







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

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Key Behavioral Challenges

-  1. Understanding the Essential 'Big Ideas' in Student Behavior Management
-  2. Defining Student Problem Behaviors Clearly
-  3. Managing Groups of Students
-  4. Motivating the Reluctant Student
-  5. Managing the Difficult Behaviors of Individual Students
-  6. Finding Internet Resources to Help Support Strong Behavior Management in Your Classroom

Response to Intervention

Access PPTs and other materials from this workshop at:
<http://www.jimwrightonline.com/caboces.php>

Behavior Challenge:
Understanding the Essential
'Big Ideas' in Student
Behavior Management



Big Ideas: Similar Behaviors May Stem from Very Different 'Root' Causes

(Kratochwill, Elliott, & Carrington Rotto, 1990)

- Behavior is not random but follows purposeful patterns.

Students who present with the same apparent 'surface' behaviors may have very different 'drivers' (underlying reasons) that explain why those behaviors occur.

A student's problem behaviors must be carefully *identified* and *analyzed* to determine the drivers that support them.



Source: Kratochwill, T. R., Elliott, S. N., & Carrington Rotto, P. (1990). Best practices in behavioral consultation. In A. Thomas and J. Grimes (Eds.). Best practices in school psychology-II (pp. 147=169). Silver Spring, MD: National Association of School Psychologists..

Common 'Root Causes' or 'Drivers' for Behaviors Include...

- Power/Control
- Protection/Escape/Avoidance
- Attention
- Acceptance/Affiliation
- Expression of Self
- Gratification
- Justice/Revenge

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

From the Trenches...
Office Disciplinary Referral

“

Disrespect toward teachers. Yelled at me while I was helping him with his assignment. Told him to cool down and sit in the center and he started up again. Finally, I asked him to leave. Have called home twice and spoke to grandmother about tardiness, attendance, and behavior.

”

From the Trenches...
Office Disciplinary Referral

“

L. was sleeping in class. I told him twice to wake up and read along with class. He did so, albeit reluctantly. The third time he fell asleep I buzzed the office to tell them he was coming down, with a referral to follow. He cursed and threw his book in the 'book box'.

”

From the Trenches...
Office Disciplinary Referral

“

For some reason, R. wants to keep challenging me. Today he was being persistent that he wanted to sit on a table not in his chair. This was after I asked him to stop talking 4-5 times, that's all. I sent him to the office again, second time.

”

Inference: Moving Beyond the Margins of the 'Known'

"An inference is a tentative conclusion without direct or conclusive support from available data. All hypotheses are, by definition, inferences. It is critical that problem analysts make distinctions between what is known and what is inferred or hypothesized....Low-level inferences should be exhausted prior to the use of high-level inferences."
p. 161

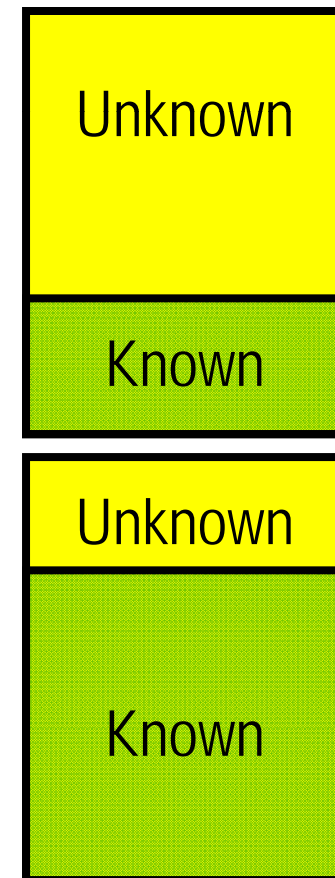
Source: Christ, T. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 159-176).

Examples of High vs. Low Inference Hypotheses

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

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

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



Big Ideas: Behavior is a Continuous 'Stream'

(Schoenfeld & Farmer, 1970)

- Individuals are always performing SOME type of behavior: watching the instructor, sleeping, talking to a neighbor, completing a worksheet (*'behavior stream'*).
- When students are fully engaged in academic behaviors, they are less likely to get off-task and display problem behaviors.
- Academic tasks that are clearly understood, elicit student interest, provide a high rate of student success, and include teacher encouragement and feedback are most likely to effectively 'capture' the student's 'behavior stream'.



Source: Schoenfeld, W. N., & Farmer, J. (1970). Reinforcement schedules and the "behavior stream." In W. N. Schoenfeld (Ed.), *The theory of reinforcement schedules* (pp. 215–245). New York: Appleton-Century-Crofts.

Big Ideas: Academic Delays Can Be a Potent Cause of Behavior Problems

(Witt, Daly, & Noell, 2000)



Student academic problems cause many school behavior problems.

“Whether [a student’s] problem is a behavior problem or an academic one, we recommend starting with a functional academic assessment, since often behavior problems occur when students cannot or will not do required academic work.”

Source: Witt, J. C., Daly, E. M., & Noell, G. (2000). Functional assessments: A step-by-step guide to solving academic and behavior problems. Longmont, CO: Sopris West, p. 13

Response to Intervention

Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student's expectation of success on the task10
 2. **Multiplied by** the value that the student placesX.....10
on achieving success on that learning task
-
- 100

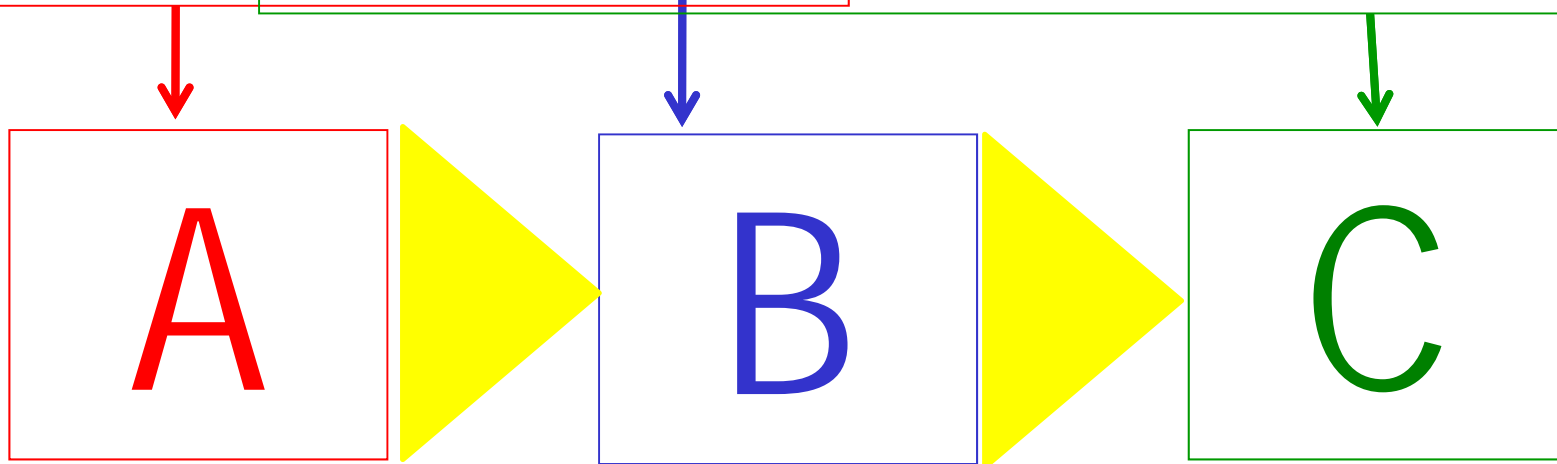
The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student's expectation of success on the task OR the student's valuing of that success) is zero, then the 'motivation' product will also be zero.

