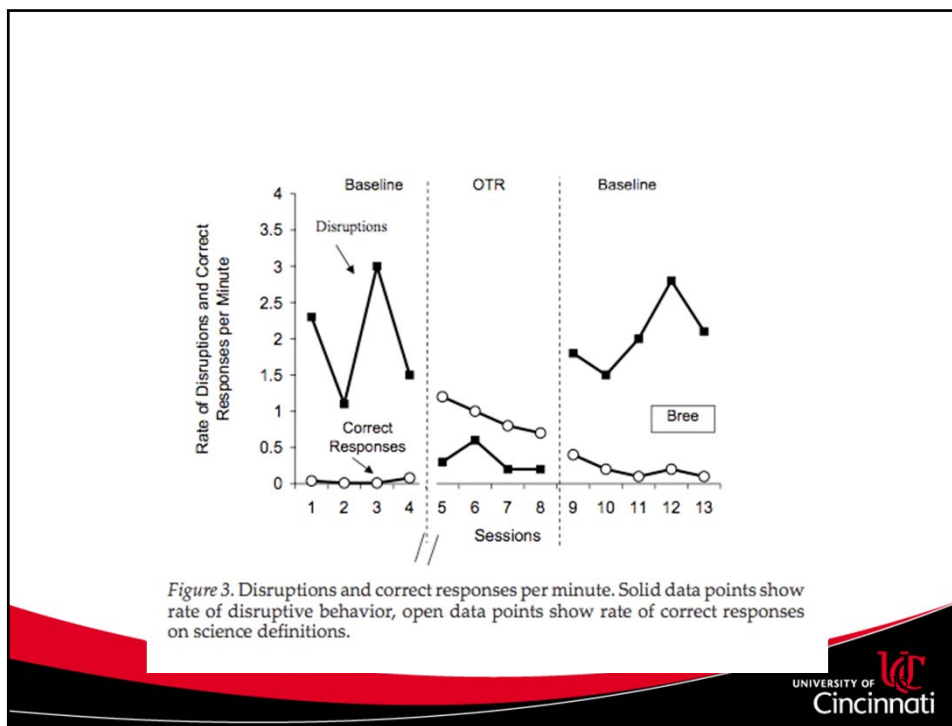


Figure 2. Percentage of participant's intervals on-task during phases of the study.



