

# Targeting Behavioral Interventions That Work Incorporating the Triple T- Triple R Competing Pathway

By

Laura A. Riffel, Ph.D.

Jessica R. Eggleston, Ed.D.

FY18

[www.behaviordocor.org](http://www.behaviordocor.org)

[www.facebook.com/behaviordocor](http://www.facebook.com/behaviordocor)

[caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com) (Dr. Riffel)

[jessaeggleston@gmail.com](mailto:jessaeggleston@gmail.com) (Dr. Eggleston)

## Copyright Page

[www.behaviordocor.org](http://www.behaviordocor.org)

**Bearer has permission to copy the workbook pages in this book**

Copyright by [www.lulu.com](http://www.lulu.com) – Behavior Doctor Seminars – ISBN 978-1-387-51005-4

## So, what is the Triple T-Triple R Competing Pathway Chart?

After years of trying to help people use the competing pathway chart that behaviorists use, I decided to try a simplified version that makes it easier to understand what it is we are really trying to do to change behavior.

### To make a behavioral change, we need to know three things:

1. What started the behavior in motion? (Trigger)
2. What is the behavior we want to change? (Target)
3. What is the student trying to get or get out of by having this behavior? (impact)

Once we know these three things, we have our summary statement. Our summary statement sounds like this:

1. When this happens.....
2. The student does this.....
3. To get or get out of this.....

This presentation won't be about collecting data to figure out the triggers; however, you can go online and watch a video about using data to conduct a functional behavior assessment at [www.behaviordocor.org](http://www.behaviordocor.org)

So, let's take a behavior everyone deals with: blurting out in class. Here's a simple scenario for a summary statement:

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Teacher gives directive</b>	<b>Student blurts out a sassy remark</b>	<b>Teacher goes over and gives a reprimand (teacher attention)</b>

So, in the Triple-T Competing Pathway, it looks like the above. In our summary statement we say:

1. When the teacher gives a directive
2. Emory blurts out a sassy remark
3. To gain adult attention (teacher going over to give a reprimand is teacher attention)

Now, what do we do with this information? We must use the Triple-R portion to plan a proactive behavioral approach. There are three plans we need to put in place to ameliorate this behavior:

1. Revise the Environment (to set the student up for success)
2. Replace the Behavior (We should teach them what we want to see)
3. Reframe the Response (We must change how we respond so we feed the replacement behavior and extinguish the target behavior)

You can see below that I have simplified and taken out any words that are opinion (like sassy)

Trigger	Target	impact
Directive	Blurts	Attention (Adult)
Revise the Environment	Replace the Behavior	Reframe the Response
<p>We need to change the environment to set the student up for success. We decide to set up a check-in/check-out (CICO) with the student (see below for directions on how to do this)</p> <p>In this CICO, we preview the student on the upcoming lesson in our classroom. We have a QR code for them to scan with their phone (you know how they like their phones). The QR code is linked to a quick video about the War of 1812 that is going to start the discussion today in history.</p> <p>Emory knows an interesting fact to share with the class and can be an “expert” on that one fact.</p>	<p>In private we teach Emory that we understand how much it is to talk (that’s why I went into teaching because I like to talk), but I’d like you to do it in this way:</p> <p>“Wait till I begin the lecture portion and then I’ll call on you to talk about this interesting fact that we shared in our quick CICO this morning. Don’t forget, you are earning 5 bonus points for every CICO you come to and watch the video or read the quick tutorial I have for you. You will be known as the expert on that one fact. So, when we break apart into groups to work, people can come talk to you about your fact of the day to add to what they are working on.”</p>	<p>Finally, we know that Emory really likes our attention. We are giving it in the morning before school starts in our quick CICO. At the door, we give Emory an extra big smile and check-in for our TUMS (see information later in this book) and we give lots of praise for his/her help in answering the question.</p> <p>The thing that works best is if you have two or three experts in the classroom. This way Emory is not singled out. You might email QR codes to students who you know will study it on their own and be ready.</p>

## Multi-modal Plan

When you put the Triple-T- Triple-R Plan together, you are setting up a multi-modal plan rather than a one-dimensional plan. One dimensional plans tend to fall apart. Multi-modal plans tend to work well.

## Time to Plan

We know you are worried about the time it takes to do this. It's true. It does take some time to put the plan together. Here's how we think of it: "How much time are you spending dealing with the behaviors that disrupt learning?" Wouldn't you rather spend some upfront time building a proactive plan that will ameliorate most behavior? You'll gain back important classroom time.



## Let's focus on the Triple T:

### Triggers

Most people focus on the triggers they see happen right in front of them. Here are some examples of those triggers:

- Teacher demand
- Transition
- Distraction that occurs in the room (fire alarm, running the lawnmower outside the window etc.)
- Weather change

There are other triggers that we don't see, and these are harder. In the behavioral world, they are referred to as setting events. Here are some examples of those:

- My yellow cereal bowl was dirty, and I had to eat my breakfast in a green bowl
- I didn't sleep well last night
- I am coming down with a cold, but the signs are evident yet
- Smell brings back an unpleasant memory

Therefore, we do ask people to collect data to determine the trigger. It took me three months once of data collection to figure out a young man only reacted to certain antecedents if he had a runny nose. (Long story: You can read about it in Red Zone Interventions).

Your data collection can be simple like this:

Date	Time	What I think is the trigger	The Behavior I'm targeting	Anecdotal Notes- things we notice or think might possibly have a bearing on behavior (get family member input)

There's more to a full functional behavior assessment than this- but to simplify, the above chart will help you decipher the other things that might be going on and pairing up with the triggers you see in front of you. This will be especially important if the student bites themselves when there is a loud sound in the hallway; however, other times there can be a loud sound in the hallway and the student doesn't bite themselves. Start watching when you hear the loud sound and write down all the things you can see. Then use a home to school communication notebook and ask the family member to let you know if they can think of anything (yellow cereal bowl, not sleeping, arguing with brother, complaining of stomach ache, etc.) A pattern may emerge

Here are a few possible setting events and triggers:

- Absentee friend or adult
- Amount of sleep
- Anxiety, depression, etc.
- Being told "no"
- Certain tones of voice
- Change in family status (divorce, separation, fighting)
- Day of the Week
- Death or illness in the family
- Difficult task (or perceived difficulty)
- Educator attention is preoccupied with someone or something else
- Medication
- New sibling in the family
- Parent preoccupation with something or someone that morning before school
- Perceived transgression (Bobby got to do it and I didn't)
- Posturing behavior (towering over a student in a threatening way)
- Proximity
- Rude comment from sibling, peer, adult
- Season (weather)

- Stimulus that is tactile (clothing tag even), olfactory, visual, noise
- Surprises (fire alarms, someone being present in the room, substitute)
- Time of Day
- Too much attention or too little attention (from adults or peers)
- Transitions (any change)

### **Notes to add your own ideas:**

#### **Thinking time:**

Put the initials of a student you'd like to work on today: \_\_\_\_\_

Right now, what do you think might be the triggers that set his or her behavior in motion?

How might you collect a little data to test your hypothesis? (data collection tools in the back)

## **Targets**

The behavior we want to target for change seems like an easy task; however, we must label it in a way that everyone observing the behavior would see it the same way. If I say words like "angry", "hostile", or "resentful" we might all have a different definition of what that looks like and sounds like. If I say, "throwing books on the floor across the room", it is measurable and observable. If they fall off the student's desk on accident, it isn't a behavior. If they land three feet away from the desk because they were thrown, then it is a behavior. We all would measure that behavior the same. Words to stay away from:

- Tantrum (you must define it) (My husband's tantrum when KU loses is very different from my three-year-old nephew's tantrum when he can't get his fruit roll-up open.)
- Angry
- Hostile
- Resentful
- Non-compliant (what does that look like)

- Not paying attention (I doodle to listen. It might appear that I am not paying attention)
- Refusal (what does that look like)

Your behaviors should look something like this:

- Laying on the floor and refusing to move
- Crawling under the desk and barking like a dog
- Hitting with a closed fist
- Biting forearm with enough force to make a ring, but not break skin
- Yelling profanities in a voice loud enough to be heard from the doorway

So, in measurable and observable terms what behavior(s) are you wanting to target for change with a few students?

Student Initials	Behavior You'd Like to Target for Change

Trade books with your seatmate and ask them to read the behaviors and describe what they think that looks like and sounds like. Do you agree? Then you probably have a good target.

## impacTs

The impact is what the student is trying to gain or escape by exhibiting the behavior. Most adults are vending machines and the students know what buttons to push to get us to deliver the goods they are seeking. Here are the main impacts sought by students:

Trying to Gain	Trying to Escape
Attention: Adults and or Peers	Work/Tasks/Chores
Access to Preferred Items	Attention (Peers and/or Adults)
Sensory Input	Pain (emotional or physical) "attenuation"
	Sensory Overload

We tend to spend quite a bit of time focused on two of these: a) gaining attention and b) escaping work. I think the chart above should be posted in the staff lounge just to remind every one of the other functions behind the behavior.

As I said earlier, students see you as a vending machine. They know exactly what button to push to get us to deliver the goods they are seeking. Remember to turn off your machine.

**Notes:**



## **Let's Focus on the Triple R of the Multi-Modal Plan**

### **Revising the Environment**

You might be wondering why you need to set up the environment for success with a student. Here's why: A trigger isn't really what happened in the environment prior to the behavior, the trigger is the thought response that occurred because of how the student perceived the situation. Perceived injustices (which are huge for many of our more oppositional students) can cause the behavioral response. I listed it as a trigger; however, many of you probably just skimmed over it when you were looking. We can set up the environment in many ways. Sometimes, it is the way we respond or the expectations we have in the classroom. Sometimes, it is presetting the student to be prepared for changes.

Here's an example:

Suzy blurts out the correct answer and you accept her answer even though she didn't raise her hand. You are doing something a little different now and Emory blurts out the answer and you reprimand his behavior in front of the class. Emory isn't really upset that you asked a question, he's upset at the perceived injustice of allowing Suzy to blurt but not him. So, the trigger is the perceived injustice.

### **So, what can you do?**

You can set up the environment to set Emory up for success. You can have an expectation in the classroom that everyone will follow your lead. If you raise your hand, you want everyone to raise their hand and wait to be called on. If you gesture out toward the whole class, it means anyone can blurt out the answer.

We will list environmental changes in the next section, so you will have many to choose from. Off the top of your head, what can you think of that might be an environmental change that would be helpful to a student?

### **Notes:**

## **Replacing the Behavior**

It would be easy if we could just tell a student to stop, quit, don't, or no followed by the behavior they are exhibiting. There's an old saying, "They do better when they know better." We like that one, but we really prefer this one, "Energy flows where attention goes." In other words, if we are spending all our time saying what not to do, that is the behavior we will see. If we spend most of the time talking about the excellent behavior we are seeing, that will be the behavior we see.

We have people tell us all the time, their students know what they are supposed to do. Really? Where would they have witnessed that being modeled daily? On television? On the radio? Whenever I'm in Oklahoma, there is a radio advertisement that says repeatedly, "Why the hell not?" I know, in the scheme of things it's not a huge four-letter word. But think about what's allowed on television now that wasn't allowed when you were a child. It's a very different

world. We will talk about some examples in the seminar and you can write down some you think of here:

**Television, Radio, Social Media, and Gaming; Oh, my!**

**We must teach students what we want to see. We need to TIPP it.**

Teach it

Imprint, by modeling it

Practice it with them in each location

Praise it when we see it

In the next section, we will go over ways to teach replacement behaviors.

**Notes:**

## **Reframing the Response**

The most difficult process is to turn off our own machines. Sometimes our automatic response is feeding the student's behavior. Don't worry, we've all done it. We need a mnemonic cue to remind ourselves. I like to wear a certain watch that vibrates a set number of minutes apart to remind me of a change I'm making, or wear my watch on the opposite wrist. Something in my environment that will remind me that I need to change (so reframing the response might be an environmental change for us 😊)

If a student has been sent to the office 47 times for the same behavior and the behavior is still happening, then the intervention you are employing is paying off for the student. Obviously, the student likes going to the office. The average time a student misses of learning time when sent to the office is 45 minutes. That is 45 minutes of lost learning time. In my estimation, you are going to have to do something gargantuan to earn a 45-minute break from me.

We should be detectives and figure out the impact of the behavior and then feed that impact from the replacement behavior rather than the target behavior. If the student is singing Pink’s “So, What” in your class and all the students are laughing and singing along then you know the impacT is peer attention. Privately tell the student you realize they have talent (stroke that self-esteem) and then ask them if they can write a song using Pink’s tune to teach quadrilateral parallelograms (or whatever you are teaching). Tell them they can perform on Friday if they can refrain Monday-Thursday. We did this, and the teacher said the student was so good, she started video-taping each week, so she could show it in other classes.



Hopefully, by now you see how each of the Rs relates to each of the Ts.

<b>Trigger</b>	<b>Target</b>	<b>impacT</b>
 	 	 
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

**Notes:**



## Let's Delve Deeper into Revising the Environment

### Environmental Change Examples

What	Why and How
<b>60 bpm music playing in the room</b>	When a student is having a meltdown, their heart rate on average is 147 bpm. The resting heart rate is about 60 bpm. Research indicates your heart will tend to match the music it is listening to or at the least your mood will match the music you are listening to (what comes in is what comes out). We have downloaded nature pictures paired with 60 bpm music, or you can make a playlist of your own iTunes music to play in the classroom. Download a program called "Tangerine" and it will tell you how many bpm your own music is. Anything from 55-70 would be good for your classroom. You can also ask your music/band teacher to make some suggestions.
<b>Anchor Charts in the Room</b>	It is frustrating for me to go into a room that is plastered with Anchor Charts on every blank space of the wall; however, a few key ones are useful. There is a sample one in the back of this book on "What to do if I feel myself losing focus". This can be on the wall for all, or printed and laminated for insertion inside a notebook if only one or two students need the information.

