

# Behavior Support for Intensive Intervention

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## Module 3

### Antecedent and Instructional Strategies Workbook

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## Module 3 Checklist

The purpose of this checklist is to help organize activities for this Module. You will do some activities on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this module are listed in the “Online” column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	Classroom Application
Intro	Video		<input type="checkbox"/> Watch Module 3 Intro Video Presentation	
	Readings		<input type="checkbox"/> Read Module 3 Readings (Simonsen et al., 2008) and (Simonsen & Myers, 2005)	
Part 1	Video		<input type="checkbox"/> Watch Module 3 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
Part 2	Video		<input type="checkbox"/> Watch Module 3 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	3.1	<input type="checkbox"/> Stop & Jot: <i>Design your Space</i>		
	3.2		<input type="checkbox"/> Discussion Board Post: <i>Develop Routines</i>	
Part 3	Video		<input type="checkbox"/> Watch Module 3 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	3.3	<input type="checkbox"/> Stop & Jot: <i>Develop Expectations</i>		
	3.4		<input type="checkbox"/> Discussion Board Post: <i>Develop a Classroom Matrix</i>	
	3.5	<input type="checkbox"/> Stop & Jot: <i>Plan your Prompts</i>		
	3.6	<input type="checkbox"/> Stop & Jot: <i>Plan your Active Supervision</i>		
	3.7			<input type="checkbox"/> Lesson Study: <i>Social Skills Lesson Planning</i>
Part 4	Video		<input type="checkbox"/> Watch Module 3 Part 4 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	3.8	<input type="checkbox"/> Stop & Jot: <i>Plan a Range of OTRs</i>		
	3.9		<input type="checkbox"/> Discussion Board Post: <i>Consider Instructional Management</i>	
Closing	Video		<input type="checkbox"/> Watch Module 3 Closing Video Presentation	
	Module Quiz		<input type="checkbox"/> Take Module 3 Quiz	

# Module 3 Timeline

<b>Week 1</b> Week of _____	<b>Week 2</b> Week of _____	<b>Week 3</b> Week of _____
<b>Start Module</b>	<b>Continue Module</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete initial post for Discussion Board activities (activities 4.2, 4.4, and 4.9) by _____.</li> </ul>	<b>Complete Module &amp; Classroom Application Activity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All module activities must be completed and submitted by _____.</li> <li><input type="checkbox"/> Complete Classroom Application Activity and review with coach by _____.</li> </ul>



# Module 3 Guided Notes & Activities

## Objectives

By the end of Module 3, you should be able to:

1. **Maximize structure in your classroom.**
  - Define and give examples of physical layout
  - Define and give examples of classroom routines
2. **Post, teach, prompt, review, monitor, and reinforce a small number of positively stated expectations.**
  - Operationally define classroom expectations within routines using a matrix
  - Design a social skills lesson plan that contains the critical elements
3. **Actively engage students in observable ways.**

## Part 1: What are the 5 critical features of effective classroom management?

### Five Critical Features of Evidence-Based Classroom Management<sup>1</sup>

1. Maximize \_\_\_\_\_
2. Establish, Post, Teach, Review, Monitor, and Reinforce \_\_\_\_\_
3. \_\_\_\_\_ Students in Observable Ways
4. Use a Continuum of Strategies to \_\_\_\_\_ Appropriate Behavior
5. Use a Continuum of Strategies to \_\_\_\_\_ Inappropriate Behavior

### Classroom Management...

- ...is **NOT** a magic fix
- ...**IS** re-designing & improving learning and teaching \_\_\_\_\_ with attention to **function**
- ...is **NOT** re-design of individual students
- ...**IS** a change in behavior of \_\_\_\_\_ (adults...that's YOU!)

### Resource Alert! Supporting and Responding to Student Behavior<sup>2</sup>

- Interactive map
- Self-assessment
- Decision-making chart
- Tables with descriptions, examples, non-examples, & resources
- Additional tools & scenarios.



<sup>1</sup> (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

<sup>2</sup> Office of Special Education Programs. (2015). Supporting and Responding to Behavior: Evidence-based classroom strategies for teachers. Retrieved from <https://www.osepideasthatwork.org/evidencebasedclassroomstrategies/>

## Part 2: How do I maximize structure in my classroom?

Effectively design the physical environment of the classroom

Elementary Example:

HS Example:

Non-Example:

How do I design the physical environment?

