

# **Tools for Managing Problem Behaviors**

**Houston Independent School District**

**Office of Special Education Services**

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**Prepared By:**

Shuk Wa Wong, Ph.D., LSSP  
Manager, School Psychology

**With the dedication and hard work from the following LSSP Team members:**

Amparo Barajas, M.S.  
Earnestine Gardner, Ph.D.  
Jennifer Montgomery, Ph.D.  
Maher Muhtaseb, M.A.  
Norma Perez, M.S.  
Rafat Jilani, M.A., M.Ed.  
Taieka Derrick, M.A.  
Tazneem Maredia, M.A., Ed.M.  
Tonishea Coleman, M.Ed.  
Trista Huckleberry, Ph.D.

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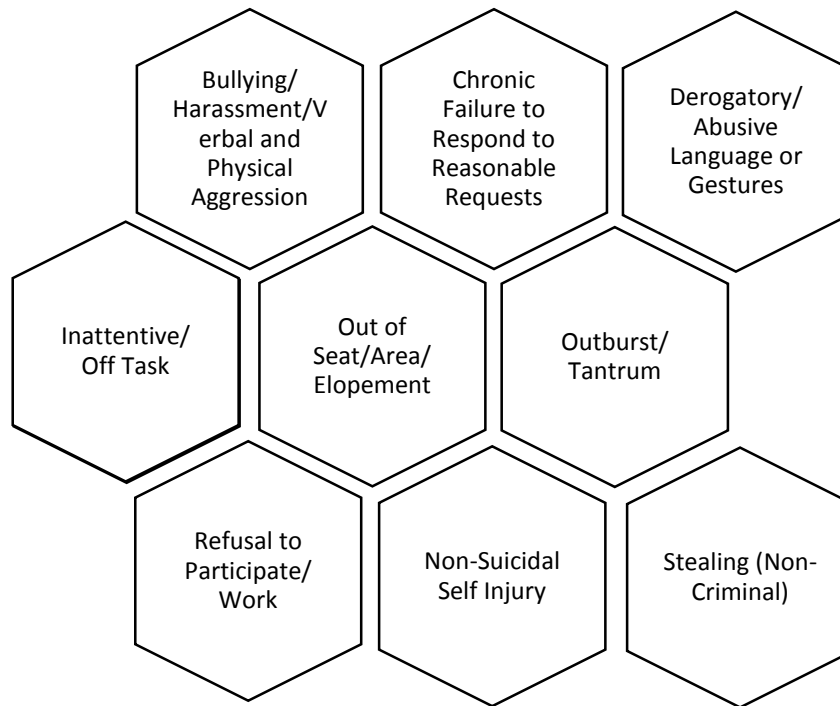
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## Social/Emotional Behavioral Interventions

TIERS	FOCUS	INTERVENTIONS	PROGRAM SERVICE DELIVERY	ASSESSMENT	PROGRESS MONITORING
<b>TIER 1 UNIVERSAL (80%)</b>	Across grade levels	<ul style="list-style-type: none"> <li>School-wide(SW) behavior expectations /Code of Student Conduct</li> <li>School/classroom rules aligned to expectations</li> <li>SW implementation/reinforcement</li> <li>Common discipline language</li> <li>Common social-emotional curriculum</li> <li>Health education and wellness</li> <li>Anti-bullying/-drugs/-gangs initiatives</li> <li>Articulated office referral procedures</li> <li>PBIS related programs (e.g. Teach Like A Champion, CHAMPS, The Leader in ME)</li> <li>Parent engagement/involvement initiatives</li> <li>Token economy</li> </ul>	<p>At all times by all staff – Branding (e.g. posters, banners)</p> <p>Social/Emotional classroom instruction</p> <p><i>All students should receive Universal Interventions for 6-9 weeks prior to increasing the level of interventions to Targeted</i></p>	<p>Academic/Behavioral Data:</p> <ul style="list-style-type: none"> <li>Office referrals</li> <li>Parent/student Conferences</li> <li>Detentions</li> <li>Suspensions</li> <li>Attendance rate</li> <li>Grades</li> </ul>	<ul style="list-style-type: none"> <li>Rate of office referrals</li> <li>&gt;90% attendance</li> <li>&gt;90% passing grades</li> </ul>
<b>TIER 2 TARGETED (15%)</b>	Students at risk of failing and who have not responded to Tier 1 supports	<ul style="list-style-type: none"> <li>Self-management programs</li> <li>Intensive social skills teaching</li> <li>Group contingency management techniques</li> <li>Small-group social skills instruction</li> <li>Check-in/check-out</li> <li>Home visits (parent involvement)</li> <li>Counseling (1:1) and group counseling</li> <li>+ Tier 1 supports</li> </ul>	<p>General education teacher, interventionist, problem-solving team, administrator, counselor</p> <p><i>Supplemental instruction is delivered for approximately 30 minutes 3-4 times per week for a minimum of 6-9 weeks</i></p>	<p>Academic/Behavioral Data:</p> <ul style="list-style-type: none"> <li>Office referrals</li> <li>Parent/student Conferences</li> <li>Detentions</li> <li>Suspensions</li> <li>Attendance rate</li> <li>Grades</li> </ul>	<ul style="list-style-type: none"> <li>&lt;2 office referrals in 6 weeks period</li> <li>&gt;90% attendance</li> <li>&gt;90% passing grades</li> </ul>
<b>TIER 3 INTENSIVE (5%)</b>	Students who have not responded to Tier 2 supports	<ul style="list-style-type: none"> <li>Wraparound services (interagency collaboration)</li> <li>Individualized crisis plan</li> <li>Specialized instruction</li> <li>Mental health providers</li> <li>High-intensity, specially designed, and individualized behavior interventions (e.g., contracting, , self-management, positive reinforcement)</li> <li>Direct instruction of appropriate behavior/social rules</li> <li>Functional behavior assessment (FBA) strategies</li> <li>Parent training and collaboration</li> <li>Reintegration/transitional services for students returning from agencies, DAEP, and/or JJAEP</li> <li>+Tier 1 &amp; Tier 2 supports</li> </ul>	<p>General education teacher, interventionist, LSSP, problem –solving team, administrator, counselor</p> <p><i>Intensive instruction is designed by the problem-solving team and delivered in two 30-minute sessions per day for a minimum of 6-9 weeks</i></p>	<p>Academic/Behavioral Data:</p> <ul style="list-style-type: none"> <li>Office referrals</li> <li>Parent/student Conferences</li> <li>Detentions</li> <li>Suspensions</li> <li>Attendance rate</li> <li>Grades</li> </ul>	<ul style="list-style-type: none"> <li>&lt;2 office referrals in 6 weeks period</li> <li>&gt;90% attendance</li> <li>&gt;90% passing grades</li> <li>Resistance to all supports &amp; interventions – referral to Discipline Alternative Education Programs (DAEP)</li> </ul>

## Examples of Problem Behaviors among Children and Youths



## Problem Behavior: Bullying/Harassment/Verbal and Physical Aggression

### I. Behavioral Definition and Examples

- **Bullying/harassment:** Intentional, repeated use of superior strength or influence to intimidate someone, typically to force him or her to do what one wants.
- Examples: take children's things without permission, intentionally damage someone's property, hurt or interact roughly with others during play, call derogatory names, tease, start rumors, position peers against one another, turn peer groups against an individual, threaten to hurt another person, use threatening body language (e.g. puff up chest, clench fists, flinch at others), hits, kicks, pushes, pinches, slaps, scratches, bites, yell, curse, and initiates fights with peers, write insulting graffiti, refuse a seat on the school bus
- **Physical/verbal aggression:** Behavior that causes or threatens to cause physical or emotional harm to others. It can range from verbal abuse to the destruction of a victim's personal property. People with aggressive behavior tend to be irritable, impulsive, and restless.
- Examples: *Physical*-hit, head-butt, kick, push, pinch, slap, scratch, spite, bite, yell, curse, and initiate fights with peers; *Verbal*-call derogatory names, threaten to hurt another person, tease, say mean or hurtful things, curse.

### II. Possible Causes of Behavior

- To obtain desired tangibles
- Aggressive Expression of internal conflict
- Lacks attention from a parent at home and lashes out at others for attention
- To avoid school by being sent home as a consequence
- The student may be being bullied by older adolescents and/or adults

### III. Possible Interventions

<b>Tier 1</b>	Develop an effective SW anti-bullying policy and establish clear and enforceable procedures, rules and sanctions	Provide comprehensive training to all teachers and school staff about bullying prevention and intervention	Explain shared expectations for appropriate conduct in school	Hold classroom meeting in which students develop rules for appropriate behaviors	Foster nurturing relationships and friendship patterns within the school and classroom
<b>Tier 2</b>	Small group social skills or Social Emotional Learning (SEL) training	Small group conflict resolution training (restorative justice??)	Positive peer reporting	Counseling	Structured adult mentor program
<b>Tier 3</b>	Behavior contract	Daily home / school notes	Self-monitoring	Cooling off period	Proximity Control

## Problem Behavior: Bullying/Harassment/Verbal and Physical Aggression

## IV. Alternatives to Suspension

Appropriate in-school suspension	Behavior contract	Behavior monitoring	Community services
Mini courses (problem-solving, social skills)	Parent involvement/supervision	Restitution	Restorative counseling

## V. Progress Monitoring Tools

<a href="#"><u>30 Minute Weekly Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Behavior Summary</u></a>	<a href="#"><u>Daily Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Daily positive behavior tracking form</u></a>
<a href="#"><u>Frequency-Rate Data Sheet</u></a>	<a href="#"><u>Progress Monitoring Tool w/Graph</u></a>	<a href="#"><u>Aggressive/Disruptive Behaviors Scale</u></a>	<a href="#"><u>Social Skills Scale</u></a>

## VI. HISD Instructional Practice and Professional Expectations Rubrics

- I-8: Student Engagement (Students actively participating in lesson activities)
- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Although geared more towards Tier 2 interventions, a handbook of interventions can be found at: <http://www.escambia.k12.fl.us/pbis/rtib/Tier%20%20Intervention%20Toolbox.pdf>.
- Crone, D.; Hawkin, L. & Horner R., (2010). *Responding to problem behavior In schools: The behavior education program* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Denise Jensen & Marcia Welsh created an interesting PowerPoint presentation entitled "Understanding Classroom Behaviors" which can be found on: <https://proxy10:444/?cfu=aHR0cDovL3d3dy5lY3NIYy1pbi5vcmcvU2VwdGVtYmVvJTlwN3RoJTlwLSUyMFVuZGVyc3RhbmRpbmclMjBDdGFzc3Jvb20lMjBCZWhhdmIvcnMucHB0>.
- Goldstein, A. & McGinnis, E. (2012). *Skillstreaming the adolescent: A guide for teaching prosocial skills* (3<sup>rd</sup> ed.). Research Press Publishers.
- Jimerson, S. R., Swearer, S. M., & Espelage, D. L. (Ed.) (2009). *Handbook of bullying in schools: An international perspective*. Florence, KY: Taylor & Francis Books Inc.
- Proactive strategies and the importance of a crisis management plan for severe aggression is emphasized in a resource on aggressive behavior completed by the Council for Exceptional Children which can be found at: <http://www.ccbd.net/publications/newsletter/new-item3/new-item5>.
- Rappaport, N. & Minahan, J. (2012). *The behavior code: A practical guide to understanding and teaching the most challenging students*. Harvard Education Press.



## Problem Behavior: Bullying/Harassment/Verbal and Physical aggression

- Stomp Out Bullying: [www.stompoutbullying.org](http://www.stompoutbullying.org)
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. New York, NY: Guilford Press.
- The “Behavior Interventions in a Response to Instruction and Intervention (RtI2) Model” handbook can be accessed online through the following link: <http://schools.nyc.gov/NR/rdonlyres/4ECAEAA2-860F-4398-945C-AD9F0D5D5932/0/RtI2Handbook2011.pdf>.
- The National Association of School Psychologists: [www.nasponline.org](http://www.nasponline.org)
- The Positive Environments, Network of Trainers website: <http://www.pent.ca.gov/>
- Tools for conflict resolution can be found through the PBIS World website at: <http://www.pbisworld.com/tier-3/teach-conflict-resolution-skills/>.
- Use strategies to manage aggression in the school setting can be found on Intervention Central at: <http://www.interventioncentral.org/behavioral-interventions/challenging-students/strategies-working-emotionally-unpredictable-students>.

## Problem Behavior: Chronic Failure to Respond to Reasonable Requests (Noncompliance/Defiance)

### I. Behavioral Definition and Examples

- Individuals fail to or refuse to follow the instructions of an authority figure or conform to rules.
- It is important to differentiate between “failure to comply” and “refusal to comply”.

