Using the *Behavioral Objective Sequence* To Develop Effective Assessment-Based Interventions For Children And Youth With Challenging Behaviors

With

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Using the *Behavioral Objective Sequence* to Develop Effective Assessment-Based Interventions For Children And Youth With Emotional and Behavioral Disorders

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Workshop for
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Workshop Description
Students with emotional and behavioral disorders present particularly complex management and discipline and intervention issues. Unfortunately, the current focus is often on how to suppress or manage the many diverse problems these youth present, while little attention is given to contributing factors, or to the developmentally insensitive manor in which they are treated in schools and elsewhere. This workshop will focus on using the *Behavioral Objective Sequence* for integrating assessment into a model for determining students' level of social development, and for preparing intervention plans that are effective and developmentally appropriate.

Agenda:
- Characteristics of Students with Problem Behaviors: Contributing Factors and Implications for Assessment and Intervention
- Assessing Developmental Level of Social Performance: Identifying Developmentally Appropriate Objectives
- The Curriculum for Teaching Prosocial Competencies
- Preparing Assessment-based and Developmentally Appropriate Intervention Plans
- Preparing Coordinated School-Community Agency Intervention Plans

Skill Areas: Participants will learn...
- to integrate various assessment data into a developmental assessment
- how to select developmentally appropriate behavioral goals and objectives
- how to link goals and objectives to developmentally appropriate intervention plans
- how to integrate learning-based curriculums for social development into intervention plans
- how to use practical tools for monitoring progress and making adjustments in intervention plans
- how to coordinate school and community agency intervention resources with students' objectives

Intended Audience: special educators, school psychologists, social workers, administrators,

ASSESSMENT vs DIAGNOSIS

	ASSESSMENT	DIAGNOSIS
DATA	CRITERION REFERENCE CLEAR, CONCISE DESCRIPTION	NORM REFERENCE SYMPTOMS
SOURCE	OBSERVATION, INTERVIEW FORMAL & INFORMAL TESTS IDIOGRAPHIC	INTERVIEWS, HISTORY FORMAL & INFORMAL TESTS NOMOTHETIC
ORIENTATION	STRENGTHS & DEFICITS LEVEL OF FUNCTIONING	COMPARE CLASSIFY
FOCUS	SKILL NEEDS	LABELING
FUNCTION	DECISION MAKING PRESCRIPTION	ETIOLOGY, PROGNOSIS PRESCRIPTION
TREATMENT GOALS	COMPETENCIES	ABATEMENT OF SYMPTOMS
TREATMENT	MANAGED LEARNING	"THERAPY"
EVALUATION	OBJECTIVE AND CONTINUOUS MONITORING	SUBJECTIVE JUDGEMENT PROGRESS INVENTORIES

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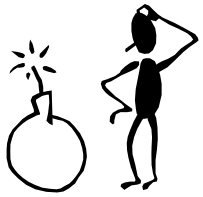
STUDENTS WITH SED/EBD

EXTREMES OF ANY KIND OF BEHAVIOR:

Too fast or too slow
Too brave or too fearful
Too serious or too silly
Too active or too passive
Too giddy or too unhappy
Too noisy or too quiet
Too intense or too apathetic
Too excitable or too phlegmatic
Etc.

Eleanor Guetzloe



TOO….

A definition

They do….

Too much or too little of particular behaviors,
To often,
With too many different kinds of problems,
In too many places,
With too many people,
For too long a period of time,
Requiring too many interventions,
Resulting in too little change.

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CHARACTERISTICS OF STUDENTS WITH EBD

BEHAVIORAL

TYPE	DEFICITS		EXCESSES
	IN TOO MANY ENVIRONMENTS		
INTERNALIZER	CONTRIBUTING EXPRESSING FEELINGS DEALING WITH STRESS ASSERTIVENESS JOINING IN NEGOTIATING PROBLEM SOLVING REWARDING SELF HAVING FUN	TOO	FEARS ISOLATION SHYNESS SELF-CONSCIOUS OVERLY SENSITIVE MOODY OBSESSIONS DEPRESSION SELF-BLAMING
	OVER TOO LONG OF A PERIOD OF TIME		
EXTERNALIZER	LISTENING ASKING FOR HELP FOLLOW DIRECTIONS IGNORING SETTING GOALS ACCEPTING "NO" MAKING DECISIONS PROBLEM SOLVING NEGOTIATING RELAXING SELF-MANAGEMENT	FREQUENTLY	ARGUES, LIES AGGRESSION DEMANDING DISRUPTIVE DISTRACTABLE TEMPER TANTRUMS NONCOMPLIANCE RESTLESS PROPERTY DAMAGE RUN AWAY-TRUANT STEALING
	TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS		