<b>What</b>	<b>Why and How</b>
<b>Block outside noises</b>	<p>If you work with students who have sensory overload issues, the noises in the hallway can be quite disturbing. We make a cheap draft dodger tool using a pool noodle and half of a pillowcase. Turn the pillowcase inside out and sew a line from the top to the open-ended bottom. Cut off one side of the pillowcase and share it with another teacher. Cut a pool noodle to the width of your door. Cut two of these. Slide them into the pillowcase that you have turned right side out. Slide it with one pool noodle on each side of the door. It will block out quite a bit of the noise and in one case, it blocked out the smells from the cafeteria which were causing behavioral issues in the classroom.</p>
<b>Calming space in the room</b>	<p>This is not a punishment area. This is a place that anyone can go to get their thoughts together. I always share with students what I do when something upsets me so that I do not react. What do you do? In the classroom, we like to have a little-carpeted area with a beanbag in it (All ages like beanbags). I like a pleather bean bag because it absorbs the coolness of the floor. When a student is really upset, and their heart rate goes up to 147 bpm, their inner core gets hot and their extremities get cold. The beanbag acts like a giant cooling hug for that heated core. We like to offer pompons as a counting tool. We like an anchor chart or business-sized cards that guide students on how to breathe to self-regulate their emotions. Stress balls, headphones with 60 bpm music, and lavender sachets are all good things to have in this area. We like to pretend we are frustrated with an object like the computer. Say to the class, "This program is so frustrating. I'm sorry, I just need a few minutes to gather my thoughts. Please read silently for a minute on page 147 while I gather my thoughts." Then go over to the beanbag area and show the students how you go through the calming process (You don't need to chant ohms or anything, just breathe). Then come back and say, "I'm better, thank you for understanding." It's amazing what students pick up from modeling</p>

What	Why and How
<b>Changing furniture</b>	<p>Face it, the furniture in most classrooms is not comfortable. You get to stand most of the day, so you do not have to spend all your time on a hard seat.... you might be getting an idea of what I'm talking about in this seminar 😊</p> <p>Students were not built to sit on hard surfaces and this can cause quite a bit of impulsive behavior. In the seminar, I'll get deeper into this with demonstrations. We need to provide proprioceptive and vestibular input. This is even more important now that our students spend most of their spare time in sedentary positions.</p> <p>Air-filled disks, cushions, foot fidgets, fidget tools, standing workstations, permission to move at certain times, brain break activities that involve kinesthetic movement, tactile implants under the desk and more. These are all things you can do to make the environment more conducive for impulsive students.</p>
<b>Check-in/Check-out (CICO)</b>	<p>This is a research-based strategy that has been field tested in elementary and secondary. Basically, you will choose a positive and consistent adult for a student to meet within the morning prior to school starting. This allows the student to decompress from anything that was irritating on the bus or morning routine. The CICO person can check to ensure they have all their supplies. This person can also pre-teach upcoming lessons, or give booster shots on behavioral strategies. At the end of the day, the CICO person helps the student process how things went that day, makes sure they have their supplies needed to go home, and continues to build a relationship with this student. Environmentally, all the teachers involved with this student report to the CICO person, so they are prepared when the student comes in at the end of the day. We have many student/teacher rating sheets we use, and these can be done electronically on a google drive so the CICO person has access.</p>
<b>Declutter the Room</b>	<p>Many of our students are visually distracted. When we walk into rooms that have construction paper hanging off shelves, artwork hanging from every possible spot (elementary) or posters all over the room it can be quite distracting and make it difficult to work.</p>

What	Why and How
<p><b>Giving a student a job to do</b></p>	<p>Sometimes the environmental change must look random, but gives a student a job to do that involves them getting up and moving especially during transitions. We use our controlled randomizer (joke). We have all the student names in a cup that you can't see through. Inside the cup, we have a toilet paper tube. We put the name we want to draw inside the toilet paper tube. We can shake up the cup and the stick will stay in the tube. We can shake up the cup and the stick will stay in the tube. If a student notices the tube, say, "I put your name in there after I draw it, so I don't keep drawing the same names."</p>
<p><b>Giving student a card that helps them remember their skills</b></p>	<p>I have these printed at a company called Vistaprint- but you can make your own and print them on cardstock and laminate them.</p> <div data-bbox="798 836 1078 1002" data-label="Image"> </div> <div data-bbox="1100 836 1357 1017" data-label="Image"> </div> <p>Young child version:</p> <div data-bbox="823 1121 1268 1369" data-label="Image"> </div> <p>Smell the flower- blow out the candle. I've also heard people put pizza in a picture and have them smell the pizza and blow on the hot pizza. I've worked with students in the past that this would just make them hungry and agitated. If that's true for you- just find a picture of a candle (minus the cupcake).</p>

What	Why and How
<p><b>Giving student a vibrating watch</b></p>	<p>This is the Vibralite 3 Watch. You can set it to vibrate on whatever interval you choose. It will vibrate for two seconds and then snooze (you don't have to touch the watch). I like this for all ages because it's age appropriate and no one knows they have an intervention. Students can use it to self-monitor.</p> 
<p><b>Nature pictures in the room</b></p>	<p>Research indicates looking at nature pictures reduces anxiety. Have at least one nice nature picture strategically placed in your room. Privately tell students who have anxiety issues to look at it when they are most stressed. We also have paired nature pictures with 60 bpm music on <a href="http://www.behaviordocor.org">www.behaviordocor.org</a> – under materials and then calming videos.</p>
<p><b>Plastic ice cube break hall pass</b></p>	 <p>We teach students how many times they can use this tool per (day-hour). It sits on the teacher's desk. They can use it as a hall pass to go out in the hallway and walk three doors down and three doors back- three times. They are to use this walking time to get their thoughts together. Other staff members are taught that this a hall pass and to leave the student alone if they are walking and practicing their breathing or self-regulation technique. We'd rather this student miss three minutes walking and self-regulating than blow up in the class and we lose 26 minutes to the 13<sup>th</sup> Mentos that spills into the Diet Coke.</p>

What	Why and How
<b>Prefilled notes for lectures</b>	<p>Sometimes behaviors occur because students are lost. You have your notes. Take out the keywords and replace with a line. Give to those students who need the help. The important part of the lesson is learning the information, not learning to take notes. Imagine if during this seminar I just gave you 100 blank pages of paper to take notes in.</p>
<b>TUMS at the door</b>	<p>We have found teachers who greet students at the door enjoy 45-72% fewer disruptions in the classroom. We have found the main component of this is building a relationship with a student. What does it take to build a relationship?</p> <ul style="list-style-type: none"> <li>• Touch Them (High Five-Fist Bump)</li> <li>• Use their name in a positive way</li> <li>• Make eye contact (don't force)</li> <li>• Smile</li> </ul>
<b>Xeroxed copies of information on the board</b>	<p>Some students cannot copy from a vertical plane to a horizontal plane. We make a Xeroxed copy of what is going to be on the board. On the first day, we have enough copies for every student. The "out" we give is that we know the glare on the board for some students makes it hard for them to read. (An out is something that helps students save face). The first day every student will take a copy. Do this for a week. By the end of the week, you will discover how many copies you really need (which will be few). Your objective is getting the student to learn the information, not copy from a vertical plane to a horizontal plane. Be sure to discuss the student with your learning support team so all teachers know this is a difficult issue for the student and perhaps have them tested for other learning disabilities.</p>



## Let's Delve Deeper into Teaching Replacement Behaviors

### Replacing Behavior

We need to teach students what we want to see, hear and feel when they exhibit the appropriate behaviors. We have had people tell us, "They know what they are supposed to do." So, do adults, but until the flight attendant gives a reminder to the universal group, walks down the aisle and gives booster shots to targeted individuals, and sometimes has an intensive intervention with a few, the behavior does not always appear without guidance. Think about where a student might have learned what respect looks like, sounds like, and feels like. Would that have been on television, the radio, the games they are playing, walking through the mall etc.?

**So how can we teach replacement behavior? Here are few easy ways:**

What it is	How and Why
<b>Video Modeling</b>	A video model is a group of students who show what the behavior looks like, sounds like, and feels like when exhibited in each location. Go to <a href="https://vimeo.com/15838922">https://vimeo.com/15838922</a> you might have to sign in to Vimeo (it's free). This is a great example of a video model of how to behave on the bus. You can also go to <a href="http://www.pbisvideos.com">www.pbisvideos.com</a> and see tons of examples. We really like you make your own videos with your own students. We feel it is meaningful.
<b>Video Self-Modeling</b>	<a href="https://tinyurl.com/siskinvideoselfmodeling">https://tinyurl.com/siskinvideoselfmodeling</a> Siskin Institute has a great video showing how to do this for an individual. They describe all the components. Also, research point of view video self-modeling. Students like seeing themselves on video. Jay was 41 years old when he passed away and he still liked seeing himself on video. We like this because it can be done in private during a lunch meeting and then shown on an iPad with earphones or shown at home prior to coming to school.

What	How and Why
<p><b>PowerPoint Relationship Narratives</b></p>	<p>This can be a recorded PowerPoint that goes on a schedule or an appropriate response. It can be printed like a book or watched electronically. There are examples of Relationship Narratives on <a href="http://www.behaviordocor.org">www.behaviordocor.org</a> under materials.</p> <p>This is a great resource to use when a student needs constant booster shots. A secret cue can be given to the student that lets them know they need to go to the teacher's desk and get the iPad and go watch their PowerPoint. This can be saved as a.PPS and it will forward automatically and pay the recording. Just make sure there are headphones available for the student, so everyone doesn't hear.</p>
<p><b>Carnival Style</b></p>	<p>Universally, when we are teaching all the students what the expectations are, we shepherd the students from location to location. At each location, a person is stationed and goes over through Teaching, Imprinting by modeling, Practicing with the students, and Praising appropriate attempts (TIPP). This way the educators and the students hear the expectations together and there are no misrules. The same person is telling everyone the same information.</p>

**These are just a few ways we can teach a replacement behavior. Think about it. When I wanted to learn how to knit, I went on YouTube and watched a couple of videos. I made everyone a scarf for Christmas one year because I learned a new behavior. We got a Smart TV and couldn't figure out how to be Smart- so we YouTubed directions and now our TV is smarter than we are 😊**



## Let's Delve Deeper into Reframing Our Response

This is the hardest one to do. Changing our own behavior is very difficult. It's based on years of practice and off what was probably modeled for us. So, I have two stories for you and I'm going to let you write what makes the most sense to you about the stories:

- 1) Kindergarten experience and my mother
  
  
  
  
  
  
  
  
  
  
- 2) Preschool in NYC that was having difficulty with hitting

**We want to spend more time focused on the appropriate behaviors. Behavior grows where attention goes. Research says when you hear something negative it takes 8 positives before you feel good about yourself again. Most of our colleagues ask for a 4-1 or 5-1 ratio for positives to negatives. Here are some ideas to help you focus more on the positive than the negative. (Remember we are not saying ignore inappropriate behavior. We are saying spend most of your energy on what's going on that is correct and you will see more of that.)**

- 1) 3x5 card- tear on the top (long side) every time you give a positive behavior specific praise. Make a tear on the short side every time you give a negative comment (stop, quit, don't, no etc.). At the end of the day, look to see how many positives you have compared to negatives. This is your Jen Ratio. Shoot for a higher Jen Ratio the next day.
- 2) Get 30 pony beads (cheap) and a shoelace and string them so you can move them from one end to the other as you catch yourself giving positives. Shoot for a certain number each hour. Then push them all back and shoot for a higher number the next hour:



- 3) Just 30 beads on a shoelace, not threaded as shown above. You can just move them forward.
- 4) Paper clips in one pocket moved to another pocket.
- 5) Sports clicker used in your pocket to count positives.
- 6) Vibrating watch set to remind you to give a positive when the watch vibrates

What are your ideas?

What we want to do is feed the replacement behavior and extinguish the target behaviors.



## Let's look at some real behaviors we would like to target for change:

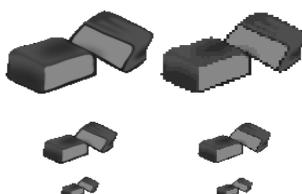
We are going to put one together as a group, then we'll start looking for ideas for each of your students.

