

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

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## Session 2: Write Classroom Support Plans

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



# *Handout 1*



*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**

Jim Wright, Presenter

28 February 2019  
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Workshop Downloads at: [http://www.interventioncentral.org/MTSS\\_behavior](http://www.interventioncentral.org/MTSS_behavior)

Workshop PPTs and handout available at:

[http://www.interventioncentral.org/MTSS\\_behavior](http://www.interventioncentral.org/MTSS_behavior)

*Handout 2*

Function-Based  
Thinking: Forms for  
Problem Analysis &  
Plan-Building

# Response to Intervention/Multi-Tier System of Supports

## Handout 3

### BELIEFS ABOUT BEHAVIOR – 4<sup>th</sup> Edition Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.  
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.	A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.	I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.	How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.	For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.	Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.	If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.	Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.	If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.	Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.	It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.	Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.	Students should behave and study to learn the material. This is their responsibility, not mine.

## RTI/MTSS for Behavior: 3-Session Series

- Session 1: Master the Model (16 January 2019)
- Session 2: Write Classroom Support Plans (28 February 2019)
- Session 3: Follow the Data (14 March 2019)

## Highlights from Session 1: 16 Jan 2019

- Building/District Behavioral Needs Assessment
- Review of RTI/MTSS-Behavior Tiers 1,2,3
- Prioritizing Your Goals for Implementing the RTI/MTSS-Behavior Model

### *RTI/MTSS-Behavior Needs Assessment.*

What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?





## Response to

# Activity: Behavior Needs Assessment

- Review these 10 items from your school/district behavioral needs assessment.
- Select up to 4 items from this list that you feel MOST impact your school or district.
- Rank your choices in descending order of importance (e.g., greatest challenge = "1", etc.).

## Behavioral Needs-Assessment Items:

1. Motivation
2. Bullying
3. Disruptive Classroom Behavioral Climate
4. High-Amplitude Behaviors
5. Vague Descriptions of Student Problems
6. Limited Data on Behavioral Interventions
7. No Decision Rules for Behavioral 'Non-Responders'.
8. Differing Philosophies about Behavior Management
9. Variability of Behavior-Management Skills
10. 'System' Breakdowns in Supporting Students with Intensive Needs



RTI/MTSS for Behavior:  
Tiers 1, 2 & 3 and  
School-Wide Screening:  
Quality Indicators



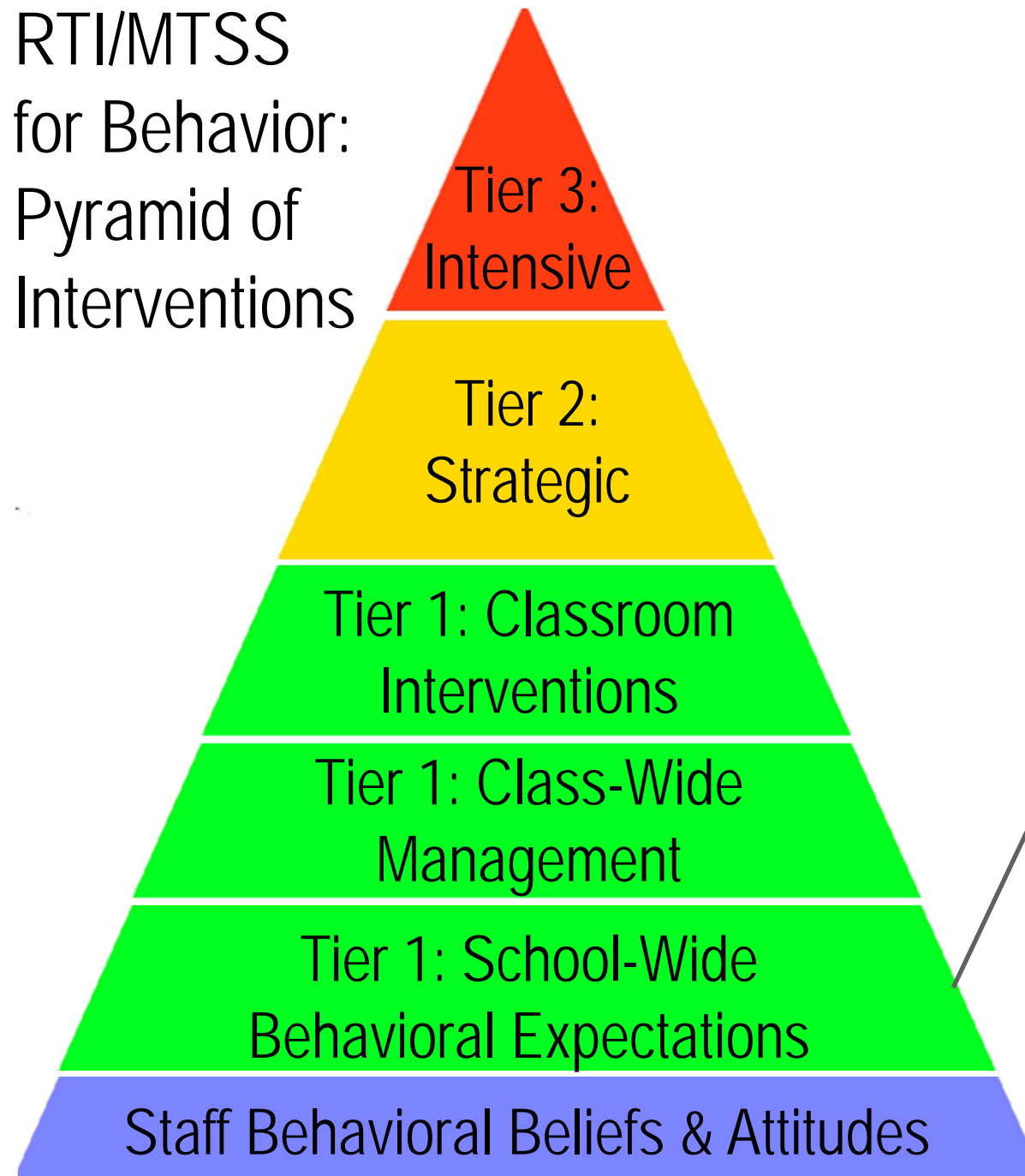
# RTI/MTSS-Behavior: Quality Indicators

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

## Response to Intervention/Multi-Tier System of Supports

### RTI-Behavior at Tier 1: 5 Steps



**Step 1: Develop School-Wide Behavioral Expectations.**

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**Step 2: Translate School-Wide Expectations into Site-Specific Rules.**

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**Step 3: Teach Expected Behaviors to Students.**

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**Step 4: Reinforce Positive Behaviors.**

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**Step 5: Monitor Program Implementation and Impact.**

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## RTI/MTSS-Behavior Elements: Prioritize!

- 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: School-Wide Behavioral Expectations:  
B.1.1-B.1.4.*

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 Element	Rating: How Important?	Discussion Notes
<input type="checkbox"/> [B.1.1] <b>Develop School-Wide Behavioral Expectations.</b> To establish its "behavior curriculum", the school develops a general set of universal behavioral expectations that apply in any setting.	Low Priority   High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.2] <b>Translate School-Wide Expectations into Site-Specific Rules.</b> The school (1) identifies the range of different settings in which students are expected to function, (2) determines who is responsible for managing behavior in those settings, and (3) enlists these individuals to translate building-wide expectations into more detailed site-specific rules.	Low Priority   High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.3] <b>Teach Expected Behaviors.</b> The school trains students in the appropriate ways of treating those behaviors as a part of the curriculum to be taught.	Low Priority   High Priority .....2.....3	
<input type="checkbox"/> [B.1.4] <b>Reinforce Positive Behaviors.</b> The school adopts a building-wide system to consistently acknowledge and reinforce positive student behaviors. This system can include adoption of tokens to be distributed contingent on positive behavior (e.g., 'good behavior tickets'), a mechanism to redeem earned tokens for individual or group rewards, and linking of awarded tokens to praise for the observed positive behaviors.	Low Priority   High Priority 0.....1.....2.....3	



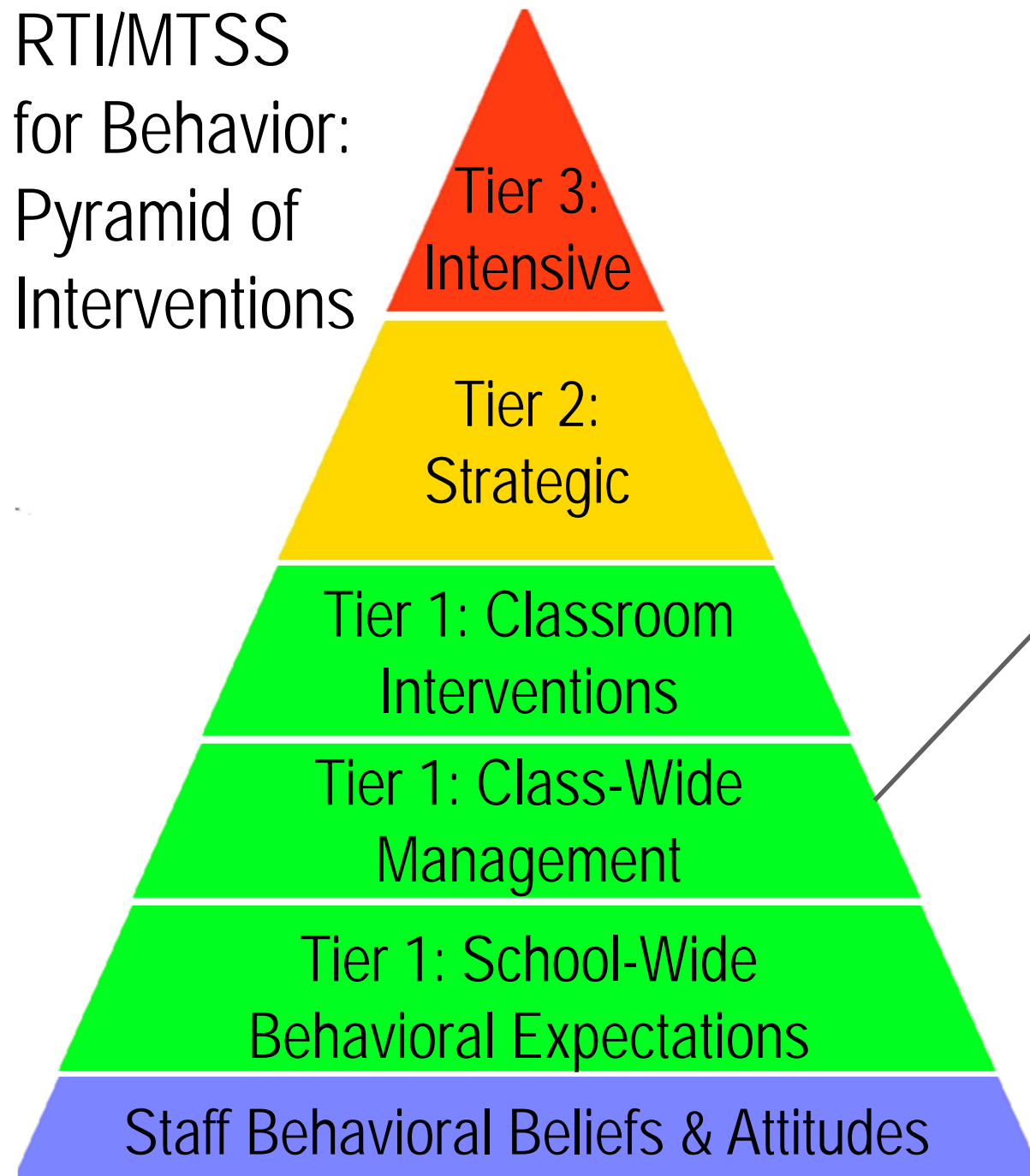


# RTI/MTSS-Behavior: Quality Indicators

**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: 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.





## Tier 1: Class-Wide Management.

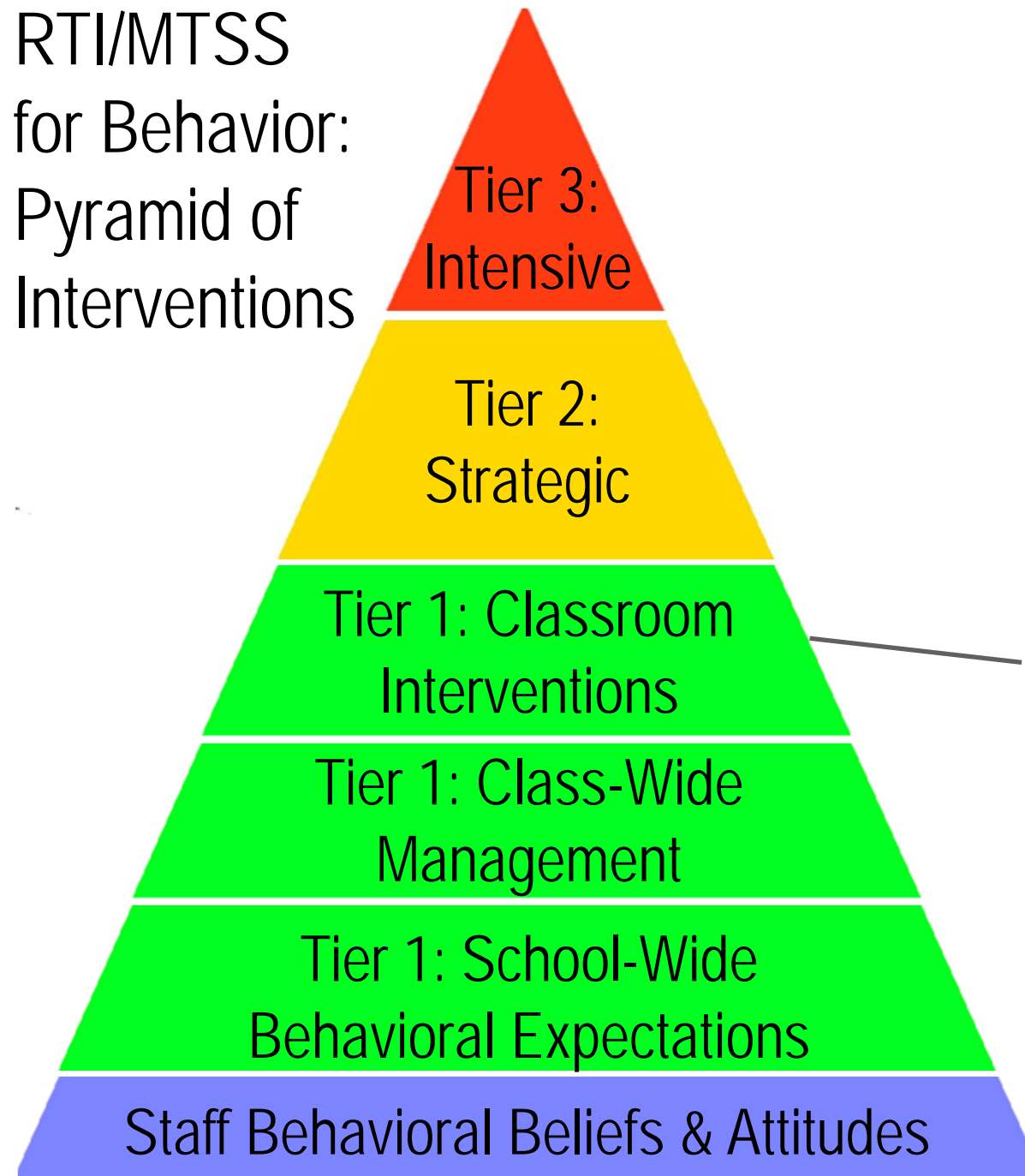
- **[B.1.5] Teach Expected Behaviors.** The teacher teaches, reviews, monitors, and reinforces expected classroom behaviors tied to school-wide behavioral expectations (Simonsen et al., 2008).

