Managing Challenging Classroom Behaviors: A Toolkit for Mental Health Professionals

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Handout 1

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RTI Toolkit: A Practical Guide for Schools

Managing Challenging Classroom Behaviors: A Toolkit for Mental Health Professionals

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Handout 2

WORKBOOK: RTI for Behavior and Social-Emotional
Concerns (RTI-B):School / District Needs Assessment

School/District: _____   **Date:** _____

Directions:

- Appoint a recorder.

- Review the list of issues in behaviors and social-emotional functioning that appears below.

- For each issue, discuss whether it presents a significant challenge in your school or district.

- If YES, write down specifics about how this issue impacts your educational setting.

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

   _____

   _____

2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.

   _____

   _____

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

   _____

   _____

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.

   _____

   _____

Workshop PPTs and handout available at:

http://www.interventioncentral.org/behaviormanagement

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

Positive Behavior Management. What is the importance of having teachers adopt a "positive-behavior" focus in the classroom?

15

" *Teachers must remind themselves of the purpose of delivering consequences following problem behaviors.*
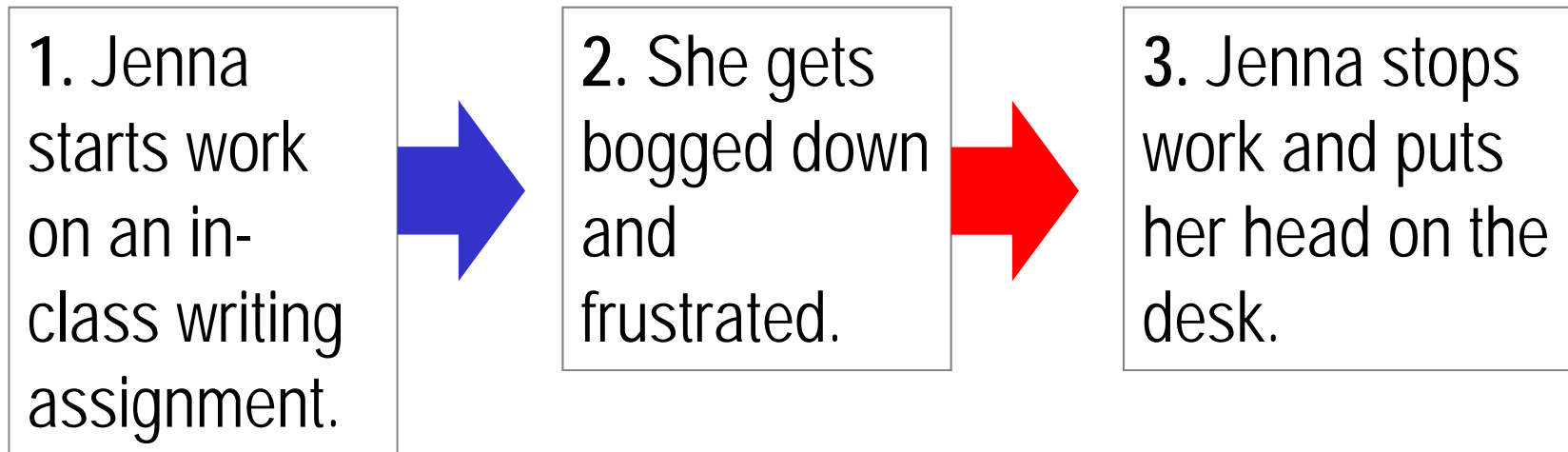
This purpose should be to redirect the student to desirable behavior as quickly as possible to allow learning to continue for the student and other classmates.
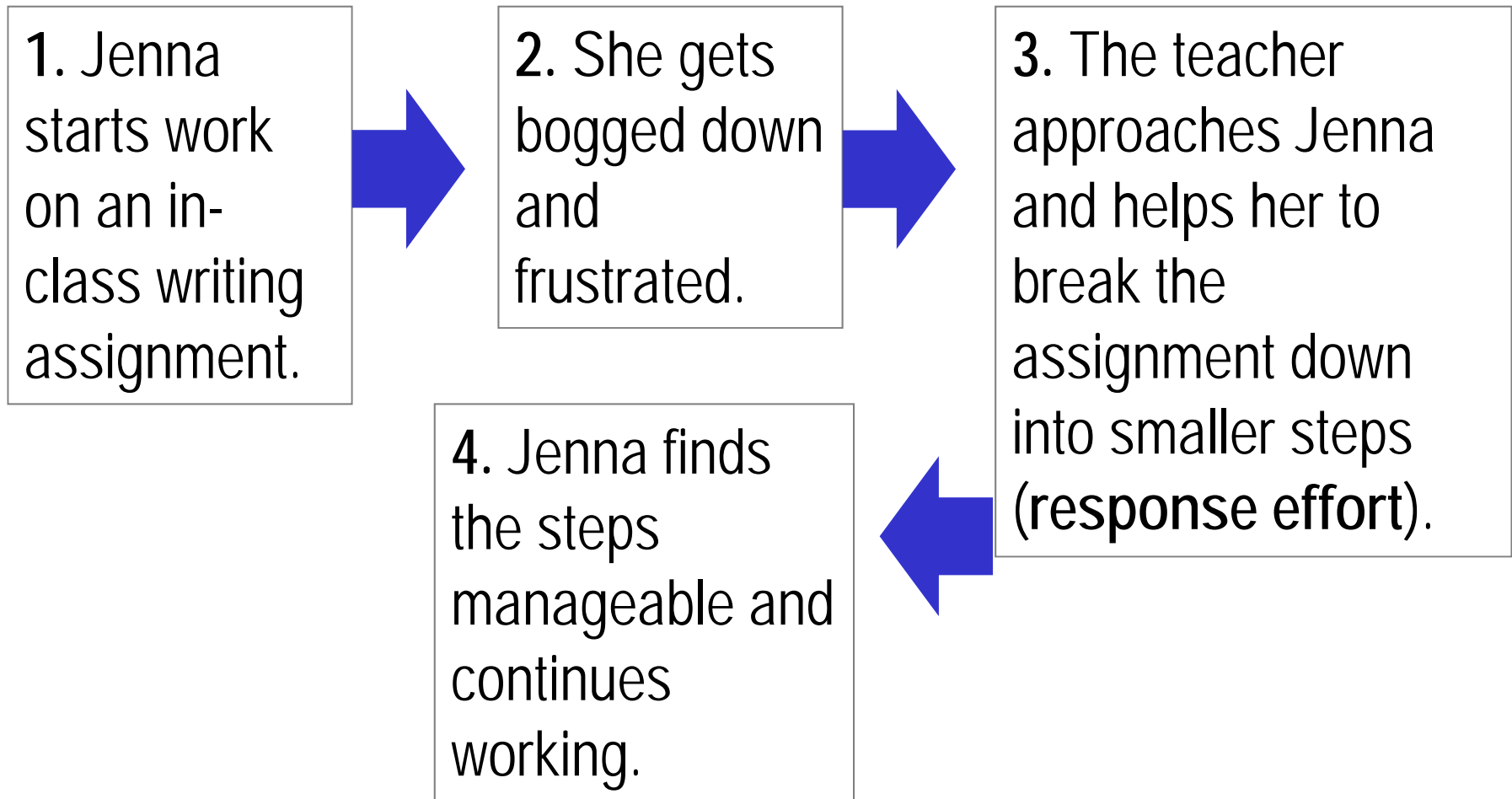
Leach & Helf, 2016; p. 30 "

Source: Leach, D., & Helf, S. (2016). Using a hierarchy of supportive consequences to address problem behaviors in the classroom. Intervention in School and Clinic, 52(1), 29-33.

Student Scenarios: The Power of Timely Support…
Independent Seatwork: Scenario 1

1. Jenna starts work on an in-class writing assignment.	**2.** She gets bogged down and frustrated.	**3.** Jenna stops work and puts her head on the desk.

Student Scenarios: The Power of Timely Support...
Independent Seatwork: Scenario 2

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

2. She gets bogged down and frustrated.

3. The teacher approaches Jenna and helps her to break the assignment down into smaller steps (**response effort**).

4. Jenna finds the steps manageable and continues working.

Student Scenarios: The Power of Timely Support...
Engaging with Peers: Scenario 1

1. Rayshawn is directed to join classmates for small-group discussion.	→	**2.** He interrupts others during discussion and gets into a minor conflict.	→	**3.** The teacher pulls Rayshawn from the group and has him work alone on an alternate assignment.

Student Scenarios: The Power of Timely Support…
Engaging with Peers: Scenario 2

1. Rayshawn is directed to join classmates for small-group discussion.	**2.** Before he joins the group, the teacher and Rayshawn review behavior expectations for small-group work (**pre-correction**).	**3.** Rayshawn successfully participates in the group, making a contribution and interacting appropriately with others.

Student Scenarios: The Power of Timely Support…
Complying with Adult Requests: Scenario 1

1. Ellis is directed to start his in-class assignment.	**2.** He loudly asserts that he is NOT doing this stupid assignment.	**3.** Ellis is sent to the principal's office for disrespectful behavior.

Student Scenarios: The Power of Timely Support…
Complying with Adult Requests: Scenario 2

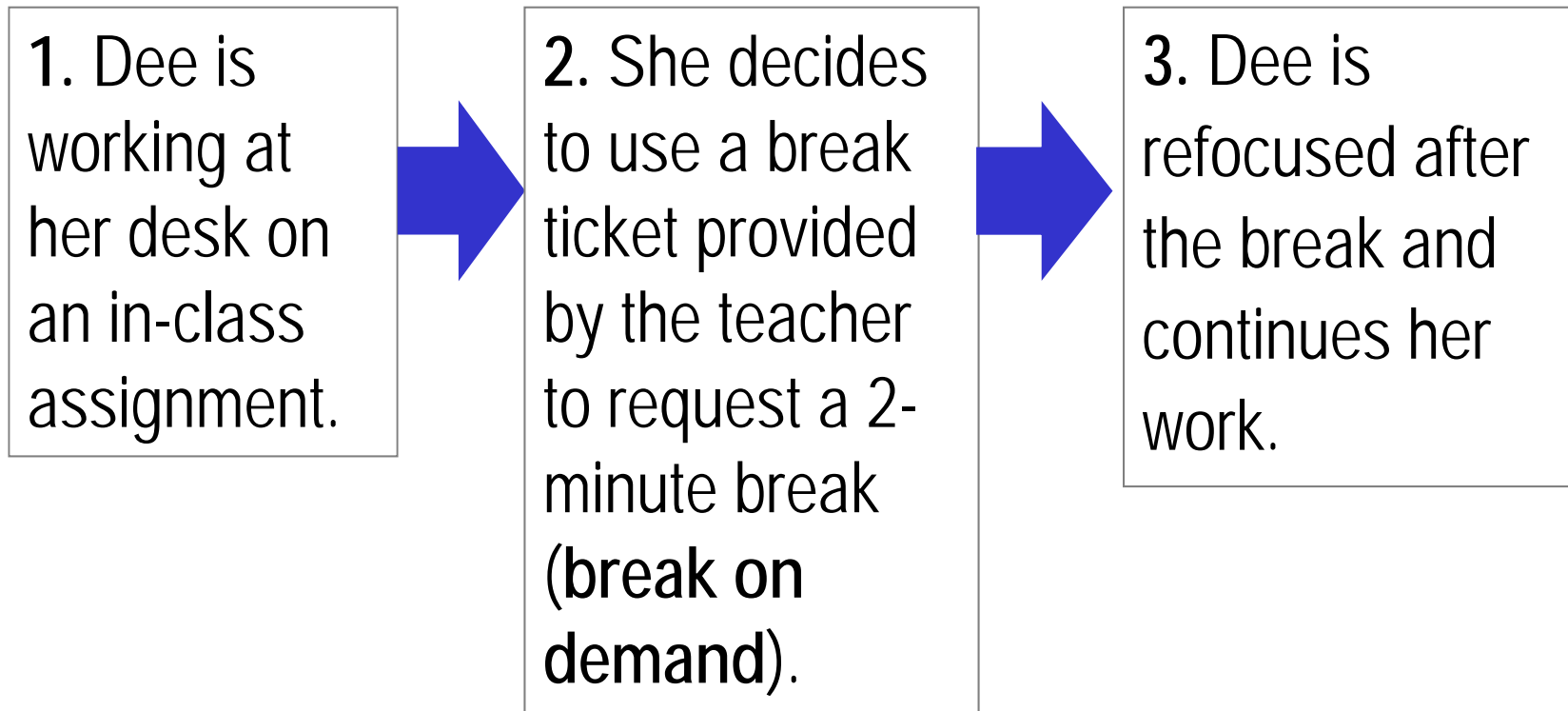|		
1. Ellis is directed to start his in-class assignment.	**2.** The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (**choice-making**).	**3.** Ellis chooses to work with a friend. They move to a corner table and complete the assignment.
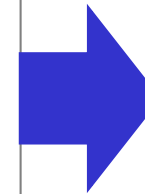
Student Scenarios: The Power of Timely Support…
Developing Endurance: Scenario 1

1. Dee is working at her desk on an in-class assignment.	**2.** She grows fatigued. Dee engineers a 'break' by making funny noises that crack the class up.	**3.** The teacher is not amused. Dee gets in-school suspension.

