
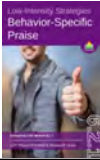



Low-Intensity Strategies to Support Academic Engagement and Prevent Challenging Behavior
Instructional Choice, Opportunities to Respond, & Behavior-Specific Praise

Greater Louisville Education Cooperative
 and Jefferson County Public Schools
Diverse Learner Institute ✦ July 17, 2024

David James Royer, PhD, BCBA

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Session materials are available at ci3t.org/enhance

Register your email (demographic information optional) using the QR code ↑ or clicking the first time module users link

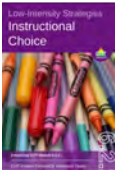


First time module users [view informational letter and register here!](#)


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Agenda


- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
- Instructional choice
- Opportunities to respond
- Behavior-specific praise
- Wrapping up: Resources



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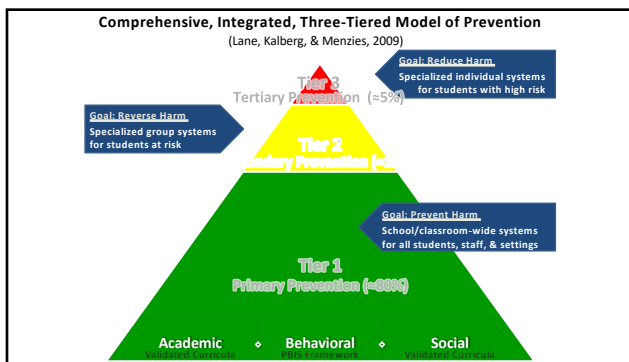
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Ci3T 

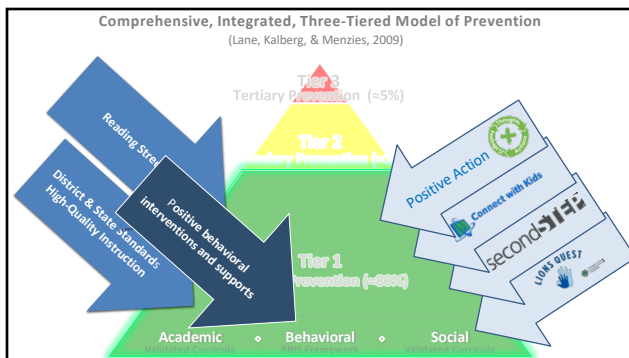
Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

A respectful approach to preventing and responding to challenging behavior

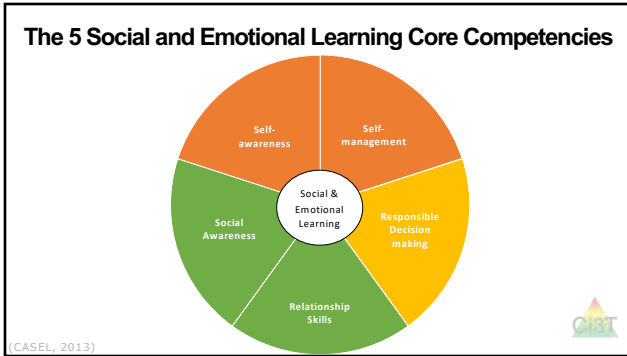
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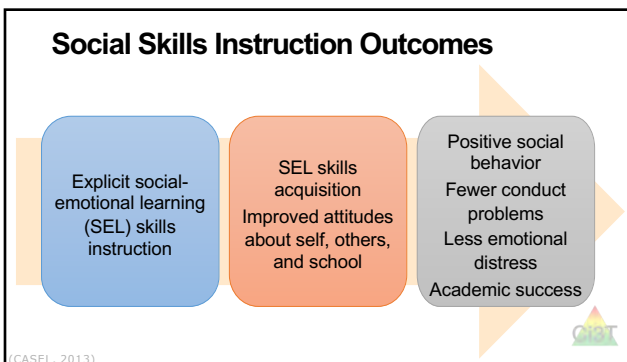
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Ci3T at Lincoln Elementary

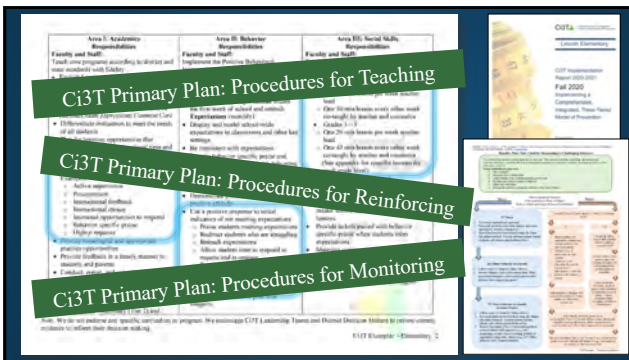
Everything connects to the Primary (Tier 1) Plan

Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities.

