

Managing Challenging Classroom Behaviors: A Toolkit

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Managing Classroom Behaviors Using an RTI/MTSS Framework

by Jim Wright

Response to Intervention (RTI) and Multi-Tier System of Supports (MTSS) both describe the same concept: Schools should be organized to make optimal use of scarce resources and employ best practices to help students achieve academic success and engage in appropriate classroom behaviors. This reference guide describes a range of evidenced-based RTI/MTSS strategies to address classroom (Tier 1) behaviors. It includes specific interventions for non-compliance, defiance, inattention, hyperactivity, and anxiety, along with advice on managing behavioral outbursts.

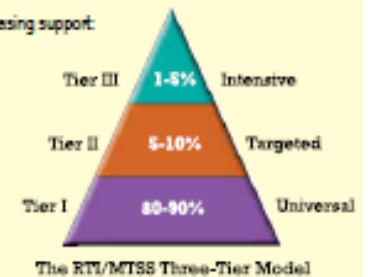
The RTI/MTSS Model: Organizing School Resources to Support Positive Behavior

RTI/MTSS for behavior is a general education initiative and can be easily tailored to fit any school's resources and needs. The model is built upon these non-negotiable elements (Fairbanks, Sugi, Guardino, & Lathrop, 2007):

1. RTI/MTSS motivates students by teaching and reinforcing positive behaviors rather than punishment.
2. The school develops a continuum of supports that start with teacher-friendly ideas to address minor classroom behavior problems and culminate with individualized problem-solving meetings for students who present with intensive behavioral and social-emotional needs.
3. Intervention strategies used in RTI/MTSS are of high quality: they are supported by research, documented in writing, and monitored over time to ensure that they are actually benefiting the student.

Here is a brief description of how RTI/MTSS services are organized schoolwide into three tiers of increasing support:

- **Tier 1—Classroom: Whole-Group Behavior Management and Individual Intervention Plans.** Tier 1 includes the teacher's capacity to effectively manage the entire class and also provide individualized behavior support to specific students as needed. Tier 1 is called 'universal' because all students in a classroom benefit from it.
- **Tier 2—Schoolwide: Supplemental Intervention.** When a student's behavior or social-emotional needs exceed the ability of a classroom teacher alone to address, that student is enrolled in Tier 2. Perhaps 5-10 percent of students might need this level of support. Tier 2 RTI/MTSS provides programs and services that target common problems such as lack of motivation, limited social skills, and non-compliance with teacher requests. Students needing Tier 2 services are identified via schoolwide behavioral screeners or teacher referrals and matched to appropriate programs. Tier 2 services can be provided via small group, mentor relationships, or brief individual counseling.
- **Tier 3—Problem-Solving Team.** When students display more severe behavior problems such as physical aggression, chronic non-compliance, or crippling levels of anxiety, they can be referred to the RTI/MTSS Problem-Solving Team. This Team develops customized intervention plans that can include strategies for all stakeholders that interact with the student. Perhaps 1-5 percent of students might need Tier 3 assistance in a given school year.



HANDOUT 1

“Big Ideas” in Effective Behavior Management

Teachers skilled in classroom management are able to respond appropriately to just about any behavior that a student brings through the classroom door. While having a toolkit of specific behavioral strategies is important, the real secret of educators who maintain smoothly running classrooms with minimal behavioral disruptions is that they are able to view problematic student behaviors through the lens of the following ‘big ideas’ in behavior management:

- **Check for academic problems.** The correlation between classroom misbehavior and deficient academic skills is high. Teachers should, therefore, routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring. When poor academics appear to drive problem behaviors, the intervention that the teacher selects should address the student's academic deficit.
- **Identify the underlying function of the behavior.** Problem behaviors occur for a reason—they serve a function for the student. The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention. Identifying the probable function sustaining a particular set of behaviors and selecting interventions that are targeted to match the function makes for greatest likelihood of success. For example, if a teacher decides that a student's call-outs in class are sustained by the function of adult attention, that instructor may respond by shifting the flow of that attention—e.g., interacting minimally with the student during call-outs but boosting adult attention during times when the student shows appropriate behavior.
- **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the instructional setting. Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. Eliminating triggers of negative conduct tends to work quickly and—by preventing class disruptions—results in more time available for instruction.
- **Redefine the behavioral goal as a replacement behavior.** Rather than attempting to merely extinguish challenging behaviors, the teacher should select a positive behavioral goal that is an appropriate replacement for the student's original problem conduct. The replacement behavior reframes the student concern in a manner that allows for more effective intervention planning. For example, an instructor concerned

...continued on next page

HANDOUT 2



INTERVENTION
CENTRAL

RT/MTSS Training & Consultation

Intervention Pathways: How to Manage Behaviors Effectively in Real Classrooms

Jim Wright, Presenter

Workshop Materials: <http://www.interventioncentral.org/positivebehavior>

Workshop PPTs and handout available at:

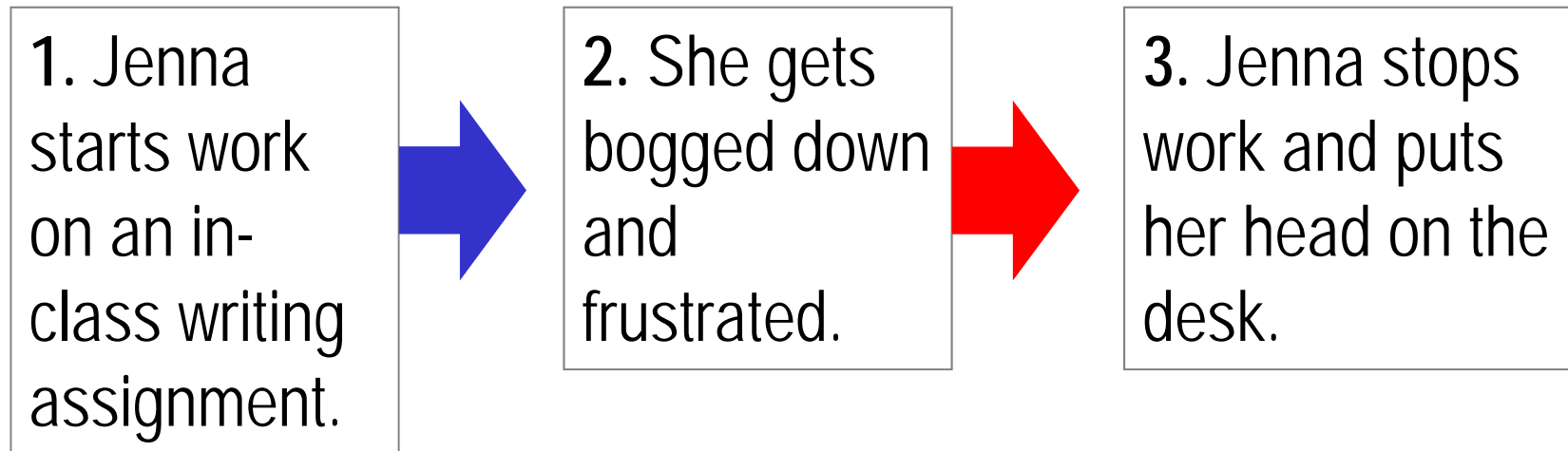
<http://www.interventioncentral.org/positivebehavior>

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior? And what does this model look like?



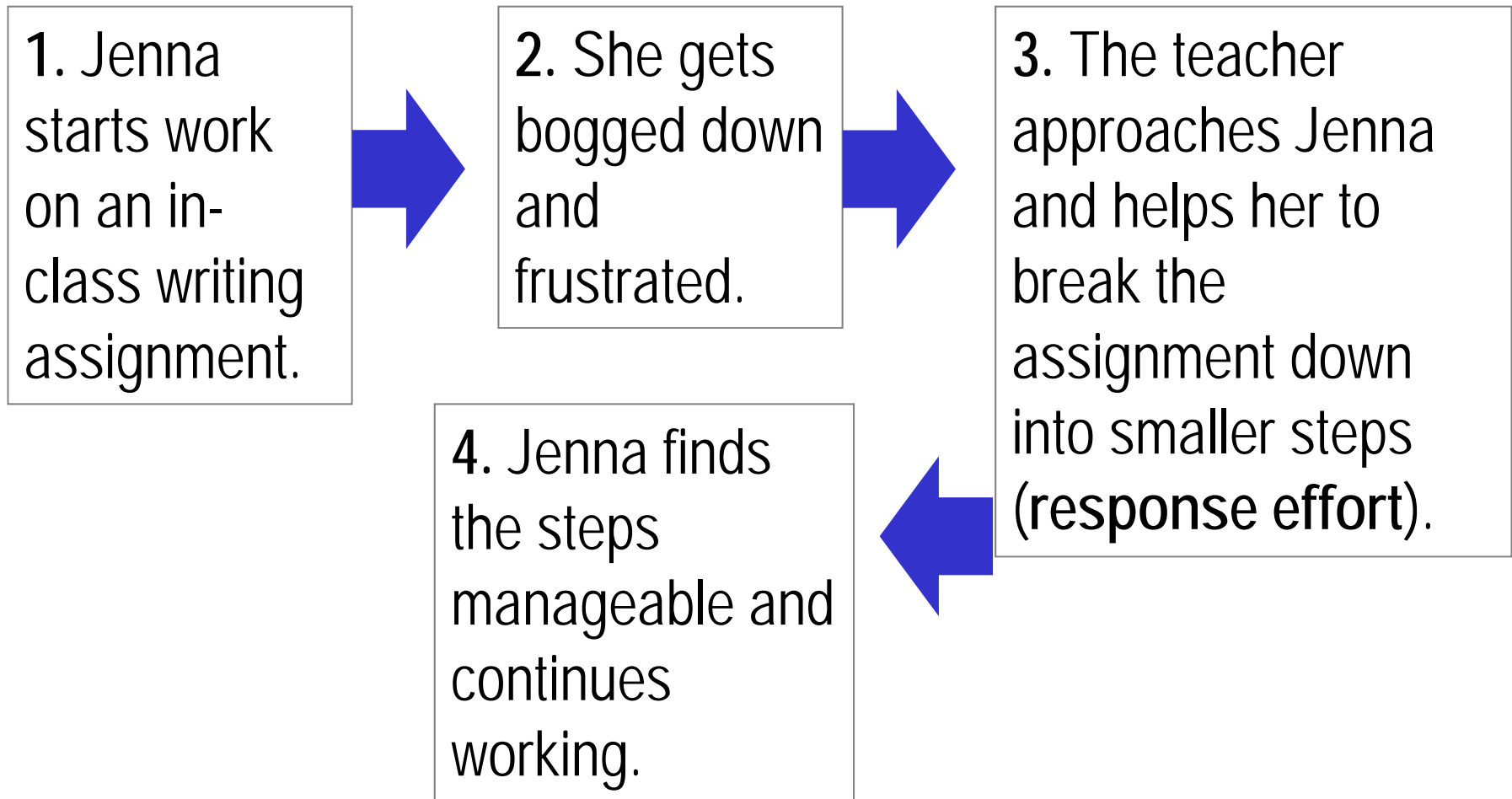
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 1



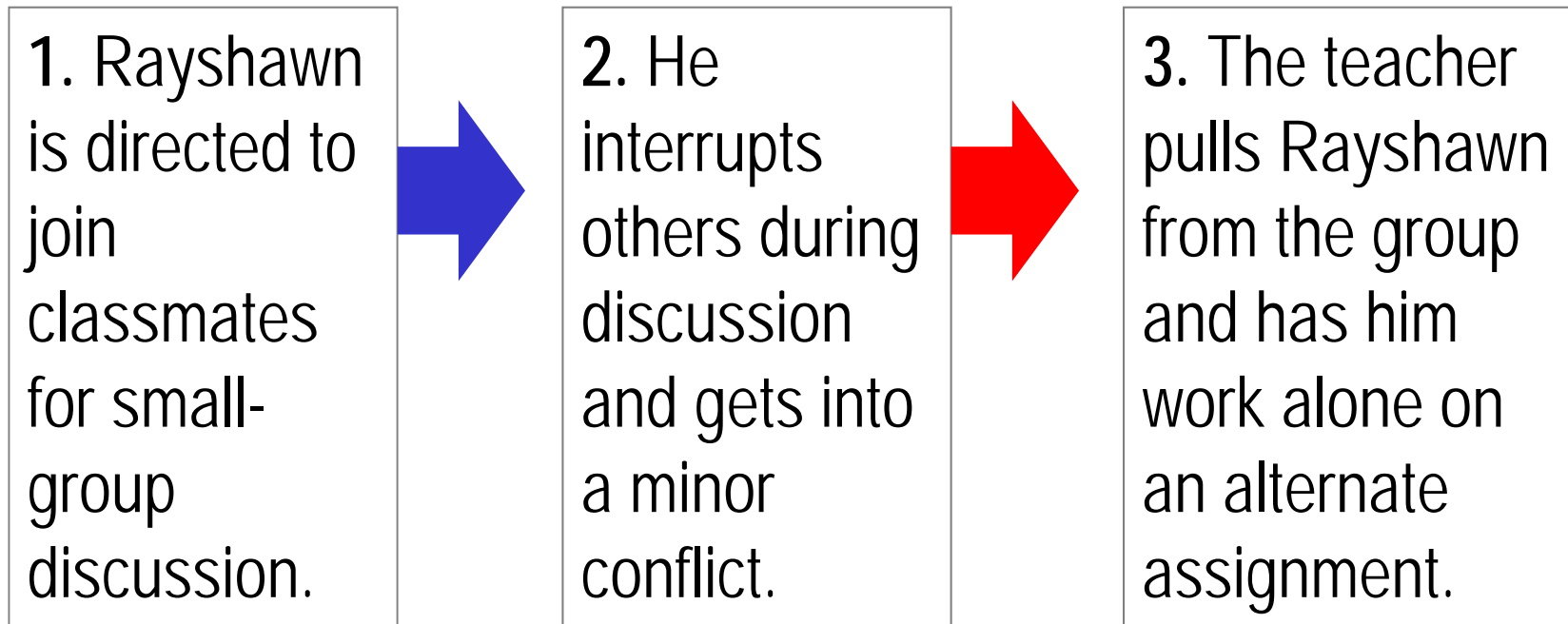
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 2



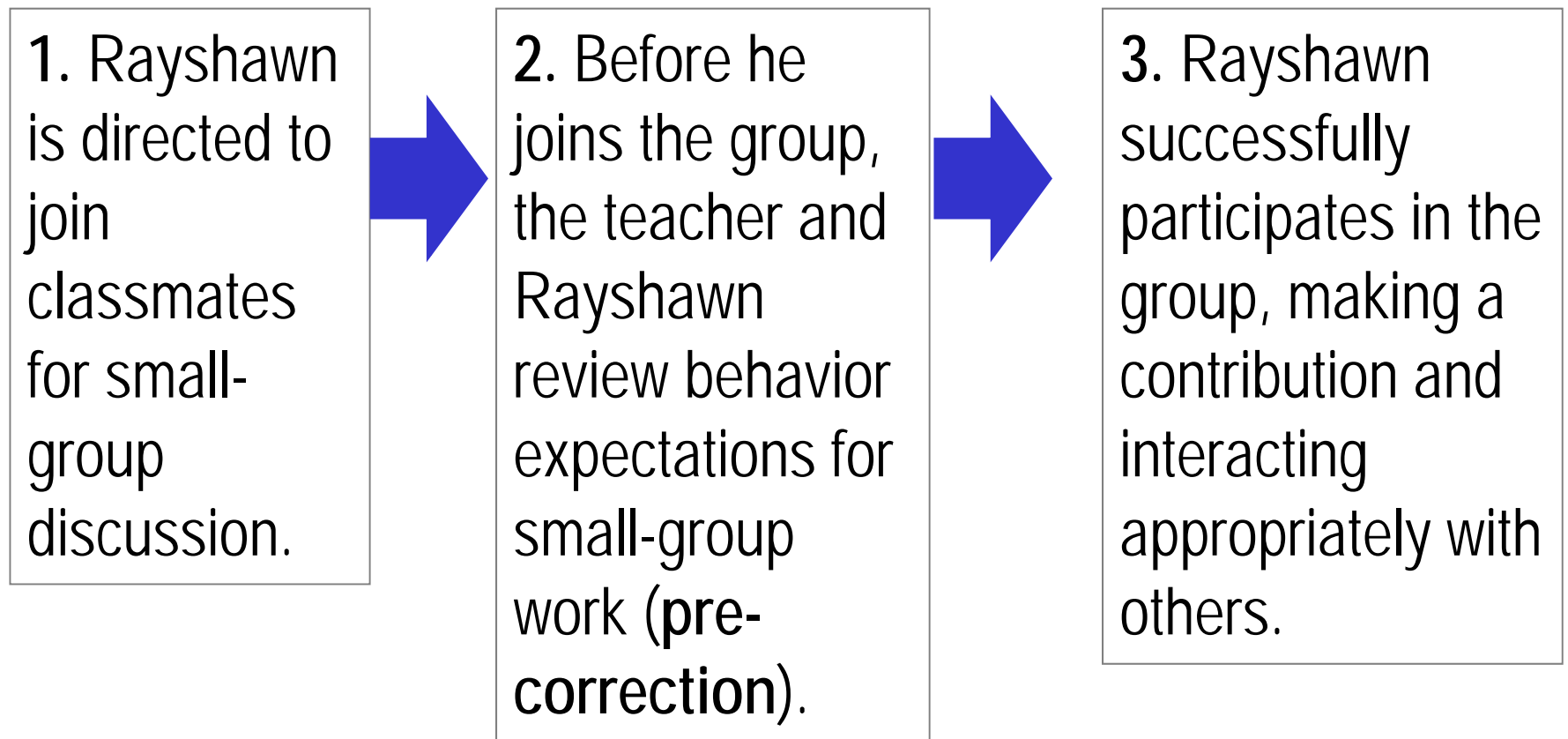
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 1



Student Scenarios: The Power of Timely Support...

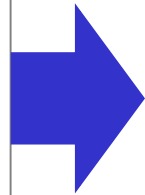
Engaging with Peers: Scenario 2



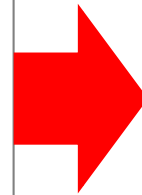
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 1

1. Ellis is directed to start his in-class assignment.



2. He loudly asserts that he is NOT doing this stupid assignment.

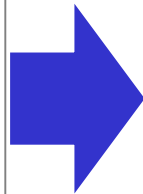


3. Ellis is sent to the principal's office for disrespectful behavior.

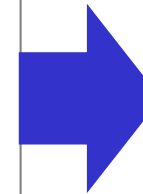
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 2

1. Ellis is directed to start his in-class assignment.



2. The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (**choice-making**).

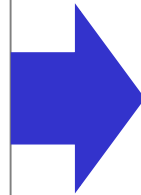


3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.

