

Strand

Academic Underachievement & Problem Behavior: A Case of the Chicken and the Egg OR...

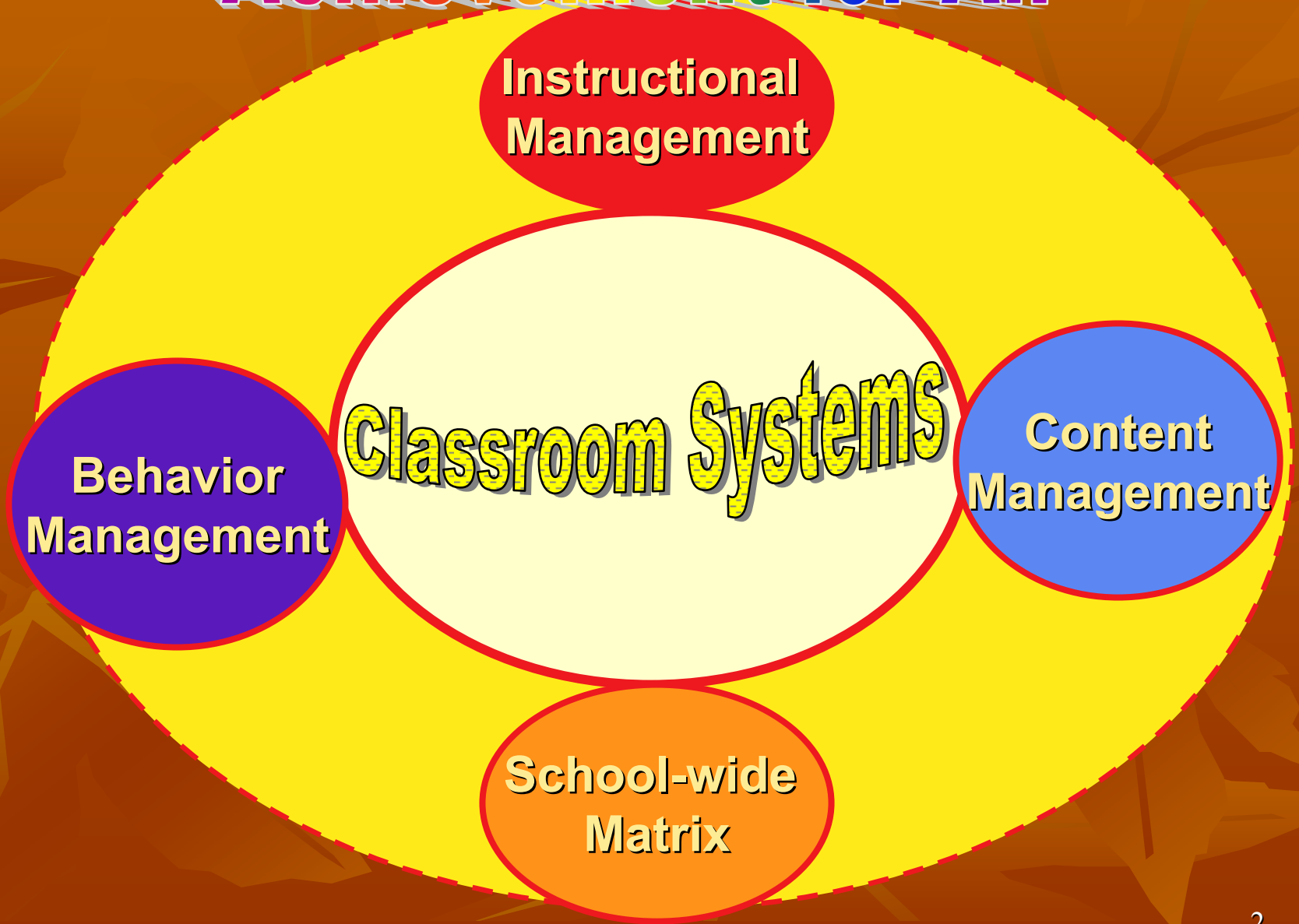
Presented by

Geoff Colvin Ph.D.

