

BEHAVIOR INTERVENTION IDEAS

Assessments.....	2
Reinforcing Behavior.....	2
Correction and Redirection.....	3
Behavior Management Interventions.....	4
Behavioral Interventions.....	5
Negative Interventions and Consequences.....	5
Positive Reinforcers.....	7
Increasing Compliance to Requests and Directives.....	7
Promoting and Modeling Social Behavior in the School Setting.....	10
Self-Esteem.....	11
Development and Appreciation of Strengths.....	12
Programs.....	12

BEHAVIOR

ASSESSMENT:

1. Conduct a Functional Behavioral Assessment and develop a Behavioral Intervention Plan.
2. Perform several systematic classroom observations, taking on-task and off-task interval data, to determine the extent to which the student's behavior interferes with his learning and the learning of others. Note off-task behaviors.
3. Before instituting an intervention to reduce noncompliant behavior (i.e., responding to a teacher request or directive by refusing, negotiating, arguing, or otherwise avoiding the task), obtain baseline data regarding the number of times the student demonstrates this behavior in a specified period of time.

Reinforcing Behavior (apart from a behavioral intervention)

1. Make all praise specific and legitimate. Clearly state the behavior to be reinforced and only praise behaviors that matter (e.g., "Good job" may be legitimate but is not specific. "You're the best pencil sharpener in the class" is specific but not legitimate).
2. Praise specific behaviors in the student that you want to encourage. For example, stop by his desk and say quietly, "You're concentrating well on this assignment," or, after the activity, say to the class, "Many of you really stayed focused on this assignment," with a smile at the student so he knows he is included. This technique will help make him aware of the behavior and encourage him to continue it and repeat it at a later time.
3. Give at least three positive comments for each correction or criticism.
4. Keep a pad of paper and pen handy. When the student displays a behavior you want to encourage, immediately write a brief note to his parents, show him what it says, and have him put it in his homework folder to bring home. This procedure is most effective when done intermittently.
5. Make it a point to call the student's parents periodically to tell them something positive that he did that day. To ensure that the tone of the conversation remains positive, make the call brief and do it on a day when you do not have to report any problem behaviors.
6. Watch the student carefully during the day for times he demonstrates the target behavior. Immediately describe and praise his use of the behavior. Be specific (e.g., "You told Hank you were angry with him, you explained why, and you stayed calm. That was mature behavior").

7. Enlist the aid of other students to provide approval when the student exhibits the targeted behavior. So as not to single out the student, all students in a group could choose behaviors they would like to improve. Train all students to verbally reinforce the chosen behavior in others and to ignore negative instances of the behavior.
8. Set up a group reward program to encourage the student to increase a specific behavior that he knows how to perform but forgets or, perhaps, refuses. Setting up a group contingency avoids singling out the student. Explain to the class that each time any student (or all students) in the class exhibit the target behavior (e.g., raises hand and waits to be called on, complies immediately with the teacher's request, hands in homework), you will mark their progress toward the goal. (It may be necessary to teach the students how to do this.) Set up a system by which students can monitor their progress visually (e.g., coloring in floors on a picture of a skyscraper or dropping marbles in a jar with a "finish line" drawn near the top). As soon as the markers reach the finish line, the class is given a pre-established reward, such as a popcorn party with a video or a night (or more) off from homework. This program works only if students remind, encourage, and praise each other regarding demonstration of the behavior.

Correction and Redirection

1. Correct the student's negative behavior by reinforcing positive behavior in another student. For example, when the student is looking around, say, "I see that Ginger and Kai are concentrating on their work."
2. State corrections and redirections in a positive, non-humiliating manner. State what you would like the student to do rather than what you want him to stop doing (e.g., "Mike, we're returning to our desks now to take out our social studies books").
3. When correcting a behavior or redirecting the student to task, remain calm. If the student perceives anger or disapproval, he will react with an emotional response and be unable to process the content of your statement.
4. Whenever possible, use humor to correct or redirect a specific behavior.
5. When reprimands for inappropriate behavior are necessary, give them immediately, concisely, and to the extent possible, privately. Stand near the student and obtain eye contact. Be calm and firm.
6. For both praise and reprimands, keep statements brief and specific to the behavior.
7. In cooperation with the student, make up and use a private signal, such as a hand signal or touch on the shoulder, as a reminder to return to task. This allows you to redirect him without interrupting teaching. Alternatively, alert him by saying his name, and asking him a question you know he can answer.

