Effective Behavioral Interventions:
Consultation Tools for School Psychologists

Jim Wright
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Response to Intervention

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Jim Wright, Presenter

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Workshop Handouts & PPTs Available at:
www.interventioncentral.org/NASP_2015.php
In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less.

-Lee Iacocca
Managing Student Behaviors by Playing the Odds: The Vegas Approach

• On any given day, teachers cannot know with certainty what behavioral challenges will walk through their classroom door.

• However, by adopting sound, research-based behavior-management practices, teachers increase the odds that they will be able to handle unexpected behavioral incidents—in a way that enhances authority and promotes student success.

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Response to Intervention

## Key Principles of Behavior Management

- Proactive Classwide Management Skills
- Group Management Strategies

## Definition & Analysis of Student Behaviors

- Continuum of Within-Classroom Disciplinary Responses

## Willingness to Continually Explore Positive Behavior Management Strategies
Behavioral ‘Big Ideas’. What are big ideas that can help teachers to more effectively manage challenging student behaviors?
The General Education Classroom: Mr. Grimes, HS Math Class
Schemas: A Way to Organize Complex Information

“...individuals develop knowledge structures through interaction with the environment. These **cognitive structures** may be generically referred to as **schemas**. Schemas serve an adaptive function by **organizing experience into meaningful patterns** and **reducing the complexity of the environment**. By selectively limiting, guiding, and organizing the information processing activity of the person, schemas make efficient thinking and action possible. Schemas can also account for the **errors**, **distortions**, and **omissions** people make in processing information.” [emphasis added]


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<table>
<thead>
<tr>
<th>Statement</th>
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<tr>
<td>“Students have a responsibility to behave appropriately in the classroom.”</td>
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<td>“Students must be taught expected behaviors before they can successfully display them.”</td>
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<td>“Schools should take the steps necessary to prevent classroom disruptions.”</td>
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<td>“Teachers can better manage student behaviors if they understand why those behaviors occur.”</td>
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<td>“Parents have a large influence on their child's school behavior.”</td>
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Identifying the Big Ideas That Guide Effective Behavior Management

Teachers skilled in classroom management are able to respond appropriately to just about any behavior that a student brings through the classroom door. While having a toolkit of specific behavioral strategies is important, the real secret of educators who maintain educationally nurturing environments is that they are able to view problem student behaviors through the lens of these ‘big ideas’ in behavior management:

- Check for academic problems. The correlation between classroom misbehavior and deficient academic skills is high (Witt, Daly, & Noel, 2000). Teachers should, therefore, routinely assess a student’s academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, the intervention that the teacher selects should address the student’s academic deficit.

- Identify the underlying function of the behavior. Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noel, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packman, Shute, & Red, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective. For example, if a teacher observes a student calms-down in class sustained by the function of adult attention, that instructor may respond by shifting the flow of that attention e.g., interacting minimally with the student during calm-downs but boosting adult attention during times when the student shows appropriate behavior.

- Eliminate behavior/triggers. Problem behaviors are often set off by events or conditions within the instructional setting (Kem, Choukas, & Solot, 2002). Siting next to a distracting classroom or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kem & Clemens, 2007).

- Redefine the behavioral goal as a replacement behavior. When a student displays challenging behaviors, it can be easy to fall into the trap of simply thinking that those misbehaviors would go away. The point of a behavioral intervention, however, should be to expand the student’s repertoire of pro-social, pro-academic behaviors rather than just extinguishing aberrant behaviors. By selecting a positive behavioral goal that is an appropriate replacement for the student’s original problem behavior; the teacher reframes the student concern in a manner that allows for more effective intervention planning (Barache, Castilo, Dixon, & Forde, 2003). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in ‘actively, accurate academic responding’.

- Focus on factors within the school’s control. Teachers recognize that students often face significant factors outside of the school setting—e.g., limited parental support—that can place them at heightened risk for academic failure and problem behaviors. However, focusing solely on those student factors beyond the school’s ability to change can be detrimental to student progress. Instead, schools can best counteract the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).

- Be flexible in responding to misbehavior. Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct (Marzano, Marzano, & Pickering, 2003). An instructor may choose to respond to a non-compliant student with a warning and additional disciplinary
Identifying the Big Ideas That Guide Effective Behavior Management

These ‘big ideas’ can serve as priming statements in consultation to help teachers to feel empowered and optimistic about efforts to promote classroom behavior change:

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
‘Big Ideas’ in Behavior Management…

- **Check for academic problems.** The correlation between classroom misbehavior and deficient academic skills is high (Witt, Daly, & Noell, 2000). Teachers should, therefore, routinely assess a student’s academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, at least some of the intervention ideas that the teacher selects should address the student’s academic deficit.
‘Big Ideas’ in Behavior Management…

Identify the underlying function of the behavior.

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<tbody>
<tr>
<td>□ Peer attention</td>
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<tr>
<td>□ Adult attention</td>
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<tr>
<td>□ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
</tr>
<tr>
<td>□ Acceptance/ affiliation with individuals or peer group(s)</td>
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<tr>
<td>□ Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>□ Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>□ Fulfillment of physical needs: e.g., sleep</td>
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‘Big Ideas’ in Behavior Management

- **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kern & Clemens, 2007).
ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
‘Big Ideas’ in Behavior Management...

- **Redefine the behavioral goal as a replacement behavior.** By selecting a positive behavioral goal that is an appropriate replacement for the student’s original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Batsche, Castillo, Dixon, & Forde, 2008). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in "active, accurate academic responding".
‘Big Ideas’ in Behavior Management…

Focus on factors within the school’s control. Teachers recognize that students often face significant factors outside of the school setting—e.g., limited parental support—which can place them at heightened risk for academic failure and problem behaviors.

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‘Big Ideas’ in Behavior Management...

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Ideas for Using This Resource

• Share at a faculty meeting.

• Use to open discussion when consulting 1:1 with a teacher.

• Fold key points from handout into introductory ‘talking points’ at an RTI Problem-Solving Team meeting for a behavioral referral.
Activity: Which Big Idea is the Most Important?

- At your tables, discuss the big ideas in behavior management presented here.
- Select the 1-2 ideas that you believe are most important for teachers to keep in mind when working with challenging students.

‘Big Ideas’ in Behavior Management

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
Classroom Management: Intervention Pathways. How can teachers set up behavior management in their classrooms to get the greatest benefit for the least effort?
Episode 1: Proactive Classroom Management Skills
Teachers: Managing Classroom Behaviors

Issues:

• There is limited time to implement classroom strategies.

• The school may lack a common set of management procedures to ensure consistency across classrooms.
Classroom Management: Intervention Pathways

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors—to include:
   - Teaching Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugei, Guardino, & Lathrop, 2007).
   - Posting Positive Classroom Rules. The classroom has a set of 3-5 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘go’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugei, 2008).
   - Training Students in Basic Class Routines. The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugei, Guardino, & Lathrop, 2007; Meziano, Meziano, & Pickering, 2003; Sprick, Bongmeier, & Nolet, 2002). These routines include but are not limited to:
     - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
     - Assigning and collecting homework and classwork
     - Transitioning students efficiently between activities
     - Independent seatwork and cooperative learning groups
     - Students leaving and reentering the classroom
     - Dismissing students at the end of the period

2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement—to include:
   - Delivering Effective Instruction. The teacher’s lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
     - Instructional match. Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
     - Explicit instruction. The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
     - High rate of student responding and engagement. There are sufficient opportunities during the lesson for students to be actively engaged and ‘show what they know’.
Classroom Management: Intervention Pathways

Behavior Management ‘Buckets’: Well-managed classrooms are built on a foundation that includes:

1. teaching behavioral expectations to students;
2. providing strong instruction;
3. using proactive strategies to manage group behaviors;
4. building connections with students; and
5. responding flexibly and appropriately when individual behavior problems occur.
Classroom Management: Intervention Pathways

1. **Behavioral Expectations.** Students receive explicit training and guidance in expected classroom behaviors.
1. Teaching Behavioral Expectations

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

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

- **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
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  - Assigning and collecting homework and classwork
  - Transitioning students efficiently between activities
  - Independent seatwork and cooperative learning groups
  - Students leaving and reentering the classroom
  - Dismissing students at the end of the period
1. Teaching Behavioral Expectations:

**Additional Resources**

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

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

**Untitled Document**

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

**Directions**

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

• To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down.
Classroom Management: Intervention Pathways

2. **Instruction That Motivates.** Academic instruction holds student attention and promotes engagement.
2. Strong Instruction That Motivates

- **Delivering Effective Instruction.** The teacher’s lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
  
  - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
  
  - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
  
  - *High rate of student responding & engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and ‘show what they know’.
  
