

# Low-Intensity Strategies to Support Engagement: Practical Strategies that Work!

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Lincoln Intermediate Unit

Summer Institute

New Oxford, PA

[www.ci3t.org](http://www.ci3t.org)

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




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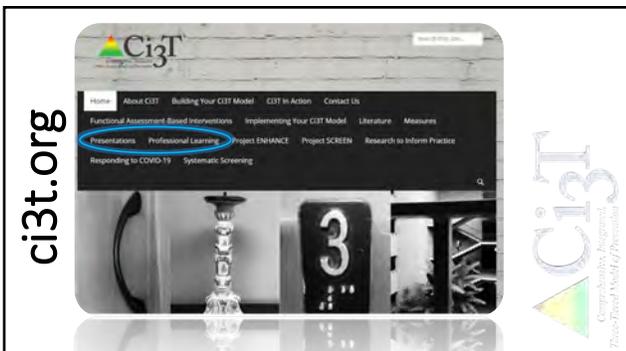
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## Agenda

- Welcome
- Setting the Stage
- Strategies
  - Instructional Choice
  - Precorrection
  - Active Supervision
- Action Planning

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




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Working collaboratively to support learning for *all* students

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High  $\rho$  Requests
- Pre-correction
- Incorporating Choice




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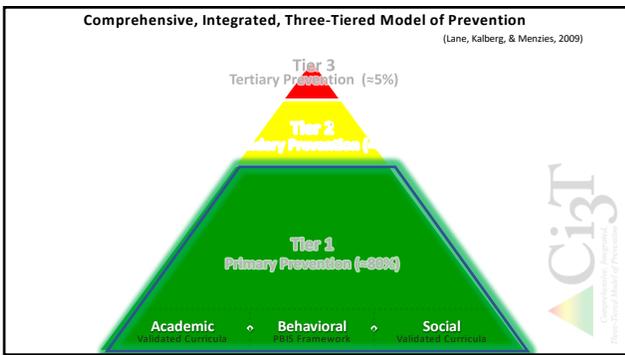
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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p><b>Facilitated that will:</b></p> <ul style="list-style-type: none"> <li>Use select mandated curriculum and instructional resources in the classroom</li> <li>Apply differentiated instruction</li> </ul> <p><b>Use proactive strategies to increase engagement. Examples:</b></p> <ul style="list-style-type: none"> <li>Active supervision</li> <li>Pre-correction</li> <li>Instructional feedback</li> <li>Instructional choice</li> <li>Increased opportunities to respond</li> <li>Behavior specific praise</li> </ul> <p>Use appropriate data to monitor students and track Tier 1 interventions</p> <p>Use the Dimension Model</p>	<p><b>Faculty and staff will:</b></p> <ul style="list-style-type: none"> <li>Review the Positive Behavioral Interventions and Supports (PBIS) Manual</li> <li>Provide behavior expectations with each student</li> <li>Provide behavior specific praise and positive reinforcement to students who display school-appropriate behavior in the both academic and non-academic settings</li> <li>Implement the reactive plan components</li> <li>Use a positive response to initial indicators of non-meeting expectations</li> <li>Praise students meeting expectations first</li> <li>Redirect students as needed</li> </ul>	<p><b>Faculty and staff will:</b></p> <ul style="list-style-type: none"> <li>Teach weekly Positive Action lessons</li> <li>One 20 minute lesson per week teacher lead</li> <li>One 40 minute lesson every other week co-taught by teacher and counselor</li> <li>Develop plan for specific lessons for each grade level</li> <li>Model social skills expected of students</li> <li>Agreements and contracts</li> <li>Maintain open lines of communication with students and parents</li> </ul>