<i>Failure to comply</i>	<i>Refusal to comply</i>
Does not imply any specific intention or motivation: <ul style="list-style-type: none"> <li>• Person did not understand the instructions</li> <li>• Person forgot or did not know the rule</li> <li>• Person is simply slow to start</li> </ul>	Suggests an oppositional intention <ul style="list-style-type: none"> <li>• Person wanted to avoid work</li> <li>• Person wanted to get attention</li> <li>• Person wanted to get control</li> </ul>

- Examples: fail to be quiet when told, do not transition to the next scheduled task, do not participate in group activities, do not complete given assigned schoolwork, do not put away unauthorized objects, engage others in arguments and conflict, do the opposite of what was told, and lash out verbally at others

### II. Possible Causes of Behavior

- Not understanding instructions given
- Forgetting or not knowing the rule
- Slow to respond
- To get peer attention or recognition
- To avoid non-preferred tasks
- To avoid or protest a demand or request

### III. Possible Interventions

<b>Tier 1</b>	Clear and concise directions	Clear, consistent, and predictable consequences	Give choices to the class	More structured routine	Praise when being cooperative and well behaved
<b>Tier 2</b>	Small group social skills or Social Emotional Learning (SEL) training	Check in – check out	Daily home / school notes	Increase classroom management support	Structured breaks
<b>Tier 3</b>	Offer choices to the student	Relationship-building with the student	Start with easier or favorable tasks before moving into more complex or less desired tasks	Shaping	Break assignment/ task into segments with breaks between each segment

## Problem Behavior: Chronic Failure to Respond to Reasonable Requests (Defiance)

## IV. Alternatives to Suspension

Problem solving/contracting	Restitution	Mini-courses or skill modules	Parent involvement/supervision	Written apologies
Counseling	Programming Alternatives	Detention (after school, lunch, Saturday)	Appropriate in school suspension	Over-correction

## V. Progress Monitoring Tools

<a href="#">30 Minute Weekly Frequency/Rate Data Sheet</a>	<a href="#">Behavior Summary</a>	<a href="#">Daily Frequency/Rate Data Sheet</a>	<a href="#">Daily positive behavior tracking form</a>
<a href="#">Frequency-Rate Data Sheet</a>	<a href="#">Progress Monitoring Tool w/Graph</a>	<a href="#">Aggressive/Disruptive Behaviors Scale</a>	<a href="#">Social Skills Scale</a>

## VI. HISD Instructional Practice and Professional Expectations Rubrics

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- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Behavior Advisor provides a variety of interventions at: <http://www.behavioradvisor.com/oldindex.html>.
- Intensive Intervention: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- Intervention Central devised supports for defiance in this link: [www.interventioncentral.org](http://www.interventioncentral.org).
- Lane, K. L., Menzies, H.M., Bruhn, A.L. & Cornobori, M., (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, NY: Guilford Press.
- LEARNet provides interventions but also looks at important differences between failure to comply and refusal to comply at: <http://www.projectlearn.net/tutorials/noncompliance.html>.
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- PBIS World: <http://www.pbisworld.com/tier-1/break-down-directions/>
- Florida's MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>
- Vanderbilt.edu created a tip sheet for obtaining compliance which can be seen at: <https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/Tip-Sheet-Compliance-Strategies.pdf>.
- Ventura County's Office of Education developed the "Behavior Interventions in a Response to Instruction and Intervention (RtI2) Model" which can be located at: <http://schools.nyc.gov/NR/rdonlyres/4ECAEAA2-860F-4398-945C-AD9F0D5D5932/0/RtI2Handbook2011.pdf>.

## Problem Behavior: Derogatory/Abusive Language or Gestures

### I. Behavioral Definition and Examples

- Use of words or statements that are not considered socially acceptable in the educational setting.
- Examples: use of profanity, rude comments, vulgar comments, sexually explicit statements, statements that fit under the category of sexual harassment, or prejudiced comments related to someone's race, creed, gender, sexuality, or culture

### II. Possible Causes of Behavior

- To express anger and disagreement
- To avoid undesirable task or work
- To get attention
- To get control
- To obtain relief from anger or frustration

### III. Possible Interventions

<b>Tier 1</b>	Praise when good attitude and involvement occur	Reflection sheet	Review PBIS expectations and rules	Private conversation with student in hallway	Talk one on one with student
<b>Tier 2</b>	Teach peers to ignore mild, non-harmful verbalizations	Increase classroom management support	Small group social skills or Social Emotional Learning (SEL) training	Small group conflict resolution training	Counseling
<b>Tier 3</b>	Proximity control	Teach substitute words/Offer two choices of substitute words	Cooling off periods	Emphasize difference between school-appropriate words and street-acceptable words	Invite student to write down inappropriate words based on anger or frustration

### IV. Alternatives to Suspension

Counseling	Discuss potential legal ramifications with campus police officer	Mini-courses or skill modules (social skills, cultural sensitivity)	Parent involvement/supervision
Problem solving/contracting	Restitution	Written apologies	

## Problem Behavior: Derogatory/Abusive Language or Gestures

## V. Progress Monitoring Tools

<a href="#"><u>30 Minute Weekly Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Behavior Summary</u></a>	<a href="#"><u>Daily Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Daily positive behavior tracking form</u></a>
<a href="#"><u>Frequency-Rate Data Sheet</u></a>	<a href="#"><u>Progress Monitoring Tool w/Graph</u></a>	<a href="#"><u>Aggressive/Disruptive Behaviors Scale</u></a>	<a href="#"><u>Social Skills Scale</u></a>

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- I-8: Student Engagement (Students actively participating in lesson activities)
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## VII. Other Useful References

- Additional strategies are reported at: <https://www.flrtib.org/docs/Behavior%20and%20strategies.pdf>.
- Behavior Advisor determined strategies for use of profanity which can be reviewed at the following link: <http://behavioradvisor.com/CursingStrategies.html>.
- Education World indicated several interventions for inappropriate language in the classroom setting: [http://www.educationworld.com/a\\_curr/shore/shore007.shtml](http://www.educationworld.com/a_curr/shore/shore007.shtml).
- Florida's MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>
- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>.
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>.
- PBIS World provides interventions for inappropriate language at: <http://www.pbisworld.com/tier-1/interventions-by-behavior/inappropriate-language/>.
- Wisconsin Department of Public Education created this document on function-based interventions: <http://dpi.wi.gov/search/google/ebdnoncomp?query=ebdnoncomp&cx=012012553761441775853%3Aitqvwmyb2u&cof=FORID%3A11&sitesearch=>.

## Problem Behavior: Inattentive/Off Task

### I. Behavioral Definition and Examples

- Any behavior "where a student disengages from the learning environment and task to engage in an unrelated behavior".
- Examples: look away from the desk, stare at the walls or ceiling, daydream, fidget with the objects, lay with objects on, in or under desk, play with objects in pocket, attempt to horseplay, talk with peers, look around the room, put head on desk, cover head and sleep, talk to peers, joke around, make offensive noises

### II. Possible Causes of Behavior

- Avoid/escape non-preferred tasks/activities
- Have attention difficulties
- Lacks the reading and writing skills to complete the assignment
- Not understanding the task requirement
- Perceive the assigned task as too hard, too long, and/ or not meaningful
- To get attention
- To meet sensory needs/obtain preferred high stimulatory activity/object

### III. Possible Interventions

<b>Tier 1</b>	Schedule a Break	Teach Active Listening Skills	Redirection (verbal and nonverbal)	Positive Attention for appropriate behaviors	Token System
<b>Tier 2</b>	Behavior contract	Check in - check out systems	Daily Report Card	Escape card	Self-monitoring systems
<b>Tier 3</b>	Frequent check-ins	Frequent breaks	Alternate between preferred and non-preferred activities	Break assignment/ task into segments with break after completing each segment	Teach the student to self-monitor need for a break and request a break appropriately

### IV. Alternatives to Suspension

Behavioral Contracts	Behavior Monitoring	Conference call with parent and send daily/weekly reports home	Detention (after school, lunch or Saturday)
Loss of privileges: home or school	Parent-directed consequence	Remodeling the expected behavior	Teach Problem Solving Techniques

## Problem Behavior: Inattentive/Off Task

## V. Progress Monitoring Tools

<a href="#">30 Minute Weekly Frequency/Rate Data Sheet</a>	<a href="#">Behavior Summary</a>	<a href="#">Daily Frequency/Rate Data Sheet</a>	<a href="#">Daily positive behavior tracking form</a>
<a href="#">Frequency-Rate Data Sheet</a>	<a href="#">Progress Monitoring Tool w/Graph</a>	<a href="#">Inattentive Behaviors Scale</a>	<a href="#">Social Skills Scale</a>

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## VII. Other Useful References

- Attention Deficit Disorder Associations: [www.add.org](http://www.add.org); [www.chadd.org](http://www.chadd.org)
- Intervention Central has numerous interventions to assist with off-task behaviors at: <http://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-task-inattention>.
- Intervention Central: [www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-hyperactivity](http://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-hyperactivity)
- Nationally Associated School Psychology (NASP): [www.nasp.org](http://www.nasp.org)
- New York City Schools developed the “40 Winning Accommodations for Your ADD/LD Child” at: <http://schools.nyc.gov/NR/rdonlyres/C4FA8701-6839-410C-932B-753EF5019F8D/131236/40Accommodations.pdf>.
- One writer from the University of Pittsburgh offers some recommendations for off-task behavior, some of which are written from the perspective of a student who demonstrates difficulties with being off-task: [http://www.sbbh.pitt.edu/behavioral%20health%20seminar%202011%20help%20desk/Armbruster\\_Off-Task%20Behaviors.pdf](http://www.sbbh.pitt.edu/behavioral%20health%20seminar%202011%20help%20desk/Armbruster_Off-Task%20Behaviors.pdf).
- PBIS World: [www.pbisworld.com](http://www.pbisworld.com)
- Positive Behavior Interventions and Support (PBIS): <http://www.pbis.org>
- UCLA created an in-depth guide entitled “**Conduct and Behavior Problems: Intervention and Resources for School Aged Youth**” at: <http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>.
- Ventura County’s Office of Education developed the “Behavior Interventions in a Response to Instruction and Intervention (RtI2) Model” which can be located at: <http://schools.nyc.gov/NR/rdonlyres/4ECAEAA2-860F-4398-945C-AD9F0D5D5932/0/RtI2Handbook2011.pdf>.

## Problem Behavior: Out of Seat/Area/Elopement

### I. Behavioral Definition and Examples

- A student leaves his/her assigned seat, assigned section of the classroom, an assigned room or area of the school, assemblies and meetings, or run away from the confines of a school premises without permission or in absence of an instructor-permitted purpose/intent.
- Examples: not sitting in assigned seat, frequently sharpen pencil, use bathroom, get drink, go to teacher's desk for frequent help and questions, walk around the room with no apparent destination, walk out of the designated area, walk into an unauthorized/restricted area, leave the campus

### II. Possible Causes of Behavior

- To get social attention
- To get teacher attention
- To meet sensory needs
- To avoid/escape non-preferred tasks/activities
- Feeling fearful, anxious or stressed (for elopement)

### III. Possible Interventions

<b>Tier 1</b>	Actively teach rules and behavioral expectations	Allow students freedom of movement during independent work	Assign a classroom job	Provide opportunities for movement	Reorganize the physical seating arrangement
<b>Tier 2</b>	Behavior contract	Check in - check out systems	Daily Report Card	Escape card	Self-monitoring systems
<b>Tier 3</b>	Alternate between preferred and non-preferred activities	Develop a safety plan	Escort during transitions	Exercise breaks/ Frequent breaks	Give responsibilities to provide positive use of energy

### IV. Alternatives to Suspension

Additional time spent in non-preferred activity	Behavioral Contracts	Behavior Monitoring	Conference call with parent and send daily/weekly reports home
Detention (after school, lunch or Saturday)	Loss of privileges: home or school	Parent-directed consequence	Remodeling the expected behavior



## Problem Behavior: Out of Seat/Area/Elopement

## V. Progress Monitoring Tools

<a href="#">30 Minute Weekly Frequency/Rate Data Sheet</a>	<a href="#">Behavior Summary</a>	<a href="#">Daily Frequency/Rate Data Sheet</a>	<a href="#">Daily positive behavior tracking form</a>
<a href="#">Frequency-Rate Data Sheet</a>	<a href="#">Progress Monitoring Tool w/Graph</a>	<a href="#">Anxious Behaviors Scale</a>	<a href="#">Social Skills Scale</a>

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- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- A number of useful interventions can be found at Intervention Central via this link: <http://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-hyperactivity>.
- A WETA article about working with this behavior is at this link: <http://www.ldonline.org/article/5911/>.
- Additional information on managing behaviors in the school setting can be found on the UCLA Center website at: <http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>.
- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>
- Michael B. Ruef created this document entitled Positive Behavior Supports: Strategies for Teachers: <http://www.ldonline.org/article/5911/>.
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- PBIS World provided the following document entitled “FBA to BSP” with the focus on function-based supports: [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=15&ved=0CDoQFjAEOAo&url=http%3A%2F%2Fwww.pbis.org%2FCommon%2FCms%2Ffiles%2FCurrent%2520Topics%2FModule%25205\\_Selecting%2520Function-based%2520Interventions%2520\(EDITED\).ppt&ei=QmqUVY3MKZHsoASkpZLoCQ&usq=AFQjCNHJ5\\_TsNdkyv4d70I\\_8tE3SB2Xd2Q](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=15&ved=0CDoQFjAEOAo&url=http%3A%2F%2Fwww.pbis.org%2FCommon%2FCms%2Ffiles%2FCurrent%2520Topics%2FModule%25205_Selecting%2520Function-based%2520Interventions%2520(EDITED).ppt&ei=QmqUVY3MKZHsoASkpZLoCQ&usq=AFQjCNHJ5_TsNdkyv4d70I_8tE3SB2Xd2Q).
- PBIS World: <http://www.pbisworld.com/tier-1/break-down-directions/>
- The National Association of School Psychologists provided interventions for this behavior on this link: <http://www.nasponline.org/resources/handouts/revisedpdfs/adhd.pdf>.
- Ways to prevent students from eloping: <http://interventioncentral.mysdhc.org/documents/Reducing%20Elopement%20Wandering2013-05-03.pdf>

## Problem Behavior: Outburst/Tantrum

### I. Behavioral Definition and Examples

- Include any disruptive or inappropriate externalizing behaviors that are a reaction to anger, frustration, or other negative emotions. They often include aggressive, destructive, and/or disruptive behaviors.
- Examples: screaming, yelling, crying, hitting, kicking, biting, flailing, stomping, laying or rolling on ground, crawling, hitting head on things, throwing objects, breaking apart, knocking over, tearing, ripping down, or kicking objects, using profanity, making inappropriate statements, talking back, and making threats, attempts to leave assigned area

### II. Possible Causes of Behavior

- To obtain desired tangibles/activities
- To avoid/escape challenging or difficult school work/task
- To avoid/escape non-preferred tasks
- To get social attention

### III. Possible Interventions

<b>Tier 1</b>	Frequent check-ins	Give clear and concise directions	Help students focus on specific parts of the instruction and tasks	Increase understanding of the given instruction and follow through	Provide student with small, frequent, attainable goals
<b>Tier 2</b>	Check in – check out	Daily home / school notes	Increase classroom management support	Small group social skills or Social Emotional Learning (SEL) training	Structured breaks
<b>Tier 3</b>	Alternate between preferred and non-preferred activities	Pre-correction	Proximity control	Teach alternate methods to obtain attention/request assistance	Visual, auditory, or tactile cues

### IV. Alternatives to Suspension

After school or lunch detention	Co-curricular activity suspension (sports or clubs)	Community service	Counseling
Escort during transitions	Loss of privileges	Parent conference	Restitution (financial or social, such as a written apology)

## Problem Behavior: Outburst/Tantrum

## V. Progress Monitoring Tools

<a href="#"><u>30 Minute Weekly Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Behavior Summary</u></a>	<a href="#"><u>Daily Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Daily positive behavior tracking form</u></a>
<a href="#"><u>Frequency-Rate Data Sheet</u></a>	<a href="#"><u>Progress Monitoring Tool w/Graph</u></a>	<a href="#"><u>Aggressive/Disruptive Behaviors Scale</u></a>	<a href="#"><u>Social Skills Scale</u></a>

## VI. HISD Instructional Practice and Professional Expectations Rubrics

- I-8: Student Engagement (Students actively participating in lesson activities)
- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Additional information on managing behaviors in the school setting can be found on the UCLA Center website at: <http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>.
- Florida's MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>
- For specific methods to assist in managing tantrums, please review the TIERS website at: <http://www.hdc.lsuhsd.edu/tiers/resources/Managing%20Tantrum%20Behavior.pdf>.
- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- PBIS World: <http://www.pbisworld.com/tier-1/break-down-directions/>
- To learn more about numerous behavioral interventions, including emotional outbursts/tantrums, please refer to Intervention Central: <http://www.interventioncentral.org/behavioral-intervention-modification>.

