An Ounce of Prevention: Antecedent Strategies That Really Work

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Agenda

- Setting the stage: Antecedent, Instructional, Behavioral
- Specific Interventions:
  1. Precorrection
  2. Behavioral Momentum
  3. Precision Requests
  4. Choice
  5. Opportunities to Respond
- Applying these to your settings
- Questions and additional resources

But first…

- Take 2 min to brainstorm individually about the most common behavioral challenges you face in your current setting
- On your own, try to list 2 or 3 examples

Student	Behavior	Frequency	Context
1. Carl	Profanity	3 x week	- Math class - Any group work
2.			
3.			

Your Turn

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2.			
3.			

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Setting the stage

Our best interventions are

ANTECEDENT
- Environments (including teacher behavior) are purposefully arranged *in advance* to encourage and promote positive, prosocial behaviors

INSTRUCTIONAL
- The positive social and academic behaviors we want to see must be *actively taught*

BEHAVIORAL
- Interventions rely on *basic behavioral concepts*: positive reinforcement, negative reinforcement, extinction

A - B - C

Specific antecedent interventions

1. Precorrection
2. Behavioral Momentum
3. Precision Requests
4. Choice
5. Opportunities to Respond

1. Precorrection

Precorrection

- Precorrection is a preventative behavioral strategy that involves identifying predictable contexts that often result in problem and providing students with supports, prompts, and reinforcement for engaging in appropriate behavior.
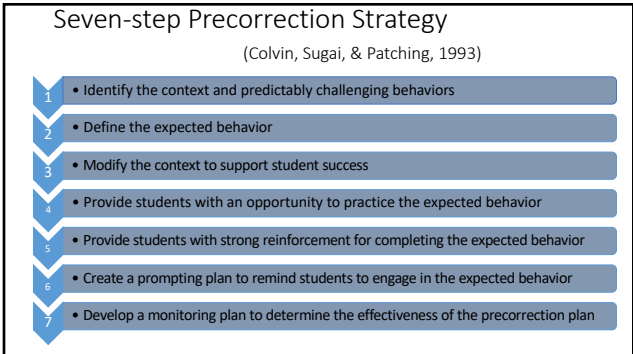
Precorrection

- Precorrection as a prompting strategy
  - Gentle reminder of expectations for a given activity or context
  - Cue to teachers to define their own expectations
  - Cue to students what will be expected of them

"Class we are about to begin reading groups. Can someone tell me one of our expectations during group?"

- Precorrection as a seven-step strategy
  - Involves developing a comprehensive plan including
    - Context modifications
    - Behavioral rehearsal
    - Prompts
    - Reinforcement
    - Monitoring
  - Combines an antecedent approach with reinforcement for meeting expectations

Examples

- "Before we begin reading groups, I want to remind you to use a whisper voice, collaborate only with the peers in your group, and stay focused on your activity."

- "In order to line up for lunch, raise your hand if you can tell us one way to be RESPONSIBLE in the cafeteria?"

Seven-step Precorrection Strategy

(Colvin, Sugai, & Patching, 1993)

1. Identify the context and predictably challenging behaviors
2. Define the expected behavior
3. Modify the context to support student success
4. Provide students with an opportunity to practice the expected behavior
5. Provide students with strong reinforcement for completing the expected behavior
6. Create a prompting plan to remind students to engage in the expected behavior
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan

Prompts Examples

	Gestural	Verbal	Environmental	Manual
Walk into gym	Hold up hand to signal stop or slow down. Point to sign.	Remind students to walk as they approach the door to the gym.	Put up sign that is easily seen.	Stand at front door or top of the stairs.
Talk to your classmates right in front or back of you	Hold fingers up to lips.	Walk up to and remind students of the expectation.	Put tape on the floor and have students sit in a straight line.	Scan, and engage students in conversations.
Raise hand	Supervisor raises hand.	Provide praise for students who immediately raise their hand.	Assign a grade level to each supervisor.	Supervisor faces students so everyone can see.
Attend after whistle blows	Hold up 7 fingers.	Count down from 7 to 0.	Create portable sign with expectations on front and back.	Scan and make physical presence known.

