

Building a Tier 1/Classroom Behavioral/SEL Toolkit

Jim Wright

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Today's Schedule

- 8:30-10:00 Workshop
- 10:00-10:15 BREAK
- 10:15-11:30 Workshop
- 11:30-12:15 LUNCH
- 12:15-2:00 Workshop
- 2:00-2:15 BREAK
- 2:15-3:00 Workshop

Handout



INTERVENTION
CENTRAL

RTI Toolkit: A Practical Guide for Schools

Building a Tier 1/Classroom Behavioral/SEL Toolkit

Jim Wright, Presenter

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Workshop Resources: <https://www.interventioncentral.org/positivebehavior>

Workshop PPTs and handout available at:

<https://www.interventioncentral.org/positivebehavior>



RTI/MTSS-Behavior Elements: Prioritize!

*Handout : Tier 1:
Classroom Interventions:
p.5*

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:






Low Priority | High Priority

0.....1.....2.....3

Tier 1: Classroom Interventions

- *[B.1.12] Access Consultant Support.*
- *[B.1.13] Follow a Structured Process.*
- *[B.1.14] Choose Evidence-Based Interventions.*
- *[B.1.15] Track Student Progress.*
- *[B.1.16] Allocate Sufficient Time.*
- *[B.1.17] Document the Intervention.*
- *[B.1.18] Ensure Multi-Staff Participation.*

Workshop Questions to Explore:

-  1. *What is a 'positive' approach to behavior management?*
-  2. *What are 'big ideas' about managing behavior that can increase success?*
-  3. *What class-wide strategies can reduce the incidence of problem behaviors?*
-  4. *What are examples of strategies to manage behaviors of individual students?*
-  5. *What are free resources for behavior-management interventions and data collection?*



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

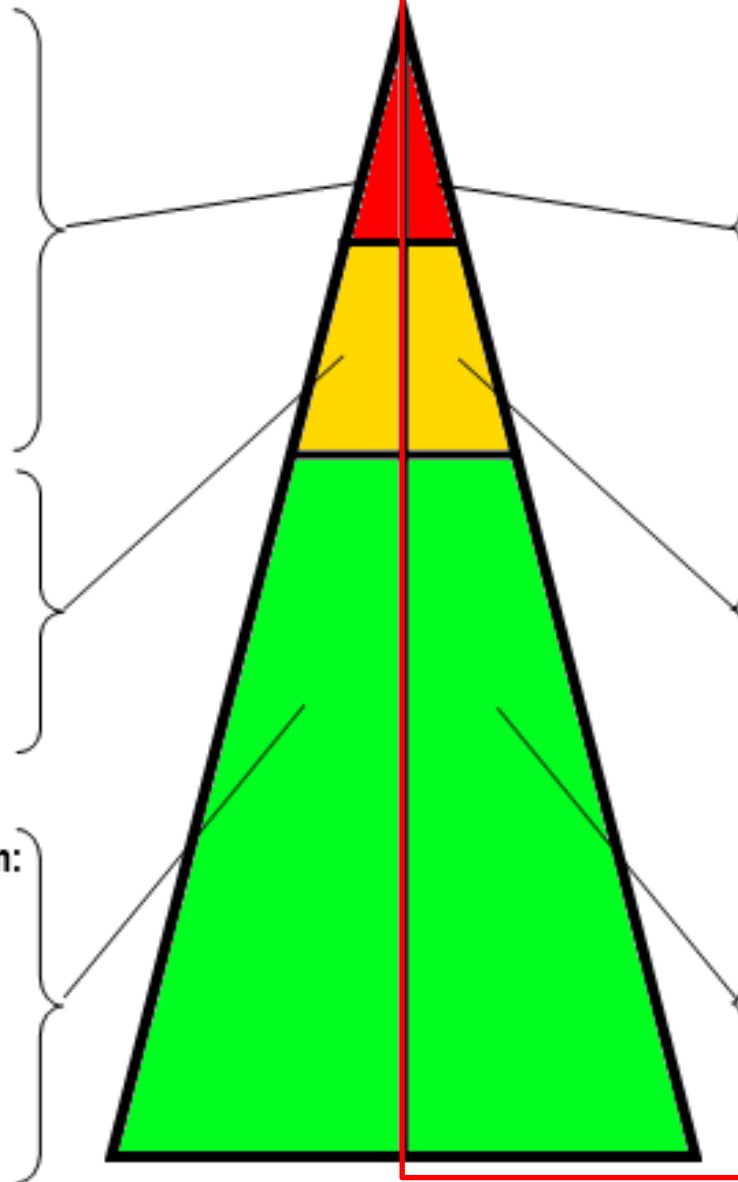
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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



MTSS: BEHAVIOR

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%

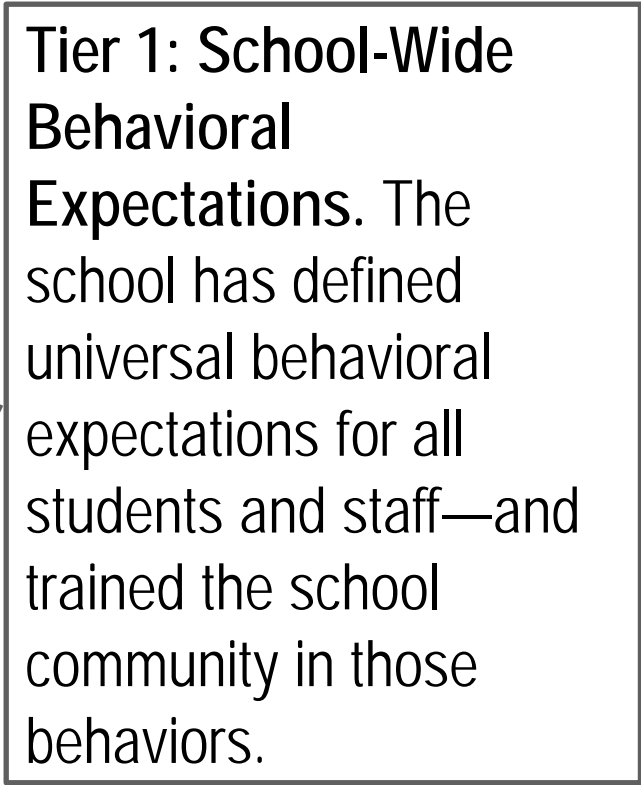
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

RTI/MTSS for Behavior: Pyramid of Interventions

RTI/MTSS for Behavior: Pyramid of Interventions

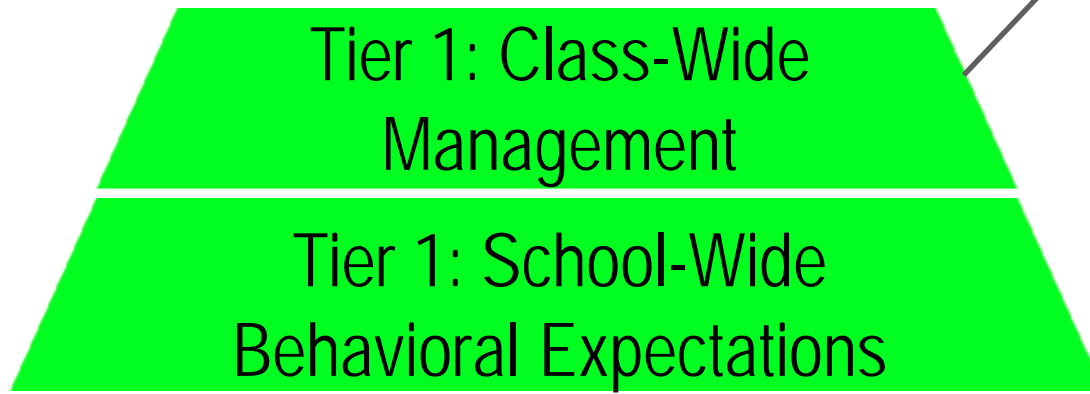


Tier 1: School-Wide
Behavioral Expectations



Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



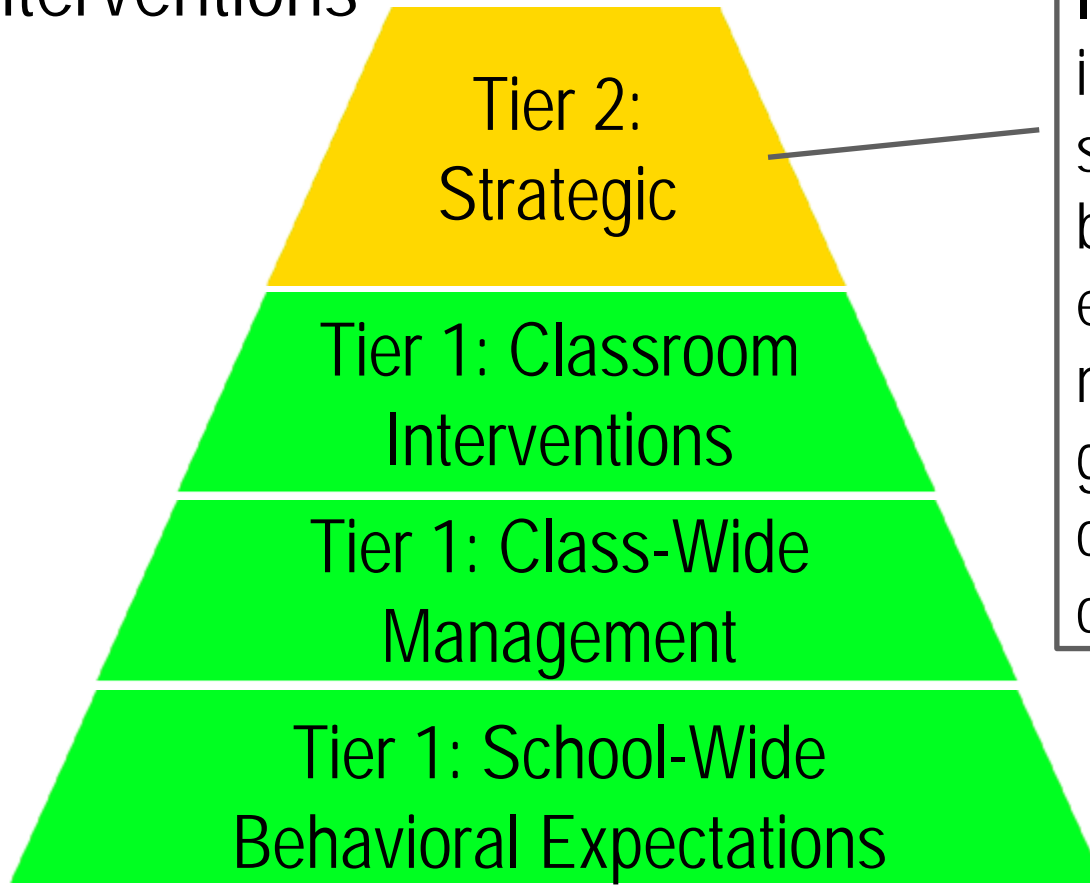
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