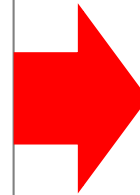
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 1

1. Dee is working at her desk on an in-class assignment.



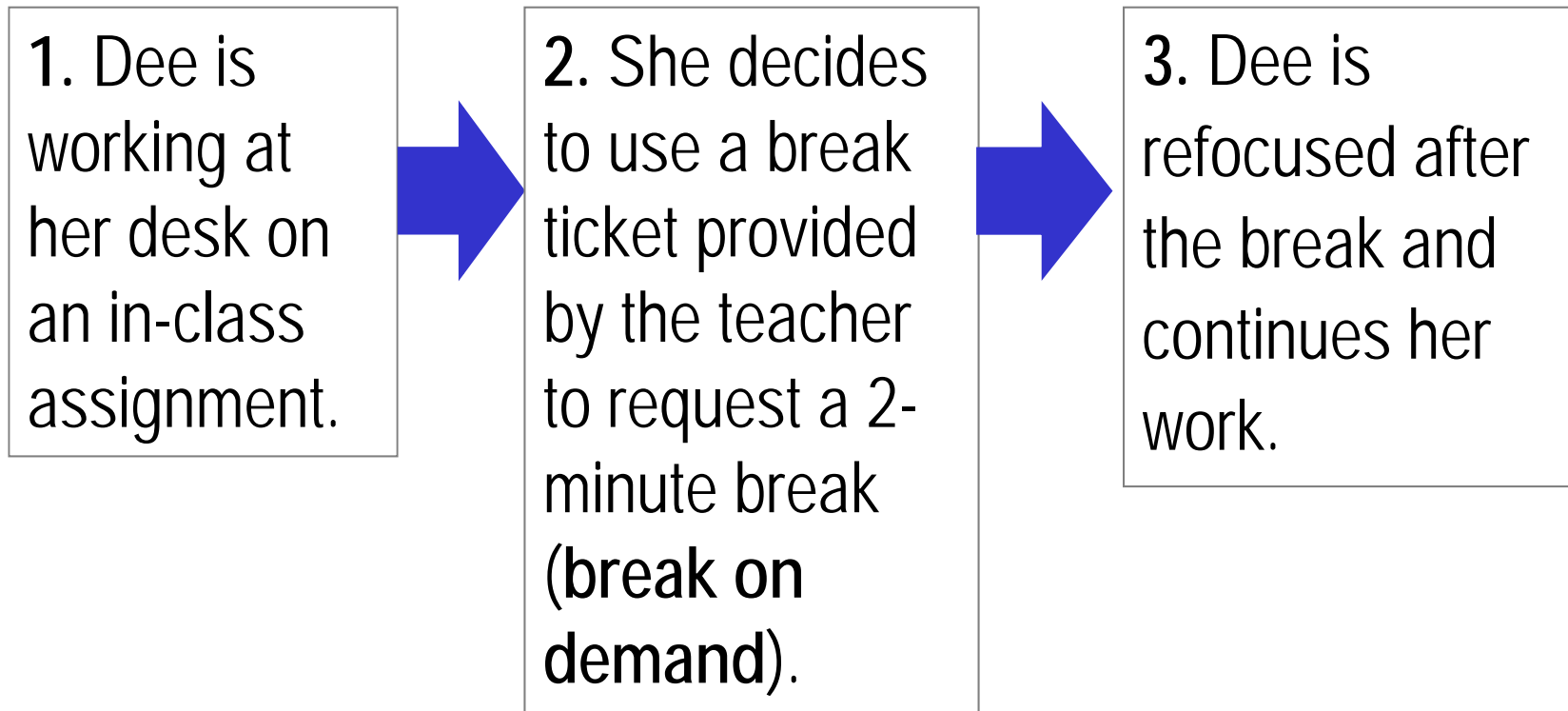
2. She grows fatigued. Dee engineers a 'break' by making funny noises that crack the class up.



3. The teacher is not amused. Dee gets in-school suspension.

Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

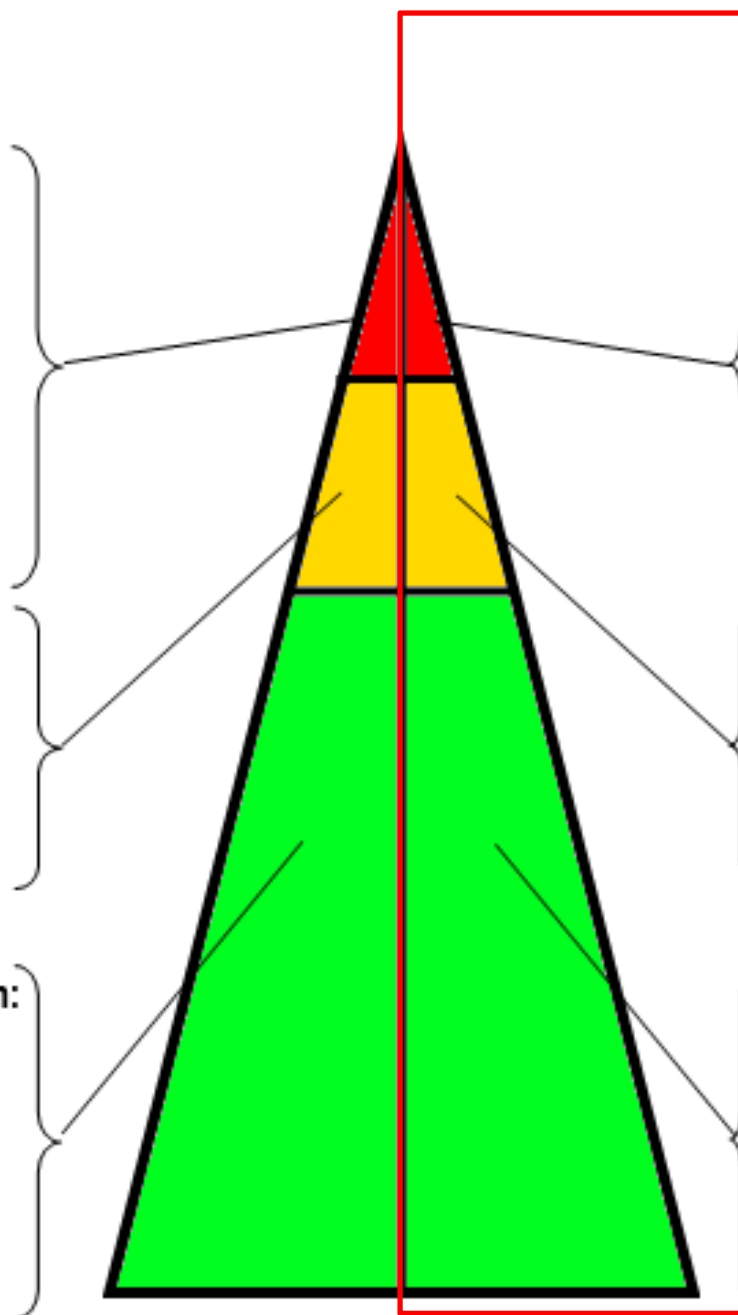
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring






Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

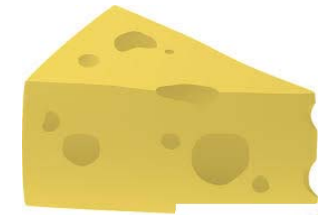
RTI/MTSS for Behavior: Minimizing Risk...

RTI/MTSS for behavior helps schools to reduce 'risk'—the risk that instructional time will be lost because of behavioral issues like these...

- *There is general and prolonged confusion as students enter the classroom.*  4 minutes
- *The teacher stops instruction at several points during a lesson to reprimand problem behaviors.*  3 minutes
- *During a small-group activity, the noise level escalates until the teacher puts the class on 'time-out' to restore calm.*  2.5 minutes
- *The class is slow to transition to productive work after lunch.*  5 minutes
- *A student gets into a power struggle with the teacher about independent work.*  8 minutes

ABA & Related Movements: A Brief History

- Early to mid-20th century: **Behaviorism**. Used human and animal models to analyze principles of behavior, develop a methodology of 'behavior modification'.
- Mid-20th century to present: **Applied Behavior Analysis**. Seeks to extend and apply knowledge of effective behavior-shaping practices to address social problems.
- 1990's to present: **Positive Behavioral Interventions & Supports (PBIS)**. A national movement and organization that helps districts to improve behavioral climate through school-wide teaching and reinforcement of expected behaviors. PBIS uses 'positive' ABA tools. It regards 'misbehavior' as an opportunity to reteach and encourage the student to demonstrate goal behaviors.



Positive Behavior Interventions & Supports (PBIS)

“[School-wide] PBS isa prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges.” p. 228

RTI Tier	Who Oversees?	Who is the Target?	What Supports for Students?	What Supports Needed for Teachers?
3	Intensive intervention team; case manager	Individual students	FBA-BIP (Customized intervention plans)	Demonstration of strategies Performance Feedback Intervention Integrity Check
2	TIPS Team (Team-Initiated Problem-Solving Model)	Groups of students via SWIS data	<ul style="list-style-type: none"> •PBIS Package: Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement •Use corrective consequences Standard Protocol Tier 2 Behavior social-emotional programs	Demonstration of strategies Performance Feedback Intervention Integrity Check
PBIS: Behavior				
1	Schoolwide PBIS implementation team	Entire student population	PBIS Package: <ul style="list-style-type: none"> •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement 	Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues

Why is a RTI/MTSS-Behavior Model Needed?: Zero-Tolerance Discipline Policies: The Hidden Cost

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

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

“Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. ...the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.”

Source Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Behavior as the “Hidden Curriculum”: Teaching Through Punitive Consequences

In traditional classrooms, behavioral expectations are often part of the “hidden curriculum”.

They are not explicitly taught but are instead conveyed indirectly through punitive disciplinary consequences, such as:

- 
- warning
 - time-out
 - phone call home
 - Office Disciplinary Referral/classroom removal

Pivoting from Punishment to Positive: The Purpose of Behavior Management...

“*Teachers must remind themselves of the purpose of delivering consequences following problem behaviors.*”

This purpose should be to redirect the student to desirable behavior as quickly as possible to allow learning to continue for the student and other classmates.

Leach & Helf, 2016; p. 30

Classroom Behavior Management: Eyes Open or Eyes Shut?

Behavior Management: EYES OPEN



- Knows that classroom factors influence student behaviors.
- Seeks to establish personal relationships with all students.
- Experiments with instructional elements that boost student engagement and success.
- Views misbehavior as an opportunity to re-teach, reinforce behavioral expectations.
- Regards praise as a powerful behavior-shaping tool.
- Appreciates teacher interactions as a means to promote optimism & engagement.

Behavior Management: EYES SHUT



- Views behavior problems as mostly originating within the student (*"Apathetic"*, *"Doesn't value school"*).
- Fails to connect with students.
- Views praise as 'coddling'.
- Misses opportunities to select motivating elements of instruction (e.g., high-interest texts, collaborative learning).
- Associates misbehavior with punitive consequences.
- Discounts the power of teacher interactions as motivational tool.


RTI/MTSS-Behavior: A Shift in Orientation...

Schools that have made the decision to embrace RTI/MTSS for behavior demonstrate these **6** 'look-fors':

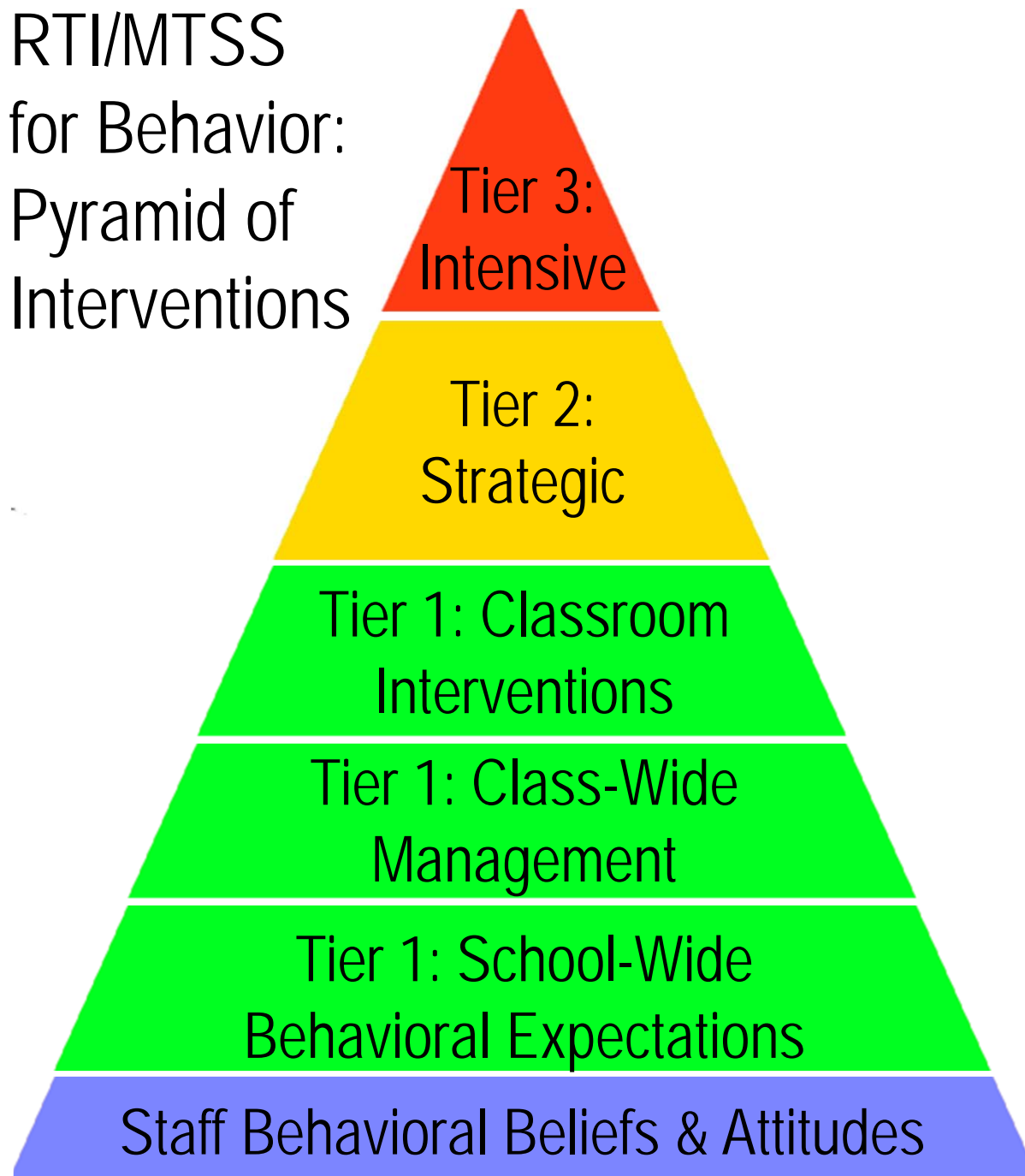
1. Behavioral expectations are taught, reviewed, and reinforced as a transparent 'open' curriculum.
2. Staff actively **model** the behaviors expected of students.
3. Daily classroom management is heavily weighted toward behavioral practices/interventions that are positive, proactive, and preventative.
4. Incidents of misbehavior are viewed as opportunities to reteach and reinforce expected behavior.
5. Negative consequences (punishments) are used sparingly—and only when other 'interfering factors' to positive behavior (e.g., skill deficit) have first been ruled out.
6. RTI/MTSS-Behavior intervention documentation is used to support referrals to the Special Education Eligibility Team.

PBIS & Behavior as the “Open Curriculum”: Teaching Through a Hierarchy of Positive Consequences

PBIS classrooms with a positive behavior focus have consequences that quickly reengage the student in learning with the least effort. Ideas include:

- 
- reinforcing desirable behaviors while **not** reinforcing problem behaviors (“differential reinforcement of alternative behavior”): e.g., planned ignoring/scheduled attention
 - giving a non-verbal reminder
 - giving a verbal reminder
 - offering assistance or modifying the task
 - providing a safe space for de-escalation

RTI/MTSS
for Behavior:
Pyramid of
Interventions



RTI/MTSS
for Behavior:
Pyramid of
Interventions

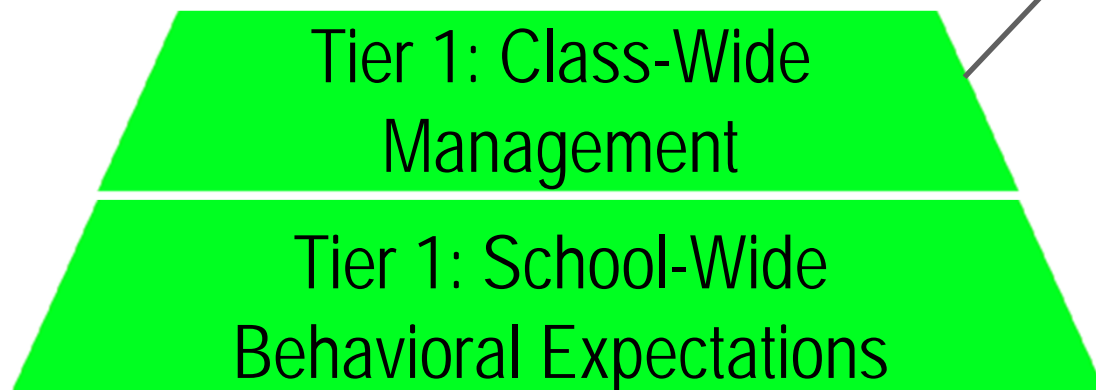
RTI/MTSS for Behavior: Pyramid of Interventions



Tier 1: School-Wide
Behavioral Expectations

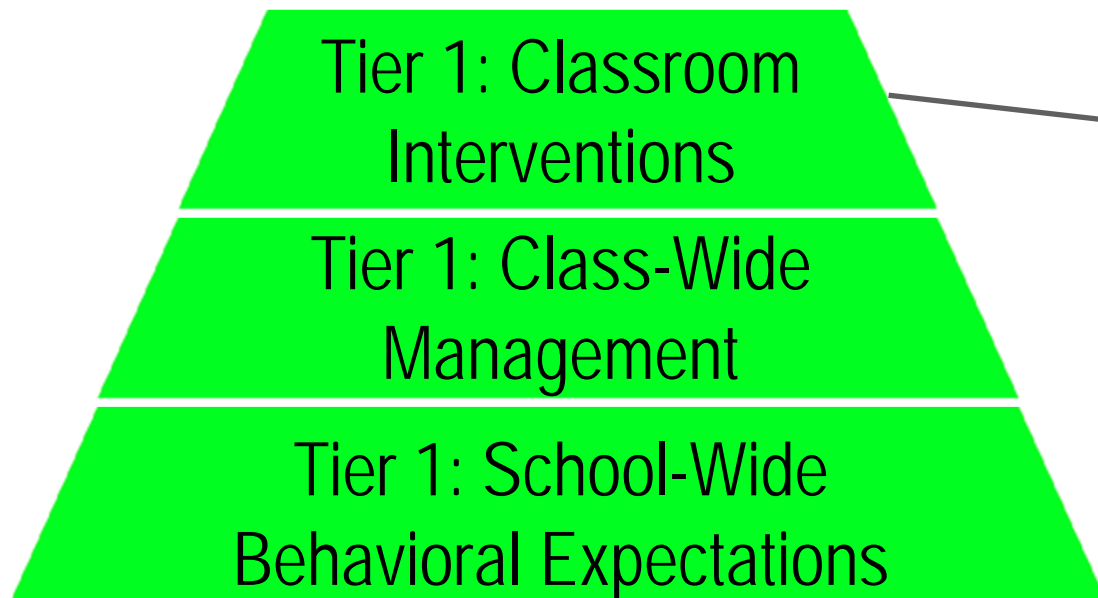
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