  - *Timely performance feedback.* Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities.
2. Strong Instruction That Motivates

- **Maintaining Brisk Pace of Instruction.** The teacher presents an organized lesson, with instruction moving briskly.

  There are no significant periods of ‘dead time’ (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
2. Strong Instruction That Motivates

- **Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001).

For large groups, such strategies might include using a general alerting cue (e.g., ‘Eyes and ears on me’) and ensuring general group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.
2. Strong Instruction That Motivates

- **Offering Student Choice.** The teacher provides the class or individual students with appropriate choice-opportunities when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001)

Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.
2. Strong Instruction That Motivates:

Additional Resources

Direct Instruction Checklist. Teachers can use this checklist to evaluate lesson plans to ensure that they provide appropriate direct-instruction support for struggling learners.
3. **Group Behavior Management.** The teacher uses active, positive techniques to manage the classroom.
3. Group Behavior Management

• **Employing Effective Verbal Commands.** The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005).

These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
3. Group Behavior Management

• Providing Active Supervision. The teacher frequently moves through the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002).

As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
3. Group Behavior Management

• **Using Group Prompts to Hold Attention.** The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them (DuPaul & Stoner, 2002).

To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."
3. Group Behavior Management: Additional Resources

Assorted Classroom Management ‘Packages’. Teachers can assert classroom control using one or more of these classwide packages: Zone Defense System, Good Behavior Game, Color Wheel, and Defense Management.

Color Wheel: Additional Considerations. Although the Color Wheel system is fairly easy to implement, teachers should be mindful of these recommendations (Fudge et al., 2008).

1. Keep the Color Wheel red periods short. The red condition of the Color Wheel covers transitions between activities which should always be brief in duration. Teachers should therefore keep students on the red phase only long enough to complete the transition to a new green or yellow activity. Once students are trained to make efficient transitions, 3-5 minutes should be sufficient to move into and out of a red phase.

2. Do not use the red Color Wheel setting as punishment. The behavioral expectations for the red (transitions) Color Wheel condition are the most restrictive, as students need to be seated, quiet, and focused on the task to learn the details of the upcoming activity. However, teachers should not set the classroom color condition to red simply to punish students for misbehavior. Linking the red condition with punishment risks the possibility that students will fail to comply with the red behavioral rules because they are seen as punitive rather than necessary to support an effective learning environment.

References
Classroom Management: Intervention
Pathways

4. **Student Relationships.** The teacher uses strategies to promote in students a sense of classroom connection and belonging.
4. Student Relationships

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

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

• **Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in specific terms whenever the student engages in that behavior (Kern & Clemens, 2007).

The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal:

- The teacher selects the specific desired behavior(s) to encourage through praise;
- 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).
- The teacher makes sure that any praise statements given are behavior-specific.
4. Student Relationships

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

Praise (Teacher Handout). Teachers can strengthen their use of classroom praise by reviewing ‘best practices’ for praising students.

Praise

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

Procedure: Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Bunnett, 2001). The power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations (Bunnett, 2001). As with any potential classroom reinforcer, praise has the ability to improve student academic or behavioral performance—but only if the student finds it reinforcing (Akin-Little et al., 2006). Here are several suggestions for shaping praise to increase its effectiveness:

- **Describe Noteworthy Student Behavior.** Praise statements that lack a specific account of student behavior in observable terms are compromised—as they fail to give students performance feedback to guide their learning. For example, a praise statement such as “Good job!” is inadequate in itself because it lacks a behavioral description (Hawkins & Hefin, 2011). However, such a statement becomes acceptable when expanded to include a behavioral element: “You practiced eight strong throws you did your best!”

- **Praise Effort and Accomplishment, Not Ability.** There is some evidence that praise statements about general ability can actually reduce student appetite for risk-taking (Bunnett, 2001). Therefore, teachers should generally steer clear of praise that includes assumptions about global student ability (e.g., “You’re a really good math student.”). Instead, use specific feedback or generalizations (e.g., “It’s obvious from your grades you worked hard to prepare for this math test. Great work!”). When praise singles out exertion and workproducts, it can help students to see a direct link between the effort they invested in a task and improved academic or behavioral performance.

- **Match the Method of Praise Delivery to Student Preferences.** Teachers can deliver praise in a variety of ways and contexts. For example, an instructor may choose to praise a student in front of a class or work group or may instead deliver that praise in a private conversation or as written feedback on the students’ assignment. When possible, the teacher should determine and abide by student’s preferences for receiving individual praise. It is worth noting that, while most students in elementary grades may easily accept public praise, evidence suggests that middle and high school students actually prefer private praise (Bunnett, 2001). So, when in doubt with older students, deliver praise in private rather than in public.

Tips for Use: Praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of behavior or work production based on the individual student’s needs. For example, the teacher may seek to boost a student’s academic performance by praising effort, accuracy, or speed on an assignment. Or the teacher may focus on increasing student responsibility by praising that student for attaining self-selected academic goals. The table below presents examples of praise statements, with each linked to a different student outcome goal:

<table>
<thead>
<tr>
<th>Praise Goal</th>
<th>Example</th>
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<tbody>
<tr>
<td>Academic effort</td>
<td>Praise can motivate students in the beginning. <em>Try your best you write my story.</em>**</td>
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5. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students.
1. Teaching Behavioral Expectations

• Preparing a Range of Appropriate Classroom Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; remove classroom privileges; send the student to another classroom for a brief timeout) that are used before the teacher considers administrative removal of the student from the classroom (Sprick, Borgmeier, & Nolet, 2002).
5. Individual Behavior Management

• Giving Pre-Corrections as Behavioral Reminders. The teacher heads off a problem behavior by proactively prompting or reminding student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.
5. Individual Behavior Management

- **Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won’t help you with your assignment until you return to your seat."). When an instructor’s request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).
5. Individual Behavior Management

- **Asking Open-Ended Questions.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose ‘who’, ‘what’, ‘where’, ‘when’, and ‘how’ questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking ‘why’ questions because they can imply that the teacher is blaming the student.
5. Individual Behavior Management

- **Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker & Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead, the teacher repeats the request calmly and—if necessary—imposes a pre-determined consequence for noncompliance.
5. Individual Behavior Management

• Selecting Behavior Management Strategies Matched to Student Need. The teacher is able flexibly to select different behavior management strategies for use with different students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all students. (Marzano, Marzano, & Pickering, 2003).
5. Individual Behavior Management: Additional Resources

Behavior Report Cards. Teachers can use BRCs to help students to internalize classroom behavioral expectations, set individual behavior goals, and self-monitor behavior.

Jim's Report Card

Student Name: Brian  Date:

Rater: Mr. Wright  Classroom: Classroom 345

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

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The degree to which Brian met this behavior goal

1 2 3

Brian sat in class without fidgeting or squirming more than most peers.

How well Brian did in meeting the behavior goal

1...........2...........3
Poor Fair Good

Brian turned in his completed homework on time.

Did Brian succeed in this behavior goal?

☐ YES  ☐ NO

Brian went to the nurse only when needed.

How well Brian did in meeting the behavior goal

1...........2...........3
Poor Fair Good

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

How well Brian did in meeting the behavior goal

1...........2...........3
Poor Fair Good
Teachers: Managing Classroom Behaviors

Suggestions for Implementation:

- Teachers in all classrooms should use a classroom-management approach that provides the greatest positive impact with the least amount of time and effort.
Activity: Classroom Management: Intervention Pathways

In your groups:

- Brainstorm ideas for using this classroom management checklist to help teachers to manage classroom behaviors.

Behavior Management ‘Buckets’:

1. teaching behavioral expectations to students;
2. providing strong instruction;
3. using proactive strategies to manage group behaviors;
4. building connections with students; and
5. responding flexibly and appropriately when individual behavior problems occur.
Group Behavior Management. What are examples of behavior management that can improve on-task behavior for a group or entire class?
ACADEMIC RTI

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

BEHAVIORAL RTI

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Episode 2: Group Management Strategies
Zone Defense System
Zone Defense System: Assign to Zones, Not Students

To help them to attain student success, primary classrooms often receive additional staffing resources in the form of reduced class size or assignment of part-time or full-time teaching assistants.

Yet students in these settings may waste as much as a third of instructional time transitioning between activities.

