Positive Interventions and Effective Strategies
For
School Social Workers

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It was developed to be used in conjunction with a seminar on PIES for Social Workers
Writing a Behavioral Intervention Plan (BIP) based on a Functional Behavior Assessment (FBA)

Positive Behavioral Interventions and Supports

If you are part of a school implementing Positive Behavioral Interventions and Supports (PBIS), then you know there are definitely processes for the tertiary level of PBIS. This book is geared to help you with the tertiary level of PBIS, specifically the issue of conducting functional behavior assessments (FBAs) and turning them into quality behavioral intervention plans (BIPs).

What particularly drew me towards PBIS was the notion of looking at behavior differently. Instead of calling behavior the bad behavior or the problem behavior, we were told to call it the target behavior. On first glance, this does not sound like much of a difference; however, it is a huge mindset change. Instead of thinking “bad kid” or “problem kid” “where can we send this kid?” The new wording makes us think of the behavior as what we are targeting to get rid of and not the child. We love the child, it is just the behavior we would like to extinguish. Much better use of words.

Your first assignment: Do not go back to your school and tell people who say “bad behavior” or “problem behavior” they are wrong. Just repeat back to them, “So, the behavior you would like to target for change is ____________ (label the behavior in measurable and observable terms).” What will happen is, the staff will pick up your words and start to use them without even realizing you have changed their mindset.

The other thing we like about PBIS is that it broadens the intervention from only one approach—reducing challenging behavior to encompassing multiple approaches—changing systems, altering environments, teaching replacement behaviors, and appreciating positive behavior when it occurs, (Sugai & Horner, 2005). We will learn to build multi-modal designs when we write our BIPs.

Typical Classroom Make-up

You do know what you will get in your classroom, unlike Forrest Gump’s Box of chocolates:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Integration</td>
<td>16%</td>
</tr>
<tr>
<td>ADHD</td>
<td>10%</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>2.2%</td>
</tr>
<tr>
<td>Speech and Language Impaired</td>
<td>20.5%</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>20%</td>
</tr>
<tr>
<td>Hard of Hearing</td>
<td>1.3%</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>11.6%</td>
</tr>
<tr>
<td>Emotional Behavior Disorders</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

90.2% of your classroom

This is based on a classroom of 25 students and data from the most current sources: Center for Disease Control, LD online etc.
Ten Rules of Behavior:

1. Behavior is learned and serves a specific purpose (Bandura)
2. Behavior is related to the context within which it occurs (Bambara & Knoster)
3. For every year a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)
4. We can improve behavior by 80% just by pointing out what one person is doing correctly (Shores, Gunter, Jack)
5. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.)
6. When we want compliance in our students we should whisper in their right ear (Live Science)
7. All behavior has function and falls into two categories: To gain access to or to Escape from (Alberto & Troutman)
8. To Gain Access- see chart on page 5
9. To Escape From- see chart on page 5
10. Your reaction determines whether a behavior will occur again. We have to change our behavior (Alberto & Troutman).

Multi-modal plans:

We need to create a plan that is not based on just one intervention. It has to be effective. We need to manage consequences to reinforce the desired behaviors and replacement skills we teach to the student. We need to withhold reinforcement following the target behavior. We need to use natural and least intrusive consequences that will address the function of t

The best definition we could find was from class notes from Dr. Doug Guess at the University of Kansas:

“FBA is a process for gathering information to understand the function or purpose of a behavior in order to develop an effective intervention plan.”

While this is a nice definition, it does not tell the reader how to conduct a quality FBA. Because of this, there are states that use the same 20 question survey for every single student to determine the function of a behavior and then they write a plan that sounds very similar for every single student in the district. No two children are the same, so no two behavioral intervention plans should sound the same.

First things first, we should probably define what we mean by function of behavior. The function is the end result that maintains the behavior. It is the reason a behavior occurs in most cases. Function is broken into two main categories:
Functions of Behavior

To Gain

Attention:
- Peers
- Adults

Access to preferred items or environmental controls

Sensory Integration (Input)

To Escape

Work/Tasks/chores

People
- Adults
- Peers (Think bullying)

Pain
- Emotional
- Physical

Sensory (Overload)

Setting Events

Setting events are anything that happened in the near distant past. These are very hard for classroom teachers to grasp because they are invisible. Take this scenario for example:

A child oversleeps a bit and is running late in the morning. They have autism and routines are important. Their favorite cereal bowl is dirty and they have to eat out of a non-preferred cereal bowl. They put their jeans on and they don’t fit quite right for some reason today and they can’t find their belt to keep these pants feeling proper. The seam on their sock is crooked and they cannot get the seam just right in their shoe. They get in a small argument with their parent as they get out of the car that morning (Mom overslept too). The child goes in and the first activity of the day is a new math concept that just doesn’t make sense. The student wads up the math paper and begins to cry. The teacher will think this is a math problem, when in reality it was the culminating effect of all the setting events erupting into one meltdown because it just all seemed to overwhelming to the child.

<table>
<thead>
<tr>
<th>Irritation</th>
<th>Emotional instability of someone near them who blew up for no reason</th>
<th>Another student calling them a name</th>
<th>Dropping a notebook on the floor and all the papers going flying</th>
<th>A fight with someone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines gone awry</td>
<td>Loud noises</td>
<td>Smells</td>
<td>Infections</td>
<td>Lack of sleep</td>
</tr>
<tr>
<td>Not being able to find something</td>
<td>Irritating noises</td>
<td>Having to sit next to someone on the bus that talks too much</td>
<td>Running late</td>
<td>A wreck on the road which delays the bus on the way to school</td>
</tr>
<tr>
<td>Forgetting something</td>
<td>Barometric pressure change</td>
<td>Full moon</td>
<td>Excitement over an upcoming event</td>
<td>Anxiety over an upcoming event</td>
</tr>
</tbody>
</table>
Antecedents

Another word we need to define is antecedent. An antecedent is anything that occurs prior to the exhibition of the behavior. This might occur right before the behavior, but it can also be a slow trigger that occurs earlier in the day and manifests later. Antecedents can be contexts, settings, situations or conditions. Here is a simple list of common antecedents:

<table>
<thead>
<tr>
<th>Transition</th>
<th>Illness</th>
<th>Weather condition</th>
<th>Task demand</th>
<th>Presence of certain peer or adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>Day of week</td>
<td>Perceived attention</td>
<td>Proximity</td>
<td>Noises</td>
</tr>
<tr>
<td>Smells</td>
<td>Subjects</td>
<td>Activities</td>
<td>Changes in schedule</td>
<td>Emotional upset</td>
</tr>
<tr>
<td>Physical pain</td>
<td>Embarrassed</td>
<td>Tired</td>
<td>Frustration</td>
<td>Hungry</td>
</tr>
</tbody>
</table>

Unfortunately, children do not wear signs that announce they are many of these things. The behavior support team must meet prior to collecting data and they must discuss which of these may be triggers and then define what that looks like for that particular child. Including the parent on the behavior support team is imperative because they can be an integral member alerting the staff to lack of sleep, not feeling well, or emotional upset that might be occurring.

Behavior

Frequently, when we are asked to assist with behavior change the staff tell us the behaviors they want to target for change and they have a list of eight different behaviors for one child. While we don’t deny some children have eight behaviors in one day, it is impossible to measure eight behaviors and still teach. We feel it is extremely important for the classroom teacher to be the one collecting data, so we focus on one behavior at a time. We start with the behavior of highest need or highest rate. We take care of that behavior and then what happens is many other little behaviors disappear. We then take on the next biggest behavior.

We need to define the behavior in measurable and observable terms. We frequently hear things like this:

- Poor impulse control
- Angry, hostile, and resentful
- Not Paying Attention
- Stubborn

We all have a different definition for each one of these depending upon our mood or circumstance. We have to label the behaviors in a way that anyone collecting data in the room or if eight teachers are collecting data throughout the day, we will all measure it the same way. Here are some better examples:

- Lying on the floor and refusing to move
- High pitched screams
- Hitting with fist
- Kicking over chairs
- Not beginning work within five minutes of task demand
• Crying with tears streaming

Many times a child is engaging in tantrum behavior and the team will write tantrum. Once again, what one person calls a tantrum another person might just call letting off steam. If we are determining the function of a tantrum, we need to define it by very concrete measures. Here is an example:

• A tantrum includes at least three of the following behaviors occurring in conjunction with each other:
  o Lying on the floor and refusing to move
  o Screaming loudly
  o Throwing objects
  o Hitting with fists
  o Cursing
  o Self-injurious behavior such as banging head on the floor

This makes the definition clearer for anyone to identify a real tantrum from a little fit.

**Consequence**

The next term we need to define is consequence. Typically people think of punishment when they hear the word consequence. When we are thinking of consequences in terms of function of behavior, we are thinking about what specifically is maintaining the behavior. Think of it this way, your paycheck is a consequence of working. Having this paycheck is the consequence that keeps you coming to work each day. I’m sure there are a few of us who would work for free, but for the most part, we are going for the paycheck because we need it to live.

