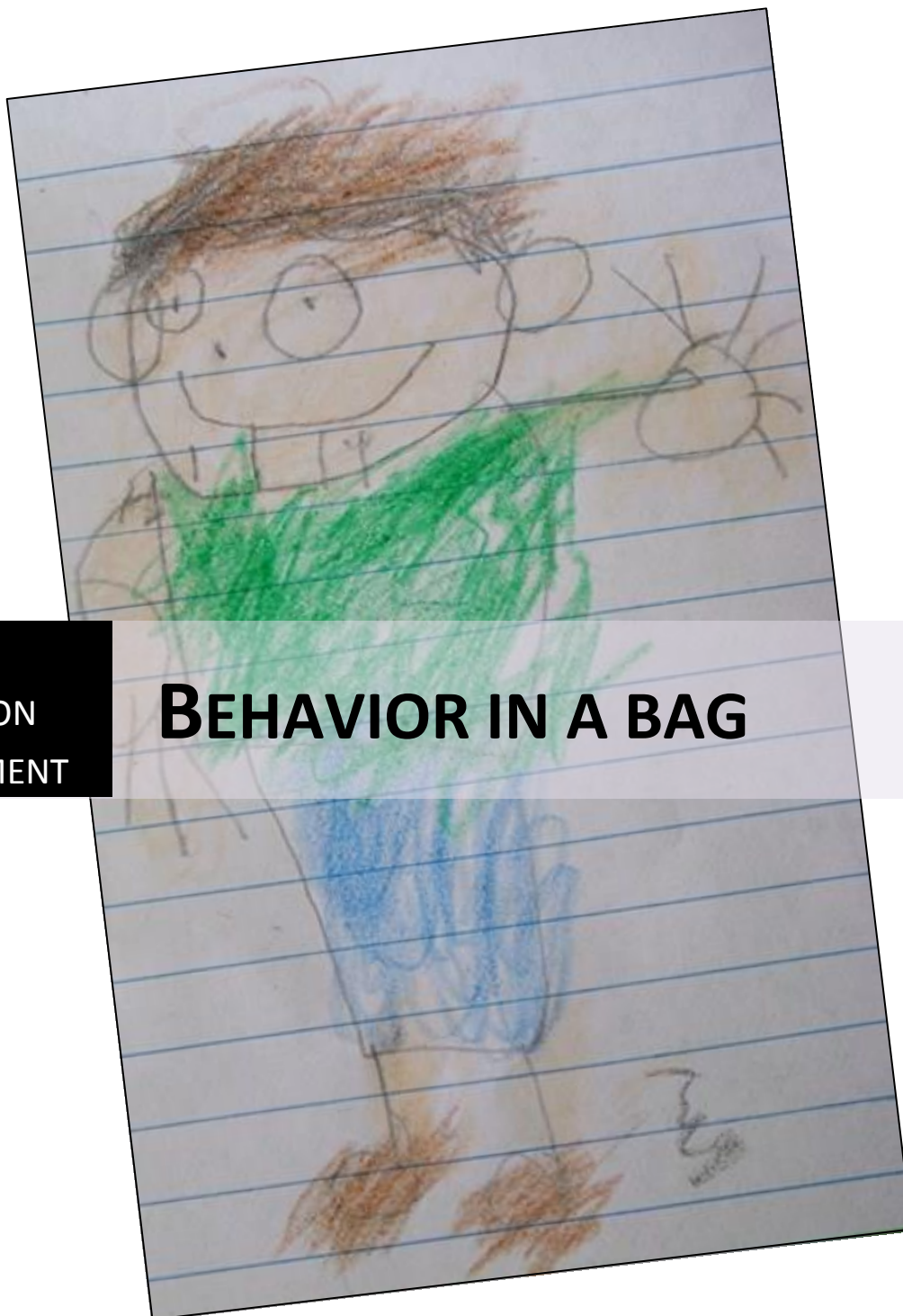


April 2014



SPECIAL
EDUCATION
DEPARTMENT

BEHAVIOR IN A BAG

Jordan School District

Behavior in a Bag

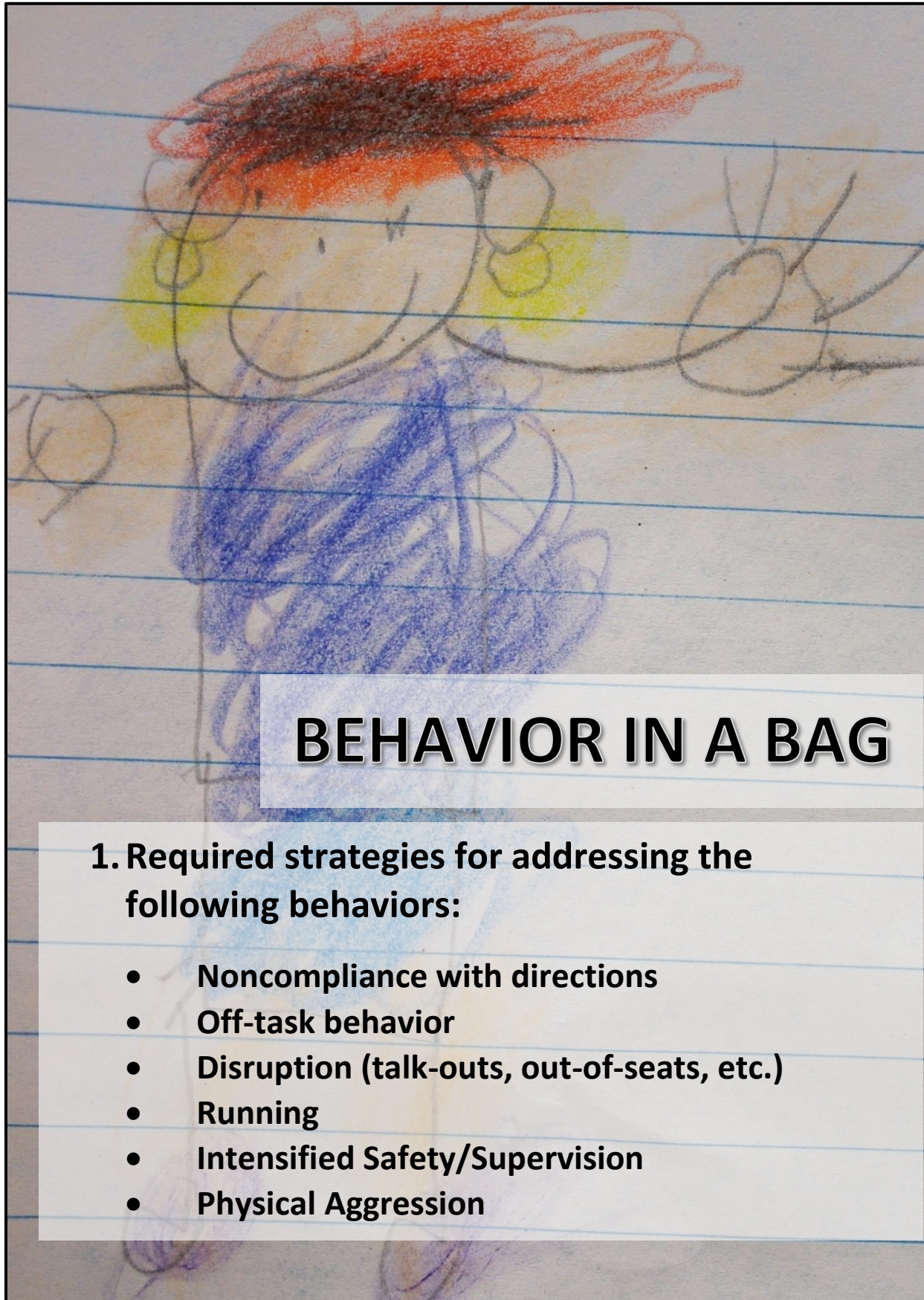
Contents of the Bag

1. Required strategies for addressing the following behaviors:

- Noncompliance with Directions
- Off-task Behavior
- Disruption (talk-outs, out-of-seats, etc.)
- Running
- Intensified Safety/Supervision
- Physical Aggression

2. Attachments:

- Behavior Escalation Model
- Precision Command Script
- Consequence Hierarchy Example
- Pointers for Using Positives
- Point Card Examples
- Posted Classroom Essentials
- Other Research-based Factors that Affect Behavior
- Response-cost Tickets for Disruption
- Steps for ‘Staying Calm’
- Home Note Sample
- Behavior Contract Sample
- Data Collection Resources
- Troubleshooting Guide
- Communication with Students
- Self-reflection and Additional Troubleshooting



BEHAVIOR IN A BAG


1. Required strategies for addressing the following behaviors:

- **Noncompliance with directions**
- **Off-task behavior**
- **Disruption (talk-outs, out-of-seats, etc.)**
- **Running**
- **Intensified Safety/Supervision**
- **Physical Aggression**

Required Strategies for Addressing the Following Behavior:

INSTRUCTIONAL NON-NEGOTIABLES

Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.



