

MTSS for Behavior: Preparing the Foundation




Jim Wright

www.interventioncentral.org



RTI/MTSS-Behavior: Scope of Today's Work



-  **Understanding ABCs of Behavior.** What are principles of behavior that can help schools in planning MTSS-Behavior?
-  **Understand Your School/District's Profile.** What current trends in your system (e.g., greatest behavioral challenges; district priorities; staff readiness to embrace positive behavior management) might impact your roll-out of RTI/MTSS-Behavior?
-  **Work on This Year's RTI/MTSS Roll-Out Plan.** What is your building's plan to begin moving forward with MTSS-Behavior between now and the end of the year?

HANDOUT 1



RTI/MTSS Toolkit: A Practical Guide for Schools

RTI/MTSS for Behavior: Resources

Jim Wright, Presenter
31 January 2019
North Babylon Schools
North Babylon, NY

Email: jim@jimwrightonline.com

Workshop Downloads at: http://www.interventioncentral.org/rti_behavior

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/positivebehavior>

HANDOUT 2

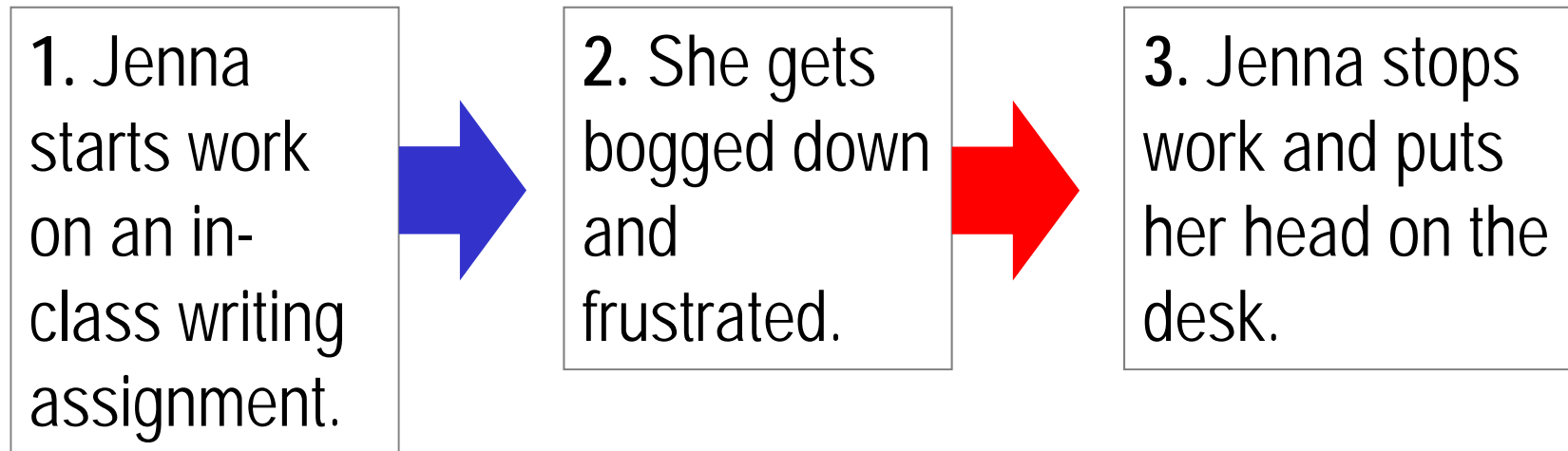
BELIEFS ABOUT BEHAVIOR – 4th Edition Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
					Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

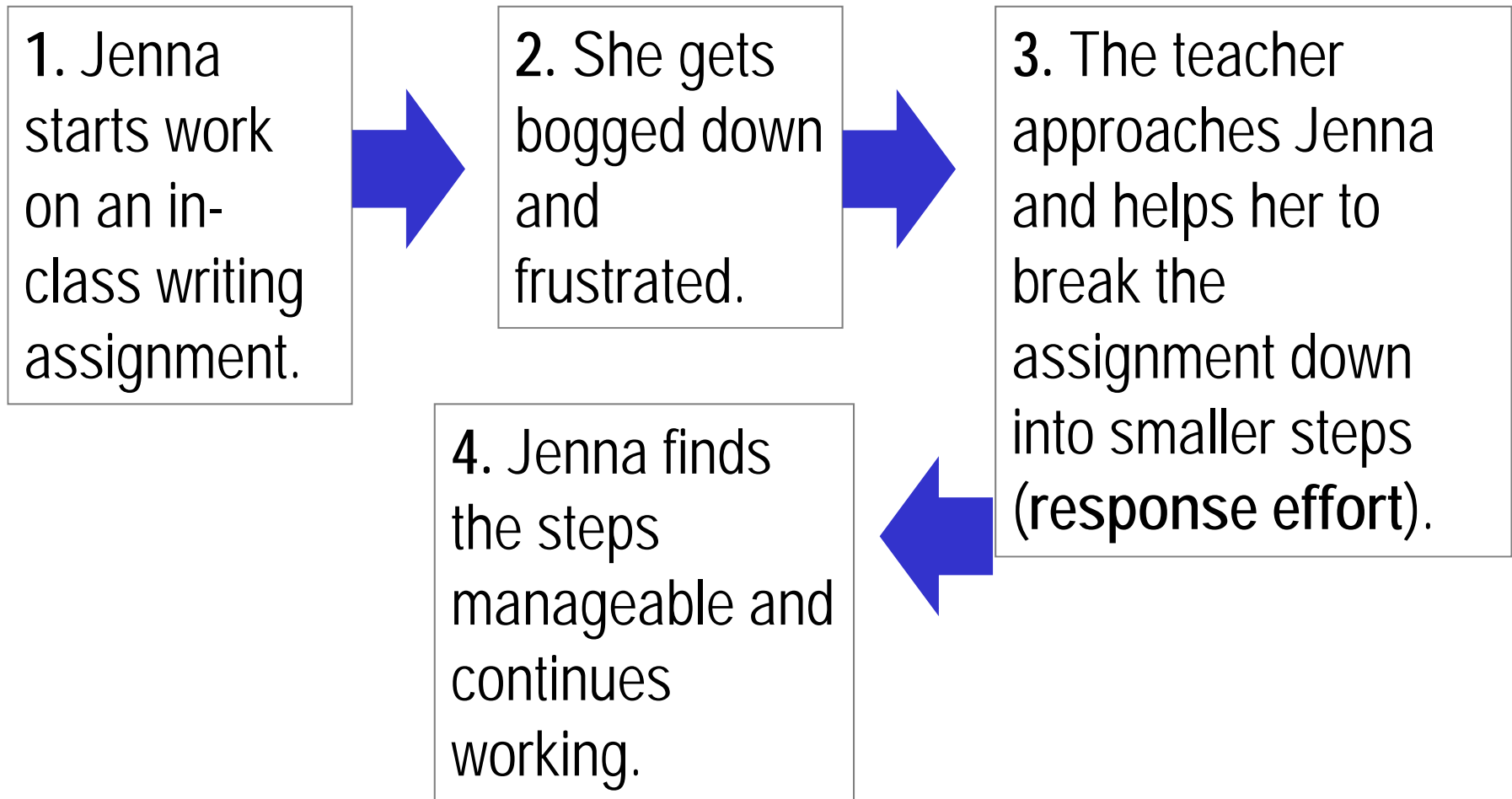
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 1



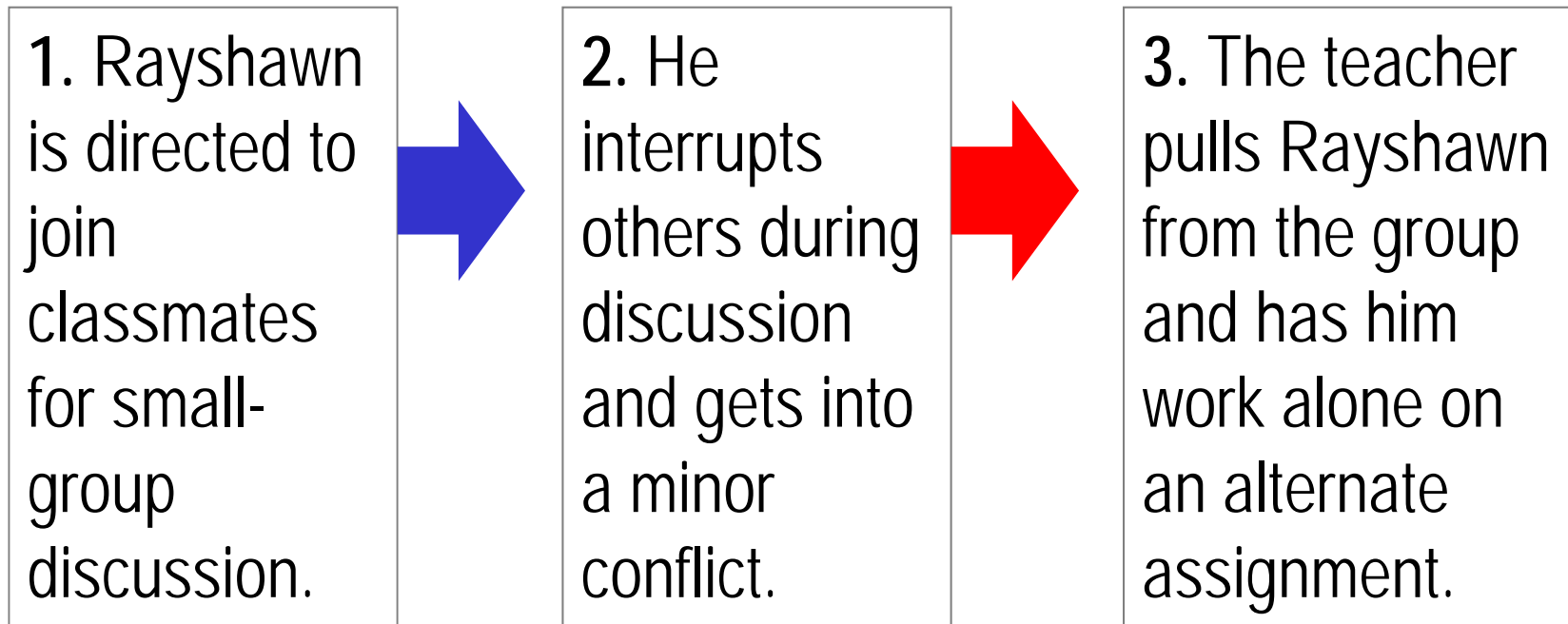
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 2



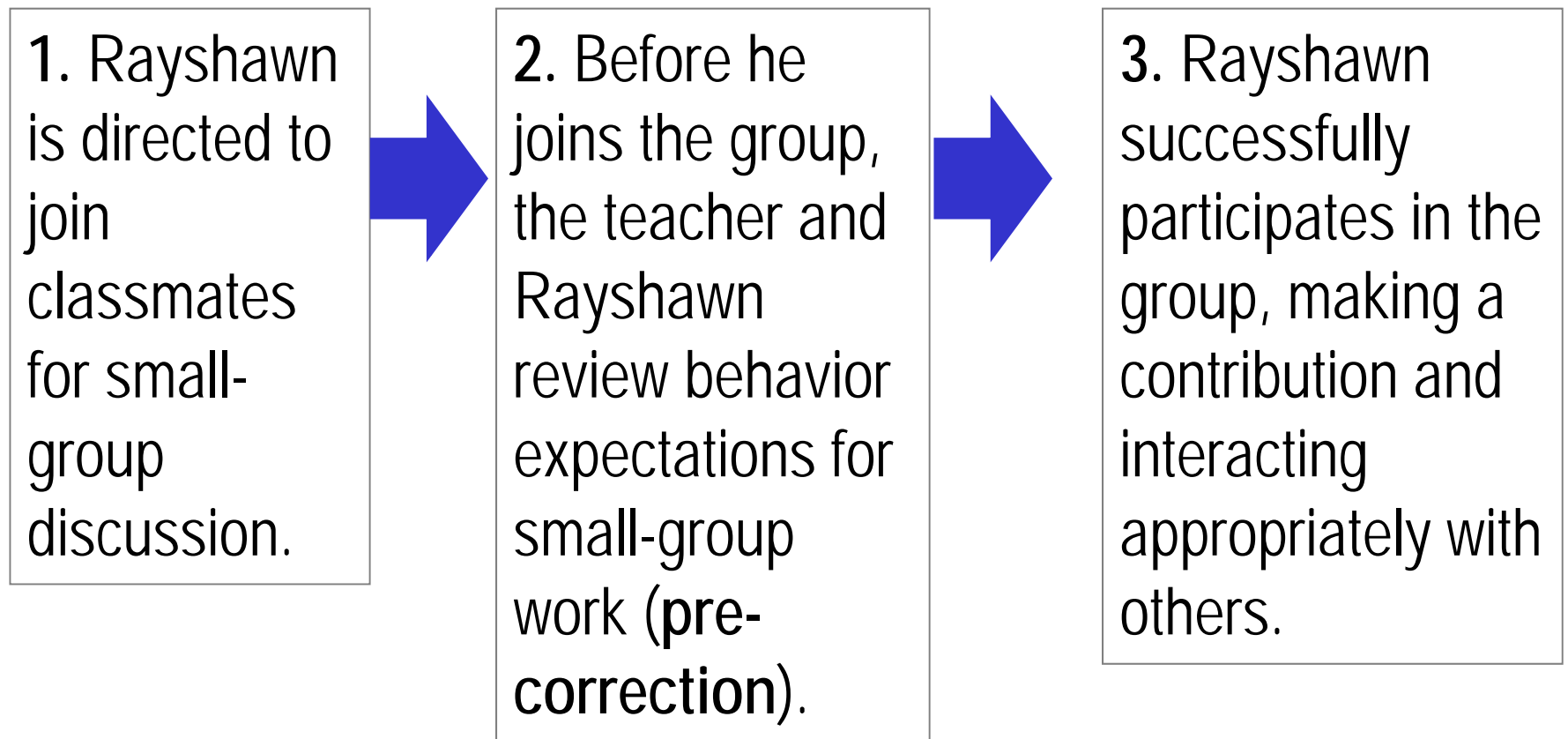
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 1



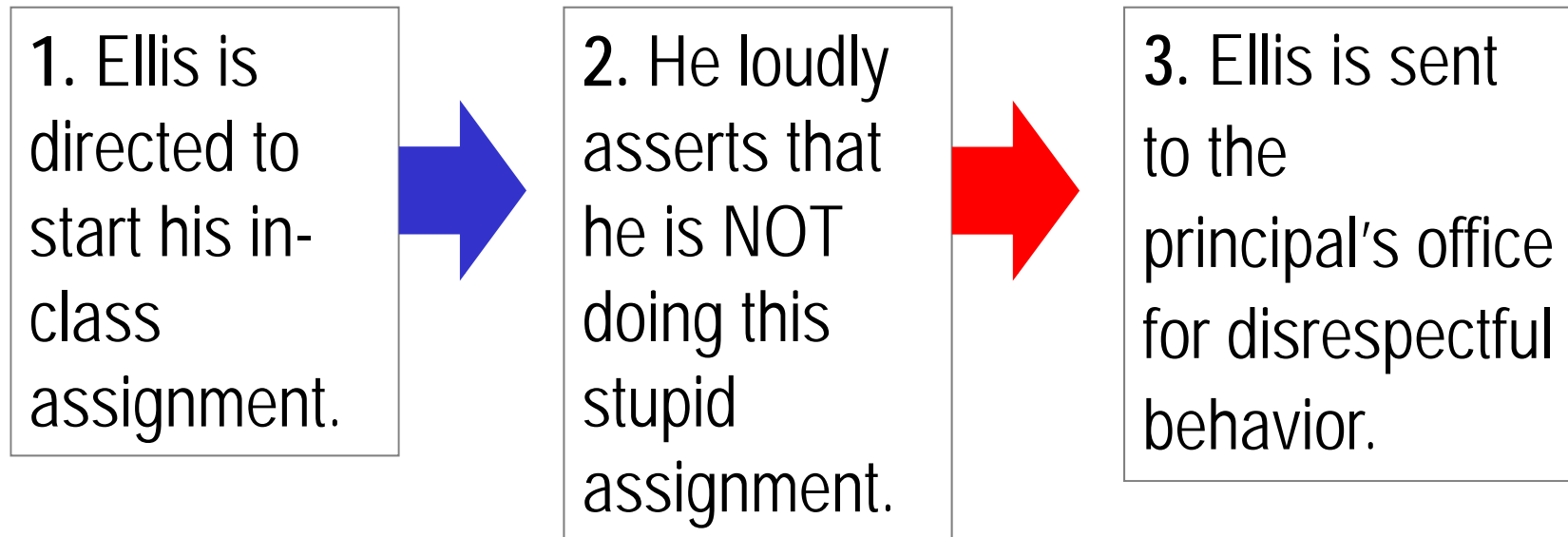
Student Scenarios: The Power of Timely Support...

Engaging with Peers: Scenario 2



Student Scenarios: The Power of Timely Support...

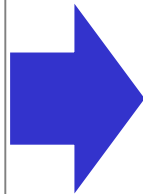
Complying with Adult Requests: Scenario 1



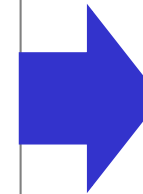
Student Scenarios: The Power of Timely Support...

Complying with Adult Requests: Scenario 2

1. Ellis is directed to start his in-class assignment.



2. The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (**choice-making**).

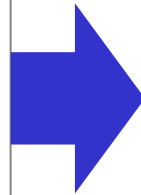


3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.

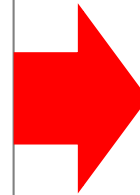
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 1

1. Dee is working at her desk on an in-class assignment.



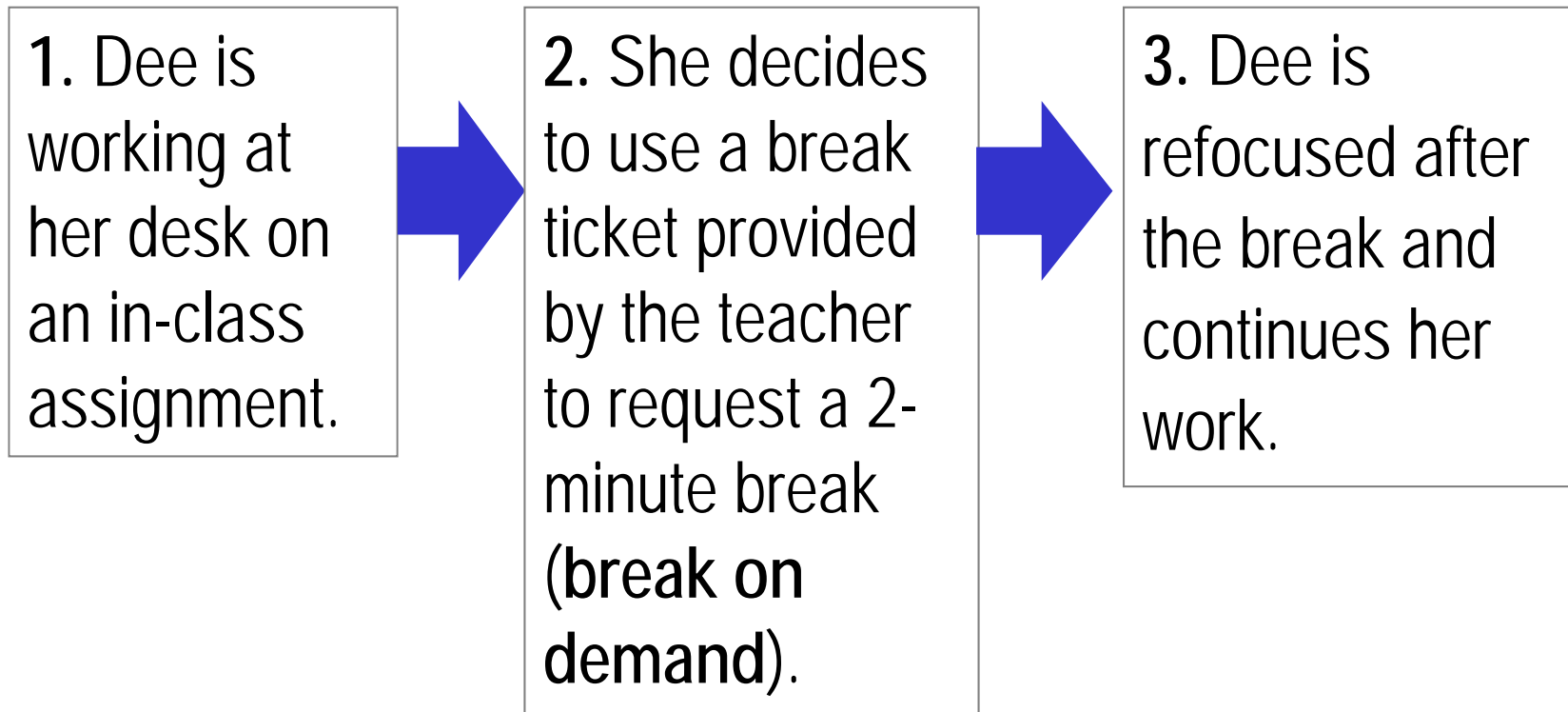
2. She grows fatigued. Dee engineers a 'break' by making funny noises that crack the class up.



3. The teacher is not amused. Dee gets in-school suspension.

Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2



RTI/MTSS for Behavior: What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?

Teachers routinely (and often successfully) manage mild to moderate problem behaviors that occur in their classrooms.

Listed below are elements of effective classroom behavioral intervention.

Imagine a teacher who has a student with a recurring (but manageable) problem behavior (e.g., inattention; non-compliance; calling out). Next to each item jot down what you think should be the *minimum* expectation for any teacher to follow when they respond to this kind of problem behavior:



Elements of effective classroom intervention	Minimum expectations
1. Describe the student problem behavior clearly and specifically	
2. Find/use effective behavior-management strategies.	
3. Record (write down) intervention efforts.	
4. Collect data on whether the problem behavior improves	
5. Communicate with the student.	
6. Communicate with parent(s).	

Handout 1
p. 40

Activity: What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?

- Imagine a teacher who has a student with a recurring (but manageable) problem behavior (e.g., inattention; non-compliance; calling out).
- Next to each item jot down what you think should be the *minimum* expectation for any teacher to follow when they respond to this kind of problem behavior.



Elements of effective classroom intervention

1. Describe the student problem behavior clearly and specifically
2. Find/use effective behavior-management strategies.
3. Record (write down) intervention efforts.
4. Collect data on whether the problem behavior improves
5. Communicate with the student.
6. Communicate with parent(s).

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior? And what does this model look like?



RTI/MTSS-Behavior: 3 Opening Thoughts...

1. **RTI/MTSS Takes Time.** Expect that RTI/MTSS-Behavior will take 3-5 years to fully put into place—because resources are always limited and because staff cannot move forward faster than their ability to assimilate change.
2. **Schools Should Offer a Foundation of Academic Support.** The RTI/MTSS-Behavior model requires that schools also adopt an RTI/MTSS-Academic model: After all, many behavioral and motivation issues stem from academic delays.
3. **RTI/MTSS is a Village.** RTI/MTSS-Behavior can be successful in your school or district—but only if every staff member has a defined role, along with the tools and willingness to perform that role.

