High Leverage Practices Series Session 4: Social and Emotional (8 - 10)
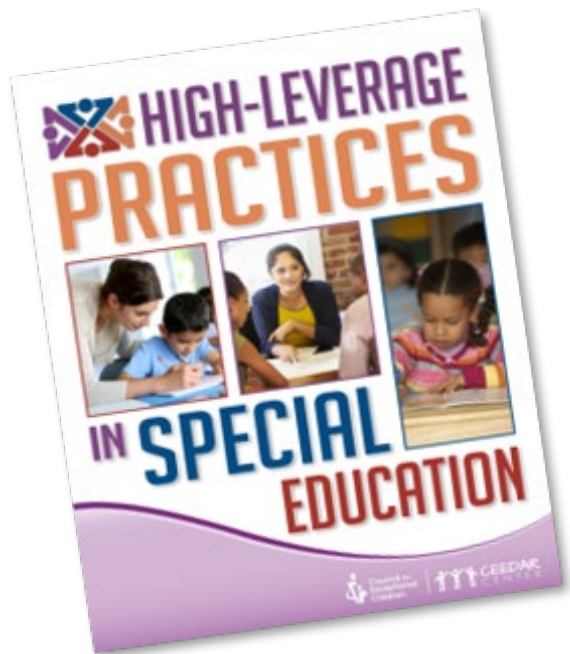
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High-Leverage Practices

- A team of experts drafted the high-leverage practices (HLPs), which were later approved and published by the Council for Exceptional Children (McLeskey et al. 2017).
- Similar to the general HLPs, they were initially identified and essential practices that should be taught in educator preparation programs.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR

Review: Instructional HLPs

- HLP11 Identify and prioritize long- and short-term learning goals (ES = .68)

- **HLP12 Systematically design instruction toward a specific learning goal (ES = .59).**

- **HLP13 Adapt curriculum tasks and materials for specific learning goals [IDEA Sec. 300.39(b)(3)].**

- **HLP14 Teach cognitive and metacognitive strategies to support learning and independence (ES = .60).**

- HLP15 Provide scaffolded supports (ES = .82).

- **HLP16 Use explicit instruction (ES = .60 - .79).**

- HLP17 Use flexible grouping (ES = .47).

- HLP18 Use strategies to promote active student engagement (ES = .56).

- HLP19 Use assistive and instructional technologies (ES = .57)

- HLP20 Provide intensive instruction (ES = .48 - .77).

- HLP21 Teach students to maintain and generalize new learning across time and settings (ES = .86).

- HLP22 Provide positive and constructive feedback to guide students' learning and behavior (ES = .70)
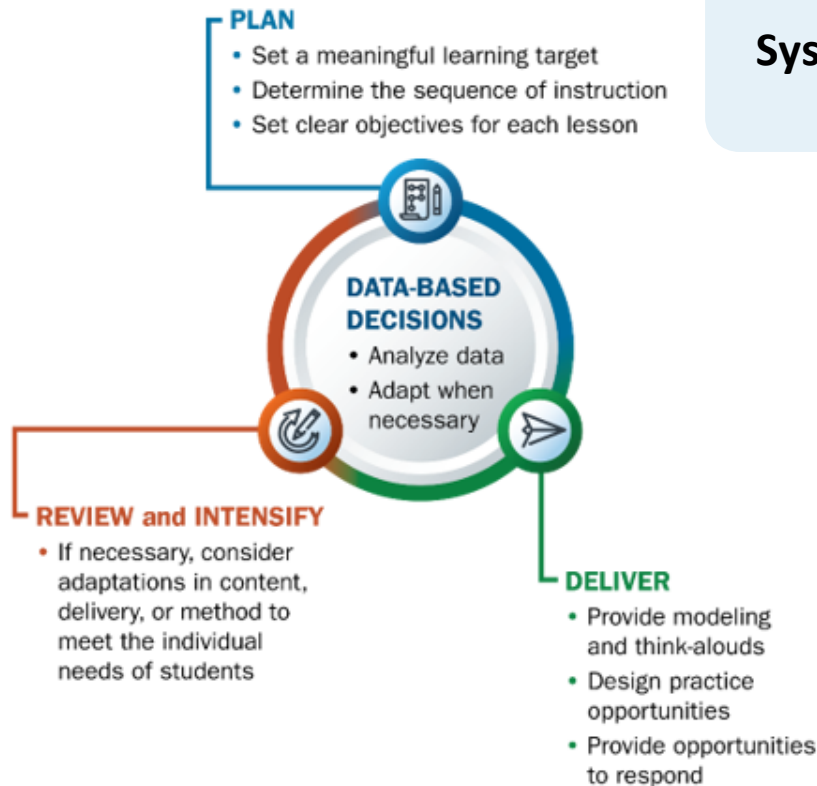
Hattie, 2018)

Three-Phase Instructional Cycle

HLP 12 Systematically Design

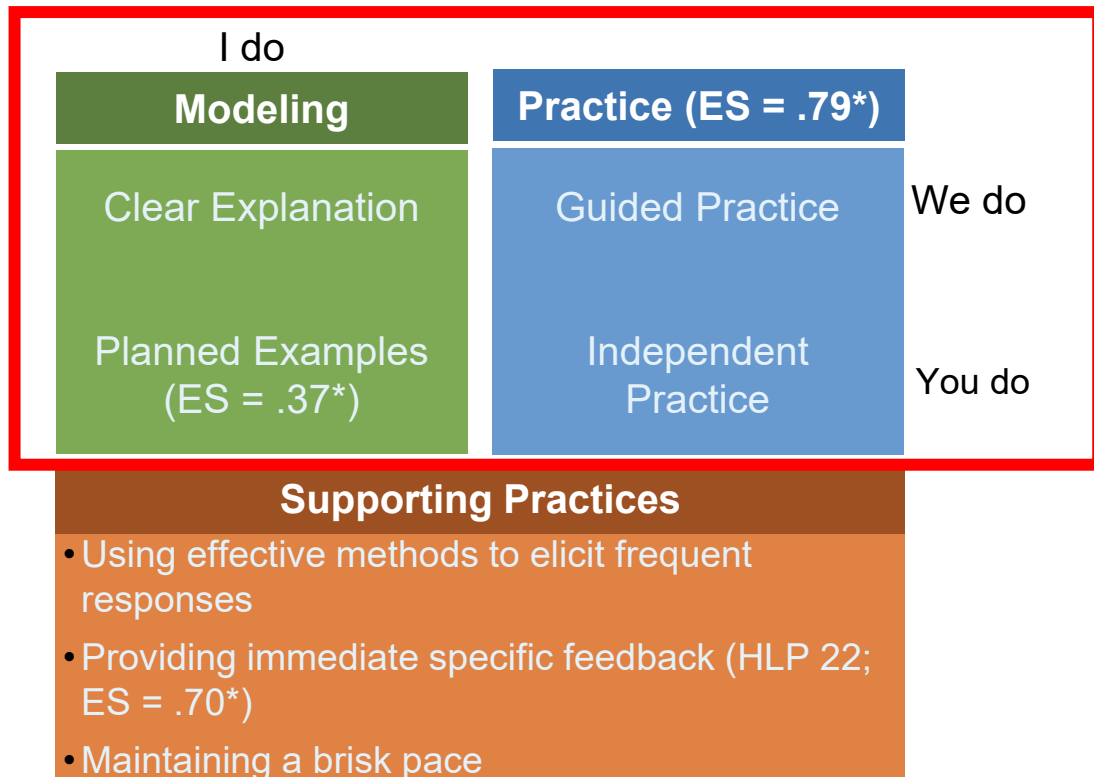**HLP 20 Intensive Instruction & HLP 13 Adapt Curriculum**

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

HLP 16 Use Explicit Instruction

HLP 16 Explicit Instruction Framework

I do

Modeling	Practice (ES = .79*)
Clear Explanation	Guided Practice
Planned Examples (ES = .37*)	Independent Practice

We do

You do

Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback (HLP 22; ES = .70*)
- Maintaining a brisk pace

