



# THE TOUGH KID TOOL BOX

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Special Education Behavior Coordinator

# THE TOUGH KID TOOL BOX

*practical*

**CLASSROOM-TESTED**

**READY TO USE**

**straightforward**

...guide to managing and  
motivating tough-to-teach students

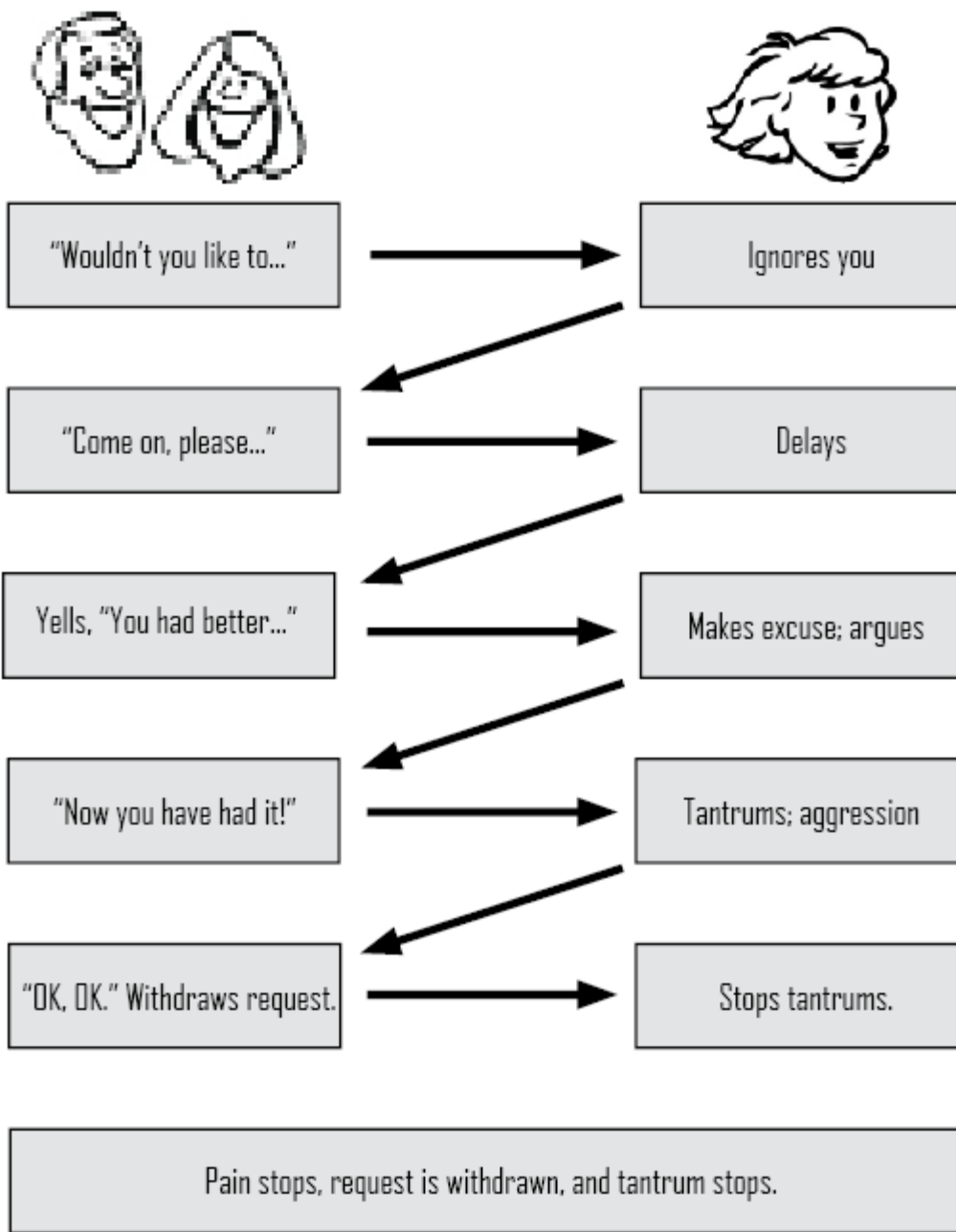


William R. Jenson, Ph.D., Ginger Rhode, Ph.D., H. Kenton Reavis, Ed.D.

# WHAT DOES A TOUGH KID LOOK LIKE?



# THE COERCIVE PAIN CONTROL CYCLE



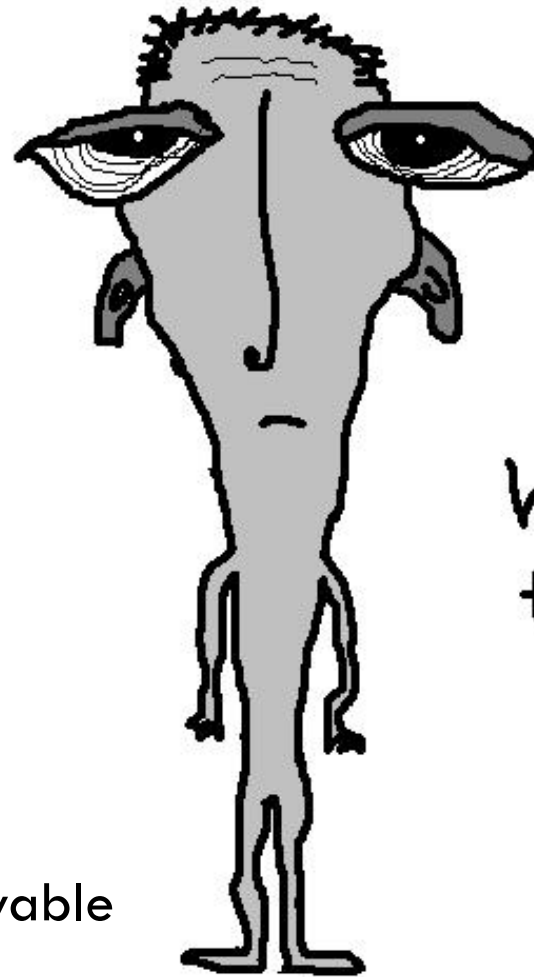
# 2 PROACTIVE INTERVENTION STRATEGIES

**1.** CLASSROOM RULES

**2.** STRUCTURED CLASSROOM

# CLASSROOM RULES

- ❖ Keep the number of rules to a minimum
- ❖ Keep the wording of rules simple
- ❖ Have the rules logically represent your basic expectations for behavior
- ❖ Keep the wording positive when possible
- ❖ Make your rules specific
- ❖ Make your rules describe behavior that is observable
- ❖ Publicly post the rules in a prominent place



Too  
many  
rules  
have  
taken  
their  
toll

# CLASSROOM RULES (CONT.)

## 5 Steps to TEACH classroom rules...

1. Read the posted rule.
2. Discuss why the rule is important.
3. Role play the rule.
4. Explain what will happen if the rule is followed
5. Explain what will happen if the rule is not followed.