**Region IX: Positive Support Conference
El Paso, Texas
April 6, 2005**



Achievement for All



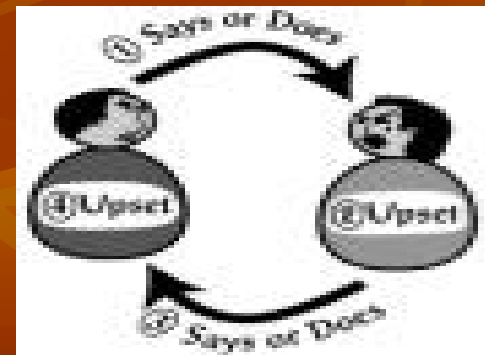
**“Low achievement and
problem behaviors go
hand in hand”**

~Kauffman, 1997 p.2



“The academic deficits of these students thus may be exacerbated by the lack of effective academic instruction they receive, which in turn is due in part to their disruptive classroom behavior.”

~Sutherland, Wehby & Yoder, 2002~





Common Assumptions

“Get the student’s behavior under control first and then address academics.”

Or

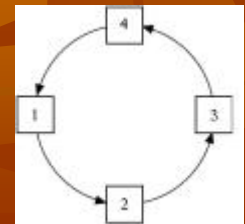
“You can’t teach these students until their behavior has been changed.”

Implications

- Many undesirable in the classroom are motivated by avoidance of the task
- Instructional materials may serve as an aversive stimulus for the disruptive behavior (resulting in removal of the student)
- Teachers may provide low level work to avoid upsetting the student
- Students learning in basic skills is characterized by “splinter skills”

Negative Reinforcement Paradigm

- EBD student's disruptive behavior is *negatively reinforced* by removal of the academic task (or removal of student)
- Teacher's are *negatively reinforced* by removal of the the disruptive behaviors (changing task or removing student)



- Study showed students with EBD rates of correct oral responses were approximately .84 to 1.2 per hour
- Also, teachers praised student correct responding at rate of .68 This means Students with EBD receive teacher praise for correct responding 4 to 5 times per day (Van Acker et al. 1996)

Similar findings for other subjects

- Spelling 40% correct
- Vocabulary 43% correct

Independent work % correct

- Reading 51.1 to 62.5
- Math 20.15-69.8
- Spelling 53.45 – 76.47

(Hogan & Prater, 1993; Carr & Punzo, 1993; Shores et al 1993)



Note:

A basic rule in the design of Direct Instruction Programs require that for initial learning correct responding needs to be at the rate of

70%

CEC 80% (1987)

Teaching strategies:

Study showed that:

Less than 20% of teacher directives to students with and without disabilities were preceded with information that would enable the students to respond correctly.

(Shores et al, 1993).



Focus on compliance vs. academics

- Correct compliance responses to teacher directions were **five times** higher than correct responses to academic tasks

(Van et al 1996)

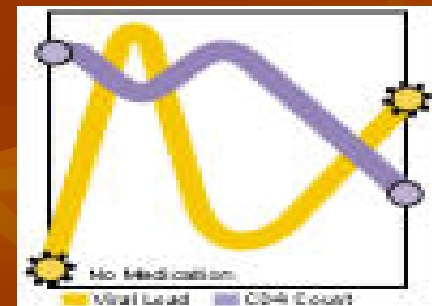
Design Independent work for correct responding

Study showed when independent work was set at “easy” (90% correct responding) versus difficult (less than 70% correct) found more desirable behavior and less problem behavior.

(DePaepe et al 1996)



- There exists a relationship between
Academic difficulty
&
Problem Behavior



Implication

If we carefully attend to instruction we may not only find that:

a. Students learn more

But also

a. Problem behavior reduces



Academic Interventions

1. Perspective-General Education
2. “No child left behind”
3. Emerging model
4. Exemplars
5. Critical strategies for instruction leading to behavior control
6. Concluding remarks

Perspective-General Education

Academic Achievement has become a major focus of concern

- School reform
- School improvement plans

Characteristics of effective schools

Significant Achievement Gap

Our nation has the moral imperative to close the achievement gap between low-income students and their more advantaged peers





~No Child Left Behind~

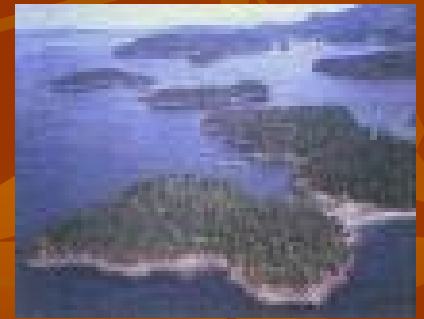
The stated purpose of NCLB is to “Close the achievement gap between disadvantaged and minority students and their peers”

Emerging Model

Significant Study: Learning First Alliance

Beyond Islands of Excellence: What Districts do to Improve Instruction and Achievement Schools

~Togneri & Anderson, 2003~



Learning First Report

- This report showed that five high poverty school districts significantly raised student achievement by focusing on district wide strategies to improve instruction.
- For example, in one district in 1994, 65 percent of African American students met minimum expectations compared with 84% of white students, by 2002 the percent of African American students meeting minimum requirements had risen to 94% compared to 96% whites.

