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Team Consultation Guide

Overview

This Team Consultation Guide is intended for use by teams that have implemented the Universal level of School-Wide Positive Behavior Support (SWPBS) in their school. Although many of the resources and approaches are useful in any school and classroom setting, schools that have implemented SWPBS with fidelity across the entire school will find this guide to be relevant and practical for supporting teachers and classrooms that continue to struggle with severe problem behaviors.

CLASSROOM POSITIVE BEHAVIOR SUPPORT

Who Should Use the Team Consultation Guide?

The Team Consultation Guide (Guide) is intended for use by whoever provides support to classroom teachers on your school campus. It is designed to provide team members with strategies and information they need to identify, assess, intervene, and evaluate classroom consultation and supports. The Guide can be used by a team member who is consulting with a teacher or by the entire team as they plan system-wide changes that can support all classrooms in a school.

The Classroom Positive Behavior Support: Team Consultation Guide is designed as a practical tool that will support a team or a consultant to do the following:

1. Learn how to use data to identify, assess, and evaluate classrooms in need of additional support;
2. Implement a problem-solving process with the team and the teacher to determine appropriate approaches to intervention;
3. Utilize a variety of tools to assess classroom environment, behavior system and curriculum and instruction issues that may impact classroom functioning; and
4. Provide practical strategies to classroom teachers to address each of the identified classroom issues.

Why is Classroom Positive Behavior Support so Important?

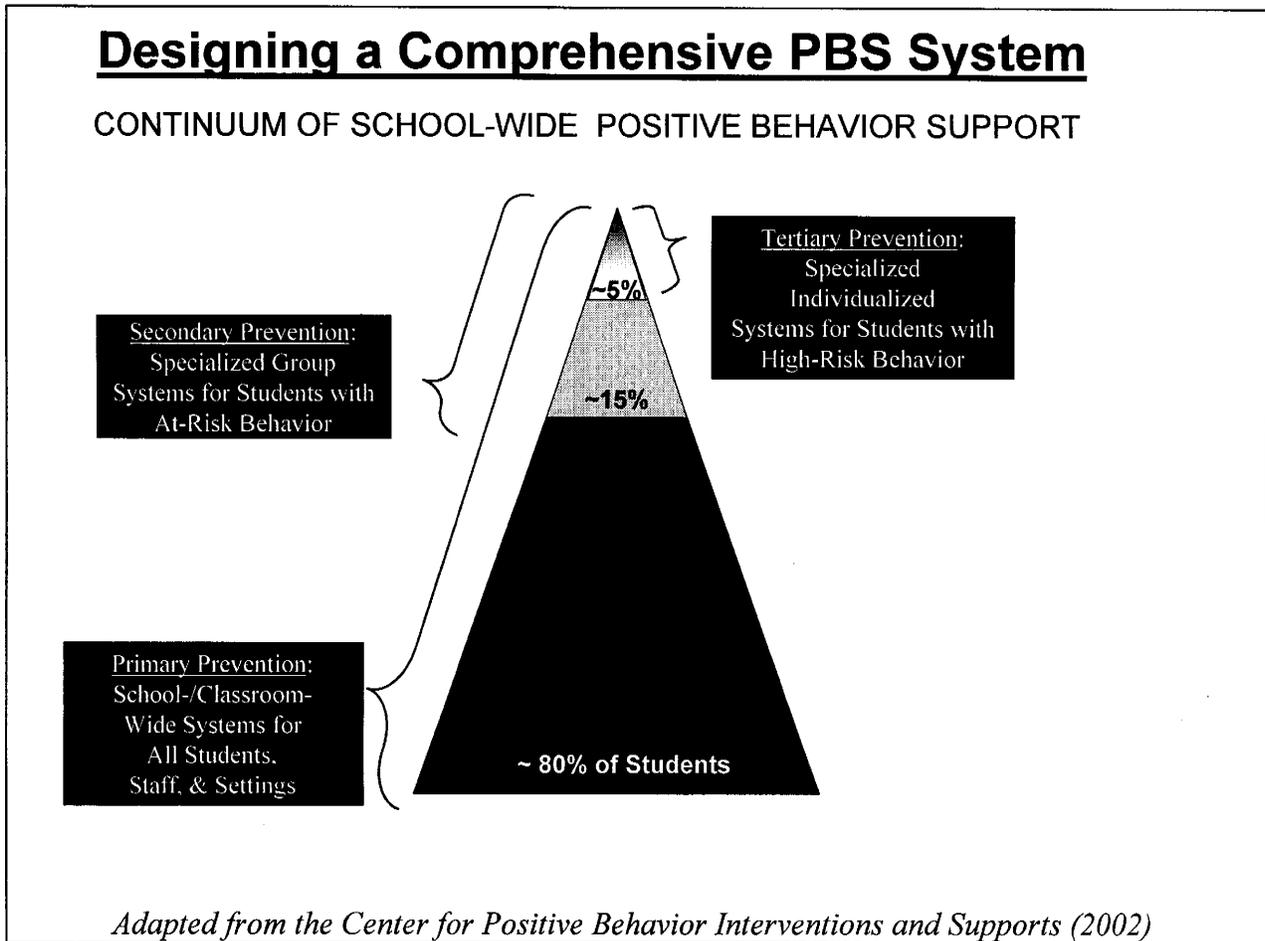
As your school begins to implement SWPBS and make decisions based on the data that you are gathering from across campus, it is likely that your SWPBS team will begin to identify classrooms that continue to struggle with student behavioral issues. Classroom PBS is an application of the same problem-solving, behavioral support approach that has been applied to the entire school and the individual student level to the classroom setting. As a result, Classroom PBS will also emphasize:



1. Using data to make decisions about who needs assistance, how to provide assistance, and whether the assistance was effective;
2. Implementing preventative strategies to decrease the likelihood of problem behavior;
3. Teaching and recognizing appropriate behavior;
4. Implementing techniques to decrease problem behaviors;
5. Using effective practices in curriculum, instruction and ecological adaptations; and
6. Monitoring and evaluating progress.

How Does Classroom Positive Behavior Support Fit into the PBS Triangle?

Classroom Positive Behavior Support can best be considered as a primary prevention strategy that is a necessary part of the Universal (entire school) system. However, Classroom PBS is also a targeted group intervention as the targets are several teachers or a group of students in one classroom. Classroom PBS consultations may also reduce the need for additional targeted group interventions or more intensive interventions for individual students.



Possible Outcomes of Classroom Positive Behavior Support

Possible outcomes of a Classroom PBS consultation model include:

1. Significant reductions in student problem behaviors resulting in increased instructional time;
2. Significant improvement in classroom academic performance;
3. Students are engaged, following rules, and interacting in socially desirable ways;
4. A reduced need for crisis intervention or direct administrative intervention (Office Discipline Referrals are reduced);
5. Fewer students are referred for intensive supports or ESE services;
6. Improved classroom atmosphere and climate; and
7. Students exhibiting more independence in their daily routines.

DOES YOUR SCHOOL NEED CLASSROOM LEVEL SUPPORT?

What Data are Necessary to Identify Classrooms In Need?

There are a number of sources of data that may be useful in determining whether you have a need for Classroom Positive Behavior Support including:

1. Teacher requests for support
2. Teacher referrals to ESE
3. Office Discipline Referrals – Majors (office) and Minors (classroom)
4. Teacher rankings and ratings of students with problem behaviors
 - Use of a nomination process for identifying the “top” students for each teacher
 - Use of standardized assessments (Teacher Rating Scale of the CBC, SSBD, etc.) to identify students with clinically significant behavior problems and students “at-risk”
5. Results of district classroom observation tools (e.g. FPMS)
 - Formal and informal “walk-through” of classrooms

Do the Data Indicate a Need for Classroom Positive Behavior Support?

To determine whether there is a need for Classroom Positive Behavior Support in your school, your team will need to ask some specific questions from the available data. We will discuss some of these sources of data in more detail later, but addressing the questions is essential early in the process.

1. **Do you have a lot of office discipline referrals from classroom settings?** Since students spend most of their time in classrooms, it is not uncommon to have 50% or more of all referrals from classroom settings. Your team will have to decide whatever level of classroom referrals indicates a school-wide problem. The team will also need to evaluate whether teachers are actually using the ODR process appropriately. (If the answer is no, you will need to retrain staff). Teachers may actually have many classroom behavior problems yet not refer any students to the office because they do not want to alert



administration to problems in their classrooms or may believe that administrative response to such referrals are insufficient.

2. Do the office discipline referrals come from a number of classrooms? If a large number of your school's referrals come from many classrooms, it may be that all of the teachers may benefit from a review of how to implement the school-wide strategies within their classroom systems. Do the teachers have expectations and rules posted? Are they continually embedding expectations into their curriculum? Are they using the reward systems? Are they implementing any other effective strategies to deal with minor issues before they become major issues?

3. Do most of your school's referrals come from a few classrooms? If most of the referrals come from only few classrooms, it may be essential to provide targeted consultation and support to just a few of your teachers. The approaches and activities in this Guide should assist team members with providing that consultation support.

4. Do teacher requests for support or referrals to ESE identify classrooms in need of support? It makes sense that a teacher who makes many requests for support for individual students may be indicating a need for training on broader issues such as classroom environment, behavior system and curriculum and instruction. However, the lack of such a request does not indicate that a teacher is not in need of more direct classroom support.

5. Are there other data (behavior screenings) that identify classrooms in need? If the school uses some basic behavioral screenings to identify students who may be in need of targeted or individual level PBS, those screenings may also identify classroom issues. Do a few teachers nominate or rate a number of students high on the screening tools? Perhaps there are clusters of students with severe behavior problems in a few rooms? Or, perhaps, certain teachers have very low tolerance for problem behaviors or excessively high expectations for their classroom.

6. Do informal "walk-throughs" indicate classrooms in need? Most schools have established a system of "informal walk-throughs" where classrooms may be observed for just a few minutes weekly or biweekly by a school administrator or support staff. Even a very brief checklist of what is happening in the class (were students engaged, was instruction occurring, was the classroom organized, etc.) can be a valuable tool if there are multiple examples indicating that a particular classroom had some vital classroom environmental, behavioral, curricular or instructional components needing to be addressed.

7. Do the data indicate a systems issue or an issue for a few teachers? This is the primary question that these multiple sources of data allow your team to answer. The answer to this question will shape the response of your team. If it is a systems wide issue, support, supervision, training, etc. will need to occur across all of the classroom environments. If only a few classrooms are targeted, the Guide will be useful in meeting the needs of those teachers and classrooms.

HOW TO USE THE CLASSROOM TEAM CONSULTATION GUIDE

The Team Consultation Guide is presented according to a response to intervention (RtI) problem-solving process (see diagram on next page). Each of the 4 steps in the problem-solving process is divided by tabs. The book guides you through the process and includes applicable worksheets to assist you through the process. There are resources available in the book to assist in the development of a complete plan that covers all areas targeted in the classroom plan. The resources all include a descriptive narrative and/or examples to support the topic. The Guide does not contain an exhaustive set of resources, but rather a limited set of highly effective strategies from which you may select. The result is an easy to use resource to help identify problems, complete an implementation plan to address the concerns and tools to evaluate the effectiveness of your plan.

Additional resources and strategies other than those found in the Guide can certainly be used in developing the intervention plan.

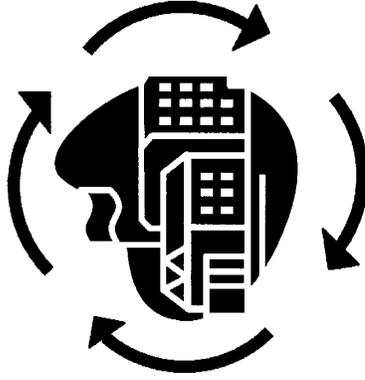
CLASSROOM PROBLEM-SOLVING PROCESS

Step 1: Identify and Analyze the Problem

What's the problem and why is it happening?

Step 4: Evaluate the Plan (Response to Intervention)

Is it working?



Step 2: Develop the Plan

What do we do about it?

Step 3: Implement the Plan

How do we do it?

Step 1: Identify the Problem

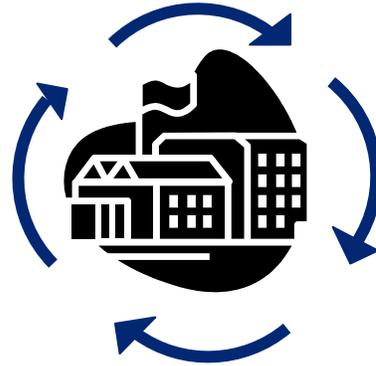
- **Getting Started: Looking at your School-Wide Data**
- **Looking at Classroom-Level Data**
- **Classroom Assessments**
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- **Sample Data**
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 - **Classroom Tracking Forms**
 - **Class Schedule**

STEP 1: IDENTIFY AND ANALYZE THE PROBLEM

Step 1: Identify and Analyze the Problem

What's the problem and why is it happening?

Step 4: Evaluate the Plan
(Response to Intervention)
Is it working?

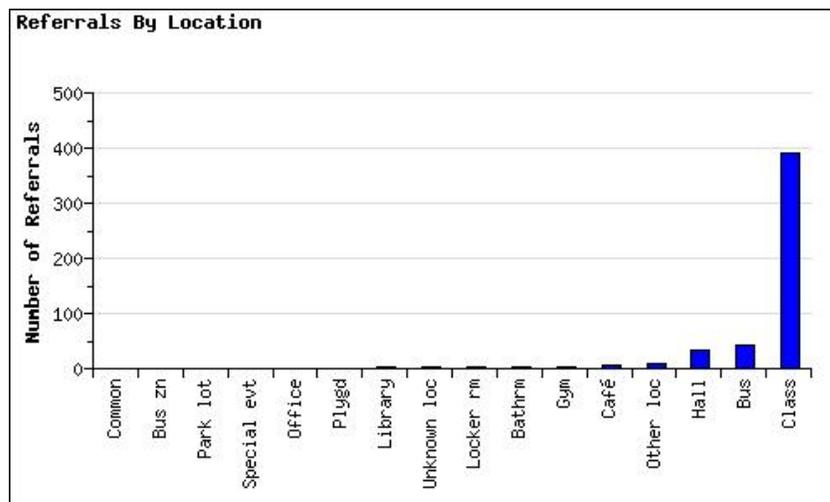


Step 2: Develop the Plan
What do we do about it?

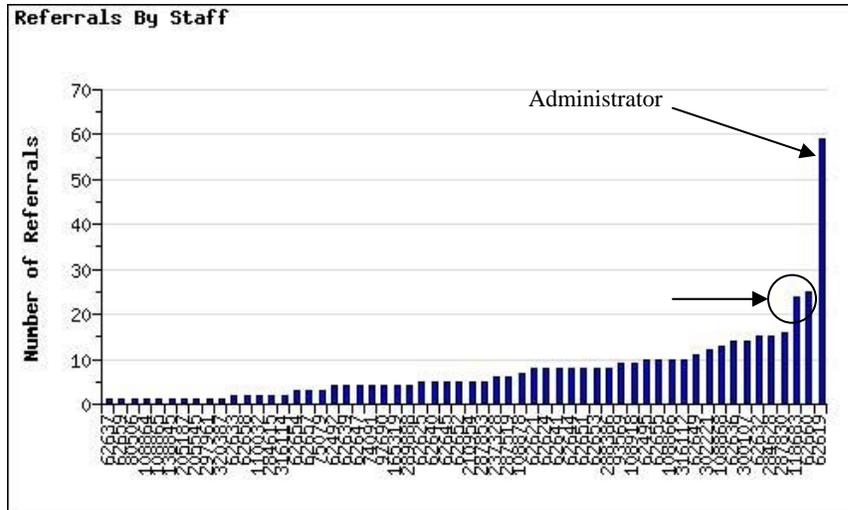
Step 3: Implement the Plan
How do we do it?

GETTING STARTED: LOOKING AT YOUR SCHOOL-WIDE DATA

As part of your regular school-wide PBS team meetings, your team should be reviewing your office discipline referral data at least monthly. This includes examining average referrals per day per month, total referrals by problem behavior, referrals by location, referrals by time of day, and referrals by student. During this process, your team notices that a large proportion of referrals are being generated in the classroom setting.

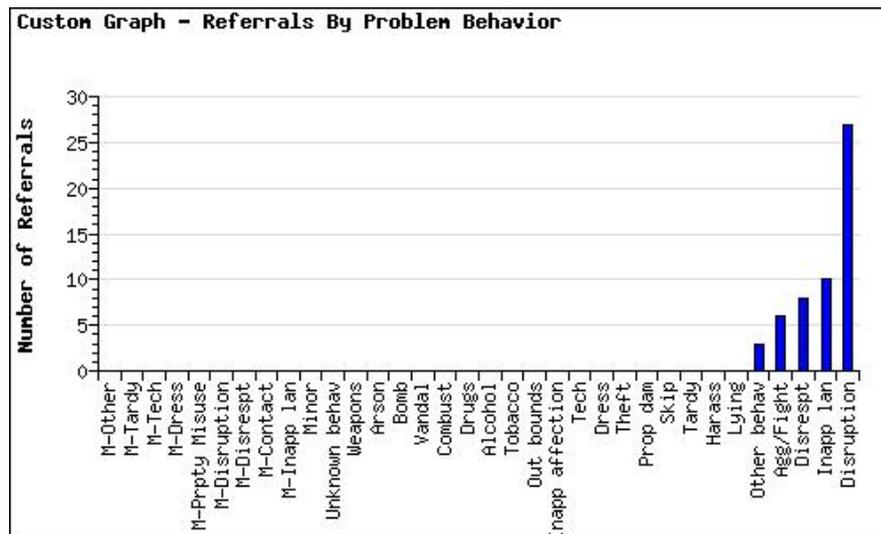


More information is needed in order to get a better understanding of why so many referrals are coming from the classroom. The next step is to examine referrals by staff member, to see if the referrals are happening in most of the classrooms on your campus, or if a small number of classrooms are generating a large proportion of referrals.



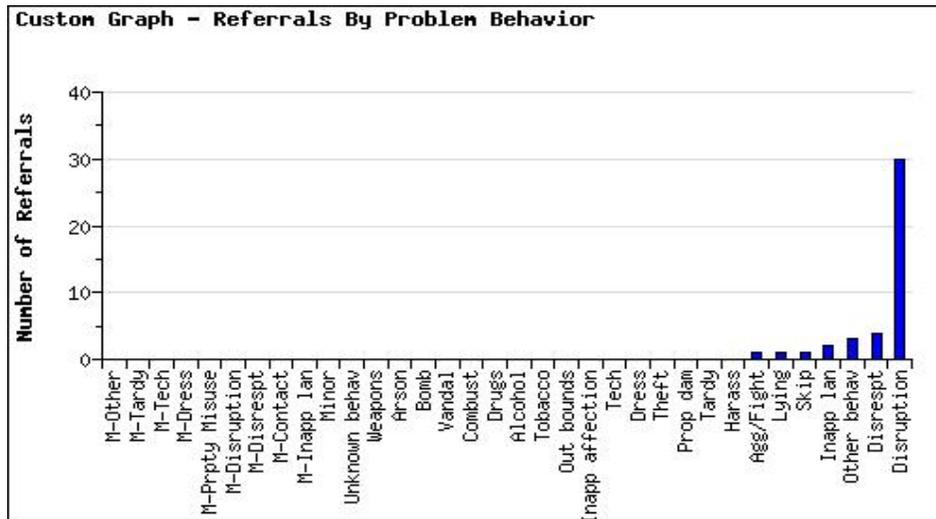
In this example, the administrator is generating the largest number of referrals. This is a reflection of how this school records its data - the data entry person at this school records all bus referrals as coming from the administrator. Therefore, this data is not accurate, and can't be used for decision making. The school-wide team needs to address this issue with the data entry person.

However, your team notices that after the administrator, there appears to be two teachers who are generating a higher number of referrals than most of the other staff in the school, and they decide to look into this further by examining the kind of problem behaviors these teachers are referring. Here is that information for Teacher #1:



For this teacher, there are a high number of referrals for disruption, but there are also referrals that are distributed across a number of different kinds of problem behavior. This may indicate to your team that there is a high level of inappropriate behavior in this classroom, and while more data would be needed to formulate hypotheses about why this classroom has such high levels of inappropriate behavior, this teacher would probably benefit from consultation and support.

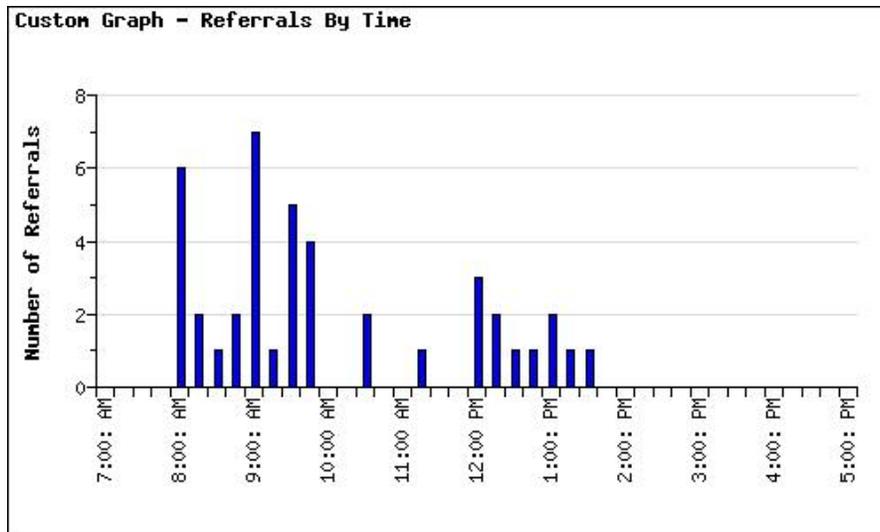
Now look at Teacher #2:



In this example, almost all of the referrals from this teacher reflect disruptive behavior. This should be a red flag for your school-wide team, indicating a need for additional assessment and intervention at the classroom level, and possibly additional training for the teacher in school-wide discipline procedures (such as problem behavior definitions). For the rest of this example, we'll focus on Teacher #2.

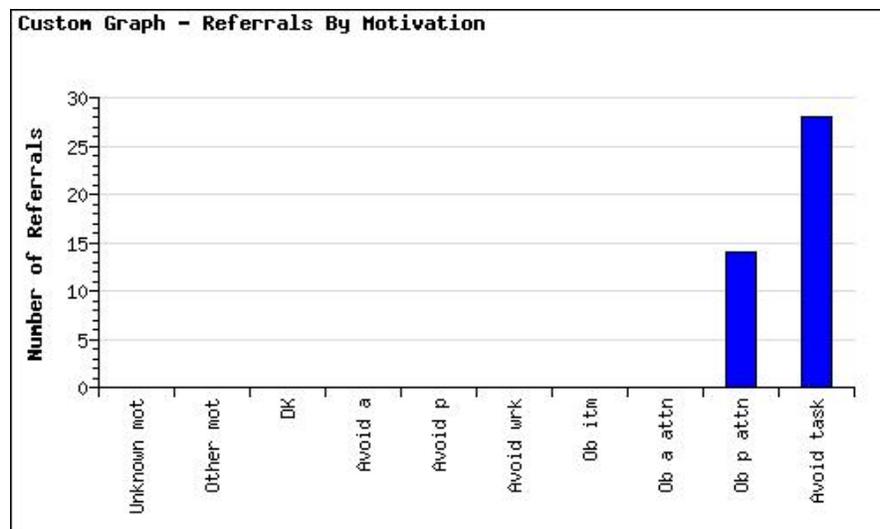
LOOKING AT CLASSROOM-LEVEL DATA

Next, your team needs to gather more information that is specific to Teacher #2's classroom. A good place to start would be to find out **when** most of the problem behavior is occurring. This information can be used to identify which times would yield the most informative direct observation. The next graph shows Teacher #2's classroom referrals by time:



This graph shows that most of the problem behavior for Teacher #2 is occurring between 8am and 10am, with spikes occurring at 8:00, 9:00, and from 9:30-10:00. Any of those times would be a good choice for direct observation, but the 9:00 hour would be the most likely to yield an observation of inappropriate behavior. So, your team agrees that your school psychologist will go into Teacher #2’s classroom from 8:45-9:15 on one day, and from 9:30-10:00 on a second day.

However, your school-wide team can continue to identify factors that may be contributing to the disruptive behavior in this classroom, even before a direct observation takes place. By running a custom graph showing referrals by motivation for Teacher #2, your team can hypothesize about the function of the disruptive behavior. The next graph shows this information:

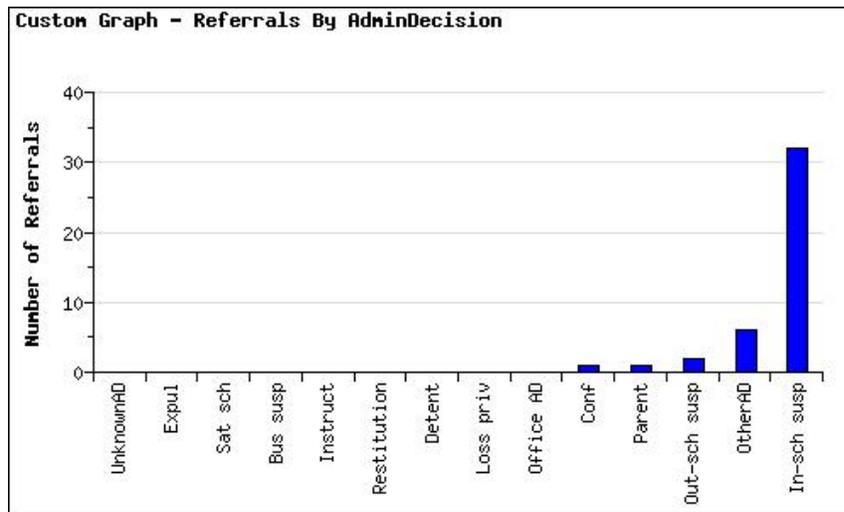


This graph shows that the teacher feels students usually engage in disruptive behavior in order to avoid work. This information can be helpful in generating hypothesis about why the



students are disruptive, and can give the school psychologist (or whomever is completing the direct observation) ideas about what to look for while observing.

Another important piece of information to look at includes the administrative decisions assigned to referrals from Teacher #2 which are presented in the next graph:



This graph shows that for the most part, Teacher #2's students are receiving In-School Suspension when they are referred to the office. This gives your team more insight as to the function of the disruptive behavior; the teacher feels that students usually engage in disruptive behavior in order to avoid work, and this hypothesis is supported by the administrative decision to place the students into In-School Suspension. Armed with this knowledge, your team can talk with the administrator about using a different consequence for these students, aimed at keeping the students in class and working on their academic assignments.

To review, an analysis of your school-wide data revealed:

- Classrooms are generating an unusually high proportion of referrals
- The data-entry process is not functioning effectively, especially for bus referrals
- Two teachers are responsible for a high proportion of the referrals for the school

An analysis of classroom-level data for Teacher #2 revealed:

- Most problem behavior is occurring at 8:00, 9:00, and from 9:30-10:00
- Most behavior is probably occurring in order for students to avoid their work
- The consequence for this behavior is probably serving to reinforce the students for acting disruptively

Based on this analysis, your school-wide team decided to:

- Review/retrain the office staff on data entry procedures
- Perform direct observations in two teachers' classrooms
- Provide consultation to teachers with high rates of problem behavior
- Work with the administrator to identify more effective consequences for disruptive behavior

At this point, information beyond what can be found in an office discipline referral graph is necessary to effectively support the teachers identified in this process, which will be presented next.

CLASSROOM ASSESSMENTS

Your school-wide data can show you which areas of your school to focus on, but it won't provide the detailed information necessary to effectively support a classroom teacher. In other words, school-wide data can tell you where to go, but not what to do. Once your team identifies classrooms in need of support, additional tools will be needed to develop appropriate interventions and supports.

Office Discipline Referrals

Office Discipline Referrals can be helpful in identifying specific issues within a classroom, but only if the referrals provide specific information about the time of day (i.e., most referrals are generated during math class), the type of behavior (i.e., all of Ms. Smith's students are referred for disrespect) or the function of the behavior (all of the students in Ms. Raborn's class are referred for "attention-seeking behaviors").

Classroom Behavior Tracking

If a school documents minor discipline incidents in the classroom, these may also highlight the types of problems seen in the classroom as well as the typical approaches used to change problem behaviors by the classroom teacher. Such data may assist your team in identifying whether a teacher may have unrealistic expectations of behavior or may not have effective strategies for resolving minor classroom problems before they become major issues.

Classroom Assessment Tool (CAT) – Blank form located after the Blank Forms tab

The Classroom Assessment Tool (CAT) is an instrument developed by Florida's Positive Behavior Support Project to assist the SWPBS team in assessing variables in the classroom which may be promoting problem behavior. The CAT is used to assess whether certain ecological, classroom behavior system, and curricular/instructional factors are "In Place", "Somewhat in Place", or "Not in Place".

CAT scores assist your team with identifying areas of strength or improvement for the classroom. The CAT is useful in assisting the teacher in identifying areas that need to be addressed on the Intervention Plan.

The CAT can be completed as either an interview or a teacher self-evaluation checklist. When used as an **interview**, the observer has an opportunity to gain insight into classroom activities, identify some variables that may be impacting the classroom system, build rapport with the teacher, understand what the teacher's priorities are, and understand what has been tried in the past. While an interview process provides richness of data, it is more time consuming than using the CAT as a **teacher self-evaluation checklist**. Your team may choose to ask targeted teachers to complete the CAT as a checklist, and then have an identified person review the completed form prior to discussing the items and outcomes with



the teacher. This process may adequately focus the areas of necessary support so that the materials within the Guide can be provided to the teacher.

A sample CAT is provided in the **Sample Data** section at the end of this tab for your review. Blank forms are located after the **Blank Forms tab** at the end of this guide.

The **Positive Environment Checklist** is another classroom assessment tool for consideration with classrooms/environments especially helpful for classrooms supporting individuals with disabilities. A blank copy of this form is included in the **Blank Forms tab**.



DIRECT OBSERVATION DATA

Although many direct observation forms exist for measuring the behavior of a single student (Behavioral Observation of Students in Schools, Shapiro 2003), at this level of problem-solving there is also a need to measure the behavior of *all* of the students in the classroom. This can be done by **formal** or **informal** methods. Informal methods may include “walk-through” observations that are used by most schools to observe the activities of a classroom several times a year. If a clear process and form are used for all observations, these data can provide a summary of issues in some classrooms. Forms for many of the direct observation techniques are included in the [Blank Forms](#) tab at the end of this guide.

Types of commonly used direct observation methods include:

- [Frequency/Event Recording](#)
- [Duration Recording](#)
- [Scatter Plot](#)
- [Anecdotal/ABC](#)

[Frequency/Event Recording](#) – A method of recording a tally or frequency count of behavior occurring during an observation period. It is used to track specific problem behaviors.

Examples: Counting the number of times students yell-out or counting how often students are out of their seat in class.

[Duration Recording](#) – A method of recording the amount of time that a behavior occurs. This includes defining a clear beginning and end of the target behavior. This is used for behaviors that last more than a few seconds.

Example: Recording the time spent off-task, recording the time spent out-of-seat, length of time taken to comply with a request.

[Scatter Plots](#) – A method of recording occurrences and nonoccurrence of behavior across activities, routines, and time periods, providing a visual display of patterns. These can be used to identify patterns of responding in natural settings or to suggest possible sources of environmental control.

Example: Recording occurrences of talking-out including the specific times of the occurrences and the subject being taught when the behavior occurs.

[ABC](#) – A method of recording the antecedents and consequences of specific target behaviors. It is used to identify events that precipitate the behavior, identify variables that maintain the behavior and identify target behaviors and environmental patterns.

Example: The class is off-task following a teacher request to complete individual worksheets in math. When the class is off task, the teacher responds by ignoring the behavior. The antecedent may be identified as, “teacher request” and the consequence may be identified as “ignored” for the target behavior of “off-task”.



Time Series Recording – For use with direct observations of individuals or entire classrooms using interval recording. Refer to detailed instructions on how to use the Time Series Data form along with specific operational definitions of targeted behaviors.

More formal observation methods may include overall assessment of the classroom environment (CARS) or a system for observing each student and developing a picture of the classroom environment from repeated observations.

Florida Performance Measurement System (FPMS)

This instrument helps administrators and teachers evaluate instructional planning, behavior management, instructional organization, subject matter presentation, verbal/nonverbal communication, testing preparation, testing administration, and test feedback. Through interview and direct observation, administrators collect qualitative and frequency information about specific teaching behaviors. The information from the FPMS can be used to develop specific goals for teachers, and may be used to look at teachers' progress towards achieving those goals throughout the year.

Other Data

Finally, other existing data can also provide some information about what is happening in a classroom. Are there classroom rules posted? Are absences from the class higher than the average for the school? Are there more tardies in this class than others? How many students complete their assignments on time? How does the class's academic achievement/grades compare to the rest of the school? These data can be used to assist the team with assessing what might be happening in a classroom setting and how best to support the teacher.

ANALYZING THE PROBLEM

After collecting the data using some of the methods described in the previous section, use the information to complete **Analyzing the Problem** worksheet (blank copy located the **Blank Forms tab** in your guide).

First, identify the types of data gathered and determine if you need additional data.

DATA GATHERED

Assessments	Person Completing Assessment	Date Completed
<u>Classroom Assessment Tool</u>	Behavior Specialist	3-16-07
<u>Frequency Count</u>		
<u>Duration Recording</u>		
<u>Positive Environment Checklist</u>		
<u>Scatter plot</u>	School Psychologist	2-4 through 2-15-07
<u>Time Series Data</u>		
<u>Other Classroom Tracking-SWIS</u>	Classroom Teacher	2-4 through 2-15-07

Next, review the data gathered and complete the Data Summary section of the **Analyzing the Problem** worksheet. Consider in which circumstances the inappropriate behavior is most and least likely to occur:

DATA SUMMARY

<p>Circumstances in which inappropriate behavior is most likely:</p> <p>When distracting items are cluttered in classroom When teacher does not refer to classroom rules on consistent basis When recently learned material is not reviewed by teacher prior to changing topic When comprehension of new material is not checked by teacher before starting new topic When lessons and activities are too long When the teacher moves slowly through new material When students pay attention to peer inappropriate behavior When student rewards are taken away making students ineligible to earn new rewards</p>
<p>Circumstances in which inappropriate behavior is least likely:</p> <p>When classroom is neatly organized and distracting items not in sight When teacher reminds students of classroom rules, prior to inappropriate behavior When teacher reviews and checks for comprehension of newly learned material When lessons and activities are 30 minutes or less When instructional pace is quick and infused with meaningful hands-on activities When students do not observe peers engaging in inappropriate behavior When contingencies are set for future behavior</p>



PROBLEM IDENTIFICATION

Define the problem at hand by developing a problem identification statement that specifically defines the problem (page 2 of the [Analyzing the Problem](#) worksheet):

Problem Identification Statement:

(After reviewing the data you've collected, develop a statement that specifically defines the problem at hand. Be sure to objectively and clearly identify the problem in terms easily measurable)

Approximately 50% of the students in Teacher #2's classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading and writing instruction.