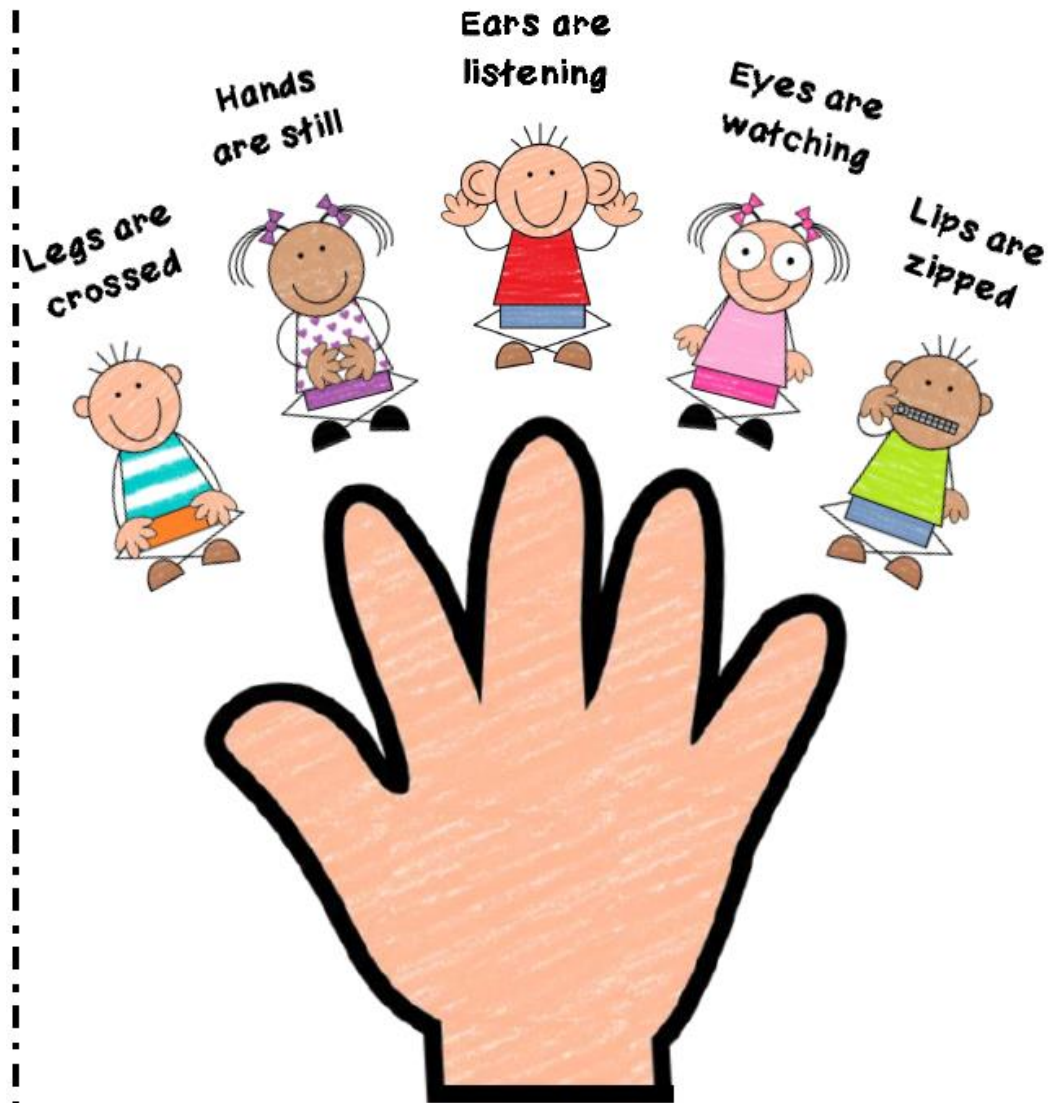
50

FIRST

DATES



# Give Me Five



## 1. Be Responsible

- Follow directions the first time given
- Have all materials prepared and in class
  - Be on time

## 2. Be Respectful

- Raise your hand and ask for permission to speak
  - No put-downs
  - Listen to others

## 3. Be Safe

- Follow directions the first time given
- Keep hands and feet to yourself
  - Walk, and no rough-housing

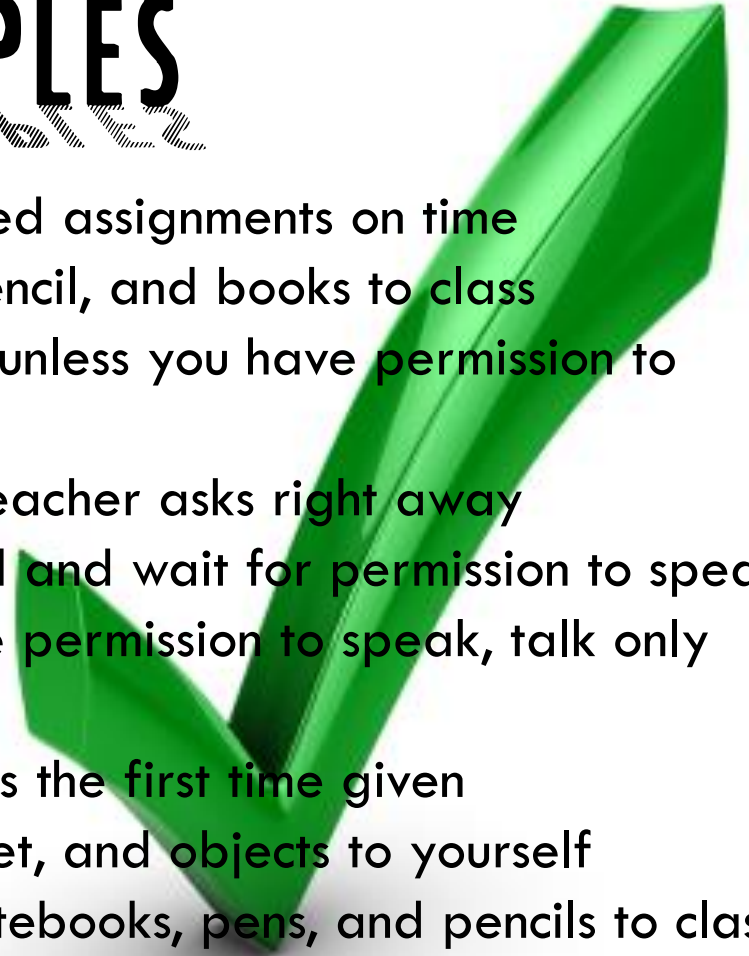
# NON EXAMPLES

- Be responsible
- Be a good citizen
- Pay attention
- Be ready to learn
- Demonstrate respect for others
- Respect others' rights
- Treat school property appropriately
- Do your best
- Take care of your materials
- Maintain appropriate behavior in classroom
- Be kind to others
- Be polite



# EXAMPLES

- Turn in completed assignments on time
- Bring paper, pencil, and books to class
- Sit in your seat unless you have permission to leave it
- Do what your teacher asks right away
- Raise your hand and wait for permission to speak
- Unless you have permission to speak, talk only about work
- Follow directions the first time given
- Keep hands, feet, and objects to yourself
- Bring books, notebooks, pens, and pencils to class
- Be in your seat when the bell rings
- Be in the classroom when the bell rings
- Walk, don't run, when moving around the classroom



# STRUCTURED CLASSROOM

Seating rules for tough kids:

1. Move them close to you.
2. Do not let tough kids sit together.

Having tough kids close benefits YOU because:

1. It invites less trouble.
2. Proximity control is an effective antecedent strategy.
3. You can reinforce the student more easily.



# STRUCTURED CLASSROOM: SEATING CHART STRATEGY

Step 1. On the first day of school (or a day selected to begin the strategy) send a letter home to all parents to inform them about your class and gather information about the student.

- Pair this with an incentive for the student to increase motivation to return the info!

Step 2. Have all students complete a “student info page”

Step 3. Gather the parent info, student info, and any other pertinent info (SpEd, 504, Rtl, etc.) and set up a seating chart.

Step 4. Create a typical seating chart that a substitute can use.

Step 5. Create a larger seating chart in which you plug in pertinent info about the student.