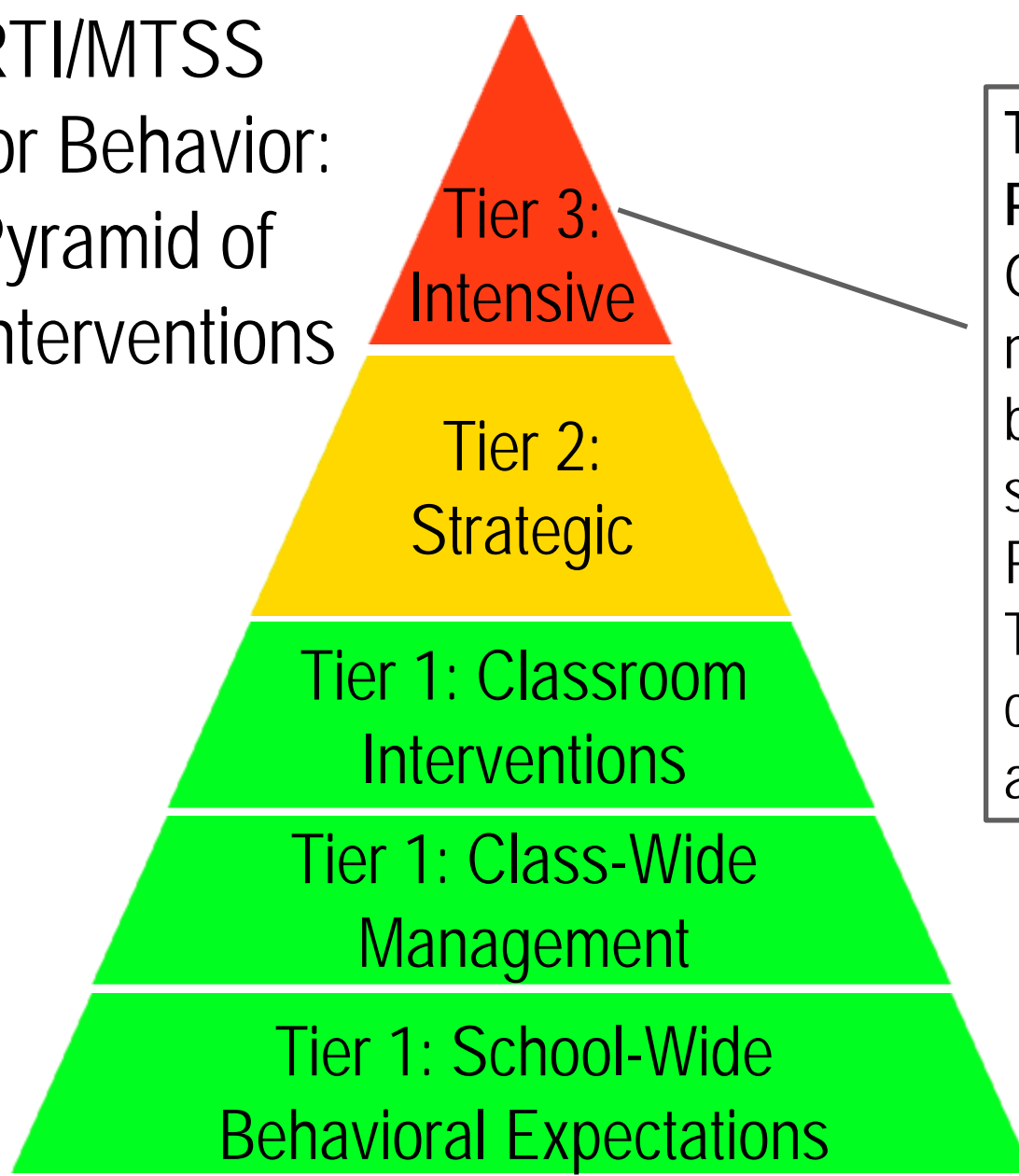
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
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Staff Behavioral Beliefs & Attitudes

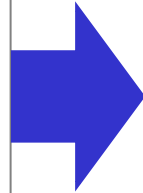
Positive Behavior Management: The Power of Timely Classroom Support...



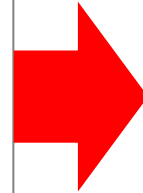
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 1

1. Jenna starts work on an in-class writing assignment.



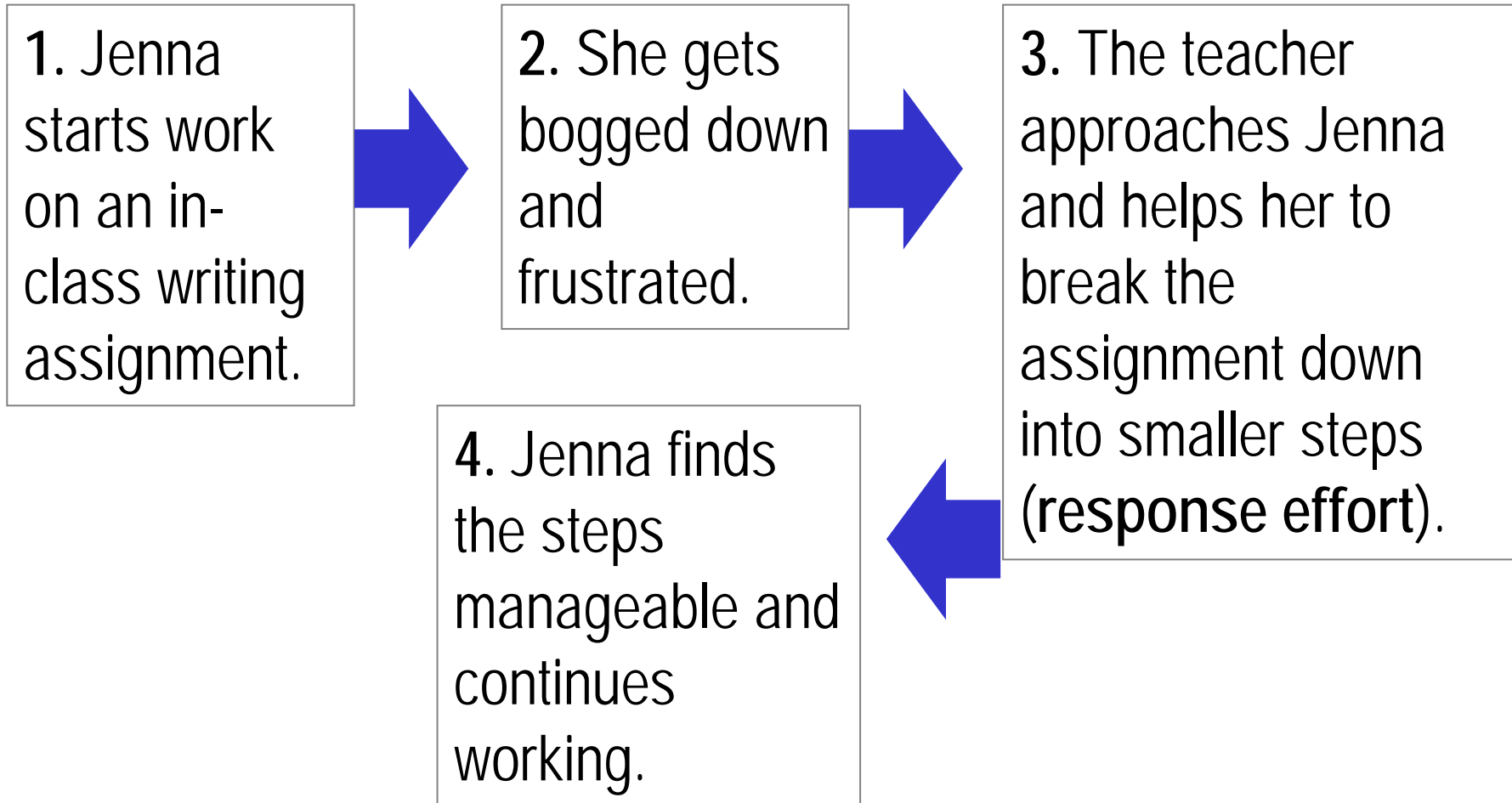
2. She gets bogged down and frustrated.



3. Jenna stops work and puts her head on the desk.

Student Scenarios: The Power of Timely Support...

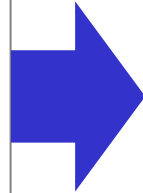
Independent Seatwork: Scenario 2



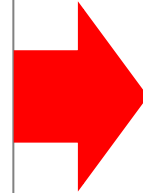
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 1

1. Rayshawn is directed to join classmates for small-group discussion.



2. He interrupts others during discussion and gets into a minor conflict.

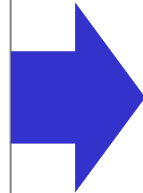


3. The teacher pulls Rayshawn from the group and has him work alone on an alternate assignment.

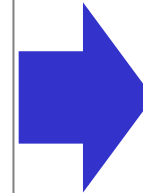
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 2

1. Rayshawn is directed to join classmates for small-group discussion.



2. Before he joins the group, the teacher and Rayshawn review behavior expectations for small-group work (**pre-correction**).

