

Shaping Student
Behaviors for Academic
Excellence: Foundations
of Strong
Classroom Management

Jim Wright

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RTI Toolkit: A Practical Guide for Schools

Shaping Student Behaviors for Academic Excellence: Foundations of Strong Classroom Management

Jim Wright, Presenter ♦ 1 October 2013 ♦ Wisconsin Educational Resources, LLC

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Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about ICI](#)
[31 July 2013] **Use Direct Instruction to Reach Struggling Learners.** Teachers can make challenging academic material accessible by building assistance directly into instruction. This [checklist](#) is designed for general-education teachers and summarizes essential elements of a direct-instruction approach.

Free Classroom Intervention Kit

	Intervention Planner for Academics	Manual	Sample Reading-Fluency Interventions
	Intervention Planner for Behavior	Manual	Sample Relationship-Building Strategies

Featured Tools

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker
- Student Rewards - Jackpot



Behavioral 'Big Ideas'. What are big ideas that can help teachers to more effectively manage challenging student behaviors?

Managing Student Behaviors by Playing the Odds: The Vegas Approach



- On any given day, you cannot know with certainty what behavioral challenges will walk through your classroom door.
- However, by adopting sound, research-based behavior-management practices, you increase the odds that you will be able to handle unexpected behavioral incidents—in a way that increases your own authority and promotes student success.

Unmotivated Students: What Works

Motivation can be thought of as having 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

The relationship between the two factors is *multiplicative*. 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.

Source: Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.

Student Motivation: Cutting the 'Gordian Knot' by Reframing the Issue in Observable (and Fixable) Terms

Step 1: Redefine 'motivation' as academic engagement: e.g., The student chooses "to engage in active accurate academic responding" (Skinner, Pappas, & Davis, 2005).

Step 2: Build staff support for this mission statement: "When a student appears unmotivated, it is the school's job to figure out why the student is unmotivated and to find a way to get that student motivated."

Source: Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389-403.

Managing Student Behaviors to Support the Common Core

pp. 2-4

Managing Student Behaviors to Support the Common Core

The focus of the Common Core State ELA and Math Standards is academic, but woven throughout those Standards are also very high expectations for student behavior. To cite an example, the initial Grade 6 ELA Standard for Comprehension & Collaboration (ELA.SL.6.1.a-b) sets as a goal that students "will engage effectively in a range of collaborative discussions...", "come to discussions prepared...", and "follow rules for collegial discussions...". If we analyze the behavioral requirements for success in just this one Standard, it is plain that students must have the skill-set and willingness to focus on and take part in group discussion, engage in turn-taking, politely acknowledge and respond to views other than their own--and be motivated to review in advance the academic material to be discussed.

Yet many students either lack the appropriate behaviors necessary for success on the Standards or are inconsistent in displaying those positive behaviors at the 'point of performance' when they are most needed. In their role as behavior managers, then, teachers must establish, teach, and reinforce classwide behavioral expectations expected for all students to take part in productive academic work. Additionally, however, teachers must be ready to respond appropriately to just about any behavior that a particular student might bring through the classroom door. While having a toolkit of specific behavioral strategies is important, one secret of educators who maintain smoothly running classrooms with minimal behavioral disruptions is that they are able to view problem student behaviors through the lens of these 7 'big ideas' in behavior management.

1. *Check for academic problems.* The correlation between classroom misbehavior and deficient academic skills is high (Witt, Daly, & Noell, 2000). Teachers should, therefore, routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, the intervention that the teacher selects should address the student's academic deficit.
2. *Identify the underlying function of the behavior.* Problem behaviors occur for a reason. Such behaviors serve a *function* for the student (Witt, Daly, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective. For example, if a teacher decides that a student's call-outs in class are sustained by the function of adult attention, that instructor may respond by shifting the flow of that attention--e.g., interacting minimally with the student during call-outs but boosting adult attention during times when the student shows appropriate behavior.
3. *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction (Kern & Clemens, 2007).
4. *Redefine the behavioral goal as a replacement behavior.* When a student displays challenging behaviors, it can be easy to fall into the trap of simply wishing that those misbehaviors would go away. The point of a behavioral intervention, however, should be to expand the student's repertoire of pro-social, pro-academic behaviors--rather than just extinguishing aberrant behaviors. By selecting a positive behavioral goal that is an appropriate replacement for the student's original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Batsche, Castillo, Dixon, & Forde, 2008). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent

'Big Ideas' in Behavior Management...

1. *Manage behaviors through strong instruction.*
2. *Check for academic problems.*
3. *Identify the underlying function of the behavior.*
4. *Eliminate behavioral triggers.*
5. *Redefine the behavioral goal as a replacement behavior.*
6. *Rule out the most likely causes of misbehavior first.*
7. *Be flexible in responding to misbehavior.*

'Big Ideas' in Behavior Management...

1. *Manage behaviors through strong instruction.* A powerful method to prevent misbehavior is to keep students actively engaged in academic responding (Lewis, Hudson, Richter, & Johnson, 2004). A teacher is most likely to 'capture' a student's behavior for academic purposes when the instructor ensures that the student has the necessary academic skills to do the assigned classwork, is given explicit instruction to master difficult material, and receives timely feedback about his or her academic performance (Burns, VanDerHeyden, & Boice, 2008).

'Big Ideas' in Behavior Management...

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

'Big Ideas' in Behavior Management...

3. *Identify the underlying function of the behavior.*

Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective.

Response to Intervention

Behavior Function

- Peer attention
- Acceptance/ affiliation with individuals or peer group(s)
- Power/control in interactions with peer(s)

- Adult attention
- Power/control in interactions with adult(s)

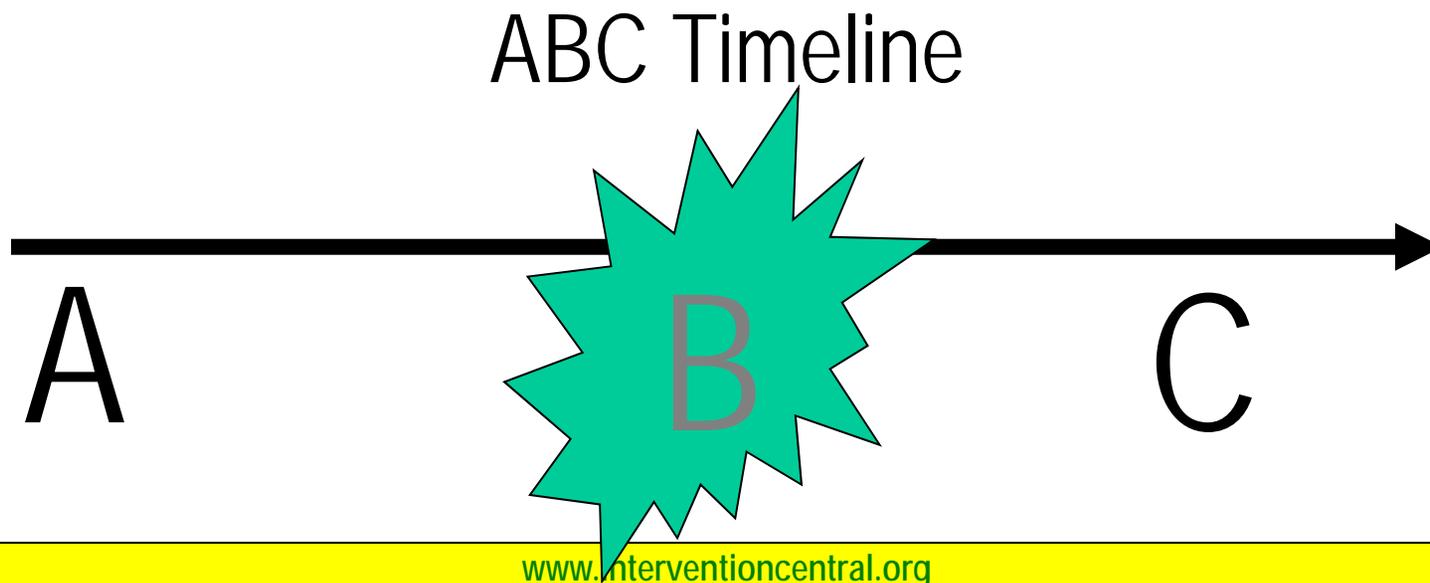
- Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
- Fulfillment of physical needs: e.g., sleep

'Big Ideas' in Behavior Management...

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

ABC Time-line

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



Advantages of Antecedent Strategies vs. 'Reactive Approaches'

1. Can prevent behavior problems from occurring
2. Are typically 'quick acting'
3. Can result in an instructional environment that better promotes student learning

Source: Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65-75.

'Big Ideas' in Behavior Management...

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

'Big Ideas' in Behavior Management...

6. *Rule out the most likely causes for misbehavior first.*

Instructors should first collect and analyze information on the student from several sources and rule out the most common explanations for misbehavior (e.g., cannot do the work; seeking peer attention) before considering whether students' internal levels of motivation (e.g., 'apathetic', 'lazy', 'unmotivated') could be the primary cause of the problem behavior (Christ, 2008) .

Examples of High vs. Low Inference Hypotheses

An 11th-grade student does poorly on tests and quizzes in math. Homework is often incomplete. He frequently shows up late for class and does not readily participate in group discussions.

High-Inference Hypothesis. The student is 'just lazy' and would do better if he would only apply himself.

Low-Inference Hypothesis. The student has gaps in academic skills that require (a) mapping out those skill gaps, and (b) providing the student with remedial instruction as needed.



'Big Ideas' in Behavior Management...

7. *Be flexible in responding to misbehavior.* Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly-- evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct (Marzano, Marzano, & Pickering, 2003).

05:00

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Activity: Which Big Idea is the Most Important?

- In your groups, discuss the big ideas in behavior management presented here.
- See if you can agree on the TOP 1-2 ideas that every educator should keep in mind when working with challenging students.

'Big Ideas' in Behavior Management

1. *Manage behaviors through strong instruction.*
2. *Check for academic problems.*
3. *Identify the underlying function of the behavior.*
4. *Eliminate behavioral triggers.*
5. *Redefine the behavioral goal as a replacement behavior.*
6. *Rule out the most likely causes of misbehavior first.*
7. *Be flexible in responding to misbehavior.*



Critical Elements of Classroom Management. What are the critical elements of strong core classroom behavior management ?

Tutorial: How to Verify That Your Classroom Has the Foundation Necessary for Strong CORE Behavior Management



- The checklist *How To: Identify Critical Elements of Strong Core Classroom Behavior Management* is a useful tool to evaluate your classroom behavior management readiness.

How To: Identify Critical Elements of Strong Core Classroom Behavior Management

Students in classrooms are always engaged in behavior of some sort: listening to the teacher, completing independent work, talking to a friend, looking out the window. The constant unfolding of a student's behaviors can be thought of metaphorically as a 'behavior stream' (Schoenfeld & Farmer, 1970). The teacher's task is to channel this stream of students' behaviors toward productive academic engagement—resulting in both an improved behavioral climate and better school outcomes. In the well-managed classroom, the teacher dedicates as much time as possible to instruction, arranges instructional activities to fully engage the student learner, and uses proactive strategies to manage behaviors (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

Below is a checklist containing six elements that are critical to strong core classroom behavior management. Teachers can use this checklist proactively to ensure that these elements are in place. School administrators and consultants will find that the checklist serves as a helpful framework when they provide guidance to instructors on how to strengthen classroom behavior management.

Checklist: Critical Elements of Strong Core Classroom Behavior Management		
Adequately Documented?	Behavior Element	Why this element matters...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Components of Effective Instruction. The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Instructional match.</i> Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult). <input type="checkbox"/> <i>Explicit instruction.</i> The teacher delivers instruction using modeling, demonstration, supervised student practice, etc. <input type="checkbox"/> <i>Active student engagement.</i> There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'. <input type="checkbox"/> <i>Timely performance feedback.</i> Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities. 	<p><i>If components of effective instruction are missing from the classroom, it is difficult to identify whether a student's misbehavior is caused by academic or other factors.</i></p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Explicit Teaching of Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Gardino, & Lathrop, 2007).</p>	<p><i>Unless classroom behavioral expectations have been taught, there is uncertainty whether a particular student's misbehaviors occur by choice or because of lack of knowledge of expected</i></p>

Tutorial: How to Verify That Your Classroom Has the Foundation Necessary for Strong Core Behavior Management



- Good behavior management rests on a foundation that includes these elements:
 - Effective instruction
 - Explicit teaching of behavioral expectations
 - Students trained in basic class routines
 - Positive classroom rules posted
 - Effective teacher directives
 - Continuum of in-class consequences for misbehavior

Components of Effective Instruction. The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):

- *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
- *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
- *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 get feedback about independent seatwork, whole-group, small-group activities.

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

Students Trained 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

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

Effective Teacher Directives. The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Walker & Walker, 1991). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

Continuum of In-Class Consequences for Misbehavior. The teacher has developed 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). These strategies are used flexibly, matched to the behavioral situation and needs of the student (Marzano, Marzano, & Pickering, 2003).



Strong Core Behavior Management.

What are examples of behavior management that can improve on-task behavior for an entire class?

Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

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

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

Good Behavior Game: Steps

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

Good Behavior Game: Steps

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

Good Behavior Game: Steps

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

Good Behavior Game: Steps

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

Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

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

GOOD BEHAVIOR GAME

Cut-Off=2

Team 1

Team 2

Game Over

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

| *[Call Out]*



Answer: Both teams won the Game, as both teams' point totals fell BELOW the cut-off of 5 points.

The Color Wheel

(Fudge, Skinner, Williams, Cowden, Clark, & Bliss, 2008)

How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

- The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.
- This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
 - green for free time/ low-structure activities
 - yellow for large- or small-group instruction/independent work
 - red for brief transitions between activities.