## Problem Behavior: Refusal to Participate/ Work

### I. Behavioral Definition and Examples

- When asked to perform a required action or take part in an instructional activity, student indicates he or she is not willing to do it
- Examples: refuse to start on assignments, refuse to complete and turn in work, push the assignment/task away, destroy papers, become argumentative or verbally aggressive and do not comply

### II. Possible Causes of Behavior

- To avoid non-preferred tasks or tasks that are perceived to be difficult to complete
- Depression often causes irritability and decreased motivation in teens
- Anxiety disorders can cause teens to avoid doing their work, especially if they aren't sure how to do it or are worried they won't be able to do it right
- It may be related to feelings of inadequacy, tendencies to give up quickly, high level of aversion to specific school tasks, tendencies to be easily frustrated, and/or short attention span

### III. Possible Interventions

<b>Tier 1</b>	Establish expectations and rules	Frequent check-ins	Frequent home contact	Use logical consequence	More structured routine
<b>Tier 2</b>	Behavior Contract	Escape Card	Extra small group instruction of academic skills	Small group social skills or Social Emotional Learning (SEL) training	Teach alternate methods to request assistance
<b>Tier 3</b>	Alternate between preferred and non-preferred tasks	Break non-preferred assignments into segments	Do unfinished work during recess or unstructured time with teacher assistance	Give work choices	Start with easier tasks before moving into more complex task

### IV. Alternatives to Suspension

Community service (as a tutor for younger classes or student helper)	Loss of Privileges: Home or School	Mandated tutorials	Mini-courses or skill modules
Parent involvement/supervision	Problem solving/contracting	Responsibility Room (short term intervention)	Saturday school

## Problem Behavior: Refusal to Participate/ Work

## V. Progress Monitoring Tools

<a href="#"><u>30 Minute Weekly Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Behavior Summary</u></a>	<a href="#"><u>Daily Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Daily positive behavior tracking form</u></a>
<a href="#"><u>Frequency-Rate Data Sheet</u></a>	<a href="#"><u>Progress Monitoring Tool w/Graph</u></a>	<a href="#"><u>Anxious Behaviors Scale</u></a>	<a href="#"><u>Depressive Behaviors Scale</u></a>

## VI. HISD Instructional Practice and Professional Expectations Rubrics

- I-8: Student Engagement (Students actively participating in lesson activities)
- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Behavior Advisor created the Strategies for Students Who Refuse Work which can be located at: <http://behavioradvisor.com/MotivationStrategies.html>.
- Florida's MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>
- Intervention Central provides interventions for work refusal at: <http://www.interventioncentral.org/academic-interventions/help-with-homework/student-problems>.
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- PBIS World: <http://www.pbisworld.com/tier-1/break-down-directions/>
- Practical Recommendation of School Refusal can be found at the following link: <http://www.education.udel.edu/wp-content/uploads/2013/01/SchoolRefusal.pdf>.
- The Escambia School District developed a behavioral intervention guide to assist with problematic behaviors in the classroom setting, which can be found by clicking on the link below: <http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf>.
- The Office of Education for Ventura County Schools created the Behavior Intervention in a Response to Instruction and Intervention (Rti) Model which is found at: <http://schools.nyc.gov/NR/rdonlyres/4ECAEAA2-860F-4398-945C-AD9F0D5D5932/0/Rti2Handbook2011.pdf>.

## Problem Behavior: Non-suicidal Self Injury (NSSI)

### I. Behavioral Definition and Examples

- An act of deliberately harming one's body without suicidal intentions. Also called self-mutilation or self-harm.
- Examples: burning, cutting, hair pulling (trichotillomania), picking at skin, head banging, hitting objects, scratching, punching, bruising, self-biting, pinching, picking of scabs that interfere with wound healing, ingestion of toxic substances

### II. Possible Causes of Behavior

- To escape intolerable psychological suffering
- To change the behavior of others
- To escape an uncontrollable situation
- To show desperation to others
- To get back at other people
- To gain relief from tension
- To seek help

### III. Possible Interventions

<b>Tier 1</b>	Focus on ways to stop the distress	Frequent monitoring/CICO	Increase awareness of NSSI among staff, parents, and students	Target environmental sources of stress	Train school staff on mental health first aid
<b>Tier 2</b>	Mentoring program	Teach cognitive behavioral strategies to address stressful situations	Teach coping strategies	Teach conflict resolution skills	Teach relaxation techniques
<b>Tier 3</b>	Risk Assessment and safety plan	Listen nonjudgmentally	Give assurance and information	Encourage appropriate professional help	Encourage self-help and other support strategies

### IV. Alternatives to Suspension

Behavior Contract/CICO	Counseling/ Restorative Counseling	Mini-courses or skill modules	Parent/student Conference
Parent involvement/ supervision	Problem solving/ contracting	Referral to a community agency	Social Skills Instruction

## Problem Behavior: Non-suicidal Self Injury (NSSI)

## V. Progress Monitoring Tools

<a href="#">30 Minute Weekly Frequency/Rate Data Sheet</a>	<a href="#">Behavior Summary</a>	<a href="#">Daily Frequency/Rate Data Sheet</a>	<a href="#">Daily positive behavior tracking form</a>
<a href="#">Frequency-Rate Data Sheet</a>	<a href="#">Progress Monitoring Tool w/Graph</a>	<a href="#">Anxious Behaviors Scale</a>	<a href="#">Depressive Behaviors Scale</a>

## VI. HISD Instructional Practice and Professional Expectations Rubrics

- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Additional information on managing behaviors in the school setting can be found on the UCLA Center website at: <http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>.
- American Academy of Child and Adolescent Psychiatry: [www.aacap.org](http://www.aacap.org)
- Information about Self Injury for educators: [www.educatorsandselfinjury.com/](http://www.educatorsandselfinjury.com/)
- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- Martin, G., Hasking, P., Swannell, S., Lee, M., & McAllister, M. (2011)/ *Seeking solutions to self-injury: A guide for school staff*. Brisbane, Australia: Center for Suicide Prevention Studies, The University of Queensland.
- Mental Health First Aid: <http://www.mentalhealthfirstaid.org/cs/>
- NASP Online about Self-Mutilation: [www.nasponline.org/resources/principals/nasp\\_mutil.pdf](http://www.nasponline.org/resources/principals/nasp_mutil.pdf)
- Positive Behavior Interventions and Support (PBIS) World: [www.pbisworld.com](http://www.pbisworld.com)
- S.A.F.E. Alternatives (Self-Abuse-Finally-Ends): [www.selfinjury.com](http://www.selfinjury.com)

## Problem Behavior: Stealing (non-criminal)

### I. Behavioral Definition and Examples

- The unauthorized removal of objects, property or resources of others from location without permission and without intending to return them.
- Examples: take stationary items (pencil and eraser) or food items from another student or staff members, fail to return lost or found items, intentionally fail to return borrowed items at stipulated time

### II. Possible Causes of Behavior

- To obtain desired objects
- Entertainment or dare purposes
- Emotional dysregulation (kleptomaniac)
- To get social attention
- Problem with self-control

### III. Possible Interventions

<b>Tier 1</b>	Access to free resources on school campus (computers, internet access)	Establish expectations and rules	Proximity control	Opportunities for campus work-study to earn resources	Use logical consequence
<b>Tier 2</b>	Check in – check out	Increase classroom management support	Small group social skills or Social Emotional Learning (SEL) training	Teach alternate methods to get desired objects/ social attention	Teach emotional regulation and self-control
<b>Tier 3</b>	Behavior Contract	Daily home / school notes	Proximity Control	Reflection sheet (self-monitoring)	Structured adult mentor program

### IV. Alternatives to Suspension

Community service	Counseling/ Restorative Counseling	Loss of privileges	Mini-courses or skill modules
Parent involvement/ supervision	Problem solving/ contracting	Referral to a community agency	Restitution



## Problem Behavior: Stealing (non-criminal)

## V. Progress Monitoring Tools

<a href="#"><u>30 Minute Weekly Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Behavior Summary</u></a>	<a href="#"><u>Daily Frequency/Rate Data Sheet</u></a>	<a href="#"><u>Daily positive behavior tracking form</u></a>
<a href="#"><u>Frequency-Rate Data Sheet</u></a>	<a href="#"><u>Progress Monitoring Tool w/Graph</u></a>	<a href="#"><u>Anxious Behaviors Scale</u></a>	<a href="#"><u>Social Skills Scale</u></a>

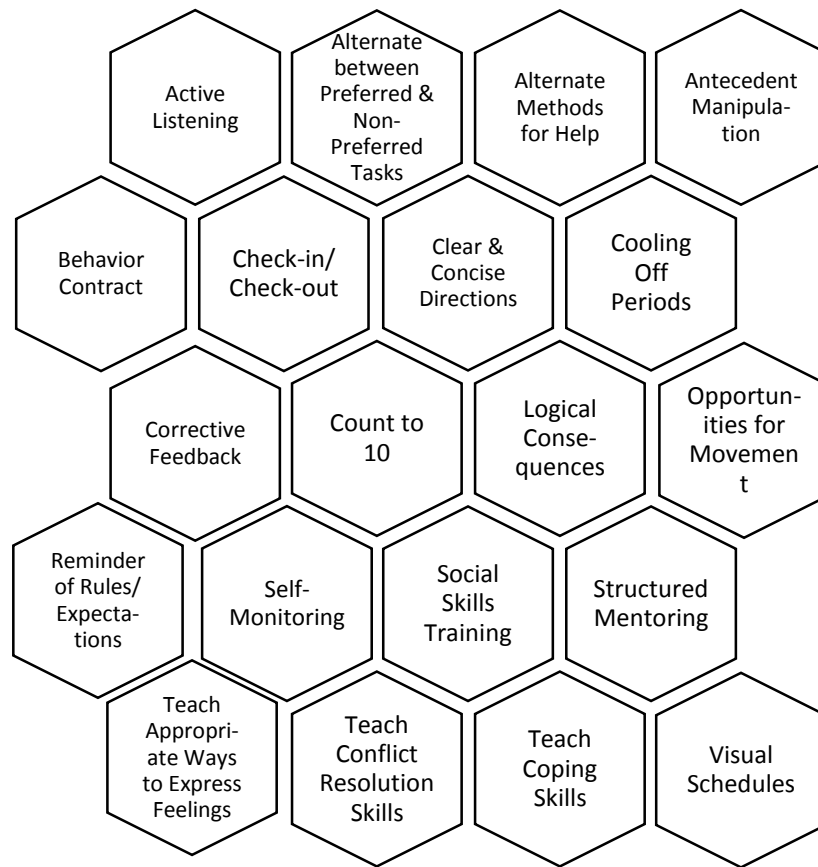
## VI. HISD Instructional Practice and Professional Expectations Rubrics

- I-9: Classroom Management (Sets and implements discipline management procedures)
- I-10: Classroom Climate (Builds a positive and respectful classroom environment)

## VII. Other Useful References

- Additional information on managing behaviors in the school setting can be found on the UCLA Center website at: <http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>.
- American Academy of Child and Adolescent Psychiatry on Stealing: [www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/Facts\\_for\\_Families\\_Pages/Children\\_Who\\_Steal\\_12.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_Who_Steal_12.aspx)
- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- National Institute of Mental Health: [www.nimh.nih.gov](http://www.nimh.nih.gov)
- Positive Behavior Interventions and Support (PBIS) World: [www.pbisworld.com](http://www.pbisworld.com)
- Tier 1 interventions listed for stealing: [www.polkdhsd7.sharpschool.com/staff\\_directory/p\\_b\\_s\\_behavior\\_intervention/tier\\_1\\_interventions\\_by\\_behavior/stealing](http://www.polkdhsd7.sharpschool.com/staff_directory/p_b_s_behavior_intervention/tier_1_interventions_by_behavior/stealing)

## Examples of Behavioral Interventions



## Behavioral Intervention: Active Listening

### I. Description of the Intervention

- It is teaching the ability and willingness to listen to others. How well you listen has a major impact on communication, learning, effectiveness, and on the quality of relationships with others. Listening actively is required in every area of life. It improves individuals' self-confidence and self-esteem, helps students to be more assertive, improves behaviors, and improves student problem solving. It also improves student interactions, increases student productivity, and helps students improve daily social functioning.

### II. Implementation Procedures

- Conduct Active Listening Skills lessons and interventions for the whole class or groups.
- Always try to use effective communication, reflective listening, paying attention, and actively listening skills, use a calm tone.
- Teach students to remain calm and maintain a cool and collected composure, even if you don't feel that way inside.
- Use direct eye contact unless it seems to be provoking the student.
- Use cues and signs, like nodding your head "yes" and "no".
- If dealing with a student who is emotionally upset, matching your facial expressions to what they are saying can be helpful. For example, when talking with a student who is upset about the death of a loved one, having a solemn look or flashing a frown at appropriate times would help.

