

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

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Kansas City, MO


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 Comprehensive, Integrated, Three-Tiered Model of Prevention

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Agenda

- Academic, behavioral and social needs: An integrated approach
- Implementing low-intensity strategies
 - Choice
 - Opportunities to Respond
 - Active supervision
- Evaluating and integrating low-intensity strategies
 - Is it working?
 - Integrated lesson planning
 - School and home collaboration
- Thank you!



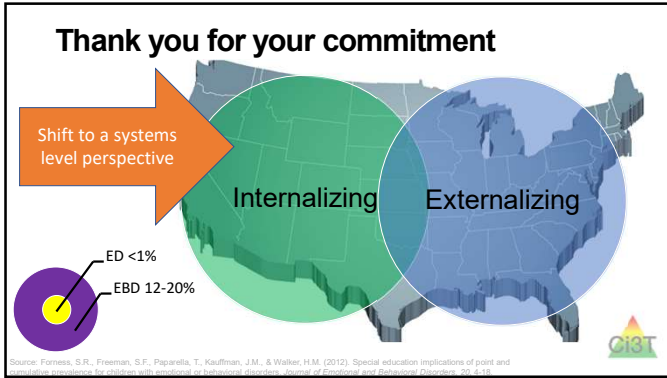
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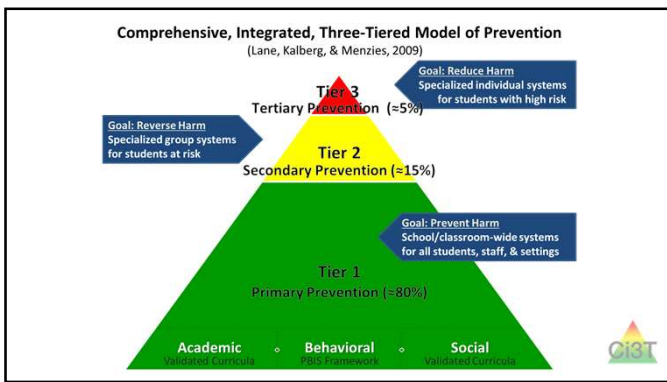
Academic, behavioral and social needs

