

The  
CPBIS  
World.com  
Book

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# Table of Contents

<b>How To Use The PBIS World Book</b> .....	<b>10</b>
<b>Frequently Asked Questions</b> .....	<b>11</b>
<b>PBIS: Getting Started</b> .....	<b>15</b>
<b>Tier 1 Interventions By Behavior</b> .....	<b>17</b>
Aggressive/Bullying .....	18
Anxiety.....	19
Confrontational/Defensive .....	21
Defiant .....	22
Disorganized.....	23
Disrespectful.....	24
Disruptive.....	25
Failing To Turn In Work .....	26
Frustration .....	27
Hyperactivity .....	28
Impulsive .....	30
Inappropriate Language.....	32
Lack Of Participation .....	33
Lack Of Responsibility .....	34
Lack Of Social Skills .....	35
Low Or No Work Completion .....	37
Lying/Cheating.....	39
Name Calling .....	40
Negative Attitude .....	41
Off-Task Disruptive .....	42
Off-Task Non-Disruptive .....	44
Out Of Seat.....	45
Poor Coping Skills .....	46
Poor Peer Relationships .....	47
Poor Self Esteem.....	48
Rushing Through Work.....	50
Sadness/Depression .....	52
Somatic Complaints.....	54
Stealing.....	56
Tantrums/Out Of Control .....	58
Tardiness.....	60
Unable To Work Independently .....	62
Unfocused/Inattentive .....	64
Unmotivated .....	66
Upset/Crying .....	68
Other Behaviors.....	70
<b>Tier 1 Interventions</b> .....	<b>71</b>
<b>Breaks</b> .....	<b>72</b>

# Table of Contents

Take A Break.....	73
Break, Moving Position In Class .....	74
Have Student Take Frequent Breaks Or Activity .....	75
Send Student On Errand .....	76
Snack Break .....	77
<b>Consequences .....</b>	<b>79</b>
Avoid Power Struggles .....	80
Call Parent Or Note Home .....	82
Card Flip .....	84
Clear, Consistent, And Predictable Consequences .....	85
Do Unfinished Work During Recess Or Unstructured Time .....	86
Have Student Say Something Nice To The Student They Called A Name .....	88
Logical Consequences .....	89
Natural Consequences .....	90
Office Referral.....	91
Reflection Sheets.....	92
Remove From Room .....	94
Speak in Calm And Neutral Tone .....	95
Take Away Privileges .....	97
Take Away Unstructured/Free Time .....	98
<b>Praise.....</b>	<b>99</b>
Acknowledging Positive Behavior .....	100
Positive Praise .....	101
Praise Student Frequently .....	103
Praise When Cooperative And Well Behaved .....	105
Praise When Good Attitude And Involvement Occur .....	107
Praise When On Task.....	109
<b>Rewards.....</b>	<b>111</b>
Rewards, Simple Reward Systems, & Incentives .....	112
Call Parent Or Note Home .....	114
<b>Other .....</b>	<b>116</b>
Alternate Seating In Own Space.....	117
Alternative Modes Of Completing Assignments.....	119
Assign A Buddy Or Partner.....	120
Assign A Classroom Job.....	121
Break Down Assignment .....	122
Break Down Directions .....	124
Call On Student Frequently .....	125
Clear And Concise Directions.....	126
Color Coded Folders.....	127
Count To 10.....	128

# Table of Contents

Daily Planner .....	129
Deep Breathing.....	131
Draw A Picture Or Write In A Journal .....	133
Encourage Interaction With A More Self Confident Student .....	135
Engage Student .....	136
Explain Assignment And/Or Directions .....	138
Frequent Eye Contact.....	139
Frequent Home Contact .....	140
Give Choices .....	142
Have Student Repeat Directions Back.....	143
Headphones .....	145
Helping Students With Home Work .....	146
Help Student Start Assignment.....	147
Ignore .....	149
Individual Work Space .....	151
Listen To Music.....	152
Model Appropriate Language .....	153
Structured Routines .....	154
Move To A New Location In The Classroom .....	156
Non-Verbal Cues .....	157
Organize Materials Daily.....	158
Pause Before Giving A Direction .....	160
Provide A Container For The Student's Belongings.....	161
Proximity to Students.....	162
Reassurance.....	163
Redirection .....	164
Reduce Assignment.....	165
Reflective Listening.....	166
Review PBS Expectations And Rules.....	167
Speak in Calm And Neutral Tone .....	171
Speak With Student In Hallway.....	173
Stand While Working .....	175
Start Commands.....	177
Stop, Walk and Talk Technique .....	179
Stress Ball Or Fidget.....	180
Talk One On One With Student .....	182
Talk Ticket .....	184
Talk To Parent .....	185
Teach Conflict Resolution Skills.....	187
Teach Coping Skills .....	189
Organize Materials Daily.....	<b>Error! Bookmark not defined.</b>
Teach Relationship Skills.....	196

# Table of Contents

Teach Relaxation Techniques .....	201
Teach Social Skills.....	203
Teach Substitute Words .....	207
Touch Base With Student .....	208
Touch Student On Shoulder .....	210
Turn Desk Around.....	211
Use Calm Neutral Tone .....	212
Seating Disk.....	214
Use Timer .....	215
Velcro® Brand Hook And Loop Fastener.....	216
Visual Schedules .....	217
<b>Tier 2 Interventions .....</b>	<b>219</b>
Alternatives To Suspension .....	220
Behavior Contract.....	222
Behavior Intervention Plan (BIP) .....	225
Breaks (Structured) .....	229
Check In Check Out (CICO) .....	231
Classroom Management Support .....	233
Counselor Referral .....	235
Daily Behavior Form .....	237
Forced Choice Reinforcement Survey .....	238
Functional Behavior Assessment (FBA) .....	239
Individual & Visual Schedules.....	241
Mentoring.....	244
Non-Verbal Cues & Signals .....	246
Organizational Tools.....	248
Peer Tutoring.....	250
Response To Intervention (RTI) .....	252
Reward System .....	254
Self Monitoring.....	257
Sensory Tools.....	259
Social Stories.....	262
Teach Conflict Resolution Skills .....	266
Teach Coping Skills.....	268
Teach Relationship Skills.....	273
Teach Relaxation Techniques .....	278
Teach Social Skills .....	280
<b>Tier 3 Interventions .....</b>	<b>284</b>
Alternatives To Suspension .....	285
Behavior Contract.....	287
Behavior Intervention Plan (BIP) .....	290

# Table of Contents

Behavior Meetings .....	294
Breaks (Structured) .....	296
Check In Check Out (CICO) .....	<b>Error! Bookmark not defined.</b>
Collaboration With Student's Physician And/Or Mental Health Provider .....	300
Counselor Referral .....	303
Daily Behavior Form .....	305
Forced Choice Reinforcement Survey .....	306
Functional Behavior Assessment (FBA) .....	307
Individual & Visual Schedules.....	309
Mentoring.....	312
Non-Verbal Cues & Signals .....	314
No Passing Time .....	316
Organizational Tools.....	317
Peer Tutoring.....	319
Response To Intervention (RTI) .....	321
Reward System .....	323
Seclusion & Restraint .....	326
Self Monitoring.....	328
Sensory Tools.....	330
Sexuality, Sexually Inappropriate, Sexualized Behaviors .....	333
Social Stories.....	336
Teach Conflict Resolution Skills .....	340
Teach Coping Skills.....	342
Teach Relationship Skills.....	347
Teach Relaxation Techniques .....	352
Teach Social Skills .....	354
Time Out (Structured Time Out) .....	358
<b>Data Tracking .....</b>	<b>360</b>
<b>Additional Support.....</b>	<b>362</b>

# How To Use The PBIS World Book

The PBIS World Book contains the same information as PBISWorld.com and is laid out nearly the same. If you've used PBISWorld.com, then the book should feel very familiar. Here's how to use The PBIS World Book:

1. Search for a behavior in the section titled, [Tier 1 Interventions By Behavior \(p. 17\)](#). *(Each page in this section includes a description of the behavior and a list of possible Tier 1 Interventions).*
2. Once you find the behavior that most resembles the behavior you want to address, choose from the list of possible tier 1 interventions. Each intervention in the list will include the specific page number where you can find information on why, when, and how to implement it.
3. If you want to see all tier 1 interventions, not just those suggested for a specific behavior, go to the section titled, [Tier 1 Interventions \(p. 71\)](#).
4. If you have implemented **tier 1 interventions for a minimum of 6 months** and your data indicates there has been no progress, you may consider implementing [Tier 2 Interventions \(p. 219\)](#).
5. If you have implemented **tier 2 interventions for a minimum of 6 months** and your data indicates there has been no progress, you may consider implementing [Tier 3 Interventions \(p. 284\)](#).
6. If you have implemented **tier 3 interventions for a minimum of 12 months** and your data indicates there has been no progress, you may consider speaking to the parent or guardian and/or the behavior team about:
  - Individual or family therapy for the student and family
  - Referral for special education evaluation
  - Referral to a day treatment school or facility
  - Referral to another school or facility that is more highly structured, intensive, and specially equipped to handle students with severe behavioral and emotional challenges.
7. DATA, DATA, DATA! Collect data on the progress or lack of progress at all tiers of intervention. Your data will determine if and to what extent students are responding to interventions and what course of action to take. You can find links to data collection tools in the [Data Tracking \(p. 360\)](#) section of this book.

# Frequently Asked Questions

## 1. What is PBIS?

PBIS (positive behavior supports and interventions) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes. PBIS is an initialism most well known to those working in schools and similar settings and comes from the federal Individuals with Disabilities Education Act (IDEA). In practice, this generally appears as 3 tiers of increasingly intensive and individualized behavior interventions and supports as well as a system of data collection and analysis.

PBIS is also known as SWPBIS (School-Wide Positive Behavior Interventions & Supports), PBS (Positive Behavior Support), and SWPBS (School-Wide Positive Behavior Support).

## 2. What is The PBIS World Book?

The PBIS World Book is the print version of the information on the PBIS World website, PBISWorld.com. The PBIS World website is a website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into the tier 1 through 3 framework. It is designed to help guide users through the PBIS implementation process, starting with behavior identification and offering suggestions for interventions and data collection tools. In general, PBIS World can be thought of as a PBIS reference tool. PBIS World is in no way affiliated, associated, or connected with any other website, entity, organization, or federal, state, local, or other government agency, department, program, policy, organization, or initiative.

## 3. Who is The PBIS World Book for?

PBIS is widely used in schools, school districts, juvenile detention facilities, day treatments, group homes, etc. There are many resources in The PBIS World Book that could be helpful in many settings to many people. Even parents, home schoolers, clubs, Sunday schools, and many others may find useful intervention ideas. If you find something useful in The PBIS World Book, then it's for you.

## 4. Are the interventions in The PBIS World Book research based?

Some are, some are not. At this point, there is no distinction made between the two in The PBIS World Book. Ideally, it would be great to have intensive and peer reviewed research to back up every intervention, but this is not realistic as there are hundreds of interventions. Even without specific supporting research, many interventions can still be supported to an extent through relevant research done on similar areas or topics.

## 5. Do interventions have to be research based to be successful?

No. Many interventions are not research based and work as well and better than research based interventions. Being researched based does not mean an intervention is guaranteed to work or that it will work better. While research based interventions are preferred, many times, interventions result from a new idea or thought that comes about during a behavior meeting or student session. Implementing behavior interventions can

be a very fluid thing, especially as they become more individualized and intensive. When one develops a highly individualized and intensive intervention on the spot during a behavior meeting, they are not research based many times. For example, an intervention where a student, who loves fishing, earns the parts and components to assemble and maintain a fish in a fishbowl for meeting or exhibiting certain behavior expectations. No assurances or supporting research can be given that this fish bowl intervention will be effective, but if it does result in success, it will likely be used again and have more success, even though there is no specific supporting research for the intervention.

***One intervention implemented with a high degree of fidelity and integrity is better than 100 implemented half-heartedly.*** This seems to be the most significant factor and predictor with regard to success, not whether an intervention is research based or not. While research based interventions are definitely the gold standard, they fail miserably when implemented half-heartedly and tend to succeed when implemented with a high degree of fidelity. Likewise with non-research based interventions. The biggest challenge and struggle as a SSW and PBIS Coach is getting schools and staff to implement interventions with a high degree of fidelity and integrity. A highly motivated staff implementing research based interventions with a high degree of fidelity and integrity... That's the PBIS Holy Grail.

## **6. What are the advantages of research based interventions?**

Research based interventions (RBI) have many advantages and have become the standard of practice in many fields. While there are entire books on the topic, the following highlights a few main points.

Research Based Interventions (RBI):

- help legitimize and establish practices, fields, and professions, setting them apart as trusted, reliable, and creditable
- help establish baselines, standards, and norms to measure by and compare to
- create a kind of common and universal language and understanding of concepts, expectations, and outcomes
- help speed up progress by establishing what works and what does not, enabling others to build on top of these established outcomes rather than reinventing the wheel before moving forward
- allow many minds to look at and solve problems more quickly and efficiently (2 heads are better than one...)
- foster openness, honesty, transparency, and accountability
- establish a record of reliability
- provide peer reviewed hypothesizing, testing, and analysis of data
- apply the universally accepted scientific method
- lead to best practices and outcomes
- bolster, pull together, diversify, and solidify professional communities and circles of thought

## **7. How do I know what tier I'm on?**

Some see the 3 tiers as rigid, distinct, and highly differentiated, while other see the tiers as more fluid, flexible, progressive, and evolutionary. It seems best to view the 3 tiers as being both. Imagine you needed glasses to see clearly. While looking at a flag with

alternating stripes of colors with your glasses on, you see distinct lines of color with sharp edges between each stripe. When you take your glasses off, everything becomes blurry. While looking at the flag without your glasses, you still see there are alternating stripes of color, but the line between them is very fuzzy and you can no longer pinpoint exactly where the color changes between stripes. You can only determine the general zone or area where you know the stripes meet and the color changes. Sometimes it's very clear and distinct that you are at the tier 2 or 3 level while other times it's difficult to determine.

For example, if you put a small group of kids in your classroom on the same standardized behavior plan, this is likely a Tier 2 intervention. However, imagine that for one of the kids, you tweak this standardized behavior plan a little. Is this student now at Tier 3 because his plan is now more individualized? It's hard to say really. This is where it becomes fuzzy and the line between tiers becomes a shade of gray. What you do know for sure is that you are somewhere on the spectrum between Tier 2 and Tier 3. If you took the slightly tweaked behavior plan from above and completely changed it, making it almost entirely specific to the student and highly individualized, such that it no longer reflected the initial standardized behavior plan, then it would be safe to say you have clearly entered the Tier 3 level of intervention.

**Here are some general criteria that will help you distinguish which tier you are on:**

**Tier 1:**

Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

Tier 1 interventions apply to large groups and systems, like an entire class, school, school district, day care, building, program, etc. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences. For example, each classroom in a school going over and practicing bathroom routines and procedures in the morning would be a Tier 1 intervention. If you do a flip card system for your class, this would be Tier 1. If your school has a specific routine for what and how students should proceed at lunch time (line up, throw trash away, sit in seat, etc), this would be Tier 1. If your daycare has a morning arrival routine, this is Tier 1.

**Tier 2:**

Moderately intensive and focused interventions formally taught and practiced on a small group and individual scale in a systematic and structured manner on an ongoing basis.

Tier 2 interventions apply to the small number of students who do not respond to Tier 1 interventions. Tier 2 interventions consist of more highly intensive interventions and require more support and instruction. They may be delivered on an individual basis or to small groups. For example, if there are a number of students who do not respond to Tier 1 interventions for how to behave during passing time, these students may all be placed on the same standardized behavior plan that addresses passing time behavior. One pre-made behavior plan applied to multiple students or groups. In addition, simple functional behavior assessments may be employed at the Tier 2 level.

**Tier 3:**

Highly intensive, focused, and individualized interventions formally taught and practiced on an individual basis in a systematic and structured manner on an ongoing basis.

Tier 3 interventions apply to the smaller number students who do not respond to Tier 2 interventions. Tier 3 interventions consist of highly customized and individualized interventions and require a high level of support and instruction. Tier 3 interventions are typically delivered on an individual basis due to their high degree of specificity. For example, if a student who has trouble following passing time expectations does not respond to Tier 1 interventions or Tier 2 interventions (like the behavior plan mentioned above), the student may be placed on a Tier 3 custom made and unique behavior plan specifically made to address the exact triggers and behaviors they are demonstrating during passing time. Tier 3 interventions are generally not pre-made and cannot usually be used for multiple students due to the fact that they address specific behaviors of a particular student in a particular place and time. Tier 3 interventions will employ the use of an extensive functional behavior assessment to help form and shape interventions as well as other scales and assessments.

**8. Many of the same interventions appear in Tiers 2 and 3, why?**

Interventions, depending on how highly customized and individualized they are, can be used at more than one tier. For example, behavior intervention plans (BIP) can be a Tier 2 or Tier 3 intervention. At the Tier 2 level, the BIP would be a pre-made plan that is not customized to individual students, rather made to address certain behaviors that commonly occur among those students that do not respond to Tier 1 interventions. In other words, a Tier 2 BIP would be one pre-made plan applied to multiple students or groups. At the Tier 3 level, a BIP would be highly customized and individualized to address the specific behaviors and circumstances of one particular and individual student. In other words, a Tier 3 BIP would be one custom made plan applied to one specific student.

Another example would be teaching coping skills. At the Tier 2 level, you may teach a pre-made lesson on coping with a small group of students in your class that is not responding to Tier 1 interventions. At the Tier 3 level, you would custom make a lesson plan or strategy to teach to one specific student who is having trouble coping in a particular way with a specific stressor.

Therefore, many Tier 2 and Tier 3 interventions in The PBIS World Book are the same. The distinction is made when these interventions are conceptualized and delivered at either a moderately intensive level with multiple students or groups, or delivered at a high level of intensity and customization to one specific student to address a specific behavior.

**9. My question isn't listed here...**

If you have a question not listed here or a comment, you can contact PBIS World at [PBISWorld.com/contact](http://PBISWorld.com/contact) or email at [PBISWorld@gmail.com](mailto:PBISWorld@gmail.com).

# PBIS: Getting Started

If you don't know what PBIS is or want to implement PBIS, then this is the place to start! To learn about what PBIS is, jump over to the FAQ section. If you already know you want to implement PBIS, then keep reading. This page is not intended to be a comprehensive guide and how to on implementing PBIS, rather, just a starting point and jumping board to get you started and pointed in the right direction. Putting PBIS into place is an extensive process that requires a lot of advanced planning. Do not go into implementing PBIS in your school or district lightly. Without a firm commitment from the vast majority of staff, PBIS will not be very successful. Your ISD and state board of education will have help, resources, supports, and contacts to aid you with implementing PBIS. You should also consider partnering with a nearby school or district already implementing PBIS successfully. Your ISD or state board of ed can assist you with finding a school to partner with.

Below are resources & supports to help you get started with implementing PBIS:

- [National Technical Assistance Center on PBIS \(U.S. Dept of Ed, Office of Spec Ed Programs\)](#) <sup>1</sup>
- [PBIS in Your State \(PBIS Network\)](#) <sup>2</sup>
- [Illinois PBIS Network Getting Started Guide](#) <sup>3</sup>
- [Positive Behavioral Interventions and Supports Tutorial](#) <sup>4</sup>
- [Wisconsin PBIS Network Getting Started Guide](#) <sup>5</sup>
- [Getting Started in Missouri Schoolwide PBS](#) <sup>6</sup>
- [Getting Started with PBIS in Indiana](#) <sup>7</sup>
- [Nebraska PBIS Getting Started Guide](#) <sup>8</sup>

## Footnotes:

1. National Technical Assistance Center on Positive Behavioral Interventions and Supports, U.S. Department of Education, Office of Special Education Programs, pbis.org. [<http://www.pbis.org/>].
2. National Technical Assistance Center on Positive Behavioral Interventions and Supports, U.S. Department of Education, Office of Special Education Programs, pbis.org. PBIS in Your State (PBIS Network). [[http://www.pbis.org/links/pbis\\_network/default.aspx](http://www.pbis.org/links/pbis_network/default.aspx)].
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# Tier 1 Interventions By Behavior

Tier 1: Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

Tier 1 interventions apply to large groups and systems, like an entire class, school, school district, day care, building, program, etc. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences. For example, each classroom in a school going over and practicing bathroom routines and procedures in the morning would be a Tier 1 intervention. If you do a flip card system for your class, this would be Tier 1. If your school has a specific routine for what and how students should proceed at lunch time (line up, throw trash away, sit in seat, etc), this would be Tier 1. If your daycare has a morning arrival routine, this is Tier 1.

## **Before you start, a few important points:**

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & it's effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

## Aggressive/Bullying

### The student may:

- Verbally or physically harass others, causing them to report incidents to adult
- Engage in bullying activity, intimidation, threats
- Be observed hitting, kicking, and repeatedly pushing others
- Demonstrate Intense anger
- Frequently lose temper or have blow-ups
- Extreme irritability
- Extreme impulsiveness
- Become easily frustrated
- Hurt or interact roughly with others during play, recess, or free time
- Name call
- Instigate and be involved in frequent conflicts, arguments, and fights
- Value being seen as tough and one to be feared or avoided
- Frequently be told on for conflicts, hurting others, etc, and deny any part
- Not demonstrate guilt, remorse, or concern for others' safety and well-being
- Demonstrate relational aggression by starting rumors, positioning peers against one another, being mean to peers, blaming things on others, turning peer groups against an individual, etc
- demonstrate threatening body language, like puffing up chest, clenching fists, and flinching at others
- Have no regard for rules, discipline, or authority
- Lack fear of getting hurt, fighting, getting punched, or hit
- Engage in frequent fights and conflicts in the neighborhood
- Seem to like and want to engage in fights and conflicts

### Possible Interventions:

- Call parent or note home (82)
- Card Flip (84)
- Move to a new location in the classroom (156)
- STOP WALK TALK strategy (179)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skill (203)
- To see all Tier 1 Interventions, go to page (71)

# Anxiety

## The student may:

- Worry about everyday things for at least six months, even if there is little or no reason to worry about them
- Unable to control their constant worries
- Know that they worry much more than they should
- Frequently ask how to do tasks
- Often ask if they are doing assignments correctly
- Apprehensive to start and work on own
- Frequently question their ability to do tasks
- Seem unsure of themselves and have low self-confidence and self-esteem
- Have a self defeating attitude
- Give up and discontinue effort easily
- Frequently express they will likely fail
- Not smile often
- Seem shy and not seek out help, volunteer, or participate
- Unable to relax
- Have a hard time concentrating
- Easily startled
- Have trouble falling asleep or staying asleep

## Common body symptoms are:

- Feeling tired for no reason
- Headaches
- Muscle tension and aches
- Having a hard time swallowing
- Trembling or twitching
- Irritable
- Sweating
- Nausea
- Feeling lightheaded
- Feeling out of breath
- Having to go to the bathroom often
- Hot flashes
- Feel disoriented or dizzy

## Possible Interventions:

- Alternative modes of completing assignments (119)
- Break down assignment (122)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Help student start assignment (147)
- Listen to music (152)
- Move to a new location in the classroom (156)
- Proximity to students (162)
- Reassurance (163)

- Reduce assignment (165)
- Send student on errand (76)
- Snack break (77)
- Take a break (73)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch student on shoulder (210)
- To see all Tier 1 Interventions, go to page (71)

## Confrontational/Defensive

### The student may:

- Lash out verbally at others
- Withdraw (emotionally or physically)
- Challenge the authority of the adult
- Refuse to comply with adult requests
- Refuse to follow classroom routines
- Project blame onto others
- Denies the obvious
- Unable to admit a mistake
- Poor judgment
- Touchy and overly sensitive
- Impulsively reactive
- Minimize others and issues
- Have a strong sense of injustice and being wronged
- Easily provoked, irritate, and upset

### Possible Interventions:

- Avoid power struggles (80)
- Card Flip (84)
- Explain assignment (138)
- Give choices (142)
- Ignore (149)
- Logical consequence (89)
- Redirection (164)
- Speak with student in hallway (173)
- Take a break (73)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Defiant

## The student may:

- Lash out verbally at and engage others in arguments and conflict
- Unwilling to let issues go or drop them
- Dislike being told what to do
- Do the opposite of what told
- Smile, cross arms, stomp feet, etc when refusing to follow directives
- Become aggressive and act out when told to do something
- Only do tasks or activities they like or enjoy
- Strong verbal protest
- Tantrums and meltdowns when told to do something
- Quietly refuse to do as told
- Remaining in place and refusing to move
- Scowl, appear angry, agitated, irritated, etc
- Withdraw (emotionally or physically)
- Challenge the authority of adults
- Refuse to comply with adult requests
- Refuse to follow classroom routines
- Project blame onto others
- Denies the obvious
- Unable to admit a mistake
- Poor judgment
- Difficulty going from Point A to Point B
- Enormous energy and persistence
- Often plays out scenes of control
- May ask the same question over and over
- Prefers to focus with intensity on one task
- Often have only a couple of friends they seek to control
- Inflexible in their emotions

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Clear and concise directions (126)
- Clear, consistent, and predictable consequences (85)
- Give choices (142)
- More structured routine (154)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Rewards, Simple Reward Systems, & Incentives (112)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Disorganized

## The student may:

- Frequently turn in assignments late
- Turn in assignments completed incorrectly
- Not utilize own organization system
- Forgetful
- Easily lose things
- Difficulty staying on task
- Messy locker, folders, desk, etc
- Bring wrong materials to class
- Complete work and not turn it in
- Have a disorderly area and work space
- Have many objects, materials, pens, pencils, and papers out at once
- Shuffle through folders and binders for long periods looking for assignments
- Carry many objects and belongings around, dropping things often

## Possible Interventions:

- Break down assignment (122)
- Break down directions (124)
- Color coded folders (127)
- Daily planner (129)
- Frequent eye contact (139)
- Frequent home contact (140)
- Organize materials daily (158)
- Pause before giving a direction (160)
- Provide a container for the student's belongings (161)
- Teach coping skills (189)
- Teach relaxation techniques (201)
- Touch base with student (208)
- Turn desk around (211)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

# Disrespectful

## The student may:

- Frequent engagement of confrontation
- Not following directions when given
- Frequent talking back to adults
- Negative facial expressions
- Huff and puff and roll eyes at others
- Dismissive
- Lack of common courtesy
- May act as if some people do not exist
- Poor attitude
- Does not think highly of others
- Often frustrated
- Always feel they are right
- Unwilling to consider others' ideas and opinions
- Have no regard for others' feelings, well-being, and safety
- Tell others to be quiet and hush them
- Destructive of others' property
- Take and use others' things without asking or caring about personal space
- Ignore others

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Card Flip (84)
- Praise when good attitude and involvement occur (107)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Speak with student in hallway (173)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Disruptive

## The student may:

- Speak out of turn, blurt out
- Make inappropriate or humorous comments at inappropriate times
- Try to engage others while they are working
- Drop things, laugh, or makes noises on purpose
- Claim to not know what is going on
- Bother other students
- Out of seat, walking around class, getting drinks, sharpening pencil, etc
- Impulsive
- Over socializing
- Asking frequent and obvious questions
- Find fault with everything others say

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Card Flip (84)
- Frequent home contact (140)
- Ignore (149)
- Praise when cooperative and well behaved (105)
- Praise when on task (109)
- Redirection (164)
- Speak with student in hallway (173)
- Start Commands (177)
- Take a break (73)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Failing To Turn In Work

## The student may:

- Have low academic ability
- Have completed work in their folders, locker, or backpack
- Have a very messy locker, desk, or backpack
- Be inattentive and easily distracted/off task
- Have an unstable home and little parental follow through
- Dislike school and be irresponsible
- Not know the directions or the content
- Be disorganized
- Act out, clown around, or other inappropriate behaviors
- Procrastinate and put things off
- Have a hard time getting started
- Have no sense of urgency
- Create disturbances like noises or conflicts

## Possible Interventions:

- Assign a buddy or partner (120)
- Call parent or note home (82)
- Color coded folders (127)
- Daily planner (129)
- Do unfinished work during recess or unstructured time (86)
- Frequent home contact (140)
- Individual work space (151)
- Logical consequence (89)
- More structured routine (154)
- Natural consequences (90)
- Organize materials daily (158)
- Provide a container for the student's belongings (161)
- Rewards, Simple Reward Systems, & Incentives (112)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Talk with student in hallway (173)
- Teach coping skills (189)
- Teach organizational skills (194)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

# Frustration

## The student may:

- Huff, puff, grumble, or yell
- Be rude to others
- Refuse and snap at offers for help
- Stomp, pound fists on desk, throw pencil or paper, etc
- Blame others or things for problems
- Be touchy and reactive
- Grimace, frown, or appear angry
- Appear flushed, tense, irritated or fidgety
- Perseverate on a topic, problem, or issue
- Refuse to transition or move on
- Re-start assignments repeatedly
- Quick to react with anger
- Cry and refuse to work or comply
- Lash out verbally and physically
- Bite nails or lips, tug at hair, tap feet or hands or other nervous habit
- Heavy and/or quick breathing
- Red face

## Possible Interventions:

- Assign a buddy or partner (120)
- Break down assignment (122)
- Break down directions (124)
- Clear and concise directions (126)
- Count to 10 (128)
- Deep breathing (131)
- Give choices (142)
- Reflection sheet (92)
- Reflective listening (166)
- Speak with student in hallway (173)
- Stress ball or fidget (180)
- Take a break (73)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Hyperactivity

## The student may:

- Constantly be out of seat walking around, sharpening pencil, going to the bathroom, etc
- Be fidgety with hands or feet and squirm or reposition constantly in seat
- Stand up and sit down near desk a lot
- Often leaves seat in classroom or in other situations in which remaining seated is expected
- Often run about or climb excessively in situations in which it is inappropriate
- Often have difficulty playing or engaging in leisure activities quietly
- Often “on the go” or often acts as if “driven by a motor”
- Often talks excessively
- Pester other students continually and be perceived as annoying and irritating
- Moves arms, shifts body, and plays with objects
- Need and seek attention from everyone
- Drop items frequently, flip pencil, tap hand, feet, or objects
- Have difficulty finishing thoughts and tasks
- be easily distracted
- Be unable to follow more than one step directions or get off task in the middle of following a one step direction
- Be forgetful
- Stutter, repeat self a lot, say the same phrase or ask the same question over
- Play roughly

## Possible Interventions:

- Alternative modes of completing assignments (119)
- Break down assignment (122)
- Break down directions (124)
- Have student repeat directions back (143)
- Headphones (145)
- Individual work space (151)
- More structured routine (154)
- Non verbal cues (157)
- Provide a container for the student’s belongings (161)
- Proximity to students (162)
- Redirection (164)
- Send student on errand (76)
- Stand while working (175)
- Stress ball or fidget (180)
- Take a break (73)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use seating disk (214)

- Use timer (215)
- Velcro® brand hook and loop fastener on the desk (216)
- To see all Tier 1 Interventions, go to page (71)

# Impulsive

## The student may:

- Say rude, offensive, or insensitive comments
- Interrupt others
- Have trouble waiting turn and sharing
- Say first thing on their mind
- Raise hand before questions are finished
- Start working before told to or before directions are given
- Unable to control their immediate reactions or think before they act
- Often blurt out inappropriate or odd comments
- Show their emotions without restraint
- Act without considering the consequences
- Appear insensitive and oblivious to others feelings
- Find it hard to wait for things they want, or to take their turn in games
- Moves around a lot
- Fidgety
- Have trouble keeping hands to self
- Frequently hit, push, and make physical contact with others
- Frequently say mean things to others or swear
- Have trouble waiting in line and transitioning
- Have trouble waiting for explanations or corrections
- Frequently give wrong or short sighted answers
- Appear “squirrelly”

## Possible Interventions:

- Alternative modes of completing assignments (119)
- Break down assignment (122)
- Break down directions (124)
- Daily planner (129)
- Have student repeat directions back (143)
- Headphones (145)
- Individual work space (151)
- More structured routine (154)
- Non verbal cues (157)
- Provide a container for the student’s belongings (161)
- Proximity to students (162)
- Redirection (164)
- Send student on errand (76)
- Stand while working (175)
- Stress ball or fidget (180)
- Take a break (73)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)

- Use seating disk (214)
- Use timer (215)
- Velcro® brand hook and loop fastener on the desk (216)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

# Inappropriate Language

## The student may:

- Swear or curse
- Talk about inappropriate things and/or make sexual comments
- Mature/immature discussion that is not typical of their age
- Make inappropriate innuendoes
- Make “inside jokes” as indicated by laughing after the comment or words
- Use code words or symbolic language to represent something inappropriate
- Be sarcastic
- Repeat others in a deliberate and patronizing way
- Speak to others in a condescending or mocking manner
- Use variations of inappropriate words or curse words and phrases, for example, “shat”, “flucking”, “biatch”, etc
- Use sensitive words in an insulting or joking manner, like “retarded”, “gay”, etc
- Use racial, stereotypical, or culturally insensitive words
- Blame others
- Many reports from other students

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Have student say a nice thing to the student they called a name (88)
- Logical consequence (89)
- Model appropriate language (153)
- Redirection (164)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Start Commands (177)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Teach substitute words (207)
- To see all Tier 1 Interventions, go to page (71)

## Lack Of Participation

### The student may:

- Appear withdrawn or shy
- Avoid eye contact and other communication
- Look down
- Seem disinterested and unengaged
- Pretend to sleep
- Have trouble learning
- Fall behind academically
- Have low academic ability
- Have a poor sense of self
- Have a short attention span
- Isolate him/herself socially
- Appear sad or unhappy
- Have limited peer interactions
- Display varying degrees of boredom and indifference
- Have an “I don’t care attitude”
- Fail to turn in work, take work home, or record homework in planner
- Have fears such as talking in front of others, fear of failing, anxiety
- Avoidance behaviors
- Have many excuses for not doing work or meeting expectations
- Be distressed, upset, or preoccupied
- Dislike school, have bad school experiences
- Be unable to read or a weak reader
- Frequently say “I don’t know”
- Become agitated, irritated, frustrated, or huff and puff when asked to volunteer or participate
- Have complicating home or environmental issues

### Possible Interventions:

- Assign a buddy or partner (120)
- Call on student frequently (125)
- Call parent or note home (82)
- Non verbal cues (157)
- Praise when good attitude and involvement occur (107)
- Proximity to students (162)
- Speak with student in hallway (173)
- Take away privileges (97)
- Talk one on one with student (182)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- To see all Tier 1 Interventions, go to page (71)

## Lack Of Responsibility

### The student may:

- Not do class and homework
- Fail to return work
- Do partial assignments
- Never make up missed work
- Have poor attendance and punctuality
- Express little concern for own success
- Chose not to study or complete study guides
- Chose to not do extra credit
- Only do the absolute minimal expectations to pass with the lowest grade possible
- Be more concerned with social activities, friends, and after school plans
- Come to class unprepared
- Have incomplete assignments
- Blame others, things, circumstances, etc
- Make many excuses
- Excessively ask for help
- Inability to work independently
- Come to class unprepared, frequently ask for paper, or lose writing utensil a lot
- Overly rely on others for help, clarification, or answers

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Assign a classroom job (121)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Daily planner (129)
- Do unfinished work during recess or unstructured time (86)
- Logical consequence (89)
- Natural consequences (90)
- Rewards, Simple Reward Systems, & Incentives (112)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach organizational skills (194)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

## Lack Of Social Skills

### The student may:

- Seem to interact and navigate environment in an awkward, weird, or odd manner
- Antagonize others
- Annoy, poke, hit, tap, or get the attention of others then run away
- Have poor concept of appropriate times and places to say certain things
- Tease others frequently
- Have younger more immature friends
- Seem emotionally immature
- Have difficulty making or maintaining friendships
- Display inappropriate behaviors
- Exhibit behaviors that push others away and make them look weird or odd
- Seek negative attention or do something inappropriate then look around the room to see who is looking
- Class clown
- Be overprotective of relationships
- Have trouble sharing friends
- Become jealous over friendships
- Relational aggression
- Start rumors about others
- Lash out at others that are seen as betraying them or not giving them full attention
- Make inappropriate comments
- Poor interactions with others
- Play alone or parallel play
- Lack of make believe play
- Play with toys inappropriately
- Display emotions that are not appropriate to the situation
- Be overly animated, dramatic, or sensational
- Tell unrealistic stories and experiences
- Always try to top others, be better, win every time
- Poor winner and loser

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Assign a buddy or partner (120)
- Assign a classroom job (121)
- Break down assignment (122)
- Break down directions (124)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Help student start assignment (147)
- Listen to music (152)
- Move to a new location in the classroom (156)
- Non verbal cues (157)
- Proximity to students (162)
- Reassurance (163)

- Reduce assignment (165)
- Send student on errand (76)
- Speak with student in hallway (173)
- Take a break (73)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Touch student on shoulder (210)
- To see all Tier 1 Interventions, go to page (71)

## Low Or No Work Completion

### The student may:

- Have low energy and motivation
- Have low academic ability
- Appear lethargic or slow
- Assignments turned in incomplete
- Be sad or depressed
- Have home or environmental issues
- Become frequently frustrated and discouraged with work
- Have little home support and involvement
- Fail to study
- Dislike school
- little or no participation or interest
- Have poor organizational skills
- Give many excuses
- Fail to consistently follow expectations for work completion
- Little to no follow through
- Say they want to and will try more and start doing better, begin to improve, then quickly fall off again
- Talk a good talk about changing and doing better, but display no action
- Be more preoccupied with social interactions and circle
- Spend time with “bad crowd”
- Have trouble focusing and attending

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Assign a buddy or partner (120)
- Break down assignment (122)
- Break down directions (124)
- Call on student frequently (125)
- Call parent or note home (82)
- Card Flip (84)
- Clear and concise directions (126)
- Clear, consistent, and predictable consequences (85)
- Color coded folders (127)
- Daily planner (129)
- Do unfinished work during recess or unstructured time (86)
- Encourage interaction with a more self confident student (135)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Frequent home contact (140)
- Give choices (142)
- Have student repeat directions back (143)
- Help student start assignment (147)
- Helping Students With Home Work (146)
- Individual work space (151)

- Logical consequence (89)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Natural consequences (90)
- Non verbal cues (157)
- Organize materials daily (158)
- Praise student frequently (103)
- Praise when good attitude and involvement occur (107)
- Provide a container for the student's belongings (161)
- Proximity to students (162)
- Reduce assignment (165)
- Rewards, Simple Reward Systems, & Incentives (112)
- Take away privileges (97)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach coping skills (189)
- Teach organizational skills (194)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Turn desk around (211)
- Use timer (215)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

# Lying/Cheating

## The student may:

- Appear suspicious, tense, nervous, uptight, etc
- Seem like they are hiding something
- Seem to be looking out the window or in a certain direction a lot
- Frequently look up to check on the teacher or adult
- Tattle often
- Involved in a lot of conflict
- Tells unlikely or inflated stories
- Frequently
- Have difficulty taking responsibility
- Have frequent incidents
- Have frequent reports from others
- Blame others
- Only seem to tell half the story or give partial details
- What they are saying doesn't quite add up
- Relay self serving messages from parents
- Minimize situations or issues
- Suddenly do really well on a test, quiz, or assignment
- Make a point to emphasize an assignment or task they have done very well that seems out of the norm

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Logical consequence (89)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Speak in calm and neutral tone (95)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Name Calling

## The student may:

- Say inappropriate words, swear, demean, tease, etc
- Be sarcastic, patronize, or make innuendos
- Have frequent reports from other students or staff
- Initiate verbal conflicts
- Make “inside jokes” as indicated by laughing after the comment or words
- Use code words or symbolic language to represent something inappropriate
- Repeat others in a deliberate and patronizing way
- Use variations of inappropriate words or curse words and phrases, for example, “shat”, “flucking”, “biatch”, etc
- Use sensitive words in an insulting or joking manner, like “retarded”, “gay”, etc
- Use racial, stereotypical, or culturally insensitive words
- Have other students frequently complain about them
- Blame or accuse others frequently for calling them names

## Possible Interventions:

- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Frequent eye contact (139)
- Have student say a nice thing to the student they called a name (88)
- Logical consequence (89)
- Model appropriate language (153)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Proximity to students (162)
- Redirection (164)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Start Commands (177)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach social skills (203)
- Teach substitute words (207)
- To see all Tier 1 Interventions, go to page (71)

## Negative Attitude

### The student may:

- Make self defeating comments
- Call everything “stupid” or “dumb”
- Frequently diminish achievements, accomplishments, and other positive things
- Minimize the successes of others
- Refuse to participate and take part in activities and discussions
- Be non-compliant
- Argue and bicker
- Challenge others’ ideas and opinions
- Be dismissive
- Never have anything nice or productive to say
- Always find fault in everything
- Pessimism
- Always think of the worst that will or could happen
- Fatalistic
- Sour demeanor
- Say they don’t care, don’t want to do something, or hate things
- Have a look of dissatisfaction
- Talk back
- Show frequent anger

### Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Call parent or positive note home (82)
- Card Flip (84)
- Encourage interaction with a more self confident student (135)
- Engage student (136)
- Model appropriate language (153)
- Praise student frequently (103)
- Praise when good attitude and involvement occur (107)
- Redirection (164)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Start Commands (177)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk to parent (185)
- Teach coping skills (189)
- Teach social skills (203)
- Teach substitute words (207)
- To see all Tier 1 Interventions, go to page (71)

## Off-Task Disruptive

### The student may:

- Annoying and distracting to others
- Pestering
- Ask a lot of obvious questions
- Make frequent and unnecessary comments and questions
- Get out of seat frequently
- Hands on others and in others' space and belongings
- Doing everything but what they should be
- Failing to transition appropriately
- Out of line, playing around, horse play, etc
- Talk to others frequently
- Throw objects
- Yell out
- Make noises
- Roll on the floor, crawl under tables
- Bother other students

### Possible Interventions:

- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Explain assignment (138)
- Explain directions (138)
- Have student repeat directions back (143)
- Help student start assignment (147)
- Ignore (149)
- Individual work space (151)
- Logical consequence (89)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Non verbal cues (157)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Praise when on task (109)
- Proximity to students (162)
- Redirection (164)
- Review PBIS expectations and rules (167)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Take a break (73)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)

- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Turn desk around (211)
- To see all Tier 1 Interventions, go to page (71)

## Off-Task Non-Disruptive

### The student may:

- Quietly blend in while doing nothing, doodling, or appearing to work
- Spend a lot of time looking through things, desk, locker, etc
- Say they are getting to the task or are working on something with few results
- Quietly mumble, hum, or make slight sounds to self
- Day dream, look out window, around the room, look past the teacher, at other students, stare, etc
- Play with things in desk, backpack, in folders, etc
- Draw or do other tactile activities while lesson is being presented
- Sleep

### Possible Interventions:

- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Explain assignment (138)
- Explain directions (138)
- Have student repeat directions back (143)
- Help student start assignment (147)
- Ignore (149)
- Individual work space (151)
- Logical consequence (89)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Non verbal cues (157)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Praise when on task (109)
- Proximity to students (162)
- Redirection (164)
- Review PBIS expectations and rules (167)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Take a break (73)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Turn desk around (211)
- Use timer (215)
- To see all Tier 1 Interventions, go to page (71)

## Out Of Seat

### The student may:

- Frequently walking around room with no apparent destination
- Frequently sharpen pencil, use bathroom, get drink, etc
- Go to teacher's desk for frequent help and questions
- have many excuses
- Not sure why they are out of seat when asked
- Crumble up many papers to get up and throw them away
- Take a long time to go do or get items
- Stop at students' desks or seats while up to talk before returning to their own seat
- Frequently do not have supplies and have to get up to retrieve them
- Leave items in backpack then get up to get them, one at a time as needed

### Possible Interventions:

- Assign a classroom job (121)
- Break down assignment (122)
- Break down directions (124)
- Call on student frequently (125)
- Do unfinished work during recess or unstructured time (86)
- Engage student (136)
- Have student take frequent breaks, do errand, or active job (75)
- Help student start assignment (147)
- More structured routine (154)
- Redirection (164)
- Speak with student in hallway (173)
- Take a break (73)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use seating disk (214)
- To see all Tier 1 Interventions, go to page (71)

## Poor Coping Skills

### The student may:

- Become upset and emotional quickly over even trivial things
- Highly reactive and sensitive
- Easily embarrassed, offended, intimidated, etc
- Be quick to respond emotionally either with anger or sadness
- Have difficulty taking praise or criticism
- Often tattle on and blame others
- Display Repetitive behaviors
- Fidget, tap, rock, etc
- Seem frequently and easily overwhelmed and overloaded
- Frequent melt-downs
- Unable to express feelings
- All emotions expressed as anger
- Seem obsessive, compulsive, or perseverative
- Pace
- Seem distracted and unfocused
- Appear preoccupied
- Often yell or shut down when frustrated
- Become frustrated easily

### Possible Interventions:

- Assign a buddy or partner (120)
- Count to 10 (128)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Helping Students With Home Work (146)
- Individual work space (151)
- Listen to music (152)
- Move to a new location in the classroom (156)
- Non verbal cues (157)
- Proximity to students (162)
- Reassurance (163)
- Reflective listening (166)
- Speak with student in hallway (173)
- Stress ball or fidget (180)
- Take a break (73)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Touch student on shoulder (210)
- To see all Tier 1 Interventions, go to page (71)

## Poor Peer Relationships

### The student may:

- Frequent conflicts with peers
- Frequent tattling on others
- Have difficulty carrying on conversation or play
- Exhibit immature or inappropriate play or interactions
- Annoy and irritate others
- Difficulty relating to others
- Trouble sharing, taking turns, and compromising
- Bother others and get their attention then run away or laugh
- Eat lunch alone or play alone on playground
- Antagonize others, instigate, pushy, etc
- Only want to play or do what they want to, unwilling to do what others want to do
- Little to no interaction in classroom or during unstructured times
- Trouble getting along in groups or pair work
- Not interact with other children in age appropriate ways
- Have difficulty making or maintaining friendships
- Display inappropriate behavior or make inappropriate comments
- Frequently argue or fight with others

### Possible Interventions:

- Assign a buddy or partner (120)
- Encourage interaction with a more self confident student (135)
- Move to a new location in the classroom (156)
- Proximity to students (162)
- Reassurance (163)
- Rewards, Simple Reward Systems, & Incentives (112)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- To see all Tier 1 Interventions, go to page (71)

## Poor Self Esteem

### The student may:

- Be self defeating
- Appear sad or depressed
- Be withdrawn
- Hesitant to try new things or challenging tasks
- Easily cease effort
- Say they cannot do anything, are incapable, or are not good enough
- Often say others are better at tasks than they are
- Have anxiety about being the center of attention, getting in front of class, etc
- Perceive themselves as ugly or undesirable
- Have a distorted body image
- Never feel they are good enough
- Be a perfectionist
- Be unable to take a genuine compliment
- Easily have their feelings hurt over little things or things that are not directed toward them
- Rush through work
- Display an “I don’t care” attitude
- Make big plans and then fail to follow through
- Take on more than they can handle
- Make negative comments about self
- Have a lack of friends

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Assign a buddy or partner (120)
- Assign a classroom job (121)
- Call parent or positive note home (82)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Explain assignment (138)
- Explain directions (138)
- Give choices (142)
- Help student start assignment (147)
- Helping Students With Home Work (146)
- Listen to music (152)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Praise student frequently (103)
- Proximity to students (162)
- Reflective listening (166)
- Rewards, Simple Reward Systems, & Incentives (112)
- Snack break (77)
- Talk one on one with student (182)
- Talk to parent (185)

- Teach conflict resolution skills ([187](#))
- Teach coping skills ([189](#))
- Teach relationship skills ([196](#))
- Teach relaxation techniques ([201](#))
- Teach social skills ([203](#))
- To see all Tier 1 Interventions, go to page ([71](#))

# Rushing Through Work

## The student may:

- Often be the first to turn in assignments, tests, or put their pencil down
- Appear to have guessed on most items
- Have answers that make no sense
- Have sloppy work, handwriting, organization
- Poor quality work
- Frequently have incorrect answers
- Make repeated, careless mistakes
- Eager to play, socialize, or do other things
- Frequently ask when lunch, recess, or unstructured times are

## Possible Interventions:

- Alternative modes of completing assignments (119)
- Assign a buddy or partner (120)
- Break down assignment (122)
- Break down directions (124)
- Break, moving position in class (74)
- Call on student frequently (125)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Deep breathing (131)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Frequent eye contact (139)
- Frequent home contact (140)
- Have student repeat directions back (143)
- Have student take frequent breaks, do errand, or active job (75)
- Listen to music (152)
- Logical consequence (89)
- More structured routine (154)
- Natural consequences (90)
- Non verbal cues (157)
- Praise when cooperative and well behaved (105)
- Praise when on task (109)
- Proximity to students (162)
- Redirection (164)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak with student in hallway (173)
- Take a break (73)
- Take away privileges (97)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach coping skills (189)
- Teach relaxation techniques (201)

- Touch student on shoulder (210)
- Use seating disk (214)
- Use timer (215)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

## Sadness/Depression

### The student may:

- Appear down, unmotivated, hopeless, etc
- Have persistent sad, anxious, or “empty” feelings
- Have feelings of hopelessness and/or pessimism
- Have feelings of guilt, worthlessness, and/or helplessness
- Display irritability or restlessness
- Show a loss of interest in activities or hobbies once pleasurable
- Withdraw from friends and peer group
- Little eye contact
- Decreased participation and effort in school
- Slumping and diminishing grades, missing work, failing tests/quizzes
- Noticeable change in personality, mood, demeanor
- Cease caring about things used to
- Have fatigue and decreased energy
- Self defeating attitude
- Fatalist
- Pessimist
- Have difficulty concentrating, remembering, or making decisions
- Fall asleep often
- Overeat or have a loss of appetite
- Have thought of suicide
- Complain of persistent aches or pains

### Possible Interventions:

- Acknowledging positive behavior (100)
- Assign a buddy or partner (120)
- Assign a classroom job (121)
- Break down assignment (122)
- Call parent or positive note home (82)
- Count to 10 (128)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Frequent home contact (140)
- Helping Students With Home Work (146)
- Listen to music (152)
- Praise student frequently (103)
- Praise when good attitude and involvement occur (107)
- Proximity to students (162)
- Rewards, Simple Reward Systems, & Incentives (112)
- Send student on errand (76)
- Speak with student in hallway (173)
- Talk one on one with student (182)

- Talk Ticket (184)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- To see all Tier 1 Interventions, go to page (71)

## Somatic Complaints

### The student may:

- Have frequent complaints of body aches (head, stomach, extremities) that have not been shown to have physiological origins
- Hold stomach, head, arm, etc
- Appear flushed, red faced, or pale
- Moan, whine, groan
- Go to the bathroom to vomit, use bathroom
- Indigestion or sour stomach after lunch
- Ask to go home due to not feeling well
- Ask to see the secretary or nurse for pains or aches
- Have migraines
- Develop hives, soars, blotches, or rashes
- Pass out, become unconscious, dizzy, light headed, or disoriented
- Require lots of one on one attention
- Seem needy and overly reliant on others
- Low level of self initiative, independence, or responsibility
- Seizures
- Shaking and tremors
- Glazed or red eyes
- Cough and sneeze
- Limp or favor an extremity

### Possible Interventions:

- Acknowledging positive behavior (100)
- Alternative modes of completing assignments (119)
- Assign a buddy or partner (120)
- Break down assignment (122)
- Break down directions (124)
- Call parent or note home (82)
- Count to 10 (128)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Frequent home contact (140)
- Give choices (142)
- Have student repeat directions back (143)
- Help student start assignment (147)
- Helping Students With Home Work (146)
- Ignore (149)
- Listen to music (152)
- Move to a new location in the classroom (156)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Praise when on task (109)

- Proximity to students (162)
- Reassurance (163)
- Reflection sheet (92)
- Snack break (77)
- Speak with student in hallway (173)
- Take a break (73)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Touch student on shoulder (210)
- Use timer (215)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

# Stealing

## The student may:

- Frequently have new items in desk, book bag, locker, etc
- Linger by teachers desk when no one is near it
- Appear suspicious, look around to see if anyone is watching, keep “eyeing” an item, etc
- Often “borrow” items from others or off desks, acting as though there is nothing wrong when confronted
- Have large sums of money or valuables, like electronics
- Be unable to explain how and where they got something from
- Have nearby students complain of missing items
- Have large stocks of pencils, markers, paper, supplies, etc
- Have hoarded items
- Have large currency bills
- Talk frequently about new items parents or relatives bought them
- Sneak back into school or rooms
- Sneak into to buildings after school
- Report plans to steal to friends
- Seem to be hiding items
- See nothing wrong with taking others’ belongings
- Lack remorse, guilt, sense of sorrow
- Demonstrate other deviant behaviors like fighting, breaking and entering in community, vandalism, conflicts with police and authority figures, frequent suspensions, hang out with “wrong crowd”, etc
- Have juvenile legal record
- Have parents complain about student taking things from homes when spending the night
- Have frequent reports from others
- Brag to others of new items
- Deny when confronted

## Possible Interventions:

- Acknowledging positive behavior (100)
- Avoid power struggles (80)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Frequent home contact (140)
- Logical consequence (89)
- Office referral (91)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Reflection sheet (92)
- Remove from room (94)
- Review PBIS expectations and rules (167)
- Speak with student in hallway (173)
- Take away privileges (97)

- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

## Tantrums/Out Of Control

### The student may:

- Fail to respond to any redirection, calming, deescalation, etc
- Extreme oppositional and defiance
- Deliberately destroy items, furniture, toys, supplies, etc
- Yell, scream, hit, kick, bite, flail, stomp, roll on ground, crawl, hit head on things
- Lay on the floor and refuse to do what is asked
- Run out of or around room
- Run out of school
- Run from adults and authority figures
- Throw things, swing at others with objects, threaten others with objects, motion they will throw objects
- Pout, whine, moan, groan, growl, or yelp
- Unable to deescalate after reasonable period
- Yell “no”, “I don’t want to”, “I don’t have to”, “Make me”, etc
- Challenge authority figures or adults
- Make verbal and physical threats
- Appear extremely upset
- Begin to hyperventilate, gag, pass out, become light headed, hold breath, turn blue
- Hit or bite self and become self destructive
- Yell inappropriate words
- Say very mean and vindictive phrases
- Smile and taunt others while threatening
- Stand up and become aggressive
- Be unreasonable
- Fail to see logic
- Express no concern for consequences
- Make suicidal and homicidal threats
- Express hopelessness with the situation and an inability to recover the situation
- Become fatalistic

### Possible Interventions:

- Avoid power struggles (80)
- Break down assignment (122)
- Break down directions (124)
- Call parent or note home (82)
- Clear and concise directions (126)
- Clear, consistent, and predictable consequences (85)
- Count to 10 (128)
- Deep breathing (131)
- Explain assignment (138)
- Explain directions (138)
- Frequent home contact (140)
- Give choices (142)
- Help student start assignment (147)
- Helping Students With Home Work (146)
- Ignore (149)

- Individual work space (151)
- Logical consequence (89)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Non verbal cues (157)
- Office referral (91)
- Praise when cooperative and well behaved (105)
- Praise when good attitude and involvement occur (107)
- Proximity to students (162)
- Reassurance (163)
- Redirection (164)
- Reduce assignment (165)
- Reflection sheet (92)
- Remove from room (94)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak in calm and neutral tone (95)
- Stress ball or fidget (180)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

# Tardiness

## The student may:

- Frequently come to school late
- Frequently miss first period or hour
- Linger in halls too long
- Over socializing in between periods
- Have at risk home environment (homeless, poverty, chronic illness, abuse)
- Have a cognitive impairment
- Have physical disability
- Be very slow
- Have trouble navigating the halls and school
- Use the bathroom between breaks
- Be a slow eater (lunch)
- Be disorganized
- Have a messy locker that is difficult to find things in
- Be irresponsible
- Have poor concept of time or lose track of time easily
- Be easily distracted

## Possible Interventions:

- Acknowledging positive behavior (100)
- Assign a buddy or partner (120)
- Assign a classroom job (121)
- Call parent or note home (82)
- Card Flip (84)
- Clear, consistent, and predictable consequences (85)
- Color coded folders (127)
- Daily planner (129)
- Engage student (136)
- Frequent home contact (140)
- Logical consequence (89)
- More structured routine (154)
- Natural consequences (90)
- Office referral (91)
- Reflection sheet (92)
- Review PBIS expectations and rules (167)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak with student in hallway (173)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach organizational skills (194)
- Teach relationship skills (196)
- Teach relaxation techniques (201)

- Teach social skills ([203](#))
- Touch base with student ([208](#))
- Visual schedule ([217](#))
- To see all Tier 1 Interventions, go to page ([71](#))

## Unable To Work Independently

### The student may:

- Frequently ask teacher or other students for help and assistance, or to do items for them
- Ask teacher questions that are geared toward being given the answer rather than seeking direction
- Try to negotiate others doing some problems or items
- Always need to be around others to work
- Frequently try to work with partner or in group
- Need lots of one on one attention
- Have difficulty completing assignments
- Have to stand over student and push them to get anything done
- Student stops working and ceases effort when not directly supervised
- Quick to cease effort when task becomes challenging
- Becomes agitated and frustrated when faced with challenging tasks
- Has trouble reading and understanding directions
- Sits doing nothing
- Makes up many excuses
- Has to do other tasks before the task at hand
- Hand in incomplete or unattempted work
- Wait for assistance before attempting work
- Not be a self starter
- Demonstrate poor follow through
- Act helpless
- Play “dumb”

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Break down assignment (122)
- Break down directions (124)
- Break, moving position in class (74)
- Call parent or positive note home (82)
- Card Flip (84)
- Clear and concise directions (126)
- Clear, consistent, and predictable consequences (85)
- Do unfinished work during recess or unstructured time (86)
- Explain assignment (138)
- Explain directions (138)
- Help student start assignment (147)
- Ignore (149)
- Logical consequence (89)
- More structured routine (154)
- Move to a new location in the classroom (156)
- Natural consequences (90)
- Non verbal cues (157)
- Organize materials daily (158)
- Praise when on task (109)

- Redirection (164)
- Reduce assignment (165)
- Rewards, Simple Reward Systems, & Incentives (112)
- Speak with student in hallway (173)
- Take a break (73)
- Take away privileges (97)
- Take away unstructured or free time (98)
- Talk one on one with student (182)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach organizational skills (194)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Use timer (215)
- Visual schedule (217)
- To see all Tier 1 Interventions, go to page (71)

## Unfocused/Inattentive

### The student may:

- Frequently off task
- Easily distracted
- Need frequent redirection and refocusing
- Unable to follow multi-step directions or even finish one step directions
- Get lost in the middle of tasks, sentences, conversations, explanations, etc
- Frequently looking out window, around room, at objects, people, etc
- Appear confused when assignment begins
- Needs frequent restating of instructions
- Often say's "what?" or questions what has been said or asked
- Appear confused, disoriented, or lost
- Often fail to give close attention to details or make careless mistakes
- Have difficulty sustaining attention in tasks or play activities
- Frequently switches from one activity to another
- Rarely completes one task before beginning another
- Seem scattered and disorganized
- Have a chaotic thought pattern, jumping from one topic to another with no connection or transition
- Often doesn't seem to be listening when spoken to directly or looks through speaker
- Often not follow through on instructions and/or fail to finish schoolwork
- Have difficulty organizing tasks and activities
- Often avoid or is reluctant to engage in tasks that require sustained mental effort
- Often lose things necessary for tasks or activities
- Be easily distracted
- Be forgetful

### Possible Interventions:

- Alternative modes of completing assignments (119)
- Break down assignment (122)
- Break down directions (124)
- Break, moving position in class (74)
- Call on student frequently (125)
- Card Flip (84)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Have student repeat directions back (143)
- Move to a new location in the classroom (156)
- Natural consequences (90)
- Non verbal cues (157)
- Pause before giving a direction (160)
- Praise when good attitude and involvement occur (107)
- Praise when on task (109)
- Proximity to students (162)
- Redirection (164)

- Stand while working (175)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Touch student on shoulder (210)
- Turn desk around (211)
- Use seating disk (214)
- Use timer (215)
- Velcro® brand hook and loop fastener on the desk (216)
- To see all Tier 1 Interventions, go to page (71)

# Unmotivated

## The student may:

- Seem lackluster, sluggish, emotionally flat
- Just sit in seat doing nothing when there is work to do
- Express no concern about incomplete work, grades, achievement
- Not care about classes, knowing subject matter, studying, tests, quizzes
- Only work when teacher is hovering over them telling them what to do or pushing them
- Need to be frequently reminded to stay on task and to remember assignments
- Have little facial or physical affect (often looks sad and unmoved by much)
- Not ask questions, volunteer, or participate
- Not appear to enjoy school
- Only come to school for social aspect
- Have frequent absences or frequent reports of illness
- Frequently skip classes or school
- Not make up missing work
- Fail to complete penalties
- Be unconcerned about being suspended or missing school
- Lack responsibility
- Fail to begin or finish tasks
- Not participate in pairs or groups
- Have others report they are not carrying their weight or doing their part
- Have an “I don’t care” or “Whatever” attitude
- Not get excited or seem incentivized by rewards, encouragement, praise, etc
- Be unconcerned with appearance and self care
- Be hanging out with bad crowd

## Possible Interventions:

- Assign a buddy or partner (120)
- Assign a classroom job (121)
- Break down assignment (122)
- Break down directions (124)
- Break, moving position in class (74)
- Call on student frequently (125)
- Call parent or positive note home (82)
- Card Flip (84)
- Draw a picture or write in a journal (133)
- Encourage interaction with a more self confident student (135)
- Engage student (136)
- Explain assignment (138)
- Explain directions (138)
- Give choices (142)
- Have student repeat directions back (143)
- Have student take frequent breaks, do errand, or active job (75)
- Ignore (149)
- Listen to music (152)
- More structured routine (154)

- Natural consequences (90)
- Praise when good attitude and involvement occur (107)
- Praise when on task (109)
- Proximity to students (162)
- Redirection (164)
- Reflection sheet (92)
- Reflective listening (166)
- Review PBIS expectations and rules (167)
- Rewards, Simple Reward Systems, & Incentives (112)
- Send student on errand (76)
- Speak with student in hallway (173)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Touch base with student (208)
- Use timer (215)
- To see all Tier 1 Interventions, go to page (71)

# Upset/Crying

## The student may:

- Display emotional lability
- Have frequent emotional meltdowns
- Be moody
- Cry frequently over “small” things like lost place in line or wrong answer
- Report through writing or verbal responses and stories they are upset, sad, feel bad, are angry, etc
- Frequently put head down
- Sniffle and whine
- Put forth little effort, do little work, give up easily
- Appear distraught, disturbed, sad
- Have eyes water and fight back tears and getting upset
- Have trouble pulling themselves together and calming down
- Cry to the point of hyperventilating
- Have trouble deescalating
- Lash out or hit while crying
- Refuse to be comforted, push others away
- Be unable to talk or verbally express concerns
- Rock, hold head or face in hands, turn away or turn back to others, put hand up, shake head “no”
- Not know what they want when asked
- Ask to be left alone
- Run away and seclude self
- Withdraw, want to be alone
- Mutter and talk to self
- Huff, puff, and grumble
- Appear stunned, wide-eyed, and unable to express emotions
- Put hand to mouth and flutter hands and/or arms
- Repeat same phrase over and over, for example, “Oh my gosh, oh my gosh, oh my gosh!”
- Make statements like “I can’t do this”, “This isn’t happening”, “I can’t take this”, etc

## Possible Interventions:

- Break, moving position in class (74)
- Call parent or note home (82)
- Count to 10 (128)
- Deep breathing (131)
- Draw a picture or write in a journal (133)
- Engage student (136)
- Give choices (142)
- Listen to music (152)
- Move to a new location in the classroom (156)
- Proximity to students (162)
- Reassurance (163)
- Reflective listening (166)
- Remove from room (94)

- Send student on errand (76)
- Snack break (77)
- Speak in calm and neutral tone (95)
- Speak with student in hallway (173)
- Stress ball or fidget (180)
- Take a break (73)
- Talk one on one with student (182)
- Talk Ticket (184)
- Talk to parent (185)
- Teach conflict resolution skills (187)
- Teach coping skills (189)
- Teach relationship skills (196)
- Teach relaxation techniques (201)
- Teach social skills (203)
- Use calm neutral tone (212)
- To see all Tier 1 Interventions, go to page (71)

## Other Behaviors

Can't find a description of the behavior?  
Check out the PBIS World Discussion Forum today!

