Scaffolding
Classroom Management
with
Positive Behavior Support

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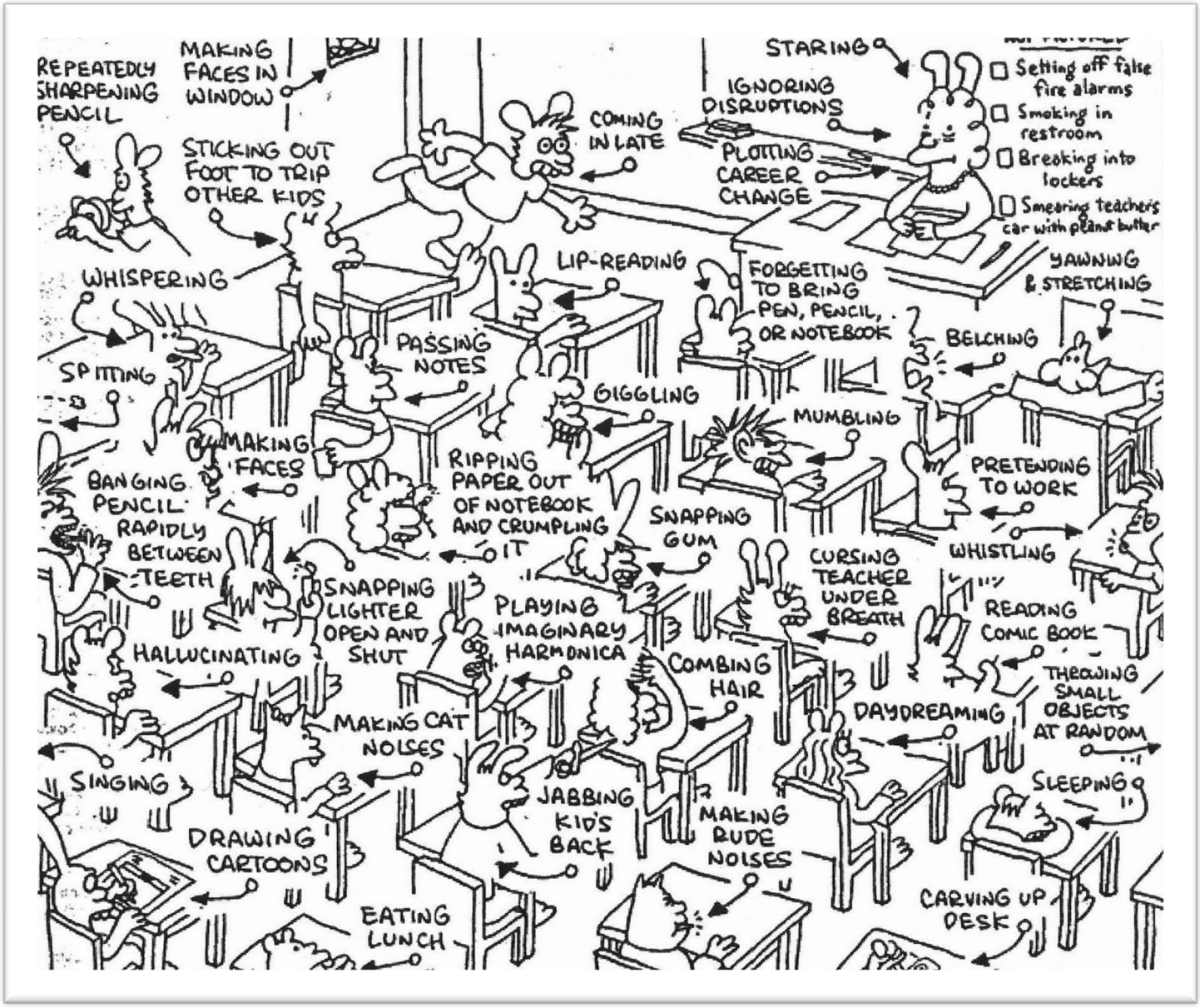
Part 1 – Preparing for Students



Assessing Behavior Management Preparation

Directions: The 7 sections in the Positive Behavior Support Wheel represent the components of a strong classroom management system. On a scale from 0 (the center of the wheel) to 10 (the outer edge of the wheel), rank your level of implementation for each component. 0 is no implementation and 10 is highly effective implementation. Place a point in each wedge to indicate your level of effectiveness for each wedge. Connect the points to create a new outer edge. The new perimeter represents the effectiveness of your behavior management system.

