Keeping Students Engaged: Practical Strategies for Teachers and Families

Midwest Symposium for Leadership in Behavior Disorders

Kansas City, Missouri

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Eric Alan Common, Ph.D., BCBA-D, LBA (MI), University of Michigan, Flint
Elise Sarasin, University of Kansas

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

This project was funded in part by Project ENHANCE (IES Project Number: R324N190002)

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Agenda

- Welcome
- An Introduction to Low-Intensity Strategies
- Behavior-Specific Praise
- Precorrection
- Active Supervision
- Instructional Choice
- Next Steps: New Resources Coming Soon!

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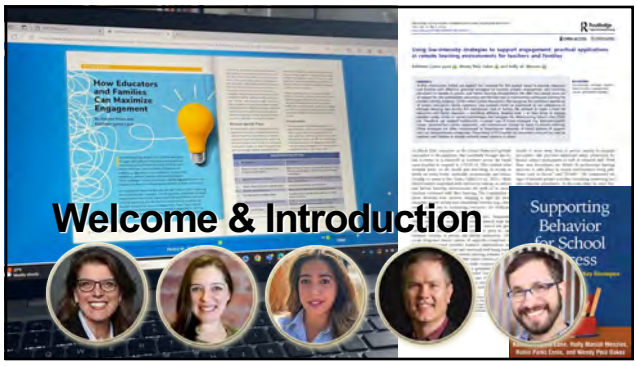

Welcome & Introduction

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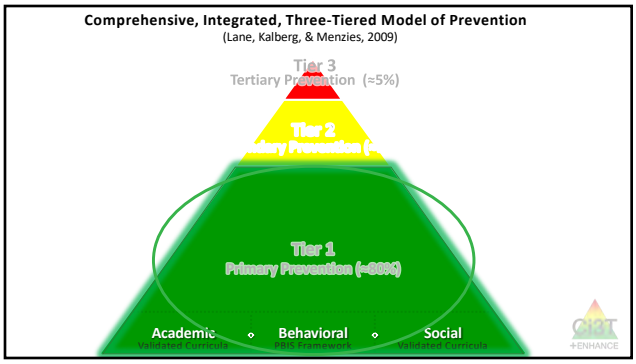
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula
Ci3T
+ENHANCE

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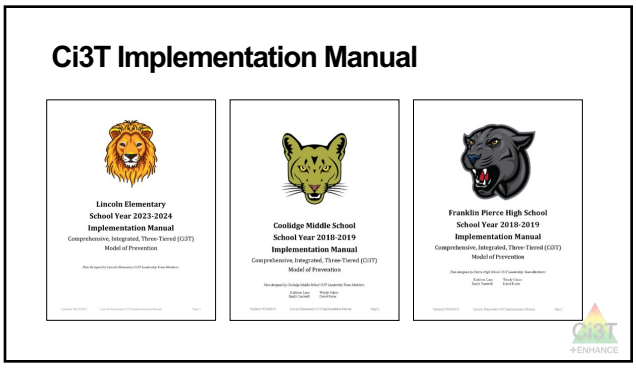
Ci3T Implementation Manual
Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention
Coolidge Middle School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention
Franklin Pierce High School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention
Ci3T
+ENHANCE

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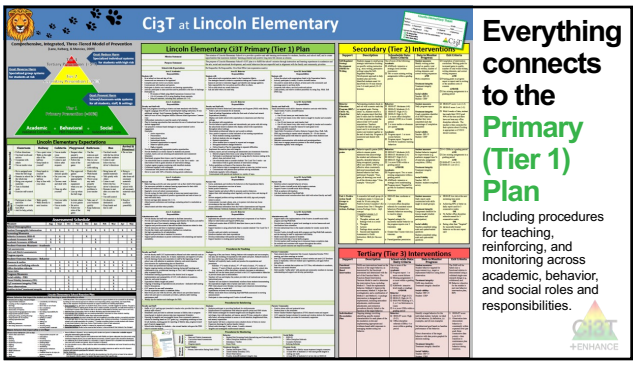
Ci3T at Lincoln Elementary
Lincoln Elementary Ci3T Primary (Tier 1) Plan
Secondary (Tier 2) Interventions
Tertiary (Tier 3) Interventions
Everything connects to the Primary (Tier 1) Plan
Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities.
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+ENHANCE

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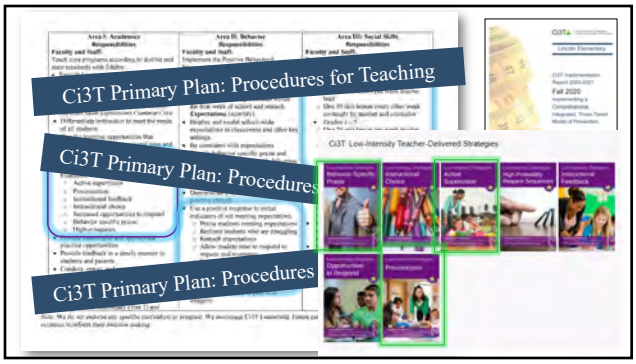
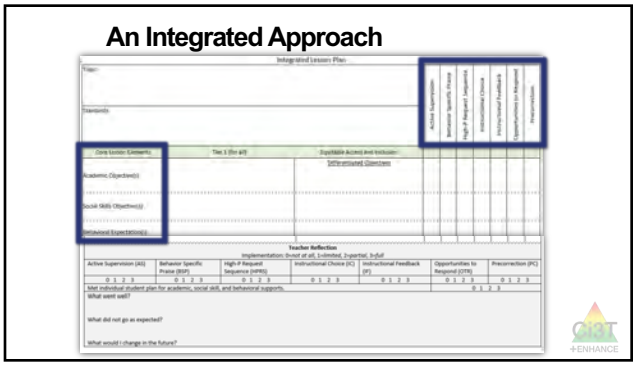

Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures
Ci3T Primary Plan: Procedures

7


An Integrated Approach

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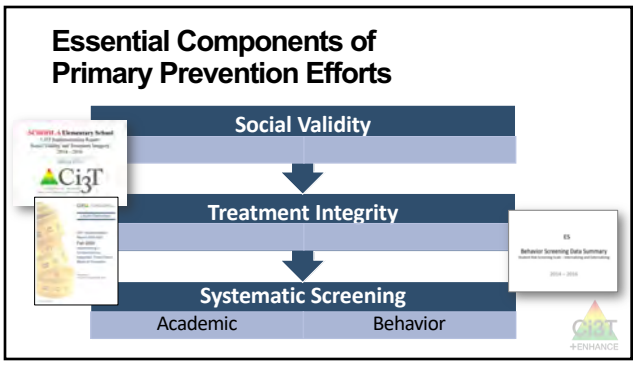
Essential Components of
Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior

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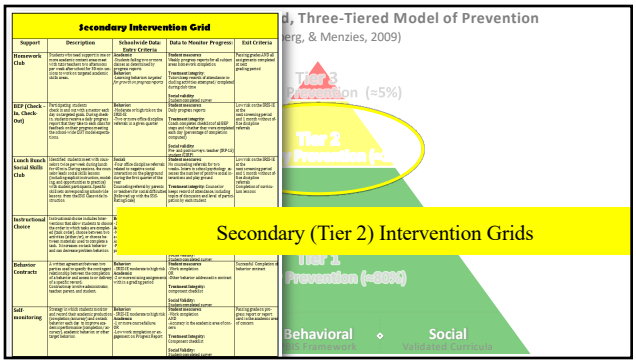
Secondary Intervention Grid
Secondary (Tier 2) Intervention Grids
Tier 1
Prevention (≈80%)
Behavioral
Social

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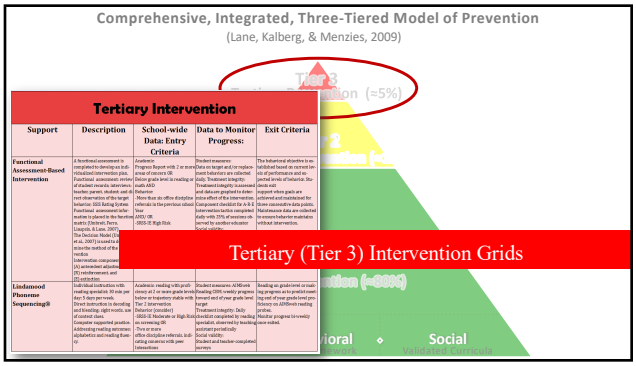
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Tertiary (Tier 3) Intervention Grids
Social

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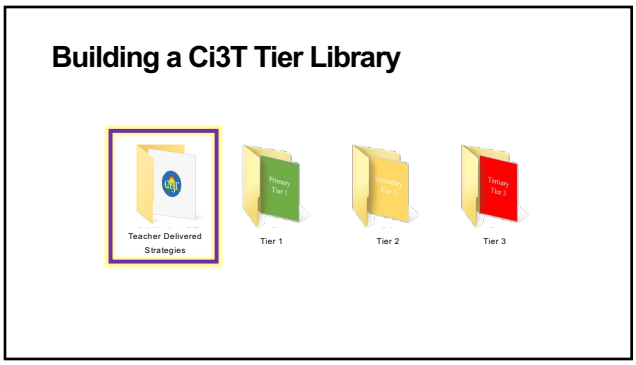
Building a Ci3T Tier Library
Teacher Delivered Strategies
Tier 1
Tier 2
Tier 3

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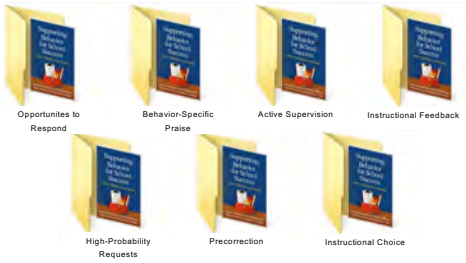
Consider Teacher-Delivered Strategies Across Tiers



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Examining Academic and Behavioral Data

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 Strategy	Franklin High School On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met. ○ "Niama, great job using your graphic organizer to draft your essay." ○ "Justice, thank you for pushing in your chair to keep the walkway safe."	• Eric Common, Behavior Specialist • Mark Buckman, 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. ○ "Show me thumbs or thumbs down if…" ○ "Show me on your white board what…" ○ "Turn to your elbow partner and say…" ○ "All together now, what is…"	• David Royer, Administration • Emily Cantwell, 5th Grade • Scarlett Lane, 3rd Grade • Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. ○ "Ronaldo, of these 3 tasks today, which would you like to work on first?" ○ "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"	• Abbie Jenkins, 2nd Grade • Scarlett Lane, 3rd Grade • Bryan Simmons, PE • Liane Johl, Kindergarten

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Ci3T: Low-Intensity Teacher-Delivered Strategies
Behavior-Specific Praise
Instructional Choice
Active Supervision
High-Probability Request Sequences
Instructional Feedback
Opportunities to Respond
Precorrection
Supporting Behavior for School Success

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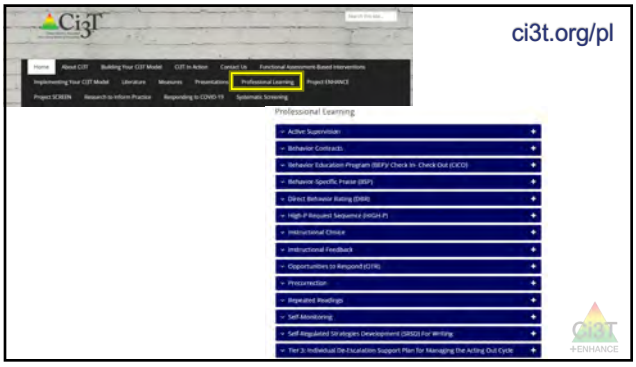
ci3t.org/pl
Professional Learning

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ci3t.org/covid
Resources for Families
Recursos para familias

