



RTI Toolkit: A Practical Guide for Schools

RTI Lab: Research-Based Intervention to Manage Challenging Behaviors in the Classroom

Jim Wright, Presenter

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Cattaraugus Allegany BOCES
Olean, NY

Jim Wright
364 Long Road
Tully, NY 13159
Email: jim@jimwrightonline.com
Workshop Materials Available at:
<http://www.jimwrightonline.com/caboces.php>



Documenting Tier 1 (Classroom) Interventions: A Sample Form

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum RTI standards.

Teachers need a standard format to use in documenting their 'Tier 1' (classroom) intervention plans. The attached form, *Tier 1/Classroom Intervention Planning Sheet*, is designed to include all of the essential RTI elements of an effective intervention plan. The form includes space to document:

- *Definition of up to two student academic or behavioral problems.* The most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995). The teacher selects no more than two student concerns to address on the intervention plan.
- *Intervention description.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).
- *Intervention delivery.* The teacher writes down details necessary for implementing the intervention in the classroom (e.g., where and when the intervention will be used; the adult-to-student ratio; how frequently the intervention will take place; the length of time each session of the intervention will last; materials needed for the intervention, etc.
- *Checkup date.* The teacher notes the date at which the intervention will be reviewed to determine whether it has been sufficiently effective. NOTE: For academic interventions, it is advisable to allow at least 4 instructional weeks before deciding whether the intervention has been effective.
- *Assessment data.* For each intervention, the teacher selects the type(s) of classroom data that will be collected formatively throughout the intervention period to judge its effectiveness. For each data source, in turn, the teacher collects baseline data on student performance—and calculates an outcome goal that the student is expected to attain if the intervention is successful. (During the period in which the intervention is in effect, the teacher collects ongoing data to judge student performance and attaches that data to the classroom intervention documentation form.)



While a Tier 1/classroom intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using Tier 1 interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas. A future blog entry will review necessary Tier 1 teacher supports in greater detail.

References

- Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6*(2), 111-123.
- Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.

Tier 1/Classroom Intervention Planning Sheet

Teacher/Team: _____ Date: _____ Student: _____

Student Problem Definition #1: _____

Student Problem Definition #2: _____

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

- Interventions: Essential Elements (Witt et al., 2004)**
- Clear problem-definition(s)
 - Baseline data
 - Goal for improvement
 - Progress-monitoring plan

Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as:; (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.	
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.

Defining Student Problem Behaviors: A Key to Identifying Effective Interventions

Teachers can select effective interventions for student behavior problems only if they first clearly define the problem behavior(s) and the reason(s) that a behavior is occurring. By following the five steps below, the teacher is more likely to describe a student's problem behavior(s) with clarity and to identify effective interventions to address them.

1. Define the problem behavior in clear, observable, measurable terms (Batsche et al., 2008; Upah, 2008). Write a clear description of the problem behavior. Avoid vague problem identification statements such as "The student is disruptive."

A good method to judge whether the problem has been adequately defined is to apply the "stranger test": Can a stranger read the problem definition statement, then observe the student, and be able to judge reliably when the behavior occurs and when it does not? A useful self-prompt to come up with a more detailed description of the problem is to ask, "What does <problem behavior> look like in the classroom?"

A well-written problem definition should include three parts:

- Conditions. The condition(s) under which the problem is likely to occur
- Problem Description. A specific description of the problem behavior
- Contextual information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

Sample Problem Behavior Definitions		
<i>Conditions. The condition(s) under which the problem is likely to occur</i>	<i>Problem Description. A specific description of the problem behavior</i>	<i>Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior</i>
During 20-minute independent seatwork literacy tasks,...	...John talks with peers about non-instructional topics...	...an average of three times.
In school settings such as the playground or gymnasium, when unsupervised by adults,...	...Angela is reported by peers to use physically threatening language...	...at least once per week.
When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

2. Develop examples and non-examples of the problem behavior (Upah, 2008). Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the

most frequent or typical instances of the student problem behavior. Non-examples should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

Examples and Non-Examples of Problem Behavior		
Problem Behavior	Examples	Non-Examples
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics	<ul style="list-style-type: none"> John chats with another student that he encounters at the pencil sharpener. John whispers to a neighboring student about a comic book in his desk. 	<ul style="list-style-type: none"> At the direction of the teacher, John pairs up with another student to complete an assignment.. John verbally interacts with students in an appropriate manner while handing out work materials as requested by the teacher.
When given a verbal teacher request, Jay fails to comply with that request within 3 minutes.	<ul style="list-style-type: none"> Jay does not comply when directed by the teacher to open his math book and begin work. Jay is verbally defiant and uncooperative when requested by an adult to stop running in the hall. 	<ul style="list-style-type: none"> Jay does not comply with a teacher request because he does not hear that request. Jay asks the teacher to explain directions that he does not understand.

3. Write a behavior hypothesis statement (Batsche et al., 2008; Upah, 2008). The next step in problem-solving is to develop a hypothesis about why the student is engaging in an undesirable behavior or not engaging in a desired behavior. Teachers can gain information to develop a hypothesis through direct observation, student interview, review of student work products, and other sources. The behavior hypothesis statement is important because (a) it can be tested, and (b) it provides guidance on the type(s) of interventions that might benefit the student.

Behavior Hypothesis Statements		
Problem Behavior	<Because>	Hypothesis
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics...	...because...	...he is avoiding academic work.
When given a verbal teacher request, Jay fails to comply with that request...	...because...	...he is reinforced by the negative adult attention that results from his noncompliance.

4. Select a replacement behavior (Batsche et al., 2008). Behavioral interventions should be focused on increasing student skills and capacities, not simply on suppressing problem 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.

Selection of Replacement Behavior	
Problem Behavior	Replacement Behavior
During 20-minute independent seatwork literacy tasks, John talks with peers about non-instructional topics.	During 20-minute independent seatwork literacy tasks, John is engaged in active accurate academic responding.
When given a verbal teacher request, Jay fails to comply with that request.	When given a verbal teacher request, Jay carries out the request without argument or complaint within 3 minutes.

5. Write a prediction statement (Batsche et al., 2008; Upah, 2008). The prediction statement proposes a strategy (intervention) that is predicted to improve the problem behavior. The importance of the prediction statement is that it spells out specifically the expected outcome if the strategy is successful. The formula for writing a prediction statement is to state that *if* the proposed strategy ('Specific Action') is adopted, then the *rate* of problem behavior is expected to *decrease* or *increase* in the desired direction.