8. Do not allow or become engaged in lengthy verbal discussions regarding inappropriate or disruptive behavior. Redirect or give consequences calmly, firmly, and immediately.
9. Help the student recognize how his actions affect others. Immediately after a negative behavior, discuss with him how others may interpret his behavior, the reason for your concern, and a solution. Guide the student to devise a solution. Example:

I know you were just playing but the rule is, "Keep your hands to yourself." That means no pushing, hitting, or grabbing. Other students don't realize that you're playing when you push them and they will probably get angry. Or, they may bump into something or fall down and get hurt. How can you remind yourself about not pushing when we come in from recess this afternoon?"

Behavior Management Interventions

1. The student will attend to a task for *minutes.**

*Develop a behavioral program for the student that is proactive in helping him to attend to task and refrain from bothering other students, rather than reactive to the problematic behaviors.

2. The teacher and student will review expectations prior to beginning an activity.

*Before starting any activity, remind the students of the critical behaviors needed for participating in the activity. Make eye contact with the student.

3. The teacher will provide the student will several activities to do during "wait time". The student will select and engage in these alternative activities.

*As the student often gets into trouble during periods of waiting, plan lessons and structure activities to minimize or eliminate waiting time.

4. The student will transition from activities with a 2-minute warning.

*Teach the student and the rest of the class the expected behaviors for transitions between activities and maintain a consistent structure for transitions. Always give a 2-minute warning before ending an activity or assignment.

5. The student will earn _____ by completing _____.

*As often as possible, provide a special motivation for the student to [any target positive behavior such as completing assignments, coming to class on time, achieving 75% correct out of items completed.] The motivator may be any activity or privilege that the student truly enjoys (e.g., 10 minutes use of the computer, errand for teacher, reduction in a homework assignment, note home to the parent).

Behavioral Interventions

1. The student will participate in a token reinforcement system to diminish target behavior.

*Set up a behavioral program based on a token reinforcement system.

2. The student will participate in a home-school cooperative behavioral program based on a token reinforcement system.

*Set up a school-home cooperative behavioral program based on a token reinforcement system. In this system, the student is awarded points at school for demonstrating specific behavior; a note, point paper or behavior chart is sent home daily; and rewards or mild negative consequences are provided at home. A home-based reinforcement system widens the scope of possible rewards to activities (e.g., baking cookies, playing a video game, borrowing the car) and tangible items (e.g., trading cards, accessories for a bike, money toward car insurance). As well, it can make available more meaningful consequences for the student (e.g., missing a favorite TV show, not earning a videogame for the day). A home-school program must be planned and carried out with the same consistency and attention to rules as an in-class program. Regular communication between the teacher and parents is critical.

3. The student will utilize a self-management intervention program to maintain behavioral control.

*Increase the student's ability to maintain behavioral control by using a self-management intervention program. In this program, the student learns not only how to monitor specific behaviors but also how to evaluate and reinforce his own performance

4. The student will be rewarded each time he maintains control or asks for help.

*Establish a program of rewarding behaviors that are incompatible with the problem behavior. For example, if the student tends to have temper outbursts when frustrated by an assignment, set up a program in which he is rewarded each time he maintains control and asks for help.

Negative Interventions and Consequences

1. The student will participate in a response cost system.

*To reduce the student's tendency to [refuse class assignments, use disrespectful language, blame others], use a system of response-cost. The student starts out the day or period with a specified number of tokens (e.g., chips, checks) or primary reinforcers (e.g., M&Ms, nickels); then, each time he demonstrates the (negative) targeted behavior, he loses one. At the end of the time period, he is allowed to keep the primary reinforcers he has left or trade in his remaining tokens for a primary reinforcer.