GOAL SETTING

You will need to know what your intervention goal will be. To do that, revisit your problem identification statement listed on your [Analyzing Patterns worksheet](#), and (assuming that the problem identification has been confirmed as being accurate), develop a goal statement that describes what the classroom teacher and your team would like to have happen instead:

Goal Statement:

(Describe what you would like to see as a goal. Be sure it is objective and measurable.)

At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading and writing instruction.

FUNCTION IDENTIFICATION

Complete the remainder of page 2 of the [Analyzing Patterns](#) worksheet. Identify the suspected function (or reason) the behavior is occurring:

Get or Gain

*Sensory
Peer Attention
Teacher Attention
Object*

Avoid or Escape

*Sensory
Peer Attention
Teacher Attention
Object-Independent reading & writing lessons/activities*

List any additional suspected functions:

To a lesser degree, obtain peer attention



HYPOTHESIS STATEMENT

Based upon patterns analyzed use page 3 of the [Analyzing the Problem](#) worksheet to develop hypothesis statement(s). This is done best when multiple people contribute ideas, so work with your team and the classroom teacher to reach a consensus.

When this occurs

(describe circumstances)

When new reading and writing lessons are longer than 30 minutes and classroom rules are not reviewed prior to starting the lessons and distracting items are easily accessible to students

The class does

(describe behavior)

most students engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction)

To get/avoid

(describe consequence)

to avoid the new reading and writing tasks.

When this occurs

(describe circumstances)

When newly learned reading and writing material is not reviewed, checking for student comprehension before starting the next lesson and students are unsure of classroom rewards they can earn

The class does

(describe behavior)

most students engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction)

To get/avoid

(describe consequence)

to avoid moving on to more difficult reading and writing tasks.



Sample Data



SAMPLE

Classroom Assessment Tool

Observer: Behavior Specialist **Date:** March 6

School: My Middle School

Classroom/ Teacher: Teacher #2

Comments: Observation during Language Arts class

8:30 - 9:30. Teacher directed and independent seat work.

SAMPLE Classroom Assessment Tool (CAT)

I. Environmental Factors: Various aspects of the classroom environment are altered to prevent or to address behavior problems.

* **Note:** Bold wording indicates that the item is part of the FPMS

A. Physical Setting – The physical classroom setting is organized in a manner that promotes learning and independence.

		In place	Somewhat In Place	Not In Place
A1.	<u>Are unnecessary and distracting items removed from view and reach?</u>			♥
A2.	Are all materials organized and easily accessible?	♥		
A3.	Do students have secure and adequate spaces for personal storage?	♥		
A4.	Has furniture been placed to decrease traffic flow challenges?	♥		
A5.	Do instructional areas of the classroom have clear, visual boundaries for students?			♥
A6.	Are the rules posted and written in words that all can read and /or illustrated with graphics or icons?	♥		

B. Scheduling – The scheduling of instruction occurs in a manner that optimizes student learning.

		In place	Somewhat In Place	Not In Place
B1.	Is the daily schedule of activities posted and reviewed regularly?	♥		
B2.	<u>Are transitions and non-instructional activities posted and regularly reviewed?</u>	♥		
B3.	Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialization, and free time?			♥
B4.	<u>Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?</u>			♥

C. Socialization – Opportunities for social instruction and social environments occurs in a manner that optimizes student learning.

		In place	Somewhat In Place	Not In Place
C1.	Is there an emphasis on the development of the individual responsibility and independence of all students?			♥
C2.	Is there a process for regular (at least weekly) communication between the teacher and family?		♥	
C3.	Are skills taught in the settings and situations in which they are naturally needed?			♥

C4.	Are friendships between students promoted?	♥		
C5.	Are classroom assistants actively involved with students in a manner that promotes their independence, learning and interaction with peers?	♥		
C6.	Are effective, efficient communication strategies being used or taught?	♥		
C7.	Are students with disabilities given opportunities to interact and socialize with typical peers?	♥		

II. Classroom Behavior System: A behavior system is developed and implemented to prevent or to address behavior problems.

A. Define and Teach Behavior

		In place	Somewhat In Place	Not In Place
D1.	Are there clearly defined, positively stated <u>expectations and rules</u> for the classroom (2-3 Classroom Expectations)?	♥		
D2.	Are behavior referrals (those handled by the office as well as the ones managed in the classroom) clearly defined and differentiated?	♥		
D3.	Is there a <u>system for teaching</u> and practicing behavior expectations and rules to students?	♥		
D4.	Are <u>data</u> collected from classroom settings analyzed frequently and used to guide ongoing behavior support decisions?	♥		

B. Reward System

D5.	Does a <u>reward/recognition system</u> for appropriate behavior exist in the classroom?	♥		
D6.	Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria?	♥		
D7.	Are students always eligible to earn reinforcers/rewards?			♥
D8.	Are rewards that have been earned not taken away/threatened to be removed?	♥		
D9.	Are reinforcers age-appropriate and accessible for a diverse group of students?		♥	
D10.	Is specific behavioral <u>praise</u> provided at a rate of 4 positives to every 1 corrective statement?		♥	

C. Consequence System

D11.	Are data on student performance displayed prominently?	♥		
D12.	Are the consequences for rule violation preplanned?		♥	
D13.	Are consequences <u>delivered</u> consistently, respectfully, and in a timely manner?		♥	
D14.	Are students reminded of their choices in a calm, positive manner <u>prior to escalation</u> in behavior?			♥
D15.	Is there a formal system for communicating and involving parents that don't rely entirely on students as the messengers?	♥		
D16.	Are there positive strategies in place to strengthen home/school partnership?	♥		
D17.	Are there additional strategies for students who do not respond to classwide expectations?	♥		

III. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behavior problems.

INSTRUCTIONAL PLANNING AND DELIVERY– Teaching activities are planned and implemented in ways that optimize student learning.

		In place	Somewhat In Place	Not In Place
E1.	<u>Are lesson objectives and materials used appropriate for students' functioning levels?</u>	♥		
E2.	<u>Are assignments relevant and meaningful to students?</u>		♥	
E3.	<u>Are a variety of teaching methods and materials used?</u>			♥
E4.	<u>Are appropriate lengths of time provided for the tasks assigned?</u>		♥	
E5.	<u>Are oral directions paired with pictures, icons, or written words that students can read?</u>		♥	
E6.	Is the pace of the instruction appropriate for the needs of all students?	♥		
E7.	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?			♥
E8.	<u>Are students provided opportunities to make choices within and/or across tasks?</u>			♥
E9.	Is specific academic praise provided during guided and independent practice?			♥

E10.	Is corrective feedback provided promptly and positively during guided practice?			♥
E11.	<u>Are adaptations made to meet individual student needs?</u>		♥	

Summary of Positive Behavior Support in Classroom Settings

	Total Marked In Place	Total Marked Somewhat In Place	Total Marked Not in Place
I. <u>Environmental Factors</u>	<u>10</u> of 17 = ___59___ %	<u>1</u> of 17 = ___6___ %	<u>6</u> of 17 = ___35___ %
II. <u>Classroom Behavior Systems</u>	<u>11</u> of 17 = ___65___ %	<u>4</u> of 17 = ___24___ %	<u>2</u> of 17 = ___12___ %
III. <u>Curriculum & Instruction</u>	<u>2</u> of 11 = ___18___ %	<u>4</u> of 11 = ___36___ %	<u>5</u> of 11 = ___45___ %

Action Planning

1. List the major strengths of the system for classroom environments. (Refer to results above rated "In Place")	<u>physical organization of the classroom</u> <u>defining and teaching behaviors</u> <u>reward/consequence system</u>
2. List the major areas in need of improving Positive Behavior Support for the classroom environment. (Refer to results above rated "Not In Place" or "Somewhat In Place")	<u>variety in daily schedule, student engagement</u> <u>Consequences plan, delivery</u> <u>Instructional planning delivery</u>
3. Identify next steps for making specific changes to areas of concern.	More data <u>Direction observation data</u> Classroom teaching information

SAMPLE Scatter plot

Target Behavior:

1. Out of Seat = OS
2. Loud Talking= T

Class: Teacher #2

Observer: School Psychologist

Dates: 2/4/07 through 2/15/07

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

		Dates									
Time	Activity	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15
8:00	Independent Reading	T	OS T	/	OS	T	OS T	T	OS T	/	OS
8:30	Group Reading	/	OS	/	/	T	/	/	/	/	/
9:00	Writing	OS T	T	OS T	OS T	NA	OS T	OS	OS T	T	NA
9:30	Writing Workbook	OS	/	T OS	T	NA	/	T OS	T	/	T OS
10:00	Recess	/	/	/	/	/	/	/	/	/	/
10:15	Systematic Instruction	T	/	T	/	/	OS	/	NA	/	/
11:00	Teacher Reading	/	NA	/	/	/	/	T	/	/	OS
11:20	Lunch	/	/	/	/	/	/	/	/	/	/
11:50	Recess	/	/	/	/	/	/	/	/	/	/
12:20	Social Studies / Science	/	OS T	/	T	/	/	T	/	OS	/
12:40	Group Meeting	NA	/	/	/	OS	T	/	/	T OS	/
1:00	Specials	/	/	/	OS	T	/	/	OS T	/	/
1:40	Learning Centers	NA	T	/	OS	/	/	/	/	/	/
3:00	Journal Sharing	/	/	/	/	/	/	/	/	/	/
3:30	Dismissal	/	/	/	/	/	/	/	/	/	/

/

Behavior did not occur

OS/T

Behavior occurred

NA

Did not observe

Sample Classroom Behavior Tracking Form

1st Step Warning/restate the expectation and rule.

STUDENT: <i>Sam Dunn</i>		
INCIDENT TYPE (Check One):		
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input checked="" type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment/tease/bully <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____

2nd Step Date *2/4/07* Time *9am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

3rd Step Date *2/5/07* Time *9:05am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

4th Step Date *2/11/07* Time *9am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

5th Step Complete an office discipline referral form and submit with this form to the office.

Sample Classroom Behavior Tracking Form

1st Step Warning/restate the expectation and rule.

STUDENT: <i>Kelly Watson</i>		
INCIDENT TYPE (Check One):		
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input checked="" type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment/tease/bully <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____

2nd Step Date *2/5/07* Time *8am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

3rd Step Date *2/12/07* Time *9am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

4th Step Date *2/13/07* Time *9:30am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input checked="" type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input checked="" type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

5th Step Complete an office discipline referral form and submit with this form to the office.

Sample Classroom Behavior Tracking Form

1st Step **Warning/restate the expectation and rule.**

STUDENT: <i>Harry Lucky</i>		
INCIDENT TYPE (Check One):		
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input checked="" type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment/tease/bully <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____

2nd Step Date *2/4/07* Time *9:30am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input checked="" type="checkbox"/> Other: <i>Ignored behavior</i>	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

3rd Step Date *2/5/07* Time *9am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input checked="" type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other:	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input checked="" type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

4th Step Date *2/15/07* Time *9:45am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other:	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

5th Step **Complete an office discipline referral form and submit with this form to the office.**

Classroom Behavior Tracking Form

1st Step Warning/restate the expectation and rule.

STUDENT: <i>Josie Miler</i>		
INCIDENT TYPE (Check One):		
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input checked="" type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment/tease/bully <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____

2nd Step Date *2/5/07* Time *8:35am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input checked="" type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input checked="" type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

3rd Step Date *2/8/07* Time *8:00am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input checked="" type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input checked="" type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

4th Step Date *2/14/07* Time *9am* Other:

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input checked="" type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue <input type="checkbox"/> Recovery in room <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Time out <input type="checkbox"/> Loss of recess <input type="checkbox"/> Curricular modification <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input checked="" type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input checked="" type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

5th Step Complete an office discipline referral form and submit with this form to the office.

Class Schedule

8:00-8:30 am: Independent Reading

8:30-8:55 am: Group Reading

9:00-9:30 am: Writing

9:30-10:00am: Writing Workbook

10:00-10:15 am: Recess

10:15-11:00 am: Systematic Instruction

11:00-11:15 Teacher Reading

11:20-11:50 Lunch

11:50-12:20 Recess

12:20-12:40 Science/Social Studies

12:40-1:00 Group meeting for sharing of project work in progress

1:00-1:40 P.E., Art, Music, IMC classes

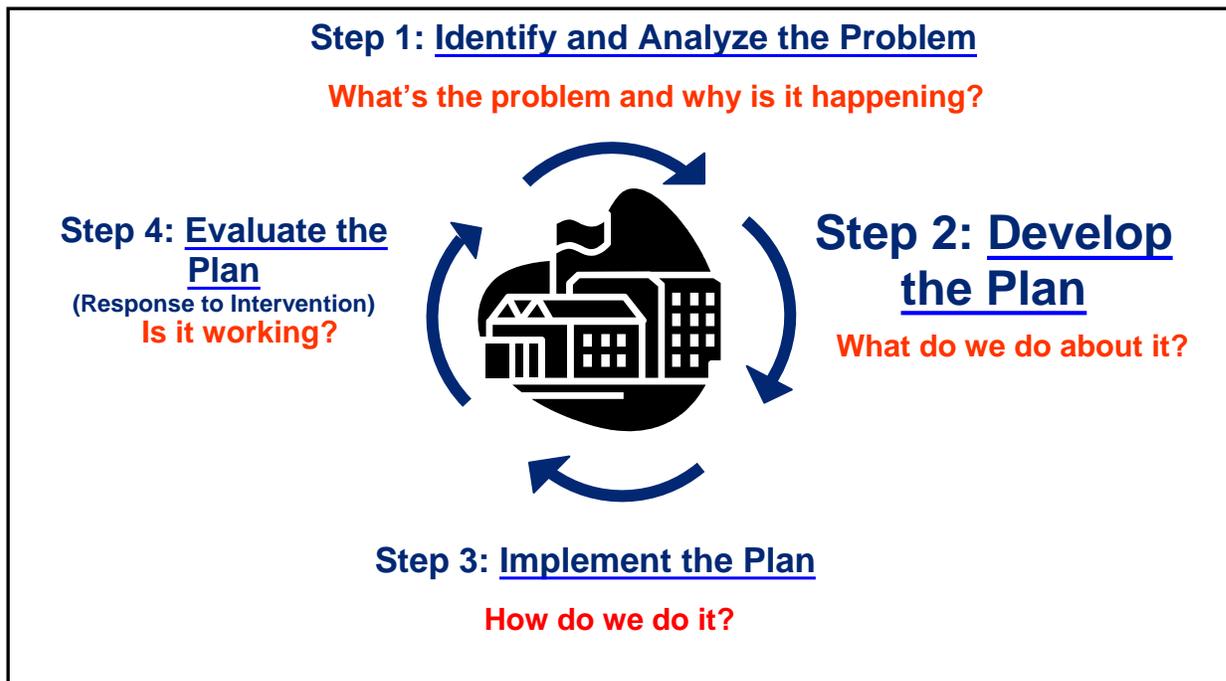
1:40-3:00 Learning Centers, for completing assignments

3:00 Dismissal

Step 2: Develop the Plan

- **Completing the Intervention Plan**
- **Resource Tabs**
 - **Teaching Behavior**
 - **Reward Systems**
 - **Responding to Problem Behavior**
 - **Environment**
 - **Curriculum & Instruction**
 - **Sample Intervention Plan**

STEP 2: DEVELOP THE PLAN



At this point in the problem-solving process, you'll need to consult with the classroom teacher on an on-going basis and secure his/her buy-in to whatever plan is developed. The intent of the Guide is to provide a resource that consultants and teachers can use together to develop an intervention plan based upon empirically-supported strategies.

You are now ready to use the information that you compiled on the **Analyzing Patterns worksheet** (Step 1) to assist you in the development of a intervention plan to address all areas of need. A **Sample Intervention Plan** is completed on the following page for your review. You can locate a **Blank Intervention Plan** under the **Blank Forms** tab of this guide. The Intervention Plan includes areas all teachers should address in the classroom as best practice. Be sure to review all of the resources in your Classroom Consultation Guide. Each section includes a narrative and resources to help you address concerns in the corresponding area on your Intervention Plan

The intervention plan covers the following areas:

- **Teaching Behavior**
- **Reward Systems**
- **Responding to Problem Behavior**
- **Environment**
- **Curriculum and Instruction**

Teaching Behavior

- **Resources**
 - **Embedding Expectations into the Curriculum**
 - **Using Data to Make Decision about Ongoing Teaching**
 - **Results of Idea Sharing**
 - **Children's Literature for Teaching Expectations**
 - **12 Required Social Skills for a "Compliant" Student**

TEACHING BEHAVIOR

- 1. Be Safe**
Walk in the Classroom
- 2. Be Respectful**
Be to Class on time, Use an indoor voice
- 3. Be Responsible**
Stay on task, Do your Homework

Be sure to create rules for the classroom based on the specific problem behaviors exhibited by the class.

Rules for the Classroom Setting = Specific skills and procedures that you want students to engage in while in the classroom.

Guidelines for Creating Class Rules

- **Select a maximum of 5 rules for the classroom**
- **Positively stated rules**
- **Rules should be observable and measurable**
- **Rules should be enforceable**
- **You do not need to create a rule for each expectation**
- **Choose rules based on the needs in the classroom (based on classroom data)**
- **When teaching rules, show how they fall under the SW Expectations**

EXAMPLE:

How Mrs. Hale chose her classroom rules:

1. Data Collection:

- Total=28 students
- Last month they had 31 discipline referrals
- Referrals summary:
 - Disrespect = 10
 - Fighting = 2
 - Refusal to comply/follow directions = 19
- Average students tardy per day = 5
- Average students absent per day = 0.5
- Percentage of completed assignments = 98%

2. Mrs. Hale then identified her top 3 problem behaviors:

- Top 3 Problem Behaviors:
 - Tardiness
 - Refusal to follow directions
 - Disrespect

3. Selection of rules for the classroom based on needs in the classroom:

<i>School-Wide Expectations</i>	Mrs. Hale's Class	Mrs. Lee's Class
<i>Be Safe</i>		<ul style="list-style-type: none"> - Walk - Sit with your chair on all 4 legs
<i>Be Responsible</i>	<ul style="list-style-type: none"> - Be on time for class - Follow the teacher's instructions 	<ul style="list-style-type: none"> - Bring your homework every day
<i>Be Respectful</i>	<ul style="list-style-type: none"> - Use appropriate language - Keep your hands, feet & objects to yourself 	<ul style="list-style-type: none"> - Talk when it is your turn to talk



Once you have developed classroom rules, it is not enough to just post the words on the walls of the classroom...

YOU MUST TEACH THEM!

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we... ...teach? ...punish?*”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)

Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- To proactively address skill deficits
- To facilitate a positive & unified class culture
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to *learn something new*, it needs to be repeated on average of 8 times
 - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (*Harry Wong*)

Ways to Teach Behavior:

1. **Introductory Events:**
 - Teaching students expectations and rules
2. **On-going Direct Instruction:**
 - Specially designed lessons and character education
3. **Embedding in the Curriculum**
4. **Keeping it Out There:**
 - Visual Displays (posters, agenda covers, etc.)
 - Daily Announcements
 - Songs

Guidelines for Teaching Rules (See sample lesson plan on page 4 & 5)

1. Review the school-wide expectations
2. Review the rationale and/or application cues for the expectation(s)
3. Describe the specific, observable skill(s) for a targeted location and provide examples and non-examples
4. Engage students in an activity that will allow them to practice the desired behavior
5. Reward appropriate behavior

Sample Lesson Plan for Rules

Teaching Rules (skill level)

Cafeteria

1. List Expectations (Circle those that apply to selected setting):

1. Be Safe
2. Follow directions
3. Be Respectful
- 4.
- 5.

2. Activity for Reviewing Expectations:

Discuss the school-wide expectations while presenting student generated posters, icons, and/or photographs

3. Generate Specific Rules for Setting:

Expectation 1: Be Safe

Rule A:

Leave length of two hands between you and the person in front of you in line

Example

Student stands at a good distance behind others

Non-example

Student bumps into student in front in line

Rule B:

Touch only items you want & need

Example

Student picks up plate with desired food item

Non-example

Student picks up apple to show other student

Rule C:

Example

Non-example

Rule D:

Example

Non-example

Expectation 2: Follow Directions

Rule A:

Bring your money or lunch ticket

Example

Student has ticket/money

Non-example

Student does not have ticket / money

Rule B:

Decide what you want to eat

Example

Student orders pizza when asked

Non-example

Student stands looking at menu for 5 minutes

3. Generate Specific Rules for Setting (Continued):

Expectation 3: Be Respectful

Rule A:
Stand behind last person in line

Example
Student approaches line and stands in back

Non-example
Student gets in line between two others

Rule B:
Move forward when it's your turn

Example
Student walks ahead when line moves up

Non-example
Student is talking and is out of line

4. Activities to Allow Students to Practice Desired Behaviors:

Arrange to have a snack served in the cafeteria immediately after the lesson.

5. Plan for Rewarding Appropriate Behavior:

- 1) The snack can be used as a reward during the initial lesson. Students who do not follow the rules will need to practice the correct behavior before having the snack.
- 2) The class can earn extra minutes for preferred activities on Friday if they exhibit the correct behaviors in the cafeteria during the week. An apple representing 2-3 minutes earned can be posted on the bulletin board each day after lunch.

Embedding Expectations into the Curriculum

Embedding Expectations/Rules into Curriculum

- **Behavior curriculum does not have to be separate**
- **Helps to eliminate time crunches**
- **Provides a rationale for student- helps students to see how the expectations fit into everyday life**
- **Meets best practices approach:**
 - Hands on activities
 - Meets all learning styles (oral, visual, kinesthetic)
 - Higher order learning activities (synthesize, analyze, etc.)

EXAMPLES:

- **Social Studies:**
 - Have students research different cultures to find out how they define “Respectful”.
 - Talk about how different historical events occurred because of conflict and come up with solutions on how the conflict could have been resolved.
- **Language Arts and Reading:**
 - Use a novel that has an expectation as a theme.
 - Discuss characters in a novel and how they did not show respect, and then have the students write the story with the character showing respect.
 - Have the students develop their own expectations and/or rules and then have them write a persuasive essay or debate why theirs should be used instead of the school’s.
- **Fine Arts (Music, Art, Computers, Graphics):**
 - When choosing a school play, choose one with a theme centered on one of the school expectations or write your own play.
 - Have the students compose a song/rap with the expectation.
 - Have students come up with a campaign for promoting expectations to the entire student body.
- **Science and/or Math:**
 - Have students develop a hypothesis about what they think are the top behavior problems at school. Have them survey students, parents, & teachers; make graphs; and reach a conclusion about the hypothesis.
 - Have the students count the number of tickets redeemed monthly for prizes & graph them. You can include ratio of number of tickets to student, # of tickets per teacher, etc.

Using Data to Make Decisions about Ongoing Teaching

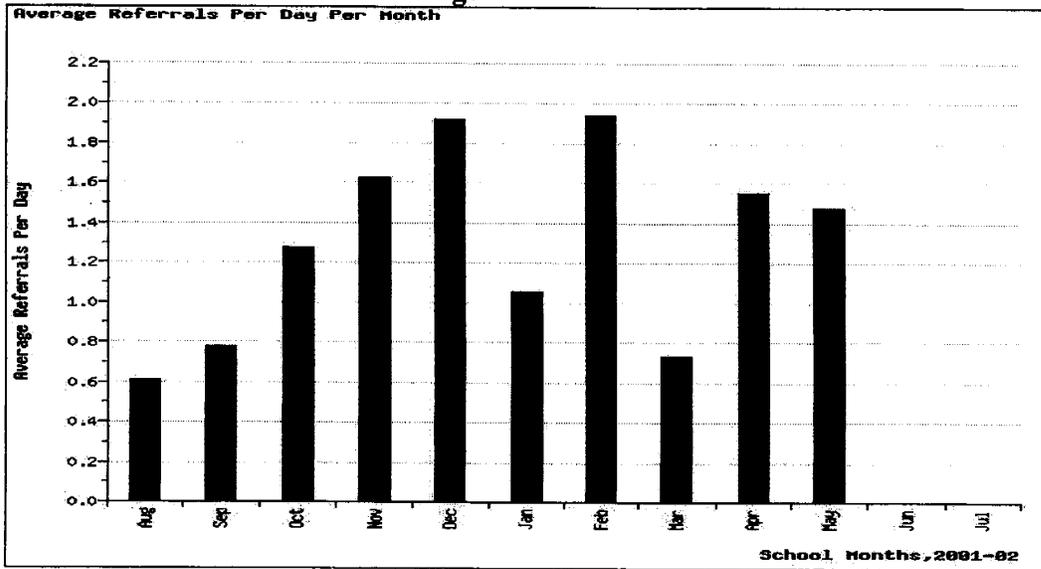
Using Data to Make Decisions about Ongoing Teaching

Your school's expectations are:

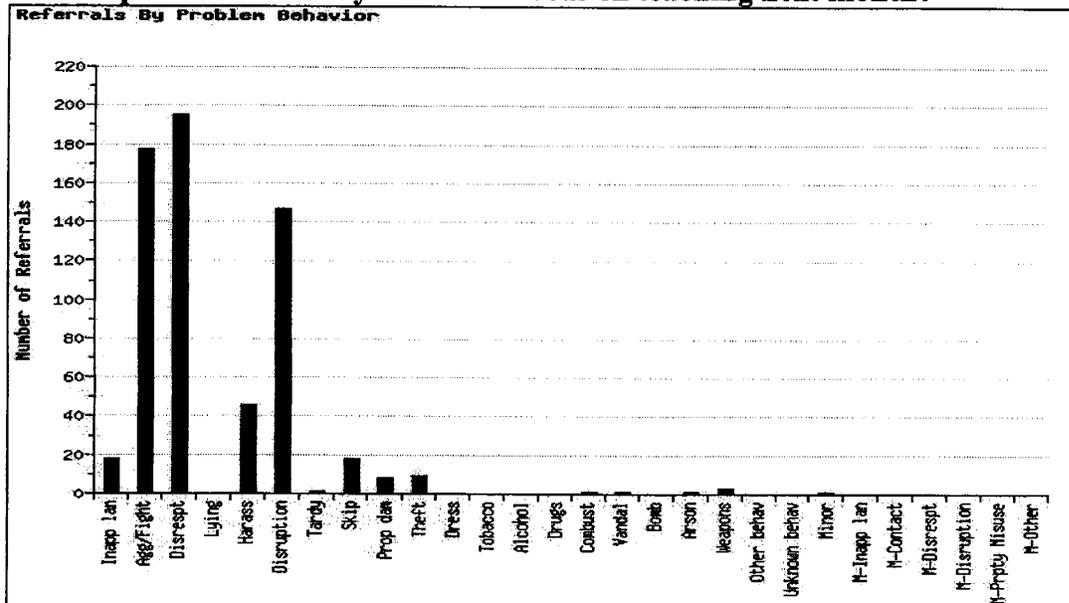
- Show Respect
- Be an Active Learner
- Be Prepared
- Show Self-Control

Each month your school focuses on teaching one expectation during homeroom and in the ISS room

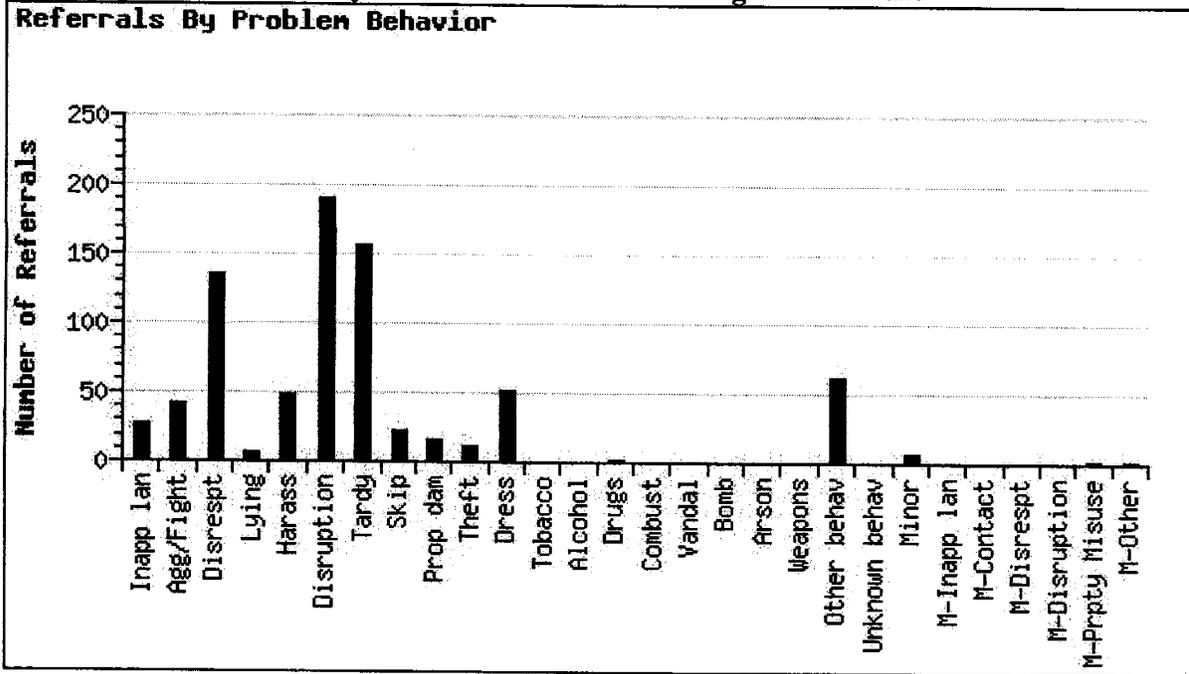
This is your school's baseline data. In which months do you think your school should consider a booster training?



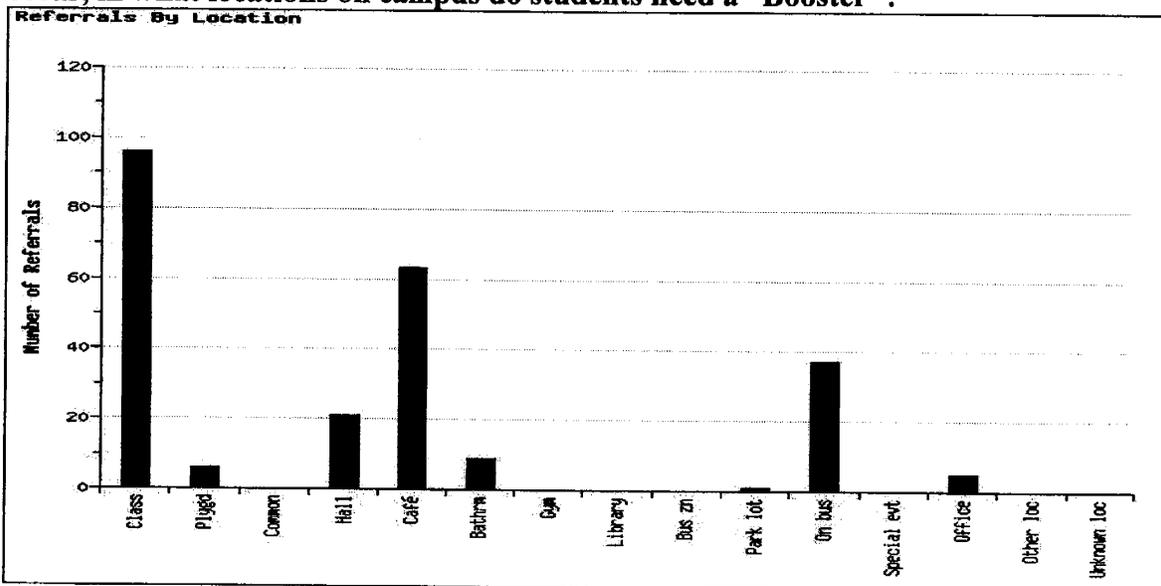
What expectation should your school focus on teaching next month?



What expectation should your school focus on teaching next month?



Keeping in mind that you need to teach students the behaviors where they typically occur, in what locations on campus do students need a "Booster"?



Results of Idea Sharing

Results of Idea Sharing FLPBS Coaches Training 2006

TEACHING

- Modeling & rewarding appropriate behavior
- Use of video tape/DVD of expected cafeteria behavior shown during lunch and paired with a reward
- Drama club demonstrates expectations on school news program
- Teachers are inviting Coach into classroom to discuss appropriate behavior with students
- Teacher aides, bus drivers, and cafeteria staff have appreciated being involved in reward system
- PowerPoint via morning announcements
- Teaching expectations across all settings on campus
- Tying PBS expectations to curriculum by having school-wide events, Fall Activity- tied to science (students dress as scientist)
- Use morning team show for teaching skills
- First 2-3 weeks of school classroom teachers maintain increased emphasis on teaching expectations and rules
- Word of the month
- Student writing assignments
- Literature in classroom-email PBS project for examples, separated by Middle and High School. PBS project create lesson plan page
- C-O-M-P-L-I-M-E-N-T-S
- Announcements/praise/examples
- Morning show
- File box lesson per grade or age level
- Video taping appropriate behavior and showing on regular basis to students
- Posters in problem areas with acronyms associated with school mascot
- Students make appropriate behavior announcements
- Role play using students and adults
- Learning game
- Sharing reasons for "Why it is a great day"- set tone
- Every teacher starts day off with a smile for every student
- Morning announcements
- PTA meeting
- Bus drivers
- Incorporate specific lessons into related arts class, student body
- Video of classes following our 3 R's (3 Expectations)
- Shared director of *United Streaming Videos* on character traits
- Miss Manners appearing on morning news discussing expectations and rules
- Teach what is expected and break it down
- PowerPoint's for *Skillstreaming*

Children's Literature for Teaching Expectations

Children's Literature for Teaching Expectations

In the *Three Little Kittens*, children learn that they can't have their reward (pie) if they don't take care of the things they have (mittens). However, if they do take care of the things they are given (wash their dirty mittens) then they will be entrusted with more responsibility (to catch the mouse).

