

Supporting School Success –
Back to the Basics!
Feasible Strategies for
Supporting Engagement

Association of Positive Behavior Support: Workshop
San Diego, California
March 31, 2018

Kathleen Lynne Lane, Ph.D., BCBA-D
University of Kansas

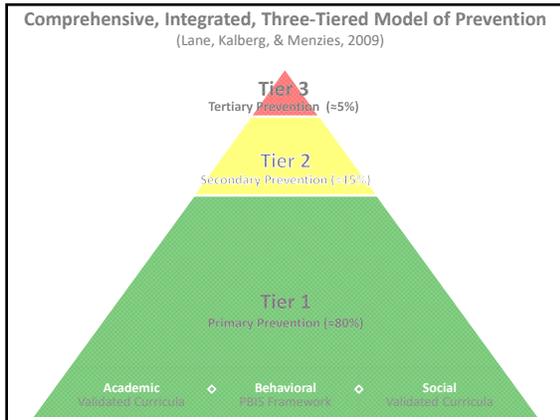
Wendy Peia Oakes, Ph.D.
Arizona State University

Thank you...
For Your Commitment to ALL Students

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
 - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
 - relied on reactive approaches to address these challenges (Horner & Sugai, 2015)

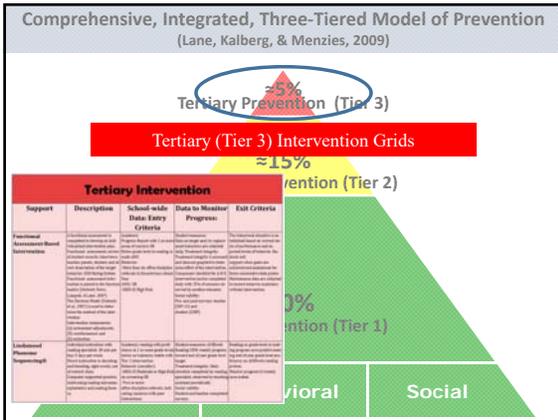
Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics...”

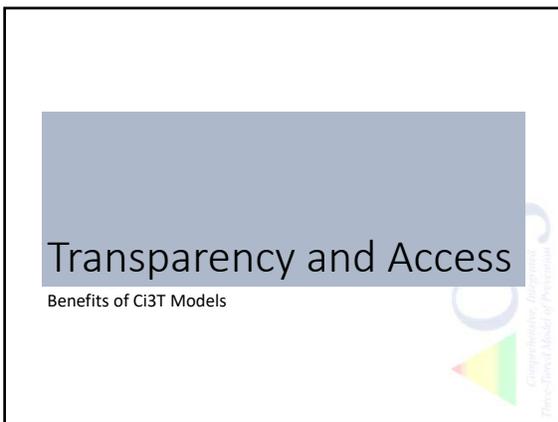
2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

