



The Impact of Instruction Plus Behavior Intervention on Student Outcomes

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Introduction

Response to Intervention (RTI) is a widely accepted service delivery model that provides increasingly intensive academic and/or behavioral supports. Despite the seemingly simple definition of RTI, decisions regarding provision of supports can be challenging. Past research has recognized the relationship between academic performance and behavioral difficulties (Putnam, Horner, & Algozzine, 2006) although work evaluating the impact of this integration is missing. Research that demonstrates the differential and combined impact of academic and behavior interventions needs further exploration

Purpose To examine the effect of adding evidence-based intervention components involving instruction and/or behavior on performance of struggling readers (Tier-II type) attending small group reading instruction.

Method

Design and Participants. Single-subject design methodology was used to evaluate the differential impact of individual and combined practices on student academic engagement, across 3 elementary students. Target students participated in small intervention reading groups facilitated by a paraprofessional who served as the interventionist.

Baseline. The routine method of instruction and behavior management was monitored using a treatment integrity measure. In addition, direct observations were used to gather data on each participating student to obtain baseline estimates of student behavior.

Training. Paraprofessional training occurred via watching modules on a DVD followed by a meeting with research personnel to discuss personalized implementation.

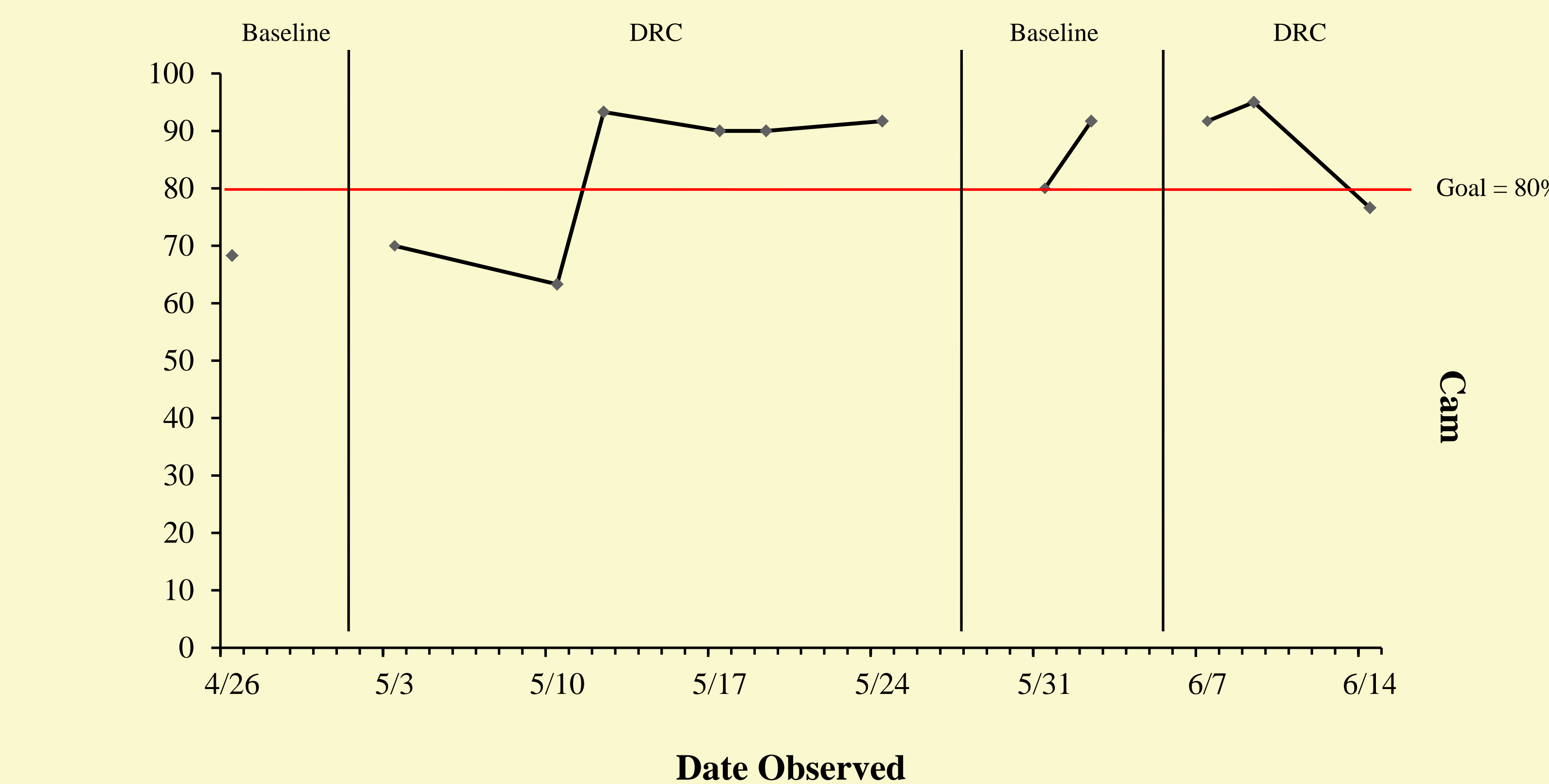
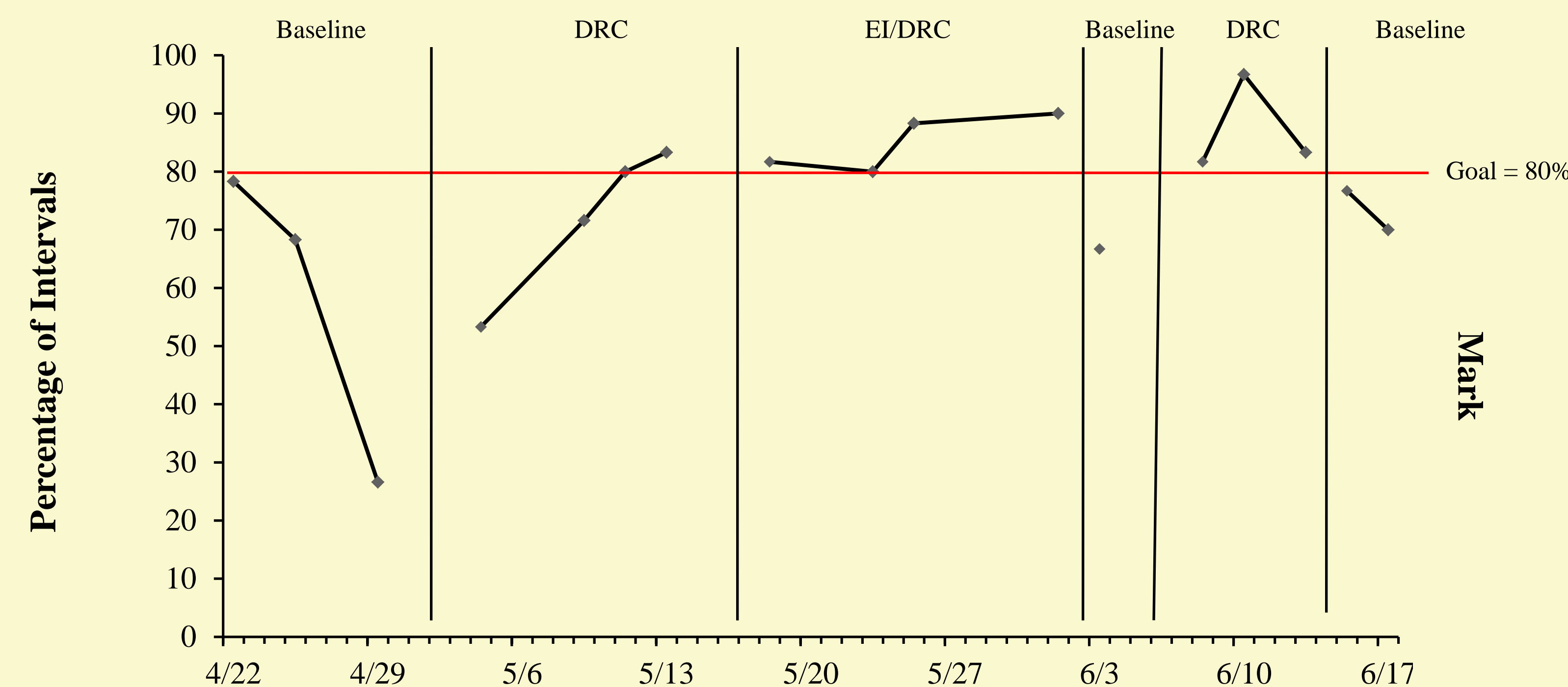
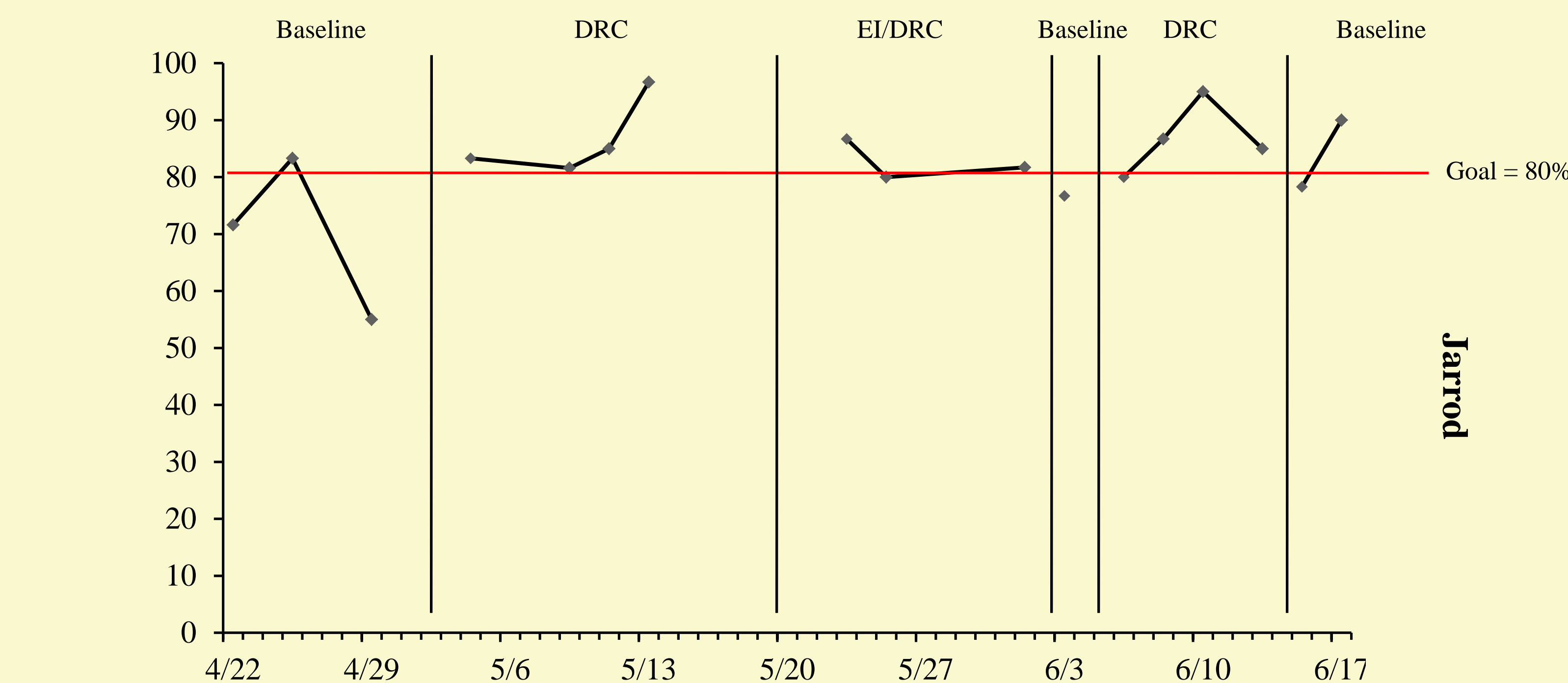
Intervention Components.

