

Internship Summary

Charles Christiansen



Academic Intervention Plan

- D.T. - 2nd grade, 8 year old, African American Female
- Participated in Title 1 Services for reading based on CBMs (STAR Assessments)
- Evaluated for special education during the course of the AIP initiation
- Was making some progress in Title 1, so the recommendation was made to continue similar groups building upon the skills gained in Title 1

Evaluation Results (AIP Cont.)

Subtest (WIAT-III)	Standard Score	Percentile	Qualitative Description
Basic Reading Skills	77	7	Borderline Low Average
Reading Comp	67	1	Mildly Impaired
Word Reading	69	2	Mildly Impaired
Pseudoword Decoding	82	12	Low Average
Oral Reading Fluency	59	0.3	Mildly Impaired

Title 1 at SA (AIP Cont.)

- The Title 1 program at SA uses Leveled Literacy Intervention (LLI) to develop reading fluency.
- The LLI provides a diverse set of materials for students to read at different skill levels. These readings include familiar stories (like the Three Little Pigs), new stories, and informative texts.
- Students are able to take these texts home and are encouraged through incentives to practice reading to others.

Selected Intervention (AIP Cont.)

- The intervention selected is Read Naturally, a fluency-based reading intervention for all grade levels, delivered in a small-group setting.
- Read Naturally uses short (<1) passages and is based on continual progress monitoring of 60-second-readings. These passages are mostly descriptive or informational in nature
- The student is taught a method of reading that uses prediction, explicit vocabulary instruction, modeling, comprehension checks, and summarizing.

Results (AIP Cont.)

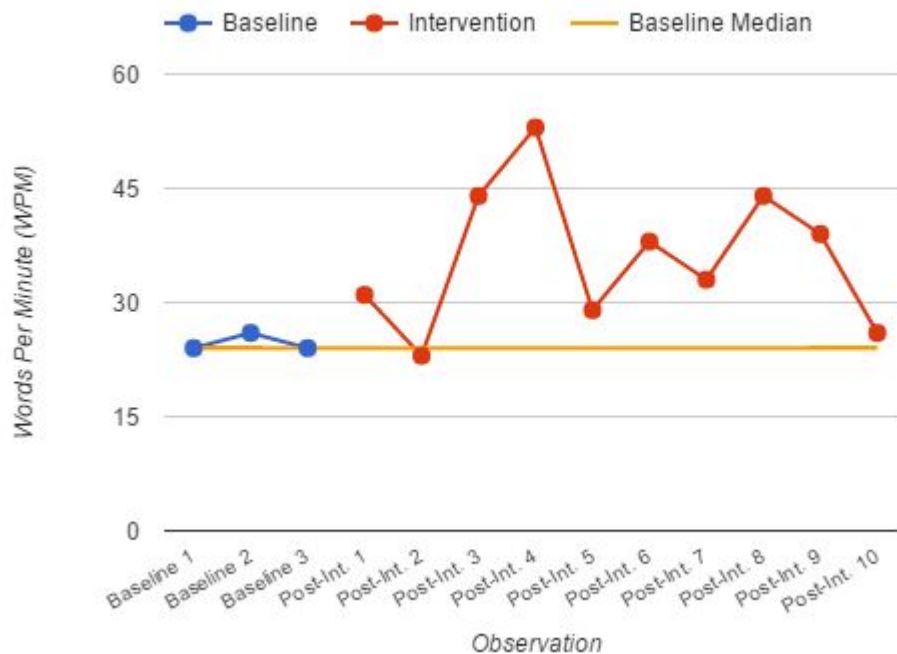
Reading Fluency Pre- and Post-Intervention

From Average 24.67 to 36.33

PEM=90%

Cohen's $d=1.70$

Progress monitoring used the 1.5 grade level



Diversity Project

- Discussed the same student, D.T.
- Conducted a special education evaluation and reading group
- WISC-V, WIAT-III, BES-3 Home and School, BASC-3 Parent and Teacher
- WISC-V and WIAT-III were normed on populations that are roughly equivalent to the population of the U.S. based on race, parent education level, geographic region, and sex
- Unable to find demographic norming data for the BASC-3 or BES-3

