Behavior Support for Intensive Intervention

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.

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of _____</td>
<td>Week of _____</td>
<td>Week of _____</td>
</tr>
<tr>
<td>Start Module</td>
<td>Continue Module</td>
<td>Complete Module &amp; Classroom Application Activity</td>
</tr>
<tr>
<td></td>
<td>❑ Complete initial post for Discussion Board activities (activities 4.2, 4.4, and 4.9) by ________.</td>
<td>❑ All module activities must be completed and submitted by ________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Complete Classroom Application Activity and review with coach by ________.</td>
</tr>
</tbody>
</table>
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

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

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

---

1 (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
### Part 2: How do I maximize structure in my classroom?

Effectively design the physical environment of the classroom

<table>
<thead>
<tr>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-Example:</th>
</tr>
</thead>
</table>

**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 ___________
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:**

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Develop & Teach Predictable Classroom Routines

<table>
<thead>
<tr>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-Example:</th>
</tr>
</thead>
</table>

**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.
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.

1. Review the following linked examples.

2. 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.

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

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

How Do I Post, Define, and Teach Expectations?

Three Steps:
1. ________________________________
2. ________________________________
3. ________________________________
Expectations vs. Rules

Expectations are.....
• __________________________
• ______________________________
• _______________________________________

Rules
• __________________________
• ______________________________
• _______________________________________

Establish / Post

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

<table>
<thead>
<tr>
<th>Routines</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
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<tr>
<td>Responsibility</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>

### Entering Classroom

<table>
<thead>
<tr>
<th>Respect</th>
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</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
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</table>

<table>
<thead>
<tr>
<th>Safety</th>
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</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Routines</th>
<th>Routine 1</th>
<th>Routine 2</th>
<th>Routine 3</th>
<th>Routine 4</th>
<th>Routine 5</th>
<th>Routine 6</th>
<th>Routine 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations</td>
<td>[Expectation 1]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Expectation 2]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Expectation 3]</td>
<td></td>
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<tr>
<td></td>
<td>[Expectation 4]</td>
<td></td>
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<td></td>
<td>[Expectation 5]</td>
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<td></td>
</tr>
</tbody>
</table>
# Classroom Matrix Rubric

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

Comments
**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**

____________________

____________________

____________________

____________________
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.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Monitor students’ behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - _________ around
  - Look around (Scan)
  - _________ with students
    - Reinforce
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 (______).
Activity 3.7 – Classroom Application
Lesson Study: Social Skills Lesson Planning

1. Review the following linked lesson plans.

2. Following your review, reflect on the provided examples. Use the space below to record your response.
   a. What did you like about the lesson plans?
   b. Could you see lessons like this helping in your classroom/subject area? Why or why not?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. Based on the matrix you completed for Activity 4.4, chose one expectation and one routine (i.e., 1 box on the matrix). Develop a lesson plan to teach that social skill (i.e., rule) in that setting. You may use the provided template on the following page or create your own. Be sure to include all of the lesson components.
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:

<table>
<thead>
<tr>
<th>Positive Examples</th>
<th>Negative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

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

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

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

2. Proactive and Positive Class-Wide PBIS Practices

<table>
<thead>
<tr>
<th>Provide high rates of varied opportunities to respond (OTR)</th>
<th>Elementary Example</th>
<th>Secondary Example</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively engage students in observable ways</td>
<td>• <em>Individual or small group:</em> Student names on sticks in a jar. As questions are posed, a student name is drawn. • <em>Choral:</em> All students recite letter sounds.</td>
<td>• <em>Individual or small group:</em> I just showed you how to do #1, I am going to start #2. Second row, help explain my steps. <em>Nonverbal:</em> Clickers to respond a, b, or c</td>
<td>• A teacher provides a 20-minute lesson without asking any questions or prompting any student responses.</td>
</tr>
<tr>
<td>• Provide high Rates of Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consider varied modes of response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Link engagement with outcome objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Range of evidence-based practices that promote active engagement

- Computer Assisted Instruction
- Choral Responding
- Class-wide Peer Tutoring
- Electronic Clickers/Response Cards
- Non-verbal/Gestural
- Guided notes
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.

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.
  - 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
- Before Instruction: Design of instructional classroom management
- During Instruction: Delivery of instructional classroom management
- After Instruction: Evaluation of instructional classroom management

(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
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.

- 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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<thead>
<tr>
<th>Remember: Prompts</th>
<th>Elementary Example</th>
<th>Secondary Example</th>
<th>Non-Example</th>
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<tr>
<td>Prompt or remind students of the expectation&lt;br&gt;• Provide students with visual prompts (e.g., posters, illustrations).&lt;br&gt;• 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 were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).</td>
<td>• Before students begin seatwork, provide a reminder about how to access help and materials, if needed.&lt;br&gt;• Poster of expected behaviors.</td>
<td>• Review of group activity participation rubric prior to the start of group work.&lt;br&gt;• Sign above the homework (HW) basket with checklist for handing in HW.</td>
<td>• While teaching a lesson, a student calls out and the educator states, “Instead of calling out, I would like you to raise your hand.”</td>
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<td>Remember: Active Supervision</td>
<td>Elementary Example</td>
<td>Secondary Example</td>
<td>Non-Example</td>
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<td>Monitor students' behavior in the natural context (Colvin, Sugai, Good, Lee, 1997)</td>
<td>• While students are working independently in centers, scan and move around the classroom, checking in with students.</td>
<td>• While monitoring students, move around the area, interact with students and observe behaviors of individuals and the group.</td>
<td>• Sitting or standing where you cannot see the entire room / space. Such as with your back to the group or behind your desk.</td>
</tr>
<tr>
<td>• Move around</td>
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<td>• Look around (Scan)</td>
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<td>• Interact with students</td>
<td>o Reinforce</td>
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<td>o Correct</td>
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