

The Teacher as Classroom 'First Responder': Strategies to Help the Struggling Learner

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<http://www.interventioncentral.org/harrison>

Workshop Agenda

-  1. **Academic Interventions Sampler.** What are examples of interventions to support reading and math skills?
-  2. **Progress-Monitoring.** What convenient method can assist teachers in collecting data on student behavioral interventions?
-  3. **Behavior Management Strategies.** What are examples of behavior management ideas for elementary classrooms?
-  4. **Internet Resources.** What free resources are available on the online to help teachers with classroom interventions?

Academic Interventions Sampler. What are examples of interventions to support reading and math skills?

Sample Strategy to Promote...Number Sense

Building Number Sense Through a Counting Board Game

DESCRIPTION: The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009).

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Building Number Sense Through a Counting Board Game

MATERIALS:

- *Great Number Line Race!* form
- Spinner divided into two equal regions marked "1" and "2" respectively. (NOTE: If a spinner is not available, the interventionist can purchase a small blank wooden block from a crafts store and mark three of the sides of the block with the number "1" and three sides with the number "2".)

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Response to Intervention

The Great Number-Line Race!

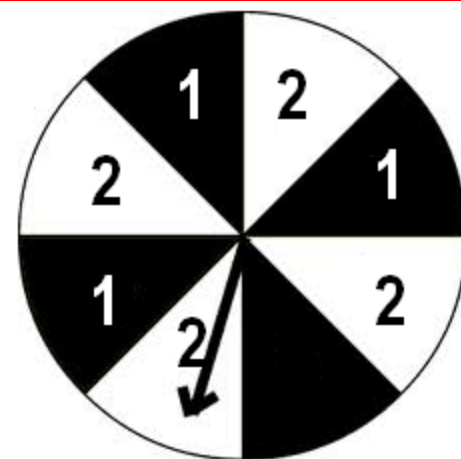


Date: _____ Start Time: _____: _____ End Time: _____: _____

Directions: Mark the winner for each game with an 'X' in the table below.

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

Sources: Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*,



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Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game.* The student is told that he or she will attempt to beat another player (either another student or the interventionist). The student is then given a penny or other small object to serve as a game piece. The student is told that players takes turns spinning the spinner (or, alternatively, tossing the block) to learn how many spaces they can move on *the Great Number Line Race!* board.

Each player then advances the game piece, moving it forward through the numbered boxes of the game-board to match the number "1" or "2" selected in the spin or block toss.

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game (cont.).*

When advancing the game piece, the player must call out the number of each numbered box as he or she passes over it. For example, if the player has a game piece on box 7 and spins a "2", that player advances the game piece two spaces, while calling out "8" and "9" (the names of the numbered boxes that the game piece moves across during that turn).

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families. Child Development Perspectives*, 3(2), 118-124.

Building Number Sense Through a Counting Board Game

INTERVENTION STEPS: A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

2. *Record Game Outcomes.* At the conclusion of each game, the interventionist records the winner using the form found on the *Great Number Line Race!* form. The session continues with additional games being played for a total of 12-15 minutes.
3. *Continue the Intervention Up to an Hour of Cumulative Play.* The counting-board game continues until the student has accrued a total of at least one hour of play across multiple days. (The amount of cumulative play can be calculated by adding up the daily time spent in the game as recorded on the *Great Number Line Race!* form.)

Source: Siegler, R. S. (2009). *Improving the numerical understanding of children from low-income families.* *Child Development Perspectives*, 3(2), 118-124.

Response to Intervention

The Great Number-Line Race!

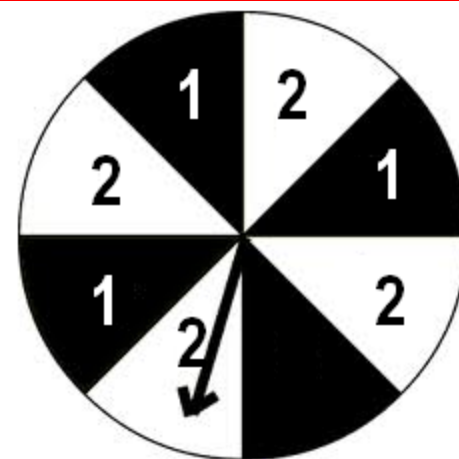


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Directions: Mark the winner for each game with an 'X' in the table below.

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

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Sample Strategy to Promote...Phonics/Alphabetics

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters

b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
I
c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.