Click or go to this link:  
<http://www.pbisworld.com/forum/>

Or scan below with your phone to visit the forum:



# Tier 1 Interventions

Tier 1: Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

Tier 1 interventions apply to large groups and systems, like an entire class, school, school district, day care, building, program, etc. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences. For example, each classroom in a school going over and practicing bathroom routines and procedures in the morning would be a Tier 1 intervention. If you do a flip card system for your class, this would be Tier 1. If your school has a specific routine for what and how students should proceed at lunch time (line up, throw trash away, sit in seat, etc), this would be Tier 1. If your daycare has a morning arrival routine, this is Tier 1.

## **Before you start, a few important points:**

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & it's effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

# Breaks

# Take A Break

## Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Can help students to “reset” and return to a task fresh
- Takes student’s mind off what may be hindering them
- Helps break up monotonous tasks, assignments, activities, etc
- Provides a class system for teachers to address students indirectly without having to stop instruction to speak with a student at that moment

## When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When you are aware of an ADD/ADHD diagnosis
- When student seems fidgety, moves a lot, cannot sit still
- When student is becoming frustrated or agitated with the task at hand
- When two or more students are engaged in conflict, argument, or are just getting annoyed with one another
- When a student seems to be getting bored, sleepy, or their eyes are glazing over
- When a student’s emotions and/or behaviors need to be deescalated

## How do I do it:

- Make a laminated card with the word “BREAK” on it and keep it in a spot where all students can access it
- Provide student with hand held timer setting the timer for no longer than five minutes (or keep timer in the break location)
- Identify a safe and non-disruptive area to go (by or in office works)
- Student returns when timer goes off
- Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
- Explain the process to the student(s) or class and have them practice it before implementation
- Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
- If the students abuses the break card intervention, set limits on the frequency of use to deter this

## Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

# Break, Moving Position In Class

## Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Can help students to “reset” and return to a task fresh
- Takes student’s mind off what may be hindering them
- Helps break up monotonous tasks, assignments, activities, etc
- Can improve motivation and effort

## When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When a student is distracted
- When a student is slowing down on the task at hand and losing interest/motivation
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When you are aware of an ADD/ADHD diagnosis
- When student seems fidgety, moves a lot, cannot sit still
- When student is becoming frustrated or agitated with the task at hand
- When two or more students are engaged in conflict, argument, or are just getting annoyed with one another
- When a student seems to be getting bored, sleepy, or their eyes are glazing over
- When a student’s emotions and/or behaviors need to be deescalated

## How do I do it:

- Identify the student in need of the break
- Ask the student to move to a specific seat other than their own (tell them specifically which seat you want them to move to)
- If a student is distracted by something by the door or window, move them to a seat away from these distractions
- If there are no seats to move the student to, have them move their desk or a chair to a new spot in the room
- If there are multiple students needing moving breaks, ask those students to all get up and swap seats for a subject or period of time
- Apply this concept to an entire class or school by creating a cue or key word, that when said or done, indicates that all students are to swap seats with someone else

## Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

# Have Student Take Frequent Breaks Or Activity

## Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Can help students to “reset” and return to a task fresh
- Takes student’s mind off what may be hindering them
- Helps break up monotonous tasks, assignments, activities, etc
- Can improve motivation and effort
- Helps students to refocus on the task at hand
- Helps rejuvenate student energy and enthusiasm
- Helps get students blood moving and metabolism active

## When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When a student is distracted
- When a student is slowing down on the task at hand and losing interest/motivation
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When you are aware of an ADD/ADHD diagnosis
- When student seems fidgety, moves a lot, cannot sit still
- When student is becoming frustrated or agitated with the task at hand
- When two or more students are engaged in conflict, argument, or are just getting annoyed with one another
- When a student seems to be getting bored, sleepy, or their eyes are glazing over
- When a student’s emotions and/or behaviors need to be deescalated
- When a task is long and drawn out

## How do I do it:

- Identify the student(s) in need of the break or have the whole class participate
- Ask the students to stop why they are doing, stand up, and do 10 jumping jacks, stretch their arms and legs, roll their necks, jog in place for 10 seconds, dance for 10 seconds, etc
- Ask students to stop what they are doing and look out the window while seated for 30 seconds to see how many birds they see flying
- Ask students to stop, take off their shoes, and wiggle their toes for 20 seconds
- Etc
- On days or during tasks that are longer and more monotonous or tedious, have students stop and do a break or activity every 25 or 30 minutes to keep them fresh

## Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

# Send Student On Errand

## Why should I do it:

- Provides student time away from situation
- Provides student exercise and a release of tension
- Allows student to feel needed and important
- Can help students to “reset” and return to a task fresh
- Takes student’s mind off what may be hindering them
- Helps break up monotonous tasks, assignments, activities, etc

## When should I do it:

- When a student gets off task
- When you are aware of an ADD/ADHD diagnosis
- When student seems fidgety, moves a lot, cannot sit still
- When student is becoming frustrated or agitated with the task at hand
- When two or more students are engaged in conflict, argument, or are just getting annoyed with one another
- When a student seems to be getting bored, sleepy, or their eyes are glazing over
- When a student’s emotions and/or behaviors need to be deescalated
- When a student has poor self-esteem and poor self concept
- When student is seeking adult approval

## How do I do it:

- When a student(s) displays any of the characteristics above or similar characteristics, send the student on an errand
- Errands can just be random or part of a more formal classroom system whereby when a student is called on to run an errand, they choose from a list of errands that need to be done
- Examples of errands include erasing the board, taking out the garbage, helping in the office or lunch room, writing on the board, cleaning, organizing, assisting, helping, taking a note to another teacher, walking somewhere to retrieve or drop something off, opening the windows, making or reading announcements, etc

# Snack Break

## Why should I do it:

- Works well with younger students
- Kids are highly motivated by food items (even healthy ones!)
- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Can help students to “reset” and return to a task fresh
- Takes student’s mind off what may be hindering them
- Helps break up monotonous tasks, assignments, activities, etc
- Can improve motivation and effort
- Helps students to refocus on the task at hand
- Helps rejuvenate student energy and enthusiasm
- Helps get students blood moving and metabolism active

## When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When a student is distracted
- When a student is slowing down on the task at hand and losing interest/motivation
- When a student’s energy level seems low and they appear sluggish
- When you are aware of an ADD/ADHD diagnosis
- When student seems fidgety, moves a lot, cannot sit still
- When student is becoming frustrated or agitated with the task at hand
- When a student seems to be getting bored, sleepy, or their eyes are glazing over
- When a student’s emotions and/or behaviors need to be deescalated
- When a task is long and drawn out
- When the class needs to be reenergized and freshened up
- When the class needs a moment to be social

## How do I do it:

- Identify the student(s) in need of the break or have the whole class participate
- Ask the students to stop why they are doing, get out or retrieve a snack, and sit and eat for a moment
- Students may or may not socialize during snack breaks
- Students may continue working while snacking, a “working snack break”
- Students may provide their own snacks or the teacher may provide them
- Snacks should preferably be something healthy, like carrots, fruit, crackers, etc
- You may set a timer during the snack break
- Snack breaks may be drawn out by using small food items like cereal where after each problem, item, or section the class goes over, they stop and eat 5 Cheerios or Corn Flakes then continue to the next item or section

## Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom

- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

# Consequences

# Avoid Power Struggles

## Why should I do it:

- It is a quick method to de-escalate a student
- It keeps you in control
- Prevents students from feeding off of the attention of the class or others
- Breaks the cycle of escalation, tension, intensity, etc
- Reduces the likelihood of further physical, verbal, and other conflict
- Establishes your position as being outside of the student's tactics and usual attempts to get what they want
- Helps teach students that engaging in power struggles is futile and will not get them what/where they want
- Helps you, the adult, remain calm, clear headed, and more able to make good decisions and actions

## When should I do it:

- When a student is trying to verbally engage you in an argument
- When a student becomes very insistent, argumentative, and will not drop the point
- When a student becomes agitated, raises their voice, becomes physically or verbally aggressive or threatening, or becomes threatening in any other way
- When the issue the student is arguing about is not essential, important, or crucial (choose your battles wisely)
- When a student can't seem to drop it
- When it seems the student is no longer interested in solving a problem, but provoking and being right
- When a student just wants to be correct, right, or win
- When a student seems to be taking it personally and cannot handle the issue, topic, etc
- When giving directives, directions, corrections, or reprimands

## How do I do it:

- This technique takes a lot of patience, support, self-control and self-talk
- Keep responses brief, to the point, and succinct, and avoid lecturing, talking at length, or patronizing
- Use a calm and neutral tone
- DO NOT match the emotional level of the student, rather remain calm, cool, and collected
- State the expectation, then walk away
- Offer several choices, give a timeline to decide within, and walk away
- Try stating the expectation and consequence, tell the student the choice is theirs, and walk away
- Try re-direction if student is able to be de-escalated
- Remove student from situation and discuss the issue after time to calm down
- Use reflective listening "I am hearing that you feel this assignment is unnecessary"
- Ask open ended questions
- Use body language that represents openness: If sitting keep legs uncrossed and lean toward the student, If standing keep arms uncrossed and legs open (people

often mirror their emotional response with others' body language, behavior, and words)

- Use humor
- Validate student's feelings
- Tell the student you want to hear what they have to say, but you both need a break or breather before talking
- With belligerent students who argue or engage in conflict on purpose and with intentionality, tell the student you will talk with them later when they can do so appropriately and walk away or state the expectation and walk away
- Try keeping a list of rules and expectations on the wall or other visible location, and when a student attempts to engage you in conflict, simply point to the appropriate and relevant expectation on the list and walk away (you may want to explain this strategy to the student before implementing it)
- Create a class system or protocol for bringing up grievances, disagreements, complaints, issues, problems, etc
- Teach and practice a technique or method with the class on how to have a disagreement with others
- Ask the student trying to engage in a power struggle to go back to their seat and write their concerns on a paper, placing it on the teacher's desk when completed

# Call Parent Or Note Home

## Why should I do it:

- Provides parents with direct & accurate info on child's school behaviors
- Helps to keep issues, situations, and circumstances clarified
- Builds rapport, trust, and open dialogue between school and home
- Helps establish and maintain behavioral limits that are consistent between school and home
- Some kids respond very well to calls home
- Gives parents power to enforce and follow through with limits and consequences
- Avoids situations where kids can use misinformation to pit teachers against parents and manipulate the situation to avoid taking responsibility for their actions
- Encourages some students behavior positively
- Can take a small behavioral or academic gain and create more significant momentum
- Can create parent "buy in" or establish of improve rapport with parents
- Boosts student self esteem and self confidence

## When should I do it:

- As a consequence
  - When a student breaks a rule or whose actions are disruptive enough to require a formal consequence
  - When a child is exhibiting a chronic habitual behavior problem
  - When you need more support in addressing a behavior
  - When the behavior appears to be stemming from something in the home
  - When you suspect a child's behaviors are due to environmental circumstance, like a family death, illness, etc.
  - When the student does not seem to respond to your authority
  - When there does not appear to be home consequences for poor behavior in school
- As a reward
  - When a student has been well behaved
  - When a student has done well on an academic task
  - When a student has been helpful
  - When a student meets a daily, weekly, monthly goal, either academic or behavioral
  - When a student needs to be encouraged to do something
  - When a student is a significant behavioral or academic problem and does ANYTHING remotely positive or productive

## How do I do it:

- Use a calm neutral tone with parents to avoid arguments, blame games, and power struggles
- Describe the behavior clearly and with detail
- Explain what you have already tried to address the behavior
- Do not dwell on blaming the parent for the child's behaviors, rather focus on solutions, whether on the child's part or the parent's
- Ask the parent for their input and ideas to get them involved

- Always say something positive about the child or something they did well
- Have the child's grades, behavior records, and the specific data ready in front of you when you call

### Alternative Methods:

- Consequences
  - Simply threatening to call home and picking up the phone can be enough to correct some behaviors or initiate certain responses, but be willing to follow through and actually call if the child calls your bluff
  - Some children may have an especially close or well established rapport with other staff in your building, so calling these staff or saying you will call them may be as effective as doing so with the child's parent
- Rewards
  - When students have a good rapport with a staff person, you may send a positive note or phone call to that staff person about the student's accomplishment. The staff person you contact can then help to praise and encourage the student, creating good momentum.

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [9 Techniques for Building Solid Parent-Teacher](#) <sup>1</sup>
- [Building positive parent-teacher relationships](#) <sup>2</sup>
- [Tips for Calling Parents](#) <sup>3</sup>
- [Telephoning Parents](#) <sup>4</sup>

### Footnotes:

1. Williams, K. *9 Techniques for Building Solid Parent-Teacher* [<http://www.scholastic.com/teachers/article/9-techniques-building-solid-parent-teacher-relationships>].
2. Sasson, D. (2006). *Contact with Parents: Building Positive Parent-Teacher Relationships* [[http://newteachersupport.suite101.com/article.cfm/contact\\_with\\_parents](http://newteachersupport.suite101.com/article.cfm/contact_with_parents)].
3. Massachusetts Teachers Association. *Tips for calling parents* [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips.aspx)].
4. Massachusetts Teachers Association, Adapted from Bright Ideas, an NEA Checklist Series publication. *Telephoning Parents* [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips/telephoning.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips/telephoning.aspx)].

## Card Flip

### Why should I do it:

- It provides student with comfort and limits
- You remain in control of the environment
- Provides clear, consistent, & predictable rules and expectations
- Provides a visual cue for behavior

### When should I do it:

- When a student breaks a rule or whose actions are disruptive enough to require a formal consequence
- When a student breaks classroom rules, procedures, guidelines, etc
- When students fail to abide by school rules, procedures, guidelines, etc
- When students fail to return/complete homework or classwork within an acceptable time frame

### How do I do it:

- Always provide consequences to students in the most non-emotional state possible (If needed, take a time out for yourself before implementing consequences)
- Be brief, succinct, and to the point when explaining a consequence
- Be consistent, giving a consequence for the behavior every time it happens and without partiality
- Have the student explain what they did wrong, and what they will do differently next time
- Post a list of the class/school rules in the classroom, having students point to the rule they broke when making them flip their card
- Ensure all students are aware of and know the class/school rules, are able to explain them, and can give examples of both following and breaking the rules
- Occasionally have the students rehearse/practice what it looks like to follow the rules
- Don't make a huge deal while administering card flips, be matter of fact, direct, calm, and emotionally neutral

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Buy a Flip Card Chart](#) <sup>1</sup>
- [Setting up a flip card chart system](#) <sup>2</sup>

### Footnotes:

1. Lakeshore Learning Materials. *Behavior Management Pocket Chart*. [<http://www.lakeshorelearning.com/seo/ca%7CsearchResults~p%7CGG297~.jsp>].
2. Wistrom, E. (2010). *Easy Classroom Discipline Plan You Can Implement Today*. [<http://www.brighthubeducation.com/classroom-management/42603-an-easy-effective-classroom-discipline-plan/>].

# Clear, Consistent, And Predictable Consequences

## Why should I do it:

- This is the cornerstone and foundation for all effective consequence systems
- It provides student with comfort and limits
- You remain in control of the environment
- Establishes clear cut boundaries
- Reduces students' anxiety about remaining within the class and school rules
- Increases student compliance and participation
- Increases student responsibility and accountability
- Reduces excuses
- Increases class and school coherence
- Improves the class and school atmosphere
- Provides structure
- Improves students' ability to cope with accepting consequences
- Causes students to think about their behavior and cause/effect more

## When should I do it:

- This should ALWAYS be used with consequences, rules, behavior systems, etc

## How do I do it:

- Always deliver consequences with a neutral and flat emotional state and tone, remaining calm and collected and avoiding matching the potentially escalated state of the student
- Be brief, succinct, to the point, and avoid lecturing when giving consequences
- Deliver the consequence, expectation, etc, and then walk away
- Give a consequence for the behavior every time it happens and avoid partiality
- Always give the same consequence or group of consequences for the same behaviors
- Keep a visual list in the classroom of the consequences
- Discuss the consequences with the students occasionally, ensuring they understand and know what the consequences are, why, and what for, having them give examples and repeat them back
- Use simple language
- Always make sure the student knows why and what they are getting the consequence for
- Try pointing to the specific consequence on the visual list rather than lecturing students verbally
- For younger students, make a visual consequence list with pictures rather than words, or a combination of pictures and words

# Do Unfinished Work During Recess Or Unstructured Time

## Why should I do it:

- It provides students with limits, boundaries, and motivation
- Serves as a significant deterrent for most students
- Is an effective consequence with memorable impact
- Teaches cause and effect
- Teaches students that their actions affect their personal time rather than that of the teacher after school
- Most students value recess and unstructured time
- Motivates students to seek help, persevere longer, and be more determined to complete work during work time
- Incentivizes students to take responsibility and initiative

## When should I do it:

- When students fail to complete class work due to behaviors, unwillingness to work, clowning around, socializing too much, etc
- When students “forget” work at home or “lose” work over a specified number of times (targeting serial forgetters that use this as an excuse rather than a real isolated incident)

## How do I do it:

- Give students warning prior implementing this intervention
- Establish a structured consistent routine and write it on a poster for how, where, and when students will carry out the consequence
  - For example, during afternoon recess, against the wall by the door, sitting down with a book to write on and the incomplete assignment, and without any talking
- Give student choices, like to stop behaving poorly and finish a certain amount of the assignment or they will have to finish it later during recess
- Deliver the warning or final consequence with a calm neutral tone in a matter-of-fact way and walk away to avoid a debate, argument, or power struggle
- Some parents can get really confrontational when their children miss recess to do work, so you may want to call parents and explain you will be trying the intervention with their kids, and their kids may talk and/or complain to them about it
- You may consider doing a simple student/teacher homework or class work contract with this as the consequence for failing to complete work due to behaviors or “forgetfulness”
- For “forgetful” students, establish a specific number of times a student can forget their work before the consequence is implemented (avoids punishing students that actually forget work on occasion and addresses those students who regularly “forget” work, using it as an excuse)
- Insert this consequence into a whole class or school consequence system
- Try setting specific work limits, for example, student that complete at least 15 of 20 items will earn recess
- Try using and stating this consequence as a positive incentive whereby students earn recess by completing specific amounts of work

- **IMPORTANT!** Be sure not to subject those students with legitimate learning and other disabilities to this consequence if part of that disability affects their ability to complete work as quickly as the typical student

# Have Student Say Something Nice To The Student They Called A Name

## Why should I do it:

- Way of empowering the student
- Prevents power struggle
- Teaches correct and expected behaviors
- Teaches student problem solving skills
- Teaches empathy and compassion
- Provides a better alternative than punitive consequences
- Benefits and validates the victim
- Provides resolution to student conflicts
- Teaches students how to interact and socialize

## When should I do it:

- When a student is reluctant to do something
- When a student says something that obviously upset another student significantly
- When a student makes a remark to another student without really knowing the significance of what they said or the word(s) they used
- When a student is bullying another student
- When a student has been disrespectful toward an adult

## How do I do it:

- Speak in calm, neutral tone.
- Provide the student with choices
- For example. You can apologize to Johnny for calling him a name, or you will need to flip your card
- Have the student face the student they are apologizing to and look at them
- Have the student say specifically to the other student what they are sorry for
- Have the student say they will not do it again after apologizing
- Have the victim accept or not accept the apology verbally
- If the apology is not accepted, tell the child that is okay and it was good and right that they apologized and perhaps the other child would accept the apology later

# Logical Consequences

## Why should I do it:

- Provides powerful instances to teach alternative behaviors and expectations
- Leaves the student with a feeling of control
- Uses thinking words
- Provides choices within firm limits
- Are tied to the time and place of the infraction
- Are similar to what would happen to an adult in a comparable situation
- Are never used to get revenge
- Teaches students to take responsibility for their choices
- It teaches that when an action occurs, a consequence follows
- It takes the pressure off you doing all the work

## When should I do it:

- There are numerous reasons and times you may use logical consequences, for example:
  - When a child is disruptive during teaching time
  - When a student doesn't finish work
  - When a student picks on another student
  - When a student cuts in line
  - When a student talks out of turn
  - When student breaks any sort of rule
  - Etc

## How do I do it:

- First, be calm and be empathetic to student (without being condescending): "This is sad for you..."
- Second, state the crime: "Due to you not doing your work while we were doing it together..."
- Third, provide consequence "You will be finishing it during recess" (consequence should be reasonable, matching the severity of the offense or behavior)
- Walk away. Don't engage in a conversation about it.
- DO NOT GIVE WARNINGS. Provide a consequence upon first negative behavior
- Other behaviors and consequences:
  - Name calling = say something nice to that person
  - Spills something = cleans it up themselves
  - Disruptive during lunch = eats lunch by self
  - Steals something = replace it directly to the person with apology
  - Cheat on test = get failing grade

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Love And Logic program](#)<sup>1</sup>
- [Natural and Logical Consequences](#)<sup>2</sup>

### Footnotes:

1. Love and Logic. [<http://www.loveandlogic.com/educators-articles.html>].

2. University of Kansas. *Natural and Logical Consequences*.

[[http://www.specialconnections.ku.edu/?q=behavior\\_plans/classroom\\_and\\_group\\_support/teacher\\_tools/natural\\_and\\_logical\\_consequences](http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/natural_and_logical_consequences)].

# Natural Consequences

## Why should I do it:

- Provides powerful instances to teach alternative behaviors and expectations
- Does not involve adults imposing rules on a child to make a point
- The child generates the consequence themselves
- The child sees a direct relationship between their behaviors and actions and the effects of them
- The child learns by doing

## When should I do it:

- There are numerous reasons and times you may use natural consequences, for example:
  - When a child is running in the hall and bumps another student, falling and hurting their elbow
  - When a child fails to put something away and loses it
  - When a child procrastinates and does not get an assignment or task completed in the time allowed
  - When a student says or does something to another student and that student does not want to be around or play with them
  - Etc

## How do I do it:

- Use a calm and neutral tone when speaking with the child
- Ask the student about what they did and the result
- Have the student explain the connection between their actions and the outcome, cause/effect
- Ask the student what they will do differently next time
- Emphasize what happened when they did the behavior and why the rule about the behavior is in place because of this

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Natural Consequences](#)<sup>1</sup>
- [Love And Logic Program](#)<sup>2</sup>
- [Natural and Logical Consequences](#)<sup>3</sup>

## Footnotes:

1. Washington State Department of Social & Health Services. *Natural Consequences*. [<http://www.dshs.wa.gov/ca/fosterparents/training/natlog/nat02.htm>].
2. Love and Logic Program. [<http://www.loveandlogic.com/educators-articles.html>].
3. University of Kansas. *Natural and Logical Consequences*. [[http://www.specialconnections.ku.edu/?q=behavior\\_plans/classroom\\_and\\_group\\_support/teacher\\_tools/natural\\_and\\_logical\\_consequences](http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/natural_and_logical_consequences)].

# Office Referral

## Why should I do it:

- Sets limits, boundaries, and consistent consequences for students and behavior expectations
- Prevents students from disrupting the class or receiving further attention for the behavior
- Makes a point to the student that the behavior will not be tolerated
- Prevents students from controlling the class agenda

## When should I do it:

- Teachers should always try to deal with behavior and other problems and issues in the classroom when possible, however, sometimes, when the behavior is serious enough, an office referral is necessary
- When a student become self destructive, out of control, violent, or aggressive
- When a child becomes excessively defiant and oppositional, refusing to follow all directives
- When a student puts themselves in a dangerous situation
- When a student appears sick

## How do I do it:

- Use a calm and neutral tone in a matter-of-fact way
- Give the student choices and warnings before sending them to the office
- Call the office to let them know the child is coming and send another adult with the child when possible or have an adult from the office come retrieve the child
- Send a referral sheet to the office with a detailed description of the behavior

# Reflection Sheets

## Why should I do it:

- We learn from reflecting on experiences, good and bad. A Reflection Sheet is a very effective tool to use when a student is displaying unacceptable or acceptable behaviors and can be used in conjunction with the Class Rules. The sheets can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.

## When should I do it:

- When students are exhibiting unacceptable behaviors
- When students are not following school/class rules
- When students are on task, displaying appropriate behaviors, and following school/class rules

## How do I do it:

- The student is told to go to the reflection center
- The teacher explains briefly to the student why they are being sent and what behaviors or rules they were breaking
- The student is withdrawn to reflect on his/her behavior and completes the Reflection Sheet, discussing it with the Teacher after it is completed
- A timer may be used
- Alternatives to writing may be drawing pictures, talking into a microphone and recording responses, or typing responses into computer
- A desk set apart from the other students may serve as a reflection center
- When sending a student who is exhibiting appropriate behaviors and is following the rules, the student may share with the class what behavior and expectation they were “caught” doing correctly. Additionally, these students may receive a small reward or a sticker toward a reward.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Becoming A Problem Solver Sheet.pdf](#) <sup>1</sup>
- [Behavior Improvement Form.doc](#) <sup>2</sup>
- [Fixing Broken Rules Sheet.pdf](#) <sup>3</sup>
- [Kindergarten Think Sheet.pdf](#) <sup>4</sup>
- [1st Grade Think Sheet.pdf](#) <sup>4</sup>
- [1st and 2nd Grade Think Sheet.pdf](#) <sup>4</sup>
- [3rd, 4th, 5th Grades Think Sheet.pdf](#) <sup>4</sup>
- [MS & HS Think Sheet.pdf](#) <sup>4</sup>
- [Middle School Think Sheet.pdf](#) <sup>4</sup>
- [Stop And Think Sheet.doc](#) <sup>5</sup>
- [Stop & Think.pdf \(blog.scholastic.com\)](#)
- [Stop & Think.pdf](#) <sup>6</sup>
- [Think Sheet.doc](#)
- [Think Sheets](#) <sup>7</sup>

## Footnotes:

1. [specialed.about.com. \*Becoming A Problem Solver Sheet.\* \[http://specialed.about.com/library/problemsolving1.pdf\].](http://specialed.about.com/library/problemsolving1.pdf)
2. [realclassroomideas.com. \*Behavior Improvement Form.\* \[http://www.realclassroomideas.com/resources/Behavior+Improvement+Form.doc\].](http://www.realclassroomideas.com/resources/Behavior+Improvement+Form.doc)

## Tier 1 Interventions: Consequences

3. [specialied.about.com](http://www.pbisworld.com/wp-content/uploads/Fixing-Broken-Rules-Sheet.pdf). *Broken Rules Sheet*. [http://www.pbisworld.com/wp-content/uploads/Fixing-Broken-Rules-Sheet.pdf].
4. Wayne-Westland School District. *Kindergarten Think Sheet*.  
*1st Grade Think Sheet*.  
*1st and 2nd Grade Think Sheet*.  
*3rd, 4th, 5th Grades Think Sheet*.  
*MS & HS Think Sheet*.  
*Middle School Think Sheet*. [http://www.resa.net/curriculum/positivebehavior/].
5. [realclassroomideas.com](http://www.realclassroomideas.com/resources/Classroom+Management-Stop+and+think+behavior+report.doc). *Stop And Think Sheet*. [http://www.realclassroomideas.com/resources/Classroom+Management-Stop+and+think+behavior+report.doc].
6. Aragon Avenue Elementary School. *Stop & Think*.  
[http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\_LAUSD/FLDR\_ORGANIZATIONS/STUDENT\_HEALTH\_HUMAN\_SERVICES/SHHS/DISCIPLINE\_POLICY/DISCIPLINE\_POLICY\_SCHOOLS/DISCIPLINE\_POLICY\_SCHOOLS\_ELEMENTARY/STOP%20AND%20THINK%20SHEET.PDF].
7. [specialied.about.com](http://specialied.about.com/sitesearch.htm?q=think+sheet&SUName=specialied). *Think Sheets*. [http://specialied.about.com/sitesearch.htm?q=think+sheet&SUName=specialied].

## Remove From Room

### Why should I do it:

- To address a student without an “audience” watching
- To speak with a student who feeds off of “audiences”
- To Help a child “save face” with peers due to being emotional, out of control, etc.
- To protect students’ safety
- Avoids disrupting the entire class
- Avoids exposing other students to behaviors, emotional reactions, etc, of the student being removed
- Reduces stress on other students

### When should I do it:

- When a child’s behaviors become excessively disruptive, defiant, and non-compliant in the class room
- When you need to address a student without an “audience” watching
- When addressing a student who feeds off of “audiences”
- When you need to address a student about something and want to help them “save face” with peers due to being emotional, out of control, embarrassed, etc.
- When a student’s behaviors threaten their and others’ safety
- When a student’s behavior becomes too severe to manage in the class room and the student is non-compliant

### How do I do it:

- Use a calm, neutral, non-threatening tone
- Give the child choices, for example:
  - Johnny, you may either leave the room and go to the office or I will call Principal Doe down, it’s your choice
- Send an office referral if you send the child to the office
- Call down to the office to let them know the child is on the way and to make sure the child arrives at the office
- Have an adult accompany the child to the office if possible
- If you just send the child into the hall and speak with them, do not stand in front of the doorway where the class can see, step out of the line of view of any other students
- Maintain a calm, neutral, and low tone in the hall to avoid other students hearing what is being discussed and to maintain privacy and discretion
- NEVER restrain a child if you have not been trained in restraint methods and procedures UNLESS you absolutely must to keep them or other students safe
- Call your administrator who will be trained in restraint if restraint becomes necessary to remove the child from the classroom

# Speak in Calm And Neutral Tone

## Why should I do it:

- It is a quick method to de-escalate a student
- It keeps you in a calm state of mind
- A student will take your lead in the way you speak and behave
- Reduces aggressive behavior and lashing out
- Increase likelihood of coming to a resolution
- Improves conflict resolution
- Keeps the teacher in a position of authority and control
- Prevents students from turning staff against one another or creating ancillary conflicts and tensions
- Prevents students from causing a “scene” and gaining the attention of others
- Prevents students from playing on the emotions of the teacher

## When should I do it:

- When you are processing a problem with a student
- When a student is reluctant to follow your directives
- When a student is trying to verbally engage you in an argument
- When a student is escalating
- When a student becomes aggressive or threatening
- When a student’s emotions are getting the better of them
- When students raise their voices, scream, yell, etc
- When students become defiant and oppositional
- When students are very upset
- When students intentionally say insulting, rude, and mean things to intentionally make the teacher angry
- When students purposefully try to upset or work up the teacher or others
- When students challenge the authority of the teacher and provoke

## How do I do it:

- This technique takes a lot of patience, support, self-control and self-talk
- Be aware of your own physiological cues to getting angry, annoyed, offended, disrespected and frustrated
- When you have those feelings/thoughts, say to yourself talk yourself out of losing your temper
- Use “I” statements, for example “I would like for you to make a choice between doing your work at your desk or at another desk” Rather than “you need to make a choice now about where you are going to do your work”
- If possible, remove yourself from a tense situation before talking to the student to calm down
- Always provide consequences to students in the most non-emotional state possible
- Maintain your composure and emotional state
- DO NOT match the emotional or other escalated state of the student
- Speak in a measured and calm manner
- Maintain a non-threatening posture and stance
- Do not make threatening or sudden gestures, motions, or actions

- Be matter of fact and avoid lecturing or talking on and on
- Be succinct
- Avoid a lot of back and forth with the student, saying what you need to then walking away in a calm manner

# Take Away Privileges

## Why should I do it:

- Children can respond well to losing privileges
- Helps motivate children to follow expectations
- It is a clear-cut experiential based intervention, hands on so to speak
- Helps children see a logical connection between their behaviors and consequences
- Allows children the opportunity to make choices about what will happen
- Gives children power over outcomes
- Forces children to take responsibility for their choices and actions

## When should I do it:

- Taking away privileges is a very flexible intervention and can be used as a part of your regular discipline system, like with card flips, or in addition to your discipline system and class rules
- When a student exhibits behavior problems, does not follow directives, is disruptive, does not finish work on time, etc.
- When students forget assignments and materials
- When students bully or pick on others
- When students talk back or are disrespectful

## How do I do it:

- Use a calm and neutral tone in a matter-of-fact way
- Give the student choices, for example:
  - Billy, you can either stop turning around and talking and complete your work, or you can sit in time out during recess, the choice is yours
- Clearly state the privilege to be taken away, when it will occur, and for what duration
- Discuss briefly with the student what they will need to do differently next time to keep their privilege

## Take Away Unstructured/Free Time

### Why should I do it:

- Children can respond well to losing unstructured or free time
- Can help motivate children to follow expectations
- It is a clear-cut experiential based intervention, hands on so to speak
- Helps children see a logical connection between their behaviors and consequences
- Allows children the opportunity to make choices about what will happen
- Gives children power over outcomes
- Forces children to take responsibility for their choices and actions

### When should I do it:

- Depending on the parent, you may consider sending a note home explaining that part of your behavior intervention system includes taking away unstructured or free time, etc.
- Taking away unstructured or free time is a very flexible intervention and can be used as a part of your regular discipline system, like with card flips, or in addition to your discipline system and class rules
- When a student exhibits behavior problems, does not follow directives, is disruptive, does not finish work on time, etc.
- When students forget assignments and materials
- When students bully or pick on others
- When students talk back or are disrespectful
- When a student cheats or lies

### How do I do it:

- Use a calm and neutral tone in a matter-of-fact way
- Give the student choices, for example:
  - Billy, you can either stop turning around and talking and complete your work, or you can sit in time out during recess, the choice is yours
- Clearly state the unstructured or free time period to be taken away, when it will occur, and for what duration
- Discuss briefly with the student what they will need to do differently next time to keep their unstructured or free time
- Use this technique as a part of a systematic consequence system whereby all students understand the consequence, how and why they receive it, and how it is carried out

# Praise

# Acknowledging Positive Behavior

## Why should I do it:

- Recognizing students for following rules, directives, directions, participating, etc, is one of the most effective tools for managing, promoting, and correcting undesired behaviors. Children respond far much better typically to positive reinforcement than negative. Numerous studies continue to support and validate this social dynamic.

## When should I do it:

- For the big and very small things students do correctly/appropriately
- When students are exhibiting appropriate behaviors, following rules, are on task, using materials properly, utilizing their time well, are organized and prepared, do something nice for another, pay attention, etc
- As frequently as possible

## How do I do it:

- Studies indicate a 5:1 ratio, or, 5 confirmations, praise and approvals for every 1 criticism or disparagement
- Give praises even more frequently to problem students
- When a student is seen behaving appropriately, paying attention, being on task, prepared for work, sitting quietly, being kind to others, etc, make a remark to the student about how happy or proud you are to see what they are doing appropriately. You could also say to the student, "Good Job", "I like what you are doing", "You are doing \_\_\_\_\_ so well!", etc.
- IMPORTANT! When giving praise, it is essential that you display a positive affect or demeanor while doing so. Express excitement and that you are pleased. This will increase the effectiveness of the technique.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done<sup>1</sup>](#)

## Footnotes:

1. Flora, S. R. (2000). Behavior Analyst Online., Gale, Cengage Learning. *Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done*. [<http://www.thefreelibrary.com/Praise's+magic+reinforcement+ratio%3A+five+to+one+gets+the+job+done.-a0170112823>].

# Positive Praise

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc

## When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

## How do I do it:

- Praise, according to research, should be given in a ratio of at least 4 praises to 1 criticism
- When students display positive or productive behaviors, actions, skills, characteristics, etc, or appear to need some encouragement, etc, verbally praise the student and/or give them a high-five, pat on the back, clap, exclamation, cheer, hop, etc
- Praise can be done either quietly or if the student is motivated by peer approval, can be done in front of the class
- Praise can be verbal or physical (like pat on the back, fist pump, head nod, hop, jump, etc)
- When delivering praise, use direct eye contact, positive demeanor, open body position, and get to the level of the student if possible
- Make praises specific, personalized, and individualized
- Repeat praises if the student seems unconvinced at the first stating of the praise

- Restate praises in different ways to get the point across

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Words of praise list](#)<sup>1</sup>
- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done](#)<sup>2</sup>
- [Force Choice Reinforcement Menu.doc](#)<sup>3</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>4</sup>
- [Non-food Rewards For Kids](#)<sup>5</sup>
- [Free Printable Certificates](#)<sup>6</sup>
- [The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes](#)<sup>7</sup>
- [Rewards Kids Will Crave.pdf](#)<sup>8</sup>
- [Free or Inexpensive Rewards](#)<sup>9</sup>

### Footnotes:

1. The Incredible Art Department (2010). *REMEMBER, A SMILE IS WORTH 1,000 WORDS*. [<http://www.princetonol.com/groups/iad/files/praise.htm>].
2. Flora, S. R. (2000). Behavior Analyst Online., Gale, Cengage Learning. *Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done*. [<http://www.thefreelibrary.com/Praise's+magic+reinforcement+ratio%3A+five+to+one+gets+the+job+done.-a0170112823>].
3. Force Choice Reinforcement Menu.doc Modified by Gable, R. A. (1991) from:  
Cartwright, C. A., & Cartwright, G. P. (1970). *Determining the motivational systems of individual children*. *TEACHING Exceptional Children*, 2:3, 143-149.  
[<http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf>].
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5. J. G. Hunter, HGIC Information Specialist, and K. L. Cason, Professor, State EFNEP Coordinator, Clemson University. (New 01/07). *Non-food Rewards For Kids*. [[http://www.clemson.edu/extension/hgic/food/nutrition/nutrition/life\\_stages/hgic4110.html](http://www.clemson.edu/extension/hgic/food/nutrition/nutrition/life_stages/hgic4110.html)].
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7. Astroth, K. A. (1994). *The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. [<http://www.joe.org/joe/1994august/tt3.php>].
8. Gold Medal School Team, Salt Lake City, UT. (2005). *Rewards Kids Will Crave*. [<http://health.utah.gov/obesity/gms/guide/RewardsKids.pdf>].
9. Riffel, R. (2008). *100 Free or Inexpensive Rewards for Individual Students: Elementary Level, 60 Free or Inexpensive Rewards for Individual Students: Secondary Level, 35 Free or Inexpensive Rewards for Adults in the Building*. [[http://www.google.com/url?sa=t&rct=j&q=site%3Awww.pbis.org%20free%20rewards&source=web&cd=1&ved=0CDUQFjAA&url=http%3A%2F%2Fwww.pbis.org%2Fcommon%2Fcms%2Fdocuments%2Fcoach\\_Trainer%2FIdeasToShare%2FFreerewards4studentsnstaff.doc&ei=qZ3ITuS2FInt0gGWnpzABQ&usq=AFQjCNHRjgBIR4A-\\_\\_QXPbLMPk5ifNaG3Q](http://www.google.com/url?sa=t&rct=j&q=site%3Awww.pbis.org%20free%20rewards&source=web&cd=1&ved=0CDUQFjAA&url=http%3A%2F%2Fwww.pbis.org%2Fcommon%2Fcms%2Fdocuments%2Fcoach_Trainer%2FIdeasToShare%2FFreerewards4studentsnstaff.doc&ei=qZ3ITuS2FInt0gGWnpzABQ&usq=AFQjCNHRjgBIR4A-__QXPbLMPk5ifNaG3Q)].

# Praise Student Frequently

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc

## When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

## How do I do it:

- Praise, according to research, should be given in a ratio of at least 4 praises to 1 criticism
- When students display positive or productive behaviors, actions, skills, characteristics, etc, or appear to need some encouragement, etc, verbally praise the student and/or give them a high-five, pat on the back, clap, exclamation, cheer, hop, etc
- Praise can be done either quietly or if the student is motivated by peer approval, can be done in front of the class
- Praise can be verbal or physical (like pat on the back, fist pump, head nod, hop, jump, etc)
- When delivering praise, use direct eye contact, positive demeanor, open body position, and get to the level of the student if possible
- Make praises specific, personalized, and individualized
- Repeat praises if the student seems unconvinced at the first stating of the praise

- Restate praises in different ways to get the point across

## Resources & Support for technique: *(Items with footnotes link to external websites)*

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- [Force Choice Reinforcement Menu.doc](#)<sup>3</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>4</sup>
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### Footnotes:

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# Praise When Cooperative And Well Behaved

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc

## When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

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# Praise When Good Attitude And Involvement Occur

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc

## When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors, attitudes, statements, words, etc
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

## How do I do it:

- Praise, according to research, should be given in a ratio of at least 4 praises to 1 criticism
- When students display positive or productive behaviors, actions, skills, characteristics, etc, or appear to need some encouragement, etc, verbally praise the student and/or give them a high-five, pat on the back, clap, exclamation, cheer, hop, etc
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- Make praises specific, personalized, and individualized
- Repeat praises if the student seems unconvinced at the first stating of the praise

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# Praise When On Task

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
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- Increases student buy-in
- Builds rapport and trust
- Is uplifting
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# Rewards

# Rewards, Simple Reward Systems, & Incentives

## Why should I do it:

- Students are apt to work for something they want
- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Provides visual and tangible indicators of progress, success, behavior, performance, etc
- Increases motivation, buy-in, and sustained effort
- Gives students goals and milestones to work toward and for
- Creates a positive and motivating “buzz” among students

## When should I do it:

- Reward and incentive systems and programs should be a regular part of all schools and classrooms
- When students need motivation, encouragement, and incentive
- When students exhibit low motivation and interest
- When students lack an internal drive to succeed
- At the start of a new year set up a reward or incentive system with the class
- When you want to increase positive behaviors
- When you want to increase student outcomes
- When you want to boost students’ self-esteem and self concept
- When you want to provide the class with something to work toward
- When a task, assignment, or expectation is boring, difficult, tedious, etc

## How do I do it:

- Have the class take the “Forced Choice Reinforcement Menu” to determine what sort of rewards students want most (Adult approval, peer approval, consumable rewards, competitive approval, independent rewards)
- Additionally, you might have students write down 3 things they would work for on an index card and collect these cards
- Create a list of rewards based on the data from the surveys and index cards and post this list in the class where everyone can see it
- Identify what behaviors students will earn rewards or incentives for displaying and make a list of these behaviors, posting them in a place where everyone can see them
- Determine how to track each student’s progress toward rewards through a star chart or other charting system
- Track behavior daily and reward students who earn enough points or stars for a given reward or incentive
- Reward at the end of each day or week, having those students who qualify choose from the reward list
- Rewards may vary in significance, whereby students have to earn more stars for bigger rewards and fewer stars for lesser rewards
- Consider using school dollars as a way to track behavior, wherein students earn school bucks for displaying the expected behaviors on the list and use these

school dollars to buy rewards and incentives in a school or class store at the end of the day or week (again a variety of rewards from cheaper to expensive)

- Consider small incentives without all the formality of a system by giving students a Cheerio, other food item, eraser, pencil, pen, pat on the back, sing a special little tune to them, etc, when they demonstrate a positive or expected behavior on the list
- At any time when you witness the student taking part in the behavior to be increased, verbally praise them. Can be done either quietly or if the student is motivated by peer approval, can be done in front of the class.

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- [Words of praise list](#)<sup>1</sup>
- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done](#)<sup>2</sup>
- [Force Choice Reinforcement Menu.pdf](#)<sup>3</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>4</sup>
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2. Flora, S. R. (2000). *Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done*. [<http://www.thefreelibrary.com/Praise's+magic+reinforcement+ratio%3A+five+to+one+gets+the+job+done.-a0170112823>].
3. *Force Choice Reinforcement Menu.doc* Modified by Gable, R. A. (1991) from: Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. *TEACHING Exceptional Children*, 2:3, 143-149. [<http://www.spanj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf>].
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# Call Parent Or Note Home

## Why should I do it:

- Provides parents with direct & accurate info on child's school behaviors
- Helps to keep issues, situations, and circumstances clarified
- Builds rapport, trust, and open dialogue between school and home
- Helps establish and maintain behavioral limits that are consistent between school and home
- Some kids respond very well to calls home
- Gives parents power to enforce and follow through with limits and consequences
- Avoids situations where kids can use misinformation to pit teachers against parents and manipulate the situation to avoid taking responsibility for their actions
- Encourages some students behavior positively
- Can take a small behavioral or academic gain and create more significant momentum
- Can create parent "buy in" or establish of improve rapport with parents
- Boosts student self esteem and self confidence

## When should I do it:

- As a reward
  - When a student has been well behaved
  - When a student has done well on an academic task
  - When a student has been helpful
  - When a student meets a daily, weekly, monthly goal, either academic or behavioral
  - When a student needs to be encouraged to do something
  - When a student is a significant behavioral or academic problem and does ANYTHING remotely positive or productive
- As a consequence
  - When a student breaks a rule or whose actions are disruptive enough to require a formal consequence
  - When a child is exhibiting a chronic habitual behavior problem
  - When you need more support in addressing a behavior
  - When the behavior appears to be stemming from something in the home
  - When you suspect a child's behaviors are due to environmental circumstance, like a family death, illness, etc.
  - When the student does not seem to respond to your authority
  - When there does not appear to be home consequences for poor behavior in school

## How do I do it:

- Use a calm neutral tone with parents to avoid arguments, blame games, and power struggles
- Describe the behavior clearly and with detail
- Explain what you have already tried to address the behavior
- Do not dwell on blaming the parent for the child's behaviors, rather focus on solutions, whether on the child's part or the parent's
- Ask the parent for their input and ideas to get them involved

- Always say something positive about the child or something they did well
- Have the child's grades, behavior records, and the specific data ready in front of you when you call

### Alternative Methods:

- Rewards
  - When students have a good rapport with a staff person, you may send a positive note or phone call to that staff person about the student's accomplishment. The staff person you contact can then help to praise and encourage the student, creating good momentum.
- Consequences
  - Simply threatening to call home and picking up the phone can be enough to correct some behaviors or initiate certain responses, but be willing to follow through and actually call if the child calls your bluff
  - Some children may have an especially close or well established rapport with other staff in your building, so calling these staff or saying you will call them may be as effective as doing so with the child's parent.

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [9 Techniques for Building Solid Parent-Teacher](#)<sup>1</sup>
- [Building positive parent-teacher relationships](#)<sup>2</sup>
- [Tips for Calling Parents](#)<sup>3</sup>
- [Telephoning Parents](#)<sup>4</sup>

### Footnotes:

1. Williams, K. *9 Techniques for Building Solid Parent-Teacher*. [<http://www.scholastic.com/teachers/article/9-techniques-building-solid-parent-teacher-relationships>].
2. Sasson, D. (2006). *Contact with Parents: Building Positive Parent-Teacher Relationships*. [[http://newteachersupport.suite101.com/article.cfm/contact\\_with\\_parents](http://newteachersupport.suite101.com/article.cfm/contact_with_parents)].
3. Massachusetts Teachers Association. *Tips for calling parents*. [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips.aspx)].
4. Massachusetts Teachers Association, Adapted from Bright Ideas, an NEA Checklist Series publication. *Telephoning Parents*. [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips/telephoning.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips/telephoning.aspx)].

# Other

# Alternate Seating In Own Space

## Why should I do it:

- Some students find sitting stifling and constricting which can result in defiance, acting out, and decrease in work productivity
- Small changes in position and/or view can freshen a student's resolve, energy level, interest, and motivation
- Increases focus, attention, and effort
- Helps "reset" some students
- Provides breaks and changes in routine
- Reduces student's level of boredom

## When should I do it:

- When a student is easily distracted and is frequently losing focus
- When a student needs a "restart"
- When a student is losing motivation, effort, or interest in the task at hand
- When students get fidgety, antsy, or need a momentary break
- When students have been working or sustaining focus for longer periods
- When students begin to complain, whine, etc
- When students are toward the end of the task and need a boost
- When students are stuck
- When students are having a mental block
- When you need to refocus students

## How do I do it:

- Explain to the student that staying in their seat isn't as important as doing work
- Provide the student with choices, like standing while working, sitting on feet, on their knees, or similar configurations that will not be too distracting to other students
- You can place tape around the perimeter of desk and show student that he/she can get up as long as they don't go outside the boundaries of the tape
- Allow the student to turn or rotate their desk or move their chair to another side of their desk
- Have students kneel on the ground and use their seat top as a desk
- Allow students to lay on the floor near or under their desk and/or seat, utilizing the floor as a desk to work on
- Allow students to put their feet up on their desk tops while doing their work in their lap
- Have students lay over the top of their desks and use their seat top as a surface to work on
- Have students lay over their seat tops and use the floor as a working surface

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [ADHD : Interventions for Elementary School Children with Attention Deficit Hyperactivity Disorder](#) <sup>1</sup>
- Read this article: [ADHD Kids Need To Move](#) <sup>2</sup>
- [24 strategies for working with ADHD kids](#) <sup>3</sup>

**Footnotes:**

1. ADD ADHD in School. *ADHD : Interventions for Elementary School Children with Attention Deficit Hyperactivity Disorder*. [<http://www.addinschool.com/elementary.htm>].
2. Nauer PhD, R. (2009). *ADHD Kids Need To Move*. [<http://psychcentral.com/news/2009/03/10/adhd-kids-need-to-move/4638.html>].
3. ADHD Made Simple. *24 strategies for working with ADHD kids*. [[http://www.adhd-made-simple.com/ADHD\\_Children.html](http://www.adhd-made-simple.com/ADHD_Children.html)].

