Low-Intensity Strategies to Increase Engagement and Minimize Disruption

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University of Louisville ShelbyHurst Campus

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

BCBA CEUHelper Available

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Agenda

- Ci3T model of prevention
- Effective instruction
- Low-intensity strategies
  - Precorrection
  - Opportunities to respond
  - Behavior-specific praise
- Next steps

ci3t.org/presentations

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

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Behavior Screening Tools

An overview

8

Considerations

Psychometrically Sound

Socially Valid

If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.

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Slide 10

Middle School
Behavior & Academic Characteristics of SRSS Risk Groups

Variable	Risk			
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

Lane, Parks, Kalberg, & Carter, 2007)

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Slide 11

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Slide 12

Ci3T

Using Screening Data
… implications for primary prevention efforts
… implications for teachers
… implications for student-based interventions

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Essential Components of Classroom Management

- Classroom climate
- Physical room arrangement
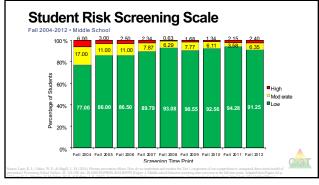- Routines and procedures
- Managing Paperwork
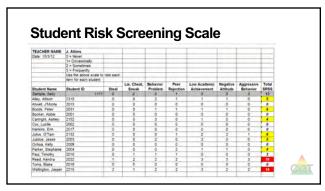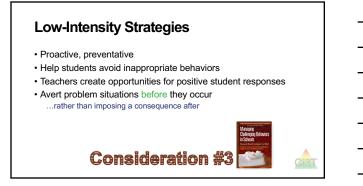
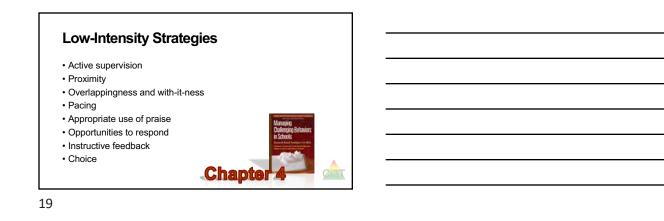**Consideration #1**

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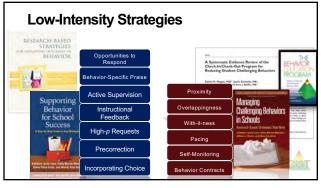## Instructional Considerations

- How motivating is my classroom?
  - o Control – Challenge – Curiosity – Contextualization
  - o Am I using a variety of instructional strategies?
  - o How am I differentiating instruction?
    - ▪ Content – Process – Product

Consideration #2

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Low-Intensity Strategies

- Proactive, preventative
- Help students avoid inappropriate behaviors
- Teachers create opportunities for positive student responses
- Avert problem situations before they occur
  …rather than imposing a consequence after

Consideration #3

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Low-Intensity Strategies

- Active supervision
- Proximity
- Overlappingness and with-it-ness
- Pacing
- Appropriate use of praise
- Opportunities to respond
- Instructive feedback
- Choice

Chapter 4

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Low-Intensity Strategies

Opportunities to Respond	Proximity
Behavior-Specific Praise	Overlappingness
Active Supervision	With-it-ness
Instructional Feedback	Pacing
High-*p* Requests	Self-Monitoring
Precorrection	Behavior Contracts
Incorporating Choice	

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Proximity	Opportunities to Respond	High-*p* Requests
Overlappingness	Behavior-Specific Praise	Precorrection
With-it-ness	Active Supervision	Incorporating Choice
Pacing	Instructional Feedback	

Response cards
Low-intensity strategies

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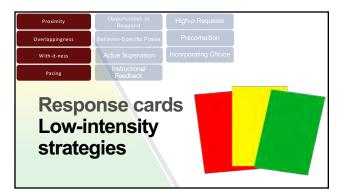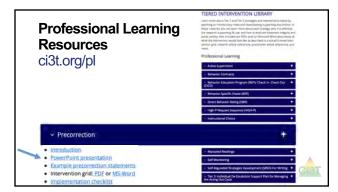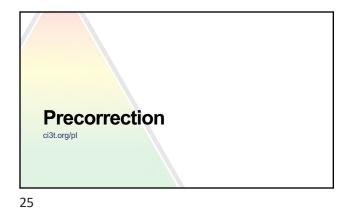## Building Your Toolbox

1. Precorrection
2. Opportunities to respond
3. Behavior-specific praise

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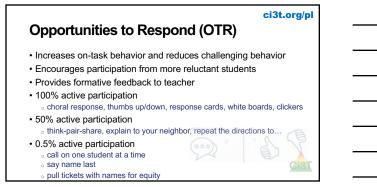## Professional Learning Resources
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Precorrection

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Activity
- Discuss where precorrection can help prevent challenging behaviors in your current context
- Write out 3 precorrection statements you can use to support students
- With whom could you share this information?

