

## *Behavior Management Ideas: K-12*

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space to write additional notes.

<b>Behavior Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p>1. <b>ALTERNATIVE ACADEMIC RESPONSE FORMATS: REDUCING STUDENT FRUSTRATION.</b> For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. A strategy to address this issue is to offer the student a more acceptable alternative response format. For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards. Note that alternative response formats should preserve the rigor of the underlying academic expectations.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>2. <b>BEHAVIORAL MOMENTUM: INCREASING COMPLIANCE.</b> Students with low-frustration tolerance or lack of confidence may balk when asked to complete challenging academic tasks assigned as independent seatwork. A strategy to increase the probability that a student will attempt a challenging academic task is to precede that task with a short series of brief, easy academic tasks. (For example, a student may do three easy problems on a math worksheet before encountering a challenge problem.) The student builds 'behavioral momentum' in completing the easy items and is thus 'primed' to attempt the challenge item that might otherwise derail them. Teachers using this strategy should, of course, first ensure that the student has the actual skills to complete any target challenge tasks. Generally, a ratio of three to four easy items interspersed between each challenge items can be quite effective.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>3. <b>CHOICE: ALLOWING STUDENTS CONTROL OVER LEARNING.</b> Teachers who allow students a degree of choice in structuring their learning activities can increase engagement and reduce classroom behavior problems. 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</p>	<p>Kern, L., Bambara, L., &amp; Focht, J. (2002). Class-wide curricular modifications to improve the behavior of students with emotional or behavioral disorders.</p>	

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<p>learning situations. For example, during independent assignment, students might be allowed to (1) choose from at least two 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.</p>	<p>Behavioral Disorders, 27, 317-326.</p>	
<p>4. INSTRUCTIONAL MATCH: ENSURING STUDENTS CAN DO THE WORK. A frequent trigger for behavior problems is that the student lacks the skills necessary to do the assigned schoolwork. To verify instructional match, the teacher (1) inventories the target student's academic skills and (2) adjusts assignments or provides additional academic assistance as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>5. NON-CONTINGENT ESCAPE: REDUCE STUDENT DISRUPTIVE BEHAVIOR. When students engage in disruptive behavior to escape or avoid academic work, the teacher can use 'non-contingent escape breaks': (1) SELECT A STARTING MINIMUM WORK INTERVAL. The teacher selects a minimum interval length during which the student is likely to be able consistently to remain engaged in work. For example, a teacher may observe that a student is typically able to work for at least 3 minutes before engaging in escape behaviors.(2) DETERMINE THE LENGTH OF ESCAPE BREAKS. The teacher decides on the length of a student's non-contingent escape break (e.g., 30 seconds, 1 minute)--provided at the conclusion of each work interval. (3) SELECT A TARGET LENGTH FOR WORK INTERVALS. The teacher decides on a reasonable exit goal for student to be able to work without interruption or seeking escape (e.g., 10 minutes). (4) START NON-CONTINGENT ESCAPE INTERVENTION. The teacher writes 'Work' and 'Break' on sticky notes of different colors and places them on the student's desk during the work session. At the start of the first work interval, the teacher approaches the student and points silently to the 'Work' note At the end of the work interval, the teacher approaches and points to the 'Break' note. At the conclusion of the break interval, the teacher again points to the 'Work' note. The process repeats until the</p>	<p>Waller, R. D., &amp; Higbee, T. S. (2010). The effects of fixed-time escape on inappropriate and appropriate classroom behavior. <i>Journal of Applied Behavior Analysis</i>, 43, 149-153.</p>	

