BERRIEN RESA

Positive Behavior

Interventions and Supports

Guidelines

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Positive Behavior Interventions and Supports
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Preface

Most students are well served by a broad framework of universal policies, procedures, and programs that outline a school's expectations for students. But for some students, these universal policies and classroom management structures are not enough, and they experience difficulty toward meeting academic and/or behavioral expectations. Student misbehavior can be frustrating; but through proactive effort and the utilization of positive and respectful intervention procedures, problem behavior can be shaped and modified to become productive behavior.

The basis for this procedural manual includes a set of well-researched behavioral principles:
- Behavior is learned.
- Behavior can be changed.
- Lasting behavioral change is more likely with positive, rather than punitive techniques.
- No student should intentionally or unintentionally be humiliated or belittled.

Positive behavior supports and interventions, as used in this procedural manual, are a planned response to a behavior (or set of behaviors) that is interfering with a student's success in school. Any behavior a person repeatedly engages in, serves some function or meets some need. Understanding what motivates the individual's misbehavior is crucial toward finding an appropriate planned response. Therefore, interventions must be designed to help students get needs met by exhibiting responsible and appropriate behavior, rather than through misbehavior. Attempting behavior intervention planning before understanding the function of misbehavior(s) can lead to misdirected intervention planning and frustration among implementers over the lack of desired improvement.

In the development of these guidelines, it was determined that Information within this manual be structured around the acronym **STOIC**, taken from the Safe and Civil Schools project. **STOIC** is a global way of thinking about intervention.

S   **Structure for Success** – Identify any changes in physical arrangements, scheduling, procedures, supervision patterns, and other factors that may have a positive effect on behavior.

T   **Teach Expectations** – Identify a plan to teach students to function successfully in the structure you have created. The intervention plan must address when, where, and how these positive expectations will be taught to the students.

O   **Observe and Monitor** – In the short term, continually circulate and visually scan. In the longer term, collect data to determine progress (or lack of progress) across time.

I   **Interact Positively** – Build positive relationships with students and provide frequent feedback on behavioral and academic progress.

**C**   **Correct Misbehavior Fluently** – React to misbehavior calmly, briefly, consistently, and immediately.

MANAGING PROBLEM BEHAVIOR

Level 1 - School-Wide and Classroom Problem-Solving: School Staff designed and implemented.

Level 2 - Strategic Problem Solving: Teacher/Team designed and School Staff implemented.

Level 3 - Intensive Problem Solving: Specialist/Specialized Team designed and School Staff implemented.
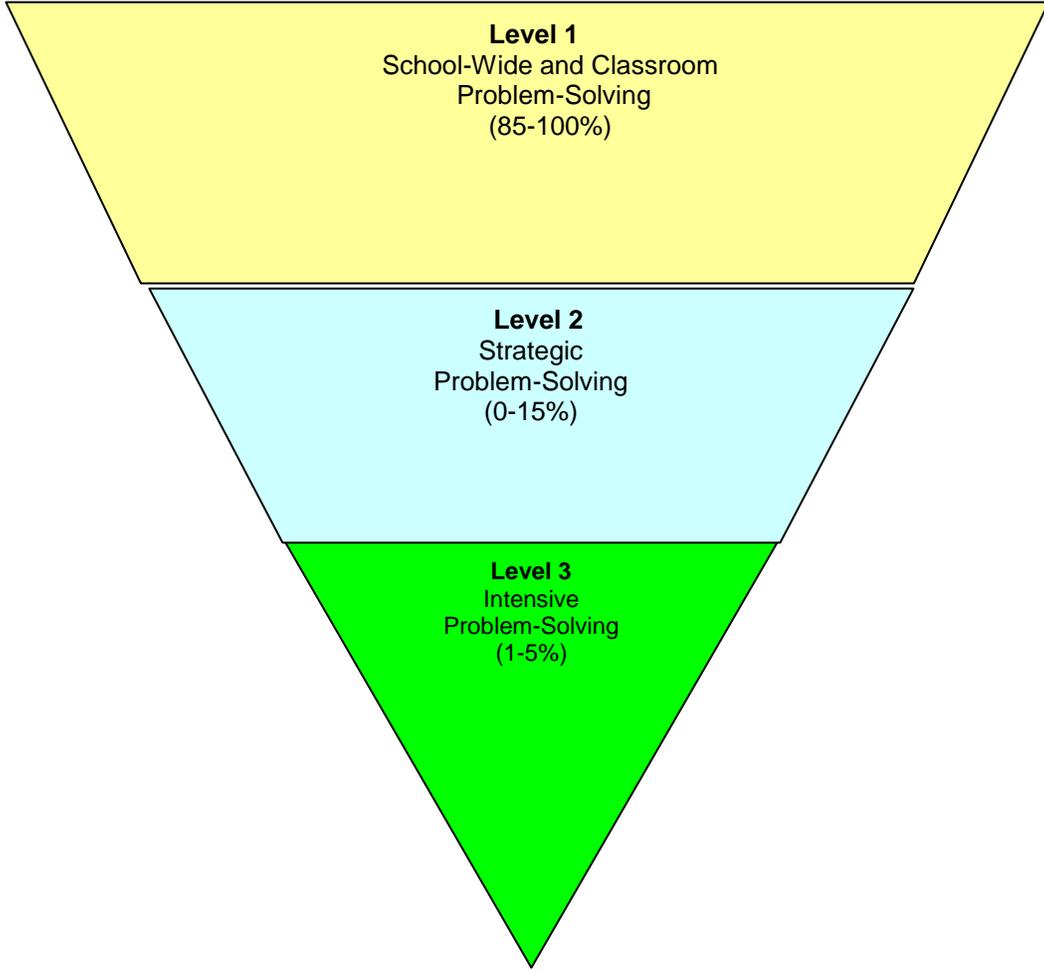
THREE LEVELS FOR MANAGING PROBLEM BEHAVIOR

