Behavior Interventions That Work

Hunterville City & Madison County School Counselors
Supporting Students & the School Community
Presented by:
Amy Dean, M.Ed, NBCT
amy@amiedpun.com
Follow on Twitter @behaviorqueen

Map of the Session
• 8:00 - 8:30 Sign-in; coffee/light breakfast
• 8:30 - 8:45 Welcome; intros; overview of agenda
• 8:45 - 10:15 - Understanding Behavior
• 10:15 - 10:30 Break
• 10:30 - 12:00 Relationship Building/SEL
• 12:00 - 1:00 Networking Lunch (will be catered)
• 1:00 - 2:15 Positive Strategies that Motivate
• 2:15 - 2:30 Break
• 2:30 - 3:00 Coordinator announcements, updates, with the group

OBJECTIVES
• Discuss current issues with student behavior
• Understand Purpose of Behavior
• Learn about Data Collection tools for RTI and behavior intervention planning
• Share Prevention/Positive Intervention Strategies

• FOLLOW ON TWITTER: @behaviorqueen

www.behaviorqueen.com

1st Month of School

Week 1
Getting to know your family
What are my gifts
How do I know smart/g intellige
What are my goals

Intervention menu
additional instruction

- Personality assessment website (80 questions)
- Identifies strengths and weaknesses
What do I want to accomplish in this session?

Please answer these 3 questions about the teachers with whom you are working currently.

1. What do you see that is successful?
2. What do you see that is NOT working?
3. What is YOUR #1 GOAL for your students this year?

Questions to Consider...

Where do we learn about respect?

- Model correct behavior
- Do not tell them they are disrespectful
- Teach them what to do instead

Community Agreement:

1. (2-3) non-negotiables (what teacher needs)
2. (3) Replacement Behaviors (Bx)
3. In this we agree:

*Solicit from students what they need to feel respected

PTT - Professionals In Training

5 ways to say Shut Up

- Drive rattles to the lesson
- Tell me 2 other ways to say this

- When a student is disrespectful ask the student a question: I heard what you said, can you think of another way to say or do that?
- Add the student:

- Cannot raise voice, cannot say Shut Up
- Teaching what you want the student to do
  - I need you to stop: - because -
  - Here are 2 things you can do instead:

- Star Breathe (Stay Calm, Take a Breath and Rebreath)
Solution Wheel

Resources for Skill Instruction

- Social Skills 101 - socialskilscentral.com
- Skillstreaming.com
- Kelsoschoice.com
- Responsiveclassroom.com
- Whytry.org

Statistics About Behavior

GOOD NEWS!

90% of students
do what they are supposed to do

1-4 "Richards"
5.....
6+....
Purpose of Behavior

<table>
<thead>
<tr>
<th>Get</th>
<th>Get Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attention</td>
<td>1) Work</td>
</tr>
<tr>
<td>2) Control</td>
<td>2) Practice</td>
</tr>
<tr>
<td>3) Power</td>
<td>3) Encouragement</td>
</tr>
<tr>
<td>4) Access</td>
<td>4) Lack of Confidence</td>
</tr>
</tbody>
</table>

Unenforceable

I will be working from...

I will speak to you when...

CLASSROOM DISCIPLINE CYCLE

Level One Infractions in Classroom

#1 Reminder 1 - Non-Verbal Warning
-风波
- "I notice you are talking to someone..."
- Correct Position
- Correct Behavior
- "I know you can do better!"

#2 Reminder 2 - Verbal Warning
- "Please stop talking when I'm speaking to you."

#3 Reminder 3 - Consequence Menu - Teacher Discretion
- Lose of privilege
- Time out
- Loss of privileges
- Miss lunch
- Miss recess

More punitive
- Time out in another classroom & complete "Meditation Mix"
- Parent Contact

#4 Consequence - Office Referral - loss points

- Class
- Words
- 3 strikes
- Loss of privilege

WEB SITES TO HIGHLIGHT

- Liveschoolinc.com
- Clippin for Character
  - Teacherspayteachers.com
- Wholebraineaching.com

When a student is having defiant or impulsive behavior

Please tell me what you need

let me see if I can help

Why is the student doing what

- behaviordoctor.org

- One day positive interventions (effective strategies)
Prevent with "Habit Strategies"