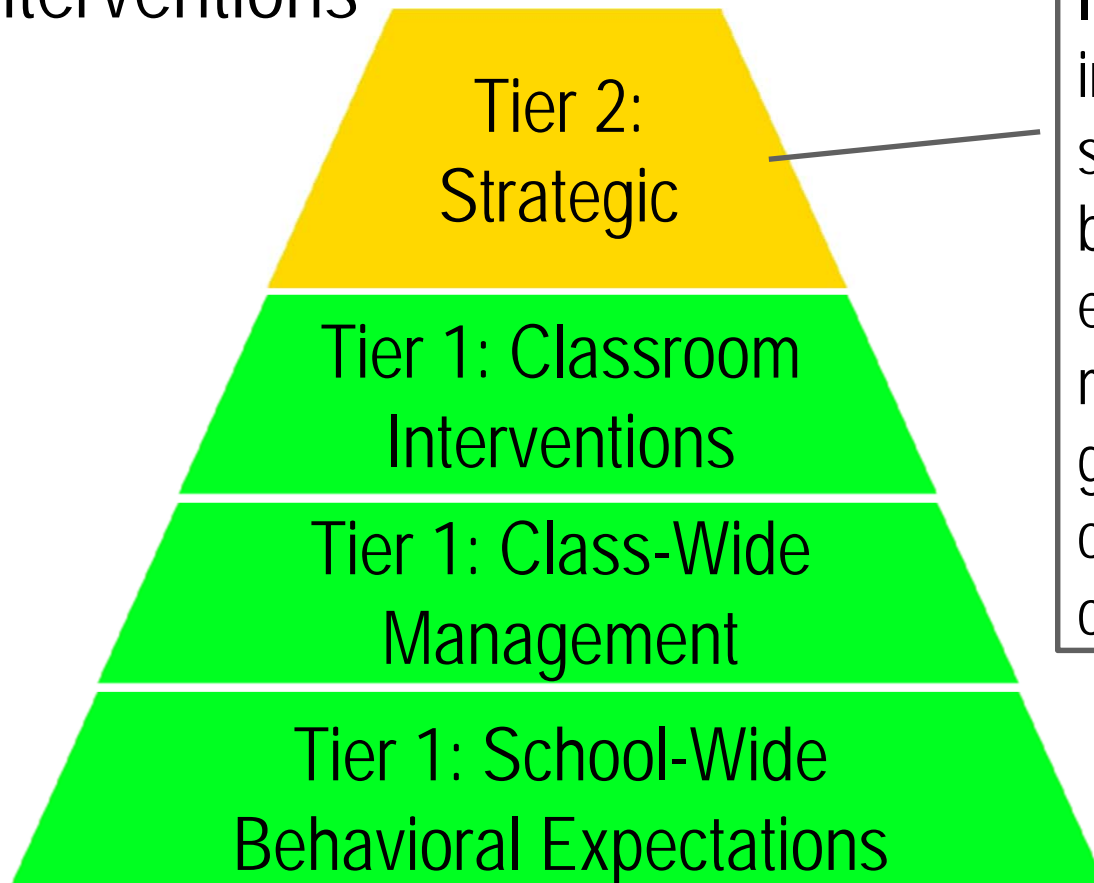
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



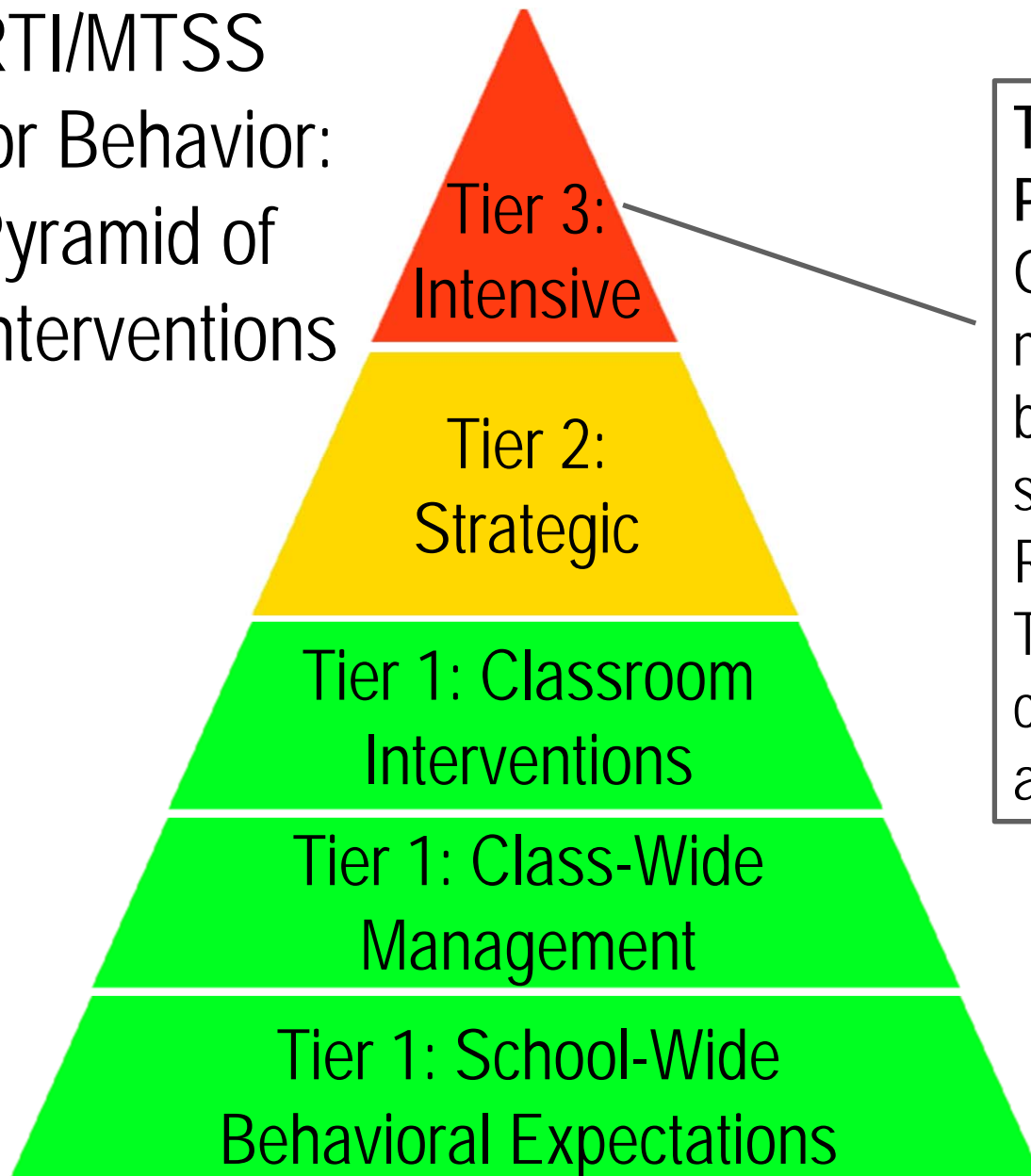
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



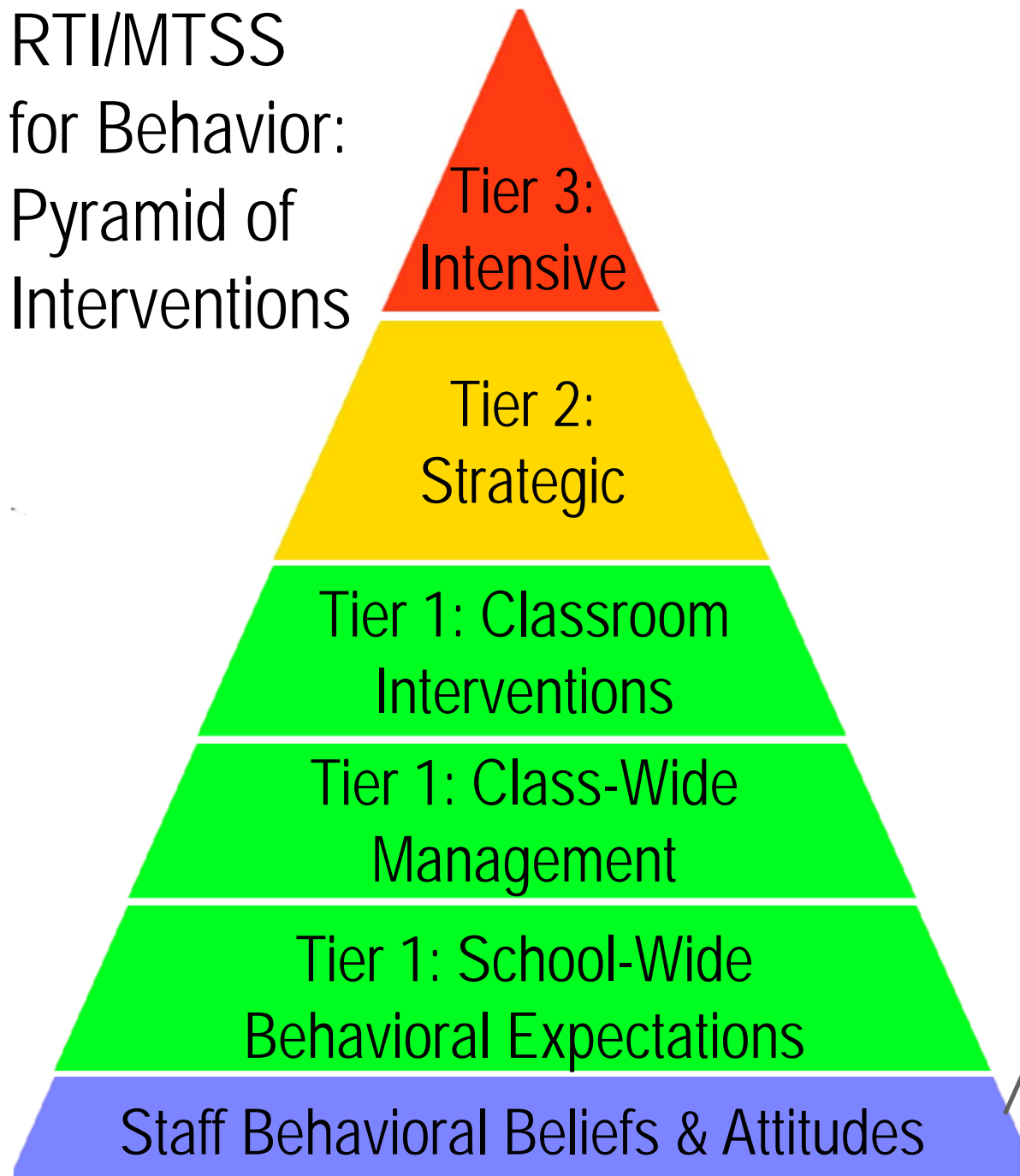
Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Student Behavioral-Social/Emotional Support: Examples

Learning Contract. Russell has trouble getting organized and turning in work in his social studies class. He meets with the instructor to complete a learning contract.



Shared Behavior Plan. Isabella can be oppositional in class. Her science teacher has found simple, effective strategies to get her to comply. With the instructor's permission, the counselor shares a copy of that teacher's Classroom Support Plan with Isabella's other teachers and volunteers to meet with them to discuss it.

Student Behavioral-Social/Emotional Support: Examples

Mentor. Jada has a sense of 'learned helplessness' toward mathematics. She often fails to even attempt assignments. Jada is assigned for daily check-ins with a school-based mentor who provides encouragement and checks her math homework for completion before she turns it in.



Outside Diagnosis. Xavier's father contacts the school and shares an outside psychological evaluation that diagnoses Xavier as having ADHD. The school schedules an after-school meeting with Xavier, his father, teachers, and a counselor to discuss what classroom supports he might need.

Student Behavioral-Social/Emotional Support: Examples

Wrap-Around Meeting. Emma has a serious anxiety disorder that impacts school performance. Her school schedules a problem-solving meeting where Emma, her mother, and her outside therapist share ideas with teachers to help her to better manage her anxiety.



5 Student Behavioral-Social/Emotional Support: Examples: Where Do They Fall on the RTI/MTSS Pyramid?

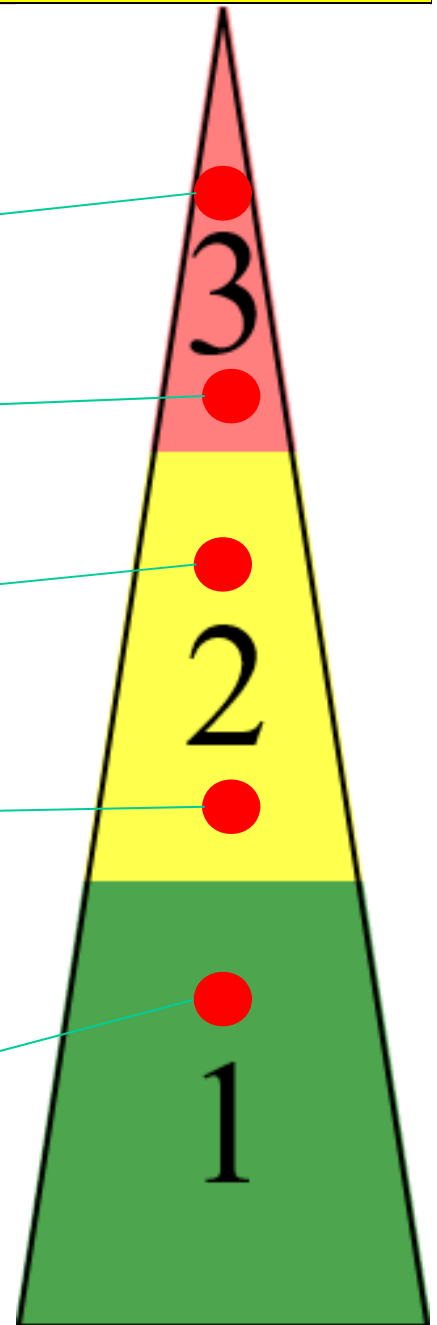
Emma: Wrap-Around Meeting

Xavier: Outside Diagnosis

Jada: Mentor

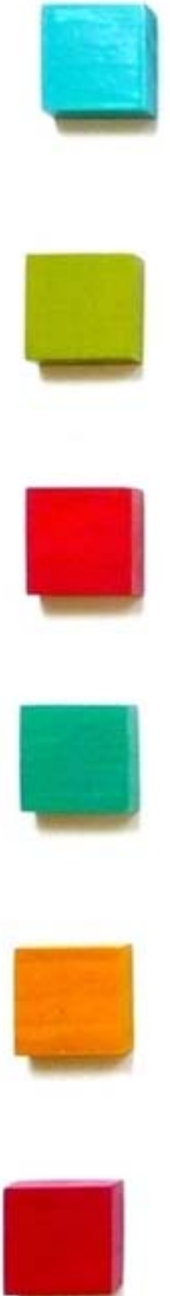
Isabella: Shared Behavior Plan

Russell: Learning Contract





RTI-Behavior Needs Assessment. What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?
Handout 2; pp. 33-34





RTI-B Needs Assessment: Rationale

- Schools have limited resources to implement RTI for behavioral and social-emotional issues.

They should, therefore, conduct an RTI-Behavior **needs assessment** to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.

RTI-B: Issues in Behavioral and Social-Emotional Functioning

1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction. 
2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners. 

RTI-B: Issues in Behavioral and Social-Emotional Functioning

3. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.



4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.



RTI-B: Issues in Behavioral and Social-Emotional Functioning

5. Variability of Behavior-Management Skills.

Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of-- and/or willingness to implement--positive behavior management practices.



6. Inconsistency in Supporting Students with Intensive Needs.

For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.

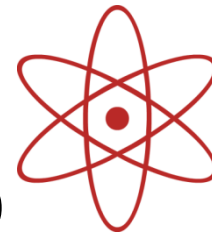


RTI-B: Issues in Behavioral and Social-Emotional Functioning

7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.



8. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.



RTI-B: Issues in Behavioral and Social-Emotional Functioning

9. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.



10. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."



Activity: Behavior Needs Assessment

In your groups:

- Discuss these 10 behavioral needs-assessment items with your team (handout 2; pp. 33-34).
- CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.

Behavioral Needs-Assessment Items:

1. Disruptive Classroom Behaviors
2. Bullying
3. Limited motivation
4. High-Amplitude Behaviors
5. Variability of Behavior Management Skills
6. Inconsistency in Supporting Students with Intensive Needs
7. Differing Philosophies About Behavior Management
8. No Decision Rules for Behavioral 'Non-Responders'.
9. No Data on Behavioral Interventions
10. Vague Descriptions of Student Problems



Essential Classroom Behavior Management Skills

The effective behavior manager:

- understands principles of effective positive behavior management.
- shows strong classroom management.
- is able to define and analyze challenging behaviors of individual students.
- has a repertoire of management strategies to respond to problem behaviors.
- documents classroom interventions when appropriate.



Class-Wide Behavior Management.

What elements contribute to a well-managed classroom?



Handout
p. 2

that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in 'active, accurate academic responding.'

- Focus on factors within the school's control. Focusing solely on student risks beyond the school's ability to change (e.g., limited parental involvement) can be counter-productive, sapping resolve and undermining intervention efforts. Instead, schools can best countered the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies.

- Be flexible in responding to misbehavior. Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct. An instructor may choose to respond to a non-compliant student with a warning and additional disciplinary consequences, for example, if evidence suggests that the misbehavior stems from his seeking peer attention and approval. However, that same teacher may respond to non-compliance with a behavioral conference and use of defusing strategies if the misbehavior appears to have been triggered by a negative peer comment.

Effective Classroom Management: Foundation Strategies

Students are most likely to show appropriate behaviors when the instructional environment is well managed. To create a foundation of strong behavior management, teachers must communicate clear behavioral expectations, actively supervise and monitor their classrooms, and proactively intervene to prevent behavior problems.

BEHAVIORAL EXPECTATIONS. Strong classroom management starts with clearly teaching and reinforcing positive behaviors. The instructor should:

- Teach Culturally Responsive Behavioral Expectations.** Explicitly teach and reinforce classroom behavioral expectations that are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners.
- Train the Class in Basic Classroom Routines.** Establish routines to deal with common classroom activities. Examples of classroom routines include:
 - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities);
 - Assigning and collecting homework and classwork;
 - Transitioning students efficiently between activities.
- Post Positive Classroom Rules.** Display a set of 3-8 rules or behavioral expectations prominently in the classroom. State those rules in positive terms as 'goal' behaviors (e.g. "Students participate in learning activities without distracting others from learning"). Review the rules frequently.

EFFECTIVE INSTRUCTION. When instruction is well paced and matched to skills, students are engaged, well-behaved learners. To accomplish this goal, the instructor will:

- Provide Explicit Instruction.** When teaching new material, deliver instruction in a manner that maximizes understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback.
- Promote Active Engagement.** Insert activities at key points throughout the lesson to ensure that learners are engaged in academic tasks at rates sufficient to hold attention and optimize learning.
- Maintain a Brisk Rate of Instruction.** Present an organized lesson, with instruction moving briskly. Plan so that there are no significant periods of 'dead time' (e.g., draw-out transitions between activities) when misbehavior can start.

- Offer Opportunities to Choose.** Provide the class with appropriate opportunities for choosing how to complete in-class academic tasks. Sample options include deciding what materials to use, where to sit, and with whom to work. Offering options and allowing students to choose can increase academic motivation and focus while reducing problem behaviors.