The consequence is determined by the function. We have to ask ourselves what the child is trying to get or what they are trying to avoid by having the behavior. We can guess all we want, but until we collect the data all we are doing is guessing. We did an experiment in 2004. We served 100 students with autism that year. Every referral that came in to the office, we had the main referrer fill out a Problem Behavior Questionnaire (PBQ). We scored the PBQ and then put it in a file sealed from the behavior specialist. The team then conducted a full FBA on the student, put an intervention in place based on the function found in the FBA and kept the intervention going until there was an 80% or better decrease from baseline. A few tweaks were typically made in the intervention; however, the function of the behavior always remained the same from the full FBA. After the case was closed by the behavior specialist, we pulled out the PBQ and compared the function on the PBQ (which is someone’s opinion). The reliability measure on the PBQ was 28%. This means the function determined from the PBQ or the person’s opinion of the behavior was only right 3 out of 10 times. If we put the wrong intervention in place and we are not feeding the correct function, often the behavior exacerbates. In many cases a full FBA is necessary to determine the real consequences feeding the behavior.

**Behavior Support Team**

The Behavior Support Team (BST) is the next term we need to define. The BST should include the following people:

• Parents
• Teachers involved with the student
• Educator with behavioral expertise
• An administrative designee

Also, the team might include any of the following people:

• Student themselves
• Therapists
• Community support (social workers, probation officers, after school care)
• Transportation provider
• Relatives
• Support teachers

This team should be filled with people who genuinely are interested in a positive outcome for the student. We have found more than 14 people in a room is counterproductive to finding results. Often when there are more than 14 people, the focus is on admiring the problem rather than finding a solution.

**Steps for the First BST**

**Strengths**

The BST should meet before any data are collected. The first step of the BST is to focus on the student’s strengths and needs. We prefer the strengths are posted on a large poster, whiteboard or smart board and they are left up throughout the process. Here is a guide:

**Skylar’s Strengths:**

<table>
<thead>
<tr>
<th>Social Strengths</th>
<th>Academic Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Begins work right away</td>
</tr>
<tr>
<td>Never absent</td>
<td>Nice handwriting</td>
</tr>
<tr>
<td>Nice smile</td>
<td>Brings back homework</td>
</tr>
<tr>
<td>Supportive family</td>
<td>Asks questions when unclear</td>
</tr>
</tbody>
</table>

We like to have blank forms lying on the table when everyone walks in the room. It is also important to let everyone know the first thing you will be talking about are the student’s strengths. Be sure to call the parents and have them bring a list of things they know their child is good at performing. One person should be the recorder for the BST and they should write everyone’s ideas on the Smartboard, whiteboard, or poster. Make sure all of these are positive before they are written down.
Needs

The next step is to discuss needs. What does the student need? These can still be framed positively if you focus on what the staff need to provide, not what the student needs to do.

<table>
<thead>
<tr>
<th>Social Needs</th>
<th>Academic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in keeping friendships</td>
<td>Help in comprehension for reading skills</td>
</tr>
<tr>
<td>Help in keeping negative opinions to himself</td>
<td>Help in calculations for multiplication skills</td>
</tr>
<tr>
<td></td>
<td>at the two digit by two digit level</td>
</tr>
<tr>
<td>Help in taking constructive feedback</td>
<td>Help in writing a paragraph that stays on topic</td>
</tr>
<tr>
<td>Help in inviting friends over to his house to play</td>
<td>Help in transitioning quietly from one subject to the next</td>
</tr>
</tbody>
</table>

These strengths will help guide the team for antecedent modifications once the data are collected.

Behaviors to Target

The next step is to focus on target behavior. While there may be more than one behavior, it is a good idea to limit the target to the one the team thinks is the most disruptive to learning. This behavior should be defined in measurable and observable terms and written down for everyone. When we say “blurt ing”, this is what we mean: “The teacher asks for a response and tells the students to raise their hand and Skylar blurts out the answer before anyone gets a chance to be called on; or, Skylar blurts out negative comments when other students answer the question for the teacher.”

Data Collection

The next step is to determine with the team who is going to collect data, what data they will collect and how long they will collect the data. There are many different ways to collect data.

Indirect method

- Anecdotal notes
- Surveys
- Interviews

Direct method

- Observational
- Data collection
  - ABC Data Collection
  - Minute by Minute Data
  - Frequency Data
  - Duration Data
  - Scatter Plot
Interval Time Sample

How Much Data Should You Collect?

We used to require ten days of data collection. We realize this is a lot of data to expect and no one ever said ten days was imperative. Here is the rationale: if a student is affected by certain days of the week, then we want to have two examples of each day of the week. Just one example of a day of the week might be an outlier. If we collect ten days of data, and one Monday has 34 behaviors and the next Monday has three behaviors, we can collect one more Monday of data to determine which day is the truth and which day is an outlier. If this is too daunting of a task, then at least ten incidents of the behavior must be collected. Some students provide these ten incidents in ten minutes. We do not recommend a ten minute data collection. Please collect at least three to five days of data to determine the best function. The more data you collect the better you will be able to see the patterns.

Which Data Form Will You Use?

High Frequency Behaviors. Suppose you have a student who interrupts the teacher 63 times in 30 minutes. You would not want to collect data on antecedents, behaviors, and consequences for each behavior. You will want to do a frequency count or an interval time sample and use anecdotal notes to determine the triggers and consequences of the behavior. A minute-by-minute sheet might be an effective tool which can be matched to the student’s schedule along with anecdotal note.

Low Frequency Behaviors. Sometimes a behavior occurs so infrequently, but is such high intensity it is imperative to determine the function of the behavior. Here’s an example: an adult with autism, bi-polar condition, intellectual disabilities, and mild cerebral palsy would miss work for two or three days every five to seven weeks. There did not seem to be a pattern to this behavior, but he would refuse to eat, drink, or take his medication. He did not go to the restroom either. After 24 hours, he had to be hospitalized for fluids and medications. This was distressing to him and to his family. We took a year’s worth of data and observed it for patterns. We laid it out on the table and tried to match it to things like: moon cycle, parents being in town, caregivers being in town, sisters being in town and so on. There did not seem to be a pattern. After staring at the data for some time, the team went over to the weather department and asked them to run the barometric pressure for one year looking at day 1’s barometric pressure average and comparing it to day 2 and so on from day to day. Barometric pressure is measured in inches so one day it might be 28.32 and the next day it might be 27.45. We had no idea if anything would pan out, but it seemed like the only other idea we had at the time. When we laid out the data, we found if there was a certain inch change in the barometric pressure from day to day then the adult client would start a downward spiral in his lock-down behavior. Please don’t take from this that it has to do with barometric pressure for every child or that it even has to do with a certain inch change in barometric pressure. We worked with a seven year old child with Asperger syndrome and bi-polar condition and he was manic on high barometric pressure days and depressed on low barometric pressure days and if the barometric pressure stayed pretty even for several days, he stayed pretty even keel for those days. What we think is that it is as individualized as the children we work with on a daily basis.

Disruptive Behaviors. For most disruptive behaviors, you will want to collect antecedent, behavior and consequence data using the ABC form. You will be taught how to use the FBA Data Tool from Behavior Doctor Seminars in this training.
**Aggressive Behaviors.** If someone is getting hurt either themselves or others, then a crisis plan needs to be put in place prior to any data collection.

**Meet Scout**

Scout is a sixth grade student in a K-6 grade school. She is with the same teacher all day and in a class of 25 students. The school has 476 students and is a neighborhood school. She has not been retained and is a “young” student in the class compared to her peers. Her older sisters are both in high school and are very athletic and popular with many friends. Scout tends to hang out with the sisters’ friends and rarely has friends her own age over to the house.

**Strengths and Needs**

<table>
<thead>
<tr>
<th>Social Strengths</th>
<th>Academic Strengths</th>
<th>Social Needs</th>
<th>Academic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comfortable talking in front of the whole class</td>
<td>• Scout is very visual and can draw pictures better than anyone in the class</td>
<td>• Scout is very comfortable with adults but needs to make friends with peers</td>
<td>• Scout needs help with reading comprehension</td>
</tr>
<tr>
<td>• Great supportive family</td>
<td>• Scout always turns in her work</td>
<td>• Scout needs help with transitions</td>
<td>• Scout needs help with reading fluency</td>
</tr>
<tr>
<td>• Vocabulary is advanced for her age</td>
<td>• Scout has neat cursive handwriting</td>
<td>• Scout needs to keep hands and feet to self</td>
<td>• Scout needs help in learning to ask for help</td>
</tr>
</tbody>
</table>

Scout is a sixth grade student with mild intellectual disabilities. Scout has two siblings who attend the nearby high school. Scout’s mother works full time and father frequently travels. He leaves on Sunday evening and returns on Friday afternoon.

Scout’s behaviors at school are disruptive outbursts, physical aggression, and throwing objects.

Mom reports Scout is disorganized at home and leaves her stuff laying all over the house. Mom says she is so disorganized they have three or four fights every morning. She says she has to drive Scout to school because she would make the whole bus late if they waited on Scout. Mom says Scout eats everything in sight when she gets home from school and fights with her sisters until her Mom gets home in the evening.

Scout is included in the regular classroom with support provided by a co-teaching special education teacher who works with the regular classroom teacher.
Behaviors

We defined Scout’s behaviors as follows:

| Throwing objects means a physical object leaves Scout’s hands with purpose and lands at least 12 inches from her body | Disruptive outburst means a loud verbal sound or word that comes from Scout and disturbs the learning environment | Physical aggression means any part of Scout’s body comes in contact with another person with force (We would have labeled this horseplay because her physical contact was the Volkswagen Slug Bug tap) |

Data

We collected ten days of data because we suspected the day of the week had something to do with her behaviors. We also decided to collect ABC data (Antecedent, Behavior and Consequence data using the FBA Data Tool).

The FBA Data Tool can be downloaded at Go to www.behaviordoctor.org. Click the training tab. Click “Material Download” and then click “Data Collection Tools”. Scroll to the FBA Data Tool.