# Alternative Modes Of Completing Assignments

## Why should I do it:

- Students learn in various ways and modes
- Students respond better
- Students are more likely to complete work
- Students will become more engaged
- All learners will have better opportunities to understand and correctly complete expectations

## When should I do it:

- Alternative modes of completing assignments should be regularly used in all classes and students given the choice as to which method they will use
- You may want to suggest or require that certain students use a specific mode of completion if it seems that mode may work best for that student or the student has shown a pattern of learning to support the use of that mode of completion

## How do I do it:

- There are numerous alternative modes of assignment completion, here are the most common:
- Verbally giving answers
- Drawing a picture, graphic, diagram, etc.
- Using a computer to type out an assignment
- Putting answers on index cards
- Have student act out assignment
- Make a small comic book out of assignment
- Have student do a demonstration or experiment
- Record verbal responses on computer mic
- Do homework in Power Point
- Make assignment into a song or rap
- Etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Learning Styles in the Classroom](#) <sup>1</sup>
- [Teach to Students' Learning Styles](#) <sup>2</sup>
- [Multiple Intelligences](#) <sup>3</sup>
- [How Can I Find Out My Child's Learning Style?](#) <sup>4</sup>
- [Multiple Intelligence Online Test](#) <sup>5</sup>
- [Teaching Style Survey](#) <sup>6</sup>
- [Addressing Different Learning Styles](#) <sup>7</sup>

## Footnotes:

1. Wagaman, J. (2008). *Learning Styles in the Classroom: Learn How to Teach to Each Different Learning Style*. [http://jenniferwagaman.suite101.com/learning-styles-in-the-classroom-a85110].
2. Haynes, J. (2009). *Teach to Students' Learning Styles*. [http://www.everythingsl.net/in-services/learningstyle.php].
3. Armstrong, T. *Multiple Intelligences*. [http://www.thomasarmstrong.com/multiple\_intelligences.php].
4. casacanada.com (2000). *How Can I Find Out My Child's Learning Style?*. [http://www.casacanada.com/howcan.html].
5. Birmingham Grid for Learning. *Take a Test*. [http://www.bgfl.org/bgfl/custom/resources\_ftp/client\_ftp/ks3/ict/multiple\_int/questions/choose\_lang.cfm].
6. Anthony F. Grasha & Sheryl Riechmann-Hruska, University of Cincinnati, Cincinnati, Oh 45221. (1996). *Teaching Style Survey* (Grasha-Riechmann). [http://www.longleaf.net/teachingstyle.html].
7. Brunaccioni, J. *Addressing Different Learning Styles: Helping All Students Succeed in the Kindergarten Classroom*. [http://www.scholastic.com/teachers/article/addressing-different-learning-styles].

# Assign A Buddy Or Partner

## Why should I do it:

- Helps teachers with time management
- Provides modeling behaviors for other students
- Increases student buy-in
- Increases student responsibility and accountability
- Helps students to focus and stay on task
- Decreases challenges to authority
- Lowers stress, intimidation, and anxiety levels for students
- Helps students get answers and clarification to directions quickly and more frequently
- Provides good opportunities for socialization and interactions
- Helps students build rapport with others

## When should I do it:

- When a student is easily distracted and is frequently losing focus
- When a student needs a little extra help or guidance with tasks
- When a student has trouble with organization, getting things out, putting things away, etc.
- When a student is overly shy, timid, or non-responsive to adults and teachers
- When a student has trouble working independently
- When a student is being picked on
- When a student seems withdrawn or isolated
- When a student is new

## How do I do it:

- Chose a buddy or partner that will serve as a good role model
- Talk in private with the student that will serve as the role model about what you would like them to do and why you are partnering them up
- Talk in private with the student who needs the partner or buddy, explaining that they will be partnered up with another student and why
- Speak with the two students together and explain the purpose of putting them together and what your expectations are
- You may use more than one buddy or partner

# Assign A Classroom Job

## Why should I do it:

- Helps teachers with time and class management
- Teaches students responsibility
- Helps students to build self-confidence and purpose
- Creates student buy-in
- Creates a sense of ownership in students
- Builds class cohesiveness
- Helps kids with behavior problems and attention seeking behaviors receive positive feedback and attention
- Helps students with poor behaviors redirect their energies toward positive behaviors
- Helps kids with ADHD and who are hyper or overactive do a physical task and move around

## When should I do it:

- When a student is easily distracted and is frequently losing focus
- With students who are hyper
- With students that seem withdrawn or isolated
- With students that have poor self-concept, self-confidence, and/or self-esteem
- When there is a lot of conflict or disunity in the class
- With students that have trouble with academics
- With students who act out or exhibit behavior problems
- With students that seek negative attention

## How do I do it:

- Speak with the student(s) you want to assign jobs to and emphasize how important the job is and their participation
- Use jobs as an opportunity to give a lot of positive praise and attention
- Give the student choices, presenting them with several jobs to choose from
- You may consider setting up a system where all students in class receive jobs in order to build class cohesiveness, unity, pride, and rapport
- Click the links below for ideas

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Classroom Jobs For Elementary School Students](#) <sup>1</sup>
- [Classroom Jobs](#) <sup>2</sup>
- [Classroom Jobs For All Your Student Helpers](#) <sup>3</sup>
- [Elementary example of school jobs](#) <sup>4</sup>

## Footnotes:

1. Lewis, B. *Classroom Jobs for Elementary School Students: Teaching Responsibility with Job Applications and More*. [[http://k6educators.about.com/od/classroommanagement/a/Classroom\\_Jobs.htm](http://k6educators.about.com/od/classroommanagement/a/Classroom_Jobs.htm)].
2. A to Z Teacher Stuff Tips for Teachers. *Classroom Jobs: A Classroom Job For Every Child*. [<http://tips.atozteacherstuff.com/237/classroom-jobs/>].
3. Wolfe, S. *Classroom Jobs for All Your Student Helpers*. [<http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers>].
4. Newingham, B. *Classroom Jobs*. [[http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/classroom\\_jobs.htm](http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/classroom_jobs.htm)].

## Break Down Assignment

### Why should I do it:

- Some students get overwhelmed by too much information on a page
- Students who are dealing with ADD/ADHD tend to have difficulties with breaking up assignments
- Provides student with small, frequent, attainable goals
- Makes larger tasks look more manageable and feasible
- Prevents students from becoming discouraged at the quantity of work before they begin
- Helps students focus on the item or problem at hand
- Improves students' perceptions of the work and assignments
- Increases student willingness and participation
- Increases engagement, effort, and focus
- Teaches students to pace themselves and take assignments one part at a time
- Helps disorganized students maintain better organization and order

### When should I do it:

- When a student shows signs of being overwhelmed, anxious, unfocused, disorganized, lost, unmotivated, etc
- When you are aware a student has ADHD/ADD or when they have symptoms of such
- When a student is reluctant to begin, sustain, or complete work
- When an assignment is longer, larger, more complex, or has many parts or sections
- When an assignment will span across days, weeks, or any other prolonged period
- When a student doesn't know where to start
- When a student tends to be "scattered"
- When students have trouble organizing their thoughts
- When students have learning or other disabilities or challenges

### How do I do it:

- Take a blank sheet of paper and cover up every item other than what you want the student to complete. After they complete that, teach them to move the sheet down
- Determine what might be hardest/easiest for student. Have them do the easy items or the hard items first, which ever they prefer
- Allow a break after student completes a portion of the work
- Place one or a couple of items or problems per page. When the student completes a page, they walk up to place it in a tray or folder and retrieve the next page. They continue in this manner until the assignment is complete
- Have students lump items, for example writing down questions 5 at a time and completing them, then moving on to the next 5, etc
- For items with multiple part questions, have the student separate each part or question of the item into individual lines, having them focus on them one at a time
- Have students verbally repeat back the parts of an assignment or task
- Create a song or rap to go along with how to break down certain tasks or how to approach certain problems

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Break Down The Assignment Into Steps](#)<sup>1</sup>

**Footnotes:**

1. Teach 2 Write, A Guide For Teaching Writing, Office of Instructional Development, UCLA. *Break Down the Assignment Into Steps.* [<http://write.oid.ucla.edu/3-prepare/break-down-assignment>].

# Break Down Directions

## Why should I do it:

- Some students get overwhelmed by too much information on a page
- Students who are dealing with ADD/ADHD tend to have difficulties with breaking up directions
- Provides student with small, frequent, attainable goals
- Helps focus students on specific parts and tasks
- Increases understanding and follow through

## When should I do it:

- When a student shows signs of being overwhelmed
- When you are aware of an ADHD/ADD diagnosis either by school or outside school
- When student is reluctant to start work
- When a student completes work incorrectly frequently

## How do I do it:

- Re-read directions to the student one part, section, or task at a time
- Simplify your language
- Be very concise and clear
- After explaining one part or re-reading one section of the directions, show the student and point to what you are talking about on the page
- Have the student repeat and explain each part of the directions back to you and then all the directions after they have all been gone over
- After explaining the directions fully, do one or several problems or items with the student
- Allow a break after student completes a portion of the work

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Break Down The Assignment Into Steps](#) <sup>1</sup>
- [Teaching a Child With ADHD](#) <sup>2</sup>
- [ADD/ADHD and School](#) <sup>3</sup>

## Footnotes:

1. Teach 2 Write, A Guide for Teaching Writing, Office of Instructional Development, UCLA. *Break Down The Assignment Into Steps*. [<http://write.oid.ucla.edu/3-prepare/break-down-assignment>].
2. essortment.com. *Teaching a Child With ADHD*. [[http://www.essortment.com/all/adhdteaching\\_ren1.htm](http://www.essortment.com/all/adhdteaching_ren1.htm)].
3. Block, J. and Smith, M. *ADD / ADHD and School: Helping Children with ADHD Succeed at School*. [[http://helpguide.org/mental/adhd\\_add\\_teaching\\_strategies.htm](http://helpguide.org/mental/adhd_add_teaching_strategies.htm)].

# Call On Student Frequently

## Why should I do it:

- Increases students' attention and focus
- Keeps students on task
- Helps students attend better
- Can boost students confidence
- Can reduce unwanted behaviors and distractions
- Can reduce talking and off task behaviors
- Can increase student's interest in the topic or task at hand

## When should I do it:

- When a student has difficulty with attention, focus, and remaining on task
- With a talkative or chatty class, group of students, or an individual student
- With classes or students that do not participate due to off task behaviors
- With students misbehaving or being distracting
- With students who make noises
- With students who seem unengaged or disinterested

## How do I do it:

- You may use a system, like names in a hat, sticks with names, etc, or randomly call on students
- Frequently call on students or groups of students that are off task, misbehaving, being distracting, etc.
- Do not call on students who may be withdrawn or isolated due to anxiety about being called on or pointed out in front of the class without setting up a plan with that student first
  - With such students, you may set up a cue the student can give you when they want to be called on to answer a question or a cue the teacher will give prior to calling on them so they can prepare

## Clear And Concise Directions

### Why should I do it:

- This is a good general strategy to use with all students to increase understanding
- Improves students' ability to correctly complete assignments
- Helps students to fully benefit and get everything out of an assignment
- Reduces the number of students coming up to get help and clarification
- Improves students attending behaviors
- Reduces redundancy, confusion, and dependency
- Increases students' confidence when they know exactly what to do without question
- Saves time, effort, and increases production
- Students tend to get to work and engage more quickly

### When should I do it:

- This is a good general strategy to use at all times with all students and classes

### How do I do it:

- Use clear and understandable language on the level with the students
- Keep directions as succinct, concise, and to the point as possible
- Don't be "wordy" in directions
- Repeat directions verbally
- Have students repeat and explain directions back
- Do one or several problems or items with the students to clarify the directions
- Break longer directions down into parts and explain each part with examples
- Don't jump around in directions, rather ensure they are logical, linear (when possible), and not ambivalent
- Break directions down to the main and essential points, avoiding tangents and non-essential details, stories, examples, etc

# Color Coded Folders

## Why should I do it:

- Improves organization
- Increases on task behavior
- Increases work production
- Improves homework completion and return
- Helps students know what they have to do and have completed

## When should I do it:

- When a student is disorganized, unprepared, frequently missing and losing assignments
- When students frequently fail to turn in work
- When students are frequently looking through their things for papers, assignments, homework, etc
- When students forget what to do or forget to bring homework back
- When students have trouble keeping track of their things

## How do I do it:

- Give the student a different colored folder for each subject or have the parent purchase these for the child
- Sit down and organize the child's work into the folders, writing done on one side and to do on the other side
- Teach the student what to do with the folders and how to use them
- Daily or weekly have the student reorganize their folders if they get messy and disorganized
- Have the parents daily check the students folders with them and organize assignments in them

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Organizing Tips That Teach Students Study Skills](#) <sup>1</sup>
- [Color Coded Wonders: Easy Home School Organization](#) <sup>2</sup>
- [Organize Your Home Work](#) <sup>3</sup>

## Footnotes:

1. Pitner, S. (2009). *Organizing Tips That Teach Students Study Skills: Use a Color-Coded System With Elementary and Middle School Children*. [http://suzannepitner.suite101.com/organizing-tips-that-teach-students-study-skills-a123190].
2. Painter, M. (2009). *Color-Coded Wonders: Easy Homeschool Organization*. [http://www.crosswalk.com/family/homeschool/color-coded-wonders-easy-homeschool-organization-11608793.html].
3. Fleming, G. *Organize Your Homework: With Color Coded Supplies*. [http://homeworktips.about.com/od/homeworkhelp/a/organizecolor.htm].

# Count To 10

## Why should I do it:

- Provides students with a quick immediate coping strategy
- Easy to do
- Students can initiate and carry the technique out independently
- Fast to teach and do
- Effective
- Can be shortened or lengthened to meet individual student needs
- Good for all age ranges
- Can be used anywhere at any time

## When should I do it:

- When a student is upset, emotional, angry, etc
- When a student is overwhelmed
- Before or after stressful events and times
- When students appear distressed, stressed, anxious, or nervous
- Before tests, speeches, group work, etc

## How do I do it:

- You can teach students this technique individually or as a class
- Tell students to take 10 deep slow breaths, counting each one until they reach 10
- Have students identify when they feel they would need to use the technique, explaining what it means to be stressed, anxious, upset, etc and when and what may cause these feelings
- Have students identify what physical effects these feelings and experiences may have, which will help students know when to count to 10, for example, shaking, crying, jittery, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Deep Breathing](#)
- [Teach relaxation techniques](#)
- [Anger Management: Counting To 10 And Beyond](#) <sup>1</sup>
- [Teacher Guide: Controlling Anger Grades K-5](#) <sup>2</sup>
- [List Of Ways To Help Kids Handle Anger](#) <sup>3</sup>
- [Anger Management](#) <sup>4</sup>

## Footnotes:

1. Sorgen, C. *Anger Management: Counting to 10 and Beyond*. [<http://www.webmd.com/sex-relationships/features/anger-management-counting-to-ten>].
2. Elkind+Sweet Communications, Inc. *Teaching Guide: Controlling Anger for grades K-5*. [<http://www.goodcharacter.com/GROARK/Anger.html>].
3. Nelson, R. (2010). *List of Ways to Help Kids Handle Anger*. [<http://www.livestrong.com/article/102260-list-kids-handle-anger/>].
4. National Crime Prevention Council. *Anger Management: Advice for teens on controlling anger*. [<http://www.ncpc.org/topics/conflict-resolution/anger-management/>].

# Daily Planner

## Why should I do it:

- Helps students get and remain organized
- Promotes responsibility
- Helps students sort and keep track of assignments and other responsibilities
- Provides students with structure
- Helps lay out students activities and responsibilities for the day
- Helps students put what they need to do in perspective, helping them to feel less overwhelmed
- Increases student buy in and motivation
- Increases student awareness and participation in their learning

## When should I do it:

- When students are poorly organized
- When students miss and lose work frequently
- When students exhibit low motivation
- When students have trouble transitioning
- When students fail to do work and home work
- When students get overwhelmed with work
- When students have trouble keeping up with the class

## How do I do it:

- Some schools give every student a planner
- You can make up a daily planner out of a notebook or small journal
- You may type up a page with the students schedule and routine for a day and make copies of this, stapling them together or giving the student a new one each day
- Many office stores have daily planners
- Ask parents to get the student a planner
- Once you have a planner for the student, sit down with them and explain how they will use it, assisting them at first to help them get the procedure down
- Check the students planner daily and have the parent check the planner daily
- With multiple teachers, have each teacher check to make sure the student has correctly written their home work and other assignments in
- You may consider having parents sign the planner to engage the parents in the planner and with their child
- You may also consider having teachers sign to indicate they have checked to see the student has accurately recorded their assignments and responsibilities in that class or subject for that day

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Plan To Succeed: Teaching Kids The Planner Habit](#) <sup>1</sup>
- [Student Planners: Organize Your Time With A Day Planner](#) <sup>2</sup>
- [Free Student Schedule, Planner, and Assignment Sheet Printables](#) <sup>3</sup>
- Free Printable Daily Planner [here](#) (Excel 2003 format) or [here](#) (previous Excel versions) <sup>4</sup>
- Printable Daily Planner For Excel [Download Now](#) <sup>5</sup>

**Footnotes:**

1. Ewer, C. *Plan to Succeed: Teaching Kids The Planner Habit*. [<http://organizedhome.com/family-ties/teach-kids-planner-habit>].
2. Fleming, G. *Student Planners: Organize Your Time With a Day Planner*. [<http://homeworktips.about.com/od/timemanagement/a/planner.htm>].
3. Kristen Brooke Beck Company. *Free Student Schedule, Planner, and Assignment Sheet Printables*. [[http://www.kristensguide.com/Printables/student\\_schedule.asp](http://www.kristensguide.com/Printables/student_schedule.asp)].
4. Effexis Software, LLC. *Free Printable Daily Planner*. [<http://www.timethoughts.com/timemanagement/daily-planner.htm>].
5. Vertex42 LLC. *Free Printable Daily Planner: Create a Daily Planner by Printing Your Own Planner Pages*. [<http://www.vertex42.com/calendars/daily-planner.html>].

# Deep Breathing

## Why should I do it:

- Students can get overwhelmed easily
- Many students want to be successful but haven't yet developed all the skills which can lead to anxiety/frustration
- Provides an easy and quick break in place
- Easy to do anywhere at any time
- Quiet and non-disruptive
- Easy to perform and learn at any age
- Can be done for short or long periods
- Can be done individually or as a group
- Produces relaxed state of being
- Is calming
- Increases oxygen to the brain, muscles, and body, which improves thinking, reaction time, and decision making

## When should I do it:

- When you see a student becoming frustrated (banging things, groaning, crying, refusing to do work)
- When a student is involved in a mild confrontation with another student
- When student has a lot of work to do
- When a student appears anxious or upset
- When a student's emotions or mood are escalated
- When students need to focus and attend
- After students have been working for a long time
- When students are fighting or arguing
- Before stressful events or periods, like tests, final exams, speeches, etc

## How do I do it:

- Teach the technique to the entire class and practice it
- List the strategy on a poster with several other relaxation techniques, and post this in the class where all can see
- Teach students what feelings to be aware of and what they feel like, which can be addressed through deep breathing
- Assure student that everyone gets stressed/frustrated/worried/ overwhelmed and using relaxation strategies is normal
- Teach the student to know what they do (indicators or antecedents) when they are stressed/frustrated/worried/overwhelmed (some common answers are: clench fists, breathe heavily, cry, sweat)
  - Teach students that when they demonstrate the above behaviors, to stop, ask to sit outside the room or put head down at desk, and take five or more deep breathes
- Practice the first time with student or class
- Students may count while they exhale
- Try teaching students to cover their ears with their hands and imagine that each inhale is a wave rolling up the shore of a tropical beach, and each exhale is the wave rolling back out

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [PBISWorld.com Deep Breathing Lesson.doc](#)

## Draw A Picture Or Write In A Journal

### Why should I do it:

- Provides students with an outlet for their feelings and emotions, including anger, frustration, sadness, grief, etc.
- Provides students an opportunity to self-reflect and think about problems and solutions
- Allows students time to cool down and work through what they are feeling
- It is non destructive
- It is quite
- It requires few resources to implement
- Allows students time to be alone
- Gives students with poor verbal skills a way to better and more easily express themselves
- Makes students feel validated

### When should I do it:

- When a student's emotions/feelings appear to be escalating
- For students who have test anxiety or anxiety about speaking in front of others, being the center of attention, etc.
- Students should journal or draw before and after a stressful or emotionally difficult time or event, like speaking in front of class or before a test
- You may have students journal or draw regularly as part of your classroom routine to ensure students have at least one opportunity to express and get feelings and emotions out on a regular basis, perhaps daily or weekly

### How do I do it:

- You may have students journal or draw at their desks or have a specific location in the room where students go to draw and journal
- Students should be given the choice to share and explain what they drew or journaled with the teacher
- You may provide students with a bound tablet of paper or staple some paper together to make a journal or drawing tablet
- Have students keep their journals and drawings in a safe place
- Give students a timer or other method to limit the duration of the journaling or drawing period
- You could give students a coloring page with shapes to color in
- You may suggest topics, subjects, or themes for kids to write or draw about
- Try having kids draw or write to music
- Check out the resources and support below

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Journaling Tips, Strategies, And Topics: Journaling Resources For Teachers K-12](#)<sup>1</sup>
- [Journal Writing](#)<sup>2</sup>
- [Instructional Strategies Online: Journal Writing](#)<sup>3</sup>
- [Drawing To Music](#)<sup>4</sup>
- [Drawing With Crayons](#)<sup>5</sup>

- [Printable Drawing Pages and More at ColoringPage.org](#) <sup>6</sup>
- [Arts And Crafts Activities for Kids: Drawing Ideas](#) <sup>7</sup>
- [Art Therapy And Children](#) <sup>8</sup>
- [How to Teach Children to Express Themselves With Art](#) <sup>9</sup>
- [Benefits of the Arts in Kindergarten](#) <sup>10</sup>
- [The Purpose of Arts Education](#) <sup>11</sup>
- [Creative Therapies](#) <sup>12</sup>

**Footnotes:**

1. TeacherVision. *Journaling Tips, Strategies & Topics*. [<http://www.teachervision.fen.com/writing/teaching-methods/6382.html>].
2. Tutor 4 Kids. *Journal Writing*. [[http://www.tooter4kids.com/journal\\_writing.htm](http://www.tooter4kids.com/journal_writing.htm)].
3. Instructional Strategies Online, Saskatoon Public Schools. [<http://olc.spsd.sk.ca/de/pd/instr/strats/journal/>].
4. Western Illinois University. (2002). *Drawing to Music*. [<http://www.wiu.edu/thecenter/art/activity/activitypages/drawmus.html>].
5. Western Illinois University. (2002). *Drawing with Crayons*. [<http://www.wiu.edu/thecenter/art/activity/activitypages/crayon.html>].
6. UpToTen. *Coloring and Artistic Activities*. [<http://www.coloringpage.org/>].
7. FamilyEducation. *Rainy Day Activities for Children Ages 6-10*. [<http://fun.familyeducation.com/hobbies-and-interests/games/33402.html>].
8. Chancellor, J. S. *Art Therapy & Children*. [[http://www.ehow.com/way\\_5494018\\_art-therapy-children.html](http://www.ehow.com/way_5494018_art-therapy-children.html)].
9. eHow Family. *How to Teach Children to Express Themselves with Art*. [[http://www.ehow.com/how\\_2282730\\_teach-children-express-themselves-art.html](http://www.ehow.com/how_2282730_teach-children-express-themselves-art.html)].
10. Prins, H. The Internet TESL Journal, Vol. XIV, No. 7, July 2008. *Benefits of the Arts in Kindergarten – An ESL Perspective*. [<http://iteslj.org/Articles/Prins-ArtsInKindergarten.html>].
11. North Carolina Public Schools. [<http://www.ncpublicschools.org/curriculum/artsed/scos/intro/purpose>].
12. Encyclopedia of Mental Disorders. *Creative Therapies*. [<http://www.minddisorders.com/Br-Del/Creative-therapies.html>].

## Encourage Interaction With A More Self Confident Student

### Why should I do it:

- Can improve the self concept and self confidence of an insecure student
- Can help students improve their connection to and rapport with other students and their association with their class and place in it
- Helps students to be more outgoing, expressive, and interactive
- Can increase participation and volunteering
- Can help students become more social and talkative
- Can improve students' mood and attitude
- Provides students with a positive role model and correct behaviors to model and duplicate

### When should I do it:

- When a student seems withdrawn, isolated, or insecure
- When students appear to have poor self confidence or self concept
- When a student rarely participates or volunteers
- With students who are not social or have difficulty talking to others
- With students that do not seem to have friends or significant connections with other students
- When a student seems to have trouble fitting in or finding their place within the class
- With students apologize excessively or are unsure of themselves

### How do I do it:

- You can be subtle and suggest frequently that a certain student (who you know is confident) work with, play with, help, eat lunch with, assist, etc, a student who is less confident, isolated, withdrawn, shy, etc.
- You may be more formal with the intervention and speak with a confident student, asking them to interact more and help another specific student to “come out of their shell”, participate more, be more confident and out going, etc.
- You may or may not choose to explain this to the less confident student
- You may speak with the less confident, withdrawn, shy, etc, student explaining you would like them to try to work more often with another specific student (who you know is confident)
- When choosing partners for assignments or choosing groups for projects, make a point to place less confident students with more confident students
- Praise students frequently when they exhibit confidence
- You may consider giving rewards, a note home, etc, for students who exhibit certain behaviors that relay confidence, like sharing something with the class, volunteering a certain number of times, etc

## Engage Student

### Why should I do it:

- Improves students performance, participation, attention, and focus
- Helps increase student “buy in”
- Improves student/teacher rapport
- Encourages students to become more involved
- Increase volunteering and participation
- Improves students’ self confidence and self esteem
- Decreases behavior problems, distractions, off task behaviors, and interruptions
- Improves attending behaviors
- Most students will respond positively when presented with an engaging attitude
- When you establish a relationship with a student, they become more invested in the learning process

### When should I do it:

- When a student isn’t responding to mostly used classroom techniques
- When students have poor attention and focus, like ADD/ADHD
- When students are uninterested, have low motivation, or low work completion
- When students have limited participation
- With new students
- With students that exhibit behavior problems
- When students have reputations in the school for being behavior problems
- When students have a poor rapport with teachers or students
- When students are off task, goofing around, horse playing, etc
- You may engage students before, during, or after class or instructional time
  - Before and after class or instructional time is a good time to engage students to build rapport, build trust, and help increase the student’s “buy in”
  - During class, engage students to address off task behavior, interruptions, attention issues, horse play, talking, etc
  - During class, you may also engage students who seem disconnected from class, seem to have poor confidence, are unsure, lack participation, etc

### How do I do it:

- When engaging students before or after class or instructional time, you may be more personable and less formal, talking to the student about their interests, family, concerns, friends, etc. For the most part, just listen to the student and make comments or ask questions about what they are talking about
- During instructional time, engage the student by calling on them, asking them what they think, involving their interests in assignments and topics, etc.
  - With students who experience anxiety about being called on or pointed out in front of the class, consider setting up a cue with the student where the student and/or teacher may use the cue to signify when the student would like to be called on, asked a question, or engaged in other ways
- Greet the student first thing in the morning using name
- When you have free time, ask student about what interests them
- Make a date to have lunch with the student
- Write letters back and forth to the student using classroom mailbox

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Tips on how to involve and engage students](#) <sup>1</sup>
- [8 Ways to engage students](#) <sup>2</sup>
- [Motivating students to learn](#) <sup>3</sup>
- [Engaging Students With Humor](#) <sup>4</sup>
- [How To Build Rapport With Elementary Students](#) <sup>5</sup>
- [Rapport-Building: Creating Positive Emotional Contexts For Enhancing Teaching And Learning](#) <sup>6</sup>
- [How To Build Up Rapport With Students](#) <sup>7</sup>
- [How to Improve the Student-Teacher Relationship](#) <sup>8</sup>

**Footnotes:**

1. McDonald, E. *The New Teacher Advisor: How to Involve and Engage Students*. [[http://www.educationworld.com/a\\_curr/columnists/mcdonald/mcdonald007.shtml](http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald007.shtml)].
2. The Teaching Professor, August/September 2004. *8 Ways to Engage Students*. [<http://www.pointloma.edu/experience/academics/centers-institutes/center-teaching-learning/teaching-tips/8-ways-engage-students>].
3. Tannahil, K. (2009). *Motivating Students to Learn: How to Engage Students in the Learning Process*. [<http://kristatannahill.suite101.com/motivating-students-to-learn-a163160>].
4. Powers, T. (2005). *Engaging Students With Humor*. [<http://www.psychologicalscience.org/observer/getarticle.cfm?id=1904>].
5. Schreiner, E. *Rapport Building Activities in Elementary School*. [[http://www.ehow.com/list\\_6402337\\_rapport-building-activities-elementary-school.html](http://www.ehow.com/list_6402337_rapport-building-activities-elementary-school.html)].
6. Buskist, W. and Saville, B. K. *APS Observer*, March 2001 (Vol. 14, No. 3). [[http://www.psychologicalscience.org/teaching/tips/tips\\_0301.cfm](http://www.psychologicalscience.org/teaching/tips/tips_0301.cfm)].
7. Clement. *How to build up rapport with students?*. [<http://www.eslteachersboard.com/cgi-bin/articles/index.pl?page=2;read=2782>].
8. eHow Family. *How to Improve the Student-Teacher Relationship*. [[http://www.ehow.com/how\\_2055184\\_improve-student-teacher-relationship.html](http://www.ehow.com/how_2055184_improve-student-teacher-relationship.html)].

# Explain Assignment And/Or Directions

## Why should I do it:

- It provides you with reassurance the student understands what you are saying
- Increases students confidence
- Reduces off task behavior, work avoidance, and disruptions
- Improves work completion and comprehension
- Decreases the amount of time for students to complete tasks
- Reassures student
- Can provide clarification for other students as well as the one you are explaining it to

## When should I do it:

- When students often say they don't understand the work
- When students don't start on the assignment immediately or significantly under the pace of the majority of the class
- When students are goofing around, horse playing, off task, or exhibiting behavior issues
- When students exhibit work avoidance, like going to the bathroom, getting a drink, getting supplies and materials, etc

## How do I do it:

- Explain the assignment/directions to student using eye contact and getting down to student's level
  - For students that may feel embarrassed, timid, or shy, you may speak in a quiet tone and possibly have the student come up to the teachers desk
- Have student repeat the directions to you
- Watch the student do the first portion to help problem solve
- Check in periodically with the student
- Encourage students to ask for clarification or repetition of assignments and directions frequently

# Frequent Eye Contact

## Why should I do it:

- Students respond immediately to teacher eye contact
- Keeps students on their toes
- Encourages students to be more attentive and focused
- Provides off task, disruptive, inattentive, and other students with a non-verbal cue to stop what they are doing and get back on task
- Is a subtle way to address behaviors and students without drawing a lot of attention
- Saves time
- Easy and quick to do

## When should I do it:

- When a student is misbehaving, off task, inattentive, talking out of turn, disrupting, not following classroom procedure, etc
- When a student seems sleepy or tired
- When a student seems to be plotting to do something behind your back
- When students have a history of clowning around

## How do I do it:

- Many times, students naturally read teacher eye contact as a non-verbal cue to stop doing what they are doing and do what they should be
- There are many ways to do this and it will be a matter of trial and error
  - You may look at a student without changing expressions until they look at you
  - You may look at a student until they look at you, then change your expression, such as raising your eyebrows, tilting your head, shaking your head “no” or “yes”, motioning with your eyes, etc
- Try to make the action smooth, not stopping your instruction or task at hand to give the cue
- If a student does not react right away, you may need to stop instruction and give the student a “look” again to make it more pronounced
- You may consider speaking with a student in private, setting up a plan where when you give them a certain “look” or just look at them, they will do something or refocus, etc

## Frequent Home Contact

### Why should I do it:

- Provides parents with direct & accurate info on child's school behaviors
- Helps to keep issues, situations, and circumstances clarified
- Builds rapport, trust, and open dialogue between school and home
- Helps establish and maintain behavioral limits that are consistent between school and home
- Some kids respond very well to calls home
- Gives parents power to enforce and follow through with limits and consequences
- Avoids situations where kids can use misinformation to pit teachers against parents and manipulate the situation to avoid taking responsibility for their actions
- Encourages some students behavior positively
- Can take a small behavioral or academic gain and create more significant momentum
- Can create parent "buy in" or establish of improve rapport with parents
- Boosts student self esteem and self confidence

### When should I do it:

- As a consequence
  - When a student breaks a rule or whose actions are disruptive enough to require a formal consequence
  - When a child is exhibiting a chronic habitual behavior problem
  - When you need more support in addressing a behavior
  - When the behavior appears to be stemming from something in the home
  - When you suspect a child's behaviors are due to environmental circumstance, like a family death, illness, etc.
  - When the student does not seem to respond to your authority
  - When there does not appear to be home consequences for poor behavior in school
- As a reward
  - When a student has been well behaved
  - When a student has done well on an academic task
  - When a student has been helpful
  - When a student meets a daily, weekly, monthly goal, either academic or behavioral
  - When a student needs to be encouraged to do something
  - When a student is a significant behavioral or academic problem and does ANYTHING remotely positive or productive

### How do I do it:

- Use a calm neutral tone with parents to avoid arguments, blame games, and power struggles
- Describe the behavior clearly and with detail
- Explain what you have already tried to address the behavior
- Do not dwell on blaming the parent for the child's behaviors, rather focus on solutions, whether on the child's part or the parent's
- Ask the parent for their input and ideas to get them involved

- Always say something positive about the child or something they did well
- Have the child's grades, behavior records, and the specific data ready in front of you when you call

### Alternative Methods:

- Consequences
  - Simply threatening to call home and picking up the phone can be enough to correct some behaviors or initiate certain responses, but be willing to follow through and actually call if the child calls your bluff
  - Some children may have an especially close or well established rapport with other staff in your building, so calling these staff or saying you will call them may be as effective as doing so with the child's parent
- Rewards
  - When students have a good rapport with a staff person, you may send a positive note or phone call to that staff person about the student's accomplishment. The staff person you contact can then help to praise and encourage the student, creating good momentum.

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [9 Techniques for Building Solid Parent-Teacher](#) <sup>1</sup>
- [Building positive parent-teacher relationships](#) <sup>2</sup>
- [Tips for Calling Parents](#) <sup>3</sup>
- [Telephoning Parents](#) <sup>4</sup>

### Footnotes:

1. Williams, K. *9 Techniques for Building Solid Parent-Teacher* [<http://www.scholastic.com/teachers/article/9-techniques-building-solid-parent-teacher-relationships>].
2. Sasson, D. (2006). *Contact with Parents: Building Positive Parent-Teacher Relationships* [[http://newteachersupport.suite101.com/article.cfm/contact\\_with\\_parents](http://newteachersupport.suite101.com/article.cfm/contact_with_parents)].
3. Massachusetts Teachers Association. *Tips for calling parents* [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips.aspx)].
4. Massachusetts Teachers Association, Adapted from Bright Ideas, an NEA Checklist Series publication. *Telephoning Parents* [[http://www.massteacher.org/teaching/newmembers/communications/communications\\_teletips/telephoning.aspx](http://www.massteacher.org/teaching/newmembers/communications/communications_teletips/telephoning.aspx)].

# Give Choices

## Why should I do it:

- Way of empowering the student
- Prevents power struggle
- Makes students feel engaged and a part of the decision making process
- Increase compliance
- Students respond better to choices
- Improved coping when having to do an undesired task
- Decreases conflicts, refusals, defiance, and opposition
- Builds rapport

## When should I do it:

- Offering students choices should be a regular part of classroom management and strategy
- When telling any student to do something or giving a directive
- When a student is reluctant to do something
- When a student is stuck on making a decision
- When a student engages in a power struggle or is argumentative
- When students become oppositional and defiant
- When students make excuses
- When students are reluctant
- When giving consequences
- When giving rewards

## How do I do it:

- Speak in calm, neutral tone
- Provide the student with two or more choices that you will fully accept, for example, “you can either do your work sitting at your desk or sitting at the table”
- Have the student decide in ten seconds, or you will choose for them, for example, “I gave you several choices. If a choice isn’t made within 10 seconds, I will choose for you” (this prevents the choosing process from going on all day)
- Present the entire class or group with choices when assigning work, for example, “Students, you can either do the odds or evens, you choose”
- Give choices when rewarding, for example, “Johnny, do you want computer time or a fancy pencil?”

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Offering Students Choices From Day One](#) <sup>1</sup>
- [Give At-Risk Students Choices](#) <sup>2</sup>
- [Offering Your Children Choices](#) <sup>3</sup>
- [Parenting Tips, Kids Learn By Making Choices](#) <sup>4</sup>

## Footnotes:

1. Adapted from Partners in Learning: From Conflict to Collaboration by Lieber, C. *Offering Students Choices from Day One*. [<http://www.teachervision.fen.com/teaching-methods/classroom-management/6710.html>].
2. Teaching Today. *Give At-Risk Students Choices*. [<http://teachingtoday.glencoe.com/tip/give-at-risk-students-choices>].
3. Wolf, J. *Offering Your Children Choices: Using Choices to Gain Your Kids' Cooperation*. [<http://singleparents.about.com/od/discipline/tp/Choices.htm>].
4. Paulson, M. (2009). *Parenting Tips, Kids Learn by Making Choices: Parenting Advice to Help Children Gain Independence & Responsibility*. [<http://marcypaulson.suite101.com/kids-learn-by-making-choices-a119197>].

## Have Student Repeat Directions Back

### Why should I do it:

- Some students get overwhelmed by too much information on a page
- Students who are dealing with ADD/ADHD tend to have difficulties with understanding, breaking up, and digesting directions
- Helps focus students on specific parts and tasks
- Increases understanding, comprehension, and follow through
- Ensures that students understand the words and concepts
- Gives a very good indication as to whether the student understands what to do, where to start, what direction to go in, etc

### When should I do it:

- Having students repeat directions back should always be done with students and classes on a regular basis
- When a student has a learning or other disability that affects their comprehension, retention, word understanding, etc
- When a student shows signs of being overwhelmed
- When you are aware of an ADHD/ADD diagnosis either by school or outside school
- When student is reluctant to start work
- When a student completes work incorrectly frequently
- When a student frequently does assignments incorrectly
- When students are not paying attention
- When students are goofing around or are distracted

### How do I do it:

- Read the directions to the student or class
- For extensive and multi-part directions, re-read the directions to the student one part, section, or task at a time
- Simplify your language
- Be very concise and clear
- After explaining one part or re-reading one section of the directions, show the student and point to what you are talking about on the page
- Have the student repeat and explain each part of the directions back to you and then all the directions after they have all been gone over
- Encourage the student to repeat the directions in their own words
- After explaining the directions and having the student(s) repeat them back, do one or several problems or items with the student(s)
- Allow a break after student completes a portion of the work

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Break Down The Assignment Into Steps](#) <sup>1</sup>
- [Teaching a Child With ADHD](#) <sup>2</sup>
- [ADD/ADHD and School](#) <sup>3</sup>

### Footnotes:

1. Teach 2 Write, A Guide for Teaching Writing, Office of Instructional Development, UCLA. *Break Down The Assignment Into Steps*. [<http://write.oid.ucla.edu/3-prepare/break-down-assignment/>].

2. essortment.com. *Teaching a Child With ADHD*. [[http://www.essortment.com/all/adhdteaching\\_renl.htm](http://www.essortment.com/all/adhdteaching_renl.htm)].
3. Block, J. and Smith, M. *ADD / ADHD and School: Helping Children with ADHD Succeed at School*. [[http://helpguide.org/mental/adhd\\_add\\_teaching\\_strategies.htm](http://helpguide.org/mental/adhd_add_teaching_strategies.htm)].

# Headphones

## Why should I do it:

- Some students minimal outside sound, noise, and distractions to focus and be productive
- Some students work better with music or white sound, like rain, water, etc
- Students with ADHD/ADD can benefit from extra stimulus
- Some students' hearing is sensitive

## When should I do it:

- When a student is easily distracted and is frequently losing focus
- When a student has ADHD/ADD
- When a student has trouble working while others are talking or making noise
- When a student is unfocused and inattentive
- When a student is sensitive to loud sound and noise
- When a student has Autism Spectrum Disorder and needs quiet
- When a student has sensitive hearing

## How do I do it:

- Use media center headphones, have students supply their own, or get some from the dollar store to play white noise or music
- For sound blocking headphones, get several pair from the hardware store, like Home Depot, Lowe's, etc (they may donate some if you ask)
- Encourage student to wear the headphones during individual work time
- Encourage student to wear the headphones when the class or room is noisy, distracting, etc
- Type of headphones:
  - Use music headphones for students listening to music, audio of rain, water, etc
  - Use isolating headphones or hearing protection headphones or earmuffs to block out and reduce sound
  - Use ear plugs, which are inexpensive and readily available, but use caution with younger children as they could pose a choking hazard and are not appropriate
- Students may also cover their ears or plug them with their fingers if only temporary silence is needed, like during a noisy transition or walking down an echoey hall, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Sensory Integration Dysfunction Checklist And Suggestions For Teachers And Parent](#) <sup>1</sup>
- [Echoes Of Nature CD's](#)
- Search Google for "Echoes Of Nature MP3" to find MP3's

## Footnotes:

1. Interview Emmons, P. G. and Anderson, L. M. *Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents*. [[http://www.childrengdisabilities.info/sensory\\_integration/sensorydysfunctionteachers.html](http://www.childrengdisabilities.info/sensory_integration/sensorydysfunctionteachers.html)].

# Helping Students With Home Work

## Why should I do it:

- Some students have more difficulty completing and remaining engaged with home work assignments and tasks, therefore, structuring homework assignments and gearing them toward these kids can increase success

## When should I do it:

- When a student is not completing homework
- When a student is having difficulty completing homework
- When a student is completing homework incorrectly

## How do I do it: *(Items with footnotes link to external websites)*

- Tips for Getting Homework Done:
  - Lay out expectations early in the school year <sup>1</sup>
  - Create assignments with a purpose <sup>1</sup>
  - Make sure students understand the purpose <sup>1</sup>
  - Make assignments focused and clear <sup>1</sup>
  - Create assignments that challenge students to think and to integrate <sup>1</sup>
  - Vary assignments <sup>1</sup>
  - Give homework that makes learning personal <sup>1</sup>
  - Tie assignments to the present <sup>1</sup>
  - Match assignments to the skills, interests, and needs of students <sup>1</sup>
  - Use school and community resources <sup>1</sup>
  - Match assignments to your style of teaching <sup>1</sup>
  - Assign an appropriate amount of homework <sup>1</sup>
  - Encourage and teach good study habits <sup>1</sup>
  - Provide constructive feedback <sup>1</sup>
  - Give praise and motivate <sup>1</sup>
  - Give help as needed <sup>1</sup>
  - Communicate with parents <sup>1</sup>
  - Show respect for students <sup>1</sup>
- Put An End To Homework Horror <sup>2</sup>

## Footnotes:

1. ed.gov. *Helping Your Students With Homework: A Guide for Teachers*. [<http://www2.ed.gov/pubs/HelpingStudents/1layout.html>].
2. Bafale, C. (2009). *Put an End to Homework Horror*. [[http://www.educationworld.com/a\\_curr/curr306.shtml](http://www.educationworld.com/a_curr/curr306.shtml)].

# Help Student Start Assignment

## Why should I do it:

- Some students get overwhelmed by too much information on a page
- Students who are dealing with ADD/ADHD tend to have difficulties with breaking up assignments
- Prevents students from becoming discouraged and giving up before they really get into an assignment
- Helps students gain confidence and reassurance
- Improves students' perceptions of the work and assignments
- Increases student willingness and participation
- Increases engagement, effort, and focus
- Helps students to fully grasp the directions, where to start, how to start, and where to go
- Helps disorganized students gather themselves
- Provides a model for students to emulate when the teacher walks away
- Promotes a spirit of team work whereby the student doesn't feel they are alone when they get stuck

## When should I do it:

- When a student shows signs of being overwhelmed, anxious, unfocused, disorganized, lost, unmotivated, etc
- When you are aware a student has ADHD/ADD or when they have symptoms of such
- When a student is reluctant to begin, sustain, or complete work
- When an assignment is longer, larger, more complex, or has many parts or sections
- When a student doesn't know where to start
- When a student tends to be "scattered"
- When students have trouble organizing their thoughts
- When students have learning or other disabilities or challenges
- When a student is not a self-starter

## How do I do it:

- Explain to the student you will do the first several problems with them, then they will need to complete the assignment on their own
- Have the student read and explain the directions then move on to the first item
- Have the student talk through what they are thinking and doing to solve the problem, assisting and giving explanations and hints as needed
- Try to model a method, order, and strategy for doing the problems
- After several problems, encourage the student that they can do the next items on their own
- Try creating a song or rap to go along with how to break down certain tasks or how to approach certain problems
- With assignments you foresee many students needing help to start, try doing the first few problems on the board with the entire class, asking the students questions about what to do, how to do it, and why

- With assignments where there multiple sections, each focusing on a different skill, do one or two items from each section to model each skill and problem solving methodology

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Break Down The Assignment Into Steps](#)<sup>1</sup>

**Footnotes:**

1. Teach 2 Write, A Guide For Teaching Writing, Office of Instructional Development, UCLA. *Break Down the Assignment Into Steps*. [<http://write.oid.ucla.edu/3-prepare/break-down-assignment>].

# Ignore

## Why should I do it:

- Some students misbehave, are disruptive, off task, etc, due to trying to get attention, therefore, addressing these students when they do this is giving them attention, what they want, and reinforcing the undesired behaviors you don't want
- Reduces misbehaviors, off task students, disruptions, outbursts, etc
- Teaches kids to seek attention in more appropriate ways
- Decreases lost instruction time

## When should I do it:

- When a student is acting out, disruptive, off task, talking, exhibiting outbursts, etc
- When students seek attention in negative ways
- When are off task, talking out of turn, making noises, drawing attention to themselves, etc

## How do I do it:

- With students that are not posing a danger to others, you simply ignore their behaviors and continue instruction without stopping or giving them any special attention
- Students may intensify their efforts to get your attention at first when you begin to ignore them, therefore, do not give up too easily with this intervention, rather, outlast the student
- When the student does something positive, correct, or on task, praise them and give them attention
- Make a point to praise other students in the class who are exhibiting on task and correct behaviors, including what they are doing right in the praise, like “nice job sitting up straight in your chair Billy” or “you were very quiet and listened to the directions very well Johnny”
- Find other ways to give the disruptive student attention and praise for correct behaviors

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [How to Deal With Disruptive Students](#) <sup>1</sup>
- [Attention-Seeking Misbehaviors \(should I ignore?\)](#) <sup>2</sup>
- [Teach Students Planned Ignoring](#) <sup>3</sup>
- [Catch Them Being Good](#) <sup>4</sup>
- [Ignore Some Behavior.pdf](#) <sup>5</sup>
- [Common Strategies For Managing Misbehavior In The Classroom](#) <sup>6</sup>
- [Planned Ignoring As An Intervention Strategy For Parents & Family Members.pdf](#) <sup>7</sup>

## Footnotes:

1. Morse, J. *How to Deal With Disruptive Students*. [http://www.ehow.com/how\_4524004\_deal-disruptive-students.html].
2. Safe & Civil Schools, excerpt from CHAMPs: A Proactive and Positive Approach to Classroom Management. *Task 5: Attention-Seeking Misbehaviors*. [http://www.safeandcivilschools.com/news008.php].
3. Lawrence, R. *Planned Ignoring*. [http://www.learnnc.org/lp/pages/3060].
4. TeacherVision. *Catch Them Being Good*. [http://www.teachervision.fen.com/teaching-methods/classroom-management/9154.html?page=2].
5. Child Care Plus + Supporting Inclusion in Early Childhood Settings, Winter 2007, Vol. 17, No. 2, Rural Institute on Disabilities, The University of Montana. *Ignore Some Behavior*. [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.ccplus.org%2Fnewsletters%2F17\_2.pdf&ei=CcmTsvYMKt50gHqudCWcg&usq=AFQjCNEeX3GFK60T4aDYtJjUtFpGCQSYyA].
6. DeLuccia, R. (2007). *Common strategies for managing misbehavior in the classroom*. [http://www.helium.com/items/517824-common-strategies-for-managing-misbehavior-in-the-classroom].

7. McCormick, K. M., Ratliff, T., Walls, A. University of Kentucky. *PLANNED IGNORING AS AN INTERVENTION STRATEGY FOR PARENTS AND FAMILY MEMBERS: INFORMATION FOR FAMILIES*. [<http://cecp.air.org/familybriefs/docs/PlannedIgnoring.pdf>].

# Individual Work Space

## Why should I do it:

- Helps students with poor attention and focus
- Students with behavior problems can be more easily managed
- Increases attending behaviors
- Improves work production and listening
- Minimizes distractions

## When should I do it:

- When a student is off task, inattentive, or distractible
- When a student is acting out, disruptive, off task, talking, exhibiting outbursts, etc
- When students are off task, talking out of turn, making noises, drawing attention to themselves, etc
- When students have trouble starting and maintaining work production

## How do I do it:

- If you have study carrels or dividers, you may use these to create a work space for a student
- Consider moving the student's desk near the teacher
- Setting up books or strategically positioning the student near or around objects in the room can act as natural dividers, like tables, shelves, walls, etc.
- You may set up a separate work space for a student in addition to their normal desk or seating location, for example at a table near the teacher
- Students may do well with sound isolating earphones to block out sound in addition to an individual work space

# Listen To Music

## Why should I do it:

- Some students minimal outside sound, noise, and distractions to focus and be productive
- Some students work better with music or white sound, like rain, water, etc
- Students with ADHD/ADD can benefit from extra stimulus
- Some students' hearing is sensitive

## When should I do it:

- When a student is easily distracted and is frequently losing focus
- When a student has ADHD/ADD
- When a student has trouble working while others are talking or making noise
- When a student is unfocused and inattentive
- When a student is sensitive to loud sound and noise
- When a student has Autism Spectrum Disorder and needs quiet
- When a student has sensitive hearing

## How do I do it:

- Use media center headphones, have students supply their own, or get some from the dollar store to play white noise or music
- For sound blocking headphones, get several pair from the hardware store, like Home Depot, Lowe's, etc (they may donate some if you ask)
- Encourage student to wear the headphones during individual work time
- Encourage student to wear the headphones when the class or room is noisy, distracting, etc
- Type of headphones:
  - Use music headphones for students listening to music, audio of rain, water, etc
  - Use isolating headphones or hearing protection headphones or earmuffs to block out and reduce sound
  - Use ear plugs, which are inexpensive and readily available, but use caution with younger children as they could pose a choking hazard and are not appropriate
- Students may also cover their ears or plug them with their fingers if only temporary silence is needed, like during a noisy transition or walking down an echoey hall, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Sensory Integration Dysfunction Checklist And Suggestions For Teachers And Parent](#) <sup>1</sup>
- [Echoes Of Nature CD's](#)
- Search Google for "Echoes Of Nature MP3" to find MP3's

## Footnotes:

1. Interview Emmons, P. G. and Anderson, L. M. *Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents*. [[http://www.childrengdisabilities.info/sensory\\_integration/sensorydysfunctionteachers.html](http://www.childrengdisabilities.info/sensory_integration/sensorydysfunctionteachers.html)].

# Model Appropriate Language

## Why should I do it:

- Provides powerful instances to teach alternative behaviors and expectations
- The student learns by imitating adults
- Students repeat what they hear and do what they see
- Teaches students alternative words to those that may be inappropriate, hurtful, mean, undesirable, etc

## When should I do it:

- This intervention should be utilized at all times as children are always listening to what adults say and do
- Make a point to model appropriate language with students that may be:
  - Swearing
  - Saying mean things
  - Bullying
  - Saying self defeating remarks
  - Saying perpetually negative comments
  - Etc

## How do I do it:

- Regularly say the words, phrases, and responses you would like your students to exhibit whenever opportunities arise
- Model appropriate language regularly and frequently
- Explain to the students which words and phrases you would like them to replace with the more appropriate language and practice it with them in role plays
- When students say inappropriate things, stop them and remind them what the appropriate word or words would be, having them practice it
- Take students' suggestions as to what appropriate words would be to get them involved
- Consider making a list of appropriate words and phrases and hanging it around the class

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Appropriate Language Packet.doc](#) <sup>1</sup>

## Footnotes:

1. University of Minnesota. *Appropriate Language Packet*. [www.tc.umn.edu/~cccc/docs/appropriate\_language.doc].

# Structured Routines

## Why should I do it:

- Provides students with predictability decreasing anxiety, frustration, and worry
- Provides a regular schedule and point by point map to follow
- Helps with oppositional and defiant students
- Increases work production, compliance, and engagement
- Improves academic performance
- Improves focus and attention
- Teaches students how to manage time and resources
- Improves organization

## When should I do it:

- When a student gets off task easily, is easily frustrated, or is anxious about the school day
- When a student is oppositional and defiant
- When a student is disorganized, scattered, etc
- With struggling students
- With students that never know what is next, what time and subject it is, etc
- When a student has poor attention and focus
- When students have low motivation, poor effort, and low participation
- When students present with behavioral challenges

## How do I do it:

- You can write your schedule on the board daily, crossing off events as they occur
- You can provide the student with an individual schedule on their desk daily, having them cross off events as they occur
- The schedule can include pictures as well as words
- You can also add a timer for each topic, providing student with a time frame for each subject
- A class schedule can be posted with words and pictures
- A routine wheel can be utilized whereby the days routine is represented on pie sections of the wheel, and a spinning arm in the center is turned to point to the current event or task in the routine
- Engage students in keeping track of where they and the class are in the daily routine
- Ask students what is next in the routine and remind them when a period is ending soon
- Colors, shapes, and other similar things can be used to symbolize the various parts of the routine, for example, yellow card is reading period, red card is history period, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Rules, Routines, and Standards In Elementary and Secondary Grades](#) <sup>1</sup>
- [Organization Help for ADHD Children \(and Their Parents!\)](#) <sup>2</sup>
- [Structured Daily Schedule.pdf](#) <sup>3</sup>

## Footnotes:

1. Jones, F. Dr. *Fred Jones's Tools for Teaching: Rules, Routines, and Standards In Elementary and Secondary Grades*. [[http://www.educationworld.com/a\\_curr/columnists/jones/jones002.shtml](http://www.educationworld.com/a_curr/columnists/jones/jones002.shtml)].
2. Jaksa, P. *Reliable Routines for ADHD Children (and Their Parents!)*. [<http://www.additudemag.com/adhd/article/683.html>].
3. Academic Success For All Learners. *Structured Daily Schedule*. [<http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/Structured.pdf>].