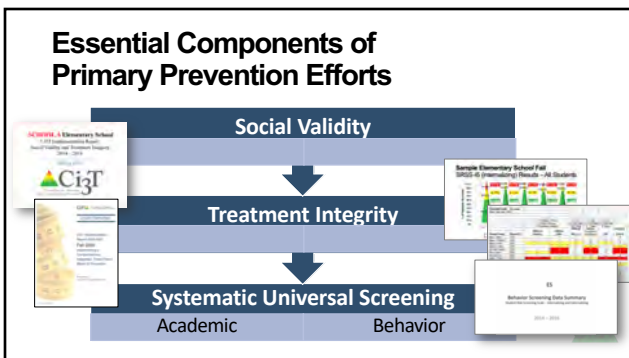
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Middle School Behavior & Academic Characteristics of SRSS Risk Groups

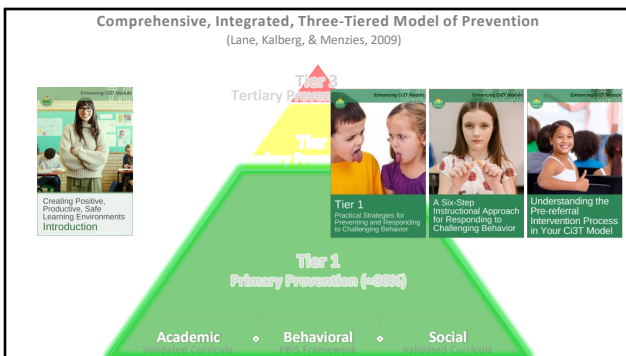
Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)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

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Low-Intensity Strategies

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Secondary (Tier 2) Intervention Grids

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

Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Behavioral Check
Check-in/Check-out
Loss Break
Behavioral Choice
Behavioral Feedback
Self-monitoring

Behavioral ◊ Social

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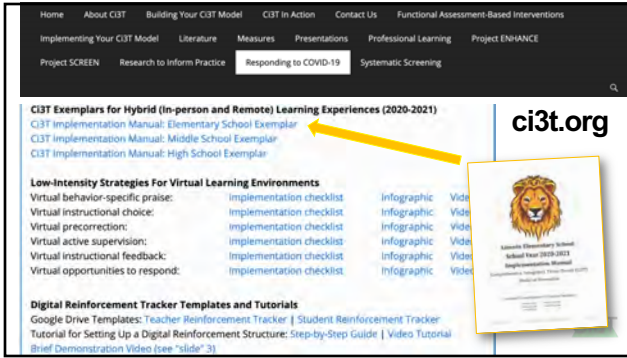
Tertiary (Tier 3) Intervention Grids

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

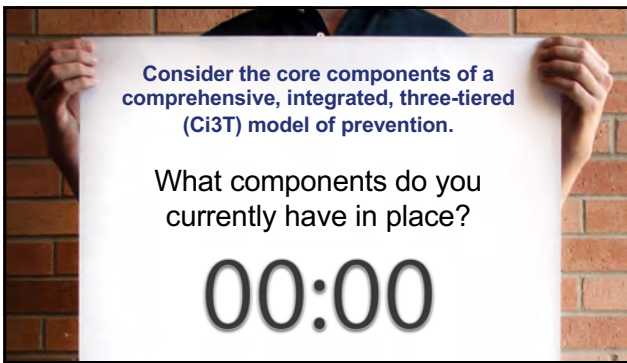
Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Functional Assessment-Based Interventions
Individualized Phonics Sequencing