The team downloaded the tool and chose to enter Scout’s data by collecting on blank sheets after they filled in all the categories:
### Demographic Information

**INSTRUCTIONS:** Complete ALL yellow fields.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Scout</th>
<th>Radley</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Washington Elementary Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>6</td>
</tr>
<tr>
<td>Gender</td>
<td>f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person responsible for this data collection:</th>
<th>Mrs. Jones</th>
</tr>
</thead>
</table>

**NOTE:** Be sure you are using the most recent, updated version.

### Date & Time

**Scout Radley**

- **Grade:** 6
- **School:** Washington Elementary School

**INSTRUCTIONS:** Complete ALL yellow fields.

- **Data:** must be collected consistently for 2-15 days depending on results. Enter the time of day you will start and end data collection.

  - **Start Time:** 8:30
  - **End Time:** 3:30
  - **Do NOT set AM or PM**
  - **Date:** Thursday, May 01, 2008

**School year:** 2007-2008

**Next:** Choose Criteria
Each person was given a copy of the blank data collection tool (regular classroom, special education co-teacher, PE teacher, lunchroom assistants, recess duty teachers, Music teacher, and Spanish teacher)
Ten days of data were collected and given to the special education teacher to enter into the FBA Data Tool. Here are the ten days of sheets:
### Tuesday, May 06, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Context</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>a group time</td>
<td>a transition</td>
<td>b disrupted attention</td>
<td>e changed activity</td>
<td>a stopped</td>
</tr>
</tbody>
</table>

### Wednesday, May 07, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Context</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td>lunch</td>
<td>h teacher attention</td>
<td>b disrupted attention</td>
<td>b information instead</td>
<td>b continued</td>
</tr>
</tbody>
</table>

**Calendar**
### Thursday, May 08, 2008

**Context (Setting):**
- Reading Room

**Antecedent:**
- a) group-time

**Behavior:**
- c) physical aggression

**Consequence:**
- i) time-out

**Student:**
- a) stopped

---

### Friday, May 09, 2008

**Context (Setting):**
- Classroom

**Antecedent:**
- a) Transition

**Behavior:**
- b) speaking loudly

**Consequence:**
- c) time-out

**Student:**
- a) stopped

---

**Context (Setting):**
- Classroom

**Antecedent:**
- a) Transition

**Behavior:**
- b) speaking loudly

**Consequence:**
- c) time-out

**Student:**
- a) continued
What patterns do you see for time of day? ___________________________________

**Functional Behavior Assessment**

**School:** Washington Elementary School
**Grade:** 6  **Student:** Scout Radley
**Teacher:** Mrs. Jones  **Assessment period:** Thursday, May 01, 2008

**Report prepared by:** Mrs. Jones

The purpose of this assessment is to determine the function of 3 target behaviors: throwing objects; disruptive outburst; physical aggression. Scout was observed over a period of 10 school days. School was in session from 8:30 until 3:30.

**FREQUENCY OF BEHAVIORS**

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment period.

**Most Active Times of Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>% of Total Activity</th>
<th># of Episodes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 PM</td>
<td>22%</td>
<td>7</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>19%</td>
<td>6</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>19%</td>
<td>6</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>16%</td>
<td>5</td>
</tr>
</tbody>
</table>
What patterns did you see for day of week data?

**BEHAVIORS PER DAY**

Scout was assessed a total of 10 days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2</td>
</tr>
<tr>
<td>Thursday</td>
<td>2</td>
</tr>
<tr>
<td>Friday</td>
<td>2</td>
</tr>
</tbody>
</table>

**Average Number of Behaviors per Day**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior A</td>
<td>2</td>
</tr>
<tr>
<td>Behavior B</td>
<td>20</td>
</tr>
<tr>
<td>Behavior C</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

What patterns did you see for which behaviors she used?

**EVENT DURATION**

The assessment period covered a total of 70.0 hours:min. Behaviors were charted 6:19 hr:min. This was 9% of the assessment period.

**Event Duration**

- Throwing objects: 0:07 hr:min, 2%
- Disruptive outburst: 4:08 hr:min, 65%
- Physical aggression: 2:04 hr:min, 33%

**OVERALL**: 6:19 hr:min

What patterns did you see for contexts paired with behaviors? (contexts can be interchanged with setting events if known)?

**Context**

Context is the setting or activity that is happening when a behavioral incident occurs.

**Context Frequency**

**Context (Setting)/Behavior Interaction:**

- A: throwing objects
- B: disruptive outburst
- C: physical aggression
What patterns did you see for antecedents paired with behaviors?

What patterns did you see for consequences paired with behaviors?

How well did the consequences work at stopping the behaviors?
Summary Statements:

Our next task is to determine a summary statement for each function. Since Scout has two functions, we need to have three different summary statements. A summary statement is the foundation for building the intervention plan.

When this happens................the child does ........................ to (get or get out) of ......................

When Scout has ______________, Scout has a disruptive outburst, to _______________________.

When Scout has ______________, Scout shows physical aggression, to _______________________.

So, if Scout were in your school what kind of modifications would you put in place?
Competing Pathway Chart: (O’Neill & Horner, 2005)

1. What event or setting takes place prior to the target behavior? (Antecedent)
   - Transitions

2. What behavior are you targeting to change? (Behavior)
   - Disruptive outburst

3. What adult or peer behaviors are reinforcing this behavior? (Negative or positive reinforcement) (Consequences)
   - Adult attention

4. What settings/contexts/antecedents can you modify to make proactive changes in the environment to make the target behavior unnecessary?

5. What new behaviors might you teach to the student to replace the current target behaviors?

6. How might you change the adult behavior regarding the original target behavior and the new replacement behaviors?

7. What is the goal behavior?

8. What adult or peer behaviors will reinforce this behavior in the long term?
Baseline to Intervention:

To determine the baseline we take the data from the functional behavior assessment data and then we put the intervention in place and take probe data (just frequency or duration) and compare it to the baseline data.

Scout’s data points for baseline and intervention look like this:

You do not need to collect full FBA data after the initial data set produces the appropriate amount of data for developing a BIP.

Formula for determining decrease from baseline:

\[ \frac{(I-B)}{B} = D \times 100 \]

Intervention Data = “I” – Baseline Data = “B” and Decrease = “D”

Intervention Frequency = 3 times per day

Baseline Frequency = 34 times per day

\[ 3 - 34 = -31 \]

\[ -31/34 = .91176 \]

\[ 91 \times 100 = 91\% \text{ Decrease from Baseline} \]
Interventions for Behaviors

<table>
<thead>
<tr>
<th>— Acupressure</th>
<th>For <strong>anxiety, stress, worrying</strong>- When students feel their heart begin to race- here is a technique they can be taught to help themselves self-regulate:</th>
</tr>
</thead>
</table>
| [http://tinyurl.com/accupressure4kids](http://tinyurl.com/accupressure4kids) | ![Acupressure Technique](image)  
1. Measure  
2. Apply Pressure  
This slows down the heart rate and allows the student to calm down and focus on what is important. |

<table>
<thead>
<tr>
<th>— Address Labels</th>
<th>For <strong>disorganization</strong>, students who cannot copy from a <strong>vertical plane to a horizontal plane</strong>, or students with whom you are differentiating homework <strong>assignments</strong>. Print out all homework assignments on address labels and just give to students to put in agenda book- this alleviates the problem of students not writing it down and makes it imperceptible to others that one student’s assignment is different.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://tinyurl.com/templatelabelsave">http://tinyurl.com/templatelabelsave</a></td>
<td></td>
</tr>
</tbody>
</table>
3/15 Homework  
Interview your parents on how they use Math in their job- bring back four sentences or more. |
— Affirmations
http://www.creativeaffirmations.com/positive-affirmations-for-kids.html

For students with negative self-talk. Write ten affirmations on the board each day and give students 2 or 3 post-it notes. Have them choose 2 or 3 per day to take home and put on their mirror.

I do not own the rights to this picture. Taken from google images.

— Banking Reward System

For students with apathy toward schoolwork.

