Effective Behavioral Interventions: Tools for School Consultants

Jim Wright

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RTI Toolkit: A Practical Guide for Schools
Managing Classroom Behaviors: Teacher Resources

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Arlington, VA

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Workshop Materials: http://www.interventioncentral.org/arlington
Response to Intervention

Intervention Central
www.interventioncentral.org
Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/arlington
Why is a Social-Emotional RTI Model Needed?:

Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for disruptive student behaviors:

• have higher rates of school suspension and expulsion
• spend a "disproportionate amount of time" on discipline
• have lower rates of schoolwide academic achievement.

Advantages of a Behavioral/Social-Emotional RTI Model

- Behavior concerns are conceptualized in terms of risk, rather than as deficits—leading to early, proactive intervention efforts rather than a ‘wait-to-fail’ approach.

- There is potentially greater objectivity in referral of students—that is, referrals are based on objective behavioral or social-emotional indicators rather than on minority status or other non-behavioral factors.

- By analyzing potential triggers and outcomes that influence behavior, as well as focusing on positive outcomes, RTI steers staff away from simply blaming students for their behaviors.

- Teachers are placed squarely at the center of the RTI social-emotional model, as it becomes clear that student behavior changes only in response to changes in adult behavior.

Teacher as Classroom Intervention ‘First Responder’

It is a simple fact . . . that students do not fix themselves; the teacher is the catalyst in accomplishing student gains. Instructors must therefore alter their own instruction or behavior management before student behaviors can change or learning can improve.

Response to Intervention

Managing Student Behaviors by Playing the Odds: The Vegas Approach

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

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

Key Principles of Behavior Management

Proactive Classwide Management Skills

Definition & Analysis of Student Behaviors

Group Management Strategies

Willingness to Continually Explore Positive Behavior Management Strategies

Continuum of Within-Classroom Disciplinary Responses

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**Behavioral ‘Big Ideas’.** What are big ideas that can help teachers to more effectively manage challenging student behaviors?
Schemas: A Way to Organize Complex Information

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


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

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

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

- **Identify the underlying function of the behavior**: Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noel, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Pakenham, Shute, & Red, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective. For example, if a teacher decides that a student's outbursts 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 outbursts but boosting adult attention during times when the student shows appropriate behavior.

- **Eliminate behavior triggers**: Problem behaviors are often set off by events or conditions within the instructional setting (Kem, Choute, & Scol). Siting 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 (Kem & Clemens, 2007).

- **Redefine the behavioral goal as a replacement behavior**: When a student displays challenging behaviors, it can be easy to fall into the trap of simply 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 (Balsche, Castilo, Dixon, & Fonse, 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.”

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

- **Be flexible in responding to misbehavior**: Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct (Marzano, Marzano, & Pickering, 2005). An instructor may choose to respond to a non-compliant student with a warning and additional disciplinary
Identifying the Big Ideas That Guide Effective Behavior Management

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

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

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

- Identify the underlying function of the behavior.

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

- **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kern & Clemens, 2007).
The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
‘Big Ideas’ in Behavior Management…

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

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

Schools can best counteract the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).
‘Big Ideas’ in Behavior Management…

- 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).
Ideas for Using This Resource

• Share at a faculty meeting.

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

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

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

‘Big Ideas’ in Behavior Management

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
Behavior Management: Classwide Tools. What are proactive strategies that promote academic engagement?
Behavior Management: Classwide Tools

1. Active Supervision
2. Choice-Making
3. Opportunities to Respond
4. Planned Ignoring
5. Praise
6. Pre-Correction
7. Response Effort
8. Scheduled Attention
9. Verbal Commands

Proactive Strategies:
Actions taken BEFORE behaviors become difficult to manage.
Behavior Management: Classwide Tools

1. Active Supervision
2. Choice-Making
3. Opportunities to Respond
4. Planned Ignoring
5. Praise
6. Pre-Correction
7. Response Effort
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9. Verbal Commands

Antecedent Strategies:
Actions that precede and help to prevent problem behaviors.
Classwide Tools: Active Supervision

- **Description.** The teacher moves about the classroom and interacts with students to increase academic engagement and reduce behavior problems.
Classwide Tools: Active Supervision

Procedure: In active supervision, the teacher travels through the classroom and:

- regularly scans the room for appropriate and inappropriate behaviors.
- engages students in conversation, including providing behavioral reminders and prompts.
- teaches expected behaviors (if needed).
- praises examples of appropriate student behavior.

Tips for Use. Active supervision is best suited for small-group learning tasks or independent seatwork.
Classwide Tools: Choice-Making

• **Description.** The teacher provides the class or individual students with choice-opportunities when completing in-class academic tasks.

Offering choice options to students can increase academic motivation and focus while reducing problem behaviors.
Classwide Tools: Choice-Making

- **Procedure:** The teacher identifies appropriate choice-opportunities that can be offered to students as they undertake particular academic tasks (e.g., small-group cooperative learning activities; independent seatwork). Some examples of choice include:
  
  - alternative assignments.
  
  - task sequence.
  
  - materials.
  
  - collaboration.
Classwide Tools: Choice-Making

• **Tips for Use.** If offering a choice such as alternative assignment to a class, the instructor can have the group vote on which assignment to do.

  Also, if several choice options are available for certain types of assignments (e.g., independent seatwork), the instructor may want to post those choice options for students to review as needed.
Classwide Tools: Opportunities to Respond

- **Description.** The teacher increases the rate at which students actively respond to instruction—resulting in improved academic performance and lower levels of problem behavior.
Classwide Tools: Opportunities to Respond

- **Procedure:** The teacher structures lessons and student work assignments to allow a high rate of academic opportunities to respond (OTRs). OTRs can include instructional questions or commands delivered by the teacher, as well as tasks presented during group or independent work.