SHELDON BRAATEN 1993

INTERVENTION

THERAPY = LEARNING SKILLS
NEEDS = CURRICULUM
TREATMENT PLAN = STRATEGIES & TACTICS = EFFECTIVE INSTRUCTION
GOALS = TRANSFER & MAINTENANCE

PERSONAL SKILLS

COMPETENCY = MASTERY = PROFICIENCY
FUNCTIONAL = MEETS A NEED = CAN BE DONE
RELEVANT = PERSONALLY MEANINGFUL
STRENGTH-BASED = SUCCESS BUILDING
DEVELOPMENTALLY APPROPRIATE = AGE = ABILITY = INTEREST
GENERALIZABLE = TO SETTINGS = TO CONDITIONS

THE CURRICULUM

- ⇒ **BASIC ACADEMICS**
- ⇒ **SOCIAL SCIENCES**
- ⇒ **CAREER-VOCATIONAL**
- ⇒ **ARTS**
- ⇒ **RECREATION**
- ⇒ **PERSONAL CARE**
- ⇒ **INTERPERSONAL**
- ⇒ **INTRAPERSONAL**

INTRAPERSONAL SKILLS

- ⇨ **ORGANIZATIONAL SKILLS**
- ⇨ **STUDY SKILLS**
- ⇨ **PROBLEM SOLVING SKILLS**
- ⇨ **GOAL SETTING SKILLS**
- ⇨ **ANGER CONTROL SKILLS**
- ⇨ **SELF- CONTROL SKILLS**
- ⇨ **STRESS MANAGEMENT SKILLS**
- ⇨ **MORAL REASONING SKILLS**
- ⇨ **SELF-ACCEPTANCE**

INTERPERSONAL SKILLS
A. GOLDSTEIN

- ⇨ **SOCIAL SKILL TRAINING**
- ⇨ **SITUATIONAL PERCEPTION TRAINING**
- ⇨ **EMPATHY TRAINING**
- ⇨ **COOPERATION TRAINING**
- ⇨ **BEHAVIOR MODIFICATION TRAINING**
- ⇨ **RECRUITING SUPPORTIVE MODELS**
- ⇨ **UNDERSTANDING & USING GROUPS**