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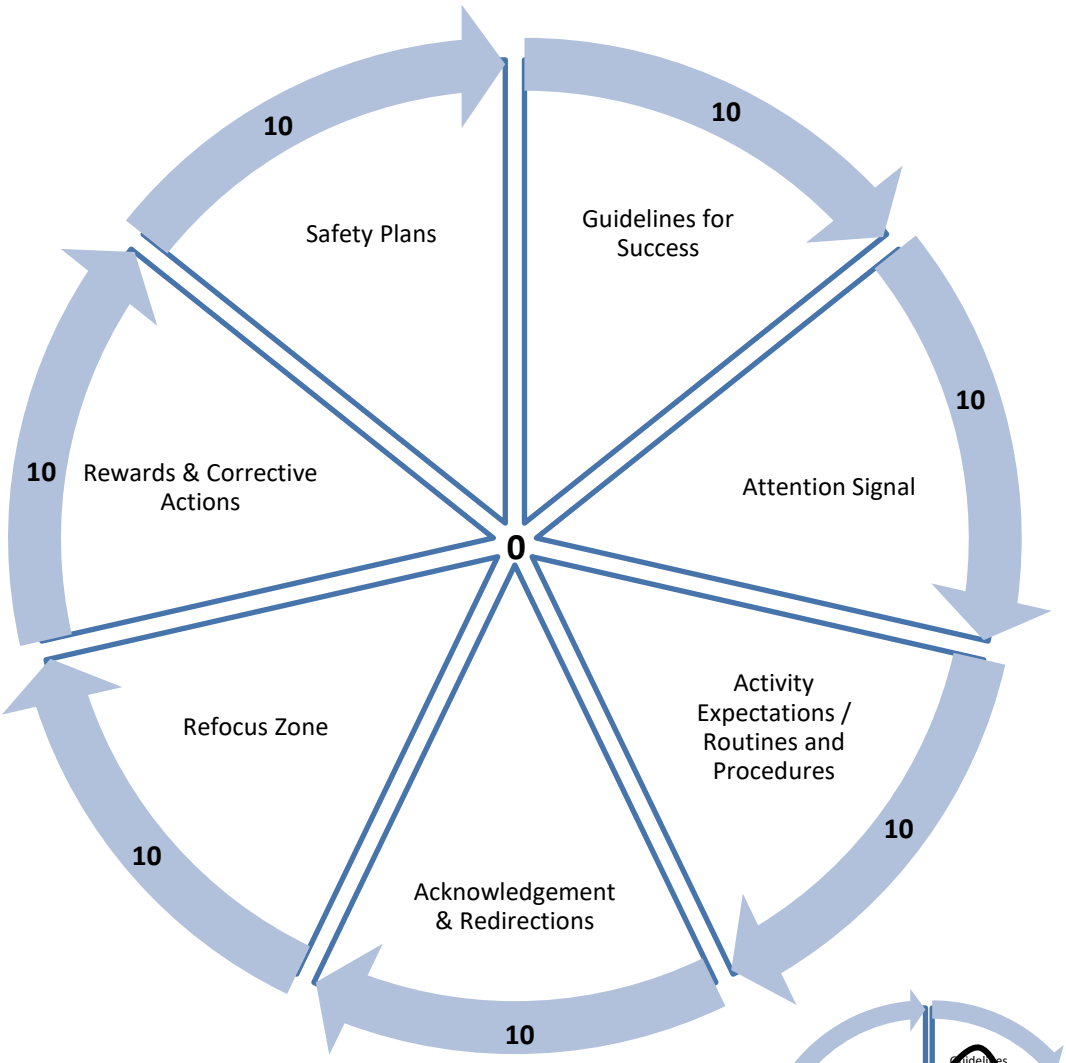
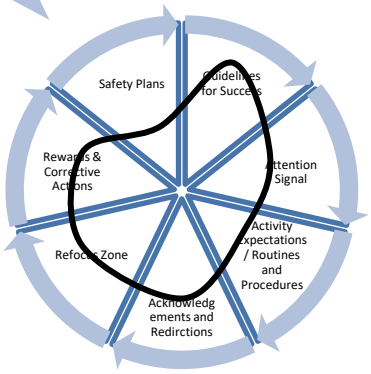
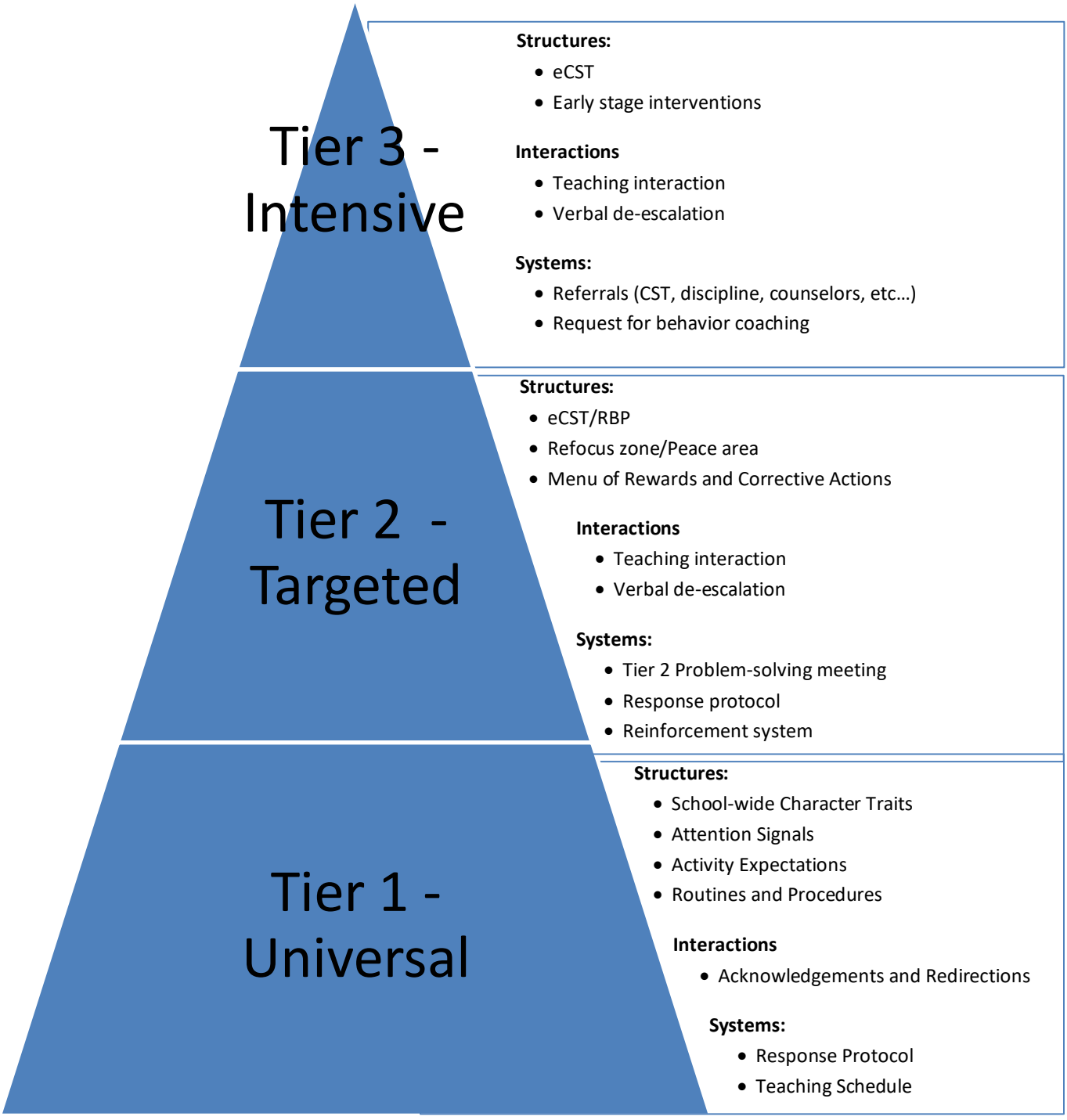