## Liz Thomas

---

Asthma; doesn't like to be redirected in front of peers; older brother deployed (Korea)

Loves cats; So you think you can dance; Jennifer Lawrence

OHI for ADHD (sped); BIP (proximity, verbal reinforce, choices, advance notice, visual cues for back on task, limit repetition of mastered work)

## Jacob Birch

---

Slow to warm up; doesn't always get breakfast; needs snacks, but no sugar

Dallas Cowboys; Nike shoes; works 3 hours a day after school at Pizza hut; blue; wants to own a business

Visual learner

## Kristal Strand

---

"Perfectionist"; follows directions; mom teaches at elementary

Sports (bball, softball, tennis); club soccer; went to Disney/HP this summer; wants to go to Baylor

Use as a peer tutor

## Kip King

---

Parents divorcing currently; living with dad (works nights)

Writes stories and creates video games; 4 siblings-split; abuse in history; trying to learn guitar; red

Takes medication (mood)

## Drew Hale

---

Likes attention from peers and adults; struggle with reading

Runs in 5Ks; football (JV); Tennessee Titans; dad ex-military; math is fav subject; went to Grand Canyon this summer

SLD (Rdg fluency); Resource Rdg; place marker, extra time, limit rdg in front of peers, check for understanding

## Terra Parker

---

New to school and trying to make friends (but going slowly)

Cheerleading; rides horses (rodeos on weekends); wants to be makeup artist or do equine therapy; "bling"

Transfer; retained in 1<sup>st</sup> grade

# PRACTICAL REDUCTIVE TECHNIQUES

## TEACHER'S TOP TWELVE

- State the student's name
- Do not use a question format when making a request
- Get close to the student when making a request
- Use a quiet voice, and do not yell
- Look students in the eyes
- Give the student time
- Do not nag
- Do not give multiple requests
- Describe the behavior you want
- Be unemotional
- Make more start requests than stop
- Verbally reinforce compliance

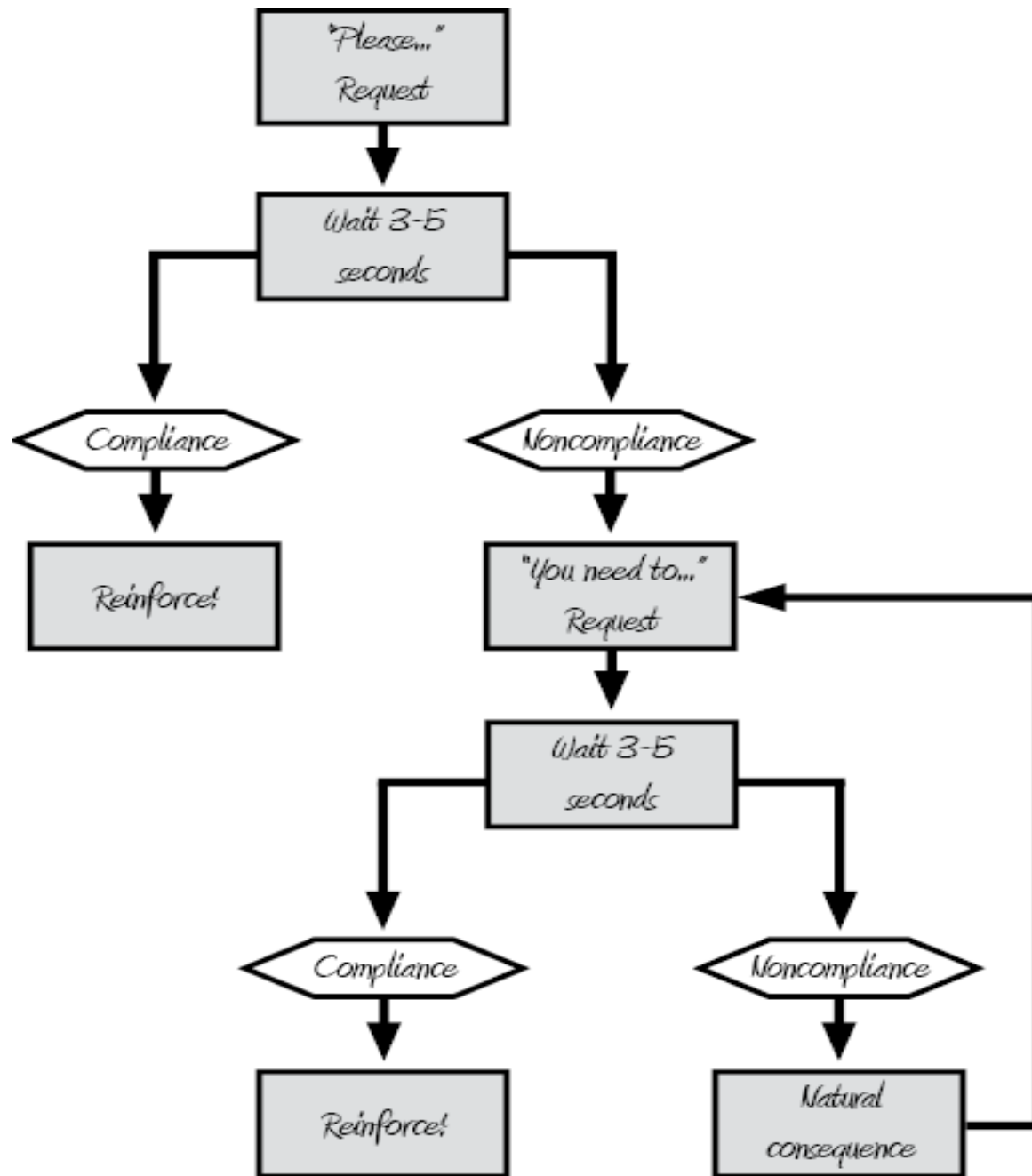


*reduce (verb)*

to make smaller in quantity, impact, size or degree; to lessen or have less of.

# PRECISION REQUESTS:

## THE MAGIC FORMULA



# CONSEQUENCES: FOLLOWING THROUGH

- ❖ Consequences should be ONE component of building better behavior
  - ❖ Ratio of praise to consequence should be at least 4:1
- ❖ Consequences should be appropriate given the severity of the problem behavior
- ❖ Consequences are best when mild and brief
- ❖ Use restitution (building positive behaviors) as an alternative to punishment
- ❖ Do not punish when you are angry
- ❖ Avoid using a task/activity that you want to teach as a consequence
- ❖ If you are repeatedly giving consequences for the same behavior, stop and evaluate your program





# WHAT IF? CHART

## Positive Consequences

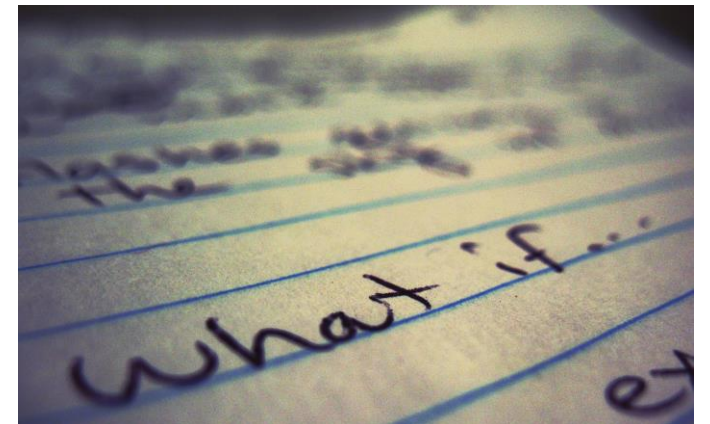
- Good job!
- Lottery ticket
- Superstar list
- Classroom helper
- Planned free time
- Seat scramble
- Eligible for home note
- Spinner surprise
- Mystery motivator

## Negative Consequences

- Verbal warning
- Name in consequences book
- 5 minutes off recess
- Mystery consequence
- Not eligible for this week's lottery
- Lose computer reward time
- Eat lunch away from peers
- Call home
- Stay after class
- Inter-class timeout (buddy room)

## Serious Behavior Clause:

- Out of class timeout
- Visit to principal
- Suspension



# POSITIVE REINFORCEMENT STRATEGIES

The Tough Kid Book will teach you:

- ❖ The basics of positive reinforcement
- ❖ Arguments for and against positive reinforcement
- ❖ Types of positive reinforcement
- ❖ Effective use of positive reinforcement
- ❖ Selecting positive reinforcement
- ❖ Ideas for positive reinforcement systems
  - Wandering social reinforcer
  - Chart moves
  - Magic pens
  - Spinners
  - Mystery motivators
  - Grab bags
  - Lottery/Raffle Tickets
  - Yes/No program
  - Dots for motivation
  - Classroom auctions



# POSITIVE REINFORCEMENT: THE BASICS

Giving something valued or desired to the student after he or she has done the desired behavior that you are focusing on improving.