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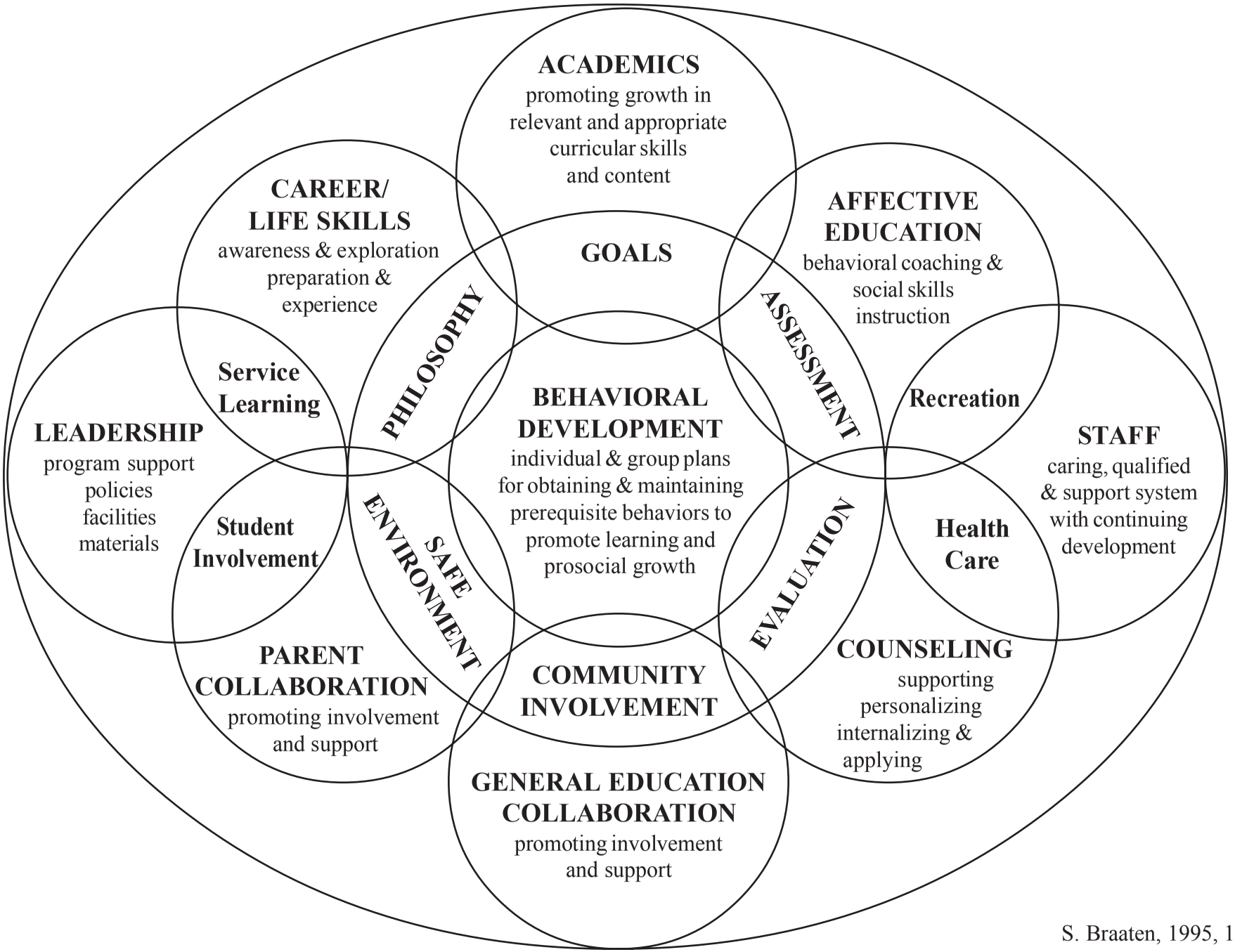
EBD PROGRAMMING COMPONENTS



S. Braaten, 1995, 1999

Behavioral Objective Sequence

Sheldon Braaten, Ph.D.

Abstract

Accurate assessment of behavioral skills is essential in developing effective intervention programs for students with emotional and behavioral disorders (EBD). Assessment is the foundation for determining individually relevant intervention goals, objectives and plans, as well as for monitoring intervention outcomes. Several criteria for effective assessment have been identified in the literature. Among them are use of multiple sources (i.e., teachers and other professionals, parents, and students themselves) as well as use of culturally appropriate types of measurement instruments (intellectual, achievement and behavioral) and procedures (observations and interviews). Behavioral assessment traditionally focuses on identifying problem behaviors; however, it is important to determine students' existing strengths upon which new prosocial skills can be built. Few instruments focus upon student strengths.

Recently there has been an increasing emphasis on strength-based or competency-based assessment (Epstein, 1999). Some benefits of competency-based assessments are that they (a) yield information that can actually be used for individualized education program (IEP) planning; (b) provide a positive view of the student by specifying student strengths, and (c) delineate prosocial behaviors not yet mastered that require instruction and differential reinforcement. Epstein's Behavioral and Emotional Rating Scale (BERS), Gresham and Elliott's Social Skills Rating System (SSRS), and the Walker-McConnell Scale are examples of other strength-based rating scales. DuPaul and Eckerts' (1994) review of seven studies of social skills training programs found that efficacious curricula emphasize student competencies as opposed to performance deficits.

Behavioral assessment instruments should present prosocial skills within an appropriate developmental sequence. Youth will have behavioral difficulties and skills that vary according to their progression through the developmental levels (Vernon, 1993). A delicate task of assessment is to distinguish between problems of children and youth that are considered "normal" at various developmental levels and problems outside of the "normal" range, and to determine intervention goals that are developmentally relevant rather than simply satisfying adults' expectations.