Prediction Statement		
Specific Action	Problem Behavior	Rate of Behavior
If prior to independent seatwork, John meets with a tutor to review key vocabulary terms and rehearse the assigned reading,...	...the amount of time that John spends talking with peers about non-instructional topics during independent work...	...will decrease.
If adults avoid engaging Jay in long exchanges when he fails to comply with their requests and instead impose appropriate pre-selected consequences...	...the frequency of Jay's timely compliance with adult requests...	...will increase.

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Finding the Right Behavioral Intervention: Five Steps to Defining Student Problem Behaviors

Teachers can select effective interventions for student behavior problems only if they first clearly define the problem behavior(s) and the reason(s) that a behavior is occurring.

The process of defining student problem behaviors goes more smoothly if the teacher has first collected relevant information about the student’s problem behavior (e.g., examples of seatwork, anecdotal notes of student behavior, frequency counts of behavior, student interview, etc.).

By following the five steps below, the teacher is more likely to describe a student’s problem behavior(s) with clarity and to identify effective interventions to address them.

- 1. Define the problem behavior in clear, observable, measurable terms.

Sample Problem Behavior Definitions		
<i>Conditions. The condition(s) under which the problem is likely to occur</i>	<i>Problem Description. A specific description of the problem behavior</i>	<i>Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior</i>

- 2. Develop examples and non-examples of the problem behavior.

Examples and Non-Examples of Problem Behavior	
Examples	Non-Examples

3. Write a behavior hypothesis statement.

Behavior Hypothesis Statements		
Problem Behavior	<Because>	Hypothesis
	...because...	

4. Select a replacement behavior.

Selection of Replacement Behavior
Replacement Behavior

5. Create a prediction statement.

Prediction Statement		
Specific Action	Problem Behavior	Rate of Behavior

School-Wide Strategies for Managing...DEFIANCE / NON-COMPLIANCE

Students who are defiant or non-compliant can be among the most challenging to teach. They can frequently interrupt instruction, often do poorly academically, and may show little motivation to learn. There are no magic strategies for managing the behaviors of defiant students. However, research shows that certain techniques tend to work best with these children and youth: (1) Give the student positive teacher recognition. Even actions as simple as greeting the student daily at the classroom door or stopping by the student's desk to ask 'How are you doing?' can over time turn strained relationships into positive ones. (2) Monitor the classroom frequently and intervene proactively to redirect off-task students before their mild misbehaviors escalate into more serious problems. (3) Avoid saying or doing things that are likely to anger or set off a student. Speak calmly and respectfully, for example, rather than raising your voice or using sarcasm. (4) When you must intervene with a misbehaving student, convey the message to the student that you will not tolerate the problem behavior—but that you continue to value and accept the student. (5) Remember that the ultimate goal of any disciplinary measure is to teach the student more positive ways of behaving. Punishment generally does not improve student behaviors over the long term and can have significant and lasting negative effects on school performance and motivation. (6) Develop a classroom 'crisis response plan' to be implemented in the event that one or more students display aggressive behaviors that threaten their own safety or the safety of others. Be sure that your administrator approves this classroom crisis plan and that everyone who has a part in the plan knows his or her role. One final thought: While you can never predict what behaviors your students might bring into your classroom, you will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students. Here are other ideas for managing defiant or non-compliant students:

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

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

'why'" questions (e.g., "Why did you get into that fight with Jerry?") because they can imply that you are blaming the student.

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

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

- Emphasize the Positive in Teacher Requests (Braithwaite, 2001). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, avoid using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").

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

- Give Praise That is Specific and Does Not Embarrass the Student (Sprick, Borgmeier, & Nolet, 2002). Defiant students can respond well to adult praise but only when it is sincere and specific, and is not embarrassing. Ideally, the teacher should deliver praise as soon as possible after the positive behavior. Praise should be specific and descriptive—because vague, general praise can sound fake and does not give the student any useful information about how their behavior meets or exceeds the teacher's

expectations. For older students who tend to dislike being praised in a highly public manner, the teacher can use a more indirect or low-key approach (e.g., writing a note of praise on the student's graded assignment, praising the student in a private conversation, calling the student's parent to praise the student).

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

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

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

- Keep Responses Calm, Brief, and Businesslike (Mayer, 2000; Sprick, Borgmeier, & Nolet, 2002). Because teacher sarcasm or lengthy negative reprimands can trigger defiant student behavior, instructors should respond to the student in a 'neutral', business-like, calm voice. Also, keep responses brief when addressing the non-compliant student. Short teacher responses give the defiant student less control over the interaction and can also prevent instructors from inadvertently 'rewarding' misbehaving students with lots of negative adult attention.

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

listening' by using paraphrasing, they demonstrate a respect for the student's point of view and can also improve their own understanding of the student's problem.

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

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

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

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

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

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

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

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

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

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

•Validate the Student's Emotion by Acknowledging It (Lanceley, 1999). When the teacher observes that a student seems angry or upset, the instructor labels the emotion that seems to be driving that student's behavior. 'Emotion labeling' can be a helpful tactic in deescalating classroom confrontations because it prompts the student to acknowledge his or her current feeling-state directly rather than continuing to communicate it indirectly through acting-out behavior. A teacher, for example, who observes a student slamming her books down on her desk and muttering to herself after returning from gym class might say to the student, "You seem angry. Could you tell me what is wrong?" Once a powerful emotion such as anger is labeled, the teacher and student can then talk about it, figure out what may have triggered it, and jointly find solutions that will mitigate it. Emotion labeling should generally be done in a tentative manner ("John, you sound nervous...", "Alice, you appear frustrated..."), since one can never know with complete certainty what feelings another person is experiencing.

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School-Wide Strategies for Managing...HYPERACTIVITY

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

- Adopt a 'Silent Signal' (U.S. Department of Education, 2004). You can redirect overactive students in a low-key manner by using a silent signal. Meet privately with the student and identify for the student those motor or verbal behaviors that appear to be most distracting. With the student's help, select a silent signal that you can use to alert the student that his or her behavior has crossed the threshold and now is distracting others. Role-play several scenarios with the student in which you use the silent signal and the student then controls the problem behavior. When you are able to successfully use the 'silent signal' during instruction, be sure to praise the student privately for responding appropriately and promptly to your signal.
- Allow Discretionary Motor Breaks (U.S. Department of Education, 2004). When given brief 'movement' breaks, highly active students often show improvements in their behaviors. Permit the student to leave his or her seat and quietly walk around the classroom whenever the student feels particularly fidgety. Or, if you judge that motor breaks within the classroom would be too distracting, consider giving the student a discretionary pass that allows him or her to leave the classroom briefly to get a drink of water or walk up and down the hall.
- Encourage Acceptable Outlets for Motor Behavior (U.S. Department of Education, 2004). If the student distracts other students by playing with objects, substitute an alternative motor behavior that will not distract others. Give the student a soft 'stress ball' and encourage the student to squeeze it whenever he or she feels the need for motor movement. Or if the setting is appropriate, allow the student to chew gum as a replacement motor behavior.
- Have the Student Monitor Motor Behaviors and Call-Outs (DuPaul & Stoner, 2002). Students can often change problem behaviors when they pay attention to those behaviors. Have the student monitor his or her motor behaviors or call-outs. First, choose a class period or part of the day when you want the student to monitor distracting behaviors. Next, meet privately with the student to discuss which of that student's behaviors are distracting. Then, together with the student, design a simple distractible behavior-rating form with no more than 3 items (For a student who calls out frequently, for example, a useful rating item might be "How well did I observe the rule today of raising my hand and being called on before giving an answer? Poor – Fair – Good".) Have the student rate his or her behaviors at the end of each class period. Make an

effort to praise the student (a) for being accurate in rating behaviors, and (b) for any improvements that you see in the student's behaviors over time.

