RTI Toolkit: A Practical Guide for Schools

Strategies for Working with the Unmotivated, Non-Compliant, Disorganized, Struggling Student

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Research-Based Components of Effective Academic Interventions

- **'Correctly targeted'**: The intervention is appropriately matched to the student's academic or behavioral needs.

- **'Explicit instruction'**: Student skills have been broken down "into manageable and deliberately sequenced steps and providing overt strategies for students to learn and practice new skills" p.1153

- **'Appropriate level of challenge'**: The student experiences adequate success with the instructional task.

- **'High opportunity to respond':** The student actively responds at a rate frequent enough to promote effective learning.

- **'Feedback':** The student receives prompt performance feedback about the work completed.

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Increasing the Intensity of an Intervention: Key Dimensions

Interventions can move up the RTI Tiers through being intensified across several dimensions, including:

- Student-teacher ratio
- Length of intervention sessions
- Frequency of intervention sessions
- Duration of the intervention period (e.g., extending an intervention from 5 weeks to 10 weeks)
- Type of intervention strategy or materials used
- Motivation strategies

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Establishing a Positive Classroom Climate: Teacher Tips for Managing Group Behaviors

Here are six management tips to create a more smoothly running classroom:

1. Set firm but fair behavioral standards at the start of the school year. Teachers who set firm, reasonable expectations for student behaviors send the message from day one that they expect the classroom to be a place of respect, civility, and learning. As one instructor noted, "First impressions are everything. Students need to know the behavioral boundaries in the classroom—and they can only know them if you show them!"

2. If you teach with others, make sure that all members of the instructional team use consistent discipline practices. Nothing confuses students more than having various members of a teaching team impose different behavioral expectations and consequences. When teachers on a team are inconsistent in how they respond to student misbehavior, the result can be angry and frustrated students. Be proactive. Hold team planning meetings early in the school year to reach agreement on what kinds of negative student misbehavior warrant consequences and what those consequences should be. Write up the results of that discussion as behavior management guidelines. Then monitor to sure that team members follow the plan consistently! (You may want to go a step further and share your behavioral guidelines with your students.)

3. Classroom rules: Keep 'em short and sweet. Classroom rules tend to be most effective when they are few in number (e.g., 3-5) and stated in positive terms whenever possible (e.g., "Work quietly at your desk" rather than "Don't disturb other students!"). Teachers also find that students are more respectful of rules when they have had a voice in coming up with them. Finally, remember to post rules prominently and review them occasionally to 'remind' students that you really do value appropriate behaviors!

4. Get to know your students from the beginning. Students are less likely to misbehave or act disrespectfully toward the teacher if they have a positive relationship with him or her. Teachers can get a jumpstart on getting to know their class as individuals by making up a simple survey for students to complete at the start of the school year. By asking students to answer items such as "What privileges or rewards do you prefer?", "List some learning activities that you enjoy", and "What instructional topics really interest you?", teachers can get interesting insights into their students as well as discover what topics, activities, or rewards are likely to motivate them.

5. Be a role model. Teachers should never forget that they are powerful behavioral role models for their students. Because they shape student behaviors by their own example, teachers should hold themselves to the same standards for civility and respect that they expect of their students. If a classroom rule states, for example, that "In this classroom, we use a respectful tone of voice", the rule applies equally to students and teachers. To quote one teacher with whom we talked, "In the classroom, teachers should aim to treat others consistently, fairly, and respectfully. We are mirrors for our students!"

6. Put together a classroom crisis plan. No teacher likes to imagine that a crisis will occur in his or her classroom, for example, a student suddenly becoming physically threatening. However, instructors who plan their responses to possible crisis situations are much more able to respond quickly and appropriately if and when such events occur. You can take charge of crisis planning by becoming familiar with your school's crisis plan, talking with staff whose rooms are near yours about how you can mutually help one another out in the event of a crisis, and teaching your students how they should respond (e.g., by evacuating the classroom in an orderly fashion) if a crisis situation occurs.

Classroom Ideas to Motivate Unmotivated Learners

Unmotivated learners often display problem classroom behaviors as a consequence of their significant academic delays. Frequently, the student engages in negative behaviors in an attempt to escape or avoid difficult academic assignments. Another reason that students may be unmotivated to learn is that they simply do not care about the existing 'pay-offs' for learning. The prospect of attaining good grades or getting into a good college are outcomes that marginal learners do not find reinforcing-so teachers must think creatively to find techniques to motivate this group of students. And the results are well worth the effort, as students who are motivated to learn tend to show far fewer behavior problems than those who are not.

Consider this useful formula when estimating a particular student's motivation on a learning task. The teacher factors in two dimensions: (1) the student's expectation of success on the task, multiplied by (2) the value that the student places on achieving success on that learning task (Sprick, Borgmeier, & Nolet, 2002). Note that the relationship between the two factors is *multiplicative*. That is, if EITHER of these factors (the student's expectation of success on the task OR the student's valuing of that success) is zero, then the 'motivation' product will also be zero—meaning that the student will have no motivation to put effort into mastering the learning objective. In the real world, this formula translates as follows: (1) Students who have *no* hope of success will lack motivation, no matter how desperately they yearn to master the learning task. (2) Students who possess the ability to master the learning task but place *no* value on doing so will also lack motivation in the classroom.

Teachers typically want students to be motivated to achieve by *intrinsic* (internal) rewards such as a love of learning or the good feeling that comes with mastering a new skill. However, struggling learners often have a long history of negative school experiences and are not likely to experience internal pay-offs for learning. Instead, these marginal students may temporarily need *external* reinforcers that they can earn--such as small material rewards or extra privileges--to motivate them toward learning goals. As the student is motivated by external rewards to achieve greater academic success, the teacher can praise the student for improved performance and also demonstrate to the student that his or her increased effort is predictably paying off in the form of improved grades. Gradually, the teacher will be able to reduce and finally eliminate the external rewards as the student finds the experience of successful learning itself to be reinforcing.

Here are TEN additional ideas to promote student motivation to learn:

1. **Increase 'Reinforcement' Quality of the Classroom**.. If a student appears to be defiant or non-compliant in an effort to escape the classroom, the logical solution is to make the classroom environment and activities more attractive and reinforcing for that student (Dunlap & Kern, 1996; Mayer & Ybarra, 2004). Unfortunately, the student who fails repeatedly at academics can quickly come to view school as punishment. Some ideas to increase motivation to remain in the classroom are to structure lessons or assignments around topics of high interest to the target student, to increase opportunities for cooperative learning (which many students find reinforcing), and to adjust the target student's instruction so that he or she

experiences a high rate of success on classwork and homework.

2. **Offer frequent opportunities for choice***.* Teachers who allow students a degree of choice in structuring their learning activities typically have fewer behavior problems in their classrooms than teachers who do not. (Kern, Bambara, & Fogt, 2002). Providing choices gives students a sense of autonomy and voice in their learning. If students are offered choice in structuring their academic activities, they will frequently select those options that make their learning easier and more manageable. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. An instructor, for example, may teach the class that during any independent assignment, students will always have a chance to (1) choose from at least 2 assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.

3. **Select high-interest or functional learning activities.** Kids are more motivated to learn when their instructional activities are linked to a topic of high interest (Kern, Bambara, & Fogt, 2002). A teacher who discovers that her math group of 7th-graders loves NASCAR racing, for example, may be able to create engaging math problems based on car-racing statistics. Students may also be energized to participate in academic activities if they believe that these activities will give them functional skills that they value (Miller et al., 2003). One instructor assigned to work with a special-education classroom of high school boys with serious behavior problems related that she had great difficulty managing the class-until she realized that each of them wanted to learn to drive. So the teacher brought in copies of the state driver's education manual and that became the instructional text. The students were much better behaved because they were now motivated learners working toward the pragmatic real-world goal of learning to drive!

4. **Incorporate cooperative-learning opportunities into instruction***.* Traditional teacher lecture is frequently associated with high rates of student misbehavior. When misbehavior occurs in a large-group format, it also can have a large negative impact: one acting-out student who gets into a power-struggle with the lecturing instructor will interrupt learning for the entire class. There is evidence, though, that when students are given well-structured assignments and placed into work-pairs or cooperative learning groups, behavior problems typically diminish (Beyda, Zentall, & Ferko, 2002). Furthermore, if a behavior problem should occur while cooperative groups are working together, the teacher is often able to approach and privately redirect the misbehaving student without disrupting learning in the other groups.

5. **Strategically schedule preferred student activities***.* Students can often be motivated to put effort into less-preferred learning activities (e.g., completing independent seatwork) if they know that, once they successfully finish that activity, they will be allowed take part in another more-prized activity (Kazdin, 1989). For example, a teacher may tell her class that only those students who turn in completed assignments after a 30-minute work period will have permission to go to another room to participate in a fun, cooperative learning activity. If scheduling constraints do not allow eligible students to immediately access the more-preferred activity, the teacher can instead give those students a ticket or other token entitling them to

take part in that preferred activity when it can be conveniently scheduled.

6. **Give students frequent feedback about their classroom performance.** Teachers can encourage student motivation by adopting simple-to-understand grading systems that reward student effort as well as work quality (Sprick, Borgmeier, & Nolet, 2002). When systems for grading seem overly complex or the standards for mastery seem out of reach, students can quickly lose interest. Provide students with a brief written explanation of the grading system and review it in class at the start of each semester. Then plan to meet periodically (e.g., every two weeks) with students individually to give them regular feedback about their standing in the course. Students should have rubrics clearly laying out the grading criteria for challenging or complex assignments such as term papers or science labs.

7. **Make a personal connection to motivate difficult students.** One way for adults to instill motivation in students is to converse with them regularly in a respectful and friendly manner while giving them their full attention (Tobin & Sprague, 2002). Students are willing to work harder—even in challenging subjects—when they feel that their teacher genuinely likes and respects them. However, relationship building with uninvested students can be a rocky process at the start and will require the teacher's sustained time and attention. Schools that make the commitment to help instructors to connect with unmotivated students must find creative ways to increase the time allocated to teachers to work individually or in small groups with these targeted at-risk students.

8. **Reduce the 'effort' needed to complete an academic assignment.** Research indicates that the amount of effort needed to undertake an activity (effort threshold) will play an important role in how motivated a person is to attempt the activity in the first place (Friman & Poling, 1995). If a task is made easier, people will more willingly attempt it. Teachers and parents can use this well-documented (and common-sense) fact to increase a student's willingness to engage in academics. For example, a difficult and complex task (e.g., researching and writing a term paper) can broken down into easier-to-accomplish sub-steps for the student to complete as separate assignments.

9. **Create in-class incentives or pay-offs for learning.** Learning is a motivating activity when the student is invested in short- or long-term payoffs for mastering the material being taught. Teachers can create additional incentives in the classroom that can motivate struggling learners. Here are some ideas: (1) Reward student effort along with quality of completed work. (One way to do this is to use frequent encouragement for good effort along with praise for finished work.) (2) Build in short-term rewards (e.g., increased free time, pencils, positive note home) for student effort, work completion. Create high-visibility location for displaying student work (e.g., bulletin board, web site). (3) Encourage students to select their own best work to be posted. Have students monitor their own progress in accuracy/work completion. For example, have students create graphs charting homework assignments turned in. Tie student-monitored performance to reward programs.