One instrument that is both strength-based and developmentally sequenced is the *Behavioral Objective Sequence* (Braaten, 1998). While it was developed and refined over a 20 year period and has been used for several years, little research has been conducted to investigate the validity of BOS ratings for students with EBD (Bloomberg & Braaten, 1989). The *Behavioral Objective Sequence* (BOS) consists of 233 developmentally sequenced and measurable social competencies that may be assessed through structured observation and/or by ratings of multiple sources. The BOS is a skill or strength-based tool rather than a problem or deficit-based instrument. Further, it provides goals and objectives for the development and implementation of intervention curriculum derived directly from a current performance assessment

Braaten, S. (1998). Behavioral Objective Sequence. Champaign, IL: Research Press

Rating Scale Guide

This Rating Scale Guide and the following Current Performance Form can be used to establish the student's current level of performance on the objectives. The *Behavioral Objective Sequence* items should be read carefully and literally. The examples are provided to add clarity to the intent of the objectives and to minimize the need for interpretation. Before conducting a rating, it is best to read through the entire instrument to become familiar with the scope and sequence of the objectives (skills) contained within the 233 items. Ratings should be based on direct observations over a period of 2 or more weeks. Ratings may be completed independently by individuals knowledgeable about the student, or ratings may represent the consensus of a team of observers. The scale **IS** a measure of how **FREQUENTLY** the student performs the skills. It **IS NOT** a measure of whether or not the student knows how to perform the skills.

Given your knowledge of the student and best judgment, rate each item on the Current Performance Form as follows:

The student demonstrates this objective…

0 = No basis for a judgment, don't know, or does not apply

1 = Never or rarely true (less than 30% of the time or opportunities)

2 = Sometimes true (between 30% and 60% of the time or opportunities)

3 = Often true (between 60% and 90% of the time or opportunities)

4 = Always or almost always true (90% or greater of the time or opportunities) This objective is mastered.

Use the rating of "0" as little as possible and only when you have no basis for a judgment or when it clearly does not apply in your setting.

A comparison of independently completed ratings will provide an opportunity to examine the possible situational effects of different settings on the student's behavior as well as variances in observers' perceptions that may offer helpful information for decisions about placement and intervention plans.

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Current Performance Form

Student _____ Teacher/Case Manager_____ Date_____

Summary of: Baseline___ 6TH WK___ 12TH WK___ 18TH WK___ 24TH WK___ 30TH WK___ 36TH WK___

Termination_____ Other_____ Performance Level: 3___ 2___ 1___

Adaptive: Responds appropriately to routine and new expectations

_____ 301 demonstrate awareness of events
_____ 302 attend 75% of school days
_____ 303 remember routine daily schedule
_____ 304 comply with bus-riding rules
_____ 305 arrive at school on time
_____ 306 bring no disruptive materials
_____ 307 use non-classroom areas appropriately
_____ 308 attend class on time and remain
_____ 309 remain in school for its duration
_____ 310 attend non-academic activities
_____ 311 participate in non-academic activities—70%
_____ 312 respond to changes without outbursts
_____ 313 arrive at school physically clean
_____ 314 try again when faced with disappointment
_____ 315 follow rules outside of school building
_____ 316 attempt new tasks
_____ 317 eat at reasonable pace and clean the area
_____ 318 wear appropriate clothing
_____ 319 attend school daily
_____ 320 follow common-sense safety rules

•••

_____ 221 spontaneously participate in classes
_____ 222 spontaneously participate in non-academic activities
_____ 223 walk through halls appropriately with pass
_____ 224 change activities without outbursts
_____ 225 self-select appropriate activities
_____ 226 demonstrate table manners
_____ 227 complete individual and/or group tasks
_____ 228 return property promptly and in good condition

•••

_____ 129 wait for rewards for days or weeks
_____ 130 bring required material for assignment to class
_____ 131 participate regularly in mainstream classes
_____ 132 accept support from mainstream resources
_____ 133 complete mainstream classes with passing grades
_____ Individual _____

Self-Management: Responds with self-control and seeks to be successful

_____ 301 respond independently to materials for amusement
_____ 302 appear alert and able to focus attention
_____ 303 bring no weapons to school
_____ 304 use amusement materials appropriately
_____ 305 wait for turn without physical intervention
_____ 306 use and return equipment without abuse
_____ 307 accept positive physical contact
_____ 308 touch others in appropriate ways
_____ 309 refrain from stealing
_____ 310 respond when angry without hitting
_____ 311 recognize and show regard for possessions
_____ 312 accept verbal cue for removal from a situation
_____ 313 respond when angry without abuse of property
_____ 314 respond appropriately to substitute
_____ 315 respond when angry without threats
_____ 316 walk to timeout without being moved by an adult