Furthermore, primary classrooms staffed with teaching assistants typically show little or no improvement in student behaviors when compared with classrooms that lack assistants.
Zone Defense System: Assign to Zones, Not Students

An alternative means for organizing staff is to link educators to specific 'zones'. In this 'zone defense system' (Casey & McWilliam, 2005), two (or more) educators assigned to a classroom divide up the instructional day into zones (instructional activities occurring at scheduled times in different parts of the classroom).

At any point during the school day, one educator assumes the role of 'instructor' and actively teaches children within a zone. Meanwhile, the second educator takes the role of 'set-up', preparing for the next scheduled activity in another part of the room.
Zone Defense System: Assign to Zones, Not Students

_Instructor_. When in the role of instructor, the educator is actively in charge of the current instructional activity. The instructor:

- greets students as they enter the new zone and helps each child to engage immediately in the current activity.
- engages in active teaching during the zone activity, providing instructional support to students.
- releases students at the end of the activity to move to the next zone activity.
- continues to support those students who need a longer transition time as they wrap up the current activity.
- cleans up and reorganizes the work space.
Zone Defense System: Assign to Zones, Not Students

Set Up. When in the set-up role, the educator is preparing for the next activity, but is also on-call to intercept and deal with potential interruptions to instruction. The person in the set-up role:

- sets up the materials and organizes the work space for the next scheduled zone activity.
- is available pull any children from the current zone activity who are emotionally upset or misbehaving.
- performs any other duty that prevents the current zone instructor from being interrupted (e.g., greeting visitors).
- is waiting in the new zone during the change-over between zone activities to greet students as they enter the area and to ensure that each child immediately starts the planned instructional activity.
## Zone Defense: Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Person A</th>
<th>Person B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Arrival</td>
<td>Set Up</td>
</tr>
<tr>
<td>8:15-8:45</td>
<td>Set Up</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activities/Circle Time</td>
</tr>
<tr>
<td>8:45-9:15</td>
<td>Language</td>
<td>Set Up</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Set Up</td>
<td>Math</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>In-Class Play</td>
<td>Set Up</td>
</tr>
</tbody>
</table>
Zone Defense System: Assign to Zones, Not Students

The most important benefits of the Zone Defense System are that it

- reduces student down-time
- prevents the interruption of instruction, and
- accommodates those children who need additional time to transition from one activity to another.

However, an additional potential plus is that rotating primary responsibility for different zone activities among staff members ensures that all educators linked to the classroom work together as colleagues.
**'Zone Defense' Schedule**

Classroom: ___________________________  Date: ___________________________

Directions: Use this form to schedule the daily activities of up to 3 classroom educators. Coordinate the schedule so that for any instructional activity— at least one educator is always assigned to supervise instruction in an active zone while a second educator is assigned to set up for the next activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Person A</th>
<th>Person B</th>
<th>Person C</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7:45-8:00</td>
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<td>8:00-8:15</td>
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<td>8:15-8:30</td>
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<td>8:30-8:45</td>
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<td>8:45-9:00</td>
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<td>9:00-9:15</td>
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<td>9:30-9:45</td>
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<td>9:45-10:00</td>
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<td>10:00-10:15</td>
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<td>10:30-10:45</td>
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<td>10:45-11:00</td>
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<td>11:00-11:15</td>
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<td>11:30-11:45</td>
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<td>11:45-12:00</td>
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<td>12:00-12:15</td>
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<td>12:15-12:30</td>
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<td>12:30-12:45</td>
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<td>12:45-1:00</td>
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<td>1:00-1:15</td>
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<td>1:15-1:30</td>
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<td>1:30-1:45</td>
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<td>1:45-2:00</td>
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<td>2:00-2:15</td>
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<td>2:15-2:30</td>
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<tr>
<td>2:30-2:45</td>
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<tr>
<td>2:45-3:00</td>
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<td>3:00-3:15</td>
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<tr>
<td>3:15-3:30</td>
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<tr>
<td>3:30-3:45</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3:45-4:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher-Student Learning Game
Teacher-Student Learning Game

**Description:** The Teacher-Student Learning Game (Nelson, Benner, & Mooney, 2008) is a procedure for managing instruction that can work with large and small groups, as well as with individual students.

It offers incentives for appropriate behaviors, is not coercive, and prompts students to apply positive peer pressure within their groups to earn Game points and resulting incentives.
Teacher-Student Learning Game

**Preparation:** To prepare for the Teacher-Student Learning Game, the instructor:

- teaches behavioral expectations.
- selects reinforcers to support the Game.
- creates a Game T-chart.
Teacher-Student Learning Game

**Procedure:** To conduct the Game during a particular activity, the teacher:

1. **announces that the Game is in effect.** The teacher says, "*For this activity, we are going to be playing the Teacher-Student Learning Game.*"
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

2. assigns points for appropriate and unacceptable behaviors. While teaching, the instructor observes student behaviors. Periodically, when the teacher notes that most or all students in the group are behaving appropriately, the instructor awards 5 points to the group, recording those points in the 'Students' column of the T-chart as a 5-hashmark tally:

The instructor also says, "Students score five points for [insert description of positive behavior or rule being followed]."
Teacher-Student Learning Game

**Procedure:** To conduct the Game during a particular activity, the teacher:

2. assigns points for appropriate and unacceptable behaviors (cont.).
   Whenever the instructor observes a rule violation, that instructor awards 5 points to the teacher, recording those points in the 'Teacher' column of the T-chart.

The teacher also says, "Teacher scores five points; some students did not show [insert description of positive behavior or rule not being followed]."

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher-Student Learning Game

**Procedure:** To conduct the Game during a particular activity, the teacher:

3. **provides reinforcers or feedback.** If, at the end of the Game, the student team wins, the teacher praises their behaviors and supplies any earned reward.

If the teacher wins, the instructor explains what student behaviors prevented their victory and discusses with them what goals they can set for improved behavior at the next Game session.
Teacher-Student Learning Game

- **Additional Considerations:** In a typical Game session, the teacher is likely to make a total of 4 to 8 observations/point assignments.

- If the Game is effective, students will typically win in approximately 80 percent of sessions (Nelson, Benner, & Mooney, 2008).

- The Teacher-Student Learning Game can be used intermittently. Typically, the instructor would use the Game more frequently in the first months of school and taper its use later in the year.

- Teachers are encouraged to use the Game whenever a group is failing to follow classroom rules—even introducing the Game in the middle of a class period if needed.
The Color Wheel
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

• The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.

• This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
  - green for free time/low-structure activities
  - yellow for large- or small-group instruction/independent work
  - red for brief transitions between activities.

<table>
<thead>
<tr>
<th>Color Wheel Behaviors: Sample List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Condition</strong>: Free Time/Low-Structure Activities</td>
</tr>
<tr>
<td>• Talk in a quiet voice</td>
</tr>
<tr>
<td>• Keep hands and feet to self</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
<tr>
<td><strong>Yellow Condition</strong>: Large- or Small-Group Instruction/Independent Work</td>
</tr>
<tr>
<td>• To speak, raise hand for teacher permission</td>
</tr>
<tr>
<td>• To leave seat, raise hand for teacher permission</td>
</tr>
<tr>
<td>• Look at the speaker or your work</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
<tr>
<td><strong>Red Condition</strong>: Transitions Between Activities</td>
</tr>
<tr>
<td>• Return to your seat</td>
</tr>
<tr>
<td>• Clear your desk</td>
</tr>
<tr>
<td>• Look at the teacher</td>
</tr>
<tr>
<td>• Do not talk</td>
</tr>
</tbody>
</table>

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How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk
Color Wheel: Additional Considerations:

1. *Give advance warning.* The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)

2. *Praise rule-following.* The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be "labeled", clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough complete the transition to a new green or yellow activity (e.g., 3-5 minutes).

4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.
Defensive Management
Defensive Management: A Method to Avoid Power Struggles

‘Defensive management’ (Fields, 2004) is a teacher-friendly six-step approach to avert student-teacher power struggles that emphasizes providing proactive instructional support to the student, elimination of behavioral triggers in the classroom setting, relationship-building, strategic application of defusing techniques when needed, and use of a ‘reconnection’ conference after behavioral incidents to promote student reflection and positive behavior change.

Defensive Management: Six Steps

1. **Understand the Student Problem and Use Proactive Strategies to Prevent ‘Triggers’**. The teacher collects information—through direct observation and perhaps other means—about specific instances of student problem behavior and the instructional components and other factors surrounding them. The teacher analyzes this information to discover specific ‘trigger’ events that seem to set off the problem behavior(s) (e.g., lack of skills; failure to understand directions).