The model for explicit instruction is adapted with permission from the National Center on Intensive Intervention's Features of Explicit Instruction Course Content and built on the concepts of explicit instruction from Anita Archer and Charlie Hughes found at https://explicitinstruction.org/; * Hattie, 2018)

In special education, HLPs are categorized into four areas

Assessment

Collaboration

Instruction

Social/Emotional/Behavioral
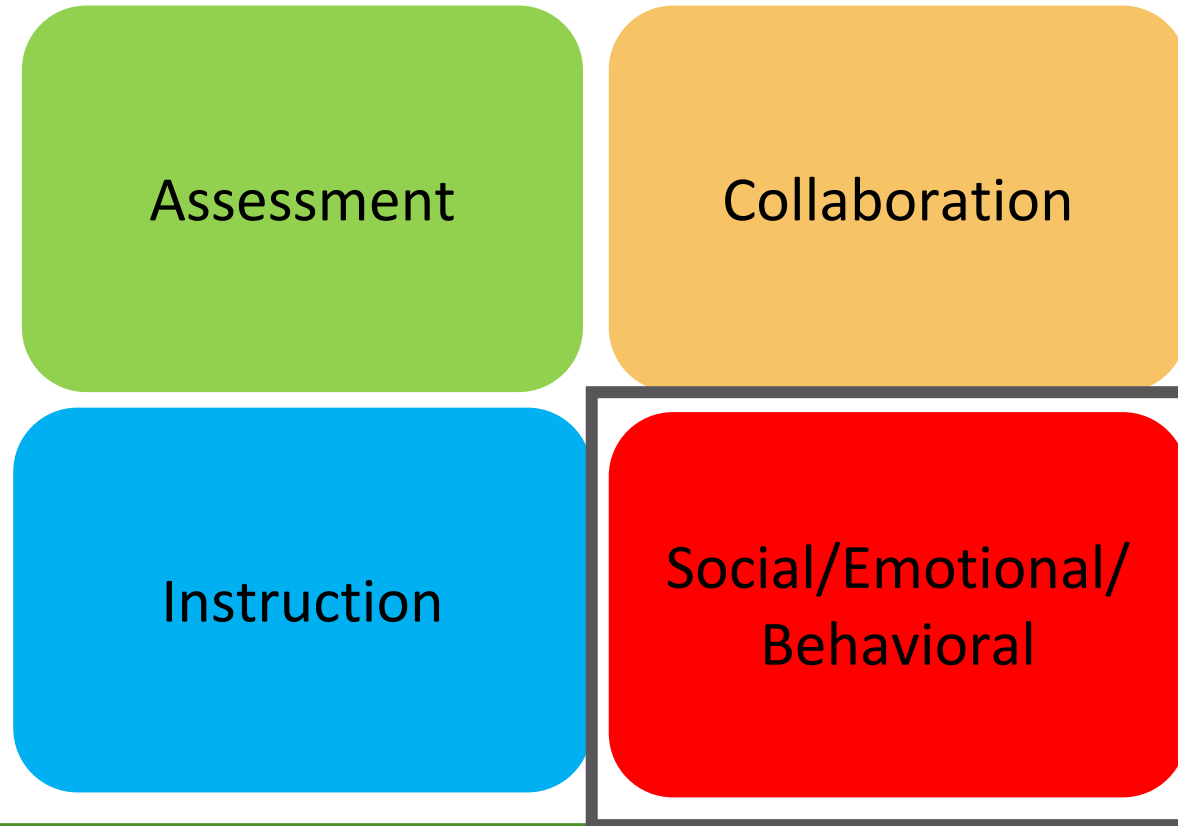
Today's Session

- Define the high-leverage practices (HLPs) in the Social/Emotional/Behavior area of practice.

- Model how the Social/Emotional/Behavior HLPs can be implemented in practice.

- Share freely available resources to increase educators' knowledge and use of the Social/Emotional/Behavior HLPs.

Development of high-quality educational programming

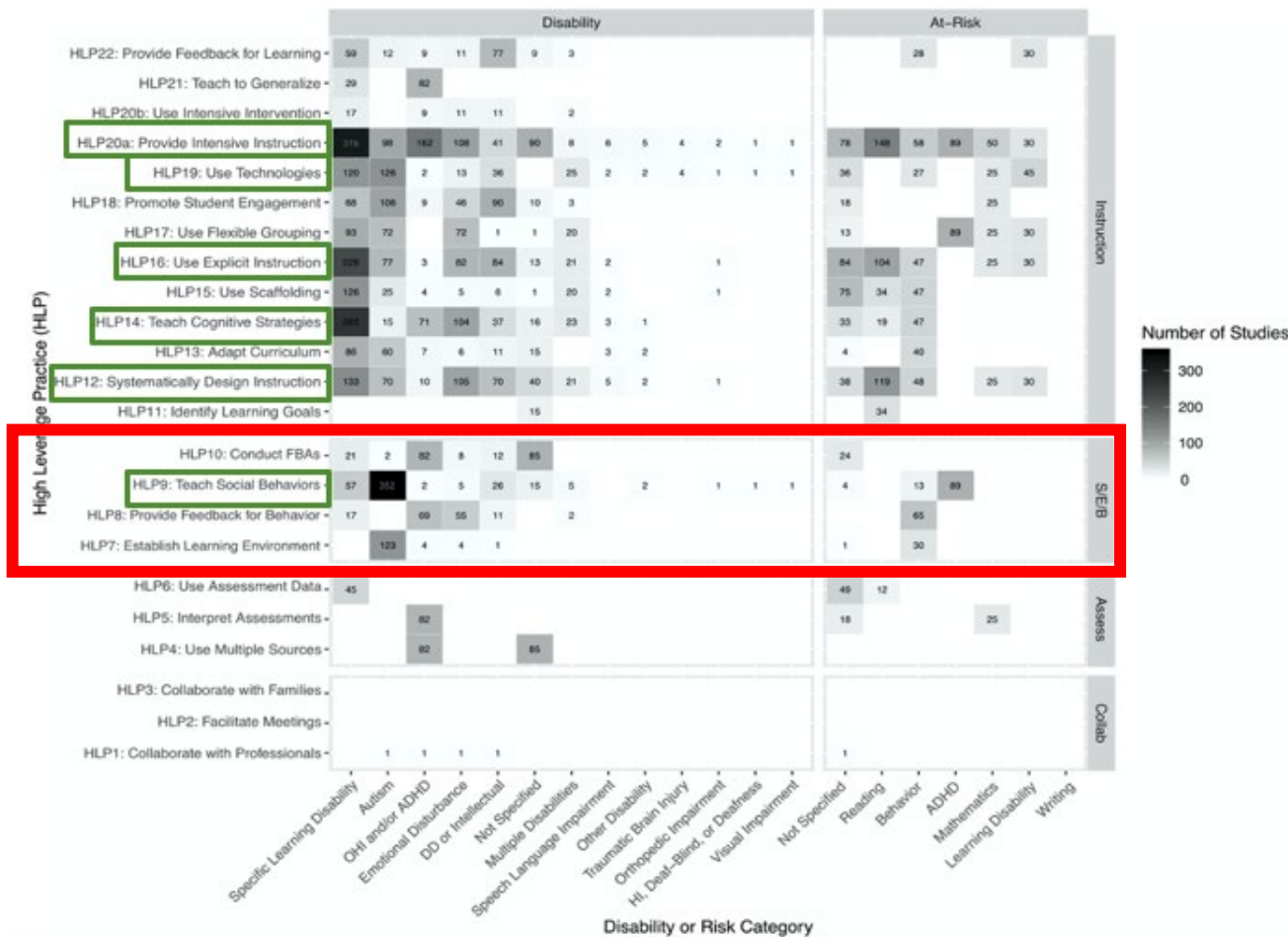**✕**

Implementation of high-quality educational programming

=

Improved access and outcomes - FAPE

HLPs With the Greatest Amount of Experimental Evidence

Frequency of HLP Evidence Across Meta-Analyses

High Leverage, Evidence-Based Strategies to Support Students with Disabilities

Social/Emotional/Behavioral HLPs in Special Education

- "All special education teachers want their students to feel comfortable and learn while they are in the classroom. To achieve this, a special education teacher needs to establish a consistent, organized, and respectful learning environment. If a learning environment like this is created, then it will serve as a strong platform to successfully implement all the other HLPs."

https://highleveragepractices.org/four-areas-practice-k-12/social-emotional-behavioral

Social/Emotional/Behavior HLPs in Special Education

HLP7	Establish a consistent, organized, and respectful learning environment.
HLP8	Provide positive and constructive feedback to guide students' learning and behavior.
HLP9	Teach social behaviors.
HLP10	Conduct functional behavioral assessments to develop individual student behavior support plans.