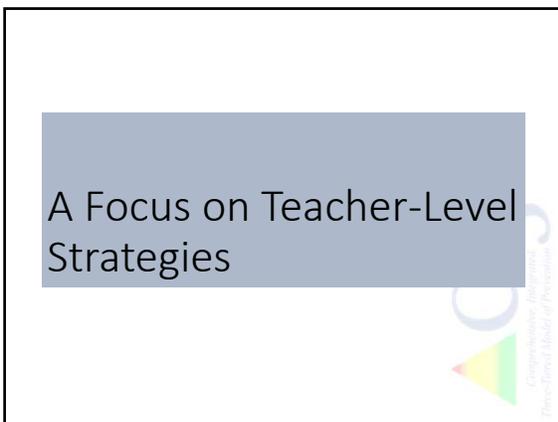


Working collaboratively
to support learning for
all students

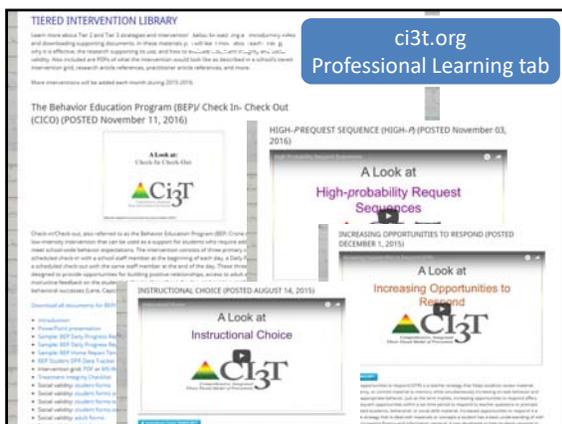
ies INSTITUTE OF EDUCATION SCIENCES

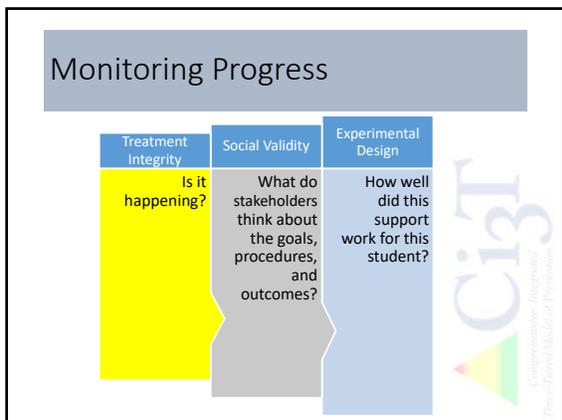












Building Your Toolbox

1. Instructional choice
2. Opportunities to respond
3. Precorrection



Explore "Professional Learning" on ci3t.org.
Download [Instructional Choice](#)
[Opportunities to Respond](#)
[Precorrection](#)

00:00

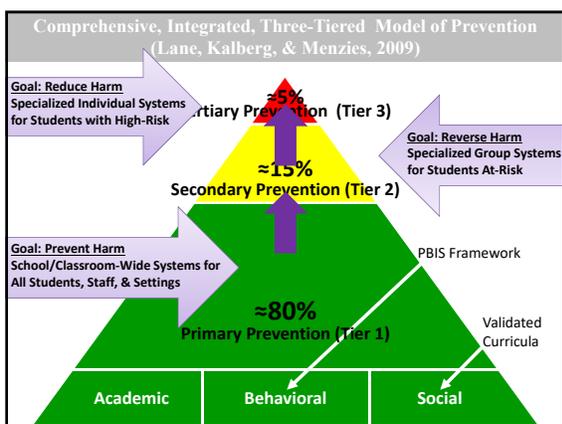


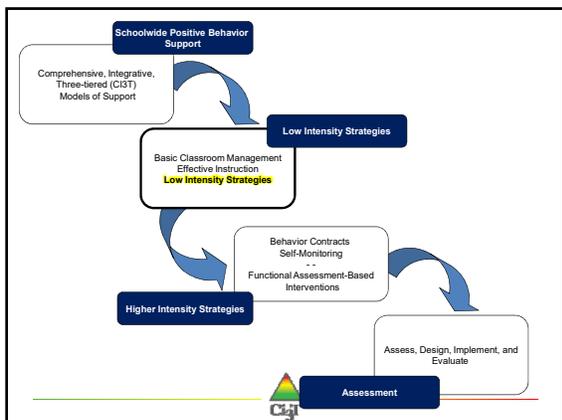
Low Intensity Strategies: A Look at Instructional Choice



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





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" (Jolivet, 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

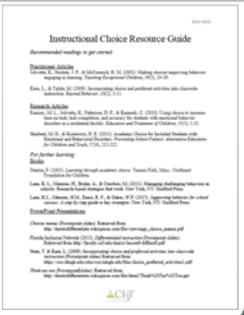


What does the supporting research for instructional choice say?

- 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, Jolivet, Patterson, & Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)




Supporting Research



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




What are the benefits & challenges?

<p>Benefits</p> <ul style="list-style-type: none"> • 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 	<p>Challenges</p> <ul style="list-style-type: none"> • 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.



How do I implement instructional choice in my classroom?
Implementation Checklist

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.



How do I implement instructional choice in my classroom?
Implementation Checklist

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? 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?





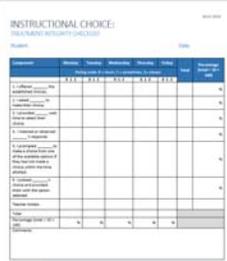
Making Certain the Strategy is in Place: Treatment Integrity

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

- Treatment integrity checklist

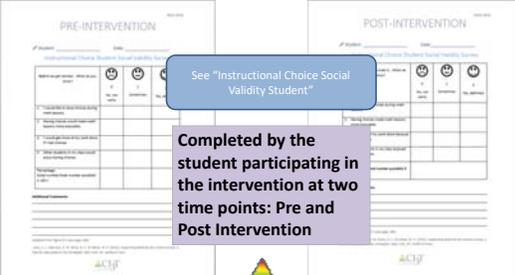
Example items:

- I offered _____ the established choices.
- I asked _____ to make their choice.
- I provided _____ wait time to select their choice.
- I listened or observed _____'s response.
- I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.
- I praised _____'s choice and provided them with the option selected.