Replacement behavior occurs



Reinforcement provided

# POSITIVE REINFORCEMENT IN ACTION

<http://www.youtube.com/watch?v=JA96Fba-WHk>



# SELECTING POSITIVE REINFORCEMENT

## Methods of selecting:

- Reinforcer survey or interest inventory
- Spending time with the student
- Watch and listen

## How to select reinforcement:

- Select age-appropriate reinforcement
- Use natural (and FREE!) reinforcement whenever it is effective
- Think of the student as a “customer”
- Use reinforcement appropriate to the student’s level of functioning
- Avoid partial praise statements
- Do not confuse reinforcement with a student’s basic rights



# USING POSITIVE REINFORCEMENT: IFEED!

I : Reinforce IMMEDIATELY!

F : Reinforce FREQUENTLY!

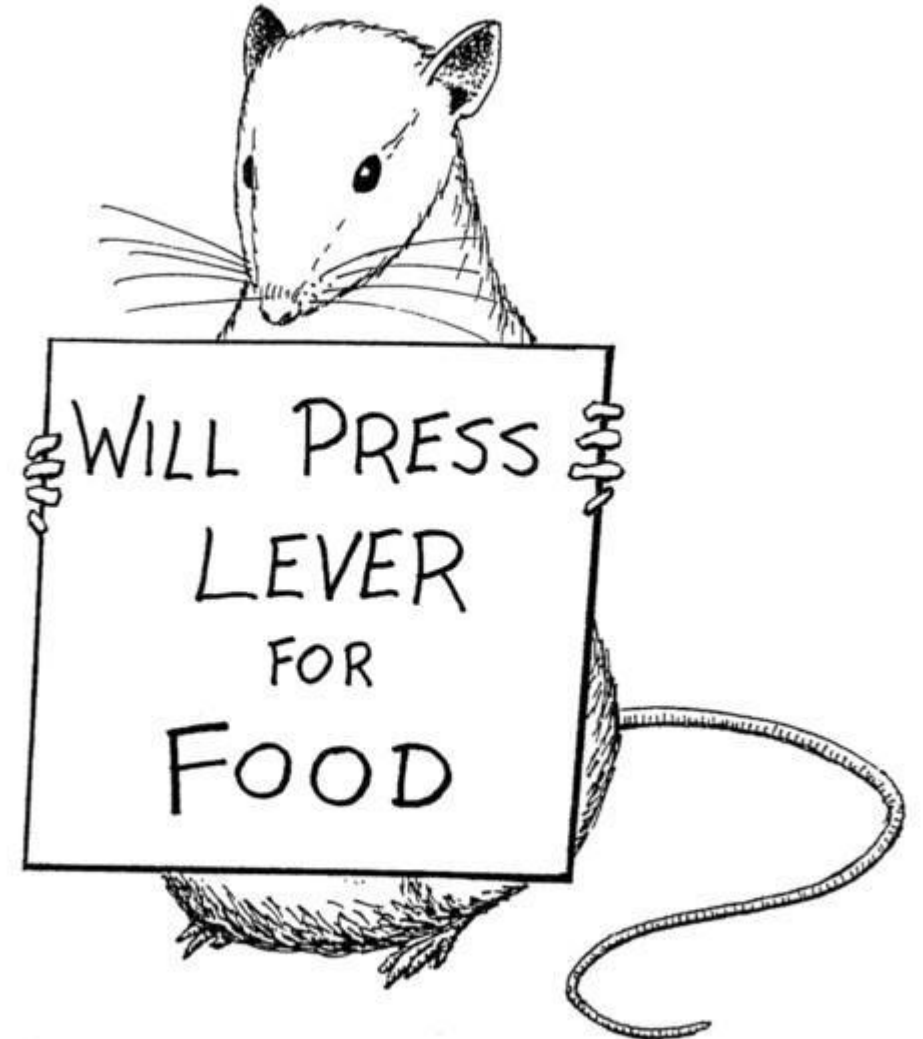
E : Be ENTHUSIASTIC!

E : Make EYE CONTACT!

D : DESCRIBE what you like!

Bonus Formula:  $A + V = X$

**ANTICIPATION + VARIETY = extra long-lasting success**



...AND LAST BUT NOT LEAST!

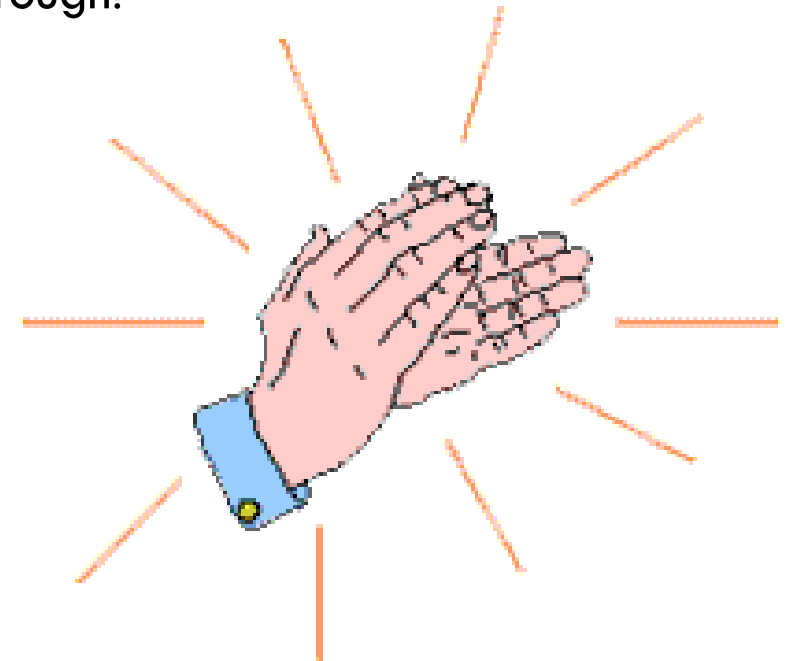
Never, ever provide your student with the reward before he or she gives you the good behavior!



# VERBAL PRAISE: WHEN A STUDENT FOLLOWS THROUGH

- Dynamite follow-through!
- Cool when you do that!
- You're on target and a big help!
- Magnificent following my directions!
- Super work!
- Fantastic job!
- You learned it correctly--good job!
- How smart of you to do it that way!
- I'm so proud of you!
- That's the best!

- Wow--super follow-through!
- Hurray for you!
- You're a winner!
- Spectacular!
- Bingo--wonderful job!
- You're on your way!
- Well done!
- What a good listener!
- What fine work!
- You're right on target!