By reading the story about *The Ants and The Grasshopper*, children learn that there is a time to play, a time to work, and, that one must look ahead to future consequences and not just rely on the pleasures of the present moment. (The ants worked hard all summer to bring in food so they could eat in the winter that lay ahead, the grasshopper however played all summer long so he starved during the winter.)

1. Where The Wild Things Are by Maurice Sendek. This book teaches respect and accepting differences.
2. The Empty Pot by Demi. This book teaches honesty.
3. The Littlest Mermaid. The lesson of respect is understood and behavioral changes can be observed with increased respect for others even if the child is not well liked and is different.
4. The True Story of the Three Little Pigs by Jon Scieszka. Children understand the character pillar of fairness.
5. Please by Alicia Aspinwall. Children understand the character pillar of respect.
6. Officer Buckle and Gloria by Peggy Rathman. The children understand the character pillar of citizenship. They are very interested in the safety signs and their meanings.
7. Anasazi The Spider by Gerald McDermott. The character pillars of caring, trustworthiness and respect are emphasized.
8. The Grouchy Ladybug. The character pillars of caring and respect are discussed and understood by children.

9. Stellaluna by Janell Cannon. The character pillars of respect, caring and accepting others' differences are understood by children.
10. The Rainbow Tulip by Pat Mora. They understand the lessons of respect and accepting others' differences.
11. The Crayon Box That Talked by Shane Derolf. Children understand the character lessons of fairness, caring, citizenship, trustworthiness, and respect.
12. Curious George Visits The Police Station. They understand the character lesson of citizenship.
13. The Little Red Hen. Children understand the pillars of fairness.
14. The Rainbow Fish by Marcus Phister. Targets the pillar of kindness.

Dependability

The following books illustrate being able to count on, depend on, and trust:

- Blake, Olive. **Mystery of the Lost Letter**
- Mahy, M. **The Seven Chinese Brothers**
- Scarry, Richard. **Richard Scarry's Busiest People Ever**
- Smith, Dennis. **The Little Fire Engine That Saved a City**

Cooperation

The following books are good examples of working together for a common purpose:

- Berson, Harold. **Pop Goes the Turnip**
- Brenner, Barbara. **Mr. Tall and Mr. Small**
- Brett, Jan. **Berlioz the Bear**
- Brown, Marcia Wise. **Stone Soup**

- Ernst, Lisa Campbell. **Zinna and Dot**
- Evans. **A Bundle of Sticks**
- Galdone, Paul. **The Little Red Hen**
- Hoban, Lillian. **A Bargain for Frances**
- Lionni, Leo. **Swimmy**
- Lord, John Vernon. **The Giant Jam Sandwich**
- Mitchell, Margarie King. **Uncle Jed's Barbershop**
- Silverman, Erica. **The Big Pumpkin**

Honesty

The following books are good examples of being truthful and fair:

- Aesop. **The Boy Who Cried Wolf**
- Alexander, Lloyd. **The Truthful Harp**
- Avi. **Nothing But the Truth**
- Bauer, Marion Dane. **On My Honor**
- Brown, Marc. **The True Francine**
- Bunting, Eve. **A Day of Work**
- Calmenson, Stephanie. **The Principal's New Clothes**
- Choroao, Kay. **Molly's Lies**
- Cole, Joanna. **The Secret Box**
- Coleman, H.C. **Tell Me No Lies**
- Collodi, Carlo. **Pinocchio**
- Demi. **The Empty Pot**
- Girion, Barbara. **Misty and Me**
- Havill, Juanita. **Jamaica's Find**
- Hoban, Russell. **A Bargain for Frances**
- Hughes, Dean. **Honestly, Myron**
- Ness, Evaline. **Sam, Bangs, and Moonshine**
- Turkle, Brinton. **The Adventures of Obadiah**
- Weinman, Marjorie. **A Big Fat Enormous Lie**
- White, E.B. **The Trumpet of the Swan**
- Wylie, J. & D. **A Big Fish Story**

Respect

To respect is to show honor for the worth of someone or something. The following books illustrate either respect for others or respect for oneself:

- Butterworth, William. **Leroy and the Old Man**
- Byars, Betsy. **The House of Wings**
- Cohen. **No Good in Art**
- MacLachlan, Patricia. **Sarah Plain and Tall**
- Mathis, Sharon Bell. **The Hundred Penny Box**
- Rathman. **Ruby the Copy Cat.**
- Stone. **I'm Glad I'm Me**
- Talley. **Clarissa**

Responsibility

The following books illustrate examples of being responsible:

- Abolafia, Yossi. **Harry in Trouble**
- Brown, Marc. **Arthur's Pet Business**
- Dahlstedt. **The Terrible Wave**
- Day, A. **Frank and Ernest**
- Gardiner, John. **Stone Fox**
- Green, Norma. **The Hole in the Dike**
- Hoban, Lillian. **Awful Thursday**
- Wells, Rosemary. **Fritz and the Mess Fairy**

School Pride

The following books are good discussion starters for showing proper delight or satisfaction in school achievements and status:

- Allard, Harry. **Miss Nelson is Missing**
- Cazet, Dennis. **Never Spit on Your Shoes**

- Deedy, Carmen. **Library Dragon**
- Seuss, Dr. **Hooray for Diffendoofer Day!**

Self-Control

The following books are good examples of controlling actions and emotions:

- Aesop. **The Boy and the Nuts**
- _____. **The Fox and the Crow**
- _____. **The Frogs at the Well**
- _____. **The Goose That Laid the Golden Egg.**
- Gaeddert, LouAnn. **Noisy Nancy Norris**
- Gilbert, Nan. **Champions Don't Cry**

Punctuality

The following books are good examples of being prompt and acting at the right time:

- Allen, Jeffrey. **Mary Alice, Operator Number 9**
- Boyd, Selma. **I Met a Polar Bear**
- Burningham, John. **John Patrick Norman McHennessy -- the Boy Who was Always Late**
- Friedrich, Priscilla. **The Easter Bunny That Overslept**
- Grossman, Bill. **The Guy Who Was Five Minutes Late**
- Hoban, Lillian. **Bedtime for Frances**
- Hoff, Sid. **Henrietta, the Early Bird**
- Sewell, Marcia and Krasilovsky, P. **The Man Who Tried to Save Time**

Fairness

The following books are good examples of being fair and just:

- Berenstain, Stan & Jan. **The Berenstain Bears and the Slumber Party**
- --. **The B. B. and the Truth**
- --. **The B. B. Go out for the Team**

- Blume, Judy. *Pain and the Great One*
- Christian, Mary. *The Green Thumb Thief*
- Clymer. *My Brother Steve*
- Cohen, Marion. *Bee My Valentine*
- Cosgrove, Stephen. *Sniffles*
- Demi. *The Empty Pot*
- Foreman, Michael. *Moose*
- Fritz, Jean. *The Cabin Faced West*
- Lewis, C. S. *The Lion, the Witch and the Wardrobe*
- McGuire, Leslie. *This Farm is a Mess*
- O'Brien, Robert. *Mrs. Frisby and the Rats of NIMH*
- Peck, Robert N. *Soup*
- --. *Soup and Me*
- Pfeffer, Susan. *Kid Power*
- Pinkwater, Daniel. *The Big Orange Splot*
- Rockwell, Thomas. *How to Eat Fried Worms*
- Seuss, Dr. *The 500 Hats of Bartholomew Cubbins*
- --. *The Lorax*
- Siiteri, Helen. *Adventures of Nicolas*
- Viorst, Judith. *Alexander, Who Used to Be Rich Last Sunday*
- Ward, Lynd. *The Biggest Bear*

Patience

The following books are good examples of demonstrating waiting calmly without complaining:

- Erickson, Karen. *Waiting my Turn*
- Etz. *Play With Me*
- Kibby, Marsha. *My Grammy*
- Kraus, Robert. *The Carrot Seed*
- de Larrea, Victoria. *Waiting for Mama*
- Rounds, Glen. *The Blind Colt*
- Seuss, Dr. *Horton Hatches the Egg*
- Steiner, Charlotte. *What's the Hurry, Harry?*
- Weiss, Nicki. *Waiting*
- Wells, Rosemary. *Max's Breakfast*

Kindness

The following books are good examples of being friendly, considerate, and being willing to help others:

- Bang, Molly. **The Paper Crane**
- Brett, Jan. **The Wild Christmas Reindeer**
- Cazet, Denys. **A Fish in his Pocket**
- Cole, Brock. **The King at the Door**
- Fleischman, Sid. **The Scarebird**
- Heyward, Du Bose. **The Country Bunny and the Little Gold Shoes**
- Rylant, Cynthia. **Silver Packages: An Appalachian Christmas Story**
- San Souci, Robert D. **The Talking Eggs**
- Seuss, Dr. **Horton Hears a Who!**
- Steptoe, John. **Murfaro's Beautiful Daughters**
- Witcher, Susan. **Moonfall**
- Zolotow, Charlotte. **I Know A Lady**

12 Required Social Skills for a "Compliant" Student

12 Required Social Skills to be a “Compliant” Student

Studies have found that students who are seen as “defiant”, resulting in being referred to the office on a referral are lacking one or of more of the following social skills. These students need direct instruction on the “How To” for each of the skills listed below. (Dowd & Tierney, 1992; West & Young 1994a, 1994b; Young & West 1995; Peterson & Peterson & Lacy, 2003)



- 1. Follow Instructions:** not only needed for the social aspects of the class but also for the academic components
- 2. Getting the Teacher’s Attention:** varies from class to class, how do students get attention in classroom?
- 3. Accepting “No” for an Answer:** students are usually expected to accept “no” as an answer without responding back
- 4. Accepting Feedback:** can be in regards to a student’s behavior and/or a needed correction on an assignment

5. How to Disagree Appropriately: most students have difficulty telling the teacher that they disagree and why

6. How to Make a Request: students may assume the answer will be “no”, so they don’t ask or do so in a manner that will lead to “no”

7. How to Make a Decision: students don’t know the steps to making a sound decision

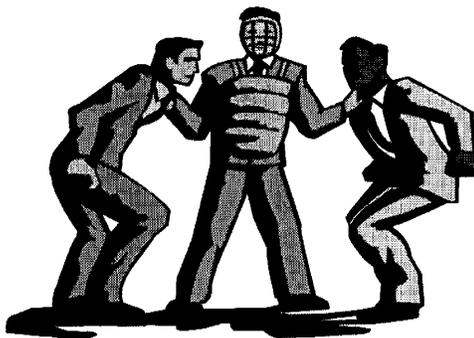
8. How to Resist Peer Pressure: students don’t know how to say “no” to their peers and want to “save face”

9. How to Negotiate: if students don’t know how to disagree appropriately, then they will struggle with compromising

10. How to Respond to Teasing: students are told all the time to “ignore” their peers, but are they really taught how to do this? Also, kids “blow up” after they ignore a peer and it doesn’t go away right away-there is a need to let students know it will get worse before it gets better

11. How to Deal with an Accusation: students become very defensive when accused of something, whether they are guilty or not, making it hard for them to share their side of the story

12. How to Apologize: students need to learn when to say, “I’m sorry” and how to do it with sincerity, which will show that they care about others



Reward System

- **Resources**
 - **Positive Reinforcement**
 - **High Rate of Positive Responses**
 - **Troubleshooting Reward Programs: A Teacher's Guide**
 - **100 Ways to Verbally Reinforce**
 - **Classroom Reward Ideas**

DEVELOPING A CLASSROOM REWARD SYSTEM

Why develop a Classroom Reward System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive climate
- Reduces the need for engaging in time consuming disciplinary measures

Reward System Guidelines

- Reward frequently in the beginning
- Reward for following school expectations and/or rules
- Refrain from threatening the loss of rewards/taking earned items away as a strategy for motivating desired behaviors
- Students are ALWAYS eligible to earn rewards
- Keep ratios of reinforcement to correction high (4:1)
- Should complement and supplement the school-wide reward system
- Use the same school-wide token
- Give special privileges/rewards for earning tokens in the class (e.g., Tommy earned 3 tokens so he is able to participate in the review game on Friday)
- Rewards are age appropriate and varied to maintain interest
- Rewards are randomly distributed and unpredictable
- Students can NOT earn a reward if they ask for one directly
- Tokens are distributed to students ONE-at-a-time. You may reward the entire class, but students receive no more than one token at a time.

Types of Classroom Reward Systems:

1. Independent

- Each student's behavior determines independently, whether he/she receives a reward
- Each student receives the same consequence for stated behavior

EXAMPLE:

Mrs. Robinson gives Tommy a token for appropriate classroom behavior. If he earns 10 tokens, he may participate in the "Spelling Bee Challenge" or the "Who Wants To Be A Millionaire" game at the end of the day.

2. Small Group

- The reward is given to all members of a group
- Individual performance can effect the entire group
- Members must perform at or better than a specified level to receive a reward and are competing with other groups in the class

EXAMPLE:

Mrs. Robinson's class is divided into 4 groups:

- **Ex. A** Members of the group help earn tokens for their group and groups that earn at least 20 tokens by the end of the day are admitted to compete in the "Spelling Bee" or "Who Wants To Be A Millionaire" game.
- **Ex. B** Mrs. Robinson's class is divided into 4 groups. Each member must earn 5 tokens each day in order for the entire group to participate in the game (receive a reward).
- **Ex. C** The 2 groups receiving the highest number of tokens for the day participate in the game (receive a reward).

3. Group

- The entire class is considered one group and work together towards a goal
- An individual's inappropriate behavior effects the reward for the entire class

EXAMPLE:

- **Ex. A** If the class earns a total of 30 tokens collectively, there will be a "Spelling Bee" or "Who Wants To Be A Millionaire" game at the end of the day.
- **Ex. B** If each member of the class earns 5 tokens, the class is rewarded with participation in a "Spelling Bee" or "Who Wants To Be A Millionaire" game at the end of the day. If anyone does not earn 5 tokens, the class does not play. (More advanced level)

Positive Reinforcement



Positive Reinforcement

Definition

Positive reinforcement is a procedure whereby a student, contingent upon performing a specific behavior, is immediately rewarded to maintain or increase that behavior.

Nondefinition

Are we suggesting that you bribe students? No! Most of the time when we hear the word "bribery," we think of people being bought off to do something illegal, corrupt, or unethical. Instead, positive reinforcement increases the chances that a student will do something appropriate that will benefit him in the future. We are suggesting that you use procedures that encourage, support, and empower students to achieve positive outcomes in school and in the community.

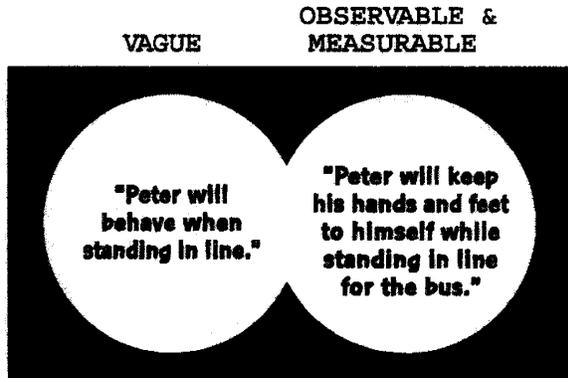
Things to Do

- ✓ Select and define a behavior to increase.
- ✓ Choose reinforcers.
- ✓ Deliver positive reinforcement.
- ✓ Monitor student performance.

Select and define a behavior to increase.

Select the Behavior

Always specify the behavior to be increased before initiating a behavior change or academic program for a student. Use *descriptive* rather than *vague* or *ambiguous* terms. For instance:



Define the Behavior

After selecting the behavior(s), instructors must define the behaviors in "observable and measurable" terms. In other words, student behavior that you can see and measure. For example, "Karla should show more respect" fails to identify when and under what conditions the behavior will occur. Instead, "When the instructor gives a direction, Karla will comply within 4-5 seconds" is a behavior that you can see and count.

Choose reinforcers.

Choose reinforcers that appeal to students. There are a wide variety from which to select.



<u>Edible Reinforcers</u>
Bananas
Cookies
Cereal
Cubes of Jell-O
Raisins
Candy
Pudding
Soda
Juice

WATCH OUT!!! Not everyone likes the same thing. It's important to individualize the reinforcers. One way is to provide students a menu of edibles. These are items that students like best and instructors can easily make available. Periodically rotate in different foods to maintain student interest.

Menu

- Remember, start by using the most nutritious food.
- Use caution with younger children who may choke on smaller foods, such as raisins or grapes.
- Also, be sure to check with parents regarding students' food allergies or other medical problems, such as diabetes.
- Overall, edible reinforcers are highly effective for students who initially require immediate reinforcement in smaller amounts. However, to avoid dependence on edible reinforcers, pair or simultaneously use the reinforcer with a praise statement. Through pairing, the student gradually becomes motivated by praise alone.



Sensory Reinforcers

Listen to music on a Walkman	Choose a poster
View a kaleidoscope	Smell soaps
Sit in a rocking chair	Play a CD in a boom box
Select a perfume	Blow party noisemakers
Pet a stuffed animal	Rub on a hand lotion
Use a back scratcher	Collect glow-in-the-dark bugs
Burn incense	Use a vibrator
Toss balloons	See cartoons on a viewfinder
Blow bubbles	

These are things you can hear, see, smell, or touch.

Like all reinforcers, these are most effective when they are appropriate for the student's *age, interest, and ability* level.



Natural Reinforcers

Playing a game	Erasing the blackboard
Watching a movie	Being a team captain
Reading a comic book	Putting up a bulletin board
Free time with a friend	Operating equipment
Shooting baskets	Being an office assistant
Access to school vending machines	Staying up late
Handing out calculators	Sitting next to a friend

An easy way to identify natural reinforcers is to *watch* what students enjoy doing during free time. Or better yet, watch carefully and keep track of what they most often *ask* to do. Natural reinforcers are also *privileges*—everyday things we often take for granted.

Remember, the reinforcement should *match the effort* required to earn it.

Material Reinforcer
(yo-yo)



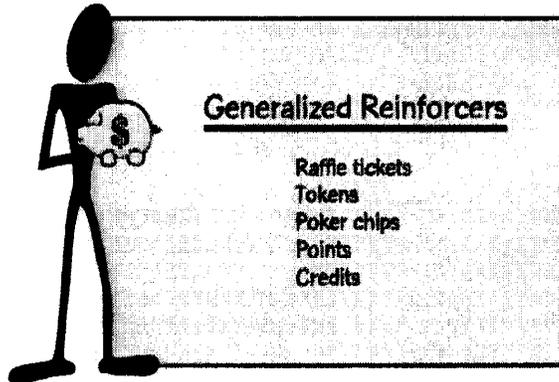
Material Reinforcers

Stickers	CDs
Pencils	Plastic ants
Bookmarks	Wax teeth
Erasers	Hand buzzer
Trading cards	Disappearing ink
Movie tickets	Magic tricks
Food coupons	Masks
Clay	Trick candy or gum
Cassette tapes	

In contrast to natural reinforcers, material reinforcers are usually more effective for students who initially require **immediate reinforcement** in **smaller** amounts.

Again, pair the reinforcer with a praise statement. Through pairing, the student gradually becomes motivated by praise alone.

You can find more unique material reinforcers in costume shops, flea markets, magic or trick shops, and novelty stores.



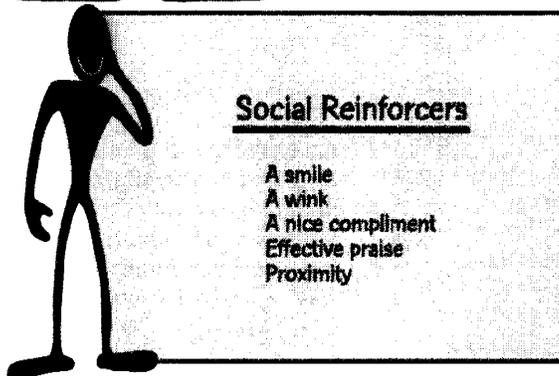
Generalized Reinforcers

- Raffle tickets
- Tokens
- Poker chips
- Points
- Credits

A generalized reinforcer is any item that can later be exchanged for something of value. This is an excellent method to help students delay gratification.

You're awesome!

Where did you learn to solve problems so well?



Social Reinforcers

- A smile
- A wink
- A nice compliment
- Effective praise
- Proximity

Social reinforcers are very effective when used alone. However, they are often paired or used simultaneously when giving other reinforcers. Through pairing, a student gradually becomes motivated by social reinforcers alone as other forms of reinforcement are faded.

When giving praise, use the I-FEED-V rule. This means praise the student "immediately" after the target behavior occurs, "frequently," and "enthusiastically"—especially when working on a new behavior. Also, be sure to use "eye contact" and specifically "describe the target behavior." Finally, use a "variety of praise statements."

When choosing reinforcers, always follow the golden rule: *Select*

Golden Rule

To keep your sanity
and save a dime . . .

choose inexpensive reinforcers
that require little time.

reinforcement that doesn't cost a lot and doesn't take too much time to deliver.

EFFECTIVE PRAISE

I mmediately
F requently
E nthusiastically
E ye contact
D escribe behavior
V ariety

Deliver positive reinforcement.

When teaching new skills or behaviors, make sure the student understands what behavior is required to earn the reward. Then, **each time** he performs the behavior, **immediately** reinforce him. Timing is everything. The **shorter** the delay between the behavior and reinforcer, the greater the chance the behavior will be strengthened or increased. In contrast, the **longer** the delay between the behavior and reinforcer, the greater the risk that another behavior will be inadvertently reinforced. Instructors use the following schedules to deliver reinforcement.

Continuous Schedule of Reinforcement

Continuous reinforcement is time consuming but necessary when teaching a **new** skill. Be aware that satiation may occur when a student tires from continuous use of one reinforcer. To avoid this dilemma, use a **menu** of reinforcers. Once the student's behavior is well established, reduce the frequency of reinforcers by shifting from a continuous to an intermittent or unpredictable schedule. An intermittent schedule is designed to maintain and strengthen the behavior.

Intermittent Schedule of Reinforcement

Once the behavior has been well established, it is important to introduce a systematic delay between the behavior and the reinforcer. Intermittent schedules maintain the newly learned behavior by keeping the student guessing when the next reinforcement will occur.

- ☛ For example, a supervisor intermittently reinforces Kristy every 2 to 3 minutes. Gradually, the supervisor moves to every 5 to 7 minutes and so on—until Kristy experiences a rate of reinforcement typical in her work environment.

Another kind of intermittent schedule reinforces the student after performing the target behavior an *average number of times*.

- ☛ For instance, Tiana has learned to complete her seat work problems. To increase her independence, the instructor moves from a continual to an intermittent schedule. At first, the instructor reinforces Tiana every time she completes an average of two to three problems. Then, on an average of every four to five problems and so on—until Tiana experiences a rate of reinforcement typical in her classroom.

These two examples of intermittent schedules help individuals delay gratification and maintain the appropriate behavior over a longer period of time. For additional information, see *Variations of the Technique*.

✓ Monitor student performance.

The only way to know if a reinforcer is working is to observe the student's behavior over time to determine if it is increasing. By collecting data on the student's performance, instructors can easily evaluate the value of the reinforcers and make adjustments as needed.

Check Target Behaviors

If desired behaviors fail to increase, check the target behaviors. Are they well defined, and do students and staff understand them?

Check Reinforcers

Also, check the reinforcers. Are there too many? Too few? Are they valued?

Check Staff Consistency

Finally, check that all staff are administering reinforcement consistently. Is reinforcement occurring at a sufficient level to maintain the behavior? Perhaps adjustments need to be made.

Examples

Example 1

A history instructor was interested in increasing a junior high student's appropriate classroom behaviors (e.g., arriving to class on time, bringing necessary materials, beginning work on time). The instructor observed that the student

would always rush to the snack machine in the lunchroom. The instructor made use of the machine contingent upon the earning of a pre-determined number of points for appropriate behavior.

Example 2

A young student was fascinated with invisible ink markers. During each instructional session that the student earned 8 out of 10 possible points, the student could use the markers for 3 minutes.

Example 3

Instead of providing a student with a star for every math answer written on the practice sheet,

the paraeducator delivered a star for approximately every third problem that was completed by the child. Sometimes a star was awarded after two answers and at other times only after four answers. The paraeducator also gave specific praise, such as, "Wow you're working fast!", "What a wizard!", or "You're too fast for me!", whenever a star was awarded. Providing reinforcement on a variable schedule kept the student on his toes as he was never quite sure when he would receive a star from the paraeducator.

Variations of the Technique**👉 Schedules of reinforcement**

See table on next page.

👉 Spinner

Try placing a menu of reinforcers on a spinner. The smaller wedges represent the more popular or expensive items, while the larger wedges are usually less costly and easier to provide. The spinner adds an element of chance that students love and is often motivation in itself.

👉 Grab bag

Each time a student meets a goal, such as completing a math assignment, the student gets to connect a dot on the chart. When a designated dot is reached, the student selects an item from the grab bag.

Potential Problems and Solutions**Behavior Does Not Increase**

If the behavior failed to increase, there was not positive reinforcement. There are several strategies for selecting reinforcement. These include:

- 👉 Watching the student to determine what she likes to do or what activities the student engages in during free time, leisure time, etc.
- 👉 Asking the student what he would like to earn on a reinforcer checklist (a list of potential reinforcers).
- 👉 Using a reinforcer menu containing pictures of potential reinforcers for students who have difficulty communicating their needs and wants.
- 👉 Allowing students access to potential reinforcers by displaying items for a brief period each day.
- 👉 Building a reinforcer menu that consists of items frequently selected by students.

Schedules of Positive Reinforcement

Schedule	Description	Example	Advantage	Disadvantage
Continuous	<i>Every</i> response is reinforced.	Every time the student says "please" when making a request, the teacher smiles and praises the student.	<ul style="list-style-type: none"> New learning occurs quickly. New behaviors can be shaped. 	<ul style="list-style-type: none"> Time consuming. Student may become satiated. When continuous reinforcement is stopped, the behavior may extinguish quickly.
Intermittent	<i>Some, but not all</i> of the appropriate responses are reinforced.	When the student says "please" when making a request, sometimes the teacher smiles and praises the student.	<ul style="list-style-type: none"> Maintains well-established behavior over time. Behaviors are more resistant to extinction. Student learns to delay gratification. 	<ul style="list-style-type: none"> Not effective for teaching new behaviors.
Ratio Schedule of Reinforcement	Reinforcement is made contingent upon a <i>specific number</i> of correct or appropriate responses.	<p>Fixed Ratio The student must make three requests using the word "please" before being reinforced.</p> <p>Variable Ratio The student may be reinforced on the <i>average</i> of every three requests. Thus, he may be reinforced following four requests using the word "please" or following two appropriate requests.</p>	<ul style="list-style-type: none"> Builds a high response rate. The higher the ratio, the higher the rate. Because of its unpredictable reinforcement schedule, the student's rate of responding remains essentially constant and resistant to extinction. 	<ul style="list-style-type: none"> An irregular burst of responding can occur if the reinforcement is stopped. Not effective for teaching new behaviors.
Interval Schedule of Reinforcement	Reinforcement occurs following a <i>specific amount of time</i> and the occurrence of one appropriate response.	<p>Fixed Interval After 5 minutes has passed, the teacher reinforces the next request in which the student uses the word "please."</p> <p>Variable Interval The student receives reinforcement on the average of every 5 minutes for using the word "please" when making a request. Sometimes the reinforcement occurs after 3 minutes or sometimes after 6 minutes.</p>	<ul style="list-style-type: none"> Ease of implementation. Ease of implementation. Because the time intervals are of different lengths, the student never knows which response will be reinforced. This unpredictability creates a steady pattern of responding. 	<ul style="list-style-type: none"> The student stops performing following the reinforcement and begins to work again just prior to the next reinforcement period. Not effective for teaching new behaviors.

Satiation

Satiation is when a student grows tired of the reinforcement, and the power of the reinforcer diminishes. An instructor may choose to do one or more of the following things to prevent or delay satiation:

- ☛ Shorten the instructional session in which the reinforcer is being used.
- ☛ Decrease the size or amount of the reinforcer.
- ☛ Switch to an alternative reinforcer.
- ☛ Have an array of reinforcers from which to choose.

Student Does Not Maintain or Generalize the Behavior

Change the schedule of reinforcement. Gradually move from reinforcing each response to an intermittent schedule. Continue to generously use social reinforcement.

Getting Ready

Obtain parental and administrative support for the reinforcement you intend to use.

Materials and Supplies

- ☛ Some type of monitoring form or data sheet to record the number of appropriate behaviors the student is performing. Use this data to determine if the reinforcement is effective.
- ☛ A reinforcement checklist to assist instructors in determining effective *individualized* reinforcers for students.
- ☛ A supply of natural, material, sensory, and/or edible reinforcers that have been identified as reinforcing.
- ☛ A menu of reinforcers to provide variation and maintain student interest.



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Least Restrictive Behavioral Interventions (LRBI)

Utah State Office of Education: LRBI Resources

Utah Personnel Development Center
2290 East 4500 South
Suite 220
Salt Lake City, UT 84117
1(800)662-6624
<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

High Rates of Positive Responses



High Rates of Positive Responses

Definition

Positive responses are positive comments or actions to students who demonstrate favorable behavior. A high rate of positive responses is typically defined as 4:1, that is a minimum of 4 positive responses to every 1 negative response.

Instructors create a positive environment by frequently responding positively to students for appropriate and correct responding or performance. Instructors who provide more positive responses to students than negative ones have students who want to remain in the classroom rather than be moved to another environment.

Things to Do

- ✓ Be specific.
- ✓ Respond positively to appropriate behavior immediately after it occurs.
- ✓ Use a variety of positives.

✓ Be specific.

By specifically describing the student's behavior, the instructor emphasizes the appropriate behavior and increases the likelihood that the student will repeat the behavior. Do not assume that the student knows what behavior resulted in the positive response.

✓ Respond immediately.

It is important to acknowledge the student's behavior right after it occurs. Delaying the positive response weakens its effectiveness and the student may be less clear about what behavior resulted in the positive response.

Establish Eye Contact

Look the student in the eye when giving a positive response. Eye contact suggests that the student is special and that the positive response is meant just for him.

Respond Positively with Enthusiasm and Sincerity

Positive responses are most effective when they are perceived by the student as sincere. The tone of voice and level of enthusiasm can help increase the variety and effectiveness of positive responses.

Monitor Students' Performance throughout the Day

Be aware of students' appropriate behavior throughout the day and respond accordingly. Positives can be increased by greeting students as they enter the classroom or walk down the hall. Responding positively, both frequently and consistently, creates a learning environment that is highly rewarding for instructors and students.

When a student is learning a new skill or behavior, it may be necessary to significantly increase positive responses (e.g., 25 or 30 to 1).

✓ Use a variety.

Many positive responses should be positive verbal statements:

"Hey Billie, I appreciate you waiting quietly." or "Mildred, fantastic problem solving!"

But conversations, greetings, and gestures such as winking, smiling, or thumbs up increase the variety of positive responses and can be effective as well.

For example:

"I appreciate how quietly the class is standing and waiting for the bus," instead of, "You're doing a good job."

Or

"I like the way that Dan and Bill negotiated and solved that problem without arguing," instead of, "Good boys."

Monitor the Rate of Positive Responses

Monitor staff responses periodically to assure that a high rate of positive responses (i.e., at least 4 positive to 1 negative response) is being maintained in the classroom.

Make Needed Adjustments

Based on the data, work with staff to make needed adjustments. It may be necessary to increase the number of positives, decrease the number of negatives, or both.

Examples

Example 1

In Seth's physics class, Ms. Frisby walks around the room and positively responds to those students who are working quietly and independently by saying, "I really appreciate those students who are completing their assignments on their own." She then notices a student who has a question and says, "Sally, thanks for raising your hand. How can I help you?" As she bends down to work with Sally, two other students raise their hands. Looking in their direction, Ms. Frisby says, "Thanks for waiting. Try the next problem, and I will be there in a minute."

Example 2

During story time, Mr. Weatherby selects those students who are listening to be his helpers. "John and Ralph, you are listening. Come help me pass out the crackers." As he scans the classroom, he notices that several other students are waiting quietly. Looking in their direction, he says, "I like the way the front row is waiting for us to start. Thanks."

Variations of the Technique

Differential reinforcement is a related intervention procedure. Differential reinforcement is:

☛ the reinforcement of one class of behaviors and not another, or

☛ the reinforcement of a response under one condition but not another.

See *Differential Reinforcement—Level 1* for additional information and steps for implementation.

Potential Problems and Solutions

Instructor May Feel Awkward

Initially, it may seem difficult to achieve high rates of positive responses delivered with sincerity and enthusiasm. However, developing and practicing a varied repertoire of positive responses make using the strategy more comfortable and effective over time.

High Rate of Positive Responses Alone May Not be Effective

Praise and acknowledgment alone may not be sufficient for those students who do not care what the teacher likes or appreciates. Initially, it may be necessary to pair responses with tangible reinforcement.

See *Positive Reinforcement—Level 1* intervention checklist for additional explanation.

Getting Ready

- ☛ Identify student behaviors appropriate for positive responding. Many instructors respond positively to correct academic performance. However, with careful consideration of students' social behaviors, instructors can increase their rate of positive responses to students who exhibit appropriate social skills such as classroom cooperation (e.g., attending to the instructor, raising hand to talk, volunteering to help others) and peer relations (e.g., negotiating, sharing, resolving conflict).
- ☛ Assess the current level of positive and negative responses in the classroom.
- ☛ Record the occurrence of each type of response during several class periods throughout the day.
- ☛ Review the data to determine if the appropriate ratio of at least 4 positive responses to 1 negative response is occurring.
- ☛ Determine a plan of action based on the results.

Materials and Supplies

No specific resources are required to implement high rates of positive responses, although it may be helpful to post visual reminders in the classroom prompting staff to use frequent positive responses (e.g., key characteristics of effective positive responses, 4 to 1 ratio, etc.). In addition, supervisors might also encourage staff to wear a praise bracelet or band to serve as a visual prompt to positively acknowledge appropriate student behavior.