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<p>end of the work session. The teacher uses a timer to track time intervals. (5) <b>MAKE INTERVAL ADJUSTMENTS AS NEEDED.</b> When the student's problem escape behaviors fall to an acceptable level (e.g., 10 percent of work time or less) for at least 3 consecutive work sessions, the teacher increases the work interval by a pre-determined increment (e.g., 30 seconds, 1 minute). If the student's problem behaviors spike when the work interval is increased, the teacher reduces the work session by a pre-determined increment (e.g., 30 seconds, 1 minute) until behaviors improve. (6) <b>FADE THE PROGRAM.</b> When the student reaches the goal length for work intervals, escape breaks can be shortened (e.g., falling from 1 minute to 30 seconds) and eventually discontinued.</p>		
<p>6. <b>REDUCE RESPONSE EFFORT: INCREASING COMPLIANCE.</b> Teachers can increase student motivation and compliance through any method that reduces the apparent 'response effort' of an academic task- so long as that method does not hold the student to a lesser academic standard than classmates. Appropriate response-effort examples include (1) breaking a larger student assignment into smaller 'chunks' and providing the student with performance feedback and praise for each completed 'chunk' of assigned work, and (2) arranging for students to start challenging reading or homework assignments in class as a cooperative activity and then complete the remainder on their own.</p>	<p>Skinner, C. H., Pappas, D. N., &amp; Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. <i>Psychology in the Schools</i>, 42, 389-403.</p>	
<p>7. <b>CRITICISM PAIRED WITH PRAISE: COMMUNICATING ACCEPTANCE.</b> When receiving critical feedback, some students may assume that the teacher is rejecting them personally and react strongly to this perceived rejection. Here is a way to structure critical feedback to convey that the teacher continues to value the student despite the misbehavior: (1) The teacher describes the problem behavior that the student should target for change; (2) The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives; (3) The teacher praises some noteworthy aspect of the student's past classroom behavior or accomplishments, and finally (4) The teacher affirms that he or she values having the student as a part of the classroom community. Here is an example of this communication strategy: (1) Description of</p>	<p>Thompson, G.J., &amp; Jenkins, J.B. (1993). <i>Verbal judo: The gentle art of persuasion</i>. New York: William Morrow.</p>	

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<p>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 contribute a lot to class discussion!"</p>		
<p>8. EMPHASIZE THE POSITIVE IN TEACHER REQUESTS: INCREASING STUDENT COMPLIANCE. When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, the teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, the teacher restates requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").</p>	<p>Braithwaite, R. (2001). <i>Managing aggression</i>. New York: Routledge.</p>	
<p>9. SAY NO WITH PREFERRED ALTERNATIVE: INCREASING COMPLIANCE. This strategy can reduce the non-compliance and acting-out of students who react negatively to being told that they cannot engage in a preferred activity or access a desired item. First, the teacher creates a list of those activities or items preferred by the student that can actually be provided. Then, whenever the student requests an unavailable activity or item, the teacher structures the 'no' statement as follows: (1) The teacher states that the student cannot engage in the requested activity or have the desired item; (2) The teacher provides the student with an explanation for why the preferred activity or item is not available; (3) The teacher offers the student an alternative preferred activity or item in place of that originally requested. Here is a sample teacher 'no' statement with preferred alternative: "Roger, you cannot listen to your music now because student music players are not allowed in class. However, you can take a five-minute break to play the Math Blasters computer game that you like."</p>	<p>Mace, F. C., Pratt, J. L., Prager, K. L., &amp; Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. <i>Journal of Applied Behavior Analysis</i>, 44, 83-94.</p>	
<p>10. TEACHER COMMANDS: ESTABLISHING CLASSROOM COMMAND AND CONTROL.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007).</p>	