### III. Progress Monitoring Tools

Hand Raising Tracking Form.pdf	Daily Positive Behavior Tracking Form.doc	Self-Monitoring Assignment Sheet.doc
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### IV. Other Useful References

- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- Teaching your Child Effective communication: <http://enoughisenoughau.blogspot.com/2011/11/teaching-your-child-active-listening.html>

## Behavioral Intervention: Active Listening

### V. Description of the Intervention

- It is teaching the ability and willingness to listen to others. How well you listen has a major impact on communication, learning, effectiveness, and on the quality of relationships with others. Listening actively is required in every area of life. It improves individuals' self-confidence and self-esteem, helps students to be more assertive, improves behaviors, and improves student problem solving. It also improves student interactions, increases student productivity, and helps students improve daily social functioning.

### VI. Implementation Procedures

- Conduct Active Listening Skills lessons and interventions for the whole class or groups.
- Always try to use effective communication, reflective listening, paying attention, and actively listening skills, use a calm tone.
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### VII. Progress Monitoring Tools

Hand Raising Tracking Form.pdf	Daily Positive Behavior Tracking Form.doc	Self-Monitoring Assignment Sheet.doc
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### VIII. Other Useful References

- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- Teaching your Child Effective communication: <http://enoughisenoughau.blogspot.com/2011/11/teaching-your-child-active-listening.html>

## Behavioral Intervention: Alternate between Preferred and Non-Preferred Tasks

### I. Description of the Intervention

- This is an intervention that involves allowing the student to have a break from tasks that he/she finds to be overly stressful, difficult, demanding, or unpleasant. It is based on the Premack principle, which suggests responding to maladaptive behaviors using if/then principles. For example, it can be useful to inform students that *if* they engage in a less-preferred activity, *then* they will be allowed to engage in a more-preferred activity. In this manner, students are able to recognize that there is a reward for engaging in the less-preferred behavior, but it is contingent upon completing the less-preferred task. Frequently alternating between those activities that are determined to be pleasurable versus unpleasant can be helpful when working with students who have high sensory needs, lack initiative or motivation, and/or exhibit high aversions to specific aspects of schoolwork.

### II. Implementation Procedures

- Determine which tasks/activities that the student sees as pleasant/easy/preferred.
  - Determine which tasks appear unpleasant/difficult/undesired.
  - Either mentally or in a written format, divide the less-preferred task into segments by deciding how much of the task that the student should need to complete before being allowed to complete the more-preferred task.
  - Quietly inform the student the amount of work that needs completing before being allowed to complete the preferred task, ensuring that the student is aware of the amount of time the preferred task will be allowed before returning to the non-preferred task (Example: The student doesn't like writing and would prefer to read fan fiction. Tell the student that he/she can spend five minutes reading fan fiction after he/she writes 10 full sentences. Once the student writes the 10 sentences, allow the student to read for the 5-minute time frame before giving him/her the directive to write the next 10 sentences in order to receive another 5 minutes to read fan fiction.)
  - Alternate between the preferred and non-preferred activities.
  - Keep in mind that the teacher may need to restrict access to the preferred activity until it is earned.
- For a better understanding of applying this method, please review this video: <http://study.com/academy/lesson/applying-the-premack-principle-in-the-classroom.html>.

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">Progress chart</a>
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### IV. Other Useful References

- Educationandbehavior.com: <http://www.educationandbehavior.com/using-visual-schedules-2/>
- GoodTherapy.org: <http://www.goodtherapy.org/blog/transitions-three-tips-easier-children-autism-0508135>
- Specialed.us website: <http://www.specialed.us/autism/structure/str11.htm>
- Teaching Children with Autism Spectrum Disorders to Mand for the Removal of Stimuli that Prevent Access to Preferred Items can be retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3659490/>

## Behavioral Intervention: Alternative Methods for Getting Help

### I. Description of the Intervention

- When a student engages in misbehavior as a method of communication, the student would benefit from being taught alternate methods of getting the message across without the use of the undesired behavior. For example, a student with autism may scream or head-bang to obtain the desired object such as his preferred toy, food, or manipulative. Teaching alternate methods would involve teaching them other ways to request the same objects, through methods such as pointing, verbalizing, or using picture communication system. As another example, some students who have academic difficulties are too embarrassed to request assistance, so they may engage in inappropriate behaviors such as talking or tearing up their work. In this case, the goal would be for the student to request assistance using words or cue cards. This method is beneficial because students are more likely to complete work when they understand how to complete the task, feel supported in their attempts to complete the tasks, and believe that they are capable of completing the task.

### II. Implementation Procedures

- Consider other methods that this specific student can use to communicate the need for assistance.
- Actively teach this method to the student. This includes sitting with the student, obtaining his/her eye contact, and telling them the alternate method to request assistance. (For students who are lower functioning, it may involve pairing your words with a picture card.)
- If a method is being used outside of normal class time, ensure that all parties are aware of it.
- Encourage the student to use the alternate method.
- Provide numerous reminders to use the alternate method.
- Praise and/or reinforce the student's use of the alternate method! (This is an important step!)
- If the student doesn't use the alternate method, either re-teach the method to the student or reward the student for taking just one step in using the alternate method (e.g., If you want a student to ask for help aloud on an assignment, but the student doesn't even attempt the assignment, praise the student for at least looking at the assignment, even if he looked at it and threw it down. You can say something like, "I'm glad to see that you took the time to read the assignment! What's the next step?" or "Thank you for reviewing the assignment. How do we get going on it?" Continue to provide praise for each step taken.)
- If the student continues to avoid using the alternate method, consider other methods. It may be useful to talk to the student about what he/she may be willing to do.
- These videos discuss teaching alternate behaviors in children with autism, but there are useful points about teaching any alternative behaviors:
  - <https://www.youtube.com/watch?v=8uaEXTwCOis>
  - <https://www.youtube.com/watch?v=dGbpZsgPBjg>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">30 minute daily interval data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Alberta: schools: <http://www.learnalberta.ca/content/insp/html/teacher/teachingstudentshowtoaskforhelp.pdf>
- Center for Teaching Quality: <http://www.teachingquality.org/content/blogs/ariel-sacks/teacher-tip-when-students-ask-help>

## Behavioral Intervention: Antecedent Manipulation

### I. Description of the Intervention

- Antecedent manipulation describes how a person may change an antecedent to decrease the likelihood of something occurring. In behavior, it describes changing or modifying an antecedent to make an unpleasant behavior less likely to occur. Often, it includes changing the situation that is likely to bring about the negative behavior. This may include rearranging the room, changing seating arrangement, modifying schedules of activities, etc.
- Example: A student with mild autism is agitated during group work when his peers get loud, so he begins arguing with them and continues to escalate until he is screaming and throwing books at them from across the room. The antecedent is determined to be peers who get loud. Some examples of antecedent manipulation may include moving his seat closer to the teacher, allowing him to use headphones, warning his peers when they are becoming too loud, changing his group to a quieter set of peers, or allowing him to sit in his own seat and simply “check in” with his group every five minutes so that he does not remain around the high noise level.

### II. Implementation Procedures

- Determining antecedents for undesirable behavior.
- Considering and determining ways to modify the antecedent. Some examples include:
  - Modifying the student’s schedule
  - Rearranging the room
  - Changing seating arrangements
  - Rewording task demands
  - Removing access to desired items (e.g., removing power cords from computers until it is time to use them)
  - Allowing an item of comfort
- A video on antecedent manipulation can be found at this link: <https://www.youtube.com/watch?v=IXh-dmY8lqY>.

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Cigna: <http://www.cigna.com/assets/docs/behavioral-health-series/autism/2013/simple-strategies-to-change-behavior-seminar-handout.pdf>
- Let’s Talk: <http://www.letstalksls.com/resource-library/autism/dealing-behaviors-they-happen>
- Murrieta Schools have noted numerous examples of antecedent manipulation which are reported in this link: [http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/64/EBP\\_overview\\_24\\_2.pdf](http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/64/EBP_overview_24_2.pdf)

## Behavioral Intervention: Behavioral Contract

### I. Description of the Intervention

- Behavioral Contract (Contingency Contract) represents a negotiated agreement between a student and authority figure and specifies the contingencies under which each party must act. Components of a behavioral contract are: description of expected behaviors, goal statement, list of rewards to earn for meeting goals, discipline for continuing to engage in problem behavior, and signatures. Those in attendance to develop the behavior contract may include parent(s), teacher, behavior specialist and/or LSSP, counselor, and administrator.

### II. Implementation Procedures

- Arrange a meeting between the students and adults.
- Introductions and description of the meaning and purpose of the contract so the student has a concept and understanding of what a contract entails.
- Based on the assumption that the student has the ability to exhibit the appropriate behavior, describe the alternative appropriate behaviors or social skills you would like to see. Get the student to commit to engage in the appropriate behaviors.
- Help the student identify rewards, activities, or privileges to be earned if the behavioral goals are met.
- Provide all parties involved a copy of the behavior contract (Keep extra copies in case student misplaces contract).
- Teacher implements pre-correction and prompting: *Pre-correction* involves the teacher reminding the student of the expectations outlined in the behavioral contract prior to class beginning or transitioning to other activities under which the student has a history of exhibiting emotional and /or behavior problems. *Prompting* consists of responding to incidents of problem behavior by cueing the student to engage in appropriate behavior or social skill outlined in the contract and reminding the student of the rewards to be earned.
- Follow-up to ensure fidelity of implementation and troubleshoot any problems.

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>
Daily progress report	Weekly behavior report card	Daily points earned for appropriate behavior	<a href="#">Time sampling data collection sheet (multiple students)</a>

### IV. Other Useful References

- Intervention Central: [www.Interventioncentral.org/](http://www.Interventioncentral.org/)
- Positive Behavior and Intervention Supports (PBIS): [www.pbis.org](http://www.pbis.org)



## Behavioral Intervention: Check-in/Check-out (CICO)

**I. Description of the Intervention**

- The CICO intervention is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.

**II. Implementation Procedures**

- Student quickly checks in with adult upon arrival.
- Adult greets and acknowledges student for checking in.
- Adult checks preparation for the day: materials & supplies, attitude.
- Student turns in previous day's signed card.
- Student picks up day's card.
- Adult reminds student for appropriate behavior/review expectations.
- For each class period and any supervised setting:
  - Student brings card to adult
  - Adult acknowledges student for checking in
  - Adult rates and provides feedback
- Student checks out with adult at end of day:
  - Adult reviews day's points and goals
  - Adult acknowledges and/or encourages
  - Student takes card home for parent signature
- Student gives card to parent:
  - Parent acknowledges and encourages for next time
  - Parent signs card
- Student returns signed card next day
- Adult enters daily point data

**III. Progress Monitoring Tools**

<a href="#">Daily Check In Check Out Data Summary.xls</a> (Excel doc)	<a href="#">Weekly Check In Check Out Data Summary.xls</a> (Excel doc)	<a href="#">Check In Check Out Point Sheet.doc</a>
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**IV. Other Useful References**

- Crone, D.A., Hawken, L. S., & Homer, R. H. (2010). *Responding to problem behavior in schools: The behavior education program* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Hawken, L.S., Pettersson, H., Mootz, J., & Anderson, C. (2005). *The behavior education program: A check-in, check-out intervention for students at risk*. New York, NY: Guilford Press.

## Behavioral Intervention: Clear and Concise Directions

### I. Description of the Intervention

- Clear and concise directions means choosing your words deliberately, constructing your sentences carefully, and using language properly when giving instructions. This is a good general strategy to use with all students to increase understanding, improves students' ability to correctly complete assignments, and helps students to fully benefit and get everything out of an assignment.

### II. Implementation Procedures

- Use clear and understandable language on the level with the students.
- Keep directions as succinct, concise, and to the point as possible.
- Don't be "wordy" in directions.
- Repeat directions verbally.
- Have students repeat and explain directions back.
- Video: Giving Clear classroom instructions (<https://www.youtube.com/watch?v=lg3G2NFZBqw>)

### III. Progress Monitoring Tools

<a href="#"><u>Daily Positive Behavior Tracking Form.doc</u></a>	<a href="#"><u>Behavior Documentation.pdf</u></a>	<a href="#"><u>Behavior and Other Charts</u></a>
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### IV. Other Useful References

- Free Printable Behavior Charts: <http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm>
- National Center on Intensive Interventions: <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>
- PBIS World: <http://www.pbisworld.com/tier-1/break-down-directions/>

## Behavioral Intervention: Cooling Off Periods

### I. Description of the Intervention

- Cooling off periods are defined as “a period of time where two or more parties in disagreement do not communicate with each other with the understanding that it takes time for emotional connections to diminish.” In the classroom setting, it involves giving someone time and space to process emotions in an acceptable manner so that the student doesn’t react poorly. Cooling off periods have been known to be effective in helping students to manage negative emotions and decrease anger outbursts. This helps to maintain a positive classroom climate so that teaching can be effective.

### II. Implementation Procedures

- Establish a place that can be used. Ideally, the place should be a quiet area with low stimulation. Efforts should be taken to minimize any possible audience or noise level that can further aggravate the student. This should be established well before the student displays any anger.
- Inform the student of this cooling off period and when it should be used in advance so the student is aware of this resource.
- Discuss how to access this cooling off period with any student who has anger control issues. For example, how does the student indicate that he/she needs to use the cooling off period? (Would the student request it verbally, will he/she use “cool down” cards, etc.?) This can even be practiced, particularly for younger students or for those who have greater issues with anger, to help the student to remember how to access cooling off periods. These three steps can be taken at the beginning of the school year.
- If at all possible, offer the cooling off period when the student first begins to show signs of anger as opposed to waiting until the student is greatly upset.
- Recognize the student’s apparent emotions (e.g., “I see that you might be feeling some frustration.”)
- If the student doesn’t initiate the request to use the cooling down period, calmly and quietly ask the student if they would like a cooling off period. Care should be taken to keep one’s tone calm and quiet. This should not be offered as a punisher, as this can further escalate the student and cause the student to view it as punishment instead of a resource (e.g., “If you’re going to act like that, you need to go to that cool down place!”) Instead, wording should be supportive (e.g., “When we get mad, it can help to take a few minutes away from everything to calm yourself. Would you like to take a few minutes to use the cool down area?”)
- If the student refuses but continues to become increasingly upset, it would be useful to quietly discuss the benefits of the cooling down area (e.g., “I know you don’t really want to leave right now, but I want to make sure that your anger doesn’t worsen, and sometimes being around all of this noise and all of these other people can make it worse. I’d like for you to consider the cooling down period. It can really help with this.”)
- If the student continues to refuse the cooling down period but also continues to escalate, a peer can be sent to request assistance from staff.
- Please note: If the cool down area is outside of the classroom, an appropriate peer can be sent with the student if the student’s anger level is mild to moderate. However, care should be taken to choose an appropriate peer. It would be important to avoid choosing a peer who would further escalate the situation, who might be victimized, or who may encourage other negative reactions such as using the time to skip class. A peer should not be used when the student is becoming aggressive. That peer can also inform a staff member so that the student can be monitored.
- After some minutes, the student can be asked if he/she feels ready to return to class.
- One method of managing anger in the classroom is exhibited in this video:  
[https://www.youtube.com/watch?v=HjZVNA\\_uSMI](https://www.youtube.com/watch?v=HjZVNA_uSMI)
- A video about developing plans for managing anger in students with autism spectrum disorders can be found at: <https://www.youtube.com/watch?v=mxKkCEltW9k>.