00:00

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Opportunities to Respond

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Opportunities to Respond (OTR)

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- Increases on-task behavior and reduces challenging behavior
- Encourages participation from more reluctant students
- Provides formative feedback to teacher
- 100% active participation
  - choral response, thumbs up/down, response cards, white boards, clickers
- 50% active participation
  - think-pair-share, explain to your neighbor, repeat the directions to…
- 0.5% active participation
  - call on one student at a time
  - say name last
  - pull tickets with names for equity

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Opportunities to Respond (OTR)

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REVIEW SESSION OTR
- To review material, acquire skill fluency, commit information to memory
- 3+ OTR per minute is the goal for a set review time period
- Students reply quickly, teacher provides immediate feedback
- Ideal for concepts already taught
- Can mix choral with individual responding
  - "Everyone, what is…"
  - "This question is for one person. What is…   Jasmine?"

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How do I implement opportunities to respond in my classroom? Implementation Checklist

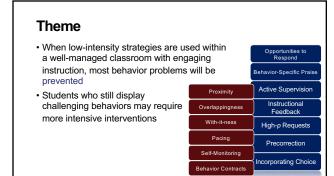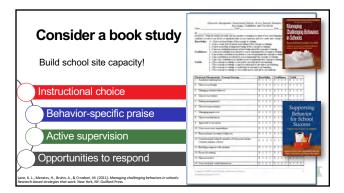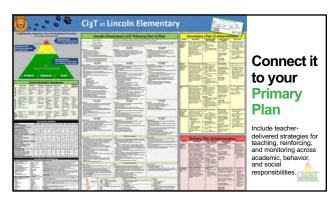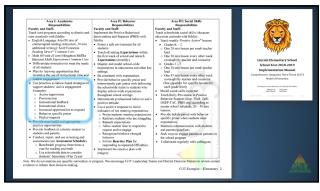|	
Step 1	Identify the lesson content to be taught and the instructional objective.
Step 2	Prepare a list of questions, prompts, or cues related to the content.
Step 3	Determine the modality by which content will be delivered.
Step 4	Determine the modality by which students will respond.
Step 5	Explain to students how the format works and the rationale for using it.
Step 6	Conduct lesson with a minimum of three opportunities to respond per minute using 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.

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Step 1	Identify the lesson content to be taught and the instructional objective.
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Step 3	Determine the modality by which content will be delivered.
Step 4	Determine the modality by which students will respond.

Opportunities to Respond
Steps 1-4 with a colleague

00:00

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Behavior-Specific Praise
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Wow, that was awesome!
You are so smart!
Thank you for being on time.
Great job picking up around your area.
You do a lot for our school, thanks!

General Praise   Behavior-Specific Praise

❌   ✔️

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Theme

- When low-intensity strategies are used within a well-managed classroom with engaging instruction, most behavior problems will be prevented
- Students who still display challenging behaviors may require more intensive interventions

Proximity	Opportunities to Respond
Overlappingness	Behavior-Specific Praise
With-it-ness	Active Supervision
Pacing	Instructional Feedback
Self-Monitoring	High-*p* Requests
Behavior Contracts	Precorrection
	Incorporating Choice

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Consider a book study

Build school site capacity!

- Instructional choice
- Behavior-specific praise
- Active supervision
- Opportunities to respond

Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.

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Experts are in the building!

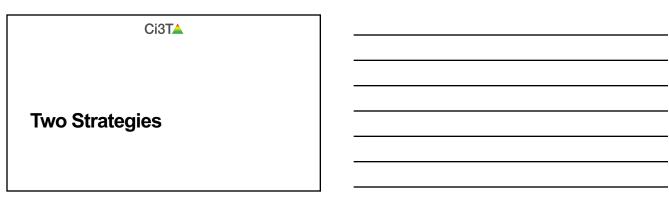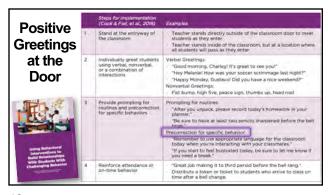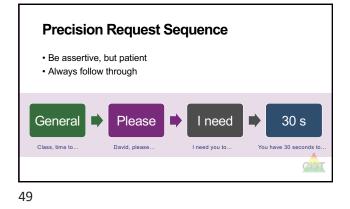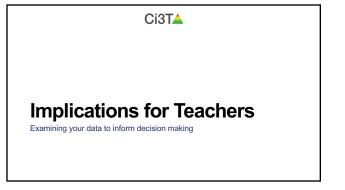| Low-Intensity Strategy	Lincoln Elementary On-Site Experts
Behavior-Specific Praise: Identifying the specific expectation the student met. o "Niama, great job using your graphic organizer to draft your essay." o "Justice, thank you for pushing in your chair to keep the walkway safe."	• Roxanne Bristol, Behavior Specialist • Marija Čolić, Special Education • Grant Allen, Parent Volunteer
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. o "Show me thumbs or thumbs down if…" o "Show me on your white board what…" o "Turn to your elbow partner and say…" o "All together now, what is…"	• Tristan Setzer, Administration • Emily Cantwell, 5th Grade • Kristina Brown, 3rd Grade • Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. o "Ronaldo, of these 3 tasks today, which would you like to work on first?" o "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"	• Jessica Lau, School Psychologist • Scarlett Lane, 3rd Grade • Vanessa Liang, PE • Liane Johl, Kindergarten

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Connect it to your Primary Plan

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

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Positive Greetings at the Door

Steps for implementation (Cook & Fiat, et al., 2018)		Examples
1	Stand at the entryway of the classroom	• Teacher stands directly outside of the classroom door to meet students as they enter • Teacher stands inside of the classroom, but at a location where all students will pass as they enter
2	Individually greet students using verbal, nonverbal, or a combination of interactions	Verbal Greetings: • "Good morning, Charley! It's great to see you!" • "Hey Melanie! How was your soccer scrimmage last night?" • "Happy Monday, Gustavo! Did you have a nice weekend?" Nonverbal Greetings: • Fist bump, high five, peace sign, thumbs up, head nod
3	Provide prompting for routines and precorrection for specific behaviors	Prompting for routines: • "After you unpack, please record today's homework in your planner." • "Be sure to have at least two pencils sharpened before the bell rings." Precorrection for specific behavior: • "Remember to use appropriate language for the classroom today when you're interacting with your classmates." • "If you start to feel frustrated today, be sure to let me know if you need a break."
4	Reinforce attendance or on-time behavior	• "Great job making it to third period before the bell rang." • Distribute a token or ticket to students who arrive to class on time after a bell change.

Using Behavioral Interventions to Build Relationships With Students With Challenging Behavior

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Precision Request Sequence

• Be assertive, but patient
• Always follow through

General ➡ Please ➡ I need ➡ 30 s

Class, time to…   David, please…   I need you to…   You have 30 seconds to…

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Handout!

Practice & discuss the Precision Request Sequence

With a colleague

00:00

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Implications for Teachers

Examining your data to inform decision making

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Teacher-Level Considerations

1. Instructional considerations
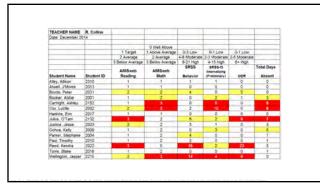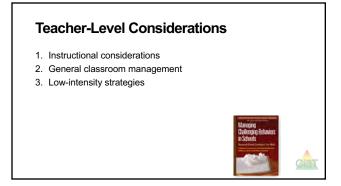2. General classroom management
3. Low-intensity strategies
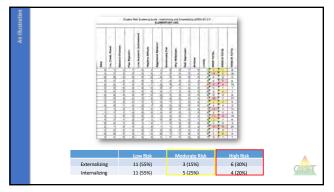
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Guidelines for Reviewing Teacher-Level Data

- Non-evaluative
- Solutions-based
- Identify areas of strength
- Let the data drive the conversation
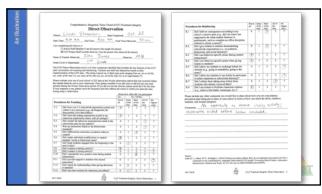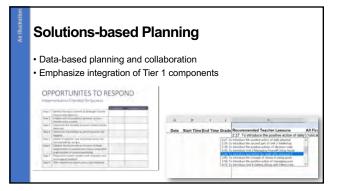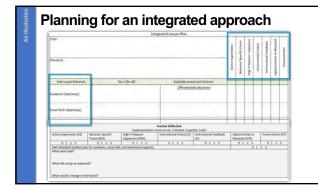
Remember Teacher-Level Considerations
- Instructional considerations
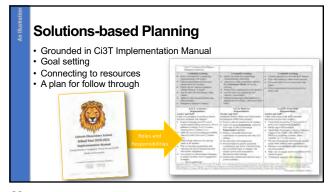- General classroom management
- Low-intensity strategies

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Solutions-based Planning

- Data-based planning and collaboration
- Emphasize integration of Tier 1 components

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Planning for an integrated approach

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Solutions-based Planning

- Grounded in Ci3T Implementation Manual
- Goal setting
- Connecting to resources
- A plan for follow through

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Antecedents - Behavior - Consequences

A   B   C

Function!

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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The Acting-Out Cycle

5. Peak

4. Acceleration

3. Agitation

2. Trigger

1. Calm

Intensity

Time

Colvin, 2004

Overview of the Acting Out Cycle: Vanderbilt IRIS Module

Whether the problem behavior is managed safely or not or is defused in a large measure depends on **YOUR INITIAL RESPONSE**
-Dr. Geoff Colvin
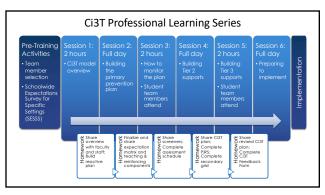
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Next steps
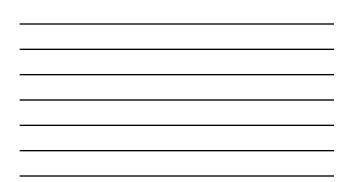
Low-intensity strategies

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Recommendations to Consider

1. Build stakeholders' expertise
2. Develop the structures to sustain and improve practices
3. Conduct screenings in a responsible fashion
4. Adopt preventative classroom management strategies in your classroom *and schoolwide*
5. Implement low-intensity strategies in your classroom *and schoolwide*

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