## Move To A New Location In The Classroom

### Why should I do it:

- Can help students with focus and attention
- Increases attending behaviors
- Limits distractions
- Saves time taken away to address students
- Provides a way to break up monotony and large chunks of time and work
- Helps improve learning environment
- Small changes in position, view, and location can freshen a student's resolve, energy level, interest, and motivation
- Increases focus, attention, and effort
- Helps "reset" some students
- Provides breaks and changes in routine
- Reduces student's level of boredom

### When should I do it:

- When a student is unfocused, inattentive, distracted
- When a student is not getting along with a student near them
- When a student is talking too much with those around them
- When a student has been working for a longer period
- When a student is fidgety and moving around in their seat
- When a student seems bored or unengaged
- When a student needs increased attention
- When a student needs a break or change in routine
- When a student seems tired or sleepy
- When a student needs a "restart"
- When a student is losing motivation, effort, or interest in the task at hand
- When students get fidgety, antsy, or need a momentary break
- When students have been working or sustaining focus for longer periods
- When students begin to complain, whine, etc
- When students are toward the end of the task and need a boost
- When students are stuck
- When students are having a mental block
- When you need to refocus students

### How do I do it:

- Simply have one or as many students as you feel appropriate get up and change seats either with another student, with an empty desk in the room, or to another spot, like a table, the teacher's desk, on the floor, etc
- To get students moving and increasing activity levels, try having students physically move their desks to a new spot
- Keep several empty seats at tables or desks around the room, allowing students who need to, the option to relocate themselves as needed
- Sometimes having a seat or desk in the hall by the door where there are fewer distractions can be a good option for distractible kids

## Non-Verbal Cues

### Why should I do it:

- Creates a working relationship with student without calling attention to the student in a negative manner
- Is discrete and quick
- Saves class and instruction time
- Makes students more comfortable and likely to participate and be involved
- Easy to do and effective
- Improves and builds student confidence and self-esteem

### When should I do it:

- When a student is losing attention and focus during times of instruction or independent work
- As a form of redirection from misbehavior, talking, off task behaviors, etc
- When a student has problems talking in front of the class
- When a student does not participate or volunteer
- When a student is not following classroom/school procedures
- When a student does something good, correct, successfully, etc

### How do I do it:

- Meet with student individually to identify with student how you and they should communicate in a special way
- Have student, as much as possible, pick the sign to use
- Practice with the student and explain when you notice they might need some re-focus, you will show them the sign
- Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class
- Use cues like smiles, thumbs up, shaking head “yes”, etc to praise students for correct behaviors, participation, volunteering, etc, or to reassure them and encourage them
- Use simple cues like shaking head “no”, raising eyebrows, giving a “one minute” finger signal, etc to redirect students, give directives, etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [How to Develop Non-Verbal Cues for Classroom Management](#) <sup>1</sup>
- [Non-Verbal Cues For Procedures](#) <sup>2</sup>
- [Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication](#) <sup>3</sup>
- [UF Researcher: Teachers' Nonverbal Clues Affect Students' Performance](#) <sup>4</sup>

### Footnotes:

1. Schreiner, E. *How to Develop Non-Verbal Cues for Classroom Management*. [http://www.ehow.com/how\_6011545\_develop-non\_verbal-cues-classroom-management.html].
2. Weisner, K. (2007). *Non-verbal Cues for Procedures*. [http://disciplineanswers.com/signing-classroom-routines/].
3. classroom-management-success. *Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication*. [http://www.classroom-management-success.org/non-verbal-cues.html].
4. Harmel, K. ScienceDaily (Jan. 22, 1999). *UF Researcher: Teachers' Nonverbal Clues Affect Students' Performance*. [http://www.sciencedaily.com/releases/1999/01/990122130911.htm].

# Organize Materials Daily

## Why should I do it:

- Teaches students important skills that will be necessary more and more as they get older and progress through school
- Reduces wasted time with students looking for things
- Increases instructional time
- Improves work completion
- Students can find their materials and assignments faster and more easily
- Improves students' self confidence
- Increases attending behavior
- Helps students stay aware of what their assignments are, which are completed, and which they still need to do
- Improves homework completion and return

## When should I do it:

- When a student is disorganized
- When a student loses a lot of work
- When a student frequently fails to turn work in
- When a student spends an abnormal amount of time looking for materials and assignments in their desks or bags
- When students have ADD/ADHD
- When students have poor home support
- When students have trouble remembering what their work is, what they had to do, and what they completed

## How do I do it:

- Have a student, a select group of students, or your entire class organize their materials in their desks and bags once a day
- Set up a standard routine and teach your students how to organize, for example using folders and putting work to do on one side and finished work on the other side, etc.
- Help students having difficulty organizing their things and provide one on one support, showing them how to do it and then having them show you
- Try a visual checklist for students that are more visually oriented, like those on the Autism Spectrum or those with ADD/ADHD
- Have the student organize their locker or desk at the end of the day
- Ask parents to assist their child at home organizing their backpack, materials, folders, work, etc
- Create a visual organizational checklist for the student to use before leaving for the day
- Have the student keep their things in a small crate or box either by their desk or somewhere else in the room

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Teaching Organizational Skills](#) <sup>1</sup>
- [Provide A Container For The Student's Belongings](#)
- [Teaching Organization With Notebook Checks](#) <sup>2</sup>

- [Helping The LD Child With Organization](#) <sup>3</sup>
- [Teaching Students Time Management And Organization](#) <sup>4</sup>
- [Organization](#) <sup>5</sup>
- [Strategies To Improve Organizational Skills \(scroll down a little on the page\)](#) <sup>6</sup>
- [Helping Your Child With Organizational And Study Skills](#) <sup>7</sup>
- [Organizational Strategies](#) <sup>8</sup>

**Footnotes:**

1. Andries, D. (2006). *Teaching Organizational Skills*. [<http://darcy-andries.suite101.com/teaching-the-adhd-child--part-11-a6115>].
2. Huff, D. (2007). *Teaching Organization with Notebook Checks*. [<http://www.huffenglish.com/?p=318>].
3. Watson, S. *Helping the LD Child with Organization*. [<http://specialed.about.com/od/teacherstrategies/a/organized.htm>].
4. Robberson, C. (2008). *Teaching Students Time Management and Organization*. [<http://voices.yahoo.com/teaching-students-time-management-organization-2171777.html>].
5. Longert, S. *Organization*. [<http://teachersnetwork.org/NTOL/howto/adjust/organize.htm>].
6. ASD CONCEPTS, LLC. *Strategies to improve organizational skills*. [<http://www.child-autism-parent-cafe.com/autism-students-in-inclusive-classrooms.html>].
7. Sedita, J. (1999). *Helping Your Child with Organization and Study Skills*. [[http://www.idonline.org/article/Helping\\_Your\\_Child\\_with\\_Organization\\_and\\_Study\\_Skills](http://www.idonline.org/article/Helping_Your_Child_with_Organization_and_Study_Skills)].
8. Barrow, M. *Organizational Strategies*. [[http://hrsbstaff.ednet.ns.ca/mbarrow/organizational\\_strategies.htm](http://hrsbstaff.ednet.ns.ca/mbarrow/organizational_strategies.htm)].

## Pause Before Giving A Direction

### Why should I do it:

- Provides students an opportunity to focus and increase attending behavior
- Allows students an opportunity to think about the task at hand and prepare for instruction
- Gains students' attention and creates a type of suspense about what will be said
- Helps the teacher to know and get a sense of who is paying attention and needs refocusing before directions are give, decreasing wasted time due to having to repeat instructions multiple times

### When should I do it:

- When a student is off task, talking, goofing around, inattentive, etc
- When the class is not yet listening or attending to the teacher
- When the class needs to calm down
- When a student needs increased time to transition from one task to starting a new one
- When students are slow to process

### How do I do it:

- Simply pause for a short period before giving students directions or directives, making eye contact with those that are off task or do not appear ready or to be attending to the task at hand

# Provide A Container For The Student's Belongings

## Why should I do it:

- Provides students a separate place for his/her assignments and class material
- Provides a student struggling with attention, organization, time management issues with a separate area away from others

## When should I do it:

- When a student has attention, organization, time management difficulties, or cannot stop fidgeting and playing with their materials and belongings

## How do I do it:

- Obtain a container (milk crate, box, plastic bin, etc.) and place the student's materials in it separated into subject areas.
- Place the container inside the classroom at the beginning stages.
- If student continues to have difficulties with organization, you can move the crate outside the classroom so student can take a break to go retrieve his/her belongings.
- Evaluate the system with the student on a weekly basis.
- Provide praise when student can use the tool effectively
- Provide encouragement when student shows signs of struggle

# Proximity to Students

## Why should I do it:

- The more distance between teacher and student will result in more behavior problems
- Can be used to communicate care and concern
- Can be a subtle re-direction technique
- Lets the student know you are aware of them

## When should I do it:

- When a student gets off task
- When you know a student has the ability to lose focus often
- When a student is showing signs of disruption but hasn't become problematic yet

## How do I do it:

- Pay attention to your natural movements and determine areas you can change your style to increase proximity to many students at once
- When giving directions, maintain proximity to at risk students
- Refrain from giving instructions the same way every time
- Vary your teaching that will allow you to walk around the classroom
- Place a student close to you in seating arrangements
- "Proximity control can work to manage some behavior if it is used preventively or early. The main idea behind this technique is to put a teacher in close proximity to students who are showing signs of getting off task. If you know from prior experience that a particular group of students is likely to disrupt class, standing or sitting close to them while you lead an activity or give directions will quell a fair amount of the unwanted behavior." <sup>1</sup>

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Proximity Zones](#) <sup>2</sup>

### Footnotes:

1. Yale University. *Classroom Management Suggestions*. [<http://www.yale.edu/peace/management.htm>].
2. Jones, F. Dr. Fred Jones's *Tools for Teaching: Effective Room Arrangement*. [[http://www.educationworld.com/a\\_curr/columnists/jones/jones001.shtml](http://www.educationworld.com/a_curr/columnists/jones/jones001.shtml)].

# Reassurance

## Why should I do it:

- Some students need verbal attention regarding their ability
- Some students crave and need adult attention/approval
- Shows students you care and are invested

## When should I do it:

- When a student gets frustrated
- When a student verbally expresses he/she can't do something
- When a student is struggling a lot
- When a student is upset
- When a student becomes agitated
- When a student threatens to give up or quit
- When a student becomes self-deprecating
- When a student is insecure, timid, shy, or has a poor self-concept

## How do I do it:

- Validate what a student is experiencing: "I know you are frustrated because you feel that this assignment is too hard"
- Normalize the feeling: "I get frustrated when I think something is hard and so do other students"
- Identify a time when the student was able to have a hard assignment and complete it: "Remember when we did that math sheet and you felt you couldn't do it and you got all of them right?"
- Instill confidence in student "I know you can do it and I think you know you can too"

# Redirection

## Why should I do it:

- Easy and fast with good results many times
- Saves instructional time
- Minimizes distractions and misbehaviors
- Improves students' attention and focus
- Keeps the class on track
- Provides effective prompts with little effort
- Brings students back to the task at hand
- Does not have a significant negative association
- Can be utilized in the middle of instruction, activities, and discussion

## When should I do it:

- When students are off task, inattentive, goofing around, talking out of turn, etc
- When students are misbehaving
- When students are getting off topic
- When students are not doing an assignment or task correctly
- When students appear confused or lost

## How do I do it:

- Simply provide a student or students with a quick reminder of what they should be doing, where they should be, what the expectations are, the class rules, routines, etc
- Do not make your redirection more than one or two sentences.
- Give your redirection and keep going on with what you were doing
- Be clear and concise with redirection statements
- Make your redirection to the point
- Redirection can also be non-verbal, such as [eye contact](#) or [proximity control](#)

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [How To Redirect Off-Task Behavior In The Classroom](#) <sup>1</sup>
- [Stop And Redirect Inappropriate Student Behavior](#) <sup>2</sup>
- [Strategies for Redirecting Child Behavior](#) <sup>3</sup>
- [Redirecting Child Behavior – The Art Of Distracting Children](#) <sup>4</sup>

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# Reduce Assignment

## Why should I do it:

- Helps motivate overwhelmed students
- Makes a student's work seem more achievable
- Helps students to focus on the task rather than the amount
- Increases incentive to do work
- Makes assignments more manageable for slower or struggling students
- Increases students' sense of accomplishment
- Improves student success
- Makes goals more attainable for students

## When should I do it:

- When a student is slow working
- When a student is struggling and having difficulty grasping concepts or completing work
- When a student regularly turns in assignments incomplete
- When a student is unmotivated
- When a student seems overwhelmed
- When a student is discouraged
- When a student experiences little success on assignments
- When a student needs encouragement to keep trying
- When a student needs to experience successes

## How do I do it:

- There are numerous ways to reduce an assignment depending on the subject matter and assignment, for example:
  - Assigning odd or even problems only
  - Assigning only half
  - Assigning only what the student can finish in a certain amount of time
  - Assigning only enough to ensure the student has practiced the main or essential concepts
  - Having a student write some answers and verbally give others
  - Having a student do a certain number of questions on their own and doing the rest with a partner
  - Etc
- When reducing assignments, try to only give the student the questions or problems they need to cover the main or essential concepts, letting less important or peripheral concepts and ideas go
- Focus on what the student absolutely needs to learn and know

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Accommodating All Students: 'Classic' Ideas That Teachers Can Use to Diversify Classroom Instruction](#) <sup>1</sup>

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# Reflective Listening

## Why should I do it:

- Helps students to feel they have been heard and understood
- Improves student buy in and participation
- Improves student/teacher communication
- Builds student/teacher rapport
- Helps students feel validated
- Makes students more likely to share and discuss things with teachers
- Gives students positive attention
- Provides clarification
- Improves students cooperation and compliance

## When should I do it:

- All the time with all students and parents

## How do I do it:

- Simply stated, reflective listening is when you listen to what someone says and repeat it back to them so they know you heard and understood them
- The links below will help to further explain, give examples, and ideas for using reflective listening with students, parents, and other teachers

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [10 Tips to Effective & Active Listening Skills](#) <sup>1</sup>
- [How To Use Reflective Listening](#) <sup>2</sup>
- [Encyclopedia Of Psychology: Reflective Listening](#) <sup>3</sup>
- [Reflective Listening](#) <sup>4</sup>
- [Active Listening](#) <sup>5</sup>
- [Reflective Listening](#) <sup>6</sup>
- [This really is truly the single most important verbal skill that you will ever learn in your whole entire life](#) <sup>7</sup>
- [Reflective Listening Formula.pdf](#) <sup>8</sup>

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# Review PBS Expectations And Rules

## Why should I do it:

- Refreshes the school rules and procedures with students
- Reminds students what expectations are
- Can apply to all students in class without “blaming” them for doing anything wrong or bad
- Non-threatening
- Takes the “blame” off the teacher or authority figure for having to follow rules and expectations, for example, you have to sit in your seat and cannot stand in it because the rules say we need to be safe
- It is something all students are already familiar with, so no new teaching needs to take place, which makes it fast and more easily comprehended
- Going over the rules and expectations multiple times reinforces good behavior choices

## When should I do it:

- When a student, students, group, or class are not following PBIS rules and expectations
- When the class or school seems to be “slipping” in following through PBIS expectations
- Midway through the year as a refresher and to help start off the after Christmas period on a positive foot
- On a regular basis as part of classroom management, for example, reviewing one PBIS rule or expectation per week

## How do I do it:

- Use a calm, neutral, non-threatening tone
- Do short lessons, demonstrations, and discussions on PBIS concepts, routine, expectations, etc on a weekly, daily, and/or monthly basis
- Randomly call on students to state specific PBIS expectations or concepts, then reward them with a small treat, for example, “Suzy, how are we supposed to line up for recess?”
- As part of regular redirection, for example, “start your assignment and work quietly to respect others who are working” or “make sure to wash your hands after using the restroom”

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Be Safe, Respectful, And Responsible Blank Expectations Matrix.doc](#) <sup>1</sup>
- [PBIS Matrix Example.pptx](#) <sup>2</sup>
- [PBIS Poster Example.pdf](#) <sup>3</sup>
- Be Respectful
  - [Everybody Is Unique: A Lesson in Respect for Others](#) <sup>4</sup>
  - [Simon Says, “What’s Your Name?”](#) <sup>5</sup>
  - [RESPECT Popcorn Party](#) <sup>6</sup>
  - [Positively Respectful](#) <sup>7</sup>
  - [Property: Ownership, Respect, and Responsibility](#) <sup>8</sup>
  - [Lessons and Activities for Teaching Respect](#) <sup>9</sup>

- Behavior Management Tips: Encouraging Respect and More <sup>10</sup>
- Respect Lesson Plans From Teachers <sup>11</sup>
- The Value of Respect.pdf <sup>12</sup>
- Respecting Others For Grades 5-9 <sup>13</sup>
- RESPECT For Grades 4-8 <sup>14</sup>
- RESPECT For Grades K-5 <sup>15</sup>
- **Be Responsible**
  - Teaching Responsibility: Why Kids Avoid Responsibility and How to Hold Them Accountable <sup>16</sup>
  - Teacher Made Activities For Teaching Responsibility <sup>17</sup>
  - Responsibility Lesson <sup>18</sup>
  - How To Be A Responsible Person (And Feel Great!) <sup>19</sup>
  - Taking Responsibility Helping Kids Lose The Excuses & Make Better Choices <sup>20</sup>
  - Responsibility And Jobs <sup>21</sup>
  - Respect The Environment.pdf <sup>22</sup>
  - Accepting Authority.pdf <sup>23</sup>
  - Asking Shows Respect For Privacy Of Others.pdf <sup>24</sup>
  - Respecting The Differences Of Others.pdf <sup>25</sup>
  - Accepting Me, Accepting You.pdf <sup>26</sup>
  - The Value Of Respect.pdf <sup>27</sup>
  - Self Control Starts With You.pdf <sup>28</sup>
  - Responsibility Training <sup>29</sup>
  - Instill the Value of Personal Responsibility: How To Help Your Child Develop Personal Responsibility <sup>30</sup>
  - RESPONSIBILITY For Grades 7-12 <sup>31</sup>
  - RESPONSIBILITY For Grades 4-8 <sup>32</sup>
  - RESPONSIBILITY For Grades K-5 <sup>33</sup>
  - Teaching Responsibility <sup>34</sup>
  - Teaching Responsibility To Young Teens.pdf <sup>35</sup>
  - Teaching Responsibility or Giving Permission to Fail <sup>36</sup>
  - Teaching Responsibility Tips For Teachers Video <sup>37</sup>
  - Teaching Responsibility <sup>38</sup>
  - Teaching Children Responsibility <sup>39</sup>
  - Sassy Kids: How To Deal With A Mouthy Child <sup>40</sup>
  - Disrespectful Child Behavior: Where Do You Draw The Line? <sup>41</sup>
  - Ask The Parental Support Specialists: Can You Demand Respect From Your Kids? <sup>42</sup>
- **Be Safe**
  - Teaching Safety To Your Preschooler <sup>43</sup>
  - Top 10 Fun Activities For Teaching Fire Safety For Kids <sup>44</sup>
  - Teaching Traffic Safety To Children <sup>45</sup>
  - Be Food Safe <sup>46</sup>
  - Teaching Stranger Safety to Kids <sup>47</sup>
  - Teaching Lab Safety <sup>48</sup>
  - Stranger Danger Is Not Enough <sup>49</sup>
  - Teaching Playground Safety To Kids <sup>50</sup>
  - Playground Safety At School <sup>51</sup>
  - Playground Safety Checklist.pdf <sup>52</sup>
  - Play Day At The Park.pdf <sup>53</sup>

- [School Safety](#) <sup>54</sup>
- [Ideas For Teaching Kids Bus Safety](#) <sup>55</sup>
- [5 Ways To Avoid Sports Injuries](#) <sup>56</sup>
- [How To Be Safe In Ice And Snow](#) <sup>57</sup>
- [How To Use 911](#) <sup>58</sup>
- [Gun Safety](#) <sup>59</sup>
- [Going With The Flow Of Nose Bleeds](#) <sup>60</sup>
- [Choking](#) <sup>61</sup>
- [Checking Out Cuts, Scratches, And Abrasions](#) <sup>62</sup>
- [CPR: A Real Life Saver](#) <sup>63</sup>
- [Lesson Plan For Teaching Bathroom Expectations](#) <sup>64</sup>
- [Procedures Of The Bathroom.pdf](#) <sup>65</sup>

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## Speak in Calm And Neutral Tone

### Why should I do it:

- It is a quick method to de-escalate a student
- It keeps you in a calm state of mind
- A student will take your lead in the way you speak and behave
- Reduces aggressive behavior and lashing out
- Increase likelihood of coming to a resolution
- Improves conflict resolution
- Keeps the teacher in a position of authority and control
- Prevents students from turning staff against one another or creating ancillary conflicts and tensions
- Prevents students from causing a “scene” and gaining the attention of others
- Prevents students from playing on the emotions of the teacher

### When should I do it:

- When you are processing a problem with a student
- When a student is reluctant to follow your directives
- When a student is trying to verbally engage you in an argument
- When a student is escalating
- When a student becomes aggressive or threatening
- When a student’s emotions are getting the better of them
- When students raise their voices, scream, yell, etc
- When students become defiant and oppositional
- When students are very upset
- When students intentionally say insulting, rude, and mean things to intentionally make the teacher angry
- When students purposefully try to upset or work up the teacher or others
- When students challenge the authority of the teacher and provoke

### How do I do it:

- This technique takes a lot of patience, support, self-control and self-talk
- Be aware of your own physiological cues to getting angry, annoyed, offended, disrespected and frustrated
- When you have those feelings/thoughts, say to yourself talk yourself out of losing your temper
- Use “I” statements, for example: “I would like for you to make a choice between doing your work at your desk or at another desk” Rather than “you need to make a choice now about where you are going to do your work”
- If possible, remove yourself from a tense situation before talking to the student to calm down
- Always provide consequences to students in the most non-emotional state possible
- Maintain your composure and emotional state
- DO NOT match the emotional or other escalated state of the student
- Speak in a measured and calm manner
- Maintain a non-threatening posture and stance
- Do not make threatening or sudden gestures, motions, or actions

- Be matter of fact and avoid lecturing or talking on and on
- Be succinct
- Avoid a lot of back and forth with the student, saying what you need to then walking away in a calm manner

## Speak With Student In Hallway

### Why should I do it:

- It is a quick method to de-escalate a student
- It keeps you in a calm state of mind
- Prevents students from gaining attention from the class
- Prevents power struggles
- Reduces embarrassment to the student
- Prevents the student from causing a scene
- Prevents students from challenging teachers in front of the class
- Allows students to “save face”
- Gains focus and attention of the student
- Increases or improves the teacher/student interpersonal relationship

### When should I do it:

- When you are processing a problem with a student
- When student is reluctant to follow your directives
- When student is trying to verbally engage you in an argument
- When a student is disruptive or misbehaving
- When a student is off task
- When a student seems upset
- When a student is overly sensitive
- When you foresee a student overreacting
- With students that like to make a scene in front of the class
- When a student is seeking attention from classmates
- After you have asked or addressed a student several times and they have not responded or persist

### How do I do it:

- In a calm, neutral, non-threatening manner, ask to speak with the student in the hall
- Stand away from the door out of the line of sight of the class
- Give the student choices if they will not go into the hall, for example, “Johnny, please step into the hall with me or go to the office”
- Use a quiet voice in the hall to avoid disruptions to others and to keep the interaction with the student calm
- This technique takes a lot of patience, support, self-control and self-talk
- Be aware of your own physiological cues to getting angry, annoyed, offended, disrespected and frustrated
- When you have those feelings/thoughts, say to yourself talk yourself out of losing your temper
- Use “I” statements, for example: “I would like for you to make a choice between doing your work at your desk or at another desk” Rather than “you need to make a choice now about where you are going to do your work”
- If possible, remove yourself from a tense situation before talking to the student to calm down
- Always provide consequences to students in the most non-emotional state possible.

- In addition, you may speak with a student in the hallway to let them know they are doing a great job with something, like putting up with or working with a certain student, etc

## Stand While Working

### Why should I do it:

- Some students with ADHD, ADD, or other difficulties focusing and paying attention may find it beneficial to stand while working to increase their ability to focus and attend
- Many students do better with a change in position and posture during longer assignments
- Standing helps provide the brain with extra stimulus, which in kids with ADD/ADHD, serves to help them focus more on the task at hand
- Standing is a good way to wake students up and freshen their resolve after a long day, assignment, or test
- Standing can help get rid of nervous energy
- Standing employees a whole body shift and change, which is beneficial to anyone after sitting for a long time and helps create a small “new start” even if in the middle of an assignment
- Helps create the illusion of smaller chunks of time and effort

### When should I do it:

- When a student seems fidgety, gets up and sits down a lot, is hyperactive, inattentive, unfocused, sits on their knees a lot, shifts position a lot, etc
- After the class has been sitting for a long time
- In the middle of a long assignment, test, or quiz
- When a student is required to read to the class
- Toward the end of the day, after lunch, or early in the morning when students can become lethargic, sleepy, sluggish, and lose motivation and effort
- When the class seems to need a change
- When you want to create mental breaks or sections in a task or activity

### How do I do it:

- Simply provide the student an area where they can stand up and move around a little. Allow the student to use a high flat surface to do their work on, like a speaking podium.
- Allow students to stand next to their desks while continuing to work
- Tell students they are allowed to work at their desks standing or with one leg resting on their chair, but they must continue working
- Make sure to set boundaries, for example, tell students they can stand to work at their desks, but must remain within reach of their desk or within one step
- Student do not need to use their desk top to work on, for example, if they are reading they can hold their book, but make sure to enforce a distance boundary like above to prevent wandering
- To allow for additional movement, try having students do a problem, item, or question while standing at their desk, then give a signal to have students walk to a new desk to do the next problem or item. Continue to do this throughout the assignment to keep students moving, alert, and focused
- Have students align their desks in a large circle. Students stand to work at their desk, and like above, when the teacher gives an indication or signal, students sidestep to the desk next to them to do the next problem. Rather than signaling to

start a new problem at the next desk, the teacher can also signal every predetermined amount of time, like every 5 minutes for example.

- With students that have ADHD or are hyperactive, don't be too strict with regard to their level of movement and activity while they work next to their desk. For example, if the student paces a few steps back and forth near their desk in between completing problems or hops a little while working, this is okay and probably helping the student to focus better.

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- Read this article: [ADHD Kids Need To Move](#) <sup>1</sup>
- [24 strategies for working with ADHD kids](#) <sup>2</sup>

**Footnotes:**

1. Nauert, R. *ADHD Kids Need to Move*. [http://psychcentral.com/news/2009/03/10/adhd-kids-need-to-move/4638.html].
2. ADHD Made Simple. *24 Strategies for Working with ADHD Children*. [http://www.adhd-made-simple.com/ADHD\_Children.html].

# Start Commands

## Why should I do it:

- Helps direct students to start and stop activities
- Is a crucial tool for classroom management
- Serves as an instructional signal an indicator that helps students to conform to behavioral, academic, and etiquette expectations
- Gets students attention and focus
- Serves as a verbal cue to transition, follow through, follow directives, comply with rules and expectations, etc
- Students respond better to start commands then being told what to do, lectured at, or pestered
- Establishes a classroom management methodology and pattern that student recognize and adhere to
- Provides increased classroom structure

## When should I do it:

- When beginning a new subject
- During transitions
- When initiating students to begin working
- When starting reading or quiet time
- When initiating a new task
- When lining up for lunch
- Quieting a noisy and hyper class or group of students down to begin class or work
- Getting students attention
- Before delivering directions, directives, or explanations
- Near the end of a work period, test, or timed activity
- At the start and end of the day, tasks, activities, etc
- At the end of recess to gather the class
- When reminding students of rules, expectations, and PBIS concepts

## How do I do it:

- Here are some effective start commands to use in the classroom:
  - I'll begin as soon as you are seated
  - I'll be glad to start as soon as you show me that you are ready
  - I'll be working from page 54
  - I'll be lining people up as soon as it is quiet
  - I allow people to sharpen pencils when I am not giving directions
  - Feel free to go to the restroom when I'm not giving directions
  - You are welcome to stay with us as long as you and others are not being bothered
  - Feel free to stay with us when you can keep your hands to yourself
  - I give full credit for papers turned in on time
  - I'll listen as soon as your voice is as calm as mine
  - I'll be glad to discuss this when respect is shown
  - All of those who arrive on time go home on time
  - I'll be glad to accept all papers that meet the neatness standard for this room
  - All owners of neat desks are welcome to join us at recess

- I loan paper to those who have not borrowed before
- Feel free to borrow from anyone but me
- You may go out as soon as you have your coat
- You may stay with us if you can give up on that behavior
- Feel free to come back to the room as soon as you are calm
- Those who can follow the rules are welcome to play the game
- I'll be glad to discuss this with you as soon as the arguing stops
- All of those who can handle the paintbrushes right are welcome to join us in the project
- All of those who remember permission slips are welcome to go on the field trip

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Effective Teacher Commands](#) <sup>1</sup>

**Footnotes:**

1. Intervention Central. *Effective Teacher Commands*. [<http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroomgmt/effective-teacher-commands>].

## Stop, Walk and Talk Technique

### Why should I do it:

- To teach students how to stand up to behavior that they feel is offensive or not wanted
- To Empower students
- To promote self-advocacy and self-determination
- To decrease bullying and bullying related issues in school
- To promote a more self-reliant, responsible, and safe climate and atmosphere
- To remove barriers that interfere with positive peer interactions and academics
- To create a positive school climate

### When should I do it:

- This strategy is best utilized and taught school-wide as part of the regular rules and procedures
- Teach this strategy to students several times throughout the year
- When you witness or are informed of any situations that students feel bullied, annoyed, offended or
- When a student seems to react to others teasing or instigation
- When an awkward or odd student seems to attract a lot of criticism
- When students seem to have poor interactions and frequent conflicts
- When students do not know how to handle conflicts well
- When students complain about bullying, being picked on, teased, etc

### How do I do it:

- Stop, Stop, Walk, & Talk strategy is a great systematic program from the publication [Bully Prevention in Positive Behavior Support](#) <sup>1</sup>, which teaches students how to deal with being bullied, bothered, teased, etc
- The program consists of teaching students to use 3 simple and progressive steps: Indicating through words and gesture to stop, walking away if the problem continues, and finally talking to an adult if the issue is still not resolved
- For or specific details on the program and free program guides and curriculum, see the great resources below

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Bully Prevention in Positive Behavior Support](#) <sup>1</sup>
- [Bully Prevention in PBS \(stop, walk, talk\) Elementary Level.pdf](#) <sup>2</sup>
- [Bully Prevention in PBS \(stop, walk, talk\) Middle School Level.pdf](#) <sup>3</sup>
- [Bully Prevention In Positive Behavior Support \(stop, walk, talk\).ppt](#) <sup>4</sup>
- [Bully Prevention: Stop, Walk, Talk](#) <sup>5</sup>

### Footnotes:

1. Ross, S., Horner, R., Stiller, B. *Bully Prevention in Positive Behavior Support*. [[http://www.pbis.org/common/pbisresources/publications/bullyprevention\\_ES.pdf](http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf)].
2. Ross, S., Horner, R., Stiller, B. *Bully Prevention in Positive Behavior Support for Middle Schools*. [[http://www.pbis.org/common/pbisresources/publications/BullyPrevention\\_PBS\\_MS.pdf](http://www.pbis.org/common/pbisresources/publications/BullyPrevention_PBS_MS.pdf)].
3. Ross, S., Horner, R. *Bully Prevention In Positive Behavior Support*. [[www.pbis.org/common/pbisresources/presentations/5\\_Bully%20Prevention.ppt](http://www.pbis.org/common/pbisresources/presentations/5_Bully%20Prevention.ppt)].
4. Ashland School District. *Bully Prevention – Stop.Walk.Talk*. [<http://www.ashland.k12.or.us/News.asp?NewsID=474>].

# Stress Ball Or Fidget

## Why should I do it:

- Some students require the need for outside stimulus to help them maintain focus
- Anxious students can benefit from stress balls and fidgets as a coping mechanism
- Hyperactive students can benefit from keeping their hands busy and off other students and objects

## When should I do it:

- When a student has difficulty staying in seat, is overly fidgety, hyperactive, always grabbing and playing with objects around them, chewing on pencils and pens a lot, etc
- When a student is anxious, nervous, etc
- When a student bites their nails, pulls their hair, or has other self destructive habits
- When a student seems to have a lot of extra energy or movement
- When a student has ADHD/ADD
- When a student seems to require extra physical stimuli
- When students take tests, quizzes, exams, or give speeches in public or in front of the class
- When a student has to do something that makes them anxious, nervous, etc, like reading, writing on the board, etc

## How do I do it:

- Explain to a student in private that they will receive a stress ball or fidget to use when they are unfocused, nervous, anxious, feeling fidgety, hyper, etc
- Tell the student this will help them to focus better or get through feelings of anxiety or nervousness
- Tell the student the appropriate and inappropriate uses of the stress ball and fidget
- You may either allow the student to keep the item in their desk or keep it in a certain spot where they can retrieve it from when needed or as part of a routine, for example, in the morning and afternoon
- If other students in the class ask about the item or want one too, explain to the class why the student has it and that it is only for that student to use
- When using stress balls or fidgets with the class or groups, for example during tests, speeches, presentations, reading out loud, etc, keep a bucket of stress reducing items in the front of the class and instruct students to get up and retrieve one before the test, speech, or other event/activity
- Keep a bucket of stress balls and fidgets in the front of the class and allow students to get up and check one out (keep a check in/out sheet by the bucket) any time they feel the need for one
- For students that tend to drop the stress ball or fidget a lot, try tying a thread or some yarn to the item and then to the desk or student's wrist

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents](#) <sup>1</sup>
- [Stress balls](#) <sup>2</sup> and [fidgets](#) <sup>3</sup> can be purchased at any drug store or Meijer, Target, Walmart, Big Lot, etc

- Try [1001stressballs.com](http://www.1001stressballs.com) <sup>4</sup> for large quantity imprinted stress ball orders
- In addition to stress balls and fidgets, try putting Velcro® brand hook and loop fastener on the students desk, [click to see the Velcro® brand hook and loop fastener intervention](#)

**Footnotes:**

5. Children's Disabilities & Special Needs Information. *Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents*. [[http://www.childrensdisabilities.info/sensory\\_integration/sensorydysfunctionteachers.html](http://www.childrensdisabilities.info/sensory_integration/sensorydysfunctionteachers.html)].
6. Wikipedia. (2011). *Stress ball*. [[http://en.wikipedia.org/wiki/Stress\\_ball](http://en.wikipedia.org/wiki/Stress_ball)].
7. Office Playground, Inc. . *Fidget Toys*. [<http://www.officeplayground.com/Fidget-Toys-C102.aspx>].
8. Buy Promos, LLC. *Best Selling Imprinted Stress Balls*. [<http://www.1001stressballs.com/>].

## Talk One On One With Student

### Why should I do it:

- Students are more likely to listen to your input when it's done away from others
- It gives cool down time for both you and the student before discussing an issue
- It provides the student a chance to state his thoughts and feelings
- Removes an audience for the student to show off to
- Has a weight or air of seriousness that can be more impacting on a student
- Students take it more seriously
- Stresses the importance of what you are saying
- Indicates to the student the seriousness of the problem, behavior, or situation
- Allows for privacy
- Enables many students to open up more and disclose thoughts, concerns, or worries they might not disclose while in the class and in front of others

### When should I do it:

- When a behavior has caused disruption to the class or the student's day
- When a student is upset
- When you need to address a student's personal problem with them
- When a student is very shy and needs to be spoken to about a behavior or issue
- When you have addressed a student in class several times about a behavior or other issue

### How do I do it:

- This technique takes a lot of patience, support, self-control and self-talk
- Remain cool, calm, collected, and use a neutral tone when students are oppositional, defiant, aggressive, agitated, etc
- When a student is emotionally upset, hurt, etc, use an empathetic tone and body language
- Keep responses brief, succinct, and to the point
- Avoid lecturing or going on and on
- Try re-direction if student is able to be de-escalated
- Remove student from situation and make an appointment time to talk about the issue
- Remove the student from the room immediately and go into the hall with them
- Tell the student to stand in the hall and wait for you, then go talk to the student in the hall a few seconds later or after finishing what you were doing
- Use reflective listening "I am hearing that you feel this assignment is unnecessary" "I hear you telling me that he took your toy away"
- Ask open ended questions
- Use body language that represents openness: If you are sitting, keep legs uncrossed and lean toward the person; If you are standing, keep arms uncrossed and legs open—people often mirror their emotional response with others' body language
- Use humor
- Validate student's feelings:
  - Aggression: "I know that you got mad after that"
  - Sadness: "I can see you are sad about this"

- Anxiety: “When you tap your feet, I’m guessing you are worried about the test”
- Confrontation: “I need to talk to you about your calling your friend a name”
- Teach alternatives:
  - “Tell me some things you could have done differently” “The next time, you get mad, try walking away and taking a break”
  - “When you get worried about your tests, try to think of all the tests you’ve taken and done great on”
- Use [Start Commands](#)

# Talk Ticket

## Why should I do it:

- Let's the student know you are interested and concerned
- Reduces students' anxiety that they're issue, concern, problem, and thoughts will not be addressed
- Addresses the student and potential disruption immediately
- Teaches students to delay gratification
- Saves class time and prevents disruptions
- Provides structure, predictability, and consistency
- Validates students' feelings, emotions, and individual value
- Makes students feel they are being heard
- Increase compliance
- Reduces disruptiveness of students

## When should I do it:

- When a student has a strong desire to share things with you but doesn't know how to wait to share
- When a student interrupts a lot, asks questions at inappropriate times, is impatient, or has trouble delaying gratification
- When a student is agitated, angry, and wants to stop everything to resolve their personal issues

## How do I do it:

- The Talk Ticket intervention from [InterventionCentral.org](http://www.interventioncentral.org)<sup>1</sup> is a great systematic program that is highly effective. The links below will provide you with everything you need to carry this intervention out

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Intervention Central: Talk Ticket](#)<sup>1</sup>
- Forms for Talk Ticket Intervention<sup>1</sup>:
  - [Talk Ticket: Short Form.pdf](#)<sup>1</sup>
  - [Talk Ticket: Medium Form.pdf](#)<sup>1</sup>
  - [Talk Ticket: Long Form.pdf](#)<sup>1</sup>
  - [Talk Ticket: Planner.pdf](#)<sup>1</sup>

## Footnotes:

1. Intervention Central. *Talk Ticket*. [http://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket].

## Talk To Parent

### Why should I do it:

- Establishes and builds trust and rapport with parents and home
- Increases parent and home cooperation
- Provides increased support for students at home
- Helps dispel misinformation and mistruth students may give to parents
- Avoids students positioning parents against teachers
- Helps to get everyone on the same page
- Helps to get parents involved and increases buy-in
- Helps provide parents with accountability
- Can diffuse angry parents' concerns

### When should I do it:

- When students are struggling with behavior or academics
- When students are doing well to help encourage them and their parents
- When you hold behavior meetings
- When students say they are doing something but clearly are not
- When students are obviously lying
- When students' behavior or affect (emotions) change
- When students say there is trouble in the home, like a death, illness, parent frequently not home, etc
- When students appear messy and disheveled
- When there appears to be little to no home support or follow through
- When a parent is angry or negative toward the teacher, staff, or school
- When students are sent to the office
- When students receive rewards and praise in school

### How do I do it:

- Teachers and staff should talk to parents for both negative and positive reasons, like a student exhibiting good behavior or a student being sent to the office for poor behavior
- When speaking to parents in person or over the phone, use a calm, neutral, and non-threatening tone
- Make a list of key points to discuss before speaking to parents and try to stick to them
- Always start conversations with parents saying positive things about their child and the parent
- Use professional and appropriate language
- Be sensitive and considerate
- Be very aware of your body language and try to keep it neutral, for example, don't cringe at a parent with poor hygiene or role your eyes when a parent is clearly lying
- Know when to end a discussion with a parent, for example, when a parent begins to raise their voices, starts to become excessively animated, threatens, uses inappropriate language in an angry or threatening manner, stands up while speaking in an angry or threatening manner, will not listen to the teacher, become obstinate and belligerent, etc

- Stop a discussion with a parent when you feel you are starting to become too angry, frustrated, agitated, etc to remain professional and appropriate
- Don't assume parents can read or fully understand papers, notes, their children's' home work, etc, rather, always offer to read letters, papers, etc for parents and always ask if parents understand what you are saying or reading, offering to re-explain it
- Speak in plain language and avoid wordy or difficult to understand language
- Set expectations, limits, and rules for discussion when you feel they have a high likelihood of becoming long, drawn out, hostile, tense, contentious, etc
- Be thoughtful and considerate about when to include a student in a discussion with parents
- Make sure you have a clear-cut goal or end to the discussion and make this clear to the parent early on
- Provide parents with examples of whatever you are talking about with them regarding the student, like work samples, pictures, behavior logs and data tracking, etc
- Speak with colleagues for advice, input, etc on parents they may have also dealt with and ask them to sit in on a parent conversation if needed
- Document all parent meetings, talks, and contacts with a date, time, and a summary of the interaction
- When necessary, like with hostile, difficult, angry parents, have an administrator join the parent contact

### **Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [A Teacher's Guide To Talking With Parents](#) <sup>1</sup>
- [Tips For Talking With Parents.pdf](#) <sup>2</sup>

#### **Footnotes:**

1. Taylor, A. (2010). *A Teacher's Guide To Talking With Parents*. [<http://www.marupula.org/principals-column/a-teacher%25E2%2580%2599s-guide-to-talking-with-parents>].
2. Centers for Disease Control and Prevention. *Tips for Talking with Parents*. [[http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/TipsTalkingParents.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/TipsTalkingParents.pdf)].

## Teach Conflict Resolution Skills

### Why should I do it:

- Many students lack basic skills necessary for solving and resolving daily conflicts with other students, adults, authority figures, etc
- Enables and empowers students to be more independent and highly functioning
- Reduces teacher's time "putting out fires"
- Increases instructional time
- Promotes maturity
- Improves self confidence
- Reduces tattling, bickering, and disruptions

### When should I do it:

- Conflict resolution skills are good to teach all kids in your classes at the beginning of the year and then again once a month to keep the strategies fresh in kids minds
- When students bicker, argue, and fight a lot
- When you lose time due to student conflicts and disagreements
- When a student is being suspended a lot due to fighting and conflicts with students and adults
- When students have trouble compromising, taking turns, sharing, etc

### How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- There are many skills and strategies for teaching kids conflict resolution, many of which can be found and explored below under support & resources
- These lessons and ideas for teaching the skills, found below, can be done with individual students, a small group, or the whole class
- Conflict resolution skills should be taught and revisited on a regular basis and should include role playing to practice the skills
- When students fail to use the taught skills, have them reflect on how they could have handled the situation or conflict and role play it with them
- Model proper conflict resolution skills for your kids with any opportunity you get, and point out to the students afterward how you used the skills

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Becoming A Problem Solver.pdf](#) <sup>1</sup>
- [Bullies 2 Buddies lessons \(3 free pdf downloads\): How to Stop Being Teased and Bullied Without Really Trying, A Revolutionary Guide to Reducing Aggression between Children, & The Golden Rule Solution to Racism](#) <sup>2</sup>
- [Bully Prevention In PBS.pdf](#) <sup>3</sup>
- [A Sample Behavior Rubric: Aggressive Behavior Consequence Rubric.pdf](#) <sup>4</sup>
- [Bullying: Time To Think Reflection Sheet For Lower Elementary.doc](#) <sup>5</sup>

- [Bullying: Time To Think Reflection Sheet For Upper Elementary.doc](#) <sup>6</sup>
- [Bully Think Sheet.doc](#) <sup>7</sup>
- [CPS \(Collaborative Problem Solving Technique\).doc](#) <sup>8</sup>
- [Embedding Bully-Proofing in School-wide PBS – PBIS.ppt](#) <sup>9</sup>
- [Self Talk & Bullies.doc](#) <sup>10</sup>
- [Think Sheet.doc](#)
- [Think Sheet.pdf](#) <sup>11</sup>
- [Tips For Problem Solving.doc](#)
- [Trash Talk Vs. Real Threat.doc](#)
- [Warning Tickets.doc](#) <sup>12</sup>
- [Let Kids Fix Own Problems.pdf](#) <sup>13</sup>
- [Pre K To Grade 2: Conflict Resolution.pdf](#) <sup>14</sup>
- [Grades 3 To 5: Conflict Resolution.pdf](#) <sup>15</sup>
- [Teach Students Planned Ignoring](#) <sup>16</sup>
- [Highly Recommended Bullying Links](#) <sup>17</sup>
- [101 Great Comeback Lines](#) <sup>18</sup>
- [Bullying Defense Skills Training](#) <sup>19</sup>
- [Bullying Advice](#) <sup>20</sup>
- [FAQ When Your Child is Being Bullied](#) <sup>21</sup>

#### Footnotes:

1. About.com. *Becoming A Problem Solver*. [<http://clk.about.com/?zi=3/1bc&sdn=becoming+a+problem+solver&cdn=term2&tm=5&f=11&tt=22&bt=1&bts=0&st=10&zu=http%3A/specialized.about.com/library/problemsolving1.pdf>].
2. Bullies 2 Buddies. *Bullies 2 Buddies Free Resources: How to Stop Being Teased and Bullied Without Really Trying, A Revolutionary Guide to Reducing Aggression between Children, & The Golden Rule Solution to Racism*. [<https://bullies2buddies.com/Free-Manuals/enjoy-our-free-resources.html>].
3. Stiller, B., Ross, S., Horner, R. H. *Bully Prevention in Positive Behavior Support*. [<http://www.pbis.org/common/pbisresources/tools/pbsbullyprevention.pdf>].
4. Davis, S. *A Sample Behavior Rubric: Aggressive Behavior Consequence Rubric*. [[http://www.k12connections.iptv.org/documents/antiBully2\\_DisciplineRubric.pdf](http://www.k12connections.iptv.org/documents/antiBully2_DisciplineRubric.pdf)].
5. Central Elementary School. *Bullying: Time To Think Reflection Sheet For Lower Elementary*.
6. Central Elementary School. *Bullying: Time To Think Reflection Sheet For Upper Elementary*.
7. Shawnee Mission School District. *Bully Think Sheet*. [[www4.smsd.org/positivebehaviorsupports/docs/Doc-87951.doc](http://www4.smsd.org/positivebehaviorsupports/docs/Doc-87951.doc)].
8. Greene, R. W., *Lives In The Balance*. [<http://www.livesinthebalance.org/>].
9. Ross, S., Horner, R. University of Oregon. PBIS.org *Embedding Bully-Proofing in School-wide PBS – PBIS*. [<http://www.pbis.org/common/pbisresources/presentations/rosshornerbullyproofing0307.ppt>].
10. Letson, T. *Self-Talk Skill*. [<http://www.bullystoppers.com/index.html>].
11. Watson, S. *Behavior Think Sheets*. [<http://specialized.about.com/library/problemsolving2.pdf>].
12. Source unknown.
13. WINGS for Kids, Inc. *Let Kids Fix Own Problems*. [<http://wingsforkids.org/files/HotWINGS-ProblemSolving.pdf>].
14. The Nemours Foundation/KidsHealth. (2006). *PreK to Grade 2, Personal Health Series: Conflict Resolution*. [[http://classroom.kidshealth.org/prekto2/personal/growing/conflict\\_resolution.pdf](http://classroom.kidshealth.org/prekto2/personal/growing/conflict_resolution.pdf)].
15. The Nemours Foundation/KidsHealth. (2006). *Grades 3 to 5, Personal Health Series: Conflict Resolution*. [[http://classroom.kidshealth.org/3to5/personal/growing/conflict\\_resolution.pdf](http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf)].
16. Lawrence, R. *Planned ignoring*. [<http://www.learnnc.org/lp/pages/3060>].
17. Letson, T. *Highly Recommended Bullying Links*. [<http://www.bullystoppers.com/links.html>].
18. Letson, T. *101 Great Comeback Lines*. [[http://www.bullystoppers.com/101\\_great\\_comeback\\_lines.html](http://www.bullystoppers.com/101_great_comeback_lines.html)].
19. Letson, T. *Bullying Defense Skills Training*. [[http://www.bullystoppers.com/Bully\\_defense\\_skills.html](http://www.bullystoppers.com/Bully_defense_skills.html)].
20. Letson, T. *Bullying Advice*. [<http://www.bullystoppers.com/advice.html>].
21. Letson, T. *FAQ When Your Child is Being Bullied*. [<http://www.bullystoppers.com/Parents.html>].

# Teach Coping Skills

## Why should I do it:

- Improves kids self-confidence and self-esteem
- Increases instruction time
- Improves students' independence
- Helps students to be more assertive
- Decreases the time it takes to deal with students' crises, issues, meltdowns, etc
- Provides students a good life long skills
- Helps to empower students
- Improves behaviors
- Improves student problem solving
- Helps student empowerment

## When should I do it:

- All students should be taught coping skills and they should regularly be modeled for all students
- When a student frequently has melt downs, falls apart, cries, experiences anxiety, has issues with friends
- When students seem to have trouble handling criticism, failure, disappointment, conflict, decision-making, etc
- When students have trouble appropriately expressing emotions, like sadness, disappointment, frustration, happiness, excitement, etc
- When you are having to frequently stop to console, encourage, or settle kids down

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Depending on the situation, need, and child, there are numerous ways to teach kids coping skills
- Always try to use active listening skills
- Use a clam tone
- Be firm when necessary and set boundaries
- Use support and resources below for specific lesson plans, ideas, strategies, and skills

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- General Coping Strategies:
  - [Coping Skills For Kids](#) <sup>1</sup>
  - [Helping Kids Develop Coping Skills](#) <sup>2</sup>
  - [Students Teach Students: Using Student Essays To Build Coping Skills and Self-Esteem](#) <sup>3</sup>
  - [Teach Relaxation Skills](#)

- Teach Students Planned Ignoring <sup>4</sup>
- Coping Skills <sup>5</sup>
- Coping Skills for Trauma <sup>6</sup>
- Survival Strategies of Children & Teenagers <sup>7</sup>
- Transactional Model of Stress and Coping <sup>8</sup>
- Coping Skills <sup>9</sup>
- Coping Strategies: Managing Feelings <sup>10</sup>
- Teach Coping Skills <sup>11</sup>
- 100's of Coping Skills Lesson Plans Reviewed By Teachers (Free Trial) <sup>12</sup>
- Coping Worksheets (Free Trial) <sup>13</sup>
- Coping Lesson Plans (Free Trial) <sup>14</sup>
- Coping With Anger:
  - 6 Ways to Help Kids Handle Anger <sup>15</sup>
  - 6 WAYS TO HELP THE ANGRY CHILD <sup>16</sup>
  - Anger Management: Get Your Angries Out <sup>17</sup>
  - Helping Children Cope with Anger <sup>18</sup>
  - Helping Young Children Deal with Anger <sup>19</sup>
  - PBS Kids Dealing With Anger Video <sup>20</sup>
- Coping With Boredom:
  - Deal with Boredom at School <sup>21</sup>
- Coping With Change:
  - Helping Children Cope With Change <sup>22</sup>
  - Helping Children Cope with School Transitions <sup>23</sup>
  - Helping Children Deal With Change.pdf <sup>24</sup>
- Coping With Disappointment:
  - Help Kids Handle Disappointment: Learning to cope in the face of frustration is an important life skill. Here's how to teach it to your child. <sup>25</sup>
  - Helping children cope with disappointment <sup>26</sup>
  - Helping Children Handle Disappointment <sup>27</sup>
  - Helping Kids Handle Rejection and Disappointment <sup>28</sup>
  - Teaching Guide: DEALING with DISAPPOINTMENT for grades K-5 <sup>29</sup>
- Coping With Embarrassment:
  - Embarrassing Moments: How To Deal <sup>30</sup>
- Coping With Fears:
  - 7 Ways to Overcome the Fear of Failure <sup>31</sup>
  - Fear of Failure: A Childhood Epidemic <sup>32</sup>
  - Help A Child Wrestle Worries And Fears.pdf <sup>33</sup>
  - Helping Children Who Fear School <sup>34</sup>
  - How To Conquer Public Speaking Fear <sup>35</sup>
  - Overcome the Fear of Speaking to Groups <sup>36</sup>
  - Phobics-Awareness.org <sup>37</sup>
- Coping With Frustration:
  - Children's Feelings: How Children Express Frustration <sup>38</sup>
  - Fight Frustration: Help your child learn the patience, practice, and perseverance he needs to overcome obstacles <sup>39</sup>
  - Techniques To Help Kids Deal With Frustration <sup>40</sup>
- Coping With Low Motivation:
  - Motivation — Helping Your Child Through Early Adolescence <sup>41</sup>
- Coping With Nervousness:

- How To Get Children To Overcome Shyness Free Online Video <sup>42</sup>
- The Nervous Child <sup>43</sup>
- Tips for How to Deal with Back to School Nervous Feelings <sup>44</sup>
- Coping With Sadness & Depression
  - Dealing with Childhood Depression <sup>45</sup>
  - DEPRESSION AMONG CHILDREN AND ADOLESCENTS: RECOMMENDATIONS FOR TEACHERS AND PARENTS.doc <sup>46</sup>
  - Depression in Children with ADHD <sup>47</sup>
  - How to Help Your Child With Depression <sup>48</sup>
  - PBS Kids Depression Video <sup>50</sup>
  - Teen Depression: A GUIDE FOR PARENTS AND TEACHERS <sup>51</sup>
  - Tips for Handling Depression in the Classroom: Helping Students Cope with Depressive Disorders <sup>52</sup>
- Coping With Grief & Loss
  - Nine Ways to Help Children Cope With Loss and Grief <sup>49</sup>
  - Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents.pdf <sup>67</sup>
  - Dealing With Death at School.pdf <sup>68</sup>
  - Coping with the Death of a Student or Staff Member.pdf <sup>69</sup>
  - How to: Help Your Students Deal with Grief and Loss <sup>70</sup>
  - Resources for Helping Students Deal with Crises <sup>71</sup>
  - Helping Your Child Deal With Death <sup>72</sup>
  - Resources for When Grief Comes to the Classroom through Death <sup>73</sup>
  - Helping Students Cope with Loss, Death and Grief: “Non-Therapeutic” Intervention for the Classroom.ppt <sup>74</sup>
  - Helping Children Cope: Teacher Resources for Talking About Tragedy <sup>75</sup>
  - Helping Children Cope with Death <sup>76</sup>
  - Books for Helping Children Cope with Death <sup>77</sup>
  - Helping Grieving Children at School <sup>78</sup>
  - Death: Dealing with Crisis at School Practical Suggestions for Educators <sup>79</sup>
  - Helping Students Deal with Loss <sup>80</sup>
  - National Center for School Crisis and Bereavement: School and Family Resources <sup>81</sup>
  - Helping Children Cope With Death.pdf <sup>82</sup>
  - How Counselors and Teachers Tell Students About A Death.pdf <sup>83</sup>
- Coping With Stress & Anxiety:
  - Coping With Math Anxiety <sup>53</sup>
  - Help Kids Cool Down When They Are Stressed Out.pdf <sup>54</sup>
  - How To Relieve Back To School Stress and Anxiety <sup>55</sup>
  - How To Relieve School Anxiety <sup>56</sup>
  - Managing School Phobia: Helping Teens and Kids Cope with School Anxiety and Avoidance <sup>57</sup>
  - School Phobia Tips: How to Deal with Anxiety about School <sup>58</sup>
  - Separation Anxiety in Children: Easing Separation Anxiety Disorder <sup>59</sup>
  - Social Causes Of School Anxiety <sup>60</sup>
  - Teaching Children/Youth Coping Skills For Stress Management <sup>61</sup>
  - Test Anxiety: How To Deal With Test Anxiety and Actually Do Better On Tests <sup>62</sup>

- The Medical Basis of Stress, Depression, Anxiety and Drug Use! Explained in a FUN, easy to read format! <sup>63</sup>
- What are some ways I can calm down quickly when I'm feeling overwhelmed? <sup>64</sup>
- Coping With Worry:
  - Helping Children Cope with Worries <sup>65</sup>
  - Helping Kids Handle Worry <sup>66</sup>

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## Teach Organizational Skills

### Why should I do it:

- Teaches students important skills that will be necessary more and more as they get older and progress through school
- Reduces wasted time with students looking for things
- Increases instructional time
- Improves work completion
- Students can find their materials and assignments faster and more easily
- Improves students' self confidence
- Increases attending behavior
- Helps students stay aware of what their assignments are, which are completed, and which they still need to do
- Improves homework completion and return

### When should I do it:

- When a student is disorganized
- When a student loses a lot of work
- When a student frequently fails to turn work in
- When a student spends an abnormal amount of time looking for materials and assignments in their desks or bags
- When students have ADD/ADHD
- When students have poor home support
- When students have trouble remembering what their work is, what they had to do, and what they completed

### How do I do it:

- Have a student, a select group of students, or your entire class organize their materials in their desks and bags once a day
- Set up a standard routine and teach your students how to organize, for example using folders and putting work to do on one side and finished work on the other side, etc.
- Help students having difficulty organizing their things and provide one on one support, showing them how to do it and then having them show you
- Try a visual checklist for students that are more visually oriented, like those on the Autism Spectrum or those with ADD/ADHD
- Have the student organize their locker or desk at the end of the day
- Ask parents to assist their child at home organizing their backpack, materials, folders, work, etc
- Create a visual organizational checklist for the student to use before leaving for the day
- Have the student keep their things in a small crate or box either by their desk or somewhere else in the room

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Teaching Organizational Skills](#) <sup>1</sup>
- [Provide A Container For The Student's Belongings](#)
- [Teaching Organization With Notebook Checks](#) <sup>2</sup>

