MTSS-Behavior: Building a Tier 1 Teacher Toolkit for Classroom Behaviors

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- Belleville Henderson
- Copenhagen
- LaFargeville
- Sackets Harbor

MTSS-Behavior for Secondary Schools: The Work

GOAL: Your school will put Tier 1 behavioral/social-emotional supports in place by June 2025.

Session 1: Remote: 24 Sept 2024: 3 Hours
Topic: Preparing the Way for MTSS-B

Session 2: In-Person: 6 Nov 2024: 6 Hours

Topic: Understanding and Planning for Tier 1-Behavior

Session 3: In-Person: 9 Dec 2024: 6 Hours

Topic: Building a Teacher Toolkit for Classroom Behaviors

MTSS-B Classroom Toolkit: Agenda:

1. Try out a teacher tool to analyze and understand challenging behaviors.
2. Discuss an array ('toolkit') of behavior-management strategies.
3. Provide guidance to teachers to promote student self-management.
4. Review teacher communication tools that can increase student optimism and engagement.
5. Consider a manageable way to collect data on behavioral interventions.

Handout

RTI/MTSS Toolkit: A Practical Guide for Schools

Building a Teacher Toolkit for Classroom Behaviors

Jim Wright, Presenter

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Today's Schedule

- 8:30-10:00 Workshop
- 10:00-10:15 BREAK
- 10:15-11:30 Workshop
- 11:30-12:30 LUNCH
- 12:30-1:30 Workshop
- 1:30-1:40 BREAK
- 1:40-2:30 Workshop

SESSION 2: What is MTSS for Behavior?: Setting Positive Tier 1 School- and Class-Wide Student Expectations

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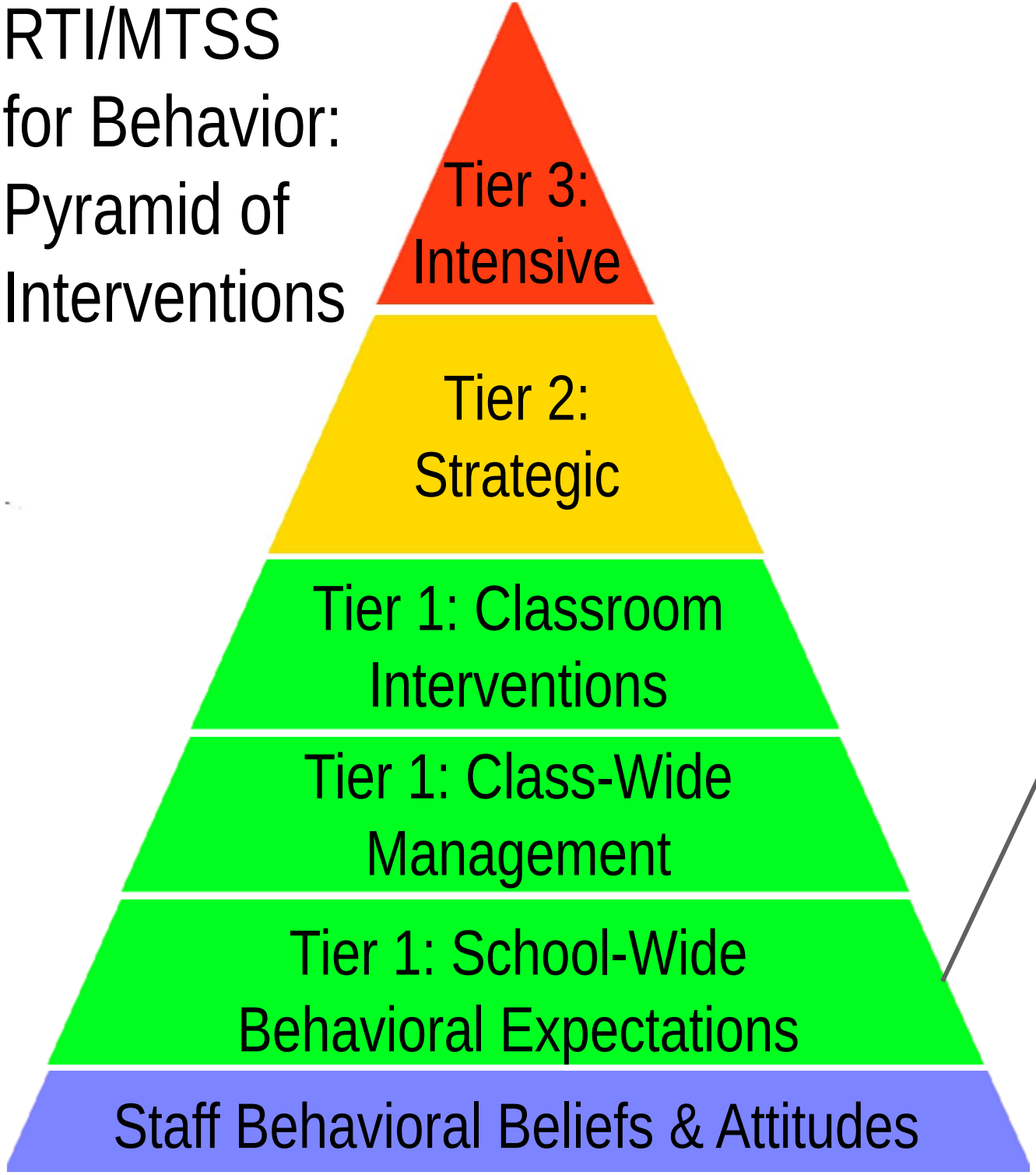
INTERVENTION CENTRAL

RTI/MTSS-Behavior: Quality Indicators

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

RTI/MTSS for Behavior: Pyramid of Interventions



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

RTI-Behavior at Tier 1: 5 Steps

Step 1: Develop School-Wide Behavioral Expectations.

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

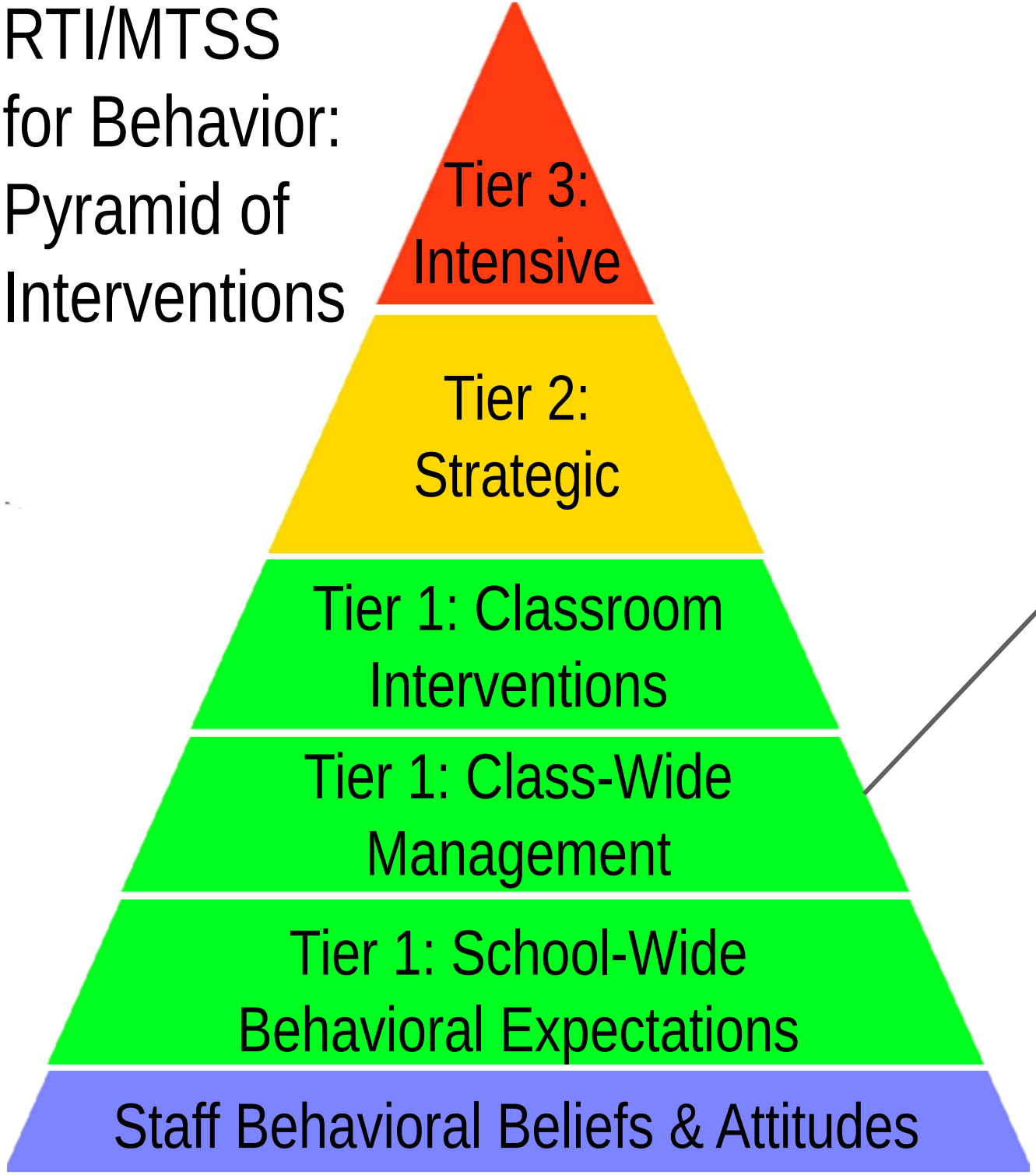
Step 3: Teach Expected Behaviors to Students.

Step 4: Reinforce Positive Behaviors.

Step 5: Monitor Program Implementation and Impact.

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

RTI/MTSS for Behavior: Pyramid of Interventions



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

Handout pp. 25-30

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

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

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

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

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

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

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

☐ **[1.3] Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:

- Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
- Assigning and collecting homework and classwork
- Transitioning students efficiently between activities
- Independent seatwork and cooperative learning groups
- Students leaving and reentering the classroom
- Dismissing students at the end of the period

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

☐ **[2.1] Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):

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

Tier 1: Class-Wide Management: Foundation

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

5. Individual Behavior Management

4. Student Relationships

3. Group Behavior Management

2. Instruction That Motivates

1. Behavioral Expectations

4. Student Relationships

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

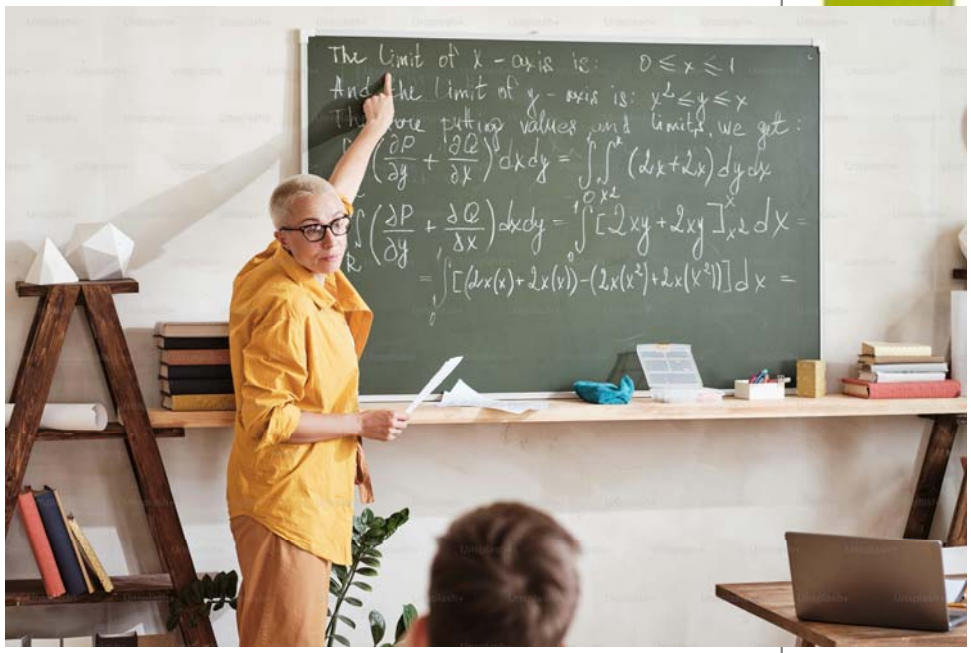
5. Individual Behavior Management

- [5.2] Emphasizing the Positive in Teacher Requests. Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat.").