# RTI/MTSS-Behavior: Quality Indicators

**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 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.

### Activity: What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?

- Imagine a teacher who has a student with a recurring (but manageable) problem behavior (e.g., inattention; non-compliance; calling out).
- Next to each item jot down what you think should be the *minimum* expectation for any teacher to follow when they respond to this kind of problem behavior.



#### Elements of effective classroom intervention

1. Describe the student problem behavior clearly and specifically
2. Find/use effective behavior-management strategies.
3. Record (write down) intervention efforts.
4. Collect data on whether the problem behavior improves
5. Communicate with the student.
6. Communicate with parent(s).

### Interventions: Scheduled or Contingency-Driven?

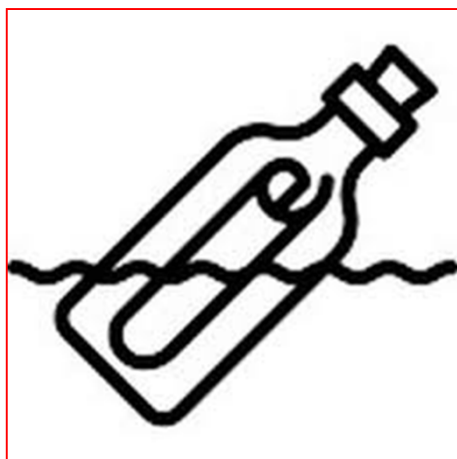
One of the elements that separate academic from behavioral interventions is that:

- **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while
- **behavioral interventions** are often contingency-driven (administered *contingent* on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

# RTI/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

**Colleagues.** Your intervention efforts can be read by your fellow teachers and future educators

**Parents & Student.** You can make the creation of the Classroom Support Plan the focus of student and parent conferences.



**RTI/MTSS Problem-Solving Team.** Your classroom intervention plan helps the team to make better recommendations.

**CSE/Special Education Eligibility Team.** Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

## RTI-B: Tier 1: Classroom Intervention: *Resource Alert*



### *Classroom Intervention Planning Sheet*

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions while following an RTI-B problem-solving process. (Online)

#### Classroom Intervention Planning Sheet

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

##### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

##### Intervention

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

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

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

##### Materials

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

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

##### Training

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

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

##### Progress-Monitoring

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

Type of Data Used to Monitor:	Behavior Report Card
Baseline	Outcome Goal
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days
How often will data be collected? (e.g., daily, every other day, weekly):	
BRC completed daily during Independent Seatwork period	

##### Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist



# RTI/MTSS-Behavior: Quality Indicators

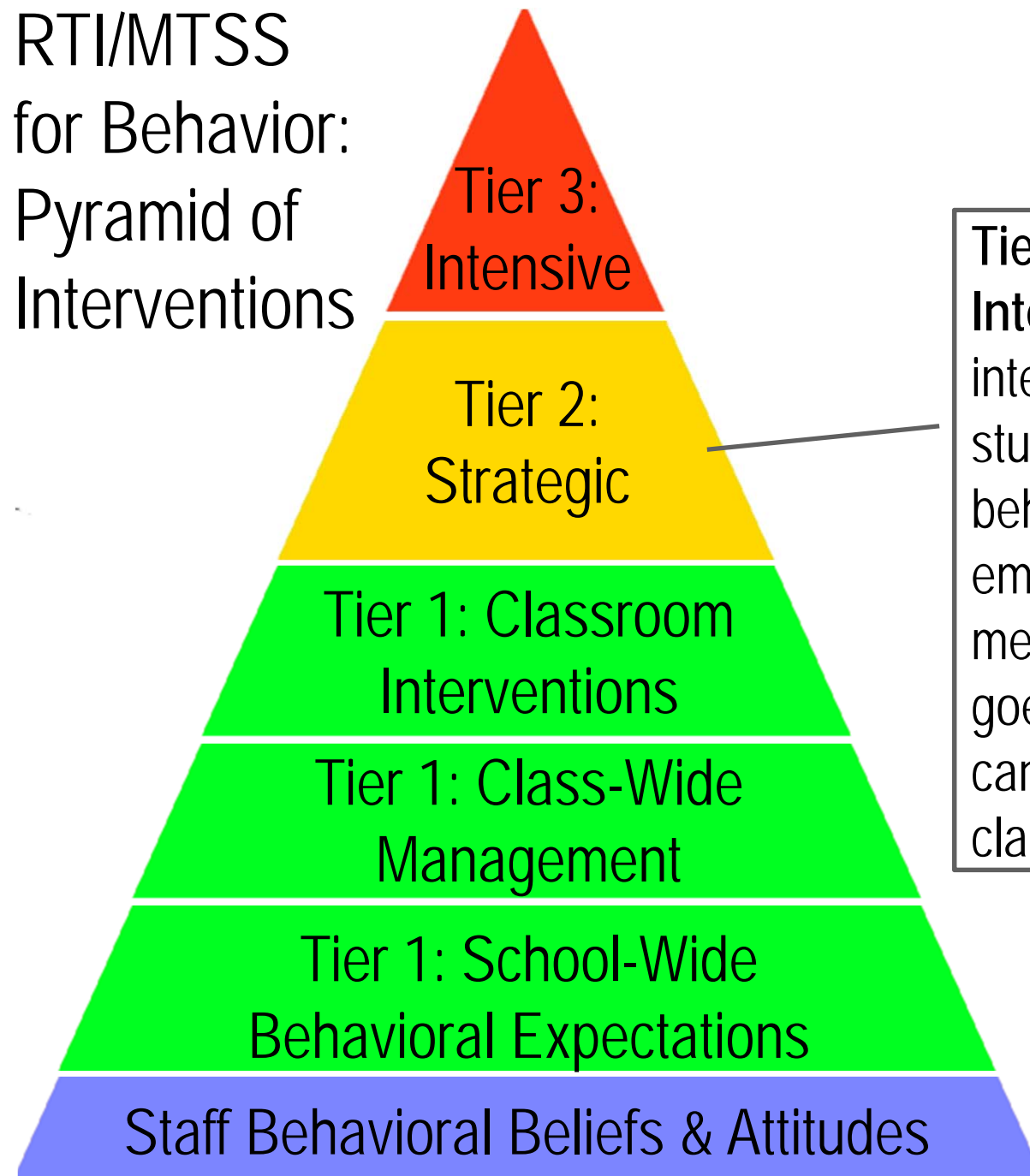
**Tier 2: Strategic Interventions.** Tier 2 interventions target students who need behavior and/or social-

emotional support that goes beyond that which can be provided in the classroom. Tier 2 interventions are often 'standard-protocol' programs that match common student intervention needs in a school.

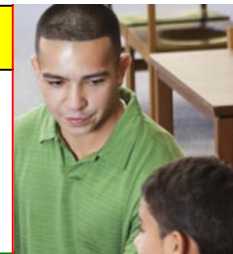




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Interventions



**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.



### Tier 2: Strategic Interventions.

- **[B.2.1] Inventory Evidence-Based Services.** The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).

This inventory may include:

- ☐ group-delivered interventions (e.g., social-skills training programs);
- ☐ mentoring programs (e.g., Check & Connect);
- ☐ individual counseling (e.g., Solution-Focused Brief Counseling);
- ☐ individualized behavior plans to be implemented across at least 2 instructional settings.

# Response to Intervention/Multi-Tier System of Supports

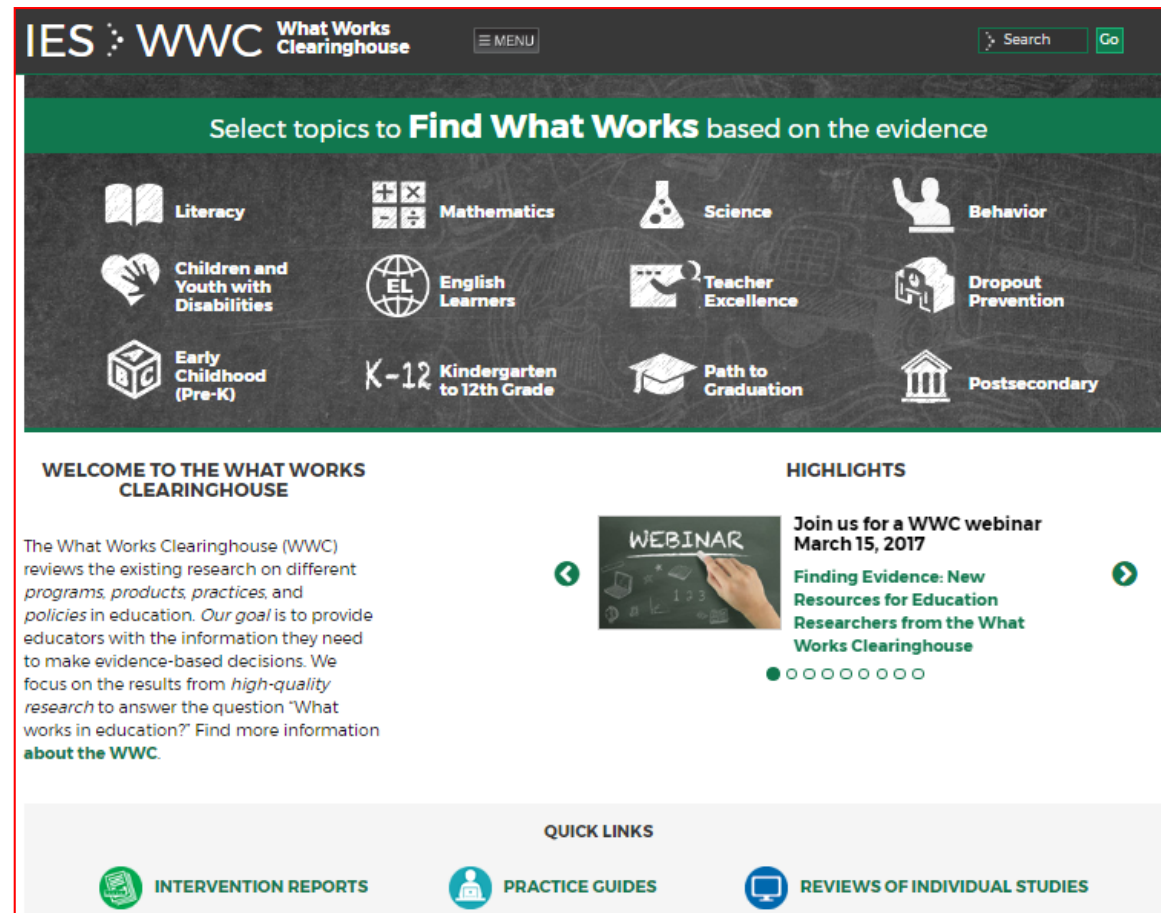
Where to Find Tier 2  
Behavioral Interventions:

What Works  
Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

This website reviews core instruction and intervention programs in student behavior and dropout prevention, as well as number of academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.



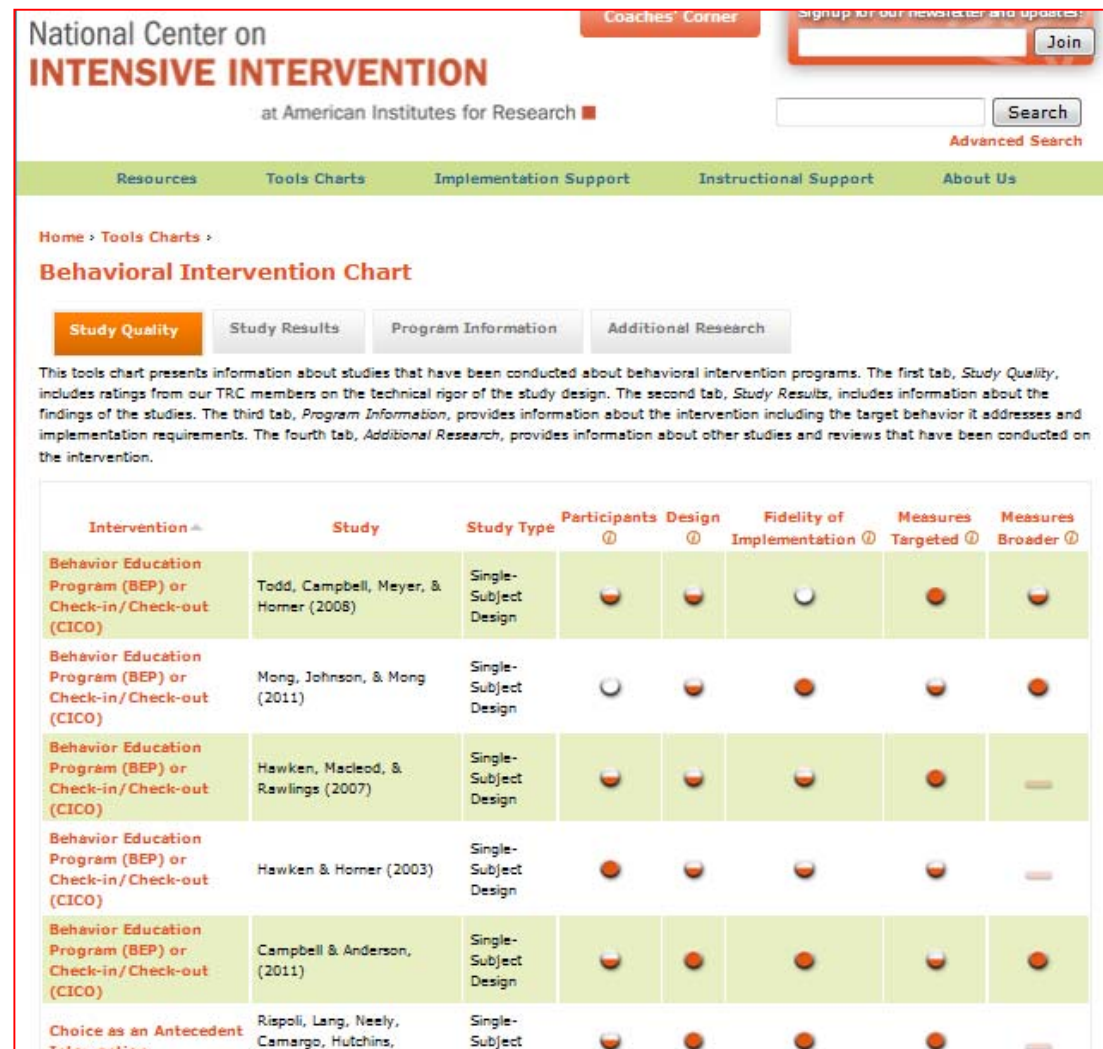
# Response to Intervention/Multi-Tier System of Supports

Where to Find Tier 2  
Behavioral Interventions:

National Center on Intensive  
Intervention Behavioral  
Intervention Tools Chart  
<http://www.intensiveintervention.org/chart/behavioral-intervention-chart>

Sponsored by the National Center  
on Intensive Intervention, this page  
provides ratings for behavior  
intervention programs.

Users can streamline their search  
by subject and grade level  
(elementary or middle school).



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Home > Tools Charts > Behavioral Intervention Chart

Study Quality | Study Results | Program Information | Additional Research

This tools chart presents information about studies that have been conducted about behavioral intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Study Results*, includes information about the findings of the studies. The third tab, *Program Information*, provides information about the intervention including the target behavior it addresses and implementation requirements. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention.

