

Academic and Behavior Combined (ABC) Support

Teacher Training: Session #2

Principal Investigator Maribeth Gettinger

Co-Principal Investigator Thomas Kratochwill

Project Manager Alison Lindner Staples

Graduate Research Assistants Abigail Eubanks & Allison Foy



**Wisconsin Center for
Education Research**

SCHOOL OF EDUCATION

UNIVERSITY OF WISCONSIN-MADISON

Session #2 Objectives

1. **DESCRIBE – DEMONSTRATE – PRACTICE**
intervention steps
2. Review Orientation Sessions
3. Preview on-site coaching process


Objective 1:
DESCRIBE-DEMONSTRATE-PRACTICE
Intervention Steps



Implementation Self-Guide

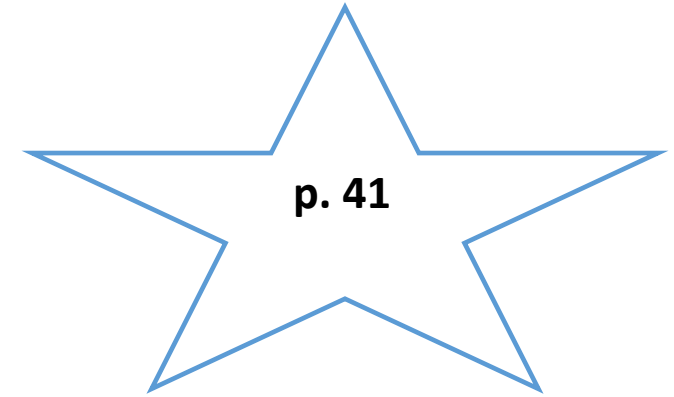
Step 8: Modeling



	 DURING TODAY'S SESSION, REMEMBER TO ...
1	Review READ expectations.
2	Set reading goal /record on <i>Reading Graph</i> ; set behavior goal /record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before 1st reading).
4	Implement first timed reading of passage.
5	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
6	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
7	Prompt READ expectations before modeling.
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.
12	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
13	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
14	Prompt READ expectations (before 3rd reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading ; record WCPM on <i>Reading Graph</i> ; give praise .
17	Provide feedback about behavior ; record points on <i>Behavior Points Card</i> ; give praise .
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

MODELING

DESCRIBE




- **What?** *Demonstration of fluent reading and engaged behavior while reading aloud*
- **When?** *After the student's first reading of the passage*
- **How?** *Read 1/3 of the passage aloud. At three different points in the remainder of passage, stop reading in the middle of a sentence/line. The student reads to end of the sentence/line.*

DEMONSTRATE

PRACTICE



Implementation Self-Guide

	 DURING TODAY'S SESSION, REMEMBER TO ...
1	Review READ expectations .
2	Set reading goal /record on <i>Reading Graph</i> ; set behavior goal /record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before 1st reading).
4	Implement first timed reading of passage.
5	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
6	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
7	Prompt READ expectations before modeling.
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.
12	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
13	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
14	Prompt READ expectations (before 3rd reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading ; record WCPM on <i>Reading Graph</i> ; give praise .
17	Provide feedback about behavior ; record points on <i>Behavior Points Card</i> ; give praise .
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

Step 11: ERROR CORRECTION →

ERROR CORRECTION

DESCRIBE



pp. 42; 50

- **What?** *Systematic correction of 1-3 missed or difficult words through correction of letters in words, whole words, and/or phrases containing words.*
- **When?** *Once during each intervention session, immediately following the second passage reading.*
- **How?** *See “Reading Error Correction Procedure” in manual.*


- **Letter Correction:** Point to missed/difficult word (on Student Copy), then to one part of the word that was missed/difficult (beginning, middle, or end). Say the letter names and letter sounds.
- **Word Correction:** Read the word while moving your finger under the word; student reads the word twice. [Begin with **word correction** if letter correction is not necessary.]
- **Phrase Correction:** Read a meaningful phrase from the passage containing the word (3-6 words) while moving your finger under each word; student reads the phrase twice while moving finger under each word. [Begin with **phrase correction** only if letter correction and word correction are not necessary.]