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

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

Green Behaviors

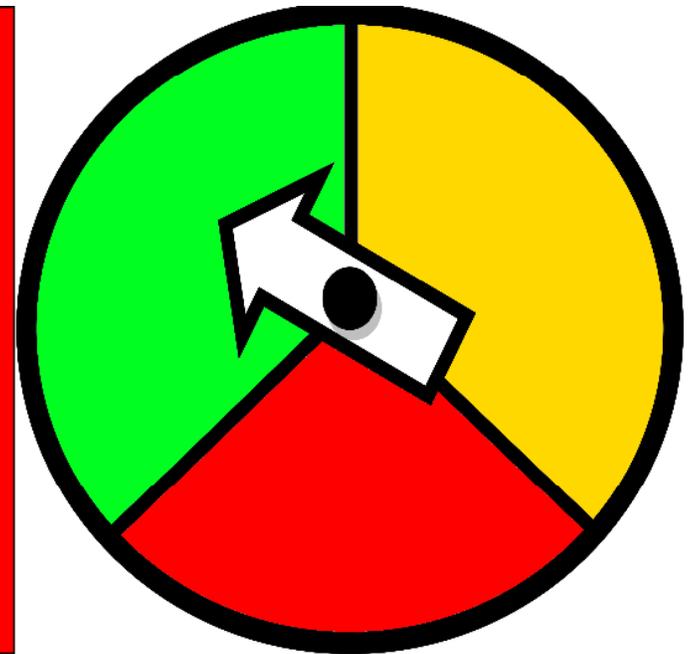
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors

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

Red Behaviors

- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk



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

Color Wheel: Additional Considerations:

1. *Give advance warning.* The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)
2. *Praise rule-following.* The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be 'labeled', clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").

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

Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough complete the transition to a new green or yellow activity (e.g., 3-5 minutes).
4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.

Defensive Management

(Fields, 2004)

Defensive Management: A Method to Avoid Power Struggles

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

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

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

2. Promote Positive Teacher-Student Interactions.

Early in each class session, the teacher has at least one positive verbal interaction with the student.

Throughout the class period, the teacher continues to interact in positive ways with the student (e.g., brief conversation, smile, thumbs up, praise comment after a student remark in large-group discussion, etc.). In each interaction, the teacher adopts a genuinely accepting, polite, respectful tone.

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: Six Steps

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

Source: Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. *Educational Psychology in Practice*, 20, 103-115.

Defensive Management: 6 Steps

1. Understand the Student Problem and Use Proactive Strategies to Prevent 'Triggers'.
2. Promote Positive Teacher-Student Interactions.
3. Scan for Warning Indicators.
4. Exercise Emotional Restraint.
5. Use Defusing Tactics.
6. Conduct a 'Reconnection' Conference.

Classwide/Group Self-Monitoring

(Hoff & Ervin, 2012)

pp. 36-39

Classwide/Group Self-Monitoring as a Behavior Management Tool

- Classwide/group self-monitoring is a convenient intervention to implement that builds lasting behavioral skills and promotes student responsibility.

Students are trained to rate their own behaviors as well as those of the entire class--and receive incentives for both accurate ratings and positive behaviors.

Classwide/Group Self-Monitoring as a Behavior Management Tool

The group self-monitoring program involves 3 phases:

1. **Phase 1: Preparation: Teacher Selects Classroom Rules, Monitoring Period, and Initial Rewards.**
2. **Phase 2: Roll-Out: Behavior Rules and Monitoring are Introduced to the Class.**
3. **Phase 3: Student Self-Monitoring Begins.**

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 1: Preparation: Teacher Selects Classroom Rules, Monitoring Period, and Initial Rewards. To prepare for the self-monitoring program, the teacher:

1. *defines target classroom behaviors.* The instructor defines up to 3 classroom behavioral rules that will be the focus of the student self-monitoring program. When possible, the teacher expresses those rules in positive terms (that is, as behavioral targets for students to emulate). Examples of teacher-selected behavior targets are: *Raise your hand to share ideas; sit appropriately in your seat; talk quietly, and keep hands to self.*

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 1: Preparation: Teacher Selects Classroom Rules, Monitoring Period, and Initial Rewards. To prepare for the self-monitoring program, the teacher:

- 2. decides when to schedule the intervention.* The teacher next decides when during the school day to schedule the self-monitoring program (e.g., during a math, reading, or writing lesson). A period in the range of 45 minutes is a suitable amount of time to conduct this intervention each day.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 1: Preparation: Teacher Selects Classroom Rules, Monitoring Period, and Initial Rewards. To prepare for the self-monitoring program, the teacher:

- 3. becomes familiar with the rating scale.* The teacher becomes familiar with the 5-point rating scale to be used in this intervention. The scale ranges from 1 ('Totally Unacceptable') to 5 ('Excellent') and is used to rate classwide compliance with the target behaviors.

Response to Intervention

Table 1: Behavior-Rating Criteria for Student Self-Monitoring Program (Adapted from Hoff & Ervin, 2012; Rhode et al., 1983)

Points Awarded	Behavioral Definition
5	Excellent. The student/class followed all of the rules with no violations.
4	Very Good. The student/class followed most of the rules throughout the period, with only 1-2 minor rule violations that required little or no teacher intervention.
3	Average. The student/class showed appropriate behavior during at least 80% of the period, with several minor rule violations that required only minimal teacher intervention (e.g., reminder, redirection).
2	Below Average. The student/class broke 1 or more rules that resulted in interruption of learning. The student's problem behavior(s) required direct teacher intervention (e.g., warning, conference).
1	Totally Unacceptable. The student/class broke 2 or more rules that resulted in interruption of learning. The student's problem behavior(s) required direct teacher intervention (e.g., warning, class conference, loss of privileges).

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 1: Preparation: Teacher Selects Classroom Rules, Monitoring Period, and Initial Rewards. To prepare for the self-monitoring program, the teacher:

4. *selects suitable class rewards.* The teacher selects several rewards that can be given to the whole class each day if they attain an acceptable teacher rating of 4 ('Very Good') or 5 ('Excellent') on all items on the classwide behavior scale. Examples of classwide rewards are free time and popcorn or another inexpensive, healthy snack.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 2: Roll-Out: Behavior Rules and Monitoring are Introduced to the Class. The instructor introduces the self-monitoring program to the class. The teacher:

1. *introduces the list of classroom rules.* The teacher presents the 2-3 classroom rules that are the focus of the program. When introducing each rule (e.g., *raise your hand to share ideas*), the teacher clearly defines that rule and gives examples of students correctly following the rule. The teacher then has students write the class behavior rules onto their copies of the *Classroom Behavior/Student Self-Rating Form*.

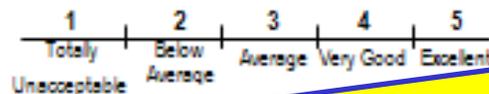
Classroom Behavior/Student Self-Rating Form

Student: _____ Classroom/Grade: _____ Date: _____

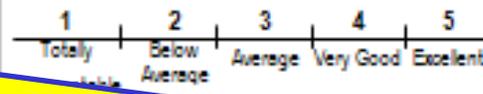
Directions: When directed by your teacher, rate your own behavior and the behavior of the entire class for the 3 classroom rules listed below. Then share your ratings with the teacher.

Behavior Rule 1: _____

How well did *I* follow this rule?

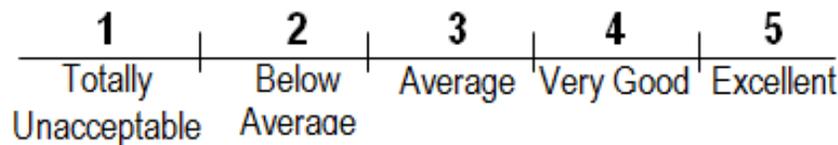


How well did *the class* follow this rule?

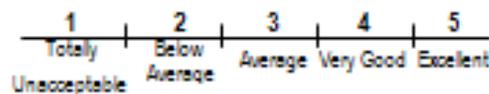
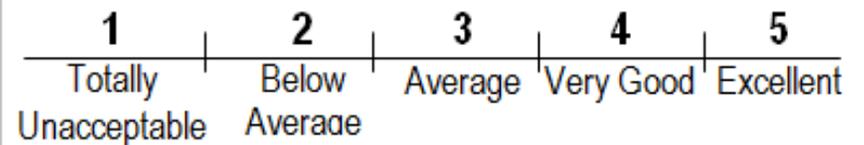


Behavior Rule 1: _____

How well did *I* follow this rule?



How well did *the class* follow this rule?



Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 2: Roll-Out: Behavior Rules and Monitoring are Introduced to the Class. The instructor introduces the self-monitoring program to the class. The teacher:

- describes the 5-point rating system.* The teacher presents the 5-point rating scale ranging from 1 ('Totally Unacceptable') to 5 ('Excellent') that will be used to rate classwide compliance with the target behaviors. The instructor also shares behavior-rating criteria and offers illustrative behavioral examples for each point on the scale.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 2: Roll-Out: Behavior Rules and Monitoring are Introduced to the Class. The instructor introduces the self-monitoring program to the class. The teacher:

- reviews key elements of the teacher-rating process.* The teacher tells students that she or he will monitor the behavior of the entire class during a specific daily period over the next 3-5 days. After every monitoring period, the teacher will assign the class a rating from 1 to 5 for each target behavior, depending on observed student conduct. The teacher tells students that, on any day when the class scores at least a 4 on all three behavioral targets, the whole group will earn a reward to be chosen from a reward list.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 2: Roll-Out: Behavior Rules and Monitoring are Introduced to the Class. The instructor introduces the self-monitoring program to the class. The teacher:

- 3. begins the teacher-led rating program.* The teacher observes classwide behaviors during the selected daily period. At the end of the period, the instructor rates the class on every behavioral rule and shares specifics with the group about why each rating was assigned. If the class earns a reward (i.e., attains ratings of at least 4 on all behaviors), the teacher gives the reward at the end of the period or before the close of the school day. The teacher also plots on a cumulative graph the class's daily combined behavior-points.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 3: Student Self-Monitoring Begins. After 3-5 days of teacher-led monitoring, the classroom is ready to transition to student self-monitoring. During this phase, the teacher:

1. *prompts students to self-monitor behaviors.* During the self-monitoring phase, students receive copies each day of the *Classroom Behavior/Student Self-Rating Form*. At the end of each daily observation period, students are instructed to use the form to first rate their *own* behavior and then to rate the behavior of the entire class. While students are informed that ratings of their own behavior are important as personal feedback, they also are told that *only their classwide ratings* will count toward the group reward.

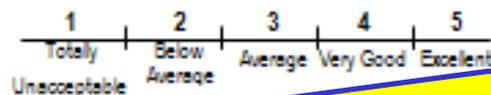
Classroom Behavior/Student Self-Rating Form

Student: _____ Classroom/Grade: _____ Date: _____

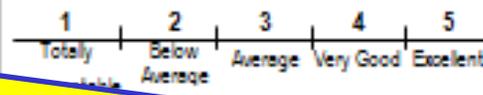
Directions: When directed by your teacher, rate your own behavior and the behavior of the entire class for the 3 classroom rules listed below. Then share your ratings with the teacher.

Behavior Rule 1: _____

How well did *I* follow this rule?

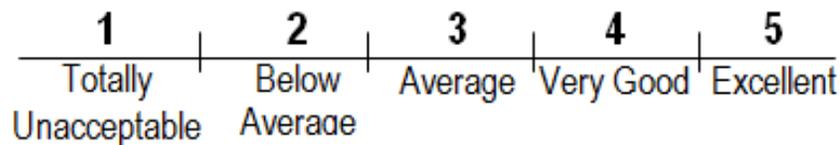


How well did *the class* follow this rule?

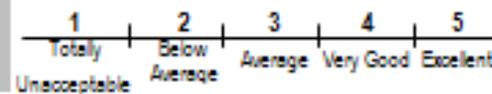
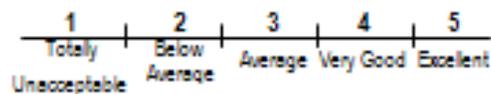
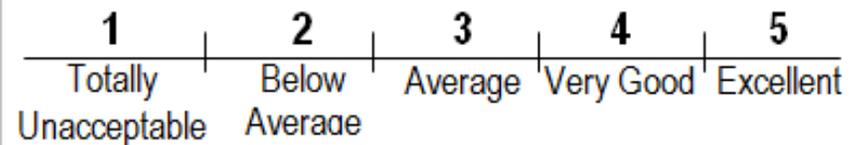


Behavior Rule 1: _____

How well did *I* follow this rule?



How well did *the class* follow this rule?



Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 3: Student Self-Monitoring Begins. After 3-5 days of teacher-led monitoring, the classroom is ready to transition to student self-monitoring. During this phase, the teacher:

- determines the daily classwide behavior rating.* During each rating period, the instructor completes her or his own rating of classwide behaviors along with the students. Each day, the teacher randomly selects one of the 3 target behaviors and surveys the group, through a show of hands, to find out the numeric rating that the majority of the class assigned to that behavior. This majority rating represents the classwide rating ('student rating').

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 3: Student Self-Monitoring Begins. After 3-5 days of teacher-led monitoring, the classroom is ready to transition to student self-monitoring. During this phase, the teacher:

3. *calculates daily points earned by the class.* The teacher compares the classwide student rating to her or his own rating for the randomly selected behavioral rule.
 - If student and teacher ratings match, the class earns the rating points (e.g., 3 points; 4 points) plus 1 bonus point.
 - If student and teacher ratings diverge by 1 point, the class earns rating points.
 - If student and teacher ratings diverge by 2 or more points, the class earns no points.

Classwide/Group Self-Monitoring as a Behavior Management Tool

Phase 3: Student Self-Monitoring Begins. After 3-5 days of teacher-led monitoring, the classroom is ready to transition to student self-monitoring. During this phase, the teacher:

4. *plots cumulative points and dispenses rewards.* The teacher plots any class points earned each day onto a cumulative graph or chart. When the class reaches a cumulative point-level goal selected by the teacher, those points are redeemed for a prize selected by the class (e.g., special snack; showing of a movie; etc.).

Group Activity: Ways to Manage Student Groups

At your tables:

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

Group Behavior Management Ideas:

1. Good Behavior Game
2. Color Wheel
3. Defensive Management: 6 Steps
4. Classwide/Group Self-Monitoring



Discipline: Building a Classroom Continuum. How can teachers increase their capacity to manage 'low-level' challenging behaviors within the classroom?

Classroom Behavior Incident: Teacher Response Plan

Teachers who can draw on a range of responses when dealing with classroom misbehaviors are more likely to keep those students in the classroom, resulting in fewer disruptions to instruction and better learning outcomes for struggling students. A good organizing tool for teachers is to create a matrix outlining their response options for classroom behavior management and discipline.

Classroom Behavior Incident: Teacher Response Plan

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

1. Behavioral Reminder

Description: An behavioral reminder is a brief, neutral prompt to help the student to remember and follow classroom behavioral expectations.

