



Behavioral Supports to Increase Motivation & Engagement During Intervention

Melissa Nantais & Kate Smith

2026-2027

mimtsstac.org



Event Sign-In



Sign-In Link

<https://mimtssdata.org/MIData/TrainingPortal/CheckIn/118966>

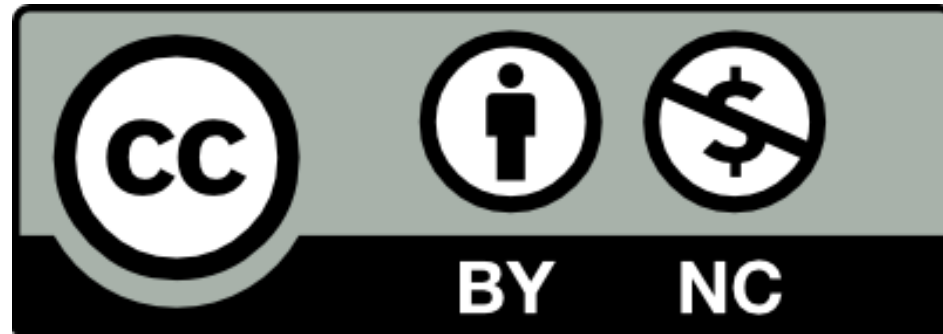
To be eligible for SCECHs, participants must be present for the entire event. Please sign-in within 15 minutes of event start time.

Acknowledgments

The content for this training day was developed based on the work of:

- National Center for Intensive Intervention (NCII)
- Chippewa Hills School District
- Public Schools of Calumet, Laurium & Keweenaw
- Baraga Area Schools
- Pennfield Schools
- Benton Harbor Area Schools
- Merrill Community Schools
- Francis Reh Academy
- Saginaw Preparatory Academy

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

PA 146 Connection

This professional learning series meets the requirements outlined in the following section(s) of Public Act 146:

- Section 7(b)
- Section 7(c)
- Section 7(d)

For more information, please review the PA 146 Professional Learning Resources on the [MDE Literacy Professional Learning webpage](https://www.michigan.gov/mde/services/academic-standards/literacy/professional-learning) (https://www.michigan.gov/mde/services/academic-standards/literacy/professional-learning).

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Work with partner(s)
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

Purpose

This professional learning series focuses on strengthening the work of the Multidisciplinary team, including:

- Establishing common practices for behavioral supports within interventions
- Refining the use of the taxonomy of intervention intensity to support students with the most persistent and significant needs
- Continuous improvement of the intervention system through data-based decision making

Intended Outcomes

As a result of today's session, participants will:

- Debunk common misunderstandings about student achievement, behavior, and motivation
- Define or refine behavioral expectations for intervention groups and plan to teach behavioral expectations and instructional routines
- Select a whole-group behavioral strategy to support student engagement and motivation during intervention

Agenda

- 1.0 Achievement, Motivation, & Behavior
- 2.0 Behavior Matrix for Intervention
- 3.0 Importance of Teaching Behavior Expectations & Routines
- 4.0 Whole-Group Behavior Strategies to Support Engagement
- 5.0 Wrap Up & Next Steps

Acronym Introduction

DBI	Data-Based Individualization
ILI	Intensifying Literacy Instruction
IIP	Individualized Intensive Intervention Plan
IEP	Individualized Education Program/Plan
MDT	Multidisciplinary Team
GLT	Grade-Level Team
MTSS	Multi-Tiered System of Supports (MTSS)

1.0 Achievement, Motivation, & Behavior

Faulty Notions About Teaching & Learning

1. Building students' self-esteem is a teacher's primary goal
2. Students with significant and persistent needs learn more slowly than their typically developing peers
3. Students must be internally motivated to learn

(Heward, 2003)

Debunking Faulty Notion #1 :

