Behavior Interventions

The premise of all behavioral interventions is that expected behaviors must be taught. It is important that an intervention be implemented with fidelity in order to be effective.

Key Points:
1. The chart below lists <u>suggested</u> interventions for particular areas. However, a team may decide to choose another interventions that they feel will be more effective
2. When changing student behavior, progress monitoring should begin in small chunks of time to provide appropriate feedback. Time can be extended as progress is made. It may be necessary, for example, to begin in 3-5 minute increments for a total of 15 minutes as an initial intervention implementation.

Click here for a description of all listed behavioral concerns.
Click here to view all interventions.

	Interventions					
Tier 1	Classroom Rules	Establish Classroom Routines				
General Interventions **These are good intervention strategies for addressing many behavior concerns**	Brief Reprimand/ Reminder	Check In Check Out	Daily Behavior Form	Differential Reinforcement	Goal Setting	Habit-Reversal Technique
	High Ratio of Positive Interaction	Home-School Reinforcement System	Identify Appropriate Settings for Behavior	Mystery Motivator	Nonverbal Cues and Signals	Nonverbal reminders
	Observational Learning	Positive Practice	Positive Reinforcement	Practice Opportunities	Praise	Praise Notes

General Interventions These are good intervention strategies for addressing many behavior concerns	Pre-Correction	Preview Rules/Expectations	Prompting	Reflection Center	Reflective Essay	Reward System
	Self-Monitoring	Setting Clear Expectations and Rules	Shaping	Silent Signal	Specific Verbal Praise	Stimulus Cueing
	Tootling	Visual Strategies				
Aggressive/ Bullying	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks	Corrective Feedback
	Individual Daily Positive Interaction	No Passing Time	Pair Criticism with Praise	Quiet Area	Response Cost	Sit and Watch
	Social Stories	Teach Conflict Resolution Skills	Teach Relationship Skills	Teach Social Skills	Time out	Two-Part Choice Statement
Anger	Anger Management	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks
	No Passing Time	Quiet Area	Response Cost	Sit and Watch	Teach Conflict Resolution Skills	Teach Relaxation Techniques
	Teach Social Skills	Time out	Two-Part Choice Statement			

Anxiety	Allow "do-overs"	Breaks	Chaining	Errorless Learning	Instructional Match	Offer Choices
	Pair Criticism with Praise	Preview Schedule	Reduce Response Effort	Reduce Student Frustration	Sensory Tools	Social Stories
	Student Choice over Learning	Teach Conflict Resolution Skills	Teach Coping Skills	Teach Relaxation Techniques	Teacher Greeting	Two by Ten
	Visual Schedules					
Causes Distractions/ Disruptions	Alternative Behaviors for Sensory Feedback	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Momentum	Behavioral Self-Control
	Chaining	Daily Schedules	Eliminate Audience	Errorless Learning	Group Reinforcement Response Contingency	Increased Frequency of Task Related Recognition
	No Passing Time	Planned Ignoring	Premack Principle	Role Play	Sensory Tools	Two by Ten

Confrontational/ Defensive	5-10 second compliance-time window	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks
	Corrective Feedback	Emphasize the Positive in Teacher Requests	No Passing Time	Offer Choices	Pair Criticism with Praise	Preview Schedule
	Quiet Area	Response Cost	Say No with a Preferred Alternative	Social Stories	Student Choice Over Learning	Teach Conflict Resolution Skills
	Teach Interaction	Teach Relationship Skills	Teach Relaxation Techniques	Teach Social Skills	Time Out	Two Part Choice Statement
Defiant	5-10 second compliance-time window	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks
	Corrective Feedback	Emphasize the Positive in Teacher Requests	Individual Daily Positive Interaction	Quiet Area	Response Cost	Say No with a Preferred Alternative
	Sit and Watch	Social Stories	Teach Relaxation Techniques	Teach Conflict Resolution Skills	Teach Social Skills	Time Out
	Two Part Choice Statement					

	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavior Momentum	Behavioral Self-Control	Breaks
	Corrective Feedback	Fixed Time Teacher Attention	Group Reinforcement Response	Instructional Match	Link Preferred Activities and Assignments	No Passing Time
Disruptive	Pair Criticism with Praise	Planned Ignoring	Reduce Response Effort	Reduce Student Frustration	Response Cost	Sensory Tools
	Student Choice over Learning	Structured Daily Schedule	Teach Relaxation Techniques	Time out	Two Part Choice Statement	Visual Schedules
Disorganized	Chaining	Errorless Learning	Link Preferred Activities and Assignments	Organizational Tools	Peer Tutoring	Premack Principle
	Structured Daily Schedule	Task Analysis	Visual Schedules			
Disrespectful to Adults	5-10 second compliance-time window	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Cool Down Break
	Corrective Feedback	Fixed Time Teacher Attention	Individual Daily positive Interaction	Pair Criticism with Praise	Personal Connection with Student	Response Cost
	Teacher Greeting	Teach Interaction	Teach Relationship Skills	Teach Social Skills	Time Out	Two-Part Choice Statement

Failure to Turn in Work	Errorless Learning	Fixed Time Teacher Attention	Group Reinforcement System	Increased Frequency of Task Related	Instructional Match	Link Preferred Activities and Assignments
	Pair Criticism with Praise	Peer Tutoring	Personal Interests Used for Motivation	Premack Principle	Reduce Response Effort	Reduce Student Frustration
	Response Cost	Sensory Tools	Student Choice over Learning	Two Part Choice Statement	Visual Schedules	
Frustration	Allow "Do-overs"	Anger Management	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavior Momentum
	Breaks	Errorless Learning	Fixed Time Teacher Attention	Instructional Match	Preview Schedule	Quiet Area
	Reduce Response Effort	Reduce Student Frustration	Sensory Tools	Social Stories	Structured Daily Schedule	Student Choice over Learning
	Teach Conflict Resolution Skills	Teach Coping Skills	Teach Relationship Skills	Teach Relaxation Techniques	Teach Social Skills	Visual Schedule

Inappropriate Language	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks	
	Corrective Feedback	Group Reinforcement System	No Passing Time	Offer Choices	Response Cost	Teach Interaction
	Teach Relationship Skills	Teach Social Skills	Time out	Two Part Choice Statement		
Improve Completion of Work	Allow Do-Overs	Alternative Behaviors for Sensory Feedback	Behavioral Self-Control	Behavior Momentum	Breaks	Chaining
	Corrective Feedback	Errorless Learning	Group Reinforcement Response	Increased Frequency of Task Related Recognition	Instructional Match	Link Preferred Activities and Assignments
	Offer Choices	Peer Tutoring	Personal Interests Used for Motivation	Premack Principle	Reduce Response Effort	Reduce Student Frustration
	Structured Daily Schedule	Student Choice over Learning	Systemic Student Follow Up	Task Analysis		
Improve Interaction with Adults	Chaining	Corrective Feedback	Emphasize the Positive in Teacher Requests	Individual Daily Positive Interaction	Pair Criticism with Praise	Personal Connection with Student
	Role Play	Say No with a Preferred Alternative	Social Stories	Teach Social Skills	Teacher Greeting	

Improve Interaction with Peers	Anger Management	Appropriate Rejection/Ignoring	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavior Momentum
	Breaks	Chaining	Group Reinforcement System	No Passing Time	Peer Tutoring	Role Play
	Sit and Watch	Social Stories	Teach Conflict Resolution Skills	Teach Interaction	Teach Relationship Skills	Teach Social Skills
	Time out					
Improve Time on Task	Behavior Conference	Behavior Momentum	Behavioral Self-Control (BSC)	Breaks	Chaining	Corrective Feedback
	Errorless Learning	Fixed Time Teacher Attention	Increased Frequency of Task Related Recognition	Instructional Match	Link Preferred Activities and Assignments	Pair Criticism with Praise
	Peer Tutoring	Personal Interests Used for Motivation	Planned Ignoring		Premack Principle	Preview Schedule
	Reduce Response Effort	Reduce Student Frustration	Response Cost	Say No with a Preferred Alternative	Sensory Tools	Sit and Watch
	Student Choice over Learning	Systemic Student Follow Up	Task Analysis	Visual Schedule		

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Impulsive	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks	Chaining	Corrective Feedback
	Fixed Time Teacher Attention	Link Preferred Activities and Assignments	Peer Ignoring	Peer Tutoring	Preview Schedule	Role Play
	Sensory Tools	Sit and Watch	Social Stories	Time Out	Two-Part Choice Statement	
Lack of Responsibility	Behavior Conference	Behavior Contract	Behavioral Momentum	Behavioral Self-Control	Fixed Time Teacher Attention	Link Preferred Activities and Assignments
	Peer Tutoring	Personal Interests Used for Motivation		Response Cost	Social Stories	Student Choice Over Learning
	Two-Part Choice Statement	Visual Schedules				
Lack of Participation	Behavior Momentum	Breaks	Chaining	Increased Frequency of Task Related Recognition	Instructional Match	Link Preferred Activities and Assignments
	Pair Criticism with Praise	Personal Connection with Student	Personal Interests Used for Motivation	Reduce Student Frustration	Student Choice over Learning	Two by Ten
	Visual Schedules					

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Lack of Social Skills	Chaining	Pair Criticism with Praise	Peer Tutoring	Say No with a Preferred Alternative	Sit and Watch	Social Stories
	Teach Conflict Resolution Skills	Teach Coping Skills	Teaching Interaction	Teach Relationship Skills	Teach Social Skills	Visual Schedules
Negative Attitude	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Instructional Match	Peer Ignoring
	Reduce Response Effort	Reduce Student Frustration	Role Play	Say No with a Preferred Alternative	Sensory Tools	Student Choice over Learning
	Systemic Student Follow Up	Teach Interaction	Teach Relationship Skills	Teach Social Skills	Two Part Choice Statement	Visual Schedule