Planning for Behavior Management

Creating a functioning classroom requires thoughtful planning, implementation, and maintenance. Teachers need to define, teach, and reinforce consistent classroom structures and systems to create classrooms in which students and adults can articulate and model clear expectations. When systems, structures, and interactions are functional, it allows for day-to-day management of the classroom that ensures the teacher has time to focus on academic learning.



Behavior Management and Discipline Planning

Directions: For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number. Total the scores for all items. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 – 6 relate to the population of the entire school.			
1. How would you describe the overall behavior of students in your school?	Generally, behavior is quite irresponsible. I frequently have to nag and/or assign consequences. **10**	Most students behave responsibly but about 10 percent put me in the position where I have to nag and/or assign consequences. **5**	Generally responsible. I rarely find it necessary to nag and/or assign consequences. **0**
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more **10**	10 to 60 percent **5**	Less than 10 percent **0**
3. What percentage of students in your school typically move in and/or out of the school during the school year?	50 percent or more **10**	10 to 50 percent **5**	Less than 10 percent **0**
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated. **10**	It's a mix, but most students feel okay about school. **5**	The vast majority of students like school and are highly motivated. **0**
5. How would you describe the overall nature of interactions between students and adults in your school?	There are frequent confrontations which include sarcasm and/or disrespect. **10**	There is a mix, but most interactions are respectful and positive. **5**	The majority are interested, involved, and supportive of what goes on in school. **0**
6. How would you describe the level of interest and support provided by the parents of the students in your school?	Many parents are openly antagonistic and many show no interest in school. **10**	Most parents are at least somewhat supportive of school. **5**	The majority are interested, involved and supportive of what goes on in school. **0**
Questions 7-11 relate to students in your class this year. Middle school and high school teachers should use their most difficult class, or if you are doing this before the school year begins, simply give your best guess.			
7. What grade level do you teach?	Pre-K – 1st, 9th **20**	6th – 8th or 10th **5**	2nd – 5th, 11th - 12th , or other **0**
8. How many students do you have in your class?	30 or more **10**	23 to 30 **5**	22 or less **0**
9. What is the reputation of this group of students from the previous year?	This is the class from h*ll. **10**	It's a mix, but most students work hard and cooperate. **5**	This group is very hard working and cooperative. **0**
10. How many students in your class have been identified as emotionally disturbed?	Two or more **10**	One **5**	Zero **0**
11. Not including students identified as ED, how many students have a reputation for chronic discipline problems?	Three or more **10**	One or two **5**	Zero **0**

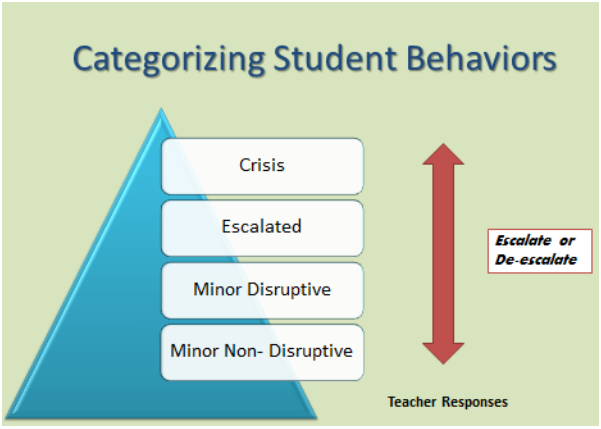
If your total is:	Your risk factors are:
0 to 30	**Low:** Your students can probably be successful with a classroom management plan that involves Low, Medium, or High Structure.
31 to 60	**Medium:** Your students can probably be successful with a classroom management plan that involves Medium or High Structure.
61 to 120	**High:** Your students probably need a classroom management plan with High Structures to be successful.

Adapted from Sprick, R.P. (1998). *CHAMPs.* Eugene, Oregon: Pacific Northwest Publishing

Categorizing Negative Behaviors

Directions: Negative behaviors are any undesired behaviors related to the current activity. List in the appropriate category all negative behaviors students exhibit in your class or any you anticipate students may exhibit.