## Behavior Intervention: Cooling Off Periods

## III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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## IV. Other Useful References

- Dr. Kenneth Shore: <http://drkennethshore.nprinc.com/for-teachers/coping-angry-student/>
- Education World: [http://www.educationworld.com/a\\_curr/strategy/strategy049.shtml](http://www.educationworld.com/a_curr/strategy/strategy049.shtml)
- Intervention Central: [http://www.interventioncentral.org/behavior\\_calm\\_agitated\\_student](http://www.interventioncentral.org/behavior_calm_agitated_student)
- Smart Classroom Management: <http://www.smartclassroommanagement.com/2010/05/08/how-to-handle-an-angry-verbally-aggressive-student/>
- Teach speced: <http://www.teachspeced.ca/anger-frustration-management-skills>

## Behavioral Intervention: Corrective Feedback

### I. Description of the Intervention

- Corrective feedback is information provided to students on their behaviors. It is important to convey the feedback as sensitively as possible. Corrective feedback and acknowledgement of demonstrating the expected behaviors during practice opportunities will allow students to build their accuracy and fluency in demonstrating the behavioral expectations throughout the school settings.

### II. Implementation Procedures

- Feedback should be Immediate, accurate, specific, descriptive, and age-appropriate.
- If the students respond negatively to positive feedback:
  - Treat the misbehavior as a momentary interruption in the student's success
  - At a neutral and reasonably private time, talk to the student about his/her tendency to misbehave after getting positive feedback
  - Find a way to give positive feedback more privately
  - Switch from positive feedback to non-contingent attention
- Provide *Non-contingent Attention*: Involves giving students time and attention not because of anything they have done, but just because you notice and value them as people:
  - Greeting at the door
  - Calling on them during class
  - Invite students to ask for assistance
  - Have a conversation with students
  - Make a special effort to interact with any student you've spoken to about misbehavior

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- Positive Behavior Interventions and Support (PBIS): [www.pbisworld.com](http://www.pbisworld.com)
- The Art of Corrective Feedback: [www.usuhs.edu/handbook/pdf/bestpracticesfeedback.pdf](http://www.usuhs.edu/handbook/pdf/bestpracticesfeedback.pdf)
- Top Ten Classroom Management Strategies: [www.vcoe.org/Portals/VcsoPortals/cici/Top%20Ten%20Classroom%20Management%20Strategies.pdf](http://www.vcoe.org/Portals/VcsoPortals/cici/Top%20Ten%20Classroom%20Management%20Strategies.pdf)

## Behavioral Intervention: Count to 10

**I. Description of the Intervention**

- “Count to 10” is a calming technique that is used in the classroom when a student is upset, emotional, angry, or overwhelmed. It provides students with a quick immediate coping strategy. It is fast to teach and can be shortened or lengthened to meet individual student needs. It can also be used anywhere at any time.

**II. Implementation Procedures**

- A trained staff member can teach students this technique individually or as a class.
- Tell students to take 10 deep slow breaths, counting each one until they reach 10.
- Have students identify when they feel they would need to use the technique, explaining what it means to be stressed, anxious, upset, and so on and when and what may cause these feelings.
- Have students identify what physical effects these feelings and experiences may have, which will help students know when to count to 10, for example, shaking, crying, jittery, et
- Set and Implement Discipline video: <http://houstonisdpsd.org/effective-practices/instruction/i-9>

**III. Progress Monitoring Tools**

Hand Raising Tracking Form.pdf	Daily Positive Behavior Tracking Form.doc	Self-Monitoring Assignment Sheet.doc
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**IV. Other Useful References**

- Center on Response to Intervention: <http://www.rti4success.org/essential-components-rti/progress-monitoring?page=1>
- Free Printable Behavior Charts: [www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm](http://www.freeprintablebehaviorcharts.com/singlebehaviorcharts.htm)
- Helping Kids developing coping Skills: <https://suite.io/susan-carney/4zf2bc>
- National Center on Intensive Interventions: [www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools](http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools)
- Florida’s MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>

## Behavioral Intervention: Logical Consequences

## I. Description of the Intervention

- Logical consequences is a powerful way to teach alternative behaviors and expectations. It teaches students that when an action occurs, a consequence follows. Students are taught to take responsibility for their choices. They are never used to get revenge. So it takes the pressure off the person giving the consequences. It provides choices within firm limits and leaves the student with a feeling of control. The consequences use thinking words and are tied to the time and place of the infraction. They are similar what would happen to an adult in a comparable situation.

## II. Implementation Procedures

- Criticism Paired with Praise:* When receiving critical feedback, some students may assume that the teacher is rejecting them personally and react strongly to this perceived rejection. Here is a way to structure critical feedback to convey that the teacher continues to value the student despite the misbehavior:

Procedure	Example
1. The teacher describes the problem behavior that the student should target for change.	"Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop."
2. The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives.	"It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others."
3. The teacher praises some noteworthy aspect of the student's past classroom behavior or accomplishments.	"I am talking to you about this behavior because I know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."
4. The teacher affirms that he or she values having the student as a part of the classroom community.	"You contribute a lot to class discussion!"

## III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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## IV. Other Useful References

- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- Positive Behavior Interventions and Support (PBIS): [www.pbisworld.com](http://www.pbisworld.com)



## Behavioral Intervention: Opportunities for Movement

### I. Description of the Intervention

- Providing opportunities for movement in the classroom setting involves not only allowing students to move during a class session, but actually *encouraging* them to move. Its greatest benefit is allowing students to have brief breaks of physical activity in order to become more alert in the classroom setting. Essentially, it “reawakens” them when they are starting to lose interest or feel overwhelmed. This helps with their engagement and interest in what is being taught. For students who are highly energetic or overactive, it allows them to have an appropriate outlet or use for that energy. Providing opportunities for movement in the classroom can also be part of the learning process. Incorporating movement of objects that are used in the lesson can increase a student’s interest and help them better visualize the concept being taught, as the tactile modality may be the mode in which learning best occurs for some children.

### II. Implementation Procedures

- There is no single method of implementing this intervention. Examples may include:
  - Telling students to stand up and stretch (taking a 10-second stretch break)
  - Using manipulatives or hands-on activities
  - Completing group activities, possibly with rotations (for more movement)
  - With overactive students, having a 1-minute session of a physical activity such as jumping jacks
  - Using stations
  - Challenging students or creating a slightly competitive atmosphere using with methods such as a push-up challenge (e.g., “We are talking about muscles today. Who thinks they can do the most push-ups?”)
  - Giving students classroom tasks that involve movement such as handing out papers or running an errand
- Examples of opportunities for movement being used in the high school classroom were noted at slightly over 4 minutes into this video: <https://www.youtube.com/watch?v=LdF5ry5g5-w>
- One reporter discusses movement in the classroom at: <https://www.youtube.com/watch?v=X1XcchLYF44>.

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Friendship Circle: <http://www.friendshipcircle.org/blog/2014/03/11/how-movement-in-the-classroom-can-help-your-child-with-special-needs/>.
- Kenny C. McKee: <http://kennycmckee.com/five-movement-strategies-in-the-high-school-classroom/>.
- Professional Learning Board: <https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-interaction-and-movement-in-the-classroom-to-encourage-positive-behavior/>.
- Smart Blogs: <http://smartblogs.com/education/2015/04/23/keeping-your-classroom-moving/>
- Washington Post: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/01/19/letting-kids-move-in-class-isnt-a-break-from-learning-it-is-learning/>.



## Behavioral Intervention: Reminder of Rules/Expectations

**I. Description of the Intervention**

- Reminders of the classroom rules and/or expectations can be useful, especially with students who have impulsiveness or short attention spans and therefore who may not recognize that their current behavior is a violation of a classroom rule. Similarly, teachers may find it beneficial in reminding students of consequences or reinforcers for their behavior. However, a simple reminder of the rule or behavioral expectation is, in itself, often enough of a reminder to help students to modify their behavior.

**II. Implementation Procedures**

- Inform students of the rules/expectations at the beginning of a semester or class period.
- Provide a reminder of the rule/expectation when the student engages in rule-breaking behaviors.
- Sometimes it may help to have rules posted in the classroom, and then the teacher can simply point to the rule as a reminder, but this is not needed.
- A video of reminders of rules and expectations can be found at: <http://houstonisdpsd.org/video-exemplar/video-landing-page/171-i-10-secondary-extended?view=item>
- Another video of reminders of rules and expectations can be found on: <http://www.theteachertoolkit.com/index.php/tool/teaching-procedures>.

**III. Progress Monitoring Tools**

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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**IV. Other Useful References**

- ED.GOV: <http://www.ed.gov.nl.ca/edu/k12/safeandcaring/teachers/pbs/behaviouralexpectations.pdf>
- Intervention Central: <http://www.interventioncentral.org/blog/behavior/how-handle-common-classroom-problem-behaviors-using-behavior-management-menu>
- Lori Newcomer: <http://opi.mt.gov/pdf/MBI/14SessionIV/AR/ClassroomPBSPlanningGuideLoriNewcomer.pdf>
- The Teacher Toolkit: <http://www.theteachertoolkit.com/index.php/tool/teaching-procedures>.
- WikiSpaces (Managing Your Classroom): <http://managingyourclassroom.wikispaces.com/Establishing+Rules,+Goals+%26+Expectations>

## Behavioral Intervention: Self-Monitoring

### I. Description of the Intervention

- Student self-monitoring is an effective tool for behavior change. It increases self-management through structured self-reflection time points and self-recording of behavior according to pre-established goals. Self-monitoring is sometimes described as having 'reactive' effects, because students who measure and pay close attention to selected behaviors often react to this monitoring information by changing those target behaviors in the desired direction. Self-monitoring can take many forms. One student may use a paper form to rate her study skills at the end of each class period, for example, while another student might verbally rate his social behaviors when approached by his teacher at random times across the school day. Student self-monitoring data is typically economical to collect, even in a busy classroom, and can often be used to document the success of a behavioral intervention.

### II. Implementation Procedures

- Identify what the student should be doing instead of the problem behaviors (Can be more than one thing: e.g. sitting in seat, keeping desk clean, respectful to others, following directions, participating in class, etc.)
- Determine how frequently the student will self-monitor and record behavior (Rule of thumb is the more times the problem behavior occurs, the more frequently students need to self-monitor)
- Develop self-monitoring chart and decide how student will be prompted to self-monitor
- Develop a goal with the student, and identify the reinforcers the student will earn if the goal is met
- Start the self-monitoring intervention – In the beginning the student may need reminders to self-monitor
- Teacher conducts periodic honesty checks of the student's recording
- Collect self-monitoring chart
- Make a data-based decision to leave the intervention in place, change the intervention or stop the intervention
- Teaching Students how to self-monitor: <http://www.youtube.com/watch?v=hSmpKzoBikc>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- PBIS World – Self Monitoring: <http://www.pbisworld.com/tier-2/self-monitoring/>
- Self-Monitoring for Single Students and Groups of Students: <http://www.behavioradvisor.com/SelfMonitoring.html>
- Self-Monitoring Strategies for Use in the Classroom: A Promising Practice to Support Productive Behavior for Students with Emotional or Behavioral Disorders: [http://www.wisconsinpbisnetwork.org/assets/files/flash/ClassroomManagement/ConsequenceSystems/story\\_content/external\\_files/SelfMonitoring.pdf](http://www.wisconsinpbisnetwork.org/assets/files/flash/ClassroomManagement/ConsequenceSystems/story_content/external_files/SelfMonitoring.pdf)
- Self-Monitoring: Equipping Students to Manage Their Own Behavior*, Tennessee Department of Education: <http://vkc.mc.vanderbilt.edu/ci3t/wp-content/uploads/2014/06/Self-Monitoring-Brief.pdf>
- Using Self-Monitoring Strategies to Address Behavior and Academic Issues: <https://ici.umn.edu/products/impact/182/over6.html>

## Behavioral Intervention: Social Skills Training

### I. Description of the Intervention

- Social Skills Training involves teaching prosocial skills, those communication, problem solving, decision making, self- management, and peer relations abilities required to interact with others in positive ways. This includes active listening, taking turns, sharing, being on time, and waiting patiently.

### II. Implementation Procedures

- Pre-teaching
- Teaching Social Skills – Tell, Show, Provide Guided Practice (steps provided on a handout, have students, discuss when the behavior could be used; role play at least two different scenarios with right and wrong behaviors being demonstrated
- Provide feedback (from student, peers, teacher)
- Practice via homework assignment, review sessions, assignments in real life settings and tests
- Promote generalizations to different settings / circumstances
- Monitor behavior
- Recognize and reward display of appropriate behavior in everyday school situations
- Illustrative video(s): I-9 Secondary: <http://houstonisdpsd.org/video-exemplar/video-landing-page/144-i-9-secondary?view=item>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Intervention Central: [www.interventioncentral.org/](http://www.interventioncentral.org/)
- NASP Fact Sheet – Social Skills - [http://www.nasponline.org/resources/factsheets/socialskills\\_fs.aspx](http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx)
- PBIS World – [www.PBISWorld.com](http://www.PBISWorld.com)
- Synapse: Reconnecting Lives - <http://synapse.org.au/get-the-facts/social-skills-deficits-fact-sheet.aspx>

## Behavioral Intervention: Structured Mentoring

### I. Description of the Intervention

- Structured Mentor-Based Support (Check in/Check Out; Check, Connect, and Expect; Check and Connect) involves the assignment of an adult mentor who provides unconditional positive regard and feedback; mentor meets with the child on a daily basis, pre-corrects problem behavior, and provides daily ratings of behavior performance.