# REWARD SUGGESTIONS: WHEN A STUDENT FOLLOWS THROUGH

## Potential Social Motivators

- Hugs
- Congratulations
- Handshakes
- Winks
- High five!
- Touches or pats
- Praise
- Tickling
- Peer approval
- Thumbs up!
- Smiles
- Kisses
- Applause
- Recognition
- Nods
- Announcing success to others

## Potential Activity Rewards

- Free time
- Pick a story
- Choose the activity
- Work a puzzle

- Show and tell
- Solve codes/puzzles
- Blocks
- Board games
- Teacher wears a funny hat
- Play instrument
- Pop balloons
- Draw or color
- Water paints
- Roll a wheeled toy
- Go on a walk
- Sing a song
- Comic book
- Turn in a swivel chair
- Arts and craft project
- String beads
- Look through binoculars
- Listen to a song
- Play with voice recorder
- Foot races
- Use a camera
- Extended time at a favorite center

- Dance
- Be swung around
- Jump rope
- Blow up balloon then let it go!
- Be pushed on swing
- Walk the dog
- Computer time
- Make a sand castle
- Use the telephone
- Time to sleep
- Take shoes off during class
- Wear a hat to class

## Potential Material Motivators

- Molding clay
- Crayons
- Color markers
- Books
- Compass
- Fake spiders
- Buttons
- Stickers

- Kaleidoscope
- Fake fingernails
- Flashlight
- Jacks
- Play money
- Fake tattoos
- Bubble-blowing set
- Marbles
- Jumping beans
- Sidewalk chalk
- Striped straws
- Jump rope
- Stamps
- Pencils with name
- Balloons
- Cards or games
- Magazines
- Model kits
- Miniature cars
- Dinosaurs
- Comics
- Yo-yos
- Cowboy hat

- Coin bank
- Paints and brushes
- Whistle
- Trading cards

## Potential Material Motivators

- Molding clay
- Popcorn
- Jelly beans
- Favorite candy or candy bar
- Chocolate milk
- Raisins
- Pretzels
- Goldfish
- Ice cream
- Soda
- Cereals
- Animal crackers
- Snack packs
- Chewing gum

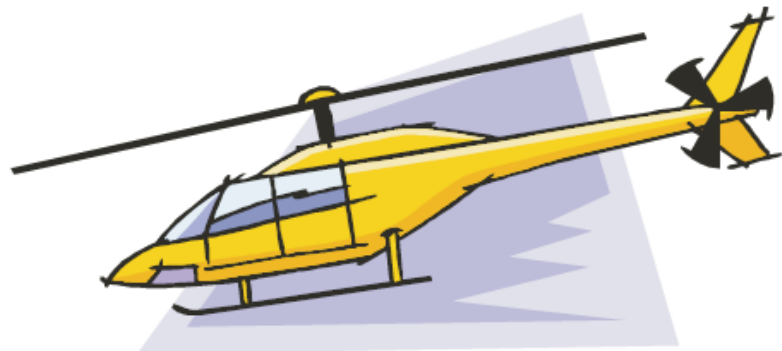
# EFFECTIVE R+ METHODS:

## MYSTERY MOTIVATOR

- Mystery motivators deliver random rewards for appropriate behavior.
- Select a motivating reward (*but, shhh, It's a mystery!*)
- Write it or put a picture in a sealed envelope
- Define the behavior and criteria that will earn the motivator
- Track the student's progress with them
- When they meet the goal, reveal the mystery!



# Whirl In for a MYSTERY MOTIVATOR

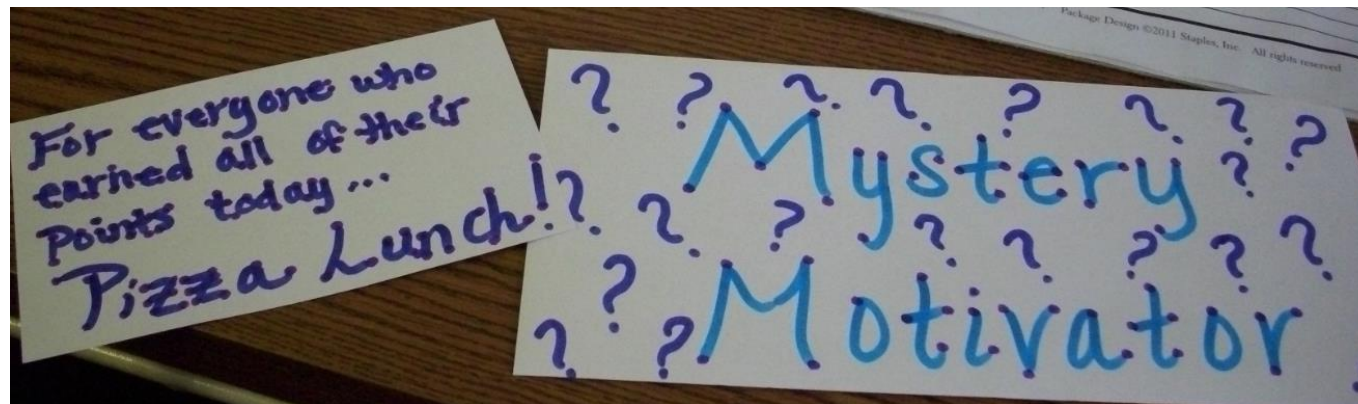


MON	TUE	WED	THUR	FRI	BONUS

Name: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_



# Work Like a DOG for a MYSTERY MOTIVATOR



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Name: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
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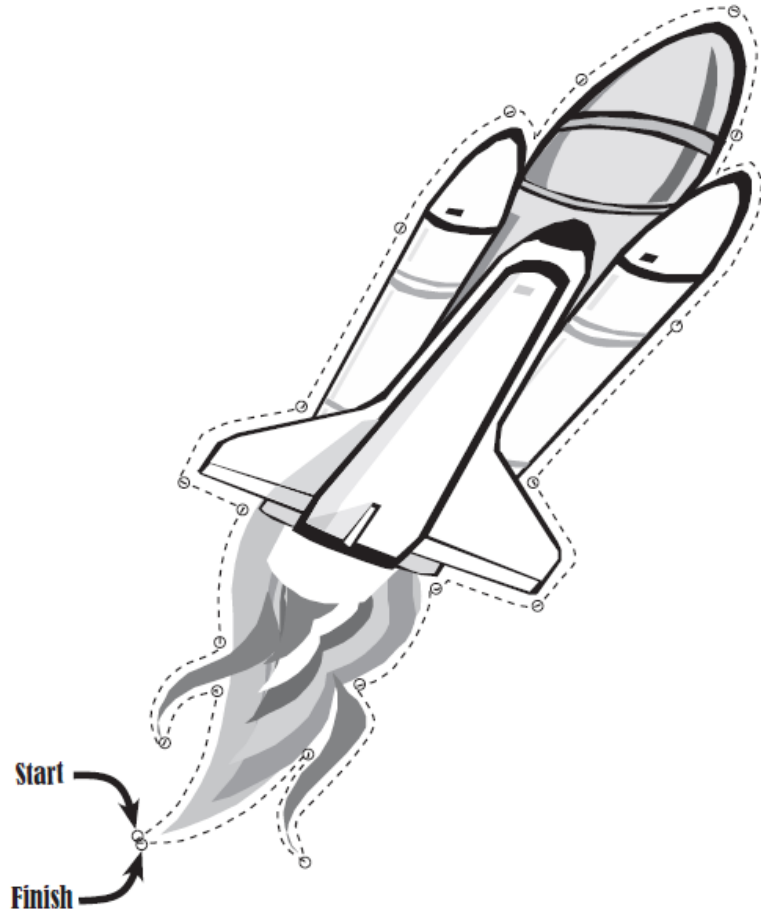


# EFFECTIVE R+ METHODS:

## CHART MOVES

- Chart moves uses a teacher-made dot-to-dot picture that is posted so the student can track his/her own progress. The chart determines when reinforcement will be delivered.
- Determine an appropriate behavior that will earn reinforcement.
- When you catch the student engaging in the appropriate behavior, he/she is allowed to connect the next dot on the chart.
- Anytime the student reaches a special reward dot, a pre-specified larger reinforcer is given.
- You have the option of making the dot-to-dot path surround a picture of what it is that the student wants to earn. For example, the path could follow the outline of an ice cream cone to represent ice cream as a larger reward that is earned when the entire path is completed.

# Chart Moves



Name \_\_\_\_\_

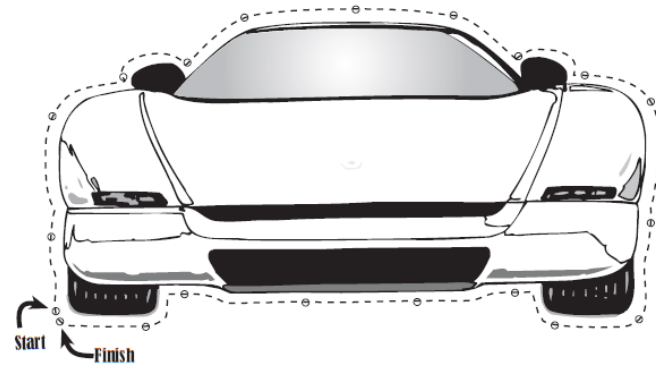
See pp. 76–78 for suggestions for use.

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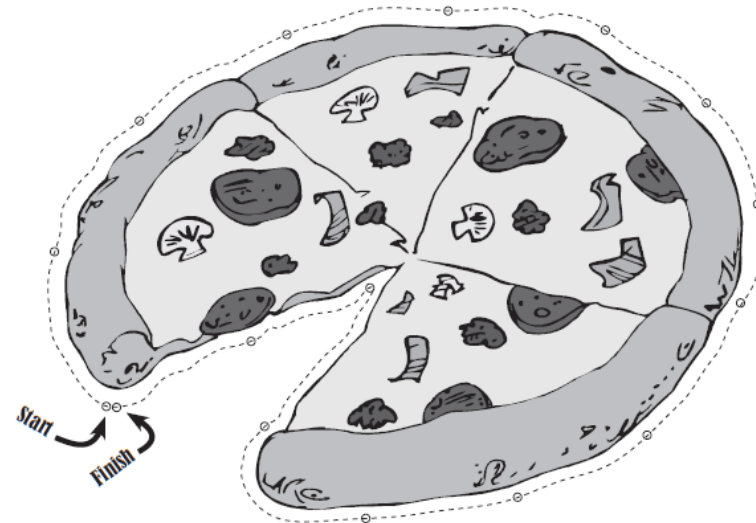
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# Chart Moves



Name \_\_\_\_\_

# Chart Moves



Name \_\_\_\_\_

See pp. 76–78 for suggestions for use.

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# EFFECTIVE R+ METHODS:


## YES/NO PROGRAM



- The Yes/No program is a ticket system that can be used to improve behavior.
- Select an appropriate behavior that you would like to increase (YES) and the inappropriate behavior that you would like to decrease (NO).
- Select the reinforcers that can be earned by the student or students participating in this program.
- Explain to students the behaviors that will earn a YES or a NO.
- When you catch a student engaging in a YES behavior, write their name on the ticket, circle YES, and put it in a container. Be sure to verbally praise the student for the appropriate behavior and note that he/she just earned a ticket.
- If the student exhibits a NO behavior, write the student's name, circle NO, and deposit it in the container.
- At the end of the period/day/week (you determine), hold a drawing. Select several tickets and distribute rewards and privileges for students whose YES tickets are drawn.

YES NO


Name: \_\_\_\_\_



Name: \_\_\_\_\_

YES NO


Name: \_\_\_\_\_



Name: \_\_\_\_\_

YES NO


Name: \_\_\_\_\_



Name: \_\_\_\_\_

YES NO











Name: \_\_\_\_\_



Name: \_\_\_\_\_

See pp. 78 and 79 for suggestions for use.

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<p><b>Classroom Pride Ticket for Outstanding Performance</b></p> <p>Awarded to: _____ </p>	<p><b>Classroom Pride Ticket for Outstanding Performance</b></p> <p>Awarded to: _____ </p>	<p><b>Classroom Pride Ticket for Outstanding Performance</b></p> <p>Awarded to: _____ </p>
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LOTTERY/RAFFLE TICKETS

Tough Kid Tool Box  
K-6  
FOR GRADES

REPRODUCIBLE 6-9e  
(Version 5)

# EFFECTIVE R+ METHODS:

## MOTIVATION DOTS

- Motivation Dots is a great strategy for, you guessed it, students with low motivation! The premise of this strategy is that students who are unmotivated or “do nothing” are reinforced by “doing nothing” and with probably work “to do nothing.”
- Gather small colored dots with adhesive on one side, such as those used to mark file folders.
- Tape an empty envelope to the student’s desk. Students will store the dots they earn in their own envelope.
- Choose a replacement behavior that you can use the dots to reinforce. When you observe the student engaging in the replacement behavior, praise him/her, and place a dot in the envelope.
- When the student comes to a problem on his/her work that they cannot do or don’t want to do, they can then use an earned dot, sticking it next to the problem to indicate a “free” problem that they do not have to do.



# Mark-It™

self adhesive, peel off markers for maps, reports and special projects

One full sheet of each color  
32 dots per sheet

256  
DOTS  
per package



## Math

Name Peter

Math Worksheets

### Addition Worksheet

Add the two numbers together in each group and write the answer below the line.

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline 11 \end{array}$$

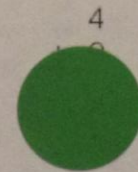
$$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 4 \\ + 7 \\ \hline 11 \end{array}$$

# WHAT ELSE CAN *The* Tough Kid Tool Box DO FOR YOU?

- ❖ Practical assessment of tough kids
- ❖ Antecedent strategies
- ❖ Powerful reductive techniques in the classroom
- ❖ Advanced systems and strategies for tough kids
- ❖ Social skills training
- ❖ Mainstreaming tough kids
- ❖ Reproducibles, reproducibles, reproducibles!



## Mrs. Jones, 10<sup>th</sup> Grade Language Arts 2013-14

Dear Parents:

Please look over the syllabus of my 10<sup>th</sup> grade Language Arts class. I hope this outline will help you know what to expect so that you can assist your teenager in being successful in class this year.

I will be giving the students progress reports during the six weeks so that they know where they stand and can share the information with you. I have many students, so the best way to know how your child is doing is to contact me. The number at high school is 720-7930 ext. 5036 and my e-mail address is below.

EXTRA CREDIT OPPORTUNITY: If you (the parent) send me an e-mail by Thursday, August 29, that includes the information below, your child will be exempt from and receive a 105 for the first vocabulary quiz on Friday, August 30. My e-mail address at school is: Jessica.Jones@ilovelanguage.com. If you would rather write the information down, you may do so and send it back with your student.

Information needed in e-mail: Parent name(s)  
Student's name  
Any special info I need to know about student

Please sign and return the outline and parent letter acknowledgement page to me. Each student should keep the outline (syllabus) in his or her binder. Also, the AHS Student Handbook can be found on the high school webpage at pull down menu under AISD Help Desk.

I also encourage you to sign up for the Parent Portal where you can look at your child's grades. Go to the counselor's tab on the high school webpage to sign up.

Please see the page in this packet about Facebook.