An integrated approach

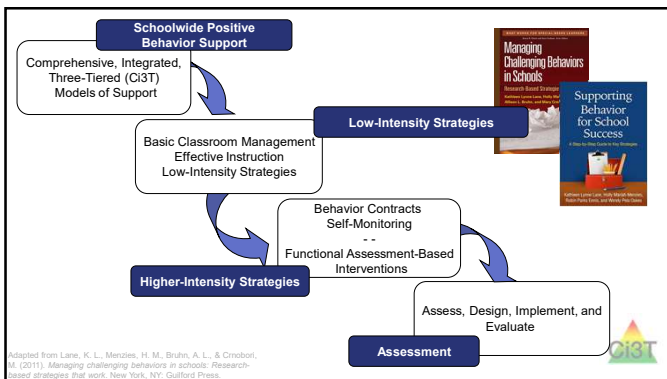
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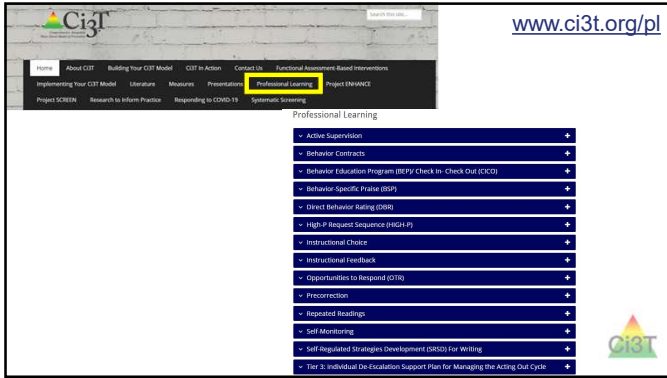
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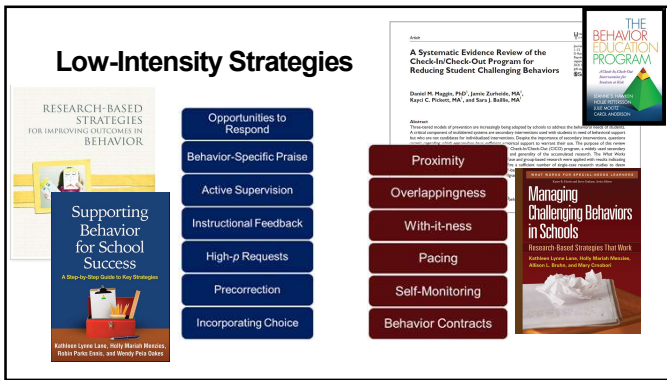
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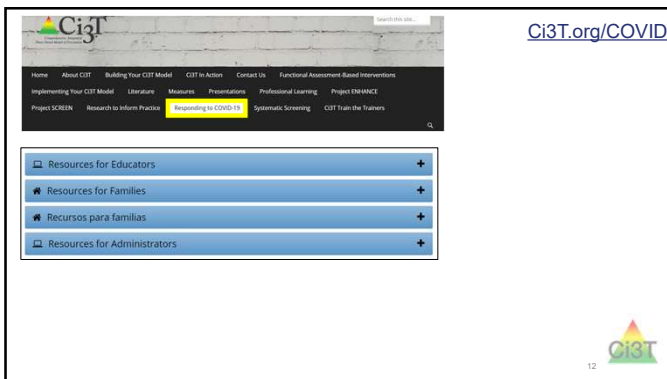
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The screenshot shows the Ci3t website interface. On the left, a sidebar menu is open to 'Resources for Educators', listing various guides and manuals. The main content area features a pyramid diagram titled 'Comprehensive, Integrated, Three-Tiered Model of Prevention' (Lowe, Kolberg, & Weverka, 2009). The pyramid has three levels: Tier 1 (Primary Prevention), Tier 2 (Secondary Prevention), and Tier 3 (Tertiary Prevention). Below the pyramid are social media handles for @CI3TMODEL and #CI3T.

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This screenshot is similar to the one above but shows the 'Resources for Families' sidebar menu. The pyramid diagram and social media information are also present in the main content area.

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

Setting up for Success at Home: Low-Intensity Supports

The screenshot displays a page titled 'Setting up for Success at Home: Low-Intensity Supports'. It features a sidebar menu with 'Resources for Families' and a main content area with a checklist of items for setting up a home learning environment. A green arrow points from the 'Home Resource 4.1 - Behavior-Specific Praise Checklist' in the sidebar to the corresponding item in the checklist.


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www.ci3t.org/pl

Choice

Materials to support in-person learning

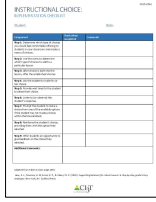
Professional Learning Materials



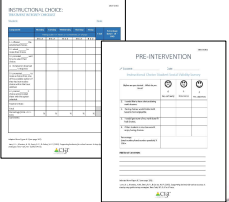
What is Instructional Choice?


- Instructional Choice
- Types of instructional choice
- Instructional choice process

Implementation and Planning Forms



Treatment Integrity and Social Validity Checklists





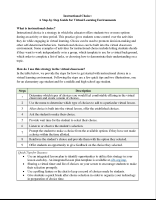
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www.ci3t.org/covid

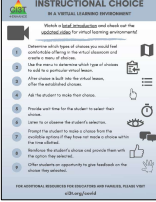
Choice

Materials to support remote learning


Step-by-step Checklist




Infographic



Step-by-step Video






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Choice

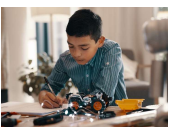
Materials for families / Materiales para familias


Checklist (English & Español)



Infographics (English & Español)







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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)



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What is OTR? (cont.)

