Active Student Engagement

Session 35
Illinois PBIS Network
2012 Winter Leadership Conference
January 19, 2011

Susan Gasber, Technical Assistance Director
Illinois PBIS Network

Session 35:
Active Student Engagement

Classroom management is enhanced when students are actively engaged.

In this session, participants will review how to actively engage students using strategies such as Guided Notes, Response Cards, Computer Assisted Instruction, and Class-wide Peer Tutoring.
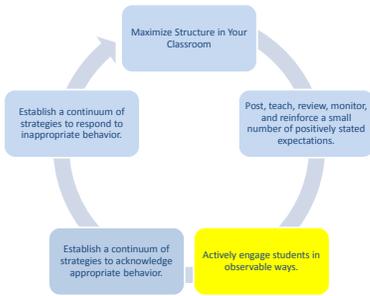

Acknowledgment

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G.
A review of evidence based practices in classroom management: Considerations for research to practice. Education and Treatment of Children.

Five Critical Features and Evidence-Based Practices of Effective Classroom Management

Critical Features of Effective Classroom Management				
Maximize Structure in Your Classroom	Post, teach, review, monitor, and reinforce a small number of positively stated expectations	Actively engage students in observable ways	Establish a continuum of strategies to acknowledge appropriate behavior	Establish a continuum of strategies to respond to inappropriate behavior
Evidence-Based Practices				
High classroom structure	Post, teach, review, and provide feedback on expectations	Rate of opportunities to respond (OTRs)	Specific and/or contingent praise	Error correction
Physical arrangement that minimizes distraction	Active Supervision	Direct Instruction	Class-wide group contingencies	Performance feedback
		Computer assisted instruction	Behavioral contracting	Differential reinforcement
		Class-wide peer tutoring	Token economies	Planned ignoring
		Guided notes		Response cost
Simonsen, Fairbanks, Briesch, & Sugai				Time out from reinforcement

---

Five Critical Features of Effective Classroom Management

- Maximize Structure in Your Classroom
- Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
- Actively engage students in observable ways.
- Establish a continuum of strategies to acknowledge appropriate behavior.
- Establish a continuum of strategies to respond to inappropriate behavior.

Simonsen, Fairbanks, Briesch, & Sugai

Evidence-Based Practices

Evidence-Based Practices				
High classroom structure	Post, teach, review, and provide feedback on expectations	Rate of opportunities to respond (OTRs)	Specific and/or contingent praise	Error correction
Physical arrangement that minimizes distraction	Active Supervision	Direct Instruction	Class-wide group contingencies	Performance feedback
		Computer assisted instruction	Behavioral contracting	Differential reinforcement
		Class-wide peer tutoring	Token economies	Planned ignoring
		Guided notes		Response cost
Simonsen, Fairbanks, Briesch, & Sugai				Time out from reinforcement

Big Idea

Any strategy is only as good as the teacher's…..

implementation with fidelity

and

knowledge of impact on student outcomes

Begin with the → ← End in mind

Fluent Use of Practices

Framework for Developing the Fluent Use of Practices

Skill Building, Fluency, Maintenance facilitated through:

- Coaching
  - External Coach as Consultant
  - Peer Coach

  Observes and gives performance feedback

- Teacher Self-assessment

  Completes process checklist
  Collects outcome data

Coaching or Self-monitoring

Idea

Ask a peer or PBIS coach to
- observe a classroom lesson
- use a checklist to observe when strategy is used
- provide feedback on your use of strategy

Idea

Self-monitor
- audio or videotape a 15-minute classroom session and tally the number of student OTR
- set a visual timer in your classroom and mark OTR indicators used on self-monitoring checklist

---

Engagement

- General term that refers to how a student participates during classroom instruction

  Greenwood, Horton, & Utley (2002)

- Comprised of **passive** (e.g., listening to a teacher) and **active** (e.g., writing, answering a question) behaviors.