Design environment to (a) \_\_\_\_\_ and (b) \_\_\_\_\_:

- Arrange \_\_\_\_\_ to allow easy traffic flow
- \_\_\_\_\_ arrangements (groups, individual, etc.)
- Ensure adequate \_\_\_\_\_ of all areas
- Designate staff and student \_\_\_\_\_



## Activity 3.1 – Stop & Jot

### *Design your Space*

*Workbook*

#### **Plan your classroom environment.**

- Design your physical space to facilitate your daily activities. Always consider visual access to all students (active supervision). Think about non-academic daily routines/needs (e.g., pencil sharpening, access to necessary materials, bathroom breaks).
- Sketch and develop a brief follow-up narrative describing the physical layout of your classroom environment. Be sure to include how the arrangement will maximize instructional time, support efficient classroom routines, and minimize student distraction.

#### **Sketch of my Classroom:**

#### **Narrative Description of my Classroom:**

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## Develop & Teach Predictable Classroom Routines

Elementary Example:

HS Example:

Non-Example:

### How do I Develop Predictable Routines?

#### Develop Predictable Routines and Schedule

- Teacher routines
  - \_\_\_\_\_
  - \_\_\_\_\_
- Student routines
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

Make \_\_\_\_\_, \_\_\_\_\_ transitions between activities throughout the class activity and day; teach/practice transition behaviors.





## Activity 3.2 – Discussion Board

### Develop Routines

Online

Before you complete this module, please complete a discussion board post that addresses the following prompts. Once you've posted, please respond to at least two of your classmates' posts.

- Review the following linked examples.
  - [Example 1](https://bit.ly/2qnBygd) (https://bit.ly/2qnBygd)
  - [Example 2](https://bit.ly/2HeT8ws) (https://bit.ly/2HeT8ws)
- Review and share your classroom routines.
  - What routines do you currently have established in your own classroom?
  - What routines would you like to establish in your own classroom?

You may use the space below to draft a copy of your response before posting a copy online.

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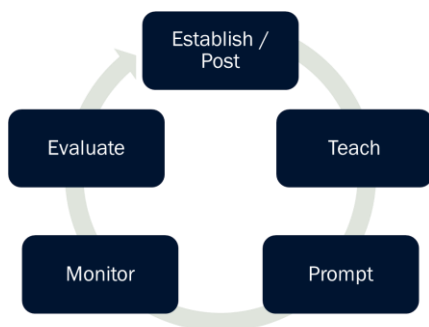
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## Part 3: How Do I Define and Teach My Expectations?

### How Do I Post, Define, and Teach Expectations?



#### Three Steps:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Expectations vs. Rules

Expectations are.....

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Rules

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Establish / Post

- Define 3 - 5 \_\_\_\_\_ for your classroom
- \_\_\_\_\_ stated
  - Tell the students what you want them to do rather than what not to do
  - Avoid \_\_\_\_\_
- Easy to remember
  - Aligned with \_\_\_\_\_



## Activity 3.3 – Stop & Jot

### Develop Expectations

Workbook

#### What are your classroom expectations?

- If you are currently working in a school or classroom that has defined 3-5 positively stated expectations, what are they? Do your classroom expectations align?
- If you are not, what expectations might you use in your own classroom?

#### My Classroom Expectations:

**Expectation 1:**

**Expectation 2:**

**Expectation 3:**

**Expectation 4: (optional)**

**Expectation 5: (optional)**

**Define Expectations within Routines**

- \_\_\_\_\_ define what the rules look like across all the routines and settings in your school.
  - One way to do this is in a \_\_\_\_\_ format.
  - This matrix should complement your school-wide matrix, but be specific to your classroom setting.

**Expectations within Routines Matrix**

Routines →	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Rules ↓				
Respect				
Responsibility				
Safety				

	Entering Classroom
Respect	
Responsibility	
Safety	



## Activity 3.4 – Classroom Application

### *Develop a Classroom Matrix*

Before you complete this part, please complete an application activity that addresses the following prompts.

**Brainstorm examples of behaviors for your classroom behavior matrix. You will need 2-3 positively stated, discrete behaviors per box of your matrix. Follow the directions below to complete your matrix.**

1. Fill in the behavior expectations you identified in Activity 4.3 in the left-hand column.
2. Identify 5-7 classroom routines by writing them in the boxes on the top row.
3. Enter your 2-3 positively stated examples of behaviors within each box of the matrix.