  - **New instruction:** An optimal rate of OTRs is 4-6 times per minute, with at least 80% accuracy.
  - **Independent practice:** An optimal rate of OTRs is 8-12 times per minute, with at least 90% accuracy.
Classwide Tools: Opportunities to Respond

- **Tips for Use.**

  1. Preparation is needed before a teacher can increase OTRs. Examples of preparation include pre-teaching difficult vocabulary, reviewing a key strategy to be used during the exercise, and activating prior knowledge of the topic.

  2. For independent worksheets, those work materials should be adjusted as needed to allow the student(s) to complete them without outside assistance. Modifications might include definitions for challenging words, worked examples, tips for completing the assignment.
Classwide Tools: Opportunities to Respond

• Tips for Use.

3. The teacher should maintain a rapid pace during instruction and provide groups of students with methods for collective responding, such as response cards, whiteboards, or choral responding.
Classwide Tools: Planned Ignoring

• **Description.** The teacher chooses to ignore minor behavioral infractions that do not negatively impact the classroom.

• **Procedure:** The teacher identifies low-level misbehaviors (e.g., minor talking-out) that do not significantly distract other students or otherwise interfere with classroom routine. The teacher makes a commitment to ignore such behaviors and continue with instruction.
Classwide Tools: Planned Ignoring

- **Tips for Use.** Planned ignoring is useful for minor behavior problems—especially in situations where a teacher response to such modest misbehaviors would result in more time lost from instruction than can be justified. (Planned ignoring is actually an extinction procedure.)

However, if the teacher finds that ignoring a student's behavior regularly results in escalation of that misbehavior, planned ignoring should be discontinued.
Classwide Tools: Praise

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

- **Procedure:** Effective teacher praise consists of two elements:

  1. a description of noteworthy student academic performance or general behavior, and
  2. a signal of teacher approval.

  The power of praise is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations.
Classwide Tools: Praise

- **Procedure:** Here are several suggestions for shaping praise to increase its effectiveness:

1. **Describe noteworthy student behavior.** Praise statements lacking a specific account of student behavior in observable terms are compromised—as they fail to give students performance feedback to guide their learning.

   'Good job!' is inadequate because it lacks a behavioral description (Hawkins & Heflin, 2011). However, such a statement becomes acceptable when expanded to include a behavioral element: "You located eight strong source documents for your essay. Good job!"
Classwide Tools: Praise

- **Procedure:** Suggestions:

2. **Praise effort and accomplishment, not ability.** There is some evidence that praise statements about general ability can actually reduce student appetite for risk-taking. Therefore, teachers should generally steer clear of praise that includes assumptions about global student ability (e.g., "You are a really good math student!"; "I can tell from this essay that writing is no problem for you."). Praise should instead focus on specific examples of student effort or accomplishment (e.g., "It's obvious from your grade that you worked hard to prepare for this math quiz. Great work!").
Classwide Tools: Praise

• **Procedure:** Suggestions:

3. **Match the method of praise delivery to student preferences.** Teachers can deliver praise in a variety of ways and contexts. For example, an instructor may choose to praise a student in front of a class or work group or may instead deliver that praise in a private conversation or as written feedback on the student’s assignment.

   It is worth noting that, while most students in elementary grades may easily accept public praise, evidence suggests that middle and high-school students actually prefer private praise (Burnett, 2001).
### Classwide Tools: Praise

#### Tips for Use: Praise: Goal

<table>
<thead>
<tr>
<th>Academic effort.</th>
<th>Example</th>
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<tbody>
<tr>
<td>Praise can motivate students in the beginning stages of learning, by focusing on indicators of student effort (e.g., 'seat-time') rather than on product (Daly et al., 2007).</td>
<td>• &quot;Today in class, you wrote non-stop through the entire writing period. I appreciate your hard work.&quot;</td>
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<thead>
<tr>
<th>Academic accuracy.</th>
<th>Example</th>
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<tbody>
<tr>
<td>Praise can encourage students in the acquisition stage of learning by praising improvements in accuracy of responding (Haring et al., 1978).</td>
<td>• &quot;This week you were able to correctly define 15 of 20 biology terms. That is up from 8 last week. Terrific progress!&quot;</td>
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<tr>
<th>Academic fluency.</th>
<th>Example</th>
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<tr>
<td>When the student has progressed beyond the acquisition stage, an appropriate next goal may be fluency—the speed of accurate responding (Haring et al., 1978). Teacher praise can motivate the student to become more efficient on the academic task by targeting gains in fluency (a combination of accuracy and speed of responding).</td>
<td>• &quot;You were able to compute 36 correct digits in two minutes on today's math time drill worksheet. That's 4 digits more than earlier this week—impressive!&quot;</td>
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## Classwide Tools: Praise

<table>
<thead>
<tr>
<th>Tips for Use: Praise: Goal</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Academic quality.</strong> When the student’s completed assignment clearly meets or exceeds quality standards (e.g., writing rubric), praise focuses on the excellence of the work.</td>
<td>• &quot;This essay is well-written. I can see that you defined a specific audience for the piece and had a clear purpose in mind as you were writing.&quot;</td>
</tr>
<tr>
<td><strong>Goal-setting.</strong> A motivating strategy that promotes student responsibility is to have a reluctant learner set a performance goal before undertaking an academic task and then to report out at the conclusion of the task about whether the goal was reached. The student is praised for successfully attaining the goal.</td>
<td>• &quot;At the start of class, you set the goal of writing an outline for your paper. And I can see that you actually completed the outline. Good job!&quot;</td>
</tr>
<tr>
<td><strong>Risk-taking.</strong> Students may be reluctant to show ignorance or make mistakes in class. To counter this reluctance, praise for risk-taking celebrates students’ good-faith attempts to answer teacher questions or participate in discussion—even when the response is incorrect or otherwise falls short of the mark.</td>
<td>• &quot;Thanks for your response, Mark. Even though your initial answer was incorrect, it forced us to think through several ways to solve this math problem. Mistakes are a powerful way to learn!&quot;</td>
</tr>
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Classwide Tools: Pre-Correction