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<p>Teacher commands play an important role in classroom behavior management. Teacher commands are most likely to elicit student compliance when they (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one command at a time and appropriately paced to avoid confusing or overloading students. Effective teacher commands avoid both sarcasm or hostility and over-lengthy explanations that can distract or confuse students.</p>	<p>Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44, 65-75.</p> <p>Walker, H.M. &amp; Walker, J.E. (1991). Coping with noncompliance in the classroom: A positive approach for teachers. Austin, TX:: Pro-Ed, Inc.</p>	
<p>11. TWO-PART CHOICE STATEMENT: DELIVERING CLEAR CONSEQUENCES FOR NON-COMPLIANCE. When a student is non-compliant, the teacher can structure verbal requests to both acknowledge the student's freedom to choose whether to comply and to present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.). The teacher frames requests to uncooperative students as a two-part 'choice' statement: (1) The teacher presents the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school); (2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school). 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.'</p>	<p>Walker, H.M. (1997). The acting-out child: Coping with classroom disruption. Longmont, CO: SoprisWest.</p>	
<p>12. IN-CLASS TIME-OUT: TEMPORARY REMOVAL FROM REINFORCEMENT. This strategy briefly excludes a student from desirable class activities and peer or adult interactions because of significant misbehavior. Here are steps for setting up in-class time-out: (1) The teacher chooses an in-class location away from other students (e.g., study carrel) as the timeout site; (2) The teacher determines an amount of time appropriate for timeout sessions (typically not to exceed 5 minutes); (3) The teacher clearly defines, explains, and demonstrates classroom rules or behavioral</p>	<p>Kazdin, A.E. (1989). Behavior modification in applied settings. Pacific Grove, CA: Brooks/Cole Publishing.</p> <p>Yell, M.L. (1994). Timeout and students with behavior disorders: A legal analysis. Education and Treatment of</p>	

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<p>expectations with all students; (5) The teacher tells students that, when any student continues to misbehave despite a warning, that student will receive in-class timeout at the teacher's discretion for a pre-determined duration (e.g., 5 minutes) -- but that timeout will continue past the time limit if necessary until misbehavior ceases;(5) The teacher instructs classmates that they are not to interact with a student in timeout; (6) The teacher keeps a written log (at minimum to include date, student name, start time, and end time) for each timeout session.</p>	<p>Children, 17, 293-301.</p>	
<p>13. <b>RESPONSE COST: INCENTIVE TO REDUCE PROBLEM BEHAVIORS.</b> To reduce non-compliant or distracting behaviors, the teacher can use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever a student behavior disrupts instruction or distracts other students. Here is a simple classroom version of this strategy: (1) At the start of each class period, the teacher awards the student a certain number of 'behavior points' (e.g., 5) and writes a series of tally marks on the blackboard to equal this number; (2) The teacher privately informs the student that each time the student engages in misbehavior that obviously distracts other students, the teacher will silently go to the board and erase one point from the student's total; (3) At the end of each class period, the student is allowed to keep any 'behavior points' that still remain; (4) The student is informed 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).</p>	<p>DuPaul, G.J., &amp; Stoner, G. (2002). Interventions for attention problems. In M. Shinn, H.M. Walker, &amp; G. Stoner (Eds.) Interventions for academic and behavioral problems II: Preventive and remedial approaches (pp. 913-938). Bethesda, MD: National Association of School Psychologists.</p>	
<p>14. <b>SIT AND WATCH: IMPROVE BEHAVIORS IN LESS-STRUCTURED SETTINGS.</b> Schools can use the Sit and Watch intervention (brief time out from reinforcement) to address the problem of groups engaging in unsafe or noncompliant behaviors in less-structured settings such as physical education or on the playground: (1) <b>DEFINE UNACCEPTABLE BEHAVIORS.</b> Adults supervising the less-structured settings must first define specific behaviors that are unacceptable, such as aggression, non-compliance, and disrespect towards peers or adults. Examples of defined problem behaviors are 'Speech or gestures that disrespect others', or 'Engaging in a behavior that is unsafe to self or others'. (2) <b>BEGIN THE</b></p>	<p>White, A. G., &amp; Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with sit and watch. <i>Journal of Applied Behavior Analysis</i>, 23, 353-359.</p>	