- ✓ Academic work on appropriate level for student
- ✓ Adequate academic support, teaching, and review
- ✓ Explicit instruction for all subjects

Problem Behavior: Non Compliance


Replacement Behavior: Following Directions

DO!		DON'T!
1.	Structure the way directions are given. ➤ <i>See: Precision Commands</i>	Don't argue. Don't give warnings. Don't give attention.
2.	Reinforce for compliance. ➤ <i>See: Sample Reinforcement Cards/Charts</i>	
3.	Create a hierarchy of planned consequence for noncompliance. ➤ <i>See: Hierarchy Sample</i>	
4.	Send daily home notes noting behavior; get parent signature. ➤ <i>See: Sample Home Note</i>	
5.	Use contracts. ➤ <i>See: Contracts</i>	

Required Strategies for Addressing the Following Behavior:

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- ✓ Explicit instruction for all subjects and


Problem Behavior: Off-task/Refusal to Work
Replacement Behavior: On-task/Work Completion

DO!		DON'T!
1.	Visual reinforcement with 6:1 positive to negative ratio.	Don't give warnings. Don't give attention for off-task.
2.	Use proximity control (and reinforce as you walk by).	
3.	Use point cards for motivation.	
4.	Offer a choice of activities.	
5.	Help students understand the rationale for doing assignments.	
6.	Make lessons engaging; tap into student interests.	
7.	Utilize hands-on activities, collaboration, problem-solving, and technology. Avoid packets, overuse of worksheets, and memorization activities.	

Required Strategies for Addressing the Following Behavior:

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Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.



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Problem Behavior: Disruption


Replacement Behavior: Self-Regulation

DO!		DON'T!
1.	Use 'planned ignoring' (ignore talk-outs, noises, etc.).	Don't give warnings. Don't give attention.
2.	Reinforce for on-task and compliance (point card on desk).	
3.	Teach appropriate classroom behaviors (listening, on-task).	
4.	Use group contingencies (whole group earns rewards or individual student earns something for group).	
5.	Use Response Cost Tickets. ➤ <i>See: Sample Response Cost Tickets</i>	

Required Strategies for Addressing the Following Behavior:

INSTRUCTIONAL NON-NEGOTIABLES

Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.



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- ✓ Explicit instruction for all subjects

Problem Behavior: Running


Replacement Behavior: Staying in Class

DO!		DON'T!
1.	Use Precision Commands.	Don't chase student.
2.	Use pre-planned hierarchy of consequences.	Don't carry student back to class.
3.	Discretely supervise without interacting.	Don't reward with 1:1 attention after the incident.
4.	If safety is an issue, contact parent and police.	

Required Strategies for Addressing the Following Behavior:

INSTRUCTIONAL NON-NEGOTIABLES

Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.



- ✓ Academic work on appropriate level for student
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- ✓ Explicit instruction for all subjects

Problem Behavior: Safety Issues with Self/Others


Replacement Behavior: Following Safety Rules/Following Directions

DO!	
1.	Increase supervision, so that student is not alone for any part of the day.
2.	Provide adult escort to-and-from bus, to bathroom, to other classrooms, etc.
3.	Place student on level system to require improved behavior prior to decreasing supervision.
4.	Reinforce student for following safety rules, following directions, and keeping hands to self.

Required Strategies for Addressing the Following Behavior:

INSTRUCTIONAL NON-NEGOTIABLES

Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.



- ✓ Academic work on appropriate level for student
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- ✓ Explicit instruction for all subjects

Problem Behavior: Aggressions toward Others/Objects

Replacement Behavior: Appropriate Anger Responses

DO!		DON'T!
1.	Use Precision Commands.	Don't allow access to attention or other reinforcing activities following aggression. These may include: <ul style="list-style-type: none"> ➤ 1:1 adult attention. ➤ Sensory activities or deep pressure for students on the Autism spectrum. ➤ Being sent home. Don't Argue
2.	Create consequence hierarchy.	
3.	Reinforce for compliance and on-task.	
4.	Teach replacement behavior for aggression.	
5.	Teach a self-calming behavior.	
6.	Teach other social skills for peer interaction.	
7.	Use proximity control.	
8.	Provide high levels of structure.	