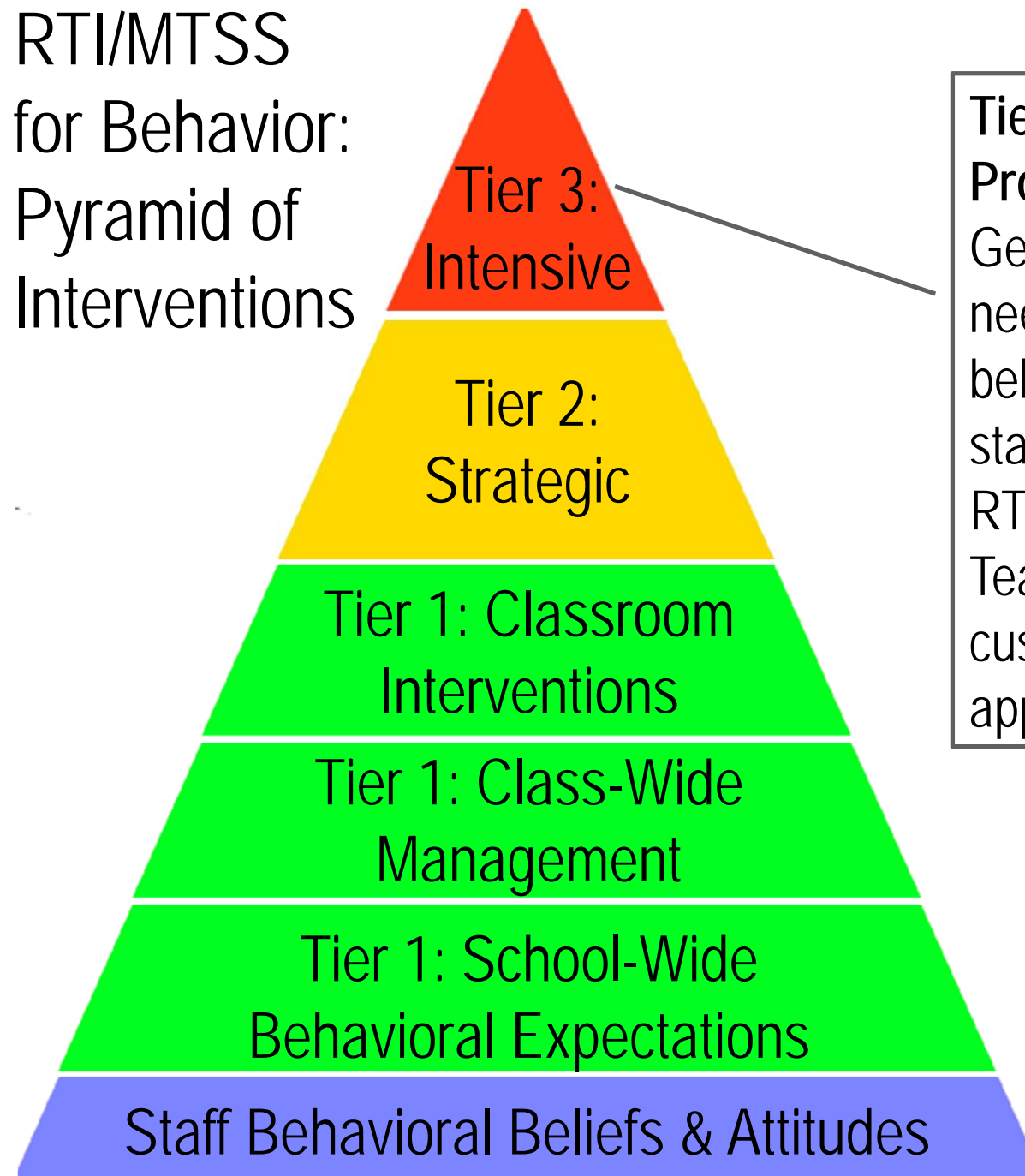
Intervention	Study	Study Type	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Todd, Campbell, Meyer, & Horner (2008)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Mong, Johnson, & Mong (2011)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken, Macleod, & Rawlings (2007)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken & Horner (2003)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Campbell & Anderson, (2011)	Single-Subject Design	●	●	●	●	●
Choice as an Antecedent Intervention	Rispoli, Lang, Neely, Camargo, Hutchins,	Single-Subject	●	●	●	●	●

# RTI/MTSS-Behavior: Quality Indicators

**Tier 3: Intensive: RTI/MTSS Problem-Solving Team.** General-education students needing Tier 3 academic or behavioral services require the RTI/MTSS Problem-Solving Team, which follows a customized, team-based 'problem-solving' approach.



# 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 Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator



### Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1: Select Intervention Target(s)**
- **Step 2: Inventory Student's Strengths, Talents, Interests, Incentives**
- **Step 3: Review Background/Baseline Data**
- **Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.**
- **Step 5: Design an Intervention Plan**
- **Step 6: Share RTI Intervention Plan With Parent(s)**
- **Step 7: Review the Intervention and Progress-Monitoring Plans**

## RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 2 on Th 28 February 2019.

### 1. Sketch Out Your RTI/MTSS-Behavior Plan.

Use the *RTI/MTSS for Behavior: District-Wide Planning Tool* to begin developing an RTI/MTSS-Behavior plan that meets the needs of your school or district.

## RTI/MTSS-Behavior: Homework Ideas

### 2. Conduct Your Own Behavior Needs

**Assessment.** Your team can replicate the behavior-needs assessment activity we did today (using posted PowerPoints and needs-assessment handout) with one or more groups back in your school or district. (Conducting a behavioral needs assessment is a good starting point to building staff support for RTI/MTSS-Behavior.)

## RTI/MTSS-Behavior: Homework Ideas

- 3. Define Expectations for Classroom Behavior Interventions.** Use the handout *What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?* to foster a discussion in your school/district about minimum expectations for teacher-led classroom interventions. (This work will prepare you for our reviewing of a classroom toolkit for behavior interventions in our next session.)

## RTI/MTSS-Behavior: Homework Ideas

4. **Map Your School Programs/Practices that Support SEL.** Review the *New York State Social Emotional Learning (SEL) Benchmarks*. Inventory any programs and practices in your school that potentially could support each of the benchmarks.

## RTI/MTSS-Behavior: Homework Ideas

### **5. Build Your Own Homework Assignment.**

Review the content and activities from today's workshop. Create any homework assignment(s) that will help you to advance your RTI/MTSS-Behavior model.



## Activity: Homework Report-Out






- Select a spokesperson.
- Review any homework that your group completed since our last meeting on 16 January 2019.
- Prepare a brief summary to present to the large group.



# RTI/MTSS-Behavior: Scope of Today's Work

-  Review the RTI/MTSS-Behavior Model: District-Wide.  
What are important district-wide RTI/MTSS elements?
-  Assess Your School's 'Behavior Belief System'. How can you measure the behavior belief system of staff? And how can you encourage a positive view of interventions for behavior?

- 
-  Tier 1: Analyzing Behavior: How to Write an ABC/Behavior Statement. What simple tool can help teachers to better understand the function of a student's problem behavior(s)?
  -  Tier 1: Building a Classroom Behavioral Intervention 'Toolkit'.  
What are feasible ideas that a teacher can use in the classroom to better manage or even prevent problem behaviors?
  -  Tier 2: Analyzing Behavior: 'Function-Based Thinking'. What is a process for analyzing problem behaviors that consultants can use with teachers *prior to* an FBA/BIP?



# RTI/MTSS-Behavior: Quality Indicators

**RTI/MTSS-Behavior: District-Wide.** The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS-behavior model is implemented with fidelity and consistency across classrooms, grade levels, and schools.



# Response to Intervention/Multi-Tier System of Supports

*Session 1*  
*6 Jan 2019*  
*Handout 1*  
*p. 8*



*RTI Toolkit: A Practical Guide for Schools*

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

## **SESSION 1: RTI/MTSS for Mental Health: Master the Model**

Jim Wright, Presenter

16 January 2019  
Eastern Suffolk BOCES  
15 Andrea Road  
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Email: [jim@jimwrightonline.com](mailto:jim@jimwrightonline.com)  
Workshop Downloads at: [http://www.interventioncentral.org/MTSS\\_behavior](http://www.interventioncentral.org/MTSS_behavior)

### RTI/MTSS-Behavior: District-Wide



- **[B.5.1] Write RTI/MTSS District Plan.** The district has created a multi-year RTI/MTSS-behavior implementation plan to cover all schools.
- **[B.5.2] Establish District Leadership Team.** The district has established an RTI/MTSS Leadership Team composed of central office and building representatives. This team meets periodically (e.g., every 4-8 weeks) to implement and update the district RT/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.

### RTI/MTSS-Behavior: District-Wide



- **[B.5.3] Adopt an SEL Curriculum.** The district uses a classroom/school-wide curriculum to teach and reinforce key Social-Emotional Learning (SEL) skills.
- **[B.5.4] Develop 'Non-Responder' Decision Rules.** The district has developed decision rules to determine when a general-education student who has received a series of RTI/MTSS-behavior interventions is a 'non-responder' and requires referral to the special education eligibility team (CSE).



## RTI/MTSS-Behavior Elements: Prioritize!

- 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

*RTI/MTSS  
Behavior:  
District-Wide:  
B.5.1-B.5.4.*

RTI/MTSS-Behavior: District-Wide. The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS-behavior model is implemented with fidelity and consistency across classrooms, grade levels, and schools.		
RTI/MTSS Element	Rating: How Important?	Discussion Notes
<input type="checkbox"/> [B.5.1] Write RTI/MTSS District Plan. The district has created a multi-year RTI/MTSS-behavior implementation plan to cover all schools.		
<input type="checkbox"/> [B.5.2] Establish District Leadership Team. The district has established an RTI/MTSS Leadership Team composed of central office and building representatives. This team meets periodically (e.g., every 4-8 weeks) to implement and update the district RT/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.	Low Priority   High Priority 0.....1.....2.....3	
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**The Power of Beliefs.**  
Staff beliefs & attitudes toward student behavior act as a hidden but powerful catalyst—either encouraging or discouraging adoption of RTI/MTSS for behavior.





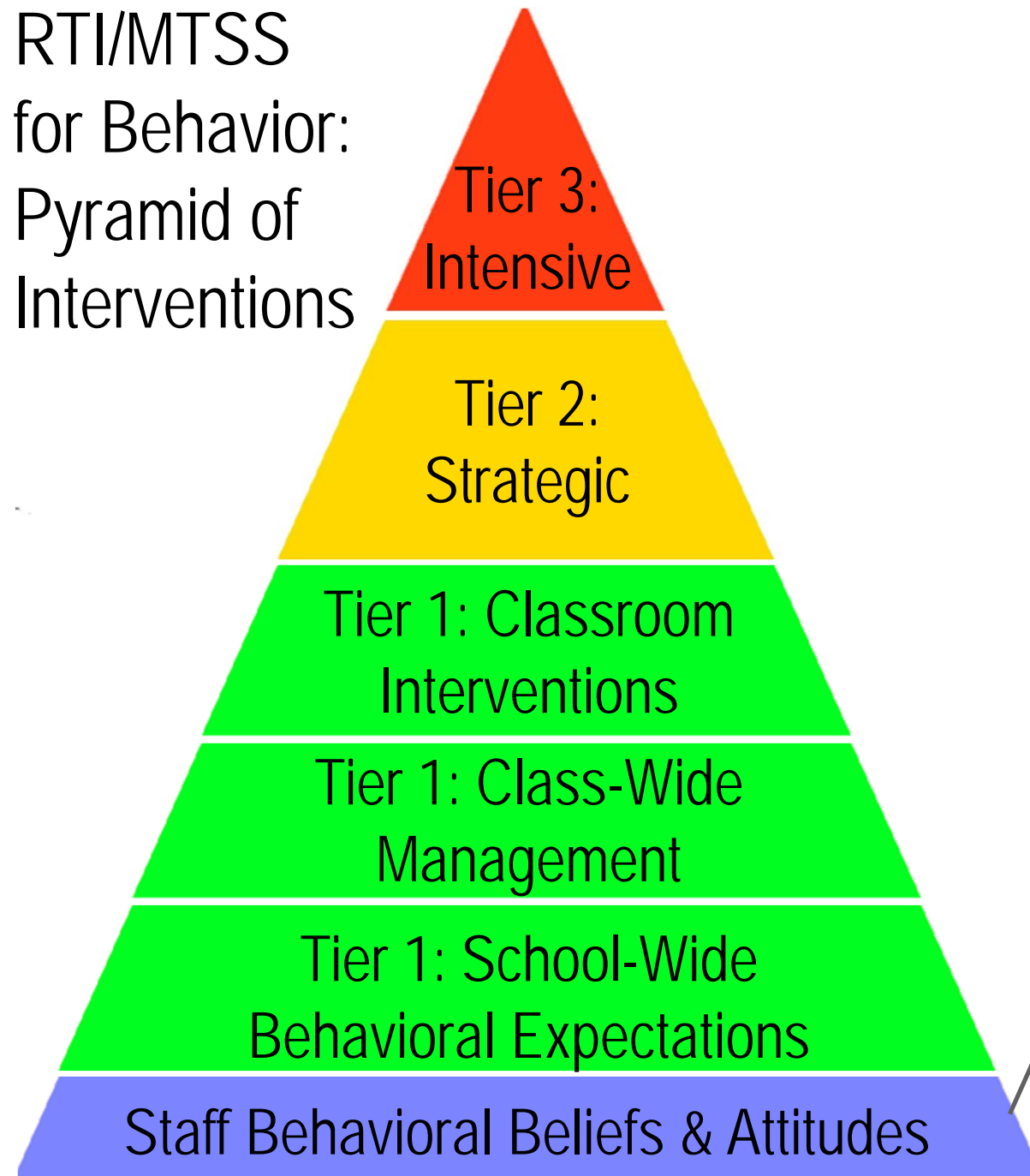
# The Power of Beliefs

## Guiding Points for Educators...



- Positive, optimistic staff attitudes about student behavior are an important pre-condition to successful adoption of RTI/MTSS-Behavior.
- Beliefs translate directly into behavior: The most powerful way that staff convey their behavioral expectations to students is through **modeling**. Remember, students pay attention not to what staff **say** but what they **do**.

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Interventions



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



“

*The continued use of ineffective exclusionary practices has very little to do with a student's behavior and very much to do with a teacher's behavior.*

”

-John W. Maag

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

There are several reasons why teachers may continue to react to student misbehavior with **punitive responses**—including removal from the classroom—rather than adopting actions that reinforce learning and a **positive** classroom environment.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

1. **Teachers lack the skills to use positive behavior strategies** (Bear 2013). Instructors lack the training to refocus their management strategies in a positive direction.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

2. **Teachers retain their current disciplinary procedures as familiar, comfortable** (Thaler & Sunstein, 2009).  
Whenever people (including teachers) are asked to change important aspects of their professional behavior, there is a tendency to cling to known and comfortable routines—even when we get mediocre results. This reluctance to give up the familiar and embrace change is universal--and is known as the 'status quo' bias.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

3. Teachers are pulled into confrontational situations because students control the interactions (Conroy et al., 2009). Teachers may have good intentions to adopt positive practices. However, when students are defiant or non-compliant, these educators find themselves 'pulled' into a confrontation. So the student actually controls the interaction.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

4. Teachers are (negatively) reinforced by use of **punishment** (Maag, 2012). When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor-thus increasing the likelihood that the teacher will use the strategy repeatedly.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

5. Teachers use punishment because they see that it **works—for most** (Maag, 2001). In a typical student population, sending a student to the principal's office is quite effective for the 95% who show few behavior problems. The same disciplinary response is ineffective with about 5% of students, who either don't care or wish to escape the classroom. The teacher, however, may assume that these recalcitrant students simply need more of the same punishment for it to be effective--so problem interactions intensify.