SAE Demographics (Natl. Center for Ed. Statistics, 2016)

- As of the 2014-2015 school year, South Allegheny Elementary School had 579 enrolled students, of which 89.8% were identified as white, 5.9% biracial, 3.8% black, 0.3% Hispanic, and 0.2% Asian/Pacific Islander
- 40% or more of the families in the district are classified as 'low-income' (below 200% of the federal poverty level) so the school receives Title 1 services
- Title I classification is given to more than 56,000 public schools in the U.S. and serves over 21 million children

Considerations with African American Populations

- These students have historic academic disadvantages (The Education Trust, 2014):
 - In reading:
 - In 1992, 69% African American 4th graders were below basic
 - In 2013, 50% were below basic
 - In math:
 - In 1992, 81% 8th graders were below basic
 - In 2013, 49% were below basic
- Suspended at 3x the rate of their white peers; subject far more than their peers to 'subjective' basis for discipline (particular concern for special ed) (Brookings Institution, 2017)

Considerations with Economic Disadvantaged Students

- Economic disadvantage manifests in three ways (Miranda, 2014):
 - Preparation - Early literacy, home instruction, enriching entertainment
 - Opportunity - Financial resources, transportation, parental time
 - Environment - Safety of home environment, nutrition
- Parent education is a strong predictor of students' educational and occupational success up to 40 years later (Dubow, Boxer, & Huesmann, 2009)

Behavior Intervention Plan

- L.G. is a 4th grade, 10 year old, Caucasian male
- Currently in special education for Autism and Speech
- Referred for an FBA as part of a 3 year reevaluation at parent request
- Mother reports increase of disrespect, difficulty completing work in school, increase in aggression
- Teachers note no significant increase, though a few isolated instances of 'shutting down' and refusing to complete work
- FAIR-P, FAIR-T, MAS, Parent Input Form, BASC-3 were conducted

Antecedents (BIP Cont.)

- Mother notes all behaviors occur when her husband is present and are less likely to occur when she is present. There are no other predictors of behavior.
- Teachers note that L.G. tends to shut down more frequently during difficult writing tasks and during independent work.

Motivation Assessment Scales were completed by teachers and average scores are indicated.

Functions	Disrespect	Work Refusal	Verbal Aggression
Sensory	0	2.75	0
Escape	0	4.5	2.25
Attention	0	0	0
Tangible	0	3	0

Consequences (BIP Cont.)

- Mother will remove his access to TV, phone, electronics, and ignore him. He will sometimes gain the attention of his younger brother or father.
- The teachers will give him teacher attention, ignore him, redirect him, and reprimand him. They will also praise him when he demonstrates alternative desired behaviors, which they report he appears to be motivated by. He receives daily sensory breaks as well.

Definition of Behavior (BIP Cont.)

- Based on reports from the parent and teachers and an initial observation, his behaviors would be tracked as follows:
 - Work completion would be tracked based on the amount of time he was not working on a classroom activity subtracted from the time he spent working on a classroom activity
 - Speaking out in class would be tracked by the number of times that he spoke without permission or made an unrelated comment when he contributed to class discussion.
 - Disrespect and verbal aggression were not tracked, since these were not observed and are not reported to be issues in the classroom setting.

Hypothesis

- It is hypothesized that the primary function is to escape from activities, since his work refusal is more pronounced when working on difficult tasks and he does not display this behavior during preferred tasks
- A secondary function may be attention, since the teachers report that he is motivated by positive attention, and many of his unrelated comments in class are jokes.

Interventions (BIP Cont.)

- L.G. was instructed in self-monitoring with a timer for his inattentive behavior. He set the timer for 10 minutes and checked at that point whether or not he was paying attention. If he was, he would indicate on the form. His teachers were instructed to check this throughout various points in the day and an overview was sent to the teachers so they would know how many instances he should have self-monitored in their class.
- He can turn in the form with 60% attentiveness for 10 minutes of Ipad time at the end of the day. The self-monitoring form was taken from:

http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/self_management_self_monitoring_attention_1.pdf

Interventions (BIP Cont.)