Haydon & Scott, 2008

Your Turn

Precorrection Checklist	Setting(s): Cafeteria Time(s): Lunch (all periods A, B, & C) Teacher(s): Lunchroom Supervisors/All 4th Period Teachers Student(s): All (target students identified by teachers)
1. Context	Students transitioning into/out of the lunchroom
Predictable behavior	Students shouting, laughing, horse playing, failing to properly dispose of waste, and failing to respond to teacher/staff directions.
2. Expected behavior	Following school-wide expectations for the lunchroom setting (see expectation matrix); Enter/exit the lunchroom quietly, dispose of waste, and follow/staff teacher directions.
3. Context modification	Teacher/staff posted at both entrances to the lunch and at the front and rear of the lunchroom during transition; students from lunch A exit one minute prior to students from lunch B entering the lunchroom (likewise for transition from lunch B to lunch C).
4. Behavior rehearsal	Teachers verbally state expected behaviors just before lunch; Teachers have target students from each class verbalize and demonstrate the expected
5. Stro	[covered] ators announce monthly prize for the lunch period that is the most [covered] in displaying the expected behaviors; One lunch period earns a point
6. Pro	[covered] staff on lunchroom duty hold up signs at the entrances/exits to the [covered] as a reminder of expected behaviors 1 minute prior to transition and [covered]nsition; teachers/staff will provide behavior-specific praise statements [covered] "Buccaneer Bucks" to those students displaying expected behaviors
7. Mo	[covered] ators post a poster detailing each lunch's points throughout the month

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2. Behavioral Momentum

What is high-*p* request sequence?

High probability (high-*p*) request sequence is a strategy to increase the likelihood a student will respond as expected to behaviors currently at a low-level of compliance.

(Lane, Menzies, Ennis, & Oakes, 2015)

Strategies using Behavioral Momentum

High-*p* Request Sequence Strategy

High-*p* — High-*p* — High-*p* — Low-*p* — High-*p* — High-*p* — High-*p* — Low-*p*

Interspersal Technique

Low-*p* — Low-*p* — High-*p* — Low-*p* — Low-*p* — High-*p* — Low-*p* — Low-*p*

Behavior momentum strategy

Task 1 — Task 2 — Task 3 — Task 4 — Task 4 — Task 6 — Task 7 — Task 8

(Cooper, Heron, & Heward, 2007)

Behavioral momentum (high-p requests)

- **Behaviorally**: *The process of building on previous compliance by introducing a succession of high-probability requests (requests that usually result in student compliance) before delivering a low-probability request (requests usually met by student noncompliance or other inappropriate behavior).*
- **Academically:** *Embedding in an academic lesson a series of high-probability tasks the student has a history of success with prior to presenting the lower-probability (harder) task.*

Behavioral momentum (high-p requests)

Example (behavior/compliance)
   Teacher: *Carlos, will you pass out one paper to each student?*
   (Carlos complies)
   Teacher: *Good job, Carlos. You did that quickly and quietly. Now, will you turn on the smartboard?*
   (Carlos complies)
   Teacher: *Thanks Carlos; that was very helpful. Now, grab your workbook and open to page 27.*

Example

- "Everyone draw a square on your white board." (high prob)
  - Students comply
- "Everyone's squares look great. Now draw two lines to divide your square into four equal parts." (high prob)
  - Students comply
- "Excellent job following directions. Now shade in half of the squares with any color marker you choose.?" (high prob)
  - Students comply
- "Great work checking your work to make sure you have half of them shaded. Now, please write two fractions that represent your picture." (low prob)
  - Students comply
- "I am so proud of all my hard-working students today. I hope you are proud of yourselves too."