HLP 7 Establish a consistent, organized, and respectful learning environment.

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Why establish a consistent, organized, and respectful learning environment?

- Foundational element for other HLPs.

- Increases likelihood of academic and behavior success.

- Increases opportunities for engagement in effective teaching.

- Fosters caring and respectful interactions.

Did you know that **building mutually respectful relationships** with students has a strong positive impact on student performance (ES = .52)?

What does it look like?

- Engaging students in setting classroom rules and routines.

- Showing respect of students at all times.

- Valuing ethnic, cultural, contextual, and linguistic diversity.

- Set clear and consistent rules, routines, and procedures to help keep students engaged

- Systematically designed and explicitly taught class expectations and procedures.

- Provide positive and corrective feedback that is age and context appropriate to guide students' behavior (HLP 8).

- Continuum of strategies to recognize and reinforce appropriate behavior.

- Optimize learning time.

Three-Phase Instructional Cycle

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

Deliberate planning around classroom directions, procedures, and expectations.

Review effectiveness of classroom routines and procedures and intensifying for groups or individual students not responding as expected.

Explicitly teaching classroom routines, implementing with consistency, and providing constructive feedback.

Responding to Poor Classroom Behavior

DO NOT
Immediately turn to punishment or try to eliminate the behavior.

DO
Treat behavioral issues as learning errors that are addressed through remediation or reteaching.

HLP 8 Provide positive and constructive feedback to guide students' learning and behavior.

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Wait, isn't that the same as HLP 22???

It is! Two research syntheses were developed for the practice of providing effective feedback; this item appears in both the Social/Emotional/Behavioral Practices
HLPs and the Instruction HLPs.

Classroom & behavior management is a critical component of student success
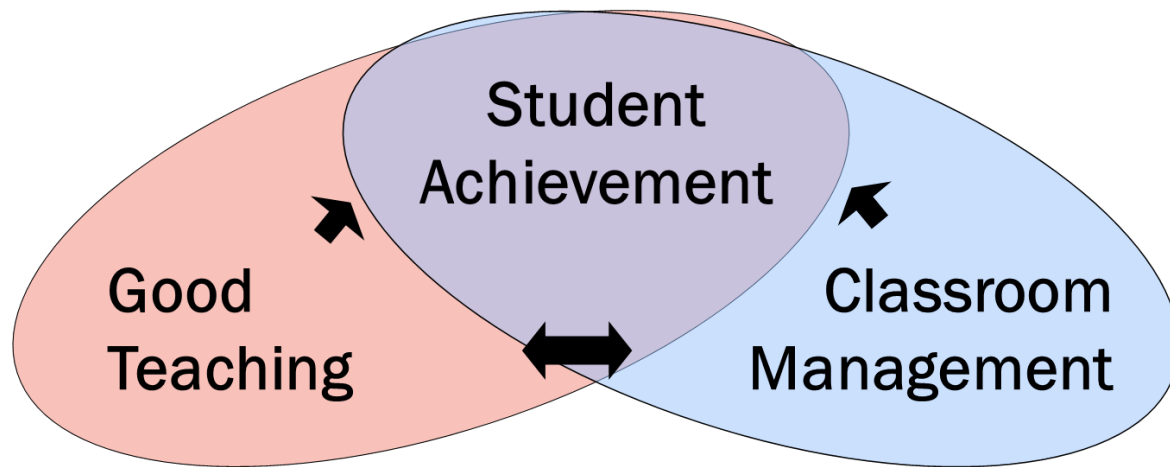
(Gest & Gest, 2005; Stronge, Ward, & Grant, 2011)

Did you know research shows…

- Praise is one of the most effective school-based strategies that teachers can use to decrease problem behavior and increase positive behavior.

(Cavanaugh, 2013)

- A general 4:1 ratio of praise to reprimand statements is desirable. Another recommendation is using about six praise statements every 15 minutes.

(Myers, Simonsen, & Sugai, 2011; Piscareta, Tincani, Connell, & Axelrod, 2011)

Behavior Feedback Doesn't Come Easily – Plan for an Appropriate Frequency

- Put a number of rubber bands on one wrist and move each rubber band to the other wrist whenever they provide a positive descriptive comment to a child, with the goal of moving all the rubber bands over in each activity or routine of the day.

- Tally the number of times positive feedback is used during the day on a sticky note, the board, or a clipboard.

- Use a timer to cue oneself to provide positive feedback at regular intervals.

- Ask a coworker to count the number of times the teacher uses positive feedback.

https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q2/p06/

HLP 9 Teach Social Behaviors

HLP 9 Teaching Social Behavior

In **Teaching Social Behavior**, we focus on social behavioral expectations for students with disabilities.

Social Behaviors Revisited

Social awareness · Self-awareness · Self-management · Responsible decision-making · Relationship skills

- Social behaviors refer to interpersonal skills that represent student comportment, communication, and self-management.

- Social behaviors are:
  - Communication
  - Learned
  - Reinforced

CASEL Social Emotional Competencies

What contributes to student behavior?

Slow triggers

- Changes at home
- Medication, sleep, hunger
- Late to school, bullied on bus
- Past or recent trauma

Other factors

- Lack of prerequisite skills
- Executive functioning deficits
- Misbehavior has worked in the past

Fast triggers

- Inconsistent classroom structures and routines
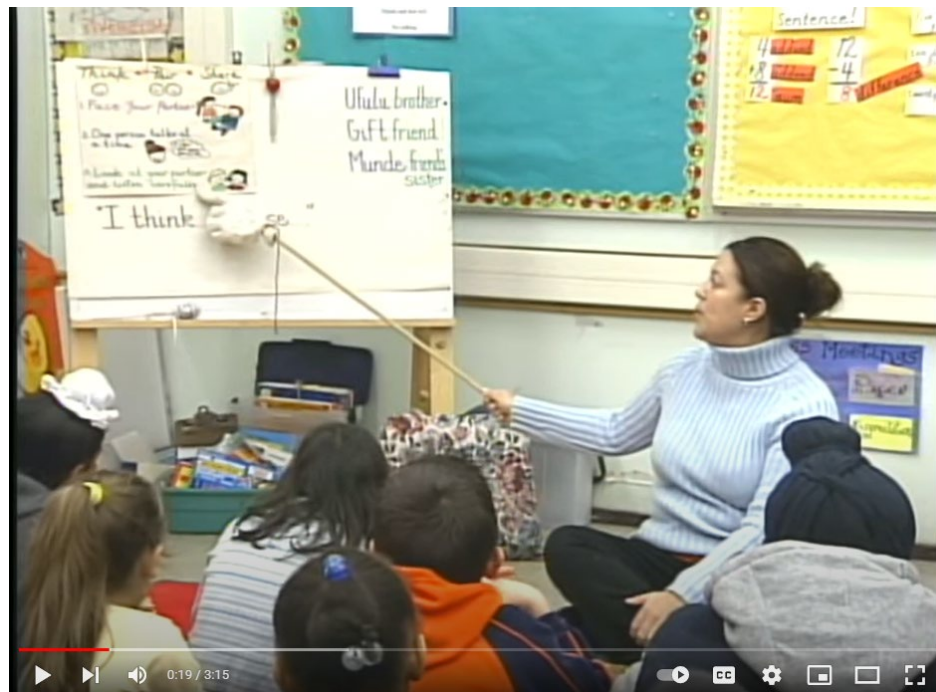- Different/unclear expectations for each class

