

Tier 2: Intervention Toolbox

Response to Intervention: Behavior

Collaborative Strategies

Behavior Education Program - Check In/Check out (CICO)

(See Collaborative Strategies Appendix at the end of this guide for a more detailed description)

What is it?

CICO, also known as Behavior Education Program (BEP), is a beginning of the day check in and end of the day check out. The focus of the BEP is on academic and social compliance. It is used to help teach and reinforce academic and social skills a student needs to be successful in the classroom. It is important that all staff members prompt and reinforce the student to use the identified skills.

What it looks like:

The BEP form is given to the teacher prior to each period. At the end of the day the points are tallied and are aligned with a reward or motivating reinforcement. The form is taken home and signed by the parent and returned to school the next morning.

In order to participate in the program a student may take part in reading and signing a Check and Connect contract. Others that may sign this contract are the student's parents, the teacher, and the program coordinator.

Resources:

- www.flpbs.org
- <http://miblsi.cenmi.org/MiBLSiModel/Implementation/SecondaryLevel/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx>

Check and Connect

What is it?

A model to promote students' engagement with school, reduce dropout, and increase school completion. The Check & Connect model originated from a partnership of researchers, practitioners, parents, and students led by the Institute on Community Integration, University of Minnesota. Check & Connect is a model of sustained intervention for promoting students' engagement with school and learning.

Demonstrated outcomes include:

- decrease in truancy,
- decrease in dropout rates,
- increase in accrual of credits,
- increase in school completion, and
- impact on literacy.

Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Student referral criteria include alterable warning signs of school withdrawal – primarily attendance indices (absences, tardies, or skipping class)—in the context of academic performance and emotional or behavioral problems.

What it looks like:

Check & Connect is implemented by a person referred to as a monitor or mentor. The person is a cross between a mentor, an advocate, and a service coordinator whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The

monitor/mentor works with a caseload of students and families over time (at least two years) and follows their caseload from program to program and school to school.

Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (such as attendance, grades, and suspensions) are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with school

Resources:

- <http://ici.umn.edu/checkandconnect/>

Behavior Contracting

What is it?

A behavior contract is an agreement between the child and teacher and often includes the student's parent/guardian(s). The behavior contract is a written agreement about how the individual will behave. It will indicate the appropriate consequence should the student neglect to behave according to the contract and it also identifies a reinforcer to be used for successful compliance. The behavior contract provides the student with structure and self-management. The behavior contract is often an effective form of behavior modification.

What it looks like:

The contract should be written with the student and teacher - collaboration. It would be wise to involve the parent under certain circumstances. The contract should include the following:

- The goal. (Will only speak when called on, will keep hands to self, will turn in 90% of homework assignments, etc.)
- How will the student receive the reward? (Become the teacher's monitor after completing 5 assignments on time etc.)
- What is the consequence should the child not adhere to the behavior described in the contract?
- Time should be clearly stated in the contract. You may choose a half day, a full day, a week etc.
- Define who and how the behavior will be monitored. (teacher initials, stickers, check mark system etc.)
- Set a date for reviewing the contract

Resources:

- <http://flpbs.fmhi.usf.edu/>
- <http://specialed.about.com/cs/behaviordisorders/a/behaviorcontrac.htm>
- <http://specialed.about.com/cs/behaviordisorders/a/behavcontract.htm>
- <http://www.teachervision.fen.com/classroom-discipline/resource/5806.html>

Cooperative Discipline

What is it?

Cooperative Discipline is a theory of discipline that seems to work for children of today; it offers corrective, supportive, and most important preventive strategies. Cooperative Discipline promotes cooperative relationships among the main participants: students, teachers, administrators, and parents (or guardians).

What it looks like:

Cooperative Discipline uses three sets of strategies to encourage students to behave appropriately and choose responsible behavior. Students need to feel capable, connected, and able to contribute in class. Students need to feel capable of succeeding academically as well as socially. To have a student feel capable, teachers need to allow students to know it is okay to make mistakes. By making learning objectives attainable for all students, children will feel successful and confident.

Resources

- www.montville.net/woodmont/cas/cd/def.html

Peer Tutoring

What is it?

Class-wide peer tutoring is a way for all students to get one-on-one help and enough time to practice and learn. Peer tutoring can also be organized to be a school-wide initiative to help facilitate both academic and behavior gains through and among classrooms and grade levels. The program can be organized as an after school program or during the academic day.

What it looks like:

For Class-wide Peer Tutoring, every student in the class is paired with another. The teacher writes lessons that one student uses to teach or tutor another. During the tutoring, one student explains the work to another student, asks the student to answer questions, and tells the student whether his or her answers are correct.

Resources

- Center for Effective Collaboration and Practice, <http://cecp.air.org/>
- Council for Exceptional Children, http://www.cec.sped.org/AM/Template.cfm?Section=Peer_Tutoring_PAL&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4701

Small Group Strategies

Time Management Training

What is it?

Teaching students to make good use of the hours and minutes of the day by planning, prioritizing, and sticking to a schedule.

What it looks like:

Activity Examples:

Practice time estimation. Make a game out of predicting, timing, and checking students' estimates of the time needed for various activities. How long does it take to walk from the classroom to the school office?

