Academic and Behavior Combined (ABC) Support

Teacher Training: Session #1

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ABC SUPPORT

Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN–MADISON

Session #1 Objectives

1. "Walk-through" *ABC Support Manual* and *Intervention Materials Handbook*

2. Significance and rationale for *ABC Support*

3. Evidence-based intervention elements

4. *Implementation Self-Guide* (21 intervention steps)

5. **DESCRIBE** – **DEMONSTRATE** – **PRACTICE** intervention steps

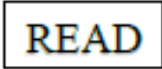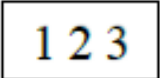# Objective 1: *ABC Support Manual* and *Intervention Materials Handbook*

- ***ABC Support Manual***

  - Part I: Conceptual Foundation and Research Support

  - Part II: Implementation Procedures
    - **Section II-2: Description and Sequence of Intervention Steps**

  - Part III: Appendices

- ***Intervention Materials Handbook***

Link each tool with specific step ...

Implementation Material Labels, Corresponding Icons, and Descriptions
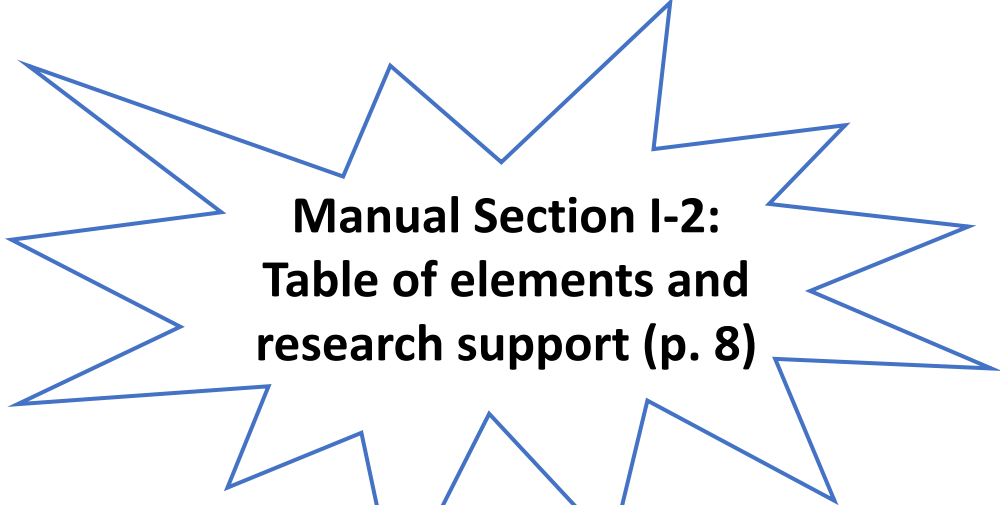
Implementation Self-Guide: | Laminated card to serve as a brief guide for implementation of intervention steps.

READ Expectations Card: **READ** | Laminated card with READ expectations (side 1) and examples/non-examples of each expectation (side 2).

Reading Graph: *Reading Graph* | Graph (one per intervention week) to note reading goal, record WCPM for each reading, and graph performance across three readings.

Behavior Graph: *Behavior Graph* | Graph (one per intervention week) to note behavior goal and record total behavior points for each session.

Student Copy (of passage): | Large-print copy of each training passage that the student reads three times per intervention session.

Teacher Recording Copy (of passage): | Copy of each training passage that the teacher uses to record reading errors and WCPM for each passage reading.

Behavior Points Card: **1 2 3** | Laminated card for recording behavior points. A marker is used to circle points for a session, and then erased for use during next sessions.

Reward Chart: ☆ | Laminated card for awarding stickers for each intervention session when reading and/or behavior goals are met.

