

Positive Behavior Support

Multi-Tiered Tips & Strategies II



Beth Kauffman
Associate Superintendent
Division of Special Education

Laura Zeff, BCBA
Coordinator, Behavior Support
Division of Special Education

Behavior Support Team:

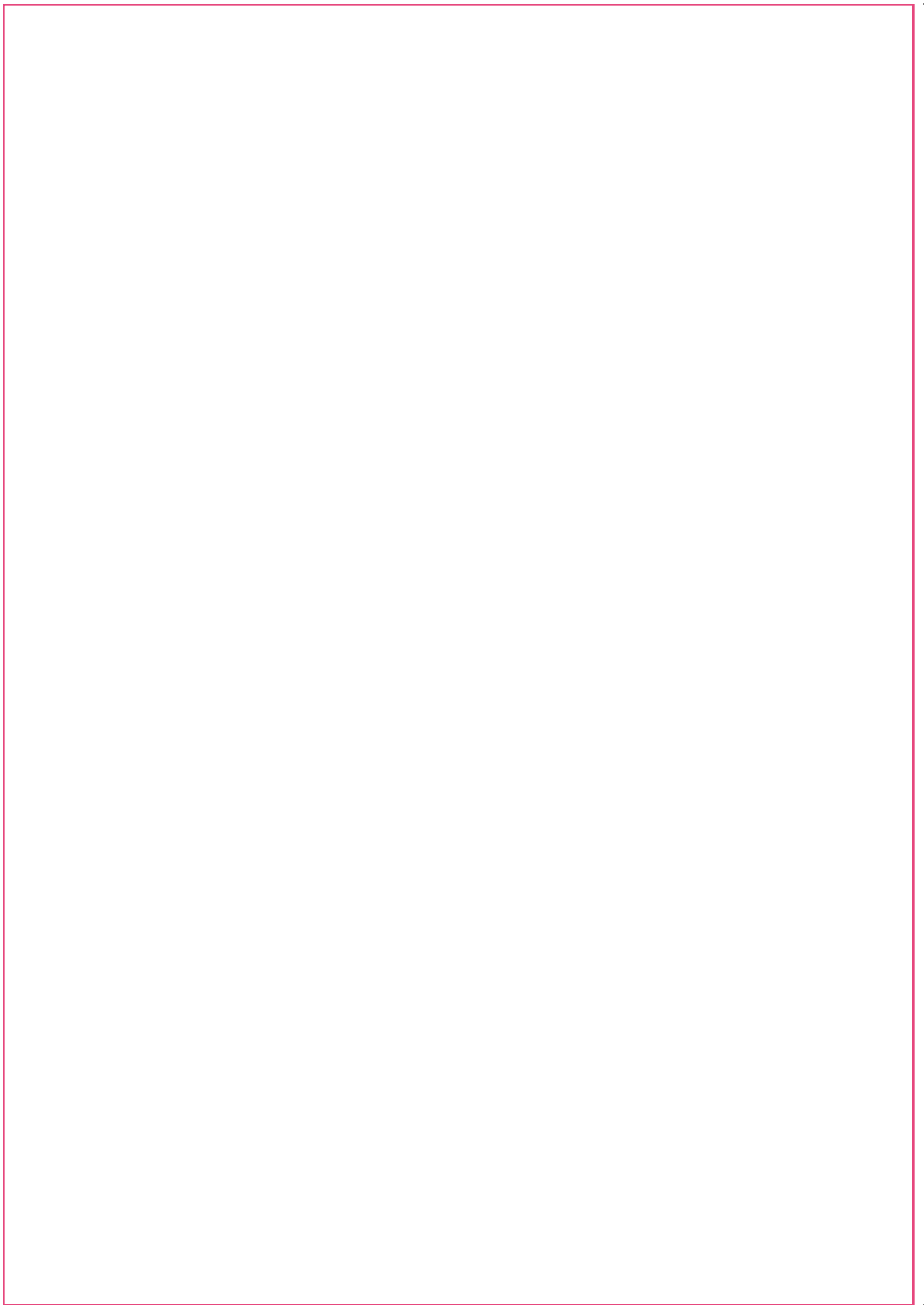
Melinda Alesana
Krista Bella
Jodi Bernard, BCBA
Kristine Blaney, BCBA
Ralph Bravo
Cheryl Brooks
Angela Chandler
Susan Cumbow, BCBA
Sa rah Feinstein
Michael Goldberg
Kristal Green
Christine Lamb
Leonard Leau
Sylvia Martinez, BCBA
Kathryn McClendon
Lisa McLaughlin
Susan Morris, BCBA
Christopher Norris, BCBA
Renata Ocampo
Lisa Rhee
Tina Valdez, BCBA
Julie Walberg
Roberta Wrobel, BCBA

“The mission of the Los Angeles Unified School District
Division of Special Education is to provide leadership, guid-
ance, and support to the school community in order to maximize
learning for all students within an inclusive environment so
that each student will contribute to and benefit from our diverse
society.”

For additional tools and information, please visit <http://achieve.lausd.net/page/4137>.



