

# Selecting Evidence-Based Practices to Improve Student Outcomes

## Transcript – Part 3

[MUSIC]

[Title Card] Selecting Evidenced-Based Practices Part Three (3)

[Logo] GA DOE (Georgia Department of Education)

[Logo] Graduate First and [Logo] SPDG (Georgia Special Education Professional Development Grant)

[Logo] OSEP (U.S. Office of Special Education Programs) with  
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Don't' Dropout...GraduateFirst [animation]

Welcome back to Selecting Evidenced Based Practices to Improve Student Outcomes. This is Part Three (3). As with parts One (1) and Two (2) we have two (2) learning targets for all seven (7) segments of Selecting Evidenced Based Practices. The two (2) learning targets are: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. And, I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices and interventions.

Today in part three (3) we are still focusing on our first learning target: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. So we're still focusing on Who are our targeted student. That is our question. In part two (2) we looked at Hugo who had a problem with academic performance. In Part three (3) we are looking at Ginger. And Ginger is regularly referred to the office for disruptive behaviors. Ginger has a behavior issue. That's what we are targeting for Ginger. So we have initially placed Ginger in our targeted behavior sub-group. Now we have to ask three (3) questions now.

We have an overall question, Why is Ginger misbehaving. But then breaking it down we ask Is Ginger misbehaving because she is seeking attention? Is Ginger misbehaving because she is seeking escape? Is Ginger misbehaving because she doesn't know how to behave appropriately? The answer to each of these three (3) questions will direct us to the root cause for Ginger's misbehavior.

So let's assume for the moment that Ginger is misbehaving because she's seeking attention. Now I start with this one because one of the interventions that we tend to use globally with students is check-in, check-out. We want students to check-in. We want to monitor how they are doing. We want to give them that adult presence to show that we care and that we are really working to help the whoever the student is deal with whatever the issues are. But if Ginger is seeking attention and that's why Ginger is misbehaving, giving Ginger more attention for misbehaving by giving Ginger someone with whom she checks in and checks out with everyday may not be an effective intervention, because Ginger's desired outcome – Attention – is being rewarded by checking-in and checking out. So this is one of the reasons that it is so important to determine the root cause.

Let's say then instead, that Ginger is misbehaving because she is seeking escape. Now Ginger could be seeking escape for a couple of reasons. One reason she could be seeking escape is that Ginger is having a terrible time academically in school. So Ginger is misbehaving, because if Ginger misbehaves, she gets taken out of the class. She gets to escape from the class and she doesn't have to show that she can't perform academically. So here again, if we look at some of the things that we sometimes use as an intervention or practice for misbehavior, Let's assume that we pull Ginger out and put her in a special room, or we put Ginger in school suspension because she misbehaved, if Ginger is misbehaving because she wants to escape the classroom, we just rewarded Ginger's misbehavior with the outcome that she wanted. So check-in/check-out might be a really good intervention for Ginger, because Ginger is coming more, meeting with someone else in order to improve her behavior. She's not escaping. Keeping Ginger in the classroom and finding a way to work with behavior in the classroom is the intervention practice we want to find for Ginger, because we don't want to let her escape.

Now the third, and what I call the gorilla in the room, is Ginger doesn't know how. Now we often realize that elementary students don't know how

to behave academically, and so we spend a lot of time teaching elementary students rituals and routines. From the get go: Kindergarten, first grade, there is a ritual for this and routine for this, I mean sometimes these little kindergarteners become these little automatons. Because they know that if the bell rings twice this is where they go. If this happens... we teach those things. Because we come, or they come to us and we assume that they are going to have to learn appropriate school behaviors. But when kids get older in Middle School and High School, sometimes we assume they already know those behaviors. Sometimes we assume they know what it looks like to behave in an appropriate way. And one of the questions we have to ask ourselves is, if Ginger isn't misbehaving to gain attention and if Ginger isn't misbehaving to gain escape, it may well be that Ginger does not know what the appropriate behavior is because she doesn't have those kinds of adult mentors in her life or adult role models in her life that have shown her how to behave appropriately. So the intervention here is an entirely different intervention. And it is going to be working with Ginger so that Ginger sees what appropriate behavior looks like and she sees the steps she needs to take to behave appropriately. And Ginger keeps track of her appropriate behaviors. And keeps track of when a behavior has been tagged or identified as inappropriate and understands how to change the inappropriate behavior to an appropriate behavior.

So I think you can see, collecting all this information, asking these questions about Ginger, just because Ginger is in our behavior bucket, doesn't mean we can give Ginger and every student in that behavior bucket the same evidence-based practice or intervention, because the root cause for being in that behavior bucket determines the appropriate intervention or appropriate practice for a specific student or a specific group of students.

So, I'm Cynde Snider from the Division of Special Education at the GA Department of Education, and I hope you'll join us for Part Four (4) [of Selecting Evidence-Based Practices to Improve Student Outcomes].

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