Verbal Responding

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

Non-Verbal Responding

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



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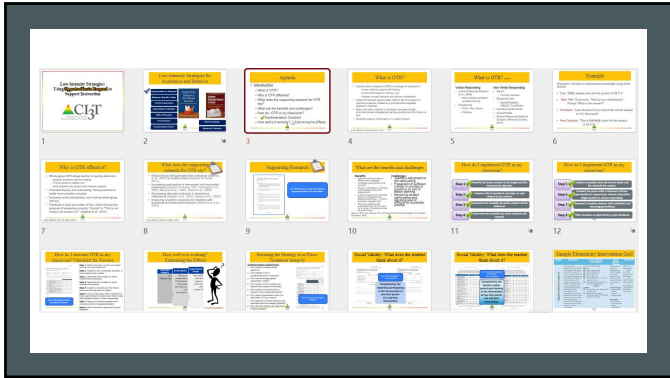
Example

Illustration: Activities to demonstrate knowledge using white boards:

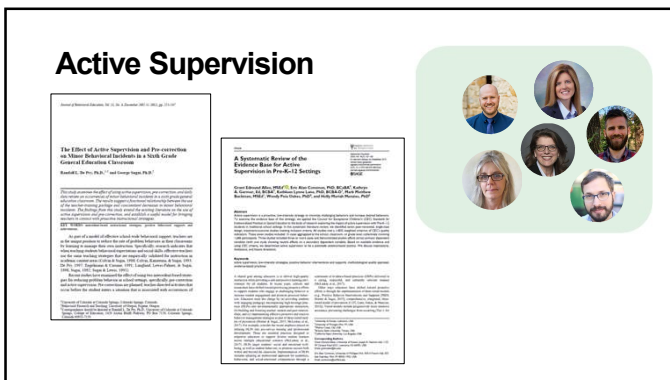
- **Cue:** "Class, please solve for the product of 28 X 4."
- **Wait:** After 10 seconds: "Hold up your whiteboards."
Prompt "What is the answer?"
- **Feedback:** "I see almost all of you found the correct answer is 112. Nice work!"
- **Next Question:** "This is *individual*, solve for the product of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



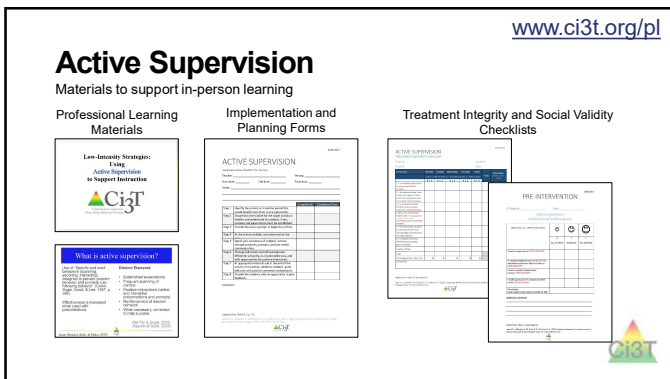
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Active Supervision

Materials to support remote learning

Step-by-step Checklist

Infographic

ACTIVE SUPERVISION IN THE VIRTUAL LEARNING ENVIRONMENT

Step-by-step Video

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ACTIVE SUPERVISION

IN A VIRTUAL LEARNING ENVIRONMENT

Watch a [brief introduction](#) and check out the [updated video](#) for virtual learning environments!

- 1 Examine data and identify a time during virtual instruction that would most benefit from active supervision.
- 2 Ensure the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.
- 3 Provide the cue or prompt to begin the activity.
- 4 As the activity unfolds, scan across the video feed of each student and monitor their video and / or text responses for signs of engagement or disengagement.
- 5 Signal your awareness of students' actions through virtual presence using a video feed, verbal acknowledgements, chat communications, and prompting as needed.