Less control ←——————————→ More control

Systematic, explicit social behavior instruction

Does your social skills program teach…

- Manners and positive interaction with others

- Appropriate classroom behavior

- Better ways to handle frustration/anger

- Acceptable ways to resolve conflict with others

Social Skill Instruction for Pre-Schoolers

- Skills that will help in later instruction (example: listening skills)

- Skills that enhance success in school/daycare settings (example: asking a question)

- How to make and keep friends (examples: asking for something, asking others to play)

- Feelings, such as awareness of own and other's feelings coping with negative feelings

- Positive, non-aggressive choices when faced with conflict

- Dealing with stress 1) what to do when you make mistakes or 2) handling teasing and taunting

HLP 9 Teaching Social Behavior

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

- Identify reinforcers
- Task analyze behavior
- Establish grouping model

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

- Modify the classroom
- Provide additional behavioral supports

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

- Provide feedback
- Promote generalization
- Monitor target behavior

HLP 10 Conduct functional behavioral assessments to develop individual student behavior support plans.
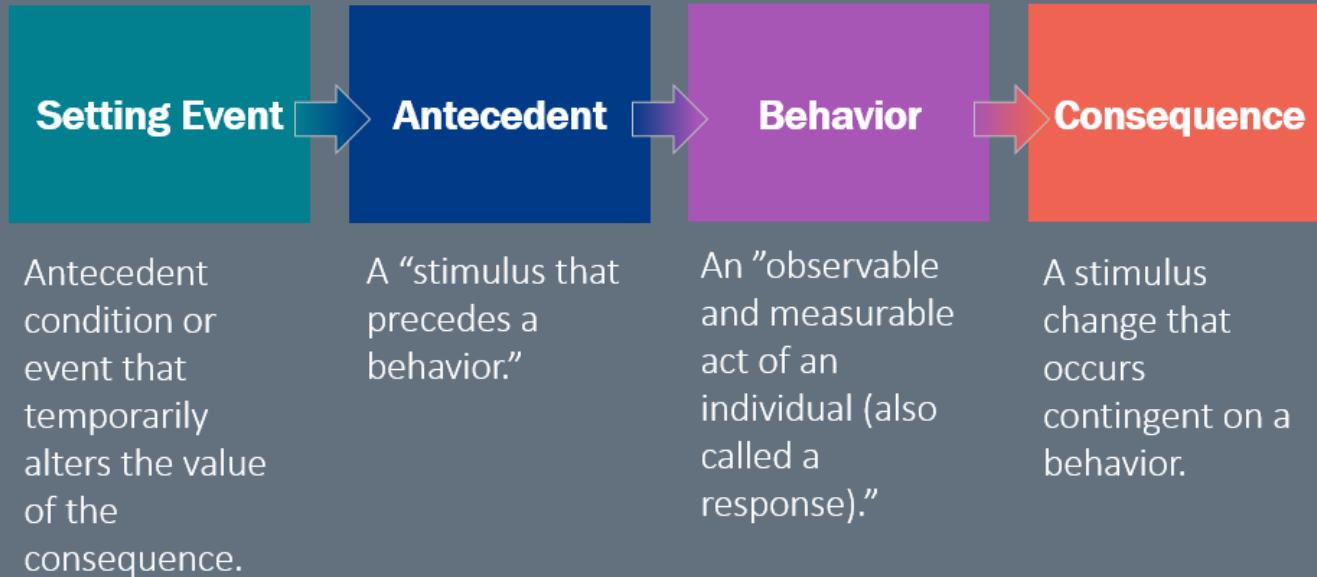
Two Components: FBA and BIP

A comprehensive FBA that results in a hypothesis about the function of the student's problem behavior.

A behavior intervention plan that includes instruction in pro-social replacement behavior, environmental adaptations, and progress monitoring.

Building Blocks of Behavior

Four-Term Contingency

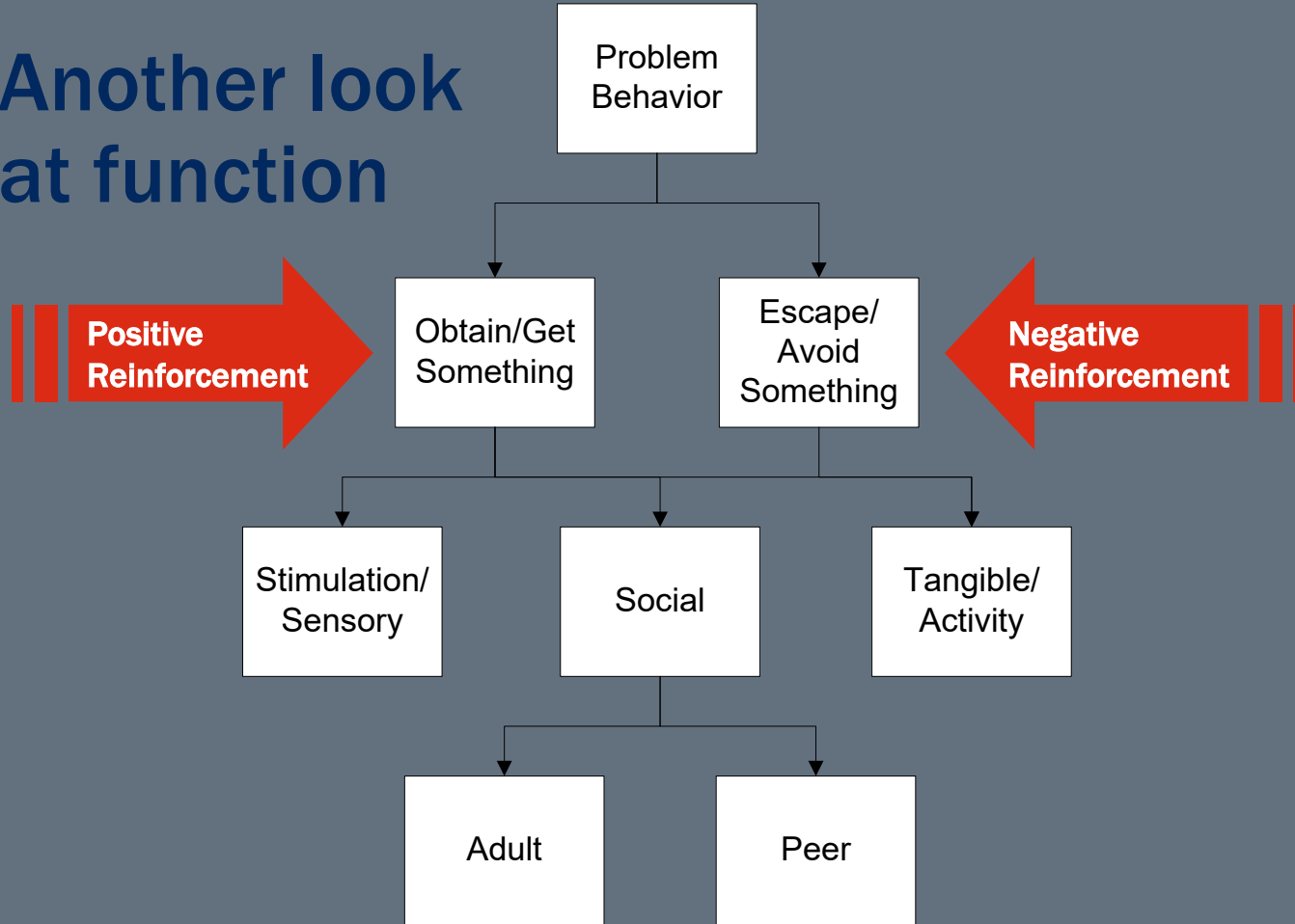| Setting Event	Antecedent	Behavior	Consequence
Antecedent condition or event that temporarily alters the value of the consequence.	A "stimulus that precedes a behavior."	An "observable and measurable act of an individual (also called a response)."	A stimulus change that occurs contingent on a behavior.