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Troubleshooting Reward Programs: A Teacher's Guide

Troubleshooting Reward Programs: A Teacher's Guide

<p>My reward program worked for a while but now it doesn't seem to be very effective.</p>	<p>There are several possible reasons why a reward program might begin to lose its effectiveness. You may want to experiment with changing aspects of the program until you find what is effective:</p> <ul style="list-style-type: none">• The student has lost interest in the current rewards. Some students need to be given new reward choices more frequently than do typical children. Every so often, make a point to readminister the 'reward deck' or a reward inventory to the student to update his or her list of preferred rewards.• You have become inconsistent in administering the reward program. Classrooms are busy places—so it is natural for the person who runs a reward program occasionally to forget to assign a point or give a reward. If the program is administered <i>too</i> inconsistently, though, it can stop working. Remember: a reward program is like a contract: its power depends entirely on how reliably it is enforced.
<p>I can't seem to find rewards that the student actually finds reinforcing.</p>	<p>Reflect on your actions and decide whether you may have inadvertently begun to 'drift' from the program. Common problems that crop up include the adult being inconsistent in assigning points for positive behaviors or deducting points for negative behaviors, failing to record assigned points on a chart or graph, neglecting to give the student a chance to redeem points for rewards, and not having agreed-upon rewards available for the student.</p> <p>Students vary a great deal in what kinds of activities, events, or opportunities they might find rewarding. No single reward choice appeals to every student. Here are some ideas to help you to figure out rewards that are likely to appeal even to picky students:</p> <ul style="list-style-type: none">• Ask the student to write down or tell you some activities that he or she likes to do. Use this list as a starting point to generate ideas for possible rewards.• Observe the activities the student picks out during free or unstructured time. Those

	<p>activities that people typically do in their free time are those that they probably find appealing. If the student spends most of his or her free time 'hanging out' with other kids, for instance, you can probably think up socially oriented rewards for that student.</p> <ul style="list-style-type: none"> • Ask the student's previous teachers, parent, or other significant adult what activities or rewards the student likes. Other people who have known the student for a significant length of time may have useful insights into what rewards the student will find motivating.
<p>My student argues with me every time I use the reward program.</p>	<p>Sometimes students will verbally challenge you—insisting, for example, that you should award a point that you believe they did not earn. Here are a couple of suggestions to reduce or eliminate such arguing:</p> <ul style="list-style-type: none"> • Build a negative consequence for "arguing" into the reward program. Explain to the student that you will impose a consequence whenever the student argues or verbally challenges your decisions about the reward program. You might choose, for example, to deduct a point from the student's total whenever he or she argues or suspend the reward program for 15 minutes (so that the student cannot earn points) whenever the student argues with you. • Avoid becoming an active participant in the argument. It takes two to argue. As the adult, you can control student interactions by refusing to get pulled into arguments. If possible, keep your responses brief and your emotional state neutral. • Examine the quality of your own interactions with the student. Students are most likely to argue with adults when they feel that they have been treated unfairly or ignored. Analyze your interactions with the student to be sure that you are not expressing anger or annoyance and that you do not use sarcasm. Consider offering the student positive opportunities to share his or her feelings or opinions with you (e.g., writing a letter, participating in a class meeting). Be sure that you are enforcing the terms of the reward program fairly—in particular, giving the student appropriate credit for good behaviors.
<p>Other school staff or parents sometimes disagree with the rewards that I choose.</p>	<p>A complicating factor in setting up reward programs is that other adults may disapprove of those rewards that you have selected. For instance, a principal may be unhappy with a teacher who rewards a student with gum for good behavior, because the school has a "no gum</p>

	<p>chewing" policy.</p> <ul style="list-style-type: none"> • Preview potentially controversial rewards with fellow staff, school administrators, and/or the student's parents. When in doubt, check with the school principal, other teaching staff and the student's parent about the acceptability of a specific reward idea. • Try to use pro-social and pro-educational reward choices whenever possible. No one objects to student rewards that build social or academic skills. If a student were motivated to play an educational math game on the computer as a reward, for example, this academic reward would usually be preferable to offering the student a food treat. In short, if you know that non-controversial rewards work for a student, use them. • Document past reward efforts. While most students can be motivated using traditional, education-friendly rewards, you will occasionally come across students who will strive only for rewards that others might regard as less acceptable (e.g., candy, coupons to skip homework). Sometimes these 'intervention-resistant' students have special needs and simply do not respond to those more typical rewards that normally shape kids' behavior. If you wish to make the case to other adults about the need to use controversial rewards with 'intervention-resistant' children, it may help to document that your previous attempts to use more typical rewards had been unsuccessful. • Educate staff about special-needs students. You may also need to educate school staff about how a child's special needs may cause him or her to react to rewards in a manner different from more typical students. A teacher may observe, for example, that a child with substantial cognitive deficits is motivated only by a chance to earn snacks—even though his more typical age-peers regularly select social activities as rewards. The target student's intellectual deficits and relative emotional immaturity can help to explain why he is drawn to rewards more typical of a younger child.
<p>I am going broke trying to buy rewards for students!</p>	<p>It can be costly to provide motivating rewards for individual students, let alone a whole classroom! Some suggestions:</p> <ul style="list-style-type: none"> • Use a raffle-ticket reward system. One cost-saving idea for group rewards that can make your prizes go farther is to design an attractive paper raffle ticket, which has a space for the student's name. Whenever the student earns a point for good behavior, have the

	<p>student write his or her name on the ticket and toss it into a fishbowl or other container. Hold regular drawings, awarding prizes to those students whose tickets are selected.</p> <ul style="list-style-type: none">• Give 'Activity Coupons'. Many of the most effective student rewards are activities that are readily obtainable in a school setting. Make a list of all of the rewarding opportunities that you or your fellow teachers and administrators can make available as prizes. For instance, one school may identify "Reading to kindergarten students during their Story Time" or "Delivering morning announcements" as potentially motivating activities. For each activity, create an 'Activity Coupon' that describes the activity and the number of points required to earn it. Students can redeem good-behavior points that they have collected for any Activity Coupon that they can afford.• Build a reward program around a 'prize box'. Like most of us, students find novelty itself to be a motivating experience. You can use a prize box to build some excitement into a reward program, without having to purchase big-ticket items. First, decorate a large sturdy box. Fill the box with inexpensive prizes that students might find motivating (e.g., small toys, stickers). (You can even supplement the contents of the prize box with fun promotional items such as key chains or pencils.) When students earn a pre-determined number of points, they can draw the prize of choice from the box.
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100 Ways to Verbally Reinforce

100 Ways to Verbally Reinforce

1. SUPER GOOD!
2. You've got it made.
3. SUPER!
4. That's RIGHT.
5. That's good.
6. You're really working hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. That's much better.
11. I'm happy to see you working like that.
12. Exactly right.
13. I'm proud of the way you worked today.
14. You are doing that much better today.
15. You've just about got it.
16. That's the best job you've ever done.
17. You're doing a good job.
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. GREAT!
22. I knew you could do it.
23. Congratulations!
24. You're making real progress.
25. Keep working on it. You're improving.
26. Now you have it!
27. You are learning fast.
28. EXTRAORDINARY!
29. Couldn't have done it better myself.
30. You are a joy.
31. One more time and you have it.
32. You really make my job fun.
33. That's the right way to do it.
34. You're getting better every day.
35. You did it that time.
36. You're on the right track.
37. Nice going.
38. You haven't missed a thing.
39. WOW!
40. That's the right way.
41. Keep up the good work.
42. TERRIFIC!
43. Nothing can stop you now.
44. That's the way to do it.
45. SENSATIONAL!
46. You've got your brain in gear.
47. That's better.
48. That was first class work.
49. EXCELLENT!
50. That's the best ever.
51. You've just about mastered that.
52. PERFECT!
53. That's better than ever.
54. Much better!
55. WONDERFUL!
56. You must have been practicing.
57. You did that very well.
58. FINE!
59. Nice going.
60. You're really going to town.
61. OUTSTANDING!
62. FANTASTIC!
63. TREMENDOUS!
64. That's how to handle it!
65. Now that's what I call a fine job.
66. That's great.
67. Right on!
68. You're really improving.
69. You're doing beautifully.
70. Superb!
71. Good remembering!
72. You've got that down pat.
73. You certainly did well today.
74. Keep it up!
75. Congratulations - you did it!
76. You did a lot of work today.
77. Well, look at you go!
78. That's it!
79. I'm very proud of you.
80. MARVELOUS!
81. I like that.
82. Way to go!
83. Now you have the hang of it.
84. You're doing fine.
85. Good thinking.
86. You are really learning a lot.
87. Good going.
88. I've never seen anyone do it better.
89. Keep on trying!
90. You outdid yourself today.
91. Good for you!
92. I think you've got it now.
93. That's wonderful!
94. Good job.
95. You figured that out fast.
96. You remembered!
97. That's really nice.
98. That kind of work makes me happy.
99. It's such a pleasure to work with you.
100. _____

Classroom Reward Ideas

PUNCH OUT

Punch Out (Kaplan et al., 1974) is an individual and group intervention designed to increase time on task or work completion and to decrease inappropriate classroom behavior.

Materials Needed:

- Index card with numbers or small holes drawn
- A hole-puncher

Intervention:

- Choose a few target behaviors you would like to see each student exhibit more often. These should be posted in a visible area of the room.
- Give each student a punchcard with his/her name on it.
- Explain the rules to students.
 - They will earn punches on cards by displaying the target behaviors.
 - After all holes are punched, their cards will be displayed on the board.
 - Each student whose card is on the bulletin board receives very special privileges or some type of reward.
- Circulate through the class punching students' cards on a variable schedule. Be sure to pair this with verbal praise.
- Use the technique as a class reinforcer by giving the class a party or treat once all students' cards have been punched out.

GOOD BEHAVIOR LOTTERY

The purpose of the *Good Behavior Lottery* is to improve student compliance in the classroom. The *Good Behavior Lottery* rewards students by giving them a “chance” to win a prize.

Materials Needed:

- Lotto tickets
- Box to put tickets in

Intervention:

- Teacher rewards students for compliance by letting them pull a lotto ticket from the box. Any three like symbols WINS.
- If the student wins, he/she receives a reward.
 - Option: student may be given reward:
 - During class
 - At the end of class period
 - At the end of the week
- Student places ticket back in the box to be used again. Teacher decides how many “winning” tickets are in the box, thus controlling the amount of rewards needed.

STUDENT	A	3	7
LOTTO	4	5	A

STUDENT	A	4	7
LOTTO	4	5	A

STUDENT	B	3	3
LOTTO	4	3	A

STUDENT	A	3	7
LOTTO	4	5	G

STUDENT	R	3	R
LOTTO	8	5	R

STUDENT	F	3	7
LOTTO	F	5	3

STUDENT	2	3	2
LOTTO	P	3	P

STUDENT	A	L	7
LOTTO	L	5	L

STUDENT	A	3	7
LOTTO	5	5	I

STUDENT	A	3	7
LOTTO	4	B	A

STUDENT	A	1	7
LOTTO	Y	5	T

STUDENT	1	3	U
LOTTO	4	U	A

MYSTERY MOTIVATOR

The *Mystery Motivator* (Jenson, 1990) is a reward system designed to increase student motivation in the classroom. Included in this intervention are two components, uncertainty and variation, which increase the attractiveness and desirability of the reward.

Materials Needed:

- *Mystery Motivator Weekly Chart*
- One invisible ink pen and watercolor markers (“Erasables” are available at most stores)
- *Mystery Motivator*- Sealed envelopes containing rewards

Intervention:

- Reward a student for appropriate behavior, completed work, etc. by allowing him or her to color the daily square on the *Mystery Motivator Chart*. If the colored pen reveals a *Mystery Motivator* symbol, the student is allowed to choose one of the *Mystery Motivator* envelopes. Rewards should be immediately accessible.
- Encouraging statements should be provided for those days when *Mystery Motivator* symbol is not revealed (e.g., “If you work hard tomorrow, you’ll have another chance to color in a square”).
- All *Mystery Motivator* envelopes have a reward, but only one envelope has the “Grand Prize”.

COMPLIANCE MATRIX

This intervention is an adapted version of Jenson's (1990) compliance strategy of the same name. It provides the teacher with an exciting and suspenseful technique for increasing compliance. Other options including using it for completed work, being to class on time, etc.

Materials Needed:

- *Matrix Chart* for each student

Intervention:

- Teacher can stand at the door and hand out a matrix to each student that enters the classroom before the tardy bell rings.
- Teacher allows student to color-in one square for compliant behavior (e.g., completed homework, participation in class, compliance with teacher requests, etc.).
- At the end of the class period, students put name the matrix and all pencils/pens down.
- Teacher rolls a die or dice.
- If the student's square with the same number is colored, that student is rewarded.

Note: Teacher controls the "odds of winning" by adding more numbers to the chart, thereby making it more difficult to win, or less numbers on the chart, making it easier to win.

R

E

D

2	3	4
5	6	7
8	9	10

Name: _____

Date: _____

B

L

U

E

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Name: _____

Date: _____

CANDID CAMERA

Submitted by Mary Glancy

Some creative teachers may employ students' favorite medium (TV) in teaching appropriate behavior. Videotaping classroom behavior serves to increase awareness of teacher expectations, provides models for correct behavior, and allows an opportunity for students to problem-solve solutions to common situations (e.g., someone asks for an answer to the test).

Materials Needed:

- Video Camera

Intervention:

- Set up a video camera to view class.
- Cover all light indicators so students do not know when the camera is operating.
- Tell the class they will be taped occasionally.
- Replay the tape for the class and commend appropriate behavior.
- Replay inappropriate behaviors and discuss why they are not desirable and introduce acceptable alternatives.
- Have selected students re-enact the interaction with alternative appropriate behaviors.

Note: Check with your administrator regarding video releases prior to implementing this strategy.

“WHO WANTS TO BE A MILLIONARE?” GAME

This is a spin-off from the popular game show on TV. Students love this one! Most often, this is used as an academic review period prior to a test. Admittance to the game itself is rewarding and can be used as a motivator in the classroom.

Materials Needed:

- Prepared questions and answers

Rules:

- Students can gain admission into the game by behaving appropriately, or turning in homework, or coming to class on time, etc. Teacher decides what students have to do in order to be “rewarded” by letting the student play the game.
- The game is academically oriented and should contain questions pertaining to what was discussed in class that day or earlier that week.
- Teacher may allow all students that gain admission to the game to answer one question each.
- Students may use one “lifeline” if they are uncertain of the answer.
 - Student chooses either “Ask a Friend” or “50/50”
 - Note: Teacher may allow student to choose the friend or choose someone for them if the student takes too long or always selects the same person.
- All students that answer correctly are allowed to write their name on a paper and put it in a box. Teacher chooses a name and gives that student a prize or teacher can choose to reward all students that answered correctly.

REINFORCEMENT AREAS

Older students may not be influenced by candy, stickers, or toys as behavior management incentives. These students' behavior can be successfully managed with appropriate reinforcement. The challenge for the teacher becomes that of finding reinforcers that appeal to older students. The development of a reinforcement area in the room becomes more important. Ideally, this is an area that is separated from the instructional area, but still within sight of the teacher. There should be a table area and shelf area. Card and board games, puzzles, comic books, sports magazines, tape recorder with headsets, etc. are examples of items that older students may enjoy. The teacher may want to consider conducting a reinforcer inventory of his/her students to determine reinforcers desired. Realistically, these are items for which the teacher will probably have to spend his/her own money on or allotted "instructional money". Yard sales can sometimes yield items of interest for little money.

Reinforcement Area Rules:

- A student is permitted to enter the reinforcement area for NOT LESS THAN 5 MINUTES and NOT MORE THAN 10 MINUTES. Less than 5 minutes, and the student doesn't have time to get involved with the chosen activity. More than 10 minutes, and the student gets too much of a good thing and may become satiated. The appeal of being in the reinforcement area lessens after 10 minutes, typically.
- Even though a student earned the right to access the reinforcement area, he/she has to be quiet and follow classroom rules while there OR LOSES THE REINFORCEMENT AREA PRIVILEGE.

Responding to Problem Behavior

- **Resources**
 - **Behavioral Contract**
 - **Contracting**
 - **Results of Idea Sharing**
 - **Proven Effective Classroom Practices**
 - **Avoiding Escalating Behavior and Power Struggles**
 - **Punishment Techniques and Student Behavior Plans**

RESPONDING TO PROBLEM BEHAVIOR

It is important to determine an effective response to problem behavior in order to decrease the likelihood that the inappropriate behavior will occur again in the future. Effectively responding to problem behavior, while reinforcing appropriate behavior will ensure greater behavioral change in the classroom.

WHY HAVEN'T TRADITIONAL RESPONSES TO PROBLEM BEHAVIOR BEEN EFFECTIVE?

They have not been aligned with:

- Expectations
- Clearly defined rules
- A system for teaching expectations and rules
- A system for rewarding appropriate behaviors

EFFECTIVE RESPONSES = EFFECTIVE INTERVENTIONS!

May include:

- Re-teaching the expectations
- Re-teaching the rules
- Change seating arrangements
- Conference with student
- Conference with parent and student
- Peer mediation group
- Student contracts

HOW TO DELIVER AN EFFECTIVE RESPONSE TO PROBLEM BEHAVIOR

Immediately:

- Name problem behavior
- State school-wide expected behavior
- Model expected behavior
- Ask student to demonstrate behavior
- Provide acknowledgement to student
- Administer response based on your school's major/minor plan/flowchart

GUIDELINES FOR EFFECTIVE RESPONSE SYSTEMS

1). The response addresses the FUNCTION of the inappropriate behavior

- Escape/Avoidance-motivated behavior ensures continued participation/ completion of activity
 - Work remains with student
 - Student completes work on their “own” time
 - Class is prompted to ignore behavior, as appropriate
 - Provide choices before the inappropriate behavior occurs (work with a buddy, work in a different location, work with teacher, etc...)
 - Present work in smaller chunks
 - Allow for breaks
 - Provide frequent encouragement, specific praise
 - Premack principle: “First do _____, then you’ll get to do _____.”
- Attention-motivated behavior ensures teaching of appropriate ways to gain attention
 - Work with a buddy, when appropriate
 - Sit next to the teacher
 - Ask to provide answers, input, guess if peer’s answer is correct
 - Frequent praise for appropriate behavior
 - Contracting
 - Group contingencies (“If you raise your hand and wait until I call on you while we review this chapter, you’ll earn the entire class a ‘free’ question on their homework assignment.”)

2). Responses for rule violation explained and regularly reviewed

- More than once per semester
- Using practical examples

3). Responses are delivered consistently and in a timely manner

- As a general rule, the worse/more frequent a student’s misbehavior is, the more immediate and consistent the response to the problem behavior should be.
- For less severe students, you can address misbehavior immediately by naming the behavior, stating the expectation it violates, and stating the time the two of you will sit down to discuss it. “Paula, wiping your hands on your classmate’s shirt is not respectful. We’ll talk about it after I hand out everyone’s assignment.”

4). Tie it back to the expectations/rules

- This helps students to learn what is/is not part of the expectation
- Makes the response seem less arbitrary

5). Continue teaching rather than stopping the lesson

- This helps to minimize escape-motivated behavior
- Helps to facilitate other students' learning
- Serves to show you have high academic expectations for all students

6). Use methods that bring attention to appropriate behavior and while tracking inappropriate behavior discretely

- Use facial expressions, gestures to convey awareness of inappropriate behavior
- Use proximity to stop inappropriate behavior
- "Reinforce around" the inappropriate behavior

IS SUSPENSION WORKING?

When teachers refer students to the office, many times they believe a severe response, such as suspension, is warranted.

- **OSS is the most frequently used discipline method for schools** (Adams, 1992)
- **Suspension does not appear to be a deterrent for future misconduct** (Costenbader & Markson, 1997; Bacon, 1990)
- **Students removed by suspension are often those who need to be in school the most** (academics)
- **OSS is often used to provide relief to teachers, and doesn't address the issues that led to misbehavior** (Morrison & Skiba, 2001)

TARGETED TEACHING: USING YOUR CLASSROOM BEHAVIOR TRACKING FORMS

RATIONALE

The tracking forms are often misused in schools. They become a "classroom referral," which is more punitive in nature than if we weren't using the tracking form at all! Classroom behavior tracking forms are designed as a teacher tool to identify factors/patterns associated with the inappropriate behavior, so that we can effectively change that behavior or prevent it from happening in the future.

The approach is different than the traditional way in which we may have viewed "tracking forms." Traditionally, tracking forms kept a record of the number of times a behavior occurred and was used as documentation to "prove" interventions have been attempted or used as proof for suspension.

The PBS approach is to use the forms in order to discover patterns so that we can change the behavior before it becomes more severe. It aids the teacher in monitoring responses delivered to see if they are effective in modifying the behavior. If not, other options are used.

USING THE TRACKING FORM TO IDENTIFY PATTERNS OF BEHAVIOR

- **What** are the recurring behaviors?
- **When** are the behaviors occurring?
- **What** are the classroom interventions that have been used? Are these interventions working or does something else need to be utilized?
- **Why** is the behavior occurring?

Once you have identified patterns of behavior, try these approaches:

- **Proactive** (Environmental): try to prevent the behaviors from recurring; look at the antecedents and environment
- **Educative** (Replacement Behaviors): first we need to make sure we teach/re-teach desired behavior; teach a replacement behavior
- **Reinforcement** (Encourage appropriate behaviors and discourage problem behaviors): make sure we only reinforce those behaviors we desire; are the responses we're using addressing the function of the behavior; make sure we are not reinforcing the undesired behavior

GUIDELINES FOR USING THE TRACKING FORM

- Not all inappropriate behaviors are tracked!
- **Only recurring behaviors are tracked** (this means there was at least one warning prior to using the tracking form).
- **Track 1-2 specific behaviors** per student and only track one or two students at a time in the room (start with the most severe recurring behavior...you can't change everything at one time!).
- **Track "what is working" or "why the behavior is occurring"** rather than to simply track the *number of times* the behavior occurred.
- **Do NOT use form as a response to "punish" students** (students do not need to know the behavior is being tracked).
- **Do NOT use repetitively to contact parents with** negative feedback. Contacting a parent is considered an intervention; if it is not effective in changing the inappropriate behavior, do not continue to use the same intervention repeatedly.

Remember, if the same behavior is occurring and you are using the same intervention (response), it is time to try something new!

Behavioral Contract



Behavioral Contract

Definition

A behavior contract is a written document between an instructor and student which specifies:

- Expected behaviors.
- Positive and negative consequences.
- Time frame of the contract with review dates.

The contract is then signed by the instructor, student, and others who participate in the contract. Behavior contracts are a practical and creative way for instructors to help students of all ages improve various problematic behaviors, such as:

- Classroom and social behavior.
- Substance abuse.
- School attendance.

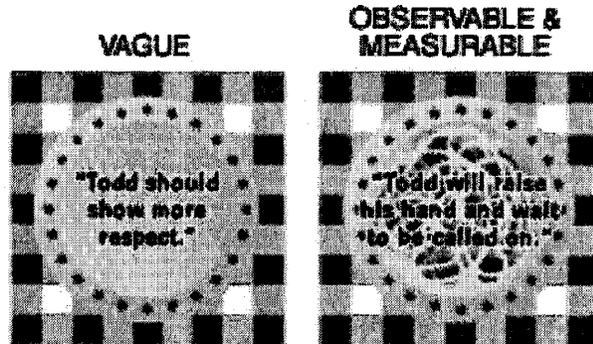
Things to Do

- ✓ Make preparations.
- ✓ Negotiate.
- ✓ Write it.
- ✓ Sign it.
- ✓ Post it.

Make preparations.

Define the Behavior

Identify the behaviors to be increased or decreased. Avoid vague definitions. Instead, select behaviors that are observable and measurable. For example:



It may be necessary to break some behaviors into smaller steps to increase student success rate.

Select Reinforcers

During negotiations, the student will identify several rewards that he/she would like to earn. However, it's best to be prepared with a menu of items that you think the student might like *and* that you would be willing to offer. The basic rule in choosing reinforcers is that they should be **motivating, inexpensive, and require little time**. Often, the most powerful reinforcers are found in the classroom—rewards such as:



Define the Criterion

This is a description of what the student must do in exchange for a reward. The contract criterion includes:

- ☛ The behavior.
- ☛ Amount of reinforcement (or reductive consequence).
- ☛ The time limits.

Select Bonus/Penalty

Use a bonus to encourage the student to meet a criterion in the least amount of time. Occasionally, a penalty clause is necessary. If so, keep these consequences small and mild by simply withdrawing a privilege. Some examples of penalties are:

- ☛ Losing part of a recess if an assignment is not finished.
- ☛ Stying after school if disruptive behavior continues.
- ☛ Waiting 3 minutes after the bell rings for talking out in class.

Negotiate.

Explain Purpose

Start negotiations by explaining why the contract is necessary.

Explain Rules

Lay down the rules for negotiation. Students may negotiate the behavior, the rewards, and the criterion but *not* the need for the contract itself.

May Negotiate

May **NOT** Negotiate

- Behavior
- Rewards
- Criterion



Open Negotiations

Share your ideas. Describe the behavior you want to work on with the student. Discuss rewards and criterion. Be sure to ask the student for his/her input, but watch out. When setting criteria, students often place unrealistically high expectations for themselves. Explain that it's important to start slowly; then gradually increase the requirement.

Conclude Negotiations

Let the student know the contract is open to renegotiation at any time.

 Write It.

Write the negotiated terms on a contract form (i.e., behaviors, consequences, time, and any special conditions of the contract). Be specific to avoid later misunderstandings. Written contracts decrease the probability of disagreements after the contract has started. It may be necessary to read the contract to the student.

 Sign It.

Be sure the student, instructor, and other participants sign the contract.

 Post It.

Posting the contract will enhance its effectiveness.

Examples**Example 1**

Duke is a student that continually has difficulty turning in his homework assignments. His mother indicates that she works on the assignments with Duke. However, he rarely turns them into the teacher. Both the mother, teacher, and Duke have negotiated a contract that stipulates when he turns in 10 assignments

(not in a row), he will get to choose any reward from the classroom reward menu. In addition, his mother will get him a video on that evening and take him to a fast-food restaurant. However, when he misses an assignment, he will stay in at recess and redo that assignment.

Example 2

Jon is a 10th grade student that has difficulty getting to school on time. He is chronically tardy for the first period and disrupts the class when he enters the room. He and his teacher have decided that when Jon is not tardy

for 5 days, then he gets the parking space next to the principal's for the next 3 days. However, if he is tardy, his dad will be called at work, and he loses his parking privilege for 1 day.

Variations of the Technique

🏠 Goal setting or breaking a behavior into smaller steps can enhance the effectiveness of a contract. If the behavior appears to be too difficult or ambitious, then break it into smaller steps.

🏠 Give the contract to the student's parents or periodically review the terms of the agreement to enhance its effectiveness.

Potential Problems and Solutions

The Contract is not Motivating

If a student starts out working hard but loses motivation, check that the rewards occur consistently, frequently, and are meaningful to the student. Similarly, if a student starts out excited but becomes frustrated, check the criterion. It may be set too high. Also check to make sure that the behaviors that are required are not too difficult.

Rewards

- 🏠 Consistent
- 🏠 Frequent
- 🏠 Meaningful

A Consecutive Criterion Has Been Selected Instead of a Cumulative Criterion

This is one of the most frequent mistakes in designing a contract. A consecutive criterion requires the behavior to occur in a consecutive chain or row. For example, the student may be

told that he will receive a reward if he gets a passing grade on his arithmetic assignment for 5 days in a row. The student may do well for 4 days, and then get a failing grade on the 5th day. This

<u>Consecutive</u>	<u>Cumulative</u>
"C" or better 5 days in a row	Five "C"s on 5 assignments
Day ☉☉☉☉☉ 1 2 3 4 5	Day ☉☉☉☉☉☉ 1 2 - 3 - 4 5
NO REWARD	REWARD

punishes the student for his work on the previous 4 days.

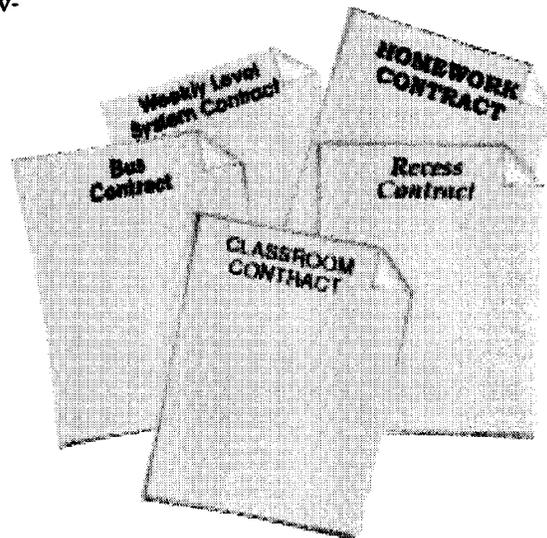
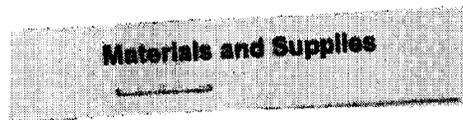
A cumulative criterion adds up success but does not count failures. For example, the criterion may read, "When the student gets 5 days of passing grades on his assignments, then he will get a reward." The student may do well for 4 days, fail the 5th day (which does not count), and pass the 6th day. Then the student could turn the contract in for a reward.

Some privileges may *not* be taken away if a student fails to meet the conditions of the contract. These privileges include:

- ☞ Eating lunch.
- ☞ Going to the bathroom.

Getting Ready

- ☞ Contact with parents.
- ☞ Wearing reasonable clothing.
- ☞ Define observable and measurable behaviors to change.
- ☞ Generate a menu of reinforcers.
- ☞ Consider a time frame for the contract.



- ☞ Contract forms.

- ☞ Prepare a blank form of the contract.
- ☞ Inform the student and parents that a contract will be negotiated and written.



References

- 📖 Defined rewards.
- 📖 A pen to sign contract.

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- Kirchenbaum, D. S., Dielman, J. S., & Karoloy, P. (1982). Efficacy of behavior contracting: Target behaviors, performance criteria, and settings. *Behavior Modification*, 6, 499-518.
- Kelly, M. L., & Stokes, T. F. (1982). Contingency contracting with disadvantaged youths: Improving classroom performance. *Journal of Applied Behavior Analysis*, 15, 447-454.
- Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The tough kid book*. Longmont, CO: Sopris West.

Least Restrictive Behavioral Interventions (LRBI)

Utah State Office of Education: LRBI Resources

Utah Personnel Development Center
2290 East 4500 South
Suite 220
Salt Lake City, UT 84117
1(800)662-6624

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

Contracting

1/16/02

Contracting

A contract is a written agreement between a student and a teacher that is directed toward changing the youngster's behavior. It is a motivational device in which you agree to provide a reward to the student if s/he completes a designated task or displays a certain behavior. The selected behavior is usually one that is exhibited less frequently than you would desire. Therefore, you offer an incentive to the student to increase the occurrence of that behavior. The contract outlines time or amount constraints, the reinforcer to be administered, and any other necessary conditions. Most contracts are positively oriented. That is, they reward success, but offer no consequences for failure. However, some do include penalty clauses to punish the student if s/he fails to meet stated expectations. Here are some examples of contracts:

Room 226 Contract

Date: _____
 During the week of: _____
 I will: _____
 If I do this, I will receive: _____

We agree to the above terms.
 Teacher _____
 Student _____
 Witness _____

CONTRACT

The following is an agreement between _____ and _____.

The terms of the agreement are as follows:

The student will _____.

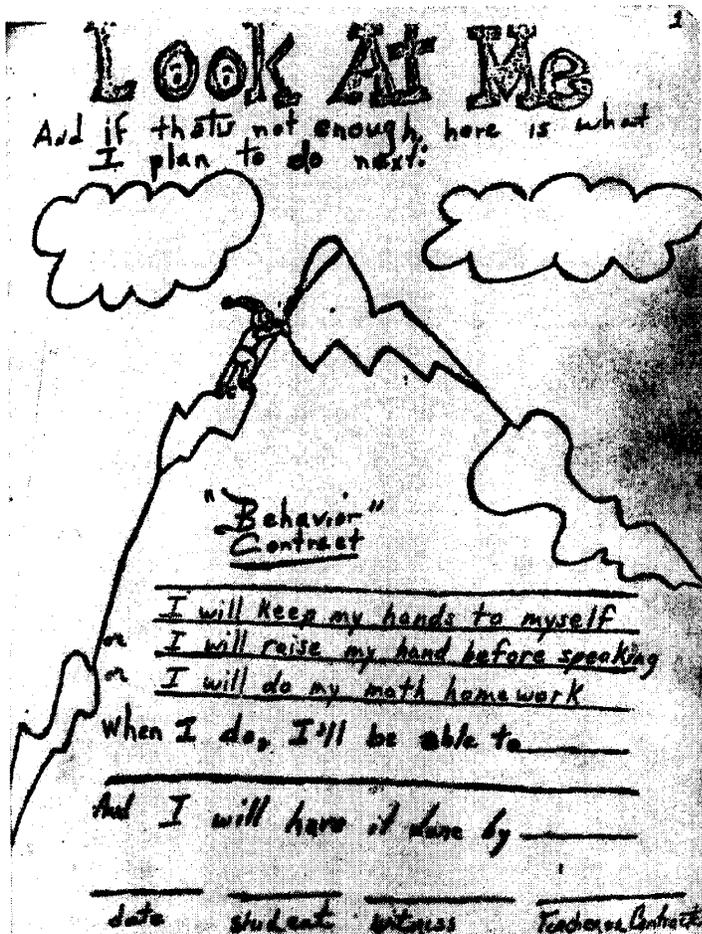
In return, the teacher will _____.

The following conditions apply:

1. _____
2. _____
3. _____

This contract is rendered null and void if the student fails to achieve the designated goal.
 The contract will be reviewed on: (date)

Student signature _____
 Teacher signature _____
 Witness signature _____



Select only one of the example behaviors

Is it smart to mention the undesirable behavior (dawdling)?

Contract

I will: finish my lunch on
time and not dawdle.

My teacher will: give me
a fish sticker.

Then, I will get: to pick
out a goldfish for the class
when I have 10 stickers.

Signed: Raouf
Mrs Lambert
Mays
tbody

SAMPLE CONTRACT

Student _____ . Date _____

Teacher _____

Target Behavior participating in P.E.

