

# INTERVENTIONS

## Solid Roots Intervention: Monitor & Prompt

**Purpose:** Support students in instructional settings to implement & generalize the skills/strategies taught in social skills instruction. Utilize pre-correction strategies to address minor behaviors before they escalate and acknowledge the display of replacement behaviors when they occur.

<b>Preparing</b>
Behavior staff gather information on the daily instructional schedules for students with Tier 3 behavior support needs.
Monitor personnel establish a specific schedule for supporting students throughout the day in instructional settings, approximately once every 30 minutes.
<b>Monitoring</b>
Following the schedule, monitor personnel enter the instructional setting in a discrete and non-disruptive manner, regardless of student's behavior. <i>*Due to circumstances, staff may choose not to enter at a certain time period, but this should be an exception, rather than the norm. In these cases, monitor &amp; prompt intervention does not take place.</i>
As appropriate, monitor personnel interact with students other than the student(s) being monitored, similar to how an academic inclusion teacher or classroom assistant operates.
Monitor personnel interact with the designated student(s) with verbal and/or non-verbal communication.
Monitor personnel remain in the instructional setting a minimum of 5 minutes to ascertain student needs. The length of time is variable and lasts as long as is necessary.
<b>Prompting</b> <i>(see next page for more detailed response guidance)</i>
Monitor personnel observe student behavior and based on the observation, provide one of the following responses: <ul style="list-style-type: none"><li>• <i>Goal/desired behavior:</i> Provide acknowledgment feedback &amp; reinforcement.</li><li>• <i>Approximate behavior:</i> Provide acknowledgment feedback, may also prompt desired behavior.</li><li>• <i>Challenging behavior:</i> Minimize reinforcement, prompt to the approximate behavior.</li><li>• <i>Regression behavior:</i> Engage in de-escalation strategies. Once resolved, re-teach replacement behavior and/or facilitate restorative reflection.</li></ul> <i>*Prompting supports should be provided in the instructional setting, without student removal, to the greatest extent possible.</i>
Monitor personnel maintain a calm, supportive tone and body language throughout the duration of the interaction.
<b>Recording</b>
Monitor personnel record the corresponding Behavior Support Level (BSL) based on the type and intensity of support provided.
When/if necessary, monitor personnel record additional observational notes in ABC format.
<b><i>Process repeats with all students to be monitored.</i></b>

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## Monitor & Prompt Intervention Guidance

Individuals providing Monitor & Prompt intervention should utilize the following guidance when supporting students in the instructional setting:

Behavior	Staff Guidance	
Goal Behaviors <i>(DBRC Scale: 5)</i>	Response	<ul style="list-style-type: none"> <li>• Provide feedback by reinforcing the student with verbal, non-verbal, or tangible symbols. Be specific about the behavior being acknowledged. (“I see/hear you... ”)</li> </ul>
	Considerations	<ul style="list-style-type: none"> <li>• May fade the frequency of monitoring or push-in support once the behavior is well established (data indicates goal behavior for 6-8 weeks).</li> </ul>
Approximate Behaviors <i>(DBRC Scale: 4 or 3)</i>	Response	<ul style="list-style-type: none"> <li>• Provide feedback by reinforcing the student with verbal, non-verbal or tangible symbols. Be specific and name the approximate behavior in the acknowledgment. (“I see/hear you... ”)</li> <li>• Prompt to desired/goal behavior for future. (“Remember next time to...”)</li> <li>• May choose to utilize a “temperature check” or other tool for the student to communicate their emotional state. (“On the temperature scale, how would you describe your feelings...”)</li> </ul>
	Considerations	<ul style="list-style-type: none"> <li>• Prompt to goal behavior once approximate behaviors are fairly frequent and well established. Be careful not to move too quickly and expect goal behavior immediately, or the student may revert to challenging behavior.</li> </ul>
Challenging/ Target Behaviors <i>(DBRC Scale: 2)</i>	Response	<ul style="list-style-type: none"> <li>• Utilize a “temperature check” or other tool for the student to communicate their emotional state. (“On the temperature scale, how would you describe your feelings...”)</li> <li>• Prompt the student to the approximate behavior (the 3 or 4 on the DBRC scale).</li> <li>• Minimize reinforcement for challenging behavior.</li> </ul>
	Considerations	<ul style="list-style-type: none"> <li>• In order to prompt an approximate behavior, the skill must have been taught to the student. It is unreasonable to prompt a skill for which the student is not aware or ready.</li> </ul>
Escalated/ Regression Behaviors <i>(DBRC Scale: 1)</i>	Response	<ul style="list-style-type: none"> <li>• Ensure safety of the student and others, follow safety protocols as necessary.</li> <li>• Use de-escalation scripts (“I see you... are you feeling...”)</li> <li>• Maintain a calm voice, tone &amp; demeanor, keep verbal interaction or demands simple (“Hands in lap”).</li> <li>• When the student is calm, prompt to the approximate behavior (3 on DBRC scale).</li> </ul>
	Considerations	<ul style="list-style-type: none"> <li>• After behavior is resolved, investigate and record in ABC format what occurred in order to plan instruction and prevention in the future.</li> <li>• Collaborate with other staff members to debrief and share information related to future needs or prevention.</li> <li>• At an appropriate time, engage in re-teaching replacement behaviors and restorative reflection with the student.</li> </ul>



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### Temperature Check

The Temperature Check is a strategy to support students in identifying their emotions and recognizing when they need to utilize coping skills or ask for support. Staff may utilize the temperature scale below with students during Monitor & Prompt:

# WHAT IS YOUR TEMPERATURE?



These numbers indicate feeling “sad” or “down”. Prompt use coping strategies or connect with supports.

These numbers indicate feeling “content”, “calm” or “happy”. Should continue to engage in class independently. Acknowledge student for showing appropriate behavior or using strategies.

These numbers indicate feeling “angry” or “frustrated”. Prompt a break request or use de-escalation strategies.

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## Providing Feedback

The Monitor & Prompt intervention is one method to provide students with specific feedback about their behavior. Opportunities for both reinforcement of positive behaviors and de-escalation of challenging

Acknowledgment & Reinforcement Tools	De-Escalation Reminders
<p>Non-verbal Signals:</p> <p>thumbs up, pat on shoulder, smile, nod, silent cheer or clap</p>	<p>Keep voice calm; reduce volume and maintain a neutral tone</p>
<p>Verbal Praise:</p> <p>Identify the specific behavior demonstrated</p> <ul style="list-style-type: none"><li>• I saw _____, that is a great way to show respect to others.</li><li>• You demonstrated responsibility when you _____.</li></ul>	<p>Allow personal space (1-3 ft. away) and provide wait time for reflection/decision-making</p>
<p>Symbols:</p> <p>stickers, stamps, note, positive tickets</p>	<p>Recognize and validate feelings or emotions, avoid telling a student they “shouldn’t” feel a certain emotion</p>
<p>Activities:</p> <p>break from current task, opportunity to engage in preferred task</p>	<p>Limit word choice, refrain from debate or lengthy directions/discussion</p>