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<p>'SIT AND WATCH' INTERVENTION. At the start of the intervention, students review the list of unacceptable behaviors and are given specific examples. Students also learn the following details of the Sit and Watch intervention: If a student is observed engaging in an unacceptable behavior, he or she will be sent to a designated 'time-out' area and handed a 3-minute hourglass sand timer. The student must turn over the timer and wait for the sand to run out before being allowed to return to the activity. (3) [OPTIONAL] CREATE ADDITIONAL LIST OF CONSEQUENCES FOR REPEAT OFFENSES. If additional supports are needed to change student behaviors, school staff may generate a list of consequences associated with repeat offenses. For example, a student who receives 2 or more Sit and Watch citations during a week may lose a classroom privilege such as free time. Additionally, the school may use Sit and Watch as a consequence for students who tattle or attempt to talk with other students currently in Sit and Watch.</p>		
<p>15. BRIEF REPRIMANDS/REMINDERS: REDIRECTING STUDENT BEHAVIORS. 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 (e.g., a quiet word to the student directing them to stop engaging in problem behavior) or non-verbal (e.g., a significant look or head shake).</p>	<p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., &amp; Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i>, 31(3), 351-380.</p>	
<p>16. COOL-DOWN BREAK: CALMING THE EMOTIONALLY ESCALATING STUDENT. This idea addresses students who become angry or upset and need time to collect themselves. (1) The teacher selects an area 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. (2) Whenever a student becomes upset and defiant, the teacher first offers to talk the situation over with that student once he or she has calmed down. (3) The teacher then directs 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</p>	<p>Long, N.J., Morse, W.C., Newman, R.G. (1980). <i>Conflict in the classroom</i>. Belmont, CA: Wadsworth Publishing Company.</p>	

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<p>the cool-down corner and then come over to my desk so we can talk.") The teacher makes cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. The teacher also ensures that students see the cool-down strategy not as punishment but instead as a support. It is also recommended that the teacher keep a written log of students using the cool-down location (at minimum to include date, student name, start time, and end time).</p>		
<p>17. <b>PLANNED IGNORING: OVERLOOKING THE SMALL STUFF.</b> In this tactic, the teacher identifies in advance low-level problem student behaviors (e.g., minor talking out) and makes the commitment to ignore such behaviors if they do not seriously distract other students, disrupt classroom routine, or otherwise violate important behavioral expectations. <b>NOTE:</b> The teacher can always follow up privately with a student regarding low-level problem behaviors even if the instructor chooses to 'ignore' them during the class period. However, planned ignoring is not recommended if the student's behavior represents a serious infraction or if the student has a pattern of escalating behaviors until he or she gains teacher attention.</p>	<p>Colvin, G. (2009). <i>Managing noncompliance and defiance in the classroom: A road map for teachers, specialists, and behavior support teams.</i> Thousand Oaks, CA: Corwin.</p>	
<p>18. <b>PRE-CORRECTION: GIVING A TIMELY REMINDER.</b> Pre-corrections are a simple means of keeping students mindful of behavioral expectations just before they encounter situations in which they are most likely to misbehave. Here are the steps to using effective pre-corrections: (1) The teacher specifically defines the student problem behavior(s) and identifies those situations in the school setting where the problem behavior(s) tend to be displayed; (2) The teacher meets with the student to share information about that student's problem behaviors and the related situations or settings where they occur; (3) In their meeting, the teacher and student next come up with expected or acceptable replacement behaviors that the student should instead display in those situations; (4) At the 'point of performance' (that is, whenever the student is about to encounter a problem situation), the teacher delivers a brief pre-correction, a timely behavioral reminder that alerts the student verbally or non-verbally to remember to follow the classroom behavioral rule or expectation.</p>	<p>De Pry, R. L., &amp; Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. <i>Journal of Behavioral Education, 11</i>(4), 255–267.</p>	