- **Description.** The teacher heads off a problem behavior by proactively prompting or reminding student(s) to show appropriate behaviors.
Classwide Tools: Pre-Correction

- **Procedure:** Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-correction' by using any of several strategies to remind student(s) of appropriate behavioral expectations-such as:
  - providing a verbal prompt (e.g., having the student restate a classroom rule or describe an appropriate behavior).
  - providing a non-verbal prompt (e.g., silently pointing to posted classroom rule).
  - giving student(s) a chance to practice appropriate behaviors.
  - Reminding student(s) of reinforcers that they can earn for engaging in appropriate behaviors.
Classwide Tools: Pre-Correction

- **Tips for Use.** Pre-correction is most useful in preventing low-level, predictable misbehaviors or errors.
Classwide Tools: Response Effort

• **Description.** The teacher increases student engagement through any method that reduces the apparent difficulty (‘response effort’) of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.
Classwide Tools: Response Effort

• **Procedure:** Here are examples of teacher strategies that lower response effort while maintaining grade-appropriate work expectations:

  - **Start assigned readings in class.** Whenever a challenging text is assigned for independent reading (e.g., as homework), the teacher (or perhaps a skilled student reader) reads the first few paragraphs of the assigned reading aloud while the class follows along silently in their own texts. Students are then directed to read the remainder of the text on their own.
Classwide Tools: Response Effort

• **Procedure:** Response Effort Examples

  – Begin challenging homework in class. When assigned challenging homework, students are paired off or divided into groups and given a brief amount of class time to begin the homework together, develop a plan for completing the homework, formulate questions about the homework, or engage in other activities that will create the necessary momentum to motivate students then to complete the work independently.
Classwide Tools: Response Effort

- **Procedure:** Response Effort Examples

  - **Chunk’ assignments.** The teacher breaks a larger student assignment into smaller ‘chunks’. The teacher provides the student with performance feedback and praise for each completed ‘chunk’ of assigned work.
Classwide Tools: Response Effort

• **Procedure:** Response Effort Examples

  - **Provide a formal work plan.** In preparation for more complex assignments such as research papers, the teacher gives the student an outline of a work plan. The plan breaks a larger assignment into appropriate sub-steps (e.g., ‘find five research articles for the paper’, ‘summarize key information from research articles into notes’, etc.). For each sub-step, the plan provides (1) an estimate of the minimum amount of ‘seat time’ required to complete it and (2) sets a calendar-date deadline for completion.
Classwide Tools: Scheduled Attention

- **Description.** The teacher provides the student with brief doses of positive attention on a fixed-time schedule ('non-contingent attention').
Classwide Tools: Scheduled Attention

- **Procedure:** Here are the steps to prepare and use scheduled attention:

1. **Choose when to use scheduled attention.** The teacher selects one or more times during the class period or school day when the scheduled-attention intervention is to be used (e.g., independent seatwork, small-group activities) because the student is most likely to display off-task or problem behaviors.
Classwide Tools: Scheduled Attention

- **Procedure:** Steps:

2. **Decide how frequently to provide positive attention.** The teacher decides how frequently to provide positive attention according to a fixed-time schedule (e.g., 2-minute or 5-minute intervals). A way to determine an optimal attention-interval is to estimate how long the student typically remains on-task or behaving appropriately without teacher attention. The teacher then adopts a schedule for providing attention slightly shorter than this baseline level. Example: A student works independently for an average of 4 minutes before disrupting the class; the teacher selects a fixed-time interval of 3 minutes for providing positive attention.
Classwide Tools: Scheduled Attention

- **Procedure:** Steps:

3. **Select a method for timing the fixed intervals.** The teacher chooses a timing option to provide an alert whenever an interval has expired and the student is to receive positive attention.

Examples of timing solutions include watching the clock— or using a mechanical kitchen timer, a smart phone timer application set on vibrate, or MP3 (electronic audio) files playing on an electronic device:

http://www.interventioncentral.org/free-audio-monitoring-tapes
Classwide Tools: Scheduled Attention

- **Procedure:** Steps:

4. **Provide scheduled attention.** The teacher observes the student’s behavior at the conclusion of each fixed interval.

   If the student is displaying appropriate behavior, the teacher approaches and provides brief positive attention (e.g., praise, high-five, encouragement).

   If the student is engaged in inappropriate or problem behavior, the teacher chooses either (1) to ignore the behavior altogether and continue with instruction or (2) to briefly redirect the student to task in neutral fashion.
Classwide Tools: Scheduled Attention

- **Tips for Use.** Scheduled attention works best if the teacher makes an effort to provide positive attention on a fixed-interval schedule and minimizes off-schedule attention.

Of course, whenever the student misbehaves, the teacher can intervene to redirect or impose appropriate disciplinary consequences. However, the instructor should also take care to minimize the amount of adult attention during episodes of misbehavior to avoid reinforcing this conduct.
Classwide Tools: Verbal Commands

- **Description.** When the teacher needs to have students follow a command in timely manner, the instructor structures the directive as an effective 'alpha' command. The format of this command increases the probability of student compliance.
Classwide Tools: Verbal Commands

**Procedure:** Effective teacher commands to groups or individual students:

- are brief.
- use simple, clear language.
- direct student(s) to perform a specific task.
- contain no more than one verb (e.g., "Clear your desks").
- are given one at a time, followed by a 5-second wait period.
- are stated in a positive or neutral tone of voice.
- use active phrasing (e.g."Clean up your work area") in place of passive phrasing (e.g., "The work area needs to be cleaned up") or LET'S statements (e.g., "Let's clean up the work area").
Classwide Tools: Verbal Commands

- **Tips for Use.** Verbal commands are most effective when used sparingly. Teachers can reduce reliance on commands by training students to automatically follow predictable classroom procedures and routines or by giving students self-monitoring checklists to guide them through all steps of a cognitive strategy or task.
Activity: Proactive Management Tools

In your group:

• Imagine that you are mentoring a new teacher.