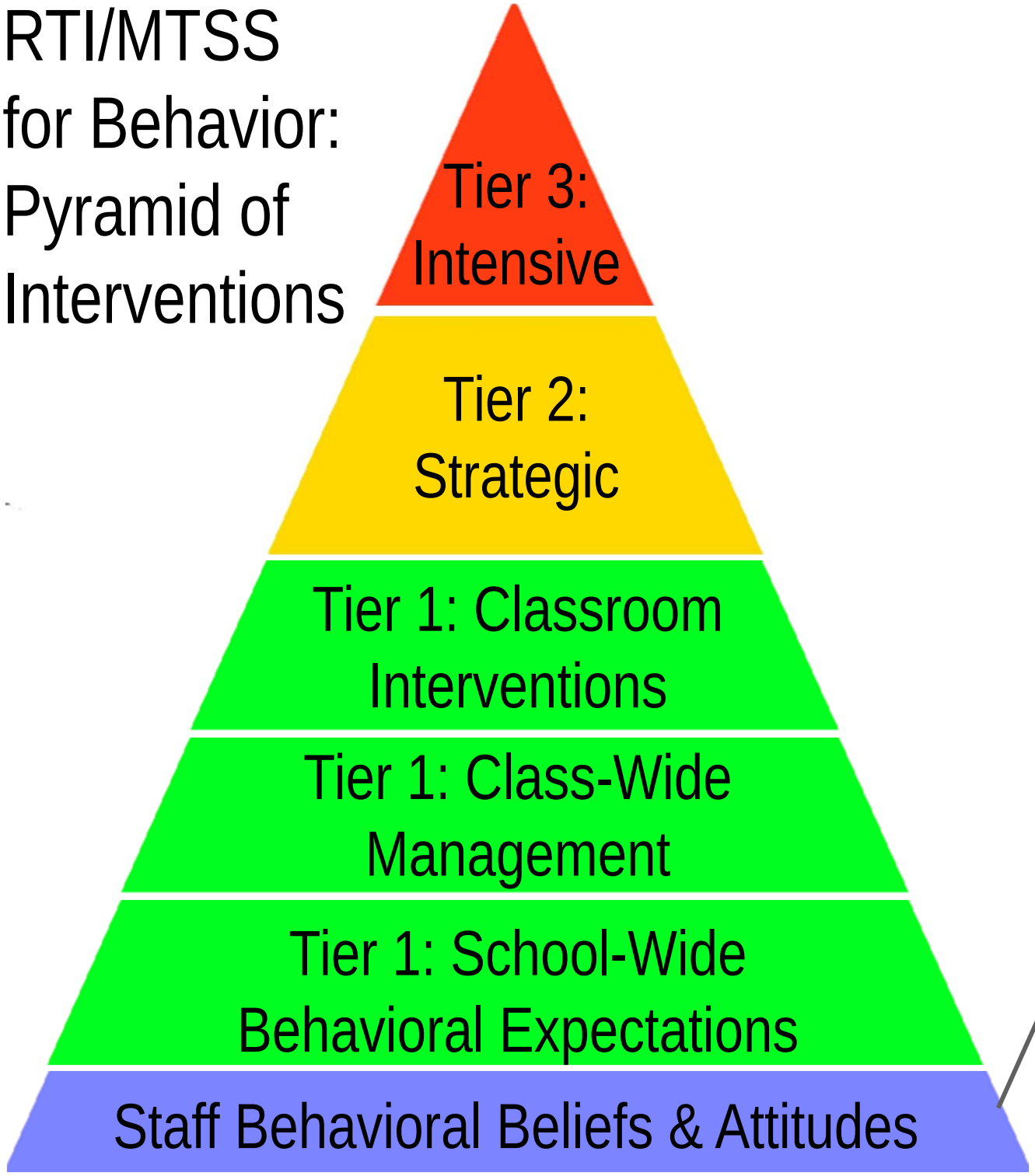
  When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.

The Power of Beliefs.

Staff beliefs & attitudes toward student behavior act as a hidden but powerful catalyst—either encouraging or discouraging adoption of RTI/MTSS for behavior.



RTI/MTSS for Behavior: Pyramid of Interventions



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

Handout 2: Beliefs About Behavior Survey (BABS): 30-Item Staff Questionnaire (Shared at Session 1: 24 Sept 2024)

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

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

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

Beliefs About Behavior Staff Questionnaire: How to Score…

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

Beliefs About Behavior: School Survey Examples

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

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

80 %

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

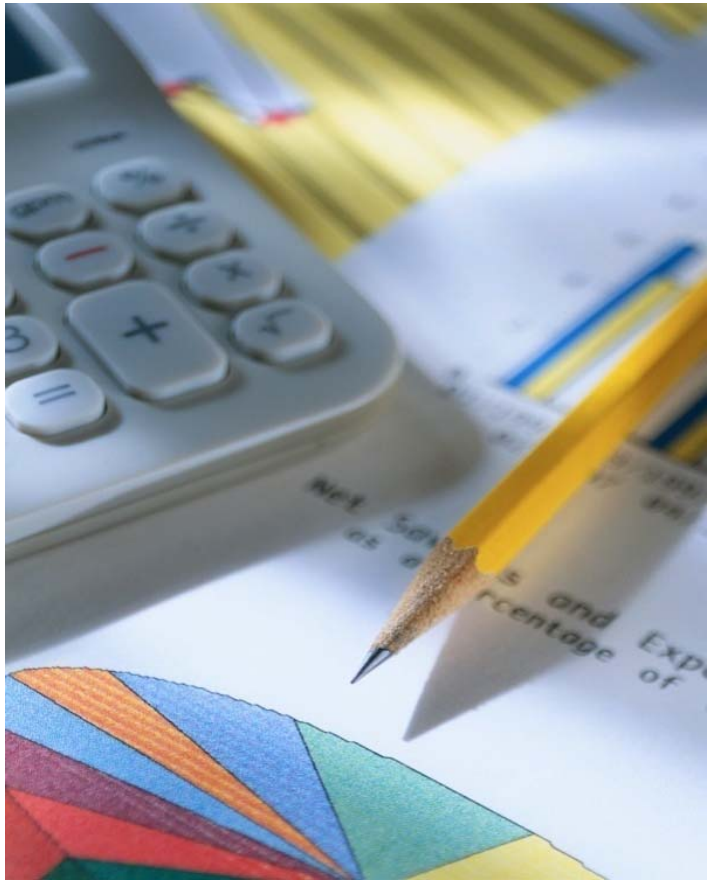
Ranking	Total Pts
1	30
2	30
3	29
4	28
5	27
6	27
7	26
8	25
9	22
10	7

80 %

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

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

School-Wide MTSS Leadership Team: Establish Command & Control

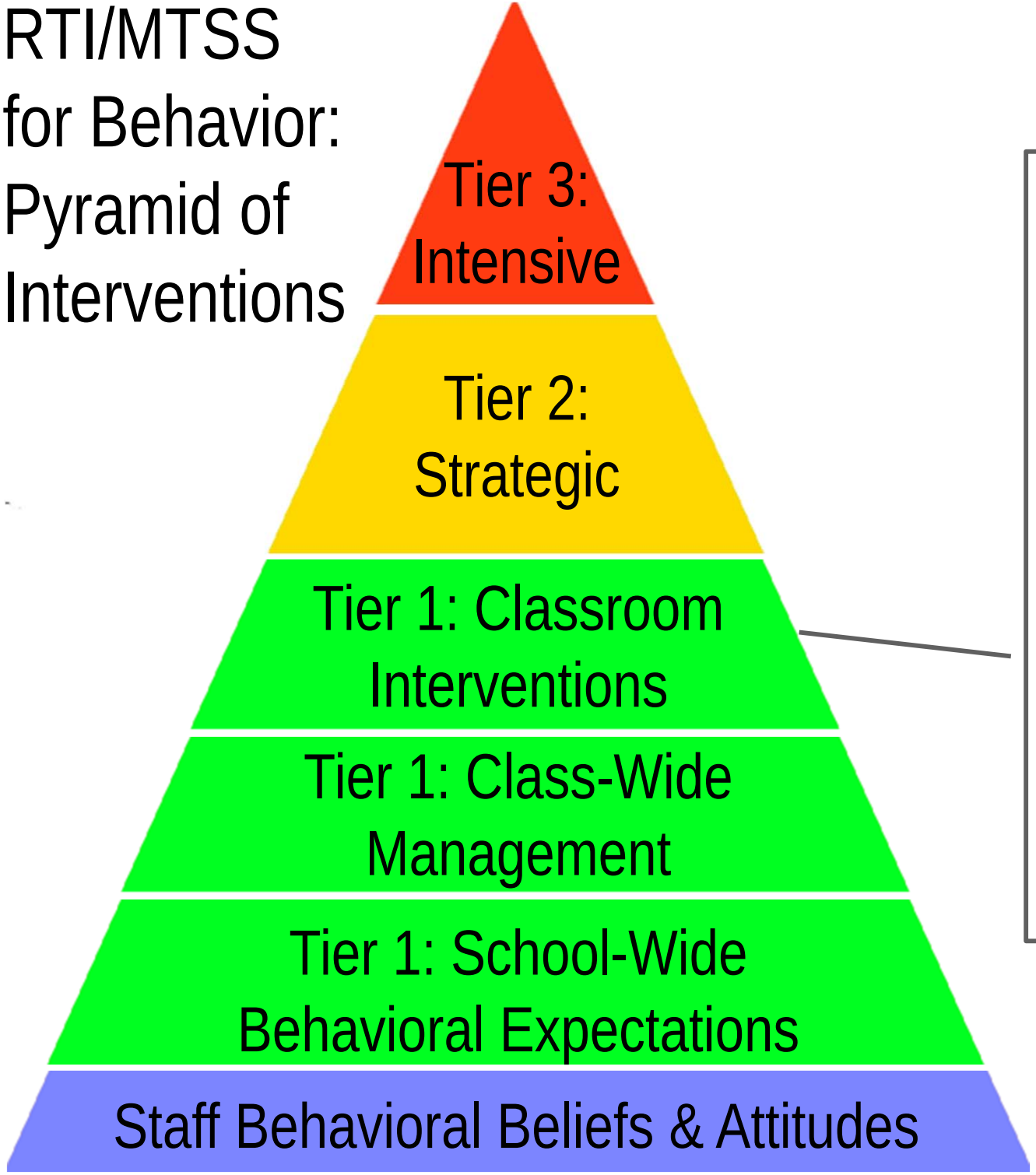


What is the Purpose of the MTSS Leadership Team?

- The MTSS Leadership Team has several functions: (1) to draft and update a district MTSS plan, (2) to keep all schools throughout the district in compliance with good MTSS practices, and (3) to identify and make available to schools the resources required to implement MTSS successfully. The MTSS Leadership Team's duties include:
- *Drafting a multi-year plan* that will guide the district in the implementation of MTSS while using existing resources. The team's MTSS Plan should encompass a three-year rollout schedule.
- *Supervising MTSS implementation.* The MTSS Leadership Team oversees that MTSS is implemented in a uniform manner throughout the school district.
- One caution: Be sure not to overlook 'dissident' voices when select MTSS Leadership Team members. Members who may have some reservations about MTSS but also possess experience and knowledge that would be valuable to the team.

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior? And what does this model look like?

RTI/MTSS for Behavior: Pyramid of Interventions

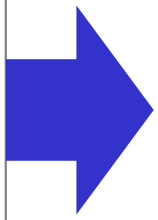


Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

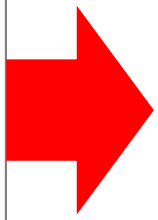
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 1

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



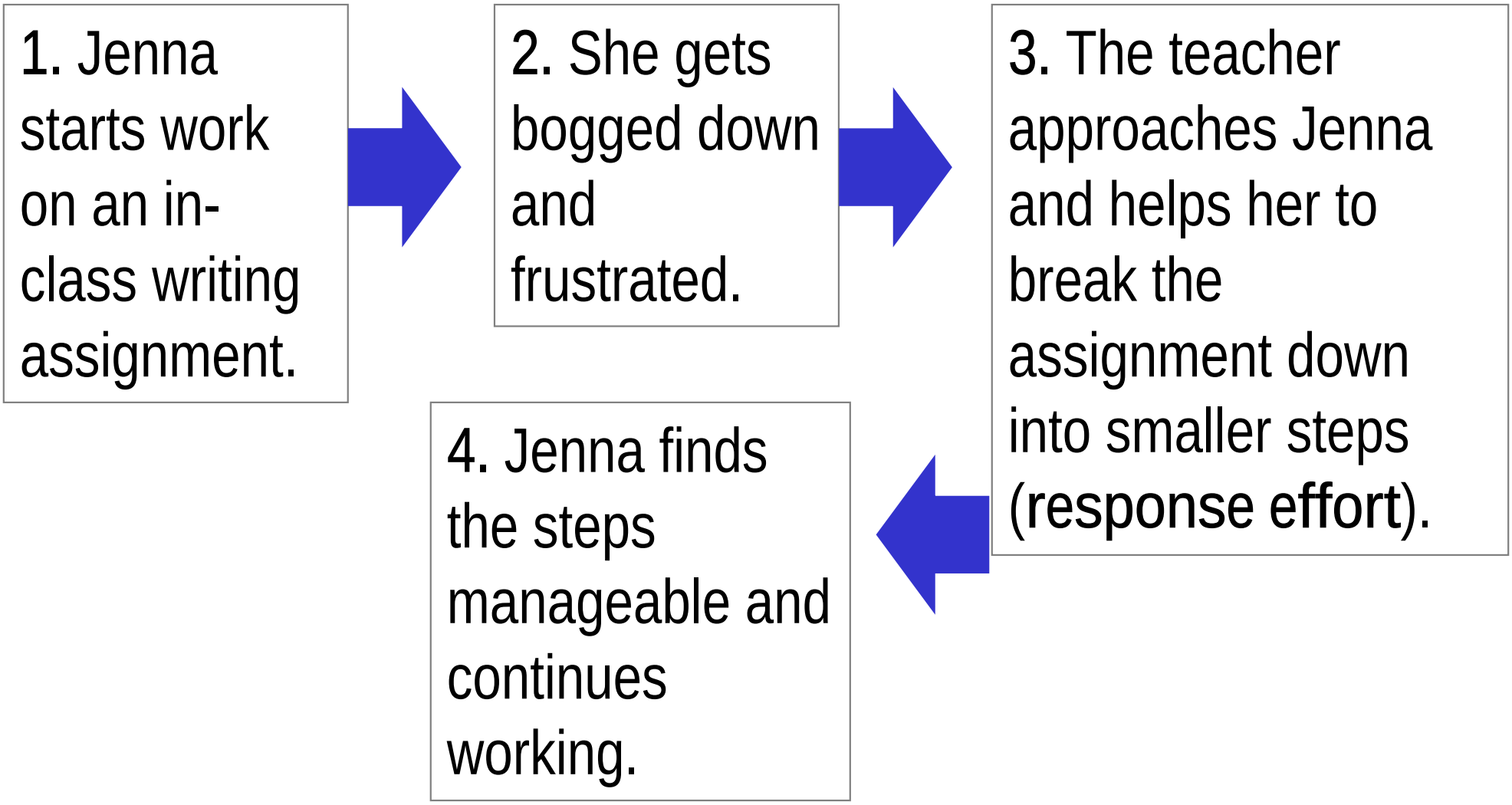
2. She gets bogged down and frustrated.