- [Helping The LD Child With Organization](#) <sup>3</sup>
- [Teaching Students Time Management And Organization](#) <sup>4</sup>
- [Organization](#) <sup>5</sup>
- [Strategies To Improve Organizational Skills \(scroll down a little on the page\)](#) <sup>6</sup>
- [Helping Your Child With Organizational And Study Skills](#) <sup>7</sup>
- [Organizational Strategies](#) <sup>8</sup>

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## Teach Relationship Skills

### Why should I do it:

- Interpersonal skills are an important part of students' development
- Improves self-esteem
- Increases student buy-in
- Creates a more cohesive class and group
- Helps students help one another
- Increases instructional time
- Decreases time spent repeating directions, rehashing lessons, etc
- Improves students' moods, affect, and emotional stability
- Helps students to interact with adults
- Helps students to elicit help from teachers and others
- Teaches students important life skills for dealing with others
- Reduces conflicts, arguing, and fighting
- Improves the environment of the room/school
- Helps students make and keep friends
- Improves coping skills
- Increases self-confidence

### When should I do it:

- All students can benefit from being taught relationship skills
- With students who seem to be "loners"
- With students that are frequently involved or starting or taking part in drama
- With students that say no one likes them or they have no friends
- With students who have trouble asking for help
- When students seem socially awkward
- When students cannot get along with others
- When students instigate, annoy, bug, etc, others
- With students who are immature
- When other students shun, avoid, or ostracize others
- When students bully or are bullied
- When students create or spread rumors
- When students have trouble sharing, compromising, listening to others' opinions, etc
- When students seem intolerant of others

### How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing relationship skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing relationship skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific relationship skills lessons and interventions for specific students*
- Use any opportunity to model and role play relationship skills, like when a student name calls and others choose not to play with them, when a student shares, when a student helps another, etc

- Teach lessons on relationships, friendships, getting along with others, tolerance, etc
- Take students aside to discuss and have them reflect on how their behaviors affect others, what behaviors would make others want to be friends with them, etc
- Have students partner up and work on projects together
- Assign work partners
- Help kids set goals with making friends or getting to know others
- Try the supports and resources below

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [50 Tips On How To Make Friends](#) <sup>1</sup>
- [6 Friendship Rules To Live By](#) <sup>2</sup>
- [A Social Skills Lesson: What Is A Friend](#) <sup>3</sup>
- Assign a buddy or partner
- [Caring Lesson Older Students](#) <sup>4</sup>
- [Caring Lesson Younger Students](#) <sup>5</sup>
- Draw a picture or write in a journal
- [Empathy 101: 10 Commandments Of Human Relationships](#) <sup>6</sup>
- Encourage interaction with a more self confident student
- Engage student
- [Fact Sheet About Dating Violence.pdf](#) <sup>7</sup>
- [Fairness Lesson Younger Students Activity](#) <sup>8</sup>
- [Fairness/Justice Lesson Older Students Activity](#) <sup>9</sup>
- [Friendship Lesson](#) <sup>10</sup>
- [Getting Along With Parents Lesson](#) <sup>11</sup>
- [Honesty Lesson](#) <sup>12</sup>
- [How To Build Friendships With Good Listening Skills](#) <sup>13</sup>
- [How To Make Friends And Get S Social Life](#) <sup>14</sup>
- [How To Make Friends At School: Helping Your Pre-teen Overcome Shyness](#) <sup>15</sup>
- [How to Socialize, Be Funny and Make Friends](#) <sup>16</sup>
- [Integrity Lesson](#) <sup>17</sup>
- [Interpersonal Skills](#) <sup>18</sup>
- [Kid's Health: Friendship](#) <sup>19</sup>
- [Kid's Health: Making Friends](#) <sup>20</sup>
- [Kid's Health: Peer Group Pressure](#) <sup>21</sup>
- [Kid's Health: Peer Groups](#) <sup>22</sup>
- [Kid's Health: Prejudice](#) <sup>23</sup>
- [Kid's Health: Problems With The Teacher](#) <sup>24</sup>
- [Kid's Health: Teasing Others And How To Stop](#) <sup>25</sup>
- [Kid's Health: What Is Diversity?](#) <sup>26</sup>
- Model appropriate language
- Natural consequences
- [Preventing Conflicts & Violence Lesson](#) <sup>27</sup>
- Reassurance
- Reflection sheet
- [Respect Lesson Older Students Activity](#) <sup>28</sup>
- [Respect Lesson Younger Students Activity](#) <sup>29</sup>
- [Respecting Others Lesson](#) <sup>30</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>31</sup>

- Speak with student in hallway
- Speaking Of Sex Lesson <sup>32</sup>
- Talk one on one with student
- Teach conflict resolution skills
- Teach coping skills
- Teach social skills
- Teaching empathy: Evidence-based tips for fostering empathy in children <sup>33</sup>
- Trustworthiness Lesson Older Students Activity <sup>34</sup>
- Trustworthiness Lesson Younger Students Activity <sup>35</sup>
- Teaching Empathy <sup>36</sup>
- Social Skills Stories, Games, Materials, & Resources <sup>37</sup>
- PLAY SKILLS-BASED INTERVENTIONS.pdf <sup>38</sup>
- Social Skills For Middle School Students <sup>39</sup>
- How to Get Children to Overcome Shyness (video) <sup>40</sup>
- Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents
  - 10 Ways to Improve Your Interpersonal Skills <sup>41</sup>
  - Activities People Do When They Hang Around Each Other <sup>42</sup>
  - Dealing with anxiety & shyness in social situations and relationships <sup>43</sup>
  - At Times It's Socially Practical To Know Things Other People Care About <sup>44</sup>
  - Being Honest With Yourself About Your Social Problems <sup>45</sup>
  - Being Too Negative Can Hinder Your Social Success <sup>46</sup>
  - Generally Improving Your Social Skills <sup>47</sup>
  - Coping With Nervousness <sup>48</sup>
  - Dealing With Regrets Caused By Your Poor People Skills <sup>49</sup>
  - Thoughts On How To Make Conversation <sup>50</sup>
  - Getting Along With New Groups <sup>51</sup>
  - How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>52</sup>
  - How To Be More Friendly And Social <sup>53</sup>
  - How To Be More Fun <sup>54</sup>
  - How To Meet People <sup>55</sup>
  - How To Talk To Shyer and/or Less Social People <sup>56</sup>
  - How Your Interests Can Affect Your Social Success <sup>57</sup>
  - Common Worries Shy Or Insecure People Have <sup>58</sup>
  - Is Bitterness Holding You Back Socially? <sup>59</sup>
  - Is It Okay To Hang Out With Another Guy One On One? <sup>60</sup>
  - Is Thinking You're Better Than Other People Holding You Back Socially? <sup>61</sup>
  - Learning To Make More Eye Contact With People <sup>62</sup>
  - Little Social Annoyances That Will Never Go Away <sup>63</sup>
  - Loosen Up To Be More Socially Successful <sup>64</sup>
  - Making Plans With People <sup>65</sup>
  - Mistakes Lonely People Often Make <sup>66</sup>
  - My Experience With Becoming More Self-Confident <sup>67</sup>
  - Other People Often Aren't As Shallow As They Seem <sup>68</sup>
  - It's Very Tricky To Know What You Want Socially <sup>69</sup>
  - Reflections on Being Defensive and Secretive <sup>70</sup>
  - Reflections On Getting Over Low Self-Esteem <sup>71</sup>
  - Some Interpersonal Pitfalls More Intellectual Types Can Fall Into <sup>72</sup>
  - Some Thoughts On The Point Of Small Talk <sup>73</sup>

- [Some Tips On How To Be Less Quiet In Conversations](#) <sup>74</sup>
- [Some Ways People Are Mentally Lazy About Judging Others](#) <sup>75</sup>
- [The Importance of Getting Your Appearance In Order](#) <sup>76</sup>
- [The Importance Of Simplicity And The Basics In Social Interactions...](#) <sup>77</sup>
- [Meeting People & Making Friends](#) <sup>78</sup>
- [Thoughts On How To Be Funny](#) <sup>79</sup>
- [Thoughts On How to Be More Interesting](#) <sup>80</sup>
- [Thoughts On How To Make A Conversation](#) <sup>81</sup>
- [Thoughts on Seeming Less Weird](#) <sup>82</sup>
- [How To Mingle And Talk To People At Parties](#) <sup>83</sup>
- [Ways People Can Unintentionally Leave Friends Out Of Social Events](#) <sup>84</sup>
- [When People Say “How’s It Going?”, “What’s Up?” or “What’s New?”](#) <sup>85</sup>
- [When You Feel Like Your Friends Suck](#) <sup>86</sup>
- [Why You Need To Directly Practice Your Social Skills And How To Do It](#) <sup>87</sup>
- [When Your Friends Tease You A Lot](#) <sup>88</sup>

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# Teach Relaxation Techniques

## Why should I do it:

- Students can get overwhelmed easily
- Many students want to be successful but haven't yet developed all the skills, which can lead to anxiety/frustration
- Everyone needs a break every once in a while
- Provides students a way to manage their own feelings and emotions
- Increases instructional time when students can calm themselves and utilize coping skills, like relaxation
- Improves student focus and attention
- Helps refocus and refresh students
- Has positive physiological benefits, like improved blood flow, oxygen levels, and endorphin levels, as well as decreased cortisol or "stress hormone" levels

## When should I do it:

- When you see a student becoming frustrated (banging things, groaning, crying, refusing to do work)
- When a student is involved in a mild confrontation with another student
- When student has a lot of work to do
- When a student appears, tense, uptight, anxious
- When a student is having a "bad day"
- When a student appears uncomfortable
- When a student has become unfocused and off task

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Take time to speak with the individual student alone or teach the entire class the relaxation techniques they will use in class
- Assure student that everyone gets stressed/frustrated/worried/ overwhelmed
- Teach the student to know when they are stressed, frustrated, worried, overwhelmed, etc (some common answers are: clench fists, breathe heavily, cry, sweat)
- Teach student when they feel stressed, frustrated, upset, etc, to ask to go relax
- Practice the first time with the student or class
- Establish where, when, and how students will initiate and carry out a break to relax (establish where in or out of the room students will do it, if there will be one or more choices of relaxation techniques to choose from, how they ask to take a relaxation break, how long they are, how many and which students may do them, etc)
- Practical relaxation techniques for students:
  - Deep Breathing
  - Count to 10

- Write in a journal
- Draw
- Color
- Scribble
- Read
- Visualization
- Listen to music or nature sounds
- Take a break

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Deep Breathing](#)
- [Relaxation Stretching.doc](#)
- [Relaxation Southwest Crickets In The Evening.doc](#)
- [Relaxation Tropical Beach.doc](#)
- [Relaxation Tropical Rain Forest.doc](#)
- Stress ball or stress fidget
- Count to 10
- Draw a picture or write in a journal
- Listen to music
- Take a break

# Teach Social Skills

## Why should I do it:

- Many students lack basic social skills
- Increases instructional time
- Improves student interactions
- Increases student productivity
- Helps students improve daily social functioning
- Helps students make friends
- Teaches students essential life skills
- Helps students to fit in
- Helps students to function better in classes
- Teaches students to follow rules, expectations, procedures, etc
- Increases self confidence, self concept, and self esteem
- Gives students a common “language”

## When should I do it:

- It is important to teach all students appropriate social skills with any and all opportunities
- When students have poor hygiene
- When students seem out of place, ostracized, or isolated
- When students exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc
- When students are rude, short, pushy, etc
- When students demonstrate poor personal care habits, like blowing nose, using a napkin, etc
- When students appear socially awkward, weird, out of place, etc
- When students are perceived as weird and strange by the class
- When students do or say weird, silly, inappropriate, or out of place things

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing social skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing social skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific social skills lessons and interventions for specific students*
- In the realm of social skills, there is a broad range of skills and topics, as well as a good deal of overlap with other skills, like interpersonal skills, coping skills, etc
- Some common areas for social skills instruction include:
  - Hygiene
  - Manners
  - Listening
  - Being polite
  - Being considerate
  - Being respectful
  - Sharing

- Taking turns
- Appropriate words
- Appropriate touch
- How to behave in the halls, lunchroom, during instruction, etc
- Etc
- Please refer to the supports and resources below for lesson plans, ideas, and strategies

### **Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [A Social Skills Lesson: What Is A Friend](#) <sup>1</sup>
- [Age Appropriate Social Skills Lessons](#) <sup>2</sup>
- [Teaching Social Skills To Kids Who Don't Yet Have Them](#) <sup>3</sup>
- [Do2Learn.com Schedules](#) <sup>4</sup>
- [Elementary Etiquette: A Lesson Plan on Using Polite Words](#) <sup>5</sup>
- [Embedding Social Skills Instruction Throughout The Day Presentation.ppt](#) <sup>6</sup>
- [Hand Washing Song.pdf](#) <sup>7</sup>
- [Behavior & Social Skills](#) <sup>8</sup>
- [Personal Hygiene Lessons](#) <sup>9</sup>
- [Reading Facial Expressions.pdf](#) <sup>10</sup>
- [Reading Social Cues And Emotions.pdf](#) <sup>11</sup>
- [Social Skills Activities](#) <sup>12</sup>
- [Social Skills For Middle School Students](#) <sup>13</sup>
- [Social Skills Instruction Presentation.ppt](#) <sup>14</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>15</sup>
- [The Deodorant Story.pdf](#) <sup>16</sup>
- [Visual Schedules](#) <sup>17</sup>
- [Your Emotions Impact Others Lesson.pdf](#) <sup>18</sup>
- [Social Skills Stories, Games, Materials, & Resources](#) <sup>19</sup>
- [K-5 Lesson Plans on Hygiene](#) <sup>20</sup>
- [Social Skills](#) <sup>21</sup>
- [Social Skills and Academic Achievement](#) <sup>22</sup>
- [Social Skills/Pragmatics](#) <sup>23</sup>
- [Social skills activities for children and teenagers: Ideas inspired by research](#) <sup>24</sup>
- [Ideas for Educators Supporting Social/Emotional Language Skills](#) <sup>25</sup>
- [Social skills Training & Aggression Replacement Techniques \(START/STAIRS\)](#) <sup>26</sup>
- [Social Skills Worksheets](#) <sup>27</sup>
- [Social Skills Training](#) <sup>28</sup>
- [Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents](#)
  - [10 Ways to Improve Your Interpersonal Skills](#) <sup>29</sup>
  - [Activities People Do When They Hang Around Each Other](#) <sup>30</sup>
  - [Dealing with anxiety & shyness in social situations and relationships](#) <sup>31</sup>
  - [At Times It's Socially Practical To Know Things Other People Care About](#) <sup>32</sup>
  - [Being Honest With Yourself About Your Social Problems](#) <sup>33</sup>
  - [Being Too Negative Can Hinder Your Social Success](#) <sup>34</sup>
  - [Generally Improving Your Social Skills](#) <sup>35</sup>
  - [Coping With Nervousness](#) <sup>36</sup>
  - [Dealing With Regrets Caused By Your Poor People Skills](#) <sup>37</sup>

- Thoughts On How To Make Conversation <sup>38</sup>
- Getting Along With New Groups <sup>39</sup>
- How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>40</sup>
- How To Be More Friendly And Social <sup>41</sup>
- How To Be More Fun <sup>42</sup>
- How To Meet People <sup>43</sup>
- How To Talk To Shyer and/or Less Social People <sup>44</sup>
- How Your Interests Can Affect Your Social Success <sup>45</sup>
- Common Worries Shy Or Insecure People Have <sup>46</sup>
- Is Bitterness Holding You Back Socially? <sup>47</sup>
- Is It Okay To Hang Out With Another Guy One On One? <sup>48</sup>
- Is Thinking You're Better Than Other People Holding You Back Socially? <sup>49</sup>
- Learning To Make More Eye Contact With People <sup>50</sup>
- Little Social Annoyances That Will Never Go Away <sup>51</sup>
- Loosen Up To Be More Socially Successful <sup>52</sup>
- Making Plans With People <sup>53</sup>
- Mistakes Lonely People Often Make <sup>54</sup>
- My Experience With Becoming More Self-Confident <sup>55</sup>
- Other People Often Aren't As Shallow As They Seem <sup>56</sup>
- It's Very Tricky To Know What You Want Socially <sup>57</sup>
- Reflections on Being Defensive and Secretive <sup>58</sup>
- Reflections On Getting Over Low Self-Esteem <sup>59</sup>
- Some Interpersonal Pitfalls More Intellectual Types Can Fall Into <sup>60</sup>
- Some Thoughts On The Point Of Small Talk <sup>61</sup>
- Some Tips On How To Be Less Quiet In Conversations <sup>62</sup>
- Some Ways People Are Mentally Lazy About Judging Others <sup>63</sup>
- The Importance of Getting Your Appearance In Order <sup>64</sup>
- The Importance Of Simplicity And The Basics In Social Interactions... <sup>65</sup>
- Meeting People & Making Friends <sup>66</sup>
- Thoughts On How To Be Funny <sup>67</sup>
- Thoughts On How to Be More Interesting <sup>68</sup>
- Thoughts On How To Make A Conversation <sup>69</sup>
- Thoughts on Seeming Less Weird <sup>70</sup>
- How To Mingle And Talk To People At Parties <sup>71</sup>
- Ways People Can Unintentionally Leave Friends Out Of Social Events <sup>72</sup>
- When People Say "How's It Going?", "What's Up?" or "What's New?" <sup>73</sup>
- When You Feel Like Your Friends Suck <sup>74</sup>
- Why You Need To Directly Practice Your Social Skills And How To Do It <sup>75</sup>
- When Your Friends Tease You A Lot <sup>76</sup>

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# Teach Substitute Words

## Why should I do it:

- Some students are stuck in a cycle of negative self talk and negative self image
- Teaching them alternate ways to think about and express themselves can increase work productivity and behavior
- Some students use profanity as a regular part of their conversation and get in trouble for this in school, even though it may be acceptable at home or routinely heard in the home, therefore, giving them alternative words to replace these profanities with can help them to keep from getting suspended and in trouble

## When should I do it:

- When a student gets frustrated or has repeatedly disclosed they “aren’t smart”, “don’t get it”, “can’t do it” or any other self-defeating thoughts
- When students slip with profanities a lot
- When students use profanity or inappropriate language as a regular part of their speech and conversation

## How do I do it:

- Provide normalization and reassurance for the student that everyone gets frustrated or stuck on something
- Tell student, they don’t have to stop being frustrated but maybe try using another statement.
- Examples of replacement statements:
  - I can’t do it -> I can try again
  - I’m not smart -> I am really smart in math
  - I don’t get it -> I can ask for help
- Take a student aside and brainstorm some words they will use in place of profanity or inappropriate language, like darn instead of dam, bummer in place of shit, etc
- The student will need frequent reminders and practice until they develop a new habit of using the replacement words, so be patient and supportive, giving reminders and cues when needed

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Model appropriate language](#)

## Touch Base With Student

### Why should I do it:

- Students feel you are engaged in their achievements
- Helps student obtain focus at the beginning of the day
- Helps student process the events of the day at the end
- Helps students ask questions about work they might not ask on their own
- Keeps students moving forward, motivated, and progressing
- Holds students accountable
- Makes students more likely to take work seriously
- Helps reassure students there is help when they need it
- Gives students a little boost
- Increases work completion
- Builds rapport, trust, and confidence
- Makes students feel more secure and optimistic about hard assignments
- Makes students feel like the teacher cares and wants to help

### When should I do it:

- When a student has difficulty following through, staying on task or is easily distracted
- When a student clowns around a lot
- When a student has academic struggles
- When a student has a learning or other disability
- When a student looks confused often
- When a student frequently turns in incomplete or no work
- When a student needs reassurance
- When a student has low self confidence or little self motivation
- When a student is insecure about their work
- When a student is slowing down
- When a student seems to be stuck or stops working

### How do I do it:

- At the beginning of the day, utilize calm, neutral tone and enthusiasm about having a good day, discussing the expectations of the day and the schedule of the day
- Focus on the good, encourage students that today is a new day and you have confidence in their abilities
- At the end of the day, utilize calm, neutral tone, regardless of the sort of day the student has had. Help student identify areas he/she can improve on and praise for behaviors that were done well. Tell student you also have confidence they can do just as good or better than today.
- During assignments, activities, or other tasks, walk around the room and stop to touch base with the students that need it, kneeling down and quietly asking how they are doing, if they need help, or asking about a problem on their assignment page
- Call a student up to your desk and quietly ask if they are getting through the assignment okay or if they need any help on any of the problems
- Stopping by a students desk and whispering, asking if they are all set

- Stopping at a student's desk, pointing to their assignment page, and asking if they need help on a specific item (any item, doesn't matter, just get the ball rolling and breaks the ice for the student to redirect to the item they do need help with)
- As a systematic method, teach students to place their pen or pencil in the upper right corner of their desk (or some other indicator) to indicate they need the teacher to touch base with them

## Touch Student On Shoulder

### Why should I do it:

- Provides quick and easy way to redirect off task students, misbehaviors, talking, etc
- Does not disrupt the instruction
- Increases student attention and focus
- Effective non-verbal cue
- Can help break and reset a student's cycle of thinking or dysfunctional coping/processing

### When should I do it:

- When a student is off task, talking, misbehaving, goofing around, staring, sleeping, inattentive, etc
- When a student seems overwhelmed, lost, confused, etc

### How do I do it:

- When a student is off task, inattentive, misbehaving, goofing around, etc, walk by the student and tap them on the should, arm, or hand to get their attention
- You do not need to stop instruction or the task at hand, just tap the student while you are instructing or other students are participating, perhaps giving the student a "look" when you get their attention after the tap
- You could also tap the students desk to get their attention
- If a student seems to need assistance, tap them and then ask if they are okay, need help on an item, or need to get a drink, etc

## Turn Desk Around

### Why should I do it:

- Reduces distractions
- Reduces interruptions
- Helps students focus
- Keeps students from constantly reaching in their desk to get items and play with them
- Reduces fidgeting with objects
- Reduces extra activity of going in and out of the desk
- Gives students an opportunity to get up and move when they have to get something out of their desk
- Reduces time students spend trying to look for and find things in their desks
- Reduces clutter and disorganization

### When should I do it:

- When a student is frequently getting things out of their desk
- When students have cluttered and disorganized desks
- When students are frequently distracted with objects in their desks or playing in their desks
- When students need frequent opportunities to get up and move
- When students are distracted by their desks and objects in it

### How do I do it:

- Have the student turn their desk around so they cannot access their belongings in the desk without getting out of their seat and walking around to the desk opening
- Help the student develop a routine where they get out only the supplies they need for each subject

## Use Calm Neutral Tone

### Why should I do it:

- It is a quick method to de-escalate a student
- It keeps you in a calm state of mind
- A student will take your lead in the way you speak
- Helps keep the student more calm and controlled
- Reduces tension
- Keeps the adult in control and in charge
- Sets a good model and precedent for how behaviors will be perceived and handled
- Prevents students from making a scene and drawing from an audience
- Diminishes the student's power and control of a situation
- Is perceived by students as a mature and "adult" manner of handling situations
- Indicates to students that everything is okay, under control, and within the adult's power
- Reduces blow ups, tantrums, and other extreme or fringe behaviors
- Is soothing and calming for everyone
- Causes students to be extra attentive to what you are saying

### When should I do it:

- When you are processing a problem with a student
- When a student is reluctant to follow your directives
- When a student is trying to verbally engage you in an argument
- When a student becomes loud, yells, gets angry, becomes physically or verbally aggressive
- When a student is very upset
- When a student is very defiant and oppositional
- When a student is anxious, worried, or nervous
- When a student is scared or afraid
- When giving directions or directives in an emergency situation or other tense setting
- When addressing delicate or sensitive topics with students
- When calming down students who have become aggressive with one another or are in an argument, debate, or disagreement

### How do I do it:

- This technique takes a lot of patience, support, self-control and self-talk
- Be aware of your own physiological cues to getting angry, annoyed, offended, disrespected and frustrated
- When you have those feelings/thoughts, say to yourself talk yourself out of losing your temper
- Use "I" statements, for example: "I would like for you to make a choice between doing your work at your desk or at another desk" Rather than "you need to make a choice now about where you are going to do your work"
- If possible, remove yourself from a tense situation before talking to the student to calm down
- Always provide consequences to students in the most non-emotional state possible.

- Use a calm and neutral tone of voice
- Use an open and non-threatening body posture
- Make slow and subtle movements
- Get on the level of the student(s)
- Remain calm and maintain a cool and collected composure, even if you don't feel that way inside
- Use direct eye contact unless it seems to be provoking the student
- Use cues and signs, like nodding your head "yes" and "no"
- If dealing with a student who is emotionally upset, matching your facial expressions to what they are saying can be helpful, for example, when talking with a student who is upset about the death of a loved one, having a solemn look or flashing a frown at appropriate times

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [How To De-escalate Angry Students](#) <sup>1</sup>

**Footnotes:**

1. Carney, S. (2010). *How to De-escalate Angry Students*. [<http://susan-carney.suite101.com/how-to-de-escalate-angry-students-a233420>].

# Seating Disk

## Why should I do it:

- Some students require the need for outside stimulus to help them maintain focus
- Helps students attend to tasks better
- Focuses students
- Decreases distractibility
- Helps students calm down
- Helps students maintain attention and focus for longer periods
- Increases work production, comprehension, and problem solving
- Improves effort, motivation, and productivity
- Can have a calming effect on students

## When should I do it:

- When a student has difficulty staying in seat or is overly fidgety
- When a student is hyperactive
- When a student is on the Autism Spectrum
- When a student has trouble sustaining attention and focus due to high activity levels
- When a student is one who “bounces off the walls”
- After lunch with students who have too much energy to focus

## How do I do it:

- Ask if you have any in your school or facility, if not, look at the links below for ideas as to where to get them
- Explain to the student that the disk is a tool, designed to help them stay focused in class
- Allow the student to share it with the class if that is needed but refrain from giving it too much attention
- Keep seating discs in a specific spot and teach students to retrieve and return them to this spot when they need them
- Consider having a check in/out sheet by the seating discs to keep track of them
- If the student wiggles around on the seating disc, this is okay as the student is likely still working better and more focused

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents](#) <sup>1</sup>
- [Buy a Seating Disk at Allegromedical.com](#) <sup>2</sup>
- [Buy a Seating Disk from Amazon.com](#) <sup>3</sup>

## Footnotes:

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# Use Timer

## Why should I do it:

- Some students have difficulty regulating themselves and keeping track of time in their head
- Some students need more defined and predictable structure
- The timer can provide motivation as the student can try to “beat” the clock
- Some students respond better to an object setting boundaries than an adult telling them what to do

## When should I do it:

- When student has difficulty staying on task
- When a student takes too long to finish a task
- When a student has low motivation
- When a student frequently fails to complete work on time even though they are capable
- When a student is reluctant to follow verbal directives, warnings, signals, and indicators
- When a student responds poorly to verbally being told to do something

## How do I do it:

- Get a small timer and place on student’s desk
- For each assignment, give student several minutes to complete it
- If timer is too distracting for student, keep it on your desk but show student how much time they have
- You can also break up the assignment and use the timer for each portion
- Challenge the student to beat the timer
- With oppositional and defiant students, shift the students focus away from you telling them what to do by “blaming” the timer, for example, “the timer says you a few minutes left”

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Helping to motivate and focus students using a timer](#) <sup>1</sup>
- [Use a Timer as a Parenting Tool](#) <sup>2</sup>
- [Online Timer](#) <sup>3</sup>

## Footnotes:

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# Velcro® brand hook and loop fastener

## Why should I do it:

- Some students require the need for outside stimulus to help them maintain focus

## When should I do it:

- When a student has difficulty staying in seat, is overly fidgety, hyperactive, always grabbing and playing with objects around them, chewing on pencils and pens a lot, etc

## How do I do it:

- You can purchase sticky Velcro® brand hook and loop fastener and place just one side of it either on top of the desk or under the desk to allow them to stimulate senses while they are working and without disturbing the class
- Speak with the student in private and explain the intervention to them and how they are to use the Velcro® brand hook and loop fastener
- Ask the student where they may best like the Velcro® brand hook and loop fastener placed and try having them sit at their seat and think about where they would want it, maybe trying it out in several places then sticking it down to the spot chosen

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Sensory Integration Dysfunction Checklist and Suggestions for Teachers and Parents](#) <sup>1</sup>
- You can purchase Velcro® brand hook and loop fastener strips at drug stores, Meijer, Kmart, Target, Big Lot, etc.

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# Visual Schedules

## Why should I do it:

- Provides students with organization and structure
- Increases on task behavior
- Improves productivity
- Increases students' independence and responsibility
- Teaches students to use time more efficiently
- Helps visual learners

## When should I do it:

- With students who have ADD/ADHD
- With students on the autism spectrum
- With students who are disorganized
- With students that have trouble managing time and assignment completion
- When students are wandering, off task, or lagging behind the rest of the class
- When students exhibit poor executive and decision making skills
- When students have trouble with unstructured time
- When students have difficulty with transitions

## How do I do it:

- Visual schedules can vary a great deal and may be more or less complex
- Use pictures, images, and graphics to represent periods of the day, subjects, tasks, transitions, etc.
- Order these visual elements on a paper, board, etc,
- You may write descriptions below or beside each image
- The schedule may be placed in a central location for the entire class, or for individual schedules, on the student's desk
- Some schedules may have movable images and graphic or visual elements that can be moved from a "to do" side to a "done" side
- Other schedules may be more static without moving visual elements, but instead be laminated so a dry erase marker can be used on them to check each task or period off, or a page that is copied with a new schedule to write on each day
- The examples below will provide additional explanation and examples

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Visual Schedules](#) <sup>1</sup>
- [Do2Learn.com Schedules](#) <sup>2</sup>
- [Visual Schedule Example](#) <sup>3</sup>
- [Example Of Daily Schedules.pdf](#) <sup>4</sup>
- [Structured Daily Schedule.pdf](#) <sup>5</sup>
- [Visual Schedule.doc](#) <sup>6</sup>
- [Visual Schedule.pdf](#) <sup>7</sup>

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# Tier 2 Interventions

Tier 2: Moderately intensive and focused interventions formally taught and practiced on a small group and individual scale in a systematic and structured manner on an ongoing basis.

Tier 2 interventions apply to the small number of students who do not respond to Tier 1 interventions. Tier 2 interventions consist of more highly intensive interventions and require more support and instruction. They may be delivered on an individual basis or to small groups. For example, if there are a number of students who do not respond to Tier 1 interventions for how to behave during passing time, these students may all be placed on the same standardized behavior plan that addresses passing time behavior. One pre-made behavior plan applied to multiple students or groups. In addition, simple functional behavior assessments may be employed at the Tier 2 level.

**Before you start, a few important points:**

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & it's effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 3 interventions

# Alternatives To Suspension

## Why should I do it:

- Suspending kids is very unproductive for academics
- Some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with
- Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus
- Providing alternatives to suspensions can be much more effective in getting students' behavior to change
- There are many alternatives that motivate students better than suspending them

## When should I do it:

- When a student gets into trouble and suspended frequently
- When a student is trying to get suspended on purpose or to get out of something
- When students really need the instruction but a consequence or discipline is warranted
- When suspensions do not seem to be doing anything and are ineffective

## How do I do it:

- There are various alternatives to suspension and ways to carry them out.
- Always use a neutral tone and do not allow yourself to be drawn into power struggles.
- Alternatives may be discussed with a student or students before implementing them
- Some common alternatives include:
  - in-school suspension
  - school service (for example, assisting custodial staff with after school clean-up, lunch clean-up, etc)
  - mini course
  - parent supervision
  - counseling
  - community service
  - behavior monitoring
  - restitution
  - problem solving or behavior contract
  - alternative programming
  - loss of privileges (like lunch, recess, social time, etc)
  - time out
  - detention (before or after school)
  - mentoring (with a teacher, counselor, or other staff member before or after school)
  - behavioral contracts
  - send homes
  - referral to community mental health services
- **Refer to the resources below for more ideas and implementation**

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Alternatives To Suspension.pptx <sup>1</sup>
- Some Example Alternative to Suspension Programs.pdf <sup>2</sup>
- Ten Alternatives To Suspension.pdf <sup>3</sup>
- Article on Alternatives To Suspension <sup>4</sup>
- Alternatives to Suspension, Expulsion, & School-Based Arrest.pdf <sup>5</sup>
- In-School Suspension (ISS) <sup>6</sup>
- In-School Suspension Implementation <sup>7</sup>
- In-School Suspension: A Learning Tool <sup>8</sup>
- ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSION <sup>9</sup>
- Educational Alternatives to Suspension and Expulsion.pdf <sup>10</sup>
- Suspension alternative <sup>11</sup>
- Alternatives to Expulsion, Suspension and Dropping Out of School <sup>12</sup>
- Zero Tolerance and Alternative Discipline Strategies <sup>13</sup>
- Alternative to In School Suspension (I.S.S.) <sup>14</sup>
- Alternatives to Suspension <sup>15</sup>
- Alternative To Suspension Referral Form.doc <sup>16</sup>
- Alternatives to Suspension.pdf <sup>17</sup>

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# Behavior Contract

## Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

## When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
- When students are defiant and oppositional

## How do I do it:

- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart
- Explain the procedure with the student
- Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Behavior Contracts How To.pdf](#) <sup>1</sup>
- [The One-Party Behavioral Contract in a Transition Services Setting](#) <sup>2</sup>
- [Behavior Contracts \(video\)](#) <sup>3</sup>
- [How To Create Behavior Contracts](#) <sup>4</sup>
- [How To Create A Student Behavior Contract](#) <sup>5</sup>
- [Implementing a Behavior Contract](#) <sup>6</sup>
- [Free Printable Behavior Contracts & Charts](#) <sup>7</sup>
- [Sample Behavior Contract](#) <sup>8</sup>
- [Behavior Contract.doc](#) <sup>9</sup> or [Behavior Contract.pdf](#) <sup>10</sup>
- [Various Behavior Contract Forms](#) <sup>11</sup>
- [Behavior Contract Info, Faqs & Behavior Contracts & Charts For Purchase](#) <sup>12</sup>
- [How To Create A Behavior Contract With Your Teen](#) <sup>13</sup>

- Automated Contract Maker <sup>14</sup>
- School, Parent, Student Contract <sup>15</sup>
- Pre-made Student-Teacher-Parent Contract <sup>16</sup>
- “I Am Working For...” Form.pdf <sup>17</sup>
- A Behavior Contract and Behavior Monitoring Tools: Printable Resources to Help Students Improve Classroom Behavior <sup>18</sup>
- Behavior Contracts to Support Good Behavior
- Explicit Contracts Can Help Students Improve Problem Behavior <sup>19</sup>
- Behavior Tips and Tricks <sup>20</sup>
- Behavior Contracts Printable Worksheets <sup>21</sup>
- Behavior Management Forms <sup>22</sup>
- Behavior Contracts – How to Write Them <sup>23</sup>
- Behavior Contracts and Emotional Disturbance <sup>24</sup>
- Free Printable Behavior Charts <sup>25</sup>
- Behavior Modification Charts for Home and School (ages 4-10) <sup>26</sup>
- The Behavior Charts that kids love <sup>27</sup>
- Computer Printer Picture Graphics: Free Printable Behavior Charts <sup>28</sup>
- Behavior Charts for Kids <sup>29</sup>
- Free EP Downloadable Behavior Charts <sup>30</sup>
- Teen Behavior Contracts <sup>31</sup>
- Printable Behavior Contracts (sign up for free) <sup>32</sup>
- Behavior Contracts <sup>33</sup>
- Contracting <sup>34</sup>
- 7 Steps For Creating Behavior Contracts For Children <sup>35</sup>
- How To Create Behavior Contracts <sup>36</sup>
- Behavior Contracts <sup>37</sup>
- Student Behavior Contracts.pdf <sup>38</sup>
- Athletic Behavior Contract <sup>39</sup>
- How To Use A Behavior Contract in 15-Minutes (video) <sup>40</sup>

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## Behavior Intervention Plan (BIP)

### Why should I do it:

- Provides more intensive intervention and monitoring
- Increases support around student
- Provides an individualized plan for success
- Addresses specific issues in a specific manner
- Involves teachers, support staff, the student, and parents actively
- Helps teachers to address behaviors and issues consistently across subjects, rooms, sessions, etc

### When should I do it:

- When students exhibit consistent and significant behavior problems that interfere with their learning and/or others in the class
- When students demonstrate significant emotional difficulties that interfere with learning and/or others, including frustration, anxiety, depression, fear, etc
- When students demonstrate significant difficulties with organization, motivation, work completion, etc
- When you have parents that cause children to be consistently late, tardy, or who don't help or enforce homework routines, etc
- When students demonstrate any other significant and consistent issues that affect their school experience and learning
- When students' parents cause the student any other significant and consistent issues in school or related to school, like academic support, reinforcing good behaviors, etc

### How do I do it:

- Use one or more of the “Data Tracking Forms” below to track information on the student’s behaviors, like frequency, degree, time, patterns, antecedents and consequence, etc
- After tracking the behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data and helps you to analyze it and decide on why the student may be engaging in the behavior
- After tracking and analyzing the behaviors function, utilize one of the behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be a component as to what is expected of the teacher, student, and parent
- Meet with the student, teachers, parent, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
- Implement the behavior plan for 2-4 weeks, using a data tracking tool below to track progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
- Regular reviews of the students progress and adjustments to the plan should occur about every month

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- PBIS World BIP's:

- BIP for students with ADD, ADHD, poor organization, inattentive, unfocused, off task, distracted, fidgety, hyperactive, and more
- BIP for students that have a lot of anxiety, poor self-esteem, poor self-concept, lack confidence, are timid, shy, withdrawn, and more
- BIP for students that argue, bully, annoy others, instigate, and more
- BIP for students that are easily or overly frustrated, give up when challenged with difficult tasks, cease effort quickly, disengage with difficult work, and more
- BIP for students that do little to no work, put forth little to no effort, don't turn in or do homework, do not take homework home, participate and volunteer little or not at all, are disinterested in the class and content, and more
- BIP for students that are oppositional, defiant, refuse to follow directives and directions, argue, have a bad attitude, are disrespectful, use profanity, talk back, do not like to be told what to do, are combative, reactive, have issues with authority, adults, and peers, and more
- BIP for students that have poor attendance, are frequently tardy and late to school and classes, take too long in between classes, are frequently absent, miss a lot of school, skip school, avoid testing days, and more
- BIP for students that have tantrums, cry, get upset easily, cannot cope with being told "no", destroy property, act out, scream, yell, and become uncontrollable
- BIP Forms
  - RESA Home-School Behavior Plan.doc <sup>1</sup>
  - RESA Behavior Intervention Plan.doc <sup>2</sup>
  - Classroom Behavior Plan <sup>3</sup>
  - Sample Plans for Specific Disabilities and Behaviors <sup>4</sup>
  - Complete BIP Implementation Package (Data collection, FBA, BIP, and ready to use forms for all).pdf <sup>5</sup>
  - BIP & FBA forms & samples <sup>6</sup>
  - Behavior Management Plan (BIP) <sup>7</sup>
  - FBA & BIP Process & Forms (scroll to bottom for forms) <sup>8</sup>
  - BIP Form.doc <sup>9</sup>
  - How To Write A Behavior Modification Treatment Plan <sup>10</sup>
  - Behavior Plans And Samples.pdf <sup>11</sup>
  - About Functional Behavior Assessment and Behavior Plans <sup>12</sup>
  - BIP: A Behavior Intervention Plan How To <sup>13</sup>
  - BIP: What a Behavior Intervention Plan Contains <sup>14</sup>
  - Writing Behavioral Intervention Plans (BIP) based on Functional Behavior Assessments (FBA): Making Data Based Decisions to Change Behavior <sup>15</sup>
  - BIP Form.pdf <sup>16</sup>
  - BIP Form.docx <sup>17</sup>
  - Developing Behavior Intervention Plans for Students with ASD.pps <sup>18</sup>
  - Guide to FBA, BIP, & Data.pdf <sup>19</sup>
  - Complete Guide to FBA, BIP, Data, & Behavior Intervention.pdf <sup>20</sup>
  - Level I & II BIP's, and FBA Form <sup>21</sup>
  - BIP Form.pdf <sup>22</sup>
  - BIP Form.pdf <sup>23</sup> BIP Sample.pdf <sup>24</sup>
  - BIP Form.pdf <sup>25</sup>
  - Preschool & School Age BIP Form.doc <sup>26</sup>
  - BIP Form.doc <sup>27</sup>

- BIP Form.pdf <sup>28</sup>
- BIP Form.pdf <sup>29</sup>
- Example BIP.pdf <sup>30</sup>
- Positive BIP Form.pdf <sup>31</sup>
- Numerous free BIP's when you register <sup>32</sup>
- BIP Worksheet For Behaviors that you Want Reduced <sup>33</sup>
- BIP Worksheet For Behaviors that you Want Increased <sup>34</sup>
- BIP Form.pdf <sup>35</sup>
- Direct Behavior Plan.doc <sup>36</sup>
- BIP Form.pdf <sup>37</sup>
- Data Tracking Forms:
  - PBISWorld.com Behavior & Intervention Tracking Form (Excel)
  - PBISWorld.com Behavior & Intervention Tracking Form (Open Office)
  - Behavior Review Form <sup>38</sup>
  - Weekly Scatterplot (With Times) <sup>39</sup>
  - Weekly Scatterplot (Blank) <sup>40</sup>
  - Antecedent Behavior Consequence (ABC) Log <sup>41</sup>
  - Time-Out Log <sup>42</sup>
  - Individual Data Summary.xls (chart interventions and outcomes) <sup>43</sup>
- Functional Behavior Assessments (FBA)
  - Functional Behavior Assessment (FBA)
  - Simple Functional Behavior Assessment Form.doc <sup>44</sup>
  - Intensive Functional Behavior Assessment Form.doc <sup>45</sup>
  - Functional Behavioral Assessment <sup>46</sup>
  - Functional Behavioral Assessment <sup>47</sup>
  - FBA – Identifying Behavior for a Functional Behavior Analysis <sup>48</sup>
  - FBA – Functional Behavioral Analysis <sup>49</sup>
  - FBA – How to Write a Functional Behavior Analysis <sup>50</sup>
  - Antecedent: A Specific Meaning for Analyzing Difficult Behaviors <sup>52</sup>
  - FBA Form.doc <sup>53</sup>
  - Example FBA.pdf <sup>53</sup>
- Determining Rewards
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## Breaks (Structured)

### Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Helps students with poor attention and focus
- Gives kids that need sensory input
- Gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move

### When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When a student is excessively fidgety or moving around a lot in their seats
- When a student has significant ADD/ADHD
- When a student needs the sensory input
- When a student seems to have lost focus and attention
- When a student needs help redirecting or refocusing
- When a student seems sleepy, bored, tired, etc
- When a student seems overwhelmed, anxious, or overly frustrated
- When a student is having trouble following along, following directives/directions, etc
- When a student seems to need a break from the current activity or student they are working with
- When a student seems to be over-emotional, upset, etc

### How do I do it:

- Make a laminated card with the word "BREAK" on it
- Provide student with hand held timer setting the timer for no longer than five minutes
- Identify a safe and non-disruptive area to go (by or in office works)
- Student returns when timer goes off
- Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
- Explain the process to the student and have them practice it before implementation
- Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
- If the students abuses the break card intervention, set limits on the frequency of use to deter this

### Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [PBISWorld.com Free Printable Break Cards Pack](#)
- [Take A Break For Health.pdf](#) <sup>1</sup>
- [Purchase Break Cards](#) <sup>2</sup>

**Footnotes:**

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## Check In Check Out (CICO)

### Why should I do it:

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort

### When should I do it:

- When a student has failed to respond to other interventions and general class management techniques and interventions
- When a student is competing little to no work
- When a student is not doing home work
- When a student is not participating, being involved, or taking part in the learning process
- When a student has emotional issues, like anxiety, frustration, etc
- When kids have attention, focus, and impulsivity issues
- When kids have very poor organization
- When a student is exhibiting behavioral problems
- When a student demonstrates low motivation and effort

### How do I do it:

- The CICO intervention, from the book [Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program](#) <sup>1</sup>, is a highly effective research based intervention and can be changed and adapted to suit any school or situation
- The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in
- For details on CICO, information on how to implement it, and resources for tracking forms, see the great resources and links below

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program](#) <sup>1</sup>
- [Tier II: Check In – Check Out](#) <sup>2</sup>
- [Check In Check Out: A Targeted Intervention.ppt](#) <sup>3</sup>
- [Check In Check Out Teacher Information.doc](#) <sup>4</sup>
- [Things To Say At CICO.doc](#) <sup>5</sup>
- [CICO Student Training.doc](#) <sup>6</sup>

- Parent Introduction Letter.doc <sup>7</sup>
- Parent Permission Letter.doc <sup>8</sup>
- Parent Progress Letter.doc <sup>9</sup>
- Check In Check Out tracking forms:
  - Daily Check In Check Out Data Summary.xls <sup>10</sup> (Excel doc)
  - Weekly Check In Check Out Data Summary.xls <sup>11</sup> (Excel doc)
    - Example of Weekly CICO Data Summary filled out.xls <sup>12</sup>
  - Check In Check Out Point Sheet.doc <sup>13</sup>

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# Classroom Management Support

## Why should I do it:

- While classroom management is more of a Tier 1 intervention, sometimes implementing more stringent and structured classroom management strategies can help address difficult groups of students, while still benefitting even the students that do not need the extra support
- Helps address individual and groups of students that present more significant behavioral, academic, and other issues
- Improves compliance, instruction time, student success, etc
- Helps to make the room, routines, and schedule run more smoothly
- Decreases wasted time due to student's wandering, not knowing what to do, getting up to get supplies, etc
- Provides increased structure and clarifies expectations
- Provides consistent rewards and consequences

## When should I do it:

- Classroom management techniques should always be implemented and in place as a Tier 1 intervention strategy, but when there are students particularly not responding well to normal classroom management, consider increasing, intensifying, and adding additional class structure and management strategies to address these students on a Tier 2 level. The other students in the class that do not need this extra structure will also benefit from it.
- When there is a student, several students or a groups of students that are not responding to typical classroom management strategies
- When a group of kids is especially challenging to manage
- When several students, acting together and working one another up, cause greater than average class disruptions
- With especially off task, disruptive, and uncontrollable classes and groups

## How do I do it:

- At the Tier 1 level, classroom management should be a regular part of all classes
- At the Tier 2 level, increasing the intensity and structure of classroom management strategies beyond what may be considered typical or normal can help address more difficult students not responding to your normal class rules, routines, procedures, etc
- When increasing and intensifying classroom management, even the students that don't need the extra support will benefit from it
- Classroom management techniques are numerous and the techniques utilized in classes will vary to a degree depending on the class dynamics
- Classroom management techniques should be introduced to a class on day one when possible and reviewed frequently
- Common classroom techniques include active supervision, clear, consistent, and predictable consequences and rewards, use of various teaching strategies, active listening, setting and teaching positive behavior expectations, establishing and reviewing classroom schedule, routines, and rules, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- School-wide PBS & Classroom Management.ppt <sup>1</sup>
- PBS Classroom Management Checklist.doc <sup>2</sup>
- Uncommon Schools Classroom Management Videos <sup>3</sup>
- The Really Big List Of Classroom Management Resources <sup>4</sup>
- The Teacher's Guide To Classroom Management That Works <sup>5</sup>
- Adprima.com Classroom Management <sup>6</sup>
- Classroom Management Book, Classroom Discipline Problem Solver: Ready-to-Use Techniques & Materials for Managing All Kinds of Behavior Problems <sup>7</sup>
- Classroom Management <sup>8</sup>
- NEA – Classroom Management <sup>9</sup>
- Education World.com: Classroom Management 101 <sup>10</sup>
- Organizational Ideas for the Classroom Teacher <sup>11</sup>

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## Counselor Referral

### Why should I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- Provides students with more one on one help, support, and intervention
- Increases specificity of interventions and supports and tailors them to the student
- Increases privacy for the student
- Removes the student from the situation or circumstance to discuss solutions to it
- Reduces anxiety and pressure on student
- Provides the student with the full attention of an adult
- Makes student feel secure
- Allows an adult to give a student undivided attention
- Frees the teacher up to continue teaching the rest of the class without having to stop to speak or counsel a student in the hall or away from the class

### When should I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- When students are over emotional and cannot calm down in an appropriate and brief amount of time
- When a student's needs are greater than those the teacher can provide in the classroom setting
- When a student requires more support and attention to address or solve a problem, issues, etc.
- When students need more specific and individualized help, solutions, and plans to address issues
- When a student needs more privacy than a teacher can provide in the classroom

### How do I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- Counselor referrals may be planned or spontaneous
- For planned referrals, have the student set up a day or days and times to meet with the counselor ahead of time and provide the student with reminders
- For spontaneous referrals where an incident happens and the student unexpectedly requires counselor support, send the student down to the counselor with a note briefly explaining what happened, or send the student down and call and explain to the counselor the issue
  - You may walk the student down or send another student to walk down with the student to the counselor
  - The counselor may also come to the room to retrieve the student
- Be vigilant of students abusing counselor referrals as a means to avoid work or something else
  - If you suspect students are abusing the intervention, create a card where they have to check off each time they see the counselor, limiting them to a certain number of visits per period, for example 3 visits a week or 1 visit a day, etc.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- [School Counseling Referral Form.doc](#) <sup>1</sup>
- [Counseling Referral Form.doc](#) <sup>2</sup>
- [Role Of The School Counselor](#) <sup>3</sup>
- [School Counseling Referral Form.doc](#) <sup>4</sup>
- [School Counselor Referral Form.pdf](#) <sup>5</sup>
- [School Counselor Referral Form.doc](#) <sup>6</sup>
- [Counseling Referral Form.pdf](#) <sup>7</sup>
- [School Counseling Referral Form.pdf](#) <sup>8</sup>
- [COUNSELOR REFERRAL By Staff Member.docx](#) <sup>9</sup>
- [COUNSELOR REFERRAL By Student.docx](#) <sup>10</sup>
- [Referral for Counseling.doc](#) <sup>11</sup>
- [CONFIDENTIAL SCHOOL COUNSELOR REFERRAL FORM.pdf](#) <sup>12</sup>

### Footnotes:

1. Waverly-Shellrock. *School Counseling Referral Form*. [http://www.waverly-shellrock.k12.ia.us/forms/SCHOOL%20COUNSELING%20REFERRAL%20FORM.doc].
2. Holden R-III School District. *Counseling Referral Form*. [http://holden.mo.schoolwebpages.com/education/page/download.php?fileinfo=Q291bnNibGluZ19SZWZlcnJhbF9Gb3JtLTUeZG9jOjo6L3d3dzEwL3NjaG9vbHMvbW8vaG9sZGVuL2ltYWdicy9kb2NtZ3lvN2ZpbGUxMzEuZG9j].
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4. Weber School District Student Services. *School Counseling Referral Form*. [http://stuserv.weber.k12.ut.us/forms/schoolcounselingreferralform.htm].
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7. Hillcrest Elementary School. *Counseling Referral Form*. [http://classroom.dumas-k12.net/webs/hes/upload/microsoft\_word\_-\_counseling\_referral\_form.pdf].
8. Port Byron Schools. *School Counseling Referral Form*. [http://www.portbyron.cnyric.org/files/1163735/school%20counseling%20referral%20form.pdf].
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10. Mineral Wells ISD. *COUNSELOR REFERRAL By Student*. [http://www.mwisd.net/cms/lib/TX21000399/Centricity/ModuleInstance/1978/COUNSELOR\_REFERRAL\_by\_STUDENT.docx].
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# Daily Behavior Form

## Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable on a daily basis
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

## When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements
- When students exhibit persistent emotional difficulties, like frustration, anxiety, etc.
- When students are defiant and oppositional

## How do I do it:

- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart
- Explain the procedure with the student
- Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Classroom Behavior Report Card Resources Book.pdf](#) <sup>1</sup>
- [Daily Behavior Report.pdf](#) <sup>2</sup>
- [Daily Behavior Report Card Grade.pdf](#) <sup>3</sup>
- [Using A Daily Report Card To Improve ADHD School Behavior](#) <sup>4</sup>

## Footnotes:

1. Wright, J. *Classroom Behavior Report Card Resource Book*. [http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf].
2. Jefferson County Schools. *Daily Behavior Report*. [http://jc-schools.net/teacher/dailyactivities.pdf].
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4. New Hope Media LLC. *Using a Daily Report Card to Improve ADHD School Behavior*. [http://www.additudemag.com/adhd/article/5911.html].

## Forced Choice Reinforcement Survey

### Why should I do it:

- Provides valuable insight as to what type of rewards and incentives a student desires or prefers
- Gives direct feedback from the student's perspective
- Quick and easy to administer
- Anyone can administer the survey or the student can take it on their own
- Easy to score and interpret
- Gives good data for developing behavior plans and reward or incentive systems

### When should I do it:

- When students do not respond to rewards
- When nothing seems to motivate a student
- When a student is disinterested in school work, following directives, rules, expectations, etc
- As part of developing a Behavior Intervention Plan (BIP)
- When you need to know what motivates a student, what kind of rewards they prefer, and what they might be more likely to work for
- When students cannot directly express or is not sure what kind of reward they would work for
- When a student expresses they do not care about rewards

### How do I do it:

- Simply download the Forced Choice Reinforcement Survey below, which is available in PDF or Microsoft Document format
- Either read the instructions and questions on the survey to the student, writing their answers in, or have the student complete the survey on their own, giving assistance and reading directions as necessary
- Once the survey is complete, simply tally up the results in the scoring section at the end and utilize the results to develop a reward system, behavior plan, etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Forced Choice Reinforcement Survey.pdf](#) <sup>1</sup>

### Footnotes:

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# Functional Behavior Assessment (FBA)

## Why should I do it:

- Provides more information about students' behavior
- Helps identify factors regarding behaviors that may not be obvious
- Provides data trends and patterns
- FBA can be simple or intensive
- Helps identify the root causes, functions, and reinforcers of behaviors
- Provides data for developing an appropriate and effective behavior plan

## When should I do it:

- When a student is not responding to interventions
- When it is unclear as to why the behavior is occurring
- When a student's behaviors require a behavior plan
- When antecedents and/or reinforcers cannot be readily identified
- When a student is suspended multiple times or has a high number of office discipline referrals
- When a student is getting into trouble frequently
- When a pattern of trend seems to be forming
- When a student seems to engage in the same behavior regardless of consequence
- When consequences and/or rewards seem ineffective
- When a student does not appear to care or be affected by attempts to address the behavior

## How do I do it:

- Begin with a Simple Functional Behavior Assessment (SFBA) by downloading and completing the SFBA form below
- If the SFBA does not yield enough data and insight to determine the function of behavior, download and complete the Intensive Functional Behavior Assessment form available below (IFBA)
- When completing the FBA forms, gather information and data from the student's records, parents, teachers, and any other staff that work with the student
- Once you have completed the FBA form and have a theory as to the function of the behavior, develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Functional Behavior Assessments (FBA)
  - [Simple Functional Behavior Assessment Form.doc](#) <sup>1</sup>
  - [Intensive Functional Behavior Assessment Form.doc](#) <sup>2</sup>
  - [Functional Behavioral Assessment](#) <sup>3</sup>
  - [Functional Behavioral Assessment](#) <sup>4</sup>
  - [FBA – Identifying Behavior for a Functional Behavior Analysis](#) <sup>5</sup>
  - [FBA – Functional Behavioral Analysis](#) <sup>6</sup>
  - [FBA – How to Write a Functional Behavior Analysis](#) <sup>7</sup>
  - [Antecedent: A Specific Meaning for Analyzing Difficult Behaviors](#) <sup>8</sup>
  - [FBA Form.doc](#) <sup>9</sup>

- Example FBA.pdf <sup>10</sup>
- FBA and Level I & II BIP Forms <sup>18</sup>
- Data Tracking Forms:
  - PBISWorld.com Behavior & Intervention Tracking Form (Excel)
  - PBISWorld.com Behavior & Intervention Tracking Form (Open Office)
  - Behavior Review Form <sup>11</sup>
  - Weekly Scatterplot (With Times) <sup>12</sup>
  - Weekly Scatterplot (Blank) <sup>13</sup>
  - Antecedent Behavior Consequence (ABC) Log <sup>14</sup>
  - Time-Out Log <sup>15</sup>
  - Individual Data Summary.xls (chart interventions and outcomes) <sup>16</sup>
- Determining Rewards
  - Forced Choice Reinforcement Survey.pdf <sup>17</sup>
- Behavior Intervention Plans (BIP)
  - BIP Forms & Resources

#### Footnotes:

1. Wayne County Regional Educational Service Agency. *Simple Functional Behavior Assessment*. [http://resa.net/downloads/positive\_behavior/simple\_fba.doc].
2. Wayne County Regional Educational Service Agency. *Intensive Functional Behavior Assessment*. [http://resa.net/downloads/positive\_behavior/intensive\_fba.doc].
3. Academic Success For All Learners. *Functional Behavioral Assessment*. [http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/Functional.pdf].
4. Mauro, T. *Functional Behavioral Assessment*. [http://specialchildren.about.com/od/fba/g/FBA.htm].
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6. Webster, J. *FBA – Functional Behavioral Analysis*. [http://specialed.about.com/od/specialedacronyms/g/fbaglossary.htm].
7. Webster, J. *FBA – How to Write a Functional Behavior Analysis*. [http://specialed.about.com/od/behavioraldocuments/tp/FBAlist.htm].
8. Webster, J. *Antecedent – A Specific Meaning for Analyzing Difficult Behaviors*. [http://specialed.about.com/od/glossary/g/Antecedent.htm].
9. State of Washington Office of Superintendent of Public Instruction. *Functional Behavior Assessment Form*. [http://www.k12.wa.us/SpecialEd/Data/StateForms/7a\_Functional\_Behavioral\_Assessment.doc].
10. West Allis Milwaukee School District. *Example of Completed FBA (OASYS Form)*. [http://www.wawm.k12.wi.us/district%20information/Pupil%20Services/support/documents/FBAOASYS-Example.pdf].
11. Wayne County Regional Educational Service Agency. *Behavior Review Form*. [http://resa.net/downloads/positive\_behavior/beh\_review\_form.doc].
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14. Wayne County Regional Educational Service Agency. *ABC Log*. [http://resa.net/downloads/positive\_behavior/abc\_log.doc].
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18. Gogebic-Ontonagon ISD. *Gogebic-Ontonagon ISD – Behavioral Consultant Forms*. [http://www.goisd.org/article\_133.php].