2. The student will participate in a dual behavioral system of positive reinforcement with a response-cost component.

*Develop a behavioral intervention program that combines positive reinforcement with a response-cost component. When using response-cost, as the negative behaviors diminish, make sure the student recognizes the positive aspect(s) of his behavior and develops an internal locus of control. For example, if you are trying to reduce the number of times he refuses in-class assignments, document the increases in the number of assignments completed, number of times he has accepted classwork agreeably, or list his improved grades. Emphasize that he is responsible for the positive results and that the response-cost system is only a reminder to help him maintain control.

3. The student will be excluded from tasks at increasing intervals.

*Use time out in increasing levels of exclusion. Remember that time out only works when a student is being removed from an environment that he feels is positive and in which he wants to remain. Set the duration of the time out just long enough to have an impact on the student, depending on his age and the level of exclusion. The level of exclusion, but not the duration, is related to the severity of the problem. Levels of exclusion include: (a) Keep the student at his desk but remove work materials and ignore behaviors, (b) Move the student to a chair situated away from the group but allow the student to watch, (c) Place the student in a class a grade or two higher (placement in a lower grade is humiliating) with an academic assignment to do, or (d) Place the student in a time-out room with supervision, devoid of objects he could damage. Plan procedures for exclusionary time out ahead of time with the staff working with the student, the parents, and the school counselor or private mental health professional. Explain the system to the student and answer any questions before initiating it.

4. The student will earn a privilege for less than ___ number of time outs.

*Whenever the student earns less than [choose a number] time outs [or any other negative consequence] in [period of time], reward him with a tangible reinforcer or privilege.

5. The teacher will identify the antecedent of behavior and redirect student.

*Identify the behaviors that the student typically displays before [a temper outburst, an argument, aggressive behavior.] Plan a course of action or consequence to intervene at the first level of behavior to diffuse the situation.

Positive Reinforcers

1. The student will earn reward when "caught being good."

*Do not make rewards time-dependent (e.g., a previously scheduled field trip). The student must have the ability to earn the reward. The unknown element should be when, not if, he will receive the reward.

2. The student will participate in a positive reinforcement plan and select from a menu when _____.

*Effective positive reinforcers are the keys to a successful behavioral intervention. Check with the student to ensure that the selected reinforcers are highly motivating. Ask the student what he would like to earn, provide a list of possible reinforcers from which he may choose, or provide a menu of reinforcers with different "items" at varying "prices." To set up a menu, give the student a list of possible reinforcers (make sure that all of the items on the list can be made available) and ask him to prioritize the items in order of preference and to add to the items on the list. The teacher may veto added items. Items that are higher in monetary value or in preference may be given higher "prices" on the menu. Use novel delivery systems for reinforcement of targeted behaviors such as chart moves, spinners, mystery motivators, grab bags, and lottery tickets.

Increasing Compliance to Requests and Directives

1. The teacher will use precision requests with the student.

*Tell, do not ask, the student what you want him to do. Use precision requests and do not repeat yourself.

2. The teacher and student will follow the "Sure I Will" program.

*Enhance the efficacy of precision requests by using the "Sure I Will" program.

3. The student will complete one request prior to being given the next.

*Make only one request at a time. Wait until the student has completed what you have asked before making the next request.

4. The teacher will utilize close proximity to child when giving request.

*Stand within 3 feet of the student and obtain eye contact before giving him a request or directive. Speak in a quiet voice.

5. The student will respond to a request on the first or second directive. Non-compliance will result in preplanned consequences established by the SAT.

*Make a request or give a directive no more than twice. If the student does not comply the second time, immediately institute a preplanned consequence. When this has been completed, make the request or directive again. Have an established set of backup consequences increasing in severity for repeated noncompliance/

6. The teacher will provide clear, concise directives to the student.

*When making a request of or a directive to the student, be specific in describing what you want him to do. State important details.

7. The teacher will provide non-verbal cues and acknowledgement to student's compliances.

*Socially (nonverbally) acknowledge the student's compliance with requests (e.g., verbally, smile, wink, and pat on shoulder). Let the student know you like him. Students are much more willing and able to perform and produce in situations in which they feel valued and feel they are treated fairly.

