Defusing Disruptive Behavior

Defusing Disruptive Behavior

Defusing Disruptive Behavior is a deeper dive into understanding problem behavior and learning how to address these behaviors more effectively in the classroom. Building upon a continuum of responses, this training will explain multiple evidence-based strategies that can be used to address these behaviors.

Learning Intentions:

Participants will:

- be able to identify functions of behavior and understand the importance of function-based interventions;

- understand the importance of building, maintaining, and repairing relationships within the classroom;

- reflect on their beliefs about and responses to behavior and how that influences student behaviors;

- understand the phases of the escalation cycle and strategies that correspond with each phase to support staff and students; and

- gain a better understanding of interventions and how to use them in response to behavior.

Table of Contents

Action Planner

|	Data	Person(s) Responsible	Timeline
	Identify functions of behavior and understand the importance of function-based interventions		
TFI 1.6 Discipline Procedures	• How will <u>observational data</u> be <u>collected</u> and used to <u>accurately determine function(s) of student behavior</u>?		
	• How will we <u>assess teachers' understanding of behavioral function?</u>		
	• How will we <u>monitor</u> teacher considerations of <u>function of student behavior</u> when responding to disruptive behavior according to our flowchart?		
	Practices:	**Person(s) Responsible**	**Timeline**
	• What strategies will teachers use to <u>teach replacement behaviors</u> to students?		

Systems:	Person(s) Responsible	Timeline
• How will we <u>support staff</u> in developing skills for <u>collecting observational data</u>?		
• How will we ensure teachers are prepared to accurately <u>assess functions of student behavior</u> in the classroom?		

☐ **Understand the importance of relationships.**
☐ **Reflect on their own behavior/beliefs and how that influences student behavior.**

Data	Person(s) Responsible	Timeline
• How will we <u>assess</u> the need to implement strategies to <u>build relationships</u> with students?		
• How will teachers <u>monitor</u> their own <u>vulnerable decision points</u> and <u>beliefs about behavior</u> to be proactive in preventing responses that may escalate student behavior?		

TFI 1.6 Discipline Procedures

VaTSS
Virginia Tiered Systems of Supports

Practices:	Person(s) Responsible	Timeline
• What <u>practices</u> do we need to implement or improve around building relationships with students and/or recognizing our own behaviors when responding to disruptive student behavior?		
Systems:	Person(s) Responsible	Timeline
• How will we <u>support staff</u> in building relationships with students?		
• How will we <u>prepare staff</u> to assess their own <u>reactions/ behaviors</u> in response to student behaviors?		

☐ **Recognize characteristics of the phases of the escalation cycle and align strategies to support staff and students.**
☐ **Gain a better understanding of various interventions and how to use them in response to behavior.**

	Data	Person(s) Responsible	Timeline
TFI 1.6 Discipline Procedures	• How will we <u>assess</u> teacher understanding of the <u>escalation cycle</u> and use of <u>de-escalation strategies</u> when responding to disruptive student behavior?		
	• How will we <u>monitor</u> the use of <u>de-escalation strategies</u> when responding to disruptive student behavior?		

VTSS
Virginia Tiered Systems of Supports

Practices:	Person(s) Responsible	Timeline
• What <u>practices</u> will we implement to <u>support students</u> exhibiting disruptive behavior in order to <u>decrease escalating behaviors</u>?		

Systems:	Person(s) Responsible	Timeline
• How will we <u>share information</u> on the <u>escalation cycle and de-escalation strategies</u> to staff?		
• How will we <u>support teachers</u> in the use of <u>de-escalation strategies</u> in the classroom?		
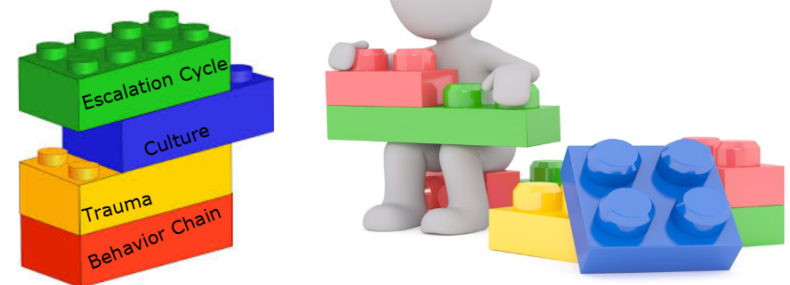
What is VTSS

Virginia Tiered Systems of Supports (VTSS) integrates academics, behavior and mental wellness into a framework for establishing the supports needed for a school to be an effective learning environment for all students.

This systemic approach allows divisions, schools and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process (VTSS, 2016).

Implementation Logic
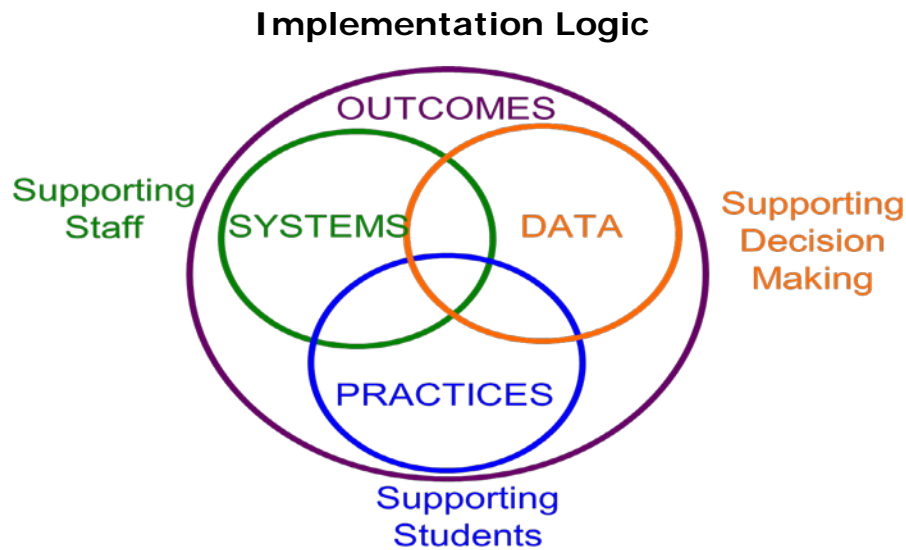
Tiered Systems
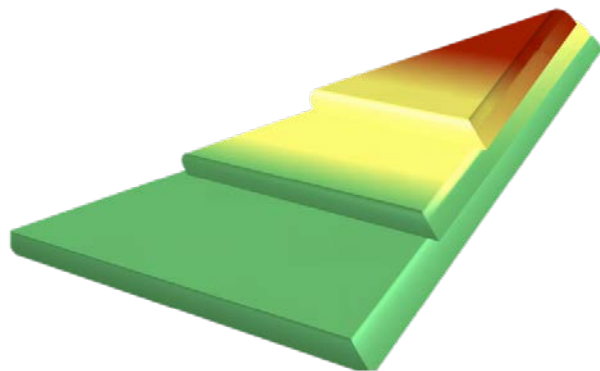
The Escalation Cycles
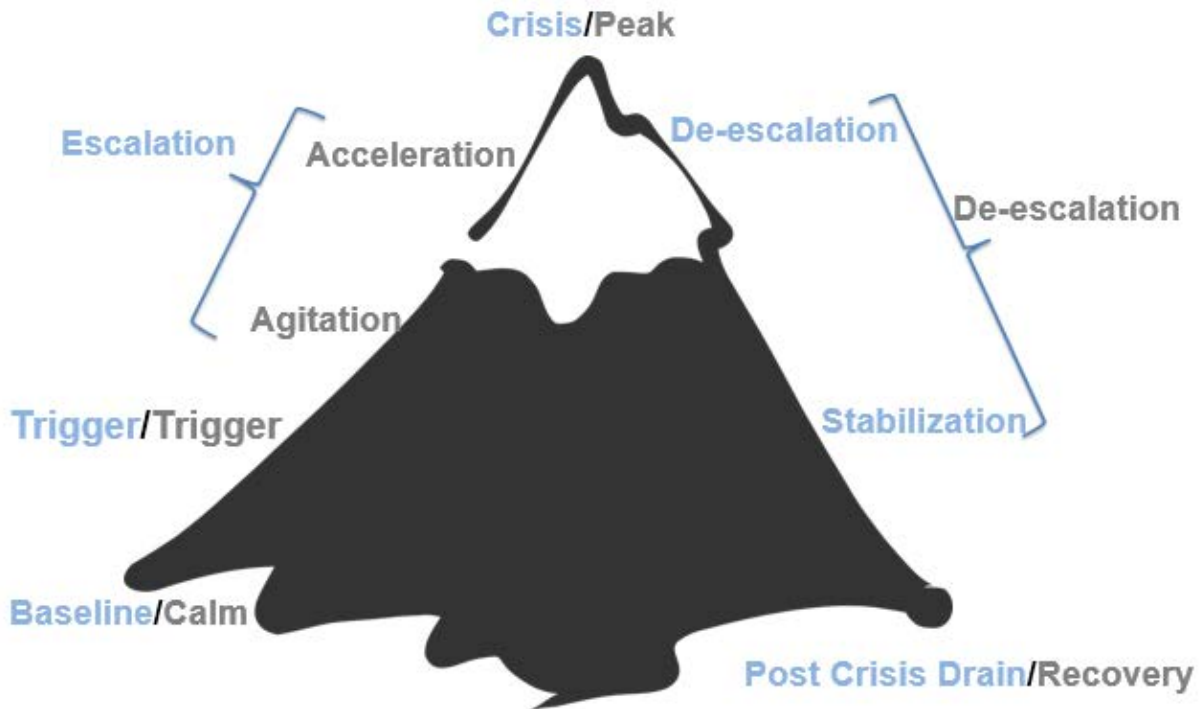
- Provides a model to represent behaviors in an escalating chain.

- Defined in seven phases.

- Specific features at each phase should allow staff some predictability in planning for responding to students.

- Our goal is to use evidence-based practice to interrupt the student's cycle.

Escalation Cycle
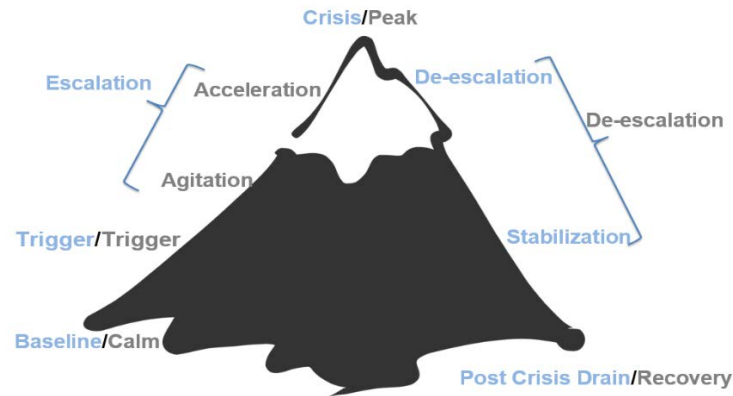
BASELINE - Prevent and Teach

- Establish relationships and meet basic needs
- Use school-wide strategies
- Understand behavior
- Teach specific skills

TRIGGER — Interrupt/Intervene-Separate from Trigger

- Plan ahead
- Identify and remove the stimulus or remove the person from the stimulus
- Debrief avoiding 'why' question
- Offer assurance and additional time

ESCALATION - Interrupt/Intervene-Connect

- Calming Strategies
- Redirection
- Proximity - for attention motivated
- Provide space
- Modify task (Academic lesson is not priority at this time; moving student back to calm phase is primary goal.)
- Choice
- Provide alternate/enriched sensory

Escalation Cycle

CRISIS/PEAK: Ensure Everyone's Safety

- Interact as little as is necessary to ensure safety
- Provide physical space
- Limit talking
- Be aware and plan ahead

DE-ESCALATION: Interrupt/Intervene-Avoid Re-escalation

- Assign low level independent task
- Avoid blaming
- Choice
- Differential Reinforcement

POST CRISIS DRAIN/RECOVERY: Support and Observe

•Positively reinforce any displays of appropriate behavior.
•Intervention is focused on re-establishing routine activities.
•Debrief *(after student has been calm at least 20 minutes)*
•Not an aversive consequence
•No more than 3-5 minutes

AFTER THE INCIDENT: Plan for supports and Build Skills

- Reflect on/analyze the incident
- Make a plan
- Self-care

Student Escalation Scenario Activity

	Student Behavior	Staff Response
BASELINE/CALM		

	Identify Known Triggers	Student Behavior	Staff Response
TRIGGER			

	Student Behavior	Staff Response
ESCALATION/ AGITATION & ACCELERATION		

	Student Behavior	Staff Response
CRISIS/PEAK		

	Student Behavior	Staff Response
DE-ESCALATION/ STABILIZATION		

	Student Behavior	Staff Response
POST CRISIS DRAIN/RECOVERY		

Context Matters Notes

Relationships

Self

Culture
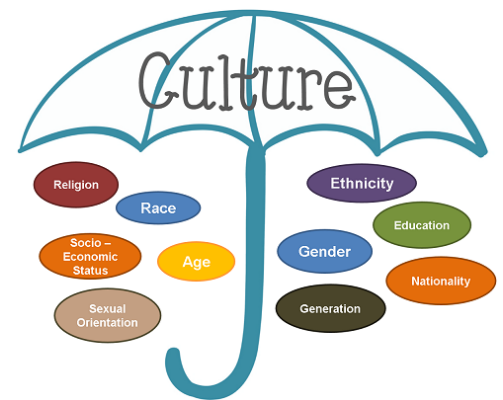
Trauma
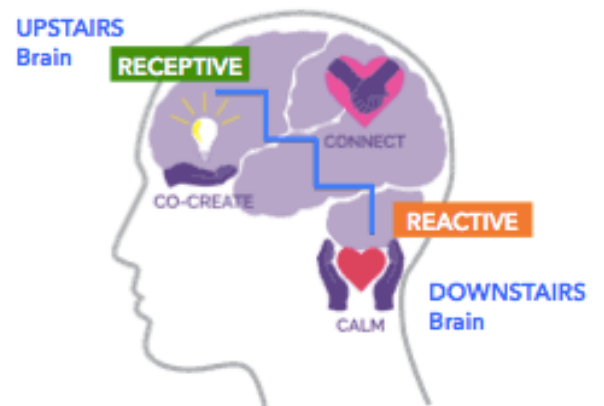
Relationships

One of the most effective indicators to focus on is Teacher-student Relationships which ranked d = 0.72. The relationship teachers have with their students dictates the impact they will have on their students' achievement.
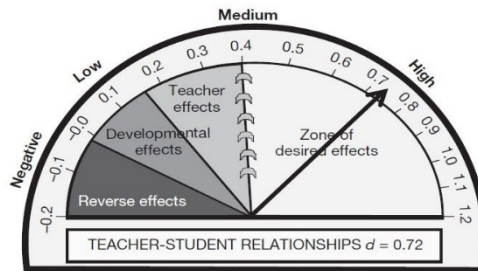
- Provide contingent and non-contingent attention
- Incorporate class circles, morning meetings, etc.
- Maintain a positive tone and body language

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized. Haim Ginott

Behavior

Behavior is a response of an individual or group to an action, person, environment or stimulus. Behavior can be observed and measured.

Classroom-managed (minor)	Office-managed (major)
Involve opportunities for teachable moments and minimizing interruption to instruction	Involve school and student physical and emotional safety *These are still going to become teachable moments when threat and critical stress have been mitigated.*

EXAMPLES

Classroom-managed (minor)	Office-managed (major)
• tardiness • running in hallway • missing materials • gum chewing • wearing hat • incomplete classroom assignments, etc.	• threats • physical fights • property damage • drugs, tobacco • weapons • leaving school grounds without permission • chronic behaviors • not responding to teacher intervention

Continuum of Support for Behavior

Ongoing Teaching and Encouraging of Expectations and Building Relationships

Behavior occurs that interferes with learning

Office-Managed (major)

Office Discipline Referral

After 2 referrals…

Problem solving with:
    Families
    Grade level team
    Department team
    Student assistance team

If behavior continues or escalates…

Recommendation for Tier II support

Classroom-Managed (minor)

Behavior Improves

Proximity
Signal/Non-verbal Cue
Recognize on-task behavior
Support for Procedure/Routine
Continue teaching, encouraging, and building relationships
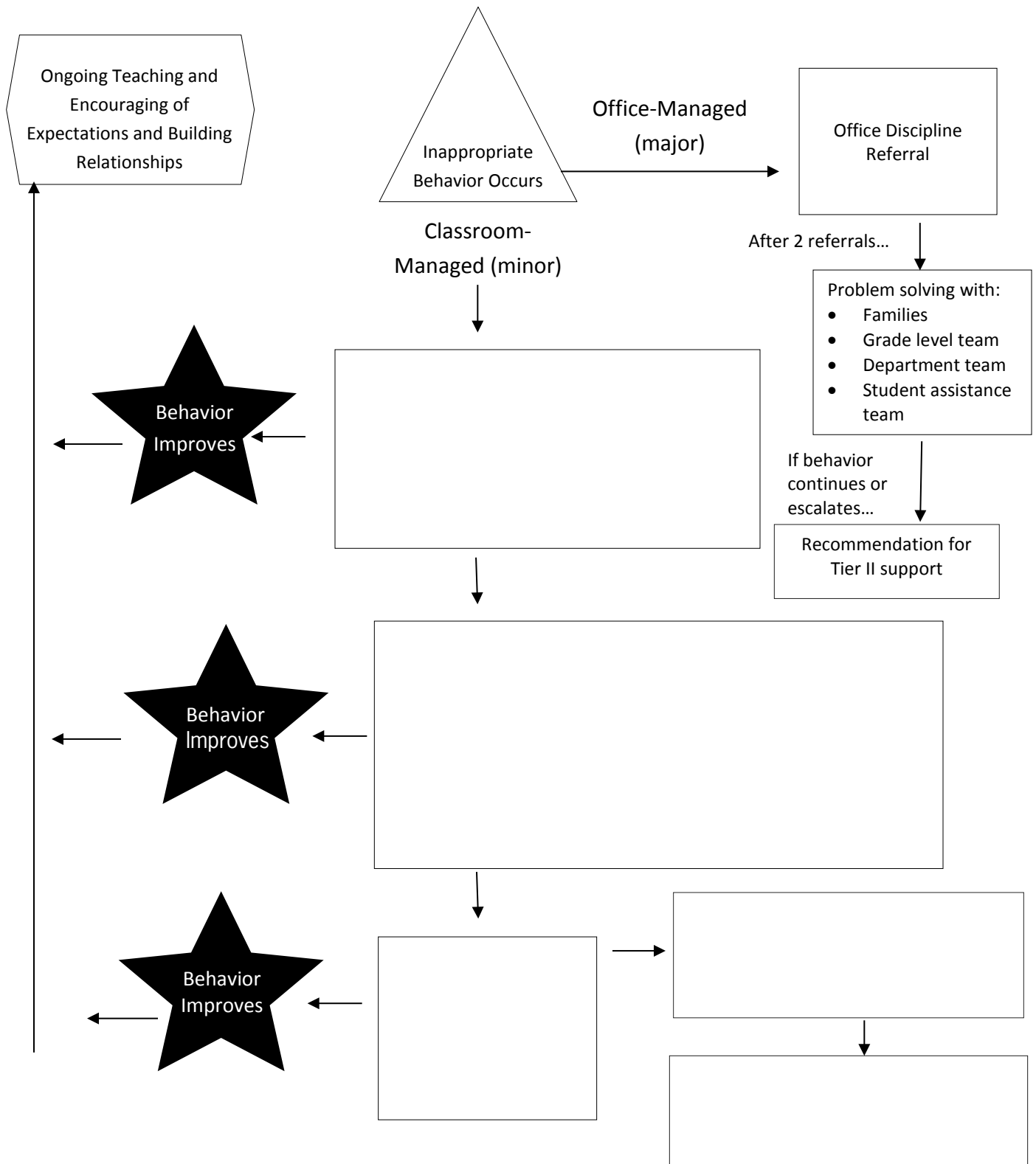Think function (why)

Behavior Improves

Re-direct
Re-teach
Provide Choice
Conference
Continue teaching, encouraging and building relationships
Think function (why)
If student behavior persists, begin using minor (classroom-managed) behavior data collection form to collect data for problem solving and inform decision-making.