Emerging model

Two Key Variables For Improving School Achievement:

1. Developing a supportive infrastructure at district level
2. Addressing effective instruction



Addressing Effective Instruction

“ In all districts, regardless of the catalyst, leaders came to the same conclusion:

To improve student achievement, they need to emphasize a key factor within their control-
Improving instruction”

~Togneri & Anderson, 2003, p11.~



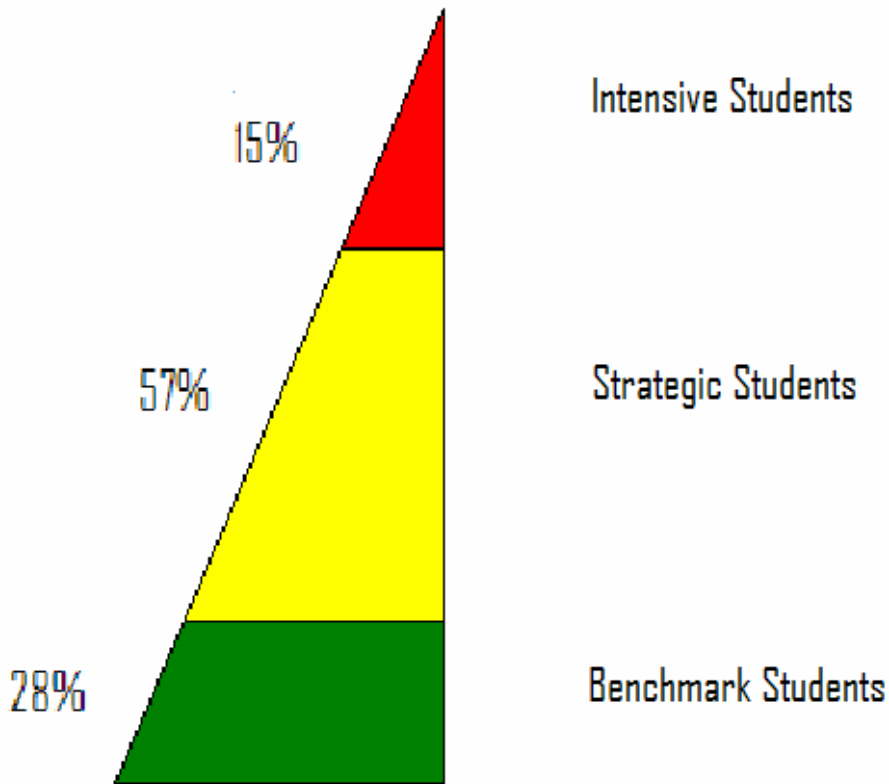
Exemplars

Bethel Reading Project

April 28, 2004

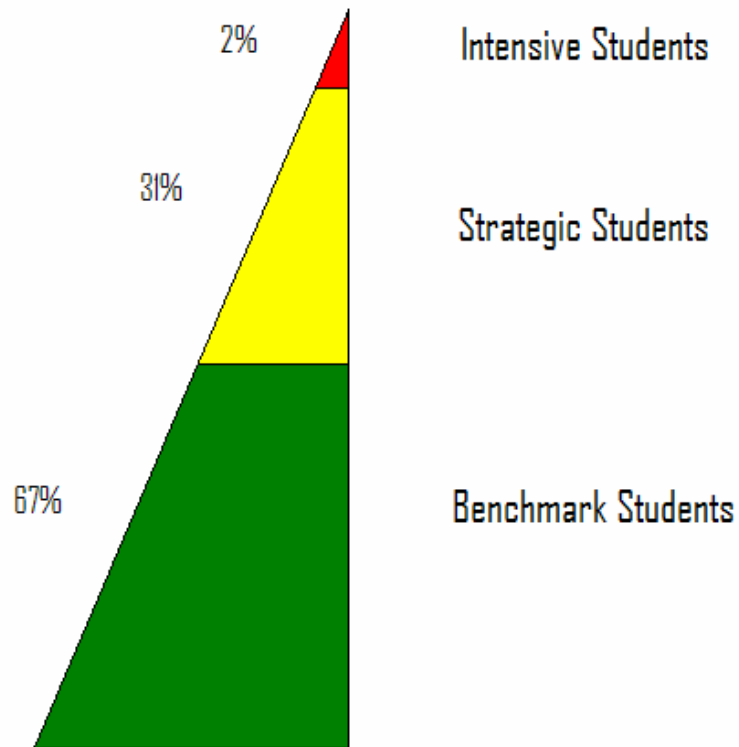
Distribution of Students Prior to Reading Project