Behavioral ◊ Social

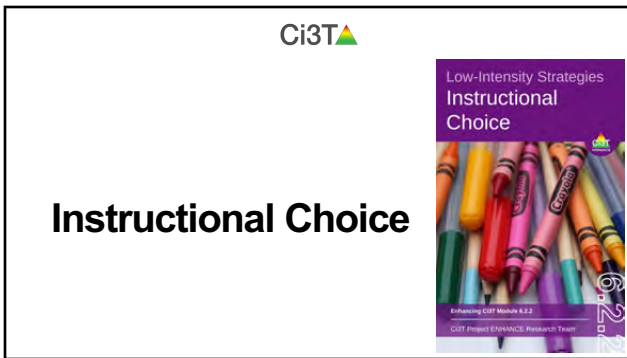
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Low-Intensity Strategies Instructional Choice

What is Instructional Choice?
Instructional Choice is when a teacher provides students with two or more options for how they can interact with the environment, materials, activities, or equipment (e.g., objects, people, etc.) that allows for choice in how, when, where, and by whom the learning occurs.

Why should I use Instructional Choice?
Using Instructional Choice can help to increase student engagement and motivation, increase student self-efficacy, and increase student independence. It is also a key component of a Tier 1 intervention for students with mild disabilities.

How do I use Instructional Choice?
There are many ways to use Instructional Choice. This is a list of ways to use Instructional Choice for various purposes:

- 1. Determine which type of choice you would like to implement and create a menu of choices.
- 2. List the items to determine which type of choice is best for a particular reason.
- 3. Make sure to give the student the choice when they are ready.
- 4. Ask the student to explain their choice.
- 5. Monitor and give the student feedback on their choice.
- 6. Listen to the student's response.
- 7. Provide the student with a choice from one of the possible options if the student has not made a choice within the time limit.
- 8. Monitor the student's choice to make sure they are using the choice they selected.
- 9. Offer the student an opportunity to give feedback on the choice they selected.

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What is Instructional Choice?

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Examples of Instructional Choice

Active Student Choice

- Student chooses the activity to do
- Student chooses the materials to use
- Student chooses the location to work
- Student chooses the time to work
- Student chooses the person to work with
- Student chooses the way to work
- Student chooses the order to work in
- Student chooses the way to present the work
- Student chooses the way to evaluate the work

Passive Student Choice

- Student chooses the activity to do
- Student chooses the materials to use
- Student chooses the location to work
- Student chooses the time to work
- Student chooses the person to work with
- Student chooses the way to work
- Student chooses the order to work in
- Student chooses the way to present the work
- Student chooses the way to evaluate the work

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Instructional Choice
Teacher - Student Ability Questionnaire - Pre-implementation

Instructional Choice
Student - Student Ability Questionnaire - Pre-implementation

Directions: Complete this questionnaire with the student prior to beginning the instructional choice intervention. Enter data in the Student Choice data set you select based on the intervention (e.g., intervention) to be assigned to groups, across weeks from the student's perspective.

Student: _____ Date: _____

I agree	Days									
	1	2	3	4	5	6	7	8	9	10
1. The program we will use sounds fair										
2. I think my teacher will be too hands-off for me										
3. Being in this program may cause problems with my friends										
4. There are better ways to teach me										
5. This program will help other kids too										
6. I think I will like being in the program										
7. I think being in this program will help me do better in school										

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USING CHOICE AT HOME
A Step-by-Step Guide for Families

- Determine what types of choices you would find meaningful, interesting to your child and events in your life.
- Use the menu to select the choices to offer each day.
- After you have made your "choice menu," offer the choices to your child during the identified setting & activity.
- Ask your child to make their choice.
- Provide wait time for your child to select their choice.
- Listen to (or ask) your child to explain their choice.
- Revised your child available again once you give it a try.