DAILY MANAGEMENT. Active, positive techniques used on a daily basis promote a positive behavioral and learning environment. The instructor will:

- Scan the Class Frequently.** Take time to notice how students are behaving during whole-group instruction, cooperative learning activities, and independent seatwork. Strategically and proactively recognize positive behaviors and redirect off-task students.
- Employ Effective Verbal Commands.** Deliver clear directives that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DONT statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students. Directives should be positive or neutral in tone, avoiding sarcasm or hostility.
- Provide Active Supervision.** Frequently move through the classroom and strategically recognize positive behaviors while redirecting students who are off-task. As needed, give behavioral reminders or prompts, teach or reteach expected behaviors, and acknowledge examples of appropriate behavior.
- Shape Behavior Through Praise.** To increase desired behaviors, praise students when they engage in those target behaviors. Effective praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval. Use praise at a rate sufficient to motivate and guide students toward the behavioral goal, and maintain a ratio of four praise statements for every disciplinary statement.
- Establish a Range of Consequences for Misbehavior.** Maintain a continuum of classroom-based consequences for misbehavior (e.g., redirecting the student; having a brief private conference with the student; temporarily suspending classroom privileges; sending the student to another classroom for a brief reflection period) to be used before considering administrative removal of any learner from the classroom.

A stack of three books is shown against a dark background. The books are stacked vertically, with the top book slightly offset to the right. The text 'Teacher Education Series' is overlaid on the books in a white, cursive font. The word 'Teacher' is on the top line, 'Education' is on the middle line, and 'Series' is on the bottom line. The text is centered horizontally across the stack of books.

*Teacher
Education
Series*

Teachers as 'Choice Architects'

Teachers control a number of classroom factors that can 'motivate' students to choose academic engagement.

For example, the arrangement of classroom furniture promotes certain student 'default' behavior: e.g., desks in clusters facilitate small-group discussion, while desks in traditional rows support large-group lecture and independent work.

The **type and sequence of instructional activities, lesson duration, lesson materials, and opportunities for peer collaboration** are additional factors that can be manipulated to increase student engagement-a.k.a. motivation.

RTI-B: Tier 1: Class-Wide Management: Look-For's: *1. High Expectations for Behavior*

Teaching Culturally Responsive Behavioral Expectations.

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

Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).

Behavioral Expectation: Example

How to Disagree Respectfully

- Remain calm.
- Listen actively and ask clarifying questions.
- Think about the other person's point of view.
- Explain your viewpoint clearly.
- Act nonjudgmentally.

RTI-B: Tier 1: Class-Wide Management: Look-For's: *1. High Expectations for Behavior*

Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:

- engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).
- assigning and collecting homework and classwork.
- transitioning students efficiently between activities.

RTI-B: Tier 1: Class-Wide Management: Look-For's:

1. High Expectations for Behavior

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

RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's:

2. Instruction That Motivates

Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.

RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).

RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001)
Offering choice options can increase academic motivation and focus while reducing problem behaviors.

RTI-B: Tier 1: Class-Wide Management: Look-For's: *3. Managing the Classroom*

Scanning the Class Frequently. The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).

RTI-B: Tier 1: Class-Wide Management: Look-For's:

3. Managing the Classroom

Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

RTI-B: Tier 1: Class-Wide Management: Look-For's:

3. Managing the Classroom

Providing Active Supervision. The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors , and praises examples of appropriate student behavior.

RTI-B: Tier 1: Class-Wide Management: Look-For's:

3. Managing the Classroom

Shaping Behavior Through Praise. To increase desired behaviors, the teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).

RTI-B: Tier 1: Class-Wide Management: Look-For's: *3. Managing the Classroom*

Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).

Creating a Strong Behavioral Foundation.

- Review this list of class-wide elements of behavior management.
- Based on your experience, select 1 area of strength and 1 area of challenge. Discuss with your table.

RTI-B: Tier 1: Class-Wide Management: Look-For's

1. High Expectations for Behavior

- Teaching Culturally Responsive Behavioral Expectations
- Training the Class in Basic Classroom Routines
- Posting Positive Classroom Rules

2. Instruction That Motivates

- Ensuring Instructional Match
- Providing Explicit Instruction
- Promoting Active Engagement

- Providing a Brisk Rate of Instruction

- Offering Choice Opportunities

3. Managing the Classroom

- Scanning the Class Frequently
- Employing Effective Verbal Commands
- Providing Active Supervision
- Shaping Behavior Through Praise
- Establishing a Range of Consequences for Misbehavior



*Big Ideas in
Behavior
Management.*



What key concepts can lay the groundwork for teacher success in managing challenging behaviors?

Managing Classroom Behaviors Using an RTI/MTSS Framework

by Jim Wright

Response to Intervention (RTI) and Multi-Tier System of Supports (MTSS) both describe the same concept: Schools should be organized to make optimal use of scarce resources and employ best practices to help students achieve academic success and engage in appropriate classroom behaviors. This reference guide describes a range of evidenced-based RTI/MTSS strategies to address classroom (Tier 1) behaviors. It includes specific interventions for non-compliance, defiance, inattention, hyperactivity, and anxiety, along with advice on managing behavioral outbursts.

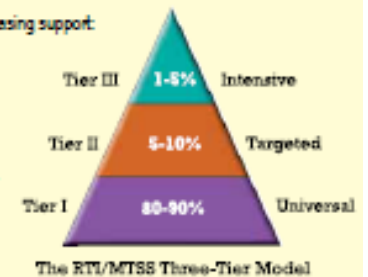
The RTI/MTSS Model: Organizing School Resources to Support Positive Behavior

RTI/MTSS for behavior is a general education initiative and can be easily tailored to fit any school's resources and needs. The model is built upon these non-negotiable elements (Fairbanks, Suga, Guardino, & Lathrop, 2007):

1. RTI/MTSS motivates students by teaching and reinforcing positive behaviors rather than punishment.
2. The school develops a continuum of supports that start with teacher-friendly ideas to address minor classroom behavior problems and culminate with individualized problem-solving meetings for students who present with intensive behavioral and social-emotional needs.
3. Intervention strategies used in RTI/MTSS are of high quality: they are supported by research, documented in writing, and monitored over time to ensure that they are actually benefiting the student.

Here is a brief description of how RTI/MTSS services are organized schoolwide into three tiers of increasing support:

- **Tier 1—Classroom: Whole-Group Behavior Management and Individual Intervention Plans.** Tier 1 includes the teacher's capacity to effectively manage the entire class and also provide individualized behavior support to specific students as needed. Tier 1 is called 'universal' because all students in a classroom benefit from it.
- **Tier 2—Schoolwide: Supplemental Intervention.** When a student's behavior or social-emotional needs exceed the ability of a classroom teacher alone to address, that student is enrolled in Tier 2. Perhaps 5-10 percent of students might need this level of support. Tier 2 RTI/MTSS provides programs and services that target common problems such as lack of motivation, limited social skills, and non-compliance with teacher requests. Students needing Tier 2 services are identified via schoolwide behavioral screeners or teacher referrals and matched to appropriate programs. Tier 2 services can be provided via small group, mentor relationships, or brief individual counseling.
- **Tier 3—Problem-Solving Team.** When students display more severe behavior problems such as physical aggression, chronic non-compliance, or crippling levels of anxiety, they can be referred to the RTI/MTSS Problem-Solving Team. This Team develops customized intervention plans that can include strategies for all stakeholders that interact with the student. Perhaps 1-5 percent of students might need Tier 3 assistance in a given school year.



Handout
pp. 1-2

“Big Ideas” in Effective Behavior Management

Teachers skilled in classroom management are able to respond appropriately to just about any behavior that a student brings through the classroom door. While having a toolkit of specific behavioral strategies is important, the real secret of educators who maintain smoothly running classrooms with minimal behavioral disruptions is that they are able to view problematic student behaviors through the lens of the following ‘big ideas’ in behavior management:

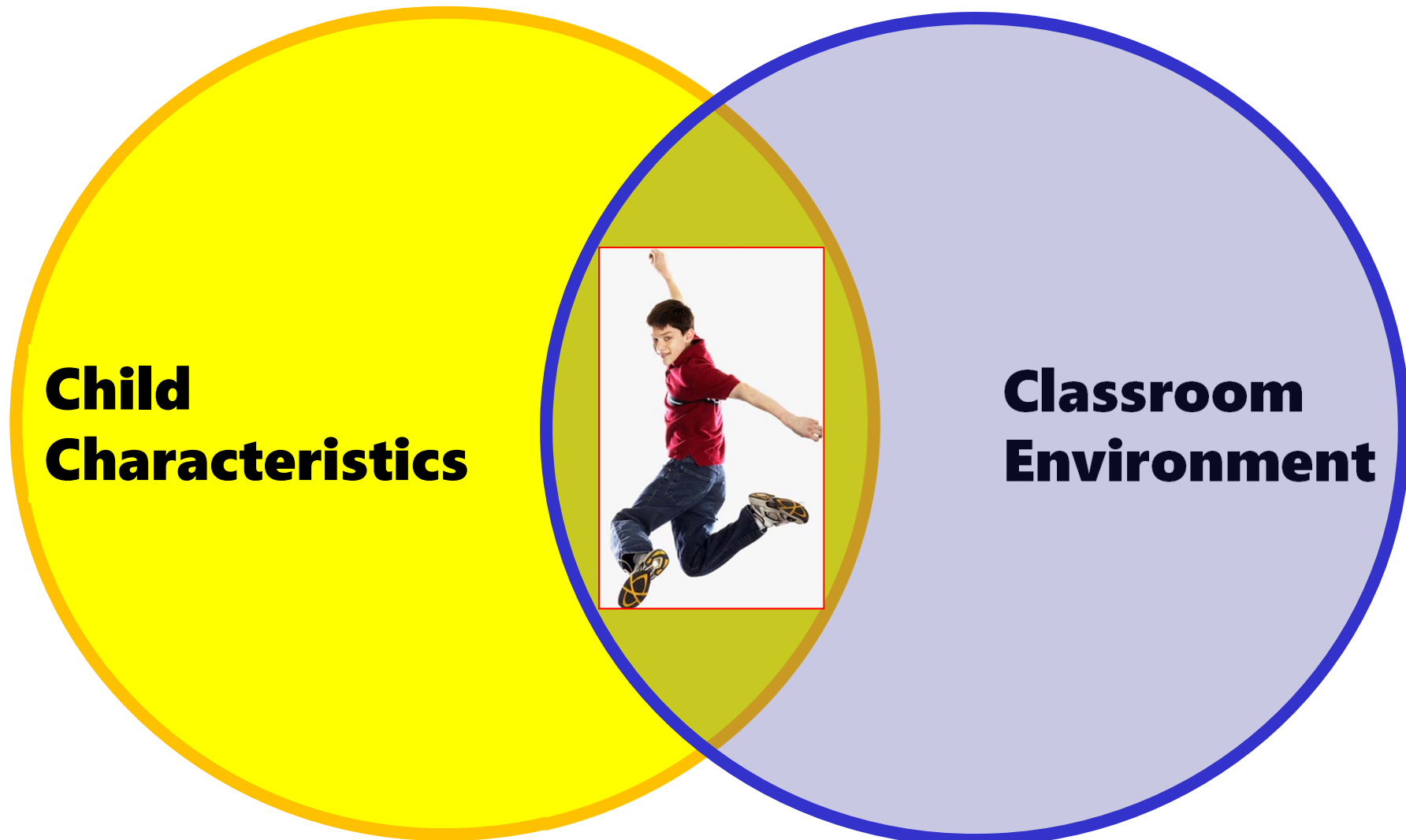
- **Check for academic problems.** The correlation between classroom misbehavior and deficient academic skills is high. Teachers should, therefore, routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring. When poor academics appear to drive problem behaviors, the intervention that the teacher selects should address the student's academic deficit.
- **Identify the underlying function of the behavior.** Problem behaviors occur for a reason—they serve a function for the student. The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention. Identifying the probable function sustaining a particular set of behaviors and selecting interventions that are targeted to match the function makes for greatest likelihood of success. For example, if a teacher decides that a student's call-outs in class are sustained by the function of adult attention, that instructor may respond by shifting the flow of that attention—e.g., interacting minimally with the student during call-outs but boosting adult attention during times when the student shows appropriate behavior.
- **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the instructional setting. Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. Eliminating triggers of negative conduct tends to work quickly and—by preventing class disruptions—results in more time available for instruction.
- **Redefine the behavioral goal as a replacement behavior.** Rather than attempting to merely extinguish challenging behaviors, the teacher should select a positive behavioral goal that is an appropriate replacement for the student's original problem conduct. The replacement behavior reframes the student concern in a manner that allows for more effective intervention planning. For example, an instructor concerned

...continued on next page

“ *Problems are an unacceptable discrepancy between what is expected and what is observed.* ”

-Ted Christ

Behavior in the Classroom: A Product of...



'Big Ideas' in Behavior Management...

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

'Big Ideas' in Behavior Management...

- *Identify the underlying function of the behavior.*
Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective.

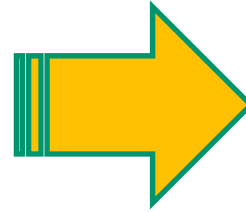
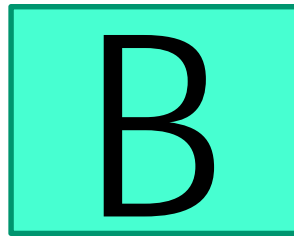
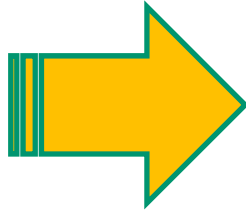
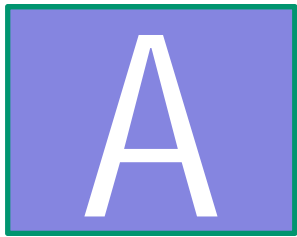
Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

'Big Ideas' in Behavior Management...

- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction (Kern & Clemens, 2007).

ABC Timeline: Antecedent-Behavior-Consequence



Antecedents. Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

Behaviors. Observable acts carried out (or not carried out) by individuals.

Consequences. Events that *follow* behavior and may include influences that increase, decrease, or have no impact on the behavior.

Examples.

- Instructions
- Gestures
- Looks from others

Examples.

- Engaging in classwork
- Calling out
- Not doing homework

Examples.

- Teacher praise for student behavior
- Loss of free time for non-compliance

'Big Ideas' in Behavior Management...

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

'Big Ideas' in Behavior Management...

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

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

'Big Ideas' in Behavior Management...

- *Be flexible in responding to misbehavior.* Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly-- evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct (Marzano, Marzano, & Pickering, 2003).

02 : 00

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Activity: Which Big Idea is the Most Important?

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

'Big Ideas' in Behavior Management

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

Antecedent Strategies to Promote Student-Teacher Connections

Response to Intervention

Handout
p. 6

Managing Behaviors Through the Power of Personal Connection

Teachers who are proactively positive in their classroom interactions can strengthen adult-to-student connections with reduced effort. Here are strategies for establishing rapport:

- Greet students by name at the start of class. This modest effort has been shown to substantially increase student attention and focus.
- Promote positive interactions via the 3-positives:1-negative ratio. Self-monitor encounters with particular students and set the goal of having at least 3 positive interactions for each disciplinary interaction. Positive teacher-student interactions can take many forms: for example, greeting, praise, conversation, smile, thumbs-up sign. This ratio increases the odds that every student in the class will view the instructor as fair and caring.
- Use targeted praise. Enhance the positive climate of the classroom, motivate learners, and shape performance in the desired direction by using frequent praise statements. Praise should describe in specific terms the behavior that is note-worthy, and should be delivered as soon as possible after the observed behavior.
- Emphasize the positive in teacher requests. Avoid negative phrasing (e.g., "if you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, state the request in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). This approach is less likely to trigger a power struggle and more likely to gain compliance.
- Provide positive attention: The 2-minute intervention. This time-efficient strategy involves committing to having a positive 2-minute conversation with students who are having behavioral issues at least once per day across 10 consecutive school days. Positive attention should be delivered at times when the student is not misbehaving. This strategy helps to improve both behavior and the relationship between the teacher and student.

References and Resources

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- Reilly, P. M., Clark, H. W., Shopshire, M. S., Lewis, E. W., & Sorensen, D. J. (1994). Anger management and temper control: Critical components of posttraumatic stress disorder and substance abuse treatment. *Journal of Psychoactive Drugs*, 26(4), 401-407.
- Videbeck, S. L. (2014). *Psychiatric-mental health nursing* (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Other Resources Available From www.NPRinc.com



- The Power of RTI: Classroom Management Strategies K-6**
2009, DVD, 68 minutes Item # DPRT
- RTI Toolkit: A Practical Guide for Schools**
2007, paperback Item # RTIT
- RTI: Success in Secondary Schools**
2012, paperback Item # SRTI
- FBA and BIP**
2016, 6-page laminated reference guide Item # SRTI
- Challenging Classroom Behaviors**
2012, paperback Item # CCBO
- PBIS**
2015, 6-page laminated reference guide Item # PBIS

Jim Wright's web site: www.interventioncentral.org
The leading resource for Response to Intervention (RTI)
tools and resources by Jim Wright.



Jim Wright is available for presentations/workshops through Comprehensive School Solutions (CSS), the training division of NPR, Inc.



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Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Emphasizing the Positive in Teacher Requests* (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:


- *Greeting Students at the Classroom Door.* A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007) and promote personal connections with students.

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

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structuring Teacher-Student Interactions* (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.



ABC/Behavior Statement. What is a way to describe a student's problem behavior that can guide the teacher to find effective strategies to fix that behavior? Handout 2; pp.18-22.

Activity: Think of a student...

- Think of a student whom you work with or is in your school that displays problem behaviors in the classroom.
- Discuss this student with your table.



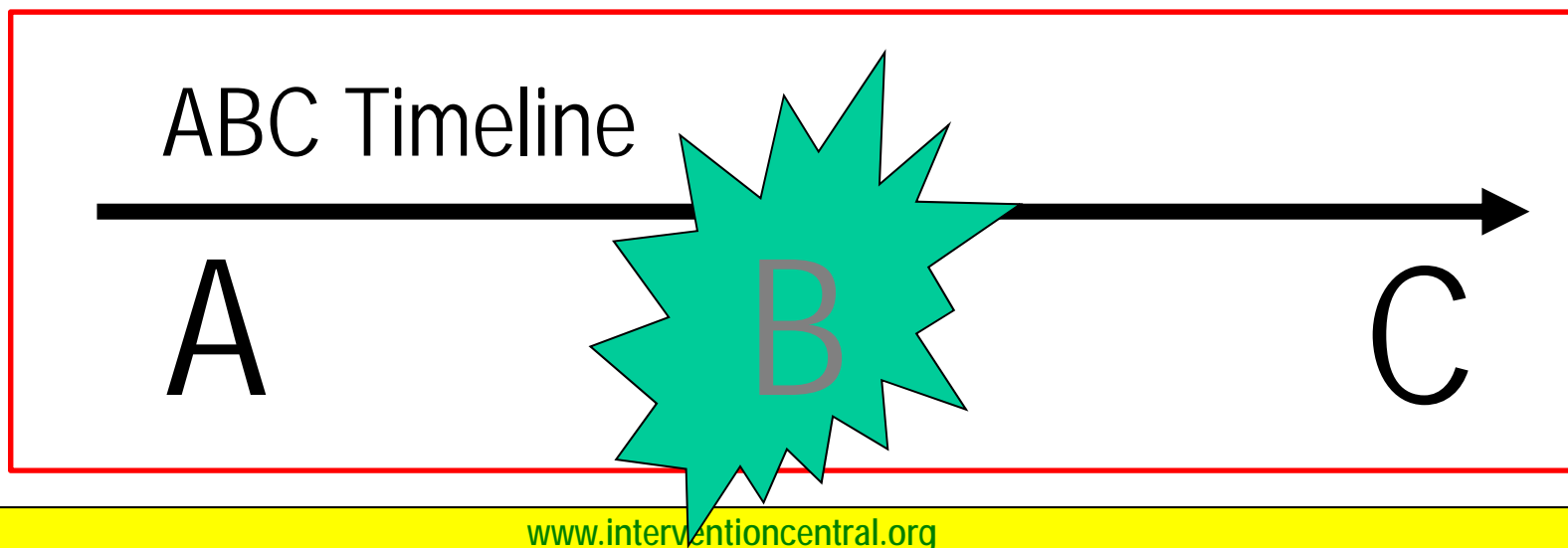
Behavior ('ABC') Statement

The behavioral statement--also known as the 'ABC' (Antecedent-Behavior-Consequence) statement-- is a simple template that helps teachers to better define and understand a student's behavior. It describes:

- A. *Antecedents*: events that precede / trigger the problem behavior;
- B. *Behavior*: the problem behavior itself; and
- C. *Consequences*: events occurring as a result of the behavior that are likely to reinforce it in the future.