Non-Compliance	5-10 second compliance-time window	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks
	Chaining	Corrective Feedback	Emphasize the Positive in Teacher Requests	Individual Daily Positive Interaction	Instructional Match	Link Preferred Activities and Assignments
	No Passing Time	Pair Criticism with Praise	Personal Connection with Student	Preview Schedule	Quiet Area	Reduce Response Effort
	Reduce Student Frustration	Response Cost	Say No with a Preferred Alternative	Sensory Tools	Sit and Watch	Social Stories
	Student Choice over Learning	Teach Conflict Resolution Skills	Teach Social Skills	Time out	Two Part Choice Statement	
Out of Seat	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Momentum	Behavioral Self-Control	Breaks
	Corrective Feedback	Eliminate Audience	Emphasize the Positive in Teacher Requests	Fixed Time Teacher Attention	Group Reinforcement System	Increased Frequency of Task Related Recognition
	Offer Choices	Peer Ignoring	Planned Ignoring	Preview Schedule	Two-Part Choice Statement	

Poor Coping Skills	Allow "Do-Overs"	Breaks	Chaining	Emphasize the Positive in Teacher Requests	Errorless Learning	Pair Criticism with Praise
	Personal Connection with Student	Preview Schedule	Reduce Student Frustration	Role Play	Systemic Student Follow Up	Teach Coping Skills
	Teach Interaction	Teach Social Skills	Teach Relationship Skills	Visual Schedules		
Rushes through work	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Momentum	Behavioral Self-Control	Breaks
	Chaining	Fixed Time Teacher Attention	Increased Frequency of Task Related Recognition	Link Preferred Activities and Assignments	Peer Tutoring	Sensory Tools
	Visual Schedule					
Somatic Complaints	Allow "do-overs"	Behavioral Momentum	Breaks	Emphasize the Positive in Teacher Requests	Errorless Learning	Offer Choices
	Pair Criticism with Praise	Planned Ignoring	Preview Schedule	Reduce Student Frustration	Role Play	Sensory Tools
	Structured Daily Schedule	Teach Coping Skills	Teach Interaction	Teach Relationship Skills	Teach Relaxation Techniques	Visual Schedule

Tantrums/ Out of Control	Anger Management	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Behavioral Self-Control	Breaks
	Eliminate Audience	No Passing Time	Quiet Area	Sit and Watch	Social Stories	Teach Relationship Skills
	Teach Relaxation Techniques	Teach Conflict Resolution Skills	Time Out			
Tardiness	Behavior Conference	Behavior Contract	Behavior Intervention Plan	Corrective Feedback	Eliminate Audience	Group Reinforcement System
	Increased Frequency of Task Related Recognition	Link Preferred Activities and Assignments	Offer Choices	Response Cost	Structured Daily Schedule	Time Out
	Two-Part Choice Statement	Visual Schedule				
Unable to Work Independently	Behavior Momentum	Behavioral Self-Control (BSC)	Chaining	Errorless Learning	Fixed Time Teacher Attention	Instructional Match
	Link Preferred Activities and Assignments	Pair Criticism with Praise	Premack Principle	Reduce Response Effort	Reducing Student Frustration	Reinforce Lower Rate of Help Requests
	Sensory Tools	Student Choice over Learning	Systemic Student Follow Up	Task Analysis	Two by Ten	Visual Schedules

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Unmotivated	Allow "Do-overs"	Behavior Momentum	Breaks	Emphasize the Positive in Teacher Requests	Fixed Time Teacher Attention	Instructional Match
	Link Preferred Activities and Assignments	Personal Connection with Student	Personal Interests Used for Motivation	Reduce Response Effort	Reduce Student Frustration	
	Student Choice over Learning	Systemic Student Follow Up	Teacher Greeting			
Still need to add			Increasing Compliance (Positive Spin)	Communicating Acceptance	Incidental Teaching	
	Precision Requests	Incidental Teaching	Avoid Power Struggle	Direct Instruction	Delay to Reinforcement	Curricular Integration
	Alternatives to Suspension	Reinforcers				

Descriptions of Behavioral Concerns

Aggressive/Bullying: The student may:
- Verbally or physically harass others, causing them to report incidents to adult
- Engage in bullying activity, intimidation, threats
- Be observed hitting, kicking, and repeatedly pushing others
- Demonstrate Intense anger
- Frequently lose temper or have blow-ups
- Extreme irritability
- Extreme impulsiveness
- Become easily frustrated
- Hurt or interact roughly with others during play, recess, or free time
- Name call
- Instigate and be involved in frequent conflicts, arguments, and fights
- Value being seen as tough and one to be feared or avoided
- Frequently be told on for conflicts, hurting others, etc., and deny any part
- Not demonstrate guilt, remorse, or concern for others' safety and well-being
- Demonstrate relational aggression by starting rumors, positioning peers against one another, being mean to peers, blaming things on others, turning peer groups against an individual, etc.
- demonstrate threatening body language, like puffing up chest, clenching fists, and flinching at others
- Have no regard for rules, discipline, or authority
- Lack fear of getting hurt, fighting, getting punched, or hit
- Engage in frequent fights and conflicts in the neighborhood
- Seem to like and want to engage in fights and conflicts

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Anxiety: The student may

A.   Worry about everyday things for at least six months, even if there is little or no reason to worry about them
B.   Unable to control their constant worries
C.   Know that they worry much more than they should
D.   Frequently ask how to do tasks
E.   Often ask if they are doing assignments correctly
F.   Apprehensive to start and work on own
G.   Frequently question their ability to do tasks
H.   Seem unsure of themselves and have low self-confidence and self-esteem
I.   Have a self-defeating attitude
J.   Give up and discontinue effort easily
K.   Frequently express they will likely fail
L.   Not smile often
M.   Seem shy and not seek out help, volunteer, or participate
N.   Unable to relax
O.   Have a hard time concentrating
P.   Easily startled
Q.   Have trouble falling asleep or staying asleep

Common body symptoms are:
- Feeling tired for no reason
- Headaches
- Muscle tension and aches
- Having a hard time swallowing
- Trembling or twitching
- Irritable
- Sweating
- Nausea
- Feeling lightheaded
- Feeling out of breath
- Having to go to the bathroom often
- Hot flashes

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Confrontational/Defensive: The student may

- Lash out verbally at others
- Withdraw (emotionally or physically)
- Challenge the authority of the adult
- Refuse to comply with adult requests
- Refuse to follow classroom routines
- Project blame onto others
- Denies the obvious
- Unable to admit a mistake
- Poor judgment
- Touchy and overly sensitive
- Impulsively reactive
- Minimize others and issues
- Have a strong sense of injustice and being wronged
- Easily provoked, irritate, and upset

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Defiant: The student may
- Lash out verbally at others
- Engage others in arguments and conflict
- Unwilling to let issues go or drop them
- Dislike being told what to do
- Do the opposite of what told
- Smile, cross arms, stomp feet, etc. when reusing to follow directives
- Become aggressive and act out when told to do something
- Only do tasks or activities they like or enjoy
- Strong verbal protest
- Tantrums and meltdowns when told to do something
- Quietly refuse to do as told
- Remaining in place and refusing to move
- Scowl, appear angry, agitated, irritated, etc.
- Withdraw (emotionally or physically)
- Challenge the authority of adults
- Refuse to comply with adult requests
- Refuse to follow classroom routines
- Project blame onto others
- Denies the obvious
- Unable to admit a mistake
- Poor judgment
- Difficulty going from Point A to Point B
- Enormous energy and persistence
- Often plays out scenes of control
- May ask the same question over and over
- Prefers to focus with intensity on one task
- Often have only a couple of friends they seek to control
- Inflexible in their emotions

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Disruptive: The student may
- **Speak out of turn, blurt out**
- Make inappropriate or humorous comments at inappropriate times
- Try to engage others while they are working
- Drop things, laugh, or makes noises on purpose
- Claim to not know what is going on
- Bother other students
- Out of seat, walking around class, getting drinks, sharpening pencil, etc.
- Impulsive
- Over socializing
- Asking frequent and obvious questions
- Find fault with everything others say

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Disrespectful: The student may
- Frequent engagement of confrontation
- Not following directions when given
- Frequent talking back to adults
- Negative facial expressions
- Huff and puff and roll eyes at others
- Dismissive
- Lack of common courtesy
- May act as if some people do not exist
- Poor attitude
- Does not think highly of others
- Often frustrated
- Always feel they are right
- Unwilling to consider others' ideas and opinions
- Have no regard for others' feelings, well-being, and safety
- Tell others to be quiet and hush them
- Destructive of others' property
- Take and use others' things without asking or caring about personal space
- Ignore others

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Disorganized: The student may
- Frequently turn in assignments late
- Turn in assignments completed incorrectly
- Not utilize own organization system
- Forgetful
- Easily lose things
- Difficulty staying on task
- Messy locker, folders, desk, etc.
- Bring wrong materials to class
- Complete work and not turn it in
- Have a disorderly area and work space
- Have many objects, materials, pens, pencils, and papers out at once
- Shuffle through folders and binders for long periods looking for assignments
- Carry many objects and belongings around, dropping things often

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Failing To Turn In Work: The student may
- Have low academic ability
- Have completed work in their folders, locker, or backpack
- Have a very messy locker, desk, or backpack
- Be inattentive and easily distracted/off task
- Have an unstable home and little parental follow through
- Dislike school and be irresponsible
- Not know the directions or the content
- Be disorganized
- Act out, clown around, or other inappropriate behaviors
- Procrastinate and put things off
- Have a hard time getting started
- Have no sense of urgency
- Create disturbances like noises or conflicts

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Failure to Improve Completion of Work: The student may
- Have low energy and motivation
- Have low academic ability
- Appear lethargic or slow
- Assignments turned in incomplete
- Be sad or depressed
- Have home or environmental issues
- Become frequently frustrated and discouraged with work
- Have little home support and involvement
- Fail to study
- Dislike school
- little or no participation or interest
- Have poor organizational skills
- Give many excuses
- Fail to consistently follow expectations for work completion
- Little to no follow through
- Say they want to and will try more and start doing better, begin to improve, then quickly fall off again
- Talk a good talk about changing and doing better, but display no action
- Be more preoccupied with social interactions and circle
- Spend time with "bad crowd"
- Have trouble focusing and attending

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Failing To Turn In Work: The student may
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- Have a very messy locker, desk, or backpack
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- Have an unstable home and little parental follow through
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- Act out, clown around, or other inappropriate behaviors
- Procrastinate and put things off
- Have a hard time getting started
- Have no sense of urgency
- Create disturbances like noises or conflicts