Objective 2: Significance and Rationale for *ABC Support*
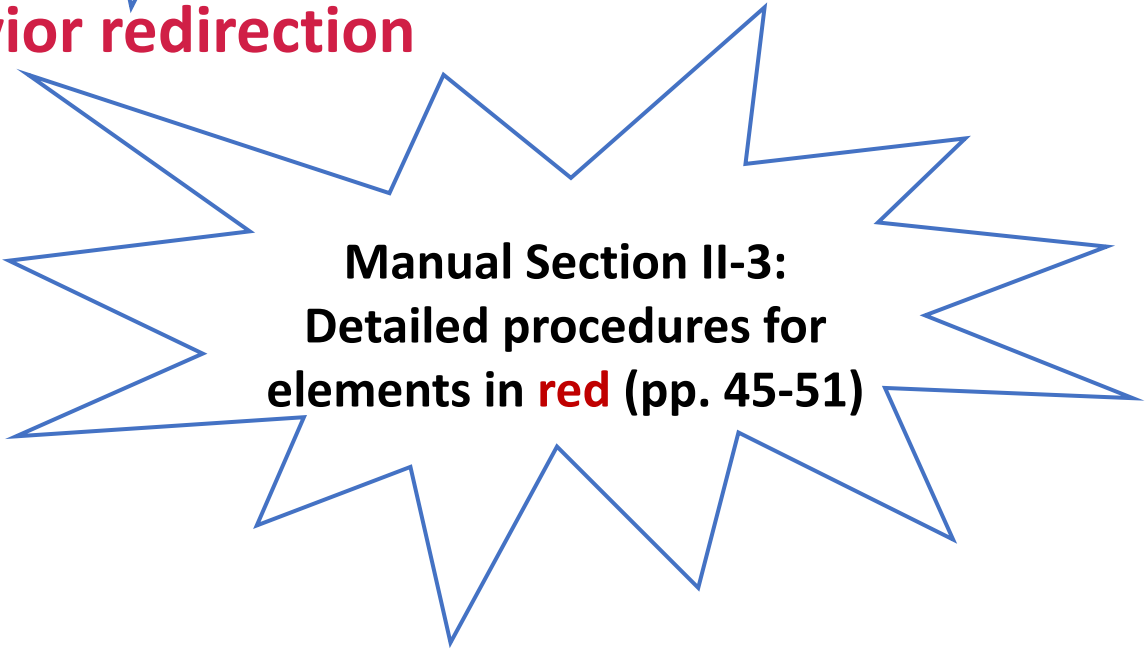
- **What is integrated supplemental support?**

  - Instead of separate "single-focus" interventions …

  - Retain effective strategies of single-focus interventions (reading and behavior) and merge shared components

- **Why is there a need for *ABC Support*?**

  - Behavior-academic link:
    - ➢ Reading performance ↔ Inattentive, disruptive behavior
    - ➢ Behavior + academic issues co-occur 50-80% of the time
    - ➢ Surfaces as early as kindergarten
    - ➢ At risk for long-term negative outcomes

Objective 3: Intervention Elements

1. Expectations
2. **Goal-setting**
3. Modeling
4. **Repeated practice**
5. Prompts
6. Feedback, Recording and Praise
7. **Reading error correction and behavior redirection**
8. Recording and graphing
9. Rewards
10. **Self-monitoring**
11. High level of structure
12. Appropriate match to level