Level 1: School-wide and Classroom Problem Solving School staff designed and implemented	**Level 2: Strategic Problem Solving** Teacher/Team designed and school staff implemented	**Level 3: Intensive Problem Solving** Specialist/Specialized Team designed and school staff implemented

Level 1:

1. Building and classroom data is routinely reviewed to determine the need for re-teaching of behavioral expectations.

2. **Classroom Management Plans** Plans are developed and reviewed to determine the need for re-teaching and/or revision before teaching (pg.6)

3. Implement revisions.

4. Did it work?
   If yes…GREAT!
      …Continue with the plan.
   If no…..Implement **Classroom Interventions** (pg. 7)

6. If student progress is still not evident, despite several interventions, move to Level 2: Strategic Problem Solving.

Level 2:

1. Collect **Baseline Data** (pg 9).

2. Select **Simple Intervention** (pg 9).

3. Collect **Desired Behavior Data** (pg. 10).

4. Did it work?
   If yes…Great!
      Continue with the intervention
   If no….Request meeting with behavior team to conduct **Problem Analysis, Intervention Design, and Plan** (pg 10).

6. Meet for follow-up with behavior team.

7. Did it work?
   If yes…Great!
      Continue with the plan.
   If no….Review and make adjustments. (Multiple meetings may be required before data indicates progress).

9. Did it work?
   If yes… Great!
       Continue with the plan.
   If no….Student progress is not evident despite multiple plan attempts, move to Level 3: Intensive Problem Solving.
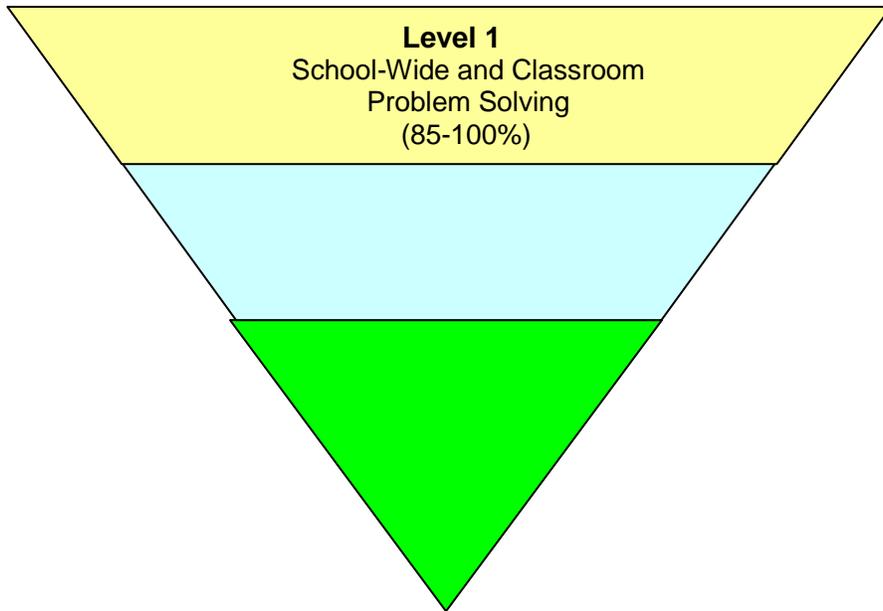
Level 3:

1. Functional behavior assessment and intervention plan developed by Specialist/Specialized Team.

2. Implementation of plan by staff with ongoing data review and plan adjustment

Level 1

SCHOOL-WIDE AND CLASSROOM PROBLEM-SOLVING

SCHOOL STAFF DESIGNED AND IMPLEMENTED

Level 1
School-Wide and Classroom
Problem Solving
(85-100%)

LEVEL 1

At this level, the focus is first school-wide and then within the classroom in which interventions should be easy, unobtrusive, and readily able to be implemented in general and special education classrooms. Effective leadership and the provision of instructional and professional supports must occur throughout the building and within each classroom to support all students toward the development of positive behavioral outcomes. Teaching and learning focuses on research and evidence-based practices that clearly communicate expectations for behavior within the school and classroom environments so as to increase the success of every student.

