Supporting School Success!
Feasible Strategies for Supporting Engagement and Reducing Challenging Behavior

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2019 Pennsylvania Positive Behavior Implementers’ Forum
www.ci3t.org

Academic ◇ Behavioral ◇ Social

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

Working collaboratively to support learning for all students
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menesies, 2009)

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Secondary (Tier 2) Intervention Grids

- Academic
- Behavioral
- Social Skills

Faculty and staff will:
- Implement evidence-based practices
- Monitor student progress
- Provide additional support to students who need it

Secondary (Tier 2) Intervention Grids

- Academic
- Behavioral
- Social Skills

Faculty and staff will:
- Implement evidence-based practices
- Monitor student progress
- Provide additional support to students who need it

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

Primary Prevention (Tier 1)
≈80%

Secondary Prevention (Tier 2)
≈15%

Tertiary Prevention (Tier 3)
≈5%

Tertiary (Tier 3) Intervention Grids

Transparency and Access
Benefits of Ci3T Models

A Focus on Teacher-Level Strategies
Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective Instruction
Low-Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions
Assess, Design, Implement, and Evaluate

Low-Intensity Strategies for Academics and Behavior

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

Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies
Monitoring Progress

- 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?

Professional Learning tab

- Experimental Design
- Monitoring Progress
- Social Validity
- Treatment Integrity
Building Your Toolbox
1. Instructional choice
2. Opportunities to respond
3. Precorrection

Explore "Professional Learning" on ci3t.org.
Download Instructional Choice
Opportunities to Respond
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

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

Primary Prevention (Tier 1)
=80%

Secondary Prevention (Tier 2)
=15%

Tertiary Prevention (Tier 3)

Validated Curricula

Academic
Behavioral
Social

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

Low Intensity Strategies

Assessment

Schoolwide Positive Behavior Support

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

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Higher Intensity Strategies

Assessment

Design, Implement, and Evaluate
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**
- Paper, presentation, or YouTube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day.
- Think-Tac-Toe Boards

**Within-activity Choices**
- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

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.

• **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.

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How well is it working? Examining 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>
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</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?

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

What does the teacher think about it?

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 Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</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:</td>
<td>Student Performance - Academic engaged time - Percentage of work completed</td>
</tr>
<tr>
<td></td>
<td>Behavior:</td>
<td>SRSS-E7 Score: Moderate (4-8)</td>
<td>Treatment Integrity - Implementation &amp; TI checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRSS-I5 Score: Moderate (2-3)</td>
<td>Social Validity - Student &amp; teacher pre/post survey</td>
</tr>
<tr>
<td></td>
<td>_ AND ___ OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic:</td>
<td>Progress Reports; Successful Learning Behaviors - Targeted for growth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gradebook: 2+ incomplete assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.</td>
</tr>
</tbody>
</table>

Work with a neighbor to review the Instructional Choice Checklist for Success from ci3t.org.

Low-Intensity Strategies: Using Opportunities to Respond 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

Supporting Behavior for School Success
Managing Challenging Behaviors in Schools

Agenda

• Introduction:
  – What is OTR?
  – Why is OTR effective?
  – What does the supporting research for OTR say?
  – What are the benefits and challenges?
  – How do I OTR in my classroom?
  – Implementation Checklist
  – How well is it working? Examining the Effects

What is OTR?

• Opportunities to respond (OTR) is a strategy for students to:
  review material, acquire skill fluency,
  commit information to memory, and
  increase on-task behavior and reduce misbehavior.
• Allows for frequent opportunities, within a set time period, to
  respond to teacher questions or prompts about targeted
  academic materials.
• Best used when material or concepts have been taught…
  promotes student engagement as they practice the information or
  skill.
• Students respond individually or in unison (choral)

(Lane, Menzies, Ennis, & Oakes, 2015)
What is OTR? (cont.)

