MTSS TOOLKIT

Classroom Systems That Support Student Behavior

JCPS ESSENTIAL SYSTEM 5

ACADEMIC AND BEHAVIORAL SUPPORTS

JCPS

MTSS
Multi-Tiered Systems of Support Department

MTSS Toolkits

The purpose of the MTSS (Increased Engagement) Toolkits is to present a select group of high-yield practices that not only foster relationships between adults and students, but also improve outcomes for ALL youth. The toolkits will have a laser-like focus on six, research-based, pedagogical practices resulting in increased engagement, more effective tier-one instruction, and ultimately, increased student achievement. The Multi-Tiered Systems of Support (MTSS) Academic Resource Department will provide instructional support to enhance pedagogical-efficacy for all teachers.

JCPS ESSENTIAL SYSTEM 1

ACADEMIC AND BEHAVIORAL SUPPORTS

MTSS TOOLKIT

Classroom Systems That Support Student Behavior

Dealing with Challenging Behavior

(High-Yield Instructional Practices)

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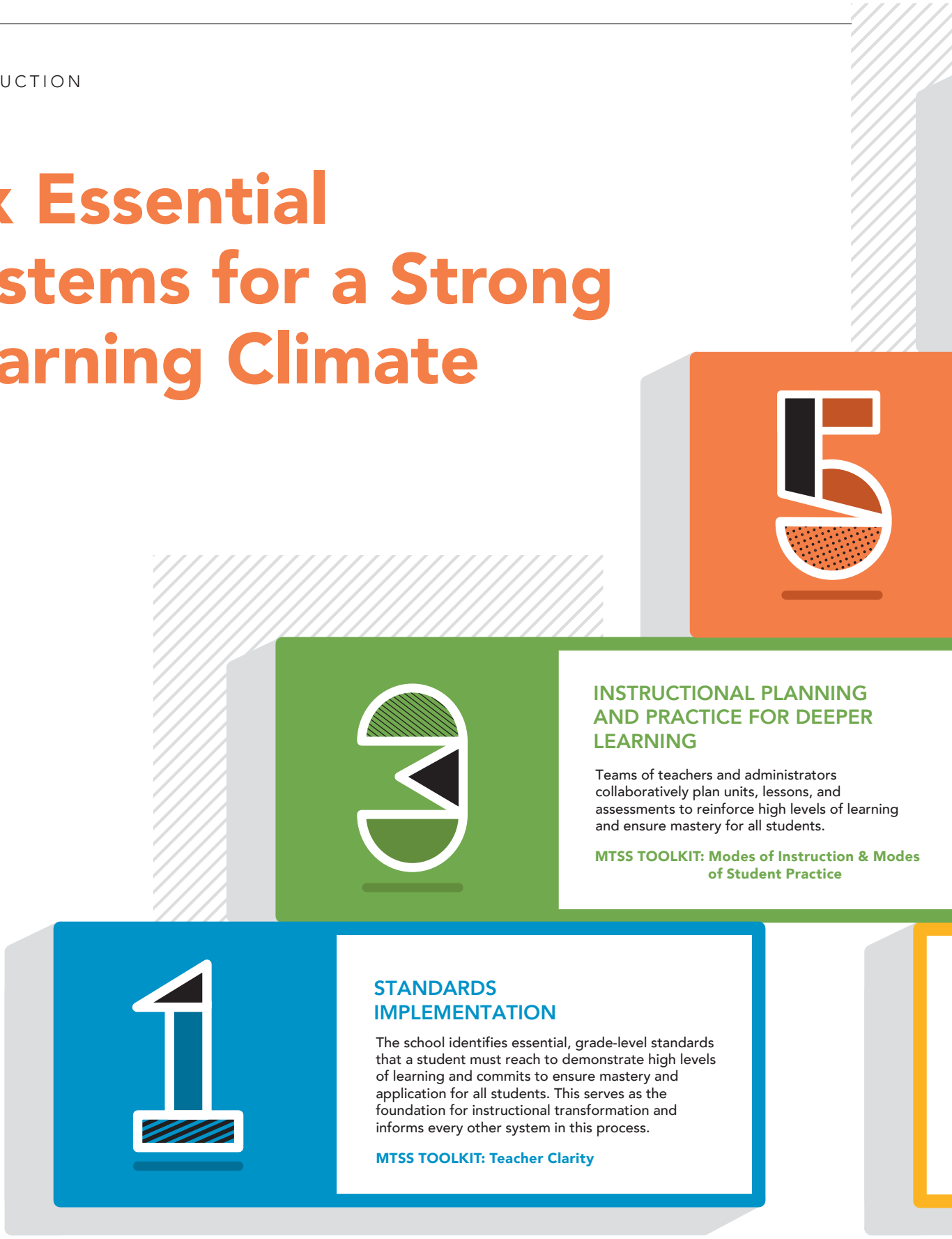
Six Essential Systems for a Strong Learning Climate



INSTRUCTIONAL PLANNING AND PRACTICE FOR DEEPER LEARNING

Teams of teachers and administrators collaboratively plan units, lessons, and assessments to reinforce high levels of learning and ensure mastery for all students.

MTSS TOOLKIT: Modes of Instruction & Modes of Student Practice

STANDARDS IMPLEMENTATION

The school identifies essential, grade-level standards that a student must reach to demonstrate high levels of learning and commits to ensure mastery and application for all students. This serves as the foundation for instructional transformation and informs every other system in this process.

MTSS TOOLKIT: Teacher Clarity

INSTRUCTIONAL FEEDBACK AND PROFESSIONAL LEARNING

The District and school have identified common frameworks (leadership, content, pedagogy, systems) and use structured walkthroughs, feedback and coaching, and professional learning to improve leadership and instructional practices.

MTSS TOOLKIT: Feedback Via Engagement

ACADEMIC AND BEHAVIORAL SUPPORT

Teachers use academic and behavioral data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

MTSS TOOLKIT: Classroom Systems That Support Student Behavior

PROGRESS MONITORING AND ANALYSIS OF STUDENT WORK

Teams of teachers and school leadership collect/review/analyze data and student work samples to determine student progress towards meeting mastery and application of standards and performance benchmarks.

MTSS TOOLKIT: Formative Assessment

EFFECTIVE USE OF DATA

The school collects, analyzes, and uses key data points to inform academic and non-academic decision making.

MTSS TOOLKIT: Self-Reflection and Assessment

Blueprint: System 5 - Academic and Behavioral Supports

Definition

Teachers use academic and behavioral data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

Description

In this system, two forms of academic assessment results are used to inform accelerated learning opportunities for students. First, PLCs utilize common formative assessment results to:

1. Determine short-term interventions for students who do not master standards and skills during core classroom instruction, and
2. Inform instructional enrichment for students mastering standards and skills/benchmarks, thus deepening their understanding.

The second form of assessment results includes individual MAP and other screening data to develop intensive, long- term support plans for students who require extended time to master standards and related skills/benchmarks.

School behavior data is used to cultivate a school-wide system that proactively promotes positive behavior. Tiered interventions are implemented for students who face challenges in meeting expectations, as well as a wide range of progressive discipline options emphasizing non-exclusionary consequences. The system is inclusive of all students, with teams meeting frequently to examine patterns in the behavior data; analyze the effectiveness of interventions, and inform next-step decision making. Additionally, teacher teams plan, implement, communicate, and evaluate social- emotional learning and trauma-informed care practices.

Success Criteria

ACADEMIC SUPPORTS		ALWAYS	OFTEN	SOMETIMES	NEVER
Short Term:					
1	Supports are available to all students within the school day and include core instruction. (1.2) (1.4) (6.1)				
2	Groupings are fluid and flexible (students can easily move in/out). (1.4) (6.1)				
3	Intervention is based on the learning needs of students. (1.4) (1.5)				
4	Intervention is informed by frequent formative assessment data. (1.3) (1.4)				
5	Review and practice of core concepts taught in class is the focus and provides additional time for mastering content. (1.4) (1.6) (1.9) (6.1)				
6	Progress monitoring occurs daily and informs progress towards meeting mastery of standards. (1.3) (2.5)				
7	Support systems promote high expectations (meeting benchmark standards) for all students. (1.2) (2.2)				
Long Term:					
1	Supports are available to all students within the school day. (1.2) (1.4) (6.1)				
2	Supports provide considerable time for reviewing concepts and allowing practice. (1.4) (1.6) (1.9)				
3	Intervention is informed by MAP and other screening data. (1.3) (6.1)				
4	Students receive individualized learning pathways that focus on skill deficit. (1.3) (6.1)				
5	Supports contain intensive practice of core and remediation content. (1.4) (1.6) (1.9)				
6	Progress monitoring occurs weekly. (1.3) (2.5)				
7	Support systems promote high expectations (meeting grade-level benchmark and remediation). (1.2) (2.2)				

Success Criteria

BEHAVIORAL SUPPORTS			ALWAYS	OFTEN	SOMETIMES	NEVER
1	A school-wide behavior plan is communicated to all stakeholders. (2.9) (5.1)					
2	School-wide behavior expectations are in place and clearly taught, modeled, practiced, and re-taught throughout the year. (1.4) (1.11) (2.9)					
3	Each teacher has a classroom management plan, including plans for ALL students in the classroom. (2.9) (6.1)					
4	A school-based team, consisting of teachers and administrators, collects, reviews, and analyzes data for decision-making and plan modification. (1.3) (2.4) (2.9)					
5	The school has three (3) clear tiers of interventions for all students, and the team meets to monitor student behavior data to appropriately move students into and out of the tiers. (1.3) (2.4) (2.5)					
6	There is a professional development plan in place to teach: (1.10) (1.11) (1.12)					
	a	Tier 1 classroom interventions to teachers, supporting them in addressing classroom-managed behaviors. (1.10) (1.11) (1.12)				
	b	A plan to complete the six (6) Trauma-Informed Care Modules with certified and classified staff. (1.10) (1.11) (1.12)				
7	There is a system of progressive discipline in place that:					
	a	Focuses on proactive interventions. (2.9) (6.1)				
	b	Includes a non-exclusionary emphasis for discipline and suspension. (2.9) (6.1)				
	c	Effectively transitions students returning from discipline and suspension. (2.9) (6.1)				
8	Behavior plans and systems are analyzed for alignment with ECE Regulations. (2.9) (6.2)					
9	A school-level team meets regularly to review and analyze data and uses that data to inform the effectiveness of selected practices and interventions. Data is communicated to stakeholders to foster transparency, continued improvement, and equity of practices. (1.3) (2.4) (2.9) (5.1)					

Success Criteria

FAMILY ENGAGEMENT		ALWAYS	OFTEN	SOMETIMES	NEVER
1	The school has a community outreach plan that communicates opportunities for stakeholders/families to engage with staff around student progress, learning opportunities, and community building. (5.1) (5.4) (5.7)				
2	The school has a clear and functioning system to communicate and engage with families after a behavior event or when a crisis with a student occurs. (2.9) (4.8)				

Ensuring Equity

		ALWAYS	OFTEN	SOMETIMES	NEVER
1	Students have been taught a small set of positive school-wide expected behaviors. (2.9) (2.11)				
2	Staff recognizes and rewards appropriate student behaviors. (2.11) (6.11)				
3	School behavior data is reviewed by race, ethnicity, and disability. (1.3) (6.1)				
4	Racial Equity Improvement Plans include components, activities, and benchmarks regarding disproportionality in behavior. (2.5) (4.8)				
5	The school uses the REAP to neutralize implicit bias and re-traumatization in policies and discipline decisions. (1.11) (1.12) (6.4)				
6	Staff members receive feedback and coaching regarding interactions with students and responses to behavior. (3.7)				

RESOURCES:

Principal Performance Standards
Behavior Modules
PBIS Anchors
RP Anchors and Pre-Dispositions
MTSS Toolkit: Classroom Systems that Support Student Behavior

It is a common misconception among educators that behavior management needs to be completely in place before instruction can be introduced. In reality, behavior management and instruction are one and the same; thus, optimized outcomes are achieved when both are considered in planning, delivering, and assessing instruction.