K

Incremental Rehearsal of Letter Names

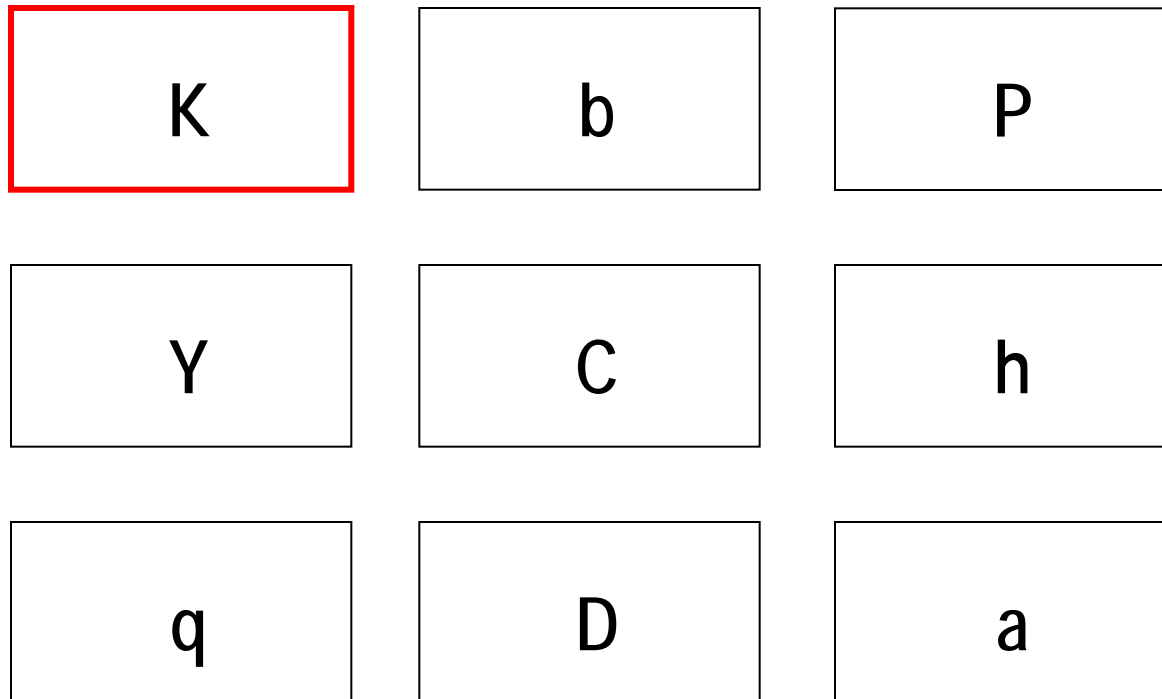
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

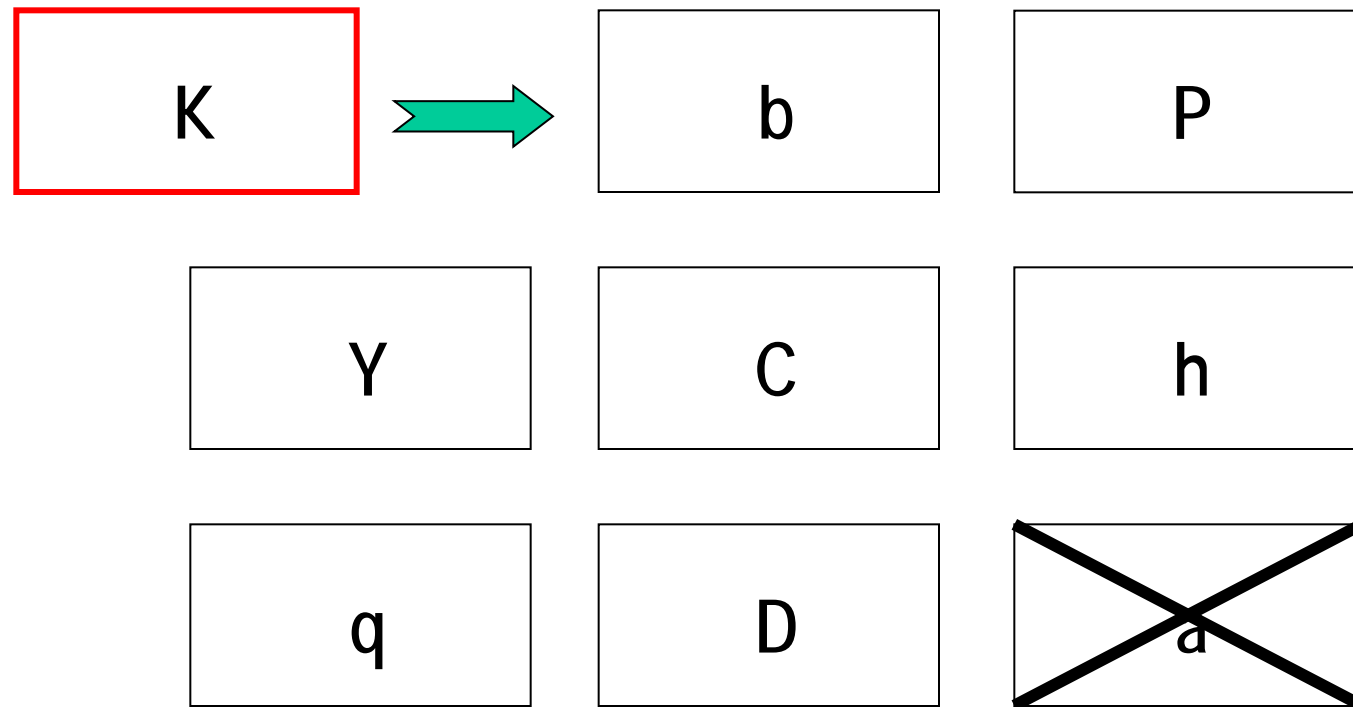
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).



Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

N

K

b

P

Y

C

h

Q

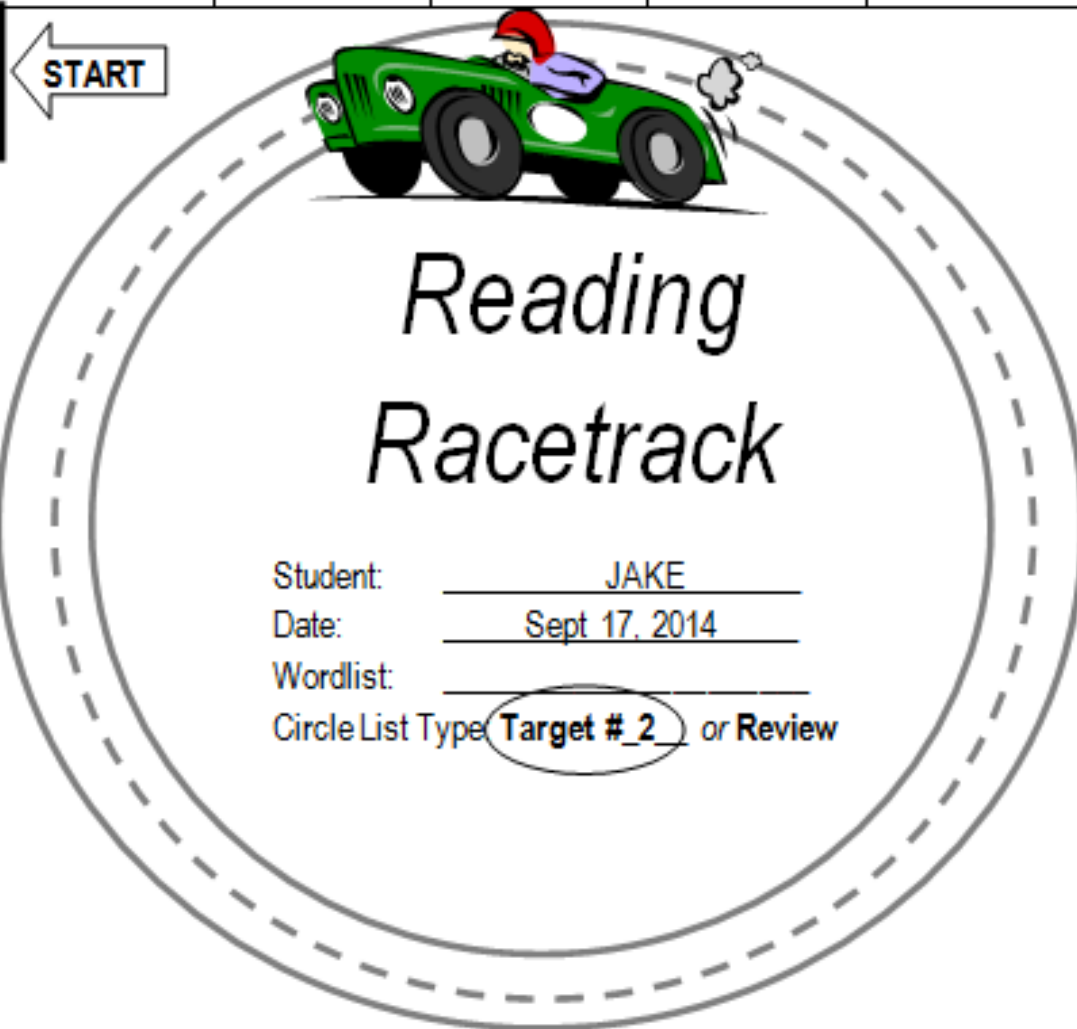
D

Sample Strategy to Promote...Sight-Word Vocabulary

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.