- Token economy (Shields) is already in place at SAE for all students.
- Shields are a very delayed reward and are not consistently motivating.
- L.G. would be given modified SuperShields for not talking out at all in a given class period.
- L.G. can trade in 3 SuperShields at the end of the day for an additional 5 minutes of Ipad time, use of Coloringsquared sheets, or playing a card game with peers. These SuperShields would be also sent home with L.G., where his mother said she would also arrange for rewards.

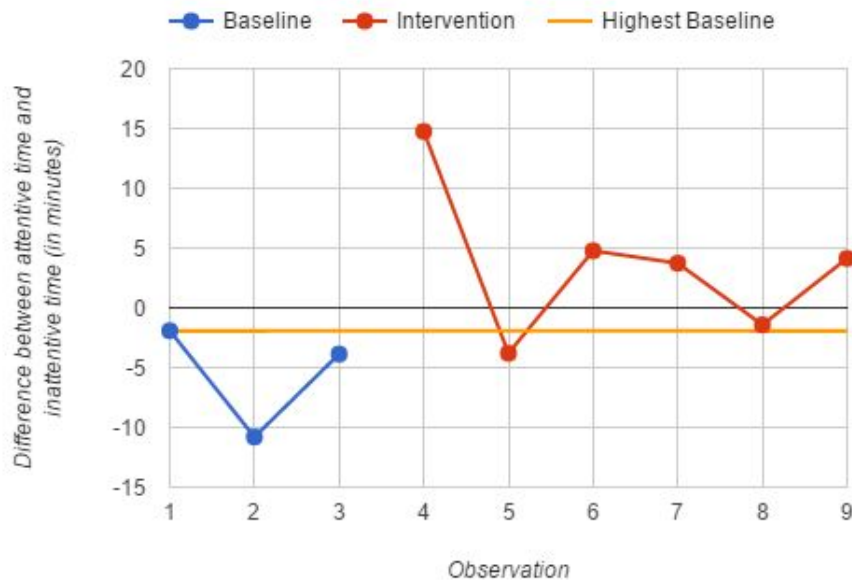
Inattention Results

Goal: From baseline of -5.53 minutes to 0 minutes

Post-Int Average of 3.69

Cohen's d : 1.64

PND: 83%



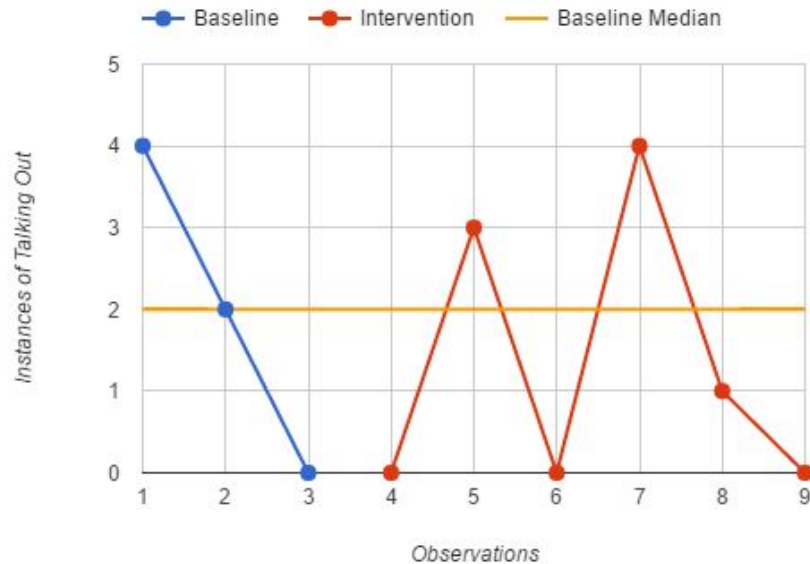
Speaking Out Results

Goal: From baseline 2 incidences to 1 incidence

Post-Int Average of 1.33

Cohen's d : 0.35

PEM: 66%



Recommendations

- All recommendations are encouraged to continue
- The time that L.G. is attentive should increase to 80%.
- SuperShields rewards should continue to change to be motivating for L.G. Eventually, more SuperShields could be required for him to earn his reward.