Using the to ETLPs to Increase Student Success

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways

Maximize Structure

1. Classroom Expectations
- ❖ Clarify expected behavior and provide specific precorrects
- ❖ Teach student how to:
  - o Ask for attention
  - o Self-Monitor
  - o Ask for a break
- ❖ Consider student participation in social skills instructional group
- ❖ Teach academic skills

2. Classroom Procedures & Routines
- ❖ Teach Procedures
- ❖ Teach how to ask for help
- ❖ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers)
- ❖ Check to see if student has needed materials and if not, provide them before they are needed

3. Active Supervision
- ❖ Increase Active Supervision
  - o Schedule more frequent interactions
  - o Proximity Control
  - o Provide task check-in (eg, 3 more minutes…)

Respond to Behavior

4. Encourage Expected Behavior
- ❖ Increase reinforcement of expected behavior
  - o High rates of verbal and non-verbal feedback
  - o Increase positive communication between home and school
- ❖ Provide increased opportunities for interaction with adults and/or peers
- ❖ Provide opportunity to earn time for self-selected activities
- ❖ Reward student for attempting tasks, staying focused on tasks

5. Discourage Unexpected Behavior
- ❖ Provide consistent and calm response
- ❖ Limit verbal interaction for problem behavior
- ❖ Teacher ignore problem
- ❖ Prompt peers to ignore problem behavior
- ❖ Non-verbal signal
- ❖ Offer brief assistance
- ❖ Offer alternative methods or materials for task
- ❖ Schedule standard times to make up work

Actively Engage Students in Observable Ways

6. Opportunities to Respond
- ❖ Increase OTR
  - o Partner/Group
  - o Verbal and Non-verbal options
  - o Pre-conference with student(s) to build a variety of engaging response strategies
- ❖ Use technology
  - o Interactive Games
  - o Discussion Boards

7. Task Difficulty & Academic Success
- ❖ Design assignments to meet student skill level
- ❖ Pre-teach content
- ❖ Modify amount or type of activity
- ❖ Provide extra help/check for understanding

8. Activity Sequencing & Offering Choice
- ❖ Provide opportunity to help other students
- ❖ Provide option to work independently
- ❖ Provide task list and allow student to choose order of completion
- ❖ Provide opportunity to engage in a preferred activity first
- ❖ Allow student to choose location, materials, etc

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