Non-Medicated Interventions for Learners with Attention Deficit Hyperactive Disorder (ADHD)

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Strategies for Students with ADHD

Positive Behavioral Interventions and Supports

If you are part of a school implementing Positive Behavioral Interventions and Supports (PBIS), then you know there are definitely processes for the tertiary level of PBIS. This book is geared to help you with the targeted group level of PBIS, specifically the issue of working with children who are struggling because of mild disabilities like ADHD, Learning Disabilities, Autism Spectrum (mild), or Oppositional or Defiant Behaviors.

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

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

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

Typical Classroom Make-up

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

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

90.2% of your classroom

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

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

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

Functions of Behavior

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

Notes:
Non-Medicated Interventions for ADHD

In 2007, there were 2.7 million children taking drugs for ADHD according to the CDC (2013). These are some of the typical stimulant drugs used to treat ADHD:

- Adderall (Adderall extended release)
- Concerta
- Dexedrine
- Focalin (Focalin extended release)
- Metadate
- Methyl
- Ritalin (SR and LA)
- Vyvanse
- Daytrana
- Quillivant (XR)

Non-stimulant Drugs Used

- Strattera
- Intuniv
- Kapvay

Other Drugs Used

- Antidepressants (Elavil, Norpramin, Pamelor, Tofranil etc.)
- Catapres, Duraclon, Nexilcon
- Tenex
- Wellbutrin

This list is from www.webmd.com (2013)

Why is it important to know which drugs a student is on? Because of the side effects possible with these medications:

- Stimulant medications can cause decreased appetites and weight loss, sleep problems, headaches and nervousness.
- In some rare cases the drugs can cause cardiovascular problems, exacerbate psychiatric conditions like depression, psychosis, or anxiety.

Why do I mention this at all? Because it tends to be everyone’s first instinct to suggest putting the child on ADHD medication. We believe we should try all non-medicated interventions first before we jump to starting a child on a medication.

Statistics on ADHD from the CDC (2013)

Approximately 9.5% of children ages 4 through 17 have been diagnosed with ADHD as of 2007. This is 5.4 million children. The percentage of children with parent-reported ADHD increased by 22% between 2003 and 2007. In the years 1997-2006 ADHD rose 3% per year. Since then, ADHD has rise approximately 6% per year. Boys are more likely than girls to be diagnosed with ADHD. Boys (13.2%) and Girls (5.6%) meaning boys are much more likely to be diagnosed, especially with ADHD hyperactive. Boys receive medication 2.8 times more frequently than girls for their ADHD. Teen rates increase faster than
young children for ADHD diagnosis. There is a wide variation from state to state with Nevada having only 5.6% of their population and North Carolina having 15.6% of their population.

**Great Book on ADHD**

The Gift of ADHD: How to Transform your child’s Problems Into Strengths by Lara Honos-Webb, Ph.D. Whenever I am asked to counsel with a student with ADHD in a consulting situation, I frequently hear these words, “I can’t help it. I have ADHD.” I love to hear this because I look at the child and let my eyes get really wide and I say, “Really? I have ADHD and I do not do those things. I figured out a long time ago that ADHD comes with this really cool gift and I use the gift of ADHD to make myself more productive.” I proceed to tell the student about the three train tracks that are going on inside my head. As a presenter, I can be talking to an entire room of 500 or more people and know what I’m saying. I can see that someone is having a conversation and isn’t paying attention, so I can keep talking but start to move over close to the people who are starting to disturb the group and know how I’m going to handle those two people if my proximity doesn’t stop their talking. Then I tell them I also have a grocery list going down the middle track and I know what I have to stop and get at the grocery store that evening. I tell them ADHD is not an excuse, it is a gift and it is our job to help you figure out how to use your gift. It usually is a real eye opener for the student. They never looked at it that way before.

**ADHD Interventions**

The ADHD test is available on [http://www.youtube.com/watch?v=oCbrQp3MIwc](http://www.youtube.com/watch?v=oCbrQp3MIwc)

**Anatomy of Boys and Girls**

(Picture from Gray’s Anatomy)

**Proprioceptive Input**

Proprioceptive input is knowing where your body is in time and space. Moving the body allows the learner to focus. Hard wood and plastic chairs restrict the normal movement required to provide this positive input. Changing how we seat students is of high importance to their overall learning.

**Air filled cushions**

• [http://www.isokineticsinc.com/category/balanceproductsconsumer/product/ac35?gclid=CImp67jPlrgCFbTm7AodQxAAaw](http://www.isokineticsinc.com/category/balanceproductsconsumer/product/ac35?gclid=CImp67jPlrgCFbTm7AodQxAAaw) (13.00 (watch shipping))

**Other ideas:**

- Sew the cushion into the chair using ½ yard of material
- Have two desks for the student
- Have a standing work station (this is not a punishment)
- Send them on an errand
- Camping cushion
- Garden kneeling pad
- Stadium cushion
- Bath time relaxing pillow
- Kitchen cushion
- Use a token economy with the payoff being proprioceptive input
  - Using the teacher’s chair (rollers and a little padding)
  - Sitting on a rocker glider stool
  - Sitting at the teacher’s desk (big space to work)
  - Sitting at the work table in the room (science table or reading table)
  - Earning a fidget tool
  - Sitting in a rocking chair

**Proprioceptive Input for the feet:**

- Physical therapy banding between the two front legs of the chair
- Physical therapy banding kitty corner from back to front of desk legs
- Pantyhose leg stretched between two front chair legs
- Pantyhose with cut off piece of pool noodle run through the middle before tied to chair
- Allow students to take shoes off and wiggle toes- it reduces anxiety by 39%

**Proprioceptive Input for fingers: (We call these tools)**

- Shag carpet for bath cut into small squares
- Artificial grass bathmat cut into small squares
- Dusting cloth
- Stress ball
- Bendable toy
- Putty, tacking, clay
- Koosh ball
- Velcro under the desk (one piece)
- Bathtub applique under the desk (textured anti-slip kind)
Behavioral Techniques to Use:

**Code Words.** “I spy someone sitting up straight and tall and really paying attention.” Privately code the student into the fact that when you say the word “SPY” you are really talking to them, but they will be the only one who knows this secret fact. When you say that in the classroom, look away from the student toward another group of students. Say, “You just earned the class a compliment on the compliment board.” Go make a tally on the compliment board. There will be 8 children who think you were talking about them, plus you just improved the behavior of 80% of the class by labeling an appropriate behavior. A few minutes later when the student is doing what they are supposed to be doing, look right at them and smile and say, “I spy someone sitting up straight and tall and really paying attention. You just earned a compliment for the class.” Then go make a tally on the board. This is good public relations for the student.

**Secret Signals.** Eat lunch with one student a day to get to know them better. When you have a student who is having difficulty, develop a secret signal to let them know they need to calm down using some of the techniques you have taught them. I always liked to use the Carol Burnett ear tug. I would use it if I wanted the student’s attention and they would use it if they wanted my attention, but didn’t want to raise their hand and let everyone in the class know they needed help. Rick LaVoie tells of a secret signal where he tells the student he will only call on them if he is standing in front of them. This lets the student put all their energy into listening and learning and not worrying about whether or not they will get called on and be embarrassed because they didn’t know the answer to a question.

**Acceptable Outlets.** When a child has that 13th Mentos about to drop into the Diet Coke, we need to teach them how to calm themselves down. Fidgeting can increase retention of material by as much as 37%. Here are some ideas for acceptable fidget tools:

- Koosh ball keychain attached to desk or backpack
- Velcro attached under the desk
- Bathtub non-slip grip attached under the desk
- Pen chain (like the bank uses) attached to the bottom of the desk (no pen)
- Blue tacky that has been in the freezer
- Pompom ball from a craft store
- Beaded chain
- Fringe from sewing supplies
- Dust cloth
- Ribbon tied through button hole on a sweater
- Walk through any $1 store and you will find tons of soft objects that can be used for tools to help with attention through fidgeting
**Auditory Cues.** Download some 60 bpm music and make a folder of this music to play in your classroom. Have a song that you have recorded along with a ding that occurs every 30 minutes, one that dings every 45 minutes, and one that dings at 25 minutes out of 30 and so on. You decide what time frames you need. This helps the students who are good at auditory skills to tune in to “time passing” and the five minute warning for time being almost up.

**Heart rates.** Students with aggressive behaviors tend to have a heart rate of 147 bpm on average just prior to the aggressive act (45-90 seconds prior). Children with impulsive and hyperactive behaviors will have higher heart rates as well.

The resting heart rate is 60 bpm. Music set around 60 bpm can have a calming effect in the classroom. Here are some places to figure out beats per minute:

- [www.tinyurl.com/tangerinebpm](http://www.tinyurl.com/tangerinebpm)
- [www.beatunes.com](http://www.beatunes.com)

**Websites with information on 60 bpm and lists of songs:**

- [http://walk.jog.fm/popular-workout-songs?bpm=60](http://walk.jog.fm/popular-workout-songs?bpm=60)
- [http://mp3bear.com/?q=songs+around+60+bpm](http://mp3bear.com/?q=songs+around+60+bpm)

**Vibrating Watches.** Having a watch with a silent reminder to pay attention can be very helpful for those students who have ADHD inattentive or for children who appear to have become time blind. We have found these watches which were originally designed to remind children to go to the bathroom, are very helpful to remind students to come back to reality and pay attention. The watches can be set to vibrate at any interval the adults choose. It will vibrate for a few seconds and then reset itself for the next time segment. The student does not have to touch the watch to make it reset. Here are some we have found:

We did a search on Amazon and sorted the watches from least expensive to most:

- [http://www.amazon.com/gp/search/ref=sr_cb_?sf=sbc&rh=i%3Awatches%2Cn%3A377110011%2Ck%3Avibratalite&sort=price&keywords=vibratalite&ie=UTF8&qid=1373308108](http://www.amazon.com/gp/search/ref=sr_cb_?sf=sbc&rh=i%3Awatches%2Cn%3A377110011%2Ck%3Avibratalite&sort=price&keywords=vibratalite&ie=UTF8&qid=1373308108)

We made a tiny url- [http://tinyurl.com/vibratalitewatches](http://tinyurl.com/vibratalitewatches). This link should work.

**Behavior Tips**

**Student Teacher Rating Sheet** (Worksheets in the back of this book)

Laura Riffel’s modified CICO called the Student Teacher Rating Sheet is at the back of this book. Instead of using the PBIS model of 2-1-0 and the model of the teacher giving the student a score, this model uses 3-2-1 and the student and the teacher rate the student’s behavior each hour and then try to match. The student earns points for matching the teacher. The student still takes this sheet to the CICO person at the beginning and end of the day; however, the parents are a key part of this program. The parents reward the student based on the number of points they earn.
each day. For an electronic version of this program:
http://behaveidoctor.org/files/tools/0809studentteacherratingscale.doc

For a graphing tool to measure the points:
http://behaveidoctor.org/files/tools/ExcelspreadsheetforSBR.xls

Secret Agent. Teacher has a cup with Popsicle sticks in it. Each stick has a student’s name on it. The teacher draws up a stick in the morning and looks at it, but doesn’t show it to the students. The teacher gives a behavior he/she is looking for that day. If the student whose name was drawn follows that rule all day, that student will earn a prize for the whole class. The prize is something the teacher probably would have done anyway (but the students don’t know that). For example, if you have a special art activity at the end of the day, don’t tell the students ahead of time. Make the students think they earned it.

- At the end of the day if the secret agent student has not followed the rule, do not say, “Jamie did not follow the rules today, so there is no prize.” You might as well say, “Boys and Girls, beat Jamie up on the way home tonight.”
- At the end of the day, if the secret agent did not follow the rule, choose to say another student’s name who did follow the rules. Have a private conversation with Jamie that sounds like this:
  - “Jamie, what if you had been the secret agent today? The whole class would have been counting on you. Tomorrow, let’s try this again and I’ll give you a secret signal to remind you to follow the expectation. Maybe I’ll draw your name tomorrow.” (Develop a secret signal between you and the student—like an ear tug (you tug on your ear—not theirs 😊)
- One of my schools uses this for line walkers. They choose a secret line walker each trip down the hallway. The secret agent earns 30 seconds of extra time at the end of the day to read or draw or have recess. By the end of the day, the students could earn up to 5 minutes of extra time. Teachers say the time saved by not having to get after the students is far greater than 5 minutes.

Social Autopsy. Rick LaVoie coined the term “social autopsy” in the 1990’s. It did not catch on then as well as it works now due to all the CSI shows. Every student knows what an autopsy is and they are willing to do one on their behavior. The components are having the student write or draw the following:

1. Here’s what was going on:
2. Here’s what I did that caused a social error:
3. Here’s what happened when I did that:
4. Here’s what I should do to make things right:
5. Here’s my plan for the next time I find myself in this situation:

The social autopsy is then laminated and put in a special folder. The student is reminded every day at the time of day they tend to engage in target behaviors to look at their planning folder. This works much better than a “think sheet”. There is a blank social autopsy in the workbook section of this book.
Academics

Movie on Brain Structure. Thom Hartmann’s video clips you might like to watch and ponder: [http://www.youtube.com/watch?v=kJ-Px2OmCJw](http://www.youtube.com/watch?v=kJ-Px2OmCJw) Are We Drugging Our Kids Into Stupidity? Also, this movie where Thom Hartmann interviews Dr. Richard Silverstein [http://www.youtube.com/watch?v=kJ-Px2OmCJw](http://www.youtube.com/watch?v=kJ-Px2OmCJw) Topography of the brain of children with ADHD.

Social Groups. Make PowerPoint social narratives to help the student learn how to join conversations and make friends. [http://behaviordoctor.org/relationshipnarratives.html](http://behaviordoctor.org/relationshipnarratives.html) This page is filled with sample relationship narratives to use with children who are having difficulty with social skills, transitions and targeted behaviors.

Organizational Skills

Many of our students struggle because they are disorganized. Here are some ideas to help organize the students.

Color Coding. I think educators should teach organizational skills to students at every age level. When I worked with incarcerated youth, I was amazed that they could lose an assignment in such a small space. I was only able to give them file folders, so I gave them a color folder for each subject.

- Red= Reading
- Orange= Language
- Yellow= Math
- Green= Science
- Blue= Social Studies
- Purple= Other

When I gave them a duplicated copy of work to complete, I would run a coordinating color marker down the side of the papers so it had a tinge of that color on the edge. The students knew which folder it went in if they found a loose paper. If the students produced the work themselves on notebook paper, I taught them to take their crayon and make a dot in the upper right hand corner. (We couldn’t have markers because they would sniff them.)

When I moved to Kindergarten, I used the same color coding system for them and I had them keep their work in a plastic magazine stand beside their table. When I worked with older students, I had them keep their folders in a large 2 inch binder so all their work was together. This color coding system has worked well for me over the years. My turn-in bins matched the color of the work to be turned in as a cue for correct filing within the classroom. My bulletin boards even matched the color coding system. Example: Anything having to do with Math was on a yellow bulletin board.

Parents. When you have open house night, talk to parents about color coding their children at home. We used a color coding system for our three children. Each child had a milk crate by the back door. At night, before they went to bed, they had to fill their milk crate with the proper materials to go to school the next day: backpacks, permission forms, PE shoes, Library books, science experiments etc. had to be ready to go before bedtime. This avoided any scuffling in the morning when children and adults tend to be tired and cranky.
Backpacks. Get a luggage tag from the dollar store. Flip the address card over and write all the things that need to go inside the backpack from school to home and home to school. More cards can be cut and labeled “A” day, “B” day. Etc. The cards can be color coded to assist those students who need more mnemonic cues. This helps students be prepared. They can take an erasable marker and draw a line through each thing as they load the backpack.

Agenda Books. Some students never get their assignments written down in the agenda book. Many times this is not due to laziness. It is due to the inability to transfer from the vertical plane to the horizontal plane. This is a learning disability and educators would never mark a student down in grade for having a learning disability. For these students who habitually don’t get the assignment written down, print off the assignment on an address label and teach the student to go get the label off your desk and put it in their agenda book. This is not “babying” a student. This is making an accommodation for their disability. Remember what your objective is- is it to teach writing and copying or to get the assignment done?

Maps. For those students who can never find anything in their desk or locker. Make a map of what their desk or locker should look like (visual – kind of like the people who outline everything on their tool wall in the garage so they know where it goes). Post it inside the locker or inside the desk and then have the desk or locker fairy visit from time to time and if the desk or locker is neat, the student earns a prize (new pencil or special chair for the day).

Messy Writing. Some students have messy handwriting or they get so frustrated with holding a pencil they break the pencil in two. We have found many students actually like to write and have neater handwriting when they use these little rocket shaped pens or pencils. They are thicker lead, so the lead doesn’t break when they write. They have a little oil in the lead, so they don’t make the dragging sound on the paper. They are still number two lead, so you don’t have to replace it for standardized testing. They are comfortable and it makes it a smaller motor movement for their writing. These can be purchased in office supply stores and discount stores. We also purchase them in bulk from www.penagain.com – You can take a picture of them into your favorite discount store and tell them you would like to send parents there to get them and the manager will order them to have on hand. Here’s a picture:

Learning Disabilities

The National Center for Learning Disabilities reports the co-existence of ADHD with LD ranges from 25-70% of the cases; therefore, it is important to spend some time in this book discussing a few learning strategies. Learning disabilities is a general term for students who have normal to above normal intelligence, but struggle with some aspect of learning. This could be a reading disability, a calculation disability, a language processing disability, a writing disability, and many other specific learning disabilities which can affect a students’ ability to learn without accommodations and modifications.

For Neuro-typical students, this is how much they remember from each of these activities:
<table>
<thead>
<tr>
<th>Method Taught</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Group</td>
<td>50%</td>
</tr>
<tr>
<td>Practice by Doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teach Others/ Immediate Use of Learning</td>
<td>90%</td>
</tr>
</tbody>
</table>

From the National Training Laboratories (Alexandria, VA 2012)

**Movie.** Rick LaVoie’s video on Language Processing Disorder can be found here: [http://www.youtube.com/watch?v=zhzh9kt8z7c](http://www.youtube.com/watch?v=zhzh9kt8z7c). We highly recommend watching his F.A.T. City videos which are available on pieces on [www.youtube.com](http://www.youtube.com) or through your media resource center at your school district.

Assignment idea:
- Take a file folder and cut two slits in the top half dividing it into thirds
  - Teach the student to put the paper inside and open the top third and do that work
  - Then open the middle flap and close the top flap and do that work
  - Then open the final flap and close the middle flap and do that work

**Three Stars and a Wish.** By John Morris in Haversham, England (Ardleigh Green Junior School)

- Teacher writes three things that are good about the paper
- Teacher writes one thing she wishes the student would work on to improve the paper
- Student rewrites the paper and then turns it in again for the same process.

**Three Stars and a Wish Purple Edition.** By Monika Marcel in Houma, LA

- Same idea- but it is graded by the purple paper eater (pretend monster). She grades it in a purple pen for her three stars and a wish and then slimes the edge with a little purple glitter eye shadow. The kids can’t wait for the Purple Paper Eater to grade their papers.

There is a journal page to use the same philosophy in the workbook section of this book.

**Kansas Learning Strategies.** Kansas Learning Strategies is now called [http://www.ku-crl.org/sim/](http://www.ku-crl.org/sim/) Strategic Instruction Model (SIM). They have developed a really wonderful training series that helps students who struggle with writing and reading. Here is one idea from them:

- **Mnemonics to help kids:**
- **PIRATES** for test-taking etc. This link gives proper credit to the authors- [http://www.edgartownschool.org/uploads/files/nedine_cunningham/pirates.pdf](http://www.edgartownschool.org/uploads/files/nedine_cunningham/pirates.pdf)
Writing Strategy. 3-2-8 Paragraph (We learned about this from a teacher in North Carolina in 1987). First sentence has 3 ideas in it. Each one of those three ideas gets two sentences. The eighth sentences wraps it up and restates the first sentence in a summarization.

Example:

For my dog TJ’s 11th birthday she went to Fleabuck’s, Boneanza, and Barkin’ Robbins Ice Cream. At Fleabuck’s she had a nice bowl of iced water. She asked for a sprig of mint in her water and splashed the mint so she had minty fresh breath. We then trotted over to Boneanza for a nice juicy T-bone steak. TJ loves to gnaw the bone so she quickly ate the steak and took the bone home in a “doggie” bag. We then went to Barkin’ Robbins for some ice cream as a birthday treat. TJ chose Backyard Bones Bubble Yum triple dip ice cream in a cup for her birthday dessert. TJ’s eleventh birthday was a real treat at Fleabucks, Boneanza, and Barkin’ Robbins.

I’ve used 3-2-8 with high school students and I’ve used it in Kindergarten with parent volunteers who served as secretaries as the students dictated the stories to them once a week.

More Writing Utensils:

For students who tend to get so frustrated they break their pencils:

There is a company that makes totally bendable pencils. I cut them down into four pencils instead of one really long one. Oriental Trading Company sells them for $5.95 a dozen http://www.orientaltrading.com/neon-flexible-pencils-a2-5_968.fltr

For students who need to fidget while they think about their writing:

These are from http://www.amazon.com/Finger-Fidget-Pencils-Set-4/dp/B006RO3P96 $17.97 for four of them.

For students who nervously chew while thinking about their writing:

Use refrigerator tubing attached to the end of the pencil. It is non-toxic (this is the water line that brings water into the fridge) - cut off a two inch section and attached to the end of the pencil. They can chew on the end of the pencil without ruining their teeth on the metal band. This tubing is about 49cents a foot.

Whole Brain Teaching. Students have target behaviors the most when the teacher is lecturing or there is down time in the classroom. Whole Brain Teaching (WBT) is a way to engage the students in learning. It is fun and all students are on task most of the time. WBT was invented by Dr. Chris Biffle. They have a website www.wholebrainteaching.com. Educators can earn staff development points for free by watching the training videos on this website. There are sample videos of teachers using the method at elementary, middle school, and high school levels. It is even used successfully at the college level.
Mathalicious. Mathalicious is a website filled with math lessons all linked to the common core and by grade level. The lessons are downloadable and already for educators to use. The user can set their own price for downloads and a few of the lessons are free for everyone to try. Mathalicious incorporates music, video and interesting topics to teach the students a math lesson that will stick with them for life.

Games. Reality is Broken by Jane McGonigal is a book about why so many people (adults and kids) are addicted to online games. She suggests the best way to hook students in the classroom is to engage them in more game like activities. There are so many ways to do this:

1) Game templates. Turning any lesson into games like “Who Wants To Be A Millionaire?” or “Are YOU Smarter Than a Fifth Grader?” will entice the students to stay involved in the classroom activities. www.behaviordoctor.org/games.html is a page with links to prepared game templates. All you will have to do is plug in your questions and answers.

2) Mouse Mischief:
   b. Program allows educator to use PowerPoint and wireless mice to allow students to answer questions, answer polls, manipulate objects etc. Very fun and engaging and most schools have the correct wireless mice available in their computer lab. This is much cheaper than remote clickers for the class.

3) Thirty-Four ideas for using smartphones in the classroom
   b. Best ideas:
      i. Take a picture of the homework assignment or teacher produced work
      ii. Students videotape teacher’s lecture for use during homework or test study
      iii. Students use agenda and email assignment to themselves
      iv. Use reality apps like planet finder or junaio in the class or on field trips
      v. Use as clickers for the Smartboard- ability to take polls etc.

4) Old fashioned games to make learning fun
   b. Bingo, Bunco, Scrabble, Memory etc.

Anxiety. Anxiety can side rail academic performance quickly, especially during high stakes testing. Here are some research based ideas for reducing anxiety in the classroom.

Advanced Organizers. Advanced organizers help students organize their thoughts. Many times teachers use KWL charts and flow charts for the whole class. Giving each student their own copy will help them cue into the important facts.

- Instead of plain K-W-L charts try these variations:
  o KWHL- What do you know? What do you want to know? How would you like to learn it? What did you Learn?
  o KWHLR- What do you know? What do you want to know? How would you like to learn it? What did you Learn? How would you like to prove it?
• Instead of plain flow charts, have the students make them on a PowerPoint in the computer lab and link each box to a movie or online link which will help them study. Have them email the PowerPoint to themselves at home for study.

Copying From the Board. For some students, it is very difficult to transfer what they see on a vertical plane to a horizontal plane. This is often an undiagnosed learning disability. An easy solution, make 20 copies of what is on the board the first few days of school. Say to the students, “I know some of you might have trouble seeing the board because of the glare or where you are sitting. Here is a copy of what is on the board so you can copy it on your paper for your notes. I need these back to save for next year’s students to save paper, so give these back when you are finished.” After a few days, you will know who needs them and who doesn’t and that is the number of copies you will need to make. For those students with dysgraphia, it might be best to take a picture of the board and email it to them. Remember your objective. Is your objective to learn how to write or to get the material down for study purposes?

Spelling. We know many adults who do not know how to spell. There was a period in education when teachers were told not to tell students how to spell a word. A lot of anxious kids freaked out when the teacher would not tell them the right way to spell a word. Some students cannot stand to make a mistake. We typically call them perfectionists. Many of us would fall into that category. Here are some ideas to help specifically with spelling:

• Mnemonics paired with Michenbaum’s Five Step Cognitive Model.
  o On Friday, the teacher gives a pre-test on all the next week’s spelling words. These are not graded for a grade, rather they are graded for what words received the most incorrect spelling variations.
  o The teacher then thinks up a mnemonic to help the students with those words.
    ▪ For example: there, their, and they’re
      • There is a place, we go here and there. It has the word here in it.
      • Their shows belonging. Prince Charles is their heir to the throne. It has the word heir in it.
      • They’re is a contraction. It is shortcut word for two words so it has an apostrophe in it.
    ▪ On Monday, the teacher introduces all the words and shows the students how to write them using the new mnemonic.
    ▪ On Tuesday, the teacher has the students perform the writing while he or she tells the mnemonic aid.
    ▪ On Wednesday, the teacher has the students say and perform the writing while saying the mnemonic.
    ▪ On Thursday, the teacher has the students whisper and perform the writing while whispering the mnemonic aid.
    ▪ On Friday, the teacher has the students think it and perform the writing while thinking of the mnemonic aid.
  • Here’s an example:
    o Monday. M-U-S-C-L-E-S (sung to the tune of N-E-S-T-L-E-S chocolate) – the teacher sings it as he or she writes it on the board about five times.
• **Magnets**  
  o For students who have a hard time writing, they can manipulate magnets to spell the word. We use this with children with autism who are just developing their skills. We take the letters of the word and put them in a baggie with a picture or plastic replica of the object they are spelling. We hand the baggie to the student and have them take out all the objects and manipulate the letters into the correct spelling.  
  o As the students gain expertise with this method, a foil letter can be added to the mix. In other words, for the word FISH—there would be a plastic fish and the letters: F-I-S-H-J  
• **Sandpaper**  
  o For some students, if they feel the letters as they write (tactile learners), it helps them commit the action to memory. Having the students write on sandpaper with a crayon will help them with the muscle memory for how to write the words.  
• **Wikistiks** can be used in the same way. The student would then trace the letter with their finger after they formed the letters of the word.  
  o Wikistiks can be used again and again and sandpaper is a onetime use product  
• **Dictionaries**  
  o We made a book for each student with an alphabet letter on the top of each page. As the students asked how to spell a word, we would write it on a 2 inch by 2 inch post-it note and give to them to put in their personal dictionary. The students were trained to look up their dictionary first to see if they had already asked how to spell the word.

**Word Searches.** Many teachers still use word searches. For students with visual discrimination issues, these can be quite daunting. Teach the student to use a ruler to find the words. They can move the ruler horizontally, vertically, and diagonally.

**Kinesthetic Learners.** Many students need to move to learn. A fun way to make it a movement game is to purchase a cheap plastic ball from a discount store. These balls are usually in a large bin in the toy department and cost around $3. With a permanent marker, divide the ball into sections and write a question or math problem in each section. Have the students sit or stand in a circle and toss the ball from one person to the next. Wherever the catcher’s hands
land, they read the question below their right thumb. They read the question out loud and then the student answers the question to earn points for the class. The class can be divided into teams who earn points. The student then passes the ball to someone who has not had the ball and the game continues until everyone has had a chance to partake. For Kindergarten students or students who do not know their right from their left, the teacher can paint a small amount of red fingernail polish on their right thumbnail and this will help them. By the time the polish wears off the student will know their right from their left. (Be sure to ask parents before you pain fingernails).

**Multiplication Facts.** If a student has difficulty with memorization of multiplication facts, a spatial approach is best. Use a number chart or matrix of the numerals 1-100 and have students county by “4”s and color in the box of every fourth number. Seeing the visual pattern helps man students who learn best visually and spatially. See workbook section for a blank number chart for you to use.

Have the students make a PowerPoint coloring in the boxes using tables and the fill-in tool. Have them make a page for 1’s, 2’s, 3’s, 4’s, 5’s, 6’s, 7’s, 8’s, 9’s, 10’s, 11’s, and 12’s. Then have them link to the Multiplication Rock music for each page and they can listen to the music and watch the page as they learn their multiplication facts.

**Fun with Math.** Some kids like to learn tricks that don’t really help them that much - but they are fun to learn. Here are a couple.

Sevens:

Take a box grid of 9 squares

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
```

Starting at the bottom of each row number the boxes backwards like this:

Now use this pattern:
0-1-2
2-3-4
4-5-6
(last number repeats in next row)
Fill in the boxes with these numbers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>28</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>49</td>
<td>56</td>
<td>63</td>
</tr>
</tbody>
</table>

7x1=7, 7x2=14, 7x3=21, 7x4=28, 7x5=35, 7x6=42, 7x7=49, 7x8=56, and 7x9=63  Just for fun- won’t really help them, but they’ll have fun playing with it.

Nine Fingers

9 x 4 = 36 Hold down finger number “4”. There are 3 fingers before it and 6 fingers after it- so the answer is 36.

3+6=9 is also a way to see the nine trick- all the answers equal nine

0+9=9
1+8=9
2+7=9
3+6=9
4+5=9
5+4=9
6+3=9
7+2=9
8+1=9
9+0=9

Once again, these are just fun facts and won’t really help a child “learn” the facts.

Fun Ways To Learn (Ideas from Pinterest)

**Nametags.** Many teachers wear a sticker on their clothing to help students learn difficult facts. When a classroom is studying difficult facts, give each student a self-stick name tag with an important fact on it. This can be Math, or any other subject. From that point on for the day, have the students refer to each other as the fact on the name tag and not the student’s real name. For instance, during class meeting instead of saying, “I’d like to compliment Susie for picking up trash.” A student could get the Koosh ball and say, “I’d like to compliment the capital of Kansas is Topeka, for picking up trash.” It’s funny and the students will remember the difficult facts.

**Sandwich Board.** Many teachers have worn aprons with specific facts on them. A lot of teachers now carry a small white board with them as they walk down the hallway, the teacher walks backwards with a fact on the board. If the students have to wait a few minutes to go into a special class, the teacher might write facts on the white board and have the students whisper the answers.

**Floor.** Turn your floor into a bulletin board. Write facts on the floor on clear contact paper, or solid color contact paper and stick it to the floor. Masking tape or duct tape works well too. It does leave a sticky residue on the floor but “Goof-off” takes it right off. If your floor is carpeted, the stickiness will wear off with the students walking on the carpet.

**Vocabulary.** When teaching new vocabulary, make index cards. One card will have the word and one will have the definition. Pass out one card to each student. Have them find their other half. They will have to problem solve to figure out who has the word and who has the answer. They will have to go around and read the answers over and over again to learn who to pair up with in the classroom.

**Go Fish.** When students are learning new vocabulary or new facts, the board can be turned into a small memory game. Every time you catch the class being “good”, choose a student from your stick jar to come up and try to match a pair. When all the pairs are matched, the class earns a prize. It’s a win-win. The students are hearing facts and learning to use their brains to remember where something is on the board and they are working in a group contingency for a group payoff.

**Sequence.** When learning difficult sequences, give out index cards with the sequences on them. Let’s say for some reason you were teaching the order of the presidents. Write each president’s name on an index card. You might write the years they were president below their name. Pass out all the cards and then have George Washington start. The first student would say, “I have
George Washing who was president from 1789 to 1797. Who has the second president of the United States? The second student would say, “I have John Adams, He was the second president from 1797-1801. Who has the third president?” And, so on until the current president. This can later start some discussions about what was going on during each president’s term.

- The same can be done with Math facts. “I have five. Who has five plus five?” “I have ten. Who has ten plus five?”
- “I have Delaware who became a state in 1787. Who has the second state to enter the union?” “I have Pennsylvania who became a state in 1787. Who has the third state to enter the union?”

**Overwhelmed.** Sometimes, you will have a student with special needs in your class and they will become overwhelmed due to noise, activities, difficulty etc. You cannot always get to them right away when they become overwhelmed. Have a plastic shoe box filled with educational games, headphones, stress balls etc. and keep it close to the child who becomes easily frustrated. Teach them when they get frustrated to go get the box and open it and use what is inside. This will be your cue to go over and get them on track as soon as you are finished with what you are doing. Better to have a child off task for a few minutes than have a child have a temper tantrum because they became overwhelmed and did not know what else to do. We like to use a box with a bright red lid because we will notice it moving in the classroom.

**Adapted Books.** We were once called in to help with a blind student who was having behavioral issues in the regular classroom. He was very young and his biggest time for problem behaviors was in circle time when the teacher was reading aloud from a book. Imagine being blind and not being able to see the pictures to understand what was being read to you. No wonder he was rolling all over the floor to entertain himself. We got a list of the books the teacher might read and took the books and did the following:

- We outlined the shapes with puff paint.
- We put a small piece of foam between the pages so the pages would open easily from one to the next.
- We glittered some areas and put texture on things with the puff paint.
- If the class was reading about a frog, we got him a rubber frog to hold so he knew what they were talking about.

The point is, if a behavior is occurring, look at the situation from the child’s point of view. What might be causing the behavior to show up?

**Prefixes and Suffixes.** Give each student two dice. The dice are blank dice you can purchase from teacher supply stores or you can use unifix cubes. On one dice, write the prefixes and suffixes you are studying. On the other dice write root words. Give each child a piece of paper between every two children. Have the students get in pairs and roll their dice to make new words. They are to write their new words on the paper if the word makes sense. They can check their new word in the dictionary.

**Prefixes:**

- Non
- Dis
- Re
• Pre

Suffixes:
• Able
• Ing
• Ous
• Er

Root Words:
• Descript
• Repair
• Port

Flip Books. Make students a flip book about themselves. Take sentence strips and leave one long and the rest half the size. Put the students name on the left hand side and write “IS’. In other words, Charlie is....... The students will then write something about themselves on each card which is stapled to the right side of the long strip. Each page will form a sentence.

• Charlie is very tall.
• Charlie is very smart.
• Charlie is a lover of trains and planes.
• Charlie is not a lover of broccoli.

These can be fun to do during the first week of school and then share them during circle time. For older students, the sentences will be more complex and the students can illustrate each strip.

Once the students understand this concept they can make flip books for any subject you are studying. ……………………………..would describe Japan. Each student can have their own topic and then they can be shared and passed to review for a test.

• ……………………………..is an export of Japan.
• ……………………………..is an import of Japan.
• ……………………………..is the money unit of Japan.
• ……………………………..is a large city in Japan.
• ……………………………..is a major occupation in Japan.

Coded and Cued Assignments

Reading. For struggling readers, the letters can be color coded to help them determine long and short vowels for a short time. This will help them start to see the patterns in what makes a long vowel long and what makes a short vowel short. We used red for silent vowels, yellow for short vowels, and green for long vowels. Bossy “R” was purple (royal color...do what I say.)

Story problems. For some students understanding the words which mean subtract or divide and words which mean add or multiply are very confusing. Sometimes, we go through and circle the multiplication or addition story problems and put a square around the division or subtraction problems. Then we underline the words that tell them which made it that particular action.
The story of my life as a __________________ grader. Give each student a roll of adding machine tape. Each day, have the students write down something they learned that day. They can write, draw a picture, use facts, or cut out a picture from a magazine if it works for what they learned that day. They begin rolling the tape the other way and use a paperclip to secure it. At the end of the year, they have a biography of what they learned that year. For young students, have them bring a shoebox from home which has been covered or spray painted a solid color. Make two slits in the box on the lid large enough for the tape to come up from the bottom and over the top and then down to the other side and down. Drill four holes, two on each long side of the box. Run a dowel rod through the holes from one side to the other. On the one on the left, run the dowel rod through the adding machine tape holding it in place. Run the adding machine tape up through the first slit in the lid and then back down through the second slit. Tape the end of the adding machine tape to the second dowel rod which has been run through from one end to the other. The students can then “roll” through their year and it will keep you from having runaway adding machine tape with little ones. Parents will love you for this because it will be a keepsake for their children. It will also be a nice “exit” ticket for the students each day.

Ways to Demonstrate Mastery Using Howard Gardner’s Multiple Intelligences

After studying a subject, the students do not always have to take a paper and pencil test. They can show you they learned the material in a variety of ways. You will need to develop a rubric for each one based on the age level of the students you are working with and their particular intelligence level.

**Linguistic.** These students are very good with words. They can write plays, movie scripts, puppet shows, television programs or develop crossword puzzles to demonstrate mastery. They will share with the entire class through their chosen medium.

**Logical.** These students are very sequential and like patterns. They like multiple step science experiments. They might like to read two books and find the similarities between the two books. For instance, we had a student who found similarities between Abraham Lincoln and Ulysses S. Grant.

**Bodily Kinesthetic.** These students like to touch and feel everything. They might like to build dioramas, create a dance representation of the events, or build an outside game based on the principles of what you studied. They can still write a report about the topic, but their main grade will be based on the bodily kinesthetic project.

**Spatial.** These students are good with space and visualization. Let them draw, paint, or sculpt a product to depict what they’ve learned. Let them create the Battle of Gettysburg with Legos etc. They can create a maze game that uses flash cards with questions. These are the students that can look at those pictures of gears and tell you which peg will move when the gear goes left.

**Musical.** These are typically your auditory learners. Let these students tell stories, write songs, or tell a story through interpretive drumming. These are the students that can tell you verbatim what you said on Tuesday at 9:17 a.m.
**Interpersonal.** Let these students teach a lesson they develop for the class. These are the students that would love the challenge of a PowerPoint story to teach to the class. A lot of teachers rank high in this category.

**Intrapersonal.** These are the students who are shy, so they won’t want to stand up in front of the class and give a lecture on the trials and tribulations of the depression era as it relates to the octogenerians who hoard money in the current century. These are the students who would be happy to take the multiple choice test. However, these are also the very students who are self-motivated and could self-direct their own learning if given the opportunity.

**Naturalist.** These are the students who can draw upon certain features of the environment. Depending on the topic being explored in the classroom, there may be ways to connect this for evaluation. For instance, if you were studying the environment, these students might develop a science experiment for the class outdoors and bury the following in a pair of pantyhose: a Styrofoam cup, an empty soda can, a banana peel, some coffee grounds and a piece of paper. The student could bury this in the outdoor area of the school and then dig it up and comparing it to the original map of the pantyhose to show the class how things disintegrate over time.

**Student Success.** John Hattie, the author of Visible Learning: A Synthesis of 800+ Meta-Analyses Relating to Achievement found that students measuring their own success had a profound impact on their learning. Each student should have a notebook or folder for each subject. In the front of that binder, they should have a workbook sheet where they graph their score for each paper they turn in to the teacher and receive back. There should be no excuse for a child not knowing how they were doing in each class. See the example of a student scoring guide in the Workbook section for this part of the book.

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**Students with Oppositional or Non-Compliant Behavior**

Many students with ADHD are described as oppositional or non-compliant. Whatever the reason for the non-compliance, these strategies have been helpful for educators in working with these children.

**Heart rates**

Students with aggressive behaviors tend to have a heart rate of 147 bpm on average just prior to the aggressive act (45-90 seconds prior) (Freeman et al., 2001). The resting heart rate is 60 bpm. Music set around 60 bpm can have a calming effect in the classroom. Here are some places to figure out beats per minute:

- www.tinyurl.com/tangerinebpm
- www.beatunes.com

**Websites with information on 60 bpm and lists of songs:**

- [http://walk.jog.fm/popular-workout-songs?bpm=60](http://walk.jog.fm/popular-workout-songs?bpm=60)
- [http://mp3bear.com/?q=songs+around+60+bpm](http://mp3bear.com/?q=songs+around+60+bpm)

**Staying in Frontal Cortex:**
The trip to BS (Brain Stem). We know what happens when we don’t give our stomach what it needs or too much of something. We have to think about the brain as well. It needs water, stimulation, and oxygen.

Cool Down Techniques

Instead of saying “Sit Down” Use;

**Choices.** The University of Michigan says offering two equal choices gives a 98% compliance rate. Pair that with the research on right ear preference and the student is most likely to comply. ([http://hi.baidu.com/esler/blog/item/4727521cc29c8a8286d6b6ff.html](http://hi.baidu.com/esler/blog/item/4727521cc29c8a8286d6b6ff.html))

**Compassion.** Handle all problems. Instead of saying, “Why did you rip up that paper?” Say, “I can totally understand why you felt like ripping up that paper.” This will bring down the brick wall that is ready to raise and then you can say, “But, we can’t allow students to behave in such a manner and here is how you will make restitution for that action.”

**Social Autopsy.** Rick LaVoie coined the term “social autopsy” in the 1990’s. It did not catch on then as well as it works now due to all the CSI shows. Every student knows what an autopsy is and they are willing to do one on their behavior. The components are having the student write or draw the following:

6. Here’s what was going on:
7. Here’s what I did that caused a social error:
8. Here’s what happened when I did that:
9. Here’s what I should do to make things right:
10. Here’s my plan for the next time I find myself in this situation:

The social autopsy is then laminated and put in a special folder. The student is reminded every day at the time of day they tend to engage in target behaviors to look at their planning folder. This works much better than a “think sheet”. There is a blank social autopsy in the back of this book.

**PowerPoint.** For younger students or students with low verbal skills, a PowerPoint social autopsy works better. It will follow the same guidelines; however, the PowerPoint will have pictures of the student engaging in each step of
the process. There is a sample on
http://behaviordoctor.org/files/powerpoints/social%20autopsy/socialautopsyppt.pptx

Main Message: **Build a Relationship with the Student First- Discipline Without a Relationship Leads to Rebellion**

**Low Self-Esteem**

When students are in kindergarten 80% of them have high self-esteem. When students are in fifth grade 20% of them have high self-esteem. When students are in high school five percent of them have high self-esteem (Canfield, 2009).

**The Four P’s for Raising Self Esteem**

- Public Relations
- Proficiency
- Power
- Philanthropy

There is a worksheet at the back of this book. We have implemented the Four P’s of Raising Self-Esteem with over 1000 students in Kansas and Oklahoma and have yet to find a student who did not respond. Our baseline was based on two factors: student grades and target behavior. We wanted grades to go up and target behaviors to go down. We implemented the Four P’s for one month and measured grades and target behaviors again. In each case, there was a positive change in one or both of these factors. The key is consistency of implementing all four quadrants of the Four P’s. (Worksheet section)

Here is a PowerPoint on the Four P’s:- http://behaviordoctor.org/files/tools/4-Ps%20Worksheet.doc

**Voice Level**

Many times, teachers are heard saying, “Use your inside voice.” Depending on your home, your inside voice level might be much louder than what the teacher is intending. Consider a child who lives in a home with 5 other children, they must talk louder to be heard. Consider a child who attends a daycare with 50 other children versus a child who attends a babysitter with six other children. Voice levels will be different depending on the context.

**Use inches:**

Pass out a ruler to each student. Have them practice in pairs talking in a 12 inch voice, 6 inch voice, 3 inch voice, and zero inch voice. Use this philosophy on the bus and in the cafeterias.
**TIPP behavior in your favor:**

Teach it  
Imprint it by modeling it  
Practice it  
Praise it when you see it

**Calming Music.** Play 60 bpm music in your room paired with nature pictures or choose to play the nature pictures only or the music only. Here are some free downloads: [http://behaviordoctor.org/calmingvideos.html](http://behaviordoctor.org/calmingvideos.html)

**Design a Multimodal Treatment**

One intervention is not going to change the child’s behavior.

You will need:

**Antecedent modifications.** Things you do before a behavior has a chance to show up  

You determine when those need to be employed by looking at behavior patterns:

- Time of day  
- Day of the week  
- Contexts, settings, subjects being presented, certain peers being around, certain adults being around etc.

**You will need to teach replacement behaviors.** This child has learned that certain behaviors have a pay off  

The child will have to be taught ways to release anger and frustration in socially appropriate ways.

We cannot just tell them to “be good”, we have to actually give them techniques that will help them do something different.

**You will need to make consequence modifications.** Everyone hates this one because it is “What will you do different when the behavior occurs?”

We don’t like to think about changing ourselves.
How will we avoid paying off with attention or escape from work consequences and yet still manage the behavior?

How do we refrain from going to brain stem?

How to **CARE** for behavior

**C**ontrol

How can I make it appear the child has more control over situations?

**A**ttention

Does the child want the adult attention or peer attention?

**R**evenge

What social skills can we give the child to help them refrain from reactive strategies?

**E**scape

Why does the child want to get out of work or get away from a situation? (low self-esteem, inadequate skills, etc.)

**Functional Behavior Assessment - FBA**

**The multi-modal plan.** Does not just put one statement in place:

Consider if your doctor said, “Get better.” No different to tell a child with a medical diagnosis to “Be Good.” (it only works for ET)

**School-wide PBIS.** The focus of Sw-PBIS is on teaching appropriate behavior by the **TIPP** method:

- **T**each the behavior
- **I**mprint the behavior by modelling it for the students
- **P**racticing the behavior
- **P**raising the behavior when you see it.

**Label appropriate behavior.** Instead of telling the child what “NOT” to do- tell them what to do by labelling it when you see it.

I like the way you…. (the more you say- the more you’ll see.)

Get rid of the totalitarian rules:

- Don’t __________
- No __________
- Quit __________
- Stop __________
**Sticks and Stones.** Children with Oppositional Defiant Disorder need to learn bonding strategies in order to build relationships: Teach the ODD child to respond to others rather than react to others.

**Teach the “I” strategy for Independence**

Share the emotion (feeling)

Explain the why (the cause)

Make a request (the solution)

I feel frustrated when I don’t know the answer to a question. Please teach me a trick to make it easy.

**Cool down technique for YOU.** Children with ODD seem to be able to send us from frontal cortex to brain stem in 20 seconds flat. This happens because we have been trained to think, “I must react immediately to this situation because that’s what we do.” The truth is...we don’t think best when we are upset. Train yourself to do the following: Use the late night host technique. If you don’t have enough information yet ask an open ended question like:

“Tell me more.”

When you do deal with it:

Handle all problems with compassion first.

“Oh, man I can totally understand why you felt like doing that.

But the rules for that are x,y, and z at this school.

So we’ll see you in detention on what day?

After that, let’s get together and talk.

Be sure to come see me the next day.”

**Use a Point System.** How many of you collect frequent flyer miles or reward points for hotels?

It makes you want to engage in a particular behavior. See the Student Teacher Rating Sheet in the workbook section of this book.

**Check In- Check Out Program.** The most critical factor influencing the development of pro-social behavior is the attachment to at least one pro-social adult who believes in the child and provides unconditional acceptance and support (Horner et.al., 2008; Hawkins, 1995; Bernard, 1995; Brooks, 1994; & Katz, 1995).

Kids with ODD- First instinct is to not trust adults

**TUMS** for the ODD Child:

Touch them- High five or gentle touch on forearm when talking to them. Message: We touch people we like.

Use their name

Make eye contact

Smile
Technique for Kids. Cooking Spray - Be “PAM” - USE PAM on Your SPAM

Don’t let words from other students stick to you. Be:

**Proactive not reactive**

**Affirmative**

**Move Away**

**Proactive not reactive**

Teach the child to have a plan to keep themselves in frontal cortex:

- Teach them breathing techniques
- Give them an outlet for tensing muscles such as a stress ball they keep in their pocket
- Teach them how to go to their “zen” place

**Affirmative**

Teach the child to tell themselves positive statements:

- I can handle this.
- I am better than this.
- This is not worth losing privileges over.

**Move Away**

Teach the child to say something like:

“Thanks for sharing your opinion and move away.”

Teach the child to not make eye contact when saying the above statement.

Ice it down….

Know how you can add ice to a hot cup of cocoa and it cools it down to “just right”? Or ice an inflamed muscle and it calms down.

Learn what to say to bring the child down to “just right.”

For example:

- If the child likes to set up the overhead projector and you see they are about to go over the edge, ask them to set up the overhead projector for you.

Music calms the inner “beast”

We all have times when our inner beast comes out.

- Share with the student what you do....

**Notes:**
Autism Spectrum Disorders

According to Kay Marner, it is possible that half of all students identified with autism also have ADHD. Therefore, addressing some strategies for Autism may be of benefit in this book. (http://www.additudemag.com/adhd/article/10236.html)

The numbers are growing:

1950’s 1- in 10,000

2013 1 in 50 (CDC- parent report)

Movie about Carly Fleischmann can be downloaded here:

http://www.youtube.com/watch?v=xMBzJleeOno

Just because I don’t talk-Does not mean I don’t have something to say!!!

(Photo by Elizabeth Davenport)

Good Books:

Asperger:

the curious incident of the dog in the night-time by mark haddon

Look Me in the Eye by John Elder Robison

Be Different: Adventures of a Free-Range Aspergian with Practical Advice for Aspergians, Misfits, Families & Teachers by John Elder Robison

Autism:

Born on a Blue Day: Inside the Mind of an Autistic Savant by Daniel Tammet

The Exceptional Life of Jay Turnbull: Disability and Dignity in America 1967-2009 By Rud Turnbull

Brains, Trains, and Video Games: Living the Autism Life by Alicia Hart, Brianne Bolin, Ewan Nees and Tera Swang

Overstimulation. Think about all five senses. Imagine hearing the humming of the fluorescent light, the motor of the overhead projector, the bees buzzing outside, someone scratching their skin, chair legs scooting on the floor, and someone tapping their pencil all at the same volume and ten times louder than a neuro-typical hears them. Many children with autism are hyper-acoustic. They hear everything extremely loud and cannot cypher out what is important and what is not. For an excellent take on what this feels like watch:

http://www.youtube.com/watch?v=KmDGvquzn2k You only have to watch 2 minutes of this-imagine what it is like 24 hours a day.

Noises. Minimize- carpet on the floor helps

- Tennis balls on bottom of chair and table legs
- Seat the student away from the overhead projector for the Smartboard
- Seat the student away from the door and hallway noise
- Seat the student away from fluorescent lights above
- Keep noise to a minimum

**Lighting.** The flickering of the fluorescent lights can be a distraction. Consider writing a grant to www.donorschoose.org and choosing the put in www.huelight.net panels. The panels are about $20 apiece and all but stop the flicker from coming through.

- Use lamps around the room with incandescent light bulbs and leave overhead lights off
- Use natural light as much as possible

**Smells.** If your classroom is near the cafeteria or the pool in the gym area, consider using a draft dodger. You can make your own for a dollar. Get a pool noodle at the dollar store and cut it in half. Slip it into an old pillow case which has been made narrower by sewing down the middle and cutting off the extra half. Slide one pool noodle on each side of the door. This will decrease the smells coming into your room.

- Consider not wearing perfume. Even body lotion can bother students with sensory integration issues. Students with Traumatic Brain Injury (TBI) can be highly sensitive to smell and it can trigger a migraine headache.
- Do not use plug in room deodorizers or spray room deodorizer
- To eliminate dank musty smells, sprinkle baking soda on the carpet and then vacuum it up

**Textures.** If a child is acting uncomfortable, check out what they are wearing:

- Seams on socks
- Tags in the back of clothing
- Itchy material
- Seams in clothing
- Think about what they are sitting on
- Allow them to bring house slippers from home and take off their shoes and socks in the room
- Talk to parents about comfortable clothing choices

**Transitions.** Anything that is a change is a transition. Changing classes, changing activities, changing people can be a huge event for a child with autism if they are not prepared for the change. We used a **PowerPoint** relationship narrative to help students and housemates with changes that were coming each day. For samples see: [http://behaviordoctor.org/ASD.html](http://behaviordoctor.org/ASD.html) scroll down to Relationship Narratives for samples.

- These can be developed with pictures of the student and recordings of the student. They can be narrated and saved a PowerPoint shows .pps and then transferred onto a Palm Pilot or iPad or iPhone for a student using a simple program called DataViz. You can download a free version of DataViz here: [https://www.dataviz.com/DTG_iphone.html](https://www.dataviz.com/DTG_iphone.html)
- Remember to make one for students when they transition from one school to the next.
Workbook Pages:
Student Teacher Rating Sheet

Student Name: __________________________________________________________

Date: __________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Hour One</th>
<th>Hour Two</th>
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<tr>
<td>Keep hands and feet to self</td>
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Total Points Earned Today: ______________________ out of 84 possible

Prize Earned: __________________________________________________________

Parent Signature: ______________________________________________________

Prize tomorrow for 67-84= ________________________________________________

Prize tomorrow for 58-66= ________________________________________________

Prize tomorrow for 50-57= ________________________________________________

Prize for 49 or lower= ___________________________________________________
Student Copy of Teacher Student Rating Sheet- This sheet should be laminated so the student can reuse.

<table>
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<tbody>
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<td>Keep hands and feet to self</td>
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<td>Respect personal space between each other</td>
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3 = I give myself a 3 if the teacher did not have to remind me about the rule for each behavior I am working on.

2 = I give myself a 2 if the teacher had to remind me a few times about the rule for each behavior I am working on.

1 = I give myself a 1 if I did not remember to follow the rule at all and the teacher had to remind me more than a couple of times.

Be Honest: Remember you earn points based on matching the teacher’s score!
Young Child copy of Teacher Student Rating Sheet- This sheet should be laminated so the student can reuse.

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<thead>
<tr>
<th>Keep hands and feet to self</th>
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<th>Turn work in on time</th>
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<th>Teacher writes points on sheet for them</th>
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Free or Inexpensive Rewards for Parents

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 reward. 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 have to 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 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 has to tell a part of the story. The child being rewarded 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 on 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 reward.

35. Let your child dictate where you drive on the way home from a location. In other words, they have to 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 have to 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 reward, 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 really 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. As long as 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 actually 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.behaviordoctor.org](http://www.behaviordoctor.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 of 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 really 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 have to 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 of 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 you 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 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.

For 32 pages of Free Rewards for Educators follow this link:

http://behaviordoctor.org/files/tools/2013rewardsforfree.docx
Social Autopsy (Based on the ideas from Rick LaVoie, 2005)

<table>
<thead>
<tr>
<th>Here’s what was going on:</th>
<th>Here’s what I did that caused a social error:</th>
<th>Here’s what happened when I did that:</th>
<th>Here’s what I should do to make things right:</th>
<th>Here’s my plan for next time it happens:</th>
</tr>
</thead>
<tbody>
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Three Stars and a Wish (Journal Entry)

One thing that went really well this week:

Second thing that went really well this week:

Third thing that went really well this week:

One thing I wish had gone differently this week:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>50-59%</td>
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<td>40-49%</td>
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<td>30-39%</td>
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<td>20-29%</td>
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</table>

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

Proficiency
(What skills are they lacking?)

Public Relations
(How can we make them look good?)

Power
(How can we give them power over their emotions?)

Philanthropy
(How can we set them up to help others?)

Start Date:____________________________
Baseline grades _______________________________________________________
Baseline target behavior _________________________________________________
Probe Date (one month later):_____________________________
Probe grades _________________________________________________
Competing Pathway Chart: O’Neill & Horner, 2005

1. What behavior are you targeting to change? (Behavior)

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

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

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

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

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

7. What is the goal behavior?

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