Required Strategies for Addressing the Following Behavior:

Problem Behavior: Aggressions toward Others/Objects

Replacement Behavior: Appropriate Anger Responses

DO!	
	When aggression occurs:
1.	Ensure student safety. This may involve removal of the student from the instructional setting, a room-clear or other intervention.
2.	Provide for a specified period of time away from reinforcement, such as in-school suspension (ISS) or time-out to another classroom.
3.	Utilize self-calming sequence.
4.	Return to classroom after pre-specified time, providing student is calm.
If aggression frequency and intensity continue to increase:	
1.	Consider use of a more structured teaching area, with less access to social interaction and triggering events.
2.	Consider use of a level system of privileges and responsibilities to gradually move student back to higher levels of social interaction.
3.	Review and revise behavior plan, convene IEP team.



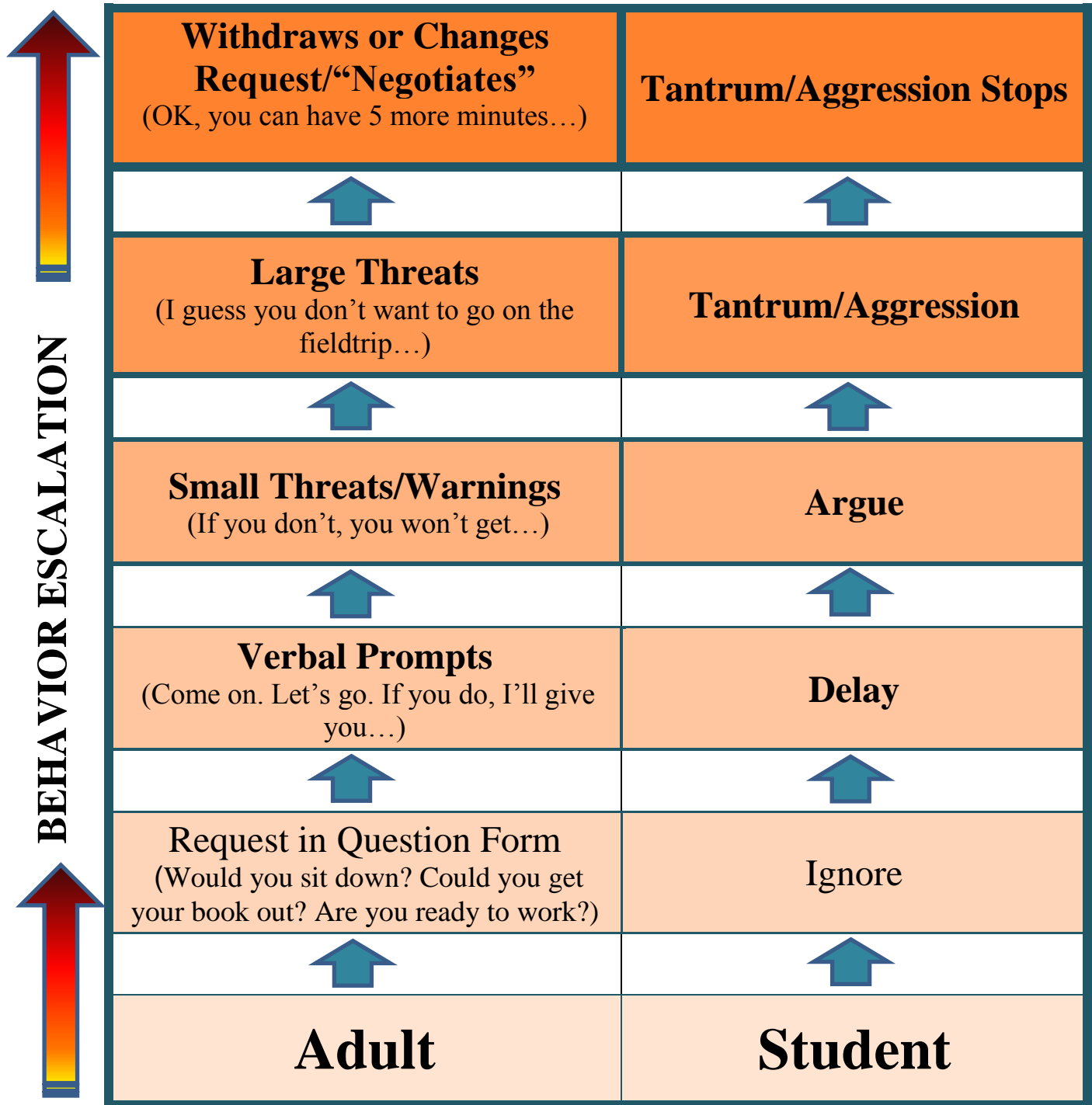
BEHAVIOR IN A BAG

2. Attachments

- **Behavior Escalation Model**
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- **Steps for 'Staying Calm'**
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- **Troubleshooting Guide**
- **Communication with Students**
- **Self-reflection and Additional Troubleshooting**

Behavior Escalation

(Or How We Make Kids Worse over Time)



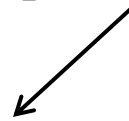
PRECISION COMMANDS

1. “Name, direction please.”

WAIT 3-5 seconds
(Students *with no* language delays)

7-10 seconds
(Students *with* language delays)

Compliance	Non
REINFORCE!	Compliance



2. “Name, *you need to* direction.”

WAIT Same as above

Compliance	Non
REINFORCE!	Compliance



3. **Pre-planned Consequence**

Label the behavior – “That’s not following directions.”

THEN

Label the consequence – “That’s _____.”

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NEGATIVE CONSEQUENCES

(4 or 5 small steps of loss from a privilege or activity)

1. _____

2. _____

3. _____

4. _____

5. _____

When consequences are arranged in a *hierarchy* consisting of *small* steps, and are designed to be *inconvenient* for the student by affecting his/her agenda (e.g., social time with peers), they are much more likely to be effective in reducing the rate of inappropriate behavior. After students learn the consequence system, most will not continue with non-compliant behavior past the second step.