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

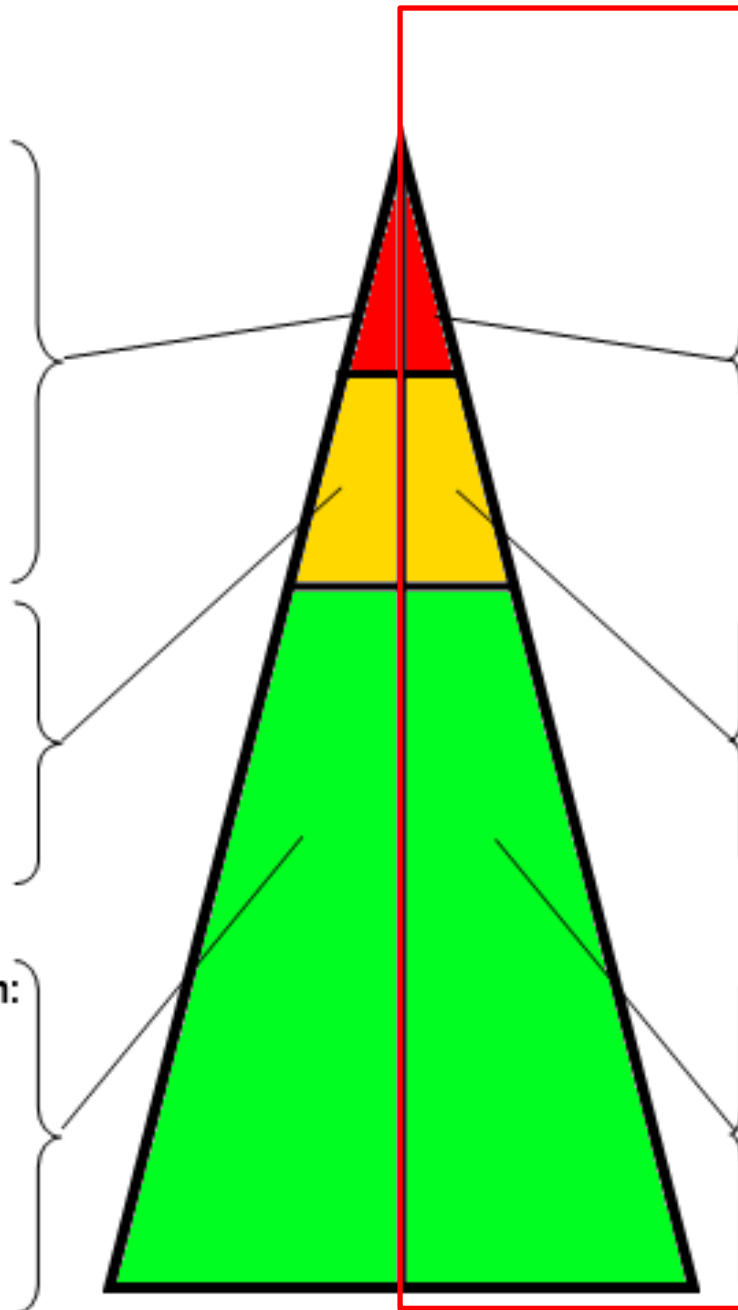
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

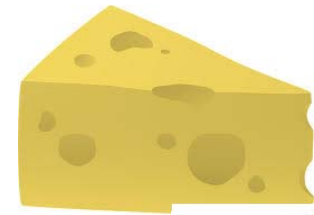
Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

ABA & Related Movements: A Brief History

- Early to mid-20th century: **Behaviorism**. Used human and animal models to analyze principles of behavior, develop a methodology of 'behavior modification'.
- Mid-20th century to present: **Applied Behavior Analysis**. Seeks to extend and apply knowledge of effective behavior-shaping practices to address social problems.
- 1990's to present: **Positive Behavioral Interventions & Supports (PBIS)**. A national movement and organization that helps districts to improve behavioral climate through school-wide teaching and reinforcement of expected behaviors. PBIS uses 'positive' ABA tools. It regards 'misbehavior' as an opportunity to reteach and encourage the student to demonstrate goal behaviors.



Positive Behavior Interventions & Supports (PBIS)

“[School-wide] PBS isa prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges.” p. 228

RTI Tier	Who Oversees?	Who is the Target?	What Supports for Students?	What Supports Needed for Teachers?
3	Intensive intervention team; case manager	Individual students	FBA-BIP (Customized intervention plans)	Demonstration of strategies Performance Feedback Intervention Integrity Check
2	TIPS Team (Team-Initiated Problem-Solving Model)	Groups of students via SWIS data	<ul style="list-style-type: none"> •PBIS Package: Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement •Use corrective consequences Standard Protocol Tier 2 Behavior social-emotional programs	Demonstration of strategies Performance Feedback Intervention Integrity Check
PBIS: Behavior				
1	Schoolwide PBIS implementation team	Entire student population	PBIS Package: <ul style="list-style-type: none"> •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement 	Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues

Why is a RTI/MTSS-Behavior Model Needed?: Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for student misbehavior:

- have higher rates of school suspension and expulsion
- spend a "disproportionate amount of time" on discipline
- have lower rates of schoolwide academic achievement.

“Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. ...the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.”

Source Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Behavior as the “Hidden Curriculum”: Teaching Through Punitive Consequences

In traditional classrooms, behavioral expectations are often part of the “hidden curriculum”.

They are not explicitly taught but are instead conveyed indirectly through punitive disciplinary consequences, such as:

- 
- warning
 - time-out
 - phone call home
 - Office Disciplinary Referral/classroom removal

Pivoting from Punishment to Positive: The Purpose of Behavior Management...


“*Teachers must remind themselves of the purpose of delivering consequences following problem behaviors.*”

This purpose should be to redirect the student to desirable behavior as quickly as possible to allow learning to continue for the student and other classmates.

Leach & Helf, 2016; p. 30

PBIS & Behavior as the “Open Curriculum”: Teaching Through a Hierarchy of Positive Consequences

PBIS classrooms with a positive behavior focus have consequences that quickly reengage the student in learning with the least effort. Ideas include:

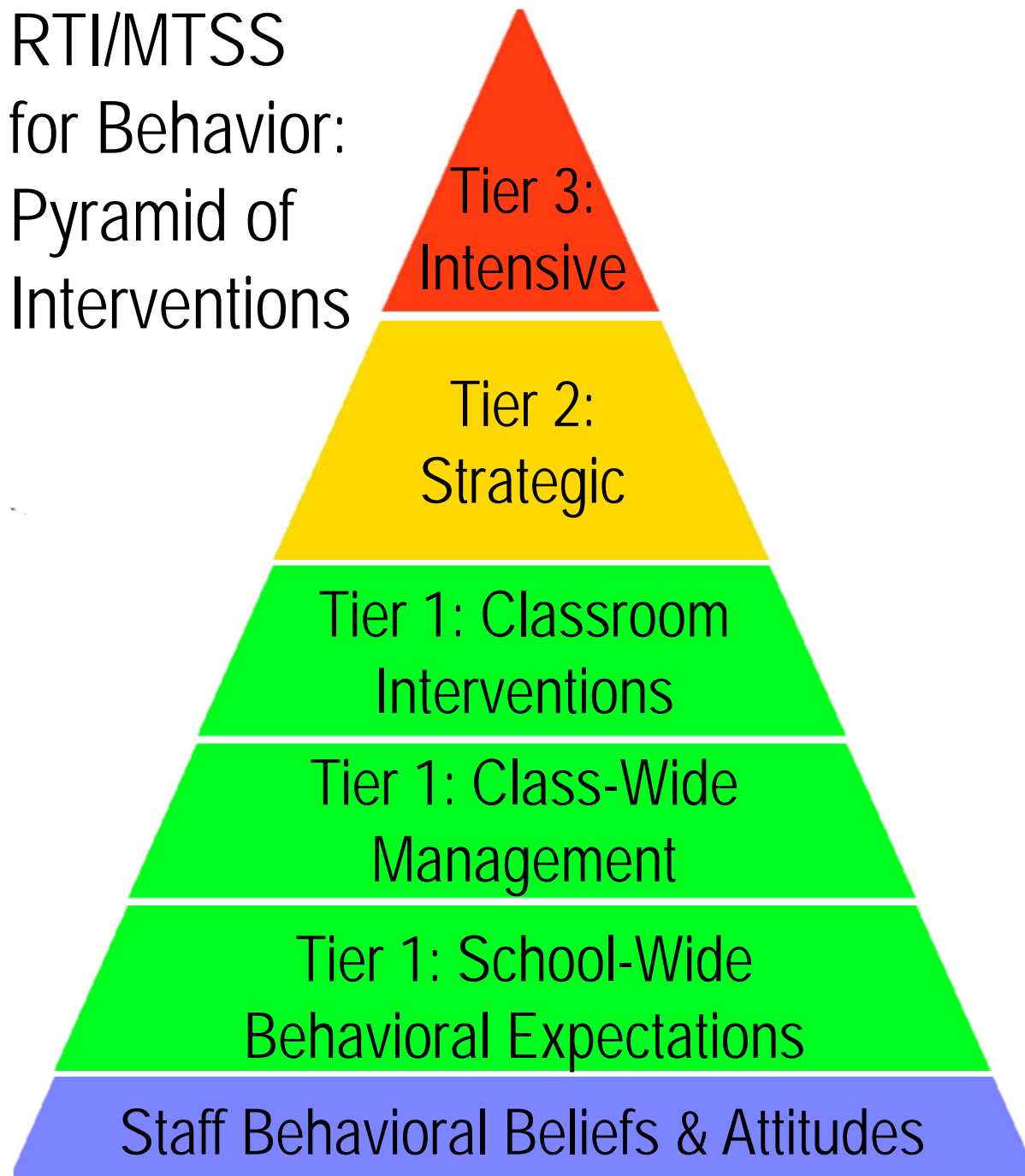
- 
- reinforcing desirable behaviors while **not** reinforcing problem behaviors (“differential reinforcement of alternative behavior”): e.g., planned ignoring/scheduled attention
 - giving a non-verbal reminder
 - giving a verbal reminder
 - offering assistance or modifying the task
 - providing a safe space for de-escalation

RTI/MTSS-Behavior: A Shift in Orientation...

Schools that have made the decision to embrace RTI/MTSS for behavior demonstrate these **6** 'look-fors':

1. Behavioral expectations are taught, reviewed, and reinforced as a transparent 'open' curriculum.
2. Staff actively **model** the behaviors expected of students.
3. Daily classroom management is heavily weighted toward behavioral practices/interventions that are positive, proactive, and preventative.
4. Incidents of misbehavior are viewed as opportunities to reteach and reinforce expected behavior.
5. Negative consequences (punishments) are used sparingly—and only when other 'interfering factors' to positive behavior (e.g., skill deficit) have first been ruled out.
6. RTI/MTSS-Behavior intervention documentation is used to support referrals to the Special Education Eligibility Team (CSE).

