

How to Leverage Student Voice to Improve Intervention Design in High School Settings

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Who am we? Who are you?

Introductions

Roadmap

Defining student
voice

Using Student Voice

Q&A



By the end of this session, attendees will:

- Identify student and intervention **characteristics** best suited for **integrating student voice** opportunities.
- Describe how to use student voice to **identify interfering and alternative behavior** targets for intervention.
- Describe how to **teach students to graph and evaluate** their own intervention data.

When you hear “student voice” what do you think about?

Chat with your neighbor

Student “Voice”

Does not literally mean verbal communication



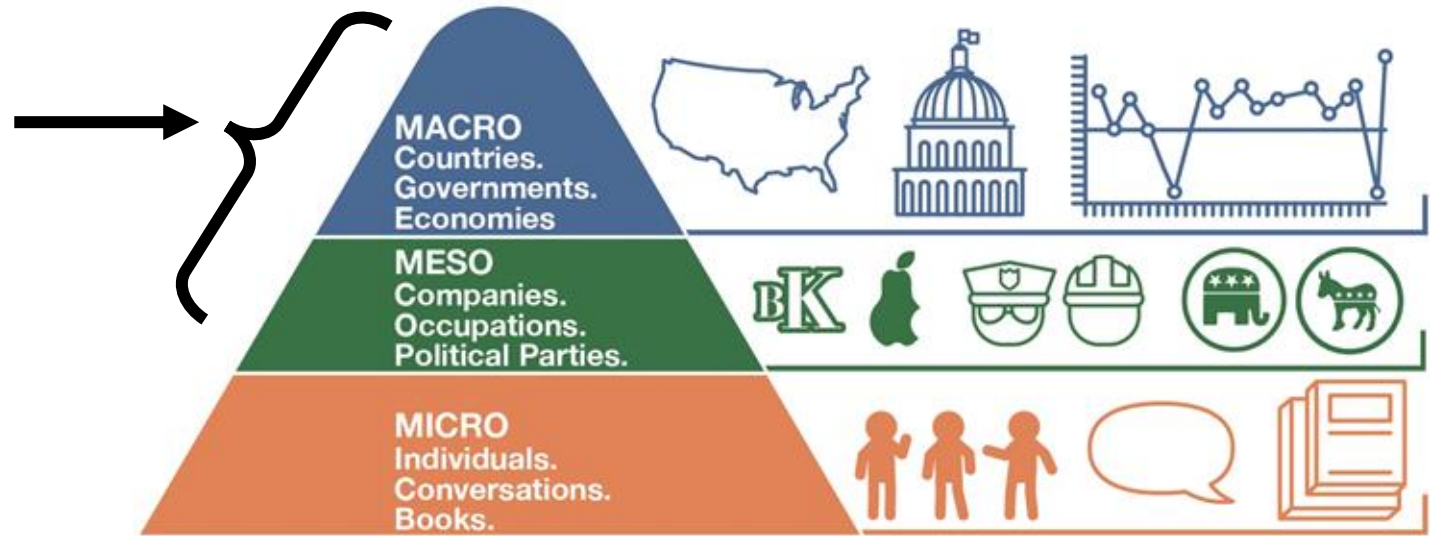
Student Voice

Enabling and empowering students to make **meaningful decisions** for themselves regarding their education. **These decisions are honored and respected by an adult with authority.**



Traditionally,

Student voice is a macro or meso-level strategy to empower students to make sweeping policy change



What about a micro-level take on student voice?

- How can student voice apply to Tier 2 or Tier 3 interventions?
- What happens when we enable students to voice their self-perceived needs for targeted behavior interventions?
- Is it important?
- How do we do this?



Student Voice

Enabling and empowering students to make **meaningful decisions** for themselves at the Tier 2/3 level that are honored and respected by an adult with authority.



