

Behavioral Interventions and Accommodations by Behavior

◆ For children who do not complete classroom assignments and are unable to remain on task:

- Give him a tangible reward including privileges such as free time, line leading, passing out materials, etc. or intangible rewards such as praise, hugs, a smile, or public recognition.
- Explain to him what he is doing wrong and why it is wrong and what he should be doing.
- Reiterate rules and consequences on a daily basis and reinforce those who comply with the rules.
- Write a contract with the student including the consequences as well as the rewards for his behavior so that he will know what is to come.
- Assign a peer to help him with assignments.
- Make sure the assignment is not too difficult so that it matches his ability.
- Reduce distracting stimuli whenever possible and do not use this as a form of punishment but a way to help the child.
- Encourage him to ask for clarification of directions instead of just doing it without understanding the assignment.
- Explain to him that work not completed will be done at another time such as during recess, computer time, etc.
- Maintain consistency of expectations, rewards, and punishments.

◆ For children who are not motivated by selected rewards:

- Conduct a reinforcement survey to determine his preferences
- Make an agreement with the home so that enjoyable activities at home are contingent upon good behavior at school.
- Try to provide reinforcers that are social in nature.

◆ For children who fight with other students or may become physically aggressive with the teacher:

- Remove him from the group activity until he can demonstrate self-control.
- Write a contract with the student so that he may know what behavior is appropriate and which ones are inappropriate. Include rewards and consequences.
- Communicate with parents about his behavior and encourage them to reinforce with him at home appropriate interactions with others.
- Reduce interactions between the student and provoking-type children.
- Teach him problem-solving skills including identifying the problem, identifying goals and objectives, develop strategies, develop a plan, and implement the plan.
- Structure the environment to reduce altercations (e.g., seating arrangement, easily supervised).
- Reduce activities that may increase the probability of him become aggressive such as announcing test scores, what he has done wrong, raising your voice.
- Teach him alternative ways to deal with a situation that are frustrating to him (e.g., withdrawing, talking, relaxation techniques).

- Prevent lag time by keeping student busy with activities.
- Limit the student's independent movement within the school environment.
- Remember, increased productivity and accuracy will reduce the likelihood of frustration and/or anger.
- Always provide the student with behavioral options instead of always telling him his choices.
- Avoid arguing with the student and avoid his remarks whenever possible.
- Avoid eye contact with him and attempt to maintain physical distance from him to avoid stimulation when he is angry and/or frustrated.

◆ **For children who are easily angered, annoyed, or upset:**

- Reinforce the student for demonstrating self-control. You can base this on the length of time he can be successful.
- Try to prevent anxiety-provoking situations from occurring whenever possible.
- Provide the student with positive feedback indicating to him that he is doing something right.
- Make necessary adjustments to the environment.
- Teach him alternative ways to deal with situations that may cause him to become angry or frustrated.
- Provide a schedule of daily events so that the student will know what to expect throughout the day.
- Make other personnel aware of the student's tendency to become angry and aggressive.
- Make him aware of the natural consequences for becoming easily angered, annoyed, or upset (e.g., loss of friendships, more restrictive environment, legal action).
- Do not force the student to participate in a group activity if you can see him becoming angered, annoyed, or upset.
- Provide the student with a selection of optional activities to be performed when he is secluded from his classmates. Do not leave him idle.
- Maintain a positive, calm environment by making positive comments, acknowledging successes, etc.
- Present tasks in a positive, interesting fashion.
- Teach the student decision-making steps – think about how others may be influenced, think about the consequences, carefully consider the unique situation, think of different courses of action that are possible, and think about what is ultimately best for him.
- Teach him to verbalize his feelings before losing control.

◆ **For children who have little or no interaction with peers:**

- Talk with the student and decide what behaviors are to be expected of him (e.g., sitting near another student, talking to another student, etc.).
- Assign a peer to sit and work directly with the student.
- Encourage and reward others for interacting with him.
- Give him the responsibility of being the teacher's helper for an activity.
- Give him the opportunity to tutor another student.
- Ask him to be the leader when lining up to leave the classroom.
- Try various groupings to determine what he is and is not comfortable with.