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

Student Scenarios: The Power of Timely Support...

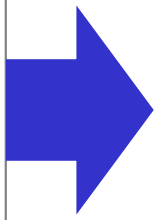
Independent Seatwork: Scenario 2



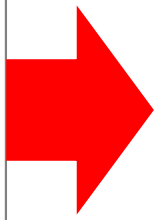
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 1

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



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

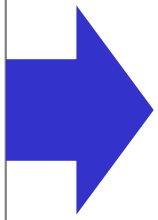


3. The teacher pulls Rayshawn from the group and has him work alone on an alternate assignment.

Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 2

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



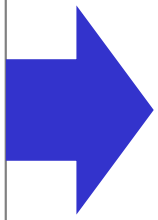
2. Before he joins the group, the teacher and Rayshawn review behavior expectations for small-group work (**pre-correction**).

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

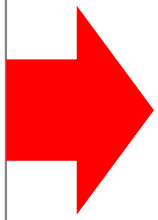
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 1

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



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

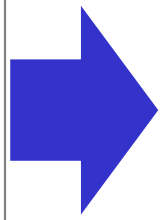


3. Ellis is sent to the principal's office for disrespectful behavior.

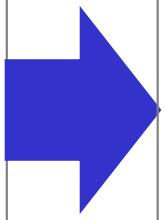
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 2

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



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

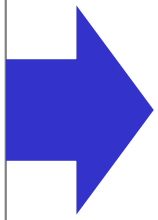


3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.

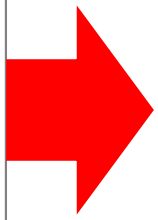
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 1

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



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



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

Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2

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

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

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

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic or behavioral areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

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.

Essential 5 Classroom Behavior Management Skills

The effective behavior manager:

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

Big Ideas in Behavior Management.

What key concepts can lay the groundwork for teacher success in managing challenging behaviors? (Handout; pp. 2-3)

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!

‘Big Ideas’ in Behavior Management…

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

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

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

2

'Big Ideas' in Behavior Management...

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

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

3

Problem Behaviors: Common Reasons

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

'Big Ideas' in Behavior Management...

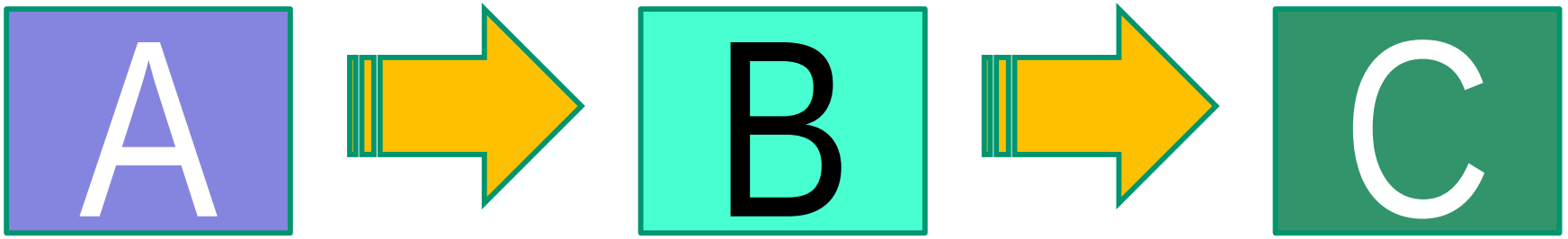
- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

  Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior.

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

4

ABC Timeline: Antecedent-Behavior-Consequence



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

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

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

Examples.
- Instructions
- Gestures
- Looks from others

Examples.
- Engaging in classwork
- Calling out
- Not doing homework

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

Source: Kazdin AE. (2013). Behavior modification in applied settings (7th ed.). Long Grove, IL: Waveland Press.

‘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 educators at your school 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*.

ABC/Behavior Statement. What is a way to describe a student's problem behavior that can guide the teacher to find effective strategies to fix that behavior? Handout; pp.4-8.

Activity: Think of a student…

- Think of a student whom you work with or is in your school that displays problem behaviors in the classroom.
- Discuss this student with your table.

Behavior ('ABC') Statement

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

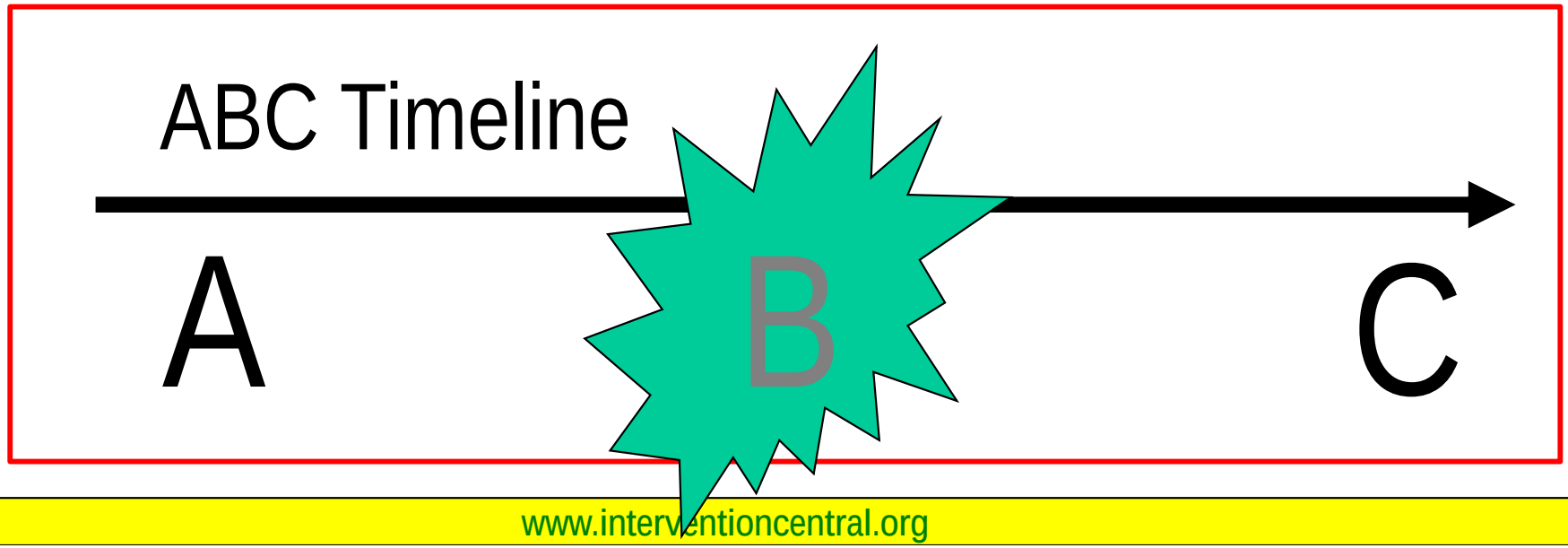
A. *Antecedents*: events that precede / trigger the problem behavior;

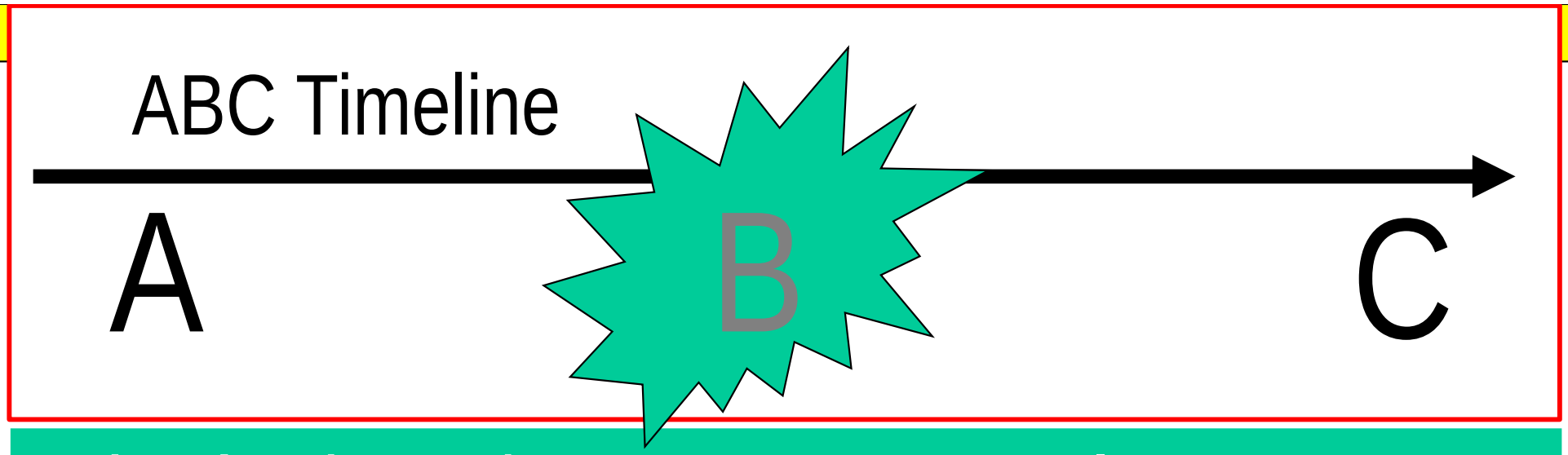
B. *Behavior*: the problem behavior itself; and

C. C*onsequences*: events occurring as a result of the behavior that are likely to reinforce it in the future.

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

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





Behavior ('ABC') Statement: Examples

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

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student **Behavior**	**Consequence**/Outcome	Behavior **Function**
☐ Start of class/bell-ringer activities	☐ Sits inactive ☐ Puts head on desk ☐ Is inattentive (e.g., staring into space, looking out the window)	— Student fails to complete work.	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s)
☐ Large-group lecture ☐ Large group teacher-led discussion ☐ Large-group: when called on by the teacher	☐ Leaves seat without permission ☐ Requests bathroom or water breaks ☐ Uses cell phone, music player, or other digital device against class rules	— Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student.	☐ Power/control in interactions with peer(s)
☐ Stu ☐ Stu co	ments t comments	— Student receives positive peer attention — Student receives negative peer attention.	☐ Adult attention ☐ Power/control in interactions with adult(s)
☐ Re ☐ Writing activities ☐ Math activities	☐ Plays with/taps objects ☐ Throws objects ☐ Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)	— Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).	☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
☐ Independent seat work ☐ Independent computer work	☐ Whispers/talks to other students about non-instructional topics	— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).	☐ Fulfillment of physical needs: e.g., sleep
☐ Transitions between academic activities ☐ Unstructured in-class time	☐ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions	— Student receives a 'respite' break away from peers to calm down before rejoining class.	☐ Access to preferred edibles/objects/ experiences
☐ Homework collection ☐ In-class homework review	☐ Makes verbal threats toward peers ☐ Uses inappropriate language (e.g., obscenities) with peers	— Student is sent from the classroom to talk with a counselor/ psychologist/social worker.	☐ Other: _____
☐ Tests and/or quizzes	☐ Taunts/teases/makes fun of peers ☐ Makes comments to encourage or 'egg on' other students to misbehave	— Student receives a snack, nap, or other support.	
☐ Class dismissal			