Access

- Access to student-friendly documentation and/or information
- Opportunities include **multiple modes of expression** beyond verbal means
- Students communicate views to individual(s) in authority



Decision-Making

- Students have **opportunities** to provide input before, during, and/or after the intervention
- Student input **must be used** to inform adjustments, modifications, and/or changes to intervention design



Reporting & Debriefing

- Students' articulated views are shared with relevant and affected parties
- Individual with authority explains and demonstrates back to the student how their voice was considered and made a difference





“They keep saying speak up, but when you do, you’re not heard”

“It’s a bit of public grandstanding- they’ll take in ideas but don’t actually use them”

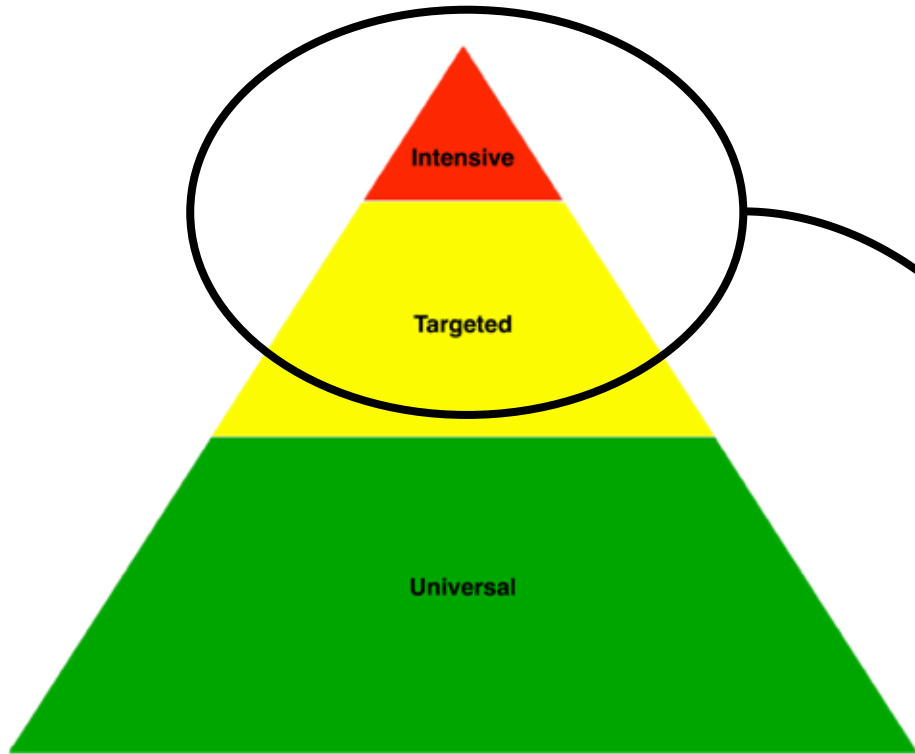
“Sometimes I don’t speak up because nothing will happen”

High school students with IEPs on the extent to which they were involved in their school’s PBIS implementation

What interventions or practices do you have in place that promote student voice?

Think, Pair, Share

Traditional Behavior Interventions



Student

Adult

Determines reinforcement

Understands procedures

Agrees to participate

Reviews data

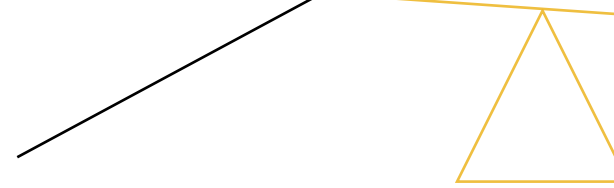
Determines procedures

Selects intervention

Identifies student

Decision-making

Student voice can happen here



Implications for Practice

How do we merge student voice and Tier 2/3 interventions?