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Frustration: The student may
- Huff, puff, grumble, or yell
- Be rude to others
- Refuse and snap at offers for help
- Stomp, pound fists on desk, throw pencil or paper, etc.
- Blame others or things for problems
- Be touchy and reactive
- Grimace, frown, or appear angry
- Appear flushed, tense, irritated or fidgety
- Perseverate on a topic, problem, or issue
- Refuse to transition or move on
- Re-start assignments repeatedly
- Quick to react with anger
- Cry and refuse to work or comply
- Lash out verbally and physically
- Bite nails or lips, tug at hair, tap feet or hands or other nervous habit
- Heavy and/or quick breathing
- Have a red face

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Inappropriate Language: The student may
- Swear or curse
- Talk about inappropriate things and/or make sexual comments
- Mature/immature discussion that is not typical of their age
- Make inappropriate innuendoes
- Make "inside jokes" as indicated by laughing after the comment or words
- Use code words or symbolic language to represent something inappropriate
- Be sarcastic
- Repeat others in a deliberate and patronizing way
- Speak to others in a condescending or mocking manner
- Use variations of inappropriate words or curse words and phrases, for example, "shat", "flucking", "biatch", etc.
- Use sensitive words in an insulting or joking manner, like "retarded", "gay", etc.
- Use racial, stereotypical, or culturally insensitive words
- Blame others
- Many reports from other students

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Impulsive: The student may
- Say rude, offensive, or insensitive comments
- Interrupt others
- Have trouble waiting turn and sharing
- Say first thing on their mind
- Raise hand before questions are finished
- Start working before told to or before directions are given
- Unable to control their immediate reactions or think before they act
- Often blurt out inappropriate or odd comments
- Show their emotions without restraint
- Act without considering the consequences
- Appear insensitive and oblivious to others feelings
- Find it hard to wait for things they want, or to take their turn in games
- Moves around a lot
- Fidgety
- Have trouble keeping hands to self
- Frequently hit, push, and make physical contact with others
- Frequently say mean things to others or swear
- Have trouble waiting in line and transitioning
- Have trouble waiting for explanations or corrections
- Frequently give wrong or short sighted answers
- Appear "squirrely"

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Improve Interaction with Peers: The student may
- Frequent conflicts with peers
- Frequent tattling on others
- Have difficulty carrying on conversation or play
- Exhibit immature or inappropriate play or interactions
- Annoy and irritate others
- Difficulty relating to others
- Trouble sharing, taking turns, and compromising
- Bother others and get their attention then run away or laugh
- Eat lunch alone or play alone on playground
- Antagonize others, instigate, pushy, etc.
- Only want to play or do what they want to, unwilling to do what others want to do
- Little to no interaction in classroom or during unstructured times
- Trouble getting along in groups or pair work
- Not interact with other children in age appropriate ways
- Have difficulty making or maintaining friendships
- Display inappropriate behavior or make inappropriate comments
- Frequently argue or fight with others

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Lack of Social Skills: The student may
- Seem to interact and navigate environment in an awkward, weird, or odd manner
- Antagonize others
- Annoy, poke, hit, tap, or get the attention of others then run away
- Have poor concept of appropriate times and places to say certain things
- Tease others frequently
- Have younger more immature friends
- Seem emotionally immature
- Have difficulty making or maintaining friendships
- Display inappropriate behaviors
- Exhibit behaviors that push others away and make them look weird or odd
- Seek negative attention or do something inappropriate then look around the room to see who is looking
- Class clown
- Be overprotective of relationships
- Have trouble sharing friends
- Become jealous over friendships
- Relational aggression
- Start rumors about others
- Lash out at others that are seen as betraying them or not giving them full attention
- Make inappropriate comments
- Poor interactions with others
- Play alone or parallel play
- Lack of make believe play
- Play with toys inappropriately
- Display emotions that are not appropriate to the situation
- Be overly animated, dramatic, or sensational
- Tell unrealistic stories and experiences
- Always try to top others, be better, win every time
- Poor winner and loser

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Lack of Responsibility: The student may

- Not do class and homework
- Fail to return work
- Do partial assignments
- Never make up missed work
- Have poor attendance and punctuality
- Express little concern for own success
- Chose not to study or complete study guides
- Chose to not do extra credit
- Only do the absolute minimal expectations to pass with the lowest grade possible
- Be more concerned with social activities, friends, and after school plans
- Come to class unprepared
- Have incomplete assignments
- Blame others, things, circumstances, etc.
- Make many excuses
- Excessively ask for help
- Inability to work independently
- Come to class unprepared, frequently ask for paper, or lose writing utensil a lot
- Overly rely on others for help, clarification, or answers

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Lack of Participation: The student may
- Appear withdrawn or shy
- Avoid eye contact and other communication
- Look down
- Seem disinterested and unengaged
- Pretend to sleep
- Have trouble learning
- Fall behind academically
- Have low academic ability
- Have a poor sense of self
- Have a short attention span
- Isolate him/herself socially
- Appear sad or unhappy
- Have limited peer interactions
- Display varying degrees of boredom and indifference
- Have an "I don't care attitude"
- Fail to turn in work, take work home, or record homework in planner
- Have fears such as talking in front of others, fear of failing, anxiety
- Avoidance behaviors
- Have many excuses for not doing work or meeting expectations
- Be distressed, upset, or preoccupied
- Dislike school, have bad school experiences
- Be unable to read or a weak reader
- Frequently say "I don't know"
- Become agitated, irritated, frustrated, or huff and puff when asked to volunteer or participate
- Have complicating home or environmental issues

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Negative Attitude: The student may
- Make self-defeating comments
- Call everything "stupid" or "dumb"
- Frequently diminish achievements, accomplishments, and other positive things
- Minimize the successes of others
- Refuse to participate and take part in activities and discussions
- Be non-compliant
- Argue and bicker
- Challenge others' ideas and opinions
- Be dismissive
- Never have anything nice or productive to say
- Always find fault in everything
- Pessimism
- Always think of the worst that will or could happen
- Fatalistic
- Sour demeanor
- Say they don't care, don't want to do something, or hate things
- Have a look of dissatisfaction
- Talk back
- Show frequent anger

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Off-Task Non-Disruptive: The student may

- Quietly blend in while doing nothing, doodling, or appearing to work
- Spend a lot of time looking through things, desk, locker, etc.
- Say they are getting to the task or are working on something and produce few results
- Quietly mumble, hum, or make slight sounds to self
- Day dream, look out window, around the room, look past the teacher, at other students, stare, etc.
- Play with things in desk, backpack, in folders, etc.
- Draw or do other tactile activities while lesson is being presented
- Sleep

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Off-Task Disruptive: The student may
- Annoying and distracting to others
- Pestering
- Ask a lot of obvious questions
- Make frequent and unnecessary comments and questions
- Get out of seat frequently
- Hands on others and in others' space and belongings
- Doing everything but what they should be
- Failing to transition appropriately
- Out of line, playing around, horse play, etc.
- Talk to others frequently
- Throw objects
- Yell out
- Make noises
- Roll on the floor, crawl under tables
- Bother other students

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Out Of Seat: The student may
- Frequently walking around room with no apparent destination
- Frequently sharpen pencil, use bathroom, get drink, etc.
- Go to teacher's desk for frequent help and questions
- have many excuses
- Not sure why they are out of seat when asked
- Crumble up many papers to get up and throw them away
- Take a long time to go do or get items
- Stop at students' desks or seats while up to talk before returning to their own seat
- Frequently do not have supplies and have to get up to retrieve them
- Leave items in backpack then get up to get them, one at a time as needed.

From: http://www.pbisworld.com/

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Poor Coping Skills: The student may
- Become upset and emotional quickly over even trivial things
- Highly reactive and sensitive
- Easily embarrassed, offended, intimidated, etc.
- Be quick to respond emotionally either with anger or sadness
- Have difficulty taking praise or criticism
- Often tattle on others
- Often blame others
- Display Repetitive behaviors
- Fidget, tap, rock, etc.
- Seem frequently and easily overwhelmed and overloaded
- Frequent melt-downs
- Unable to express feelings
- All emotions expressed as anger
- Seem obsessive, compulsive, or perseverative
- Pace
- Seem distracted and unfocused
- Appear preoccupied
- Often yell or shut down when frustrated
- Become frustrated easily

From: http://www.pbisworld.com/

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Rushing Through Work: The student may
- Often be the first to turn in assignments, tests, or put their pencil down
- Appear to have guessed on most items
- Have answers that make no sense
- Have sloppy work, handwriting, organization
- Poor quality work
- Frequently have incorrect answers
- Make repeated, careless mistakes
- Eager to play, socialize, or do other things
- Frequently ask when lunch, recess, or unstructured times are
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From: http://www.pbisworld.com/

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Somatic Complaints: **The student may**

- Have frequent complaints of body aches (head, stomach, extremities) that have not been shown to have physiological origins
- Hold stomach, head, arm, etc.
- Appear flushed, red faced, or pale
- Moan, whine, groan
- Go to the bathroom to vomit, use bathroom
- Indigestion or sour stomach after lunch
- Ask to go home due to not feeling well
- Ask to see the secretary or nurse for pains or aches
- Have migraines
- Develop hives, soars, blotches, or rashes
- Pass out, become unconscious, dizzy, light headed, or disoriented
- Require lots of one on one attention
- Seem needy and overly reliant on others
- Low level of self-initiative, independence, or responsibility
- Seizures
- Shaking and tremors
- Glazed or red eyes
- Cough and sneeze
- Limp or favor an extremity

From: http://www.pbisworld.com/

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Tardiness: The student may
- Frequently come to school late
- Frequently miss first period or hour
- Linger in halls too long
- Over socializing in between periods
- Have at risk home environment (homeless, poverty, chronic illness, abuse)
- Have a cognitive impairment
- Have physical disability
- Be very slow
- Have trouble navigating the halls and school
- Use the bathroom between breaks
- Be a slow eater (lunch)
- Be disorganized
- Have a messy locker that is difficult to find things in
- Be irresponsible
- Have poor concept of time or lose track of time easily
- Be easily distracted