*photo from Pinterest

• I combined behavior, social studies, & math.
• The students were paid for:
  – Good behavior, Good grades, Returning items, Supplies etc.
• The students were paid in the monetary system of the country we were studying and had to convert to US Dollars using current rates.
• Each student had a checkbook- could purchase rewards for self or whole class.
Means nothing. You have to label appropriate behavior when you see it. I spy someone sitting up straight and tall and really paying attention. The more you do this- the more of that you will see. When you say, “Cut that out”- you are giving energy to the inappropriate behavior and therefore you see more of it. Give your energy to the positive behavior. Energy flows where attention goes. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>— <strong>Blue Beanbag</strong>&lt;br&gt;<a href="http://tinyurl.com/targetbeanbagblue">http://tinyurl.com/targetbeanbagblue</a>&lt;br&gt;(request through <a href="http://www.donorschoose.org">www.donorschoose.org</a>)</td>
<td>For <strong>tantrums, anxiety, stress, verbal or physical aggression</strong>. You might wonder why blue? In the philosophy of Feng Shui, blue is a calming color. I prefer a pleather beanbag for two reasons: 1) critter resistance and 2) it is cool to the touch. Students with anger issues, anxiety, stress, or aggression tend to have increased heart rates which increases their core body temperature. The bean bag is like a cool hug. At the point of being upset, a child cannot be hugged into good behavior. However, training them when they aren’t upset to go to the blue beanbag and do their breathing exercises will help them calm themselves down.</td>
</tr>
<tr>
<td>— <strong>Brain Gym</strong>&lt;br&gt;<a href="http://www.braingym.org/">http://www.braingym.org/</a>&lt;br&gt;<a href="https://www.alertprogram.com/">https://www.alertprogram.com/</a></td>
<td>For <strong>disorganization, anxiety, stress, sleepiness, and impulsiveness</strong>. Brain Gym and the Alert program are two programs that teach students how to rev up their engines or slow their engines down. The program also has activities for connecting the right side of the brain with the left side of the brain and to get the synapses flowing before a test. They are great programs to use in the classroom.</td>
</tr>
<tr>
<td>— <strong>Cell Phones- How to Use Them</strong>&lt;br&gt;<a href="http://tinyurl.com/cellphoneastool">http://tinyurl.com/cellphoneastool</a></td>
<td>For <strong>disorganization, apathy, not paying attention, lack of buy-in</strong>.&lt;br&gt;Why fight it? We have students who buy a cheap phone to turn in at the front door and keep the good one in their backpack. These students can text with</td>
</tr>
</tbody>
</table>
their hands in their pockets. Have students take pictures of diagrams on the board and email them to themselves to review before a test. Have students take pictures of the homework assignment and email it to themselves. Send them on scavenger hunts to find right angles, a topic for writing, a picture to write a story problem about etc. Use www.polleverywhere.com – the students will be asked questions and they will text their answer to the number you give them. A graph will appear on the board showing how many students chose answer A, B, C, or D. You can build this right into your powerpoints when reviewing for a test. The link on the left has a bunch of ideas for you.

— Check-in/Check-out

http://tinyurl.com/hawkencico

Check-in/Check-out is a wonderful program that can be used for anxiety, self-esteem, disorganization, verbal outbursts, verbal aggression, physical aggression (before it begins), and lack of ownership.

I really like the video produced by Dr. Leanne Hawken – the link is on the left. It’s a great one to show the entire staff and discuss which students would benefit from using the system. It’s geared for tier two students- however, it would be useful for those at risk students as well.

— Chewing Gum

http://tinyurl.com/chewgum4focus

For anxiety, impulsivity, hyperacusis, and stress.

• Chewing gum reduces anxiety
  – More socially acceptable than chewing on pencils, shirts etc.
  – Oral activity is calming
• Actually dulls background noise by activating the Eustachian tube for students who find it hard to focus in noisy classrooms.
• Kids who chew gum during tests do 26% to 36% better.
### Class Helper

**http://tinyurl.com/K8classhelper** *(K-8)*

For **self-esteem issues, impulsiveness, disruptions**.

Giving the student a job to do in the classroom can alleviate a bevy of behavioral woes. When students have low self-esteem, a class job can help them feel good about themselves. For students who are impulsive, the proprioceptive input they get from getting up and performing a task can help them concentrate. Rerouting disruptions into an actual job in the classroom (like announcing the page numbers) can keep students who burp and blurt on track.

### Class Meetings

**http://tinyurl.com/classmeetings2**

For **self-esteem, disruptions, non-compliance, and other issues that arise**. I first learned about classroom meetings from Vanderbilt University and found them to be extremely advantageous. There are great ways to incorporate core curriculum into the morning meetings. You can also infuse classroom review of rules, compliments, turn taking, handling problems in a pro-social way. Here is the structure of my morning meeting:

- Compliments (each person gets 1 compliment) I start. I use a koosh ball. I compliment someone. That person gets the koosh ball and they compliment someone else and the koosh ball gets tossed to that person. It makes all the kids pay attention to what is being said because they never know who will be left when they get the koosh ball. They pay attention to each other so they can think of something to say. I also taught them what a compliment was- it is not something you see on the outside like shoes, haircut etc. It is something inside like kindness, politeness, patience etc.
- Then we handled what we were going to be doing that day – like an auditory and visual schedule for the whole class.
- Then we handled any issues which had arisen in the problem box. I did not use names- I would just say, “It has been brought to my attention that there is a problem on the playground with “xyz” and not using names I would describe the problem. The
students would vote on how they were going to handle it and then they would all agree that was how they would handle the situation in the future.

- We would check-in on previous issues and see how they were going.
- We would end with a celebration of success from the day before.
- The day would start.

<table>
<thead>
<tr>
<th>Class Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students who have <strong>inattentiveness</strong>. Sometimes I like to whisper to a student that I need to keep myself facing forward. Would they mind being the one to run the smartboard (don’t worry- I’ll tell you what to press) or write on the board for me (don’t worry I’ll tell you what to write). This keeps the students busy and on task and helps the student pay attention. It’s not a punishment- kind of a privilege- but helps the student at the same time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Locker (Keep Supplies in Room/Home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For <strong>disorganized</strong> students. Sometimes, we have students who can’t remember to take their books home for homework or bring them back when they do take them home. Rather than waste any class time or letting that student lose class time- I sent one book home to stay until the end of the year and kept the other in the classroom (secondary). I know people will say this isn’t teaching them organizational skills. The truth is- how is what you are currently doing working out to keep the student in class? Being in my class learning is the most important goal- you don’t get out of my class that easy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clear the Room- Remove the Audience <a href="http://tinyurl.com/removeaudience">http://tinyurl.com/removeaudience</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>When a student is having a <strong>tantrum</strong> and furniture is flying- I have witnessed adults getting hurt trying to transport the student down to the office. It is better to take the rest of the class down to the library with their work and to deal with the student tantrum in the classroom. Transporting a child can hurt the child or the adults. Once you get the student calm, the student can walk with you to the office to work on a social autopsy to help them figure out how to avoid this in the future.</td>
</tr>
<tr>
<td><strong>Crates by the back door</strong>&lt;br&gt;<a href="http://tinyurl.com/targetcrates">http://tinyurl.com/targetcrates</a></td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>Picture property of aimee-weaver.blogspot.com- from Pinterest.</td>
</tr>
<tr>
<td><strong>Dark Chocolate</strong>&lt;br&gt;<a href="http://tinyurl.com/darkchocolateisgood">http://tinyurl.com/darkchocolateisgood</a></td>
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<td></td>
</tr>
</tbody>
</table>
--- Delete Bracelets
Check out [www.pbis.org](http://www.pbis.org) - Bully Proofing your PBIS School.

| **To remind students not to bully.** These bracelets are similar to the Lance Armstrong bracelets. Weatherford High School invented them. They give them to the students so they see it on their wrist when they are typing. It reminds to students to not post anything that isn’t true, helpful, inspiring, necessary or kind. |
|---

--- Desk Fairy/Locker Fairy
[http://tinyurl.com/lockerfairynotes](http://tinyurl.com/lockerfairynotes)

| **For disorganized students.** Have the students draw a map of what their desk or locker is supposed to look like. Do spot checks and put a certificate in their desk or locker when you catch it looking good. I call it the desk fairy or the locker fairy and the fairy leaves the students a school supply prize. (special pencils, mechanical pencils, spiral notebooks, or erasers). |
|---

---
| — Diversionary Tactics  | For **disruptive students** (*blurs, off task, non-compliant*). Help teachers see that using a diversionary tactic is better than calling a student down for inappropriate behavior. Using the student’s name in a math story problem, asking the student to do a task within the classroom, asking for an every pupil response (EPR) will keep the student from remaining off task. |
| http://tinyurl.com/divertbehavior | |
| — Drinking Water  | For **sleepy** students. |
| http://tinyurl.com/waterboostsgrades  | • Drinking water in school- |
|  | — Students should be encouraged to carry water bottles |
|  | — Water hydrates the brain |
|  | • Students who drink water: |
|  | — improved their scores by up to 10% |
|  | — performed an average of 5% better than students who did not drink any water. |
|  | — It’s been law since 2010 that schools provide to students more frequently. |
| — Each One Save Five  | For students with **low self-esteem**, students with any behavioral or academic concerns, **basically all the students** in the school should be part of this. Take the total number of students in the school divided by the total number of adults in the building (this is counting secretaries, custodians, cafeteria workers). That is your number. Each adult must make contact with their 5-9 students (those are the averages I’ve found) once a week through: |
| http://tinyurl.com/mentoringinschool  | • Email to parent |
|  | • Phone message on answering machine |
|  | • Letter in their locker or desk |
|  | • Note delivered to first hour class |
|  | • Post card mailed home |
|  | • Positive phone call home |
|  | • High five in the hallway |
| — Ear Wiggle  | For students with **disruptive** behaviors. Remember Carol Burnett? Some of you are too young. 😊 Every night at the end of her variety show, she would tug on her ear. It was a secret signal between her and her grandma to let her grandma know she was |
| http://tinyurl.com/curtaindress | |
| **— Eight Hours of Sleep**  
http://tinyurl.com/kidsneedsleep8 | **— Equal Choices**  
http://tinyurl.com/equalmotivation |
| --- | --- |
| alright. I used this technique to signal to students what they needed to be doing. If I pulled on my ear, it meant- whatever I say next is what I need you to be doing. I would pull on my ear and then say- “I spy someone sitting up straight and tall and really paying attention.” This way the student saved face by not being told to straighten up in front of their peers. The students typically straightened up after that. | For students who are consistently **tired**: Share the following with parents:  
- Here are some guidelines:  
  - 1-3 years old – 13-14 hrs a day  
  - 3-6 years old – 10.5-12 hrs a day  
  - 7-12—10-11 hrs a day  
  - 13-18—8 ¼ -9 ½ hrs a day  
- These are from WebMD- Ask parents to do the math and backtrack from the time they have to get their children up in the morning.  
  - Getting enough sleep decreases cortisol in your blood  
  - Behavior problems are linked to cortisol levels  
For students who are **non-compliant**. The National Education Association, and many other researchers have found that offering equal choices keeps students in frontal cortex. A student is more likely to comply if offered equal choices rather than a threat. Instead of saying, “Do this or lose your recess”- a teacher should have two math papers- they can even be the same 20 problems (just in a different order). Walk over to the student’s desk and say, “You can do this math paper or this math paper. It doesn’t matter to me which you choose. I know you’ll make a good choice. Can’t wait to see which one you do.” The teacher walks away and uses expected compliance and the student over 90% of the time will choose one and begin. |
| — Family Game Night | For students who are **struggling academically**. I taught in a school with over 400 students and typically when we had a parent night about 40-50 parents would show up and it was always the same 40-50 parents. We wrote a small grant and ordered tag board, markers, stickers, laminating film, dice, game markers etc. We made some templates for game boards and set up make-it/take-it centers for the families to come and make a game board. Each family would work together to color and decorate their game board. After getting their decorated game board laminated, each family was given game cards in accordance with the grade levels in their home. This way if they played the game as a family, the second grade student would hear advanced questions for the fourth grader and the fourth grader would hear review questions from the second grader. We had over 400 parents show up for this activity. |
| — Feng Shui Research | If the classroom seems **stressed** as a whole. The book link to the left is a great book that describes how to use feng shui in the classroom. This is a very researched science and is used by big businesses to increase productivity. It is worth checking out for the classroom. |
| — Fidget Tools | For students with **impulse control issues, sensory needs, or inattentiveness**. Fidgeting increases retention by 39%.
- National Institute of Health, 2013
- Roland Rotz, Ph.D., Sarah D. Wright