**Verbal Responding**
- Choral Response (Haydon et al., 2009)
  - Every student answers question/prompt
- Questioning
  - Think, Pair, Share
  - Partners

**Non-Verbal Responding**
- Signal
  - Thumbs up/down
- Response Card
  - Agree/Disagree, A/B/C/D, True/False
- Individual white boards
- Guided Notes
- Student Response Systems (Clickers; Blood & Gulchak, 2013)

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**Example**

Illustration: Activities to demonstrate knowledge using white boards:

- **Cue:** “Class, please solve for the product of 28 X 4.”
- **Wait:** After 10 seconds: “Hold up your whiteboards.” Prompt “What is the answer?”
- **Feedback:** “I see almost all of you found the correct answer is 112. Nice work!”
- **Next Question:** “This is individual, solve for the product of 32 X 3.”

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**Why is OTR effective?**

- Whole-group OTR allows teacher to quickly determine:
  - students’ proficiency with the material,
  - if more practice is needed, and
  - which students may require more intensive supports.
- Promotes fluency and automaticity, freeing students to tackle more complex concepts.
- Increases active participation, even during whole-group delivery.
- Feedback is rapid and matter-of-fact, which reduces the pressure of answering correctly. “Correct” or “That is not correct, the answer is X” (Haydon et al., 2010)

(Lane, Menesies, Ennis, & Oakes, 2015)
What does the supporting research for OTR say?

- Effectiveness demonstrated from preschool (Godfrey et al., 2003) to middle school (Haydon & Hunter, 2011).
- Increasing participation in elementary and secondary classrooms (Haydon & Hunter, 2011; Maheady et al., 2002; Narayan et al., 1990; Wood et al., 2009).
- Decreasing disruptive behavior in elementary classrooms (Haydon et al., 2010; Haydon et al., 2009).
- Improving academic outcomes for students with emotional and behavioral disorders (Sutherland et al., 2003).

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

What are the benefits and challenges

**Benefits**
- Instructional format that is efficient and engaging
- Facilitates participation of all students
- Review of material or concepts in promoting fluency and engagement
- Supports teachers in reaching levels of engagement by effective instruction – 75-80% academic engaged time
- Requires relatively little preparation and can be used for a variety of lessons across all grade levels

**Challenges**
- Teacher’s adjustment to the rapid pacing
- Preparation of sufficient number or prompts or questions as part of lesson planning
- Monitoring student performance and adjusting level of difficulty for successful practice

(Kounin, 1970; Lane, Menzies, Ennis, & Oakes, 2015; Sutherland & Wright, 2013; Walker & Severson, 1992)
How do I implement OTR in my classroom?

Step 1: Identify the lesson content to be taught and the instructional objective.
Step 2: Prepare a list of questions, prompts, or cues related to the content.
Step 3: Determine the modality by which content will be delivered.
Step 4: Determine the modality by which students will respond.

How do I implement OTR in my classroom?

Step 5: Explain to students how the format works and the rationale for using it.
Step 6: Conduct the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.
Step 7: Respond to student answers with evaluative and encouraging feedback.
Step 8: Offer students an opportunity to give feedback.

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

Step 1: Identify the lesson content to be taught and the instructional objective.
Step 2: Prepare a list of questions, prompts, or cues related to the content.
Step 3: Determine the modality by which content will be delivered.
Step 4: Determine the modality by which students will respond.
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Step 7: Respond to student answers with evaluative and encouraging feedback.
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How well is it working? 
Examining the Effects

Treatment Integrity  
Social Validity  
Experimental Design

Is it happening?  
What do stakeholders think about the goals, procedures, and outcomes?  
How well did this support work for this student?

Ensuring the Strategy is in Place: 
Treatment Integrity

Treatment integrity checklist items:
1. Did I identify the instructional objective?
2. Did I prepare a list of questions/prompts in advance?
3. Did I choose an appropriate presentation format?
4. Did I decide on how students will respond and prepare accordingly?
5. Did I explain to students how to respond to the questions/prompts?
6. Did I reach a presentation rate of at least three OTR per minute?
7. Did I respond to student answers with evaluative and encouraging feedback?
8. Did I offer the students an opportunity to give feedback?

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
Social Validity: What does the teacher think about it?

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

Sample Elementary Intervention Grid

Support | Description | School-wide Data | Entry Criteria | Data to Monitor Progress | Exit Criteria | Social Validity
--------|-------------|-----------------|---------------|--------------------------|--------------|--------------
Opportunities to respond

Increasing student’s opportunities to respond (OTR)

is a strategy that helps students review material, acquire skill fluency, and access information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategies are designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or group responding, within a set time period (e.g., 10 min) to respond to teacher question or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.