Four EBPs for Large Group Instruction: Roadblock 1

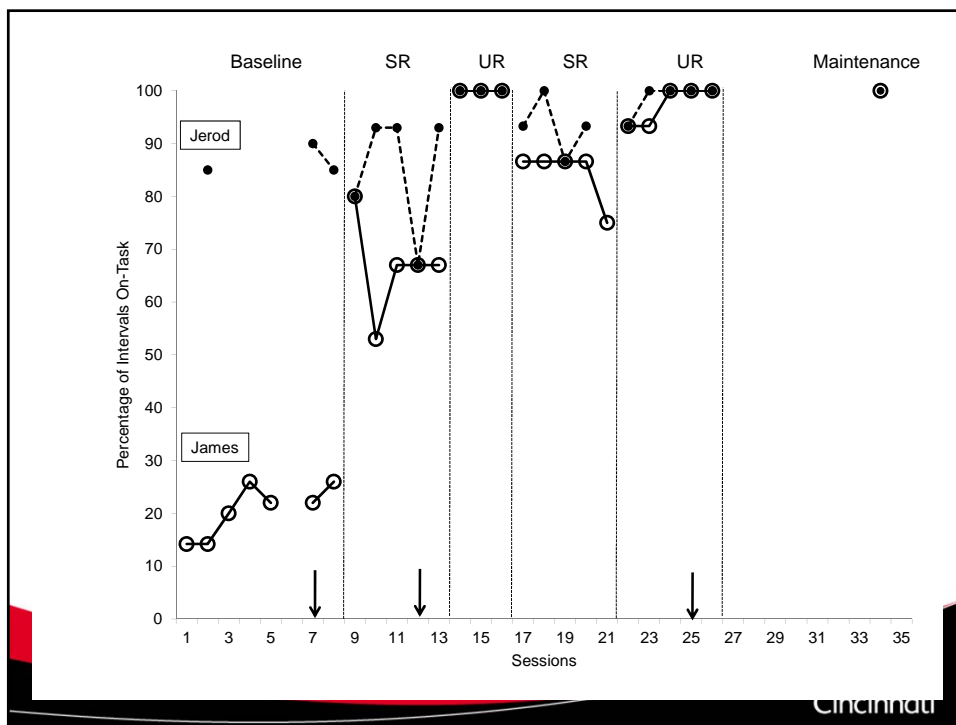
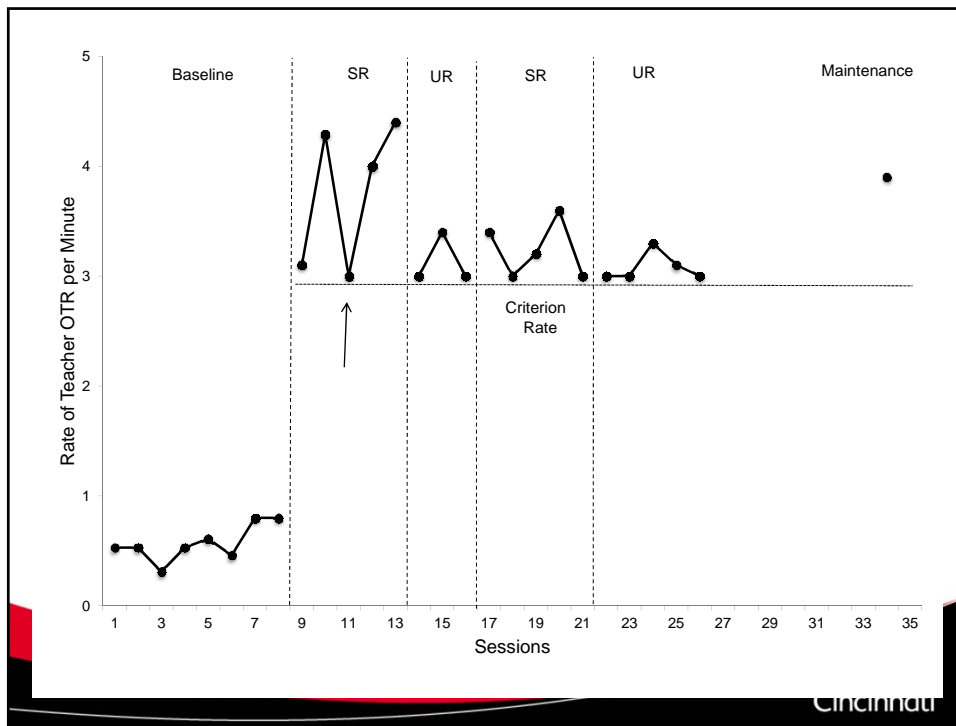
- *Potential roadblock*
- Some teachers may feel that choral responding is too noisy and may increase levels of excitement for students who have a great deal of energy