		MULTI-TIERED IMPLEMENTATION ASSESSMENT (MIA)			
Student Name:		School:	Team Members:		Date Completed:
USE THIS IMPLEMENTATION ASSESSMENT TO DETERMINE YOUR SCHOOL'S CURRENT LEVEL, FOR EACH OF THE ASSESSMENT AREAS, AT EACH TIER OF IMPLEMENTATION.					
Tier I: Universal Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
Behavioral Expectations	School-wide and classroom behavior expectations are not a part of daily instructional opportunities. School and class rules may be posted, but are not referenced or reinforced regularly.	School-wide and classroom behavior expectations are inconsistently integrated into instructional activities. They are presented to the class and are referred to occasionally. Reinforcement of appropriate behavior is inconsistent. Review and monitoring of school and classroom expectations is not evident.	School-wide and classroom behavior expectations are a part of daily instruction and have been communicated to the parent/guardian. They are defined and are posted, referred to often, thoughtfully taught, reinforced consistently, reviewed and monitored regularly.	School-wide and classroom behavior expectations are systematically and purposefully integrated into daily instructional opportunities and communicated to the parent/guardian. They are well-defined and are clearly visible, referred to frequently, thoroughly taught, reinforced systematically, consistently reviewed, monitored regularly, and refined on an ongoing basis.	Dates and manner of implementation (e.g., first days of school):
Instruction, Curriculum, Environment	Limited instructional, curricular, or environmental changes have been made to promote appropriate behavior in the learner.	Instructional, curricular, and environmental changes have been made to promote appropriate behavior in the learner.	Data has been utilized to make, instructional, curricular, and/or environmental changes to promote appropriate behavior in the learner.	Data has been utilized to make instructional, curricular, and environmental changes to promote appropriate behavior in the learner. Progress monitoring and evaluation is ongoing.	Date(s) and description of change(s):
Strategies	A few strategies are utilized to address student behavior and are not a match to student need.	A limited number of strategies are used to address appropriate and inappropriate behavior. Strategies used may or may not reflect student need.	A variety of strategies are used to address appropriate and inappropriate behavior and chosen based on student need. A 4:1 ratio of positive to corrective interactions is evident in the school-wide and classroom environments.	Strategies to respond to appropriate and inappropriate behavior are varied and adapted based on student need (i.e. priming, pre-correction, reinforcement). A ratio of 4:1 positive to corrective interactions is evident in the school-wide and classroom environments.	List strategies used:
Social Emotional Learning/ Social Skills	Use of a district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is not evident.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used, reinforced, and modeled regularly.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is systematically integrated throughout the school day, reinforced consistently, and modeled regularly by the adults.	Curriculum Used: Implementation Schedule:
Culturally and Linguistically Responsive Practice	Cultural and linguistic responsiveness and/or student need is not evident in behavioral instruction.	Behavioral instruction is sometimes culturally and linguistically responsive and may not be easily accessed by students with disabilities.	Behavioral instruction is almost always culturally and linguistically responsive and adapted to the needs of students with disabilities.	Behavior instruction is always culturally and linguistically responsive and is easily accessible to students with disabilities.	Examples of Learning Activities:
<p>SCORING: Add scores for each area to determine the Tier I score: _____ /20</p> <p>STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Consider Tier 2 interventions. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local (SESC) for guidance, if needed. Score of 9 or fewer: Fully implement Tier 1. Contact local SESC for guidance, if needed.</p>					



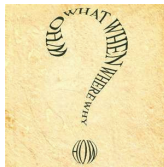
UNIVERSAL SUPPORT



Classroom Structures and Procedures


- √ Directly teach and re-teach classroom and school-wide rules at least 1 time every two weeks.
- √ Reinforce rule following behavior on a daily basis.
- √ Classrooms should have regular routines and procedures that are clearly expressed, taught and practiced at least 1 time every two weeks.
- √ All students should be offered leadership opportunities.
- √ Provide multiple opportunities for active student responding.
- √ Expectations for tasks/activities and transitions should be clearly expressed prior to being executed.
- √ Parent/teacher or parent/teacher/student conferences are in place—the first contact with the parent should always be positive, such as to express a positive quality the student has.

Reinforcement Strategies

- √ Greet every student as they come in the door for the first time on a daily basis.
- √ Tickets for appropriate behavior—students entered into a drawing. Prizes can be inexpensive or expense free such as:
 - √ Sit with a friend
 - √ Lunch with the teacher
 - √ Use the teacher's chair for an hour
 - √ Use a gel pen for writing an assignment
- √ 100 Square Bingo (see Classroom Motivation Systems Flip Book)
- √ Mystery Behavior of the Day (see Classroom Motivation Systems Flip Book)





Sprick  Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Adapted from Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print.

UNIVERSAL SUPPORT

Classroom Management

- √ Behavior expectations are clearly displayed, frequently taught, and reinforced.
- √ When reinforcing, give specific praise for appropriate behavior.
For example: "You did a good job lining up."
- √ There should be a ratio of 4 positive interactions for every 1 corrective interaction. This ratio of interaction should increase to a minimum of 10 positive to 1 corrective for students with challenging behavior. Positive interactions are characterized by one or more of the following:
 - √ Praise
 - √ Greeting
 - √ Compliment
 - √ Non-contingent attention such as holding a conversation or interacting with the student.

Strategies

- √ Proximity control
- √ Choices offered
- √ Redirection
- √ Cues—signals to the student to initiate/stop or change behavior
- √ Prompts—helps the student understand specifically what to do
- √ Planned ignoring
- √ Private talks
- √ Praise 3—Praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate. If the student continues to be inappropriate, redirect and then immediately move on to the next task. Avoid power struggles.
- √ Fluid Correction Procedures—Spend minimal time on correction before continuing with lesson. What you are teaching is more important than the misbehavior. Avoid being drawn into a lengthy discussion about the behavior in the middle of the lesson.
- √ 4:1 positive to corrective interactions (see above)
- √ Give more recognition to what students are doing correctly, and give less attention to what students are doing wrong.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Adapted from Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print.

UNIVERSAL SUPPORT

Managing Attention Span Behavior

A sustained attention span that is within normal limits is approximately 1 minute for every year of age plus or minus 4 minutes. This means that a 3 year-old has an attention span ranging from 0 minutes to 7 minutes depending on the child. An 8-year-old has an attention span ranging from 4 to 12 minutes depending on the child. It is important to provide students with an “activity change” before they reach the end of their ability to pay attention. As a group wiggly, off-task students are signaling that their sustained attention span has expired, it resets the “clock” on their attention spans. The following are strategies to reset the attention span “clock.”