Building students' self-esteem is a teacher's primary goal

- Self-esteem is:
 - A desirable outcome for students
 - An outcome of growing academic achievement and accomplishments
 - It is neither necessary or sufficient for learning
- Project Follow Through findings suggest that academic success, particularly in foundational skills, plays a crucial role in building a student's self-esteem and self-confidence and can be targeted through specific intervention

(Heward, 2003; Adams, 1996)

Debunking Faulty Notion #2:

Students with significant & persistent needs learn more slowly

- The implication is that instruction for students with significant and persistent needs, including students with disabilities, should be conducted at a slower pace
- Research shows that slowing the pace of instruction makes things worse, not better
- When items are presented at a brisk pace, students:
 - Emit more responses
 - Respond with higher rates of accuracy
 - Engage in less off-task and disruptive behavior

(Heward, 2003; Carnine, 1976)

Debunking Notion #3: Students must be internally motivated to learn

- Meta-analysis yielded no evidence of detrimental effects of reinforcement on measures of intrinsic motivation
- Providing “extrinsic motivators” is one of the most generally effective and useful instructional tools available to teachers and interventionists

(Heward, 2003; Cameron, Banko, & Pierce, 2001)



Activity 1.1

- Locate and review the talking points for student achievement, behavior, and motivation
- Review the scenarios on the screen and then type your response in the chat
- Be prepared to share your response with the whole group

Scenario #1: How Would You Respond?

During a MDT meeting, an interventionist wonders aloud if a student who is struggling to make progress needs more time and for the instruction to slow down in order to see the gains that they are hoping for. How would you respond?

Scenario #2: How Would You Respond?

One of the teachers you coach approaches and says, "the biggest issue is that my students are not motivated and that impedes their ability to grasp the concepts introduced in intervention." How would you respond?

Scenario #3: How Would You Respond?

An interventionist comments in the lunchroom that she wishes she could spend more time in intervention building up her students self-image and self-concept rather than using a “drill and kill” approach for math facts. How would you respond?

2.0 Behavior Matrix for Intervention

Define Behavior Expectations for Intervention

Why: Supports engagement during intervention instruction

What: Establish culturally responsive, positively stated behavioral expectations for students during the intervention that set them up for success

How: Leverage school-wide expectations, if they exist, or use simple expectations for success in intervention

(Robbie et al., 2022)

Example #1: Leverage School-wide Expectations

School-wide Expectations

- Be Safe
- Be Respectful
- Be Responsible

Expectations for Intervention

- Be Safe
 - Keep hands, feet, and objects to self
- Be Respectful
 - Sit in the “get ready” position
 - Eyes on the teacher
 - Hands on the table
 - Feet on the floor
 - Answer on signal
- Be Responsible
 - Follow directions the first times
 - Do your best work

Example #2 Intervention Expectations Matrix

Example HS Way	Intervention Group	When You Feel Upset
Respectful	• Sit Tall • Track with Eyes & Fingers	• Ask for a break when you feel upset • Express feelings with “I statements”
Organized & Achieving	• Take your student workbook and a writing utensil from your group’s bin at the start of the period • Clean up the area and return materials when time is up	• Commit to trying even when it is difficult • Accept help when needed
Responsible	• Answer on Signal • Ask for help	• Use cool off strategy (count to 25 and deep breaths as needed)
Interventionist’s Role (Conditions for Learning)	• Greet students warmly as they arrive • Be prepared for intervention lesson	• Model cool off strategy • Listen to understand • Offer support



Activity 2.1

- Locate the blank behavior matrix for intervention groups
- If your school has school-wide expectations, list those in the first column, then add in the specific behaviors for students during intervention in the second column, and finally add what students should do when they feel upset or the work is hard
- If your school does not have school-wide expectations, consider 3-5 broad expectations and then add in the specific behaviors for students during intervention in the second column, and finally add what students should do when they feel upset or the work is hard
- If you already have a behavior matrix for your intervention group, review what you have and make any updates if needed



Activity 2.2

- Review the intervention behavior expectation matrix checklist
- We need a couple of volunteers to share what you just drafted and we will provide feedback as a whole group using the behavior matrix checklist