A better conception of this relationship might be that effective instruction creates classroom management. That is, when teachers create interesting and engaging instruction that facilitates high rates of student success, there will be little incentive for a majority of students to misbehave. Still, reality tells us that even the most effective teachers sometimes require additional classroom strategies to maximize student attention to task and minimize the potential for disruptive, non-compliant, and disrespectful behaviors.

Definitions

High-Yield Pedagogical Practices

Student-Teacher Relationships

The quality of teacher and student relationships can be considered in terms of the degree to which interactions end positively (or not negatively). That is, the teacher who creates a positive climate where interactions are largely positive has fewer problem behaviors from students. While some refer to the quality of student-teacher relationships in terms of the student's behavior, teachers have the majority of the responsibility for the quality of relationships with students and must find ways to connect positively (Hattie, 2009).

Classroom Management/ Classroom Behavioral Practices

Classroom management refers to the degree to which teachers establish rules and expectations in the classroom and then engage positive strategies to maintain consistent adherence to those rules is a major predictor for student success. Classroom behavioral refers to the teacher's enforcement of these specific and reasonable rules. The outcome of this combination of clear rules with consistent feedback and enforcement is increased student self-control (Hattie, 2009).

Teacher Expectations of Performance

Teachers impact student achievement and behavior simply by communicating high expectations and providing feedback on performance in relation to those expectations. While there certainly are some foundational school- or class-wide expectations such as "respect others", teachers do well to individualize expectations for learners. To avoid the trap of having low expectations based on preconceived stereotypes, expectations must emphasize growth and progress as opposed to meeting an arbitrary criterion. As a key considerations, teachers should (1) regularly communicate expectations; (2) present reasonable challenges; (3) teach, prompt, and encourage student success; and (4) provide regular feedback on student progress. Group or class-wide expectations can be used in the same manner and using the same four considerations (Hattie, 2009).

This toolkit is focused on simple classroom systems that are applicable to all students. Importantly, these systems are not necessary in every classroom and each should be considered and selected based upon need. Moreover, forethought and prevention are often the key to effective strategy selection. Every teacher must think ahead to consider what types of student misbehaviors are most likely to occur and whether one of these strategies is warranted. While some of these strategies are useful with students exhibiting more intense behaviors, most are useful with more simple and common misbehaviors involving students who are slow to begin, non-compliant, or in need of more consistent feedback. The commonality of these strategies is that they build on the basic principles of effective instruction. They are meant to teach and reinforce behaviors that are highly predictive of student success both in the classroom and out in the natural world. Further, each strategy is based on a positive approach to behavior change, facilitating positive behaviors rather than responding to misbehavior.

Logic

Classroom management strategies are not only for those classrooms with challenging students or novice teachers. Effective management is associated with student academic achievement; the opposite can also be said as it is well-established that effective instruction minimizes the need for behavior management strategies. When getting started with any new classroom it is strongly recommended that teachers have thought through a basic set of expectations and strategies that will be taught to all students and become the norm for classroom behavior.

Again, the overlap between effective instruction and management is great. In both domains the most effective strategies are those that engage student interests, provide frequent feedback, set the occasion for success, and enhance teacher-student interaction. The strategies presented herein are for consideration when dealing with classrooms that require some additional structure to ensure success. As a common general rule, it is easier to fade out a classroom system with success than to try adding one out of necessity.

Deeper Learning Connections

A common thread in classrooms that foster deeper learning is that the students are empowered to be more independent and take a more active role in their learning process. There is a fear that in allowing students a more active role, that there will be less engagement and more behavior issues. However, instead of giving into this fear, when students are taught to listen and ask good questions and collaborate, then engagement increases and behavior issues decrease. Creating a highly collaborative classroom where teachers frequently model, assess and offer feedback on listening, paraphrasing, artful questioning and negotiating sets the stage for deeper learning to occur.

There is a misconception that Project-Based Learning (PBL) leads to chaos and a lack of classroom management. However, in actuality, if teachers want students to engage in authentic PBL projects, teachers need to design systems and structures that facilitate collaboration and creativity. Classroom management is a vital part of PBL. In addition, once these structures are in place, students are more engaged and as a result, there are less behavior problems.


STAR
STUDENT
Crayola
Noah McDaniel

Research

Teachers report that students with misbehavior present challenges that are among the greatest they face on a daily basis. Oliver and Reschly (2010) surveyed syllabi from teacher preparation programs in the Midwest and found that 65% of programs do not teach active supervision, 19% do not teach positive encouragement, 50% do not teach classroom routines, and 62% do not teach school-wide expectations. Further, Gage, Scott, Hirn, and MacSuga-Gage (2018) found that teachers using the lowest (< 33rd percentile) amounts of active supervision, engagement, and feedback have students that are 27% more likely to be off task and 67% more likely to be disruptive. It is clear that effective teacher behaviors, in relation to both instruction and management, are major predictors for student outcomes.

A fundamental insight from educational research is that a positive student-teacher relationship is essential for successful learning. Teachers must create an atmosphere that is favorable for learning through both the student-teacher and student-student relationships. In his work, Hattie (2009) summarized some of the key factors of these relationships:

Robert Pianta and colleagues found that positive relationships are defined largely by the number of positive interactions between the student and teacher. Clearly, students are often resistant and engage in behaviors that make positive relationships difficult. Still, the emphasis here will continue to be placed on teacher behaviors as opposed to the student, using the logic that adult behavior change must precede student behavior change (Scott, 2017).

One simple way to turn students away from learning is for them to have a poor relationship with the teacher. The essence of positive relationships is the student seeing the warmth, feeling the encouragement through the teacher's high expectations and knowing that the teacher understands him or her (Hattie, 2012).

To achieve such positive classroom control, there needs to be close inspection of the teacher-student relationship. Care, trust, cooperation, respect and team skills must be present because they are the skills needed to promote classrooms in which error is not only tolerated, but also welcomed (Hattie, 2012).

While all age groups and demographic categories are equally likely to require some sort of classroom strategies related to behavior, there is a wide range of considerations when selecting and adapting any strategy. These considerations are discussed within each of the application strategies listed below.

Gage, N. A., Scott, T., Hirn, R., & Macsuga-Gage, A. S. (2017). The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School. *Behavioral Disorders*, 43(2), 302-315.

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Piñata, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Handbook of Research on Student Engagement*, 365-386. doi:10.1007/978-1-4614-2018-7_17

Scott, T. M. (2017). *Teaching behavior: Managing classrooms through effective teaching*. Thousand Oaks, CA: Corwin, a SAGE Publishing Company.

JE'LONDA HORNE.
MARCH 26 2009
NEW LOVE.
Working Backwards
15 km in 1hr.

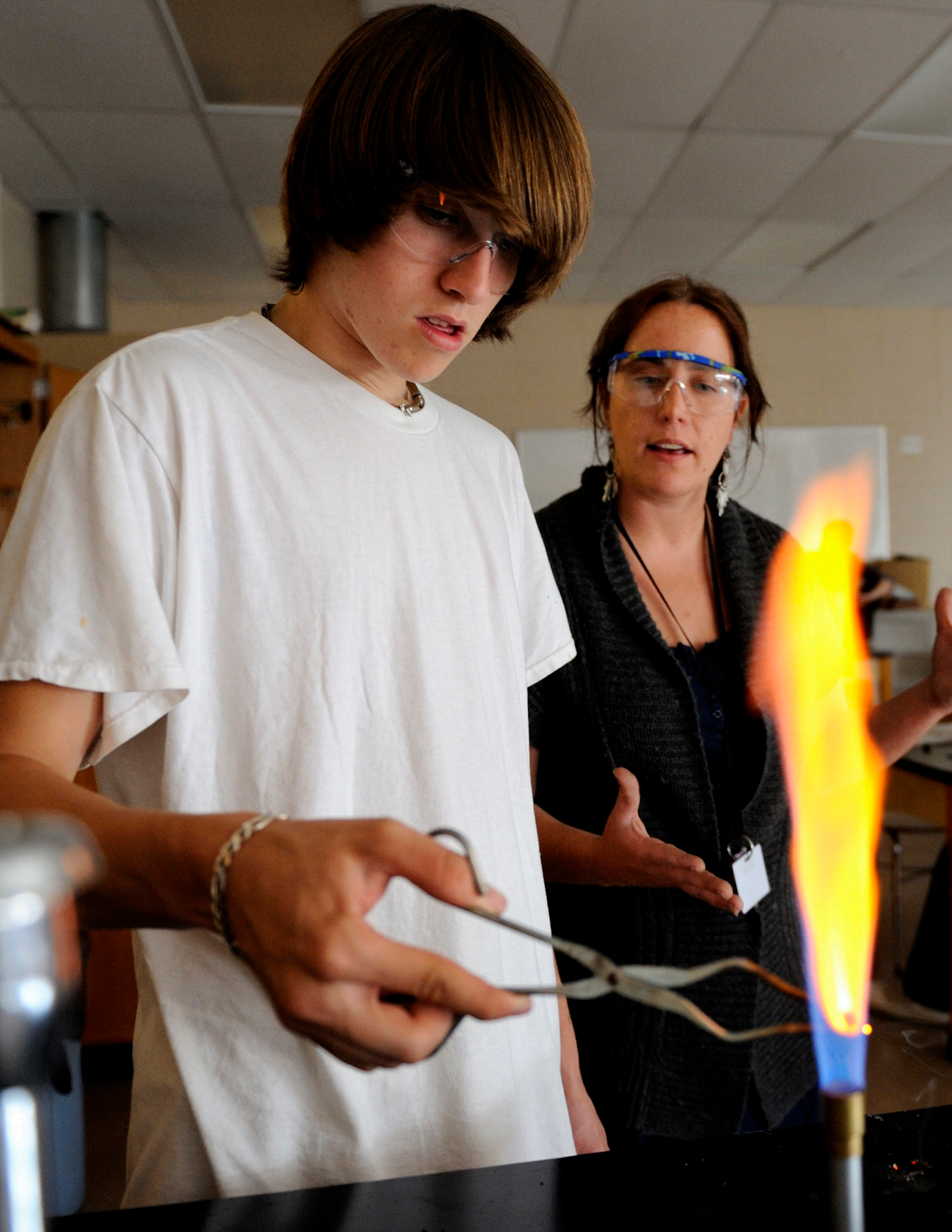
Considerations

Exceptional Child Education

Students with exceptional needs may require additional behavioral supports to be successful in the classroom. Functional behavioral assessments (FBAs) are used frequently to determine the reason a student is exhibiting a particular problem behavior. FBAs use direct and indirect methods of data collection to determine the function (purpose) of a behavior and to define the occasions in which the behavior takes place. Teachers conducting an FBA may utilize an ABC chart to determine the antecedent-behavior-consequence sequence for the problem behavior within the environmental context. Other data collected for an FBA may include interviews and rating scales, etc.