Student Scenarios: The Power of Timely Support…
Developing Endurance: Scenario 2

1. Dee is working at her desk on an in-class assignment.	**2.** She decides to use a break ticket provided by the teacher to request a 2-minute break (**break on demand**).	**3.** Dee is refocused after the break and continues her work.

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

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

The REAL Goal of MTSS for Behavior at Tier 1: Changing Behavior

When educators reach school-wide consensus on how to teach and reinforce acceptable student behaviors:

- staff view positive behavior as a teachable skill-set. (And a student's absence of positive behaviors is viewed as a learning deficit, not a sign of moral failing.)

- adults across locations are consistent in acknowledging and reinforcing expected behaviors, resulting in more "predictable" settings for students.

- behavior moves from the "hidden" to the "open" curriculum. The school is transparent in defining what cultural values and behaviors it supports.

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.

Source: Barnett, D. W., Daly, E. J., Jones, K. M., & Lentz, F.E. (2004). Response to intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity. Journal of Special Education, 38, 66-79.

Workshop Agenda

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

2. **Class-Wide Behavior Management.** These elements contribute to a well-managed classroom.

3. **Behavior Building Blocks.** This section reviews some of the most important behavior management tools?.

4. **The Inattentive/Anxious/Non-Compliant Student.** Profiles of common behavior disorders can help teachers to provide more appropriate support.

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

Workshop Agenda (Cont.)

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

7. **Managing Problem Behaviors.** When problems occur, the teacher can use these strategies to minimize attention while redirecting the student to task.

8. **Behavior Management: Show Me the Data.** Behavior Report Cards and Behavior Checklists are feasible 'go-to' methods teachers can use to track almost any classroom behavior.

9. **Encouraging Compliance.** Teachers can follow this sequence when delivering requests to reduce confrontation and increase compliance.

10. **Managing Students in Crisis.** The Aggression Cycle is a framework that can help to predict the stages of student anger and guide teachers in responding at each stage.

Big Ideas in Behavior Management. This handful of powerful concepts can lay the groundwork for teacher success in managing challenging behaviors. pp. 2-3

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

-Ted Christ

Source: Christ, T. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology* V (pp. 159-176). Bethesda, MD: National Association of School Psychologists.

Behavior in the Classroom: A Product of…

Child Characteristics

Classroom Environment

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.
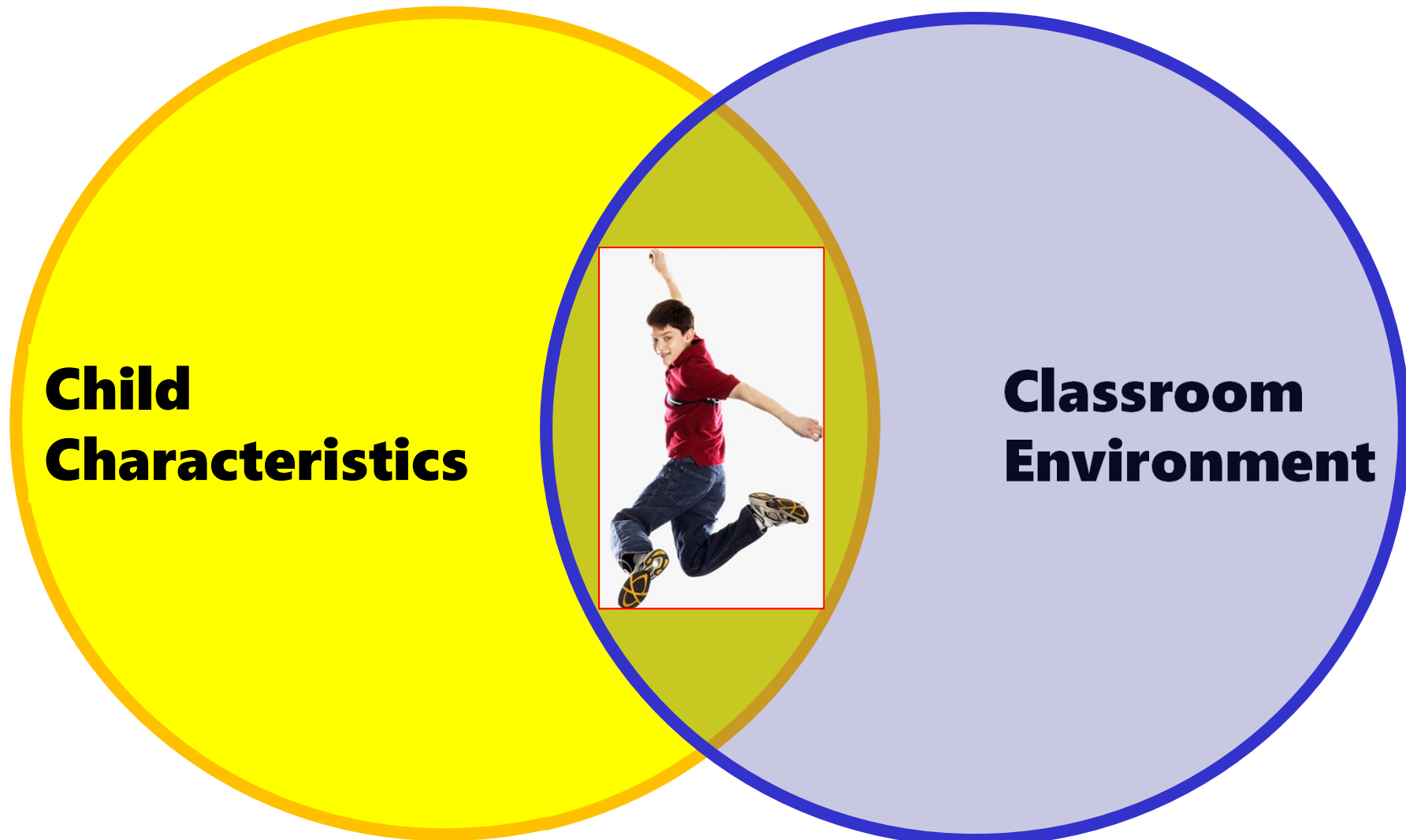
'Big Ideas' in Behavior Management…

■ *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…
• LACK OF SKILLS. The student lacks the skills necessary to display the desired behavior.
• PEER ATTENTION-SEEKING. The student is seeking the attention of other students.
• ADULT ATTENTION-SEEKING. The student is seeking the attention of adults.
• ESCAPE/AVOIDANCE OF A TASK OR SITUATION. The student is seeking to escape or avoid a task or situation.
• LACK OF MOTIVATION. The student possesses the skills necessary to display the desired behavior but lacks sufficient incentive to do so.
• 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." (This category can include symptoms linked with anxiety, oppositional disorders 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 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.

ABC Timeline

A   B   C
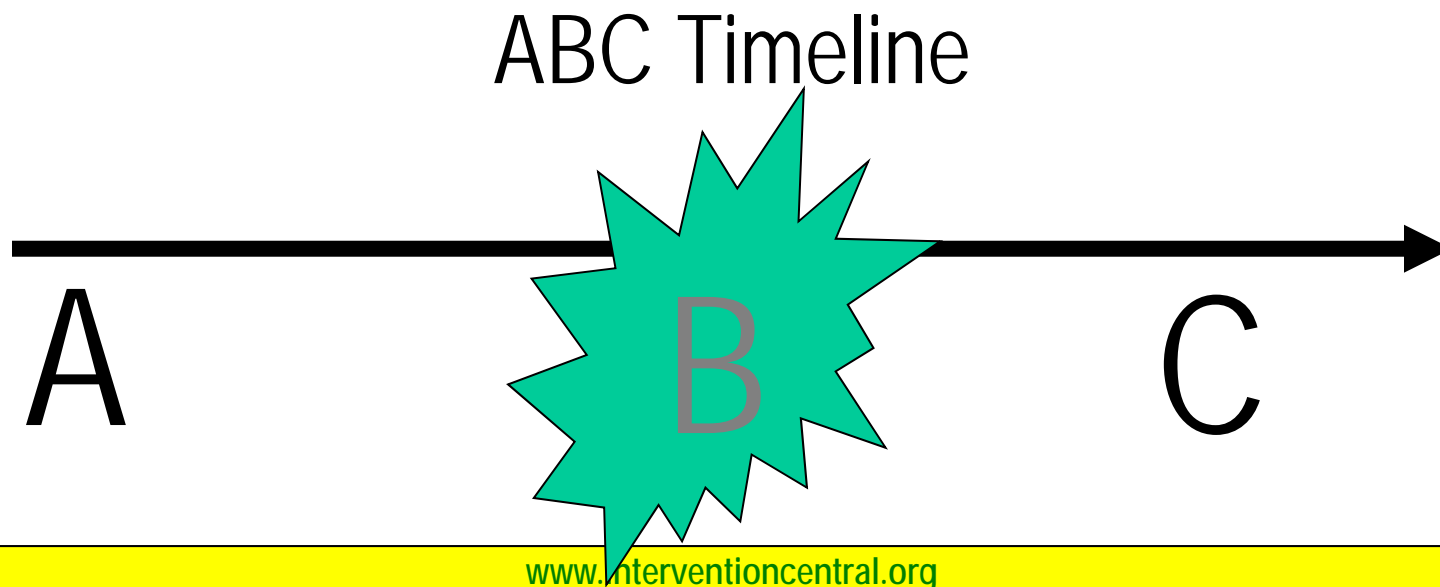
'Big Ideas' in Behavior Management...

■ *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

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 the teachers whom you work with to keep in mind when working with challenging students.

'Big Ideas' in Behavior Management

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.*

Class-Wide Behavior Management. The well-managed classroom emphasizes strong instruction, clear behavioral expectations, and positive student interaction. (Online)

Classroom Environments: Freedom and Choice

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

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

Sources: Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin Books.

'Choice' Architecture: Structuring Choice for Better Outcomes

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

Sources: Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin Books.

RTI for Behavior Depends on the Skill-Set of Individual Teachers…

Watch this video-clip of Stephanie, a veteran teacher, (and 'choice architect') discussing her approach to managing behaviors in her classroom.

Note the positive behavior intervention strategies that she shares…

Teachers as 'Choice Architects'

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

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

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

Sources: Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin Books.

Tier 1: Class-Wide Management Checklist (Online)

RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist

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

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

Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).		
Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include: • engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities). • assigning and collecting homework and classwork. • transitioning students efficiently between activities.		
Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).		

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

Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).		

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

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

Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).

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

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- engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).

- assigning and collecting homework and classwork.

- transitioning students efficiently between activities.

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

Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's:
2. Instruction That Motivates

Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's:
2. Instruction That Motivates

Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.

RTI-B: Tier 1: Class-Wide Management: Look-For's:
2. Instruction That Motivates

Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's:
2. Instruction That Motivates

Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001) Offering choice options can increase academic motivation and focus while reducing problem behaviors.

RTI-B: Tier 1: Class-Wide Management: Look-For's:
3. Managing the Classroom

Scanning the Class Frequently. The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).