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<p>19. SILENT SIGNAL: PROVIDING LOW-KEY BEHAVIORAL PROMPTS. The teacher can unobtrusively redirect students who begin to show problem behaviors by using a silent signal. (1) The teacher meets privately with the student to identify those problem behaviors that appear to be most challenging. (2) The student and teacher agree on a silent signal to be used to alert the student whenever his or her behavior has crossed the threshold and now is distracting others or otherwise creating classroom problems. (3) The teacher role-plays several scenarios with the student in which the student begins to display a problem behavior, the teacher uses the silent signal, and the student then successfully controls the problem behavior. NOTE: When the silent signal is put into use, the teacher should be sure to praise the student privately for responding appropriately and promptly when the signal is given.</p>	<p>U.S. Department of Education (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved from <a href="http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc">http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc</a></p>	
<p>20. ACTIVE SUPERVISION: ROAMING THE CLASSROOM. The teacher circulates through the classroom periodically, using physical proximity to increase student attention to task and general compliance. While moving about the room, the teacher provides corrective academic feedback and encouragement to students, as well as reinforcing students for showing appropriate behaviors.</p>	<p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., &amp; Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i>, 31(3), 351-380.</p>	
<p>21. CLASSROOM RULES: PROVIDING CLEAR BEHAVIORAL EXPECTATIONS. Clear rules outlining behavioral expectations are an essential part of any classroom behavior management plan. Here are recommendations for strong classroom rules: (1) Rules should be limited to no more than five; (2) Students should have input in developing classroom rules, to provide a sense of ownership; (3) Rules should be stated in simple language, be brief, and - whenever possible - be stated as DO rather than as DON'T statements; (4) Rules should be publicly posted so that students can easily see and refer to them; (5) The teacher should regularly teach and demonstrate these rules with students, particularly at the start of the school year, and generate both examples and non-examples to illustrate specific behavioral expectations.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p> <p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., &amp; Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and</i></p>	

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	Treatment of Children, 31(3), 351-380.	
<p>22. DAILY SCHEDULES: INCREASING PREDICTABILITY. Students may become agitated and misbehave when they do not know the purpose of a current classroom activity, cannot predict how long that activity is to last, or do not know what activity will occur next. One strategy to increase the predictability of events for individual students or an entire classroom is to post or otherwise provide a schedule outlining the day's classroom events. In simplest form, such a schedule lists a title and brief description for each scheduled activity, along with the start and end times for that activity. Teachers may wish to add information to the schedule, such as helpful reminders of what work materials a student might need for each event. Students who have difficulty interpreting a written schedule may benefit from having their schedules read aloud and/or from having pictorial equivalents included in their schedules.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>23. ESTABLISH CLASSROOM ROUTINES: INCREASING PREDICTABILITY. Many behavior problems occur when classroom situations are unstructured or lack behavioral guidelines. Classroom routines can help. A strategy to reduce the likelihood for misbehavior is for the teacher (1) to create a list of those potentially problematic situations when misbehavior is most likely to occur (e.g., transitioning from one activity to another; individual students entering or exiting the classroom, student dismissal) (2) to establish clear, consistent classroom behavioral routines for each of these problem situations, (3) to teach students the steps of these routines; (4) to have students practice routines under teacher supervision until mastered; and (5) to regularly reinforce students through acknowledgment, praise, and perhaps rewards for successfully and consistently following those routines.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>24. PREFERENTIAL SEATING: INCREASING ATTENTION AND REMOVING DISTRACTIONS. The teacher seats a student who is distracted by peers or other environmental factors in a location where the student is most likely to stay focused on instructional content. NOTE: The teacher can increase student motivation by allowing that</p>	<p>U.S. Department of Education (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved from</p>	