- Ignore Low-Level Motor Behaviors (Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004). Selective ignoring can be an effective teacher response to minor fidgeting or other motor behaviors. If the student's 'fidgety' behaviors are relatively minor and do not seriously derail classroom instruction, the teacher should simply not pay attention to them.
- Remove Unnecessary Items From the Student's Work Area (U.S. Department of Education, 2004). Students who tend to distract themselves and others by playing with objects behave better when their work area is uncluttered. Take away (or direct the student to put away) any items that the student does not need for the work assignment but might be tempted to play with (e.g., extra pens, paper clips).
- Schedule Group 'Stretch Breaks' (Brock, 1998). You can increase the focus of your entire class and appropriately channel the motor behaviors of fidgety students by scheduling brief 'stretch breaks.' At their simplest, stretch breaks consist of having students stand next to their desks, stretch their arms, take a deep breath, and exhale slowly before resuming their seats. Or you can be creative, having students take part in different movements during each break (e.g., "OK class. It's time for a stretch break. Stand by your desk, arms over your head. Then take 3 steps back and 3 steps forward..."). NOTE: When using stretch breaks, be sure that you select movements that all of your students are physically able to accomplish without difficulty.
- Seat the Student Next to Distraction-Resistant Peers (Kerr & Nelson, 1998). One useful strategy for managing low-level motor behaviors is to seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.
- Select a 'Supportive Peer' (DuPaul & Stoner, 2002). Handpick a classmate who has a good relationship with the student but is not easily drawn off-task and appoint that student as a 'helper peer'. Meet privately with the student and the helper peer. Tell the peer that whenever he or she notices that the student's verbal or motor behavior has risen to the level of distracting others, the peer should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder) to control the behavior. Role-play several scenarios so that the peer knows when he or she can ignore the student's low-level motor behaviors and when the peer should use a signal to alert the student to more distracting behaviors.
- Structure Instructional Activities to Allow Interaction and Movement (DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004). Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer students frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.

•Use 'Response Cost' (DuPaul & Stoner, 2002; Martens & Meller, 1990). A strategy to reduce distracting verbal or motor behaviors is to use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever the behavior distracts other students. Here is a simple version that you can use in your classroom: Award the student a certain number of 'behavior points' (e.g., 5) at the start of each class period and write a series of tally marks on the blackboard that corresponds to this number. Privately inform the student that each time that he or she engages in verbal or motor behaviors that obviously distract other students (e.g., cause them to comment on the behavior), you will silently go to the board and erase one point from the student's total. At the end of each class period, the student is allowed to keep any 'behavior points' that remain. Let the student know that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

•Use Brief Reminders About Appropriate Behavior and Conduct (DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002). Provide students with brief reminders of expected behaviors at the 'point of performance', when they will most benefit from it. Consider using structured prompts such as the following for students who tend to blurt out answers: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student." Or you can remind students who have difficulty moving through hallways as part of a group, "Remember to keep hands to self and to walk quietly on the right as we walk to art class."

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School-Wide Strategies for Managing...OFF-TASK / INATTENTION

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

- Capture Students' Attention Before Giving Directions** (Ford, Olmi, Edwards, & Tingstrom, 2001; Martens & Kelly, 1993). Gain the student's attention before giving directions and use other strategies to ensure the student's full understanding of them. When giving directions to an individual student, call the student by name and establish eye contact before providing the directions. When giving directions to the whole class, use group alerting cues such as 'Eyes and ears on me!' to gain the class's attention. Wait until all students are looking at you and ready to listen before giving directions. When you have finished giving directions to the entire class, privately approach any students who appear to need assistance. Quietly restate the directions to them and have them repeat the directions back to you as a check for understanding.
- Class Participation: Keep Students Guessing** (Heward, 1994). Students attend better during large-group presentations if they cannot predict when they will be required to actively participate. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span. Or pose a question to the class, give students 'wait time' to formulate an answer, and then randomly call on a student.
- Employ Proximity Control** (Ford, Olmi, Edwards, & Tingstrom, 2001; Gettinger & Seibert, 2002; U.S. Department of Education, 2004). Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. To hold an individual student's attention, stand or sit near the student before giving directions or engaging in discussion.
- Give Clear Directions** (Gettinger & Seibert, 2002; Gettinger, 1988). Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review. When giving multi-step directions orally, write those directions on the board or give to students as a handout to consult as needed. State multi-step directions one direction at a time and confirm that the student is able to comply with each step before giving the next direction.

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

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

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

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

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

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

- Reduce Length of Assignments (DuPaul & Ervin, 1996; U.S. Department of Education, 2004). Students' attention may drift when completing overly long assignments. For new material, trim assignments to the minimum length that you judge will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement.
- Schedule Challenging Tasks for Peak Attention Times (Brock, 1998). Many students with limited attention can focus better in the morning, when they are fresh. Schedule those subjects or tasks that the student finds most difficult early in the day. Save easier subjects or tasks for later in the day, when the student's attention may start to wane.
- Select Activities That Require Active Student Responding (Gettinger & Seibert, 2002; Heward, 1994). When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students sit passively listening to a speaker. Instead, program your instructional activities so that students must frequently 'show what they know' through some kind of active [visible] response. For example, you might first demonstrate a learning strategy to students and then divide the class into pairs and have students demonstrate the strategy to each other while you observe and evaluate.
- Transition Quickly (Gettinger & Seibert, 2002; Gettinger, 1988). When students transition quickly between educational activities and avoid instructional 'dead time', their attention is less likely to wander. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as group lecture and independent seatwork. Have them practice these transitions, praising the group for timely and correct performance. Provide additional 'coaching' to individual students as needed. During daily instruction, verbally alert students several minutes before a transition to another activity is to occur.
- Use Advance Organizers (U.S. Department of Education, 2004). One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day. This 'advance organizer' provides students with a mental schedule of the learning activities, how those activities interrelate, important materials needed for specific activities, and the amount of time set aside for each activity. All students benefit when the teacher uses advance organizers. However inattentive students especially benefit from this overview of learning activities, as the advance organizer can prompt, mentally prepare, and focus these students on learning right when they most need it.
- Use Preferential Seating (U.S. Department of Education, 2004). Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching. Remember that all teachers have an 'action zone', a part of the room where they tend to focus most of their instruction. Once you have analyzed your 'action zone' as a teacher, place the student's seat somewhere within that zone. Of course, the ideal seating location for any particular student will vary, depending on the unique qualities of the target student and of your classroom. When selecting preferential seating, consider

whether the student might be self-conscious about sitting right next to the teacher. Also, try to select a seat location that avoids other distractions. For example, you may want to avoid seating the student by a window or next to a talkative classmate.