8. The student will utilize a calm-down time to gain self-control.

*Discuss calm-down time out with the student. Ensure that he understands that this time is not a punishment but an opportunity to regain control away from the middle of the problem, without consequences. If a student loses control on the playground, ask him to come and stand by the teacher or monitor. After a preset interval (e.g., 2 minutes), if the student feels calm, he may choose to return to play or to stay near the monitor. Provide the student with positive reinforcement during the calm-down time for cooperating with the monitor and for regaining self-control, even if he has done this only minimally.

9. The student will participate in a Relaxing Recess program.

*If a student demonstrates violent or particularly dangerous behaviors on the playground a predetermined number of times in a week, assign him to an inside recess. Instead, the student goes to the office, a supervised room (not a classroom in which the class is in session), or, if supervision can be arranged, the library. Have available age-appropriate and pleasurable activities and materials, such as coloring books and crayons with good points, puzzles of varying levels of difficulty, board games (that can be completed within the period), Etch-A-Sketch, interesting books, and clay. Each day during recess, the student will go to this room for "relaxing recess." When the student is ready to try outside recess again, he stays in "relaxing recess" for most of the period and comes outside for the last 10 minutes. If his behavior is appropriate, his time in outside recess increases by 5 or 10 minutes per recess period until he has earned back the whole recess period. Notify parents ahead of time regarding this plan so that they do not turn it into a negative experience by penalizing the student for having "relaxing recess." For the student (and others), this might fulfill the intent of recess far more effectively than becoming over-stimulated and out of control on the playground. Parents may be asked to reward their child for increasing time spent on the playground successfully. Alternately, the student may be given the choice to continue "relaxing recess" rather than return to the playground.

10. The student will be seated with students who act as peer models.

*Seat the student within a group of students with good attention and social behavior so as to maintain his emotional comfort and, concomitantly, his focus on learning.

11. The student will be provided with an established safe place to go when he needs to leave the classroom.

*When the student feels the need, allow him to leave class (with/without asking for permission) to go to a pre-established place to calm himself.

12. The student and teacher will conference regarding social strategies.

*Students' preferences regarding help with social problems frequently differ from those chosen by teachers (Pavir & Monda-Amaya, 2001). Accordingly, before taking action to help the student in social interactions, conduct a private conference with the student in which you ask about her social concerns and perceptions of social problems at school. Ask guiding questions to help her generate strategies that might be useful in improving or resolving solving these situations.

13. The student will participate in social skills training program.

*As the student has not improved her social functioning, she requires explicit instruction and intervention in social skills. Continued placement in the general education classroom will provide her with the social context in which to observe and practice the social skills she learns.

14. The student will participate in problem solving training.

*Provide a program to teach problem-solving in social situations including specific training in (a) identifying and defining the problem, (b) generating a variety of alternative solutions, (c) identifying the most likely outcomes of each alternative, and (d) selecting and implementing the appropriate solution.

15. The student will follow the SLAM strategy when responding to negative comments.

*Teach the student the SLAM strategy (McIntosh, Vaughn, & Bennerson, 1995) for responding to negative feedback or comments from others. The components of the strategy are:

- a. Stop whatever you are doing when someone is trying to give you feedback,
- b. Look the person in the eye when he or she is speaking to you even if you don't like what he or she is saying,
- c. Ask the person a question to clarify what he or she is saying, and
- d. Make an appropriate response to the person to indicate how you intend to change or what you want him or her to understand about your situation.
- e. This strategy incorporates practice and rehearsal regarding the problems students are experiencing and may be taught in a small group.

16. The student will participate in a structured learning curriculum for social behaviors.

*Use a structured learning curriculum to teach the social behaviors identified as problematic for the student. The components of a structured learning curriculum are modeling, role playing, feedback, and transfer of training.

17. The student will demonstrate an understanding of nonverbal communication.

*Teach the student how to maintain eye contact with a person when speaking. Provide structured situations for practice. Teach the student how to notice and interpret facial expressions and body language when she is conversing with people.

18. The student will practice Rehearsal Technique for social situations.

*Provide the student with practice in rehearsing what she will say in a situation before it occurs. For example, if the student wants to join a group of students on the playground, have her think of exactly what she will say, before walking over to the group.

19. The student will use a semantic map to identify problematic behaviors and solutions.

*Discuss problematic social situations and brainstorm with the student different ways to resolve the problem. For example, draw a semantic map on the board with the problem in the center. Connect and write each proposed solution in an outside circle. Discuss how different solutions are related to each other and any underlying concepts (e.g., respect).