## 6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

6. Teachers see 'zero tolerance' of misbehavior as an important teaching tool (Skiba et al., 2006). The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons about consequences in the 'real world' (Skiba et al., 2006).

Source: Skiba, R. J., Reynolds, C. R., Graham, S., Shera, P., Conoley, J. C., & Garcia-Vazquez, E. (2006). *Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. Report by the American Psychological Association of the Zero Tolerance Task Force.* Washington, DC: American Psychological Association. Retrieved on January 18 2015 from <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>.



05 : 00

## Activity: Why the Teacher Reluctance ?

- Discuss the reasons shared here for why teachers may be reluctant to move from punitive to positive behavior intervention strategies.
- Select 1-2 reasons that you believe might be MOST prevalent in your school .
- For each reason selected, come up with positive ideas to address that roadblock.

## 6 Reasons for 'Reluctance' in Moving from Punishment to Positive Strategies

1. Teachers lack the skills to use positive behavior strategies
2. Teachers retain their current disciplinary procedures as familiar, comfortable
3. Teachers are pulled into confrontational situations because students control the interactions.
4. Teachers are (negatively) reinforced by the use of punishment.
5. Teachers use punishment because they see that it works—for most.
6. Teachers see 'zero tolerance' of misbehavior as a teaching tool.

# Response to Intervention/Multi-Tier System of Supports

## Beliefs About Behavior: 30-Item Staff Questionnaire

Activity:  
*Complete the BAB.*

BELIEFS ABOUT BEHAVIOR – 4<sup>th</sup> Edition  
Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.  
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How student management is related to my classroom I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students effective at detention or punishment, punitive discipline is effective at deterring misbehavior, office referral, suspension, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should be ready to learn—I should not have to teach them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student is in a team meeting, I should refer him/her to a team meeting if education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

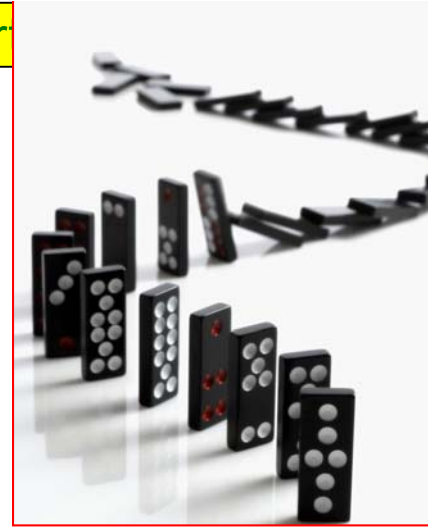
InterventionCentral  
10-Minute 'Count Down' Timer

10:00

[www.interventioncentral.org](http://www.interventioncentral.org)

## Beliefs About Behavior Staff Questionnaire: How to Use...

- Research indicates that when the attitudes of 80% of a group are in alignment, that group can reach a 'tipping point' where positive change can occur across your system (e.g., school building).
- The BAB can provide insight into those beliefs about student behavior held by the majority of your staff.



## Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

This is an anonymous survey designed to look at one's beliefs with regard to behavior.  
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Page 1 of 2					
					<b>Survey Items:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.



## Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.	Students who <u>do not</u> respond well to basic classroom management should receive evidence based interventions to address their behavior before evaluation for special education or more restrictive placements is considered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.	Even without parental involvement and support, schools can effectively teach students' behavioral expectations and social skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.	All my students are entitled to positive interactions with me, regardless of whether they have behavior problems that disrupt my teaching.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.	Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.	Only students with IEPs are entitled to function-based behavior plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.	Students with emotional and behavior disabilities should be educated outside of general education classes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22.	I do not have the time to implement individual interventions or behavior plans for students who engage in behavior problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23.	Adolescent students with emotional and behavioral problems can respond well to school-based supports.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24.	The primary reason students misbehave in school is their lack of parent support.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25.	An incentive program is an important component to building an effective behavior support program, so students can be provided or earn access to items, activities, and/or privileges when they engage in desired behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26.	Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27.	Motivational systems that provide extrinsic rewards harm intrinsic motivation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28.	Just like we teach academics, schools should set aside time to teach all students important social-emotional skills, such as managing one's emotions, demonstrating care and concern for others, and problem-solving interpersonal conflicts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29.	Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30.	The mission of a school should be to teach both academic and social emotional skills that lead to success in life.

### Beliefs About Behavior Staff Questionnaire: How to Score...

- Have all staff complete the 30-item BAB survey.
- Score each survey, awarding a point for every response that is 'favorable or supportive' of positive behavior management. Add up all earned points to assign the survey a global score (max score = 30).
- Rank survey scores for all building staff in descending order.
- Find the score at the point in your school list that includes 80% staff cut-off. That number gives you an indicator of current staff attitudes toward student behavior.



# Beliefs About Behavior: School Survey Examples

**School A.** Staff survey shows that 80% of staff responded with 15 or more supportive ratings.

Ranking	Total Pts
1	30
2	28
3	22
4	22
5	21
6	20
7	19
8	15
9	12
10	6

80 %

**School B.** Staff survey shows that 80% of staff responded with 25 or more supportive ratings.

Ranking	Total Pts
1	30
2	30
3	29
4	28
5	27
6	27
7	26
8	25
9	22
10	15

80 %

## RTI/MTSS-Behavior: Gauging Staff Beliefs About Behavior

Discuss either of these questions:

1. How might you use the Beliefs About Behavior Questionnaire in your own school/district to measure staff attitudes?

OR

2. What are other methods that you could use to discover staff beliefs about student behavior?

BELIEFS ABOUT BEHAVIOR – 4 <sup>th</sup> Edition Diana Browning Wright and Clayton R. Cook, 3/2012					
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*Big Ideas in  
Behavior  
Management.*

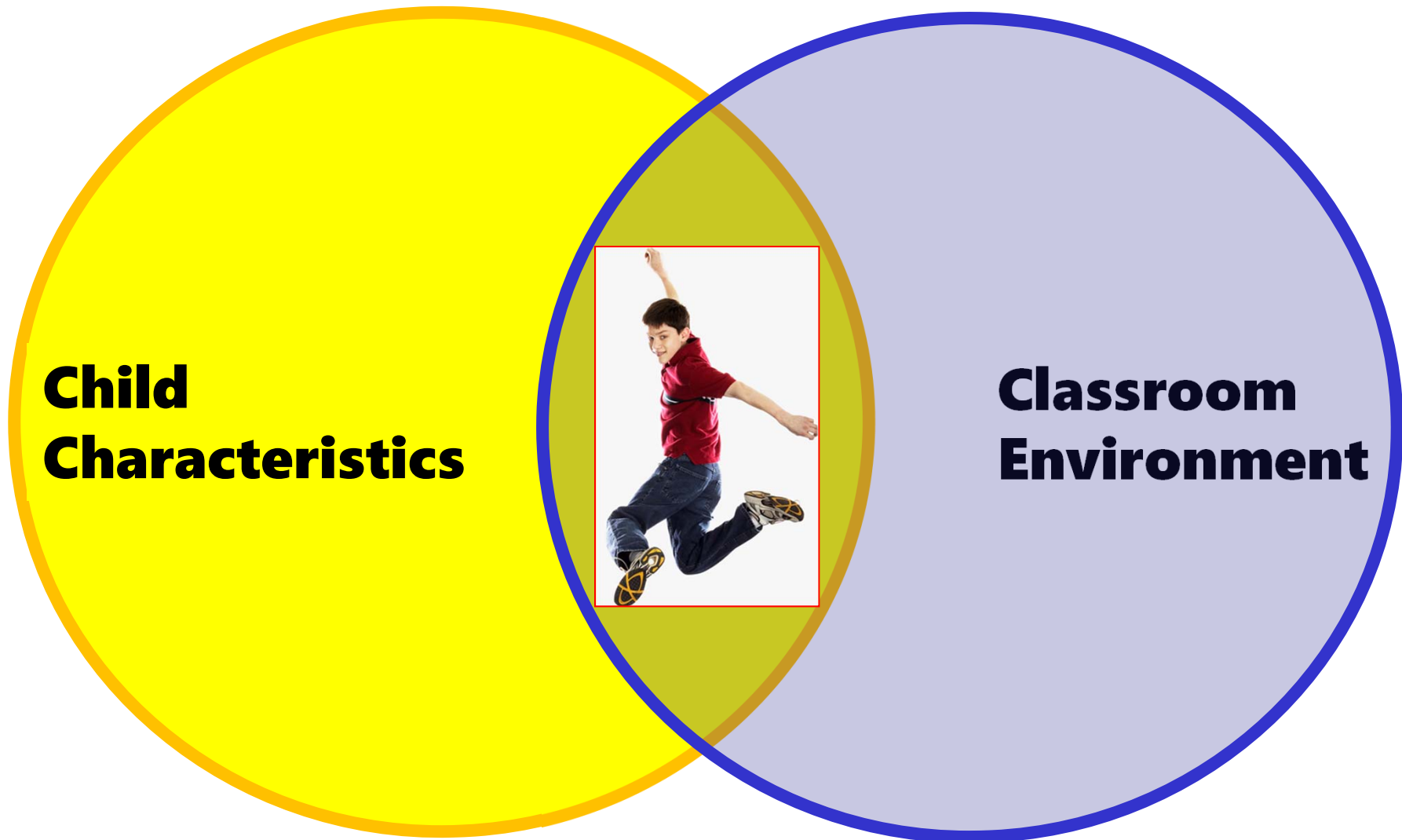


What key concepts can lay the groundwork for teacher success in managing challenging behaviors?  
(Handout 2 from 16 Jan session; pp. 4-5)

“ *Problems are an unacceptable discrepancy between what is expected and what is observed.* ”

-Ted Christ

## Behavior in the Classroom: A Product of...



Source: Farmer, T. W., Reinke, W. M., & Brooks, D. S. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. *Journal of Emotional and Behavioral Disorders*, 22(2), 67-73.

### Interventions: Scheduled or Contingency-Driven?

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

- **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while
- **behavioral interventions** are often contingency-driven (administered *contingent* on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

## '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!

1

## '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).
- **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.)



### 'Big Ideas' in Behavior Management...


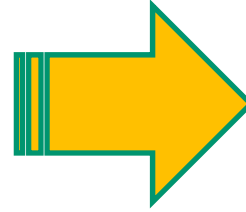
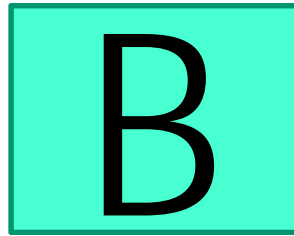
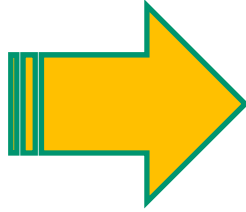
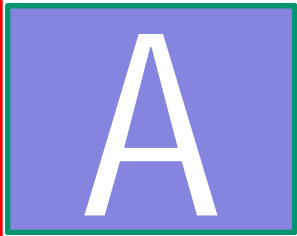
- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

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



**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.

5

## '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.

6




erve

## '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 staff at your school or district 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.*



***ABC/Behavior Statement.*** What is a way to describe a student's problem behavior that can guide the teacher to find effective strategies to fix that behavior? Handout 1; pp.2-6.

## Behavior ('ABC') Statement

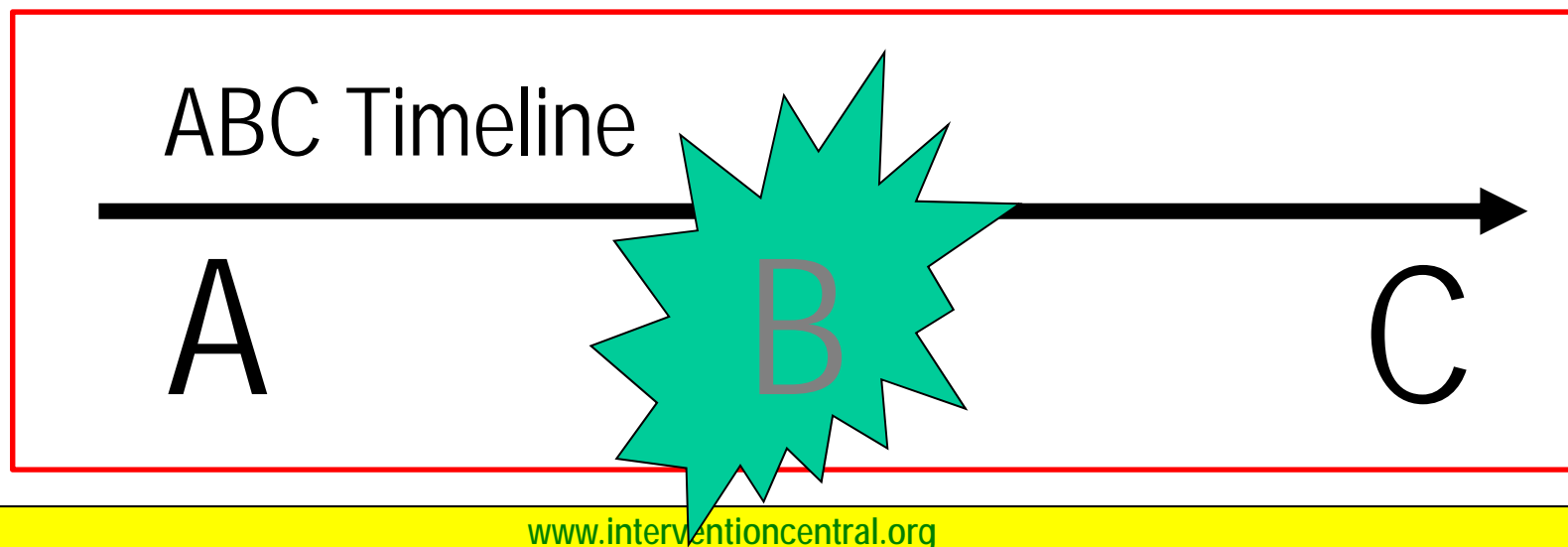
The behavioral statement--also known as the 'ABC' (Antecedent-Behavior-Consequence) statement-- is a simple template that helps teachers to better define and understand a student's behavior. It describes:

- 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

A

B

C

## 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/Multi-Tier System of Supports

## 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"/> Re <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. 5-6



# 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><b>Antecedent/Activity.</b> 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 <b>most problematic</b>. 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

## Classroom Behavior

### 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 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 instructional topics
- ☐ Whispers/talks to other students about non-instructional/academic topics: e.g., 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 or discourage students to misbehave
- ☐ Fails to begin in-class assignment (e.g., refusal)

**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.



## Behavior: Examples

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Sits inactive</li><li><input type="checkbox"/> Puts head on desk</li><li><input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window)</li><li><input type="checkbox"/> Leaves seat without permission</li><li><input type="checkbox"/> Requests bathroom or water breaks</li><li><input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Calls out with instructionally relevant comments</li></ul>  |
| <ul style="list-style-type: none"><li><input type="checkbox"/> Whispers/talks/mutters to self</li><li><input type="checkbox"/> Makes loud or distracting noises</li><li><input type="checkbox"/> Calls out with non-instructional comments</li></ul>  | <ul style="list-style-type: none"><li><input type="checkbox"/> Plays with/taps objects</li><li><input type="checkbox"/> Throws objects</li><li><input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)</li><li><input type="checkbox"/> Whispers/talks to other students about non-instructional topics</li><li><input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions</li></ul> |

## Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<p><b>Consequence/Outcome.</b> 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.</p>		<ul style="list-style-type: none"> <li>— Student fails to complete work.</li> <li>— Teacher ignores the behavior ('planned ignoring').</li> <li>— Teacher redirects the student.</li> <li>— Teacher reprimands the student.</li> <li>— Teacher conferences w/ the student.</li> <li>— Student receives positive peer attention.</li> <li>— Student receives negative peer attention.</li> <li>— Student is briefly timed-out within the classroom.</li> <li>— Student is briefly timed-out outside of the classroom.</li> <li>— Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</li> <li>— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</li> <li>— Student receives a 'respite' break away from peers to calm down before rejoining class.</li> <li>— Student is sent from the classroom to talk with a counselor/ psychologist/social worker.</li> <li>— Student receives a snack, nap, or other support.</li> <li>— Other: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer attention</li> <li><input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s)</li> <li><input type="checkbox"/> Power/control in interactions with peer(s)</li> <li><input type="checkbox"/> Adult attention</li> <li><input type="checkbox"/> Power/control in interactions with adult(s)</li> <li><input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</li> <li><input type="checkbox"/> Fulfillment of physical needs: e.g., sleep</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Homework collection</li> <li><input type="checkbox"/> In-class homework review</li> <li><input type="checkbox"/> Tests and/or quizzes</li> <li><input type="checkbox"/> Class dismissal</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p>answers or help with directions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes verbal threats toward peers</li> <li><input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers</li> <li><input type="checkbox"/> Taunts/teases/makes fun of peers</li> <li><input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave</li> <li><input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)</li> </ul>		

## 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"/> Talks 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 imperialism") — 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/Multi-Tier System of Supports

## 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"/> 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 or teacher instruction <input type="checkbox"/> Talks during teacher breaks <input type="checkbox"/> Uses inappropriate language, or other digital devices <input type="checkbox"/> Talks to self <input type="checkbox"/> Makes noises <input type="checkbox"/> Makes personal comments <input type="checkbox"/> Makes irrelevant comments <input type="checkbox"/> Plays with/toys/objects	<input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher inattentive to behavior <input type="checkbox"/> Teacher gives up on student <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 leaves the classroom <input type="checkbox"/> Student leaves school	<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"/> Escape from physical space

1. Antecedent  
-Reading Activities  
-Independent Seatwork

2. Behavior  
-Sits inactive  
-Puts head on desk

3. Consequence  
-Student fails to complete work

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





## 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/Multi-Tier System of Supports

## Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
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Classroom Behavioral Statement Organizer pp. 5-6

## Response to Intervention/Multi-Tier System of Supports

### Activity: ABC Statement: Advantages as a Consultation Tool

- Look over the handout *Classroom Behavioral Statement Organizer*
- Discuss how you might use this tool in your school to help teachers to better understand and respond to student misbehavior.

#### *The Classroom Behavioral Statement Organizer:*

- *serves as a graphic organizer for generating a behavioral statement.*
- *contains model statements to help teachers to compose the statement.*
- *increases the probability that the teacher will accurately define a student's relevant behavior, setting events/triggers, and current consequences, and*
- *boosts the chances of uncovering the behavioral function(s) and identifying appropriate interventions.*


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

Antecedent	Behavior	Consequence

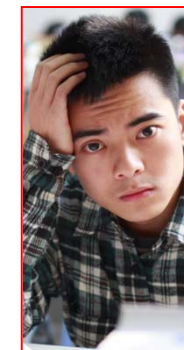
InterventionCentral  
5-Minute 'Count Down' Timer

05:00

[www.interventioncentral.org](http://www.interventioncentral.org)



*Building the Behavior/Social-Emotional Toolkit.* What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?







## Handout 1 pp. 7-16

### 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

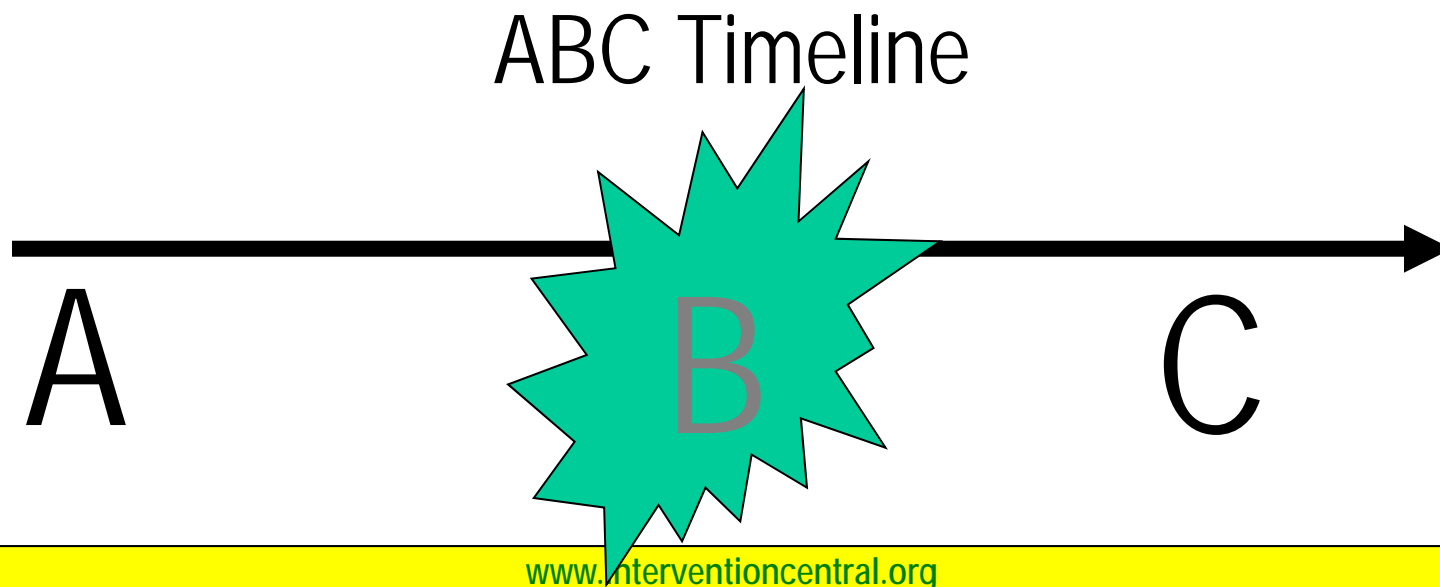
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant 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.

## ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the **A**ntecedent, or trigger; (b) the student **B**ehavior; and (c) the **C**onsequence of that behavior.





- **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 locating 3 primary sources for a term paper. Or a student starting an in-class reading assignment might come up with two questions that he would like to have answered from the reading.

- **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 and breaking larger academic tasks into smaller, more manageable 'chunks'.

- **'Two by Ten': Engage in Brief Positive Chats** (Mendler, 2000). If a teacher has a strained (or nonexistent) relationship with a particular student, that instructor may want to jump-start a more positive pattern of interaction using the 'two-by-ten' intervention.

With this time efficient strategy, the teacher commits to having a positive 2-minute conversation with the student at least once per day across 10 consecutive school days. The active ingredient in the intervention is regular and positive teacher attention delivered at times when the student is engaged in appropriate behavior.

10:00

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# Activity: Reviewing the Classroom Toolkit for Behavioral Intervention


Divide your team into 3 groups. Each group reviews the behavior intervention strategies assigned to it and selects 2-3 to include in your school's behavioral toolkit.

- **Group 1: Antecedent Strategies:** pp. 7-9
- **Group 2: Antecedent Strategies:** p. 10/**Consequences:** p.11
- **Group 3: Extinction Procedures:** pp. 12-14



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Jim Wright, Presenter

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

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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.

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



### Classroom Support Plan: Elements

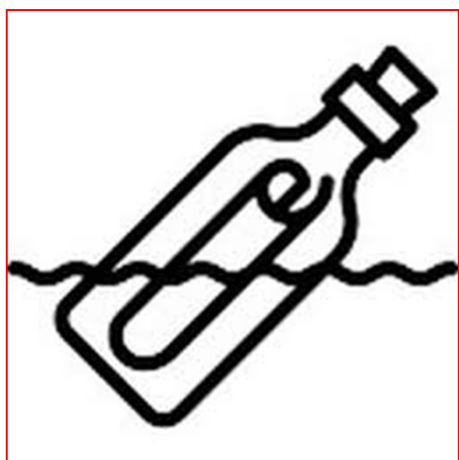
A Classroom Support Plan for behavior is matched to student skills & needs. It can include:

- **Antecedent interventions**—reduce problem behaviors (e.g., allowing a student to avoid reading aloud in front of peers) and/or increase desired behaviors (e.g., clear instructions; instructional match).
- **Instructional strategies**—changing one or more elements of instruction (e.g., curriculum, materials) to increase academic engagement.
- **Consequent interventions**—including procedures to positively reinforce desired behaviors, prevent reinforcement for problem behaviors

### RTI/MTSS Classroom Support Plan for Behavior: 'Message in a Bottle': Who might benefit?

**Next year's teacher(s).** The plan allows them to build on the current teacher's hard-won knowledge about the student.

**Parent(s).** The plan documents clearly the strategies that the teacher has put in place to support their child.



**RTI/MTSS Problem-Solving Team.** The classroom intervention plan helps the team to make better recommendations, based on the teacher's findings.

**CSE/Special Education Eligibility Team.** Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

# Classroom Support Plan: Sample Form (Online)



# Classroom Intervention Planning Sheet

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions.

## Classroom Intervention Planning Sheet

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

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:		Interventionist(s):		Date Intervention Plan Was Written:	
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:	
Description of the Student Problem:					

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

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

- Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
  - Cumulative mastery log
  - Rubric
  - Curriculum-based measurement
  - Behavior report card
  - Behavior checklist

## Response to Inter

# Classroom Intervention Planning Sheet (online)

## Classroom Intervention Planning Sheet

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

### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Angela D.	Intervention(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

### Intervention

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

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

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

### Materials

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

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

### Training

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

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

### Progress-Monitoring

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

Type of Data Used to Monitor:	Behavior Report Card	<u>Ideas for Intervention Progress-Monitoring</u> <ul style="list-style-type: none"><li>Existing data: grades, homework logs, etc.</li><li>Cumulative mastery log</li><li>Rubric</li><li>Curriculum-based measurement</li><li>Behavior report card</li><li>Behavior checklist</li></ul>
Baseline	Outcome Goal	
Engaged in seatwork:1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork:1 or fewer redirects: Y 4 of 5 days	
How often will data be collected? (e.g., daily, every other day, weekly):		
BRC completed daily during Independent Seatwork period		

## Response to Intervention/Multi-Tier System of Supports

### Creating a Written Record of Classroom Interventions: Form

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

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

## Response to Intervention/Multi-Tier System of Supports

### Creating a Written Record of Classroom Interventions: Form

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

#### Intervention

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

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

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



### Creating a Written Record of Classroom Interventions: Form

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

Materials
<b>What to Write:</b> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
Cell phone silent timer to signal 6 minute intervals for scheduled attention.

## Creating a Written Record of Classroom Interventions: Form

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

### Training

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

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

## Response to Intervention/Multi-Tier System of Supports

### Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	Behavior Report Card
Baseline	Outcome Goal
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days
How often will data be collected? (e.g., daily, every other day, weekly):	
BRC completed daily during Independent Seatwork period	

Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist



## Response to Interv

# How To: Create a Written Record of Classroom Interventions

## Classroom Intervention Planning Sheet

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

### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

### Intervention

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

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

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

### Materials

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

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

### Training

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

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

### Progress-Monitoring

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

Type of Data Used to Monitor:	Behavior Report Card	<b>Ideas for Intervention Progress-Monitoring</b> <ul style="list-style-type: none"> <li>Existing data: grades, homework logs, etc.</li> <li>Cumulative mastery log</li> <li>Rubric</li> <li>Curriculum-based measurement</li> <li>Behavior report card</li> <li>Behavior checklist</li> </ul>
Baseline	Outcome Goal	
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days	
How often will data be collected? (e.g., daily, every other day, weekly):		
BRC completed daily during Independent Seatwork period		



## Response to Intervention/Multi-Tier System of Supports

### Activity: Classroom Support Plan: Documenting Interventions

- Written classroom intervention plans increase teacher **accountability**, improve **intervention follow-through**, and promote **consistency** among adults working with a student.
- Discuss how you might encourage teachers to use this intervention documentation form.

#### Classroom Intervention Planning Sheet

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

##### Case Information

**What to Write:** Record the important case information, including student, person delivering intervention, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will last.

Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016
		Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.	

##### Intervention

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

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

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

##### Materials

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

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

##### Training

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

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

##### Progress-Monitoring

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

Type of Data Used to Monitor:	Behavior Report Card	<b>Ideas for Intervention Progress-Monitoring</b> <ul style="list-style-type: none"> <li>Existing data: grades, homework logs, etc.</li> <li>Cumulative mastery log</li> <li>Rubric</li> <li>Curriculum-based measurement</li> <li>Behavior report card</li> <li>Behavior checklist</li> </ul>
Baseline	Outcome Goal	
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days	
How often will data be collected? (e.g., daily, every other day, weekly):		
BRC completed daily during Independent Seatwork period		

InterventionCentral  
5-Minute 'Count Down' Timer

05:00

[www.interventioncentral.org](http://www.interventioncentral.org)

## Tier 2: Analyzing Student Behavior: A Step-by-Step Guide



# Response to Intervention/Multi-Tier System of Supports

## Handouts for This Segment...

### Analyzing Student Behavior: A Step-by-Step Guide

Behavioral problem-solving is detective work. Teachers must carefully collect evidence of student problem behaviors, look for links connecting those behaviors to other events unfolding in the complex classroom environment, apply analytic tools to rule out or confirm explanations for the challenging behaviors, and interpret the evidence collected to identify research-based strategies that will help to improve those behaviors.

This guide provides a first broad definition of the problem behavior, contributing factors to the original problem as a terms, examine the behavior, and reframe the problem as a use this guide directly, its primary purpose is to train behavioral consultants who wish to help teachers to engage in functional behavioral thinking' (Hershfield et al., 2010) and develop more effective classroom intervention plans.

The remainder of this guide presents the stages of behavior analysis, a specialized form of problem-solving.

**Step 1: Define the behavior.** The first step in analyzing a behavior is to simply put it into words. The teacher defines the problem behavior in observable, measurable terms (Batsche et al., 2008; Upah, 2008), writing a clear description of the problem behavior. The instructor also avoids vague problem identification statements such as "The student is disruptive."

Also, as much as possible, the description depicts the observed behavior in an objective manner—and does not attempt to interpret that behavior. For example, the statement "John does not respect authority" presents the student's purpose as seeking to resist those in authority. When first defining the behavior, however, it is too early to select a hypothesis about why that behavior occurs. So the teacher simply states what is observed: "John makes belligerent statements when directed by an adult to put away his cell phone."

A good method for judging whether the problem has been adequately defined is to apply the "stranger test" (Upah, 2008): Can a stranger read the problem definition statement, then observe the student, and be able to judge reliably when the behavior occurs and when it does not? A useful self-prompt to come up with a more detailed description of the problem is to ask, "What does 'problem behavior' look like in the classroom?"