The information gleaned from the FBA will help the teacher and IEP develop a hypothesis which defines the possible function of the behavior. Student behavior most frequently falls into one of the following four categories: attention (to gain social attention from others), access (to gain a reinforcer), escape (to avoid a task or situation), or sensory (automatic reinforcer). The FBA helps the teacher develop an effective behavior intervention plan (BIP) that can address the problem behavior. BIPs include a plan to teach a replacement behavior that has the same function as the problem behavior. Additionally, BIPs include necessary.

More information on how to conduct simple FBAs can be found at http://basicfba.gseweb.org/forms-resources/



Considerations

Project-Based Learning (PBL):

Within PBL, it is vital that the teacher consider the following:

Well-designed structures facilitate creativity. Much like architects, teachers can design systems that fit student needs. For example, if students need to move from place to place, the teacher can create space for movement. Teachers can also create spaces that are free of distractions. The teacher can also set expectations and provide modeling and feedback for operating within those expectations.

Students need to engage in deep work to hit a state of flow or ability to continue their learning. Teachers need to ensure that multiple transitions are kept to a minimum so that there are longer stretches of time to engage in project work. When there is time to hit a creative flow, students learn at a deeper level and retain more of their knowledge.

Teachers need to set clear expectations. During the first PBL unit, teachers will likely have students who have never experienced PBL. They will need to know how to do it and what they are expected to do. Teachers should clarify expectations. Norms can be created together with students. The goal is to make, model, and practice procedures with students.

The noise should never get in the way of the learning: There should be expectations regarding a general volume level during collaborative work. Teachers can also create moments of strategic silence throughout a project such as silent quick-writes.

A system of awards and punishments are not needed: There is a time and place for external motivation. Teachers can have students sign group accountability contracts at the start of each unit. However, students tend to be more accountable to each other when they have to work interdependently. Additionally, authentic student engagement leads to a decrease in behavior issues within the classroom.

APPLICATION

Behavior Momentum

The Ignoring Game

Group Contingencies

Choice

Good Behavior Game

Contingency Contracting

Positive Peer Reporting

Token Economies

Phase Level Systems

Behavior Momentum

Behavior momentum is a strategy that is useful as a sort of trick to get students to comply with requests that might be considered to be low-probability. That is, requests with which the probability of student compliance is considered to be low. The big idea of behavior momentum is to get a student going with simple high-probability requests (those that are very likely be followed by student), providing reinforcement, and then using this as momentum to begin introducing more difficult low-probability requests (those that are less likely to be followed by student). It is important to note that, like many of the strategies presented in this toolkit, behavior momentum is a trick – something we do to kick-start behavior. It may or may not work, but it is simple enough to try.

Behavior Momentum: Example

Ms. Connell teaches sixth-grade and has a student, Andy, who has challenged her patience by avoiding work on a math project for well over a month. Every time she brings the project up to Andy, he sighs, moans, and moves in a frustratingly slow manner as to never really get started. Being familiar with behavior momentum, Ms. Connell begins by considering what she would say to reinforce Andy if he complied and worked on the math project the next time he was asked. If he were to ever agree and get even a little work done on it, she thinks it would be appropriate to compliment him on being responsible. For example, she might say, "Wow, Andy, that's a very responsible decision, good for you." Thus, as part of the behavior momentum process she sets out to create multiple high-probability requests that will allow her to say that same thing to him.

The next day, she approaches Andy and begins setting up the behavior momentum strategy. "Hey Andy, I'm so glad to have you in my classroom. I don't always get students who are as responsible as you. In fact, because you're so responsible, would you please erase the board for me? I don't trust just anyone to do that, but you are responsible for yourself." Knowing Andy, Ms. Connell was pretty sure that he would jump at the chance to erase the board and that gives her an opportunity to provide the first round of praise to build momentum. Andy acts somewhat surprised, but nods and immediately moves to the board to complete the task. As he returns to his seat, Ms. Connell approaches, "Wow Andy, thanks so much for erasing the board. You are always so responsible for yourself – it's a maturity you have and I appreciate it."

Ms. Connell then takes a minute or so before approaching Andy for round two. "You know, just because you are so responsible, and I know you follow through with things, would you be willing to also help me move these books to the back table?" Again, Andy shrugs, nods, and quickly moves to move the books. As Andy completes the task Ms. Connell returns. But now she has a decision to make. Should I try for a third momentum builder or are two rounds enough momentum to push him into compliance with the low-probability request. In this case, she believes two momentum builders are sufficient and goes straight to the low-probability request. "I wish I could always have students who were so responsible. It's fun to have people like you who are mature and responsible who know how to get things done. Let's see is there anything else? I know, it would be really responsible to get going on that math project."

Ms. Connell had set a trap for Andy. She made him feel so responsible in hopes of using it as momentum. In this case, it worked, and Andy agreed to get moving on the math project – to which Ms. Connell provided lots of assistance and praise. It is also possible that he might have seen right through this and said, "Nice try." Either way, it was a simple strategy to try – and Ms. Connell did get her board erased and some books moved. Further, it at least created an opportunity for some positive exchanges between Andy and Ms. Connell.

Considerations

1. This is a compliance strategy and not an instructional strategy. It is used to get the student to do something they already know how to do. Be sure the student is fully capable of performing the low-probability request.
2. It may take some questioning or other monitoring to determine what constitutes a high-probability request for an individual student.
3. With younger students the high-probability requests can be very simple (e.g., touch your ears) but with older students the high-probability requests require some thought to find things that are relevant and natural.
4. This requires at least two or more repetitions of the high-probability, depending on the student.

Key Steps for Effective Implementation of Behavior Momentum:

1. Identify a student who refuses or is reluctant to engage in a required activity.
2. Plan for intervention
    - Consider relevant praise where the student complies with the target task: Getting started on work might be "Wow, you're a hard worker." Cleaning up might be "That's very responsible of you."
    - Develop a series of simple high-probability requests for which compliance could reasonably result in the same praise statement
3. Implement strategy
    - Address student and acknowledge understanding of predicament
    - Make a very simple high-probability request of student
    - If student complies, be very direct in praising – using same language as would be appropriate if student complied with low-probability request
    - Move away briefly – then return for another high-probability request
    - After two to three successful trials make a large praise statement about student's work then make the low-probability request
    - Help encourage student by offering support for compliance
    - Upon compliance, provide larger reinforcers that are functional for the student
4. Monitor success and fade
    - If the strategy is not successful in prompting behavior after a few trials, stop using the behavior momentum strategy

Self-Assessment Tips:

1. Record the number of times a student has been asked to complete a task and his or her typical positive response rate. Use this as baseline data to determine whether the strategy is successful.
2. Track the number of high-probability requests provided each day to determine whether that number is sufficient or is in need of fading.
3. Track the number of minutes the student spends on a low-probability request and work to increase that time instead of requiring that the task be completed.

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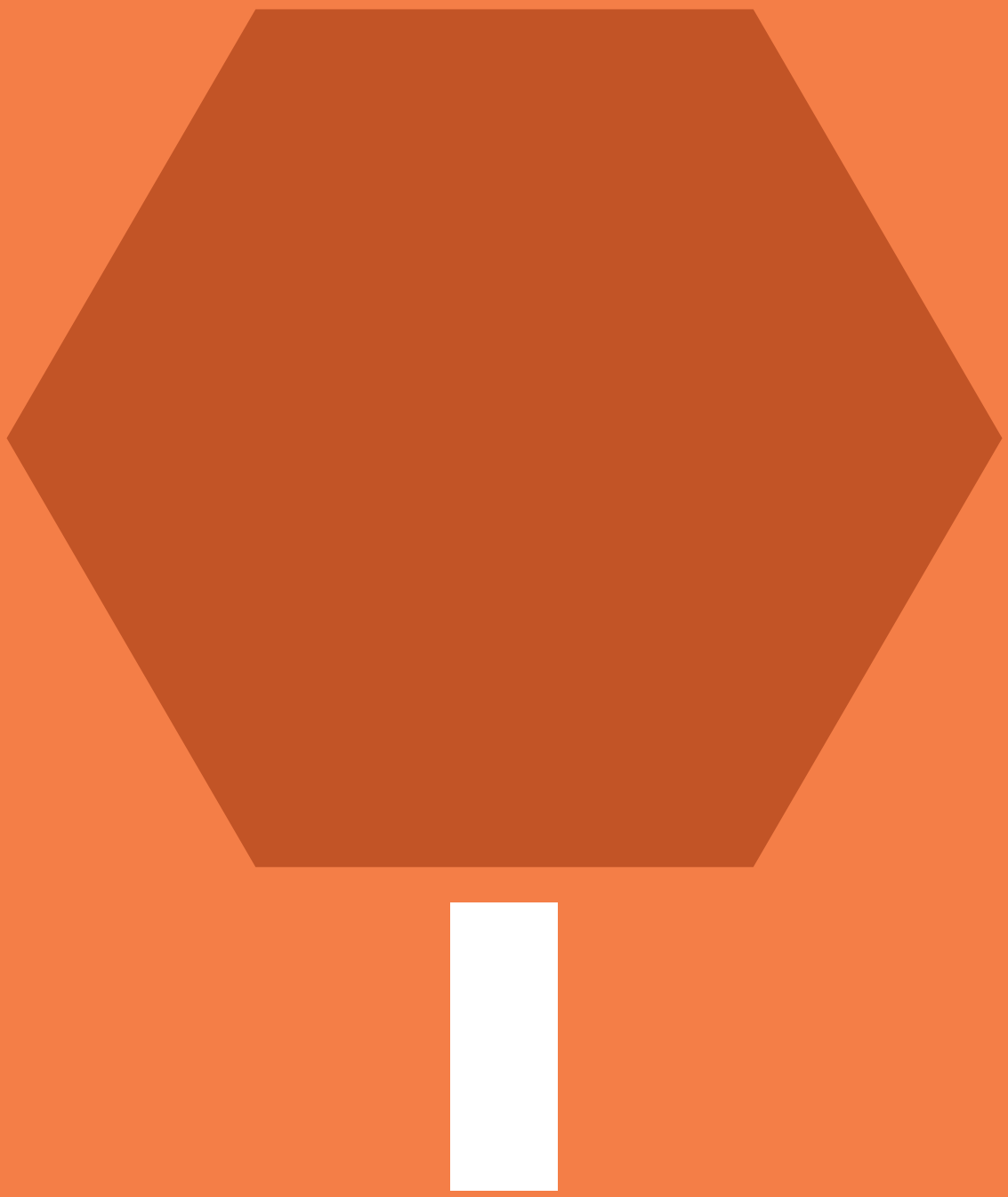
Belfiore, P. J., Basile, S. P., & Lee, D. L. (2008). Using a high probability command sequence to increase classroom compliance: The role of behavioral momentum. *Journal of behavioral Education*, 17(2), 160-171.