“Doing two things at once, it turns out, can actually help students focus on a primary task.”
- The task should engage a sense other than what is required for the primary task- (listening to music, rubbing Velcro, holding a koosh ball etc.)

These secondary tasks are called fidgets — mindless activities kids can do while working on the primary task.
Soft
Quiet
One handed
Tool not toy |
| Finding the Gift of Every Disability (No Excuses) | For self-esteem issues. Sometimes when students have behaviors they will say, “I can’t help it. I have ADHD, Autism etc.” I always say—every disability comes with a gift. Let’s figure out how to use your gifts. The books on the left are a great start for you. |
| — First/Then (Now/Then) | For students who throw tantrums because they want a preferred activity rather than a non-preferred activity. This is a simplified visual schedule. |
| http://tinyurl.com/firstthenvisualsch edule | I do not own the rights to these pictures. They are from Pinterest. |
| — Flip Cards and Why They Are Bad | To control behavior in the classroom, many teachers have resorted to flip charts. The students start on green and are moved to yellow and red. Once the student is on red, they lose a privilege. I’ve only seen this in elementary schools. It is against the law to post an “F” paper up on the wall of the school; therefore, why would it be appropriate to post “F” behavior up on the wall for everyone to see. I believe it is a violation of FERPA. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. |
| http://behavior-doctor.com/2013/08/05/repost-of-flip-charts-and-why-i-hate-them/ |
### Flipped Classroom

*http://tinyurl.com/flipoveryourclass*

For **students who won’t do homework**. I actually don’t believe in homework and have studied why it’s not the right thing- however, if you must do homework, I would like to see you doing the flipped classroom. The video on the left shows you how it is done.

By Alfie Kohn:

There is no evidence to demonstrate that homework benefits students below high school age. Even if you regard standardized test results as a useful measure (which I don’t), more homework *isn’t correlated* with higher scores for children in elementary school. The only effect that does show up is less positive attitudes on the part of kids who get more assignments.

- In high school, some studies do find a relationship between homework and test scores, but it tends to be small. More important, there’s no reason to think that higher achievement is *caused* by the homework.

- No study has ever confirmed the widely accepted assumption that homework yields *nonacademic* benefits—self-discipline, independence, perseverance, or better time-management skills—for students of any age. The idea that homework builds character or improves study skills is basically a myth.

### Four P’s for Raising Self-Esteem (Power, Proficiency, Public Relations, Philanthropy)

Click the training tab. Click “Material Download” and then click “PowerPoints”. Scroll to 4P’s.

For students with **low self-esteem**. When children are 6 years old 80% of them have high self-esteem. When children are 10 years old 20% of them have high self-esteem. By the time those same children get to high school only 5% of them have high self-esteem (Campbell, 2009). I have found by implementing the Four P’s for raising self-esteem we have been able to raise academic grades and decrease disruptions in one month’s time. The four P’s are:

- Public Relations- how can we make this child look good in front of their peers.
- Proficiency- what skills are they lacking academically and behaviorally?
- Power- what can we teach the student to do to have power over their emotions?
| Games and Why They Are Your Friend | For students who do not seem to **pay attention, join in participation, or work independently**. Playing games in the classroom is an excellent way to “hook” them on learning. There are literally hundreds of beautiful game templates. If you type in a google search “games + powerpoint template” the links will pop up. All you have to do is put in the question and answers and you can soon be playing “Are You Smarter Than a Fifth Grader?”, “Who Wants To Be A Millionaire?”, “Jeopardy” and many more. The students will begging to play more and what they won’t know is they are learning. Read some of the research on why games are so addictive in the book to the left.  
* When we are playing a good game- when we’re tackling unnecessary obstacles- we are actively moving ourselves toward the positive end of the emotional spectrum.  
* Compared with games, reality is too easy. Games challenge us with voluntary obstacles and help us put our personal strengths to better use.  
* Failure is fun. Games eliminate our fear of failure and improve our chances for success.  
* Being really good at something is less fun than being not quite good enough-yet.  
* Ten minutes of non-violent games quickens your thought processes. This lets you make decisions and see connections faster.  
* Bonus: These games distract you from anxieties; which hampers quick thinking. |
| — Good Breakfast (Eggs and Oatmeal) [http://tinyurl.com/eggsbrainfood](http://tinyurl.com/eggsbrainfood) [http://tinyurl.com/oatmealbrainfood](http://tinyurl.com/oatmealbrainfood) | Right before the high stakes tests- send home this information to parents. Breakfast is so important and what the students eat is even more important.  
* Don’t skip breakfast. Students who eat breakfast score higher on tests and report less test-related anxiety. Best bets? Eggs for brain-boosting choline, |
and oatmeal for a calming increase in serotonin levels.

| Behavior Doctor Seminars®™ | To decrease **disruptions, non-compliance, and inattentiveness** pit the students against you in a group contingency-group reward. If we get Mr. Potato Head put together by the end of class today, I will have to give you five free answers to today’s assignment.

Each classroom should have three levels going at all times:

- Daily- like Mr. Potato Head
- Weekly- like links on a chain touching the floor
- Monthly- like marbles in a jar.

The students should have many different ways to win- the longer it takes- the higher the prize. |
| --- | --- |
| — Group Contingency/Group Reward [http://tinyurl.com/kuspedconnection](http://tinyurl.com/kuspedconnection) | To decrease **disruptions, non-compliance, and inattentiveness** pit the students against each other in a group vs group contingency reward. For instance, the group in the lunchroom that gets the most popsicle sticks in their library pocket gets to choose what four teachers and what song they will perform to on Friday.

Here’s another example: If the red team wins today, they get to choose what 5 questions I give the answers to- if the green team wins today they get to choose what 5 questions I give the answers to. Surprisingly, they will work for it. |
| — Hairy Eyeball [http://tinyurl.com/hairyeyeballs](http://tinyurl.com/hairyeyeballs) | For **minor disruptions and non-compliance**. The problem with this one is some teachers don’t realize who they can do it with and who they should not use this with. Some students when they see the hairy eyeball will straighten right up and others when viewing the hairy eyeball turn into “those are fighting words and we are going to the mat”. We need to keep in mind which students this works for and which they don’t. |
| — Hokey Pokey Clinic  
http://tinyurl.com/leftfootin | For **verbal and physical aggression**. This cannot be taught when the student is drunk on emotion. Teachers have to teach it and model it when the student is in control of their body. The Hokey Pokey Clinic is a place to go to turn yourself around. This is an area with a purple bulletin board with nature pictures and a blue wall (if you follow feng shui). The blue bean bag is in this area. Sixty beats per minute (BPM) music is playing on headphones or very softly for the entire room. The student will be given a Kleenex box (empty) with 20 fuzzy pompons. The student is taught to breathe-in-2-3-4 and breathe-out-2-3-4. (Tongue behind two front teeth and mouth closed). Breathing in and out through the nose. The student is to repeat this 10 in and 10 out by dropping a pompon in the box for each part of the cycle. This brings oxygen to the frontal cortex instead of the brain stem. Students are praised and given a token when they use this instead of getting upset. I like for the teacher to model it as well. Pretend he/she is upset about something like the computer not working correctly and go over and sit in the bean bag and breathe — counting each cycle of breathing by dropping the pompons into the Kleenex box. |
| — Homeworkopoly  
http://tinyurl.com/templatehomeworkopoly | If you believe in homework and have students who **do not comply by completing their homework** here is a game you can play in your classroom. A lady made this game board and all the pieces and cards that you can download for free. It is a group contingency- group reward for the classroom. |
| — Hula Hoop  
http://tinyurl.com/personalspacecamppbook | For **students who do not understand personal space**. I like to use hula-hoops to teach them about personal space. The smaller ones from the dollar store are best. There is also a great book called “Personal Space Camp”. |
| — Ice Cube Break | For students who **lose their temper**. I give each of them one plastic ice cube with the word “break” written on it with a permanent marker. They are allowed to use it once per day. This is a hallway pass and the student is allowed to walk up and down the hallway 3 trips to calm themselves down before returning to class. |
--- Ignoring
http://tinyurl.com/ignorethemandtheywillgoaway

For minor disruptions in the classroom. Ignoring minor behaviors actually teaches the student they cannot get attention by having those behaviors and they will go away. This works if the function of the behavior is teacher attention. The minute the student is doing something right- give them tons of attention. The minute they engage in inappropriate behavior go back to ignoring. The longer you have been giving the behavior air time- the longer it will take the ignoring to work.

