**Behavior Intervention Information**

**Components in identifying negative behavior:**

**Antecedent -** A cause, course, or event that influences the development of a behavior or behaviors

**Behavior -** What one does in response to the event, cause or condition. Behavior (positive or negative) fulfills a specific need for a student.

**Consequence -**

What happens as a result of a behavior that affects whether it is likely to happen again. If the consequence of a behavior meets a need, the behavior is likely to be repeated.

**Example:**

**Antecedent: The work is too hard.**

**Behavior: I throw my chair.**

**Consequence: The teacher gets angry. I get sent to the office. I do not do the work.**

**Teach the Behavior You Expect**

* Begin with 2 to 5 simple rules.

*Example: Be respectful of others*

* Describe what the rules mean in specific terms.

*Respect means speaking in a normal tone of voice*

*Respect means keeping your hands and feet to yourself*

* Provide instruction about what to do instead.

*State your expectations for behavior*

*Provide examples of expected behavior*

* Discuss and model the expected behaviors.

*At home and in the actual locations*

*Re-teach regularly*

* Be sure the expectation is positive.

Positive: *“Once you have finished your chores, you may go to Mary’s house.”*

Negative: *“You cannot go to Mary’s house until the chores are finished.”*

**Provide meaningful positive reinforcement**

**“A good resource for designing appropriate behavior interventions is the book “You Can Handle Them All” (2nd Edition). This book list types of behaviors and possible interventions for each specific type of behavior. This is downloadable to the IPAD but does not have all the material that the book has. The book has sample Behavior Contracts, plans, and forms for monitoring behavior. “**

**TIER 1**

**Behavior Intervention Examples**

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| **TIER 1 - Behavioral Interventions:** |
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| -Post classroom rules |
| -Model desired behaviors |
| -Verbal/nonverbal reminders of behavior |
| -Provide choices |
| -Positive attention to others who are modeling appropriate behavior |
| -Remind student of expected behavior |
| Daily/Weekly behavior report home |
| -Positive notes home |
| -Proximity control |
| -Loss of privileges |
| -in class isolation |
| -time out |
| -use of logical /natural consequences |
| -Parent conference |
| -Interaction w/school counselor |
| -Change class routine |
| -Discipline Contract |
| -Seating Change |
| -Extra Teacher Attention |
| -Curriculum Change |
| -Schedule Change |
| **If problem is off-task behavior/work completion** |
| -Preferential seating (away from distractions) |
| -Use of Study Carrel |
| -Seat near well-focused students |
| -Have student repeat directions to teacher |
| -Assess instructional level/adapt curriculum |
| -Reduce/modify assignments |
| -Placement change within regular education |
| -Daily effort report |
| -Weekly effort report |
| -Use assignment book (parent/teacher sign) |
| -Use timer for self-monitoring |
| -Provide “to do” list for student’s desk |
| -Break task into smaller chunks |
| -Reward System |
| **Other** |
| -Individual/small group instruction |
| -Small group instruction |
| -Use multi-sensory learning approaches |
| -Provide routine schedule |

**TIER 2 or 3**

**Behavior Intervention Examples**

**Behavior Interventions:**

**Behavioral Contracts**

***Brief Description:***To lower the incidence of inappropriate behaviors, including escape behaviors, the child, teacher and parent will write a contract of appropriate behavior goals. Reinforcements will be given at different stages according to the contract.

*What "Common Problems" Does This Address?*  The child engages in inappropriate behaviors during certain tasks. It can also be used with children who engage in escape pattern to avoid certain activities.

***Procedures:***

1. Define behaviors to be addressed. For students exhibiting escape behaviors, a clause should be added that the student would still be responsible for the activity he/she was trying to escape.
2. Pick a “magic number” or behavioral count. First identify the frequency of the inappropriate behavior (e.g. 5 times during 1 hour). Then use this information to form a “magic number” for the appropriate behavior. Keep in mind that this number should reflect gradual change, and should be a manageable number for the student. The first week, the number should be lower in order for the student to experience success. The “magic number” can increase gradually until the overall goal is met.
3. Pick the Magic Button or Rewards: pick reinforcers for good behavior per day and additional reinforcers if the goals are met for the entire week.
4. The teacher, student and parent (if possible) sign the contract.
5. Allow multiple opportunities for the student to achieve their goal.
6. Reinforce the appropriate behaviors as outlined in the contract.