RTI-B: Tier 1: Class-Wide Management: Look-For's:
3. Managing the Classroom

Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

RTI-B: Tier 1: Class-Wide Management: Look-For's:
3. Managing the Classroom

Providing Active Supervision. The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors , and praises examples of appropriate student behavior.

RTI-B: Tier 1: Class-Wide Management: Look-For's: 3. Managing the Classroom

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

RTI-B: Tier 1: Class-Wide Management: Look-For's:
3. Managing the Classroom

Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).

Starting the Year on a Strong Behavioral Footing. Review these class-wide management elements. Discuss how you might encourage teachers to prepare for, teach & reinforce behavioral expectations in the first weeks of school.

RTI-B: Tier 1: Class-Wide Management: Look-For's	
1. **High Expectations for Behavior**	• Providing a Brisk Rate of Instruction
• Teaching Culturally Responsive Behavioral Expectations	• Offering Choice Opportunities
• Training the Class in Basic Classroom Routines	3. **Managing the Classroom**
• Posting Positive Classroom Rules	• Scanning the Class Frequently
2. **Instruction That Motivates**	• Employing Effective Verbal Commands
• Ensuring Instructional Match	• Providing Active Supervision
• Providing Explicit Instruction	• Shaping Behavior Through Praise
• Promoting Active Engagement	• Establishing a Range of Consequences for Misbehavior

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

Behavior Building Blocks. What are some of the most important behavior management tools?

*Handout
(Online)*

Praise

Description. Teacher praise is performance feedback that includes verbal or non-verbal communication of teacher approval of student behavior. Praise is easy to implement and fits into the natural pattern of classroom communication (Hawkins & Heflin, 2011).

Procedure: Effective teacher praise consists of two parts:

1. a description of noteworthy student academic performance or general behavior, and
2. a signal of teacher approval (Brophy, 1981; Burnett, 2001).

The power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations (Burnett, 2001). As with any potential classroom reinforcer, praise has the ability to improve student academic or behavioral performance—but only if the *student* finds it reinforcing (Akin-Little et al., 2004).

References

Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. School Psychology Review, 33, 344-362.

Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51,* 5-32.

Burnett, P. C. (2001). Elementary students' preferences for teacher praise. *Journal of Classroom Interaction, 36*(1), 16-23.

Daly, E. J., Martens, B. K., Barnett, D., Witt, J. C., & Olson, S. C. (2007). Varying intervention delivery in response to intervention: Confronting and resolving challenges with measurement, instruction, and intensity. *School Psychology Review, 36,* 562-581.

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom.* Columbus, OH: Charles E. Merrill Publishing Co.

Hawkins, S. M., & Heflin, L. J. (2011). Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention. *Journal of Positive Behavior Interventions,13*(2) 97–108.

Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44,* 65-75.

Behavior Building Blocks: **Praise**

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  Praise is easy to implement and fits into the natural pattern of classroom communication (Hawkins & Heflin, 2011).

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Behavior Building Blocks: **Praise**

- **Procedure:** Effective teacher praise consists of two parts:

    1. a description of noteworthy student academic performance or general behavior, and

    2. a signal of teacher approval (Brophy, 1981; Burnett, 2001).

    Praise is a positive coaching tool to shape student behavior in a desired direction.

Activity: Reinforcing Appropriate Behaviors

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

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

Source: Hawkins, S. M., & Heflin, L. J. (2011). Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention. Journal of Positive Behavior Interventions,13(2) 97–108.

Behavior Building Blocks: **Pre-Correction**

Description. The educator heads off a problem behavior by proactively prompting or reminding student(s) to show appropriate behaviors.

Behavior Building Blocks: **Pre-Correction**

- **Procedure:** Just before a situation or setting when problem behaviors are most likely to occur, the educator 'pre-corrects' by reminding student(s) of appropriate behavioral expectations. Among strategies, the educator can:

  - provide a verbal prompt (e.g., having the student restate a classroom rule or describe an appropriate behavior).

  - provide a non-verbal prompt (e.g., silently pointing to posted classroom rule).

  - give student(s) a chance to practice appropriate behaviors.

  - remind student(s) of reinforcers that they can earn for engaging in appropriate behaviors.

Behavior Building Blocks: **Response Effort**

- **Description.** The educator increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task.

Behavior Building Blocks: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Start assigned readings in class. Whenever a challenging text is assigned for independent reading (e.g., as homework), the educator (or perhaps a skilled student reader) reads the first few paragraphs of the assigned reading aloud while the class follows along silently in their own texts. Students are then directed to read the remainder of the text on their own.

Behavior Building Blocks: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

> **Begin challenging homework in class.** When assigned challenging homework, students are paired off or divided into groups and given a brief amount of class time to begin the homework together, develop a plan for completing the homework, formulate questions about the homework, or engage in other activities that will create the necessary momentum to motivate students then to complete the work independently.

Behavior Building Blocks: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

  Chunk' assignments. The educator breaks a larger student assignment into smaller 'chunks'. The educator provides the student with performance feedback and praise for each completed 'chunk' of assigned work.

Behavior Building Blocks: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

  Select a peer or adult to start the student on assignments. If a student finds it difficult to get organized and begin independent seatwork activities, a supportive peer or adult in the classroom can get the student organized and started on the assignment.

Behavior Building Blocks: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Provide a work plan. In preparation for more complex assignments such as research papers, the educator helps the student to create an outline of a work plan for completing those assignments.

The plan breaks a larger assignment into appropriate sub-steps (e.g., 'find 5 research articles for the paper', 'summarize key information from articles into notes', etc.).

Behavior Building Blocks: **Verbal Commands**

- **Description.** The adult structures the directive as an effective 'alpha' command.

  The format of this command increases the probability of student compliance.

Behavior Building Blocks: **Verbal Commands**

- **Procedure:** Effective commands to groups or individuals:
  - are brief.
  - use simple, clear language.
  - direct student(s) to perform a specific task.
  - contain no more than one verb (e.g., "**Clear** your desks", "**Underline** two key details in the paragraph").
  - are given one at a time, followed by a 5-second wait period.
  - are stated in a positive or neutral tone of voice.
  - use active phrasing (e.g., "Clean up your work area") in place of passive phrasing (e.g., "The work area needs to be cleaned up") or LET'S statements (e.g., "Let's clean up the work area").

Behavior Building Blocks: **Verbal Commands**

- **Tips for Use.** Verbal commands are most effective when used sparingly.

  Educators can reduce reliance on commands:

  - by training students to automatically follow predictable classroom procedures and routines or
  - by giving students self-monitoring checklists to guide them through all steps of a cognitive strategy or task.

05:00

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# LAB WORK: Which 'Building Block' Do You Find Most Useful?

- Review this list of 'building block' ideas just discussed.

- Which would you like to see your teachers using more frequently? What ideas do you have to encourage this?

Behavior Building Blocks

1. *Praise*
2. *Providing Pre-Correction Before the Activity*
3. *Reducing Response Effort*
4. *Using Effective Verbal Commands*

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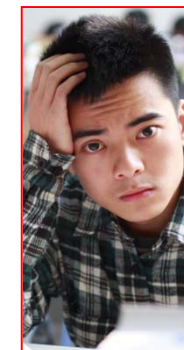
Problem Behaviors: Common Reasons

- **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).

- **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.)

The **Inattentive/ Impulsive** Student
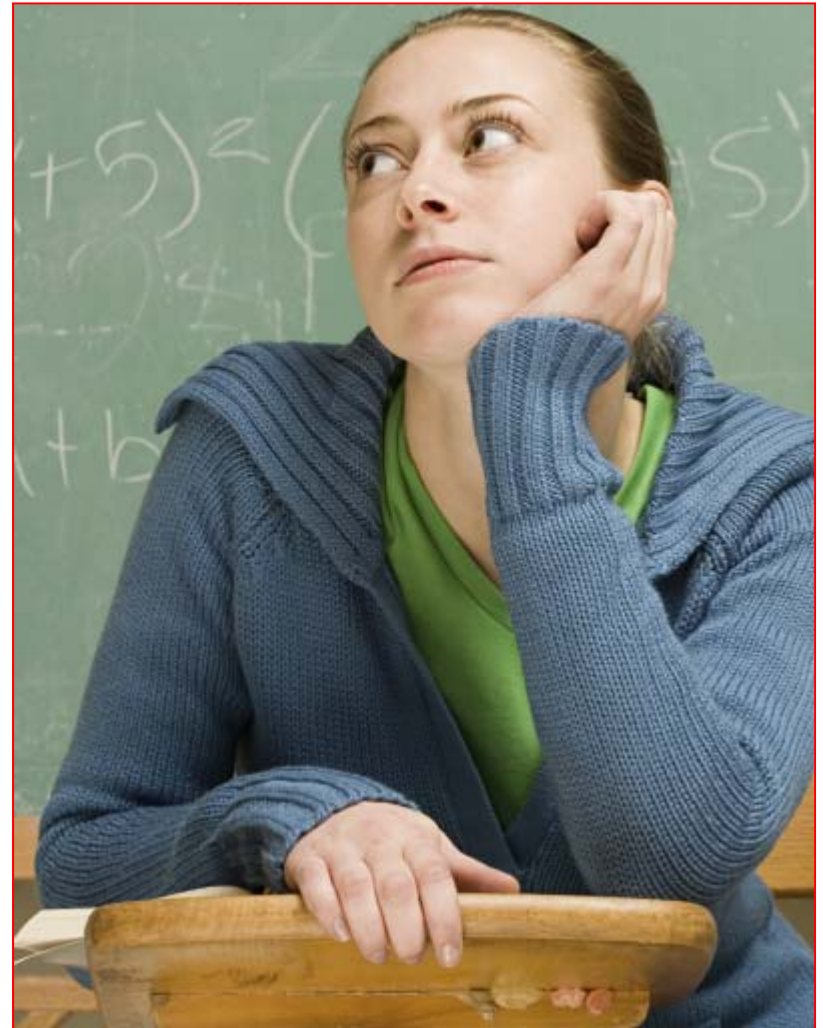
Attention-Deficit/Hyperactivity Disorder: Essential Features

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

- **Inattention.** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:

  - Fails to give close attention to details
  - Has difficulty sustaining attention in tasks or play
  - Seems not to pay attention when spoken to
  - Does not follow through on instructions or finish schoolwork
  - Has difficulty organizing tasks and activities
  - Avoids or dislikes tasks requiring sustained mental effort
  - Often loses things needed for tasks or activities
  - Is distracted by extraneous stimuli
  - Is often forgetful in daily activities (e.g., chores, errands)

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Attention-Deficit/Hyperactivity Disorder: Essential Features

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

- **Hyperactivity/Impulsivity**: Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:

  - Fidgets or taps hands or feet or squirms in seat

  - Leaves seat when expected to remain seated

  - Runs around or climbs in situations when the behavior is not appropriate

  - Is unable to play or take part in a leisure activity quietly

  - Seems "on the go" "as if driven by a motor"

  - Talks incessantly

  - Blurts out an answer before a question has been fully asked

  - Interrupts others

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Attention-Deficit/Hyperactivity Disorder: Prevalence

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

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

Sources: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Centers for Disease Control and Prevention. (n.d.) ADHD: Data & statistics. Retrieved from http://www.cdc.gov/ncbddd/adhd/data.html

The **Inattentive/Impulsive** Student: Prescription

Here are **3** general strategies for working with these learners:

- ✓ Ensure that the student is taught step-by-step behavioral expectations for common routines and transitions.
- ✓ Provide cues at 'point of performance' for expected behaviors.
- ✓ Have the student monitor his or her own behavior.

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

- 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.

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

School-Home 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.*"

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

School-Home 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

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

School-Home Note: Example

SCHOOL-HOME NOTE

Student Name: _____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON __/__/__	TUES __/__/__	WED __/__/__	THURS __/__/__	FRI __/__/__
The student completed classwork in a satisfactory manner Yes 2 So-So 1 No 0					
The student used class time well. Yes 2 So-So 1 No 0					
The student got along well with peers. Yes 2 So-So 1 No 0					
The student followed teacher requests. 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

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.

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

School-Home 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.