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

ABC: The Core of Behavior Management

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

"... subsequent to this, the type of behavior is maintained if it is followed of environmental event (that is, pleasurable or reinforcing an antecedent) consequence."

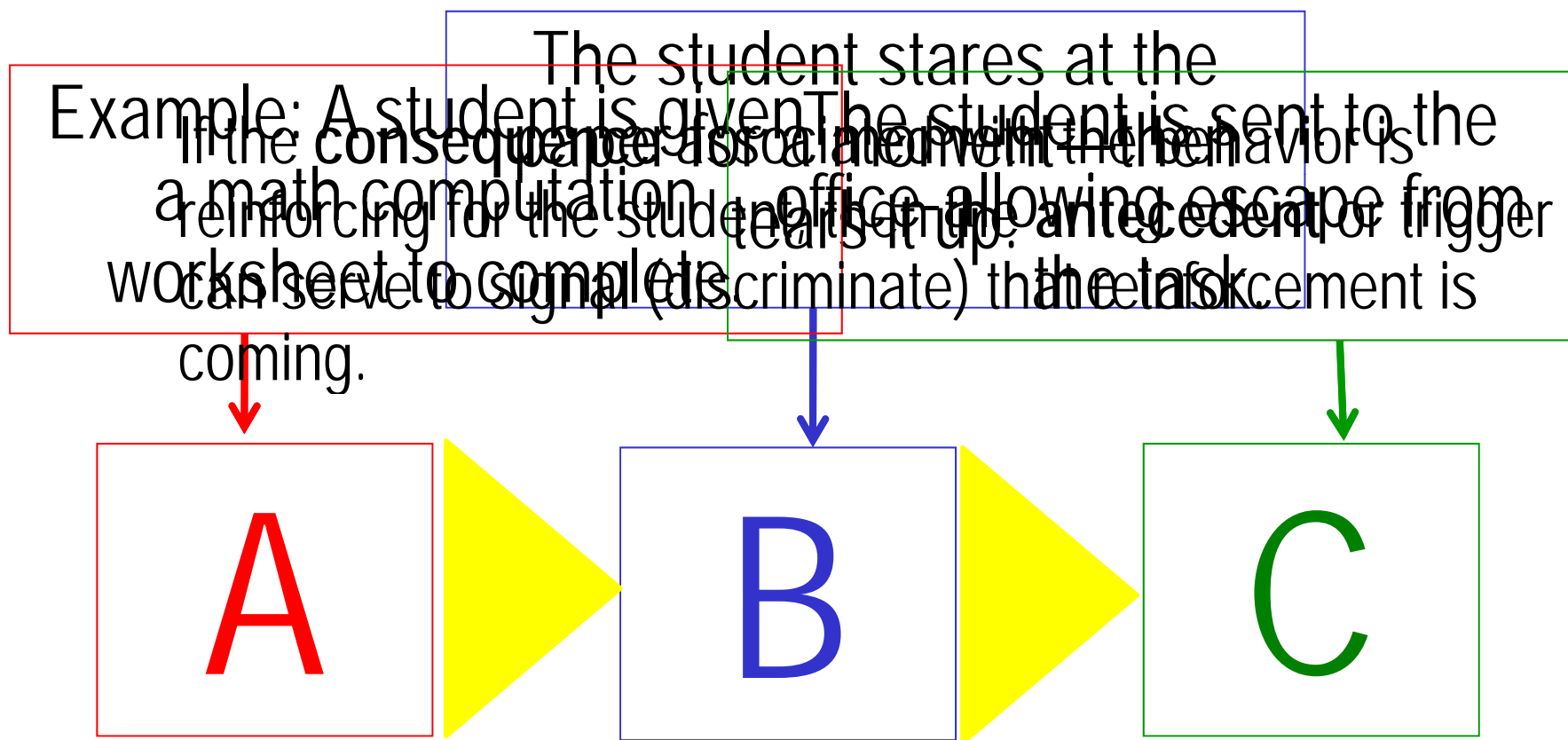


Source: Kern, L., Choutka, C. M., & Sokol, N. G. (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behaviors: An analysis of the literature. *Education & Treatment of Children*, 25, 113-130. p. 113.

Response to Intervention

ABC: Events as Antecedents

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



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

Antecedent Strategies to Manage Behavior: Proactive Changes to the Environment

“Antecedent interventions typically involve some type of environmental rearrangement. ”

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

Advantages of Antecedent Strategies vs. 'Reactive Approaches'

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

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

05:00

Group Activity: *Big Ideas in Behavior Management*

At your tables:

- Review the big ideas in behavior management presented in this workshop.
- Select the top 1-2 big ideas that you feel are most important for your teachers to understand and keep in mind.

Big Ideas in Behavior Management

1. Student behaviors are not random; they have an underlying purpose
2. Schools should explore 'low inference' explanations for student behavior problems before 'high inference'
3. Academic problems often cause behavior problems
4. Motivation has two elements: (a) the student's perceived ability to complete a task multiplied by (b) the value that the student places on completing the task
5. It is better to **prevent** the triggers to problem behaviors than being reactive.

Good Behavior Game p. 44

(Barrish, Saunders, & Wold, 1969)

Response to Intervention

Sample Classroom Management Strategy: Good Behavior Game (Barrish, Saunders, & Wold, 1969)

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

Description: The class is divided into two or more student teams. The teacher defines a small set of 2 to 3 negative behaviors. When a student shows a problem behavior, the teacher assigns a negative behavior 'point' to that student's team. At the end of the Game time period, any team whose number of points falls below a 'cut-off' set by the teacher earns a daily reward or privilege.

Guidelines for using this intervention: The Game is ideal to use with the entire class during academic study or lecture periods to keep students academically engaged. The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.