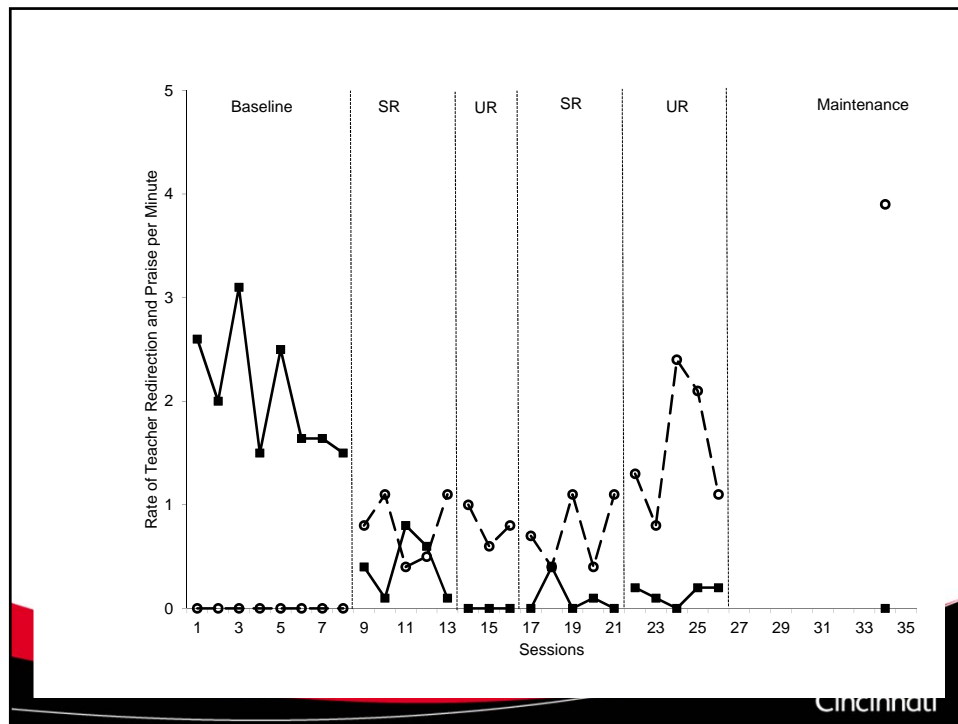
Solutions to Roadblock 1

- *Potential solutions.*
- Using precorrection strategies (i.e., giving reminders to remain relatively quiet before each session),
- having students practice and model responding in reasonably quiet voices by using “inside voices”, and using positive reinforcement (praise or token economies) are ways to avoid these concerns.
- Utilize unison handraising.

Example, 7th Grade Life Science Unison Handraising

- What does aerobic exercise do?
- a. Makes you grow taller
- b. Increases cardiac capacity
- c. Thins the blood
- d. All of the above



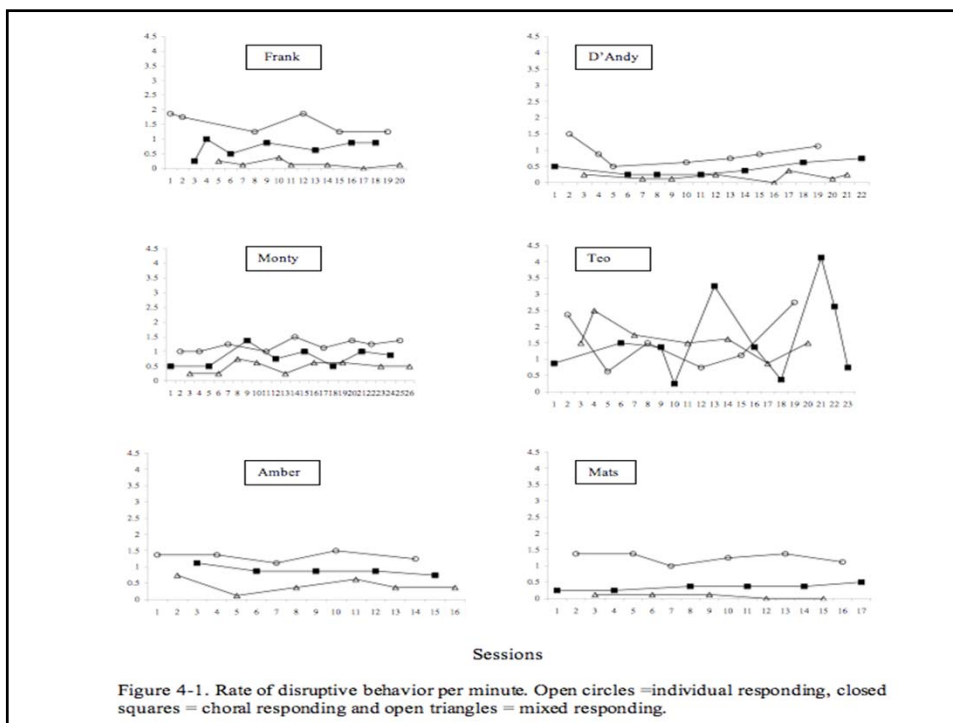


Four EBPs for Large Group Instruction: Roadblock 2

- *Potential roadblock*
- Some students are unmotivated (merely “mouth” or passively watch the class)

Solution to Roadblock 2

- *Potential solution*
- For students who are unmotivated (merely “mouth” or passively watch the class), using mixed responding is one method to increase participation.