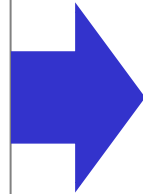


3. Rayshawn successfully participates in the group, making a contribution and interacting appropriately with others.

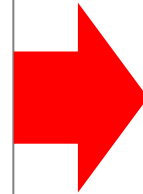
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 1

1. Ellis is directed to start his in-class assignment.



2. He loudly asserts that he is NOT doing this stupid assignment.




3. Ellis is sent to the principal's office for disrespectful behavior.

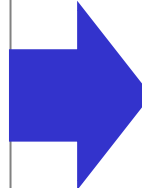
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 2

1. Ellis is directed to start his in-class assignment.



2. The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (**choice-making**).

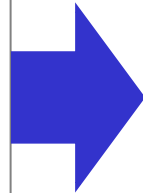


3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.

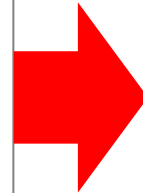
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 1

1. Dee is working at her desk on an in-class assignment.



2. She grows fatigued. Dee engineers a 'break' by making funny noises that crack the class up.

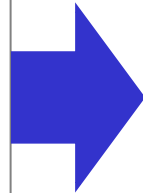


3. The teacher is not amused. Dee gets in-school suspension.

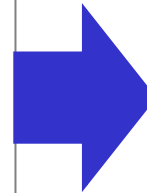
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2

1. Dee is working at her desk on an in-class assignment.



2. She decides to use a break ticket provided by the teacher to request a 2-minute break (break on demand).



3. Dee is refocused after the break and continues her work.

Essential 5 Classroom Behavior Management Skills

The effective behavior manager:

- understands principles of effective positive behavior management.
- shows strong classroom management.
- is able to define and analyze challenging behaviors of individual students.
- has a repertoire of management strategies to respond to problem behaviors.
- documents classroom interventions when appropriate.





Activity: Behavioral Needs Assessment

What are the greatest behavior-management concerns in your classroom or school?



Tier 1: Class-Wide Management. What checklist can help teachers to build an 'intervention pathway' that promotes effective classroom management?



RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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.

Handout pp. 4-8

This resource can be used for teacher training and as a framework for classroom coaching.

Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:

- [1.1] **Teaching 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).
- [1.2] **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).
- [1.3] **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
 - 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
 - Independent seatwork and cooperative learning groups
 - Students leaving and reentering the classroom
 - Dismissing students at the end of the period

2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

- [2.1] **Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
 - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
 - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
 - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.

Tier 1: Class-Wide Management: Foundation

Well-managed classrooms are built on a foundation that includes:

1. Behavioral Expectations

2. Instruction That Motivates

3. Group Behavior Management

4. Student Relationships

5. Individual Behavior Management



1. Behavioral Expectations

Students receive explicit training and guidance in expected classroom behaviors--to include:



1. Behavioral Expectations

- **[1.1] Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis.



1. Behavioral Expectations

- **[1.2] 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.



1. Behavioral Expectations

- **[1.3] Training Students in Basic Class Routines.**
The teacher has clearly established routines to deal with common classroom activities. These 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
 - independent seatwork and cooperative learning groups
 - students leaving and reentering the classroom.



2. Instruction That Motivates

Academic instruction holds student attention and promotes engagement--to include:



2. Instruction That Motivates

- **[2.1] Delivering Effective Instruction.**

The teacher's lesson and instructional activities include these components:

- *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
- *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
- *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.



2. Instruction That Motivates

- **[2.2] Maintaining a Brisk Pace of Instruction.**
The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start.



2. Instruction That Motivates

- **[2.3] Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them.



For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.

2. Instruction That Motivates

- **[2.4] Offering Student Choice.** The teacher provides the class or individual students with appropriate choice- opportunities when completing in-class academic tasks.



Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.

2. Instruction That Motivates

- **[2.5] Avoiding Instructional 'Dead Time'.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during attendance-taking or transitioning between activities) when student misbehavior can start.



3. Group Management

The teacher uses active, positive techniques to manage the classroom--to include:



3. Group Behavior Management

- **[3.1] Employing Effective Verbal Commands.**

The teacher delivers clear directives to students that (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 directive at a time and appropriately paced to avoid confusing or overloading students.

These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.



3. Group Behavior Management

- **[3.2] Providing Active Supervision.** The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task. As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors , and praises examples of appropriate student behavior.



3. Group Behavior Management

- **[3.3] Using Group Prompts to Hold Attention.**
The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them.



To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."

4. Student Relationships

The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:



4. Student Relationships

- **[4.1] Greeting Students at the Classroom Door.**
A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.



4. Student Relationships

- **[4.2] Shaping Behavior Through Praise.** The teacher praises the student in clear, specific terms whenever the student engages in that behavior.

The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.



4. Student Relationships

- **[4.3] 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).



Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

Handout pp. 4-6

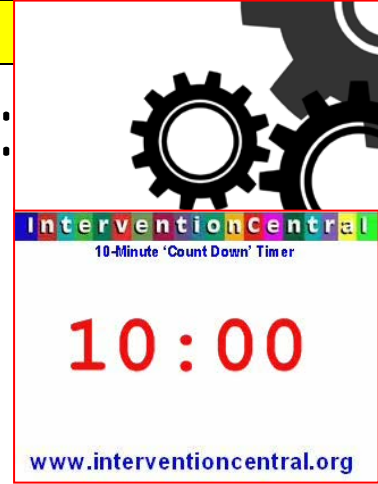
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 - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
 - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.

PART 1: Tier 1: Class-Wide Management: Which Practices Require More Training?



1. Look over the behavior-management practices in the first 4 sections of the Class-Wide Management handout (pp. 4-6): *1. Behavioral Expectations; 2. Instruction That Motivates; 3. Group Behavior Management; 4. Student Relationships.*
2. Identify up to **3 practices** your group believes will require extra support (e.g., training, modeling, coaching) to ensure that teachers use them optimally.
3. For each selected practice, list the type(s) of training support you think might be helpful for teachers.

5. Individual Behavior Management

The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:



Handout
pp. 6-7

4. Student Relationships. The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:

- [4.1] **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). The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.
- [4.2] **Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior (Kem & Clemens, 2007). The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.
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5. Individual Behavior Management. The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

- [5.1] **Giving Pre-Corrections as Behavioral Reminders.** The teacher heads off a problem behavior by proactively prompting or reminding the student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.
- [5.2] **Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).
- [5.3] **Asking Open-Ended Questions to Understand the Problem.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why' questions because they can imply that the teacher is blaming the student.
- [5.4] **Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker &

5. Individual Behavior Management

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Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.

5. Individual Behavior Management

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5. Individual Behavior Management

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5. Individual Behavior Management

- **[5.4] Keeping Responses Calm and Brief.**

The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief.



The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.

5. Individual Behavior Management

- **[5.5] Accessing an Array of Supportive Responses to Problem Behavior.** The teacher employs a continuum of ascending positive-behavior responses when problem student behaviors occur, such as:

1. give a non-verbal reminder
2. give a verbal reminder
3. offer assistance or modify the task
4. provide a safe space for de-escalation.



5. Individual Behavior Management

- **[5.6] Selecting Behavior Management Strategies Matched to Student Need.** The teacher is able flexibly to match behavior management strategies to the needs of specific students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all learners.



5. Individual Behavior Management

- **[5.7] Employing Negative Consequences Sparingly.** The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior.

The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., a skill deficit prevents the student from showing the desired replacement behavior).



5. Individual Behavior Management

- **[5.8] Documenting Classroom Removals.**
Students may be removed from the classroom for disciplinary reasons or to help them to calm down or deescalate problem behaviors.

All classroom removals are recorded, including information such as date and time/duration of the removal and a brief narrative of the event.



5. Individual Behavior Management

- **[5.9] Holding 'Reentry' Conferences.** Soon after any significant in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a plan to prevent the reoccurrence of such an incident.



Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone.

Tier 1: Class-Wide Management: Estimate Teacher Implementation

Directions: Review the 9 'capacity-building' elements of individual behavior management below. For each item, estimate the percentage of classrooms in your school that you believe consistently use it in their behavior management.

1. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

[5.1] Giving Pre-Corrections as Behavioral Reminders.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.2] Emphasizing the Positive in Teacher Requests.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.3] Asking Open-Ended Questions to Understand the Problem.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.4] Keeping Responses Calm and Brief.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.5] Accessing an Array of Supportive Responses to Problem Behavior.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.6] Selecting Behavior Management Strategies Matched to Student Need.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.7] Employing Negative Consequences Sparingly.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.8] Documenting Classroom Removals.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.9] Holding 'Reentry' Conferences.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

Handout
Worksheet
p. 9



Tier 1: Class-Wide Mgt: Estimate Teacher Implementation

- Directions:** Review the 9 'capacity-building' elements of individual behavior management below. For each item, estimate the percentage of classrooms in your school that you believe consistently use it in their behavior management. (See pp. 7-8 for full explanation of elements.)



- 1. Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

[5.1] Giving Pre-Corrections as Behavioral Reminders.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

*Big Ideas in
Behavior
Management.*



What key concepts can lay the groundwork for teacher success in managing challenging behaviors?
(Handout pp. 23-24)

Behavior in the Classroom: A Product of...

**Child
Characteristics**



**Classroom
Environment**

'Big Ideas' in Behavior Management...

- *Teach expected behaviors.* Students need to be explicitly taught expected behaviors. They should then be acknowledged and reinforced when they show positive behaviors.

In other words, schools should treat behavior as part of the curriculum: teach it and reinforce it!



'Big Ideas' in Behavior Management...

- *Check for academic problems.* The connection between classroom misbehavior and poor academic skills is high.

Educators should routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring.

If academics contribute to problem behaviors, the student needs an academic support plan as part of his or her behavior plan.

2

'Big Ideas' in Behavior Management...

- *Identify the underlying function of the behavior.*
Problem behaviors occur for a reason. Such behaviors serve a **function** for the student.

When an educator can identify the probable function sustaining a student's challenging behaviors, the educator can select successful intervention strategies that match the function—and meet the student's needs.

3

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
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- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

'Big Ideas' in Behavior Management...

- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

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.

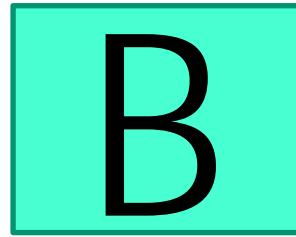
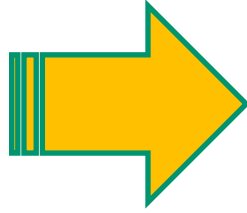
When the educator is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction.