Minor Non-Disruptive: behaviors do not interfere with other students' on-task behavior
Minor Disruptive: behaviors pull other students off-task
Escalated: behaviors are more extreme or non-compliant
Crisis: behaviors cause emergency situations which may pose imminent danger to student or others



Minor Non- Disruptive

Minor Disruptive

Escalated

Crisis

Common Teacher Responses to Negative Student Behavior

Directions: Sort the following list into teacher actions that are *corrective responses* to student behavior and teacher actions that are *punitive responses*. Feel free to add to the list of responses. Record answers in the boxes below:

- Lose recess time
- Move seat
- Re-do assignment
- Contact parent
- Private conversation with student
- Eye contact
- Send to another teacher's room
- Yell
- Proximity
- Detention
- Hand on student's shoulder
- Change student's color on chart
- Verbal redirection/reminder
- Non-verbal cue or prompt
- Loss of privileges
- Redirect

Corrective	**Punitive**
• Intent is to change the behavior • Empowers students to choose positive behavior • Response is usually calm, intentional, and student-centered • Role of teacher is to assist in resolving conflict	• Intent is to penalize child, not behavior • Punishes students for their behavior • Response can emotionally based • Role of teacher is to provide a consequence

Sample Classroom Management Plan

Classroom Guidelines for Success/Character Traits

Guideline or Character Trait	Example
Prepared	Have all materials necessary for learning
Respectful	Listen to different opinions Follow classroom expectations
Industrious	Complete all work on time Stay on task
Dependable	Arrive to class on time
Ethical	Tell the truth Complete own work

Attention Signals

1. Verbal Cue: "I need your attention, please."	2. Timer

Classroom Expectations

Attention: 1. Voices off 2. Stop all activity/movement 3. Eyes on teacher 4. Follow directions	**Direct Teach:** 1. Voices off unless called on 2. Stay seated 3. Follow directions 4. Raise hand for help or permission
Independent Work: 1. Voices off unless you have permission to speak 2. Begin work right away 3. Work until the task is completed 4. Stay seated unless you have permission to get up 5. Raise hand for help or permission	**Partner/Group Work:** 1. Voice level: 1 – 2 2. Follow directions 3. Follow procedures 4. Stay in assigned space unless given permission to move 5. Raise hand for help or permission
Entering Class: 1. Voice level: 1 – 2 during passing period 2. Voices off after the bell 3. Walk, keeping hands, feet, and objects to self 4. Go directly to your assigned sear and follow procedures 5. Raise hand for help or permission	**Exiting Class:** 1. Voice off during class 2. Voice level 1-3 after dismissal 3. Wait for teacher dismissal before leaving 4. Walk, keeping hands, feet and objects to self 5. Ask teacher for help or permission
Technology:	

Acknowledgements and Redirections

Acknowledgements		Redirections	
Verbal: • I notice that _____is _____. • Thank you for_____. • _____is _____. • I see _____. • You are showing ____ when you _____. • Thank you for being _____by _____. • Great job of _____.	**Non-Verbal:** • Thumbs-up • Smile • Wink • Pat on the back • Hug • High five • Fist bump • Sticker	**Verbal:** • Please _____. • You need to_____. • A better choice would be _____.	**Non-Verbal:** • "The look" • Proximity • Tap on the shoulder • Tap on the desk • Head shake • "Shhhhh" signal • Wait signal • Reminder note

Rewards and Corrective Actions

Rewards		Corrective Actions	
Recognition: • Student of the Week • Master Mathematician • Phone call	**Parent Contact:** • Note home • Email	**Restitution:** • Clean classroom • Prepare materials for next lesson	**Parent Contact:** • Phone call • Note home • Email
Time Earned: • Time to work on independent projects • Free time	**Privileges Earned:** • Extra computer time • Free choice centers • Lunch with teacher • Time with a preferred adult	**Time Owed:** • Cool down time • Time in another teacher's classroom	**Referrals:** • To mentor • To counselor • To administrator
Positive Referral: • To mentor • To administrator • To preferred adult	**Others:** • • •	**Privileges Lost** • Loss of materials • Loss of computer time • Loss of free choice centers	**Others:** • • •

Creating Behavior Management Structures

Guidelines for Success/Character Traits/Rules

Directions: Guidelines for Success replace class room rules and provide a vision and standard for student and adult behavior and achievement. If you have School-Wide Guidelines for Success, we recommend using them. For each Guideline, list the examples of student behavior that demonstrate the Guideline in your classroom. Then list adult behaviors that model each guideline.

Example

Guideline or Trait:	**Students Demonstrate By:**	**Adults Model By:**
Be Prepared	Having all materials ready Being in your seat, ready for the lesson	Having lessons ready Being to class on time Having classroom open and ready for students

Guideline or Trait:	**Students Demonstrate By:**	**Adults Model By:**

Classroom Activity Expectations

Directions: Activity expectations provide predictable behavior expectations for instructional routines and classroom procedures. For each activity, list negative behaviors students exhibit during the activity. For each negative behavior, identify a positive behavior that can replace the negative behavior. Consolidate the list of positive behaviors into 3-5 positively stated, behaviorally specific expectations for the activity. Arrange the activity expectations in a predictable pattern (i.e. voice level, movement options, activity, how to get help).

	Negative Behavior	Positive Behavior	Expectations
Direct Teach			
	Negative Behavior	Positive Behavior	Expectations
Independent Work			
	Negative Behavior	Positive Behavior	Expectations
Small Group/Partner			

	Negative Behavior	Positive Behavior	Expectations
Attention			
	Negative Behavior	Positive Behavior	Expectations
Entering Class			
	Negative Behavior	Positive Behavior	Expectations
Exiting Class			

Routines & Procedures

Directions: Routines and procedures are the instructional and clerical systems that keep a classroom running efficiently. Below are some routines and procedures that are regularly used with students. Consider each routine: if the routine is allowed during the activity, check the box and explain how students will comply.