Choice: A step-by-step guide for families

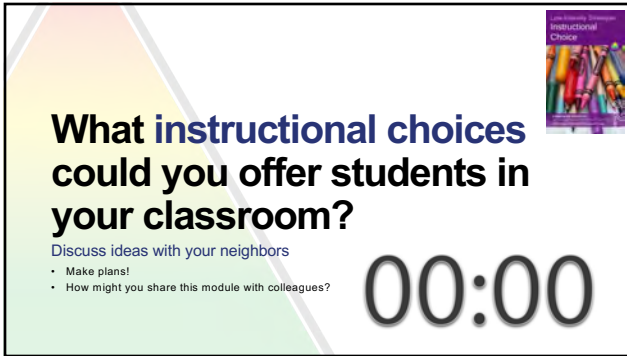
For additional resources for families, please visit mtr.org/choice

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Low-Intensity Strategies Instructional Choice

Enhancing COT Module 6.2.2
COT Project ENHANCE Research Team

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What instructional choices could you offer students in your classroom?

Discuss ideas with your neighbors

- Make plans!
- How might you share this module with colleagues?

00:00

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Opportunities to Respond

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Low-Intensity Strategies Opportunities to Respond

What are Opportunities to Respond?

Why should I use Opportunities to Respond?

How do I use Opportunities to Respond?

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Support	Description	School-wide Data Entry Criteria	Skills to Monitor Progress	Exit Criteria
Opportunities to Respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-E5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-E5: High (4-15) <input type="checkbox"/> SSIS-PSG Ranking of 1, 2, or 3 on this Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period AND/OR Academic: <input type="checkbox"/> Missing Assignments 2 or more within a grading period <input type="checkbox"/> Progress report Passing (K-3) Progressing or higher: 4-5 (C or higher) in subject area targeted	Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption, % of intervals) or weekly progress monitoring (e.g., weekly quiz score) Treatment integrity • Implementation checklist • Treatment integrity checklist Social validity • JRP-15 (teacher) • CIRP or OTR Social Validity Form(student)	<ul style="list-style-type: none"> • ODRs 0-1 in a grading period and • No missing assignments in a grading period and • SRSS-E7: Low (0-3) • SRSS-E5: Low (0-1) or • SSIS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

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Opportunities to Respond
Treatment Integrity Checklist

Student: _____ Date: _____
 Primary Observer: _____ Setting: _____
 Secondary Observer: _____ Lesson: _____
 Start time: _____ End time: _____ Total time: _____
 Notes: _____

0 = not in place, 1 = partially in place, 2 = completely in place

	Item	1	2	3	4	5	6	7	8	9	10	Comments
1	Identified teacher content to be taught and the instructional program.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	
2	Prepared a list of questions, prompts, or cues related to the content and program objectives, if applicable.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	
3	Indicated a cue visually to which student will be directed.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	
4	Indicated the student to which supports will respond.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	
5	Responded to students from the format and used the materials for coding.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	
6	Completed the session with a maximum of 10 min.	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	0/1/2	

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Student: _____ Date: _____

I agree | I do not agree

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	The program we will use sounds fair.																																																																																																			
2	I think my teacher will be too harsh on me.																																																																																																			
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7	I think being in this program will help me do better in school.																																																																																																			

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Low-Intensity Strategies Opportunities to Respond

Enhancing CIT Module 6.2.6
CIT Project ENHANCE Research Team

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Where could you incorporate OTR in your classroom?

Discuss ideas with your neighbors

- How might you share this module with colleagues?

00:00

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Behavior-Specific Praise

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Low-Intensity Strategies

Behavior-Specific Praise

What is Behavior-Specific Praise?

Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after being asked. You were really prepared and on task!"

Why should I use Behavior-Specific Praise?

Behavior specific praise is simple, effective when delivered consistently and immediately after desired behavior, no cost, and requires minimal effort. It can be used, (1) as a Tier 1 strategy to increase engagement and prevent challenging behavior; (2) as a Tier 2 intervention; (3) embedded with other Tier 2 interventions; or (4) featured as a component of a Tier 3 intervention for students in need of additional supports.

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How do I implement BSP in my Classroom?

1. Evaluate current reinforcement practices
2. Identify behaviors to reinforce
3. Practice delivery of reinforcement
4. Observe student behavior
5. Provide BSP
6. Monitor BSP Delivery

Step 2: Identify Behaviors to Reinforce

Once you have a better understanding of how you naturally use praise, the next step is to proactively identify which specific student behaviors you want to acknowledge. Our natural tendency can be to want to provide behavior specific praise for any positive behavior, however, this can make the task feel overwhelming (leading some teachers to feel like they can't do anything else). Rather, if you start with a small number of pre-identified expected behaviors, it can be much easier to keep those specific behaviors on your radar as you go about your everyday business.