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

Examples: Here are examples of behavioral reminders:

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

2. Academic Adjustment

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

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

Examples: Here are examples of academic adjustments:

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

Classroom Behavior Incident: Teacher Response Plan

Here are 8 categories of teacher response to student misbehavior:

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

Response to Intervention

1. Behavioral Reminder

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Examples: Here are examples of behavioral reminders:

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Response to Intervention

2. Academic Adjustment

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

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

Examples: Here are examples of academic adjustments:

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

Response to Intervention

3. Environmental Adjustment

Description: An environmental adjustment is a change made to some aspect of the student's environment to improve behaviors.

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

Examples: Here are examples of environmental adjustments:

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

Response to Intervention

4. Warning

Description: A warning is a teacher statement informing the student that continued misbehavior will be followed by a specific disciplinary consequence.

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

Examples: Here are examples of warnings:

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

Response to Intervention

5. Time-Out

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

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

Preparation: If the time-out location is within the classroom, the teacher should identify the time-out location in advance and ensure that students placed there can be easily observed but are sufficiently removed from the current classroom activity. If the time-out location is out of the classroom, the teacher should arrange with other adults in advance (e.g., participating teachers whose classrooms may be time-out locations) to work out details for entering and exiting time-out and for supervising students during time-out.

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

- The teacher sends a student to a study carrel in the corner of the classroom for 5 minutes for misbehavior.
- The teacher sends the student to a neighboring classroom for 10 minutes, where the student is to sit alone and complete classwork.

Response to Intervention

6. Response Cost

Description: Response cost is the taking away of privileges or other valued elements ('cost') in response to student misbehavior.

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

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

Examples: Here are examples of response-cost:

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

Response to Intervention

7. Behavior Conference

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

1. *Description of the problem behavior.* The teacher describes the student's behavior and explains why it is presenting a problem in the classroom.
2. *Open-ended questions and student input.* The teacher asks open-ended questions to fully understand what factors are contributing to the problem behavior.
3. *Problem-solving.* Teacher and student discuss solutions to the problem behavior and agree to a plan.
4. *Disciplinary reminder.* If appropriate, the teacher concludes the conference by informing the student of the disciplinary consequence that will occur if the problem behavior continues.

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

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

Response to Intervention

8. Defusing Techniques

Description: Defusing techniques are any teacher actions taken to calm a student or otherwise defuse a situation with the potential for confrontation or emotional escalation.

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

Examples: Here are examples of defusing techniques:

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

Scenario 1: 7th-Grade Instructional Team

- A 7th-grade instructional team uses the format of the *Classroom Behavior Incident: Teacher Response Plan* to standardize their response to misbehaving students. The team decides to develop their 'defusing strategies' resources.
- They meet with the school's mental health team (school social worker, school psychologist, school counselor, assistant principal) and develop a 'defusing' pass system.
- According to this system, any student who appears to need to talk with a mental health staff member is to be given a pass. The student is to check in with the secretary in the guidance counseling office, who will call to locate an available staff member for the student to talk with.

Response to Intervention

Classroom Behavior Incident: Teacher Response Plan

Scenario 1: 7th-Grade Instructional Team

A student, Francine, is in her Science class, whispering to a couple of her friends sitting near by. The teacher can see that the whispering is beginning to distract students in proximity to Francine.

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

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

Narrative of Incident [Optional]: _____

Response to Intervention

Scenario 1: 7th-Grade Instructional Team

Behavioral Reminder. The teacher makes eye contact with Francine while teaching and puts a finger to his lips to signal that she should stop talking and attend to instruction.

Classroom Behavior Incident: Teacher Response Plan

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

	<i>Behavior Management Strategy</i>	<i>Details. Include a description of each strategy used.</i>
	Behavioral Reminder	
2	Academic Adjustment	
3	Environmental Adjustment	
4	Warning	
5	Time-Out	
6	Response Cost	
7	Behavioral Conference	
8	Defusing Techniques	

Narrative of Incident [Optional]: _____

Response to Intervention

Scenario 1: 7th-Grade Instructional Team

A student, Francine, is in her Science class, whispering to a couple of her friends sitting

Environmental Adjustment.
When Francine continues to talk to peers, the teacher moves her to a seat near the front of the room, away from her friends and close to the teacher.

Classroom Behavior Incident: Teacher Response Plan

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

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

Narrative of Incident [Optional]: _____

Response to Intervention

Classroom Behavior Incident: Teacher Response Plan

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

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

Narrative of Incident [Optional]: _____

Warning. Francine continues to clown at her desk, making faces and whispering comments to no one in particular. The teacher approaches her desk and tells Francine quietly that if she continues to talk and distract other students, she will need to stay after class for a teacher conference, which will probably make her late for lunch. Francine's behaviors improve immediately.

Scenario 2: 7th-Grade Instructional Team

A student, Jay, walks into his English class after lunch one day and appears visibly upset. When the teacher directs the class to pull out a homework assignment for review, Jay sits in his seat looking flushed and angry. He does not take out his work.

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

	Behavior Management Strategy	Details. Include a description of each strategy used.
1	Behavioral Reminder	
2	Academic Adjustment	
3	Environmental Adjustment	
4	Warning	
5	Time-Out	
6	Response Cost	
7	Behavioral Conference	
8	Defusing Techniques	

Narrative of Incident [Optional]: _____

Scenario 2: 7th-Grade

Behavioral Reminder. The teacher approaches Jay and quietly asks that he pull out his homework. She then returns to the front of the room.

angry. He does not take out his work.

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

	Behavior Management Strategy	Details. Include a description of each strategy used.
1	Behavioral Reminder	
2	Academic Adjustment	
3	Environmental Adjustment	
4	Warning	
5	Time-Out	
6	Response Cost	
7	Behavioral Conference	
8	Defusing Techniques	

Narrative of Incident [Optional]: _____

Scenario 2: 7th-Grade

Behavior Conference. The teacher sees that Jay is still not getting out his homework. She gives the class a 5-minute assignment to review their homework before submitting and uses that time to meet briefly with Jay in the hallway. She asks open-ended questions and discovers that Jay is angry about an incident that occurred at lunch.

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

	<i>Behavior Management Strategy</i>	<i>Details. Include a description of each strategy used.</i>
1	Behavioral Reminder	
2	Academic Adjustment	
3	Environmental Adjustment	
4	Warning	
5	Time-Out	
6	Response Cost	
	Behavioral Conference	
8	Defusing Techniques	

Narrative of Incident [Optional]: _____

Scenario 2: 7th Grade

Defusing Techniques.

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

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

	Behavior Management Strategy	Details. Include a description of each strategy used.
1	Behavioral Reminder	
2	Academic Adjustment	
3	Environmental Adjustment	
4	Warning	
5	Time-Out	
6	Response Cost	
7	Behavioral Conference	
8	Defusing Techniques	

Narrative of Incident (Optional): _____

Classroom Behavior Incident: Teacher Response Plan

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

Student Name: _____ Date: _____

Person Completing Form: _____ Classroom: _____

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

Narrative of Incident [Optional]: _____

Activity: Adventures with Ricky Helium



Muvizu

Scenario: Silly Noises

You are transitioning your class from collaborative groups to a short teacher lecture. Ricky is not part of the transition: he is sitting in his seat making gestures and silly noises...

Scenario: Silly Noises



Muvizu

Scenario: Silly Noises

You are transitioning your class from collaborative groups to a short teacher lecture. Ricky is not part of the transition: he is sitting in his seat making gestures and silly noises...

You know from past experience with Ricky that he seems to like the attention.

What is your next move with this student?

Scenario: Starting an Assignment

You get your class started on an independent math assignment. You notice that Ricky is just sitting at his desk, making no effort to begin work.

You approach and say quietly, "Ricky, do you need any help to get started?"

Ricky replies:

Scenario: Starting an Assignment



Muvizu

Scenario: Starting an Assignment

You get your class started on an independent math assignment. You notice that Ricky is just sitting at his desk, making no effort to begin work.

You approach and say quietly, "Ricky, do you need any help to get started?"

Ricky replies: "I don't feel like doin' this stuff today."

What is your next move with this student?

Scenario: Missing Homework

Ricky has not been turning in his homework. You pull him aside for a conference and ask when he plans to turn his missing homework in. Ricky says:

Scenario: Missing Homework



Muvizu

02:00

Scenario: Missing Homework

Ricky has not been turning in his homework. You pull him aside for a conference and ask when he plans to turn his missing homework in. Ricky says:

"My dad said that I don't have to *do* my homework...and you can't make me!"

What is your next move with this student?

10:00

Group Activity: *Develop a Classroom Behavior Response Plan*

- Review the 8 general categories of teacher response to problem behaviors.
- Select the categories that you would find MOST challenging.
- Turn to page 22 of the handout. Using your colleagues as a resource, develop specific ideas under these categories for intervening with students. Write them down on the form provided.

Classroom Behavior Incident: Teacher Response Plan

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



Behavior Statement. How can the description of a student's problem behavior be formatted to help the teacher to find effective strategies to fix that behavior? pp. 40-44

Activity: Think of a Behaviorally Challenging Student...Part 1



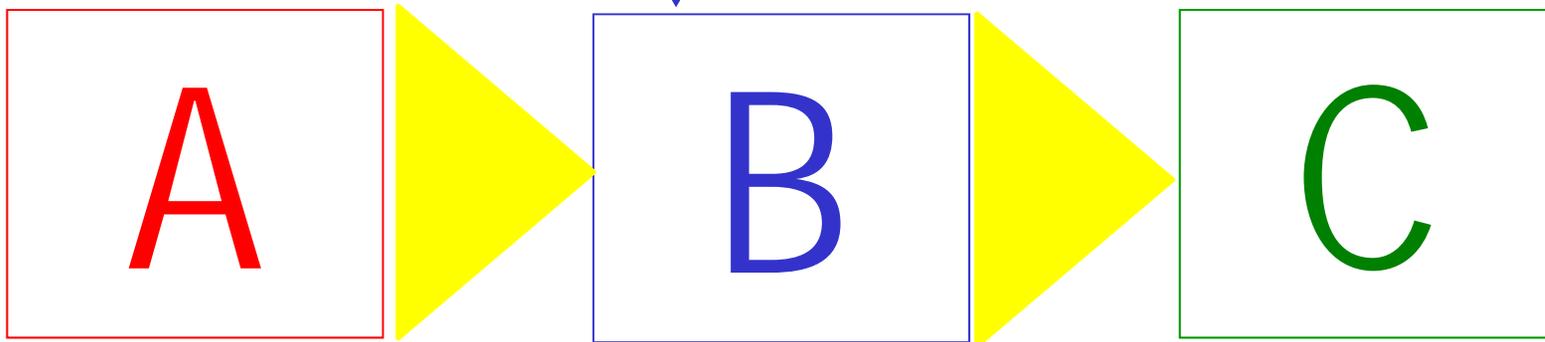
At your tables:

- Select one student in your classroom who displayed challenging behaviors this past year.
- Describe this student to your elbow-group.
- Write a brief description of that student's problem behavior.

ABC: The Core of Behavior Management

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

"That is, most **behavior** is believed to occur..."

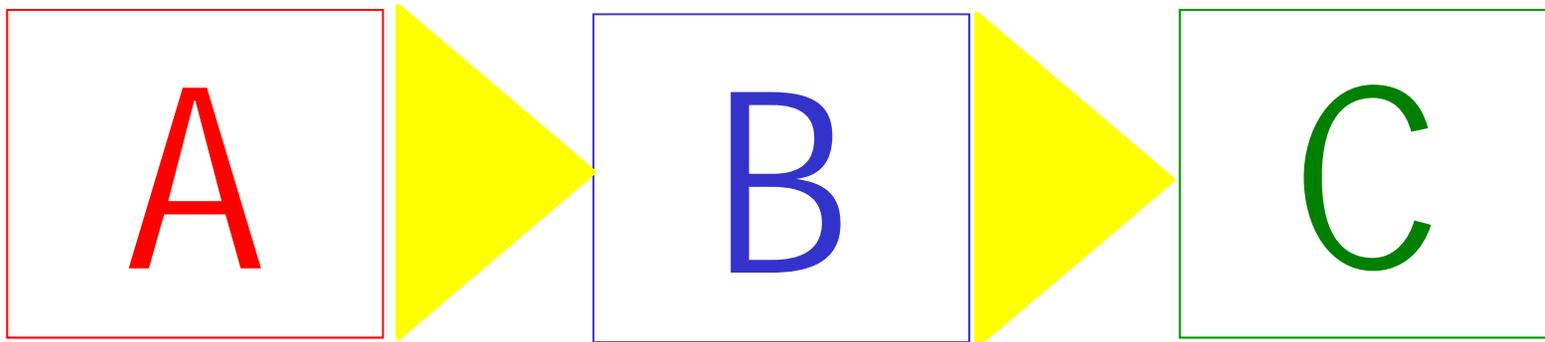


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children*, 25, 113-130. p. 113.

ABC: The Core of Behavior Management

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

"... subsequent to some type of environmental event (i.e., an antecedent) ..."

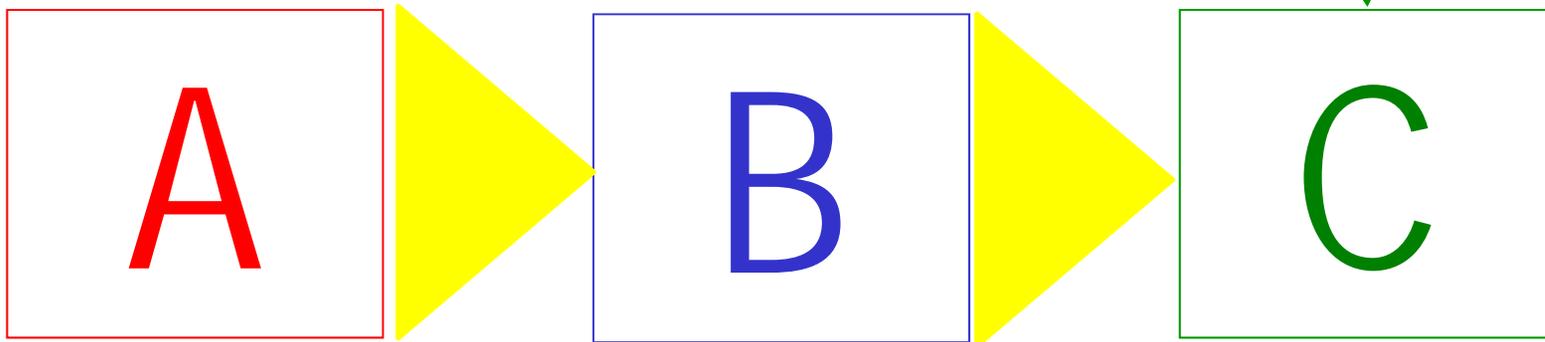


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children*, 25, 113-130. p. 113.