Pencil Sharpening ❑ During Direct Teach How? ❑ During Independent Work How? ❑ During Small Group/Partner Work How? ❑ Entering the Room How? ❑ Exiting the Room How?	**Going to the Restroom** ❑ During Direct Teach How? ❑ During Independent Work How? ❑ During Small Group/Partner Work How? ❑ Entering the Room How? ❑ Exiting the Room How?
Getting Materials ❑ During Direct Teach How? ❑ During Independent Work How? ❑ During Small Group/Partner Work How? ❑ Entering the Room How? ❑ Exiting the Room How?	**Putting Away Materials/Turning in Work** ❑ During Direct Teach How? ❑ During Independent Work How? ❑ During Small Group/Partner Work How? ❑ Entering the Room How? ❑ Exiting the Room How?
Other:	

Attention Signals

Directions: An Attention Signal must efficiently and effectively capture the attention of all students. List attention signals you use or have seen others use. Select 1-3 attention signals to use with your students. Identify the auditory, visual, and kinesthetic components of each signal. Identify environments where each signal will be effective.

Signal	Environments
Signal: Auditory component: Visual component: Kinesthetic component:	

Classroom Behavior Management Plan Template

Guidelines for Success

Guidelines	Examples

Attention Signals

1.	2.

Classroom Expectations

Attention 1. 2. 3. 4. 5.	Direct Teach 1. 2. 3. 4. 5.
Independent Work 1. 2. 3. 4. 5.	Partner/Group Work 1. 2. 3. 4. 5.
Arrival 1. 2. 3. 4. 5.	Dismissal 1. 2. 3. 4. 5.
Technology:	

Rewards and Corrective Actions

Rewards		Corrective Actions	
Use as universal interventions			
Acknowledgement		Redirection	
Use as targeted and intensive interventions			
Recognition	Time Earned	Restitution	Time Owed
Parent Contact	Privileges Earned	Parent Contact	Privileges Lost
Positive Referrals		Referrals	

Response Protocol		
Initial Negative Behavior	**Individual:** 1. Identify negative behavior 2. Identify positive behavior 3. Acknowledge positive behavior (3:1 ratio) 4. Check for positive behavior 5. Acknowledge positive behavior or use fluent redirection for continued negative behavior	**Group:** 1. Identify negative behavior 2. Identify positive behavior 3. Use attention signal 4. Review activity expectations 5. Acknowledge positive behavior (3:1 ratio) 6. Use fluent redirect for negative behavior
Continuing Negative Behavior	**Minor Non-Disruptive:** 1. Ignore negative behavior, until you have time to engage 2. Use fluent redirection • Give 5 a Try 3. Conduct teaching interaction	**Minor Disruptive:** 1. Fluent redirection • Give 5 a Try 2. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone 3. Engage the rest of the class in an activity 4. Conduct teaching interaction
	Escalated: 1. Engage the rest of the class in an independent activity 2. Conduct Teaching Interaction 3. Conduct verbal de-escalation, if warranted 4. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone 5. Check in with the class 6. Conduct the teaching interaction	
Crisis Behavior	1. Identify the crisis behavior 2. Identify the appropriate crisis response plan 3. Conduct the Crisis Response Plan 4. Document use of the Crisis Response Plan	

Teaching Interaction:	**De-Escalation:**
1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Check for understanding 6. Deliver consequence, if needed 7. End with praise/empathy	1. I see you _____. 2. Are you feeling (*angry*)? 3. I can see that you are (*angry*). 4. What are you (*angry*) about? 5. So you're (*angry*) about ____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?

Teaching Your Expectations

Now you have a plan in place that includes student behavior expectations. You can make posters with your expectations and refer to them throughout the year. The next step is to prepare a lesson plan to teach the students what your expectations look like and sound like, and how you will respond to the behaviors, "good" and "bad."

Objective
Ensure all students understand the behavior expectations.

Time
25 minutes with daily follow up

Step 1 (2+ min)
- Post all behavior expectations
- Ask students to read each set of expectations

Step 2 (3+ min)
- Pose the question, "What do you think is the purpose of these behavior expectations?"
- Allow a couple of minutes for students to respond
- Even if no one responds, go to step 3

Step 3 (5+ min)
- Teacher adds to student responses, explaining the rationale and thinking that went into the development of each set of expectations

Step 4 (10+ min)
- Select small groups of students to demonstrate/role-play
- Begin with a non-example, demonstrate what it looks like and sounds like to ***not*** meet the expectations
- Follow up with examples, demonstrate what it looks like and sounds like ***to meet*** the expectations

Step 5 (Follow up daily for three weeks)
- Refer to the posters at each transition, for example, going from direct teach to independent work
- Use the same language as in the posted expectations when providing acknowledgement or redirection
- Tie incentives to the expectations
- Repeat daily for the first month of school

Follow the **3-33 Rule** – *Focus on building relationships and teaching expectations for the first 3 weeks, then the next 33 weeks will be smooth sailing.*

Monitoring & Acknowledging On Task Behavior (Elementary)

What is it?
A means of increasing:

- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

When to Use?

- For classes where there is a pattern of less than 80% of students on task
- Continue using until more than 80% of students are regularly on task

Steps to Implement

1. Do daily
2. Give each student a slip of paper, chart, post-it-note, a cup for pom poms, a pipe cleaner for stringing beads…
3. Quickly explain the purpose
    - Teacher will add a tally mark (sticker, pom pom, bead) if the student is working during tally time
    - Teacher will have tally time frequently through the day or targeted time of day
    - Once a student collects ____number of tallies, he or she gets to choose a celebration/reward

        While tangible items often work, students can be very enthusiastic about experiential reward coupons such as bringing a show-and-tell item, keeping a stuffed animal at their desk for a day, computer time, free draw time, sitting in the teacher's chair, using a special pen during the day…
4. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
    - Have they made sufficient progress on the assigned activity?
    - Are they focused on the work or visiting/zoning/texting/etc?
5. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity

Note
This is a great strategy for increasing on-task behavior but can also be used to increase compliance of and engagement in other expectations set by the teacher such as:

- Following directions
- Having a safe body – hands, feet, and objects to self
- Using kind and respectful language

Choose one priority behavior for the class to work on at a time. After success (>80%) is achieved and maintained over many days, consider adding or changing to another priority behavior.