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Creating Reward Menus That Motivate: Tips for Teachers

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

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

- **Acceptability Test.** Does the teacher approve of using the reinforcer with this child? Are parent(s) likely to approve the use of the reinforcer with their child?
- **Availability Test.** Is the reinforcer typically available in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?
- **Motivation Test.** Does the child find the reinforcer to be motivating?

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

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

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

1. The teacher reviews a list of reward choices typically available in school settings. (Instructors can use the comprehensive sampling of possible school rewards that appears in the next section: Jackpot! Ideas for Classroom Rewards.). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.
2. The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck'
3. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may

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

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

Choice: Allowing the Student to Select Task Sequence

Description: The student is assigned several tasks to complete during a work period and given the opportunity to select the assignment that he or she will do first.

Purpose: Allowing the student choice in the sequence of academic tasks can increase rates of compliance and active academic engagement. The power of allowing the student to select the sequence of academic tasks appears to be in the exercise of choice, which for 'biologic reasons' may serve as a fundamental source of reinforcement (Kern & Clemens, 2007; p. 72).

Materials: Student work assignments

Preparation: The instructor selects 2 to 3 separate academic tasks that the student is to complete during an independent work period and prepares all necessary work materials.

Intervention Steps: The use of choice for student assignments can be prepared and implemented through these steps:

1. Meet individually with the student just before the independent work period. Present and explain to the student each of the 2 or 3 assignments selected for the work period. Ask if the student has questions about any of the assignments.
2. Direct the student to select the assignment he or she would like to do first. [Optional] Write the number '1' at the top of the assignment chosen by the student.
3. Tell the student to begin working on the assignments. NOTE: The student is allowed to switch between assignments during the work period.
4. If the student stops working or gets off-task during the work period, prompt the student to return to the task and provide encouragement until the student resumes working.

Adjusting/Troubleshooting: Here are recommendations for using student selection of task sequence as an intervention strategy and addressing issues that might arise:

Provide the student with support during independent work. The student who has chosen the sequence of tasks to work on is more likely to remain engaged in those tasks if there are adequate classroom supports in place for independent work. Prior to beginning independent work, for example, the student should fully understand the assigned tasks and possess all necessary skills to complete them, have all work materials required, and know how to request assistance from the instructor or peers when needed.

Consider grouping assignments to ensure a similar level of reinforcement. Research into student choice of task sequence has often either limited assignments in the choice pool to those that the student had previously failed to perform (e.g., Kern, Mantagna, Vorndran, Bailin, & Hilt, 2001) or developed assignment choices that are similar in format and content (e.g., Ramsey, Jolivette, Patterson, & Kennedy, 2010). It is unclear whether allowing a student to select task sequence would be as effective if that student were to find

one of the assignments much more reinforcing than the other(s). If possible, then, the instructor will probably want to select assignments that are of roughly similar apparent reinforcing value-whether negative, positive, or neutral.

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Working With Defiant Kids: Communication Tools for Teachers

Why do classroom conflicts between teachers and students seem to occur so frequently?

Conflicts are social power struggles and must always involve at least two parties. As conflicts between students and teachers appear to be so widespread, it might help to examine what factors tend to push each party into these power struggles.

- Students who are prone to conflict often do poorly in school. They may act out in part to mask their embarrassment about their limited academic skills. These students may also lack basic prosocial strategies that would help them to work through everyday school difficulties. For example, students may become confrontational because they do not know how to ask for help on a difficult assignment, lack the ability to sit down with a peer and calmly talk through a problem, or are unable to negotiate politely with a teacher to get an extension on an assignment. Students can also sometimes adopt defiance toward teachers as a deliberate strategy--because, in the past, this confrontational behavior seems to have 'paid off' for them in the form of reduced expectations for schoolwork or improved social standing with peers. The longer that a student has engaged in habitual confrontational behavior, the more time and energy a teacher will probably need to invest in specific strategies to turn that behavior around.
- Teachers who get pulled into power struggles with students may not realize that they are often simply reacting to student provocation. For each step that the student escalates the conflict (e.g., raising his or her voice, assuming a threatening posture), the teacher matches the step (e.g., speaking more loudly, moving into the student's personal space). In other words, a teacher allows the student to control the interaction. Furthermore, if an instructor has already decided that a student is generally defiant, the teacher may be overly quick to jump to conclusions, interpreting any ambiguous behavior on the part of the student (e.g., muttering in frustration during a test) as intended to be deliberately confrontational (Fisher et al., 1991). The instructor may then reprimand or criticize the student, triggering a confrontation.

What is the most important point to keep in mind when working with a defiant or noncompliant student?

The cardinal rule to keep in mind in managing conflicts with students is to stay outwardly calm and to maintain a professional perspective. For example, it is certainly OK to experience anger when a student deliberately attempts to insult or confront you in front of the entire classroom. If you react with an angry outburst, though, the student will control the interaction, perhaps escalating the conflict until the student engineers his or her desired outcome. If you instead approach the student in a business-like, neutral manner, and impose consistent, fair consequences for misbehavior, you will model the important lesson that you cannot be pulled into a power struggle at the whim of a student.

Instructors who successfully stay calm in the face of student provocation often see two additional benefits:

1. Over time, students may become less defiant, because they no longer experience the 'reward' of watching you react in anger;

- Because you now deal with student misbehavior impartially, efficiently and quickly, you will have more instructional time available that used to be consumed in epic power struggles.

How do I deliver a teacher command in a way that will minimize the chance of a power struggle?

You can increase the odds that a student will follow a teacher command by:

- approaching the student privately and using a quiet voice
- establishing eye contact and calling the student by name before giving the command
- stating the command as a positive (do) statement, rather than a negative (don't) statement.
- phrasing the command in clear and descriptive terms (using simple language that is easily understood) so the student knows exactly what he or she is expected to do (Walker & Walker, 1991).