4

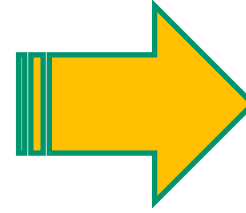
ABC Timeline: Antecedent-Behavior-Consequence



A



B



C

Antecedents. Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

Behaviors. Observable acts carried out (or not carried out) by individuals.

Consequences. Events that *follow* behavior and may include influences that increase, decrease, or have no impact on the behavior.

Examples.

- Instructions
- Gestures
- Looks from others

Examples.

- Engaging in classwork
- Calling out
- Not doing homework

Examples.

- Teacher praise for student behavior
- Loss of free time for non-compliance

'Big Ideas' in Behavior Management...

- *Focus on factors within the school's control.* Educators 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 focusing on what can be provided *within* the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies.

'Big Ideas' in Behavior Management...

- *Be flexible in responding to misbehavior.* Educators 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.

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org



esc

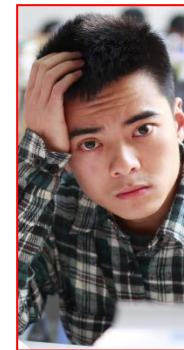
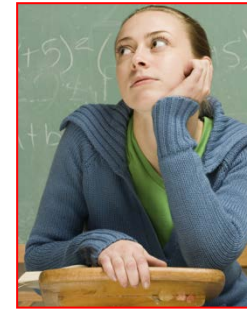
'Big Ideas' in Behavior Management

LAB WORK: Which Big Idea Do You Find Most Useful?

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

1. *Teach expected behaviors.*
2. *Check for academic problems.*
3. *Identify the underlying function of the behavior.*
4. *Eliminate behavioral triggers.*
5. *Focus on factors within the school's control.*
6. *Be flexible in responding to misbehavior.*

The Inattentive/Non-Compliant/Anxious Student. What are examples of behavior-management strategies that work for students with specific behavioral profiles?



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices Handout pp. 12-21



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. **Antecedents:** Strategies to promote positive behaviors and prevent misbehavior
2. **Positive consequences:** Responses that increase positive/goal behaviors
3. **Extinction procedures:** Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. *Antecedents:* Strategies to Prevent Misbehavior

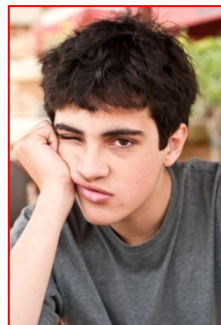
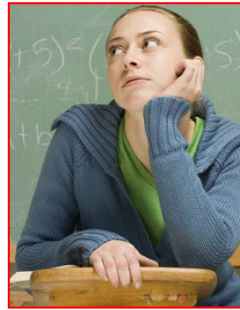
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

- 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.

The Inattentive/Non-Compliant/Anxious Student: Behavior-Management Examples

Students who are chronically inattentive, or non-compliant, or anxious can benefit from specific strategies. Here is a sampling...



Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
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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
 - Seems “on the go” “as if driven by a motor”
 - Talks incessantly
 - Blurts out an answer before a question has been fully asked
 - Interrupts others

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.

Antecedents: Strategies to PREVENT Misbehavior

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.

ADHD

ODD

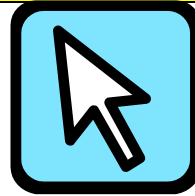
Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

Behavioral Checklist: General Behavior

Example: Routine/Transition



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.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

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.

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.

Antecedents: Strategies to PREVENT Misbehavior

' 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.

Antecedents: Strategies to PREVENT Misbehavior

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.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

Hi-Prob Requests: To Start Assignment

Easy	'Take out a piece of paper.'
Easy	'Write your name on your paper.'
Easy	'Copy the topic description that you see on the board.'
Challenge	'Write an introductory paragraph on this topic.'

Antecedents: Strategies That ENCOURAGE 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.

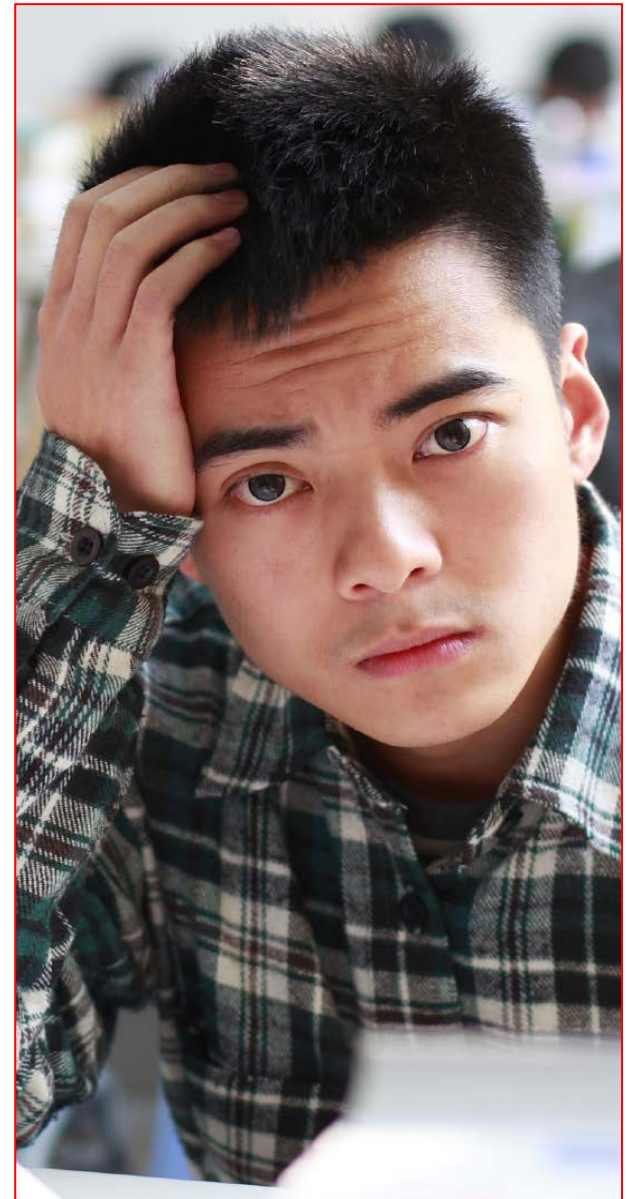
Examples of strategies that lower response effort include:

- having students pair off to start homework in class;
- breaking larger academic tasks into smaller, more manageable 'chunks'.

Antecedents: Strategies That ENCOURAGE Connection

- **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.

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

Stage/Age	Anxieties/Fears About...
Later Infancy: 6-8 months	<ul style="list-style-type: none">• Strangers
Toddler: 12 months-2 years	<ul style="list-style-type: none">• Separation from parents• Thunder, animals
Early Childhood: 4-5 years	<ul style="list-style-type: none">• Death, dead people, ghosts
Elementary: 5-7 years	<ul style="list-style-type: none">• Germs, natural disasters, specific traumatic events• School performance
Adolescence: 12-18 years	<ul style="list-style-type: none">• Peer rejection

Source: Beesdo, K., Knappe, S. & Pine, D. S. (2009). Anxiety and anxiety disorders in children and adolescents: Developmental issues and implications for DSM-V. *Psychiatric Clinics of North America*, 32(3), 483-524. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018839/>

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.

Antecedents: Strategies to PREVENT Misbehavior

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.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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.

InterventionCentral
15-Minute 'Count Down' Timer

15:00

www.interventioncentral.org



Handout : A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices pp. 12-21

- Scan the behavior-intervention strategies from this handout section.
- Select at least **two** that you would like to share with teachers in your school or district.

A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. **Antecedents:** Strategies to promote positive behaviors and prevent misbehavior
2. **Positive consequences:** Responses that increase positive/goal behaviors
3. **Extinction procedures:** Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.


Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. **Antecedents:** Strategies to Prevent Misbehavior

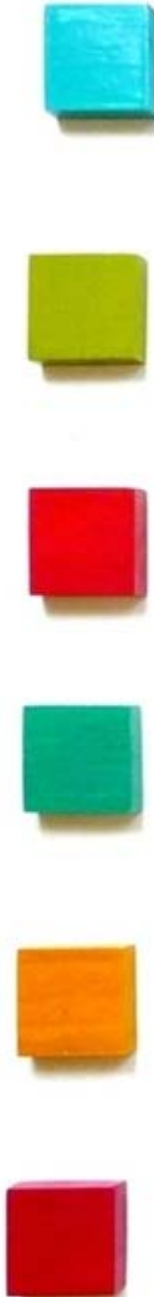
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- Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor 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.



ABC/Behavior Statement. What is a way to **analyze** a student's problem behavior that can guide the teacher to find effective strategies to **fix** that behavior? Handout pp. 25-29



Activity: Think of a student...

- Think of a student whom you work with or is in your school that displays problem behaviors in the classroom.
- Think about using the behavior-analysis ideas from this part of the workshop with your student.