   The instructor then adjusts instruction to provide appropriate student support (e.g., providing the student with additional instruction in a skill; repeating directions and writing them on the board).

Defensive Management: Six Steps

2. **Promote Positive Teacher-Student Interactions.** Early in each class session, the teacher has at least one positive verbal interaction with the student. Throughout the class period, the teacher continues to interact in positive ways with the student (e.g., brief conversation, smile, thumbs up, praise comment after a student remark in large-group discussion, etc.). In each interaction, the teacher adopts a genuinely accepting, polite, respectful tone.

Defensive Management: Six Steps

3. **Scan for Warning Indicators.** During the class session, the teacher monitors the target student’s behavior for any behavioral indicators suggesting that the student is becoming frustrated or angry. Examples of behaviors that precede non-compliance or open defiance may include stopping work; muttering or complaining; becoming argumentative; interrupting others; leaving his or her seat; throwing objects, etc.

Defensive Management: Six Steps

4. **Exercise Emotional Restraint.** Whenever the student begins to display problematic behaviors, the teacher makes an active effort to remain calm. To actively monitor his or her emotional state, the teacher tracks physiological cues such as increased muscle tension and heart rate, as well as fear, annoyance, anger, or other negative emotions. The teacher also adopts calming or relaxation strategies that work for him or her in the face of provocative student behavior, such as taking a deep breath or counting to 10 before responding.

Defensive Management: Six Steps

5. **Use Defusing Tactics.** If the student begins to escalate to non-compliant, defiant, or confrontational behavior (e.g., arguing, threatening, other intentional verbal interruptions), the teacher draws from a range of possible descalating strategies to defuse the situation. Such strategies can include private conversation with the student while maintaining a calm voice, open-ended questions, paraphrasing the student’s concerns, acknowledging the student’s emotions, etc.

Defensive Management: Six Steps

6. Conduct a ‘Reconnection’ Conference. Soon after any in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student to discuss the behavioral incident, identify the triggers in the classroom environment that led to the problem, and brainstorm with the student to create a written plan to prevent the reoccurrence of such an incident. Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone.

Defensive Management: 6 Steps

1. Understand the Student Problem and Use Proactive Strategies to Prevent ‘Triggers’.
2. Promote Positive Teacher-Student Interactions.
3. Scan for Warning Indicators.
5. Use Defusing Tactics.
6. Conduct a ‘Reconnection’ Conference.
Group Activity: Ways to Manage Student Groups

At your tables:

- Consider the 4 ideas shared here for managing groups of students. Discuss how you might use 1 or more of these approaches at your school or district.

Group Behavior Management Ideas:

1. Zone Defense System
2. Teacher-Student Learning Game
3. Color Wheel
4. Defensive Management: 6 Steps
**Behavior Statement.** How can the description of a student’s problem behavior be formatted to help the teacher to find effective strategies to fix that behavior?
Episode 3: Definition & Analysis of Student Behaviors
FBA/BIPs: A Large Investment of Problem-Solving Resources.

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

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

Behavior (‘ABC’) Statement

The behavioral statement—also known as the 'ABC' (Antecedent-Behavior-Consequence) statement—is a simple template that helps teachers to narrow their problem-solving focus. It describes:

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

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

C. **Consequences**: events occurring as a result of the behavior that reinforce it in the future.
ABC: The Core of Behavior Management

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

“That is, the type of behavior is maintained if it is followed by reinforcement of an environmental event (i.e., consequence).

A → B → C


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ABC: Events as Antecedents

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

Example: A student is given a worksheet to complete, office allowing escape from the task.

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

Behavior (‘ABC’) Statement: Behavior on a Time-line

The behavioral statement places the student’s behavior on a timeline (antecedent, behavior, outcome)—allowing the teacher to examine the antecedent events/conditions (‘triggers’) that may set off a problem behavior and the consequences that typically follow the problem behavior.
### Behavior (‘ABC’) Statement: Examples

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>During large-group lectures in social studies</td>
<td>Brian talks with peers about non-instructional topics</td>
<td>and receives positive peer attention</td>
</tr>
<tr>
<td>During independent seatwork assignments involving writing tasks</td>
<td>Angela verbally refuses to comply with teacher requests to start work</td>
<td>and is sent to the office with a disciplinary referral</td>
</tr>
</tbody>
</table>
### Classroom Behavioral Statement Organizer

<table>
<thead>
<tr>
<th>Antecedent/Activity</th>
<th>Student Behavior</th>
<th>Consequence/Outcome</th>
<th>Behavior Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of class/bell-ringer activities</td>
<td>Sits inactive</td>
<td>Student fails to complete work.</td>
<td>Peer attention</td>
</tr>
<tr>
<td>Large-group lecture</td>
<td>Puts head on desk</td>
<td>Teacher ignores the behavior ('planned ignoring').</td>
<td>Acceptance/affiliation with individuals or peer group(s)</td>
</tr>
<tr>
<td>Large group teacher-led discussion</td>
<td>Is inattentive (e.g., staring into space, looking out the window)</td>
<td>Teacher redirects the student.</td>
<td>Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>Large-group: when called on by the teacher</td>
<td>Leaves seat without permission</td>
<td>Teacher reprimands the student.</td>
<td>Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>Student work-pairs</td>
<td>Requests bathroom or water breaks</td>
<td>Teacher conferences with the student.</td>
<td>Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
</tr>
<tr>
<td>Student groups: cooperative learning</td>
<td>Uses cell phone, music player, or other digital device against class rules</td>
<td>Student receives positive peer attention</td>
<td>Fulfillment of physical needs: e.g., sleep</td>
</tr>
</tbody>
</table>
| Read | Whispers/talks/mutters to self | Student receives negative peer attention. | Other: 
| Write | Makes loud or distracting noises | Student is briefly timed-out from the classroom. | 
| Math | Calls out with non-instructional comments | Student is briefly timed-out outside of the classroom. | 
| Independent seat work | Silences work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil) | Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). | 
| Independent computer work | Whispers/talks to other students about non-instructional topics | Student receives a disciplinary consequence outside of class time (e.g., after-school detention). | 
| Transitions between academic activities | Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions | Student receives a 'respite' break away from peers to calm down before rejoining class. | 
| Homework collection | Makes verbal threats toward peers | Student is sent from the classroom to talk with a counselor/psychologist/social worker. | 
| In-class homework review | Uses inappropriate language (e.g., obscenities) with peers | Student receives a snack, nap, or other support. | 
| Tests and/or quizzes | Taunts/teases/makes fun of peers | Other: 
| Class dismissal | Makes comments to encourage or 'egg on' other students to misbehave | 
| Other: | Fails to begin in-class assignments (verbal refusal) | |
TUTORIAL: How To...Write a Behavioral Statement for Problem Classroom Behaviors

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

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

```markdown
<table>
<thead>
<tr>
<th>Antecedent/Activity</th>
<th>Student Behavior</th>
<th>Consequence/Outcome</th>
<th>Behavior Function</th>
</tr>
</thead>
</table>
```

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**Antecedent/Activity.** The chart lists a range of classroom activities typically taking place when the student problem behavior occurs. If a teacher finds that a student behavior is displayed across *multiple* classroom settings/activities, choose only the one or two settings/activities where the student’s behavior is **most problematic**. The teacher is encouraged to write out his or her own description of any activities not listed here.
<table>
<thead>
<tr>
<th>Antecedent/Activity: Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Start of class/bell-ringer activities</td>
</tr>
<tr>
<td>- Large-group lecture</td>
</tr>
<tr>
<td>- Large group teacher-led discussion</td>
</tr>
<tr>
<td>- Large-group: when called on by the teacher</td>
</tr>
<tr>
<td>- Student work-pairs</td>
</tr>
<tr>
<td>- Student groups: cooperative learning</td>
</tr>
<tr>
<td>- Reading activities</td>
</tr>
<tr>
<td>- Writing activities</td>
</tr>
<tr>
<td>- Math activities</td>
</tr>
<tr>
<td>- Independent seat work</td>
</tr>
<tr>
<td>- Independent computer work</td>
</tr>
<tr>
<td>- Transitions between academic activities</td>
</tr>
<tr>
<td>- Homework collection</td>
</tr>
<tr>
<td>- In-class homework review</td>
</tr>
<tr>
<td>- Tests and/or quizzes</td>
</tr>
<tr>
<td>- Class dismissal</td>
</tr>
</tbody>
</table>