Classroom Behavioral Statement Organizer pp. 7-8

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

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

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

Classroom Behavioral Statement Organizer

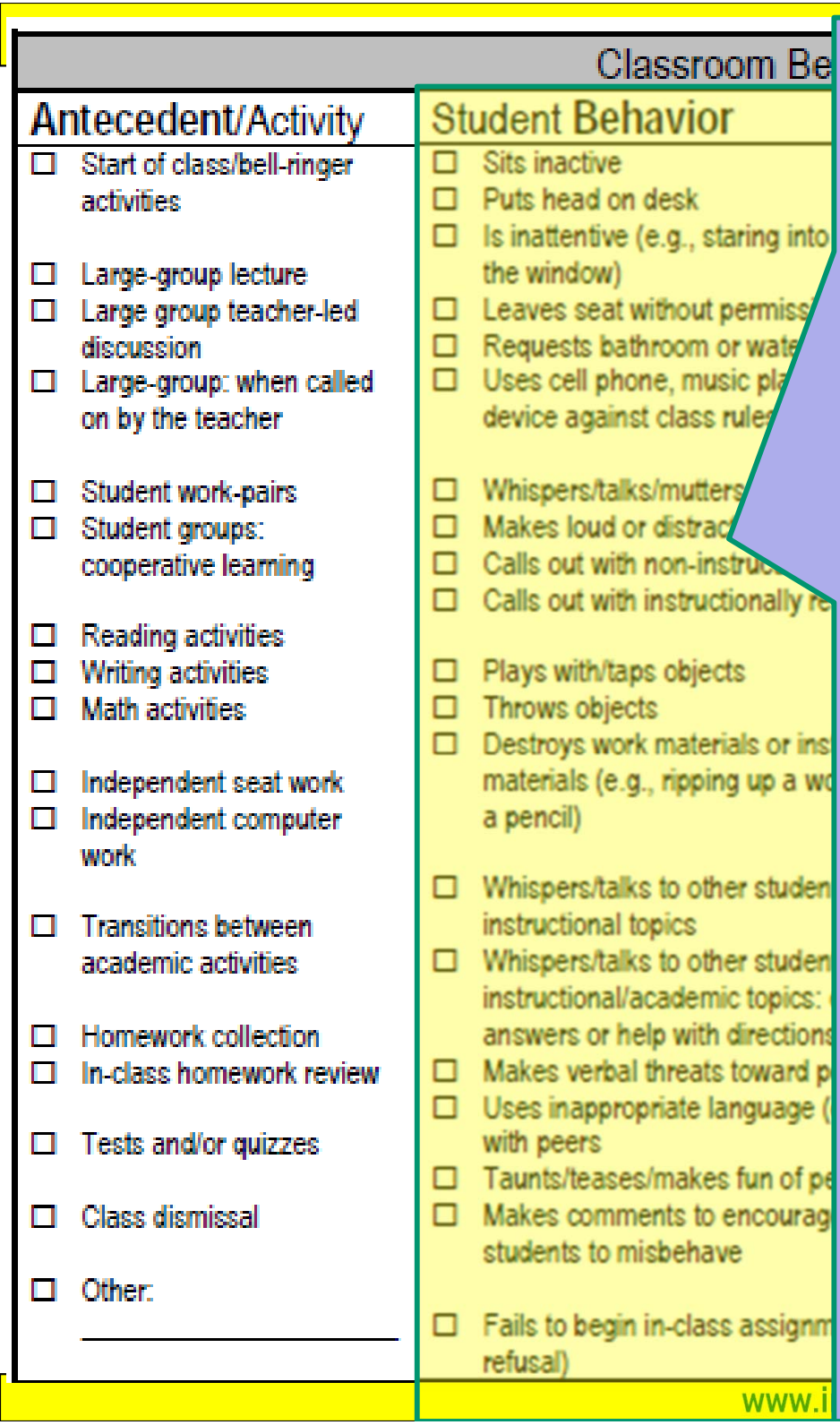
Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
☐ Start of class/bell-ringer activities	☐ Sits inactive	— Student fails to complete work.	☐ Peer attention
☐ Large-group lecture	☐ Puts head on desk	— Teacher ignores the behavior	☐ Acceptance/ affiliation with individuals or
☐ Large group teacher-led discussion	☐ Is inattentive (e.g., staring into space, looking out		
☐ Large-group: when called on by the teacher			
☐ Student work-pairs			
☐ Student groups: cooperative learning			
☐ Reading activities			
☐ Writing activities			
☐ Math activities			
☐ Independent seat w			
☐ Independent comput work			
☐ Transitions between academic activities			
☐ Homework collection			
☐ In-class homework review			
☐ Tests and/or quizzes			
☐ Class dismissal			
☐ Other: _____	☐ Taunts/teases/makes fun of peers	to talk with a counselor/ psychologist/social worker.	
	☐ Makes comments to encourage or 'egg on' other students to misbehave	— Student receives a snack, nap, or other support.	
	☐ Fails to begin in-class assignments (verbal refusal)	— Other: _____	

Antecedent/Activity. The chart lists a range of classroom activities typically taking place when the student problem behavior occurs.

If a teacher finds that a student behavior is displayed across *multiple* classroom settings/activities, choose only the one or two settings/activities where the student's behavior is **most problematic**. The teacher is encouraged to write out his or her own description of any activities not listed here.

Antecedent/Activity: Examples

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



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

Behavior: Examples

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

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
☐ Homework collection ☐ In-class homework review ☐ Tests and/or quizzes ☐ Class dismissal ☐ Other: _____	answers or help with directions ☐ Makes verbal threats toward peers ☐ Uses inappropriate language (e.g., obscenities) with peers ☐ Taunts/teases/makes fun of peers ☐ Makes comments to encourage or 'egg on' other students to misbehave ☐ Fails to begin in-class assignments (verbal refusal)	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — [illegible] conferences w/ the student. — [illegible] positive peer — Student receives negative peer attention. — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s) ☐ Power/control in interactions with peer(s) ☐ Adult attention ☐ Power/control in interactions with adult(s) ☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) ☐ Fulfillment of physical needs: e.g., sleep ☐ Other: _____

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

Consequences/Outcomes: Examples

—Student fails to complete work.

—Teacher ignores the behavior ('planned ignoring').

—Teacher redirects the student.

—Teacher reprimands the student.

—Teacher conferences w/ the student.

—Student receives positive peer attention

—Student receives negative peer attention.

—Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).

—Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

—Student is sent from the classroom to talk with a counselor/ psychologist/social worker.

—Student receives a snack, nap, or other support.

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
☐ Start of class/bell-ringer activities	☐ Sits inactive ☐ Puts head on desk ☐ Is inattentive (e.g., staring into space, looking out	— Student fails to complete work.	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s)
☐ Large-group lecture ☐ Large group teacher discussion ☐ Large-group: when on by the teacher		— Teacher ignores the behavior student. he student. w/ the student.	☐ Power/control in interactions with peer(s)
☐ Student work-pairs ☐ Student groups: cooperative learning		eer	☐ Adult attention ☐ Power/control in interactions with adult(s)
☐ Reading activities ☐ Writing activities ☐ Math activities		ed-out within ed-out outside	☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
☐ Independent seat w ☐ Independent compu work		he classroom chool ary referral). sciplinary	☐ Fulfillment of physical needs: e.g., sleep
☐ Transitions between academic activities		of class time ention).	☐ Other: _____
☐ Homework collectio ☐ In-class homework		espite' break alm down	
☐ Tests and/or quizzes	with peers ☐ Taunts/teases/makes fun of peers ☐ Makes comments to encourage or 'egg on' other students to misbehave	— Student is sent from the classroom to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support.	
☐ Class dismissal			
☐ Other: _____	☐ Fails to begin in-class assignments (verbal refusal)	— Other: _____	

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

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

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

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

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student **Behavior**	**Consequence**/Outcome	Behavior **Function**
☐ Start of class/bell-ringer activities ☐ Large-group lecture ☐ Large group teacher-led discussion ☐ Large-group: when called on by the teacher ☐ Student work-pairs ☐ Student groups: cooperative learning ☐ Reading activities ☐ Math activities ☐ Independent seat work	☐ Sits inactive ☐ Puts head on desk ☐ Is inattentive (e.g., staring into space, looking out the window) ☐ Whispers/talks to peers during instructional time ☐ Whispers/talks to peers during instructional time when asked to be silent ☐ Makes verbal comments that are inappropriate with peers ☐ Taunts/teases peers ☐ Makes comments to students to	— Student fails to complete work. — Teacher ignores behavior — Student is briefly timed-out within the classroom. — Student is timed-out outside the classroom — Student is sent out of school attention.	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s) ☐ Power/control in interactions with peer(s) ☐ Adult attention ☐ Power/control in interactions with adult(s) ☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)

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

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

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

1.Antecedent

-Reading Activities
-Independent Seatwork

2.Behavior

-Sits inactive
-Puts head on desk

3.Consequence

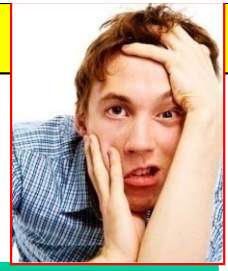
-Student fails to complete work

Function

-Escape/ avoidance of the task

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

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



Carl: Hard to Ignore

Behavior ('ABC') Statement for Carl

Antecedent	Behavior	Consequence
During large-group lecture or teacher-led instruction	*Carl:* • *makes distracting noises* • *calls out with non-instructional comments* • *teases peers* • *leaves his seat*	*and :* • *teacher ignores the behavior* • *teacher redirects/prompts/reminds the student.* • *teacher reprimands the student.* • *teacher conferences w/ the student.*

Carl: Hard to Ignore: What is the Function?

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

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

Mrs. Randolph put together the following plan for Carl:

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

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

Mrs. Randolph put together the following plan for Carl:

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

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student **Behavior**	**Consequence**/Outcome	Behavior **Function**
☐ Start of class/bell-ringer activities	☐ Sits inactive ☐ Puts head on desk ☐ Is inattentive (e.g., staring into space, looking out the window)	— Student fails to complete work.	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s)
☐ Large-group lecture ☐ Large group teacher-led discussion ☐ Large-group: when called on by the teacher	☐ Leaves seat without permission ☐ Requests bathroom or water breaks ☐ Uses cell phone, music player, or other digital device against class rules	— Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student.	☐ Power/control in interactions with peer(s)
☐ Stu ☐ Stu co	ments t comments	— Student receives positive peer attention — Student receives negative peer attention.	☐ Adult attention ☐ Power/control in interactions with adult(s)
☐ Re ☐ Writing activities ☐ Math activities	☐ Plays with/taps objects ☐ Throws objects ☐ Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)	— Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).	☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
☐ Independent seat work ☐ Independent computer work	☐ Whispers/talks to other students about non-instructional topics	— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).	☐ Fulfillment of physical needs: e.g., sleep
☐ Transitions between academic activities ☐ Unstructured in-class time	☐ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions	— Student receives a 'respite' break away from peers to calm down before rejoining class.	☐ Access to preferred edibles/objects/ experiences
☐ Homework collection ☐ In-class homework review	☐ Makes verbal threats toward peers ☐ Uses inappropriate language (e.g., obscenities) with peers	— Student is sent from the classroom to talk with a counselor/ psychologist/social worker.	☐ Other: _____
☐ Tests and/or quizzes	☐ Taunts/teases/makes fun of peers ☐ Makes comments to encourage or 'egg on' other students to misbehave	— Student receives a snack, nap, or other support.	
☐ Class dismissal			

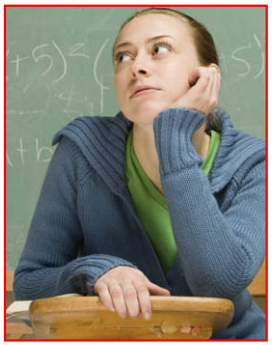
Classroom Behavioral Statement Organizer pp. 7-8

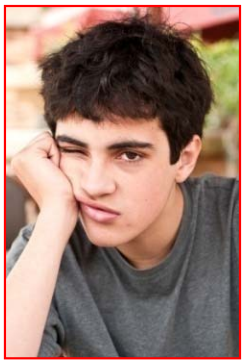
Activity: ABC Statement: Advantages as a Consultation Tool

- Look over the handout *Classroom Behavioral Statement Organizer*
- Use this tool to analyze the behaviors of your chosen student and write an ABC statement.

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

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





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

Handout: pp. 9-18

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

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

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

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

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

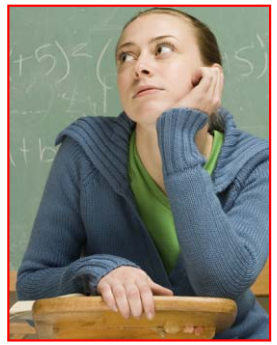
1. Antecedents: Strategies to Prevent Misbehavior

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

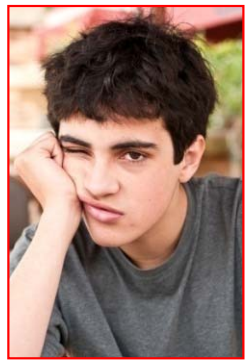
Antecedents That Prevent Problem Behaviors

- ☐ **Behaviors: Teach Expectations** (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- ☐ **Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