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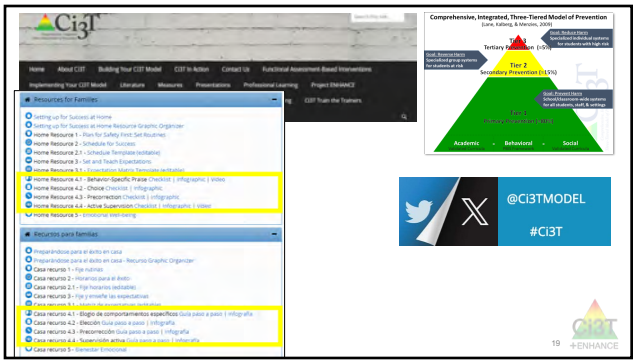
Comprehensive, Integrated, Three-Tiered Model of Prevention
Tier 2
Secondary Prevention (≈15%)
Academic
Behavioral
Social
@Ci3TMODEL
#Ci3T
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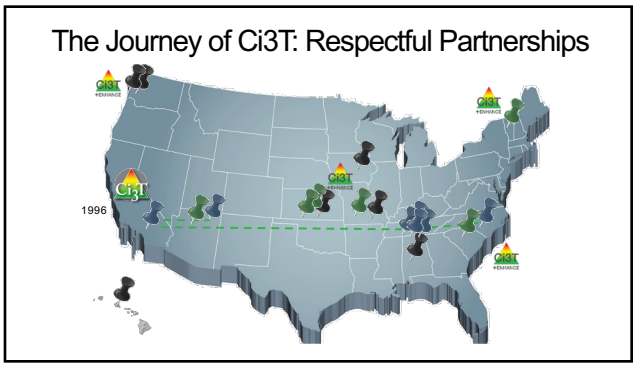
The Journey of Ci3T: Respectful Partnerships
1996

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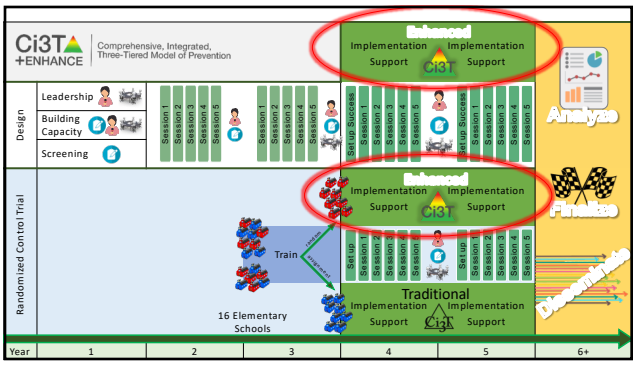
Ci3T +ENHANCE
Comprehensive, Integrated, Three-Tiered Model of Prevention
Design
Leadership
Building Capacity
Screening
Randomized Control Trial
Implementation Support
Implementation Support
Analysis
Finalize
Train
16 Elementary Schools
Traditional
Implementation Support
Implementation Support
Year
1
2
3
4
5
6+

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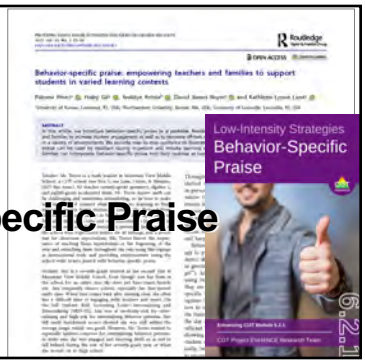
Behavior-Specific Praise

Educators
Families



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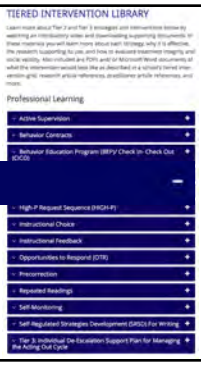
Professional Learning Resources

ci3t.org/pl



Behavior-Specific Praise (BSP)

- Introduction
- PowerPoint presentation
- Example behavior specific praise statements
- Intervention grid: PDF or MS-Word
- Implementation checklist
- Treatment integrity checklist
- Social validity: student forms
- Social validity: adult forms
- Resource guide

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What is Behavior-Specific Praise?

- Behavior-Specific Praise (BSP): Praise statements that include reference to the specific behavior for which the student is being recognized
  (Brophy, 1981; Sutherland, Wehby, & Copeland, 2000)

General v. Specific

- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

(Haydon & Musti-Rao, 2011, p. 31)

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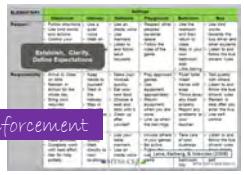
Examples

- "Bob, great job showing your work on your math homework."
- "I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe."



BSP is a form of positive reinforcement

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Why is Behavior-Specific Praise effective?

- More effective when
  - it is behavior specific rather than general praise
  - teachers use strategies to intentionally increase their rate of delivery of BSP to identified students (Thompson, Marchant, Anderson, Prater, & Gibb, 2012).
- Simple, effective, requires minimal effort
- Instructional feedback delivered at a rate of four pos (4:1 ratio) (Myers, Simonsen, & Sugai, 2011)
- Most effective when delivered consistently and imm behavior
- Establishes supportive and positive classroom environment (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Reinke, 2009)

IFEED-AV
Immediately,
Frequently,
Enthusiasm,
Eye Contact,
Describe,
Anticipation,
Variety
(Rhode, Jenson, & Reavis, 1992)

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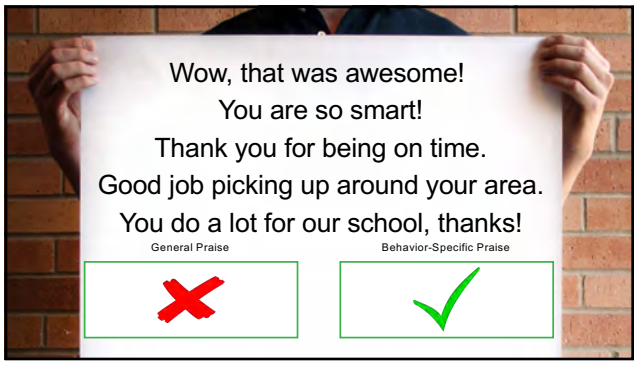

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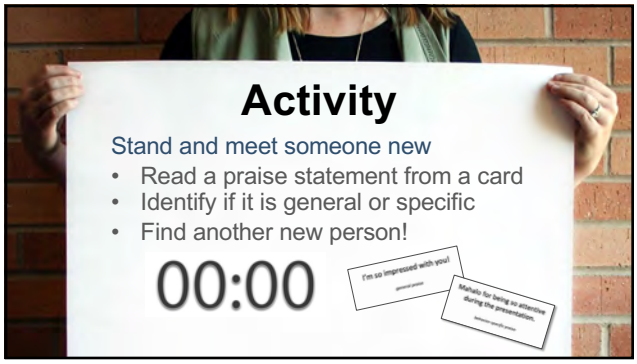

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How do I implement behavior-specific praise in my classroom?
Checklist for Success

- Step 1 ✓ Evaluate current rates of general and behavior- specific praise.
- Step 2 ✓ Identify behaviors to reinforce.
- Step 3 ✓ Practice delivery of BSP.
- Step 4 ✓ Observe student behavior.