See "Instructional Choice Treatment Integrity Checklist"

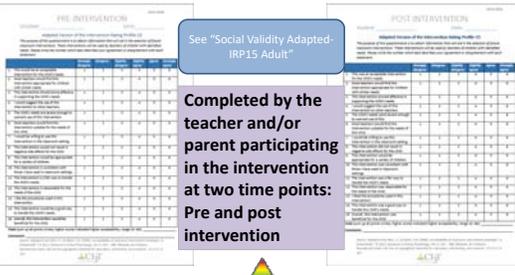
What does the student think about it?



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?

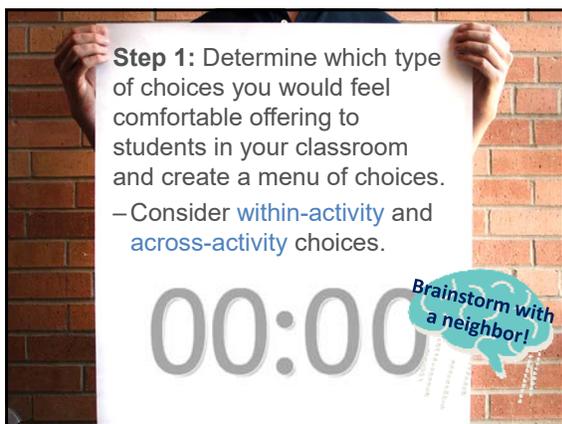


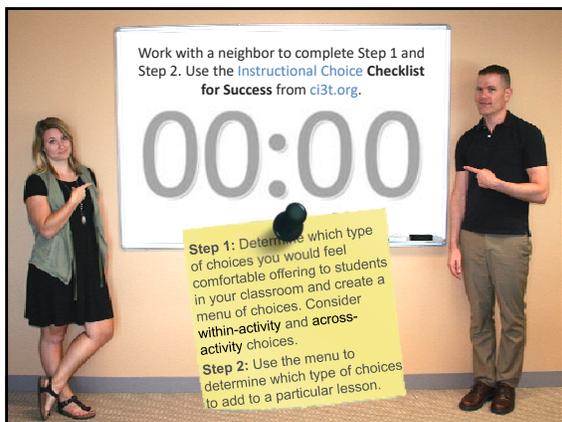
See "Social Validity Adapted-IRP15 Adult"

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

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

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



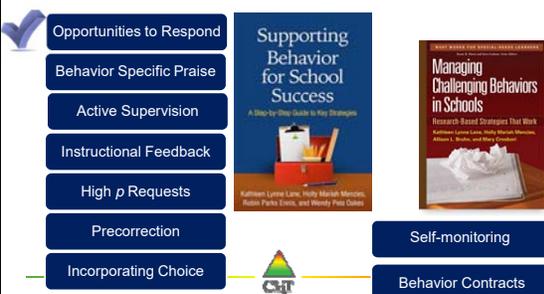


**Low-Intensity Strategies:
Using Opportunities to Respond to
Support Instruction**



*Comprehensive, Integrated,
Three-Tiered Model of Prevention.*

**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

- 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.)

<p>Verbal Responding</p> <ul style="list-style-type: none"> • Choral Response (Haydon et al., 2009) <ul style="list-style-type: none"> – Every student answers question/prompt • Questioning <ul style="list-style-type: none"> – Think, Pair, Share – Partners 	<p>Non-Verbal Responding</p> <ul style="list-style-type: none"> • Signal <ul style="list-style-type: none"> – Thumbs up/down • Response Card <ul style="list-style-type: none"> – Agree/Disagree, A/B/C/D, True/False • Individual white boards • Guided Notes • Student Response Systems (Clickers; Blood & Gulchak, 2013)
---	---



Example

Illustration: Activities to demonstrate knowledge using white boards:

- **Cue:** "Class, please solve for the product of 28×4 ."
- **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 32×3 ."