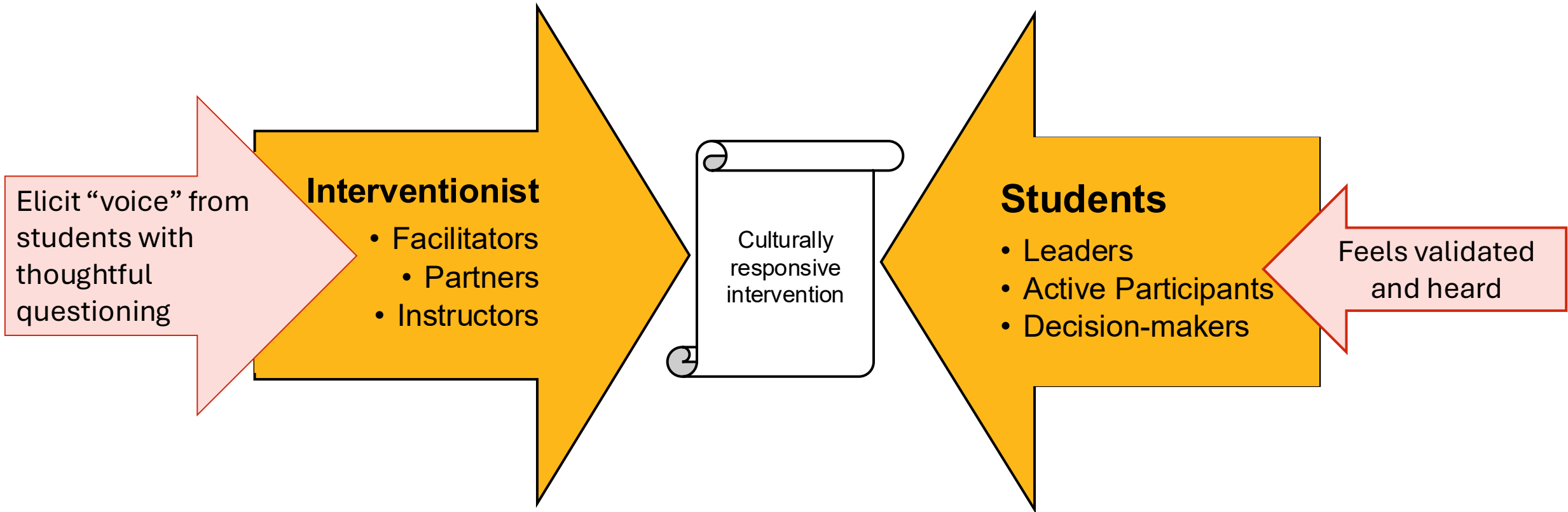
Priority number 1

**We will stop prescribing
interventions to students.**

Priority number 2

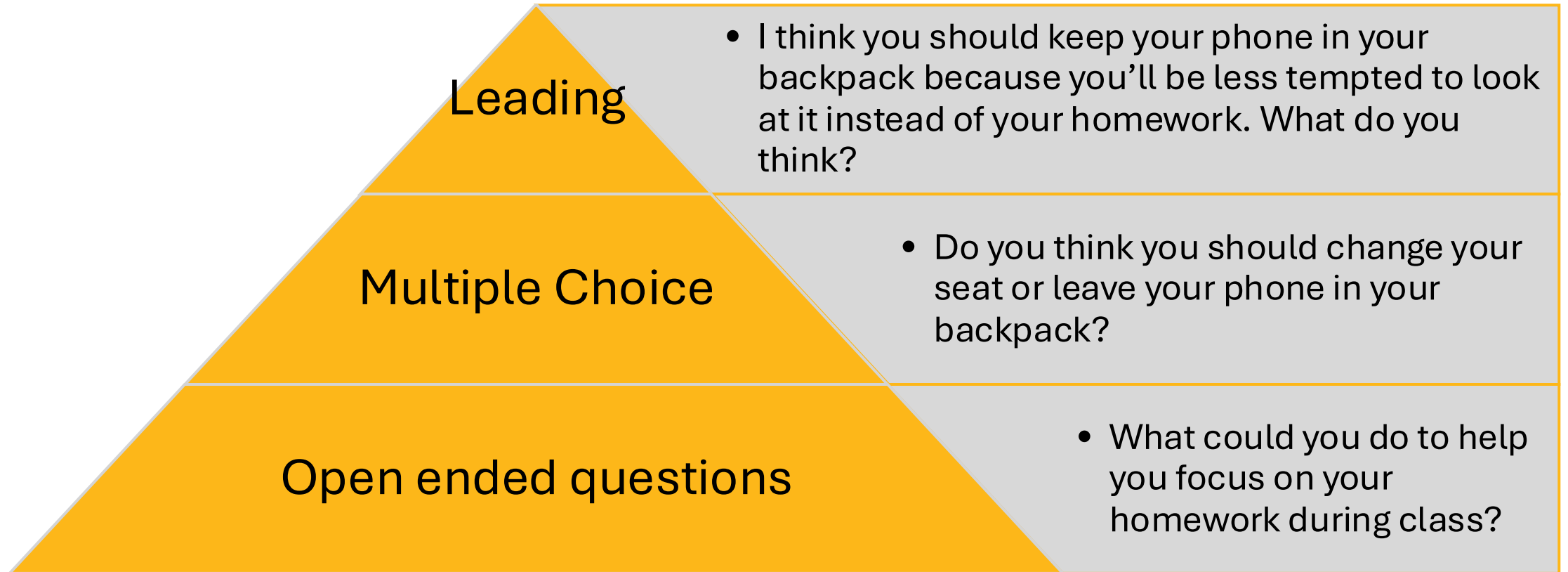
**We will ask students questions
and listen to the answer.**