10. **Encourage student input into classroom routines and learning activities.** Teachers can 'light the spark' of motivation in their classroom by giving students a prominent voice in

learning activities. As a homework assignment, for example, you might encourage students to submit sample questions for an upcoming test—and regularly select several of those student-generated items to incorporate into actual tests. You might have the class collaborate with you in making decisions about a major learning activity (for example, selecting the location for a field trip and deciding on the student assignment that is to be the outcome of that excursion). You might hand out a brief 'learning style' questionnaire to query students about their preferred methods for having information presented in class (lecture, small-group, independent work, about the manner in which they would like to see review activities such as tests and quizzes structured, and so on. Teachers who sincerely seek student input into how the class is run can increase the motivation level of even the more marginal, at-risk students.

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Effective Teacher Commands: Establishing Classroom Control

As classroom managers, teachers regularly use commands to direct students to start and stop activities. Instructors find commands to be a crucial tool for classroom management, serving as instructional signals that help students to conform to the teacher's expectations for appropriate behaviors.   Teachers frequently dilute the power of their classroom commands, however, by:

- presenting commands as questions or polite requests. Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, "Tanya, could you mind keeping your voice down so that other students can study?" should not be surprised if the student replies, "No, thank you. I would prefer to talk!"

- stating commands in vague terms. A student may ignore a command such as "Get your work done!" because it does not state specifically what behaviors the teacher expects of the student.

Effective Teacher Commands…
- Are brief
- Are delivered one at a time Use specific language so that the student clearly understands the request
- Avoid an authoritarian, "Do it my way or else!" tone of voice
- Avoid strong negative emotion or sarcasm
- Are stated as directives rather than as questions
- Avoid long explanations or justifications (and present any explanation before the command rather than after it).
- Allow the student a short but reasonable amount of time to comply without additional teacher comments or directives

- following up commands with excessive justifications or explanations.   Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread the explanation and even forget the command that preceded it!   Using Effective Commands Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1992):

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Effective teacher commands:

- are brief.   Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.

- are delivered one task or objective at a time. When a command contains multi-step directions, students can mishear, misinterpret, or forget key steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!

- are delivered in a matter-of-fact, businesslike tone. Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.

- are stated as directives rather than questions. Perhaps to be polite, teachers may phrase commands as questions (e.g., "Could we all take out our math books now?"). A danger in using 'question-commands' is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.

- avoid long explanations or justifications. When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.

- give the student a reasonable amount of time to comply. Once the teacher has given a command, he or she should give the student a reasonable timespan (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or other wise distract the student.

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Good Behavior Game: A Tier 1 (Classroom) Whole-Group Method for Enhancing Student Attending & Work Completion

The Good Behavior Game is an approach to the management of classrooms behaviors that rewards children for displaying appropriate on-task behaviors during instructional times.

The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of points at the Game's conclusion each day wins a group reward. If both teams keep their points below a preset level, then both teams share in the reward.

The program was first tested in 1969; several research articles have confirmed that the Game is an effective means of increasing the rate of on-task behaviors while reducing disruptions in the classroom (Barrish, Saunders, & Wolf, 1969; Harris & Sherman, 1973; Medland & Stachnik, 1972).

The process of introducing the Good Behavior Game into a classroom is a relatively simple procedure. There are five steps involved in putting the Game into practice.

Steps in Implementing This Intervention:

1. *Decide when to schedule the Game.* The teacher first decides during what period(s) of the school day the Game will be played. As a rule of thumb, instructors should pick those times when the entire class is expected to show appropriate academic behaviors. Blocks of time devoted to reading, math, content instruction, and independent seatwork would be most appropriate for putting the Game into effect.

2. *Clearly define the negative behaviors that will be scored during the Game.* Teachers who have used the Good behavior Game typically define three types of negative behavior that will be scored whenever they appear during the Game. Those behaviors are:
   - leaving one's seat,
   - talking out, and
   - engaging in disruptive behavior.

   Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the teacher. Related behaviors, such as "scootching" one's seat toward another desk are usually scored as out-of-seat. Instructors often build in certain exceptions to this rule. For example, in some classrooms, children can take a pass to the bathroom, approach the teacher's desk for additional help, or move from one work site to another in the room without permission as long as these movements are conducted quietly and are a part of the accepted classroom routine. Children who leave their seats intending to complete an allowed activity but find that they cannot (e.g., walking toward the teacher's desk and then noticing that another student is already there) are not scored as being out of their seat if they quickly and quietly return to their desk.

Talking-out behavior is defined as any incident of talking out loud without the permission of the instructor. Permission is gained by raising one's hand and first being recognized by the teacher before speaking. Any type of unauthorized vocalization within the hearing of the instructor is scored as talking out, including shouts, nonsense noises (e.g., growling, howling, whistling), whispers, and talking while one's hand is raised.

Disruptive behavior consists of any movement or act that is judged by the teacher to be disruptive of classroom instruction. For example, knocking on a table, looking around the room, tearing up paper, passing notes, or playing with toys at one's desk would all be scored as disruptive behaviors. A good rule of thumb would be to regard as disruptive behavior any action that does not fall under another category but is perceived by the teacher as annoying or distracting.

3. *Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.* Teachers will need to choose rewards that they feel will effectively motivate students to take part in the Game. Most often, instructors use free time as a daily reward, since children often find it motivating. To cite a single example, one teacher's reward system included giving her daily 4th-grade Game winners the privilege of wearing a "victory tag," putting a star next to their names on a "Winner's Chart," lining up first for lunch, and getting 30 minutes of time at the end of the day to work on fun, educationally related topics. When choosing rewards, instructors are advised to consider using reinforcers that fit naturally into the context and mission of a classroom. For example, allowing winners to play quietly together at the end of the school day may help to promote social skills, but dispensing material rewards (e.g., comic books) to winners would probably be less likely to contribute directly to educational and social goals. Of course, if both teams win on a given day or a given week, the members of those teams all receive the same rewards.

4. *Introduce the Game to the class.* Once behaviors have been selected and clearly defined by the teacher, the next step is to introduce the Game to the class. Ideally, time should be set aside for an initial group discussion. The teacher mentions that the class will be playing a game and presents a schedule clearly setting forth the instructional times during which the game will be in effect. The teacher next divides the classroom into two teams. For ease of recording, it is usually recommended that the instructor divide the class down the center of the room into roughly equal halves. Some teachers have used three teams successfully as well. To build a sense of team spirit, students may be encouraged to name their groups. The children are informed that certain types of behavior (i.e., leaving one's seat or talking without permission, and engaging in disruptive behaviors) will earn points for the team to which they belong. Students are also told that both teams can win if they earn no more than a certain number of points (e.g., 4 points maximum per day). If both teams happen to exceed 4 points, then the team with the lowest total at the end of the day is the winner. In case of a tie, both teams earn the reward. The instructor is the final judge of whether a behavior is to be scored. (As an option, students can also be told that the team with the fewest number of points at the end of the week will win an additional reward.)It is a good idea when introducing the Game to students to clearly review examples of acceptable and unacceptable behaviors. After all, it is important that all children know the rules before the Game begins. To more effectively illustrate those rules, children may be recruited to demonstrate acceptable and unacceptable behaviors, or the teacher may describe a

number of behaviors and ask the class to decide with a show of hands whether such behaviors are to be scored or not.

5. *Put the Game into effect.* The instructor is now ready to start the Game. During those times that the game is in effect in the classroom, the teacher continues to carry out his or her usual instructional practices. The only alteration in the routine is that the instructor is also noting and publicly recording any negative points incurred by either team. Instructors might want to post scores on the blackboard or on a large piece of paper visible to everyone in the room. If working with children in a small group, the instructor can record negative behaviors on a small note pad and later transfer them to the blackboard. Teachers can also choose to publicly announce when another point has been earned as a reminder to the class about acceptable behavior. It is helpful to keep a weekly tally of points for each team, especially if teams are competing for weekly as well as daily rewards. Care should be taken to be as consistent as possible in scoring negative behaviors. Winning teams should be praised as well as rewarded for their efforts, with that praise tied when possible to specifically observed behaviors. Instructors may want to alter the Game somewhat as necessary (e.g., changing rewards or more carefully defining acceptable and unacceptable behaviors with students). Obviously, any alteration of the Game, no matter how small, should be shared with the classroom before being put into effect.

Troubleshooting: How to Deal With Common Problems in Using the 'Good Behavior Game'

Q: What should I do if a small number of students try to sabotage the game for other children by deliberately acting out and earning penalty points for their team?

If a small number of students are earning a large number of points during the Game, consider forming them into a separate team. While not the norm, occasionally a single student or small group of children may be tempted to undermine the Game by deliberately incurring a large number of penalty points for their teams. (Such children may find the resulting negative social attention of other members of their team to be its own reward!) A simple remedy for this problem is to modify the Game by making those disruptive students into a separate team. The Game will continue unchanged, except that your room will now have three teams rather than two competing for rewards.

Q: I have used the Good Behavior Game for a while and have found it to be effective. But lately it doesn't seem to have the same impact on my students. What do you recommend?

If the Good Behavior Game appears to be losing effectiveness over time, be sure that you are consistently noting and assigning team points for inappropriate behaviors and that you are avoiding verbal arguments with students. It is very important that points be assigned consistently when you witness inappropriate behavior; otherwise, the Game may not bring about the expected behavioral improvement among your students. Teachers using the Game sometimes find it helpful to have another adult familiar with the Good Behavior Game observe them and offer feedback about their consistency in assigning points and success in avoiding negative verbal exchanges with students.

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Finding the Spark: **More Ideas for Building Student Motivation**

Teachers can feel overwhelmed when faced with students who are unmotivated to learn. The task becomes less daunting, though, when teachers realize that they can boost student motivation in five important ways: by (1) making positive changes to the learning environment, (2) fostering a sense of community in the classroom, (3) enhancing the interest of classroom activities, (4) responding to individual learning challenges, and (5) building in additional outcomes/pay-offs for learning. Here are some ideas:

Learning Environment
The setting in which we work can encourage us to give our best effort or discourage us from even trying to perform.
Ideas to motivate by influencing factors in the student's environment:
- Reduce distractions in the classroom.
- Create a consistent room arrangement, with predictable materials and routines.
- Let students choose their seat location and study partners.
- Enlist students to come up with rules and guidelines for effective classroom learning.
- Create a memory-friendly classroom. Post assignments and due dates, written steps for multi-step tasks, etc.
- Use a mix of verbal and environmental cues to keep students focused and on-task.
- Hold class in different locations occasionally ("within-building field trip"). For example, think about 'swapping' classrooms with another teacher on a given day.
- Ask for student advice on how to make the classroom a more inviting and useful learning environment.

Classroom Community
We define ourselves in relation to others through social relationships. These connections are a central motivator for most people.
Ideas to motivate by fostering a sense of a learning community:
- Be as inviting a person as possible by actively listening to students and acknowledging their contributions.
- Greet students at the classroom door. 'Check in' briefly with students at the start and end of a work period.
- Ask students to complete a learning-preferences questionnaire.
- Assign 'study buddies' who help each other to get organized, start work projects, encourage one another, and provide peer feedback.
- Train students to be peer editors or evaluators of others' assignments.
- Hold weekly 5-minute 'micro-meetings' with the group or class. Check in with the group about topics or issues important to them. Record important points brought up and get back to students if necessary.
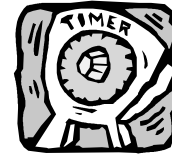
- Keep 'dialog journals'. Have students write daily or weekly comments in a journal to be kept in class. Respond to student comments with short comments of your own.
- Circulate through the classroom. Be interactive and visible to kids. Use words of praise and encouragement.