• Select the ONE tool (right) that you believe would be most important to share with that teacher.

• Describe how you would work to convince this teacher to use your selected tool.

Proactive Management Tools

1. Active Supervision
2. Choice-Making
3. Opportunities to Respond
4. Planned Ignoring
5. Praise
6. Pre-Correction
7. Response Effort
8. Scheduled Attention
9. Verbal Commands
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. 15-19
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems.

FBA/BIPs: A Large Investment of Problem-Solving Resources.

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

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

Functional Behavioral Thinking (FBT): A Conceptual Tool for the Classroom Teacher

“FBT is a model for thinking and a systematic process for defining problem behaviors and selecting interventions that match the function of the behavior. It addresses both the importance of identifying the function of behaviors and the significant role general education teachers can play in that identification process. At the same time, FBT takes into consideration the setting demands placed on general educators.” p. 13

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

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>During large-group lectures in social studies</td>
<td>Brian talks with peers about non-instructional topics</td>
<td>and receives positive peer attention</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>During independent seatwork assignments involving writing tasks</td>
<td>Angela verbally refuses to comply with teacher requests to start work</td>
<td>and is sent to the office with a disciplinary referral.</td>
</tr>
<tr>
<td>Antecedent/Activity</td>
<td>Student Behavior</td>
<td>Consequence/Outcome</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Start of class/bell-ringer activities</td>
<td>□ Sits inactive</td>
<td>— Student fails to complete work.</td>
</tr>
<tr>
<td>□ Large-group lecture</td>
<td>□ Puts head on desk</td>
<td>— Teacher ignores the behavior ('planned ignoring').</td>
</tr>
<tr>
<td>□ Large group teacher-led discussion</td>
<td>□ Is inattentive (e.g., staring into space, looking out the window)</td>
<td>— Teacher redirects the student.</td>
</tr>
<tr>
<td>□ Large-group: when called on by the teacher</td>
<td>□ Leaves seat without permission</td>
<td>— Teacher reprimands the student.</td>
</tr>
<tr>
<td>□ Student work-pairs</td>
<td>□ Requests bathroom or water breaks</td>
<td>— Teacher conferences w/ the student.</td>
</tr>
<tr>
<td>□ Student groups: cooperative learning</td>
<td>□ Uses cell phone, music player, or other digital device against class rules</td>
<td>— Student receives positive peer attention.</td>
</tr>
<tr>
<td>□ Reader</td>
<td>□ Whispers/talks/mutters to self</td>
<td>— Student receives negative peer attention.</td>
</tr>
<tr>
<td>□ Writer</td>
<td>□ Makes loud or distracting noises</td>
<td>— Student is briefly timed-out within the classroom.</td>
</tr>
<tr>
<td>□ Math</td>
<td>□ Calls out with non-instructional comments</td>
<td>— Student is briefly timed-out outside of the classroom.</td>
</tr>
<tr>
<td>□ Independent seat work</td>
<td>□ Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)</td>
<td>— Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</td>
</tr>
<tr>
<td>□ Independent computer work</td>
<td>□ Whispers/talks to other students about non-instructional topics</td>
<td>— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</td>
</tr>
<tr>
<td>□ Transitions between academic activities</td>
<td>□ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions</td>
<td>— Student receives a ‘respite’ break away from peers to calm down before rejoining class.</td>
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<td>□ Homework collection</td>
<td>□ Makes verbal threats toward peers</td>
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</tr>
<tr>
<td>□ In-class homework review</td>
<td>□ Uses inappropriate language (e.g., obscenities) with peers</td>
<td>— Student receives a snack, nap, or other support.</td>
</tr>
<tr>
<td>□ Tests and/or quizzes</td>
<td>□ Taunts/teases/makes fun of peers</td>
<td>— Other:</td>
</tr>
<tr>
<td>□ Class dismissal</td>
<td>□ Makes comments to encourage or ‘egg on’ other students to misbehave</td>
<td></td>
</tr>
<tr>
<td>□ Other:</td>
<td>□ Fails to begin in-class assignments (verbal refusal)</td>
<td></td>
</tr>
</tbody>
</table>
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
**Antecedent/Activity.** The chart lists a range of classroom activities typically taking place when the student problem behavior occurs. If a teacher finds that a student behavior is displayed across *multiple* classroom settings/activities, choose only the one or two settings/activities where the student's behavior is *most problematic*. The teacher is encouraged to write out his or her own description of any activities not listed here.
<table>
<thead>
<tr>
<th>Antecedent/Activity: Examples</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Start of class/bell-ringer activities</td>
<td>❑ Independent seat work</td>
</tr>
<tr>
<td>❑ Large-group lecture</td>
<td>❑ Independent computer work</td>
</tr>
<tr>
<td>❑ Large group teacher-led discussion</td>
<td>❑ Transitions between academic activities</td>
</tr>
<tr>
<td>❑ Large-group: when called on by the teacher</td>
<td>❑ Homework collection</td>
</tr>
<tr>
<td>❑ Student work-pairs</td>
<td>❑ In-class homework review</td>
</tr>
<tr>
<td>❑ Student groups: cooperative learning</td>
<td>❑ Tests and/or quizzes</td>
</tr>
<tr>
<td>❑ Reading activities</td>
<td>❑ Class dismissal</td>
</tr>
<tr>
<td>❑ Writing activities</td>
<td></td>
</tr>
<tr>
<td>❑ Math activities</td>
<td></td>
</tr>
</tbody>
</table>
**Student Behavior.** A listing of common types of classroom misbehavior are listed here. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. Teachers should choose no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can write his or her own behavior definition.
<table>
<thead>
<tr>
<th>Behavior: Examples</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Sits inactive</td>
<td>❑ Calls out with instructionally relevant comments</td>
</tr>
<tr>
<td>❑ Puts head on desk</td>
<td>❑ Plays with/taps objects</td>
</tr>
<tr>
<td>❑ Is inattentive (e.g., staring into space, looking out the window)</td>
<td>❑ Throws objects</td>
</tr>
<tr>
<td>❑ Leaves seat without permission</td>
<td>❑ Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)</td>
</tr>
<tr>
<td>❑ Requests bathroom or water breaks</td>
<td>❑ Whispers/talks to other students about non-instructional topics</td>
</tr>
<tr>
<td>❑ Uses cell phone, music player, or other digital device against class rules</td>
<td>❑ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions</td>
</tr>
<tr>
<td>❑ Whispers/talks/mutters to self</td>
<td>❑ Makes loud or distracting noises</td>
</tr>
<tr>
<td>❑ Calls out with non-instructional comments</td>
<td>❑ Calls out with non-instructional comments</td>
</tr>
<tr>
<td>❑ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions</td>
<td></td>
</tr>
</tbody>
</table>
**Consequence/Outcome.** The teacher chooses outcomes/consequences that typically follow the problem behavior. The instructor should try to limit the number of consequences/outcomes selected to 3.
<table>
<thead>
<tr>
<th>Consequences/Outcomes: Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Student fails to complete work.</td>
</tr>
<tr>
<td>— Teacher ignores the behavior (‘planned ignoring’).</td>
</tr>
<tr>
<td>— Teacher redirects the student.</td>
</tr>
<tr>
<td>— Teacher reprimands the student.</td>
</tr>
<tr>
<td>— Teacher conferences w/ the student.</td>
</tr>
<tr>
<td>— Student receives positive peer attention</td>
</tr>
<tr>
<td>— Student receives negative peer attention</td>
</tr>
<tr>
<td>— Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</td>
</tr>
<tr>
<td>— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</td>
</tr>
<tr>
<td>— Student receives a snack, nap, or other support.</td>
</tr>
</tbody>
</table>
Behavior Function. The function of the student behavior is the need or purpose that it fills for the student (e.g., peer attention, escape/avoidance). The function is based on the behavior statement and essentially is the ‘best guess’ (hypothesis) for why the behavior is occurring.
### Behavior Functions (Witt, Daly, & Noell, 2000)