Use an analog clock. Digital clocks are easier to read, but an old-fashioned clock with hands gives students a better sense of how swiftly time passes.

Set a timer to motivate targeted behaviors.

To help with transitions, for example, tell students they have five minutes to finish their work, and set an alarm to signal when time is up.

Make sure students begin tasks promptly.

Children with time management struggles often use delaying tactics—like sharpening a pencil—to put off doing tasks they find boring. Stand next to your dawdlers to get them started. If punctuality is a problem, include it as a goal on a daily report card or as part of a behavioral contract

A written class schedule provides structure for the school day and breaks time into meaningful chunks. Review it each morning, and refer to it throughout the day, noting the time allotted for each activity.

Attach a daily to-do list to each desk, and see that your students get in the habit of crossing off accomplished tasks. Have them add personal reminders—like "bring lunch money to office" or "return library books"—and work together on prioritization.

Resources:

- http://www.selfgrowth.com/articles/Time_Management_Tips_for_Kids.html
- <http://www.timemanagementtraining.com>

Social Skills Group

What is it?

A **social skill** is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

What it looks like:

Social skills are best taught in the environment in which they are to be demonstrated, in the case of schools, in the classroom. They are best taught in the entire school consistently. They can, however, be taught in smaller groups such as by a Guidance Counselor. Social skills such as empathy and listening can be taught like academic subjects such as math and reading. Teaching involves allowing students to model and role play the correct behavior in social situations. Posters involving the skills and the steps involved in demonstrating them should be displayed in the room to cue the students. Empathy should be taught initially since it is basic to most of the other skills.

Clear and specific activities for all staff to follow must be provided to promote generalization and make sure that staff uses strategies. (TELL, SHOW, AND PRACTICE!)

When to use it:

- Teach social skills in naturally occurring settings.
- Use naturally occurring reinforcers.
- Use language of school-wide positive behavior system
- Pinpoint activities student likely to engage
- Use Generalization strategies to help apply skills to all settings

Resources:

- Learning for Life Curriculum, www.learningforlife.org
- <http://pbiscompendium.ssd.k12.mo.us//>
- <http://flpbs.fmhi.usf.edu/>
- www.ashleypsychology.com/social-skills-group.html
- Prepare Curriculum (Secondary Level)
<http://www.researchpress.com/product/item/5063>
- Second Step Social Skills Curriculum,
<http://www.cfchildren.org/programs/ssp/overview/>

Conflict Resolution Training

What is it?

These interventions are very similar to anger management interventions and they help classmates have a way to solve problems without always needing the teacher. They usually include a short lesson that utilizes modeling and practice or other activities to enhance understanding of conflicts or ways to deal with conflicts

What it looks like:

THE BIG IDEA: HOW TO WORK OUT CONFLICTS (fairly and peacefully)

- Stop....before you lose control of your temper and make the conflict worse
- Say....what you feel is the problem. What is causing the disagreement? What do you want?
- Listen....to the other person's ideas and feelings
- Think...of solutions that will satisfy both of you.
- If you still can't agree, ask someone else to help you work it out.

Resources

- <http://www.interventioncentral.org/>
- <http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans>
- <http://www.timeforkids.com/>

Other Activity Ideas

Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. Select two or three of these and discuss how the steps for working out conflicts could be applied to each situation. Have the kid's role play some of these situations, either as themselves or with puppets. Afterward, have a group discussion to evaluate the outcome of each role play.

Introduce the concept of using words to express feelings instead of blaming someone else or using physical force.

Write a group story with students contribute ideas for characters, conflict, and how to resolve the conflict. Have the class draw illustrations and create a book which can be kept in the classroom to be read by the students.

I Can Problem Solve (ICPS)

What is it?

I Can Problem Solve (ICPS) is a school-based primary prevention program that offers practical skills for helping children learn how to think through and resolve everyday conflicts. Through games and exercises, children learn interpersonal cognitive problem-solving skills including the ability to a) identify a problem, b) recognize thoughts, feelings, and motives that generate interpersonal problem situations, c) generate alternative solutions to problems, and d) consider the consequences of these solutions. It has been successfully implemented with children ages 4 through 12, and is especially effective for young, poor, and urban students who may be at highest risk for behavioral problems and interpersonal maladjustment.

What it looks like:

ICPS is implemented through daily 20-minute lessons spanning approximately 3-4 months. During the lessons, teachers use various techniques, including games, didactic discussion, role-playing, and group interaction to teach children communication and problem solving-skills and the thought processes necessary for good decision-making. ICPS can be easily adapted for use by counselors, school psychologists, or other support personnel who see individual high-risk children.

Resources

- Pre-K: http://addwarehouse.com/shopsite_sc/store/html/i-can-problem-solve-preschool.html
- Primary: http://addwarehouse.com/shopsite_sc/store/html/i-can-problem-solve-kindergarten-and-primary-grades.html
- Intermediate: http://addwarehouse.com/shopsite_sc/store/html/i-can-problem-solve-intermediate-elementary-grades.html

Anger Management Training

What is it?

Children's anger presents challenges to teacher committed to constructive, ethical, and effective child guidance. Effective anger management programs focus on the emotion of anger, the expression of anger and the understanding of anger. Teachers can help children deal with anger by guiding their understanding and management of this emotion there are many different anger management programs that can be downloaded online or designed by school psychologist. Most include short lessons that teach a small portion of anger management and include modeling and practice.

What it looks like:

Activity Example #1—The Turtle Technique

- Recognizing that one is angry (help children to do this by getting them to identify the physical signs of anger)
- Thinking “stop”.
- Going into one’s “shell” and taking three deep breaths and thinking, calming, coping, thoughts.
- Coming out of one’s shell when calm and thinking of some solutions for the problem.
- **Teaching the TURTLE TECHNIQUE can be enhanced by using puppets.

Resources

- http://www.angermanagementseminar.com/articles/helping_young_children_deal_with_anger.html
- <http://www.angriesout.com/grown3.htm>

Mentoring Program

What is it?

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. A mentor is an adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out strengths that are already there. A mentor is not a foster parent, therapist, parole officer, or cool peer.

What it looks like:

Mentoring is about one person helping another to achieve something. It is about giving help and support in a non-threatening way, in a manner that the recipient will appreciate and value and that will empower them to move forward with confidence towards what they want to achieve. Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them. The mentor is not there to monitor work, “nag” student, and is not in the classroom or a school administrator.

Resources and Activities

- <http://www.improvementnetwork.gov.uk/imp/aio/1001765>
- www.bbbs.org

De-escalation/Relaxation Training

What is it?

De-escalation is the ability of a staff person to decrease the size, scope, or intensity a potentially unsafe situation. Relaxation training procedures are strategies that people use to decrease the autonomic arousal that they experience as a component of fear and anxiety problems.

What it looks like:

De-escalation Techniques

- Identify common signs of escalation in an individual
- Stand at an angle to the disturbed person, which is less threatening than directly facing him or her.
- Do not invade personal space: stay at least four feet from the individual
- Do not maintain a rigid stance or cause the individual to feel cornered.
- Try not to touch the individual
- Break eye contact with the individual to reduce the suggestion of aggression or control
- Ask the individual, "Why are you angry?"
- Be an empathetic listener
- Display sincerity, don't make threats, or set limits you cannot enforce
- Clarify communication and ask for specific responses
- Ignore challenges and comment only on person's behavior
- Move and speak slowly, quietly, and confidently

Relaxation Training: A wide variety of relaxation techniques are available for a teacher or educational staff to help teach students how to relax muscles, body, or mind. The relaxation training can be done with a script, music, or through visualization.

Resources and Activities

- www.crisisprevention.com
- www.yourfamilyclinic.com/pro/trelax.htm

Victims of Bullying Group

What is it?

Since there is evidence that working only with those students who demonstrate bullying behavior is not usually more than 50% successful, it is necessary to teach student who are victims or potential victims to avoid being victims.

What it looks like:

A positive self concept is important in the ability to do what is needed to avoid being the victim of bullies. The weaker a person's self concept is the more likely they are to become involved in activities to improve self concept. Situations should be set up to allow these children to be successful and then that success should be recognized. In these trainings students would be taught the pay off that the bully is getting and avoid reinforcing the behavior. Many bullying behaviors such as name calling and verbally harassment can be ignored but more serious behaviors which may be physically damaging should be reported quickly. Again, the stronger the victim's self concept the more likely they are to do this.

Often victims, particularly those who have been victimized many times, are withdrawn and are afraid of social interaction. These children often profit from social interactions with younger children, where they may be less afraid to open up or show some leadership.

Practice with kids some strategies of ways they can respond when being bullied. Help them identify times when they are likely to be harassed, and see if there are ways to avoid those situations. Determine the exact nature of the bullying behavior, and help them practice some things to say or do. Here are some specific strategies:

- *Laugh or ignore comments or teasing. Bullies delight in you being scared and getting a big reaction. Eventually they will leave you alone.*
- *Tell them to buzz off or shout GO AWAY!! Say it as angrily as you can and walk away immediately. Practice in the mirror.*
- *Stay with a crowd bullies usually pick on kids who are alone. Suggest that children walk to school or sit on the bus with someone who can protect them.*
- *If you are alone with a crowd that picks on you, ask him or her why she is mean to you.*

Resources:

- <http://www.ag.ndsu.edu/pubs/yf/famsci/fs57ow.htm>
- <http://www.ericdigests.org/1997-4/bullying.htm>

Bullying Aggressor Group

What is it?

Cases of bullying leave an indelible mark on both the victim and the bully. As such, when we strive to stop bullying, we are not only helping the victim and future victims; we are also helping bullies build a better future. The earlier the bully is corrected, the greater is the chance of him/her eliminating his/her negative behavior.

What it looks like:

The Bullying Prevention Program is a multi-level and multi-component program designed to prevent to reduce bullying at all grade levels. The program attempts restructure the school or classroom environment to reduce opportunities and rewards for bullying behavior. Outcomes are directed towards improving peer relations and making the school a safe and positive place for students.

Resources and Activities:

- <http://www.goodcharacter.com/GROARK/Bullying.html>
- <http://www.stopbullyingnow.com/interven2.html>
- Prepare Curriculum (Secondary Level)
<http://www.researchpress.com/product/item/5063>
- Steps to Respect <http://www.cfchildren.org/>

Orientation/Newcomers Club

What is it?

Children frequently attend more than one elementary, middle, or high school within their academic career. Our student population is becoming increasingly transitory as time goes on and to meet the needs of new or incoming students throughout the school year it is important to develop not only an orientation process but help the student establish some supports in both peers and adults.

What it looks like:

The newcomer or student orientation group/club could be as simple as a new student meeting with an established adult in the school or with a peer. The group may be made up of new students that have the experience of moving to a new school in common or it could be a set up as peer mentoring where, a student who has attended the school and displays strong and positive social skills spends time with the new student discussing different aspects about the school. This intervention can help to create pro-social and positive relationships among students. It can also be used as a time management tool for adults because instead of the adult

explaining expectations and rules the mentor or peer may review them with the new student and help them adapt to the new environment. It is important to train the peer mentor in how to welcome a new student and what information is essential that the new student learns such as school-wide rules and expectations.

Behavior Awareness

What is it?

Children frequently do not see the connection between their behavior and the behavior of others toward them. It is seen all too often with children in testing when they talk about problems they are having with others. This is frequently addressed in social skills training. Presenting them with a social situation where one child's behavior elicits negative feedback from another child and asking them Questions about the dynamics of the behavior and how they would feel about someone behaving that way with them is one way to get them to analyze their own behavior. With very young children animals can be used as the characters. Empathy is also a necessary social skill here in that it allows them to see how another person might feel the same way they do about a certain behavior. This teaching could also involve analyzing their behavior with authority figures, for example, never registering a complaint about the teacher's handling of a situation in front of the other children.

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Activities

Take periodic breaks before, during, or after both positive and negative interactions and situations and prompt questions such as (do privately or on paper):

- What led you to respond this way?
- Is this way of responding helping or hurting your relationship with others?
- Is it helping you grow as a person?
- Are you starting to make better choices?

Resources:

- <http://www.highbeam.com/doc/1P3-471724501.html>

Homework Club

What is it?

Homework Club helps meet with students in the elementary and middle school to help students with either, their homework or their reading and math skills. This is a very important resource for the students referred to the program by their teachers. Homework Club helpers are expected to make this time with students very worthwhile for the students and to make a difference in their academic progress.

What it looks like:

Homework Club Guidelines

- School identify students
- Teacher completes a student referral form & send permission slip home for parent's signature
- Student's are invited to join homework club on a first come first serve basis determined by no more than 3:1 ratio of student to volunteer.
- After the second unexplained absence a student is asked to no longer attend Homework Club
- A student with more than one behavioral complaint by a Homework Club helper will be asked to no longer attend homework club.

Resources:

- http://after-school-youth-programming.suite101.com/article.cfm/after_school_homework_clubs

Organization and Study Skill Management

What is it?

Organizational skills are crucial skills that many student lack as they go through the academic grades. In short all students need a well- designed, thorough organization and study skills program that presents the essential skills and motivates students to make use of them. Yet in order for students to have access to a program of study skills, parents, school administrators, and especially educators must be committed first to the view that organization and study skills are important, second to the idea that a special curriculum for study skills is crucial, and finally to the belief that in order to implement the first two commitments, educators themselves must learn how to teach organization and study skills.

What it looks like:

Teaching organizational and study skills can look different throughout schools. It can be an ongoing process in the natural teaching environment or it can be taught just as a core curriculum class would be taught with role playing and role modeling of strategies. Examples include:

- Organization Sessions: How to organize a locker, how to set up a home study area; how to follow a routine for home study. Setting up a notebook system, using a file box and supply tote, and how to organize study time.
- Learning Styles Sessions: Include assessments on learning modalities, personality temperaments and left brain/right brain learning
- Study Strategies Sessions: Include the ones used at school and at home.
- Finals Session: Go over steps to prepare for final exams, write out the plan.
- Memory Strategies: Teach several mnemonic devices during the course.

Resources

- http://addadhd.suite101.com/article.cfm/teaching_the_adhd_child__part_11
- <http://www.greatschools.org/students/homework-help/study-skills-for-middle-school-and-beyond.gs?content=322>
- http://www.resourceroom.net/older/ida_studyskills.asp
- http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=study__skills__organization

Simple Classroom/Behavioral Strategies

Positive Peer Reporting

What is it?

Positive Peer Reporting is a class wide intervention strategy that was designed to address the socially rejected child who disrupts the class by seeking negative attention. Classmates earn points toward rewards for praising the problem student. The intervention appears to work because it gives the rejected student an incentive to act appropriately for positive attention and also encourages other students to note the target student's good behaviors rather than simply focusing on negative actions.

What it looks like:

Step 1: *Select One or More Group Rewards*

Step 2: *Choose Students as Particular Targets for the Intervention.* (they should be on the list frequently but not always)

Step 3: *Teach Students to Praise Each Other.*

Step 4: *Introduce the Positive Peer Reporting intervention.* (Tell students that they will have a chance to earn a group reward. Each day you will announce at the start of class the names of 3-5 students. For each student, you will ask for volunteers to raise their hands to offer praise statements about that person. If you call on a student and that student is able to offer a sincere and appropriate compliment about the person on the list, the class earns a point toward the group reward)

Step 5: *Start the Positive Peer Reporting intervention.*

When to use it:

Some students thrive on peer attention—and will do whatever they have to in order to get it. These students may even attempt intentionally to irritate their classmates in an attempt to be noticed. When students bother others to get attention, though, they often find themselves socially isolated and without friends. In addition, teachers may discover that they must surrender valuable instructional time to mediate conflicts that were triggered by students seeking negative peer.