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**Student Behavior.** A listing of common types of classroom misbehavior are listed here. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. Teachers should choose no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can write his or her own behavior definition.
<table>
<thead>
<tr>
<th>Behavior: Examples</th>
<th>Sub-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sits inactive</td>
<td>Calls out with instructionally relevant comments</td>
</tr>
<tr>
<td>Puts head on desk</td>
<td>Plays with/taps objects</td>
</tr>
<tr>
<td>Is inattentive (e.g., staring into space, looking out</td>
<td>Throws objects</td>
</tr>
<tr>
<td>the window)</td>
<td>Destroys work materials or instructional materials (e.g., ripping up a</td>
</tr>
<tr>
<td></td>
<td>worksheet, breaking a pencil)</td>
</tr>
<tr>
<td>Leaves seat without permission</td>
<td>Whispers/talks to other students about non-instructional topics</td>
</tr>
<tr>
<td>Requests bathroom or water breaks</td>
<td>Whispers/talks to other students about instructional/academic topics:</td>
</tr>
<tr>
<td></td>
<td>e.g., seeking answers or help with directions</td>
</tr>
<tr>
<td>Uses cell phone, music player, or other digital device</td>
<td></td>
</tr>
<tr>
<td>against class rules</td>
<td></td>
</tr>
<tr>
<td>Whispers/talks/mutters to self</td>
<td></td>
</tr>
<tr>
<td>Makes loud or distracting noises</td>
<td></td>
</tr>
<tr>
<td>Calls out with non-instructional comments</td>
<td></td>
</tr>
</tbody>
</table>
**Consequence/Outcome.** The teacher chooses outcomes/consequences that typically follow the problem behavior. The instructor should try to limit the number of consequences/outcomes selected to 3.

<table>
<thead>
<tr>
<th>Antecedent/Activity</th>
<th>Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework collection</td>
<td>Makes verbal threats toward peers</td>
</tr>
<tr>
<td>In-class homework review</td>
<td>Uses inappropriate language (e.g., obscenities) with peers</td>
</tr>
<tr>
<td>Tests and/or quizzes</td>
<td>Taunts/teases/makes fun of peers</td>
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<tr>
<td>Class dismissal</td>
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</tr>
<tr>
<td>Other:</td>
<td>Fails to begin in-class assignments (verbal refusal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequence/Outcome</th>
<th>Behavior Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fails to complete work.</td>
<td>Peer attention</td>
</tr>
<tr>
<td>Teacher ignores the behavior ('planned ignoring').</td>
<td>Acceptance/affiliation with individuals or peer group(s)</td>
</tr>
<tr>
<td>Teacher redirects the student.</td>
<td>Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>Teacher reprimands the student.</td>
<td>Adult attention</td>
</tr>
<tr>
<td>Teacher conferences w/ the student.</td>
<td>Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>Student receives negative peer attention.</td>
<td>Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
</tr>
<tr>
<td>Student is briefly timed-out within the classroom.</td>
<td>Fulfillment of physical needs: e.g., sleep</td>
</tr>
<tr>
<td>Student is briefly timed-out outside of the classroom.</td>
<td>Other:</td>
</tr>
<tr>
<td>Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</td>
<td></td>
</tr>
<tr>
<td>Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</td>
<td></td>
</tr>
<tr>
<td>Student receives a ‘respite’ break away from peers to calm down before rejoining class.</td>
<td></td>
</tr>
<tr>
<td>Student is sent from the classroom to talk with a counselor/psychologist/social worker.</td>
<td></td>
</tr>
<tr>
<td>Student receives a snack, nap, or other support.</td>
<td></td>
</tr>
<tr>
<td>Student fails to complete work.</td>
<td>Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</td>
</tr>
<tr>
<td>Teacher ignores the behavior (‘planned ignoring’).</td>
<td>Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</td>
</tr>
<tr>
<td>Teacher redirects the student.</td>
<td>Student is sent from the classroom to talk with a counselor/psychologist/social worker.</td>
</tr>
<tr>
<td>Teacher reprimands the student.</td>
<td>Student receives a snack, nap, or other support.</td>
</tr>
<tr>
<td>Teacher conferences w/ the student.</td>
<td></td>
</tr>
<tr>
<td>Student receives positive peer attention</td>
<td></td>
</tr>
<tr>
<td>Student receives negative peer attention.</td>
<td></td>
</tr>
</tbody>
</table>
Behavior Function. The function of the student behavior is the need or purpose that it fills for the student (e.g., peer attention, escape/avoidance). The function is based on the behavior statement and essentially is the ‘best guess’ (hypothesis) for why the behavior is occurring.
<table>
<thead>
<tr>
<th>Behavior Functions (Witt, Daly, &amp; Noell, 2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Peer attention</td>
</tr>
<tr>
<td>✓ Acceptance/ affiliation with individuals or peer group(s)</td>
</tr>
<tr>
<td>✓ Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>✓ Adult attention</td>
</tr>
<tr>
<td>✓ Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>✓ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
</tr>
<tr>
<td>✓ Fulfillment of physical needs: e.g., sleep</td>
</tr>
</tbody>
</table>

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

Mrs. Randolph begins the behavior statement convinced that Carl is motivated by peer attention-seeking. To make the process manageable, she limits her analysis to large-group instruction, where Carl’s behavior is most challenging.
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>During large-group lecture or teacher-led instruction</td>
<td>Carl: • makes distracting noises • calls out with non-instructional comments • teases peers • leaves his seat</td>
<td>and: • teacher ignores the behavior • teacher redirects/prompts/reminds the student. • teacher reprimands the student. • teacher conferences w/ the student.</td>
</tr>
</tbody>
</table>
Carl: Hard to Ignore: What is the Function?

- After construction a behavior statement, Mrs. Randolph is surprised to see that 3 of the 4 most frequent consequences of Carl’s clowning in class are variations of teacher attention.
- She decides that the primary function of Carl’s behavior is likely to be ‘adult attention’.
Mrs. Randolph put together the following plan for Carl:

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

- Provides positive attention each day at moments when the student is *not* clowning around: e.g., greeting at door, brief positive conversation.

- Parent conference: Shares copy of behavior report card outlining expected classroom behavior and communicates with the parent via email at least weekly about Carl’s behavior. NOTE: This part of the plan is to be in place for 5 weeks.
<table>
<thead>
<tr>
<th>Antecedent/Activity</th>
<th>Student Behavior</th>
<th>Consequence/Outcome</th>
<th>Behavior Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of class/bell-ringer activities</td>
<td>Sits inactive</td>
<td>Student fails to complete work.</td>
<td>Peer attention</td>
</tr>
<tr>
<td>Large-group lecture</td>
<td>Puts head on desk</td>
<td>Teacher ignores the behavior ('planned ignoring').</td>
<td>Acceptance/affiliation with individuals or peer group(s)</td>
</tr>
<tr>
<td>Large group teacher-led discussion</td>
<td>Is inattentive (e.g., staring into space, looking out the window)</td>
<td>Teacher redirects the student.</td>
<td>Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>Large-group: when called on by the teacher</td>
<td>Leaves seat without permission</td>
<td>Teacher reprimands the student.</td>
<td></td>
</tr>
<tr>
<td>Student work-pairs</td>
<td>Requests bathroom or water breaks</td>
<td>Teacher conferences w/ the student.</td>
<td></td>
</tr>
<tr>
<td>Student groups: cooperative learning</td>
<td>Uses cell phone, music player, or other digital device against class rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading activities</td>
<td>Whispers/talks/mutters to self</td>
<td>Student receives positive peer attention</td>
<td></td>
</tr>
<tr>
<td>Writing activities</td>
<td>Makes loud or distracting noises</td>
<td>Student receives negative peer attention.</td>
<td></td>
</tr>
<tr>
<td>Math activities</td>
<td>Calls out with non-instructional comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent seat work</td>
<td>Calls out with instructionally relevant comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent computer work</td>
<td>Plays with/taps objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions between academic activities</td>
<td>Throws objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework collection</td>
<td>Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class homework review</td>
<td>Whispers/talks to other students about non-instructional topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and/or quizzes</td>
<td>Opens/stalks to other students about instructional/academic topics: e.g., seeking answers or help with directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class dismissal</td>
<td>Makes verbal threats toward peers</td>
<td></td>
<td></td>
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</table>
Response to Intervention

Activity: ABC Statement: Advantages as a Consultation Tool

- Look over the handout Classroom Behavioral Statement Organizer
- Discuss how you might use it in consultation or training to help teachers to better understand and respond to challenging student behaviors.