**Manual Section I-2:
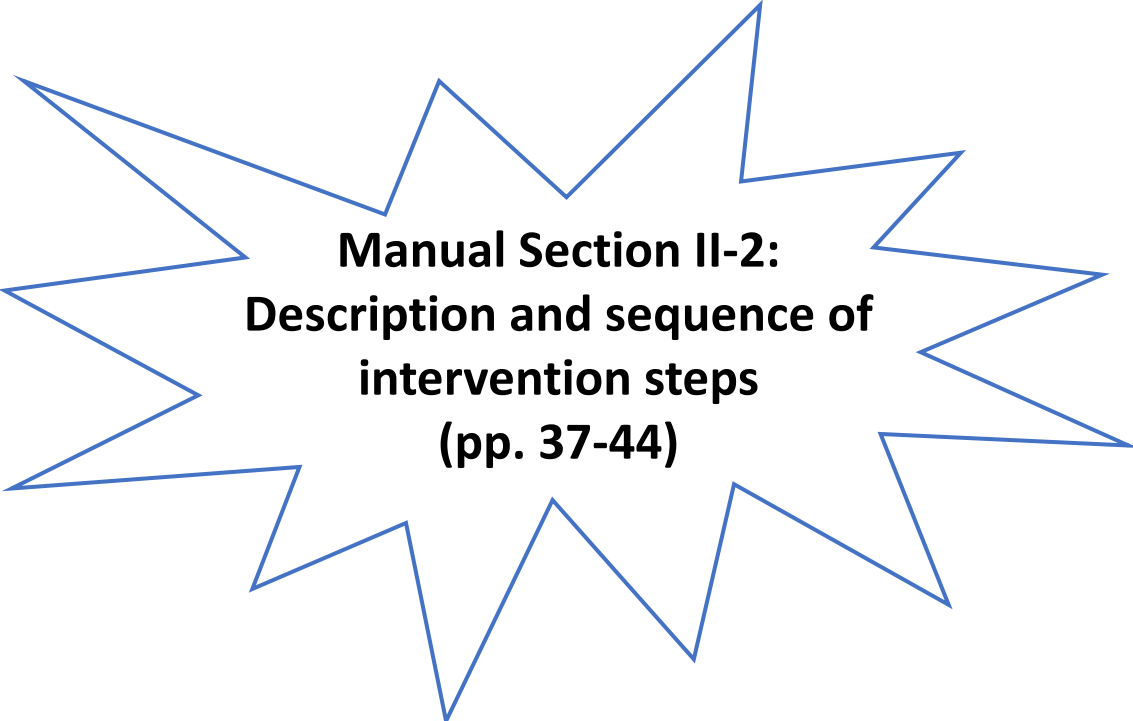Table of elements and
research support (p. 8)**

**Manual Section II-3:
Detailed procedures for
elements in red (pp. 45-51)**

Objective 4: *Implementation Self-Guide*

Implementation Self-Guide

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2	Set **reading goal**/record on *Reading Graph*; set **behavior goal**/record on *Behavior Graph*.
3	**Prompt** READ expectations (before 1st reading).
4	Implement **first timed reading** of passage.
5	Give **feedback for reading**; **record** WCPM (*Reading Graph* + teacher copy); give **praise**.
6	Give **feedback for behavior**; circle/record points on *Behavior Points Card*; give **praise**.
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8	**Demonstrate** fluent reading of the passage (modeling).
9	**Prompt** READ expectations (before 2nd reading).
10	Implement **second timed reading** of passage.
11	Use **letter-word-phrase correction** procedure for 1-3 words.
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17	Provide **feedback about behavior**; **record** points on *Behavior Points Card*; give **praise**.
18	**Graph WCPM** performance on *Reading Graph* and give feedback/praise.
19	**Record total behavior points** on *Behavior Graph* and give feedback/praise.
20	Give **reward(s)** on chart for meeting goals.
21	Remind student to use *I CAN READ* card.

**Manual Section II-2:
Description and sequence of intervention steps
(pp. 37-44)**

Objective 5:
DESCRIBE-DEMONSTRATE-PRACTICE
Intervention Steps

Step 1: EXPECTATIONS

Implementation Self-Guide

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21	Remind student to use *I CAN READ* card.

EXPECTATIONS

DESCRIBE

- **What?** *Display and teach/review four expectations for reading and behavior.*

- **When?** *Teach expectations during orientation session; review at the beginning of each intervention session (Step #1) – and throughout the session, as needed.*

- **How?** *READ Expectations Card*

DEMONSTRATE

I am here to **READ**:

Read carefully, but not too slowly.

Enthusiasm and **E**xcitement are in my voice when I read.

Attitude and **A**ttention are good.

Do my best reading and behavior!

PRACTICE

Step 2: READING AND BEHAVIOR GOALS

Implementation Self-Guide

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3	**Prompt** READ expectations (before 1st reading).
4	Implement **first timed reading** of passage.
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GOAL-SETTING

DESCRIBE
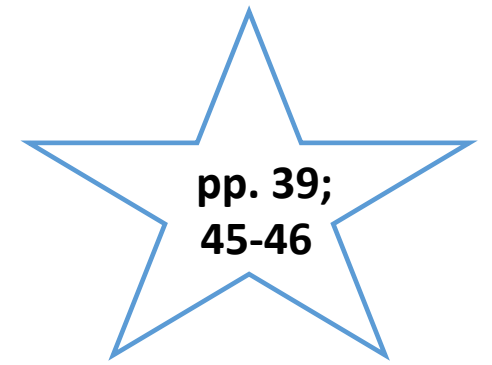
- **What?** *Determine and record one reading goal and one behavior goal for each intervention session.*