•••

_____ 217 work or play without disrupting others
_____ 218 refrain from inappropriate behavior when others lose control
_____ 219 respond to provocation with self-control
_____ 220 respond when angry with self-removal
_____ 221 accept adult help in a crisis
_____ 222 fulfill classroom job responsibilities
_____ 223 seek adult help in a crisis
_____ 224 comply with procedures in group situations
_____ 225 demonstrate problem solving with assistance

•••

_____ 126 fulfill responsibilities with minimal supervision
_____ 127 maintain self-control when faced with disappointment
_____ 128 obey new authority figure
_____ 129 use personal skills to solve problems
_____ 130 demonstrate knowledge of and work toward future rewards
_____ Individual _____

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Current Performance Form

Student _____ Teacher/Case Manager_____ Date _____

Summary of: Baseline___ 6TH WK___ 12TH WK___ 18TH WK___ 24TH WK___ 30TH WK___ 36TH WK___

Termination_____ Other _____ Performance Level: 3___ 2___ 1___

Communication: Demonstrates appropriate verbal and nonverbal skills

_____ 301 answer a request with meaningful words
_____ 302 verbally exchange minimal information
_____ 303 respond appropriately to greetings and farewells
_____ 304 ask appropriately for materials
_____ 305 verbally recall group rules and/or give reasons
_____ 306 speak using an appropriate volume
_____ 307 wait to be acknowledged before speaking
_____ 308 speak clearly
_____ 309 wait until speaker is finished before responding
_____ 310 demonstrate listening by eye contact or summarizing
_____ 311 pause and allow others to speak
_____ 312 initiate or pursue appropriate conversation topics
_____ 313 participate minimally in discussion
_____ 314 cease verbalizing when directed
_____ 315 stay on topic
_____ 316 accept feedback
_____ 317 accurately recall events
_____ 318 respond appropriately to requests
_____ 319 express feelings
_____ 320 perform routine behavior with verbal instructions

•••

_____ 221 initiate conversations, making self understandable
_____ 222 reply to conversational questions appropriately
_____ 223 follow verbal directions given to the group
_____ 224 attend when another student is speaking
_____ 225 contribute to making group rules
_____ 226 verbalize consequences for breaking group rules
_____ 227 spontaneously participate in group discussions
_____ 228 verbally direct feelings of anger at appropriate source
_____ 229 verbally recognize feelings of others
_____ 230 maintain appropriate distance when speaking to others
_____ 231 verbally acknowledge another with appropriate compliments
_____ 232 verbally acknowledge effects of positive and negative behavior
_____ 233 appropriately respond with words to positive or negative comments
_____ 234 tell peers more appropriate ways to behave

•••

_____ 135 initiate appropriate greetings and farewells
_____ 136 speak courteously to others, with no cues
_____ 137 express personal opinions appropriately
_____ 138 verbalize desire to return to mainstream classes
_____ 139 respond appropriately to the actions of others
_____ 140 verbally redirect peers on task
_____ 141 verbalize positive feelings and self-expectations
_____ 142 praise and support others, without prompts
_____ 143 verbally demonstrate knowledge of mainstream schools
_____ 144 describe strengths that will enable success in mainstream classes

Individual _____

Interpersonal: Interacts appropriately with others in social and task situations

_____ 301 be aware of and attend to adult behavior
_____ 302 respond to an adult when name is called
_____ 303 engage in solitary entertainment
_____ 304 participate in sharing activity
_____ 305 respond appropriately to adult in non-crisis situations
_____ 306 respond appropriately to social interactions
_____ 307 approach another student with gesture of friendship
_____ 308 accept help from an adult
_____ 309 seek help from an adult
_____ 310 engage in parallel activities with another student
_____ 311 seek adult attention appropriately
_____ 312 accept compliments and praise
_____ 313 play games according to rules
_____ 314 minimally participate in non-academic activities
_____ 315 sit quietly for 15 minutes in group listening activity
_____ 316 respond to a crisis by following directions
_____ 317 allow interactions between others
_____ 318 refrain from encouraging conflicts between others