Strategies:

- √ Have students call back facts or other parts of the lesson being taught.
- √ Have students bat a beach ball around the room for one minute.
- √ Instruct students to stand up and stretch.
- √ Instruct students to stand up, find a partner with the same shoes (shirt, eyes, hair, height, etc.) and discuss something from the lesson you are providing.
- √ Have students spend 2 minutes doing yoga at their desks.
- √ Put some music on and let the students stand and dance at their desks for 1 minute.
- √ Have students turn to their neighbor and repeat back a fact from the lesson.

Children in the 3 to 6 year-old age range will have difficulty with remaining seated for long periods on the carpet. It will be important to incorporate movement and activity into carpet routines and to keep routines short. Due to their short attention span, young children require variety in their activities in the course of an hour.

Strategies:

- √ Opportunity to move around
- √ Singing a song or reciting a rhyme as a group
- √ Standing up and shaking the wiggles out
- √ Moving from one area/center to the next
- √ Change in activity

Jensen, E. Tools for Engagement: Managing Emotional States for Learner Success. Thousand Oaks, CA: Corwin Press, 2003

Sousa, D. How the Brain Learns 3rd Edition. Thousand Oaks, CA: Corwin Press, 2006

Adapted from Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print

UNIVERSAL SUPPORT

Attention Signal - attention signals must be both visual and auditory in order to reach all learners. Attention signals must be taught and practiced prior to being utilized. It may be necessary throughout the year to re-teach expectations for attention signals.

Strategies:

- √ Teacher says “hands on top” (auditory) and then places his/her hands on their own head (visual). Students say “everybody stop” (auditory) and place their hands on their heads (visual).
- √ Teacher says “Hocus, pocus, everybody focus” and swishes an imaginary (or real) wand. Students point their finger at the teacher and say “shazam” (or some other magic-related word).
- √ Teacher claps twice, students clap twice, say “swoosh” while pretending to make an imaginary basket.
- √ The teacher says “rabbit, rabbit” while holding up his/her hand with the pointer and pinkie finger held up and the ring and middle finger down touching the thumb. (This makes the shape of a rabbit if doing hand shadows). Students respond by holding their hands in the air with their fingers in the same position.
- √ The teacher says “1, 2” while holding up the corresponding fingers. Students say “eyes on you.” The teacher then says, “3, 4” holding up the appropriate fingers and the students say, “talk no more.”
- √ The teacher says in a loud voice getting progressively softer with each number, “On 5 everybody is getting quiet, on 4 everybody is heading to their own seat, on 3 we are getting ready to listen, on 2 all eyes are on me.” When the teacher reaches 1, he/she starts to give the directions in a normal speaking voice. The instructions given at each number can be changed depending on the activity.
- √ Play music softly during the activity, when it is time to focus students, the teacher holds up a hand and increases the volume (consider changing the song along with the volume increase to signal a transition). Once the students are focused, the teacher can decrease the volume and begin with instructions.
- √ Teacher says “If you can hear my voice clap ___times.” Students then respond by clapping the number of times called out. The number of claps should be from 2 to 5 times.

The ProTeacher Collection. Web. 1 Aug. 2011. <<http://www.proteacher.org>>.

Adapted from San Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print.

UNIVERSAL SUPPORT

Positive Reinforcement means a consequence added to the environment that increases a behavior. A few guidelines when providing positive reinforcement. Teachers who use positive reinforcement effectively often see great improvement in students' behavior.

- √ Be specific about the behavior you want. Pick one behavior at a time and specify an action verb. For example:
 - √ Raise your hand before talking.
 - √ Ask for help when you don't understand.
 - √ Stay quiet for at least 5 minutes.

- √ Use praise statements that describe the specific behavior you want. For example:
 - √ Thanks for waiting so quietly.
 - √ Great job getting started so quickly.
 - √ It's still okay to make more general statements like "Super" or "Good work;" but more specific statements help students to keep focused on the most important behavior. This will increase the likelihood that the student will engage in the appropriate behavior more often.

- √ Create a menu of reinforcers and change it often. (See example on the back of this page). If you copy the menu on heavy paper and laminate it, you can change the menu daily or weekly by checking off different boxes.

- √ Instead of using the menu, let students roll a reinforcement die. Write the reinforcers on the cube template. (link for cube template: <http://www.mathsisfun.com/geometry/cube-model.html>)

- √ Keep reinforcement coupons in a jar and let each student draw one.

- √ Make sure you (and anyone else working with the student) reinforce consistently. It is very important that you keep using positive reinforcement even after the student's behavior begins to improve.

- √ Use preference surveys, interviews, and questionnaires to determine student preferences.