SCHOOLWIDE SUPPORT

School-wide Behavioral Expectations are commonly understood and taught by all staff, and then observed to provide feedback. Eighty percent of all students should be proficient and successful in the school-wide program.

The first step toward a developing a Positive Behavior Intervention and Support (PBIS) system is to implement a school-wide behavioral plan that stresses proactive and positive corrective responses toward misbehavior. Without these processes in place, there is great potential that the problem-solving resources in the school will be overwhelmed by the sheer number of students exhibiting behavior problems. This task is usually handled by a building-based leadership team that takes responsibility for sharing and overseeing these practices. Safe and Civil Schools outlines these responsibilities in more depth in *Foundations: Establishing Positive Discipline Policies* (Sprick, 2006) and *CHAMPs: A Proactive and Positive Approach to Classroom Management* (Sprick, 2009)

This leadership team helps develop an ongoing cycle of continuous improvement that seeks to teach students positive behavior and to create a climate in which every student can be successful. In that schools are dynamic environments, this job will never be fully accomplished. Careful monitoring of data is required to keep moving toward school goals. Goal setting, teacher development, universal data collection systems, data review, parent involvement, fidelity, and maintenance of objectives will be responsibilities of this group.

CLASSROOM SUPPORT

At the classroom level, teachers play the most important role as they implement the core practices of effective classroom management. There are several classroom management models to choose from (eg. *CHAMPs: A Proactive and Positive Approach to Classroom Management* (Sprick, 2009).

The principles outlined in classroom management offer teachers a series of decisions about which instructional variables are adjusted to help students be successful. The techniques included are based on the following principles or beliefs:

1. Classroom organization has a huge impact on student behavior; therefore, teachers should carefully structure their classrooms in ways that prompt responsible student behavior.
2. Teachers should overtly teach students how to behave responsibly in every classroom situation.
3. Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior.
4. Teachers should pre-plan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Step 1: Develop Classroom Management Plan

Within the classroom, the global **STOIC** variables - Structure, Teach, Observe, Interact, and Correct – are constantly in play, and effective classroom management is about successfully manipulating these variables. The "Classroom Management STOIC Checklist" (Appendix A-1) provides questions to guide the development of your plan.

STOIC: **S**tructure for Success
Effective teachers structure for success (prevent misbehavior before it happens) by organizing their classroom and activities to encourage engagement and discourage misbehavior, promoting participation and minimizing distractions, and motivating every student. The following should be considered:
- Classroom management STOIC checklist (Appendix A-1)
- Classroom instructional checklist (Appendix A-2)
- Classroom behavioral expectations matrix (Appendix A-3)

s**T**OIC: **T**each Expectations
Effective teachers teach their students how to function successfully within the unique structure of their classroom by teaching and re-teaching their expectations for behavior. Students should know exactly what is expected of them in all settings and for every major instructional activity and transition.
- Schedule activities and lessons designed to create variety and engagement.
- Teach and re-teach age-appropriate lessons on behavioral expectations, as needed.

Remember… Periodic re-teaching of expectations may be necessary. To master the fundamentals of expectations, students need to practice teacher expectations again and again.

ST**O**IC: **O**bserve and Monitor
Effective teachers know what is going on in their classrooms at all times. They do this by using a host of complementary observation strategies.

- **Circulate**. Circulate throughout the classroom in unpredictable patterns. Visually scan the classroom so as to be aware of what is going on at all times.
- **Use proximity.** Use physical proximity to prompt responsible behavior.
- **Collect Data.** Periodically ask a peer to observe your classroom using the *Classroom Management STOIC Checklist* (Appendix A-1)

STO**I**C: **I**nteract Positively
Effective teachers interact positively with each student, knowing that students tend to work more diligently and are more likely to engage in appropriate behaviors when they receive higher rates of positive feedback and feel noticed and valued. Strategies for achieving this ratio include:

- Provide frequent **non-contingent attention** which involves giving students time and attention not because of anything they've done, but just because you notice and value them as people. (i.e. greeting your students as they enter your room, calling on them during class, and showing an interest in the thoughts, feelings and activities of each student)
- Provide frequent **contingent positive attention** which involves interacting with and giving feedback when they have accomplished or demonstrated improvement on behavioral or academic goals.
- Maintain at least a **5:1 ratio of interactions** (attention to positive behavior versus attention to negative behavior). See Appendix B-4.

STOI**C**: **C**orrect Fluently

Effective teachers correct fluently by responding to undesired behavior calmly, consistently, briefly, and immediately. A fluent correction is respectful, non-embarrassing, does not break the flow of instruction, and often goes unnoticed by students other then the one targeted. Appropriate corrections, although labeled negative interactions, should be minimal.