ABC: The Core of Behavior Management

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

"...which then may be maintained if it is followed by an event that is pleasurable or reinforcing (i.e., **consequence**)."

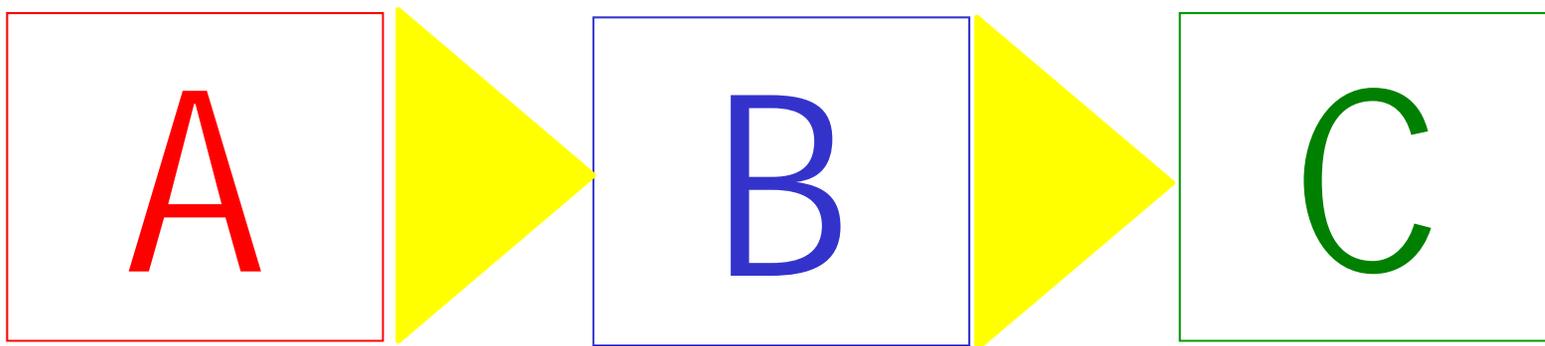


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

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

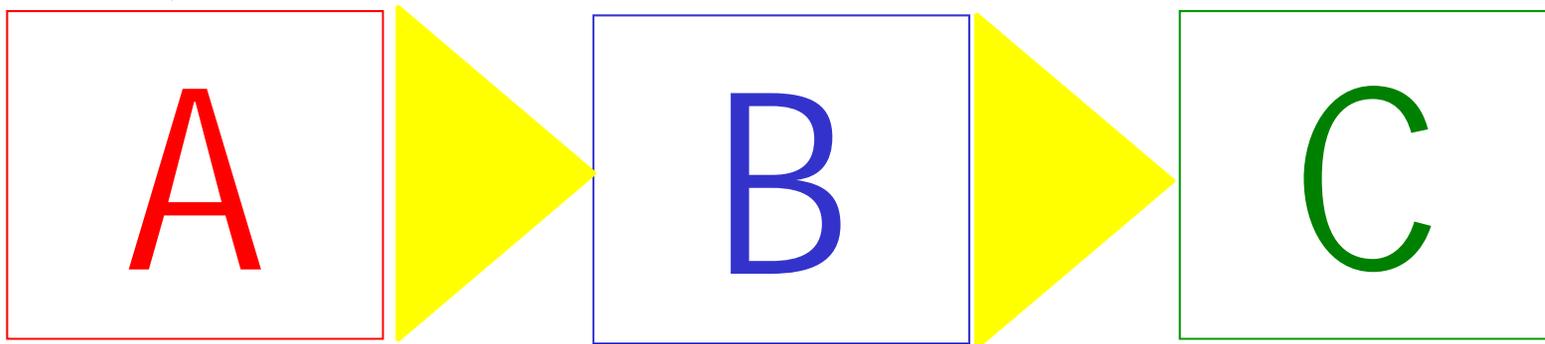


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children*, 25, 113-130. p. 113.

ABC: Events as Antecedents

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

Example: A student is given a worksheet to complete.

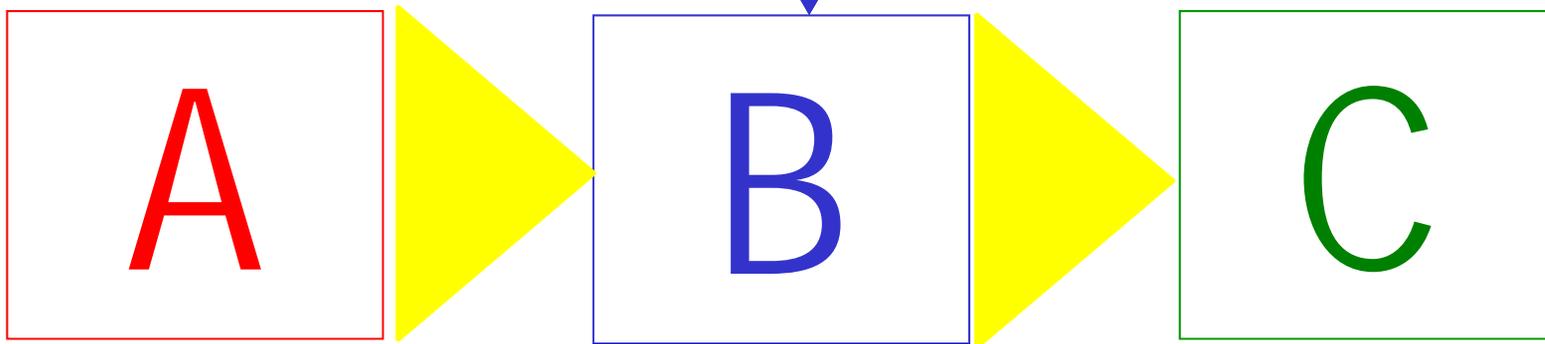


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

The student stares at the paper for a moment—then tears it up.

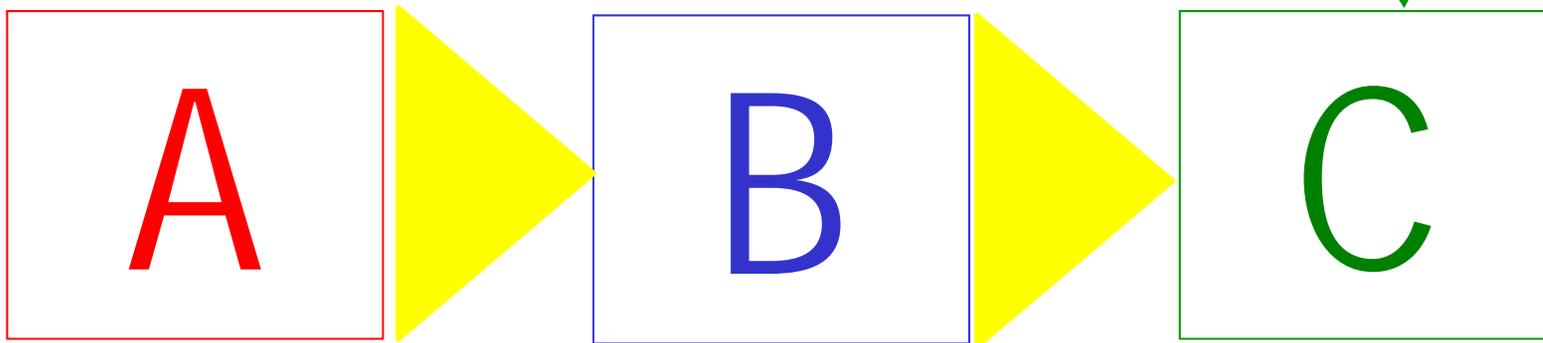


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children, 25*, 113-130. p. 113.

ABC: Events as Antecedents

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

The student is sent to the office-allowing escape from the task.



Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children*, 25, 113-130. p. 113.

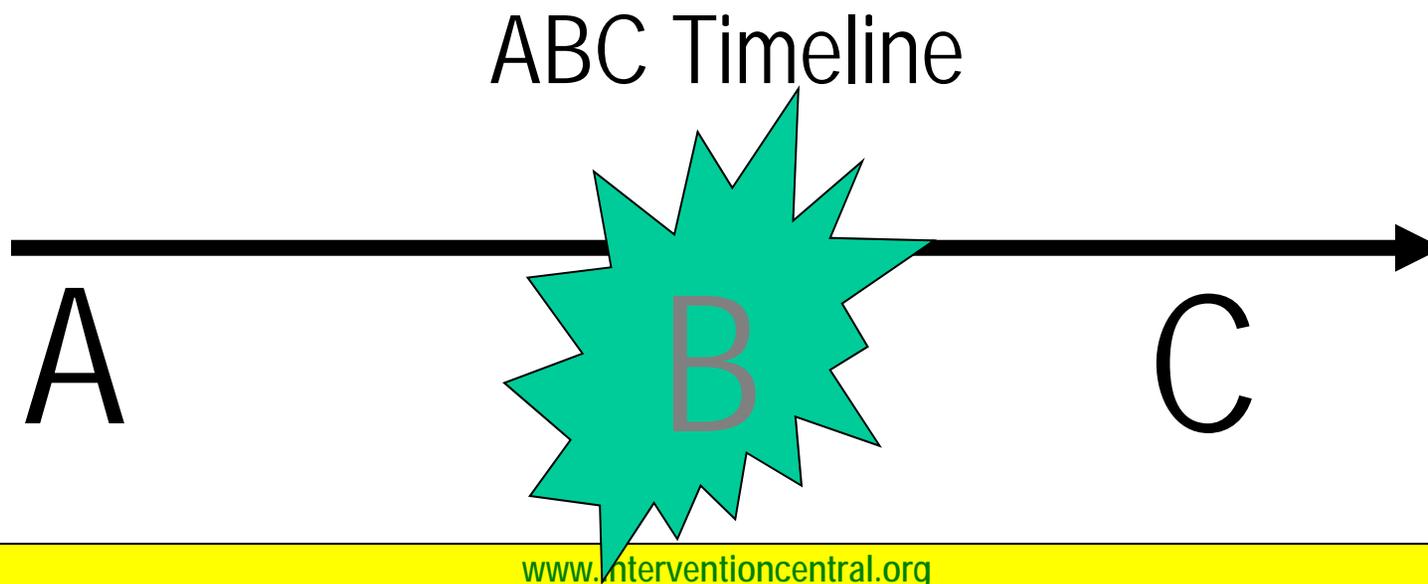
Behavior ('ABC') Statement

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

- A. *Antecedents*: events that precede and trigger the problem behavior;
- B. *Behavior*: the problem behavior itself; and
- C. *Consequences*: events occurring as a result of the behavior that reinforce it in the future.

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

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



Behavior ('ABC') Statement: Examples

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

Classroom Behavioral Statement Organizer

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

Classroom Behavioral Statement Organizer

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



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

The chart is divided into four columns:

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

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review <input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out)	— Student fails to complete work. — Teacher ignores the behavior	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or
<p>Antecedent/Activity. The chart lists a range of classroom activities typically taking place when the student problem behavior occurs. If a teacher finds that a student behavior is displayed across <i>multiple</i> classroom settings/activities, choose only the one or two settings/activities where the student's behavior is most problematic. The teacher is encouraged to write out his or her own description of any activities not listed here.</p>			
	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	

Antecedent/Activity: Examples

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

Classroom Behavior

Antecedent/Activity	Student Behavior
<input type="checkbox"/> Start of class/bell-ringer activities	<input type="checkbox"/> Sits inactive
<input type="checkbox"/> Large-group lecture	<input type="checkbox"/> Puts head on desk
<input type="checkbox"/> Large group teacher-led discussion	<input type="checkbox"/> Is inattentive (e.g., staring into the window)
<input type="checkbox"/> Large-group: when called on by the teacher	<input type="checkbox"/> Leaves seat without permission
<input type="checkbox"/> Student work-pairs	<input type="checkbox"/> Requests bathroom or water
<input type="checkbox"/> Student groups: cooperative learning	<input type="checkbox"/> Uses cell phone, music player, or other device against class rules
<input type="checkbox"/> Reading activities	<input type="checkbox"/> Whispers/talks/mutters
<input type="checkbox"/> Writing activities	<input type="checkbox"/> Makes loud or distracting noises
<input type="checkbox"/> Math activities	<input type="checkbox"/> Calls out with non-instructional comments
<input type="checkbox"/> Independent seat work	<input type="checkbox"/> Calls out with instructionally relevant comments
<input type="checkbox"/> Independent computer work	<input type="checkbox"/> Plays with/taps objects
<input type="checkbox"/> Transitions between academic activities	<input type="checkbox"/> Throws objects
<input type="checkbox"/> Homework collection	<input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
<input type="checkbox"/> In-class homework review	<input type="checkbox"/> Whispers/talks to other students on instructional topics
<input type="checkbox"/> Tests and/or quizzes	<input type="checkbox"/> Whispers/talks to other students on instructional/academic topics: answers or help with directions
<input type="checkbox"/> Class dismissal	<input type="checkbox"/> Makes verbal threats toward peers
<input type="checkbox"/> Other:	<input type="checkbox"/> Uses inappropriate language (e.g., profanity) with peers
	<input type="checkbox"/> Taunts/teases/makes fun of peers
	<input type="checkbox"/> Makes comments to encourage students to misbehave
	<input type="checkbox"/> Fails to begin in-class assignment (e.g., refusal)

www.i

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

Behavior: Examples

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

Classroom Behavioral Statement Organizer

Antecedent/Activity

Student Behavior

Consequence/ Outcome

Behavior Function

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

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

— Student receives positive peer attention.

— Student receives negative peer attention.

— Student is briefly timed-out within the classroom.

— Student is briefly timed-out outside of the classroom.

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

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

— Student receives a 'respite' break away from peers to calm down before rejoining class.

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

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

— Other: _____

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

- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal
- Other: _____

- answers or help with directions
- Makes verbal threats toward peers
- Uses inappropriate language (e.g., obscenities) with peers
- Taunts/teases/makes fun of peers
- Makes comments to encourage or 'egg on' other students to misbehave
- Fails to begin in-class assignments (verbal refusal)

Consequences/Outcomes: Examples

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

- Student receives positive peer attention
- Student receives negative peer attention.

- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

- Student is sent from the classroom to talk with a counselor/psychologist/social worker.
- Student receives a snack, nap, or other support.