Good Behavior Game: Steps

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

Good Behavior Game: Steps

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

Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student's team (e.g., as a tally mark on the board) and continues to teach.
7. When the Game period is over, the teacher tallies each team's points. Here are the rules for deciding the winner(s) of the Game:
 - Any team whose point total is at or below the pre-determined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
 - If one team's point total is above the cut-off level, that team does not earn a reward.
 - If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.

Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

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

GOOD BEHAVIOR GAME

Cut-Off=2

Team 1

Team 2

Game Over

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

| *[Call Out]*



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

Behavior Challenge:
Defining Student
Problem Behaviors
Clearly p. 5





Team Activity: Select a Behaviorally Challenging Student...

:

- At your table:
 - Discuss students in your classrooms or school who present challenging behaviors.
 - Of the students discussed, select one student that your team will use in an exercise of defining student problem behaviors. (TIP: For this exercise, try to select a student with **emerging** difficulties rather than one with extreme and longstanding problem behaviors.)
 - Write a brief statement defining that student's problem behavior(s).

Defining Problem Student Behaviors...

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 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

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

Defining Student Problem Behaviors: Team Activity

Using the student selected by your team:

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

Five Steps in Understanding & Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
2. Develop examples and non-examples of the problem behavior.
3. Write a behavior hypothesis statement.
4. Select a replacement behavior.
5. Write a prediction statement.

Defining Problem Student Behaviors...

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.

Response to Intervention

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.

Defining Student Problem Behaviors: Team Activity

Using the student selected
by your team:

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

Five Steps in Understanding &
Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
- 2. Develop examples and non-examples of the problem behavior.**
3. Write a behavior hypothesis statement.
4. Select a replacement behavior.
5. Write a prediction statement.

Defining Problem Student Behaviors...

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.

Response to Intervention

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.

Defining Student Problem Behaviors: Team Activity

Using the student selected
by your team:

- Step 3: Write a behavior hypothesis statement.

Five Steps in Understanding &
Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
2. Develop examples and non-examples of the problem behavior.
3. Write a behavior hypothesis statement.
4. Select a replacement behavior.
5. Write a prediction statement.

Common 'Root Causes' or 'Drivers' for Behaviors Include...

- Power/Control
- Protection/Escape/Avoidance
- Attention
- Acceptance/Affiliation
- Expression of Self
- Gratification
- Justice/Revenge



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

Defining Problem Student Behaviors...

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.

Response to Intervention

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.

05:00

Defining Student Problem Behaviors: Team Activity

Using the student selected
by your team:

- Step 4: Select a replacement behavior.

Five Steps in Understanding &
Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
2. Develop examples and non-examples of the problem behavior.
3. Write a behavior hypothesis statement.
4. **Select a replacement behavior.**
5. Write a prediction statement.

Defining Problem Student Behaviors...

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.

Response to Intervention

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.

05:00

Defining Student Problem Behaviors: Team Activity

Using the student selected
by your team:

- Step 5: Write a prediction statement.

Five Steps in Understanding &
Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
2. Develop examples and non-examples of the problem behavior.
3. Write a behavior hypothesis statement.
4. Select a replacement behavior.
5. Write a prediction statement.

05:00

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Defining Student Problem Behaviors: Team Activity

- Discuss how your school might promote the use of this 5-step behavior-problem identification process with all teachers.

Five Steps in Understanding & Addressing Problem Behaviors:

1. Define the problem behavior in clear, observable, measurable terms.
2. Develop examples and non-examples of the problem behavior.
3. Write a behavior hypothesis statement.
4. Select a replacement behavior.
5. Write a prediction statement.

Response to Intervention

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

Behavior Challenge: Managing Groups of Students



The 'Alpha' Command: Structuring Verbal Teacher Directives to Maximize Their Impact

p. 42

(Walker & Walker, 1991)

The Importance of Teacher Commands

- Teacher commands are a necessary classroom management tool, required to start and stop student behaviors.
- However, teacher commands can lose their force if overused.
- In one observational study in an elementary school, for example, researchers found that teachers in that school varied in their use of verbal commands, with rates ranging from **60** per day to **600** per day.

Ineffective ('Beta') Teacher Commands Are Often:

- Presented as questions or “Let’s” statements
- Stated in vague terms
- Have overly long justifications or explanations tacked on

Effective ('Alpha') Teacher Commands:

- Are brief
- Are delivered one task or objective at a time
- Are given in a matter-of-fact, businesslike tone
- Are stated as directives rather than as questions
- Avoid long explanations or justifications (and puts them at the BEGINNING of the directive if needed)
- Give the student a reasonable amount of time to comply

Ideas to Reduce Teacher Use of Commands

- Be reflective; analyze when commands are being overused and why: find other solutions
- Train students in common routines (e.g., getting help when stuck on independent seatwork)
- Use classroom “memory aids” (e.g., posting of steps of multi-step assignment, daily schedule, etc.)
- Give periodic rules review
- Use routine prompt signals (e.g., music or chimes to signal transitions)