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How do I implement behavior-specific praise in my classroom?
Checklist for Success

- Step 5 ✓ Provide BSP.
- Step 6 ✓ Monitor BSP delivery.
- Step 7 ✓ Seek student input.

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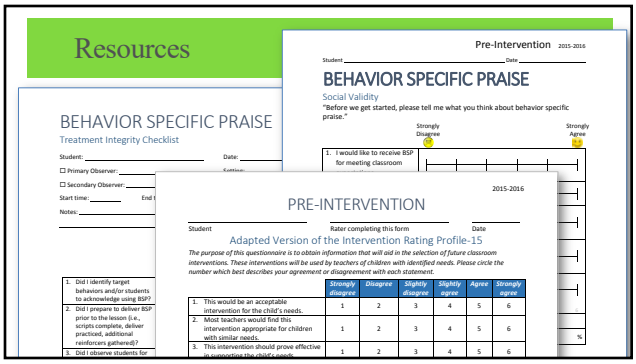

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Sample Elementary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior-specific praise	Behavior- specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability).	One or more of the following: **Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSiS-PSG ☐ 2 or more ODRs within a grading period **AND/OR** **Academic:** ☐ Two of more missing assignments within a grading period ☐ AIMSweb: intensive or strategic level (math or reading) ☐ Progress report: Targeted for Growth for academic learning behaviors	Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). **Treatment integrity** • Implementation checklist • Treatment integrity checklist **Social validity** • IRP-15 (teacher) • Student-completed survey	• 0-1 ODRs in a grading period **and** • Zero missing assignments in a grading period **and** • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) **or** • Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG

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

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Sample Middle/High School Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior-specific praise	Behavior- specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability).	One or more of the following: **Behavior:** ☐ SRSS: Moderate (4-8) ☐ SRSS: High (9-21) ☐ Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG ☐ 2 office discipline referrals (ODRs) within a grading period **AND/OR** **Academic:** ☐ Report card: 1 or more course failures ☐ Two of more missing assignments within a grading period in a class ☐ AIMSweb: intensive or strategic level (math or reading) ☐ Below 2.5 GPA	Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). **Treatment integrity** • Implementation checklist • Treatment integrity checklist **Social validity** • IRP-15 (teacher) • Student-completed survey	• 0-1 ODRs in a grading period **and** • 2.5 GPA or higher • Zero missing assignments per class in a grading period **and** • SRSS: Low (0-3) **or** • Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG

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

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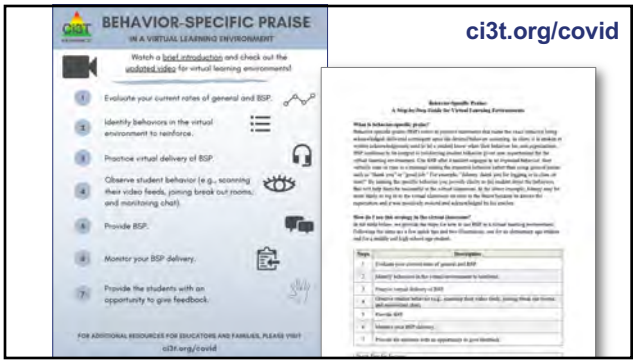
BEHAVIOR-SPECIFIC PRAISE
IN A VIRTUAL LEARNING ENVIRONMENT
ci3t.org/covid
Watch a brief introduction and check out the updated video for virtual learning environments!
1 Evaluate your current rates of general and BSP.
2 Identify behaviors in the virtual environment to reinforce.
3 Practice virtual delivery of BSP.
4 Observe student behavior (e.g., scanning their video feeds, joining break out rooms, and monitoring chat).
5 Provide BSP.
6 Monitor your BSP delivery.
7 Provide the students with an opportunity to give feedback.
FOR ADDITIONAL RESOURCES FOR EDUCATORS AND FAMILIES, PLEASE VISIT ci3t.org/covid

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USING BEHAVIOR-SPECIFIC PRAISE AT HOME
A Step-by-Step Guide for Families
ci3t.org/covid
COMO USAR EL ELOGIO DE COMPORTAMIENTOS ESPECÍFICOS EN CASA
Una guía paso a paso para familias

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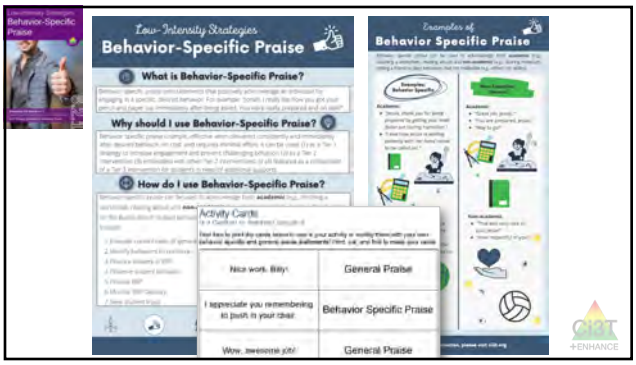
Low-Intensity Strategies
Behavior-Specific Praise
What is Behavior-Specific Praise?
Why should I use Behavior-Specific Praise?
How do I use Behavior-Specific Praise?
Activity Cards
Nice work, Billy!
General Praise
I appreciate you remembering to push in your chair.
Behavior Specific Praise
Wow, awesome job!
General Praise
Examples of
Behavior Specific Praise

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How might you increase your use of behavior-specific praise in your **classroom** and **noninstructional** areas?

How could you share this strategy with others?

00:00

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Precorrection

Educators
Families

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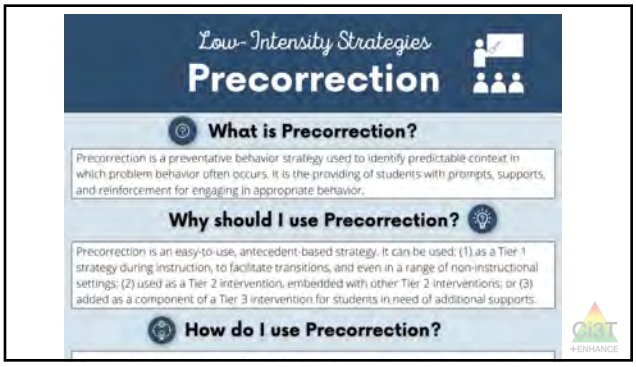
Precorrection
Low-Intensity Strategies
Precorrection
What is Precorrection?
Why should I use Precorrection?
How do I use Precorrection?