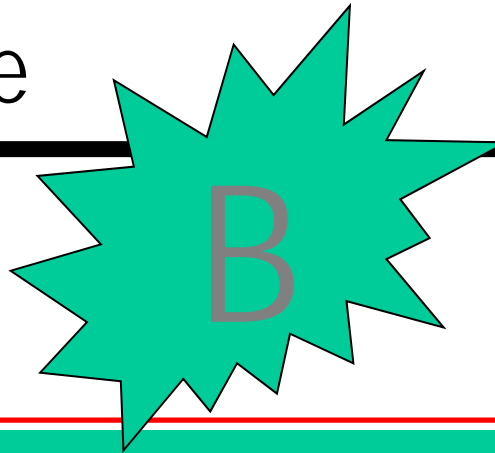
Behavior ('ABC') Statement: Behavior on a Time-line

The behavioral statement places the student's behavior on a timeline (antecedent, behavior, outcome)—allowing the teacher to examine the antecedent events/conditions ('triggers') that may set off a problem behavior and the consequences that typically follow the problem behavior.



ABC Timeline

A



C

Behavior ('ABC') Statement: Examples

Antecedent

Behavior

Consequence

During large-group lectures in social studies

Brian talks with peers about non-instructional topics

and receives positive peer attention

During independent seatwork assignments involving writing tasks

Angela verbally refuses to comply with teacher requests to start work

and is sent to the office with a disciplinary referral.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules	<ul style="list-style-type: none"> — Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. 	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s)
<input type="checkbox"/> Student <input type="checkbox"/> Student <input type="checkbox"/> Comments <input type="checkbox"/> Comments	<input type="checkbox"/> Comments <input type="checkbox"/> Comments	<input type="checkbox"/> Student receives positive peer attention <input type="checkbox"/> Student receives negative peer attention.	<input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s)
<input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work	<input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)	<ul style="list-style-type: none"> — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). 	<input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
<input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Unstructured in-class time	<input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions	<ul style="list-style-type: none"> — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). 	<input type="checkbox"/> Fulfillment of physical needs: e.g., sleep
<input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review	<input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers	<ul style="list-style-type: none"> — Student receives a 'respite' break away from peers to calm down before rejoining class. 	<input type="checkbox"/> Access to preferred edibles/objects/ experiences
<input type="checkbox"/> Tests and/or quizzes	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	<ul style="list-style-type: none"> — Student is sent from the classroom to talk with a counselor/ psychologist/social worker. 	<input type="checkbox"/> Other: <hr style="width: 100%;"/>
<input type="checkbox"/> Class dismissal		<ul style="list-style-type: none"> — Student receives a snack, nap, or other support. 	

Classroom Behavioral Statement Organizer pp. 21-22

TUTORIAL: How To...Write a Behavioral Statement for Problem Classroom Behaviors



Time is a limited commodity in busy classrooms. Teachers need streamlined tools to speed their understanding of mild problem behaviors (Packenham, Shute, & Reid, 2004). The *Classroom Behavioral Statement Organizer* helps instructors to quickly write behavior statements in ABC format and to link student behaviors to their underlying purpose or function.

The chart is divided into four columns:

1. *Antecedent/Activity;*
2. *Student Behavior*
3. *Consequence/ Outcome;* and
4. *Behavior Function.*

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review <input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out)	— Student fails to complete work. Teacher ignores the behavior	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or
<p>Antecedent/Activity. The chart lists a range of classroom activities typically taking place when the student problem behavior occurs.</p> <p>If a teacher finds that a student behavior is displayed across <i>multiple</i> classroom settings/activities, choose only the one or two settings/activities where the student's behavior is most problematic. The teacher is encouraged to write out his or her own description of any activities not listed here.</p>			
	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	

Antecedent/Activity: Examples

- Start of class/bell-ringer activities
- Large-group lecture
- Large group teacher-led discussion
- Large-group: when called on by the teacher
- Student work-pairs
- Student groups: cooperative learning
- Reading activities
- Writing activities
- Math activities
- Independent seat work
- Independent computer work
- Transitions between academic activities
- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal

Classroom Behavior

Antecedent/Activity	Student Behavior
<input type="checkbox"/> Start of class/bell-ringer activities	<input type="checkbox"/> Sits inactive
<input type="checkbox"/> Large-group lecture	<input type="checkbox"/> Puts head on desk
<input type="checkbox"/> Large group teacher-led discussion	<input type="checkbox"/> Is inattentive (e.g., staring into the window)
<input type="checkbox"/> Large-group: when called on by the teacher	<input type="checkbox"/> Leaves seat without permission
<input type="checkbox"/> Student work-pairs	<input type="checkbox"/> Requests bathroom or water
<input type="checkbox"/> Student groups: cooperative learning	<input type="checkbox"/> Uses cell phone, music player or other device against class rules
<input type="checkbox"/> Reading activities	<input type="checkbox"/> Whispers/talks/mutters
<input type="checkbox"/> Writing activities	<input type="checkbox"/> Makes loud or distracting noises
<input type="checkbox"/> Math activities	<input type="checkbox"/> Calls out with non-instructional comments
<input type="checkbox"/> Independent seat work	<input type="checkbox"/> Calls out with instructionally relevant comments
<input type="checkbox"/> Independent computer work	<input type="checkbox"/> Plays with/taps objects
<input type="checkbox"/> Transitions between academic activities	<input type="checkbox"/> Throws objects
<input type="checkbox"/> Homework collection	<input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
<input type="checkbox"/> In-class homework review	<input type="checkbox"/> Whispers/talks to other students about instructional topics
<input type="checkbox"/> Tests and/or quizzes	<input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., asks for answers or help with directions
<input type="checkbox"/> Class dismissal	<input type="checkbox"/> Makes verbal threats toward peers
<input type="checkbox"/> Other:	<input type="checkbox"/> Uses inappropriate language (e.g., profanity) with peers
	<input type="checkbox"/> Taunts/teases/makes fun of peers
	<input type="checkbox"/> Makes comments to encourage students to misbehave
	<input type="checkbox"/> Fails to begin in-class assignment (e.g., refusal)

Student Behavior. A listing of common types of classroom misbehavior are listed here. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. Teachers should choose no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can write his or her own behavior definition.

Behavior: Examples

- Sits inactive
- Puts head on desk
- Is inattentive (e.g., staring into space, looking out the window)
- Leaves seat without permission
- Requests bathroom or water breaks
- Uses cell phone, music player, or other digital device against class rules
- Whispers/talks/mutters to self
- Makes loud or distracting noises
- Calls out with non-instructional comments
- Calls out with instructionally relevant comments
- Plays with/taps objects
- Throws objects
- Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
- Whispers/talks to other students about non-instructional topics
- Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions

Classroom Behavioral Statement Organizer

Antecedent/Activity

Student Behavior

Consequence/ Outcome

Behavior Function

Consequence/Outcome. The teacher chooses outcomes/ consequences that typically follow the problem behavior. The instructor should try to limit the number of consequences/outcomes selected to 3.

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.
- Student receives positive peer attention.
- Student receives negative peer attention.
- Student is briefly timed-out within the classroom.
- Student is briefly timed-out outside of the classroom.
- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).
- Student receives a 'respite' break away from peers to calm down before rejoining class.
- Student is sent from the classroom to talk with a counselor/ psychologist/social worker.
- Student receives a snack, nap, or other support.
- Other: _____

- Peer attention
- Acceptance/ affiliation with individuals or peer group(s)
- Power/control in interactions with peer(s)
- Adult attention
- Power/control in interactions with adult(s)
- Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
- Fulfillment of physical needs: e.g., sleep
- Other: _____

- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal
- Other: _____

- answers or help with directions
- Makes verbal threats toward peers
- Uses inappropriate language (e.g., obscenities) with peers
- Taunts/teases/makes fun of peers
- Makes comments to encourage or 'egg on' other students to misbehave
- Fails to begin in-class assignments (verbal refusal)

Consequences/Outcomes: Examples

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

- Student receives positive peer attention
- Student receives negative peer attention.

- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

- Student is sent from the classroom to talk with a counselor/psychologist/social worker.
- Student receives a snack, nap, or other support.

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher discussion <input type="checkbox"/> Large-group: when on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	— Student fails to complete work. — Teacher ignores the behavior ("behavioral imagination") — student. — the student. — w/ the student. — peer — out within — ed-out outside — the classroom — school — ary referral). — disciplinary — of class time — ention). — espite' break — alm down — . — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Other: _____

Behavior Function. The *function* of the student behavior is the need or purpose that it fills for the student (e.g., peer attention, escape/avoidance). The function is based on the behavior statement and essentially is the 'best guess' (hypothesis) for why the behavior is occurring.

Behavior Functions (Witt, Daly, & Noell, 2000)

✓ Peer attention

- ✓ Acceptance/ affiliation with individuals or peer group(s)
- ✓ Power/control in interactions with peer(s)

✓ Adult attention

- ✓ Power/control in interactions with adult(s)

- ✓ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)

- ✓ Fulfillment of physical needs: e.g., sleep
- ✓ Access to preferred edibles/objects/experiences

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

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Disrupts class discussion <input type="checkbox"/> Talks during teacher breaks <input type="checkbox"/> Uses cell phone, tablet, or other digital device <input type="checkbox"/> Talks to self <input type="checkbox"/> Talks to others <input type="checkbox"/> Makes off-task comments <input type="checkbox"/> Makes irrelevant comments <input type="checkbox"/> Plays with manipulatives	<input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher inattentive to student behavior <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside the classroom. <input type="checkbox"/> Student is sent home from the classroom. <input type="checkbox"/> Student is sent home from school.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)

2. Behavior

-Sits inactive
-Puts head on desk

3. Consequence

-Student fails to complete work

Problem: Sara will not complete in-class reading assignments.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.

Antecedent	Behavior	Consequence
When given independent reading assignments in class	Sara fails to start the work (often putting her head down on her desk)	and does not complete the reading assignment.

1. Antecedent

-Reading Activities
-Independent Seatwork

Function

-Escape/avoidance of the task

Carl: Hard to Ignore: Carl is a student who is not easy to overlook. Mrs. Randolph, his math teacher, finds that Carl's faces and wise-cracks can set off the entire class. Surprisingly, Carl's peers don't like to work with him, complaining that he distracts them.



Mrs. Randolph begins the behavior statement convinced that Carl is motivated by peer attention-seeking. To make the process manageable, she limits her analysis to large-group instruction, where Carl's behavior is most challenging.



Carl: Hard to Ignore

Behavior ('ABC') Statement for Carl

Antecedent	Behavior	Consequence
<p><i>During large-group lecture or teacher-led instruction</i></p>	<p><i>Carl:</i></p> <ul style="list-style-type: none"><i>• makes distracting noises</i><i>• calls out with non-instructional comments</i><i>• teases peers</i><i>• leaves his seat</i>	<p><i>and :</i></p> <ul style="list-style-type: none"><i>• teacher ignores the behavior</i><i>• teacher redirects/prompts/reminds the student.</i><i>• teacher reprimands the student.</i><i>• teacher conferences w/ the student.</i>



Carl: Hard to Ignore: What is the Function?

- After construction a behavior statement, Mrs. Randolph is surprised to see that 3 of the 4 most frequent consequences of Carl's clowning in class are variations of teacher attention.
- She decides that the primary function of Carl's behavior is likely to be **'adult attention'**.



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking

Mrs. Randolph put together the following plan for Carl:

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



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking (Cont)

Mrs. Randolph put together the following plan for Carl:

- Provides positive attention each day at moments when the student is *not* clowning around: e.g., greeting at door, brief positive conversation.
- Parent conference: Shares copy of behavior report card outlining expected classroom behavior and communicates with the parent via email at least weekly about Carl's behavior. NOTE: This part of the plan is to be in place for 5 weeks.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student <input type="checkbox"/> Student <input type="checkbox"/> Re	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules <input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil) <input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions <input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. — Student receives positive peer attention — Student receives negative peer attention. — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Access to preferred edibles/objects/ experiences <input type="checkbox"/> Other: _____

Classroom Behavioral Statement Organizer

Response to Intervention

Activity: ABC Statement: Advantages as a Consultation Tool

- Look over the handout *Classroom Behavioral Statement Organizer*
- Use this tool to analyze the behaviors of your chosen student.

The Classroom Behavioral Statement Organizer:

- serves as a graphic organizer for generating a behavioral statement.
- contains model statements to help teachers to compose the statement.
- increases the probability that the teacher will accurately define a student's relevant behavior, setting events/triggers, and current consequences, and
- boosts the chances of uncovering the behavioral function(s) and identifying appropriate interventions.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavioral Statement Organizer.

Antecedent	Behavior	Consequence

InterventionCentral

5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

The Inattentive/Non-Compliant/Anxious Student. What are examples of behavior-management strategies that work for students with specific behavioral profiles?



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Handout 2: pp. 23-32



A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. **Antecedents:** Strategies to promote positive behaviors and prevent misbehavior
2. **Positive consequences:** Responses that increase positive/goal behaviors
3. **Extinction procedures:** Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. *Antecedents:* Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

- Behaviors: Teach Expectations** (Fairbanks, Sugai, Gardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

The Inattentive/Non-Compliant/Anxious Student: Behavior-Management Examples

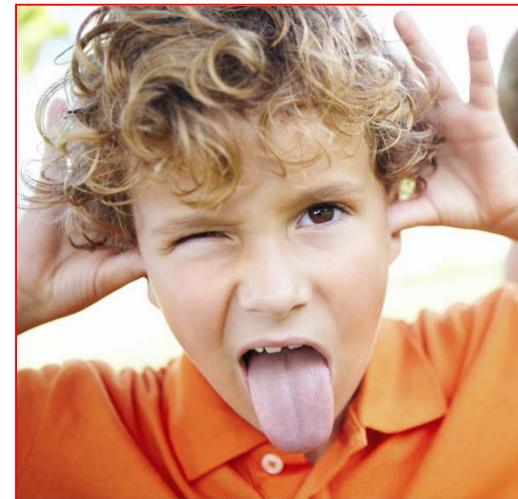
Students who are chronically inattentive, or non-compliant, or anxious can benefit from specific strategies. Here is a sampling...



Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

The Inattentive/ Impulsive Student



Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:
- **Inattention.** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
 - Fails to give close attention to details
 - Has difficulty sustaining attention in tasks or play
 - Seems not to pay attention when spoken to
 - Does not follow through on instructions or finish schoolwork
 - Has difficulty organizing tasks and activities
 - Avoids or dislikes tasks requiring sustained mental effort
 - Often loses things needed for tasks or activities
 - Is distracted by extraneous stimuli
 - Is often forgetful in daily activities (e.g., chores, errands)

Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:
- **Hyperactivity/Impulsivity:** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
 - Fidgets or taps hands or feet or squirms in seat
 - Leaves seat when expected to remain seated
 - Runs around or climbs in situations when the behavior is not appropriate
 - Is unable to play or take part in a leisure activity quietly
 - Seems “on the go” “as if driven by a motor”
 - Talks incessantly
 - Blurts out an answer before a question has been fully asked
 - Interrupts others

The Inattentive/Impulsive Student: Prescription



Here are 3 general strategies for working with these learners:

- ✓ Ensure that the student is taught step-by-step behavioral expectations for common routines and transitions.
- ✓ Provide cues at 'point of performance' for expected behaviors.
- ✓ Have the student monitor his or her own behavior.

Antecedents: Strategies to PREVENT Misbehavior

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

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.

ADHD

ODD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

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

ADHD

ODD

GAD

Behavioral Checklist: General Behavior

Example: Routine/Transition



Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success.

For example, a student about to begin a writing task may choose the goal of finding 3 primary sources for a term paper.

Or a student starting an in-class reading assignment might develop two questions that he would like to have answered from the reading.

ADHD

ODD

GAD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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

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

ADHD

ODD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

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

The student is later given that reward if behaviors were appropriate.

ADHD

ODD

The Non-Compliant Student



Oppositional Defiant Disorder: Essential Features

- *[ODD is one of the Disruptive, Impulse-Control, and Conduct Disorders.]*
- The individual shows a pattern of oppositional behavior lasting at least 6 months that includes elevated levels of at least 4 of the following:
 - Often loses temper
 - Often argues with adults
 - Often defies or refuses to comply with adults' requests or rules
 - Often purposely annoys people
 - Often blames others for his or her mistakes or misbehavior
 - Is often touchy or easily annoyed by others
 - Is often angry and resentful
 - Is often spiteful or vindictive
- The individual displays these oppositional behaviors significantly more frequently than typical age-peers.

The **Non-Compliant** Student: Prescription



Here are 4 general strategies for working with these learners:

- ✓ Ensure that the student has the skills and strategies necessary for academic success.
- ✓ Teach behavioral expectations...then hold the student accountable for following those expectations.
- ✓ Keep interactions at a minimum when the student is uncooperative.
- ✓ Work to establish a personal connection with the student.

Antecedents: Strategies to PREVENT Misbehavior

' No': Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.

The teacher makes a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that *are* allowable in the current situation or setting.

Antecedents: Strategies to PREVENT Misbehavior

Work Break: Make It Available on Request (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task.

The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card.

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

Antecedents: Strategies That ENCOURAGE Goal Behaviors

High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").

ADHD

ODD

Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the 'low-probability' assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

Hi-Prob Requests: To Start Assignment

Easy	'Take out a piece of paper.'
Easy	'Write your name on your paper.'
Easy	'Copy the topic description that you see on the board.'
Challenge	'Write an introductory paragraph on this topic.'

Response to Intervention

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Response Effort: Reduce Task Difficulty (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Examples of strategies that lower response effort include:

- having students pair off to start homework in class;
- breaking larger academic tasks into smaller, more manageable 'chunks'.