## Individual & Visual Schedules

### Why should I do it:

- Provides more specific routine, agenda, and instructions for a student's daily procedures in class, between classes, and during unstructured times
- Provides student with organization
- Structures and organizes time for student
- Decreases wasted time
- Reduces confusion and down time
- Helps student to initiate tasks more quickly and efficiently
- Helps students to gain more accountability for their behaviors, academic work, and expectations
- Provides a visual reminder and cue of what to do and what is coming
- Addresses specific needs and students

### When should I do it:

- When students exhibit significant disorganization
- When students get lost or have difficulty figuring out what is next in the daily routine
- When a student is on the Autism Spectrum
- When a student is a strong visual learner
- When students are frequently off task, inattentive, and unfocused
- When students fail to complete tasks in a timely manner and/or lose or misplace work
- When students need more structure
- When students are defiant and oppositional

### How do I do it:

- Use one of the forms below or make your own to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.
- Sit down and explain the schedule to the student and how they will use it, where they will put it, etc.
  - You might tape it to the student's desk or in their planner or folder
  - Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
- Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc
- For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
- "blaming" the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
- Be sure to include the parent in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Free Visual Schedules & Routines Downloads](#) <sup>1</sup>

- [Free Visual Schedules & Routines Downloads 2](#) <sup>2</sup>
- [Visual Schedule](#) <sup>3</sup>
- [Daily Schedule](#) <sup>4</sup>
- [Timeline Template](#) <sup>5</sup>
- [Building A Daily Schedule](#) <sup>6</sup>
- [Basic Daily Schedule](#) <sup>7</sup>
- [Pie Shaped Schedule](#) <sup>8</sup>
- [How to Make an Inexpensive Visual Schedule for Your Special Needs Students](#) <sup>9</sup>
- [Sample Visual Schedule](#) <sup>10</sup>
- [Buy a Visual Schedule](#) <sup>11</sup>
- [Bathroom Visual Schedule](#) <sup>12</sup>
- [Morning Home Routine](#) <sup>13</sup>
- [Morning School Routine](#) <sup>14</sup>
- [Visual Picture Schedule Examples](#) <sup>15</sup>
- [Visual Class Schedule](#) <sup>16</sup>
- [Take a Look! Visual Supports for Learning.pdf](#) <sup>17</sup>
- [Visual Graphics](#) <sup>18</sup>
- [Bathroom Routine](#) <sup>19</sup>
- [Bathing Routine](#) <sup>20</sup>
- [Blank Visual Schedule Form](#) <sup>21</sup>
- [Free Picture Activity Boards Downloads](#) <sup>22</sup>
- [Visual Classroom Behavior Routine.pdf](#) <sup>23</sup>
- [Free Downloadable Visual Schedule Graphics](#) <sup>24</sup>
- [Emotion & Self Management Visual Schedule Graphics.pdf](#) <sup>25</sup>
- [Behavior Visual Schedule Graphics.pdf](#) <sup>26</sup>
- [Daily Checklist Schedule](#) <sup>27</sup>
- [Blank Daily Checklist Schedule](#) <sup>28</sup>
- [Half Hour Schedule](#) <sup>29</sup>
- [Hourly Schedule](#) <sup>30</sup>

### Footnotes:

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2. Special Education Technology British Columbia. *PictureSET*. [<http://www.setbc.org/pictureset/>].
3. Cooperative Educational Service Agency No. 7. *Visual Schedules*. [<http://www.specialed.us/autism/structure/str11.htm>].
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6. Do2Learn. *Schedules Overview*. [<http://www.do2learn.com/picturecards/howtouse/schedule.htm>].
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8. CastleWorks, Inc. *Daily Schedule*. [[http://pbskids.org/itsmylife/school/time/print\\_pie\\_daily\\_schedule.html](http://pbskids.org/itsmylife/school/time/print_pie_daily_schedule.html)].
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10. Moran. *Joe's Schedule (an example of a visual schedule)*. [<http://mm012.k12.sd.us/SPED%20300/Week%206/autism%20visual%20schedule-picture%20based.jpg>].
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13. ASD CONCEPTS, LLC. *My Morning Routine At Home: Part Two*. [<http://www.child-autism-parent-cafe.com/morning-routine-at-home-part-two.html>].
14. ASD CONCEPTS, LLC. *My Morning Routine At School*. [<http://www.child-autism-parent-cafe.com/morning-routine-at-school.html>].
15. ASD CONCEPTS, LLC. *Visual Picture Schedule Example*. [<http://www.child-autism-parent-cafe.com/visual-picture-schedule-example.html>].
16. ASD CONCEPTS, LLC. *Visual Classroom Schedule For Students With Autism*. [<http://www.child-autism-parent-cafe.com/visual-classroom-schedule.html>].
17. National Association for the Education of Young Children. *Take a Look! Visual Supports for Learning*. [[http://www.naeyc.org/files/tyc/file/V4N5/Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](http://www.naeyc.org/files/tyc/file/V4N5/Take_a_look_visual_supports_for_learning.pdf)].
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19. Photobucket Corporation. [<http://img.photobucket.com/albums/v606/autismfamily/bathroomroutine.jpg>].
20. Photobucket Corporation. *Taking a Bath (or Shower)*. [<http://img.photobucket.com/albums/v606/autismfamily/bathorshower.jpg>].
21. Speechfun. *Today's Schedule*. [<http://img.photobucket.com/albums/v606/autismfamily/blankschedule.jpg>].
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24. Building Blox. *Task Ideas and Freebies*. [<http://www.buildingblox.net/taskideasandfreebies.html>].
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29. Shepherd, W., Chart Jungle. *Half Hour Schedule for:*. [<http://www.chartjungle.com/schedules/halfhourschedule.html>].
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# Mentoring

## Why should I do it:

- Provides a student with a personal connection and buy-in
- Helps student to feel like someone “has their back”
- Increases student morale
- Improves student motivation
- Source of accountability, encouragement, support, and advocacy
- Helps student to perceive school, teachers, work in a more positive light

## When should I do it:

- When students are unsuccessful academically or behaviorally
- When other intervention seem to fail
- When a student is having significant issues getting along with others
- When students exhibit very little motivation and effort or just do not seem to care about work and/or behavior
- When students seem to have little guidance and/or support in the home
- When a student seems suspicious of the school and staff
- For those kids that always seem to get a bad bream and are perpetually in trouble and/or failing
- When a student is frequently suspended and/or is in danger of expulsion
- When a student does not seem to respond to anything else
- When a student does not seem to have any significant connections to learning, academics, behaviors, etc

## How do I do it:

- Read the RESA mentoring presentation below. If you cannot open the document, save it to your desktop and then convert it from its current format, pptx, to a PowerPoint slideshow, ppt, using this website: <http://www.freefileconvert.com/>
- Mentors should be voluntary
- Keep the student with one mentor, don't switch around
- Mentors should not set out to “fix” the student and all the student's issues
- Mentors should be supportive, encouraging, and engaged
- The student/mentor relationship is all about connecting and establishing a rapport and trusting relationship
- Mentors should try to do something fun or engaging with the student, like shooting a basketball, playing cards, or talking about a common topic of interest
- Mentors should listen, listen, listen! Use active listening with students
- Mentors should help students to set goals, plans, and solutions
- Mentors only need meet with a student once a week for 15 or so minutes

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [RESA Mentoring as a Tier II PBS Intervention.ppt](#) <sup>1</sup>
- [Tips For Mentors](#) <sup>2</sup>
- [TIPS FROM THE EXPERTS on Mentoring.doc](#) <sup>3</sup>
- [20 Ways to Be a Great Mentor.pdf](#) <sup>4</sup>
- [What If?.pdf](#) <sup>5</sup>
- [Mentoring Guidelines.pdf](#) <sup>6</sup>

- Mentoring Activity Ideas.pdf <sup>7</sup>
- Tips For Mentors: Open-Ended Questions <sup>8</sup>
- Tips for teen mentors: How to make connections with teens <sup>9</sup>
- Articles:
  - Mentoring And Young People <sup>10</sup>
  - What characteristics make an effective mentoring program?.pdf <sup>11</sup>

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## Non-Verbal Cues & Signals

### Why should I do it:

- Creates a working relationship with student without calling attention to the student in a negative manner
- Is discrete and quick
- Saves class and instruction time
- Makes students more comfortable and likely to participate and be involved
- Easy to do and effective
- Improves and builds student confidence and self-esteem

### When should I do it:

- When a student is losing attention and focus during times of instruction or independent work
- As a form of redirection from misbehavior, talking, off task behaviors, etc
- When a student has problems talking in front of the class
- When a student does not participate or volunteer
- When a student is not following classroom/school procedures
- When a student does something good, correct, successfully, etc

### How do I do it:

- Meet with student individually to identify with student how you and they should communicate in a special way
- Have student, as much as possible, pick the sign to use
- Practice with the student and explain when you notice they might need some re-focus, you will show them the sign
- Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class
- Use cues like smiles, thumbs up, shaking head “yes”, etc to praise students for correct behaviors, participation, volunteering, etc, or to reassure them and encourage them
- Use simple cues like shaking head “no”, raising eyebrows, giving a “one minute” finger signal, etc to redirect students, give directives, etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Maintain a Quiet Classroom Without Having to Say a Word](#) <sup>1</sup>
- [How to Develop Non-Verbal Cues for Classroom Management](#) <sup>2</sup>
- [Non-Verbal Cues For Procedures](#) <sup>3</sup>
- [Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication](#) <sup>4</sup>
- [UF Researcher: Teachers’ Nonverbal Clues Affect Students’ Performance](#) <sup>5</sup>
- [How To Use Non Verbal Communication In The Classroom](#) <sup>6</sup>
- [Non Verbal Communication: Actions Speak Louder Than Words!](#) <sup>7</sup>
- [Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication](#) <sup>8</sup>
- [Classroom Management – Putting Into Action Non-Verbal Signals](#) <sup>9</sup>
- [Research Project On Nonverbal Language](#) <sup>10</sup>
- [Nonverbal Communication Classroom Activities](#) <sup>11</sup>

- [How to Use Non-Verbal Communication Effectively](#) <sup>12</sup>
- [How to Use Nonverbal Communication in Teaching](#) <sup>13</sup>
- [Types of Nonverbal Communication That Use Cues](#) <sup>14</sup>
- [How to Use Nonverbal Techniques in the Classroom](#) <sup>15</sup>
- [Classroom Activity for Nonverbal Communication](#) <sup>16</sup>
- [Effective Communication Tips for the Classroom](#) <sup>17</sup>
- [Verbal & Non-Verbal Communications in the Classroom](#) <sup>18</sup>

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## Organizational Tools

### Why should I do it:

- Provides increased order for the student mentally and logistically
- Improves student awareness of belongings, papers, supplies, etc
- Increases student success and morale
- Improves work completion and returning or handing in of work
- Provides increased structure
- Helps to develop and establish routines, schedules, etc
- Increases student responsibility and follow through
- Holds students more accountable
- Improves student self-confidence
- Decreases missing and lost assignments
- Improves time management
- Increases attending behaviors

### When should I do it:

- When students exhibit poor organization
- When students chronically loose, misplace, and fail to turn in work
- When students have trouble following the school/class procedures, schedules, and/or routines
- When a students locker/desk is very messy and disorganized
- When a student loses work, materials, and supplies in their locker/desk
- When a student hoards work in their locker/desk

### How do I do it:

- There are numerous specific strategies and systems to help and teach students to become more organized, please click on links below to explore and choose some
- Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer
- Checklists
- Daily schedules
- Keeping things in a crate and out of the desk or locker
- Organizational folders with a “to do” and “done” side
- Visual schedule
- Parent assistance with daily helping student to organize and sort work, belongings, and materials
- Turning in all complete work to one location and/or person
- Etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Organizational Tools For Students](#) <sup>1</sup>
- [Teaching Organizational Skills](#) <sup>2</sup>
- [General Graphic Organizer Sheets](#) <sup>3</sup>
- [Middle School Organization](#) <sup>4</sup>
- [7 organizational Tools For Students](#) <sup>5</sup>
- [Organizational Skills for Students with Learning Disabilities: The Master Filing System for Paper](#) <sup>6</sup>

- [Helping the LD Child with Organization](#) <sup>7</sup>
- [Parents' Guide to Organizational Skills for Students.pdf](#) <sup>8</sup>
- [Teaching Organizational Skills](#) <sup>9</sup>
- [Organization Interventions for the Disorganized Student](#) <sup>10</sup>
- [Organizational Skills: Recommendations for Teachers of Students with Organizational Problems.doc](#) <sup>11</sup>
- [Top 10 Skills for High-School Students](#) <sup>12</sup>
- [Developing Kids' Organizational Skills](#) <sup>13</sup>
- [Homework Organization For Students \(And Their Parents\)](#) <sup>14</sup>
- [6 Simple Organization Tips for Students of All Ages](#) <sup>15</sup>
- [Helping Special Education Students Get Organized](#) <sup>16</sup>
- Tier 2 intervention of Individual & Visual Schedules

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# Peer Tutoring

## Why should I do it:

- Creates a safer and less embarrassing and intimidating setting and climate for students to ask questions, express misunderstandings, etc
- Allows students more opportunities for assistance
- Increases academic and behavioral support
- Provides frequent and constant redirection and refocusing
- Provides quicker feedback and attention
- Gives students one on one help and attention
- Helps students to get to know other students and make friends and trusted relationships
- Increases student trust and rapport
- Increases classroom teaching efficiency
- Helps to free up the teacher to instruct and help other students

## When should I do it:

- When a student is inattentive and unfocused
- When a student needs frequent one on one help
- When a student needs directions repeated a lot and concepts reviewed multiple times and ways
- When a student is apprehensive to ask questions or for help
- When a student gets overwhelmed and frustrated
- When a student needs extra help starting assignments
- When a student asks frequent questions and needs frequent clarification

## How do I do it:

- Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students needs and peer tutors
- Peer tutors should be those students that are capable of working with others well and who grasp the concepts and ideas well enough to explain to others
- Peer tutors should be given some basic ground rules before being allowed to serve as peer tutors, like:
  - Don't do all the work for the student
  - Keep the focus on the work/assignment
  - Avoid arguments and debates
  - Peer tutors should have the student they are helping repeat directions and questions back to clarify understanding
  - Tutors should use active listening skills
  - Avoid name calling and utilize positive remarks and praise
  - Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc
  - Disengaging from students who refuse to focus on the work or become too confrontational
- Peer tutors may be assigned or chosen by students
- Peer tutors may rotate from one student to another or remain with one student for a longer period, for example a card marking

- Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others
- Peer tutors may be same age/grade or older
- Teachers can have peer tutoring daily, weekly, monthly, or as needed, etc
- Peer tutors may work with more than one student at a time, but should not work with larger groups

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Using Peer Tutoring To Facilitate Access.pdf](#) <sup>1</sup>
- [Classwide Peer Tutoring](#) <sup>2</sup>
- [Information About Peer Tutoring](#) <sup>3</sup>
- [Peer Tutoring... A Proactive Intervention For The Classroom.pdf](#) <sup>4</sup>
- [Kids as Reading Helpers: A Peer Tutor Training Manual](#) <sup>5</sup>
- [Peer Tutoring: Steps For Implementation](#) <sup>6</sup>
- [Peer Tutoring](#) <sup>7</sup>
- [Peer Tutoring & Appropriate Behaviors.pdf](#) <sup>8</sup>
- [How To Promote Cooperative Learning In Elementary Classrooms](#) <sup>9</sup>

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## Response To Intervention (RTI)

### Why should I do it:

- RTI is an academic based intervention addressing primarily academics rather than behavior
- Many kids act out and exhibit emotional and coping problems in school due to being behind academically and not understanding the work and concepts
- RTI addresses these academic deficits that lead to acting out
- Reduces behavior problems and increases coping skills
- Improves grades and achievement
- Boosts student confidence, work completion, and willingness to work
- Improves student's self concept
- Increases student's independent working and responsibility

### When should I do it:

- When student's act out due to being unable to do the work
- When it appears a student is avoiding work
- When a student seems to act out or behave as the class clown in correlation to having to begin and work on academic tasks
- When a student displays work refusal, withdraws from group and pairs work, and seems to make excuses for not doing academic tasks and it is known the student has low scores or low ability in the academic area or an area related to the ability to do the task

### How do I do it:

- In a nutshell, RTI is a 3 tiered system where each tier of intervention targets more specific academic deficits and more individual students, such that tier 1 interventions target a whole class, tier 2 small groups or pairs, and tier 3 individual students
- The basic idea is:
  - Determine the academic deficit areas
  - Test these areas to get a baseline
  - Implement an academic intervention targeting the specific academic deficit area
  - Test the student again after delivering the intervention
  - If there is progress, continue this intervention
  - If there is not progress, try the intervention again or a different one and then test
  - If you try the same intervention again and it does not work, try a different one and then test
  - Continue this process until you find an intervention the student responds to

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Video: Response to Intervention: A Tiered Approach to Instructing All Students](#) <sup>1</sup>
- [RTINetwork.org](#) <sup>2</sup>
- [National Center On Response To Intervention](#) <sup>3</sup>
- [Intervention Central RTI](#) <sup>4</sup>
- [Internet Resources For RTI](#) <sup>5</sup>
- [Federal Government Q & A On RTI](#) <sup>6</sup>

- RTI Resources <sup>7</sup>
- Wayne RESA RTI Information & Resources <sup>8</sup>
- RTI & PBS (response to intervention and positive behavior support.pptx) <sup>9</sup>

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## Reward System

### Why should I do it:

- Provides students with positive feedback
- Students respond to positive reinforcement best
- Helps reinforce positive behaviors and expectations
- Provides incentive
- Increases motivation, buy-in, and effort
- Produces a challenge with a pay-off
- Creates incentive
- Improves behavior and academics
- Increases on task and attending behaviors
- Produces immediate and quick results
- Provides a visual concrete reason for students to work toward behavioral and academic goals

### When should I do it:

- When students exhibit chronic behavioral problems
- When students demonstrate low and persistent motivation, effort, and interest
- When a student refuses to do work or follow behavior guidelines
- With oppositional and defiant students
- When students have poor attention and focus
- When students are impulsive
- When students consistently fail to meet behavioral and academic expectations
- When students frequently break the school and classroom rules
- When students have difficulty getting along with others or interact inappropriately with others
- When students have frequent incomplete and missing work

### How do I do it:

- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- Give the student the [Forced Choice Survey pdf](#) <sup>1</sup> to determine what type of reward they prefer and will be most likely to work toward
- There are numerous reward systems and strategies, please click on and explore the links below to choose an idea(s)
- Some basic reward systems include:
  - Token economy where students earn a token, check mark, sticker, etc for meeting predetermined goals, which they can use to buy or earn a reward after a certain number
  - Praise for performing expected behaviors
  - Earning privileges for meeting expectations
  - Earning free time for meeting expectations
  - Positive notes sent home for demonstrating good behavior and meeting expectations
- Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons, snacks, drinks, books, candy, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Begin a reward system by first giving the student the Forced Choice Survey to determine what type of rewards they prefer:
  - [Forced Choice Reinforcement Survey.pdf](#)<sup>1</sup>
- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- [Tons of Free or Inexpensive Reward Ideas.doc](#)<sup>2</sup>
- [Reward Systems That Work: What to Give and When to Give It!](#)<sup>3</sup>
- [How to Reward Students for Achievement](#)<sup>4</sup>
- [Student Rewards and Incentives.pdf](#)<sup>5</sup>
- [3 bold new ways to reward student achievement](#)<sup>6</sup>
- [Online Certificate and Award Maker](#)<sup>7</sup>
- [Free and Effective Classroom Rewards](#)<sup>8</sup>
- [Motivating Students with No-Cost Rewards](#)<sup>9</sup>
- [Easy Reward Systems to Encourage Children](#)<sup>10</sup>
- [Charts & Chips – Using A Behavior Modification System With Your Child](#)<sup>11</sup>
- [How to Use a Token Reward System With Kids](#)<sup>12</sup>
- [Reward Chart](#)<sup>13</sup>
- [Free Printable Reward Charts](#)<sup>14</sup>
- [The Family Chip/Reward System](#)<sup>15</sup>
- [Three Sure Fire Reward Systems for Children](#)<sup>16</sup>
- [World's Easiest Token System](#)<sup>17</sup>
- [Reward Points System and “Store”](#)<sup>18</sup>
- [Sticker Chart](#)<sup>19</sup>
- [Chips](#)<sup>20</sup>
- [Tickets](#)<sup>21</sup>
- [Edibles](#)<sup>22</sup>
- [Behavior Wheel](#)<sup>23</sup>
- [Behavior Bucks](#)<sup>24</sup>
- [Reward Systems](#)<sup>25</sup>
- [Words of praise list](#)<sup>26</sup>
- [Praise’s Magic Reinforcement Ratio: Five To One Gets The Job Done](#)<sup>27</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>28</sup>
- [Non-food Rewards For Kids](#)<sup>29</sup>
- [Free Printable Certificates](#)<sup>30</sup>
- [The Trouble with Gold Stars, Incentive Plans, A’s, Praise, and Other Bribes](#)<sup>31</sup>
- [Rewards Kids Will Crave.pdf](#)<sup>32</sup>
- [Free or Inexpensive Rewards](#)<sup>33</sup>

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# Self Monitoring

## Why should I do it:

- Promotes independent and responsible behaviors
- Promotes independence and self esteem
- Increases coping ability
- Improves on task behaviors
- Increases productivity
- Improves self awareness and reflection

## When should I do it:

- When students have poor attention, focus, and impulse control
- When students are disorganized, scattered, etc
- When students have trouble being prepared, forgetting materials, homework, etc
- When students are overly talkative or social
- When students exhibit chronic or compulsive behaviors, like tapping, making sounds, etc
- When students demonstrate other off task behaviors or difficulties attending

## How do I do it:

- There are many ways to implement a self monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal
- The self monitoring interventions may include visual cues, like pictures, gestures, etc by which the student may be reminded to address the behavior indicated for intervention
- Checklists and charts may be used by students to keep track of their behaviors
- Indicators, where the student, when they see or hear something, know they need to address the behavior
- Student may create notes to themselves
- Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Using Self-Monitoring Strategies to Address Behavior and Academic Issues](#) <sup>1</sup>
- [Techniques for Unlearning Old Behaviors: Self-Monitoring](#) <sup>2</sup>
- [Teaching Students To Self Monitor Their Academic & Behavioral Performance.pdf](#) <sup>3</sup>
- [Designed For Teachers: How To Implement Self-Monitoring In The Classroom.pdf](#) <sup>4</sup>
- [Using Self-Monitoring To Increase Following-Direction Skills Of Students With Moderate To Severe Disabilities In General Education.pdf](#) <sup>5</sup>
- [Self Monitoring For Single Students & Groups Of Students](#) <sup>6</sup>
- [Step-by-Step: Teaching Students to Self-Monitor](#) <sup>7</sup>
- [Behavior Self Monitoring Worksheet/Checklist.pdf](#) <sup>8</sup>

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# Sensory Tools

## Why should I do it:

- Some kids' behaviors are due primarily to sensory issues, therefore, simple sensory interventions can greatly alleviate these behavioral barriers
- Providing students with the sensory stimulation they need results in increased work production, on task behavior, improved focus and attention, and a happier more content student
- These interventions are fairly simple and can yield significant results/benefits for the effort and time put in
- Expands teacher/adult/provider knowledge base for both viewing and addressing behavior issues

## When should I do it:

- When students demonstrate sensory sensitivity to stimulus like loud sounds, specific tones or noise, textures of objects, foods, and other things in the environment, light, breezes, temperature, pressure on body, clothes, too many objects in room, too much activity, etc.
- With students who have ADD and/or ADHD
- With students on the autism spectrum

## How do I do it:

- There are a variety of sensory tools to use with students, which will vary a great deal depending on the student's issues
- Some sensory tools to use include:
  - Tight fitting vests
  - Headphones for music or nature sounds like rain/water
  - Headphones to block out sound for quiet
  - Large lined paper
  - Dimmer lighting
  - Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands
  - Work corrals
  - Taping a strip of something with a certain texture on or underneath the desk, on pencil, or on other objects, like Velcro® brand hook and loop fastener , bristles from paint brush, smooth slick surfaces, mild sand paper, rubber, cloth, fuzzy plush animals, stress balls, etc.
  - Weighted pencil ends or erasers
  - Rubber pencil grips
  - Fidget toys
  - Air seat pads
  - Sitting on a yoga ball
  - Rocking chair
  - Textured paper or raised lines
  - Tilted desk top
  - Chewing gum
  - Mini Spectra light globe
  - Mini lava lamp

- massagers/toys that vibrate
- Silly putty/Theraputty
- Moldable erasers
- Foam
- Slime/Flubber
- Play Doh
- Slinky
- Bubble wrap
- A bin with different various pieces of textured fabric
- Containers of rice, beans, sand, noodles, etc
- Pillows
- Scented markers and stickers
- Large Motor/Whole Body
- Mini-trampoline
- Wiggle/balance board
- Large blow up jumping mattress
- Heavy lifting class/school jobs and tasks
- frequent activities/assignments that incorporating feeling and touching things
- Incorporating relevant sounds into assignments, lessons, activities, etc
- Activities, assignments, and tasks incorporating visual tracking
- Magnifying glasses
- Foot rest
- Exercise Bands

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [10 Sensory Tools](#) <sup>1</sup>
- [Using Sensory Tools For Teens With Behavioral & Emotional Problems](#) <sup>2</sup>
- [Sensory Belt For Purchase](#) <sup>3</sup>
- [Chewable And Wearable Fidget](#) <sup>4</sup>
- [Sensory Tool Products](#) <sup>5</sup>
- [Sensory Modulation & Sensory Integration Activities For Home & School](#) <sup>6</sup>
- [Classroom Sensory Kit Product](#) <sup>7</sup>
- [SensoryTools.net](#) <sup>8</sup>
- [In Service for Teachers on “Is it Sensory or Behavior”](#) <sup>9</sup>
- [SPD Expert, Chynna Laird, Reports...The Essentials For A ‘Sensational’ Learning Environment](#) <sup>10</sup>
- [Sensory Diet and Classroom Modifications](#) <sup>11</sup>
- [Problem Behavior In The Classroom: Dealing With Children And Sensory Processing Disorders At School](#) <sup>12</sup>
- [5 Ways To Help Your Child Sit Still](#) <sup>13</sup>

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## Social Stories

### Why should I do it:

- Helps teach students routines, expectations, and behavioral standards in an alternative way
- Reinforces correct behavior
- Information presented in a story format
- Provides visual examples of behavior expectations
- Provides a more personalized and tailored behavioral intervention
- Helps involve students in the learning process
- Works well with students on the autism spectrum and those with ADD/ADHD

### When should I do it:

- When a student fails to grasp social norms, routines, and expectations, like walking down the hall, using restroom facilities, following lunch procedure, using manners, using greetings, asking for help properly, etc
- When a student is on the autism spectrum or has ADD/ADHD
- When a student is disorganized, unprepared, disheveled
- When a student needs reinforcement of class rules, routines, procedures, etc
- When a student lacks social skills
- When a student does not respond to cues, redirection, refocusing, etc
- When a student fails to complete work, homework, expectations, etc

### How do I do it:

- You can either look for a pre-made social story in the resources below or create your own using the resources below or you can take one from the resources and adapt it to your needs
- Ask your Resource Room teacher for assistance if you need help creating a social story or getting it started
- Basic steps to creating a social story:
  - Create a list or outline of the steps in the routine or procedure the student needs work or reinforcement on, like behavior in the hall, using the bathroom, starting work, asking for help, etc
  - For each step of the process, develop a simple sentence to explain the step, for example “open your desk and get your book out”, or “walk to the door and knock”, etc
  - Next to each step and sentence, utilize a picture to represent the action, either a generic image or graphic, or an actual picture of the student performing that step
  - When the social story is complete, review it with the student daily before they perform that routine, procedure, or activity
  - After the student learns the social story well, have them review it on their own before they perform that routine, procedure, or activity
  - You may slowly wean the student off the social story as they consistently perform the task correctly

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Carol Gray created social stories. This is a “must see” website.](#) <sup>1</sup>

- Social Stories & Narratives Workshop Resources <sup>2</sup>
- Huge list of Social Stories <sup>3</sup>
- Various Free Social Stories:
  - [http://www.autism4teachers.com/autism4teachers\\_013.htm](http://www.autism4teachers.com/autism4teachers_013.htm) <sup>4</sup>
  - <http://www.freewebs.com/kidscandream/page12.htm> <sup>5</sup>
  - <http://www.freewebs.com/kidscandream/page13.htm> <sup>6</sup>
  - <http://www.slatersoftware.com/document.html#Socialstories> <sup>7</sup>
  - <http://www.thewatsoninstitute.org/teacher-resources2.jsp?pagelD=2161392240601226415747290> <sup>8</sup>
  - [http://www.speakingofspeech.com/Social\\_Skills\\_Pragmatics.html](http://www.speakingofspeech.com/Social_Skills_Pragmatics.html) <sup>9</sup>
  - <http://www.ccsd.edu/LittleTor.cfm?subpage=5804> <sup>10</sup>
  - <http://www.region2library.org/socialstories.htm> <sup>11</sup>
  - <http://rsaffran.tripod.com/social.html> <sup>12</sup>
  - <http://schools.nyc.gov/.../AdaptedBooks/default.htm> <sup>13</sup>
  - <http://www.adders.org/socialstories.htm> <sup>14</sup>
  - [http://www.oneplaceforspecialneeds.com/resources\\_online/](http://www.oneplaceforspecialneeds.com/resources_online/) <sup>15</sup>
  - COMPREHENSIVE LIST OF SOCIAL STORIES AND VISUAL SCRIPTS FOR DAILY LIVING AND SOCIAL SKILLS <sup>16</sup>
  - <http://portal.esc20.net/.../SpecialEducation/autism/socialstories> <sup>17</sup>
  - <http://www.child-autism-parent-cafe.com/examples-of-autism-social-stories.html> <sup>18</sup>
  - <http://www.autismhelp.info> (pdf) <sup>19</sup>
  - Holiday Social Stories <sup>20</sup>
  - List of Social Story Resources <sup>21</sup>
  - Social Story Scripts.pdf <sup>22</sup>
  - The Social Story Book with over 150 social stories <sup>23</sup>
  - Social Story Images & Graphics You Can Assemble In Sequence <sup>24</sup>
  - Social Stories Creator Program: Picto Selector <sup>25</sup>
  - Simple Word Stories That Can Be Customized By Filling In Student's Name & Other Info, etc <sup>26</sup>
  - How To Make A Social Story <sup>27</sup>
  - Free Story Builder Program <sup>28</sup>
  - How To Make A Social Story Fact Sheet <sup>29</sup>
  - Conversation Starters 1 <sup>30</sup>, Conversation Starters 2 <sup>31</sup>, Conversation Starters 3 <sup>32</sup>, Conversation Starters 4 <sup>33</sup>, Conversation Starters 5 <sup>34</sup>
  - Friendship and Feelings <sup>35</sup>
  - Bullying <sup>36</sup>
  - Personal & Hygiene Social Stories <sup>37</sup>
  - Tips For Writing Scripted Stories For Social Situations <sup>38</sup>
  - Social & Scripted Stories <sup>39</sup>
  - Hygiene Social Story.pdf <sup>40</sup>
  - Lunchroom <sup>41</sup>
  - Social Story Maker Program <sup>42</sup>
  - Let's Keep Our Hands Clean & Healthy <sup>43</sup>
- Free Pictures, Graphics, & Symbols For Social Stories
  - <http://www.dotolearn.com/picturecards/printcards/index.htm> <sup>44</sup>
  - <http://www.english-4kids.com/flashcards.html> <sup>45</sup>
  - <http://www.usevisualstrategies.com/AutismVisualPrintablePictures.aspx> <sup>46</sup>
  - <http://www.sxc.hu/> <sup>47</sup>

- <http://www.free-graphics.com/> <sup>48</sup>
- <http://www.freegraphics.org/> <sup>49</sup>
- <http://office.microsoft.com/en-us/images/> <sup>50</sup>
- Google Image Search <sup>51</sup>
- <http://www.setbc.org/pictureset/> <sup>52</sup>
- <http://www.supersimplesongs.com/freeflashcards.html> <sup>53</sup>
- <http://www.eslflashcards.com/> <sup>54</sup>
- [http://www.freereading.net/index.php?title=Picture\\_cards](http://www.freereading.net/index.php?title=Picture_cards) <sup>55</sup>
- [www.deviantart.com/](http://www.deviantart.com/) <sup>56</sup>
- <http://www.iconbazaar.com/index.html> <sup>57</sup>
- Picto Selector Free Communication Picture Exchange Program <sup>58</sup>
- <http://www.teachchildrensl.com/flashcards.htm> <sup>59</sup>
- <http://www.k-3teacherresources.com/toys-theme.html> <sup>60</sup>
- <http://www.angelfire.com/pa5/as/socialskills/conversationpictures.pdf> <sup>61</sup>
- Picture word cards & More <sup>62</sup>
- 100's of Pecs Pictures, Graphics, & More! Scroll about halfway down the page to find Pecs Picture page links (including, answer phone, blow, blow bubbles, don't walk, walk, dot to dot, cut hair, don't pick nose, wait, go potty, wipe bottom, paintbrush, paints, paints, computer, scissors, play doh, line up, write, cereal, chips, grilled cheese, chicken nuggets, cookie, traffic lights, school crossing guard, roller blades, play cards, AND MANY MORE!!!) <sup>63</sup>

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# Teach Conflict Resolution Skills

## Why should I do it:

- Many students lack basic skills necessary for solving and resolving daily conflicts with other students, adults, authority figures, etc
- Enables and empowers students to be more independent and highly functioning
- Reduces teacher's time "putting out fires"
- Increases instructional time
- Promotes maturity
- Improves self confidence
- Reduces tattling, bickering, and disruptions

## When should I do it:

- Conflict resolution skills are good to teach all kids in your classes at the beginning of the year and then again once a month to keep the strategies fresh in kids minds
- When students bicker, argue, and fight a lot
- When you lose time due to student conflicts and disagreements
- When a student is being suspended a lot due to fighting and conflicts with students and adults
- When students have trouble compromising, taking turns, sharing, etc

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- There are many skills and strategies for teaching kids conflict resolution, many of which can be found and explored below under support & resources
- These lessons and ideas for teaching the skills, found below, can be done with individual students, a small group, or the whole class
- Conflict resolution skills should be taught and revisited on a regular basis and should include role playing to practice the skills
- When students fail to use the taught skills, have them reflect on how they could have handled the situation or conflict and role play it with them
- Model proper conflict resolution skills for your kids with any opportunity you get, and point out to the students afterward how you used the skills

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Becoming A Problem Solver.pdf](#) <sup>1</sup>
- [Bullies 2 Buddies lessons \(3 free pdf downloads\): How to Stop Being Teased and Bullied Without Really Trying, A Revolutionary Guide to Reducing Aggression between Children, & The Golden Rule Solution to Racism](#) <sup>2</sup>
- [Bully Prevention In PBS.pdf](#) <sup>3</sup>
- [A Sample Behavior Rubric: Aggressive Behavior Consequence Rubric.pdf](#) <sup>4</sup>
- [Bullying: Time To Think Reflection Sheet For Lower Elementary.doc](#) <sup>5</sup>

- Bullying: Time To Think Reflection Sheet For Upper Elementary.doc <sup>6</sup>
- Bully Think Sheet.doc <sup>7</sup>
- CPS (Collaborative Problem Solving Technique).doc <sup>8</sup>
- Embedding Bully-Proofing in School-wide PBS – PBIS.ppt <sup>9</sup>
- Self Talk & Bullies.doc <sup>10</sup>
- Think Sheet.doc
- Think Sheet.pdf <sup>11</sup>
- Tips For Problem Solving.doc
- Trash Talk Vs. Real Threat.doc
- Warning Tickets.doc <sup>12</sup>
- Let Kids Fix Own Problems.pdf <sup>13</sup>
- Pre K To Grade 2: Conflict Resolution.pdf <sup>14</sup>
- Grades 3 To 5: Conflict Resolution.pdf <sup>15</sup>
- Teach Students Planned Ignoring <sup>16</sup>
- Highly Recommended Bullying Links <sup>17</sup>
- 101 Great Comeback Lines <sup>18</sup>
- Bullying Defense Skills Training <sup>19</sup>
- Bullying Advice <sup>20</sup>
- FAQ When Your Child is Being Bullied <sup>21</sup>

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# Teach Coping Skills

## Why should I do it:

- Improves kids self-confidence and self-esteem
- Increases instruction time
- Improves students' independence
- Helps students to be more assertive
- Decreases the time it takes to deal with students' crises, issues, meltdowns, etc
- Provides students a good life long skills
- Helps to empower students
- Improves behaviors
- Improves student problem solving
- Helps student empowerment

## When should I do it:

- All students should be taught coping skills and they should regularly be modeled for all students
- When a student frequently has melt downs, falls apart, cries, experiences anxiety, has issues with friends
- When students seem to have trouble handling criticism, failure, disappointment, conflict, decision-making, etc
- When students have trouble appropriately expressing emotions, like sadness, disappointment, frustration, happiness, excitement, etc
- When you are having to frequently stop to console, encourage, or settle kids down

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Depending on the situation, need, and child, there are numerous ways to teach kids coping skills
- Always try to use active listening skills
- Use a clam tone
- Be firm when necessary and set boundaries
- Use support and resources below for specific lesson plans, ideas, strategies, and skills

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- General Coping Strategies:
  - [Coping Skills For Kids](#) <sup>1</sup>
  - [Helping Kids Develop Coping Skills](#) <sup>2</sup>
  - [Students Teach Students: Using Student Essays To Build Coping Skills and Self-Esteem](#) <sup>3</sup>
  - [Teach Relaxation Skills](#)

- Teach Students Planned Ignoring <sup>4</sup>
- Coping Skills <sup>5</sup>
- Coping Skills for Trauma <sup>6</sup>
- Survival Strategies of Children & Teenagers <sup>7</sup>
- Transactional Model of Stress and Coping <sup>8</sup>
- Coping Skills <sup>9</sup>
- Coping Strategies: Managing Feelings <sup>10</sup>
- Teach Coping Skills <sup>11</sup>
- 100's of Coping Skills Lesson Plans Reviewed By Teachers (Free Trial) <sup>12</sup>
- Coping Worksheets (Free Trial) <sup>13</sup>
- Coping Lesson Plans (Free Trial) <sup>14</sup>
- Coping With Anger:
  - 6 Ways to Help Kids Handle Anger <sup>15</sup>
  - 6 WAYS TO HELP THE ANGRY CHILD <sup>16</sup>
  - Anger Management: Get Your Angries Out <sup>17</sup>
  - Helping Children Cope with Anger <sup>18</sup>
  - Helping Young Children Deal with Anger <sup>19</sup>
  - PBS Kids Dealing With Anger Video <sup>20</sup>
- Coping With Boredom:
  - Deal with Boredom at School <sup>21</sup>
- Coping With Change:
  - Helping Children Cope With Change <sup>22</sup>
  - Helping Children Cope with School Transitions <sup>23</sup>
  - Helping Children Deal With Change.pdf <sup>24</sup>
- Coping With Disappointment:
  - Help Kids Handle Disappointment: Learning to cope in the face of frustration is an important life skill. Here's how to teach it to your child. <sup>25</sup>
  - Helping children cope with disappointment <sup>26</sup>
  - Helping Children Handle Disappointment <sup>27</sup>
  - Helping Kids Handle Rejection and Disappointment <sup>28</sup>
  - Teaching Guide: DEALING with DISAPPOINTMENT for grades K-5 <sup>29</sup>
- Coping With Embarrassment:
  - Embarrassing Moments: How To Deal <sup>30</sup>
- Coping With Fears:
  - 7 Ways to Overcome the Fear of Failure <sup>31</sup>
  - Fear of Failure: A Childhood Epidemic <sup>32</sup>
  - Help A Child Wrestle Worries And Fears.pdf <sup>33</sup>
  - Helping Children Who Fear School <sup>34</sup>
  - How To Conquer Public Speaking Fear <sup>35</sup>
  - Overcome the Fear of Speaking to Groups <sup>36</sup>
  - Phobics-Awareness.org <sup>37</sup>
- Coping With Frustration:
  - Children's Feelings: How Children Express Frustration <sup>38</sup>
  - Fight Frustration: Help your child learn the patience, practice, and perseverance he needs to overcome obstacles <sup>39</sup>
  - Techniques To Help Kids Deal With Frustration <sup>40</sup>
- Coping With Low Motivation:
  - Motivation — Helping Your Child Through Early Adolescence <sup>41</sup>
- Coping With Nervousness:

- How To Get Children To Overcome Shyness Free Online Video <sup>42</sup>
- The Nervous Child <sup>43</sup>
- Tips for How to Deal with Back to School Nervous Feelings <sup>44</sup>
- Coping With Sadness & Depression
  - Dealing with Childhood Depression <sup>45</sup>
  - DEPRESSION AMONG CHILDREN AND ADOLESCENTS: RECOMMENDATIONS FOR TEACHERS AND PARENTS.doc <sup>46</sup>
  - Depression in Children with ADHD <sup>47</sup>
  - How to Help Your Child With Depression <sup>48</sup>
  - PBS Kids Depression Video <sup>50</sup>
  - Teen Depression: A GUIDE FOR PARENTS AND TEACHERS <sup>51</sup>
  - Tips for Handling Depression in the Classroom: Helping Students Cope with Depressive Disorders <sup>52</sup>
- Coping With Grief & Loss
  - Nine Ways to Help Children Cope With Loss and Grief <sup>49</sup>
  - Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents.pdf <sup>67</sup>
  - Dealing With Death at School.pdf <sup>68</sup>
  - Coping with the Death of a Student or Staff Member.pdf <sup>69</sup>
  - How to: Help Your Students Deal with Grief and Loss <sup>70</sup>
  - Resources for Helping Students Deal with Crises <sup>71</sup>
  - Helping Your Child Deal With Death <sup>72</sup>
  - Resources for When Grief Comes to the Classroom through Death <sup>73</sup>
  - Helping Students Cope with Loss, Death and Grief: “Non-Therapeutic” Intervention for the Classroom.ppt <sup>74</sup>
  - Helping Children Cope: Teacher Resources for Talking About Tragedy <sup>75</sup>
  - Helping Children Cope with Death <sup>76</sup>
  - Books for Helping Children Cope with Death <sup>77</sup>
  - Helping Grieving Children at School <sup>78</sup>
  - Death: Dealing with Crisis at School Practical Suggestions for Educators <sup>79</sup>
  - Helping Students Deal with Loss <sup>80</sup>
  - National Center for School Crisis and Bereavement: School and Family Resources <sup>81</sup>
  - Helping Children Cope With Death.pdf <sup>82</sup>
  - How Counselors and Teachers Tell Students About A Death.pdf <sup>83</sup>
- Coping With Stress & Anxiety:
  - Coping With Math Anxiety <sup>53</sup>
  - Help Kids Cool Down When They Are Stressed Out.pdf <sup>54</sup>
  - How To Relieve Back To School Stress and Anxiety <sup>55</sup>
  - How To Relieve School Anxiety <sup>56</sup>
  - Managing School Phobia: Helping Teens and Kids Cope with School Anxiety and Avoidance <sup>57</sup>
  - School Phobia Tips: How to Deal with Anxiety about School <sup>58</sup>
  - Separation Anxiety in Children: Easing Separation Anxiety Disorder <sup>59</sup>
  - Social Causes Of School Anxiety <sup>60</sup>
  - Teaching Children/Youth Coping Skills For Stress Management <sup>61</sup>
  - Test Anxiety: How To Deal With Test Anxiety and Actually Do Better On Tests <sup>62</sup>

- The Medical Basis of Stress, Depression, Anxiety and Drug Use! Explained in a FUN, easy to read format! <sup>63</sup>
- What are some ways I can calm down quickly when I'm feeling overwhelmed? <sup>64</sup>
- Coping With Worry:
  - Helping Children Cope with Worries <sup>65</sup>
  - Helping Kids Handle Worry <sup>66</sup>

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## Teach Relationship Skills

### Why should I do it:

- Interpersonal skills are an important part of students' development
- Improves self-esteem
- Increases student buy-in
- Creates a more cohesive class and group
- Helps students help one another
- Increases instructional time
- Decreases time spent repeating directions, rehashing lessons, etc
- Improves students' moods, affect, and emotional stability
- Helps students to interact with adults
- Helps students to elicit help from teachers and others
- Teaches students important life skills for dealing with others
- Reduces conflicts, arguing, and fighting
- Improves the environment of the room/school
- Helps students make and keep friends
- Improves coping skills
- Increases self-confidence

### When should I do it:

- All students can benefit from being taught relationship skills
- With students who seem to be "loners"
- With students that are frequently involved or starting or taking part in drama
- With students that say no one likes them or they have no friends
- With students who have trouble asking for help
- When students seem socially awkward
- When students cannot get along with others
- When students instigate, annoy, bug, etc, others
- With students who are immature
- When other students shun, avoid, or ostracize others
- When students bully or are bullied
- When students create or spread rumors
- When students have trouble sharing, compromising, listening to others' opinions, etc
- When students seem intolerant of others

### How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing relationship skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing relationship skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific relationship skills lessons and interventions for specific students*
- Use any opportunity to model and role play relationship skills, like when a student name calls and others choose not to play with them, when a student shares, when a student helps another, etc

- Teach lessons on relationships, friendships, getting along with others, tolerance, etc
- Take students aside to discuss and have them reflect on how their behaviors affect others, what behaviors would make others want to be friends with them, etc
- Have students partner up and work on projects together
- Assign work partners
- Help kids set goals with making friends or getting to know others
- Try the supports and resources below

### **Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [50 Tips On How To Make Friends](#) <sup>1</sup>
- [6 Friendship Rules To Live By](#) <sup>2</sup>
- [A Social Skills Lesson: What Is A Friend](#) <sup>3</sup>
- Assign a buddy or partner
- [Caring Lesson Older Students](#) <sup>4</sup>
- [Caring Lesson Younger Students](#) <sup>5</sup>
- Draw a picture or write in a journal
- [Empathy 101: 10 Commandments Of Human Relationships](#) <sup>6</sup>
- Encourage interaction with a more self confident student
- Engage student
- [Fact Sheet About Dating Violence.pdf](#) <sup>7</sup>
- [Fairness Lesson Younger Students Activity](#) <sup>8</sup>
- [Fairness/Justice Lesson Older Students Activity](#) <sup>9</sup>
- [Friendship Lesson](#) <sup>10</sup>
- [Getting Along With Parents Lesson](#) <sup>11</sup>
- [Honesty Lesson](#) <sup>12</sup>
- [How To Build Friendships With Good Listening Skills](#) <sup>13</sup>
- [How To Make Friends And Get S Social Life](#) <sup>14</sup>
- [How To Make Friends At School: Helping Your Pre-teen Overcome Shyness](#) <sup>15</sup>
- [How to Socialize, Be Funny and Make Friends](#) <sup>16</sup>
- [Integrity Lesson](#) <sup>17</sup>
- [Interpersonal Skills](#) <sup>18</sup>
- [Kid's Health: Friendship](#) <sup>19</sup>
- [Kid's Health: Making Friends](#) <sup>20</sup>
- [Kid's Health: Peer Group Pressure](#) <sup>21</sup>
- [Kid's Health: Peer Groups](#) <sup>22</sup>
- [Kid's Health: Prejudice](#) <sup>23</sup>
- [Kid's Health: Problems With The Teacher](#) <sup>24</sup>
- [Kid's Health: Teasing Others And How To Stop](#) <sup>25</sup>
- [Kid's Health: What Is Diversity?](#) <sup>26</sup>
- Model appropriate language
- Natural consequences
- [Preventing Conflicts & Violence Lesson](#) <sup>27</sup>
- Reassurance
- Reflection sheet
- [Respect Lesson Older Students Activity](#) <sup>28</sup>
- [Respect Lesson Younger Students Activity](#) <sup>29</sup>
- [Respecting Others Lesson](#) <sup>30</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>31</sup>

- Speak with student in hallway
- Speaking Of Sex Lesson <sup>32</sup>
- Talk one on one with student
- Teach conflict resolution skills
- Teach coping skills
- Teach social skills
- Teaching empathy: Evidence-based tips for fostering empathy in children <sup>33</sup>
- Trustworthiness Lesson Older Students Activity <sup>34</sup>
- Trustworthiness Lesson Younger Students Activity <sup>35</sup>
- Teaching Empathy <sup>36</sup>
- Social Skills Stories, Games, Materials, & Resources <sup>37</sup>
- PLAY SKILLS-BASED INTERVENTIONS.pdf <sup>38</sup>
- Social Skills For Middle School Students <sup>39</sup>
- How to Get Children to Overcome Shyness (video) <sup>40</sup>
- Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents
  - 10 Ways to Improve Your Interpersonal Skills <sup>41</sup>
  - Activities People Do When They Hang Around Each Other <sup>42</sup>
  - Dealing with anxiety & shyness in social situations and relationships <sup>43</sup>
  - At Times It's Socially Practical To Know Things Other People Care About <sup>44</sup>
  - Being Honest With Yourself About Your Social Problems <sup>45</sup>
  - Being Too Negative Can Hinder Your Social Success <sup>46</sup>
  - Generally Improving Your Social Skills <sup>47</sup>
  - Coping With Nervousness <sup>48</sup>
  - Dealing With Regrets Caused By Your Poor People Skills <sup>49</sup>
  - Thoughts On How To Make Conversation <sup>50</sup>
  - Getting Along With New Groups <sup>51</sup>
  - How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>52</sup>
  - How To Be More Friendly And Social <sup>53</sup>
  - How To Be More Fun <sup>54</sup>
  - How To Meet People <sup>55</sup>
  - How To Talk To Shyer and/or Less Social People <sup>56</sup>
  - How Your Interests Can Affect Your Social Success <sup>57</sup>
  - Common Worries Shy Or Insecure People Have <sup>58</sup>
  - Is Bitterness Holding You Back Socially? <sup>59</sup>
  - Is It Okay To Hang Out With Another Guy One On One? <sup>60</sup>
  - Is Thinking You're Better Than Other People Holding You Back Socially? <sup>61</sup>
  - Learning To Make More Eye Contact With People <sup>62</sup>
  - Little Social Annoyances That Will Never Go Away <sup>63</sup>
  - Loosen Up To Be More Socially Successful <sup>64</sup>
  - Making Plans With People <sup>65</sup>
  - Mistakes Lonely People Often Make <sup>66</sup>
  - My Experience With Becoming More Self-Confident <sup>67</sup>
  - Other People Often Aren't As Shallow As They Seem <sup>68</sup>
  - It's Very Tricky To Know What You Want Socially <sup>69</sup>
  - Reflections on Being Defensive and Secretive <sup>70</sup>
  - Reflections On Getting Over Low Self-Esteem <sup>71</sup>
  - Some Interpersonal Pitfalls More Intellectual Types Can Fall Into <sup>72</sup>
  - Some Thoughts On The Point Of Small Talk <sup>73</sup>

- [Some Tips On How To Be Less Quiet In Conversations](#) <sup>74</sup>
- [Some Ways People Are Mentally Lazy About Judging Others](#) <sup>75</sup>
- [The Importance of Getting Your Appearance In Order](#) <sup>76</sup>
- [The Importance Of Simplicity And The Basics In Social Interactions...](#) <sup>77</sup>
- [Meeting People & Making Friends](#) <sup>78</sup>
- [Thoughts On How To Be Funny](#) <sup>79</sup>
- [Thoughts On How to Be More Interesting](#) <sup>80</sup>
- [Thoughts On How To Make A Conversation](#) <sup>81</sup>
- [Thoughts on Seeming Less Weird](#) <sup>82</sup>
- [How To Mingle And Talk To People At Parties](#) <sup>83</sup>
- [Ways People Can Unintentionally Leave Friends Out Of Social Events](#) <sup>84</sup>
- [When People Say “How’s It Going?”, “What’s Up?” or “What’s New?”](#) <sup>85</sup>
- [When You Feel Like Your Friends Suck](#) <sup>86</sup>
- [Why You Need To Directly Practice Your Social Skills And How To Do It](#) <sup>87</sup>
- [When Your Friends Tease You A Lot](#) <sup>88</sup>

### Footnotes:

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# Teach Relaxation Techniques

## Why should I do it:

- Students can get overwhelmed easily
- Many students want to be successful but haven't yet developed all the skills, which can lead to anxiety/frustration
- Everyone needs a break every once in a while
- Provides students a way to manage their own feelings and emotions
- Increases instructional time when students can calm themselves and utilize coping skills, like relaxation
- Improves student focus and attention
- Helps refocus and refresh students
- Has positive physiological benefits, like improved blood flow, oxygen levels, and endorphin levels, as well as decreased cortisol or "stress hormone" levels

## When should I do it:

- When you see a student becoming frustrated (banging things, groaning, crying, refusing to do work)
- When a student is involved in a mild confrontation with another student
- When student has a lot of work to do
- When a student appears, tense, uptight, anxious
- When a student is having a "bad day"
- When a student appears uncomfortable
- When a student has become unfocused and off task

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Take time to speak with the individual student alone or teach the entire class the relaxation techniques they will use in class
- Assure student that everyone gets stressed/frustrated/worried/ overwhelmed
- Teach the student to know when they are stressed, frustrated, worried, overwhelmed, etc (some common answers are: clench fists, breathe heavily, cry, sweat)
- Teach student when they feel stressed, frustrated, upset, etc, to ask to go relax
- Practice the first time with the student or class
- Establish where, when, and how students will initiate and carry out a break to relax (establish where in or out of the room students will do it, if there will be one or more choices of relaxation techniques to choose from, how they ask to take a relaxation break, how long they are, how may and which students may do them, etc)
- Practical relaxation techniques for students:
  - Deep Breathing
  - Count to 10

- Write in a journal
- Draw
- Color
- Scribble
- Read
- Visualization
- Listen to music or nature sounds
- Take a break

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Deep Breathing](#)
- [Relaxation Stretching.doc](#)
- [Relaxation Southwest Crickets In The Evening.doc](#)
- [Relaxation Tropical Beach.doc](#)
- [Relaxation Tropical Rain Forest.doc](#)
- Stress ball or stress fidget
- Count to 10
- Draw a picture or write in a journal
- Listen to music
- Take a break

# Teach Social Skills

## Why should I do it:

- Many students lack basic social skills
- Increases instructional time
- Improves student interactions
- Increases student productivity
- Helps students improve daily social functioning
- Helps students make friends
- Teaches students essential life skills
- Helps students to fit in
- Helps students to function better in classes
- Teaches students to follow rules, expectations, procedures, etc
- Increases self confidence, self concept, and self esteem
- Gives students a common “language”

## When should I do it:

- It is important to teach all students appropriate social skills with any and all opportunities
- When students have poor hygiene
- When students seem out of place, ostracized, or isolated
- When students exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc
- When students are rude, short, pushy, etc
- When students demonstrate poor personal care habits, like blowing nose, using a napkin, etc
- When students appear socially awkward, weird, out of place, etc
- When students are perceived as weird and strange by the class
- When students do or say weird, silly, inappropriate, or out of place things

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing social skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing social skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific social skills lessons and interventions for specific students*
- In the realm of social skills, there is a broad range of skills and topics, as well as a good deal of overlap with other skills, like interpersonal skills, coping skills, etc
- Some common areas for social skills instruction include:
  - Hygiene
  - Manners
  - Listening
  - Being polite
  - Being considerate
  - Being respectful
  - Sharing

- Taking turns
- Appropriate words
- Appropriate touch
- How to behave in the halls, lunchroom, during instruction, etc
- Etc
- Please refer to the supports and resources below for lesson plans, ideas, and strategies

### **Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [A Social Skills Lesson: What Is A Friend](#) <sup>1</sup>
- [Age Appropriate Social Skills Lessons](#) <sup>2</sup>
- [Teaching Social Skills To Kids Who Don't Yet Have Them](#) <sup>3</sup>
- [Do2Learn.com Schedules](#) <sup>4</sup>
- [Elementary Etiquette: A Lesson Plan on Using Polite Words](#) <sup>5</sup>
- [Embedding Social Skills Instruction Throughout The Day Presentation.ppt](#) <sup>6</sup>
- [Hand Washing Song.pdf](#) <sup>7</sup>
- [Behavior & Social Skills](#) <sup>8</sup>
- [Personal Hygiene Lessons](#) <sup>9</sup>
- [Reading Facial Expressions.pdf](#) <sup>10</sup>
- [Reading Social Cues And Emotions.pdf](#) <sup>11</sup>
- [Social Skills Activities](#) <sup>12</sup>
- [Social Skills For Middle School Students](#) <sup>13</sup>
- [Social Skills Instruction Presentation.ppt](#) <sup>14</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>15</sup>
- [The Deodorant Story.pdf](#) <sup>16</sup>
- [Visual Schedules](#) <sup>17</sup>
- [Your Emotions Impact Others Lesson.pdf](#) <sup>18</sup>
- [Social Skills Stories, Games, Materials, & Resources](#) <sup>19</sup>
- [K-5 Lesson Plans on Hygiene](#) <sup>20</sup>
- [Social Skills](#) <sup>21</sup>
- [Social Skills and Academic Achievement](#) <sup>22</sup>
- [Social Skills/Pragmatics](#) <sup>23</sup>
- [Social skills activities for children and teenagers: Ideas inspired by research](#) <sup>24</sup>
- [Ideas for Educators Supporting Social/Emotional Language Skills](#) <sup>25</sup>
- [Social skills Training & Aggression Replacement Techniques \(START/STAIRS\)](#) <sup>26</sup>
- [Social Skills Worksheets](#) <sup>27</sup>
- [Social Skills Training](#) <sup>28</sup>
- [Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents](#)
  - [10 Ways to Improve Your Interpersonal Skills](#) <sup>29</sup>
  - [Activities People Do When They Hang Around Each Other](#) <sup>30</sup>
  - [Dealing with anxiety & shyness in social situations and relationships](#) <sup>31</sup>
  - [At Times It's Socially Practical To Know Things Other People Care About](#) <sup>32</sup>
  - [Being Honest With Yourself About Your Social Problems](#) <sup>33</sup>
  - [Being Too Negative Can Hinder Your Social Success](#) <sup>34</sup>
  - [Generally Improving Your Social Skills](#) <sup>35</sup>
  - [Coping With Nervousness](#) <sup>36</sup>
  - [Dealing With Regrets Caused By Your Poor People Skills](#) <sup>37</sup>

- Thoughts On How To Make Conversation <sup>38</sup>
- Getting Along With New Groups <sup>39</sup>
- How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>40</sup>
- How To Be More Friendly And Social <sup>41</sup>
- How To Be More Fun <sup>42</sup>
- How To Meet People <sup>43</sup>
- How To Talk To Shyer and/or Less Social People <sup>44</sup>
- How Your Interests Can Affect Your Social Success <sup>45</sup>
- Common Worries Shy Or Insecure People Have <sup>46</sup>
- Is Bitterness Holding You Back Socially? <sup>47</sup>
- Is It Okay To Hang Out With Another Guy One On One? <sup>48</sup>
- Is Thinking You're Better Than Other People Holding You Back Socially? <sup>49</sup>
- Learning To Make More Eye Contact With People <sup>50</sup>
- Little Social Annoyances That Will Never Go Away <sup>51</sup>
- Loosen Up To Be More Socially Successful <sup>52</sup>
- Making Plans With People <sup>53</sup>
- Mistakes Lonely People Often Make <sup>54</sup>
- My Experience With Becoming More Self-Confident <sup>55</sup>
- Other People Often Aren't As Shallow As They Seem <sup>56</sup>
- It's Very Tricky To Know What You Want Socially <sup>57</sup>
- Reflections on Being Defensive and Secretive <sup>58</sup>
- Reflections On Getting Over Low Self-Esteem <sup>59</sup>
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- The Importance of Getting Your Appearance In Order <sup>64</sup>
- The Importance Of Simplicity And The Basics In Social Interactions... <sup>65</sup>
- Meeting People & Making Friends <sup>66</sup>
- Thoughts On How To Be Funny <sup>67</sup>
- Thoughts On How to Be More Interesting <sup>68</sup>
- Thoughts On How To Make A Conversation <sup>69</sup>
- Thoughts on Seeming Less Weird <sup>70</sup>
- How To Mingle And Talk To People At Parties <sup>71</sup>
- Ways People Can Unintentionally Leave Friends Out Of Social Events <sup>72</sup>
- When People Say "How's It Going?", "What's Up?" or "What's New?" <sup>73</sup>
- When You Feel Like Your Friends Suck <sup>74</sup>
- Why You Need To Directly Practice Your Social Skills And How To Do It <sup>75</sup>
- When Your Friends Tease You A Lot <sup>76</sup>

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# Tier 3 Interventions

Tier 3: Highly intensive, focused, and individualized interventions formally taught and practiced on an individual basis in a systematic and structured manner on an ongoing basis.