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** A well-written problem definition includes 3 parts:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

#### Problem Behaviors: Sample Definitions

Conditions. The condition(s) under which the problem is likely	Problem Description. A specific description of the	Contextual information. Information about the frequency,

### Analyzing Student Behavior: Organizer

Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_ Consultant: \_\_\_\_\_

Consultee: Staff Member/Team: \_\_\_\_\_

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document, *Analyzing Student Behavior: A Step-by-Step Guide*.

**Step 1: Define the behavior.** Write a clear description of the problem behavior in clear, observable, measurable terms. Write a clear description of the problem behavior.

#### Problem Description

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

#### 3-Part Problem Identification Statement

Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior

**Step 3: Develop Examples and Non-Examples.** Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-

entioned

## Behavior Problems: The Need to Understand Before We Can Solve...

A challenge in behavioral consultation is to collect adequate information that replaces snap judgments about student programming and supports, such as:

- *“Paul needs a different classroom.”*
- *“We should shorten Amanda’s school day.”*
- *“Can we assign a TA temporarily to support Ina? Just until her behavior stabilizes...”*
- *“Doesn’t Zachary’s behavior require an IEP?”*

## FBA/BIPs: A Large Investment of Problem-Solving Resources.

The process of conducting a Functional Behavioral Assessment and developing a Behavior Intervention/Support Plan can be time-consuming, requiring between 10 and 23 hours for a single student (Hawken, Vincent, & Schumann, 2008).

And this estimate does **not** include additional time required of teachers to complete the assessment and to develop or implement the plan.

*Source* Hawken, L. S., Vincent, C. G., & Schumann, J. (2008). Response to intervention for social behavior: Challenges and opportunities. *Journal of Emotional and Behavioral Disorders*. 16, 213-225.

## Tier 2: 'Function-Based Thinking': A Classroom-Friendly First Step to Problem-Solving

"FBT is designed to serve the needs of students who have behavior problems that have not yet evolved to the point of requiring multiple layers of intervention to support success."

*Source* Hershfeltd, P. A., Rosenberg, M. S., & Bradshaw, C. P. (2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. *Beyond Behavior*, 19(3), 12-21; p. 13

## Tier 2: Function-Based Thinking: What It Looks Like...

Function-Based Thinking (FBT) is:

- a way of applying FBA 'thinking' to classroom behavior problems in streamlined format.
- a process that precedes an FBA.
- is conducted between teacher and consultant.
- addresses mild to moderate behavior problems.
- is used before accessing the Tier 3 RTI Problem-Solving Team

*Source* Herschfeldt, P. A., Rosenberg, M. S., & Bradshaw, C. P. (2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. *Beyond Behavior*, 19(3), 12-21; p. 13



'RTI/MTSS Logic': The Power of Working Smarter...

-You're a pretty smart fella.

-Not that smart.

-How'd you figure it out?

-I imagined someone smarter than me.

Then I tried to think,  
*"What would he do?"*

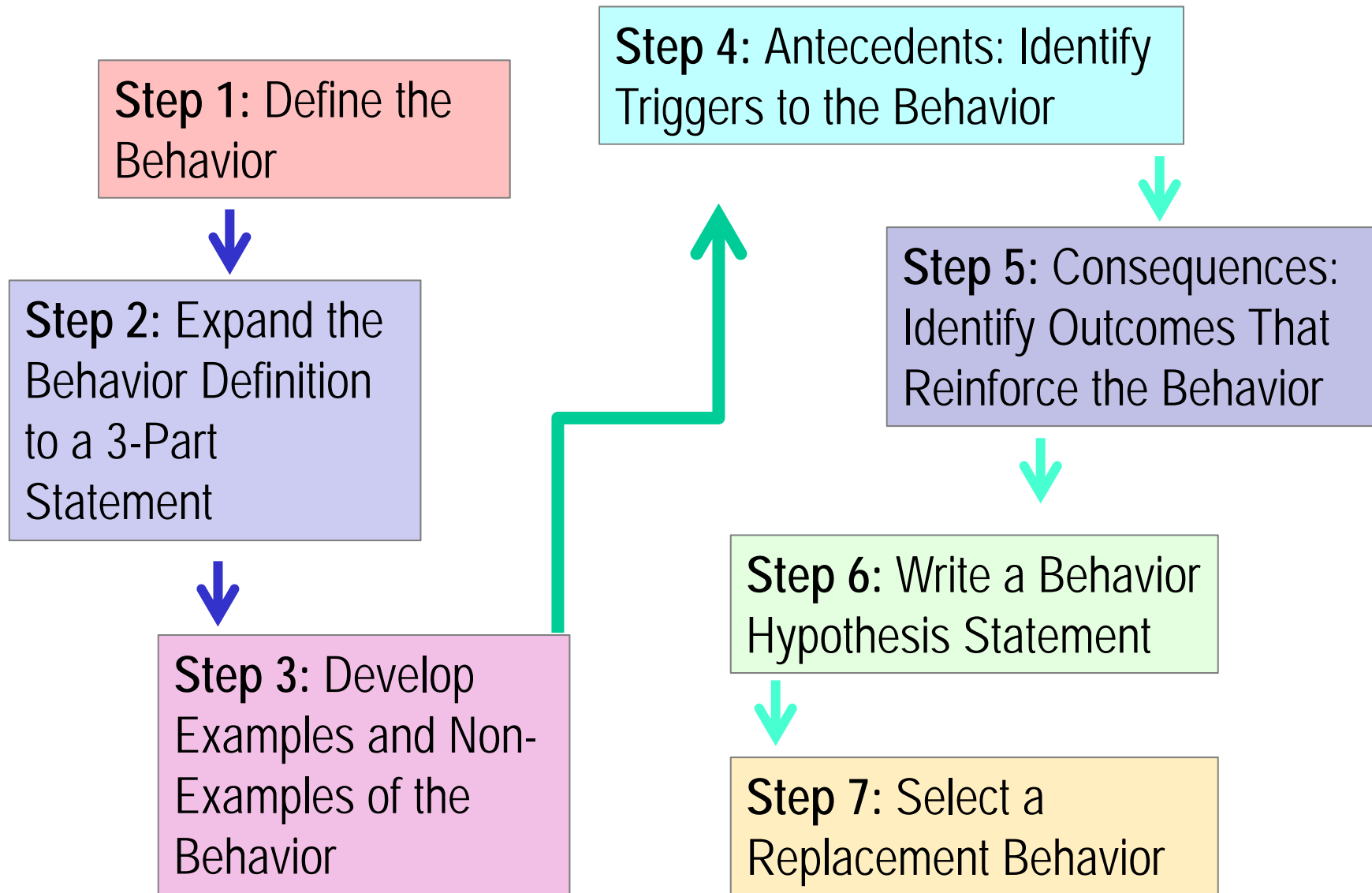


From HEIST (2001)

Written by David Mamet



# Analyzing Student Behavior: The Steps





## Analyzing Student Behavior: Purpose

This guide includes the essential steps in behavior analysis. Its primary purpose is to train behavioral consultants who wish to help teachers to engage in 'function-based thinking' (Hershfeldt et al., 2010) and develop more effective classroom intervention plans. This resource can be used:

- independently by classroom teachers.
- to guide Tier 1 intervention teacher consultation meetings.
- to structure more intensive Tier 3 behavioral problem-solving discussions.

# Analyzing Student Behavior: A Step-by-Step Guide



**Step 1: Define the Behavior.** The first step in analyzing a behavior is to simply put it into words.

- The teacher defines the problem behavior in observable, measurable terms (Batsche et al., 2008; Upah, 2008).
- The instructor avoids vague problem identification statements such as “The student is disruptive.”

1



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 1: Define the Behavior (cont.)

- The instructor describes the observed behavior in an objective manner--and does not attempt to interpret that behavior.
- Instead of "John does not respect authority", for example, the teacher may write: "John makes defiant statements when directed by an adult to put away his cell phone."

1



## Analyzing Student Behavior: Organizer

Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_ Consultant: \_\_\_\_\_

Consultee: Staff Member/Team: \_\_\_\_\_

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document *Analyzing Student Behavior: A Step-by-Step Guide* for a tutorial on this topic.

**Step 1: Define the behavior.** The first step in analyzing a behavior is simply to put it into words. Define the problem behavior in clear, observable, measurable terms. Write a clear description of the problem behavior.

### Problem Description

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

### 3-Part Problem Identification Statement

Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior

**Step 3: Develop Examples and Non-Examples.** Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-

Handout 2;  
p. 9

1



# Analyzing Student Behavior: A Step-by-Step Guide

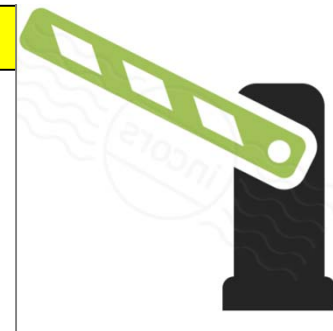
## Step 1: Define the Behavior.

- Select a student whom you know that you can use for an extended activity today on defining problem behaviors.
- Write a 1-2 sentence description of a specific problem behavior for the student that you want to analyze.



**Problem Description**

**1**



02:00

[www.interventioncentral.org](http://www.interventioncentral.org)

## Behavior Analysis: Overcoming Roadblocks

**Step 1: Define the Behavior.** When you ask him to describe the student's problem behavior, the middle school teacher says, "Well, I would have to say that Dan acts in ways that show he doesn't value school."

1



## Analyzing Student Behavior: A Step-by-Step Guide



**Step 2: Expand the Behavior Definition to a 3-Part Statement.** A well-written problem definition includes 3 parts:

- *Conditions.* The condition(s) under which the problem is likely to occur
- *Problem Description.* A specific description of the problem behavior
- *Contextual information.* Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

2



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 2: Expand the Behavior Definition to a 3-Part Statement (cont.)

### Problem Behaviors: Sample Definitions

<i>Conditions. The condition(s) under which the problem is likely to occur</i>	<i>Problem Description. A specific description of the problem behavior</i>	<i>Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior</i>
During 20-minute independent seatwork literacy tasks,...	...John talks with peers about non-instructional topics...	...an average of three times.
In school settings such as the playground or gymnasium, when unsupervised by adults,...	...Angela is reported by peers to use physically threatening language...	...at least once per week.
When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

2



# Handout 2; p. 9

## Analyzing Student Behavior: Organizer

Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_ Consultant: \_\_\_\_\_

Consultee: Staff Member/Team: \_\_\_\_\_

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document *Analyzing Student Behavior: A Step-by-Step Guide* for a tutorial on this topic.

**Step 1: Define the behavior.** The first step in analyzing a behavior is simply to put it into words. Define the problem behavior in clear, observable, measurable terms. Write a clear description of the problem behavior.

### Problem Description

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

### 3-Part Problem Identification Statement

*Conditions. The condition(s) under which the problem is likely to occur*

*Problem Description. A specific description of the problem behavior*

*Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior*

**Step 3: Develop Examples and Non-Examples.** Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-

# 2



# Analyzing Student Behavior: A Step-by-Step Guide

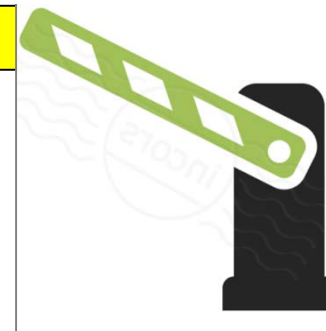
## Step 2: Expand the Behavior Definition to a 3-Part Statement.

- PRACTICE: Rewrite your student problem description as a **3-part** problem-ID statement.



3-Part Problem Identification Statement		
<i>Conditions. The condition(s) under which the problem is likely to occur</i>	<i>Problem Description. A specific description of the problem behavior</i>	<i>Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior</i>

# 2



02:00

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## Behavior Analysis: Overcoming Roadblocks

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** You direct the teacher with whom you are consulting to write Brianna's problem definition as a 3-part statement. Here is what she comes up with:

### Problem Behaviors: Sample Definitions

<i>Conditions.</i>	<i>Problem Description.</i>	<i>Contextual Information.</i>
<b>Throughout the school day</b>	<b>Briana is off-task</b>	<b>all the time.</b>

2

## Analyzing Student Behavior: A Step-by-Step Guide



### Step 3: Develop Examples and Non-Examples.

Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior.

- *Examples* should include the most frequent or typical instances of the student problem behavior.
- *Non-examples* should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

3



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 3: Develop Examples and Non-Examples (cont.)

Problem Behaviors: Examples and Non-Examples		
Problem Behavior	Examples	Non-Examples
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics	<ul style="list-style-type: none"><li>• John chats with another student that he encounters at the pencil sharpener.</li><li>• John whispers to a neighboring student about a comic book in his desk.</li></ul>	<ul style="list-style-type: none"><li>• At the direction of the teacher, John pairs up with another student to complete an assignment..</li><li>• John verbally interacts with students in an appropriate manner while handing out work materials as requested by the teacher.</li></ul>
When given a verbal teacher request, Jay fails to comply with that request.	<ul style="list-style-type: none"><li>• Jay does not comply when directed by the teacher to open his math book and begin work.</li><li>• Jay is verbally defiant and uncooperative when requested by an adult to stop running in the hall.</li></ul>	<ul style="list-style-type: none"><li>• Jay does not comply with a teacher request because he does not hear that request.</li><li>• Jay asks the teacher to explain directions that he does not understand.</li></ul>

# 3



# Response to Intervention/Multi-Tier System of Supports



## Analyzing Student Behavior: Organizer

Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_ Consultant: \_\_\_\_\_

Consultee: Staff Member/Team: \_\_\_\_\_

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document *Analyzing Student Behavior: A Step-by-Step Guide* for a tutorial on this topic.

**Step 1: Define the behavior.** The first step in analyzing a behavior is simply to put it into words. Define the behavior in observable terms. Write a clear description of the problem behavior.

Handout 2;  
pp. 9-10

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

### 3-Part Problem Identification Statement

Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior

**Step 3: Develop Examples and Non-Examples.** Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-



examples should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

### Problem Behavior: Examples & Non-Examples

Write several examples and non-examples of the problem behavior.

Examples	Non-Examples

**Step 4: Antecedents: Identify Triggers to the Behavior.** Antecedents are events or conditions that can influence or even trigger the occurrence of problem behaviors.

### Problem Behaviors: Remote & Immediate Antecedents

Identify antecedents that appear to trigger or contribute to the problem behavior. If the suspected antecedent is **remote** (separated from the classroom setting by time and/or location), check 'R'. If the antecedent is **immediate** (occurs in the same location and just before the problem behavior), check 'I'.

___R___	Antecedent 1:
___R___	Antecedent 2:
___R___	Antecedent 3:
___R___	Antecedent 4:

3





# Analyzing Student Behavior: A Step-by-Step Guide

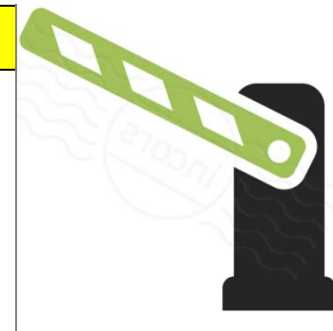
## Step 3: Develop Examples and Non-Examples.

- PRACTICE: Write at least **1 example** and **1 non-example** of your identified behavior.



Problem Behavior: Examples & Non-Examples	
Write several examples and non-examples of the problem behavior.	
Examples	Non-Examples

# 3



02:00

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## Behavior Analysis: Overcoming Roadblocks

### Step 3: Develop Examples & Non-Examples.

The teacher consulting with you clarifies his concern as "Josh fails to comply with teacher requests."

He cannot think of a non-example, saying, "Everybody knows what it means to do what the teacher says!"