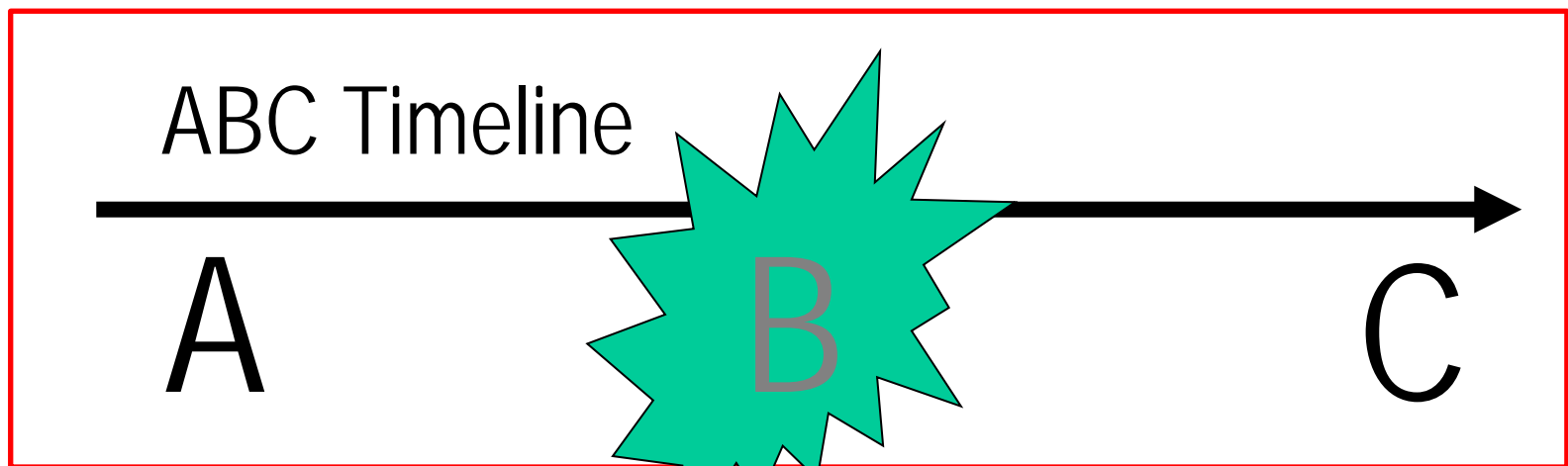
Behavior ('ABC') Statement

The behavioral statement--also known as the 'ABC' (Antecedent-Behavior-Consequence) statement-- is a simple template that helps teachers to better define and understand a student's behavior. It describes:

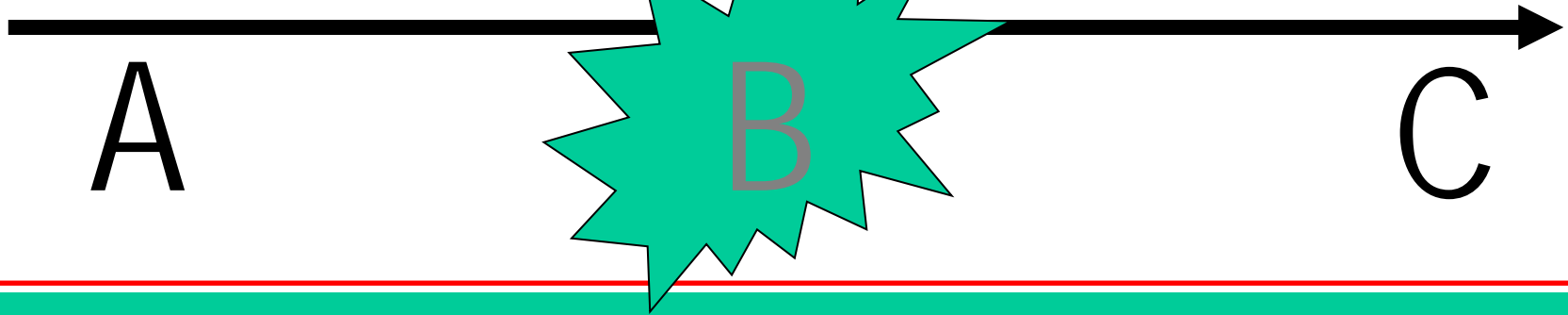
- A. *Antecedents*: events that precede / trigger the problem behavior;
- B. *Behavior*: the problem behavior itself; and
- C. *Consequences*: events occurring as a result of the behavior that are likely to reinforce it in the future.

Behavior ('ABC') Statement: Behavior on a Time-line

The behavioral statement places the student's behavior on a timeline (antecedent, behavior, outcome)—allowing the teacher to examine the antecedent events/conditions ('triggers') that may set off a problem behavior and the consequences that typically follow the problem behavior.



ABC Timeline



Behavior ('ABC') Statement: Examples

Antecedent	Behavior	Consequence
<i>During large-group lectures in social studies</i>	<i>Brian talks with peers about non-instructional topics</i>	<i>and receives positive peer attention</i>
<i>During independent seatwork assignments involving writing tasks</i>	<i>Angela verbally refuses to comply with teacher requests to start work</i>	<i>and is sent to the office with a disciplinary referral.</i>

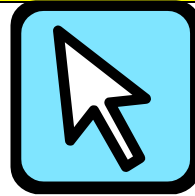
Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules	<ul style="list-style-type: none"> — Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. 	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s)
<input type="checkbox"/> Student... <input type="checkbox"/> Student... <input type="checkbox"/> Reading... <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities	<input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)	<ul style="list-style-type: none"> — Student receives positive peer attention — Student receives negative peer attention. 	<input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s)
<input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work	<input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions	<ul style="list-style-type: none"> — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). 	<input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
<input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Unstructured in-class time	<input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers	<ul style="list-style-type: none"> — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/ psychologist/social worker. 	<input type="checkbox"/> Fulfillment of physical needs: e.g., sleep
<input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	<ul style="list-style-type: none"> — Student receives a snack, nap, or other support. 	<input type="checkbox"/> Access to preferred edibles/objects/ experiences
<input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal			<input type="checkbox"/> Other: <hr/>

Classroom Behavioral Statement Organizer pp. 28-29

Comments
at comments



TUTORIAL: How To...Write a Behavioral Statement for Problem Classroom Behaviors

Time is a limited commodity in busy classrooms. Teachers need streamlined tools to speed their understanding of mild problem behaviors (Packenham, Shute, & Reid, 2004). The *Classroom Behavioral Statement Organizer* helps instructors to quickly write behavior statements in ABC format and to link student behaviors to their underlying purpose or function.

The chart is divided into four columns:

1. *Antecedent/Activity;*
2. *Student Behavior*
3. *Consequence/ Outcome;* and
4. *Behavior Function.*

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review <input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out	— Student fails to complete work. Teacher ignores the behavior	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or
<p>Antecedent/Activity. The chart lists a range of classroom activities typically taking place when the student problem behavior occurs.</p> <p>If a teacher finds that a student behavior is displayed across <i>multiple</i> classroom settings/activities, choose only the one or two settings/activities where the student's behavior is most problematic. The teacher is encouraged to write out his or her own description of any activities not listed here.</p>			
	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	

Antecedent/Activity: Examples

Start of class/bell-ringer activities

Large-group lecture

Large group teacher-led discussion

Large-group: when called on by the teacher

Student work-pairs

Student groups: cooperative learning

Reading activities

Writing activities

Math activities

Independent seat work

Independent computer work

Transitions between academic activities

Homework collection

In-class homework review

Tests and/or quizzes

Class dismissal

Student Behavior. A listing of common types of classroom misbehavior are listed here. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. Teachers should choose no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can write his or her own behavior definition.

Antecedent/Activity

- Start of class/bell-ringer activities
- Large-group lecture
- Large group teacher-led discussion
- Large-group: when called on by the teacher
- Student work-pairs
- Student groups: cooperative learning
- Reading activities
- Writing activities
- Math activities
- Independent seat work
- Independent computer work
- Transitions between academic activities
- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal
- Other:

Student Behavior

- Sits inactive
- Puts head on desk
- Is inattentive (e.g., staring into the window)
- Leaves seat without permission
- Requests bathroom or water
- Uses cell phone, music player, or other device against class rules
- Whispers/talks/mutters
- Makes loud or distracting noise
- Calls out with non-instructional comments
- Calls out with instructionally relevant comments
- Plays with/taps objects
- Throws objects
- Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
- Whispers/talks to other students on instructional topics
- Whispers/talks to other students on non-instructional/academic topics:
 - asks for answers or help with directions
- Makes verbal threats toward peers
- Uses inappropriate language (e.g., profanity) with peers
- Taunts/teases/makes fun of peers
- Makes comments to encourage other students to misbehave
- Fails to begin in-class assignment (e.g., refusal)

Behavior: Examples

- Sits inactive
- Puts head on desk
- Is inattentive (e.g., staring into space, looking out the window)
- Leaves seat without permission
- Requests bathroom or water breaks
- Uses cell phone, music player, or other digital device against class rules
- Whispers/talks/mutters to self
- Makes loud or distracting noises
- Calls out with non-instructional comments
- Calls out with instructionally relevant comments
- Plays with/taps objects
- Throws objects
- Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
- Whispers/talks to other students about non-instructional topics
- Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions

Classroom Behavioral Statement Organizer

Antecedent/Activity

Student Behavior

Consequence/ Outcome

Behavior Function

Consequence/Outcome. The teacher chooses outcomes/ consequences that typically follow the problem behavior. The instructor should try to limit the number of consequences/outcomes selected to 3.

- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal
- Other: _____

- answers or help with directions
- Makes verbal threats toward peers
- Uses inappropriate language (e.g., obscenities) with peers
- Taunts/teases/makes fun of peers
- Makes comments to encourage or 'egg on' other students to misbehave
- Fails to begin in-class assignments (verbal refusal)

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.
- Student receives positive peer attention.
- Student receives negative peer attention.
- Student is briefly timed-out within the classroom.
- Student is briefly timed-out outside of the classroom.
- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).
- Student receives a 'respite' break away from peers to calm down before rejoining class.
- Student is sent from the classroom to talk with a counselor/ psychologist/social worker.
- Student receives a snack, nap, or other support.
- Other: _____

- Peer attention
- Acceptance/ affiliation with individuals or peer group(s)
- Power/control in interactions with peer(s)
- Adult attention
- Power/control in interactions with adult(s)
- Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
- Fulfillment of physical needs: e.g., sleep
- Other: _____

Consequences/Outcomes: Examples

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

- Student receives positive peer attention
- Student receives negative peer attention.

- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

- Student is sent from the classroom to talk with a counselor/psychologist/social worker.
- Student receives a snack, nap, or other support.

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher discussion <input type="checkbox"/> Large-group: when on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	— Student fails to complete work. — Teacher ignores the behavior ("behavioral extinction") — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Other: _____

Behavior Function. The *function* of the student behavior is the need or purpose that it fills for the student (e.g., peer attention, escape/avoidance). The function is based on the behavior statement and essentially is the 'best guess' (hypothesis) for why the behavior is occurring.