ADHD

ODD

GAD

The Anxious Student



Generalized Anxiety Disorder: Essential Features

- *[GAD is one of the Anxiety Disorders.]*
- The individual experiences excessive anxiety and worry about a variety of topics, events, or activities over a period of at least 6 months. Worry occurs on the majority of days. It is difficult for the individual to control the anxiety/worry.
- The worry is associated with at least 3 of these 6 symptoms:
 - Restlessness.
 - Becoming fatigued easily
 - Difficulty concentrating
 - Irritability
 - Muscle tension
 - Sleep disturbance
- The individual experiences 'clinically significant' distress/impairment in one or more areas of functioning (e.g., at work, in social situations, at school).
- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

'Normative' Anxieties/Fears in Childhood & Adolescence

Stage/Age	Anxieties/Fears About...
Later Infancy: 6-8 months	<ul style="list-style-type: none">• Strangers
Toddler: 12 months-2 years	<ul style="list-style-type: none">• Separation from parents• Thunder, animals
Early Childhood: 4-5 years	<ul style="list-style-type: none">• Death, dead people, ghosts
Elementary: 5-7 years	<ul style="list-style-type: none">• Germs, natural disasters, specific traumatic events• School performance
Adolescence: 12-18 years	<ul style="list-style-type: none">• Peer rejection

Source: Beesdo, K., Knappe, S. & Pine, D. S. (2009). Anxiety and anxiety disorders in children and adolescents: Developmental issues and implications for DSM-V. *Psychiatric Clinics of North America*, 32(3), 483-524. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018839/>

The **Anxious** Student: Prescription



Here are 4 general strategies for working with these learners:

- ✓ Make classroom expectations predictable.
- ✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.
- ✓ Teach the student how to translate global tasks into manageable sub-tasks.
- ✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.

Antecedents: Strategies to PREVENT Misbehavior

Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the “content, duration, and/or consequences of future events”, their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day's activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.

ADHD

ODD

GAD

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

- where the activity takes place;
- who the child works with;
- what materials to work with (e.g., choosing a book from several options);
- when to begin or end the activity;
- how long to engage in the activity.

ADHD

ODD

GAD

Activity: Select Strategies for Your Classroom

Look over the behavior-management ideas in Handout 2:

- **Group 1: Antecedents:** Strategies: pp. 23-25
- **Group 2: Antecedent Strategies/Positive Consequences:** pp. 26-27
- **Group 3: Extinction Procedures:** pp. 28-30

Select 1-2 ideas to recommend to teachers in your school/district.

Jim Wright, Presenter
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23

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10:00

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Ingredients for Creating a Better Behavior

Antecedents, Positive Consequences, and Extinction Procedures

Behavior intervention plans are highly individualized—because every student is different. However, teachers will find that their chances of helping a student to change their behavior increase when they include each of these 3 elements in their classroom behavior intervention plan:

1. **Antecedents:** Strategies to promote positive behaviors and prevent problem behaviors.
2. **Positive consequences:** Responses that increase positive behaviors.
3. **Extinction procedures:** Responses that extinguish problem behaviors.

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

NOTE: These abbreviations appear in the handout: ADHD (Attention-Deficit Hyperactivity Disorder); ODD (Oppositional Defiant Disorder); GAD (Generalized Anxiety Disorder)

1. Antecedents: Strategies to Prevent Misbehavior

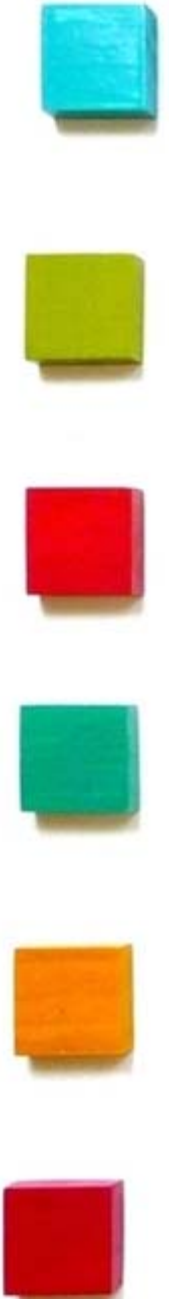
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

- ADHD:ODD:GAD: Behaviors: Teach Expectations** (Fairbanks, Sugai, Gardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- ADHD:ODD:GAD: Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student



Behavior Checklists. Make behavior checklists (for routines, etc.) be part of your behavior-intervention toolkit.
Handout 2; pp. 2-3





Lab Work: Create a 'Task-Analysis' Checklist

In your groups:

1. Select a 'goal behavior' that is important and that some of your students struggle with. Examples: *engages in small-group discussion, is ready at the start of class, maintains an orderly workspace, works independently in class.*
2. Convert your goal behavior into a multi-step checklist containing all steps for successfully completing that behavior.



Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

Behavioral Checklist: Definition

A behavioral checklist is a listing of the elements or steps that make up a single behavior sequence. Those behavior elements are stated in observable terms and can be checked off if successfully displayed.

At the start of class, the student:
<input type="checkbox"/> has a sharpened pencil.
<input type="checkbox"/> has paper for taking notes.
<input type="checkbox"/> has cleared his/her desk of unneeded materials.
<input type="checkbox"/> has homework ready to turn in.
<input type="checkbox"/> has put his/her cellphone in backpack.
<input type="checkbox"/> is sitting quietly.
<input type="checkbox"/> is working on the start-of-class assignment.

Advantages of Behavior Checklists...

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.



5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).



Teaching Positive Behaviors: The Power of Checklists

Educators frequently need to define positive student behaviors so that they can teach the student to perform them; take data on them; communicate with others about them; and/or encourage the student to monitor them.

Making Behavior Checklists. One useful way to define a goal behavior is to break it down into a series of steps in checklist format. The process of breaking down a larger behavior goal ("task") into individual steps is called a 'task analysis'.

Creating a behavior checklist is straight-forward. Often, you can just analyze the larger task and use common sense to break it down into smaller steps. Sometimes it is also helpful to get the advice of an expert as you prepare your behavior checklist. For example, if you want to create a checklist that a student will follow to solve a math word problem, you might ask the math teacher for guidance in constructing the steps. Or, if you are developing a checklist to train a student to wash her hands, you might consult the school nurse for expert advice on the sequence of steps to include.

The sample tasks analysis below shows how the behavior goal ("The student is ready to learn at the start of class") can be converted into more specific steps that can be taught, observed, and measured.

Behavior Checklist Example: The student is ready to learn at the start of class.

At the start of class, the student:
<input type="checkbox"/> has a sharpened pencil.
<input type="checkbox"/> has paper for taking notes.
<input type="checkbox"/> has cleared his/her desk of unneeded materials.
<input type="checkbox"/> has homework ready to turn in.
<input type="checkbox"/> has put his/her cellphone in backpack.
<input type="checkbox"/> is sitting quietly.
<input type="checkbox"/> is working on the start-of-class assignment.

Teaching Positive Behaviors Using Checklists. Positive behaviors must be taught. This direct-instruction sequence can help your students to both correctly master and actually engage in expected behaviors. This framework includes four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.

Teaching
Positive
Behaviors:
The Power of
Checklists
pp. 2-3

Teaching Positive Behaviors Using Checklists (from Handout)

Positive behaviors must be taught in four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.
2. **Watch and Praise Them.** Students practice target behaviors under your supervision--and you give frequent corrective feedback and praise.
3. **Practice, Practice, Practice.** Students engage in behaviors independently with your encouragement and reinforcement.
4. **Prompt Behaviors Across Settings.** With your prompting and feedback, students are able to display target behaviors appropriately across a variety of settings or situations ("generalization").

Student Behavior Checklists: Building the Collection

Schools can make efficient use of behavior checklists by...

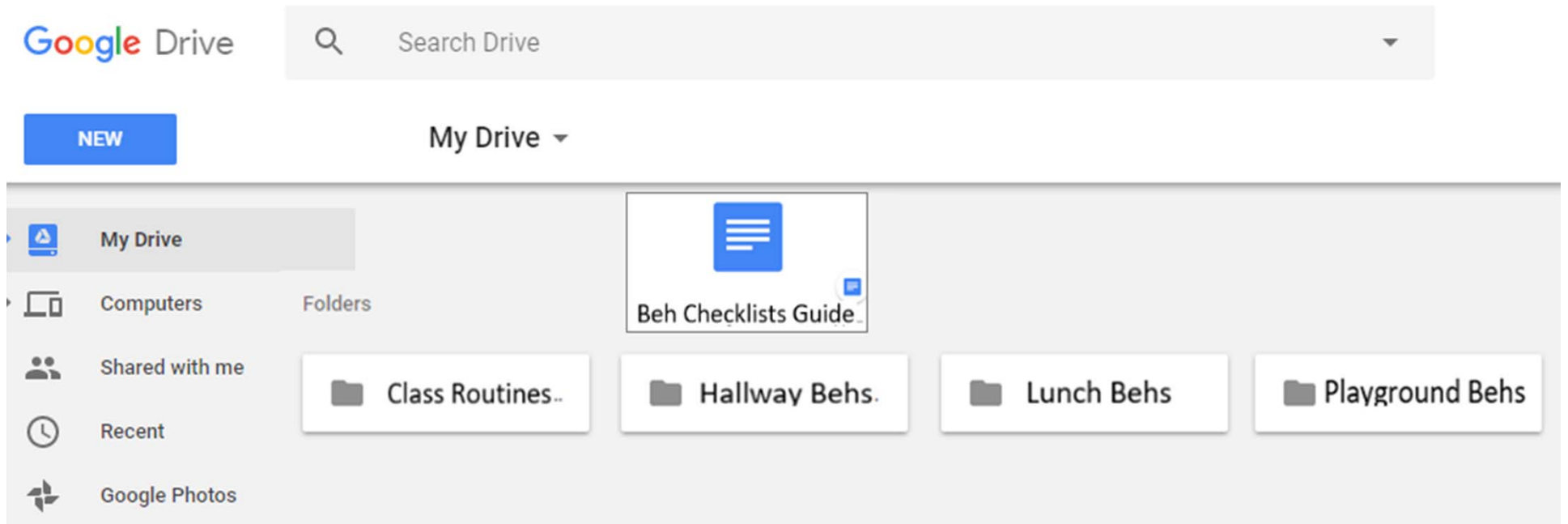
1. creating a teacher guide for creating and using checklists.

Student Behavior Checklists: Building the Collection

Schools can make efficient use of behavior checklists by...

2. developing a folder (e.g., in Google Drive) to build a growing collection of checklists defining common classroom routines (e.g., preparing for instruction at the start of class) and individual behavioral repertoires (e.g., following a teacher request).

Response to Intervention



Sample Individual Behavioral Checklist

WHEN TAKING A BATHROOM BREAK, THE STUDENT:

- takes the classroom bathroom pass from its hook.
- quietly leaves the classroom.
- walks directly to and from the bathroom, avoiding conversations and distractions.
- returns to the classroom within 5 minutes.
- hangs up the classroom bathroom pass and returns quietly to seat.



Self-Check Behavior Checklist Maker (Online). This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

Self-Check Behavior Checklist Maker Like

View Edit Outline Track Configure Tool

Self-Check Behavior Checklist Maker

Create customized checklists for students to monitor their own classroom behaviors

If you have any suggestions or comments about this tool, please mail me.

Untitled Document

Save Save as... Start New Checklist

Self-Check Behavior Checklist Maker

Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))

Directions

Click [HERE](#) to download the full [Self-Check Behavior Checklist Maker manual](#).

- To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down



LAB WORK: Getting Behavior Checklists into the Classroom Intervention Toolkit pp. 2-3

- Think about the recommendation that your school create a teacher-friendly 'bank' of checklists defining a range of expected student behaviors.
- How could your school begin to develop such a bank?
- How could you promote their use among colleagues?

At the start of class, the student:

- has a sharpened pencil.
- has paper for taking notes.
- has cleared his/her desk of unneeded materials.
- has homework ready to turn in.
- has put his/her cellphone in backpack.
- is sitting quietly.
- is working on the start-of-class assignment.

Using Communication Tools That Motivate



Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at methods for increasing student motivation and academic engagement:

- change talk
- praise
- growth mindset statements
- wise feedback

Change Talk. Draw attention to change-oriented student talk.
(Online)



Change Talk. Highlight Change-Oriented Talk

- **What It Is.** Change talk (Miller & Rollnick, 2004) is *any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes.*

Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt.

Change Talk. Focus on Positive Change

When people talk about taking on the challenge of changing their behavior to achieve desired outcomes, their comments can veer between:

- 'Change Talk': Exploring the desired change, and
- 'Obstacles Talk'. Highlighting obstacles to change.

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. Focus on Positive Change

An effective way to encourage others to make beneficial changes in their lives is to listen...and to single out and respond to the positive 'change talk' elements in their responses.

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. Focus on P

An effective way to encourage changes in their lives is to respond to the positive 'c' responses.

Less Effective Response: "Well, if you spent less time watching Netflix, you would have more time to work out!"

Change Talk

I want to get more exercise...

Obstacles Talk

but I am so busy with work!

*More Effective
Response: "Yes, you
might have more
energy if you
increased your
exercise."*

Positive Change

...others to make beneficial
...and to single out and
'elements in their

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. The Power of Differential Attention



By listening carefully, the educator can draw attention to elements of change talk shared by the student, reinforce them, have the student elaborate on them, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

"I want to do better in this course..."

"...but the work is so hard!"

"Sure, it would be great if I could bring my grades up ..."

"...but I am not smart in math."

Conferencing with Students: Two Suggestions

When you conference with students, the motivational interview literature (Miller & Rollnick, 2004) suggests 2 important strategies:

1. **AVOID** an authoritarian tone. The goal is to motivate the student to take responsibility for positive behavior change—not to win a debate.
2. **DO** use your comments to draw attention to instances of student 'change talk' -- statements expressing interest in making positive changes.

Comments to Encourage Change Talk: Examples

STUDENT: Sure, it would be great if I could bring my grades up, but I'm not smart in math.

- Exploratory Question: *Tell me more about **improving your grades**. Why is that important to you?*
- Active Listening: *So there are challenges, sure, but it sounds like **getting your grades up** is something you would like to focus on.*
- Acknowledging Student Control: *I agree that **getting higher grades** is important. Are you ready to develop a plan that can help you to achieve it?*

Behavior-Specific Praise. Shape student behavior with this positive coaching tool.



Behavior-Specific Praise. Shape Behavior with This Positive Coaching Tool

- **What It Is.** Praise is positive teacher attention “paired with a specific informational statement” (Landrum & Sweigart, 2014).

Intervention Central

Praise: Effective...and Underused

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

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

Growth Mindset. Structure your statements to encourage optimism and motivation.



Growth Mindset. Encourage an Optimistic Frame of Mind

- **What It Is.** The habitual ways that people have of thinking about their abilities can be thought of as 'mindsets'. Mindsets fall into two categories: **Fixed** vs. **growth**.

As we will see, a **fixed mindset** encourages 'learned helplessness', while a **growth mindset** motivates the student to apply increased effort to academic tasks.

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset

Intelligence (general ability) is fixed. **Effort** plays a **minor role** in determining one's level of accomplishment.

Thus, **setbacks** are viewed as a **lack of ability**. (Blackwell, et al., 2015).

+ Growth Mindset

Intelligence and other attributes are '**malleable**'--they can increase with effort.

This perspective views **struggle** as a **positive**-- "an opportunity for growth, not a sign that a student is incapable of learning."
(Paunesku, et al., 2015).

The 'Malleability' of Intelligence

“It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed.”

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:

- give up
- withdraw effort
- 'disidentify' with challenge subject: e.g., "*I don't like math much anyway.*"
- be at greater risk for cheating

+ Growth Mindset: The student will:

- view setback as an opportunity for learning
- increase effort
- figure out deficiencies in work or study processes and correct them

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263.

Mindsets: Fixed vs. Growth

“[Fixed vs. growth] mindsets affect students' achievement by creating **different psychological worlds.**”

Dr. Carol Dweck

Mindsets: Fixed vs. Growth

Does a student's type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with **fixed** and **growth** mindsets may do **equally well**.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), **growth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Avoid statements that send a fixed-mindset message to students, such as:

- *“Excellent essay. You are a **natural-born** writer!”*
- *“You need to work harder. I have seen your grades and know that you are **smart enough** to get an A in this course.”*
- *“It’s OK-not everyone **can be good** at math.”*

3



To Promote a 'Growth Mindset'...Use Process-Oriented Statements

Teachers' growth-mindset statements are varied. However, they tend to include these elements:

- **CHALLENGE.** The teacher acknowledges that the learning task is difficult—but frames that challenge as an opportunity to learn.
- **PROCESS.** The teacher identifies the specific process that the student should follow to accomplish the academic task.
- **CONFIDENCE.** The teacher provides assurance that the student can be successful if the learner puts in sufficient effort and follows the recommended process.

Source: Dweck, C. S. (2007). *The perils and promises of praise*. *Educational Leadership*, 65(2), 34-39.



Integrate 'Pro-Growth-Mindset' Statements into Classroom Discourse

In day-to-day communication with students, instructors have many opportunities use growth-mindset principles to infuse their statements with optimism, including:

- praise
- work-prompts
- encouragement
- introduction of assignments

Source: Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.



Process Praise

"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."

Growth Mindset: Teacher Examples

Process Praise



Effective teacher praise has two elements: (1) a description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

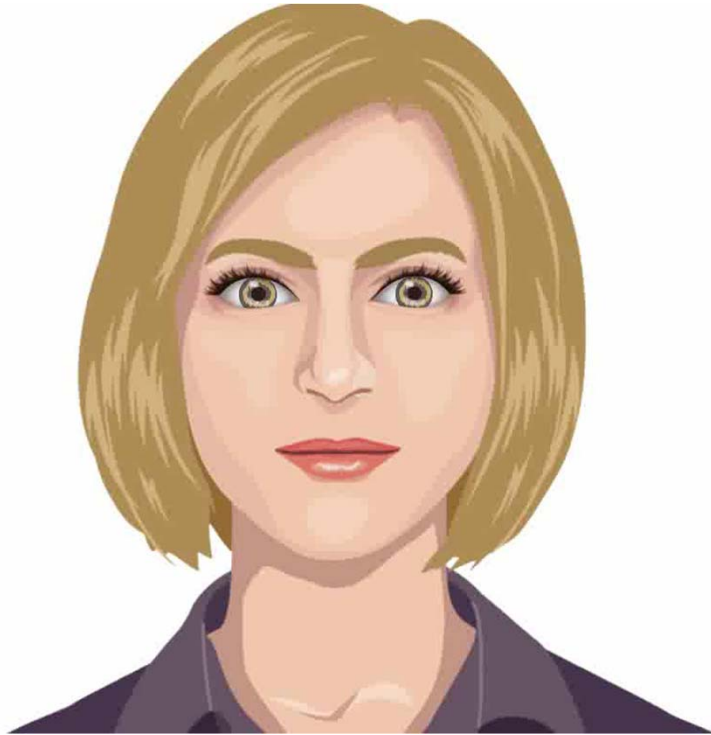
EXAMPLE:

Approval

Performance

"Your writing is improving a lot."

"The extra time you put in and your use of an outline has really paid off."



Work Prompt

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills.

Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you will be successful!"



Growth Mindset: Teacher Examples

Work Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format.

EXAMPLE:

"Sarah, please keep reading....you still have 10 minutes to work on the assignment."

Prompt: Keep Working

It's a challenging passage,

Challenge

so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help.