Reconceptualizing the student role



Gentle Questioning

Avoid assumptions & plan ahead



Use a gradual release approach

Priority number 3

**We will use the information
students give us.**

Use the information provided by students!

- Many students feel unheard even when asked their opinion
- Make changes to existing strategies or interventions
- SHOW them how their voice was heard



When and where to use student voice?

Student and Intervention Characteristics

Student Characteristics

Student/family culture – is this an acceptable/ appropriate procedure for them?

Student/family language – can you effectively communicate with the student?

Skill deficit vs performance deficit



All Tier 2/3 interventions require decisions throughout implementation

Let's bring in students to help

- Identifying students for intervention
- Matching student to appropriate intervention
- Operational definitions
- Goals
- Intervention-specific characteristics
 - Type of feedback, mentor, location, time of day, reinforcements, prompting
- Progress monitoring & data-based decision-making

Step-By-Step Example

Behaviors, Goals, and Self-Evaluation

Observable,
positively
stated

Identifying Behaviors

Defining the Interfering Behaviors

Interfering behaviors are the things that we do that get in the way of learning in our classes. Interfering behaviors might include:

Chatting with neighbors	Checking your phone	Working on homework from other classes
Reading unassigned books	Arguing with classmates	Arguing with the teacher
Refusing to work	Losing materials	Coming to class unprepared
Spacing out	Leaving class	Arriving late
Sleeping	Making jokes	Starting off topic conversations
Blurting out answers		Browsing the internet

1. What are the 3 most problematic (interfering) behaviors you want to address?
2. How are these interfering behaviors impacting your grades, work completion, or discipline problems in school?