Academic Activities
Motivated students are engaged in interesting activities that guarantee a high success rate and relate to real-world issues.
Ideas to motivate through selection and development of learning activities:
- Use humor.
- Keep miscellaneous work supplies on hand (e.g., paper, pencils, etc.) for students to borrow.
- Set a timer (e.g., for 60 seconds) and challenge students to finish routine tasks or transition between activities before timer runs out.
- Set up academic 'culminating event' fieldtrips. On these fieldtrips, have students use skills learned in class (e.g., drafting questions in social studies to be used in an interview with a member of city government).
- Invite interesting guest speakers into the classroom to speak on academic topics. Prepare index cards with review questions and answers based on material covered in class. Have guest speaker 'quiz' teams; award points to teams based on their mastery of material.
- Offer students meaningful choice in setting up their assignments (e.g., selection of work materials, type of activity).
- Select fun, imaginative activities for reviewing academic material. In order to get students to assemble material for a research paper, for example, you might send them to the library on a fact-finding 'scavenger hunt.'
- Encourage active student participation.
- Use motivating 'real-world' examples for review, quiz, or test items.
- Keep instructions and assignments short. Have students repeat instructions back.
- Celebrate student achievement.
- Celebrate mistakes as opportunities for learning.
- Prior to assignments, have students set their own short-term work or learning goals. Periodically, have students rate their own progress toward their self-selected goals.
- Structure work period so that more difficult activities are in the middle, with easier tasks at the start and end.
- Liven potentially dull student review activities by conducting them as class-wide or small-group drills. Use a game format to maintain interest.
- Use novel, interesting materials for instruction.
- Allow students to set their own pace for completing work.
- Select activities that make a community contribution. Students may, for instance, work on writing skills by publishing a monthly newsletter for the 7th grade.

Learning Challenges
Every learner presents a unique profile of strengths and weaknesses. We unlock motivation when we acknowledge and address unique learning profiles.
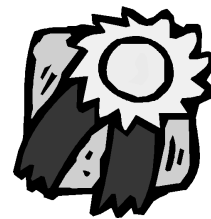Ideas to motivate by accommodating challenges to learning:

- Avoid 'stigmatizing' as low performers those students who require remedial academic support.
- Lead students through the first part of an assignment as a group before having them complete it independently.
- If an assignment requires use of new or difficult terms or concepts, first pre-teach or preview this material.
- Make the classroom a 'safe' setting in which in which students can identify and work on their own skill deficits.
- Give students credit and recognition for effort on assignments as well as for mastery of content.
- Be honest in telling students how challenging a topic or activity is likely to be to master. Never downplay the difficulty of an assignment!
- Use a 'think-aloud' approach when introducing a skill or strategy.
- Select academic activities that guarantee a high degree of student success.
- Allow students to take a brief break when tired or frustrated.
- Help students to get organized and started on an activity.
- Have students keep a schedule of work assignments and due dates.
- Encourage students to use memory aids such as notes and lists.
- Assist students in breaking large, multi-step tasks into smaller subtasks. Have students write those subtasks down as a personal 'to-do' list.
- Teach students to use a notebook organizer.
- Give reminders of upcoming transitions between activities.
- Help students to highlight key information to be remembered.
- Provide frequent review of key concepts.
- Periodically remind students of timeline of upcoming assignments.

Outcomes/Payoffs for Learning

Learning is a motivating activity when the learner can count on short- or long-term payoffs for mastering the material being taught.

Ideas to motivate by arranging or emphasizing payoffs to the student for successful learning:

- Reward student *effort* along with *quality* of completed work. (One way to do this is to use frequent *encouragement* for good effort along with *praise* for finished work.)
- Build in short-term rewards (e.g., increased free time, pencils, positive note home) for student effort, work completion.
- Create high-visibility location for displaying student work (e.g., bulletin board, web site). Encourage students to select their own best work to be posted.
- Have students monitor their own progress in accuracy/work completion. For example, have students create graphs charting homework assignments turned in. Tie student-monitored performance to reward programs.

Acknowledgements
Thanks to school psychologist Kelly Malone for selecting the graphics that appear in this handout!

Faulty Thinking: A Challenge to Student Motivation

Often, a key to unlocking students' motivation to learn is to prompt them to change their attitudes about their own abilities as learners. Here are some ideas (Linnenbrink & Pintrich, 2002) for helping difficult-to-teach students to think like empowered learners.

Assessing Students' Ideas About Academic Self-Efficacy. Self-efficacy is the student's view of his or her own abilities specific to learning. (This term should not be confused with self-esteem, which represents the student's global view of his or her self-worth.)   Teachers can tap students' impressions of self-efficacy by asking them to 'think aloud' about their abilities in the academic area of interest. Instructors will find the information that they have collected to be most useful if students are encouraged to:

- talk about their perceived strengths and weaknesses as learners in particular subject areas
- give examples (with details) about specific successes and failures that they have experienced on academic assignments present strategies (if any) that they typically use to
- complete a range of common academic tasks (e.g., undertaking a term paper, completing a chemistry lab exercise, doing homework)
- disclose their routine for preparing for quizzes and tests.

As a student articulates attitudes toward learning and describes techniques that he or she uses as an independent learner, the teacher can use this information to identify whether a low sense of academic self-efficacy may be holding the student back. The teacher can also diagnose possible gaps in the student's study skills and take steps to help the student to remediate those gaps.

Motivating Students: 'Catch' vs. 'Hold' Factors. When working with difficult-to-teach students, teachers should expect that they must first catch the learners' attention before they can hold these students' focus on a learning task.

'Catch' factors are those that grab the student's attention. Fun academic activities (e.g., reviewing quiz material in a Jeopardy-game format) and educational computer games with eye-catching graphics are examples of educational experiences with high 'catch' potential. 'Hold' factors are those that encourage the student to invest time and effort in a learning activity. Activities commonly tend to 'hold' students when they provide ongoing natural rewards for continued participation. A student who likes to interact with peers, for example, might have his or her attention 'held' by a cooperative-learning activity, while the student who has an intense interest in NASCAR racing may put substantial effort into a math lesson if the lesson 'catches' the student's interest by allowing him or her to compute useful racing statistics.

Teachers wishing to capture and maintain students' attention over time can structure learning activities so that they start with high-interest 'catch' features, then transition to include more

sustainable 'hold' features. A teacher may decide to review math vocabulary with the class, for example, by first sending students individually around the school on a 'scavenger hunt' to collect examples of math vocabulary posted on walls and bulletin boards ('catch' activity). Once the students have returned to the classroom, the teacher might organize them into groups, have each group compile a master-list of their math vocabulary words, and define the math operation(s) to which each word is linked ('hold' activity).

How Attributions About Learning Contribute to Academic Outcomes. Attribution theory suggests that people regularly make 'attributions' about events and situations in which they are involved that in turn help them to explain and make sense of those happenings. The attributions that one makes about one's academic skills are not objective facts; rather, they are highly subjective, personal interpretations colored by one's personal biases and past learning history. One useful framework for analyzing attributions examines the student's belief about whether a given learning event or situation is stable, occurs within or outside of the student, and can be controlled by the student. (See *Attribution Theory* table.)

Attribution Theory: Dimensions Affecting Student Interpretation of Academic Successes & Failures (Linnenbrink & Pintrich, 2002)

The situation or event is…	
• Unstable (changes often)	• Stable (can be counted on to remain relatively unchanged)
• Internal (within the student)	• External (occurring in the surrounding environment)
• Uncontrollable (beyond the ability of the student to influence)	• Controllable (within the student's ability to influence)

A student's faulty attributions can undercut his or her academic success. For example, a student who says that she failed a math quiz because she is 'stupid and can never learn math' (stable, internal, uncontrollable) will probably be very unmotivated to attempt future math problems without considerable support and encouragement. Teachers can learn a great deal of useful information when they encourage students to share their attributions about academic events at which they were successful or unsuccessful. When appropriate, the teacher may even work with the student to reshape attributions to be more positive, adaptive, and realistic.

To revisit our example of the math student who attributes poor academic performance to her 'stupidity' in math, the teacher may point out specific math strategies that the student has mastered (internal, stable, controllable) or demonstrate how the student can improve learning by increasing the structure of her homework time and setting (external, stable, controllable).

Linnenbrink, E.A., & Pintrich, P.R. (2002). Motivation as an enabler for academic success. *School Psychology Review, 31,* 313-327.

Creating Reward Menus That Motivate: Tips for Teachers

Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions.

Choosing rewards to use as incentives for a student intervention may seem simple and straightforward. A reinforcer, however, probably will not be successful unless it passes three important tests:

- Acceptability Test. Does the teacher approve of using the reinforcer with this child? Are parent(s) likely to approve the use of the reinforcer with their child?

- Availability Test. Is the reinforcer typically available in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?

- Motivation Test. Does the child find the reinforcer to be motivating?

Reward systems are usually most powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful choice of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward.

However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Creating a 'Reward Deck.' A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices typically available in school settings. (Instructors can use the comprehensive sampling of possible school rewards that appears in the next section: Jackpot! Ideas for Classroom Rewards.). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.

2. The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck'

3. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may

screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)

4. The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward a lot, (b) likes the reward a little, or (c) doesn't care for the reward. The teacher sorts the reward options into three piles that match these rating categories.   The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as well.

5. (Optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.