- Anticipate misbehaviors and pre-plan consequences for rule violations and other chronic behavior.
- When misbehavior occurs; correct calmly, consistently, briefly, and immediately.

Effective classroom management is always defined by student engagement and respect. Everybody in the classroom deserves to be treated with dignity and respect (student and teacher). High rates of engagement, without respect, set the stage for later misbehavior.

Step 2: Review Classroom Management Plan

The second step of problem-solving within the classroom involves reviewing your completed STOIC checklist (Appendix A-1) to implement the strategies that are not in place.

Step 3: Classroom Interventions

Class-wide systems can increase students' motivation to behave responsibly and strive toward goals while having a positive impact on all the students in your class. Three easy-to-implement systems are provided for you.

Mystery behavior of the day: Teacher should have a large envelope with the words "Mystery Behavior of the day" displayed in the room. Before the students arrive in the morning, write the behavior that the teacher will look for that day on a piece of paper and place it in the envelope. During the day when the teacher sees students exhibiting the mystery behavior, put a small reward on their desk. (ticket, token, etc. which can be turned in for a reward or placed in a drawing for a reward). At the end of the day/hour (as predetermined by the teacher), the class spends a few minutes guessing what the mystery behavior is. Whether or not the students guess correctly, the teacher tells them the behavior and lets them know she will be looking for a different behavior the next day. This intervention gives another opportunity to re-teach specific behaviors in the teacher's classroom.

100 squares: Draw a large 10 x 10 square grid on a white board or flip chart. Number each square from 1 to 100. Get two containers and 100 small tokens such as poker chips or popsicle sticks. On each token write a number from 1 to 100 and place them in one of the two containers. On some occasions when the entire class is working well, stop what is going on and have a student draw one of the tokens from the container. Identify the number written on the token, then fill in the space on the chart with the same number. Put the token into the second empty container. When 10 squares in a row horizontally, vertically or diagonally have been filled in, the entire class gets one of the group rewards identified by you or the class during a brainstorming session. Start over once a full line has been completed and a reward has been given. Erase the squares or put up a new grid and return all the drawn tokens to the original container. Identify the next reward students will work toward and begin the system again.

Whole Class Point Chart: Determine the duration of your interval (each hour, half hour, quarter hour). Set a timer for the interval selected. At the conclusion of each interval when the timer goes off, if the students met your expectations, the group earns a point or a range of points. An optional strategy would be if the all students met your expectations the group earns two points, if all but two students met your expectations the group earns one point, if more than two students did not meet your expectations, the group earns zero points. If the group earns anything less than two points, re-teach and clarify any expectations that were not met in order for the class to meet your expectations for the next interval of time.

If student progress is not evident despite several interventions, consideration of
Level 2: Strategic Problem Solving may be appropriate.
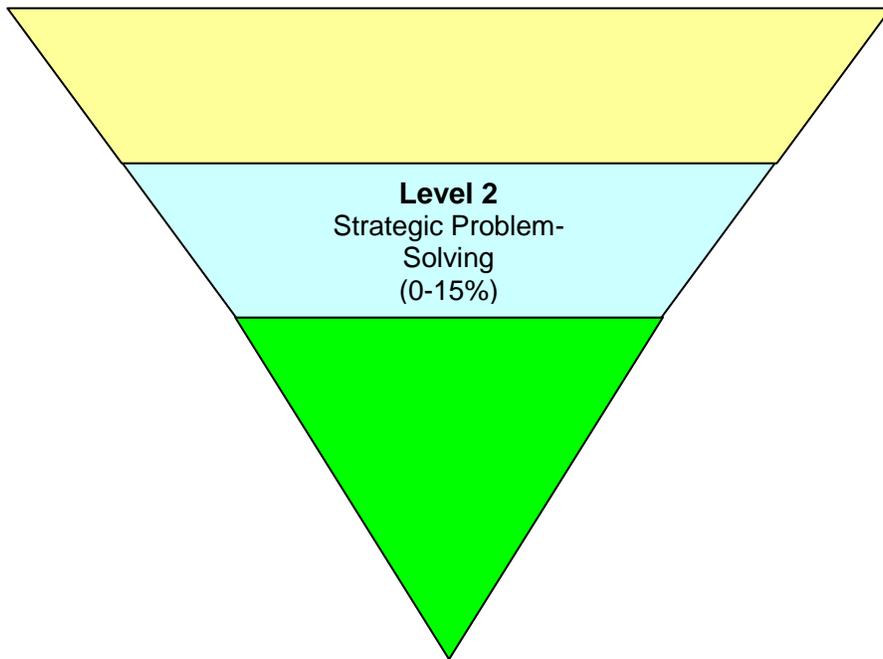
LEVEL 2

Level 2 interventions come into play when school-wide and classroom behavior support policies are simply not working for an individual student.