Identifying Behaviors

Defining Your Goal Behaviors

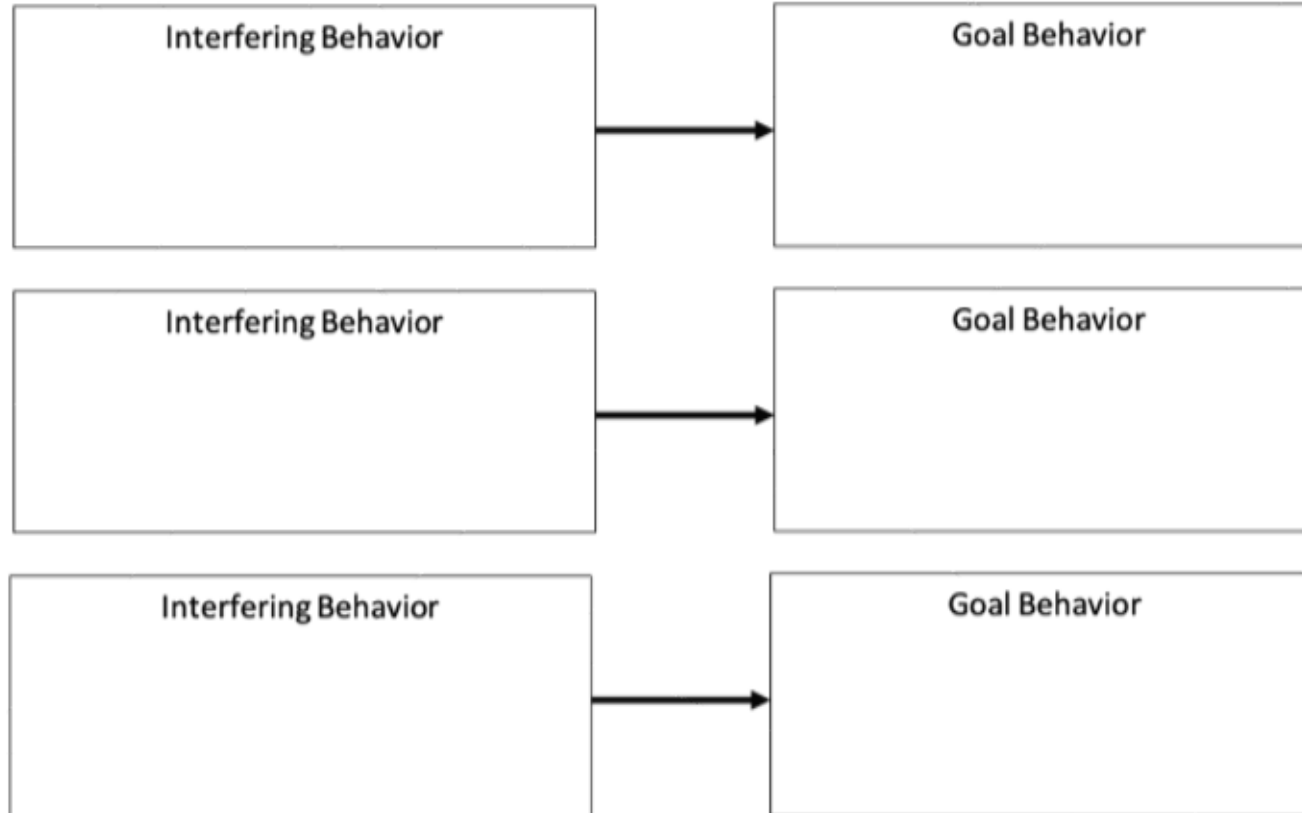
Goal behaviors are the things that we can do instead of our interfering behaviors. These behaviors should help us learn more and focus our attention during class. Example goal behaviors include:

Talking with neighbors during appropriate times	Turning your phone off	Leaving your phone in your backpack
Watching the teacher	Listening to the teacher	Answering discussion questions
Arriving on time	Starting work immediately	Following directions
Listening to classmates during discussions	Raising your hand and waiting to be called on to speak	Taking notes
Working on class assignments	Coming to class prepared	Asking for help