| ✓ Peer attention | ✓ 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 |
| ✓ Acceptance/ affiliation with individuals or peer group(s) | |
| ✓ Power/control in interactions with peer(s) | |
| ✓ Adult attention | |
| ✓ Power/control in interactions with adult(s) | |


www.interventioncentral.org
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.
### Behavior (‘ABC’) Statement for Carl

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>During large-group lecture or teacher-led instruction</td>
<td>Carl:</td>
</tr>
<tr>
<td></td>
<td>• makes</td>
</tr>
<tr>
<td></td>
<td>distracting</td>
</tr>
<tr>
<td></td>
<td>noises</td>
</tr>
<tr>
<td></td>
<td>• calls out with</td>
</tr>
<tr>
<td></td>
<td>non-instructional</td>
</tr>
<tr>
<td></td>
<td>comments</td>
</tr>
<tr>
<td></td>
<td>• teases peers</td>
</tr>
<tr>
<td></td>
<td>• leaves his seat</td>
</tr>
</tbody>
</table>

and:

- teacher ignores the behavior
- teacher redirects/prompts/reminds the student.
- teacher reprimands the student.
- teacher conferences w/ the student.
Carl: Hard to Ignore: What is the Function?

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

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

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

• Parent conference: Shares copy of behavior report card outlining expected classroom behavior and communicates with the parent via email at least weekly about Carl’s behavior. NOTE: This part of the plan is to be in place for 5 weeks.
# Classroom Behavioral Statement Organizer

<table>
<thead>
<tr>
<th>Antecedent/Activity</th>
<th>Student Behavior</th>
<th>Consequence/Outcome</th>
<th>Behavior Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Start of class/bell-ringer activities</td>
<td>□ Sits inactive</td>
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<td>□ Puts head on desk</td>
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<td>□ Large-group: when called on by the teacher</td>
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<tr>
<td>□ Reading activities</td>
<td>□ Whispers/talks/mutters to self</td>
<td>— Student receives positive peer attention</td>
<td>□ Adult attention</td>
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<tr>
<td>□ Writing activities</td>
<td>□ Makes loud or distracting noises</td>
<td>— Student receives negative peer attention.</td>
<td>□ Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>□ Math activities</td>
<td>□ Calls out with non-instructional comments</td>
<td>— Student is briefly timed-out within the classroom.</td>
<td>□ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
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<td>□ Class dismissal</td>
<td>□ Makes verbal threats toward peers</td>
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</table>
**Activity:** ABC Statement: Advantages as a Consultation Tool

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

The Classroom Behavioral Statement Organizer (pp. 18-19):

- serves as a graphic organizer for generating a behavioral statement.
- contains model statements to help teachers to compose the statement.
- increases the probability that the teacher will accurately define a student’s relevant behavior, setting events/triggers, and current consequences, and
- boosts the chances of uncovering the behavioral function(s) and identifying appropriate interventions.
Classroom Management: Intervention Pathways.
How can teachers set up behavior management in their classrooms to get the greatest benefit for the least effort?
Teachers: Managing Classroom Behaviors

Issues:

• There is limited time to implement classroom strategies.

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

Classroom Management: Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an ‘Intervention pathway’ that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

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

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

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

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

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

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

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

- **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
  - 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
1. Teaching Behavioral Expectations:

Additional Resources

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

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

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

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

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

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

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

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

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

Direct Instruction Checklist. Teachers can use this checklist to evaluate lesson plans to ensure that they provide appropriate direct-instruction support for struggling learners.