- Engagement is the ***best mediating variable between instruction and academic achievement***
  - *if students are actively engaged in instruction, then it is difficult to engage in incompatible behaviors (e.g., talking out, out of seat)*

    Greenwood, Terry, Marquis, and Walker (1994)

Actively Engage Students in Observable Ways

by increasing students' **opportunities to respond (OTR)**

- using **choral responding** and **response cards**
- utilizing **direct instruction** techniques
- implementing **peer tutoring**
- utilizing **computer based instruction**
- providing **guided notes**.

Increasing the rate of opportunities to respond (OTR)…

…to academic tasks, allows students to be **actively involved in instruction**, to **engage in appropriate behavior**, and to **develop more positive relationships with their teachers**.

(Partin, Robertson, Maggin, Oliver, & Wehby, 2010)

Rate of Opportunities to Respond (OTRs)

Opportunity to respond
A teacher behavior that prompts or solicits a student response

Two common methods used to increase the rate of presenting OTRs in a classroom include:

Choral Responding

Students answering a question in unison

Response Card

Erasable boards on which all students write their answers to a question and then hold the boards up for the teacher to see

---

Evidence base
Opportunity to Respond (OTR)

- A functional relationship has been demonstrated between increasing the pace with which teachers presented students with opportunities to respond and a(n)
  - (a) increase in on-task behavior (Carnine, 1976; Sutherland, Alder, & Gunter, 2003)
  - (b) increase in academic engagement (Carnine, 1976)
  - (c) decrease in disruptive behavior (Carnine, 1976; Sutherland et al., 2003)
  - (d) increase in the number of correct responses (Sutherland et al., 2003)

- The use of choral responding is associated with small, yet positive effects on academic achievement (e.g., Sindelar, Bursuck, & Halle, 1986) and on-task behavior (Godfrey, Grisham-Brown, & Schuster, 2003).

Optimal number of OTR

- The optimal number of OTR depends on the learning situation.
  - during instruction of new academic material, teachers should provide students 4-6 OTR per minute with at least 80% accuracy.
  - during activities of previously reviewed material, teachers should provide 8-12 OTR per minute with at least 90% rate of accuracy

(Partin et al.)

Choral Responding

All students in the class or group respond orally in unison to a teacher prompt

Using Choral Responding

- *Model a question and response for the class.*
- *Present questions clearly and directly*
- *Allow thinking time*
- *Use a clear signal*
- *Give feedback on the group response*
- *Call on individual students throughout the lesson*
- *Maintain an energetic pace*
- *Deliver praise and approval for students' participation and correct responding*

Wood, C. L., & Heward, W. L. (2004). *Good noise! Using choral responding to increase the effectiveness of group instruction.*
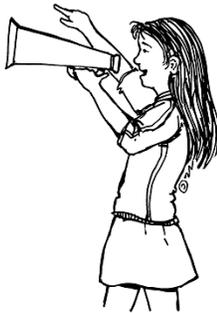
Response Cards
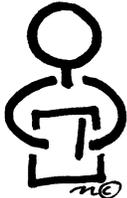
Cards with pre-printed response choices (e.g., "YES/NO") and cards or laminated white boards on which students write their responses to a teacher question or academic problem.

Steps for Response Cards

1. Question
2. Think
3. Decide answer
4. Wait
5. Cue to show
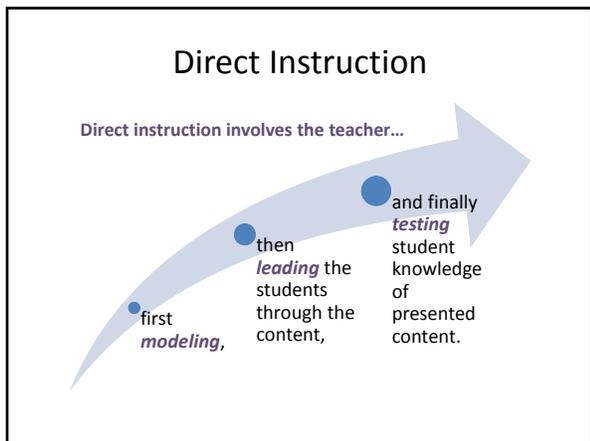6. Hold up card
7. Put down card
8. Prepare for next question

Direct Instruction

Direct Instruction
An approach to classroom teaching characterized by:

- Clear presentation of content (use of signals)
- Carefully sequenced instruction
- Carefully supported instruction
- High rates of OTRs
- Judicious review of content
- Systematic feedback (specific praise or planned error corrections)
- Initial and ongoing assessment of student progress and placement
- Students learning concepts and skills to mastery

Direct Instruction

Direct instruction involves the teacher...

first *modeling*,

then *leading* the students through the content,

and finally *testing* student knowledge of presented content.