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

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

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

Behavior Statements: 3 Examples

- Jack: The Work's Not Getting Done



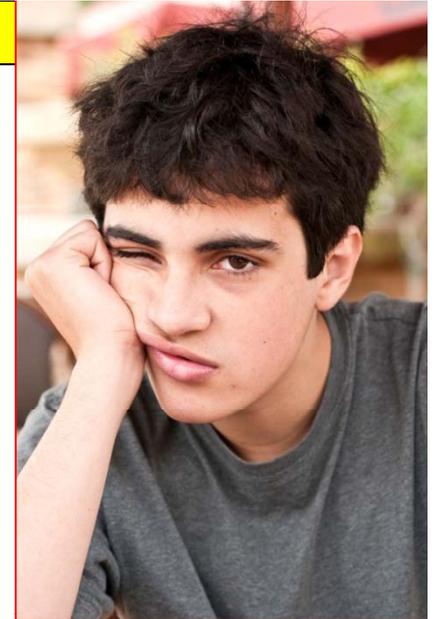
- Carl: Hard to Ignore



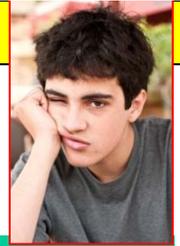
- Tamara: Social Butterfly



Jack: The Work's Not Getting Done: His social-studies teacher, Mr. Lang, realizes by about the third week of class that Jack seldom turns in work from in-class assignments—and that, when he does, the work is often not complete.



The teacher will sometimes approach Jack to redirect him back to task during independent assignments. Depending on his mood, Jack can be uncommunicative or verbally defiant.



Jack: The Work's Not Getting Done

Behavior ('ABC') Statement for Jack

Antecedent	Behavior	Consequence
<p><i>During independent seatwork involving reading or writing activities</i></p>	<p><i>Jack:</i></p> <ul style="list-style-type: none"><i>sits inactive</i><i>puts his head on the desk</i><i>Fails to begin in-class assignments (verbal refusal)</i>	<p><i>and :</i></p> <ol style="list-style-type: none"><i>fails to complete the work.</i><i>is redirected to task by the teacher</i><i>is sent from the classroom to the office (disciplinary referral).</i>



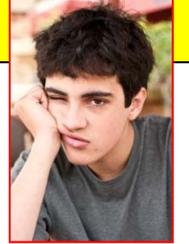
Jack: The Work's Not Getting Done: What is the Function?

- Mr. Lang sees what he thinks is a pattern: that consequences 1 (failure to complete work) and 3 (occasionally being sent to the office) support the function of escape/avoidance.
- The instructor sees that teacher redirection might suggest adult attention as a behavioral influence, but there is no other evidence that this function contributes to Jack's behavior.
- Based on the behavioral statement, Mr. Lang concludes that Jack's behaviors serve the function of 'escape and avoidance' of classwork.



Jack: The Work's Not Getting Done: Intervention: Escape/Avoidance

- Mr. Lang reviews Jack's work-products, looks at past records on the student from the cumulative folder, and meets with Jack to better understand what is driving the escape behavior.
- The teacher concludes that, while Jack has near-grade-level reading and writing skills, he does not like literacy activities. Jack also appears to be (quietly) disorganized and lacks good work-planning skills. He also prefers to work with others than to work alone.



Jack: The Work's Not Getting Done: Intervention: Escape/Avoidance (Cont.)

So the English teacher decides to:

1. Introduce Jack to an effective 'self-regulated' approach to planning in-class and homework assignments in two sessions during the teacher's open period.
2. Review organization and time-management skills with the entire class.
3. Provide greater direction when introducing independent reading and writing assignments and reduce their length.
4. Increase use of student cooperative learning during independent work periods.



Jack: The Work's Not Getting Done: Intervention: Escape/Avoidance (Cont.)

Student Independent Work: Planning Tool						
Student: _____		Teacher/Staff Member: _____			Date: ___/___/___	
		Planning	Planning	Planning	Self-Evaluation	Self-Evaluation
	Date:	Sub-Task: Describe each assignment sub-task to be completed.	Time Allocated: Estimate the time required for this task. E.g., "20 mins"; "11:20-11:40"	Performance Goal: Write your goal for the amount, accuracy, and/or quality of work to be completed.	Actual Performance: After the assignment, record the amount, accuracy, and/or quality of the work <i>actually completed</i> .	Goal Met?: Did you achieve the goal within the time allocated?
1	___/___/___					<input type="checkbox"/> YES <input type="checkbox"/> NO
2	___/___/___					<input type="checkbox"/> YES <input type="checkbox"/> NO
3	___/___/___					<input type="checkbox"/> YES <input type="checkbox"/> NO
4	___/___/___					<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>Adjustment: Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.</p> <p>Number of Goal Not Met & Action Plan to Fix: _____</p> <p>Number of Goal Not Met & Action Plan to Fix: _____</p> <p>Number of Goal Not Met & Action Plan to Fix: _____</p>						

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



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



Carl: Hard to Ignore

Behavior ('ABC') Statement for Carl

Antecedent	Behavior	Consequence
<p><i>During large-group lecture or teacher-led instruction</i></p>	<p><i>Carl:</i></p> <ul style="list-style-type: none">• <i>makes distracting noises</i>• <i>calls out with non-instructional comments</i>• <i>teases peers</i>• <i>leaves his seat</i>	<p><i>and :</i></p> <ul style="list-style-type: none">• <i>teacher ignores the behavior</i>• <i>teacher redirects/prompts/reminds the student.</i>• <i>teacher reprimands the student.</i>• <i>teacher conferences w/ the student.</i>



Carl: Hard to Ignore: What is the Function?

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



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

Mrs. Randolph put together the following plan for Carl:

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

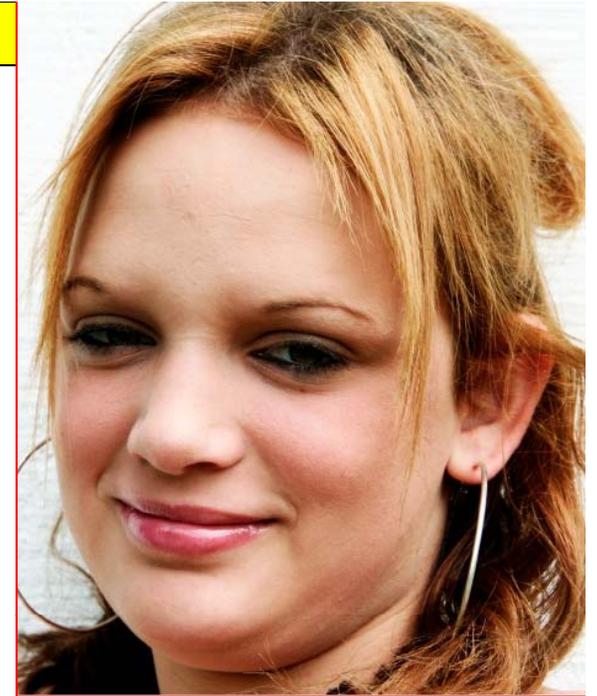


Carl: Hard to Ignore: Intervention: Adult Attention-Seeking (Cont)

Mrs. Randolph put together the following plan for Carl:

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

Tamara: Social Butterfly: Mr. Brody, an English teacher, finds that Tamara's persistence in talking with peers during instructional activities interferes with her own and peers' classwork.



In preparation for a meeting with Tamara and her parent about her behavior, Mr. Brody decides to create a behavioral statement. As part of his fact-finding, the teacher meets with other students whom Tamara most often talks with in class to find out why they participate in those off-task conversations.



Tamara: Social Butterfly

Behavior ('ABC') Statement for Tamara

Antecedent	Behavior	Consequence
<i>When paired with another student or when working in a group</i>	<i>Tamara:</i> <ul style="list-style-type: none">• <i>uses inappropriate language with peers</i>• <i>taunts/teases/ makes fun of peers</i>• <i>makes verbal threats toward peers</i>	<i>and :</i> <ol style="list-style-type: none">1. <i>student receives peer attention</i>2. <i>teacher redirects the student to task.</i>3. <i>teacher reprimands the student.</i>



Tamara: Social Butterfly: What is the Function?

- What surprises Mr. Brody is the information (from Tamara's peers) that many of her seemingly innocent off-task comments to classmates are actually derogatory or threatening.
- Essentially, Mr. Brody concludes, Tamara is bullying classmates.
- The teacher decides that a social function is driving Tamara's behavior (**'power/control in interactions with peer'**).



Tamara: Social Butterfly: Intervention: Power & Control of Peers

Tamara's behavior falls under the school's 'zero-tolerance for bullying' policy.

- Mr. Brody shares his information about Tamara's intimidating behavior towards classmates with the guidance department.
- Tamara's counselor and Mr. Brody meet with the student and her parents to share the peer complaints of her behavior (without naming those students).
- The student is placed in a bully prevention program and meets for several sessions with the counselor.

Classroom Behavioral Statement Organizer

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

10:00

Activity: Think of a Behaviorally Challenging Student...Part 2

- Look over the handout *Classroom Behavioral Statement Organizer*
- For the student whom you previously selected, use the chart to write a behavior ('A-B-C') statement.
- Then attempt to identify a FUNCTION that you believe sustains the student's behavior.
- Share your statement with others at your table.

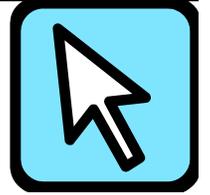
Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.

Antecedent	Behavior	Consequence



Finding Rewards That Motivate.

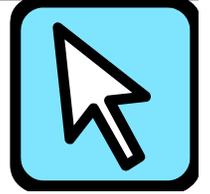
How can teachers rapidly find rewards that will motivate students?



Tutorial: How to Conduct a Reinforcer Survey to Create a 'Reward Menu'

1. The teacher collects a series of feasible classroom ideas for possible student reinforcers, writing each idea onto a separate index card. This serves as a master 'reinforcer deck' that the teacher can reuse.
2. The teacher meets with the student individually to review the reward ideas in the master reinforce deck. The student states whether he or she 'likes' each reinforce idea 'a lot' , 'a little' or 'not at all' and the teacher sorts the reinforcer cards accordingly into separate piles. The reinforce ideas that the student selected as 'liking a lot' will be used to create a customized reinforcer menu for the student.

Tutorial: How to Conduct a Reinforcer Survey to Create a 'Reward Menu'



3. Whenever the student meets teacher-established criteria to earn a reward, that student selects one from the reinforce menu.
4. If the reward menu appears to be losing its reinforcing power, the teacher can repeat the steps above with the student to update and refresh the reward menu.

Response to Intervention

Reinforcer Survey Activity: Items 1-8 of 16

Review these reinforcer ideas with your 'student'. For each idea, record whether the student likes the idea a lot ('2'), a little ('1'), or not at all ('0').

Reinforcer/Reward Idea
1. Select friends to sit with to complete a cooperative learning activity
2. Be the teacher's helper for the day
3. Have 5 minutes on the Internet researching a topic of interest
4. Work on a jigsaw or other puzzle
5. Be given reserved cafeteria seating for the student and several friends
6. Help a specials teacher (e.g., art, physical education, music)
7. Choose from a list of supervised school locations (e.g., library, another classroom) to complete an independent reading assignment
8. Play a favorite game

Response to Intervention

Reinforcer Survey Activity: Items 9-16 of 16

Review these reinforcer ideas with your 'student'. For each idea, record whether the student likes the idea a lot ('2'), a little ('1'), or not at all ('0').

Reinforcer/Reward Idea
9. 'Adopt' a younger student and be allowed to check in with that student as a mentor
10. Help the custodian
11. Help the teacher to operate the SmartBoard or PowerPoint projector
12. Receive a ticket to be redeemed at a later time for a preferred activity
13. Select a friend as a 'study buddy' to work with on an in-class assignment
14. Sit next to the teacher during a lesson or activity
15. Listen to a book on tape/audio book
16. Post artwork or school work on a class or hall bulletin board

Response to Intervention

Reinforcer/Reward Idea	Reinforcer Category
1. Select friends to sit with to complete a cooperative learning activity	Peer Attention
2. Be the teacher's helper for the day	Adult Attention
3. Have 5 minutes on the Internet researching a topic of interest	Academic Activity
4. Work on a jigsaw or other puzzle	Non-Academic Activity
5. Be given reserved cafeteria seating for the student and several friends	Peer Attention
6. Help a specials teacher (e.g., art, physical education, music)	Adult Attention
7. Choose from a list of supervised school locations (e.g., library, another classroom) to complete an independent reading assignment	Academic Activity
8. Play a favorite game	Non-Academic Activity

Response to Intervention

Reinforcer/Reward Idea	Reinforcer Category
9. 'Adopt' a younger student and be allowed to check in with that student as a mentor	Peer Attention
10. Help the custodian	Adult Attention
11. Help the teacher to operate the SmartBoard or PowerPoint projector	Academic Activity
12. Receive a ticket to be redeemed at a later time for a preferred activity	Non-Academic Activity
13. Select a friend as a 'study buddy' to work with on an in-class assignment	Peer Attention
14. Sit next to the teacher during a lesson or activity	Adult Attention
15. Listen to a book on tape/audio book	Academic Activity
16. Post artwork or school work on a class or hall bulletin board	Non-Academic Activity

Response to Intervention

Jackpot! Reward Finder
<http://www.interventioncentral.org/tools/jackpot-reward-finder>

The Jackpot Reward Finder is a collection of ideas for classroom rewards for both elementary and secondary levels. Teachers can put together their own individualized menus of rewards and even create reinforcer/reward surveys to review with students.

The screenshot shows the 'Jackpot! Reward Finder' web application. At the top, there is a title 'Jackpot! Reward Finder' with a red circular icon containing a gold coin. To the right, a text box says 'Browse and select the right reward ideas for individual students, groups, and classrooms.' Below this is a blue 'Save' button and a red 'Start New Checklist' button. A central text box explains: 'The Jackpot! Reward Finder allows educators to browse various reward (positive reinforcer) ideas and select those that are most appropriate for a class, small group, or individual student.' Below this is a dropdown menu labeled 'Select Checklist:' with 'Reward Ideas: Elementary School Students' selected. The interface is split into two main columns. The left column, titled 'Selected Checklist', contains a list of reward ideas, each with a right-pointing arrow: 'Sit with friends of the student's choosing during instruction', 'Select friends to sit with to complete a cooperative learning activity', 'Select a friend as a 'study buddy' to work with on an in-class assignment', 'Be given reserved cafeteria seating for the student and several friends', ''Adopt' a younger student and be allowed to check in with that student as a mentor', 'Eat lunch with a preferred adult', 'Shadow a school staff member (e.g., principal, custodian) for part or all of a day', 'Be the teacher's helper for the day', and 'Be a teacher helper in another classroom'. Below this list is the text 'Items on this list are editable.' The right column, titled 'Your Checklist', contains two items, each with a plus sign icon, a right-pointing arrow, and an 'Edit' button with a trash icon: 'Be given reserved cafeteria seating for the student and several friends' and ''Adopt' a younger student and be allowed to check in with that student as a mentor'. Below this is a blue 'New Item' button. At the bottom right, there is a section titled 'Format Checklist as' with four radio button options: 'Checkboxes' (selected), 'Bulleted List', 'Numbered List', and 'No Formatting'. At the bottom of the interface, there is a section titled 'Reward Ideas: Elementary School Students' with the text 'Here are reinforcer/reward ideas suitable for elementary school students.'