One straightforward place to start might be with your schoolwide Expectation Matrix to identify behaviors to acknowledge that will promote the student's success across school settings. For example, looking for opportunities during the day to provide behavior-specific praise to students who are quiet.

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Examples of Behavior Specific Praise

Behavior Specific Praise:

- "Great job, you're doing so well on your assignment!"
- "I love how you're listening!"
- "You're really taking care of your class!"

Not Behavior Specific:

- "Good job!"
- "Nice!"
- "Great!"
- "You're doing well!"
- "You're a good student!"
- "You're really smart!"
- "You're a star!"

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What is Behavior-Specific Praise?

Ci3T + ENHANCE

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Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Component	Screening Data: Every Criteria	Goal to Monitor Progress	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, observable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after observed behavior has been performed. Example: "You great job showing your work on all the division steps." Non-example: "Good job!"	One of more of the following Behavior: <input type="checkbox"/> SRS5-E7: Moderate (4-8) <input type="checkbox"/> SRS5-E7: Moderate (2-3) <input type="checkbox"/> SRS5-E7: High (9-21) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSIS-PSQ <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period AND/OR Academic: <input type="checkbox"/> Two or more missing assignments within a grading period <input type="checkbox"/> ADEQ: extensive or strategic level (math or reading) Progress report Targeted for Growth for academic learning behaviors	Students behavior targeted for improvement (e.g., students engaged less % of intervals, assignment completion, ODRs) Treatment integrity implementation checklist Treatment integrity checklist Social validity • SRS-10 (teacher) • Student-completed survey	<ul style="list-style-type: none"> 0-1 ODRs in a grading period and <ul style="list-style-type: none"> Zero missing assignments in a grading period and <ul style="list-style-type: none"> SRS5-E7: Low (0-2) SRS5-E7: Low (0-1) or <ul style="list-style-type: none"> Ranking of 4 or 5 on the Motivation to Learn subscale of the SSIS-PSQ.

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USING BEHAVIOR-SPECIFIC PRAISE AT HOME

- Identify the behaviors you would like your child to do more of in the house.
- Practice giving behavior specific praise.
- Notice your child's behavior throughout the day.
- Provide behavior specific praise when you notice desired behaviors.
- Make a reward menu if how often you are giving behavior specific praise throughout the day.
- Ask your child what they think you should give them when they give you behavior specific praise from you.

BEHAVIOR-SPECIFIC PRAISE: A STEP-BY-STEP GUIDE FOR FAMILIES

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Guiding Questions Incorporating Behavior-Specific Praise into the Classroom

The following set of questions can be used to help you decide why and how you should incorporate behavior-specific praise into your classroom.

Why is behavior-specific praise effective?

- Behavior-specific praise lets the students know what they did well when learning a new desired behavior.
- Because some students seek teacher attention, using behavior-specific praise can support those students in meeting expectations.

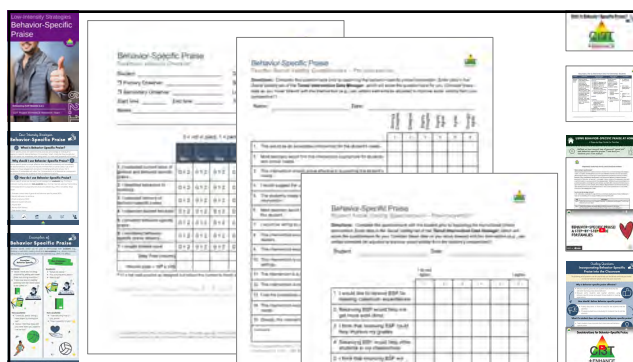
How should I deliver behavior-specific praise?

- Publicly (loud tone, in front of class) for the students that like attention.
- Privately (hushed tone, individually) for students that do not like attention.

