Application of Taxonomy to Extant Intervention
NCLII Group 3

- Katie: Corrective Reading™
- Amanda: Math Flash
- Veronica: Voyager Passport
- Brittany P.: Behavior Intervention in an Elementary Classroom
- Beth: Picture Exchange Communication System
- Sam W.: Behavior Contract
Applying the Taxonomy of Intervention Intensity to Corrective Reading™

Katherine Ledbetter-Cho
Corrective Reading™

- Scripted, direct instruction reading intervention
- 45-minute lessons given 5 times per week
- Each lesson: word decoding practice, oral reading of text with comprehension questions, individual checkouts, and a workbook page
- Data recorded on words per minute, errors, and accuracy on questions
Student Characteristics

Michael

• 6th grade male student with autism

• Motivated to increase his reading comprehension but struggles with off-task behavior in groups

• Struggles with decoding; typically rushes through oral reading without self-correcting his errors
Applying the Taxonomy

Dosage:

• “The number of opportunities to respond and receive corrective feedback” (Fuchs, Fuchs, & Malone, 2017)

• Adjustments:
  – Move Michael to a group of two students

Attention to Transfer:

• Degree to which intervention promotes generalization and connection between skills (Fuchs et al., 2017)

• Adjustments:
  – The teacher will use language from Corrective Reading when presenting different texts across class periods
Applying the Taxonomy

Behavioral Support:

• Degree to which interventions teach self-regulation and utilize behavioral principles (Fuchs et al., 2017)

• Adjustments:
  – Teach Michael to self-monitor on-task behavior
  – Utilize self-monitoring system throughout the day

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Additional Components

Poor Fluency:
• Incentives will be offered for accurately beating the previous score; incorporated into self-management system as bonus points (Daly, Martens, Witt, & Dool, 1997)

Poor Accuracy:
• Repeated practice using Read Naturally™ (Daly et al., 1997)
Conclusions

• Multiple exemplars might be beneficial

• Rating form may help teachers apply taxonomy
What is Math Flash?

- Math fact knowledge
- One-on-one tutoring sessions
  - 3 times a week; 15 weeks
  - 15-25 minutes per session
- Effect Size: 0.85 (Strong)
  MD > BAU
  - appropriate for use as Intensive Intervention Platform

(Fuchs et. al., 2008; Fuchs, Fuchs, & Malone, in press)
Each of the 48 Math Flash lessons comprises five activities:

1. flash card warm-up
2. conceptual and strategic instruction
3. lesson-specific flash card practice
4. computerized practice
5. paper pencil review

(Fuchs et. al., 2008)
Dimensions of Intensify Math Flash:

1. **Dosage** (Fuchs, Fuchs, & Malone, in press)

2. **Engaged Time (Feedback)** (Daly, Witt, Martens, & Dool, 1997)

3. **Alignment** (Fuchs, Fuchs, & Malone, in press)

4. **Transfer** (Salomon & Perkins, 1989; Fuchs, Fuchs, & Malone, in press)

5. **Behavioral Support** (Fuchs, Fuchs, & Malone, in press)
Dosage: number of opportunities to respond and receive corrective feedback (Fuchs, Fuchs, & Malone, in press)

• Increase Dosage by:
  • Size of instructional group
  • Number of minutes each session lasts
  • Number of sessions per week

• Math Flash
  • One-on-one
  • Activities with small time-intervals
  • 3-times a week
  • Ask more questions
Engaged Time (Feedback): Feedback for each problem (Daly, Witt, Martens, & Dool, 1997)

- flash card warm-up
- conceptual and strategic instruction
- lesson-specific flash card practice
- paper pencil review
Alignment: target student’s deficits; does not address mastered skills (Fuchs, Fuchs, & Malone, in press)

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**Transfer:** transfer the skills to other formats and contexts; realize connections between mastered and related skills *(Salomon & Perkins, 1989; Fuchs, Fuchs, & Malone, in press)*

There were 5 brown cows and 3 black cows. How many brown were there all together?

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5 + 3 =
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Behavioral Support: Behavioral principles to minimize nonproductive behaviors (Fuchs, Fuchs, & Malone, in press)

- Token economy systems have been shown to reduce problematic behavior in 3rd grade students with learning disabilities (Fuchs et. al., 2008)
- Progress monitoring has been shown to regulate attention (Higgins et. al., 2001)
Goals of applying the taxonomy to an extant intervention (Fuchs, Fuchs, & Malone, in press)

- Increase quality
- Improve student outcome

- Math Flash
  - Effect Size: 0.85
Base Intervention: Voyager Passport

- Supplemental reading intervention (K-5)
  - Explicit and systematic
  - Curriculum-based assessment

- Description of small group delivery
  - 30-45 minute lessons; 24 weeks
  - "Blackline Masters" offers related supplementary materials
  - Online materials address alphabetic principle and fluency
Base Intervention: Voyager Passport