- Establish social rules such as sharing materials, using a quiet voice, and walking indoors.
- Teach and model appropriate ways to interact with others.
- Encourage involvement in extra-curricular activities.
- Limit opportunities for interaction on those occasions when the student would not be successful.

◆ **For children who steal or forcibly takes things from others or the school building:**

- Reinforce those students who exhibit the appropriate behavior.
- Explain to the student what is expected of him and why.
- Write a contract with him specifying expected behaviors, rewards, and consequences.
- Teach him the concept of borrowing by loaning and requiring the return of these items.
- Structure the environment so that time does not allow for inappropriate behavior.
- Identify those things that the student has been taking from others and provide those items for him as reinforcers for good behavior.
- Restrict students from bringing items from home such as toys so that the temptation to steal will be lessened.
- Deal with the taking of items privately with the student and not publicly in front of his classmates.
- Label all property brought to school by students.
- Make certain he has the necessary school-related items.
- Teach and encourage sharing among students.

◆ **For children who engage in inappropriate behaviors while seated such as tipping desk, putting feet on desk, touching others, etc.:**

- Reinforce the student for sitting appropriately.
- Explain why you would like for him to sit a certain way during class time.
- Reinforce him based on the length of time he is able to sit and behave appropriately in his seat.
- Identify a peer to act as a model for sitting appropriately.
- Have the student question instructions or directions that he may not understand.
- Provide the student with an example of appropriate in-seat behavior.
- Implement logical consequences for sitting inappropriately such as having to sit on the floor, stand, or sit in a chair without a desk.
- Reduce distractions whenever possible and remove any unnecessary items from him and his desk to insure that he does not play while seated.

◆ **For children who ignore consequences of their behavior:**

- Make certain that consequences are delivered immediately and consistently.
- Provide the student with a list of possible consequences for inappropriate behavior.
- Clarify to him that it is his behavior that determines consequences (positive or negative).

- Provide a learning experience that will emphasize the cause and effect relationship between behavior and the inevitability of some consequence.
- Supervise him closely in situations in which he is likely to act impulsively.
- Make the consequences obvious by identifying the consequence as it occurs and discussing alternative behavior, which would have prevented the particular consequence.
- Allow the student more decision-making opportunities relative to class activities and assignments.

◆ **For children who exhibit extreme mood changes:**

- Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and consider possible solution to the problem.
- Make any necessary adjustments in environment to prevent the student from experiencing stress, frustration, anger, etc.
- Provide a consistent routine for the student to enhance stability.
- Allow flexibility in meeting academic demands when he is experiencing mood instability.
- Separate the student from anyone who may stimulate a sudden mood change.
- Teach the student to recognize a mood change so that he may deal with it appropriately.
- Provide a pleasant, calm atmosphere.
- Inform him in advance if a change at school is going to occur.
- Give the student adequate time to adjust to the change whether it be academics, activities, or situations.
- Avoid discussions of unpleasant experiences or sensitive topics.

◆ **For children who lie, deny, exaggerates, or distorts the truth:**

- Reinforce the student for making accurate statements.
- Avoid putting the student in a situation in which he has an opportunity to lie such as highly competitive activities, situations with limited supervision).
- Avoid making accusations that would increase the probability of him making inaccurate statements.
- Provide the student with experiences, which can be shared if the absence of such experiences has been causing him to fabricate information.
- Develop a system of shared responsibility (e.g., instead of trying to figure out who did what, classmates will work together to help clean up, return materials, make repairs, etc.).
- Teach the student that making inaccurate statements will not prevent the consequences such as redoing the assignment he insists he did and lost.
- Take no action in situations where conclusive evidence does not exist.
- Help him understand that telling the truth as soon as possible prevents future problems.