Acceleration Agreement

For participating in gym class

you will receive 1 token

When you have earned 5, they can be exchanged for a cake

As soon as you earn 25 tokens, you will earn _____

Deceleration Agreement

If you are not participating

I. will take away 1 token

If you question or argue, you will be sent to time out.

If you refuse to go to time-out, you will receive a detention

Expiration Date: _____ Signed _____ (student)

(teacher)

This contract ^contains a "penalty clause" to increase the pressure to demonstrate the behavior.

1. Rebecca agree to accept the following responsibilities within the
(student)

specified time periods:

1. Decrease out of seat behavior
from 50 times a day to 20.

10/8/00
2. Record my out of seat behavior

Daily

In return, I wish to receive the following privileges at school:

Typing activities with Mr. Samson at
the end of the week.

to be received Friday at 1:30

to be received _____

1. Mr. Jamison agree to provide the designated privileges in
(teacher)

accordance with the schedule stated. We have read and reviewed the terms of
this contract. We will re-evaluate the
contract on 10/11/00

Signed: Rebecca Emery E. Jamison
(student) (teacher)

Witness: Dorothy Carter Date: 10/11/00

This example combines contracting with differential reinforcement of lower rates of behavior (DRL)
(see the home page link on "differential reinforcement" for more information on this procedure)

How to Use Contracting

1. Arrange a meeting with the selected student.
2. Discuss your concern about academic or behavioral performance and make it known that you are willing to make a deal in order to help him/her improve.

3. Explain contracting and give a few examples. Tell how movie stars, sports heroes, and persons in other professions of interest to the student are involved with contracts.
 4. Be sure that the student understands the concept of contracts by asking him/her to give an example of a contract.
 5. Inform the student of which behaviors you would be willing to reward. You might also wish to ask the student which behaviors s/he feels need to be improved.
 6. Have the student tell you for which activities or items s/he is willing to work.
 7. Negotiate the ratio of task to reinforcement and agree upon the amounts. Decide what must be done to receive the reinforcement.
 8. Decide on the achievement level to be met by the student (e.g., 80 percent correct, less than three talk-outs per day). In order to ensure motivation and success, you may initially wish to start with the student's criteria at an easily achievable level and renegotiate later for a higher level of performance.
 9. Determine the amount of time allotted to complete the task.
 10. Determine who will monitor and evaluate the student's performance. (The teacher usually does this.)
 11. Determine how and when the reinforcement will be awarded.
 12. Set a date for renegotiation of the contract. This future discussion allows dissatisfied parties to state grievances and close loopholes.
 13. Read the contract with the student and sign your names if both are in agreement.
 14. Have a witness read and sign the contract. Obtaining a witness who is perceived positively by the student may be a good motivational tool.
 15. Have all parties shake hands and congratulate each other.
-

[Click here for a description of how one teacher used contracts with his students](#)

Activities and Discussion Questions

1. Find a partner and assign her or him the role of the student. You, as the teacher, lead the contract development meeting by following the steps outlined above. If you do not have a specific task or behavior in mind, use the following situations:

- a. Sarup is regularly truant. When she does attend your class she refuses to do any work.
 - b. Brian rarely does his homework.
 - c. Robin dislikes remedial reading instruction. He will not bring a book to the tutoring sessions as requested and complains if you ask him to go to the library and choose one. When asked to read orally in a small group, he places his head on the table and rests quietly.
2. Write three different contract forms, one for primary grades, one for intermediate grades, and one for high school level.



Fetch Dr. Mac's Home Page

We used contracts to paper train our little pup (Yes, I intended for this statement to have a double meaning).

Results of Idea Sharing

Results of Idea Sharing FLPBS Coaches Training 2006

RESPONDING TO PROBLEM BEHAVIOR

- Having students plan rewards with teacher supervision
- Suggested list of responses for major & minor problems
- Loss of lunch, take privileges away
- Share ideas with teams about not having a punitive system
- Reinforcement menu for students to complete
- Reinforce teacher behavior with PBS with a district token system
- Discuss effective consequences for out of school suspension for Elementary age students
- Elementary school-rewards are working well-Tiger Paws
- No: Pawsom Friday, NO: Pig-out Passes
- List of interventions
- Classroom intervention checklist form
- Parent/teacher discipline mediation
- Classroom management in-service
- Contract consequences for appropriate and inappropriate behavior
- Remove from preferred activity
- Teacher shadow (hold hand)
- Failure to earn fun Friday
- Student to student discuss expected behavior
- Positive time with principal/assistant principal for appropriate behavior
- Stress improved school-wide environment
- Letter or apology
- Loss of earned time
- Student generated and written letter to parent regarding inappropriate behavior and appropriate expected behavior
- Over correction
- Planned ignoring
- Campus clean-up
- Contact with student's coach. ODR=Restricted playing time
- Parents coming in on Saturday to refine their parenting skills
- Work on school PBS posters during detention
- STOP tickets (several in same day=referral)
- Lunch detentions
- Saturday detention

Proven Effective Classroom Practices

Proven Effective Classroom Practices

Correct rule violations and social behavior errors proactively. The application of error correction strategies should be conducted in a "business-like" manner, and attention for the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been, and follow-up with the established consequence. Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each. For chronic rule violations, strategies should be established to pre-empt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

Suggested Learning Activities

- Share the attached list of classroom interventions (ways to respond to inappropriate behaviors). Ask teachers to add to the list any strategies they use that are not listed. Have administrator look for teachers using and reinforce staff that use these strategies with students.
- Share strategies for avoiding escalation of behavior. Role-play a situation between a student and teacher modeling wrong and right way of responding. Team up staff to practice role-playing.

Proven Effective Classroom Practices

Classroom Interventions

Clarification – Clarification is used as an initial intervention when, undesirable behaviors first occur, when student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgment. Clarification interventions should be used only once for each occurrence; this prevents “preaching” and communicates to student the need for a meaningful response (if response is not meaningful – more restrictive interventions will be used).

Reinforcement of Others – The use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher’s expectations. It is important that the targeted students do not view that you are punishing them at this time but helping to cue them into their behavior. Reinforcement should be made available to the targeted student when they are displaying the desired behavior.

Proximity Control – This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often the teacher’s proximity to the student is enough to stop the behavior.

Signal Interference – These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

Redirection – Distract the student, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. “help me out; go get me the red pen off the desk”).

Premac Principle (Grandma’s Law) – You work before you play. “As soon as you _____ you can _____” (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row).

Planned Ignoring – Sometimes it is wise for the teacher to ignore a student’s behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his/her attention to learning.

Interest Boosting- If the student’s interest in an activity is waning; it is sometimes helpful for the teacher to show interest in the student’s assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

Curricular Modifications – Important first step when students are exhibiting behaviors resulting from frustration with the curriculum.

Examples: shortened assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer tutor, give 1-on-1 assistance, restate or rephrase directions

Avoiding Escalating Behavior and Power Struggles

Avoiding Escalating Behavior and Power Struggles

Para verbal Communication: Look at the way you are communicating with the students whose behavior is beginning to escalate. Here are some helpful hints:

- ▶ Tone: Avoid impatient and angry, used empathetic and sympathetic understanding
- ▶ Volume: Make sure it is appropriate for the distance between you and the student, and the situation
- ▶ Cadence: Deliver message using even rhythms

Do's	Don'ts
1. Make sure you have eye contact	1. Show Fear
2. Listen carefully	2. Over/under react
3. Give appropriate personal space	3. Argue or confront
4. Remain Calm	4. Not follow through
5. Safety, be aware of environment	5. Make false promises
6. Be alert	6. Threaten
7. Be consistent and focused	7. Use jargon, buzz words
8. Enforce limits	8. Use "right" or "wrong"
9. Remain in control	
10. Use "ok" and "not ok"	

Empathetic Listening: Ways to let your students know that you are "truly" listening to their concerns. Here are some helpful hints:

- ▶ Use an active process: making eye contact, nodding your head
- ▶ Be non-judgmental
- ▶ Allow for silence
- ▶ Listen for hidden message
- ▶ Give undivided attention

(Crisis Prevention Institute, Inc. 1987)

Punishment Techniques and Student Behavior Plans

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What Every Teacher Should Know About...Punishment Techniques and Student Behavior Plans

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In everyday terms, people use the word punishment to describe negative consequences imposed on people when they misbehave. Often, the term has moral overtones, suggesting that those being punished 'deserve' that punishment because their actions violate a rule, law, or social expectation. In the field of behavior management, though, punishment has a more narrow (and morally neutral) definition: *the presentation or removal of events that leads to a reduction in a target behavior* (Kazdin, 1989). According to this definition, events that serve to decrease an individual's behaviors are considered to be punishers. Teachers should understand the pros and cons about using punishment in the classroom, as schools frequently build punishing, or aversive, consequences into plans designed to help manage student behaviors.



An important point about possible punishers is that they affect different people in different ways. Imagine a scenario, for example, in which a teacher uses time-out as a behavioral intervention for two students who frequently call out in the classroom. One student stops calling out almost immediately. For this student, time-out is clearly a punisher. The second student persists in calling out, despite being placed repeatedly in time-out. For that student, time-out has no effect and is not a punisher at all.

Punishment can take various forms in classroom discipline programs. Sometimes an event is *presented* whenever the student shows an undesired behavior. A teacher may reprimand a student, for example, each time that the student leaves her seat without permission. In another form of punishment, the student may temporarily *be removed to a less-reinforcing setting* (e.g., by being sent to a time-out room for a 10 minute period of seclusion) whenever she displays a

negative behavior. In a type of punishment known as response-cost, a student has rewards, tokens, privileges, or other positive reinforcers *taken away* whenever he or she engages in a problem behavior. An example of response cost is a student who earns stickers for good classroom conduct having one sticker removed from her sticker chart for each episode of misbehavior.

Teachers sometimes find punishment to be effective as a classroom behavior management tool, especially in the short term. Because punishment tends to rapidly stop problem behaviors, the teacher in turn is positively reinforced for using it (Martens & Meller, 1990). On the surface, then, punishment may appear to be a powerful and attractive behavior management strategy. But this power can come at a significant cost.

Research indicates that punishment is sometimes accompanied by significant negative side effects. Students who are regularly the object of punishment may over time show a drop in positive attitudes toward school (resulting in poor attendance and work performance), have a more negative perception of teachers, and adopt a more punitive manner in interacting with peers and adults (Martens & Meller, 1990).

What to Consider Before Using Punishment Techniques. Simply put, punishment techniques of any kind are strong behavioral medicine-and should be used with care and compassion. Before using any punishment techniques, the teacher should consider whether:

the student's behavioral problems are caused by a skill-deficit. From an ethical standpoint, students should never be punished for behaviors that they cannot help. For example, a student who is chronically disorganized and always arrives late to class with no writing materials may well need to be taught organization skills--rather than be punished for his lack of preparedness.

positive techniques alone will adequately improve problem behaviors. Instructors have a range of positive behavior intervention strategies to draw on when shaping student behaviors. These positive approaches might include the structuring of the student's classroom experience to avoid 'behavioral triggers' that lead to problems or the use of praise and other reinforcers to reward the student for engaging in appropriate, 'learner-friendly' behaviors. Punishment techniques, particularly 'strong' forms of punishments such as isolation/seclusion time--our from reinforcement, generally should be considered only when the range of positive strategies have not been successful in improving the student's conduct.

What to Think About When Setting Up a Behavior Program That Includes Punishment Techniques. Teachers who include punishment as one element of a behavior plan are most likely to experience success if their plan follows these guidelines:

Punishment is paired with positive reinforcement. The power of punishment techniques is that they can rapidly decrease a student's rate of problem behaviors. But merely suppressing unacceptable behaviors is not enough: The student should also be encouraged to adopt positive classroom behaviors to replace them. When planning a behavioral program, then, it is always a good idea to complement negative consequences for inappropriate behaviors with a positive-reinforcement system that rewards a child's positive behaviors. In fact, for some children (e.g., those with Attention-Deficit Hyperactivity Disorder), the positive reinforcement program (e.g., sticker chart) should be put into place first. Only when that positive program begins to show results should a mild punishment component (e.g., response-cost) be added.

The plan uses the mildest punishment technique that is likely to be effective. When selecting a punishment technique, start off with less intensive interventions. Consider moving to a more intensive or restrictive form of punishment only if the milder alternative proves ineffective. A teacher may first decide, for example, to try in-class time-out (with the student remaining in the classroom during time-out and watching but not otherwise participating in academic activities) before moving to a more intensive form of isolation time-out in which the student is sent to a special time-out room for misbehavior.

The student is not deprived of key opportunities to build social and academic skills. When selecting negative consequences to impose for student misbehavior, the teacher should carefully consider possible harmful effects of that consequence before implementing it. For instance, reducing recess time as a consequence for misbehavior may not be the best approach if the student already has few friends and limited social skills. Missing unstructured free time with her peers may in fact only worsen the student's social isolation. Similarly, teachers may want to rethink placing students with academic deficits into seclusion time-out or in-school detention, as such a consequence would deprive those children of opportunities for academic instruction that they badly need.

The student provides input as the behavior plan is being developed. One potential unintended effect of punishment techniques is that the target child may feel powerless--a situation that could erode the child's investment in learning. Whenever possible, the teacher should give the student a voice in the design of the behavior management plan. For example, a teacher designing a response-cost program might ask the student to come up with a 'secret' sign that the instructor might use to signal a warning to the student that he is on the verge of having a point deducted from his 'Great Study Behaviors' chart.

The behavior plan is congruent with state regulations and school district policies and has parent support. The use of punishment procedures to manage student behaviors is an issue of growing debate in school discipline. Instructors should take care that all elements of a behavior plan, including punishment procedures, fall within disciplinary guidelines both of the state education department and their school district. Parents, too, should be informed of any behavior plan being put into place for their child and asked to sign off on it prior to that plan being implemented. (It is particularly important that parents approve behavior plans if those plans contain punishment procedures such as use of time-out.)

The teacher monitors the effects of the behavior plan. Because punishment procedures can in some cases lead to unintended negative effects on student performance and attitudes toward school, behavior plans that include a punishment component should be closely monitored. Monitoring should include collection of information both about whether the student's problem behaviors are improving under the plan and whether the child is showing any negative reaction to the behavior plan itself.

Troubleshooting Behavior Programs That Include Punishment Techniques.

Here are some ideas to think about if problems arise when using punishment techniques as part of a larger behavior plan:

The student reacts negatively to the behavior program. Whenever a new behavior plan is put into place for a student, teachers can expect that the student may initially 'test the limits' of the program. Such testing behavior may include loud complaining, or the student's refusing to

follow teacher requests. Often, such behaviors subside when the program has been in place and consistently enforced for a short time.

-) If the student reacts to the program, though, with more serious behavioral outbursts that suggest a safety risk to self or others, the teacher should consider substantially revising or discontinuing the plan immediately. Also, if the student begins to show other negative reactions sometimes associated with use of punishment (e.g., reduced investment in learning, increased hostility toward teaching staff, etc.), the teacher should heed these potential warning signs and revise the behavior plan as necessary.

The student accepts the program but shows little behavioral improvement. If a student fails to show significant behavioral improvements within a reasonable amount of time, a plan that contains a punishment component should be revised or discontinued. (Teachers should be particularly careful not to regard a behavior plan as 'effective' merely because it makes the student easier to manage. While an instructor, for example, may like a time-out intervention because it offers her an occasional break from a problem student, that intervention should be regarded as useless or even harmful to the student if it fails to bring about a speedy improvement in that child's behaviors in the classroom.)

Punishment techniques gradually lose their effectiveness. It is not uncommon for punishment to lose its effectiveness over time as the recipient of that punishment becomes acclimated to it. In such cases, the problem is usually that the teacher has become overdependent on using punishment techniques alone to manage the student's behaviors.

An instructor may find after her intervention has been in place for a month, for instance, that she has to reprimand a student more often and more insistently to get that student to comply with a request. (Remember that reprimands serve as a kind of punishment.) Upon reflection, the teacher realizes that she has been overusing reprimands. Furthermore, she finds that her loud reprimands distract other students from their classwork.

So the instructor revises the behavior plan. She starts the student on a sticker chart for positive behaviors, giving the child a sticker each half-hour if the student completes and turns in all class assignments (positive reinforcement). The teacher also tells the student that she can have five extra minutes of free time at the end of each day to spend in the book corner, a place that the student likes to visit. However, whenever the student fails to comply with a teacher request within 5 seconds during the day, the teacher deducts a single minute from the student's extra free time (response-cost). The final behavior plan, then, combines both positive reinforcement for appropriate behaviors (sticker chart) and punishment for inappropriate behaviors (loss of free time for failure to comply with teacher requests). The teacher finds that this revised plan is actually easier to administer, since she no longer feels that she has to 'nag' the student. Furthermore, the teacher discovers that the new plan retains its effectiveness over time.

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Environment

- **Resources**
 - **Effective Room Arrangement**
 - **General Classroom Adaptation**
 - **Preventing Behavior Problems During Transitions and “Challenging Times” of the School Day**
 - **Classroom Routines**

ENVIRONMENTAL ADAPTATIONS

Research shows that the most effective schools are those with a well-ordered environment and high academic expectations. Environmental adaptations involve modifying the environment rather than the curriculum or instruction. **Modifying classrooms so as to create an orderly learning environment** where academic performance is expected of all students is therefore one way to enable students with social, behavioral, or emotional needs to cope with demands while learning new skills.

Three Types of Environmental Adaptations

- **Where-** Adapt the place
- **When-** Adapt the schedule
- **Who-** Adapt the staff or grouping

Where

Modifying the place may include:

- Providing access to privacy for a student who has difficulty concentrating or staying on task (study carrel, trip to another teacher's room)
- Minimizing congestion and clearing traffic lanes
- Positioning groups/stations to minimize distractions
- Clearing lines of vision to students
- Allowing students to see all instructional displays
- Posting behavioral expectations clearly

For example, Andy is a 9 year-old in a Varying Exceptionalities classroom. He is an intelligent and conscientious boy who experiences a significant amount of frustration in his work. During independent seatwork his frustration at becoming distracted by those around him leads to self-injurious behavior. It is hypothesized that when there is movement and noise around Andy during seatwork, he becomes distracted and engages in self-injurious behavior to get himself to attend to the task at hand. An ecological adaptation based upon this hypothesis may take into account how easily distracted Andy is by modifying the place he works, by giving him an opportunity to work at his desk or a study carrel. When Andy becomes distracted he now is able to move to the study carrel where he could complete his work without distractions.

When

Modifying the schedule may include:

- Adapting daily schedule to provide additional breaks
- Finding opportunities for a student to spend extra time with preferred adults or peers
- Posting the daily class schedule
- Developing individual student schedules as needed
- Utilizing visuals if necessary
- Posting procedures for transition time and non-transition times
- Labeling the classroom
- Establishing predictable routines
- Color coding information

For example, Demetrius is an engaging 8 year-old boy in a classroom for students with mild to moderate mental retardation. During group activities such as circle group and story time, Demetrius is engaged. During independent work activities, especially those which require Demetrius to remain seated, he becomes disruptive. It is hypothesized that during activities to be completed independently, Demetrius becomes disruptive to get attention from others. An ecological adaptation based upon this hypothesis may take into account when independent and group activities are scheduled by adjusting the schedule to ensure that independent activities are alternated with interactive group activities. A picture schedule could then be developed to cue Demetrius that a preferred (group) activity is coming up.

Who

Modifying people the student works with may include:

- Using a different teacher for a particular subject or activity
- Reducing the adult-to-student ratio
- Changing the number of peers with whom the student is grouped for instruction
- Promoting friendships between students with and without disabilities
- Providing opportunities for social inclusion for students with disabilities
- Embedding mechanisms for daily communication between student and teacher

For example, Alena is a 15 year-old student diagnosed with autism who is mainstreamed in regular classes. In math and science she is frequently non-compliant and occasionally becomes disruptive. In language arts, Alena participates appropriately. Teachers recognized that during math and science classes there are in excess of 30 students per class, while in language arts, there are only 20 students. It is hypothesized that when working with a large group of students, Alena is disruptive to get attention from the teacher. An ecological adaptation based upon this hypothesis may take into account the number of students grouped with Alena by switching Alena to math and science classes that contain fewer students. This would enable the teacher to give Alena additional attention she needs to be successful in the class.

Effective Room Arrangement



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CASE STUDY UNIT



**EFFECTIVE ROOM
ARRANGEMENT**

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For a faculty guide to this case study unit please e-mail the IRIS Center at iris@vanderbilt.edu with your full name, title and institutional affiliation.

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EFFECTIVE ROOM ARRANGEMENT

LEVEL A · CASE 1

BACKGROUND

Student: Edward

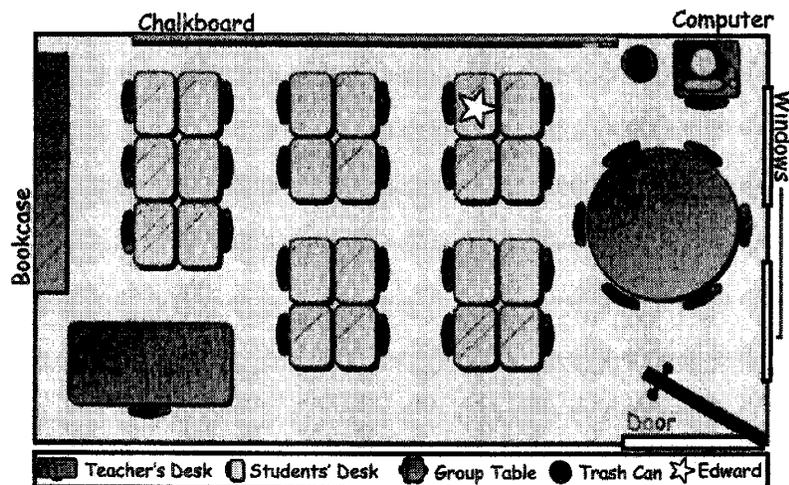
Age: 8.3

Grade: 3rd

SCENARIO

Edward is a 3rd grader who seems distracted during independent work time. He is either not finishing his independent work or completing it haphazardly. Based on Edward's IEP, he is seated near the chalkboard where the independent work directions are written. However, after sketching the classroom arrangement (below), his teacher recognizes Edward's off-task behavior may be a factor of his seating location (starred). Based on this information, his teacher has decided to rearrange the classroom so that Edward will achieve the following goals within six weeks:

- Increase the quantity of time on-task during independent work
- Increase the number of assignments completed



POSSIBLE STRATEGIES

- Minimizing distractions
- Maximizing access
- Matching arrangement to lesson purpose



ASSIGNMENT

- Read the STAR sheets on each of the three possible strategies.
- Given what you've learned from the STAR sheets, look back at the scenario. Identify three issues (one related to each strategy) that may be distracting Edward.

EFFECTIVE ROOM ARRANGEMENT

LEVEL A · CASE 2

BACKGROUND

Student: Cheri

Age: 7.1

Grade: 1st

SCENARIO

Cheri is a repeating first grader who missed much of her initial first grade year for medical reasons. She has been diagnosed with a syndrome that is characterized by fragile bones. For Cheri, simple jostling or bumps can result in broken bones. She walks with leg braces and most of the time uses a walker. Cheri is presently protectively seated beside the teacher's desk separate from the other students. At this location, Cheri has a place to put her walker for easy access. Cheri's academic work demonstrates that she is progressing with her peers; however, her social interaction skills are below grade level. Based on this information, Cheri's teacher is reassigning Cheri's seating location to help her achieve the following goals within nine weeks:

- Increase her positive interactions with peers.
- Increase her safe movement to and from the group table for small group reading instruction and into and out of the classroom.

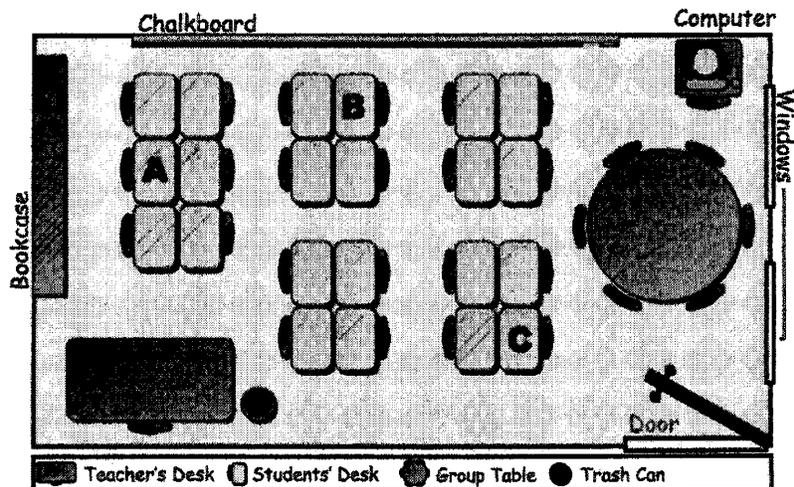
POSSIBLE STRATEGIES

- Maximizing access
- Movement with ease



ASSIGNMENT

- Read the STAR sheets on each possible strategy.
- Select one seating location (A, B, or C) for Cheri. Explain why this location is or is not suitable to help Cheri meet her goals based on the strategies of maximizing access and movement with ease.



EFFECTIVE ROOM ARRANGEMENT

LEVEL B · CASE 1

BACKGROUND

Student: Marcus

Age: 7.5

Grade: 2nd

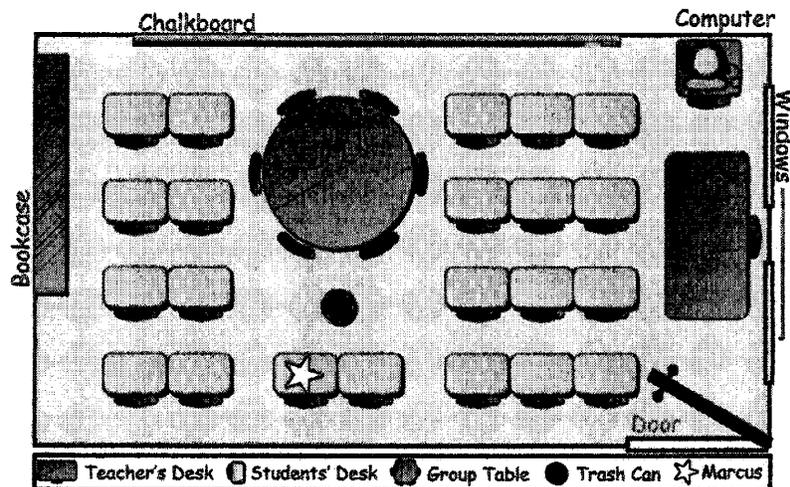
SCENARIO

Marcus is a very active second grader. He is continuously moving, whether tapping his pencil, adjusting his seating, sharpening his pencil, shooting baskets with his trash, or walking through the room. During independent work, Marcus's constant motion is often evidence that he is off-task. This is particularly the case when his teacher is working with a small group at the group table. The teacher interrupts the small group on a regular basis to try to get Marcus refocused on his independent work. Marcus's teacher made a sketch (below) of the classroom and recognized that there were several distractions that might encourage Marcus to be off-task. The teacher is planning to rearrange the classroom and/or Marcus's seating position (starred) to help him meet the following goals in four weeks:

- Increase the quantity of time on-task during independent work
- Increase the number of independent assignments completed
- Decrease the number of interruptions to the small group instruction

POSSIBLE STRATEGIES

- Minimizing distractions
- Maximizing access
- Matching arrangement to lesson purpose
- Movement with ease



 **ASSIGNMENT**

- Review the STAR sheets on each possible strategy.
- Identify three things to move (items, equipment, individuals) in the classroom sketch above that are possible distractions for Marcus.
- Explain: 1) what three things you would move in this classroom; 2) why you would move them (including which strategy(ies) you are using); 3) and how your three changes to the classroom will help Marcus meet his goals.

EFFECTIVE ROOM ARRANGEMENT

LEVEL B • CASE 2

BACKGROUND

Students:	Robert	Latisha	Helen	Paulo
Ages:	9.2	9.7	9.5	10.4
Grade:	4th	4th	4th	4th

SCENARIO

Robert, Latisha, Helen, and Paulo are fourth graders who join their fourth grade class in the science lab for science instruction following their special education math class. The special education teacher has requested that the science teacher place these fourth graders at seating locations separate from one another. This would allow the students to interact with other fourth graders during science. The special education teacher provided the following information to the science teacher to help in assigning seating locations:

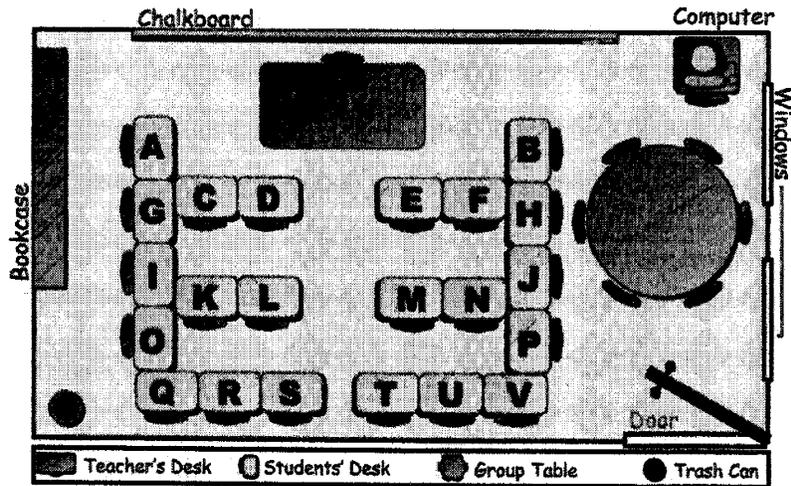
Robert	Needs to be near the chalkboard to see written material or near the demonstration table to see demonstrations. Is easily distracted by other students. Likes to volunteer to help the teacher.
Latisha	Is shy. Is easily pulled off-task by distractions, especially computers. Does a good job of pretending to be on task when she does not understand how to do something or isn't interested.
Helen	Is very talkative. Will try to monopolize the teacher's attention. Is a strong reader.
Paulo	Loves science. Gets along well with other students. Works well in groups. Has a crush on Latisha.

POSSIBLE STRATEGIES

- Minimizing distractions
- Maximizing access
- Matching arrangement to lesson purpose
- Movement with ease

ASSIGNMENT

- Review the STAR sheets on each possible strategy.
- Place the four students at a seating location in the classroom arrangement sketch above. For each student, write the name of the student and the letter of the assigned seat.
- For each student, explain why you selected the specific seating location you did and include which strategies you used in making your decisions.



EFFECTIVE ROOM ARRANGEMENT

LEVEL C · CASE 1

BACKGROUND

Student: Donna

Age: 10.8

Grade: 5th

SCENARIO

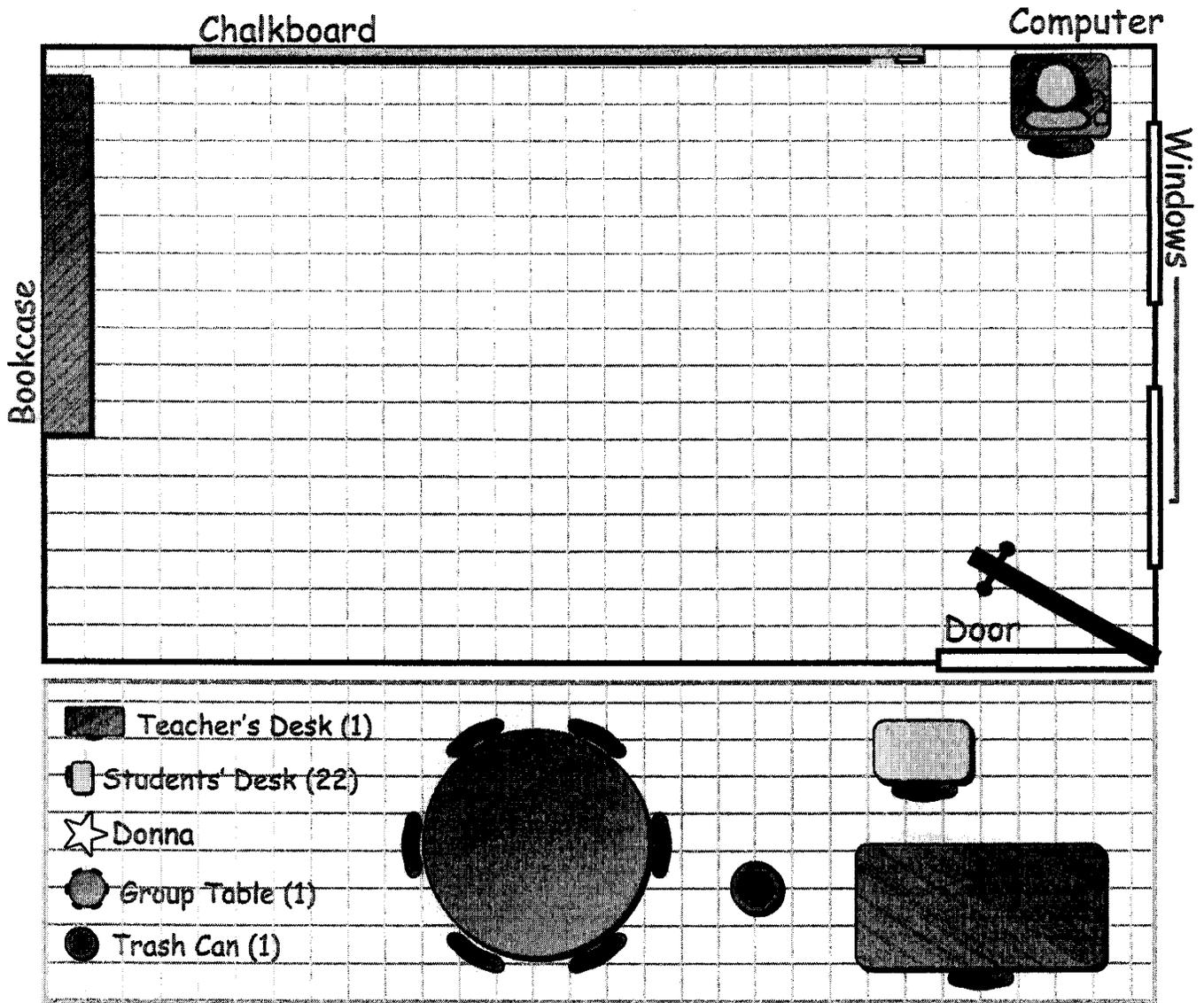
Donna is a 5th grader who has recently increased the amount of time she spends in her standard classroom to two hours. During this block of time, the class is working for 45 minutes on math, one hour on social studies or science (alternating each week), and 15 minutes in sustained silent reading. Math instruction in Donna's classroom is typically conducted with pair interactions. Social studies and science instruction varies in format from paired to small group to whole group based on the unit of study. Sustained silent reading is conducted with students seated at their individual desks. The special education teacher anticipates that Donna's strengths will help her to compensate for her difficulty with reading. Donna has progressed this semester to reading on the second grade level, but is still a shy, reluctant reader.