- **When?** *Determine goals **before** each intervention session; state and record goals **during** Step #2 of intervention session.*

- **How?** *See "Goal-Setting Guidelines" in manual. Use <u>Reading Graph</u> and <u>Behavior Graph</u> to record session goals.*

- **Guidelines:**
  - Attainable, but slightly higher than previous goal
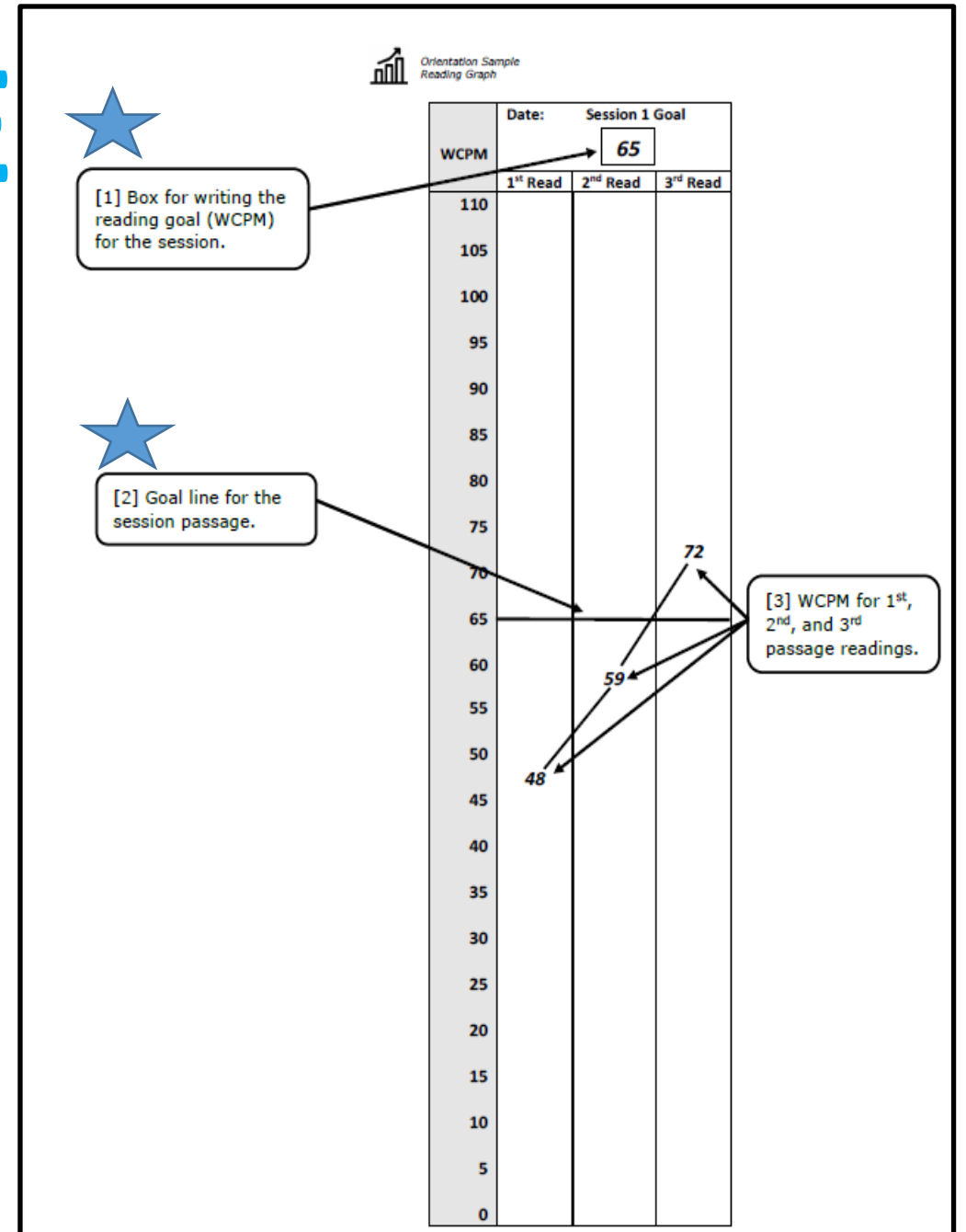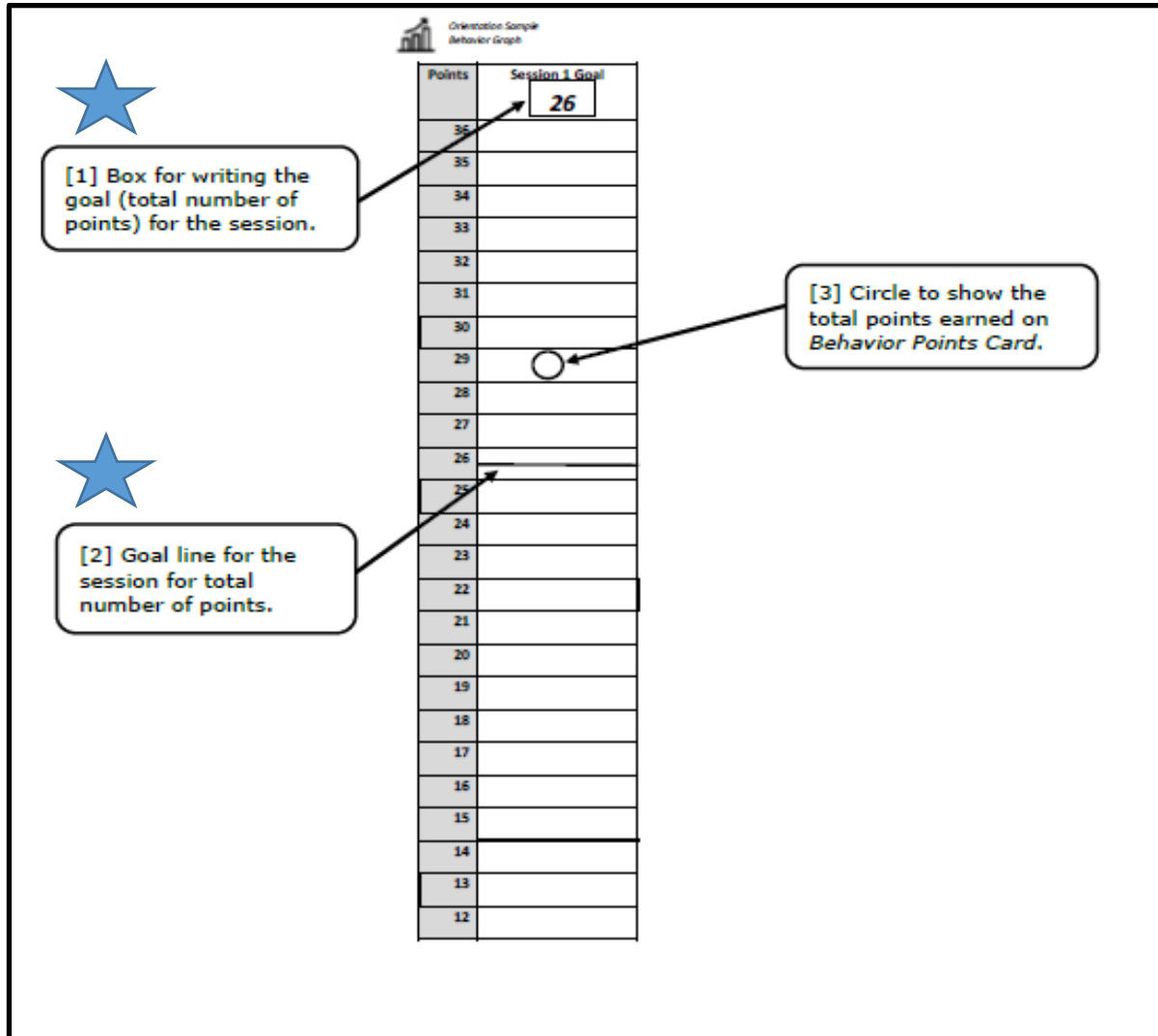 - Adjusted, if necessary, based on student's performance