There are several ways that you might use to deliver a teacher command. The table below presents two sequences for teacher commands, one brief and one extended (Thompson, 1993; Walker & Walker, 1991). Your choice of which to use will depend on your own personal preference and your judgment about how a particular student will respond to each:

Teacher Command Sequence (Brief)	Teacher Command Sequence (Extended)
1. Make the request. Use simple, clear language that the student understands. If possible, phrase the request as a positive (do) statement, rather than a negative (don't) statement. (E.g., "John, please start your math assignment now.") Wait a reasonable time for the student to comply (e.g., 5-20 seconds)	1. Make the request. Use simple, clear language that the student understands. If possible, phrase the request as a positive (do) statement, rather than a negative (don't) statement. (E.g., "John, please start your math assignment now.") Wait a reasonable time for the student to comply (e.g., 5-20 seconds)
2. [If the student fails to comply] Repeat the request. Say to the student, "You need to..." and restate the request. (E.g., "John, you need to start your math assignment now.") Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)	2. [If the student fails to comply] Repeat the request as a 2-part choice. Give the student two clear choices with clear consequences. Order the choices so that the student hears a pre-selected negative consequence as the first choice and the teacher request as the second choice. (E.g., "John, you can refuse to participate in the math assignment and receive a referral to the principal's office, or you can start the math assignment now and not be written up. It's your choice.") Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)
3. [If the student fails to comply] Impose a pre-selected negative consequence. As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.	3. [Optional-If the student fails to comply] Offer a face-saving out. Say to the student, "Is there anything that I can say or do at this time to earn your cooperation?" (Thompson, 1993).
	4. [If the student fails to comply] Impose the pre-selected negative consequence. As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.

Are there other effective communication strategies that I can use with defiant students?

There are a number of supportive techniques that teachers can use to establish rapport and convey their behavioral expectations clearly to students, including:

- **Active listening.** Active listening, or paraphrasing, is the act of summarizing another person's ideas, opinions, or point of view in your own words. Students who are chronically hostile and confrontational often believe that nobody truly listens to them. When upset, they frequently interrupt the teacher because they believe that the instructor does not understand their point of view. Active listening is powerful because it demonstrates beyond a doubt that you have not only heard the student's comments but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Note, though, that active listening does not imply that you necessarily agree with the student's point of view. Rather, it shows that you fully comprehend that viewpoint. Students tend to view teachers who practice active listening as being empathic, respectful, and caring individuals. Here are some statements you can use when paraphrasing student comments:
 - "Let me be sure that I understand you correctly..."
 - "I want to summarize the points that you made, so that I know that I heard you right..."
 - "So from your point of view, the situation looks like this..."

Once you have finished summarizing the student's point of view, give that student the opportunity to let you know how accurately he or she thinks you paraphrased those views: "Does what I just said sound like your point of view?" And don't be surprised if the student clarifies his or her position at this point. ("Well, teacher, I don't think that you really meant to pick on me when I walked into class late, but when you called me by name and drew attention to me, I got really embarrassed!") Though a simple communication technique, active listening can transform a potential classroom conflict into a productive student/teacher conversation.

- **I-centered statements.** When we tell oppositional students that they are engaging in inappropriate behaviors, we run the risk of having them challenge the truth of our statements or of taking offense at being criticized for their conduct. An instructor's use of I-centered statements can reduce the potential that teacher criticism will lead to student confrontation. Because I-centered statements reflect only the instructor's opinions and viewpoints, they are less incendiary and open to challenge than more global statements that pin blame for misbehavior on the student. For example, rather than telling a student, "You are always disrupting class with your jokes and fooling around!," you may say, "Zeke, I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson."
- **Pairing of criticism with praise** (adapted from Thompson, 1993). Sometimes you have no choice but to let a student know directly and bluntly that his or her classroom behaviors are not acceptable. Many oppositional students, though, have experienced a painful history of rejection in personal relationships and lack close ties with adults. No matter how supportively you present behavioral criticism to these students, they may assume that you are in fact rejecting them as individuals and react strongly to this perceived rejection. One strategy to reassure the student that you continue to value him or her as a person is to (a) describe the problem behavior that you would like to see changed, (b) clearly outline appropriate behavioral

alternatives (b) praise the student about some other aspect of his or her behavior or accomplishments, and finally (c) state that you value having the student as a part of the classroom community.

Here is a demonstration of this communication strategy:

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

What are some conflict 'pitfalls' that I should watch out for?

Communication is never easy, especially when you work with students who can be defiant. You can maximize your chances for successful communication, though, if you:

- Avoid a mismatch between your words and nonverbal signals. Students are quick to sense when a speaker's body language and tone of voice convey a different message than his or her words. If the student reads your nonverbal signals as being disrespectful or confrontational, conflict may result. If a teacher speaks politely to a student, for example, but has his fists clenched and uses a sarcastic tone, that student is likely to discount the instructor's words and focus instead on his nonverbal signals. Be sure that you convey sincerity by matching your verbal message with your nonverbal cues.
- Take time to plan your response before reacting to provocative student behavior or remarks. It is easy to react without thinking when a student makes comments or engages in behavior that offends or upsets you. If you let anger take over, however, and blurt out the first thing that comes to mind, you may end up making "the greatest speech that you'll ever live to regret" (Thompson, 1993, p. 32). A teacher's angry response can escalate student misbehavior, resulting in a power struggle that spirals out of control. When provoked, take several seconds to collect your thoughts and to think through an appropriate, professional response before you take action.
- Do not become entangled in a discussion or argument with a confrontational student (Walker & Walker, 1991). Some students are very skilled at dragging teachers into discussions or arguments that turn into power struggles. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).
- Do not try to coerce or force the student to comply. It is a mistake to use social pressure (e.g., reprimands, attempting to stare down students, standing watch over them) or physical force to make a confrontational student comply with a request (Walker & Walker, 1991). The student will usually resist and a power struggle will result. In particular, adults should not lay hands on a student to force compliance--as the student will almost certainly view this act as a serious physical threat and respond in kind.

What are proactive steps that I can take to head off or minimize conflict with students?