The Ignoring Game

Student attention to misbehavior is both a distraction from instruction and a spotlight for the student who is misbehaving. The Ignoring Game is a simple strategy for teaching students to remove their attention from misbehavior on command.

The Ignoring Game: Example

Mr. Smithers teaches fourth-grade in a small rural elementary school. The group of 24 students is somewhat unfamiliar with a structured classroom setting and Mr. Smithers learned quickly that the students were very prone to having their attention diverted by competing distractors. Chief among these distractions was a particular student, Jimmy, who threw severe tantrums when he was feeling alone or in need of attention. His tantrums were very entertaining, (e.g., screaming, laying on the ground, convulsing) attracting the attention of other students who sat frozen in awe while he soaked up the uninterrupted attention. As part of a solution to this problem, Mr. Smithers first taught Jimmy a series of alternative behaviors for gaining attention including hand raising, ringing a bell, and even calling out. He continued to find the intensely focused attention of the other students to be a larger reinforcer than what he could obtain for appropriate behavior. To combat this, Mr. Smithers moved to teach the entire classroom, including Jimmy, to ignore on demand.

This process began by teaching all the students the act of ignoring. Mr. Smithers taught and modeled ignoring as looking down at one's desk and engaging in reading, writing, coloring, or other focused behaviors that did not attend to any other activities in the classroom. He practiced this with the entire class and reintroduced the concept on a daily basis. After a week, he introduced the Ignoring Game and told the students they could all earn extra free time and recess if they could all remember to ignore things when he yelled the signal, "Ignoring Game!" They practiced that several times and he told them that he would be testing them sometime later in the day. After several prompts he left the room and then came back in wearing a hat and holding an open umbrella. He yelled "Ignoring Game!" and then jumped up on his desk and did a brief tap dance. Of course, every student sat staring at him in disbelief – no ignoring. Mr. Smithers was prepared for this. He stopped and stepped down from the desk, reminding the students that they were not ignoring. They realized what had happened and all abruptly turned to their desks, working as if they would have seen nothing. He told them he would give them another chance and over the next couple of days he found other opportunities to practice in this same manner until the students were able to totally ignore his wild demonstrations.

On track with his normal frequency, Jimmy had another of his tantrum episodes within a week of completing the class training and Mr. Smithers was able to immediately call for the Ignoring Game. After very briefly looking at Jimmy, the students pulled their attention and focused intently on the work at their desks. Both Mr. Smithers and his instructional assistant were able to deal very effectively with Jimmy while the other students ignored the distraction and they found that Jimmy's tantrum ended more quickly in the absence of peer attention. Over time, they were able to significantly reduce the duration and intensity of tantrum behavior with Jimmy.

Considerations

1. Ignoring Game is much more likely to be useful with younger students or with students that have lower cognitive functioning.
2. The Ignoring Game is a strategy for controlling the attention of peers – it is not a strategy that includes removal of teacher attention.
3. Productive use of the Ignoring Game requires effective instruction by the teacher – defining, modeling, and practicing how to ignore.
4. Students must be provided with immediate verbal feedback in addition to the agreed upon contingent reinforcer for appropriately complying with the game.
5. The Ignoring Game is most effective when the function of the offending student's behavior is to access attention, otherwise the withdrawal of attention may worsen the problem. You must know the student to understand if the behavior is attention seeking or a behavior concern.
6. Monitoring student behavior is an essential means of assessing the effectiveness of the program. As success is noticeable the Ignoring Game can be faded by providing more natural reinforcers and attention for appropriate ignoring.
7. As the target student begins to decrease behavior more effective and natural replacement behaviors can be introduced.
8. Teach students how to respond to non-verbal cues for redirection.

Key Steps for Effective Implementation of The Ignoring Game:

1. Determine the length of time that students must ignore before receiving the reinforcer.
2. Teach Ignoring Game to students
   - Define behaviors and describe criteria for success
   - Model and demonstrate
   - Provide opportunities for student practice
3. When ignoring is called for, announce loudly to all that the Ignoring Game is in effect.
4. Reinforce all students who are ignoring the inappropriate behavior
   - Immediate praise
   - Reinforce if criterion is met
5. When students fail to properly ignore, correction is in order.
6. Monitor correct use of ignoring and effect on misbehaving student(s).
7. Fade the procedure over time to become more natural.

Self-Assessment Tips:

1. Keep data on the number of disruptive behaviors that target students engage in and monitor for change.

2. Self-monitor how often you use the Ignoring Game and how well the students are complying with the game.

REFERENCES AND RESOURCES:

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Group Contingencies

Like the Ignoring Game, group contingencies can be an effective strategy for controlling group behavior. But where the Ignoring Game works solely to promote student ignoring, group contingencies can be used to promote a number of behaviors. The keys behind group contingencies are the concepts of teamwork and peer pressure.

Group Contingencies: Example

Ms. Roberts teaches a health class with 22 students. She has one student, April, who frequently makes inappropriate comments to get positive attention from peers – and it works very well. A well-placed comment will get the entire class to laugh and quickly remove attention from curricular tasks. After some consideration, Ms. Roberts is reasonably certain that the function of April's behavior is to access peer attention, but the problem is that she does not have anything to offer that is better than the authentic peer attention that is readily available. As part of a group contingency, Ms. Roberts offered the entire group a desired outcome, a game day, for providing class attention only to positive comments for one week. This created two new circumstances in the classroom. First, assuming that April likes game day, it removed some of her incentive to make inappropriate comments. But it also removed her peers' incentive to laugh at her comments as they had something to lose.

On the first day of the group contingency, Ms. Roberts explained the contingency, and offered that she would be the one to provide attention to any inappropriate comments. She also offered several suggestions to the group for the types of comments that should be recognized positively by the class. At one point, April made an inappropriate comment that was immediately ignored by the group. Ms. Roberts spoke privately with her and reminded her of the expectations, including how to gain attention in a positive manner. Over time, April's inappropriate comments became less frequent. In this example, the group contingency was used to control a single student behavior by reducing the impact of group attention.

Another use of the group contingency strategy is to encourage students to engage in behaviors that are either too slow or too infrequent across an entire group of students. For example, Mr. Elmore teaches high school math and finds that his students struggle with completing their in-class assignments. Mr. Elmore is familiar with the group contingency and decided to apply it to this problem. Like Ms. Roberts, he offers a classroom game if everyone completes their assigned in-class assignments each day of the week. Of course, this assumes that all of his students have the ability to complete these assignments – and Mr. Elmore believes this to be true. This is important because, if there is even one student who cannot do it, the entire group is punished. Thus, group contingencies are not for teaching new behavior. Rather, they are for encouraging students to comply. After explaining the group contingency, Mr. Elmore implements his standard in-class assignment routine, but now uses a range of frequent verbal reminders, "Wow, lots of people working on the assignments, good chance of game day Friday." When it is not working he often acts as if he is talking aloud to himself, "Hmmm, I'm not sure if this class will earn the game day. It seems like not every group is working to get their assignment done today." At the end of the week, Mr. Elmore congratulates the class on their success and provides the incentive as promised.

The key to any group contingency is to get the students thinking about teamwork – to support and encourage one another for the good of the group. From the teacher's perspective, the group contingency must be set up for a very high probability of success. Group contingencies that fail can have wider negative repercussions for students who are now angry at one another. The major caveat when using the group contingency is the student who relishes negative attention as much as positive attention. For example, Mr. Elmore had one student, Betty, who seemed to enjoy playing the villain with her peers. After the first description of the group contingency, Betty stood up and pointed to the rest of the class, "Screw you all, I'm not doing my assignment so don't plan on a game day, morons!" Betty knew that her fellow students would respond with anger – but it is exactly the type of direct attention she craves. Because of this, Betty was able to sabotage Mr. Elmore's entire group contingency plan.

As a first rule of thumb with group contingency, it should not be used when we know that a student like Betty is likely to take the negative attention instead of the positive incentive. If a student does unexpectedly react in this negative way, there is a fix. After Betty's

remarks to the group, Mr. Elmore quickly moved to her and stated, "Yes, I know you don't want to be a part of this, that's why it does not include you." Generally, a student will be startled by this revelation and may even argue that it's not fair. This gives the teacher the opportunity to let the student talk their way into the plan. Betty is taken aback and responds to Mr. Elmore, "What? Wait, why doesn't this include me?" To this, Mr. Elmore simply answers, "Because I thought you wouldn't want to – but if you want to you can – just let me know if you're willing to be a part of the group to try." This is not a strategy – it is a manner of saving a strategy that is not going well. If you have a student who you fear may react in this way, do not use group contingencies.

Considerations

1. Make sure that every student is capable of completing the contingency or has the necessary assistance to complete it.
2. Teach exactly what is expected and any relevant alternatives to misbehavior.
3. Avoid using with students who are strongly oppositional and those that relish negative peer attention.
4. Provide prompts and reminders to facilitate success.
5. Start with smaller expectations and grow them as students are successful.

Early Childhood Considerations

Group contingencies may not be as effective for young children given that the reinforcement is not delivered immediately. It is more difficult for young children to make connections between desired appropriate behavior and the reinforcer if there is a delay.