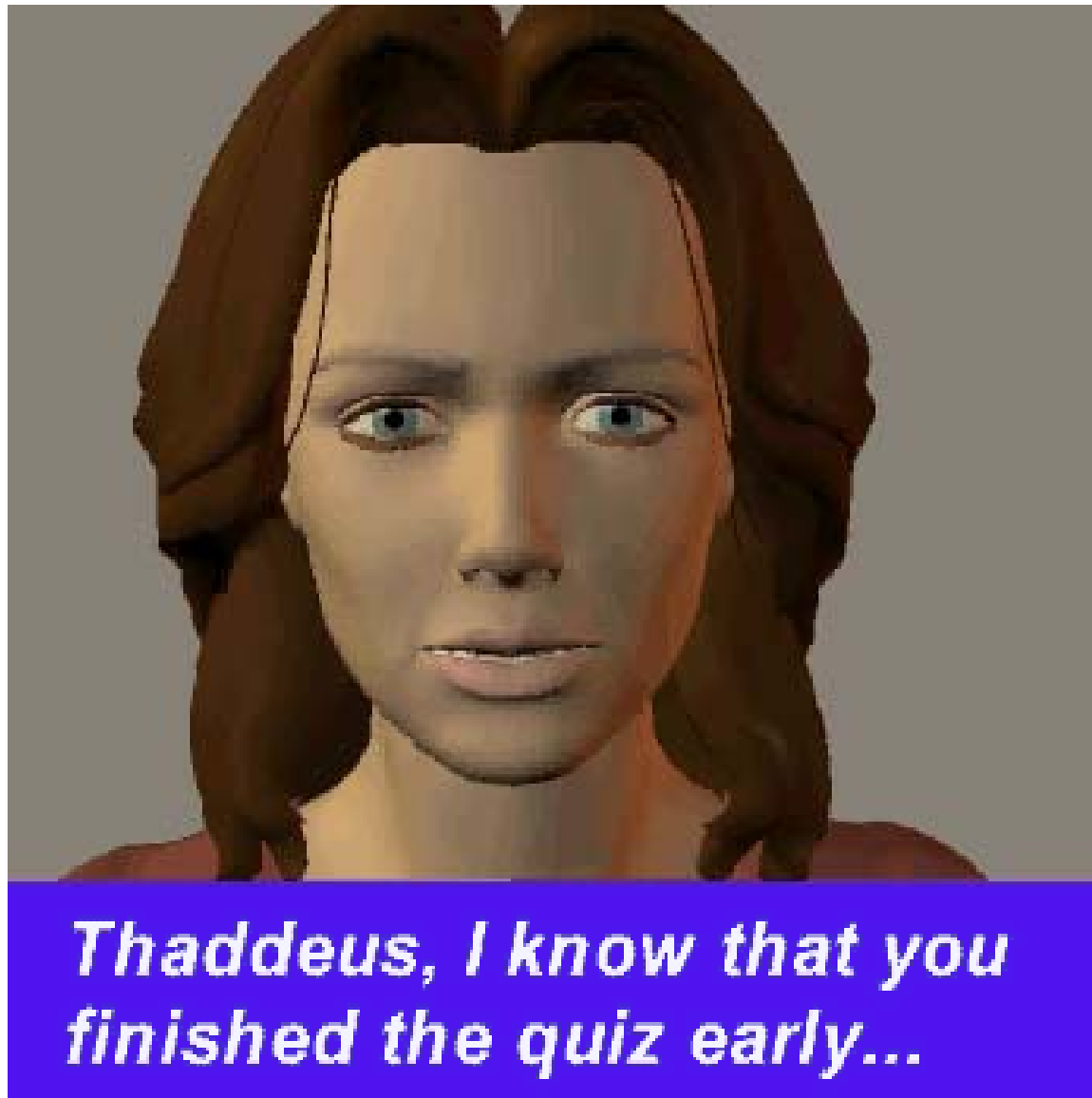
“Thaddeus, I know that you finished the quiz early, but it is important that you not distract the other students while they are trying to work. You wouldn’t want them to do poorly on the quiz, would you?”

Effective ‘Alpha’ Teacher Commands ...

- Are brief
- Are delivered one task or objective at a time
- Are given in a matter-of-fact, businesslike tone
- Are stated as directives rather than as questions
- Avoid long explanations or justifications
- Give the student a short but reasonable amount of time to comply



Response to Intervention



Reducing Problem Behaviors
Through Good Academic
Management: 10 Strategies
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Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

- Be sure that assigned work is not too easy and not too difficult
- Offer frequent opportunities for choice
- Select high-interest or functional learning activities
- Instruct students at a brisk pace
- Structure lessons to require active student involvement
- Incorporate cooperative-learning opportunities into instruction
- Give frequent teacher feedback and encouragement
- Provide correct models during independent work
- Be consistent in managing the academic setting
- Target interventions to coincide closely with 'point of performance'

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

- **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). 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.

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

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). 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. For example, during independent assignment, students might be allowed 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.

2

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

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).

3

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

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).

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Structure lessons to require active student involvement. When teachers require that students participate in lessons rather than sit as passive listeners, they increase the odds that 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. For example, a teacher might:

- call out questions and has 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).

5

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Incorporate cooperative-learning opportunities into instruction. Traditional teacher lecture is frequently associated with high rates of student misbehavior. 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).

Even positive teacher practices can be more effective when used in cooperative-learning settings. If students are working in pairs or small groups, teacher feedback given to one group or individual does not interrupt learning for the other groups.

6

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

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).

7

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

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.

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Be consistent in managing the academic setting.

Teachers can hold down the level of problem behaviors by teaching clear expectations (classroom routines) 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, 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. Having similar behavioral expectations **across** classrooms can also help students to show positive behaviors.

9

Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Target interventions to coincide closely with 'point of performance'. Skilled teachers employ many strategies to shape or manage challenging student behaviors. 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). For example, 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 one-week delay.

10

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Group Activity: *Offer Advice to a 'Challenged' Classroom*

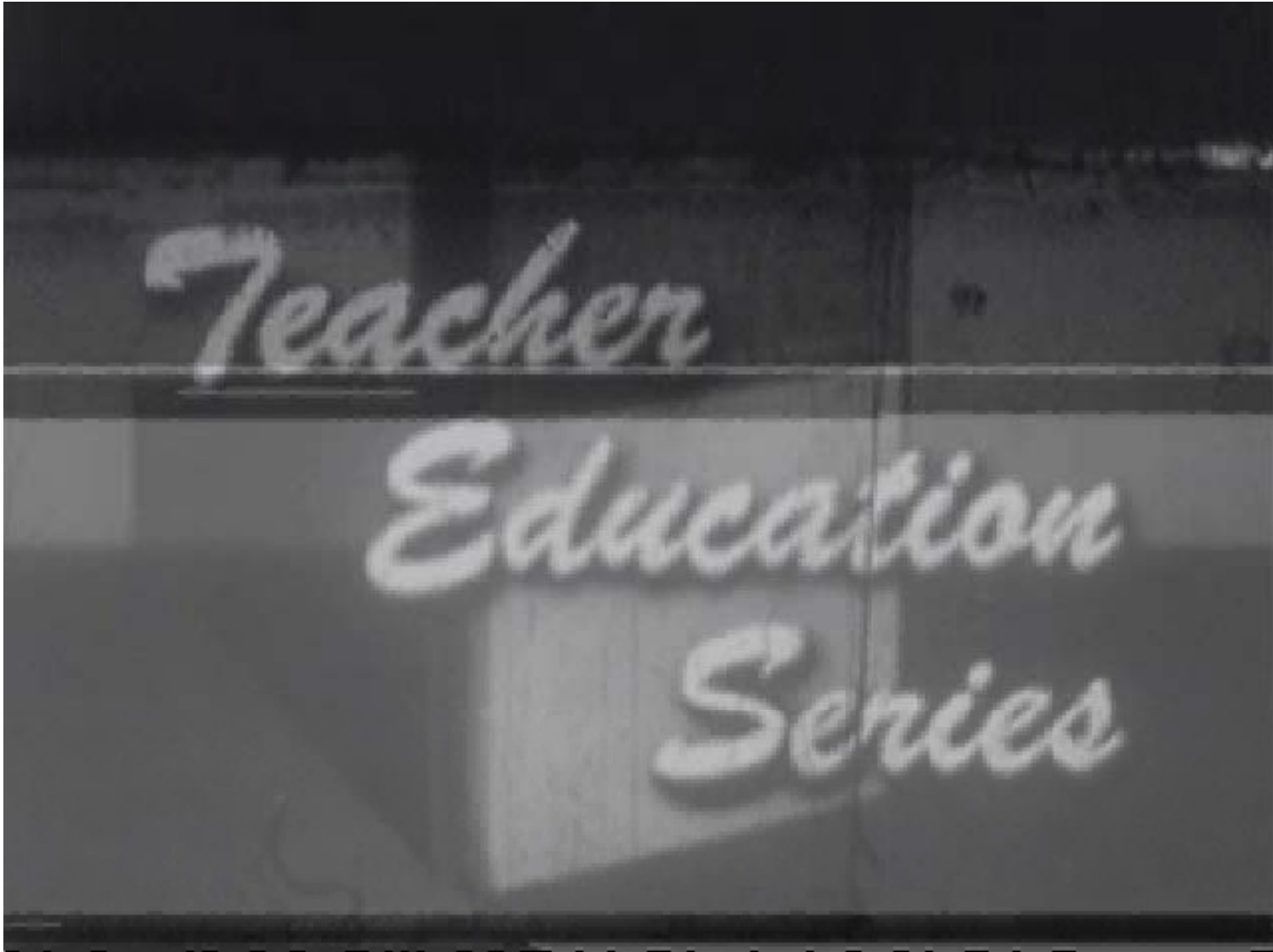
At your tables:

- View the video clip of a high school classroom.
- Consider the strategies just discussed to promote improved student behaviors through strong academic support.
- Come up with suggestions that you might offer to this teacher to address those concerns.



Response to Intervention

Maintaining Classroom Discipline (1947): Pt. 1 of 3 (4:12)



Source: Internet Archive. Retrieved September 23, 2007, from <http://www.archive.org/details/Maintain1947>

Response Effort p. 52

Response Effort: Example

*Response
Effort: A
Shopper's
Tale*

Response Effort

- The teacher selects either an undesirable behavior to decrease or a desirable behavior to increase.
- If necessary, the teacher breaks the targeted behavior into more manageable sub-steps.
- The teacher chooses ways to alter the response effort required to complete each selected behavior or behavior sub-step.

Response Effort: Examples

- TO REDUCE BEHAVIOR. A teacher had a student who would walk over to the computer to play academic games at inappropriate times. The teacher decided to shut the computer down when it was not being used. The student did not want to wait for the computer to boot up each time he wanted to play and quickly stopped using it outside of scheduled times.
- TO INCREASE BEHAVIOR. A student with ADHD would stall for long periods when assigned independent seatwork. The teacher assigned him a peer 'study buddy' who helped the student to get organized and start the assignment. As a result, the student began to turn in work regularly.

Response Effort: Activity

At your table, discuss...

- ***How you might apply the concept of response effort in your classroom or school...***



Behavior Challenge: Motivating the Reluctant Student



Choice: Allowing the Student to Select Task
Sequence p. 27

Choice of Task Sequence

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).

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

Choice of Task Sequence

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.

Sources: Kern, L., Mantagna, M.E., Vorndran, C.M., Bailin, D., & Hilt, A. (2001). Choice of task sequence to increase engagement and reduce problem behaviors. *Journal of Positive Behavior Interventions*, 3, 3-10.

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Task Sequence: Activity

At your table, discuss...

- ***How you might apply the concept of choice in task sequence in your classroom or school...***



Using Praise & Rewards in the Classroom

Praise: Effective...and Underused

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

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

How to Structure a Praise Statement

“Research has demonstrated that behavior-specific praise, *or that which specifically identifies the particular desirable behavior the student is performing*, is most effective in promoting appropriate behavior.” (Kern & Clemens, 2007). [Emphasis added]

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

What if the Student Does Not Respond to Praise?

Students sometimes do not respond to praise, especially in large-group settings. If so, consider these suggestions:

1. Be sure that your praise is authentic. For example, praise only those aspects of a student's work or behavior that are truly praise-worthy. Otherwise the student may find the praise to be phony and aversive.
2. Deliver the student praise in private conversations or in written format. The discrete delivery of praise can reduce or prevent potential public embarrassment.
3. For low-performing students, praise effort as well as product. While a struggling writer may write an essay that does not merit high praise, for example, the teacher may instead praise the amount of time that the student was willing to put into the composition and also point out how the current writing product shows improvements over the student's own previous writing attempts.

Tying Reward Schedule to Student's Stage of the Instructional Hierarchy (Daly, Martens, Barnett, Witt, & Olson, 2007)

- During acquisition of a skill and early stages of fluency-building, provide reinforcement (e.g., praise, exchangeable tokens) **contingent upon on-task behavior** (time-based reinforcement). This approach avoids 'penalizing' students for slow performance.
- During later stages of fluency-building, change to reinforcement **based on rate of performance** (accuracy-based contingency). This approach explicitly reinforces high response rates.
- As fluency increases, maintain high rates of performance through intermittent reinforcement, lottery, etc.

Source: Daly, E. J., Martens, B. K., Barnett, D., Witt, J. C., & Olson, S. C. (2007). Varying intervention delivery in response to intervention: Confronting and resolving challenges with measurement, instruction, and intensity. School Psychology Review, 36, 562-581.

Selecting a Reward: 3-Part Test

- Do *teacher, administration, and parent* find the reward acceptable?
- Is the reward *available* (conveniently and at an affordable cost) in schools?
- Does the *child* find the reward motivating?

Creating a Reward Menu p. 25

Conduct a reinforcer survey to create a 'Reward Menu'.

1. The teacher collects a series of feasible classroom ideas for possible student reinforcers, writing each idea onto a separate index card. This serves as a master 'reinforcer deck' that the teacher can reuse.
2. The teacher meets with the student individually to review the reward ideas in the master reinforce deck. The student states whether he or she 'likes' each reinforce idea 'a lot' , 'a little' or 'not at all' and the teacher sorts the reinforcer cards accordingly into separate piles. The reinforce ideas that the student selected as 'liking a lot' will be used to create a customized reinforcer menu for the student.
3. Whenever the student meets teacher-established criteria to earn a reward, that student selects one from the reinforce menu.
4. If the reward menu appears to be losing its reinforcing power, the teacher can repeat the steps above with the student to update and refresh the reward menu.

Rewards: Activity

Pair off & discuss...

- How your school can develop a list of classroom rewards that all teachers can use...