Monitoring & Acknowledging On Task Behavior (Secondary)

What is it?
A means of increasing:

- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

When to Use?

- For classes where there is a pattern of less than 80% of students on task
- Continue using until more than 80% of students are regularly on task

Steps to Implement

4. Do daily
5. Give each student a slip of paper or post-it-note
6. Quickly explain the purpose of the paper
    - Teacher will add a tally mark on the slip if the student is working during tally time
    - Teacher will have tally time 5-7 times per class
    - Students with 5 or more tallies will be dismissed when the bell rings
    - Students with less than 5 tallies will be dismissed by name
9. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
    - Have they made sufficient progress on the assigned activity?
    - Are they focused on the work or visiting/zoning/texting/etc.?
10. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity
11. Make sure to circulate and tally 5-7 times during the period
12. Students who have 5 or more tallies at the end of the period are dismissed by the bell
    - Others are quickly dismissed by name
    - All students should be dismissed within 15-30 seconds
    - Dismiss based on their effort, first those with 4 tallies, then 3 tallies, etc.
    - Remind students that the next class period is a new opportunity to stay on task, collect tallies, and be dismissed by the bell

Note
Some students will leave at the bell, even if they do not have at least 5 tallies. When they do, say, "I won't try to stop you, but I will catch up with you later. We will deal with it then."

- Take note of any students who leave without permission
- Find each student later (same day)
- Use the *Teaching Interaction* when you catch up with them, point out you told them you would catch up
- Find them:
    - at lunch
    - at the end of your conference period, wait outside of the student's class
    - exiting campus at the end of the day

Part 2 – Building Positive Relationships

Your Teachers

Directions: Think of someone, a teacher, coach, principal, assistant principal, specialist with whom you had a very positive relationship. Take a moment to write out a specific moment that created or supported that positive relationship.

Research Regarding Relationships

"High-quality teacher-child relationships predicted low levels of externalizing behaviors".
"High-quality relationships acted as protective factors, helping to prevent children with high levels of internalizing behaviors in early childhood from developing trajectories of long-term internalizing behavior problems."
O'Connor, Dearing, & Collins, 2011

"Having a relationship with a teacher characterized by warmth, trust, and low degrees of conflict was associated with positive school outcomes"; the perceived support from teachers was found to influence the pursuit of classroom rules and norms.
Baker, Grant, & Morlock, 2008

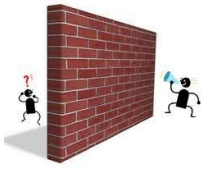
Establishing a positive teacher-student relationship is a predictor for both increase in GPA and decrease in absences.
Valiente, Lemery-Chalfant, Swanson, & Reiser, 2009

For some students, displaying concern outside of school is a significant factor influencing motivation and achievement.
Jones & Jones, 2007

Positive Relationships with teachers appear to be a factor that prevents high-risk students from being retained or referred for special education.
Pianta, Steinberg, & Rollins, 1995

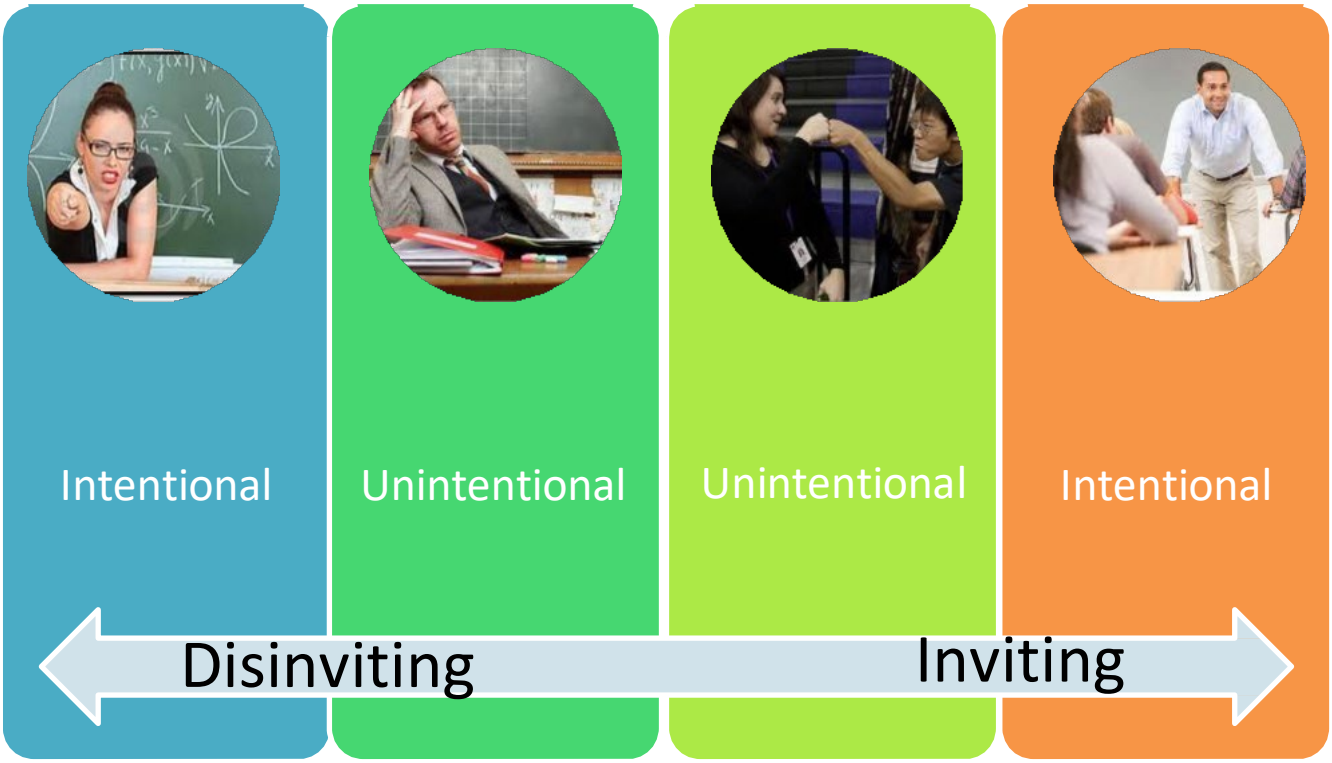
In a study of African American students at risk of a Special Education behavior referral, social, behavioral, engagement, and academic outcomes increased as the quality of teacher-student relationships increased.
Decker, Dona, Christenson, 2007

