

Using the ETLPs to Increase Student Success

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
<p>1. Classroom Expectations # @ \$</p> <ul style="list-style-type: none"> ❖ Clarify expected behavior and provide specific precorrects ❖ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ❖ Consider student participation in social skills instructional group ❖ Teach academic skills 	<p>4. Encourage Expected Behavior # @ \$</p> <ul style="list-style-type: none"> ❖ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ 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 	<p>6. Opportunities to Respond # @ \$</p> <ul style="list-style-type: none"> ❖ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ❖ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards
<p>2. Classroom Procedures & Routines # @ \$</p> <ul style="list-style-type: none"> ❖ 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 	<p>5. Discourage Unexpected Behavior # \$</p> <ul style="list-style-type: none"> ❖ 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 	<p>7. Task Difficulty & Academic Success # @ \$</p> <ul style="list-style-type: none"> ❖ Design assignments to meet student skill level ❖ Pre-teach content ❖ Modify amount or type of activity ❖ Provide extra help/check for understanding
<p>3. Active Supervision # @ \$</p> <ul style="list-style-type: none"> ❖ Increase Active Supervision <ul style="list-style-type: none"> ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...) 		<p>8. Activity Sequencing & Offering Choice # @ \$</p> <ul style="list-style-type: none"> ❖ 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

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