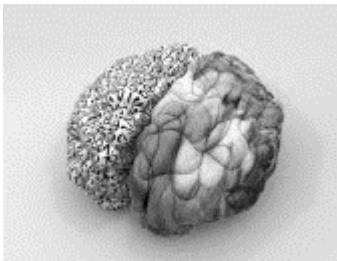
### Anxiety

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Acupressure</b>  <a href="http://tinyurl.com/accupressure4kids">http://tinyurl.com/accupressure4kids</a>            For <b>anxiety, stress, worrying</b>- When students feel their heart begin to race- here is a technique they can be taught to help themselves self-regulate:</p>  <p>Measure three finger widths from wrist. Place thumb at this point and press lightly.</p> <p>This slows down the heart rate and allows the student to calm down and focus on what is important. Whether or not you believe in acupressure, it works as a diversion which takes the student's mind off their anxious focus.</p>	<p>This might be one of the tools you use in the calming area.</p> <p>You might have a poster of this in the calming area.</p>	<p>This is a replacement behavior taught in private. It can be taught during check-in/check-out. A video can be made.</p> <p>I like this strategy because a secondary student could use it, and no one would know they were using a strategy.</p>	<p>The adult gives a secret signal of behavior specific praise when they see a student using this strategy.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Blue Beanbag Calming Area</b>  <a href="http://tinyurl.com/targetbeanbagblue">http://tinyurl.com/targetbeanbagblue</a>            (request through <a href="http://www.donorschoose.org">www.donorschoose.org</a> )  <b>For tantrums, anxiety, stress, verbal or physical aggression.</b> 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.</p> 	<p>This is a place in the classroom where anyone can go to get their thoughts together. I usually have the teacher model by acting like the computer is bothering them. They tell the class, just a minute- this is aggravating. I need to get myself together. They go over and model breathing technique, stress balls, 60 bpm music, and other calming activities.</p> <p>Tell class, anyone can get frustrated. It's okay, but we must respond in an appropriate way. This is the way to respond.</p>	<p>Students are taught what to do when they go to the calming area (hokey pokey clinic).</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Music</li> <li>• Stress ball</li> <li>• Affirmations</li> <li>•</li> </ul>	<p>Adults not only model how to use, they give praise for using the calming spot appropriately.</p> <p>Remember, what gets attention is where behavior grows.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Brain Gym</b>  <a href="http://www.braingym.org/">http://www.braingym.org/</a>  <a href="https://www.alertprogram.com/">https://www.alertprogram.com/</a></p> <p>For <b>disorganization, anxiety, stress, sleepiness, and impulsiveness</b>. 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.</p>	<p>One of the components of Brain Gym is a well-hydrated brain, so allowing water bottles on the desks is very important.</p>	<p>This is a replacement behavior system that helps students learn how to regulate their own body. They have worked to make a program that works for young and older students.</p>	<p>Again, teacher giving behavior specific praise when they see students using the brain gym or alert strategies.</p> <p>For most of the students, this should be done in private.</p>
<p>— <b>Check-in/Check-out (CICO)</b>  <a href="http://tinyurl.com/hawkencico">http://tinyurl.com/hawkencico</a></p> <p>Check-in/Check-out is a wonderful program that can be used for <b>anxiety, self-esteem, disorganization, verbal outbursts, verbal aggression, physical aggression (before it begins), and lack of ownership</b>.</p> <p>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.</p>	<p>The environmental component of this strategy is to set up a consistent person for the student to check-in and check-out with each day. This should be a positive person who cues the student on what is coming up for the day. At the end of the day, the check-in/check-out person checks to see how the day went and help the student process.</p>	<p>Replacement behaviors can be taught in CICO because it is one on one or small group.</p> <p>If a child has anxiety about performance, a CICO instructor could pre-teach upcoming assignments and let the student know the answers to a few questions ahead of the introduction.</p>	<p>Behavior specific praise for appropriate responses.</p> <p>Guiding reflection for times when the response was inappropriate. The nice thing is this is done in private and decreases anxiety issues.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Chewing Gum</b>  <a href="http://tinyurl.com/chewgum4focus">http://tinyurl.com/chewgum4focus</a></p> <p>For <b>anxiety, impulsivity, hyperacusis, and stress.</b></p> <p>Chewing gum reduces anxiety</p> <ul style="list-style-type: none"> <li>• More socially acceptable than chewing on pencils, shirts etc.</li> <li>• Oral activity is calming <ul style="list-style-type: none"> <li>• Dulls background noise by activating the Eustachian tube for students who find it hard to focus in noisy classrooms.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>— Kids who chew gum during tests do 26% to 36% better.</li> </ul>	<p>First, it must be allowed in the environment for all. It can't be okay to chew gum in one class and not in another.</p>	<p>Students must be taught how to chew and how to dispose of.</p> <p>They need to understand why it is allowed.</p>	<p>Again, behavior specific praise (positive or negative about the use of gum)</p> <p>All praise needs to be given in private for students with anxiety.</p>
<p><b>Dark Chocolate</b>  <a href="http://tinyurl.com/darkchocolateisgood">http://tinyurl.com/darkchocolateisgood</a></p> <p>For students with <b>anxiety, attention deficit hyperactive disorder (inattentive), and sleepiness.</b></p> <ul style="list-style-type: none"> <li>• Research indicates a small piece of dark chocolate boosts memory, alertness, and concentration, and its special chemicals even decrease anxiety.</li> </ul>  <ul style="list-style-type: none"> <li>• They sell small bite size bars of dark chocolate- especially on test days- pass them out.</li> </ul>	<p>Again, must be allowed in the environment. It cannot be allowed in one classroom and not in another.</p> <p>We are talking about one piece- not a bag.</p>	<p>The student must be taught how to use the dark chocolate. This can be handled in CICO. For instance, "Today is Tuesday. Let's talk about what's going on today. When do you think your piece of dark chocolate would help you most?"</p>	<p>The adult gives appropriate responses to the student's choice of when to take their dark chocolate piece.</p> <p>"You chose to take your dark chocolate right before your math test. I think that was a wise choice."</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Equal Choices</b></p> <p>— Research indicates that when we want to direct a student’s behavior, the best way is to offer equal choices. The choices must be equal and not a threat paired with a choice. “Do this or lose recess” is not an equal choice. Do you want to write your math problems with the red pencil or the green pencil is an equal choice? What happens when the choices are equal is that the synapses stay firing in the pre-frontal cortex. This means the student is thinking rather than going to the brain stem.</p> <p>— <b>We have since found the choices should be offered from the right side of the student</b></p> <p>— When information comes in the right ear, it is processed on the left side of the brain (the language processing side of the brain). When information comes in the left ear, it is processed on the right side of the brain (the creating thinking side of the brain). “I can think of ten other things I’d rather do than your fancy math paper.”</p> <ul style="list-style-type: none"> <li>○ <b>Important caveat- not up close and creepy- just from the right side</b></li> </ul> 	<p>Proactively plan for equal choices- make sure you know what you have on hand that you can offer as an equal choice.</p> <p>Don’t offer something you aren’t willing to enforce (example: parents grounding children till they are 30)</p>	<p>See the last comment in the reframing the response- this is the behavior teaching part of this.</p>	<p>The teacher offers equal choices from the right side of the student.</p> <p>Use a “non-threatening tone”.</p> <p>Get on child’s level if they are on the floor or in a chair. (Don’t posture up against them)</p> <p>What if they don’t choose one of your two choices? Choose for them. “I see you are not ready to choose. I’ll choose this time.” Quickly, they will learn to choose for themselves.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Good Breakfast (Eggs and Oatmeal)</b>  <a href="http://tinyurl.com/eggsbrainfood">http://tinyurl.com/eggsbrainfood</a>  <a href="http://tinyurl.com/oatmealbrainfood">http://tinyurl.com/oatmealbrainfood</a></p> <p><b>To increase test scores.</b> 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.</p> <p>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.</p>	<p>There are two ways to look at this: 1) Invite parents to an open house and share the research with them on the importance of this breakfast choice or 2) Invite your business partner to come in and cook breakfast for the students at least one day a week.</p>	<p>Teach students the importance of what goes into their body affects what comes out of their body in behavioral responses.</p>	<p>Pretty much, adults can say things like, "Wow, I can tell you all ate a healthy breakfast this morning because I'm seeing a lot of brain power." This helps children make better choices at home. This way we aren't belittling anyone- they just might make a better choice the next day.</p>
<p><b>--Music (60bpm)</b>  <a href="http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever">http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever</a>  <a href="http://www.behaviordocor.org">www.behaviordocor.org</a>- go to material download and check out videos.</p> <p><b>To decrease aggressive behaviors and alleviate anxiety:</b></p> <p>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 the aggressive act. If we can intervene, by playing 60 bpm music (the resting heart rate), the students will be calmer.</p>	<p>Play 60 bpm music in the background-soft enough to talk over.</p> <p>Have headphones set up to a listening station that is preset for 60bpm music when students need to calm themselves.</p>	<p>Teach students the importance of what comes in is what behavioral response comes out.</p> <p>Mathalicious has a great lesson on Jenn Ratio.</p>	<p>Model, "Oh my heartbeat seems to be racing a bit due to stress. I think we should dim the lights and turn up the music for a few minutes. Let's take a minute to write about what we are thinking in our journals."</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Nature Pictures</b>  <a href="http://behaviordoctor.org/calmingvideos.html">http://behaviordoctor.org/calmingvideos.html</a>  <a href="http://alexandria.tue.nl/extra2/afstversl/tm/De_Jonge_2011.pdf">http://alexandria.tue.nl/extra2/afstversl/tm/De_Jonge_2011.pdf</a></p> <p><b>For students with anxiety.</b>  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 the test with or without the music.</p>	<p>Make sure you have nature pictures in prominent places and make sure your most anxious students are facing a nature picture.</p>	<p>Privately have a student with anxiety choose an anchor picture to put in the front of their notebook.</p>	<p>Again, modeling the response. I was so frustrated last night because the computer program just kept spinning. I got out my picture of the icy forest that I love, and it just really helped me calm down and wait for the program to come up.</p>
<p>— <b>Refrigerator Tubing for Kids Who Chew on Pencils</b>  <a href="http://www.nationalautismresources.com/cheweze.html">http://www.nationalautismresources.com/cheweze.html</a></p> <p><b>Students who chew on their pencils because of anxiety.</b> 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.</p>	<p>Having this available in the room for students who chew.</p>	<p>Teach the student to slip it on their pencil (this can be done in CICO). Teach them to chew on that rather than clothing or metal pencil bands.</p>	<p>Whisper, "Good choice putting that on your pencil. I like how you are thinking proactively."</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Taking Off Shoes and Wiggling Toes</b>  <a href="http://tinyurl.com/wiggleyourtoes">http://tinyurl.com/wiggleyourtoes</a>  <a href="http://www.helpguide.org/mental/quick_stress_relief.htm">http://www.helpguide.org/mental/quick_stress_relief.htm</a></p> <p>Taking off your shoes and wiggling your toes reduces <b>anxiety</b>. In Iceland, Korea, New Zealand, and Australia- I found the students were barefoot. Interesting that all these countries beat us to resilience and many times beat us in academic achievement.</p>	<p>The environmental part is allowing shoes to be off. Have baby powder mixed with cornstarch if you work with older students. I worked with very low socio-economic students at one point and I had fresh socks. The special needs classroom washed the student socks during the day and returned them at the end of the day. They wore their own socks home.</p>	<p>Teach students that when they feel stressed, they take their shoes off and wiggle their toes.</p>	<p>Think about it, "What's the first thing you do when you get home?"</p>
<p>— <b>Tools to help fidget</b>  <a href="http://tinyurl.com/selfregulationtips">http://tinyurl.com/selfregulationtips</a></p> <p><b>Anxiety, Anger, or Stress.</b> Teach students how to calm themselves down using breathing techniques, stress balls, cognitive behavior modification etc.</p>	<p>Having a variety of stress-reducing tools in the room is very important. Age appropriate tools are important.</p>	<p>Teach the student to follow your rules for tools. Here is mine:</p> <ul style="list-style-type: none"> <li>• Must stay with you</li> <li>• Must be quiet</li> <li>• Must be one-handed</li> <li>• Must help you pay attention</li> </ul>	<p>Model the appropriate use of fidget tools for self-calming</p>
<p>— <b>Using Lavender to Decrease Anxiety</b>  <a href="http://www.naturalmedicinejournal.com/article_content.asp?article=289">http://www.naturalmedicinejournal.com/article_content.asp?article=289</a></p> <p><b>Decreasing Anxiety.</b> This is the research behind spritzing the room with lavender discussed earlier.</p>	<p>Spritz the room before the students come in. (Several drops of lavender oil in a water spray bottle)</p>	<p>If a student is extremely anxious, I have made them little sachets they can keep in their pocket.</p>	<p>Model appropriate use of sachet if needed.</p> <p>My daughter uses a diffuser in the classroom. If she forgets to plug it in, the students ask for it. They believe it helps.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Walk and Talk</b>  <a href="http://www.calmclinic.com/anxiety/treatment/walking-works">http://www.calmclinic.com/anxiety/treatment/walking-works</a></p> <p><b>To Decrease Tantrums.</b>  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-</p>	<p>This involves an adult going with a student who cannot be left unsupervised. If the student can be alone for three trips up and down three doors up and three doors down- they no talking- they just use positive affirmations.</p>	<p>Teach student when they can use this. I use a token and they can only use it once a day (or once an hour) depending on the needs of the student.</p> <p>When the token is gone-it's gone. It teaches them to self-regulate and budget use of a tool.</p>	<p>Behavior specific praise for appropriate use of the tool.</p>
<p>— <b>Video Modeling or Video Self-Modeling</b></p> <p>— This is used to teach the students a replacement behavior. You must find the time to make the video; however, it can be sent home or put on an iPad for the student to watch in private.</p> <p>— <b>For examples of video modeling-</b>  <a href="http://www.pbisvideos.com">www.pbisvideos.com</a></p> <p>— <b>For examples of video self-modeling</b>  <a href="https://www.youtube.com/watch?v=nZv9sBtQbHE&amp;t=5s">https://www.youtube.com/watch?v=nZv9sBtQbHE&amp;t=5s</a></p>	<p>You will have to find the time to make the videos (it's more appropriate when they include students they know or in the case of video self-modeling when it is the student in the video.</p>	<p>Use video to help students learn replacement behaviors.</p> <p>Tons of research on this.</p>	<p>Call the parents in and ask them to go over the video in the morning before the student comes to school.</p> <p>This lets the student know that home and school are working on the same thing.</p> <p>It also lets the home know what is expected.</p>
<p>— <b>Writing About Anxiety for Ten Minutes</b>  <a href="http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance">http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance</a></p> <p><b>Anxiety.</b> 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."</p>	<p>Making the time.</p>	<p>Teaching the student to use this as an exercise to alleviate anxiety.</p>	<p>Model and give behavior specific praise.</p>

Intervention	Revise Environment	Replace Behavior	Reframe Response
<p>— <b>Yoga Breathing</b>  <a href="http://kidsyogaguide.com/">http://kidsyogaguide.com/</a></p> <p><b>Anxiety, Anger, Stress.</b> 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.</p>	<p>Making the time</p>	<p>Teaching the student to use this as an exercise to alleviate anxiety.</p>	<p>Model and give behavior specific praise.</p>

So, you can see all the different ways you could put together for a plan for a student whose behavior stemmed from anxiety. You wouldn't put these in place- but at least one from each of the Three R's.