**Ci3T Primary Plan: Procedures for Teaching**

**Ci3T Primary Plan: Procedures for Reinforcing**

**Ci3T Primary Plan: Procedures for Monitoring**




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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>Use district provided curriculum and instructional resources in the classroom.</li> <li>Meet 30 minutes core resource Math Expressions.</li> <li>ELA: 120 minutes per day (90 per week) core resource- Reading Street &amp; Literacy Study.</li> <li>Providing feedback in a timely manner to students and parents.</li> <li>Differentiate instruction to meet the needs of all students.</li> <li>Use practice strategies to support student engagement. Examples:             <ul style="list-style-type: none"> <li>Active supervision</li> <li>Instructional feedback</li> <li>Instructional choice</li> <li>Increased opportunities to respond</li> <li>Behavior specific praise</li> </ul> </li> <li>Use strategies to affect positive student self-view and health - Use the Houghton Mifflin Harcourt guide selection of intervention strategies.</li> <li>Communicate with parents and students in a variety of ways.</li> <li>Plan and implement effective lessons according to the Danvers Model.</li> </ul>	<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.</li> <li>Track and review expectations (August, November, January, March).</li> <li>Display and model school-wide expectations.</li> <li>Show consistent expectations with each student.</li> <li>Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and transition times.</li> <li>Demonstrate professional behavior and a positive attitude.</li> <li>Foster a safe environment for all students and implement the teacher plan consistently and with fidelity.</li> <li>Use a positive response to initial indicators of not meeting expectations:             <ul style="list-style-type: none"> <li>Praise students meeting expectations first</li> <li>Address students who are struggling</li> <li>Refract expectations</li> <li>Allow student time to respond to request and re-engage</li> <li>Recognize/acknowledge changed behavior</li> <li>Follow practice plan for responding to repeated off-behaviors.</li> </ul> </li> <li>Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the instructional guide to guide selection of intervention strategies.</li> <li>Follow guidelines on flow chart:             <ul style="list-style-type: none"> <li>Enter behavior data on "Report or Refer" line as incident</li> <li>Communicate with parents about problem-solving interventions</li> </ul> </li> </ul>	<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>Teach weekly Positive Action lessons:             <ul style="list-style-type: none"> <li>Grades K-2                 <ul style="list-style-type: none"> <li>One 20 minute lesson per week teacher lead</li> <li>One 30 minute lesson every other week co-taught by teacher and counselor</li> </ul> </li> <li>Grades 3-5                 <ul style="list-style-type: none"> <li>One 20 minute lesson per week teacher lead</li> <li>One 40 minute lesson every other week co-taught by teacher and counselor</li> </ul> </li> </ul> </li> <li>Use agendas for specific lessons for each grade level.</li> <li>Model social skills expected of students.</li> <li>Provide instant praise with behavior specific praise when students meet expectations.</li> <li>Report and solve the concerns of each staff and his or her family by using the Four Agreements and the Compass.</li> <li>Maintain open lines of communication with students and parent/guardians.</li> <li>Seek ways to involve parents in the school program.</li> <li>Participate and follow Sunflower Bully Prevention Program.</li> </ul>

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### A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

<p><b>Area I: Academics Responsibilities</b></p> <p><b>Faculty and Staff:</b> Teach core programs according to district and state standards with fidelity:</p> <ul style="list-style-type: none"> <li>English Language Arts - min of uninterrupted direct instruction; 30 min additional writing); Scott Foresman Reading Street™ Core</li> <li>Math (60 min of core) Houghton Mifflin Harcourt Math Expressions Core</li> <li>Differentiate instruction</li> </ul>	<p><b>Classroom Learning</b></p> <ul style="list-style-type: none"> <li>Maintain meaningful, engaging learning activities for students.</li> <li>Use proactive evidence-based strategies to support students' active engagement. Examples:             <ul style="list-style-type: none"> <li>Active supervision</li> <li>Proactive correction</li> <li>Instructional feedback</li> <li>Instructional choice</li> <li>Increased opportunities to respond</li> <li>Behavior specific praise</li> <li>High-yield requests</li> </ul> </li> <li>Communicate at least weekly with families and students.</li> <li>Develop an online classroom through the approved and supported platform.</li> <li>Maintain online classroom platform with learning activities connected to the weekly learning activities.</li> <li>Post weekly family newsletters to your online classroom.</li> <li>Notify families and students of regular online office hours.</li> <li>Be timely and prepared for office hours.</li> <li>Seek supports when needed (e.g., for technology, resources for families, materials for teaching and learning)</li> </ul>
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**Lincoln Elementary Expectation Matrix**

Classroom	Bus	Cafeteria	Playground	Restroom	Bus & Arrival/Dismissal
<p><b>Be RESPECTFUL</b></p> <ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Compliment with others</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of the hallway</li> <li>Face forward</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hand to yourself</li> <li>Use manners</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' personal space</li> <li>Follow the rules of the game</li> <li>Line up when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom and then return to class</li> <li>Stay in your zone</li> <li>Use restroom stall</li> <li>Give others priority</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words towards the bus driver and other students</li> <li>Listen to and follow the bus driver's instructions</li> <li>Stay in your personal space</li> </ul>
<p><b>Be RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li>Be on assignment area on time</li> <li>Remain in school for the whole day</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Remain self-control</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom materials</li> <li>Use materials for their intended purpose</li> <li>Use materials for their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Play approved games</li> <li>Use equipment appropriately</li> <li>Return equipment when you are done</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet</li> <li>Wash hands with soap</li> <li>Throw away any trash properly</li> <li>Report any problems to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Bring home all needed materials</li> <li>Take quality work home</li> <li>Remain in seat after you enter the bus</li> </ul>	

**Be RESPONSIBLE**

- Follow directions
- Use classroom materials
- Use materials for their intended purpose
- Use materials for their intended purpose

**Be RESPONSIBLE**

- Bring your required materials
- Turn in finished work
- Remain self-control

**Be RESPONSIBLE**

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- Bring your required materials
- Turn in finished work
- Remain self-control

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**Planning for an Integrated Approach**

Integrated Lesson Plan

Standards	Learning Objectives	Instructional Strategies	Assessment

**Teacher Reflection**

Implementation level of all, Limited, Partial, Full

High Impact Strategies (HIS) Instructional Practices (IP)

Active Supervision (AS) Behavior Specific Praise (BSP) Choice (C) High p Requests (HPR) Precorrection (P) OTR (Out of Time Request) Instructional Practices (IP)

What did not go as expected?

What would change in the future?

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**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

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. Guilford Press.

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**Low-Intensity Supports**

## Setting up for Success at Home

Resources for Educators

Resources for Families

- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Setting up for Success at Home Resource 1 - Plan for Safety First: Set
- Setting up for Success at Home Resource 2 - Schedule for Success
- Setting up for Success at Home Resource 2.1 - Schedule Template (w/
- Setting up for Success at Home Resource 3 - Set and Teach Expecta
- Setting up for Success at Home Resource 3.1 - Expectation Matrix (w/
- Setting up for Success at Home Resource 4.1 - Behavior Specific Pra
- Setting up for Success at Home Resource 4.2 - Choice Checklist
- Setting up for Success at Home Resource 4.3 - Proximity Checkli
- Setting up for Success at Home Resource 4.4 - Active Supervision Ch
- Setting up for Success at Home Resource 5 - Emotional Well-Bein

Resources for Administrators

<http://www.ci3t.org/covid>

Responding to COVID-19

### SETTING UP FOR SUCCESS AT HOME

Using CI3T Structures to Facilitate Positive, Productive, Continuous Learning Opportunities During the COVID-19 Crisis

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Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention

CI3T focuses on an evidence-based systems of support... (text continues)

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Professional Learning tab

**TIERED INTERVENTION LIBRARY**

Learn more about Tier 2 and Tier 3 strategies and interventions before by visiting our intervention guide and implementing supporting resources in these categories you will have more ideas about strategies why to efficacy, the model's supporting use and how to ensure resources engage and social skills, also include an overview of the intervention practices that are available in a current format. For more info, visit our website, contact us or email us at [info@ci3t.org](mailto:info@ci3t.org).