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

School-Home 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).

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

School-Home Note: Example

SCHOOL-HOME NOTE

Student Name:_____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON _/_/_	TUES _/_/_	WED _/_/_	THURS _/_/_	FRI _/_/_
The student completed classwork in a satisfactory manner. Yes **2** · So-So **1** · No **0**					
The student used class time well. Yes **2** · So-So **1** · No **0**					
The student got along well with peers. Yes **2** · So-So **1** · No **0**					
The student followed teacher requests. 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.

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

School-Home 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.

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

School-Home 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.

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

The **Non-Compliant** Student
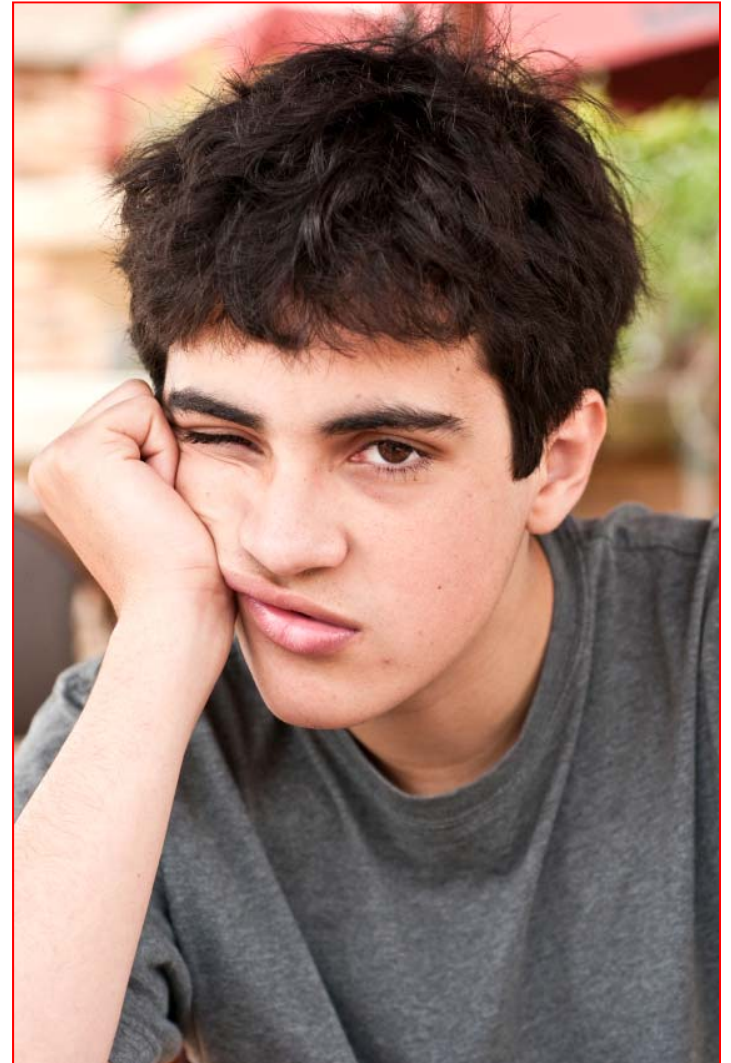
Oppositional Defiant Disorder: Essential Features

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

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Oppositional Defiant Disorder: Prevalence

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

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

The **Non-Compliant** Student: Prescription

Here are **4** general strategies for working with these learners:

✓ Ensure that the student has the skills and strategies necessary for academic success.

✓ Teach behavioral expectations…then hold the student accountable for following those expectations.

✓ Keep interactions at a minimum when the student is uncooperative.

✓ Work to establish a personal connection with the student.

Precision Requests: Make Directives and Consequences Clear p. 9 (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The *precision request* structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance.

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

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

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

   The teacher then waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment") .

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

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

   Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher verbally reinforces the student (e.g., "Thank you for starting your math assignment") .

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

3. *Deliver consequence for non-compliance.* If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.

The **Anxious** Student
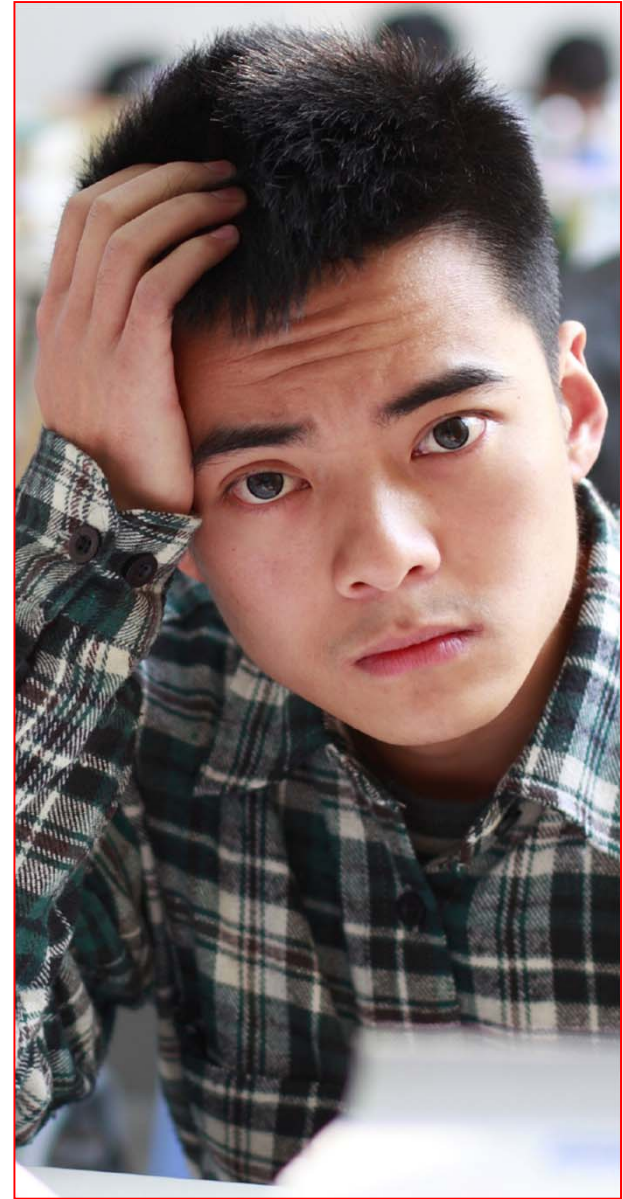
Generalized Anxiety Disorder: Essential Features

- *[GAD is one of the Anxiety Disorders.]*

- The individual experiences excessive anxiety and worry about a variety of topics, events, or activities over a period of at least 6 months. Worry occurs on the majority of days. It is difficult for the individual to control the anxiety/worry.

- The worry is associated with at least 3 of these 6 symptoms:
    - Restlessness.
    - Becoming fatigued easily
    - Difficulty concentrating
    - Irritability
    - Muscle tension
    - Sleep disturbance

- The individual experiences 'clinically significant' distress/impairment in one or more areas of functioning (e.g., at work, in social situations, at school).

- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

'Normative' Anxieties/Fears in Childhood & Adolescence

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

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

Generalized Anxiety Disorder: Prevalence

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

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

The **Anxious** Student: Prescription

Here are **4** general strategies for working with these learners:

- ✓ Make classroom expectations predictable.

- ✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.

- ✓ Teach the student how to translate global tasks into manageable sub-tasks.

- ✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.

Managing Academic Anxiety Through an Antecedent Writing Activity p. 47

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.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

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.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

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.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

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.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

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.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

Group Discussion Topic: Psychiatric Disorders & the Classroom

Think about students that you have worked with who had an actual or suspected diagnosis of any of these disorders:

- ADHD

- Oppositional-Defiant Disorder

- Anxiety Disorder

What instructional and/or management strategies did you find benefited these students?

Preventing Problem Behaviors. These proactive intervention ideas are designed to *prevent* challenging behaviors—a win-win for teacher and student.
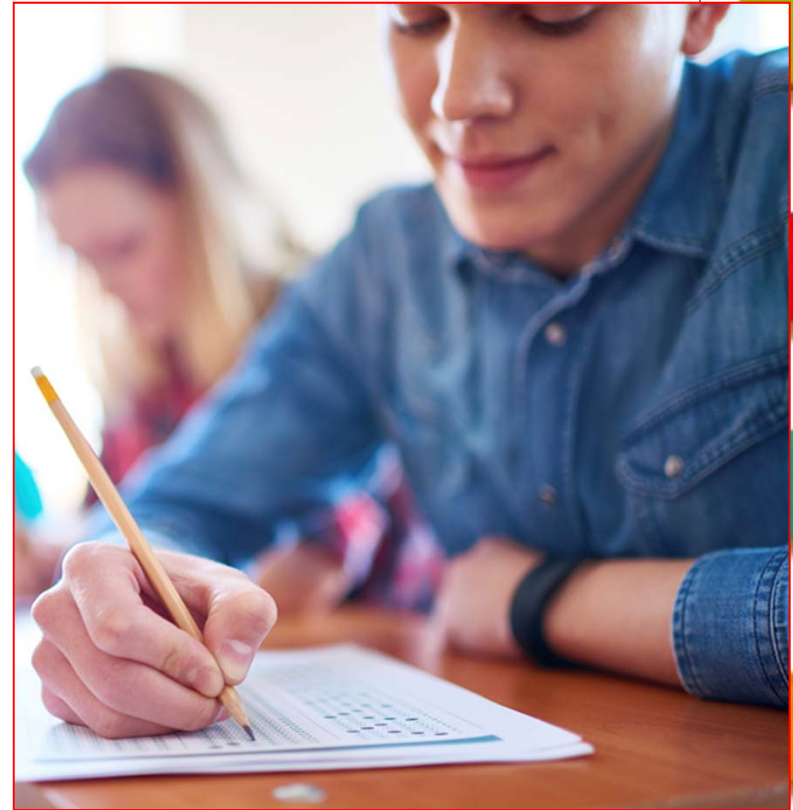
Antecedent Strategies: Getting Ahead of the Problem

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

- **prevent** a problem behavior, or
- **encourage** a desired behavior.
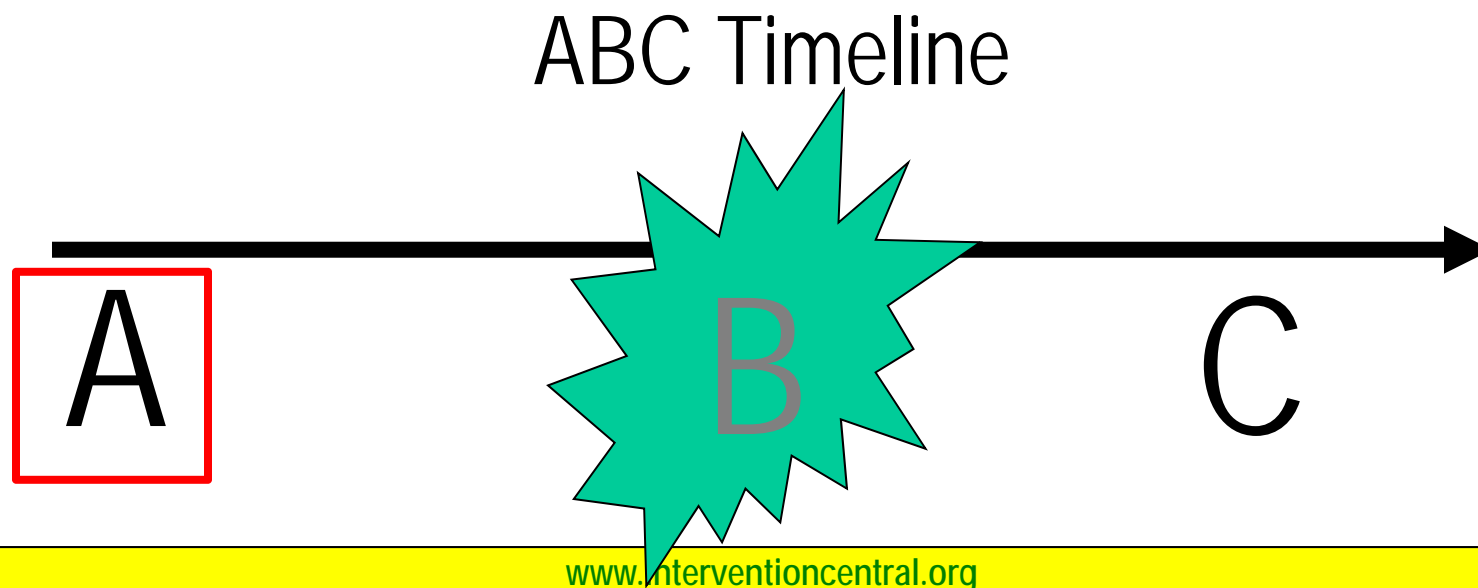
ABC Timeline