**Post your final matrix online (e.g., LMS, blog). Also, review your colleagues' matrices and provide feedback using the criteria from the attached rubric.**

**You may use the space on the following page to draft your Classroom Matrix before posting a copy online.**

<b>Routines →</b> <b>Expectations ↓</b>	<b>[Routine 1]</b>	<b>[Routine 2]</b>	<b>[Routine 3]</b>	<b>[Routine 4]</b>	<b>[Routine 5]</b>	<b>[Routine 6]</b>	<b>[Routine 7]</b>
<b>[Expectation 1]</b>							
<b>[Expectation 2]</b>							
<b>[Expectation 3]</b>							
<b>[Expectation 4]</b>							
<b>[Expectation 5]</b>							

## Classroom Matrix Rubric

<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>Identification and description of setting</b>	All relevant features of the setting are clearly defined	Some relevant features of the setting are fully described	Setting is not identified or clearly defined
<b>Identification of 3-5 positively stated expectations</b>	3-5 positively stated, mutually exclusive, contextually appropriate expectations are identified	3-5 positively stated expectations are identified	Fewer than 3 positively stated expectations are identified
<b>Identification of 5-7 routines</b>	5-7 routines are, mutually exclusive and contextually appropriate	5-7 routines are mutually exclusive	Fewer than 5 routines are identified
<b>Positively stated examples (2-3) of rule-following within each routine</b>	2-3 examples are positively stated, mutually exclusive, and contextually appropriate	2-3 examples are positively stated	Fewer than 2 examples are identified
<b>Professional appearance, etc.</b>	Matrix is typed, appropriately formatted, and grammatically accurate	Matrix is typed, appropriately formatted. Minor grammatical or spelling errors	Matrix is not typed or appropriately formatted or contains grammatical or spelling errors interfere with interpretation and professional appearance
<b>Comments</b>			

**Teach**

**Rules in the Context of Routines**

- 1. Model
- 2. Lead
- 3. Test

A \_\_\_\_\_ should be developed for teaching each expectation in the context of each routine. That is, a separate lesson would be created for \_\_\_\_\_ in the matrix.

**What is the ultimate goal of all instruction?**

**Focus on phases of learning**

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

**What behavioral procedures are involved in teaching?**

**Types of Prompts**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Activity 3.5 – Stop & Jot

### Develop Expectations

Workbook

Plan your prompts.

- Describe how you prompt expected behavior throughout the classroom routines you identified on your matrix.
- Consider specifically what it will look like for one expectation and one routine.

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### Monitor students' behavior in natural context

- **Active Supervision** (Colvin, Sugai, Good, Lee, 1997):
  - \_\_\_\_\_ around
  - Look around (Scan)
  - \_\_\_\_\_ with students
    - Reinforce



## Activity 3.6 – Stop & Jot

### Plan Your Active Supervision

#### Workbook

Plan your active supervision.

- Describe how you will move, scan, and interact throughout the classroom routines you identified on your matrix.
- Consider specifically what it will look like for one expectation and one routine.

#### Evaluate: The Effect of Instruction

- Collect \_\_\_\_\_ and reflect on outcomes.
  - Are rules being followed?
  - If there are errors,
    - \_\_\_\_\_ is making them?
    - \_\_\_\_\_ are the errors occurring?
    - \_\_\_\_\_ kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

#### Social Skills Lesson Plans

- Lesson plans should include:
  - a **brief** \_\_\_\_\_ of the expectation and routine,
  - a statement (i.e., **operational definition**) of what it looks like to follow the expectation within the routine, including both positive and negative teaching examples;
  - a demonstration of expectation-following behavior (\_\_\_\_\_),
  - activities that provide students with guided practice (\_\_\_\_\_), and
  - opportunities for students to independently demonstrate expected behavior in the natural context (\_\_\_\_\_).



## Social Skill Lesson Plan

### Lesson Focus:

Demonstrating \_\_\_\_\_ (*expectation*) in the \_\_\_\_\_ (*setting*).

### Teaching Objective:

Following instruction, students will demonstrate \_\_\_\_\_ (*expectation*) in the \_\_\_\_\_ (*setting*) by \_\_\_\_\_ (*describe behaviors*) across \_\_\_ out of \_\_\_ sampled opportunities (*criteria*).

### Teaching Examples:

<i>Positive Examples</i>	<i>Negative Examples</i>
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>

### Lesson Materials:

### Lesson Activities:

*Model:*

*Lead:*

*Test:*

### Follow-up Activities:

*Strategies to prompt:*

*Procedures to reinforce:*

*Procedures to correct behavioral errors:*

*Procedures to monitor/supervise:*

*Procedures to collect and evaluate student data:*

**Additional Instructions:**

You may use the rubric provided below to reflect on your completed lesson plan.