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



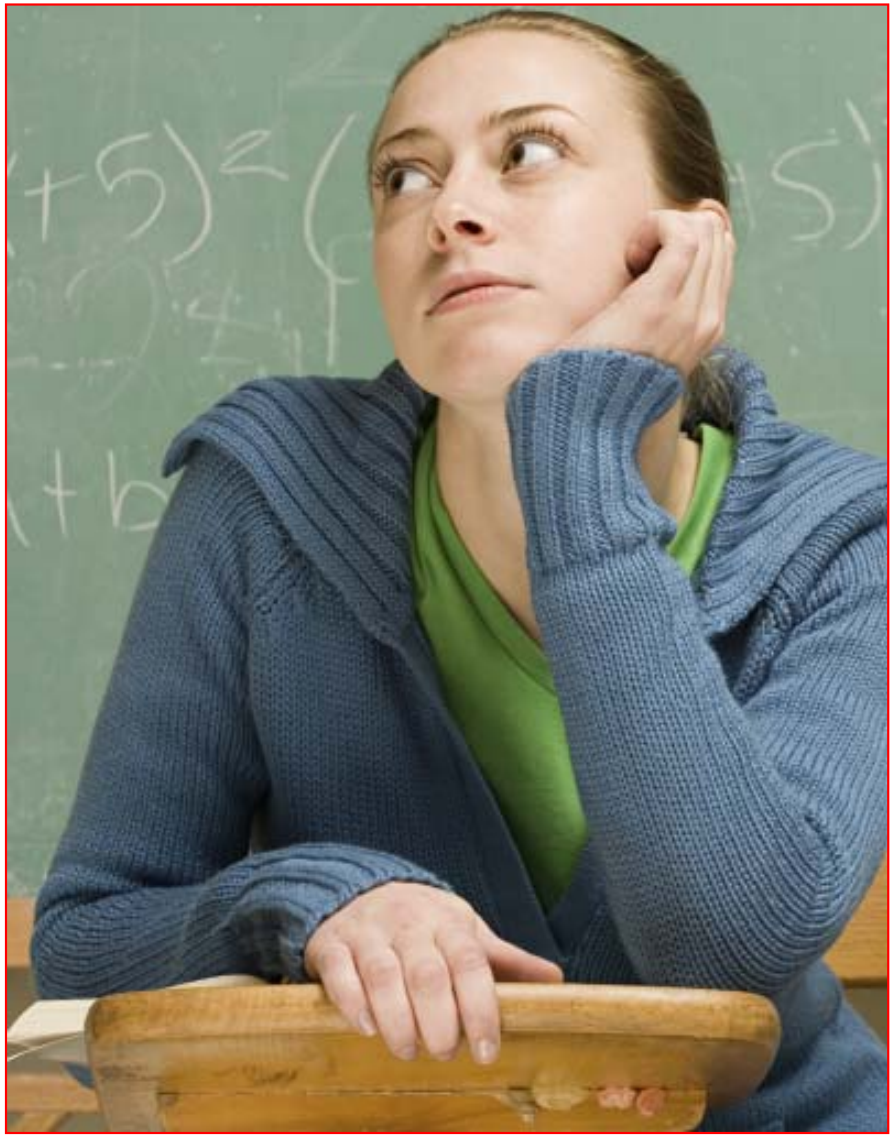
Students who are chronically inattentive, or non-compliant, or anxious can benefit from specific strategies. Here is a sampling…



Problem Behaviors: Common Reasons

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

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.

The Inattentive/Impulsive Student: Prescription

Here are 3 general strategies for working with these learners:

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

Antecedents: Strategies to PREVENT Misbehavior

Relocate the Student: Remove From Temptation (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment--such as a talkative peer or difficulty hearing or seeing the instructor--the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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

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

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success.

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

Or a student starting an in-class reading assignment might develop two questions that he would like to have answered from the reading.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur.

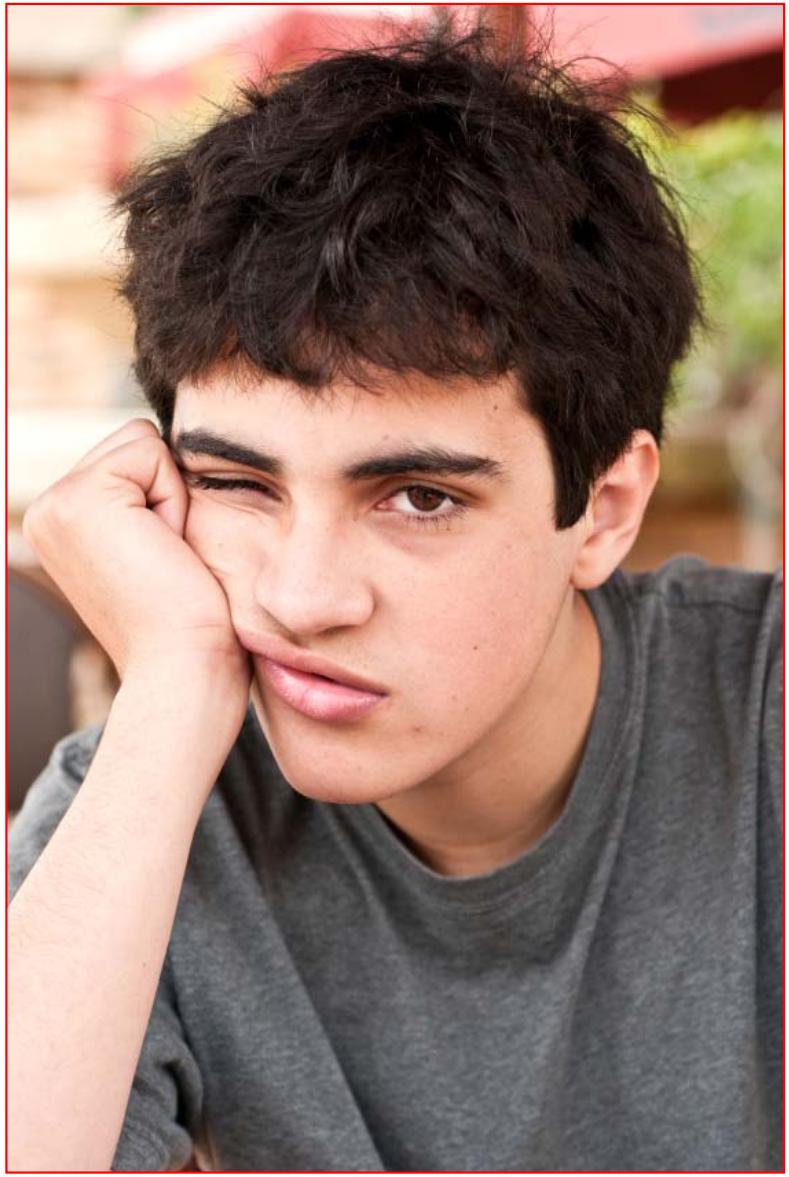
At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.

The Non-Compliant Student



Oppositional Defiant Disorder: Essential Features

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

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.

Antecedents: Strategies to PREVENT Misbehavior

‘ No’: Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.

The teacher makes a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that *are* allowable in the current situation or setting.

Antecedents: Strategies to PREVENT Misbehavior

Work Break: Make It Available on Request (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task.

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

Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").

Behavior Management Strategies: Non-Compliance

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

Hi-Prob Requests: To Start Assignment	
Easy	'Take out a piece of paper.'
Easy	'Write your name on your paper.'
Easy	'Copy the topic description that you see on the board.'
Challenge	'Write an introductory paragraph on this topic.'

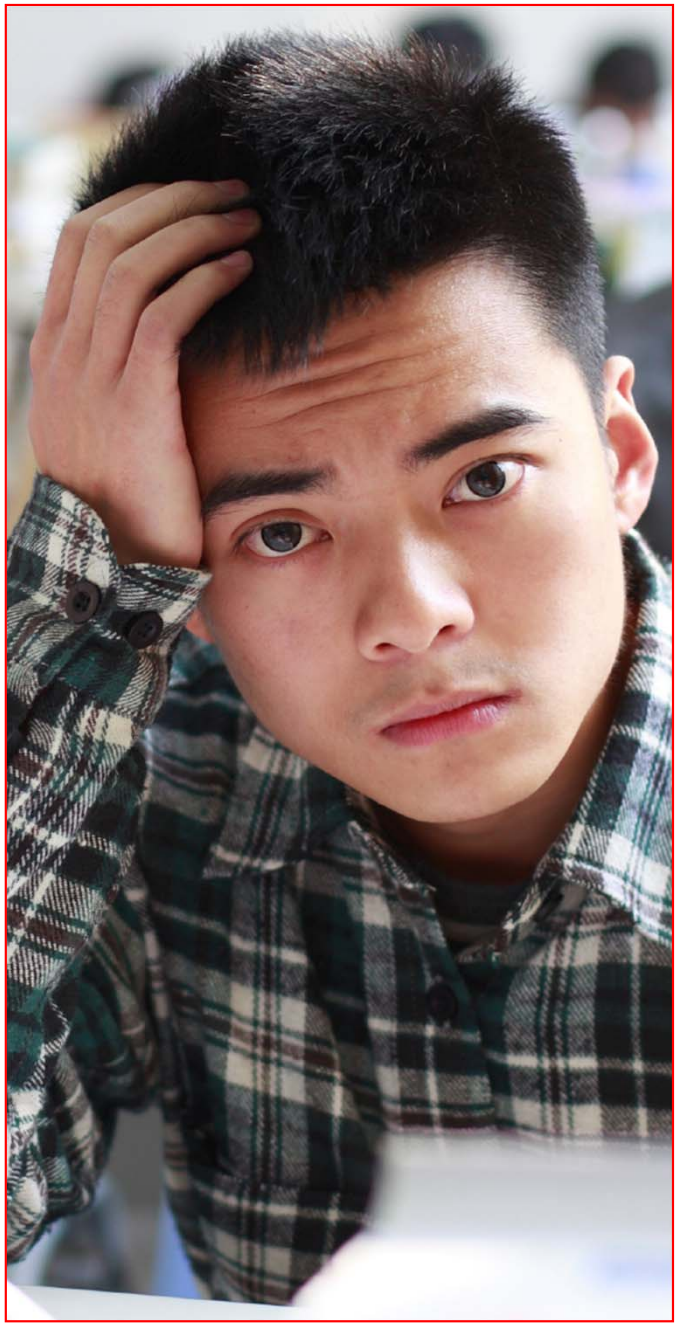
Antecedents: Strategies That ENCOURAGE Goal Behaviors

Response Effort: Reduce Task Difficulty (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Examples of strategies that lower response effort include:

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

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/

The Anxious Student: Prescription

Here are 4 general strategies for working with these learners:

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

Antecedents: Strategies to PREVENT Misbehavior

Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the "content, duration, and/or consequences of future events", their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day's activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

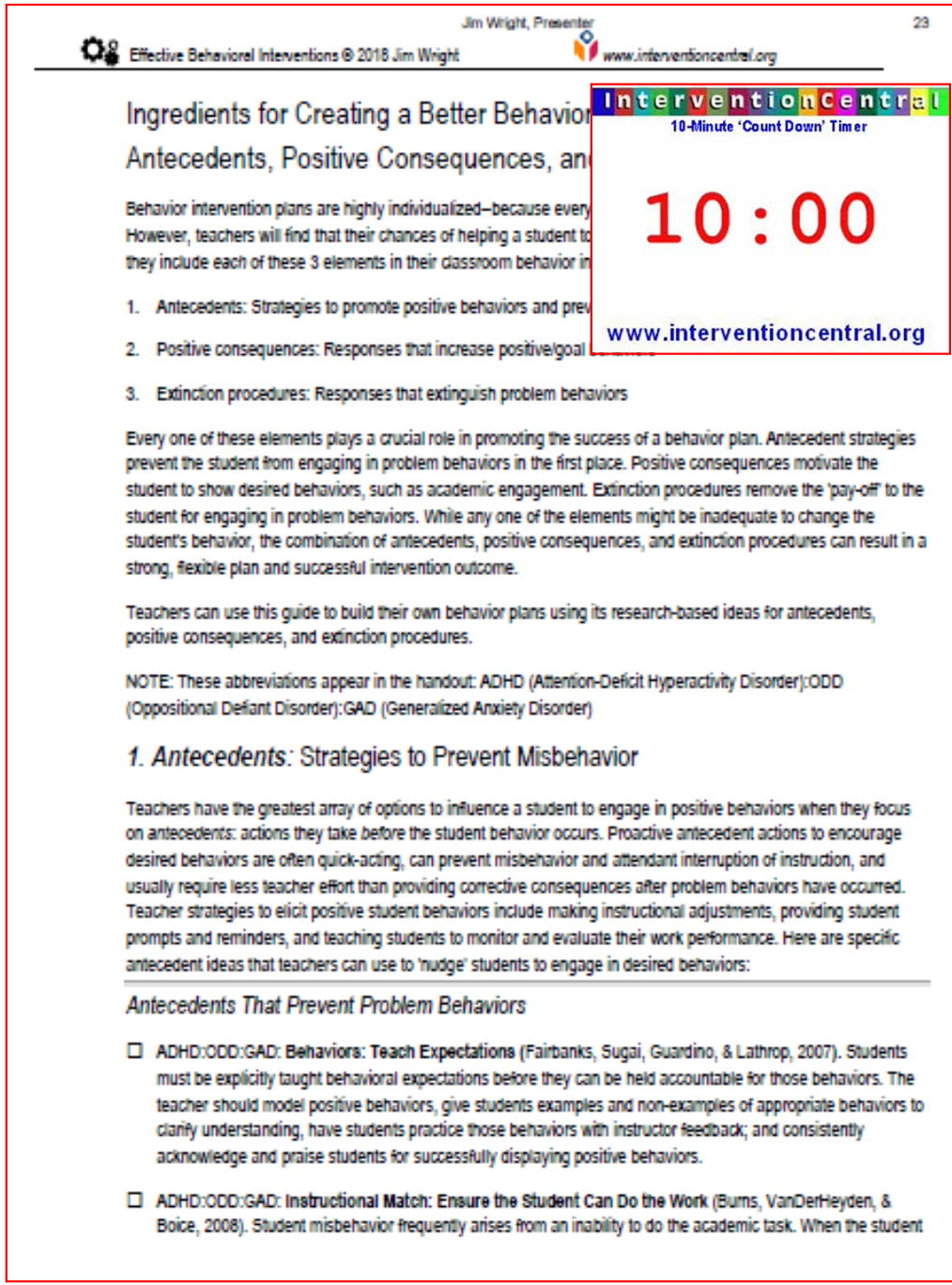
- where the activity takes place;
- who the child works with;
- what materials to work with (e.g., choosing a book from several options);
- when to begin or end the activity;
- how long to engage in the activity.