Behavior Improves

Problem solving with:
    Families
    Grade level team
    Department team
    Student assistance team

If the behavior doesn't decrease in intensity and/or frequency, then enlist the support of the administrator

Support options:
Administrative input and support
Recommendation for Tier II support

Continuum of Support for Behavior

Ongoing Teaching and Encouraging of Expectations and Building Relationships

Inappropriate Behavior Occurs

Office-Managed (major)

Office Discipline Referral

Classroom-Managed (minor)

After 2 referrals…

Problem solving with:
- Families
- Grade level team
- Department team
- Student assistance team

If behavior continues or escalates…

Recommendation for Tier II support

Behavior Improves

Behavior Improves

Behavior Improves
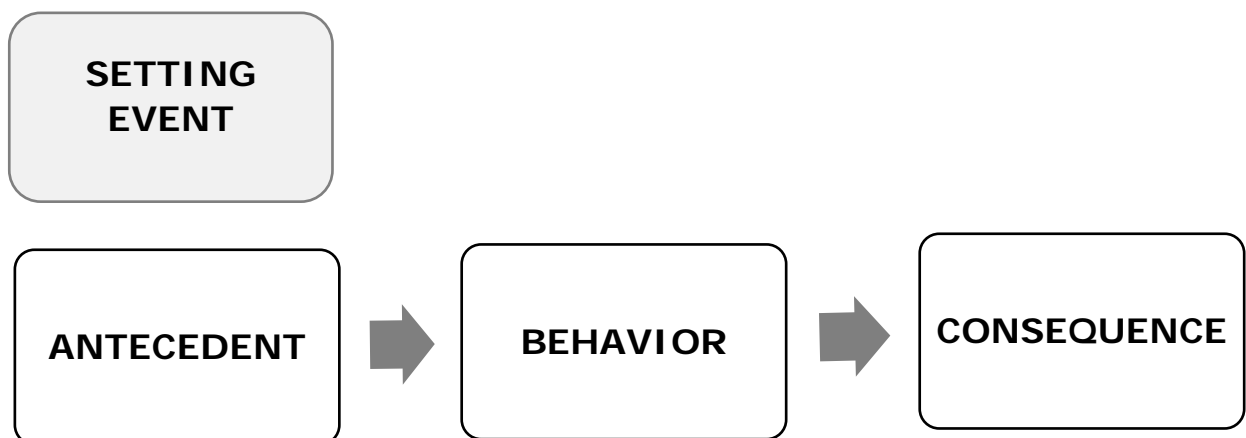
Behavior is Communication

- **Antecedent** – occurs immediately before the behavior
- **Behavior** – observable and measurable action
- **Consequence** – occurs immediately after the behavior

| ANTECEDENT | → | BEHAVIOR | → | CONSEQUENCE |

Reinforcement – anything that follows a behavior that causes a behavior to increase

Setting event – ecological events or conditions (e.g. lack of sleep, change in routine, noisy environment, crowds, allergies, illness, etc.) that <u>increase the likelihood</u> that the challenging behavior may occur. (O'Neill, et al., 1997)

| SETTING EVENT |

| ANTECEDENT | → | BEHAVIOR | → | CONSEQUENCE |

Behavior is communication

Trauma - results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (SAMHSA)

Structural barriers — "Obstacles that collectively affect a group disproportionately and perpetuate or maintain stark disparities in outcomes. These obstacles can be policies, practices, and other norms that favor an advantaged group while systemically disadvantaging a marginalized group" (Simms, McDaniel, Fyffe, & Lowenstein, 2015).

Implicit bias - "Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness "(Kirwan Institute, 2015).

Microaggressions - "Subtle, everyday verbal and nonverbal slights, or insults which communicate hostile, derogatory, or negative messages to people of color based on their marginalized group membership. In many cases, these covert messages serve to invalidate positive group identity or trivialize their experience" (Sue et al., 2007).
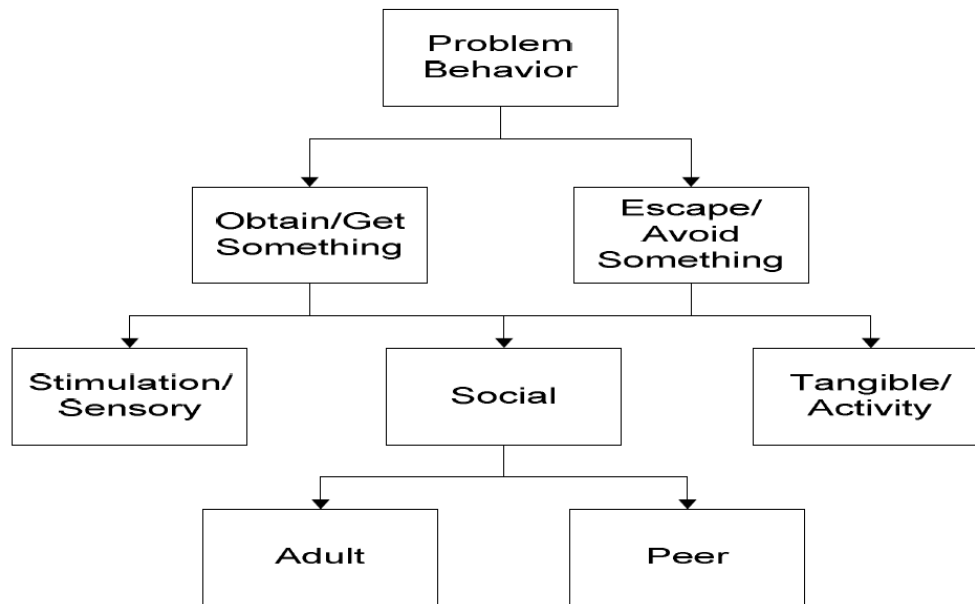
What Are Possible Setting Events?