26 were	27 five	28 some	25 had	24 know	23 stop	22 then
1 had	<div></div>					21 five
2 five						20 some
3 stop						19 then
4 know						18 were
5 then						17 had
6 were						16 know
7 some	15 stop					
8 five	9 stop	10 were	11 had	12 know	13 some	14 then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Response to Intervention



Reading Racetrack Score Sheet

Student: _____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Sample Strategies to Promote...Reading Fluency

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Response to Intervention Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Response to Intervention Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - *When asked to read aloud, I did my best reading.*
 - *When others were reading, I paid close attention.*
 - *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.





































Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<i>When asked to read aloud, I did my best reading.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3
<i>When others were reading, I paid close attention.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3
<i>I showed good behaviors and followed all directions quickly.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Response to Intervention Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoyn, 2010), sticker, or other modest reward.

Sample Strategy to Promote...Reading Comprehension

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

How to...Promote: Math Fact Fluency

Cover-Copy-Compare: Spelling & Math Facts

In this intervention to promote acquisition of spelling/vocabulary words or math facts, the student is given a sheet with the spelling words or math facts with answers. The student looks at each spelling or math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).

Cover-Copy-
Compare Math
Fact Student
Worksheet

Math Facts	Student Response
1. $9 \times 7 = 63$	1a. $9 \times 7 = 63$
	1b.
2. $9 \times 2 = 18$	2a.
	2b.
3. $9 \times 4 = 36$	3a.
	3b.
4. $9 \times 1 = 9$	4a.
	4b.
5. $9 \times 9 = 81$	5a.
	5b.
6. $9 \times 6 = 54$	6a.
	6b.
7. $9 \times 3 = 27$	7a.
	7b.
8. $9 \times 5 = 45$	8a.
	8b.
9. $9 \times 10 = 90$	9a.
	9b.
10. $9 \times 8 = 72$	10a.
	10b.

Cover-Copy-Compare Spelling Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. product
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

Fold Line

Progress-Monitoring. What convenient method can assist teachers in collecting data on student behavioral interventions?

Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis--e.g., daily-- to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).

Behavior Report Card Example: Ridney

Rodney: Behavior Report Card

Student Name: Rodney Date: _____

Rater: Mrs. Smith Classroom: _____

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

Rodney spoke respectfully and complied with Mrs. Jones' requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?

☐ YES ☐ NO

Rodney controlled his emotions and did not become upset or angry when faced with challenging or difficult situations.

The degree to which Rodney met this behavior goal



1



2



3

Rodney remembered instructions and directions without needing extra reminders.

The degree to which Rodney met this behavior goal



1



2



3

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Behavior Report Cards

- **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.

Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).
- Teachers can use a free online app to create custom BRCs in PDF format.

Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher's concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.

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

Behavior Report Card Maker

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

Roy's Report Card

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

Step 1

Enter the basic form information

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

Report card title ?

Roy's Behavior Report Card

Directions ?

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

Font family ?

san serif

Font size ?

10 pt

☒ Append signature section ?

Instructions for report card signer ?

I have reviewed this completed Behavior Report with my child.

Person to fill out the report card ?

Mr. Wright

Student's classroom ?

Room 345

Student's first and last name ?

Roy

Atkins

Gender ?

male

Person to sign the report card ?

Parent

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Behavior Management Strategies. What are examples of behavior management ideas for elementary classrooms?



Behavioral Interventions: Sampler

Secret Ingredients for Creating a Better Behavior Intervention Plan (Online)

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

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

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

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

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

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

1. *Antecedents*: Strategies to Prevent Misbehavior

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

Antecedents That Prevent Problem Behaviors

- ☐ ADHD:ODD:GAD: Behaviors: Teach Expectations (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- ☐ ADHD:ODD:GAD: Instructional Match: Ensure the Student Can Do the Work (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student

Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

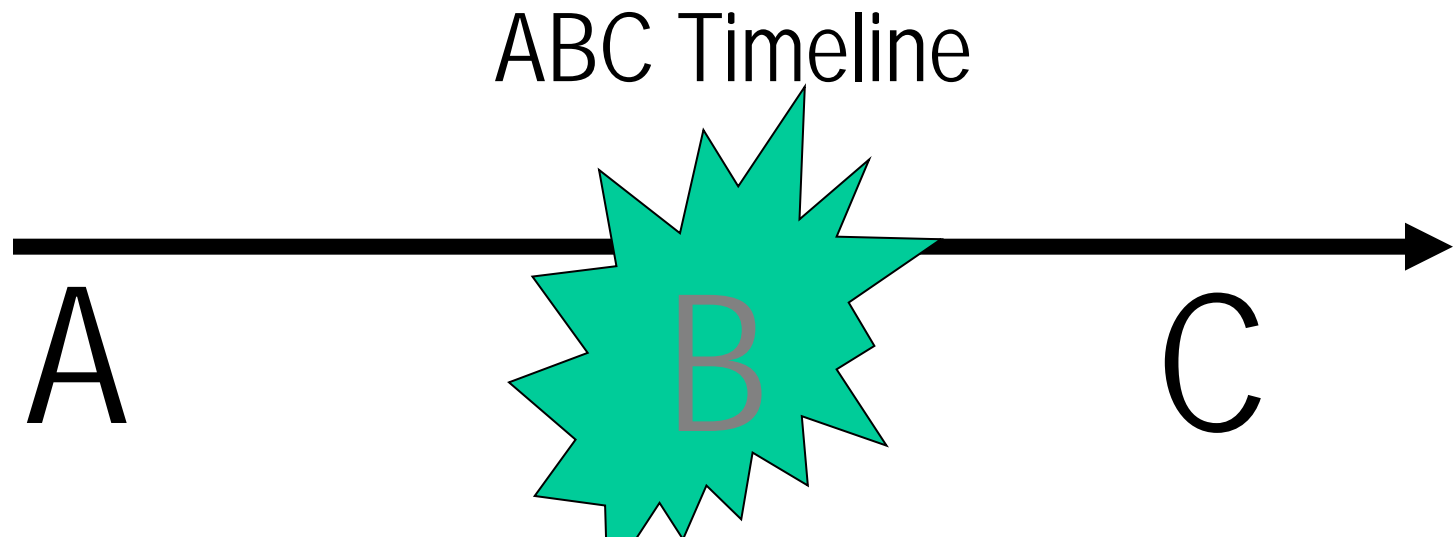
Each element plays a crucial role in promoting the success of a behavior plan.

- *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, their combination can result in a strong, flexible plan and successful intervention outcome.

ABC Time-line

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



Antecedents: Strategies to PREVENT Misbehavior

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

Antecedents: Strategies to PREVENT Misbehavior

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.

ADHD

ODD

GAD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Positive Teacher Requests: It's How You Say It

(Braithwaite, 2000). Non-compliant students have a pattern of ignoring or defying teacher requests.

However, instructors can increase the likelihood of student compliance by stating their requests in positive terms (e.g., "John, I can help you just as soon as you are back in your seat") rather than in negative terms (e.g., "John, I can't help you unless you are sitting in your seat").

ADHD

ODD

GAD

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.

ADHD

ODD

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'.

ADHD

ODD

GAD

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.

Positive Consequences: INCREASE Positive/Goal Behaviors

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

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

ADHD

ODD

GAD

Positive Consequences: INCREASE Positive/Goal Behaviors

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

ADHD

ODD

Extinction Procedures: REDUCE or ELIMINATE Behaviors

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

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

ADHD

ODD

Good Behavior Game

Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.

Good Behavior Game: Steps

1. The instructor decides when to schedule the Game.
(NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)
2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:
 - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
 - **Out of Seat:** The student's posterior is not on the seat.
 - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.

Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)
4. The instructor divides the class into 2 or more teams.
5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).

Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student's team (e.g., as a tally mark on the board) and continues to teach.

Good Behavior Game: Steps

7. When the Game period is over, the teacher tallies each team's points. Here are the rules for deciding the winner(s) of the Game:
 - Any team whose point total is at or below the pre-determined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
 - If one team's point total is above the cut-off level, that team does not earn a reward.
 - If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.

Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

- Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.
- If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional 'team of one' that has only one member--the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!
- If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
 - Assigning points consistently when you observe misbehavior.
 - Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
 - Reliably giving rewards to Game winners.
 - Not overusing the Game.

GOOD BEHAVIOR GAME

Cut-Off=2

Team 1

Team 2

Game Over

| *[Out of Seat]*
| *[Disruptive]*

| *[Call Out]*



Answer: Both teams won the Game, as both teams' point totals fell BELOW the cut-off of 2 points.

“*A journey of a thousand miles must begin with a single step.*”

Lao Tzu, Chinese Taoist (600 BC-531 BC)