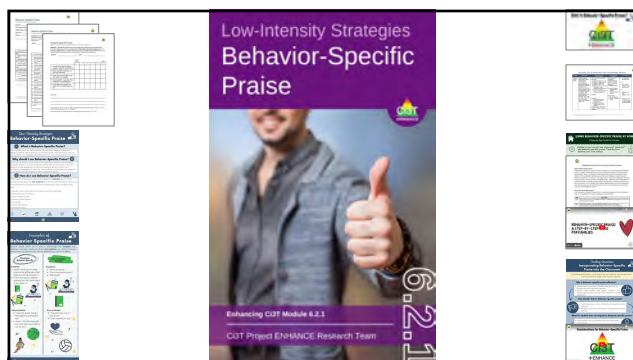
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What behaviors do you want to increase with BSP in your classroom?

Discuss with your neighbors

- Make plans!
- How might you share this module with colleagues?

00:00

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Wrapping Up

Resources

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Low-Intensity Strategies

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES FOR BEHAVIOR

Supporting Behavior for School Success

Opportunities to Respond

Behavior-Specific Praise

Active Supervision

Instructional Feedback

High-p Requests

Precorrection

Incorporating Choice

Proximity

Overlappingness

With-it-ness

Pacing

Self-Monitoring

Behavior Contracts

Managing Challenging Behaviors in Schools

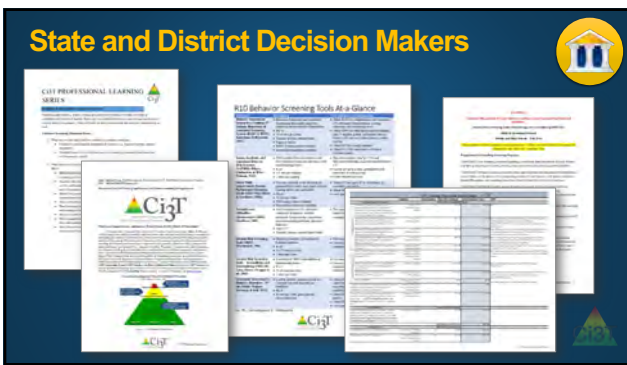
A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behavior

THE BEHAVIOR PROGRAM

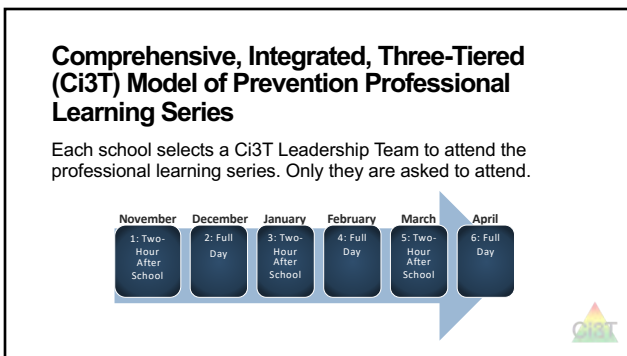
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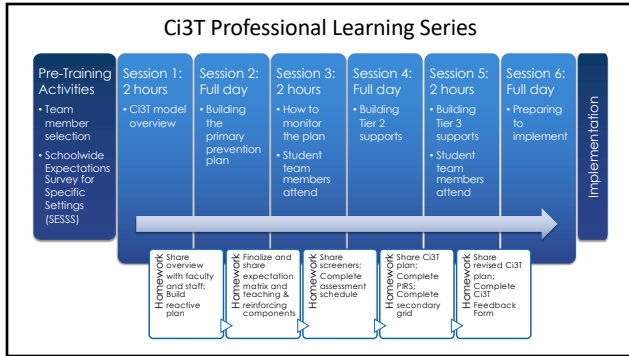
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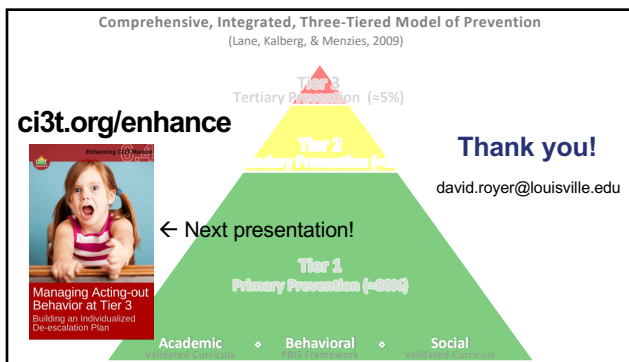
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