

# Using the **Gre<sup>g</sup>** to Increase Student Success



Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
<p><b>1. Classroom Expectations</b></p> <ul style="list-style-type: none"> <li>⊕ Clarify expected behavior and provide specific precorrects</li> <li>⊕ Teach student how to:                             <ul style="list-style-type: none"> <li>○ Ask for attention</li> <li>○ Self-Monitor</li> <li>○ Ask for a break</li> </ul> </li> <li>⊕ Consider student participation in social skills instructional group</li> <li>⊕ Teach academic skills</li> </ul>	<p><b>4. Encourage Expected Behavior</b></p> <ul style="list-style-type: none"> <li>⊕ Increase reinforcement of expected behavior                             <ul style="list-style-type: none"> <li>○ High rates of verbal and non-verbal feedback</li> <li>○ Increase positive communication between home and school</li> </ul> </li> <li>⊕ Provide increased opportunities for interaction with adults and/or peers</li> <li>⊕ Provide opportunity to earn time for self-selected activities</li> <li>⊕ Reward student for attempting tasks, staying focused on tasks</li> </ul>	<p><b>6. Opportunities to Respond</b></p> <ul style="list-style-type: none"> <li>⊕ Increase OTR                             <ul style="list-style-type: none"> <li>○ Partner/Group</li> <li>○ Verbal and Non-verbal options</li> <li>○ Pre-conference with student(s) to build a variety of engaging response strategies</li> </ul> </li> <li>⊕ Use technology                             <ul style="list-style-type: none"> <li>○ Interactive Games</li> <li>○ Discussion Boards</li> </ul> </li> </ul>
<p><b>2. Classroom Procedures &amp; Routines</b></p> <ul style="list-style-type: none"> <li>⊕ Teach Procedures</li> <li>⊕ Teach how to ask for help</li> <li>⊕ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers)</li> <li>⊕ Check to see if student has needed materials and if not, provide them before they are needed</li> </ul>	<p><b>5. Discourage Unexpected Behavior</b></p> <ul style="list-style-type: none"> <li>⊕ Provide consistent and calm response</li> <li>⊕ Limit verbal interaction for problem behavior</li> <li>⊕ Teacher ignore problem</li> <li>⊕ Prompt peers to ignore problem behavior</li> <li>⊕ Non-verbal signal</li> <li>⊕ Offer brief assistance</li> <li>⊕ Offer alternative methods or materials for task</li> <li>⊕ Schedule standard times to make up work</li> </ul>	<p><b>7. Task Difficulty &amp; Academic Success</b></p> <ul style="list-style-type: none"> <li>⊕ Design assignments to meet student skill level</li> <li>⊕ Pre-teach content</li> <li>⊕ Modify amount or type of activity</li> <li>⊕ Provide extra help/check for understanding</li> </ul>
<p><b>3. Active Supervision</b></p> <ul style="list-style-type: none"> <li>⊕ Increase Active Supervision                             <ul style="list-style-type: none"> <li>○ Schedule more frequent interactions</li> <li>○ Proximity Control</li> <li>○ Provide task check-in (eg, 3 more minutes...)</li> </ul> </li> </ul>		<p><b>8. Activity Sequencing &amp; Offering Choice</b></p> <ul style="list-style-type: none"> <li>⊕ Provide opportunity to help other students</li> <li>⊕ Provide option to work independently</li> <li>⊕ Provide task list and allow student to choose order of completion</li> <li>⊕ Provide opportunity to engage in a preferred activity first</li> <li>⊕ Allow student to choose location, materials, etc</li> </ul>

Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task