My Setting Events

Student Setting Events
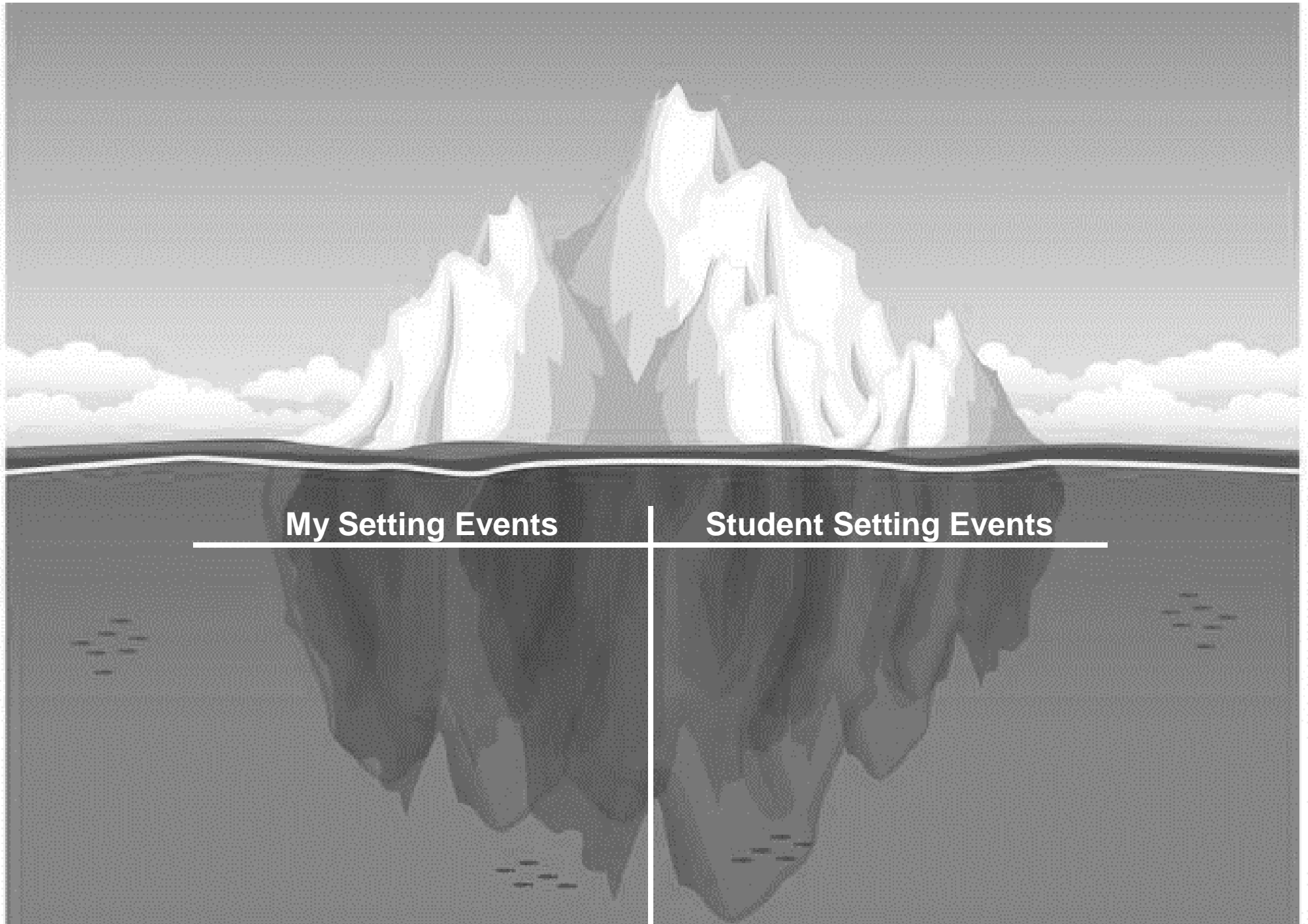
Behavior serves a Function

```
                    ┌──────────────┐
                    │   Problem    │
                    │   Behavior   │
                    └──────┬───────┘
              ┌────────────┴────────────┐
              ▼                         ▼
      ┌──────────────┐          ┌──────────────┐
      │ Obtain/Get   │          │   Escape/    │
      │ Something    │          │   Avoid      │
      │              │          │  Something   │
      └──────┬───────┘          └──────┬───────┘
     ┌───────┼──────────────────┬──────┘
     ▼       ▼                  ▼
┌──────────┐  ┌──────────┐  ┌──────────┐
│Stimulation│  │  Social  │  │Tangible/ │
│/Sensory  │  │          │  │Activity  │
└──────────┘  └────┬─────┘  └──────────┘
            ┌──────┴──────┐
            ▼             ▼
        ┌────────┐    ┌────────┐
        │ Adult  │    │  Peer  │
        └────────┘    └────────┘
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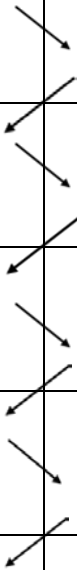|	**Attention**	**Tangible/activity**	**Sensory**
Obtain	*I want attention!* • parents • teachers • peers • siblings • anyone	*I want this!* • a toy • an object • a food or treat • an activity • a privilege	*I like doing this!* • It feels good • It looks good • It sounds good • It tastes good • It's a habit
Escape	*I DO NOT want attention!* • social demands • be with this person	*I DO NOT want this!* • toy • difficult tasks	*I DO NOT like doing this!* • It feels bad • It sounds loud • It tastes gross

Behavior occurs in chains

Behavior chains consist of a series of discrete behaviors with each step in the chain prompting the next step. When we only respond to the last behavior in the chain (the most serious one), the other behaviors are not addressed and thus, they are more likely to recur in the classroom. In order to address these behaviors earlier in the chain, we need to look at the series of interactions between the teacher and student. Colvin refers to these successive interactions as *an interaction pathway.* (Colvin, p. 13)
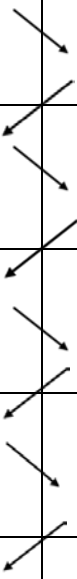
Activity:

Complete the "Behavior Chain Practice"

on the following pages

Behavior Chain Practice

Defusing Off-Task Behavior		
Scenario	**Interaction Pathway**	
	Teacher Response	**Student Response**
The teacher had just completed reading a short story to the class and asked the children to listen carefully. She told them they attended very well to the story, and now they had to take the piece of paper on their desk and make a drawing of something they liked in the story. The majority of the class took their piece of paper, picked up their crayon, and began to draw-except for Louise, who began to play with some toy in her desk. The teacher approached her and said, "It is not time to be playing with that now. Can you tell me what you're supposed to be doing?" Louise continued to play with the toy and shrugged her shoulders. The teacher said, "Listen carefully. On the piece of paper here draw something that you liked from the story." The teacher pulled away remarking that the student was not ready to draw. Louise continued to play with her toy.		
Analysis of Teachers Responses	**Analysis of Student Responses**	
Recommended Defusing Steps		

Step 1: Assess the Situation
Step 2: Maintain the Flow of Instruction
Step 3: Repeat Direction Privately
Step 4: Disengage, Respond to Class, and Monitor
Step 5: Provide Focus on Student Decision Making
     a. Establish Initial Setup
     b. Use a Non-confrontational Delivery
     c. Present the Request as a Decision
     d. Follow Through Based on the Student's Decision
Step 6: Debrief with the Student at a Later Time		

Defusing Disrespectful Behavior Secondary Level		
Scenario	**Interaction Pathway**	
	Teacher Response	**Student Response**
Angelo was wandering around the room, chatting to some students and reading the bulletin board during social studies. The teacher had already acknowledged the rest of the class for the productive engagement with the group activities. He then approached Angelo and said, in a calm positive manner, "Angelo, it really is time for you to be joining your group and getting on with your class work." Angelo quickly and loudly replied, "This class is boring, and you are boring too," while he stared at the teacher. The teacher moved closer to him and said, "I will not tolerate students talking to me like that." Angelo folded his arms and said, "So." The teacher then said, "So! My next step is to send you to the office for disrespect." Angelo retorted, "Send me wherever you like, and see if I care." He is then sent to the office for disrespectful behavior.		
Analysis of Teachers Responses	**Analysis of Student Responses**	
Recommended Defusing Steps		

Step 1: Assess the Situation
Step 2: Maintain the Flow of Instruction
Step 3: Repeat Direction Privately
Step 4: Disengage, Respond to Class, and Monitor
Step 5: Provide Focus on Student Decision Making
      a. Establish Initial Setup
      b. Use a Non-confrontational Delivery
      c. Present the Request as a Decision
      d. Follow Through Based on the Student's Decision
Step 6: Debrief with the Student at a Later Time		

Defusing Disrespectful Behavior Elementary Level		
Scenario	**Interaction Pathway**	
	Teacher Response	**Student Response**
Ms. Sandursky, a kindergarten teacher, notices that two of her students are engaged in an argument over who should be playing with a particular toy during free time. She approaches the two students and says, "Rosalind and Tamara, listen to me, please. We need to share these toys." Rosalind interrupts the teacher, saying, "No. It's my turn," and makes a grab at the toy. The teacher takes the toy and tells Rosalind again that she needs to share. Rosalind shouts, "It's not fair. I hate you." The teacher, quickly rakes her by the arm and says very firmly, "Listen. Don't you talk to me like that." Rosalind starts to scream and throws herself on the floor.		
Analysis of Teachers Responses	**Analysis of Student Responses**	
Recommended Defusing Steps		

Step 1: Assess the Situation
Step 2: Maintain the Flow of Instruction
Step 3: Repeat Direction Privately
Step 4: Disengage, Respond to Class, and Monitor
Step 5: Provide Focus on Student Decision Making
      a. Establish Initial Setup
      b. Use a Non-confrontational Delivery
      c. Present the Request as a Decision
      d. Follow Through Based on the Student's Decision
Step 6: Debrief with the Student at a Later Time		

Defusing Disrespectful Behavior Elementary Level		
Scenario	Interaction Pathway	
	Teacher Response	Student Response
The ninth-grade history class was writing a one-page summary on the purchase of the Louisiana Territory. The class was well under way when one student, Anne-Louise, was sitting with her arms folded. The teacher, Mr. Pavretti was moving around the room, checking students' work and answering questions. As he came to Anne-Louise's desk he saw she had written two lines. So, he said, "Anne-Louise. Need any help? She said, "No, I am done." The teacher said, "Well, I am glad you've started, but the assignment is to write a full-page report." Anne-Louise replied, "I've said it all and that's it." The teacher said, "Well, I fail to see how you can be done with only two lines when there are many steps in the process. Look, I can help you or you can read some more, but you need to do a full-page report." Anne-Louise crossed her arms, stared at the teacher, and said, "I'm not doing any more. Why waste my time on this? It's boring." The teacher said, "Well, boring or not, that is the assignment, and there is no way you can get a passing grade with just two lines." He then walked away going to other students while Anne-Louise remained seated with her arms folded, staring after the teacher.		
Analysis of Teachers Responses	Analysis of Student Responses	
Recommended Defusing Steps		

Step 1: Assess the Situation
Step 2: Maintain the Flow of Instruction
Step 3: Repeat Direction Privately
Step 4: Disengage, Respond to Class, and Monitor
Step 5: Provide Focus on Student Decision Making
      a. Establish Initial Setup
      b. Use a Non-confrontational Delivery
      c. Present the Request as a Decision
      d. Follow Through Based on the Student's Decision
Step 6: Debrief with the Student at a Later Time

What is SEL

Social Emotional Learning (SEL) is a process through which youth and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Self-Awareness – The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-Management - The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Social Awareness - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Relationship Skills - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible Decision Making -The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Trigger

Limit setting: 3 steps: (1) state the request clearly and concisely; (2) provide limited, but reasonable choice; (3) use instructive consequences that hold children accountable for their actions

Offering choice: encouraging cooperation through empowerment

Redirection/prompting: reminding the student of task without commenting on the off-task behavior

Behavioral momentum: making requests that are easy for the student before making requests that are more challenging or difficult

Active listening: communication technique that requires the listener to fully concentrate, understand, respond and remember what is being said

Systematically modifying the context: providing the student with an opportunity to temporarily remove themselves from the setting or triggering event

Planned ignoring: ignoring the behavior and continuing with instruction; use only with students not posing a danger to themselves or others

Differential reinforcement: reinforcing one form of the behavior and not another form

Vulnerable Decision Points

Definition: A specific decision that is more vulnerable to the effects of implicit bias and our current state and our immediate triggers

Two parts:
- Elements of the situation
- The person's decision state (internal state)

Activity: Know yourself

What are some common vulnerable decision points (VDP) for many <u>adults in schools</u>?

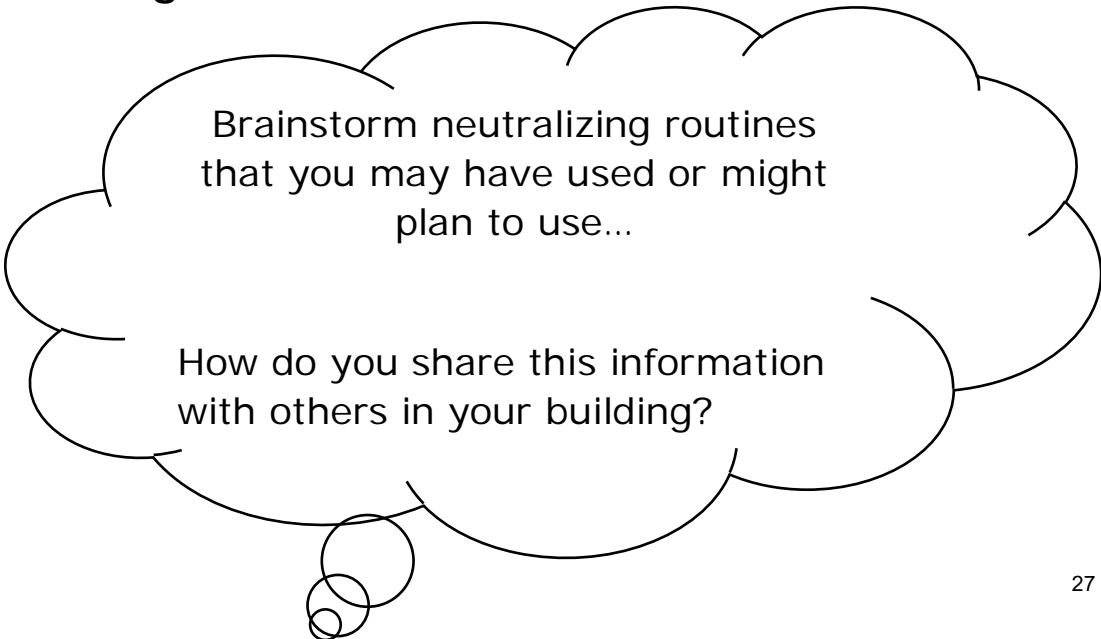What do you think may be some VDP for <u>you</u>?

Vulnerable Decision Points

Neutralizing Routine: When you see a problem, stop and ask yourself:

- Is this a Vulnerable Decision Point (VDP)
    - Situation
    - Decision state
- If so, use an agreed-upon alternative response

Sample Neutralizing routines

- "See me after class/at the next break"
- Am I acting in line with my values?
- Delay decision until I can think clearly
- Ask the student to reflect on their feelings/ behavior
- Take 2 deep breaths
- Recognize my upset feeling and let them go
- "I appreciate you, but that's not okay"
- Picture this student as a future doctor/lawyer
- Assume student's best effort at getting needs met
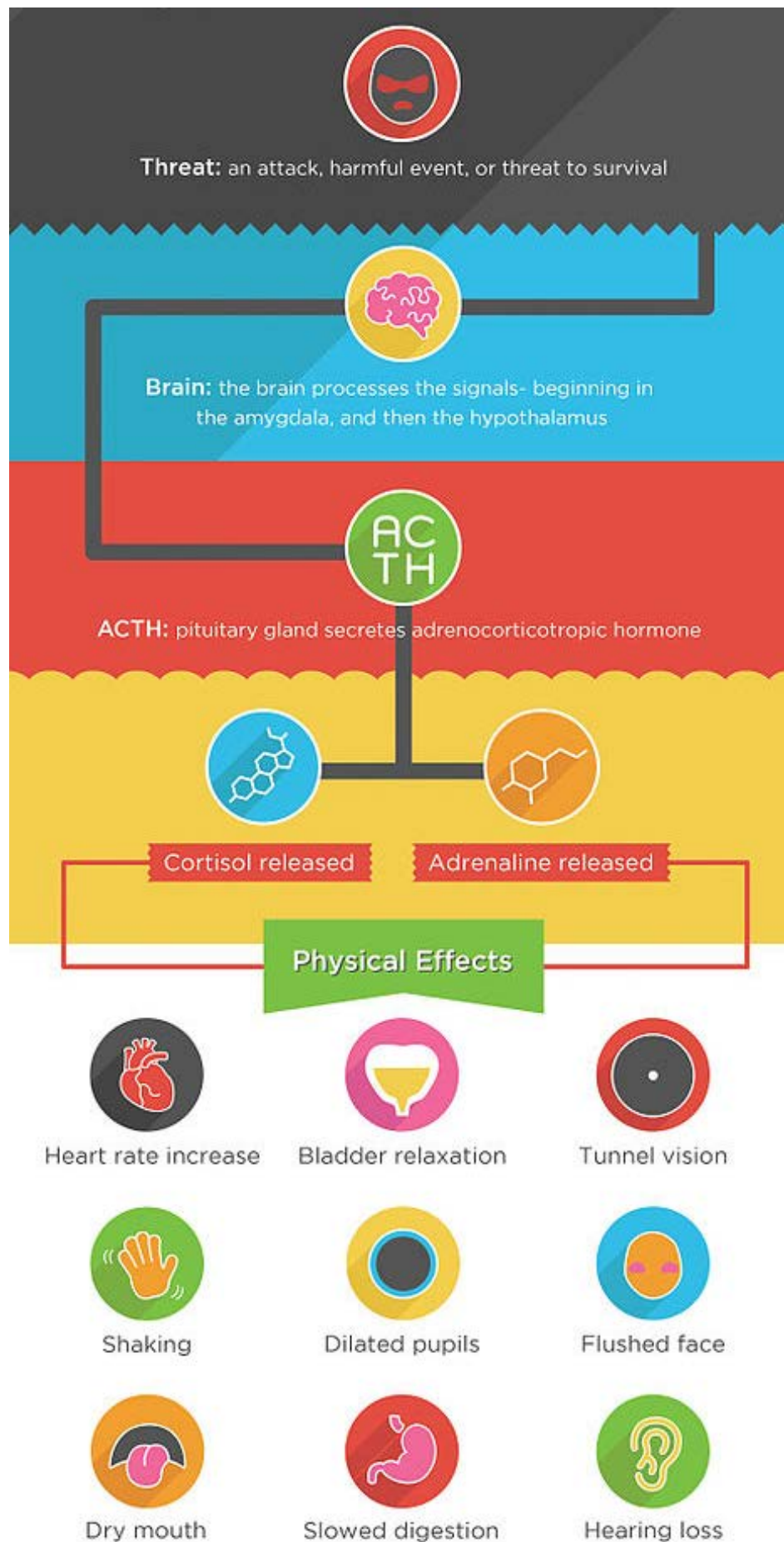- Model "cool down" strategy
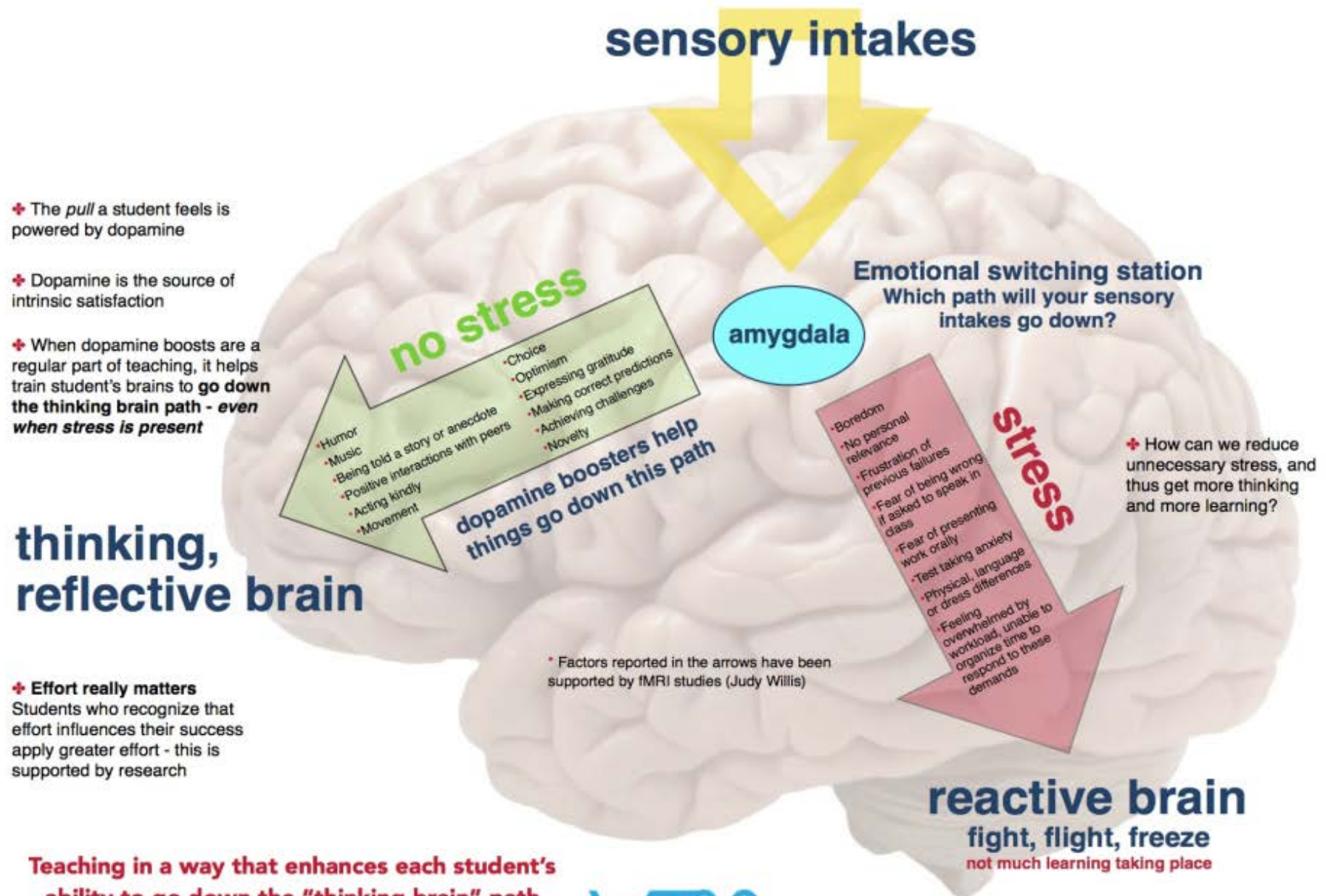

Activity: Neutralizing Routines

Brainstorm neutralizing routines that you may have used or might plan to use...

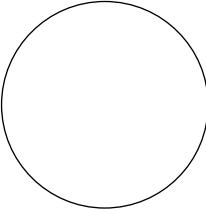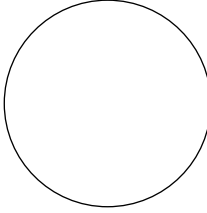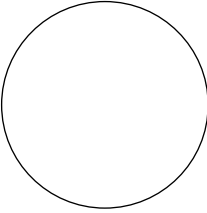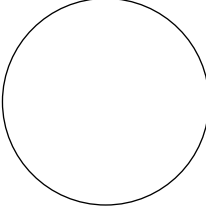How do you share this information with others in your building?

Changes in Mind and Body

Threat: an attack, harmful event, or threat to survival

Brain: the brain processes the signals- beginning in the amygdala, and then the hypothalamus

ACTH: pituitary gland secretes adrenocorticotropic hormone

Cortisol released

Adrenaline released

Physical Effects

Heart rate increase

Bladder relaxation

Tunnel vision

Shaking

Dilated pupils

Flushed face

Dry mouth

Slowed digestion

Hearing loss

Great Teachers Know the Amygdala is the Gateway to Learning

sensory intakes

amygdala

Emotional switching station
Which path will your sensory intakes go down?

no stress

- Humor
- Music
- Being told a story or anecdote
- Positive interactions with peers
- Acting kindly
- Movement
- Choice
- Optimism
- Expressing gratitude
- Making correct predictions
- Achieving challenges
- Novelty

dopamine boosters help things go down this path

stress

- Boredom
- No personal relevance
- Frustration of previous failures
- Fear of being wrong if asked to speak in class
- Fear of presenting work orally
- Test taking anxiety
- Physical, language or dress differences
- Feeling overwhelmed by workload, unable to organize time to respond to these demands

✚ The *pull* a student feels is powered by dopamine

✚ Dopamine is the source of intrinsic satisfaction

✚ When dopamine boosts are a regular part of teaching, it helps train student's brains to **go down the thinking brain path** - *even when stress is present*

thinking, reflective brain

✚ **Effort really matters**
Students who recognize that effort influences their success apply greater effort - this is supported by research

✚ How can we reduce unnecessary stress, and thus get more thinking and more learning?

* Factors reported in the arrows have been supported by fMRI studies (Judy Willis)

reactive brain
fight, flight, freeze
not much learning taking place

Teaching in a way that enhances each student's ability to go down the "thinking brain" path doesn't lower the bar, it lowers the barriers

VTSS
Virginia Tiered Systems of Supports

Hot Button Activity

On each circle going across, write down the behaviors that push your buttons.	◯	◯	◯	◯	◯
On each circle going across, write down your feelings when faced with these behaviors.	◯	◯	◯	◯	◯
On each circle going across, write down the impact your feelings have on your relationship with the children who exhibit these behaviors.	◯	◯	◯	◯	◯

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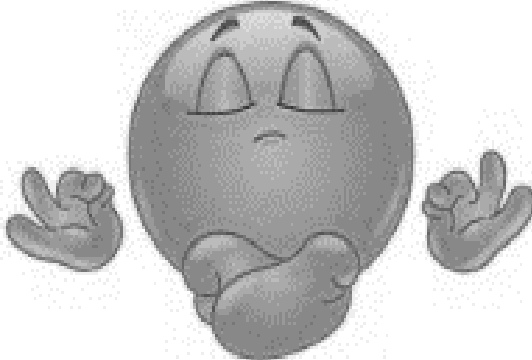
30

Body Scan Activity

Scan your body. Where in your body do you feel changes when you have experienced a trigger?   What do those changes feel like? **Color them in the picture below.**
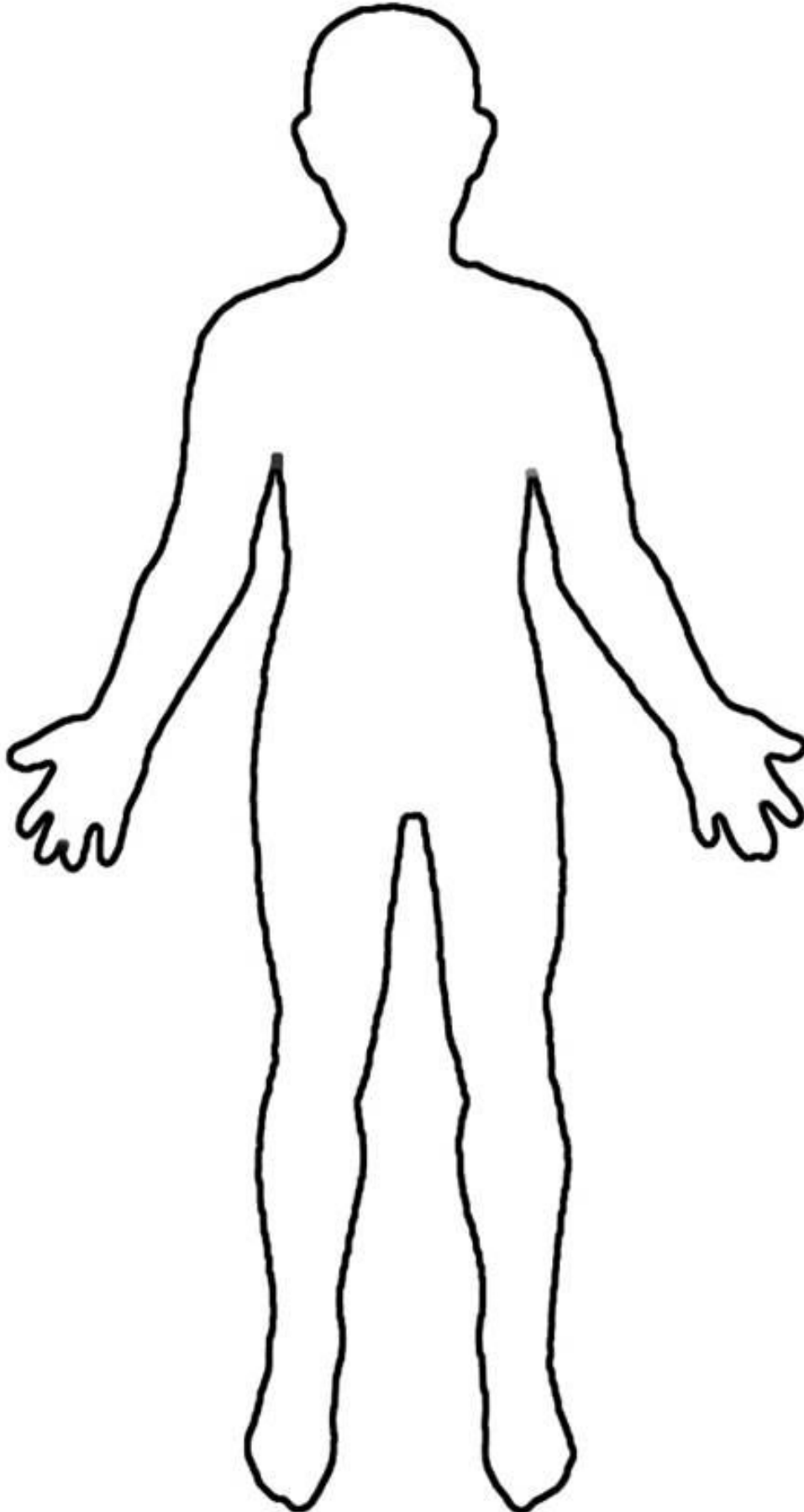
De-escalating Responses

Consider times where you have experienced a trigger. In the chart below, brainstorm ways in which others around you responded that escalated the situation and others that helped to calm it.

Responses that Escalate	Responses that Calm

Debriefing with the Student

- Purpose of debriefing is to facilitate transition back to the program and to effectively problem solve, _not_ further a negative consequence
- Should not be attempted until after the student has been calm at least 20 minutes
- Not an aversive consequence
- No more than 3-5 minutes

What Happened ?

What were you thinking?

Who has been affected by what you have done? In what way?

What do you need to do to make things right?

Restorative Practices Questions

Staff Reflection

Describe the observed behavior(s): _____

_____

_____

What antecedent triggered the initial behavior? _____

What is the student trying to communicate? _____

What strategies de-escalated or stopped the behavior(s)? _____

_____

_____

What strategies continued or escalated the behavior(s)? _____

_____

_____

What is the hypothesized function of the behavior(s)? avoid or obtain _____

What skills/replacement behaviors does the student need to learn that align with the function?

_____

_____

_____

How/when can they be taught? _____

_____

_____

How can we help meet the student's need? _____

_____

_____

What preventative changes can be made to the environment to set the student up for success?

_____

_____

Resources

Function-Based Thinking: A Systematic Way of Thinking About Function and Its Role in Changing Student Behavior Problems

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The responsibility of managing student behavior has become a heightened concern for general education teachers as a result of increased accountability for student gains. Although functional behavioral assessments (FBAs) are widely recommended for use in such situations, there are clear indications that this evidence-based practice is not occurring regularly or reliably (e.g., McIntosh, Horner, Chard, Dickey, & Braun, 2008; Scott et al., 2004). Nevertheless, there are core elements of FBAs that promote function-based thinking (FBT) that may help bridge this gap and serve as an efficient strategy to address behavior problems and inappropriate referrals.

This article outlines the FBT model, which aims to empower general education teachers and school-based personnel to apply a more systematic approach to problem-solving possible functions of student behavior. Special education teachers are often tapped to provide support to general education teachers when students with special needs are included in the general education setting. FBT is an approach to behavior intervention planning that can be more easily embraced by general education teachers than FBA. Drawing on the FBA literature (Carr et al., 1999; Sugai et al., 2000; Sugai, Horner, & Sprague, 1999), the FBT model provides a framework for systematically exploring possible conditions that might be contributing to the student's misbehavior. After describing the core elements and merits of FBAs, as well as the factors (e.g., setting demands) that impede consistent use in schools, we offer a rationale for FBT and a case study illustrating how it can be implemented by general education teachers. We conclude with a discussion of the professional development and coaching that is necessary to support high-quality implementation of FBT.

FBA: The Traditional Approach

Although only 1% of students are identified as having a severe emotional disturbance (U.S. Department of Education, 2006), it is estimated that between 3% and 6% of the student population in public schools exhibits behaviors significant enough to warrant some type of special education services for challenging behavior. Additionally at least 5% of children have serious mental health needs, for which only a small fraction receives services (U.S. Department of Health and Human Services, 2001). These statistics demonstrate the need for general education teachers to be familiar with the principles of FBA and behavior intervention plan (BIP) development. However, FBA has been historically used in clinical settings to determine the antecedents and reinforcers of severe behaviors demonstrated by individuals with significant cognitive and developmental delays (Payne, Scott, & Conroy, 2007). Moreover, FBA was performed by professionals skilled in applied behavior analysis (ABA) and under controlled clinical conditions. To date, there has been relatively little research documenting its effectiveness when conducted by school staff outside of research projects (Payne et al., 2007). Additionally, there are a limited number of school-based professionals trained in the complexities of FBA. The resource and time constraints placed on school systems limit the opportunity for the development of a complex FBA for students outside of the special education domain (Asmus et al., 2004).

In an effort to increase the use of FBAs, the reauthorizations of Individuals with Disabilities Education Act (IDEA) in 1997 and 2004 mandated the use of FBAs and positive behavioral supports for students with disabilities whose behaviors could potentially result in a change in educational placement. Recommendations to employ FBAs and BIPs included use with students who are not identified as needing special education services. Although the legislation prompted the use of FBAs and BIPs, it provided no technical assistance to guide school personnel in appropriate development and implementation. An additional concern is the presumptive nature of this recommendation, as the research is mixed regarding the importance of determining function in behavior management strategies for general education students (McIntosh et al., 2008). Furthermore, there is limited research examining potential similarities in the functions of behavior for students exhibiting mild or moderate behavior problems and students with disabilities exhibiting more intense behavior problems. There are also growing concerns about the quality and effectiveness of FBAs and BIPs developed by often

overwhelmed and budget-challenged school-based personnel, who are typically not provided opportunities to acquire ABA or functional analysis skills (Quinn et al., 2001; Scott et al., 2004). Thus, schools are mandated to execute FBAs in the absence of research-based processes and guidance specific to the school setting and with limited evidence of the effectiveness of FBAs developed by teachers (Payne et al., 2007).

Along with increased pressure to conduct FBAs, there is greater emphasis on the prevention of student behavior problems through effective management of behavior problems in the classroom. Educators are forced to focus a majority of their contact time with students strictly on academics, which leaves little time to manage problematic behaviors and teach prosocial replacement behaviors (Greenberg et al., 2003). Although students exhibiting problematic behaviors need explicit instruction in replacement behaviors (Kauffman, Lloyd, Baker, & Reidel, 1995), behavioral instruction and management are not heavily emphasized in preservice or in-service general education teacher training (Kauffman, 2005; Reid & Eddy, 1997). In fact, general education teachers typically receive little or no training in behavior management principles and classroom management during their preservice training experience (Cook, 2002; Cook, Landrum, Tankersley, & Kauffman, 2003). A related challenge is the limited time available to provide training, support, and technical assistance to teachers, as well as limited class time for teachers to implement interventions (Domitrovich et al., 2008). Demands on teacher time increase as new initiatives are proposed, often in the absence of additional time and resources to support implementation (Sugai et al., 2000).

Rationale for FBT