Tier 3 interventions apply to the smaller number of students who do not respond to Tier 2 interventions. Tier 3 interventions consist of highly customized and individualized interventions and require a high level of support and instruction. Tier 3 interventions are typically delivered on an individual basis due to their high degree of specificity. For example, if a student who has trouble following passing time expectations does not respond to Tier 1 interventions or Tier 2 interventions (like the behavior plan mentioned above), the student may be placed on a Tier 3 custom made and unique behavior plan specifically made to address the exact triggers and behaviors they are demonstrating during passing time. Tier 3 interventions are generally not pre-made and cannot usually be used for multiple students due to the fact that they address specific behaviors of a particular student in a particular place and time. Tier 3 interventions will employ the use of an extensive functional behavior assessment to help form and shape interventions as well as other scales and assessments.

## **Before you start, a few important points:**

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 12 months, you may consider speaking to the parent or guardian and/or the behavior team about:
  - Individual or family therapy for the student and family
  - Referral for special education evaluation
  - Referral to a day treatment school or facility
  - Referral to another school or facility that is more highly structured, intensive, and specially equipped to handle students with severe behavioral and emotional challenges.

# Alternatives To Suspension

## Why should I do it:

- Suspending kids is very unproductive for academics
- Some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with
- Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus
- Providing alternatives to suspensions can be much more effective in getting students' behavior to change
- There are many alternatives that motivate students better than suspending them

## When should I do it:

- When a student gets into trouble and suspended frequently
- When a student is trying to get suspended on purpose or to get out of something
- When students really need the instruction but a consequence or discipline is warranted
- When suspensions do not seem to be doing anything and are ineffective

## How do I do it:

- There are various alternatives to suspension and ways to carry them out.
- Always use a neutral tone and do not allow yourself to be drawn into power struggles.
- Alternatives may be discussed with a student or students before implementing them
- Some common alternatives include:
  - in-school suspension
  - school service (for example, assisting custodial staff with after school clean-up, lunch clean-up, etc)
  - mini course
  - parent supervision
  - counseling
  - community service
  - behavior monitoring
  - restitution
  - problem solving or behavior contract
  - alternative programming
  - loss of privileges (like lunch, recess, social time, etc)
  - time out
  - detention (before or after school)
  - mentoring (with a teacher, counselor, or other staff member before or after school)
  - behavioral contracts
  - send homes
  - referral to community mental health services
- **Refer to the resources below for more ideas and implementation**

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Alternatives To Suspension.pptx <sup>1</sup>
- Some Example Alternative to Suspension Programs.pdf <sup>2</sup>
- Ten Alternatives To Suspension.pdf <sup>3</sup>
- Article on Alternatives To Suspension <sup>4</sup>
- Alternatives to Suspension, Expulsion, & School-Based Arrest.pdf <sup>5</sup>
- In-School Suspension (ISS) <sup>6</sup>
- In-School Suspension Implementation <sup>7</sup>
- In-School Suspension: A Learning Tool <sup>8</sup>
- ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSION <sup>9</sup>
- Educational Alternatives to Suspension and Expulsion.pdf <sup>10</sup>
- Suspension alternative <sup>11</sup>
- Alternatives to Expulsion, Suspension and Dropping Out of School <sup>12</sup>
- Zero Tolerance and Alternative Discipline Strategies <sup>13</sup>
- Alternative to In School Suspension (I.S.S.) <sup>14</sup>
- Alternatives to Suspension <sup>15</sup>
- Alternative To Suspension Referral Form.doc <sup>16</sup>
- Alternatives to Suspension.pdf <sup>17</sup>

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# Behavior Contract

## Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

## When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
- When students are defiant and oppositional

## How do I do it:

- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart
- Explain the procedure with the student
- Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Behavior Contracts How To.pdf](#) <sup>1</sup>
- [The One-Party Behavioral Contract in a Transition Services Setting](#) <sup>2</sup>
- [Behavior Contracts \(video\)](#) <sup>3</sup>
- [How To Create Behavior Contracts](#) <sup>4</sup>
- [How To Create A Student Behavior Contract](#) <sup>5</sup>
- [Implementing a Behavior Contract](#) <sup>6</sup>
- [Free Printable Behavior Contracts & Charts](#) <sup>7</sup>
- [Sample Behavior Contract](#) <sup>8</sup>
- [Behavior Contract.doc](#) <sup>9</sup> or [Behavior Contract.pdf](#) <sup>10</sup>
- [Various Behavior Contract Forms](#) <sup>11</sup>
- [Behavior Contract Info, Faqs & Behavior Contracts & Charts For Purchase](#) <sup>12</sup>
- [How To Create A Behavior Contract With Your Teen](#) <sup>13</sup>

- Automated Contract Maker <sup>14</sup>
- School, Parent, Student Contract <sup>15</sup>
- Pre-made Student-Teacher-Parent Contract <sup>16</sup>
- “I Am Working For...” Form.pdf <sup>17</sup>
- A Behavior Contract and Behavior Monitoring Tools: Printable Resources to Help Students Improve Classroom Behavior <sup>18</sup>
- Behavior Contracts to Support Good Behavior  
Explicit Contracts Can Help Students Improve Problem Behavior <sup>19</sup>
- Behavior Tips and Tricks <sup>20</sup>
- Behavior Contracts Printable Worksheets <sup>21</sup>
- Behavior Management Forms <sup>22</sup>
- Behavior Contracts – How to Write Them <sup>23</sup>
- Behavior Contracts and Emotional Disturbance <sup>24</sup>
- Free Printable Behavior Charts <sup>25</sup>
- Behavior Modification Charts for Home and School (ages 4-10) <sup>26</sup>
- The Behavior Charts that kids love <sup>27</sup>
- Computer Printer Picture Graphics: Free Printable Behavior Charts <sup>28</sup>
- Behavior Charts for Kids <sup>29</sup>
- Free EP Downloadable Behavior Charts <sup>30</sup>
- Teen Behavior Contracts <sup>31</sup>
- Printable Behavior Contracts (sign up for free) <sup>32</sup>
- Behavior Contracts <sup>33</sup>
- Contracting <sup>34</sup>
- 7 Steps For Creating Behavior Contracts For Children <sup>35</sup>
- How To Create Behavior Contracts <sup>36</sup>
- Behavior Contracts <sup>37</sup>
- Student Behavior Contracts.pdf <sup>38</sup>
- Athletic Behavior Contract <sup>39</sup>
- How To Use A Behavior Contract in 15-Minutes (video) <sup>40</sup>

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## Behavior Intervention Plan (BIP)

### Why should I do it:

- Provides more intensive intervention and monitoring
- Increases support around student
- Provides an individualized plan for success
- Addresses specific issues in a specific manner
- Involves teachers, support staff, the student, and parents actively
- Helps teachers to address behaviors and issues consistently across subjects, rooms, sessions, etc

### When should I do it:

- When students exhibit consistent and significant behavior problems that interfere with their learning and/or others in the class
- When students demonstrate significant emotional difficulties that interfere with learning and/or others, including frustration, anxiety, depression, fear, etc
- When students demonstrate significant difficulties with organization, motivation, work completion, etc
- When you have parents that cause children to be consistently late, tardy, or who don't help or enforce homework routines, etc
- When students demonstrate any other significant and consistent issues that affect their school experience and learning
- When students' parents cause the student any other significant and consistent issues in school or related to school, like academic support, reinforcing good behaviors, etc

### How do I do it:

- Use one or more of the “Data Tracking Forms” below to track information on the student’s behaviors, like frequency, degree, time, patterns, antecedents and consequence, etc
- After tracking the behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data and helps you to analyze it and decide on why the student may be engaging in the behavior
- After tracking and analyzing the behaviors function, utilize one of the behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be a component as to what is expected of the teacher, student, and parent
- Meet with the student, teachers, parent, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
- Implement the behavior plan for 2-4 weeks, using a data tracking tool below to track progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
- Regular reviews of the students progress and adjustments to the plan should occur about every month

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- PBIS World BIP's:

- BIP for students with ADD, ADHD, poor organization, inattentive, unfocused, off task, distracted, fidgety, hyperactive, and more
- BIP for students that have a lot of anxiety, poor self-esteem, poor self-concept, lack confidence, are timid, shy, withdrawn, and more
- BIP for students that argue, bully, annoy others, instigate, and more
- BIP for students that are easily or overly frustrated, give up when challenged with difficult tasks, cease effort quickly, disengage with difficult work, and more
- BIP for students that do little to no work, put forth little to no effort, don't turn in or do homework, do not take homework home, participate and volunteer little or not at all, are disinterested in the class and content, and more
- BIP for students that are oppositional, defiant, refuse to follow directives and directions, argue, have a bad attitude, are disrespectful, use profanity, talk back, do not like to be told what to do, are combative, reactive, have issues with authority, adults, and peers, and more
- BIP for students that have poor attendance, are frequently tardy and late to school and classes, take too long in between classes, are frequently absent, miss a lot of school, skip school, avoid testing days, and more
- BIP for students that have tantrums, cry, get upset easily, cannot cope with being told "no", destroy property, act out, scream, yell, and become uncontrollable
- BIP Forms
  - RESA Home-School Behavior Plan.doc <sup>1</sup>
  - RESA Behavior Intervention Plan.doc <sup>2</sup>
  - Classroom Behavior Plan <sup>3</sup>
  - Sample Plans for Specific Disabilities and Behaviors <sup>4</sup>
  - Complete BIP Implementation Package (Data collection, FBA, BIP, and ready to use forms for all).pdf <sup>5</sup>
  - BIP & FBA forms & samples <sup>6</sup>
  - Behavior Management Plan (BIP) <sup>7</sup>
  - FBA & BIP Process & Forms (scroll to bottom for forms) <sup>8</sup>
  - BIP Form.doc <sup>9</sup>
  - How To Write A Behavior Modification Treatment Plan <sup>10</sup>
  - Behavior Plans And Samples.pdf <sup>11</sup>
  - About Functional Behavior Assessment and Behavior Plans <sup>12</sup>
  - BIP: A Behavior Intervention Plan How To <sup>13</sup>
  - BIP: What a Behavior Intervention Plan Contains <sup>14</sup>
  - Writing Behavioral Intervention Plans (BIP) based on Functional Behavior Assessments (FBA): Making Data Based Decisions to Change Behavior <sup>15</sup>
  - BIP Form.pdf <sup>16</sup>
  - BIP Form.docx <sup>17</sup>
  - Developing Behavior Intervention Plans for Students with ASD.pps <sup>18</sup>
  - Guide to FBA, BIP, & Data.pdf <sup>19</sup>
  - Complete Guide to FBA, BIP, Data, & Behavior Intervention.pdf <sup>20</sup>
  - Level I & II BIP's, and FBA Form <sup>21</sup>
  - BIP Form.pdf <sup>22</sup>
  - BIP Form.pdf <sup>23</sup> BIP Sample.pdf <sup>24</sup>
  - BIP Form.pdf <sup>25</sup>
  - Preschool & School Age BIP Form.doc <sup>26</sup>
  - BIP Form.doc <sup>27</sup>

- BIP Form.pdf <sup>28</sup>
- BIP Form.pdf <sup>29</sup>
- Example BIP.pdf <sup>30</sup>
- Positive BIP Form.pdf <sup>31</sup>
- Numerous free BIP's when you register <sup>32</sup>
- BIP Worksheet For Behaviors that you Want Reduced <sup>33</sup>
- BIP Worksheet For Behaviors that you Want Increased <sup>34</sup>
- BIP Form.pdf <sup>35</sup>
- Direct Behavior Plan.doc <sup>36</sup>
- BIP Form.pdf <sup>37</sup>
- Data Tracking Forms:
  - PBISWorld.com Behavior & Intervention Tracking Form (Excel)
  - PBISWorld.com Behavior & Intervention Tracking Form (Open Office)
  - Behavior Review Form <sup>38</sup>
  - Weekly Scatterplot (With Times) <sup>39</sup>
  - Weekly Scatterplot (Blank) <sup>40</sup>
  - Antecedent Behavior Consequence (ABC) Log <sup>41</sup>
  - Time-Out Log <sup>42</sup>
  - Individual Data Summary.xls (chart interventions and outcomes) <sup>43</sup>
- Functional Behavior Assessments (FBA)
  - Functional Behavior Assessment (FBA)
  - Simple Functional Behavior Assessment Form.doc <sup>44</sup>
  - Intensive Functional Behavior Assessment Form.doc <sup>45</sup>
  - Functional Behavioral Assessment <sup>46</sup>
  - Functional Behavioral Assessment <sup>47</sup>
  - FBA – Identifying Behavior for a Functional Behavior Analysis <sup>48</sup>
  - FBA – Functional Behavioral Analysis <sup>49</sup>
  - FBA – How to Write a Functional Behavior Analysis <sup>50</sup>
  - Antecedent: A Specific Meaning for Analyzing Difficult Behaviors <sup>52</sup>
  - FBA Form.doc <sup>53</sup>
  - Example FBA.pdf <sup>53</sup>
- Determining Rewards
  - Forced Choice Reinforcement Survey.pdf <sup>54</sup>

#### Footnotes:

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## Behavior Meetings

### Why should I do it:

- Provides constant, updated, and relevant information for managing behaviors in school and at home
- Helps provide valuable data and information on updating behavior plans, functional behavior assessments, and other behavior modifications and interventions
- Keeps home and school on the same page
- Prevents students from telling their parents one thing and the school another, pitting the two against one another
- Forces disengaged and inactive parents into the behavior planning and intervention process and helps make parents more responsible for addressing the student's behavior(s), including following through with consequences and rewards
- When students are age appropriate and involved in meetings, they tend to take interventions more seriously, feel included, and are held directly responsible from the parties involved
- When students are age appropriate and involved in meetings, they cannot spin stories, lie, or pit school and home against one another as easily
- Provides immediate or real-time feedback and plan development or alteration
- Everyone involved tends to feel more responsible for implementing interventions when it is discussed in person with school and home parties at the table
- Avoids confusion, misunderstandings, conflicts, etc

### When should I do it:

- When a student is at Tier 3, regular and consistent behavior meetings are absolutely essential and necessary
- Behavior meetings should be considered strongly for Tier 2 students as well

### How do I do it:

- Develop a formal or informal agenda for the meeting
- Politely state the expectations for conduct during the meeting, like no swearing at one another, yelling, rudeness, etc, and explain that if someone becomes too disruptive, they may step out for a moment to gather themselves, but if the issue continues, the meeting will be adjourned and rescheduled
- Try to remain on topic, addressing all the major and most important points
- Set time limits for the meeting, adjourning if it runs too long and setting a day and time to continue the meeting
- Have tissues available, water, etc
- Have all relevant parties present, like teacher, social worker, counselor, administrator, parent, guardian, etc
- Keep notes of the meeting, emailing or sending them out to all participants
- Have a sign in sheet to note who is in attendance
- Have all relevant documents ready with a copy for each person at the meeting, like behavior plans, student contracts, functional behavior assessments, data tracking forms, etc
- If someone becomes overly emotional, adjourn the meeting and set a day and time to resume

- Always use a calm and neutral tone with parents to avoid instigating conflicts, reminding all school staff to do the same
- Always highlight something positive about the student

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [How to Deal with Ramblers, Bores, Show-Offs and Other People Who Sabotage Your Meetings](#) <sup>1</sup>
- [Are You Dealing With A Meeting Bully?](#) <sup>2</sup>
- [Conducting Effective Parent/Teacher Conferences](#) <sup>3</sup>
- [Education World: Meeting With the Parents — Making the Most of Parent-Teacher Conferences](#) <sup>4</sup>
- [Dealing With Angry Parents](#) <sup>5</sup>
- [Dealing With Difficult Parents](#) <sup>6</sup>
- [Delivering difficult news to parents: guidelines for school counselors](#) <sup>7</sup>
- [Surviving the Difficult Parent-Teacher Conference](#) <sup>8</sup>
- [Dealing with Difficult Parents](#) <sup>9</sup>
- [Child Behavior: What Parents Can Do to Change Their Child's Behavior](#) <sup>10</sup>
- [What teachers really want to tell parents](#) <sup>11</sup>
- [Tips for Talking to Parents](#) <sup>12</sup>
- [Parent Conference Considerations](#) <sup>13</sup>
- [27 Tips for Parent Conferences](#) <sup>14</sup>
- [Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents.pdf](#) <sup>15</sup>

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## Breaks (Structured)

### Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Helps students with poor attention and focus
- Gives kids that need sensory input
- Gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move

### When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When a student is excessively fidgety or moving around a lot in their seats
- When a student has significant ADD/ADHD
- When a student needs the sensory input
- When a student seems to have lost focus and attention
- When a student needs help redirecting or refocusing
- When a student seems sleepy, bored, tired, etc
- When a student seems overwhelmed, anxious, or overly frustrated
- When a student is having trouble following along, following directives/directions, etc
- When a student seems to need a break from the current activity or student they are working with
- When a student seems to be over-emotional, upset, etc

### How do I do it:

- Make a laminated card with the word "BREAK" on it
- Provide student with hand held timer setting the timer for no longer than five minutes
- Identify a safe and non-disruptive area to go (by or in office works)
- Student returns when timer goes off
- Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
- Explain the process to the student and have them practice it before implementation
- Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
- If the students abuses the break card intervention, set limits on the frequency of use to deter this

### Alternative Methods:

- Breaks may be less formal and simply involve getting a snack
- Breaks may be as simple as a student moving to another spot in the classroom
- Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [PBISWorld.com Free Printable Break Cards Pack](#)
- [Take A Break For Health.pdf](#) <sup>1</sup>
- [Purchase Break Cards](#) <sup>2</sup>

**Footnotes:**

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## Check In Check Out (CICO)

### Why should I do it:

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort

### When should I do it:

- When a student has failed to respond to other interventions and general class management techniques and interventions
- When a student is competing little to no work
- When a student is not doing home work
- When a student is not participating, being involved, or taking part in the learning process
- When a student has emotional issues, like anxiety, frustration, etc
- When kids have attention, focus, and impulsivity issues
- When kids have very poor organization
- When a student is exhibiting behavioral problems
- When a student demonstrates low motivation and effort

### How do I do it:

- The CICO intervention, from the book [Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program](#)<sup>1</sup>, is a highly effective research based intervention and can be changed and adapted to suit any school or situation
- The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in
- For details on CICO, information on how to implement it, and resources for tracking forms, see the great resources and links below

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program](#)<sup>1</sup>
- [Tier II: Check In – Check Out](#)<sup>2</sup>
- [Check In Check Out: A Targeted Intervention.ppt](#)<sup>3</sup>
- [Check In Check Out Teacher Information.doc](#)<sup>4</sup>
- [Things To Say At CICO.doc](#)<sup>5</sup>
- [CICO Student Training.doc](#)<sup>6</sup>

- Parent Introduction Letter.doc <sup>7</sup>
- Parent Permission Letter.doc <sup>8</sup>
- Parent Progress Letter.doc <sup>9</sup>
- Check In Check Out tracking forms:
  - Daily Check In Check Out Data Summary.xls <sup>10</sup> (Excel doc)
  - Weekly Check In Check Out Data Summary.xls <sup>11</sup> (Excel doc)
    - Example of Weekly CICO Data Summary filled out.xls <sup>12</sup>
  - Check In Check Out Point Sheet.doc <sup>13</sup>

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# Collaboration With Student's Physician And/Or Mental Health Provider

## Why should I do it:

- **IMPORTANT! ONLY** speak, interact, contact, correspond, etc, with a student's counselor, therapist, psychologist, psychiatrist, doctor, physician, mental health provider, case manager, etc, when given written consent and permission on a federally, state, and locally approved consent form(s) by the student's legal guardian, witness, and the relevant party you are seeking to disclose and/or request information from
- Provides valuable outside perspective, ideas, strategies, understanding, interventions, etc
- Provides additional support for school staff
- Injects knowledge and information from an additional professional discipline
- Increases the scope and reach of the behavior team
- Provides more of a wrap around approach, involving all domains of the student's life and supports
- Provides increased consistency between home and school
- Prevents student's from telling different stories to different people as a way to avoid issues
- Helps the school deal with issues that may be beyond the scope and capacity of the school to appropriately address, like suicidal threats

## When should I do it:

- **IMPORTANT! ONLY** speak, interact, contact, correspond, etc, with a student's counselor, therapist, psychologist, psychiatrist, doctor, physician, mental health provider, case manager, etc, when given written consent and permission on a federally, state, and locally approved consent form(s) by the student's legal guardian, witness, and the relevant party you are seeking to disclose and/or request information from
- When a student has significant mental and health issues that affect their school functioning
- When a student has issues that are beyond the scope and capacity of the school, like suicidal threats and comments, severe anxiety, etc
- When a student's therapist requests to communicate with the school or provides suggestions for how the school could intervene
- When a student takes medication for a mental health issue
- When school interventions seem ineffective and consequences and rewards do not seem to impact the student's behavior
- When the student's behavior requires more extensive intervention than the school can provide
- When students seem to be telling different stories to different people as a way of avoiding issues or pitting home and school against one another
- When a student seems to respond best to their therapist or outside counselor
- When a family has a family therapist or case worker involved
- When a student's medication seems to be affecting their ability to function in school
- When a student has severe ADHD

- When a student has a serious mental health issue, like Bipolar Disorder, Major Depression, etc

### How do I do it:

- **IMPORTANT! ONLY** speak, interact, contact, correspond, etc, with a student's counselor, therapist, psychologist, psychiatrist, doctor, physician, mental health provider, case manager, etc, when given written consent and permission on a federally, state, and locally approved consent form(s) by the student's legal guardian, witness, and the relevant party you are seeking to disclose and/or request information from
- Speak with the parent about the need for communicating with the student's therapist or physician
- Have the parent sign a consent form for the school to contact and interact with the therapist and/or physician (sometimes two consent forms may be required, one for the school to release information and another for the school to request information)
- Keep a log and notes of all communications with the therapist or physician
- Invite the therapist or physician to behavior meetings
- Request strategies, interventions, suggestions, tips, etc from the therapist or physician, getting the information sent in written form when possible
- Explain to the therapist or physician specifically how the behavior or issues affects the student in school and prevents them from being successful
- Relay to the therapist or physician exactly what behaviors or issues are observed in school and what interventions are utilized
- Relay to the therapist or physician any observations about medications, apparent side effects, etc
- Explain what the school's goals are for the student and what barriers need to be overcome to achieve them
- If a teacher or other staff member is uncomfortable with speaking to the student's therapist, have the School Counselor, School Social Worker or School Psychologist speak with the outside therapist

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- **IMPORTANT! ONLY** speak, interact, contact, correspond, etc, with a student's counselor, therapist, psychologist, psychiatrist, doctor, physician, mental health provider, case manager, etc, when given written consent and permission on a federally, state, and locally approved consent form(s) by the student's legal guardian, witness, and the relevant party you are seeking to disclose and/or request information from
- These resources are mostly geared toward parents speaking to their children's doctors, but the advice and tips can be useful for teachers, counselors, and other appropriate & relevant school staff speaking and corresponding with student's therapists, counselors, and doctors
  - [Partnering with Your Child's School: A Guide for Parents.pdf](#) <sup>1</sup>
  - [The Importance of Counselor and Teacher Communication](#) <sup>2</sup>
  - [Effective Patient – Doctor Communications](#) <sup>3</sup>
  - [Can we talk?  
How to communicate with your doctor](#) <sup>4</sup>
  - [Communicating with Your Doctor](#) <sup>5</sup>
  - [How to Really Communicate With Your Doctor](#) <sup>6</sup>

**Footnotes:**

1. The HSC Foundation. *Partnering with Your Child's School: A Guide for Parents*. [http://www.hscfoundation.org/aboutus/publications/partnering\_with\_schools\_english\_guide.pdf].
2. Gundlach, M. (2010). *The Importance of Counselor and Teacher Communication*. [http://www.brighthub.com/education/k-12/articles/26667.aspx].
3. Torrey, T. (2011). *Effective Patient – Doctor Communications*. [http://patients.about.com/od/therightdoctorforyou/a/docpatientcomm.htm].
4. Shaner, C. L., Fibromyalgia AWARE, Sept-Dec 2002. *Can we talk? How to communicate with your doctor*. [http://www.anapsid.org/cnd/diagnosis/canwetalk.html].
5. The Regents of The University of California. *Communicating with Your Doctor*. [http://www.ucsfhealth.org/education/communicating\_with\_your\_doctor/].
6. Eastman, P., Reader's Digest June 1998. *How to Really Communicate With Your Doctor*. [http://www.rd.com/health/how-to-really-communicate-with-your-doctor/].

## Counselor Referral

### Why should I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- Provides students with more one on one help, support, and intervention
- Increases specificity of interventions and supports and tailors them to the student
- Increases privacy for the student
- Removes the student from the situation or circumstance to discuss solutions to it
- Reduces anxiety and pressure on student
- Provides the student with the full attention of an adult
- Makes student feel secure
- Allows an adult to give a student undivided attention
- Frees the teacher up to continue teaching the rest of the class without having to stop to speak or counsel a student in the hall or away from the class

### When should I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- When students are over emotional and cannot calm down in an appropriate and brief amount of time
- When a student's needs are greater than those the teacher can provide in the classroom setting
- When a student requires more support and attention to address or solve a problem, issues, etc.
- When students need more specific and individualized help, solutions, and plans to address issues
- When a student needs more privacy than a teacher can provide in the classroom

### How do I do it:

- IMPORTANT! You MUST get written consent & permission from the student's legal guardian before proceeding with school counseling services
- Counselor referrals may be planned or spontaneous
- For planned referrals, have the student set up a day or days and times to meet with the counselor ahead of time and provide the student with reminders
- For spontaneous referrals where an incident happens and the student unexpectedly requires counselor support, send the student down to the counselor with a note briefly explaining what happened, or send the student down and call and explain to the counselor the issue
  - You may walk the student down or send another student to walk down with the student to the counselor
  - The counselor may also come to the room to retrieve the student
- Be vigilant of students abusing counselor referrals as a means to avoid work or something else
  - If you suspect students are abusing the intervention, create a card where they have to check off each time they see the counselor, limiting them to a certain number of visits per period, for example 3 visits a week or 1 visit a day, etc.



# Daily Behavior Form

## Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable on a daily basis
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

## When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements
- When students exhibit persistent emotional difficulties, like frustration, anxiety, etc.
- When students are defiant and oppositional

## How do I do it:

- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart
- Explain the procedure with the student
- Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Classroom Behavior Report Card Resources Book.pdf](#) <sup>1</sup>
- [Daily Behavior Report.pdf](#) <sup>2</sup>
- [Daily Behavior Report Card Grade.pdf](#) <sup>3</sup>
- [Using A Daily Report Card To Improve ADHD School Behavior](#) <sup>4</sup>

## Footnotes:

1. Wright, J. *Classroom Behavior Report Card Resource Book*. [<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>].
2. Jefferson County Schools. *Daily Behavior Report*. [<http://jc-schools.net/teacher/dailyactivities.pdf>].
3. Vannest, Soares, & Adiguzel (2007). *Daily Behavior Report Card Grade*. [<http://e-dbrc.tamu.edu/resources/reportcardnumber.pdf>].
4. New Hope Media LLC. *Using a Daily Report Card to Improve ADHD School Behavior*. [<http://www.additudemag.com/adhd/article/5911.html>].

## Forced Choice Reinforcement Survey

### Why should I do it:

- Provides valuable insight as to what type of rewards and incentives a student desires or prefers
- Gives direct feedback from the student's perspective
- Quick and easy to administer
- Anyone can administer the survey or the student can take it on their own
- Easy to score and interpret
- Gives good data for developing behavior plans and reward or incentive systems

### When should I do it:

- When students do not respond to rewards
- When nothing seems to motivate a student
- When a student is disinterested in school work, following directives, rules, expectations, etc
- As part of developing a Behavior Intervention Plan (BIP)
- When you need to know what motivates a student, what kind of rewards they prefer, and what they might be more likely to work for
- When students cannot directly express or is not sure what kind of reward they would work for
- When a student expresses they do not care about rewards

### How do I do it:

- Simply download the Forced Choice Reinforcement Survey below, which is available in PDF or Microsoft Document format
- Either read the instructions and questions on the survey to the student, writing their answers in, or have the student complete the survey on their own, giving assistance and reading directions as necessary
- Once the survey is complete, simply tally up the results in the scoring section at the end and utilize the results to develop a reward system, behavior plan, etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Forced Choice Reinforcement Survey.pdf](#) <sup>1</sup>

### Footnotes:

1. Modified by Gable, R. A. (1991) from: Cartwright, C. A., & Cartwright, G. P. (1970). *Determining the motivational systems of individual children. TEACHING Exceptional Children*, 2:3, 143-149. *Forced-Choice Reinforcement Survey*. [http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf].

# Functional Behavior Assessment (FBA)

## Why should I do it:

- Provides more information about students' behavior
- Helps identify factors regarding behaviors that may not be obvious
- Provides data trends and patterns
- FBA can be simple or intensive
- Helps identify the root causes, functions, and reinforcers of behaviors
- Provides data for developing an appropriate and effective behavior plan

## When should I do it:

- When a student is not responding to interventions
- When it is unclear as to why the behavior is occurring
- When a student's behaviors require a behavior plan
- When antecedents and/or reinforcers cannot be readily identified
- When a student is suspended multiple times or has a high number of office discipline referrals
- When a student is getting into trouble frequently
- When a pattern of trend seems to be forming
- When a student seems to engage in the same behavior regardless of consequence
- When consequences and/or rewards seem ineffective
- When a student does not appear to care or be affected by attempts to address the behavior

## How do I do it:

- Begin with a Simple Functional Behavior Assessment (SFBA) by downloading and completing the SFBA form below
- If the SFBA does not yield enough data and insight to determine the function of behavior, download and complete the Intensive Functional Behavior Assessment form available below (IFBA)
- When completing the FBA forms, gather information and data from the student's records, parents, teachers, and any other staff that work with the student
- Once you have completed the FBA form and have a theory as to the function of the behavior, develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Functional Behavior Assessments (FBA)
  - [Simple Functional Behavior Assessment Form.doc](#) <sup>1</sup>
  - [Intensive Functional Behavior Assessment Form.doc](#) <sup>2</sup>
  - [Functional Behavioral Assessment](#) <sup>3</sup>
  - [Functional Behavioral Assessment](#) <sup>4</sup>
  - [FBA – Identifying Behavior for a Functional Behavior Analysis](#) <sup>5</sup>
  - [FBA – Functional Behavioral Analysis](#) <sup>6</sup>
  - [FBA – How to Write a Functional Behavior Analysis](#) <sup>7</sup>
  - [Antecedent: A Specific Meaning for Analyzing Difficult Behaviors](#) <sup>8</sup>
  - [FBA Form.doc](#) <sup>9</sup>

- Example FBA.pdf <sup>10</sup>
- FBA and Level I & II BIP Forms <sup>18</sup>
- Data Tracking Forms:
  - PBISWorld.com Behavior & Intervention Tracking Form (Excel)
  - PBISWorld.com Behavior & Intervention Tracking Form (Open Office)
  - Behavior Review Form <sup>11</sup>
  - Weekly Scatterplot (With Times) <sup>12</sup>
  - Weekly Scatterplot (Blank) <sup>13</sup>
  - Antecedent Behavior Consequence (ABC) Log <sup>14</sup>
  - Time-Out Log <sup>15</sup>
  - Individual Data Summary.xls (chart interventions and outcomes) <sup>16</sup>
- Determining Rewards
  - Forced Choice Reinforcement Survey.pdf <sup>17</sup>
  - Forced Choice Reinforcement Survey.doc <sup>18</sup>
- Behavior Intervention Plans (BIP)
  - BIP Forms & Resources

#### Footnotes:

1. Wayne County Regional Educational Service Agency. *Simple Functional Behavior Assessment*. [http://resa.net/downloads/positive\_behavior/simple\_fba.doc].
2. Wayne County Regional Educational Service Agency. *Intensive Functional Behavior Assessment*. [http://resa.net/downloads/positive\_behavior/intensive\_fba.doc].
3. Academic Success For All Learners. *Functional Behavioral Assessment*. [http://www.iseesam.com/teachall/text/behavior/LRB1pdfs/Functional.pdf].
4. Mauro, T. *Functional Behavioral Assessment*. [http://specialchildren.about.com/od/fba/g/FBA.htm].
5. Webster, J. *FBA – Identifying Behavior for a Functional Behavior Analysis*. [http://specialed.about.com/od/iep/a/definebehavior.htm].
6. Webster, J. *FBA – Functional Behavioral Analysis*. [http://specialed.about.com/od/specialedacronyms/g/fbaglossary.htm].
7. Webster, J. *FBA – How to Write a Functional Behavior Analysis*. [http://specialed.about.com/od/behavioraldocuments/tp/FBAlist.htm].
8. Webster, J. *Antecedent – A Specific Meaning for Analyzing Difficult Behaviors*. [http://specialed.about.com/od/glossary/g/Antecedent.htm].
9. State of Washington Office of Superintendent of Public Instruction. *Functional Behavior Assessment Form*. [http://www.k12.wa.us/SpecialEd/Data/StateForms/7a\_Functional\_Behavioral\_Assessment.doc].
10. West Allis Milwaukee School District. *Example of Completed FBA (OASYS Form)*. [http://www.wawm.k12.wi.us/district%20information/Pupil%20Services/support/documents/FBAOASYS-Example.pdf].
11. Wayne County Regional Educational Service Agency. *Behavior Review Form*. [http://resa.net/downloads/positive\_behavior/beh\_review\_form.doc].
12. Wayne County Regional Educational Service Agency. *WEEKLY SCATTERPLOT*. [http://resa.net/downloads/positive\_behavior/weekly\_scatterplot\_times.doc].
13. Wayne County Regional Educational Service Agency. [http://resa.net/downloads/positive\_behavior/weekly\_scatterplot\_blank.doc].
14. Wayne County Regional Educational Service Agency. *ABC Log*. [http://resa.net/downloads/positive\_behavior/abc\_log.doc].
15. Wayne County Regional Educational Service Agency. *Time Out Log*. [http://resa.net/downloads/positive\_behavior/time\_out.doc].
16. Wayne County Regional Educational Service Agency. *POSITIVE BEHAVIORAL SUPPORT INDIVIDUAL DATA SUMMARY*. [http://resa.net/downloads/positive\_behavior/individual\_data\_summary.xls].
17. Modified by Gable, R. A. (1991) from: Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. *TEACHING Exceptional Children*, 2:3, 143-149. *Forced-Choice Reinforcement Survey*. [http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf].
18. Gogebic-Ontonagon ISD. *Gogebic-Ontonagon ISD – Behavioral Consultant Forms*. [http://www.goisd.org/article\_133.php].

## Individual & Visual Schedules

### Why should I do it:

- Provides more specific routine, agenda, and instructions for a student's daily procedures in class, between classes, and during unstructured times
- Provides student with organization
- Structures and organizes time for student
- Decreases wasted time
- Reduces confusion and down time
- Helps student to initiate tasks more quickly and efficiently
- Helps students to gain more accountability for their behaviors, academic work, and expectations
- Provides a visual reminder and cue of what to do and what is coming
- Addresses specific needs and students

### When should I do it:

- When students exhibit significant disorganization
- When students get lost or have difficulty figuring out what is next in the daily routine
- When a student is on the Autism Spectrum
- When a student is a strong visual learner
- When students are frequently off task, inattentive, and unfocused
- When students fail to complete tasks in a timely manner and/or lose or misplace work
- When students need more structure
- When students are defiant and oppositional

### How do I do it:

- Use one of the forms below or make your own to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.
- Sit down and explain the schedule to the student and how they will use it, where they will put it, etc.
  - You might tape it to the student's desk or in their planner or folder
  - Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
- Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc
- For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
- "blaming" the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
- Be sure to include the parent in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Free Visual Schedules & Routines Downloads](#) <sup>1</sup>

- [Free Visual Schedules & Routines Downloads 2](#) <sup>2</sup>
- [Visual Schedule](#) <sup>3</sup>
- [Daily Schedule](#) <sup>4</sup>
- [Timeline Template](#) <sup>5</sup>
- [Building A Daily Schedule](#) <sup>6</sup>
- [Basic Daily Schedule](#) <sup>7</sup>
- [Pie Shaped Schedule](#) <sup>8</sup>
- [How to Make an Inexpensive Visual Schedule for Your Special Needs Students](#) <sup>9</sup>
- [Sample Visual Schedule](#) <sup>10</sup>
- [Buy a Visual Schedule](#) <sup>11</sup>
- [Bathroom Visual Schedule](#) <sup>12</sup>
- [Morning Home Routine](#) <sup>13</sup>
- [Morning School Routine](#) <sup>14</sup>
- [Visual Picture Schedule Examples](#) <sup>15</sup>
- [Visual Class Schedule](#) <sup>16</sup>
- [Take a Look! Visual Supports for Learning.pdf](#) <sup>17</sup>
- [Visual Graphics](#) <sup>18</sup>
- [Bathroom Routine](#) <sup>19</sup>
- [Bathing Routine](#) <sup>20</sup>
- [Blank Visual Schedule Form](#) <sup>21</sup>
- [Free Picture Activity Boards Downloads](#) <sup>22</sup>
- [Visual Classroom Behavior Routine.pdf](#) <sup>23</sup>
- [Free Downloadable Visual Schedule Graphics](#) <sup>24</sup>
- [Emotion & Self Management Visual Schedule Graphics.pdf](#) <sup>25</sup>
- [Behavior Visual Schedule Graphics.pdf](#) <sup>26</sup>
- [Daily Checklist Schedule](#) <sup>27</sup>
- [Blank Daily Checklist Schedule](#) <sup>28</sup>
- [Half Hour Schedule](#) <sup>29</sup>
- [Hourly Schedule](#) <sup>30</sup>

### Footnotes:

1. Visual Aids for learning. *Free Visual Downloads*. [<http://www.visualaidsforlearning.com/products/index.htm>].
2. Special Education Technology British Columbia. *PictureSET*. [<http://www.setbc.org/pictureset/>].
3. Cooperative Educational Service Agency No. 7. *Visual Schedules*. [<http://www.specialed.us/autism/structure/str11.htm>].
4. Scribd Inc. *Kids Daily Schedule*. [<http://www.scribd.com/doc/5306417/Kids-Daily-Schedule>].
5. Microsoft Corporation. *Subcategories of: Schedules*. [<http://office.microsoft.com/en-us/templates/timeline-TC001016265.aspx3>].
6. Do2Learn. *Schedules Overview*. [<http://www.do2learn.com/picturecards/howtouse/schedule.htm>].
7. CastleWorks, Inc. *Daily Schedule*. [[http://pbskids.org/itsmylife/school/time/print\\_daily\\_schedule.html](http://pbskids.org/itsmylife/school/time/print_daily_schedule.html)].
8. CastleWorks, Inc. *Daily Schedule*. [[http://pbskids.org/itsmylife/school/time/print\\_pie\\_daily\\_schedule.html](http://pbskids.org/itsmylife/school/time/print_pie_daily_schedule.html)].
9. Schaffer, L. *How to Make an Inexpensive Visual Schedule for Your Special Needs Student*. [<http://www.brighthub.com/education/special/articles/45616.aspx>].
10. Moran. *Joe's Schedule (an example of a visual schedule)*. [<http://mm012.k12.sd.us/SPED%20300/Week%206/autism%20visual%20schedule-picture%20based.jpg>].
11. SchKIDules LLC. *Magnetic Visual Schedules*. [<http://www.autismschedules.com/>].
12. ASD CONCEPTS, LLC. *Bathroom Visual Picture Schedule Example*. [<http://www.child-autism-parent-cafe.com/bathroom-visual-picture-schedule.html>].
13. ASD CONCEPTS, LLC. *My Morning Routine At Home: Part Two*. [<http://www.child-autism-parent-cafe.com/morning-routine-at-home-part-two.html>].
14. ASD CONCEPTS, LLC. *My Morning Routine At School*. [<http://www.child-autism-parent-cafe.com/morning-routine-at-school.html>].
15. ASD CONCEPTS, LLC. *Visual Picture Schedule Example*. [<http://www.child-autism-parent-cafe.com/visual-picture-schedule-example.html>].
16. ASD CONCEPTS, LLC. *Visual Classroom Schedule For Students With Autism*. [<http://www.child-autism-parent-cafe.com/visual-classroom-schedule.html>].
17. National Association for the Education of Young Children. *Take a Look! Visual Supports for Learning*. [[http://www.naeyc.org/files/tyc/file/V4N5/Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](http://www.naeyc.org/files/tyc/file/V4N5/Take_a_look_visual_supports_for_learning.pdf)].
18. Do2Learn. *Ready to Use Communication Tools*. [<http://www.do2learn.com/picturecards/printcards/index.htm>].
19. Photobucket Corporation. [<http://img.photobucket.com/albums/v606/autismfamily/bathroomroutine.jpg>].
20. Photobucket Corporation. *Taking a Bath (or Shower)*. [<http://img.photobucket.com/albums/v606/autismfamily/bathorshower.jpg>].
21. Speechfun. *Today's Schedule*. [<http://img.photobucket.com/albums/v606/autismfamily/blankschedule.jpg>].
22. ABA Educational Resources, LTD. *Picture Activity Schedule Boards and PECS*. [<http://www.abaresources.com/free3.html>].
23. Building Blox. *Behavior Check*. [[http://www.buildingblox.net/images/behavior\\_check.pdf](http://www.buildingblox.net/images/behavior_check.pdf)].
24. Building Blox. *Task Ideas and Freebies*. [<http://www.buildingblox.net/taskideasandfreebies.html>].
25. QuirkRoberts Publishing. *Pictures for Emotions and Self-Management*. [<http://www.usevisualstrategies.com/AutismVisualPrintablePictures/EmotionsPictures.aspx>].

26. QuirkRoberts Publishing. *Print Individual Behavior Cards*. [<http://www.usevisualstrategies.com/AutismVisualPrintablePictures/BehaviorPrintableCards.aspx>].
27. Shepherd, W., Chart Jungle. *Daily Check List*. [<http://www.chartjungle.com/schedules/dailychecklistkidsbasic.html>].
28. Shepherd, W., Chart Jungle. *Daily Check List*. [<http://www.chartjungle.com/schedules/dailychecklistblank2.html>].
29. Shepherd, W., Chart Jungle. *Half Hour Schedule for:*. [<http://www.chartjungle.com/schedules/halfhourschedule.html>].
30. Shepherd, W., Chart Jungle. *Hourly Schedule*. [<http://www.chartjungle.com/schedules/hourlyschedule.html>].