DEMONSTRATE

PRACTICE



Implementation Self-Guide

	 DURING TODAY'S SESSION, REMEMBER TO ...
1	Review READ expectations.
2	Set reading goal /record on <i>Reading Graph</i> ; set behavior goal /record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before 1st reading).
4	Implement first timed reading of passage.
5	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
6	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
7	Prompt READ expectations before modeling.
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.
12	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
13	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
14	Prompt READ expectations (before 3rd reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading ; record WCPM on <i>Reading Graph</i> ; give praise .
17	Provide feedback about behavior ; record points on <i>Behavior Points Card</i> ; give praise .
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

Step 18: GRAPHING (READING)

Step 19: GRAPHING (BEHAVIOR)



GRAPHING

DESCRIBE







- **What?** *Behavior points and WCPM are graphed and visually compared to behavior/reading goals.*
- **When?** *After the final (3rd) passage reading*
- **How?**
 - *Behavior Graph: Graph (make a circle) total points from Behavior Points Card.*
 - *Reading Graph: Graph (draw lines to connect) WCPM across three passage readings.*

DEMONSTRATE


Behavior Points Card and Behavior Graph

1 2 3

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? 			Total Points
	1	2	3	1	2	3	1	2	3	1	2	3	
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.

[Student ID Label]  Behavior Graph

- Write behavior points goal for the session in the box; draw goal line on graph.
- At the end of the session, add up all behavior points (on Behavior Points Card).
- Draw circle on chart to show number of points earned.
- Determine if goal was met.

INTERVENTION WEEK #1

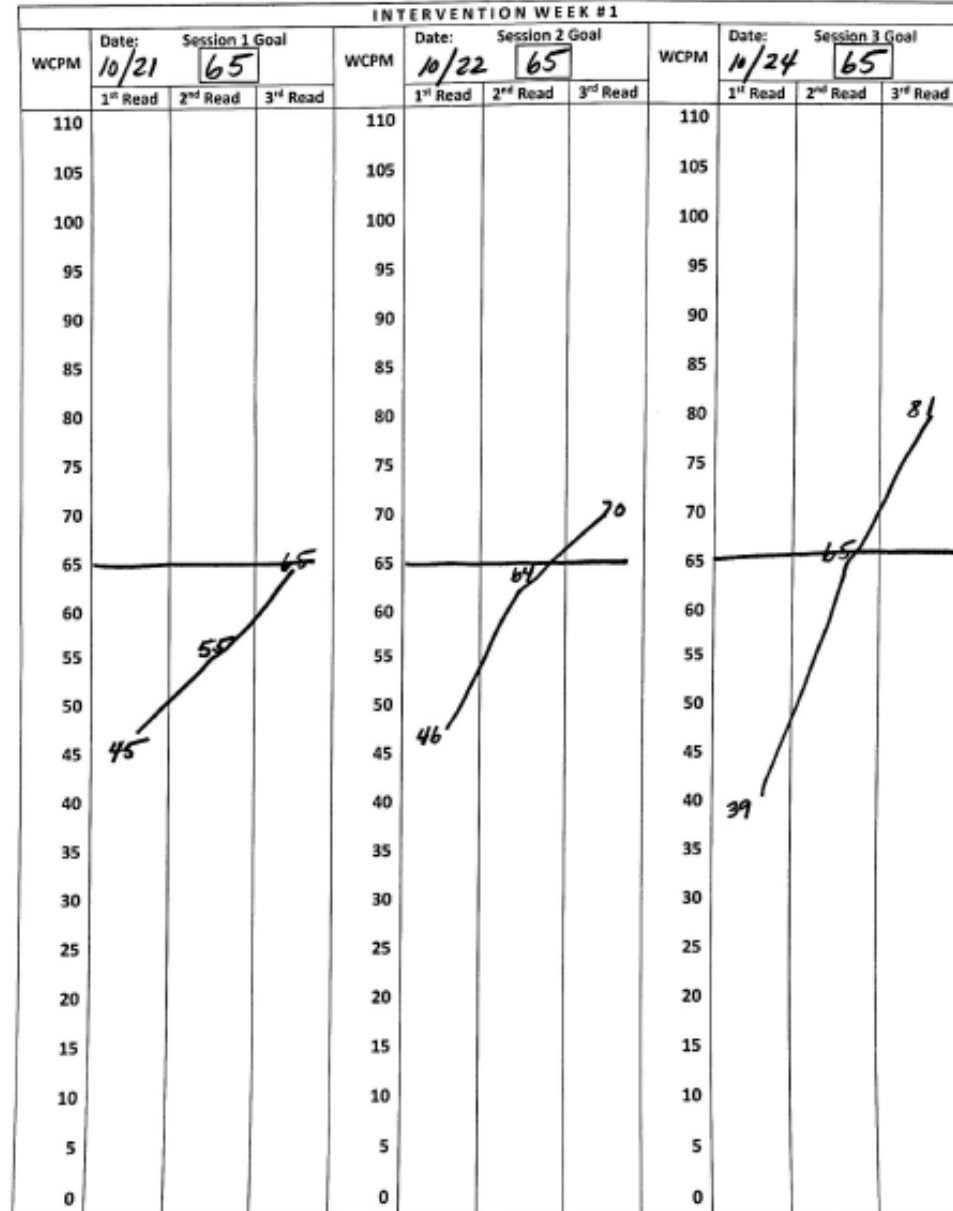
Points	Session 1 Goal	Points	Session 2 Goal	Points	Session 3 Goal
	18		18		18
36		36		36	
35		35		35	
34		34		34	
33		33		33	
32		32		32	○
31		31		31	
30		30		30	
29		29		29	
28		28		28	
27		27		27	
26		26		26	
25		25		25	
24		24		24	
23		23	○	23	
22		22		22	
21		21		21	
20		20		20	
19	○	19		19	
18	_____	18	_____	18	_____
17		17		17	
16		16		16	
15		15		15	
14		14		14	
13		13		13	
12		12		12	