Activity: Select Strategies for Your Classroom

Look over the behavior-management ideas in Handout 1:

- Group 1: Antecedents: Strategies: pp. 9-11
- Group 2: Antecedent Strategies/Positive Consequences: pp. 12-13
- Group 3: Extinction Procedures: pp. 14-16

Select 1-2 ideas to recommend to teachers in your school/district.



Jim Wright, Presenter 23

Effective Behavioral Interventions © 2018 Jim Wright www.interventioncentral.org

InterventionCentral
10-Minute 'Count Down' Timer
10:00
www.interventioncentral.org

Ingredients for Creating a Better Behavior
Antecedents, Positive Consequences, an

Behavior intervention plans are highly individualized–because every
However, teachers will find that their chances of helping a student t
they include each of these 3 elements in their classroom behavior in

1. Antecedents: Strategies to promote positive behaviors and prev
2. Positive consequences: Responses that increase positive/goal
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.

NOTE: These abbreviations appear in the handout: ADHD (Attention-Deficit Hyperactivity Disorder):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

Communication Tools That Motivate. What communication techniques can increase academic motivation?

Handout
pp. 27-29

Teacher Communication Tools to Motivate

Teachers communication is a powerful means to boost academic performance. Instructor comments have the ability to boost confidence, focus attention, and engage reluctant learners. Four prime tools in the teacher communication toolbox are change talk, praise, growth-mindset statements, and wise feedback.

Change Talk. Change talk (Miller & Rollnick, 2004) is any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes. When people focus on their own 'change talk', they are more likely to develop and successfully carry out plans to make positive changes in their lives.

Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt. Teachers who are effective listeners listen for 'change talk' (Miller & Rollnick, 2004). In a low-key manner, the educator can then drew attention to that positive change talk, reinforce it, have the student elaborate on it, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

For example, in a teacher conference, the student may say, "I want to do better in this course but the work is so hard!" The student's statement includes both positive change talk (the goal of performing better in the course) and a limiting factor (the work is difficult). In conversation, the instructor can strategically drew attention to the student's change talk ("I want to do better in this course") through restatement: e.g., "I am hearing that doing better in the course is important to you" or "So if you could find a way, you would like to do better in the course, right?" This encourages the student to focus on a plan for change rather than on roadblocks preventing change.

Praise. Praise is a type of positive coaching comment. It pinpoints for the student the specific academic or general behavior that is noteworthy and also conveys teacher approval of that behavior (Burnett, 2001). Praise can be thought of as a kind of verbal highlighter, prompting (and reinforcing) the student to engage in more of the praised behavior. Praise statements are most effective when they target effort and accomplishment, not general ability. Effective praise consists of two elements:

- DESCRIPTION. The teacher describes in specific terms the noteworthy student academic performance or general behavior to be praised.
- APPROVAL. The teacher signals approval of the student's performance.

Here is a sample praise statement:

- DESCRIPTION. "*Russell, today in class, you wrote non-stop through the entire writing period.*"
- APPROVAL. "*I really appreciate your hard work!*"

Growth Mindset Statements. Research shows that there is one crucial factor that greatly impacts motivation and academic engagement: whether a student possesses a 'fixed' or 'open' mindset (Dweck, 2006). Students with a *fixed mindset* view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, effort plays only a minor role in intellectual accomplishment. In contrast, students with a *growth mindset* see intelligence as 'malleable': they have faith that increased effort will result in more effective learning and accomplishment. When fixed-mindset students are challenged by academic tasks, they can easily give up, while, growth-mindset learners interpret academic struggles as "an opportunity for growth, not a sign that a student is incapable of learning" (Paunesku et al., 2015; p. 785).

Using Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at four methods for increasing student motivation and academic engagement:

- change talk
- praise
- growth mindset statements
- wise feedback

Change Talk. Draw attention to change-oriented student talk.

1

Change Talk. Highlight Change-Oriented Talk

- **What It Is.** Change talk (Miller & Rollnick, 2004) is *any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes.*

  Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt.

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. Focus on Positive Change

When people talk about taking on the challenge of changing their behavior to achieve desired outcomes, their comments can veer between:

- 'Change Talk': Exploring the desired change, and
- 'Obstacles Talk'. Highlighting obstacles to change.

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. Focus on Positive Change

An effective way to encourage others to make beneficial changes in their lives is to listen…and to single out and respond to the positive 'change talk' elements in their responses.

Change Talk

I want to get more exercise…

Obstacles Talk

but I am so busy with work!

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. Focus on R

An effective way to encou
changes in their lives is t
respond to the positive 'c
responses.

Less Effective Response: "Well, if you spent less time watching Netflix, you would have more time to work out!"

Change Talk

I want to get more exercise…

Obstacles Talk

but I am so busy with work!

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

C… n Positive Change

…e others to make beneficial …en…and to single out and …ge talk' elements in their

More Effective Response: "You know, Jim, you might have more energy if you increased your exercise."

Change Talk

I want to get more exercise…

Obstacles Talk

but I am so busy with work!

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. The Power of Differential Attention

By listening carefully, the educator can draw attention to elements of change talk shared by the student, reinforce them, have the student elaborate on them, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

"I want to do better in this course…"	*"…but the work is so hard!"*
"Sure, it would be great if I could bring my grades up …"	*"…but I am not smart in math."*

1

Conferencing with Students: Two Suggestions

When you conference with students, the motivational interview literature (Miller & Rollnick, 2004) suggests 2 important strategies:

1. AVOID an authoritarian tone. The goal is to motivate the student to take responsibility for positive behavior change—not to win a debate.
2. DO use your comments to draw attention to instances of student 'change talk' -- statements expressing interest in making positive changes. Encourage the student to explore further.

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Comments to Encourage Change Talk: Examples

STUDENT: **Sure, it would be great if I could bring my grades up**, but I'm not smart in math.

- *Tell me more about **improving your grades**. Why is that important to you?*
- *So there are challenges, sure, but it sounds like **raising your grades** is something you would like to focus on.*
- *If **improving your grades** is a goal you are willing to commit to, we can talk about strategies that might help.*
- *I agree that **getting higher grades** is important. Are you ready to develop a plan that can help you to achieve it?*

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Behavior-Specific Praise. Shape student behavior with this positive coaching tool.

2

Behavior-Specific Praise. Shape Behavior with This Positive Coaching Tool

- **What It Is.** Praise is positive teacher attention "paired with a specific informational statement" (Landrum & Sweigart, 2014).

Source: Landrum, T. J., & Sweigart, C. A. (2014). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. Beyond Behavior, 23(3), 3-9.

Behavior-Specific Praise

Effective teacher praise has two elements: (1) a behavior-specific description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

EXAMPLE:

Approval

Performance

"Your writing is improving a lot.

The extra time you put in and your use of an outline has really paid off."

2

Growth Mindset. Structure your statements to encourage optimism and motivation.

3

Growth Mindset. Encourage an Optimistic Frame of Mind

- **What It Is.** The habitual ways that people have of thinking about their abilities can be thought of as **'mindsets'**. Mindsets fall into two categories: **Fixed** vs. **growth**.

  As we will see, a **fixed mindset** encourages 'learned helplessness', while a **growth mindset** motivates the student to apply increased effort to academic tasks.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

3

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset	+ Growth Mindset
Intelligence (general ability) is fixed. **Effort** plays a **minor role** in determining one's level of accomplishment. Thus, **setbacks** are viewed as a **lack of ability.** (Blackwell, et al., 2015).	Intelligence and other attributes are '**malleable**'--they can increase with effort. This perspective views **struggle** as a **positive**-- "an opportunity for growth, not a sign that a student is incapable of learning." (Paunesku, et al., 2015).

The 'Malleability' of Intelligence

"It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed."

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:	+ Growth Mindset: The student will:
• give up • withdraw effort • 'disidentify' with challenge subject: e.g., "*I don't like math much anyway.*" • be at greater risk for cheating	• view setback as an opportunity for learning • increase effort • figure out deficiencies in work or study processes and correct them

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Mindsets: Fixed vs. Growth

"[Fixed vs. growth] mindsets affect students' achievement by creating **different psychological worlds**."

Dr. Carol Dweck

Source: Dweck, C. S. (2008). Mindsets: How praise is harming youth and what can be done about it. School Library Media Activities Monthly, 24(5), 55-58; p. 56.

Mindsets: Fixed vs. Growth

Does a student's type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with **fixed** and **growth** mindsets may do **equally well**.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), **growth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Avoid statements that send a fixed-mindset message to students, such as:

- *"Excellent essay. You are a **natural-born** writer!"*
- *"You need to work harder. I have seen your grades and know that you are **smart enough** to get an A in this course."*
- *"It's OK-not everyone **can be good** at math."*

3

To Promote a 'Growth Mindset'…Use Process-Oriented Statements

Teachers ' growth-mindset statements are varied. However, they tend to include these elements:

- CHALLENGE. The teacher acknowledges that the learning task is difficult—but frames that challenge as an opportunity to learn.
- PROCESS. The teacher identifies the specific process that the student should follow to accomplish the academic task.
- CONFIDENCE. The teacher provides assurance that the student can be successful if the learner puts in sufficient effort and follows the recommended process.

3

Source: *Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.*

Growth Mindset: Teacher Examples

Homework: Ben

"*You should plan to spend at least 30 minutes on tonight's math homework.*

When you start the assignment, some problems might look like they are too difficult to solve.

CHALLENGE

But if you put in the effort and consult your notes & problem-solving checklist…

PROCESS

you should be able to answer them."

CONFIDENCE

Growth Mindset: Teacher Examples

Longer-Term Assignment: Jeremy

"*Jeremy, your research paper is due at the end of next week.*

It will take time to write, so be sure to start soon.

CHALLENGE

Remember that you already turned a work plan for writing your paper as an assignment last week. Just follow that plan……

PROCESS

and you should be fine."

CONFIDENCE

'Wise' Feedback. Promote student acceptance of critical instructional feedback.

4

Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

4

Critical Feedback. The Problem…

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143, 804-824.

‘Wise’ Feedback. Formatting Critical Feedback to Promote Student Acceptance

‘Wise feedback’ prevents the student from taking criticism about their work personally. Written or verbal feedback about a student’s academic performance follows this format:

- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.
- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

Source: *Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25, 1302-1318.*

Wise Feedback Example

<u>High Standards</u>

"I'm giving you these comments because I have very high expectations…"

<u>Assurance of Student Ability</u>

"…and I know that you can reach them."

4

Wise Feedback: Additional Suggestions…

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

  Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

  One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.

4

Teacher communication tools to motivate: Takeaways

These 4 tools for teacher communication can increase student motivation and confidence to take on challenging assignments:

1. Change talk
2. Behavior-specific praise
3. Growth-mindset statements
4. Wise feedback

Lab Work: Communication Tools

In your groups:

- Consider these communication tools (pp. 27-29) discussed today to increase motivation:
  - change talk
  - praise
  - growth mindset statements
  - wise feedback

- What are your ideas to **market** these ideas to teachers to **motivate** them to use the strategies?

RTI Files

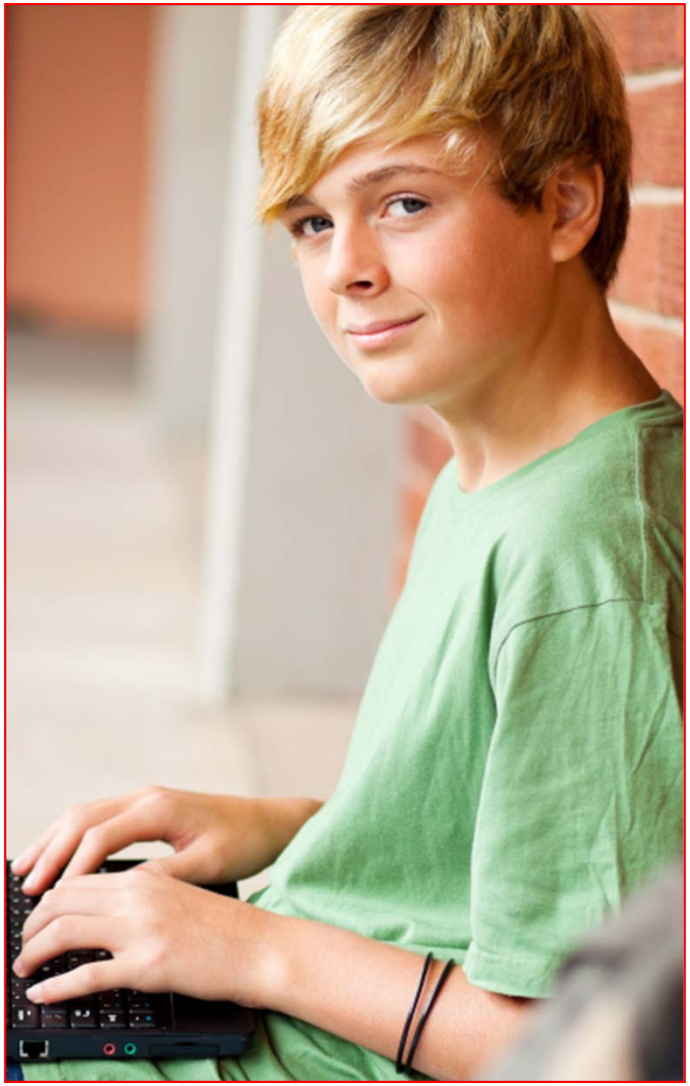
Russell

Problem:

Attendance and preparedness

Intervention:

Learning Contract



Handout
pp. 30-33

How to: Increase Motivation: Learning Contracts

Description. A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success. This contract is signed by the student, the instructor, and (optionally) the parent. Benefits of all such contracts, however, are that they provide academic structure and support, motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them (Frank & Scharff, 2013). NOTE: See the learning contract appearing later in this document as an example of how these contracts can be formatted.