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 for 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

OPPORTUNITIES TO RESPOND
Implementation Checklist for Success

Name: _____ Date: _____

Room: _____

Item	Yes	No
1. I identified the lesson content to be taught and the instructional objective.		
2. I prepared a list of questions, prompts, or cues related to the content.		
3. I determined the modality by which content will be delivered.		
4. I determined the modality by which students will respond.		
5. I explained to students how the format works and the rationale for using it.		
6. I conducted the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.		
7. I responded to student answers with evaluative and encouraging feedback.		
8. I offered students an opportunity to give feedback.		

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.

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.

See "OTR Implementation Checklist for Success"

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?

See "OTR Treatment Integrity Checklist"

Ensuring the Strategy is in Place: Treatment Integrity

Treatment integrity checklist items:

- Did I identify the instructional objective?
- Did I prepare a list of questions/prompts in advance?
- Did I choose an appropriate presentation format?
- Did I decide on how students will respond and prepare accordingly?
- Did I explain to students how to respond to the questions/prompts?
- Did I reach a presentation rate of at least three OTR per minute?
- Did I respond to student answers with evaluative and encouraging feedback?
- Did I offer the students an opportunity to give feedback?

OPPORTUNITIES TO RESPOND
Treatment Integrity Checklist

Name: _____ Date: _____

Room: _____

Item	Yes	No
1. I identified the instructional objective.		
2. I prepared a list of questions/prompts in advance.		
3. I chose an appropriate presentation format.		
4. I decided on how students will respond and prepared accordingly.		
5. I explained to students how to respond to the questions/prompts.		
6. I reached a presentation rate of at least three OTR per minute.		
7. I responded to student answers with evaluative and encouraging feedback.		
8. I offered the students an opportunity to give feedback.		

See "OTR Treatment Integrity Checklist"

Social Validity: What does the student think about it?

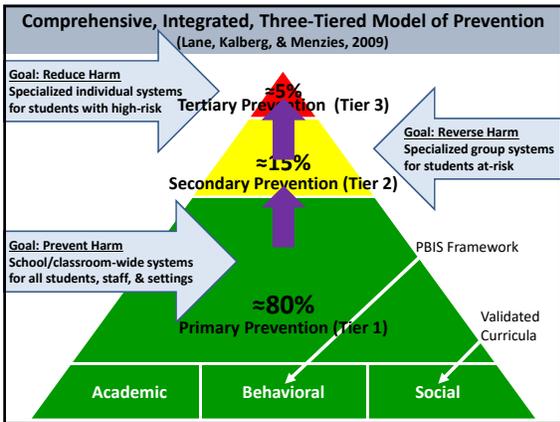
Social Validity: What does the teacher think about it?

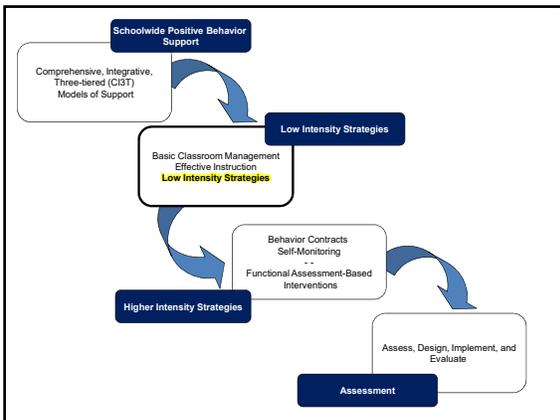
Sample Elementary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 2 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions 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: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> SSS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period AND/OR Academic: <input type="checkbox"/> Missing Assignments 2 of more within a grading period <input type="checkbox"/> Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted	Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score) Treatment integrity <ul style="list-style-type: none"> Implementation checklist Treatment integrity checklist Social validity <ul style="list-style-type: none"> 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 SRSS-E7: Low (0-3) SRSS-15: Low (0-1) or SSS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

**Low Intensity Strategies:
A Look at Precorrection**







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

What is a Precorrection?

Managing behavior with precorrection:	Managing behavior with consequences:
<ul style="list-style-type: none"> 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 	<p style="font-size: 2em; font-weight: bold;">VS.</p> <ul style="list-style-type: none"> 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)

- Identify the context and predictably challenging behaviors
- ↓
- Define the expected behavior
- ↓
- Modify the context to support student success
- ↓
- Provide students with an opportunity to practice the expected behavior
- ↓
- Provide students with strong reinforcement for completing the expected behavior
- ↓
- Create a prompting plan to remind students to engage in the expected behavior
- ↓
- Develop a monitoring plan to determine the effectiveness of the precorrection plan



Examples



The collage shows various classroom signs and documents. A prominent red sign reads "Be Respectful" with a list of expectations: "Keep hands to yourself", "Use a quiet voice", and "Be courteous of other classes". Other signs include "McKinley Pledge of Character" and "Expectations".