AREAS OF STRENGTH

- Participates well in group activities
- Has a strong interest in science and social studies
- Follows oral directions well

 ASSIGNMENT

- Develop 2 goals for Donna.
- Complete the room arrangement below by sketching the furniture (e.g. 22 student desks) to meet the class's instructional needs and support Donna in meeting her goals. Designate Donna's specific seating location (desk) with a star.
- Explain your rationale for both the sketched classroom arrangement and Donna's seating location. Identify which strategies you used in making your decisions. (You may review the STAR sheets if necessary.) Indicate how your decisions support Donna in meeting the two goals.



**EFFECTIVE ROOM ARRANGEMENT
MINIMIZING DISTRACTIONS****★ WHAT A STAR SHEET IS...**

A STAR (S**T**rat**E**gies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

The strategy of minimizing distractions is arranging the physical space around a student so that this student has minimal distractions from items, equipment, or other individuals. Minimizing distractions works in tandem with maximizing access (see adjacent fact sheet) to support student learning.

WHAT THE RESEARCH AND RESOURCES SAY...

- Items (windows, doors, aquariums, etc.), equipment (computers, overhead projectors, etc.), and individuals (reading groups, adjacent peers, etc.) can be distracting (Evertson, Emmer, & Worsham, 2003).
- Preventing distractions helps to decrease misbehavior, but is even more effective when replaced by positive teacher statements (Shores, Gunter, & Jack, 1993).
- High traffic areas (water fountain, pencil sharpener, trash can, teacher's desk, etc.) need to be arranged to avoid congestion and to minimize the distraction their use causes (Evertson, Emmer, & Worsham, 2003).

TIPS FOR IMPLEMENTATION...

- Identify potential distractions in the classroom.
- Arrange student seating to avoid these distractions.
- Move items, equipment, and/or individuals as needed to minimize distractions.

KEEP IN MIND...

- An easy way to anticipate potential distractions is to sit in each of the student seating locations prior to making seating assignments.
- Different students find different items, equipment, and individuals distracting.
- When distractions cannot be moved, they can be minimized through other means. For example, if a computer is distracting, but the only electrical/Internet connections are in that specific location, turn down the screen resolution when not in use to minimize the distraction.

RESOURCES...

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders, 18*(2), 92-102.



**EFFECTIVE ROOM ARRANGEMENT
MAXIMIZING ACCESS****★ WHAT A STAR SHEET IS...**

A STAR (Strategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Maximizing access is a strategy for arranging the physical space around a student so that the student has maximized access to instruction, materials, and demonstrations and the teacher has maximized access to the student. Maximizing access works in tandem with minimizing distractions (see adjacent fact sheet) to support student learning.

WHAT THE RESEARCH AND RESOURCES SAY...

- Many studies have identified teacher interaction with students is connected to student seating location (Good & Brophy, 2000; Evertson, Emmer, & Worsham, 2003; Lambert, 1995; Shores, Gunter, & Jack, 1993). Those students seated at the front of the room and down its center (the “action zone”) are more likely to receive attention from the teacher.
- Students facing an instructional area have easier access to it; those with their backs to instruction can avoid participation (Wong & Wong, 1998).
- Effective teacher monitoring of a class requires frequent movement throughout the classroom and constant lines of sight to each student (Evertson, Emmer, & Worsham, 2003).
- The arrangement of the classroom should allow teachers access to interact with every student (Shores, Gunter, & Jack, 1993).
- Frequently used materials and equipment (pencil sharpener, texts, etc.) should be stored in easily accessible locations (Evertson, Emmer, & Worsham, 2003).

TIPS FOR IMPLEMENTATION...

- Provide a clear line of sight for students to instruction (chalkboard, overhead projector screen, demonstration table, you).
- Create a clear line of sight for you to the students.
- Arrange seating to allow you and the students to move through the classroom with ease.

KEEP IN MIND...

- An easy way to anticipate better access for students is to sit in each of the student seating locations prior to making seating assignments.
- Access can be redistributed by rearranging students in the room.
- Some students require more space (e.g., for a wheelchair) to have equitable access.



RESOURCES...

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EFFECTIVE ROOM ARRANGEMENT

MATCHING ARRANGEMENT WITH LESSON PURPOSE

★ WHAT A STAR SHEET IS...

A STAR (Strategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Matching the room arrangement with lesson purpose is a strategy for arranging the classroom in a manner to support the purpose of the lesson. Lessons designed for independent work (seatwork, tests, etc.) are supported by an arrangement in rows or paired rows. Lessons designed for group work (centers, teams, etc.) are supported by an arrangement in groups.

WHAT THE RESEARCH SAYS...

- Seating arrangements should match lesson purpose (Evertson, Emmer, & Worsham, 2003; Lambert, 1995; Wong & Wong, 1998).
- Grouped seating arrangements can increase student social interaction; seating in rows can increase the quantity of independent student work completed (Lambert, 1995; Wong & Wong, 1998).
- Flexibility in room arrangement enables a variety of instructional formats to be used (whole group, small group, student pairs, individual) (Lambert, 1995; Wong & Wong, 1998).
- Room arrangements that do not match lesson purposes can be distracting to students (Lambert, 1995).

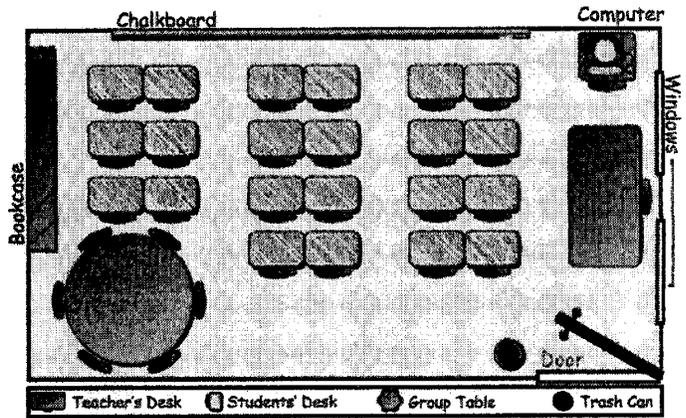
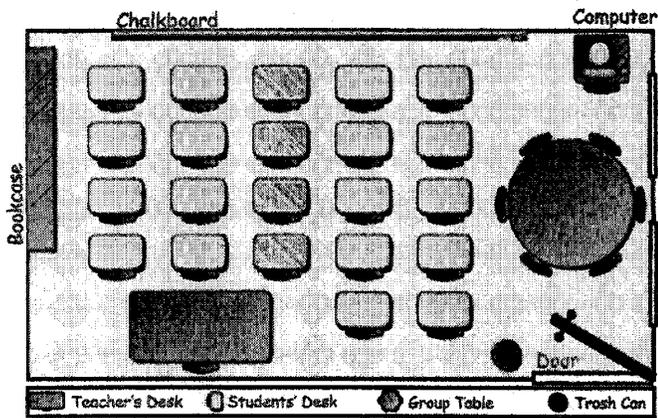
TIPS FOR IMPLEMENTATION...

- Select the lesson purpose and format.
- Select a room arrangement that supports the lesson purpose. Consider the different arrangements below.
- Adapt your present arrangement to support the lesson purpose, or
- Arrange the room accordingly, or
- Teach students to arrange the classroom for specific lesson formats and assign the task of arranging the room to the class based on your direction. Successful student rearrangement requires practice.

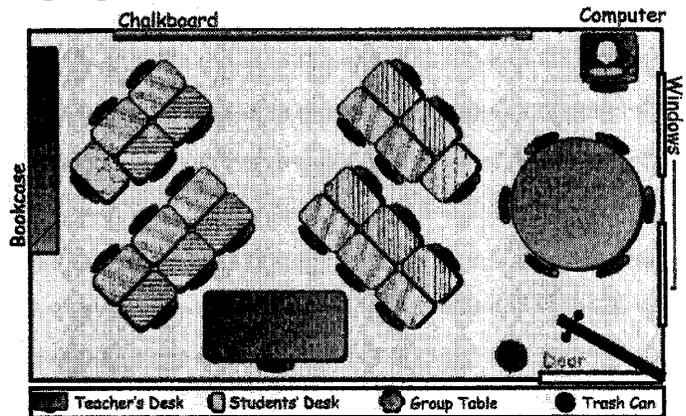
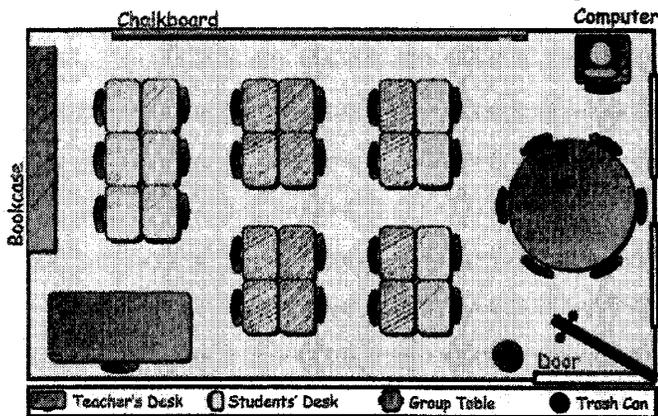
KEEP IN MIND...

1. Effective lesson planning and teaching procedures for a given lesson format work in combination with matching arrangement to lesson purpose to achieve successful lesson implementation.
2. Continuous rearrangement of the classroom can be as disruptive as a mismatch of arrangement to lesson purpose. Plan your room arrangement to fit the majority of your day's instruction and find ways to adjust this arrangement to meet other lesson purposes.

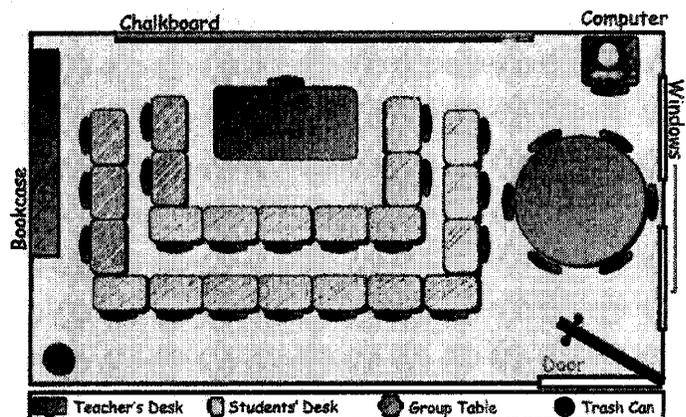
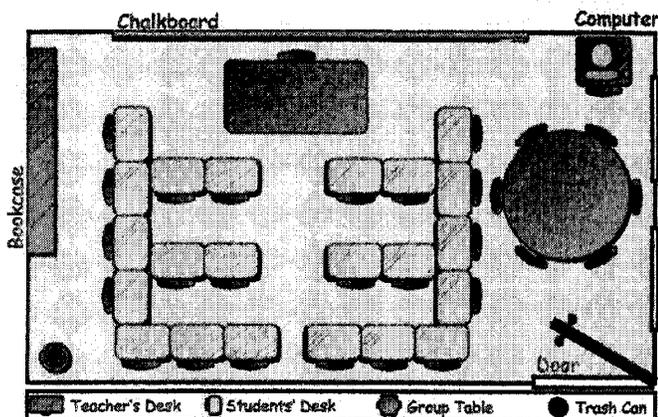
Possible arrangements for independent work/tests/beginning of the year/lecture:



Possible arrangements for group work/stations:



Possible arrangements for demonstration/discussion:



RESOURCES...

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Lambert, N. M. (1995). Seating arrangements. In L. W. Anderson (Ed.) *International encyclopedia of teaching and teacher education (2nd Edition)*. Oxford: Elsevier Science.

Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.



**EFFECTIVE ROOM ARRANGEMENT
MOVEMENT WITH EASE****★WHAT A STAR SHEET IS...**

A STAR (S**T**rat**E**gies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Movement with ease is a strategy for arranging the physical space of a classroom to insure that both the teacher and the students can move through the room without difficulty.

WHAT THE RESEARCH AND RESOURCES SAY...

- Effective teacher monitoring of a class requires frequent movement throughout the classroom and constant lines of sight to each student (Evertson, Emmer, & Worsham, 2003).
- The arrangement of the classroom should allow teachers to be able to move to interact with every student (Shores, Gunter, & Jack, 1993).
- Students need easy access to needed supplies, equipment, and materials (Evertson, Emmer, & Worsham, 2003).
- Constrained spaces increase the physical contact between individuals and the likelihood of tension (Hall, 1966/1982).
- In a study focused on classrooms with low-income African American students, researchers found that the students required movement as a part of their learning process (Ellison, Boykin, Towns, & Stokes, 2000).

TIPS FOR IMPLEMENTATION...

- Arrange the furniture and equipment in the classroom to provide walking space between and around these items as needed.
- Anticipate special circumstances that may require additional space (e.g., wheelchair use).
- Select to place frequently utilized supplies, equipment, and materials in easy-to-reach locations.
- Remove unused or unnecessary equipment and furniture from the classroom.

KEEP IN MIND...

- An easy way to anticipate movement with ease through the classroom is to try walking through all of the designated areas with the chairs placed as if students are seated in them.
- Establishing procedures for moving through the room is necessary to make a good classroom arrangement successful.
- Blocked walkways can serve as emergency exit hazards.

RESOURCES...

- Ellison, C. M., Boykin, A. W., Towns, D. P., & Stokes, A. (2000). *Classroom cultural ecology: The dynamics of classroom life in schools serving low-income African American children (Report No. CRESPAR-R-44)*. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED442886)
- Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.
- Hall, E. T. (1966/1982). *The hidden dimension*. Garden City, NY: Anchor Books, Doubleday & Co., Inc.
- Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders, 18(2)*, 92-102.



General Classroom Adaptation

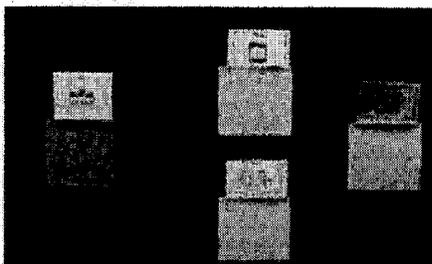


General Classroom Adaptation

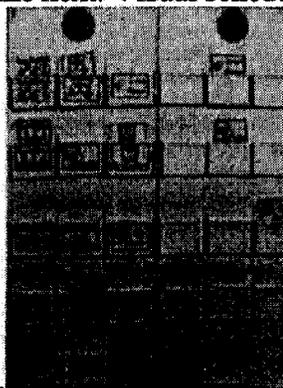
Your Path: [Circle of Inclusion Home Page](#) → [Inclusive Programs](#) → [List of Programs](#) → [White Elementary](#) → [Adaptation](#) → [General Adaptations](#)



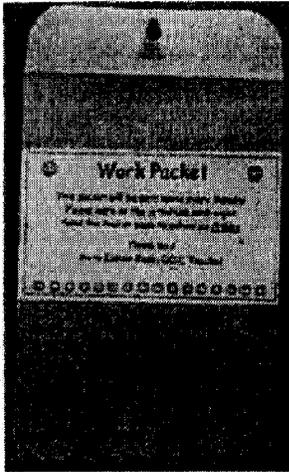
These center signs have been useful in limiting the number of children in a center. The signs are set out on tables and the teacher can determine how many clothespins to add for each center. The children learn that they need a clothespin to be at that center. If the clothespins are gone, the center is full.



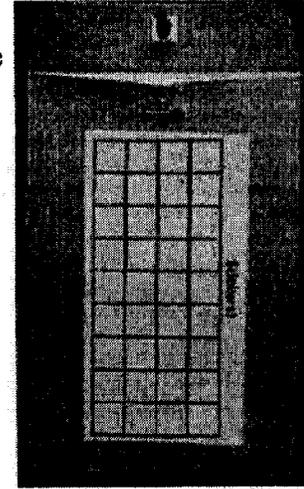
These images are variations of individual center /work schedules. Some children need to have fewer choices at one time, or need a visual representations for what is occurring and what will come next. Visual schedules can be an



excellent way to provide that support in the classroom.



Many teachers send homework home on a weekly basis. One of the adaptations we have used with some children is this work packet. Spelling words, letters, sight words or numbers might be sent home for children to practice. When the children bring the packet back on Friday, a teacher goes through the cards in the packet with the child. The child gets a sticker on the back to let the parents know the teacher has seen the packet. The children love this opportunity to show the teacher what they have learned, and the teacher is able to do a quick assessment and add new tasks for the next week.



Your Path: [Circle of Inclusion Home Page](#) → [Inclusive Programs](#) → [List of Programs](#) → [White Elementary](#) → [Adaptation](#) → [General Adaptations](#)

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**Preventing Behavior Problems
During Transitions and
"Challenging Times" of
the School Day**

Preventing Behavior Problems During Transitions and “Challenging Times” of the School Day

Contents of this article are excerpted from:

Rief, S. *The ADHD Book of Lists*. San Francisco, CA: Jossey-Bass (a Wiley publication), 2003.

Classroom transitions:

- Communicate clearly when activities will begin and when they will end.
- Give specific instructions about how they are to switch to the next activity.
- Be sure to clearly teach, model, and have students practice and rehearse all procedures that will occur in changes of activities. This includes such things as the students' quick and quiet movement from their desks to the carpet area, putting away/taking out materials, and so forth.
- Use **signals** for transitions (e.g. playing a bar of music on a keyboard, flashing lights, ringing a bell, beginning a clapping pattern, prompts such as “1,2,3...eyes on me”).
- A signal indicates that an activity is coming to an end and children need to finish whatever they are doing.
- Some teachers signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. They then set a timer for that amount of time.
- Primary grade teachers typically use songs or chants for transitions (e.g., for cleaning up, moving to the rug).
- Provide direct teacher guidance and prompting to those students who need it during transitions.
- Reward smooth transitions. Many teachers use individual points or table points to reward students or rows/table clusters of students who are ready for the next activity. The reward is typically something simple like being the first row or table to line up for recess.
- Be organized in advance with prepared materials for the next activity.

Transitioning from out-of-classroom activities back to the classroom:

- It is helpful for teachers to meet their students after lunch, PE, recess, and other activities outside of the classroom – and walk them quietly into the classroom.
- Set a goal for the class (e.g., everyone enters class after lunch/recess and is quiet and ready to work by a certain time). On successful days of meeting that goal, the class is rewarded by a move on a behavior chart.

- Use relaxation and imagery activities or exercises for calming after recess, lunch, and P.E. Playing music, singing, and/or reading to students at these times is also often effective.

Out-of-classroom school settings:

- Teach, model, and practice appropriate behaviors and expectations for out-of-classroom activities (e.g., in the cafeteria, passing in hallways, during assemblies).
- Assign a buddy or peer helper to assist during these transitional periods and out-of-classroom times.
- It is important to have school-wide rules/behavioral expectations so that all staff members calmly and consistently enforce through positive and negative consequences.
- School-wide incentives and positive reinforcers (e.g., "caught being good tickets" redeemable for school prizes) are helpful in teaching and motivating appropriate behaviors outside of the classroom.
- For students who have behavioral difficulty on the bus, an individual contract or including the bus behavior on a Daily Report Card should be arranged (with the cooperative efforts of the school, bus driver, and parent).
- Special contracts or some type of individualized behavior plan with incentives for appropriate behavior may need to be arranged for the playground, cafeteria, or other such times of the day.
- If using a Daily Report Card or monitoring form of some type, no reports of behavioral referrals in out-of-classroom settings for the day can result in bonus points on the report card.
- Increase supervision outside of the classroom, and provide more choices of activities that children can engage in (e.g., hula hoops, jump rope, board games, library/computer, supervised games).
- It is important that all staff are aware of the struggles children with ADHD have in non-structured environments. Awareness training of ADHD should be provided for personnel involved with supervision outside of the classroom.
- Staff members should identify and positively target those students in need of extra support, assistance, and careful monitoring outside of the classroom.
- Increase supervision during passing periods, lunch, recess, and school arrival/dismissal.
- It is helpful to have organized clubs and choices for students before and after school, and during the break before/after lunch.

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Classroom Routines

Classroom Routines

Adapted from Temple Teacher's Connection @ www.temple.edu/CETP/temple_teach

Establishing clear expectations for student behavior is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for the physical space and teacher management style. If a routine is not effective, consider involving students in redesigning the routine.

Movement	Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Also plan for movement of individual students to meet needs such as pencil sharpening and getting personal supplies.
Non-instructional Tasks	This includes activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities) and keeping the classroom neat. When allowable, students can assist with these tasks. Some of these tasks can be used as instructional activities.
Materials Management	If routines are developed for the distribution, collection and storage of instructional materials, student helpers will be able to complete them quickly.
Transitions	If instructional materials are prepared and organized, transitions between activities will be smooth and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.
Group Work	Each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, and taskmaster. Make up some or use one of the many plans that have been developed.

Curriculum and Instruction

- **Resources**
 - **Snippets**
 - **Classroom Interventions/Adaptations**
 - **Mathematics Adaptations**
 - **Comprehension Strategies**
 - **Writing Samples**
 - **Suggestions for Designing more in-class Activities & Increasing the Amount of Time Students Spend on Task**

CURRICULUM & INSTRUCTION ADAPTATIONS

A well-managed classroom typically has students deeply involved in their work. Students know what is expected of them and are usually successful. There is little wasted time, confusion, or disruption evident in a well-managed classroom. The teacher has a discipline plan in place, starts class on-time, and has assignments posted for students. The climate is work-oriented, however relaxed and pleasant. The teacher has invested time in practicing procedures until they become class routines. The teacher of a well-managed classroom can be observed consistently praising students and encouraging them to do their best.

Absence of these effective teacher behaviors may result in inappropriate student behavior.

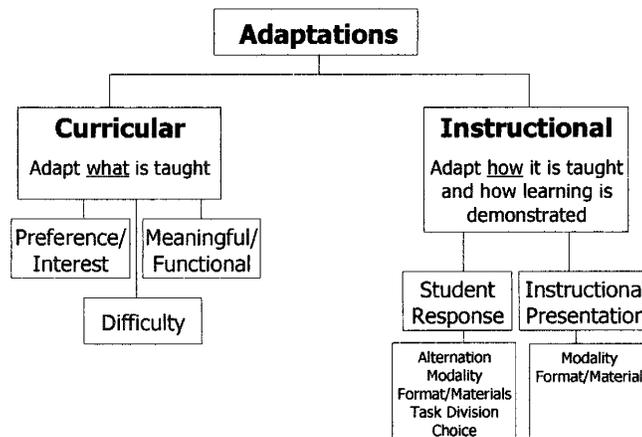
An Educational Approach to Behavior Support

- Because behavior problems are often a reflection of skill deficits, teaching is often the best intervention.
- Because instructional and curricular variables have been found to influence student behavior, adaptation of instruction and curriculum can result in improved behavior and increased opportunity for learning.

When to Address Curriculum & Instruction

- Understanding the function of problem behaviors aides in determining the appropriate intervention. Hypothesis about the function of problem behaviors include avoidance of academic tasks/activities.
- Upon receiving instructions or directions, problem behavior may occur in the form of:
 - Off-task
 - Out-of-area
 - Non-compliant
 - Misuse of materials
 - Escalation upon redirection to task

Curricular/Instructional Adaptations



Curriculum Adaptations

Adaptations to curricula broaden or alter the scope and sequence to accommodate a greater range of student learning goals. In addition, curriculum adaptations are defined as any change to part of the teaching-learning process and may include:

- Teacher instructional methods and strategies
- Learning activities and instructional materials
- Performance requirements
- Testing procedures

Three Types of Adaptations to Curriculum

- Difficulty
- Preference/Interest
- Meaningfulness

TASK DIFFICULTY

Task difficulty of curricula may be adapted by:

- Incorporating and alternating mastered skills/activities into novel skills/activities
- Adjusting the difficulty level (i.e., same story at a lower reading level)
- Providing errorless learning opportunities
- Shortening length of difficult assignments
- Completing task steps at a lower difficulty (i.e., science projects)

For example, Sam is a highly articulate 14 year-old high school student with characteristics of pervasive developmental disorder. He has a wide range of academic skills. His vocabulary skills, reading comprehension, and general knowledge are his strengths, whereas he finds math and other skill areas that require complex decision-making more challenging. It is hypothesized that when Sam is presented with tasks that require higher order thinking skills, he engages in self-injurious behavior to avoid completing the assigned task. A curriculum adaptation based upon this hypothesis may involve simplifying the content by eliminating technical, conceptually difficult or confusing material. Sam is then more likely to complete the new tasks appropriately.

PREFERENCE/INTEREST

Preference/Interest of curricula may be adapted by:

- Incorporating student's preferences in task

For example, Jack prefers manipulative activities over fine-motor activities. Adapt a counting lesson by incorporating a manipulative activity where Jack is asked to count a specified number of milk cartons. He is then asked to sort them into groups rather than counting and color categorizing the milk cartons on a worksheet.

- Alternating preferred with non-preferred tasks
- Incorporating student's interests in task

For example, have the student participate in a handwriting activity based upon a topic of his/her interest or with a number concept lesson, have student use items of interest as the manipulative (i.e., cars, dolls, dogs, coins).

Keep in mind that the instructional objectives remain constant even though you are adapting the items used within the lesson.

For example, Juan is a student of average intellectual ability in a classroom for children with severe emotional disturbance. He rarely completes the daily handwriting activity and often engages in disruptive behavior. It is hypothesized that when Juan is presented with typical handwriting sheets to copy, he engages in off-task and disruptive behavior, to avoid completing the task. A curriculum adaptation based upon this hypothesis may take into account Juan's interest in Nintendo games by creating a new handwriting copy sheet detailing hints for playing Juan's favorite Nintendo game. Juan is then more likely to complete the new handwriting assignment in a timely manner without disruptive behavior because it includes an interest of his.

TASK MEANINGFULNESS

Task Meaningfulness may be adapted by:

- Teaching skills that help the student participate fully in individual community activities
- Making traditional tasks more purposeful by developing *functional* activities that meet overall objectives
 - General community and/or vocational skills
 - Recreational
 - Creation of a *useful* product or outcome

For example, Jerry's objective requires him to complete a multi-step assembly activity. Traditionally, Jerry was presented with six parts of a pen in individual pieces and he was asked to assemble the pen by placing parts of the pen together and then placing the completed pen in a container. In this format, Jerry demonstrated mastery of the objective by completing the assembly accurately and by placing the completed task in the designated area indicating completion. He would then check off the activity on his schedule and begin the next activity.

A more meaningful or functional way to accomplish the same objective would be to have Jerry make a peanut butter and jelly sandwich by following a five step task with the pieces of the task laid out sequentially. Jerry would then need to complete the steps in order and place the finished sandwich on a plate. In this format, Jerry would demonstrate mastery of the objective by placing the plate of sandwiches aside to be given to his class for snack later in the day. He would then check off the activity on his schedule and begin the next activity.

ADAPTING INSTRUCTIONAL PRESENTATION

Adaptations to instruction involve changing the way in which material is presented and/or the way the student practices or demonstrates learning.

Two Types of Instructional Adaptations

- Instructional Presentation
 - Alternation
 - Modality
 - Format/Materials
 - Task Division
 - Choices
- Student Responses or Output
 - Modality
 - Format/Material

Adapting the Instructional Presentation

You can adapt the presentation by modifying:

- The information provided during a lesson or the directions (i.e., difficulty level),
- The manner in which the information is provided (i.e., brief lectures, cues/prompts), and
- The materials provided for a student during a practice or evaluation activity.

TASK ALTERNATION

Intersperse activities

- Novel with familiar
- Preferred with non-preferred
- Teacher directed with independent
- Lecture with interactive activities

For example, Sally is a 7 year-old diagnosed with autism and severe mental retardation. She is non-verbal, has poor attending skills and exhibits repetitive behaviors (e.g., rocking). During attempts to teach Sally simple signs, she would become disengaged and increasingly upset to the point of terminating the activity. It is hypothesized that when Sally is engaged in frustrating learning activities she becomes off-task and disruptive to avoid participating in the task. An instructional adaptation based upon this hypothesis may involve task alternation by presenting the instruction of a new sign intermittently with directions to engage in previously mastered skills such as hand-clapping and pointing to familiar items upon request. Sally would then be more likely to engage in the activity using appropriate behavior.

MODALITY

Adapting the presentation modality may include:

- Reading text aloud to students
- Accompanying oral information with overheads, graphic organizers, visual pictures, or outlines
- Providing audio or videotapes to accompany textbooks
- Providing models or demonstrations

For example, Emily is a 14 year-old high school student with learning disabilities who is served in regular education classes. It is hypothesized that when Emily is assigned written activities in Geography, she becomes disruptive and leaves her area to avoid completing the task. An instructional adaptation based upon this hypothesis may involve changing the modality of the presentation by allowing Emily, when possible, based upon the content of the activity, to demonstrate her knowledge of geography by drawing pictures with simple labeling. After utilizing these adaptations, Emily's teacher was able to recognize her gains in geographic knowledge.

FORMAT/MATERIALS

Adapting the presentation format/materials may include:

- Conducting demonstrations and role plays
- Highlighting a content area textbook (yellow for vocabulary words, blue for definitions)
- Providing large-print materials
- Providing answer boxes or more room to write on test and worksheets
- Adding pictures and/or symbols to text

For example, Susan is a middle school student diagnosed with severe learning disabilities including dyslexia & ADD served in typical classes. During social studies activities involving the use of the textbook, Susan is frequently off-task and disruptive. During social studies discussion activities, Susan is frequently engaged. It is hypothesized that when Susan is presented with new content reading materials at her instructional level or above, she becomes disruptive to avoid the task. An instructional adaptation based upon this hypothesis may involve modifying the presentation format/materials by copying the social studies text in a large font with increased space between the lines. This text would then be assigned as homework to Susan the day before the class would review the text. Susan is then able to "save face" by using the same text as her peers, feeling more confident with the content because she had reviewed it in a format that was more comfortable for her.

TASK DIVISION

Adapting the presentation by dividing the task may include:

- Breaking up the task into smaller units

For example, a math worksheet could be cut into rows, using each row as a separate strip. The teacher would provide the student with one strip of math problems to complete at a time. After the student completed all problems on the strip, the instructor provides feedback and repeats the sequence until the entire math worksheet is completed.

To further illustrate, Josh, an elementary aged student in a classroom for students with mild mental retardation would refuse to comply with teacher instructions and often destroy worksheets during math skills practice. It is hypothesized that when Josh is presented with a full page of math problems to complete, he refuses to comply with instructions and destroys his materials to avoid the task. An instructional adaptation based upon this hypothesis may involve modifying the presentation by dividing the task by cutting Josh's math worksheet into strips by row. Strips are then presented one at a time with feedback after completion of each row of math problems. Given this adaptation to instruction, Josh is more likely to complete the math problems without exhibiting problem behavior.

CHOICES

Adapting the presentation by presenting choices may include:

- Choices in task
- Choices in response method
- Choices in who to work with
- Choices in where to complete task

For example, James is an animated 11 year-old student with severe mental retardation. When presented with tasks using manipulation, he often throws them across the room. During free-time, James often selects those same items to play with. It is hypothesized that when James is assigned learning activities requiring manipulatives by the teacher, he becomes disruptive to avoid doing the assigned task. An instructional adaptation based upon this hypothesis may involve modifying the presentation by offering choices to James. James was allowed to choose from 3-4 activity alternatives which met the original learning objective. Given this adaptation to instruction, James is more likely to complete the learning activity without exhibiting problem behavior.

ADAPTING STUDENT RESPONSE/OUTPUT

Student response or output is defined as the behavior required by the student. Student responses may include:

- Listening to a lecture
- Reading a resource book
- Taking notes
- Organizing and writing information
- Multiple choice format

MODALITY

Adapting student response or output modality may involve:

- Listening to someone else read a test aloud rather than reading it silently
- Giving oral rather than written directions
- Using the computer to answer questions to a test verses paper/pencil task
- Communicating spelling words orally rather than writing them

For example, Rylee, a 6 year-old kindergarten student in a classroom for students identified with severe emotional disturbance was frequently off-task and disruptive during math activities using a worksheet to practice counting. It is hypothesized that during paper and pencil math activities, Rylee engages in off-task and disruptive behavior to avoid completing the assigned activity. An instructional adaptation based upon this hypothesis may involve modifying student response or output modality by allowing Rylee to count using Legos as she constructed objects. Rylee is then more likely to engage in the task without exhibiting problem behavior.

FORMAT MATERIAL

Adapting student response or output format/material may involve:

- Solving functional math problems rather than practicing isolated skills (count money rather than using plastic counters)
- Completing a chart, map, or outline instead of writing an essay about a novel or story
- Using a computer rather than pencil/paper

For example, Amy is a 6 year-old child diagnosed with autism. During her daily letter tracing assignments, using a pencil and paper, she frequently becomes disruptive; yelling and throwing her materials. It is hypothesized that when Amy is presented with paper/pencil tasks she becomes disruptive to avoid the task. An instructional adaptation based upon this hypothesis may involve modifying student response or output format/material by allowing Amy to use a small dry-erase board during her handwriting practice with a future goal being alternation between the dry-erase board and pencil/paper materials.

Snippets

Home Page Articles and Readings **Snippets** Adaptations Web Links
PDE ABLE Evidence Based Instr FAQ Training News Self Study
Who We Are Assessment LD Knowledge Counselor Readings

Snippets

Slow Down Your Speech

Many students have trouble processing speech at even a normal rate, let alone if you are speaking quickly. Make a deliberate effort to: 1) make and keep eye contact, 2) speak slowly and distinctly, putting anything else that might be going on in your room out of your mind, 3) ask the student to repeat the essence of what you said.

Give Your Students a To Do List

Many students have poor organizational and/or memory skills. Draft a customized "To Do List" for your class, in a size that allows you to print four lists per page. Print a batch on a copier using a color paper the students can't miss, and use them for student assignments and out of class projects you want them to complete.