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Pointers for Using Positives

1. Always include a visual feedback system (point card, chart, etc.)

X	X	X
X		

2. Use a *cumulative* system (as above); versus one that requires a certain percentage of success within a set time period. Also, avoid ‘all or nothing’ ratings for periods or days.

Non examples:

Must have 4/5 ‘good’ days for reinforcer on Friday afternoon.

M	T	W	T	F
X (yes)	O (no)	O (no)		

Must have 5/7 ‘good’ periods or subject times for participation in reinforcing activity at end of day.

1st	2nd	3rd	4th	5th	6th	7th
X	O	X	O	O		

3. Keep positive and negative systems *separate*. Never take away points once they have been earned, and don’t allow students to earn back privileges they have lost.
4. Use privileges, activities, and items that are already in the environment, but that kids are now getting for ‘free’.

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Point Card Examples

Individual point card or class chart

X	X	X
X		

Reinforcement Matrix – Create ‘Bingo’ cards for each square

	Q	U	I	E	T
1					
2					
3					
4					
5					

Posted Classroom Essentials

The following must be posted in the classroom, explicitly taught, and reviewed often:

- Posted Schedule
- Posted Rules

Rules for rules:

- Observable
 - Measurable
 - Clear language (no question)
 - Stated positively
 - About 5
- Posted Consequences (positive and negative)

Classroom Rules (sample)

1. Do what the teacher says
2. Stay in your seat
3. Raise your hand to talk
4. Keep hands, feet, and objects to self
5. Pay attention to work or teacher

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Other Factors that Affect Behavior

- Classroom environment
 - Seating
 - Room arrangement
 - Distractions minimized

- Parent contact/communication
 - Home notes
 - Progress reports
 - Email
 - Skyward or other online program
 - Meetings

- Teach class procedures and explicit skills
 - Listening
 - Working/On-task
 - Asking for help
 - Follow direction

Examples:

<u>Ready/Listening</u>
1. Sitting quietly
2. Looking at the teacher

<u>On-task</u>
1. Sitting quietly
2. Doing your work





Response-Cost System to Decrease Classroom Disruption

1. Definition of the target behaviors: out-of-seat, talk-outs, noises, etc.
2. Collection of baseline data
3. Tickets are made by printing strips of paper containing the numbers one through ten. A cut is made between each number, but not through the entire strip; the numbered tickets remain attached at the top. One ticket is taken for each occurrence of disruptive behavior (note: one behavior may be addressed at a time), and tickets are taken in reverse order, so that the student is always aware of the number of tickets remaining, without having to count them. The student is issued a strip of 10 tickets for one instructional period, if the baseline data indicate that the student will be able to keep at least one during that time. This ensures success (and a desire to continue the program) for the first few times the system is used. If the baseline rate is higher than this, the beginning number of tickets is increased or the time period is decreased.
4. The ticket strip is placed in close proximity to the student, where it may be viewed easily. It may be taped to a desk, table, or wall, facing the student.
5. If the student retains at least one ticket at the end of a work period, a pre-specified reinforcer is delivered immediately.
6. As the rate of the behavior decreases, the criterion for reinforcement (at least one ticket) remains the same, but the initial number of tickets issued to the student is reduced (e.g., from 10 to 7, 7 to 5, 5 to 3, etc.). The time periods may be gradually extended as well. This process helps to increase student awareness of the behavior and promotes self-monitoring and self-regulation.

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Steps for 'Staying Calm'

Younger kids (include pictures or icons)

1. Stop	
2. Take a deep breath	
3. Count to 5	1 2 3 4 5
4. Say "OK"	
5. Follow the direction	

Older kids

1. Stop
2. Take a deep breath
3. Count to 5 to self
4. Look around (what are others doing?)
5. Ask a friend
6. Follow the direction

Note: This process should be modeled for, and then practiced by, kids for a few minutes each day. Kids should be given brief role-play opportunities that reflect common school and home scenarios that involve the need to stay calm. They should be reinforced for participating in the teaching process, including role-playing, and for demonstrating the steps successfully when they become upset.

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Home Note Sample

A home note provides information from the teacher to the parent. Communication and collaboration with parents are essential in ensuring success for students. Teachers may develop their own tool including name, date, target behavior, academics and places for initials or signature. This program should be primarily positive. Do not threaten students with sending home a bad home note.

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## Home Note

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

**Week of:** \_\_\_\_\_

| Subject<br>or<br>Behavior | Mon | Tue | Wed | Thur | Fri | Teacher<br>initials | Comments |
|---------------------------|-----|-----|-----|------|-----|---------------------|----------|
|                           |     |     |     |      |     |                     |          |
|                           |     |     |     |      |     |                     |          |
|                           |     |     |     |      |     |                     |          |
|                           |     |     |     |      |     |                     |          |
|                           |     |     |     |      |     |                     |          |

**Rating Scale: E=Excellent OK=Average U=Unsatisfactory**

**Homework, tests, missing work**

|  |
|--|
|  |
|  |
|  |
|  |

**Parent Initials**

|   |   |   |    |   |
|---|---|---|----|---|
| M | T | W | Th | F |
|---|---|---|----|---|

**Parent Comments:**

# My Contract

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

**Date:** \_\_\_\_\_

**These are my goals:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**These are my consequences if I don't meet my goals:**

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

**These are my rewards/reinforcers if I meet my goals:**

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

**My contract will be reviewed on** \_\_\_\_\_

**Signatures:**

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

# Data Collection/Progress Monitoring Resources

- **Dean's Dynamic Data** ([special.ed.jordandistrict.org/resources/training-in-a-bag/](http://special.ed.jordandistrict.org/resources/training-in-a-bag/))

**Dean's Dynamic Data** is an easy system for tracking student progress on academic and behavior skills. Once an intervention has been defined and data recorded, the intervention and trend lines are automatically plotted, creating a visual representation of the student's response to the intervention. The application is "Dynamic" because multiple sets of data may be tracked at the same time.

Dean's Dynamic Data is available in the Resources section of the Special Education Web site (Training in a Bag), and was created specifically for special educators in Jordan School District by Dean Sudbury. The Special Education Department expresses gratitude to Dean for generously sharing his time and programming skills to design this effective progress monitoring system.