Examples



McKinley Elementary
Hallway Expectations

BE RESPECTFUL

- Walk quietly in the hallway
- Use a quiet voice
- Be courteous of other classes

BE RESPONSIBLE

- Walk around the perimeter
- Stay on the sidewalk
- Do not run
- Do not throw anything
- Do not drink or eat in the hallway
- Do not use the restroom in the hallway

BE SAFE

- Do not use the restroom in the hallway
- Do not drink or eat in the hallway
- Do not use the restroom in the hallway

- "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?

Where might students currently have challenges?



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



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 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

CTE

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

- 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

CTE

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.

PRECORRECTION
 Implementation Checklist for Success

Step	Task	Completed
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.	

CTE

See "Precorrection Implementation Checklist for Success"

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?

ALLEGHANY COUNTY COMMUNITY COLLEGE
Project 82

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"

PRECORRECTION Treatment Integrity Checklist											
Name:		Date:		Room:		Teacher:		Observer:		Notes:	
Behavioral Objective:											
Intervention:											
Item	1	2	3	4	5	6	7	8	9	10	11
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?

Pre-Intervention

PRECORRECTION Social Validity Student

Post-Intervention

PRECORRECTION Social Validity Student

Completed by the student(s) participating in the intervention at two time points:

← Pre and Post Intervention →

Name: _____

Date: _____

Room: _____

Teacher: _____

Observer: _____

Notes:

Name: _____

Date: _____

Room: _____

Teacher: _____

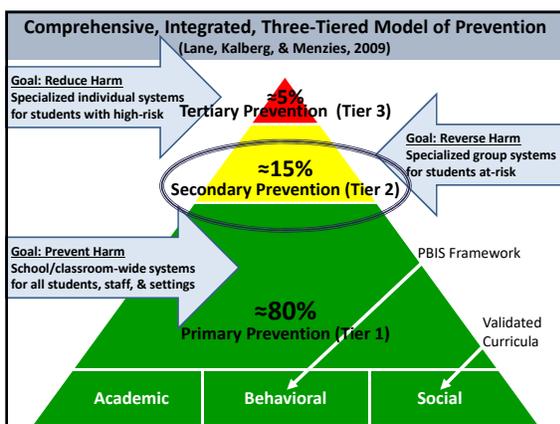
Observer: _____

Notes:

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



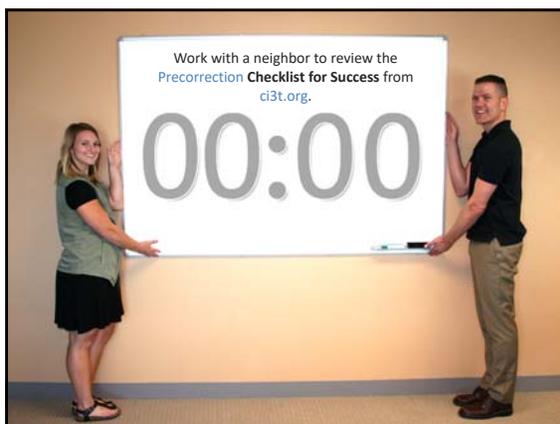
Sample Elementary Intervention Grid

Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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	One or more of the following: Behavior <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more ODRs per day in a class ___ AND ___ OR Academic <input type="checkbox"/> Consistent, predictable pattern of academic errors	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	Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time / activity and <input type="checkbox"/> SRSS-E7: low risk (0-3) <input type="checkbox"/> SRSS-I5: low risk (0-1)

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

Sample Middle/High School Intervention Grid				
Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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	One or more of the following: Behavior <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> 2 or more ODRs per day in a class ___ AND ___ OR Academic <input type="checkbox"/> Consistent, predictable pattern of academic errors	Student Performance <ul style="list-style-type: none"> • direct measure of student behavior targeted for improvement Treatment integrity <ul style="list-style-type: none"> • implementation checklist • treatment integrity checklist Social validity <ul style="list-style-type: none"> • IRP-15 (teacher) • student-completed survey 	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)


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



Expanding Your Toolbox

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



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



Consider Teacher-Delivered Strategies Across Tiers