### How To: Implement Strong Core Instruction

**Teacher:**

**Date:**

**Class/Lesson:**

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a ‘pre-flight’ checklist to make sure that their lessons reach the widest range of diverse learners.

#### 1. Increase Access to Instruction

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match. Lesson content is appropriately matched to students’ abilities (Burns, Vand Herneyen, &amp; Boice, 2006).</td>
<td></td>
</tr>
<tr>
<td>Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerenHayen, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Preview of Lesson Goal(s). At the start of instruction, the goals of the current day’s lesson are shared (Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Chunking of New Material. The teacher breaks new material into small, manageable increments, ‘chunks’, or steps (Rosenshine, 2008).</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Provided ‘Scaffolding’ Support

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerenHayen, &amp; Boice, 2008).</td>
<td></td>
</tr>
<tr>
<td>Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerenHayen, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Active Engagement. The teacher ensures that the lesson engages the student in active accurate responding (Skinner, Pappas &amp; Davis, 2005) often enough to capture student attention and to optimize learning.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Group Behavior Management.** The teacher uses active, positive techniques to manage the classroom.
3. Group Behavior Management

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

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

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

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

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

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

Additional Resources

Assorted Classroom Management ‘Packages’.

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

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

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

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

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

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

− The teacher selects the specific desired behavior(s) to encourage through praise;

− The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments).

− The teacher makes sure that any praise statements given are behavior-specific.
4. Student Relationships

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

• ‘Two by Ten’: Structuring Teacher-Student Interactions.

The teacher makes a commitment to have a 2-minute conversation with the student across 10 consecutive school days (20 minutes of cumulative positive contact) (Mendler, 2000). This strategy (‘non-contingent teacher attention’) can be helpful with students who lack a positive connection with the teacher.
4. Student Relationships: Additional Resources

Praise (Teacher Handout).

Teachers can strengthen their use of classroom praise by reviewing ‘best practices’ for praising students.

www.interventioncentral.org
Classroom Management: Intervention Pathways

5. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students.
1. Teaching Behavioral Expectations

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

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

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

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

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

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

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

Suggestions for Implementation:

• Teachers in all classrooms should use a classroom-management approach that provides the greatest positive impact with the least amount of time and effort.
Activity: Classroom Management: Intervention Pathways pp. 4-7

In your groups:

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

Behavior Management ‘Buckets’:

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

Zone Defense System
Zone Defense System: Assign to Zones, Not Students

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

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

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

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

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

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

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

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

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

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

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

– reduces student down-time

– prevents the interruption of instruction, and

– accommodates those children who need additional time to transition from one activity to another.

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

Classroom: ___________________________ Date: ______________

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Response to Intervention

Teacher-Student Learning Game

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Color Wheel: Additional Considerations:

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

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

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

Defensive Management: Six Steps

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

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

Defensive Management: Six Steps

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

Defensive Management: Six Steps

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

Defensive Management: Six Steps

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

Defensive Management: Six Steps

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

Defensive Management: Six Steps

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

Defensive Management: 6 Steps

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

At your tables:

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

Group Behavior Management Ideas:

1. Zone Defense System
2. Teacher-Student Learning Game
3. Color Wheel
4. Defensive Management: 6 Steps
**Student Self-Monitoring.** How can a teacher set up a student self-monitoring program—and how can such a program motivate the student?
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:**
- Select Behaviors: In the left column of the table below, write down up to 8 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clean).
- 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:

<table>
<thead>
<tr>
<th>Behaviors: How well did I...</th>
<th>1 Date</th>
<th>2 Date</th>
<th>3 Date</th>
<th>4 Date</th>
<th>5 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>□ Good</td>
<td>□ Fair</td>
<td>□ Poor</td>
<td>□ Good</td>
<td>□ Fair</td>
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</tbody>
</table>
Self-Monitoring Methods: Checklist

Student Self-Monitoring: Behavior Checklist

Behavior checklists are 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 Treated. 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 at 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:

<table>
<thead>
<tr>
<th>Behaviors: I engaged in these behaviors...</th>
<th>1 Date</th>
<th>2 Date</th>
<th>3 Date</th>
<th>4 Date</th>
<th>5 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>□ Yes</td>
<td>□ Yes</td>
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</tbody>
</table>

www.interventioncentral.org
**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:

1. 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:**

2. 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(ies):**

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

---

**Self-Monitoring Methods:**

**Frequency Count**
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.
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.
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.
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).
Student Self-Monitoring: 7 Steps

1. Define behavior target(s) to monitor.
2. Choose a method for collecting self-monitoring data.
3. Choose a self-monitoring schedule.
4. Decide on a monitoring cue.
5. [Optional] Select rewards for positive behavioral change.
6. Conduct periodic accuracy checks.
7. Fade the self-monitoring plan.
**Progress-Monitoring.** What in an example of a measure that can be used to track the progress of students at risk for behavior or social emotional problems during interventions?
Behavior Progress-Monitoring Tools: Daily Report Cards

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

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

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

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

Behavior Progress-Monitoring Tools: Daily Report Cards

- **Goal-Setting:** *Behavior Report Cards*
  
  As BRCs are customized rating scales, the teacher selects a response format appropriate to the behavior. The teacher also selects a threshold for appropriate behavior, typically a behavior rating representative of ‘typical’ students in the classroom.

<table>
<thead>
<tr>
<th>Roy completed and turned in his assigned class work on time.</th>
<th>Mon <strong>/</strong>/__</th>
<th>Tue <strong>/</strong>/__</th>
<th>Wed <strong>/</strong>/__</th>
<th>Thu <strong>/</strong>/__</th>
<th>Fri <strong>/</strong>/__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the degree to which Roy met the behavior goal?</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually/Always</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion: Behavior Report Card

• What are some ways that you as a consultant might promote the use of Behavior Report Cards in your school or district?
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 that draw on a range of responses when dealing with classroom misbehaviors are more likely to keep those students in the classroom, with fewer disruptions to instruction and better learning outcomes for struggling students. A good organizing tool for teachers is to create a continuum (classroom management menu) outlining response options for behavior management and discipline (Sprick, Borgmeier, & Nolet, 2002).