RTI/MTSS
for Behavior:
Pyramid of
Interventions



RTI/MTSS
for Behavior:
Pyramid of
Interventions

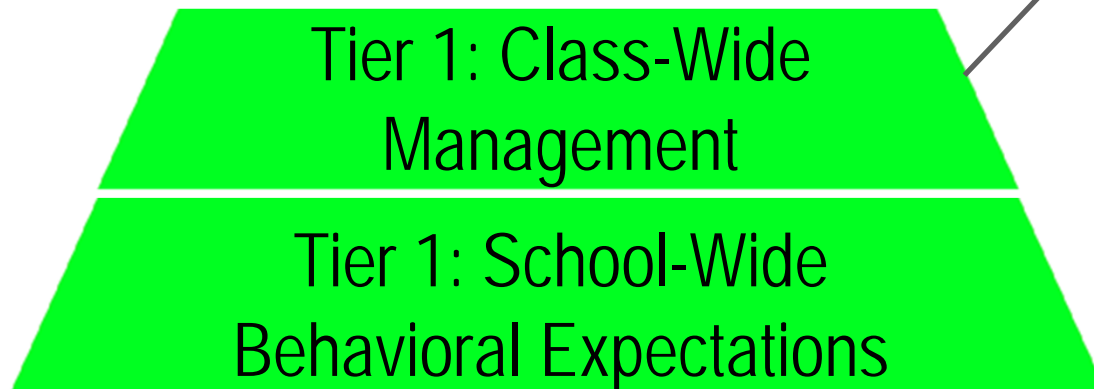
RTI/MTSS for Behavior: Pyramid of Interventions



Tier 1: School-Wide
Behavioral Expectations

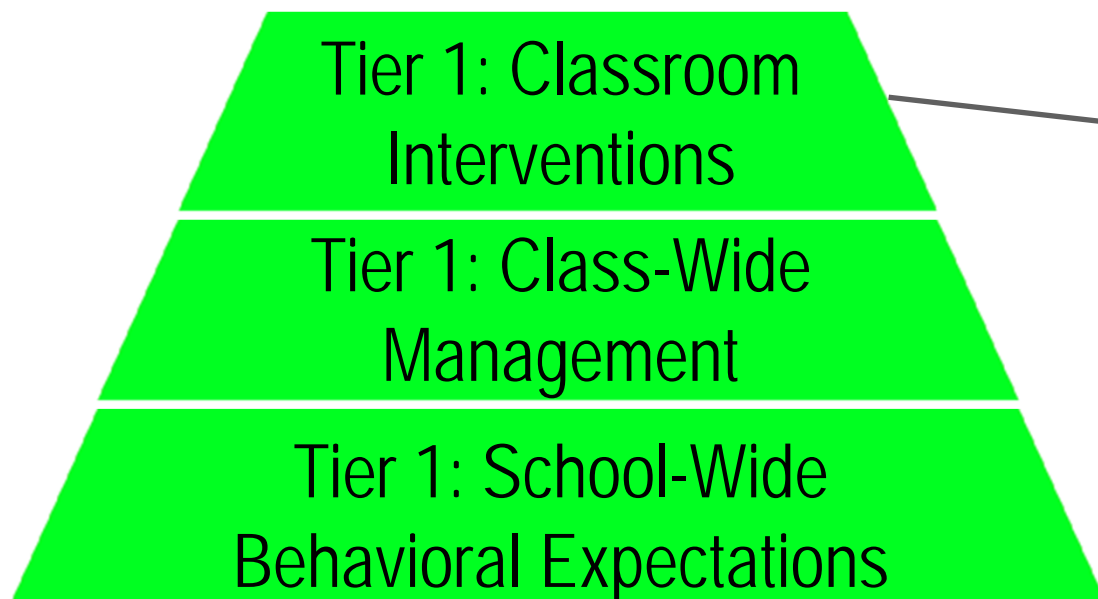
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



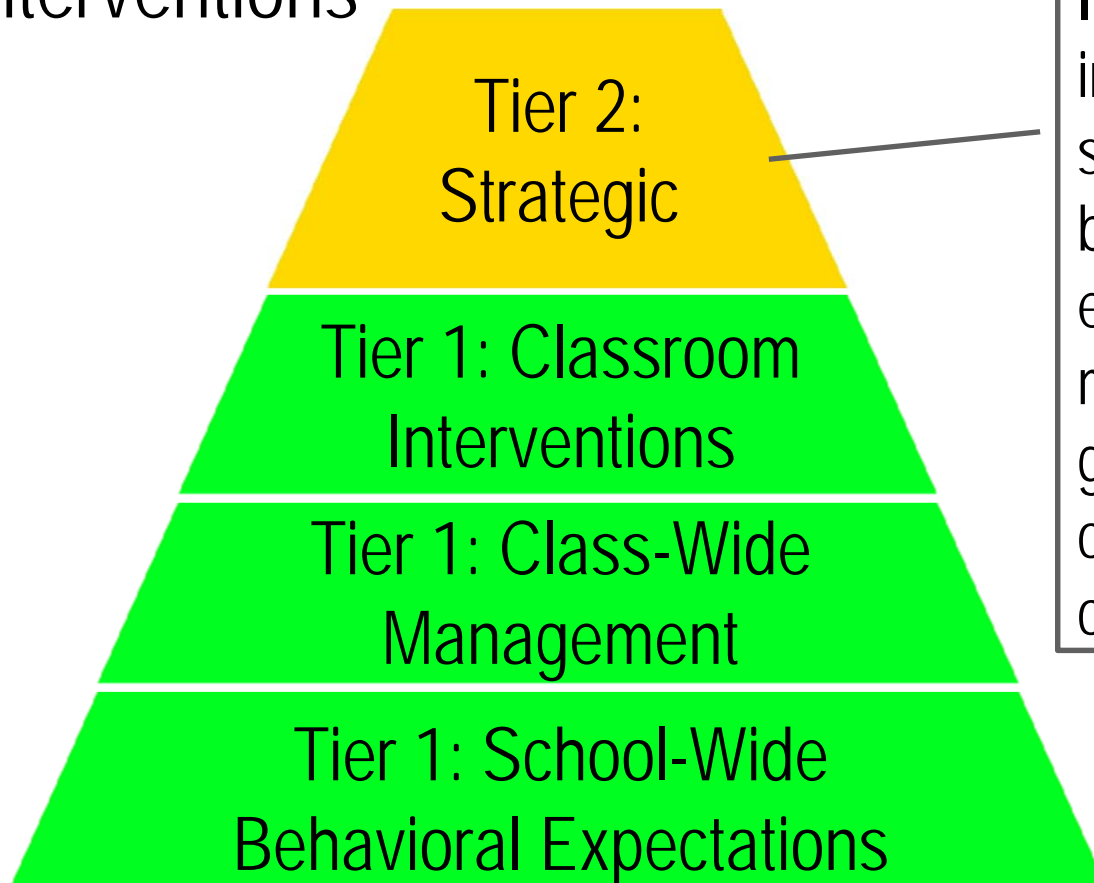
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



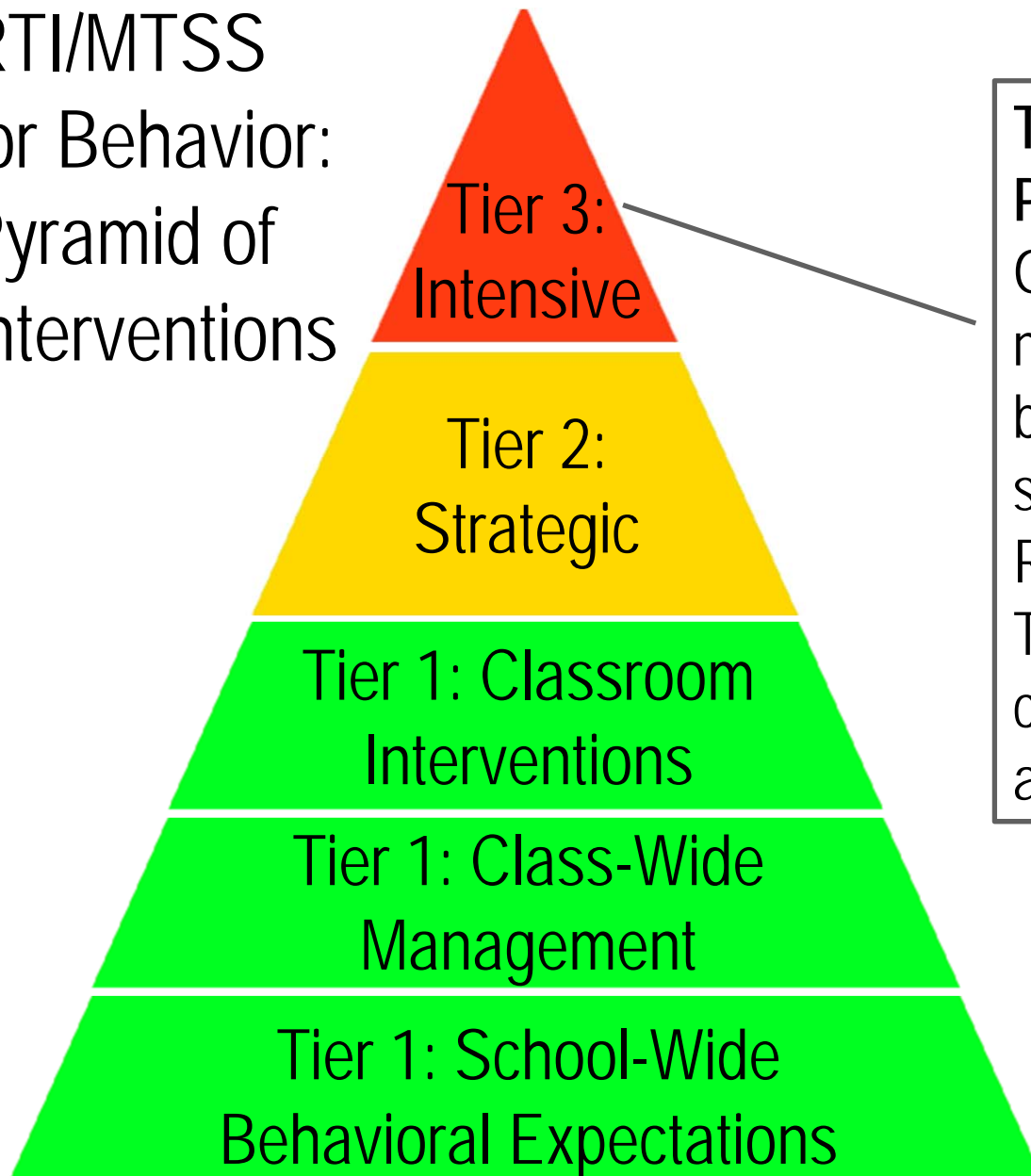
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



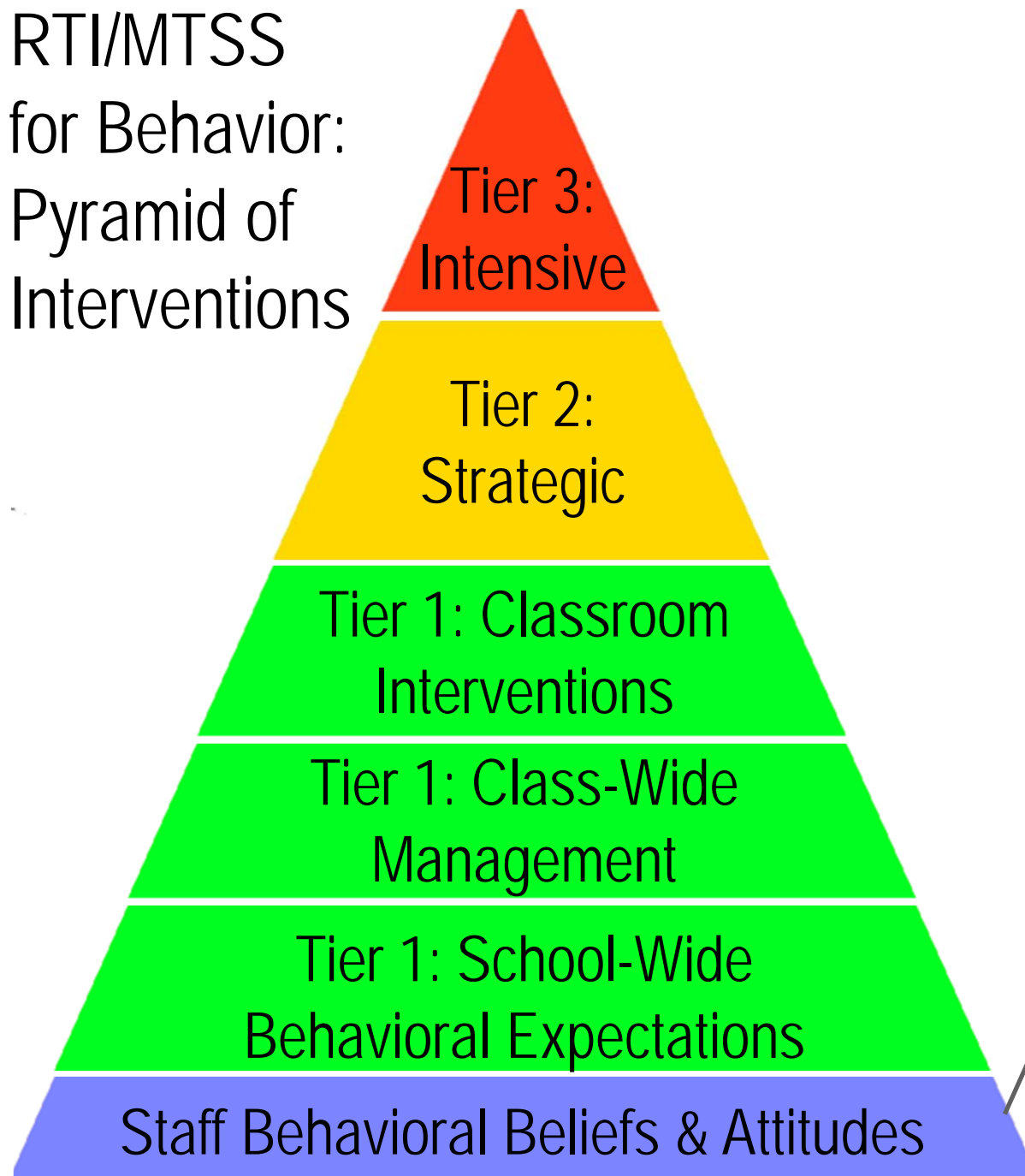
Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Student Behavioral-Social/Emotional Support: Examples