From: http://www.pbisworld.com/

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Tantrums/Out of Control: The student may
- Fail to respond to any redirection, calming, de-escalation, etc.
- Extreme oppositional and defiance
- Deliberately destroy items, furniture, toys, supplies, etc.
- Yell, scream, hit, kick, bite, flail, stomp, roll on ground, crawl, hit head on things
- Lay on the floor and refuse to do what is asked
- Run out of or around room
- Run out of school
- Run from adults and authority figures
- Throw things, swing at others with objects, threaten others with objects, motion they will throw objects
- Pout, whine, moan, groan, growl, or yelp
- Unable to deescalate after reasonable period
- Yell "no", "I don't want to", "I don't have to", "Make me", etc.
- Challenge authority figures or adults
- Make verbal and physical threats
- Appear extremely upset
- Begin to hyperventilate, gag, pass out, become light headed, hold breath, turn blue
- Hit or bite self and become self-destructive
- Yell inappropriate words
- Say very mean and vindictive phrases
- Smile and taunt others while threatening
- Stand up and become aggressive
- Be unreasonable
- Fail to see logic
- Express no concern for consequences
- Make suicidal and homicidal threats
- Express hopelessness with the situation and an inability to recover the situation

From: http://www.pbisworld.com/

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Unmotivated: The student may
- Seem lackluster, sluggish, emotionally flat
- Just sit in seat doing nothing when there is work to do
- Express no concern about incomplete work, grades, achievement
- Not care about classes, knowing subject matter, studying, tests, quizzes
- Only work when teacher is hovering over them telling them what to do or pushing them
- Need to be frequently reminded to stay on task and to remember assignments
- Have little facial or physical affect (often looks sad and unmoved by much)
- Not ask questions, volunteer, or participate
- Not appear to enjoy school
- Only come to school for social aspect
- Have frequent absences or frequent reports of illness
- Frequently skip classes or school
- Not make up missing work
- Fail to complete penalties
- Be unconcerned about being suspended or missing school
- Lack responsibility
- Fail to begin or finish tasks
- Not participate in pairs or groups
- Have others report they are not carrying their weight or doing their part
- Have an "I don't care" or "Whatever" attitude
- Not get excited or seem incentivized by rewards, encouragement, praise, etc.
- Be unconcerned with appearance and self-care
- Be hanging out with bad crowd

From: http://www.pbisworld.com/

Unable to Work Independently: The student may
- Frequently ask teacher or other students for help and assistance, or to do items for them
- Ask teacher questions that are geared toward being given the answer rather than seeking direction
- Try to negotiate others doing some problems or items
- Always need to be around others to work
- Frequently try to work with partner or in group
- Need lots of one on one attention
- Have difficulty completing assignments
- Have to stand over student and push them to get anything done
- Student stops working and ceases effort when not directly supervised
- Quick to cease effort wen task becomes challenging
- Becomes agitated and frustrated when faced with challenging tasks
- Has trouble reading and understanding directions
- Sits doing nothing
- Makes up many excuses
- Has to do other tasks before the task at hand
- Hand in incomplete or un-attempted work
- Wait for assistance before attempting work
- Not be a self-starter
- Demonstrate poor follow through
- Act helpless
- Play "dumb"

From: http://www.pbisworld.com/

Interventions

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Tier 1
Should be implemented in all Classrooms

Classroom Rules: This is an expectation in all classrooms and should align with school-wide behavior plans

Here are recommendations from interventioncentral.org for strong classroom rules:
1. Rules should be limited to no more than five;
2. Students should have input in developing classroom rules in order to provide a sense of ownership;
3. Rules should be stated in simple language, be brief, and - whenever possible - be stated as DO rather than as DON'T statements;
4. Rules should be publicly posted so that students can easily see and refer to them;
5. The teacher should regularly teach and demonstrate these rules with students, particularly at the start of the school year, and generate both examples and non-examples to illustrate specific behavioral expectations.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Establish Classroom Routines: To provide structure and guidance on behavioral expectations.

1. create a list of those potentially problematic situations when misbehavior is most likely to occur (e.g., transitioning from one activity to another; individual students entering or exiting the classroom, student dismissal)
2. establish clear, consistent classroom behavioral routines for each of these problem situations,
3. teach students the steps of these routines;
4. have students practice routines under teacher supervision until mastered; and (5) to regularly reinforce students through acknowledgment, praise, and perhaps rewards for successfully and consistently following those routines.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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General Interventions

Brief reprimand/reminder: To correct a student's behavior before it becomes misbehavior or lack of compliance.

The teacher gives a brief, gentle signal to any student who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal or non-verbal.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Check In Check Out:
Check In Check Out (CICO) consists of:
1. students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement,
2. teachers provide feedback on the sheet throughout the day,
3. students check out at the end of the day with an adult, and
4. the student takes the sheet home to be signed, returning it the following morning at check in

From: http://www.pbisworld.com/ (has a list of additional resources)

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Daily Behavior Form: Provides students individual assistance and support, improves accountability, consistency, effort, home-school communication, and organization

B. Utilize a daily behavior form, chart, or report card
C. Decide on the main problem behaviors and put these on the chart
D. Explain the procedure with the student
E. Rate the student for each period, hour, etc. in the areas you decide to put on the form or chart
F. Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
G. Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
H. Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

From: http://www.pbisworld.com/

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Differential Reinforcement: This involves the reinforcement of a replacement behavior while ignoring the inappropriate behavior. This involves the reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another.

All of the differential reinforcement procedures take a substantial amount of time to be effective. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.

There are three basic types of differential reinforcement:
1. Differential Reinforcement of Other Behavior (DRO) – used to eliminate a behavior
2. Differential Reinforcement of Low Rates of Behavior (DRL) – used to reduce a behavior
3. Differential Reinforcement of Incompatible Behavior (DRI) – used to substitute a behavior

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and
http://iris.peabody.vanderbilt.edu/module/bi2/cresource/sources/bi2_09/#content

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A. Differential reinforcement of other behavior (DRO):

Use DRO when you want to reinforce a student when they refrain from engaging in a target behavior.

Example: Jason gets a token for not blurting out every 10 minutes (interval adjusts over time)

How to implement:
1. Identify the behavior that needs to be eliminated
2. Use specific language to define the behavior
3. Determine an interval that is reasonable for the student to obtain success
4. Set a timer for the pre-determined amount of time
5. When time expires, either reward the students choice or inform the student that the timer is being reset
6. As the behavior decreases, increase the time interval

Possible Pitfalls:

1. Choosing an inappropriate interval for success
2. Reinforcing other unacceptable behaviors when reinforcing the non-occurrence. (for example, Jason took items from his neighbor instead of walking around the room)

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B. <u>Differential reinforcement of low rates (DRL)</u>:

Use DRL when you want to reinforce a student for refraining from a behavior This is typically used when a behavior is not unacceptable, but occurs too often.

Example: LaKisha is rewarded for asking to get a drink of water once in an hour instead of three.

How to implement:
1. Identify the behavior that needs to be reduced
2. Collect baseline data to determine the current frequency or duration of the behavior
3. Set a goal for the reduced behavior
4. The student is reinforced when they meet the goal
5. Set a new goal

   Possible Pitfall

   1. Setting unrealistic goals

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C. <u>Differential reinforcement of incompatible behavior (DRI)</u>:
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DRI is used when you want to replace an unacceptable behavior with one that is acceptable.

Example: Kevin gets a sticker every time he complies with a request instead of arguing.

How to implement:
1. Identify the behavior that needs to be replaced
2. Collect baseline data if needed
3. Determine an alternative behavior that cannot occur at the same time as the unacceptable behavior
4. Set reinforcers and consequences
5. Provide appropriate reinforcement or consequence as behavior occur

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<u>Goal Setting</u>: To set incremental goals for acceptable choices

This involves breaking the task down into small sections and setting rewards for completing each section. Initially, goals should be set at an attainable level. As the student meets the goal, the level should increase.

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Habit-Reversal Technique: To break a cycle of ingrained behavior

Student problem behaviors can be habit-forming. To break an ingrained behavior pattern, the teacher can use a 3-step habit-reversal technique:

1. Train for awareness. The student is trained to recognize when he/she is displaying the problem behavior(s) (e.g., loud angry outbursts; throwing objects); to identify signs of the onset of those problem behavior(s) (e.g., raised voice, scowl); and to describe typical situations that can trigger the problem behavior(s) (e.g., when told 'no' by an adult; when teased by peers). During this phase, the student may require adult coaching (e.g., teacher prompts) to alert the student when the problem behavior is occurring.
2. Teach a competing behavior. The student is taught a replacement behavior that is incompatible with the problem behavior (e.g., taking 3 deep, calming breaths to replace an angry outburst; moving away from another student rather than getting into an argument).
3. Reward the new habit: Adults reinforce the student for episodes of successful behavior replacement with praise and points that can be banked and later applied to earn privileges or prizes. TIP: Teaching staff can foster habit change by eliminating triggers (e.g., adult 'nagging', peer teasing) that may elicit problem behaviors.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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High Ratio of Positive Interactions: To build a positive relationship with a teacher

Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Home-school reinforcement system: To develop a relationship between behaviors at school and reinforcement at home

The parents at home would provide reinforcers contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Identify appropriate settings for behavior: To provide students an appropriate time or place for behavior

This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student's to show off their talent).

From: http://www.interventioncentral.org/behavioral-intervention-modification

Mystery Motivator: This intervention is an incentive system that is designed to promote appropriate behavior by delivering random rewards.

The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Non-Verbal Cues & Signals

Meet with student individually to identify with student how you and they should communicate in a special way
1. When possible, allow the student to pick the sign to use
2. Practice with the student and explain when you notice they might need some re-focus (or other need), you will show them the sign
3. Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class
4. Use cues like smiles, thumbs up, shaking head "yes", etc. to praise students for correct behaviors, participation, volunteering, etc. or to reassure them and encourage them
5. Use simple cues like shaking head "no", raising eyebrows, giving a "one minute" finger signal, etc. to redirect students, give directives, etc.

From: http://www.pbisworld.com/ (has additional resources and research)

Non-verbal reminders

There are several methods for non-verbal reminders
1. Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected.
2. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations.
3. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Observational learning

While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Positive practice: This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Positive Reinforcement: This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior

Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1.

This involves delivering a reinforcer after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Practice opportunities: This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. now is a good time to use your skills or tap the student on the shoulder).

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Praise

To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior. The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal:
1. The teacher selects the specific desired behavior(s) to encourage through praise;
2. The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments).
3. The teacher makes sure that any praise statements given are behavior-specific.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Praise Notes: Student misbehavior in common areas such as the lunchroom can be addressed through use of Praise Notes. This can be used at a school, grade, or class level.