***Critical Components that must be implemented for intervention to be successful:***

1. Involving the student in the creation of the contract is essential, especially in the choice of reinforcers. When the student is involved in the creation of the contract, they have an active role in determining the appropriate behavior, and therefore are more willing to follow through. The expectations are clearly outlined for the student, and they can refer to them as necessary. In addition, the students will help to enforce the contract.
2. Have the parents involved in the creation of the contract and have them sign the contract. They can offer additional reinforcers at home. This facilitates communication between home and school.
3. Give the student multiple opportunities to be successful. Make sure the “Magic Number” is manageable, and allow the student several chances to meet their goal. Success is reinforcing, so making sure the student can be successful is critical.
4. The teacher must follow through with the contract and reinforce the student appropriately.
5. If the contract is not successful in changing the behavior revisit the definition, adjust the behavioral count or change the reinforcers.

**Critical Assumptions/Problem-Solving Questions to be Asked:**

There is an assumption that the child understands the appropriate behavior being asked of them. As with all interventions including reinforcers, there is an assumption that the child will work for the reinforcer.

**Materials**:

Typed Contract

Reinforcers

**Points for Grumpy:**

Description: This response-cost strategy is appropriate for younger students who are verbally defiant and non-compliant with the teacher. (See the related Hints for Using... column for tips on how to tailor this intervention idea for older students.)

**Materials:**

Two coffee cans with lids

Point tokens (e.g., poker chips, pennies, etc.)

**Preparation:**

Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can "Grumpy." (You can embellish the "Grumpy" can with pictures of frowning faces or other symbols of irritation.)

**Steps in Implementing This Intervention:**

**Step 1:** Create a menu of rewards for the student. For each reward, decide how many good behavior points the student must earn to get the reward.

**Step 2:** Tell the student that he or she can earn points for readily and politely following adult requests. Introduce the "Points for Grumpy Program": At the start of each monitoring period, you will put 10 "good behavior" tokens (poker chips or pennies) into your pocket. Each time that you have to approach or address the student because he or she is verbally defiant or non-compliant, you will take one of the "good behavior" points and drop it into "Grumpy's" coffee can. At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to 'cash in' these tokens or points rewards according to the reward system that you have set up.

**Step 3:** Tell the student what your behavioral expectations for ready and polite compliance. The child will lose a point if you have to approach him or her for: Talking back to you. Using a disrespectful gesture or facial expression (e.g., eye-rolling)

Muttering, Failing to comply within 60 seconds of your making a request. Inform the child that if he or she complains about your taking a point, you will deduct additional good behavior points.

**Step 4:** Start the program. Use the attached chart to record any good behavior points that the child earns each day.

**Troubleshooting: How to Deal With Common Problems in Using 'Points for Grumpy'**

**Q: How should I respond if the student becomes angry and confrontational when I take away a 'good behavior point' for misbehavior?**

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner. If the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time. Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like "Points for Grumpy", you should probably not use it with that child.

**Sit and Watch**

***Brief Description:***

The goal of this intervention is to help children learn appropriate behavior through structured observation. This intervention also has a time-out procedure. The student’s contingent observation is used to promote appropriate classroom behavior through peer modeling.

***What "Common Problems" Does This Address?***

Children have not learned the desired social behavior and therefore are unable to demonstrate it. Research indicates that “Sit and Watch” is especially effective in decreasing aggression and noncompliance. This intervention can be used as a follow-up to the “Active teaching of classroom rules” intervention, also found in this manual.