(Alberto & Troutman, 2006)
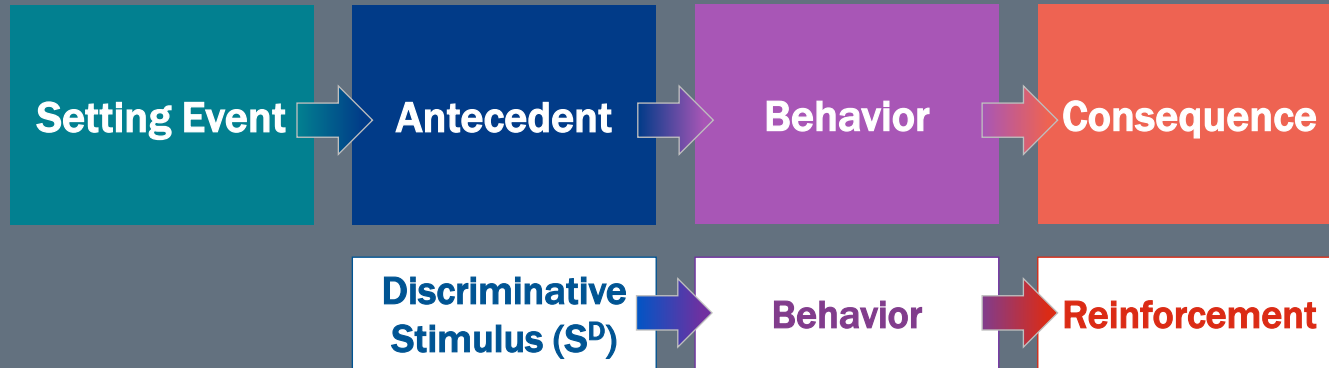
Function of Behavior

All behavior serves a function:

- Learners trying to *get or obtain* desired activities, tangible items, attention, or stimulation (S^{R+}).

- Learners trying to *avoid or escape* aversive activities, items, attention, or stimulation (S^{R-}).

Another look at function

Building Blocks of Behavior
Focus on Function of Behavior

Setting Event	→	Antecedent	→	Behavior	→	Consequence

Discriminative Stimulus (S^D)	→	Behavior	→	Reinforcement

When an individual is exhibiting **problematic (or any) behaviors**, look at the function:

1. What typically **precedes** the problematic behaviors?

2. What typically **follows** the problematic behaviors?

3. What **function** are the behaviors serving for that individual?

Jonas

When Jonas is asked to complete an independent assignment, he *disrupts his peers and refuses to begin the assignment*. After this behavior, the teacher immediately sits with him and helps him complete the work. In the future, Jonas continues to disrupt peers and refuses to complete work, whenever he is told to work independently.

Assuming this is a consistent pattern...
What is the function of Jonas' behavior?

A) Get or Obtain Something or
B) Escape or Avoid Something

National Center on
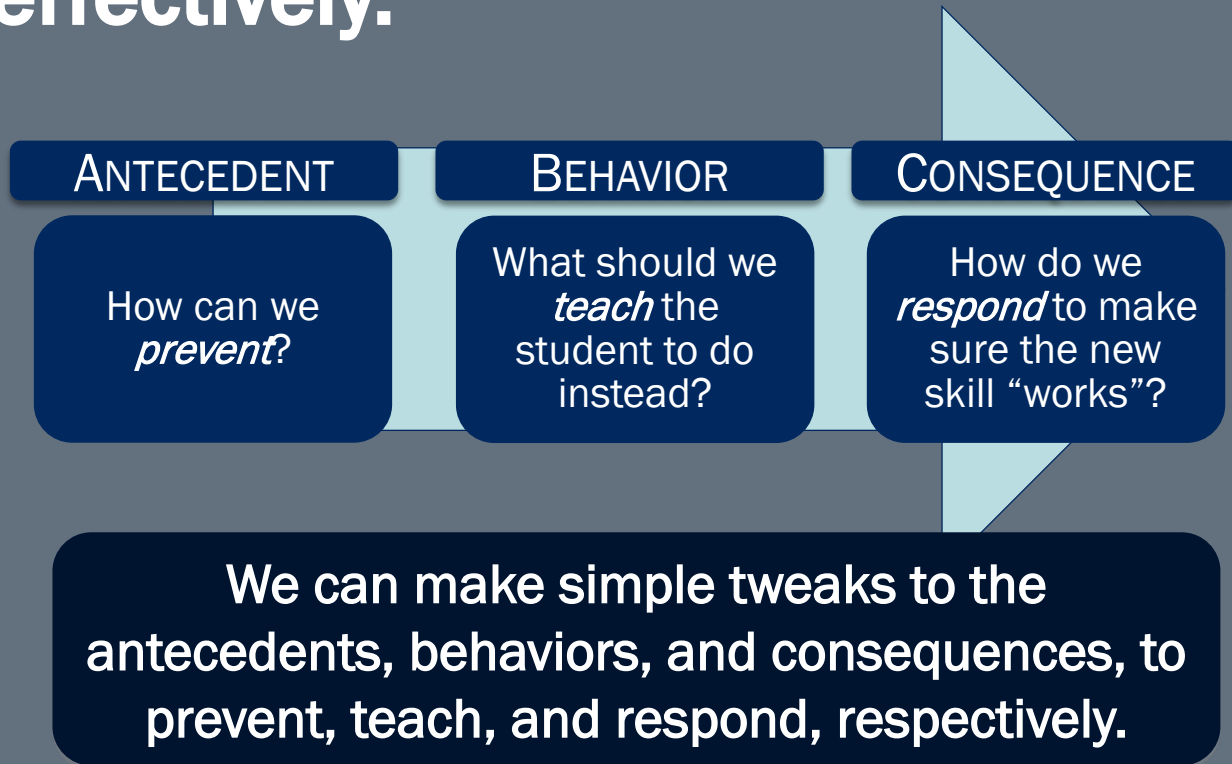INTENSIVE INTERVENTION
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Henry

When Henry is presented with difficult school work, he complains and puts his head down on his desk. Henry's teacher takes his work away. In the future, Henry continued to complain and put his head down whenever he was presented with difficult work.

Assuming this is a consistent pattern…
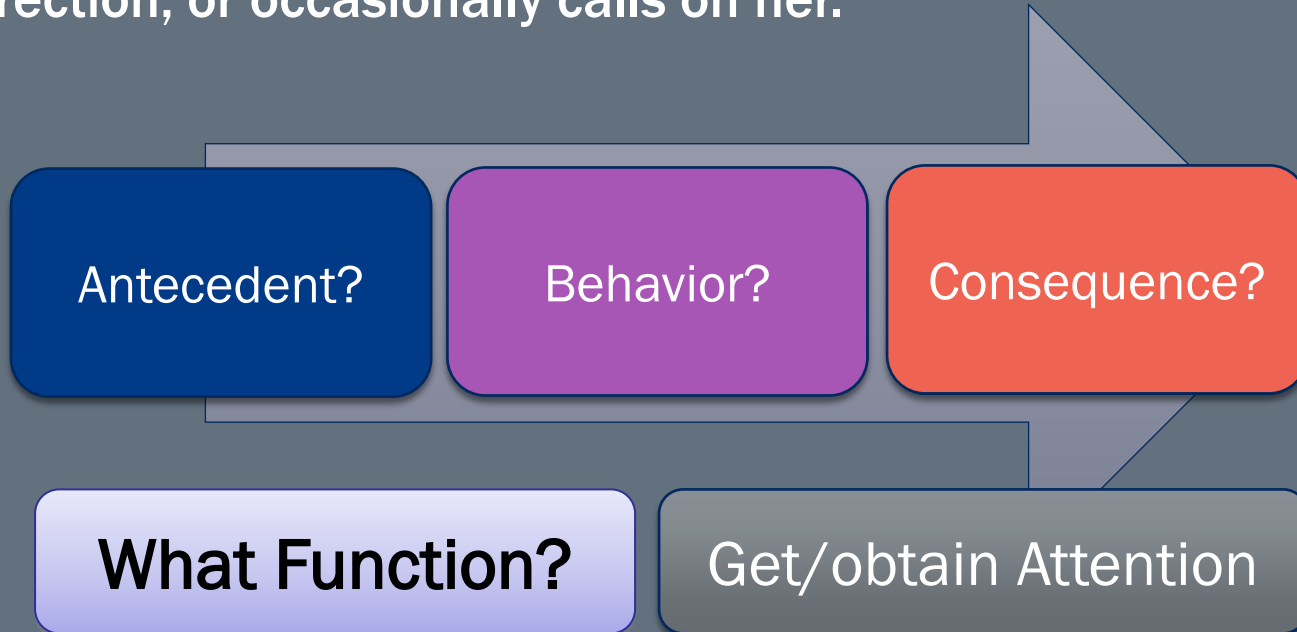What is the function of Henry's behavior?