Procedure: The learning contract is typically completed in a meeting between the student and instructor. (In middle and high schools, the parent may also be a participant.) While there are many possible variations on the learning contract, they often contain these components (Frank & Scharff, 2013; Greenwood & McCabe, 2006):

- *Statement of Purpose.* The contract opens with a statement presenting a rationale for why the contract is being implemented. A sample statement might be: *I am taking part in this learning contract because I want to improve my grades and pass this course.*

- *Student Actions.* The contract lists any actions that the student is pledging to complete to ensure success in the course. Suitable targets for learning contract items might include attendance, class participation, completion of classwork or homework, seeking of instructor help, etc. See Figure 1 for a listing of sample actions that might be written into a learning contract.

Figure 1: Sample Student Learning Contract Items

- **Attendance.** *I will attend at least 80 percent of class sessions.*
- **Course Participation.** *I will contribute at least one comment to every in-class discussion.*
- **Readings.** *I will complete all assigned readings.*
- **Study/Assignments.** *I will spend a minimum of 1 hour per day reviewing notes and working on assignments.*
- **Course Help.** *I will attend instructor office hours at least once per week.*
- **Group Project.** *I will communicate at least weekly with peers in my work group (face-to-face or electronically) about our shared course project.*

- *Teacher Actions.* The learning contract can be strengthened by adding a section detailing those actions that the instructor agrees to undertake to support the student. For example, the contract might state that the instructor will respond within 24 hours to course questions emailed by the student or will check weekly and alert the student to any missing course work. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

- *Sign-Off.* Both student and teacher sign the learning contract. If the parent is participating in the development of the contract, he or she also signs the contract. Because this document is a kind of 'promissory contract' (Rousseau & Parks, 1993), the student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Tips for Use. Here are additional ideas for using learning contracts:

RTI Files

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

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Learning Co... ...le

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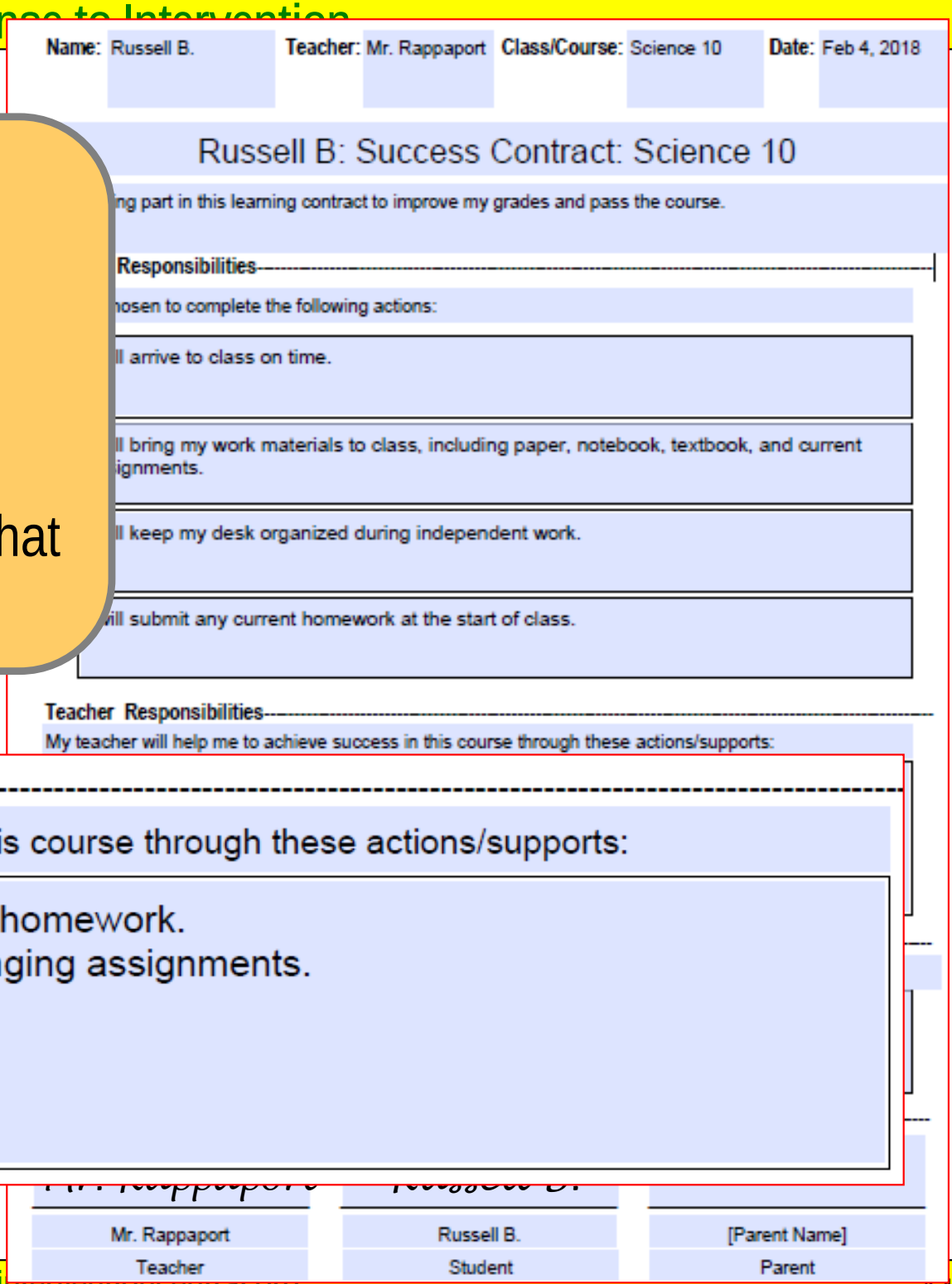

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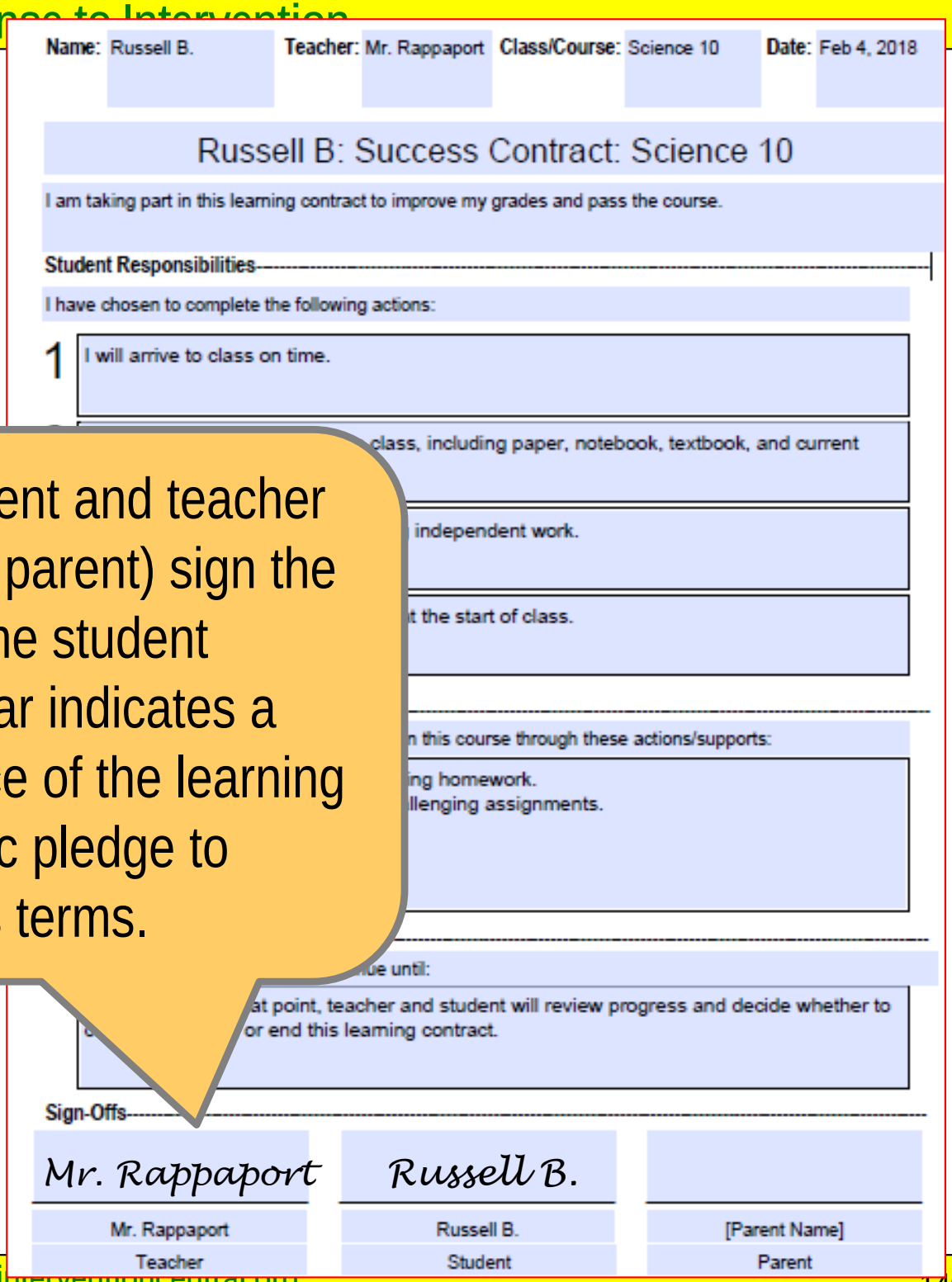

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RTI Files

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.

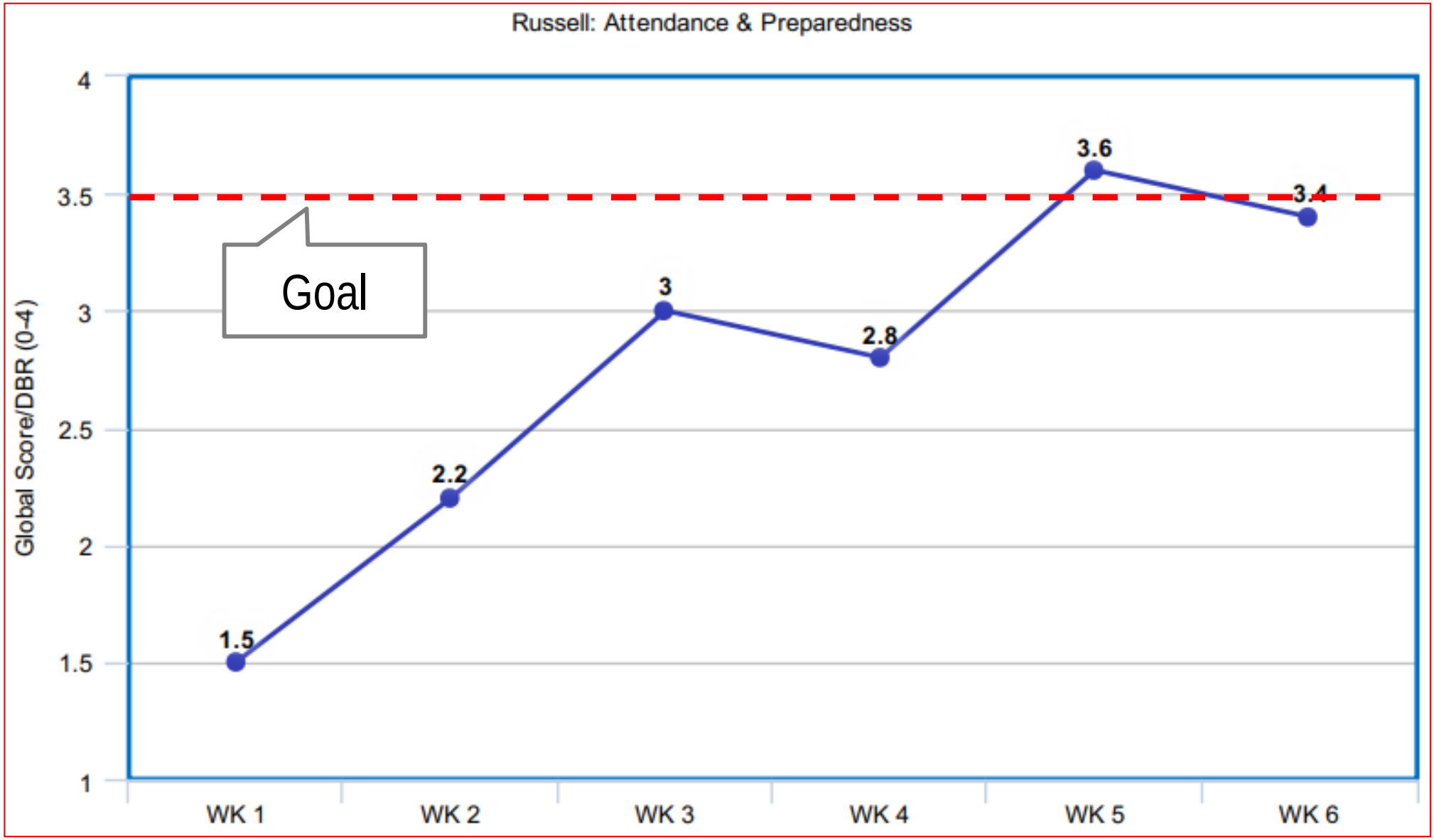
Russell was on-time to science class.