Learning Contract. Russell has trouble getting organized and turning in work in his social studies class. He meets with the instructor to complete a learning contract.



Shared Behavior Plan. Isabella can be oppositional in class. Her science teacher has found simple, effective strategies to get her to comply. With the instructor's permission, the counselor shares a copy of that teacher's Classroom Support Plan with Isabella's other teachers and volunteers to meet with them to discuss it.

Student Behavioral-Social/Emotional Support: Examples

Mentor. Jada has a sense of 'learned helplessness' toward mathematics. She often fails to even attempt assignments. Jada is assigned for daily check-ins with a school-based mentor who provides encouragement and checks her math homework for completion before she turns it in.



Outside Diagnosis. Xavier's father contacts the school and shares an outside psychological evaluation that diagnoses Xavier as having ADHD. The school schedules an after-school meeting with Xavier, his father, teachers, and a counselor to discuss what classroom supports he might need.

Student Behavioral-Social/Emotional Support: Examples

Wrap-Around Meeting. Emma has a serious anxiety disorder that impacts school performance. Her school schedules a problem-solving meeting where Emma, her mother, and her outside therapist share ideas with teachers to help her to better manage her anxiety.



5 Student Behavioral-Social/Emotional Support: Examples: Where Do They Fall on the RTI/MTSS Pyramid?

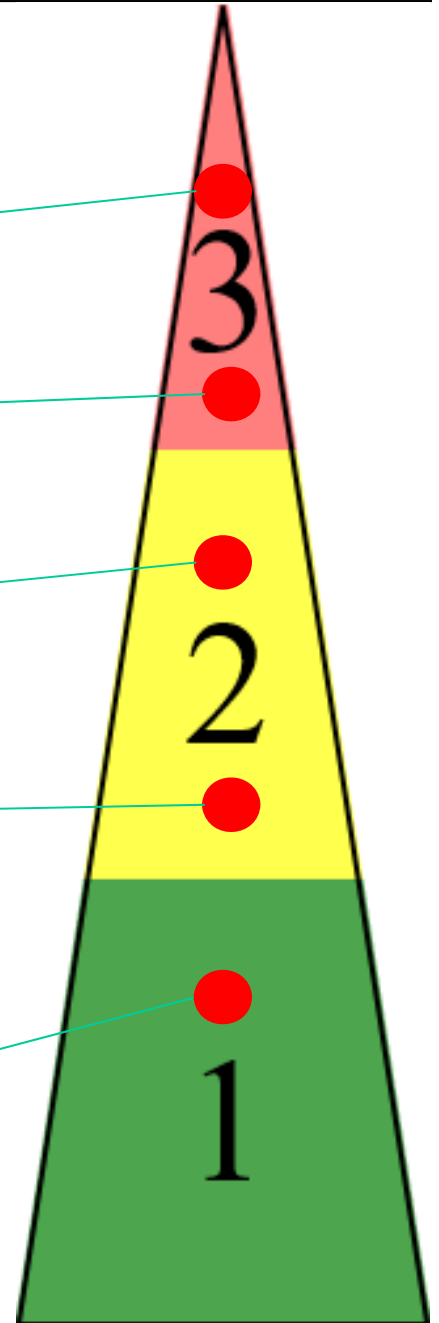
Emma: Wrap-Around Meeting

Xavier: Outside Diagnosis

Jada: Mentor

Isabella: Shared Behavior Plan

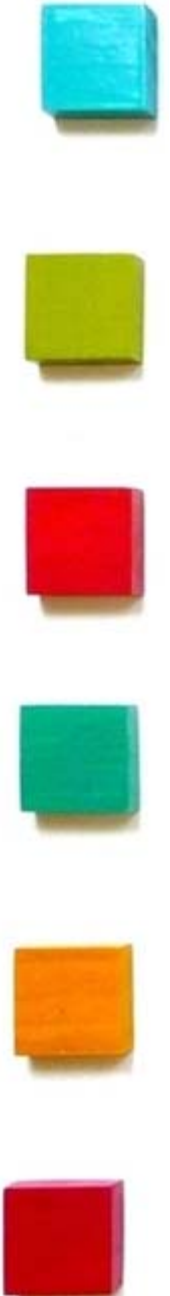
Russell: Learning Contract





*RTI/MTSS-Behavior
Needs Assessment.*

What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?



Response to Intervention



RTI/MTSS for Behavior and Social-Emotional Concerns (RTI/MTSS-B): School / District Needs Assessment

Directions: Review these 10 behavioral challenges. Select up to 4 that you believe are of greatest concern in your school/district. Rank your selected challenges in descending order of importance (e.g., great challenge = "1", etc.)

Ranking	Behavioral Challenge	NOTES
	1. Motivation. Limited student motivation interferes significantly with academic performance and learning.	
	2. Bullying. Bullying and related hidden ("covert") student behaviors create an emotionally unsafe atmosphere for substantial number of learners.	
	3. Disruptive Classroom Behavioral Climate. Problem behaviors across classrooms commonly interfere with effective instruction.	
	4. 'High-Amplitude' Behaviors. A small number of students with more severe behaviors ties up a large share of school support and intervention resources.	
	5. Vague Descriptions of Student Problems. Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."	
	6. Limited Data on Behavioral Interventions. Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.	
	7. No Decision Rules for Behavioral 'Non-Responders'. The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.	
	8. Differing Philosophies about Behavior Management. Staff are divided between 'reactive/punitive' and 'proactive/positive' viewpoints about how to manage student misbehavior.	
	9. Variability of Behavior-Management Skills. Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.	
	10. 'System' Breakdowns in Supporting Students with Intensive Needs. For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.	

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Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges



- Schools have limited resources to implement RTI/MTSS for behavioral and social-emotional issues.

They should, therefore, conduct an RTI-Behavior **needs assessment** to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges



1. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.
2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for substantial number of learners.
3. **Disruptive Classroom Behavioral Climate.** Problem behaviors across classrooms commonly interfere with effective instruction.



Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)

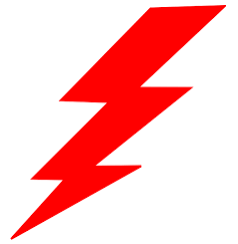
4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention res
5. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."
6. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)



7. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.
8. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'proactive/ positive' viewpoints about how to manage student misbehavior.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)



9. **Variability of Behavior-Management Skills.**

Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.

10. **'System' Breakdowns in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.


Activity: Behavior Needs Assessment

- Review these 10 items from your school/district behavioral needs assessment.
- Select up to 4 items from this list that you feel MOST impact your school or district.
- Rank your choices in descending order of importance (e.g., greatest challenge = "1", etc.).

Behavioral Needs-Assessment Items:

1. Motivation
2. Bullying
3. Disruptive Classroom Behavioral Climate
4. High-Amplitude Behaviors
5. Vague Descriptions of Student Problems
6. Limited Data on Behavioral Interventions
7. No Decision Rules for Behavioral 'Non-Responders'.
8. Differing Philosophies about Behavior Management
9. Variability of Behavior-Management Skills
10. 'System' Breakdowns in Supporting Students with Intensive Needs





ABC/Behavior Statement. What is a way to describe a student's problem behavior that can guide the teacher to find effective strategies to fix that behavior? Handout 1; pp.17-21.

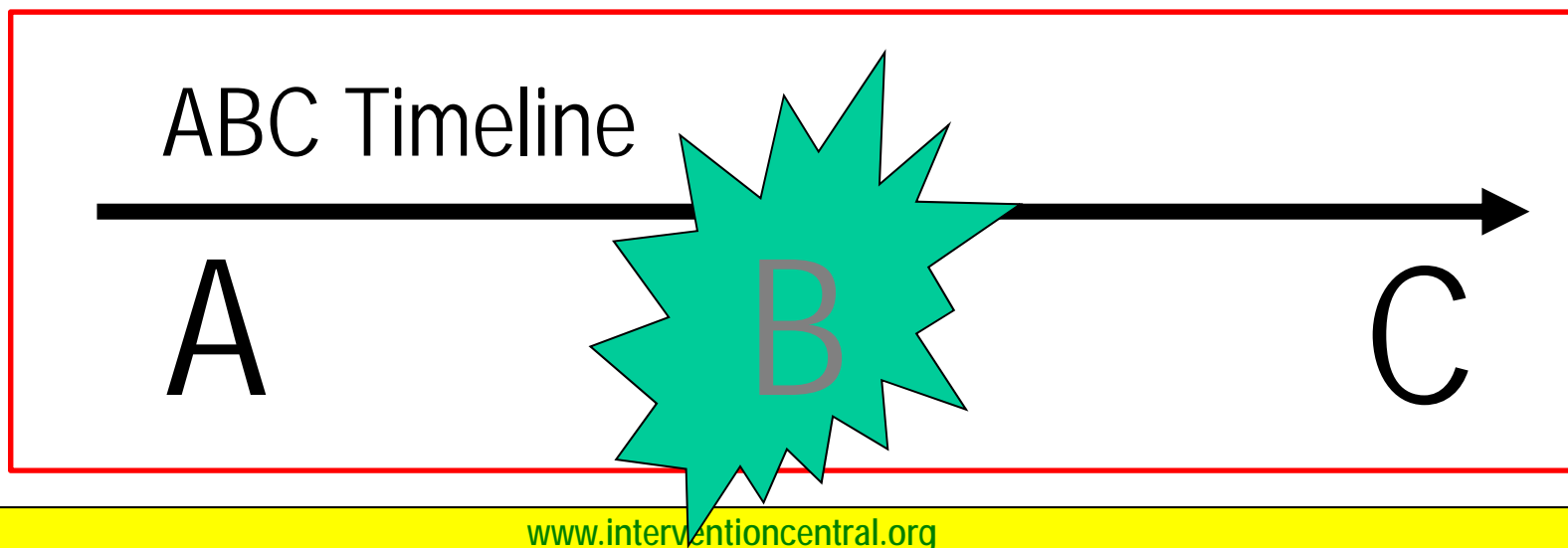
Behavior ('ABC') Statement

The behavioral statement--also known as the 'ABC' (Antecedent-Behavior-Consequence) statement-- is a simple template that helps teachers to better define and understand a student's behavior. It describes:

- A. *Antecedents*: events that precede / trigger the problem behavior;
- B. *Behavior*: the problem behavior itself; and
- C. *Consequences*: events occurring as a result of the behavior that are likely to reinforce it in the future.