The Behavior Education Program (BEP) Check-In-Check-Out (CICO) (POSTED November 11, 2016)

HIGH-PROBABILITY SEQUENCE (HIGH-9) (POSTED November 03, 2016)

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

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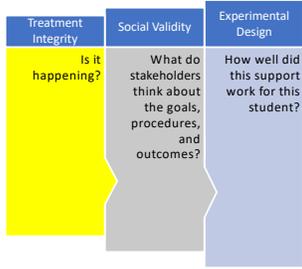
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### Monitoring Progress



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### Building Your Toolbox

- 1. Instructional Choice
- 2. Precorrection
- 3. Active Supervision



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Explore "Professional Learning" on [ci3t.org](http://ci3t.org).  
Download Instructional Choice  
Precorrection  
Active Supervision

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**Low Intensity Strategies:  
A Look at Instructional Choice**



# CI3T

Comprehensive, Integrated,  
Three-Tiered Model of Prevention



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## Agenda

- A Comprehensive, Integrated, Three-Tiered (CI3T) Model 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



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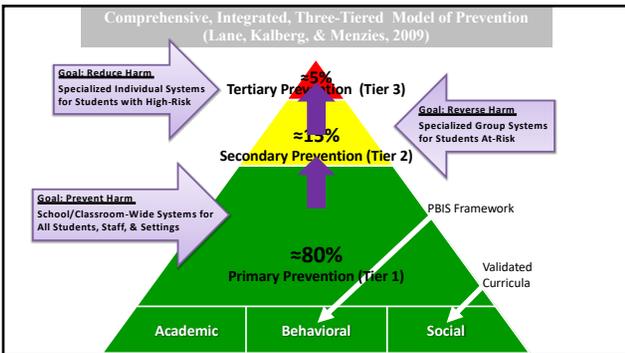
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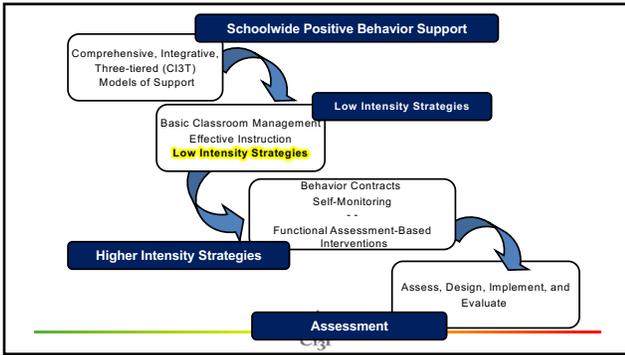
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### What is instructional choice?

- **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 et al., 2002, p. 28).
- **Types of instructional choices (Rispoli et al., 2013)**
  - Across-activity choices
  - Within-activity choices

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### Examples of instructional choice

<p><b>Across-activities Choices</b></p> <ul style="list-style-type: none"> <li>• Paper, presentation, or YouTube video to show me what you know?</li> <li>• Which activity would you like to do first?</li> <li>• Pick a learning center?</li> <li>• Make your schedule for the day.</li> <li>• Think-Tac-Toe Boards</li> </ul>	<p><b>Within-activity Choices</b></p> <ul style="list-style-type: none"> <li>• Crayons or sparkly markers?</li> <li>• At your desk or in the library?</li> <li>• In the reading corner or at your desk?</li> <li>• Work independently or with a partner?</li> <li>• Which book would you like to read?</li> <li>• Finish in class or at home?</li> <li>• Typed or handwritten?</li> <li>• Even or odds?</li> </ul>
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### Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors




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### 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 et al., 2010)
- Increasing task engagement and improving academic performance in an inclusive setting (Skerbetz & Kostweicz, 2013)




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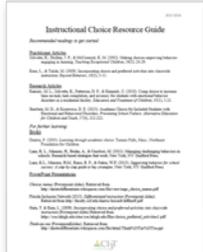
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### Supporting Research



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




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### 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




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### 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.




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### 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.




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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.



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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"



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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.



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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?





