Supporting Behavior for School Success: Teacher-Level Strategies to Manage Behavior and Support Instruction
Chapel Hill, North Carolina
Kathleen Lynne Lane, Ph.D., BCBA-D

Agenda
• A look at Behavior Specific Praise
• A look at Precorrection
• A look at Active Supervision
Low-Intensity Strategies for Academics and Behavior

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


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

ci3t.org

Professional Learning tab

ci3t.org

 sustainable, integrated, three-tiered (Ci3T) model of prevention

The Behavior Education Program (BEP)

Professional Learning tab

A Look at High-probability Request Strategies

A Look at Increasing Opportunities to Instructional Choice
Low-Intensity Strategies: Using Behavior Specific Praise to Support Instruction

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
Agenda

• What is behavior specific praise (BSP)?
• Why is BSP effective?
• What does the supporting research for BSP say?
• What are the benefits and challenges?
• How do I implement behavior specific praise in my classroom?

Checklist for Success

• 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

≡15%

Secondary Prevention (Tier 2)

≡80%

Primary Prevention (Tier 1)

Academic Behavioral Social

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Goal: Reverse Harm
Specialized group systems for students at-risk

PBIS Framework

Validated Curricula

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

Assess, Design, Implement, and Evaluate

Basic Classroom Management

Effective Instruction

Low Intensity Strategies

Higher Intensity Strategies

Assessment

Lane and Oakes 2013
What is Behavior Specific Praise?

- Behavior Specific Praise (BSP): Praise statements that include reference to the specific behavior for which the student is being recognized (Brophy, 1981; Sutherland, Welby, & Copeland, 2000)
- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

(Haydon, Musti-Rao, 2011, p. 31)

Examples

- "Bob, great job showing your work on your math homework.
- "I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe.”

BSP is a form of positive reinforcement

Why is Behavior Specific Praise effective?

- More effective when
  - It is behavior specific rather than general praise
  - Teachers use strategies to intentionally increase their rate of BSP and target their delivery of BSP to identified students (Thompson, Marchant, Anderson, Prater, & Gibb, 2012).
- Simple, effective, requires minimal effort
- Instructional feedback delivered at a rate of four positive to one negative (4:1 ratio; Myers, Simonsen, & Sugai, 2011)
- Most effective when delivered consistently and immediately after desired behavior
- Establishes supportive and positive classroom environment (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Reinke, 2009)
What does the supporting research for BSP say?

- Increasing preschool student’s on-task behavior during transitions in inclusion classrooms (Fullerton, Conroy, & Correa, 2009)
- Increasing teachers’ use of behavior specific praise in self-contained classrooms (Hawkins & Helfin, 2011)
- Increasing time spent inside the classroom in a residential facility (Kennedy & Jolivette, 2008)

See “Behavior Specific Praise Resource Guide” for additional supporting research and information.

Supporting Research

What are the benefits and challenges?

Benefits
- Takes little effort and costs nothing
- Improves student-teacher relationships
- Not time consuming or intrusive
- Increases on-task behavior and reduces problem behavior
- Increases positive social and academic behaviors

(Lampi, Fenty, & Beaumae, 2005; Marchant & Anderson, 2012; Stormont & Reinka, 2009)

Challenges
- Determine students’ preferred method of praise – public or private
- Consider the needs of students who are more motivated by escaping tasks or activities rather than accessing teacher attention
How do I implement behavior specific praise in my classroom?

Checklist for Success

Step 1: Evaluate current rates of general and behavior specific praise.
Step 2: Identify behaviors to reinforce.
Step 3: Practice delivery of BSP.
Step 4: Observe student behavior.

How do I increase BSP in my classroom? Checklist for Success

- Step 1: Evaluate current rates of general and behavior specific praise
- Step 2: Identify behaviors to reinforce
- Step 3: Practice delivery of BSP
- Step 4: Observe student behavior
- Step 5: Provide BSP
- Step 6: Monitor BSP delivery
- Step 7: Seek student input

See “Behavior Specific Praise Implementation Checklist for Success”
How well is it working?
Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
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<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>
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Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether behavior specific praise is carried out as intended.