Thank you for your help. I am looking forward to a great year.

Sincerely,

Jessica M. Jones

**Name:** \_\_\_\_\_ **Email (if you don't mind sharing):** \_\_\_\_\_

**Favorite color:** \_\_\_\_\_ **Favorite song:** \_\_\_\_\_

**Favorite food:** \_\_\_\_\_ **Favorite restaurant:** \_\_\_\_\_

**Favorite famous person:** \_\_\_\_\_ **Favorite TV show:** \_\_\_\_\_

**Favorite spare time activity:** \_\_\_\_\_ **Favorite movie:** \_\_\_\_\_

**Names and ages of brothers/sisters:**

**Name(s) of guardian(s) you live with and how they are related to you:**

**Something fun you did this summer:**

**What are three goals you have for the 2013 - 2014 school year?**

**Extra-curricular activities you plan to be involved in at school this year:**

**Extra-curricular activities you plan to be involved in outside of school this year:**

**Do you have a job?      YES      NO      If so, how many hours per week do you work? \_\_\_\_\_**

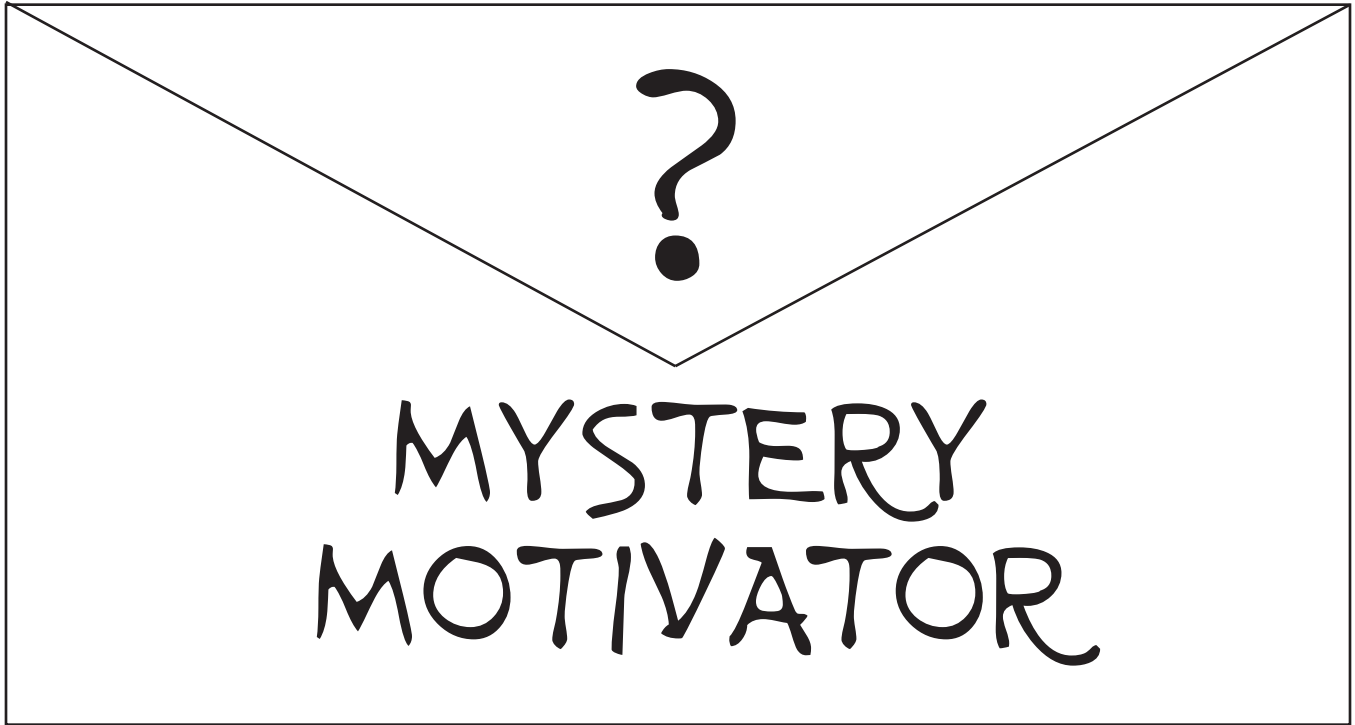
**What do you like MOST about school?**

**What do you like LEAST about school?**

**How do you think people should treat each other?**

**Add anything else I should know about you so that I can assist you better:**





MON	TUE	WED	THUR	FRI	BONUS
-----	-----	-----	------	-----	-------

Name: \_\_\_\_\_



Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Work Like a DOG for a MYSTERY MOTIVATOR



MON	TUE	WED	THUR	FRI	BONUS

Name: \_\_\_\_\_



Comments: \_\_\_\_\_

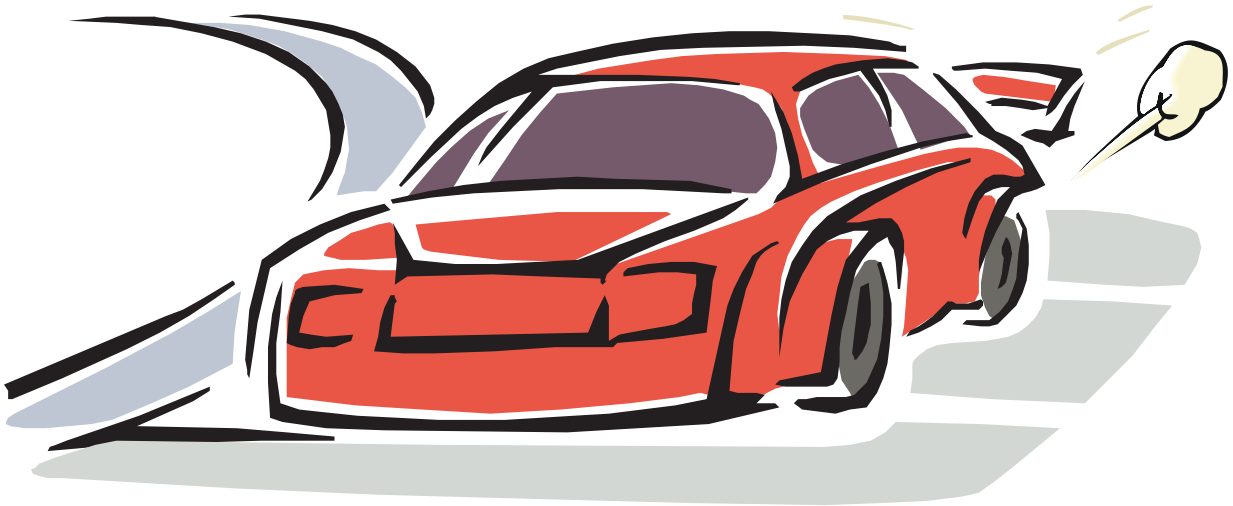
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# Drive Away With a