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### 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"




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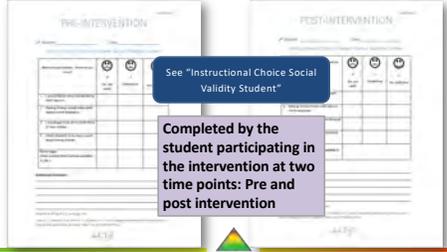
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### What does the student think about it?



See "Instructional Choice Social Validity Student"

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




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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

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Sample 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: <b>Behavior:</b> <input type="checkbox"/> SRSS-E7 Score: Moderate (4-8) <input type="checkbox"/> SRSS-IS Score: Moderate (2-3) ___ AND ___ OR <b>Academic:</b> <input type="checkbox"/> Progress Reports; Successful Learning <input type="checkbox"/> Behaviors - Targeted for growth <input type="checkbox"/> Gradebook: 2+ incomplete assignments	<b>Student Performance</b> - Academic engaged time - Percentage of work completed <b>Treatment Integrity</b> - Implementation & TI checklist <b>Social Validity</b> - Student & teacher pre/post survey	Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.

(Lamm, Mendez, Ennis, & Oakes, 2015)

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Low-Intensity Supports

Setting up for Success at Home

<http://www.ci3t.org/covid>

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**A Look at Instructional Choice ...**

**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* & *across-activity* choices.

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**Building Your Toolbox**

1. Instructional Choice
2. **Precorrection**
3. Active Supervision





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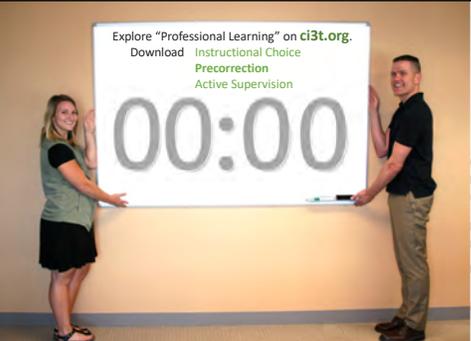
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Explore "Professional Learning" on [ci3t.org](http://ci3t.org).

Download [Instructional Choice](#)  
[Precorrection](#)  
[Active Supervision](#)

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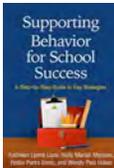
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### Low-Intensity Strategies for Academics and Behavior

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





Self-monitoring

Behavior Contracts




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### 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




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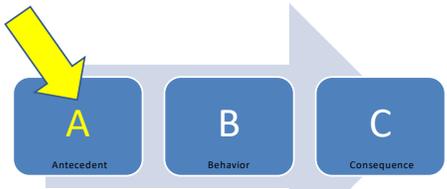
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### What is a Precorrection?



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




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## What is a Precorrection?

<p><b>Managing behavior with precorrection:</b></p> <ul style="list-style-type: none"> <li>Anticipate what activities may cause inappropriate behaviors</li> <li>"Getting in front" of problem behaviors</li> <li>Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch</li> </ul>	VS.	<p><b>Managing behavior with consequences:</b></p> <ul style="list-style-type: none"> <li>Requires waiting until the behavior occurs to respond</li> <li>Example: Creating an action plan for three alternatives to yelling at a peer</li> </ul>
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## 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

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## Examples

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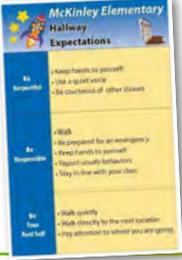
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## Examples



**McKinley Elementary  
Hallway  
Expectations**

**Be Respectful**

- Always hands to yourself
- Use a quiet voice
- Be courteous of other classes

**Be Responsible**

- Walk
- Be prepared for an emergency
- Hand items to peers
- Report unsafe behaviors
- Stay in line with your class

**Be Safe**

- Walk quietly
- Walk slowly to the next location
- Pay attention to where you are going

- “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?”

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## 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)

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## 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

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### 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




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### Supporting Research



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




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### 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




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**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




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**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




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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 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	Completed
1	
2	
3	
4	
5	
6	
7	
8	

See "Precorrection Implementation Checklist for Success"




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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?