Promoting and Modeling Social Behavior in the School Setting

1. The student will follow established classroom rules for social interactions.

*Establish classroom rules for social interactions. Discuss and provide examples of appropriate and inappropriate comments. Make sure that the students understand the importance of respecting others. Post the rules on the wall along with the pre-established consequences. Help prevent social problems from arising by establishing rules regarding respect and acceptance in student interactions within the classroom. Promote this behavior among students by modeling it and by facilitating discussions about respect, acceptance, and individual differences.

2. The teacher will provide verbal reinforcement and encouragement to student when attempting to cope with social problems positively.

*Each time the teacher witnesses the student making an attempt to cope with a social problem in a positive way, provide verbal reinforcement and encouragement. When appropriate, ask the student what actions appeared to be most effective and what actions were less effective, and the student's perceptions of the reasons for the differences.

3. The student will participate in class discussions of problem-solving for social situations.

*Engage the whole class or small groups of students in problem-solving sessions regarding social situations. Encourage the student to participate so that you can ascertain her perspective.

4. The student will provide peers with sincere compliments.

*Praise the student for behaviors such as helping, sharing, or saying something nice to another person. Through role modeling, teach her how to compliment other people sincerely.

5. The teacher will provide opportunities for the student to be successful in social situations.

*To help the student become more accepted by other students, tailor some classroom activities to fit her specific strengths. Ask the student's parents to provide a list of the student's specific skills, interests, or areas of knowledge. For example, if you are planning a science project, identify an aspect of the topic in which the student has expertise and could present information or lead a group discussion. Help her organize and practice any presentation so it is successful.

6. The student will participate in highly structured cooperative learning groups.

*Use highly structured cooperative learning groups to help the student participate in positive social interactions. Make sure that all students in the group know their responsibilities and how to accomplish them.

7. The student will participate in _____ during recess.

*Teach the student or ask the physical education teacher to teach the student the rules and skills of a game. Select a game that the student will be able to participate in during recess or after school.

Self-Esteem

1. The student will complete modified assignments to progress and gain confidence.

*The student's instructional needs must be addressed immediately to ensure that she does not quit trying and that she progresses academically. With a highly structured teaching situation and with appropriate activities and materials modified to her performance levels, she should make progress, regain self-confidence and self-esteem, and renew her interest in learning.

2. The teacher will provide frequent, positive reinforcements to assist in building confidence in the student.

*Demonstrate to the student that you like and approve of the student by providing frequent positive reinforcements, such as a smile, a hug, a positive comment on a paper, special privileges, or rewards. Watch for situations where the student is doing something correctly or behaving appropriately. Make a positive comment to the student in front of others regarding the behavior.

3. The teacher will provide the student with five positive comments to one corrective comment.

*When providing daily feedback to the student, be sure to make five positive comments to one negative or corrective comment.

4. The teacher will create opportunities for the student to share opinions.

*Create opportunities to ask the student what she thinks about certain things. Make it apparent that you are sincerely interested in her opinion.

Development and Appreciation of Strengths

1. The teacher will provide opportunities to acknowledge the student strengths.

*Recognize and comment upon the student's unique talents. When you acknowledge a student's strengths, you provide an opportunity for other students to make positive comments as well.

2. The teacher will pair strengths or interests with areas of struggle.

*Help the student become better in whatever she already does well. For example, because she is struggling with reading, but not having difficulty in math, be sure to direct attention to increasing skills in both reading and math.

3. The student will participate in cross-age tutoring program.

*Capitalize on instructional activities in which the student is successful. For example, have the student participate in a cross-age tutoring program in a structured setting where she teaches a younger student the skills that she has recently mastered.

PROGRAMS:

100 Ways to Enhance Self-Concept in the Classroom, Second Edition (1994) by J. Canfield and H. C. Wells. Available from Allyn & Bacon, 75 Arlington Street, Suite 300, Boston, MA 02116, phone (800) 666-9433, website: <http://www.ablongman.com>. This is a good resource for ideas in assisting the student who needs support for improving her self-concept.