- **PM Focus** ([pmfocus.org](http://pmfocus.org))

**PM Focus** is a web-based application, developed by Devin Healey, Specialist, Utah Personnel Development Center.

PM Focus is web-based application that allows staff to track student progress on any academic or behavior skill. A student's response to instruction and/or intervention can be measured over time to aid the teacher and others on the educational team in making data-based decisions. The application is easy to use and lends itself to quick and easy interpretation of data. The features include:

- Whole class screening
- Student progress monitoring
- Intervention fidelity monitoring
- Visual indicators of group and student response to instruction/intervention
- Accessible on multiple devices (computers, tablets, smartphones)
- Easily share reports with others (parents, teachers, students)
- Free for Utah educators

- **Intervention Central** ([interventioncentral.org](http://interventioncentral.org))

**Intervention Central** provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

## Troubleshooting when Behavior does not Improve

| Implementation Errors                                                     | Result                                                                                    | How to Fix                                                                      |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Giving warnings (“Do you want to lose minutes?”)                          | Kids won’t believe you, and won’t take consequences seriously.                            | <i>Precision Commands</i><br>1. “Please”<br>2. “Need”<br>3. Consequence         |
| Talking too much when giving directions and applying consequences         | Kids ignore, tune out, argue, and try to distract adult from tasks.                       | <i>Precision Commands</i><br>1. “Please”<br>2. “Need”<br>3. Consequence         |
| Letting kids earn back lost privileges                                    | Kids will not care about the loss; they will figure they can correct it.                  | Keep positive and negative consequences <i>separate</i>                         |
| Inadequate reinforcement                                                  | Kids will not be motivated to change behavior; they will settle for negative attention.   | Deliver positives at a very high rate (this may be every 2-3 minutes, to begin) |
| Using only negative consequences                                          | Kids get attention only for <i>misbehavior</i> , and settle for that type of interaction. | Choose a behavior to improve and add a positive                                 |
| Treating each occurrence differently/applying consequences inconsistently | Kids feel resentment and begin to sabotage program.                                       | Force yourself to be consistent                                                 |

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# Communication with Students

1. Know something about each student
2. Demonstrate kindness and compassion
3. Bring interests into content and personalize learning activities
4. Use humor when appropriate
5. Consistently enforce positive and negative consequences
6. Monitor thoughts and emotions
7. Demeanor in class should avoid all extremes
  - a. Pointing finger or shaking fist
  - b. Raising tone of voice
  - c. Glaring or staring
  - d. Hovering
  - e. Ridiculing or shaming

## ~Inspirational Quotes~

*“Compassion is the keen awareness of the interdependence of all things.” ~Thomas Merton*

*“We don’t set out to save the world; we set out to wonder how other people are doing and to reflect on how our actions affect other people’s hearts.” ~Pema Chodron*

*“To reignite creativity, innovation and learning, leaders must rehumanize education and work.” ~Brene Brown*

*“Shame can only rise so far in any system before people disengage to protect themselves. When we’re disengaged, we don’t show up, we don’t contribute and we stop caring.” ~Brene Brown*

*“Punishment stops behavior, but only reinforcement changes behavior”. ~Dr. William Jenson*

*“A failure is not always a mistake; it may simply be the best one can do under the circumstances. The real mistake is to stop trying”. ~B.F. Skinner*

*And remember ...*

*“Where attention goes, behavior grows. Only give attention to the behavior you want to see more of.” ~Melisa Genaux*

## Self-Reflection and Additional Troubleshooting

*Self-reflection is a valuable tool for taking stock of any situation. These questions are designed to help teachers to analyze what is happening in the classroom and to provide a roadmap for making adjustments and improvements.*

*This package of behavior strategies consists of well-researched, highly effective components. If any of the components are missing, the behavior plan is not likely to be successful.*

### A quick self-check: Am I implementing them?

1. Circle one answer for each strategy to reflect current student success.

#### a. Precision Commands

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

#### b. Whole class reinforcement system with visual feedback (chart, etc.)

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

#### c. Individual student reinforcement system with visual feedback (chart, point card, etc. placed on student desk)

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

#### d. High rates of reinforcement for appropriate behavior (on-task, quiet, hands to self, etc.)

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

#### e. Consequence hierarchy for noncompliance with the 'need' step of Precision Commands

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

**f. Home notes**

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

**g. Contracts**

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

**h. Teaching replacement behaviors for aggression and other problem behaviors (e.g., Steps for “Staying Calm”):**

Number of kids this strategy has been successful with:

0%-25%      26%-50%      51%-75%      75%-100%

2. The strategies that have worked the best for my students are:

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3. Based on my responses to question 1. (a.-h.), what will I do differently from here on?

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4. Things I will discuss with other team members or support staff (e.g., PLC mtgs., school psychologist, District staff, etc.):

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