Resources:

- <http://miblsi.cenmi.org/MiBLSiModel/Implementation/SecondaryLevel/Behavior/TargetBehaviorInterventions/PeerReporting.aspx>
- <http://www.jimwrightonline.com/pdfdocs/peerreport.pdf>
- <http://www.interventioncentral.org/>

Organization and Physical Structure

What is it?

The arrangements of classrooms items and visual supports to create visual boundaries, promote positive teacher- student relationships, promote collaborative peer relationships and minimize disruptions. It is also clear and distinct guidelines for implementing classroom expectations and rules.

What it looks like:

Daily Schedule- Daily schedule should maximize instructional time and responsible behavior. It should minimize wasted time in irresponsible behavior.

Physical Space- Arrange classroom to minimize congestion and clear traffic lanes, there are clear lines of vision to all students, students can see instructional displays, and all areas are clearly defined and labeled.

Attention Signal- Use a signal to gain students attention. The signal should quiet students and gain their attention so they focus on the teacher.

Beginning and Ending Routines-

Procedures for:

- Entering class
- Tardies
- Opening activities
- Dealing with student who are not prepared with materials
- Dealing with students who return after an absence
- End of day/class periods
- Dismissal

Student Assignments-

Procedures for:

- Assigning class work/homework
- Collecting completed work
- Keeping records and providing feedback
- Late/missing work

Independent Work Periods- Efficient and effective procedures for scheduling and monitoring independent work periods

Resources:

- CHAMPS Training-FDLRS
- Discipline in the Secondary Classroom-FDLRS
- FL PBS Project (Classroom Resources), <http://flpbs.fmhi.usf.edu/index.asp>

Reflection Centers

What is it?

Reflection centers are a designated area in a classroom in which students may be asked to go or ask an adult to allow them to go in order to look back on, think critically about, and learn from an experience such as a positive or negative choice they may have made or a difficult situation they were a part of in or out of the classroom.

What it looks like:

Teacher creates a space in which they can visually monitor but can allow for personal student space within the classroom. The teacher must go through the appropriate use and expectations for the reflection center before students are asked or ask to use it.

Resources:

- http://www.slvhs.slv.k12.ca.us/behavior_reflection.pdf

Visual Supports

What is it?

Those things that we see that enhance the communication process and provide structure and routine. Visual supports should be used to prevent problem behaviors occurring from communication errors. They can be used with children with or without disabilities. The goal of visual supports is to enhance the students' understanding of the environment and communicate classroom expectations more clearly.

What it looks like:

Body language- eye gaze, eye gaze shift, gestures, proximity, stance, facial expressions

Natural Environmental Cues- objects (placement of furniture to show what is available and unavailable), barriers, photographs, rule signs, warning symbols (Stop, slow down, Do not enter), menus (pictures or words of choices available)

Tools for organization and giving information- schedules, calendars, reminder cues, To-Do list, rule chart, written instructions of task demand, timers, labeling (objects, belongings, areas), daily planners, home-school communication book,

Specially Designed Tools- choice board, mini-schedules (shows easy to follow steps of hard task), task organizer (displays schedule and words/pictures of items required to complete task), transition supports (line up rope, countdown to show task is ending, objects to carry from one activity to another, "No" signs for unavailable items or areas, Finish boxes and unfinished boxes to put completed and uncompleted work in)

Resources:

- http://autism.pbisillinois.org/iattap_Visual_Supports_Fact_Sheet_1_.pdf
- www.do2learn.com
- www.mayer-johson.com

Classroom Reinforcement System

What is it?

A classroom reinforcement system is a systematic way of rewarding and reinforcing appropriate behaviors that are displayed by the students in order to increase and/or maintain the appropriate behaviors. There is a wide variety of classroom reinforcement systems that include systems that can be simple and easy to implement to more intense and time consuming systems.

What it looks like:

Depending on the need of the classroom and the students within the classroom the reinforcement system can vary. Components of a classroom reinforcement system that should be similar across all settings include the giving and earning of "something" (points, stickers, verbal praise, marbles, pictures of animals, stars) instead of taking away. Another component that should be a part of the reinforcement system is the pairing of a tangible item earned and specific verbal praise for displaying the appropriate behavior. A researched based and recommended ratio of positive statements to redirections is 4:1, for every redirection or "no" statement, four positive statements should be made by a staff person within a classroom or educational setting. The 4:1 ratio allows for a teacher to provide a more positive learning climate within the classroom.

Example:

The Good Behavior Game is an approach to the management of classrooms behaviors that rewards children for displaying appropriate on-task behaviors during instructional times. The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of points at the Game's conclusion each day wins a group reward. If both teams keep their points below a preset level, then both teams share in the reward.

Step 1: Decide when to schedule the Game

Step 2: Clearly define the negative behaviors that will be scored during the Game.

Step 3: Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.