•••

_____ 219 refrain from initiating conflict with others
_____ 220 participate in peer group activities
_____ 221 participate in cooperative activities on projects
_____ 222 take turns without verbal reminders
_____ 223 suggest preference for group recreation
_____ 224 develop positive relationships with more than one adult
_____ 225 share materials, with minimal reminders
_____ 226 conform to and participate in group decisions
_____ 227 display developing friendships by showing preference
_____ 228 recognize and describe individuals' differences
_____ 229 accept and adhere to game rules
_____ 230 accept criticism from an adult
_____ 231 accept new participants in an activity
_____ 232 suggest appropriate group activity
_____ 233 accept positive peer pressure
_____ 234 participate in group problem solving

•••

_____ 135 participate in difficult games
_____ 136 spontaneously participate in group activity
_____ 137 disapprove of offensive peer behavior
_____ 138 verbally indicate preferences for group members
_____ 139 physically or verbally support another student
_____ 140 participate in group problem solving
_____ 141 spontaneously demonstrate positive leadership
_____ 142 spontaneously resist negative peer pressure
_____ Individual _____

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Current Performance Form

Student _____ Teacher/Case Manager_____ Date _____

Summary of: Baseline___ 6TH WK___ 12TH WK___ 18TH WK___ 24TH WK___ 30TH WK___ 36TH WK___

Termination_____ Other _____ Performance Level: 3___ 2___ 1___

Task: Engages in learning tasks and activities that are assigned by teachers

_____ 301 attempt academic tasks
_____ 302 accept assistance on academic tasks
_____ 303 demonstrate short-term memory for directions
_____ 304 agree to complete testing
_____ 305 appropriately seek assistance from an adult
_____ 306 minimally participate in group-focused classes
_____ 307 respond appropriately to begin and complete tasks
_____ 308 watch audiovisual presentations
_____ 309 refrain from inappropriate behavior when correcting errors
_____ 310 participate in physical education class
_____ 311 complete daily reading/English assignment
_____ 312 complete daily math assignment
_____ 313 work independently for 10-20 minutes
_____ 314 attempt to verbally answer questions when called on

•••

_____ 215 accept assistance on group academic tasks
_____ 216 share and take turns during group tasks
_____ 217 volunteer appropriate answers in group
_____ 218 participate in physical education team activities
_____ 219 actively participate in mini-classes
_____ 220 choose and participate in elective classes
_____ 221 work independently for 20-30 minutes
_____ 222 ignore routine distractions during seat work
_____ 223 correct assignment when given directions
_____ 224 select an activity to occupy oneself
_____ 225 self-chart progress in reading and/or math
_____ 226 complete all assignments

•••

_____ 127 participate in simulated mainstream classes
_____ 128 use time productively while waiting for assistance
_____ 129 contribute to class discussions and activities
_____ 130 participate in role playing mainstream situations
_____ 131 complete all assignments when due
_____ 132 work independently for 30-40 minutes
_____ 133 take a test following verbal/written directions
_____ 134 seek and work independently on tasks
_____ 135 complete and turn in homework when due
_____ Individual _____

Personal: Engages in dialog to resolve issues, develop skills, and build self-worth

_____ 301 attend sessions under duress
_____ 302 demonstrate attention by eye contact/restating
_____ 303 participate verbally in session
_____ 304 accept positive feedback from an adult
_____ 305 express negative feelings to an adult
_____ 306 verbally acknowledge and describe personal feelings
_____ 307 accept feedback about feelings
_____ 308 follow through with directions to modify behavior
_____ 309 initiate verbal interaction by requesting counseling
_____ 310 remain seated during counseling sessions
_____ 311 listen to alternatives and choose one
_____ 312 verbalize that he/she has friends
_____ 313 verbalize understanding of logical consequences
_____ 314 accurately recall events
_____ 315 verbally initiate positive interactions with an adult
_____ 316 remain on counseling task/topic
_____ 317 participate in short-term planning
_____ 318 negotiate and complete terms of daily contract
_____ 319 react with appropriate emotional response
_____ 320 verbalize feelings about self to an adult
_____ 321 verbalize consequences for own behavior