Observable, positively stated



3. For each of the interfering behaviors you selected, identify one goal behavior.



4. How will using these goal behaviors impact your grades, work completion, or disciplinary problems?

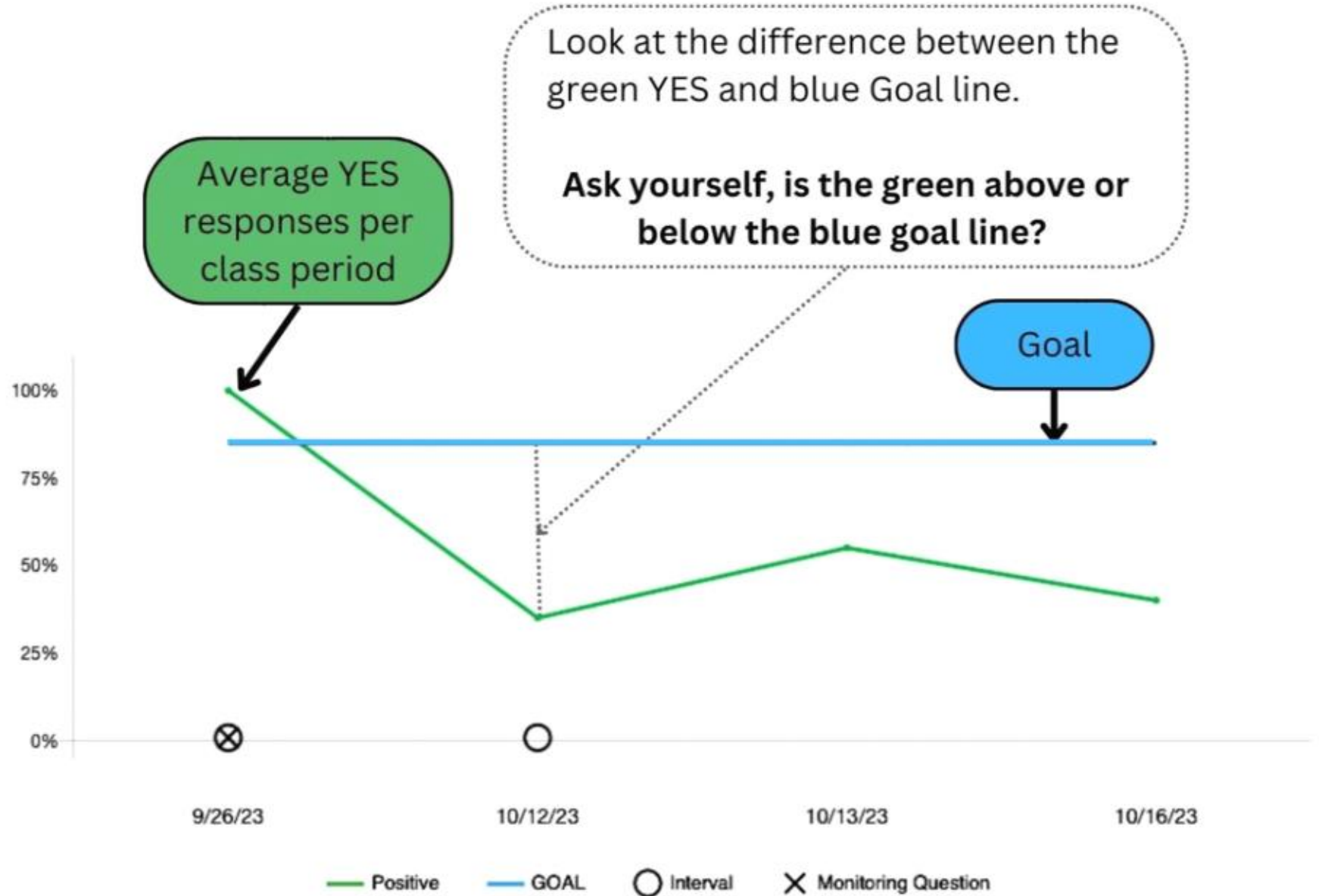
Write a goal

I will _____ during _____ at least _____ % of the time.
Goal behavior Class Criterion

Optional: Rewrite your goal using your own words in the box below:

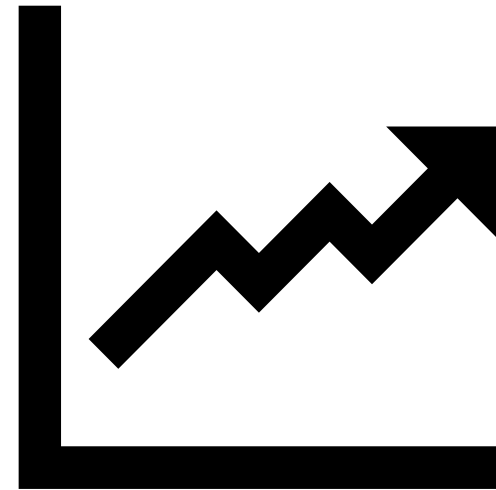
6. If you start working towards achieving this goal, how do you think your behavior will change in class?

