Using Antecedent Strategies to Support Students' Behavior in the Classroom

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Agenda

- Setting the stage: Antecedent, Instructional, Behavioral
- Specific Interventions:
  1. Precorrection
  2. Behavioral Momentum
  3. Opportunities to Respond
  4. Precision Requests
- 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.			

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
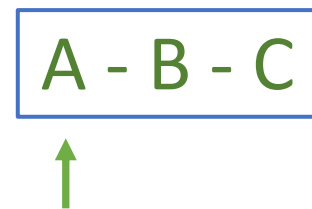
Specific antecedent interventions

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

1. Precorrection

What is a Precorrection?

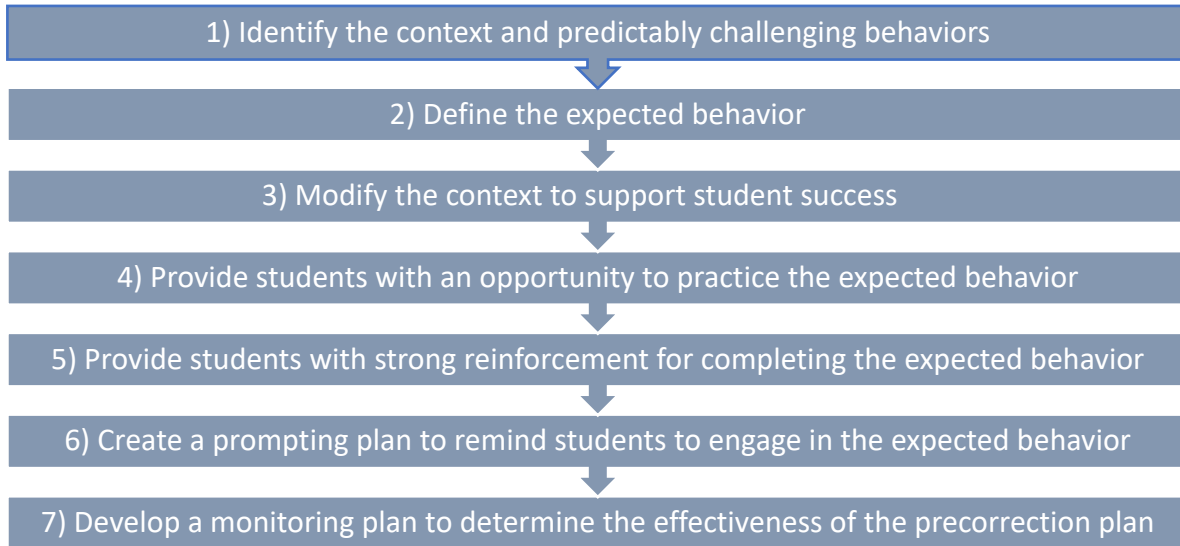| Managing behavior with precorrection:		Managing behavior with consequences:
• Anticipate what activities may cause inappropriate behaviors • "Getting in front" of problem behaviors • Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch	**VS.**	• Requires waiting until the behavior occurs to respond • Example: Creating an action plan for three alternatives to yelling at a peer

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

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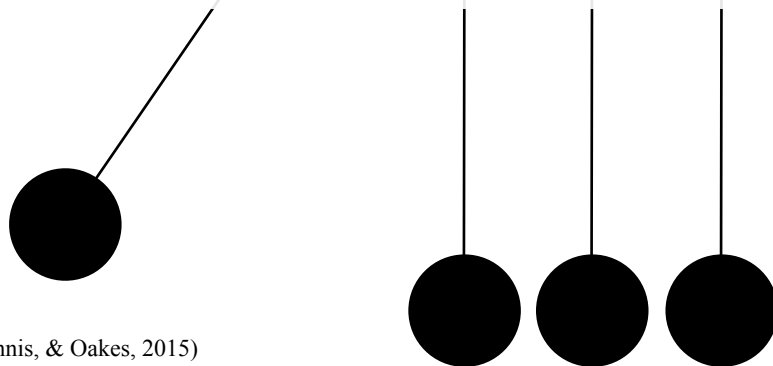
(Lane, Menzies, Ennis, & Oakes, 2015)

Strategies using Behavioral Momentum
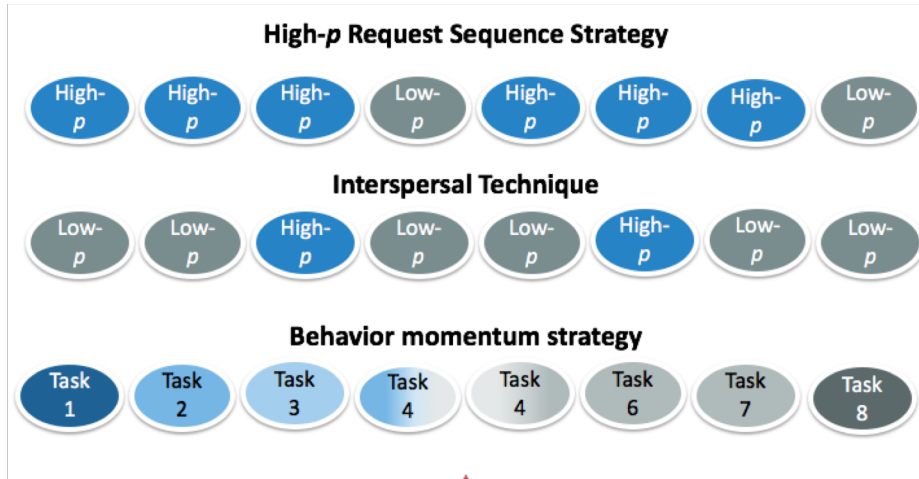
(Cooper, Heron, & Heward, 2007)

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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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
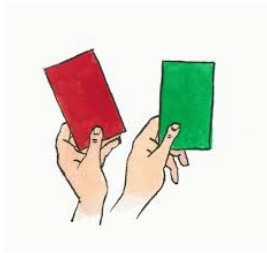
Implementing OTRs with Fidelity

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.

Greenwood, Terry, Marquis, & Walker (1994)

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

4. 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
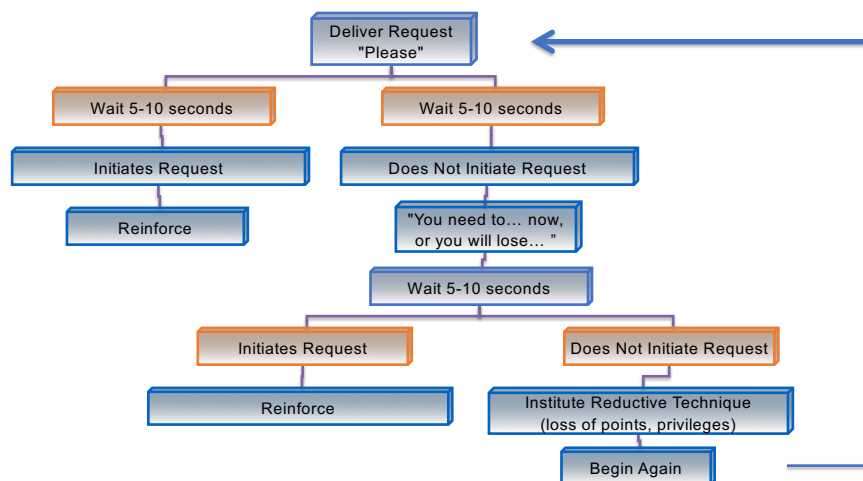
Applying these to your settings

- 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. Opportunities to Respond
  4. Precision Requests

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

Additional resources
Articles