Step 4: Introduce the Game to the class.

Step 5: Put the Game into effect.

Resources:

- http://flpbs.fmhi.usf.edu/resources_classroom.asp
- http://www.beachcenter.org/pbs/pbs_at_school/classroom_and_group_support.aspx?JScript=1

Task Analysis

What is it?

Task Analysis is the process of breaking large tasks or behavior chains into teachable lessons, units, or parts.

What it looks like:

Task Analysis can be applied to a variety of skills such as teaching students classroom routines, academic skills, or social skills. An example of this may include how to appropriately ask a peer or adult to help out with something or teaching a student how to check out a book appropriately at the library.

Resources:

- www.behavioradvisor.com/taskAnalysis.html
- www.brighthub.com/education/special/articles/25800.aspx

Modeling

What is it?

A response prompt that is taught through having student imitate aspects of certain skills. The learner must be able to attend to the model and imitate the performance. Modeling can be used to assist in the instruction of academic, social and/or physical skills by showing the learner exactly what to do.

What is looks like:

- Videotape of a person emitting target behavior.
- Positive peer modeling- pairing the child with another student who acts in an appropriate manner and can demonstrate appropriate academic and/or social behaviors.

- Teacher displays to the student what written rules look like.
- Teacher replicates each step of a skill to show how to complete the entire skill.

Resources:

- <http://flpbs.fmhi.usf.edu/index.asp>

Self Monitoring (goals, self-eval., progress)

What is it?

"Self-Monitoring is the process of having individuals record data regarding their own behavior for the purpose of changing its rate" (Coleman & Webber, 2002, p.103). Self-Monitoring can contribute to the success of staying on task and task completion during reading, writing, and math. Students are taught the skills necessary to observe their own behavior and record if a targeted behavior occurred.

What it looks like:

There are a number of ways students can record their data. Some ways include: 1) check marks 2) hash marks 3) answering yes and no questions 4) circling numbers and 5) coloring boxes in on a grid.

Direct instruction, modeling, and practice and feedback are generally used to teach students self-monitoring procedures.

Resources:

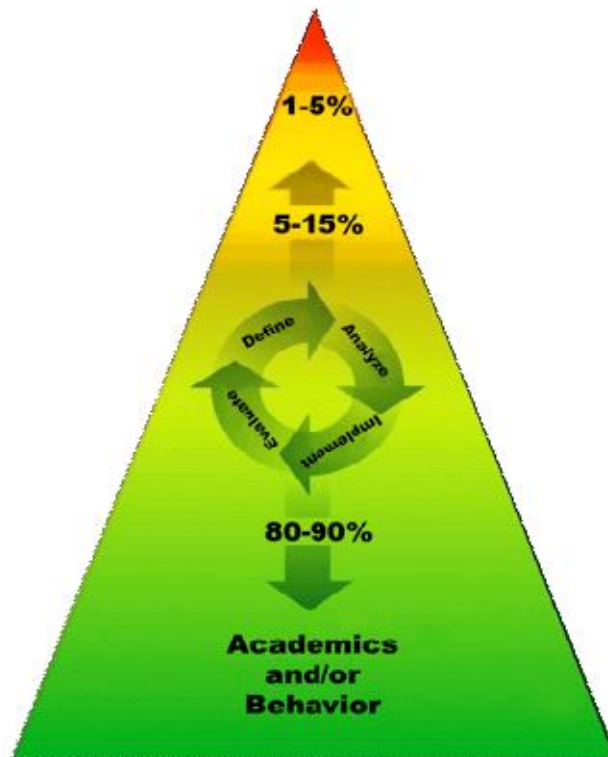
- <http://specialed.about.com/od/characterbuilding/ss/Self-Monitoring.htm>
- <http://www.lehigh.edu/projectreach/teachers/self-managemnt/sm-implement.htm>
- http://www.nldline.com/self_regulation.htm

Collaborative Strategies Appendix

This appendix contains tools to help schools establish the Behavior Education Program (Check-in/Check-out) and Check and Connect.

Tier II-Behavior Education Program - Check in/Check out

The Behavior Education Program (BEP) is a targeted group intervention and is designed as a next step for schools who are implementing school-wide behavioral supports with fidelity. The BEP is intended to address the needs of the students in the middle portion of the triangle, those who are "at-risk". These are the students who are consistently getting a high number of referrals and are what we sometimes call the "frequent flyers."



The BEP focuses on at-risk students who are accruing multiple referrals in multiple settings across the school campus and are referred by more than one staff member. It is designed for students who are referred for disruption, tardiness, defiance, inappropriate language, and refusal to comply, to name a few. It is not intended for students who are aggressive or violent. The students who meet these qualifications should also be highly motivated by teacher/adult attention.

The main component of the BEP is a "check-in/check-out" system with a staff member (who is on the BEP Team) which occurs at the beginning and end of each school day. Students have clearly defined expectations/goals, daily prompts from a positive adult, daily prompts at each class/activity, daily feedback from teachers and parents, daily progress reports, increased opportunities for learning and reinforcement, and additional support available on a daily and as-needed basis. The BEP is also intended to establish parent involvement and participation through BEP meetings, progress reports, and behavior contracts that require comments, and signatures from the parents on a daily basis.