### Time to Talk to Your Neighbors:

Now, we are going to let you spelunk through pages 33-87 to think about your own students. You have one hour. I'll be coming around, so you can ask questions- then we'll go back to me sharing some interventions.



<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

\*At the end of each section, you will have one of the above Triple T- Triple R Competing Pathway Charts. Use it to fill out what sounded good for a student.

# Academic Struggles

## — Family Game Night

<http://tinyurl.com/planagamenight>

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.

## — Mnemonics

<http://tinyurl.com/mnemonicspelling>

<http://tinyurl.com/meichenbaum>

**Academic Intervention for Spelling**-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.

## — Note Taking Technique/Helps Alleviate Wandering Minds

<http://tinyurl.com/notemakingtemplates>

**Academic Intervention** Dr. Andrew Fuller states notes should be divided into a chart with two rows. The top row is split into 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

<http://www.pbis.org/training/parents.aspx>

**To help with academics and behavior.** 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 Tutoring

<http://www.nea.org/tools/35542.htm>

**To Increase Academics.** 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.

— **PIRATES**

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

**To help with academics.** I use PIRATES to introduce people to the Kansas Learning Strategies.

<http://www.ku-crl.org/sim/strategies.shtml> - It's now called SIM – Strategic Intervention Model.

Wonderful program.

— **Pre-Teaching Anticipatory Set**

<http://tinyurl.com/anticipatorysets>

For students who struggle **academically**, 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.

— **Restructuring the Day**

<http://tinyurl.com/dufourwit>

**Academic Intervention.** 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 can 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.

— **Three Stars and a Wish**

<http://tinyurl.com/3staronewish>

**Academic Improvement in Writing.** 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 the same method each time.

--**Social connection between students & adults**

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.

Trigger	Target	impact
Revise the Environment	Replace the Behavior	Reframe the Response

# Aggression

## — Hokey Pokey Clinic

<http://tinyurl.com/leftfootin>

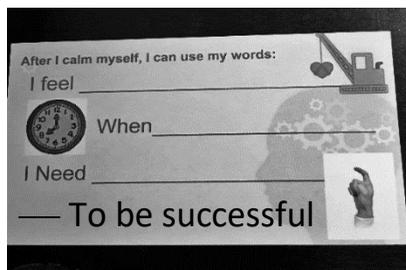
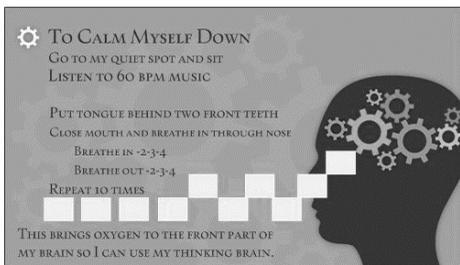
For **verbal and physical aggression**. This cannot be taught when the student is drunk on emotion. Teachers must teach it and model it when the student is in control of their body. The Hokey Pokey Clinic is a place to go to turn yourself around. This is an area with a purple bulletin board with nature 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 pompoms into the Kleenex box.

## — 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 can 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.

## — Power Cards

<http://tinyurl.com/powercards4bx>



**Verbal Aggression** is one of the behaviors you can address with a power card. The front of the card has a topic of interest to them- the back of the card tells them what to do when they are **angry, frustrated, or want attention**. I make 12 of them the first time and laminate them because the student will lose them from time to time- that way you have a spare.

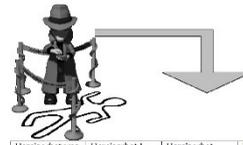
— **Social Autopsy**

<http://www.ricklavoie.com/competart.html>

**For aggression (mild), disruptive behaviors, or poor judgment in social skills.** Under materials download on [www.behaviordocor.org](http://www.behaviordocor.org),

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. See back of this booklet for a sample you can copy.

Social Autopsy (Based on the ideas from Rick LaVoie, 2002)



Here's what was going on:	Here's what I did that caused a social error:	Here's what happened when I did that:	Here's what I should do to make things right:	Here's my plan for next time it happens:

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

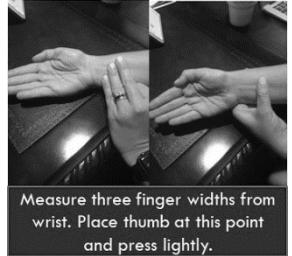
# Anxiety

## — Acupressure

<http://tinyurl.com/accupressure4kids>

For **anxiety, stress, worrying**- When students feel their heart begin to race- here is a technique they can be taught to help themselves self-regulate:

This slows down the heart rate and allows the student to calm down and focus on what is important. Whether or not you believe in acupressure, it works as a diversion which takes the student's mind off their anxious focus.



## — Blue Beanbag Calming Area

<http://tinyurl.com/targetbeanbagblue>

(request through [www.donorschoose.org](http://www.donorschoose.org) )

For **tantrums, anxiety, stress, verbal or physical aggression**. 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.

## — Brain Gym

<http://www.braingym.org/>

<https://www.alertprogram.com/>

For **disorganization, anxiety, stress, sleepiness, and impulsiveness**. 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.

## — 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
- 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.

— **Dark Chocolate**

<http://tinyurl.com/darkchocolateisgood>

For students with **anxiety, attention deficit hyperactive disorder (inattentive), and sleepiness.**

- Research indicates a small piece of dark chocolate boosts memory, alertness, and concentration, and its special chemicals even decrease anxiety.
- They sell small bite size bars of dark chocolate- especially on test days- pass them out.

— **Good Breakfast (Eggs and Oatmeal)**

<http://tinyurl.com/eggsbrainfood>

<http://tinyurl.com/oatmealbrainfood>

**To increase test scores.** 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.

---**Music (60bpm)**

<http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever>

[www.behaviordocor.org](http://www.behaviordocor.org)- go to material download and check out videos.

**To decrease aggressive behaviors and alleviate anxiety:**

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 the aggressive action. If we can intervene, by playing 60 bpm music (the resting heart rate), the students will be calmer.

— **Nature Pictures**

<http://behaviordoctor.org/calmingvideos.html>

[http://alexandria.tue.nl/extra2/afstvers/tm/De\\_Jonge\\_2011.pdf](http://alexandria.tue.nl/extra2/afstvers/tm/De_Jonge_2011.pdf)

**For students with anxiety.**

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 the test with or without the music.

— **Refrigerator Tubing for Kids Who Chew on Pencils**

<http://www.nationalautismresources.com/cheweze.html>

**Students who chew on their pencils because of anxiety.** 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.

— **Self-Calming Techniques**

<http://tinyurl.com/selfregulationtips>

**Anxiety, Anger, or Stress.** Teach students how to calm themselves down using breathing techniques, stress balls, cognitive behavior modification etc.

— **Taking Off Shoes and Wiggling Toes**

<http://tinyurl.com/wiggleyourtoes>

[http://www.helpguide.org/mental/quick\\_stress\\_relief.htm](http://www.helpguide.org/mental/quick_stress_relief.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.

— **Using Lavender to Decrease Anxiety**

[http://www.naturalmedicinejournal.com/article\\_content.asp?article=289](http://www.naturalmedicinejournal.com/article_content.asp?article=289)

**Decreasing Anxiety.** This is the research behind spritzing the room with lavender discussed earlier.

— **Walk and Talk**

<http://www.calmclinic.com/anxiety/treatment/walking-works>

**To Decrease Tantrums.** 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-

— **Writing About Anxiety for Ten Minutes**

<http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance>

**Anxiety.** 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/>

**Anxiety, Anger, Stress.** 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.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Apathy

— Banking Reward System

[http://www.handsonbanking.org/en/resources/Kids\\_T\\_Guide.pdf](http://www.handsonbanking.org/en/resources/Kids_T_Guide.pdf)



For students with **apathy** toward schoolwork.

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 Reinforcements for self or the whole class.

— **Games and Why They Are Your Friend**

<http://tinyurl.com/realityisbrokengames>

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 must 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 beg 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 toward the positive end of the emotional spectrum.
- Compared with games, the 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 good at something is less fun than being not quite good enough yet.
- Ten minutes of non-violent games quicken your thought processes. This lets you make decisions and see connections faster.

Bonus:

- These games distract you from anxieties; which hampers quick thinking.

— **Lucky Seven (Price is Right)**

[http://priceisright.wikia.com/wiki/Lucky\\_Seven](http://priceisright.wikia.com/wiki/Lucky_Seven)

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 must have \$1 left to buy 5 answers to that day’s assignment. The team that has \$1 left gets to have 5 fewer problems than the other half of the class. Just a friendly competition.

— **Student Engagement**

<http://tinyurl.com/studentengagementmaiers>

**Disengaged students.** 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.

— **Student Self-Progress Monitoring**

[https://www.interventioncentral.org/self\\_management\\_self\\_monitoring](https://www.interventioncentral.org/self_management_self_monitoring)

**Low Academic or Behavioral Proficiency.** John Hattie says the number one intervention for changing behavior and academics is students monitoring their own progress.

— **Student Voice**

<http://tinyurl.com/studentvoiceriffel>

**To increase student buy-in.** 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.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Argumentative

— **Perhaps You Could Be Right**

For students who like to **argue**- Come up with a set phrase that basically tells the student they could be right- but not taking the bait.

Student: "You're a mean teacher."

Teacher: "Perhaps, you could be right." Teacher goes right back to teaching.

**\*I'll be telling you this story later this afternoon.**

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Bullying

## — Delete Bracelets

<http://www.behaviordocor.org/bullying.html>

To remind students not to **bully**. These bracelets are like 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.



## — Step-Up Program

<http://ethics4schools.com/counseling/>

**Anti-bullying** program. 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.

## — Stop, Walk, and Talk

[http://pbis.org/school/bully\\_prevention.aspx](http://pbis.org/school/bully_prevention.aspx)

<http://tinyurl.com/stopwalktalk>

**Anti-bullying**. 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.

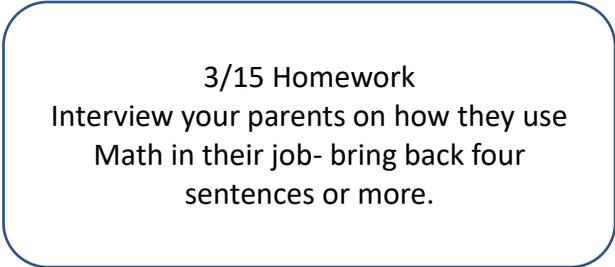
<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

**Disorganization**

— **Address Labels**

<http://tinyurl.com/templatelabelsavery>

For **disorganization**, students who cannot copy from a vertical plane to a horizontal plane, or students with whom you are differentiating homework assignments. 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.



— **Cell Phones- How to Use Them**

<http://tinyurl.com/cellphoneastool>

For **disorganization**, **apathy**, **not paying attention**, **lack of buy-in**.

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 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](http://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.

**--Classroom Locker (Keep Supplies in Room/Home)**

For **disorganized** 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.

— **Crates by the back door**

<http://tinyurl.com/targetcrates>

For students with **disorganization**. This is something to share with parents. Show parents how they can put a crate or basket by the back door. Ask the parents to have their children load the crate or basket the night before right before they go to bed. This way, the student is not running around in the morning trying to find their library book, tennis shoes for PE etc.



— **Desk Fairy/Locker Fairy**

<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).

— **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.



<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Disruptive Outbursts

## — Behavior Specific Praise

[http://www.mayinstitute.org/news/topic\\_center.html?id=932](http://www.mayinstitute.org/news/topic_center.html?id=932)

For **disruptive outbursts (non-aggressive)**

Good Job means nothing. You must 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.



## — Diversionary Tactics

<http://tinyurl.com/divertbehavior>

For **disruptive students (blurts, 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.

## --Ear Wiggle

<http://www.ask.com/question/why-did-carol-burnett-tug-her-ear>

<http://tinyurl.com/curtaindress>

**(secret signal to help a student save face)** 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 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.

## — Group vs. Group Contingency/Group Reinforcement

<http://165.139.150.129/intervention/Group.pdf>

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.

— Ignoring

<http://tinyurl.com/ignorethemandtheywillgoaway>

For **minor disruptions** in the classroom. Ignoring minor behaviors 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.

— Love Notes

<http://tinyurl.com/lovenotes4kids>

For **minor disruptions in the classroom**- this works well. 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:



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

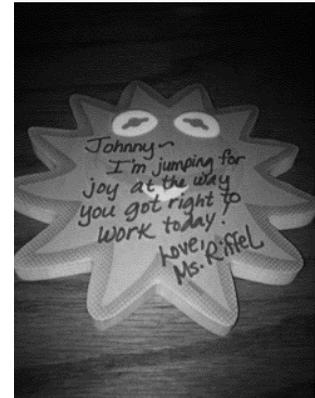
“I love the way you picked up Sarah’s crayon when it rolled off the desk and handed it back to her.”

“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.



— Peer Modeling

<http://tinyurl.com/kupeermodels>

**To Decrease Horseplay and Disruptions.** 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.

— Proximity

<http://tinyurl.com/proximityasteachingtool>

**Disruptive Outbursts and just for general classroom management.** 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 near the teacher. No child should be more than a step or two away from the students.

— **Secret Signals**

<http://tinyurl.com/secretsignals4teachers>

**Minor disruptive behaviors.** 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.

— **Student/Teacher Rating Sheet**

You can download this on [www.behaviordocor.org](http://www.behaviordocor.org) under materials download.

**Works well for many behaviors you wish to target.** 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.

**See example in the back of the book**

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Homework Issues

## — Flipped Classroom

<http://tinyurl.com/flipoveryourclass>

For **students who won't do homework**. I 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.

## — 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.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Impulsiveness

## — Fidget Tools

<http://tinyurl.com/fidgets4all>

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

## — Loss of Choice at Recess- Never Take Away Recess

<http://tinyurl.com/recessisgood4you>

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.

## — Messenger

<http://tinyurl.com/studenterrandranner>

For **students who have a lot of extra energy**. When you see the 13<sup>th</sup> 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 13<sup>th</sup> Mentos and not the 1-12<sup>th</sup> because if the student figures out that being antsy gets them a trip down the hall- they will show antsy all the time.

Trigger	Target	impact
Revise the Environment	Replace the Behavior	Reframe the Response

# Inattentiveness

## --Class Secretary

For students who have **inattentiveness**. 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.

## — Vibrating Watch

<http://www.eseasongear.com/viviwa.html>

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.

Trigger	Target	impact
Revise the Environment	Replace the Behavior	Reframe the Response

# Memory

— **Memory Testing**

<http://faculty.washington.edu/chudler/chmemory.html>

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.

<b>Trigger</b>	<b>Target</b>	<b>impacT</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

## Negativity

— **Jen Ratio** (3x5 card, beads on lanyard, bracelet, paperclips in pockets)

<http://tinyurl.com/jenratio>

I love the Mathalicious Lesson on Jen Ratio- Check it out at [www.mathalicious.com](http://www.mathalicious.com)

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

## Negative Self-Talk

— 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.

Creative commons picture from “BING”.

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Non-Compliance

## — Equal Choices

<http://tinyurl.com/equalmotivation>

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. 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.

## — Hairy Eyeball

<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.

## — Right Ear

<http://tinyurl.com/rightearresearch>

**For Non-Compliance**. 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.

## — Teacher Helper

<http://tips.atozteacherstuff.com/237/classroom-jobs/>

**For off task behavior, non-compliance, or students who need proprioceptive input**. Teacher helper is a great tool to keep students engaged and on task.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Off Task Behavior

## — Whole Brain Teaching

[www.wholebrainteaching.com](http://www.wholebrainteaching.com)

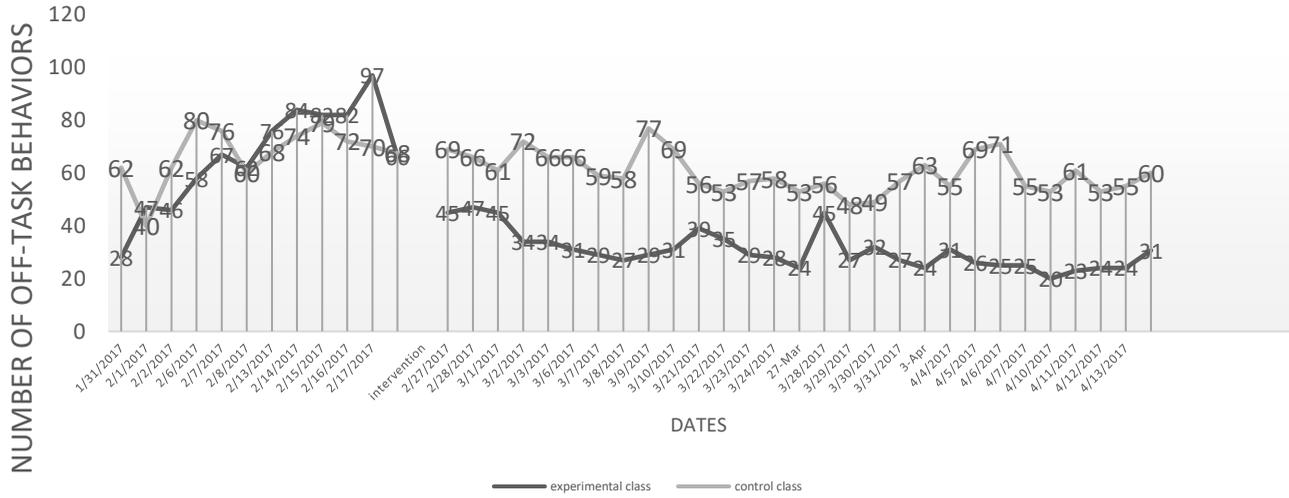
**To increase on task behavior and student engagement.** I just love Chris Biffle’s Whole Brain Teaching. It’s a way to engage all the students, no student is off task, and topics are taught in small chunks.

## Jessica Eggleston’s Research on Decreasing Off-Task Behavior

Utilizing an air-filled disk in each student’s chair in the experimental classroom and the hard-plastic chairs in the control classroom. Dr. Eggleston compared baseline to intervention in the experimental and the control classrooms. The experimental classroom had a 54% decrease from baseline in off-task behavior and the control classroom had an 8% decrease in off-task behavior.



## Comparison of Off-task Behaviors Between Control and Experimental Classroom



<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Personal Space Issues

— Hula Hoop

<http://tinyurl.com/personalspacecampbook>

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”.

Trigger	Target	impact
Revise the Environment	Replace the Behavior	Reframe the Response

## Self-Esteem (Lack of)

### — 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 complement 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.

### — Each One Save Five

<http://tinyurl.com/mentoringinschool>

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 contact their 5-9 students (those are the averages I've found) once a week through:

- 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

#### --Finding the Gift of Every Disability (No Excuses)

<http://tinyurl.com/giftofadhd>

<http://www.dyslexia.com/>

<http://thegiftsofautism.com/>

<http://tinyurl.com/encouragingodd>

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 above are a great start for you.

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

<http://www.behaviordocor.org/files/tools/4-Ps%20Worksheet.pdf>

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). The four P's are:

- Public Relations- how can we make this child look good in front of their peers. (Social Capital)
- Proficiency- what skills are they lacking academically and behaviorally?
- Power- what can we teach the student to do to have power over their emotions?
- Philanthropy- it's very hard to feel bad about yourself when you are helping someone else.

#### --Philanthropy

[www.freerice.com](http://www.freerice.com)

**To raise self-esteem.** It's 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 oversee 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](http://www.freerice.com) and earn free rice for a third world country.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Sensory Input

## — Proprioceptive Input

[http://sensorysmarts.com/sensory\\_diet\\_activities.html](http://sensorysmarts.com/sensory_diet_activities.html)

For students who need **sensory input**. 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.

## — Seating Choices

<http://tinyurl.com/wobblechair>

<http://tinyurl.com/balancedisks>

There should be 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**.

## — Sensory Break

<http://tinyurl.com/sensorybreaks>

**Need for sensory input-** 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.

## — Sensory Diet

[http://sensorysmarts.com/sensory\\_diet\\_activities.html](http://sensorysmarts.com/sensory_diet_activities.html)

**Sensory Input.** 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.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Sleepiness in Class

## — Drinking Water

<http://tinyurl.com/waterboostsgrades>

For **sleepy** students. 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.

## — Eight Hours of Sleep

<http://tinyurl.com/kidsneedsleep8>

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 must get their children up in the morning.
  - Getting enough sleep decreases cortisol in your blood
  - Behavior problems are linked to cortisol levels

— <http://www.sciencedaily.com/releases/2011/02/110209124143.htm>

## — Spritzing the Room

<http://www.starchaser-healingarts.com/product/energetic-spritz-hydrosol-based/>

<http://tinyurl.com/calmingsspritzer>

**Revving up or slowing down the internal engines.** 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.

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Social Skills Deficit

## — Lunch Bunch

<http://tinyurl.com/lunchbunchsocialskills>

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.

## — Social Skills Training

<http://www.socialskillstrainingproject.com/>

**For children who have few social skills.** 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 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 must start teaching social skills mixed in with our curriculum if we want students to know how to work peacefully etc.

## **-Social Instructional Groups (just like Academic Instructional Groups)**

Pull out lessons

- Second Step Lessons run by paraprofessionals (video program with worksheets)
  - <http://www.cfchildren.org/second-step>
  - early years through 8<sup>th</sup> grade
  - randomized control trials - <http://www.cfchildren.org/second-step/research>
- Who can conduct:
  - Principal Flex Time
  - Counselor Groups
    - Lunch Bunch
- How it can be delivered:
  - Pre-written modules
  - Video Models
  - Video Self-Modeling
  - Social Autopsies

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Stress

## — Feng Shui Research

<http://tinyurl.com/funkswayinclass>

If the classroom seems **stressed**. 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.

## — Lights

[www.huelight.net](http://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](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. The hypothesis is that eye strain might cause these 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

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

# Talking

— Voice Level- using ruler

**For loud talkers.** 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.



Trigger	Target	impacT
Revise the Environment	Replace the Behavior	Reframe the Response

# Tantrum

## — Clear the Room- Remove the Audience

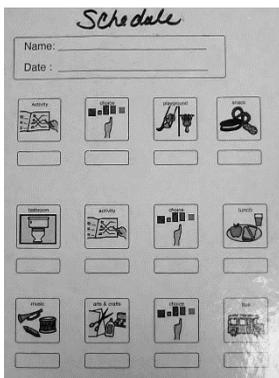
<http://tinyurl.com/removeaudience>

When a student is having a **tantrum** 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.

## — First/Then (Now/Then)

<http://tinyurl.com/firstthenvisualschedule>

For students who throw **tantrums** because they want a preferred activity rather than a non-preferred activity. This is a simplified visual schedule.



I have tons of examples. Just ask and I'll email the folder to you.

## — Screening (Decreasing Peer Attention)

<http://www.positiveparentingsolutions.com/parenting/public-tantrums>

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.

## — Visualization Strategies

[http://udleditions.cast.org/strategy\\_visualize.html](http://udleditions.cast.org/strategy_visualize.html)

**To Decrease Tantrums.** 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.

Trigger	Target	impacT
Revise the Environment	Replace the Behavior	Reframe the Response

## Tardies

— Rolling Alarm Clock (Clocky)

<http://tinyurl.com/clockytardies>

**For students who are habitually tardy.** 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 must get up to turn it off. It helps them being on time to school.

Trigger	Target	impacT
Revise the Environment	Replace the Behavior	Reframe the Response

# Transition Difficulties

--Vanna White

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.

— Visual Schedule

<http://tinyurl.com/visualschedules4class>

**For students who have trouble with transitions.** We all like to cross off “to do” lists. Our students with special needs thrive well on this. The link on the left has great samples of visual schedules.

Trigger	Target	impact
Revise the Environment	Replace the Behavior	Reframe the Response

Just a few more ideas:

## Consequence Modification

— Saturday Detention- Not Out of School Suspension

<http://tinyurl.com/kykotc2>

**Don't take away academics- take away extra-curricular activities. Instead of out of school detentions.** 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 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.

## Reinforcing Replacement Behavior

— Satiation – Why Reinforcements Don't Work Forever

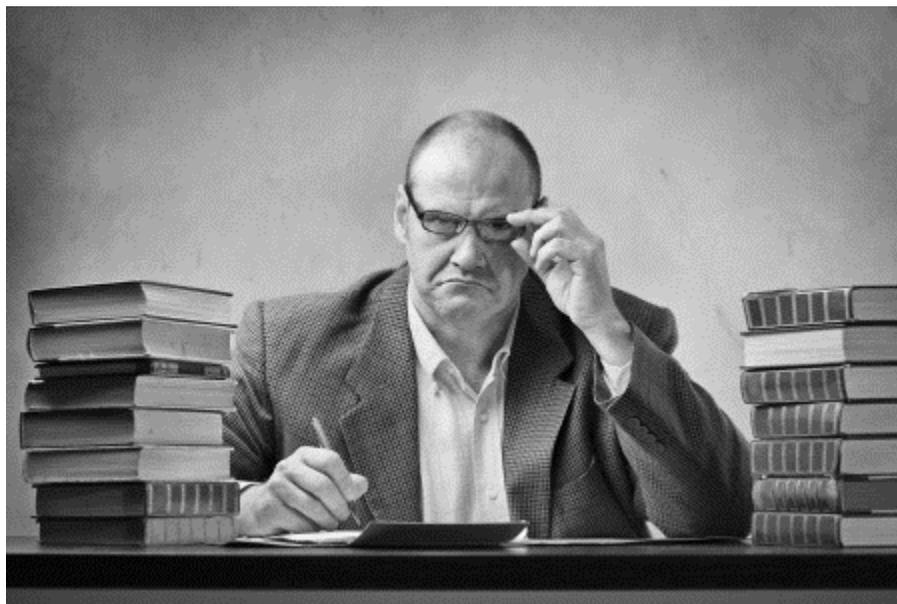
<http://tinyurl.com/satiationmaterialrewards>

**About Reinforcements.** Some schools and teachers use the same Reinforcements 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 Reinforcements on the material download page. It's easy to change up the reinforcers.

# Workbook

The following pages are in no particular order, but should be helpful for many of the interventions you desire.

You have permission to copy anything in this book- especially the workbook pages. Please share.



### Student Teacher Action Rating Sheet (**STARS**)

Student Name: \_\_\_\_\_ Sample \_\_\_\_\_ Date: \_\_\_\_\_

	Hour One		Hour Two		Hour Three		Hour Four		Hour Five		Hour Six		Hour Seven
Accepts Score <small>(Teacher only)</small>													

3= beautiful hour, 2= pretty good hour, 1= this hour could have been a lot better

Smiley faces (Great big smiley face = 3, Medium smiley face = 2, Half smiley face = 1)

Total Points Earned Today: \_\_\_\_\_ out of 84 possible

Reinforcement Earned: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Reinforcement for 67-84= \_\_\_\_\_

Reinforcement for 58-66= \_\_\_\_\_

Reinforcement for 50-57= \_\_\_\_\_

Reinforcement for 49 or lower= \_\_\_\_\_

	Hour One	Hour Two	Hour Three	Hour Four	Hour Five	Hour Six	Hour Seven
Keep hands and feet to self  	My score	My score	My score				
							
							
							
Respect personal space between each other 	My score	My score	My score				
							
							
							
To work in on time 	My score	My score	My score				
							
							
							
Teacher writes points on sheet for them							

This one is filled out. You can go online and download this booklet and erase the behaviors of focus and make it appropriate for your student.

## Free or Inexpensive Reinforcements for Parents to Use

### Young Children

1. Assist the parent with a household chore
2. Send an email to a relative telling them what a good job they had done on a project at school. In other words, email Aunt Linda and tell her about the "A" you got on your spelling test.
3. Get to decorate paper placemats for the dining room table for dinner that evening
4. Get to choose what is fixed for dinner that night- example: "You get to choose, I can make tacos or meatloaf. Which do you want me to fix?"
5. Get to help parent fix dinner- shell peas, peel potatoes, make art out of vegetables, make ants on a log etc.
6. Get to be the first person to share 3 stars and a wish at the dinner table (3 good things that happened that day and one thing they wish had gone better.)
7. Get to create a family night activity- roller skating, hiking in the park, picnic dinner on the living room floor or under the dining room table with blankets over the top.
8. Camp out in the backyard with a parent.
9. Get a car ride to or from school instead of the bus
10. Get to have a picture framed for mom or dad's office
11. Get to choose the game the family plays together that night
12. Get to choose the story the family reads out loud together (read the classics)
13. Get to go with a parent to volunteer at a retirement home (the children will get tons of attention)
14. Get to gather old toys and take to a shelter for children who have nothing
15. Get to ask friends to bring dog and cat food to their birthday party instead of toys that will break. Take the food to a shelter the day after as a reinforcement. They will get a ton of attention from the staff.
16. Bury treasures in a sandbox for the child to find. Put letters in plastic Easter eggs and they should put the letters together that spell treat the child will receive. (Ideas: a walk with grandma, bike riding at the park, etc.)
17. Make special mud pies in the backyard with mom or dad or have a family contest to see who can make the best mud pie.
18. Dig shapes in the sandbox and then decorate with items found around the house. Pour inexpensive plaster of Paris into the shape and wait to dry. When it's pulled out it will be a sandy relief that can be hung on the wall (if you remember to put a paper clip in the plaster of Paris on the top before it dries ☺)
19. Get to go shopping with a parent as an only child. Give them a special task to look for something that you are seeking. For example: "Here's a picture of a blue blouse that I'm trying to find. Help me look for something that looks like this."
20. Take all the kids to grandma and grandpa's house except one and let that child stay home with mom and dad and be "only child" for the weekend. The other kids will get spoiled with lots of attention by grandma and grandpa and the "only child" will get lots of attention from mom and dad. (If you don't have grandma and grandpa nearby- trade with another family taking turns to keep each other's children.)
21. Download a fun recipe and let your child help you make that recipe as a surprise for the rest of the family that evening. (Put up signs that say, "Secret Cooking in Progress". Must have special pass to enter the kitchen.

22. Surprise your child with a scavenger hunt around the house. If they read, give them written clues hinting as to where the next card is hiding. At the end, have them find a note that tells them their big prize. (If your child can't read, you can use pictures.)
23. Make a story on the computer with your child using Microsoft's PowerPoint program. Let your child be the star of the story.
24. Let your child take the digital camera out in the back yard and then come back in and turn those pictures into a story on the computer. Help them print off their book for a distant family member.
25. Go outside and collect cool leaves and flowers. Come inside and put those leaves and flowers between two sheets of wax paper. The parent will iron these two sheets together and create placemats for everyone in the family for the evening.
26. Start a family story at the dinner table and each person in the family should tell a part of the story. The child being reinforced gets to start and end the story.
27. Let your child earn 5 minutes of either staying up later or sleeping in in the morning. Use that time to read together if they stay up later.
28. Play secretary and let your child dictate a story to you. Type up the story and send it out to some relatives who will call them and tell them how much they liked the story.
29. Write a story for your child where the child or their personal hero is a character in the story.
30. Change the screen saver on your computer to say, "My child is the greatest." ...or something that would make them feel good about themselves. Do this at your office and then take a picture of it or take your child to your office on the weekend and let them see it.
31. Let your child help you do the laundry and then pay them with a special dessert for dinner. Be sure to say, "Since you helped me save time by helping me fold the laundry, I have time to make this special dessert for dinner."
32. Help your child organize their room giving them a mnemonic to help them remember where things go- for instance teach them the color order of the rainbow and then teach them to hang up their clothes in color groups matching the order of the rainbow (ROYGBIV). Later, when you catch them hanging up their clothes in the correct place draw a "rainbow" award for their good work and put it on their door as a surprise when they come home.
33. Have the bedroom fairy come while they are at school and choose the bedroom that is the neatest. Hang a fairy from the doorway of the room that is the neatest and that person gets to sit in "Dad's chair" to read that night. (Or something that would be appropriate at your house).
34. Mystery grab bag. Take an old pillow case and put slips of paper inside listing some of the prizes on this page and let the child draw out the prize they are going to get for their behavior reinforcement.
35. Let your child dictate where you drive on the way home from a location. In other words, they must tell you turn left here...turn right here. If they happen to steer you into a Baskin Robbins Ice Cream Parlor, it wouldn't be a horrible thing to stop and have a family treat together.
36. Give your child a special piece of jewelry that belongs to you to keep and wear for the day. (Nothing that costs a lot of money- but something that looks like it is special to you.) The child will feel special all-day long.
37. Take your children to the library one at a time and give them special one on one time at the library checking out books or listening to stories.
38. Sign your child up for acting lessons (they should have earned this privilege). Many universities offer free acting classes on the weekend for children.
39. Take your child to an art gallery and then have them draw a picture of their favorite painting or statue. Possibly stage a mini art gallery tour of the child's work for relatives who are coming to visit. Serve cheese and grape juice.

40. Take your child to the university astronomy lab. (It is usually free). Help them place stars on the ceiling of their room in their favorite constellation. If possible, they could paint the stars with "glow in the dark" paint.
41. Take your child on a nature walk and collect rocks. Bring the rocks back home and have a contest painting the rocks to look like animals.
42. Have your child collect some toys they have outgrown. Clean up the toys and take them to a local hospital children's ward and donate the toys to the ward. The child will get lots of attention and feel good.
43. Go to your local appliance store and ask them to save a refrigerator box for you. The next time your child earns a reinforcement, give them the box and help them plan and decorate the box to turn it into anything their imagination desires.
44. Make *Papier-mâché* Halloween masks by taking punch ball balloons and spreading the paper strips over the balloon shape. Make noses, horns, tongues whatever they desire and then paint when dry. You will have a unique and free Halloween costume and you will have given your child tons of attention.
45. Find an old-fashioned popcorn popper (not an air popper). Spread an old sheet out on the living room floor, put a little oil in the popper and then have your children sit outside the perimeter of the sheet. Put a few kernels of popcorn in the popper and watch them fly up in the air. The kids will love watching this. For a special treat pour cinnamon sugar on the popcorn after it pops.
46. Find some light balsa wood and create a boat powered by a rubber band and paper clip paddle wheel. Make a unique sail and take the boat to a creek or lake nearby and help your child launch their boat. Be sure to take a butterfly net to retrieve the boat when it goes downstream. (Proactively, you could put an eye hook on the front of the boat and attach some fishing line to it, so it can be brought back to shore.
47. Take your child fishing. It's a great place to have some in-depth conversations.
48. Take your child for a ride looking for items that start with each letter of the alphabet. Take the child's picture in front of each item that starts with that letter and then put it together as an ABC Book. For example: "This is Johnny in front of Applebees." "This is Johnny in front of BlockBuster." And so on....
49. Check with your local humane society and see if they allow children under 18 to volunteer to feed and water the animals. (Some shelters only allow adults over 18). Let your child earn the privilege of going to the shelter to feed and water the animals. Perhaps they can walk a small dog or pet a cat.
50. Take your child to the local fire department. If they are not busy, they will be glad to show the child around and give them some great attention. Most children have seen a fire truck, but few have gone to the fire department to see what it looks like.
51. Play the "Gatekeeper Game" with your child. A description of this game is available on [www.behaviordocor.org](http://www.behaviordocor.org) (under books- Stork Manual page 60.)
52. Tell your children you have a surprise performance for them. Get a stocking cap and lay on a sturdy table with your head hanging chin up in the air. Cover all your face with the stocking cap except your chin and mouth. Draw two eyeballs on your chin and then lip sync to a silly song. It looks funny, like a little headed person with a big mouth singing. Then let your child put on a performance for you.
53. Play hide and go seek in your house in the dark. Turn out all the lights and have everyone hide. One person is "it" and they should go around the house and find the people who are hiding. It's really a great way to help your children not be afraid of the dark. You can limit it to one or two rooms if your children are young.

54. Ask your children if they'd rather have a dollar a day for thirty days or a penny a day that doubles each day for 30 days. In other words, on day one 1 cent, day two 2 more cents, day three 4 cents and so on. Once they decide then help them figure out which one would have been the better deal. \$10,737,418.23 at the end of 30 days with the double the pennies per day.
55. Give your child a nice piece of Manila paper and some wax crayons. Have them color a design on every inch of the paper- could be stripes or wavy lines- whatever they desire. Then have them cover the entire page with black crayon. They color over the entire page. Then give them a paper clip and have them open one end and scratch a cool design into the black crayon. The colors underneath will show through. Do an art gallery tour and have tea and cookies after looking at the different pictures.
56. Teach your child how to throw a football, shoot a basket, kick a field goal, hit a baseball, and putt a golf ball. Then for fun, switch hands and try to do all those things with the opposite side of the body.
57. Find an old croquet set- probably on Ebay. Set up croquet in your yard and challenge your child to a game of croquet. The winning child gets to choose what the family eats for dinner.
58. Turn your dining room table into a cave by covering it with blankets, quilts and sheets that cover the top and sides down to the floor. Lay inside the cave and draw picture by flashlight to hang on the wall of the cave- just like the caveman drawings. You can safety pin the pictures to the "cave walls".
59. Have a talent night for the family. Have everyone keep it a secret what they are doing and then perform for each other.
60. Teach your child how to darn a sock and then turn it into a magical sock puppet. Put on puppet shows for each other.
61. Take a tension curtain rod and put it in the door frame with some old curtains attached. Let your child put on a talent show for you as they enter through the curtain.
62. Attach cork panels to a wall in the kitchen or put in a large picture frame and put a special piece of art, poetry, or an exceptional paper on the board and have the entire family view and comment at dinner on the highlighted piece.
63. Let your child design thank your cards, birthday cards, or holiday cards and use them to send to friends and relatives. Make sure they sign their work.
64. Buy your child an inexpensive digital camera and have them take pictures and then gather the family with popcorn and watch the video on your television by hooking the camera to the television or upload to the computer and attach the computer to the television. Have everyone choose a favorite photo and talk about it.
65. Have a date night with your child as an only child. Take your child out to dinner and a play or a movie.

### **Teenagers**

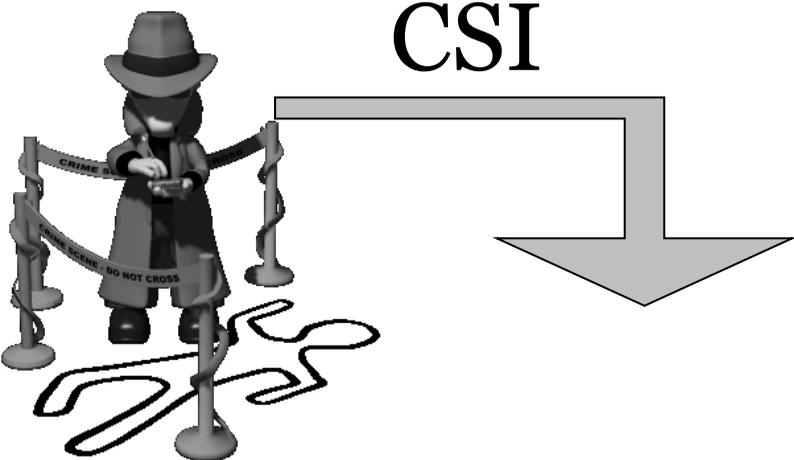
1. A gallon of paint is inexpensive. Let the child choose the color and help them paint their room. You can also buy mistake paint (colors that didn't work out for others) and let the child paint a mural on their bedroom wall.
2. Teenagers need extra-curricular activities; however, these activities are expensive. Work out a deal with the karate teacher, horse stable, art teacher, sport coach etc. Offer to provide transportation, house cleaning duties once a month, or precooked meals to get a discount on these classes for your teenager.
3. Teenagers have a difficult time with their emotions. Download yoga lessons from online and do yoga breathing exercises together as a family. Talk to your child about using these techniques when they feel tense at school.

4. Make a deal. If your child maintains the grades you agree upon, does not have any unnecessary absences, and has been agreeable, allow them to take a mental health day and stay home on a day you are home as well. Go window shopping together, fishing, go-kart riding, or whatever would float your child's boat. My mother did this with us when we were children and I still remember these days fondly.
5. Let your teenager play their music during dinner and talk to you about why they like each song that plays.
6. Watch an old black and white classic movie together and talk about how movies have changed. My children loved "Harvey" with Jimmy Stewart when they were teenagers.
7. Write half a story or poem and let your teenager write the other half. Submit the story for publication.
8. Scan your teenager's papers or art work and have them bound in a book ([www.lulu.com](http://www.lulu.com) has inexpensive binding available). Present the book to your teenager at a special dinner.
9. Make a scrap book of your teenager and their friends with ticket stubs and pictures and present at a surprise party.
10. Save your change for a year. Let your teenager choose what to do with that money. One family that I know saved enough to take a family of six to Disneyland.
11. One of the greatest gifts you can give to a teenager is to teach them charity. Sign up to work in a soup kitchen, nursing home, or other similar area and work with them once a month.
12. Organize a neighborhood football or basketball game "oldies" vs "youngsters" or "men" vs. "women" and then have a block barbecue afterwards.
13. Let them drive the "good" car for a special occasion.
14. Surprise them with their favorite dessert for no special reason.
15. Write a story about the 20 things you love about them. Include fun pictures.
16. Choose a family member of the month and make a poster of them. Let them choose Friday night dinners for the month.
17. Teach your children how to play a game like *Spoons*, *Canasta*, *Poker*, etc. and have a family game night.
18. Turn out all the lights in the house and play hide and go seek in the dark. The person that can stay hidden the longest gets to choose the movie the family watches on Saturday night.
19. Hire your child to be an interior decorator and using only items available in the house, redo a room in the house.
20. Do your own *Trading Spaces*. Parents redecorate the teen's bedroom and the teen redecorates the parent's bedroom.
21. Use plastic Easter eggs and put dollar amounts in the eggs on slips of paper and number the eggs with a permanent marker. Play *Deal or No Deal* with one of the parents playing the banker.
22. Help your teenager study for a test by downloading a free *Who Wants to be a Millionaire* PowerPoint game and put the answers to your teenagers' test into the game and then play to help them study.
23. Tape record your student's study questions onto a tape recorder for them, so they can listen to them while they are going to sleep.
24. Make flash cards for your student's exams to help them study for a big exam.
25. Help your teenager organize their notebook using color coded folders for each subject and pocket folders for study cards.
26. Hide positive messages all over your teenager's room, in their books they use at home (you don't want them to get embarrassed at school), on their bathroom mirror, etc.

27. Watch Jeopardy and give each family member a pad of post it notes or index cards. Have everyone write down what they think the answer is and keep points. The person who wins gets to pick what the family does as an activity that weekend.
28. Do some research for your teenager. For example, if your teen is studying Greek Mythology go to the library and check out all the books on Greek Mythology for them or download some appropriate materials from the Internet (be careful of the Internet as some information is not correct).
29. Take your teen to a museum, on a nature walk, to a sporting event, whatever would float their boat. It's the time you spend with them that is important and there are many free events you can attend.
30. Make a special mix CD for your teen of their favorite songs. You can upload i-tunes and then copy their own CD's into the program and mix and match their favorite songs onto one CD, so they don't have to flip through CD's to listen to their favorite songs.
31. Have a contest to see who can find something that no one in the family can guess what it is. For example, a shirt stay, or the inside spring to a toy, things that might not be recognizable away from their use.
32. Have everyone come to the table with a quote and then a contest to see who can guess who made the quote famous.
33. Surprise your teen with a scavenger hunt all over the house when they get home from school. Make the clues hard to figure out. I always had a little prize at the end like baseball cards.
34. Let your teen host the training of a guide dog. This will teach them responsibility and give them a sense of pride.
35. Help your teen become a big brother or sister to a child who needs a mentor. There is no greater gift you can give yourself than that of service to someone in need.

Remember there is an entire book dedicated to reinforcements on [www.behaviordocor.org](http://www.behaviordocor.org) under materials and reinforcements. It is constantly being added to.

Social Autopsy (Based on the ideas from Rick LaVoie, 2005)

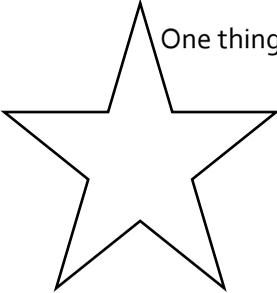


# CSI

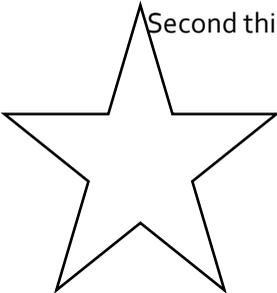
Here's what was going on:	Here's what I did that caused a social error:	Here's what happened when I did that:	Here's what I should do to make things right:	Here's my plan for next time it happens:

Three Stars and a Wish (Journal Entry) (Based on the work of John Morris)

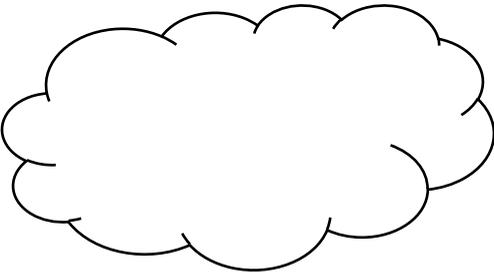
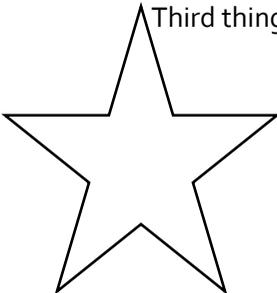
One thing that went well this week:



Second thing that went well this week:



Third thing that went well this week:



One thing I wish had gone differently this week:

Subject \_\_\_\_\_ - Name \_\_\_\_\_

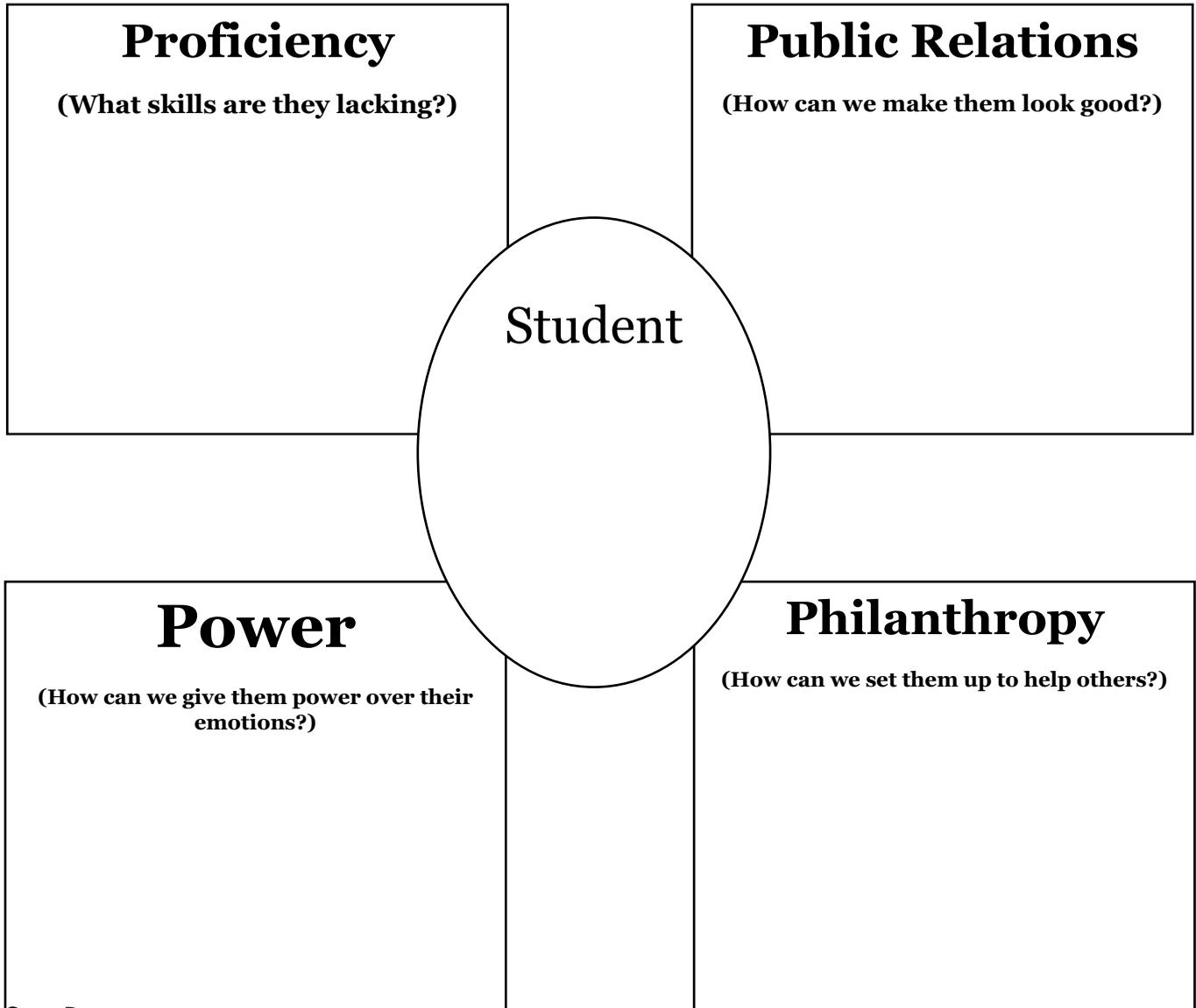
**My Grades**

		Assignment	Assignment	Assignment	Assignment	Assignment
<b>A</b>	<b>90-100%</b>					
<b>B</b>	<b>80-89%</b>					
<b>C</b>	<b>70-79%</b>					
<b>D</b>	<b>60-69%</b>					
<b>F</b>	<b>50-59%</b>					
	<b>40-49%</b>					
	<b>30-39%</b>					
	<b>20-29%</b>					
	<b>10-19%</b>					
	<b>0-9%</b>					

Write your score in the correct level and then color in the graph to match your score. Then take out your calculator and add all five numbers and divide by 5. That is your average score for the week. Write that number here

\_\_\_\_\_%. Be sure to have your parents sign this paper each Friday and bring back on Monday.

The Four P's for Raising Self Esteem



Start Date: \_\_\_\_\_

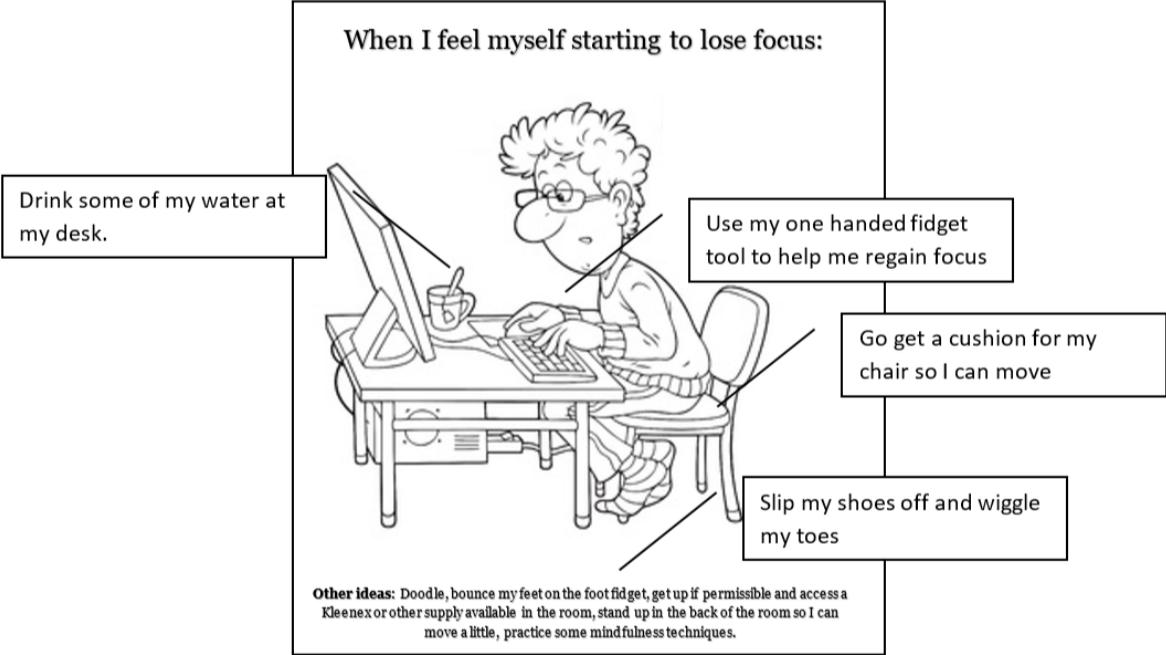
Baseline grades \_\_\_\_\_

Baseline target behavior \_\_\_\_\_

Probe Date (one month later): \_\_\_\_\_

Probe grades \_\_\_\_\_

**Sample Anchor Chart:**



<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

<b>Trigger</b>	<b>Target</b>	<b>impact</b>
<b>Revise the Environment</b>	<b>Replace the Behavior</b>	<b>Reframe the Response</b>