3.0 Importance of Teaching Behavior Expectations & Routines

Teach & Reinforce Behavior Expectations for Intervention

- Expectations for intervention success must be taught, practiced, and positively reinforced
- Follow the same explicit instructional methods used for intervention instruction:
 - Explain the expectations
 - Model the expectations
 - Students practice the expectations
 - Provide feedback and positive reinforcement when the expectations are followed
 - Provide support and correction when needed



Activity 3.1

- Locate your action plan
- Record when you will teach the behavior expectations, including:
 - Initial teaching
 - Reteaching (after breaks)
- Record how you will reinforce the behavior expectations

Teach & Reinforce Instructional Routines

Why: Supports engagement during intervention instruction

What: Identify the instructional routines that support active engagement and increase opportunities to respond throughout the lesson (e.g., transitions, material management and use, & response methods)

How: Review your intervention materials to identify needed routines

Example Routine for Response Method: Echo Responses

- **Description:** First, the teacher models the response, then the student repeats the response

Let's practice echo responses.

First, I will say something, and then when I say "your turn," you will say the same thing I said.

Let's try. My Turn – today is Monday.

Your Turn (point to students). *Students respond by saying, "Today is Monday."*

Good job! Let's try another (repeat a few more times with different responses)

Example: UFLI Foundations Suggested Instructional Routines

- Student Responses
 - Whiteboards
 - Echo
 - Choral
 - My turn, your turn
- Signals
 - Gestures
 - Thumbs Up
- Handling Materials
 - Whiteboards, markers & erasers
 - Magnetic letters & boards
- Transitions
 - Learning spaces
 - To different learning spaces
 - Between activities

(Lane & Contesse, 2022; p.18-19)

Example Instructional Routine

- Use of the Magnetic Letters & Board for Word Work
 - Remember, our letters are in alphabetic order. It is important that our letters stay on our tray. We must move one letter at a time when using our trays.
 - My turn, watch me first. I need to find the letter A. Once I find the A, I pick it up and put it at the bottom of my tray (*model finding letter A on the tray and moving it to the bottom*).
 - Your turn. Point to the letter A on your tray (check that students are pointing to the letter A). Now pick up the letter A and put it at the bottom of your tray.
 - Sometimes, we will need to switch letters. Let's try that.

Example Instructional Routine (cont.)

- Use of the Magnetic Letters & Board for Word Work (cont.)
 - **Everyone put your letter A back in its place. Now, you should not have any letters at the bottom of your tray. Our new letter is S. Find the letter S on your tray, pick it up, and put it at the bottom of your tray.**
Repeat as needed, having students practice finding letters and putting them back.
 - **We will use our letters to do work work during our lessons. This will make us strong readers and spellers.**

(Lane & Contesse, 2022)



Activity 3.2

- Review your intervention program(s) to determine what instructional routines are used (e.g., partner reading, spelling fix up)
- Record the instructional routines students need to be successful in your intervention group
 - Consider transitions (into the room, out of the room, between activities), materials management and use, & response methods
- Select one routine and draft the steps of the routine that you will teach your students in the shared Google Document

4.0 Whole-Group Behavior Strategies to Support Engagement

Behavior Strategies to Support Engagement

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

5 Positive: 1 Corrective

Positive

- Verbally encourages a specific skill
- Non-verbal cue (smile, thumbs up)

Corrective

- States the undesired behavior or academic error and tells what the desired behavior or academic skill should be in the future
- Never used to publicly shame or belittle a student