FBT is intended to address the call for function-based behavior planning by providing a framework for helping teachers think about problematic behaviors. FBT is intended to be efficient and minimally invasive in terms of teacher time, cost, and management efforts. When executed well, the use of FBT will likely result in a time savings for teachers and administrators. The initial investment in training reaps rewards as a teacher's ability to consider function is enhanced. Responding at the classroom level minimizes the need to spend time outside of the classroom attending numerous behavior support meetings. Furthermore, using FBT as a precursor to FBA permits preventive interventions to be implemented prior to making a referral to the often back-logged school-level student support teams. FBT is an attractive prevention approach, given the time constraints, limited training in FBA, and uncertainty about the match between functional analysis and use with general education students.

Research suggests that the earlier intervention is provided for new-onset behaviors, the more effective the behavioral change efforts. When intervention is not provided, student behavior problems escalate and require more intensive intervention (Scott et al., 2005). Therefore, if teachers are able to apply FBT to behavioral concerns in the classroom as behaviors develop, they will be better prepared to prevent the development of more serious behaviors. Such an approach is proactive and contrasts typical school procedures, which require teachers refer students with problem behaviors and then wait for district-level support from a behavior specialist. When a teacher is trained to apply FBT to a problem within his or her class, he or she is able to explore what could be changed in the student's school environment more immediately and ensure there are not stimuli within that setting that are contributing to student problem behaviors. Thus, using FBT as a preventative strategy allows teachers to implement programs prior to referral for special education and possibly avoid the development of more serious problems.

Overview of FBT

FBT is a model for thinking and a systematic process for defining problem behaviors and selecting interventions that match the function of the behavior. It addresses both the importance of identifying the function of behaviors and the significant role general education teachers can play in that identification process. At the same time, FBT takes into consideration the setting demands placed on general educators. The model incorporates the function of a student's behavior problem when planning behavioral interventions and considers the role "function" plays in the selection of those interventions. FBT adheres to the basic principles of FBA: a hypothesis statement that depends on the development of an operational definition of the behavior, information gathering that includes direct observation (primarily by the classroom teacher), and the creation of a behavior support plan that aligns with the determined function (Sugai et al., 2000). Because FBT does not require the level of expertise and depth of assessment that FBA does, it is more accessible and user-friendly for teachers.

FBT is designed to serve the needs of students who have behavior problems that have not yet evolved to the point of requiring multiple layers of intervention to support success. Training in FBT helps teachers consider the function of students' behavior problems and plan interventions accordingly. This, in turn, has the potential to decrease referrals to the student support team, typically the group of professionals who work collectively to solve persistent academic and behavioral issues. When teacher interventions reduce student referrals to the

Figure 1 COMPARISON OF FBA AND FBT

Differences between FBA and FBT	
Functional Behavioral Assessment (FBA)	*Function-Based Thinking (FBT)*
• A process and a product • Requires formal assessment and analysis of comprehensive data • Involves multiple team members • Requires individual trained in behavior analysis or functional assessment • Typically a lengthy and intensive assessment and intervention process • Not often used as a preventative measure, but rather instituted when more problematic behaviors arise	• A quick systematic way of thinking that informs the selection of effective function-based supports • A preliminary step, prior to an extensive FBA • Only requires the teacher and an individual knowledgeable of behavior management to facilitate the learning process for teachers • Draws from the research-based components of FBA • Designed to be used as an early intervention strategy with mild to moderate behavior problems • Designed to be used prior to involving the student support team or outside supports

student support team, the team can dedicate more time to support students with more intense behavioral needs. FBT is not designed as a replacement for FBA. Rather, it is intended to be a preliminary, proactive, and user-friendly examination of how student behavior problems relate to their environments (see *Figure 1*). The ultimate goal of FBT is for a teacher to independently think functionally about problematic student behavior and select an intervention that serves the same function without the support of multiple team meetings. Learning to think functionally follows a three-step process, which includes gathering information, developing a plan, and measuring the success of the plan. These steps are described in greater detail in the following section.

As stated previously, FBT is not intended to replace more comprehensive FBA. FBA should still be carried out when student behaviors are more complex or have been exhibited for an extended amount of time. FBA could also be used when the behavior plan created from FBT does not prove to be effective at changing newly acquired problem behaviors.

The Three Steps of FBT

Gathering Information

The first step of FBT requires the gathering of information or data about the presenting behavior. Any information that helps school personnel explore the nature of the presenting problem behavior is collected. Collecting antecedent, behavior, consequence (A-B-C) data may bring to light the cause of the behavior. Keep in mind that the antecedents of behavior might occur outside of the school day, with a delayed behavioral response. Collecting A-B-C information can help reveal these and other specific patterns of behavior, triggers, and responses that may be reinforcing the behavior. A-B-C data also serve to clarify teacher and student responses that may be consciously or unconsciously rewarding the behavior.

There are many kinds of data that are collected naturally in the course of the school day. Examples of these include student grades, homework and work completion, tardies, absences, and even visits to the nurse or guidance office. All of these can help provide insight into student behavior. These data typically are collected independently, and thus they are rarely looked at collectively or comprehensively. The cause of the behavior is much clearer as a result of gathering numerous sources of data and reviewing them collectively. Teachers are becoming more astute at using data to make academic decisions. The same rationale applies to behavior and helping a teacher

learn to review data for behavioral intervention planning is just as critical. Thus, FBT promotes the systematic examination of existing data and is not always dependent upon the collection of new sources of information. Through this process, teachers begin to think functionally about the causes of students' misbehavior and the most appropriate interventions.

Developing a Plan

The second step of FBT is the development of a plan that supports behavior change. The plan should take into consideration the function of the behavior. Development includes creating a plan to replace the targeted behavior with a goal behavior that is more suitable for the given setting. The plan should also identify personnel that could help the student learn the new behavior as well as reinforce the student for demonstrating the new behavior. This may require that personnel be trained or guided so that all of the adults understand the expectations of the plan and respond consistently to the student. Although often overlooked, it is critical to share the student behavior plan with other school staff who are not directly involved with implementing the plan but who have regular interactions with the student. Key personnel would naturally include all of the student's teachers but may also include front office personnel, the school nurse, the lunchroom staff, and bus drivers. Because the success of the plan is dependent upon adult behavior change, it is critical to include all adults who regularly interact with the student in the development of a consistent system of support.

Measuring the Success of the Plan

The third step in FBT is to determine how the plan will be evaluated for success. Building on the first step of gathering data prior to implementation of the plan, the data collection should be ongoing and periodically compared with the baseline data to determine student progress. The data collection strategy needs to be simple and efficient for the teacher to implement while still teaching a class. A sample worksheet and flowchart that further explain the FBT process are included at the end of this article (see *Figure 2* and *Figure 3*).

Applying FBT in the Classroom Context

Examination of student behavior should start with the consideration of ecological factors that include instructional match, classroom environment, and cultural sensitivity. Ecological models highlight the connection between the learning environment (and context) and student behavior and development (Bronfenbrenner & Morris, 1998; Hobbs, 1982; Sheridan & Gutkin, 2000). One such context is the classroom, which has considerable influence on both the students' and teachers' behavior (Koth, Bradshaw, & Leaf, 2008). When student behaviors become problematic it is imperative that cultural context and teacher behaviors are considered, as both are dimensions of the student's environment.

Given the influence that teacher behavior and cultural factors have on student performance, when faced with problematic student behavior it is critical to determine the degree to which these factors may be contributing to the problem. Because classroom management and cultural competence are sensitive issues to a teacher, we recommend the opportunity for teachers to self-reflect on these topics (Hershfeldt et al., 2009). Some self-assessment instruments have been designed to actively engage teachers in the self-reflection process. The Classroom-Check Up (Reinke, Lewis-Palmer, & Merrell, 2008), for example, highlights critical variables in effective classroom management and provides teachers an opportunity to reflect on the ecology in their classroom. Likewise, the Double-Check Self Assessment (Hershfeldt et al., 2009) provides teachers the opportunity to reflect on indicators of culturally responsive classroom practices. Both instruments serve the purpose of opening a teacher's thinking to the possibility that something about his or her own behavior could be contributing to problematic student behavior.

It is also critical to determine the match between academic expectations and the student's ability to meet the expectations. The call for academic progress monitoring has helped to reduce assumptions about student ability. More often teachers are required to chart academic progress of student in comparison to grade-level expectations. However, despite best efforts to consider academic deficits, there are still instances where a student is faced with tasks that are too difficult and frustration turns into problem behavior. For example, McIntosh et al. (2008) showed that students with lower reading levels often displayed escape motivated behaviors. Teachers must carefully consider this as a possible predictor when students are demonstrating challenging behaviors. Once it has been determined that the classroom climate is supportive and promotes positive learning opportunities and that the student is able to perform the expected task, then FBT should be applied.
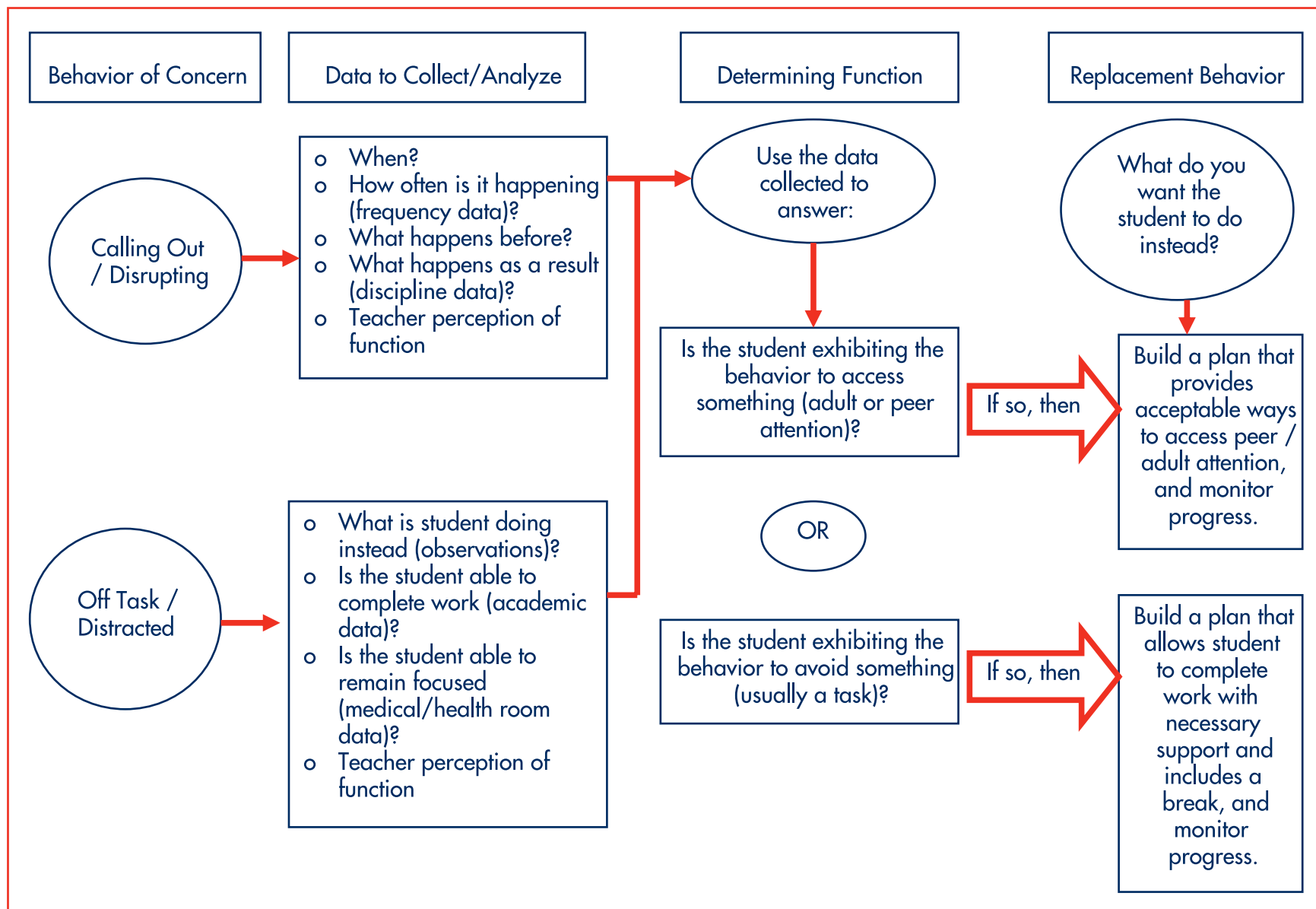
Helping Teachers Implement FBT

We recommend that teachers are coached through the three-step FBT protocol with the intent of fostering independent implementation of FBT in the classroom. Some teachers may need support implementing FBT with several different students in order to learn the process, whereas other teachers may learn the process after being guided through it just one time. FBT can be viewed as a skill that a teacher can acquire and use at the onset of behaviors—when interventions are most successful and

Figure 2 THE THREE STEPS OF FBT

Gather Information
Describe the problem behavior.
Form an operational definition of the problem behavior (i.e., targeted behavior).
What information have you gathered about the behavior? When does it occur? What happens directly before the behavior (i.e., the trigger)? What happens directly after the behavior occurs (i.e., the consequence)? Do you detect any patterns?
Hypothesize why the student may be exhibiting the problem behavior. Behaviors typically occur for a limited number of reasons; what do you hypothesize is the reason this student is demonstrating the behavior (e.g., attention seeking or avoidance)?
Develop a plan
If the student is trying to access attention then how can he/she get attention in a way that is acceptable in the setting?   If the student is trying to avoid a task or interaction, how can the student avoid the task (at least temporarily) that is a in the setting?
Operationally define the goal behavior you would '*ideally*' like the student to demonstrate?
Knowing that learning new behaviors takes time (just like with academics), what behavior would you '*settle for*' while the student develops mastery of the new behavior?
Is there anyone else (aside from you and the student) who could help the student learn or could reinforce the student when s/he demonstrates the new behavior?
How will you reward the student for demonstrating the new behavior (i.e., reinforcement to increase the likelihood that the behavior will happen again)?
Is there anything that will prevent the student from being successful with this plan (substitute teacher, no breakfast, peers)? How will we 'pre-correct' for this ahead of time?
Measuring the success of the plan
How will you know if the new *replacement* behavior is happening more often? If the old problematic behavior is happening less often?

Figure 3 MODEL FOR IMPLEMENTING FBT

Behavior of Concern	Data to Collect/Analyze	Determining Function	Replacement Behavior

Calling Out / Disrupting

- When?
- How often is it happening (frequency data)?
- What happens before?
- What happens as a result (discipline data)?
- Teacher perception of function

Use the data collected to answer:

Is the student exhibiting the behavior to access something (adult or peer attention)?

If so, then →

What do you want the student to do instead?

Build a plan that provides acceptable ways to access peer / adult attention, and monitor progress.

OR

Off Task / Distracted

- What is student doing instead (observations)?
- Is the student able to complete work (academic data)?
- Is the student able to remain focused (medical/health room data)?
- Teacher perception of function

Is the student exhibiting the behavior to avoid something (usually a task)?

If so, then →

Build a plan that allows student to complete work with necessary support and includes a break, and monitor progress.

before behaviors intensify (Scott et al., 2005). Specifically, a teacher along with a coach or facilitator (e.g., school psychologist, colleague, or other school personnel) would begin working through the three-step FBT process. This team approach is used as a support to the teacher who is learning FBT. Once the teacher is confident in the application of FBT then there is no longer a need for a team approach unless the group chooses to maintain that format.

The second step of the FBT process aims to help teachers ask the question, *Why* is the student engaging in the problematic behavior? Oftentimes when students are misbehaving, teachers become overwhelmed and rely on whatever intervention might have worked with a previous student. However, the research suggests that selecting an intervention that addresses the function of the behavior yields higher success in changing the targeted behavior positively (Scott et al., 2005). Therefore, in showing teachers how to think about the function of the behavior they become more adept at addressing problematic behaviors. The function of the behavior would be determined by reviewing the information gathered and hypothesizing about why the student is demonstrating the behavior.

The function of the behavior should be the primary consideration when developing the plan. The purpose of the plan is to support change of the targeted behavior. When developing the plan, school personnel should consider the student's strengths and interests in addition to the student's needs. Creating a plan that supports the goal behavior with reinforcers that match a student's interests and build upon strengths will be more effective than simply focusing on the development of student deficits (Scott & Kamps, 2007). In addition to reinforcers, the plan should include instructional design, a plan for success, and a plan to prevent failure (Scott & Kamps, 2007). Instructional strategies that

will be implemented to teach the student the goal behavior should be clearly outlined. Variables that can prevent the plan from being successful should be included. These might include substitute teachers, peer conflicts, a disruptive bus ride, or even a child missing breakfast. School personnel who are considered integral in the implementation of the plan need to be notified and trained if necessary; otherwise, lack of personnel training may contribute to student failure.

Lastly, strategies for evaluating the success of the plan need to be developed. By collecting data prior to the intervention and comparing it with the data collected once the intervention begins, the effectiveness of the plan can be more clearly evaluated. Teachers are provided multiple tools for charting reading and other academic progress. Learning to think functionally involves carrying that skill into the behavioral domain. At this point, teachers may need assistance in determining what form of data to collect, how often to take data, and how to display the data so that trends and progress can be monitored. As noted previously, we recommend a simple measure so that continued collection is reasonable and can easily be carried out by the teacher. Prepared forms are ideal for the efficient collection of data. Examples of prepared reproducible data collection forms have been developed by Jenson, Rhode, and Reavis (1995) in the *Tough Kid Tool Box*.

Case Study Illustrating FBT

We consider a case example of the implementation of FBT with a student, Jay, who is a third grader in a suburban school. The teacher, Ms. L, explained that Jay was persistently calling out during instruction to the point where other students were complaining about the disruptions. The teacher decided to address the behavior because of the level of disruption. In this situation, the

teacher expressed her concern to the school counselor and asked for support. The school counselor scheduled a meeting with the teacher and one of the authors who would serve as a trainer in FBT. Thirty minutes were allowed for the meeting, and although parents were not included in this particular case they certainly could be.

Consistent with the steps outlined previously, we first interviewed the teacher, which allowed her to explain the behavior and helped her to narrow it to an operational definition (this step also typically includes an opportunity for teachers to ''vent,'' or express frustration and get emotional support from colleagues). For example, when Ms. L. began explaining Jay's behaviors she was using words such as outbursts, blurts, and bellows. The target behavior was written in terms that could be easily understood by all school professionals who might need to access the function-based plan. At this point, the interviewer asked the teacher to explain what she observes directly before and directly after the behavior occurs. The group felt like the teacher's observation clearly represented the antecedents and consequences and the interview continued. If this had not been the case, then the team would need to explicitly collect A-B-C data. At this point, the team also reviewed other data sources that were relevant to the student behavior (e.g., office discipline referrals, class work completion grades, the nurse's log).

Next, the group created a hypothesis statement that included the perceived reason for the behavior. Simply put, the hypothesis addresses the question, ''Why is the behavior occurring?'' In this case, the teacher realized by reviewing her antecedent data that the behavior occurs primarily during math class on days that new content was presented. More specifically, the behavior started when Ms. L. gave the direction to begin independent practice of the new content. Ms. L.'s

response (consequence) to Jay's disruption was to deduct minutes from recess, during which time he would be required to finish the assigned task. Ms. L. also provided support on the assignment during this time.

After reviewing the data, Ms. L. realized Jay might be avoiding the assignment because he did not understand the new material well enough to complete the work independently. Therefore, by holding him for recess, she was actually reinforcing his behavior because he could access her support. Thus, it was determined that Jay was causing disruptions to avoid the independent seatwork that was too difficult for him to complete without assistance. By misbehaving, he received the teacher's help. Through determining why the behavior occurred, Ms. L. was able to identify the function of the behavior.