## References

This is a partial listing of some of the 500 pages of research we entertained when writing this booklet.  
These are the ones we felt you might enjoy perusing further. (Jessica and Laura)

- Algozzine, B., Wang, C., White, R., Cooke, N., Duran, G., & Marr, M. (2012). Effects of multi-tier academic and behavior instruction on difficult-to-teach students. *Exceptional Children*, 79(1), 45-64. doi:10.1177/1098300709359084
- Allday, R. A., Bush, M., Ticknor, N., & Walker, L. (2011). Using teacher greetings to increase speed to task engagement. *Journal of Applied Behavior Analysis*, 44(2), 393-396. doi:10.1111.1/2015.6307
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: Author.
- Benes, S., Finn, K. E., Sullivan, E. C., & Yon, Z. (2016). Teachers' perceptions of using movement in the classroom. *Physical Educator*, 73(1), 110-135.
- Burgoyne, M.E., & Ketcham, C.J. (2015). Observation of classroom performance using therapy balls as a substitute for chairs in elementary school children. *Journey of Education and Training Studies*, 3(4), 42-48. doi:1105.13/549.072015
- Cervellin, G., & Lippi, G. (2011). From music-beat to heart-beat: A journey in the complex interactions between music, brain and heart. *European Journal of Internal Medicine*, 22(4), 371-374. doi:10.426.1/1298.2011.675
- Clemes, S. A., Barber, S. E., Bingham, D. D., Ridgers, N. D., Fletcher, E., Pearson, N., & ... Dunstan, D. W. (2015). Reducing children's classroom sitting time using sit-to-stand desks: findings from pilot studies in UK and Australian primary schools. *Journal of Public Health (Oxford, England)*,
- Commissaris, D. A., Könemann, R., Hiemstra-van Mastrigt, S., Burford, E., Botter, J., Douwes, M., & Ellegast, R. P. (2014). Effects of a standing and three dynamic workstations on computer task performance and cognitive function tests. *Applied Ergonomics*, 451570-1578. doi:10.1016/j.apergo.2014.05.003
- Desrochers, M. N., Oshlag, R., & Kennelly, A. M. (2014). Using background music to reduce problem behavior during assessment with an adolescent who is blind with multiple disabilities. *Journal of Visual Impairment & Blindness*, 108(1), 31-66. doi:10.2652/4986.2014
- Faramarzi, S., Rad, S. A., & Abedi, A. (2016). Effect of sensory integration training on executive functions of children with attention deficit hyperactivity disorder. *Neuropsychiatry & Neuropsychology / Neuropsychiatria I Neuropsychologia*, 11(1), 1. doi:10.5114/nan.2016.60388
- Farley, J., Risko, E., & Kingstone, A. (2013). Everyday attention and lecture retention: The effects of time, fidgeting, and mind wandering. *Frontiers in Psychology*, 4.
- Fede, M. H. (2012). Physical activity strategies for improved cognition: The mind/body connection. Strategies. *A Journal for Physical and Sport Educators*, 25(8), 16-20.

- Fedewa, A. L., & Erwin, H. E. (2011). Stability balls and students with attention and hyperactivity concerns: Implications for on-task and in-seat behavior. *American Journal of Occupational Therapy, 65*(4), 393-399. doi:10.5014/ajot.2011.000554
- Ferreri, L., Aucouturier, J., Muthalib, M., Bigand, E., & Bugaiska, A. (2013). Music improves verbal memory encoding while decreasing prefrontal cortex activity: An fNIRS study. *Frontiers in Human Neuroscience, 7*1. doi:10.3389/fnhum.2013.00779
- Hamlett, N. M., Carr, E. R., & Hillbrand, M. (2016). Positive behavioral support planning in the inpatient treatment of severe disruptive behaviors: A description of service features. *Psychological Services, 13*(2), 178-182. doi:10.1037/ser0000070
- Harvey, W., Wilkinson, S., Pressé, C., Joobar, R., & Grizenko, N. (2014). Children say the darndest things: Physical activity and children with attention-deficit hyperactivity disorder. *Physical Therapy, 94*(12), 1811-1818. doi:10.1093/ptp/ptu087
- Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., & Dickey, C. R. (2014). Scaling up school-wide positive behavioral interventions and support: Experiences of seven states with documented success. *Journal of Positive Behavior Interventions, 16*(4), 197-208. doi:10.1177/1098300713503685
- Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*(1), 80-85. doi:10.1007/s40617-015-0045-4
- Imbeau, M., & Tomlinson, C. (2012). Leading and managing a differentiated classroom. *Journal of Exceptional Children, 12*(1), 13-17. doi: 10.012/43978.03022012
- Jaggi, P., Bakhshi, R., & Sandhu, P. K. (2013). Classroom furniture: How suitable for students. *Journal of Human Ecology, 43*(3), 267. doi:10.1007/s11266-013-9438-2
- Kang, H. J., & Williamson, V. J. (2014). Background music can aid second language learning. *Journal of Music Therapy, 56*(2), 15-28. doi:10.1080/00222593.2014.901111
- Katch, H., & Katch, J. (2010). When Boys Won't Be Boys: Discussing Gender with Young Children. *Harvard Educational Review, 80*(3), 379-390. doi:10.1215/00178059-1229277
- Keay-Bright, W., & Howarth, I. (2012). Is simplicity the key to engagement for children on the autism spectrum?. *Personal & Ubiquitous Computing, 16*(2), 129. doi:10.1007/s00779-011-0381-5
- Kercood, S., & Banda, D. R. (2012). The effects of added physical activity on performance during a listening comprehension task for students with and without attention problems. *International Journal of Applied Educational Studies 13*(1), 19-32. doi:10.1080/15330307.2012.668111
- Khaledi, S., Validi-Pak, A, Mirkhan, I, and Atai, M. (2014). The positive impact of play therapy on writing performance of students with dysgraphia. *International Journal of School Health 1*(2). Doi: 10.17795/intjsh-22655.
- Kilbourne, J. (2011). Sharpening the mind through movement: Using exercise balls as chairs in a university class. *Research that Matters, 3*, 3-9.

- Kuhn, D. and Lewis, S. (2013). The effects of dynamic seating on classroom behavior for students in a general education classroom. Thesis
- LaMarca, J. P. (2014). Neurofeedback as an intervention to improve reading achievement in students with attention deficit hyperactivity disorder, inattentive subtype. *Department of Education*
- Lang, R., O'Reilly, M., Healy, O., Rispoli, M., Lydon, H., Streusand W., Davis, T., Kang, S., Sigafos, J., Lancioni, G., Didden, R., and Giesbers, S. (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 6(3), 1004-1018.
- Lord-Nelson, L. (2014). Design and Deliver. Brookes Publishing, Baltimore.
- Lorenzo, A. R., & Lorenzo, B. U. (2013). Learning styles of teacher education students: Basis in improving the teaching - learning process. *Procedia - Social and Behavioral Sciences*, 103(13th International Educational Technology Conference), 595-605. doi:10.1016/j.sbspro.2013.10.377
- Mahalle, S., Zakaria, G., and Nawi, A. (2014) Moral education through play therapy. *International Educational Studies*, 7(3). 78.
- Manolov, R., Gast, D. L., Perdices, M., & Evans, J. J. (2014). Single-case experimental designs: Reflections on conduct and analysis. *Neuropsychological Rehabilitation*, 24(3/4), 634. doi:10.1080/09602011.2014.903190(4), 8-15.
- Moyer, M., & Savino, D. M. (2015). The role of the kinesthetic learning style and prompted responses in teaching management courses. *Global Education Journal*, 2015(1), 85-104.
- Murray, R. & Ramstetter, C. (2013). The crucial role of recess in school. *American Academy of Pediatrics Journal*, 131 (1), 183-188.
- National Association for Sport and Physical Education. (2011). Position Statement: Physical Education is Critical to Educating the Whole Child. Pp.1-9.
- Nuoffer, M. E. (2013). A case study on positive and relational discipline techniques. *Cognition*, 119(3), 394-402.
- Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Collaboration Journal*, 4, 10-66. doi:10.4073/csr.2011.4
- Perera, T., Frei, S., Frei, B., & Bobe, G. (2015). Promoting physical activity in elementary schools: Needs assessment and a pilot study of brain breaks. *Journal of Education and Practice*, 6(15), 55-64.
- Perks, T., Orr, D., & Alomari, E. (2016). Classroom re-design to facilitate student learning: A case study of changes to a university classroom. *Journal of The Scholarship Of Teaching & Learning*, 16(1), 53-68. doi:10.14434/josotl.v16i1.19190
- Pfeiffer, B., Henry, A., Miller, S., & Witherell, S. (2008). Effectiveness of Disc '0' Sit cushions on attention to task in second-grade students with attention difficulties. *American Journal of Occupational Therapy*, 62(3), 274-281.

- Pfeiffer, B., Koenig, K., Kinnealey, M., Sheppard, M., & Henderson, L. (2014). Effectiveness of sensory integration interventions in children with autism spectrum disorders: A pilot study. *American Journal of Occupational Therapy*, 65(1), 76-85. doi:10.1111/835030324
- Rabiner, D. (2013). Attention Research Update. <http://www.helpforadd.com/2013/june.htm>
- Reilly, E., Buskist, C., & Gross, M. K. (2012). Movement in the classroom: Boosting brain power, fighting obesity. *Kappa Delta Pi Record*, 48(2), 62-66. doi:10.1080/00228958.2012.680365
- Rhea, D.J. (2016). Recess: The forgotten classroom. *Instructional Leader Journal*, 29 (1), 1-4.
- Richardson, M., Moore, D., Gwernan-Jones, R., Thompson-Coon, O. U., Rogers, M., Whear, R., Newlove-Delgado, T., Logan, S., Morris, C., Taylor, E., Cooper, P., Stein, K., Garside, R., & Ford, T. (2016). Non-pharmacological interventions for attention-deficit/hyperactivity disorder (ADHD) delivered in school settings: systematic reviews of quantitative and qualitative research. (2015). *Health Technology Assessment*. (45).1-470. doi: 10.3310/hta19450.
- Rotz, R., & Wright, S. D. (2013). Fidget to focus: Outwit your boredom: Sensory strategies for living with ADD. New York, NY: Universe.
- Sadr, N., Haghgoo, H., Samadi, S., Rassafiani, M., and Bakhshi, E. (2015). Can air seat cushions and ball chairs improve classroom behaviors of students with autism spectrum disorder: A single subject study. *Journal of Rehabilitation Sciences and Research* 2. 31-36.
- Schaaf, R. C., Benevides, T., Mailloux, Z., Faller, P., Hunt, J., van Hooydonk, E., ... Kelly, D. (2014). An intervention for sensory difficulties in children with autism: A randomized trial. *Journal of Autism and Developmental Disorders*, 44(7), 1493–1506. doi:10.1007/s10803-013-1983-8
- Schaaf, R. C., Schoen, S. A., May-Benson, T. A., Parham, L. D., Lane, S. J., Smith Roley, S., & Mailloux, Z. (2015). State of the science: A roadmap for research in sensory integration. *American Journal of Occupational Therapy*, 69(6), 1. doi:10.5014/ajot.2015.019539
- Schoen, S. A., Miller, L. J., & Hampton, S. (2014, September). Occupational therapy in natural settings: Using playgrounds. *Sensory Integration Special Interest Section Quarterly*, 37(3), 1–4.
- Schult, T., Awosika, E., Schmunk, S., Hodgson, M., Heymach, B., & Parker, C. (2013). Sitting on stability balls: Biomechanics evaluation in a workplace setting. *Journal of Occupational and Environmental Hygiene*, 10(2), 55-63.
- Trampush, J. W., Jacobs, M. M., Hurd, Y. L., Newcorn, J. H. and Halperin, J. M. (2014), Moderator effects of working memory on the stability of ADHD symptoms by dopamine receptor gene polymorphisms during development. *Dev Sci*, 17: 584–595. doi:10.1111/desc.12131
- Walker, P. (2016). Cross-sensory correspondences: A theoretical framework and their relevance to music. *Psychomusicology: Music, Mind, And Brain*, 26(2), 103-116. doi:10.1037/pmu0000130

- Wan-Yunus, F., Liu, K., Bissett, M., & Penkala, S. (2015). Sensory-based intervention for children with behavioral problems: a systematic review. *Journal of Autism and Developmental Disabilities* 45(11), 3565-3579.
- Wang, H., Weiss, K., Haggerty, M., & Heath, J. (2014). The effect of active sitting on trunk motion. *Journal of Sport and Health Science*, 3(4), 333-337.
- Wegrzyn, S.C., Herrington, D., Martin, T., & Randolph, A. (2012). Brain games as a Potential nonpharmaceutical alternative for the treatment of ADHD. *Journal of Research on Technology in Education* 45 (2), 107-130.
- Wu, W., Wang, C., Chen, C., and Lai, C. (2012). Influence of therapy ball seats on attentional ability in children with attention deficit hyperactivity disorder. *Journal of Physical and Therapeutic Science*. 1172-1182.
- Zimmer, M. and Desch, L. (2012). Sensory integration therapies for children with developmental and behavioral disorders. [www.pediatrics.org/cgi/doi/10.1542/peds2012-0876](http://www.pediatrics.org/cgi/doi/10.1542/peds2012-0876) retrieved on August 22, 2016