Troubleshooting Reward Programs: A Teacher's Guide

My reward program worked for a while but now it doesn't seem to be very effective.	There are several possible reasons why a reward program might begin to lose its effectiveness. You may want to experiment with changing aspects of the program until you find what is effective: • **The student has lost interest in the current rewards.** Some students need to be given new reward choices more frequently than do typical children. Every so often, make a point to readminister the 'reward deck' or a reward inventory to the student to update his or her list of preferred rewards. • **You have become inconsistent in administering the reward program.** Classrooms are busy places—so it is natural for the person who runs a reward program occasionally to forget to assign a point or give a reward. If the program is administered *too* inconsistently, though, it can stop working. Remember: a reward program is like a contract: its power depends entirely on how reliably it is enforced. Reflect on your actions and decide whether you may have inadvertently begun to 'drift' from the program. Common problems that crop up include the adult being inconsistent in assigning points for positive behaviors or deducting points for negative behaviors, failing to record assigned points on a chart or graph, neglecting to give the student a chance to redeem points for rewards, and not having agreed-upon rewards available for the student.
I can't seem to find rewards that the student actually finds reinforcing.	Students vary a great deal in what kinds of activities, events, or opportunities they might find rewarding. No single reward choice appeals to every student. Here are some ideas to help you to figure out rewards that are likely to appeal even to picky students: • **Ask the student to write down or tell you some activities that he or she likes to do.** Use this list as a starting point to generate ideas for possible rewards. • **Observe the activities the student picks out during free or unstructured time.** Those

	activities that people typically do in their free time are those that they probably find appealing. If the student spends most of his or her free time 'hanging out' with other kids, for instance, you can probably think up socially oriented rewards for that student. • **Ask the student's previous teachers, parent, or other significant adult what activities or rewards the student likes.** Other people who have known the student for a significant length of time may have useful insights into what rewards the student will find motivating.
My student argues with me every time I use the reward program.	Sometimes students will verbally challenge you—insisting, for example, that you should award a point that you believe they did not earn. Here are a couple of suggestions to reduce or eliminate such arguing: • **Build a negative consequence for "arguing" into the reward program.** Explain to the student that you will impose a consequence whenever the student argues or verbally challenges your decisions about the reward program. You might choose, for example, to deduct a point from the student's total whenever he or she argues or suspend the reward program for 15 minutes (so that the student cannot earn points) whenever the student argues with you. • **Avoid becoming an active participant in the argument.** It takes two to argue. As the adult, you can control student interactions by refusing to get pulled into arguments. If possible, keep your responses brief and your emotional state neutral. • **Examine the quality of your own interactions with the student.** Students are most likely to argue with adults when they feel that they have been treated unfairly or ignored. Analyze your interactions with the student to be sure that you are not expressing anger or annoyance and that you do not use sarcasm. Consider offering the student positive opportunities to share his or her feelings or opinions with you (e.g., writing a letter, participating in a class meeting). Be sure that you are enforcing the terms of the reward program fairly--in particular, giving the student appropriate credit for good behaviors.
Other school staff or parents sometimes disagree with the rewards that I choose.	A complicating factor in setting up reward programs is that other adults may disapprove of those rewards that you have selected. For instance, a principal may be unhappy with a teacher who rewards a student with gum for good behavior, because the school has a "no gum

	chewing" policy.
	• **Preview potentially controversial rewards with fellow staff, school administrators, and/or the student's parents.** When in doubt, check with the school principal, other teaching staff and the student's parent about the acceptability of a specific reward idea.
	• **Try to use pro-social and pro-educational reward choices whenever possible.** No one objects to student rewards that build social or academic skills. If a student were motivated to play an educational math game on the computer as a reward, for example, this academic reward would usually be preferable to offering the student a food treat. In short, if you know that non-controversial rewards work for a student, use them.
	• **Document past reward efforts.** While most students can be motivated using traditional, education-friendly rewards, you will occasionally come across students who will strive only for rewards that others might regard as less acceptable (e.g., candy, coupons to skip homework). Sometimes these 'intervention-resistant' students have special needs and simply do not respond to those more typical rewards that normally shape kids' behavior. If you wish to make the case to other adults about the need to use controversial rewards with 'intervention-resistant' children, it may help to document that your previous attempts to use more typical rewards had been unsuccessful.
	• **Educate staff about special-needs students**. You may also need to educate school staff about how a child's special needs may cause him or her to react to rewards in a manner different from more typical students. A teacher may observe, for example, that a child with substantial cognitive deficits is motivated only by a chance to earn snacks—even though his more typical age-peers regularly select social activities as rewards. The target student's intellectual deficits and relative emotional immaturity can help to explain why he is drawn to rewards more typical of a younger child.
I am going broke trying to buy rewards for students!	It can be costly to provide motivating rewards for individual students, let alone a whole classroom! Some suggestions:
	• **Use a raffle-ticket reward system**. One cost-saving idea for group rewards that can make your prizes go farther is to design an attractive paper raffle ticket, which has a space for the student's name. Whenever the student earns a point for good behavior, have the

student write his or her name on the ticket and toss it into a fishbowl or other container. Hold regular drawings, awarding prizes to those students whose tickets are selected.

- **Give 'Activity Coupons'.** Many of the most effective student rewards are activities that are readily obtainable in a school setting. Make a list of all of the rewarding opportunities that you or your fellow teachers and administrators can make available as prizes. For instance, one school may identify "Reading to kindergarten students during their Story Time" or "Delivering morning announcements" as potentially motivating activities. For each activity, create an 'Activity Coupon' that describes the activity and the number of points required to earn it. Students can redeem good-behavior points that they have collected for any Activity Coupon that they can afford.

- **Build a reward program around a 'prize box'.** Like most of us, students find novelty itself to be a motivating experience. You can use a prize box to build some excitement into a reward program, without having to purchase big-ticket items. First, decorate a large sturdy box. Fill the box with inexpensive prizes that students might find motivating (e.g., small toys, stickers). (You can even supplement the contents of the prize box with fun promotional items such as key chains or pencils.) When students earn a pre-determined number of points, they can draw the prize of choice from the box.

Behavior Contracts

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

Steps in Implementing This Intervention

The teacher decides which specific behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic or pro-social behaviors. For example, an instructor may be concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher's concern that the student talks out may be restated positively as "The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an answer or comment." In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioral contract.

The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff members and perhaps the student's parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

- a listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.

- a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."

- the conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."

- bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional 'pay-off' for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.

- areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student's parent(s).

Hints for Using Behavior Contracts

Behavior contracts can be useful when the student has behavioral problems in school locations other than the classroom (e.g., art room, cafeteria). Once a behavior contract has proven effective in the classroom, the instructor can meet with the student to extend the terms of the contract across multiple settings. Adults in these other school locations would then be responsible for rating the student's behaviors during the time that the student is with them.

For example, a goal may be stated in the contract that a student "will participate in class activities, raising his hand, and being recognized by the classroom or specials teacher before offering an answer or comment." Art, gym, or library instructors would then rate the student's behaviors in these out-of-class settings and share these ratings with the classroom teacher.

Troubleshooting: How to Deal With Common Problems in Using Behavior Contracts

Q: What do I do if I find that the behavior contract fails to work?

There may be several possible explanations why a behavior contract is ineffective:

Students may not be invested in abiding by the terms of the contract because they did not have a significant role in its creation. If this is the case, students should be consulted and their input should be incorporated into a revised contract.

The rewards that can be earned through the contract may not sufficiently motivate students to cause them to change their behavior. The teacher should review the list of rewards with students, note those rewards that students indicate they would find most appealing, and revise the reward list to include choices selected by the students.

Points and rewards may not be awarded frequently enough to motivate the student. Each person reacts in his or her own way to reward systems such as behavior contracts; some must have rewards delivered at a frequent rate in order for those rewards to have power sufficient to shape these students' behavior. The instructor can try altering the contract to increase the rate at which

points and rewards are given to see if these changes increase student motivation to follow the behavior contract. (NOTE: Once the behavior contract proves effective, the teacher can gradually cut back the rate of rewards to a level that is more easily managed.)

Q: How do I respond if the student starts to argue with me about the terms of the contract?

It is not unusual--especially when a behavior contract is first introduced--for the teacher and student to have honest disagreements about the interpretation of its terms. If this occurs, the teacher will probably want to have a conference with the student to clarify the contract's language and meaning. Occasionally, though, students may continue to argue with the instructor about alleged unfairness in how the teacher enforces the contract--even after the teacher has attempted to clarify the contract's terms. If the student becomes overly antagonistic, the teacher may simply decide to suspend the contract because it is not improving the student's behavior. Or the instructor may instead add a behavioral goal or penalty clause to the contract that the student will not argue with the teacher about the terms or enforcement of the contract.
Hints for Using Behavior Contracts

Effective Dates: From <u>10/20/99</u> to <u>12/20/99</u>

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

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When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than <u>5</u> times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when be fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it..

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

Parent Signature: _____

Response Effort

The amount of effort that a person must put forth to successfully complete a specific behavior has a direct impact on the frequency that the person will engage in that behavior. As the 'response effort' required to carry out a behavior increases, a person is generally less likely to show that behavior; conversely, as the response effort decreases, a person will be more likely to engage in that behavior. To use one example, a student will probably read more frequently if a book is stored in his or her school desk than if the child must walk to a different floor of the school building and get access to a locked cabinet whenever the student wants to read a book.

As a behavior-management tool, response effort seems like simple common sense: We engage less in behaviors that we find hard to accomplish. Teachers often forget, however, that response effort can be a useful part of a larger intervention plan. To put it simply, teachers can boost the chances that a student will take part in desired behaviors (e.g., completing homework or interacting appropriately with peers) by making these behaviors easy and convenient to take part in. However, if teachers want to reduce the frequency of a behavior (e.g., a child's running from the classroom), they can accomplish this by making the behavior more difficult to achieve (e.g., seating the child at the rear of the room, far from the classroom door).

Steps in Implementing This Intervention

The teacher selects either an undesirable behavior to decrease or a desirable behavior to increase. By varying response effort required to complete a behavior, the teacher can influence the frequency of a child's targeted behavior, making it likely to appear more often or less often. First, however, the teacher must select a behavioral target to increase or decrease.

(Optional) If necessary, the teacher breaks the behavioral target into more manageable sub-steps. Some school behavioral goals are global and consist of many sub-steps. For instance, a goal that "the student will complete all school assignments during seatwork time" could be further sub-divided into: (1) The student will organized her work materials prior to starting seatwork, (2) If she encounters a work item that she does not understand, the student will use independent problem-solving skills prior to approaching the teacher for help; and several other key sub-steps. Breaking larger behavior goals into smaller steps will make it easier for the teacher to decide how to manipulate the response effort required to carry out each sub-step.

The teacher chooses ways to alter the response effort required to complete each selected behavior or behavior sub-step. This final step is best demonstrated through examples:

Increasing response effort to reduce the rate of an undesirable behavior. Putting a physical barrier between a student and an activity, imposing a wait-time before a student can take part in an activity are examples of an increase in response effort.

Example: A teacher finds that one of her students sits down at a computer in her room whenever he can find an opportunity to use a spelling-word program that presents lessons in a game-like format. While the teacher is happy to see that the student enjoys using the academic software, she finds that his frequent use of the computer interferes with his completion of other important school

work. She has already broken down the student's behavior, "using the computer", into two sub-steps, "sitting down at the computer" and "starting the spelling software program". While observing the student, though, the teacher notes that the computer is left on in the classroom during the entire school day, making it very convenient for the student to use it at inappropriate times. The teacher decides to increase the response effort needed to use the computer by leaving it turned off when not in use. The student must now switch on the computer and wait for it to boot up before he can use it, a procedure that takes about 2 minutes. Several days later, the teacher notes that the student's rate of unauthorized computer use has dropped significantly because the 'effort' (increased wait-time) to use the computer has increased.

Reducing response effort to increase the rate of a desirable behavior. Putting instructional supplies within convenient reach and having an older peer help a child to organize study materials are examples of a decrease in response effort.
Example: The instructor wants to encourage children in his classroom to read more. After analyzing the current opportunities that children have for getting and reading books in school, the instructor realizes both that students do not have comfortable places to read in the classroom and that, with the current schedule they can get the the school library only once per week. The teacher creates a reading corner in his room, with an old but serviceable couch, reading lamps, and a shelf with paperback titles popular with his class. The teacher also arranges with the school's library media specialist to allow his students to drop by daily to check out books. By creating both a more comfortable reading location and easier access to books, the teacher is able to lower the threshold of effort needed to read. As a result, his students read more in the classroom.

Troubleshooting: How to Deal With Common Problems in Using Response Effort

Q: I like the concept of response effort as a behavior management approach, but I am not sure just how it would fit into my classroom routine. Is response effort only used alone or can it be combined with other intervention ideas?

