

Research-Based Interventions

**A Review of Research Support for Interventions
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Cognitive Strategies Instruction

Cognitive Strategies Instruction involves direct instruction in the use of a strategy or procedure for completing a specific academic task or social behavior (Beckman, 2002). This category of interventions includes the activation of metacognition or self-understanding of one's strategy use, self-regulation of learning strategies, use of mnemonic devices (e.g., acronyms or keywords to aide memory), and structured techniques for completing learning tasks (e.g., story maps and graphic organizers). The following set of references is an incomplete collection of research support for the use of Cognitive Strategies Instruction.

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Environmental Structure/Adaptations

Interventions for students who are at-risk or who have specific disabilities may involve revisions to the structure of the learning environment. Environmental accommodations may include the seating arrangement within a classroom, the classroom management techniques employed by a teacher or school district, the use of preventive techniques employed by a teacher or school district, setting up structured routines and/or schedules, and other approaches which alter the learning atmosphere in a classroom or school building. The following set of references is an incomplete collection of research support for the use of environmental adaptations to address the needs of students who are at-risk or who have been identified with a specific disability.

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Reinforcement Strategies

Techniques that involve strategic application of reinforcement to positively or negatively impact the occurrence of behavior(s) may be used to increase or decrease targeted behaviors. Positive reinforcement involves the systematic application of desired consequences to increase the likelihood of the occurrence/reoccurrence of behavior(s) (Polloway, Patton, & Serna, 2005, p. 69). Differential reinforcement of specific behaviors can increase the likelihood of one behavior, while reducing the likelihood of nonpreferred behaviors (Polloway, Patton, & Serna, 2005, p. 76-77). Research indicates the systematic application of reinforcement principles can improve student behavior. The following set of references is an incomplete collection of research support for the use of reinforcement strategies to address the needs of students who are at-risk or who have been identified with a specific disability.

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Self-Management and/or Self-Regulation of Behavior or Academic Skills

Self-management and/or self-regulation of behavior and/or academic skills is a tool for positive change in student performance that puts the student in charge of his/her learning. Self-management involves the student in goal-setting, implementation of the task or behavior, self-assessment, and self-reinforcement (Polloway, Patton, & Serna, 2005, p. 82-83). Self-regulation of cognitive strategies incorporates the elements of self-management into the acquisition of strategies designed to improve academic or behavioral performance (Polloway, Patton, & Serna, 2005, p. 97-99). Techniques within these intervention models would include self-charting and self-graphing of academic or behavior progress, self-cuing strategies to guide the student in the employment of a strategy, and self-reinforcement systems in which the student engages in verbal or tangible self-administration of rewards or positive praise. The following set of references is an incomplete collection of research support for the use of self-management and self-regulation strategies to address the needs of students who are at-risk or who have been identified with a specific disability

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Social Skills Instruction

Social skills instruction involves the direct teaching of specific skills considered to be necessary to form positive social relationships (e.g., initiate conversation with others, to advocate in a positive manner for oneself, and to verbally or physically respond to others' attempts to interact) (Polloway, Patton, & Serna, 2005, p. 472-475). Social skills curriculum models may include systematic instruction in such behaviors as goal-setting, self-monitoring of one's behavior, and self-determination, thus going beyond simple exhibition of an appropriate behavior by developing problem-solving and decision-making skills. The following set of references is an incomplete collection of research support for the use of social skills instruction to address the needs of students who are at-risk or who have been identified with a specific disability.

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