Behavior Functions (Witt, Daly, & Noell, 2000)

✓ Peer attention

- ✓ Acceptance/ affiliation with individuals or peer group(s)
- ✓ Power/control in interactions with peer(s)

✓ Adult attention

- ✓ Power/control in interactions with adult(s)

✓ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)

✓ Fulfillment of physical needs: e.g., sleep

✓ Access to preferred edibles/objects/experiences

Source: Witt, J. C., Daly, E. M., & Noell, G. (2000). Functional assessments: A step-by-step guide to solving academic and behavior problems. Longmont, CO: Sopris West..pp. 3-4.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<ul style="list-style-type: none"> <input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work 	<ul style="list-style-type: none"> <input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Disrupts class discussion <input type="checkbox"/> Talks during breaks <input type="checkbox"/> Uses cell phone, tablet, or other digital device <input type="checkbox"/> Talks to self <input type="checkbox"/> Makes noises <input type="checkbox"/> Makes personal comments <input type="checkbox"/> Makes off-topic or irrelevant comments <input type="checkbox"/> Plays with/uses objects 	<ul style="list-style-type: none"> <input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher inattentive behavior <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside the classroom. <input type="checkbox"/> Student is removed from the classroom. <input type="checkbox"/> Student is removed from school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Excess of physical space
<p>1. Antecedent</p> <ul style="list-style-type: none"> -Reading Activities -Independent Seatwork 	<p>2. Behavior</p> <ul style="list-style-type: none"> -Sits inactive -Puts head on desk 	<p>3. Consequence</p> <ul style="list-style-type: none"> -Student fails to complete work 	<p>Function</p> <ul style="list-style-type: none"> -Escape/avoidance of the task

Problem: Sara will not complete in-class reading assignments.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.

Antecedent	Behavior	Consequence
When given independent reading assignments in class	Sara fails to start the work (often putting her head down on her desk)	and does not complete the reading assignment.

Carl: Hard to Ignore: Carl is a student who is not easy to overlook. Mrs. Randolph, his math teacher, finds that Carl's faces and wise-cracks can set off the entire class. Surprisingly, Carl's peers don't like to work with him, complaining that he distracts them.



Mrs. Randolph begins the behavior statement convinced that Carl is motivated by peer attention-seeking. To make the process manageable, she limits her analysis to large-group instruction, where Carl's behavior is most challenging.



Carl: Hard to Ignore

Behavior ('ABC') Statement for Carl

Antecedent	Behavior	Consequence
<p><i>During large-group lecture or teacher-led instruction</i></p>	<p><i>Carl:</i></p> <ul style="list-style-type: none"> • <i>makes distracting noises</i> • <i>calls out with non-instructional comments</i> • <i>teases peers</i> • <i>leaves his seat</i> 	<p><i>and :</i></p> <ul style="list-style-type: none"> • <i>teacher ignores the behavior</i> • <i>teacher redirects/prompts/reminds the student.</i> • <i>teacher reprimands the student.</i> • <i>teacher conferences w/ the student.</i>



Carl: Hard to Ignore: What is the Function?

- After construction a behavior statement, Mrs. Randolph is surprised to see that 3 of the 4 most frequent consequences of Carl's clowning in class are variations of teacher attention.
- She decides that the primary function of Carl's behavior is likely to be **'adult attention'**.



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking

Mrs. Randolph put together the following plan for Carl:

- Keep interactions brief and neutral when Carl engages in attention-seeking behavior (to 'turn off' the spigot of adult attention during misbehavior).
- Establish clear consequences for misbehavior (e.g., single teacher warning, move the student's seat to be near teacher, parent phone-call, office referral)..



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking (Cont)

Mrs. Randolph put together the following plan for Carl:

- Provides positive attention each day at moments when the student is *not* clowning around: e.g., greeting at door, brief positive conversation.
- Parent conference: Shares copy of behavior report card outlining expected classroom behavior and communicates with the parent via email at least weekly about Carl's behavior. NOTE: This part of the plan is to be in place for 5 weeks.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student <input type="checkbox"/> Student <input type="checkbox"/> Reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Unstructured in-class time <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review <input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules <input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil) <input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions <input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. — Student receives positive peer attention — Student receives negative peer attention. — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Access to preferred edibles/objects/ experiences <input type="checkbox"/> Other: _____

Classroom Behavioral Statement Organizer pp. 28-29

Comments
at comments

Team Activity: ABC Statement: Advantages as a Behavior-Analysis Tool

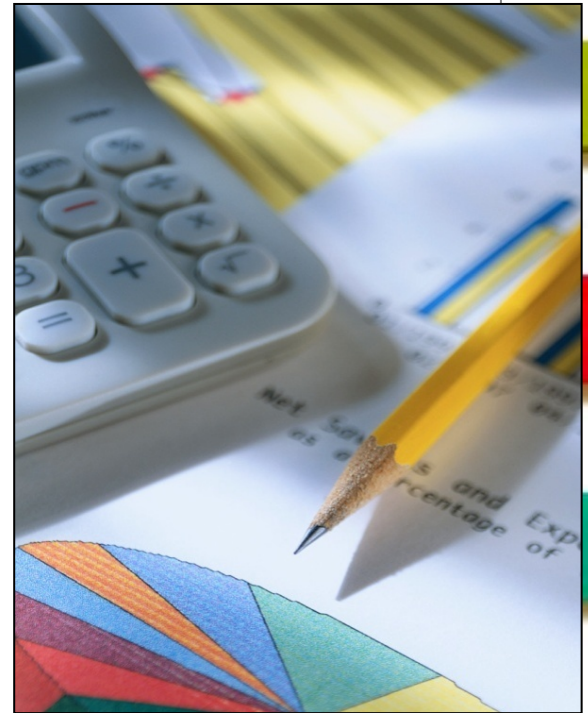
- Look over the handout *Classroom Behavioral Statement Organizer* (pp. 28-29).
- Discuss how you might use this tool to analyze the behaviors of students in your classroom or school.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.

Antecedent	Behavior	Consequence

***Behavior Management:
Show Me the Data.*** What is
a feasible 'go-to' method
teachers can use to track
almost any classroom
behavior?

Handout pp. 34-38



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., YES/NO). 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.)

Behavior Report Card

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.

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:

Response to Intervention

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments within the allocated time.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments with 80% accuracy.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Complies with teacher requests. (2 or fewer noncompliance per period)</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Response to Intervention

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score: ___ Total NO Score: ___

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

YES NO

YES NO

Follows class rules with no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

Completes assignments within the allotted time.

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Completes assignments with 80% accuracy.

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Complies with teacher requests. (2 or fewer noncompliance per period)

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Response to Intervention

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
<p><i>Follows class rules with no more than 2 rule violations per session.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	Y N	Y N	Y N	Y N	Y N
<p><i>Completes assignments within the time.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Completes independent assignments within time allocated.</p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>				
<p><i>Completes assignments with 80% accuracy.</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>					
<p><i>Complies with teacher requests. (2 or fewer noncompliance per period)</i></p> <p>Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	_Y_N	_Y_N	_Y_N	_Y_N	_Y_N

Response to Intervention

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments within the allocated time.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO					
<i>Completes assignments with 80% accuracy.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO					
<i>Completes assignments with 80% accuracy.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO					
<i>Complies with teacher requests. (2 noncompliance per period)</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

YES NO

Response to Intervention

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments within the allocated time.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes assignments with 80% accuracy.
Did the student succeed in this behavior goal?
 YES NO

Complies with teacher requests (no more than 1 incident of noncompliance per period).
Did the student succeed in this behavior goal?
 YES NO

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?
 YES NO

Free Online App:
Behavior Report Card
Maker. Teachers can use
this free app to create and
download (in PDF format)
customized Behavior
Report Cards.
(Web address on
workshop page.)

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

Save Save as... [Switch to Expert Mode](#) [Start New Report Card](#)

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title [?] Roy's Behavior Report Card	Person to fill out the report card [?] Mr. Wright
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.	Student's classroom [?] Room 345
Font family [?] san serif [?] Font size [?] 10 pt [?]	Student's first and last name [?] Roy Atkins
<input checked="" type="checkbox"/> Append signature section [?]	Gender [?] male [?]
Instructions for report card signer [?] I have reviewed this completed Behavior Report with my child.	Person to sign the report card [?] Parent

[Previous](#) [Next](#)

OPTION 1: Make & Take Activity: Behavior-Measurement Tools


- Open the link to the *Behavior Report Card Maker* posted at the top of the workshop page:
<http://www.interventioncentral.org/positivebehavior>
- Create and download a completed Behavior Report Card for one or more behaviors.

OPTION 2: Activity: Behavior Management: Show Me the Data...

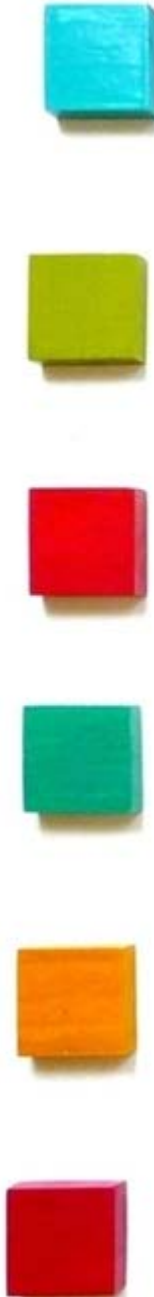


Discuss one of these questions:

1. *How might you use behavior report cards to monitor student behaviors?*
2. *What are ideas to encourage students to use this tool to monitor their own behavior(s)?*
3. *How can the information from behavior report cards help you as you prepare for a student or parent conference, MTSS Problem-Solving Team Meeting, or Section 504 or Special Education meeting?*



Behavior Checklists. Make behavior checklists (for routines, etc.) a part of your behavior-intervention toolkit.
Handout pp. 31-33





Teaching Positive Behaviors: The Power of Checklists

Educators frequently need to define positive student behaviors so that they can teach the student to perform them; take data on them; communicate with others about them; and/or encourage the student to monitor them.

Making Behavior Checklists. One useful way to define a goal behavior is to break it down into a series of steps in checklist format. The process of breaking down a larger behavior goal ("task") into individual steps is called a "task analysis".

Creating a behavior checklist is straight-forward. Often, you can just analyze the larger task and use common sense to break it down into smaller steps. Sometimes it is also helpful to get the advice of an expert as you prepare your behavior checklist. For example, if you want to create a checklist that a student will follow to solve a math word problem, you might ask the math teacher for guidance in constructing the steps. Or, if you are developing a checklist to train a student to wash her hands, you might consult the school nurse for expert advice on the sequence of steps to include.

The sample tasks analysis below shows how the behavior goal ("The student is ready to learn at the start of class") can be converted into more specific steps that can be taught, observed, and measured.

Behavior Checklist Example: The student is ready to learn at the start of class.