Treatment integrity checklist items:

1. Did I identify target behaviors and/or students to acknowledge using BSP?
2. Did I prepare to deliver BSP prior to the lesson (i.e., scripts complete, deliver practiced, additional reinforcers gathered)?
3. Did I observe students for the target behavior (or a portion/approximation thereof)?
4. Did I provide a praise statement that acknowledged a specific target behavior and was administered immediately following the target behavior?
5. Did I self-monitor my use of BSP?

What does the student think about it?

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

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### Sample Elementary Intervention Grid

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<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Postens</th>
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</thead>
</table>
| Behavior specific praise | Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability). | One of more of the following: 
- SRSS-E7: Moderate (4-8) 
- SRSS-I5: Moderate (2-3) 
- SRSS-E7: High (9-21) 
- SRSS-I5: High (4-15) 
- Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSiS-PSG 
- 2 or more ODRs within a grading period AND/OR 
- Academic: 
  - Two of more missing assignments within a grading period 
  - AIMSweb: intensive or strategic level (math or reading) 
  - Progress report: Targeted for Growth for academic learning behaviors | Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). Treatment integrity checklist Social validity IRP-15 (teacher) Student-completed survey | 0-1 ODRs in a grading period and Zero missing assignments in a grading period and SRSS-E7: Low (0-3) SRSS-I5: Low (0-1) or Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG |

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### Sample Secondary Intervention Grid

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- SRSS: Moderate (4-8) 
- SRSS: High (9-21) 
- Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSiS-PSG 
- 2 office discipline referrals (ODRs) within a grading period AND/OR 
- Academic: 
  - Report card: 1 or more course failures 
  - Two of more missing assignments within a grading period in a class 
  - AIMSweb: intensive or strategic level (math or reading) 
  - Retain 2.5 GPA | Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). Treatment integrity checklist Social validity IRP-15 (teacher) Student-completed survey | 0-1 ODRs in a grading period and 2.5 GPA or higher Zero missing assignments per class in a grading period and SRSS: Low (0-3) or Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG |
CI3T Ticket Examples

Will you please ....

Draft a list of behavior specific praise statements you can use ...
• In your classroom during various instructional activities.
• In other key areas in your building (see expectation matrices).
• Encourage the use of skills taught during your school-wide social skills program.

Plan ...
Implementation Checklist for Success: BSP

Let's talk ...

Will you please ....

Plan ...
Implementation Checklist for Success: Behavior Specific praise
Low Intensity Strategies: A Look at Precorrection

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

Goal: Reduce Harm
Specialized individual systems for students with high-risk

Primary Prevention (Tier 1)
Approximately 80%
Academic, Behavioral, Social

Secondary Prevention (Tier 2)
Approximately 15%
PBIS Framework

Tertiary Prevention (Tier 3)
Approximately 5%
Specialized group systems for students at-risk

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

Higher Intensity Strategies

Assessment
Low-Intensity Strategies for Academics and Behavior

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

Behavior Contracts
Self-monitoring

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.
What is a Precorrection?

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

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

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

- Keep hands to yourself
- Use a quiet voice
- Be courteous of other classes
- As a proud citizen of McKinley Junior High School, we will...

Lane and Oakes 2013
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?