Behavior ('ABC') Statement: Behavior on a Time-line

The behavioral statement places the student's behavior on a timeline (antecedent, behavior, outcome)—allowing the teacher to examine the antecedent events/conditions ('triggers') that may set off a problem behavior and the consequences that typically follow the problem behavior.



ABC Timeline

A

B

C

Behavior ('ABC') Statement: Examples

Antecedent

Behavior

Consequence

During large-group lectures in social studies

Brian talks with peers about non-instructional topics

and receives positive peer attention

During independent seatwork assignments involving writing tasks

Angela verbally refuses to comply with teacher requests to start work

and is sent to the office with a disciplinary referral.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student <input type="checkbox"/> Student <input type="checkbox"/> Re	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules <input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil) <input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions <input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. — Student receives positive peer attention — Student receives negative peer attention. — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Access to preferred edibles/objects/ experiences <input type="checkbox"/> Other: _____

Classroom Behavioral Statement Organizer pp. 20-21

ments
t comments

TUTORIAL: How To...Write a Behavioral Statement for Problem Classroom Behaviors



Time is a limited commodity in busy classrooms. Teachers need streamlined tools to speed their understanding of mild problem behaviors (Packenham, Shute, & Reid, 2004). The *Classroom Behavioral Statement Organizer* helps instructors to quickly write behavior statements in ABC format and to link student behaviors to their underlying purpose or function.

The chart is divided into four columns:

1. *Antecedent/Activity;*
2. *Student Behavior*
3. *Consequence/ Outcome;* and
4. *Behavior Function.*

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review <input type="checkbox"/> Tests and/or quizzes <input type="checkbox"/> Class dismissal <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out)	— Student fails to complete work. Teacher ignores the behavior	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or
<p>Antecedent/Activity. The chart lists a range of classroom activities typically taking place when the student problem behavior occurs.</p> <p>If a teacher finds that a student behavior is displayed across <i>multiple</i> classroom settings/activities, choose only the one or two settings/activities where the student's behavior is most problematic. The teacher is encouraged to write out his or her own description of any activities not listed here.</p>			
	<input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	to talk with a counselor/ psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	

Antecedent/Activity: Examples

- Start of class/bell-ringer activities
- Large-group lecture
- Large group teacher-led discussion
- Large-group: when called on by the teacher
- Student work-pairs
- Student groups: cooperative learning
- Reading activities
- Writing activities
- Math activities
- Independent seat work
- Independent computer work
- Transitions between academic activities
- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal

Classroom Behavior

Antecedent/Activity	Student Behavior
<input type="checkbox"/> Start of class/bell-ringer activities	<input type="checkbox"/> Sits inactive
<input type="checkbox"/> Large-group lecture	<input type="checkbox"/> Puts head on desk
<input type="checkbox"/> Large group teacher-led discussion	<input type="checkbox"/> Is inattentive (e.g., staring into the window)
<input type="checkbox"/> Large-group: when called on by the teacher	<input type="checkbox"/> Leaves seat without permission
<input type="checkbox"/> Student work-pairs	<input type="checkbox"/> Requests bathroom or water
<input type="checkbox"/> Student groups: cooperative learning	<input type="checkbox"/> Uses cell phone, music player or other device against class rules
<input type="checkbox"/> Reading activities	<input type="checkbox"/> Whispers/talks/mutters
<input type="checkbox"/> Writing activities	<input type="checkbox"/> Makes loud or distracting noises
<input type="checkbox"/> Math activities	<input type="checkbox"/> Calls out with non-instructional comments
<input type="checkbox"/> Independent seat work	<input type="checkbox"/> Calls out with instructionally relevant comments
<input type="checkbox"/> Independent computer work	<input type="checkbox"/> Plays with/taps objects
<input type="checkbox"/> Transitions between academic activities	<input type="checkbox"/> Throws objects
<input type="checkbox"/> Homework collection	<input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
<input type="checkbox"/> In-class homework review	<input type="checkbox"/> Whispers/talks to other students about instructional topics
<input type="checkbox"/> Tests and/or quizzes	<input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., asks for answers or help with directions
<input type="checkbox"/> Class dismissal	<input type="checkbox"/> Makes verbal threats toward peers
<input type="checkbox"/> Other:	<input type="checkbox"/> Uses inappropriate language (e.g., profanity) with peers
	<input type="checkbox"/> Taunts/teases/makes fun of peers
	<input type="checkbox"/> Makes comments to encourage students to misbehave
	<input type="checkbox"/> Fails to begin in-class assignment (e.g., refusal)

Student Behavior. A listing of common types of classroom misbehavior are listed here. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. Teachers should choose no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can write his or her own behavior definition.

Behavior: Examples

- Sits inactive
- Puts head on desk
- Is inattentive (e.g., staring into space, looking out the window)
- Leaves seat without permission
- Requests bathroom or water breaks
- Uses cell phone, music player, or other digital device against class rules
- Whispers/talks/mutters to self
- Makes loud or distracting noises
- Calls out with non-instructional comments
- Calls out with instructionally relevant comments
- Plays with/taps objects
- Throws objects
- Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)
- Whispers/talks to other students about non-instructional topics
- Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions

Classroom Behavioral Statement Organizer

Antecedent/Activity

Student Behavior

Consequence/ Outcome

Behavior Function

Consequence/Outcome. The teacher chooses outcomes/ consequences that typically follow the problem behavior. The instructor should try to limit the number of consequences/outcomes selected to 3.

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

- Student receives positive peer attention.
- Student receives negative peer attention.
- Student is briefly timed-out within the classroom.
- Student is briefly timed-out outside of the classroom.
- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

- Student receives a 'respite' break away from peers to calm down before rejoining class.
- Student is sent from the classroom to talk with a counselor/ psychologist/social worker.
- Student receives a snack, nap, or other support.
- Other: _____

- Peer attention
- Acceptance/ affiliation with individuals or peer group(s)
- Power/control in interactions with peer(s)
- Adult attention
- Power/control in interactions with adult(s)
- Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
- Fulfillment of physical needs: e.g., sleep
- Other: _____

- Homework collection
- In-class homework review
- Tests and/or quizzes
- Class dismissal
- Other: _____

- answers or help with directions
- Makes verbal threats toward peers
- Uses inappropriate language (e.g., obscenities) with peers
- Taunts/teases/makes fun of peers
- Makes comments to encourage or 'egg on' other students to misbehave
- Fails to begin in-class assignments (verbal refusal)

Consequences/Outcomes: Examples

- Student fails to complete work.
- Teacher ignores the behavior ('planned ignoring').
- Teacher redirects the student.
- Teacher reprimands the student.
- Teacher conferences w/ the student.

- Student receives positive peer attention
- Student receives negative peer attention.

- Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).
- Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).

- Student is sent from the classroom to talk with a counselor/psychologist/social worker.
- Student receives a snack, nap, or other support.

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher discussion <input type="checkbox"/> Large-group: when on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	— Student fails to complete work. — Teacher ignores the behavior ("behavioral ignorers") — student. — the student. — w/ the student. — peer — out within — ed-out outside — the classroom — school — ary referral). — disciplinary — of class time — ention). — espite' break — alm down — . — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support. — Other: _____	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Other: _____

Behavior Function. The *function* of the student behavior is the need or purpose that it fills for the student (e.g., peer attention, escape/avoidance). The function is based on the behavior statement and essentially is the 'best guess' (hypothesis) for why the behavior is occurring.

Behavior Functions (Witt, Daly, & Noell, 2000)

✓ Peer attention

- ✓ Acceptance/ affiliation with individuals or peer group(s)
- ✓ Power/control in interactions with peer(s)

✓ Adult attention

- ✓ Power/control in interactions with adult(s)

- ✓ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)

- ✓ Fulfillment of physical needs: e.g., sleep
- ✓ Access to preferred edibles/objects/experiences

Source: Witt, J. C., Daly, E. M., & Noell, G. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West..pp. 3-4.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Disrupts class discussion <input type="checkbox"/> Talks during breaks <input type="checkbox"/> Uses cell phone, tablet, or other digital device <input type="checkbox"/> Talks to self <input type="checkbox"/> Makes noises <input type="checkbox"/> Gives personal comments <input type="checkbox"/> Gives irrelevant comments <input type="checkbox"/> Plays with/toys/objects	<input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher inattentive to behavior <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside the classroom. <input type="checkbox"/> Student is sent home from the classroom. <input type="checkbox"/> Student is sent home from school.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Excessively physical

2. Behavior

-Sits inactive
-Puts head on desk

3. Consequence

-Student fails to complete work

Problem: Sara will not complete in-class reading assignments.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.

Antecedent	Behavior	Consequence
When given independent reading assignments in class	Sara fails to start the work (often putting her head down on her desk)	and does not complete the reading assignment.

1. Antecedent

-Reading Activities
-Independent Seatwork

Function

-Escape/avoidance of the task

Carl: Hard to Ignore: Carl is a student who is not easy to overlook. Mrs. Randolph, his math teacher, finds that Carl's faces and wise-cracks can set off the entire class. Surprisingly, Carl's peers don't like to work with him, complaining that he distracts them.



Mrs. Randolph begins the behavior statement convinced that Carl is motivated by peer attention-seeking. To make the process manageable, she limits her analysis to large-group instruction, where Carl's behavior is most challenging.



Carl: Hard to Ignore

Behavior ('ABC') Statement for Carl

Antecedent	Behavior	Consequence
<p><i>During large-group lecture or teacher-led instruction</i></p>	<p><i>Carl:</i></p> <ul style="list-style-type: none"><i>• makes distracting noises</i><i>• calls out with non-instructional comments</i><i>• teases peers</i><i>• leaves his seat</i>	<p><i>and :</i></p> <ul style="list-style-type: none"><i>• teacher ignores the behavior</i><i>• teacher redirects/prompts/reminds the student.</i><i>• teacher reprimands the student.</i><i>• teacher conferences w/ the student.</i>



Carl: Hard to Ignore: What is the Function?

- After construction a behavior statement, Mrs. Randolph is surprised to see that 3 of the 4 most frequent consequences of Carl's clowning in class are variations of teacher attention.
- She decides that the primary function of Carl's behavior is likely to be **'adult attention'**.



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking

Mrs. Randolph put together the following plan for Carl:

- Keep interactions brief and neutral when Carl engages in attention-seeking behavior (to 'turn off' the spigot of adult attention during misbehavior).
- Establish clear consequences for misbehavior (e.g., single teacher warning, move the student's seat to be near teacher, parent phone-call, office referral)..



Carl: Hard to Ignore: Intervention: Adult Attention-Seeking (Cont)

Mrs. Randolph put together the following plan for Carl:

- Provides positive attention each day at moments when the student is *not* clowning around: e.g., greeting at door, brief positive conversation.
- Parent conference: Shares copy of behavior report card outlining expected classroom behavior and communicates with the parent via email at least weekly about Carl's behavior. NOTE: This part of the plan is to be in place for 5 weeks.

Response to Intervention

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher <input type="checkbox"/> Student <input type="checkbox"/> Student <input type="checkbox"/> Re	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules <input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil) <input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions <input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student. — Student receives positive peer attention — Student receives negative peer attention. — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/psychologist/social worker. — Student receives a snack, nap, or other support.	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s) <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s) <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work) <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep <input type="checkbox"/> Access to preferred edibles/objects/ experiences <input type="checkbox"/> Other: _____

Classroom Behavioral Statement Organizer pp. 20-21

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Response to Intervention

Activity: ABC Statement: Advantages as a Consultation Tool

- Look over the handout *Classroom Behavioral Statement Organizer*
- Discuss how you might use this tool in your school to help teachers to better understand and respond to student misbehavior.