Process: Fix-Up Skills & Help Options

Use your strategies and you will be successful!"

Confidence



Encouragement

"I can see that you didn't do as well on this math test as you had hoped, Luis.

Let's review ideas to help you prepare for the next exam.

If you are willing to put in the work, I know that you can raise your score."



Growth Mindset: Teacher Examples *Encouragement*

When students have academic setbacks, the teacher can respond with empathy: framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner.

EXAMPLE:

"I can see that you didn't do as well on this math test as you had hoped, Luis."

Empathy

Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work,

Process & Effort

I know that you can raise your score."

Confidence



Assignment

"You should plan spend at least 90 minutes on tonight's math homework."

When you start the assignment, some problems might look like they are too difficult to solve.

But if you give it your best and follow your problem-solving checklist, you should be able to answer them."



Growth Mindset: Teacher Examples *Assignment*

The teacher can give assignments a growth-mindset spin--describing challenge(s), appraising the effort required, reminding what strategies or steps to use, and stating confidently that following the process will lead to success.

EXAMPLE:

"You should plan to spend at least 90 minutes on tonight's math homework.

Effort Needed

When you start the assignment, some problems might look like they are too difficult to solve.

Challenge

But if you give it your best and follow your problem-solving checklist,

Process & Effort

you should be able to answer them."

Confidence

'Wise' Feedback. Promote student acceptance of critical instructional feedback.



Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Critical Feedback. The Problem...

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143, 804-824.

'Wise' Feedback. Formatting Critical Feedback to Promote Student Acceptance

'Wise feedback' prevents the student from taking criticism about their work personally. Written or verbal feedback about a student's academic performance follows this format:

- FEEDBACK DESCRIPTION. The teacher describes the nature of the feedback being offered.
- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.
- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

Wise Feedback: Student Paper



Feedback Description

"Your paper met the basic requirements of the assignment but needs work. Please look over my comments. You will see that I give detailed feedback."

High Standards

"The expectation in this class is that you will take your writing to a level suitable for college or business communication."

Assurance of Student Ability

"I have seen your writing—and know that you have the skills and motivation to use my feedback to improve this paper!"

4

Wise Feedback: Additional Suggestions...

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.

4

Behavior Management: Communication Tools



Consider these behavior-management strategies.

Select and discuss one that you would like to use (or use more) in your classroom or school.

Communication Strategies

- 'Change Talk'
- Behavior-Specific Praise
- Growth Mindset Statements
- Wise Feedback

Additional Behavior Intervention Strategies.

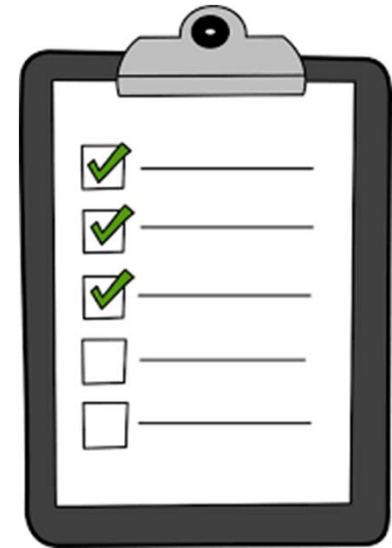
What are additional examples of behavior-management interventions that teachers might find useful?



Response to Intervention

School-Home Notes: Enlisting the Teacher, Parent, and Student Handout 2 pp. 12-14

- The school-home note is a strategy in which the teacher sends home a daily note rating the student's school behaviors (Jurbergs, Palcic, & Kelley, 2007).



Based on the teacher report, the parent provides or withholds a home reward. School-home notes have the advantages of both strengthening communication between teacher and parents and including the parent in the intervention as dispenser of praise and home rewards.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

1. *Select target behaviors.* The teacher and parent decide on 2-4 behaviors to track through the school-home note.

Behaviors listed on the note should be phrased as desired 'replacement' behaviors (that is, positive behaviors to replace the student's current challenging behaviors). Example: " The *student followed teacher requests.*"

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

- 2. Design a school-home note.* The teacher and parent design a note incorporating target behaviors. While any rating format may be used, a simple version may be best--e.g., **Yes (2 pts)...So-So (1 pt).....No (0 pts).**

A free application is available on Intervention Central that can create school-home notes:

<http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

SCHOOL-HOME NOTE

Student Name: _____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON	TUES	WED	THURS	FRI
	___	___	___	___	___
<i>The student completed classwork in a satisfactory manner</i>					
Yes So-So No 2 1 0					
<i>The student used class time well.</i>					
Yes So-So No 2 1 0					
<i>The student got along well with peers.</i>					
Yes So-So No 2 1 0					
<i>The student followed teacher requests.</i>					
Yes So-So No 2 1 0					
(Optional Behavior)					

Yes So-So No 2 1 0					

Comments [Optional]: _____

Parent Sign-Off (Optional): I have reviewed this School-Home Note and discussed it with my child.

Parent Signature: _____ Date: _____

School-Home Note:
Example

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

- 3. Decide on the cut-point for an acceptable rating.* The parent and teacher decide on the minimum daily points required for a reward.

Example: A teacher and parent create a school-home note with 4 behavior-rating items—with a maximum of 2 points to be earned per item. The maximum daily points to be earned is 8 (4 items times 2 points per item). The teacher and parent initially decide that the student must earn a minimum of 5 points to earn a daily reward.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Preparation. Here are the steps to setting up a school-home note:

4. *Develop a reinforcer menu.* Based on a knowledge of the child, the parent develops a reinforcer ('reward') menu containing 4-8 reward choices.

Whenever the student attains a positive rating on the school-home note, he or she can select a reward from this menu.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Implementation. Here are the daily steps for using school-home notes:

1. *Rate the student's school behavior.* At the conclusion of the school day, the teacher rates the student's behavior on the school-home note.

The teacher meets briefly with the student to share feedback about the ratings and offers praise (if the ratings are positive) or encouragement (if the ratings are below expectations).

SCHOOL-HOME NOTE

Student Name: _____ Grade: _____

Person Completing This Note: _____

Student Behaviors	MON	TUES	WED	THURS	FRI
	___	___	___	___	___
<i>The student completed classwork in a satisfactory manner.</i>					
Yes 2	So-So 1	No 0			
<i>The student used class time well.</i>					
Yes 2	So-So 1	No 0			
<i>The student got along well with peers.</i>					
Yes 2	So-So 1	No 0			
<i>The student followed teacher requests.</i>					
Yes 2	So-So 1	No 0			
(Optional Behavior)					

Yes 2	So-So 1	No 0			

Comments [Optional]: _____

Parent Sign-Off (Optional): I have reviewed this School-Home Note and discussed it with my child.

Parent Signature: _____ Date: _____

School-Home Note:
Example

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Implementation. Here are the daily steps for using school-home notes:

2. *Send the completed school-home note to the parent.*

The teacher communicates the school-home note results with the parent in a manner agreed upon in advance, e.g., in the student's backpack, via email or a voicemail report.

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Implementation. Here are the daily steps for using school-home notes:

3. *Provide the home reward.* The parent reviews the most recent school-home note with the child.

If the child attained the minimum rating, the parent provides praise and allows the student to select a reward from the reinforcer menu. If the student failed to reach the rating goal, the parent withholds the reward while providing encouragement.

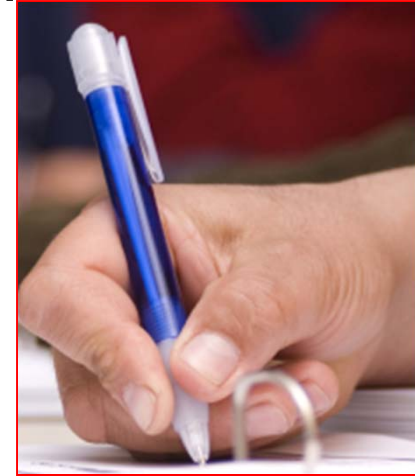
School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Maintenance. These are two items that are periodically updated to maintain the school-home note program:

1. *Refresh the reinforcer menu.* Every 2 to 3 weeks, the parent should update the reinforcer menu with the child to ensure that the reward choices continue to motivate.
2. *Raise the school-home note goal.* Whenever the student has attained success on the school-home note on most or all days for a full 2 weeks, the teacher and parent should consider raising the student point goal incrementally.

Managing Academic Anxiety Through an Antecedent Writing Activity p. 10

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.



Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7- to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

Writing Exercise: This Assignment: How Are You Feeling?

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no 'correct response' to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have __ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure (Cont.) The instructor gives students 7-10 minutes to complete the writing assignment.

Students are then instructed to put their compositions away (they are not collected).

The class then begins the high-stakes academic task.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use. Here are suggestions for using this antecedent writing exercise:

- *Administer to the entire class.* Certain academic tasks, such as important tests, will trigger anxiety in many, if not most, students in a classroom. Teachers can use this writing exercise with the entire group as an efficient way to 'take the edge off' this anxiety for all students and potentially improve their test performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use (Cont).

- *Teach students to use independently.* Some students experience significant levels of anxiety even during independent work – such as math homework. This writing exercise can be a good warm-up activity that students can use to allay anxiety and improve their academic focus.

Reducing Disruptive Behavior Through Antecedent Physical Exercise p. 11

Description. Students with disruptive behaviors can show greater levels of control and compliance after engaging in at least 30 minutes of sustained physical exercise.



This technique is called 'antecedent exercise' because the physical activity precedes—and therefore prevents—problem behaviors (Folino, Ducharme, & Greenwald, 2014). The positive effects of antecedent exercise can last up to 90 minutes.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Procedure. The student engages in sustained moderate exercise for at least 30 minutes.

Any adult-supervised mix of activities is acceptable (e.g., having students rotate among a series of exercise 'circuits' such as jumping jacks and sprints), so long as it achieves this steady rate of physical activity.

The goal is for the student to achieve a 'target heart rate' through most of the activity period, a rate equaling 50 to 70 percent of that individual's maximum heart rate (Folino, Ducharme, & Greenwald, 2014).

Reducing Disruptive Behavior Through Antecedent Physical Exercise

Tips for Use. Here are suggestions when designing a plan that includes antecedent exercise:

- *Clear the student for sustained exercise.* Antecedent exercise should be no more strenuous than activities that students routinely engage in during physical education.

The school should verify that the student has no interfering physical limitations or medical conditions before starting an antecedent-exercise program.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

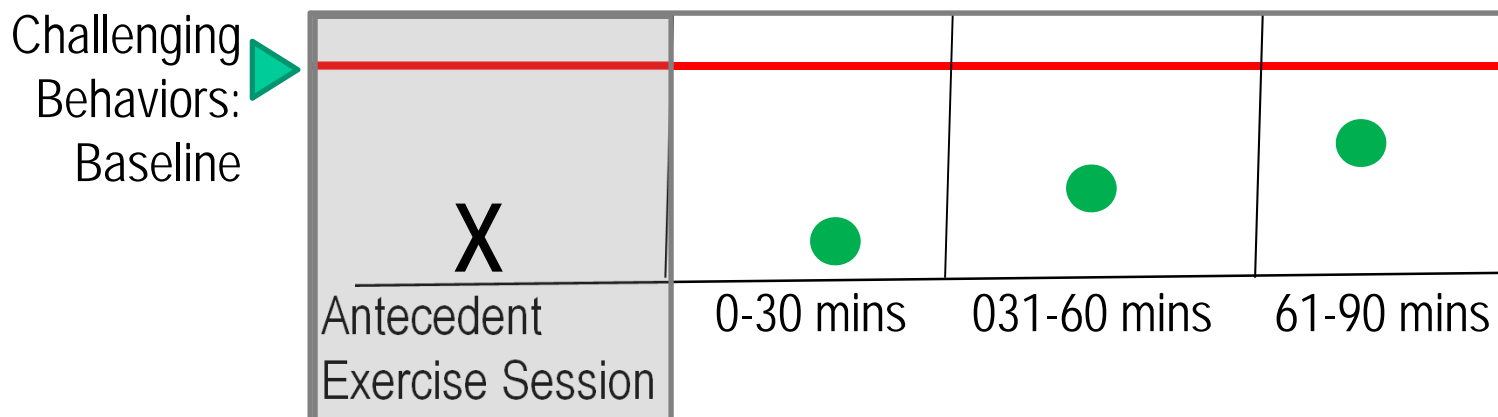
Tips for Use (Cont.)

- *Consult a physical-education teacher.* The physical-education instructor is a helpful source for exercise ideas that will engage students—and can also provide guidance on how to monitor the student's activity level to ensure that it falls within the moderate range.

Reducing Disruptive Behavior Through Antecedent Physical Exercise

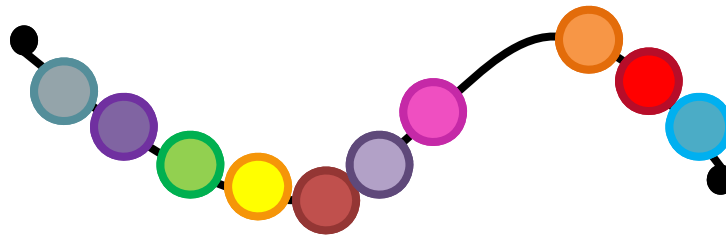
Tips for Use (Cont.)

- *Schedule strategically.* While antecedent exercise can show follow-up positive effects on behavior for up to 90 minutes, the impact is greatest during the first half-hour. If possible, schedule demanding academic work such as reading instruction as soon as possible after an exercise period to reap maximum benefits.



Active Response Beads-Time Out

handout 2; pp. 22-24
(Grskovic et al., 2004)



Active Response Beads-Time Out:

- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of calm-down strategies when upset, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

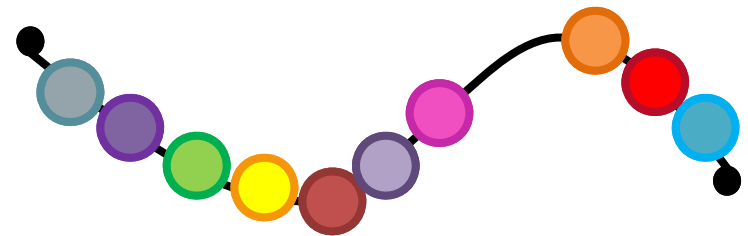
Intervention Central

Active Response Beads-Time Out:

Preparation. The teacher makes a sufficient number of sets of Active Response Beads (ARBs) to use in this intervention--depending on whether the strategy is to be used with one student, a small group, or the entire class.

The materials needed to create a single Active Response Bead set are:

- ten 3/4-inch/1.9-cm beads with hole drilled through middle
- A 38-cm/15-inch length of cord



To make a set of Active Response Beads, the teacher strings the 10 beads on the cord and ties a knot at each end.

Active Response Beads-Time Out:

Procedure. The ARB-TO can be used whenever the student displays defiant, non-compliant, acting-out, or escalating behaviors (e.g., refuses to engage in classwork, leaves seat without permission, talks out, makes rude or inappropriate comments or gestures, or engages in less-serious acts of aggression or property destruction).

NOTE: Educators should be aware that the teacher's role in providing prompts, feedback, and praise to the student throughout the ARB steps is crucial to the intervention's success.

Active Response Beads-Time Out: 4 Steps

1	Teacher Initiates ARB-TO Strategy
	Teacher: The teacher directs the student to "go get an ARB". Student: The student walks to the teacher's desk (or other classroom location), picks up a set of Active Response Beads and returns to seat.

Active Response Beads-Time Out: 4 Steps

2	Student Uses Active Response Beads
	<p>Teacher: The teacher praises compliance and directs the student to begin the ARB-TO procedure:</p> <p>"Thanks for getting your ARB . You need think-time for [describe problem behavior]. Put your head on the desk and use your ARB."</p> <p>Student: The student puts head on desk and counts down slowly from 10 to 1. The student starts counting in an audible voice. With each number in the count, the student:</p> <ul style="list-style-type: none">• takes a deep breath and slowly releases;• moves a bead along the cord from the left to the right side of the ARB;• gradually reduces voice volume--to conclude in a whisper on the last number. <p>Upon completing the count, the student raises head from desk.</p>

Source: Grskovic, J. A., Hall, A. M., Montgomery D. J., Vargas, A. U., Zentall, S. S., & Belfiore, P. J. (2004). Reducing time-out assignments for students with emotional/behavioral disorders in a self-contained classroom. *Journal of Behavioral Education*, 13(1), 25-36..

Active Response Beads-Time Out: 4 Steps

3	Student Returns ARB to the Teacher
	<p>Teacher: The teacher praises successful use of the ARB-TO strategy and prompts the student to return the ARB to the teacher</p> <p>"Good job using the ARB. Please bring it up to me."</p> <p>Student: The student gives the teacher the ARB and returns to seat.</p>

Active Response Beads-Time Out: 4 Steps

4

Teacher Redirects the Student to Academic Task

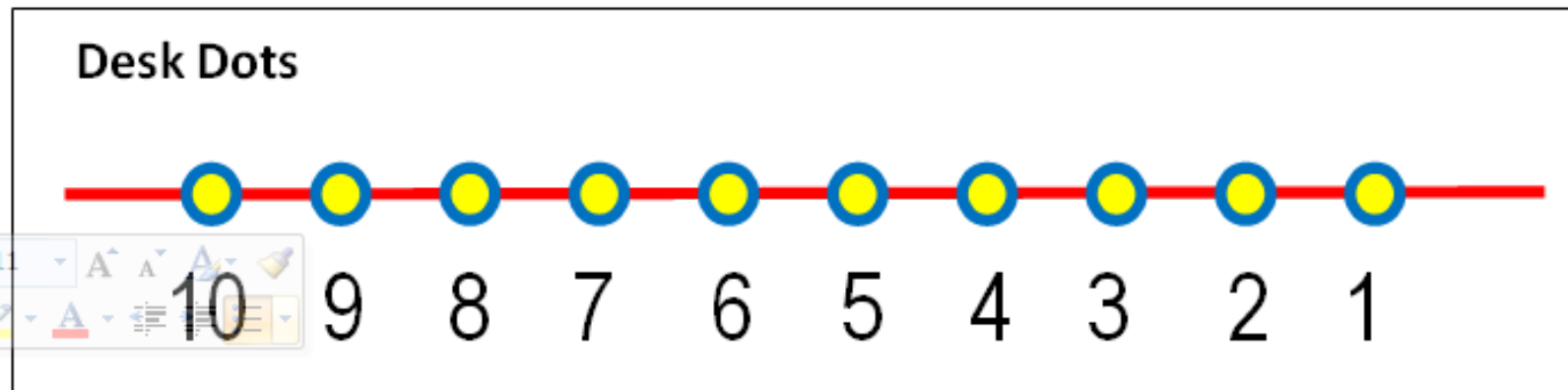
Teacher: The teacher again praises use of ARB-TO, directs the student to resume the academic task or rejoin the academic activity, and offers support as needed.

"Thanks for using the ARB and for returning it to me. Please continue with your assignment/ rejoin our activity. I will be over to check on how you are doing in a moment."

Student: The student resumes the academic task or rejoins the learning activity.

Active Response Beads-Time Out:

Adaption. *Replace Beads With 'Desk Dots'.* A low-key adaptation of the ARB-TO is the substitution for the beads of a series of 10 dots numbered in descending order printed on a slip of paper and affixed to the student's desk. The student is then trained, when directed by the teacher, to apply the ARB-TO count-down/calm-down procedure using dots.