Interventions developed at this level are initially planned in conjunction with a representative from your school behavior team, while implemented by school staff; usually the classroom teacher. If these simple intervention efforts do not result in student success, the teacher should collaborate with the building based problem solving team.

TEACHER BASED PROBLEM SOLVING

Step 1: Collect Baseline Data (Appendix B-1)

Baseline data is collected to identify the student's specific behavioral difficulties. The teacher should select one behavior to track for a minimum of 5 days prior to any intervention that is attempted.

(Remember, it is important to rule out that the student's behavior is not a function of academic skill deficits. Often times, behavior problems result from the student's inability to efficiently or effectively complete the work that is expected. They can be masters at making something they can't do look like something they don't want to do).

Step 2: Select Simple Intervention

Once the baseline data is collected, determine what behavior you would want to change. A key element to consider in intervention design and planning is what proactive, positive behaviors will be expected. This will become the key focus of future observations and resulting data collection.   The focus of intervention shifts from problematic behavior(s) to positive or desired behavior(s).   Below are three interventions to include at this level.

- **Planned Discussion**. (Appendix B-2)
    As a first step, planned discussions are meant to ensure student compliance with the teacher's basic classroom management plan. This intervention is planned and these discussions should not take place immediately after misbehavior. They should be thought out in advance to give the teacher the opportunity to determine:
    - What is the real nature of this problem?
    - Why is this happening?
    - What exactly do I want this student to do differently?
    This gives the teacher and the student a chance to talk about the problem.

- **Goal Setting**. (Appendix B-3)
    This intervention helps students to identify what they hope to accomplish and what actions they can take to reach their goals. Students with behavior problems may have difficulty setting realistic goals. Goal setting helps students and adults identify goals that are specific, attainable, and worthy. When goals are clear and within reach, students can begin taking control of their actions.

- **Increase Positive Interactions**. (Appendix B-4)
    You can help a child who is trying to gain attention through misbehavior by teaching and demonstrating that responsible behavior is an effective way to get adult attention. This will show the student that responsible behavior in your class results in more desired attention than misbehavior. In practice, this is one of the most powerful interventions used to change behavior. You can re-balance your ratio of interactions – the number of positive interactions

with students to the number of negative interactions- and try to make the ratio 5:1 (5 positives to 1 negative). This simple intervention can be used in conjunction with any of the other interventions to boost their effectiveness.

Step 3: Collect Desired Behavior Data

Using the same form, (Appendix B-1) the teacher should track the desired behavior for a minimum of 10 school days to determine if the intervention is effective. The teacher will determine at the end of the 10 days (or longer, depending on the student/situation) if the intervention should continue, be stopped, or if a different intervention be attempted. Remember, the most important reason for collecting data is to create a basis from which to measure success.

If the teacher has tried planned discussion, goal setting, and increased positive interactions without success, the teacher should collaborate and plan in conjunction with a building based problem-solving team.

TEAM BASED PROBLEM SOLVING

Team based problem-solving acknowledges that prior intervention efforts, which are more simplistic and less time consuming, have not resulted in student success. Berrien RESA has developed a collaborative, three step process involving: Problem Analysis, Intervention Design and Plan, and Data Review to assist with team based problem-solving so as to return the student to success.

Data
Before entering into Step 1: Problem Analysis, it is important to request any previously collected information or data, as it can be extremely useful at this stage of intervention planning. It may help to identify trends in the student's behavior, which will allow the intervention plan to address the function of the student's misbehavior.

Step 1: Problem Analysis
A set of standardized questions have been developed (Appendix B-5) to assist in the collection of information that will assist the team with developing a comprehensive understanding of the student's behavior; particularly what seems to be maintaining or reinforcing the student's misbehavior so that interventions can be developed to increase desired behavior. Remember, the objective here, is to support the teacher in the intervention process, as he/she is the key element in the success of any behavior intervention effort.

Step 2: Intervention Design and Plan

Once the team has a better understanding of the student's behavior, intervention planning can begin. Remember, the focus of intervention shifts from problematic behavior(s), to the expansion of positive or desired behavior(s) that replace undesired behavior. This will become the focus of future observations and resulting data collection.

Key elements to a successful intervention plan include the provision of structure, the teaching of expectations, the utilization of positive interaction, fluent correction, and the monitoring of progress; the global **STOIC** variables - Structure, Teach, Observe, Interact and Correct. Appendix B-6 provides a standardized format for the development of this type of intervention plan.

Following the development of an intervention plan, it is <u>crucial</u> that plan implementation be discussed (who is responsible for what), a date for follow up be determined, and a method selected by which

student behavior will be monitored. Data then becomes the basis in which future decisions are made. Whatever you do, keep data collection simple and relevant- charts are easier than narratives.

(It is also important to note, that regardless of the educational setting, behavior is behavior. When considering intervention strategies, it might be helpful to consider the *Four Stages of Learning* (Haring, Lovitt, Eaton, & Hanson, 1978). See Appendix B-8 for more information.