40


Low-Intensity Strategies
Precorrection
What is Precorrection?
Precorrection is a preventative behavior strategy used to identify predictable context in which problem behavior often occurs. It is the providing of students with prompts, supports, and reinforcement for engaging in appropriate behavior.
Why should I use Precorrection?
Precorrection is an easy-to-use, antecedent-based strategy. It can be used: (1) as a Tier 1 strategy during instruction, to facilitate transitions, and even in a range of non-instructional settings; (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions; or (3) added as a component of a Tier 3 intervention for students in need of additional supports.
How do I use Precorrection?

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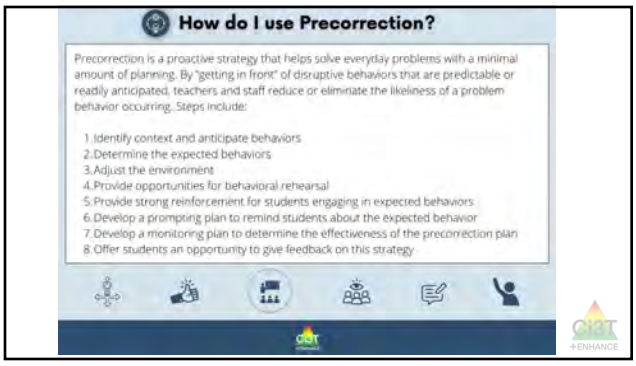
How do I use Precorrection?
Precorrection is a proactive strategy that helps solve everyday problems with a minimal amount of planning. By "getting in front" of disruptive behaviors that are predictable or readily anticipated, teachers and staff reduce or eliminate the likeliness of a problem behavior occurring. Steps include:
1. Identify context and anticipate behaviors
2. Determine the expected behaviors
3. Adjust the environment
4. Provide opportunities for behavioral rehearsal
5. Provide strong reinforcement for 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

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8 Steps to Implement Precorrection

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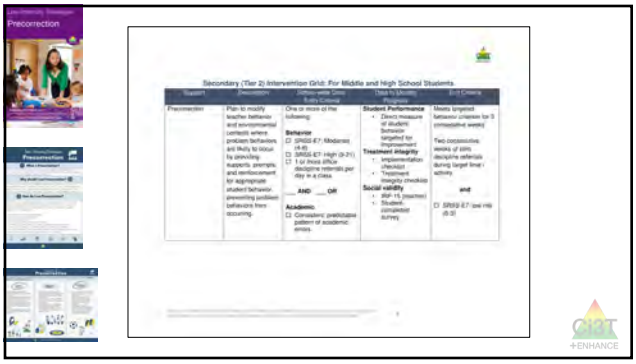
Precorrection
Secondary (Tier 2) Intervention Grid: For Middle and High School Students
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+ENHANCE

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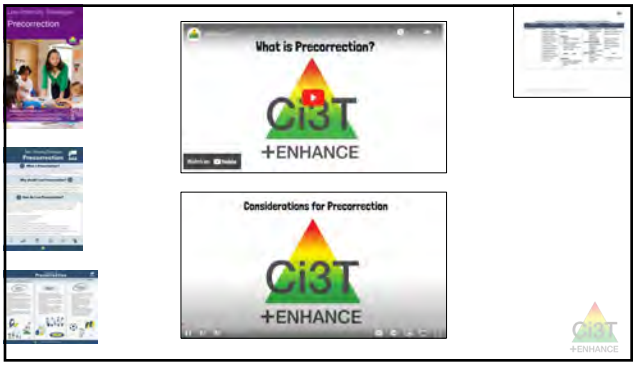
Precorrection
What is Precorrection?
Ci3T
+ENHANCE
Considerations for Precorrection
Ci3T
+ENHANCE

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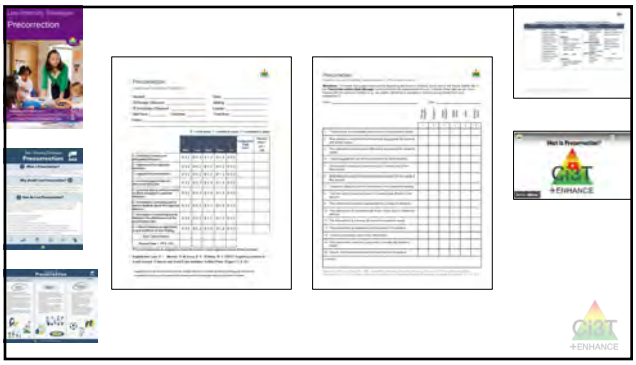
Precorrection
Ci3T
+ENHANCE

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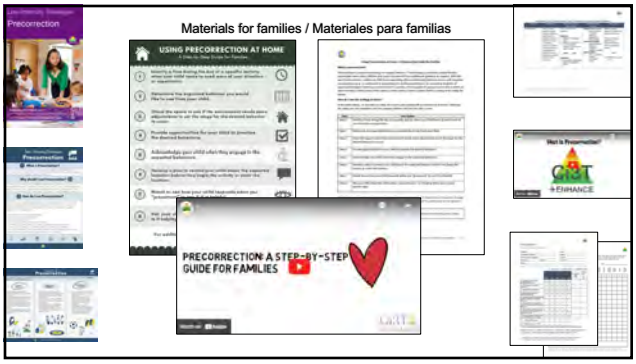
Materials for families / Materiales para familias
USING PRECORRECTION AT HOME
PRECORRECTION: A STEP-BY-STEP GUIDE FOR FAMILIES

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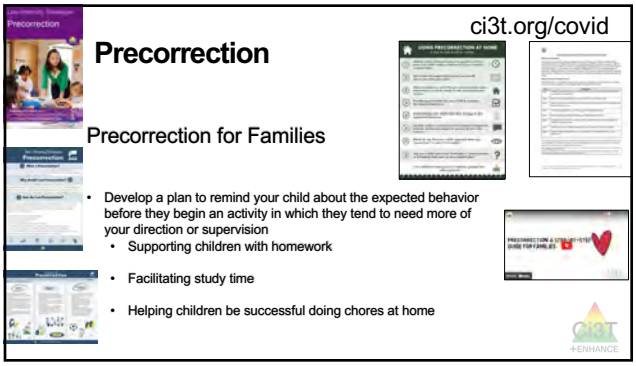
ci3t.org/covid
Precorrection
Precorrection for Families
• Develop a plan to remind your child about the expected behavior before they begin an activity in which they tend to need more of your direction or supervision
• Supporting children with homework
• Facilitating study time
• Helping children be successful doing chores at home