Barriers to building positive relationships:
Educators are aware of the importance of positive relationships; however there are certain barriers that may hinder establishing and growing these relationships.



Directions: Brainstorm barriers that prevent or limit positive teacher-student relationships.

Teacher Behaviors



Behaviors or comments intended to be degrading or derogatory	**Behaviors or comments that may cause unintentional strains on a student/ teacher relationship**	**Behaviors and comments that are inherently positive**	**Behaviors and comments targeted to let students know that they are valued**

Creating a Supportive Classroom – 64 Things

The following strategies have been compiled from proven strategies used by educators throughout Austin ISD. They are organized into the following categories:

1. Establish a positive relationship with your students
2. Use student peer support
3. Establish a positive relationship w/ students' families
4. Class-wide and individual student incentives
5. Help students remove themselves physically or mentally from a negative situation
6. Monitor behavior and encourage students to self-monitor

STRATEGY	LOOKS LIKE . . . SOUNDS LIKE
1. Establish a Positive Relationship with your Students "They may forget what you said, but they will never forget how you made them feel." C. Buchner	
3:1 Ratio of Positive to Negative Interactions	*3 responses to positive behaviors for every 1 response to negative behavior will maintain current behavior. Post a visual reminder of 3:1.*
Put Money in the Relationship Bank	*If you add to the relationship bank (positive interactions and connections), then students respond better when you have to make a withdrawal (redirection, consequence). Post a picture of a piggy bank on the wall as a reminder.*
2x10 Positive Interactions (*from Allen Mendler's Power Struggles*)	*Spend 2 uninterrupted minutes every day for 10 days connecting one-on-one with a struggling student.*
Avoid Hostility Cycle *(from Mendler's Power Struggles)*	*Rather than one-upmanship with a student in a power struggle, avoid power struggles.*
1 week Positive Campaign *(from Mendler's Power Struggles)*	*Find at least one positive quality the student displays related to a specific behavior goal. Spend one week praising the student each time he/she demonstrates this quality. Be specific.*
Greet Each Student by Name at Door	*As student walk into your room: "Good morning, Michael. Hello, Maria. It's good to see. Hi, Kyle. You made a great shot at the game yesterday!"*
Redirect Misbehavior Privately	*Kneel down so that you are not standing over a student. Whisper. Or, leave a note or visual reminder on student's desk. Avoid public reprimands. Smile.*
Guided Choices	*"You may work quietly in your desk or move to this desk." Even beyond redirecting, give students choices often in your class, so they truly feel that they have a voice. For example, "For homework, I would like you to solve 5 of the problems on page 8. You pick the 5."*
Good Things	Students share good things that occurred recently. Call on a variety of students to prevent monopolizing. Encourage all students to listen and respond respectfully.
Create Class Commitments	*Students commit to… Teacher commits to…*
Attend Extracurricular Activity	*Show the students you care about more than a grade by attending the other activities they care about.*
Physical Classroom Layout	*Calming lighting, Cozy Feel, Desks in Groups,* *Calming Music, Student-Created Signs. Do a 360 walk of your room. Is it warm and student-centered?*
Student Voice	*90% of the talking in the class should come from students. Often, the opposite takes place.*
Student Interest Inventory: Survey your students!	*Survey students on their interests beyond your class and academically. Directly reference these frequently.*

2. Use Student Peer Support	
Classroom "Buddy"	*Pair up students as "Buddies" who keep each other on task. Encourage them to have a secret code word or picture they use to redirect each other.*
Peer Reminder	*"If someone next to you is talking, please ask them to stop."*
Class Circle	*Arrange desks in a circle to discuss ways to address a class behavior issue. One person talks at a time. At the end, review what everyone agrees to do.*
Student Roles	*Classroom Patrol Team: Keeper of the Quiet, Keeper of the Time, Positive Cheerleader.*
Conflict Resolution Mat	*When 2 students have an issue, they stand on a conflict resolution map with footprints. With each step they take toward resolution, they take an actual step on the mat. At the center, they shake hands on their agreed solution.*

3. Establish a Positive Relationship with Students' Families	
The Parent is the Expert	*"I want to thank you for raising a child who… (positive trait). I need your help. You know your child better than anyone. What could I do to encourage him to come to class on time?"*
Emails	*Individual emails, Class e-newsletters.*
Positive Notes	*Make a point to send one home to each child at the beginning of the year and throughout the year.*
Back-and-Forth Mini Journal	*The teacher and student have a journal. Each day, each person writes one positive thing the other person did that day.*
Appreciation Certificates	*The more specific, the better. Give them to parents as well, thanking them for raising a person who… (list trait).*
Postcard about the Student	*Send a postcard home with a student that describes a specific positive choice he/she made.*