At the start of class, the student:
<input type="checkbox"/> has a sharpened pencil.
<input type="checkbox"/> has paper for taking notes.
<input type="checkbox"/> has cleared his/her desk of unneeded materials.
<input type="checkbox"/> has homework ready to turn in.
<input type="checkbox"/> has put his/her cellphone in backpack.
<input type="checkbox"/> is sitting quietly.
<input type="checkbox"/> is working on the start-of-class assignment.

Teaching Positive Behaviors Using Checklists. Positive behaviors must be taught. This direct-instruction sequence can help your students to both correctly master and actually engage in expected behaviors. This framework includes four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

Behavioral Checklist: Definition

A behavioral checklist is a listing of the elements or steps that make up a single behavior sequence. Those behavior elements are stated in observable terms and can be checked off if successfully displayed.

At the start of class, the student:
<input type="checkbox"/> has a sharpened pencil.
<input type="checkbox"/> has paper for taking notes.
<input type="checkbox"/> has cleared his/her desk of unneeded materials.
<input type="checkbox"/> has homework ready to turn in.
<input type="checkbox"/> has put his/her cellphone in backpack.
<input type="checkbox"/> is sitting quietly.
<input type="checkbox"/> is working on the start-of-class assignment.

Sample
Individual
Behavioral
Checklist**WHEN TAKING A BATHROOM BREAK, THE STUDENT:**

- takes the classroom bathroom pass from its hook.
- quietly leaves the classroom.
- walks directly to and from the bathroom, avoiding conversations and distractions.
- returns to the classroom within 5 minutes.
- hangs up the classroom bathroom pass and returns quietly to seat.

Teaching Positive Behaviors Using Checklists (from Handout)

Positive behaviors must be taught in four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.
2. **Watch and Praise Them.** Students practice target behaviors under your supervision--and you give frequent corrective feedback and praise.
3. **Practice, Practice, Practice.** Students engage in behaviors independently with your encouragement and reinforcement.
4. **Prompt Behaviors Across Settings.** With your prompting and feedback, students are able to display target behaviors appropriately across a variety of settings or situations ("generalization").

Advantages of Behavior Checklists...

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

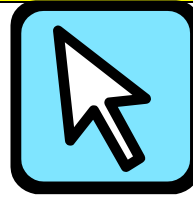
2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.



5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).



Self-Check Behavior Checklist Maker (Online). This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.


Self-Check Behavior Checklist Maker



View
Edit
Outline
Track
Configure Tool

Self-Check Behavior Checklist Maker

If you have any suggestions or comments about this tool, please mail me.



Create customized checklists for students to monitor their own classroom behaviors

Untitled Document

Save
Save as...
Start New Checklist

Self-Check Behavior Checklist Maker

Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))

Directions

Click [HERE](#) to download the full [Self-Check Behavior Checklist Maker manual](#).

- To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down

OPTION 1: Make & Take Activity: Behavior-Measurement Tools

- Open the link to the *Self-Check Behavior Checklist Maker* posted near the top of the workshop page:
<http://www.interventioncentral.org/positivebehavior>
- Create and view a completed checklist for a student routine.



OPTION 2: LAB WORK: Getting Behavior Checklists into the Classroom Intervention Toolkit (pp. 31-33)

- Think about the recommendation that your school create a teacher-friendly 'bank' of checklists defining a range of expected student behaviors.
- How could your school begin to develop such a bank?
- How could you promote their use among colleagues?

At the start of class, the student:

- | |
|--|
| <input type="checkbox"/> has a sharpened pencil. |
| <input type="checkbox"/> has paper for taking notes. |
| <input type="checkbox"/> has cleared his/her desk of unneeded materials. |
| <input type="checkbox"/> has homework ready to turn in. |
| <input type="checkbox"/> has put his/her cellphone in backpack. |
| <input type="checkbox"/> is sitting quietly. |
| <input type="checkbox"/> is working on the start-of-class assignment. |




CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer.
Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

A screenshot of a web application interface. At the top, the title "Classroom Support Plan Writer" is displayed in a large, dark font. Below the title, a paragraph of text states: "This free online tool contains 214 research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals." The number "214" is highlighted in a light orange box. At the bottom center of the interface is a dark blue rounded rectangular button with the text "Get Started" in white.

URL: <https://interventioncentral-vue.firebaseio.com/>

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

Get Started

Activity: Explore Intervention Resources

1. Click on the *Classroom Support Plan Writer* link posted in the workshop page:
<http://www.interventioncentral.org/positivebehavior>
2. Create a sample plan with at least **1 selected intervention**. Add your own notes to that intervention.
3. View your finished product.
4. Share your intervention plan with others in your group.



Lab Work: MTSS-B: Tier 1 Roll-Out Plan: Preparation

1. Determine your table number (sheet on table).
2. You will be sending 1-2 ambassadors to the table whose number is yours - 1 (e.g., Table 6 will send ambassadors to Table 5). [Count off.]



Lab Work: MTSS-B: Tier 1

Roll-Out Plan: Development

MTSS-behavioral resources can help teachers only if they are accessible.

Develop a plan to share information from today's training with your staff ('Tier 1 roll-out plan'). Limit your timeline to the end of December 2023. (See next slide for prompts.)

For each idea your team agrees on to share workshop content with staff, specify the:

- scope of the task.
- person(s) responsible.
- timeline to complete.
- additional resources needed (if any).

RTI/MTSS-Behavior at Tier 1: Develop Your Roll-Out Plan



Consider these possible goals as you develop your MTSS-B 'roll-out plan':

- **PROMOTING POSITIVE BEHAVIOR STRATEGIES.** Use slides and/or handout materials to train teachers in the importance of positive behavioral supports for students.
- **MANAGING THE CLASSROOM.** Review best practices in managing class-wide behavior.
- **ANALYZING BEHAVIOR.** Train teachers to create ABC statements to better understand student behavior problems.
- **BUILDING A TOOLKIT.** Create a behavior-strategies classroom teacher toolkit.
- **COLLECTING DATA.** Promote the use of behavior report cards, checklists to track classroom behavior interventions.

Lab Work: MTSS-B: Tier 1

Roll-Out Plan: Debriefing



1. Check your table number.
2. Send 1-2 ambassadors from your table to the table whose number is yours - 1 (e.g., Table 6 sends ambassadors to Table 5).
3. Tables and their visitors will:
 - A. review each table's ideas to roll out MTSS-B training and resources..
 - B. identify potential roadblocks to success in accomplishing these goals. Brainstorm ideas to overcome these roadblocks.

Additional Behavior Intervention Strategies. What

are additional examples of behavior-management interventions that teachers might find useful?



Find these strategies listed on the workshop page:
<http://www.interventioncentral.org/positivebehavior>

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>

Student Name: _____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON	TUES	WED	THURS	FRI
	___/___	___/___	___/___	___/___	___/___
<i>The student completed classwork in a satisfactory manner</i> Yes So-So No 2 1 0					
<i>The student used class time well.</i> Yes So-So No 2 1 0					
<i>The student got along well with peers.</i> Yes So-So No 2 1 0					
<i>The student followed teacher requests.</i> Yes So-So No 2 1 0					
(Optional Behavior) _____ _____ Yes So-So No 2 1 0					

Comments [Optional]: _____

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

Parent Signature: _____ Date: _____

School-Home Note:
Example

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).

Student Name: _____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON	TUES	WED	THURS	FRI
	___	___	___	___	___
<i>The student completed classwork in a satisfactory manner</i>					
Yes 2	So-So 1	No 0			
<i>The student used class time well.</i>					
Yes 2	So-So 1	No 0			
<i>The student got along well with peers.</i>					
Yes 2	So-So 1	No 0			
<i>The student followed teacher requests.</i>					
Yes 2	So-So 1	No 0			
(Optional Behavior)					

Yes 2	So-So 1	No 0			

Comments [Optional]: _____

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

Parent Signature: _____ Date: _____

School-Home Note:
Example

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.

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.

Managing Academic Anxiety Through an Antecedent Writing Activity

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 improve their academic focus.

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

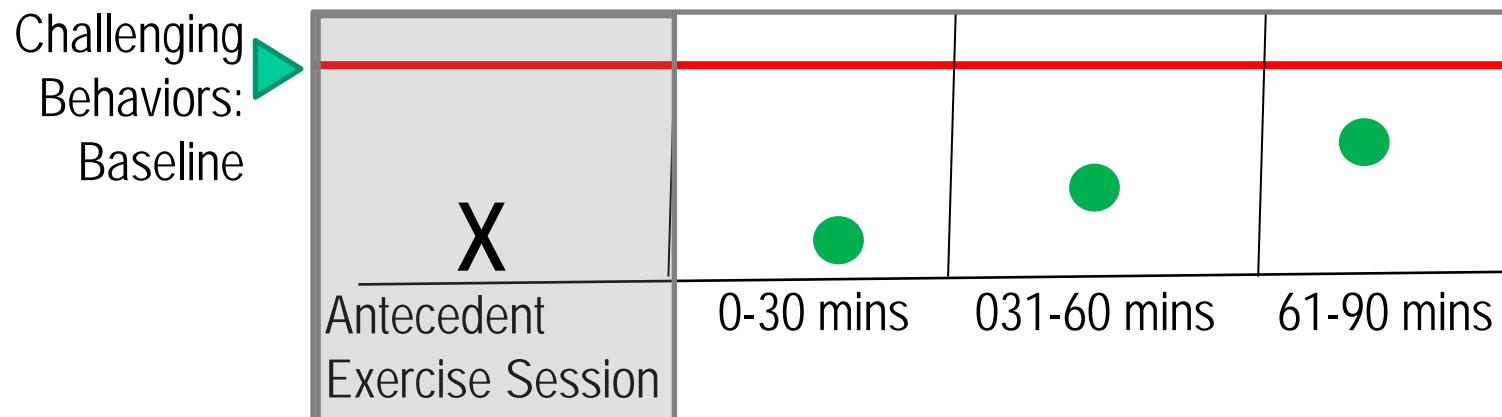
Tips for Use (Cont.)

