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

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Agenda
• Welcome
• Setting the Stage
• Strategies
  • Instructional Choice
  • Precorrection
  • Active Supervision
• Action Planning
Working collaboratively to support learning for all students

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

Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsibilities</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Faculty and staff have the responsibility to teach core programs according to the district's curriculum.</td>
<td>Teach core programs accounting for student needs and ensuring program fidelity.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Students should demonstrate effective communication skills and appropriate behavior in the classroom.</td>
<td>Ensure a supportive learning environment.</td>
</tr>
<tr>
<td>Social</td>
<td>Students should show respect and empathy towards peers, teachers, and adults.</td>
<td>Foster a safe and inclusive school environment.</td>
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</tbody>
</table>

**Example Responsibilities**

- Teach core programs accounting for student needs and ensuring program fidelity.
- Demonstrate effective communication skills and appropriate behavior in the classroom.
- Show respect and empathy towards peers, teachers, and adults.

**Example Faculty & Staff Responsibilities**

- Ensure a supportive learning environment.
- Foster a safe and inclusive school environment.
Low-Intensity Strategies for Academics and Behavior

<table>
<thead>
<tr>
<th>Opportunities to Respond</th>
<th>Supporting Behavior for School Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Supervision</td>
<td></td>
</tr>
<tr>
<td>Instructional Feedback</td>
<td></td>
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<tr>
<td>High-p Requests</td>
<td></td>
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<tr>
<td>Precorrection</td>
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</tbody>
</table>

Planning for an Integrated Approach

Lincoln Elementary Expectation Matrix

<table>
<thead>
<tr>
<th>RESPECTFUL</th>
<th>RESPONSIBLE</th>
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<tr>
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<table>
<thead>
<tr>
<th>Behavior</th>
<th>SFP</th>
<th>QTA</th>
<th>Active Supervision</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Behavior-Specific Praise</th>
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<td>Precorrection</td>
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</table>

Opplying Choice
Monitoring Progress

- Instructional 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?

Building Your Toolbox

1. Instructional Choice
2. Precorrection
3. Active Supervision

Explore "Professional Learning" on ci3T.org.
Download Instructional Choice
Precorrection
Active Supervision

00:00
Low Intensity Strategies: A Look at Instructional Choice

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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Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane, Kalberg, & Menzies, 2009

Primary Prevention (Tier 1): Goal: Reverse Harm
Specialized Individual Systems for Students at Risk

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

Tertiary Prevention (Tier 3): Goal: Reduce Harm
Specialized Group Systems for Students at Risk

≈80% Validated Curricula
≈15% PBIS Framework
≈5% Academic, Behavioral, Social
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

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 et al., 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?

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

1. Determine which type of choices you feel comfortable offering and create a menu of choices.
2. Use the menu to determine which type of choice to add to a particular lesson.
3. After choice is built into the lesson, offer the established choices.
4. Ask the student to make his or her choice.
5. Provide wait time for the student to select their choice.
6. Listen to (or observe) the student’s response.
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.
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.

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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.
- **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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See “Instructional Choice Implementation Checklist”
How well is it working?
Examining the Effects

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

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?

See “Social Validity Adapted-RPSS AAA”

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

Sample Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>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</td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.</td>
</tr>
<tr>
<td></td>
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<td>Behavior:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- SRSS-E7 Score: Moderate (4-8)</td>
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<td></td>
<td></td>
<td>- SRSS-I5 Score: Moderate (2-3)</td>
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<td>__ AND ___ OR</td>
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<td></td>
<td></td>
<td>Academic:</td>
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<td></td>
<td></td>
<td>- Progress Reports; Successful Learning Behaviors - Targeted for growth</td>
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<tr>
<td></td>
<td></td>
<td>- Gradebook: 2+ incomplete assignments</td>
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</tr>
</tbody>
</table>

Student Performance:
- Percentage of work completed

Treatment Integrity:
- Implementation & TI checklist

Social Validity:
- Student & teacher pre/post survey

Lane, M., Meloy, J., & Oakes, J. (2020)

Low-Intensity Supports

Setting up for Success at Home

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

Building Your Toolbox

1. Instructional Choice
2. Precorrection
3. Active Supervision

Explore “Professional Learning” on ci3t.org.
Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedbacks
High-p Requests
Pre-correction
Incorporating Choice
Self-monitoring
Behavior Contracts

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 behaviors.

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?