Creative teachers will probably find many uses for response effort, both alone and in combination with other interventions. Here is one idea: A teacher might identify an activity that she wants to reduce (e.g., student playing with small toys stored in his desk). If the teacher already has a token/reward system in place for this student, she may forbid the student from playing with toys during the school day but allow the student to redeem a certain number of points or tokens to buy opportunities to play with his toys during free periods. By redefining the undesirable activity to the status of a reward that must be purchased, the teacher has increased the response effort needed for the student to access the activity. It is likely that the student's frequency of playing with toys will drop as a result.

School-Wide Strategies for Managing...
OFF-TASK / INATTENTION
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Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. Inattention may be a symptom of an underlying condition such as Attention Deficit Hyperactivity Disorder. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts. Or the student may be off-task because the teacher's lesson was poorly planned or presented in a disorganized manner. It is also important to remember that even children with ADHD are influenced by factors in their classroom setting and that these students' level of attention is at least partly determined by the learning environment. Teachers who focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider to boost rates of student attending and on-task behavior:

Capture Students' Attention Before Giving Directions *(Ford, Olmi, Edwards, & Tingstrom, 2001; Martens & Kelly, 1993)*. Gain the student's attention before giving directions and use other strategies to ensure the student's full understanding of them. When giving directions to an individual student, call the student by name and establish eye contact before providing the directions. When giving directions to the whole class, use group alerting cues such as 'Eyes and ears on me!' to gain the class's attention. Wait until all students are looking at you and ready to listen before giving directions. When you have finished giving directions to the entire class, privately approach any students who appear to need assistance. Quietly restate the directions to them and have them repeat the directions back to you as a check for understanding.

Class Participation: Keep Students Guessing *(Heward, 1994)*. Students attend better during large-group presentations if they cannot predict when they will be required to actively participate. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span. Or pose a question to the class, give students 'wait time' to formulate an answer, and then randomly call on a student.

Employ Proximity Control *(Ford, Olmi, Edwards, & Tingstrom, 2001; Gettinger & Seibert, 2002; U.S. Department of Education, 2004)*. Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. To hold an individual student's attention, stand or sit near the student before giving directions or engaging in discussion.

Give Clear Directions *(Gettinger & Seibert, 2002; Gettinger, 1988)*. Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review. When giving multi-step directions orally, write those directions on the board or give to students as a handout to consult as needed. State multi-step directions one direction at a time and confirm that the student is able to comply with each step before giving the next direction.

Give Opportunities for Choice *(Martens & Kelly, 1993; Powell & Nelson, 1997)*. Allowing students to exercise some degree of choice in their instructional activities can boost attention span and increase academic engagement. Make a list of 'choice' options that you are comfortable offering students during typical learning activities. During independent seatwork, for example, you might routinely let students choose where they sit, allow them to work alone or in small groups, or give them 2 or 3 different choices of assignment selected to be roughly equivalent in difficulty and learning objectives.

Instruct at a Brisk Pace *(Carnine, 1976; Gettinger & Seibert, 2002)*. When students are appropriately matched to instruction, they are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one. To achieve a brisk pace of instruction, make sure that you are fully prepared prior to the lesson and that you minimize the time spent on housekeeping items such as collecting homework or on transitions from one learning activity to another.

Make the Activity Stimulating *(U.S. Department of Education, 2004)*. Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students (e.g., sports, fashion). Or help students to see a valuable 'real-word' pay-off for learning the material being taught. Another tactic is to make your method of instruction more stimulating. Students who don't learn well in traditional lecture format may show higher rates of engagement when interacting with peers (cooperative learning) or when allowed the autonomy and self-pacing of computer-delivered instruction.

Pay Attention to the On-Task Student *(DuPaul & Ervin, 1996; Martens & Meller, 1990)*. Teachers who selectively give students praise and attention only when those students are on-task are likely to find that these students show improved attention in class as a result. When you have a student who is often off-task, make an effort to identify those infrequent times when the student is appropriately focused on the lesson and immediately give the student positive attention. Examples of teacher attention that students will probably find positive include verbal praise and encouragement, approaching the student to check on how he or she is doing on the assignment, and friendly eye contact.

Provide a Quiet Work Area *(U.S. Department of Education, 2004)*. Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces to students, stress that the quiet locations are intended to help students to concentrate. Never use areas designated for quiet work as punitive 'time-out' spaces, as students will then tend to avoid them.

Provide Attention Breaks *(DuPaul & Ervin, 1996; Martens & Meller, 1990)*. If students find it challenging to stay focused on independent work for long periods, allow them brief 'attention breaks'. Contract with students to give them short breaks to engage in a preferred activity each time that they have finished a certain amount of work. For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has completed five problems on a math worksheet and checked his answers. Attention breaks can refresh the student –and also make the learning task more reinforcing.

Reduce Length of Assignments *(DuPaul & Ervin, 1996; U.S. Department of Education, 2004)*. Students' attention may drift when completing overly long assignments. For new material, trim assignments to the minimum length that you judge will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement.

Schedule Challenging Tasks for Peak Attention Times *(Brock, 1998)*. Many students with limited attention can focus better in the morning, when they are fresh. Schedule those subjects or tasks that the student finds most difficult early in the day. Save easier subjects or tasks for later in the day, when the student's attention may start to wane.

Select Activities That Require Active Student Responding *(Gettinger & Seibert, 2002; Heward, 1994)*. When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students sit passively listening to a speaker. Instead, program your instructional activities so that students must frequently 'show what they know'

through some kind of active [visible] response. For example, you might first demonstrate a learning strategy to students and then divide the class into pairs and have students demonstrate the strategy to each other while you observe and evaluate.

Transition Quickly *(Gettinger & Seibert, 2002; Gettinger, 1988)*. When students transition quickly between educational activities and avoid instructional 'dead time', their attention is less likely to wander. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as group lecture and independent seatwork. Have them practice these transitions, praising the group for timely and correct performance. Provide additional 'coaching' to individual students as needed. During daily instruction, verbally alert students several minutes before a transition to another activity is to occur.

Use Advance Organizers *(U.S. Department of Education, 2004)*. One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day. This 'advance organizer' provides students with a mental schedule of the learning activities, how those activities interrelate, important materials needed for specific activities, and the amount of time set aside for each activity. All students benefit when the teacher uses advance organizers. However inattentive students especially benefit from this overview of learning activities, as the advance organizer can prompt, mentally prepare, and focus these students on learning right when they most need it.

Use Preferential Seating *(U.S. Department of Education, 2004)*. Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching. Remember that all teachers have an 'action zone', a part of the room where they tend to focus most of their instruction. Once you have analyzed your 'action zone' as a teacher, place the student's seat somewhere within that zone. Of course, the ideal seating location for any particular student will vary, depending on the unique qualities of the target student and of your classroom. When selecting preferential seating, consider whether the student might be self-conscious about sitting right next to the teacher. Also, try to select a seat location that avoids other distractions. For example, you may want to avoid seating the student by a window or next to a talkative classmate.

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School-Wide Strategies for Managing...
HYPERACTIVITY
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Hyperactive students tend to have a very high energy level, act impulsively and can be behaviorally distracting. They may fidget, play with objects, tap pencils so loudly against their desk that kids from across the room look over at them, or blurt out answers to teacher questions before the instructor is even finished asking them. When working with students who are hyperactive or impulsive, teachers should keep in mind that these students are very often completely unaware that others view their behavior as distracting or annoying. Teachers working with such children can greatly increase their own effectiveness by clearly communicating behavioral expectations to students, by encouraging and rewarding students who behave appropriately, and by being consistent and fair when responding to problem student behaviors. Here are teacher ideas for managing impulsive or hyperactive students who display problem motor or verbal behaviors:

Adopt a 'Silent Signal' *(U.S. Department of Education, 2004)*. You can redirect overactive students in a low-key manner by using a silent signal. Meet privately with the student and identify for the student those motor or verbal behaviors that appear to be most distracting. With the student's help, select a silent signal that you can use to alert the student that his or her behavior has crossed the threshold and now is distracting others. Role-play several scenarios with the student in which you use the silent signal and the student then controls the problem behavior. When you are able to successfully use the 'silent signal' during instruction, be sure to praise the student privately for responding appropriately and promptly to your signal.

Allow Discretionary Motor Breaks *(U.S. Department of Education, 2004)*. When given brief 'movement' breaks, highly active students often show improvements in their behaviors. Permit the student to leave his or her seat and quietly walk around the classroom whenever the student feels particularly fidgety. Or, if you judge that motor breaks within the classroom would be too distracting, consider giving the student a discretionary pass that allows him or her to leave the classroom briefly to get a drink of water or walk up and down the hall.

Encourage Acceptable Outlets for Motor Behavior *(U.S. Department of Education, 2004)*. If the student distracts other students by playing with objects, substitute an alternative motor behavior that will not distract others. Give the student a soft 'stress ball' and encourage the student to squeeze it whenever he or she feels the need for motor movement. Or if the setting is appropriate, allow the student to chew gum as a replacement motor behavior.

Have the Student Monitor Motor Behaviors and Call-Outs *(DuPaul & Stoner, 2002)*. Students can often change problem behaviors when they pay attention to those behaviors. Have the student monitor his or her motor behaviors or call-outs. First, choose a class period or part of the day when you want the student to monitor distracting behaviors. Next, meet privately with the student to discuss which of that student's behaviors are distracting. Then, together with the student, design a simple distractible behavior-rating form with no more than 3 items (For a student who calls out frequently, for example, a useful rating item might be "How well did I observe the rule

today of raising my hand and being called on before giving an answer? Poor – Fair – Good".) Have the student rate his or her behaviors at the end of each class period. Make an effort to praise the student (a) for being accurate in rating behaviors, and (b) for any improvements that you see in the student's behaviors over time.

Ignore Low-Level Motor Behaviors *(Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004)*. Selective ignoring can be an effective teacher response to minor fidgeting or other motor behaviors. If the student's 'fidgety' behaviors are relatively minor and do not seriously derail classroom instruction, the teacher should simply not pay attention to them.

Remove Unnecessary Items From the Student's Work Area *(U.S. Department of Education, 2004)*. Students who tend to distract themselves and others by playing with objects behave better when their work area is uncluttered. Take away (or direct the student to put away) any items that the student does not need for the work assignment but might be tempted to play with (e.g., extra pens, paper clips).

Schedule Group 'Stretch Breaks' *(Brock, 1998)*. You can increase the focus of your entire class and appropriately channel the motor behaviors of fidgety students by scheduling brief 'stretch breaks.' At their simplest, stretch breaks consist of having students stand next to their desks, stretch their arms, take a deep breath, and exhale slowly before resuming their seats. Or you can be creative, having students take part in different movements during each break (e.g., "OK class. It's time for a stretch break. Stand by your desk, arms over your head. Then take 3 steps back and 3 steps forward…"). NOTE: When using stretch breaks, be sure that you select movements that all of your students are physically able to accomplish without difficulty.

Seat the Student Next to Distraction-Resistant Peers *(Kerr & Nelson, 1998)*. One useful strategy for managing low-level motor behaviors is to seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.