One or more of the following:

Behavior:
- SRSS-E7: Moderate (4-8)
- SRSS-I5: Moderate (2-3)
- SRSS-E7: High (9-21)
- SRSS-I5: High (4-15)
- SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale
- Office discipline referrals (ODRs) 2 or more within a grading period

Academic:
- Missing Assignments: 2 or more within a grading period
- Progress report: C or higher in subject area targeted

Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruptive, % of intervals) or weekly progress monitoring (e.g., weekly quiz scores)

Treatment integrity:
- Implementation checklist
- Treatment integrity checklist

Social Validity
- IRP-15 (teacher)
- CIRP or OTR Social Validity Form (student)

ODRs 0-1 in a grading period and
No missing assignments in a grading period and
SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

Sample Middle/ High Intervention Grid

Support | Description | School-wide Data | Entry Criteria | Data to Monitor Progress | Exit Criteria | Social Validity
--------|-------------|-----------------|---------------|--------------------------|--------------|--------------
Opportunities to respond

Increasing student’s opportunities to respond (OTR)

is a strategy that helps students review material, acquire skill fluency, and access information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategies are designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or group responding, within a set time period (e.g., 10 min) to respond to teacher question or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.

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- Progress report: C or higher in subject area targeted

Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruptive, % of intervals) or weekly progress monitoring (e.g., weekly quiz scores)

Treatment integrity:
- Implementation checklist
- Treatment integrity checklist

Social Validity
- IRP-15 (teacher)
- CIRP or OTR Social Validity Form (student)

GPA 2.5 or higher and
No missing assignments in targeted class in a grading period and
SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale
Low Intensity Strategies: A Look at Precorrection

Comprehensive, Integrated, Three-Tiered Model of Prevention

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

≈80%
Primary Prevention (Tier 1)

≈15%
Secondary Prevention (Tier 2)

≡1%
Tertiary Prevention (Tier 3)

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

PBIS Framework

Validated Curricula

Academic Behavioral Social

Lane, Kalberg, & Menzie, 2009
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

Assessment

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 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

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

Managing behavior with precorrection:

VS.

Managing behavior with consequences:

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

(Cohen 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 “Percorrection Implementation Checklist for Success”

How well is it working?
Examining the Effects

Treatment Integrity

Social Validity

Experimental Design

Is it happening?

What do stakeholders think about the goals, procedures, and outcomes?

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?

See “Percorrection 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

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

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

Primary Prevention (Tier 1)

≈80%

Secondary Prevention (Tier 2)

≈15%

Tertiary Prevention (Tier 3)

≈0.2%

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

PBIS Framework

Validated Curricula

Academic

Behavioral

Social
Sample Elementary Intervention Grid

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<td>Student Performance • direct measure of student behavior targeted for improvement Treatment integrity implementation checklist treatment integrity checklist Social validity • IRP-15 (teacher) • student completed survey</td>
<td>Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time/activity and SRSS-E7: low risk (0-3) SRSS-I5: low risk (0-3)</td>
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Sample Middle/High School Intervention Grid

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</tr>
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Work with a neighbor to review the Precorrection Checklist for Success from ci3.org.
Expanding Your Toolbox

1. Opportunities to respond
2. High-probability request sequences
3. Instructional choice

Monthly Faculty Presentations

MARCH 2017
Consider a Book Study

Supporting Behavior for School Success

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

Classroom Management
- Managing Challenging Behaviors in Schools
- Low-Intensity Strategies
- Self-Monitoring
- Behavior Contracts

Instructional Delivery

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Connect it to your Primary Plan

Include teacher-delivered strategies for teaching, reinforcing, and monitoring across academic, behavior, and social responsibilities.

Building a Ci3T Tier Library

- Teacher Delivered Strategies (T1 T2)
- Tier 1
- Tier 2
- Tier 3
Consider Teacher-Delivered Strategies Across Tiers

Opportunities to Respond
Behavior-Specific Praise
Active Supervision
Instructional Feedback

High-Probability Requests
Precorrection
Instructional Choice

ci3t.org

THANK YOU (for being engaged!)
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