Self-Evaluate Self-Monitoring Data

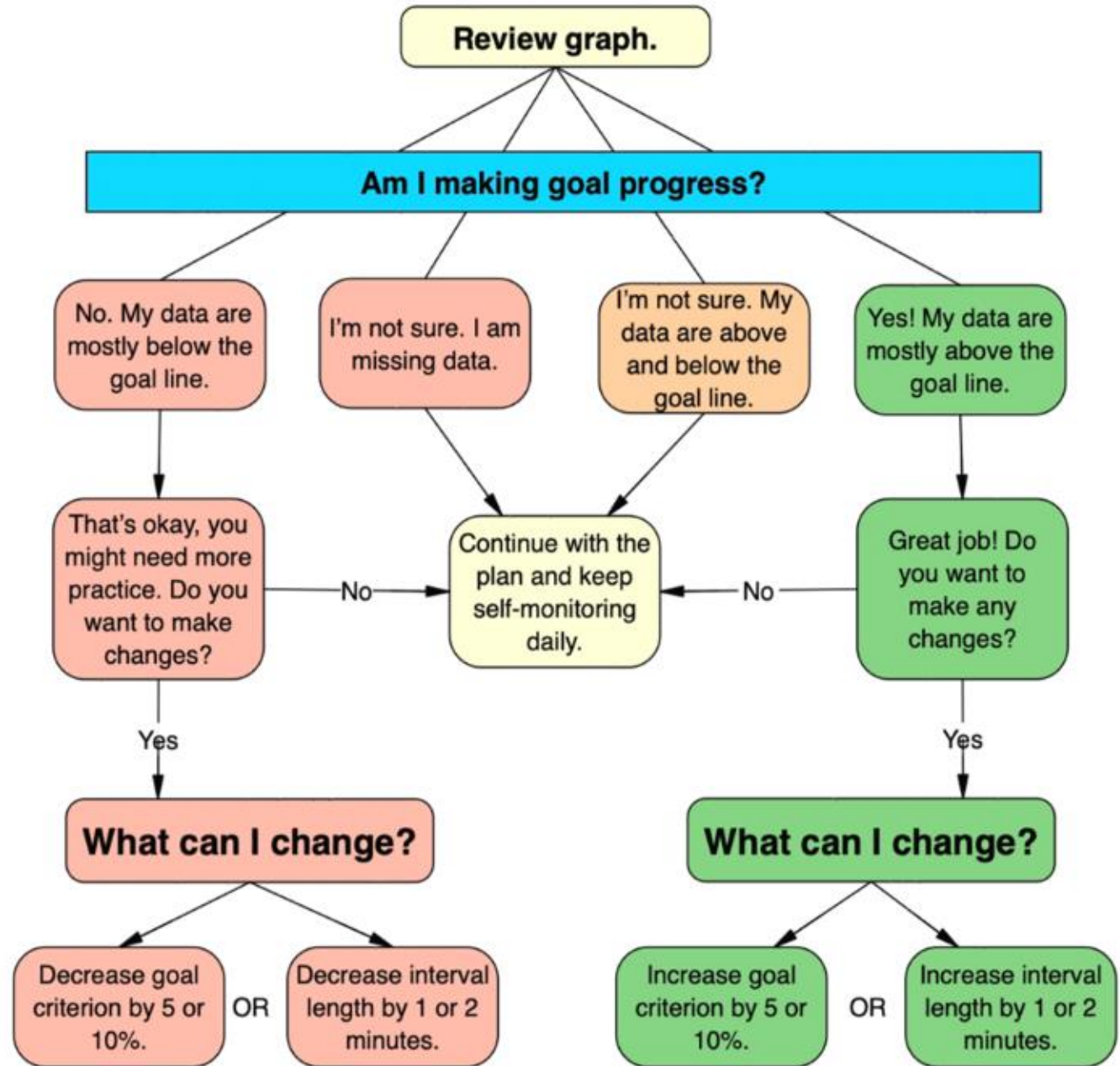


Self-Evaluate Self-Monitoring Data

- **Explicit instruction** – what knowledge or supports does the student need to successfully graph or self-evaluate their data?
- **Technology** – are there tools that can be used to support the student in self-monitoring?
- **Include Student Voice** – *ask* the student how they would like to self-monitor



Weekly Self-Evaluation Sessions



Post-intervention debriefing

- After 3 weeks of intervention, meet with the student for an in-depth conversation about progress
- Review the data and ask the student:
 - Do you think the intervention has been successful?
 - Have you noticed any changes in your grades or work completion?
 - Do you want to keep using the intervention?
 - Do you want to make any changes to the intervention?