**Social Skills Lesson Plan Rubric**

<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>Identify lesson focus (rule, routine, and operational definition).</b>	Lesson clearly identifies the target rule, routine, and a complete operational definition with appropriate examples and non-examples	Lesson clearly identifies the target rule, routine, and operational definition	Lesson does not clearly identify the target rule, routine, or operational definition
<b>Identify lesson objective</b>	Lesson objective is clearly stated including context and criteria for mastery	Lesson objective is clearly stated	Lesson objective is not clearly stated
<b>Identify lesson materials</b>	All appropriate materials are clearly identified	Some appropriate materials are clearly identified	Lesson materials are not identified
<b>Identify positive and negative teaching examples of rule following behavior (min of 3 each)</b>	3 positive and 3 negative examples of the target behavior are clearly defined and illustrate any relevant "grey" areas	3 positive and 3 negative examples of the target behavior are clearly defined	Fewer than 3 positive and 3 negative examples are provided
<b>Identify lesson activities (model, lead, &amp; test)</b>	Lesson activities clearly include modeling, guided practice, and independent practice in the context in which students are expected to use the behavior	Lesson activities clearly include modeling, guided practice, and independent practice	Lesson activities do not clearly include modeling, guided practice, and independent practice
<b>Identify follow-up activities (prompt, reinforce, correct, monitor, &amp; evaluate)</b>	Follow up activities include clearly defined, contextually appropriate plans to prompt, reinforce, correct, monitor, and evaluate the target behavior	Follow up activities include clearly defined, plans to prompt, reinforce, correct, monitor, and evaluate the target behavior	Follow up activities do not include appropriate plans to prompt, reinforce, correct, monitor, and evaluate the target behavior
<b>Comments</b>			

## Part 4: How do I use active engagement and instructional strategies to prevent problem behavior?

### 2. Proactive and Positive Class-Wide PBIS Practices

Provide high rates of varied opportunities to respond (OTR)	Elementary Example	Secondary Example	Non-Example
Actively engage students in observable ways <ul style="list-style-type: none"> <li>• Provide high Rates of Response</li> <li>• Consider varied modes of response</li> <li>• Link engagement with outcome objectives</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Individual or small group:</i> Student names on sticks in a jar. As questions are posed, a student name is drawn.</li> <li>• <i>Choral:</i> All students recite letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Individual or small group:</i> I just showed you how to do #1, I am going to start #2. Second row, help explain my steps.</li> <li>• <i>Nonverbal:</i> Clickers to respond a, b, or c</li> </ul>	<ul style="list-style-type: none"> <li>• A teacher provides a 20-minute lesson without asking any questions or prompting any student responses.</li> </ul>
<b>Range of evidence-based practices that promote active engagement</b>			
<ul style="list-style-type: none"> <li>• Computer Assisted Instruction</li> <li>• Choral Responding</li> <li>• Class-wide Peer Tutoring</li> <li>• Electronic Clickers/Response Cards</li> <li>• Non-verbal/Gestural</li> <li>• Guided notes</li> </ul>			



## Activity 3.8 – Stop & Jot

### Plan a Range of OTRs

Workbook

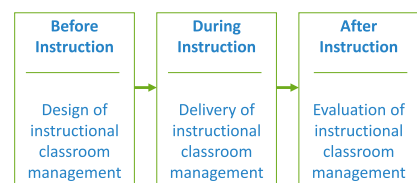
#### What other strategies have you seen?

- Describe a range of strategies you will use to provide students opportunities to respond (OTRs)
  - Consider strategies to support yourself in ensuring you provide these at a high rate to all students.
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#### Instructional Classroom Management

- Instructional classroom management is a *proactive* approach “one acts *before* a problem occurs rather than reacting *after* the problem” (p. 47)
- Task dimensions (Darch & Kame’enui, 2004, p. 52)
  - History
  - Response form
  - Modality
  - Complexity
  - Schedule
  - Variation
- Consider task dimensions...
  - before instruction.
    - Continuously monitor *form, modality, and schedule* and adjust based on your learner’s performance.
  - during instruction.
    - Continuously monitor *form, modality, and schedule* and adjust based on your learner’s performance.
  - after instruction.
    - Ask, “Based on (a) the structure of the learning activity, (b) the type of academic errors, and (c) the level of disruptive behavior, what adjustments do I need to make in the nature or structure of the task for improved learning and behavior?” (p. 64)
- **Temporal Framework for Instructional Classroom Management**
  - **Before instruction**
    - Assessment
      - Short term and long-term objectives
      - Assessment system
      - Assessment strategies that link solutions for academic and behavior problems
    - Instructional Task Design
      - Determine appropriateness of dimensions
      - Modify dimensions
      - Allocate sufficient time
      - Identify tasks and skills that need pre-teaching