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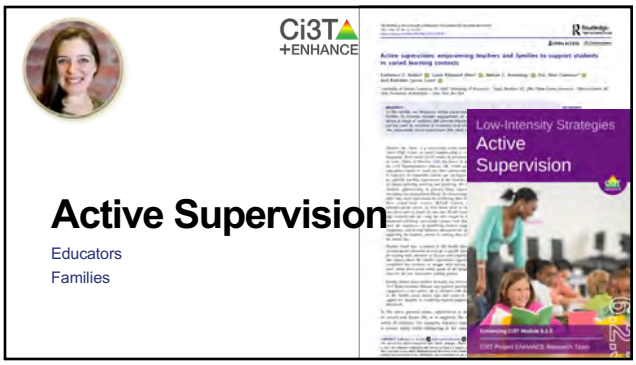
Ci3T
+ENHANCE
Active Supervision
Educators
Families
Low-Intensity Strategies
Active
Supervision

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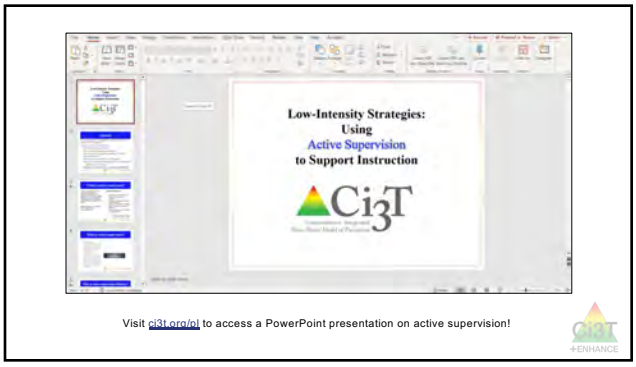

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What is active supervision?

Use of "Specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior"
(Colvin, Sugai, Good, & Lee, 1997, p. 346).

Effectiveness is increased when used with precorrections.

Distinct Elements:

- Established expectations
- Frequent scanning of context
- Positive interactions (verbal and nonverbal precorrections and prompts)
- Reinforcement of desired behavior
- When necessary, correction to help success

(De Pry & Sugai, 2002; Haydon & Scott, 2008)

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

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Why is active supervision effective?

- Proactive: It is more efficient to prevent problems from occurring or escalating than addressing them after they occurred (Colvin, 2004).
- Provides routines and structures to avoid problem behavior caused by overcrowding and impersonalized learning (Jackson, 1990).
- Systematically averts challenges while prompting prosocial behaviors — PBIS (Sugai & Horner, 2006).

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

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What are the benefits and challenges?

Benefits

- Reduces problem behavior in multiple school contexts
- Improves time spent on-task
- Can target specific behaviors
- Essential part of school safety
- Proactive

Challenges

- Performing consistently is difficult
- Requires some innate ability to monitor student activity
- Requires prerequisite familiarity and fluency of precorrection, prompting, and reinforcement

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

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How do I implement active supervision in my classroom?

Step 1	Identify the activity or transition period that would benefit most from active supervision.
Step 2	Ensure that the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.
Step 3	Provide the cue or prompt to begin the activity.
Step 4	As the activity unfolds, scan and monitor the area.

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

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How do I implement active supervision in my classroom?

Step 5	Signal your awareness of students' actions through proximity, prompts, and non-verbal communication.
Step 6	Manage infractions and off-task behavior efficiently: privately, in a businesslike way, and with opportunities for positive interactions.
Step 7	At appropriate intervals and at the end of the activity or transition, reinforce students' good behavior with positive comments and gestures.
Step 8	Provide the students with an opportunity to give feedback.

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

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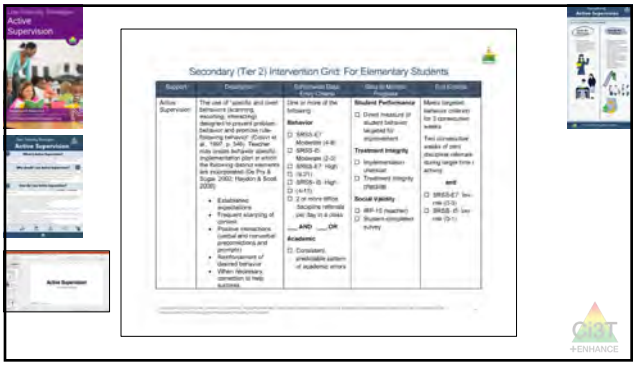

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Active Sup

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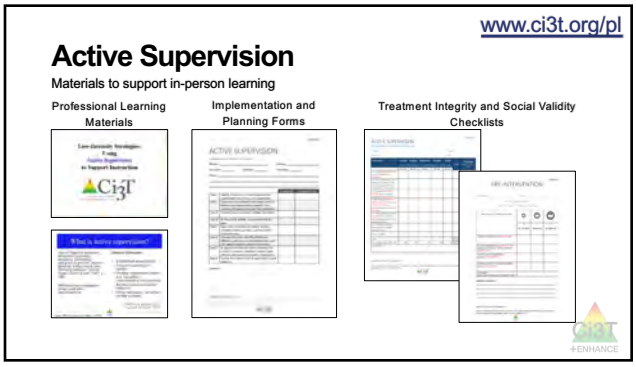
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Active Supervision
Materials to support in-person learning
Professional Learning Materials
Implementation and Planning Forms
Treatment Integrity and Social Validity Checklists
+ENHANCE

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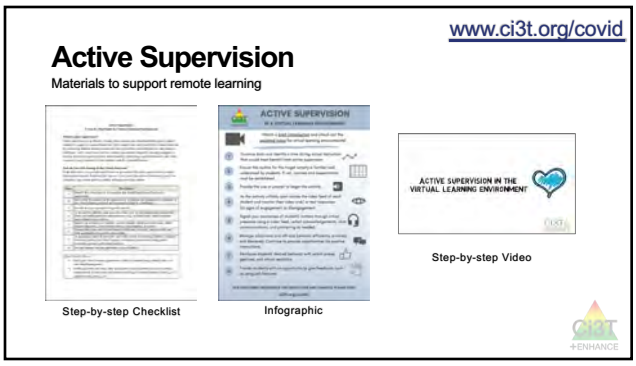
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Active Supervision
Materials to support remote learning
ACTIVE SUPERVISION
ACTIVE SUPERVISION IN THE VIRTUAL LEARNING ENVIRONMENT
Step-by-step Checklist
Infographic
Step-by-step Video
+ENHANCE

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Active Supervision

Active Supervision for Families

- Supporting children with homework
- Facilitating study time
- Helping children be successful doing chores at home

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Active Supervision

Materials for families / Materiales para familias

Step-by-step Guide

Infographic

Step-by-step Video

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Active Supervision

Examples for educators and families (English & Español)

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Talk Time

Visit ci3t.org/pl, find the "Precorrection" or "Active Supervision" accordion, and explore the resources.