MS/HS Level: Sample Reward Ideas

This list includes a column listing selected reward/reinforcer ideas, a second column listing the category associated with each reward, and a third column with space for teacher notes.

Reinforcer Survey:
Secondary Level:
Created Using
Jackpot! Reward
Finder

Reinforcer/Reward Idea	Reinforcer Category	Teacher Notes
<input type="checkbox"/> Sit with friends of the student's choosing	Peer Attention	
<input type="checkbox"/> Choose friends to sit with to complete a cooperative learning activity	Peer Attention	
<input type="checkbox"/> Have a 5-minute chat break at the end of class	Peer Attention	
<input type="checkbox"/> 'Adopt' a younger student and be allowed to check in with that student as a mentor	Peer Attention	
<input type="checkbox"/> Given reserved cafeteria seating for the student and several friends	Peer Attention	
<input type="checkbox"/> Select a friend as a 'study buddy' to work with on an in-class assignment	Peer Attention	
<input type="checkbox"/> Assist a coach of any sport	Adult Attention	
<input type="checkbox"/> Eat lunch with a preferred adult	Adult Attention	
<input type="checkbox"/> Given school release to shadow a business owner for part or all of a day	Adult Attention	
<input type="checkbox"/> Shadow a school staff member (e.g., principal, custodian) for part or all of a day	Adult Attention	
<input type="checkbox"/> Serve as a student ambassador to greet school guests and provide a tour of the campus	Adult Attention	
<input type="checkbox"/> Choose a text selection to be read aloud in class	Academic Activity	
<input type="checkbox"/> Choose an in-class or homework assignment for the class	Academic Activity	
<input type="checkbox"/> Listen to a book on tape/audio book	Academic Activity	
<input type="checkbox"/> Spend 5 minutes on the Internet researching a topic of interest	Academic Activity	
<input type="checkbox"/> Help a classmate with an academic assignment	Academic Activity	
<input type="checkbox"/> Earn a ticket for a 10-minute 'walk break' from class (at a time agreed upon with the teacher)	Non-Academic Activity	
<input type="checkbox"/> Choose any class job for the week	Non-Academic Activity	
<input type="checkbox"/> Have 5 minutes on the computer engaged in recreational activities (e.g., visiting Internet sites)	Non-Academic Activity	
<input type="checkbox"/> Be admitted for free to a dance, game, or other school activity	Non-Academic Activity	
<input type="checkbox"/> Earn the right to make one move in an ongoing chess match or other game of strategy	Non-Academic Activity	
<input type="checkbox"/> Deliver the schoolwide announcements	Non-Academic Activity	



'Catalytic Comments': Teacher Communication Tools. What are verbal tools that instructors can use to 'nudge' student behaviors in the desired direction?

Response to Intervention

cat·a·lyst [↗] (kăt'ī-īst)

n.

1. *Chemistry* A substance, usually used in small amounts relative to the reactants, that modifies and increases the rate of a reaction without being consumed in the process.

2. One that precipitates a process or event, especially without being involved in or changed by the consequences: "*A free press ... has remained ... a vital catalyst to an informed and responsible electorate*" (Robert O'Neal).

Source: *The Free Dictionary* (2013). Retrieved from <http://www.thefreedictionary.com/catalyst>

Lack of Teacher-Student Relationship: What to Avoid

- **What the Research Says:** At times, instructors and students can fall into a 'negative reinforcement trap' (Maag, 2001; p. 176) that actively undercuts positive relationships: A student who has difficulty with the classwork misbehaves and is then sent by the teacher to the principal's office. Both teacher and student are reinforced by the student's exclusion from the classroom: The teacher is negatively reinforced by having a difficult student removed from the room and the student is *also* negatively reinforced by being allowed to escape the challenging classwork. Because this scenario is reinforcing to both parties, it is very likely to be repeated with increasing frequency unless the teacher intervenes to break the negative cycle.

Praise: Effective...and Underused

Praise can be an efficient way to raise the compliance level of whole groups or individual students. However, studies show that praise is seldom used with general education students and is used even less often with special-needs students (Kern & Clemens, 2007).

Source: Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65-75.

'Catalytic Comments': Teacher Communication Tools

- **Praise: Acknowledging and shaping desired behaviors.** (Kern & Clemens, 2007). To increase desired behavior, the teacher praises the student in clear, specific terms--and at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.

Source: Kern, L. & Clemens, N. H. (2007). *Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44, 65-75.*



'Catalytic Comments': Teacher Communication Tools

- **Using teacher greetings to increase academic engagement.** (Allday & Pakurar, 2007). A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

Source: Allday, R. A., & Pakurar, K. (2007). *Effects of teacher greetings on student on-task behavior. Journal of Applied Behavior Analysis, 40, 317-320.*

'Catalytic Comments': Teacher Communication Tools

- **Emphasizing 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, the teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, the teacher restates 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").

Source: Braithwaite, R. (2001). *Managing aggression*. New York: Routledge.

'Catalytic Comments': Teacher Communication Tools

- **Using teacher commands that promote classroom control.** (Kern & Clemens, 2007; Walker & Walker, 1991).
Teacher commands are most likely to elicit student compliance when they (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one command at a time and appropriately paced to avoid confusing or overloading students. Effective teacher commands avoid both sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

Sources: Kern, L. & Clemens, N. H. (2007). *Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44, 65-75.*

Walker, H.M. & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers.* Austin, TX:: Pro-Ed, Inc.

'Catalytic Comments': Teacher Communication Tools

- **Pre-correction: Giving a timely reminder.** (De Pry & Sugai, 2002). Pre-corrections remind students of behavioral expectations just as they encounter problem situations. Here is a 4-step pre-corrections process: (1) The teacher defines the problem behavior(s) and identifies situations where the behavior(s) occur; (2) The teacher meets with the student to share information about that student's problem behaviors and their related situations or settings; (3) Teacher and student come up with expected replacement behaviors for the student to display in those situations; (4) Whenever the student is about to enter a problematic setting or situation, the teacher delivers a brief pre-correction--a timely behavioral reminder to follow the behavioral rule or expectation.

Source: De Pry, R. L., & Sugai, G. (2002). *The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. Journal of Behavioral Education, 11(4), 255-267.*

'Catalytic Comments': Teacher Communication Tools

- **Maintain a high rate of positive interactions: 3 positives for every negative.** (Sprick, Borgmeier, & Nolet, 2002).
Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).

Source: Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). *Prevention and management of behavior problems in secondary schools*. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.

'Catalytic Comments': Teacher Communication Tools

- **Pairing criticism with affirming statements.** (Thompson & Jenkins, 1993). In a private conference: (1) The teacher describes the problem behavior that the student should target for change; (2) The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives; (3) The teacher praises some noteworthy aspect of the student's past classroom behavior or accomplishments, and finally (4) The teacher affirms that he or she values having the student as a part of the classroom community.

Source: Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). *Prevention and management of behavior problems in secondary schools*. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.

- **Pairing criticism with affirming statements:** Example: (1) Description of problem behavior: "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop." (2) Appropriate behavioral alternative(s): "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others." (3) Specific praise: "I am talking to you about this behavior because I know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well." (4) Affirmation statement: "You contribute a lot to class discussion!"

'Catalytic Comments': Teacher Communication Tools

- **Saying 'no' with preferred alternative.** (Mace, Pratt, Prager, & Pritchard, 2011). This strategy can help students who react negatively to being told that they cannot engage in a preferred activity or access a desired item. First, the teacher creates a list of those activities / items preferred by the student that can actually be provided. Then, when the student requests an unavailable activity or item, the teacher delivers a 3-part 'no' statement: (1) The teacher states that the student cannot access the desired activity or item; (2) The teacher provides the student with an explanation for why the desired activity or item is not available; (3) The teacher offers the student an alternative preferred activity or item.

Source: Mace, F. C., Pratt, J. L., Prager, K. L., & Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. *Journal of Applied Behavior Analysis*, 44, 83-94.



'Catalytic Comments': Teacher Communication Tools

- **Using 2-part choice statements: Clear consequences for misbehavior.** (Walker, 1997). The teacher frames requests to uncooperative students as a two-part 'choice' statement: (1) The teacher presents the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school); (2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school).

Source: Walker, H.M. (1997). *The acting-out child: Coping with classroom disruption*. Longmont, CO: SoprisWest.

- **Using 2-part choice statements: Clear consequences for misbehavior: Example.**

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

'Catalytic Comments': Teacher Communication Tools

- **'Two by ten': Establishing positive teacher-student interactions.** (Mendler, 2000). This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. **NOTE:** During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

Source: Mendler, A. N. (2000). *Motivating students who don't care*. Bloomington, IN: National Educational Service.

10

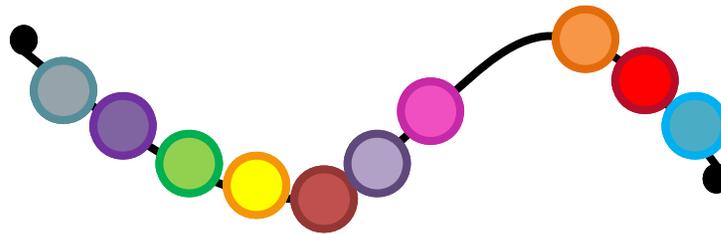
Activity: 'Catalytic Comments'

- Review the 10 'catalytic comments' just discussed.
- Which of these do you think would be MOST effective for the students whom you work with?



Active Response Beads-Time Out

(Grskovic et al., 2004)



Active Response Beads-Time Out:

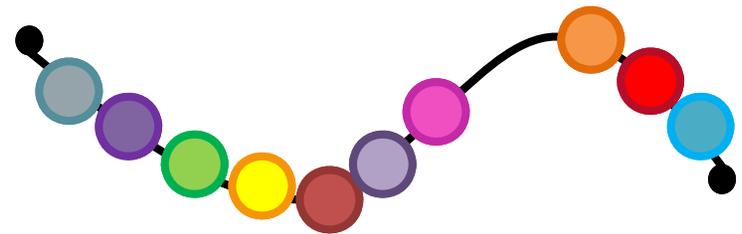
- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

Active Response Beads-Time Out:

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

The materials needed to create a single Active Response Bead set are:

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



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

Active Response Beads-Time Out:

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

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

Active Response Beads-Time Out: 4 Steps

1	Teacher Initiates ARB-TO Strategy
	Teacher: The teacher directs the student to "go get an ARB". Student: The student walks to the teacher's desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.

Active Response Beads-Time Out: 4 Steps

2	Student Uses Active Response Beads
	<p>Teacher: The teacher praises compliance and directs the student to begin the ARB-TO procedure:</p> <p>"Thanks for getting your ARB . You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."</p> <p>Student: The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:</p> <ul style="list-style-type: none">• takes a deep breath and slowly releases;• moves a bead along the cord from the left to the right side of the ARB;• gradually reduces voice volume--to conclude in a whisper on the last number. <p>Upon completing the count, the student raises head from desk.</p>

Source: Grskovic, J. A., Hall, A. M. Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. *Journal of Behavioral Education*, 13(1), 25-36..

Active Response Beads-Time Out: 4 Steps

3	Student Returns ARB to the Teacher
	<p>Teacher: The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher</p> <p>"Good job using the ARB. Please bring it up to me."</p> <p>Student: The student gives the teacher the ARB and returns to seat.</p>

Active Response Beads-Time Out: 4 Steps

4

Teacher Redirects the Student to Academic Task

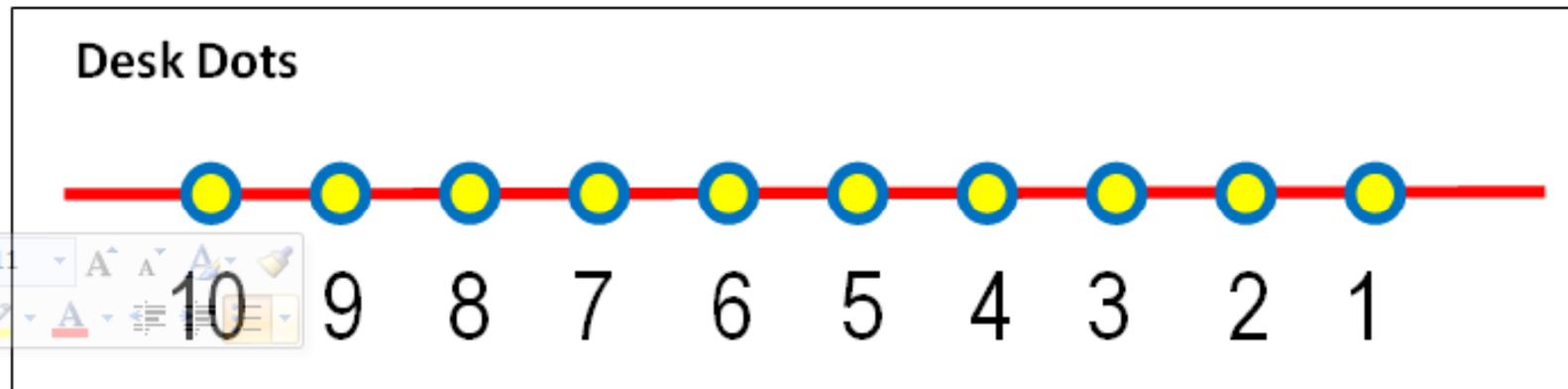
Teacher: The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.

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

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

Active Response Beads-Time Out:

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





Student Self-Monitoring. How can a teacher set up a student self-monitoring program—and how can such a program motivate the student?

05:00

Activity: Using an Hourglass as a Timer

At your tables:

- Generate ideas for how students could put an hourglass to use to monitor their own behaviors.