The Classroom Behavioral Statement Organizer:

- *serves as a graphic organizer for generating a behavioral statement.*
- *contains model statements to help teachers to compose the statement.*
- *increases the probability that the teacher will accurately define a student's relevant behavior, setting events/triggers, and current consequences, and*
- *boosts the chances of uncovering the behavioral function(s) and identifying appropriate interventions.*

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavioral Statement Organizer.

Antecedent	Behavior	Consequence

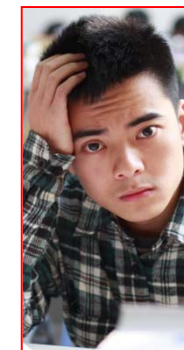
InterventionCentral

5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Building the Behavior/Social-Emotional Toolkit. What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?





Handout 1

pp. 22-29

A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. Antecedents: Strategies to promote positive behaviors and prevent misbehavior
2. Positive consequences: Responses that increase positive/goal behaviors
3. Extinction procedures: Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. Antecedents: Strategies to Prevent Misbehavior

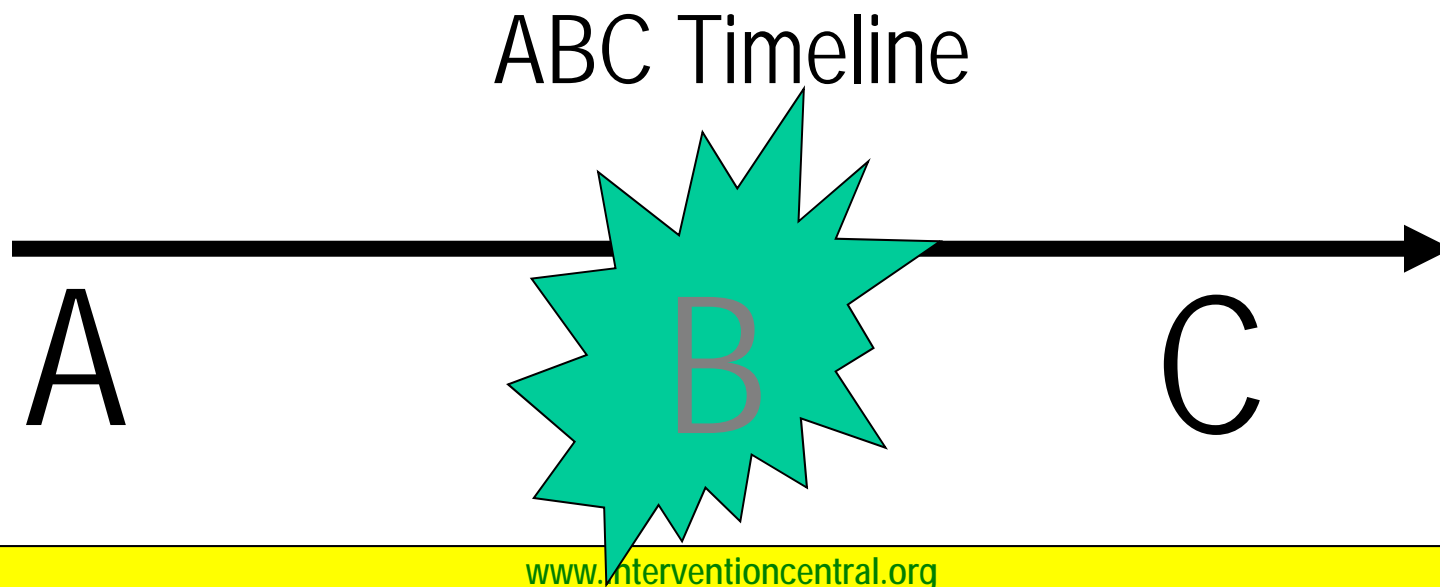
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

- Behaviors: Teach Expectations** (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the **A**ntecedent, or trigger; (b) the student **B**ehavior; and (c) the **C**onsequence of that behavior.



- **Goal-Setting: Get a Commitment** (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success. For example, a student about to begin a writing task may choose the goal of locating 3 primary sources for a term paper. Or a student starting an in-class reading assignment might come up with two questions that he would like to have answered from the reading.

- **Response Effort: Reduce Task Difficulty** (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates. Examples of strategies that lower response effort include having students pair off to start homework in class and breaking larger academic tasks into smaller, more manageable 'chunks'.

- **'Two by Ten': Engage in Brief Positive Chats** (Mendler, 2000). If a teacher has a strained (or nonexistent) relationship with a particular student, that instructor may want to jump-start a more positive pattern of interaction using the 'two-by-ten' intervention.

With this time efficient strategy, the teacher commits to having a positive 2-minute conversation with the student at least once per day across 10 consecutive school days. The active ingredient in the intervention is regular and positive teacher attention delivered at times when the student is engaged in appropriate behavior.

10:00

Activity: Reviewing the Classroom Toolkit for Behavioral Intervention

Divide your team into 3 groups. Each group reviews the behavior intervention strategies assigned to it and selects those suitable for inclusion in your school's behavioral toolkit.

- **Group 1: Antecedent Strategies:** pp. 22-24
- **Group 2: Antecedent Strategies:** p. 25/**Consequences:** p. 26
- **Group 3: Extinction Procedures:** pp. 27-29

Jim Wright, Presenter
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A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

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Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

1. Antecedents: Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

Antecedents That Prevent Problem Behaviors

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The Power of Beliefs.
Staff beliefs & attitudes toward student behavior act as a hidden but powerful catalyst—either encouraging or discouraging adoption of RTI/MTSS for behavior.



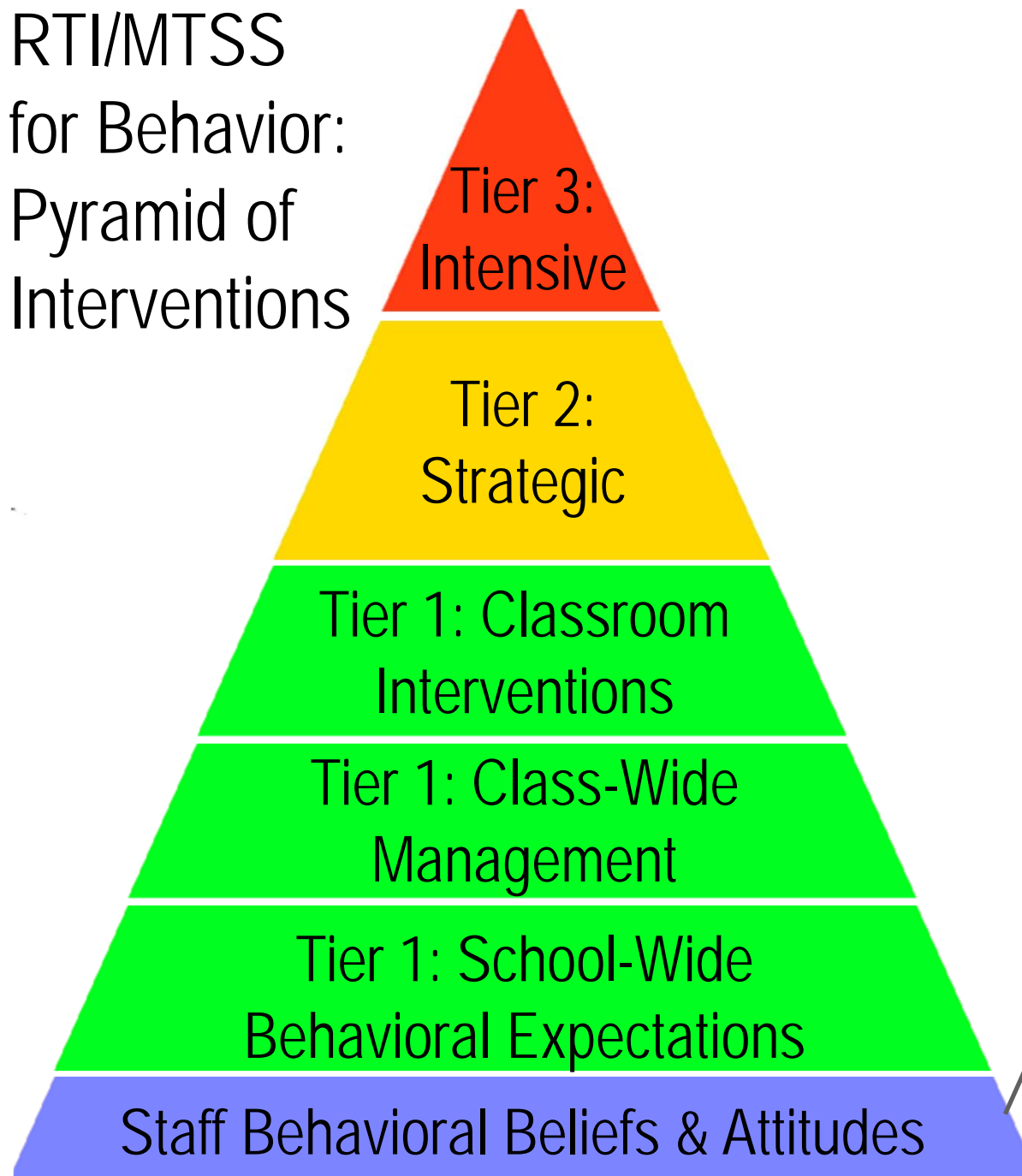


The Power of Beliefs

Guiding Points for Educators...

- Positive, optimistic staff attitudes about student behavior are an important pre-condition to successful adoption of RTI/MTSS-Behavior.
- Beliefs translate directly into behavior: The most powerful way that staff convey their behavioral expectations to students is through **modeling**. Remember, students pay attention not to what staff **say** but what they **do**.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

“

The continued use of ineffective exclusionary practices has very little to do with a student's behavior and very much to do with a teacher's behavior.

”

-John W. Maag

Response to Intervention

BELIEFS ABOUT BEHAVIOR – 4th Edition
Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
(Please respond by marking the box that applies to how you honestly feel about the statement)

Beliefs About Behavior Survey (BABS): 30-Item Staff Questionnaire

Activity:
Complete the BABS.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How student management related to my classroom I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students effective at detention or class, punitive discipline is demand, office referral,
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should have to teach ready to learn—I should not
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student team meeting I should refer him/her to a location services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

InterventionCentral
10-Minute 'Count Down' Timer

10:00

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Beliefs About Behavior Staff Questionnaire: How to Use...

- Research indicates that when the attitudes of 80% of a group are in alignment, that group can reach a 'tipping point' where positive change can occur across your system (e.g., school building).
- The BAB can provide insight into those beliefs about student behavior held by the majority of your staff.