Turn to a neighbor and discuss:

- How might these strategies be useful in your context?
- How might these strategy be useful to your colleagues and the families you work with?

00:00

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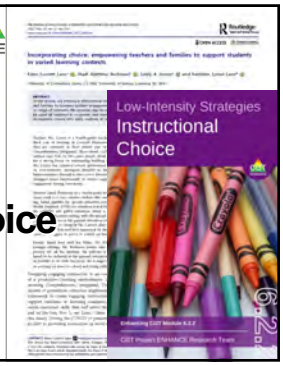

Instructional Choice

Educators
Families

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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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Low-Intensity Strategies
Instructional Choice
What is Instructional Choice?
Instructional choice is when a teacher provides students with two or more options for ways they can interact with the environment, materials, activities, or classroom content. Students are then allowed to make a choice, which is provided to them by the teacher.
Why should I use Instructional Choice?
Instructional choice is versatile in choices that can be offered and how it can be used. It can be used: (1) as a Tier 1 strategy to promote academic engagement, reduce disruptive behavior, and promote self-determination for all students; (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions; or (3) added as a component of a Tier 3 intervention for students in need of additional supports.
How do I use Instructional Choice?
There are many ways to use instructional choice. Instructional choices fall within two categories: across-activity choices include what task students can complete and within-

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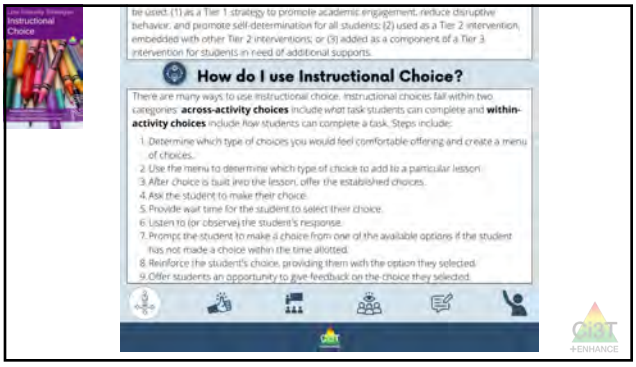
be used: (1) as a Tier 1 strategy to promote academic engagement, reduce disruptive behavior, and promote self-determination for all students; (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions; or (3) added as a component of a Tier 3 intervention for students in need of additional supports.
How do I use Instructional Choice?
There are many ways to use instructional choice. Instructional choices fall within two categories: across-activity choices include what task students can complete and within-activity choices include how students can complete a task. Steps include:
1. Determine which type of choices you would 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 their 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.
9. Offer students an opportunity to give feedback on the choice they selected.

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Instructional Choice

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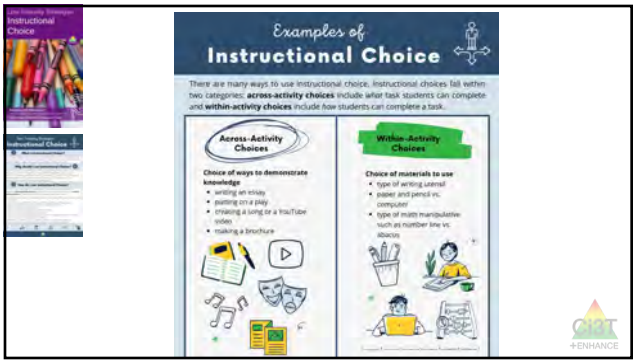

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Choice
Across-activity

- 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

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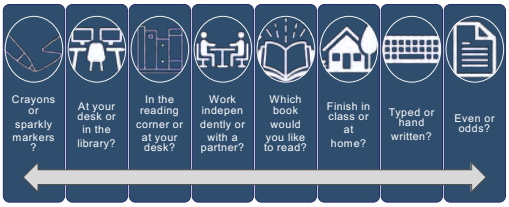
Choice
Within-activity



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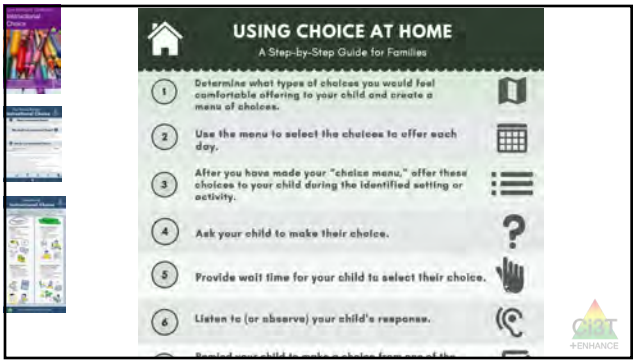

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5 Provide wait time for your child to select their choice.
6 Listen to (or observe) your child's response.
7 Remind your child to make a choice from one of the available options if they have not made it within the time you gave them.
8 Praise whatever choice your child makes and provide them with the option they chose.
9 Offer your child a chance to give feedback on the choice they made.
For additional resources for families, please visit ci3t.org/covid

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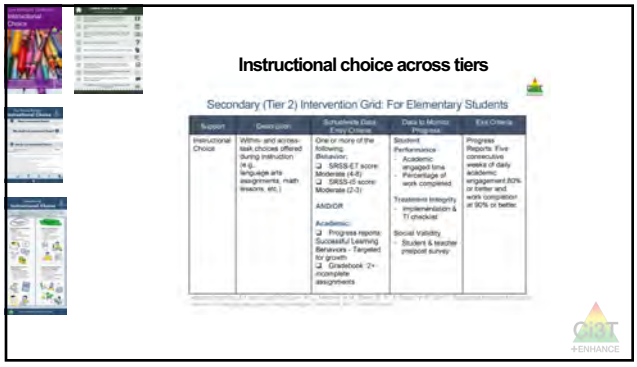
Instructional choice across tiers
Secondary (Tier 2) Intervention Grid: For Elementary Students