Here are 5 steps to implement the intervention:

1. Define Unacceptable Behaviors: Target 3-4 problem behaviors to be reduced, defining them in clear, specific terms.
2. Design Praise Notes: design Small slips of paper with the school name (or class name) as well as blanks to write a student's name, name of the adult issuing the note, and date
3. Develop plan for use: Staff who supervise the setting(s) where Praise Notes will be used are given daily supplies of blank notes. Each supervising adult is instructed to hand out Praise Notes at a rate of about 1 note every 3 minutes to students who display appropriate behaviors (i.e., are not engaging in the problem behaviors targeted for reduction). When issuing a note, the adult fills in student and issuer names and the current date. When handing the note to the student, the adult praises the student's positive behaviors in specific terms.
4. Tie Praise notes to Incentives: The school sets up a jar (or other receptacle) in the main office or other supervised common area. Each student issued a praise note drops the note into the jar at some point during the day. At the end of each day, the school draws five names from the jar, announces the names over the public address system, and invites those students chosen to visit the office to select small prizes (e.g., pencil, ruler, eraser) from a prize box. To motivate staff to use Praise Notes, the names of adult supervisors appearing on the five student tickets drawn daily from the jar go into a weekly raffle for small prizes (e.g., gift certificates).
5. Create a Public Display. After each daily drawing, all Praise Notes are removed from the jar and stapled to a large bulletin board or other public space accessible to students and visitors. When the designated space is eventually filled with Notes, students earn a group prize or incentive (e.g., extra free time or a healthy food treat). Then the space is cleared for new Notes.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Pre-Correction: Keeps students mindful of behavioral expectations just before they encounter situations in which they are most likely to misbehave

Here are the steps to using effective pre-corrections:

1. The teacher specifically defines the student problem behavior(s) and identifies those situations in the school setting where the problem behavior(s) tend to be displayed;
2. The teacher meets with the student to share information about that student's problem behaviors and the related situations or settings where they occur;
3. In their meeting, the teacher and student next come up with expected or acceptable replacement behaviors that the student should instead display in those situations;
4. At the 'point of performance' (that is, whenever the student is about to encounter a problem situation), the teacher delivers a brief pre-correction, a timely behavioral reminder that alerts the student verbally or non-verbally to remember to follow the classroom behavioral rule or expectation.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Preview rules/behavioral expectations: Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly).

If the instructor has a classroom reward system in place, he or she can strengthen the preview by reminding students that the class can win points for good behavior.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Prompting

A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is not a positive reinforcement.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Reflection center

If a student is agitated, anxious, or mad, direct them to an area of the room called the Reflection Center. This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Reflective essay

The student is required to write and submit to the teacher a brief composition after displaying inappropriate behaviors. At a minimum, the composition would what problem behavior the student displayed, how the student could have acted in an alternative, more acceptable manner, and a statement from the student to show appropriate behaviors in similar situations in the future.

NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Reward Systems: There are numerous reward systems and strategies, some are listed below

Many resources can be found at PBISWorld.com School Reward Dollars.pdf
(simply type in your school name to customize them!)

A suggestion from Morningside Elementary School is to provide students a list of possible rewards and ask for their preference.

Here is their list!

Candy	Awards	Folder	Art time
Fruit Punch	Ribbons	Library time	Coloring
Pencils	A small toy	Fun reading time	Computer time
Erasers	Hair decorations	Jump rope time	Run an errand
Pens	"Good job" stickers	Play board games	Tutor other students
Stickers	Books	Puzzle time	Play table games
Grade papers	Sports cards	Sit near the teacher	(hangman, etc.)
Make announcements	Help in library	during a work	Listen to music
over loudspeaker	Help the custodian	assignment	Sit and work with a
Phone mom to say	Sit by the teacher at	Write in journal	friend
hello	lunch	Choose the class story	Pick up papers
Five minute break	Have lunch with the	during story time	Help teacher organize
Sit in another class	principal	Share a story with the	materials
Pick a group to work	Sharpen class pencils	teacher or class	Call out the answers
with	Write work direction	Earn free	when class is grading
Pick the student who	son board	time/activities for the	work
helps the teacher		class	Be in charge of the
			teacher timer

Individualized Reward System

The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will ―buy into‖ and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Lottery system:

The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Token economy: A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcers.

Idea for tokens can include:
    Plastic or metal chips
    Marks on a blackboard
    Points marked on a paper point card
    Stars
    Holes punched in a card
    Stickers
    Paper clips
    Beans in a jar
    Happy faces
    Play money
    Praise for performing expected behaviors
    Earning privileges for meeting expectations
    Earning free time for meeting expectations
    Positive notes sent home for demonstrating good behavior and meeting expectations
    Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons, snacks, drinks, books, candy, etc.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and http://www.pbisworld.com/ (has additional resources and research)

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Self-monitoring: There are many ways to implement a self-monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal

Self-monitoring interventions may include:
2. Visual cues like pictures, gestures, etc. by which the student may be reminded to address the behavior indicated for intervention.
3. Checklists, charts, indicators and may be used by students to keep track of their behaviors
4. Student may create notes to themselves
5. Students may look for triggers that cause the behaviors, avoid these triggers or , at a minimum, be aware they are present

The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael's.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and http://www.pbisworld.com/

Self-Monitoring of Attention to Instruction (link)

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Setting clear expectations and rules: A way of letting students know what is clearly expected of them and what will happen when the student meets or does not meet the expectation

The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Shaping: Shaping behavior is a technique that is used to reward behaviors which approximate the behavior you are targeting.

Successive approximations means to reinforce any behavior which will lead up to the behavior you wish to occur. Too often we tend to expect an all or none level of performance to occur. All too often this creates unrealistic expectations. The tendency is to not recognize the little efforts which will lead up to the bigger successes. Shaping requires knowing what you want to happen and breaking it down into various steps or levels of achievement.

Shaping Technique **(from:** www.gvsu.edu/cms3/.../behavioral_interventions_-_shaping.docx)

1. Choose the final behavior that the student should demonstrate.
2. Identify any small approximations of the desired behavior that the student currently demonstrates.
3. Select the reinforcement(s) to be used.
4. Make sure that everyone working with the student knows which behavior to reinforce, when to reinforce and how to reinforce.
5. If the student currently demonstrates an approximation, begin the process of reinforcing each time the student demonstrates the desired behavior.
6. Collect data about the behavior.
7. Communicate with the team to discuss what the data are indicating about the behavior to be changed. If the data indicate that the shaping technique is working, the team would decide to begin to reinforce a closer approximation of the final behavior. If the data indicate that the behavior is not changing, the team would analyze what they are doing and make changes in the program.
8. Continue the program until the student demonstrates the appropriate behavior.

Example:

Emily refuses to complete classwork assignments. Goals:
1. Emily will write her name at the top of the paper and turn it in correctly
2. Emily will complete one problem of her choice
3. Emily will complete two problems of her choice
4. Emily will complete the first 3 problems
5. Etc.
6.
From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and
http://www.behavioradvisor.com/Shaping.html

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Silent Signal: An intervention for a specific student.

R. The teacher meets privately with the student to identify those problem behaviors that appear to be most challenging.

S. The student and teacher agree on a silent signal to be used to alert the student whenever his or her behavior has crossed the threshold and now is distracting others or otherwise creating classroom problems.

T. The teacher role-plays several scenarios with the student in which the student begins to display a problem behavior, the teacher uses the silent signal, and the student then successfully controls the problem behavior.

NOTE: When the silent signal is put into use, the teacher should be sure to praise the student privately for responding appropriately and promptly when the signal is given.

From: http://www.interventioncentral.org/behavioral-intervention-modification

Specific verbal praise

When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., ―Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of reinforcers in order to communicate to the student why they are receiving the other type of reinforcer.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Stimulus cueing

This refers to the use of a random auditory or visual cue to prompt appropriate behavior.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Tootling: To encourage increased pro-social behaviors and stronger student relationships

The teacher can use a form of positive peer reporting called 'tootling'. Here are the five steps to this intervention:

U. Define Tootling: The teacher meets with students and defines 'tootling' as reporting to the teacher or other adult when another student has done something helpful. The teacher contrasts this term with 'tattling', defined as telling the teacher or another adult when another student has done something bad. Students are encouraged to describe examples of tootling (students helping students), and the teacher supplies praise or corrective feedback to those examples.

V. Design Tootling slips: The teacher designs Tootling slips, small pieces of paper with blanks for the student to record another student's name, a short description of that student's helping behavior(s), and whom that student helped. The teacher also selects a receptacle (e.g., jar; shoe box) to collect Tootling slips.

W. Practice Tootling: Students are given copes of Tootling slips. Across several days, students are asked to observe other students' helping behaviors and to capture them on Tootling slips, which are then placed in the Tootle collection box/jar. Each day, the teacher reviews the slips collected, informs the students how many slips were submitted that day, praises the students for their efforts, and uses sample Tootle notes to illustrate correct use of the slips. Practice continues until students have mastered completing the Tootle slips.

X. Begin the intervention. The teacher sets a cumulative goal for Tootle slips to be collected (e.g., 100) and also selects a class privilege or prize to be given when the goal is attained (e.g., pizza party; extra recess time). Sufficient Tootling slips are given out to students or stored in a location where students can easily access them. Students are encouraged to fill out Tootling slips whenever they observe helping behaviors and to place them in the collection box/jar. Each day, the teacher (or student helper) counts up the number of submitted slips and plots the progress toward the goal on a publicly displayed chart.

Y. Increase the goal: When a cumulative goal is achieved, the teacher increases the Tootling goal (e.g., to collect 125 Tootle slips) and selects another student privilege or prize.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Visual strategies

The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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5-10 second compliance-time window: Increase compliance to requests

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Allow "do-overs": Assist students whose behavior is caused by stress over assignments such as students who act out to cover up perceived insecurities, students who "shut down" or "stress" when confronted with an assignment they do not think they can do

When a student appears to be disengaging from an assignment, inform the student that if he/she attempts the assignment and does not do well, he/she will be allowed to re-take or re-do the assignment on another day.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Alternative behaviors for sensory feedback: Replace a distracting behavior with an alternative

Find an alternative behavior that still meets the sensory need. For example: A student who taps their pencil can squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Anger management: Teach students how to recognize the signs of anger and/or frustration.