Step 3: Data and Plan Review (Follow Up Meeting)

Once an intervention plan has been implemented for a specified period of time, as determined by the team, the plan must be reviewed to determine if the desired behaviors are increasing, while misbehaviors are decreasing. The planned review of data (Appendix B-7) adds fidelity and consistency toward the teaching of appropriate expectations. The data review will dictate the revision of the intervention plan - increasing or decreasing the amount of intervention support toward achieving desired behavioral expectations.

Remember, multiple meetings may be required before data indicates progress toward the development of positive replacement behavior(s).

If data reflects student progress is not evident, despite multiple plan adjustments, consideration of Level 3 Intensive Problem-Solving may be appropriate.

Level 3

INTENSIVE PROBLEM-SOLVING

**SPECIALIST/SPECIALIZED TEAM DESIGNED
AND
SCHOOL STAFF IMPLEMENTED**

Level 3
Intensive
Problem-Solving
(1-5%)
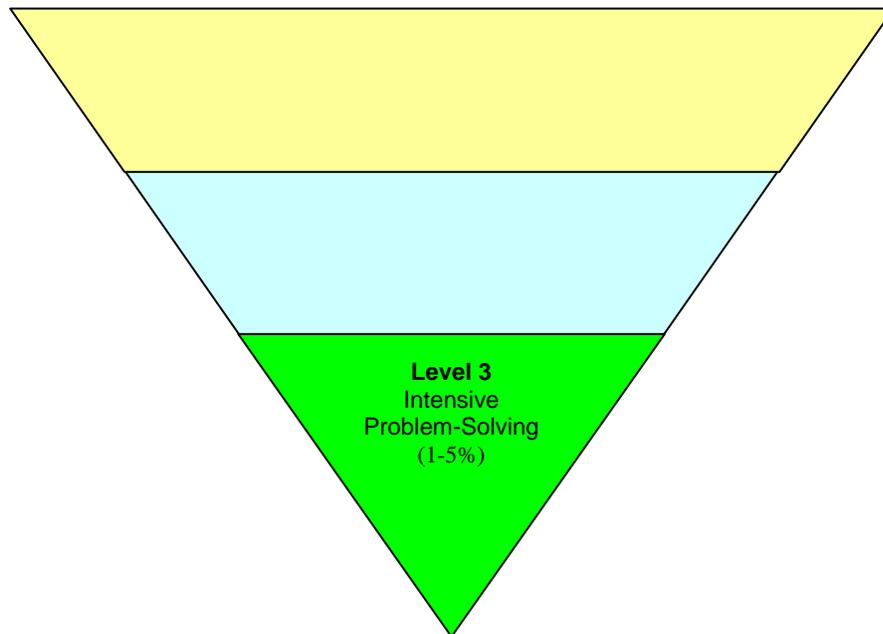
Level 3 - Intensive problem-solving

Student intervention required at this level implies there has been an ongoing lack of responsiveness to a multitude of prior intervention efforts, or else the behavior displayed is of such severity and/or intensity, a more sophisticated analysis and intervention plan is required.

Analysis and plan development of this nature is completed by a specialist/specialized team with extensive training in dealing with complex behavioral problems. Their role will involve the completion of a full-fledged functional behavior assessment and the development of an intervention plan; while the school staff will be involved with the implementation of the plan.

Specific formats and procedures are not included in this manual relative to the analysis and intervention planning at this level. The unique and individual nature of the behaviors will require flexibility in problem analysis and planning.

When completing function-based analysis and resulting intervention plans at this level, keep in mind that many of these students will have deficits in the following general areas:

Deficits in Rule-Governed Behavior
1. Poor memory formation and retrieval (memory for rule)
2. Difficulty in predicting consequences of actions
3. Difficulty associating written rule with required action

Deficits in Maintaining a Consistent Pattern of Work Performance over Time
1. Poor cognitive tempo
2. Poor memory storage and retrieval

Deficits in Social Skills Perspective
1. Limited pool of experiences to draw from when making behavioral decisions
2. Limited attending to the visual and verbal cues associated with an event
3. Poor sequential and spatial development
4. Do not adequately recognize the nature, extent, and impact of the problem facing
5. Failure to recognize appropriate patterns of responding and patterns of similar situations
6. Poor corrective feedback and self-monitoring skills

When developing a plan of intervention remember the following to increase the likelihood of success:

Primary Intervention Focus
1. Structure
2. Brevity
3. Variety

Key Factors to Success
1. Immediate consequences
2. Predictability of consequences leading to consistency
3. Powerfulness of consequences – insatiability effect

