

Using the ETLPs to Increase Student Success

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
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	4. 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	6. 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
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	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	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
3. Active Supervision ❖ Increase Active Supervision ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...)		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
(Maynard & Morris, 2018)