Behavior-Specific Positive Praise

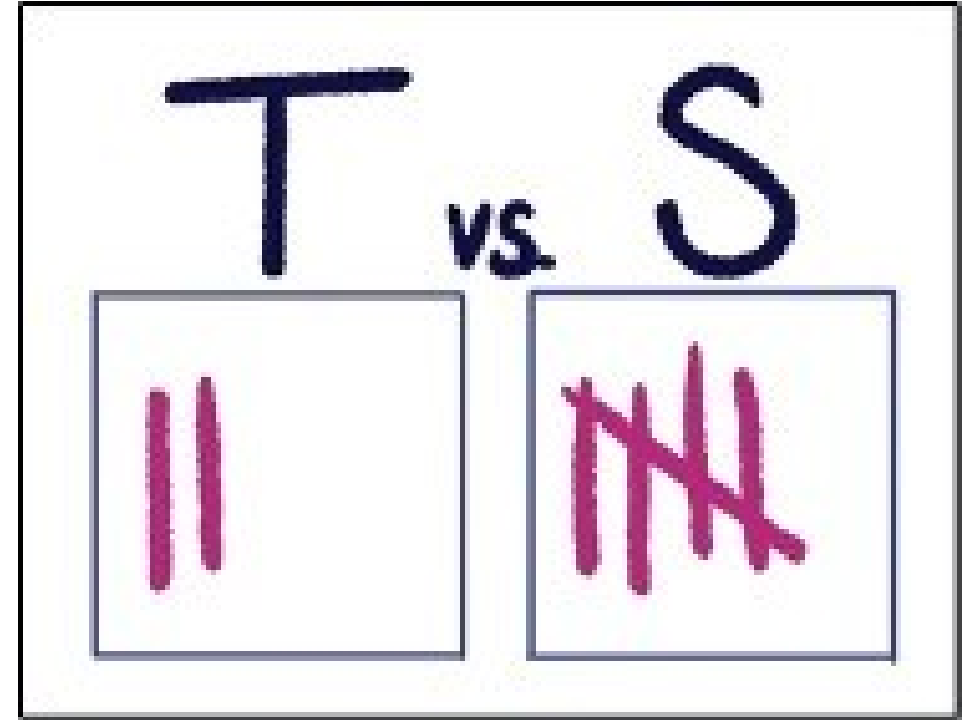
Praise is:

- Specific
- Provided for meeting expectations
- Focused on achievement and effort rather than personality attributes
- Comparing students to themselves rather than to others
- Positive, credible, genuine

(Dissen et al., 2013)

Student Versus Teacher Game

- **Goal:** Students will be motivated to monitor their own behavior closely and follow the expectations carefully
- Students earn points for following the expectations, and the Teacher earns points whenever someone forgets the expectations
- **Note:** You want students to win the game in order to stay motivated to play the game



Increased Feedback via Daily Points Card

- Establish and teach behavioral expectations for the intervention group
- Increase the amount of behavior-specific praise that the intervention group receives during each session
- Implement a point or token system to reinforce students' effort and demonstration of the behavioral expectations
- Implement for the whole group

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	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★



Activity 4.1

- Reflect on the strategies to support student engagement
 - Ratio of interactions & behavior-specific praise
 - Student vs Teacher game
 - Increased Feedback via Daily Points Card
- Select one strategy to start with your intervention groups school year
- On your action plan, write down the steps you need to take to implement the selected strategy(s)
- Be prepared to share

Additional Consideration for Adolescent Learners

- Intentionally introduce intervention to the students
- Establish goals with the students
- Preview the “end goal” of the intervention
- Outline what they need to do to be successful
- Outline what you will do to support their success
- [Example Student Introduction to REWARDS Secondary](#)

One More Consideration: Seating

- Use a semicircle in front of you so you can observe every student in your group
- Be sure all students can see you and the instructional materials
- Keep students within an arm's reach of you
- Place the students with the most need directly in front of you
- Assign seats and have students sit in their assigned seats daily

Our Job

“Set students up for success and
then give them the credit for that success”

Dr. Terrance Scott

5.0 Wrap Up & Next Steps

Quick Action Plan Review

- Finish any updates needed for your intervention group behavior matrix
- Determine when to teach and how to reinforce behavior expectations
- Identify, define, teach, and reinforce routines and procedures for your intervention group
- Select one whole-group behavior strategy to support engagement during intervention and plan the steps needed to implement the strategy