◆ **For children who do not accept changes in regular routine:**

- Evaluate the appropriateness of the change in routine to see if the change is too difficult.
- Have the student question any directions, explanations, or instructions he may not understand.
- Have the student work near a peer in order to follow change in an established routine.
- Provide him with a schedule of revised daily events, which identifies the activities for the day and the times in which they will occur.
- Revisions to the schedule should be attached to the student's desk or carried with him all day.
- Post the routine throughout the classroom.
- Attempt to limit the number of times change in routine occurs.
- Discuss in advance any changes in routine that may occur.
- Teach the student to tell time in order to enhance his ability to accept change in an established routine.
- Have a peer to remind him of changes within their daily routine.
- Allow the student the appropriate amount of time to accept changes in routine.
- Explain the change to him personally.

◆ **For children who threaten to hurt themselves or commit suicide:**

- Prevent frustrating or anxiety producing situations from occurring.
- Interact frequently with the student to prevent self-harm behaviors by meeting the student's needs as they occur.
- Maintain visibility to and from the student, making eye contact possible at all times.
- Prevent lag time from occurring when the student would be free to engage in self-abusive behaviors.
- Remove from the environment any object that the student may use to harm himself or someone else.
- Provide the student with consistent positive feedback that indicates he is respected, successful, important, etc.
- Maintain a positive, calm environment.
- Provide the student with a quiet place to work.
- Maintain consistency in expectations.
- Teach the student appropriate coping skills such as relaxations techniques, withdrawing from the upsetting situation, engaging in enjoyable activities, phoning a friend or loved one, etc.
- Do not allow the student to be unsupervised anywhere in the school environment.
- Avoid discussions of unpleasant or upsetting topics.

◆ **For children who indicate concerns regarding problems at home or is unable to deal with classroom requirements because of out of school situations:**

- Discuss concerns with other professionals to determine if further investigation is warranted.
- Record the number of times the student expresses concerns or worries about school or home to make him aware of the frequency of the behavior.
- Take the time to listen so that he realizes your concern is genuine.
- Explain that the concerns or worries, while legitimate are not unusual.
- Identify persons for the student that he may talk with when he is feeling overwhelmed with worry and anxiety.
- Provide praise and recognition frequently.
- Have the students invite him to participate in extra-curricular activities.
- Avoid discussions of topics sensitive to the student.
- Provide as many enjoyable and interesting activities as possible.

◆ **For children who throw temper tantrums:**

- Reinforce the student for dealing with unhappiness in an appropriate manner based on the number of times he can be successful. Gradually increase the amount of time required for reinforcement as the student demonstrates success.
- Remove the student from the activity until he can exhibit self-control.
- Reiterate classroom rules on a daily basis and be consistent with consequences.
- Communicate with parents in order to share information concerning the student's progress and so that they may reinforce both appropriate and inappropriate behaviors at home.
- Assess the situations in which the student tantrums. Based on these observations, determine ways to prevent situations from stimulating him to tantrum.
- Take the time to talk with him so that he will realize your care and concern are genuine.
- Explain to the student that feelings of anger and unhappiness are natural but there is an appropriate way of to display these feelings.
- When natural consequences occur as a result of his tantrum such as the loss of friends and privileges, point them out to him.
- Be careful not to attend to the student's behavior in instances of bad behavior only. Be sure and acknowledge him for his good behavior as well.
- Help the student identify how he wishes things were in his environment and work with him toward accomplishing these goals.
- Teach him alternative ways to communicate his unhappiness (e.g., write his feelings, talk to someone about them, etc.).

TIER 1 Behavior Interventions/ Accommodations

(Taken from Mentoring Minds)

Tier 1 is the core, general education curriculum where universal screenings are administered to identify students struggling academically and/or behaviorally. Tier 1 students receive universal interventions if they are not responding sufficiently to core instruction. The majority of students (80-90%) typically remain within Tier 1.