A)   Get or Obtain Something or
B)   Escape or Avoid Something

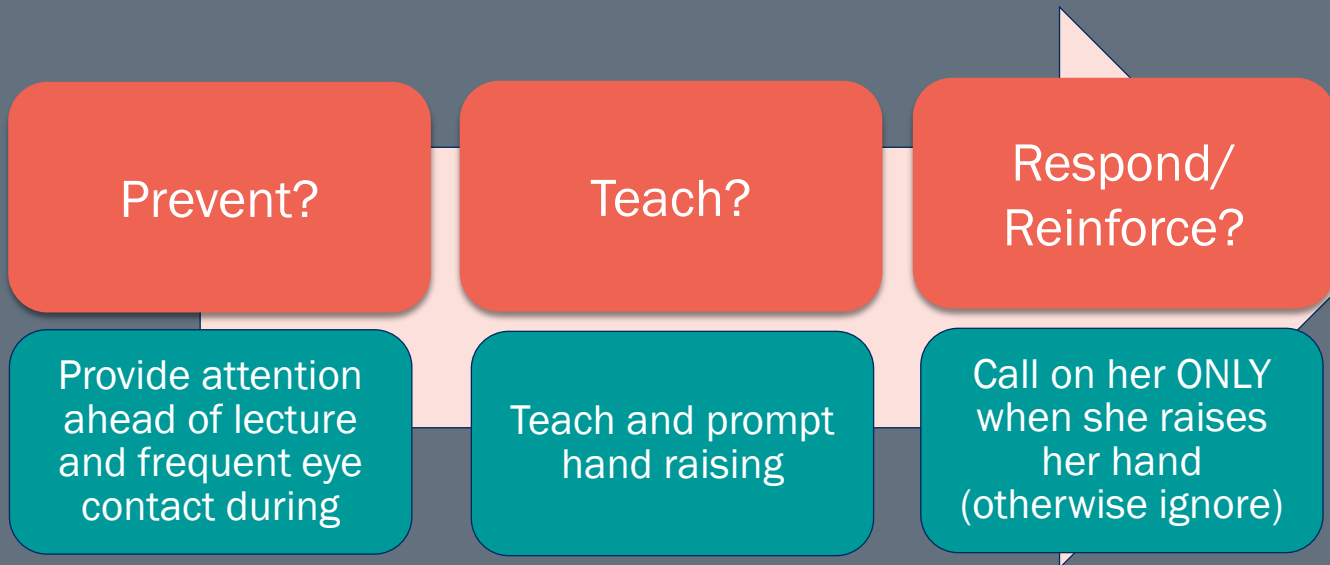# By understanding function, we can intervene more effectively.

ANTECEDENT	BEHAVIOR	CONSEQUENCE
How can we *prevent*?	What should we *teach* the student to do instead?	How do we *respond* to make sure the new skill "works"?

We can make simple tweaks to the antecedents, behaviors, and consequences, to prevent, teach, and respond, respectively.

What is the function?

During teacher lecture, Martha *repeatedly* and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.
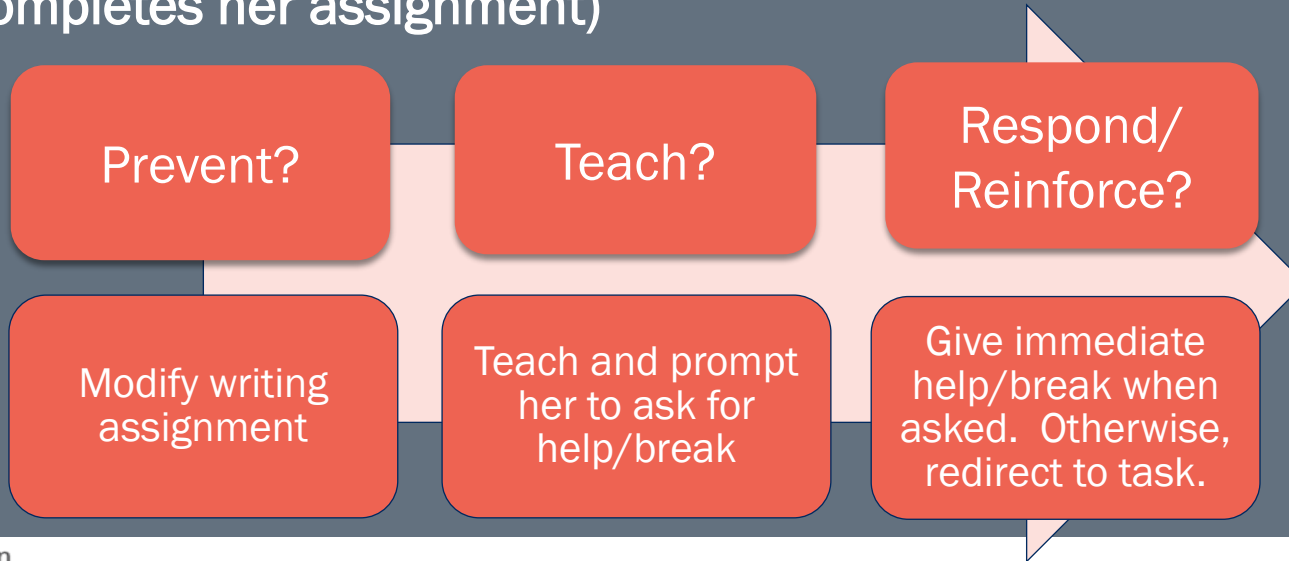
Antecedent?

Behavior?

Consequence?

What Function?

Get/obtain Attention

Developing the Behavior Plan

During teacher lecture, Martha *repeatedly* and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Prevent?	Teach?	Respond/ Reinforce?
Provide attention ahead of lecture and frequent eye contact during	Teach and prompt hand raising	Call on her ONLY when she raises her hand (otherwise ignore)

What is the function?

When given a difficult writing assignment Susannah *regularly* throws her pencil down, rips up her paper, and puts her head down. Her teacher ignores this behavior (and Susannah never completes her assignment).