- Curriculum components address the five components of reading
  - Activating background knowledge for the day’s reading
  - Word work: alphabetic principle, decoding, morphemes (i.e., prefix, suffix)
  - Vocabulary: semantic and orthographic
  - Passage reading: comprehension strategies; passage reading
Intensifying Passport

Engagement/learning-related behaviors
Student characteristics:
  • curricular misfit to skillset in reading
  • Bilingual (Spanish-speaking; school offers BE)
1. Behavioral Adaptation: Reinforce Learning-related skills

- Token economy: personalized and positive; catch students being good! Use software to award and track points, or try apps to individualize rewards.
- Focus on learning-related skills: attentiveness to tasks, persistence, eagerness (Fuchs, Fuchs, & Malone, in press; Matthews, Kizzie, Rowley, & Cortina, 2010;)
- Integrating the adaptation:
  - ALIGN target behavior with school rules; teach behavior explicitly.
  - Reinforce consistently, and then intermittently at a frequency that suits the interventionist. Specific praise at reflection.
2. Alignment: Adaptive to students

- Improve the proportion of time on decoding vs. meaning-based components to student skills (adaptive)
  - (Fuchs, Fuchs, & Malone, in press; August, Gewirtz, & Realmuto, 2010)

- Emphasis for Spanish-speakers:
  - phonemes unique to English (and their corresponding graphemes)

- Integrating the adaptation:
  - Best with dosage change to group homogeneously on target subskills with smaller groups of 1:1 or 2:1
  - Behavioral Bonus: Using an activity already in the curriculum, allow...
Comparing sounds in Spanish and English

Consonants and digraphs *with different phonology*: v, ll, j, h, z, g, rr

*Graphemes nonexistent* in Spanish: ng, sh, th combinations

Vowels (each has 1 sound in Spanish):

- **a** = 4 sounds in English; 7 spelling forms (cat, chair, saw, haul, made, stay, art).
- **e** = 4 sounds in English; 7 spelling forms (elephant, beat, bee, be, eve, fern, shrew).
- **i** = 5 sounds in English; 6 spelling forms (fit, sing, high, pie, first, ice, brief).
- **o** = 7 sounds in English; 13 spelling forms (e.g. load, hold, boil, toy, boot, short, cloud).
- **u** = 4 sounds in English; 5 spelling forms (cut, burn, unicorn, cute, blue).
3. Transfer

- Explicitly address differences and similarities in reading across English and Spanish.
  - Salomon & Perkins (1989) point out repetitive exposure (see Alignment) and making connections to background knowledge in a new context can facilitate transfer.

- Integrating the adaptation:
  - Point out cognates and false cognates at the word or syllabic level
  - Explicitly address the graphemes for which English phonemes are different than those encountered in Spanish
    - E.g., vowels that make a different sound in English than Spanish
4. Alignment, 2.0

- Assessment of graphemes and phonemes via diagnostic testing
  - E.g., Quick Phonics Screener, Hasbrouk & Parker, 2001 or Words Their Way spelling inventory, Bear, Invernizzi, Templeton, & Johnston, 2012

- Integrating the adaptation:
  - This might be a next step in DBI: Additional short assessment to guide targeted practice
  - Select targeted word parts, phonemes, or graphemes
  - May need to supplement activities or revamp available activities for use with target content
References


Thank you.

Questions?
Intensifying a Behavior Intervention in an Elementary Classroom

Brittany Pennington
Background

Mara

Third Grade

EBD, general education classroom

Problem behavior during independent reading
Intervention

SD + DRA + PA (Millard et al., 1994)

Specific Direction

Differential Reinforcement of an Alternative Behavior (reading appropriately)

Contingent Preferred Activity
Dosage

Defined by Fuchs et al. (2017) as the number of opportunities to respond and receive corrective feedback.

In this example, frequency of attention
Alignment

Extent to which the intervention addresses the students’ full set of academic deficits and does not address skills the student has already mastered (Fuchs et al., 2017).

Appropriate performance criterion
Attention to Transfer

Increase the likelihood of generalization (Fuchs et al., 2017)
Indiscriminable contingencies (Stokes & Baer, 1977)
Academic Strategies

Ensure all reading material is engaging and at the appropriate instructional level

Provide academic support as needed

Could incorporate principles of instruction (Rosenshine, 2012).

- Scaffolding like cue cards, checklists, prompts
- Independent practice
Adaptive Intervention Framework

Tailoring variables of a given intervention
Concluding Thoughts

Intensifying existing interventions

Comprehensive

Feasibility
PECS: Picture Exchange Communication System

Beth Pokorski
What is PECS?