The Classroom Behavioral Statement Organizer:

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

<table>
<thead>
<tr>
<th>Behavioral (ABC) Statement</th>
<th>Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavioral Statement Organizer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent</td>
<td>Behavior</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Discipline: Building a Classroom Continuum.** How can teachers increase their capacity to manage ‘low-level’ challenging behaviors within the classroom?
Episode 4: Continuum of Within-Class Disciplinary Responses
Classroom Behavior Incident: Teacher Response Plan

Teachers that draw on a range of responses when dealing with classroom misbehaviors are more likely to keep those students in the classroom, with fewer disruptions to instruction and better learning outcomes for struggling students. A good organizing tool for teachers is to create a continuum (classroom management menu) outlining response options for behavior management and discipline (Sprick, Borgmeier, & Nolet, 2002).

Classroom Behavior Incident: Teacher Response Plan

Teachers who can draw on a range of responses when dealing with classroom misbehaviors are more likely to keep those students in the classroom, resulting in fewer disruptions to instruction and better learning outcomes for struggling students. A good organizing tool for teachers is to create a matrix outlining their response options for classroom behavior management and discipline. This document organizes potential teacher responses to classroom behavior incidents into 8 categories: behavior reminder, academic adjustment, environmental adjustment, warning, time-out, response cost, behavior conference, defusing strategies.

1. Behavioral Reminder

Description: A behavioral reminder is a clear, neutral prompt to help the student to remember and know classroom behavioral expectations.

When to Use: This strategy is used when the student appears to be distracted or otherwise requires a simple reminder of expected behaviors.

Examples: Here are examples of behavioral reminders:

- The teacher makes eye contact with the student who is misbehaving and points to a classroom rules chart.
- The teacher approaches the off-task student to remind him/her of the specific academic task the student should be doing.
- The teacher proactively provides behavioral reminders just when the student needs to use them.

2. Academic Adjustment

Description: An academic adjustment is a change made to the student’s academic task(s) to improve behaviors. Such changes could include the amount of work assigned, provision of support to the student during the work, giving additional time to complete the work, etc.

When to Use: Academic adjustments can be useful when the teacher judges that the student's problem behaviors are triggered or exacerbated by the required academic task(s).

Examples: Here are examples of academic adjustments:

- The teacher pre-teaches challenging vocabulary to the student prior to a large-group discussion.
- The teacher adjusts the difficulty of the assigned academic work to match the student’s abilities (‘instructional match’).
- The teacher allows the student additional time to complete an academic task.
Classroom Behavior Incident: Teacher Response Plan

Here are 8 categories of teacher response to student misbehavior:

1. Behavior Reminder
2. Academic Adjustment
3. Environmental Adjustment
4. Warning
5. Time-Out
6. Response Cost
7. Behavior Conference
8. Defusing Strategies
Behavioral Reminder

• **Description:** A behavioral reminder is a brief, neutral prompt to help the student to remember and follow classroom behavioral expectations (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

• **When to Use:** This strategy is used when the student appears to be distracted or otherwise requires a simple reminder of expected behaviors.
Response to Intervention

Behavioral Reminder

• **Examples:** Here are examples of behavioral reminders:

  - The teacher makes eye contact with the student who is misbehaving and points to a classroom rules chart.
  - The teacher approaches the off-task student to remind him/her of the specific academic task the student should be doing.
  - The teacher proactively provides behavioral reminders just when the student needs to use them.


**Academic Adjustment**

- **Description:** An academic adjustment is a change made to the student's academic task(s) to improve behaviors. Such changes could include the amount of work assigned, provision of support to the student during the work, giving additional time to complete the work, etc. (Kern, Bambara & Fogt, 2002).

- **When to Use:** Academic adjustments can be useful when the teacher judges that the student's problem behaviors are triggered or exacerbated by the required academic task(s).
Academic Adjustment

- **Examples:** Here are examples of academic adjustments:

  - The teacher pre-teaches challenging vocabulary to the student prior to a large-group discussion.
  - The teacher adjusts the difficulty of the assigned academic work to match the student's abilities ('instructional match').
  - The teacher allows the student additional time to complete an academic task.
Environmental Adjustment

• **Description:** An environmental adjustment is a change made to some aspect of the student’s environment to improve behaviors (Kern & Clemens, 2007).

• **When to Use:** This strategy is used when the teacher judges that an environmental element (e.g., distracting activities, proximity of another student) is contributing to the student’s problem behavior.
Environmental Adjustment

- **Examples:** Here are examples of environmental adjustments:

  - The teacher moves the student’s seat away from distracting peers.
  - The teacher collects distracting objects from a student (e.g., small toys, paperclips) during a work session.
  - The student is given a schedule of the day to prepare her for upcoming academic activities.
Warning

- **Description:** A warning is a teacher statement informing the student that continued misbehavior will be followed by a specific disciplinary consequence (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

- **When to Use:** A warning is appropriate when the teacher judges (a) that the student has control over his or her behavior and (b) that a pointed reminder of impending behavioral consequences may improve the student's behavior. Whenever possible, it is recommended that proactive strategies such as providing behavioral reminders or eliminating environmental/academic triggers be tried before using warnings.
Warning

• **Examples:** Here are examples of warnings:

  - The teacher tells the student that if the problem behavior continues, the student will lose the opportunity for free time later that day.
  - The student is warned that continued misbehavior will result in the teacher’s calling the parent.
Time-Out

- **Description:** Time-out (from reinforcement) is a brief removal of the student from the setting due to problem behaviors (Yell, 1994).
Time-Out

**When to Use:** Time-out from reinforcement can be effective in situations when the student would prefer to be in the classroom setting rather than in the time-out setting. Time-out sessions should typically be brief (e.g., 3-10 minutes). Because time-out is a punishment procedure, the teacher should first ensure that appropriate, less intrusive efforts to improve student behavior (e.g., behavior reminders, warnings, elimination of behavioral triggers) have been attempted before using it. If a teacher finds that a student does not improve behaviors despite several repetitions of time-out, other behavior management strategies should be tried instead.
**Time-Out**

- **Preparation:** If time-out is to occur within the classroom, the teacher should identify the time-out location in advance and ensure that students placed there can be easily observed but are sufficiently removed from the current classroom activity.

If the time-out location is out of the classroom, the teacher should arrange with other adults in advance (e.g., participating teachers whose classrooms may be time-out locations) to work out details for students to enter and exit time-out and for supervising students during time-out.
Time-Out

- **Examples:** Here are examples of time-out from reinforcement:

  - The teacher directs a student to a study carrel in the corner of the classroom for 3 minutes for misbehavior.
  - The teacher sends a misbehaving student to a neighboring classroom for 10 minutes, where the student is to sit alone and complete classwork.
Response Cost

- **Description:** Response cost is the taking away of privileges or other valued elements ("cost") in response to student misbehavior (DuPaul & Stoner, 2002)

- **When to Use:** Response cost can be an effective response to misbehavior, provided that the student actually values the privilege or element being taken away. Because response cost is a punishment procedure, the teacher should first ensure that appropriate, less intrusive efforts to improve student behavior (e.g., behavior reminders, warnings, elimination of behavioral triggers) have been attempted before using it.
Response Cost

• **Preparation:** Prior to implementing response cost, the teacher may want to create a series of 'privileges' in the classroom that students find motivating and do not want to lose (e.g., point systems for good behavior; free time).

• **Examples:** Here are examples of response-cost:

  - Because of misbehavior, a student loses access to classroom free time at the end of the day.
  - A student is given 5 good-behavior points at the start of class—and then has one deducted for each incident of misbehavior.
Behavior Conference

- **Description:** A behavior conference is a brief meeting between teacher and student to discuss the student’s problem behavior(s) (Fields, 2004). While the structure and content of a behavior conference will vary based on circumstances, it will typically include some or all of the following elements:

1. *Description of the problem behavior.* The teacher describes the student’s behavior and explains why it is presenting a problem in the classroom.

2. *Open-ended questions and student input.* The teacher asks open-ended questions to fully understand what factors are contributing to the problem behavior.
Behavior Conference

- **Description**: While the structure and content of a behavior conference will vary based on circumstances, it will typically include some or all of the following elements:

3. *Problem-solving*. Teacher and student discuss solutions to the problem behavior and agree to a plan.