Hourglass Timer: The Power of Low-Tech

An hourglass timer can be inexpensive and durable. And for some students, it generates less anxiety than traditional 'beep' timers. Here are examples of its use:

- Student work periods: The student works for 5 minutes, then gets a brief escape break.
- Help requests: Each help request starts the timer--the student cannot seek additional help from the teacher until the timer has expired.
- Transitions: The student attempts to complete a transition (e.g., to organize his desk and begin an independent assignment) before the timer runs out.

RANDOM.ORG

Do you own an iPhone, iPad or iPod Touch? [Check out our new app!](#) Android version coming soon.

Random Calendar Date Generator

Here is your calendar date:

It was picked randomly out of 365 possible dates between January 1, 2013 and December 31, 2013.

Timestamp: 2013-10-01 10:23:35 UTC

Again!

Go Back

1. Define Behavior Target(s) to Monitor

The teacher and student meet privately to select and define one or more behaviors that the student will monitor.

Targets for self-monitoring can include behaviors to *increase*, such as:

- Focusing on the task or assignment (on-task).
- Making positive statements to peers.

Self-monitoring can also focus on behaviors to *decrease*, such as:

- Calling out.
- Leaving one's seat.

1. Define Behavior Target(s) to Monitor (Cont.)

For each goal behavior, the teacher and student write a clear, specific behavioral definition that provides observable 'look-fors' to indicate when the behavior is displayed. For example, 'on-task' can be made observable by defining it as "eyes on the teacher or desk-work".

2. Choose a Method for Recording Self-Monitoring Data

The three most common methods for student self-monitoring are:

- Rating scale.
- Checklist.
- Frequency count.

Self-Monitoring Methods: Rating Scale

Student Self-Monitoring: Behavior Rating Scale

This self-rating scale allows you to rate how well you carry out selected behaviors.

How to Use This Behavior Rating Scale. This scale is to be used to rate your selected behaviors at the end of a pre-determined period (e.g., after independent work; at the end of the school day; at the end of math class.)

How to Set Up the Behavior Rating Scale: Follow these steps to prepare the rating scale:

- **Select Behaviors.** In the left column of the table below, write down up to 6 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clear).
- **Choose a Schedule for Completing the Rating Scale.** Decide when you will fill out this self-rating scale (e.g., after independent work; at the end of the school day; at the end of math class; just before lunch and again at school dismissal).

I plan to complete this rating scale on the following schedule:

Grade/Classroom:

Student Name:



Behaviors: How well did I...	1 Date ____/____/____	2 Date ____/____/____	3 Date ____/____/____	4 Date ____/____/____	5 Date ____/____/____
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				

Self-Monitoring Methods: Checklist

Grade/Classroom:

Student Name:

Student Self-Monitoring: Behavior Checklist

Behavior checklists are a simple way to 'check off' whether or not you carry out selected behaviors.

How to Use This Behavior Checklist: This behavior checklist can be used before starting an activity to ensure that you are prepared (e.g., before beginning independent work) or after the activity (e.g., at the completion of independent work) to track whether you displayed target behaviors. This behavior checklist form allows you to list up to 6 different behaviors. NOTE: Checklists are an excellent tool at the end of an assignment for you to use to check your work.

How to Set Up the Behavior Checklist: Follow these steps to prepare the checklist:

- **List Behaviors to Be Tracked.** In the left column of the table below, write down up to 6 behaviors to make up your checklist. Good checklist items are those that can be easily verified as 'done' or 'not done' (e.g., arrived to class on time; brought all work materials to class; avoided chatting with classmates during independent work time).
- **Choose a Schedule for Completing the Behavior Checklist.** Decide when you will fill out this checklist (e.g., before or after independent work; at the start or end of the school day; before or after math class).

I plan to complete this behavior checklist on the following schedule:

Behaviors: I engaged in these behaviors...	1 Date ____/____/____	2 Date ____/____/____	3 Date ____/____/____	4 Date ____/____/____	5 Date ____/____/____
•	<input type="checkbox"/> Yes <input type="checkbox"/> No				
•	<input type="checkbox"/> Yes <input type="checkbox"/> No				
•	<input type="checkbox"/> Yes <input type="checkbox"/> No				
•	<input type="checkbox"/> Yes <input type="checkbox"/> No				
•	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Self-Monitoring Methods: Frequency Count

Grade/Classroom: _____

Student Name: _____

Student Self-Monitoring: Frequency Count

A frequency count is a recording of the number of times that you engaged in a behavior during a specific time-period (e. g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

How to Use This Frequency-Count Form. With this frequency count form, you record each occurrence of the behavior with a tally-mark (|). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:

- **Define the Target Frequency-Count Behavior.** In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: "leaving my seat without teacher permission", "completing a math problem", "requesting teacher help", "talking with other students about off-task topics"):

Target Behavior to Measure: _____

- **Choose a Schedule for Conducting the Frequency Count.** Decide when you will use the frequency-count form to track the target behavior:

I plan to conduct the frequency count at the following time(s) and/or during the following activity(s):

1	Tally Box: Write a mark () in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	
2	Tally Box: Write a mark () in this box each time the target behavior occurs:		Total behaviors for Session
Date: ___/___/___		>	
3	Tally Box: Write a mark () in this box each time the target behavior occurs:		Total behaviors for Session
Date: ___/___/___		>	
4	Tally Box: Write a mark () in this box each time the target behavior occurs:		Total behaviors for Session
Date: ___/___/___		>	
5	Tally Box: Write a mark () in this box each time the target behavior occurs:		Total behaviors for Session
Date: ___/___/___		>	

3. Choose a Self-Monitoring Schedule

Because self-monitoring requires that the student periodically measure his or her behavior, the teacher and student must decide on what schedule the monitoring will occur (Rafferty, 2010; Webber et al. 1993):

- *Start of period or day.* The student monitors at the start of the class period or school day. Sample behaviors suitable for 'start' intervals include arriving to class on time and having all required work materials.
- *End of period or day.* The student monitors at the end of the class period or school day. Sample behaviors suitable for 'end' intervals include copying homework assignments from the board and global ratings of the student's behavior during that classroom period or school day.

3. Choose a Self-Monitoring Schedule (Cont.)

- *Scheduled transition points through period or day.* The student monitors periodically during the class period or school day, with each monitoring episode tied to a scheduled, easily identified 'transition point' that naturally occurs in that classroom setting.
- *Start or end of assignments.* As student academic work is often the focus of self-monitoring, a logical time-point for doing that monitoring is when beginning or finishing assignments.
- *Fixed intervals through period or day.* The student monitors at fixed periods during the class period or school day (e.g., every 15 minutes; at the top of each hour). Sample behaviors suitable for 'fixed' intervals include overall classroom behaviors, attention, social interactions, and compliance.

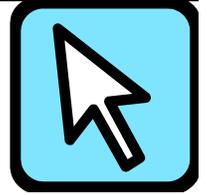
4. Decide on a Monitoring Cue

- *'Beep tape'*. The student is given an audio tape (or electronic audio file) with beeps spaced at fixed intervals whose rate matches the student's self-monitoring schedule. For example, a student monitors his on-task behavior every 5 minutes on a self-rating scale using an MP3 player with an audio-file beep tape with tones at 5 minute intervals.
- *Timer*. The student or teacher sets a timer (e.g., kitchen timer, cell-phone timer, stopwatch) for a pre-set interval. When the timer rings, the student self-monitors behavior and then the timer is reset. For example, a student in a math class sets a cell-phone timer with vibration setting for 3-minute intervals during independent work. When the timer rings, the student counts up the number of math-computation problems completed during the interval.

4. Decide on a Monitoring Cue (Cont.)

- *Teacher-delivered cue.* The teacher delivers a cue to the student to remind him or her to self-monitor. For example, at the end of an in-class writing assignment, an English instructor prompts the class to review their compositions using self-correction checklists before turning in their work.
- *Student-delivered cue.* The student is given responsibility to initiate self-monitoring informally without use of a timer, beep tape, or other external cue. For example, a student monitoring her understanding of assigned texts during in-class independent reading is directed to use a rating scale at least 3 times during the activity to rate and record her comprehension of the text --with the student determining how to space the self-checks.

Tutorial: How to Use Fixed-Interval Audio Tapes in Behavior Management



- When collecting data and implementing interventions, the educator must often pay close attention to the passage of time. For example:
 - An observer measuring a student's level of classroom attention may choose to assess that student's on-task behavior every 20 seconds during an independent seatwork assignment.
 - A teacher who wishes to use more praise-statements to motivate the class may attempt to praise positive student behaviors at least once every 3 minutes during large-group instruction.
 - A student may need a reminder every 5 minutes to use comprehension fix-up strategies during independent reading.

Tutorial: How to Use Fixed-Interval Audio Tapes in Behavior Management



- When assessment or intervention requires that specific actions be performed at fixed intervals, the most obvious solution is for the educator to use a fixed-interval audio tape. Such a tape has pre-recorded tones (i.e., 'beeps') occurring at fixed intervals (e.g., every 30 seconds; every 2 minutes; etc.) to cue the educator to collect a behavioral observation or implement an element of an intervention plan. Think of fixed-interval audio tapes as the 'soundtrack' for effective assessment and intervention work.

Fixed-Interval Audio Files

<http://www.interventioncentral.org/free-audio-monitoring-tapes>

This web page contains audio files in MP3 format. Each 'tape' lasts 30 minutes. Fixed intervals on the tapes range from 10 seconds to five minutes.



Free Fixed-Interval Audio Files. As a service to educators, Intervention Central is posting this FREE collection of 10 fixed-interval audio tapes in MP3 format with time intervals ranging from 10 seconds to 5 minutes and a tape duration of at least 30 minutes.

To download any of these MP3 files, click or right-click on the desired file and save to your digital device. For specific instructions on how to load an MP3 file to your digital device (laptop, tablet, smart phone, MP3 player), consult the user's manual for that device.



Download the handout *Fixed-Interval Audio Tapes: The "Soundtrack" of School-Based Assessment & Intervention*



10-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length



15-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length



20-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length



30-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length



45-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length



1-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length



2-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length



3-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length



4-Minute Fixed-Interval Audio File: MP3 Format: 32 Minute Length



5-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length

Self-Monitoring Example: Student as Interventionist

Preparation

- Mrs. Chappel decides to train Sabrina to self-monitor her reading comprehension using Reading-Reflection Pauses (Hedin & Conderman, 2010).
- The reading teacher contacts the Technology Department and is loaned an inexpensive MP3 player for the student's use.
- Mrs. Chappel downloads a free MP3 audio file for self-monitoring (with 5-minute fixed-interval tones) from Intervention Central (www.interventioncentral.org).
- The reading teacher also creates a simple checklist of reading fix-up strategies for Sabrina's use.



Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.

Student as Interventionist: Tier 2 Case Example Training

- Mrs. Chappel meets with Sabrina for 4 20-minute sessions. During those sessions, she:
 - shows Sabrina how to use the MP3 player to play the self-monitoring audio tape.
 - trains the student in the reading reflection pause strategy (i.e., to stop every 5 minutes in her independent reading as signaled by the tone to monitor her understanding of the text and to apply fix-up skills from her checklist if needed).
 - helps the student to develop guidelines to judge when to use the strategy with difficult texts.

Student as Interventionist: Tier 2 Case Example Implementation

- Mrs. Chappel checks in with Sabrina weekly about her use of the self-monitoring strategy. In these check-ins, the teacher gives the student a short sample passage and has her demonstrate the strategy (intervention integrity check).
- The reading teacher also directs Sabrina to keep a log recording the dates, time-spans, and text titles used in this intervention (indirect measure of intervention integrity).
- Mrs. Chappel suggests to Sabrina's teachers that they identify for the student any reading assignments that should be read using the reading reflection-pause strategy.

Student as Interventionist: Tier 2 Case Example Outcome

- After 4 weeks of Sabrina's using the strategy, Mrs. Chappel judges that the student is ready to discontinue use of the self-monitoring tape.
- Sabrina continues to use the reading reflection-pause strategy, with the new goal of pausing at least 4-5 times during a reading session.
- Both Sabrina and her classroom teachers report that she appears to have greater understanding of her reading and displays greater confidence in class.
- Based on this positive outcome, Mrs. Chappel discontinues her sessions with Sabrina.

5. [Optional] Choose Rewards for Successful Behavior Change

The teacher may want to choose suitable rewards to further motivate students to use self-monitoring to move toward positive behavior change (Loftin, Gibb, & Skiba, 2005). Teachers can increase the power of a self-monitoring program by rewarding students when they consistently achieve positive ratings. Here are 3 ideas for figuring out what rewards will motivate a particular student:

- *Watch the student in action.*
- *Ask people who know the student well.*
- *Administer a reinforcer survey.*

6. Conduct Periodic Accuracy Checks

Periodically, the teacher should check the student's self-monitoring data and procedures--particularly at the start of the monitoring--to ensure that the student is recording accurately (Webber et al., 1993). Random spot-checks tend to result in higher-quality student self-recording data.

7. Fade the Self-Monitoring Plan

As the student attains his or her behavioral goals, self-monitoring procedures should be faded--that is, gradually simplified or discontinued.

The goals in fading are (1) to streamline self-monitoring so that it becomes sustainable over the long term, while (2) maintaining the student's behavioral gains.

7. Fade the Self-Monitoring Plan (Cont.)

Specific methods used in fading will vary, depending on the elements that make up the self-monitoring plan.

Fading strategies might include condensing the monitoring format (e.g., distilling a 6-item checklist for monitoring classwork-readiness into a single question: "Am I ready to work?"), changing the monitoring cue (e.g., moving from use of an external beep-tape to student-delivered cues); and monitoring less frequently (e.g., having the student shift down from a daily monitoring schedule to monitoring twice per week on randomly selected days).



De-escalating the Agitated Student.

How should teachers respond to students who are emotionally upset to prevent their escalation?

How to: Calm the Agitated Student

- Cowin, L, Davies, R., Estall, G., Berlin, T., Fitzgerald, M., & Hoot, S. (2003). De-escalating aggression and violence in the mental health setting. *International Journal of Mental Health Nursing, 12*, 64-73.
- Fishkind, A. (2002). Calming agitation with words, not drugs: 10 commandments for safety. *Current Psychiatry, 1*(4), 32-39. Available at:
http://www.currentpsychiatry.com/pdf/0104/0104_Fishkind.pdf
- Richmond, J. S., Berlin, J. S., Fishkind, A. B., Holloman, G. H., Zeller, S. L., Wilson, M. P., Rifai, M. A., & Ng, A. T. (2012). Verbal de-escalation of the agitated patient: Consensus statement of the American Association for Emergency Psychiatry Project BETA de-escalation workgroup. *Western Journal of Emergency Medicine, 13*(1), 17-25.

