

 Using the ETLPs to Increase Student Success

| **Maximize Structure** | **Respond to Behavior** | **Actively Engage Students** **in Observable Ways** |
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| 1. **Classroom Expectations**

# @ $ * Clarify expected behavior and provide specific precorrects
* Teach student how to:
	+ Ask for attention
	+ Self-Monitor
	+ Ask for a break
* Consider student participation in social skills instructional group
* Teach academic skills
 | 1. **Encourage Expected Behavior** # @ $
* Increase reinforcement of expected behavior
	+ High rates of verbal and non-verbal feedback
	+ 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

1. **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
 | 1. **Opportunities to Respond** # @ $
* Increase OTR
	+ Partner/Group
	+ Verbal and Non-verbal options
	+ Pre-conference with student(s) to build a variety of engaging response strategies
* Use technology
	+ Interactive Games
	+ Discussion Boards
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| **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
 | **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
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| 1. **Active Supervision** # @ $
* Increase Active Supervision
	+ Schedule more frequent interactions
	+ Proximity Control
	+ Provide task check-in (eg, 3 more minutes…)
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Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task

Self-Determination Theory (*Intrinsic Motivation*): # = Competence @ = Autonomy $ = Relatedness