APPENDIX A-1

Classroom Management STOIC Checklist

Date: _____ Teacher: _____ Observer: _____

STOIC	Observer Checklist	In Place	Partially In Place	Not Observed
S=Structure/Organize the classroom for success	1. The classroom is arranged so the teacher can get from any part of the room to any other part of the room relatively efficiently. 2. Materials, pencil sharpener, are accessible without disturbing others. 3. The daily classroom schedule creates consistency, variety, and opportunities for student movement. 4. There is an effective beginning and ending routine for each transition observed. 5. There is clear evidence that the classroom teacher has defined clear expectations for instructional activities and transitions. (Appendix A-2 provides guidance in completing this step)			
S**T**OIC	**Observer Checklist**	In Place	Partially In Place	Not Observed
T= Teach students how to behave responsibly in the classroom	1. There are written lesson plans for classroom expectations, classroom routines, and policies. 2. There is a written schedule for teaching expectations (initial lessons and booster lessons). 3. Classroom expectations are posted and visible. 4. Changes in instructional activity are posted (identifies appropriate voice level, how to ask for help, movement expectations).			
ST**O**IC	**Observer Checklist**	In Place	Partially In Place	Not Observed
O= Observe Student Behavior (Supervise)	1. Classroom teacher circulates and scans as a means of observing/monitoring student behavior. 2. Classroom teacher models friendly, respectful behavior while monitoring the classroom. 3. Classroom teacher takes note of classroom issues and behavior concerns, and uses classroom management techniques to keep students on tract (i.e. active engagement, proximity, etc.). 4. Classroom teacher acknowledges positive student behavior as a means to correct misbehavior.			
STO**I**C	**Observer Checklist**	In Place	Partially In Place	Not Observed
I= Interact Positively with Students.	1. Classroom teacher interacts with every student. 2. Classroom teacher interacts more frequently with students engaged in positive behavior. 3. When re-directing students, the teacher uses age-appropriate, non-embarrassing feedback. 4. Classroom teacher uses some type of acknowledgment system for individual students demonstrating positive behavior. 5. Classroom teacher uses some type of acknowledgment system for groups or whole class positive behavior.			
STOI**C**	**Observer Checklist**	In Place	Partially In Place	Not Observed
C= Correct irresponsible behavior calmly and fluently (without disruption to group)	1. Classroom teacher has a written document that identifies how s/he will respond to classroom/student infractions in expectations. 2. Corrections are calm 3. Correction is immediate 4. Correction is brief 5. Correction is respectful 6. Correction is consistent 7. Consequences are identified for infractions in expectations. 8. Classroom quiet/ reflection area is identified.			

APPENDIX A-2

Classroom Instructional Checklist

Instruction		In Place	Partially In Place	Not Observed
Instruction	1. Classroom teacher works to actively engage all students. 2. Classroom teacher keeps the lesson well paced, interesting, and upbeat. 3. Classroom teacher gives all students opportunities to respond. 4. Classroom teacher uses an attention getting signal (verbal/visual) for getting students started or back on track. 5. Classroom teacher appears well-prepared for class. 6. Majority of classroom time is allocated and scheduled for instruction. 7. Classroom teacher encourages mutual respect among students. 8. Classroom teacher asks clear questions and provides clear directions on assignments. 9. Classroom teacher communicates a sense of enthusiasm and excitement toward content. 10. Classroom teacher's use of humor is positive and appropriate. 11. Classroom teacher establishes and maintains eye contact with students. 12. Students are provided with activities to engage in if they complete work before other students in the class.			
Notes				

APPENDIX A-3

Classroom Behavioral Expectations Matrix

Classroom Activities	What voice level is expected? Can students talk during this activity?	How do students ask for help? (raise hand, ask neighbor)	Can students move about during this activity?	What behaviors show the students are participating?
Working Independently				
Teacher Directed Instruction				
Small Group Instruction				
Beginning and Ending routines				
Managing Assignments				
Transition to new activities				
Returning from recess or another class				

APPENDIX B-1
Data Collection Form

Behavior being measured / Unit of Measurement																				
Block of time																				
Dates																				

APPENDIX B-2

Planned Discussion Form

What Happened?

Student _____   Date _____

Teacher _____   Grade/Class _____

Teacher's description of problem _____
_____
_____
_____

Student's description of problem _____
_____
_____
_____

Teacher actions   Student actions
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Does there need to be a follow-up meeting? ☐ yes   ☐ no

_____   _____   _____
Date   Time   Participants

Goal Setting (Version 1)

_____   _____   _____   _____
Student   Grade/Class   Teacher   Date

My personal goal is _____

_____

I can show that I am working on this goal by _____

_____

_____

_____

_____

Student signature _____

··

I can help you reach this goal by _____

_____

_____

_____

_____

Teacher/Mentor signature _____

APPENDIX B-4

Positive to Negative Ratio Form

Student_____   Date_____   Time _____

Subject_____   Activity_____   Ratio (P:N)_____

Attention to Positive Behavior	Attention to Negative Behavior
Non- Contingent Attention	
Contingent Attention	

APPENDIX B-4 (Examples)