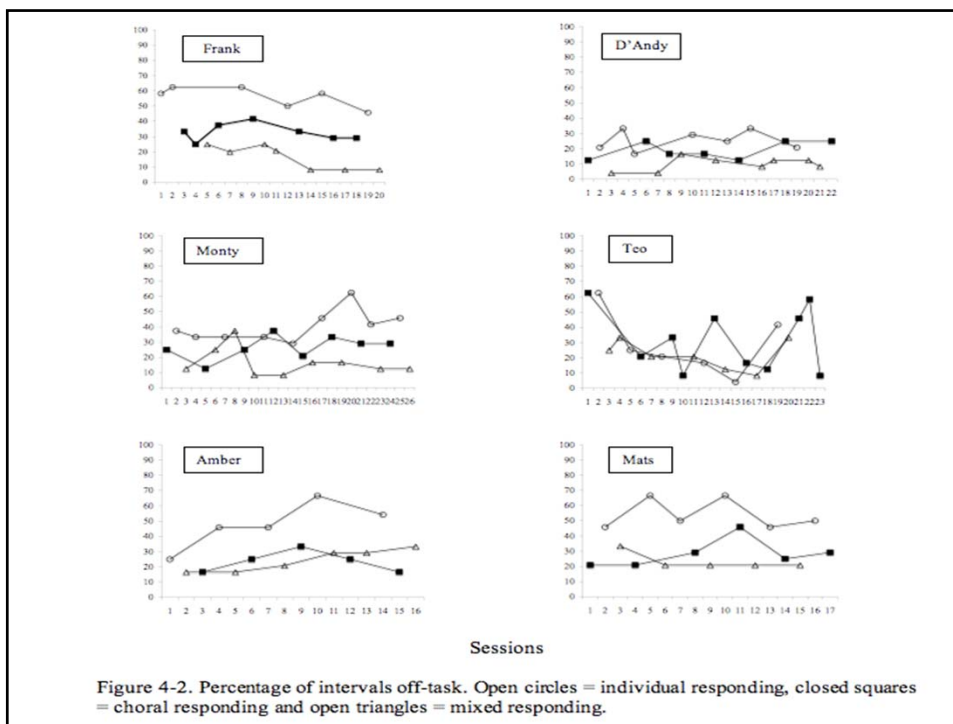


Figure 4-2. Percentage of intervals off-task. Open circles = individual responding, closed squares = choral responding and open triangles = mixed responding.