Learning Environment

- Create a positive climate where standards are high and students feel valued
- Create a well-organized room that encourages learning
- Design the layout of the classroom to facilitate student movement
- Arrange the furniture to allow the teacher quick access to all students
- Allow informal seating
- Teach and practice housekeeping procedures (classroom procedures, homework guidelines, disposal of trash, sharpening pencils)
- Allow kinesthetic learners to work while moving about
- Minimize auditory distracters (earphones, ear plugs)
- Remove unnecessary visual distracters
- Use low and high level lighting
- Alternate passive and active learning activities
- Use music to calm, relax or signal a change in activity
- Provide study carrels

Redirection

- Intervene at the first sign of a student losing control
- Hold a private conversation to address misbehavior
- Use a soft, soothing voice
- Say the student's name to discreetly redirect
- Use a prearranged signal to gain attention or signal unacceptable behavior
- Use verbal and nonverbal cues
- Allow time to refocus and gain self-control
- Assign a task for redirection
- Monitor and provide feedback for compliance of redirection
- Move around the room during instruction and independent work
- Use relaxation and visual imagery exercises (deep breathing, cross-lateral exercises)
- Teach positive self-talk
- Model and practice *Give Me Ten* (count forward or backward to ten)
- Include a cool down area in the classroom
- Use physical activities to relieve stress

Challenging Behaviors

- Teach and reinforce social skills through role play
- Motivate with positive reinforcement
- Deal with misbehaviors promptly, fairly, consistently and equitably
- Refuse to threaten, plead or engage in an argument/power struggle
- Use specific information so students know the expected behavior
- Provide wait-time for students to comply

- Avoid judgmental comments
- Prevent triggers that lead to misbehavior
- Reinforce improvements in behavior with praise and encouragement
- Avoid emotional reactions by having planned responses
- Train student to self-monitor by teaching self-questioning strategies (What am I doing? How does it affect others? What should I do differently?)
- State expectations succinctly

Time management

- Initiate school-wide strategies for time management
- Practice basic strategies to develop routines
- Teach students to keep workplace organized
- Model the use of management tools (daily planners, assignment sheets)
- Prioritize each task (complete the most difficult task first)
- Break a large task into smaller tasks or steps
- Use a timer to keep students on task
- Model and practice crossing off items on a *Things to do* list
- Use positive reinforcement to recognize completion of tasks
- Provide daily warm-ups
- Reduce downtime between activities
- Allow time for reorganization and preparation for the next activity
- Post a daily schedule
- Use specific verbal reminders
- Reward successes

Giving Directions

- Gain the attention of all students prior to giving directions
- Use a signal to gain attention (clapping pattern, raised hand)
- Face students and maintain eye to eye contact
- Tell exactly what actions students are to take
- Limit choices and specify boundaries
- Give one direction at a time
- Have students repeat directions to check for their understanding
- Provide written directions with illustrations to promote retention
- Teach procedures to follow when assignments are complete
- Give praise and positive feedback for following directions
- Use non-disruptive techniques (eye contact, close proximity, prearranged signal)
- Follow through with a mild consequence for non-compliance
- Assign students peer partners

Transitions

- Arrange the classroom to facilitate smooth transitions
- Organize materials for quick and easy access
- Have specific locations for materials and completed tasks
- Reduce downtime between activities or classes
- Teach, model and practice appropriate behaviors for outside and inside classroom
- Review and refer to a posted schedule
- Prepare students in advance for changes in routines or schedules

- Use signals and verbal cues to alert students to transitions
- Set timer to allow students to finish and prepare for the following activity
- Eliminate disruptions between activities through careful planning
- Circulate and provide verbal feedback
- Praise students for smooth transitions
- Assign peer helpers.

Guidelines for Teaching Skills:

Planning for and teaching a skill involves a carefully thought-out procedure and a structured process. The purpose is to teach a skill and have students learn and do the skill with ease and confidence. Teaching is not about telling, but about helping students learn.

The following steps offer an approach for skills instruction:

- Engage the students by peaking their interests.
- Briefly explain the skill and create an appreciation of value for learning the skill
- Break the skill into smaller, simpler steps.
- Demonstrate or model the skills slowly and clearly to help students gain confidence in their abilities to acquire the skill.
- Allow students to practice the skill while coaching and guiding them. This helps prepare students to use the skill in actual situations.
- Provide positive feedback and reinforcement to help students feel successful about the learning and themselves.
- Correct any misunderstandings immediately and tactfully.
- Combine the steps so that the entire skills are developed to the desired proficiency level.