 2014-2015 CJ3 Training Project 33

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## 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"

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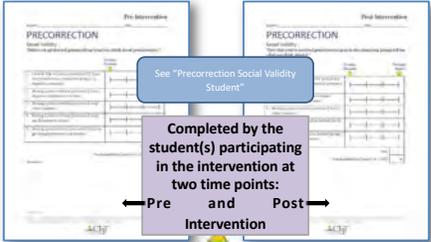
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## What do students think about it?



See "Precorrection Social Validity Student"

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



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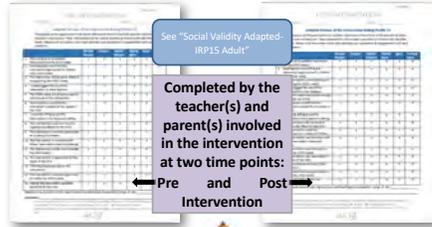
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### What does the teacher think about it?




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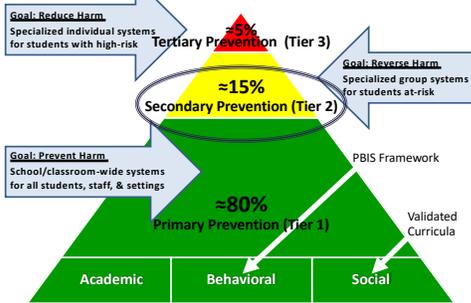
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### Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)




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### 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: <b>Behavior</b> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-IS: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-IS: High (4-15) <input type="checkbox"/> 2 or more ODRs per day in a class — <b>AND</b> — <b>OR</b> <b>Academic</b> <input type="checkbox"/> Consistent, predictable pattern of academic errors	<b>Student Performance</b> <ul style="list-style-type: none"> <li>direct measure of student behavior targeted for improvement</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>implementation checklist</li> <li>treatment integrity checklist</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>IRP-15 (teacher)</li> <li>student-completed survey</li> </ul>	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-IS: low risk (0-1)

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## 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: <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	<b>Student Performance</b> • direct measure of student behavior targeted for improvement <b>Treatment integrity</b> • implementation checklist • treatment integrity checklist <b>Social validity</b> • 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)

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## Setting up for Success at Home

Resources for Educators

Resources for Families

- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Setting up for Success at Home Resource 1 - Plan for Safety First: Set
- Setting up for Success at Home Resource 2 - Schedule for Success
- Setting up for Success at Home Resource 2.1 - Schedule Template (nd
- Setting up for Success at Home Resource 3 - Set and Teach Expectanc
- Setting up for Success at Home Resource 3.1 - Expectation Matrix Tem
- Setting up for Success at Home Resource 4.1 - Behavior Specific Prai
- Setting up for Success at Home Resource 4.2 - Choice Checklist
- Setting up for Success at Home Resource 4.3 - Precorrection Checklis
- Setting up for Success at Home Resource 4.4 - Active Supervision Che
- Setting up for Success at Home Resource 5 - Emotional Well-being

Resources for Administrators

<http://www.ci3t.org/covid>

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## A Look at Precorrection ...

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### Building Your Toolbox

- 1. Instructional Choice
- 2. Opportunities to Respond
- 3. **Active Supervision**




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### Action Planning: Expanding Your Toolbox



Consider how you plan to use these materials.




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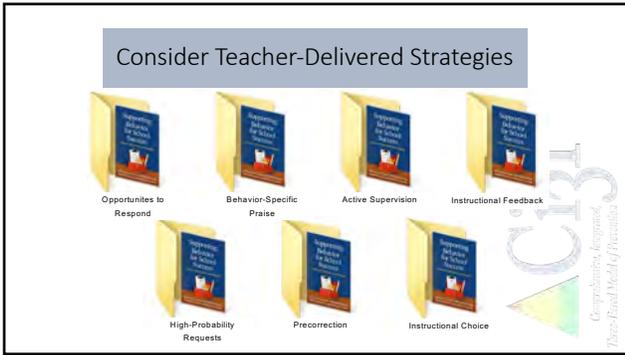
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