This is an anonymous survey designed to look at one's beliefs with regard to behavior.
 (Please respond by marking the box that applies to how you honestly feel about the statement)

Page 1 of 2

Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Survey Items:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

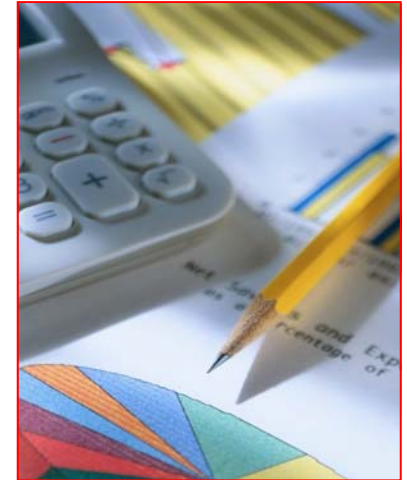
Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

Page 2 of 2					
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16. Students who <u>do not</u> respond well to basic classroom management should receive evidence based interventions to address their behavior before evaluation for special education or more restrictive placements is considered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	17. Even without parental involvement and support, schools can effectively teach students' behavioral expectations and social skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	18. All my students are entitled to positive interactions with me, regardless of whether they have behavior problems that disrupt my teaching.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	19. Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Only students with IEPs are entitled to function-based behavior plans.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Students with emotional and behavior disabilities should be educated outside of general education classes.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. I do not have the time to implement individual interventions or behavior plans for students who engage in behavior problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	23. Adolescent students with emotional and behavioral problems can respond well to school-based supports.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. The primary reason students misbehave in school is their lack of parent support.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25. An incentive program is an important component to building an effective behavior support program, so students can be provided or earn access to items, activities, and/or privileges when they engage in desired behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	26. Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Motivational systems that provide extrinsic rewards harm intrinsic motivation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	28. Just like we teach academics, schools should set aside time to teach all students important social-emotional skills, such as managing one's emotions, demonstrating care and concern for others, and problem-solving interpersonal conflicts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	29. Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30. The mission of a school should be to teach both academic and social emotional skills that lead to success in life.

Beliefs About Behavior Staff Questionnaire: How to Score...

- Have all staff complete the 30-item BAB survey.
- Score each survey, awarding a point for every response that is 'favorable or supportive' of positive behavior management. Add up all earned points to assign the survey a global score (max score = 30).
- Rank survey scores for all building staff in descending order.
- Find the score at the point in your school list that includes 80% staff cut-off. That number gives you an indicator of current staff attitudes toward student behavior.



Beliefs About Behavior: School Survey Examples

School A. Staff survey shows that 80% of staff responded with 15 or more supportive ratings.

Ranking	Total Pts
1	30
2	28
3	22
4	22
5	21
6	20
7	19
8	15
9	12
10	6

80 %

School B. Staff survey shows that 80% of staff responded with 25 or more supportive ratings.

Ranking	Total Pts
1	30
2	30
3	29
4	28
5	27
6	27
7	26
8	25
9	22
10	15

80 %

RTI/MTSS-Behavior: Gauging Staff Beliefs About Behavior

Discuss either of these questions:

1. How might you use the Beliefs About Behavior Survey in your school to measure staff attitudes?


OR

2. What are other methods that you could use to discover staff beliefs about student behavior?

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(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main response to behavior is to...
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should be responsible for designing interventions for emotionally or behaviorally challenged students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must be held responsible for their behavior.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't responding to the problem, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.



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*Big Ideas in
Behavior
Management.*

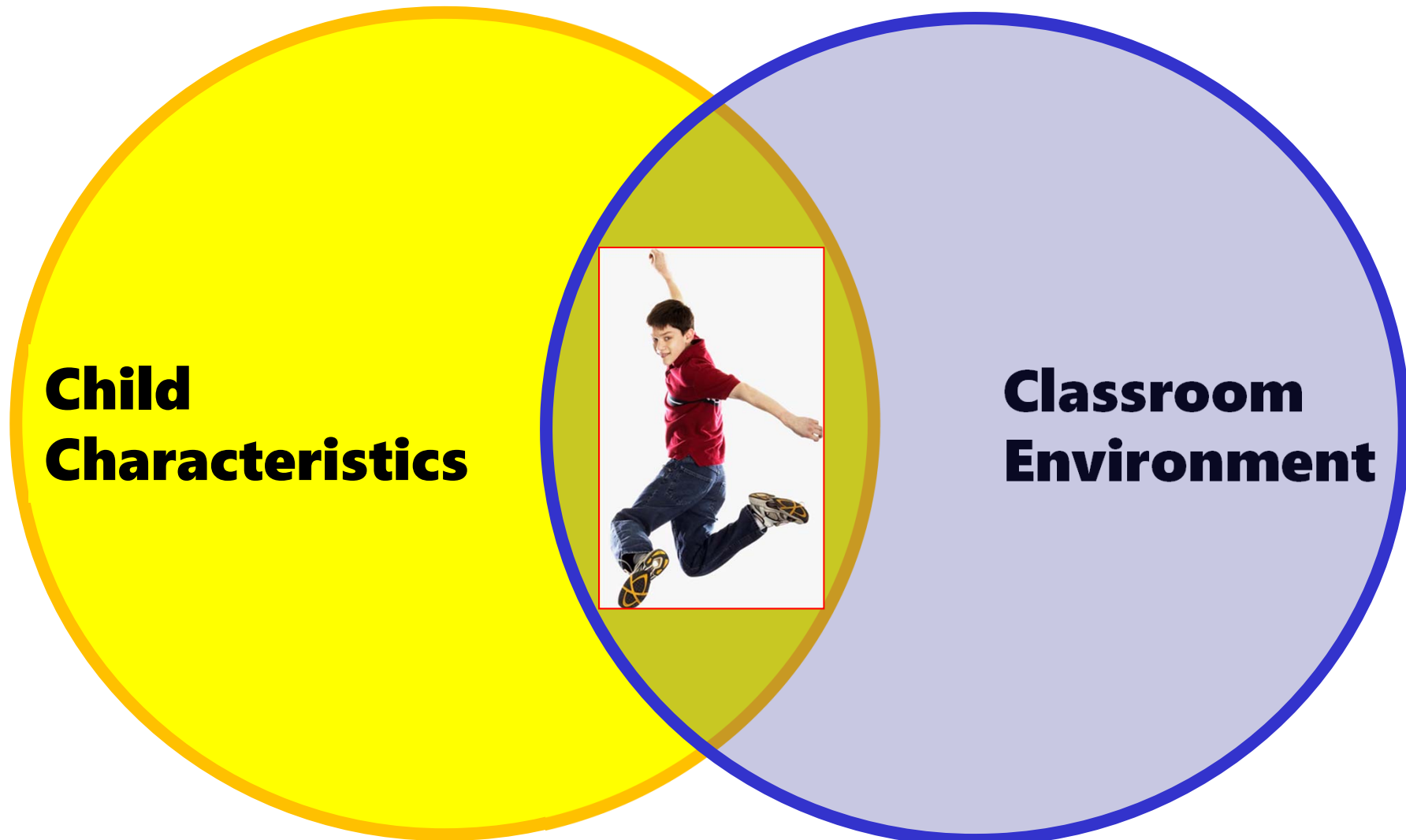


What key concepts can lay the
groundwork for teacher success in
managing challenging behaviors?
Handout 1; pp. 2-3

“ *Problems are an unacceptable discrepancy between what is expected and what is observed.* ”

-Ted Christ

Behavior in the Classroom: A Product of...



Interventions: Scheduled or Contingency-Driven?

One of the elements that separate academic from behavioral interventions is that:

- **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while
- **behavioral interventions** are often contingency-driven (administered *contingent* on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

'Big Ideas' in Behavior Management...

- *Teach expected behaviors.* Students need to be explicitly taught expected behaviors. They should then be acknowledged and reinforced when they show positive behaviors.

In other words, schools should treat behavior as part of the curriculum: teach it and reinforce it!

1

'Big Ideas' in Behavior Management...

- *Check for academic problems.* The connection between classroom misbehavior and poor academic skills is high.

Educators should routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring.

If academics contribute to problem behaviors, the student needs an academic support plan as part of his or her behavior plan.

2

'Big Ideas' in Behavior Management...

- *Identify the underlying function of the behavior.*

Problem behaviors occur for a reason. Such behaviors serve a **function** for the student.

When an educator can identify the probable function sustaining a student's challenging behaviors, the educator can select successful intervention strategies that match the function—and meet the student's needs.

3

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

'Big Ideas' in Behavior Management...

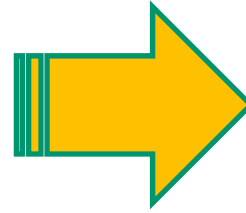
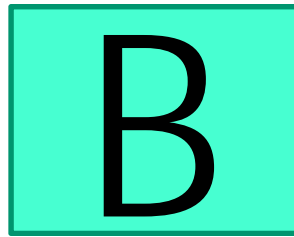
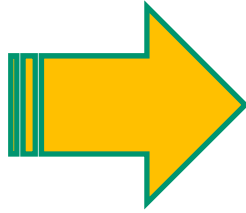
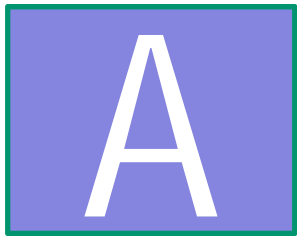
- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior.

When the educator is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction.

4

ABC Timeline: Antecedent-Behavior-Consequence



Antecedents. Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

Behaviors. Observable acts carried out (or not carried out) by individuals.

Consequences. Events that *follow* behavior and may include influences that increase, decrease, or have no impact on the behavior.

Examples.

- Instructions
- Gestures
- Looks from others

Examples.

- Engaging in classwork
- Calling out
- Not doing homework

Examples.

- Teacher praise for student behavior
- Loss of free time for non-compliance

'Big Ideas' in Behavior Management...

- *Focus on factors within the school's control.* Educators recognize that students often face significant factors outside of the school setting--e.g., limited parental support -- that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by focusing on what can be provided *within* the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies.

5

'Big Ideas' in Behavior Management...

- *Be flexible in responding to misbehavior.* Educators have greater success in managing the full spectrum of student misbehaviors when they respond flexibly-- evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct.

6



LAB WORK: Which Big Idea Do You Find *Most Useful*?



- Discuss the big ideas in behavior management presented here.
- Select the 1-2 ideas that you believe are most important for educators at your school to keep in mind when working with challenging students.

'Big Ideas' in Behavior Management

1. *Teach expected behaviors.*
2. *Check for academic problems.*
3. *Identify the underlying function of the behavior.*
4. *Eliminate behavioral triggers.*
5. *Focus on factors within the school's control.*
6. *Be flexible in responding to misbehavior.*

HANDOUT 1 pp. 32-38

Jim Wright, Presenter 32

 RTI/MTSS for Behavior: District-Wide Planning Tool © 2019 Jim Wright
  www.interventioncentral.org

RTI/MTSS for Behavior: District-Wide Planning Tool

Directions: Use this planning tool to audit your district or school RTI/MTSS system for behavioral/social-emotional support and select those priority goals that should be addressed immediately. To complete it:

- appoint a recorder.
- review each RTI/MTSS goal and rate on a scale of 0 (low) to 3 (high), the goal's current priority for your district.
- use the Discussion Notes column to record any notes from your discussion.
- when you have completed this planning tool, count up the goals with priority ratings of 2 or higher. Use this subset of priorities as a starting point for generating an RTI/MTSS-behavior plan for your school or district.

Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
<input type="checkbox"/> [B.1.1] Develop School-Wide Behavioral Expectations. To establish its "behavior curriculum", the school develops a general set of universal behavioral expectations that apply in any setting.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.2] Translate School-Wide Expectations into Site-Specific Rules. The school (1) identifies the range of different settings in which students are expected to function, (2) determines the adult(s) responsible for managing behavior in each of these settings, and (3) enlists these supervising adults to translate building-wide expectations for behavior into more detailed site-specific rules.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.3] Teach Expected Behaviors to Students. The school trains students in expected behaviors—treating those behaviors as a formal curriculum to be taught.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.4] Reinforce Positive Behaviors. The school adopts a building-wide system to consistently acknowledge and reinforce positive student behaviors. This system includes adoption of tokens to be distributed contingent on positive behavior (e.g., 'good behavior tickets'), a mechanism to redeem earned tokens for individual or group rewards, and linking of awarded tokens to praise for the observed positive behaviors.	Low Priority High Priority 0.....1.....2.....3	

Activity: Begin Your RTI/MTSS Behavior 'Action Plan'

As a building team:

1. Appoint a recorder.
2. List first steps that your school will take to start MTSS for Behavior before the end of the year (e.g., 'Conduct behavioral needs assessment with staff').
3. Be prepared to report out.