Once the function of the behavior was determined, a replacement behavior was defined. Identifying a replacement behavior answers the question, ''What do you want the student to do instead?'' It is also important that the replacement behavior serve the same function as the targeted behavior. Choosing an appropriate replacement behavior that matches the same function is a difficult skill that is not always part of a teacher's repertoire but requires training and support. Ms. L. decided that rather than disrupting class when he felt unsure of the materials, she helped Jay learn to take his paper to the back table where she met him and provided him the support he needed. Upon defining the replacement behavior, the teacher developed a plan that outlined instruction and reinforcement of the new behavior. In this case, the teacher wanted to spend additional time on the guided practice part of her lesson and developed a method for checking for Jay's understanding. She wanted to ensure that Jay felt comfortable moving ahead with the independent practice and provided him the

opportunity to move to the back table for additional help.

Finally, the team determined how to evaluate the effectiveness of the intervention. Again, the evaluation process required specific data about the problem behavior be gathered prior to intervention and again once the intervention is implemented. In this example, the teacher wanted to document the number of times Jay failed to attempt his individual seatwork prior to allowing him to visit the back table and after he was allowed to visit the back table (before and after the intervention was implemented). If the number decreased, then it would be appropriate to assume the intervention was successful (see *Figure 2*). The ultimate goal is for teachers to become independent at using FBT to select and implement behavioral interventions. The team model described previously characterizes a training situation.

The goal is for teachers to apply FBT when a behavior problem first arises with a student. Although employing a team of professionals is perhaps optimal, it is not always easy to pull together. While the team is trying to match schedules and consider a possible time to meet, the student's behavior can often go unaddressed. Instead, teachers trained to apply FBT possess the ability to consider function when selecting a response to student behavior problems, thereby increasing the likelihood of extinguishing the behavior.

Professional Development

An important part of the FBT process is receiving sufficient training and technical assistance in implementing the strategy. In fact, there is increased interest in the elements that are critical to the successful implementation of new practices like FBT (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Those elements include practitioner selection, preservice and in-service

training, ongoing consultation, coaching, and staff evaluation. First, basic assumptions must be met in terms of practitioner selection; a teacher must be willing and able to perform the skills associated with FBT in order for implementation to be successful. Second, preservice and in-service training provide the necessary background knowledge and process knowledge so that teachers can grasp the relevance of the intended strategy. Ongoing consultation, technical assistance, and coaching should be provided to ensure continued progress in the implementation process. Finally, staff evaluation facilitates ongoing assessment of the implementation process. Assessing the use and outcomes of FBT provides the practitioner with self-reflection opportunities specific to the implementation of the new skill and facilitates sustainability of the intervention (Fixsen et al., 2005)

The most critical of the core implementation components is ongoing consultation and coaching. A meta-analysis on the effects of training and coaching on classroom implementation of new material revealed that 95% of participants, who received in-class coaching to support a new strategy, demonstrated mastery of knowledge and accurate skill demonstration and implemented the new strategy with fidelity. In contrast when participants received only practice opportunities and feedback as a training component, 60% demonstrated mastery of knowledge and accurate skill demonstration but only 5% actually used the new skill in the classroom (Joyce & Showers, 2002). Related research by Ager and O'May (2001) suggests that providing training without coaching has little effect on performance. Given these findings, it is clear that while training teachers to implement FBT, the coach should provide support that is collaborative rather than consultative. Coaching alongside the teacher in the classroom will yield greater outcomes than other training formats.

It is for this reason that we recommend that a coach be available to provide the necessary supports as teachers develop their functional thinking skills. As discussed previously, members of the student support team who are highly trained in behavioral modification techniques can serve as coaches at a collaborative level to ensure the teacher is demonstrating the necessary understanding and applying the correct logic when linking functional hypotheses to interventions. Coaches can facilitate the inclusion of teacher values and beliefs (Smart et al., 1979) and provide emotional support during the implementation process (Spouse, 2001).

Conclusions

Operationalizing the inventory of research-based interventions and theories in school settings requires an empathic consideration of school-based contextual factors, a common language, and one-to-one support for teachers willing to learn new technology in support of student success (Domitrovich et al., 2008). FBT is an example of how to apply the logic and theory of FBA to a wider population of students who are displaying behaviors of concern. FBT is a framework for thinking that considers the contextual needs of general education teachers and provides opportunity for these teachers to actively participate and plan behavioral interventions that will be more effective because they are selected based on function. By building the capacity of the classroom teacher to such a level, the goal then becomes application of FBT to aid in the prevention of unnecessary office referrals, student support team referrals, and ultimately unnecessary referrals for special education evaluation.

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Discussion

Talk at your table about information from the article, focusing on:

- Are there questions about the steps involved in FBT?

  _____

- Is this doable? Why? Or Why not? _____

  _____

- Are the staff in your school experienced with function based thinking? _____

- What additional training/coaching would be needed to support them in thinking this way about behavior? _____

  _____

  _____

  _____

VTSS
Virginia Tiered Systems of Supports

how-to guide to
relationship mapping

MAKING CARING COMMON PROJECT | **HARVARD** GRADUATE SCHOOL OF EDUCATION

GRADES
K–12

IMPLEMENTED BY
School Administrators

TIME & RESOURCE INTENSITY
● ● ○ ○ ○ ○ ○
low → high

CAPACITIES PROMOTED
Relationship-building; Student confidence; Shifting school norms

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Overview

There may be nothing more important in a child's life than a positive and stable relationship with a caring adult. For students, a positive connection to at least one school adult – whether a teacher, counselor, sports coach, or other school staff member – can have tremendous benefits that include reduced bullying, lower drop-out rates, and improved social emotional capacities.[i] Rather than leave these connections to chance, relationship mapping invests time in making sure that every student is known by at least one adult.

During a private meeting, school staff identify youth who do not currently have positive connections with school adults. Those students are then paired with a supportive adult mentor within the school. Throughout the year, mentors support each other through the successes and challenges of building relationships with students, and school administrators routinely communicate with staff to determine how well the process is going. At the end of the year, the staff convenes to talk about how their efforts may have positively affected students. Adults may also choose to pay particular attention to "at risk" students as these connections may be particularly important for students who are having a hard time at home or in school.

Key Elements
See all students at-a-glance.

A *Relationship Map* lists *all* students in a school (or grade, team, etc.).

See who is well-supported and who needs support by adults.

A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

Involve *all* adults in relationship mapping.

A *Relationship Map* is most effective if *all* adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

Key Benefits
Connect all students to at least one school adult.

A *Relationship Map* helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.

Help the most "at risk" students – including those you may not notice day-to-day.

A *Relationship Map* helps identify and support students most "at risk" academically, socially, or personally. This may include students with "loud" behavior issues, but it also helps identify children with "quiet" problems like depression, anxiety, or loneliness who may feel adrift at school and might otherwise slip under the radar.

Degree of Difficulty
Relationship mapping is easy to do.

Depending on the size of your school or grade-level team, it may require only:
- 1 hour of school administrator advanced preparation for a staff meeting
- 1.5 hour whole-staff meeting
- Follow-up meetings as needed
- Varying times that adults will dedicate to students in need

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[i] Blue, D. (2004). Adolescent mentoring. Issue Brief: Study of High School Restructuring, 1(3), 2 – 5.

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relationship mapping

MAKING
CARING
COMMON
PROJECT

HARVARD
GRADUATE SCHOOL
OF EDUCATION

GRADES
K–12

IMPLEMENTED BY
School Administrators

TIME & RESOURCE INTENSITY

low ——————→ high

CAPACITIES PROMOTED
Relationship-building; Student confidence; Shifting school norms

---

Objectives

- ❑ To identify students who do (or do not) have positive and stable relationships with adults in school.
- ❑ To connect at least one adult in school to every student who does not currently have a positive and trusting relationship with an adult.

Time Required

- ❑ 1 hour advance preparation for staff meeting
- ❑ 1.5 hour initial staff meeting
- ❑ Follow-up, as needed
- ❑ Varying times that school adults will dedicate to a student in need

Materials Required

- ❑ Faculty room or other meeting space large enough for a whole-staff meeting that is not accessible to students on the day of the meeting
- ❑ Bulletin board, white board, or posters with student names posted
- ❑ Rolls of colored dot stickers: red and yellow (or colored markers to draw dots)

Advance Preparation

- ❑ Inform staff of the purpose of the activity — via memo, email, or other communication — and what to expect.
- ❑ Schedule a time conducive to bringing all school staff together. If possible, require all adults in the school to attend – including teachers, counselors, coaches, support staff, and others.
- ❑ On the morning of the meeting, post the names of all students organized by grade-level and last name on the bulletin board or white boards in the meeting room. Ensure that the room is not accessible to students that day.
- ❑ Provide instructions in advance and post them in the meeting room. (See below).
- ❑ Provide rolls of yellow and red dots in the meeting room.

Other Considerations

- ❑ **Scheduling**. This activity is best scheduled in October (once staff have gotten to know students and their needs a little bit) and then again in March (in order to assess progress and make any adjustments before the end of the school year).
- ❑ **Scale**. In smaller schools, this activity may be conducted for all students at once. In larger schools, consider conducting Relationship Mapping in grade-level teams.

Implementation

STEP ONE: MAPPING (20 – 30 minutes)

Require all faculty and staff to stop by the meeting room in advance of the meeting in order to carefully consider their relationships with each student. Post the following directions near the chart of student names:

> *Please place a yellow dot to the left of the name of any student with whom you have a positive, trusting relationship and whom you believe would come to you if they had a personal problem.*
>
> *Place a red dot to the right of the name of any student you believe may be at risk for academic, personal, or other reasons.*
>
> *Pay particular attention to students you teach or work with, but look at the full list to identify any student with whom you may have developed relationships.*
>
> *It is okay to place both red and yellow dots next to the same student's name.*

Here is an example of how to set up A Relationship Map. List all students. Have adults place stickers next to students with whom they have a positive relationship and who they believe may be "at risk" academically, personally, or socially.

Positive Relationship?	Student Name	At risk?
🟡🟡🟡🟡🟡	Michelle B.	
🟡	Mike S.	🔴🔴
	Jake Z.	🔴🔴🔴🔴🔴

STEP TWO: REFLECTIVE MEETING (60 – 75 minutes)

Framing (15 – 20 minutes):

Encourage each staff member to think of a positive relationship he or she had with a teacher or other school adult when he or she was a student. Ask them to spend two minutes writing down how this relationship affected them.

✓ Next, ask staff to think of a positive relationship they have had with a student. Ask them to spend two minutes writing down how they believe this relationship affected the student.

✓ Ask for 2 – 3 volunteers to share first how they were affected by positive relationships in school:

- *Who were the relationships with? What made them meaningful?*

✓ Ask for another 2 – 3 volunteers to share how they believe students were affected by positive relationships with them:

- *Who were the students? How did the relationships form? What made them meaningful?*

Reflections (20 minutes):

✓ If the map has not been on the walls during the framing, post it now. Ask staff to carefully look at the map. Ask them to review it in silence for 5 minutes, thinking about two things:

- *What interesting or surprising details do you notice?*

- *What questions or reflections does the map evoke?*

✓ Next, ask for 3 – 4 volunteers to share what they learned and what they wondered about.

Action Planning (20 minutes)

✓ The meeting facilitator (most likely the principal or assistant principal) can read aloud the names of those students who do not have any positive relationships with an adult (i.e. students who have no yellow dots). Ask staff volunteers to reach out to these students. Next to the names of their respective students, make a record on the Relationship Map of the staff member who volunteered. For those students in need who are not initially matched with a staff volunteer, the facilitator should assign a coupling based on matching interests, schedules, etc. Prompt staff to think about:

- *What possible factors contribute to some students having more yellow dots than others?*

- *What kinds of school-wide changes can be made to increase the number of yellow dots for students?*

✓ Next, the meeting facilitator can highlight students staff have identified as at-risk (i.e. students who have red dots). Even if these at-risk youth also have yellow dots, identify staff to connect with them. Prompt staff to think about:

- *What possible factors contribute to some students having more red dots than others?*

- *What kinds of school-wide changes can be made to reduce the number of red dots for students?*

- *How can the staff work together to develop a climate that fosters meaningful connections among all students and staff?*

✓ For those students with a noticeably greater number of red dots and no yellow dots, it may be worthwhile to consider assigning them multiple mentoring adults.

✓ Refer to the Questions for Reflection at the end of this document as a guide to producing meaningful, reflective discussion.

Closing (5 minutes)

✓ Re-emphasize the benefits of this activity – that fostering positive relationships with caring adults is critical for students' academic, social, and emotional lives – and express appreciation for the commitment of staff to prioritize these relationships at this school. Make sure to sincerely thank the staff for their participation in the Relationship Mapping exercise and the conversation.

STEP THREE: FOLLOW-UP (30 – 60 minutes)

1st Follow-Up: Approximately four weeks after the first reflective meeting, reconvene all staff who committed to reach out to disconnected students (those who lacked yellow dots and those who had red dots). This will provide participating school staff with a supportive community with whom they may share the challenges and successes of connecting with students. During these conversations, facilitators should find out two things:

- *Was a connection made with each student?*
- *Did the student respond positively?*

If a connection has not been made, the group should discuss ways to overcome challenges and strategies for making connections with students. If a connection was made but the student did not respond positively, the facilitator and staff member – perhaps in conjunction with a school counselor – can discuss alternative strategies.

2nd Follow-Up: One to two months after the reflective meeting, the Relationship Mapping facilitator should again reconvene staff members who committed to reach out to students to determine if connections have been sustained and if progress has been made.

CONSIDER THIS
To assist with follow-up, mark a reminder on the school calendar for four weeks after the reflective meeting and then again four to five months after the initial reflective meeting. Do this immediately after the reflective meeting ends.

CONSIDER THIS
In addition to these two formal follow-up activities, administrator should be mindful of conducting regular informal check-ins with staff and students.

> "While our school had traditionally really excelled in academics, the social and emotional life of the students had not been as big a priority. We'd heard about the idea of 'relationship mapping' and decided to give it a try. When we were done, there were definitely some students who had no dots, or very few dots, next to their name. Among those kids, we were all very surprised to find academically high-achieving students, as well as kids who were struggling socially. We made plans as a school to engage all the students who were disconnected from the adult community. In addition to making sure that their advisor reached out to pull the kids in, for each child we identified at least one other adult in the community, usually a teacher or a coach, who would take steps to build a sustained, meaningful relationship as well."

— Doug Neuman, School Counselor
Buckingham Browne and Nichols School
Cambridge, MA

ACTIVITY VARIATION FOR LARGE SCHOOLS

In schools that are very large or where there may be concerns about finding a confidential space to post student names, it may be desirable to do the mapping part of this activity through an online system. Here are some tips for doing this:Using a survey or online system to which all staff have access, list the names of all students organized by grade level and last name. Next to each name provide two check-boxes: One to indicate that the staff person logging in has a positive and trusting relationship with this student, another to indicate that the staff person believes this student may have significant personal, academic, or other risk factors.

- ❏ Have staff login securely to the survey or system and complete the survey prior to the Reflective Meeting.
- ❏ Assign an administrator, instructional technology staff member, or other staff member to review the results and flag those students who were identified as not having a positive relationship with any staff member as well as those identified as facing significant risks. Print out a list of these students and bring this list to the whole-staff Reflective Meeting.
- ❏ Follow instructions for Step Two: Reflective Meeting above.

QUESTIONS FOR REFLECTION

- ❏ We suggest using these questions throughout the process, but especially during the Reflective Meeting as the group is summarizing findings and making action steps:
- ❏ Which students or groups have the greatest number of yellow dots? That is, which students are most connected to adults? Why would this be?
- ❏ Which students or groups have the greatest number of red dots? That is, which students are most at risk? What are the likely reasons for this?

- What barriers are keeping the disconnected students from having positive relationships with adults? Consider structural barriers, staff-imposed barriers, student-imposed barriers. How could we overcome these barriers?
- Which adults are best positioned to reach out to disconnected students? Why?
- What strategies might be most helpful in reaching out to disconnected students? How can we individualize our efforts and tailor them to specific students?
- What challenges are we most likely to encounter in reaching out to disconnected students? How can we address them? Can we engage other students in the process?
- Beyond reaching out to specific students, what else can we do to change our school culture so that all students feel connected to adults in the future?

EXTENSION ACTIVITIES

Given that adults' perceptions may not always align with students' perceptions, it may be useful to also have students identify the adults they feel connected with. You may choose to adapt the adult relationship mapping activity by listing all of the adults in school and have students turn in a notecard identifying the adults they feel connected to. Alternately, you could use an online or paper survey to poll students. Comparing student and adult perceptions may provide valuable information to ensure that all students feel connected to at least one adult at school.

The following resources provide additional information and suggestions for connecting to students:

Sears, N. Building Relationships with Students. *National Education Association*.
Retrieved from *www.nea.org/tools/29469.htm*

Swain, C. (2011). The care and support of teenagers. Education Leadership Online, 68.
Retrieved from *www.ascd.org/publications/educational-leadership/jun11/vol68/num09/The-Care-and-Support-of-Teenagers.aspx*

Warshof, A., & Rappaport, N. (2013). Staying connected with troubled students. *Education Leadership*, 71(1).
Retrieved from *www.nancyrappaport.com/downloads/Educational%20Leadership%20-%20Staying%20Connected.pdf*

MAKING CARING COMMON PROJECT

HARVARD

GRADUATE SCHOOL OF EDUCATION

Two-by-Ten Strategy

Researcher Raymond Wlodkowski investigated a strategy called Two-by-Ten and found successful results. With the strategy the teachers focus on their students who may be communicating through challenging behavior or those struggling to make social connections. For two minutes each day, ten days in a row, teachers have personal conversations with the student about anything the student is interest in (as long as the conversation is appropriate for school). Wlodkowski found an 85% improvement in student behavior. In addition, he found that the behavior of all the other students in class also improved.

Many teacher utilizing the Two-by-Ten strategy found similar results. They formed a strong personal connection with the student they engaged through the Two-by-Ten. Though this seem counter intuitive, the students whose behavior seemingly warrants punitive consequences are often the ones who need the most positive and personal connection with the teacher. Often when they act out, they are letting us know that they are seeking a positive connection with an adult. They need that connection before they can focus on academic content. One teacher using the Two-by-Ten strategy said, "Not only does it help with the toughest students, but also it helps the teachers remember their humanity as they attempt to survive and thrive in the classroom."

WHAT WORKS/ MAKES ME HAPPY	WHAT DOESN'T WORK/MAKES ME UPSET

WHAT I'M GOOD AT/ STRENGTHS	WHAT GETS ME IN TROUBLE

One-Pager

Name:

Today's Date:

My Strengths

My Interests

My Preferences

My Needs

Overcoming the Biggest Obstacles in Building Relationships with Kids

1) The student doesn't like me or want to talk to me.

This was a concern especially with middle and high school teachers but it's not a deal breaker. If a student thinks it's a punishment to have a 2 minute conversation with you on anything they want to talk about, don't take that as a sign that this won't work and you should leave them alone. After all, it's not like you can avoid the kid—you're the teacher! You will have to interact throughout the day, and if you don't pursue relationship building, chances are good that the majority of your interactions will be impersonal/academic or negative...which means the chasm between the two of you will only grow wider.

Kids typically enjoy talking to people that they like and respect. So, focus on being that type of teacher in general and don't worry at first about winning over this particular student. Initiate and join more informal conversations with other students that are friendlier toward you. When challenging students see their peers participating willingly and realize that talking with kids is just naturally what you do because you genuinely care, they'll be more likely to open up.

It's okay if the students is suspicious of your motives for chatting, or is distrustful of authority figures in general. A full 2 minute conversation might not be possible at first. Don't give up. Try for one short, non-work-related, positive interaction a day, and build on that until you're having a full-fledged conversation on a regular basis. Making the effort to get to know a student and showing that you care is never a waste, even when you don't see results right away.

2) I don't have time to talk individually with kids.

You may not be able to create a structured, dedicated time for talking individually to students...and that can actually be a good thing. The 2×10 strategy doesn't mean pulling the child away from a task to corner him at your desk, then setting a timer and forcing the kid to bond with you for exactly 120 seconds. Relationship building works best when it happens naturally and authentically! You don't have to stop everything you and the child are doing to talk: just look for and seize opportunities during the school day.

Stand in the doorway when students enter the room and ask them how they're doing—not as as a rhetorical greeting, but as a sincere question which you genuinely want to talk about. Chat as you're walking students to lunch, or waiting for busses to be called at dismissal. Talk briefly while kids are cleaning up and transitioning into the next activity. When you're starting or

ending small group instruction, take a moment to talk casually. When you're assisting a child one-on-one (even just to look over their work and see if they're understanding the concept), say, "By the way, ___" and extend the conversation into a topic of interest to the child.

Another—and much bolder–approach is to use your instructional time for relationship building and do so unapologetically. When students are disruptive, we have no qualms about stopping the lesson to address what happened, help students problem solve, issue consequences, and so on. We dislike doing it, but we know it's necessary in order for the lesson to proceed smoothly afterward. Think about it—how many minutes a day are you spending on those off-task behavior discussions? Why not spend 2 pro-active minutes preventing the problems from occurring by building a rapport with challenging kids? Get the rest of the class involved in a warm-up activity or other independent assignment and start a quiet individual conversation. If you don't have to stop your lesson 10 times afterwards to deal with misbehavior, you'll actually accomplish a lot more.

3) I don't know what to ask or how to start the conversation.

My best advice here is to avoid overthinking it. 2×10 should not be a big production where the child knows you are implementing a Very Serious Relationship Building Strategy as a Behavioral Intervention. You're just talking to the kid casually.

Observe the child and look for insights into his or her personality. Pay attention to what the child talks about with friends and the topics she writes about for assignments (even student-created sentences for spelling words can reveal something about the child's life and interests.) What sports teams, hobbies, and music does he mention? What can you tell about the child's personality and interests from the photos on her notebook or the after-school activities she joins?

Try to make authentic connections between the child's interests and your own. It only takes one common interest to start building a relationship. If you can't find one, don't force or fake the connection—kids (like all people) absolutely hate inauthenticity. Instead, seek to learn more. Say, "I noticed you like ___. I really don't know anything about that, but I'm curious about it because I know you enjoy it so much."

Also notice what the child does NOT enjoy and try to relate on that level, too. We all like finding someone else who *just doesn't get it* when everyone else is raving about a music video we thought was dumb or a sports team we hate. If you can genuinely be the "odd man out" with a student, a surprisingly strong bond might be formed.

Remember that you don't have to lead with a question, so it's okay if you don't know what to ask. Shy, distrustful, and non-talkative students will probably give you one word answers to your questions, anyway. Instead, share a little of your life and personality. Talk about your plans

for the weekend, a great book you're reading, or a movie you'd like to see. Let the student see you not only as the person in charge, but as a *person.* After all, no one relates to an authority; we relate to people. Give kids a chance to learn about you and find their own ways to relate to and connect with you. When they realize you sincerely care about them, they WILL open up!

How do you overcome these obstacles to building relationships with students?

Have you found any approaches that help you make more time for relationships, or connect with kids with whom it's difficult to talk with initially?

Adapted from: https://thecornerstoneforteachers.com/3-biggest-obstacles-in-building-relationships-with-kids/

Jigsaw Activity

1. Classroom Expectations

A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks. Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement. If in a school implementing a multi-tiered behavioral framework, such as schoolwide PBIS, adopt the three to five positive school-wide expectations as classroom expectations. Expectations should be observable, measurable, positively stated, understandable, and always applicable. Teach expectations using examples and non-examples and with opportunities to practice and receive feedback. Involve students in defining expectations within classroom routines (especially at the secondary level). Obtain student commitment to support expectations. Post expectations prominently in the classroom. Define the expectations for each classroom setting or routine (i.e. being safe means hands and feet to self during transitions – Being safe means using all classroom materials correctly. Teach the expectations through engaging lessons. Regularly refer to expectations when interacting with students (during prompts, specific praise, and error corrections).

2. Classroom Procedures and Routines

Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. Student learning is enhanced by teachers' developing basic classroom structure (e.g., routines and procedures). Routines and procedures establish predictable patterns and activities, promote smooth operation of classroom, and outline the steps for completing specific activities. Routines and procedures should be taught directly, practiced regularly. Recognize students when they successfully follow classroom routines and procedures. Routines and procedures are necessary for the most problematic areas or times. Establishing routines and procedures promotes self-managed or student-guided schedules. Consider regular activities during the day in which routines and procedures are needed. For example: Arrival and dismissal, transitions between activities, accessing help, what to do after work is completed, turning in work, making up missed work, warm-up activity for students, and wrap-up activities.

3. Physical Arrangement

Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment. Arrange classroom environment to deliver instruction in a way that promotes learning by designing the classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers). Strategically place furniture to allow for smooth teacher and student movement. Keep instructional materials neat, orderly, and ready for use. Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas). Consider options for storage of students' personal items.

4.   Active Supervision and Proximity

Consistently use a process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students. Examples include: Scanning: visual sweep of entire space; Moving: continuous movement, proximity; and, Interacting: verbal communication in a respectful manner, any precorrections, noncontingent attention, specific verbal feedback. While students are working independently in centers, scan and move around the classroom, checking in with students. While working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on track. During transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition. When monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area. Briefly interact with students: ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses (This is an opportunity to connect briefly with a number of students)

Engagement through quality instruction

5.   Scaffolding/Pre-correction/Prompting

With "Pre-correction/Prompting", the teacher reminds students of expectations prior to activities or contexts under which there is a history of high risk of failure. These gestures or statements are best delivered immediately preceding the context in which the behavior is expected and provide students with a reminder to increase the probability of success. Pre-correction employs specific behavioral prompts that remind students of the actions they are expected to take to avoid making errors (Walker, Ramsey, & Gresham, 2001).

Prompts are easily implemented and are highly effective if paired with another evidence-based strategy, specific verbal feedback or specific praise statements (Lampi, Fenty, & Beaunae, 2005). Prompting assists students in successfully using a specific skill such as transitioning to a new activity. The prompt is provided before or right as the student is about to perform a specific skill in order to prevent student error. For example, the teacher might model what the transition from one task to another looks like before she gives the direction to change activities. Prompts can be used to teach a variety of behavioral as well as academic skills (Neitzel & Wolery, 2010).

What Does Prompting Look Like?

When prompting, the teacher reminds students of clearly defined expectations prior to activities in which they students typically experience difficulties. The teacher might say, "When we walk in the hall, we stay to the right and keep our hands to ourselves." Such statements or gestures are best delivered immediately before a given behavior is expected, and provides students with a reminder to increase the probability of success.

To facilitate rapid acquisition, consider starting with a prompt that is as minimal as possible and be prepared to increase the intensity of the prompt if the minimal one is not effective (Libby, Weiss, Bancroft, & Ahearn, 2008). A more intense prompt might be pairing a verbal statement with a student modeling the expected behavior.

Steps for Prompting Behavior

1. Select the target behavior.

2. Select the appropriate positive reinforcer.

3. Determine what form and level of intensity of the prompt to use. For example, the teacher might raise her hand, modeling the behavior, before giving the direction, "Raise your hand to respond to questions." Or, if the student requires a more intensive prompt, the teacher might physically raise the student's hand before giving the verbal direction, and then have the student practice raising her hand in response to a question.

4. Specifically reinforce the desired behavior immediately after it occurs in order to call attention to the behavior and provide positive feedback (Neitzel & Wolery, 2010).

When coupled with specific contingent praise statements and increased supervision of students, prompting greatly reduces inappropriate behavior and increases appropriate behaviors (Simonsen et al., 2010).

6.   Instructional Choice

When given choice by teachers, students perceive classroom activities as more important. Providing students academic choices increases engagement. Research has shown that providing choices to students of all age levels often increases their intrinsic motivation. Choice in the classroom has also been linked to increases in student effort, task performance, and subsequent learning. However, to reap these benefits, a teacher should create choices that are robust enough for students to feel that their decision has an impact on their learning. "…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter,   McCormick, 2002, p. 28).

In order to incorporate choice into the classroom, we recommend teachers provide choice to students in four ways: (1) choice of tasks, (2) choice of reporting formats, (3) choice of learning goals, and (4) choice of behaviors (pp. 14, 101).

Choices of task, reporting format, or learning goal allow students to take control of their learning and make decisions that ensure personal interest in their assignments. To provide a choice of task to students, a teacher can provide multiple task options on an assessment and ask students to respond to the one that interests them most. Similarly, a teacher can provide students with the option to choose their own reporting format. The two most common reporting formats are written and oral reports, as they can be used with most subjects. However, students may also choose to present information through debates, video reports, demonstrations, or dramatic presentations. To give students a particularly powerful choice, a teacher can ask students to create their own learning goals. When giving students the option to design their own learning goals, a teacher should hold students accountable for both their self-identified learning goal as well as teacher-identified learning goals for that unit (pp. 101–104).   Teachers can build

choice into the process of designing standards for expected classroom behaviors.

Creating a classroom constitution at the beginning of the school year can provide students a chance to determine how the classroom functions as a unit. To infuse choice into this process, a teacher can ask small groups of students to describe their ideal classroom environments and isolate desirable and undesirable behaviors and attitudes. Groups can then give presentations on their lists of ideal behaviors and attitudes. Afterward, the class can come together and articulate specific behaviors and attitudes into concrete principles, eventually compromising as a class to decide which principles to incorporate into a set of classroom behavior standards. By following this process, individual students gain voices within the classroom and are less likely to feel that arbitrary rules are being imposed on them (pp. 104–105).

It is important to think about procedures for collecting and evaluating different types of assignments. Use the menu to determine which type of choice to add to a particular lesson. How do I implement instructional choice in my classroom?

1. Determine which type of choices you feel comfortable offering and create a menu of choices.
2. Use the menu to determine which type of choice to add to a particular lesson.
3. After choice is built into the lesson, offer the established choices.
4. Prompt the student to make a choice from one of the available options
5. If the student has made a choice within the time allotted. Reinforce the student's choice, providing them with the option they selected.
6. Offer students an opportunity to give feedback on the choice they selected.

7. Opportunities to Respond

With "Opportunities to Respond", the teacher provides students with opportunities to be engaged with the instruction by asking for regular student response to questions or statements. Students may respond with gestures, actions, or verbally and may do so either chorally or individually. This helps students to maintain engagement with the content and increases success. Increased rates of opportunities to respond support student on-task behavior and correct responses while decreasing disruptive behavior. Teacher use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) and mathematics performance (e.g., rate of calculation, problems completed, correct responses). Opportunities to respond include:

- Individual or small group questioning: – Use a response pattern to make sure that all students are called on

- Choral responding: – All students in a class respond in unison to a teacher question

- Nonverbal responses: – Response cards, student response systems, guided notes Individual or small group questioning: – I just showed you how to do

#1; I am going to start #2 second row; get ready to help explain my steps

- Choral responding: – Write a sentence to summarize the reading; then share with your peer partner before sharing with me

- Nonverbal responses: – Hands up if you got 25 for the answer – Get online and find two real-life examples for "saturation point"

Opportunities to respond (OTR) is a strategy for students to: review material, acquire skill fluency, commit information to memory, and increase on task behavior and reduce misbehavior. It allows for frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic materials. It is best used when material or concepts have been taught – promotes student engagement as they practice the information or skill. Promotes fluency and automaticity, freeing students to tackle more complex concepts, increases active participation, even during whole group delivery, feedback is rapid and matter-of-fact, which reduces the pressure of answering correctly. Teachers should provide three to five OTR per min, so the teacher must practice moving through a lesson quickly to ensure the pace has sufficient momentum, but not so rapid that students are lost (Kounin, 1970; Lane, Menzies, Ennis, Oakes, 2015; Sutherland Wright, 2013; Walker Severson, 1992)

1. Identify the lesson content to be taught and the instructional objective.
2. Prepare a list of questions, prompts, or cues related to the content.
3. Determine the modality by which content will be delivered. Determine the modality by which students will respond.
4. Explain to students how the format works and the rationale for using it.
5. Conduct the lesson with a minimum of three opportunities to respond per minute using either single student or unison responding.
6. Respond to student answers with evaluative and encouraging feedback.
7. Offer students an opportunity to give feedback.

Feedback & Acknowledgement

8. Acknowledgements

Positive acknowledgement is the presentation of something pleasant or rewarding immediately following a behavior. It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior. (SBCUSD Positive Behavior Support Initiative). The purpose of an acknowledgement system is to: foster a welcoming and positive climate, focus staff and student attention on desired behaviors, increases the likelihood that desired behaviors will be increased, and reduce the time spent correcting student misbehavior (SBCUSD Positive Behavior Support Initiative). Students should experience predominantly positive interactions (ratio of 5 positives for every negative) on all locations of school. Examples of positive interactions: behaviorally specific feedback as to what the student did right (contingent); and, smile, nod, wink, greeting, attention, hand shake, high five (non-contingent). Examples of negative interactions: non-specific behavioral corrections; and, ignoring student behavior (appropriate or inappropriate). Acknowledgement systems also incorporate various forms of plans which address immediate/high frequency/predictable/tangible acknowledgements, intermittent/unexpected and long-

term celebrations. Common examples are included below:

Behavior contracts: Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur)

Group contingencies: All students have the opportunity to meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion (dependent), to all students if all students meet the criterion (inter-dependent), or to each student if the student meets the criterion (independent)

Token Economies: Delivering a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent on appropriate behavior that is exchangeable for a back-up item or activity of value to students

9. Behavior Specific Praise

Contingent praise is associated with increases in a variety of behavioral and academic skills. Behavior-specific praise is verbal statement that names the behavior explicitly and includes a statement that shows approval. It may be directed toward an individual or group, should be provided soon after behavior, and needs to understandable, meaningful, and sincere. Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction. Teachers should consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly). Examples of behavior specific praise include:

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.
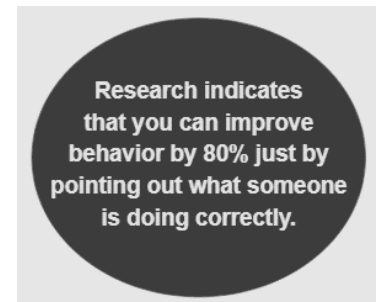
i. "Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."
ii. "Tamara, thank you for being on time. That is the fourth day in a row, impressive."
iii. After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well."
iv. After reviewing a student's essay, the teacher writes, "Nice organization. You're using the strategies we discussed in your writing!"

10. Feedback-Error Correction

Error correction is an informative statement, typically provided by the teacher that is given when an undesired behavior occurs. It states the observed behavior, and tells the student exactly what the student should do in the future. These statements should be delivered in a brief, concise, calm, and respectful manner, typically in private, and paired with specific contingent praise after the student engages in appropriate behavior. Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and

increasing future success rates. Following an error correction teachers need to[1] disengage to avoid "power struggles". For example, when a student has not started working within one minute, "Jason, please begin your writing assignment" (Later) "Nice job being responsible, Jason, you have begun your assignment"

Jigsaw Activity Notes

Practice	How does this practice support students at baseline?
1. Classroom Expectations	
2. Classroom Procedures and Routines	
3. Physical Arrangement	
4. Active Supervision and Proximity	
5. Scaffolding, Pre-correction, Prompting	
6. Instructional Choice	
7. Opportunities to Respond	
8. Acknowledgements	
9. Behavior Specific Praise	
10. Feedback-Error Correction	

[1] Adapted from:
http://www.ci3t.org;
https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf#page=13

ACEs do not have to determine a child's outcomes

Responsive relationships and strong communities can buffer the effects of ACEs

Research shows adverse childhood experiences (ACEs) have a negative impact on a child's health and well-being later in life. The accumulation of multiple ACEs is associated with a detrimental long-term impact on health and development.

Understanding how many children have experienced ACEs helps to determine what interventions or policy changes are needed. One approach to buffer the impact of ACEs is to promote stable and supportive relationships with caregivers.

IN VIRGINIA

19%

OF CHILDREN HAVE EXPERIENCED TWO OR MORE ACEs

Source: KIDS COUNT Data Center

WHAT ARE ACEs?

❖ Lived with a parent or guardian who became divorced or separated

❖ Lived with anyone who had a problem with alcohol or drugs

❖ Lived with anyone who was mentally ill or suicidal, or severely depressed

❖ Witnessed an adult in the household behaving violently

❖ Lived with a parent or guardian who was incarcerated

❖ Been the victim of violence or witnessed any violence in his or her neighborhood

❖ Lived with a parent or guardian who died

❖ Experienced economic hardship

11%
of children
➕

8%
of children

22%
of children

| 1 ACE | 2 ACEs | 3+ ACEs |
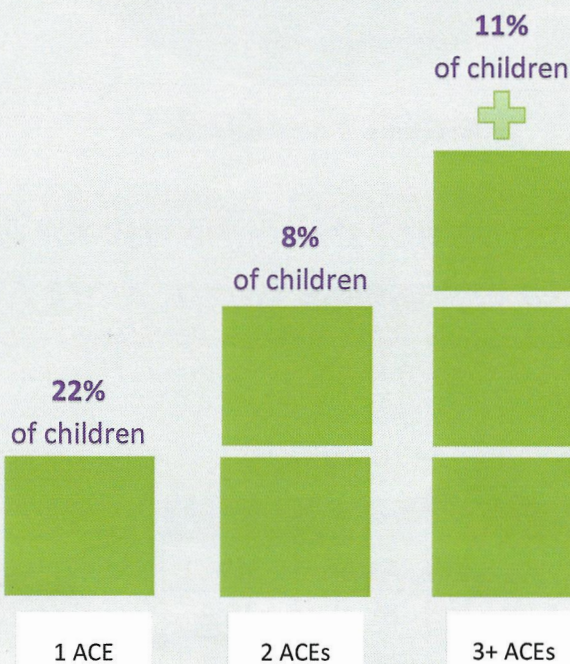
Data source: Child Trends. (2018). The prevalence of adverse childhood experiences, nationally, by state, and by race/ethnicity.

*There are two approaches to measuring ACEs. One method, Behavioral Risk Factor Surveillance System (BRFSS) asks adults to reflect on their own childhood while the other surveys parents about challenges their family currently faces. The research shown here comes from the second method, a survey administered by Child Trends. This survey contains slightly different questions than the original ACEs study. It does not ask parents to disclose abuse or neglect in their household and instead asks about economic stability. We chose to use this data because the BRFSS has only been administered in VA for 2 years and the Child Trends survey is comparable across states.

41%

of children in Virginia have had at least one adverse childhood experience

CAMPAIGN FOR A
TRAUMA-INFORMED
VIRGINIA

In Virginia, most children experience ACEs connected to their household stability.

Understanding the different types of ACEs helps determine what interventions are needed.
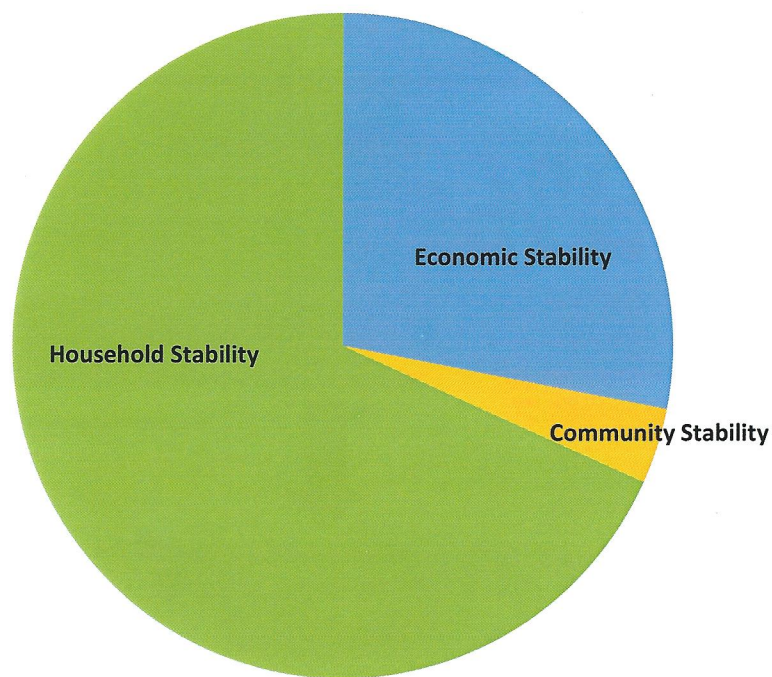
Prevalence of Individual ACEs

Economic Stability	Community Stability
$	
Hard to Cover Basics 23%	Victim or Witness Violence 3%

Household Stability

Divorce or Separation 22%	Incarcerated parent 8%
Mental Illness 8%	Violence in home 6%
Alcohol/Drug Abuse 8%	Death of parent 4%
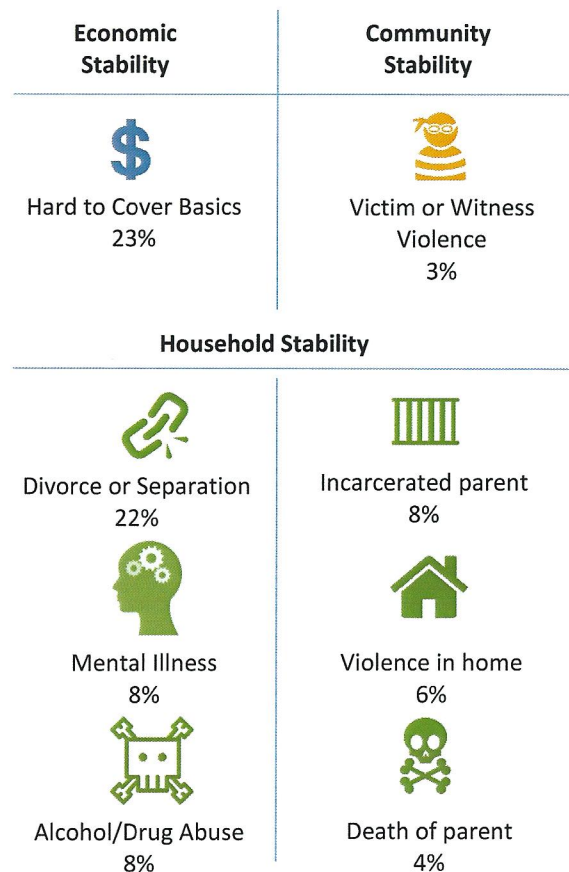
Children do not share the risk for ACEs equally. Children of color are more likely to experience two or more ACEs.

Understanding how different communities experience ACEs helps to determine where to target resources.

United States	
Asian	5%
Black	33%
Latino	21%
Other	26%
White	19%

South Atlantic	
Asian	4%
Black	30%
Latino	24%
Other	25%
White	20%

% children with 2 or more ACEs

For more information about Voices for Virginia's Children or the Campaign for a Trauma-informed Virginia visit vakids.org

kids count in Virginia

69

Social Emotional Competency	Skills Related to the Social Emotional Competency	Ideas for Teaching the Social Emotional Competency

Self-Awareness	• Label and recognize own and others' emotions
	• Identify what triggers emotions
	• Analyze emotions and how they affect others
	• Recognize strengths and limitations
	• Identify own needs and values
	• Possess self-efficacy and self-esteem
		• Identify and label emotions and feelings
		  • Use scales or "thermometer" to rate emotional intensity
		  • Start the day with a check-in
		• Class discussions
		• Role-play different feelings
		• Literature read-aloud
		• Bring attention to physical cues that show how students are feeling
		Other ideas for teaching self-awareness:

Self-Management	• Set plans and work toward goals
	• Overcome obstacles
	• Monitor progress
	• Regulate emotions
	• Manage stress
	• Attention control
	• Use feedback constructively
	• Exhibit positive motivation and optimism
	• Seek help when needed
	• Display determination or perseverance
	• Advocate for oneself
		• Calming exercises (mindfulness, grounding, asking for/using putty, stress ball, etc., breathing techniques, muscle relaxation, visual imagery)
		• Feelings thermometer (5 point scale)
		• Cozy corners
		• Positive self-talk
		  • "I am safe."
		  • "I can calm myself down."
		  • "I can trust the adult I am with to give me helpful directions."
		Other ideas for teaching self-management:

Social Emotional Competency	Skills Related to the Social Emotional Competency	Ideas for Teaching the Social Emotional Competency
Social Awareness	- Identify social cues to determine how others feel - Predict others' feelings and reactions - Evaluate others' emotional reactions - Respect others - Understand other points of view - Appreciate diversity - Identify and use resources of family, school and community	- Perspective taking: Cross age mentoring - Empathy: Sharing stories/experiences - Appreciating diversity - Role Play - Respect for others - Bucket fillers - Literature read alouds to facilitate discussions of character feelings - Class meetings to develop empathy - Affective statements - Video clips with character responses Other ideas for teaching social awareness:
Relationship Skills	- Capacity to make friends - Exhibit cooperative learning - Evaluate own skills to communicate with others - Manage and express emotions on relationships - Communicate effectively - Cultivate relationships - Provide help to others - Demonstrate leadership - Prevent interpersonal conflict, but manage and resolve when it occurs - Resist inappropriate social pressures	- Communication - Practice reflective listening during partner work - Model and practice conflict resolution skills - Social engagement - Partner Work/Cooperative learning groups - Relationship-building - Teamwork - games and sports - project based learning Other ideas for teaching relationship skills:

Social Emotional Competency	Skills Related to the Social Emotional Competency	Ideas for Teaching the Social Emotional Competency
Responsible Decision Making	- Identify decisions one makes - Discuss strategies to resist peer pressure - Reflect on how current choices affect future - Identify problems and generate alternatives - Implement problem solving skills - Become self-reflective - Make decisions for self, and community based on moral, personal and ethical standards - Negotiate fairly	- Use class meeting/advisory or small group structure to: - Introduce problem solving process - Role Play - Practice - Practice self-reflection - Literature read aloud to facilitate discussion around character problem solving Other ideas for teaching responsible decision making:

Adapted from CASEL, 2003; Durlak,Weissberg, Dymnicki,Taylor, & Schellinger, 2011: Elias, 2006: Kress & Elias, 2006; Zins, Payton, Weisberg, & O'Brien, 2007

21 Simple Ways to Integrate Social-Emotional Learning Throughout the Day

Here are 21 simple ways you can support social-emotional learning for your students every day.

Elizabeth Mulvahill on October 21, 2016

While the impact of the new federal education law ESSA (Every Student Succeeds Act) has yet to be realized, there's one change that is welcome to educators. It is the shift in emphasis from the prescriptive testing and accountability requirements of No Child Left Behind to a broader definition of success, including recognition of the value of non-academic concepts and "whole child" issues.

ESSA recognizes **social-emotional education** as an important factor in helping students develop crucial life skills that go beyond academics. For an awesome infographic on the core competencies of social-emotional learning, https://casel.org/core-competencies/

Here are 21 simple ways you can support social-emotional learning for your students every day.

1. Start the day with a check-in.

Make it a goal to start each day with a personal connection. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning.

2. Use story time for teachable moments.

Read-alouds are the perfect tool for exploring social-emotional themes with your class. They're not just for little kids either—there are tons of gorgeous picture books with complex themes and vocabulary that older kids will love too.
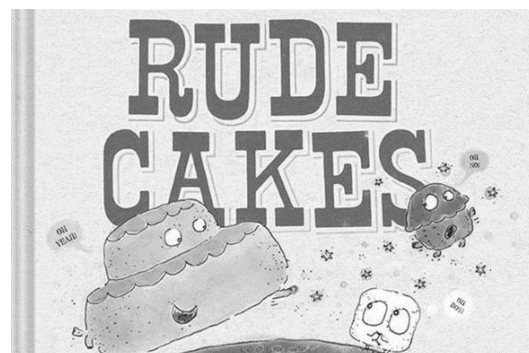
3. Work in partnerships.

Give kids lots of opportunities to work with partners. Working with a partner helps kids learn to cooperate and builds community in your classroom. Alternate between strategically assigning partnerships and allowing kids to make their own choices.

4. Teach them how to work in a group.

Being able to work in a group setting is an important life skill. Students will learn how to negotiate with others, develop leadership skills and figure out their own strengths so they can best contribute to the group. Tips to make group work more productive: http://www.edutopia.org/blog/productive-group-work-andrew-miller

5. Nurture a culture of kindness.
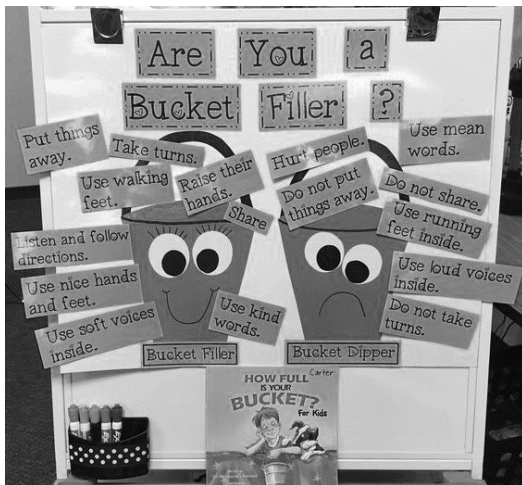
At the beginning of the year, read _Have You Filled a Bucket Today?_, a story about the power of kind words. Then create your own bucket for the classroom. Get a small tin bucket from a craft store and cut 3-by-3-inch pieces out of card stock. Kids can write messages of kindness, appreciation and love on the cards throughout the week to fill up the bucket. At the end of each week, spend a few minutes sharing these notes of encouragement to end the week on a positive note. http://www.scholastic.com/teachers/top-teaching/2015/11/creating-culture-kindness-your-classroom

6. Give them new words to say.

Here's a free poster, "8 Phrases That Nurture Growth Mindset," that gives students positive phrases they can use to foster their resilience and overcome failure. Hang a large copy on the wall, or give them their own smaller version for their journals or planners. https://www.weareteachers.com/classroom-poster-8-phrases-that-nurture-growth-mindset/

7. Set up a __Peace Place__.

Create a special place in your classroom for kids to take a break when they are upset or angry or need to calm themselves. This space should have a peaceful atmosphere and might include comfy pillows to sit on, noise-canceling headphones, a fish tank, journaling materials, calming images and/or books about peace. http://www.teachinginprogress.com/2012/10/why-i-will-never-use-behavior-chart.html?m=1

8. Teach your kids how to manage conflict with peer mediation.

Peer mediation is a problem-solving process that helps students involved in a dispute meet in a private, safe and confidential setting to work out problems with the help of a student mediator. There are lots of programs out there—here's one sample curriculum: http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf

9. Use anchor charts to teach social-emotional skills.

You can create anchor charts with your class about many different topics, from "Owning Your Learning" to "What Does Respect Look Like?" and "Be a Problem-Solver." Check out the WeAreTeachers Classroom Management Anchor Charts: https://www.pinterest.com/weareteachers/classroom-management-anchor-charts/

10. Practice lots of role-play.

Sometimes you have to put yourself in someone else's shoes to truly understand a situation. Taking time to role-play tricky or troubling situations that show up in your classroom helps kids develop empathy and understand other people's feelings. For example, it's a great strategy to use when discussing bullying. Read The 10 Key Benefits of Role-Play for Children: https://kallikids.com/page/social-and-emotional-development/Role-playing-and-child-learning

11. Allow for talk time.

Give kids a lot of opportunities—both structured *and* unstructured—to talk to one another during the course of the day. Bouncing ideas off of one another or figuring out problems with a little give-and-take will help your students build understanding and confidence. Here are 10 great techniques to try with your students: http://www.weareteachers.com/blogs/post/2015/08/28/5-fun-alternatives-to-think-pair-share . When your class is cracking up and getting wiggly, taking a five-minute chat break is a great way to hit the reset button.

12. Play games to build community.

Cooperative-learning games can promote social and relationship skills. There are tons of resources out there for activities to play in your classroom. Here's one we love: 10 Team-Building Games That Promote Critical Thinking: http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/?utm_source=WeAreTeachers&utm_medium=8FunWaysArticle&utm_content=TeachThought&utm_campaign=EMCPub_Article
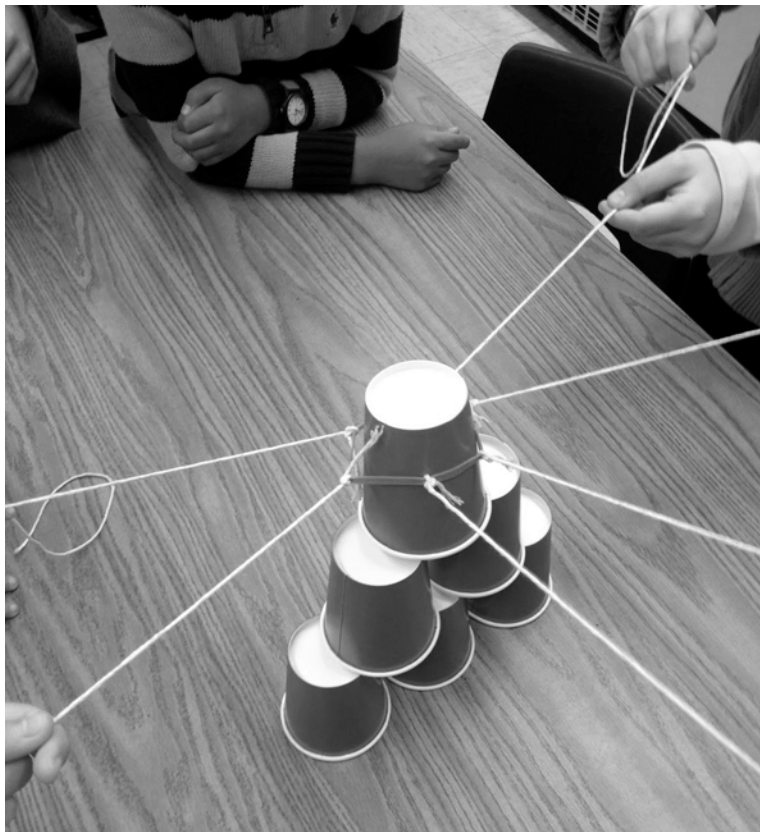
13. Buddy up with an older or younger class.

Having a special connection with another class is a great way to build positive ongoing relationships in your school community. Kids are always amazed at how easy it is to find common ground with younger or older students. The big kids feel important and the little kids feel special. For how-tos, check out The Power of Buddy Classrooms: 19 Ideas: http://www.teacher.org/daily/power-buddy-classrooms-19-ideas/

14. Build community with teams.

Consider an alternative seating arrangement that allows kids to sit in teams. Let each team create an original name, motto and flag. This is a great way for students to feel a sense of belonging, and it encourages collaboration and cooperation. Change up teams every 6 to 12 weeks.

15. Teach them to monitor their own progress.

Make personal goal-setting (academic, emotional, social, etc.) a regular activity with your students. It will strengthen their intrapersonal skills and give them ownership of their own learning. Help them develop the habit of revisiting and adjusting their goals often to monitor progress. Am I meeting my goals? What do I need to work on next? How do I want to grow? For more on goal setting: http://www.weareteachers.com/blogs/post/2016/03/23/my-problem-with-the-grit-movement-and-how-i-think-we-can-solve-it

16. Hold class meetings.

Check in frequently to celebrate what is working and address things that need tweaking within your classroom community. Empower all of your students with a voice and a vote to give them ownership of their environment. http://bainbridgeclass.blogspot.com/2016/03/how-morning-meeting-saved-my-classroom.html
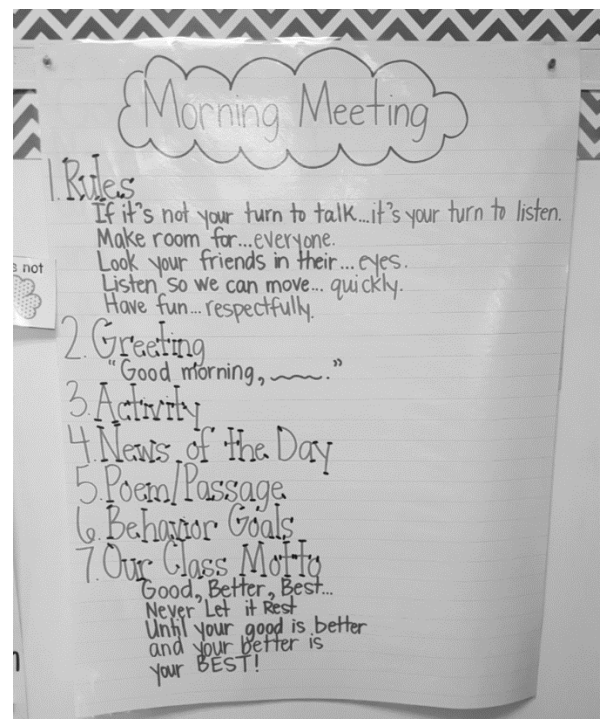
17. Make space for reflective writing.

Give your student time to journal and free-write. Put on quiet music. Dim the lights. Make writing time a quiet, soothing break from busyness that your students will look forward to. For stubborn starters, you can provide a menu of optional prompts. For more information, read 6 Benefits of Journal Writing: http://www.k5chalkbox.com/benefits-of-journal-writing.html

18. Encourage expression through art.

Sometimes students think and feel things that they can't quite put into words. Art is a great tool to allow them to explore topics from a different perspective. Sketch your thoughts and feelings out as a pre-writing activity. Create a painting as an interpretation of a piece of music or poetry. http://artprojectsforkids.org/creative-writing-self-portraits/

19. Assign interview projects.

Have your students interview each other throughout the year about topics such as cultural background, family traditions or opinions about a current event. Conducting a formal interview is different than a casual conversation and teaches skills such as focused listening and conversational skills. In addition, learning about their classmates will broaden their perspective as they consider that everyone's background and experience is not necessarily the same as their own.
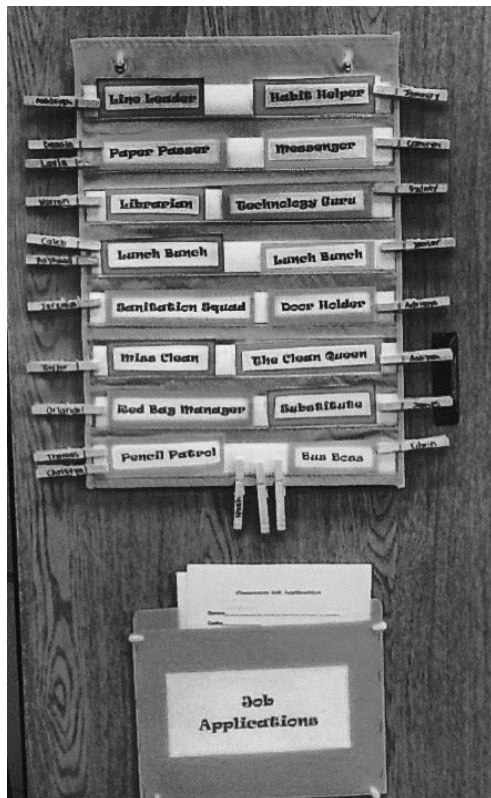
20. Put 'em to work.

Classroom jobs teach responsibility and give kids ownership of their classroom. Pride in a job well done is a great confidence-builder. Here are 25 fun, easy job charts you can create for your classroom: http://www.weareteachers.com/blogs/post/2016/07/01/25-ideas-for-flexible-fun-classroom-job-charts

21. End each day with a checkout.

Circle up for just a few minutes at the end of each day to reflect on your day together. Check in with how your students are feeling, talk about what went well, read some notes from the kindness bucket and set some goals for tomorrow.
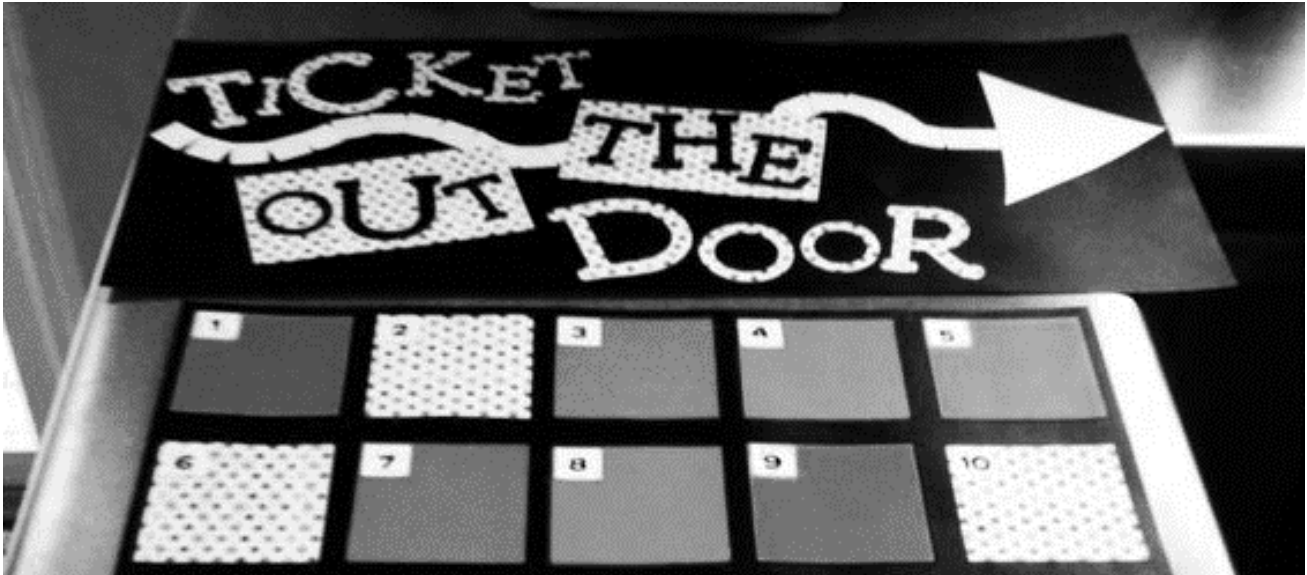
What steps do you take to reinforce social-emotional skills throughout the day? Want more on Social-Emotional Learning? Check out the free webinars offered by Apperson: https://goo.gl/5THdBF

Function		Baseline/Calm Teaching/Prevention Strategies	Trigger Proactive Strategies (Preventing, Prompting)	Escalation/Agitation & Acceleration (Management Strategies)
Obtain	***Sensory Stimulation***	Teach student (direct instruction) to obtain sensory input using alternative, appropriate actions Provide ongoing instruction in tolerating gradually increasing periods of reduced stimulation	Provide/Prompt contextually appropriate sensory options (e.g., keeping engaged in desirable activities) Remove access to inappropriate stimulation	Allow access to items/activities that provide appropriate sensory stimulation Remove access to inappropriate events
	Attention	Teach student to: 1. request attention (such as proximity, interaction, or physical contact) 2. engage in alternative activities when attention is not available	Increase amount attention provided/Inform student of when attention will be available Prompt student to; 1. complete activities individually when attention is unavailable 2. request attention appropriately	Increase level and frequency of desired attention following positive student behavior Minimize attention (e.g., by ignoring, walking away, avoiding power struggles) when problem behavior occurs
	Activities/ Objects	Provide instruction on appropriately requesting items/activities and/or how to r initiate access independentlyl Teach student to: 1. accept alternatives, 2. wait for desired activity/object, and 3. accept "no"	Clarify schedule with student of when items and activities are available Remove "off-limit" items from the surroundings Offer alternatives to items/activities denied to student Prompt student to request alternatives	Provide access to tangibles/activities after student demonstrates appropriate behavior (e.g., requests) Withhold tangible reinforcers after problem behavior (including "negotiation")

Function		Baseline/Calm Teaching/Prevention Strategies	Trigger Proactive Strategies (Preventing, Prompting)	Escalation/Agitation & Acceleration (Management Strategies)
Escape/ Avoid	***Sensory Stimulation***	Teach child to tolerate periods of increased stimulation	Enrich environment • Fill the environment with interesting and stimulating objects and activities	Provide alternative sensory Offer stimuli matching type of sensory reinforcement maintaining the problem behavior (e.g., auditory, visual, tactile)
	Attention	Students can be taught to ask for a short break when they feel the need. *In documented cases, the students began by asking for many breaks, but this gradually decreased over time.*	When a student misperceives a situation, help him or her understand the situation using a comic strip strategy. (for example, to illustrate your comment "She wasn't thinking you were stupid—she wasn't even looking at you when you dropped the ball," draw a picture, cartoon-style, that shows a ball on the ground and a student looking the other way, thinking of something else).	Avoid one-on-one talks. Avoid overhelping or overprompting the student. a social situation, help him or her understand the situation using a comic strip strategy (for example, to illustrate your comment "She wasn't thinking you were stupid—she wasn't even looking at you when you dropped the ball," draw a picture, cartoon-style, that shows a ball on the ground and a student looking the other way, thinking of something else).
	Activities/ Objects	Teach child to say "no" or "later", take breaks, or other ways to escape Teach child to cooperate and engage in non-preferred tasks and activities for periods of time	Modify characteristics of the settings or activities Allow the child opportunities to choose what activities and when Shorten activities or providing periodic breaks during them Remind child how to request break/stop correctly	Allow breaks, escape, changes in environment, or reductions in demands for appropriate behavior (e.g., participation) Withhold or delay escape for problem behavior

Handout #16: Function-Based Intervention Strategies

The following tables provide possible intervention strategies to incorporate into a comprehensive behavior intervention plan based on the function of the problem behavior. Additional resources are listed at this end of this handout.

Negatively Reinforced Behaviors—Escape or Avoid Task or Environment

Intervention Strategy	Example(s)
Adjust the difficulty of the task	• Provide easier work • Decrease the amount of work

Offer choice	• Allow the student to choose
	   o Which task to complete
	   o The sequence of tasks to be completed
	   o Which materials to use
	   o Where to complete the task
	   o When to complete the task
	   o With whom to complete the task

Increase student preference/interest in the activity	• Incorporate student hobbies/interests into activities
Assure that activities are functional or relevant for the student	• Provide a rationale for school tasks or activities that is relevant to the student's everyday life or future goals • Use functional tasks to teach or practice academic skills
Alter the length of the task	• Shorten the activity • Provide frequent breaks
Modify the mode of task completion	• Allow the student to choose between response methods (e.g., oral, written, typed)
Use behavioral momentum, task dispersal	• Present easy requests prior to a difficult request
Increase predictability	• Provide cues for upcoming activities or a change in activities (instructional, visual, auditory; e.g., a 5-minute warning, schedule posted and reviewed regularly, picture schedule)
Modify instructional delivery	• Reduce the complexity of the language used • Alter the rate of speech • Use a pleasant tone of voice • Present instruction in the student's preferred modality (e.g., with interactive technology or more visual supports)

Adapted from National Center on Intensive Intervention (2013) *Handout 3c: A-B-C Report Form,* part of *Using FBA for Diagnostic Assessment in Behavior.*

Extinction	• Ignore the problem behavior and continue presenting the task regardless of the behavior
Differential negative reinforcement of alternative behavior (DNRA)	• Allow a break from instruction based on an alternative appropriate response (e.g., compliance) while placing the problem behavior on extinction
Differential negative reinforcement of zero rates of responding (DNRO)	• Allow a break when the problem behavior has not occurred for a specific period of time and place the problem behavior on extinction
Non-contingent escape (NCE)	• Provide breaks from work on a time-based schedule, irrespective of the problem behavior

Positively Reinforced Behaviors

Gain Sensory Reinforcement

Intervention Strategy	Example(s)
Provide alternative sensory reinforcement	• Offer stimuli matching the type of sensory reinforcement that is maintaining the problem behavior (e.g., auditory, visual, tactile)
Enrich environment	• Fill the environment with interesting and stimulating objects and activities

Gain Tangible or Activity Reinforcement

Intervention Strategy	Example(s)
Schedule a transitional activity	• Schedule a moderately preferred activity between highly preferred and highly non-preferred activities
Increase accessibility	• Put highly preferred items within the student's reach • Make preferred activities more frequently accessible • If practical, consider non-contingent reinforcement (NCR), providing the preferred item or activity on a time-based schedule, irrespective of the problem behavior
Differential reinforcement of alternative behavior (DRA)	• Provide the desired item or activity contingent on an alternative appropriate response and place the problem behavior on extinction
Differential reinforcement of other behavior (DRO)	• Provide the desired item or activity when the problem behavior has not occurred for a specific period of time and place the problem behavior on extinction

Adapted from National Center on Intensive Intervention (2013) *Handout 3c: A-B-C Report Form,* part of *Using FBA for Diagnostic Assessment in Behavior.*

Gain Attention

Intervention Strategy	Example(s)
Schedule attention (adult/peer)/NCR	• Have an adult periodically provide attention • Have an adult work with the student • Have a preferred peer(s) work with the student
Increase proximity to the student	• Change the seating arrangement • Periodically move around the classroom
Provide a preferred activity	• When the adult is occupied and unable to provide attention, assign a preferred activity
DRA/DRO	• Place the problem behavior on extinction and provide attention contingent on acceptable behavior (DRA) or non-occurrence of problem behavior (DRO)

Resources

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Adapted from National Center on Intensive Intervention (2013) *Handout 3c: A-B-C Report Form,* part of *Using FBA for Diagnostic Assessment in Behavior.*

Guidelines for Offering Choices
By Jane Bluestein, Ph.D. Reprinted with permission.

Like boundaries, choices are motivational tools that encourage young people's cooperation through empowerment. Choices build responsibility and commitment, communicate the teacher's respect for students' needs and preferences and can encourage students to perform a particular behavior. Choices also can help prevent disruptive behaviors.

Here are some tips for offering choices:

- Present available options in a positive manner. Be careful that the choice doesn't end up spoken as, *"Do it, or else."*

- Be honest. Make sure that all options you offer are acceptable. Avoid setting the students up to people-please by choosing the right option or reading your mind. Make sure there are no wrong choices: If you don't want the student to choose something, don't make it an option. (For example, if you want them to do the outline first, offer sequence options about the other activities—after the outline is finished.)

- Make sure the choices you offer are clear and specific. Asking a child to *"select a meaningful learning activity"* leaves you open for broad interpretations. Instead, define choices with clearly stated limits. *"Select one meaningful learning activity from the five on the board"* is much easier for the student to understand—and perform successfully.

- Start simple. If a student is having difficulty making decisions, it may be that there are too many options or that the limits are too broad or unclear.

- If a student is having difficulty with even a simple choice, add another limit by asking him to choose within a certain amount of time (after which you will help him choose). Be patient. Some young students and well-conditioned order-takers need time and practice to develop confidence in their ability to choose.

- Increase options as the students can handle them, either by widening the range of choices you offer or by making the options more complex.

- Depending on your goals, schedule and resources, you might leave room for students to change their minds if they are disappointed with a choice they've made. If time and management require the student to make a choice and stick with it, make that clear when you present the available options. Reassure students that they can *"try again later (or tomorrow or next week)."*

- As they become more capable, encourage the students to participate in setting up choices (or negotiate an alternative assignment, for example) whenever possible. Clear limits are especially important in such cases; you might also want to suggest that they present their ideas to you for a final OK before they act.

- If students suggest a choice that you think is inappropriate, tell them your concerns and ask if they can come up with another idea. (Stating *"That won't work for me"* is a terrific way to get this message across without attacking the student.) Reiterate your criteria if necessary. If something is just plain non-negotiable, say so, but help the student look for acceptable options available within those limits.

Excerpted and adapted from *The Win-Win Classroom*, by Jane Bluestein, Ph.D.
Buy the book: http://janebluestein.com/2012/book-the-win-win-classroom/

☑ Differential Reinforcement

Things to Do
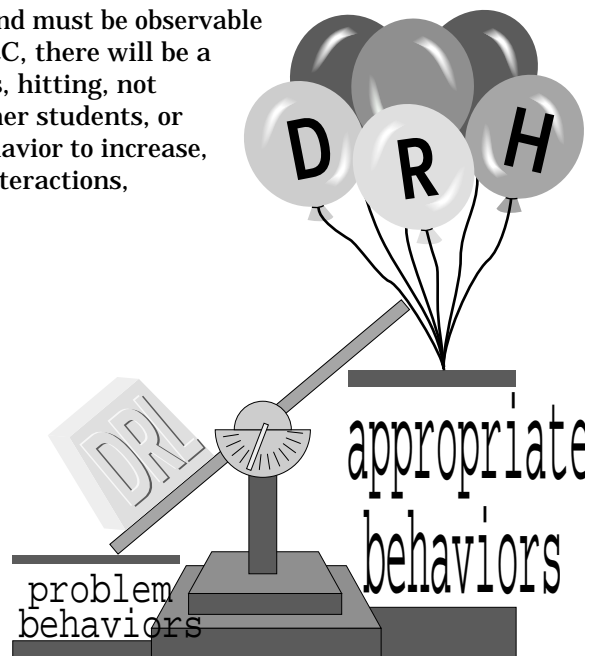
✓ Select behaviors to be decreased or increased.

✓ Select alternative, incompatible, or communicative behaviors to be taught.

✓ Determine time interval.

✓ Set criterion.

✓ Ignore inappropriate behaviors.

✓ Monitor the student's performance.

There are six strategies that comprise or make up differential reinforcement:

Differential **R**einforcement

of

O ther behaviors	**DR O**	The instructor ignores the problem behavior while reinforcing any appropriate/replacement behavior within a defined period of time.
H igh rates	**DR H**	The instructor reinforces the individual only after the appropriate behavior has occurred at a predetermined high rate.
L ow rates	**DR L**	The instructor reinforces the individual only after the target behavior occurs at a predetermined low rate.
A lternative behavior	**DR A**	The instructor reinforces an alternative behavior to the inappropriate behavior and ignores the inappropriate behavior.
I ncompatible behavior	**DR I**	The instructor reinforces an appropriate behavior that actually interferes (physically or functionally incompatible) with the inappropriate behavior and ignores the inappropriate behavior.
C ommunicative behavior	**DR C**	The instructor ignores inappropriate behavior and reinforces a communication skill that leads to a needed reward, activity, or alternative.

☑ Select behaviors to be decreased or increased.

These behaviors should be objectively defined and must be observable and measurable. For DRO, DRI, DRA, and DRC, there will be a specific behavior to decrease, such as talk-outs, hitting, not following directions, out of seat, disrupting other students, or tantrums. For DRH, there will be a specific behavior to increase, such as contributing in class, positive social interactions, getting to class on time, or task completion.

DRL — problem behaviors / appropriate behaviors

☑ ## Select alternative, incompatible, or communicative behaviors to be taught.

For **DRA**, define an alternative behavior(s). This is **any** behavior that can serve as an alternative to the inappropriate behavior. For example, working on an assignment is an alternative behavior (DRA) to wandering around the classroom.
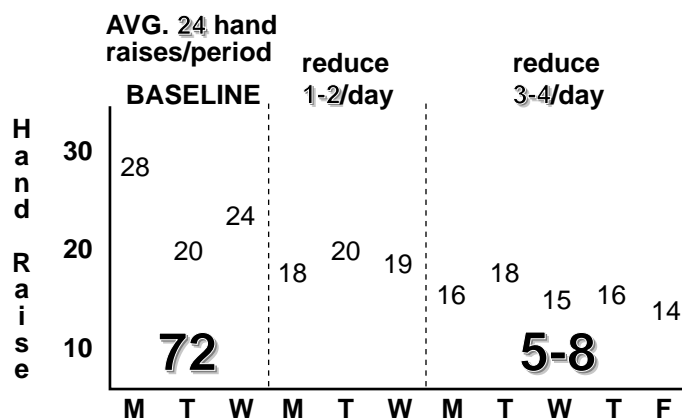
For **DRI**, select and define an incompatible behavior.

☑ ## Determine time interval.

The time interval for all differential reinforcement procedures specifies the time limits for a behavior to occur. The time interval can be from a few seconds to 1 or 2 hours. For example, when using DRO for talk-outs, the time interval might be 10 minutes for a reinforcer to be earned. When using the DRH procedure to increase classroom contributions, the time interval might be 30 minutes or one class period. It generally helps to set smaller time intervals when initially starting a differential reinforcement program.

☑ ## Set criterion.

The criterion is the number of behaviors that must occur during the specified time interval to earn a reinforcer. For **DRO**, the criterion is always **0** inappropriate behaviors. For **DRL**, the number is set lower than the behavior naturally occurs. For example, hand raising is not a problem unless it is done too often. Start by finding out how often the student raises his hand during instruction. Suppose during 3 days, Andy raises his hand 72 times. That's an average of 24 hand raises each day. This compares to 5 to 8 hand raises for the average student. To set the criterion, begin reducing Andy's hand raises by 1 or 2 per day. Continue to gradually decrease the number of hand raises per day until the student is performing the behavior at an acceptable level. For **DRH**, the number is set higher than the behavior occurs naturally.

AVG. 24 hand raises/period

BASELINE   reduce 1-2/day   reduce 3-4/day

Hand Raise

30 28
            24
20 20   18   20   19   16   18
                                    15   16
                                          14
10 **72**   **5-8**
   M   T   W   M   T   W   M   T   W   T   F

The general rule for DRH is to take the frequency of the appropriate behavior that you want to increase within the specified time interval. Then increase it by half to set the first criterion. This criterion can be slowly increased as the student becomes more proficient with the behavior.

For **DRI**, **DRA**, and **DRC**, the number is usually set at **0**, but it can initially be set at a higher number and gradually be decreased.

☑ Ignore inappropriate behaviors.

Ignoring can be the most difficult part of the differ-ential reinforcement procedure. To ignore inappro-priate behavior, you should break eye contact, use stony silence, then move away. In other words, don't pay any attention to the student.

CAUTION
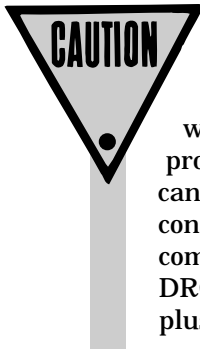
But be forewarned. When you first ignore, the student's misbe-havior often escalates and becomes worse. So before using a differential procedure, decide whether your class can tolerate the disruption. If not, consider using another strategy or combination of strategies, such as DRO plus a behavior contract or DRO plus token economy and cost response.
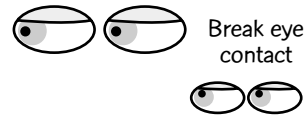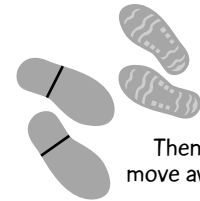
Break eye contact

Ignore
Don't pay attention!
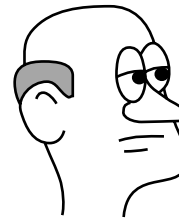
Use stony silence

Then, move away

Otherwise, simply remind the student what behavior you're looking for. Then when the student performs the desired behavior, use praise and other forms of reinforcement.

To get the most out of your praise, remember to follow the I-FEED-V rules. This means praise the student "immediately" after the target behavior occurs. Praise "frequently" and "enthusiastically"—especially when working on a new behav-ior. Also be sure to use "eye contact" and specifically "describe" the target behavior. Finally, use a "variety" of praise state-ments.

REMEMBER: *These strategies will work only when praising and ignoring are done consistently and correctly.*

P R A I S E

I	mmediately
F	requently
E	nthusiastically
E	ye contact
D	escribe behavio
V	ariety

☑ Monitor the student's performance.

It's important to monitor the student's performance over time to determine if the differential reinforcement procedure is working. By collecting data, instructors can easily evaluate the effectiveness of the intervention and make adjustments as needed.

Level 1: Positive Interaction Procedures

Examples

Example 1

DRO

Bob constantly talks out in class and disrupts the other students. The teacher has indicated to Bob that he needs to "not talk out" for at least 10 minutes. If he can work quietly and not talk out, he will receive 2 minutes of extra free time. The teacher points out that in an hour, Bob could earn 12 minutes of free time. During the 10 minutes while he is quiet, the teacher makes several positive comments about his following the rules, working quietly, and completing his work. If Bob does talk out, he does not receive the extra 2 minutes for the 10-minute period and is ignored by the teacher.

Example 2

DRH

Mrs. Sadie wants Tim to contribute more in class during social studies. During this time, he seldom says a word. The teacher has indicated that Tim can have 10 minutes on the computer to play games if he will contribute at least three times during the class discussion. Once he consistently contributes at least three times, she increases the number of discussion contributions one per week until he is contributing at least five times per discussion period.

Example 3

DRL

Cathy thinks she knows all the answers and is constantly raising her hand in class. The instructor wants her to contribute but does not want her to monopolize the class discussion. She sets a limit for Cathy's contributions at five. If Cathy limits her contributions to five during the period, she gets to be the teacher's assistant for the next period. If she goes above five, another student is picked to be the assistant, and the teacher ignores her hand raises.

Example 4

DRA

Tricia is a first grader and is always out of her seat. She disturbs the rest of the class and wanders around the room when the teacher is talking. The teacher decides to ignore her when she is out of her seat without permission. However, when she is in her seat and coloring or completing her work, the teacher smiles and reinforces her for working hard.

Example 5

DRI

Danny is a boy with autistic behaviors. He self-stimulates by mouthing his hands. Because of the mouthing, sores are developing on his hands, and his doctor is concerned. His instructors have taught him to hold on to the side of his wheelchair or to play with a preferred toy as incompatible behaviors. When he mouths, his instructors simply take his hand out of his mouth and do not pay attention to him.

Example 6

DRC

Amy is unable to speak and becomes highly frustrated and tantrums when others cannot understand her or she is not given choices. A picture board has been developed with favored activities or "need" functions, such as drink of water, the bathroom, time to play, or time to be alone. When she starts to tantrum, she is given the choice of pointing to the board. If she points to the board, she is immediately reinforced and granted her request.

Variations of the Technique

☞ **Differential attention** is a name given to a technique that is very similar to DRO. Differential attention simply means that you ignore inappropriate behavior, wait, and then catch the student being appropriate. At this time, the instructor praises and reinforces the student with his/her attention.

☞ **Proximity praise** is a common technique used in many classrooms and work situations. Using this technique, the instructor ignores a student who is behaving inappropriately and praises students nearby who are demonstrating the correct behavior. Then when the student changes his behavior, the instructor immediately praises and reinforces him.

Potential Problems and Solutions

The Inappropriate Behavior Increases

The most common side effect with differential reinforcement is that the inappropriate behavior gets worse before it gets better. This is called an "extinction burst." If at all possible, the misbehavior should be ignored. If the instructor pays attention to the student during an extinction burst, the behavior will get even worse.

Trivial Behaviors Are Taught

It is easy to pick an alternative or incompatible behavior that is either trivial or nonfunctional. For instance, a student is **taught to sit** and wait as an incompatible behavior to **wandering around**. Incompatible or alternative behaviors taught and reinforced with DRI and DRA procedures should be functional and relevant for the student.

The Differential Reinforcement Procedure Takes Substantial Time to Work

All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a "faster" procedure that is higher in the LRBI intervention hierarchy may be warranted to protect the student or other students in the classroom or work environment.

Level 1: Positive Interaction Procedures

Getting Ready

Practice ignoring skills, such as breaking eye contact, looking way, not talking to the student, or walking away. Ignoring is a difficult skill.

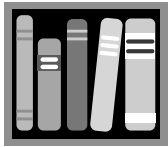Be prepared for an "extinction burst" where the behavior gets worse before it gets better.

Materials and Supplies

☝ A supply of reinforcers may be needed, such as edibles, activities, or favored objects or materials.

☝ In addition, a timing device, such as a clock, stopwatch, or wristwatch, may be needed to time intervals.

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