Provide Details When You Say LD

If you are going to say that a student has a learning disability, be specific so that the listener has a better idea of the student's characteristics. Instead of just saying "Paul has a learning disability," always describe the severity level and type of difficulty, for example, "Paul has a mild verbal expressive language learning disability."

Help Students Organize the Information You Give Them

When you are going to tell students information, prepackage it for them. It will make it easier for them to organize and remember. Make a deliberate effort to start your statements with an attention getter, followed by the number of items and the type of items you are going to present. For example, "Could I have your attention, we are going to talk about five important vocabulary words that are used in the field of geography, 1) latitude, 2) longitude, 3) hemisphere, 4) continent and 5) equator."

Help Students Express What They Know

Many students know more than they are able to express verbally, they know what they want to say, but they cannot recall the words they have in their mind or they do not know how to put their ideas into a coherent sentence. When a student has trouble, ask them if they know what they want to say. If they say yes, model a response for them, starting with a repetition of the question, and then filling in the details in a logical and sequential manner. Start their responses for them with by repeating the essence of the

question. For example, to the question, "What are the primary and secondary colors?" you might offer, "*The three primary colors are Red, Blue and Yellow and the three secondary colors are Violet, Green and Orange.*" Have them repeat it independently.

Use Post-Um Notes

You use them, why shouldn't your students? They make excellent markers for parts of a paragraph or story that are important, or reminders as to how to do a specific process. And the nice thing about them is that they can be removed when the student does not feel that they need the help, and replaced when help is needed. You can use them to identify the steps in a process, help with the meanings of unknown terms, or just be a place for the student to make notes without writing in the book. There are no pills yet for improving memory, but there are Post-um notes. They are cheap, readily available, and a lot easier on the teacher than having to say the same thing over and over.

Use A Tape Measure With the Fractions Printed on the Tape

All that time and energy that is spent teaching what the little lines mean on a tape measure can lead to a lot of frustration. Try using a tape measure that has the fractions actually printed on the tape. It saves all the hassle of interpretation and lets you focus on the concept of fractional units. If you regularly use it to solve real measurement problems, you might see students showing a better understanding of fractions than they ever had when they had to use a traditional measure. You can purchase a tape measure with the fractions printed on the tape at any hardware store or home improvement center for about \$5. You might have to look at the tape on several measures, because many still have only the lines, but printed fractions are becoming more common. That's money well spent considering the frustration it prevents.

Learn PowerPoint

PowerPoint is not difficult to learn and it can be very useful. You might think of it as a deck of electronic index cards, but very sophisticated cards that you can write on, draw on, link to one another or even attach sound and video. The best thing is that once a deck is completed it's there for everyone else to use, or with a little minor tweaking, it can be modified for other students. For example, a deck of essential work related vocabulary words that has audio links in English, could easily be modified to have the same words but with the audio links in Spanish. If the student clicks a wrong choice, you can set the deck to go down remedial path "A," but if they click the correct choice they continue down instructional path "B." In addition to "decks of cards," PowerPoint can be used to develop independent lessons that students can review as many times as they need, whenever they need.

It can be a lot of fun to build the decks or lessons, (students can even be taught to do so), and what you develop will be available for independent study use by just e-mailing it to the student's e-mail address or working with it using that old donated laptop in the back of the room.

Learn the W5H Method

Students are often lazy thinkers, often they are accustomed to having minimal expectations set for them, they don't offer much because not much has been expected of them. Well, change that situation by using the W5H method. What is the W5H method you ask? Regardless of the topic, probe student knowledge through inquiry, and send the message that you expect effort in answering the questions, Who?, What?, When?, Where?, How? and Why? In a nutshell, don't accept responses that reflect little thinking, raise the bar and expect students to learn to provide reasons for why they say what they do.

Check Your Student's Visual Acuity

Using any standard word processing program, enter a simple paragraph or just a few lines of random characters. Make the first one or two lines 10 font size, the next one or two lines 12 font, the next one or two lines 14 font and the last line or two 16 font. Print out a couple of copies, preferably on heavy card stock paper. Ask the students to read the text or random letters, observing any tendency on their part to squint, hold the paper at arms length, to close one eye while reading, or to put their face close to the paper, all indications of possible visual acuity problems. If the student has trouble with 12 font size, they likely will have some difficulty with standard print in books and magazines. Another variation of this is to go to a local discount store and pick up two or three pairs of inexpensive reading glasses of varying enlargement strengths. If you suspect any visual problem let the student read while trying the different strength glasses. If they note that materials are much easier to read while wearing the glasses, you should consider a referral for a complete visual examination.

Add Some Zip and Color to Student Writing

Need a motivator that will focus attention on the student's writing. Go to a craft shop and buy some black paper and jel pens in bright striking colors like gold or silver. The effect is so unusual that it will really focus attention on both the student's fine motor control and content. You can always draw in some light pencil lines to help keep the writing straight and level. For a finished product this reverse color effect can be bold and attention grabbing.

Use Graph Paper for Orienting Writing and Math

Sometimes the simple visual aid of having both horizontal and vertical reference lines can help a student to organize their work and end up with a much neater final product. You can have the student actually use graph paper to write on or place a sheet of graph paper that has heavy lines under the sheet of white paper they are working on. The vertical and horizontal lines will show through and will help the student to line up their letters, numbers or sentences. If you want to customize the graph paper box sizes you can make your own using MS Excel or Word (Border Lines around cells or tables), make them bold and print them out as needed.

Teach Memory Skills and General Knowledge

Get a pack of 3x5 index cards and on one side of each one paste the picture of some important politician, athlete, entertainer or other celebrity. On the other side, put their name, and perhaps a fact or two about them or what they are known for. Use the “deck” like flash cards, to practice recalling a name and information when shown their face. You would be surprised how many students in adult education classes do not know the names of people in major positions or of historical importance. This is a easy and fun way to build the student’s knowledge, as well as an important memory skill. Make a mixed deck of artists, athletes, scientists, government leaders, etc. Use news or People type magazines as a source for photos. Keep track of the correctly identified cards and the time needed to get through the deck and you have the makings of a little research project.

Don’t Believe It If You Don’t See It

After each instructional activity, ask each student to “show me.” Don’t accept their claims that “I know how,” or let them tell you how it should be done. Define the parameters for performance, set the time limits for them to show you what they can do. And by the way, don’t think that doing it one time means that they have skill mastery. Retest their ability for two or three days, in a little different form and with a little different data. You are not doing students a favor when you move ahead, and they don’t have mastery of what was covered in previous lessons. Keep a data ledger of their performance, and when they meet your standards for mastery, give them a well deserved “nice job.”

Try Out Different Sizes, Types and Thicknesses Of Pens and Pencils

Everyone has a favorite type of pen or pencil that “feels good.” You might gather up a collection of pens and pencils and let students experiment with them and use the one that results in the controlled writing. Sometimes it is the feel of a textured section where the fingers hold the pen, sometimes it is the thickness of the pen, or the thickness of the line that is produced. Variables such as roller ball or felt tip, fine compared to regular thickness or even ink color on colored paper can result in the student commenting that it “feels good” or is easier to read.

Try a Personal White Board

College students use them as memo boards on their dormatory doors, but you might find that students enjoy doing their math “scratch work” on a small personal white board. You could use it as well to make special color notations on a practice problem, erasing the cues one at a time until the student can work the problem by themselves. The color and texture of the small white board changes the feel of the act of writing out the problem. An added benefit, you could even check their work from a few steps away.

Bring Books on Tape Into the Classroom

What better way to learn language than to hear the writings of professional authors? Have a time reserved in each class where you play a section of an interesting novel or short story and use it for discussion of sentence structure, vocabulary, or relationships between ideas or the order of presentation of information. Be creative, after a sentence have students repeat what they heard as a way to work on attention or short term memory skills. The materials are free at your local library. Sure you will be competing against their iPod, but you might encourage students to go and get a library card and take out their own tapes/CDs to listen to. Just because it's "old technology" doesn't mean it's a bad idea" No one ever learned English grammar from heavy metal.

Give Your Students Permanent Procedure Aids

Make up a collection of "step by step" procedure guides (see the article in the accommodations section for a template) using a large font with clear numbers by each step. Use color to highlight if needed. Print the "step by step guides" on cardstock weight paper and place each into a plastic protector sheet that is pre-punched to fit into a three ring binder. Each student can have a collection of durable "helpers" to guide them through common procedures such as multiplication or breaking a word into syllables, or specific content with which they are having difficulty. Periodically, go through the sheets with the student asking them to show you how to perform the skill. Having all of the items in a three ring binder lessens the chances of individual sheets getting lost.

Getting rid of the "but"

Years of assessments have sensitized me to the inevitable "but." "I would have done it but," "I could have done it but," You will help your students if you make it incrementally more difficult for them to dismiss responsibility through the use of the word "but." In the process you will create opportunities to work on cognitive processes such as cause-effect, estimation of future consequences, and determining the viability of alternatives. So, the next time a student uses the "but strategy," counter with a calm but solid "tell me more about why you couldn't do it" response, and seize the opportunity to develop the critical thinking and self-regulatory processes that support planning. I'd come out and help you, but my horse died.

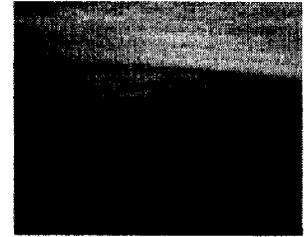
Where to invest your energies

Invest your time and energy where you get the greatest payback for your efforts. First, work toward becoming a "good teacher," a teacher that can adjust instruction to meet the needs that each student brings to the classroom. "Good teaching" is a mixture of knowledge, creativity and the ability to adapt resources and techniques. Adapted instruction is appropriate for all students, but it is essential for students who show learning difficulties.

Tell students what you expect

Always start your lesson by telling students specifically what you want them to be able to do at the end of the lesson. It helps them to focus on the end product and saves a lot of energy that would otherwise been spent trying to guess what you expect.

Snippets are simple and easy interventions that you might try in your classroom.



Use old technology

Index cards have many uses, from flash cards, to memory aids, to “to do lists.” They are inexpensive and easy to carry. Make a few “master sets” for the material that you teach frequently. They also make easy to tally skill checks that you can use to plot progress.

Recycle

Don't just toss out those plastic containers, Styrofoam packing or tin cans. They are the makings of some real life “authentic instruction.” And the plus side is that if the students write on them or mess them up, you didn't lose a cent. What can you do with your recyclables? The cardboard makes great material for teaching fractions, measurement, computation of area, volume, you get the idea. The cans are great for teaching volume and geometry. Get a lot of cardboard, and you can have students build a room, or model house and learn all the measurement, i.e. 1/12 scale, that goes with it. Don't be afraid, no one is going to laugh or be critical, in fact they might just think you are one creative instructor.

Use Postcards, Cartoons or Advertisements for Writing Assignments

Getting students to write is not always the easiest thing to do. You might keep you eye out for really high quality or unique photos or cartoons that you can use as topics for student writing. Polirical cartoons are good idea generators. You might teach a little geography or history at the same time by using postcards, just scan a postcard and put it into word, give the file to each student (or print out a page with the postcard at the top and room to write below it. As a class project you can do a history lesson or a geography lesson. How about breaking the winter doldrums with a little creative writing about a fictitious road trip to Datona Beach.

Make the Most of Working for a Non-Profit Organization

If you can arrange the procedures, the fact that you work for a non-profit agency can help you to get needed classroom supplies and materials. There are a lot of people who have materials that you can use in the classroom and who would be glad to donate them. Add a little incentive such as donations being tax deductable and you would be surprised at the donations that you can obtain. Most of the time, people outside you class don't know what you do. Advertising your class as a service of a non-profit can help you get donations.



Mac OS X 10.4.11

Classroom Interventions / Adaptations

CLASSROOM INTERVENTIONS/ADAPTATIONS

Pacing:

Increase/decrease pace of presentation
Leave class for assistance
Increase verbal response time
Extend time requirements
Allow breaks, vary activity often

Environment:

Preferential seating
Define limits (physical/behavioral)
Reduce distractions (inside/outside)

Presentation of Subject Matter:

Pre-teach vocabulary
Tape lectures for replay
Repeat instructions
Emphasize teaching approach –

- Auditory
- Visual
- Multi-sensory
- Tactile-kinesthetic

Materials:

Note-taking assistance, carbon copy notes of regular ed student
Highlighted texts/study guides
Taped texts
Use adapted or simplified texts
Calculator/computer/manipulatives
Special equipment

Assignments:

Give directions in small steps
Lower difficulty level
Shorten assignments
Reduce paper/pencil tasks
Have someone write his/her responses
Read directions to student
Give cues or prompts
Record or type assignment
Written back-up for oral directions, or a list
Adapt worksheets, packets

Maintain assignment notebook
Increase amount of cues-visuals aids or verbal instructions
Teacher models the behavior desired
Make task more challenging to student
Provide more routine and structure
Use and teach to student's strengths and interests
Provide after-school make-up
Shorten directions
Practice verbal direction following in gross motor, progress from 1 to 4-step sequences

Reinforcements and Follow-through:

Use a system for checking off steps as they are accomplished
Use student monitor to be sure directions are understood and task is started promptly
Use positive reinforcement
Use concrete reinforcement
Peer/parent tutoring
Check often for understanding
Have student repeat directions
Teach study skills
Study sheets to organize material
Repeated review/drill
Behavior Management System
Cooling-off period

Tests:

Modify tests -

- Oral
- Taped
- Short-answer
- Format

Read test to student

Mathematics Adaptations

Mathematics Adaptations



Folded problems: Fold math paper into half, fourths, etc. and place one problem per square. (Bley & Thornton, 1995)

Turn paper: Turn paper sideways to use lines for math problems. Provide answers for fill in the blank questions (Wood, 1998)

Vocabulary Development: With the strong focus on understanding math, be certain to introduce vocabulary and have students create meaning of the words (with pictures, songs, etc...) Remember that learning is most effective in clusters of no more than 7.

KNWS: Similar to the KWL but in math use these steps for problems

K-What facts do I KNOW from the information in the problem?

N-What information do I NOT need?

W-What does the problem ask me to find?

S-What STRATEGY/options/tools will I use to solve the problem?

Word Problem Roulette: a) divide the class into groups and give each group a problem. b) At this stage they must solve the problem verbally- no writing, c) Write the process to solve the problem in words rather than numbers. d) Then the group reads their solution to the class and classmates write down the symbolic representation of the solution on the board (Davie & Gerber, 1994)

Problem-Solving approach: Use a problem-solving approach that engages the student in experiencing and thinking about meaning problems (Speer & Brahier, 1994)

Simplify the process: Simplify directions for seatwork by verbally presenting them, adding additional practice problems, writing alternative sets of directions, add extra practice problems for all students to see, provide alternative sets of directions, highlighting important words in directions or having students help each other when directions are important (Afflect, Lowenbraun, & Archer, 1980)

Make their own problems: Teach story problems by having them make their own problems. (Peterson, Mercer & O'shea, 1988)

Cut Problems: Cut a set of problems into pieces and ask students to only complete pieces of a

worksheet at a time to keep them from getting overwhelmed.

Menus: use menus to focus on lessons with money and basic computational skills

Recipes: Use for fractions and keep interest high

Place value charts: Use a chart and use the concept of the place values being houses and commas being yards between houses. See chart.

	Hundreds	Tens	Ones		Hundreds	Tens	Ones		Hundreds	Tens	Ones
YARDS					YARDS				YARDS		
,					,				,		

RIDGES (SYNDER,1988)

R-Read the problem carefully

I-I know what from the problem

D-Draw a picture

G-Goal statement telling what the problem has the student do,

E-Equation development or setting up the computation

S-Solve the equation

LAMPS for regrouping (Reetz &Rasmussen,1988)

L-Line up the problem

A-add the right column

M-"more than 9?" if so, go to the next step

P-Put the 1's below the column

S-Send the 10s to the top of the next column

SLOBS (Reetz &Rasmussen,1988) for borrowing

S-Smaller, follow steps

L-Larger; leap to subtraction

O-Cross Off number in next column

B- Borrow by taking one 10 and adding to the next column

S-Subtract

Musical Math: Use rhythms, songs, raps, and chants to teach mathematics

Link math: to practical, civic, professional, recreational, and cultural events of students (Midkiff & Cramer, 1993)

Language Focus: teach the language of mathematics

Math Dictionary: Develop and maintain a mathematics dictionary (Bley & Thornton, 1995)

Visual Representation: Use drawings and diagrams to illustrate problems



Calculators: Encourage calculators- Allow students to use calculators on tests- For those who need it, use talking calculators with large print numbers (Garnett & Fleischner, 1987)

Coding: Color code signs in problems (Enright, 1987a)

Survival Math Skills: For 30 days ask students to budget money based on the average salary of a profession they want to pursue for a) rent and furnishings, b) personal items, c) car, d) gas, e) groceries, f) entertainment, etc.,,

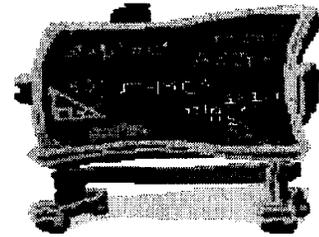
Food: Use M&M's or Skittles to teach predictions, estimations, mean, median, mode, percentages, plotting, etc.

Error Analysis: Teach students to use error-pattern analysis to identify their areas of incorrect logic (Lewis, & Doorlag, 1995)

Individualized Homework: Give students opportunity to develop their own homework after offering examples.

<p>DRAW (Mercer & Miller, 1992)</p> <ul style="list-style-type: none"> • Discover the sign • Read the problem • Answer, or draw and check • write the answer 	<p>FOIL (Crawford, 1980)</p> <ul style="list-style-type: none"> • F-Multiply first terms • O-Multiply Outermost terms • I-Multiply Innermost terms • L-Multiply Last terms
<p>SQRQCQ (Hoover & Patton, 1995)</p> <ul style="list-style-type: none"> • S-Survey word problem 	

- **Q-Question asked is identified**
- **R-Read more carefully**
- **Q-Question process required to solve problem**
- **C-Compute the answer**
- **Q-Question self to ensure that the answer solves the problem**



Comprehension Strategies

Comprehension Strategies

Modeling - Teacher reads a passage and models strategies she/he used to have a better understanding of text

Think Aloud- Teacher thinks aloud how he/she derived meaning from the text that was read

Creative Debate-Students are asked to take on characters in a story (or in content areas matter or other concepts presented). Then two-thirds of the class debates while one-third observe. One-third of the students take on one character and face the other third of the students who take on the other character. Then they debate for 10-15 minutes. At the ends the observers share a short verbal or written summary of what occurred.

Visual Imagery- Have students create and share mental images they create from the story.

Reciprocal Questioning: (Palinscar & Brown, 1988)- This procedure is where the student and teacher take turns leading a dialog of the text that was read. There are 4 phases 1) Summarizing-Learners read a passage and identify "Big Ideas" 2). Questions-Unanswered questions are created, 3). Clarifying-Readers focus on unfamiliar vocabulary and puzzling concepts, 4) Predicting-Students use all the information available in the reading including pictures and text structure to determine what might happen next.

Think, Pair, Share-strategy-Students write down personal reactions, then gave their written thoughts to a partner, who wrote a reaction to that student's comments.

Author's Craft-Students must identify why an author writes a certain way.

Prereading Techniques- Set a purpose, preview vocabulary, activate background knowledge, relate background knowledge to new knowledge

Questioning Strategies- Questions you might consider training students to ask-

Skim, Rap and Map- Skim text, rap about a section by forming questions from headings or titles, map by creating a two-column chart-see example

Author's Chair: Allow a student to be the author and answer questions from the students who are reading the book

Coding Textbooks-

- Highlighting-teaches students to find the main idea and highlight or have a student highlight a chapter and provide the student with reading difficulty with this highlighted chapter.
- Post- Its- have a student put post-its on main points so that the text is now marked.
- Margin Notes- have students code in the margins their understanding of various sections(check, question mark or exclamation)

Bookshare.org-This site enables people with visual or other print disabilities to legally share scanned

books. Members of the community can share with all other members any books that have been scanned. This site is possible due to an exemption in the copyright law that allows open use only for people with disabilities and schools that serve them.

RAP- (Schumaker, Denton & Deshler, 1984)

R-Read a paragraph

A- Ask yourself a question

P-Put the main and details in your own words

Predictions:-In pairs one student is chosen to read first then the students followed the procedures outline below:

1) Student who will read predicts what will happen

2) Student not reading asks the reader if the prediction came true. This statement is followed by why or why not

3) Student who reads is asked to summarize what is read using 10 words or less. (the nonreader counts the # of words)

Conclusion Frames-Present story frames before students read a passage. Have students predict the information that will fit into the blanks. After students read the passage ask them to confirm or reject their predictions.

Spirit Reading- A student continues to read until the "spirit moves" them to stop and then any other student who the "spirit moves" can start reading.

Word Sorts- When introducing vocabulary, ask students to sort the words into categories (either categories you provide them or categories the student create).

Readability Issues- When the text is just too difficult:

- use a reinforcer
- provide the same content at an easier level
- provide assistance with organizer, study guide
- offer alternative methods to learn material (video, audio tapes, pictures, computers).

Auto Summarize- Use Microsoft Words-"Auto Summarize" feature to put the text into a modified format. This function can be found under the tool bar.

The Project Gutenberg Philosophy (Promo.net/pg/) The Project Gutenberg Philosophy is to make information, books and other materials available to the general public in forms a vast majority of the computers, programs and people can easily read, use, quote and search.

Story Mapping- Students use a mapping format to list the key components of the story-see an example

Summary Mark-Out-As students read a passage, have them mark out irrelevant information (go over the passage 2-3 times). Have them take the remaining sentences and summarize these sentences into 10 words or less representing the main idea of the passage.

Draw a Picture of the Story- Student is asked to demonstrate comprehension by drawing a picture or pictograph of what they have read.

Create a CD Cover- have students create a CD cover and song titles that reflect the story they have read.

Book Reviews: Have students act as reviewers for books and give ratings (thumbs up or stars) for other students to consider the book for them to read. Have a review column in your school newspaper of books that have been read by the class or a specific student.

Commercials-have students write and videotape a commercial related to a book they have read.

Act Out the Story-Students are asked to act out what they have read either in a group, pairs, or by themselves.

Develop a Time line- Students are to develop a time line of the events that occurred in the story or across chapters.

Story Retell- Students are asked to tell the story in their own words.

For, With and By, Using a 100 word passage read to the student twice the passage (for), then ask them to read it (with) you, finally have them read the same passage (by) his or herself.

Draw a Name- When reading aloud, students names are drawn from a pile to ensure they are all paying attention. (If you have student with special needs, you can make arrangements with them ahead of time the part they read and then be certain to call their name from the paragraph they have rehearsed.)

KWL-K-What you already know;**W-**what you want to know;**L-**what you learned

Scrol- (Grant,1993) **S-** Survey the headings;**C-**Connect;**R-**Read the text;**O-**Outline;**L-**Look back

POSSE- (Englert & Mariage, 1991) **P-**Predit Ideas; **O-**Organize the ideas; **S-** Search for the structure;**S-** Summarize the main ideas;**E-**Evaluate your understanding

Popcorn- Students read aloud and say popcorn followed by peers' name in order to change readers

Five Finger Rule-When students are selecting a book to read/comprehend tell them this rule. (If in reading the first couple of pages you know all the words except five and can ask yourself and answer five questions about what you have read, this is probably a good book for you to read.)

Questions Students Can Use TO Comprehend Expository Text

- What does this passage tell me?
 - What do I think causes _____ and why?
 - How does _____ tie in with what I have learned before? why or why not?
 - What do I still not understand about _____?
 - What can I do to understand this part? (Monda-Amaya, Dieker, and Bentz, 1996)
-

Writing Samples

Writing Samples

Look for opportunities for students to write:

Applications	Freebies	Letter Jokes	Math problems
Travel brochures	Want ads	Advice Columns	Book Reviews

Write "cyber biographies"-Where students state who they are and to what goals they aspire
http://www.geocities.com/bronx_tech/work.html

Telementoring: Using parents,community members and older students to mentor students via the internet. For pros and cons about using this approach go to:<http://www.tnell.com/cybereng/>

Create a Chat Room: Teachers have found that sometimes-shy students in class will eagerly participate in cyberspace and this encourages writing. Be certain to set up rules for the positive use of the chat room.

Author Writing: Students take on the identity of the author and are asked to write a journal entry or even a letter to the class from the author's perspective.

Kamishibal- Students work in groups of 4, with each student given a role:sequencer, who determines how to depict the action of the story; an artist, who draws the pictures; a scriptwriter, who writes script for each picture; and a performer, who acts out the scene. This technique is from Japanese culture see the following Web site fro more information:<http://www.tnell.com/cybereng/>

Diary: Have students keep a daily journal or as a class keep a diary

Pictures: Use pictures to show students how to develop topic sentences

Peer Editing with Credit: Two peers edit a paper together and they both receive credit for the improvement in the final paper.

Crystal Ball and Yesterday's News: Ask everyone to write a short paragraph at start of class either telling someone what they learned yesterday or predicting what they will learn today.

Red/Green Pen: When grading papers circle errors in red and good aspects of the writing in green. Then ask students why items were circle in green.

Expanded Sentences: Start with simple sentences and in cooperative groups asks students to expand into larger sentences. Set a goal of a specific number of words

Pass a Sentence: Have student in cooperative groups write a starter sentences and then pass the starter sentence asking each student to contribute to paragraph.

STOP:

- Suspend Judgment
- Tell your thesis statement
- Organize ideas
- Plan more as you write
- Avoid first-person pronouns if you can
- Remember to use good grammar
- exiting interesting, \$100,000 words (dela Paz,1997)

Interviews: have students write interview questions and answer questions about numerous topics

Journaling:Have students write in a journal about everything from their personal life to every subject that they experience in school.

Vocabulary Book:For every subject area have students keep a vocabulary book of words they are struggling to learn. Then encourage students to use these vocabulary words across disciplines. For students who have difficulty with the writing process for definitions have them draw a picture to help them remember the definition.

Written Assignments(Alley, 1998)

C-Capitalize the first word

O-Overall appearance

P-Punctuation

S-Spelling

POWER (Englert et al., 1988)

P-Planning

O-Organizing

W-Writing

E-Editing

R-Revising

**Suggestions for Designing more
In-class Activities & Increasing
the Amount of Time Students
Spend on Task**

Suggestions for designing more engaging in-class activities and increasing the amount of time students spend on task.

1. *Ensure course materials relate to students' lives and highlight ways learning can be applied in real-life situations* (Lumsden, 1994; Skinner & Belmont, 1991). Schoolwork should be meaningful to students outside the school building, as well as within. Students are more engaged in activities when they can build on prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts" (Policy Studies Associates, 1995).
2. *Allow students to have some degree of control over learning* (Brooks et al., 1998). This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress (Anderman & Midgley, 1998; Dev, 1997; Policy Studies Associates, 1995). Anderman & Midgely (1998) note that this doesn't mean teachers must relinquish control of the classroom: "Even small opportunities for choice, such as whether to work with a partner or independently" (p. 3) give students a greater sense of autonomy.
3. *Assign challenging but achievable tasks for all students, including at-risk, remedial, and students with learning disabilities.* Tasks that seem impossible easily discourage learners, as do those tasks that are rote and repetitive (Dev, 1997; Policy Studies Associates, 1995). Remedial programs that limit students to repetitive basic skills activities actually "prompt students' lack of engagement in their schoolwork and frequently result in limited achievement" (Policy Studies Associates, 1995). Students need to feel successful and that they've earned success.
4. *Arouse students' curiosity about the topic being studied.* Strong, Silver, and Robinson (1995) suggest using the "mystery" approach, in which students are presented with fragmentary or contradictory information about a subject and are then asked to examine available evidence to develop their own hypotheses. This kind of activity also builds on students' needs for competence and autonomy, giving students an opportunity to direct inquiry and "discover for themselves."
5. *Design projects that allow students to share new knowledge with others.* Strong, Silver & Robinson (1995) observe that when students do assignments that only the teacher will read, they are entering into a nonreciprocal relationship. More often than not, the teacher already knows and has no real need for the information the student is providing him or her. Projects are more engaging when students share what they are learning in reciprocal relationships, as in collaborative projects where each student's knowledge is needed by others in the group to complete an assignment.



SAMPLE - Classroom Intervention Plan

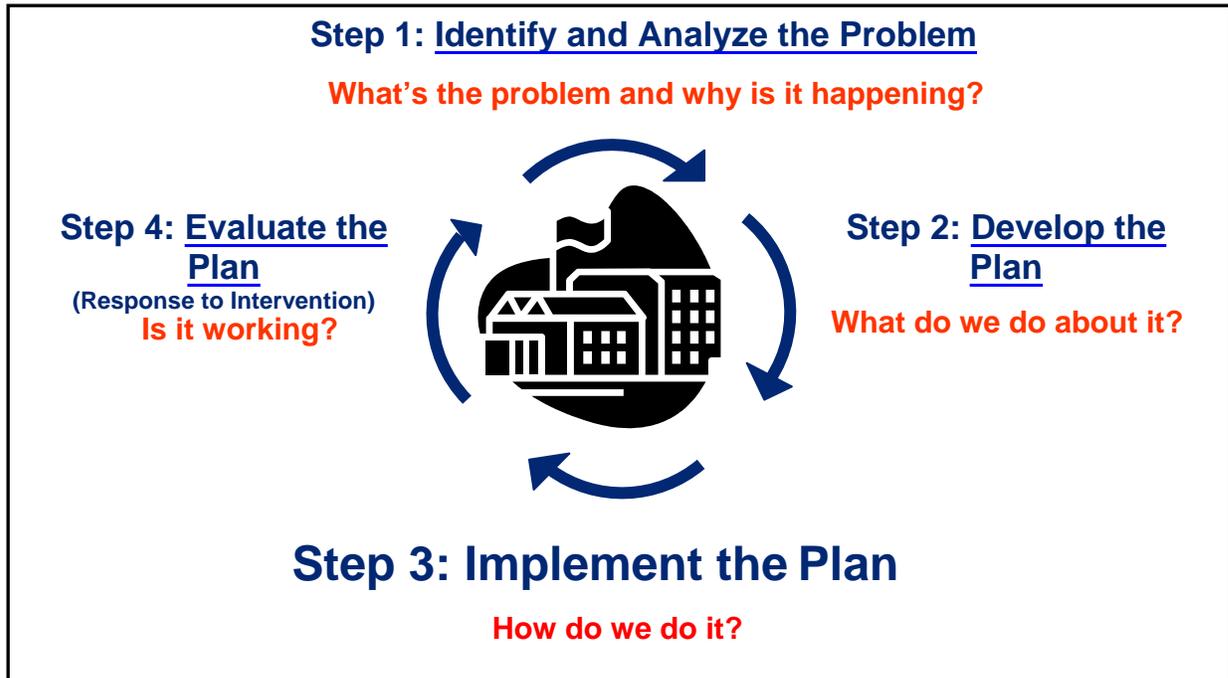
(A blank Classroom Intervention Plan can be located in the [Blank Forms tab](#))

Teaching Behavior	<p><u>Classroom Expectations & Rules</u> (3-5 Positively Stated. Rules must be observable)</p> <ol style="list-style-type: none"> 1. Be Safe Walk in the Hallway, Use equipment appropriately 2. Be Respectful Be to Class on time, Use an indoor voice, Say Please & Thanks 3. Be Responsible Bring your Organizer to class, Stay on task, and Do your Homework
	<p><u>Teaching Behavior</u> (how you will teach, when you re-teach, how you will remind students, etc.)</p> <p>Review daily in a.m. Language Arts and Reading do a character analysis w/examples and non-examples of behaviors that characterize classroom expectations Daily review in p.m. ask students for examples of students meeting expectations/following rules Get Character Education lessons that correspond with expectations that they struggle with</p>
	<p><u>Classroom Procedures</u> (daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc.)</p> <p>A.M. student responsibility to put homework in box, sharpen pencil, work on bell-work Restroom students may use the restroom before a.m. bell, 5 min before/after lunch transition, and 5 min before p.m. bell. In addition, students have 5 passes per grading period to use at other times.</p>
Reward Systems	<p><u>Reward System</u> (in addition to school-wide tokens, how will you recognize appropriate behavior)</p> <p>Verbal feedback throughout the day (4:1 target) Parent contacts for work completion and following expectations (2 week time period) Lottery tickets for following expectations during various periods across the day Weekly Drawings for free time, candy, first to be dismissed, HW pass, etc...</p>

Responding to Problem Behavior	<p><u>Responding to Problem Behavior</u> (system for dealing with students who don't follow rules and procedures)</p> <ol style="list-style-type: none"> 1. Restate expectation (verbal reprimand/correction) 2. Loss of class privileges for day 3. Lose opportunity to participate in weekly drawing 3. Parent contact 		
Environment	<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Create classroom layout • Minimize congestion • Clear traffic lanes • Establish clear routines and procedures • Clarify transitions 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> *<u>Effective Room Arrangement</u> *<u>Preventing Behavior Problems during transitions</u> *<u>Classroom Routines</u> 	<p style="text-align: center;">Status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> Somewhat in Place <input type="checkbox"/> In Place
Curriculum & Instruction	<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Check students understanding and provide feedback • Adaptations: add choice, alternating mastered skills with new skills; interest boosting • Balance schedule; eliminate downtime 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> *<u>Narrative (choice, task alternation, interest boosting)</u> *<u>Designing More Engaging Activities</u> *<u>Comprehension Strategies</u> *Harry Wong <i>First Days of School</i> *Reading Resource Teacher 	<p style="text-align: center;">Status</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiated <input checked="" type="checkbox"/> Somewhat in Place <input type="checkbox"/> In Place

**Step 3:
Implement the Plan**

STEP 3: IMPLEMENT THE PLAN



Be sure to coordinate with everyone involved in the plan and set a date to begin implementation. It is beneficial to complete a specific action plan that breaks down each task that needs to be completed, who will complete it and the time frame for completing the task.

The portion of the action plan that breaks down the implementation into steps is helpful in reminding the individual(s) carrying out the intervention of each element to be completed.

Remember, results may not be immediate and it may take several days or even a week or so for the student to adjust to the changes and you begin to see behavior problems decrease.