• AAC system for individuals with limited functional communication (often non-vocal) in which simple pictures are exchanged between a communicator and communication partner to obtain a reinforcer

• Is built upon the behavioral principles of differential reinforcement, shaping, and transfer of stimulus control
  • Progresses through six stages of difficulty

• Ideal for use with young children or those with limited precursor skills
How does it work?

• Highly preferred item (determined through a preference assessment) is placed in the child’s immediate environment, along with a picture of the item near the child.

• When the child attempts to acquire the item, the child pick up the picture and hand it to the communication partner, who simultaneously presents the requested item.

• Process is repeated across multiple trials, eventually requiring more independence and persistence.

• Skill is expanded and generalized across multiple items, communication partners, and environments.
Applicable Dimensions of Intensity

1. **Individualization:**
   - Is the child motivated by the items? Are icons meaningful to child? Does child have visual acuity necessary for size and type of icon? Can child discriminate across icons?

2. **Dosage:**
   - How much exposure to the skill is being provided? How often, for how many trials per session, across how many communication partners/environments?

3. **Attention to transfer:**
   - Are children making connections across a variety of icons and items? Are they able to exhibit the skill with multiple communication partners in a variety of environments?

4. **Behavioral Support:**
   - Is challenging behavior impeding progress? Is appropriate communication replacing inappropriate means? Are successive approximations being reinforced sufficiently?
Individualization  (Fuchs et al., Wehby grant)

Potential Pitfalls:
• Items not motivating
• Icons not meaningful
• Child not successful or making continued progress

Adaptations:
• Reassess preferences, based on time of day & situation (both interview and assessment-based)
  • Prevention satiation by only providing items when training, and in small quantities
  • Do not prompt icon use unless child clearly indicating desire for item
• Assess icon variables and determine necessary adaptations (line drawings, photographs, 3-D objects, etc.)
• Increase/decrease prompting using individualized number of trials, decrease time between picture exchange and item, prevent non-successful exchanges by continuing to have prompter shadow and assist where needed
Attention to Transfer  (Fuchs et al.; Salomen & Perkins)

Potential Pitfalls:
• Failure to generalize to new icons/items
• Failure to discriminate between icons
• Failure to generalize across communication partners/environments

Adaptations:
• Train new icons/items quickly after mastering initial item
• Ensure icon discrimination upon introduction of each new icon (use distractor icons; increase, then fade, salience of relevant icons); if not met, do not introduce additional icons until discrimination has occurred
• Teach loosely from Day 1, using a variety of implementers and prompters. Train parents and related providers in PECS and have them use across environments as soon as child masters independent exchange in one setting
  *However, ensure all partners are implementing with fidelity!
Dosage (Daly et al., Rosenshine)

Potential Pitfalls:
• PECS is only being used during training sessions
  • Sessions are too sparse or short to support continued progress
• Sessions are not focused enough to support progress (e.g., too great an inter-response time, too many distracting environmental variables)

Adaptations:
• Embed training across day, into naturally-occurring activities
• Within targeted sessions:
  • Increase number of trials
  • Reduce inter-reponse time
  • Reduce environmental distractions (other children, irrelevant variables, etc.)
Behavioral Support (Fuchs et al.; Daly et al.)

Potential Pitfalls:
• Challenging behavior impeding training/progress
• Undesirable forms of communication continuing to result in item acquisition
• Lose of interest in items when communication contingency is introduced

Adaptations:
• Determine and implement necessary behavioral modifications across school day (e.g., non-contingent reinforcement); make training sessions fun, preferred times (e.g., reduce additional behavioral requirements such as sitting or eye contact)
• Do not reinforce any communication attempts for items for which icons exist (and are available in current environment), but instead use these attempts to redirect and prompt to use PECS
  • Ideally, use PECS across environments so all such communications can be put on extinction
• Increase deprivation of preferred items, require minimum effort possible for PECS to be successful (increase required effort over time), train on new icons if interests shift to new items
Summary and Conclusion

• PECS is an inherently-individualized intervention which easily lends itself, and in fact requires, tailoring of variables based on child need
  • These variables should be selected based on on-going, data-based assessment. Decision rules for which to alter when should be made by educational team. (August et al.; Wehby grant)

• Although not a Tier 2 intervention, the same principles of adaptation apply
  • It is likely that most interventions, regardless of initial intensity, could be modified according to the seven dimensions presented by Fuchs et al.
  • Individualization is arguably the most essential of the seven dimensions, and allows for an integrated intervention specifically targeting the student’s needs
A Behavior Contract
for a Student with
Severe Aggressive
Behavior and a
Moderate Intellectual
Disability

