



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> | |

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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. | |

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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> | |

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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. | |

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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. |

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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. |