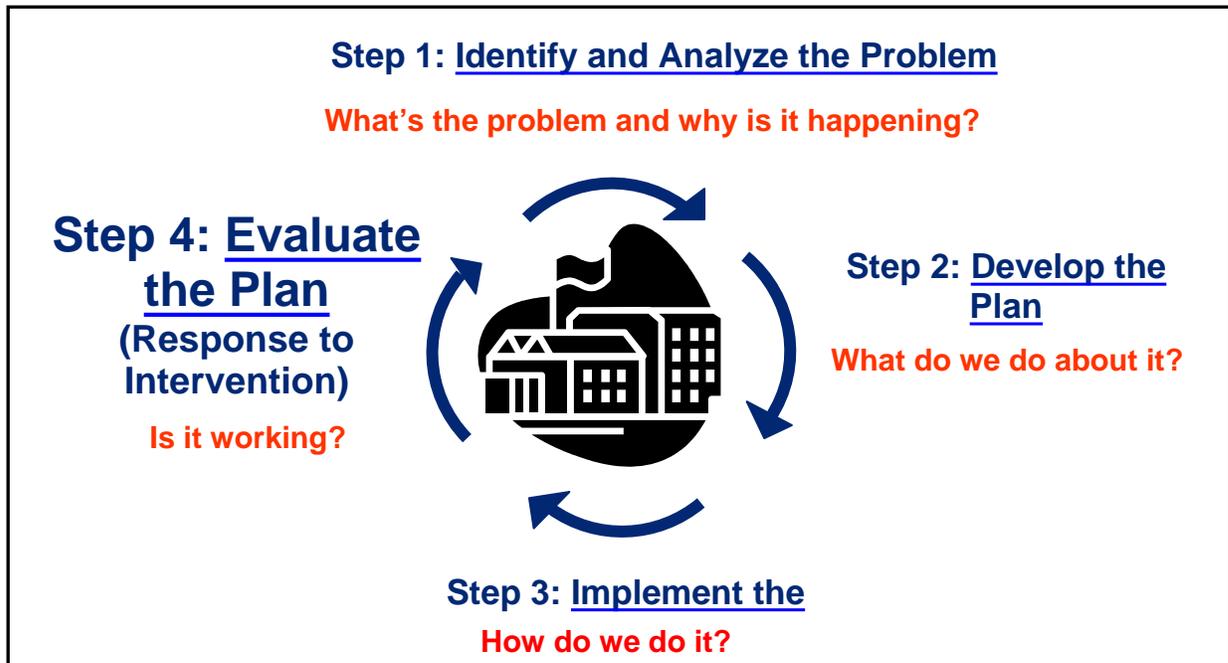
Your next step is to record data during implementation to use when you evaluate the plan for effectiveness. It's a good idea to include ways the teacher can track the effects of implementation personally, since this is the most immediate form of feedback. However, it's also important to include methods that require an outside observer, as this will allow for more objectivity and provide information about the degree to which the intervention is being implemented as intended.

Be sure the teacher receives regular feedback about the effects of the intervention, both as a way of motivating him/her, celebrating successes, and providing corrective feedback as needed.

Step 4: Evaluate the Plan

- **Evaluating the Plan**
- **Sample Classroom Intervention Implementation Checklist**

STEP 4: EVALUATE THE PLAN



Once appropriate classroom interventions have been identified and implemented, it is imperative to monitor and evaluate outcomes of the interventions to determine whether or not strategies are working.

Successful implementation of classroom interventions should be evident with:

- decreases in problem behavior,
- increases in appropriate behavior,
- achievement of broader goals,
- durability of behavior change over time, and
- increases in academic achievement.

Classrooms with less than 75% of students succeeding academically should review classroom data and make modifications to classroom interventions accordingly. Decision-making must be made based upon on-going assessment of classroom implementation and reflect necessary training based upon data gathered.

Positive Outcomes of Successful Classroom PBS

- Significant reduction in problem behaviors
 - Disruptive behaviors do not interfere with teaching and learning
 - No more than once per hour
 - Document via frequency count of target behaviors

- Students are engaged more
 - Never more than 2-3 students off-task at a time
 - Document via duration of time engaged

- Students are completing assignments/tasks
 - No more than 10% of students have incomplete assignments
 - Improvement in academic performance
 - Document via grades & percent of students completing assignments

- Students are following classroom expectation and routines
 - Students do not need consistent reminders
 - Review and re-teach rules & expectations before problem behavior begins
 - Document via direct observation of students self-reporting expectations when asked

- Teacher comments are positive
 - 4-1 ratio of positive to negative comments
 - Document via teacher observations

- A small number of students need individualized support
 - No more than 1-15% of students need individualized support
 - Document via individualized data collection (per student)

Every 1-2 weeks, return to the Goal Statement you developed in Step 1:

Goal Statement

At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction.

Was this goal achieved? Were the outcomes of the intervention moving in the direction of this goal? Is more time needed, or should a significant change be made?

Examples of different ways to check the effectiveness of interventions include:

- Daily tally of behavior incidents
- Daily rating of task engagement
- Office discipline referrals for that classroom
- Work products of students (accuracy, work completion)
- Number of students participating in discussions
- Time students spend on-task
- Student interviews
- Observation systems (BOSS)
- **Classroom Assessment Tool** (repeated)



Another important part of evaluation is to make sure that the interventions are being implemented as planned. A **Sample Implementation Checklist**, with information from the **Sample Intervention Plan**, is provided on the following page. A blank Implementation Checklist can be found in the **Blank Forms** tab.

In a case where very little or no progress is made towards this goal, go back to your hypothesis statements and examine the data that was used to guide the intervention choice. Perhaps the data was not as accurate or as strong as originally believed, or perhaps there is another, more influential hypothesis that should be addressed. The problem-solving model is a continuous process that doesn't end until a successful outcome is achieved. Whenever necessary, revisit your problem identification and hypothesis statements to ensure their accuracy and brainstorm new ideas to target for intervention.

After implementing class-wide interventions, re-visit the original **Classroom Assessment Tool** results and repeat the instrument to identify any changes. Determine areas of strength and areas of need. Develop a **Classroom Intervention Plan** highlighting areas of need in classroom. Be sure to continue collecting data and evaluating results; modifying classroom interventions as necessary. Remember to celebrate successes!



SAMPLE(information from Classroom Intervention Plan)**Classroom Intervention Implementation Checklist**

Directions: Insert the relevant items from your Classroom Intervention Plan into the checklist below. Remember, your plan may not include each of the sections and some areas may remain blank

Interventions	Was the intervention implemented? (Y=Yes/S=Somewhat/N=No)			
	Date	Date	Date	Date
	3/21	3/28		
<u>Teaching Behavior</u>				
1) 3-5 positively stated rules posted in classroom	Y	Y		
2) Rules reviewed daily in a.m.	S	Y		
3) Language Arts character analysis	S	S		
4) Rules reviewed daily in p.m.	Y	Y		
5) Character education lesson corresponding with behavior problems	N	S		
<u>Classroom Procedures</u>				
1) Procedures are documented where students can see	Y	Y		
2) Procedures are reviewed with students weekly	Y	Y		
<u>Reward System</u>				
1) verbal feedback given throughout the day	S	S		
2) Parent contacts for work completion (2 week increments)	N	S		
3) Lottery ticket drawings randomly throughout the day	Y	Y		
4) Weekly drawings for incentives	Y	Y		
<u>Responding to Problem Behavior</u>				
1) Followed the hierarchy of responding to classroom problem behaviors: 1 st - Restate expectations 2 nd - Loss of privileges for the day 3 rd - Loss of opportunity to participate in weekly drawing 4 th - Parent contact	S	S		
<u>Environment</u>				
1) Create classroom layout	Y	Y		
2) Minimize congestion	Y	Y		
3) Clear traffic lanes	Y	Y		
4) Clarify transitions	S	Y		
<u>Curriculum and Instruction</u>				
1) Check student understanding and provide feedback	S	S		
2) Adaptations (choice, alternate mastered w/new skills, interest boosting)	S	Y		
3) Balance schedule	Y	Y		
4) Eliminate/reduce downtime	Y	Y		

Blank Forms

- **Classroom Assessment Tool (CAT)**
- **Blank Assessment Forms**
 - Data Forms
 - Frequency
 - Frequency (2)
 - Duration
 - Scatterplot
 - ABC
 - ABC (2)
 - ABC Cards
 - Time Series Data
 - Positive Environment Checklist
- **Analyzing the Problem**
- **Classroom Intervention Plan**
- **Classroom Intervention Implementation Checklist**

Classroom Assessment Tool



Classroom Assessment Tool

Observer: _____ Date: _____

School: _____

Classroom/ Teacher: _____

Comments: _____

I. Ecological Factors: Various aspects of the classroom environment are altered to prevent or to address behavior problems.

*** Note: Bold wording indicates that the item is part of the FPMS**

A. Physical Setting – The physical classroom setting is organized in a manner that promotes learning and independence.

		In place	Somewhat In Place	Not In Place
A1.	Are unnecessary and distracting items removed from view and reach?			
A2.	Are all materials organized and easily accessible?			
A3.	Do students have secure and adequate spaces for personal storage?			
A4.	Has furniture been placed to decrease traffic flow challenges?			
A5.	Do instructional areas of the classroom have clear, visual boundaries for students?			
A6.	Are the rules posted and written in words that all can read and /or illustrated with graphics or icons?			

B. Scheduling – The scheduling of instruction occurs in a manner that optimizes student learning.

		In place	Somewhat In Place	Not In Place
B1.	Is the daily schedule of activities posted and reviewed regularly?			
B2.	Are transitions and non-instructional activities posted and regularly reviewed?			
B3.	Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialization, and free time?			
B4.	<u>Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?</u>			

C. Socialization – Opportunities for social instruction and social environments occurs in a manner that optimizes student learning.

		In place	Somewhat In Place	Not In Place
C1.	Is there an emphasis on the development of the individual responsibility and independence of all students?			
C2.	Is there a process for regular (at least weekly) communication between the teacher and family?			
C3.	Are skills taught in the settings and situations in which they are naturally needed?			
C4.	Are friendships between students promoted?			

C5.	Are classroom assistants actively involved with students in a manner that promotes their independence, learning and interaction with peers?			
C6.	Are effective, efficient communication strategies being used or taught?			
C7.	Are students with disabilities given opportunities to interact and socialize with typical peers?			

II. Classroom Behavior System: A behavior system is developed and implemented to prevent or to address behavior problems.

A. Define and Teach Behavior

		In place	Somewhat In Place	Not In Place
D1.	<u>Are there clearly defined, positively stated expectations and rules for the classroom</u> (2-3 Classroom Expectations)?			
D2.	<u>Are behavior referrals (those handled by the office as well as the ones managed in the classroom) clearly defined and differentiated?</u>			
D3.	Is there a system for <u>teaching</u> and practicing behavior expectations and rules to students?			
D4.	Are <u>data</u> collected from classroom settings analyzed frequently and used to guide ongoing behavior support decisions?			

B. Reward System

D5.	<u>Does a reward/recognition system for appropriate behavior exist in the classroom?</u>			
D6.	Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria?			
D7.	Are students always eligible to earn reinforcers/rewards?			
D8.	Are rewards that have been earned not taken away/threatened to be removed?			
D9.	Are reinforcers age-appropriate and accessible for a diverse group of students?			
D10.	<u>Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?</u>			

C. Consequence System

D11.	Are data on student performance displayed prominently?			
D12.	Are the consequences for rule violation preplanned?			
D13.	Are consequences delivered consistently, respectfully, and in a timely manner?			
D14.	Are students reminded of their choices in a calm, positive manner prior to escalation in behavior?			
D15.	Is there a formal system for communicating and involving parents that don't rely entirely on students as the messengers?			
D16.	Are there positive strategies in place to strengthen home/school partnership?			
D17.	Are there additional strategies for students who do not respond to classwide expectations?			

III. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behavior problems.

INSTRUCTIONAL PLANNING AND DELIVERY– Teaching activities are planned and implemented in ways that optimize student learning.

		In place	Somewhat In Place	Not In Place
E1.	Are lesson objectives and materials used appropriate for students' functioning levels?			
E2.	Are assignments relevant and meaningful to students?			
E3.	Are a variety of teaching methods and materials used?			
E4.	Are appropriate lengths of time provided for the tasks assigned?			
E5.	Are oral directions paired with pictures, icons, or written words that students can read?			
E6.	Is the pace of the instruction appropriate for the needs of all students?			
E7.	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?			
E8.	Are students provided opportunities to make choices within and/or across tasks?			

E9.	Is specific academic praise provided during guided and independent practice?			
E10.	Is corrective feedback provided promptly and positively during guided practice?			
E11.	Are adaptations made to meet individual student needs?			

Summary of Positive Behavior Support in Classroom Settings

	Total Marked In Place	Total Marked Somewhat In Place	Total Marked Not in Place
I. Ecological Factors	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %
II. Classroom Behavior Systems	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %
III. Curriculum & Instruction	_____ of 11 = _____ %	_____ of 11 = _____ %	_____ of 11 = _____ %

Action Planning

1. List the major strengths of the system for classroom environments. (Refer to results above rated "In Place")	
2. List the major areas in need of improving Positive Behavior Support for the classroom environment. (Refer to results above rated "Not In Place" or "Somewhat In Place")	
3. Identify next steps for making specific changes to areas of concern.	

Blank Observation Forms

FREQUENCY DATA SHEET

NAME: _____

TEACHER: _____

TARGET BEHAVIOR: _____

DESCRIPTION OF BEHAVIOR: _____

DATE				
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

DATE				
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

NOTES: _____

Individual: _____ Date: _____ Observer: _____ Staff: _____

Activity	Time	A	B	C
Seat work/ word of the day	8:20 AM	Ex. Sue was asked to type her words on her alpha smart	Ex. Sue threw her alpha smart and tossed her papers.	Ex. Sue was told to pick up her papers and change her color (behavior system)

A-B-C CARD

STUDENT: _____	DATE: _____	TIME: _____
LOCATION/ACTIVITY: _____		
ANTECEDENTS <input type="checkbox"/> Lack of Social Interaction <input type="checkbox"/> Asked to Do Something <input type="checkbox"/> Free Time <input type="checkbox"/> Could Not Get Desired Item/Activity <input type="checkbox"/> Loud/Disruptive Environment <input type="checkbox"/> Ongoing Behavior Interrupted <input type="checkbox"/> Other Student Provoking <input type="checkbox"/> Stopped From Doing Activity <input type="checkbox"/> Transitional Time <input type="checkbox"/> Difficult Task <input type="checkbox"/> Interruption in Routine <input type="checkbox"/> Consequences Imposed for Negative Behavior <input type="checkbox"/> Other (Specify) _____	BEHAVIOR <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off Task <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Property Destruction <input type="checkbox"/> Provoking/Teasing Others <input type="checkbox"/> Running Away/Out of Designated Area <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Other (Specify) _____	CONSEQUENCES <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Behavior Ignored <input type="checkbox"/> Redirection to Activity <input type="checkbox"/> Physical Restraint <input type="checkbox"/> Removed From Room/Area <input type="checkbox"/> Separation Within Room/Area <input type="checkbox"/> Required to Continue Activity <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Reprimand/Warning <input type="checkbox"/> Peer/Adult Attention <input type="checkbox"/> Timeout (Duration: _____) <input type="checkbox"/> ISS (Duration: _____) <input type="checkbox"/> Change in Expected Activity (How or What? _____) <input type="checkbox"/> Detention (Duration: _____) <input type="checkbox"/> Other (Specify) _____

6BA101ABC Card - 7/13/98

A-B-C CARD

STUDENT: _____	DATE: _____	TIME: _____
LOCATION/ACTIVITY: _____		
ANTECEDENTS <input type="checkbox"/> Lack of Social Interaction <input type="checkbox"/> Asked to Do Something <input type="checkbox"/> Free Time <input type="checkbox"/> Could Not Get Desired Item/Activity <input type="checkbox"/> Loud/Disruptive Environment <input type="checkbox"/> Ongoing Behavior Interrupted <input type="checkbox"/> Other Student Provoking <input type="checkbox"/> Stopped From Doing Activity <input type="checkbox"/> Transitional Time <input type="checkbox"/> Difficult Task <input type="checkbox"/> Interruption in Routine <input type="checkbox"/> Consequences Imposed for Negative Behavior <input type="checkbox"/> Other (Specify) _____	BEHAVIOR <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off Task <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Property Destruction <input type="checkbox"/> Provoking/Teasing Others <input type="checkbox"/> Running Away/Out of Designated Area <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Other (Specify) _____	CONSEQUENCES <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Behavior Ignored <input type="checkbox"/> Redirection to Activity <input type="checkbox"/> Physical Restraint <input type="checkbox"/> Removed From Room/Area <input type="checkbox"/> Separation Within Room/Area <input type="checkbox"/> Required to Continue Activity <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Reprimand/Warning <input type="checkbox"/> Peer/Adult Attention <input type="checkbox"/> Timeout (Duration: _____) <input type="checkbox"/> ISS (Duration: _____) <input type="checkbox"/> Change in Expected Activity (How or What? _____) <input type="checkbox"/> Detention (Duration: _____) <input type="checkbox"/> Other (Specify) _____

6BA101ABC Card - 7/13/98

A-B-C CARD

STUDENT: _____	DATE: _____	TIME: _____
LOCATION/ACTIVITY: _____		
ANTECEDENTS <input type="checkbox"/> Lack of Social Interaction <input type="checkbox"/> Asked to Do Something <input type="checkbox"/> Free Time <input type="checkbox"/> Could Not Get Desired Item/Activity <input type="checkbox"/> Loud/Disruptive Environment <input type="checkbox"/> Ongoing Behavior Interrupted <input type="checkbox"/> Other Student Provoking <input type="checkbox"/> Stopped From Doing Activity <input type="checkbox"/> Transitional Time <input type="checkbox"/> Difficult Task <input type="checkbox"/> Interruption in Routine <input type="checkbox"/> Consequences Imposed for Negative Behavior <input type="checkbox"/> Other (Specify) _____	BEHAVIOR <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off Task <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Property Destruction <input type="checkbox"/> Provoking/Teasing Others <input type="checkbox"/> Running Away/Out of Designated Area <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Other (Specify) _____	CONSEQUENCES <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Behavior Ignored <input type="checkbox"/> Redirection to Activity <input type="checkbox"/> Physical Restraint <input type="checkbox"/> Removed From Room/Area <input type="checkbox"/> Separation Within Room/Area <input type="checkbox"/> Required to Continue Activity <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Reprimand/Warning <input type="checkbox"/> Peer/Adult Attention <input type="checkbox"/> Timeout (Duration: _____) <input type="checkbox"/> ISS (Duration: _____) <input type="checkbox"/> Change in Expected Activity (How or What? _____) <input type="checkbox"/> Detention (Duration: _____) <input type="checkbox"/> Other (Specify) _____

6BA101ABC Card - 7/13/98

A-B-C CARD

STUDENT: _____	DATE: _____	TIME: _____
LOCATION/ACTIVITY: _____		
ANTECEDENTS <input type="checkbox"/> Lack of Social Interaction <input type="checkbox"/> Asked to Do Something <input type="checkbox"/> Free Time <input type="checkbox"/> Could Not Get Desired Item/Activity <input type="checkbox"/> Loud/Disruptive Environment <input type="checkbox"/> Ongoing Behavior Interrupted <input type="checkbox"/> Other Student Provoking <input type="checkbox"/> Stopped From Doing Activity <input type="checkbox"/> Transitional Time <input type="checkbox"/> Difficult Task <input type="checkbox"/> Interruption in Routine <input type="checkbox"/> Consequences Imposed for Negative Behavior <input type="checkbox"/> Other (Specify) _____	BEHAVIOR <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off Task <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Property Destruction <input type="checkbox"/> Provoking/Teasing Others <input type="checkbox"/> Running Away/Out of Designated Area <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Other (Specify) _____	CONSEQUENCES <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Behavior Ignored <input type="checkbox"/> Redirection to Activity <input type="checkbox"/> Physical Restraint <input type="checkbox"/> Removed From Room/Area <input type="checkbox"/> Separation Within Room/Area <input type="checkbox"/> Required to Continue Activity <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Reprimand/Warning <input type="checkbox"/> Peer/Adult Attention <input type="checkbox"/> Timeout (Duration: _____) <input type="checkbox"/> ISS (Duration: _____) <input type="checkbox"/> Change in Expected Activity (How or What? _____) <input type="checkbox"/> Detention (Duration: _____) <input type="checkbox"/> Other (Specify) _____

6BA101ABC Card - 7/13/98

Time Series Data Form Instructions

The Time Series Data Form can be used to complete direct observations of individual students or entire classrooms. It is likely that school psychologists, behavior analysts or individuals with training in behavior observation will be skilled in conducting behavior observations with interval recording.

The accompanying form can be used to collect data on 60 intervals of 10 seconds in length (15 minutes total). Behaviors to be observed and coded include (a) Disruptive behavior; (b) Harmful behavior; (c) Engagement; (d) Non-engagement; and (e) Teacher use of intervention. All behaviors will be scored using partial interval occurrence except for (c) Engagement which will need to occur during the whole interval to be coded. Partial interval recording requires each behavior to be observed DURING ANY PART of the observational interval in order to be scored. Whole interval recording requires that the behavior be observed DURING THE ENTIRE interval in order to be scored. See the attached definition sheet for a description of each targeted behavior.

If the Time Series Data Form is used for observing one child in the classroom, the observer will only observe the targeted student for 10 seconds and quickly circle or mark through the codes on the sheet. The observer may want to have a 2-5 seconds scoring interval before observing the student for the next 10 second interval. It is recommended that a tape player or PDA be set up to provide audio prompts when it is time to score the observation.

If the goal is to gather data on the overall behavior of the classroom, then the observer may observe only one child during each 10 second interval and then move to another child for the next 10 second interval. The observer may wish to follow the seating arrangement for the classroom to make certain that they are “catching” each student in the class several times during the observation period. The overall score from an observation would provide data about the problem behavior, intervention, and engagement during that 15 minute period. Such data will be most powerful if repeated observations occur across the day and across several days.

PTR Project Behavior Definitions

- *Engagement (E) should be scored using a 10 second whole interval occurrence system*
- *All other behaviors should be scored using a 10 second partial interval occurrence*

Disruptive behavior (D) may include problems that are considered a problem but do not cause harm to self or others. Score if student exhibits following behaviors: talking out, making noise during quiet time, cursing, using materials in a manner other than intended, leaving seat without permission, leaving area during structured activity, or moving away from instructor when holding hand, self stimulatory behaviors, stereotypy, perseverative speech, noncompliance (failure to follow instructions within 5 seconds), intentional refusals or physical resistance, pulling or taking materials from others, hoarding objects or toys. Also include if student is crying or screaming at a volume emitted louder than typical.

Harmful behavior (H) may include aggression such as kicking, hitting, spitting, throwing objects, property destruction or elopement (i.e., leaving the assigned area and running out of classroom) or attempts at completing any of these behaviors by student. Major temper tantrums that encompass multiple behaviors should also be recorded.

Teacher intervention (TI) may include any teacher strategy to address disruptive or harmful behaviors. If the strategy occurs during any part of the interval, it should be scored. The strategy may also be scored across several intervals (student sent to or office) after a D or H has been scored.

Engagement (E) Score engagement in activity if student is working on assigned academic material for the entire interval. Engagement should include eyes on the materials or task, making appropriate motor responses (e.g., writing, computing), and asking for assistance (where appropriate) in an acceptable manner. Engagement may NOT be recorded if there is an occurrence of problem behavior within the same interval.

Non-Engagement (NE) Score non-engagement in activity if student fails to attend to or work on the assigned task for any amount of time during the 10 second interval. Examples of non-engagement include breaking classroom rules, daydreaming, being very demanding of teacher attention, and not participating in the assigned activity. Also score NE if a problem behavior is scored.

Cannot Score Interval (CS) Please score this category if view of student is obstructed, or student leaves area with permission (i.e., goes to bathroom). Also, score if observer misses interval due to technical issue or observer drift.

Attached: Time Series Data Form

Note to data collectors: To be used in conjunction with or in place of iObserve software for PDA. Circle the abbreviation that correctly responds to the student's engagement or behavior during the 10 second interval observed. Total observation time should equal 15 minutes.

Time Series Data Form

Student ID: _____

Teacher ID: _____

Collector: _____

Date: _____

Time start: _____

Time stop: _____

1. D H TI 2. D H TI 3. D H TI 4. D H TI 5. D H TI 6. D H TI
E NE CS E NE CS

7. D H TI 8. D H TI 9. D H TI 10. D H TI 11. D H TI 12. D H TI
E NE CS E NE CS

13. D H TI 14. D H TI 15. D H TI 16. D H TI 17. D H TI 18. D H TI
E NE CS E NE CS

19. D H TI 20. D H TI 21. D H TI 22. D H TI 23. D H TI 24. D H TI
E NE CS E NE CS

25. D H TI 26. D H TI 27. D H TI 28. D H TI 29. D H TI 30. D H TI
E NE CS E NE CS

31. D H TI 32. D H TI 33. D H TI 34. D H TI 35. D H TI 36. D H TI
E NE CS E NE CS

37. D H TI 38. D H TI 39. D H TI 40. D H TI 41. D H TI 42. D H TI
E NE CS E NE CS

43. D H TI 44. D H TI 45. D H TI 46. D H TI 47. D H TI 48. D H TI
E NE CS E NE CS

49. D H TI 50. D H TI 51. D H TI 52. D H TI 53. D H TI 54. D H TI
E NE CS E NE CS

55. D H TI 56. D H TI 57. D H TI 58. D H TI 59. D H TI 60. D H TI
E NE CS E NE CS

61. D H TI 62. D H TI 63. D H TI 64. D H TI 65. D H TI 66. D H TI
E NE CS E NE CS

67. D H TI 68. D H TI 69. D H TI 70. D H TI 71. D H TI 72. D H TI
E NE CS E NE CS

73. D H TI 74. D H TI 75. D H TI 76. D H TI 77. D H TI 78. D H TI
E NE CS E NE CS

79. D H TI 80. D H TI 81. D H TI 82. D H TI 83. D H TI 84. D H TI
E NE CS E NE CS

85. D H TI 86. D H TI 87. D H TI 88. D H TI 89. D H TI 90. D H TI
E NE CS E NE CS

Positive Environment Checklist

Adapted from: Albin, R., & O'Neil, R. (1994). Proactive behavioral support: Structuring and assessing environments. Unpublished manuscript available from the Specialized Training Project, University of Oregon.

The Positive Environment Checklist (PEC) is designed for use in evaluating whether the settings in which persons with severe disabilities live, work, and go to school are structured in a manner that promotes and maintains positive, adaptive behaviors. The PEC looks at where settings provide the conditions that support positive behaviors and do not present conditions that make inappropriate behaviors more likely. It also addresses several concerns related to the ways in which program staff support and interact with the people with disabilities in the setting.

The checklist should be used as a part of a proactive, preventive approach to addressing problem behaviors. Positive environments will help to minimize the occurrence of problem behaviors. The checklist can be used as a general tool to provide overall assessment of a setting. Also, when a particular individual is targeted, it can be used as part of a comprehensive analysis of existing problem behavior(s) to determine whether environmental conditions are contributing to the problem.

The Positive Environment Checklist focuses in the physical, social, and programmatic structure of the environment. Checklist questions are divided into 5 sections: (1) Physical Setting, (2) Social Setting, (3) Activities and Instruction, (4) Scheduling and Predictability, (5) Communication. Responses to questions in each area should be based on direct observation of the environment, on review of written program documents and reports, or on responses obtained from questioning individuals involved in supporting the focus person. Three response options are provided for each question: **YES**, **NO**, and **UNCLEAR**. The term "support provider" applies to family members, educators, and others who provide support and services in the setting. The term "people" refers to the people with disabilities who live, work, or attend school on the setting.

Scoring the complete Positive Environment Checklist is simply a matter of determining which questions receive a **YES** response and which receive **NO** or **UNCLEAR** responses. **NO** responses indicate areas or issues that should be addressed to create a more positive environment. **UNCLEAR** responses indicate the need for further analysis, perhaps by extended observation or by questioning a larger number of support providers.

SECTION 1: Physical Setting

1. Is the physical setting clean, well lighted, and odor free? YES NO UNCLEAR
2. Is temperature regulation in the setting adequate? YES NO UNCLEAR
3. Is the physical setting visually pleasant and appealing? YES NO UNCLEAR
4. Does the arrangement of the setting promote easy access for all individuals within the setting? YES NO UNCLEAR
5. Is the setting arranged in a manner that facilitates needed support and supervision? YES NO UNCLEAR
6. Does the setting contain or provide interesting, age-appropriate items and materials for people to use? YES NO UNCLEAR
7. Is the setting located and structured in a manner that promotes and facilitates physical integration into the “regular” community? YES NO UNCLEAR

SECTION 2: Social Setting

1. Is the number of people in this setting appropriate for its physical size and purpose? YES NO UNCLEAR
2. Are the people who share this setting compatible in terms of age, gender, and support needs? YES NO UNCLEAR
3. Do the people who share this setting get along with each other? YES NO UNCLEAR
4. Is the support provider ratio in this setting adequate to meet the support needs of all of the people here at all times? YES NO UNCLEAR
5. Do support providers actively work to develop and maintain a positive rapport and relationship with the people here? YES NO UNCLEAR

6. Do support providers promote and facilitate opportunities for social integration with people who are not paid to provide service? YES NO UNCLEAR

SECTION 3: Activities and Instruction

1. Do people in this setting regularly participate (whether independent, supported, or partial participation) in activities and tasks that are useful and meaningful to their daily lives? YES NO UNCLEAR
2. Do people participate in a variety of different activities? YES NO UNCLEAR
3. Do people participate in a variety of different activities that occur in regular community settings outside of the home, school, workplace? YES NO UNCLEAR
4. Do people in this setting receive instruction on activities and skills that are useful and meaningful to their daily lives? YES NO UNCLEAR
5. Is the instruction that people receive individualized to meet specific learner needs? YES NO UNCLEAR
6. Are people's personal preferences taken into account when determining the activities and tasks in which they participate and receive training? YES NO UNCLEAR

SECTION 4: Scheduling and Predictability

1. Is there a system or strategy used to identify what people in this setting should be doing and when? YES NO UNCLEAR
2. Is there a means to determine whether things that should be occurring actually do occur? YES NO UNCLEAR

- | | |
|--|----------------|
| 3. Do people in this setting have a way of knowing or predicting what they will be doing and when? | YES NO UNCLEAR |
| 4. Do support providers prepare people in this setting in advance for changes in typical schedules or routines? | YES NO UNCLEAR |
| 5. Do people in this setting have opportunities to exercise choice in terms of what they will do, when, with whom, and what rewards they will receive? | YES NO UNCLEAR |

SECTION 5: Communication

- | | |
|--|----------------|
| 1. Do people in this setting have “acceptable” means to communicate basic messages (e.g., requests, comments, rejections) to support providers or others in the setting? | YES NO UNCLEAR |
| 2. Do support providers promote and reward communication? | YES NO UNCLEAR |
| 3. Are effective, efficient communication strategies being used by or taught to people in this setting? | YES NO UNCLEAR |
| 4. Are support providers familiar with the receptive language levels and skills of the people in this setting? | YES NO UNCLEAR |
| 5. Do support providers have “acceptable” means to communicate basic messages to the people in this setting? | YES NO UNCLEAR |

Analyzing Patterns

Analyzing Patterns

Data Gathered

(Choose the appropriate assessment. * indicates a mandatory assessment)

Assessments	Person Completing Assessment	Date Completed
<i>* Classroom Assessment Tool</i>		
<i>Frequency Count</i>		
<i>Duration Recording</i>		
<i>Positive Environment Checklist</i>		
<i>Scatter plot</i>		
<i>Time Series Data</i>		
<i>Other</i>		

Using data gathered, complete worksheet below.

Circumstances in which inappropriate behavior is most likely:

Circumstances in which inappropriate behavior is least likely:

Problem Identification Statement:

(After reviewing the data you've collected, develop a statement that specifically defines the problem at hand. Be sure to objectively and clearly identify the problem in terms easily measurable)

e.g. Approximately 50% of the students engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading instruction.

Goal Statement:

(Describe what you would like to see as a goal. Be sure it is objective and measurable.)

e.g. At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction.

Possible functions of behavior:

(Circle the suspected reason the target behavior is occurring)

Get or Gain

- Peer Attention
- Teacher Attention
- Object
- Sensory

Avoid or Escape

- Peer Attention
- Teacher Attention
- Object
- Sensory

List any additional suspected functions:

Hypothesis Development

Based upon patterns analyzed, use the following worksheet to develop hypothesis statement(s).

When this occurs
(describe circumstances)

The class does
(describe behavior)

To get/avoid
(describe consequence)

When this occurs
(describe circumstances)

The class does
(describe behavior)

To get/avoid
(describe consequence)

Classroom Intervention Plan

Classroom Intervention Plan



Teaching Behavior	<p><u>Classroom Expectations & Rules</u> (3-5 Positively Stated. Rules must be observable.)</p>
	<p><u>Teaching Behavior</u> (how you will teach, when you re-teach, how you will remind students, etc.)</p>
	<p><u>Classroom Procedures</u> (daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc.)</p>
Reward Systems	<p><u>Reward System</u> (in addition to school-wide tokens, how will you recognize appropriate behavior)</p>

Responding to Problem Behavior	<u>Responding to Problem Behavior</u> (system for dealing with students who don't follow rules and procedures)		
Environment	Action Plan	Resources	Status <input type="checkbox"/> Initiated <input type="checkbox"/> Somewhat in Place <input type="checkbox"/> In Place
Curriculum & Instruction	Action Plan	Resources	Status <input type="checkbox"/> Initiated <input type="checkbox"/> Somewhat in Place <input type="checkbox"/> In Place

Classroom Intervention Implementation Checklist

Directions: Insert the relevant items from your Classroom Intervention Plan into the checklist below. Remember, your plan may not include each of the sections and some areas may remain blank

Interventions	Was the intervention implemented? (Y=Yes/S=Somewhat/N=No)			
	<u>Date</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
<u>Teaching Behavior</u> 1) 2) 3) 4) 5)				
<u>Classroom Procedures</u> 1) 2) 3) 4)				
<u>Reward System</u> 1) 2) 3) 4)				
<u>Responding to Problem Behavior</u> 1) 2) 3) 4)				
<u>Environment</u> 1) 2) 3) 4)				
<u>Curriculum and Instruction</u> 1) 2) 3) 4)				