# Mentoring

## Why should I do it:

- Provides a student with a personal connection and buy-in
- Helps student to feel like someone “has their back”
- Increases student morale
- Improves student motivation
- Source of accountability, encouragement, support, and advocacy
- Helps student to perceive school, teachers, work in a more positive light

## When should I do it:

- When students are unsuccessful academically or behaviorally
- When other intervention seem to fail
- When a student is having significant issues getting along with others
- When students exhibit very little motivation and effort or just do not seem to care about work and/or behavior
- When students seem to have little guidance and/or support in the home
- When a student seems suspicious of the school and staff
- For those kids that always seem to get a bad break and are perpetually in trouble and/or failing
- When a student is frequently suspended and/or is in danger of expulsion
- When a student does not seem to respond to anything else
- When a student does not seem to have any significant connections to learning, academics, behaviors, etc

## How do I do it:

- Read the RESA mentoring presentation below. If you cannot open the document, save it to your desktop and then convert it from its current format, pptx, to a PowerPoint slideshow, ppt, using this website: <http://www.freefileconvert.com/>
- Mentors should be voluntary
- Keep the student with one mentor, don't switch around
- Mentors should not set out to “fix” the student and all the student's issues
- Mentors should be supportive, encouraging, and engaged
- The student/mentor relationship is all about connecting and establishing a rapport and trusting relationship
- Mentors should try to do something fun or engaging with the student, like shooting a basketball, playing cards, or talking about a common topic of interest
- Mentors should listen, listen, listen! Use active listening with students
- Mentors should help students to set goals, plans, and solutions
- Mentors only need meet with a student once a week for 15 or so minutes

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [RESA Mentoring as a Tier II PBS Intervention.ppt](#) <sup>1</sup>
- [Tips For Mentors](#) <sup>2</sup>
- [TIPS FROM THE EXPERTS on Mentoring.doc](#) <sup>3</sup>
- [20 Ways to Be a Great Mentor.pdf](#) <sup>4</sup>
- [What If?.pdf](#) <sup>5</sup>
- [Mentoring Guidelines.pdf](#) <sup>6</sup>

- Mentoring Activity Ideas.pdf <sup>7</sup>
- Tips For Mentors: Open-Ended Questions <sup>8</sup>
- Tips for teen mentors: How to make connections with teens <sup>9</sup>
- Articles:
  - Mentoring And Young People <sup>10</sup>
  - What characteristics make an effective mentoring program?.pdf <sup>11</sup>

**Footnotes:**

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## Non-Verbal Cues & Signals

### Why should I do it:

- Creates a working relationship with student without calling attention to the student in a negative manner
- Is discrete and quick
- Saves class and instruction time
- Makes students more comfortable and likely to participate and be involved
- Easy to do and effective
- Improves and builds student confidence and self-esteem

### When should I do it:

- When a student is losing attention and focus during times of instruction or independent work
- As a form of redirection from misbehavior, talking, off task behaviors, etc
- When a student has problems talking in front of the class
- When a student does not participate or volunteer
- When a student is not following classroom/school procedures
- When a student does something good, correct, successfully, etc

### How do I do it:

- Meet with student individually to identify with student how you and they should communicate in a special way
- Have student, as much as possible, pick the sign to use
- Practice with the student and explain when you notice they might need some re-focus, you will show them the sign
- Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class
- Use cues like smiles, thumbs up, shaking head “yes”, etc to praise students for correct behaviors, participation, volunteering, etc, or to reassure them and encourage them
- Use simple cues like shaking head “no”, raising eyebrows, giving a “one minute” finger signal, etc to redirect students, give directives, etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Maintain a Quiet Classroom Without Having to Say a Word](#) <sup>1</sup>
- [How to Develop Non-Verbal Cues for Classroom Management](#) <sup>2</sup>
- [Non-Verbal Cues For Procedures](#) <sup>3</sup>
- [Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication](#) <sup>4</sup>
- [UF Researcher: Teachers’ Nonverbal Clues Affect Students’ Performance](#) <sup>5</sup>
- [How To Use Non Verbal Communication In The Classroom](#) <sup>6</sup>
- [Non Verbal Communication: Actions Speak Louder Than Words!](#) <sup>7</sup>
- [Non Verbal Cues: Learn How To Use Them Effectively In Teacher Student Communication](#) <sup>8</sup>
- [Classroom Management – Putting Into Action Non-Verbal Signals](#) <sup>9</sup>
- [Research Project On Nonverbal Language](#) <sup>10</sup>
- [Nonverbal Communication Classroom Activities](#) <sup>11</sup>

- [How to Use Non-Verbal Communication Effectively](#) <sup>12</sup>
- [How to Use Nonverbal Communication in Teaching](#) <sup>13</sup>
- [Types of Nonverbal Communication That Use Cues](#) <sup>14</sup>
- [How to Use Nonverbal Techniques in the Classroom](#) <sup>15</sup>
- [Classroom Activity for Nonverbal Communication](#) <sup>16</sup>
- [Effective Communication Tips for the Classroom](#) <sup>17</sup>
- [Verbal & Non-Verbal Communications in the Classroom](#) <sup>18</sup>

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# No Passing Time

## Why should I do it:

- Prevents behavior issues from occurring in the halls and other unsupervised or unstructured settings
- Prevents conflicts, fights, etc
- Easy to implement
- Increases student compliance and motivation to improve

## When should I do it:

- When a student is frequently getting into trouble and receiving office discipline referrals for inappropriate behaviors in the hallways during passing and other unstructured times
- When a student is having issues with other students and getting into conflicts during passing
- When a student cannot follow passing time rules and expectations
- When a student is wandering around and frequently coming to classes late
- When a student has high numbers of tardies
- When a student cannot be trusted to navigate the hallways on their own
- When a student is instigating conflicts in the halls during passing

## How do I do it:

- Keep the student until the normal passing time is over then send them to pass in the empty hallways
- The student may be accompanied by an adult, like a parapro, if needed
- The student will have 5 minutes to go to their locker, get their things, use the restroom, and go to their next class
- If the student takes longer than 5 minutes to get to their next class, they will receive a tardy
- If the student is having issues before or after school, this strategy may also be utilized, requiring the student to come to school either early or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left and the halls are mostly clear
- Parents will need to be involved in before and after school delays
- Parents may elect to drop the student off after the bell in the morning and to pick them up 5 minutes after the end of day bell from the office

## Organizational Tools

### Why should I do it:

- Provides increased order for the student mentally and logistically
- Improves student awareness of belongings, papers, supplies, etc
- Increases student success and morale
- Improves work completion and returning or handing in of work
- Provides increased structure
- Helps to develop and establish routines, schedules, etc
- Increases student responsibility and follow through
- Holds students more accountable
- Improves student self-confidence
- Decreases missing and lost assignments
- Improves time management
- Increases attending behaviors

### When should I do it:

- When students exhibit poor organization
- When students chronically loose, misplace, and fail to turn in work
- When students have trouble following the school/class procedures, schedules, and/or routines
- When a students locker/desk is very messy and disorganized
- When a student loses work, materials, and supplies in their locker/desk
- When a student hoards work in their locker/desk

### How do I do it:

- There are numerous specific strategies and systems to help and teach students to become more organized, please click on links below to explore and choose some
- Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer
- Checklists
- Daily schedules
- Keeping things in a crate and out of the desk or locker
- Organizational folders with a “to do” and “done” side
- Visual schedule
- Parent assistance with daily helping student to organize and sort work, belongings, and materials
- Turning in all complete work to one location and/or person
- Etc

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Organizational Tools For Students](#) <sup>1</sup>
- [Teaching Organizational Skills](#) <sup>2</sup>
- [General Graphic Organizer Sheets](#) <sup>3</sup>
- [Middle School Organization](#) <sup>4</sup>
- [7 organizational Tools For Students](#) <sup>5</sup>
- [Organizational Skills for Students with Learning Disabilities: The Master Filing System for Paper](#) <sup>6</sup>

- [Helping the LD Child with Organization](#) <sup>7</sup>
- [Parents' Guide to Organizational Skills for Students.pdf](#) <sup>8</sup>
- [Teaching Organizational Skills](#) <sup>9</sup>
- [Organization Interventions for the Disorganized Student](#) <sup>10</sup>
- [Organizational Skills: Recommendations for Teachers of Students with Organizational Problems.doc](#) <sup>11</sup>
- [Top 10 Skills for High-School Students](#) <sup>12</sup>
- [Developing Kids' Organizational Skills](#) <sup>13</sup>
- [Homework Organization For Students \(And Their Parents\)](#) <sup>14</sup>
- [6 Simple Organization Tips for Students of All Ages](#) <sup>15</sup>
- [Helping Special Education Students Get Organized](#) <sup>16</sup>
- Tier 3 intervention of Individual & Visual Schedules

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# Peer Tutoring

## Why should I do it:

- Creates a safer and less embarrassing and intimidating setting and climate for students to ask questions, express misunderstandings, etc
- Allows students more opportunities for assistance
- Increases academic and behavioral support
- Provides frequent and constant redirection and refocusing
- Provides quicker feedback and attention
- Gives students one on one help and attention
- Helps students to get to know other students and make friends and trusted relationships
- Increases student trust and rapport
- Increases classroom teaching efficiency
- Helps to free up the teacher to instruct and help other students

## When should I do it:

- When a student is inattentive and unfocused
- When a student needs frequent one on one help
- When a student needs directions repeated a lot and concepts reviewed multiple times and ways
- When a student is apprehensive to ask questions or for help
- When a student gets overwhelmed and frustrated
- When a student needs extra help starting assignments
- When a student asks frequent questions and needs frequent clarification

## How do I do it:

- Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students needs and peer tutors
- Peer tutors should be those students that are capable of working with others well and who grasp the concepts and ideas well enough to explain to others
- Peer tutors should be given some basic ground rules before being allowed to serve as peer tutors, like:
  - Don't do all the work for the student
  - Keep the focus on the work/assignment
  - Avoid arguments and debates
  - Peer tutors should have the student they are helping repeat directions and questions back to clarify understanding
  - Tutors should use active listening skills
  - Avoid name calling and utilize positive remarks and praise
  - Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc
  - Disengaging from students who refuse to focus on the work or become too confrontational
- Peer tutors may be assigned or chosen by students
- Peer tutors may rotate from one student to another or remain with one student for a longer period, for example a card marking

- Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others
- Peer tutors may be same age/grade or older
- Teachers can have peer tutoring daily, weekly, monthly, or as needed, etc
- Peer tutors may work with more than one student at a time, but should not work with larger groups

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Using Peer Tutoring To Facilitate Access.pdf](#) <sup>1</sup>
- [Classwide Peer Tutoring](#) <sup>2</sup>
- [Information About Peer Tutoring](#) <sup>3</sup>
- [Peer Tutoring... A Proactive Intervention For The Classroom.pdf](#) <sup>4</sup>
- [Kids as Reading Helpers: A Peer Tutor Training Manual](#) <sup>5</sup>
- [Peer Tutoring: Steps For Implementation](#) <sup>6</sup>
- [Peer Tutoring](#) <sup>7</sup>
- [Peer Tutoring & Appropriate Behaviors.pdf](#) <sup>8</sup>
- [How To Promote Cooperative Learning In Elementary Classrooms](#) <sup>9</sup>

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# Response To Intervention (RTI)

## Why should I do it:

- RTI is an academic based intervention addressing primarily academics rather than behavior
- Many kids act out and exhibit emotional and coping problems in school due to being behind academically and not understanding the work and concepts
- RTI addresses these academic deficits that lead to acting out
- Reduces behavior problems and increases coping skills
- Improves grades and achievement
- Boosts student confidence, work completion, and willingness to work
- Improves student's self concept
- Increases student's independent working and responsibility

## When should I do it:

- When student's act out due to being unable to do the work
- When it appears a student is avoiding work
- When a student seems to act out or behave as the class clown in correlation to having to begin and work on academic tasks
- When a student displays work refusal, withdraws from group and pairs work, and seems to make excuses for not doing academic tasks and it is known the student has low scores or low ability in the academic area or an area related to the ability to do the task

## How do I do it:

- In a nutshell, RTI is a 3 tiered system where each tier of intervention targets more specific academic deficits and more individual students, such that tier 1 interventions target a whole class, tier 2 small groups or pairs, and tier 3 individual students
- The basic idea is:
  - Determine the academic deficit areas
  - Test these areas to get a baseline
  - Implement an academic intervention targeting the specific academic deficit area
  - Test the student again after delivering the intervention
  - If there is progress, continue this intervention
  - If there is not progress, try the intervention again or a different one and then test
  - If you try the same intervention again and it does not work, try a different one and then test
  - Continue this process until you find an intervention the student responds to

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Video: Response to Intervention: A Tiered Approach to Instructing All Students](#) <sup>1</sup>
- [RTINetwork.org](#) <sup>2</sup>
- [National Center On Response To Intervention](#) <sup>3</sup>
- [Intervention Central RTI](#) <sup>4</sup>
- [Internet Resources For RTI](#) <sup>5</sup>
- [Federal Government Q & A On RTI](#) <sup>6</sup>

- RTI Resources <sup>7</sup>
- Wayne RESA RTI Information & Resources <sup>8</sup>
- RTI & PBS (response to intervention and positive behavior support.pptx) <sup>9</sup>

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## Reward System

### Why should I do it:

- Provides students with positive feedback
- Students respond to positive reinforcement best
- Helps reinforce positive behaviors and expectations
- Provides incentive
- Increases motivation, buy-in, and effort
- Produces a challenge with a pay-off
- Creates incentive
- Improves behavior and academics
- Increases on task and attending behaviors
- Produces immediate and quick results
- Provides a visual concrete reason for students to work toward behavioral and academic goals

### When should I do it:

- When students exhibit chronic behavioral problems
- When students demonstrate low and persistent motivation, effort, and interest
- When a student refuses to do work or follow behavior guidelines
- With oppositional and defiant students
- When students have poor attention and focus
- When students are impulsive
- When students consistently fail to meet behavioral and academic expectations
- When students frequently break the school and classroom rules
- When students have difficulty getting along with others or interact inappropriately with others
- When students have frequent incomplete and missing work

### How do I do it:

- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- Give the student the [Forced Choice Survey pdf](#) <sup>1</sup> to determine what type of reward they prefer and will be most likely to work toward
- There are numerous reward systems and strategies, please click on and explore the links below to choose an idea(s)
- Some basic reward systems include:
  - Token economy where students earn a token, check mark, sticker, etc for meeting predetermined goals, which they can use to buy or earn a reward after a certain number
  - Praise for performing expected behaviors
  - Earning privileges for meeting expectations
  - Earning free time for meeting expectations
  - Positive notes sent home for demonstrating good behavior and meeting expectations
- Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons, snacks, drinks, books, candy, etc

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- Begin a reward system by first giving the student the Forced Choice Survey to determine what type of rewards they prefer:
  - [Forced Choice Reinforcement Survey.pdf](#)<sup>1</sup>
- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- [Tons of Free or Inexpensive Reward Ideas.doc](#)<sup>2</sup>
- [Reward Systems That Work: What to Give and When to Give It!](#)<sup>3</sup>
- [How to Reward Students for Achievement](#)<sup>4</sup>
- [Student Rewards and Incentives.pdf](#)<sup>5</sup>
- [3 bold new ways to reward student achievement](#)<sup>6</sup>
- [Online Certificate and Award Maker](#)<sup>7</sup>
- [Free and Effective Classroom Rewards](#)<sup>8</sup>
- [Motivating Students with No-Cost Rewards](#)<sup>9</sup>
- [Easy Reward Systems to Encourage Children](#)<sup>10</sup>
- [Charts & Chips – Using A Behavior Modification System With Your Child](#)<sup>11</sup>
- [How to Use a Token Reward System With Kids](#)<sup>12</sup>
- [Reward Chart](#)<sup>13</sup>
- [Free Printable Reward Charts](#)<sup>14</sup>
- [The Family Chip/Reward System](#)<sup>15</sup>
- [Three Sure Fire Reward Systems for Children](#)<sup>16</sup>
- [World's Easiest Token System](#)<sup>17</sup>
- [Reward Points System and “Store”](#)<sup>18</sup>
- [Sticker Chart](#)<sup>19</sup>
- [Chips](#)<sup>20</sup>
- [Tickets](#)<sup>21</sup>
- [Edibles](#)<sup>22</sup>
- [Behavior Wheel](#)<sup>23</sup>
- [Behavior Bucks](#)<sup>24</sup>
- [Reward Systems](#)<sup>25</sup>
- [Words of praise list](#)<sup>26</sup>
- [Praise’s Magic Reinforcement Ratio: Five To One Gets The Job Done](#)<sup>27</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>28</sup>
- [Non-food Rewards For Kids](#)<sup>29</sup>
- [Free Printable Certificates](#)<sup>30</sup>
- [The Trouble with Gold Stars, Incentive Plans, A’s, Praise, and Other Bribes](#)<sup>31</sup>
- [Rewards Kids Will Crave.pdf](#)<sup>32</sup>
- [Free or Inexpensive Rewards](#)<sup>33</sup>

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# Seclusion & Restraint

## Why should I do it:

- **WARNING! Seclusion & Restraint should ONLY be utilized by those specifically trained and certified in the techniques, as they can cause injury and even death if performed incorrectly**
- **Check with federal, state, district, and school regulations to find information about the policies and training regarding the use of seclusion and restraint**
- Seclusion and restraint should only be used when in emergency situations where the health or safety of the student or other persons are at imminent risk
- Seclusion and restraint should only be utilized by persons specifically trained and certified in the use of the techniques

## When should I do it:

- Seclusion and restraint should only be used when in emergency situations where the health or safety of the student or other persons are at imminent risk
- Seclusion and restraint should only be utilized by persons specifically trained and certified in the use of the techniques
- If you are untrained and not sure what to do about a student posing a safety risk to themselves or others, immediately contact the school office and/or administrator for support
- Be aware of and inform yourself on who in your building is certified and trained to use seclusion and restraint techniques and how to reach them in an emergency

## How do I do it:

- Seclusion and restraint should only be used when in emergency situations where the health or safety of the student or other persons are at imminent risk
- Seclusion and restraint should only be utilized by persons specifically trained and certified in the use of the techniques
- If you are untrained and not sure what to do about a student posing a safety risk to themselves or others, immediately contact the school office and/or administrator for support
- Be aware of and inform yourself on who in your building is certified and trained to use seclusion and restraint techniques and how to reach them in an emergency

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [ED.gov: Summary Table of Seclusion and Restraint Statutes, Regulations, Policies and Guidance, by State and Territories](#) <sup>1</sup>
- [Congressional Research Service report on The Use of Seclusion and Restraint in Public Schools: The Legal Issues.pdf](#) <sup>2</sup>
- [PBIS.org on Considerations for Seclusion and Restraint Use in School-wide Positive Behavior Supports.pdf](#) <sup>3</sup>

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# Self Monitoring

## Why should I do it:

- Promotes independent and responsible behaviors
- Promotes independence and self esteem
- Increases coping ability
- Improves on task behaviors
- Increases productivity
- Improves self awareness and reflection

## When should I do it:

- When students have poor attention, focus, and impulse control
- When students are disorganized, scattered, etc
- When students have trouble being prepared, forgetting materials, homework, etc
- When students are overly talkative or social
- When students exhibit chronic or compulsive behaviors, like tapping, making sounds, etc
- When students demonstrate other off task behaviors or difficulties attending

## How do I do it:

- There are many ways to implement a self monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal
- The self monitoring interventions may include visual cues, like pictures, gestures, etc by which the student may be reminded to address the behavior indicated for intervention
- Checklists and charts may be used by students to keep track of their behaviors
- Indicators, where the student, when they see or hear something, know they need to address the behavior
- Student may create notes to themselves
- Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Using Self-Monitoring Strategies to Address Behavior and Academic Issues](#) <sup>1</sup>
- [Techniques for Unlearning Old Behaviors: Self-Monitoring](#) <sup>2</sup>
- [Teaching Students To Self Monitor Their Academic & Behavioral Performance.pdf](#) <sup>3</sup>
- [Designed For Teachers: How To Implement Self-Monitoring In The Classroom.pdf](#) <sup>4</sup>
- [Using Self-Monitoring To Increase Following-Direction Skills Of Students With Moderate To Severe Disabilities In General Education.pdf](#) <sup>5</sup>
- [Self Monitoring For Single Students & Groups Of Students](#) <sup>6</sup>
- [Step-by-Step: Teaching Students to Self-Monitor](#) <sup>7</sup>
- [Behavior Self Monitoring Worksheet/Checklist.pdf](#) <sup>8</sup>

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# Sensory Tools

## Why should I do it:

- Some kids' behaviors are due primarily to sensory issues, therefore, simple sensory interventions can greatly alleviate these behavioral barriers
- Providing students with the sensory stimulation they need results in increased work production, on task behavior, improved focus and attention, and a happier more content student
- These interventions are fairly simple and can yield significant results/benefits for the effort and time put in
- Expands teacher/adult/provider knowledge base for both viewing and addressing behavior issues

## When should I do it:

- When students demonstrate sensory sensitivity to stimulus like loud sounds, specific tones or noise, textures of objects, foods, and other things in the environment, light, breezes, temperature, pressure on body, clothes, too many objects in room, too much activity, etc.
- With students who have ADD and/or ADHD
- With students on the autism spectrum

## How do I do it:

- There are a variety of sensory tools to use with students, which will vary a great deal depending on the student's issues
- Some sensory tools to use include:
  - Tight fitting vests
  - Headphones for music or nature sounds like rain/water
  - Headphones to block out sound for quiet
  - Large lined paper
  - Dimmer lighting
  - Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands
  - Work corrals
  - Taping a strip of something with a certain texture on or underneath the desk, on pencil, or on other objects, like Velcro® brand hook and loop fasteners, bristles from paint brush, smooth slick surfaces, mild sand paper, rubber, cloth, fuzzy plush animals, stress balls, etc.
  - Weighted pencil ends or erasers
  - Rubber pencil grips
  - Fidget toys
  - Air seat pads
  - Sitting on a yoga ball
  - Rocking chair
  - Textured paper or raised lines
  - Tilted desk top
  - Chewing gum
  - Mini Spectra light globe
  - Mini lava lamp

- massagers/toys that vibrate
- Silly putty/Theraputty
- Moldable erasers
- Foam
- Slime/Flubber
- Play Doh
- Slinky
- Bubble wrap
- A bin with different various pieces of textured fabric
- Containers of rice, beans, sand, noodles, etc
- Pillows
- Scented markers and stickers
- Large Motor/Whole Body
- Mini-trampoline
- Wiggle/balance board
- Large blow up jumping mattress
- Heavy lifting class/school jobs and tasks
- frequent activities/assignments that incorporating feeling and touching things
- Incorporating relevant sounds into assignments, lessons, activities, etc
- Activities, assignments, and tasks incorporating visual tracking
- Magnifying glasses
- Foot rest
- Exercise Bands

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [10 Sensory Tools](#) <sup>1</sup>
- [Using Sensory Tools For Teens With Behavioral & Emotional Problems](#) <sup>2</sup>
- [Sensory Belt For Purchase](#) <sup>3</sup>
- [Chewable And Wearable Fidget](#) <sup>4</sup>
- [Sensory Tool Products](#) <sup>5</sup>
- [Sensory Modulation & Sensory Integration Activities For Home & School](#) <sup>6</sup>
- [Classroom Sensory Kit Product](#) <sup>7</sup>
- [SensoryTools.net](#) <sup>8</sup>
- [In Service for Teachers on “Is it Sensory or Behavior”](#) <sup>9</sup>
- [SPD Expert, Chynna Laird, Reports...The Essentials For A ‘Sensational’ Learning Environment](#) <sup>10</sup>
- [Sensory Diet and Classroom Modifications](#) <sup>11</sup>
- [Problem Behavior In The Classroom: Dealing With Children And Sensory Processing Disorders At School](#) <sup>12</sup>
- [5 Ways To Help Your Child Sit Still](#) <sup>13</sup>

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# Sexuality, Sexually Inappropriate, Sexualized Behaviors

## Why should I do it:

- Discussing topics of sexuality must only be done after parental, school, and other necessary consent and must adhere to local, state, and federal laws, guidelines, and procedures
- Teachers and other general education school staff should not address abnormal sexualized student behaviors without consulting the School Counselors, School Social Workers, School Psychologists, or other professional staff in the building or district trained to work with such issues

## When should I do it:

- Discussing topics of sexuality must only be done after parental, school, and other necessary consent and must adhere to local, state, and federal laws, guidelines, and procedures
- Normative sex education is generally provided through the school's predetermined curriculum, therefore you should consult with the sexual education teacher in your school or district for general sex education questions or lessons
- Teachers and other general education school staff should not address abnormal sexualized student behaviors without consulting the School Counselors, School Social Workers, School Psychologists, or other professional staff in the building or district trained to work with such issues
- The resources and information below will be most helpful and relevant for School Counselors, School Social Workers, School Psychologists, and other similar professional staff who deal with and put interventions into place to address sexualized behaviors of students in classrooms, small groups, and individually

## How do I do it:

- Discussing topics of sexuality must only be done after parental, school, and other necessary consent and must adhere to local, state, and federal laws, guidelines, and procedures
- Normative sex education is generally provided through the school's predetermined curriculum, therefore you should consult with the sexual education teacher in your school or district for general sex education questions or lessons
- The resources and information below will be most helpful and relevant for School Counselors, School Social Workers, School Psychologists, and other similar professional staff who deal with and put interventions into place to address sexualized behaviors of students in classrooms, small groups, and individually

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Understanding the Sexual behavior of Children](#) <sup>1</sup>
- [Understanding Childhood Sexual Behavior.ppt](#) <sup>2</sup>
- [Socialization of Sexuality in Children: Teaching and talking about boundaries and behaviors](#) <sup>3</sup>
- [Responding to Children's Problem Sexual Behavior in Elementary Schools.pdf](#) <sup>4</sup>
- [Standard 2.4: Human Sexuality and Family Life](#) <sup>5</sup>

- What is Sexual Bullying? (video lesson) <sup>6</sup>
- Sheffield Sex and Relationships Education (SRE) Guidance & Policy Development (Aged 11-16).pdf <sup>7</sup>
- Advocates for Youth Sexuality Lessons: <sup>8</sup>
  - Introduction to Sexuality <sup>8</sup>
  - Body Image <sup>8</sup>
  - Circles of Human Sexuality <sup>8</sup>
  - Feelings, Fears and Frustrations <sup>8</sup>
  - Fact or Fiction? <sup>8</sup>
  - Health and Hygiene Matching Game <sup>8</sup>
  - Reproduction 101 <sup>8</sup>
  - Talking about Sexuality and Values <sup>8</sup>
  - Sexuality: Complete guides to implementation, interactive exercises, participant handouts, supplemental leaders' resources, and more <sup>9</sup>
  - Sexuality Topics and Issues <sup>10</sup>
- SOCIAL/SEX EDUCATION FOR CHILDREN AND YOUTH WITH VISUAL IMPAIRMENTS <sup>11</sup>
- SEXUAL BEHAVIOR Lesson Plans <sup>12</sup>
- Respect for Oneself and Others: Physical Boundaries.pdf <sup>13</sup>
- Sex Education for Students with Physical Disabilities <sup>14</sup>
- Rape, Sexual Assault, and Harassment Lesson Plans <sup>15</sup>
- Social-Sexual Education for Individuals with Disabilities.ppt <sup>16</sup>
- Sexualized Behaviors in Classrooms <sup>17</sup>
- Positively Informed: Lesson Plans and Guidance for Sexuality Educators and Advocates <sup>18</sup>
- Sexuality And Autism: Literature <sup>19</sup>
- Foster Children and Sexualized Behavior <sup>20</sup>
- Understanding and Coping with Sexual Behavior Problems in Children.pdf <sup>21</sup>

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## Social Stories

### Why should I do it:

- Helps teach students routines, expectations, and behavioral standards in an alternative way
- Reinforces correct behavior
- Information presented in a story format
- Provides visual examples of behavior expectations
- Provides a more personalized and tailored behavioral intervention
- Helps involve students in the learning process
- Works well with students on the autism spectrum and those with ADD/ADHD

### When should I do it:

- When a student fails to grasp social norms, routines, and expectations, like walking down the hall, using restroom facilities, following lunch procedure, using manners, using greetings, asking for help properly, etc
- When a student is on the autism spectrum or has ADD/ADHD
- When a student is disorganized, unprepared, disheveled
- When a student needs reinforcement of class rules, routines, procedures, etc
- When a student lacks social skills
- When a student does not respond to cues, redirection, refocusing, etc
- When a student fails to complete work, homework, expectations, etc

### How do I do it:

- You can either look for a pre-made social story in the resources below or create your own using the resources below or you can take one from the resources and adapt it to your needs
- Ask your Resource Room teacher for assistance if you need help creating a social story or getting it started
- Basic steps to creating a social story:
  - Create a list or outline of the steps in the routine or procedure the student needs work or reinforcement on, like behavior in the hall, using the bathroom, starting work, asking for help, etc
  - For each step of the process, develop a simple sentence to explain the step, for example “open your desk and get your book out”, or “walk to the door and knock”, etc
  - Next to each step and sentence, utilize a picture to represent the action, either a generic image or graphic, or an actual picture of the student performing that step
  - When the social story is complete, review it with the student daily before they perform that routine, procedure, or activity
  - After the student learns the social story well, have them review it on their own before they perform that routine, procedure, or activity
  - You may slowly wean the student off the social story as they consistently perform the task correctly

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Carol Gray created social stories. This is a “must see” website.](#) <sup>1</sup>

- Social Stories & Narratives Workshop Resources <sup>2</sup>
- Huge list of Social Stories <sup>3</sup>
- Various Free Social Stories:
  - [http://www.autism4teachers.com/autism4teachers\\_013.htm](http://www.autism4teachers.com/autism4teachers_013.htm) <sup>4</sup>
  - <http://www.freewebs.com/kidscandream/page12.htm> <sup>5</sup>
  - <http://www.freewebs.com/kidscandream/page13.htm> <sup>6</sup>
  - <http://www.slatersoftware.com/document.html#Socialstories> <sup>7</sup>
  - <http://www.thewatsoninstitute.org/teacher-resources2.jsp?pagelD=2161392240601226415747290> <sup>8</sup>
  - [http://www.speakingofspeech.com/Social\\_Skills\\_Pragmatics.html](http://www.speakingofspeech.com/Social_Skills_Pragmatics.html) <sup>9</sup>
  - <http://www.ccsd.edu/LittleTor.cfm?subpage=5804> <sup>10</sup>
  - <http://www.region2library.org/socialstories.htm> <sup>11</sup>
  - <http://rsaffran.tripod.com/social.html> <sup>12</sup>
  - <http://schools.nyc.gov/.../AdaptedBooks/default.htm> <sup>13</sup>
  - <http://www.adders.org/socialstories.htm> <sup>14</sup>
  - [http://www.oneplaceforspecialneeds.com/resources\\_online/](http://www.oneplaceforspecialneeds.com/resources_online/) <sup>15</sup>
  - COMPREHENSIVE LIST OF SOCIAL STORIES AND VISUAL SCRIPTS FOR DAILY LIVING AND SOCIAL SKILLS <sup>16</sup>
  - <http://portal.esc20.net/.../SpecialEducation/autism/socialstories> <sup>17</sup>
  - <http://www.child-autism-parent-cafe.com/examples-of-autism-social-stories.html> <sup>18</sup>
  - <http://www.autismhelp.info> (pdf) <sup>19</sup>
  - Holiday Social Stories <sup>20</sup>
  - List of Social Story Resources <sup>21</sup>
  - Social Story Scripts.pdf <sup>22</sup>
  - The Social Story Book with over 150 social stories <sup>23</sup>
  - Social Story Images & Graphics You Can Assemble In Sequence <sup>24</sup>
  - Social Stories Creator Program: Picto Selector <sup>25</sup>
  - Simple Word Stories That Can Be Customized By Filling In Student's Name & Other Info, etc <sup>26</sup>
  - How To Make A Social Story <sup>27</sup>
  - Free Story Builder Program <sup>28</sup>
  - How To Make A Social Story Fact Sheet <sup>29</sup>
  - Conversation Starters 1 <sup>30</sup>, Conversation Starters 2 <sup>31</sup>, Conversation Starters 3 <sup>32</sup>, Conversation Starters 4 <sup>33</sup>, Conversation Starters 5 <sup>34</sup>
  - Friendship and Feelings <sup>35</sup>
  - Bullying <sup>36</sup>
  - Personal & Hygiene Social Stories <sup>37</sup>
  - Tips For Writing Scripted Stories For Social Situations <sup>38</sup>
  - Social & Scripted Stories <sup>39</sup>
  - Hygiene Social Story.pdf <sup>40</sup>
  - Lunchroom <sup>41</sup>
  - Social Story Maker Program <sup>42</sup>
  - Let's Keep Our Hands Clean & Healthy <sup>43</sup>
- Free Pictures, Graphics, & Symbols For Social Stories
  - <http://www.dotolearn.com/picturecards/printcards/index.htm> <sup>44</sup>
  - <http://www.english-4kids.com/flashcards.html> <sup>45</sup>
  - <http://www.usevisualstrategies.com/AutismVisualPrintablePictures.aspx> <sup>46</sup>
  - <http://www.sxc.hu/> <sup>47</sup>

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- <http://www.freegraphics.org/> <sup>49</sup>
- <http://office.microsoft.com/en-us/images/> <sup>50</sup>
- Google Image Search <sup>51</sup>
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- <http://www.supersimplesongs.com/freeflashcards.html> <sup>53</sup>
- <http://www.eslflashcards.com/> <sup>54</sup>
- [http://www.freereading.net/index.php?title=Picture\\_cards](http://www.freereading.net/index.php?title=Picture_cards) <sup>55</sup>
- [www.deviantart.com/](http://www.deviantart.com/) <sup>56</sup>
- <http://www.iconbazaar.com/index.html> <sup>57</sup>
- Picto Selector Free Communication Picture Exchange Program <sup>58</sup>
- <http://www.teachchildrensl.com/flashcards.htm> <sup>59</sup>
- <http://www.k-3teacherresources.com/toys-theme.html> <sup>60</sup>
- <http://www.angelfire.com/pa5/as/socialskills/conversationpictures.pdf> <sup>61</sup>
- Picture word cards & More <sup>62</sup>
- 100's of Pecs Pictures, Graphics, & More! Scroll about halfway down the page to find Pecs Picture page links (including, answer phone, blow, blow bubbles, don't walk, walk, dot to dot, cut hair, don't pick nose, wait, go potty, wipe bottom, paintbrush, paints, paints, computer, scissors, play doh, line up, write, cereal, chips, grilled cheese, chicken nuggets, cookie, traffic lights, school crossing guard, roller blades, play cards, AND MANY MORE!!!) <sup>63</sup>

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# Teach Conflict Resolution Skills

## Why should I do it:

- Many students lack basic skills necessary for solving and resolving daily conflicts with other students, adults, authority figures, etc
- Enables and empowers students to be more independent and highly functioning
- Reduces teacher's time "putting out fires"
- Increases instructional time
- Promotes maturity
- Improves self confidence
- Reduces tattling, bickering, and disruptions

## When should I do it:

- Conflict resolution skills are good to teach all kids in your classes at the beginning of the year and then again once a month to keep the strategies fresh in kids minds
- When students bicker, argue, and fight a lot
- When you lose time due to student conflicts and disagreements
- When a student is being suspended a lot due to fighting and conflicts with students and adults
- When students have trouble compromising, taking turns, sharing, etc

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- There are many skills and strategies for teaching kids conflict resolution, many of which can be found and explored below under support & resources
- These lessons and ideas for teaching the skills, found below, can be done with individual students, a small group, or the whole class
- Conflict resolution skills should be taught and revisited on a regular basis and should include role playing to practice the skills
- When students fail to use the taught skills, have them reflect on how they could have handled the situation or conflict and role play it with them
- Model proper conflict resolution skills for your kids with any opportunity you get, and point out to the students afterward how you used the skills

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Becoming A Problem Solver.pdf](#) <sup>1</sup>
- [Bullies 2 Buddies lessons \(3 free pdf downloads\): How to Stop Being Teased and Bullied Without Really Trying, A Revolutionary Guide to Reducing Aggression between Children, & The Golden Rule Solution to Racism](#) <sup>2</sup>
- [Bully Prevention In PBS.pdf](#) <sup>3</sup>
- [A Sample Behavior Rubric: Aggressive Behavior Consequence Rubric.pdf](#) <sup>4</sup>
- [Bullying: Time To Think Reflection Sheet For Lower Elementary.doc](#) <sup>5</sup>

- [Bullying: Time To Think Reflection Sheet For Upper Elementary.doc](#) <sup>6</sup>
- [Bully Think Sheet.doc](#) <sup>7</sup>
- [CPS \(Collaborative Problem Solving Technique\).doc](#) <sup>8</sup>
- [Embedding Bully-Proofing in School-wide PBS – PBIS.ppt](#) <sup>9</sup>
- [Self Talk & Bullies.doc](#) <sup>10</sup>
- [Think Sheet.doc](#)
- [Think Sheet.pdf](#) <sup>11</sup>
- [Tips For Problem Solving.doc](#)
- [Trash Talk Vs. Real Threat.doc](#)
- [Warning Tickets.doc](#) <sup>12</sup>
- [Let Kids Fix Own Problems.pdf](#) <sup>13</sup>
- [Pre K To Grade 2: Conflict Resolution.pdf](#) <sup>14</sup>
- [Grades 3 To 5: Conflict Resolution.pdf](#) <sup>15</sup>
- [Teach Students Planned Ignoring](#) <sup>16</sup>
- [Highly Recommended Bullying Links](#) <sup>17</sup>
- [101 Great Comeback Lines](#) <sup>18</sup>
- [Bullying Defense Skills Training](#) <sup>19</sup>
- [Bullying Advice](#) <sup>20</sup>
- [FAQ When Your Child is Being Bullied](#) <sup>21</sup>

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# Teach Coping Skills

## Why should I do it:

- Improves kids self-confidence and self-esteem
- Increases instruction time
- Improves students' independence
- Helps students to be more assertive
- Decreases the time it takes to deal with students' crises, issues, meltdowns, etc
- Provides students a good life long skills
- Helps to empower students
- Improves behaviors
- Improves student problem solving
- Helps student empowerment

## When should I do it:

- All students should be taught coping skills and they should regularly be modeled for all students
- When a student frequently has melt downs, falls apart, cries, experiences anxiety, has issues with friends
- When students seem to have trouble handling criticism, failure, disappointment, conflict, decision-making, etc
- When students have trouble appropriately expressing emotions, like sadness, disappointment, frustration, happiness, excitement, etc
- When you are having to frequently stop to console, encourage, or settle kids down

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Depending on the situation, need, and child, there are numerous ways to teach kids coping skills
- Always try to use active listening skills
- Use a clam tone
- Be firm when necessary and set boundaries
- Use support and resources below for specific lesson plans, ideas, strategies, and skills

## Resources & Support for technique: *(Items with footnotes link to external websites)*

- General Coping Strategies:
  - [Coping Skills For Kids](#) <sup>1</sup>
  - [Helping Kids Develop Coping Skills](#) <sup>2</sup>
  - [Students Teach Students: Using Student Essays To Build Coping Skills and Self-Esteem](#) <sup>3</sup>
  - [Teach Relaxation Skills](#)

- Teach Students Planned Ignoring <sup>4</sup>
- Coping Skills <sup>5</sup>
- Coping Skills for Trauma <sup>6</sup>
- Survival Strategies of Children & Teenagers <sup>7</sup>
- Transactional Model of Stress and Coping <sup>8</sup>
- Coping Skills <sup>9</sup>
- Coping Strategies: Managing Feelings <sup>10</sup>
- Teach Coping Skills <sup>11</sup>
- 100's of Coping Skills Lesson Plans Reviewed By Teachers (Free Trial) <sup>12</sup>
- Coping Worksheets (Free Trial) <sup>13</sup>
- Coping Lesson Plans (Free Trial) <sup>14</sup>
- Coping With Anger:
  - 6 Ways to Help Kids Handle Anger <sup>15</sup>
  - 6 WAYS TO HELP THE ANGRY CHILD <sup>16</sup>
  - Anger Management: Get Your Angries Out <sup>17</sup>
  - Helping Children Cope with Anger <sup>18</sup>
  - Helping Young Children Deal with Anger <sup>19</sup>
  - PBS Kids Dealing With Anger Video <sup>20</sup>
- Coping With Boredom:
  - Deal with Boredom at School <sup>21</sup>
- Coping With Change:
  - Helping Children Cope With Change <sup>22</sup>
  - Helping Children Cope with School Transitions <sup>23</sup>
  - Helping Children Deal With Change.pdf <sup>24</sup>
- Coping With Disappointment:
  - Help Kids Handle Disappointment: Learning to cope in the face of frustration is an important life skill. Here's how to teach it to your child. <sup>25</sup>
  - Helping children cope with disappointment <sup>26</sup>
  - Helping Children Handle Disappointment <sup>27</sup>
  - Helping Kids Handle Rejection and Disappointment <sup>28</sup>
  - Teaching Guide: DEALING with DISAPPOINTMENT for grades K-5 <sup>29</sup>
- Coping With Embarrassment:
  - Embarrassing Moments: How To Deal <sup>30</sup>
- Coping With Fears:
  - 7 Ways to Overcome the Fear of Failure <sup>31</sup>
  - Fear of Failure: A Childhood Epidemic <sup>32</sup>
  - Help A Child Wrestle Worries And Fears.pdf <sup>33</sup>
  - Helping Children Who Fear School <sup>34</sup>
  - How To Conquer Public Speaking Fear <sup>35</sup>
  - Overcome the Fear of Speaking to Groups <sup>36</sup>
  - Phobics-Awareness.org <sup>37</sup>
- Coping With Frustration:
  - Children's Feelings: How Children Express Frustration <sup>38</sup>
  - Fight Frustration: Help your child learn the patience, practice, and perseverance he needs to overcome obstacles <sup>39</sup>
  - Techniques To Help Kids Deal With Frustration <sup>40</sup>
- Coping With Low Motivation:
  - Motivation — Helping Your Child Through Early Adolescence <sup>41</sup>
- Coping With Nervousness:

- How To Get Children To Overcome Shyness Free Online Video <sup>42</sup>
- The Nervous Child <sup>43</sup>
- Tips for How to Deal with Back to School Nervous Feelings <sup>44</sup>
- Coping With Sadness & Depression
  - Dealing with Childhood Depression <sup>45</sup>
  - DEPRESSION AMONG CHILDREN AND ADOLESCENTS: RECOMMENDATIONS FOR TEACHERS AND PARENTS.doc <sup>46</sup>
  - Depression in Children with ADHD <sup>47</sup>
  - How to Help Your Child With Depression <sup>48</sup>
  - PBS Kids Depression Video <sup>50</sup>
  - Teen Depression: A GUIDE FOR PARENTS AND TEACHERS <sup>51</sup>
  - Tips for Handling Depression in the Classroom: Helping Students Cope with Depressive Disorders <sup>52</sup>
- Coping With Grief & Loss
  - Nine Ways to Help Children Cope With Loss and Grief <sup>49</sup>
  - Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents.pdf <sup>67</sup>
  - Dealing With Death at School.pdf <sup>68</sup>
  - Coping with the Death of a Student or Staff Member.pdf <sup>69</sup>
  - How to: Help Your Students Deal with Grief and Loss <sup>70</sup>
  - Resources for Helping Students Deal with Crises <sup>71</sup>
  - Helping Your Child Deal With Death <sup>72</sup>
  - Resources for When Grief Comes to the Classroom through Death <sup>73</sup>
  - Helping Students Cope with Loss, Death and Grief: “Non-Therapeutic” Intervention for the Classroom.ppt <sup>74</sup>
  - Helping Children Cope: Teacher Resources for Talking About Tragedy <sup>75</sup>
  - Helping Children Cope with Death <sup>76</sup>
  - Books for Helping Children Cope with Death <sup>77</sup>
  - Helping Grieving Children at School <sup>78</sup>
  - Death: Dealing with Crisis at School Practical Suggestions for Educators <sup>79</sup>
  - Helping Students Deal with Loss <sup>80</sup>
  - National Center for School Crisis and Bereavement: School and Family Resources <sup>81</sup>
  - Helping Children Cope With Death.pdf <sup>82</sup>
  - How Counselors and Teachers Tell Students About A Death.pdf <sup>83</sup>
- Coping With Stress & Anxiety:
  - Coping With Math Anxiety <sup>53</sup>
  - Help Kids Cool Down When They Are Stressed Out.pdf <sup>54</sup>
  - How To Relieve Back To School Stress and Anxiety <sup>55</sup>
  - How To Relieve School Anxiety <sup>56</sup>
  - Managing School Phobia: Helping Teens and Kids Cope with School Anxiety and Avoidance <sup>57</sup>
  - School Phobia Tips: How to Deal with Anxiety about School <sup>58</sup>
  - Separation Anxiety in Children: Easing Separation Anxiety Disorder <sup>59</sup>
  - Social Causes Of School Anxiety <sup>60</sup>
  - Teaching Children/Youth Coping Skills For Stress Management <sup>61</sup>
  - Test Anxiety: How To Deal With Test Anxiety and Actually Do Better On Tests <sup>62</sup>

- The Medical Basis of Stress, Depression, Anxiety and Drug Use! Explained in a FUN, easy to read format! <sup>63</sup>
- What are some ways I can calm down quickly when I'm feeling overwhelmed? <sup>64</sup>
- Coping With Worry:
  - Helping Children Cope with Worries <sup>65</sup>
  - Helping Kids Handle Worry <sup>66</sup>

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## Teach Relationship Skills

### Why should I do it:

- Interpersonal skills are an important part of students' development
- Improves self-esteem
- Increases student buy-in
- Creates a more cohesive class and group
- Helps students help one another
- Increases instructional time
- Decreases time spent repeating directions, rehashing lessons, etc
- Improves students' moods, affect, and emotional stability
- Helps students to interact with adults
- Helps students to elicit help from teachers and others
- Teaches students important life skills for dealing with others
- Reduces conflicts, arguing, and fighting
- Improves the environment of the room/school
- Helps students make and keep friends
- Improves coping skills
- Increases self-confidence

### When should I do it:

- All students can benefit from being taught relationship skills
- With students who seem to be "loners"
- With students that are frequently involved or starting or taking part in drama
- With students that say no one likes them or they have no friends
- With students who have trouble asking for help
- When students seem socially awkward
- When students cannot get along with others
- When students instigate, annoy, bug, etc, others
- With students who are immature
- When other students shun, avoid, or ostracize others
- When students bully or are bullied
- When students create or spread rumors
- When students have trouble sharing, compromising, listening to others' opinions, etc
- When students seem intolerant of others

### How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing relationship skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing relationship skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific relationship skills lessons and interventions for specific students*
- Use any opportunity to model and role play relationship skills, like when a student name calls and others choose not to play with them, when a student shares, when a student helps another, etc

- Teach lessons on relationships, friendships, getting along with others, tolerance, etc
- Take students aside to discuss and have them reflect on how their behaviors affect others, what behaviors would make others want to be friends with them, etc
- Have students partner up and work on projects together
- Assign work partners
- Help kids set goals with making friends or getting to know others
- Try the supports and resources below

### **Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [50 Tips On How To Make Friends](#) <sup>1</sup>
- [6 Friendship Rules To Live By](#) <sup>2</sup>
- [A Social Skills Lesson: What Is A Friend](#) <sup>3</sup>
- Assign a buddy or partner
- [Caring Lesson Older Students](#) <sup>4</sup>
- [Caring Lesson Younger Students](#) <sup>5</sup>
- Draw a picture or write in a journal
- [Empathy 101: 10 Commandments Of Human Relationships](#) <sup>6</sup>
- Encourage interaction with a more self confident student
- Engage student
- [Fact Sheet About Dating Violence.pdf](#) <sup>7</sup>
- [Fairness Lesson Younger Students Activity](#) <sup>8</sup>
- [Fairness/Justice Lesson Older Students Activity](#) <sup>9</sup>
- [Friendship Lesson](#) <sup>10</sup>
- [Getting Along With Parents Lesson](#) <sup>11</sup>
- [Honesty Lesson](#) <sup>12</sup>
- [How To Build Friendships With Good Listening Skills](#) <sup>13</sup>
- [How To Make Friends And Get S Social Life](#) <sup>14</sup>
- [How To Make Friends At School: Helping Your Pre-teen Overcome Shyness](#) <sup>15</sup>
- [How to Socialize, Be Funny and Make Friends](#) <sup>16</sup>
- [Integrity Lesson](#) <sup>17</sup>
- [Interpersonal Skills](#) <sup>18</sup>
- [Kid's Health: Friendship](#) <sup>19</sup>
- [Kid's Health: Making Friends](#) <sup>20</sup>
- [Kid's Health: Peer Group Pressure](#) <sup>21</sup>
- [Kid's Health: Peer Groups](#) <sup>22</sup>
- [Kid's Health: Prejudice](#) <sup>23</sup>
- [Kid's Health: Problems With The Teacher](#) <sup>24</sup>
- [Kid's Health: Teasing Others And How To Stop](#) <sup>25</sup>
- [Kid's Health: What Is Diversity?](#) <sup>26</sup>
- Model appropriate language
- Natural consequences
- [Preventing Conflicts & Violence Lesson](#) <sup>27</sup>
- Reassurance
- Reflection sheet
- [Respect Lesson Older Students Activity](#) <sup>28</sup>
- [Respect Lesson Younger Students Activity](#) <sup>29</sup>
- [Respecting Others Lesson](#) <sup>30</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>31</sup>

- Speak with student in hallway
- Speaking Of Sex Lesson <sup>32</sup>
- Talk one on one with student
- Teach conflict resolution skills
- Teach coping skills
- Teach social skills
- Teaching empathy: Evidence-based tips for fostering empathy in children <sup>33</sup>
- Trustworthiness Lesson Older Students Activity <sup>34</sup>
- Trustworthiness Lesson Younger Students Activity <sup>35</sup>
- Teaching Empathy <sup>36</sup>
- Social Skills Stories, Games, Materials, & Resources <sup>37</sup>
- PLAY SKILLS-BASED INTERVENTIONS.pdf <sup>38</sup>
- Social Skills For Middle School Students <sup>39</sup>
- How to Get Children to Overcome Shyness (video) <sup>40</sup>
- Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents
  - 10 Ways to Improve Your Interpersonal Skills <sup>41</sup>
  - Activities People Do When They Hang Around Each Other <sup>42</sup>
  - Dealing with anxiety & shyness in social situations and relationships <sup>43</sup>
  - At Times It's Socially Practical To Know Things Other People Care About <sup>44</sup>
  - Being Honest With Yourself About Your Social Problems <sup>45</sup>
  - Being Too Negative Can Hinder Your Social Success <sup>46</sup>
  - Generally Improving Your Social Skills <sup>47</sup>
  - Coping With Nervousness <sup>48</sup>
  - Dealing With Regrets Caused By Your Poor People Skills <sup>49</sup>
  - Thoughts On How To Make Conversation <sup>50</sup>
  - Getting Along With New Groups <sup>51</sup>
  - How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>52</sup>
  - How To Be More Friendly And Social <sup>53</sup>
  - How To Be More Fun <sup>54</sup>
  - How To Meet People <sup>55</sup>
  - How To Talk To Shyer and/or Less Social People <sup>56</sup>
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- [The Importance Of Simplicity And The Basics In Social Interactions...](#) <sup>77</sup>
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- [When Your Friends Tease You A Lot](#) <sup>88</sup>

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# Teach Relaxation Techniques

## Why should I do it:

- Students can get overwhelmed easily
- Many students want to be successful but haven't yet developed all the skills, which can lead to anxiety/frustration
- Everyone needs a break every once in a while
- Provides students a way to manage their own feelings and emotions
- Increases instructional time when students can calm themselves and utilize coping skills, like relaxation
- Improves student focus and attention
- Helps refocus and refresh students
- Has positive physiological benefits, like improved blood flow, oxygen levels, and endorphin levels, as well as decreased cortisol or "stress hormone" levels

## When should I do it:

- When you see a student becoming frustrated (banging things, groaning, crying, refusing to do work)
- When a student is involved in a mild confrontation with another student
- When student has a lot of work to do
- When a student appears, tense, uptight, anxious
- When a student is having a "bad day"
- When a student appears uncomfortable
- When a student has become unfocused and off task

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing coping lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing coping lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific coping lessons and interventions for specific students*
- Take time to speak with the individual student alone or teach the entire class the relaxation techniques they will use in class
- Assure student that everyone gets stressed/frustrated/worried/ overwhelmed
- Teach the student to know when they are stressed, frustrated, worried, overwhelmed, etc (some common answers are: clench fists, breathe heavily, cry, sweat)
- Teach student when they feel stressed, frustrated, upset, etc, to ask to go relax
- Practice the first time with the student or class
- Establish where, when, and how students will initiate and carry out a break to relax (establish where in or out of the room students will do it, if there will be one or more choices of relaxation techniques to choose from, how they ask to take a relaxation break, how long they are, how may and which students may do them, etc)
- Practical relaxation techniques for students:
  - Deep Breathing
  - Count to 10

- Write in a journal
- Draw
- Color
- Scribble
- Read
- Visualization
- Listen to music or nature sounds
- Take a break

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [Deep Breathing](#)
- [Relaxation Stretching.doc](#)
- [Relaxation Southwest Crickets In The Evening.doc](#)
- [Relaxation Tropical Beach.doc](#)
- [Relaxation Tropical Rain Forest.doc](#)
- Stress ball or stress fidget
- Count to 10
- Draw a picture or write in a journal
- Listen to music
- Take a break

# Teach Social Skills

## Why should I do it:

- Many students lack basic social skills
- Increases instructional time
- Improves student interactions
- Increases student productivity
- Helps students improve daily social functioning
- Helps students make friends
- Teaches students essential life skills
- Helps students to fit in
- Helps students to function better in classes
- Teaches students to follow rules, expectations, procedures, etc
- Increases self confidence, self concept, and self esteem
- Gives students a common “language”

## When should I do it:

- It is important to teach all students appropriate social skills with any and all opportunities
- When students have poor hygiene
- When students seem out of place, ostracized, or isolated
- When students exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc
- When students are rude, short, pushy, etc
- When students demonstrate poor personal care habits, like blowing nose, using a napkin, etc
- When students appear socially awkward, weird, out of place, etc
- When students are perceived as weird and strange by the class
- When students do or say weird, silly, inappropriate, or out of place things

## How do I do it:

- **IMPORTANT NOTE!**
  - *At the Tier 1 Level, think of doing social skills lessons and interventions for the whole class or groups*
  - *At the Tier 2 level, think of doing social skills lessons and interventions for groups and individuals*
  - *At the Tier 3 level, think of customizing specific social skills lessons and interventions for specific students*
- In the realm of social skills, there is a broad range of skills and topics, as well as a good deal of overlap with other skills, like interpersonal skills, coping skills, etc
- Some common areas for social skills instruction include:
  - Hygiene
  - Manners
  - Listening
  - Being polite
  - Being considerate
  - Being respectful
  - Sharing

- Taking turns
- Appropriate words
- Appropriate touch
- How to behave in the halls, lunchroom, during instruction, etc
- Etc
- Please refer to the supports and resources below for lesson plans, ideas, and strategies

**Resources & Support for technique:** *(Items with footnotes link to external websites)*

- [A Social Skills Lesson: What Is A Friend](#) <sup>1</sup>
- [Age Appropriate Social Skills Lessons](#) <sup>2</sup>
- [Teaching Social Skills To Kids Who Don't Yet Have Them](#) <sup>3</sup>
- [Do2Learn.com Schedules](#) <sup>4</sup>
- [Elementary Etiquette: A Lesson Plan on Using Polite Words](#) <sup>5</sup>
- [Embedding Social Skills Instruction Throughout The Day Presentation.ppt](#) <sup>6</sup>
- [Hand Washing Song.pdf](#) <sup>7</sup>
- [Behavior & Social Skills](#) <sup>8</sup>
- [Personal Hygiene Lessons](#) <sup>9</sup>
- [Reading Facial Expressions.pdf](#) <sup>10</sup>
- [Reading Social Cues And Emotions.pdf](#) <sup>11</sup>
- [Social Skills Activities](#) <sup>12</sup>
- [Social Skills For Middle School Students](#) <sup>13</sup>
- [Social Skills Instruction Presentation.ppt](#) <sup>14</sup>
- [Social Skills Lesson Plan: Initiating Interaction With Peers](#) <sup>15</sup>
- [The Deodorant Story.pdf](#) <sup>16</sup>
- [Visual Schedules](#) <sup>17</sup>
- [Your Emotions Impact Others Lesson.pdf](#) <sup>18</sup>
- [Social Skills Stories, Games, Materials, & Resources](#) <sup>19</sup>
- [K-5 Lesson Plans on Hygiene](#) <sup>20</sup>
- [Social Skills](#) <sup>21</sup>
- [Social Skills and Academic Achievement](#) <sup>22</sup>
- [Social Skills/Pragmatics](#) <sup>23</sup>
- [Social skills activities for children and teenagers: Ideas inspired by research](#) <sup>24</sup>
- [Ideas for Educators Supporting Social/Emotional Language Skills](#) <sup>25</sup>
- [Social skills Training & Aggression Replacement Techniques \(START/STAIRS\)](#) <sup>26</sup>
- [Social Skills Worksheets](#) <sup>27</sup>
- [Social Skills Training](#) <sup>28</sup>
- [Great Social Skills Training & Tips Geared Toward Adults But Easily Adapted And Applied Toward Children & Adolescents](#)
  - [10 Ways to Improve Your Interpersonal Skills](#) <sup>29</sup>
  - [Activities People Do When They Hang Around Each Other](#) <sup>30</sup>
  - [Dealing with anxiety & shyness in social situations and relationships](#) <sup>31</sup>
  - [At Times It's Socially Practical To Know Things Other People Care About](#) <sup>32</sup>
  - [Being Honest With Yourself About Your Social Problems](#) <sup>33</sup>
  - [Being Too Negative Can Hinder Your Social Success](#) <sup>34</sup>
  - [Generally Improving Your Social Skills](#) <sup>35</sup>
  - [Coping With Nervousness](#) <sup>36</sup>
  - [Dealing With Regrets Caused By Your Poor People Skills](#) <sup>37</sup>

- Thoughts On How To Make Conversation <sup>38</sup>
- Getting Along With New Groups <sup>39</sup>
- How Being Less Naturally Social Can Affect Your Interpersonal Success <sup>40</sup>
- How To Be More Friendly And Social <sup>41</sup>
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## Time Out (Structured Time Out)

### Why should I do it:

- Quick and easy way to deal with behavior problems and disruptions
- Time outs are an effective method to address behaviors
- Increases instructional time and decreases time spent dealing with student behaviors
- Increases structure for student
- Provides student with a consistent and predictable consequence that is structured and always the same procedure
- Easy to set up and implement
- Can be carried over in the home

### When should I do it:

- When a student exhibits frequent behavior problems and disruptions
- When a student does not respond to other consequences
- When a consequence needs to be consistent between the school and home
- When card flips alone do not seem adequate to address the student's behaviors
- When a student has a hard time calming down or settling in a timely manner
- When a student likes the negative attention they receive from card flips or other disciplinary measures that occur in front of the class

### How do I do it:

- In-Class Time Out:
  - Choose a specific spot in the classroom and always use that same spot
  - Put a chair or desk in the spot
  - Provide some kind of timer or way to measure the time in time out
  - Have the student practice taking a time out before implementing the strategy
  - Provide rules for taking a time out, like no talking, bothering others, standing, making noises, what happens if they cannot appropriately complete a time out, etc
  - Explain to the student what they will receive a time out for
  - You may have students complete a think sheet while in time out, require them to sit quietly, put their head down, etc
  - Consider using a testing corral to minimize distractions and disruptions
  - Keep a log of timeouts for data tracking and analysis
- Out Of Class Time Out:
  - Choose a specific spot outside of the classroom and always use that same spot, for example, a seat in the office or near the classroom doorway
  - Put a chair or desk in the spot
  - Provide some kind of timer or way to measure the time in time out
  - Have the student practice taking a time out before implementing the strategy
  - Provide rules for taking a time out, like no talking, bothering others, standing, making noises, what happens if they cannot appropriately complete a time out, etc
  - Explain to the student what they will receive a time out for
  - You may have students complete a think sheet while in time out, require them to sit quietly, put their head down, etc

- Consider using a testing corral to minimize distractions and disruptions
- Keep a log of timeouts for data tracking and analysis
- In-class and out of class time outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out of class time out

### Resources & Support for technique: *(Items with footnotes link to external websites)*

- [Time out data log.doc](#) <sup>1</sup>
- [RESA School-wide Positive Behavioral Interventions & Supports Implementation Guide.pdf](#) <sup>2</sup>, Page 19
- [Parenting-ed.org: Time outs in the home](#) <sup>3</sup>
- [Ohio State University: Time Out and Other Discipline Tools That Work.pdf](#) <sup>4</sup>
- [Positivediscipline.com: Positive Time Out](#) <sup>5</sup>
- [Cyberparent.com: Using Timeouts to Discipline Your Child without Destroying Self-Esteem](#) <sup>6</sup>
- [Time Out In The School Setting](#) <sup>7</sup>

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# Data Tracking

(Items with footnotes link to external websites)

## Tier 1 Data Tracking Forms

- Tier 1 Intervention General Tracking Form.doc <sup>1</sup>
- Daily Positive Behavior Tracking Form.doc <sup>2</sup>
- Behavior Documentation.pdf <sup>3</sup>
- Behavior and Other Charts <sup>4</sup>
- Themed Behavior Charts <sup>5</sup>
- Simple Behavior Charts <sup>6</sup>
- Behavior Charts <sup>7</sup>
- Card Flip Tracking Form.doc <sup>8</sup>
- Self Monitoring Assignment Sheet.doc <sup>9</sup>
- Hand Raising Tracking Form.pdf <sup>10</sup>

## Tier 2 & 3 Data Tracking Forms

- PBISWorld.com Behavior & Intervention Tracking Form (Excel)
- PBISWorld.com Behavior & Intervention Tracking Form (Open Office)
- Behavior Specialist Referral Form.pdf <sup>11</sup>
- District Behavior Intervention Team/Behavior Specialist Student Referral Form.doc <sup>12</sup>
- School Counseling Referral Form.doc <sup>14</sup>
- School Counselor Referral Form.doc <sup>15</sup>
- Counseling Referral Form.doc <sup>16</sup>
- Self Monitoring Assignment Sheet.doc <sup>9</sup>
- Antecedent Behavior Consequence Log.doc (ABC Chart)
- Weekly Scatter Plot.doc
- Forced Choice Survey.pdf <sup>17</sup>
- Functional Assessment Checklist.pdf <sup>18</sup>
- Functional Assessment Checklist.doc <sup>19</sup>
- Learning Styles Profiles and Inventories <sup>20</sup>
- Student Learning Style Survey <sup>21</sup>
- Parent Questionnaire 1.pdf <sup>22</sup>
- Parent Questionnaire 2.pdf <sup>23</sup>
- Problem Behavior Survey.pdf <sup>24</sup>
- Student Self Evaluation.pdf <sup>25</sup>
- Student Progress Self-Evaluation.pdf <sup>26</sup>
- Student Self-Assessment 1.pdf <sup>27</sup>
- Student Self-Assessment 2.pdf <sup>28</sup>
- Time Out Log.doc <sup>29</sup>
- Check In Check Out tracking forms:
  - Daily Check In Check Out Data Summary.xls (Excel Doc) <sup>30</sup>
  - Weekly Check In Check Out Data Summary.xls (Excel doc) <sup>31</sup>
  - Example of Weekly CICO Data Summary filled out.xls <sup>32</sup>

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# Additional Support

Have you tried everything from tier 1 to tier 3 but still are not making progress?  
Can't find an intervention in this book to address a behavior?  
Check out the PBIS World Discussion Forum today!

Click or go to this link:  
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Or scan below with your phone to visit the forum:





