Low Intensity Strategies for Supporting School Success

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Tampa Florida

Please log in to: ci3t.org
Professional Learning

Agenda

• Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
• A look at Instructional Choice
  • What is Instructional Choice?
  • Why is Instructional Choice effective?
  • What does the supporting research for Instructional Choice say?
  • What are the benefits and challenges?
  • How do I implement Instructional Choice?
• A look at Precorrection
  • What is Precorrection?
  • Why is Precorrection effective?
  • What does the supporting research for Precorrection say?
  • What are the benefits and challenges?
  • How do I implement Precorrection?
Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics…”

2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

Working collaboratively to support learning for all students

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzes, 2009)

- Tier 1: Primary Prevention (40%)
  - Academic
  - Behavioral
  - Social

- Tier 2: Secondary Prevention (15%)
  - Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings

- Tier 3: Tertiary Prevention (=5%)
  - Goal: Reduce Harm
  - Specialized group systems for students at risk
  - Specialized individual systems for students with high risk
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Mensies, 2009)

- **Primary Prevention (Tier 1)**
  - Academic
  - Behavioral
  - Social
  - Approx. 80%

- **Secondary Prevention (Tier 2)**
  - Academic
  - Behavioral
  - Social
  - Approx. 15%

- **Tertiary Prevention (Tier 3)**
  - Behavioral
  - Social
  - Approx. 5%
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

### Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

### Tertiary (Tier 3) Intervention

- **Behavioral:** Use manners, respect others, make choices quickly, follow the rules of the game, take care of your business quickly, keep the bathroom tidy.
- **Social:** Include others in your games, follow the rules of the game, take care of your business quickly, keep the bathroom tidy.

### Primary Prevention (Tier 1)

- **Behavioral:** Follow directions, use kind words, control your temper, cooperate with others, use an inside voice.
- **Social:** Respect others' personal space, follow the rules of the game, use an inside voice, use manners.

### Secondary Prevention (Tier 2)

- **Behavioral:** Follow adult requests, listen to and follow the bus drivers' rules, take care of your business quickly, use an inside voice.
- **Social:** Use kind words towards the bus driver and other students, remain in seat after you enter the bus.

**Transparency and Access**

Benefits of Ci3T Models

<table>
<thead>
<tr>
<th>ELEMENTARY Settings</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish, Clarify, Define Expectations</strong></td>
<td>Use kind words and actions, act nicely</td>
<td>Walk on the right side of the hallway, line up when the bell rings</td>
<td>Use an inside voice</td>
<td>Use an inside voice</td>
<td>Use an inside voice</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Follow directions</td>
<td>Use kind words</td>
<td>Control your temper</td>
<td>Cooperate with others</td>
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<td>Little talking</td>
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Establish, Clarify, Define Expectations

Arrive on time prepared to learn
- Be seated in assigned seat, ready to learn
- Use all materials, including desk planners, to study
- Keep head to side, on the right side of the hallway
- Keep hands to side, do not cross

Arrive on time prepared to learn
- Use all materials, including desk planners, to study
- Keep head to side, on the right side of the hallway
- Keep hands to side, do not cross

Be respectful to both peers and adults
- Follow the rules, respect others
- Use kind words towards others
- Ask when needed
- Learn to and follow directions
- Keep hands to yourself

Show school pride
- Keep desks clean, use classroom supplies and books appropriately
- Help peers in the hallway
- Keep book tables clean
- Over any trash
- Keep both hands clean
- Over any trash
- Keep both hands clean
- Over any trash

A Focus on Low-Intensity Strategies

Establish, Clarify, Define Expectations

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A Focus on Low-Intensity Strategies
Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice

Self-monitoring
Behavior Contracts

Building Your Toolbox
1. Instructional choice
2. Precorrection

3/16/2017
Explore “Professional Learning” on ci3t.org.
Download Instructional Choice
Precorrection

Low Intensity Strategies:
A Look at Instructional Choice

Agenda
- Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
- A Look at Instructional Choice
  - What is instructional choice?
  - Why is instructional choice effective?
  - What does the supporting research for instructional choice say?
  - What are the benefits and challenges?
  - How do I implement instructional choice in my classroom?
- Implementation Checklist
- How well is it working? Examining the Effects
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

- Goal: Reduce Harm
  Specialized Individual Systems for Students with High Risk (Tier 3)

- Goal: Prevent Harm
  School/Classroom-Wide Systems for All Students, Staff, & Settings (Tier 2)

- Goal: Reverse Harm
  Specialized Group Systems for Students At-Risk (Tier 1)

Primary Prevention (Tier 1)

≈80%

Secondary Prevention (Tier 2)

≈15%

Primary Prevention (Tier 1)

≈80%

PBIS Framework

Academic  Behavioral  Social

Comprehensive, Integrative, Three-Tiered (CI3T) Models of Support

Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Precorrection
Incorporating Choice

Self-monitoring
Behavior Contracts

Assessment
What is instructional choice?

• Instructional Choice
  – “…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option” (Jolivette, Stichter, & McCormick, 2002, p. 28).
• Types of instructional choices (Rispoli et al., 2013)
  – Across-activity choices
  – Within-activity choices

Examples of instructional choice

Across-activities Choices

- Homework to start on first
- Order of bedtime routines
- Choice of chores
- Choice of order of activities (play or work first?)

Within-activity Choices

- Choice of food to finish
- At your desk or in the dining room?
- Which book would you like to read?
- Type on computer or handwritten?

Why is instructional choice effective?

• Easy
• Little time
• Offers students control
• Promotes decision making and other self-determined behaviors
What does the supporting research for instructional choice say?

- Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
- Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)

See “Instructional Choice Resource Guide” for additional supporting research and information.

Supporting Research

What are the benefits & challenges?

Benefits
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

Challenges
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments
How do I implement instructional choice in my classroom?

Implementation Checklist

Step 1: Determine which type of choices you feel comfortable offering and create a menu of choices.

Step 2: Use the menu to determine which type of choice to add to a particular lesson.

Step 3: After choice is built into the lesson, offer the established choices.

Step 4: Ask the student to make his or her choice.

Step 5: Provide wait time for the student to select their choice.

Step 6: Listen to (or observe) the student's response.

Step 7: Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

Step 8: Reinforce the student's choice, providing them with the option they selected.

Step 9: Offer students an opportunity to give feedback on the choice they selected.
How do I implement instructional choice in my classroom?

- **Step 1:** Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.
  - Consider within activity or across activity choices.
- **Step 2:** Use the menu to determine which type of choices to add to a particular lesson.
- **Step 3:** After choice is built into the lesson, offer the established choices.
- **Step 4:** Ask the student to make his or her choice.

See “Instructional Choice Implementation Checklist”

How do I implement instructional choice in my classroom?

- **Step 5:** Provide wait time for the student to select their choice.
- **Step 6:** Listen to (or observe) the student’s response.
- **Step 7:** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- **Step 8:** Reinforce the student’s choice, providing them with the option they selected.
- **Step 9:** Offer students an opportunity to give feedback on the choice they selected.

How well is it working?

Examine the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
</tr>
</tbody>
</table>
Making Certain the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether instructional choice is carried out as intended:

- Treatment integrity checklist

Example items:

1. I offered _______ the established choices.
2. I asked _______ to make their choice.
3. I provided _______ wait time to select their choice.
4. I listened or observed _______’s response.
5. I prompted _______ to make a choice from one of the available options if they had not made a choice within the time allotted.
6. I praised _______’s choice and provided them with the option selected.

What does the student think about it?

See “Instructional Choice Social Validity Student”

Completed by the student participating in the intervention at two time points: Pre and Post Intervention

What does the teacher think about it?

See “Social Validity Adapted IRP15 Adult”

Completed by the teacher and/or parent participating in the intervention at two time points: Pre and post intervention
Sample Primary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)</td>
<td>One or more of the following: Behavior:</td>
<td>Student Performance: Academic engaged time</td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ SRSS-E7 Score: Moderate (4-8)</td>
<td>Percentage of work completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ SRSS-I5 Score: Moderate (2-3)</td>
<td>Treatment Integrity: Implementation &amp; TI checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ AND ___ OR Academic:</td>
<td>Social Validity: Student &amp; teacher pre/post survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Progress Reports: Successful Learning Behavior - Targeted for growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Gradebook: 2+ incomplete assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Will you please…
• Consider choices you are comfortable offering in the home or school.
• Make a plan to implement.

Low Intensity Strategies: A Look at Precorrection
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective Instruction
Low Intensity Strategies
Behavior Contracts
Self-Monitoring
--
Functional Assessment-Based Interventions

Schoolwide Positive Behavior Support

Low Intensity Strategies

Higher Intensity Strategies

Assessment

Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Incorporating Choice
High p Requests
Pre-correction

Supporting Behavior for School Success
Managing Challenging Behaviors in Schools

Self-monitoring
Behavior Contracts

Agenda

• What is a precorrection?
• Why is precorrection effective?
• What does the supporting research for precorrection say?
• What are the benefits and challenges?
• How do I implement precorrection in my classroom?
• Checklist for Success
• How well is it working? Examining the Effects
What is a Precorrection?

Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior.

Antecedent Behavior Consequence

Antecedent Behavior Consequence

What is a Precorrection?

Managing behavior with precorrection:
- Anticipate what activities may cause inappropriate behaviors
- "Getting in front" of problem behaviors
- Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch

Managing behavior with consequences:
- Requires waiting until the behavior occurs to respond
- Example: Creating an action plan for three alternatives to yelling at a peer

Seven-step precorrection strategy (Colvin, Sugai, & Patching, 1993)

1. Identify the context and predictably challenging behaviors
2. Define the expected behavior
3. Modify the context to support student success
4. Provide students with an opportunity to practice the expected behavior
5. Provide students with strong reinforcement for completing the expected behavior
6. Create a prompting plan to remind students to engage in the expected behavior
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan
Examples

- "It's almost time to walk down to PE – who can remind us of one way we show RESPECT in the hallway?"
- "In order to line up for lunch, raise your hand if you can tell us one way to be RESPONSIBLE in the cafeteria?"

Why is Precorrection Effective?

Precorrection: Get in front of problem behavior!

- Manipulation of antecedents and consequences
- Anticipates activities, settings, or time of day that could potentially result in problem behavior
- Proactive
- Focuses on what students should do instead of problem behaviors
- Prevents the potential for escalating behavior patterns and allows more time for positive student-teacher interactions (Colvin et al, 1993)
Why is Precorrection Effective?

• Fits seamlessly in a Ci3T framework
  – Proactive strategy that seeks to teach, monitor, and reinforce appropriate behavior
  – Used to teach behavioral expectations for common areas in the building where problem behaviors occur (e.g. lunchroom)
  – May be used as a Tier 2 intervention
    • Target a group of students

What does the supporting research for precorrection say?

• Decreasing problem behaviors in Head Start classrooms
  – Stormont, Smith, & Lewis, 2007
• Decreasing problem behavior on an elementary school playground
  – Lewis, Colvin, & Sugai, 2000
• Decreasing problem behaviors during morning gym
  – Haydon & Scott, 2008

See “Precorrection Resource Guide” for additional supporting research and information.
What are the benefits and challenges?

Benefits
- Making contextual changes to activities/settings that traditionally occasion problem behaviors
- Proactive
- Varying levels of intensity

Challenges
- Shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviors may arise
- Must have some knowledge of a given setting

How do I implement a precorrection in my classroom? Checklist for Success

Step 1: Identify contexts and anticipated behaviors
Step 2: Determine the expected behaviors
Step 3: Adjust the environment
Step 4: Provide opportunities for behavioral rehearsal

Step 5: Provide strong reinforcement to students engaging in expected behaviors
Step 6: Develop a prompting plan to remind students about the expected behavior
Step 7: Develop a monitoring plan to determine the effectiveness of the precorrection plan
Step 8: Offer students an opportunity to give feedback on this strategy
How do I implement precorrection in my classroom?

1. Identify context and anticipated behaviors.
2. Determine the expected behaviors.
3. Adjust the environment.
4. Provide opportunities for behavioral rehearsal.
5. Provide strong reinforcement to students engaging in expected behavior.
6. Develop a prompting plan to remind students about the expected behavior.
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan.
8. Offer students an opportunity to give feedback on this strategy.

See “Precorrection Implementation Checklist for Success”

How well is it working?
Examining the Effects

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<th>Experimental Design</th>
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<tr>
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<td>How well did this support work for this student?</td>
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</table>

Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether precorrection is carried out as intended:
Treatment integrity checklist
Example items:
1. Did I identify the context and determine the expected behavior?
2. Did I modify the environment to promote student success?
3. Did I provide students with an opportunity to practice the expected behavior?
4. Did I provide students with strong reinforcement for completing the expected behavior?
5. Did I prompt students to remind them to engage in the expected behavior?
6. Did I monitor student behavior?

See “Precorrection Treatment Integrity Checklist”
What do students think about it?

See "Precorrection Social Validity Student" completed by the student(s) participating in the intervention at two time points: Pre and Post Intervention.

What does the teacher think about it?

See "Social Validity Adapted-IRP15 Adult" completed by the teacher(s) and parent(s) involved in the intervention at two time points: Pre and Post Intervention.

Comprehensive, Integrated, Three-Tiered Model of Prevention

Lan, Kalberg, & Menzies, 2009

Primary Prevention (Tier 1)

≈80%

Goal: Prevent Harm

School/classroom-wide systems for all students, staff, & settings

Secondary Prevention (Tier 2)

≈15%

Goal: Reverse Harm

Specialized group systems for students at-risk

Tertiary Prevention (Tier 3)

≈5%

Goal: Reduce Harm

Specialized individual systems for students with high-risk
### Sample Elementary Intervention Grid

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<th>Data to Monitor: Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-correction</strong></td>
<td>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring</td>
<td>One or more of the following:</td>
<td>Student Performance:</td>
<td>Meets targeted behavior criterion for 3 consecutive weeks</td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td></td>
<td>• direct measure of</td>
<td>Two consecutive weeks of zero discipline referrals during target time/activity</td>
</tr>
<tr>
<td></td>
<td>SRSS-E7: Moderate (4-8)</td>
<td></td>
<td>student behavior</td>
<td>and SRSS-E7: low risk (0-3)</td>
</tr>
<tr>
<td></td>
<td>SRSS-I5: Moderate (3-3)</td>
<td></td>
<td>targeted for</td>
<td>SRSS-I5: low risk (0-3)</td>
</tr>
<tr>
<td></td>
<td>SRSS-E7: High (9-21)</td>
<td></td>
<td>improvement</td>
<td></td>
</tr>
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<td></td>
<td>SRSS-I5: High (4-13)</td>
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<td></td>
<td>2 or more ODRs per day in a class</td>
<td></td>
<td>checklist:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>AND</em> <em>OR</em></td>
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<td></td>
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<td>Academic</td>
<td></td>
<td>checklist:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistent, predictable pattern</td>
<td></td>
<td>Social validity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of academic errors</td>
<td></td>
<td>• IRP-15 (teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• student completed survey</td>
<td></td>
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**Sample Middle/High School Intervention Grid**

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<td>• IRP-15 (teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• student completed survey</td>
<td></td>
</tr>
</tbody>
</table>

**Will you please ....**

Plan: Implementation Checklist for Success: Pre-correction
Consider a Book Study

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eric.common@ku.edu
david.royer@ku.edu

Managing Challenging Behaviors in Schools

Low-Intensity Strategies

Classroom Management

Instructional Delivery

Self-Monitoring

Behavior Contracts

Opportunities to Respond

Behavior-Specific Praise

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Behavioral Intervention

Supporting Behavior for School Success

Comprehensive, Integrated, Three-Tiered (C3TI) Model of Prevention

Building Your C3TI Model

Presentation

Functional Assessment Based Interventions

Sustained Learning