Reinforcement Menu for Today

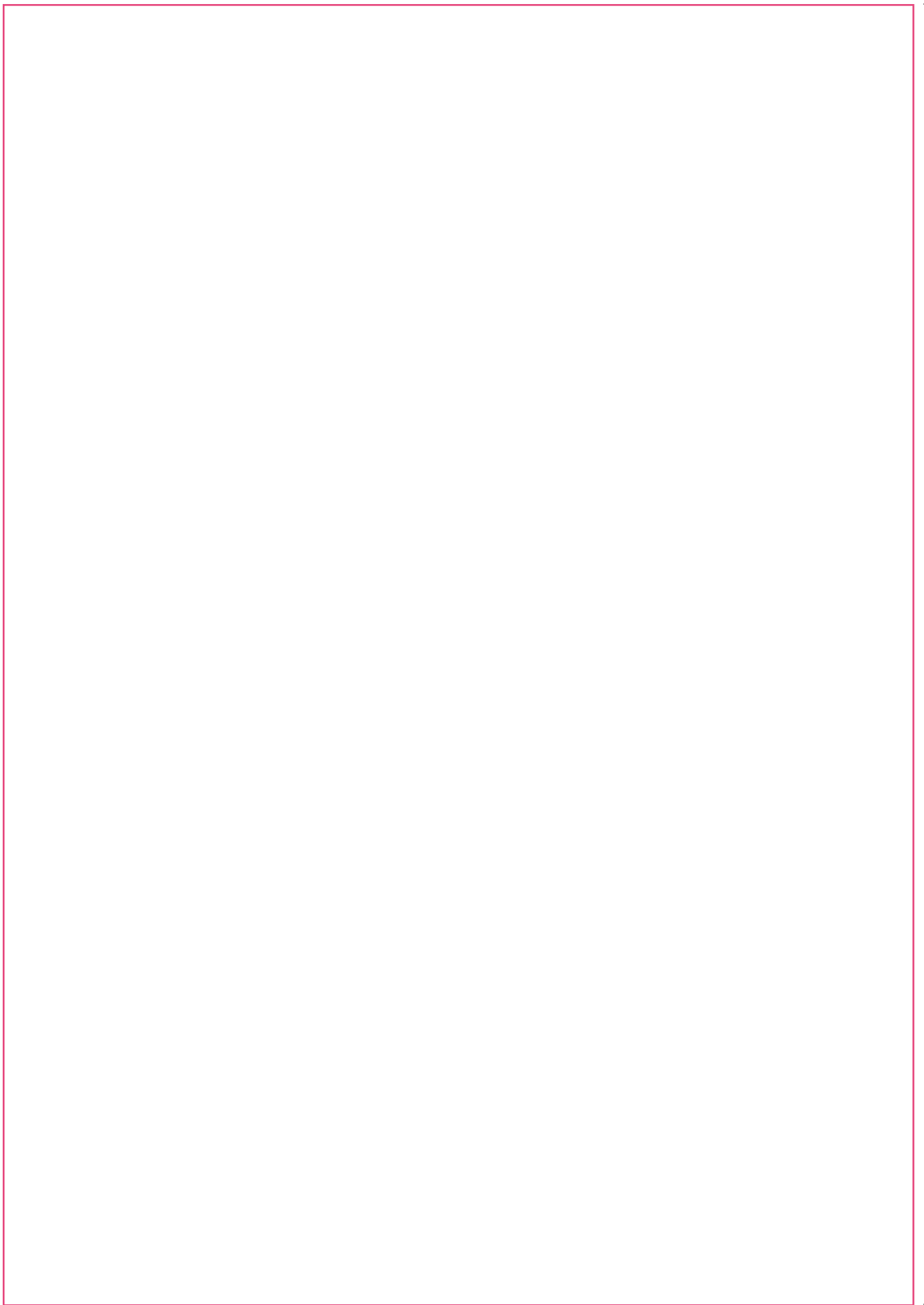
- Run errands today
- Water the plants
- Do half of an assignment
- Take home a good note
- Have talk time with friends
- Get treats at the end of the day
- Get read aloud time for the whole class
- Get extra recess or break time for the whole class
- Grab something from the grab bag
- Take care of the class pet
- Use the computer for extra time
- _____
- _____

Adapted from McConnell, K., and Ryser, G. Practical Ideas That Really Work for Students with ADHD. Austin, TX: PRO-ED Publishing, 2005.

"Cube Model Template." Math Is Fun - Maths Resources. Web. 01 Aug. 2011. <<http://www.mathsisfun.com/geometry/cube-model.html>>.

Tier II: Selected Instruction and Intervention

Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
Instruction, Curriculum, Environment	Problem behavior has not been addressed through systematic changes to instruction, curriculum, or the environment.	Some adjustments have been made to the instruction, curriculum, or environmental areas to address problem behavior.	Based on data collection from Tier I changes to instruction, curriculum, and/or the environment, targeted adjustments have been made to one or more of these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review.	Based on data collection from Tier I, changes to instruction, curriculum, and the environment and parent/guardian collaboration, targeted adjustments have been made to these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review. Appropriate revisions have been made based on data collection.	List dates and changes: Date ICEL by RIOT matrix completed:
Social Emotional Learning/Social Skills	Social Emotional Learning /Social Skills instruction that is tailored to specific student need is not evident.	Social Emotional Learning/Social Skills instruction may or may not be targeted to meet areas of identified need.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been taught to address areas of deficit.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been explicitly taught through lessons designed to develop the identified skills.	Dates of implementation: Skills Targeted:
Antecedents and Consequences	The target (problem) behavior has not been operationally defined. Antecedents and consequences have not been investigated.	The target behavior has been identified. Possible antecedents and consequences have been identified with or without direct observation.	The target behavior has been operationally defined. Antecedents and consequences to the behavior have been identified and systematically altered to address problem behavior.	The target behavior has been operationally defined (is observable and measurable). Antecedents and consequences to the behavior have been identified through purposeful observation and systematically altered to address problem behavior.	Dates of observation: Antecedents: Consequences:
Response Planning	Planned responses to problem behavior are not evident.	The team has developed a plan to address problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed.	The team has developed a written plan, utilizing parent/guardian feedback, which identifies specific responses to problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel participate in the development and implementation of planned responses.	The team has developed a written plan in collaboration with the parent/guardian, which identifies specific responses to problem behavior and includes specified staff members and their roles. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic interventions for students having behavioral challenges (e.g., social skills group, lunch buddies).	Date of plan: * Attach plan for review.
Use of School Site Resources	Support personnel are not a part of intervention activities for students having behavioral challenges.	Support personnel are consulted regarding intervention for students having behavioral challenges.	Support personnel meaningfully participate in the development and implementation of intervention(s) for students having behavioral challenges.	Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic intervention for students having behavioral challenges (e.g., social skills group, lunch buddies).	List personnel and manner of involvement:
<p>SCORING: Add scores for each area to determine the Tier II score: ____ /20</p> <p>STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tier I and II supports. Consider Tier III interventions. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local SESC for guidance, if needed. Score of 9 or fewer: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.</p>					



SELECTED SUPPORT

Positive Behavior Support Strategies:

- √ Redirection: redirect the student and then move on so the student has time to process and implement the redirect. At the same time, the teacher avoids engaging in a power struggle in the interim.
- √ Proximity control: By moving close to, touching the desk of, walking by, etc. students who are off-task.
- √ Offer choices. (Make sure either choice is acceptable to you.)
- √ Nonverbal cues: Pre-plan nonverbal cues with the student before implementing.
- √ Planned ignoring: Use only for those behaviors that you are sure can be ignored. The behavior must be ignored by anyone who is around the student including the class, visitors and the teacher for planned ignoring to be effective.
- √ Private talks—focus on the behavior that you want to see.
- √ Praise 3 then redirect if needed and go—praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate. If the student continues to be inappropriate, redirect and then immediately move on to the next task. Avoid power struggles.
- √ Heavy focus on and recognition of what students are doing right with minimal focus on what students are doing wrong. The bulk of interactions outside of instructional time recognize students' positive behavior.
- √ Provide specific reinforcement or praise for appropriate behavior. There should be an increase in the ratio of positive to negative interactions. This ratio should increase to a minimum of 10 positive to 1 negative interaction for students with challenging behavior. Positive interactions are characterized by one or more of the following:
 - √ Praise
 - √ Greeting
 - √ Compliment
 - √ Non-contingent attention such as holding a conversation or otherwise interacting with the student.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Adapted from Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support

SELECTED SUPPORT

Behavior Contract is a written document between a teacher and a student which specifies:

Expected behaviors; Positive consequences; Time frame of the contract with review dates. The contract is then signed by the teacher, student, and others who participate in the contract. Behavior contract can be used by teachers to help students of all ages improve various kinds of behaviors such as classroom and social behavior, or attendance.

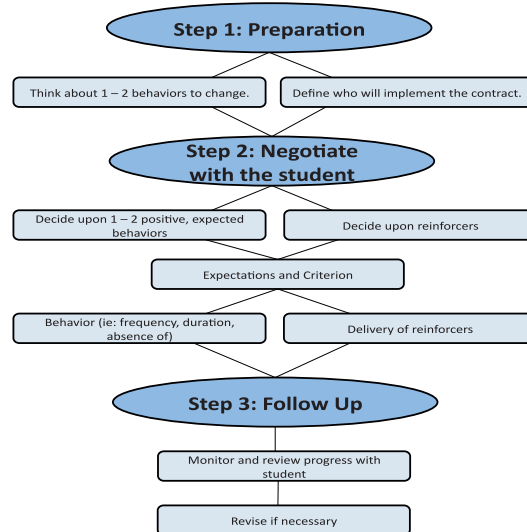
Things to do Make Preparations

1. Identify the behavior(s) to be increased or decreased. Avoid vague definitions. Select behaviors that are observable and measurable.
2. Select the reinforcers (items, activities that students will earn/work for)
3. Negotiate. During negotiation, the student will identify several reinforcers that he/she would like to earn. Define the criterion. This is a description of what the student must do in exchange for a reinforcers. The contract criterion includes:
 - √ The behavior
 - √ Amount of reinforcement (or reductive consequence)
 - √ Time limits

Negotiate

1. Explain the purpose and rule of the contract.
2. Open negotiation. Share your ideas. Describe the behavior you want to work on with the student. Discuss rewards and criterion. Be sure to ask the student for his/her input. Make sure the student's criteria are sound. Explain that it is important to start slowly, and then gradually increase the requirement.

Creating Behavior Contracts



Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Sprick, R., Garrison, M., and Sprick, M. Interventions: Collaborative Planning for Students At Risk. Longmont, CO: Sopris, 1993

Academic Success For All Learners. Web. 1 Aug. 2011. <<http://www.iseesam.com>>.

SELECTED SUPPORT

Six Simple Strategies to Promote Compliance

1. Avoid using a question format

- ⇒ For example, instead of saying “Would you please clean up?”, you will find that “It’s time to clean up” is more effective.

2. Reduce Distance

- ⇒ It is better to make a request from up close (standing just a yard or two away) than from longer distance (across the hallway/playground).

3. Reduce Loudness of Request

- ⇒ Use a soft, firm voice rather than a loud voice (tip: yelling doesn’t work in the long run)

4. Give a START request rather than a STOP request

- ⇒ For example, “Please start your work.” rather than “Stop fooling around”

5. Make Nonemotional requests instead of Emotional requests

- ⇒ Emotional responses decrease compliance and make the situation worse: Such as yelling, name calling, guilt-inducing statements

- ⇒ Keep requests simple and positive

6. Consistently Reinforce Compliance

- ⇒ It can be easy to request a behavior from a child and ignore the positive result. If you want more compliance, genuinely reinforce it.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

APBS. Web. 1 Aug. 2011. <<http://www.apbs.org>>.

Adapted from San Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print

SELECTED SUPPORT

Parent Conference: The parents/guardians should be notified of student difficulties and be involved in the problem solving process. A parent conference is also an excellent opportunity to discuss a child's successes. Parent conferences can take place via on-going phone calls and/or school visits.

Things to Do:

Introductions: Greet the parents/guardians and identify yourself and your relationship to their child. Introduce any other individual that may be involved in the conference. Try to make the parents/guardians feel relaxed and not threatened.

Identify the reason for the conference: Share information about the problem or the student's difficulty that prompted the conference. Use precise, clear language, and avoid educational jargon.

Offer solutions: Offer ideas or possible solutions to the problem.

Ask for parents/guardians input: Ask for feedback, alternatives, or negotiated solutions. Elicit parents/guardians ideas and support and make them feel "part of the team." Give them a chance to share opinions and feeling, even if they are in opposition to your preferred solution. Use good listening skills. You may want to use reflective listening and try and get at the real problem. Be sympathetic or empathetic to help validate their concerns or experiences.

Agree upon a plan: You may need to supply further information, schedule further conferences, or be willing to negotiate and compromise to achieve this step. However, it is best to have the parents/guardians as part of the team rather than as adversaries. Once the team has agreed upon a solution, review it. Make sure the assignments are specifically spelled out and understood by the person carrying out the assignments. Set due dates if appropriate.

