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Empowering Teachers with Low Intensity Strategies to Support Instruction: A Self-Monitoring Illustration

Abby Seelig
Clemson University

Chris Egan
Clemson University

Sarah Farmer
Clemson University

Elizabeth Wilson
Clemson University

Catrina Morrison
Clemson University

See next page for additional authors

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Authors
Abby Seelig, Chris Egan, Sarah Farmer, Elizabeth Wilson, Catrina Morrison, Carly Mize, Vecihi Serbay Zambak, and Robin Parks Ennis

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Empowering Teachers with Low Intensity Strategies to Support Instruction: A Self-Monitoring Illustration

Abby Seelig, Chris Egan, Sarah Farmer, Elizabeth Wilson, Catrina Morrison, Carly Mize, Vecchi Serbay Zambak, Robin Parks Ennis

**Project Empower**

- The purpose of “Empowering Teachers with Low-Intensity Strategies to Support Instruction,” a creative inquiry at Clemson University, was to equip teachers with low-intensity strategies that can be implemented within the classroom to boost the academic engagement of their students.
- Some examples of low intensity strategies are active supervision, behavior-specific praise statements, instructional choice, and self-monitoring.
- Through Project Empower, Clemson students—as members of the research team—learned the process of data collection in the schools (both for baseline data and data during the intervention) including actions to ensure treatment integrity and social validity.

**Self-Monitoring**

- **Self monitoring** is a two-stage process of observing and recording one’s behavior wherein (a) the student discriminates occurrence/non-occurrence of a target behavior, and (b) s/he self-records some aspect of the target behavior (Mace, Belfiore, & Hutchinson, 2001).
- **Increases** on-task behavior (Amato-Zech, Hoff, & Doepeke, 2006), and compliance (Lane et al., 2007).
- **Decreases** problem behavior (Kern et al., 2001) and disruptive behavior (Blood et al., 2011).

**Participants**

The student teacher and the cooperating teacher nominated three (3) of their six (6) 5th grade students who had the greatest difficulty remaining engaged in class activities to be a part of the project.
- Two (2) African American 5th grade males receiving special education services for other health impairments attention deficit hyperactivity disorder (OHI) and
- One (1) Caucasian 5th grade female receiving special education services for a specific learning disability (LD).

**Setting:** 5th grade resource classroom taught by a student teacher with a cooperating teacher with 20 years of teaching experience.

**Procedures:** All six (6) students wore a MotivAider® set to pulse every two minutes. Upon feeling the pulse, students were to mark whether or not they were working at the time of the pulse.
- At the end of each class period, students would chart their progress (i.e., # of working intervals). Students received a two (2) interval bonus for honesty.
- At the end of the week, students who received 80% or more working intervals received 10 min of free time.
- Replicate with greater time intervals (i.e., >2 min)
- Repeat in general education classrooms
- Complete data collection (SM phase 2, Maintenance, Generalization, and Social Validity)

**Preliminary Results**

<table>
<thead>
<tr>
<th></th>
<th>Baseline M (SD)</th>
<th>Intervention M (SD)</th>
<th>Withdrawal M (SD)</th>
<th>Intervention M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marty</td>
<td>AAE 21.39 (18.30)</td>
<td>AE 72.22 (10.78)</td>
<td>IOA 89.17% agree</td>
<td>TF 75% [100% w/prompts]</td>
</tr>
<tr>
<td></td>
<td>64.17 (23.33)</td>
<td>90.83 (7.36)</td>
<td>68.33 (10.41)</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>18.33 (15.28)</td>
<td>85.00 (14.72)</td>
<td>85.33% agree</td>
<td></td>
</tr>
<tr>
<td>Kip</td>
<td>AAE 34.72 (7.10)</td>
<td>AE 87.22 (4.43)</td>
<td>IOA 95% agree</td>
<td>TF 75% [100% w/prompts]</td>
</tr>
<tr>
<td></td>
<td>65.00 (24.70)</td>
<td>90.00 (7.07)</td>
<td>90.00% agree</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>10.33 (0.58)</td>
<td>69.67 (14.50)</td>
<td>90.00% agree</td>
<td></td>
</tr>
<tr>
<td>Bobby</td>
<td>AAE 23.43 (17.43)</td>
<td>AE 69.72 (19.25)</td>
<td>IOA 97.5% agree</td>
<td>TF 75% [100% w/prompts]</td>
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<tr>
<td></td>
<td>59.00 (30.23)</td>
<td>74.67 (21.97)</td>
<td>91.67% agree</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>10.00 (8.16)</td>
<td>45.00 (15.81)</td>
<td>100.00% agree</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** AAE = active academic engagement, AE = academic engagement (active + passive academic engagement). IOA = Interobserver agreement, M = mean, obs = observations, SD = standard deviation, TF = treatment fidelity.

**Future Directions**

- Complete data collection (SM phase 2, Maintenance, Generalization, and Social Validity)
- Replicate in general education classrooms
- Replicate with greater time intervals (i.e., >2 min)
- Replicate with classroom/cooperating teacher