--- Jen Ratio (3x5 card, beads on lanyard, bracelet, paperclips in pockets)
http://tinyurl.com/jenratio

For students who are negative, make negative comments, or are engaging in minor non-compliance.

Jen ratio is actually counting the number of positives (numerator) to the number of negatives (denominator). The number of positives should outweigh the negatives by 4 to 1 at least. Eventually, move your Jen Ratio to 8 to 1.

Get a 3x5 card and put the date on it. Make tears on the long side every time you give a positive compliment and tears on the short side every time you get after the students. At the end of the day figure up how many positives to how many negatives you have.

--- Lights
www.huelight.net

Do fluorescent lights trigger migraines?
http://well.blogs.nytimes.com/2010/09/02/do-fluorescent-lights-trigger-migraines/?_php=true&_type=blogs&_r=0

Do fluorescent lights cause stress? (hence behavior)
http://skeptics.stackexchange.com/questions/7510/do-fluorescent-lights-cause-stress

For students who are impulsive, have sensory overload, or attention deficit hyperactivity disorder.

The huelight panels have been known to decrease stress related behaviors. Here’s an excerpt from a principal who has them in every light in her school.

I have spoken directly to a parent who had a child with vision problems (convergence disorder) and she shared what the panels did for her child was eliminate the need for color overlays which he had had to use to help him with classroom work. He noticed immediately his ability to read the words on the page without these aides. He also reported fewer headaches as a result of the panels being installed.

Teachers report the lighting in the classroom with the Huelight panels sets the tone for a quieter, calmer learning environment. Overall in the building, our behavior referrals continue to decrease. We feel we owe much of this to the positive behavior intervention.
---
| Supports we’ve put in place and the addition of the Huelight panels. |
| Kim Rampey - principal - Jefferson Elementary – Union Public Schools |

| — Loss of Choice at Recess - Never Take Away Recess |
| Students who misbehave typically have impulsive behaviors. Many teachers at the elementary level, take away their recess. When you take away a child’s recess you punish yourself. Besides, the students spend their whole recess mad at you. We want them to suffer the consequences of their behavior - not plot retaliation. I took away choice at recess. I always knew exactly what they liked to play at recess. I would say, “I’m so sorry you chose to have that behavior. Because of this you lose your choice at recess. You can play everything except soccer.” The child will spend their whole recess mad at themselves trying to figure out what to play during recess. I never had to do it twice. |

| — Love Notes |
| Every single day, every single student went home with a love note. Every night I would take a stack of post-it notes and write: |

| Dear student’s name, |
| I love the way you: |
| Love, |
| Miss Riffel |

Each student had one. I would watch the students and write down something positive about them that happened that day:

“I love the way you picked up Sarah’s crayon when it rolled off the desk and handed it back to her.”

“I love the way you held the door open for me when my arms were full.”

“I love the way you walked Billy down to the nurse when he fell and scraped his knee.”
In 2006, one of my parents emailed me to find out how I was doing and tell me that her son was graduating. I had been his teacher for three years. She told me a bunch of things and then said, “PS, he still has every single love note you ever gave him.”

It really makes a difference to the students.

| — Lucky Seven (Price is Right) | To get buy-in from the students. This is a group vs. group contingency sample. Each team is given $7. (It’s a price is right game). You ask review questions. Every time they get one wrong, they lose a dollar. They answer together as a team so it’s not response cost or a punishment. They have to have $1 left to buy 5 answers to that day’s assignment. The team that has $1 left gets to have 5 less problems than the other half of the class. Just a friendly competition. |
| — Luggage Tag | For students with disorganization. I like to take a luggage tag from the dollar store and flip the address label over and write down all the things that should go inside the backpack- like a “to do” list. Give the student a dry erase marker to mark off items as they put them in. Also, if you have “A” day and “B” day etc. you can have different color cards and cue the students by telling them to flip their cards forward in the luggage tag. No more forgotten library books etc. |
| — Lunch Bunch | For social skills, counseling (private), teaching of secret signals, and discussing behaviors in private- invite one student at a time or a small group with same issues to eat lunch with you. You can also use this to help build friendship skills for students with low social skills. |
| — Memory Testing | To work on memory skills before testing. Bring in 20 items and give the students three minutes to look at it. Then cover it with a sheet. Ask the students to write down as many things they remember. Each day change the items and have the students work on their memory skills. |
| — Messenger | For students who have a lot of extra energy. When you see the 13th Mentos teetering on the top of the diet coke, send them to the Library with a Library book to return, take a message to the office (even if it’s a fake number with the smiley face). (Make sure the person on the other end knows the secret code. If you get a number with a smiley face- say thank you and send the student back.) Save this for the 13th Mentos and not the 1-12th because if the student figures out that being antsy gets them a trip down the hall- they will show antsy all the time. |
| — Mnemonics | We all use mnemonics to help us: “Thirty days hath September…. “every good boy does fine”. I used to give a pretest on Friday and I would take the top 5 missed spelling words and make up a mnemonic for each of those 5 words. I would teach that to the students the next week using Meichenbaum’s 5 step cognitive learning theory. |
| — Music (60bpm) | Music research tells us that our heart rates will match the music we are listening to. Also, research on students with aggressive behaviors tells us their heart rates jump up to 147 beats per minute (on average) a full 45-90 seconds prior to aggressive act. If we can intervene, by playing 60 bpm music (the resting heart rate), the students will be calmer. |
| — Nature Pictures | A University of Michigan research study found that looking at 7 minutes of nature pictures reduced anxiety before a test. The music link above is paired with nature pictures. You can show this before test with or without the music. |
| — Note Taking Technique/Helps Alleviate Wandering Minds | Dr. Andrew Fuller states notes should be divided into a chart with two rows. The top row is split in two- one side for the main idea and the other side for notes. The row underneath should be devoted to drawing pictures to help the students remember what was taught. |
| — Parent Training | Great ideas to get parents engaged- teach them how you want them to be involved. Ask them to donate one hour a month coming up to school and passing out gotchas to |
students they catch exhibiting appropriate behaviors, tutor students on math facts, listen to students read, etc.

--- Peer Modeling
http://tinyurl.com/kupeermodels

Many times this is saved for those students with the best behavior - surprisingly, students who tend to play around – when given peer modeling duties will rise to the occasion and become a great role model. We did this in the third poorest county in the US, where students were more interested in joining gangs than being in the Boy Scouts. We picked the least likely students and they surprised the daylights out of us by being wonderful role models when we showed them we had the faith in them.

--- Peer Tutoring
http://www.nea.org/tools/35542.htm

When instituting the Four P’s for raising self-esteem, peer tutoring or philanthropy through helping others helps both students. Use your students who struggle in their own grade to go down and tutor younger students or students with special needs. Surprisingly, they will feel better about themselves and not only help the students they are helping - they will help themselves.

--- Perhaps You Could Be Right
Dr. Riffel’s story 😊

This story is for those students who like to push your buttons. I’ll share the story in the training.

--- Philanthropy
www.freerice.com
http://www.prweb.com/releases/2010/02/prweb3657524.htm

It’s really hard to feel bad about yourself when you are helping someone else. This can be done through peer tutoring, peer modeling etc.- but you can also let them be in charge of philanthropy efforts (counting can and box donations for the food pantry) announcing over the intercom how many pounds of donations have been brought in to the school etc. You can also let them play on www.freerice.com and earn free rice for a third world country.

--- PIRATES
http://www.slideshare.net/monroeslc/pirates-test-taking-strategies

| — Power Cards |
| http://tinyurl.com/powercards4bx |

| — Pre-Teaching Anticipatory Set |
| http://tinyurl.com/anticipatorysets |

| — Proprioceptive Input |
| http://sensorysmarts.com/sensory_diet_activities.html |

| — Proximity |
| http://tinyurl.com/proximityasteachingtool |

| — Refrigerator Tubing for Kids Who Chew on Pencils |
| http://www.nationalautismresources.com/cheweze.html |

For students who struggle, as part of check-in/check-out, the student should be taught the answer to the anticipatory set question or activity. This will make the student feel like they know the answer to the next question.

We all need this. Activities that let us know where our body is in time and space. As adults, we have figured out socially appropriate ways to do this—twiddling our foot up and down, shifting in our seat and so on. We need to help students figure out how to engage in this—it helps them pay attention. Padding their chairs, putting therapy banding between the two front chair legs and teaching the students how to bounce their feet up and down on the banding, how to shift in their seats will help keep them seated and paying attention.

Teachers should use proximity and I believe if the room is set up in a semi-circle with the teacher in the middle, the students will all be in close proximity to the teacher. No child should be more than a step or two away from the students.