Follow up: Follow up in a reasonable amount of time. Check on the assignments to assess how things are progressing, or if there are further problems. Share successes and discuss things that need to be changed. Schedule further conferences if needed.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Academic Success For All Learners. Web. 1 Aug. 2011. <<http://www.iseesam.com>>.

Sasso, G. M., & Reimers, T. M. (1988). Assessing the functional properties of behavior: Implications and applications for the classroom. *Focus on Autistic Behavior*, 3(5), 1-16.

Gable, R. A., Quinn, M. M., Rutherford, R. B., Howell, K. W. (1998). Addressing problem behaviors in schools: Use of functional assessment and behavior intervention plans (http://www.ldonline.org/ld_indepth/special_education/quinn_behavior.html). Reprinted with permission from *Preventing School Failure*, Spring 1998, 42(3).

SELECTED SUPPORT

Replacement behavior is a behavior that is selected to take place of an undesired behavior and meets the same need. For example, a student yells out in class to gain the teacher's attention, the replacement behavior can be: the student raises her hand to gain the teacher's attention.

Things to do

- √ Identify the problem behavior to be replaced.
- √ Identify the behavior that the student should do instead of the problem behavior. Remember that the replacement behavior must serve the same need as the problem behavior, and that it is more socially acceptable.
- √ Ensure that the replacement behavior will serve the same need as the problem behavior.
- √ Teach and practice the replacement behavior with the student.
 - √ Have the student role play the replacement behavior in a variety of settings, activities and with different people.
- √ Deliver the reinforcers when the student uses the replacement behavior.
 - √ When the student demonstrates the replacement behavior, immediately provide reinforcement.

For example, if the problem behavior is running out of the classroom for the purpose of escaping from doing an assignment, and the replacement behavior is to ask for a break. When the student asks for a break, immediately reinforce by allowing the student to take a break.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

APBS. Web. 1 Aug. 2011. <<http://www.apbs.org>>.

SELECTED SUPPORT

Public Display is a strategy which may be effectively used to decrease disruptive behavior and improve academic motivation. It consists of displaying measures of behavior or academic progress scores on a bulletin board or black board in the classroom. Display for behavior may include being on time to class, being prepared to work, or making appropriate transitions and so on.

Things to do

- √ Select a visual feedback system to be displayed in the classroom, so that students can see it from their desks.
- √ Decide on a positive improvement to display. Students should be compared against their own performances rather than against each other.
- √ Decide on a specific, meaningful daily measure, such as daily points earned for appropriate behavior.
- √ Give feedback immediately. The more immediately the feedback is given, the more effective the display will be.
- √ Develop a system to score or evaluate the students' work or behavior, so that it can be posted immediately. Self or peer grading/rating can be used rather than waiting for the teacher to do the grading.
- √ Give positive feedback for student improvements against their own best scores, rather than for some absolute level, or near perfect goal.
- √ Praise improvements on the display chart, using praise statements such as, "Johnny, you did a great job getting started on your math assignment right away. You beat your best weekly score again."
- √ Encourage peer comments and interaction about publicly displayed information.
Ex: When a student makes a positive comment about a peer, you might say, "Cindy, you are really sharp today, you noticed what a fantastic job Laticia did on her math assignment."
- √ Add a tangible reward for students who have improved their scores.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

APBS. Web. 1 Aug. 2011. <<http://www.apbs.org>>.

SELECTED SUPPORT

Self-Management is an intervention that promotes independence by teaching an individual to regulate their behavior by recording the occurrence/non-occurrence of the target behavior, and securing reinforcement for doing so.

Things to do

Step 1: Define the behavior

Ex: What does it LOOK like when the student is doing what they are doing?

ON-TASK LOOKS LIKE: In Seat. Raise Hand. Writing math answers.
Pen to paper during journaling.

Step 2: Teach the behavior

- √ TELL student what is expected
- √ SHOW student what is expected
- √ ASK student to tell and show you what is expected
- √ PRACTICE examples and non-examples of the behavior

Step 3: Teach the use of the self-management tool/device

- √ SHOW the record sheet (see sample recording sheet on the back of this page)
- √ TEACH how to record on-task behavior
- √ PRACTICE using the sheet
- √ PROVIDE guided practice for using the self-management device
- √ ASSESS student's mastery of the self-management device
- √ DISCUSS the actual situation in which self-management will be used
- √ PROVIDE independent practice opportunities for using self-management device

Step 4: Conduct assessment for student's mastery of self-management

- √ Does the student identify and demonstrate examples and non-examples of the target behavior?
- √ Does the student demonstrate use of the self-management device accurately?
- √ Does the student identify the importance of the target behavior and the benefit of the self-management system?
- √ Can the student identify his goal of the first day/week of using self-management?

Self-Management Device

Name: _____ Date: _____

I will raise my hand and wait to be called on when I have a question to ask the teacher.

Goal for today: 80% of the time

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Mark a + in the box each time I raise my hand and wait to be called on before asking a question.

Mark a - in the box each time I forget to raise my hand and wait to be called on before asking a question.

How many times did I raise my hand and wait to be called on when I have a question to ask the teacher? _____