Evidence base
Direct Instruction

- Students who received instruction from the DISTAR programs (i.e., *Direct Instruction System for Teaching and Remediation*) of reading, arithmetic, and language (e.g., Engelmann, & Bruner, 1974) made the greatest gains across measures of basic skills, cognitive reasoning, and self-esteem (Abt Associates, 1977; Gersten, Keating, & Becker, 1988; Meyer, 1984).

- When compared to students receiving traditional instruction, students receiving direct instruction demonstrated significantly greater gains in academic achievement (Becker & Gersten, 1982) and engaged in higher rate of on-task behavior (Nelson, Johnson, & Marchand-Martella, 1996).

- White (1988) conducted a meta-analysis of the effects of direct instruction on academic achievement in special education and found that all 25 studies reported statistically significant effects in favor of the direct instruction group.

What is Direct Instruction?

- **Direct Instruction (little "D," little "I").**
  - **Instructional techniques based on choral responses, homogeneous grouping, signals, and other proven instructional techniques**

- Direct Instruction (capital "D," capital "I").
  - specific programs designed by Siegfried Engelmann and his staff.
  - Siegfried Engelmann and Douglas Carnine articulated this theory in the text Theory of Direct Instruction.
  - Direct Instruction programs incorporate all the features of direct instruction (di), coupled with carefully designed sequences, lesson scripting, as well as responses to anticipated children's questions.

Direct/Explicit Instruction

Research indicates overwhelming support for the use of direct/explicit instruction to teach basic skills to all students and, in particular, hard-to-teach students.

Large-scale meta-analyses and extensive literature reviews confirm that the positive effects of direct instruction are much larger than those obtained by other programs (Adams & Engelmann, 1996; Borman, Hewes, Overman, & Brown, 2003; White, 1988)

The Tough Kid Book, Ginger Rhode, Ph.D, William R. Jenson, Ph.D, H. Kenton Reavis, Ed.D

The Direct, Explicit Model of Instruction

The exemplary model of direct, explicit instruction consists of five phases that allow teachers to *scaffold* instruction, gradually shifting and releasing responsibility for completing a task from themselves to students (Joyce & Weil, 2000; Pearson & Gallagher, 1983; Rosenshine & Meister, 1992; Vygotsky, 1978).

Five Phases of Explicit Instruction

1. **setting the stage for learning** (objectives)
2. clear **explanation** of what to do (telling)
3. **modeling** of the process (showing)
4. multiple opportunities for **practice** (guiding)
5. **independent practice**

12 Criteria for Direct Instruction

Swanson identified 12 criteria associated with direct instruction. When any four of these indicators are present, direct instruction is occurring.

- ❑ Breaking down a task into small steps
- ❑ Administering probes
- ❑ Administering feedback repeatedly
- ❑ Providing a pictorial or diagram presentation
- ❑ Allowing independent practice and individually paced instruction
- ❑ Breaking the instruction down into simpler phases
- ❑ Instructing in a small group
- ❑ Teacher modeling a skill
- ❑ Providing set materials at a rapid pace
- ❑ Providing individual child instruction
- ❑ Teacher asking questions
- ❑ Teacher presenting the new (novel) materials

(Swanson, 2001, p. 4)

Computer Assisted Instruction

Computer assisted instruction (CAI)

Uses:

technology to provide students with the benefits of one-on-one instruction

- – frequent opportunities to respond
- – immediate corrective feedback
- – material tailored to the appropriate instructional level

without leaving the larger classroom

(Ota & DuPaul, 2002)

Evidence base
### Computer assisted instruction

- The use of computer assisted instruction has been shown to affect an increase in both active engagement time and on-task behavior for students with AD/HD in math (Ota & DuPaul, 2002), as well as an increase in both oral reading fluency and on-task behavior for students with AD/HD in reading (Clarfield & Stoner, 2005). Similar results for students without AD/HD have been reported.

