



## **Intensifying the Effective Teaching & Learning Practices (ETLPs)**

### **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 expected behavior before the problem behavior occurs

### **Intervention: Discouraging Unexpected 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 the 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?