The best way to handle a student conflict is to prevent it from occurring altogether: Some ideas to accomplish this are to:

- Offer the student face-saving exit strategies. According to Fisher, et al. (1993), "face-saving reflects a person's need to reconcile the stand he takes in a negotiation or agreement with his principles and with his past words and deeds" (p. 29). When a potential confrontation looms, you can give a student a face-saving way out by phrasing your request in a way that lets the student preserve his or her self-image even as the student complies.
- A teacher, for example, who says to a student, "Rashid, take out your book now and pay attention--or I will send you to the office!" backs the student into a corner. The student cannot comply without appearing to have done so merely to avoid the threatened disciplinary consequence (that is, prompt compliance would probably result in Rashid's losing face with his peers). The teacher might instead use this face-saving alternative: "Rashid, please take out your book now and pay attention. We need to make sure that you do well on the upcoming test so that you continue to be eligible to play on the lacrosse team. They need your talent!"
- Act in positive ways that are inconsistent with the student's expectations (Fisher, et al., 1991). Because they have experienced so many disappointments in school, confrontational students may believe that teachers do not take a personal interest in them or value their classroom contributions. You can surprise these students and begin to forge more positive relationships by showing through your actions that you do indeed value them. You might, for example, occasionally bring in articles from popular magazines on topics that you know will interest the student, set aside time for weekly individual conferences to be sure that the student understands and is making progress on all assignments, or take a couple of minutes each day to engage the student in social conversation. Each small 'random act of kindness' will probably not instantly change a teacher-student relationship. Over time, however, such acts will demonstrate your empathy and caring--and are likely to have a cumulative, powerful, and positive impact on the student.
- Select fair behavioral consequences in advance (Walker & Walker, 1991). When you are face-to-face with a confrontational student, it can be a challenge to remain impartial and fair in choosing appropriate consequences for misbehavior. Instead, take time in advance to set up a classwide menu of positive consequences for good behaviors and negative consequences for misbehavior. Be sure that all students understand what those consequences are. Then be consistent in applying those consequences to individual cases of student misbehavior.
- Avoid making task demands of students when they are upset. Students will be much more likely to become confrontational if you approach them with a task demand at a time when they are already frustrated or upset. When possible, give agitated students a little breathing room to collect themselves and calm down before giving them commands (Walker & Walker, 1993).

Hints for Using...

Working With Defiant Kids: Communication Tools for Teachers

- How to Use Active Listening to Interrupt an Upset Student Without Confrontation. Here is a useful tip for using active listening. When a student is quite upset and talking very quickly, you can safely interrupt him or her, take control of the conversation, and still seem supportive by using an active listening phrase (Thompson, 1993).

- For example, you might interrupt a student by saying, "Whoa, just a minute! You've covered a lot of ground. Let me just try to sum up what you said so that I know that I am understanding you!"
- Teachers cite conflicts with defiant and noncompliant students as being a primary cause of classroom disruption. In many schools, staff believe that student misbehavior is so pervasive that it seriously interferes with effective instruction. This article outlines important communication tools that teachers can use to defuse (or even prevent!) confrontations with students.

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'Defensive Management': Maintaining the Teacher's Behavioral Control by Planning, Connecting, and Defusing

Description: '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.

Purpose: When students show non-compliant, defiant, and disruptive behaviors in the classroom, the situation can quickly spin out of control. In attempting to maintain authority, the teacher may quickly get into a power struggle with the student, often resulting in the student being removed from the classroom. The numerous negative consequences of chronic student misbehavior include classwide lost instructional time, the acting-out student's frequent exclusion from instruction, and significant teacher stress (Fields, 2004). Defensive management can prevent these negative outcomes.

Materials: No specialized materials are needed.

Preparation: No advanced preparation is required.

Intervention Steps: Defensive management is implemented through these steps:

1. **Understanding the Problem and Using Proactive Strategies to Prevent It.** 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). Examples of potential triggers include lack of skills; failure to understand directions; fatigue because of work volume; reluctance to demonstrate limited academic skills in the presence of peers or adults; etc.).

As the teacher identifies elements in the classroom environment that appear to trigger student non-compliance or defiance, the instructor adjusts instruction to provide appropriate student support (e.g., provide the student with additional instruction in a skill; repeat directions and write them on the board; 'chunk' larger work assignments into smaller segments; restructure academic tasks to reduce the likelihood of student embarrassment).

2. **Promoting 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.
3. **Scanning 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.).

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

Adjusting/Troubleshooting: Here are recommendations for using defensive management as an intervention strategy and addressing issues that might arise:

Consider adopting defensive management across classrooms. Particularly in middle and high schools, students who are chronically non-compliant or defiant often display those maladaptive behaviors across instructional settings. If all teachers who work with a challenging student use the defensive management approach, there is a greater likelihood that the student will find classrooms more predictable and supportive—and that teachers will experience greater success with that student.

Do not use defensive management to respond to physically aggressive behaviors. While the defensive-management process can work quite effectively to prevent or minimize verbal outbursts and non-compliance, the teacher should not attempt on his or her own to manage serious physical aggression using this classroom-based approach. Instead, teachers should respond to any episodes of student physical aggression by immediately notifying building administration.

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Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Students who are confrontational or non-compliant frequently have poor academic skills, a low sense of self-efficacy as learners, and a very negative attitude toward school (Sprick, et al., 2002). Misbehavior often stems from academic deficits. Educators who work with these behaviorally challenging learners, however, often make the mistake of overlooking simple academic strategies that have been shown to shape student behavior in powerful and positive ways (Penno et al., 2000). Here are ten research-based ideas on academic management that no teacher of difficult-to-manage students should be without!

1. **Be sure that assigned work is not too easy and not too difficult.** It is surprising how often classroom behavior problems occur simply because students find the assigned work too difficult or too easy (Gettinger & Seibert, 2002). When assignments are too simple, the student may become bored and distracted. When work is too hard, the student is likely to feel frustrated and upset because he or she cannot complete the assignment. As a significant mismatch between the assignment and the student's abilities can trigger misbehavior, teachers should inventory each student's academic skills and adjust assignments as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.
2. **Offer frequent opportunities for choice.** Teachers who allow students a degree of choice in structuring their learning activities typically have fewer behavior problems in their classrooms than teachers who do not. (Kern et al., 2002). Providing choices gives students a sense of autonomy and voice in their learning. It should also be remembered that no teacher could possibly anticipate each student's idiosyncratic learning needs in every situation. If students are offered choice in structuring their academic activities, however, they will frequently select those options that make their learning easier and more manageable. In sum, students who exercise academic choice are more likely to be active, motivated managers of their own learning and less likely to simply act out due to frustration or boredom. As an example of choice at the group level, an instructor may let the entire class vote on which of two lessons they would prefer to have presented that day. Choice can be incorporated into individual assignments too. In independent seatwork, for example, a student might be allowed to choose which of several short assignments to do first, the books or other research materials to be used, the response format (e.g., writing a short essay, preparing an oral report), etc. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. An instructor, for example, may teach the class that during any independent assignment, students will always have a chance to (1) choose from at least 2 assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.
3. **Select high-interest or functional learning activities.** Kids are more motivated to learn when their instructional activities are linked to a topic of high interest (Kern et al., 2002). A teacher who discovers that her math group of 7th-graders loves NASCAR racing, for

example, may be able to create engaging math problems based on car-racing statistics. Students may also be energized to participate in academic activities if they believe that these activities will give them functional skills that they value (Miller et al., 2003). One instructor assigned to work with a special-education classroom of high school boys with serious behavior problems related that she had great difficulty managing the class—until she realized that each of them wanted to learn to drive. So the teacher brought in copies of the state driver's education manual and that became the instructional text. The students were much better behaved because they were now motivated learners working toward the pragmatic real-world goal of learning to drive (R. Sarsfield, personal communication).