ABC: The Core of Behavior Management

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

"That is, most **behavior** is believed to occur…"
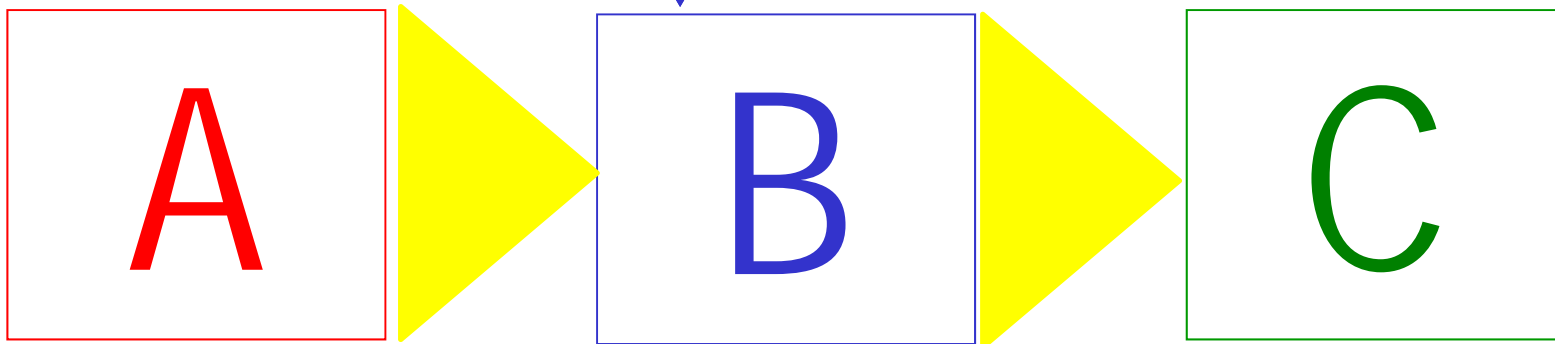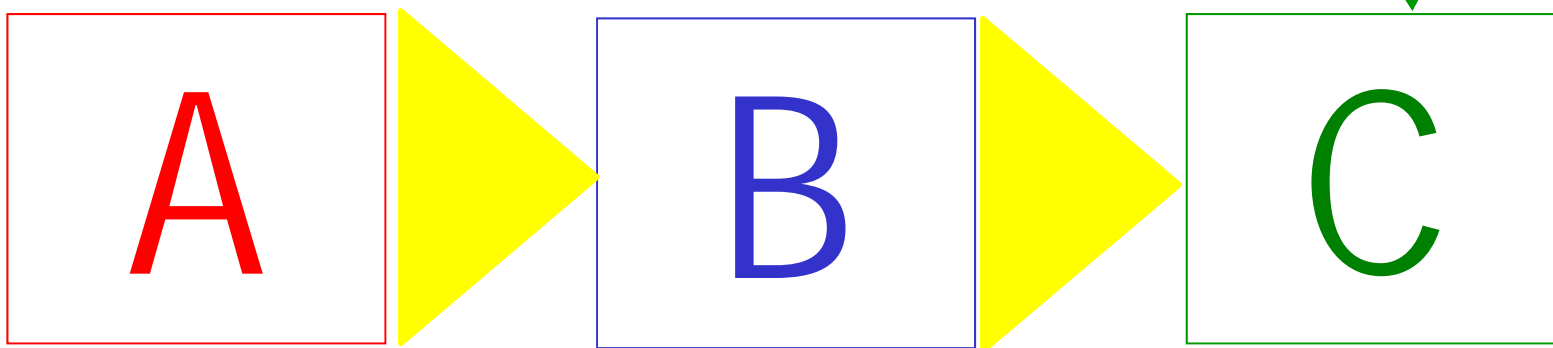
A B C

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: The Core of Behavior Management

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

"… subsequent to some type of environmental event (i.e., an **antecedent**) …"
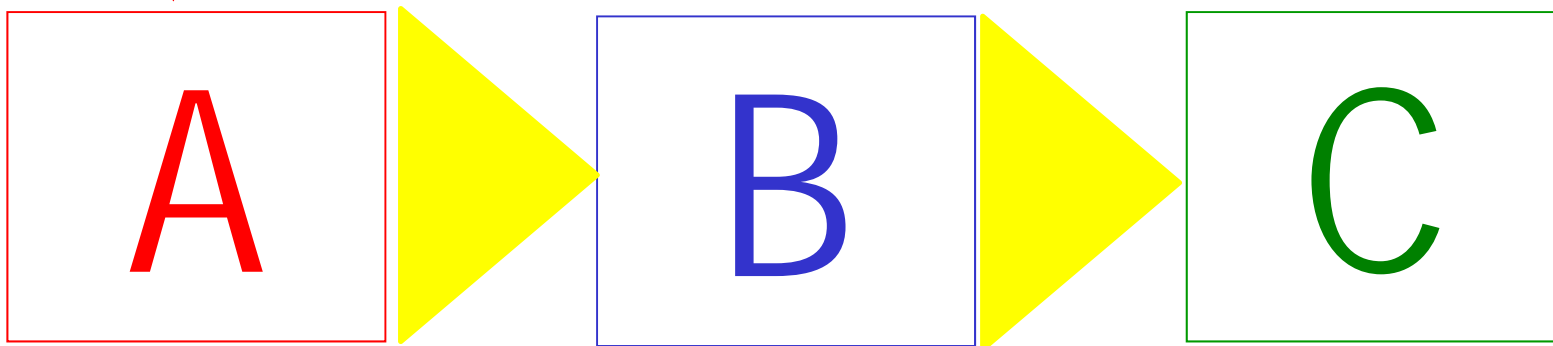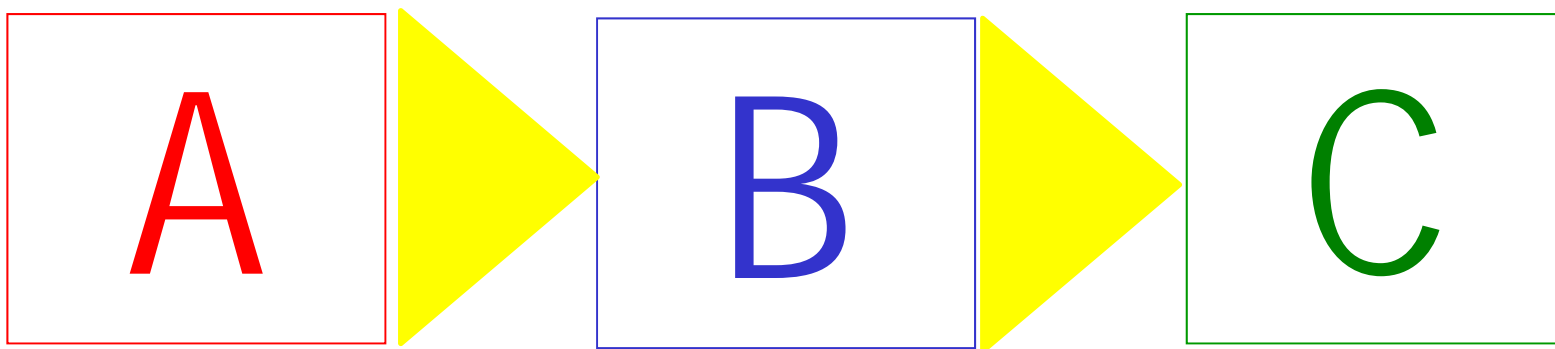
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ABC: The Core of Behavior Management

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

"…which then may be maintained if it is followed by an event that is pleasurable or reinforcing (i.e., **consequence**)."
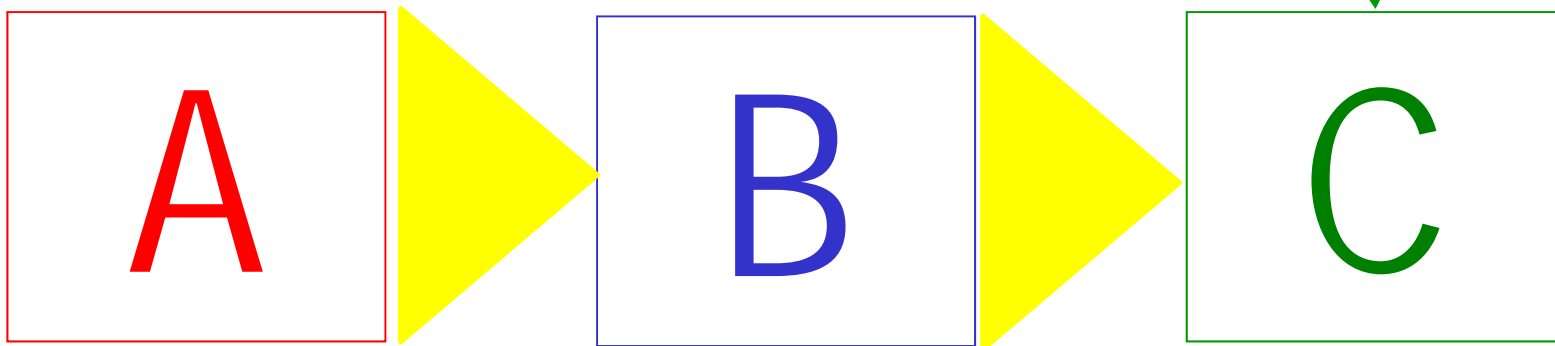
A ▶ B ▶ C

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

Example: A student is given a worksheet to complete.
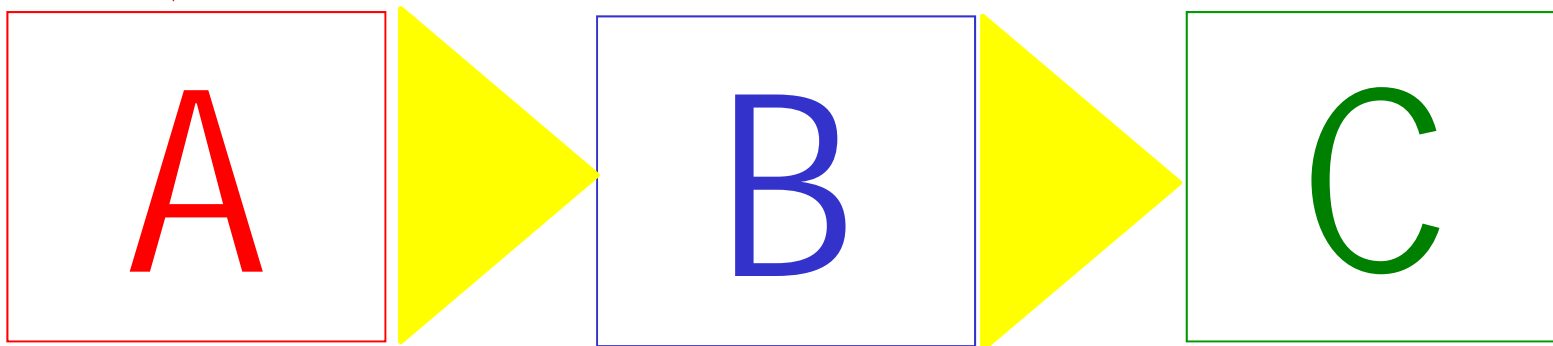
A ▶ B ▶ C