Behavior Challenge: Managing the Difficult Behaviors of Individual Students

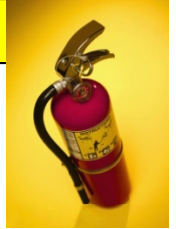


'Teacher's Voice': Behavior Management Strategies



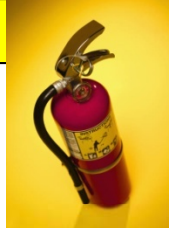
'Extinguishing the Blaze': Avoiding Power Struggles and Helping Students to Keep Their Cool p. 7





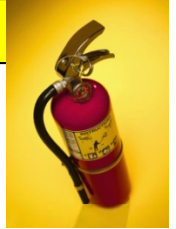
'Extinguishing the Blaze': Selected Ideas...

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.")



'Extinguishing the Blaze': Selected Ideas...

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").



'Extinguishing the Blaze': Selected Ideas...

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.



'Extinguishing the Blaze': Selected Ideas...

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. For low-level defiant or non-compliant behaviors, you might try engaging the student in a high-interest activity such as playing play an educational computer game or acting as a classroom helper. Or you may want to briefly remove the student from the room ('antiseptic bounce') to calm the student. 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.

Sample Ideas to Improve Relationships With Students: **The Two-By-Ten Intervention** (Mendler, 2000)

- Make a commitment to spend *2 minutes per day* for *10 consecutive days* in building a relationship with the student...by talking about topics of interest to the student.

Avoid discussing problems with the student's behaviors or schoolwork during these times.

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

Sample Ideas to Improve Relationships With Students: **The Three-to-One Intervention**

(Sprick, Borgmeier, & Nolet, 2002)

- Give positive attention or praise to problem students at least three times more frequently than you reprimand them.
Give the student the attention or praise during moments when that student is acting appropriately. Keep track of how frequently you give positive attention and reprimands to the student.

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

Working With Defiant Kids:
Communication Tools for
Teachers p. 26



Teacher Tips for Working With 'Emotionally Unpredictable' Students

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.

Classroom Conflicts: Students can become caught up in power struggles with teachers because:

- they are embarrassed about (or try to hide) poor academic skills
- they enjoy 'pushing the buttons' of adults
- they use misbehavior as a deliberate strategy to have work expectations lightened

Classroom Conflicts: Teachers can become caught up in power struggles with students because:

- they do not realize that they are simply *reacting* to student provocation and are mirroring the student's escalating behavior
- they may misinterpret innocent student behavior (e.g., laughing in class) as deliberate misbehavior and an attack on their authority

Defiant Kids: What should I keep in mind when working with defiant students?

The primary rule teachers should follow is to stay *outwardly calm* and to behave in a professional manner. The benefits of this approach are that:

- Over time students may be less defiant because the teacher no longer 'rewards' them by reacting angrily
- Because the teacher deals with misbehavior impartially and efficiently, she or he has more time left for instruction

Defiant Kids: How do I deliver a command without power struggles?

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

- Approaching the student privately, 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 clearly and simply so the student knows exactly what he/she is expected to do.

Defiant Kids: Teacher Command Sequence: Extended Version

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)

Defiant Kids: Teacher Command Sequence: Extended Version *(Cont.)*

- 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 negative consequence as the first choice and the *teacher request* as the second choice. (E.g., “*John, you can use your free time at the end of the day to complete your math assignment or you can start the math assignment now and not lose your free time. It’s your choice.*”) Give the student a reasonable time to comply (e.g., 5-20 seconds).

Defiant Kids: Teacher Command Sequence: Extended Version *(Cont.)*

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).

[Alternate version: What can we work out today so that you can stay in the classroom and be successful?]

Defiant Kids: Teacher Command Sequence: Extended Version *(Cont.)*

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.

Defiant Kids: What other effective communication strategies can I use ?

1. Active listening.

- *“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...”*

Defiant Kids: What other effective communication strategies can I use ?

2. I-centered statements.

- *“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.”*

Defiant Kids: What other effective communication strategies can I use ?

3. Pairing criticism and praise.

- *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."
- *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."
- *Specific praise:* "I am talking to you about this behavior because I know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."

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

- Avoid a mismatch between your words and nonverbal signals.
- Take time to plan your response before reacting to provocative student behavior or remarks.
- Do not become entangled in a discussion or argument with a confrontational student
- Do not try to coerce or force the student to comply.

Defiant Kids: What are proactive steps to minimize conflict with students?

- Offer the student face-saving exit strategies.
- Act in positive ways that are inconsistent with the student's expectations.
- Select fair behavioral consequences in advance.
- Avoid making task demands of students when they are upset.

Challenging Kids: Pick Your Favorite Strategies

For the following scenario, pick your **TOP THREE** ideas for managing this student's behavior:

Lucinda often enters your Social Studies class late, looking upset and angry.

As you teach your lesson, Lucinda will frequently mutter under her breath and scowl.

You are concerned about how to approach Lucinda about her classroom behaviors, because she has a reputation in the school as a tough fighter.

But you have also interacted enough with Lucinda to know that she can do the class work if she puts some effort into it.

- Ask Open-Ended Questions
- Do Not Get Entangled in Arguments
- Keep Responses Calm, Brief, and Businesslike
- Listen Actively
- State Teacher Directives as Two-Part Choice Statements
- Offer the Student a Face-Saving Out
- Validate the Student's Emotion by Acknowledging It
- Reward Alternative (Positive) Behaviors
- Emphasize the Positive in Teacher Requests
- Give Problem Students Frequent Positive Attention

'Defensive Behavior
Management': The Power
of Teacher Preparation
p. 32



Defensive Management: A Method to Avoid Power Struggles

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

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

Defensive Management: Six Steps

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

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

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

Defensive Management: Six Steps

- 2. 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.

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

Defensive Management: Six Steps

- 3. 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.).

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

Defensive Management: Six Steps

- 4. 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.

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

Defensive Management: Six Steps

- 5. 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.

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

Defensive Management: Six Steps

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

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



Group Activity: *Offer Advice to a Troubled Classroom*

At your tables:

- View the video clip of the teacher's interaction with Ryan in the middle school classroom
- Use the six-step defensive behavior management framework to come up with ideas to recommend to this teacher to help her to manage Ryan's behavior more effectively.

Defensive Behavior Management: 6 Steps

1. Understanding the Student Problem and Using Proactive Strategies to Prevent 'Triggers'.
2. Promoting Positive Teacher-Student Interactions.
3. Scanning for Warning Indicators.
4. Exercising Emotional Restraint.
5. Using Defusing Tactics.
6. Conducting a Student 'Reconnection' Conference.

Response to Intervention





Activity: Defensive Behavior Management

In your teams:

- Discuss the Defensive Behavior Management framework.
- How can you use a framework like this as a tool to help general-education teachers to better manage student behaviors?

