**Intensifying the Effective Classroom Practices**

**Intervention: Expectations, Rules, and Routines**

* Target student has reminder of rule or routine posted prominently on desk or notebook
* Student is active in practicing the rule/routine
* Student is asked to demonstrate the rule/routine for peers
* Pre-corrects are given to student immediately prior to the use of the rule/routine
* Student is acknowledged for demonstrating rule/routine

**Intervention: Developing an Individual Schedule of Encouraging Expected Behavior**

* Take baseline data (direct observation) to determine the frequency of problem behavior
* Determine which time frame is most problematic (doesn’t have to be entire day)
* Use baseline data to choose a recognition schedule shorter than the average interval found in baseline
* Recognize the student’s appropriate behavior before the problem behavior occurs

**Intervention: Discouraging Inappropriate Behavior**

* Reteach
* Provide additional practice opportunities
* Proximal praise – praise a student close by who is performing behavior; when the target student performs the behavior, attention and praise are then provided
* Redirect – restate rule or routine
* Provide choice – 2 to 3 viable alternatives
* Student conference

**Intervention: Active Supervision**

* Place student where teacher can easily increase contact
* Individually interact with target student with eye contact, use of student name, touch, smiles, etc.
* Place student where they can be viewed from all areas of the classroom

**Intervention: Opportunities to Respond**

* Provide student with questions ahead of time
* When using previous mentioned strategies, have target student repeat or summarize for the class
* Have target student repeat or summarize what was said by the student who answered
* Allow adequate wait time
* If pulling sticks or names on strips of paper, increase the number of time target student has opportunity to be pulled

**Intervention: Sequencing & Choice**

* Usual ratio is one mastered skill to every three new items (1:3)– may want 1:2 or even 1:1
* Give three requests student can already do followed by one more difficult task in writing; reinforce after completion
* Use individual student preferences for choice to complete assignments

**Intervention: Task Difficulty**

Within Task Difficulty itself are many strategies for student success:

* *Length/time*
* *Response mode-reading*
* *Response mode-writing*
* *Instruction and practice strategies*

All can potentially work for BIP purposes. How could you logistically keep this information fresh and handy for the purposes of BIP usage?