Key Steps for Effective Implementation of Group Contingencies:

1. Identify a target behavior to increase or decrease
   - All students must be able to perform the target behavior
2. Make Plans for Implementation
   - Develop a contingency for success that is very reasonable to facilitate
   - Determine the reinforcement to be used for the entire group
   - Match consequences to function if possible
3. Teach to students
   - Define and model the key behaviors (positive and negative)
   - Teach the criteria for success
   - Promote as a team-based activity
4. Monitor and record progress to determine whether target behavior occurs more/less often.
5. Fade group contingencies back to simple teacher praise of target behavior.

Self-Assessment Tips:

1. Put one group contingency into place in one classroom and context. Monitor success of the entire contingency. If it is working, increase expectations.
2. Keep track of your own use of reminders by using a golf counter or other device. See if you can increase prompts as the group contingency begins and then decrease later.

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Choice

Providing students with specific choices is another strategy that can be useful to get students to comply with directions to complete a specific task. In its simplicity, choice making involves providing the student with two equal options, one of which is the original request and the other of which is a different but equally important and demanding task. The key is to put the decision making on the student, allowing him or her to take responsibility for making some of the decisions about his/her own work demands. When using choice, it is often effective to target a very specific task that is often a point of contention between teacher and student – a request that often meets with non-compliance and argument.

Choice: Example

Mr. Teller teaches seventh-grade language arts and has a time each day when he asks all students to take some time to work in a small group. Each time he makes this request, he gets a big argument from Kayla. It has become so predictable that he has come to dread asking her. After giving it some thought, Mr. Teller has decided to use a choice strategy with Kayla and starts with the simple request. "Okay, it's time get the vocabulary done – Kayla, Eddy, Fran, Sean – please get your work out." As expected, Kayla responds to this in a stern and solemn manner, "No way, I'm sick of this and I'm not doing it again." Mr. Teller expected this and has a choice option ready to present. "Well this is the required activity, Kayla. But you know, I think you are probably mature enough to make your own decisions about what you do. I tell you what, I'll give the decision to you. You can either get your vocabulary work out and work on it now or you can get your journaling book out and get three pages written. I'm going to leave it totally up to you because you're old enough to make these types of decisions – so which one do you want to do?"

Anyone who has ever worked with challenging students knows what happened next. Kayla makes very clear that she doesn't want either option – and tells Mr. Teller, "I want to do some drawing now." Expecting this, Mr. Teller stays very calm and continues to provide Kayla with the same choice. "But that's not one of the choices. You can either get your vocabulary done or you can work on your journal – it's totally up to you." Kayla responds, "I'll do one later, but I want to draw right now." And Mr. Teller continues with his broken record strategy of repeating the choice, "That's not one of the options. I'm giving you two options – both are totally up to you. Which one do you choose?" After a few repetitions, Kayla acquiesces with a deep sigh, "Okay, I guess I'll do the stupid journal." Mr. Teller responds to this with great delight as if Kayla had really made a great decision. "Wow! That's a great decision – that'll really get you ahead. Let's get your journal and a pencil."

Considerations

1. Sometimes the illusion of choice is just as good as a choice – especially for younger students. Giving them a choice between two equal books is obvious but a choice between writing with a pencil or a pen might also work similarly.
2. Sometimes this strategy just continues, and the student refuses to decide. Under these conditions you know that choice is not going to be an effective intervention and you'll need to move on to try another strategy. Remember, it's a trick that may or may not work. But, like behavior momentum, choice is an easy strategy to employ and if it doesn't work you're not out much effort.
3. It's critically important that the choices are equal and do not constitute an ultimatum.
4. Choice is also a good manner of reminding students of consequences. In this manner the teacher simply reminds the student of a standard consequence and communicates that the student is making a choice to receive or avoid that consequence.

Key Steps for Effective Implementation of Choice:

1. Identify a student who refuses or is reluctant to engage in a required activity.
2. Plan choice options
   - Choices must be equal in effort and time requirements
   - Choices must be appropriate and beneficial to students
   - Find times and conditions when a choice is appropriate for the teacher
3. Provide student with two preferred options
   - Make clear that the choice belongs to the student
   - Teach how to make a choice by sequencing paired options
   - Present choice opportunities in a consistent manner as part of task directions
   - Reinforce choice making
4. Monitor to assess success
   - Assess whether student is making choice
   - Assess whether student misbehaviors decrease as a result
5. Fade choice opportunities by building on success.

Self-Assessment Tips:

1. Record the number of times a student has been asked to complete a task and his or her typical positive response rate.
2. Track the number of choice requests provided to determine whether it is working and is in need of fading.
3. Track the number of repetitions of the choice that are necessary to see student initiation of a response.

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Good Behavior Game

The Good Behavior Game, is set up by the teacher to create a competition for good behavior points among student teams. In most versions, the teacher defines misbehaviors and takes points from teams whose members exhibit examples of problem behavior. However, having the teacher define appropriate behaviors, encourage students, and provide points is a much more positive variation of this strategy. In this version, at the end of a set period of time, the team(s) with the highest number of points is deemed the winner and receives some pre-established reinforcer.

There are two ways to create the competition that are the key to the Good Behavior Game. The first is to simply have two or more student teams to compete and the other is to have all the students as a single team competing against the teacher. The team versus team version is effective when target behaviors are focused on simple counts such as tasks completed. In this way, the teacher simply awards points for each task and points are withheld until a new task is completed. However, consider a behavior such as raising hands instead of calling out. In this case, simply providing points for a raised hand may cause hand-raising to increase while call outs do not decrease. One solution to this is to also take points away from teams for misbehavior but this creates a response cost system that will potentially create more negative side-effects. To minimize this, the game can be developed in the team versus teacher version wherein the teacher is awarded a point when students misbehave.

Good Behavior Game: Example

Mr. Flint has taught his sophomore history class to raise their hands to get his attention and has implemented a team versus team version of the Good Behavior Game. He described the game to the entire class and divided them into equal teams – notifying all that the winning team would get a homework pass to be used in the next week. Each time that a student raises a hand during class, he acknowledges the student and tallies a point in the class square on the board. Conversely, when a student calls out, he provides a basic correction and then tallies a point in the other team's square on the board. He continues this throughout the period and then counts the points in each square to determine the winner. Over time, he begins to increase the length of the game, moving it to two days, one week, and eventually one-month intervals. By the last quarter, he was able to completely fade the game out.

Considerations

1. It is recommended that the teacher consider specific periods of time wherein this strategy would be most effective and to use it exclusively during these times.
2. Because the purpose of this strategy is to provide students with a focus on appropriate behavior, all targeted behaviors must be clearly taught and contingencies for the awarding of points explained.
3. The teacher must decide whether to award points on an event-by-event or interval basis. As a general rule it is recommended that the game begin with event-based and move toward an interval system as the students demonstrate success. That is, students would initially be awarded points for every positive behavior but later would be faded to receive points for periods of time without the problem behavior.
4. Provide prompts and reminders to facilitate student success.
5. Allow both teams to access reinforcer in the event of a tie.
6. It's a good idea to revise teams on a regular basis to maintain different teams and to equalize as necessary.
7. A response cost system is a system in which a student is "fined" and loses a token or point for an infraction.

Early Childhood Considerations

The Good Behavior Game should not be used with preschool-aged children, as the competitive aspect and delayed access to reinforcer are contraindicated in early childhood.

Key Steps for Effective Implementation of the Good Behavior Game:

1. Consider a time or activity during the day when this strategy would be necessary and effective.
2. Group activities such as full class instruction are good target times.
3. Consider times when there are specific misbehaviors for which there are clear alternative behaviors that can be taught and reinforced.
4. Teach to all students.
5. Define target behaviors (focus on what students should do).
6. Define the points and how they'll be delivered.
7. Consider whether to use event or interval-based criteria for reinforcement (Generally good to begin with event-based and fade to interval-based)
8. Practice with all students.
9. Implement the strategy.
10. Create teams or have the entire class versus the teacher.
11. Revisit all the rules.
12. Provide points or correction throughout the period (record points publicly).
13. Provide reinforcer at end to winner(s).
14. Monitor to ensure that strategy is effective in decreasing problem behavior.
15. Fade game by making points more difficult to gain then remove and use verbal praise.

Self-Assessment Tips:

1. Use points as data to determine effect of intervention.
2. Count your own reminders – increase to positive affect team success and decrease as a manner of fading.

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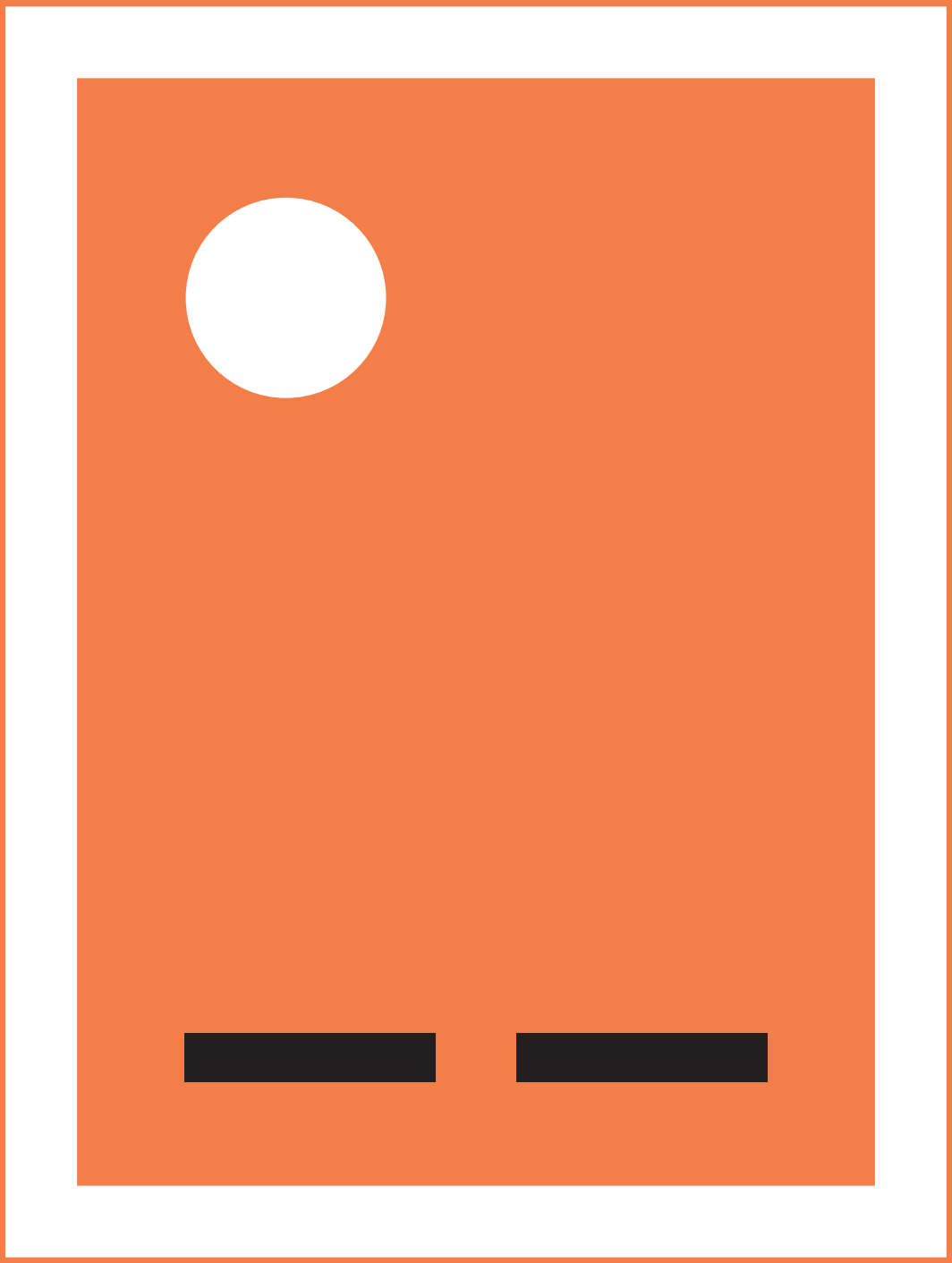