4. *Disciplinary reminder*. If appropriate, the teacher concludes the conference by informing the student of the disciplinary consequence that will occur if the problem behavior continues.
Behavior Conference

• **When to Use:** The behavior conference is a useful tool for the teacher who:

  - wishes to better understand reasons of the student problem behavior before acting.
  - wants to model that it is better for the student to communicate his or her needs to the teacher through discussion than by engaging in acting-out behaviors.
Behavior Conference

- **Examples:** Here are examples of a behavior conference:
  - A teacher approaches the desk of a student who appears upset to explore what triggered that student's current emotional distress and to figure out how best to respond to the situation.
  - A non-compliant student is taken aside by the teacher for a brief in-class conference, in which the teacher establishes that the student is in control of her behavior, states the behavioral expectations for the classroom, and informs the student that she will be given a disciplinary referral if her behaviors do not improve immediately.
Defusing Techniques

- **Description:** Defusing techniques are any teacher actions taken to calm a student or otherwise defuse a situation with the potential for confrontation or emotional escalation (Daly & Sterba, 2011).

- **When to Use:** When the teacher judges that the student's negative emotions are a significant contributor to the problem behaviors, defusing techniques are appropriate to stabilize the situation.
Defusing Techniques

**Examples:** Here are examples of defusing techniques:

- The teacher temporarily removes academic work from a student who is reacting negatively to the assignment.
- The teacher encourages a student to sit in a quiet corner of the room for a few minutes to collect herself before conferencing with the teacher.
- The teacher sends a student to the guidance counselor to discuss the issue(s) causing him anger.
Scenario 1: 7th-Grade Instructional Team

- A 7th-grade instructional team uses the format of the *Classroom Behavior Incident: Teacher Response Plan* to standardize their response to misbehaving students. The team decides to develop their 'defusing strategies' resources.

- They meet with the school's mental health team (school social worker, school psychologist, school counselor, assistant principal) and develop a 'defusing' pass system.

- According to this system, any student who appears to need to talk with a mental health staff member is to be given a pass. The student is to check in with the secretary in the guidance counseling office, who will call to locate an available staff member for the student to talk with.
Warning. Francine continues to lean down at her desk. Behavioral Reminder. The teacher makes eye contact with Francine while teaching and puts a finger to his lips to signal that she should stop talking and attend to instruction. The teacher moves her to a seat near the front of the room, away from her friends and close to the teacher. Francine's behaviors improve immediately.
Defusing Techniques.

Based on information gathered during the behavior conference, the teacher decides that Jay needs to meet with a mental health staff member to talk through and resolve his issue from lunch. She issues Jay a pass and he goes to the guidance office. Ultimately, he meets for 20 minutes with the school psychologist, calms down, and is able to return to class.

### Classroom Behavior Incident: Teacher Response Plan

Directions: Complete this form to document strategies used to manage individual students' problem classroom behaviors.

<table>
<thead>
<tr>
<th>Behavior Management Strategy</th>
<th>Details. Include a description of each strategy used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Reminder</td>
<td></td>
</tr>
<tr>
<td>Academic Adjustment</td>
<td></td>
</tr>
<tr>
<td>Environmental Adjustment</td>
<td></td>
</tr>
<tr>
<td>Warning</td>
<td></td>
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<tr>
<td>Time-Out</td>
<td></td>
</tr>
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<td>Response Cost</td>
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<tr>
<td>Behavioral Conference</td>
<td></td>
</tr>
<tr>
<td>Defusing Techniques</td>
<td></td>
</tr>
</tbody>
</table>

Narrative of Incident [Optional]:

www.interventioncentral.org
# Classroom Behavior Incident: Teacher Response Plan

**Directions:** Complete this form to document strategies used to manage individual students’ problem classroom behaviors.

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing Form: ________________</td>
<td>Classroom: _____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior Management Strategy</th>
<th>Details. Include a description of each strategy used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Behavioral Reminder</td>
<td></td>
</tr>
<tr>
<td>2 Academic Adjustment</td>
<td></td>
</tr>
<tr>
<td>3 Instructional Adjustment</td>
<td></td>
</tr>
<tr>
<td>4 Warning</td>
<td></td>
</tr>
<tr>
<td>5 Time-Out</td>
<td></td>
</tr>
<tr>
<td>6 Response Cost</td>
<td></td>
</tr>
<tr>
<td>7 Behavioral Conference</td>
<td></td>
</tr>
<tr>
<td>8 Defusing Techniques</td>
<td></td>
</tr>
</tbody>
</table>

Narrative of incident [Optional]: __________________________________________
__________________________________________________________________________
Group Activity: Develop a Classroom Behavior Response Plan

- Review the 8 general categories of teacher response to problem behaviors.
- Select the top 1-2 categories that you would MOST like to bring to the attention of teachers with whom you work.

Classroom Behavior Incident: Teacher Response Plan

1. Behavior Reminder
2. Academic Adjustment
3. Environmental Adjustment
4. Warning
5. Time-Out
6. Response Cost
7. Behavior Conference
8. Defusing Strategies
Strategies for Non-Compliance.
What are sample strategies that teachers can use when working with non-compliant students?
Behavior Management Strategies: Non-Compliance

Make High-Probability Requests. High-probability requests are a useful technique to motivate students to engage in assigned classwork (Lee, 2006). The teacher first identifies an academic activity in which the student historically shows a low probability of completing because of non-compliance. The teacher then embeds within that low-probability activity an introductory series of simple, brief 'high-probability' requests or tasks that this same student has an established track record of completing (Belfiore, Basile, & Lee, 2008).
HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the ‘low-probability’ assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: To Start Assignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td>‘Take out a piece of paper.’</td>
</tr>
<tr>
<td><strong>Easy</strong></td>
<td>‘Write your name on your paper.’</td>
</tr>
<tr>
<td><strong>Easy</strong></td>
<td>‘Copy the topic description that you see on the board.’</td>
</tr>
<tr>
<td><strong>Challenge</strong></td>
<td>‘Write an introductory paragraph on this topic.’</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: WITHIN AN ASSIGNMENT. The teacher selects a ratio of ‘easy-to-challenge’ problems or items (e.g., 3:1). The instructor then formats the assignment or worksheet according to the ‘easy-to-challenge’ ratio.

### Hi-Prob Requests: Within Assignment

<table>
<thead>
<tr>
<th>Level</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>$12 + 14 = ?$</td>
</tr>
<tr>
<td>Easy</td>
<td>$21 + 8 = ?$</td>
</tr>
<tr>
<td>Easy</td>
<td>$3 + 14 = ?$</td>
</tr>
<tr>
<td>Challenge</td>
<td>$9 \times 7 = ?$</td>
</tr>
</tbody>
</table>
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks. When students engage in disruptive behavior to escape or avoid academic work, the teacher can use 'non-contingent escape breaks':

1. **SELECT A STARTING MINIMUM WORK INTERVAL.** The teacher selects a minimum interval length during which the student is likely to be able consistently 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 THE LENGTH OF ESCAPE BREAKS.** 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.
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks (Cont.)

3. SELECT A TARGET LENGTH FOR WORK INTERVALS. The teacher decides on a reasonable exit goal for student to be able to work without interruption or seeking escape (e.g., 10 minutes).

4. START NON-CONTINGENT ESCAPE 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.
Behavior Management Strategies: Non-Compliance

Schedule Non-Contingent Escape Breaks (Cont.)

5. MAKE INTERVAL ADJUSTMENTS 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 PROGRAM. 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.
Behavior Management Strategies: Non-Compliance

- **Say No With Preferred Alternative.** In preparation, the teacher creates a list of those activities or items preferred by the student that can actually be provided. 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; (3) The teacher offers the student an alternative preferred activity or item in place of that originally requested.
Behavior Management Strategies: Non-Compliance

- **Say No With Preferred Alternative: Example.** 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."
Behavior Management Strategies: Non-Compliance

• ‘Two by Ten’: Structuring Teacher-Student Interactions. The teacher makes a commitment to have a 2-minute conversation with the student across 10 consecutive school days (20 minutes of cumulative positive contact) (Mendler, 2000). This strategy (‘non-contingent teacher attention’) can be helpful with students who lack a positive connection with the teacher.
Behavior Management Strategies: Non-Compliance

Active Response Beads-Time Out

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

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

Active Response Beads-Time Out:

**Preparation.** The teacher makes a sufficient number of sets of Active Response Beads (ARBs) to use in this intervention - depending on whether the strategy is to be used with one student, a small group, or the entire class. The materials needed to create a single Active Response Bead set are:

- ten 3/4-inch/1.9-cm beads with hole drilled through middle
- A 38-cm/15-inch length of cord

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

Active Response Beads-Time Out:

Procedure. The ARB-TO can be used whenever the student displays defiant, non-compliant, acting-out, or escalating behaviors (e.g., refuses to engage in classwork, leaves seat without permission, talks out, makes rude or inappropriate comments or gestures, or engages in less-serious acts of aggression or property destruction).