### II. Implementation Procedures

- Check in - positive greeting, check for school readiness, remind student of expected behaviors, talk about rewards to be earned, give student monitoring chart.
- Teacher feedback by period - teacher monitoring, prompts to engage in expected behavior, reminder of reward to be earned, non-emotional feedback.
- Check out – positive greeting, deliver praise/reward, provide nonjudgmental feedback, allow student to tabulate results.
- Parent Feedback – deliver consequences at home based on behavior at school, provide encouragement for a better day tomorrow or celebrate success.

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Todd, A. W., Campbell, A.L., Meyer, G. G., & Horner, R. H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of Check in –Check out. *Journal of Positive Behavior Interventions*, 10, 46-55.

## Behavioral Intervention: Teaching Appropriate Ways to Express Feelings

**I. Description of the Intervention**

- Teaching student basic necessary skills for solving and resolving daily conflicts with other students, adults, authority figures is vital. This intervention enables and empowers students to be more independent and highly functioning. It reduces teacher's time "putting out fires," increases instructional time, promotes maturity, improves self-confidence, and educes tattling, bickering, and disruptions.

**II. Implementation Procedures**

- At the Tier 1 Level, think of doing conflict resolution lessons and interventions for the whole class or groups. These lessons and ideas for teaching the skills can be done with individual students, a small group, or the whole class appropriate ways to express feelings skills should be taught and revisited on a regular basis and should include role playing to practice the skills.
- When students fail to use the taught skills, have them reflect on how they could have handled the situation or conflict and role play it with them. Model proper appropriate ways to express anger and feelings skills for your kids with any opportunity you get, and point out to the students afterward how you used the skills.
- Youtube video: "Teaching Kids a Simple Way to Express Their Feelings":  
<https://www.youtube.com/watch?v=vJOrArmzPOE>

**III. Progress Monitoring Tools**

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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**IV. Other Useful References**

- Activates for Children: <http://lianalowenstein.com/e-booklet.pdf>
- Activity Based Intervention: <http://www.txautism.net/uploads/target/ActivityBased.pdf>
- Center on Response to Intervention: <http://www.rti4success.org/essential-components-rti/progress-monitoring?page=1>

## Behavioral Intervention: Teaching Conflict Resolution Skills

## I. Description of the Intervention

- Students will learn different ways of handling conflict and how they can demonstrate “conscious acts of peace.”

## II. Implementation Procedures

- Prepare necessary materials: copies of Response to Conflict Tree Chart, transparency of definitions, blank sheets of paper.
- Write the following terms on the board: **AVOIDANCE, DIFFUSION, and CONFRONTATION.**
- Ask your students to get into groups and define each word. Write down their answers on the board as they share them.
- After about 5-10 minutes, review the definitions with them on the overhead projector.
- Distribute the "Responses to Conflict Tree" to your students.
- Explain the consequences and adaptability of each approach. (that is, a nonviolent confrontation, and some forms of avoidance and diffusion are conscious acts of peace).
- Break students into 6 groups and pass out two blank sheets of paper to each group.
- Next, read the following “challenging situation” to your students:
  - Fran and Alice are classmates. Fran worked hard on a clay sculpture in her Art class. Alice, without asking, picked it up to look at it, and it fell and smashed.*
- Using the words, "avoidance," "diffusion," and "confrontation," ask your students to think about their own conflict styles and how they fit into the tree chart.
- Designate one of the following questions to each group:
  - What are some ways that Fran and Alice can avoid a conflict?
  - What might Fran say?
  - What might Alice say?
  - What are some diffusion techniques?
  - What are some violent or non-violent confrontation techniques?
  - Which approach would be a Conscious Act of Peace?
- Go around the room to have them share their answers with class.
- Always remember “ You **can’t** control the behavior and actions of other people, but you **can** control how you respond.”

## III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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## IV. Other Useful References

- PBIS Maryland: [www.pbismaryland.org](http://www.pbismaryland.org)

## Behavioral Intervention: Teaching Coping Skills

### I. Description of the Intervention

- Teaching coping skills that used to offset disadvantages in day to day life. Coping skills can be seen as a sort of adaptation. It provides a clear step-by-step procedure from preparation (for example, indicate any materials or tools are needed) to implementation of this intervention. Teaching Coping Skills improves individuals' self-confidence and self-esteem, increases instruction time, helps students to be more assertive, and decreases the time it takes to deal with students' crises, issues, or meltdowns.

### II. Implementation Procedures

- Depending on the situation, need, and child, there are numerous ways to teach students coping skills.
- Always try to use active listening skills.
- Use a calm tone.
- Be firm when necessary and set boundaries.
- Help students learn how to cope with everyday issues by developing skills in communicating, problem solving, and relaxation.
- Illustrative Video on Student engagement: <http://houstonisdpsd.org/effective-practices/instruction/i-8>

### III. Progress Monitoring Tools

Hand Raising Tracking Form.pdf	Daily Positive Behavior Tracking Form.doc	Self-Monitoring Assignment Sheet.doc
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### IV. Other Useful References

- Center on Response to Intervention: <http://www.rti4success.org/essential-components-rti/progress-monitoring?page=1>
- Florida's MTSS: <http://www.florida-rti.org/educatorResources/guidesTools.htm>



## Behavioral Intervention: Visual Schedules

### I. Description of the Intervention

- A visual schedule is a type of visual support used to help children anticipate transitions and upcoming activities and to understand the expected agenda for a given period (e.g., daily schedule, class period schedule). It is considered to be a critical component in a structured environment. A visual schedule will tell the student what activities will occur and in what sequence. Visual schedules are often used with students who have autism, but they can be useful in working with any student. For the purposes of intervention with emotional outbursts, it will also tell the student when to expect reinforcement, and how many additional activities need to be completed prior to receiving reinforcement. Therefore, it allows the student to recognize that the reinforcement is approaching with each step that is taken.

### II. Implementation Procedures

- Determine the desired behavior and reinforcement that would be more useful for this student
- Complete a visual representation (such as a written word or picture) of the student's schedule
- Complete a visual representation (such as a written word or picture) of the reinforcement
- Break the assignment or non-preferred task into segments
- Determine how much work (or non-preferred task) would need to be completed prior to earning reinforcement
- Create a visual/pictorial to demonstrate the amount of work needed to earn reinforcement
- Discuss the workload and reinforcement expectations with the student so the student will be aware of expectations and rewards for meeting expectations
- Samples of visual schedules can be found on: <http://www.specialed.us/autism/structure/str11.htm>  
<https://www.youtube.com/watch?v=Jr56lhhZ4Os> or  
<https://www.youtube.com/watch?v=f0P1iX9mgZY>

### III. Progress Monitoring Tools

Hand Raising Tracking Form.pdf	Daily Positive Behavior Tracking Form.doc	Self-Monitoring Assignment Sheet.doc
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### IV. Other Useful References

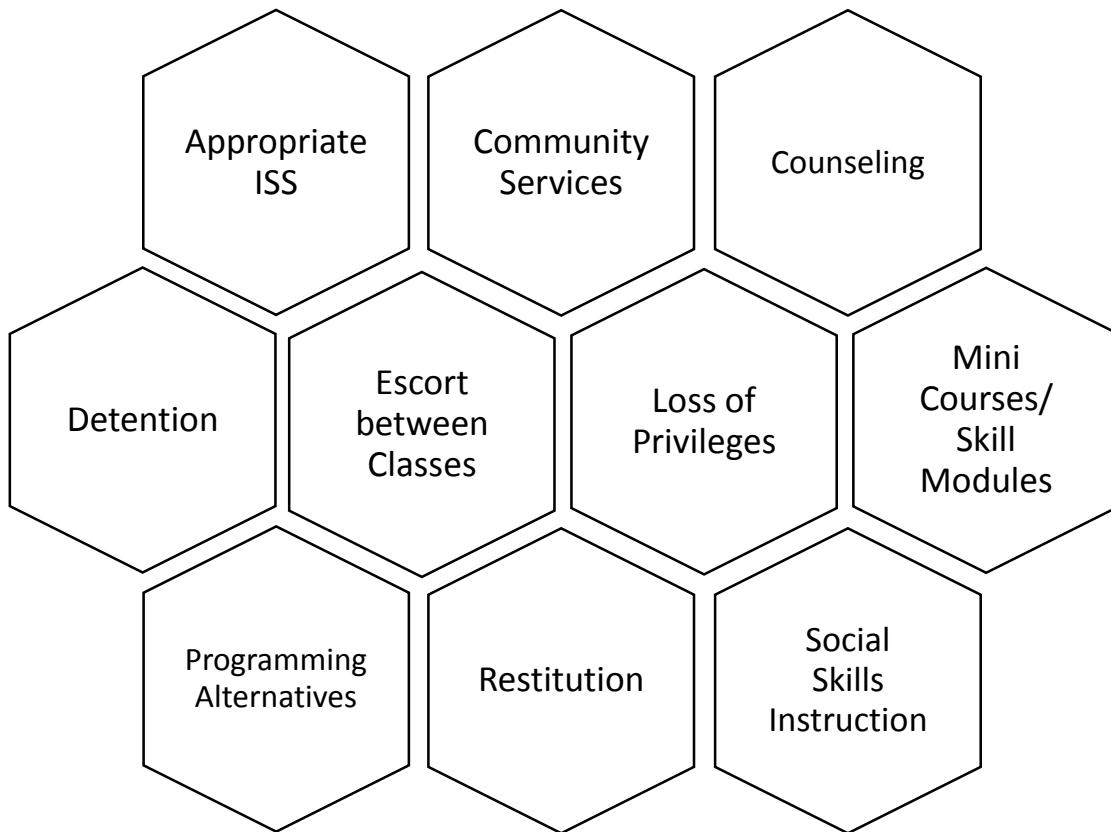
- Another informative website providing information on how to develop a visual schedule can be found at:  
[http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\\_tools/toc/folder5/5b\\_how\\_make\\_vis\\_sched.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/toc/folder5/5b_how_make_vis_sched.pdf)
- Educationandbehavior.com: <http://www.educationandbehavior.com/using-visual-schedules-2/>
- GoodTherapy.org: <http://www.goodtherapy.org/blog/transitions-three-tips-easier-children-autism-0508135>
- Greater information about setting up a visual schedule can be found at:  
[http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/VisualSchedules\\_Steps.pdf](http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/VisualSchedules_Steps.pdf).
- How-to create a visual schedule can be found in a document created by the Wills Point ISD:  
[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=11&ved=0CFMQFjAK&url=http%3A%2F%2Fwww.wpsid.com%2Fdownload.axd%3Ffile%3Db7261b4f-2f1c-4244-8a28-5dee4d62f8aa%26dnldType%3DResource&ei=CieMVdWqNZCvoQSXm4GYCw&usq=AFQjCNGkPRG8bVvm\\_gSLjq7VLjfCd\\_OXkQ](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=11&ved=0CFMQFjAK&url=http%3A%2F%2Fwww.wpsid.com%2Fdownload.axd%3Ffile%3Db7261b4f-2f1c-4244-8a28-5dee4d62f8aa%26dnldType%3DResource&ei=CieMVdWqNZCvoQSXm4GYCw&usq=AFQjCNGkPRG8bVvm_gSLjq7VLjfCd_OXkQ).
- Specialed.us website: <http://www.specialed.us/autism/structure/str11.htm>



## Behavioral Intervention: Visual Schedules

- Teaching Children with Autism Spectrum Disorders to Mand for the Removal of Stimuli that Prevent Access to Preferred Items can be retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3659490/>
- Templates and formats of visual schedules can be found at: [http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/how\\_to\\_create\\_visual\\_schedu.pdf](http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/how_to_create_visual_schedu.pdf).
- To learn more about visual schedules, and for some examples, please consider the Lesson Pix website: <http://lessonpix.com/articles/9/33/Visual+Schedules>.

## Examples of Alternatives to Suspension



## Alternative to Suspension: Appropriate ISS

**I. Description of the Alternative Consequence**

- **In-school suspension (ISS)** is a disciplinary technique which is designed to penalize problem behavior while student continues to participate in the academic community in some way. ISS may range from a class period to several days. Student continues to have access to the curriculum and school, learns the negative consequences of engaging in inappropriate behaviors, and decreases the number of inappropriate behaviors.

**II. Implementation Procedures**

- When a student commits a behavioral infraction he/she is assigned to in-school suspension,
- He/She is removed from the traditional classroom environment and put into a special suspension classroom, led by a teacher or team of teachers for the duration of the suspension.
- For the length of the suspension, the student reports for classes in the suspension room, and he or she is expected to complete homework assignments, work on projects, engage with other students, and, of course, show up for class.