Work with a school counselor or other behavior specialist to develop a plan

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Appropriate rejection/ignoring: This refers to a socially acceptable behavior to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

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The following Behavior Interventions are in increasing order of intensity. Typically, they are implemented in order, but can be selected based on need.

<u>**Behavior Conference:**</u> Provide options for the student in changing their behavior

When a student misbehaves, the teacher may choose to meet with that student briefly to discuss and attempt to resolve the problem behavior(s). The teacher should take the student aside for a private conversation, without embarrassing the student. Here is a recommended outline for conducting a behavior conference:

1. Maintaining a calm and respectful tone, the teacher describes the student misbehavior that led to the conference;
2. The teacher asks open-ended questions (e.g., who, what, where, how) as necessary to fully understand the student's view of why the problem behavior has occurred;
3. The teacher asks the student to identify one or more solutions to resolve the behavior problem(s)- with the teacher prepared to offer solutions if the student appears unable or unwilling to do so;
4. From solutions offered, teacher and student select one to implement;
5. Before concluding the conference, the teacher summarizes the selected solution to resolve the behavior problem. The teacher may also wish to remind the student of the disciplinary consequences that will follow if the problem behavior(s) continue. It is recommended that the teacher keep a written record of these behavioral conferences, to be shared with faculty, administration, or parents if needed.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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<u>**Behavior Contracts**</u>

This is a written contract agreed upon by the teacher (or parent) and student, that identifies an appropriate behavior and consequences (both negative and positive). The contract is signed by everyone in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Part of the contract should be a delayed reward, but if the interval is too long, decreased results are likely. <u>Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long</u>

1. Decide on the primary problem behaviors and put these on a chart
2. Explain the procedure with the student
3. Rate the student for each period, hour, etc. in the areas you decide to put on the form or chart
4. Intervals may need to be small at first and increased as behavior improves.
5. Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
6. Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

From: http://www.pbisworld.com/ (has a list of additional resources) and

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Behavior Intervention Plan (BIP): Provide a more intensive intervention for students who need additional support and monitoring

1. Track information on the student's behaviors, like frequency, degree, time, patterns, antecedents and consequence, etc.
2. After tracking the behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data and helps you to analyze it and decide on why the student may be engaging in the behavior
3. After tracking and analyzing the behaviors function, use a behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be what is expected of the teacher, student, and parent
4. Meet with the student, teachers, parent, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
5. Implement the behavior plan for 2-4 weeks, tracking progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
6. Regular reviews of the students' progress and adjustments to the plan should occur about every month

From: http://www.pbisworld.com/ (has a list of additional resources including BIP forms, data tracking forms, and Functional Behavior Assessments)

Behavioral momentum: Even though the goal may be to change a student's behavior; an academic adjustment may be needed. Students with low-frustration tolerance or lack of confidence may resist when asked to complete challenging academic tasks assigned.

This refers to increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests.

Create momentum by providing a short series of brief, easy academic tasks. (For example, a student may do three easy problems on a math worksheet before encountering a challenging problem.) The student builds 'behavioral momentum' in completing the easy items and is more likely to attempt the challenge item. It is important that the teacher ensure that the student has the actual skills before using this interventions strategy. A good ratio of three to four easy items between each challenge item is typical.

From: http://www.interventioncentral.org/behavioral-intervention-modification and
http://www.pbisworld.com/

Behavioral Self-Control (BSC): To provide structure for a student who lacks self-control.

When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self-evaluation
Teacher asks: What are you doing?
Student responds: I am…..

Self-management
Teacher asks: What do you need to be doing?
Student responds: I need to….

Self-instruction
Teacher asks: What are you going to do now?
Student responds: I have to…..

Self-reinforcement
Teacher asks: Let me know when you finish.
Student responds: I did……

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Breaks to Avoid Misbehavior

Breaks - Preplanned (Non-Contingent Escape): Even though the goal may be to change a student's behavior an academic adjustment may be needed. When a student engages in disruptive behavior to escape or avoid academic work, the teacher can use 'non-contingent escape breaks'

1. Select a minimum interval for work time. The teacher selects a minimum interval length during which the student is likely to remain engaged in work. For example, a teacher may observe that a student is typically able to work for at least 3 minutes before engaging in escape behaviors.
2. Determine a length for the break. The teacher decides on the length of a student's non-contingent escape break (e.g., 30 seconds, 1 minute)--provided at the conclusion of each work interval.
3. Determine the length of the work session. The teacher decides on a reasonable exit goal (for the intervention) for student to be able to work without interruption or seeking escape (e.g., 10 minutes).
4. Begin the intervention. The teacher writes 'Work' and 'Break' on sticky notes of different colors and places them on the student's desk during the work session. At the start of the first work interval, the teacher approaches the student and points silently to the 'Work' note. At the end of the work interval, the teacher approaches and points to the 'Break' note. At the conclusion of the break interval, the teacher again points to the 'Work' note. The process repeats until the end of the work session. The teacher uses a timer to track time intervals.
5. Adjust times as needed. When the student's problem escape behaviors fall to an acceptable level (e.g., 10 percent of work time or less) for at least 3 consecutive work sessions, the teacher increases the work interval by a pre-determined increment (e.g., 30 seconds, 1 minute). If the student's problem behaviors spike when the work interval is increased, the teacher reduces the work session by a pre-determined increment (e.g., 30 seconds, 1 minute) until behaviors improve.
6. Fade the intervention. When the student reaches the goal length for work intervals, escape breaks can be shortened (e.g., falling from 1 minute to 30 seconds) and eventually discontinued.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Breaks- as needed: Provide students the opportunity to be removed from situations that may cause them to act inappropriately

1. Make a laminated card with the word "BREAK" on it
2. Provide student with hand held timer setting the timer for no longer than five minutes
3. Identify a safe and non-disruptive area to go (by or in office works)
4. Student returns when timer goes off
5. Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
6. Explain the process to the student and have them practice it before implementation
7. Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
8. If the students abuses the break card intervention, set limits on the frequency of use to deter this

Alternative Methods:
- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

From: http://www.pbisworld.com/

Cool Down Break: Provide students an "out" when needed

The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently. The teacher selects an area of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset.
1. Whenever a student becomes upset and defiant, the teacher first offers to talk the situation over with that student once he or she has calmed down.
2. The teacher then directs the student to the cool-down corner.
3. The teacher makes cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues.
4. The teacher also ensures that students see the cool-down strategy not as punishment but instead as a support.
5. It is also recommended that the teacher keep a written log of students using the cool-down location (at minimum to include date, student name, start time, and end time).

From: http://www.interventioncentral.org/behavioral-intervention-modification and http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Chaining: Build a behavior step by step

This involves reinforcing responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps. As each new behavioral step is added, only the most recent step needs to be reinforced. *Note*: In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).

Example:
 Al can't put on his coat. First he is reinforced for taking his coat off the hook. Once he masters that task, he is then reinforced for putting the coat on the floor in the prescribed manner and then for putting both arms in the sleeves. Last, he receives praise for flipping the coat over his head and having it on properly.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Corrective Feedback: Identify specific areas that need correction

This involves providing information on areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate. Avoid correcting the student publicly or when angry.

Types of corrective feedback:
1. Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited. Explicit correction has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.
2. Elicitation: Teacher asks for a replacement skill, "How would you do that appropriately?" and then pausing to allow student to complete teacher's request.
3. Clarification: Teacher uses phrases such as, "I don't understand what you are trying to do", or "What do want from choosing to do that?"

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Daily Schedules: Provide students information so that they can avoid negative behaviors

Students may become agitated and misbehave when they do not know the purpose of a current classroom activity, cannot predict how long that activity is to last, or do not know what activity will occur next. One strategy to increase the predictability of events for individual students or an entire classroom is to post or otherwise provide a schedule outlining the day's classroom events. In simplest form, such a schedule lists a title and brief description for each scheduled activity, along with the start and end times for that activity. Teachers may wish to add information to the schedule, such as helpful reminders of what work materials a student might need for each event. Students who have difficulty interpreting a written schedule may benefit from having their schedules read aloud and/or from having pictorial equivalents included in their schedules.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Eliminate audience: Remove attention as a motivator for unacceptable behavior

This may be accomplished by:
1. Physically move the other students away
2. Engage the other students in a different activity

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Emphasize the Positive in Teacher Requests: To gain compliance on teacher requests

When a request has a positive 'spin', the teacher is more likely to gain student compliance. When possible, avoid using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, restate your request in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").

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Errorless learning: To create routines that guarantee success

The following are procedures that facilitate errorless learning from the Escambia, Florida School System:
1. Adjust expectations appropriately (be reasonable)
2. Make sure that the student is completely clear about what is expected of them
3. Complete the task collaboratively with the student
4. Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task
5. Anticipate problems and ―pre-correct‖ (e.g., I see a tricky word in the next sentence the word is ____-let me know if you need help when you get to that word.)
6. Provide adequate cues
7. Ensure large numbers of successful repetitions to ensure learning

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Fixed Time Teacher Attention: To reduce off-task behavior

Putting students on a steady, predictable 'dose' of teacher attention at fixed time intervals can reduce off-task behaviors:
1. Decide on an attention intervention schedule: The teacher first decides on a manageable fixed-time interval schedule (e.g., every 4 minutes) when the student is to receive teacher attention.
2. Begin Intervention: During the intervention, the teacher engages in the usual instructional activities.
3. At the conclusion of each fixed-time interval: the teacher provides a brief dose of attention to the target student: If on-task, the teacher praises the student while if off-task, the teacher redirects the student to task. The teacher then resumes instruction. The teacher ignores the student's on-task or off-task behaviors that occur between fixed-time intervals. From:

From: http://www.interventioncentral.org/behavioral-intervention-modification

Group Reinforcement Response Contingency: To use an entire group to reinforce specific student behaviors

This involves reinforcement of the entire group dependent upon the performance of individual members. Group-oriented contingencies may be of three types:

1. Dependent: the performance of one or more particular group members determines the consequence received by the entire group.
2. Independent: each group member receives a reinforcer if they individually meet the contingency.
3. Interdependent: each student must reach a prescribed level of behavior before the entire group receives a consequence. However, a student may sabotage or ruin the reinforcement for the group to gain negative attention. Extreme peer pressure may be placed on the individual who does not meet the group contingency criteria.

