# Behavior Support for Intensive Intervention: Course Overview

The following is an overview of the Intensive Intervention in Behavior course along with pre-requisite content knowledge recommended to participate in the course. Though these pre-requisites are optional, we highly recommend them to ensure complete understanding of course content. We designed the Intensive Intervention in Behavior modules with an expectation of access to a classroom and support from a coach, mentor, professional learning community (PLC) leader, instructional leader, and/or course instructor.

## Recommended Pre-Requisite Content

Prior to completing the course, the following pre-requisite content is also recommended:

1. Introduction to Exceptionality
2. [Introduction to Intensive Intervention](https://intensiveintervention.org/intensive-intervention-features-explicit-instruction#Module1-4)
3. Introduction to Progress Monitoring
4. Introduction to Diagnostic Assessment
5. Using the Taxonomy of Intervention Intensity to Select or Understand at Validated Intervention Platform and Make Adaptations
6. [Explicit Instruction Course](https://intensiveintervention.org/intensive-intervention-features-explicit-instruction) (from NCII)

## Behavior Support for Intensive Intervention: Course Detail

There are eight modules within this course. Each module has an introduction, at least two parts, and a conclusion. This table provides an overview of each module and the parts of each module.

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| **Module 1:**  **Behavioral Theory I** | |
| Part 1: Why do we need to focus on behavior? | You will be able to describe the rationale and importance of behavior support. |
| Part 2: What are the elements of basic behavioral theory? | You will be able to define and identify elements of basic behavioral theory including three-term contingency. |
| Part 3: What are the elements of basic behavioral theory? | You will be able to define and identify elements of basic behavioral theory including reinforcement, punishment and extinction. |
| **Module 2:**  **Behavioral Theory II** | |
| Part 1: What are setting events and how do they help explain behavior? | You will be able to define and identify elements of the four-term contingency. |
| Part 2: What are the basic teaching procedures we will use? | You will be able to define and describe procedures involved with teaching shaping, chaining, prompting, stimulus control, and phases of learning. |
| **Module 3:**  **Antecedent and Instructional Strategies** | |
| Part 1: What are the 5 critical features of effective classroom management? | You will be able to identify the five critical features of evidence-based classroom management. |
| Part 2: How do I maximize structure in my classroom? | You will be able to maximize structure in your classroom by adjusting physical layout and classroom routines. |
| Part 3: How to I define and teach my expectations? | You will be able to post, teach, prompt, review, monitor, and reinforce a small number of positively stated expectations. |
| Part 4: How do I use active engagement and instructional strategies to prevent problem behavior? | You will be able to actively engage students in observable ways. |
| **Module 4:**  **Consequence Strategies to Increase Behavior** | |
| Part 1: Why is reinforcement important? | You will be able to describe consequence strategies to increase behavior. |
| Part 2: What is specific praise and how do I use it effectively? | You will be able to use behavior specific praise to acknowledge appropriate behavior. |
| Part 3: What other strategies can I use to increase behavior? | You will be able to use other strategies to acknowledge appropriate behavior. |
| Part 4: How will you know when to adjust your use of reinforcement? | You will be able to appropriately adjust use of reinforcement. |
| **Module 5:**  **Consequence Strategies to Decrease Behavior** | |
| Part 1: What are ways I can manage minor behaviors? | You will be able to describe consequence strategies to decrease behavior. |
| Part 2: What other strategies could by layered on top of brief error corrections? | You will be able to establish a continuum of strategies to respond to inappropriate behavior such as planned ignoring, differential reinforcement, response cost, time out from reinforcement, and over correction. |
| **Module 6:**  **Defining, Measuring, and Monitoring Behavior** | |
| Part 1: How do we select an appropriate target behavior? | You will be able to select an appropriate target behavior. |
| Part 2: How do we write an operational definition? | You will be able to write an operational definition for a target behavior. |
| Part 3: How do we use the dimensions of behavior to help us refine our definition? | You will be able to identify relevant dimensions of behavior. |
| Part 4: How do we choose a measurement system? | You will be able to choose a measurement system based on relevant dimensions of behavior. |
| Part 5: How do we summarize our data to guide decision making? | You will be able to use graphing conventions to create meaningful visual displays of data. |
| **Module 7:**  **Data-Based Decision Making** | |
| Part 1: How do we know if core features of classroom management are in place with fidelity? | You will be able to determine if core features of classroom management practices are in place with fidelity. |
| Part 2: How do we know if students are achieving desired outcomes? | You will be able to determine if all individuals in your classroom are achieving desired outcomes. |
| Part 3: How do we use data to define the nature of the problem? | You will be able to describe why we use data for decision making. |
| Part 4: How do we intensify our plan to improve outcomes? | You will be able to:   * develop an action plan to enhance or intensify support as needed * develop precision problem statements and goals * generate preventative and effective solutions to chronic minor problems in your classroom. |
| **Module 8:**  **Intensifying Behavioral Support** | |
| Part 1: How do we intensify supports for small groups of students? | You will be able to:   * describe the decision-making process to indicate Tier 2 is appropriate * identify critical features of Tier 2 * discuss how to modify Tier 2 interventions to meet the needs of more students * highlight critical elements of a Functional Behavior Assessment (FBA) * choose a desired and replacement behavior * complete a Competing Pathway Model * begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective |
| Part 2: How do we intensify supports for individual students? | You will be able to:   * describe the decision-making process to indicate Tier 2 is appropriate * identify critical features of Tier 2 * discuss how to modify Tier 2 interventions to meet the needs of more students * highlight critical elements of a Functional Behavior Assessment (FBA) * choose a desired and replacement behavior * complete a Competing Pathway Model * begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective |