Applied Behavior Analysis in the Classroom: Teacher Tools to Promote Positive Behaviors

Jim Wright
www.interventioncentral.org
RTI Toolkit: A Practical Guide for Schools

Applied Behavior Analysis in the Classroom:
Teacher Tools to Promote Positive Behaviors

Jim Wright, Presenter

5 April 2017
Elwood Union Free School District
Greenlawn, NY

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Tully, NY 13159
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Workshop Downloads at: http://www.interventioncentral.org/elwood
Workshop PPTs and handout available at:

http://www.interventioncentral.org/elwood
ABA & Related Movements: A Brief History

• Early to mid-20th century: **Behaviorism.** Used human and animal models to analyze principles of behavior, develop a methodology of ‘behavior modification’.

• Mid-20th century to present: **Applied Behavior Analysis.** Seeks to extend and apply knowledge of effective behavior-shaping practices to address social problems.

• 1990’s to present: **Positive Behavioral Interventions & Supports (PBIS).** A national movement and organization that helps districts to improve behavioral climate through school-wide teaching and reinforcement of expected behaviors. PBIS uses ‘positive’ ABA tools. It regards ‘misbehavior’ as an opportunity to reteach and encourage the student to demonstrate goal behaviors.
ACADEMIC RTI

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

RTI-Friendly Practices: Positive Teacher Strategies to Reduce "Disciplinary Exclusions" (Maag, 2012):

- Understand that all behavior—even undesirable behavior—has a valid function (purpose). Problem behaviors will persist until the student can achieve that purpose through more acceptable replacement behaviors.
- Remember that the two most common functions of behavior are attention-seeking and escape/avoidance.
- Regularly use verbal praise in the classroom as a powerful tool to increase positive behaviors.
- When students misbehave during academic tasks, investigate whether those tasks are too easy or too difficult.
- Teach appropriate replacement behaviors to the attention-seeker (such as raising a hand to be recognized, greeting a classmate, or smiling at a student) and the escaper-avoider (such as requesting a short break or seeking help on an assignment).

Interventions: Scheduled or Contingency-Driven?

One of the elements that separate academic from behavioral interventions is that:

• **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while

• **behavioral interventions** are often contingency-driven (administered contingent on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

RTI-Behavior Needs Assessment. What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?
RTI-B Needs Assessment: Rationale

• Schools have limited resources to implement RTI for behavioral and social-emotional issues. They should, therefore, conduct an RTI-Behavior needs assessment to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction.

2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

3. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

5. Variability of Behavior-Management Skills. Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of—and/or willingness to implement—positive behavior management practices.

6. Inconsistency in Supporting Students with Intensive Needs. For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.
7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.

8. **No Decision Rules for Behavioral ‘Non-Responders’.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.
9. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

10. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."
### Activity: Behavior Needs Assessment

In your groups:

- Review the 10 items of the *Behavior and Social-Emotional Concerns: School/District Needs Assessment* in your handout (last 2 pp.)
- Based on your discussion, CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.

### Behavioral Needs-Assessment Items:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Disruptive Classroom Behaviors</td>
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<tr>
<td>2.</td>
<td>Bullying</td>
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<tr>
<td>3.</td>
<td>Motivation</td>
</tr>
<tr>
<td>4.</td>
<td>High-Amplitude Behaviors</td>
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Workshop Agenda

1. **Big Ideas in Behavior Management.** This handful of powerful concepts can lay the groundwork for teacher success in managing challenging behaviors.

2. **The Inattentive/Anxious/Non-Compliant Student.** While every student has unique needs, teachers who understand the profile of common behavior disorders can be better prepared to support these students.

3. **Preventing Problem Behaviors.** These proactive intervention ideas are designed to prevent challenging behaviors—a win-win for teacher and student.

4. **Reinforcing Appropriate Behaviors.** Good behavior management locks in desired student behaviors by consistently recognizing and reinforcing them.

5. **Managing Problem Behaviors.** When problems occur, the teacher can use these strategies to minimize attention while redirecting the student to task.
6. **Behavior Plans: How to Build One.** Teachers can use this template to create a classroom behavior plan that is both simple and comprehensive in scope.

7. **Behavior Plans: Show Me the Data.** Collecting classroom data to regularly monitor student behavior can be the greatest hurdle to a successful intervention plan. Behavior report cards and checklists are two feasible ‘go-to’ methods to track almost any classroom behavior.

8. **Managing Students in Crisis.** The Aggression Cycle is a tool that demonstrates how student anger escalates through predictable stages and how teachers should respond to each stage.
**Big Ideas in Behavior Management.**

This handful of powerful concepts can lay the groundwork for teacher success in managing challenging behaviors. pp. 2-3
Problems are an unacceptable discrepancy between what is expected and what is observed.

-Ted Christ

‘Big Ideas’ in Behavior Management…

Check for academic problems. The correlation between classroom misbehavior and deficient academic skills is high (Witt, Daly, & Noell, 2000). Teachers should, therefore, routinely assess a student’s academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, at least some of the intervention ideas that the teacher selects should address the student’s academic deficit.
‘Big Ideas’ in Behavior Management…

1. Identify the underlying function of the behavior.

Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective.
### Problem Behaviors: Common Reasons

<table>
<thead>
<tr>
<th>Category</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td><strong>SKILL DEFICIT.</strong></td>
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<td><strong>EMOTIONAL or ATTENTIONAL BLOCKERS.</strong></td>
<td>The student possesses the skills to display the desired behavior &quot;but is unable to deal with competing forces—anger, frustration, fatigue.&quot; (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)</td>
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‘Big Ideas’ in Behavior Management…

Eliminate behavioral triggers. Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kern & Clemens, 2007).
ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
‘Big Ideas’ in Behavior Management...

- **Redefine the behavioral goal as a replacement behavior.** By selecting a positive behavioral goal that is an appropriate replacement for the student’s original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Batsche, Castillo, Dixon, & Forde, 2008). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in "active, accurate academic responding".
‘Big Ideas’ in Behavior Management…

Focus on factors within the school’s control. Teachers recognize that students often face significant factors outside of the school setting—e.g., limited parental support— that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).
‘Big Ideas’ in Behavior Management…

- *Be flexible in responding to misbehavior.* Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct (Marzano, Marzano, & Pickering, 2003).
Activity: Which Big Idea is the Most Important?

- In your teams, discuss the big ideas in behavior management presented here.
- Select the 1-2 ideas that you believe are most important for teachers at your school to keep in mind when working with challenging students.

‘Big Ideas’ in Behavior Management

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
Class-Wide Behavior Management.
The well-managed classroom emphasizes strong instruction, clear behavioral expectations, and positive student interaction. (Online)
“...research [shows] that when provided with a choice of two or more behaviors, with all else held constant, students are more likely to choose to engage in the behavior that results in more immediate reinforcement, higher rate reinforcement, or higher quality reinforcement...”

Thus, educators can increase the probability of students choosing to engage in assigned work by both enhancing reinforcement for assigned tasks and weakening reinforcement for competing behaviors... (Skinner et al., 2005; p. 396)

Classroom Environments: Freedom and Choice

In formal settings such as work and school, people often have freedom to decide:

– what tasks to engage in,
– the manner in which they will complete those tasks, and even
– whether to take part at all in a particular activity.

‘Choice’ Architecture: Structuring Choice for Better Outcomes

'Choice' architecture is the conscious effort to organize the work or school environment in a way that increases the probability that people will make certain decisions or choose certain actions or activities—over other options.

Teachers as 'Choice Architects'

Teachers control a number of classroom factors that can encourage students to be 'motivated' to choose academic engagement.

As an example, the arrangement of classroom furniture promotes certain student 'default' behavior: e.g., desks in clusters facilitate small-group discussion, while desks in traditional rows support large-group lecture and independent work.

The sequence of activities, lesson duration, lesson materials, and opportunities for peer collaboration are additional factors that can be manipulated to increase student engagement-a.k.a. motivation.

### Tier 1: Class-Wide Management Checklist (Online)

#### 'Critical Elements' Checklist

**Tier 1: Class-Wide Management.** Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

#### 1. High Expectations for Behavior. Students receive explicit training and guidance in expected classroom behaviors--to include:

<table>
<thead>
<tr>
<th>Element</th>
<th>Verified? (Y/N)</th>
<th>Information Source(s) (e.g., observation, interview, document review)</th>
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<tr>
<td>Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, &amp; Lathrop, 2007).</td>
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<td>Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bali, Thorus, &amp; Kozleski, 2012).</td>
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#### 2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

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<td>Ensuring Instructional Match. Lesson content is appropriately matched to students’ abilities (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
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RTI-B: Tier 1: Class-Wide Management: Look-For’s:

1. High Expectations for Behavior

Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).
Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:

– engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).
– assigning and collecting homework and classwork.
– transitioning students efficiently between activities.

1. High Expectations for Behavior
RTI-B: Tier 1: Class-Wide Management: Look-For’s:
1. High Expectations for Behavior

Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
RTI-B: Tier 1: Class-Wide Management: Look-For’s:

2. Instruction That Motivates

Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).
Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.
Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of ‘dead time’ (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001). Offering choice options can increase academic motivation and focus while reducing problem behaviors.
Scanning the Class Frequently. The teacher ‘scans’ the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).
Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
RTI-B: Tier 1: Class-Wide Management: Look-For’s:

3. Managing the Classroom

Providing Active Supervision. The teacher frequently moves through the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
RTI-B: Tier 1: Class-Wide Management: Look-For’s:

3. Managing the Classroom

**Shaping Behavior Through Praise.** To increase desired behaviors, the teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).
3. Managing the Classroom

Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).
Starting the Year on a Strong Behavioral Footing. Picture the week before students return in the fall & the first week of instruction in September. Review these class-wide management elements. Discuss how you might prepare for, teach & reinforce behavioral expectations at the opening of school.

### RTI-B: Tier 1: Class-Wide Management: Look-For’s

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<td>• Providing Active Supervision</td>
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<td>• Shaping Behavior Through Praise</td>
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The Inattentive/Anxious/Non-Compliant Student.
While every student has unique needs, teachers who understand the profile of common behavior disorders can be better prepared to support these students.
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The Inattentive/Impulsive Student
Attention-Deficit/Hyperactivity Disorder: Essential Features

• The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:

• **Inattention.** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
  – Fails to give close attention to details
  – Has difficulty sustaining attention in tasks or play
  – Seems not to pay attention when spoken to
  – Does not follow through on instructions or finish schoolwork
  – Has difficulty organizing tasks and activities
  – Avoids or dislikes tasks requiring sustained mental effort
  – Often loses things needed for tasks or activities
  – Is distracted by extraneous stimuli
  – Is often forgetful in daily activities (e.g., chores, errands)

Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:

- **Hyperactivity/Impulsivity**: Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
  - Fidgets or taps hands or feet or squirms in seat
  - Leaves seat when expected to remain seated
  - Runs around or climbs in situations when the behavior is not appropriate
  - Is unable to play or take part in a leisure activity quietly
  - Seem “on the go” “as if driven by a motor”
  - Talks incessantly
  - Blurs out an answer before a question has been fully asked
  - Interrupts others

Attention-Deficit/Hyperactivity Disorder: Prevalence

• It is estimated that perhaps 5% of children may meet criteria for ADHD (APA, 2013).

• However, the percentage of children diagnosed with ADHD in America has grown substantially over time:
  – 2003: 7.8% ADHD
  – 2007: 9.5% ADHD
  – 2011: 11.0% ADHD


The *Inattentive/Impulsive* Student: Prescription

Here are 3 general strategies for working with these learners:

- Ensure that the student is taught step-by-step behavioral expectations for common routines and transitions.
- Provide cues at ‘point of performance’ for expected behaviors.
- Have the student monitor his or her own behavior.
School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

- The school-home note is a strategy in which the teacher sends home a daily note rating the student's school behaviors (Jurbergs, Palcic, & Kelley, 2007).

Based on the teacher report, the parent provides or withholds a home reward. School-home notes have the advantages of both strengthening communication between teacher and parents and including the parent in the intervention as dispenser of praise and home rewards.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

1. Select target behaviors. The teacher and parent decide on 2-4 behaviors to track through the school-home note.

   Behaviors listed on the note should be phrased as desired 'replacement' behaviors (that is, positive behaviors to replace the student's current challenging behaviors). Example: "The student followed teacher requests."

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

2. Design a school-home note. The teacher and parent design a note incorporating target behaviors. While any rating format may be used, a simple version may be best—e.g., Yes (2 pts)...So-So (1 pt)......No (0 pts).

A free application is available on Intervention Central that can create school-home notes:
http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker

School-Home Note: Example

<table>
<thead>
<tr>
<th>Student Behaviors</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
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<tbody>
<tr>
<td>The student completed classwork in a satisfactory manner</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>So-So</td>
<td>No</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The student used class time well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>So-So</td>
<td>No</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>The student got along well with peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>So-So</td>
<td>No</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>The student followed teacher requests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>So-So</td>
<td>No</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>(Optional Behavior)</td>
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<tr>
<td>Comments [Optional]:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent Sign-Off (Optional): I have reviewed this School-Home Note and discussed it with my child.

Parent Signature: ____________________________ Date: ____________
School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

**Preparation.** Here are the steps to setting up a school-home note:

3. **Decide on the cut-point for an acceptable rating.** The parent and teacher decide on the minimum daily points required for a reward.

   Example: A teacher and parent create a school-home note with 4 behavior-rating items—with a maximum of 2 points to be earned per item. The maximum daily points to be earned is 8 (4 items times 2 points per item). The teacher and parent initially decide that the student must earn a minimum of 5 points to earn a daily reward.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

**Preparation.** Here are the steps to setting up a school-home note:

4. *Develop a reinforcer menu.* Based on a knowledge of the child, the parent develops a reinforcer ('reward') menu containing 4-8 reward choices.

Whenever the student attains a positive rating on the school-home note, he or she can select a reward from this menu.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Implementation. Here are the daily steps for using school-home notes:

1. **Rate the student’s school behavior.** At the conclusion of the school day, the teacher rates the student’s behavior on the school-home note.

   The teacher meets briefly with the student to share feedback about the ratings and offers praise (if the ratings are positive) or encouragement (if the ratings are below expectations).

### School-Home Note Example

<table>
<thead>
<tr>
<th>Student Behaviors</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student completed classwork in a satisfactory manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes 2 So-So 1 No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student used class time well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes 2 So-So No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student got along well with peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes 2 So-So No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student followed teacher requests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes 2 So-So No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Optional Behavior)

<table>
<thead>
<tr>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments [Optional]:

Parent Sign-Off (Optional): I have reviewed this School-Home Note and discussed it with my child.

Parent Signature: ___________________________ Date: ____________
School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Implementation. Here are the daily steps for using school-home notes:

2. Send the completed school-home note to the parent. The teacher communicates the school-home note results with the parent in a manner agreed upon in advance, e.g., in the student's backpack, via email or a voicemail report.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

**Implementation.** Here are the daily steps for using school-home notes:

3. *Provide the home reward.* The parent reviews the most recent school-home note with the child.

   If the child attained the minimum rating, the parent provides praise and allows the student to select a reward from the reinforcer menu. If the student failed to reach the rating goal, the parent withholds the reward while providing encouragement.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Maintenance. These are two items that are periodically updated to maintain the school-home note program:

1. **Refresh the reinforcer menu.** Every 2 to 3 weeks, the parent should update the reinforcer menu with the child to ensure that the reward choices continue to motivate.

2. **Raise the school-home note goal.** Whenever the student has attained success on the school-home note on most or all days for a full 2 weeks, the teacher and parent should consider raising the student point goal incrementally.

The Non-Compliant Student
Oppositional Defiant Disorder: Essential Features

- "ODD is one of the Disruptive, Impulse-Control, and Conduct Disorders."
- The individual shows a pattern of oppositional behavior lasting at least 6 months that includes elevated levels of at least 4 of the following:
  - Often loses temper
  - Often argues with adults
  - Often defies or refuses to comply with adults' requests or rules
  - Often purposely annoys people
  - Often blames others for his or her mistakes or misbehavior
  - Is often touchy or easily annoyed by others
  - Is often angry and resentful
  - Is often spiteful or vindictive
- The individual displays these oppositional behaviors significantly more frequently than typical age-peers.

Oppositional Defiant Disorder: Prevalence

• “The prevalence of oppositional defiant disorder ranges from 1% to 11%, with an average prevalence estimate of around 3.3%.” (APA, 2013; p. 464).

The **Non-Compliant** Student: Prescription

Here are 4 general strategies for working with these learners:

- Ensure that the student has the skills and strategies necessary for academic success.
- Teach behavioral expectations...then hold the student accountable for following those expectations.
- Keep interactions at a minimum when the student is uncooperative.
- Work to establish a personal connection with the student.
Precision Requests: Make Directives and Consequences Clear (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The *precision request* structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance.

Examples of suitable consequences include loss of free time, phone call to a parent, loss of a point or token, or restriction of activities at recess. When making a precision request, the teacher follows these 3 steps:
Precision Requests: Make Directives and Consequences Clear (cont.)

1. **Make first request: "Please..."**. The teacher states a brief request that starts with the word 'Please' and – whenever possible–frames the request as a goal behavior rather than as a behavior to stop (e.g., "Rick, please open your math book and begin the assignment written on the board").

The teacher then waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment") .
Precision Requests: Make Directives and Consequences Clear (cont.)

2. Make second request: "I Need...". If the student fails to comply with the first request within 5 seconds, the teacher repeats that request. This time, the teacher starts the request with the phrase "I need..." (e.g., "Rick, I need you to open your math book and begin the assignment written on the board").

Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher verbally reinforces the student (e.g., "Thank you for starting your math assignment").
Precision Requests: Make Directives and Consequences Clear (cont.)

3. *Deliver consequence for non-compliance.* If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.
The Anxious Student
Generalized Anxiety Disorder: Essential Features

- [GAD is one of the Anxiety Disorders.]
- The individual experiences excessive anxiety and worry about a variety of topics, events, or activities over a period of at least 6 months. Worry occurs on the majority of days. It is difficult for the individual to control the anxiety/worry.
- The worry is associated with at least 3 of these 6 symptoms:
  - Restlessness.
  - Becoming fatigued easily
  - Difficulty concentrating
  - Irritability
  - Muscle tension
  - Sleep disturbance
- The individual experiences 'clinically significant' distress/impairment in one or more areas of functioning (e.g., at work, in social situations, at school).
- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

### ‘Normative’ Anxieties/Fears in Childhood & Adolescence

<table>
<thead>
<tr>
<th>Stage/Age</th>
<th>Anxieties/Fears About…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Later Infancy:</strong> 6-8 months</td>
<td>• Strangers</td>
</tr>
<tr>
<td><strong>Toddler:</strong> 12 months-2 years</td>
<td>• Separation from parents • Thunder, animals</td>
</tr>
<tr>
<td><strong>Early Childhood:</strong> 4-5 years</td>
<td>• Death, dead people, ghosts</td>
</tr>
<tr>
<td><strong>Elementary:</strong> 5-7 years</td>
<td>• Germs, natural disasters, specific traumatic events • School performance</td>
</tr>
<tr>
<td><strong>Adolescence:</strong> 12-18 years</td>
<td>• Peer rejection</td>
</tr>
</tbody>
</table>

Generalized Anxiety Disorder: Prevalence

- The 12-month prevalence of GAD among adolescents is estimated to be 0.9% while among adults the rate is 2.9%.

The **Anxious** Student: Prescription

Here are 4 general strategies for working with these learners:

- Make classroom expectations predictable.
- Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.
- Teach the student how to translate global tasks into manageable sub-tasks.
- Use affirming statements that motivate the student to take risks and apply his or her best effort.
Managing Academic Anxiety Through an Antecedent Writing Activity

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.

Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7-to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

**Procedure.** Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

**Writing Exercise: This Assignment: How Are You Feeling?**

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no ‘correct response’ to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have ___ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure (Cont.) The instructor gives students 7-10 minutes to complete the writing assignment.

Students are then instructed to put their compositions away (they are not collected).

The class then begins the high-stakes academic task.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use. Here are suggestions for using this antecedent writing exercise:

• **Administer to the entire class.** Certain academic tasks, such as important tests, will trigger anxiety in many, if not most, students in a classroom. Teachers can use this writing exercise with the entire group as an efficient way to ‘take the edge off’ this anxiety for all students and potentially improve their test performance.

Tips for Use (Cont).

- *Teach students to use independently.* Some students experience significant levels of anxiety even during independent work – such as math homework. This writing exercise can be a good warm-up activity that students can use to allay anxiety and increase their academic focus.

Group Discussion Topic: Psychiatric Disorders & RTI

- Review the several ways that a student with a psychiatric diagnosis might currently be handled by your district (e.g., Section 504, Special Education, etc.).
- What suggestions do you have to bring greater rationality and order to this process?

Schools & Psychiatric Disorders: Recommendations

- Promote the expectation whenever possible that students with behavioral or social-emotional difficulties—even those with psychiatric diagnoses—will go through the RTI problem-solving process as a starting point.
- Build a behavioral RTI model that can demonstrate whether the student needs more support than general education offers (“resistance to intervention”) and will reveal what intervention elements actually work.
Preventing Problem Behaviors. These proactive intervention ideas are designed to prevent challenging behaviors—a win-win for teacher and student.
Antecedent Strategies: Getting Ahead of the Problem

Antecedent strategies are those that you use before the student displays a behavior. These strategies can be used to:

- prevent a problem behavior, or
- encourage a desired behavior.
ABC: The Core of Behavior Management

“....at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“That is, most behavior is believed to occur...”

ABC: The Core of Behavior Management

“....at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“...subsequent to some type of environmental event (i.e., an antecedent) ...”

ABC: The Core of Behavior Management

“....at the core of behavioral interventions is the three-term contingency consisting of an antecedent, behavior, and consequence.”

“. . .which then may be maintained if it is followed by an event that is pleasurable or reinforcing (i.e., consequence).”

ABC: Events as Antecedents

‘Discriminative Stimulus’: An antecedent can become associated with certain desired outcomes and thus ‘trigger’ problem behaviors.

Example: A student is given a worksheet to complete.

ABC: Events as Antecedents

‘Discriminative Stimulus’: An antecedent can become associated with certain desired outcomes and thus ‘trigger’ problem behaviors.

The student stares at the paper for a moment—then tears it up.

ABC: Events as Antecedents

‘Discriminative Stimulus’: An antecedent can become associated with certain desired outcomes and thus ‘trigger’ problem behaviors.

The student is sent to the office—allowing escape from the task.

ABC: Events as Antecedents

‘Discriminative Stimulus’: An antecedent can become associated with certain desired outcomes and thus ‘trigger’ problem behaviors.

If the **consequence** associated with the behavior is reinforcing for the student, then the **antecedent** or trigger can serve to signal (discriminate) that reinforcement is coming.

Antecedent Strategies: Prevent Problem Behaviors

We will review the following antecedent intervention ideas:

• Antecedent strategies to **prevent** misbehavior (pp. 4-5).
• Antecedent strategies to **encourage** goal behaviors (pp. 5-7).
• Antecedent strategies to promote **student-teacher connections**. (2-page handout)
• Active-response beads to **deescalate behavior** (pp. 28-30).
• Antecedent physical exercise to **improve general behavior** (p. 38)
Antecedent Strategies to
Prevent Misbehavior pp. 4-5
Behaviors: Teach Expectations (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors.

The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
Instructional Match: Ensure the Student Can Do the Work (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task.

When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.
‘No’: Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.

The teacher makes a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that are allowable in the current situation or setting.
Relocate the Student: Remove From Temptation (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment—such as a talkative peer or difficulty hearing or seeing the instructor—the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.
Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the “content, duration, and/or consequences of future events”, their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day’s activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.
Work Break: Make It Available on Request (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task.

The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card.

Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.
Antecedent Strategies to Encourage Goal Behaviors (pp. 5-7)
Checklist for Academic Skills: Make the Complicated Simple (Alter, Wyrick, Brown, & Lingo, 2008). When the student must apply several steps to complete a complex academic task, the teacher can give the student a checklist detailing each step and instructions for completing it.

Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.
### Behavioral Checklist: Academic Example: Cognitive Strategy

**Math Word Problem: Problem-Solving Checklist**

When completing a math word problem, the student follows these steps:

1. **Reading The Problem.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).

2. **Paraphrasing The Problem.** The student restates the problem in his or her own words.

3. **Drawing The Problem.** The student creates a drawing of the problem, creating a visual representation of the word problem.

4. **Creating A Plan.** The student decides on the best way to solve the problem and develops a plan to do so.

5. **Predicting The Answer.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.

6. **Computing The Answer.** The student follows the plan developed earlier to compute the answer to the problem.

7. **Checking The Answer.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.
# Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.
Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

– where the activity takes place;
– who the child works with;
– what materials to work with (e.g., choosing a book from several options);
– when to begin or end the activity;
– how long to engage in the activity.
Fix-Up Skills: Foster Work Independence (Rosenshine, 2008). During independent work, the student should know procedures to follow if stuck (e.g., cannot complete an item; does not understand a word in a reading passage).

The teacher creates a routine for the student in how to apply ‘fix-up’ skills for independent assignments: e.g.,

"If I don't understand what I have read, I should (1) reread the paragraph; (2) slow my reading; (3) focus my full attention on what I am reading; (4) underline any words that I do not know and try to figure them out from the reading." (McCallum et al., 2010).
Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success.

For example, a student about to begin a writing task may choose the goal of finding 3 primary sources for a term paper.

Or a student starting an in-class reading assignment might develop two questions that he would like to have answered from the reading.
High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the ‘low-probability’ assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: To Start Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Take out a piece of paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Write your name on your paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Copy the topic description that you see on the board.’</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>‘Write an introductory paragraph on this topic.’</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: WITHIN AN ASSIGNMENT. The teacher selects a ratio of ‘easy-to-challenge’ problems or items (e.g., 3:1). The instructor then formats the assignment or worksheet according to the ‘easy-to-challenge’ ratio.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: Within Assignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>12 + 14 =?</td>
</tr>
<tr>
<td>Easy</td>
<td>21 + 8 =?</td>
</tr>
<tr>
<td>Easy</td>
<td>3 + 14 =?</td>
</tr>
<tr>
<td>Challenge</td>
<td>9 x 7 =?</td>
</tr>
</tbody>
</table>
Opportunities to Respond: Let Feedback Be Its Own Reward (Partin et al., 2010). Student academic engagement is incompatible with misbehavior.

The teacher’s goal is to capture positive student behaviors by structuring lessons and work assignments to require a high rate of opportunities to respond (OTRs). In a complete OTR cycle, the student has an opportunity to respond (e.g., the teacher asks a question, or the student encounters an item on independent work), produces a response (e.g., the student responds to the teacher question or answers the work item); and receives timely performance feedback (e.g., the teacher says, "Right answer!", or the student uses an answer key to check a response).
Positive Teacher Requests: It's How You Say It  
(Braithwaite, 2000). Non-compliant students have a pattern of ignoring or defying teacher requests.

However, instructors can increase the likelihood of student compliance by stating their requests in positive terms (e.g., "John, I can help you just as soon as you are back in your seat") rather than in negative terms (e.g., "John, I can't help you unless you are sitting in your seat").
Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur.

At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.
Response Effort: Reduce Task Difficulty (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty (‘response effort’) of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Examples of strategies that lower response effort include:

- having students pair off to start homework in class;
- breaking larger academic tasks into smaller, more manageable 'chunks'.
Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.
Verbal Commands: Keep Them Brief and Powerful (Matheson & Shriver, 2005; Walker & Walker, 1991). Teacher commands are most likely to elicit student compliance when they:

1. are delivered calmly,
2. are brief,
3. are stated when possible as DO statements rather than as DON'T statements,
4. use clear, simple language, and
5. are delivered one command at a time and appropriately paced to avoid confusing or overloading students.

Effective commands also avoid sarcasm or hostility and lengthy explanations that distract or confuse students.
Antecedent Strategies to Promote Student-Teacher Connections (handout)
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Maintaining a High Rate of Positive Interactions.* Teachers promote 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, Borgmeier, & Nolet, 2002).
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Emphasizing the Positive in Teacher Requests* (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Greeting Students at the Classroom Door.* A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007) and promote personal connections with students.

The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structuring Teacher-Student Interactions* (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days 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 the student’s problem behaviors or poor academic performance.
Additional Antecedent Strategies...

• *Antecedent Physical Exercise*: Antecedent strategy to **prevent** disruptive behavior.

• *Active Response Beads*: Antecedent strategy to **prevent** problem behavior(s).
Reducing Disruptive Behavior Through Antecedent Physical Exercise

Description. Students with disruptive behaviors can show greater levels of control and compliance after engaging in at least 30 minutes of sustained physical exercise.

This technique is called ‘antecedent exercise’ because the physical activity precedes—and therefore prevents—problem behaviors (Folino, Ducharme, & Greenwald, 2014). The positive effects of antecedent exercise can last up to 90 minutes.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Procedure. The student engages in sustained moderate exercise for at least 30 minutes.

Any adult-supervised mix of activities is acceptable (e.g., having students rotate among a series of exercise ‘circuits’ such as jumping jacks and sprints), so long as it achieves this steady rate of physical activity.

The goal is for the student to achieve a ‘target heart rate’ through most of the activity period, a rate equaling 50 to 70 percent of that individual’s maximum heart rate (Folino, Ducharme, & Greenwald, 2014).

Reducing Disruptive Behavior Through Antecedent Physical Exercise

**Tips for Use.** Here are suggestions when designing a plan that includes antecedent exercise:

- **Clear the student for sustained exercise.** Antecedent exercise should be no more strenuous than activities that students routinely engage in during physical education.

  The school should verify that the student has no interfering physical limitations or medical conditions before starting an antecedent-exercise program.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Tips for Use (Cont.)

• *Consult a physical-education teacher.* The physical-education instructor is a helpful source for exercise ideas that will engage students—and can also provide guidance on how to monitor the student’s activity level to ensure that it falls within the moderate range.

Tips for Use (Cont.)

- *Schedule strategically.* While antecedent exercise can show follow-up positive effects on behavior for up to 90 minutes, the impact is greatest during the first half-hour. If possible, schedule demanding academic work such as reading instruction as soon as possible after an exercise period to reap maximum benefits.

Active Response Beads-Time Out

(Grskovic et al., 2004)
Active Response Beads-Time Out:

- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

Active Response Beads-Time Out:

**Preparation.** The teacher makes a sufficient number of sets of Active Response Beads (ARBs) to use in this intervention—depending on whether the strategy is to be used with one student, a small group, or the entire class.

The materials needed to create a single Active Response Bead set are:

- ten 3/4-inch/1.9-cm beads with hole drilled through middle
- A 38-cm/15-inch length of cord

To make a set of Active Response Beads, the teacher strings the 10 beads on the cord and ties a knot at each end.

Active Response Beads-Time Out:

Procedure. The ARB-TO can be used whenever the student displays defiant, non-compliant, acting-out, or escalating behaviors (e.g., refuses to engage in classwork, leaves seat without permission, talks out, makes rude or inappropriate comments or gestures, or engages in less-serious acts of aggression or property destruction).

NOTE: Educators should be aware that the teacher’s role in providing prompts, feedback, and praise to the student throughout the ARB steps is crucial to the intervention's success.

## Active Response Beads-Time Out: 4 Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Initiates ARB-TO Strategy&lt;br&gt;&lt;br&gt;<strong>Teacher:</strong> The teacher directs the student to &quot;go get an ARB&quot;.&lt;br&gt;&lt;br&gt;<strong>Student:</strong> The student walks to the teacher’s desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.</td>
</tr>
</tbody>
</table>

Active Response Beads-Time Out: 4 Steps

2. **Student Uses Active Response Beads**

**Teacher:** The teacher praises compliance and directs the student to begin the ARB-TO procedure:

"Thanks for getting your ARB. You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."

**Student:** The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:

- takes a deep breath and slowly releases;
- moves a bead along the cord from the left to the right side of the ARB;
- gradually reduces voice volume—to conclude in a whisper on the last number.

Upon completing the count, the student raises head from desk.

### Active Response Beads-Time Out: 4 Steps

<table>
<thead>
<tr>
<th></th>
<th>Student Returns ARB to the Teacher</th>
</tr>
</thead>
</table>
| 3 | **Teacher:** The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher  
"Good job using the ARB. Please bring it up to me."  
**Student:** The student gives the teacher the ARB and returns to seat. |

### Active Response Beads-Time Out: 4 Steps

<table>
<thead>
<tr>
<th></th>
<th>Teacher Redirects the Student to Academic Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>Teacher: The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.</strong></td>
</tr>
<tr>
<td></td>
<td>&quot;Thanks for using the ARB and for returning it to me. Please continue with your assignment/rejoin our activity. I will be over to check on how you are doing in a moment.&quot;</td>
</tr>
<tr>
<td></td>
<td><strong>Student: The student resumes the academic task or rejoins the learning activity.</strong></td>
</tr>
</tbody>
</table>

Active Response Beads-Time Out:

Adaption. Replace Beads With 'Desk Dots'. A low-key adaptation of the ARB-TO is the substitution for the beads of a series of 10 dots numbered in descending order printed on a slip of paper and affixed to the student's desk. The student is then trained, when directed by the teacher, to apply the ARB-TO count-down/calm-down procedure using dots.

Activity: Choose an Antecedent Strategy...

From the readings below, select one antecedent intervention strategy that you would like to try in your classroom or school. Share your selection with your group:

- Antecedent strategies to prevent misbehavior (pp. 4-5).
- Antecedent strategies to encourage goal behaviors (pp. 5-7).
- Antecedent strategies to promote student-teacher connections. (2-page handout)
- Active-response beads to deescalate behavior (pp. 28-30).
- Antecedent essay-writing to manage test anxiety (p. 31).
- Antecedent physical exercise to improve behavior (p. 38)
Reinforcing Appropriate Behaviors.

Good behavior management locks in desired student behaviors by consistently recognizing and reinforcing them.
Positive Consequences: Responses That Increase Positive/Goal Behaviors

When positive consequences follow a behavior, they increase the probability that the behavior will be repeated.
Performance Feedback: Information is Rewarding (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior.

Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.
Praise: Catch Them Being Good (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful—yet underused—of classroom management tools.

When a student, group, or class displays an appropriate pro-social or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").
Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.
Activity: Reinforcing Appropriate Behaviors

Research shows that the average frequency in which teachers use classroom praise is generally low in both general- and special-education classrooms (Hawkins & Heflin, 2011).

In your groups, generate ideas to help teachers to move from intention to action—with the goal of frequently using praise statements that include specific labeling of praiseworthy student performance.

Managing Problem Behaviors. When problems occur, the teacher can use these strategies to minimize attention while redirecting the student to task.
Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

Extinction means discontinuing the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors.

ABC Timeline

A  B  C
Escape Breaks: Put Escape on a Schedule (Waller & Higbee, 2010). One way to manage disruptive behaviors to escape or avoid academic work is by scheduling 'non-contingent escape breaks'. The teacher:

1. selects a reasonable work interval for the student-- this should be an interval slightly shorter than the average amount of time that student currently will work before misbehaving (e.g. 5 minutes).

2. decides how long the brief 'escape break' will last (e.g., two minutes).

3. identifies motivating activities that the student can engage in during escape breaks (e.g., coloring; playing a math application on a computer tablet).
Escape Breaks: Put Escape on a Schedule (cont.) (Waller & Higbee, 2010). When the intervention is in effect:

1. the teacher directs the student to begin work and starts a timer.

2. When the student's work interval is done, the teacher directs the student to take a break and again starts the timer.

3. When the break is up, the student is directed to resume work.

This process repeats until the work period is over. As behaviors improve, the teacher can gradually lengthen work periods until the student can remain academically engaged for as long as typical peers.
Choice Statements in 2 Parts: Frame the Alternative Consequences (Walker, 1997). The teacher frames a request to an uncooperative student as a two-part 'choice' statement:

(1) The teacher presents the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment.");
(2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It's your choice."). If the student fails to comply, the teacher imposes the negative consequence.
Contingent Instructions: Move from 'Stop' to 'Start'
(Curran, 2006; Gable, Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. **STOP statement.** The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."
Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

2. **START statement.** After a brief (1-2 second) pause, the instruction describes the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions."; "Work with your partner to solve the math problem on the board."

3. **PRAISE for compliance.** As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"
If/Then Statements: Set the Conditions (Majeika et al., 2011). When the student is engaging in a problem behavior, the teacher can use an 'if/then' statement to prompt that student to engage in the appropriate replacement behavior.

For example, if a student is out of seat without permission, the teacher says, "Shelly, if you return to your seat, then I will come over and answer your question." Of course, when the student responds by displaying the positive behavior, the teacher follows through with the promised action and praises that student for compliance.
Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.
Praise Peers: Shape Behavior Through Vicarious Reinforcement (Majeika et al., 2011). Teacher approval can be a powerful motivator.

The teacher can capitalize on this fact by publicly praising on-task peers sitting near the target (misbehaving) student. When the target student then engages in academic work, the teacher makes sure to praise that student as well.
Redirect the Student: Get Them Back on Track (Dhaem, 2012; Simonsen et al., 2008). When the teacher observes the student begin to engage in problem behaviors, the instructor redirects that student back to task, either verbally (e.g., "Tom, stop talking and start your assignment") or non-verbally (e.g., giving that student a significant look and negative head shake).

Redirects should be brief and calm in tone. NOTE: Teachers can also redirect without distracting the class by using 'tweets'—brief behavioral reminders written on post-it notes and placed on the student's desk.
Response Cost: Deduct for Misbehavior (DuPaul & Stoner, 2002). Response cost is a strategy in which the teacher assigns an incentive (e.g., points, tokens, or classroom privileges such as free time) to the student at the start of the session.

Each time that the student misbehaves during the session, that student loses a point, token, or increment of privilege (e.g., losing 5 minutes of free time). At the end of the session, the student is awarded any points, tokens, or privileges that remain.
Response Cost: Deduct for Misbehavior (cont.)  In preparation for response cost, the teacher must establish incentives that the student(s) would value—either setting up a classwide or individual point/token system tied to rewards or making available classroom privileges.

The student(s) must also be trained in how the response cost system operates, including a clear understanding of what problem behaviors will result in response-cost deductions and what positive, replacement behaviors they are expected to display.
Activity: Extinction Procedures: Put Them in Writing

- Without planned extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate.

- Explicit directions should be written into a behavior intervention plan to guide those working with the student to alter their responses to problem behaviors in a manner designed to remove reinforcement for the misbehavior (Hester et al., 2009).

- Discuss how your school might encourage teachers to routinely create behavior intervention plans that include extinction procedures for problem behaviors.
Behavior Plans: How to Build One. Teachers can use this template to create a classroom behavior plan that is both simple and comprehensive in scope.
Tier 1: Why Document Behavioral Interventions?

With increased school accountability, teachers may want to write down behavioral intervention plans to document:

- steps agreed upon at a student or parent-student conference.
- a history of teacher intervention efforts for the school RTI Team.
- the history of classroom or other intervention attempts for a Special Education or Section 504 Committee referral.
- the need for possible changes in a student’s 504 plan, IEP, or special-education programming.
Response to Intervention

Classroom Behavior Plan: Short Form
(Online)
**Classroom Intervention Planning Sheet**

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions.
# Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

## Case Information

<table>
<thead>
<tr>
<th>What to Write:</th>
<th>Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td>Angela D.</td>
</tr>
<tr>
<td><strong>Intervention(s):</strong></td>
<td>Mrs. DePaulo  Ms. Samson</td>
</tr>
<tr>
<td><strong>Date Intervention Plan Was Written:</strong></td>
<td>Jan 7, 2016</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong></td>
<td>Jan 11, 2016</td>
</tr>
<tr>
<td><strong>Date Intervention is to End:</strong></td>
<td>Feb 19, 2016</td>
</tr>
<tr>
<td><strong>Total Number of Intervention Weeks:</strong></td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:** Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.

## Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors.

STOP BEHAVIOR PLAN. Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task.

## Materials

**What to Write:** List materials (e.g., flashcards) and resources (e.g., Internet-connected computer) needed to carry out this intervention.

Cell phone silent timer to signal 6 minute intervals for scheduled attention.

## Training

**What to Write:** Note training if any is needed to prepare adult(s) and/or the student to carry out the intervention.

Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.

## Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Behavior Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days</td>
<td>Wiki: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>BRC completed daily during Independent Seatwork period</td>
</tr>
</tbody>
</table>

**Ideas for Intervention Progress-Monitoring:**
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

### Case Information

<table>
<thead>
<tr>
<th>What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong> Angela D.</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong> Jan 11, 2016</td>
</tr>
<tr>
<td><strong>Description of the Student Problem:</strong> Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Intervention.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
</tr>
</tbody>
</table>

**START BEHAVIORS:** Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors

**STOP BEHAVIOR PLAN:** Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task
Creating a Written Record of Classroom Interventions: Form

- **Materials.** The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
<tr>
<td>Cell phone silent timer to signal 6 minute intervals for scheduled attention.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Training.** If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
<tr>
<td>Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:
  - what type of data is to be used
  - collects and enters student baseline (starting-point) information
  - calculates an intervention outcome goal
  - The frequency that data will be collected.

<table>
<thead>
<tr>
<th>Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.</td>
</tr>
<tr>
<td><strong>Ideas for Intervention Progress-Monitoring</strong></td>
</tr>
<tr>
<td>- Existing data: grades, homework logs, etc.</td>
</tr>
<tr>
<td>- Cumulative mastery log</td>
</tr>
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<td>- Rubric</td>
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<tr>
<td>- Behavior report card</td>
</tr>
<tr>
<td>- Behavior checklist</td>
</tr>
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<td><strong>Type of Data Used to Monitor:</strong> Behavior Report Card</td>
</tr>
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<td><strong>Baseline</strong></td>
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<tr>
<td>Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days</td>
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<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
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# How To: Create a Written Record of Classroom Interventions

## Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

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</tr>
</thead>
<tbody>
<tr>
<td>Student: Angela D.</td>
</tr>
<tr>
<td>Date Intervention is to Start: Jan 11, 2016</td>
</tr>
</tbody>
</table>

### Description of the Student Problem:

Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.

### Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

**START BEHAVIORS:** Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors.

**STOP BEHAVIOR PLAN:** Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic tasks.

### Materials

**What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Cell phone silent timer to signal 8 minute intervals for scheduled attention.

### Training

**What to Write:** Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.

### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

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</tr>
</tbody>
</table>

### Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework log, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Classroom Behavior Plan: Long(ger) Form
(pp. 13-17 and online)
Classroom Behavior Intervention Planner

This more detailed form allows teachers to more fully document all elements of a student’s Tier 1 or Tier 2/3 classroom behavior plan.
Classroom Behavior Intervention Planner

1. Target Behavior. Write a clear, specific description of the behavior to be the focus of this plan.

<table>
<thead>
<tr>
<th>Behavior Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Stop&quot; Behavior</td>
</tr>
<tr>
<td>&quot;Start&quot; (Replacement) Behavior</td>
</tr>
</tbody>
</table>

2. Preparation: Teach Expected Behavior(s). Describe your plan to teach the student behavioral expectations—e.g., helping the student to identify what types of behavior(s) are inappropriate, what replacement behaviors should replace problem behavior(s), and/or how to successfully perform the replacement behavior(s). Your teaching plan should include explicit demonstration and modeling of appropriate behavior(s), as well as opportunities for the student to practice the skill with immediate performance feedback. NOTE: This teaching phase may require only a single review session if the student already has these behavioral expectations in their repertoire or may require several sessions if the student is just acquiring the goal behavior(s).

Teach Expected Behavior(s): Preparation
3. Antecedents. Antecedents are events that influence behaviors before they occur. List strategies you plan to employ prior to the target behavior.

- To reduce a problem behavior, select strategies to prevent the triggering of that behavior.
- To increase a desired behavior, select strategies to encourage or support that behavior.

### Antecedents: Strategies
4. Consequences. Consequences are events that come after behaviors and either reinforce or discourage their future appearance. List strategies to use following the target behavior.

- To reduce a problem behavior, select consequences that do not reinforce the behavior and thus decrease the likelihood of that behavior occurring again.
- To increase a desired behavior, select consequences that reinforce the behavior and thus increase the likelihood of that behavior occurring again.

Consequences: Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
5. Transitions [Optional]. Describe any transitions—within the classroom or between locations within the school—when the student could especially use assistance to avoid the problem behavior or to engage in the desired behavior. For each transition, list specific strategies to promote your behavioral goal(s).

<table>
<thead>
<tr>
<th>Transition 1: Description</th>
</tr>
</thead>
<tbody>
<tr>
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<th>Transition 1: Strategies</th>
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<th>Transition 2: Description</th>
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<th>Transition 2: Strategies</th>
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<th>Transition 3: Description</th>
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<tr>
<th>Transition 3: Strategies</th>
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</table>
6. Troubleshooting [Optional]. Based on your knowledge of this student, note any additional points that educators should keep in mind with this student to either prevent a problem behavior from occurring or encourage desired behaviors. Examples include recommendations for the best tone of voice to use when redirecting the student or effective strategies for defusing angry outbursts. Here are sample framing statements to help you to think of troubleshooting ideas:

- “When working with this student, educators should avoid…”
- “This student responds best when educators…”

Troubleshooting: Strategies
Behavior Plan Example: Ricky

Ricky fails to complete independent seatwork assignments in math and can be quite vocal in his non-compliance. His math skills fall roughly at grade level. When the behavior consultant and math teacher analyze his behaviors, they judge that his failure to complete work is driven primarily by teacher attention—which he gets a lot of when he does not engage in his work.
### Classroom Behavior Intervention Planner

1. **Target Behavior: Example.** Describe in specific terms the STOP and/or START behavior(s) to be the focus of the plan.

<table>
<thead>
<tr>
<th>Behavior Description</th>
<th>'Stop' Behavior</th>
<th>'Start' (Replacement) Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Stop' Behavior</td>
<td>When Ricky is assigned independent seatwork in math class, he refuses to start that work and becomes verbally defiant and non-compliant when directed by his teacher to start working.</td>
<td>During independent seatwork in math class, Ricky will be academically engaged for the duration of the task.</td>
</tr>
</tbody>
</table>
2. Preparation: Teach Expected Behavior(s). Describe your plan to teach the student behavioral expectations.

Your teaching plan should include explicit demonstration and modeling of appropriate behavior(s), as well as opportunities for the student to practice the skill with immediate performance feedback. NOTE: This teaching phase may require only a single review session if the student already has these behavioral expectations in their repertoire or may require several sessions if the student is just acquiring the goal behavior(s).
2. Preparation: Teach Expected Behavior(s): Example.

<table>
<thead>
<tr>
<th>Teach Expected Behavior(s): Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Thaler will create a checklist of expected behaviors for independent seatwork.</td>
</tr>
<tr>
<td>Ricky will then meet with Mr. Thaler individually. At that session, Mr. Thaler will review the behaviors that Ricky should follow for independent work.</td>
</tr>
<tr>
<td>Mr. Thaler will also explain to Ricky expectations for complying with adult requests: that the student follow the directive within 1 minute without argument or complaint.</td>
</tr>
<tr>
<td>Mr. Thaler will then review with Ricky how to use 'fix-up' skills and to seek help if needed during the seatwork.</td>
</tr>
<tr>
<td>If needed, additional sessions will be scheduled for this behavior review.</td>
</tr>
</tbody>
</table>
3. **Antecedents.** Antecedents are events that influence behaviors *before* they occur. List strategies you plan to employ prior to the target behavior.

- To **reduce** a problem behavior, select strategies to **prevent** the triggering of that behavior.

- To **increase** a desired behavior, select strategies to **encourage** or **support** that behavior.
3. Antecedents: Example.

<table>
<thead>
<tr>
<th>Antecedents: Strategies</th>
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<td></td>
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</table>

**START Behavior Plan**

- When possible, seatwork assignments will be reworked to have Ricky and peers work in collaborative pairs (allowing increased peer attention).
4. **Consequences.** Consequences are events that come after behaviors and either reinforce or discourage their future appearance. List strategies to use following the target behavior.

- To *reduce* a problem behavior, select consequences that *do not reinforce* the behavior and thus *decrease* the likelihood of that behavior occurring again.

- To *increase* a desired behavior, select consequences that *reinforce* the behavior and thus *increase* the likelihood of that behavior occurring again.
The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.

<table>
<thead>
<tr>
<th>Consequences: Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STOP Behavior Plan</strong></td>
</tr>
<tr>
<td>• When Ricky fails to start a deskwork assignment within 3 minutes, Mr. Thaler will use the 3-step precision-request strategy (attached).</td>
</tr>
<tr>
<td><strong>START Behavior Plan</strong></td>
</tr>
<tr>
<td>• Mr. Thaler will use scheduled attention, providing increased attention contingent on appropriate student engagement (see attached description). He will provide positive attention to Ricky at an average interval of 5 minutes during the class session, to include independent seatwork.</td>
</tr>
</tbody>
</table>
Precision Requests: Make Directives and Consequences Clear (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The precision request structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance.

Examples of suitable consequences include loss of free time, phone call to a parent, loss of a point or token, or restriction of activities at recess. When making a precision request, the teacher follows these 3 steps:
Extinction Procedures: Reduce or Eliminate Behaviors

Precision Requests: Make Directives and Consequences Clear (cont.)

1. Make first request: "Please...". The teacher states a brief request that starts with the word 'Please' and — whenever possible—frames the request as a goal behavior rather than as a behavior to stop (e.g., "Rick, please open your math book and begin the assignment written on the board").

The teacher then waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment").
2. Make second request: "I Need...". If the student fails to comply with the first request within 5 seconds, the teacher repeats that request. This time, the teacher starts the request with the phrase "I need..." (e.g., "Rick, I need you to open your math book and begin the assignment written on the board").

Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher verbally reinforces the student (e.g., "Thank you for starting your math assignment").
Precision Requests: Make Directives and Consequences Clear (cont.)

3. *Deliver consequence for non-compliance.* If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.
Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.
5. **Transitions** [Optional]. Describe any transitions—within the classroom or between locations within the school—when the student could especially use assistance to avoid the problem behavior or to engage in the desired behavior. For each transition, list specific strategies to promote your behavioral goal(s).
5. Transitions: Example.

<table>
<thead>
<tr>
<th>Transition 1: Description</th>
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<tbody>
<tr>
<td>When students are preparing to start their independent work assignments,</td>
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<thead>
<tr>
<th>Transition 1: Strategies</th>
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<tbody>
<tr>
<td>- Mr. Thaler will give Ricky a quick dose of positive attention (part of Scheduled Attention) when he circulates through the room getting students prepared for that assignment.</td>
</tr>
</tbody>
</table>
6. Troubleshooting [Optional]. Based on your knowledge of this student, note any additional points that educators should keep in mind with this student to either prevent a problem behavior from occurring or encourage desired behaviors. Examples include recommendations for the best tone of voice to use when redirecting the student or effective strategies for defusing angry outbursts. Here are sample framing statements to help you to think of troubleshooting ideas:

– "When working with this student, educators should avoid..."

– "This student responds best when educators..."
Classroom Behavior Intervention Planner

6. Troubleshooting: Example.

**Troubleshooting: Strategies**

**STOP Behavior Plan**

- Ricky complies with adult direction best when delivered in private rather than in public.
- Ricky is less confrontational in non-compliance when adults keep their responses neutral rather than responding with annoyance or anger.

**START Behavior Plan**

- Ricky likes to talk about baseball, mountain-biking, and playing the Halo videogame series.
- There are 2 other students in the class-C.K. and D.V.—with whom Ricky does not get along; Mr. Thaler will ensure that he does not get paired with these students in collaborative activities.
Documenting a Behavior Intervention Plan.

This workshop presented 2 examples (short and long) of a form to document school-based behavioral interventions.

In your teams, discuss one of these 2 questions:

1. How (and when!) might you use either of these forms in your own classroom practice?

2. What other forms, formats, or methods might teachers use to write down their behavior plans?
**Behavior Plans: Show Me the Data.** Collecting classroom data to regularly monitor student behavior can be the greatest hurdle to a successful intervention plan. Behavior report cards and checklists are two feasible ‘go-to’ methods to track almost any classroom behavior.
The Struggling Student: Data Tells a Story…

Whenever a student faces significant behavioral challenges and you, the teacher, are involved to help solve the problem, you look to data to tell a coherent story about the student. If any of these elements are missing, the ‘data story’ can become garbled and lose meaning:

• What kind of behavioral problems is the student experiencing?
• What is the student’s current performance?
• What are you (and/or the student) going to do to address the problem(s)?
• How will you judge that the problem has been fixed?
• Does the student actually improve over time?
Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student’s behavior.
Classroom Data Tool: Behavior Report Card

- What It Can Measure:
  - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - Academic ‘enabling’ behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Rodney: Behavior Report Card

Student Name: Rodney
Date: ____________________________

Rater: Mrs. Smith
Classroom: ________________________

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Rodney spoke respectfully and complied with Mr. Jones’ requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?
☑ YES ☐ NO

Rodney remembered instructions and directions without needing extra reminders.

The degree to which Rodney met this behavior goal

1 2 3

I have reviewed this completed Behavior Report with my child.

Parent Signature: __________________________________________
Date: ____________________________

Comments:
Charlene: Behavior Report Card

Student Name: Charlene Date: ________________________________
Rater: Mr. Wright Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1..........2..........3
Poor Fair Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: ___________________________ Date: ________________

Comments:
Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.
Classroom Data Tool: Checklist

- What It Can Measure:
  - Step-by-step cognitive strategies
  - Behavioral routines
  - Generalization: Target behavior carried out across settings
When Behavior Goals Are Too Broad, How Can We Define Them?

The positive 'behavior' selected for an intervention plan is sometimes actually a global term that refers to a cluster of related behaviors. Here are examples:

- "participates in discussion groups"
- "solves math word problems"
- "is prepared for classwork"

Each of these behavioral goals contains multiple smaller behaviors that must all be done successfully in order for the larger goal to be accomplished.
Task Analysis: What is It?

A *task analysis* is the procedure that consultants can use to convert a comprehensive goal into a series of discrete, specific, teachable behaviors.

The product can then be formatted as a convenient checklist. This checklist ‘communicates’ to student and teacher exactly what the student must do to attain success on the task.

# Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
  - has a sharpened pencil.
  - has paper for taking notes.
  - has homework ready to turn in.
  - has put her cell phone away in her backpack.
  - has cleared her desk of unneeded materials.
  - is sitting quietly.
  - is working on the assigned start-of-class activity.
### Math Word Problem: Problem-Solving Checklist

When completing a math word problem, the student follows these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Reading the problem. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).</td>
</tr>
<tr>
<td>2.</td>
<td>Paraphrasing the problem. The student restates the problem in his or her own words.</td>
</tr>
<tr>
<td>3.</td>
<td>Drawing the problem. The student creates a drawing of the problem, creating a visual representation of the word problem.</td>
</tr>
<tr>
<td>4.</td>
<td>Creating a plan. The student decides on the best way to solve the problem and develops a plan to do so.</td>
</tr>
<tr>
<td>5.</td>
<td>Predicting the answer. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.</td>
</tr>
<tr>
<td>6.</td>
<td>Computing the answer. The student follows the plan developed earlier to compute the answer to the problem.</td>
</tr>
<tr>
<td>7.</td>
<td>Checking the answer. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.</td>
</tr>
</tbody>
</table>

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.
Activity: Behavior Plans: Show Me the Data...

Discuss any of these questions:

1. How might you use behavior report cards and/or behavioral checklists to monitor student behaviors?

2. What are ideas to encourage students to use these tools to monitor their own behavior(s)?

3. How can the information from behavior report cards and/or behavior checklists help you as you prepare for a student or parent conference, RTI Problem-Solving Team Meeting, or Section 504 or Special Education meeting?
Managing Students in Crisis. The Aggression Cycle is a tool that demonstrates how student anger escalates through predictable stages and how teachers should respond to each stage. pp. 22-24
What is Anger?

Anger is classified as a secondary emotion, set off by more primary emotional responses such as shame, embarrassment, frustration, powerlessness, or fright (Bartholomew & Simpson, 2005).

Anger plays a potentially positive role in our emotional lives: it can create a feeling of power that energizes the individual to take action rather than remain passive.

But anger can also be counterproductive, particularly when a student habitually responds with hostility and aggression in the face of the everyday frustrations and challenges typically found in school settings.
Aggression Cycle: 5 Phases

Though outbursts of anger can appear unpredictable and chaotic, they usually follow an identifiable pattern called the “aggression cycle”. This cycle has five phases:

- **Phase 1:** Trigger
- **Phase 2:** Escalation
- **Phase 3:** Crisis
- **Phase 4:** Recovery
- **Phase 5:** Post-Crisis

Phase 1: Trigger

What It Is. The student has a negative experience or event to which they respond with anger. This initiates the aggression cycle.

The student may first experience an event or situation that embarrasses, shames, frustrates, or frightens them; anger then follows as a secondary emotional response.
Phase 1: Trigger

What to Do: Manage or Eliminate the Trigger Event. The teacher addresses the trigger itself by:

- **responding to the event.** If the trigger has already occurred, the teacher moves quickly to correct the situation or address the student’s needs so that their initial primary negative emotion (e.g., embarrassment or frustration) does not spiral into anger.

Examples:
- provide immediate help to the student struggling with an in-class assignment.
- reprimand and move the seat of a peer who is teasing that student.
Phase 1: Trigger

What to Do: Manage or Eliminate the Trigger Event.

The teacher addresses the trigger itself by:

- **eliminating the trigger.** When possible, the teacher identifies in advance and takes steps to prevent those triggers that can lead to student anger.

Example:

- For a student who responds with embarrassment and then anger when directed to read aloud in front of others, revise reading tasks to remove this performance requirement.
Phase 2: Escalation

What It Is. The student shows visible signs of irritation or hostility, such as:

- looking flushed or tense
- grumbling
- muttering under their breath.

The student’s agitation increases and may include arguing, leaving their seat, and refusing to respond to others.

While not visible to observers, the student is likely to be preoccupied with their anger at this point, reducing their ability to comply with rules and respond rationally to adult requests or directives.
Phase 2: Escalation

What to Do: Interrupt the Anger. The teacher interacts with the student in a calm and non-judgmental manner.

The instructor takes steps to reduce the student’s level of anger, through such strategies as:

- **pulling the student aside for a conference.** The teacher asks the student open-ended questions to determine what precipitated the anger event and then explores a solution to the problem.
Phase 2: Escalation

What to Do: Interrupt the Anger (Cont.). The instructor takes steps to reduce the student’s level of anger, through such strategies as:

- *directing the student to use relaxation techniques.* The teacher prompts the student to use one or more strategies to calm themselves, such as taking deep breaths and releasing slowly or counting backward from 10. (Example: Active Response Beads, pp. 26-28.)
Phase 2: Escalation

What to Do: Interrupt the Anger (Cont.). The instructor takes steps to reduce the student’s level of anger, through such strategies as:

- **removing the student from the setting.** The teacher directs the student to take a brief (non-punitive) break from the setting (e.g., moving to a quiet part of the classroom; visiting a counselor).
Phase 3: Crisis

What It Is. The student’s behavior intensifies, posing a safety risk to self and/or others.

The student may express anger through disruptive, confrontational verbal behavior (insults, threats, arguments, confrontation). The student’s behavior may include physical aggression toward property or other people.

At this stage, the student’s anger and other strong emotions may limit or overwhelm their ability to process language accurately and respond rationally.
Phase 3: Crisis

What to Do: Maintain Safety and Defuse Anger. The teacher works toward 3 goals, to include:

- ensuring the safety of the student and others. The teacher takes immediate steps to keep the student, peers, and adults in the vicinity safe that may include summoning additional adult support or removing the student or peers from the room.

The student remains under constant adult supervision during this stage.
Phase 3: Crisis

What to Do: Maintain Safety and Defuse Anger (Cont.). The teacher works toward 3 goals, to include:

• preventing further anger escalation. The teacher avoids actions likely to intensify the student’s anger and aggression, such as yelling at the student, issuing threats or ultimatums, or engaging in arguments about ‘who is right’.
Phase 3: Crisis

What to Do: Maintain Safety and Defuse Anger (Cont.). The teacher works toward 3 goals, to include:

- calming the student. The teacher makes a conscious effort to reduce the level of the student’s anger and arousal, such as speaking in a calm voice, respecting the student’s personal space, and communicating that student and adults will work together to resolve the problem in a positive way. The teacher (and other adults) keep their statements simple and short, check for student understanding, and repeat key statements as often as needed.
Phase 4: Recovery

**What It Is.** The student regains control of their emotions and behavior.

As the student transitions from a state of anger and high arousal to normal functioning, the recovery process might include periods of crying, emotional withdrawal, expressions of remorse, or even sleeping.
Phase 4: Recovery

What to Do: Support Student Recovery. The teacher or other adults maintain a supportive environment to more rapidly help the student to regain composure and self-control.

During the recovery phase, adults refrain from attempts to analyze, assign blame, or impose disciplinary consequences for the behavioral incident—as such actions run the risk of prolonging or rekindling the anger state.
Phase 5: Post-Crisis

• What It Is. The student has fully recovered control of emotions and behavior.
Phase 5: Post-Crisis

What to Do: Engage in Reflection and Problem-Solving. The teacher conferences with the student to discuss the incident and develop a future response plan.

The tone of the meeting is positive and focused on preventing future incidents, not on assigning blame. The teacher-student meeting includes:

- **analysis of the behavioral incident.** The teacher and student discuss the incident, identifying what triggered the event and how the student responded.
Phase 5: Post-Crisis

What to Do: Engage in Reflection and Problem-Solving (Cont.). The teacher-student meeting includes:

- creating a plan for future incidents. The teacher and student develop and write out a plan for how that student might respond proactively when faced with future situations with similar triggers.
Phase 5: Post-Crisis

What to Do: Engage in Reflection and Problem-Solving (Cont.). The teacher-student meeting includes:

- *providing student training as needed*. If the teacher determines that the student needs specific training to manage emotions or respond to challenging events more appropriately, the Post-Crisis phase should include that training.

For example, an instructor who notes that a student has difficulty in identifying when they are angry may provide training in how the student can use an ‘anger meter’ to gain awareness of and self-monitor their anger levels.
The Aggression Cycle: A Predictive Tool

Advantages of the aggression cycle are that it allows teachers to:

• size up a student’s situation when a crisis is impending and to match the instructor response to the student’s current need.

• work to intervene as early as possible during the trigger or escalation phase when there are greater ‘degrees of freedom’ to head off or minimize problem behaviors.

• use the ‘aggression cycle’ as a planning tool to ensure that all adults respond in the same proactive manner when a student shows signs of beginning that cycle.
The Aggression Cycle: Activity pp. 22-23

Divide into your groups by number and discuss your assigned topic:

1. **TRIGGER.** Identify what you believe are the top 3 triggers leading to crisis behaviors in your school/grade level and brainstorm teacher ideas to reduce or eliminate those triggers.

2. **ESCALATION.** List examples of behaviors that suggest the student is escalating and brainstorm strategies that adults can use to defuse that frustration or anger.

3. **POST-CRISIS.** Once the crisis has ended, discuss how the teacher or school might structure the follow-up conference with the student to promote student learning and build resilience.

After discussion, return to your original group and debrief.
Activity: ‘Next Steps’ Planning

- Review the components of behavioral interventions discussed at today’s workshop.
- Come up with a plan to use 2-3 key workshop ideas, strategies, or tools immediately in your classroom or school.
- Be prepared to report out!
Workshop Agenda

1. **Big Ideas in Behavior Management.** This handful of powerful concepts can lay the groundwork for teacher success in managing challenging behaviors.

2. **The Inattentive/Anxious/Non-Compliant Student.** While every student has unique needs, teachers who understand the profile of common behavior disorders can be better prepared to support these students.

3. **Preventing Problem Behaviors.** These proactive intervention ideas are designed to prevent challenging behaviors—a win-win for teacher and student.

4. **Reinforcing Appropriate Behaviors.** Good behavior management locks in desired student behaviors by consistently recognizing and reinforcing them.

5. **Managing Problem Behaviors.** When problems occur, the teacher can use these strategies to minimize attention while redirecting the student to task.
Workshop Agenda (Cont.)

6. **Behavior Plans: How to Build One.** Teachers can use this template to create a classroom behavior plan that is both simple and comprehensive in scope.

7. **Behavior Plans: Show Me the Data.** Collecting classroom data to regularly monitor student behavior can be the greatest hurdle to a successful intervention plan. Behavior report cards and checklists are two feasible ‘go-to’ methods to track almost any classroom behavior.

8. **Managing Students in Crisis.** The Aggression Cycle is a tool that demonstrates how student anger escalates through predictable stages and how teachers should respond to each stage.