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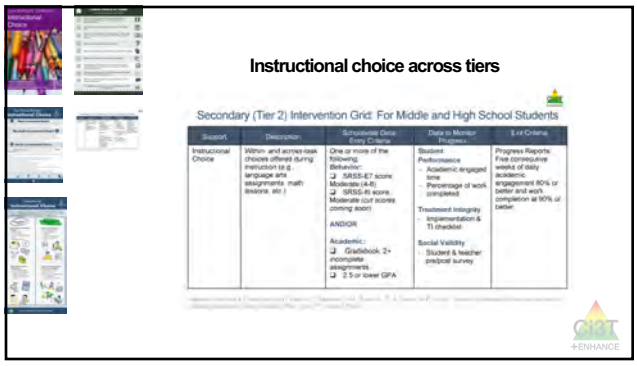
Instructional choice across tiers
Secondary (Tier 2) Intervention Grid: For Middle and High School Students

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Choice

Materials to support in-person learning

Professional Learning Materials

Implementation and Planning Forms

Treatment Integrity and Social Validity Checklists

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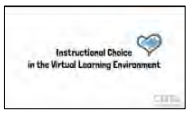
Choice

Materials to support remote learning

Step-by-step Checklist

Infographic



Step-by-step Video

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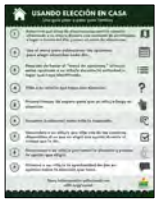
Choice

Materials for families / Materiales para familias

Checklist
(English & Español)



Infographics
(English & Español)

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Talk Time

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Next Steps:
New Resources Coming Soon

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Integrated Lesson Planning

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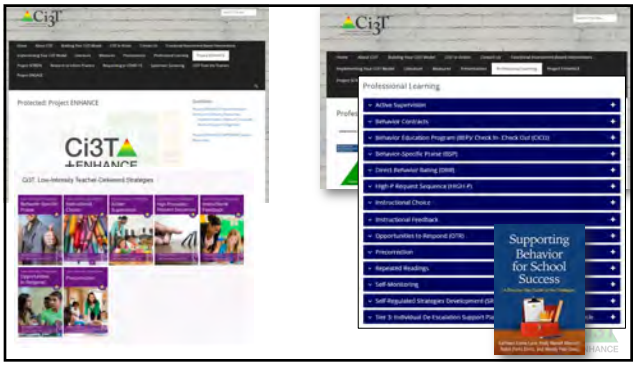

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Ci3T: Low-Intensity Teacher-Delivered Strategies
Behavior-Specific Praise
Instructional Choice
Active Supervision
High-Probability Request Sequences
Instructional Feedback
Opportunities to Respond
Precorrection
Ci3T
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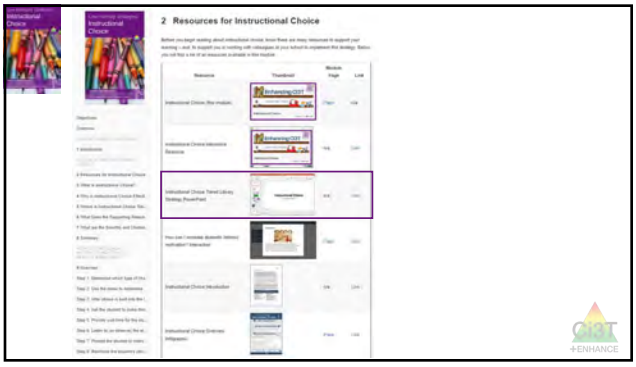
2 Resources for Instructional Choice
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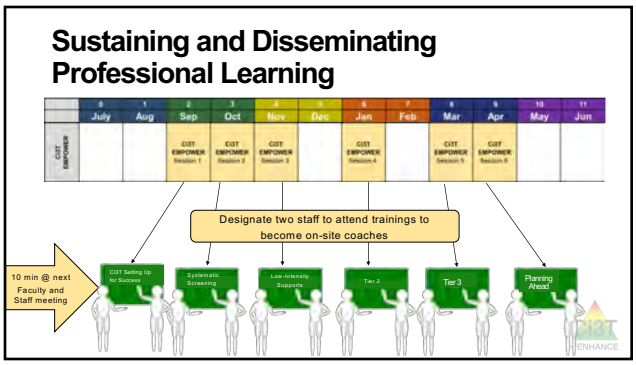
Sustaining and Disseminating Professional Learning
July
Aug
Sep
Oct
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Feb
Mar
Apr
May
Jun
Designate two staff to attend trainings to become on-site coaches
10 min @ next Faculty and Staff meeting
Planning Ahead
Ci3T
ENHANCE

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Ci3T Trainer and Coaches Calls

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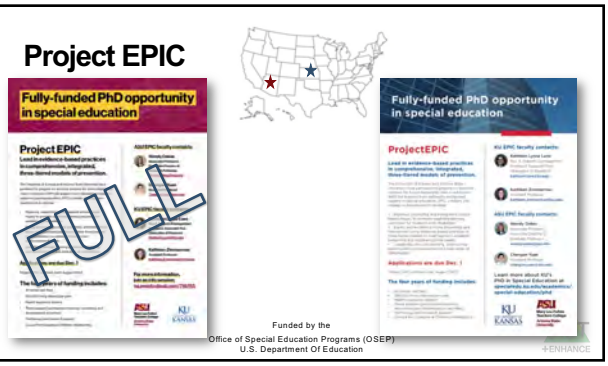
Project EPIC



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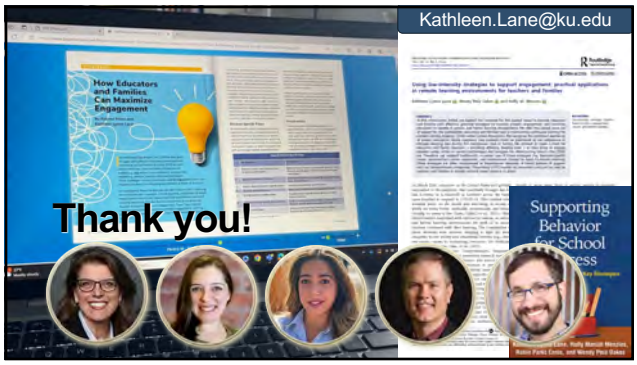

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