- 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

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)

Where might students currently have challenges?
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

Supporting Research

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 precorrection in my classroom? Checklist for Success

<table>
<thead>
<tr>
<th>Step</th>
<th>Task Description</th>
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<tbody>
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<td>Step 1</td>
<td>Identify contexts and anticipated behaviors.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Determine the expected behaviors.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Adjust the environment.</td>
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<tr>
<td>Step 4</td>
<td>Provide opportunities for behavioral rehearsal.</td>
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<td>Step 5</td>
<td>Provide strong reinforcement to students engaging in expected behaviors.</td>
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<tr>
<td>Step 6</td>
<td>Develop a prompting plan to remind students about the expected behavior.</td>
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<td>Step 7</td>
<td>Develop a monitoring plan to determine the effectiveness of the precorrection plan.</td>
</tr>
<tr>
<td>Step 8</td>
<td>Offer students an opportunity to give feedback on this strategy.</td>
</tr>
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</table>

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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 behaviors.
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.
How well is it working? Examining the Effects

- **Treatment Integrity**: Is it happening?
- **Social Validity**: What do stakeholders think about the goals, procedures, and outcomes?
- **Experimental Design**: How well did this support work for this student?

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?

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

Goal: Reduce Harm
Specialized individual systems for students with high-risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Goal: Reverse Harm
Specialized group systems for students at-risk

PBIS Framework

Validated Curricula

Sample Elementary Intervention Grid

<table>
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<tr>
<th>Supports</th>
<th>Description</th>
<th>School/Type Data Collection</th>
<th>Data to Monitor (Form 1-10)</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| Pre-correction | 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 | 1. Data on the number of days of instruction, 2. Data on the number of student-teacher interactions, 3. Data on the number of student-staff interactions, 4. Data on the number of student-parent interactions, 5. Data on the number of student-student interactions | Student Performance • direct measure of student behavior targeted for improvement | Social validity • teacher survey of student behavior | Meets targeted behavior criteria for 3 consecutive weeks

Two consecutive weeks of zero discipline referrals during target time / activity

SRSS-E7: High (0-15) SRSS-I5: High (0-15)
Sample Middle/High School Intervention Grid

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-</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>
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</table>

**Entry Criteria**

One or more of the following:

- **Behavior**: SRSS-E7: Moderate (4-8)
- **SRSS-E7**: High (9-21)
- 2 or more ODRs per day in a class
- AND/OR
- **Academic**: Consistent, predictable pattern of academic errors

**Data to Monitor Progress**

- **Student Performance**: direct measure of student behavior targeted for improvement
- Treatment integrity checklist
- Social validity

**Exit Criteria**

- Meets targeted behavior criterion for 3 consecutive weeks
- Two consecutive weeks of zero discipline referrals during target time / activity
- SRSS-E7: low risk (0-3)

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Expanding Your Tool Kit

- CI3T: Tertiary Prevention
- CI3T: Secondary Prevention
- CI3T: Primary Prevention

**Session 1:**
Overview of CI3T Prevention Models

**Session 2:**
Mission and Purpose

**Session 3:**
Procedures for Monitoring

**Session 4:**
Revise Primary Plan using Stakeholder feedback

**Session 5:**
Overview of Teacher focused Strategies

**Session 6:**
Final revisions of CI3T Plan based on stakeholder feedback

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MTSS: CI3T Training Series

**Session 5:**
1. Overview of Teacher focused Strategies
2. Drafting a new CI3T Plan
3. Drafting student focused Strategies
4. Drafting Tertiary Prevention Intervention Grids

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Additional Professional Development on Specific Topics

- Core Content Curriculum
- Check In - Check Out
- Functional Assessment-based Interventions
- Additional Tier 3 Supports

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Lane and Oakes 2013
Will you please ....

Low-Intensity Strategies: Using Active Supervision to Support Instruction

Agenda

- Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
- A Look at Active Supervision
  - What is active supervision?
  - Why is active supervision effective?
  - What does the supporting research for active supervision say?
  - What are the benefits and challenges?
  - How do I active supervision in my classroom?

Checklist for Success

- How well is it working? Examining the Effects
What is active supervision?

Use of “Specific and overt behaviors (scanning, escorting, interacting) designed to prevention problem behavior and promote rule-following behavior” (Colvin, Sugai, Good, & Lee, 1997, p. 346).

Effectiveness is increased when used with precorrections.