**III. Progress Monitoring Tools**

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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**IV. Other Useful References**

- Advantage Press - <http://www.advantagepress.com/discipline.html>
- Best Practices in IN School Suspension - <http://www.childrensdefense.org/library/data/best-practices-in-school.pdf>
- Intervention Central – [www.interventioncentral.org](http://www.interventioncentral.org)
- PBIS World - [www.PBISworld.com](http://www.PBISworld.com)

## Alternative to Suspension: Community Services

### I. Description of the Alternative Consequence

- **Community services** are defined as voluntary work intended to help people in a particular area. Students can be assigned community service tasks, with appropriate supervision outside of school hours. These kinds of activities strengthen students' ties with the community and develop positive relationships with other adults. It teaches them the importance of helping the community and serves as a positive outlet for excessive energy. It involves them serving a positive role in the school, whereas some students may experience more negative emotions from the school setting. Some community service tasks teach students new trades and skills. Most importantly, studies have shown it to have no significant negative consequences on a student's achievement or school success. Examples of community service tasks include:
  - Helping students in other classrooms
  - Organizing books in the library
  - Planting flowers/assisting with gardening
  - Sweeping the floor
  - Working in the cafeteria

### II. Implementation Procedures

- Classroom teacher refers the case to the administrator based on a discipline infraction.
- Administrator discusses options of consequences with the classroom teacher.
- Administrator meets with the student and parent to determine the specifics about the community service assigned to the student.
- Staff is assigned to supervise the service and document completion of the service.
- Videos on the use of community service in schools can be found here:
  - <https://www.youtube.com/watch?v=lvCdMlp7CUQ>
  - <http://www.kgns.tv/home/headlines/community-298472141.html>
  - <https://www.youtube.com/watch?v=rgNTBSUYKJI>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Community Service for School: [www.communityserviceforschool.org](http://www.communityserviceforschool.org)
- Duke University: [https://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Alternatives\\_to\\_Suspension.pdf](https://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Alternatives_to_Suspension.pdf)
- Killingly Community Service: [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=6&ved=0CEIQFjAF&url=http%3A%2F%2Fwww.ctserc.org%2Fpbs%2Fkillingly.ppt&ei=ctSeVfulGc\\_xoASQnamQBg&usq=AFQjCNEsNb4EqayKdGqfwnG0EMerY7o3XQ](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=6&ved=0CEIQFjAF&url=http%3A%2F%2Fwww.ctserc.org%2Fpbs%2Fkillingly.ppt&ei=ctSeVfulGc_xoASQnamQBg&usq=AFQjCNEsNb4EqayKdGqfwnG0EMerY7o3XQ).
- Smith Prevention Initiatives developed the Community Service as an Alternative to Suspension: A Practical Program Toolkit which can be found at: <http://serviceoptions.org/Documents/manual.pdf>.
- Times Union: <http://blog.timesunion.com/fahy/giving-school-officials-another-option-in-place-of-suspension/144/>

## Alternative to Suspension: Counseling

### I. Description of the Alternative Consequence

- **Counseling** has been found to be an extremely effective alternative to suspension. It helps to teach the student replacement skills and build self-esteem. Examples of counseling programs include:
  - Anger management groups
  - Individual (one-on-one) counseling
  - Restorative justice
  - Social skills training

### II. Implementation Procedures

- Determine the type of counseling student needs (e.g., one-on-one counseling with a licensed counselor, restorative justice with an administrator, family therapy, social skills groups with a qualified provider) as well as the amount of counseling that may be needed.
- Determine a service provider (e.g., school counselor, social worker, or administrator).
- Determine the type of documentation needed.
- Discuss the discipline infraction and counseling services with the parent and student.
- Set a place and time for the counseling to take place.
- Set rules for counseling.
- Develop activities, tasks, and/or topics to cover.
- Designated provider implements the counseling services.
- Document the provision of the services.
- Examples of the use of counseling as an alternative to suspension can be seen in these videos:
  - [https://www.youtube.com/watch?v=g8\\_94O4ExSA](https://www.youtube.com/watch?v=g8_94O4ExSA)
  - <http://www.turnto23.com/news/local-news/new-methods-of-disciplining-children-shines-at-standard-school-district>
  - <https://www.wnyc.org/radio/#/ondemand/447193>.

### III. Progress Monitoring Tools

<a href="#"><u>Daily frequency/rate data sheet</u></a>	<a href="#"><u>Activity daily frequency/rate data sheet</u></a>	<a href="#"><u>30 minute weekly frequency/rate data sheet</u></a>	<a href="#"><u>15 minute scatterplot data sheet</u></a>	<a href="#"><u>Time sampling data collection sheet (multiple students)</u></a>
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### IV. Other Useful References

- “School Counseling in Disciplinary Alternative Education Programs”: <http://files.eric.ed.gov/fulltext/EJ1034763.pdf>
- CYN Counseling Center: <http://www.cyngrayslake.org/#!/Program-Spotlight-Alternative-to-Suspension/c21wt/0FBF2D53-4BDC-4CA1-9EFF-4BB3086E3283>
- Discovery Ctr: <http://www.discoveryctr.net/programs/alternativetosuspension.html>
- Restorative Justice 4 Schools: [http://www.restorativejustice4schools.co.uk/wp/?page\\_id=45](http://www.restorativejustice4schools.co.uk/wp/?page_id=45)
- State of Illinois’ “Implementing Restorative Justice: A Guide for Schools” can be found at: <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf>

## Alternative to Suspension: Detention

**I. Description of the Alternative Consequence**

- Student is detained and not allowed to eat lunch with peers, required to remain after school, and/or attend school on Saturday due to engaging in inappropriate behaviors. Student continues to have access to the curriculum and school while learning the negative consequences of engaging in inappropriate behaviors, and thus decreasing the number of inappropriate behaviors.

**II. Implementation Procedures**

- Identify school staff assigned to detention
- Determine location of detention
- Have student sign in
- Determine tasks to be completed in detention
- Monitor student's behavior during detention

**III. Progress Monitoring Tools**

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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**IV. Other Useful References**

- Peterson, R. L. (2006). *What every administrator needs to know about alternatives to suspension and expulsion*. University of Nebraska-Lincoln. Retrieved from [http://www.mslbd.org/Admin\\_Conference/Peterson%2010-6-06.pdf](http://www.mslbd.org/Admin_Conference/Peterson%2010-6-06.pdf)
- Positive Behavior and Intervention Support: [www.pbisworld.com](http://www.pbisworld.com)
- Skiba, R., & Sprague, J (2008). Safety without suspension. *Educational Leadership*, 66, 38-43.

## Alternative to Suspension: Escort between Classes

**I. Description of the Alternative Consequence**

- When the discipline infraction involves attendance issues mandating escorts can be considered as an alternative in transitioning from one class to the other class. These include skipping classes and arriving late to class. An escort would be an identified person, generally a staff member, who walks with the student to each of his/her classes.

**II. Implementation Procedures**

- Determine a person to provide the escort support.
- Inform the parent and the student of the disciplinary infraction and the escort support.
- Designated person escorts the student to each class as planned.
- Review student progress regularly to determine if escort support is still needed.

**III. Progress Monitoring Tools**

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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**IV. Other Useful References**

- Child and Family Policy: [https://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Alternatives\\_to\\_Suspension.pdf](https://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Alternatives_to_Suspension.pdf)
- [http://www.michigan.gov/documents/mde/3\\_Alternatives\\_to\\_OSS\\_-\\_Climate\\_2013\\_438911\\_7.pdf](http://www.michigan.gov/documents/mde/3_Alternatives_to_OSS_-_Climate_2013_438911_7.pdf)
- Okinawa District: [http://www.dodea.edu/Pacific/Okinawa/CampFoster/KubasakiHS/Policies\\_and\\_Procedures/KHSdiscipline.cfm](http://www.dodea.edu/Pacific/Okinawa/CampFoster/KubasakiHS/Policies_and_Procedures/KHSdiscipline.cfm)
- PBIS World: <http://www.pbisworld.com/tier-2/alternatives-to-suspension/>
- Safe Supportive Learning: <http://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Wyoming%20School%20Discipline%20Laws%20and%20Regulations.pdf>

## Alternative to Suspension: Loss of Privileges

### I. Description of the Alternative Consequence

- **Loss of privileges** involves losing out on some activity or object that the student may enjoy. It is usually easy to determine loss of privileges in classes or schools that regularly utilize positive reinforcement, but may be harder in classes or schools that do not. For example, students who don't attend school can lose their driving privileges (receive a suspended license) until their school attendance improves. Some examples of loss of privileges include:
  - Loss of computer use (for non-academic activities)
  - Loss of privilege to choose one's own seat (forced seating change)
  - Loss of reinforcement that was being given for appropriate behavior (e.g., loss of free time, homework-free card, a class activity, or edible reward given to the other students)
  - Lunch detention
  - Need to be escorted from one class to the next
  - Suspension from a dance or school activity
  - Suspension from a field trip
  - Suspension from extracurricular activity/involvement

### II. Implementation Procedures

- Examine privileges that the student may be receiving.
- Determine which loss of privilege would be fair, fitting for the situation, and would be seen as an effective consequence for the student.
- Inform the student and parent about the discipline infraction and the loss of privilege.
- Three examples of loss of a privilege at the secondary school level are noted on these videos:
  - <https://www.youtube.com/watch?v=rT7J9OI6TIM>
  - <http://wreg.com/2014/10/28/arlington-high-school-cracks-down-on-tardiness-with-new-policy/>
  - <http://wreg.com/2015/04/23/no-prom-is-punishment-for-after-school-brawl/>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- CDPS: <http://cdpsdocs.state.co.us/safeschools/CSSRC%20Documents/Creative%20Discipline%20Ideas%20FINAL%204-19-13.pdf>
- Education World: [http://www.educationworld.com/a\\_curr/columnists/charney/charney007.shtml](http://www.educationworld.com/a_curr/columnists/charney/charney007.shtml)
- Madera High School: <http://www.madera.k12.ca.us/Page/354>
- Responsive Classrooms: <https://www.responsiveclassroom.org/article/three-types-logical-consequences>
- Specialed.about.com: <http://specialed.about.com/od/managementstrategies/a/Creating-A-Comprehensive-Classroom-Management-Plan.htm>



## Alternative to Suspension: Mini Courses/Skill Modules

### I. Description of the Alternative Consequence

- **Mini Courses or Skill Modules** are short units of self-study modules related to the student's inappropriate behavior. The courses should be designed to teach the student to have increased awareness or knowledge about the selected topic. These modules might include readings, videos, workbooks, tests, and oral reports on a range of topics such as conflict resolution, anger control strategies, getting along with others, and appropriate communication skills. Through the mini courses/modules, student learns prosocial skills, remains in school, and decreases number of inappropriate behaviors.

### II. Implementation Procedures

- Select appropriate module for the student.
- Arrange schedule (based on number of units in each module) and time allowed to complete each unit.
- Conduct exit exam and/or interview to ensure student gets the message.
- Continue to monitor student behavior.

### III. Progress Monitoring Tools

<a href="#"><u>Daily frequency/rate data sheet</u></a>	<a href="#"><u>Activity daily frequency/rate data sheet</u></a>	<a href="#"><u>30 minute weekly frequency/rate data sheet</u></a>	<a href="#"><u>15 minute scatterplot data sheet</u></a>	<a href="#"><u>Time sampling data collection sheet (multiple students)</u></a>
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### IV. Other Useful References

- Intervention Central – [www.interventioncentral.org](http://www.interventioncentral.org)
- PBIS World: [www.pbisworld.com](http://www.pbisworld.com)

## Alternative to Suspension: Programming Alternatives

### I. Description of the Alternative Consequence

- Change the student's schedule, classes, or program which would avoid problem environments or situations. This would allow student to continue to have access to the curriculum and school while learning the negative consequences of engaging in inappropriate behaviors, thus decreasing the number of inappropriate behaviors.

### II. Implementation Procedures

- Consult with school administrator (e.g. assistant principal, school counselor) to determine options to schedule, class, or program changes.
- School administrator informs parents of the programming change.
- If needed, conduct ARD/IEP meeting to discuss and endorse programming changes.
- Revise student's schedule based on the selected option.
- Teachers continue to monitor student behavior.

### III. Progress Monitoring Tools

<a href="#"><u>Daily frequency/rate data sheet</u></a>	<a href="#"><u>Activity daily frequency/rate data sheet</u></a>	<a href="#"><u>30 minute weekly frequency/rate data sheet</u></a>	<a href="#"><u>15 minute scatterplot data sheet</u></a>	<a href="#"><u>Time sampling data collection sheet (multiple students)</u></a>
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### IV. Other Useful References

- PBIS World: [www.pbisworld.com](http://www.pbisworld.com)
- Positive Environments, Network of Trainers (PENT), California Department of Education: <http://www.pent.ca.gov/frm/forms.html>

## Alternative to Suspension: Restitution

### I. Description of the Alternative Consequence

- **Restitution** can be defined as “the restoration of something lost or stolen to its proper owner.” It can also be defined as “reparation made by giving an equivalent or compensation for loss, damage, or injury caused.” Therefore, restitution as an alternative to suspension is essentially repairing whatever damage is caused by the offense that warrants suspension. It permits the student to help restore or improve the school environment. It is another way of wording “letting the punishment fit the crime.” Some examples include:
  - Cleaning walls of a campus that the student had written on
  - Creating a caring environment (sending a note, making a handmade gift, offering to help another student, tutoring younger students)
  - Creating a more respectful environment (modeling and encouraging respectful and inclusive games at lunch, removing graffiti)
  - Creating a safer environment (working with grounds crew on repair tasks)
  - Helping out a peer whom the student had teased
  - Repairing school property that the student damaged

### II. Implementation Procedures

- Review the discipline infraction to determine if it can be fixed or repaired by the student.
- Discuss the discipline infraction and restitution with the parent and student.
- Determine a schedule for completing restitution.
- Document all restitution completed.
- A video about alternatives to suspension can be found here:  
<https://www.youtube.com/watch?v=lvCdMlp7CUQ>

### III. Progress Monitoring Tools

<a href="#">Daily frequency/rate data sheet</a>	<a href="#">Activity daily frequency/rate data sheet</a>	<a href="#">30 minute weekly frequency/rate data sheet</a>	<a href="#">15 minute scatterplot data sheet</a>	<a href="#">Time sampling data collection sheet (multiple students)</a>
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### IV. Other Useful References

- Building & Sustaining Student Engagement:  
<http://k12engagement.unl.edu/Briefs/Restitution/Restitution%2011-25-2013.pdf>
- Diane Gossen: <http://www.realrestitution.com/horizons.pdf>
- Education World: [http://www.educationworld.com/a\\_curr/columnists/charney/charney007.shtml](http://www.educationworld.com/a_curr/columnists/charney/charney007.shtml)
- Intervention Central – [www.interventioncentral.org](http://www.interventioncentral.org)
- Iu17: <http://www.iu17.org/wp-content/uploads/2013/07/Alternative-to-Suspension-and-Expulsions.pdf>
- Jimerson, S. R., Swearer, S. M., & Espelage, D. L. (Ed.) (2009). *Handbook of bullying in schools: An international perspective*. Florence, KY: Taylor & Francis Books Inc.
- Responsive Classroom: <https://www.responsiveclassroom.org/article/three-types-logical-consequences>
- Stomp Out Bullying - [www.stompoutbullying.org](http://www.stompoutbullying.org)
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. New York, NY: Guilford Press.

## Alternative to Suspension: Social Skills Instruction

### I. Description of the Alternative Consequence

- *Social Skills Instruction* teaches students appropriate interpersonal communication skills, self-discipline, and problem solving skills. It combines a number of strategies to prevent and replace problem behaviors, and increase skills and behaviors leading to social competence. It is most effective when it becomes a part of the daily academic curriculum and is implemented on a class-wide and school-wide basis.