- Oral reading fluency and state achievement and published academic test performance of students in kindergarten and first grade have improved following computer assisted instruction (Layng, Twyman, & Stikeleather, 2003).

Guidelines for Implementing CAI

- Review the computer program or the online activity or game to understand the context of lessons.

- Review how material is presented.

- Is the program at the correct level for the class or the individual student?

- Does this program do what the teacher wants it to do (help students organize the writing, speed up the writing process, or allow students to hear what they wrote for editing purposes)?

- Review all Web sites and links immediately before directing students to them.

The Access Center
www.k8accesscenter.org/training_resources/computeraided_writing.asp

Class-wide Peer Tutoring
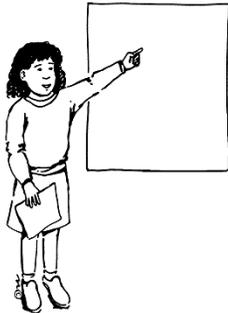
Class-wide peer tutoring (CWPT)

In *class-wide peer tutoring (CWPT)*, students are paired and assigned the roles of tutor and tutee

➢ Students provide each other with instruction, often via rapid response trials or paired reading practice, and give each other immediate error corrections

➢ The classroom teacher is afforded freedom to move around the classroom and assist student pairs in need of additional help

(Greenwood, Delquadri, & Hall, 1989)
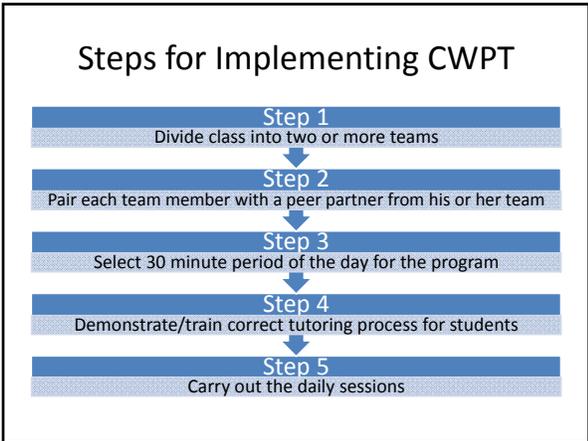

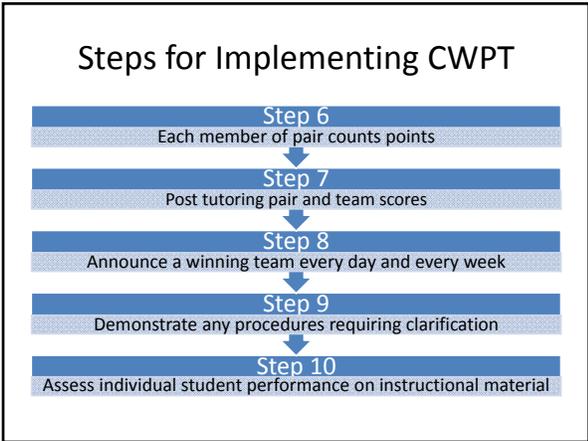## Evidence base
Class-wide peer tutoring

- Class-wide peer tutoring (CWPT; e.g., Delquadri, 1986; Greenwood, Carta, & Hall, 1988) programs have been shown to improve both academic engagement and reading achievement (Greenwood, Delquadri, & Hall, 1989; Simmons, Fuchs, & Fuchs, 1995).