<table>
<thead>
<tr>
<th>Managing behavior with precorrection:</th>
<th>Managing behavior with consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anticipate what activities may cause inappropriate behaviors</td>
<td>• Requires waiting until the behavior occurs to respond</td>
</tr>
<tr>
<td>• “Getting in front” of problem behaviors</td>
<td>• Example: Creating an action plan for three alternatives to yelling at a peer</td>
</tr>
<tr>
<td>• Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch</td>
<td></td>
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Anticipate what activities may cause inappropriate behaviors

“Getting in front” of problem behaviors

Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch

Managing behavior with consequences:

• Requires waiting until the behavior occurs to respond

• Example: Creating an action plan for three alternatives to yelling at a peer

Seven-step precorrection strategy

(Colvin, Sugai, & Patching, 1993)

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

Examples

- Gentle reminder of expected behaviors
- 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

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

Why is Precorrection Effective?

Precorrection: Get in front of problem behavior!

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

Where might students currently have challenges?

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

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

See “Precorrection Resource Guide” for additional supporting research and information.
How do I implement a precorrection in my classroom?

**Checklist for Success**

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

- Experimental Design
  - 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?
  6. Did I monitor student behavior?

What do students think about it?

- Completed by the student(s) participating in the intervention at two time points: Pre and Post
What does the teacher think about it?

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
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Specialized group systems for students at-risk
- Academic
- Behavioral
- Social
- =80%
- School/classroom-wide systems for all students, staff, & settings

Secondary Prevention (Tier 2)
- Specialized individual systems for students with high-risk
- =15%
- Academic
- Behavioral
- Social
- PBIS Framework
- Validated Curricula

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

Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Description</th>
<th>Intervention</th>
<th>Data to Monitor Progress Exit Criteria</th>
</tr>
</thead>
</table>
| Pre-correction | Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompting, and reinforcement for appropriate student behaviors, preventing problem behaviors from occurring. | One or more of the following: 
- SRSS-E7: Moderate (4-8)
- SRSS-I5: Moderate (2-3)
- SRSS-E7: High (9-21)
- SRSS-I5: High (4-15)
- 2 or more ODRs per day in a class. __ AND __ OR |
| Academic | Consistent, predictable pattern of academic errors. | Meets targeted academic criterion for 3 consecutive weeks. |
| Behavioral | Consistent, predictable pattern of behavior, targeted for improvement. | Meets targeted behavioral criterion for 3 consecutive weeks. |
| Social | Measures social validity. | Measures social validity. |

Lane, Kalberg, Ennis, & Oakes, 2015
### Sample Middle/High School Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Service Guide</th>
<th>School-Wide Data</th>
<th>Data to Monitor</th>
<th>Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precorrection</td>
<td>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate behavior, preventing problem behaviors from occurring</td>
<td>One or more of the following: Behavior</td>
<td>SRSS-E7: Moderate (4-8)</td>
<td>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 behavior, preventing problem behaviors from occurring</td>
<td>Meets targeted behavior criteria for 3 consecutive weeks, two consecutive weeks of zero discipline referrals during target time and activity</td>
</tr>
</tbody>
</table>

#### Supporting Behavioral Performance
- Behavior: Consistent, predictable pattern of academic errors
- Academic: Consistent, predictable pattern of academic errors

#### Student Performance
- SRSS-E7: Moderate (4-8)
- SRSS-E7: High (9-21)
- 2 or more ODRs per day in a class

#### Treatment Integrity
- Implementation checklist
- Treatment integrity checklist

#### Social Validity
- IRP-15 (teacher)
- Student-completed survey

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### Setting up for Success at Home

- Low-Intensity Supports

- Setting up for Success at Home
- Preparing for Success at Home: Successes Planned for Success
- Setting up for Success at Home: Successes Planned for Activity
- Setting up for Success at Home: Successes Planned for Location
- Setting up for Success at Home: Successes Planned for Environment
- Setting up for Success at Home: Successes Planned for Physical Environment
- Setting up for Success at Home: Successes Planned for Social Environment
- Setting up for Success at Home: Successes Planned for Emotional Environment
- Setting up for Success at Home: Successes Planned for Behavioral Environment

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### A Look at Precorrection ...

00:00
Building Your Toolbox

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

Explore "Professional Learning" on ci3t.org. Download Instructional Choice, Precorrection, Active Supervision.

Action Planning: Expanding Your Toolbox

Consider how you plan to use these materials.
Consider Teacher-Delivered Strategies

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