•••

_____ 222 verbally describe characteristics of friendships
_____ 223 verbally acknowledge misdirected anger
_____ 224 attend to a peer when peer is speaking
_____ 225 appropriately accept positive feedback from peers
_____ 226 provide peers with appropriate feedback
_____ 227 accept leadership role in group
_____ 228 express feelings about self to peer
_____ 229 verbalize desire to return to less restrictive setting
_____ 230 seek counseling to avoid conflict
_____ 231 attend counseling without objections
_____ 232 participate in compromise
_____ 233 participate in personal plan for one to six weeks
_____ 234 verbally describe distressful situations
_____ 235 verbally demonstrate that stress is normal
_____ 236 participate in short-term planning for the group
_____ 237 verbally accept conforming to a decision

•••

_____ 138 use behavior to express pride
_____ 139 list consequences of own behavior
_____ 140 contribute to making group rules and consequences
_____ 141 participate in group plan for 2-5 weeks
_____ 142 initiate goal setting for self
_____ 143 initiate problem solving or compromise for self
_____ 144 initiate problem solving or compromise for group
_____ 145 verbalize understanding of regular school
_____ 146 verbally demonstrate knowledge of coping strategies
_____ 147 verbally support others for appropriate behaviors
_____ 148 discuss the value of relationships
_____ 149 initiate and maintain relationships
_____ Individual _____

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Behavioral Objective Sequence Intervention Planning

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Level Three

Focus: 300 level

Being an individual (“me”)
Being significant
Being successful
Learning self-control

Basic issues

Trust
Pleasure
Security
Support

Interventions

Structure, routine and repetition
Modeling and rewarding
Limit setting and limited choices
Consistency and planned consequences
Continuous supervision

Adult Role: Benevolent Dictator

Level Two

Focus: 200 level

Becoming a group member (“they”)
Becoming competent
Becoming sensitive to others
Becoming aware of values
Building communication skills

Basic issues

Applying individual skills in groups
Balancing personal and group needs
Responding to new settings and people
Managing movement

Interventions

Routine and repetition
Emphasis on verbal rewarding
Limit setting with expanded choices
Consistency with group consequences
“natural and logical” consequences

Adult Role: Group Leader

Level One

Focus: 100 level

Belonging (“us”)
Cooperation
Personal “power”

Basic Issues

Applying skills in new situations
Expanding & reinforcing competencies
Transitions to new environments

Interventions

“normal” expectations
social rewards
expanded choices,
group problem solving,
self-selected goals, inclusion

Adult Role: Guidance, Facilitator

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SCHOOL - COMMUNITY AGENCY COORDIANTED INTERVENTION PLAN

Student:	**School:**	**Teacher:**	**Support Staff:**
Agency:	**Staff:**		**Begin Date:**
			Review Date:
			End Date:

Student Goals/ Objectives	**Specific Plans: Who will do what? When? Where?**		
	School Plan	**Agency Plan**	**Monitoring Plan**

S.Braaten 1990

Daily Monitoring Record

Student_____ID#_____Age____Grade___School_____Teacher_____

School Year_____Term_____ Begin Date_____End Date_____Plan No.____

Goal/Objective	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	0-3 %

Record the goal/objective in the left column

Key: O = totally incorrect or no attempt made 1 = Attempts made, but mostly incorrect 2 = Needs improvement 3 = Excellent quality.

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TIPS FOR PREVENTING PROBLEMS

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Do's

Be a good example
Be alert
Be appreciative
Be benevolent
Be calm
Be careful
Be cheerful
Be clear
Be confident
Be consistent
Be constructive
Be courteous
Be decisive
Be diligent
Be direct
Be encouraging
Be fair
Be firm
Be forgiving
Be friendly
Be genuine
Be helpful
Be honest
Be instructive
Be just
Be kind
Be a listener
Be optimistic
Be patient
Be pleasant
Be polite
Be positive
Be prepared
Be prompt
Be reasonable
Be respectful
Be responsible
Be sincere
Be structured
Be supportive
Be thoughtful
Be understanding
Be vigilant
Be watchful
Be zestful

Post rules
Explain rules
Document violations
Report violations
Enforce rules

Don'ts

Assume
Argue
Beg
Belittle
Embarrass
False promises
Guilt
Harass
Ignore
Lie
Nag
Power struggles
Provoke
Revenge
Ridicule
Strike a student
Tease
Threaten
Use profanity
Use put-downs
Use sarcasm
Yell
Be afraid to apologize

Know and address students by their names.
Treat each day as a new day.
Maintain a good sense of humor

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