- The use of CWPT has been shown to lead to a decrease in off-task behavior as well as an increase in academic performance for students with AD/HD (DuPaul, Ervin, Hook, & McGoey, 1998).
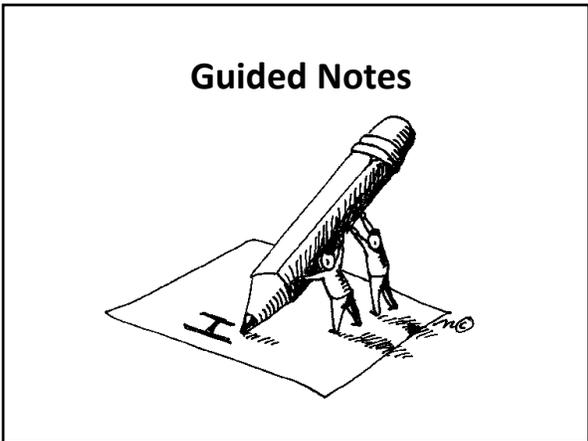

Class-wide Peer Tutoring (CWPT)

› comprehensive instructional procedure or teaching strategy
› based on reciprocal peer tutoring and group reinforcement
› entire classroom of students actively engaged in the process of learning and practicing basic academic skills
› simultaneously in a systematic and fun way

Barbara Terry, Ph.D., University of Kansas

Steps for Implementing CWPT

Step 1
Divide class into two or more teams

Step 2
Pair each team member with a peer partner from his or her team

Step 3
Select 30 minute period of the day for the program

Step 4
Demonstrate/train correct tutoring process for students

Step 5
Carry out the daily sessions

Steps for Implementing CWPT

Step 6
Each member of pair counts points

Step 7
Post tutoring pair and team scores

Step 8
Announce a winning team every day and every week

Step 9
Demonstrate any procedures requiring clarification

Step 10
Assess individual student performance on instructional material

---

Guided Notes

Guided Notes

Guided notes are..

teacher provided outlines of either lectures or chapters that contain the main ideas and spaces for students to fill in additional details
(Lazarus, 1993)

Heward and Orlansky (1993):

"guided notes take advantage of one of the most consistent and important findings in recent educational research: students who make frequent, relevant responses during a lesson learn more than students who are passive observers" (p. 168)

Evidence base
Guided notes

- The use of guided notes during lectures and readings resulted in an increase in academic achievement as measured by quiz scores (Austin, Lee, Thibeault, Carr, & Bailey, 2002; Lazarus, 1993; Sweeney, et al., 1999).

- This option may be particularly relevant for older students (i.e., high school), as a greater percentage of instruction may be delivered in a lecture format.

Guided Notes
Step 1: Prepare Guided Notes

- *Adopt a consistent set of organizational cues* (e.g., blanks, asterisks, bullets) to alert students about where, when, and how many concepts to record.

- *Try to strike a balance* between an overly simplified fill-in-the-blank format (the student just fills in the occasional blank) and one that is extremely open-ended (the student must construct large stretches of notes independently).

- As your class becomes more proficient at note-taking, you can *gradually 'fade' the use of guided notes* by providing less pre-formatted notes-content and requiring that students write a larger share of the notes on their own.

- You can boost the effectiveness of guided notes (or indeed any note-taking strategy) by *including additional incentives or follow-up activities* to monitor student note-completion and study of notes.

Intervention Central
www.interventioncentral.org/

Guided Notes

Step 2: Use Notes & Provide Student Feedback

- When guided notes are first introduced, *collect completed notes at the end of class* to check them for completion and accuracy.

- *Have students exchange notes* at the conclusion of a lecture and briefly rate the accuracy and completeness of their classmates' notes.

- *Have the students routinely check their own notes*, following a simple checklist (e.g., "Have I filled in every blank on the guided-notes sheet with an appropriate word or phrase? If not, how can I find the appropriate information to write down?").

Intervention Central
*www.**interventioncentral**.org/*

_____

_____

_____

_____

_____

_____

_____

Presenter Information

Susan Gasber

Technical Assistance Director

Illinois PBIS Network

susan.gasber@pbisillinois.org

_____

_____

_____

_____

_____

_____

_____

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions

_____

_____

_____

_____

_____

_____