Antecedent?
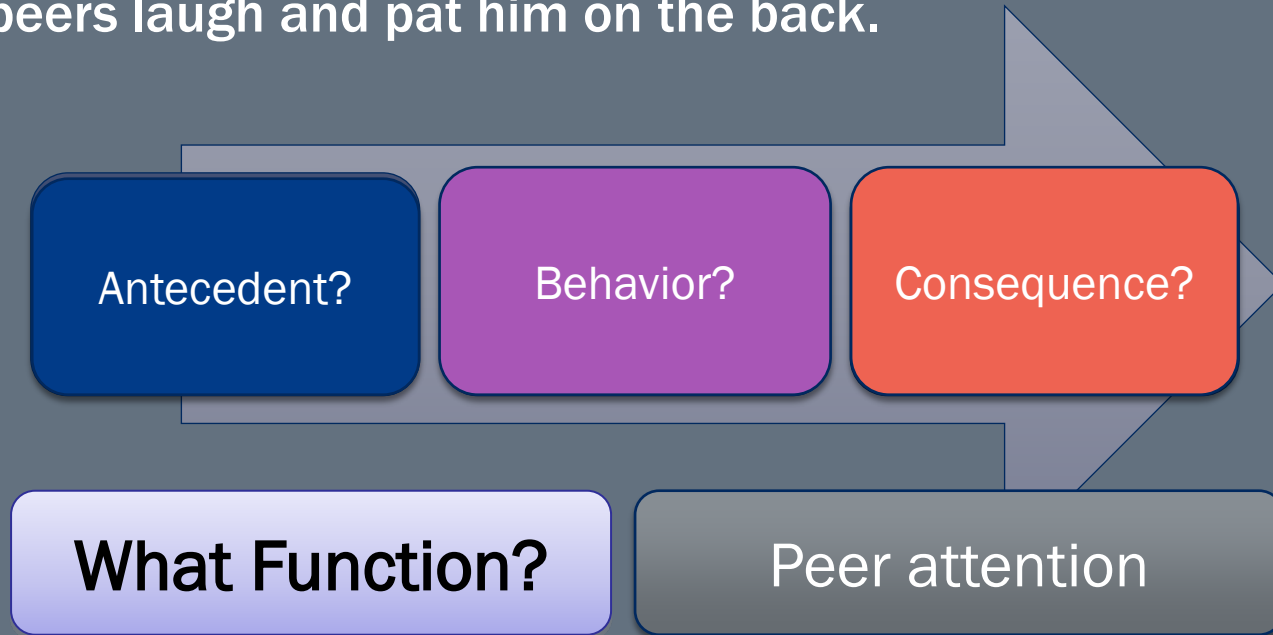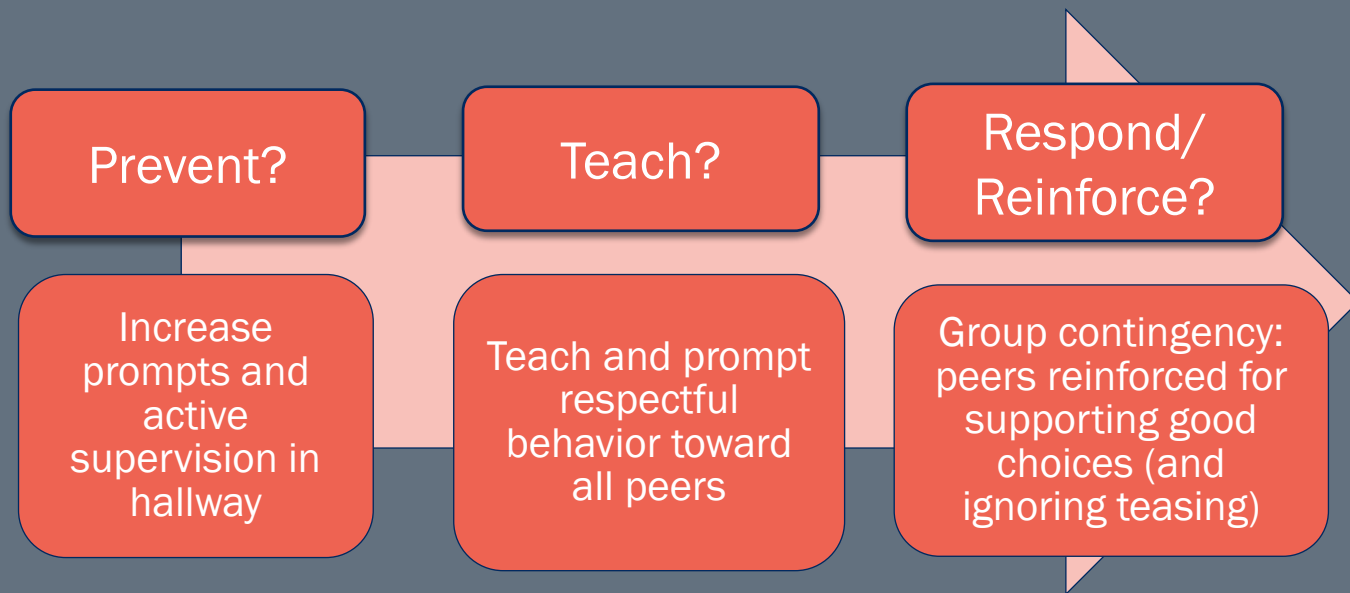
Behavior?

Consequence?

What Function?

Escape Task
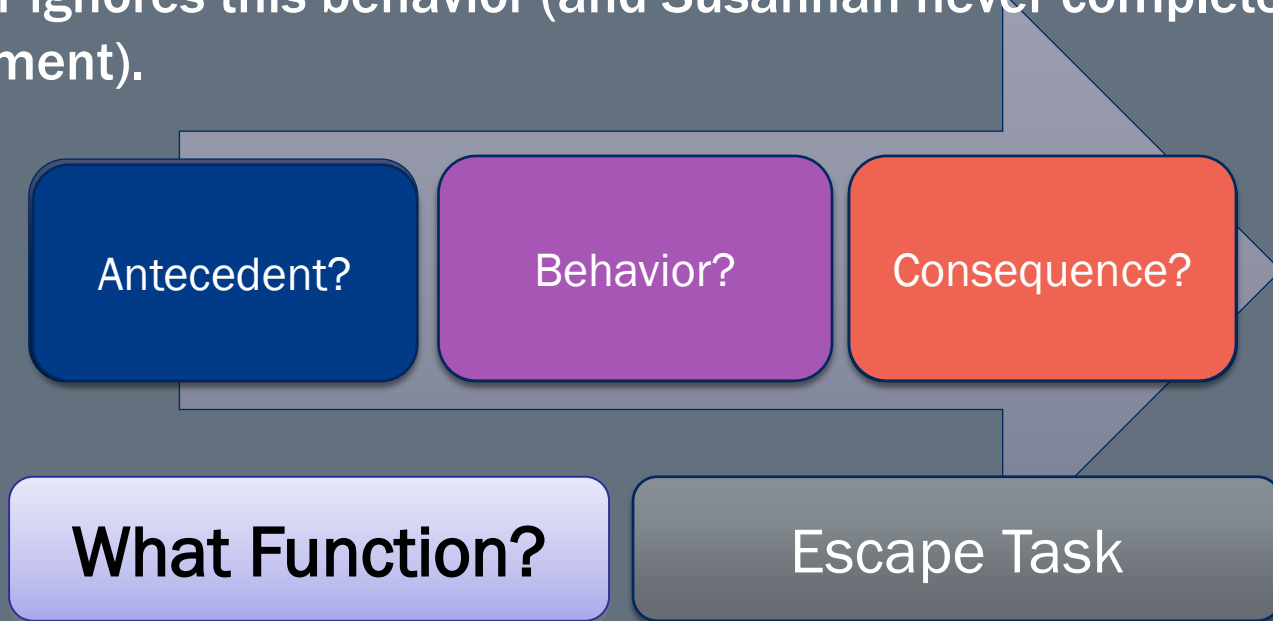
Developing the Behavior Plan

When given a difficult writing assignment Susannah *regularly* throws her pencil down, rips up her paper, and puts her head down. Her teacher ignores this behavior (and Susannah never completes her assignment)

Prevent?	Teach?	Respond/ Reinforce?
Modify writing assignment	Teach and prompt her to ask for help/break	Give immediate help/break when asked. Otherwise, redirect to task.

What is the function?

In the hallway with peers, Tim often teases, trips, or pushes a student who talks and walks a little slower than others. Each time, Tim's peers laugh and pat him on the back.

Antecedent? → Behavior? → Consequence?

What Function? | Peer attention

Developing the Behavior Plan

In the hallway with peers, Tim often teases, trips, or pushes a student who talks and walks a little slower than others. Each time, Tim's peers laugh and pat him on the back.