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<p>student to choose from two or more preferential-seating options.</p>	<p><a href="http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc">http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc</a></p>	
<p>25. <b>FIXED-TIME TEACHER ATTENTION: INCREASE ON-TASK BEHAVIOR.</b> Putting students on a steady, predictable 'dose' of teacher attention at fixed time intervals can reduce off-task behaviors: (1) <b>DECIDE ON AN ATTENTION INTERVAL SCHEDULE.</b> The teacher first decides on a manageable fixed-time interval schedule (e.g., every 4 minutes) when the student is to receive teacher attention.(2) <b>BEGIN FIXED-TIME TEACHER ATTENTION INTERVENTION.</b> During the intervention, the teacher engages in the usual instructional activities. At the conclusion of each fixed-time interval, the teacher provides a brief dose of attention to the target student: If on-task, the teacher praises the student--while if off-task, the teacher redirects the student to task. The teacher then resumes instruction. The teacher ignores the student's on-task or off-task behaviors that occur between fixed-time intervals. <b>TIP:</b> There are inexpensive cell-phone applications--e.g., MotivAider--that can serve as silent timers to help teachers to track fixed-time intervals.</p>	<p>Austin, J. L., &amp; Soeda, J. M. (2008). Fixed-time teacher attention to decrease off-task behaviors of typically developing third graders. <i>Journal of Applied Behavior Analysis</i>, 41, 279-283.</p>	
<p>26. <b>LINK PREFERRED ACTIVITIES/ITEMS TO WORK COMPLETION: INCREASING COMPLIANCE.</b> This strategy is intended to increase the academic engagement and work completion of non-compliant students who request access to desired items or preferred activities. In preparation, the teacher defines reasonable short-term academic work expectations for the student: e.g., to complete 10 math computation problems; to read independently for 20 minutes. When the student requests an activity or item that can reasonably be provided, the teacher structures the response as follows: (1) The teacher says that the student can access the requested activity or item; and (2) The teacher describes the conditions of the academic activity that the student must first perform to access the preferred activity or item. Here is a sample teacher response to a student request: "Yes, Alice, you can spend five minutes drawing at your desk--once you complete the 10 problems on the math worksheet that I just handed out."</p>	<p>Mace, F. C., Pratt, J. L., Prager, K. L., &amp; Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. <i>Journal of Applied Behavior Analysis</i>, 44, 83-94.</p>	
<p>27. <b>PRAISE: ACKNOWLEDGING AND SHAPING</b></p>	<p>Kern, L. &amp; Clemens,</p>	

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<p>BEHAVIOR. To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior. The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.</p>	<p>N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p>28. PRAISE NOTES: IMPROVE BEHAVIORS IN LESS-STRUCTURED SETTINGS. Student misbehavior in common areas such as the lunchroom can be addressed through use of Praise Notes. Here are 5 steps to implement the intervention: (1) DEFINE UNACCEPTABLE BEHAVIORS. The school targets 3-4 problem behaviors to be reduced, defining them in clear, specific terms. For example, 'running' may be defined in a lunchroom setting as 'moving forward with both feet off the ground at once'. (2) DESIGN 'PRAISE NOTES'. The school designs Praise Notes, small slips of paper with the school name as well as blanks to write a student's name, name of the adult issuing the note, and date. (These notes can also be embellished with a picture of the school mascot, motto, use of colored paper stock, or other motivating elements.) (3) TRAIN STAFF TO USE PRAISE NOTES. Staff who supervise the setting(s) where Praise Notes will be used are given daily supplies of blank notes. Each supervising adult is instructed to hand out Praise Notes at a rate of about 1 note every 3 minutes to students who display appropriate behaviors (i.e., are not engaging in the problem behaviors targeted for reduction). When issuing a note, the adult fills in student and issuer names and the current date. When handing the note to the student, the adult praises the student's positive behaviors in specific terms. (4) TIE PRAISE NOTES TO INCENTIVES. The school sets up a jar (or other receptacle) in the main office or other supervised common area. Each student issued a praise note drops the note into the jar at some point during the day. At the end of each day, the school draws five names from the jar, announces the names over the public address system, and invites those</p>	<p>Wheatley, R. K., West, R. P., Charlton, C. T., Sanders, R. B., Smith, T. G., &amp; Taylor, M. J. (2009). Improving behavior through differential reinforcement: A praise note system for elementary school students. <i>Education and Treatment of Children</i>, 32, 551-571.</p>	

Behavior Intervention Planner: **Checklist Maker**

<p>students chosen to visit the office to select small prizes (e.g., pencil, ruler, eraser) from a prize box. To motivate staff to use Praise Notes, the names of adult supervisors appearing on the five student tickets drawn daily from the jar go into a weekly raffle for small prizes (e.g., gift certificates). (5) CREATE A PUBLIC PRAISE-NOTE DISPLAY. After each daily drawing, all Praise Notes are removed from the jar and stapled to a large bulletin board or other public space accessible to students and visitors. When the designated space is eventually filled with Notes, students earn a group prize or incentive (e.g., extra free time or a healthy food treat). Then the space is cleared for new Notes.</p>		
<p>29. MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).</p>	<p>Sprick, R. S., Borgmeier, C., &amp; Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker &amp; G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.373-401). Bethesda, MD: National Association of School Psychologists.</p>	
<p>30. STRIVE FOR DAILY POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. If the teacher lacks a positive relationship with a particular student, the teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.</p>	<p>Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. Educational Psychology in Practice, 20, 103-115.</p>	
<p>31. TEACHER GREETING: INCREASE ACADEMIC ENGAGEMENT. A personalized</p>	<p>Allday, R. A., &amp; Pakurar, K. (2007).</p>	