Contingency Contracting

A behavior contract is simply a written agreement between the student and teacher regarding the reinforcement that is available for a very specific type and level of behavior. This strategy is useful for students with the ability to behave appropriately, but have difficulty following through due to a lack of motivation. The advantage of behavioral contracting is that it formalizes the contingencies for reinforcement and involves the student in the process. Sometimes the simple act of having a conversation with the student about the desired behavior and discussing the contingencies for positive and negative outcomes is the most important part of the contracting process.

Contingency Contracting: Example

Ms. Darby is a fifth-grade teacher. She is frustrated that she is constantly reminding Alan about getting his work done – but it does not seem to really make much difference. Ms. Darby is not sure whether Alan forgets, is distracted, or simply just doesn't want to comply. But she does know that Alan is capable of doing the work, and that's a big part of why she is so frustrated with him. After noting in her grade book how infrequently Alan has completed his basic assignments, she decided that she needed to try a contingency contract with him. During independent student work time, she called Alan aside and told him how concerned she was with his missing assignments. She made clear that this was a concern for his well-being and not her own frustration. Making the point that Alan would not be able to move along to the next grade with the skills he needed to be successful, Ms. Darby proposed that they come to an agreement for Alan to earn something special for completing work.

Alan perked up at the mention of this and quickly asked whether he might work for an expensive pair of shoes. While she did not dismiss the shoe idea, Ms. Darby suggested that they start small and work their way up. She asked Alan what he really enjoyed about school. Alan thought for a moment and responded that he really liked having time to work on art projects – but he only was able to very rarely. Ms. Darby suggested that their first contract include completed assignments each day for one full week in exchange for an hour of uninterrupted art time on Friday. She told him that she could stay back during lunch and allow him to eat in the room and work on art. Alan was enthusiastic about this idea. Ms. Darby wrote the terms on a piece of paper and reviewed the terms with him. They both signed the document and Alan returned to his desk. He immediately pulled out his assigned work and began working. Ms. Darby praised Alan's work and reminded him that his actions were going to pay off for him.

Two days later, Alan seemed distracted and did not immediately begin working on his assignment as usual. Ms. Darby approached and reminded him of the contract, but Alan didn't seem to respond. At this point, Ms. Darby asked Alan what art project he was planning to do if he completed the contract. Alan described his intentions with some excitement and Ms. Darby quickly picked up on this enthusiasm – telling Alan that she thought it was a great idea and she hoped he would get the assignment completed. He jumped back to work and completed the assignment – and did the same the next two days to complete the contract. Ms. Darby provided praise for Alan's attention to task and reminded him how much the work would benefit him in the future. She informed him that he had completed the contract giving him time to work on art at lunch and inquired about his interests for the next contract.

Considerations

1. The correct reinforcer amount is just enough to motivate the student to be successful, and no more. This is sometimes trial and error – too little will not work and too much will make it difficult to fade.
2. Reinforcers are limited to things that can be provided in a natural manner. Curricular-based reinforcers are the most natural and easy to fade.
3. Fade contracts to be less frequent and increasingly subtle in nature. Move from writing down contracts for minor problem behaviors to establishing verbal expectations and rewards for these behaviors. Reserve written contracts for the most problematic behaviors.
4. Behavior contracts must be faded over time – extending both the amount of behavior and the length of time.

Key Steps for Effective Implementation of Contingency Contracting:

1. Identify a problem behavior. (Student talks out during math class.)
2. Determine the most appropriate replacement behavior. (Student raises their hand and waits to be called on before talking.)
3. Establish a meeting time and place to create a written behavior contract. ("After lunch, let's sit at the reading table and write a contract to help you remember to raise your hand rather than talking out during math class.")
4. Write the contract using age-appropriate wording and a form of an "If…then…" statement.
5. For the first contract, modify the criteria so that the student is more likely to have initial success. (Student will raise their hand instead of talking out in 50% of opportunities during math class daily for one week.) Be sure that the student's incentive for engaging in the correct behavior is met with an outcome equivalent to the function of the problem behavior. (If the student calls out to get peer and adult attention, then reward them with an activity that appropriately gives them access to peer and adult attention.)
6. Mutually determine an appropriate reinforcer for meeting the criteria. ("How about you will be in charge of the game at recess on Friday if you raise your hand instead of talking out all week?")
7. Teach the student how to come to an agreement that both the teacher and the student feel is fair. (Talk to the student about arriving at an agreement where there is a benefit for both parties).
8. Specify the criteria in writing so that the student and teacher are clear on the expected behavior, rewards and duration of the contract. ("Let me write this down so that we'll both remember. If you raise your hand instead of talking out during all of math class for the entire week, then you will run the game at recess on Friday.")
9. Schedule times for monitoring progress, provide verbal reinforcement as the student performs the target behavior specified in the contract and provide reinforcers immediately when and if criteria are met. ("I'll check in with you before and after math class every morning to remind you about raising your hand instead of calling out and on Friday at 1:00 PM, if you've remembered to raise your hand all week, you'll be in charge of the game at recess.")
10. Review criteria - both teacher and student sign written agreement.
11. Make two copies for both the student and the teacher to refer to. ("I'm going to tape a copy to your desk and I will keep a copy, too, so we can both go over the agreement if needed.)
12. Monitor the plan by recording whether problem behavior occurs less and/or appropriate behavior occurs more. (Student raises hand instead of calling out 95% of the time.)

Self-Assessment Tips:

1. Monitor not only success and failure with the contract, but also the number of reminders necessary to get success. Future versions of the contract might incorporate a limited number of reminders.
2. Keep copies of all contract forms as evidence.

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Positive Peer Reporting

Positive peer reporting is another class-wide strategy that is focused on teaching students to identify and reinforce positive behaviors amongst peers. The idea is by creating incentives for students to recognize their peers, students will be motivated to engage in behaviors to elicit recognition from their peers. The key to positive peer reporting is in the encouragement of students to think about and recognize positive behavior. This will be most effective for students who typically do not receive positive peer attention. Positive peer reporting will not happen automatically and will require significant teacher instruction, practice, and encouragement. Further, the teacher will need to create opportunities for positive behavior, especially for those students who rarely engage in positive behavior on their own. In other words, the teacher must push and encourage positive behavior in order to facilitate the positive reporting system.

The effective use of positive peer reporting involves teacher praise of students who make positive comments about peers. In addition, the teacher can use positive comments to "pile on" with students who rarely receive positive feedback, seconding students' positive comments and creating more public acknowledgment. Because there is often little incentive for students to be more positive, attaching other reinforcers to positive reporting is generally necessary. The idea is to generate enough positives all around that incentives can be readily faded.

Positive Peer Reporting: Example

Mr. Todd's high school math class is made up of students who have failed math in the past. This is a group of very challenging students that spend a great deal of their class time arguing and nagging at one another. Being tired of hearing nothing but negative talk, Mr. Todd calls for a class meeting to describe his idea about implementing a positive peer reporting strategy in class. As an example, he looks directly at Dylan in the first row, pointing out that Dylan remembered to bring his book to class, "Great job bringing your book today, Dylan. That's very responsible of you." A few of the students rolled their eyes as he demonstrated these positive statements. Therefore, Mr. Todd made statements to those students too, pointing out that being positive can be anything that would make someone feel good about their own positive behavior. In other words, everyone is doing something right and we can always find something to praise.

Once he believed that all students understood the concept of positive reporting, he set up a more formal version of the strategy. He told students that he would be looking each day to see how many examples of positive peer reporting he heard. To start, he set a goal of 20 for the entire class during one period – one for every student in class. As an incentive, he promised if the goal was met there would be 10 minutes of math computer games. On the first day, the students were enthusiastic, and the goal was easily met. However, Mr. Todd noted the most positive reports came from a few students. He praised the students for their success but then altered the conditions of the strategy. He had popsicle sticks with the names of all the students written on them and he said each time he heard a positive comment about a student he would put the stick in a cup. All sticks had to be gone to earn the incentive. As an additional part of the exercise he often called on specific students and asked them to earn a point for the class by saying something positive. This strategy was especially helpful in forcing practice among students who were otherwise unwilling to participate.

Considerations

1. In most schools, students have little experience in delivering positive statements to peers and may simply not have the knowledge or skills necessary. A key role of the teacher will be to teach students how to deliver appropriate recognition of peers. Students with challenging behaviors typically have significant difficulties in dealing with one another. As such, delivering praise to peers is likely something with which these students will have little comfort. These students may honestly consider a statement such as "You're not as dumb as I thought" to be praise. Instruction of the practice will be critical as these students must be taught a series of basic skills steps: (a) look at the person you wish to compliment, (b) smile when you compliment, (c) make a specific statement about what you see as a positive behavior, and (d) make a statement indicating your approval (e.g., "well done," "great job").
2. Instruction is the key to positive peer reporting – be sure to model often and provide examples for students to emulate.
3. Positive peer reporting is often enhanced by pairing it with the Good Behavior Game or a group contingency. In this combination, teachers provide points for the appropriate use of positive peer reporting, which encourages teamwork to help students to comply with the strategy.