1. Verbally thank students with appropriate behavior.
3. Call on attention signals such as "What is yours?" and "What's yours?"
4. Use a timer (SmartBoard or online stopwatch.com)
5. Daily System – Positive Group Contingency
6. Code System (1-3) Carolina 8000
7. Student Effort Rubric
8. Mystery Motivator
9. Whisper Club

Introducing the "Daily System" to your students:

1. Ask these 2 questions:
   - What is your goal in this class?
   - What do you think my goal is?
2. Solicit responses about goals, then ask what behaviors do we need to achieve those goals?
3. When they mention "talking, noise, or raise hands" – share your data about interruptions.
4. Ask what they feel is a "fair" number of disruptions.
5. Start with 5 in a 60 minute period. (Will vary by age)
6. Decide on a visual way to keep up each day.
7. Decide on a visual to keep up with long-term progress.
8. Generate list of rewards & vote on a class reward.

What behavior do we need to achieve?
- What is a fair number of disruptions should stop instruction?
- Start w/ 5 in a 60 minute period (Very low, age)
- Decide on a reward

Behavior Queen

Offerings for trainings for your staff:
1. Ebook – 68 page toolkit with forms and tools your staff can use immediately $25 or $75 for site license

AVAILABLE TODAY FOR DISCOUNTED PRICE!
2. DVD set of full day training that can be viewed in large or small group $499 $250 for 5.5 hours with Ebook and Powerpoint.
SAMPLE ELEMENTARY SCHOOL

Minor Incident Reflection Sheet

Student: ___________________________ Date: ___________ Time: ___________
HR Teacher: ___________________________ Referring Staff Member: ___________________________
Location: ___________________________

This is what happened:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This is what I will do next time:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Area(s) of concern:

1. Listening and following directions
2. Keeping hands, feet, and objects to self
3. Respecting others: □ adults □ classmates
4. Respecting property
5. Interrupting learning of others
6. Verbal arguing or altercation
7. 
8. Other ___________________________

Teacher Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Classroom Interventions: _______Redirection _______Parent Contact _______Student Conference _______Separation
_________Counselor Referral _______Buddy Class _______Think Time _______Other

Parent(s): Please discuss and review incident above with your child. The fifth incident will result in an office referral.
Please sign below to acknowledge receipt and return this form to school with your child tomorrow.

I, __________________________________, understand that I make a choice every day for how I behave. The action plan I completed today will serve as a reminder that I can make positive choices!

Student Signature: ___________________________ Date: ___________
Apology Slip

Name: ___________________________ Date: ___________ Name of person harmed: ___________________________

This is what I did:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What I should have done was:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

When I harmed __________________, I think he/she felt ______________________________________
______________________________________________________________________________

I would like to say: _________________________________________________________________
______________________________________________________________________________

Signed: ___________________________ Signed: ___________________________
(student completing the form) (teacher and/or parent)

Better Choices Sheet

Name: ___________________________ Date: ___________ Time: ___________

My actions were as follows: (What I did)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

A better choice, which I will do next time is:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Why I made the bad choice:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

To help myself, the next time something like this happens, I will ___________________________
Student Signature: ___________________________ Teacher/Adult ___________________________
# Antecedent, Behavior, and Consequence Form

**Student:**

**Circle One:** Mon Tue Wed Thurs Fri
Full day Absent Partial day: In Out

**Page**

**Date:**

<table>
<thead>
<tr>
<th>Time (Begin-End)</th>
<th>Context/Activity</th>
<th>Antecedent/Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Transition

B. Denied Access

C. Instruction/Directive

D. New Task

E. Teacher Attention to others

F. Told "NO"

G. Waiting

H.

I.

J.

K.

A. Stopped

B. Continued

C. Intensified

D.

E.

F.

G.

H.

I.

J.

K.
Strategies for K-12

- **Success Chain** - explained in workshop - positive group contingency in which individual student earns a paper link/letter/word towards an established goal/reward. Many variations can be used: Principal's link, buddy link, academic link, visitor's link, lunch-line link, etc... Once earned, links cannot be taken away. You may also have more than one chain going at once. Ex. Inside chain & outside chain for in-class versus outside activities. Once goal is reached - student earns privilege.

- **Correction Cards** - Have laminated post it notes with common verbal statements made by teacher. Please Stop, Thank you for Listening, Thank you for your silence, etc. Hand out discreetly to deal with behavior. If you want to give a positive note, write it on a post it and let students keep it. Laminated notes should be returned at the end of class.