❑ YES ❑ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files

Russell: Grade 10: Attendance & Preparedness



RTI Files: Take-Away

- **Learning Contracts** are a great tool to record the outcome of parent conferences.

  The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

Behavior Checklists. Make behavior checklists (for routines, etc.) a part of your behavior-intervention (and data-collection) toolkit.

Teaching Positive Behaviors: The Power of Checklists pp. 19-20

Teaching Positive Behaviors: The Power of Checklists

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

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

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

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

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

At the start of class, the student:
❑ 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.

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

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

Lab Work: Create a 'Task-Analysis' Checklist

In your groups:

1. Select a 'goal behavior' that is important and that some of your students struggle with. Examples: *engages in small-group discussion, is ready at the start of class, maintains an orderly workspace, works independently in class*.

2. Convert your goal behavior into a multi-step checklist containing all steps for successfully completing that behavior.

Problem Behaviors: Common Reasons

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

Behavioral Checklist: Definition

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

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Teaching Positive Behaviors Using Checklists (from Handout)

Positive behaviors must be taught in four major stages:

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

Advantages of Behavior Checklists…

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

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

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

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

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

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

Student Behavior Checklists: Building the Collection

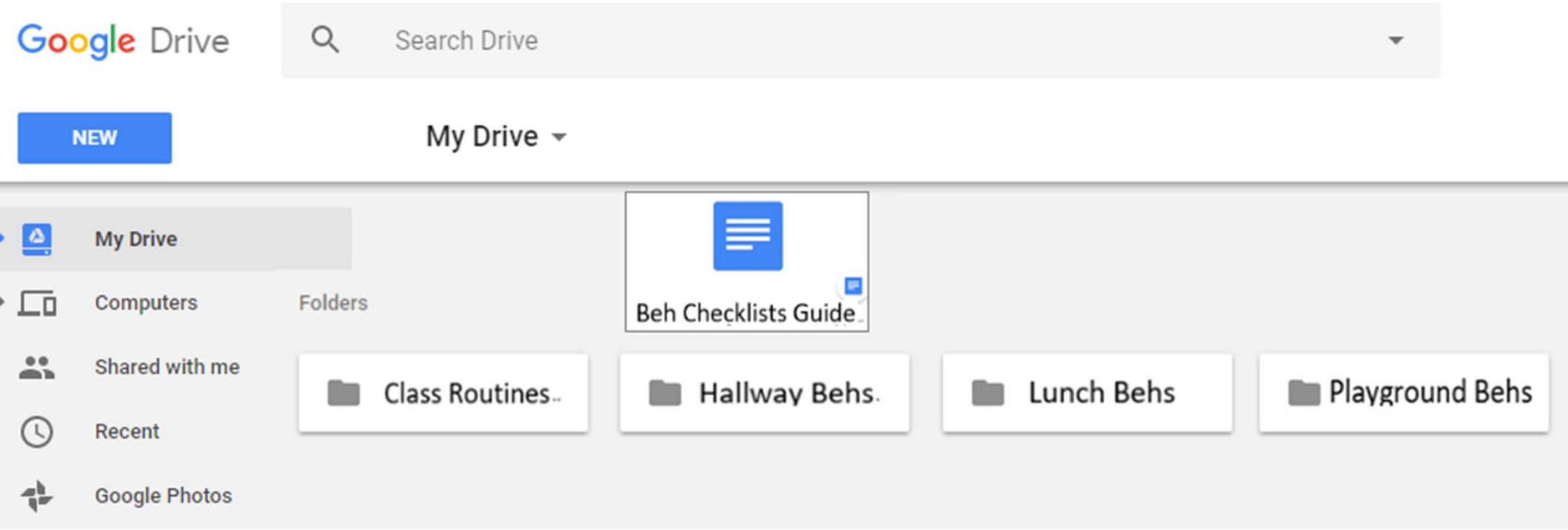
Schools can make efficient use of behavior checklists by…

1. creating a teacher guide for creating and using checklists.

Student Behavior Checklists: Building the Collection

Schools can make efficient use of behavior checklists by…

2. developing a folder (e.g., in Google Drive) to build a growing collection of checklists defining common classroom routines (e.g., preparing for instruction at the start of class) and individual behavioral repertoires (e.g., following a teacher request).


Google Drive
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Google Photos
Folders
Beh Checklists Guide
Class Routines
Hallway Behs
Lunch Behs
Playground Behs

Sample Individual Behavioral Checklist

WHEN TAKING A BATHROOM BREAK, THE STUDENT:
❑ takes the classroom bathroom pass from its hook.
❑ quietly leaves the classroom.
❑ walks directly to and from the bathroom, avoiding conversations and distractions.
❑ returns to the classroom within 5 minutes.
❑ hangs up the classroom bathroom pass and returns quietly to seat.

LAB WORK: Getting Behavior Checklists into the Classroom Intervention Toolkit (pp. 19-20)

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

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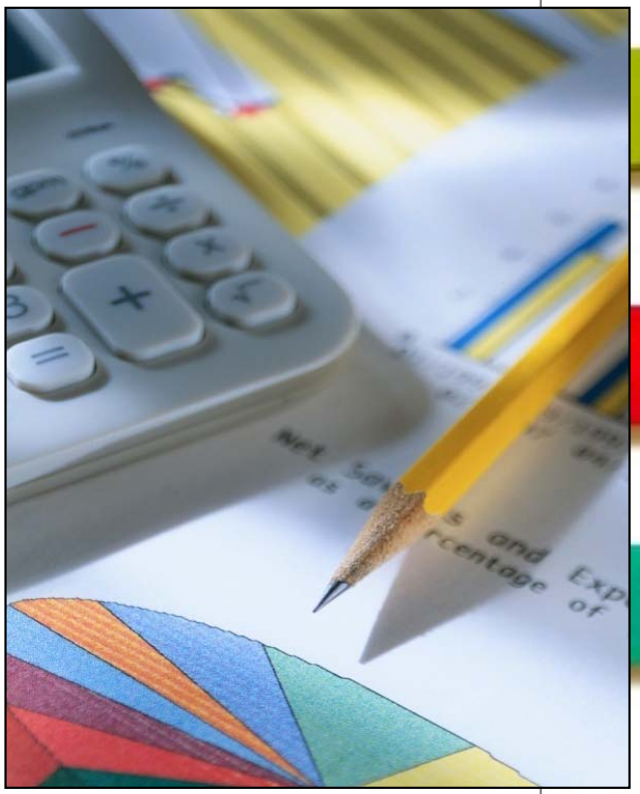
Behavior Management: Show Me the Data. What is a feasible 'go-to' method teachers can use to track almost any classroom behavior?



Classroom Data Tool: Behavior Report Cards

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

Classroom Data Tool: Behavior Report Card

- What It Can Measure:

  - ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Behavior Report Card: Example: p. 23

STUDENT DAILY BEHAVIOR REPORT

Student Name: _____ Grade: _____

Person Completing This Report Card: _____

Directions: At the end of the school day or class period, rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the date of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

Student Behaviors	MON __/__/__	TUES __/__/__	WED __/__/__	THURS __/__/__	FRI __/__/__
The student got along with classmates and used socially appropriate behaviors. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student was respectful to the teacher and other adults and complied with their requests in a timely manner. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student completed and turned in classwork and homework assignments. 0-19% 20-39% 40-59% 60-79% 80-100%					
(Optional Behavior) _____ _____ 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Behavior Report Card: Progress-Monitoring Chart: p. 25

Student Daily Behavior Report: Progress-Monitoring Chart

Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name:

Start Date: Wk 1: ___ / ___ / ___ Wk 2: ___ / ___ / ___ Wk 3: ___ / ___ / ___ Wk 4: ___ / ___ / ___

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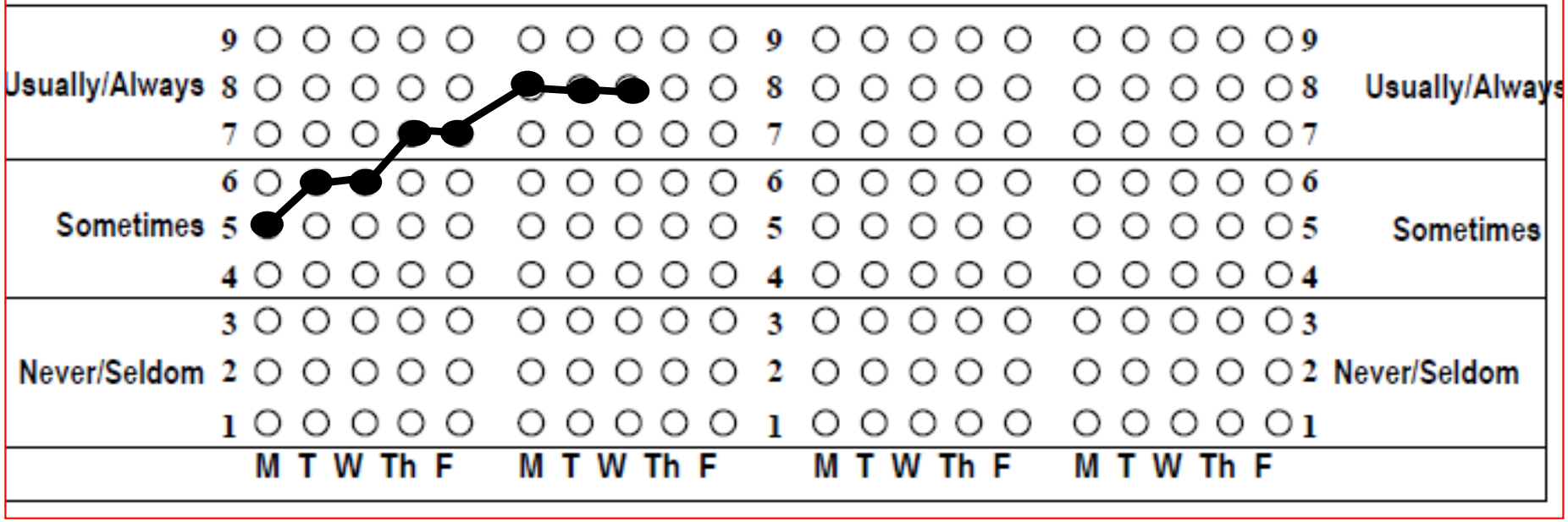
The student got along with classmates and used socially appropriate behaviors.



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

Discuss one of these questions:

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

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

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

ROADBLOCKS: Tier 1: Individual Classroom Behavioral Interventions

Consultant Support: Teachers do not have easy access to behavioral consultants for help when creating classroom plans.

Intervention Bank: Teachers do not have a collection of research-based behavior intervention ideas ('intervention bank') to review.

Documentation: Teachers do not write down their intervention plans, preventing them from sharing the plans and outcomes with other school stake-holders.

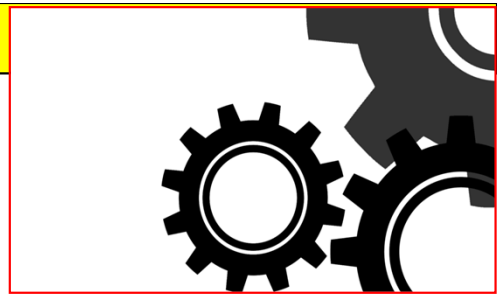
Multiple Staff: When several staff implement the same behavior-intervention plan for a single student, they are inconsistent in carrying out that plan.

MTSS-B Action Team Meeting Planning Form: p. 34

RTI/MTSS for Behavior: Meeting Planning Tool: 'Next Steps' Activity: Meeting Date: _____

Directions: Draft an agenda for your next MTSS-Behavior Action/Leadership Team meeting:

	Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed
Example	*B.1.1 Teaching Culturally Responsive Behavioral Expectations.* Our school will select core values, translate into location-specific behavioral expectations, teach students those positive behaviors.	School Psychologist/ RTI/MTSS Behavior Team	March 2019	Half-Day during Supt Conf Day in February for staff; 2-hr Principal Assemblies to train students
1				
2				
3				
4				
5				



Planning Your Next 'Action Team' Meeting

	Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed
Example	*B.1.1 Teaching Culturally Responsive Behavioral Expectations.* Our school will select core values, translate into location-specific behavioral expectations, teach students those positive behaviors.	School Psychologist/ RTI/MTSS Behavior Team	March 2019	Half-Day during Supt Conf Day in February for staff; 2-hr Principal Assemblies to train students

Directions:

- Consider **key points** covered across our 3-workshop series.
- Identify 3-5 **most important** next steps your Action Team should take to move Tier 1/MTSS-Behavior forward at your school.
- Use the planning form (p. 34) to **plan an agenda** for your next Action Team meeting.
- Be prepared to **share** your agenda with the larger group.