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

The student stares at the paper for a moment—then tears it up.
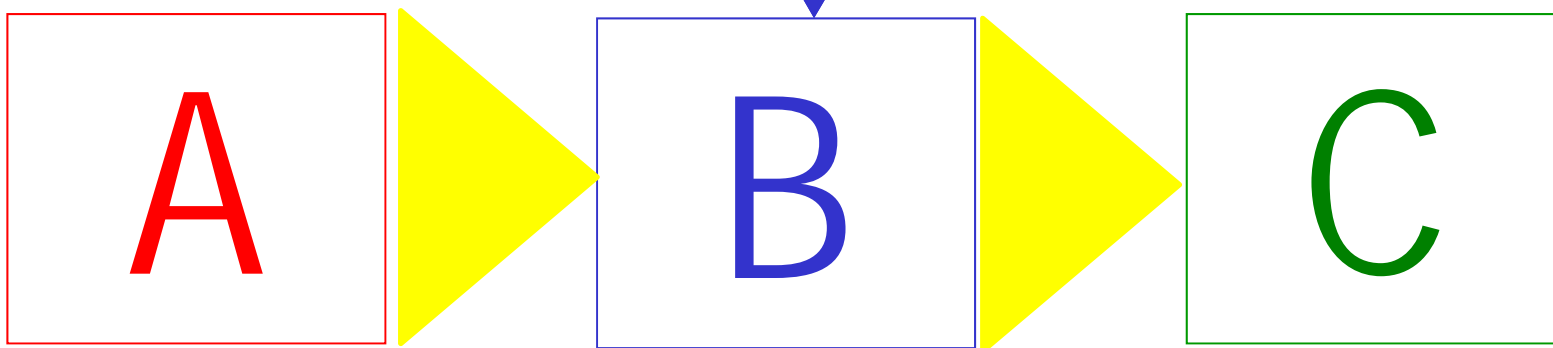
A ▶ B ▶ C

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

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

A ▶ B ▶ C

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

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

Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

Activity: Choosing Interventions

- At your table, select a **recorder** and **spokesperson**.

- Turn to pp. 4-7 in your handout (section listing antecedent behavior interventions).

- Read over the interventions.

- As a group, select **up to 3** of the intervention ideas that you feel would be **most beneficial** for your teachers to know about.

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

The Secret Ingredients for Creating a Better Behavior Intervention Plan: Antecedents & Consequences

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.

ADHD:ODD (Oppositional Defiant Disorder):GAD (Generalized Anxiety Disorder)

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

☐ ADHD:ODD:GAD: 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.

☐ ADHD:ODD:GAD: 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
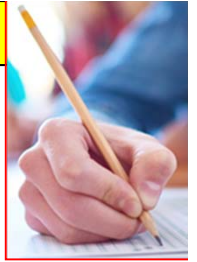
Antecedent Strategies: Prevent Problem Behaviors

We will review the following antecedent intervention ideas:

- Antecedent strategies to promote **student-teacher connections.** (pp. 13-14)

- Active-response beads to **deescalate behavior** (pp. 27-29).

- Antecedent physical exercise to **improve general behavior** (Available online)

Antecedent Strategies to **Promote** Student-Teacher Connections (pp. 13-14)

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Maintaining a High Rate of Positive Interactions.* Teachers promote a positive relationship with any student by maintaining a ratio of at least **three** positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structuring Teacher-Student Interactions* (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

Additional Antecedent Strategies…

- *Antecedent Physical Exercise:* Antecedent strategy to **prevent** disruptive behavior. (Online)

- *Active Response Beads:* Antecedent strategy to **prevent** problem behavior(s). (pp. 27-29)

Reducing Disruptive Behavior Through Antecedent Physical Exercise p. 54

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.

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.

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).

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.

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.

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.

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.

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.

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.

Challenging Behaviors: Baseline

X

Antecedent Exercise Session | 0-30 mins | 031-60 mins | 61-90 mins

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.
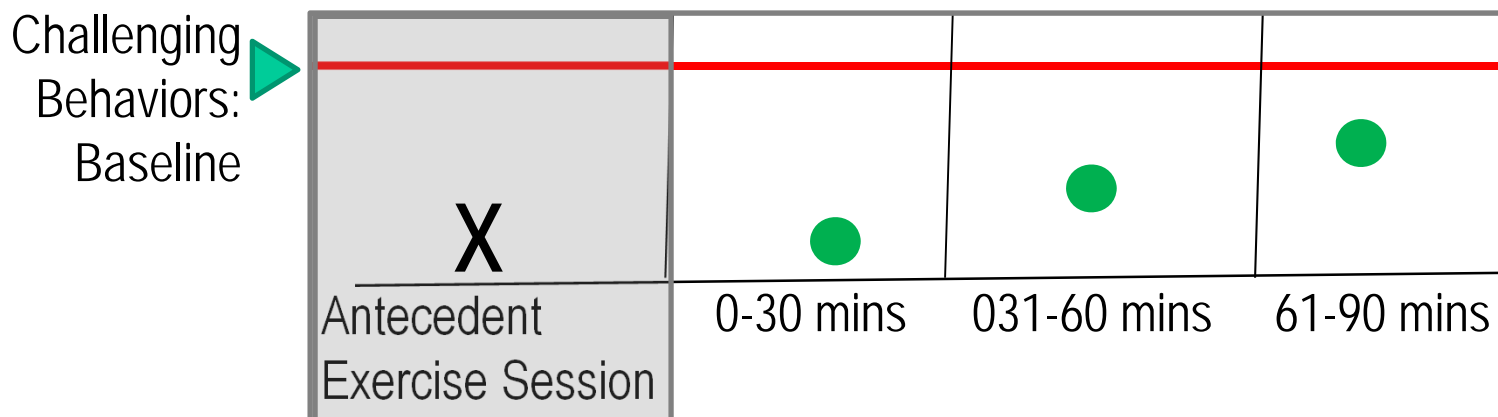
Active Response Beads-Time Out
(Grskovic et al., 2004) pp. 44-46
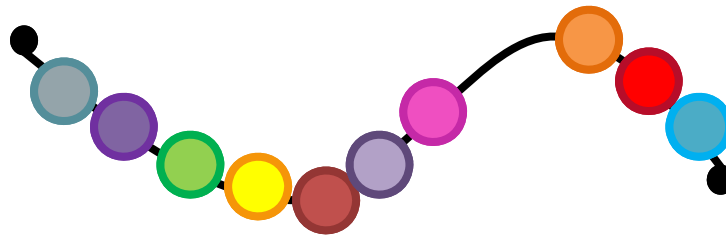
Active Response Beads-Time Out:

- 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.

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:

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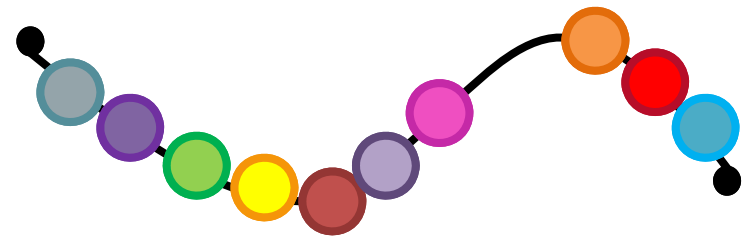
To make a set of Active Response Beads, the teacher strings the 10 beads on the cord and ties a knot at each end.

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:

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.

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

1	**Teacher Initiates ARB-TO Strategy**
	Teacher: The teacher directs the student to "go get an ARB". **Student:** The student walks to the teacher's desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.

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

2	**Student Uses Active Response Beads**
	Teacher: The teacher praises compliance and directs the student to begin the ARB-TO procedure:
	"Thanks for getting your ARB . You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."
	Student: The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:
	• takes a deep breath and slowly releases; • moves a bead along the cord from the left to the right side of the ARB; • gradually reduces voice volume--to conclude in a whisper on the last number.
	Upon completing the count, the student raises head from desk.

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

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

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

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:

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.

Desk Dots

10 9 8 7 6 5 4 3 2 1

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..
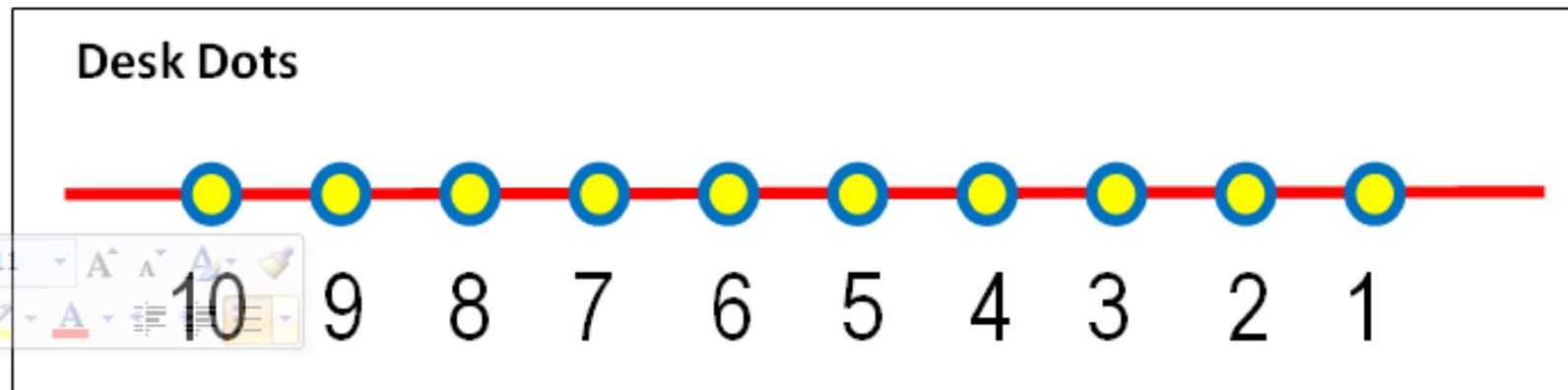
Activity: Choose an Antecedent Strategy...

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

- Antecedent strategies to **prevent** misbehavior (pp. 4-5).

- Antecedent strategies to **encourage** goal behaviors (pp. 5-7).

- Antecedent strategies to promote **student-teacher connections.** (pp. 13-14).

- Active-response beads to **deescalate behavior** (pp. 27-29).

- Antecedent essay-writing **to manage test anxiety** (Online).

- Antecedent physical exercise to **improve behavior** (Online)

Analyzing Student Behaviors. How can larger behavior goals be turned into behavior checklists?

How to
Conduct a
Task Analysis
pp. 17-20

How to...Conduct a Task Analysis & Create a Behavior Checklist

Consultants sometimes find that the positive 'behavior' they would like to target for an intervention plan is actually a global term that refers to a cluster of related behaviors. For example, the goals "participates in discussion groups", "solves math word problems", and "is prepared for classwork" each contain multiple smaller behaviors that must all be done successfully in order for the larger goal to be accomplished.

A task analysis is the procedure that consultants can use to convert a comprehensive goal into a series of discrete, specific, teachable behaviors that can then be formatted as a convenient checklist. This article outlines best practices (Kazdin, 2013) for conducting and making use of a task analysis.

How to Approach the Task Analysis? There are several ways that you as a consultant can proceed in conducting a task analysis.

- *Use common sense.* First, you can adopt a common-sense approach and simply help the educator you are working with to divide an overarching behavioral goal into its logical skill-components.

- *Observe successful models.* Alternatively, you can observe successful behavior models that match your behavior goal and convert your observations into a task-analysis. For example, if you need to create a checklist for a 4th-grader on how to join a play group appropriately during recess, you might observe several typical students on the playground who have mastered that skill and use your resulting notes on their techniques to task-analyze positive group-joining behavior.

- *Ask an expert.* Finally, for behaviors that are more specialized, you can ask an expert to assist you in defining and organizing those behaviors into a sequence. For example, if you need to task-analyze proper hand-washing for a student's behavior plan, you might first consult with the school nurse about a recommended protocol for washing one's hands.