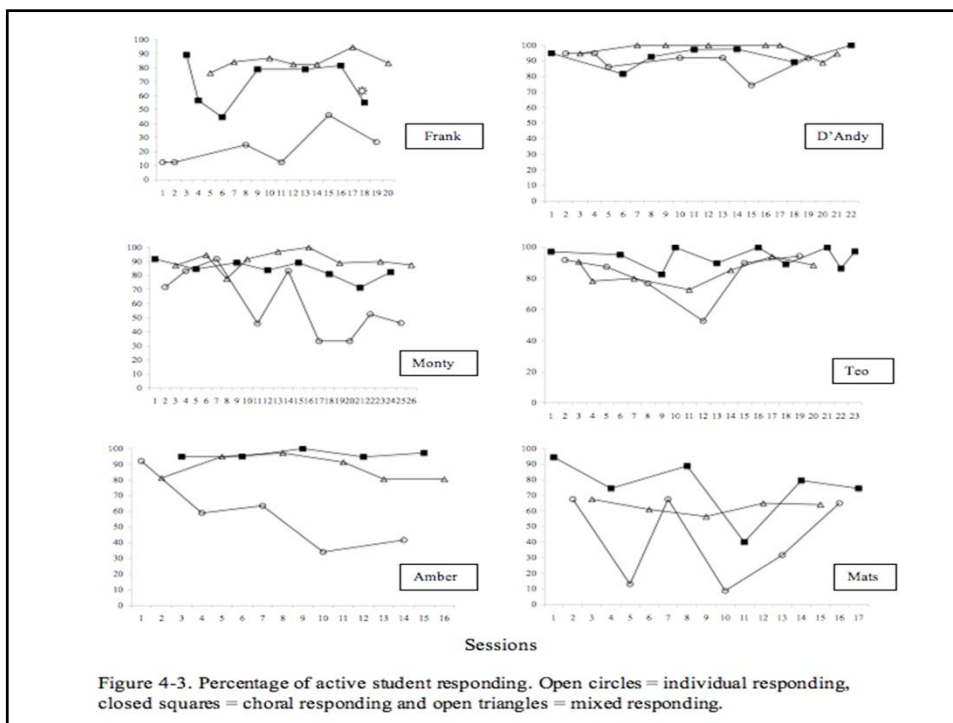


Figure 4-3. Percentage of active student responding. Open circles = individual responding, closed squares = choral responding and open triangles = mixed responding.

Four EBPs for Large Group Instruction: Example 2

Cooperative Learning

- *What is it?* Cooperative learning is a type of peer mediated strategy and is defined as a small group of students working together in a non-competitive manner in order to maximize their own learning as well as the learning of other students (Putnam, 1998).

⁸(Gunter, Shores, Jack, Denny, & DePaepe, 1994)



Four EBPs for Large Group Instruction: Example 2

- Cooperative Learning
- *What is it?* An alternative educational intervention is using peer-mediated interventions (e.g., peer tutoring, peer assisted learning strategies (PALS), cooperative learning), in which peers, rather than adults, lead and direct instruction ⁸
- Ryan, et al. (2004) reported large effect size calculations (greater than 0.8) for peer-mediated instruction strategies in increasing student academic performance

⁸(Maheady, Michielli-Pendl, Harper, & Mallette, 2006; Slavin, 1995)



Four EBPs for Large Group Instruction: Example 2

Why does it work? **First**, students are given more time to discuss and formulate answers prior to being asked to respond independently as in hand-raising conditions. As such, the “putting your heads together” process may have served as a form of “pre-correction” for pupils when formulating responses.

Secondly, they are more likely to hear correct responses in small groups. **Third**, because students can not predict who is called on and other team members depend on them for earning possible rewards (i.e., inter-dependent group contingencies), pupils may have paid better attention.

Finally, students may have performed better under NHT conditions because they had more opportunities to respond (Kagan, 1992; Sutherland & Wehby, 2001).

Four EBPs for Large Group Instruction: Example 2

The following steps help facilitate implementation of NHT.

- Students are first assigned to small, heterogeneous groups according to their current academic ranks.
- Students within teams are assigned numbers 1 to 4 .
- The teacher directed questions to the entire class but said, “put your heads together, come up with the best answer you can, and make sure that everyone on your team knows the answer”.
- The teacher waits approximately 20-s for team members to discuss questions and have one team member write their answers on a white board. .
- The teacher then randomly selected a number from 1 to 4 and asked students (one in each group) to answer.
- The teacher asks if everyone in each group agreed with answers and then provided positive and corrective feedback as needed.

Four EBPs for Large Group Instruction: Roadblock 1

- *Potential roadblock*
- Some students may be not participate during the group process