From**:** http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Increased Frequency of Task Related Recognition: Provide consistent and specific feedback and reinforcement for a student's on task behavior. In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Individual Daily Positive Interaction: The teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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<u>Instructional Match:</u> Even though the goal may be to change a student's behavior; an academic adjustment may be needed.

Often, behavior problems occur when student lacks the skills necessary to do the assigned work. To verify instructional match, the teacher:

1. assesses the student's academic skills and
2. adjusts assignments or provides additional assistance as needed to ensure that the student is challenged, but not overwhelmed by the work

From: http://www.interventioncentral.org/behavioral-intervention-modification

<u>Link Preferred Activities and Assignments</u>: Provides an incentive for on-task choices

In preparation, the teacher defines reasonable short-term academic work expectations for the student: e.g., to complete 10 math computation problems; to read independently for 20 minutes.

When the student requests an activity or item that can reasonably be provided, the teacher structures the response as follows:

1. The teacher says that the student can access the requested activity or item; and
2. The teacher describes the conditions of the academic activity that the student must first perform to access the preferred activity or item. Here is a sample teacher response to a student request: "Yes, Alice, you can spend five minutes drawing at your desk--once you complete the 10 problems on the math worksheet that I just handed out."

From: http://www.interventioncentral.org/behavioral-intervention-modification

No Passing Time: To prevent unacceptable behavior during unstructured times including tardies, conflicts, etc.

1. Keep the student until the normal passing time is over then send them to pass in the empty hallways
2. The student may be accompanied by an adult, like a parapro, if needed
3. The student will have 5 minutes to go to their locker, get their things, use the restroom, and go to their next class
4. If the student takes longer than 5 minutes to get to their next class, they will receive a tardy
5. If the student is having issues before or after school, this strategy may also be utilized, requiring the student to come to school either early or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left and the halls are mostly clear

Notes:
Parents will need to be involved in before and after school delays
Parents may elect to drop the student off after the bell in the morning and to pick them up 5 minutes after the end of day bell from the office

From: http://www.pbisworld.com/

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Offer choices: Reduce inappropriate behavior by giving the student a choice (even if they are not preferred tasks) by allowing them to have some degree of control

Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice.

Examples:
  Letting a student choose from several possible assignments
  Letting student choose to work alone or with a partner

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Organizational Tools: There are numerous specific strategies and systems to help and teach students to become more organized.

Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer

- Checklists
- Daily schedules
- Keeping things in a crate and out of the desk or locker
- Organizational folders with a "to do" and "done" side
- Visual schedule
- Parent assistance with daily helping student to organize and sort work, belongings, and materials
- Turning in all complete work to one location and/or person

From: http://www.pbisworld.com/ (has a list of additional resources including BIP forms, data tracking forms, and Functional Behavior Assessments)

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Pair Criticism with Praise: When receiving critical feedback, some students may assume that the teacher is rejecting them personally and react strongly to this perceived rejection. Structuring critical feedback is a method of showing the student that the teacher values the student despite the misbehavior.

1. The teacher describes the problem behavior that the student should target for change;
2. The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives;
3. The teacher praises some noteworthy aspect of the student's past classroom behavior or accomplishments, and finally
4. The teacher affirms that he or she values having the student as a part of the classroom community. Here is an example of this communication strategy:
   a. Description of problem behavior: "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop."
   b. Appropriate behavioral alternative(s): "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others."
   c. Specific praise: "I am talking to you about this behavior because know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."
   d. Affirmation statement: "You contribute a lot to class discussion!"

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Peer Ignoring: This intervention involves teaching peers or the entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Personal connection with student: Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Personal interests used for motivation: Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Peer Tutoring: This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self-confidence and also helps to reinforce foundational skills. It also can provide support, additional feedback, assistance, improved peer relationships, and trust

Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students' needs and peer tutors
- Peer tutors should be those students who work well with others and who understand the concepts well enough to help to others
- Give some basic ground rules to peer tutors:
  - Don't do all the work for the student
  - Keep the focus on the work/assignment
  - Avoid arguments and debates
- Tutors should use active listening skills
  - Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc.
  - Disengaging from students who refuse to focus on the work or become too confrontational
  - Peer tutors may be assigned or chosen by students
  - Peer tutors may rotate from one student to another or remain with one student for a longer period,

- o Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and http://www.pbisworld.com/

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<u>Planned ignoring:</u> This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. <u>Planned ignoring should never be used alone. </u>It should always be paired with a reinforcement procedure for appropriate behaviors.

The teacher identifies in advance low-level problem student behaviors (e.g., minor talking out) and makes the commitment to ignore such behaviors if they do not seriously distract other students, disrupt classroom routine, or otherwise violate important behavioral expectations. NOTE: The teacher can always follow up privately with a student regarding low-level problem behaviors even if the instructor chooses to 'ignore' them during the class period. However, planned ignoring is not recommended if the student's behavior represents a serious infraction or if the student has a pattern of escalating behaviors until he or she gains teacher attention.

When an inappropriate attention seeking behavior occurs, you can either:
o Ignore the behavior but continue to reinforce appropriate behaviors
o Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.

Common mistakes when implementing this procedure are:
- Giving feedback: Johnny that was not nice to say
- Praising the student for not engaging in the target behavior: John, you did great by not interrupting me
- Engaging in a teaching interaction: Johnny, do you know how that makes me feel when you interrupt me?

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and http://www.interventioncentral.org/behavioral-intervention-modification

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Premack Principle (If this, then that…): This principle states that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire

This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Preview schedule: Having the teacher preview a student's schedule daily (or even more frequently) with students can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Quiet area: The student is given a specific time and/or space (established prior to displaying behavior) for quiet or cool down‖ purposes when overwhelmed, over-stimulated, or upset.

Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Reduce Response Effort: Even though the goal may be to change a student's behavior; an academic adjustment may be needed. Student motivation and compliance can increase through any method that reduces the apparent 'response effort' of an academic task. Offering an alternative to the student that still meets the learning expectation can reduce this frustration

Appropriate response-effort examples include:

1. breaking a larger student assignment into smaller 'chunks' and providing the student with performance feedback and praise for each completed 'chunk' of assigned work, and
2. arranging for students to start challenging reading or homework assignments in class as a cooperative activity and then complete the remainder on their own.

From: http://www.interventioncentral.org/behavioral-intervention-modification

Reduce Student Frustration: Even though the goal may be to change a student's behavior, an academic adjustment may be needed.

For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. Offering an alternative to the student that still meets the learning expectation can reduce this frustration.

For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Reinforce Lower Rate of Help Requests: When a student too frequently seeks teacher help and reassurance, one strategy to fix the problem is to reinforce lower rates of help-seeking:

1. Train the student in self-help strategies: The teacher meets with the student to generate a checklist of appropriate self-help skills (e.g., consult a glossary or dictionary, ask a peer) that should be attempted before seeking teacher help.
2. Select a maximum limit for teacher help requests. The teacher decides on a reasonable upper limit of times that the student can request help during a given period. For example, a teacher may decide that, during a 20-minute independent seatwork period, the student should require no more than 3 opportunities to seek teacher help.
3. Create a request monitoring card: The teacher makes a daily monitoring index-card to be placed on the student's desk. The card contains a series of check-off boxes equivalent to the acceptable maximum of help requests--plus an 'extra' box. For example, if 3 is the maximum for allowable help requests during a period, the card contains 4 check-off boxes.
4. Implement the intervention. The teacher shows the monitoring card to the student, presents the maximum number of times the student can request teacher assistance during the defined academic period, and explains that each time the student requests assistance, the teacher will check off one of the boxes on the monitoring card. If the student requests help beyond the pre-defined upper limit, the teacher checks off the 'extra' box on the card--but does not offer assistance. For each period in which the 'extra' box remains unchecked (i.e., the student did not exceed the limit for teacher help), the student earns a point that can be banked and later applied

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Response Cost: Using a 'response cost' consists of first awarding points or tokens and then deducting those points or tokens whenever a student behavior disrupts instruction or distracts other students.

Response cost must be less than the total amount or number of reinforcers available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcers, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcers are removed.

Here is a simple classroom version of this strategy:
1. At the start of each class period, the teacher awards the student a certain number of 'behavior points' (e.g., 5) and writes a series of tally marks on the blackboard to equal this number;
2. The teacher privately informs the student that each time the student engages in misbehavior that obviously distracts other students, the teacher will silently go to the board and erase one point from the student's total;
3. At the end of each class period, the student is allowed to keep any 'behavior points' that still remain;
4. The student is informed that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

From: http://www.interventioncentral.org/behavioral-intervention-modification and
http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Role-play: A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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<u>Say No with a Preferred Alternative</u>: The teacher offers the student an alternative preferred activity or item in place of that originally requested

When a student reacts negatively to being told that they cannot engage in a preferred activity or access a desired item, provide an alternative. First, the teacher creates a list of those activities or items preferred by the student that can actually be provided. Then, whenever the student requests an unavailable activity or item, the teacher structures the 'no' statement as follows:
1. The teacher states that the student cannot engage in the requested activity or have the desired item;
2. The teacher provides the student with an explanation for why the preferred activity or item is not available;

Here is a sample teacher 'no' statement with preferred alternative: "Roger, you cannot listen to your music now because student music players are not allowed in class. However, you can take a five-minute break to play the Math Blasters computer game that you like."

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<u>Sensory Tools</u>: Some kids' behaviors are due primarily to sensory issues; therefore, simple sensory interventions can greatly alleviate these behavioral barriers

There are a variety of sensory tools to use with students, which will vary a great deal depending on the student's issues
  Some sensory tools to use include:

Headphones for music or nature sounds like rain/water	Rubber pencil grips	Pillows
Headphones to block out sound for quiet	Fidget toys	Scented markers and stickers
Large lined paper	Air seat pads	Large Motor/Whole Body
Dimmer lighting	Sitting on a yoga ball	Mini-trampoline
Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands	Rocking chair	Wiggle/balance board
	Textured paper or raised lines	Large blow up jumping mattress
	Tilted desk top	Heavy lifting class/school jobs and tasks
Work corrals	Mini Spectra light globe	frequent activities/assignments
Taping a strip of something with a certain texture on or underneath the desk, on pencil, or on other objects, like Velcro, bristles from paint brush, smooth slick surfaces, mild sand paper, rubber, cloth, fuzzy plush animals, stress balls, etc.	Mini lava lamp	that incorporating feeling and
	Silly putty/Theraputty	touching things
	Moldable erasers	Incorporating relevant sounds
	Floam	into assignments, lessons,
	Slime/Flubber	activities, etc.
	Play Doh	Activities, assignments, and
	Slinky	tasks incorporating visual
	Bubble wrap	tracking
	A bin with different various pieces of textured fabric	Magnifying glasses
Weighted pencil ends or erasers	Containers of rice, beans, sand, noodles, etc.	Foot rest
		Exercise Bands

From: http://www.pbisworld.com/ (has additional resources and research)

Sit and Watch: (also called Contingent Observation) This is a good intervention strategy for less-structured times of the day.