Grade 1 Reading Original Distribution

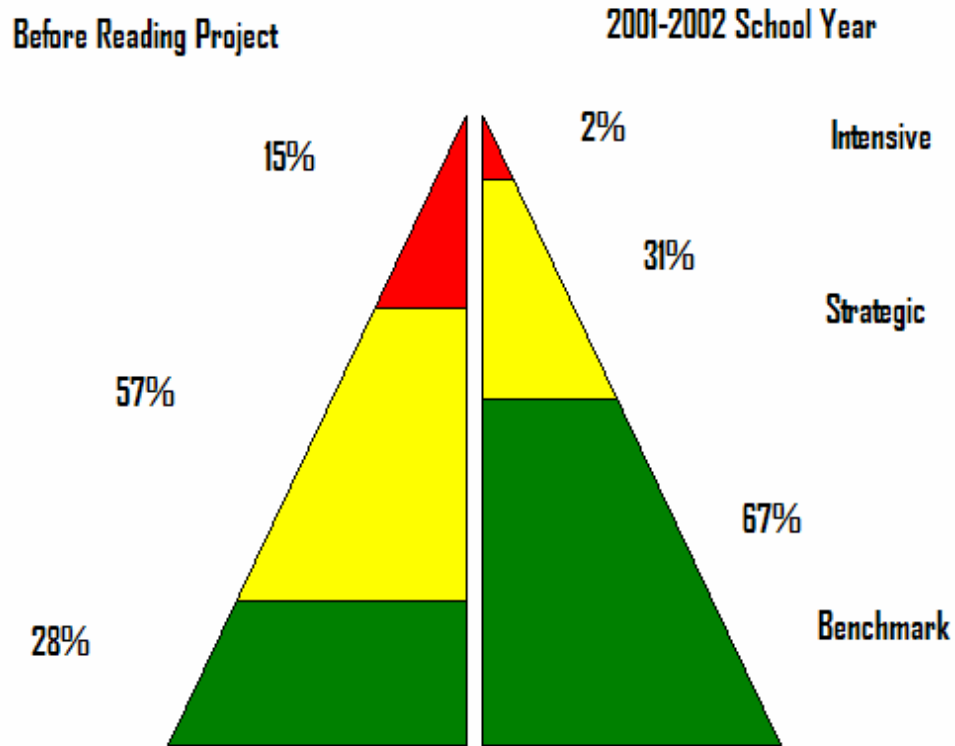


Distribution of Students in 2001-02

Grade 1 Reading 2001-02 Distribution

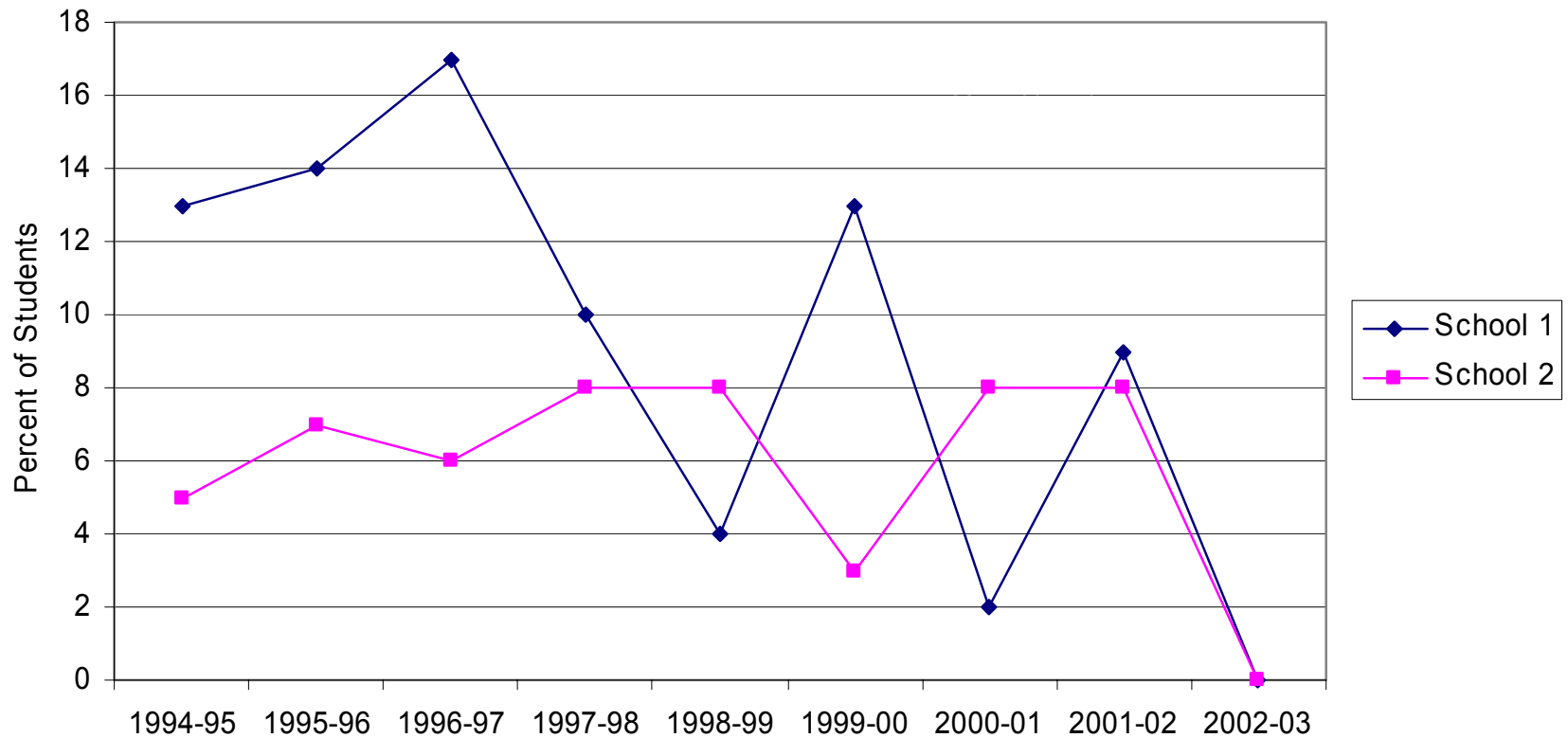


Distribution of Students



Referrals Rates to Special Education for Reading Problems

Grade 2 Special Ed Referral Rates



District Wide

- Prior to District-Wide Implementation of reading, referrals to Special Education ~15%
- After reading implementation referrals to special education past two years average 4-6%.

Middle School, Virginia Reading

- Middle school population 340
- Average reading score on Standards of Learning (SOL) ~40% (PRIOR 2001)
- Lost accreditation (Standard 70%)
- Introduction of Corrective Reading, 2001
- Present SOL Score for Reading~80%
- Accreditation restored

Middle School, Virginia Behavior

- School population 340
- Prior to introduction of corrective reading (C.R.) 2001
- Office referrals ~1400
- First year C.R. Office referrals~480
- Second year C.R. Office Referrals ~420

Middle School, Virginia

Results

- Over Two Year Period with primary intervention of reading (C.R.)
 - 1. Reading scores doubled
 - 2. Office referrals dropped by more than two-thirds