Take a pencil with you to a lumber yard and ask where the refrigerator tubing is located. Figure out which one fits on the end of a pencil and purchase a yard or two of it. It’s going to cost you less than $5. Push it on top of the pencil and cut it off even with the eraser. Then push it down a bit further so the eraser is free to be used. This will keep the student from chewing up the metal and chewing on the wood of the pencil. The tubing is food grade so it’s safe.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Cost and Why it Doesn’t Work</td>
<td>Go to <a href="http://www.behaviordoctor.org">www.behaviordoctor.org</a> and click on the blog and scroll to the topic. Response cost is when a student is given something and then if they misbehave, it is taken away. If response cost worked, there would be no one in jail. It works for 75% of the student population, but these are the students we do not have any problems with at all. It does not work on the 25% of the students who need modifications. I always have a first year teacher in my college courses who come up and say, “But it’s working for me.” I always say, “Go ahead and use it and let me know if it stops working.” Before the end of every semester, they always come up and tell me it stopped working.</td>
</tr>
<tr>
<td>Restructuring the Day</td>
<td><a href="http://tinyurl.com/dufourwit">http://tinyurl.com/dufourwit</a> Weatherford High School restructured their day and built an extra 30 minutes into the day. Students get an hour for lunch. 30 minutes to eat and 30 minutes to do one of two things. If the student is making an A, B, or C they are allowed to take a fun class, study, work on computer projects. If the students are making a D or F they get to go spend a whole week with the teacher whose class they are failing. Teachers love it because they get to work one on one or two with the students who are struggling and get them caught up.</td>
</tr>
<tr>
<td>Right Ear</td>
<td><a href="http://tinyurl.com/rightearresearch">http://tinyurl.com/rightearresearch</a> Offering equal choices in the right ear or on the right side of student will net great results. The right ear is connected to the left side of the brain. This is where language is processed and the student is more likely to comply when the information is offered on the right ear.</td>
</tr>
<tr>
<td>Rolling Alarm Clock (Clocky)</td>
<td><a href="http://tinyurl.com/clockytardies">http://tinyurl.com/clockytardies</a> This is a great clock that when you set the alarm, it rolls off the table and rolls around the room when the alarm goes off. The student has to get up to turn it off. It helps them being on time to school.</td>
</tr>
<tr>
<td>Satiation – Why Rewards Don’t Work Forever</td>
<td><a href="http://tinyurl.com/satiationnmaterialrewards">http://tinyurl.com/satiationnmaterialrewards</a> Some schools and teachers use the same rewards all year. I like cherry pie, but if I ate it every day- eventually, I wouldn’t like it any longer. On Behavior Doctor’s website, there are 32 pages of free rewards on the material download page. It’s easy to change up the rewards.</td>
</tr>
<tr>
<td>Saturday Detention- Not Out of School Suspension</td>
<td><a href="http://tinyurl.com/kykotc2">http://tinyurl.com/kykotc2</a> I would like to see out of school detention outlawed. Most of the kids who get out of school detention- don’t want to be at school anyway. (Well that’s not exactly true- with all the zero tolerance over reactions that are going on- innocent children are being sent home). Case</td>
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<td>Topic</td>
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<tr>
<td>Don’t take away academics- take away extra-curricular activities.</td>
<td>in point – a three year old suspended for 3 days for sneaking a cheese sandwich to school. A six year old being suspended for chewing his pop tart into the shape of a gun and saying “pew pew” now has a weapons charge on his record. Assign Saturday detention- especially for kids who play sports on Saturday this will be a real deterrent.</td>
</tr>
<tr>
<td>— Screenining (Decreasing Peer Attention)</td>
<td>When a student drops on the floor and has a tantrum- every adult that walks by will ask them to get up (tons of adult attention) and every student that walks by will give them attention. Put up a blue padded mat from the PE room so no one can see the student who has dropped on the floor. This will keep the student from getting attention and should stop the tantrums if the function of the tantrum is to get attention.</td>
</tr>
<tr>
<td><a href="http://www.positiveparentingsolutions.com/parenting/public-tantrums">http://www.positiveparentingsolutions.com/parenting/public-tantrums</a></td>
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<tr>
<td>— Seating Choices</td>
<td>There should be some kind of cushion on the chair. Especially little boys whose tailbones have no pocket of fat between their tailbone and the hard surface we are asking them to sit on. This is also true for the students with ADHD, Sensory Integration Disorder, and/or Autism.</td>
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<tr>
<td><a href="http://tinyurl.com/wobblechair">http://tinyurl.com/wobblechair</a></td>
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<tr>
<td><a href="http://tinyurl.com/balancedisks">http://tinyurl.com/balancedisks</a></td>
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<tr>
<td>— Secret Signals</td>
<td>Instead of calling students down for inappropriate behavior, keep them after for a few minutes or eat lunch with them and teach them a secret signal that means “cut it out”. If you don’t embarrass them in front of their peers many times they will stop the behavior. Tugging on your ear, two taps of the chair leg etc.</td>
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<td><a href="http://tinyurl.com/secretsignals4teachers">http://tinyurl.com/secretsignals4teachers</a></td>
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<tr>
<td>— Self-Calming Techniques</td>
<td>Teach students how to calm themselves down using breathing techniques, stress balls, cognitive behavior modification etc.</td>
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<tr>
<td><a href="http://tinyurl.com/selfregulationtips">http://tinyurl.com/selfregulationtips</a></td>
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<tr>
<td>— Sensory Break</td>
<td>We all need breaks and sometimes the classroom becomes so focused on meeting core curriculum, we forget to give kids a brain break. If we have just taught them a huge chunk of information, we need to let that digest by giving them a sensory break- this is for the neurotypical students. The students with autism or sensory integration disorder need sensory breaks more frequently. The occupational therapist in the district can help you determine which sensory break is appropriate for each student.</td>
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<tr>
<td><a href="http://tinyurl.com/sensorybreaks">http://tinyurl.com/sensorybreaks</a></td>
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<tr>
<td>— Sensory Diet</td>
<td>This has nothing to do with eating 😊 A sensory diet is a schedule that builds in the sensory breaks prior to each activity. It is based on what the student needs prior to each upcoming activity.</td>
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<td><a href="http://sensorysmarts.com/sensory_diet_activities.html">http://sensorysmarts.com/sensory_diet_activities.html</a></td>
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<tr>
<td>— Social Autopsy</td>
<td>Under materials download on <a href="http://www.behaviordoctor.org">www.behaviordoctor.org</a>, I have samples of social autopsies. I like them so much better than think sheets because they focus on proactive changes for the student to think about paired with cues to use the sheet when needed.</td>
</tr>
<tr>
<td>— Social Skills Training</td>
<td>When I taught Kindergarten back in the 1980’s the core curriculum in Kindergarten was teaching social skills. People ask me now why kids have worse behavior. I don’t actually think kids are worse now than they used to be- but we have condensed the curriculum down so far that we teach reading and math skills in kindergarten now instead of social skills. We have to start teaching social skills mixed in with our curriculum if we want students to know how to work peacefully etc.</td>
</tr>
<tr>
<td>— Spritzing the Room</td>
<td>We can change the mood of the room by spritzing before the students come in (don’t do this with the students in the room). Peppermint extract mixed in the water will wake the students up. Lavender oil mixed with the water will calm the students down.</td>
</tr>
<tr>
<td>— Step-Up Program</td>
<td>I love this program. You will make a video using your own students. Check out this great bully proofing program. There is a song and a great presentation on what bullying really is.</td>
</tr>
<tr>
<td>— Stop, Walk, and Talk</td>
<td>This is a free 49 page booklet you can download and use in your school to stop bullying within a PBIS school. It would work for any school- not just PBIS schools.</td>
</tr>
<tr>
<td>— Student Engagement</td>
<td>It’s so important to get kids hooked in. In the DuFour book on “Whatever it Takes”, the authors talk about how important it is to make sure all the students are connected. Make sure you have enough clubs and organizations for all the students to join. One of the schools in the book requires all students to join a club.</td>
</tr>
<tr>
<td><a href="http://tinyurl.com/studentengagementmaiers">http://tinyurl.com/studentengagementmaiers</a></td>
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</tbody>
</table>
| **Student Self-Progress Monitoring**  
[https://www.interventioncentral.org/self_management_self_monitoring](https://www.interventioncentral.org/self_management_self_monitoring) | John Hattie says the number one intervention for changing behavior and academics is students monitoring their own progress. |
| **Student Voice**  
[http://tinyurl.com/studentvoiceriffel](http://tinyurl.com/studentvoiceriffel) | This was one of the most fun projects I ever engaged in for SWPBIS. We met with students and trained them before we trained the adults. We had the students attend the two day training on PBIS. At first the principals were not happy about that idea - they ended up loving it and found out such great information from the students. |
| **Student/Teacher Rating Sheet**  
You can download this on [www.behaviordoctor.org](http://www.behaviordoctor.org) under materials download. | This has been my most popular tool. I think it works better than the ones where the teacher just gives a student a grade for their behavior because the student just thinks, “My teacher gave me a ‘2’- not I earned a “2”. I also believe in using 3-2-1 and not 2-1-0. I don’t believe we should give students a 0 to talk about their behavior. They begin to believe they are a zero and that’s the way they act. |
| **Taking Off Shoes and Wiggling Toes**  
[http://tinyurl.com/wiggleyourtoes](http://tinyurl.com/wiggleyourtoes)  
[http://www.helpguide.org/mental/quick_stress_relie.htm](http://www.helpguide.org/mental/quick_stress_relie.htm) | Taking off your shoes and wiggling your toes reduces anxiety. In Iceland, Korea, New Zealand, and Australia - I found the students were barefoot. Interesting that all these countries beat us in resilience and many times beat us in academic achievement. |
| **Teacher Helper**  
| **Three B’s (Be Quick, Be Quiet, Be Gone)**  
[http://tinyurl.com/whisper2them](http://tinyurl.com/whisper2them) | I love the three “B’s” I learned this from Dave Cihak at Georgia State University. Be Quick, Be Quiet, Be Gone. Instead of towering over a student and going on and on about a behavior, whisper so no one else can hear and say what you need to and then get away. |
| **Three Stars and a Wish**  
[http://tinyurl.com/3staronewish](http://tinyurl.com/3staronewish) | John Morris from Haversham England invented this. It can be used in two ways. One is with writing. Each piece that is turned in should have 3 stars (3 great things pointed out) and one wish- one thing to build on to redo the paper. The student keeps redoing the paper until it is perfect. Using same method each time. The other way is to have the students write down three things that went well this week and one thing they wish had gone better. This is turned in to the teacher to learn |
What might be bothering the student and be able to intervene.