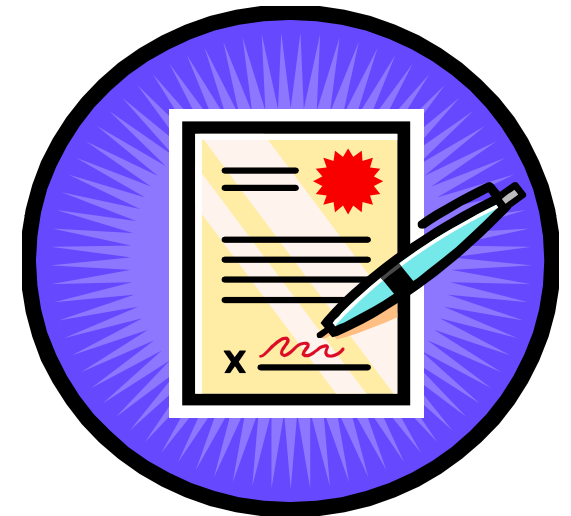
Defensive Behavior Management: 6 Steps

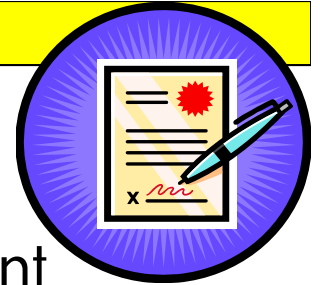
1. Understanding the Student Problem and Using Proactive Strategies to Prevent 'Triggers'.
2. Promoting Positive Teacher-Student Interactions.
3. Scanning for Warning Indicators.
4. Exercising Emotional Restraint.
5. Using Defusing Tactics.
6. Conducting a Student 'Reconnection' Conference.

Behavior Contracts p. 41

Jim Wright

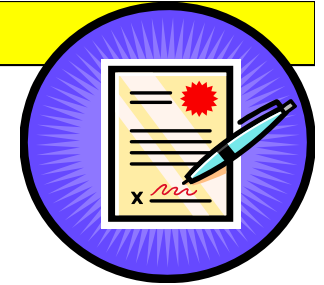
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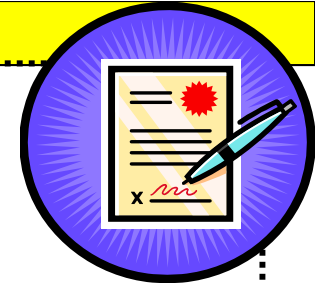
Behavior Contracts: Some Advantages

- Put responsibility for changing behavior on the student
- Provide clear behavioral expectations (an element of Positive Behavioral Interventions & Supports)
- May exert a 'reactivity' effect on both teacher and student, as both begin to attend more closely to the student's behaviors
- Offer an easy means of documenting student success (e.g., tally number of times each week that the student earned the reward)
- Are a means to provide contingencies and encourage student behaviors across settings (e.g., between school and home)



Sections of the Behavior Contract

1. A listing of student behaviors that are to be reduced or increased
2. 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
3. The conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards
4. Bonus and penalty clauses (optional).
5. Areas for signatures (teacher, student, and parent)



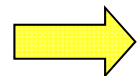
Sample Behavior Contract: Effective Dates:
From 10/20/99 to 12/20/99

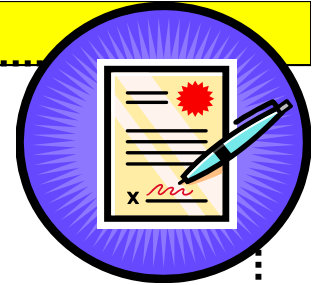
Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- 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:

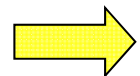
- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'



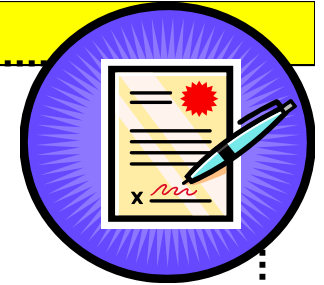


Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

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.



Response to Intervention



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.

Parent Signature: _____

Response to Intervention

Response to Intervention

10:00

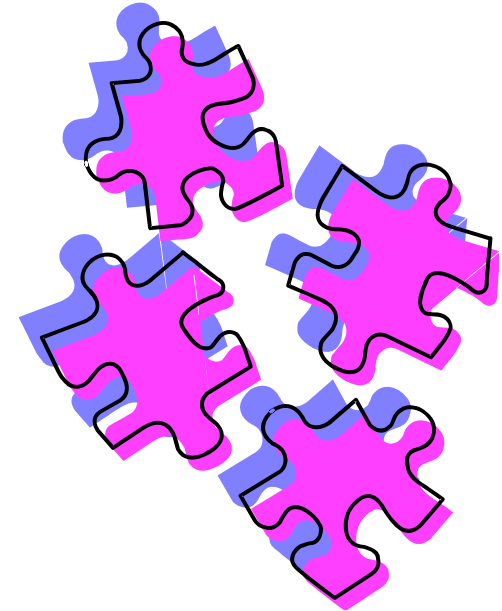
RTI 'Next Steps' Planning Activity: Behavioral Interventions Workshop

At your tables:

- Review the RTI information on behavioral interventions reviewed at today's workshop.
- Select one or two 'top tasks' that your school will undertake immediately to move forward with RTI.
- Be prepared to report out.

Response to Intervention

Activity: Tier 1 Interventions



Interventions

- Defiance/Non-Compliance: pp. 2-7
- Hyperactivity: pp. 9-11
- Inattention: pp. 13-16
- Defiant Kids: Communication Tools: pp. 21-26
- Academic Strategies to Reduce Problem Behaviors: pp. 34-37



Tier I Intervention Menu: Activity

- Select a behavioral area from the previous slide and review the ideas presented.
- Select at least ONE intervention idea that you believe that **all** teachers in your grade-level, department, or school should have in their Tier 1 'toolkit'.
- Be prepared to report out.



Challenging Behaviors: Case Examples

Jim Wright

www.interventioncentral.org

05:00

Challenging Kids: Pick Your Favorite Strategies

For the following scenario, pick your TOP THREE ideas for managing this student's behavior:

Tom is a likable student with lots of friends in the classroom.

But he calls out answers in class without first raising his hand and waiting to be recognized.

Tom also tends to be out of his seat frequently, whether to sharpen his pencil or chat with a peer.

When you talk with Tom, he does seem to genuinely want to follow the classroom rules...but forgets!

- Use Brief Reminders About Appropriate Behavior and Conduct
- Structure Instructional Activities to Allow Interaction and Movement
- Capture Students' Attention Before Giving Directions
- Remove Unnecessary Items From the Student's Work Area
- Allow Discretionary Motor Breaks
- Have the Student Monitor Motor Behaviors and Call-Outs
- Encourage Acceptable Outlets for Motor Behavior
- Adopt a 'Silent Signal' to Redirect the Student
- Employ Proximity Control
- Select a 'Supportive Peer'

05:00

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Response to Intervention

Challenging Kids: Pick Your Favorite Strategies

For the following scenario, pick your TOP THREE ideas for managing this student's behavior:

Ricky sits quietly in your class but does not participate much. He seems 'tuned out'--but then really comes alive when the bell rings and he can go join his friends at lunch.