NOTE: Educators should be aware that the teacher’s role in providing prompts, feedback, and praise to the student throughout the ARB steps is crucial to the intervention's success.

# Active Response Beads-Time Out: 4 Steps

<table>
<thead>
<tr>
<th>1</th>
<th>Teacher Initiates ARB-TO Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong>: The teacher directs the student to &quot;go get an ARB&quot;.</td>
<td></td>
</tr>
<tr>
<td><strong>Student</strong>: The student walks to the teacher’s desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student Uses Active Response Beads</td>
</tr>
</tbody>
</table>

**Teacher:** The teacher praises compliance and directs the student to begin the ARB-TO procedure:

"Thanks for getting your ARB. You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."

**Student:** The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:

- takes a deep breath and slowly releases;
- moves a bead along the cord from the left to the right side of the ARB;
- gradually reduces voice volume--to conclude in a whisper on the last number.

Upon completing the count, the student raises head from desk.

<table>
<thead>
<tr>
<th>3</th>
<th>Student Returns ARB to the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td>The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher</td>
</tr>
<tr>
<td></td>
<td>&quot;Good job using the ARB. Please bring it up to me.&quot;</td>
</tr>
<tr>
<td><strong>Student:</strong></td>
<td>The student gives the teacher the ARB and returns to seat.</td>
</tr>
</tbody>
</table>

Active Response Beads-Time Out: 4 Steps

4. **Teacher Redirects the Student to Academic Task**

**Teacher:** The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.

"Thanks for using the ARB and for returning it to me. Please continue with your assignment/rejoin our activity. I will be over to check on how you are doing in a moment."

**Student:** The student resumes the academic task or rejoin the learning activity.

Active Response Beads-Time Out:

Adaption. Replace Beads With 'Desk Dots'. A low-key adaptation of the ARB-TO is the substitution for the beads of a series of 10 dots numbered in descending order printed on a slip of paper and affixed to the student's desk. The student is then trained, when directed by the teacher, to apply the ARB-TO count-down/calm-down procedure using dots.

Progress-Monitoring. What in an example of a measure that can be used to track the progress of students at risk for behavior or social emotional problems during interventions?
Response to Intervention

Behavior Progress-Monitoring Tools: Daily Report Cards

• **What to assess:** Classroom behaviors are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).
Behavior Progress-Monitoring Tools: Daily Report Cards

- **How to assess and where to find materials:**

  *Behavior report card.* A behavior report card is a type of rating scale that the teacher fills out on a regular basis---e.g., daily---to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007). Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.
Behavior Progress-Monitoring Tools: Daily Report Cards

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

Behavior Report Card Maker

www.interventioncentral.org

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

Report card title
Roy's Behavior Report Card

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

Font family: san serif
Font size: 10 pt

Append signature section

Instructions for report card signer
I have reviewed this completed Behavior Report with my child.

Person to fill out the report card
Mr. Wright

Student's classroom
Room 345

Student's first and last name
Roy Atkins

Gender: male

Parent
Behavior Progress-Monitoring Tools: Daily Report Cards

- **Goal-Setting:** *Behavior Report Cards*

As BRCs are customized rating scales, the teacher selects a response format appropriate to the behavior. The teacher also selects a threshold for appropriate behavior, typically a behavior rating representative of ‘typical’ students in the classroom.

<table>
<thead>
<tr>
<th>Roy completed and turned in his assigned class work on time.</th>
<th>Mon__/<strong>/</strong></th>
<th>Tue__/<strong>/</strong></th>
<th>Wed__/<strong>/</strong></th>
<th>Thu__/<strong>/</strong></th>
<th>Fri__/<strong>/</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the degree to which Roy met the behavior goal?</td>
<td>_____ Pts</td>
<td>_____ Pts</td>
<td>_____ Pts</td>
<td>_____ Pts</td>
<td>_____ Pts</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually/Always</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavior Progress-Monitoring Tools: Daily Report Cards

ITBE: Making the BRC More Reliable. The Individualized Target Behavior Evaluation (ITBE) is a simple Daily Report Card that is structured as follows (Pelham, 2005):

- Rating items are worded to target specific behaviors of the student
- A criterion for success is set for each rating item (e.g., “Follows class rules with no more than 2 rule violations per period.”)
- The response format for each rating item is YES/NO
- The ITBE includes columns to track the student across numerous periods or locations through the day.

**Sample ITBE**

**Ricky: Daily Report Card**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Wright</td>
<td>Classroom: ______________________</td>
</tr>
</tbody>
</table>

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

**Total YES Score: ___**  **Total NO Score: ___**

<table>
<thead>
<tr>
<th>Follows class rules with no more than 2 rule violations per session.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments within the allocated time.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complies with teacher requests. (2 or fewer noncompliance per period)</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation is:

– easy to complete

– a valid and reliable behavior measure

– sensitive to the short-term effects of behavioral interventions and medication

Discussion: Behavior Report Card

• Look over the information about Behavior Report Cards in your packet—pp. 24-27

• What are some ways that you might promote the use of Behavior Report Cards in your school or district?
Behavior Management & Teachers: Next Steps. How can consultants most effectively work with classroom teachers to change their behavior management practices?
"The continued use of ineffective exclusionary practices has very little to do with a student's behavior and very much to do with a teacher's behavior.

- John W. Maag

Mr. Grimes: Redemption
### The Strong Classroom

**Behavior Manager: A Mosaic**

<table>
<thead>
<tr>
<th>Key Principles of Behavior Management</th>
<th>Proactive Classwide Management Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition &amp; Analysis of Student Behaviors</td>
<td>Group Management Strategies</td>
</tr>
<tr>
<td>Willingness to Continually Explore Positive Behavior Management Strategies</td>
<td>Continuum of Within-Classroom Disciplinary Responses</td>
</tr>
</tbody>
</table>

[www.interventioncentral.org](http://www.interventioncentral.org)
The ‘Last Mile’ Problem: Definition

“A phrase used in the telecommunications and technology industries to describe the technologies and processes used to connect the end customer to a communications network.

The last mile is often stated in terms of the "last-mile problem", because the end link between consumers and connectivity has proved to be disproportionately expensive to solve.”

Response to Intervention

Social-Emotional RTI: The ‘Last Mile’

Problem

Federal

IDEIA 2004

State

State Ed Dept

District

School District

School

Campus

Classroom

Classroom

www.interventioncentral.org
Reasons Why Teachers May Use Confrontation or Exclusion from Instruction as Routine Strategies

1. **Defiant Students Can Be Coercive.** Teachers may find themselves pulled into a confrontation with a student because they are not prepared to use defusing or other deflecting strategies. The student controls the interaction (Conroy et al., 2009).

Reasons Why Teachers May Use Confrontation or Exclusion from Instruction as Routine Strategies

2. Teachers Are Reinforced by Use of Punishment. When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor—thus increasing the likelihood that the teacher will use the strategy repeatedly (Maag, 2012).

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

Reasons Why Teachers May Use Confrontation or Exclusion from Instruction as Routine Strategies

4. **Zero Tolerance of Misbehavior is Seen as an Important Teaching Tool.** The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons (Skiba et al., 2006).

Reasons Why Teachers May Use Confrontation or Exclusion from Instruction as Routine Strategies

5. Teachers Don’t Want to Leave Their Disciplinary Comfort Zone. Instructors continue to use punitive disciplinary practices because they are used to them. They resist new practices that fall outside their "comfort zone“ (Maag, 2009).

Response to Intervention

**Activity: Which Reason(s)?**

1. Defiant students can be coercive.
2. Teachers are (negatively) reinforced by the use of punishment.
3. Teachers see that punishment works (at least for 95% of students).
4. Zero-tolerance of misbehavior is seen as an important teaching tool.
5. Teachers don’t want to leave their disciplinary comfort zone.

Reasons Why Teachers May Use Confrontation or Exclusion from Instruction as Routine Strategies

- At your tables, discuss the reasons shared here for why teachers may be reluctant to embrace positive behavior intervention strategies.
- Select 1-2 reasons that you believe might be MOST prevalent in your school or district.