

Intervention Planner for Behavior: Relationship-Building Strategies

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

Behavior Intervention Strategies	Research Citations	Teacher Notes
1. MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).	Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), <i>Interventions for academic and behavior problems II: Preventive and remedial approaches</i> (pp.373-401). Bethesda, MD: National Association of School Psychologists.	
2. STRIVE FOR DAILY POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. If the teacher lacks a positive relationship with a particular student, the teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.	Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. <i>Educational Psychology in Practice</i> , 20, 103-115.	
3. TOOTLING: IMPROVE PEER RELATIONSHIPS. To encourage increased pro-social behaviors and stronger student relationships, the teacher can use a form of positive peer reporting called 'tootling'. Here are the 5 steps to this intervention: (1) DEFINE TOOTLING. The teacher meets with students and defines 'tootling' as reporting to the teacher or other adult when another student has done something helpful. The teacher contrasts this	Skinner, C. H., Cashwell, T. H., & Skinner, A. L. (2000). Increasing tootling: The effects of a peer-monitored group contingency program on students' reports of peers' prosocial	

<p>term with 'tattling', defined as telling the teacher or another adult when another student has done something bad. Students are encouraged to describe examples of tootling (students helping students), and the teacher supplies praise or corrective feedback to those examples. (2) DESIGN TOOTLING SLIPS. The teacher designs Tootling slips, small pieces of paper with blanks for the student to record another student's name, a short description of that student's helping behavior(s), and whom that student helped. The teacher also selects a receptacle (e.g., jar; shoe box) to collect Tootling slips. (3) PRACTICE TOOTLING. Students are given copies of Tootling slips. Across several days, students are asked to observe other students' helping behaviors and to capture them on Tootling slips, which are then placed in the Tootle collection box/jar. Each day, the teacher reviews the slips collected, informs the students how many slips were submitted that day, praises the students for their efforts, and uses sample Tootle notes to illustrate correct use of the slips. Practice continues until students have mastered completing the Tootle slips. (4) BEGIN THE TOOTLING INTERVENTION. The teacher sets a cumulative goal for Tootle slips to be collected (e.g., 100) and also selects a class privilege or prize to be given when the goal is attained (e.g., pizza party; extra recess time). Sufficient Tootling slips are given out to students or stored in a location where students can easily access them. Students are encouraged to fill out Tootling slips whenever they observe helping behaviors and to place them in the collection box/jar. Each day, the teacher (or student helper) counts up the number of submitted slips and plots the progress toward the goal on a publicly displayed chart. (5) INCREASE THE TOOTLING GOAL INCREMENTALLY. When a cumulative goal is achieved, the teacher increases the Tootling goal (e.g., to collect 125 Tootle slips) and selects another student privilege or prize.</p>	<p>behaviors. Psychology in the Schools, 37, 263-270.</p>	
<p>4. 'TWO-BY-TEN': STRUCTURING POSITIVE TEACHER-STUDENT INTERACTIONS. This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about</p>	<p>Mendler, A. N. (2000). Motivating students who don't care. Bloomington, IN: National Educational Service.</p>	

Intervention Planner for Behavior: ***Checklist Maker***

the student's problem behaviors or poor academic performance.		
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