- **Behavior Goal:**
  - <u>Week 1</u>: Select goal in lowest range (12-19 points)
  - <u>Weeks 2-8</u>: Increase weekly by at least 2-3 points

- **Reading Goal:**
  - <u>Week 1</u>: 20-25 WCPM higher than average on orientation passages
  - <u>Weeks 2-8</u>: Increase by at least 1 word from previous session
  - <u>Two consecutive sessions without meeting goal</u>: Adjust 5-10 words lower

DEMONSTRATE

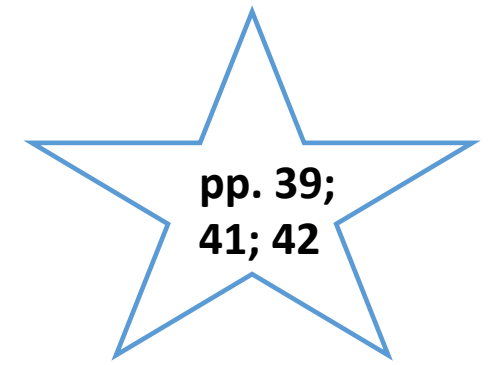# PRACTICE

Implementation Self-Guide

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21	Remind student to use *I CAN READ* card.

Step 3: PROMPT EXPECTATIONS → 3

Step 7: PROMPT EXPECTATIONS → 7

Step 9: PROMPT EXPECTATIONS → 9

Step 14: PROMPT EXPECTATIONS → 14

PROMPTING

DESCRIBE

- **What?** *Verbal cues or reminders for students about READ expectations.*

- **When?** *Four times during every intervention session – prior to each passage reading (Steps #3, #9, #14) and prior to modeling (Step #7)*

- **How?** *Scripted prompts on Teacher Recording Copy of each passage; scripted prompts included in manual*

DEMONSTRATE

Session 6: 2ⁿᵈ Reading		Session 6: 3ʳᵈ Reading	
Is there some type of food that you love to eat?	11	Is there some type of food that you love to eat?	11
Alita loves to eat pickles. She loves pickles so	20	Alita loves to eat pickles. She loves pickles so	20
much that she puts them on everything!	27	much that she puts them on everything!	27
She puts pickles on her ham sandwich	34	She puts pickles on her ham sandwich	34
for lunch. She puts pickles on top of her	43	for lunch. She puts pickles on top of her	43
cereal in the morning. She even places	50	cereal in the morning. She even places	50
one pickle on her ice cream! Yuck! Alita's brother	59	one pickle on her ice cream! Yuck! Alita's brother	59
thinks she might have a pickle problem. Putting	67	thinks she might have a pickle problem. Putting	67
pickles on all kinds of food is strange. But guess	77	pickles on all kinds of food is strange. But guess	77
what? Alita's brother has a problem, too. It is a	87	what? Alita's brother has a problem, too. It is a	87
different kind of food problem. He loves to eat	96	different kind of food problem. He loves to eat	96
grape jelly. He puts grape jelly on every piece of	106	grape jelly. He puts grape jelly on every piece of	106
food that goes into his mouth! Whenever he eats	115	food that goes into his mouth! Whenever he eats	115
an apple for lunch, he covers it with grape jelly.	125	an apple for lunch, he covers it with grape jelly.	125
When he eats an egg for breakfast, he	133	When he eats an egg for breakfast, he	133
puts grape jelly on it. Maybe Alita and	141	puts grape jelly on it. Maybe Alita and	141
her brother love pickles and grape jelly	148	her brother love pickles and grape jelly	148
too much!	150	too much!	150
	WCPM		**WCPM**

PRACTICE

![Implementation Self-Guide clipboard icon]

Implementation Self-Guide

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Step 4: PASSAGE READING → (points to row 4)

Step 10: PASSAGE READING → (points to row 10)

Step 15: PASSAGE READING → (points to row 15)
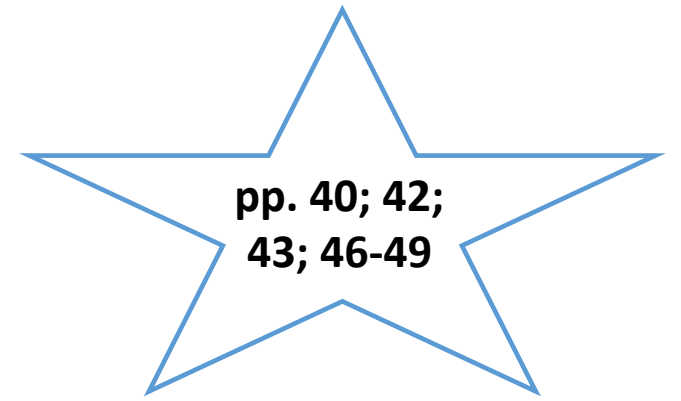
PASSAGE READING

DESCRIBE

- **What?** *Repeated reading of training passage to practice fluent reading and rehearse engagement behaviors*

- **When?** *Three repeated readings during each session (Steps #4, #10, #15)*

- **How?** *Student reads for one minute from <u>Student Copy</u> while teacher records errors (to calculate WCPM) on <u>Teacher Copy</u>. See "Scoring and Recording Words Correct Per Minute" in manual.*

- **Record Errors on Teacher Copy:**
  - Draw SLASH through each error
  - Draw VERTICAL LINE after the last word read at one minute

- **Score (SLASH) the Following Errors:**
  - Misread word
  - Omitted or skipped whole word
  - Added or omitted word part
  - ≥ 3-second pause/hesitation [SLASH it and SAY WORD for student]

- **Calculate WCPM:**
  - Subtract number of ERRORS from TOTAL NUMBER of words read in one minute

DEMONSTRATE

Error Recording and Calculating WCPM	
There is a large maple tree	6
outside my bedroom window.	10
A mother robin built her nest in	17
the tree. She laid three eggs.	23
I could see the nest from my	30
window. Soon the small blue eggs hatched. There	38
were three little birds sitting in the nest! The baby	48
birds were hungry. They chirped for their mother	56
to feed them. I knew the mother would get no	66
rest until she fed her babies. I watched her leave	76
the nest to go search for dinner. She flew all	86
around looking for a worm. Soon she saw one	95
sliding through the grass near a bush. She quickly	104
flew down to snatch it up in her beak. Then she	115
went back to the nest. The second she returned,	124
the baby birds opened their mouths wide. They	132
were ready to be fed their meal. Their mother can	142
take a nap at last!	147
	WCPM
	33

PRACTICE

Implementation Self-Guide

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Steps 5 & 6: FEEDBACK, RECORD, PRAISE

Steps 12 & 13: FEEDBACK, RECORD, PRAISE
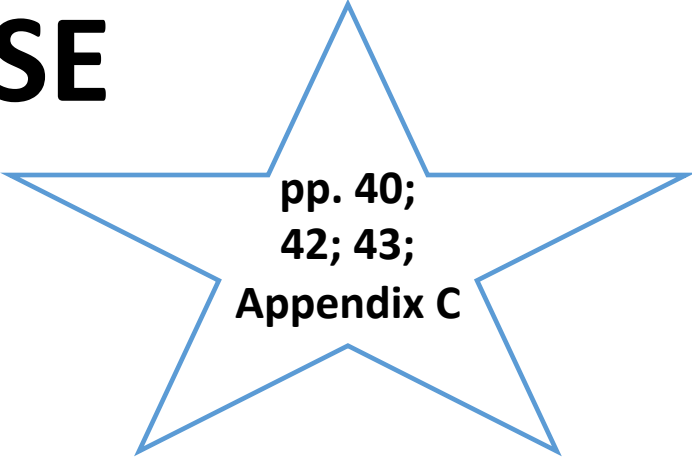
Steps 16 & 17: FEEDBACK, RECORD, PRAISE

FEEDBACK, RECORD, PRAISE

DESCRIBE

- **What?** *Provide feedback and record performance for reading (WCPM) and behavior (behavior points). Give praise relative to READ Expectations.*