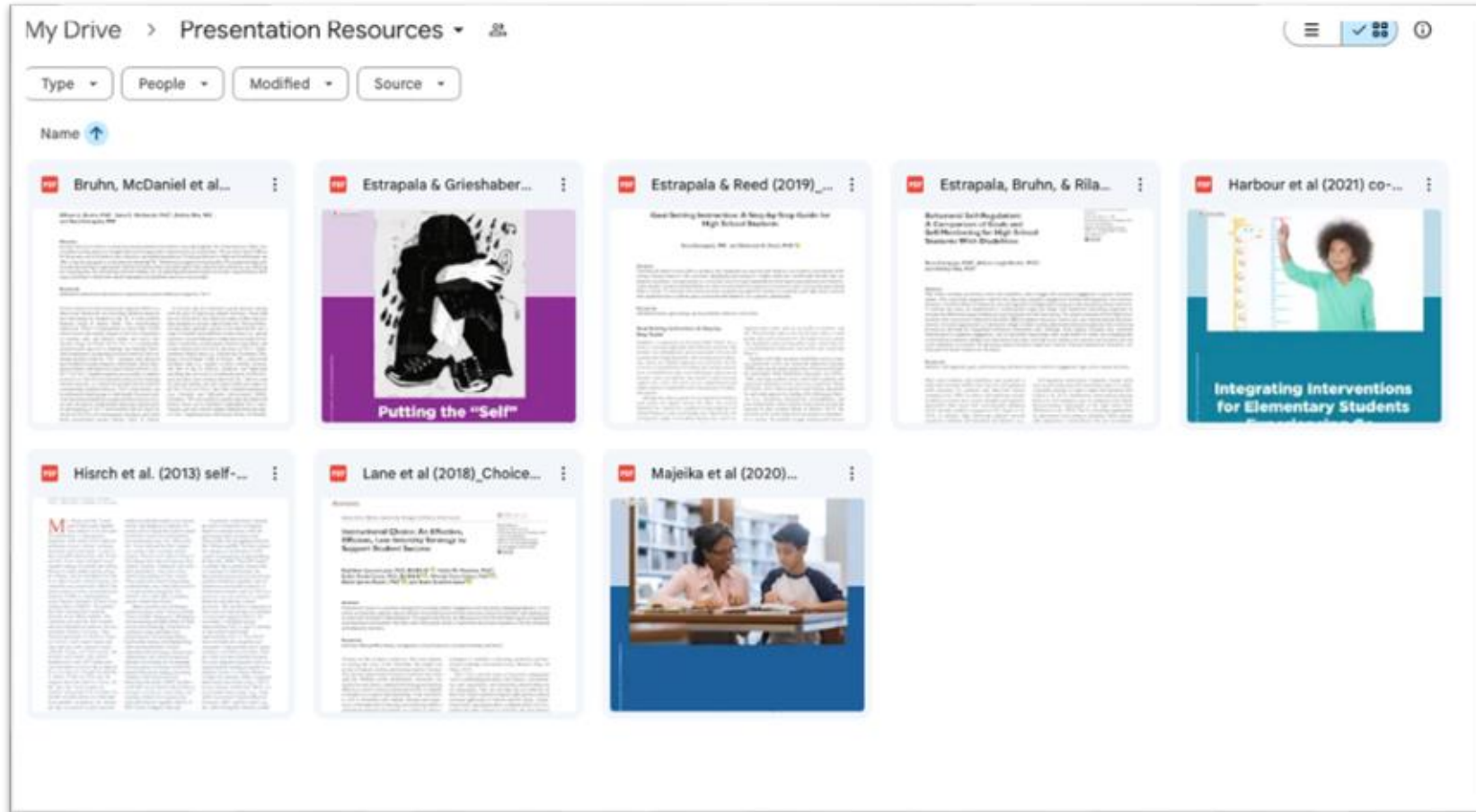
Closing

Resources, Other considerations, Q&A

Turn & Talk

How will you apply information from this presentation in your teaching or implementation?





Link to a Google folder full of resources!



<https://drive.google.com/drive/folders/1rRulnigzG4M63VmgcO79wgTxCcT829ch?usp=sharing>

Q&A

Contact us!

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Please complete the session
evaluation!