3

## Analyzing Student Behavior: A Step-by-Step Guide



### **Step 4: Antecedents: Identify Triggers to the Behavior.**

Antecedents are events or conditions that can influence or even trigger the occurrence of problem behaviors (Kern, Choutka, & Sokol, 2002).

- When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--can result in more time available for instruction (Kern & Clemens, 2007).

4



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 4: Antecedents: Identify Triggers to the Behavior. (cont.)

*Remote antecedents* are those influencing events that precede the behavior but are removed substantially in time and/or location from the setting(s) where the problem behavior actually appears.

- Schools address remote-antecedent factors through 'neutralizing routines'. These are plans that attempt to get the student back to a normal level of functioning for that school day

# 4



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 4: Antecedents: Identify Triggers to the Behavior. (cont.)

Problem Behaviors: Remote Antecedents	
Examples	Neutralizing Routines
<ul style="list-style-type: none"><li>Angela appears unmotivated to do classwork on days when she fails to eat breakfast.</li></ul>	Angela is allowed to visit the cafeteria to get a snack when she misses breakfast.
<ul style="list-style-type: none"><li>Whenever Brian spends the weekend with his father and away from his mother, he returns to school anxious about how his mother is doing and cannot concentrate on school work.</li></ul>	In agreement with his mother and the school, Brian can choose to call her at the start of the academic day when needed to reassure himself that she is well.
<ul style="list-style-type: none"><li>Andre becomes non-compliant and belligerent in math class when he has stayed up too late the night before playing video games.</li></ul>	Andre is allowed to take a short nap if needed. [The school also follows up with Andre's parents to work on a plan to improve his sleep habits.]

4



## Analyzing Student Behavior: A Step-by-Step Guide

### Step 4: Antecedents: Identify Triggers to the Behavior. (cont.)

*Immediate Antecedents.* Those events or situations that precede problem behaviors, contribute to their appearance, and are in close proximity in time and location to them are immediate antecedents.

4



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 4: Antecedents: Identify Triggers to the Behavior. (cont.)

### Problem Behaviors: Immediate Antecedents

#### Examples

- When handed a challenging worksheet, Ricky tears up his paper.
- When seated next to her best friend , Zoe engages in off-task conversations in large-group instruction.
- When publicly reprimanded by her teacher, Emily stops participating in class.

4





examples should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

### Problem Behavior: Examples & Non-Examples

Write several examples and non-examples of the problem behavior.

Examples

Non-Examples

Handout 2;  
p. 10

**Step 4: Antecedents: Identify Triggers to the Behavior.** Antecedents are events or conditions that can influence or even trigger the occurrence of problem behaviors.

### Problem Behaviors: Remote & Immediate Antecedents

Identify antecedents that appear to trigger or contribute to the problem behavior. If the suspected antecedent is **remote** (separated from the classroom setting by time and/or location), check 'R'. If the antecedent is **immediate** (occurs in the same location and just before the problem behavior), check 'I'.

☐ R ☐ I

Antecedent 1:

☐ R ☐ I

Antecedent 2:

☐ R ☐ I

Antecedent 3:

☐ R ☐ I

Antecedent 4:

4



## Analyzing Student Behavior: A Step-by-Step Guide

### Step 4: Antecedents: Identify Triggers to the Behavior.

- PRACTICE: Write down antecedents that may be influencing your student's behavior. For each, check 'R' (Remote) or 'I' (Immediate).

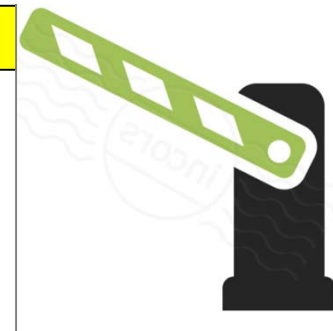


#### Problem Behaviors: Remote & Immediate Antecedents

Identify antecedents that appear to trigger or contribute to the problem behavior: If the suspected antecedent is **remote** (separated from the classroom setting by time and/or location), check 'R'. If the antecedent is **immediate** (occurs in the same location and just before the problem behavior), check 'I'.

<input type="checkbox"/> R <input type="checkbox"/> I	Antecedent 1:
<input type="checkbox"/> R <input type="checkbox"/> I	Antecedent 2:
<input type="checkbox"/> R <input type="checkbox"/> I	Antecedent 3:
<input type="checkbox"/> R <input type="checkbox"/> I	Antecedent 4:

# 4



02 : 00

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## Behavior Analysis: Overcoming Roadblocks

**Step 4: Antecedents: Identify Triggers to the Behavior.** You suggest to an instructor that a trigger that may make Alicia non-compliant and disruptive is when she is asked to complete in-class readings that are too difficult.

The teacher responds, "The work's not that difficult. She's just not applying herself."

4

## Analyzing Student Behavior: A Step-by-Step Guide



### Step 5: Consequences: Identify Outcomes That Reinforce the Behavior.

The consequences that result from a student's behavior have the potential to increase or decrease the probability that the behavior will be repeated (Upah, 2008).

Consequences that *increase* the display of a behavior are known as reinforcers.

#### Examples of Possible Consequences

- ☐ 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.



## Handout 2; p. 11

**Step 5: Consequences: Identify Outcomes That Reinforce the Behavior.** Consequences that increase the display of a behavior are known as reinforcers.

### Problem Behaviors: Outcomes That May Provide (Positive or Negative) Reinforcement

Record any consequences linked to the problem behavior that you suspect may be reinforcing it.

Consequence 1:

Consequence 2:

Consequence 3:

Consequence 4:

#### Examples of Possible Consequences

- ☐ 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., after-school 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.

**Step 6: Write a Behavior Hypothesis Statement.** The behavior hypothesis statement contains a description of the problem behavior and a hypothesis that presents the most likely cause or function of the behavior based on the available evidence.

### Behavior Hypothesis Statement

Write a behavior hypothesis statement linking the behavior to its probable cause or function.

Problem Behavior

<Because>

Hypothesis

...because...

Hypotheses:

- SKILL DEFICIT
- PERFORMANCE DEFICIT
- PEER ATTENTION
- ADULT ATTENTION
- ESCAPE/AVOIDANCE
- EMOTIONAL/ATTENTIONAL BLOCKERS

# 5



## Analyzing Student Behavior: A Step-by-Step Guide

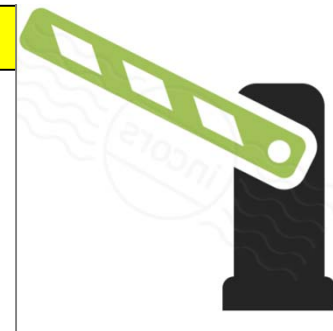
### Step 5: Consequences: Identify Outcomes That Reinforce the Behavior (Cont.)

- PRACTICE: Record any consequences linked to the problem behavior that you suspect may be reinforcing it.



Problem Behaviors: Outcomes That May Provide (Positive or Negative) Reinforcement	
Record any consequences linked to the problem behavior that you suspect may be reinforcing it.	
Consequence 1:	<b>Examples of Possible Consequences</b> <input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher ignores the behavior ('planned ignoring'). <input type="checkbox"/> Teacher redirects the student. <input type="checkbox"/> Teacher reprimands the student. <input type="checkbox"/> Teacher conferences w/ the student.  <input type="checkbox"/> Student receives positive peer attention <input type="checkbox"/> Student receives negative peer attention.  <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside of the classroom. <input type="checkbox"/> Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). <input type="checkbox"/> Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).  <input type="checkbox"/> Student receives a 'respite' break away from peers to calm down before rejoining class. <input type="checkbox"/> Student is sent from the classroom to talk with a counselor/psychologist/social worker. <input type="checkbox"/> Student receives a snack, nap, or other support.
Consequence 2:	
Consequence 3:	
Consequence 4:	

5



02 : 00

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## Behavior Analysis: Overcoming Roadblocks

**Step 5: Consequences: Identify Outcomes That Reinforce the Behavior.** You inform the teacher that, based on your classroom observations, the student seems to be oppositional to seek teacher attention, mostly in the form of reprimands.

The instructor is aghast: "How can Russell be motivated by my scolding?"

5

## Analyzing Student Behavior: A Step-by-Step Guide



**Step 6: Write a Behavior Hypothesis Statement.** The next step in problem-solving is to develop a hypothesis--or best guess--about why the student is engaging in an undesirable behavior or not engaging in a desired behavior .

- Teachers can gain information to develop a hypothesis through direct observation, student interview, review of student work products, and other sources.
- The behavior hypothesis statement is important because (a) it can be tested, and (b) it provides guidance on the type(s) of interventions that might benefit the student.

6





# Analyzing Student Behavior: A Step-by-Step Guide

## Step 6: Write a Behavior Hypothesis Statement (cont.)

Problem Behaviors: Common Reasons	
Hypothesis	
• 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 sufficient incentive to do so (Gable et al., 2009).	
• 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 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).	

6



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 6: Write a Behavior Hypothesis Statement (cont.)

The structure of a behavior hypothesis statement is simple: the teacher writes a description of the problem behavior (developed in an earlier step) and selects a hypothesis that best explains the behavior based on available evidence.

### Behavior Hypothesis Statements: Examples

Problem Behavior	<Because>	Hypothesis
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics...	...because...	...he is avoiding academic work.
When given a verbal teacher request, Jay fails to comply with that request...	...because...	...he is reinforced by the negative attention that results from his noncompliance.

# 6



## Handout 2; p. 11

**Step 5: Consequences: Identify Outcomes That Reinforce the Behavior.** Consequences that increase the display of a behavior are known as reinforcers.

### Problem Behaviors: Outcomes That May Provide (Positive or Negative) Reinforcement

Record any consequences linked to the problem behavior that you suspect may be reinforcing it.

Consequence 1:

Consequence 2:

Consequence 3:

Consequence 4:

#### Examples of Possible Consequences

- ☐ 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., after-school 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.

**Step 6: Write a Behavior Hypothesis Statement.** The behavior hypothesis statement contains a description of the problem behavior and a hypothesis that presents the most likely cause or function of the behavior based on the available evidence.

### Behavior Hypothesis Statement

Write a behavior hypothesis statement linking the behavior to its probable cause or function.

Problem Behavior

<Because>

Hypothesis

...because...

Hypotheses:

- SKILL DEFICIT
- PERFORMANCE DEFICIT
- PEER ATTENTION
- ADULT ATTENTION
- ESCAPE/AVOIDANCE
- EMOTIONAL/ATTENTIONAL BLOCKERS

# 6



# Analyzing Student Behavior: A Step-by-Step Guide

## Step 6: Write a Behavior Hypothesis Statement .

- PRACTICE: Develop a behavior hypothesis for your student.



### Behavior Hypothesis Statement

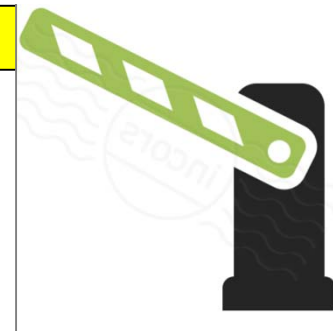
Write a behavior hypothesis statement linking the behavior to its probable cause or function.

Problem Behavior	<Because>	Hypothesis
	...because...	

Hypotheses:

- SKILL DEFICIT
- PERFORMANCE DEFICIT
- PEER ATTENTION
- ADULT ATTENTION
- ESCAPE/AVOIDANCE
- EMOTIONAL BLOCK

# 6



02:00

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## Behavior Analysis: Overcoming Roadblocks

**Step 6: Write a Behavior Hypothesis Statement.** An elementary teacher says during a consultation meeting with you, "I don't see why we need to talk about a function for Jackie's behavior.

She was oppositional and in control. It was choice behavior."

6

## Analyzing Student Behavior: A Step-by-Step Guide



**Step 7: Select a Replacement Behavior.** When the problem behavior has been adequately described and its function identified, the teacher will want to choose an alternative behavior intended to *replace* it.

- Behavior plans tend to be more successful when educators and students look beyond negative behaviors to be eliminated ('STOP' behaviors) toward those pro-social and pro-academic behaviors that should replace them ('START' behaviors).

7



## Analyzing Student Behavior: A Step-by-Step Guide

### Step 7: Select a Replacement Behavior (cont.)

Replacement behaviors fall into 2 categories:  
replacement based on **function** and replacement based on **incompatibility**.

- *Replacement by Function*. Here, the replacement behavior is one that is positive and at the same time fulfills the *same* behavioral function now supporting the student's current negative behavior.

7

# Analyzing Student Behavior: A Step-by-Step Guide



## Step 7: Select a Replacement Behavior (cont.)

### Problem Behaviors & Corresponding Replacement Behaviors: Examples

#### Replacement Behavior by Function

Problem Behavior	Replacement Behavior
When given challenging independent reading assignments, Jay verbally refuses to begin the task.	When given challenging independent reading assignments, Jay will request a 5-minute break when needed. <i>[This replacement behavior gives the student an alternative means to fulfill the function of temporary escape from an aversive task.]</i>

7





## Analyzing Student Behavior: A Step-by-Step Guide

### Step 7: Select a Replacement Behavior (cont.)

- *Replacement by Incompatibility.* If the teacher cannot easily choose replacement behaviors that preserve the same function as the problem behavior, a solution is to choose a replacement behavior *incompatible* with the problem behavior.

7

# Analyzing Student Behavior: A Step-by-Step Guide



## Step 7: Select a Replacement Behavior (cont.)

### Problem Behaviors & Corresponding Replacement Behaviors: Examples

#### Replacement Behavior by Incompatibility

Problem Behavior	Replacement Behavior
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics.	During 20-minute independent seatwork literacy tasks, John is engaged in active accurate academic responding. . <i>[This replacement behavior does not support the attention-seeking function of the student's off-task behavior. Because academic engagement is incompatible with off-task socializing, however, it is a useful focus for the intervention plan.]</i>

**Step 7: Select a Replacement Behavior.** When the problem behavior has been adequately described and its function identified, the teacher will want to choose an alternative behavior intended to replace it.

**Replacement Behavior**

Define a positive replacement behavior for the identified problem behavior.

Handout 2;  
p. 12

# Analyzing Student Behavior: A Step-by-Step Guide



## Step 7: Select a Replacement Behavior.

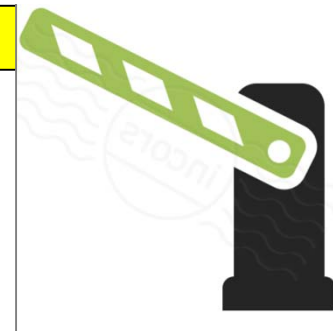
- PRACTICE: Choose a replacement behavior for your student. If possible, select a behavior that serves the same function as the original.



### Replacement Behavior

Define a positive replacement behavior for the identified problem behavior.

7



02 : 00

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## Behavior Analysis: Overcoming Roadblocks

**Step 7: Select a Replacement Behavior.** When prompted to come up with a replacement behavior for Ricky, his 5th-grade teacher says, "How about 'Ricky will stay in his seat and be quiet'?"

7

10:00

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## Activity: How Can Your School Provide Tier 2 'FBT' Support to Teachers?

- Look over the 'Function-Based Thinking' behavior-analysis guide and forms shared today (handout 2).
- Discuss how your school or district might use these forms at Tier 2 to assist consultants as they work with teachers to understand problem behaviors and create an intervention plan.

### Analyzing Student Behavior: A Step-by-Step Guide

Behavioral problem-solving is detective work. Teachers must carefully collect evidence of student problem behaviors, look for links connecting those behaviors to other events unfolding in the complex classroom environment, apply analytic tools to rule out or confirm explanations for the challenging behaviors, and interpret the evidence collected to identify research-based strategies that will help to improve those behaviors.