Prevent?	Teach?	Respond/Reinforce?
Increase prompts and active supervision in hallway	Teach and prompt respectful behavior toward all peers	Group contingency: peers reinforced for supporting good choices (and ignoring teasing)

Closing and Next Steps

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Website: HLP for Students with Disabilities - https://highleveragepractices.org/

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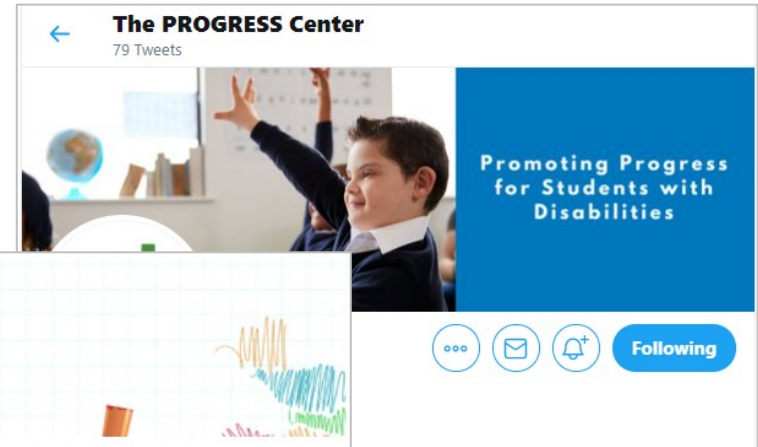

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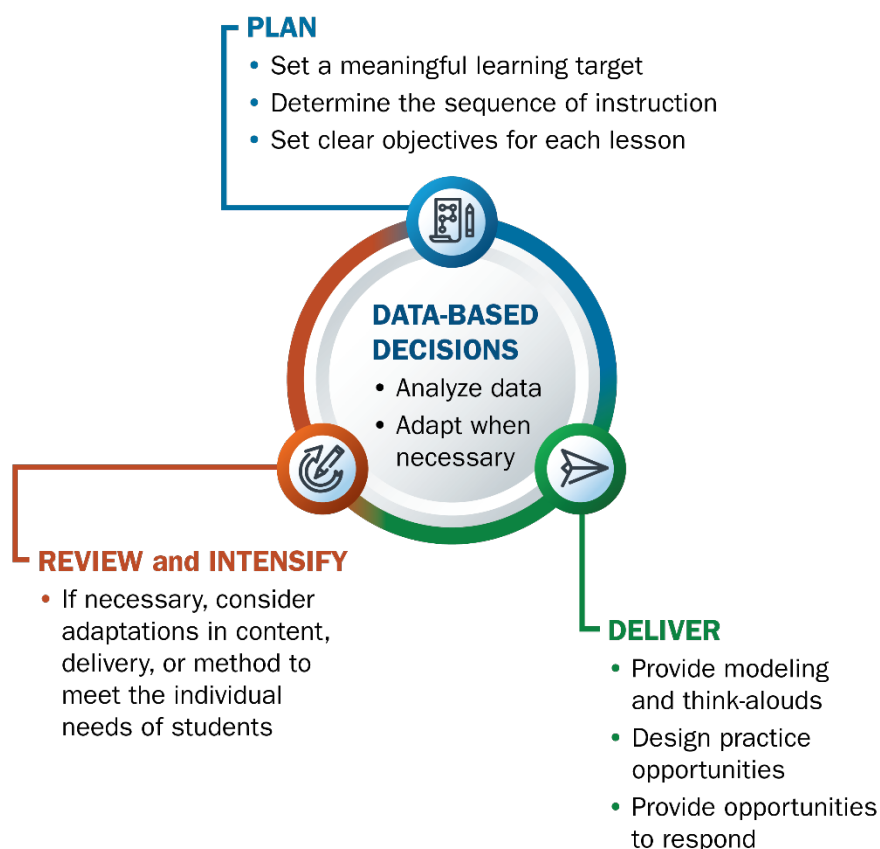U.S. Office of Special Education Programs

Teaching Social Behaviors

What Do Teachers Need to Know About Teaching Social Behaviors?

Teaching social behaviors provides opportunities for teachers to communicate and encourage students with disabilities to demonstrate behavioral expectations and communicate needs more effectively. Rather than a stand-alone curriculum, the teaching of social behaviors requires teachers to implement an instructional sequence that includes defining the target behavior, teaching the social skill, and supporting the student to demonstrate the behavior through modifications to the classroom (de Bruin et al., 2013; Walker et al., 2018). The following three-phase cycle can be used when planning, implementing, and monitoring student social progress:

Social behaviors refer to interpersonal skills that represent student comportment, communication, and self-management. Importantly, the methods described for teaching social behaviors assumes that students learn behavior through interactions with adults, peers, and their classroom environment and that teachers can shape behavior through intentional modifications to these aspects.

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

In this brief, we focus on the PLAN phase of the three-phase cycle.

Planning to Teach Social Behaviors for Students With Disabilities

The most effective approaches for individualizing the teaching of social skills to students begins with acknowledging the individual and contextual nature of behavior, particularly for students with disabilities (Moore et al., 2019). Research suggests that teaching social and communicative skills must account for the specific needs of the student, the conditions of the environment that promote or inhibit the behavior, and the components that encourage the student to repeatedly perform the desired behavior. Teaching social behaviors to students with disabilities begins by identifying and defining a target behavior that poses problems for the student or the classroom environment and considering the conditions that provoke and maintain occurrences.

- **Replacement behavior selection**. After identifying a target behavior, school personnel must determine a replacement behavior to teach the student to serve as an alternative, prosocial response. For instance, a student with emotional and behavioral disorders may consistently call out in class, distracting other students and making learning difficult for peers. School personnel might consider teaching the student to raise their hand, use an alternative system (e.g., response cards), or incorporate technology to access teacher or peer attention in a more prosocial manner (Bowman-Perrot et al., 2015). The replacement behavior represents the desired response that school personnel will actively teach and support while concurrently working to reduce the occurrence of the nondesirable target behavior.

- **Modify the classroom**. Effective interventions for teaching students with disabilities prosocial behaviors require school personnel to consider environmental conditions that contribute to the display of undesired behaviors (Knowles et al., 2015; Royer et al., 2017). For many students, conditions within the classroom promote occurrences of problematic and challenging behavior. The environmental conditions vary based on the individual needs of the student and the setting but typically relate to incongruences between classroom expectations and the student's strengths, interests, or preferences. Research-based environmental modifications include reorganizing the learning environment and the schedule, preteaching lesson content, or making instructional modifications to increase student engagement and task completion.

- **Implement a system to promote replacement behavior**. School personnel must encourage students to demonstrate the prosocial replacement behavior across time and settings (Dart et al., 2014). Although classroom and schoolwide interventions are available, students with disabilities exhibiting intensive behavioral challenges benefit from receiving positive consequences contingent on demonstrating the prosocial behavior. For instance, teachers may provide verbal praise or small rewards to students for exhibiting the selected replacement behavior. When coupled with a planned approach for responding to undesired behaviors, school personnel assist students to learn the appropriate responses and adaptive prosocial behaviors for the context.

Access to the General Education Classroom

The process for teaching social behaviors to students with disabilities and supporting their use of those behaviors across school settings remains similar regardless of the setting or context. Specifically, school personnel, including general education teachers, must identify and define the target behavior, select a prosocial replacement behavior, actively teach the new behavior, and encourage its use across a variety of settings (Bruhn et al., 2016).

To promote access to the general education classroom, all school personnel must commit to teaching and supporting the development of social skills. This includes leveraging existing systems, facilitating communication, and supporting consistent implementation of the strategy and data collection procedures. For students with disabilities demonstrating challenging behavior, general education teachers must work with their colleagues to develop an approach for teaching socially appropriate behaviors and delivering rewarding consequences when prosocial behaviors are emitted (Watts et al., 2019). Teachers must collaborate with special education teachers, school psychologists, social workers, administrators, and others around the building with expertise and training in supporting prosocial development to develop effective, evidence-based plans.

- For schools with a tiered system of behavioral support, personnel should draw on available behavioral screening methods and secondary interventions for students with disabilities to consolidate resources and increase the consistency of support across settings.

- School personnel must monitor student response to teach and support the development of prosocial skills to evaluate adequate progress. Using available schoolwide data such as office discipline referrals or collecting more proximal data through systematic direct observation or direct behavior ratings to assess response depends on the target behavior and available resources.

How to Get Started Planning for Teaching Social Behaviors

- To get started teaching social behaviors, teachers must teach and reteach the behavioral expectations and classroom routines to students to ensure understanding.

- For students who respond more (or better) to universal classroom management procedures, teachers should consider the three-phase cycle: Plan, Implement, and Review. Teachers must actively plan interventions to increase opportunities for the student to demonstrate prosocial behaviors and receive encouragement for demonstrating it.

- For students not responding to more intensive support, request a functional behavior assessment from the school psychologist, the social worker, the special education teacher, or the appropriate designated person.

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