Instructional Component. Effective instruction strategies for reading comprehension included providing advanced organizers, verbalizing cognitive processes, promoting student involvement, and providing a post organizer.

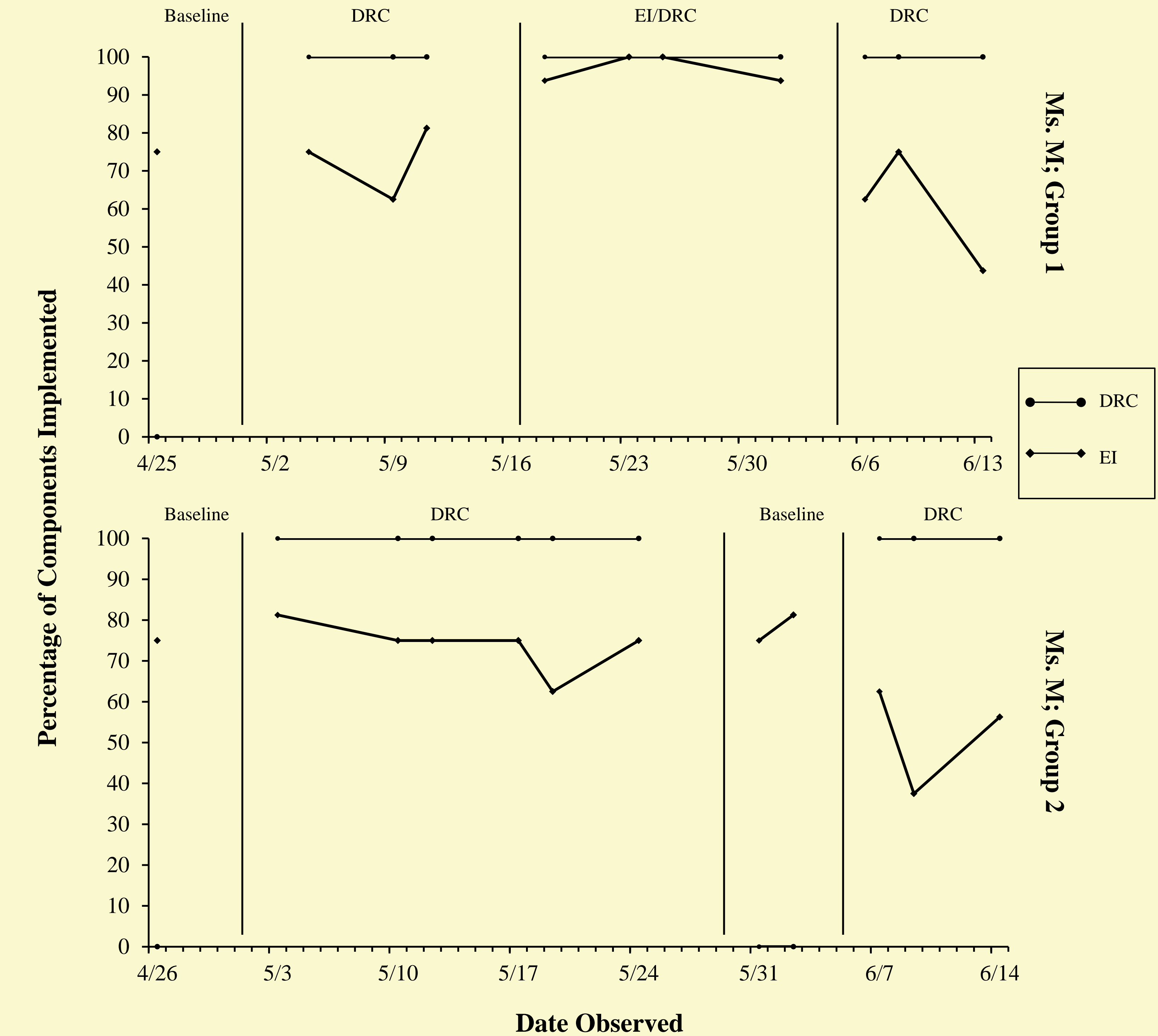
Behavior Component. A Daily Report Card was implemented that involved self-monitoring and review of behavior, and reinforcement for meeting goals related to display of expected behavior.

Results

Student Outcomes: Academic Engagement



Treatment Integrity



Summary and Conclusions

- The paraprofessional was able to implement evidence-based intervention components as expected with good integrity following video training and brief consultation.
- Overall, DRC appeared beneficial in providing behavior supports to increase academic engagement during small group reading support.
- For this group of students, the effect of adding the instructional component was unclear.
- Overall, results support need for regular review of individual student performance to determine intervention effects given potentially differential results found across the entire group of participating students and adults.