Behavior Intervention Planner: **Checklist Maker**

<p>greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.</p>	<p>Effects of teacher greetings on student on-task behavior. <i>Journal of Applied Behavior Analysis</i>, 40, 317-320.</p>	
<p>32. TOOTLING: IMPROVE PEER RELATIONSHIPS. To encourage increased pro-social behaviors and stronger student relationships, the teacher can use a form of positive peer reporting called 'tootling'. Here are the 5 steps to this intervention: (1) DEFINE TOOTLING. The teacher meets with students and defines 'tootling' as reporting to the teacher or other adult when another student has done something helpful. The teacher contrasts this term with 'tattling', defined as telling the teacher or another adult when another student has done something bad. Students are encouraged to describe examples of tootling (students helping students), and the teacher supplies praise or corrective feedback to those examples. (2) DESIGN TOOTLING SLIPS. The teacher designs Tootling slips, small pieces of paper with blanks for the student to record another student's name, a short description of that student's helping behavior(s), and whom that student helped. The teacher also selects a receptacle (e.g., jar; shoe box) to collect Tootling slips. (3) PRACTICE TOOTLING. Students are given copies of Tootling slips. Across several days, students are asked to observe other students' helping behaviors and to capture them on Tootling slips, which are then placed in the Tootle collection box/jar. Each day, the teacher reviews the slips collected, informs the students how many slips were submitted that day, praises the students for their efforts, and uses sample Tootle notes to illustrate correct use of the slips. Practice continues until students have mastered completing the Tootle slips. (4) BEGIN THE TOOTLING INTERVENTION. The teacher sets a cumulative goal for Tootle slips to be collected (e.g., 100) and also selects a class privilege or prize to be given when the goal is attained (e.g., pizza party; extra recess time). Sufficient Tootling slips are given out to students or stored in a location where students can easily access them. Students are encouraged to fill out Tootling slips whenever they observe helping behaviors and to place them in the collection box/jar. Each day, the teacher (or student</p>	<p>Skinner, C. H., Cashwell, T. H., &amp; Skinner, A. L. (2000). Increasing tootling: The effects of a peer-monitored group contingency program on students' reports of peers' prosocial behaviors. <i>Psychology in the Schools</i>, 37, 263-270.</p>	



Behavior Intervention Planner: **Checklist Maker**

<p>helper) counts up the number of submitted slips and plots the progress toward the goal on a publicly displayed chart. (5) INCREASE THE TOOTLING GOAL INCREMENTALLY. When a cumulative goal is achieved, the teacher increases the Tootling goal (e.g., to collect 125 Tootle slips) and selects another student privilege or prize.</p>		
<p>33. 'TWO-BY-TEN': STRUCTURING POSITIVE TEACHER-STUDENT INTERACTIONS. This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.</p>	<p>Mendler, A. N. (2000). Motivating students who don't care. Bloomington, IN: National Educational Service.</p>	
<p>34. BEHAVIOR CONFERENCE: ENCOURAGING STUDENT RESPONSIBILITY. When a student misbehaves, the teacher may choose to meet with that student briefly to discuss and attempt to resolve the problem behavior(s). The teacher should take the student aside for a private conversation. Here is a recommended outline for conducting a behavior conference: (1) Maintaining a calm and respectful tone, the teacher describes the student misbehavior that led to the conference; (2) The teacher asks open-ended questions (e.g., who, what, where, how) as necessary to fully understand the student's view of why the problem behavior has occurred; (3) The teacher asks the student to identify one or more solutions to resolve the behavior problem(s)--with the teacher prepared to offer solutions if the student appears unable or unwilling to do so; (4) From solutions offered, teacher and student select one to implement; (5) Before concluding the conference, the teacher summarizes the selected solution to resolve the behavior problem. The teacher may also wish to remind the student of the disciplinary consequences that will follow if the problem behavior(s) continue. It is recommended that the teacher keep a written record of these behavioral conferences, to be shared with faculty, administration, or parents if needed.</p>	<p>Lanceley, F.J. (1999). On-scene guide for crisis negotiators. Boca Raton, FL: CRC Press.</p> <p>Walker, H. M., Colvin, G., Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole Publishing.</p>	
<p>35. HABIT-REVERSAL TECHNIQUE: BEHAVIOR</p>	<p>Allen, K. D. (1998).</p>	