4. **Instruct students at a brisk pace.** A myth of remedial education is that special-needs students must be taught at a slower, less demanding pace than their general-education peers (Heward, 2003). In fact, a slow pace of instruction can actually cause significant behavior problems, because students become bored and distracted. Teacher-led instruction should be delivered at a sufficiently brisk pace to hold student attention. An important additional benefit of a brisk instructional pace is that students cover more academic material more quickly, accelerating their learning (Heward, 2003).
5. **Structure lessons to require active student involvement.** Here is a powerful concept in behavior management: it is very difficult for students to be actively engaged in academics and to misbehave at the same time! When teachers require that students participate in lessons rather than sit as passive listeners, they increase the odds that these students will become caught up in the flow of the activity and not drift off into misbehavior (Heward, 2003). Students can be encouraged to be active learning participants in many ways. A teacher, for example, may call out questions and have the class give the answer in unison ('choral responding'); pose a question, give the class 'think time', and then draw a name from a hat to select a student to give the answer; or direct students working independently on a practice problem to 'think aloud' as they work through the steps of the problem. Students who have lots of opportunities to actively respond and receive teacher feedback also demonstrate substantial learning gains (Heward, 1994).
6. **Incorporate cooperative-learning opportunities into instruction.** Traditional teacher lecture is frequently associated with high rates of student misbehavior. When misbehavior occurs in a large-group format, it also can have a large negative impact: one acting-out student who gets into a power-struggle with the lecturing instructor will interrupt learning for the entire class. There is evidence, though, that when students are given well-structured assignments and placed into work-pairs or cooperative learning groups, behavior problems typically diminish (Beyda et al., 2002). Furthermore, if a behavior problem should occur while cooperative groups are working together, the teacher is often able to approach and privately redirect the misbehaving student without disrupting learning in the other groups (Beyda et al., 2002). Even positive teacher practices can be more effective when used in cooperative-learning settings. When instructors teaching in lecture format take the time to give extended feedback and provide coaching to individuals, other students can become disengaged and off-task. If students are working in pairs or small groups, though, teacher feedback given to one group or individual does not interrupt learning for the other groups.

7. **Give frequent teacher feedback and encouragement.** Praise and other positive interactions between teacher and student serve an important instructional function, because these exchanges regularly remind the student of the classroom behavioral and academic expectations and give the student clear evidence that he or she is capable of achieving those expectations (Mayer, 2000). Unfortunately, in most classrooms, educators tend to deliver many more reprimands than they do praise statements. This imbalance is understandable: after all, teachers are under pressure to devote most of their class time to deliver high-quality instruction and tend to interrupt that instruction only when forced to deal with disruptive behavior. A high rate of reprimands and low rate of praise, however, can have several negative effects. First, if teachers do not regularly praise and encourage students who act appropriately, those positive student behaviors may wither away through lack of recognition. Second, students will probably find a steady diet of reprimands to be punishing and might eventually respond by withdrawing from participation or even avoiding the class altogether. A goal for teachers should be to engage in at least 3 to 4 positive interactions with the student for each reprimand given (Sprick, et al., 2002). Positive interactions might include focused, specific praise, non-verbal exchanges (e.g., smile or 'thumbs-up' from across the room), or even an encouraging note written on the student's homework assignment. These positive interactions are brief and can often be delivered in the midst of instruction.
8. **Provide correct models during independent work.** In virtually every classroom, students are expected to work independently on assignments. Independent seatwork can be a prime trigger, though, for serious student misbehavior (DuPaul & Stoner, 2002). One modest instructional adjustment that can significantly reduce problem behaviors is to supply students with several correctly completed models (work examples) to use as a reference (Miller et al., 2003). A math instructor teaching quadratic equations, for example, might provide 4 models in which all steps in solving the equation are solved. Students could refer to these models as needed when completing their own worksheets of similar algebra problems. Or an English/Language Arts teacher who assigns his class to compose a letter to their U.S. Senator might allow them to refer to three 'model' letters while they write.
9. **Be consistent in managing the academic setting.** Picture this (not-uncommon) scenario: A teacher complains that her students routinely yell out answers without following the classroom rule of first raising their hand to be recognized. She invites an observer into the classroom to offer her some ideas for reducing the number of call-outs. The observer quickly discovers that the teacher often ignores students who have raised their hand and instead accepts answers that are blurted out. Because she is inconsistent in enforcing her classroom rules, the teacher is actually contributing to student misbehavior! As a group, students with challenging behaviors are more likely than their peers to become confused by inconsistent classroom routines. Teachers can hold down the level of problem behaviors by teaching clear expectations for academic behaviors and then consistently following through in enforcing those expectations (Sprick et al., 2002). Classrooms run more smoothly when students are first taught routines for common learning activities—such as participating in class discussion, turning in homework, breaking into cooperative learning groups, and handing out work materials—and then the teacher

consistently enforces those same routines by praising students who follow them, reviewing those routines periodically, and reteaching them as needed.

10. **Target interventions to coincide closely with 'point of performance'.** Skilled teachers employ many strategies to shape or manage challenging student behaviors. For instance, a teacher may give a 'pre-correction' (reminder about appropriate behaviors) to a student who is about to leave the room to attend a school assembly, award a 'good behavior' raffle-ticket to a student who displayed exemplary behavior in the hallway, or allow a student to collect a reward that she had earned for being on time to class for the whole week. It is generally a good idea for teachers who work with a challenging students to target their behavioral and academic intervention strategies to coincide as closely as possible with that student's 'point of performance' (the time that the student engages in the behavior that the teacher is attempting to influence) (DuPaul & Stoner, 2002). So a teacher is likely to be more successful in getting a student to take his crayons to afternoon art class if that teacher reminds the student just as the class is lining up for art than if she were to remind him at the start of the day. A student reward will have a greater impact if it is given near the time in which it was earned than if it is awarded after a two-week delay. Teacher interventions tend to gain in effectiveness as they are linked more closely in time to the students' points of performance that they are meant to influence.