Activity 1: BEP Structure & Guidelines

- As a team, consider how your school's BEP will function
- After coming to consensus, list your decisions in the spaces provided.
- This sheet can be used later as a resource for your staff.

1). Focus area(s) – behavior, academics, both, other:

2). Criteria for inclusion in the program. *(Consider: What student characteristics will be considered for BEP qualification? What activities need to have happened before a child can be considered for the BEP?)*

3). Target Behaviors for BEP students. *(Consider: Will the BEP have a standard set of target behaviors, or will separate targets be established for each child? How will the target behaviors tie into your school-wide expectations?)*

4). Check-in/Check-out information. *(Consider: Is it a central location? Is there adequate space? Can young children get there in the time provided? Who will run the check-in/out procedure? Who will be in charge of covering check-in/out person's tardies and absences?)*

Activity 2: Referral Process Worksheet

The following questions were designed to help you think through your school's BEP referral process. Consider these issues as you design your BEP referral process.

- 1). Where will the referral sheets be located?
- 2). Where will the referral sheets be turned in?
- 3). How will information be kept confidential once form is turned in?
- 4). Who is responsible for picking them up?
- 5). How often will the person responsible check for new referrals?
- 6). What will that person do with the referrals once s/he has them?
- 7). How will referents (teachers, parents, students) be notified that their referral was received?
- 8). How will information be kept confidential while referrals are held for the next BEP meeting?
- 9). How many students will be admitted to the BEP?
- 10). What is the wait list procedure? What happens if a wait listed student's behavior deteriorates?
- 11). How and where will wait list referrals/files be stored? How will it be kept confidential?
- 12). How will referents (teachers, parents, students) be notified that their referral was accepted into the program or denied admission to the program?
- 13). How much and what kind of information will be shared with the referents upon notification?
- 14). What will happen to referral forms that have been denied?
- 15). What steps will be taken to ensure that the information on old forms remains confidential?
- 16). Who is responsible for ensuring an adequate supply of blank referral forms?
- 17). How often will the supply of forms be checked?

Activity 3: BEP Referral Form

The following pages contain examples of referral forms for BEP nominations. Feel free to adapt these forms for your school. These forms are also available electronically (ask your project contact person).

SAMPLE

DATE: _____

Student Name/ Grade: _____		Referrer's Name: _____	
Reason for Referral:		Relationship to Student: _____	
Where do these behaviors occur?		With whom do these behaviors occur?	
What happens after these behaviors occur (consequence/result)?			
Why do you think these behaviors occur?		What other strategies have been tried or are in place?	
Other reasons to consider student for membership (divorce, academic difficulties, etc....)			

For BEP Team Use Only

Date Reviewed by team: _____

Number/Type of Majors:			
Violent offenses:		GPA/Grade Summary: _____	
IEP? Y N	AIP? Y N	PBIP? Y N	
Additional Notes:			
_____ Accepted		_____ Wait List (review date: _____)	
_____ Denied			
_____ Referrer Notified/Date: _____			

Activity 4: BEP Marketing Worksheet

- With your team, begin to brainstorm ways your school can talk about and promote the BEP so that its students will not be stigmatized. Fill in the information on the following pages so you can share it with the rest of your staff.
- The following list contains questions to help your brainstorming process.

Ways to convey membership in BEP is an OPPORTUNITY:

- Who do BEP kids get to hang out with?
- When do BEP kids get out of class?
- Will BEP kids earn more SW incentives than previously?
- *Will adults respect the BEP kids now that they're in the program?
- Will BEP kids get a chance to be a leader/role model?
- Will BEP kids have the opportunity to make new friends?
- Will the BEP kids help them communicate better with their parents?
- Will BEP kids learn how to make better choices?

What kinds/frequency of REWARDS can be earned?

- Will BEP kids earn more SW incentives than previously?
- What are the rewards for check-in and check-out?
- What rewards can they earn during/after class?
- Will BEP kids develop a friendship with a caring adult?
- What are some rewards for meeting their goal everyday for a week? A month?
- Will there be rewards for graduating from the program?

How can the school talk about the BEP so other students will RESPECT BEP members?

- BEP kids are really making an effort to improve their behavior
- BEP kids are learning strategies to become better leaders
- BEP kids are stepping up to a challenge
- BEP kids have made a decision and are following through on their commitment (to have better behavior)
- BEP kids are brave – it's tough to change the way you think or act, and these kids are really doing a good job at it
- BEP kids are working with their teachers to achieve a goal – it's a smart decision
- BEP kids are taking charge of their lives
- BEP kids *doing something* about their lives
- BEP kids are going somewhere – they know what they need to do to be successful
- BEP kids are a good example of how to be courageous – they're taking on a challenge, and the outcome depends on what they do.

How does the BEP fit into the school's expectations (School-Wide system)?

- Expectations
- School mascot – SW acronym ("Be Real")
- School culture

Introducing the BEP

How will the faculty be introduced to the BEP (memo, staff meeting, etc...)?

For faculty only: How much detail will be provided about how the BEP works?

How will the student body be introduced to the BEP (assembly, newsletter, morning show, etc...)?

For student body: How much detail will be provided about how the BEP works?

How will membership in the BEP be made to sound appealing to the student body (membership benefits, commitment to citizenship, etc...)?