Positive to Negative Ratio Form

Student_____   Date_____
Subject_____ Activity_____ Time_____

Attention to Positive Behavior	Attention to Negative Behavior
Non- Contingent Attention - Say hello to a student who is entering the classroom - Walk to a student in the hall when escorting the class to the café - Greet a student returning from lunch or recess - Wish a student a happy vacation - Ask how things are going - Chat about a shared interest - Say things like "I look forward to seeing you tomorrow" at the end of the day - Make friendly eye contact - Smile at the student - Give the student a job **Contingent Attention** - This group is working together respectfully, keep going - You are hard at work may I look at what you have done so far - Your comment about… is very knowledgeable - Students I can tell by your comments that you are listening respectfully to your classmates - Thank you for taking your seat - Thank you for using the appropriate voice level - Thank you for following directions immediately - Nodding at a student after a responsible behavior	**(Any attention to negative behavior even if it is stated positively)** - You need to get back to work or you will not have time to finish - I am looking at my watch - Just a few minutes ago you were working very hard, let's get back to it - We have discussed this before - Why are you out of your seat - Please quiet down - Shhhhhhhh - Keep your hands to yourself - Please get back to your seat - I asked you to have your workbook out, thank you

APPENDIX B-5, B-6, B-7

Step 2: Intervention Design and Plan (B-6)

Take into account your hypothesis about the function of the misbehavior and modify some aspect of each STOIC variable. **NOTE: Follow the steps as numbered in the left hand column.**

1	**Presenting Problem** – What behavior cannot be tolerated anymore?

3	**S**tructure – Based on the replacement behavior identified; do any changes need to be made in physical arrangements, scheduling, and/or procedures?		
2	**T**each Expectations- What replacement behavior is being taught. Provide examples of responsible behavior to encourage. Provide examples of irresponsible behavior to discourage. How and when will you model/teach the responsible expectations.	Replacement Behavior: Responsible Behavior: - - - -	Irresponsible Behavior: - - - -
4	**O**bserve and Monitor – 1. Identify how data will be collected to determine if the intervention is successful. 2. Identify strategies that will be used for observing and monitoring student behavior.	1. 2.	
5	**I**nteract Positively – 1. What acknowledgment system will be used to reinforce the positive behavior immediately? 2. What will the student receive when they reach their (daily/weekly) goals? 3. Will parents be involved in an acknowledgment system at home?	1. 2. 3.	
6	**C**orrect Fluently – Determine the steps of correction for dealing with inappropriate behavior. Will any behaviors be ignored?	- - - -	

Plan Summary: (Identify responsibilities and when actions will be taken)

Who	Responsibilities	Date(s)

Discussion with the Student: Who _____ Date: _____

Follow-up Meeting Date: _____

APPENDIX B-8

Learning Stage	Student 'Look-Fors'…	What strategies are effective?
Acquisition: Exit Goal: The student can perform the skill accurately with little adult support.	• Is just beginning to learn skill • Not yet able to perform learning task reliably or with high level of accuracy	• Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for *effort*
Fluency: Exit Goals: The student (a) has learned skill well enough to retain (b) has learned skill well enough to combine with other skills, (c) is as fluent as peers.	• Gives accurate responses to • learning task • Performs learning task slowly, haltingly	• Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to *drill* (direct repetition of target skill) and *practice* (blending target skill with other skills to solve problems) • Student gets feedback on *fluency* and *accuracy* of performance • Student receives praise, encouragement for *increased* • *fluency*
Generalization: Exit Goals: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills	• Is accurate and fluent in responding • May fail to apply skill to new situations, settings • May confuse target skill with similar skills (e.g., confusing '+' and 'x' number operation signs)	• Teacher structures academic tasks to require that the student use the target skill regularly in assignments. • Student receives encouragement, praise, reinforcers for using skill in new settings, situations • If student confuses target skill with similar skill(s), the student is given practice items that force him/her to correctly discriminate between similar skills • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Student gets periodic opportunities to review, practice target skill to ensure maintenance
Adaptation: Exit Goal: The Adaptation phase is continuous and has no exit criteria.	• Is fluent and accurate in skill • Applies skill in novel situations, settings without prompting • Does not yet modify skill as needed to fit new situations (e.g., child says 'Thank you' in all situations, does not use modified, equivalent phrases such as "I appreciate your help.")	• Teacher helps student to articulate the '*big ideas*' or core element(s) of target skill that the student can modify to face novel tasks, situations (e.g., fractions, ratios, and percentages link to the 'big idea' of *the part in relation to the whole*; 'Thank you' is part of a larger class of *polite speech*) • Train for adaptation: Student gets opportunities to practice the target skill with modest modifications in new situations, settings with encouragement, corrective feedback, praise, and other reinforcement. • Encourage student to set own goals for adapting skill to new and challenging situations.

Knowing where a student lies on this hierarchy would allow for more effective planning and interventions to ensure student success.