Reducing Disruptive Behaviors Through Brief Escape Break: Class Pass

handout 2; pp. 4-9

Description. When students engage in disruptive behaviors, they may seek to escape or avoid an academic task.



With the Class Pass intervention, the student can use a limited number of passes to take brief work breaks to engage in preferred activities. To promote increased work tolerance, the student also has the opportunity to 'cash in' unused passes for rewards.


Sources: Collins, T. A., Cook, C. R., Dart, E. H., Socie, D. G., Renshaw, T. L., & Long, A. C. (2015). Improving classroom engagement among high school students with disruptive behavior. Evaluation of the class pass intervention. *Psychology in the Schools*, 53(2), 204-219.

Cook, C. R., Collins, T. A., Dart, E., Vance, M. J., McIntosh, K., Grady, E. A., & Decano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. *Psychology in the Schools*, 51(2), 107-125.

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass


Preparation. In advance of the Class Pass intervention, the teacher:

- **decides how many Class Passes to issue.** The teacher determines the number of Class Passes issued to the student each day. Three passes per period or day have been found to be effective.

Class Pass 


Student: _____

Classroom: _____

Class Pass 

Student: _____

Classroom: _____

Class Pass 

Student: _____

Classroom: _____

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Preparation. In advance of the Class Pass intervention, the teacher:

- **determines the length of the work break.** When the student uses a Class Pass, that learner receives a short break from academic work. The teacher chooses the length of these brief breaks:

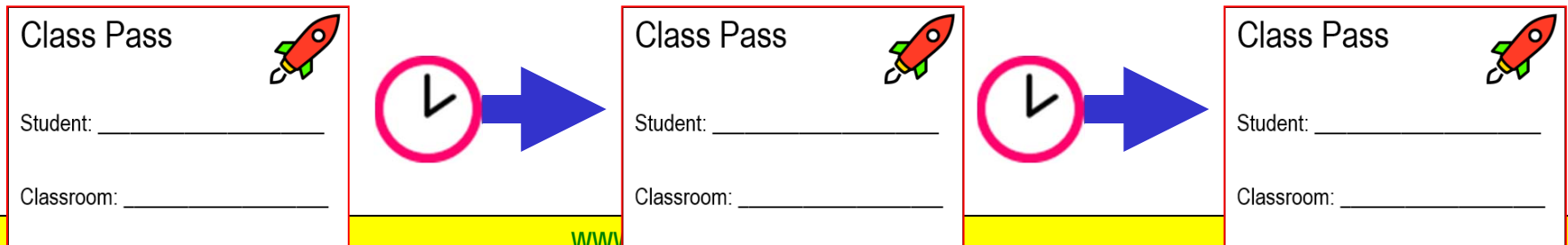
Break Length: 5-10 minutes

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Preparation. In advance of the Class Pass intervention, the teacher:

- **decides on the minimum wait-time between work breaks.** Once a student has used a Class Pass to take a break, that student is expected to resume work for a minimum period before being allowed to take another break.

Minimum Wait Time: 7-15 minutes



Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Preparation. In advance of the Class Pass intervention, the teacher:

- **identifies allowed break activities.** The teacher and student develop a list of activities that the student can engage in during work breaks.

Class Pass: Selecting Break Activities

Activity	Break Activity Choice	Location/Supervision/Details
1	Play Math-Blasters Computer Game at back of room.	Available all day except during math period.
2		
3		

Class Pass: Selecting Break Activities

Directions. Follow these steps to develop a menu of break activities that the student can access with a Class Pass.

Step 1: Meet with the student. Together develop a list of acceptable and engaging activity choices the student can engage in when taking a 'Class Pass' break. List those choices in the 'Break Activity Choice' column. NOTE: Listed activities should be acceptable to the instructor, manageable within the classroom or school setting, and feasible to complete within 8-12 minutes.

Step 2: For each approved activity, use the 'Location/Supervision/Details' column to describe its location (e.g., back of the classroom, neighboring classroom), the adult(s) who will supervise the student, and any additional important details (e.g., accessing materials for the activity).

Activity	Break Activity Choice	Location/Supervision/Details
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Preparation. In advance of the Class Pass intervention, the teacher:

- **creates a reward menu.** The teacher and student identify several positive reinforcers ('rewards') that the student can access by redeeming unused Class Passes. These rewards are arranged in a menu format, with information about how many unused Class Passes are required to access each reward.

Class Pass: Building a Reward Menu

Reward	Number/Class Passes Needed	Reward Choice	Details
1	3	5 minutes extra free time at the end of the day	Free period available all days except Friday

Class Pass: Building a Reward Menu

Directions. Follow these steps to create a menu of rewards for which the student can redeem unused Class Passes.

Step 1: Assemble a list of possible rewards that are affordable, appropriate for your classroom or school, and potentially motivating for students. Here are two good sources for inexpensive or free reward ideas:

- A list of rewards compiled by Dr. Laura A. Riffel:
<http://www.wisconsinpbisnetwork.org/assets/files/resources/Free%20or%20Inexpensive%20Rewards.pdf>
- Jackpot! Reward Finder: <http://www.interventioncentral.org/teacher-resources/student-rewards-finder>

Step 2: Review with the student your set of reward ideas. Ask the student whether he/she likes each reward 'a lot' (thumbs up) 'a little' (thumbs sideways), or 'not at all' (thumbs down). In the 'Reward Choice' column, list any for which the student indicates a strong preference (i.e., 'I like a lot'.) If a reward can be delivered only under certain conditions (e.g., by a specific person, at a certain time of day), use the 'Details' column to describe those conditions.

Step 3: Record in the "Number/Passes Needed" column the number of Class Passes required for each reward.

Reward	Number/Class Passes Needed	Reward Choice	Details
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Procedures. When the Class Pass is in effect, here are the daily steps that make up this intervention:

1. The teacher issues the allotted Class Passes.
2. The student requests Class Pass breaks when needed.
3. The student takes the timed work-break.
4. The student is credited with unused Class Passes and selects rewards.

Class Pass



Student: _____

Classroom: _____

Reducing Disruptive Behaviors Through a Brief Escape Break: Class Pass

Troubleshooting/Tips. Here are teacher tips to get the greatest benefit from using the Class Pass intervention:

- **Remind students to use the strategy.** When the teacher observes the student displaying potential escape-and-avoid behaviors, the instructor can gently remind the student of the intervention: e.g., *"You can begin your assignment or you can take a Class Pass break. It's your choice."*
- **Pair Class Passes with academic supports.** Students may require appropriate academic supports to help them to successfully complete schoolwork and eventually eliminate the need for scheduled work-breaks.

Behavioral Sampler: What Ideas Work for You?



Consider these behavior-management strategies.

Which one(s) might you wish to try back in your classroom or school?

Sample Behavior-Management Strategies

- School-Home Note
- Anxiety: Essay-Writing Activity ('Anxiety Essay')
- Exercise to Increase Engagement
- Active-Response Beads: Self-Management Procedure
- Class Pass

Managing Students in Crisis. How can the Aggression Cycle help to predict the stages of student anger and guide teachers in responding at each stage?



Response to Intervention

Handout
p. 5

The Aggression Cycle: How to Manage Angry Classroom Outbursts

Though outbursts of anger can appear unpredictable and chaotic, they usually follow an identifiable five-phase sequence called the 'aggression cycle' (Reilly et al., 1994; Videbeck, 2014): (1) Trigger; (2) Escalation; (3) Crisis; (4) Recovery; and (5) Post-Crisis. This table describes the aggression cycle and provides advice for how to respond at each phase. Proactive intervention is a way of breaking the aggression cycle: the teacher who manages to eliminate an anger trigger (Phase 1) or to successfully defuse anger (Phase 2) can head off a major outburst or aggression episode.

Aggression Cycle: Guide for Teachers (Reilly et al., 1994; Videbeck, 2014)	
Phase	What to Do
<p>PHASE 1: TRIGGER. The student has a negative experience or event to which he or she responds with anger. This initiates the aggression cycle.</p> <p>The student may first experience an event or situation that embarrasses, shames, frustrates, or frightens him or her—triggering anger as a secondary emotional response.</p>	<p>PHASE 1: Manage or Eliminate the Trigger Event. The teacher's primary goal during this initial phase is to address the trigger itself by:</p> <ul style="list-style-type: none"> Respond to the event. If the trigger experience or event has already occurred, move quickly to correct the situation or address the student's needs so that his/her initial primary negative emotion does not spiral into anger. For example, provide immediate help to the student struggling with an in-class assignment or reprimand/move the seat of a peer who is teasing the student. Eliminate the trigger. When possible, identify in advance and take steps to prevent triggers that can lead to anger. For example, if a student often responds with embarrassment and then anger when directed to read aloud in front of others, revise reading tasks to remove this performance requirement.
<p>PHASE 2: ESCALATION. The student shows signs of irritation or hostility, such as looking flushed or tense, grumbling, or muttering under his/her breath. The student's level of agitation increases and may include arguing, leaving his/her seat, and refusing to respond to peers or adults.</p> <p>The student is likely to be preoccupied with anger at this point, interfering with his/her ability to comply with rules and respond rationally to adult requests or directives.</p>	<p>PHASE 2: Interrupt the Anger. Interact with the student in a calm and non-judgmental manner. Reduce the student's level of anger by:</p> <ul style="list-style-type: none"> Take the student aside for a conference. Ask the student open-ended questions to determine what precipitated the anger event and then explore a solution to the problem. Direct the student to use relaxation techniques. Prompt the student to use one or more strategies to calm down, such as taking deep breaths and releasing slowly or counting backward from 10. Remove the student from the setting. Direct the student to take a brief (non-punitive) break from the setting (e.g., move to a quiet part of the classroom; visit a counselor).
<p>PHASE 3: CRISIS. The student's behavior intensifies, posing a potential risk of safety to self and/or others.</p> <p>The student may express anger through disruptive, confrontational verbal behavior such as insults, threats, arguments, or physical aggression toward property or other people.</p> <p>At this stage, the student's anger and other strong emotions may limit or overwhelm his/her ability to process language accurately and respond rationally.</p>	<p>PHASE 3: Maintain Safety and Defuse Anger. Works toward defusing following three goals:</p> <ul style="list-style-type: none"> Ensure the safety of the student and others. Take immediate steps to keep the student, peers, and adults in the vicinity safe, which may include summoning additional adult support or removing the student or peers from the room. The student remains under constant adult supervision during this stage. Prevent further anger escalation. Avoid actions likely to intensify the student's anger and aggression, such as yelling at the student, issuing threats or ultimatums, or engaging in arguments about who is right. Calm the student. Make a conscious effort to reduce the level of the student's anger and arousal, such as speaking in a calm voice, respecting the student's personal space, and communicating that student and adults will work together to resolve the problem in a positive way. Because the student's heightened emotional state may reduce his/her ability to engage in and comprehend dialog, keep statements simple and short, check for student understanding, and repeat key statements as often as needed.
<p>PHASE 4: RECOVERY. The student regains control of his/her emotions and behavior.</p> <p>As the student transitions from a state of anger and high arousal to normal functioning, the recovery process might include periods of crying, emotional withdrawal, expressions of remorse, or even sleeping.</p>	<p>PHASE 4: Support Student Recovery. Maintain a supportive environment to more rapidly help the student to regain composure and self-control.</p> <p>During the recovery phase, refrain from attempts to analyze, assign blame, or impose disciplinary consequences for the behavioral incident, as such actions can prolong or rekindle the anger state.</p>
<p>PHASE 5: POST-CRISIS. The student has fully recovered control of emotions and behavior.</p>	<p>PHASE 5: Engage in Reflection and Problem-Solving. Conference with the student to discuss the incident and develop a future response plan. Keep the tone of the meeting positive and focused on preventing future incidents, not on assigning blame. The meeting includes:</p> <ul style="list-style-type: none"> Analyze the behavioral incident. Identify what triggered the event and how the student responded. Create a plan for future incidents. Develop and write out a plan for how that student might respond proactively when faced with future situations with similar triggers. Provide the student training as needed. For example, for a student who has difficulty identifying when he/she is angry provide training in how to use an "anger meter" to gain awareness of and self-monitor anger levels.

What is Anger?

Anger is classified as a secondary emotion, set off by more primary emotional responses such as shame, embarrassment, frustration, powerlessness, or fright (Bartholomew & Simpson, 2005).

Anger plays a potentially positive role in our emotional lives: it can create a feeling of power that energizes the individual to take action rather than remain passive.

But anger can also be counterproductive, particularly when a student habitually responds with hostility and aggression in the face of the everyday frustrations and challenges typically found in school settings.

Aggression Cycle: 5 Phases

Though outbursts of anger can appear unpredictable and chaotic, they usually follow an identifiable pattern called the “aggression cycle”. This cycle has five phases:



Phase 1: Trigger

What It Is. The student has a negative experience or event to which they respond with anger. This initiates the aggression cycle.

The student may first experience an event or situation that embarrasses, shames, frustrates, or frightens them; anger then follows as a secondary emotional response.



Phase 1: Trigger



What to Do: Manage or Eliminate the Trigger Event. The teacher addresses the trigger itself by:

- *responding to the event.* If the trigger has already occurred, the teacher moves quickly to correct the situation or address the student's needs so that their initial primary negative emotion (e.g., embarrassment or frustration) does not spiral into anger.

Examples:

- provide immediate help to the student struggling with an in-class assignment.
- reprimand and move the seat of a peer who is teasing that student.

Phase 1: Trigger



What to Do: Manage or Eliminate the Trigger Event.

The teacher addresses the trigger itself by:

- *eliminating the trigger.* When possible, the teacher identifies in advance and takes steps to prevent those triggers that can lead to student anger.

Example:

- For a student who responds with embarrassment and then anger when directed to read aloud in front of others, revise reading tasks to remove this performance requirement.

Phase 2: Escalation

What It Is. The student shows visible signs of irritation or hostility, such as:

- looking flushed or tense
- grumbling
- muttering under their breath.

The student's agitation increases and may include arguing, leaving their seat, and refusing to respond to others.

While not visible to observers, *the student is likely to be preoccupied with their anger at this point, reducing their ability to comply with rules and respond rationally to adult requests or directives.*



Phase 2: Escalation

What to Do: Interrupt the Anger. The teacher interacts with the student in a calm and non-judgmental manner.

The instructor takes steps to reduce the student's level of anger, through such strategies as:

- *pulling the student aside for a conference.* The teacher asks the student open-ended questions to determine what precipitated the anger event and then explores a solution to the problem.



Phase 2: Escalation

What to Do: Interrupt the Anger (Cont.). The instructor takes steps to reduce the student's level of anger, through such strategies as:

- *directing the student to use relaxation techniques.* The teacher prompts the student to use one or more strategies to calm themselves, such as taking deep breaths and releasing slowly or counting backward from 10. (Example: Active Response Beads, pp. 28-30.)



Phase 2: Escalation

What to Do: Interrupt the Anger (Cont.). The instructor takes steps to reduce the student's level of anger, through such strategies as:

- *removing the student from the setting.* The teacher directs the student to take a brief (non-punitive) break from the setting (e.g., moving to a quiet part of the classroom; visiting a counselor).



Phase 3: Crisis

What It Is. The student's behavior intensifies, posing a safety risk to self and/or others.

The student may express anger through disruptive, confrontational verbal behavior (insults, threats, arguments, confrontation). The student's behavior may include physical aggression toward property or other people.

At this stage, the student's anger and other strong emotions may limit or overwhelm their ability to process language accurately and respond rationally.



Phase 3: Crisis

What to Do: Maintain Safety and Defuse

Anger. The teacher works toward 3 goals, to include:

- *ensuring the safety of the student and others.* The teacher takes immediate steps to keep the student, peers, and adults in the vicinity safe that may include summoning additional adult support or removing the student or peers from the room.

The student remains under constant adult supervision during this stage.



Phase 3: Crisis

What to Do: Maintain Safety and Defuse

Anger (Cont.). The teacher works toward 3 goals, to include:

- *preventing further anger escalation.* The teacher avoids actions likely to intensify the student's anger and aggression, such as yelling at the student, issuing threats or ultimatums, or engaging in arguments about 'who is right'.



Phase 3: Crisis

What to Do: Maintain Safety and Defuse

Anger (Cont.). The teacher works toward 3 goals, to include:

- *calming the student.* The teacher makes a conscious effort to reduce the level of the student's anger and arousal, such as speaking in a calm voice, respecting the student's personal space, and communicating that student and adults will work together to resolve the problem in a positive way. The teacher (and other adults) keep their statements simple and short, check for student understanding, and repeat key statements as often as needed.



Phase 4: Recovery

What It Is. The student regains control of their emotions and behavior.

As the student transitions from a state of anger and high arousal to normal functioning, the recovery process might include periods of crying, emotional withdrawal, expressions of remorse, or even sleeping.



Phase 4: Recovery

What to Do: Support Student Recovery. The teacher or other adults maintain a supportive environment to more rapidly help the student to regain composure and self-control.

During the recovery phase, adults refrain from attempts to analyze, assign blame, or impose disciplinary consequences for the behavioral incident—as such actions run the risk of prolonging or rekindling the anger state.



Phase 5: Post-Crisis

- **What It Is.** The student has fully recovered control of emotions and behavior.



Phase 5: Post-Crisis

What to Do: Engage in Reflection and Problem-Solving.

The teacher conferences with the student to discuss the incident and develop a future response plan.

The tone of the meeting is positive and focused on preventing future incidents, not on assigning blame. The teacher-student meeting includes:

- *analysis of the behavioral incident.* The teacher and student discuss the incident, identifying what triggered the event and how the student responded.



Phase 5: Post-Crisis

What to Do: Engage in Reflection and Problem-Solving (Cont.). The teacher-student meeting includes:

- *creating a plan for future incidents.* The teacher and student develop and write out a plan for how that student might respond proactively when faced with future situations with similar triggers.



Phase 5: Post-Crisis



What to Do: Engage in Reflection and Problem-Solving (Cont.). The teacher-student meeting includes:

- *providing student training as needed.* If the teacher determines that the student needs specific training to manage emotions or respond to challenging events more appropriately, the Post-Crisis phase should include that training.

For example, an instructor who notes that a student has difficulty in identifying when they are angry may provide training in how the student can use an 'anger meter' to gain awareness of and self-monitor their anger levels.

The Aggression Cycle: A Predictive Tool

Advantages of the aggression cycle are that it allows teachers to:

- size up a student's situation when a crisis is impending and to match the instructor response to the student's current need.
- work to intervene as early as possible during the **trigger** or **escalation** phase when there are greater 'degrees of freedom' to head off or minimize problem behaviors.
- use the 'aggression cycle' as a planning tool to ensure that all adults respond in the same proactive manner when a student shows signs of beginning that cycle.

LAB WORK: AGGRESSION CYCLE

Discuss the aggression cycle and how you can apply this framework in working with your classroom or a particularly challenging student.

In particular, what approaches will allow you to contain this cycle to the 'trigger' or 'escalation' phases?



Essential Classroom Behavior Management Skills

The effective behavior manager:

- understands principles of effective positive behavior management.
- shows strong classroom management.
- is able to define and analyze challenging behaviors of individual students.
- has a repertoire of management strategies to respond to problem behaviors.
- documents classroom interventions when appropriate.



05:00

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Activity: What Are Your Next Steps?

Identify 2-3 'next steps' to use key behavior-management ideas and resources back in your classroom or school.