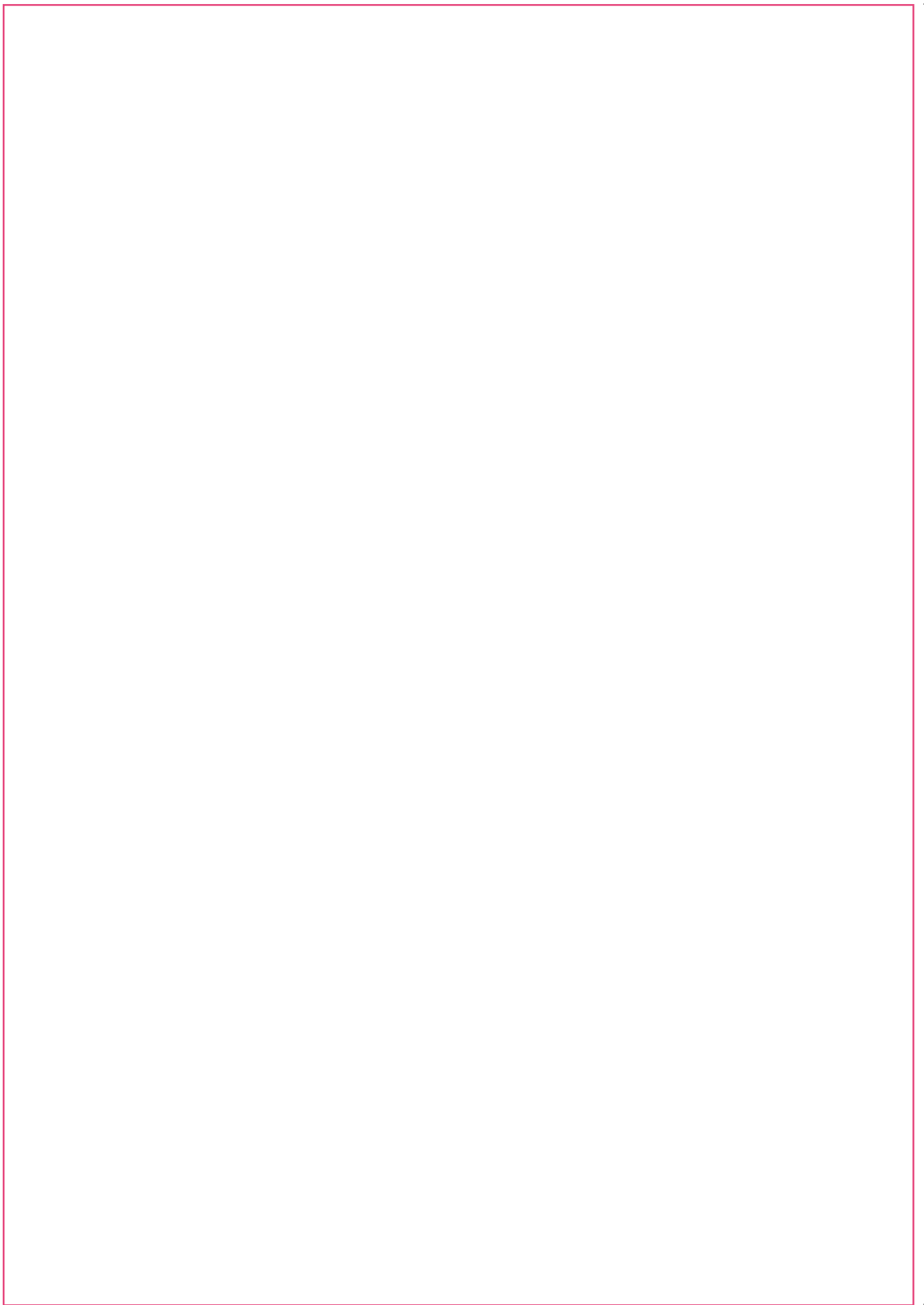
Did I reach my goal for today? Yes or No

Crone, D., Horner, R., and Hawken, L. Responding to Problem Behavior in Schools: The Behavior Education Program. New York, NY: The Guilford Press, 2004

Johnson, D.W. & Johnson, R.T. (1980). Integrating handicapped students into the mainstream. Exceptional Children, 47, 90-98

APBS. Web. 1 Aug. 2011. <<http://www.apbs.org>>.

		Tier III: Targeted Instruction and Intervention			
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 1 or 2)
Behavioral Assessment	The team has not completed an appropriate behavioral assessment.	The team has conducted an appropriate behavioral assessment; Functional Behavior Assessment (FBA). The assessment contains data gathered from indirect methods.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered from direct and indirect methods and the team has consulted with the local SESC Instruction/Behavior staff regarding the results of the assessment.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered via direct and indirect methods, and consultation with the local SESC-Instruction/Behavior staff regarding the results of the assessment has occurred. The team has integrated the recommendations of the consultation into a plan to address the target behavior.	Date of assessment: Function of the Behavior:
Behavior Support Planning	The team has developed a Behavior Support Plan (BSP) which is a mismatch to student need or has not yet developed a plan.	The team has developed a Behavior Support Plan (BSP) which lists a replacement behavior.	The team has developed and implemented a Behavior Support Plan (BSP) that clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced and corrected. A plan for ongoing data collection is included for progress monitoring.	The team has developed and implemented a Behavior Support Plan (BSP) which utilizes parent/guardian feedback and clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced and corrected. Data has been collected and utilized to refine the plan and monitor efficacy.	Date of Plan: Date(s) of revision (if applicable):
Least Restrictive Environment (LRE)	Consideration for the Least Restrictive Environment (LRE) is not evident.	Informal assessment has been conducted to determine the student's Least Restrictive Environment (LRE). The student may not have had time to benefit from any changes to the educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement. The team uses data to evaluate the effectiveness of these changes.	Date of Assessment: Outcome:
Related Services	The need for additional related services has not been considered.	Informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. Service delivery has not yet begun.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. The student has had an opportunity to benefit from any additional related services.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Appropriate services have been documented in the IEP and are currently provided. Ongoing data collection occurs to evaluate efficacy of services.	Dates: Outcome:
Team-based Decision-making	The student's educational team does not meet regularly to conduct revisions or progress monitoring regarding the coordination of services for the student.	The student's educational team meets informally to discuss student progress.	The student's educational team, including parent/guardian, meets at least quarterly for informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented.	The student's educational team, including parent/guardian, meets regularly for formal and informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented. Recommendations are made based on relevant data collection.	Meeting dates/outcome:
<p>SCORING: Add scores for each area to determine the Tier III score: ____/20</p> <p>STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tiers I-III supports. Contact local SESC for guidance. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local SESC for guidance, if needed. Score of 9 or fewer: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.</p>					



TARGETED SUPPORTS

Develop an Individual Behavior Plan, an individualized strategy to:

- √ Identify the purpose or function of a student's problem behavior.
- √ Develop and implement a plan to modify variables that maintain the problem behavior.
- √ Teach and shape appropriate replacement behaviors using positive interventions.