Key Steps for Effective Implementation of Positive Peer Reporting:

1. Teach to all students
    - Teach how to recognize positive behaviors in others
    - Teach how to deliver positive praise to a peer
    - Teach how to accept praise
    - Teach the system
2. Consider connecting to a point system or group contingency
    - Consider connecting to the good behavior game to encourage teamwork
    - Incentivize compliance with the system
3. Implement the strategy
    - Create opportunities for students to engage in positive behavior so that they warrant receipt of positive peer reporting
    - Encourage and prompt students to provide positive peer reports when warranted
    - Provide incentives for continued use
4. Monitor to ensure the strategy is effective in increasing positive student behavior.
5. Fade by removing points and allowing students to continue with less teacher oversight.

Self-Assessment Tips:

1. Monitor both the number of positive and negative statements. If this is working it should result in fewer negative statements as positive statements increase.
2. Keep track of which students are doing the most positive reporting and use that data to direct prompting among those who are not as involved.

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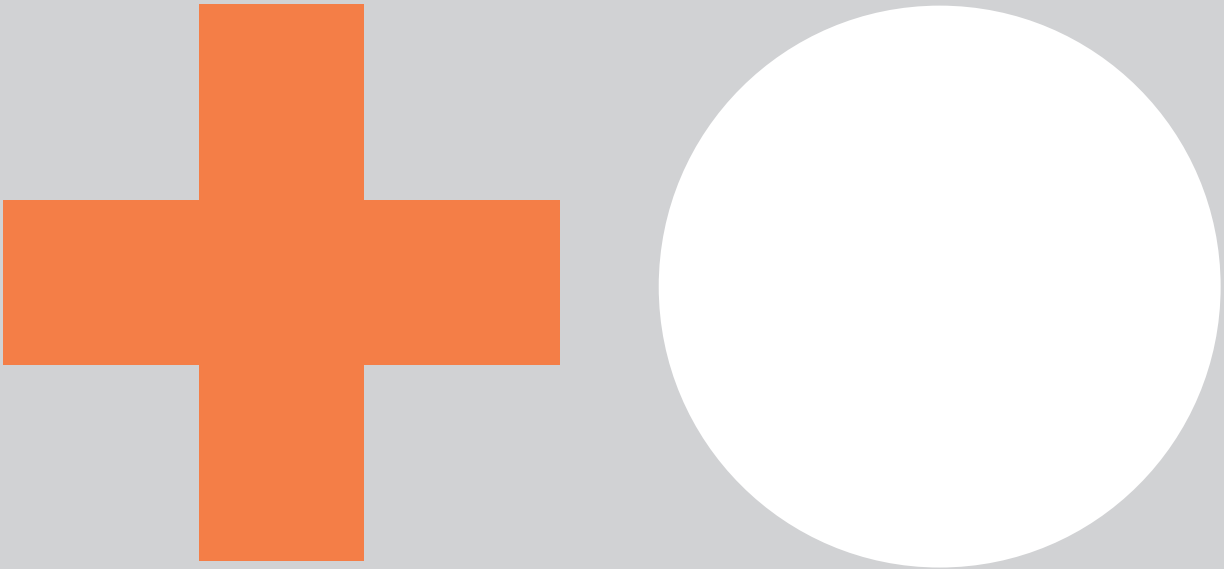


Token Economies

The token economy is a larger systemic strategy with which most teachers have at least some familiarity. Very simply, the token economy provides a point value (i.e., token) for behaviors, both positive and negative, and teachers provide feedback on student behavior throughout the day via the distribution of points.

(Not intended to be used for extended amount of time or as an initial strategy)

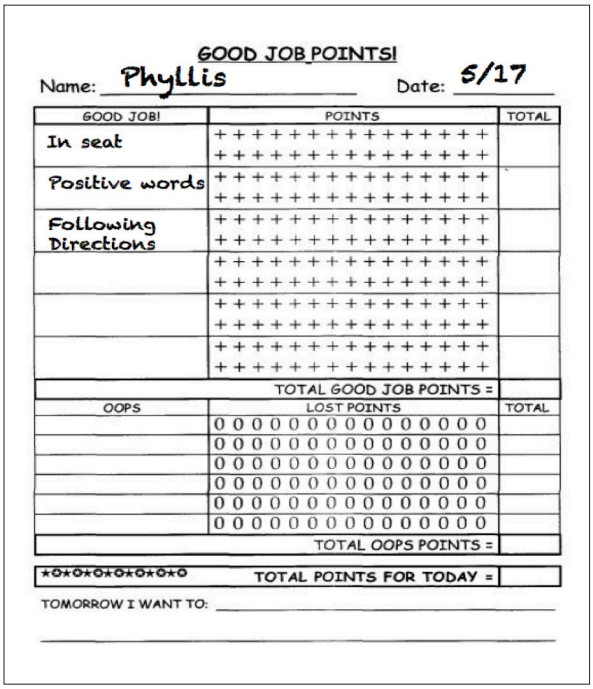
Token Economies: Example

For the typical classroom, the token economy is too intensive and time consuming to be worthwhile. One of the main benefits of the token economy is the ability to provide very frequent and immediate tangible feedback to students. If feedback needs to be delivered on an extremely frequent basis the points can be worth less – so that it takes many more to purchase a reinforcer. In this way, the teacher can provide dozens or even hundreds of feedback points per day without overwhelming a cache of reinforcers. On the other hand, small point values are worth less to students and mean more work for the teacher. Generally, points should be of smaller value and distributed with high frequency early and gradually faded to larger value and less frequent distribution as students' exhibit success.

While the tokens are conceivably useful for every possible student behavior, it is best to teach students a range of very specific behaviors for which points can be earned, as well as those behaviors that constitute loss of points. It is certainly possible to run a token economy without taking points away, choosing to instead withhold token points when behavior is not appropriate. The research on which version works best is mixed and it probably is more a matter of what the teacher feels comfortable using with a select group of students. Of course, if the system can be successfully run without the response cost portion it would be preferable.

The most challenging parts of the token economy are tracking points in exchange for larger reinforcers. It is strongly recommended that teachers maintain the points in a way that avoids tangible tokens. Giving actual tokens means that students have them on hand, creating opportunities for problems including off-task attention to tokens (stacking and counting during work time), losing, bartering, and even gambling. A better idea is to use tallies on student forms with a special colored pen or even having all points kept by a teacher on a clipboard. More student responsibility for points within the system is preferable but not always practical. At the end of each day, students must count their points and chose either to save them toward a larger reinforcement or spend them on something affordable. This exchange time is often referred to as "store" and students often love store time more than any other time of the day. It is best to have a wide range of less expensive items. No matter how much they talk about saving, students are very likely to spend their points every day. An example of an individualized token economy form is presented below.

Individualized Token Economy Recording Form:



GOOD JOB POINTS!

Name: Phyllis Date: 5/17

GOOD JOB!	POINTS	TOTAL
In seat	+ + + + + + + + + + + + + + + + + + + +	
Positive words	+ + + + + + + + + + + + + + + + + + + +	
Following Directions	+ + + + + + + + + + + + + + + + + + + +	
	+ + + + + + + + + + + + + + + + + + + +	
	+ + + + + + + + + + + + + + + + + + + +	
	+ + + + + + + + + + + + + + + + + + + +	
TOTAL GOOD JOB POINTS =		
OOPS	LOST POINTS	TOTAL
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
TOTAL OOPS POINTS =		
★O★O★O★O★O★O★O	TOTAL POINTS FOR TODAY =	

TOMORROW I WANT TO: _____

_____

Considerations

1. The token economy is often complex and requires a great deal of instruction and explanation to keep students' attention. However, once students understand the system it can be extremely effective.
2. One nice thing about the token economy system is that it incorporates data collection for monitoring. Each time that students count up and report their total constitutes a data point that can be used to assess progress.

3. Once a token economy is in place across an entire classroom, it can be difficult to fade students out of the system. To do this generally requires that access to the store be replaced with other, larger and more natural reinforcers that are awarded for longer-term positive behavior.
4. Use of a phase level system is strongly recommended as a companion to token economies for this reason (see next application).
5. There are likely some classrooms wherein the response cost portion was a major contributor to student success – but this means students must receive even more positives.
6. Although the token economy is typically run class-wide, it can be highly individualized or even implemented for a single student. When implemented for the entire class, every student can have individualized targets and even differential point values.
7. Not intended to be used for extended amount of time or as an initial strategy.
8. A response cost system is a system in which a student is "fined" and loses a token or point for an infraction.

Early Childhood Considerations

- In early childhood classrooms, tokens should not be taken away for undesired behaviors.
- Tokens can be earned individually or by the entire class. The latter can promote a sense of community, cooperation, and group cohesion.

Key Steps for Effective Implementation of Token Economies:

1. Plan for token economy implementation
    - Determine what behaviors will earn tokens, what type of token will be used, and the items for which tokens can be traded (i.e., purchased)
    - Consider how students can trade for functional reinforcers (e.g., homework pass, time with peer or teacher, etc.)
2. Teach to students
    - Define behaviors
    - Use examples of how points are earned and spent
    - Role play situations of students earning and spending points throughout the day
    - Post rules and prices as visual reminders of how the system works
3. Monitor students and award tokens immediately upon observation of appropriate behavior
    - Pair the awarding of tokens with verbal praise
    - Use consistently across the day and award to individuals and the entire group
4. Provide opportunities for students to trade in their tokens at a consistent time each day.
5. Monitor student points to assess whether the system is facilitating success for all
    - Individualize as necessary
6. Fade awarding tokens to be less frequent and more subtle
    - Use in conjunction for phase level system to facilitate fading

Self-Assessment Tips:

1. Assess how well each student is doing and use this to make decisions about fading off of the program (i.e., using phase level system).
2. Monitor the most popular store items and price accordingly
3. Monitor success and individualize for students as necessary. This can easily be paired with a contingency contract.

