



RTI Toolkit: A Practical Guide for Schools

Building an RTI/MTSS System for Mental-Health: Guidance for School Teams

SESSION 2: Write Classroom Support Plans

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Workshop Downloads at: http://www.interventioncentral.org/MTSS_behavior

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Description. Students who display frequent disruptive behaviors can show greater levels of control and compliance after they have engaged 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 have been found to last up to 90 minutes.

Procedure. The essentials of antecedent exercise are taken from Folino, Ducharme, & Greenwald, 2014.

The student engages in sustained moderate exercise for at least 30 minutes. Any 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. Of course, activities are always supervised by an adult.

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). While not required, the school may want to use inexpensive electronic devices such as wristwatch heart monitors to track heart rate.

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

References

Folino, A., Ducharme, J. M., & Greenwald, N. (2014). Temporal effects of antecedent exercise on students' disruptive behaviors: An exploratory study. *Journal of School Psychology, 52*, 447-462.



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

Schools seek effective but workable classroom interventions to address the problem behaviors of younger students. School-home notes are one strategy that holds promise for the primary classroom: 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.

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). For example, a behavior target for a non-compliant child might be "The *student followed teacher requests.*"
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). See the attached school-home note for a generic example. A free application is also available on Intervention Central to create Behavior Report Cards, which can be used as school-home notes: <http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>
3. *Decide on the cut-point for an acceptable daily school-home note rating.* The parent and teacher decide on the minimum daily points that the child must earn on the school-home note to be eligible to earn a reward. For example, a teacher and parent create a school-home note that has 4 behavior-rating items, with a maximum of 2 points to be earned per item. The maximum points that can be earned per day on the school-home note therefore 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.
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.

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).
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.
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 but offers encouragement.



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

1. *Refresh the reinforcer menu.* Every 2 to 3 weeks, the parent should update the reinforcer menu with the child to ensure that the reward choices continue to motivate.
2. *Raise the school-home note goal.* Whenever the student has attained success on the school-home note on most or all days for a full 2 weeks, the teacher and parent should consider raising the student point goal incrementally.

Reference

Jurbergs, N., Palcic, J., & Kelley, M. L. (2007). School-home notes with and without response cost: Increasing attention and academic performance in low-income children with attention-deficit/hyperactivity disorder. *School Psychology Quarterly, 22*, 358-379.



School-Home Note

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: _____



How To: Reduce Time-Outs With Active Response Beads

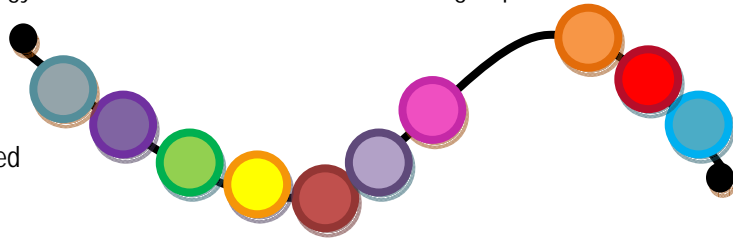
Students with behavioral disorders or ingrained patterns of non-compliant or defiant behaviors may receive in-class or out-of-class time-out as a disciplinary consequence. However, use of time-out (from reinforcement) has the serious drawback that students miss instruction while in time-out. Furthermore, because students are often directed to time-out when emotionally upset, there is a significant likelihood that they will resist the time-out placement, thus creating the potential for teacher-student power-struggles, classwide disruptions, and other negative outcomes.

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

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.

Training. The teacher meets for at least 2 sessions with the student(s) who will be using the Active Response Beads-Time Out strategy. The teacher introduces ARB-TO as a way to self-manage emotions and classroom behaviors to increase classroom success and reduce number of time-outs. In each training session, the teacher and student practice steps of the ARB-TO procedure (outlined below). Training concludes when student(s) demonstrate understanding and compliance with the procedure.

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.

Here are the 4 ARB-TO steps:

1	Teacher Initiates ARB-TO Strategy
	<p>Teacher: The teacher directs the student to "go get an ARB".</p> <p>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.</p>

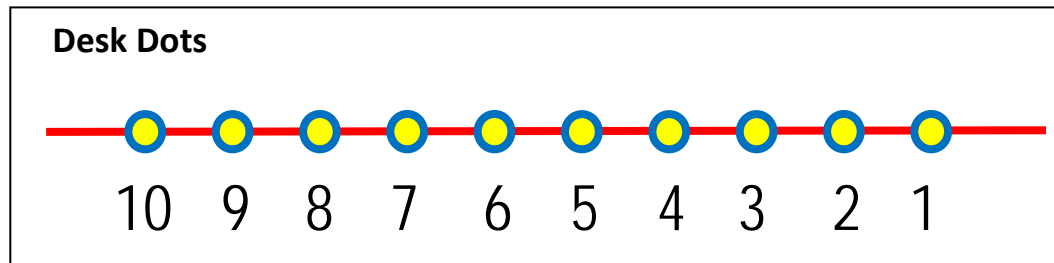


2	Student Uses Active Response Beads
	<p>Teacher: The teacher praises compliance and directs the student to begin the ARB-TO procedure:</p> <p>"Thanks for getting your ARB . You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."</p> <p>Student: The student puts 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:</p> <ul style="list-style-type: none"> • 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. <p>Upon completing the count, the student raises head from desk.</p>
3	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>
4	Teacher Redirects the Student to Academic Task
	<p>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.</p> <p>"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."</p> <p>Student: The student resumes the academic task or rejoins the learning activity.</p>



Adaptations. Here are two adaptations of the ARB-TO procedure to increase convenience and extend student skills:

- *Replace Beads With 'Desk Dots'.* Teachers may want to use the student self-directed calm-down strategy



represented by ARB-TO but also wish to avoid managing sets of beads or having emotionally upset students leave their seats to retrieve bead sets. 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.

- *Train Students to Self-Manage Use of ARB-TO.* As students become familiar with, and comfortable using, Active Response Beads-Time Out, the teacher can give those students their own bead sets. Students would then be encouraged to monitor their own emotional states and use the beads (or Desk Dots) when needed as a calming device--without teacher prompting.

Reference

Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. *Journal of Behavioral Education, 13*(1), 25-36.