Decreasing off-Task Behaviors for Students in Advanced Tiers: 
A Systematic Literature Review

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Poster Category 
Tier II; Tier II/Tier III; Blending Academic/Behavior; FBA/BIP

Poster Content Description

The ability to attend to academic tasks and to sustain attention over time is essential for efficient learning (Coyle & Cole, 2004). However, off-task behavior is a threat to the efficient and sustainable learning and it needs our attention for three reasons. First, inappropriate and challenging behaviors are common in children with autism (Jordan & Jones, 1999). Second, the number of students displaying off-task behaviors is growing fast (Sugai & Horner, 1999). Third, children with off-task behaviors are at risk of falling behind in academic domains and experiencing ongoing behavioral problems throughout their development (Walen, et. al., 2016). Therefore, it is necessary to summarize the effective interventions and to analyze the basic characteristics of off-task behaviors.

The author conducted a literature review whereby we collected and summarized the studies related to off-task behavior interventions. The review attempted to answer three questions: (1) what evidence-based interventions we have so far for decreasing off-task behaviors; (2) what the common elements of these effective interventions are; and (3) how the effective off-task interventions influence students’ academic, behavior, and social skills development. This review was specifically limited to evidence-based interventions in advanced tiers. Research design will focus on group experimental, quasi-experimental, or single subject experimental. The poster will also report the procedure details about articles screening, selecting, and coding.

Besides the three internal research questions listed above, based on the critical features of positive behavior supports (Carr et al., 2002; Sugai et al., 2012), the applicant also attempted to identify the principle of environmental redesign maximizing the effects of successful interventions of reducing off-task behaviors. In the results and discussion sections, tables and graphs will be presented to analyze the characteristics of off-task interventions. The poster will also provide practical and operational recommendations for readers.
Summary

A systematic review summarizing empirical articles examining off-task behavior interventions, was conducted to identify a list of current interventions, the common elements of effective interventions, and their influences on academic, behavioral, and social domains. After read the poster, the readers may have answers for three following questions:

(1) what evidence-based interventions we have so far for decreasing off-task behaviors, and what common elements the successful interventions have;
(2) how the effective off-task interventions influence students’ academic, behavior, and social skills development;
(3) what are the principles of redesigning environment so that the above interventions can maximum the positive outcomes