Talking about the BEP

How will faculty refer to BEP members (e.g., BEP group, Blue Berets, etc...)?

How will faculty talk about membership in the BEP (e.g., they are brave, stepping up to a challenge, etc...)?

Maintaining the positive culture of the BEP (Pep Activities)

Announcements:

Kinds of announcements:

Delivery method (intercom, morning show, newsletter, etc...):

How often:

Printed recognition:

Where will it be posted (newsletter, bulletin board, hallway, etc...)?

How often will it be posted/refreshed?

Special recognitions:

What other ways can you recognize BEP students for their achievements?

Activity 5: School Supplies and BEP Reward Brainstorming Sheet

- List the school supplies your school will be willing to provide for BEP students (planners, paper, pencils/pens, folders, etc...). Estimate the yearly cost for these supplies. Also list any additional funding sources (e.g., community donations).
- Begin to BRAINSTORM possible reward ideas for your BEP students. Remember to list both small rewards for small accomplishments (e.g., SW currency for a successful check in) as well as larger rewards for larger accomplishments (e.g., hosting the morning show after one week of exceeding goals). List the goals/behaviors the rewards will be tied to. Estimate the yearly cost of each reward. Also list any additional funding sources.

Item	Beh./Goal Item will be applied to....	Cost	Additional Funding
Total Budget:			

Behavior Education Program Family Orientation

Explain:

_____ Purpose of the BEP

_____ Student's individual BEP goals

_____ The check-in/check-out process

_____ Giving the BPR to teacher(s)

_____ How teachers use the Behavior Progress Report (BPR)

_____ How behavior is rated on the BPR

_____ What happens if a student gets a bad rating for one period

_____ How the BPR can be used with the school-wide behavior program

_____ How the student knows whether s/he met his/her goals for the day

_____ What happens if the student meets his/her goals for the entire day

_____ What happens if a student misses his/her goals for the entire day

_____ What the school does with the BPR data

_____ What happens if a student has not met his/her goals for several days

The Parents' Role in their child's BEP:

- Sign the BEP Contract to show your support for your child
- Make sure their child goes to school with the necessary supplies
- Help their child to remember to turn in the previous day's BPR
- Prompt their child to have a good day
- Make sure their child arrives to school in time for check-in (1/2 hour before bell)
- Review, comment, and sign BPR
- Make only positive or neutral comments about their child's BPR
- Tie your child's daily behavior goals from school into everyday family routines
- Provide emotional support for their child's effort to improve his/her behavior

BEP Check-In Record Points to Take Home

- DO NOT PUNISH A CHILD FOR HIS/HER DPR SCORE
- Use the BPR to give specific praise or feedback only
- Tie your child's daily behavior goals into everyday family routines
- Give emotional support to your child while s/he works on his/her behavior

Check-n-Connect Program Initial Meeting Checklist

Student: _____

Date: _____

School: _____

BICM: _____

Explanation of Program:

A program designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems. The components of the program are:

- a. Clearly defined goals and expectations for the student, which are monitored daily with a point card
- b. Instruction on behavioral expectations and appropriate social skills
- c. Daily Check-in and Check-out at the beginning and end of the school day with a positive adult mentor
- d. Increased recognition and incentives for following expectations through regular check-in with teachers throughout the day to complete the point card
- e. A data system to monitor student progress and collect information about trends in student behavior

Setting up the Program:

Task	Who	By When	Completed
1. Program explained to student, parents, & team and present Check-n-Connect contract			Y N
2. Identify expected behaviors for student to work on			Y N
3. Teach student expected behavior through modeling, role play, and opportunities to practice			Y N
4. Mentor assigned to check-in with student in beginning and end of day			Y N
5. Check-in process explained to student			Y N
6. Point card developed and taught to student			Y N
7. Point card explained to staff			Y N
8. Data sheet developed to monitor student progress			Y N

Follow-up Meeting Scheduled for _____

Check-n-Connect Contract

I, _____, agree to work on these things this year.

1. _____
2. _____
3. _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals. A list of rewards I would like to earn include:

1. _____
2. _____
3. _____

I will try hard to do my best to meet these goals everyday.

Student Signature

I will do my best to help _____ meet his/her goals everyday.

Signature of Coordinator

Signature of Parent

Signature of Administrator

Check-n-Connect Program Weekly Data Sheet

School _____ Start Date _____
 Student _____
 Mentor _____

Staple Completed Daily Point Sheets to this form.

Week of _____

Date	Check-In	Check-Out	# Points Earned/ # Points Possible	Percent of Points earned	Incentive Rec'd?
M	Y N	Y N	/		Y N
T	Y N	Y N	/		Y N
W	Y N	Y N	/		Y N
Th	Y N	Y N	/		Y N
F	Y N	Y N	/		Y N
Weekly Totals					

Week of _____

Date	Check-In	Check-Out	# Points Earned/ # Points Possible	Percent of Points earned	Incentive Rec'd?
M	Y N	Y N	/		Y N
T	Y N	Y N	/		Y N
W	Y N	Y N	/		Y N
Th	Y N	Y N	/		Y N
F	Y N	Y N	/		Y N
Weekly Totals					

Graph daily points per day