Select a 'Supportive Peer' *(DuPaul & Stoner, 2002)*. Handpick a classmate who has a good relationship with the student but is not easily drawn off-task and appoint that student as a 'helper peer'. Meet privately with the student and the helper peer. Tell the peer that whenever he or she notices that the student's verbal or motor behavior has risen to the level of distracting others, the peer should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder) to control the behavior. Role-play several scenarios so that the peer knows when he or she can ignore the student's low-level motor behaviors and when the peer should use a signal to alert the student to more distracting behaviors.

Structure Instructional Activities to Allow Interaction and Movement *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004)*. Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer students frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.

Use 'Response Cost' *(DuPaul & Stoner, 2002; Martens & Meller, 1990)*. A strategy to reduce distracting verbal or motor behaviors is to use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever the behavior distracts other students. Here is a simple version that you can use in your classroom: Award the student a certain number of 'behavior points' (e.g., 5) at the start of each class period and write a series of tally marks on the

blackboard that corresponds to this number. Privately inform the student that each time that he or she engages in verbal or motor behaviors that obviously distract other students (e.g., cause them to comment on the behavior), you will silently go to the board and erase one point from the student's total. At the end of each class period, the student is allowed to keep any 'behavior points' that remain. Let the student know that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

Use Brief Reminders About Appropriate Behavior and Conduct *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002)*. Provide students with brief reminders of expected behaviors at the 'point of performance', when they will most benefit from it. Consider using structured prompts such as the following for students who tend to blurt out answers: "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." Or you can remind students who have difficulty moving through hallways as part of a group, "Remember to keep hands to self and to walk quietly on the right as we walk to art class."

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School-Wide Strategies for Managing...
DEFIANCE / NON-COMPLIANCE
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Students who are defiant or non-compliant can be among the most challenging to teach. They can frequently interrupt instruction, often do poorly academically, and may show little motivation to learn. There are no magic strategies for managing the behaviors of defiant students. However, research shows that certain techniques tend to work best with these children and youth: (1) Give the student positive teacher recognition. Even actions as simple as greeting the student daily at the classroom door or stopping by the student's desk to ask 'How are you doing?' can over time turn strained relationships into positive ones. (2) Monitor the classroom frequently and intervene proactively to redirect off-task students before their mild misbehaviors escalate into more serious problems. (3) Avoid saying or doing things that are likely to anger or set off a student. Speak calmly and respectfully, for example, rather than raising your voice or using sarcasm. (4) When

you must intervene with a misbehaving student, convey the message to the student that you will not tolerate the problem behavior—but that you continue to value and accept the student. (5) Remember that the ultimate goal of any disciplinary measure is to teach the student more positive ways of behaving. Punishment generally does not improve student behaviors over the long term and can have significant and lasting negative effects on school performance and motivation. (6) Develop a classroom 'crisis response plan' to be implemented in the event that one or more students display aggressive behaviors that threaten their own safety or the safety of others. Be sure that your administrator approves this classroom crisis plan and that everyone who has a part in the plan knows his or her role. One final thought: While you can never predict what behaviors your students might bring into your classroom, you will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students. Here are other ideas for managing defiant or non-compliant students:

Allow the Student a 'Cool-Down' Break *(Long, Morse, & Newman, 1980)*. Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. Whenever a student becomes upset and defiant, offer to talk the situation over with that student once he or she has calmed down and then direct the student to the cool-down corner. (E.g., "Thomas, I want to talk with you about what is upsetting you, but first you need to calm down. Take five minutes in the cool-down corner and then come over to my desk so we can talk.")

Ask Open-Ended Questions *(Lanceley, 2001)*. If a teacher who is faced with a confrontational student does not know what triggered that student's defiant response, the instructor can ask neutral, open-ended questions to collect more information before responding. You can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions. Some sample questions are "What do you think made you angry when you were talking with Billy?" and "Where were you when you realized that you had misplaced your science book?" One caution: Avoid asking 'why"'questions (e.g., "Why did you get into that fight with Jerry?") because they can imply that you are blaming the student.

Assign a Reflective 'Processing' Essay After Misbehavior *(Boynton & Boynton, 2005; Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995)*. The student who gets into a conflict must write and submit to the teacher a brief 'process' plan outlining how they will improve their behavior. At minimum, the plan would state: (1) the role the student played in the conflict, (2) the part that other participants may have taken in the incident, (3) the student's suggestions for finding the best resolution to the problem, and (4) how the student can act in the future to prevent the conflict from recurring. NOTE: Some teachers use a pre-printed structured questionnaire containing these 4 items for the student to complete.

Do Not Get Entangled in Arguments *(Walker & Walker, 1991)*. The careful teacher avoids being dragged into arguments or unnecessary discussion when disciplining students. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).

Emphasize the Positive in Teacher Requests *(Braithwaite, 2001)*. 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. Whenever possible, avoid using negative phrasing (e.g., "If you don't return

to your seat, I can't help you with your assignment"). Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").

Expand the Range of Classroom Behavior Interventions *(Sprick, Borgmeier, & Nolet, 2002)*. The teacher who has developed an array of in-class consequences for minor misbehaviors can prevent students from being sent to the principal's office or to in-school detention. First, list those common misbehaviors that you believe should typically be handled in the classroom (e.g. being late to class, talking out). When finished, categorize your list of misbehaviors into 3 groups: 'Level 1' (mild) misbehaviors, 'Level 2' (medium) misbehaviors, and 'Level 3' (more serious) misbehaviors. Then, list next to each level of problem behaviors a range of in-class consequences that you feel appropriately match those types of misbehavior. For example, you may decide that a 'soft' reprimand would be a choice to address Level 1 misbehaviors, while a phone call to the parent would be a choice for Level 3 misbehaviors. NOTE: In-class consequences are intended for minor misbehaviors. You should notify an administrator whenever students display behaviors that seriously disrupt learning or pose a risk to the safety of that student or to others.

Give Praise That is Specific and Does Not Embarrass the Student *(Sprick, Borgmeier, & Nolet, 2002)*. Defiant students can respond well to adult praise but only when it is sincere and specific, and is not embarrassing. Ideally, the teacher should deliver praise as soon as possible after the positive behavior. Praise should be specific and descriptive—because vague, general praise can sound fake and does not give the student any useful information about how their behavior meets or exceeds the teacher's expectations. For older students who tend to dislike being praised in a highly public manner, the teacher can use a more indirect or low-key approach (e.g., writing a note of praise on the student's graded assignment, praising the student in a private conversation, calling the student's parent to praise the student).

Give Problem Students Frequent Positive Attention *(Sprick, Borgmeier, & Nolet, 2002)*. Teachers should make an effort to give positive attention or praise to problem students at least three times more frequently than they reprimand them. The teacher gives the student the attention or praise during moments when that student is acting appropriately--and keeps track of how frequently they give positive attention and reprimands to the student. This heavy dosing of positive attention and praise can greatly improve the teacher's relationship with problem students.

Have the Student Participate in Creating a Behavior Plan *(Walker, Colvin, & Ramsey, 1995)*. Students can feel a greater sense of ownership when they are invited to contribute to their behavior management plan. Students also tend to know better than anyone else what triggers will set off their problem behaviors and what strategies they find most effective in calming themselves and avoiding conflicts or other behavioral problems.

Increase 'Reinforcement' Quality of the Classroom *(Dunlap & Kern, 1996; Mayer & Ybarra, 2004)*. If a student appears to be defiant or non-compliant in an effort to escape the classroom, the logical solution is to make the classroom environment and activities more attractive and reinforcing for that student. Unfortunately, the student who fails repeatedly at academics can quickly come to view school as punishment. Some ideas to increase motivation to remain in the classroom are to structure lessons or assignments around topics of high interest to the target student, to increase opportunities for cooperative learning (which many students find reinforcing), and to adjust the target student's instruction so that he or she experiences a high rate of success on classwork and homework.

Keep Responses Calm, Brief, and Businesslike *(Mayer, 2000; Sprick, Borgmeier, & Nolet, 2002)*. Because teacher sarcasm or lengthy negative reprimands can trigger defiant student behavior, instructors should respond to the student in a 'neutral', business-like, calm voice. Also, keep responses brief when addressing the non-compliant student. Short teacher responses give the defiant student

less control over the interaction and can also prevent instructors from inadvertently 'rewarding' misbehaving students with lots of negative adult attention.

Listen Actively *(Lanceley, 1999; Long, Morse, & Newman, 1980)*. The teacher demonstrates a sincere desire to understand a student's concerns when he or she actively listens to and then summarizes those concerns. Many students lack effective negotiation skills in dealing with adults. As a result, these students may become angry and defensive when they try to express a complaint to the teacher-even when that complaint is well founded. The instructor can show that he or she wants to understand the student's concern by summing up the crucial points of that concern (paraphrasing) in his or her own words. Examples of paraphrase comments include 'Let me be sure that I understand you correctly…', 'Are you telling me that…?', 'It sounds to me like these are your concerns:…' When teachers engage in 'active listening' by using paraphrasing, they demonstrate a respect for the student's point of view and can also improve their own understanding of the student's problem.

Offer the Student a Face-Saving Out *(Thompson & Jenkins, 1993)*. Students sometimes blunder into potential confrontations with their teachers; when this happens, the teacher helps the student to avoid a full-blown conflict in a manner that allows the student to save face. Try this face-saving de-escalation tactic: Ask the defiant student, "Is there anything that we can work out together so that you can stay in the classroom and be successful?" Such a statement treats the student with dignity, models negotiation as a positive means for resolving conflict, and demonstrates that the instructor wants to keep the student in the classroom. It also provides the student with a final chance to resolve the conflict with the teacher and avoid other, more serious disciplinary consequences. Be prepared for the possibility that the student will initially give a sarcastic or unrealistic response (e.g., "Yeah, you can leave me alone and stop trying to get me to do classwork!"). Ignore such attempts to hook you into a power struggle and simply ask again whether there is any reasonable way to engage the student's cooperation. When asked a second time, students will often come up with workable ideas for resolving the problem. If the student continues to be non-compliant, however, simply impose the appropriate consequences for that misbehavior.

Proactively Interrupt the Student's Anger Early in the Escalation Cycle *(Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995)*. The teacher may be able to 'interrupt' a student's escalating behaviors by redirecting that student's attention or temporarily removing the student from the setting. If the student is showing only low-level defiant or non-compliant behavior, you might try engaging the student in a high-interest activity such as playing play an educational computer game or acting as a classroom helper. Or you may want to briefly remove the student from the room ('antiseptic bounce') to prevent the student's behavior from escalating into a full-fledged confrontation. For example, you might send the student to the main office on an errand, with the expectation that-by the time the child returns to the classroom-he or she will have calmed down.

Project Calmness When Approaching an Escalating Student *(Long, Morse, & Newman, 1980; Mayer, 2000; Walker, Colvin, & Ramsey, 1995)*. A teacher's chances of defusing a potential confrontation with an angry or defiant student increase greatly if the instructor carefully controls his or her behavior when first approaching the student. Here are important tips: Move toward the student at a slow, deliberate pace, and respect the student's private space by maintaining a reasonable distance. If possible, speak privately to the student, using a calm and respectful voice. Avoid body language that might provoke the student, such as staring, hands on hips, or finger pointing. Keep your comments brief. If the student's negative behaviors escalate despite your best efforts, move away from the student and seek additional adult assistance or initiate a crisis-response plan.