Conducting the Task Analysis. The process for converting a larger behavioral goal into a list of sub-skills via task analysis can seem simple and straightforward. But it does require attention to ensure that no important skill components are omitted, that those components are sequenced in the proper order, and that the client is capable of mastering the requirements of each component. Here are the steps to conducting the task analysis:

1. *Break the larger behavioral goal into component elements.* The initial step in carrying out a task analysis is to divide the more global behavior into its skill components. Each sub-skill should be specific and stated in clear, observable terms. Here is a good question to ask as you write each sub-skill: "*Is this component defined so clearly that I can verify through direct observation that the client is or is not performing it?*"

2. *Sequence the skill components .* When you have listed each of the sub-skills that make up the larger behavior goal, place them into the order or sequence in which the client is to engage in them.

3. *Adjust the units of behavior as needed.* After a checklist has been generated, you can adjust its components to encompass larger or smaller units of behavior--depending on such factors as the client's age, cognitive ability, and familiarity with the behavioral expectations contained in the checklist. For example, a task analysis for the global goal "'is prepared for classwork" might include a component for maintaining a neat work area. For an older student, you might phrase this skill component more generally as "the student has cleared the desk and laid out work materials". However, for a younger student who has not yet learned how to set up a neat work

When Behavior Goals Are Too Broad, How Can We Define Them?

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

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

Each of these behavioral goals contains multiple smaller behaviors that must all be done successfully in order for the larger goal to be accomplished.

Task Analysis: What is It?

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

The product can then be formatted as a convenient checklist.

Conducting the Task Analysis: Example

The student is prepared for class →

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

Source: Kazdin, A. E. (2013). Behavior modification in applied settings (7th ed.). Long Grove, IL: Waveland Press, Inc.
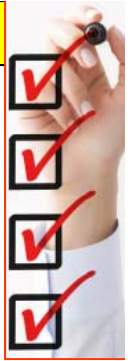
Task Analysis: What Do It?

The behavior checklist that results from a task analysis can be used:

– to teach skills to a student.

– as a student self-monitoring tool

– to prompt a student on appropriate behaviors

– to collect data on student behavior

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

Self-Check Behavior Checklist Maker

f Like

View | Edit | Outline | Track | Configure Tool

Self-Check Behavior Checklist Maker

Create customized checklists for students to monitor their own classroom behaviors

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

Untitled Document

Save | Save as... | Start New Checklist

Self-Check Behavior Checklist Maker

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

Directions

Click HERE to download the full Self-Check Behavior Checklist Maker manual.

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

Lab Work: Create a 'Task-Analysis' Checklist

Using the checklist form (Workbook, p.4):

1. Select a 'goal student behavior'. Examples: *engages in small-group discussion, is ready at the start of class, maintains an orderly workspace, works independently in math class.*

2. Convert your goal behavior into a multi-step checklist.

Task Analysis Assignment

Directions. Select a goal student behavior. Break that behavior down into separate steps to create a checklist.

Here are some examples of larger behaviors that can be task-analyzed and turned into checklists: "Completes in-class writing assignments", "participates in small-group discussion", "gets organized at the start of class/the day", "attends to instruction", "interacts appropriately with peers during group work".

Goal Student Behavior: _____

_____

Task Analysis: CHECKLIST

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

Response to Intervention

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

Tier 1: Why Document Behavioral Interventions?

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

- steps agreed upon at a student or parent-student conference.

- a history of teacher intervention efforts for the school RTI Team.

- the history of classroom or other intervention attempts for a Special Education or Section 504 Committee referral.

- the need for possible changes in a student's 504 plan, IEP, or special-education programming.

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

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

Classroom Behavior Plan: Short Form (Online)

Classroom Intervention Planning Sheet

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

Classroom Intervention Planning Sheet

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

Case Information

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

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

Training

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

Classroom Intervention Planning Sheet

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

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

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

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.			

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
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.

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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.

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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		Ideas for Intervention Progress-Monitoring
Baseline	**Outcome Goal**	• Existing data: grades, homework logs, etc.
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	• Cumulative mastery log • Rubric • Curriculum-based measurement • Behavior report card
How often will data be collected? (e.g., daily, every other day, weekly):		• Behavior checklist
BRC completed daily during Independent Seatwork period		

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

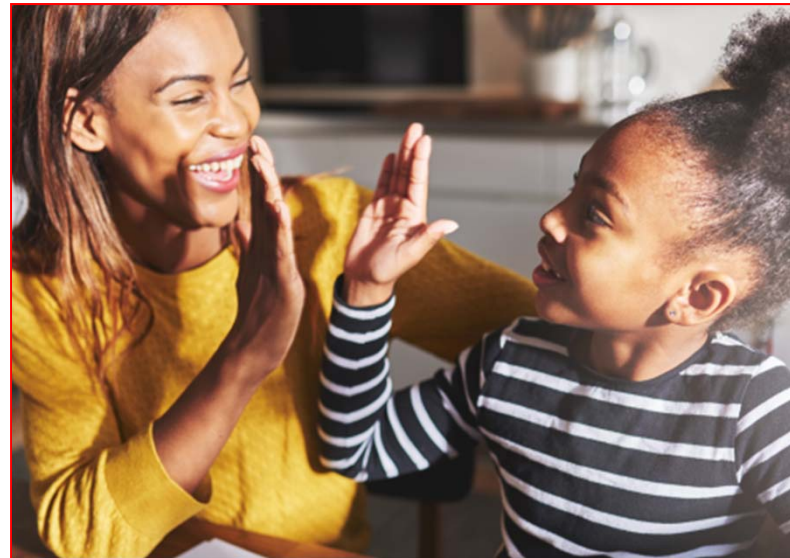What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.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

Type of Data Used to Monitor:	Behavior Report Card	Ideas for Intervention Progress-Monitoring
Baseline	Outcome Goal	• Existing data: grades, homework logs, etc.
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	• Cumulative mastery log • Rubric • Curriculum-based measurement
How often will data be collected? (e.g., daily, every other day, weekly):		• Behavior report card
BRC completed daily during Independent Seatwork period		• Behavior checklist

Documenting a Behavior Intervention Plan.
This workshop presented a sample form to document school-based behavioral interventions.

In your teams, discuss **one** of these **2** questions:

1. How (and when!) might you use this form in your own classroom practice?

2. What other forms, formats, or methods might teachers use to write down their behavior plans?

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:		Ideas for Intervention Progress-Monitoring
		• Existing data: grades, homework logs, etc.
Baseline	Outcome Goal	• Cumulative mastery log
		• Rubric
		• Curriculum-based measurement
		• Behavior report card
How often will data be collected? (e.g., daily, every other day, weekly):		• Behavior checklist

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

Positive Consequences: Responses That Increase Positive/Goal Behaviors

When **positive consequences follow** a behavior, they increase the probability that the behavior will be repeated.

ABC Timeline

A   B   C
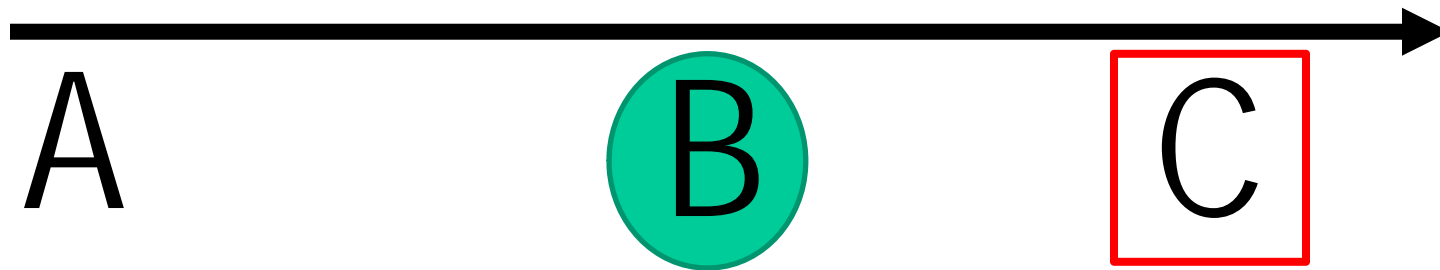
Positive Consequences: INCREASE Positive/Goal Behaviors

Performance Feedback: Information is Rewarding (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior.

Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.

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Positive Consequences: INCREASE Positive/Goal Behaviors

Praise: Catch Them Being Good (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful--yet underused-- of classroom management tools.

When a student, group, or class displays an appropriate pro-social or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").

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Positive Consequences: INCREASE Positive/Goal Behaviors

Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.

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Managing Problem Behaviors. When problems occur, the teacher can use these strategies to minimize attention while redirecting the student to task.

Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

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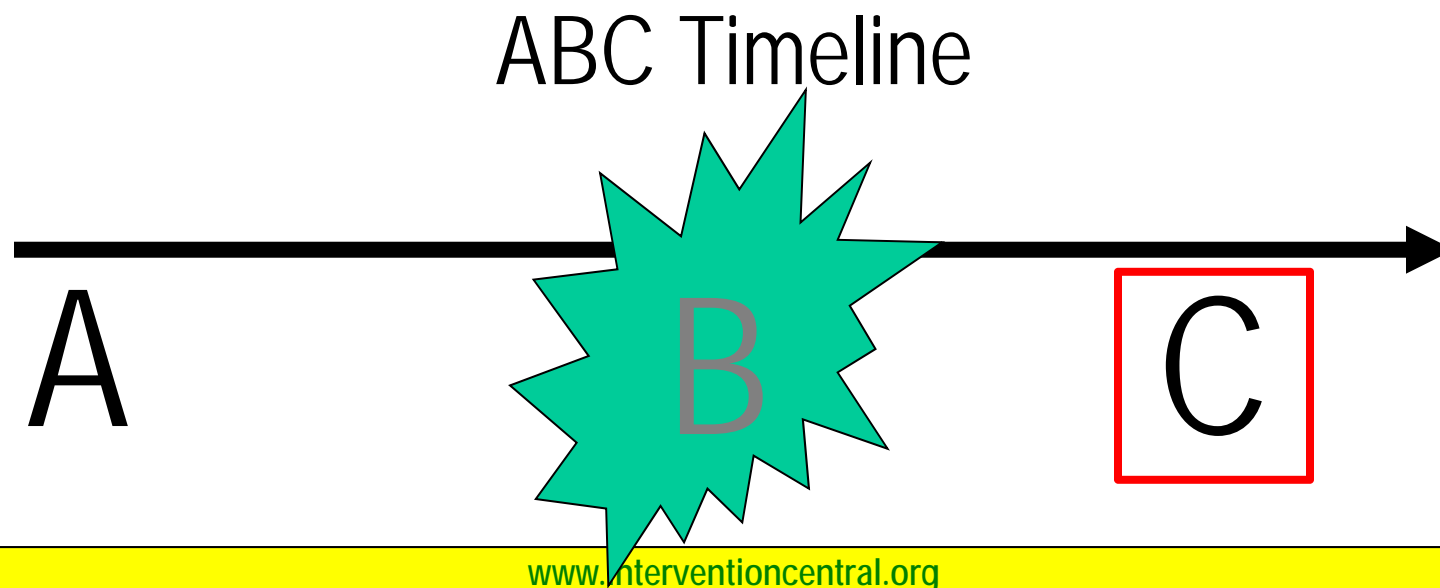
ABC Timeline

A   B   C

Extinction Procedures: REDUCE or ELIMINATE Behaviors

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

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

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

3. identifies motivating activities that the student can engage in during escape breaks (e.g., coloring; playing a math application on a computer tablet).

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Escape Breaks: Put Escape on a Schedule (cont.) (Waller & Higbee, 2010). When the intervention is in effect:

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

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

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

This process repeats until the work period is over. As behaviors improve, the teacher can gradually lengthen work periods until the student can remain academically engaged for as long as typical peers.

Extinction Procedures: REDUCE or ELIMINATE Behaviors

Choice Statements in 2 Parts: Frame the Alternative Consequences (Walker, 1997). The teacher frames a request to an uncooperative student as a two-part 'choice' statement:

(1) The teacher presents the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment."); (2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It's your choice."). If the student fails to comply, the teacher imposes the negative consequence.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Contingent Instructions: Move from 'Stop' to 'Start' (Curran, 2006; Gable. Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. *STOP statement.* The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

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

3. *PRAISE for compliance.* As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"

Extinction Procedures: REDUCE or ELIMINATE Behaviors

If/Then Statements: Set the Conditions (Majeika et al., 2011). When the student is engaging in a problem behavior, the teacher can use an 'if/then' statement to prompt that student to engage in the appropriate replacement behavior.