- *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.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

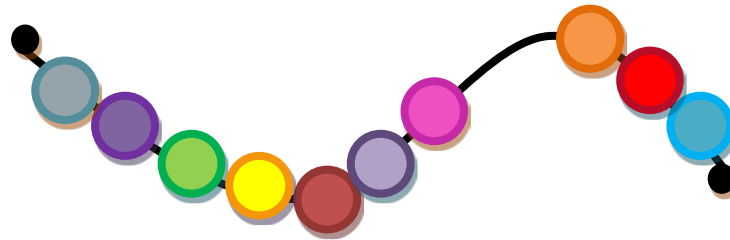
Tips for Use (Cont.)

- *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:

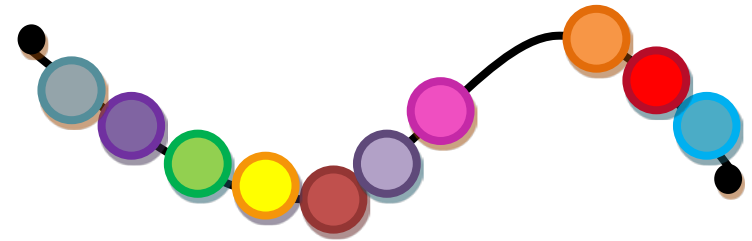
- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

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

1

Teacher Initiates ARB-TO Strategy

Teacher: The teacher directs the student to "go get an ARB".

Student: The student walks to the teacher's desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.

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

<h1>3</h1>	Student Returns ARB to the Teacher
	<p>Teacher: The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher</p> <p>"Good job using the ARB. Please bring it up to me."</p> <p>Student: The student gives the teacher the ARB and returns to seat.</p>

Active Response Beads-Time Out: 4 Steps

4

Teacher Redirects the Student to Academic Task

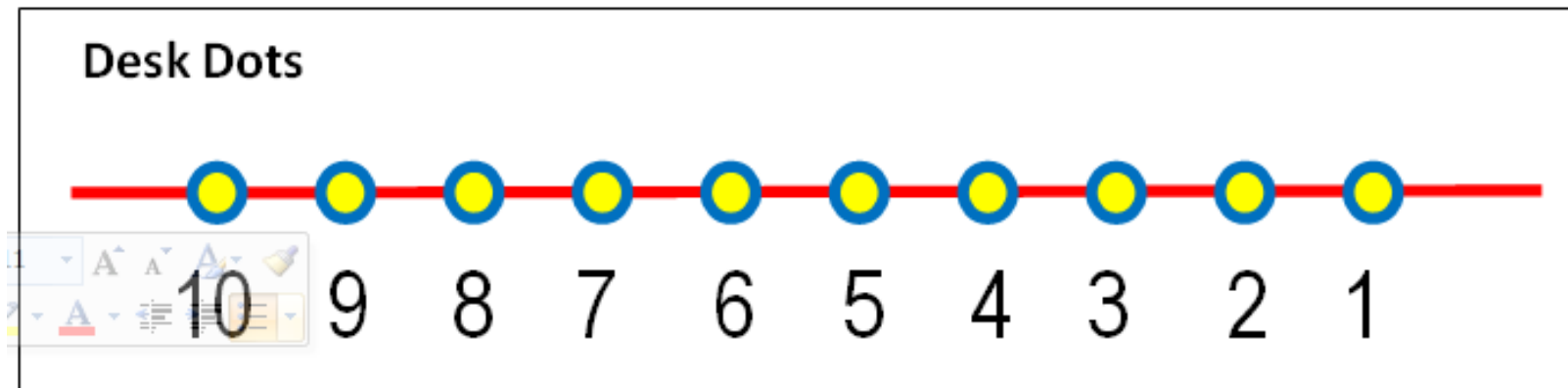
Teacher: The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.

"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."

Student: The student resumes the academic task or rejoins the learning activity.

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.



Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Description. When students engage in disruptive behaviors, they may seek to escape or avoid an academic task.



With the Class Pass intervention, the student can use a limited number of passes to take brief work breaks to engage in preferred activities. To promote increased work tolerance, the student also has the opportunity to 'cash in' unused passes for rewards.


Sources: Collins, T. A., Cook, C. R., Dart, E. H., Socie, D. G., Renshaw, T. L., & Long, A. C. (2015). Improving classroom engagement among high school students with disruptive behavior. Evaluation of the class pass intervention. *Psychology in the Schools, 53*(2), 204-219.


Cook, C. R., Collins, T. A., Dart, E., Vance, M. J., McIntosh, K., Grady, E. A., & Decano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. *Psychology in the Schools, 51*(2), 107-125.


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Preparation. In advance of the Class Pass intervention, the teacher:

- **decides how many Class Passes to issue.** The teacher determines the number of Class Passes issued to the student each day. Three passes per period or day have been found to be effective.

Class Pass	
Student: _____	
Classroom: _____	

Class Pass	
Student: _____	
Classroom: _____	

Class Pass	
Student: _____	
Classroom: _____	

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Preparation. In advance of the Class Pass intervention, the teacher:

- **determines the length of the work break.** When the student uses a Class Pass, that learner receives a short break from academic work. The teacher chooses the length of these brief breaks:

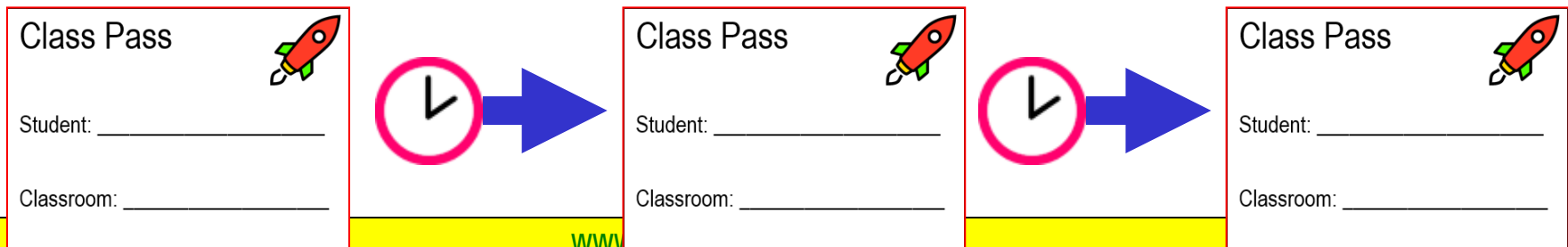
Break Length: 5-10 minutes

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Preparation. In advance of the Class Pass intervention, the teacher:

- **decides on the minimum wait-time between work breaks.** Once a student has used a Class Pass to take a break, that student is expected to resume work for a minimum period before being allowed to take another break.

Minimum Wait Time: 7-15 minutes



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Preparation. In advance of the Class Pass intervention, the teacher:

- **identifies allowed break activities.** The teacher and student develop a list of activities that the student can engage in during work breaks.

Class Pass: Selecting Break Activities

Activity	Break Activity Choice	Location/Supervision/Details
1	Play Math-Blasters Computer Game at back of room.	Available all day except during math period.
2		
3		

Class Pass: Selecting Break Activities

Directions. Follow these steps to develop a menu of break activities that the student can access with a Class Pass.

Step 1: Meet with the student. Together develop a list of acceptable and engaging activity choices the student can engage in when taking a 'Class Pass' break. List those choices in the 'Break Activity Choice' column. NOTE: Listed activities should be acceptable to the instructor, manageable within the classroom or school setting, and feasible to complete within 8-12 minutes.

Step 2: For each approved activity, use the 'Location/Supervision/Details' column to describe its location (e.g., back of the classroom, neighboring classroom), the adult(s) who will supervise the student, and any additional important details (e.g., accessing materials for the activity).

Activity	Break Activity Choice	Location/Supervision/Details
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Preparation. In advance of the Class Pass intervention, the teacher:

- **creates a reward menu.** The teacher and student identify several positive reinforcers ('rewards') that the student can access by redeeming unused Class Passes. These rewards are arranged in a menu format, with information about how many unused Class Passes are required to access each reward.

Class Pass: Building a Reward Menu

Reward	Number/Class Passes Needed	Reward Choice	Details
1	3	5 minutes extra free time at the end of the day	Free period available all days except Friday

Class Pass: Building a Reward Menu

Directions. Follow these steps to create a menu of rewards for which the student can redeem unused Class Passes.

Step 1: Assemble a list of possible rewards that are affordable, appropriate for your classroom or school, and potentially motivating for students. Here are two good sources for inexpensive or free reward ideas:

- A list of rewards compiled by Dr. Laura A. Riffel:
<http://www.wisconsinpbisnetwork.org/assets/files/resources/Free%20or%20Inexpensive%20Rewards.pdf>
- Jackpot! Reward Finder: <http://www.interventioncentral.org/teacher-resources/student-rewards-finder>

Step 2: Review with the student your set of reward ideas. Ask the student whether he/she likes each reward 'a lot' (thumbs up) 'a little' (thumbs sideways), or 'not at all' (thumbs down). In the 'Reward Choice' column, list any for which the student indicates a strong preference (i.e., 'I like a lot'.) If a reward can be delivered only under certain conditions (e.g., by a specific person, at a certain time of day), use the 'Details' column to describe those conditions.

Step 3: Record in the "Number/Passes Needed" column the number of Class Passes required for each reward.

Reward	Number/Class Passes Needed	Reward Choice	Details
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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Procedures. When the Class Pass is in effect, here are the daily steps that make up this intervention:

1. The teacher issues the allotted Class Passes.
2. The student requests Class Pass breaks when needed.
3. The student takes the timed work-break.
4. The student is credited with unused Class Passes and selects rewards.

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Class Pass



Student: _____

Classroom: _____

Troubleshooting/Tips. Here are teacher tips to get the greatest benefit from using the Class Pass intervention:

- **Remind students to use the strategy.** When the teacher observes the student displaying potential escape-and-avoid behaviors, the instructor can gently remind the student of the intervention: e.g., *“You can begin your assignment or you can take a Class Pass break. It’s your choice.”*
- **Pair Class Passes with academic supports.** Students may require appropriate academic supports to help them to successfully complete schoolwork and eventually eliminate the need for scheduled work-breaks.



Behavioral Sampler: What Ideas Work for You?

Consider these behavior-management strategies.

Which one(s) might you wish to try back in your classroom or school?

Sample Behavior-Management Strategies

- School-Home Note
- Anxiety: Essay-Writing Activity ('Anxiety Essay')
- Exercise to Increase Engagement
- Active-Response Beads: Self-Management Procedure
- Class Pass