Middle School Eugene, OR

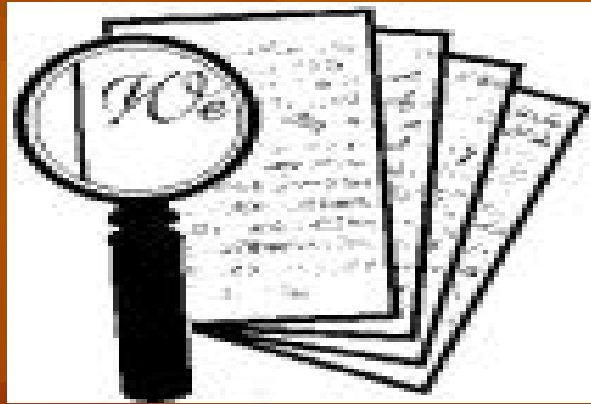
- Year 2001 State Achievement Assessment
“UNSATISFACTORY”
- Introduced Reading Instruction school-wide
for first period
- Year 2002 State Achievement Assessment
“SATISFACTORY”
- Office referrals 54% Lower than any other
period

Some Key Instructional Practices

- Strong start
- Opportunities to respond early
- Opportunities to respond correctly
- Continuous assessment and feedback
- Awareness of pre-requisite skills
- Teaching to mastery
- Appropriate placement
- Plan for at least 70% success rate new learning
- Plan for 90-100% success rate for ind. work

Focus on the First Seven Minutes

7



“The first seven minutes are predictive of how the rest of the lesson will proceed”

“The first seven minutes are the key to classroom management”

Larry Frase & Robert Hetzel (1990) “School management by wandering around” (p.77-78)

Technomic Publishing Company, Lancaster PA

Critical Instructional Practices for First Seven Minutes of a Period

- Establish entry routine (business like focus)
- Provide lesson focus
- Connect lesson focus to previous taught skills

First Seven Minutes Continued

- Display some level of enthusiasm for content
- Engage students in on task response ASAP (initial instructional task)
- Present clear directions
- Respond to student's following directions
- Provide opportunity for All students to respond

First Seven Minutes Continued

- Provide differential feedback for cooperation
- Know if all student's responded correctly
- Establish exit routine for student's who complete initial instructional task

Review the first seven minutes of one of your lessons.

1. Do you have a strong start?
2. Is there a sharp focus?
3. Are students engaged quickly?
4. Are students engaged productively?

Action Steps First Seven Minutes



1. _____

2. _____

3. _____

Conclusion

1. There exists a clear relationship between quality instruction and acceptable behavior.
2. There exists a clear relationship between poor instruction and unacceptable behavior.
3. Effective schools emphasize academic achievement as a central focus of school operations.
4. We need to place more emphasis on quality instruction for all students and **ESPECIALLY** for students with problem behavior.

~ IT'S TIME~

References

- Cotton, K. (1995). Effective schooling practices: A research synthesis 1995 Update. *School Improvement Research Series*, “Research You Can Use.” Portland, OR: Northwest Regional Laboratory.
- Gunter, P.L., & Conroy, M.A. (1998). Increasing correct academic responding: An effective intervention strategy to decrease behavior problems. *Effective School Practices*, 17(2), 55-62.
- Kauffman, J.M. (1997). *Characteristics of emotionally and behavioral disorders of children and youth*. (6th Ed.). Columbus, OH: Merrill.

Sutherland, K.S., Wehby, J.H., & Yoder, P.J. (2002). Examination of the relationship between teacher praise and opportunity for students with EBD to respond to Academic Requests and the Academic and Behavioral Outcomes of Students with EBD: A Review.

Journal of Emotional & Behavioral Disorders, 22 (2), 113-121.

Togneri, W., & Anderson, E.A. (2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools – A Leadership Brief*. A Project of The Learning First Alliance: Washington, D.C.

Van Acker, R., Grant, S.H., & Henry, D. (1996). Teacher and student behavior as a function of risk for aggression. *Education and Treatment of Children*, 19, 316-334.

Additional Products Published by Geoff Colvin

Books

Colvin, G. (2004). *Managing the cycle of serious acting-out behavior*. Eugene, OR: Behavior Associates.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

Videos

Colvin, G. (2004). *Managing non-compliance: Effective strategies for K-12 teachers*. Eugene, OR: IRIS Media

Colvin, G. (2000) *Defusing anger & aggression: Safe strategies for secondary school educators*. Eugene, OR: IRIS Media.

Colvin, G. (2001). *Managing threats: A school-wide action plan*: Eugene, OR: IRIS Media.

(All available through Behavior Associates: (541) 485-6450 or www.behaviorassociates.org)

**TO OBTAIN A FULL COPY OF
THIS PRESENTATION &
OTHER PRESENTATIONS**

www.behaviorassociates.org

Contact Presenter

geoffcolvin@comcast.net