How to: Calm the Agitated Student

CAUTION: The guidelines presented here are for use with a student whose agitated behavior is largely verbal, shows no signs of escalating beyond that point, and does not present as potentially physically aggressive or violent. Educators who suspect that a student may present a safety risk to self or others should *immediately* seek additional assistance.

How to: Calm the Agitated Student

- *Create a 'safe' setting.* An educator attempting to calm an agitated student cannot always select the setting in which that interaction plays out. When a student outburst occurs in the classroom, however, the educator should attempt to engage the student in a semi-private conversation (e.g., off to the side of the room) rather than having an exchange in front of classmates. As part of the protocol for conducting a de-escalation conference, adults should also ensure that they are never left alone with agitated students.

How to: Calm the Agitated Student

- *Limit the number of adults involved.* Having too many educators (e.g., teacher and a teaching assistant) participating in a de-escalation conference can be counter-productive because of possible confusion and communication of mixed messages to the agitated student. If more than one adult is available in the instructional setting, select the one with the most experience with de-escalation techniques to engage the student one-to-one, while the additional educator(s) continue to support the instruction or behavior management of other students.

How to: Calm the Agitated Student

- *Provide adequate personal space.* Stand at least 2 arm's length of distance away from the agitated student. If the student tells you to 'back off' or 'get away', provide the student with additional space.

How to: Calm the Agitated Student

- *Do not block escape routes.* When individuals are agitated, they are more likely to experience a 'fight-or-flight' response that can express itself in the need to have escape routes available. When engaging a student in a de-escalation conference, do not position yourself between the student and the door. If the student says, "Get out of my way", step back to give that student additional personal space and reposition yourself out of his or her potential escape path.

How to: Calm the Agitated Student

- *Show open, accepting body language.* Convey through stance and body language that you are calm and accepting of the student--and will treat that student respectfully and maintain his or her safety. Stand at an angle rather than facing the student directly in a 'confrontational' pose. Keep hands open and visible to the student. Stand comfortably, with knees slightly bent. Avoid 'clenched' body language such as crossing arms or balling hands into fists.

How to: Calm the Agitated Student

- *Keep verbal interactions respectful.* It is natural for educators to experience feelings of defensiveness, embarrassment, anxiety, or irritation when attempting to talk down a student from an emotional outburst. However, you should strive to appear calm and to treat the student respectfully at all times. Avoid use of teasing, reprimands, or other negative comments and abstain as well from sarcasm or an angry tone of voice.

How to: Calm the Agitated Student

- *Communicate using simple, direct language.* When people are emotionally upset, they may not process language quickly or with complete accuracy. In talking with the student, keep your vocabulary simple and your sentences brief. Be sure to allow sufficient time for the student to think about and respond to each statement before continuing. In particular, if the student does not respond to a statement, avoid falling into the trap of assuming too quickly that the student is simply "ignoring you". Instead, calmly repeat yourself--several times if necessary.

How to: Calm the Agitated Student

- *Coach the student to take responsibility for moderating behavior.* At the point in an encounter with an agitated student when you feel that you have established rapport, you can use a positive, assertive tone to prompt the student to take responsibility for controlling his or her own behavior (e.g., "John, it is hard for me to follow what you are saying when you raise your voice and pace around the room. If you sit down and calmly explain what the problem is, I think that I can help.").

How to: Calm the Agitated Student

- *Reassure the student and frame an outcome goal.* You can often help to defuse the student's agitation by reassuring the student (e.g., "You're not in trouble. This is your chance to give me your side of the story") and stating an outcome goal ("Let's figure out how to take care of this situation in a positive way" ; "I want to understand why you are upset so that I can know how to respond"). Also, if you do not know the agitated student whom you are approaching, introduce yourself and state both your name and position.

How to: Calm the Agitated Student

- *Identify the student's wants and feelings.* Use communication tools such as active listening (e.g., "Let me repeat back to you what I thought I heard you say"), open-ended questions (e.g., "What do you need right now to be able to calm yourself?"), and labeling of emotions ("Rick, you look angry. Tell me what is bothering you") to better understand how the student feels and what may be driving the current emotional outburst.

How to: Calm the Agitated Student

- *Identify points of agreement.* Here are suggestions for finding authentic common ground with the student in response to different situations.
 1. *Agreement with student's account:* If you essentially agree with the student's account of (and/or emotional reaction to) the situation, you can say so (e.g., "I can understand why you were upset when you lost your book on the field trip. I would be upset too.")

How to: Calm the Agitated Student

Identify points of agreement (Cont.)

- 2. Agreement with a principle expressed or implied by the student:* If you are unsure of the objectivity of the student's account, you might still discern within it a principle that you can support (e.g., If the student claims to have been disrespected by a hall monitor, you can say, "I think everybody has the right to feel respected."

How to: Calm the Agitated Student

Identify points of agreement (Cont.)

- 3. Agreement with the typicality of the student response:*
If you decide that the student's emotional response would likely be shared by a substantial number of peers, you can state that observation (e.g., "So I gather that you were pretty frustrated when you learned that you are no longer sports-eligible because of your report card grades. I am sure that there are other students here who feel the same way.")

How to: Calm the Agitated Student

Identify points of agreement (Cont.)

4. *Agreement to disagree*: If you cannot find a point on which you can agree with the student or validate an aspect of his or her viewpoint, you should simply state that you and the student agree to disagree.



Teacher Tools. What are free tools that can help teachers to manage classroom behaviors and promote student success?

Re Behavior Report Card Maker

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

Roy's Report Card

 [Switch to Expert Mode](#)

[Save](#) [Save as...](#)

[Start New Report Card](#)

Step 1

Enter the basic form information

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

Report card title 

Roy's Behavior Report Card

Person to fill out the report card 

Mr. Wright

Directions 

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

Student's classroom 

Room 345

Student's first and last name 

Roy

Atkins

Gender  male 

Font family  san serif  Font size  10 pt 

Append signature section 

Instructions for report card signer 

I have reviewed this completed Behavior Report with my child.

Person to sign the report card 

Parent

[Previous](#) [Next](#)

Behavior Report Card Maker

Generate teacher-created behavior rating scales for daily behavioral assessment.

URL: <http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

Longwood High School Behavior Report Card

Student Name: Brian Date: _____

Rater: Mr. Wright Classroom: Classroom 345

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

Between classes, Brian traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Did Brian succeed in this behavior goal?

YES NO

Brian avoided engaging in rough, physical 'horse-play' with other students at lunch.

Behavior Report

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

The behavior goal was:

Accomplished Not Accomplished

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

The behavior goal was:

Accomplished Not Accomplished

I have reviewed this completed Behavior Report with my child.

Mentor Signature: _____ Date: _____

Comments:

Contact

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[Edit](#)
[Outline](#)
[Track](#)
[Configure Tool](#)
[Like](#)
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[Print](#)
[Email](#)
Intervention Planner for Behavior 

Select ideas to manage the behaviors of individual students, small groups, and entire classrooms.

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

Untitled Document

[Save](#)
[Save as...](#)
[Santhya's Checklist](#)

Intervention Planner for Behavior

The Intervention Planner for Behavior is a free application that allows teachers, administrators, and other school personnel to browse a range of strategies to improve student behaviors and to develop customized behavior-management plans for individual students, small groups, or even an entire class. Once you have created a unique behavior plan, you can download the plan in text or PDF format and even email it to others. And if you have a free Intervention Central account, you can also save behavior plans that you create online for later retrieval.

Directions

Click [HERE](#) to download the full Intervention Planner for Behavior manual.

- To browse behavior intervention ideas, select any of the categories from the 'Select Checklist' drop-down menu. Strategies for the selected category will then load into the 'Selected Checklist' box. Click on the arrow next to intervention ideas that you would like to add to your customized intervention plan and those ideas will load into the 'Your Checklist' box. Items in this box will go into your plan.
- You can add your own notes to any intervention idea in the 'Your Checklist' box by clicking the 'edit' button that appears next to it. A window will open and you will be able to type in your notes.
- When you are ready to download your customized intervention plan, you can do so by clicking on the tabs of the report choices below. You can download PDF or RTF (Microsoft-Word-ready) documents and can email these documents to others. You can also apply a unique name to any report by typing that name into the 'Report Title' box that appears near the bottom of the page under 'Printing Options'.
- If you have already created a free account on Intervention Central, you can save your intervention plan to that account. Just click the 'Save' button at the top of the page.

Select Checklist: **Academic Adjustments**

Selected Checklist

ALTERNATIVE ACADEMIC RESPONSE FORMATS: REDUCING STUDENT FRUSTRATION. For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. A strategy to address this issue is to offer the student a more acceptable alternative response format. For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards. Note that alternative response formats should preserve the rigor of the underlying academic expectations.

BEHAVIORAL MOMENTUM: INCREASING COMPLIANCE. Students with low-frustration tolerance or lack of

Your Checklist

Empty checklist area with a right-pointing arrow button.

Google AdSense Square

[configure](#)

Intervention Planner for Behavior

<http://www.interventioncentral.org/teacher-resources/behavior-intervention-plan>

This application presents a range of intervention strategies to address behavior. Some of the strategies target student motivation.

Response to Intervention

Jackpot! Reward Finder

<http://www.interventioncentral.org/teacher-resources/student-rewards-finder>

The Jackpot Reward Finder is a collection of ideas for classroom rewards for both elementary and secondary levels. Teachers can put together their own individualized menus of rewards and even create reinforcer/reward surveys to review with students.

The screenshot shows the 'Jackpot! Reward Finder' web application. At the top, there is a header with the title 'Jackpot! Reward Finder' and a sub-header 'Browse and select the right reward ideas for individual students, groups, and classrooms.' Below the header, there is a 'Save' button and a 'Start New Checklist' button. The main content area is titled 'Jackpot Reward Finder' and contains a description: 'The Jackpot! Reward Finder allows educators to browse various reward (positive reinforcer) ideas and select those that are most appropriate for a class, small group, or individual student.' Below this, there is a 'Select Checklist:' dropdown menu set to 'Reward Ideas: Elementary School Students'. The interface is divided into two main sections: 'Selected Checklist' and 'Your Checklist'. The 'Selected Checklist' section contains a list of reward ideas, each with a right-pointing arrow button. The 'Your Checklist' section contains a list of selected items, each with an 'Edit' button and a trash icon. At the bottom right, there is a 'Format Checklist as' section with radio buttons for 'Checkboxes', 'Bulleted List', 'Numbered List', and 'No Formatting'.

Jackpot! Reward Finder

Browse and select the right reward ideas for individual students, groups, and classrooms.

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

Save Start New Checklist

Jackpot Reward Finder

The Jackpot! Reward Finder allows educators to browse various reward (positive reinforcer) ideas and select those that are most appropriate for a class, small group, or individual student.

Select Checklist: Reward Ideas: Elementary School Students

Selected Checklist

- Sit with friends of the student's choosing during instruction
- Select friends to sit with to complete a cooperative learning activity
- Select a friend as a 'study buddy' to work with on an in-class assignment
- Be given reserved cafeteria seating for the student and several friends
- 'Adopt' a younger student and be allowed to check in with that student as a mentor
- Eat lunch with a preferred adult
- Shadow a school staff member (e.g., principal, custodian) for part or all of a day
- Be the teacher's helper for the day
- Be a teacher helper in another classroom

Items on this list are editable.

Reward Ideas: Elementary School Students

Here are reinforcer/reward ideas suitable for elementary school students.

Your Checklist

- Be given reserved cafeteria seating for the student and several friends
- 'Adopt' a younger student and be allowed to check in with that student as a mentor

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

AccommodationFinder

<http://www.interventioncentral.org/teacher-resources/learning-disability-accommodations-finder>

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.

AccommodationFinder



Create customized accommodation plans to support ambitious learning

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

Save

Start New Checklist

AccommodationFinder

AccommodationFinder is a free database of accommodation ideas to help students to attain the Common Core Standards while holding those students to the same learning expectations as peers. Accommodations are grouped under six categories: *Communication, Environment, Instruction, Motivation, Self-Management, and Task*. Teachers can browse the 60+ strategies in this collection to create a custom checklist with ideas suitable for a specific class, small group, or individual student. Each teacher-made accommodations checklist can be saved to a free account for later retrieval--and can also be downloaded or emailed in text or PDF format.

Select Checklist: Communication

Selected Checklist

CUE IMPORTANT INFORMATION. Identify those concepts, ideas, or other academic content likely to be evaluated on upcoming tests and quizzes. During lecture or class discussion, teacher comment can draw attention to important content, while on handouts, asterisks or other visual highlighting techniques can be used to emphasize content likely to appear as test items.

EMPHASIZE THE POSITIVE IN REQUESTS. When delivering a request, directive, or command to a student, state the request using positive phrasing (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than negative phrasing (e.g., "I can't help you with your assignment until you return to your seat."). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.

FOCUS ATTENTION VIA SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student

Items on this list are not editable.

Communication

This category included accommodations to support better communication with and from the student.

Your Checklist

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

Academic Survival Skills Checklist Maker

<http://www.interventioncentral.org/teacher-resources/student-academic-success-strategies-checklist-maker>

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

Academic Survival Skills Checklist Maker

Create customized step-by-step checklists to train students in academic survival skills.

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

Save

Start New Checklist

Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.](#))

Select Checklist: Study Skills

Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

Your Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

Changing Professional Behaviors: Strategies that Increase Educator Follow-Through

1. Write down your behavior intervention plans.
2. Join a social network with members who are working toward your shared 'professional behavior change' goal.
3. Set public goals for what you plan to accomplish in changing your professional behavior.
4. Write change activities into your calendar (e.g., create behavior statement for 1 student; review resources on conference page).

05:00

Activity: 'Next Steps' Planning

- Review the key points discussed in this workshop (on right).
- Each participant should choose 2-3 'next steps' to act on this information.
- Be prepared to report out!

Workshop: Shaping Student Behaviors: Foundations of Strong Classroom Management

1. Seven **Big Ideas** in Behavior Management
2. Six **Core Elements** of Classroom Management
3. Classwide Management: Good Behavior Game; The **Color Wheel**; Defensive Management; Classwide/Group Self-Monitoring
4. Writing a **Behavior ('ABC') Statement**
5. Selecting **Rewards/Student Self-Monitoring**
6. '**Catalytic Comments**': Teacher Communication Tools
7. Developing a Classroom **Behavior Menu**
8. Strategies for Managing **Agitated Students**
9. **Online Tools**:
 - Behavior Report Card Maker
 - Jackpot Reward Finder
 - Behavior Intervention Planner