***Procedures***

1. When a child displays an inappropriate behavior, describe it to him/her: “Amanda, do not pinch other children.”
2. Next, explain to the child what would have been an appropriate behavior: “Amanda, keep your hands in your personal space.”
3. Then tell the child to go to the Sit and Watch chair and observe the others behaving appropriately, “Amanda, go to the Sit and Watch chair and watch how other children keep their hands to themselves.”
4. After the child has sat in the Sit and Watch chair for a brief amount of time (approximately 1-3 minutes) ask if he/she is ready to rejoin the group and behave appropriately. “Amanda, where are we supposed to keep our hands? Are you ready to return to the group and keep your hands where they belong?”
5. If the student indicates that he/she is ready to return and behave appropriately, allow him/her to do so. If the student continues to have difficulty, they are asked to observe until they are ready to behave. For example, “Amanda, sit here and watch until you think that you can play while keeping your hands in your personal space.”
6. Allow the student to sit and watch a few minutes more. Then repeat Steps 4 and 5
7. When the student returns to the group and displays the appropriate behavior, give positive reinforcement as soon as possible “Amanda, I like how you are keeping your hands to yourself.”

***Critical Components that must be implemented for intervention to be successful:***

A clear set of rules and desired behaviors must be established prior to implementing this intervention, such as, described in the Active Teaching of Classroom Rules intervention, also in this manual. Students must be explicitly taught the purpose of the Sit and Watch chair. Role playing a situation where use of the Sit and Watch chair would be used is helpful. Each of the procedures should be implemented in order for this intervention to be successful.

**Smooth Classroom Traffic Technique can start as TIER 1 for whole group instruction, to move it to TIER 2 a behavior contract should also be in place for the child (follow directions on behavior contracting in this document).**

**Description:** This class-wide program can help to reduce noise levels and head off disruptive behaviors before they occur.

***Preparation:***Make a poster of a traffic light with red (top), yellow (middle), and green (bottom) lights. Put 3 Velcro tabs *o*n the left side of the poster, lined up with each of thelights. Make a pointer out of tag-board. Put a Velcro strip onthe pointer so that it will stick to any of the three tabs on theposter.

***Steps in Implementing This Intervention:***

**Step 1:** Select a menu of class rewards (e.g., pizza party, free time). For each reward, decide on how many "green light points" the class must earn to get the reward.

**Step 2:** Pick a time-period during the day when you will use the program. (Generally, it's a good idea to pick a time when you most want students to be attentive and working on academic tasks with a minimum of distractions (e.g., lecture, small-group work, independent seatwork)).

**Step 3:** Introduce the program to students. Tell them that you are starting a program to reward students for helping to make the classroom a place for effective learning. Each day, the class will start out with 10 "Traffic Points". Points will be deducted if the class (or any individual student) becomes too disruptive. Any points remaining at the end of the period can be saved and redeemed later for class rewards. Present the behavioral standards that you will be using:

**Green Light**-Noise level is low in the classroom. No students are acting disruptively. The teacher is able to teach rather than deal with behavior issues.

**Yellow Ligh**t-Noise level is starting to climb and may begin to distract the teacher and /or students. One or more students may be starting to act disruptively

**Red Light**-Noise level is too high for students and teacher to concentrate on academics. One or more students may be acting disruptively. The teacher must stop instruction to *address the student disruption.*

As your class shows that it is able to lower noise levels and improve behaviors, you can gradually decrease the number of "Traffic Points" that you assign while increasing the minimum number of continuous minutes of green-light behavior required to earn those points.

**Tell students that:**

* If the noise level or disruptive student behavior starts to approach problem levels, you will give the class a single warning and move the arrow on the Traffic Light Chart into the yellow range.
* You will deduct one class "Traffic Point" each time you move the arrow on the Traffic Light Chart into the red zone because of a high noise level or disruptive student behavior
* For each full minute that the pointer is in the red zone, you will deduct an additional point from the class "Traffic Points".
* When student behaviors improve, you will move the arrow back from the yellow or red zone into the green zone on the Traffic Light Chart.
* As the teacher, you are the sole judge of whether student behavior is disruptive or class noise levels are too high. Any student complaints will result in your deducting additional points from the class "Traffic Points".
* The class is awarded any "Traffic Points" that remain at the end of the period provided that they have had at least 10 continuous minutes of green-light behavior during the class period. Otherwise, all points are lost.

**Step 4:** Start the program. At the beginning of each period, write the number of "Traffic Points" that the class is starting with on the board. Update on the board the number of "Traffic Points" that remain each time that a point is deducted.