1. Define unacceptable behaviors. Adults supervising the less-structured settings must first define specific behaviors that are unacceptable, such as aggression, non-compliance, and disrespect towards peers or adults. Examples of defined problem behaviors are 'Speech or gestures that disrespect others', or 'Engaging in a behavior that is unsafe to self or others'.
2. Begin the Intervention. At the start of the intervention, students review the list of unacceptable behaviors and are given specific examples. Students also learn the following details of the Sit and Watch intervention: If a student is observed engaging in an unacceptable behavior, he or she will be sent to a designated 'time-out' area and handed a 3-minute hourglass sand timer. The student must turn over the timer and wait for the sand to run out before being allowed to return to the activity.

Create an additional list for repeat offenses (Optional). If additional supports are needed to change student behaviors, school staff may generate a list of consequences associated with repeat offenses. For example, a student who receives 2 or more Sit and Watch citations during a week may lose a classroom privilege such as free time. Additionally, the school may use Sit and Watch as a consequence for students who tattle or attempt to talk with other students currently in Sit and Watch.

From: http://www.interventioncentral.org/behavioral-intervention-modification

Social stories/Comic book conversations: A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations. You can either look for a pre-made social story in the resources below or create your own using the resources from PBISworld.com or you can take one from the resources and adapt it to your needs

It can help teach students routines, expectations, and behavioral standards in an alternative way
- Reinforces correct behavior
- Information presented in a story format
- Provides visual examples of behavior expectations
- Provides a more personalized and tailored behavioral intervention
- Helps involve students in the learning process
- Works well with students on the autism spectrum and those with ADD/ADHD

- Basic steps to creating a social story:
  o Create a list or outline of the steps in the routine or procedure the student needs work or reinforcement on, like behavior in the hall, using the bathroom, starting work, asking for help, etc.

- o For each step of the process, develop a simple sentence to explain the step, for example "open your desk and get your book out", or "walk to the door and knock", etc.
- o Next to each step and sentence, utilize a picture to represent the action, either a generic image or graphic, or an actual picture of the student performing that step
- o When the social story is complete, review it with the student daily before they perform that routine, procedure, or activity
- o After the student learns the social story well, have them review it on their own before they perform that routine, procedure, or activity
- o You may slowly wean the student off the social story as they consistently perform the task correctly

From: http://www.pbisworld.com/ (has additional resources and research) and http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Structured daily schedule: Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Student Choice over Learning: Even though the goal may be to change a student's behavior; an academic adjustment may be needed.

Create a master menu of options that students can select from in various learning situations. Student choice then becomes integrated seamlessly into the classroom routine.

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Systemic Student Follow-Up: Establish a systematic check in time during an assignment to ensure that the student fully understands a specific task or request. Example: The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Task Analysis: This intervention involves breaking down a task into steps and making the tasks concrete to ensure more success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example:

1. A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Teacher Greeting: A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

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Teach Conflict Resolution Skills: Many students lack basic skills necessary for solving and resolving daily conflicts with other students, adults, authority figures, etc.

Teaching these skills can:
- Enables and empowers students to be more independent and highly functioning
- Reduces teacher's time "putting out fires"
- Increases instructional time
- Promotes maturity
- Improves self confidence
- Reduces tattling, bickering, and disruptions

From: http://www.pbisworld.com/ (has additional resources and research)

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Teach Coping Skills: All students should be taught coping skills and they should regularly be modeled for all students. Students who frequently have melt downs, fall apart, cry, experiences anxiety, have issues with friends, have trouble handling criticism, failure, disappointment, conflict, decision-making, etc., or have trouble appropriately expressing emotions may need additional support/

When teaching coping skills, the following are suggested:
- Always try to use active listening skills
- Use a clam tone
- Be firm when necessary and set boundaries
- Use support and resources below for specific lesson plans, ideas, strategies, and skills

From: http://www.pbisworld.com/ (has additional resources and research)

Teach Interaction: A short social skills teaching sequence that can include:
1. expression of affection,
2. initial praise,
3. description of inappropriate behavior,
4. description of appropriate behavior,
5. rationale,
6. acknowledgement,
7. practice,
8. feedback,
9. consequences, and
10. General praise.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Teach Relationship Skills: Interpersonal skills are an important part of students' development Students who learn these skills have better self-esteem, confidence, and coping skills. These skills help reduce conflict, builds team-building, and can increase instructional time.

Students who have trouble getting along with their peers, are avoided by others, seem to be loners, have trouble interacting, getting along with, or compromising with others can benefit from this intervention. It can also be used as a Tier 1 Intervention.

Some ways to implement this strategy are:

- Use any opportunity to model and role play relationship skills such as reinforcing positive behaviors (kindness, helping others, taking turns), and correcting negative behaviors (spreading rumors, lying, calling students names)
- Incorporate lessons on relationships, friendships, getting along with others, tolerance, etc.
- Work with students individually and have them reflect on how their behavior affects others, what behaviors would make others want to be friends with them, etc.
- Provide opportunities in class for students to work together
- Help kids set goals with making friends or getting to know others

From: http://www.pbisworld.com/ (has additional resources and research)

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Teach Relaxation Techniques: Students can get overwhelmed easily; many students want to be successful but haven't yet developed all the skills, which can lead to anxiety/frustration. Relaxation techniques help individuals manage their emotions, can improve attention, time on task, and focus

This technique can be sued at Tie 1 for all students or with individual students needing additional support. Everyone feels stressed, frustrated, worried, or overwhelmed at times, let students know that this is normal! Teach students indicators of stress such as: clenched fists, crying, sweaty palms, etc. Set up a procedure for relaxation breaks. Be sure and practice the first time or two! Establish where, when, and how students will initiate and carry out a break to relax (establish where in or out of the room students will do it, if there will be one or more choices of relaxation techniques to choose from, how they ask to take a relaxation break, how long they are, how may and which students may do them, etc.)

Some practical relaxation techniques for students include:
- o Deep Breathing
- o Count to Behavioral Momentum
- o Write in a journal
- o Draw
- o Color
- o Scribble
- o Read
- o Visualization
- o Listen to music or nature sounds
- o Take a break

From: http://www.pbisworld.com/ (has additional resources and research)

Momentum training with relaxation strategies

Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Required relaxation

This intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. **The student should not be forced to do this.** The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

Teach Social Skills: Many students lack basic social skills. Social Skills can be taught as a Tier 1 intervention as provided to specific students. Modeling and practice of social skills to mastery is highly important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. Using examples and non-examples are encouraged to clarify the desired behavior.

Teaching these skills can improve student interactions, increase self-esteem and self-confidence, and provide consistency. Some common areas for social skills instruction include: hygiene, manners, listening, politeness, consideration, respectfulness, taking turns, sharing, etc.

From: http://www.pbisworld.com/ (has additional resources and research) and
http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf

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Time out:

In-Class: A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective.
Types of in-class time out:
 Removal of a student from reinforcing activities in the instructional setting
 Removal of student from a reinforcing setting into a setting with a lower reinforcing value.

1. The teacher chooses an in-class location away from other students (e.g., study carrel) as the timeout site;
2. The teacher determines an amount of time appropriate for timeout sessions (typically not to exceed 5 minutes);
3. The teacher clearly defines, explains, and demonstrates classroom rules or behavioral expectations with all students;
4. The teacher tells students that, when any student continues to misbehave despite a warning, that student will receive in-class timeout at the teacher's discretion for a pre-determined duration (e.g., 5 minutes) -- but that timeout will continue past the time limit if necessary until misbehavior ceases;
5. The teacher instructs classmates that they are not to interact with a student in timeout;
6. The teacher keeps a written log (at minimum to include date, student name, start time, and end time) for each timeout session.

*In-class and out of class time outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out of class time out

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and

http://www.pbisworld.com/ (has additional resources and research)

Out of Class: A quick and easy way to deal with behavior problems and disruptions

1. Choose a specific spot outside of the classroom and always use that same spot, for example, a seat in the office or near the classroom doorway
2. Put a chair or desk in the spot
3. Provide some kind of timer or way to measure the time in time out
4. Have the student practice taking a time out before implementing the strategy
5. Provide rules for taking a time out, like no talking, bothering others, standing, making noises, what happens if they cannot appropriately complete a time out, etc.
6. Explain to the student what they will receive a time out for
7. You may have students complete a think sheet while in time out, require them to sit quietly, put their head down, etc.
8. Consider using a testing corral to minimize distractions and disruptions
9. Keep a log of timeouts for data tracking and analysis

*In-class and out of class time outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out of class time out

From: http://www.pbisworld.com/ (has additional resources and research)

Two by Ten (also called 'non-contingent teacher attention'): The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student.

Note: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

From: http://www.interventioncentral.org/behavioral-intervention-modification

Two-Part Choice Statement: When a student is non-compliant, the teacher can structure verbal requests to both acknowledge the student's freedom to choose whether to comply and to present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.).

The teacher frames requests to uncooperative students as a two-part 'choice' statement:
1. The teacher presents the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school);
2. The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school).

Here is a sample 2-part choice statement, 'John, you can stay after school to finish the class assignment or you can finish the assignment now and not have to stay after class. It is your choice.'

From: http://www.interventioncentral.org/behavioral-intervention-modification

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Visual Schedule: Help a student move through daily tasks with less wasted time and frustration, increases accountability and responsibility

Use a pictorial or written schedule for a student. . A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.
Use can one of the forms from pbisworld.com or make your own to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.

How:
1. Sit down and explain the schedule to the student (how they will use it, where they will put it, etc.)
   a. You might tape it to the student's desk or in their planner or folder
   b. Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
2. Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc.
3. For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
4. "blaming" the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
5. Be sure to include the parent in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home

From: http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf and http://www.pbisworld.com/ (has additional resources and research)

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