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Your Turn

| Behavioral Momentum Plan		
Student: **Carl**	Context (class, time of day, activity): **Reading/language arts**	Low probability request (what the student refuses to do): **Get out materials; join reading group**
High probability requests (requests this student typically responds to appropriately):		
1. erases board		6. works independently on computer
2. passes out papers		7. works independently on puzzles, word finds, etc.
3. runs errands		8.
4. files papers for teacher		9.
5. posts work on board		

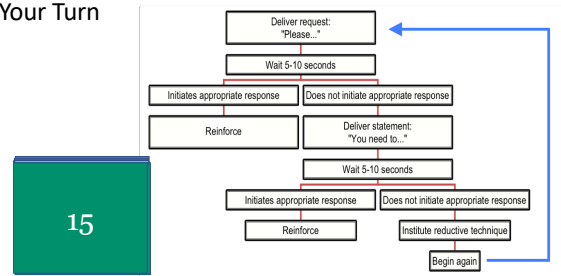15

3. Precision Requests

Precision Requests

- A structured way to give directions
- Incorporates variables that will enhance compliance
  - non-question format
  - specific
  - given in close proximity
  - eye contact
  - provides time to comply
  - one request at a time
  - compliance reinforced
  - procedure is taught

Rhode, Jenson, & Reavis (1998)

PRECISION REQUESTS
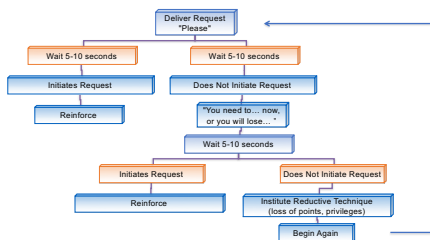
Your Turn

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4. Choice

CHOICE

- *A verbal or written statement with or without gestures and objects from the adult to the student or group of students which identifies 2 or more response options a student may make*
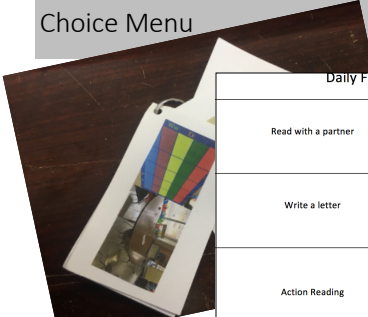
Choice Menu

Between Activity Choices	Within Activity Choices
We have _____ activities to complete today. You can do these in any other that you want. Which one of these activities would you like to do first, second, etc.?	Where would you like to complete your reading log today? At your desk or on the carpet?
After you read your story, do you want to complete a character map or a setting analysis?	With whom would you like to work today? Alone or with Sally?
At which learning center would you like to work today? The character table or setting table?	Would you like to color pencils or sparkly
When you finish this assignment, w... you going to do next? Read silently... your homework?	
Would you like to answer question... this chapter or write predictions fo... chapter?	
After you read the chapter, do you... make a bulleted list or a timeline o... important events?	
Today, you can choose which activi...	

Choice Menu – Ms. C

Within Activity Choices
Where would you like to complete your math today? At your desk or on the carpet?
Would you like to color pencils or a mechanical pencil to complete your work today?
Are you going to complete the odd or even numbered problems on your worksheet today?
Which math center would you like to complete today?
What color marker would you like to use on your whiteboard today?
Which math tools would you like to use today?

Choice Menu

Daily Five Reading Activities	
Read with a partner	Read with an audiobook
Write a letter	Write a story
Action Reading	AR Test

Types of Choices

☐ Choice of What
☐ Choice of How

TYPE	DEFINITION
Whom	Who he/she is going to work with
Between/Among (order)	What task he/she is going to work on
Where	The location where he/she is going to work on the task
Terminate	The time when he/she is going to stop working
Future	What he/she is going to work on or do after finishing the prior task
When	The time he/she is going to begin working on the task
Within	The materials he/she will use to do/complete a task
Refusal	If he/she will begin/finish a task
Alternative	The method in which he/she will complete a task
Tangible	The items he/she wants prior to, during, or after completion of the task

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Your Turn

Choice Plan		
Student:	Context (class, time of day, activity):	Specific targets (operational definition) for improvement (what you want to see the students do: complete more work; increase % engagement, reduce # disruptions):