Classroom Behavior Incident: Teacher Response Plan

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

1. Behavioral Reminder

Description: 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

Reactive Strategies:
Actions taken AFTER behaviors have appeared.
**Behavioral Reminder**

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

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

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

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

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

• **When to Use:** Academic adjustments can be useful when the teacher judges that the student’s problem behaviors are triggered or exacerbated by the required academic task(s).
• **Examples:** Here are examples of academic adjustments:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response Cost

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

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

Response Cost

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

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

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

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

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

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

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

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

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

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

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

• **Examples:** Here are examples of a behavior conference:

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

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

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

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

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

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

Classroom Behavior Incident: Teacher Response Plan

1. Behavior Reminder
2. Academic Adjustment
3. Environmental Adjustment
4. Warning
5. Time-Out
6. Response Cost
7. Behavior Conference
8. Defusing Strategies
Secret Ingredients for Creating a Better Behavior Intervention Plan: Antecedents: Positive Consequences, and Extinction Procedures

Teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

- **Antecedents**: Strategies to promote positive behaviors and prevent misbehavior
- **Positive consequences**: Responses that increase positive/goal behaviors
- **Extinction procedures**: Responses that extinguish problem behaviors
1. **Antecedents**: Strategies to Promote Positive Behaviors & Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs.

Strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:
Antecedents: Academic Strategies

Ensure Instructional Match (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.
Response to Intervention

Antecedents: Academic Strategies

Increase Opportunities to Respond (Partin et al., 2010). The teacher's goal is to capture positive student behaviors by structuring lessons and work assignments to require a high rate of opportunities to respond (OTRs).

An efficient way to boost OTRs classwide is through group responding (Haydon, Borders, Embury, & Clarke, 2009). Strategies for group response include choral responding; show of hands; pre-formatted response cards (e.g., with YES and NO written on opposite faces of the card); and individual white boards.
**Antecedents: Academic Strategies**

**Offer Choice Opportunities** (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks.

Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as where the activity takes place; who the child works with; what materials to work with (e.g., choosing a book from several options); when to begin or end the activity; or how long to engage in the activity.
Antecedents: Academic Strategies

Provide an Academic-Skills Checklist (Alter, Wyrick, Brown, & Lingo, 2008). When the student must apply several steps to complete a complex academic task, the teacher can give the student a checklist listing each step and instructions for completing it.

Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.
Antecedents: Academic Strategies

Chunk Larger Assignments (Rosenshine, 2008). If the student balks when faced with a lengthy or time-consuming assignment, the teacher can break the task into shorter, more manageable segments, or 'chunks'.

For example, an instructor might divide a 20-problem math computation sheet into 4 sections of five problems each. The student is directed to complete each problem-section, check the work against an answer key on the teacher's desk, and then move on to the next five problems—repeating the sequence until the assignment is finished.
Antecedents: Academic Strategies

Train in Fix-Up Skills (Rosenshine, 2008). During independent work, the student should know procedures to follow if stuck (e.g., cannot complete an item; does not understand a word in a reading passage).

The teacher creates a routine for the student in how to apply 'fix-up' skills for independent assignments: e.g., "If I don't understand what I have read, I should (1) reread the paragraph; (2) slow my reading; (3) focus my full attention on what I am reading; (4) underline any words that I do not know and try to figure them out from the reading" (McCallum et al., 2010).
Antecedents: Academic Strategies

Elicit a Student Outcome Goal (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task.

At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success. For example, a student about to begin a writing task may choose the goal of locating 3 primary sources for a term paper. Or a student starting an in-class reading assignment might come up with two questions that he would like to have answered from the reading.
Antecedents: Behavior Strategies

Teach Expected Behaviors (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors.

The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
Antecedents: Behavior Strategies

Create a Checklist for Difficult Transitions (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.
Antecedents: Behavior Strategies

Provide Pre-Correction (De Pry & Sugai, 2002).
Some students need a timely reminder of expected behaviors just before transitioning into situations or settings in which problem behaviors tend to occur.

At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.
Antecedents: Behavior Strategies

Emphasize the Positive in Teacher Requests (Braithwaite, 2000). Non-compliant students have a pattern of ignoring or defying teacher requests.

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

Select a Student Reward in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.
Antecedents: Behavior Strategies

Teach Appropriate Ways to Request a Work Break (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task. The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card.

Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.
Antecedents: Behavior Strategies

Say 'No' With Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). For students who will not take ‘no’ for an answer, the teacher can use the 'no with preferred alternative' strategy. The teacher prepares by making a list of activities or items preferred by the student that are allowed during that academic situation or setting. Whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides an explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the ‘allowed’ activity/item list.
2. **Positive Consequences:** Responses That Increase Positive/Goal Behaviors

Consequences are those events following a student behavior that make it more or less likely that the behavior will occur in the future.

This section looks at positive consequences, ideas that teachers can use to reinforce the student for being on-task and showing pro-social behaviors. Among strategies that promote behaviors are providing timely feedback, praise, and teacher attention; as well as allowing students to take temporary work breaks. To foster specific behaviors, the teacher can:
Positive Consequences

Deliver Prompt Performance Feedback
(Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior.

Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.
Positive Consequences

Praise Student Behaviors (Kern & Clemens, N2007). Research suggests that teacher praise is one of the most powerful—yet underused—of classroom management tools.

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

Give Scheduled Attention to Positive Behaviors (Austin & Soeda, 2008). One strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement).