This guide provides an overview of the essential steps in behavior analysis—moving from the first broad definition of the problem behavior through a progression of inquiries that define the behavior in specific terms, examine contributing factors that support it, identify likely reason(s) the student engages in the behavior, and reframe the original problem as a pro-social or pro-academic replacement behavior. While teachers can use this guide directly, its primary purpose is to train behavioral consultants who wish to help teachers to engage in functional behavioral thinking' (Hershfield et al., 2010) and develop more effective classroom intervention plans.

The remainder of this guide presents the stages of behavior analysis, a specialized form of problem-solving.

**Step 1: Define the behavior.** The first step in analyzing a behavior is to simply put it into words. The teacher defines the problem behavior in observable, measurable terms (Batsche et al., 2008; Upah, 2008), writing a clear description of the problem behavior. The instructor also avoids vague problem identification statements such as "The student is disruptive."

Also, as much as possible, the description depicts the observed behavior in an objective manner—and does not attempt to interpret that behavior. For example, the statement "John does not respect authority" presents the student's purpose as seeking to resist those in authority. When first defining the behavior, however, it is too early to select a hypothesis about why that behavior occurs. So the teacher simply states what is observed: "John makes belligerent statements when directed by an adult to put away his cell phone."

A good method for judging whether the problem has been adequately defined is to apply the "stranger test" (Upah, 2008): Can a stranger read the problem definition statement, then observe the student, and be able to judge reliably when the behavior occurs and when it does not? A useful self-prompt to come up with a more detailed description of the problem is to ask, "What does <problem behavior> look like in the classroom?"

**Step 2: Expand the Behavior Definition to a 3-Part Statement.** A well-written problem definition includes 3 parts:

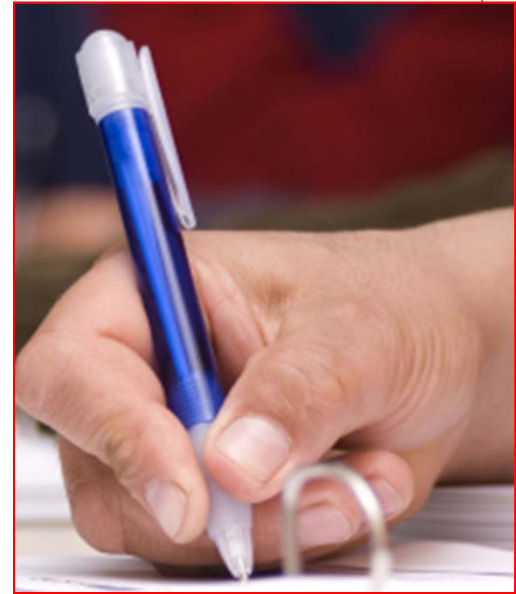
- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

#### Problem Behaviors: Sample Definitions

Conditions: The condition(s) under which the problem is likely	Problem Description: A specific description of the	Contextual Information: Information about the frequency,

### *Additional Behavior Intervention Strategies.*

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



# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass pp. 17-22

**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.





# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

**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: _____	

# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

**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**

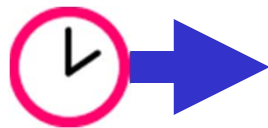
# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass


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

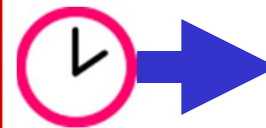
- **decides on the minimum wait-time between work breaks.** Once a student has used a Class Pass to take a break, that student is expected to resume work for a minimum period before being allowed to take another break.


## Minimum Wait Time: 7-15 minutes

Class Pass	
Student: _____	
Classroom: _____	



Class Pass	
Student: _____	
Classroom: _____	



Class Pass	
Student: _____	
Classroom: _____	

# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

**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			

## Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

**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.



# Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Class Pass



Student: \_\_\_\_\_

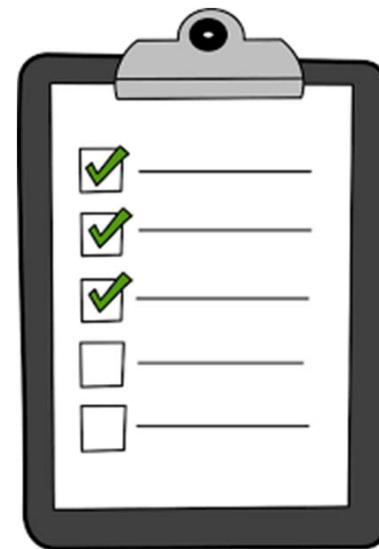
Classroom: \_\_\_\_\_

**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.

### School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior pp. 25-27

- 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>

## Response to Intervention

### School-Home Note: Example

## 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: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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



# School-Home Note: Example

## 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 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 Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

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

2. *Send the completed school-home note to the parent.*

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

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

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

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

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

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

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

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

## Managing Academic Anxiety Through an Antecedent Writing Activity p. 23

**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 p. 24

**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

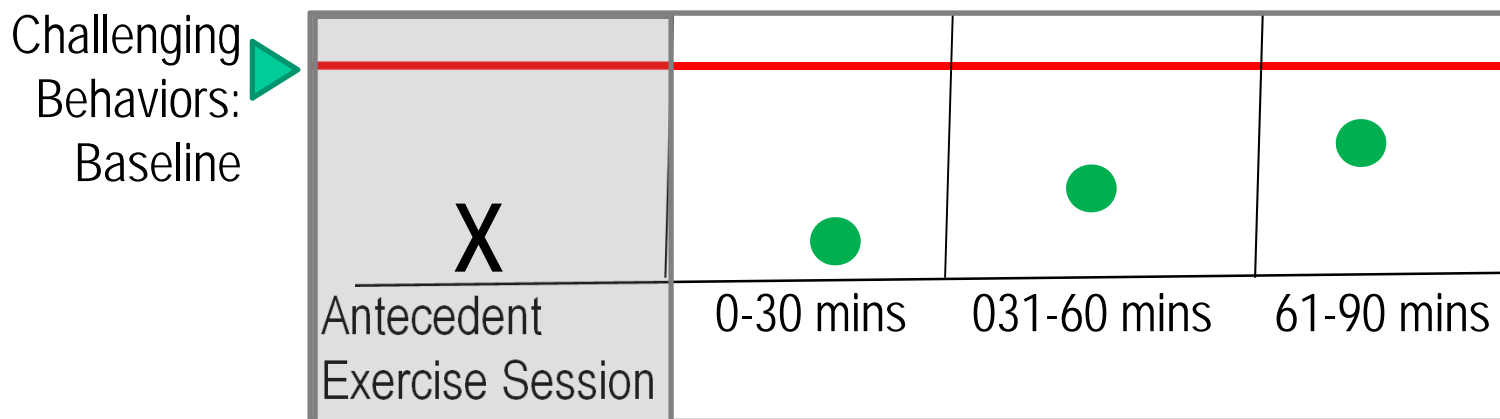
## Tips for Use (Cont.)

- *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.)

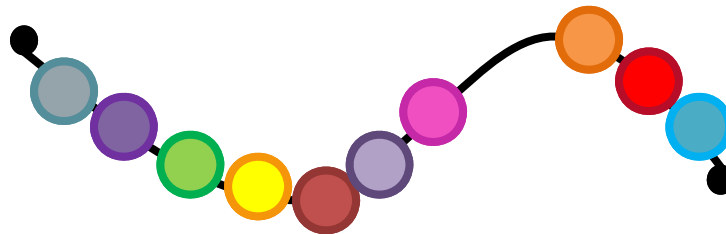
- *Schedule strategically.* While antecedent exercise can show follow-up positive effects on behavior for up to 90 minutes, the impact is greatest during the first half-hour. If possible, schedule demanding academic work such as reading instruction as soon as possible after an exercise period to reap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



Source: 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.

# Active Response Beads-Time Out pp. 28-30

(Grskovic et al., 2004)





## Active Response Beads-Time Out:

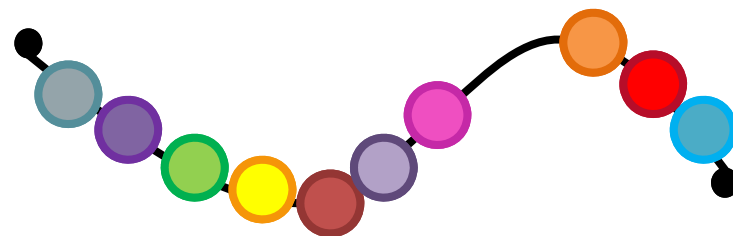
- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

### 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
	<p><b>Teacher:</b> The teacher directs the student to "go get an ARB".</p> <p><b>Student:</b> 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>

## Active Response Beads-Time Out: 4 Steps

2	<p data-bbox="386 329 1121 375"><b>Student Uses Active Response Beads</b></p> <p data-bbox="386 443 1919 557"><b>Teacher:</b> The teacher praises compliance and directs the student to begin the ARB-TO procedure:</p> <p data-bbox="386 618 1892 732">"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 data-bbox="386 794 1885 972"><b>Student:</b> 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 data-bbox="386 1034 1860 1229" style="list-style-type: none"><li>• takes a deep breath and slowly releases;</li><li>• moves a bead along the cord from the left to the right side of the ARB;</li><li>• gradually reduces voice volume--to conclude in a whisper on the last number.</li></ul> <p data-bbox="386 1307 1514 1356">Upon completing the count, the student raises head from desk.</p>
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*Source:* 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..

## Active Response Beads-Time Out: 4 Steps

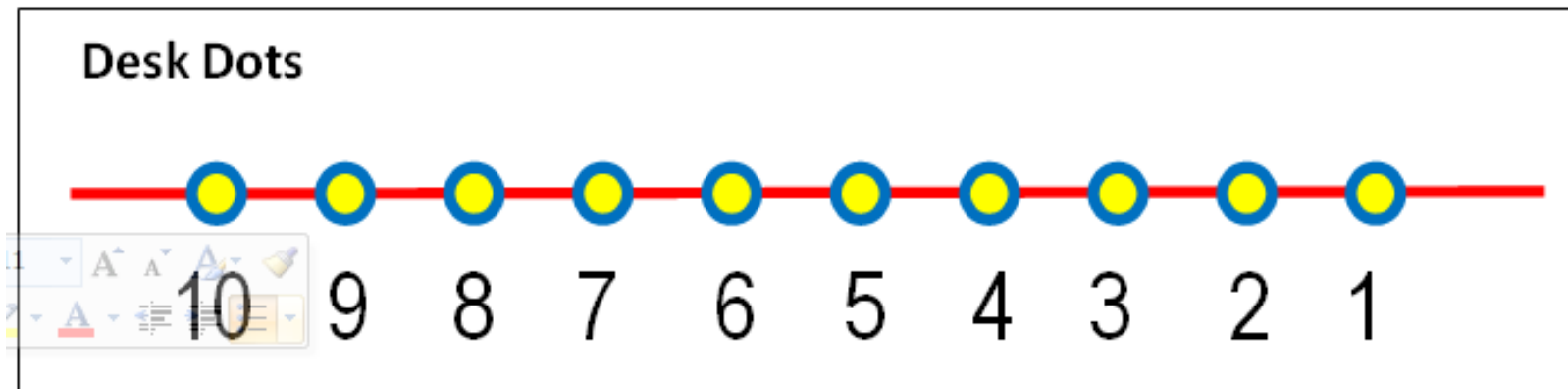
3	<b>Student Returns ARB to the Teacher</b>
	<p><b>Teacher:</b> The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher</p> <p>"Good job using the ARB. Please bring it up to me."</p> <p><b>Student:</b> The student gives the teacher the ARB and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

## Active Response Beads-Time Out: 4 Steps

4	<b>Teacher Redirects the Student to Academic Task</b>  <b>Teacher:</b> 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."  <b>Student:</b> 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.





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

### *RTI/MTSS-Behavior Homework.*

What optional activities before our third session (14 March 2019) can help to maintain momentum in setting up your RTI/MTSS model for behavior?



## RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 3 on Th 14 March 2019.

1. **Help Teachers to Write ABC/Behavior Statements.** Encourage teachers to use the guide in handout 1 pp. 7-16 (*How To: Write Behavior Statements to Pinpoint Causes of Student Misbehavior*) to help them to describe and analyze problem classroom behaviors.

## RTI/MTSS-Behavior: Homework Ideas

2. **Begin an MTSS-Behavior Intervention Teacher Toolkit.** Use the intervention ideas in handout 1 pp. 7-16 (*38 Classroom Ideas to Help Students to Make Better Behavioral Choices*) as a starting point for creating a classroom toolkit for your teachers.

## RTI/MTSS-Behavior: Homework Ideas

### 3. Explore 'Function-Based Thinking'.

Encourage behavioral consultants in your building or district to use the FBT materials in handout 2 (7-step process to analyze problem behaviors) when they consult with teachers about Tier 2 behavior issues. The FBT approach can be used prior to full FBA/BIPs.

## RTI/MTSS-Behavior: Homework Ideas

### 4. **Assess & Promote a Positive Belief System Among Staff.** Use resources from the workshop page to address staff beliefs about student behavior. Options include:

- having staff complete the *Beliefs About Behavior* questionnaire. This measure will give you insight into current staff attitudes. (Directions for administering and scoring this questionnaire are posted in today's PowerPoint.)
- presenting *Big Ideas in Behavior Management*. Use the PowerPoint & handout to convey positive, research-supported 'big behavioral ideas' to staff. (These 'big ideas' foster positive attitudes toward challenging behaviors.)

## RTI/MTSS-Behavior: Homework Ideas

### **5. Build Your Own Homework Assignment.**

Review the content and activities from today's workshop. Create any homework assignment(s) that will help you to advance your RTI/MTSS-Behavior model.

10:00

[www.interventioncentral.org](http://www.interventioncentral.org)

## Response to Intervention/Multi-Tier System of Supports

### ACTIVITY: Create Your Homework Plan

- Look over suggested homework options in preparation for our final session in March.
- Put together a 'homework plan' that meets your school/district's needs.
- Be prepared to report out.

#### Session 2: RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 3 on Th 14 March 2019.

1. **Help Teachers to Write ABC/Behavior Statements.** Encourage teachers to use the guide in handout 1 pp. 7-16 (*How To: Write Behavior Statements to Pinpoint Causes of Student Misbehavior*) to help them to describe and analyze problem classroom behaviors.
2. **Begin an MTSS-Behavior Intervention Teacher Toolkit.** Use the intervention ideas in handout 1 pp. 7-16 (*38 Classroom Ideas to Help Students to Make Better Behavioral Choices*) as a starting point for creating a classroom toolkit for your teachers.
3. **Explore 'Function-Based Thinking'.** Encourage behavioral consultants in your building or district to use the FBT materials in handout 2 (7-step process to analyze problem behaviors) when they consult with teachers about Tier 2 behavior issues. The FBT approach can be used prior to full FBA/BIPs.
4. **Assess & Promote a Positive Belief System Among Staff.** Use resources from the workshop page to address staff beliefs about student behavior. Options include:
  - having staff complete the *Beliefs About Behavior* questionnaire. This measure will give you insight into current staff attitudes. (Directions for administering and scoring this questionnaire are posted in today's PowerPoint.)
  - presenting *Big Ideas in Behavior Management*. Use the PowerPoint & handout to convey positive, research-supported 'big behavioral ideas' to staff. (These 'big ideas' foster positive attitudes toward challenging behaviors.)
5. **Build Your Own Homework Assignment.** Review the content and activities from today's workshop. Create any homework assignment(s) that will help you to advance your RTI/MTSS-Behavior model.