Reading Graph



Reading
Graph


1. Write the WCPM goal for the session in the box; draw goal line on graph.
2. After each read, write WCPM (#) close to where it should be positioned on the graph.
3. Following the 3rd read, draw a line to connect the three WCPM #s.
4. Determine if WCPM goal was met.



PRACTICE



Implementation Self-Guide

	 DURING TODAY'S SESSION, REMEMBER TO ...
1	Review READ expectations.
2	Set reading goal /record on <i>Reading Graph</i> ; set behavior goal /record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before 1st reading).
4	Implement first timed reading of passage.
5	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
6	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
7	Prompt READ expectations before modeling.
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.
12	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
13	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
14	Prompt READ expectations (before 3rd reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading ; record WCPM on <i>Reading Graph</i> ; give praise .
17	Provide feedback about behavior ; record points on <i>Behavior Points Card</i> ; give praise .
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

Step 20: Rewards →

REWARDS

DESCRIBE




- **What?** *Reward students for reaching reading and/or behavior goals.*
- **When?** *At the end of each intervention session.*
- **How?** *Students receive sticker(s) on Reward Chart.*

PRACTICE



Implementation Self-Guide

	 DURING TODAY'S SESSION, REMEMBER TO ...
1	Review READ expectations.
2	Set reading goal /record on <i>Reading Graph</i> ; set behavior goal /record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before 1st reading).
4	Implement first timed reading of passage.
5	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
6	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
7	Prompt READ expectations before modeling.
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.
12	Give feedback for reading ; record WCPM (<i>Reading Graph</i> + teacher copy); give praise .
13	Give feedback for behavior ; circle/record points on <i>Behavior Points Card</i> ; give praise .
14	Prompt READ expectations (before 3rd reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading ; record WCPM on <i>Reading Graph</i> ; give praise .
17	Provide feedback about behavior ; record points on <i>Behavior Points Card</i> ; give praise .
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

Step 21: SELF-MONITORING 

SELF-MONITORING

DESCRIBE



What? *Students self-monitor performance relative to READ expectations during classroom instruction.*

When? *During all regular classroom activities that involve reading.*

How?

- 1. Post I CAN READ card on student desk*
- 2. Prompt student during reading instruction*
- 3. Give student feedback during reading.*

DEMONSTRATE

I CAN READ!

REMEMBER TO ...



***Read carefully,
but not too slowly.***



***Show enthusiasm and
excitement in my voice
when I read.***



***Have a good attitude
and good attention
when I read.***



***Do my best reading and
my best behavior.***

PRACTICE

Objective #2: Review Orientation Sessions



pp. 25-36

- Two 20-minute sessions prior to 8-week intervention period
- Conducted over 2 consecutive days
- Purpose: Provide students with explanations, demonstrations, and opportunities to practice intervention components
- Orientation Session materials in *Implementation Materials Handbook*

Objective #3: Preview On-site Coaching Process

- On-site coaching of first two interventions sessions
 - Observe
 - Correct errors and give feedback
- Implementation Fidelity Checks with performance feedback
 - 20% of intervention sessions (5 sessions)