

Whole-Group Behavior Strategies to Support Engagement

This document provides a brief description of three behavior strategies that can be implemented to support student engagement during intervention. The strategies are:

- Ratio of Interactions & Behavior-Specific Positive Praise
- Student Versus Teacher Game
- Increased Feedback via Daily Points Card

Ratio of Interactions & Behavior-Specific Positive Praise

What is it?

- Providing more frequent acknowledgment for school-appropriate behavior than corrections for behaviors inappropriate for school
- Ratio of 5:1
- Students identified with disabilities and students of color are most likely to experience corrections and are less likely to experience high rates of acknowledgments
- Something that is within our ability to positively impact

Strategies for Intervention Groups

Visual Prompt: Place one or more signs that read “5:1” in bold print and remind you of the target ratio of positive to corrective feedback. Be sure to put the sign(s) in prominent spots where you frequently look.

Timer: Pick an amount of time to focus on getting your ratio of positive to corrective feedback closer to 5 acknowledgments to every correction, prompt, or help. Keep track of your ratio of interactions during this time. Once your ratio is 5:1, three sessions in a row, increase the time on your timer.

Visual Prompts:

- Remind yourself with written prompts (e.g., on the whiteboard, on post-it notes on your desk, in your lesson plans).
- Create laminated cards of behavior-specific praise statements and locate them in visible places throughout your room.

(adapted from Tennessee Department of Education)

Keep Daily Data: Set a goal for the number of praise statements you would like to deliver during intervention. During that intervention period, keep a tally of the praise statements delivered and compare that total to the goal you set. When you meet your goal 3-5 days in a row, consider increasing your goal.

Student Versus Teacher Game

The Teacher vs. Student Game reinforces intervention behavioral expectations. The directions below guide how to use the game with your intervention group.

Introducing the Game

1. Place two score boxes on the board or a piece of paper on your table. Label one with “T” for the teacher and label the other “S” for students (See Figure 1).

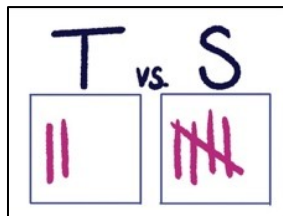


Figure 1. Teacher vs. Student Score Board Example

2. Establish criteria for success (e.g., 10 “Student” points and no more than 5 “Teacher” points) and determine if students will earn access to a reinforcer.
3. Briefly review your classroom or intervention group expectations. Include common examples and non-examples for students.
4. Explain to the students that each time you notice students following the expectations, they will earn a tally mark in the “S” score box. However, a tally mark is placed in the “T” score box if someone does not follow the expectations.
 - a. When giving students a point, say, *“I see that everyone is following along with their finger. That’s a point for you.”*
 - b. When giving a teacher a point, say, *“Not everyone responded together on signal. That’s a point for me.”*
5. Demonstrate how points can be earned during instruction by holding a practice session. If there is an individual student who struggles with a targeted learning skill, have him or her model the expected behavior and provide him or her with feedback before the strategy is incorporated within instruction. Peers can also model learning skills.
6. Be sure to give out many points to the students when starting. This will positively reinforce the students’ behaviors of following the expectations. The goal is for students to “win.”
7. At the end of the class or intervention, count the tally marks for the teacher and the students to determine who “wins.” If a reinforcer is available when the group meets the established criteria for success, they can earn access to the reinforcer.

Increased Feedback via Daily Points Card

The daily points card is another way to increase feedback related to intervention behavior expectations. The directions below describe how to set up and implement the intervention.

1. Create a card for points or stars for the group that outlines the intervention behavior expectations. See the example below for a ROAR card. Decide on the total number of possible points or stars that the group can earn each day. In the ROAR example, there are a total of 9 possible points each day.

ROAR CARD

Intervention Group: _____ Week of: _____

Our Group's Goal for each day is: _____ ★

**Respectful
Organized & Achieving
Responsible**

	M			T			W			Th			F		
R	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
O	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
A															
R	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Figure 2. Daily Points Card Example

2. Set a daily or weekly goal for the number of points or stars earned each day or week.
3. Determine if the stars or points can be exchanged for a small reinforcer (e.g., 5 minutes of free time).
4. At the end of the intervention session, provide quick, behavior-specific feedback to the group based on the expectations and behaviors observed and let the group know how many points were earned.
5. If a reinforcer is available when the group meets the established criteria for success, they can earn access to the reinforcer

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