— **TIPP (Teach, Imprint, Practice, Praise)**
  [http://preview.tinyurl.com/redzonesstrategies](http://preview.tinyurl.com/redzonesstrategies)
  This is my mnemonic to help teachers remember how to teach behavior the same way we teach academics.

— **Token Economy**
  [http://tinyurl.com/tokeneconomies4room](http://tinyurl.com/tokeneconomies4room)
  Token Economies have received a bum rap. Token economies are not supposed to be paid with toys, candy, or gum. Token economies are supposed to pay off with the function of the behavior.

— **Transition Cueing**
  [http://www.nwresd.k12.or.us/autism/UsingaTransitionCue.html](http://www.nwresd.k12.or.us/autism/UsingaTransitionCue.html)
  Change is hard—think about yourself. For some of our students, changing every 30 minutes or every 55 minutes is too much on their system. We need to give them cues that the transition is coming up. This is one of the reasons children with autism do so much better with visual schedules. I like to use music to cue students. Play a xylophone ding about 5 minutes from the end of the current work time. This will help the student cue into a change that is coming. You can also give verbal cues. “We will be stopping in 5 minutes”.

— **TUMS (Touch, Use Name, Make eye contact, Smile)**
  Touch the students (hand shake, fist bump, high five)
  Use their name in a positive way (label something personal about them. “Jenny, how was your sister’s birthday last night?”
  Make Eye Contact- We have decreased eye contact by 62% since the 1950’s.
  Smile- We have decreased smiling because we are so busy thinking about what we have to do next.

— **Universal Screening of Classrooms**
  This tool helps us rank who needs red zone services, yellow zone services and who is fine with the green zone services.

— **Using Lavender to Decrease Anxiety**
  This is the research behind spritzing the room with lavender discussed earlier.

— **Using Mint to Increase Alertness**
  [http://tinyurl.com/peppermintwakeuP](http://tinyurl.com/peppermintwakeuP)
  This is the research behind spritzing the room with peppermint extract discussed earlier.
<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Vanna White</td>
<td>When you have a student who has a hard time transitioning, put them in charge of the transition for the whole class. Make them Vanna White of the daily schedule.</td>
</tr>
<tr>
<td>Vibrating Watch</td>
<td>Originally used for potty training. Discovered it works well for students with ADHD to remind them to pay attention. I also use it as a reminder to catch kids being good.</td>
</tr>
<tr>
<td>Video Modeling</td>
<td>Tons of research on how effective video modeling is on changing behavior. You can find tons of great models on <a href="http://www.pbisvideos.com">www.pbisvideos.com</a></td>
</tr>
<tr>
<td>Video Self-Modeling</td>
<td>Video self-modeling has been in the research for a long time-but it has been very popular since 2003. Almost every journal has at least one article about it. This is done by using the student as the main actor. Only the appropriate behavior is shown and labeled.</td>
</tr>
<tr>
<td>Visual Schedule</td>
<td>We all like to cross off “to do” lists. Our students with special needs actually thrive well on this. The link on the left has great samples of visual schedules.</td>
</tr>
<tr>
<td>Visualization Strategies</td>
<td>Visualizing the proper behavior, the proper way to work a problem is a valuable technique we need to teach to students. Much like a runner visualizes themselves crossing the finish line, the student visualizes themselves calming down, doing their work, or engaging in appropriate behavior.</td>
</tr>
<tr>
<td>Voice Level- using ruler</td>
<td>I use a ruler to teach students how loud to talk. A zero inch voice means no talking-my ear could be next to their lips and I wouldn’t hear anything. A three inch voice means the student would be whispering. A six inch voice is a soft voice and so on.</td>
</tr>
<tr>
<td>Walk and Talk</td>
<td>One of the best ways to calm a student down and give them some proprioceptive input is to allow them to walk around the hallways for a few minutes with an available adult. Just walk and talk-</td>
</tr>
</tbody>
</table>
| — Whole Brain Teaching  
Www.wholebrainteaching.com | I just love Chris Biffle’s Whole Brain Teaching. It’s a way to engage all the students, no student is off task, and topics are taught in small chunks. |
|—— Writing About Anxiety for Ten Minutes  
http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance | The University of Chicago has found that writing about your anxiety for ten minutes reduces anxiety. Many teachers have the students do this and then take the writing and wad it up and throw it away—like “I’m done with worrying about that.” |
|—— Yoga Breathing  
http://kidsyogaguide.com/ | Teach students how to regulate themselves by using yoga breathing. It brings oxygen to the frontal cortex instead of leaving the student with only a brain stem to do the thinking. |

Notes:
Tier Three Interventions

Functional Behavior Assessment

Is not just answering 20 questions about a student’s behavior and putting a plan in place. The team must collect data (at least ten incidents of the behavior). The team must first identify a target behavior in measurable and observable terms. Then the team must determine who will help collect the data and how it will be collected. These are some of the items which should be collected:

- Day of the Week
- Time of day the behavior started and ended
- Setting events- what was going on when the behavior started (this may be the trigger)- sick, tired, running late, test day, reading out loud, fight with someone
- Antecedents- also may be what was going on when the behavior started (this may be the trigger) transition, being told “no”, having to wait
- Consequences- what happened in the environment (this is not a punishment that was incurred). This is what happened- did the students laugh, did the teacher scold, did the child get sent to the office?
- Stopped, continued, or intensified- when the consequence happened did the behavior stop, continue for more than a few minutes, or intensify into a stronger behavior or new behavior?

The team should first collect the data and then meet to analyze the results.

1. Go over the student’s strengths
2. Go over the student’s needs
3. Look at data
   a. Number of times the behavior occurred per day on average
   b. Are there patterns to day of the week?
   c. Are there patterns to time of day?
   d. Are there patterns to antecedents?
   e. Are there patterns to setting events?
   f. Look at behavior paired with antecedent and make a summary statement: When this happens ________________ the child does this ____________.
   g. Look at the consequence paired with the behavior and finish the summary statement: When this happens ________________ the child does this ____________ to get or get out of ________________________________.
4. Fill out a competing pathway chart
   a. Build a multi-modal plan
      i. Antecedent manipulations- how will you set the student up for success?
      ii. Replacement behavior teaching- what will you teach the student to do in place of the target behavior?
      iii. Consequence modification- how will you manipulate the payoff so it doesn’t work anymore?
b. What’s your baseline?
c. Put the intervention in place and then measure success or failure and tweak based on results.
d. If failing, ensure everyone is implementing with fidelity - most plans fail in the execution - not the planning.

Remember the ten rules of behavior:

Ten Rules of Behavior:

11. Behavior is learned and serves a specific purpose (Bandura)
12. Behavior is related to the context within which it occurs (Bambara & Knoster)
13. For every year a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)
14. We can improve behavior by 80% just by pointing out what one person is doing correctly (Shores, Gunter, Jack)
15. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.)
16. When we want compliance in our students we should whisper in their right ear (Live Science)
17. All behavior has function and falls into two categories: To gain access to or to Escape from (Alberto & Troutman)
18. To Gain Access - see chart below
19. To Escape From - see chart below
20. Your reaction determines whether a behavior will occur again. We have to change our behavior (Alberto & Troutman).

First things first, we should probably define what we mean by function of behavior. The function is the end result that maintains the behavior. It is the reason a behavior occurs in most cases. Function is broken into two main categories:

**Functions of Behavior**

<table>
<thead>
<tr>
<th>To Gain</th>
<th>To Escape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention:</strong></td>
<td><strong>Work/Tasks/chores</strong></td>
</tr>
<tr>
<td>• Peers</td>
<td>People</td>
</tr>
<tr>
<td>• Adults</td>
<td>• Adults</td>
</tr>
<tr>
<td><strong>Access to preferred items or environmental controls</strong></td>
<td>• Peers (Think bullying)</td>
</tr>
<tr>
<td><strong>Sensory Integration (Input)</strong></td>
<td><strong>Pain</strong></td>
</tr>
<tr>
<td></td>
<td>• Emotional</td>
</tr>
<tr>
<td></td>
<td>• Physical</td>
</tr>
<tr>
<td></td>
<td>Sensory (Overload)</td>
</tr>
</tbody>
</table>
The hairy eyeball

Physical gesture

Proximity

Secret signal

3 B’s in the right ear

I statement

Eye contact

With shake of head

Change location

Conference

Token Economy

The

Behavior Contract

FBA

BIP
First Line of Defense When Modifying Behavior

Last line of defense when modifying behavior
Student ___________________________________________________________

First Line of Defense When Modifying Behavior

Last line of defense when modifying behavior
First Line of Defense When Modifying Behavior

Last line of defense when modifying behavior
References