Four EBPs for Large Group Instruction: Solution to Roadblock 1

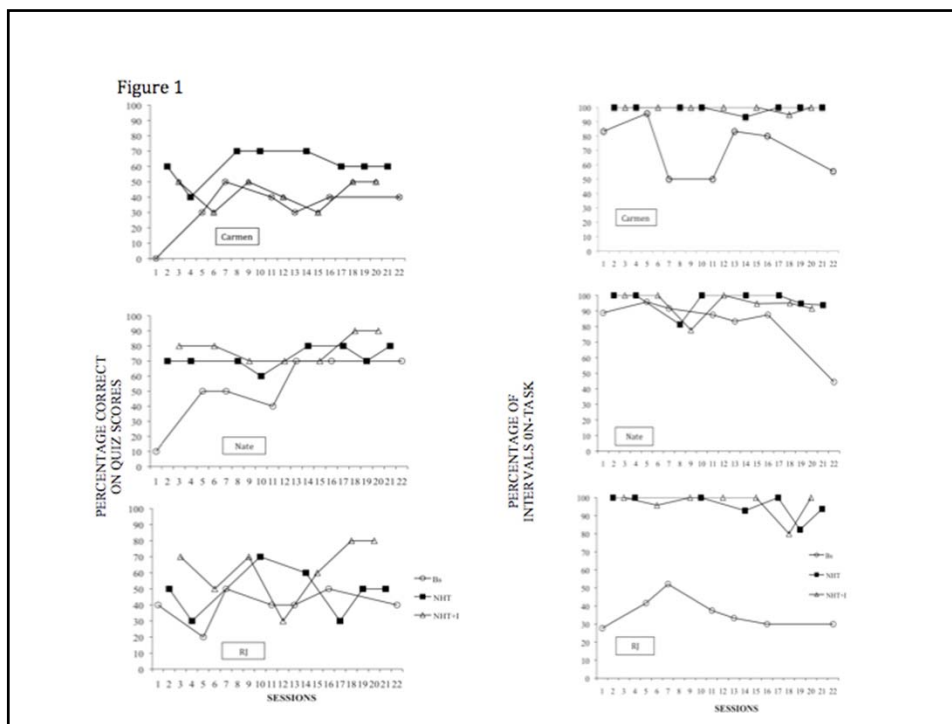
- *Potential solution*
- To increase participation use a “white board” for students to write on

Four EBPs for Large Group Instruction: Roadblock 2

- *Potential roadblock*
- Some students may have off-task behavior during the group process

Four EBPs for Large Group Instruction: Solution to Roadblock 2

- *Potential solution*
- Make sure that all students have the necessary social skills to be successful in the group, if not train them



Four EBPs for Large Group Instruction: Example 3

Response Cards

What is it? Response cards are personal white boards used by students to write answers to teacher questions.¹¹ Students write letters, numbers, words, or even draw symbols and then simultaneously hold up their boards and show their answers to the teacher. Next, students use a felt square, sock, or paper towel to erase their responses and then prepare for the next question.

¹¹(Heward, 1997)

Four EBPs for Large Group Instruction: Example 3

- *Why does it work?* When teachers use response cards, student participation increases because all students in the classroom are provided an opportunity to respond to each question or problem. Using response cards prevents students from losing interest or being discouraged and disruptive while waiting their turn to answer during individual turns

Four EBPs for Large Group Instruction: Example 3

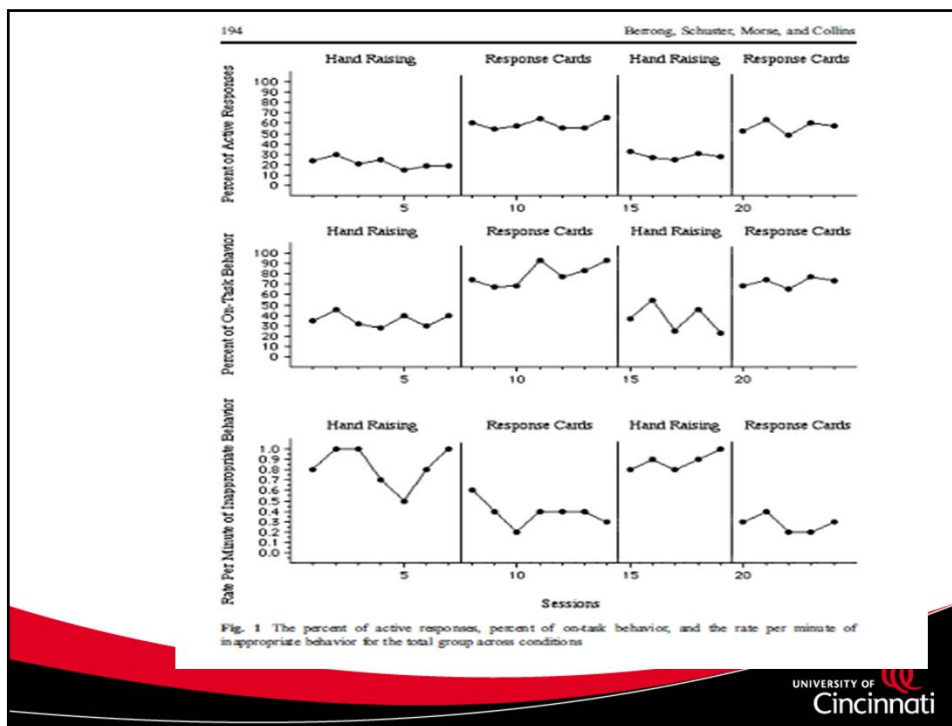
- *How to implement response cards.* Students must be knowledgeable of and then taught the expected behaviors while using response cards. Therefore, teachers should:
- Prepare questions that have answers that are limited to one or two word responses.
- Provide clear instructions and model use of the cards (i.e., prompt students when to write answers and when to hold up the card).
- Quickly assess student responses and provide feedback (e.g. "Yes, 64 is correct.")
- Offer the correct answer and an explanation to the entire class, if a significant number of students write the wrong answer.