# MYSTERY MOTIVATOR



MON	TUE	WED	THUR	FRI	BONUS

Name: \_\_\_\_\_



Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# BE COOL for a

# MYSTERY MOTIVATOR



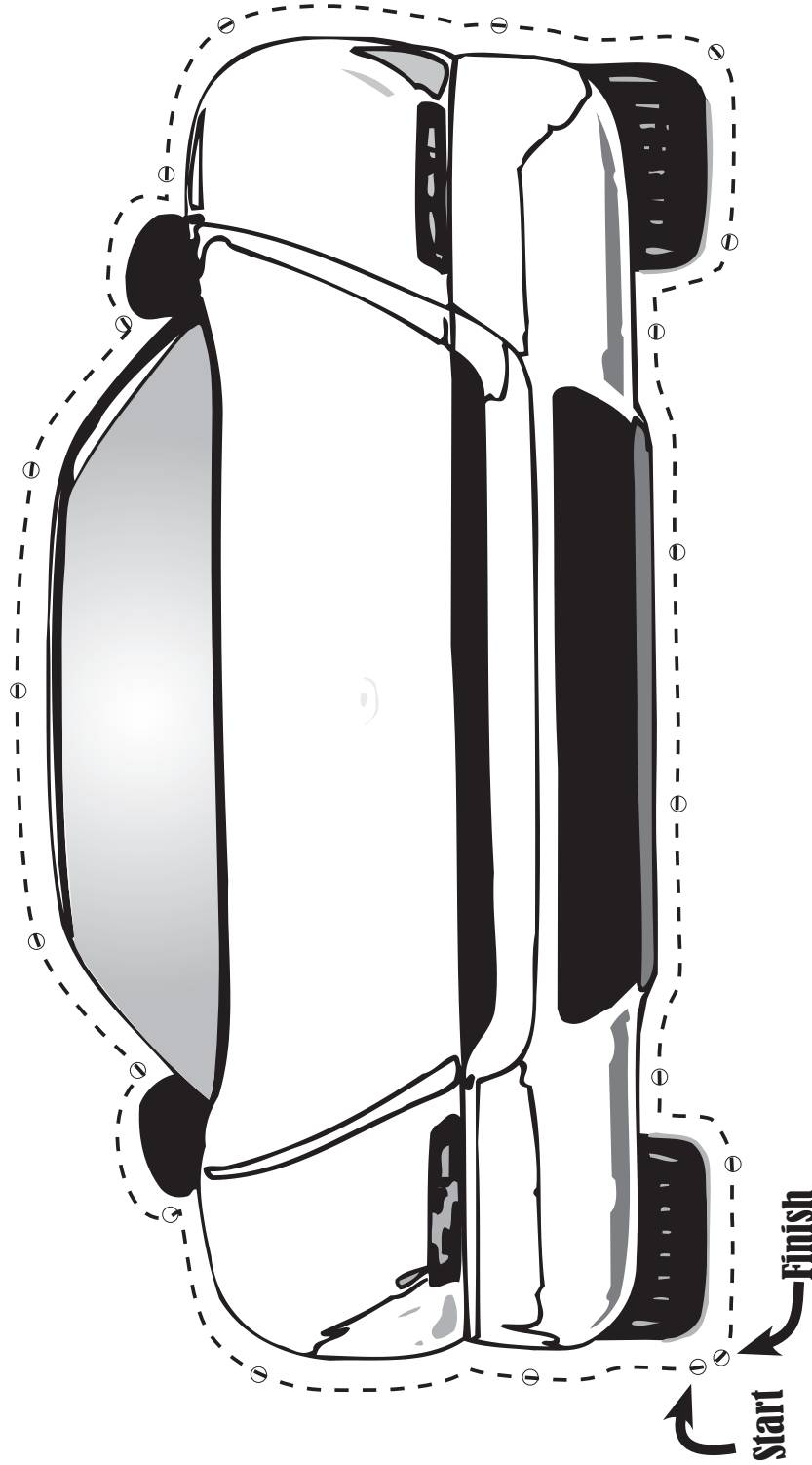
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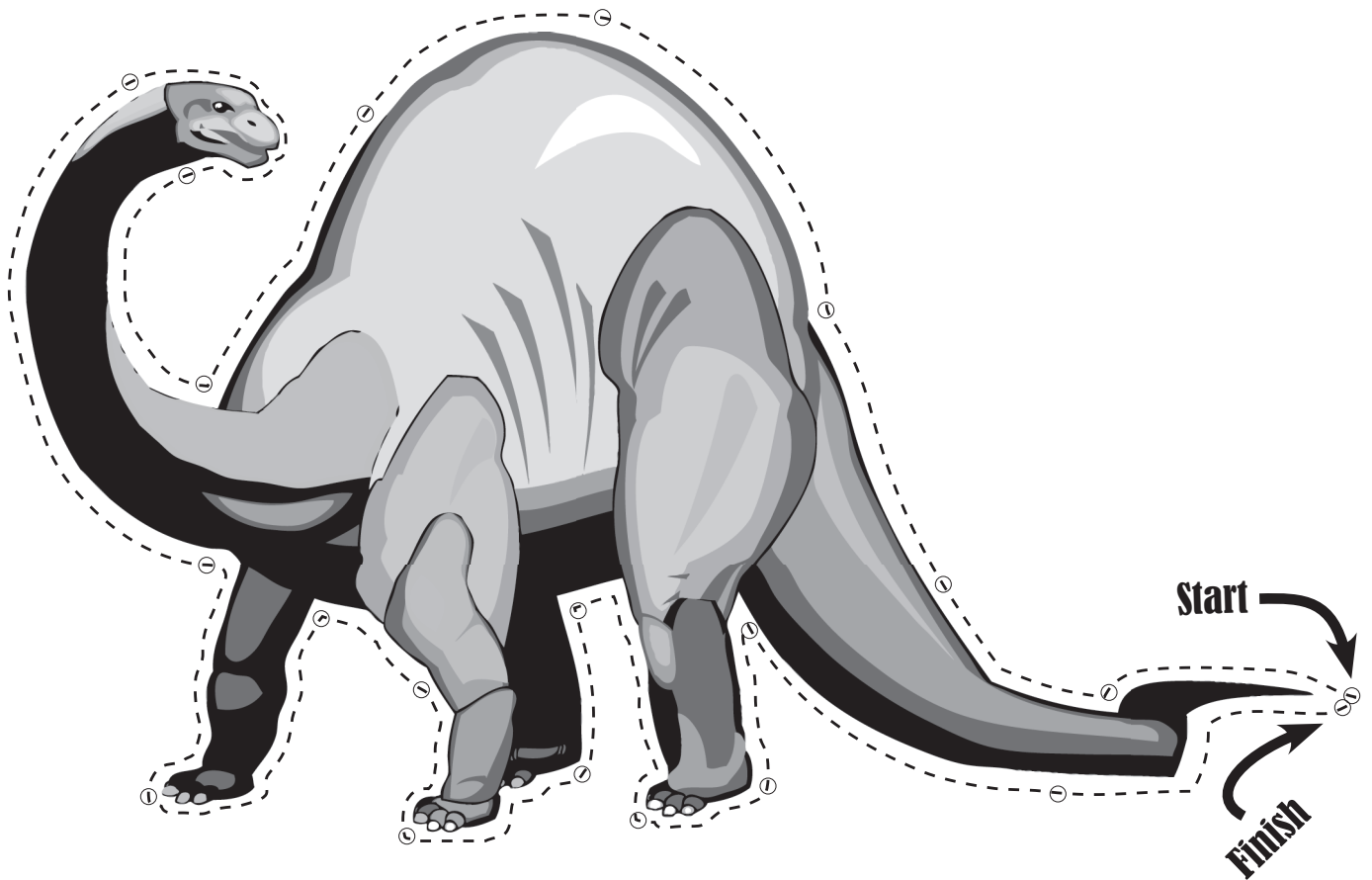
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chart MOVES



Name \_\_\_\_\_

# Chart MOVES



Name \_\_\_\_\_

Chart MOVES



































Name \_\_\_\_\_

# YES/NO Tickets

<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>
<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>
<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>
<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>	<p>YES NO</p> <p>Name _____</p>

# Smiley/Frowny Tickets

  Name _____	  Name _____	  Name _____	  Name _____
  Name _____	  Name _____	  Name _____	  Name _____
  Name _____	  Name _____	  Name _____	  Name _____
  Name _____	  Name _____	  Name _____	  Name _____