For example, if a student is out of seat without permission, the teacher says, "Shelly, if you return to your seat, then I will come over and answer your question." Of course, when the student responds by displaying the positive behavior, the teacher follows through with the promised action and praises that student for compliance.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Praise Peers: Shape Behavior Through Vicarious Reinforcement (Majeika et al., 2011). Teacher approval can be a powerful motivator .

The teacher can capitalize on this fact by publicly praising on-task peers sitting near the target (misbehaving) student. When the target student then engages in academic work, the teacher makes sure to praise that student as well.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Redirect the Student: Get Them Back on Track (Dhaem, 2012; Simonsen et al., 2008). When the teacher observes the student begin to engage in problem behaviors, the instructor redirects that student back to task, either verbally (e.g., "Tom, stop talking and start your assignment") or non-verbally (e.g., giving that student a significant look and negative head shake).

Redirects should be brief and calm in tone. NOTE: Teachers can also redirect without distracting the class by using 'tweets'--brief behavioral reminders written on post-it notes and placed on the student's desk.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Response Cost: Deduct for Misbehavior (DuPaul & Stoner, 2002). Response cost is a strategy in which the teacher assigns an incentive (e.g., points, tokens, or classroom privileges such as free time) to the student at the start of the session.

Each time that the student misbehaves during the session, that student loses a point, token, or increment of privilege (e.g., losing 5 minutes of free time). At the end of the session, the student is awarded any points, tokens, or privileges that remain.

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Extinction Procedures: REDUCE or ELIMINATE Behaviors

Response Cost: Deduct for Misbehavior (cont.) In preparation for response cost, the teacher must establish incentives that the student(s) would value--either setting up a classwide or individual point/token system tied to rewards or making available classroom privileges.

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

Activity: Extinction Procedures: Put Them in Writing

- Without planned extinction procedures, educators can unintentionally continue to reinforce the very behaviors they are trying to eliminate.

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

- *Discuss how you might encourage teachers to routinely* **create** *behavior intervention plans that* **include extinction procedures** *for problem behaviors.*

Behavior: Show Me the Data. Collecting classroom data to regularly monitor student behavior can be the greatest hurdle to a successful intervention plan. Behavior report cards are a feasible 'go-to' method to track almost any classroom behavior.

The Struggling Student: Data Tells a Story…

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

- What kind of behavioral problems is the student experiencing?
- What is the student's current performance?
- What are you (and/or the student) going to do to address the problem(s)?
- How will you judge that the problem has been fixed?
- Does the student actually improve over time?

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom behavioral data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:___ Total NO Score: ___

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

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:___ Total NO Score:___

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

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Follows class rules with no more than 1 violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO					
Completes assignments within the allotted time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❏ YES ❏ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within time. Did the student succeed in t ❏ YES ❏ NO					
Completes assignments with 80% Did the student succeed in this behav ❏ YES ❏ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:____ Total NO Score: ____

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha ❑ YES ❑ NO					
Completes assignments with 8 Did the student succeed in t ❑ YES ❑ NO					
Complies with teacher requests. (2 noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% acc Did the student succeed in this beh ❑ YES ❑ NO					
Complies with teacher requ **noncompliance per period)** Did the student succeed in this b ❑ YES ❑ NO					

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

Did the student succeed in this behavior goal?

❑ YES ❑ NO

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

Activity: Behavior Plans: Show Me the Data...

Discuss any of these questions:

1. *How might you use behavior report cards to monitor student behaviors?*

2. *What are ideas to encourage students to use this tool to monitor their own behavior(s)?*

3. *How can the information from behavior report cards prepare teachers for a student or parent conference, RTI Problem-Solving Team Meeting, or Section 504 or Special Education meeting?*

Encouraging Compliance. How can educators state requests to reduce confrontation and increase compliance?

How to Increase Student Compliance with Educator Requests

How to Increase Student Compliance with Educator Requests

Students who are non-compliant or defiant can disrupt classroom instruction. Here are a series of steps that educators can follow that increase the odds that a student will cooperate (Dhaem 2012; Matheson et al., 2005; Walker, 1997).

1. **Preparation: Identify and eliminate triggers to non-compliance.** Student non-compliance can be triggered by events or conditions in the classroom. Whenever you are able to identify predictable triggers to problem behavior, take steps to eliminate them.

   For example, a student is "triggered" to confrontational and uncooperative behavior when directed to read aloud in front of peers. The educator reworks the reading activity so that the student no longer has to engage in public reading, preventing the confrontational behavior from being triggered.

2. **Preparation: Set up appropriate consequences for non-compliance.** For students who you verify can do the task requested but have a pattern of choosing not to comply, collaborate with the teacher in advance to select one or more appropriate consequences for non-compliance. Possible consequences for an episode of non-compliance might be loss of 5 minutes of free time, mandatory after-class TA or teacher conference while other students go to lunch, or parent phone call.

   Communicate to the student that compliance with educator requests is important and let him or her know up front what the selected consequences are for non-compliance.

3. **Deliver requests: Adopt a professional, positive manner.** Educators are more likely to gain compliance when they approach the student in a positive manner.

   Make eye contact with the student. Address the student in a calm, neutral or positive tone of voice. Use simple clear language. State directives one at a time. (Include one verb per directive, such as "*John, open your book to page 23.*") When possible, state what the student should do (positive behavior), instead of what the student should stop doing. For example, "*John, please return to your seat*" is a stronger statement than "*John, please stop walking around the room.*"

   Allow sufficient wait-time for the student to comply (e.g., 30 seconds). Provide brief praise if the student complies.

4. **Deliver requests: Repeat, repeat, repeat.** If the student fails to comply to your first stating of the request, remain calm and restate your request several times. After each repetition, allow a short wait-time for compliance. (One expert—Dhaem, 2012) calls this the 'broken record' approach.) While restating, continue to focus on the current request. Do not bring up other issues, such as student attitude or past misbehavior. These can only sidetrack you and might trigger a negative student reaction.

   Provide brief praise if the student complies.

5. **Deliver request: Use a 2-part choice statement.** If the student still fails to comply, restate your request a final time as a 2-part choice statement.

Encouraging Compliance: 5 Steps

Students who are non-compliant or defiant can disrupt classroom instruction.

Here are a series of steps that educators can follow that increase the odds that a student will cooperate…

Encouraging Compliance: 5 Steps

PREPARATION: Identify and eliminate triggers. Non-compliance can be triggered by events or conditions in the classroom. Whenever you are able to identify predictable triggers to problem behavior, take steps to eliminate them.

Example: a student is "triggered" to confrontational and uncooperative behavior when directed to read aloud in front of peers. The educator reworks the reading activity: the student no longer has to engage in public reading, preventing the confrontational behavior from being triggered.

1

Encouraging Compliance: 5 Steps

PREPARATION: Set up appropriate consequences for non-compliance. For students who you verify can do the task requested but have a pattern of choosing not to comply, select in advance one or more appropriate consequences for non-compliance.

Possible consequences for non-compliance:

– loss of 5 minutes of free time

– mandatory after-class TA or teacher conference while other students go to lunch,

– parent phone call

Communicate these consequences to the student.

2

Encouraging Compliance: 5 Steps

DELIVER REQUEST: Adopt a professional, positive manner. Make eye contact. Address the student in a calm, neutral or positive tone of voice. Use simple clear language.

State directives one at a time with one verb per directive, such as *"John, open your book to page 23."*

State what the student should do (positive behavior), instead of what the student should stop doing. For example, *"John, please return to your seat"* is a stronger statement than *"John, please stop walking around the room."*

Allow sufficient wait-time for the student to comply (e.g., 30 seconds). Provide brief praise if the student complies.

3

Encouraging Compliance: 5 Steps

DELIVER REQUEST: Repeat, repeat, repeat. If the student fails to comply to your first request, remain calm and restate your request several times. After each repetition, allow a short wait-time for compliance. (One expert—Dhaem, 2012) calls this the 'broken record' approach.)

While restating, continue to focus on the current request. Do not bring up other issues, such as student attitude or past misbehavior. These can only sidetrack you and might trigger a negative student reaction.

Provide brief praise if the student complies.

4

Encouraging Compliance: 5 Steps

DELIVER REQUEST: Use a 2-part choice statement. If the student still fails to comply, restate the request as a 2-part choice statement.

1. Present the negative, or non-compliant, choice and its consequence (e.g., *"Angela, you can choose for me to call your parent to tell her that you won't work on today's assignment."*).

2. State the positive behavioral choice that the student is encouraged to select (e.g., *"Or you can finish your work now, Angela, and avoid the phone call home. It's your choice."*).

If the student fails to comply, you impose the negative consequence selected in advance (Step 2).

5

Encouraging Compliance: 5 Steps

Additional Considerations. Throughout your interaction with the student, remember to keep your tone neutral or positive.

Once the consequence is delivered, do not continue to 'nag' the student.

Also, you should not impose a negative consequence if you judge that the student is for whatever reason **unable** to comply. Instead provide support to the student (e.g., offering academic assistance) to overcome the obstacle to learning.

Lab Work: Increasing Compliance: Obstacles & Solutions

- Review the 5 steps in the process to increase student compliance with educator requests.

- Select the **1 step** that you feel presents the greatest obstacle to success for teachers that you work with.

- Brainstorm with your colleagues solutions to overcome that obstacle.

How to Increase Student Compliance with Educator Requests

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

1.	Preparation: Identify and eliminate triggers.
2.	Preparation: Set up appropriate consequences for non-compliance.
3.	Deliver requests: Adopt a professional, positive manner.
4.	Deliver requests: Repeat, repeat, repeat.
5.	Deliver request: Use a 2-part choice statement.

Managing Students in Crisis. The Aggression Cycle is a tool that demonstrates how student anger escalates through predictable stages and how teachers should respond to each stage. pp. 21-23

What is Anger?

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

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

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

Aggression Cycle: 5 Phases

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

Phase 1:
Trigger

Phase 2:
Escalation

Phase 3:
Crisis

Phase 4:
Recovery

Phase 5:
Post-Crisis

Source: Videbeck, S. L. (2014). *Psychiatric-mental health nursing* (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkens.

Phase 1: Trigger

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

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

Phase 1: Trigger

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

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

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

Phase 1: Trigger

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

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

  Example:

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

Phase 2: Escalation

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

- looking flushed or tense

- grumbling

- muttering under their breath.

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

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

Phase 2: Escalation

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

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

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

Phase 2: Escalation

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

- *directing the student to use relaxation techniques.* The teacher prompts the student to use one or more strategies to calm themselves, such as taking deep breaths and releasing slowly or counting backward from 10. (Example: Active Response Beads, pp. 28-30.)

Phase 2: Escalation

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

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

Phase 3: Crisis

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

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

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

Phase 3: Crisis

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

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

  The student remains under constant adult supervision during this stage.

Phase 3: Crisis

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

- *preventing further anger escalation.* The teacher avoids actions likely to intensify the student's anger and aggression, such as yelling at the student, issuing threats or ultimatums, or engaging in arguments about 'who is right'.

Phase 3: Crisis

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

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

Phase 4: Recovery

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

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

Phase 4: Recovery

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

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

Phase 5: Post-Crisis

- **What It Is.** The student has fully recovered control of emotions and behavior.

Phase 5: Post-Crisis

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

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

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

Phase 5: Post-Crisis

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

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

Phase 5: Post-Crisis

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

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

  For example, an instructor who notes that a student has difficulty in identifying when they are angry may provide training in how the student can use an 'anger meter' to gain awareness of and self-monitor their anger levels.

The Aggression Cycle: A Predictive Tool

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

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

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

- use the 'aggression cycle' as a planning tool to ensure that all adults respond in the same proactive manner when a student shows signs of beginning that cycle.

The Aggression Cycle: Activity pp. 21-23

Complete the activity assigned to your table:

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

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

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

Activity: What Are Your Next Steps?

- Review the key points shared at today's workshop.

- Select 2-3 'next steps' for using ideas and/or resources from this training in your classroom or school.