If the student is off-task, the teacher briefly redirects the student to task and returns immediately to instruction.
**Positive Consequences**

**Provide Escape Breaks** (Waller & Higbee, 2010). The teacher can manage a student who uses disruptive behavior to escape or avoid academic work by scheduling 'non-contingent escape breaks'.

First the teacher selects a reasonable work interval for the student—this should be an interval slightly shorter than the average amount of time that student currently will work before misbehaving (e.g. 5 minutes).

Next, the teacher decides how long the brief 'escape break' will last (e.g., 2 minutes). Finally, the teacher identifies motivating activities that the student can engage in during escape breaks (e.g., coloring; playing a math application on a computer tablet).
Positive Consequences

Provide Escape Breaks (Cont.) (Waller & Higbee, 2010).
When the intervention is in effect, the teacher directs the student to begin work and starts a timer. When the student's work interval is done, the teacher directs that student to take a break and again starts the timer. When the break is up, the student is directed to resume work. This process repeats until the work period is over. As the student's behaviors improve, the teacher gradually lengthens the work periods until the student can remain academically engaged for as long as typical peers.
3. **Extinction Procedures:** Responses That Extinguish Problem Behaviors

Extinction means the removal of the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors.

An explicit extinction plan is an *essential* part of most student behavior plans (Hester et al., 2009)—because without extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate. The teacher wishing to extinguish specific behaviors can try one or more of the following strategies:
Extinction Procedures

Redirect the Student (Dhaem, 2012; Simonsen et al., 2008). When the teacher observes the student begin to engage in problem behaviors, the instructor redirects that student back to task, either verbally (e.g., "Tom, stop talking and start your assignment") or non-verbally (e.g., giving that student a significant look and negative head shake).

Redirects should be brief and calm in tone. NOTE: Teachers can also redirect without distracting the class by using 'tweets'—brief behavioral reminders written on post-it notes and placed on the student's desk.
Extinction Procedures

Use If/Then Statements to Shift to Positive Behaviors (Majeika et al., 2011). When the student is engaging in a problem behavior, the teacher can use an 'if/then' statement to prompt that student to engage in the appropriate replacement behavior.

For example, if a student is out of seat without permission, the teacher says, "Shelly, if you return to your seat, then I will come over and answer your question." Of course, when the student responds by displaying the positive behavior, the teacher follows through with the promised action and praises that student for compliance.
Extinction Procedures

Shut Off Attention Through Planned Ignoring

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

Planned ignoring alone is seldom successful. But the tandem efforts of (1) removing teacher attention from misbehavior (planned ignoring) while (2) rechanneling that attention toward positive behaviors is one of the most effective behavior management combinations available.
Extinction Procedures

Praise Peers for On-Task Behavior (Majeika et al., 2011). Teacher approval can be a powerful motivator.

The teacher can capitalize on this fact by publicly praising on-task peers sitting near the target (misbehaving) student. When the target student then engages in academic work, the teacher makes sure to praise that student as well.
Response to Intervention

Extinction Procedures

Address Misbehavior With Response Cost

(DuPaul & Stoner, 2002). Response cost is a strategy in which the teacher assigns an incentive (e.g., points, tokens, or classroom privileges such as free time) to the student at the start of the session.

Each time that the student misbehaves during the session, that student loses a point, token, or increment of privilege (e.g., losing 5 minutes of free time). At the end of the session, the student is awarded any points, tokens, or privileges that remain.
Extinction Procedures

Move the Student's Seat (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment—such as a talkative peer or difficulty hearing or seeing the instructor—the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.
Activity: Filling Behavior Intervention Plan ‘Buckets’

In your groups:
- Brainstorm ideas for using this teacher ‘organizer’ to help classroom staff to develop and implement effective behavior intervention plans.

Secret Ingredients: 3 Buckets

Teachers can include each of these 3 elements in their classroom behavior intervention plans:
- **Antecedents**: Strategies to promote positive behaviors and prevent misbehavior
- **Positive consequences**: Responses that increase positive/goal behaviors
- **Extinction procedures**: Responses that extinguish problem behaviors
Behavior Management & Teachers: Next Steps. How can consultants most effectively work with classroom teachers to change their behavior management practices?
The continued use of ineffective exclusionary practices has very little to do with a student’s behavior and very much to do with a teacher’s behavior.

- John W. Maag

Response to Intervention

The Strong Classroom Behavior Manager: A Mosaic

Key Principles of Behavior Management

Proactive Classwide Management Skills

Definition & Analysis of Student Behaviors

Group Management Strategies

Willingness to Continually Explore Positive Behavior Management Strategies

Continuum of Within-Classroom Disciplinary Responses

www.interventioncentral.org
The ‘Last Mile’ Problem: Definition

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

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

Response to Intervention

Social-Emotional RTI: The ‘Last Mile’

Problem

Federal

State

District

School

Classroom

IDEIA 2004

State Ed Dept

School District

Campus

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

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

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

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

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

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

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

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

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

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

Activity: Which Reason(s)?

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

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

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

- Review the components of RTI and behavioral strategies and organizers discussed at today’s workshop.
- Come up with a plan to use 2-3 key workshop ideas, strategies, or tools immediately in your school.
- Be prepared to report out!
### Response to Intervention

#### Behavior Intervention ‘First Responder’ Toolkit

**Behavior Principles.** What principles can orient teachers toward productive behavior planning?

**Proactive Classwide Tools.** What are components of good behavior management that can be used proactively?

**Behavior Statement.** What format and process can help teachers to correctly describe in writing & analyze a student problem?

**Classroom Management: Intervention Pathways.** What framework efficiently promotes a positive class-management outcome?

**Classroom Disciplinary Matrix/Continuum.** How can teachers develop a plan to respond flexibly and appropriately to emerging behavioral issues?

**The Role of Extinction.** How can teachers construct a classroom intervention plan that includes extinction procedures?