- **Last In - Last Out** - Tardy management. Place desk(s) close to the door. The last one in is the very last to leave. Reiterate this is a "choice" they have made.

- **Neon Clipboard** - (Disc. tracker) name on the clipboard = predetermined consequence.

- **Behavior Bracelets** - (Great if you are on the move.) Use 3 colored stretchy key rings - remove one bracelet each time the "behavior to work on" is exhibited (blurt out, out of seat, etc.) The # of bracelets left is the number of points earned for that period. Predetermine the goal/# of points for reward. EX. 25 points = homework pass.

- **Yes Card** - (use index card) 3-6 will have 9 sections. Use a 3-10 minute interval depending on how often student disrupts. Increase time interval gradually. If at the end of specified time, student has not disrupted, you initial ONE "yes." If the student has all "yes" initialed, reward is earned.

- **Team Time** - 5 minutes every Friday. Set a timer for 5 minutes. Tell students they may only say "kind" things to each other during the 5 minutes. Put sentence starters on the board - Thank you for... I appreciate you for... I'm proud of you... I noticed that... I start it off by making a few of the statements myself. After a few weeks, you may notice them doing this unprompted.

- **Success Box/Bonus Box** - used to reinforce positive behaviors, but also to minimize # of rewards given. If student complies with/reaches goal he/she puts name in a drawing box. Names can be drawn by period, daily, weekly, etc to earn reward.

- **Code System** - Code "0" = Zero talking, Zero movement, Eyes on speaker; Code "1" - may only talk to teacher; Code "2" - may only talk with partner; Code "3" - may only talk with group.

- **IP Point System** - This is an "air money" system that I developed for individual students to earn "money" to spend either every Friday or every other Friday. Please email me at amie@amiedean.com to get the detailed explanation of how to set it up. Also google Beth Newingham's website and explore her Classroom Economy section. Great ideas that can be modified for the SEC classroom.

- **My Time/Your Time** - Predetermine how many minutes you can spare at the end of the class (up to 5.) Put tally marks on the board at the beginning of class. Tell student each time they take "my" time (you have to stop to correct) they lose a minute of "your" time at the end. 5 minutes at the end of class could be talk time, homework time, choice time, etc.
RESOURCES

WEBSITES:

- **www.behaviorqueen.com** – Amie Dean’s website – get the Toolkit, DVD, or sign up for newsletter
- **www.behaviordocotor.org** – my favorite website for discipline ideas for EVERYONE and working with at risk or special need students. Many **free** books under the “Booklets” tab on the right.
- **www.newmanagement.com** – download the ClipChart e-book for free! LOVE IT!
- **www.wholebrainteaching.com** – amazing management techniques – check Chris Biffle out on youtube to see exactly how to do it! I watched an 8 min video & had 5 strategies down pat. 😊
- **www.classdojo.com** – FREE software for tracking student behavior – clean, simple, runs reports!
- **http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/** – Beth Newingham’s site on a Classroom Economy with free downloads, pictures, and video
- **www.skillstreaming.com** – Packaged social skills program for 3 different age groups – simple to use, inexpensive, and research-based. I used it & loved it.
- **www.responsiveclassroom.org** – Morning Meeting – building respectful ES classroom
- **www.tribes.com** – building respectful learning communities in MS and HS
- **www.kaganonline.com** (Teachtimer, Hallway Pass, and Team Timers)
- **www.eduplace.com** and **www.readingquest.org** – free graphic organizers
- **www.Internet4classrooms.com** – AMAZING – lots of activities for every standard you can imagine
- **www.interventioncentral.org** – many academic and behavioral strategies
- **www.kelsoschoice.com** – great conflict management program
- **www.terryalderman.com** – great books that explain several of today’s strategies plus many more!

BOOKS:

- **A Framework for Understanding Poverty** by Ruby Payne
- **Teaching with Love and Logic** by Jim Fay
- **The First Days of School** by Harry K. Wong
- **Do You Know Enough About Me to Teach Me? A Student’s Perspective** by Stephen Peters
- **Rational Discipline** by Terry Alderman
- **Partners in Learning: from Conflict to Collaboration in Secondary Classrooms**, by Carol Miller Lieber
Why Teach

If a child doesn't know how to read, we teach.
If a child can't swim, we teach.
If a child can't multiply, we teach.
If a child can't drive, we teach.
If a child can't behave, we teach? PUNISH?