Things to do:

- √ Define the problem behavior: Define the behavior in specific, observable, and measurable terms.
- √ Devise a plan to collect data: Indirect methods include student records, interviews, questionnaires, and checklist.
- √ Direct methods include observing and recording the problem events as they happen. Direct assessments may include frequency counts, interval recording systems, and antecedent-behavior-consequence recordings (A-B-C).
- √ Compare and analyze the data.
- √ Formulate the hypothesis: Based on the data you collect, give your best, educated guess to explain the function or reason for the behavior. Generally speaking, problem behaviors serve two basic functions:
 - √ To get something desirable (or) To avoid and escape something undesirable.
- √ Develop and implement a behavior intervention plan: Students respond best to Behavior Plans that use positive methods to encourage and teach appropriate, alternative behaviors. For example, positive methods may include:
 - √ Modifying the physical environment.
 - √ Adjusting the curriculum or instructional strategy.
 - √ Changing the antecedents or consequences for the student's behavior.
 - √ Finally, teach a more acceptable replacement behavior that serves the same function.
- √ Monitor the plan: Regardless of the behavior intervention plan that your team develops, be sure to regularly monitor the student's progress over time. This means:
 - √ Collect data on student progress.
 - √ Review and evaluate the behavior goals.
 - √ Determine whether to continue or modify the behavior intervention plan.
 - √ Setting review dates ensures that this will happen.

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Sasso, G. M., & Reimers, T. M. (1988). Assessing the functional properties of behavior: Implications and applications for the classroom. *Focus on Autistic Behavior*, 3(5), 1-16.

Gable, R. A., Quinn, M. M., Rutherford, R. B., Howell, K. W. (1998). Addressing problem behaviors in schools: Use of functional assessment and behavior intervention plans (http://www.ldonline.org/ld_indepth/special_education/quinn_behavior.html). Reprinted with permission from *Preventing School Failure*, Spring 1998, 42(3).

Academic Success for All Learners. Web. 24 Aug. 2011. <<http://www.iseesam.com>>.

Alternatives to Suspension

The best alternative to suspension is PREVENTION.

Alternatives:	Description/Example(s):
Behavior Monitoring	Strategies to monitor behavior and academic progress: might include behavior log checked after each class, self-charting/monitoring of behaviors, strategies that provide feedback to the student, Check in-Check out, daily-weekly behavior reports.
Community Service and Service Learning (supervised)	Set amount of time (not during school hours), can be in the community or in the actual school community. e.g., tutoring younger students or assisting community service agencies
Coordinated Behavior Plans (for any student)	Creation of a structured, coordinated behavior plan specific to the student and based on the assessment of the quantity, severity and/or purpose of the target behavior to be reduced; should focus on increasing desirable behavior and replacing inappropriate behavior. Needs to be implemented with fidelity across settings and staff.
Appropriate In-School Alternatives	Can be during natural school breaks, during nutrition/lunch and during early release days (not in school suspension or exclusion from instruction and services needed).
Loss of Privileges (at school): Can be coordinated with parents to include at home loss of privileges.	Student 'preferred' activity/privileges should be identified prior to this becoming a choice. This can be accomplished by conducting a reinforcement survey. e.g., Eat lunch in the cafeteria instead of outside. Unable to attend club meetings or extra-curricular activities for a set amount of time. Unable to earn school activity.
Mentoring/Counseling	Adult assigned to support the student. With parental permission, student required to participate in counseling.
Mini-Courses: Check for understanding of the content at the completion of the course.	Short courses or modules on topics related to the student's behavior as a corrective teaching opportunity. Incorporate a social skills component. Staff can use behavior training software or curriculum that teaches alternatives related to the behavior. Use videos, readings, research, etc.

Adapted and added to from the work of: Reece Peterson, University of Nebraska; Lincoln & Russell Skiba, Indiana University (JM: 5/2015)

Alternatives:	Description/Example(s):
Parent Support	Communicate and collaborate with parent about the behavior(s) of concern and possible solutions. Invite parent to be a part of the mentoring/counseling/brainstorm process, invite parent to visit school or classroom(s) of concern, collaborate with home on a Coordinated Behavior Plan.
Peer or Adult Mediation	Trained peers hear and review both sides of a situation and peers decide the outcome(s) based on parameters set by the school. Staff work on conflict resolution with the student(s).
Positive Contingency Contracts that involve problem solving (on one behavior)	Use negotiation/problem solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers/rewards for success and consequences for continuing behavior concerns/challenges.
Programming/Scheduling	Changes in the student's schedule/classes/course (permanent, not just for the day/week). Should be based on the student's needs and monitored to determine progress.
Referral to a Service/Agency/Team	As appropriate, based on student behavior of concern and need: Coordination of Services Team (COST), Student Success Team (SST), Community Mental Health, Counseling Support, Discipline Review Team (DRT), Community Agency, Diversion Programs
Reflective Activities	Student is provided guidance through graphic organizer/worksheet that asks student to reflect on what happened, to decide what could be done differently (next time) and to develop a plan as well as reflect on how to ask for help (when appropriate).
Restitution	Financial or "in kind" (by actions). Permits the student to restore or improve the school environment. Fix, repair or clean up the "problem".
Restorative Practices	The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Trained educators facilitate students understanding of the impact of their behavior and the harm done to others. Students work together to "make it right." Participants are given a turn to express thoughts and feelings while others listen respectfully.

Adapted and added to from the work of: Reece Peterson, University of Nebraska; Lincoln & Russell Skiba, Indiana University (JM: 5/2015)

Be Safe, Be Respectful, Be Responsible