Three Roadblocks for Using RC

- *Potential roadblocks*
- Response Cards may require an initial investment of time for teachers to buy dry erase boards or create pre-printed cards.
- Some teachers may feel that handing out response cards is time consuming and takes time away from instruction or that using dry erase boards and markers are messy.
- Furthermore, some students may be behind academically, may not know the answers and feel embarrassed about this type of public display of responding.

Solutions for Roadblocks 1-3

- *Solutions*
- For roadblocks 1 and 2. Teachers can also keep in mind that the benefits of using response cards can outweigh these initial costs.
- For roadblock 3. Teachers can select questions at the appropriate curricular content level for these students and ensure high probabilities of correct responding.



Four EBPs for Large Group Instruction: Example 4

Wait Time

What is it? Wait time is an instructional delivery procedure that utilizes a pause (3-5 sec) between a teacher question and a student response¹². The purpose of providing wait time is to allow students an opportunity to process a question and then formulate an answer (see Figure 1).

¹² (Rowe, 1987)

Wait-time

	Rowe's definitions of wait-time		
<i>Wait-time I:</i>	Teacher question	pause	Teacher or student talk
<i>Wait-time II:</i>	Student response	pause	Teacher comment or question

Four EBPs for Large Group Instruction: Example 4

- *Why does it work?* When teachers provide a “wait time” after asking questions, students have time to process and retrieve prior information thereby increasing the likelihood of having a correct response. A wait time of 3 to 5 seconds has been found to be successful for various students during language arts and science classes ¹³, across grades levels (1-8) ¹⁴, for students with autism, ¹⁵ for students with challenging behaviors, and for typically achieving peers ¹⁶

¹³ (Dyer, Christian, & Luce, 1982; Fagan, Hassler, & Szabo, 1981; Tobin, 1987)

¹⁴ Tobin & Capie, 1982).

¹⁵ Koegel, Dunlap, & Dyer, 1980)

¹⁶ (Tincani & Crozier, 2008).

Four EBPs for Large Group Instruction: Example 4

How to implement wait time. Wait time is an easy instructional strategy to implement:

Cue students and count “1-100-2-100-3-100-4-100-5-100” after asking a question.

An alternative to counting is looking at a stopwatch or following the second hand on a classroom clock. Rowe (1987) found that students rely not only on teacher use of wait time but also anticipate teacher feedback on whether they provided a correct answer.

Roadblocks for Using WT

- *Potential roadblocks*
- An initial challenge to using wait time is that teachers must teach themselves to slow down and pause after asking questions.
- By nature teachers often have a hard time watching students struggle for an answer and the need to help them overtakes the time students need to figure out the answer for themselves.

Solutions to Roadblocks 1 & 2

- *Solutions*
- *For Roadblock 1.* To ensure a 3 to 5 second wait time, teachers can tape a teaching session and evaluate their use of wait time after listening to it.
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- *For Roadblock 2.* Teachers may also reflect on the types of questions being asked during instruction and consider the use of higher cognitive level questions or lower cognitive level questions such as recalling factual information.
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¹⁷(Rowe, 1987)

¹⁸(Tobin, 1987)

“Evidenced-based” practices

- video and practice recording behavior
- <http://www.myeducationlab.com/login.html>

Thank You for Your Attendance

Questions/Comments can be directed to:

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