Distinct Elements (De Pry & Sugai, 2002; Haydon & Scott, 2008):
- Established expectations
- Frequent scanning of context
- Positive interactions (verbal and nonverbal precorrections and prompts)
- Reinforcement of desired behavior
- When necessary, correction to help success

(Lane, Menzies, Ennis, & Oakes, 2015)

Why is active supervision effective?

- Proactive: It is more efficient to preventing problems from occurring or escalating than addressing after they occurred (Colvin, 2004)

- Provides routines and structures to avoid problem behavior caused by overcrowding and impersonalized learning (Jackson, 1990).

- Systematically averts challenges while using prompting prosocial behaviors- PBIS (Sugai & Horner, 2006)

(Lane, Menzies, Ennis, & Oakes, 2015)
What does the supporting research for active supervision say?

- Reduces high rates of minor classroom behavior (De Pry & Sugai, 2002)
- Increases time spent learning in middle school (Haydon, DeGreg, Maheady, & Hunter, 2012)
- Improving behaviors during transition (Colvin, Sugai, Good, & Lee, 1997)
- Reduces tardiness to class in middle and high school (Tyre, Feuerborn, & Pierce, 2011)

Supporting Research

See "AS Resource Guide" for additional supporting research and information.

What are the benefits and challenges?

**Benefits**
- Reduces problem behavior in multiple school contexts
- Improves times spent on-task
- Can target specific behaviors
- Essential part of school safety
- Proactive

**Challenges**
- Performing consistently is difficult
- Requires some innate ability to monitor student activity
- Requires prerequisite familiarity and fluency of pre-correction, prompting, and reinforcement

(Lane, Menzies, Emms, & Oakes, 2015)
How do I implement active supervision in my classroom?

**Step 1:** Identify the activity or transition period that would benefit most from active supervision.

**Step 2:** Ensure that the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.

**Step 3:** Provide the cue or prompt to begin the activity.

**Step 4:** As the activity unfolds, scan and monitor the area.

(Lane, Menzies, Ennis, & Oakes, 2015)

How do I implement active supervision in my classroom?

**Step 5:** Signal your awareness of students’ actions through proximity, prompts, and non-verbal communication.

**Step 6:** Manage infractions and off-task behavior efficiently: privately, businesslike, and with opportunities for positive interactions.

**Step 7:** At appropriate intervals and at the end of the activity or transition, reinforce students’ good behavior with positive comments and gestures.

**Step 8:** Provide the students with an opportunity to give feedback.

(Lane, Menzies, Ennis, & Oakes, 2015)

How do I increase Active Supervision in my classroom? Checklist for Success

See "AS Implementation Checklist"

(Lane, Menzies, Ennis, & Oakes, 2015)
How well is it working? Examining the Effects

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Ensuring the Strategy is in Place: Treatment Integrity

See "AS Treatment Integrity Checklist"

Social Validity: What does the student think about it?

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

See "AS Social Validity Student Survey" for Pre and Post
Social Validity: What does the teacher think about it?

See "Social Validity Adapted-1995 Adult" for Pre and Post

Completed by the teacher and/or parent participating in the intervention at two time points: pre and post intervention

Sample Elementary Grid Illustration

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One or more of the following:
- Percentage of students late to class at or the end of the school day exceeding 30% during a 2-week period
- 100% of students during lunch for a 2-week period
- More than 30% of students in a class are off-task during the first period of the school day
- More than 30% of students in a class exceed allotted time for transitions
- No planned exit criteria; New procedure to remain in place for the balance of the school year

Sample Middle/High Grid Illustration

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One or more of the following:
- Percentage of students late to first period exceeding 10% during a 2-week period
- 5+ ODRs earned during lunch for a 2-week period
- More than 20% of students in a class are off-task during group activities for a 2-week period
- More than 20% of students in the school tardy to one or more periods for a 1-week period of time
- No planned exit criteria; New procedure to remain in place for the balance of the school year
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

Will you please ....

Plan ...
Implementation Checklist for Success: Active Supervision

Thank you
Kathleen.Lane@KU.edu
www.ci3t.org