- **When?** *Following each passage reading*

- **How?** *Use <u>Reading Graph</u> to give feedback and record WCPM. Use <u>Behavior Points Card</u> to give feedback and record behavior points. See "Appendix C: Effective Praise" for guidelines in delivering praise.*
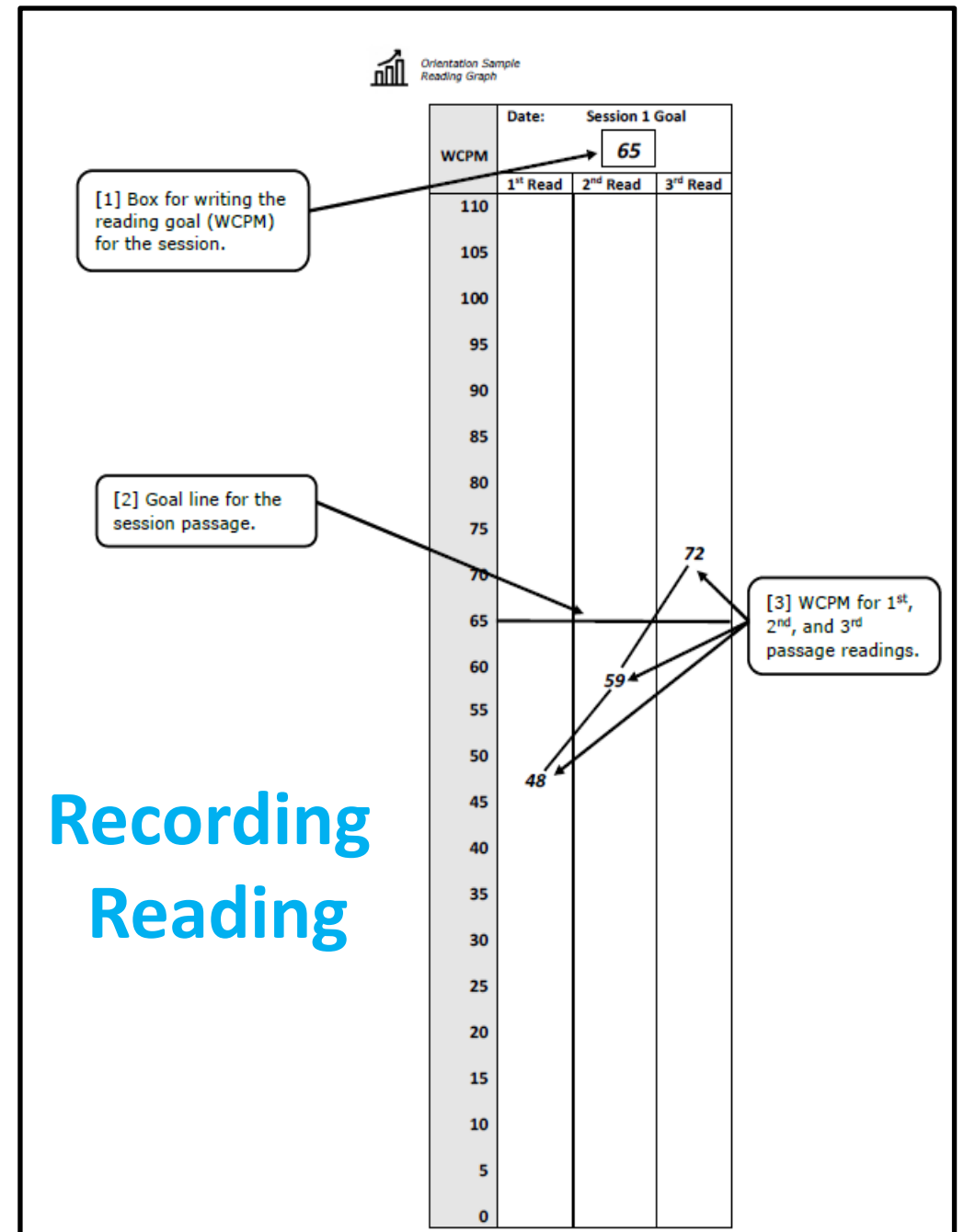
DEMONSTRATE

Recording Behavior

My Behavior Points Card

	Am I Reading very carefully, but not too slowly?	Is there Enthusiasm and Excitement in my voice?	Do I have a positive Attitude and good Attention?	Am I Doing my best reading and my best behavior? Best	Total Points
Time 1	1 2 ③	① 2 3	1 2 ③	1 ② 3	9
Time 2	1 2 ③	1 2 ③	1 2 ③	1 2 ③	12
Time 3	1 2 ③	1 2 ③	1 ② 3	1 2 ③	11
How many behavior points altogether for today?					32

3 = I did this behavior all the time without needing to be reminded.
2 = I did this behavior some of the time with some reminders.
1 = I did not do this behavior much at all and needed a lot of reminders.

Recording Reading

Orientation Sample Reading Graph

[1] Box for writing the reading goal (WCPM) for the session.

[2] Goal line for the session passage.

[3] WCPM for 1st, 2nd, and 3rd passage readings.

PRACTICE