Check all possible choices that would be appropriate and acceptable with this student, for this behavior in this context. Could the student choose:

1. order of assignments?	__ yes __ no	*Which assignments are options?*
2. where to work in classroom?	__ yes __ no	*Acceptable locations:*
3. with whom to work?	__ yes __ no	*Appropriate peer or adult work partners:*
4. from among different tasks? ...h cards, worksheets, computer)		*What tasks are prepared and available?*
...m/format to use? ...er and pencil/pen/marker; computer)		*Acceptable choices:*
...rcer/consequence?	__ yes __ no	*Available choices (tangibles, activities):*

...ection plan

...r improvement (engagement, disruptions, work completion):

...e.g., % engagement; # disruptions; # problems completed, pages read):

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3. Opportunities to Respond (OTR)

What *is* an OTR?

OTR: "A teacher behavior that invites or solicits a student response."

How can we elicit more responses from students?
- Increase pace/rate
  - Verbal - teacher asks a question
  - Gesture - teacher asks for a response signal
  - Written - teacher asks for a written response

(Simonsen, Myers, & DeLuca, 2010)

Examples of Increased OTRs

Group Responses:
- Verbal
  - choral responding (including reading)
  - cloze reading
- Gestural
  - head down, thumbs up/down
  - response cards
- Written
  - dry-erase board
  - cloze sentences

Individual Responses:
- calling sticks, "stick pick" app
- dice rolling

Examples of increased OTRs

- High levels of student responding are inherent in several research-based practices:
  - Direct Instruction (DI)
  - direct instruction
  - classwide peer-tutoring
  - computer assisted instruction
  - guided notes

Examples of Increased OTRs

Implementing OTRs with Fidelity

Critical components:
1. Identify contexts (e.g., low engagement, inappropriate responses)
2. Identify format and prepare for responses
   - consider instructional level
   - prepare materials for response system if needed
3. Teach students the response procedure
4. Utilize response procedure
   - ask question
   - provide wait time (~3 seconds)
   - give immediate feedback

How do we know increasing OTRs works?

- When students are *appropriately* responding, we *know* that they are engaged.
- Appropriate engagement is critical for student achievement.

<div align="right">Greenwood, Terry, Marquis, & Walker (1994)</div>

- Simonsen, Fairbanks, Briesch, Myers, & Sugai (2008)
  - updated review of classroom management research
  - evidence-based review
 - positive effects on behavior and academic achievement

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Your Turn

OPPORTUNITIES TO RESPOND PLAN

Content Area:

Specific Students to Target:

OTR Method (e.g., choral/group, whiteboards, response cards)	Materials Needed	Steps to Introduce & Implement (including any needed changes to current instruction)	Sample OTRs

Goal: *(aim for a specific OTR rate)*

Collection Directions: During instruction each time you provide an OTR, make a tally mark in the OTR data column. Count the number of tallies and record in the total OTRs column. Record the length of the lesson in minutes. Then, the total number of OTRs by the length of the lesson to get the rate of OTRs per minute.

	OTR Data	Total OTRs	Lesson Length (min)	OTR Rate
day				
lay				
uesday				
sday				
Friday				

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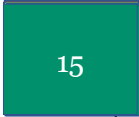
Applying these to your settings

- Revisit the challenges you wrote down when we started
- Which of the strategies we discussed might apply to the contexts you described?
  1. Precorrection
  2. Behavioral Momentum
  3. Precision Requests
  4. Choice
  5. Opportunities to Respond

Additional resources

Websites

- Ci3T Professional Learning Modules
  - Website: http://ci3t.org
- Evidence Based Practice Briefs
  - Website: https://afirm.fpg.unc.edu/afirm-modules
- Evidence Based Intervention Network
  - Website: http://ebi.missouri.edu/
- Intervention Central
  - Website: http://www.interventioncentral.org/student_motivation_high_probability_requests
- IRIS Center – Behavior & Classroom Management
  - Website: http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=behavior-classroom-management