You rarely get homework from Ricky; in fact, he is in danger of failing the course because of incomplete assignments.

But Ricky is generally organized, can be meticulous in his work when he chooses to, and always brings all work materials to class.

When you look through Ricky's cumulative folder, you find numerous notations on past report cards saying that he 'needs to apply himself' and 'put more effort into his work'.

- Increase 'Reinforcement' Quality of the Classroom
- Offer frequent opportunities for choice
- Select high-interest or functional learning activities
- Incorporate cooperative-learning opportunities into instruction
- Strategically schedule preferred student activities
- Give students frequent feedback about their classroom performance
- Make a personal connection to motivate difficult students
- Reduce the 'effort' needed to complete an academic assignment
- Create in-class incentives or pay-offs for learning
- Encourage student input into classroom routines and learning activities

Secondary-Level Tier 1 Intervention: Behavioral Case Example

Jim Wright

www.interventioncentral.org



Tier 1 Case Example: Justin:
Non-Compliance



Case Example: Non-Compliance

The Problem

- Justin showed a pattern from the start of the school year of not complying with teacher requests in his English class. His teacher, Mr. Steubin, noted that – when given a teacher directive—Justin would sometimes fail to comply. Justin would show no obvious signs of opposition but would sit passively or remain engaged in his current activity, as if ignoring the instructor.

When no task demands were made on him, Justin was typically a quiet and somewhat distant student but otherwise appeared to fit into the class and show appropriate behavior.

Case Example: Non-Compliance

The Evidence

- *Student Interview.* Mr. Steubin felt that he did not have a strong relationship with the student, so he asked the counselor to talk with Justin about why he might be non-compliant in English class. Justin told the counselor that he was bored in the class and just didn't like to write. When pressed by the counselor, Justin admitted that he could do the work in the class but chose not to.
- *Direct Observation.* Mr. Steubin noted that Justin was less likely to comply with writing assignments than other in-class tasks. The likelihood that Justin would be non-compliant tended to go up if Mr. Steubin pushed him to comply in the presence of Justin's peers. The odds that Justin would comply also appeared to increase when Mr. Steubin stated his request and walked away, rather than continuing to 'nag' Justin to comply.

Case Example: Non-Compliance

The Evidence (Cont.)

- *Work Products.* Mr. Steubin knew from the assignments that he did receive from Justin that the student had adequate writing skills. However, Justin's compositions tended to be short, and ideas were not always as fully developed as they could be—as Justin was doing the minimum to get by.
- *Input from Other Teachers.* Mr. Steubin checked with other teachers who had Justin in their classes. The Spanish teacher had similar problems in getting Justin to comply but the science teacher generally found Justin to be a compliant and pleasant student. She noted that Justin seemed to really like hands-on activities and that, when potentially non-compliant, he responded well to gentle humor.

Case Example: Non-Compliance

The Intervention

- Mr. Steubin realized that he tended to focus most of his attention on Justin's non-compliance. So the student's non compliance might be supported by teacher attention. OR the student's compliant behaviors might be extinguished because Mr. Steubin did not pay attention to them.
- The teacher decided instead that Justin needed to have appropriate consequences for non-compliance, balanced with incentives to engage in learning tasks. Additionally, Mr. Steubin elected to give the student attention at times that were NOT linked to non-compliance.

Case Example: Non-Compliance

The Intervention (Cont.)

- *Appropriate Consequences for Non-Compliance.* Mr. Steubin adopted a new strategy to deal with Justin's episodes of non-compliance. Mr. Steubin got agreement from Justin's parents that the student could get access to privileges at home each day only if he had a good report from the teacher about complying with classroom requests.

Whenever the student failed to comply within a reasonable time (1 minute) to a teacher request, Mr. Steubin would approach Justin's desk and quietly restate the request as a two-part 'choice' statement. He kept his verbal interactions brief and neutral in tone. As part of the 'choice' statement, the teacher told Justin that if he did not comply, his parents would be emailed a negative report. If Justin still did not comply, Mr. Steubin would follow through later that day in sending the report of non-compliance to the parents.

Teacher Command Sequence: Two-Part Choice Statement

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., "*Justin, please start your writing assignment now.*") Wait a reasonable time for the student to comply (e.g., 1 minute)

Teacher Command Sequence: Two-Part Choice Statement

- 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 negative consequence as the first choice and the *teacher request* as the second choice. (E.g., “Justin, I can email your parents to say that you won’t do the class assignment or you can start the assignment now and not have a negative report go home. It’s your choice.”) Give the student a reasonable time to comply (e.g., 1 minute).

Teacher Command Sequence: Two-Part Choice Statement

3. *[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.

Case Example: Non-Compliance

The Intervention (Cont.)

- *Active Student Engagement.* Mr. Steubin reasoned that he could probably better motivate the entire class by making sure that lessons were engaging.

He made an extra effort to build lessons around topics of high interest to students, built in cooperative learning opportunities to engage students, and moved the lesson along at a brisk pace. The teacher also made 'real-world' connections whenever he could between what was being taught in a lesson and ways that students could apply that knowledge or skill outside of school or in future situations.

Case Example: Non-Compliance

The Intervention (Cont.)

- *Teacher Attention (Non-Contingent)*. Mr. Steubin adopted the two-by-ten intervention (A. Mendler, 2000) as a way to jumpstart a connection with Justin. The total time required for this strategy was 20 minutes across ten school days.

Sample Ideas to Improve Relationships With Students: **The Two-By-Ten Intervention** (Mendler, 2000)

- Make a commitment to spend *2 minutes per day* for *10 consecutive days* in building a relationship with the student...by talking about topics of interest to the student.

Avoid discussing problems with the student's behaviors or schoolwork during these times.

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

Case Example: Non-Compliance

The Outcome

- The strategies adopted by Mr. Steubin did not improve Justin's level of compliance right away. Once the teacher had gone through the full ten days of the 'two by ten' intervention, however, Mr. Steubin noticed that Justin made more eye contact with him and even joked occasionally. And the student's rate of compliance then noticeably improved—but still had a way to go.
- Mr. Steubin kept in regular contact with Justin's parents, who admitted about 8 days into the intervention that they were not as rigorous as they should be in preventing him from accessing privileges at home when he was non-compliant at school. When the teacher urged them to hold the line at home, they said that they would –and did. Justin's behavior improved as a result, to the point where his level of compliance was typical for the range of students in Mr. Steubin's class.

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- Be prepared to share your ideas!