Behavior Intervention Planner: **Checklist Maker**

<p>CHANGE. Student problem behaviors can be habit-forming. To break an ingrained behavior pattern, the teacher can use a 3-step habit-reversal technique: (1) TRAIN FOR AWARENESS. The student is trained to recognize when he/she is displaying the problem behavior(s) (e.g., loud angry outbursts; throwing objects); to identify signs of the onset of those problem behavior(s) (e.g., raised voice, scowl); and to describe typical situations that can trigger the problem behavior(s) (e.g., when told 'no' by an adult; when teased by peers). During this phase, the student may require adult coaching (e.g., teacher prompts) to alert the student when the problem behavior is occurring. (2) TEACH A COMPETING RESPONSE. The student is taught a replacement behavior that is incompatible with the problem behavior (e.g., taking 3 deep, calming breaths to replace an angry outburst; moving away from another student rather than getting into an argument). (3) REWARD THE NEW HABIT. Adults reinforce the student for episodes of successful behavior replacement with praise and points that can be banked and later applied to earn privileges or prizes. TIP: Teaching staff can foster habit change by eliminating triggers (e.g., adult 'nagging', peer teasing) that may elicit problem behaviors.</p>	<p>The use of an enhanced simplified habit-reversal procedure to reduce disruptive outbursts during athletic performance. Journal of Applied Behavior Analysis, 31, 489-492.</p>	
<p>36. REINFORCING LOWER RATE OF HELP REQUESTS: INCREASE STUDENT INDEPENDENCE. When a student too frequently seeks teacher help and reassurance, one strategy to fix the problem is to reinforce lower rates of help-seeking: (1) TRAIN THE STUDENT IN SELF-HELP STRATEGIES. The teacher meets with the student to generate a checklist of appropriate self-help skills (e.g., consult a glossary or dictionary, ask a peer) that should be attempted before seeking teacher help. (2) SELECT A MAXIMUM LIMIT FOR HELP REQUESTS. The teacher decides on a reasonable upper limit of times that the student can request help during a given period. For example, a teacher may decide that, during a 20-minute independent seatwork period, the student should require no more than 3 opportunities to seek teacher help. (3) CREATE A REQUEST-MONITORING CARD. The teacher makes a daily monitoring index-card to be placed on the student's desk. The card contains a series of check-off boxes equivalent to the acceptable maximum of help</p>	<p>Austin, J. L., &amp; Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. Journal of Applied Behavior Analysis, 44, 451-461.</p>	

Behavior Intervention Planner: **Checklist Maker**

<p>requests--plus an 'extra' box. For example, if 3 is the maximum for allowable help requests during a period, the card contains 4 check-off boxes. (4) IMPLEMENT THE INTERVENTION. The teacher shows the monitoring card to the student, presents the maximum number of times the student can request teacher assistance during the defined academic period, and explains that each time the student requests assistance, the teacher will check off one of the boxes on the monitoring card. If the student requests help beyond the pre-defined upper limit, the teacher checks off the 'extra' box on the card--but does not offer assistance. For each period in which the 'extra' box remains unchecked (i.e., the student did not exceed the limit for teacher help), the student earns a point that can be banked and later applied to earn privileges or prizes.</p>		
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