Relax Before Responding *(Braithwaite, 2001)*. Educators can maintain self-control during a tense classroom situation by using a brief, simple stress-reduction technique before responding to a student's provocative remark or behavior. When provoked, for example, take a deeper-than-normal breath and release it slowly, or mentally count to 10. As an added benefit, this strategy of

conscious relaxation allows the educator an additional moment to think through an appropriate response--rather than simply reacting to the student's behavior.

Reward Alternative (Positive) Behaviors *(Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995)*. The instructor can shape positive behaviors by selectively calling on the student or providing other positive attention or incentives only when the student is showing appropriate social and academic behaviors. The teacher withholds positive attention or incentives when the student misbehaves or does not engage in academics.

State Teacher Directives as Two-Part Choice Statements *(Walker, 1997)*. When a student's confrontational behavior seems driven by a need for control, the teacher can structure verbal requests to both acknowledge the student's freedom to choose whether to comply and present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.). Frame requests to uncooperative students as a two-part statement. First, present the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school). Then state the positive behavioral choice that you would like the student to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school). Here is a sample 2-part choice statement, 'John, you can stay after school to finish the class assignment or you can finish the assignment now and not have to stay after class. It is your choice.'

Use a 'Buddy Teacher' for Brief Student Breaks *(Boynton & Boynton, 2005)*. Sending a mildly non-compliant student on a short visit to a neighboring classroom can give both the teacher and student a needed break. Arrange with an instructor in a nearby room for either of you to send a student to the other's room whenever you need a short respite from the student. Set aside a seating area in each classroom for student visitors. NOTE: These timeouts should be used only sparingly and should NOT be used if the student appears to find the breaks rewarding or to seek them as a way to avoid work.

Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations *(Braithwaite, 2001; Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995)*. When interacting with defiant or confrontational students, teachers can use non-verbal and para-verbal techniques such as non-threatening body language, soft tone of voice, or strategic pauses during speech, to reduce tensions. For example, if a student is visibly agitated, you may decide to sit down next to the student at eye level (a less threatening posture) rather than standing over that student. Or you might insert a very brief 'wait time' before each response to the student, as these micro-pauses tend to signal calmness, slow a conversation down and help to prevent it from escalating into an argument.

Use 'Soft' Reprimands *(Sprick, Borgmeier, & Nolet, 2002)*. The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal (a quiet word to the student) or non-verbal (a significant look). If a soft reprimand is not sufficient to curb the student's behaviors, the teacher may pull the student aside for a private problem-solving conversation or implement appropriate disciplinary consequences.

Validate the Student's Emotion by Acknowledging It *(Lanceley, 1999)*. When the teacher observes that a student seems angry or upset, the instructor labels the emotion that seems to be driving that student's behavior. 'Emotion labeling' can be a helpful tactic in deescalating classroom confrontations because it prompts the student to acknowledge his or her current feeling-state directly rather than continuing to communicate it indirectly through acting-out behavior. A teacher, for example, who observes a student slamming her books down on her desk and muttering to herself after returning from gym class might say to the student, "You seem angry. Could you tell me what is wrong?" Once a powerful emotion such as anger is labeled, the teacher and student can then talk about it, figure out what may have triggered it, and jointly find

solutions that will mitigate it. Emotion labeling should generally be done in a tentative manner ("John, you sound nervous…", "Alice, you appear frustrated…"), since one can never know with complete certainty what feelings another person is experiencing.

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Writing the Behavioral Recommendations Section of a Consultation Report for Maximum Impact

Formatting the Introduction to the *Behavioral Recommendations Section*

The introduction primes the teacher to make the best use of the upcoming behavioral recommendations by summarizing student strengths and behavioral challenges.

Establishing Statement. Basic information about the student (e.g., grade, age, educational placement, school, teacher) and reason for referral are presented.

Student Strengths. The strengths of the student are mentioned early in the section for two reasons. First, it is often helpful for the teacher to have strengths in mind when reviewing intervention recommendations. For example, if one strength of a particular student is her willingness to inform an adult when she is emotionally upset, that student may be well-suited for an intervention in which the student is encouraged to take short 'cool-down' breaks when needed. Second, teachers may feel more optimistic about their ability to work with students if those students' strengths are emphasized.

Student Behavioral Challenges. This section includes a concise description of those student behaviors that will be the focus of the behavioral intervention recommendations to follow. Setting out the student's behavioral challenges makes the case that changes in instruction, behavior management, or other classroom practices are needed.

Formatting Specific Behavioral Strategies

Each behavioral strategy is presented in a short paragraph. The strategy write-up is formatted to promote teacher understanding and acceptance. The strategy contains sufficient detail to allow the teacher to implement it immediately. Each strategy is bulleted with its own 'checkbox'.
There are up to five elements that make up the strategy format:

Title. The title is short and descriptive, allowing the teacher to easily locate a specific recommendation in a behavioral report.

Relevance of the Intervention for This Student. This section describes the qualities of the student that would recommend use of this particular intervention idea.

Description. The intervention is described in sufficient detail to allow the teacher to implement it successfully. NOTE: If the intervention is too detailed to be described in one paragraph, the author may instead summarize the intervention strategy and attach a more detailed intervention script to the report.

Example [Optional]. An example illustrating the intervention strategy can be included to make clearer how the intervention should be carried out.

Troubleshooting [Optional]. This section includes recommendations for managing potential problems that might arise with the intervention or to provide additional guidance about when to use the intervention.

Example of a Recommendations Section

Toby is a 12-year-old student in Mrs. Rathburn's classroom who was referred because of concerns about episodes of withdrawal in the classroom and occasional oppositional behavior.
Among strengths, Toby possesses at least average academic abilities, is passing all of his classes, and is caught up with all class and homework assignments. He also will readily comply with adult requests, except in situations in which he is angry or frustrated. Among behavioral challenges, Toby can become silent and withdrawn if angered or frustrated. Peer teasing is a significant trigger for Toby's withdrawal. When angered, Toby is also more likely to become oppositional toward adults. Teachers working with Toby should consider these behavioral strategies:

☐ **Emphasize the Positive in Teacher Requests.** Toby can become oppositional when firm behavioral limits are set. However, Toby is more likely to comply with teacher requests when the teacher states those requests as goal behaviors and stresses the positive outcome if the student complies. Whenever possible, replace negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") with a positively stated version of the request (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). If the student displays potentially unsafe behavior, however, the teacher should calmly and firmly tell the student to stop that behavior.
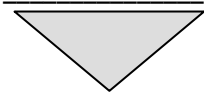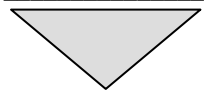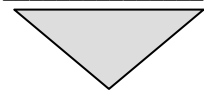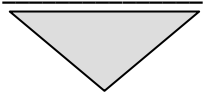
Student School Performance Status Report

Student Name: _____ School: _____ Grade: _____

Monitoring Period: From _____/_____/_____ to _____/_____/_____ Date of Report: _____/_____/_____ Meeting #: _____

Attendance

_____ # Days Absent	Divided by	_____ Elapsed School Days in Period	Equals	_____ Absence Rate (decimal)	Times 100 =	_____ Absence Rate (percentage)

Discipline

Number of student disciplinary office referrals [ ]

Primary reason(s) for disciplinary referrals:
1. _____
2. _____
3. _____

Staff member(s) referring student:
1. _____
2. _____
3. _____

	CLASS 1:	CLASS 2:	CLASS 3:	CLASS 4:
Tardiness	_____ Days Tardy	_____ Days Tardy	_____ Days Tardy	_____ Days Tardy
Classwork ☐ Course average for marking period ☐ Average of quiz & test grades ☐ Percent of class & homework received	_____ Student Performance	_____ Student Performance	_____ Student Performance	_____ Student Performance

Daily Behavior Report Card Ratings

	CLASS 1	CLASS 2	CLASS 3	CLASS 4
Got along with peers and showed socially appropriate behaviors.	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good
Was respectful to the teacher & other adults, complied with requests in a timely manner.	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good
Paid attention to teacher instructions, classroom lessons and focused on his/her work	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good	1..2..3 | 4..5..6 | 7..8..9 Poor Fair Good
Completed and turned in classwork, homework assignments.	Poor Fair Good	Poor Fair Good	Poor Fair Good	Poor Fair Good

Comments/ Notes

_____

_____

_____

_____

Student Daily Behavior Report

Student Name:_____ Grade: _____

Person Completing This Report Card: _____

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

Student Behaviors	MON __/__/__	TUES __/__/__	WED __/__/__	THURS __/__/__	FRI __/__/__
The student got along with peers and showed socially appropriate behaviors. 1 2 3 | 4 5 6 | 7 8 9 Poor Fair Good					
The student was respectful to the teacher and other adults and complied with their requests in a timely manner. 1 2 3 | 4 5 6 | 7 8 9 Poor Fair Good					
The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments. 1 2 3 | 4 5 6 | 7 8 9 Poor Fair Good					
The student completed and turned in classwork and homework assignments. Poor Fair Good					
(Optional Behavior) _____ _____ 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					

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

Parent Signature: _____ Date: _____

Tier 1 (Classroom) Interventions: Building Your School's Capacity

Directions: Schools must plan carefully to build their capacity to carry out evidence-based Tier 1 interventions in the classroom. Below is an 8-point checklist that schools can follow to expand their capacity to provide appropriate teacher-led classroom interventions available to all students who might need them.

☐ **Identify Specific Grade- or Schoolwide Academic & Behavioral Referral Concerns**.

☐ **Inventory Tier 1 Interventions Already in Use**.

☐ **Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers**.

☐ **Establish Tier 1 Coaching and Support Resources**.

☐ **Provide Classroom (Tier 1) Problem-Solving Support to Teachers**.

☐ **Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas**.

☐ **Create Formal Guidelines for Teachers to Document Tier 1 Strategies**.

☐ **Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention**.

☐ **Identify Specific Grade- or Schoolwide Academic & Behavioral Referral Concerns**. Teachers are able to describe common student academic and behavioral problems accurately in specific, observable, measurable terms.

If training in this skill is required, how will teachers receive this training? _____

_____

_____

If training is required, who will provide the training? _____

Tip: Review past student cases referred to your school's RTI Team (Problem-Solving Team). For each case, list the primary reason(s) that the student was referred. Review this cumulative list of referral concerns to determine (a) the kinds of student referral concerns that teachers are most likely to encounter and (b) whether referring teachers are able to articulate clearly and specifically their concerns about students.

☐ **Inventory Tier 1 Interventions Already in Use**. The school surveys teachers' current classroom intervention practices to discover those effective strategies that they are already using. This information can assist the school in understanding the staff's present capacity to deliver classroom interventions, as well as gaps in intervention knowledge and use.

1. Generate a list of 4-6 TOP teacher RTI referral concerns for your school (e.g., 'lack of study/organizational skills', 'limited content-area vocabulary').
2. Create a survey form for teachers that lists each top RTI referral concern and asks that

teachers write down those whole-group or individual student strategies that they routinely use in the classroom to address that concern. Teachers are encouraged to write enough detail so that the strategy is clear to others. (Note: As a sample survey, review the form *Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?* later in this packet.)

3. Review the surveys. Compile a list of the best teacher strategies—organized by referral concern. Include only those classroom intervention ideas that are supported by research.
4. Analyze the results on the classroom intervention survey to determine current teacher intervention practices; variability of intervention use among classrooms, grade levels, teams, or departments; intervention areas in which teachers require additional training, etc.