### II. Implementation Procedures

- Introduce the skill at a neutral (scheduled) time.
- Model and practice the skill.
- Provide behaviorally specific acknowledgement and correction.
- Consistently enforce the skills throughout the day.
- Promote generalization of skills to all settings.
- Provide pre-correction and prompts.
- Re-teach, when necessary.
- Monitor/support students to skill mastery.
- Recognize and reward displays of appropriate behaviors.

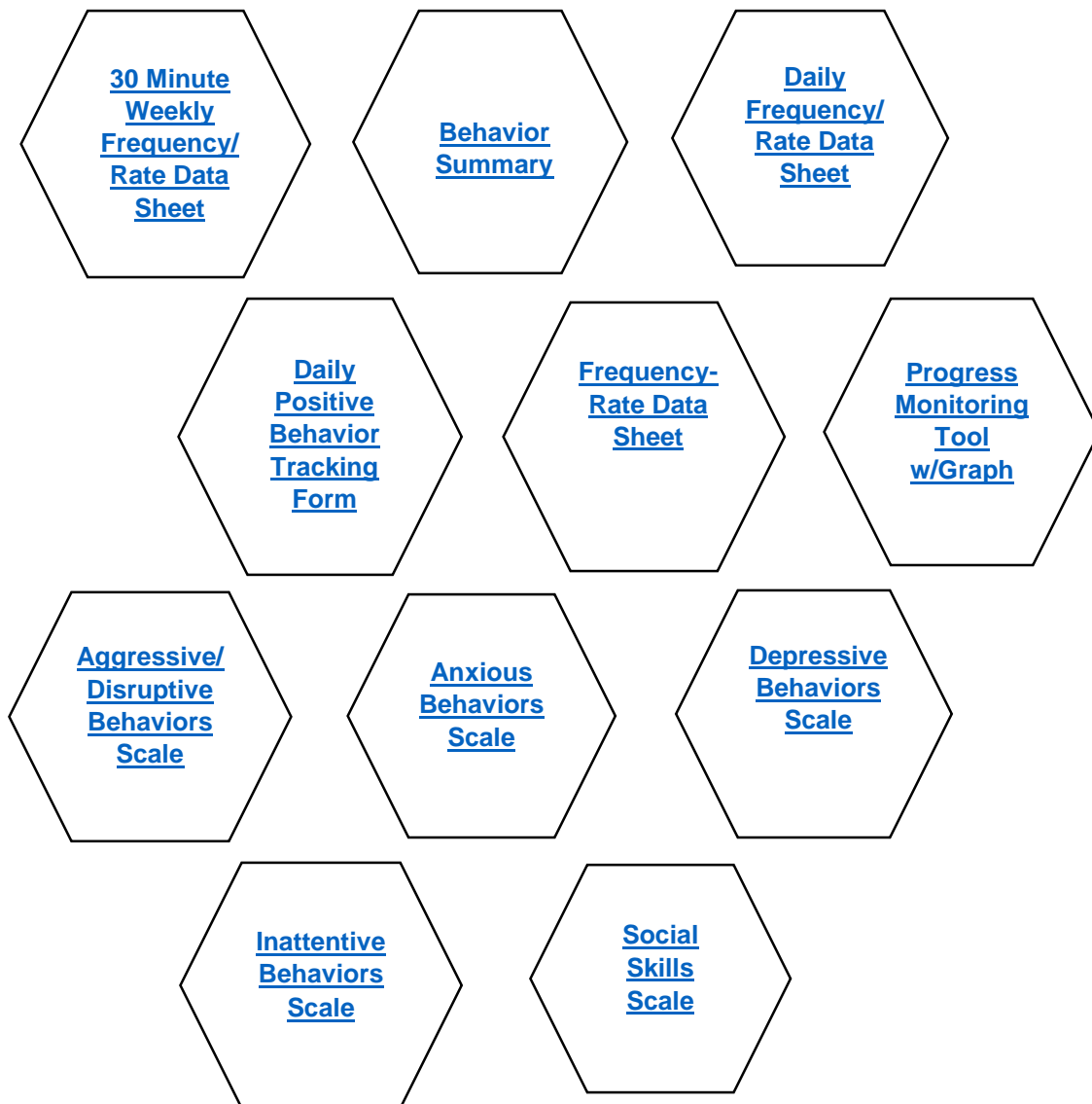
### III. Progress Monitoring Tools

<a href="#"><u>Daily frequency/rate data sheet</u></a>	<a href="#"><u>Activity daily frequency/rate data sheet</u></a>	<a href="#"><u>30 minute weekly frequency/rate data sheet</u></a>	<a href="#"><u>15 minute scatterplot data sheet</u></a>	<a href="#"><u>Time sampling data collection sheet (multiple students)</u></a>
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### IV. Other Useful References

- Intervention Central: [www.interventioncentral.org/](http://www.interventioncentral.org/)
- NASP Fact Sheet – Social Skills:  
[http://www.nasponline.org/resources/factsheets/socialskills\\_fs.aspx](http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx)
- PBIS World – [www.PBISWorld.com](http://www.PBISWorld.com)
- Synapse: Reconnecting Lives - <http://synapse.org.au/get-the-facts/social-skills-deficits-fact-sheet.aspx>

## Examples of Progress Monitoring Tools



## Appendix I: Mental Health and Suicide Prevention Resources

Every year, Texas Department of State Health Services (DSHS) updates a list of recommended programs for public school implementation. The work is done in [accordance with legislation](#), and includes the Texas Education Agency and Education Service Centers.

The following resources help educators learn about mental health intervention and development, substance abuse prevention and intervention, and suicide prevention. Several of these programs are for curriculums to be used in the classroom, but many are knowledge-based for educators themselves.

Programs with an asterisk\* cover multiple domains.

The [National Registry of Evidence Based Programs Practices \(NREPP\)](#) is a searchable online database of more than 340 substance abuse and mental health interventions. Additionally, the Best Practice Registry of the [Suicide Prevention Resource Center](#) includes best practice-based suicide prevention programs.

### Early Mental Health Intervention

#### [The Child Trauma Toolkit for Educators](#)

The Child Trauma Toolkit for Educators was developed to provide school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system. This toolkit is free through The National Child Traumatic Stress Network website.

#### [Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\)](#)

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters.

#### [Incredible Years](#)

- Incredible Years is a set of three interlocking, comprehensive, and developmentally based training programs for children and their parents and teachers. These programs are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems.
- The Incredible Years teacher program is one of 3 components of Incredible Years. The teacher training program is delivered to early childhood and elementary school teachers of young children (3-8 years) and consists of 42 hours (6 days) of monthly workshops delivered by a trained facilitator. The program focuses on strengthening teachers' classroom management strategies; promoting children's prosocial behavior, emotional self-regulation, and school readiness; and reducing children's classroom aggression and noncooperation with peers and teachers. The training also helps teachers collaborate with parents to support parents' school involvement and promote consistency between home and school.

[Mental Health First Aid \(MHFA\)](#)\* --Available through HISD trainers. Contact Dr. Shuk Wa Wong ([swong@houstonisd.org](mailto:swong@houstonisd.org)) for details.

MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes: risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well.

#### [Olweus Bullying Program](#)\*

Olweus Bullying Program utilizes online courses, web conferences and in-person program implementation seminars. These interactive programs provide key information about bullying, cyber bullying, and dating

violence, and explain how schools, community organizations, and parents can create safe, healthy environments.

#### [Psychological First Aid for Schools](#)

Psychological First Aid for Schools is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of a school crisis, disaster, or terrorism event.

## Mental Health Promotion and Positive Youth Development

#### [Caring School Community](#)

Caring School Community (CSC), formerly called the Child Development Project, is a universal elementary school (K-6) improvement program aimed at promoting positive youth development. The program is designed to create a caring school environment characterized by kind and supportive relationships and collaboration among students, staff, and parents.

#### [Early HeartSmarts Program for Preschool Children](#)

The Early HeartSmarts Program for Preschool Children is designed to facilitate the social, emotional, physical (i.e., motor skills), cognitive, and language development of children ages 3-6. The program is based on over a decade of research on the role that positive emotions play in the functioning of the body, brain, and nervous system and the subsequent positive impact of these emotions on cognitive development.

#### [Good Behavior Game \(GBG\)\\*](#)

Good Behavior Game (GBG) is a classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and reduce aggressive, disruptive classroom behavior, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder, and violent and criminal behavior.

#### [Michigan Model for Health\\*](#)

The Michigan Model for Health is a comprehensive and sequential health education curriculum that aims to give students aged 5-19 years (grades K-12) the knowledge and skills needed to practice and maintain healthy behaviors and lifestyles.

#### [National Alliance on Mental Illness \(NAMI\) Family-to-Family Education Program](#)

The National Alliance on Mental Illness (NAMI) Family-to-Family Education Program is a 12-session course for family caregivers of individuals living with serious mental illness. The curriculum-based course covers a range of topics, including participants' emotional responses to the impact of mental illness on their lives, current information about many of the major mental illnesses, current research related to the biology of brain disorders, and information on the evidence-based treatments that are most effective in promoting recovery.

#### [Virginia Student Threat Assessment Guidelines](#)

The Virginia Student Threat Assessment Guidelines (V-STAG) is a school-based manualized process designed to help school administrators, mental health staff, and law enforcement officers assess and respond to threat incidents involving students in kindergarten through 12th grade and prevent student violence.

## Substance Abuse Prevention

#### [Good Behavior Game \(GBG\)\\*](#)

Good Behavior Game (GBG) is a classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and reduce aggressive, disruptive classroom behavior, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder, and violent and criminal behavior.

#### [I'm Special](#)

I'm Special is a substance abuse prevention program for 3rd and 4th graders. The primary goal of the program is to develop and nurture each child's sense of uniqueness and self-worth. It further enhances the protective and resiliency factors of children by teaching them appropriate ways for dealing with feelings; steps for making



decisions; and skills for healthy living, effective group interactions, and resisting drugs, as provided through the program's "no use" message.

#### [Michigan Model for Health\\*](#)

The Michigan Model for Health is a comprehensive and sequential health education curriculum that aims to give students aged 5-19 years (grades K-12) the knowledge and skills needed to practice and maintain healthy behaviors and lifestyles.

#### [PALS: Prevention through Alternative Learning Styles](#)

PALS: Prevention through Alternative Learning Styles is an alcohol, tobacco, and other drugs (ATOD) prevention program primarily for middle school students. Goals of PALS include (1) lowering students' intentions to use ATOD, (2) increasing students' use of refusal skills, and (3) enhancing students' knowledge of the effects of ATOD, peer pressure and healthy decision making, and different learning styles.

#### [Peer Assistance and Leadership \(PAL\)\\*](#)

Peer Assistance and Leadership (PAL) is a peer helping program that seeks to build resiliency in youth by pairing youth with peer helpers who receive training and support from teachers participating in the program.

### Substance Abuse Intervention

[Mental Health First Aid \(MHFA\)\\*](#) --Available through HISD trainers. Contact Dr. Shuk Wa Wong ([swong@houstonisd.org](mailto:swong@houstonisd.org)) for details. MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes: risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well.

### Suicide Prevention

#### [ASK about Suicide to Save a Life Gatekeeper Training](#)

ASK about Suicide to Save a Life is a gatekeeper training that can be modified between 1-3 hours, based on the needs of the trainees. It is similar to Question, Persuade and Refer (QPR) and is a best practice training that was developed in Texas, with Texas specific data, resources and information. Participants have opportunities to learn the warning signs, protective and risk factors about suicide. They will learn how to ask people directly about suicidal thoughts and behaviors and how to refer them to appropriate help. There are trainings offered across Texas, as well as an online video of two ASK Master Trainers teaching a sample course for an hour. There are also accompanying power point presentation materials.

#### [Applied Suicide Intervention Skills Training \(ASIST\)](#)

ASIST is founded on the principle that everyone can make a difference in preventing suicide. Developed in 1983 and regularly updated to reflect improvements in knowledge and practice, ASIST is the world's leading suicide intervention workshop. During the two-day interactive session, participants learn to intervene and help prevent the immediate risk of suicide.

#### [Model Adolescent Suicide Prevention Program \(MASPP\)](#)

The Model Adolescent Suicide Prevention Program (MASPP) is a public health-oriented suicidal-behavior prevention and intervention program originally developed for a small American Indian tribe in rural New Mexico to target high rates of suicide among its adolescents and young adults.

#### [Olweus Bullying Program\\*](#)

Olweus Bullying Program utilizes online courses, web conferences and in-person program implementation seminars. These interactive programs provide key information about bullying, cyber bullying, and dating violence, and explain how schools, community organizations, and parents can create safe, healthy environments.

#### [Peer Assistance and Leadership \(PAL\)\\*](#)

Peer Assistance and Leadership (PAL) is a peer helping program that seeks to build resiliency in youth by pairing youth with peer helpers who receive training and support from teachers participating in the program.



[safeTALK](#)

safeTALK is a 4-hour gatekeeper training and excellent tool for people who want to become alert to the dangers of suicide in a convenient timeframe. Although formal caregivers such as social workers and counselors employ safeTALK skills, the program is also used by students, teachers, community volunteers, first responders, military personnel, police, public and private employees, and professional athletes – among many others. By providing a universal model with adaptable components, safeTALK offers useful skills to every audience.

[SOS Signs of Suicide](#)

SOS Signs of Suicide is a secondary school-based suicide prevention program that includes screening and education. Students are screened for depression and suicide risk and referred for professional help as indicated.

## Educator Preparation Programs (EPP) Resources

Effective September 1, 2015, TEC 21.044(c-1) requires a person seeking a certificate that includes a bachelor's degree as part of the minimum academic qualifications to receive instruction regarding mental health, substance abuse, and youth suicide as part of the training required to obtain that certificate. The mental health instruction must include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports. The resources listed below have been recommended by a panel of experts in the diagnosis and treatment of mental or emotional disorders to meet this requirement.

[Youth Mental Health First Aid Training](#)

MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes: risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well.

[Texas Behavior Support Initiative Training](#)

The Texas Behavior Support Initiative (TBSI) training is designed to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.

## Appendix II: Managing Challenging Behaviors on Campus Flowchart