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- 4 As the activity unfolds, scan across the video feed of each student and monitor their video and / or text responses for signs of engagement or disengagement.
- 5 Signal your awareness of students' actions through virtual presence using a video feed, verbal acknowledgements, chat communications, and prompting as needed.
- 6 Manage infractions and off-task behavior efficiently, privately, and discretely. Continue to provide opportunities for positive interactions.
- 7 Reinforce students' desired behavior with verbal praise, gestures, and virtual reactions.
- 8 Provide students with an opportunity to give feedback, such as using poll features.

FOR ADDITIONAL RESOURCES FOR EDUCATORS AND FAMILIES, PLEASE VISIT ci3t.org/covid

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Active Supervision

Materials for families / Materiales para familias

Step-by-step Guide

Infographic

ACTIVE SUPERVISION
A STEP-BY-STEP GUIDE
FOR FAMILIES

Step-by-step Video

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Active Supervision

Examples for educators and families (English & Español)

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Evaluating and integrating low-intensity strategies

- Is it working?
- Integrated lesson planning
- School and home collaboration

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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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Integrated Lesson Planning

Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion		Differentiated Objectives	
Academic Objective(s)							
Social Skills Objective(s)							
Behavioral Expectation(s)							

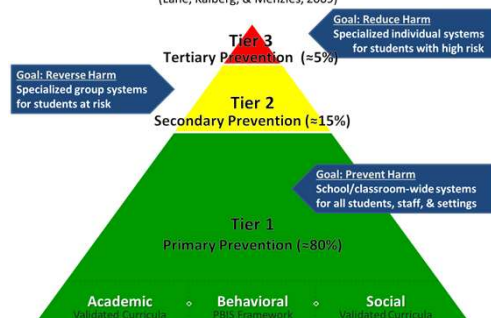
Access Requirements
 Individualized Supports/Praxis
 High-Fidelity Expectations
 Instructional Choice
 Instructional Feedback
 Opportunities to Respond
 Reinforcement



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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



- Tier 3: Tertiary Prevention (~5%)**
Goal: Reduce Harm
Specialized individual systems for students with high risk
- Tier 2: Secondary Prevention (~15%)**
Goal: Reverse Harm
Specialized group systems for students at risk
- Tier 1: Primary Prevention (~80%)**
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Academic Validated Practices Behavioral PBS Framework Social Validated Practices




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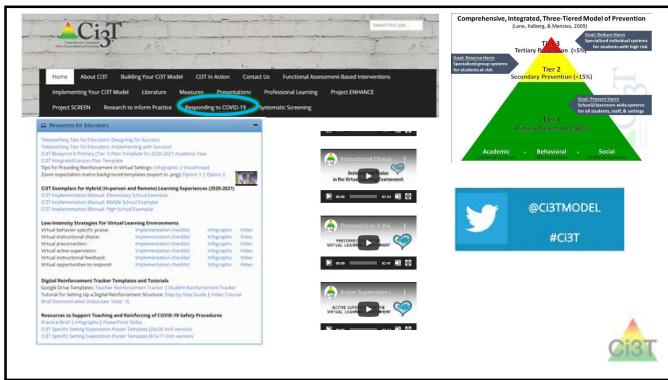
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Professional Learning

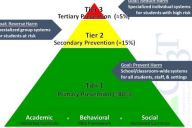
- Active Supervision +
- Behavior Contracts +
- Behavior Education Program (BEP) Check-In-Check-Out (CICO) +
- Behavior Specific Praise (BSP) +
- Direct Behavior Rating (DBR) +
- High-P Request Sequence (HIGH-P) +
- Instructional Choice +
- Instructional Feedback +
- Opportunities to Respond (OTR) +
- Precorrection +
- Repeated Readings +
- Self-Monitoring +
- Self-Regulated Strategies Development (SRSD) For Writing +
- Tier 3: Individual De-Escalation Support Plan for Managing the Acting Out Cycle +




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Comprehensive, Integrated, Three-Tiered Model of Prevention
 (Lowe, Kellig & Nelson, 2010)



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Thank you!



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