Tips:
- Your school can identify potential 'intervention coaches' among your staff by reviewing teacher responses to the intervention surveys. Contact those teachers who list innovative and effective intervention ideas and ask whether they might be willing to serve as informal 'intervention coaches', being available to demonstrate those strategies to other teachers and coach those teachers in their use.
- Once your school has created a list of the 'best' classroom intervention ideas organized by referral concern, give a copy of that list to teachers. Point out that staff already routinely provides Tier 1 interventions to students—and that over time the RTI model will simply build on this existing capacity.
- Scan the teacher Tier 1 intervention survey results. Select the strongest entries to add to the schoolwide Tier 1 intervention menu (see next section).

☐ **Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers**. When given a menu of evidence-based classroom interventions, teachers can independently access and use them to address common student academic and behavioral concerns.

1. Generate a list of the academic and behavioral concerns for which your teachers appear most in need of classroom intervention strategies (e.g., 'reading fluency', 'inattention in class'). (Note: To record these areas of student concern, you can use the form *Grade- or Building-Wide Student Academic / Behavioral Concerns for Which Tier 1 Intervention Menus Will Be Developed* that appears later in this packet.)
2. For each common student concern, locate evidence-based intervention ideas from research journals and other print publications, websites, etc.
3. Write each intervention idea in a teacher-friendly format, including sufficient detail for the instructor to implement the strategy in the classroom. Organize all of the collected ideas into a Tier 1 intervention menu. Group each intervention under the appropriate category of teacher concern (e.g., 'reading fluency', 'inattention in class'). Share these intervention menus with teachers.

Tip: The What Works Clearinghouse has an expanding series of 'practice guides' with empirically supported classroom ideas for instruction and behavior management. These guides are one good source for Tier 1 intervention ideas. You can review these practice guides at: http://ies.ed.gov/ncee/wwc/publications/practiceguides/

☐ **Establish Tier 1 Coaching and Support Resources**. Teachers are encouraged to access colleagues as needed who can demonstrate how to use effective Tier 1 interventions—and can

also provide coaching and feedback in those intervention skills.
1. Identify personnel in your school (and perhaps district-wide) who can be available to meet with teachers as intervention coaches.
2. Train these personnel to be effective Tier 1 coaches by ensuring that they follow a structured sequence in their coaching: a. meet with the teacher to select one or more ideas from the school's Tier 1 intervention menu, b. show the teacher how to use each selected strategy, c. go into the teacher's class if needed to demonstrate the strategy, d. observe the teacher use the strategy and give performance feedback.
3. Compile a list of people in the school who can serve as intervention coaches. Share that list with teachers. Include information about how teachers can contact coaches and how to schedule coaching sessions.
Tip: Find creative ways to make Tier 1 intervention coaching time-efficient. If your school has grade-level / teaching team / department meetings, for example, consider bringing coaches to those meetings occasionally to show all teachers how to use interventions for shared concerns.

☐**Provide Classroom (Tier 1) Problem-Solving Support to Teachers**. Teachers can reach out to colleagues for additional Tier 1 classroom intervention ideas that they can try before referring a student to higher levels of intervention.
OPTION A: Time is regularly reserved at grade-level / teaching team / department meetings for teachers to bring students up for discussion. The team and teacher generate a list of evidence-based interventions that the teacher can implement. How frequently will this team meet to discuss students struggling at Tier 1? _____ How will those intervention ideas be documented? _____ _____ OPTION B: The school generates a list of building-level (and perhaps district-level) personnel who can serve as Tier 1 intervention consultants, meeting individually with teachers to brainstorm classroom intervention ideas. How will this consultant list be developed and shared with teachers? _____ _____ How will those intervention ideas be documented? _____ _____ Who are candidates to serve as Tier 1 consultants? (Use attached *Tier 1 (Classroom) Intervention Consultant List*).
Tips: • Invite personnel with specialized training (e.g., reading teachers) to attend grade-level / teaching team / department Tier 1 intervention planning meetings when appropriate to generate additional intervention ideas. • When selecting candidates for a consultant list, prepare a simple anonymous teacher survey.

On that survey, list the most common academic and behavioral concerns that lead to RTI student referrals in your school. Next to each concern, ask teachers to write in the names of building (and perhaps district) personnel whom they would seek out for intervention ideas. Recruit those people for your consultant list whose names appear most frequently on completed teacher surveys.

☐ **Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas**. As research identifies additional effective classroom strategies, the school is able routinely to learn of those strategies and add them to its Tier 1 intervention menu.

1. Appoint staff members to serve as 'knowledge brokers' who monitor different intervention topic areas (e.g., inattention in class, study skills, reading fluency, etc.).
2. These knowledge brokers read research journals, attend workshops and otherwise stay current on emerging research into school intervention in their topic area(s).
3. Knowledge brokers periodically make recommendations to the school on innovative intervention ideas that should be added to the Tier 1 intervention menu.

Tip: Consider appointing at least two school staff members to serve as knowledge brokers for each intervention topic area. Sharing responsibilities for staying current on intervention research allows knowledge brokers to collaborate and pool their knowledge—thus making the task more manageable.

☐ **Create Formal Guidelines for Teachers to Document Tier 1 Strategies**. Teachers have a single format for documenting their Tier 1 strategies for students who may be referred for higher levels of intervention.

Create one form that all teachers use to document their classroom interventions in a uniform manner. (See attached Tier 1 Intervention Planner form as a sample documentation format.)

Tip: Be sure that teachers use the standard classroom intervention documentation form at the point when they seek out additional Tier 1 intervention ideas from their fellow teachers or school consultants. Intervention documentation is much easier to do at the point that an intervention is first planned than after that intervention has already been implemented.

☐ **Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention**. Teachers know when they have attempted a sufficient number of classroom strategies for a still-struggling student and should refer the student for more intervention support.

Establish general decision rules to guide teachers in determining whether they have put sufficient effort into classroom interventions before seeking additional intervention support. These rules should include:
- The minimum number of evidence-based classroom interventions that the teacher should implement and document.
- The minimum period of time that classroom interventions should typically be implemented before teachers should consider a higher level of RTI intervention.
- The expected documentation that teachers should complete describing their Tier 1/classroom intervention efforts.

Tip: Include teachers in the development of decision rules for Tier 1 interventions. When presenting those decision rules to school faculty, be sure to emphasize that the decision rules are simply a formal structured version of good instruction and behavior management.

Behavior Intervention Checklist: Foundation Tier 1 Behavior Management Strategies

Directions: The checklist below contains evidence-based strategies for managing classrooms and for increasing compliance with individual students. When observing a class, use the checklist to verify that effective strategies were in use.

- If specific strategies were observed, check 'Y' in the 'Observed?' column.
- Write any important observation comments in the 'Notes' column.
- If a particular management strategy is missing and appears to be critical to student success, check the 'Critical Item?' column for that strategy.

Whole-Group Management Strategies			
The strategies that teacher use proactively to manage the classroom can head off many behavior problems before they occur.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	**Post Positive Class 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') (Sprick, Borgmeier, & Nolet, 2002)..		☐
__Y __N	**Train Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to: ☐ Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities) ☐ Assigning and collecting homework and classwork ☐ Transitioning students efficiently between activities ☐ Independent seatwork and cooperative learning groups ☐ Students leaving and reentering the classroom ☐ Dismissing students at the end of the period		☐
__Y __N	**Scan the Class Frequently and Proactively Intervene When Needed.** The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002). .		☐
__Y __N	**Use Brief Group Prompts.** 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."		☐

Instructional Delivery

Teachers who accommodate, engage all learners in meaningful academic activities can prevent behavior problems.

Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	**Avoid Instructional 'Dead Time'.** 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).		☐
__Y __N	**Incorporate Effective Instructional Elements into All Lessons.** The teacher's lesson and instructional activities include these elements (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. ☐ *Active student 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.		☐
__Y __N	**Give 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.		☐

Strategies for Working With Individual Students

While teachers can never predict what behaviors students might bring into their classrooms, these instructors will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students.

Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	**Prepare 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)..		☐

__Y __N	**Select Behavior Management Strategies Based on 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)		☐
__Y __N	**Employ Proximity Control.** The teacher circulates through the classroom periodically, using physical proximity to increase student attention to task and general compliance (Gettinger & Seibert, 2002; U.S. Department of Education, 2004).		☐
__Y __N	**Ask 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.		☐
__Y __N	**Use Proactive 'Soft Reprimands'.** The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance (Sprick, Borgmeier, & Nolet, 2002). These 'soft' reprimands can be verbal (a quiet word to the student) or non-verbal (a significant look). If a soft reprimand is not sufficient to curb the student's behaviors, the teacher may pull the student aside for a private problem-solving conversation or implement appropriate disciplinary consequences.		☐
__Y __N	**Keep 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.		☐
__Y __N	**Emphasize 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).		☐

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Activity: *What Are Your School's Top Behavioral Concerns?*

Directions: List **up to three** of the most frequent behavioral concerns that teachers have with students at your school. Try to be as specific as possible in describing each type of behavioral concern. For each concern, list ideas that your teachers commonly use to address these concerns:

Behavioral Concern #1: _____

_____

Teacher Strategies to Address This Concern:

- _____

- _____

- _____

Behavioral Concern #2: _____

_____

Teacher Strategies to Address This Concern:

- _____

- _____

- _____

Behavioral Concern #3: _____

_____

Teacher Strategies to Address This Concern:

- _____

- _____

- _____

Activity: Tier 1 Strategies: Write Up a Classroom Behavioral Intervention

Directions: Review the sample strategies supplied in this packet that can contribute to improved student behaviors. As a group, select **one** intervention idea. Using the *Tier 1 Intervention Planner* (next page), write up an intervention plan feasible for a teacher to implement.

Be prepared to share your results.

Use the space below to note key questions, challenges, or ideas that come up during the activity:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Tier I (Classroom) Intervention Planner

Teacher/Team: _____ Date: _____ Student: _____

Student Concern #1: _____

Student Concern #2: _____

[Optional] Person(s) assisting with intervention planning process: _____

Intervention Description	Intervention Delivery	Progress-Monitoring Data	Check-Up Date
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as:; (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	Note what classroom data will be used to demonstrate the student's progress during this intervention.	Select a date when the data will be reviewed to evaluate the intervention.

Activity: Tier 1 Interventions: Building Your School's Capacity to Support ADHD Students in the Classroom

Directions: At your table, discuss each step of the 8-point checklist below for building your school's capacity to deliver evidence-based ADHD interventions in the classroom. In the 'Notes' column, note those ideas offered by your group to move forward successfully--through each step—to develop appropriate classroom interventions to promote attention and **student motivation**.

Building Tier 1 Capacity: Steps	Notes
1. *Identify Specific Grade- or Schoolwide Academic & Behavioral Referral Concerns.*	
2. *Inventory Tier 1 Interventions Already in Use.*	
3. *Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers.*	
4. *Establish Tier 1 Coaching and Support Resources.*	
5. *Provide Classroom (Tier 1) Problem-Solving Support to Teachers.*	
6. *Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.*	
7. *Create Formal Guidelines for Teachers to Document Tier 1 Strategies.*	
8. *Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.*	