#### Consider Phase of Instruction



(Darch & Kame’enui, 2004, p. 73, Figure 4.2)

- Apply dimensions to teaching interventions for learning and behavior problems
  - Classroom Management Plan
  - Reinforcement plan
  - School-Wide Transition Plan
  - **Instructional Considerations**
    - Choose materials/curriculum to enhance students' success.
    - Use the principles of Design of Instruction.
      - Teach the “general case.”
      - Control for mis-rules.
      - Increase student engagement.
      - Detailed presentation and cumulative review
      - Correction procedures.
    - Use research-based curricula.
  - The following instructional variables are likely to work in your classroom:
    - Giving students choices
    - Varying tasks
    - Decreasing “down time” (i.e., short wait time between class activities).
    - Interspersing easier tasks (high-probability of correct responding) when asking students to perform harder tasks (lower probability of correct responding).
      - Matching tasks to the students' instructional level—don't give impossible tasks. Adapted from Munk & Repp (1994)
- **During instruction**
  - Managing Instruction
    - Present and reinforce rules at beginning
    - Preteach tasks as necessary
    - Monitor and provide prompts/feedback
    - Record persistent errors
  - Delivering Instruction
    - Pacing
    - Opportunities to respond
  - Modifying Instruction
    - Adjust dimensions based on performance
    - Implement correction procedures consistently
- **After instruction**
  - Reflect
  - Assess
    - Did they meet criterion?
    - Serious or persistent problems?
  - Modify
    - Was there a pattern?
    - Are behavior problems related to specific task dimensions?
    - Was instruction motivating?
    - Were there accommodations?



### Additional Instructional Considerations

- Give students \_\_\_\_\_
- \_\_\_\_\_ tasks
- Decrease \_\_\_\_\_ (i.e. short wait time between class activities)
- Intersperse \_\_\_\_\_ (high probability of correct responding) when asking students to perform \_\_\_\_\_ tasks (lower probability of correct responding)
- \_\_\_\_\_ tasks to the students \_\_\_\_\_ – don't give impossible tasks



## Activity 3.9 – Discussion Board

### *Consider Instructional Management*

Online

Before you complete this module, please complete a discussion board post that addresses the following questions. Once you've posted, please respond to at least two of your classmates' posts.

- Use the [MO SW-PBS resource \(https://bit.ly/2HehBlq\)](https://bit.ly/2HehBlq) to guide your conversation.
- How have you used or observed teachers use instructional management strategies before, during, and after a lesson?
- How might you use these strategies to prevent problem behavior in your classroom?

You may use the space below to draft a copy of your response before posting a copy online.

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<b>Remember: Prompts</b>	<b>Elementary Example</b>	<b>Secondary Example</b>	<b>Non-Example</b>
<p>Prompt or remind students of the expectation</p> <ul style="list-style-type: none"> <li>• Provide students with visual prompts (e.g., posters, illustrations).</li> <li>• Use pre-corrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).</li> </ul>	<ul style="list-style-type: none"> <li>• Before students begin seatwork, provide a reminder about how to access help and materials, if needed.</li> <li>• Poster of expected behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of group activity participation rubric prior to the start of group work.</li> <li>• Sign above the homework (HW) basket with checklist for handing in HW.</li> </ul>	<ul style="list-style-type: none"> <li>• While teaching a lesson, a student calls out and the educator states, “Instead of calling out, I would like you to raise your hand.”</li> </ul>

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<b>Remember: Active Supervision</b>	<b>Elementary Example</b>	<b>Secondary Example</b>	<b>Non-Example</b>
<p>Monitor students' behavior in the natural context (Colvin, Sugai, Good, Lee, 1997)</p> <ul style="list-style-type: none"> <li>• Move around</li> <li>• Look around (Scan)</li> <li>• Interact with students               <ul style="list-style-type: none"> <li>○ Reinforce</li> <li>○ Correct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• While students are working independently in centers, scan and move around the classroom, checking in with students.</li> </ul>	<ul style="list-style-type: none"> <li>• While monitoring students, move around the area, interact with students and observe behaviors of individuals and the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting or standing where you cannot see the entire room / space. Such as with your back to the group or behind your desk.</li> </ul>

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