Sam Walte
University of Illinois at Chicago
Overview of Target Student

- Robert is a fifth grader at an alternative school for students with aggressive behaviors that were not able to be supported at a neighborhood school.
- He has Smith-Magenis Syndrome, a rare disorder that impacts his learning, behavior, sleep, and communication.
- Robert has a moderate intellectual disability and reads at a pre-kindergarten level.
- His expressive verbal skills exceed his receptive verbal skills and he generally needs picture supports to aid in his understanding of verbal language.
- Robert has a high level of anxiety and a large “personal bubble.” When others get too close or if Robert is experiencing a high level of anxiety, he will hit those near him with an open hand or throw an object toward them.
- Generally, when Robert gets upset he has difficulty calming down and his behavior escalates to tantrums that last between 20 minutes and 4 hours and include aggression to others (hitting, kicking, biting, throwing objects, hitting others with objects), removing his clothing, urinating or defecating on the floor or toward others, and self-injury such as head-banging, scratching his skin, pulling off his nails, and biting himself.

The team has decided to focus on this behavior, as it often sets off the more intense behavior and Robert has exhibited a greater ability to control this behavior than the tantrums.
Behavior Contract

- A **behavior contract** is a *written agreement* between important stakeholders in an individual’s life.
  - That *states explicitly* and positively what behaviors should decrease, which behaviors should increase, how to achieve those behaviors, and what the consequences are for performance.
  - The contract should be *understandable* to all parties.
How to Create a Behavior Contract

1. Identify target behavior(s)
2. Identify reinforcers
3. Identify a schedule of reinforcement
4. Set a goal
5. Develop a monitoring sheet to track the student’s progress frequently (usually daily)
6. Write the goal and plan to achieve the goal and have all relevant stakeholders sign it
7. Keep frequent data on the student’s progress and follow through on all consequences
Built-In Adaptability Features and Important Considerations

- Student input throughout is critical for buy-in and success
- Modify the goal, reinforcers, and criteria as often as needed to ensure success (remember this is a team decision)
- Review the contract as frequently as the team deems necessary
Because Robert has an intellectual disability, his team needs to make sure they are presenting expectations in a way that Robert can understand and make his own.

Information presented will be explicit and simple with picture supports.

The team will work with Robert to review video recorded examples of both positive and negative behaviors he has had in response to heightened anxiety.

A guided behavior map with sentence-stems and pictures will support his comprehension of the target behavior and the consequences.

Numerous models will be provided through edited video self-modeling and videos of other students.

Multiple and frequent opportunities to review and practice the expected behaviors will be provided for Robert.

Fuchs, Fuchs, & Malone, in press
Attention to Transfer

Robert’s parents have expressed concern that he generally does not display the same progress at home that he makes at school, so the team needs to address this generalization.

When using video-modeled examples, the team will use a variety of settings including school, home, family events, and park district programs.

The team will introduce the behavior contract and create picture supports for Robert in each location of the school he goes to.

The team decided to have a modified version of the behavior contract at home, noting the importance of follow-through and consistency but the various challenges to doing so in a home environment.

When Robert exhibits consistent progress at school and the team has determined which adaptations have the most impact at school, they will work together to systematically implement a home-friendly version.

Fuchs, Fuchs, & Malone, in press
All facets of the implementation of the behavior contract will be accessible to Robert so that he can participate and communicate his preferences.

Specifically, this will include picture supports, multiple visual examples, simplified language, frequent review, and flexible scheduling.

Robert will be taught how to monitor and take data on his performance over time. This data will also be collected by paraprofessionals, the special education teacher, and his parents.

Robert’s progress will be reviewed twice daily at school (once at lunchtime and once at the end of the day) as Robert needs more frequent review and reinforcement.

Reinforcement and criteria will be changed as necessary throughout the process, with Robert’s input.

Fuchs, Fuchs, & Malone, in press
Community Capacity and Implementation Support

- Due to the frequency, intensity, and longevity of Robert’s support needs, it is critical to plan for frustration and burnout on the part of every team member (Robert included).
- More people than usual will need to be part of the behavior contract team, so that all those who may be responsible for implementing it feel confident they can do so with fidelity.
  - In Robert’s case, this means his parents, all of his teachers, all the paraprofessionals in the classroom, the administration, related service providers, and other support personnel he interacts with throughout the day (e.g., lunchroom supervisors).
  - There will also be a core contract team.
- Training on behavioral principles as well as Robert’s specific antecedents, triggers, and coping strategies for all.
- Ongoing support from a designated point person within and outside of the school for troubleshooting and motivation.
Additional Questions/Ideas

- Develop flexible fidelity checklist for implementation as the number of implementers will be large
- Fidelity at home
  - Can the intervention be different?
- Develop and use strategies to address underlying anxiety in addition to behavioral manifestations
  - Zones of Regulation, etc
- Feedback from peers
Module 11 Conclusion

- Reflect on the activity
- Discuss additional ideas for expanding the taxonomy, particularly as it relates to behavioral interventions
- Discuss any outstanding questions or connections across the NCLII modules