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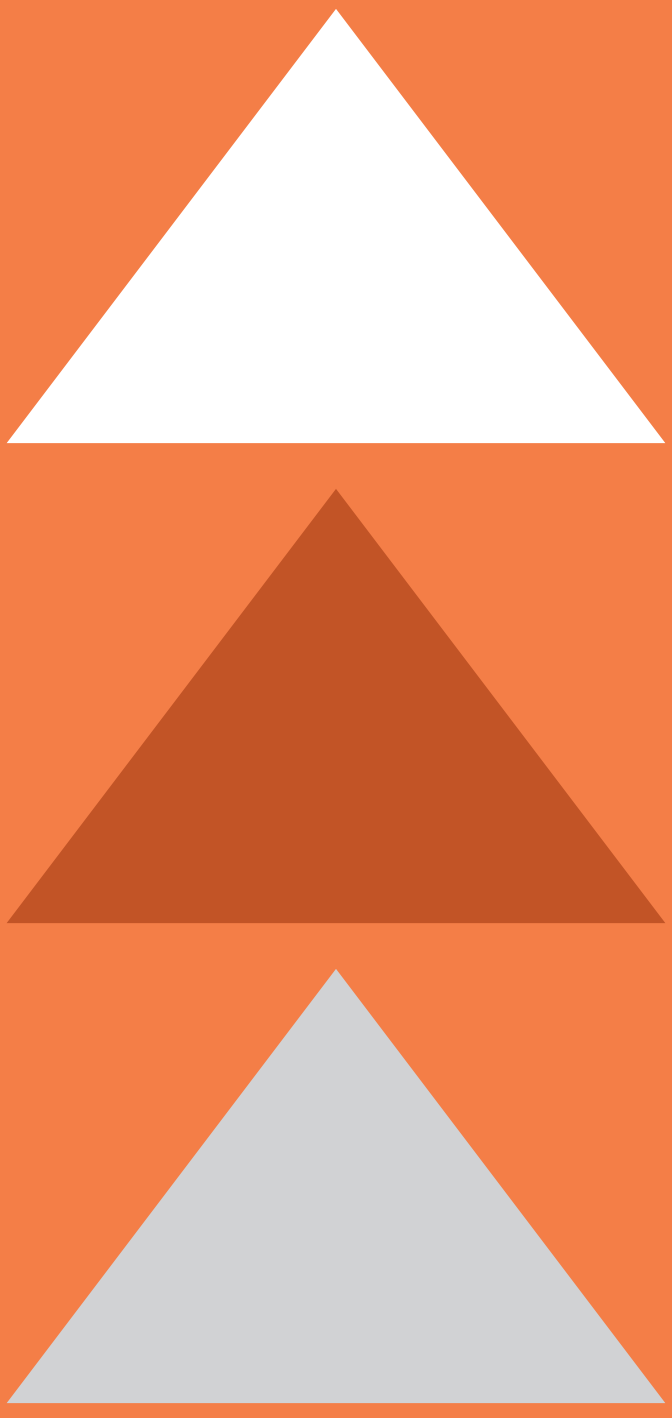

Phase Level Systems

Phase level systems create a continuum of natural privileges that students earn through an accumulation of successes in other systems. Students in a token economy may earn the opportunity to earn points to exchange for tangible items at the store each day. Given the highly reinforcing nature of this system, students may be reluctant to agree to fading out. The phase level system replaces the token economy with a set of natural privileges. For example, when students are doing very well in earning their max points each day, there is little incentive to leave the system. The teacher should tie several other privileges to a special status that students achieve when they "graduate" from the token economy. The teacher can then respond to the student who balks at moving away from the token economy, "But when you graduate from the store you are promoted to the gold level. Students on gold level get to use the restroom without an escort, can be first in line for lunch, and have first choice of books at reading time."

Phase Level Systems: Example

The key to phase level systems is to have the phases planned in advance, taught to students and made public. The entire system can be displayed on a large poster and have student names attached to magnets that are placed at each level the students have earned. In this manner, the teacher can point to the poster every day as a way of reminding students what they are working toward. Generally, three or four levels is a maximum and each of the levels has its own criteria for access (e.g., 80% of points for four weeks, no office visits, on time to school 90% of days over a month) and privileges. The higher the level, the more independence is granted. Students who have heard the teacher refer to the poster and speak reverently about the upper levels are more than happy to leave the store in favor of increased status and privileges.

Because the privileges and requirements associated with each level are very specific, they will require instruction to ensure student understanding. In addition to the perks associated with each level, criteria must be developed for both achievement and maintenance. One of the decisions to make is determining the behaviors that will result in a loss of level status, how far the drop should be, how long that loss should last, and any specific requirements necessary for earning it back. Generally, small misbehaviors are dealt with using natural consequences such as loss of place in line or a very temporary loss of privilege. Larger or more serious misbehaviors typically constitute either a temporary or permanent loss of level status. For example, a level system could be made up of bronze, silver, and gold levels. Students at silver or gold level would be subject to a one-day penalty loss of level privileges for minor misbehaviors, a one-week penalty loss to the lowest level for mid-level misbehaviors, and permanent loss to the level beneath for the most serious misbehaviors. Of course, permanent loss does not really mean that the level cannot be regained, only that the student will have to earn it back as before rather than having it automatically restored after a penalty period. Generally, all of this is written on a poster and students are made aware through frequent reminders.

Considerations

1. As with any system where students can gain and lose, it is important to create the rules so that students with misbehaviors are not completely discouraged – removing their incentive to make continued efforts. Rather, misbehaviors are met with penalties that can be removed by shorter-term appropriate behavior. Only the most egregious of behaviors constitute complete loss of status.
2. Like the token economy, this strategy may not be useful for the average classroom. Rather, it is best reserved for classrooms where intensive structure is necessary to facilitate student success.

Early Childhood Considerations

1. Phase level systems should not be used with preschool-aged children, as the complexity of the strategy is too difficult for children to understand. Additionally, as previously mentioned, loss of tokens or privileges is not recommended in early childhood.

Key Steps for Effective Implementation of Phase Level Systems

1. Develop criteria
   - What are the privileges associated with each level?
   - What are the criteria for reaching a level?
   - What are the penalties associated with different misbehaviors at each level?
2. Teach to students
   - Teach the system and all criteria
   - Post the system and call attention to criteria as a way to encourage all students
3. Implement
   - Helpful if attached to existing token economy so that students see progress daily
4. Monitor to ensure that system is working for all students
   - Individualize as necessary for students who are not successful
5. Fade
   - Fading is built-in as the final level is total independence

Self-Assessment Tips

1. Monitor how long it takes for students to achieve each level and revise criteria as necessary so that students can generally move to the next level with 80% success rates.

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Strategies for Implementation

The following are strategies that teachers can begin implementing in their classroom tomorrow:

1. **Active Supervision.** Active supervision involves keeping eyes up and head turning to attend to all students. The teacher should make frequent comments to individuals and provide feedback equally across all students. The active supervisor is continuously moving, looking, and engaging with students. *

2. **Redirection.** The first response to misbehavior should be a very specific request to engage in an appropriate behavior. Consider the student who is off task during work time. Rather than addressing the misbehavior the teacher can simply redirect by saying: "Show me how many problems you have finished, please." or "Please, show me your response for problem number one." *

3. **Seating Arrangements.** Student desk arrangements can enhance instructional objectives and maximize time on task. Different seating arrangements - horseshoe, rows, clusters, or semi-circles - impact classroom discipline, student and teacher interactions, and the effectiveness of instruction. For example, circles and clusters promote class participation and face-to-face discussion while row formations minimize social contact and focus individuals on the instructional task. Teachers can anticipate and prevent disruptive behaviors by planning the instructional environment to maximize large group discussions, cooperative group work, or independent tasks. *

4. **Pre-correction.** Asking a student a specific question about appropriate behavior, just prior to when that behavior is warranted, requires the student to make a response indicating both knowledge of the skill and awareness of the impending expectation. For example, just before going into independent work, "If you need my help, what's the right way to get my attention? That's right, just raise your hand." *

5. **Proximity.** This is a strategy for increasing appropriate behaviors and decreasing inappropriate behaviors by physically positioning yourself closer to a student. This works best with students who are easily distracted or who respond to extra monitoring provided by the teacher. Proximity also provides more opportunities for private promoting, engagement and feedback. *

6. **Verbal Prompts.** The use of verbal prompts, in the form of hints, rule reminders or instructions, increases the probability that the student will demonstrate the behavior more quickly and accurately. Verbal prompts can be used across the school day for individual, small and large groups of students. *

7. **Soft Reprimands.** When a teacher increases the volume of their voice, they decrease their overall effectiveness in the classroom. No one likes to be shouted at and a shouting teacher creates an unpleasant environment not only for the target student but also for his/her peers. Using a quiet voice communicates authority and control to students. Furthermore, this strategy is minimally invasive, easy-to-use, and quickly applied. It allows a teacher to model for students how an adult effectively handles emotions in a potentially frustrating situation. It is non-confrontational and effective because it does not draw attention from peers to the undesired behavior. *

8. **Praise.** Teacher praise is most effective when it explicitly identifies to the student the behavior for which she or he is being praised. An added benefit is that reinforcing one student actually serves as a model to prompt appropriate behavior for other students in the class. *

9. **Eye Contact.** Eye contact is a simple yet powerful strategy for teachers to communicate awareness and personalize attention. Following a verbal cue, "Look at me," the student is required to look at the person giving instruction, as a way to increase compliance. Although this is quick and easy to implement, teachers must be sensitive to socio-cultural factors and individual characteristics when demanding eye contact. *

10. **Teach Recruitment of Attention.** Students highly desire teacher attention and praise, but often lack the skills to seek it appropriately. By equipping students with a series of steps to access teacher attention, students can gain the attention and praise they desire, while they improve their behavior and classroom success. Training will consist of modeling, role playing, error correction, and praise. Training in attention recruitment is low-cost and requires minimal time to teach students how to recruit attention and praise which can dramatically improve the student's performance. *

**Can also be used in early childhood.*

Teacher Self-Assessment (Success Criteria)

As a general rule, self-assessment simply involves monitoring the degree to which the strategy is in place and whether it is having the desired effect. Specific self-assessment strategies are presented under each of the example strategies.

The following are additional strategies for monitoring behavior:

- Classroom Schedules – teachers can use the classroom schedule to record behaviors. Each time a new period begins, the teacher can record whether some event occurred – or the number of times if simple enough. The schedule becomes the reminder to consider and record performance.
- Mechanical Counters – golf counters and other similar mechanical devices are a simple manner of keeping count of events. The only downside is that the device must be carried on-person to be useful for high frequency behaviors.
- Tangible Items – moving beads, marking a sheet, or even moving paper clips from one pocket to another are all ways of manipulating tangible items to help keep track of behavior.
- Make use of a device (phone, watch, etc.) that can be set to vibrate at regular or random intervals as a signal to check behavior or give a prompt.

Obviously, when students can monitor themselves it makes the teacher's job much easier. Using point games or token economies have monitoring built-in. Another manner of creating student-centered monitoring is to create self-monitoring systems wherein the student or students record their own behavior at the sound of a regular signal.

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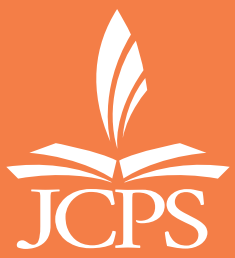

MTSS TOOLKIT

Classroom Systems That Support Student Behavior

JCPS ESSENTIAL SYSTEM 5

ACADEMIC AND BEHAVIORAL SUPPORTS