Activity 5.1

- Complete the following phrase based on today's session: "I used to think _____, but now I know _____" in the chat
- Be prepared to share out

References #1

- Adams, G. (1996). Project follow through: In-depth and beyond. In G. Adams & S. Engelmann (Eds.), *Research on Direct Instruction* (p.67-98). Educational Achievement Systems.
- Archer, A. L., & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teacher*. Guilford Press.
- Cameron, J., Banko, K.M., Pierce, W.D. (2001). Pervasive negative effects of rewards on intrinsic motivation: The myth continues. *The Behavior Analyst*, 24 (1), 1-44.
- Carnine, D. (1976). Effects of two teacher presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Dissen, C., Smith, J.L.M., Santoro, L.E., Traver, P., Baker, S.K., Fien, H., & Kame' ennui, E. (2013). *Enhanced core reading instruction: Interventionist workbook*. Center on Teaching & Learning, University of Oregon.
- Heward, W. L., (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education*, 36, 185-205.

References #2

Lane, H.B. & Contesse, V.A. (2022). *UFLI Foundations*. Ventrus Learning: Sun Prairie, WI.

Robbie, K., Santiago-Rosario, M., Yanek, K., Kern, L., Meyer, B., Morris, K., & Simonsen, B. (August, 2022).
Creating a classroom teaching matrix. Center on PBIS, University of Oregon

Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



tinyurl.com/MiMTSSListserv

TA Offering, updates



@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

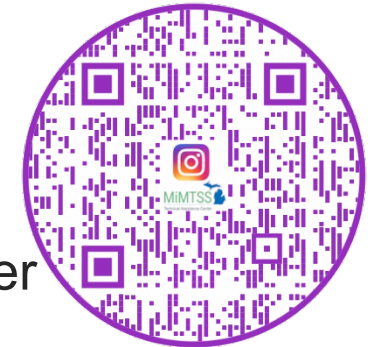
Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS

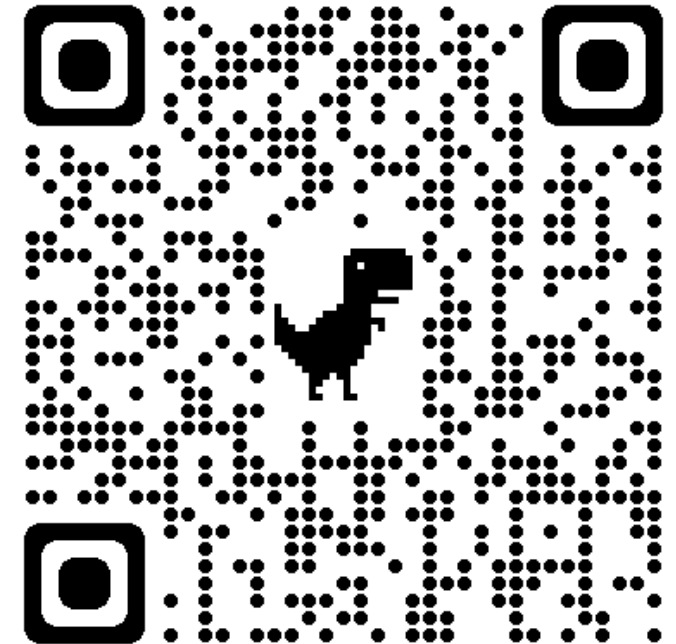


SCECHs

To apply for SCECHs for this session, please complete the application.

Note: Credits can be applied for any amount of time before the session occurs, but must be received no later than 7 days after completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
- Please make sure to include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).
- Please make sure to include your PIC



Event Sign-In Out



Sign-In Link

<https://mimtssdata.org/MIData/TrainingPortal/CheckIn/118966>

To be eligible for SCECHs, participants must be present for the entire event. Please sign-in within 15 minutes of event start time.

SESSION EVALUATION

8/18/26



<https://mimtssdata.org/MIData/TrainingPortal/Evaluation/118966>