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Effective Teacher Commands: Establishing Classroom Control

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

- presenting commands as questions or polite requests. Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, "Tanya, could you mind keeping your voice down so that other students can study?" should not be surprised if the student replies, "No, thank you. I would prefer to talk!"
- stating commands in vague terms. A student may ignore a command such as "Get your work done!" because it does not state specifically what behaviors the teacher expects of the student.
- following up commands with excessive justifications or explanations. Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread the explanation and even forget the command that preceded it! Using Effective Commands Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1992):

Effective Teacher Commands...

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

Using Effective Commands Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1992):

Effective teacher commands:

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

- are delivered one task or objective at a time. When a command contains multi-step directions, students can mishear, misinterpret, or forget key steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!
- are delivered in a matter-of-fact, businesslike tone. Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.
- are stated as directives rather than questions. Perhaps to be polite, teachers may phrase commands as questions (e.g., "Could we all take out our math books now?"). A danger in using 'question-commands' is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.
- avoid long explanations or justifications. When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.
- give the student a reasonable amount of time to comply. Once the teacher has given a command, he or she should give the student a reasonable timespan (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or other wise distract the student.

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

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

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

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

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

Steps in Implementing This Intervention:

1. *Decide when to schedule the Game.* The teacher first decides during what period(s) of the school day the Game will be played. As a rule of thumb, instructors should pick those times when the entire class is expected to show appropriate academic behaviors. Blocks of time devoted to reading, math, content instruction, and independent seatwork would be most appropriate for putting the Game into effect.
2. *Clearly define the negative behaviors that will be scored during the Game.* Teachers who have used the Good behavior Game typically define three types of negative behavior that will be scored whenever they appear during the Game. Those behaviors are:
 - leaving one's seat,
 - talking out, and
 - engaging in disruptive behavior.

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

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

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

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

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

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

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

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

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

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

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

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

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Behavior Contracts

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

Steps in Implementing This Intervention

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

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

- a listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.
- a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."
- the conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."

- bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional 'pay-off' for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.
- areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student's parent(s).

Hints for Using Behavior Contracts

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

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

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

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

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

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

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

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

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

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

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

Hints for Using Behavior Contracts

Effective Dates: From 10/20/99 to 12/20/99

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

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

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

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

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

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

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

Student Signature: _____

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

Teacher Signature: _____

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

Parent Signature: _____

Response Effort

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

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

Steps in Implementing This Intervention

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

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

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

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

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

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

Reducing response effort to increase the rate of a desirable behavior. Putting instructional supplies within convenient reach and having an older peer help a child to organize study materials are examples of a decrease in response effort.

Example: The instructor wants to encourage children in his classroom to read more. After analyzing the current opportunities that children have for getting and reading books in school, the instructor realizes both that students do not have comfortable places to read in the classroom and that, with the current schedule they can get to the school library only once per week. The teacher creates a reading corner in his room, with an old but serviceable couch, reading lamps, and a shelf with paperback titles popular with his class. The teacher also arranges with the school's library media specialist to allow his students to drop by daily to check out books. By creating both a more comfortable reading location and easier access to books, the teacher is able to lower the threshold of effort needed to read. As a result, his students read more in the classroom.

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

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

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

Behavior Intervention Checklist: Foundation Tier 1 Behavior Management Strategies

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

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

Whole-Group Management Strategies			
The strategies that teacher use proactively to manage the classroom can head off many behavior problems before they occur.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	<p>Post Positive Class Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’) (Sprick, Borgmeier, & Nolet, 2002)..</p>		<input type="checkbox"/>
__Y __N	<p>Train Students in Basic Class Routines. The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities) <input type="checkbox"/> Assigning and collecting homework and classwork <input type="checkbox"/> Transitioning students efficiently between activities <input type="checkbox"/> Independent seatwork and cooperative learning groups <input type="checkbox"/> Students leaving and reentering the classroom <input type="checkbox"/> Dismissing students at the end of the period 		<input type="checkbox"/>
__Y __N	<p>Scan the Class Frequently and Proactively Intervene When Needed. The teacher ‘scans’ the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002). .</p>		<input type="checkbox"/>
__Y __N	<p>Use Brief Group Prompts. The teacher gives brief reminders of expected behaviors at the ‘point of performance’—the time when students will most benefit from them (DuPaul & Stoner, 2002). To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."</p>		<input type="checkbox"/>

Instructional Delivery			
Teachers who accommodate, engage all learners in meaningful academic activities can prevent behavior problems.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	Avoid Instructional 'Dead Time'. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).		<input type="checkbox"/>
__Y __N	Incorporate Effective Instructional Elements into All Lessons. The teacher's lesson and instructional activities include these elements (Burns, VanDerHeyden, & Boice, 2008): <ul style="list-style-type: none"> <input type="checkbox"/> <i>Instructional match.</i> Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult). <input type="checkbox"/> <i>Explicit instruction.</i> The teacher delivers instruction using modeling, demonstration, supervised student practice, etc. <input type="checkbox"/> <i>Active student engagement.</i> There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'. <input type="checkbox"/> <i>Timely performance feedback.</i> Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities. 		<input type="checkbox"/>
__Y __N	Give Clear Directions. When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001). For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring general group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.		<input type="checkbox"/>

Strategies for Working With Individual Students			
While teachers can never predict what behaviors students might bring into their classrooms, these instructors will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	Prepare a Range of Appropriate Classroom Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; remove classroom privileges; send the student to another classroom for a brief timeout) that are used before the teacher considers administrative removal of the student from the classroom (Sprick, Borgmeier, & Nolet, 2002)..		<input type="checkbox"/>

__Y __N	<p>Select Behavior Management Strategies Based on Student Need. The teacher is able flexibly to select different behavior management strategies for use with different students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all students. (Marzano, Marzano, & Pickering, 2003)</p>		<input type="checkbox"/>
__Y __N	<p>Employ Proximity Control. The teacher circulates through the classroom periodically, using physical proximity to increase student attention to task and general compliance (Gettinger & Seibert, 2002; U.S. Department of Education, 2004).</p>		<input type="checkbox"/>
__Y __N	<p>Ask Open-Ended Questions. The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why' questions because they can imply that the teacher is blaming the student.</p>		<input type="checkbox"/>
__Y __N	<p>Use Proactive 'Soft Reprimands'. The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance (Sprick, Borgmeier, & Nolet, 2002). These 'soft' reprimands can be verbal (a quiet word to the student) or non-verbal (a significant look). If a soft reprimand is not sufficient to curb the student's behaviors, the teacher may pull the student aside for a private problem-solving conversation or implement appropriate disciplinary consequences.</p>		<input type="checkbox"/>
__Y __N	<p>Keep Responses Calm and Brief. The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker & Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.</p>		<input type="checkbox"/>
__Y __N	<p>Emphasize the Positive in Teacher Requests. Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).</p>		<input type="checkbox"/>

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