4. Class-wide and Individual Student Incentives	
Mystery Student	*It is similar in concept to "The Mystery Shopper." Kids love it. No one knows who is being watched to earn a class reward.*
Intra-Class "Behavior Olympics" Competition	*Post earned points/graphs by class period.*
Public Recognition	*Wall of Fame, Awards, Certificates, Step up to the plate Gold Plate Award.*
Pat Yourself on the Back and Give a High 5	*Tell your student/class: "Pat yourself on the back for (positive behavior)"or "Give yourself/neighbor a high 5 for …"*
A / A+ Day	*Students are either on an A or A+ (more freedom) day. Increased responsibility = increased freedom.*
Connect-the-Dots or Puzzle	*Create a "connect the dots" picture of a desired incentive. When the student makes progress, he/she connects 2 dots. This continues until the picture is completed. Also works with puzzle pieces of picture.*
Keeper of the Class Pet or Object or "Queen/King for a Day"	*A student gets to keep the class pet (stuffed) with him/her all day. The student is the queen or king with privileges.*
Positive Referral to the Office	*Send a student to an administrator with a positive note describing a specific good choice or action.*
BINGO or TIC-TAC-TOE	*List your guidelines on a matrix. As the class demonstrates the guideline, they get an X (tic-tac-toe) or B-I-N-G-O letter.*
Spell a Character Word or Academic Word	*The class earns a letter every day/period/hour they are on task as a whole. Goal: Spell the whole word.*

5. Help Students Remove Themselves Physically or Mentally from a Negative Situation	
Squeeze Ball	*Have a squishy ball/object that a student can squeeze when he/she needs to feel calm/refocus.*
Breathing	*Count to ten as you exhale and inhale.*
Physical Class Calming Breaks	*Light Stretch, Massage Your Temples, Listen to Calming Music*
Cool-down area "Antarctica"	*Create a cool down area that is not a punishment but a place to reflect and refocus. Name it creatively; display calming pictures.*
Buddy Teacher	*Pair up with another teacher to allow students to go to another room to reflect and refocus.*
Reflection Sheet "Do Over"	*Create reflection sheets that ask open ended questions including, "If you could have a DO OVER, what would you do differently?"*
Reminder Picture	*Place a reminder picture on a student's desk. For example, give a picture of an owl and whisper, "Make a wise choice."*
Pre-Referral to the Office	*If you must write a referral, place it on the student's desk and say, "Based on your behavior, I'm going to let you decide whether this torn up or sent to the office. Choices.*
Calm, Quiet Voice	*Always model the behavior you expect from students.*
Sit/Kneel at Student Level	*It makes a student feel less defensive. They don't feel that you are "talking down."*
Student Writes Letter of Apology	*Ask student if they are willing (not forced) to write a sincere letter of apology to a peer or adult.*

6. Monitor Behavior and Encourage Students to Self-Monitor	
Owl reminder	*Put an owl (sticker, stuffed, picture, etc.) on student's desk and whisper, "Make a wise choice."*
"Targeted Action Plan" w/ Replacement Behaviors	*Create a specific action plan (Ask CSS Facilitator for examples)*
"Check-in Check-out" with Success Chart	*The student "checks in" with a specific adult every day and together they review the student's Success Chart. At the end of the day, they "check out" and see how the student did.*
Sticky Note for Tallies	*The student makes a tally mark on a sticky note any time he displays the negative behavior. Review.*
How do you feel today?	*"Point to facial expressions picture." "Draw a picture of how you feel." "Use words to describe how you feel."*
What is the unmet need?	*Try to determine the underlying need the student tries to fill with the negative behavior. Then, fill the need with a positive replacement behavior (attention, control, etc.)*
Connect the Dots, Shade Graph, Stickers on Goal Sheet	*As students display positive behavior, they color a part of a graph or connect two dots of a picture.*
Daily Class Exit Tickets	*At the end of each class, students complete an "Exit Ticket" about what they enjoyed about your class, as well as suggestions for improvement. Read them all.*
Success Chart with Successful Guidelines Circled	*Write your school's Guidelines for Success acronym on a sheet of paper. As student displays each guideline, circle and initial the letter. Send it home to parents daily.*
Warning Reminder	*Place a card with a "W" on the student's desk as a silent warning. Or write a quick note and silently place on desk.*
Social Skill Class, Anger Mgt Class, etc.	*Check with your campus counselor.*
Goal Picture, Point to Goal Picture as Needed	*Ask student to draw a picture or write a reminder phrase about a specific goal on which she/he is going to work. Tape this to his/her desk or binder.*
Reward Tickets	*Distribute tickets to students for specific actions. These tickets are entered in a class-wide drawing.*

Choose one or two strategies you plan to use in your classroom and list them here.

The 2x10 Intervention-Building Positive Relationships

What is it?

2x10 is a simple preventative measure to help ensure the foundation of a positive relationship between the teacher and student. This strategy provides positive attention through encouragement, acknowledgement and recognition of the student's strengths. Building positive relationships can help to reduce disruptive behavior. By showing genuine interest and respect for the student, often that student will reciprocate by respecting classroom rules and showing more interest in learning.

When to use?

Use with students who tend to:

- engage in moderate disruptive behaviors
- engage in power struggles with teachers
- refuse to complete work or stay on task after multiple redirections
- are new to the campus

Steps to Implement:

1. Determine a time of day when you can speak privately with the student without interruptions.
    - In the morning before school
    - During lunch
    - At the beginning/ending of class before/after other students have arrived/left.
    - During passing periods
2. Spend 1-2 uninterrupted, undivided minutes a day talking with the student about his or her life and interests with the sole purpose of building your relationship.
3. Discuss *anything other than behavior, attendance, or academics*
    - Inquire about the student's hobbies, extracurricular activities, or other subjects in which you know the student may have an interest or aptitude
    - Try to learn about or identify the student's strengths
    - If the student will not answer your questions, offer information about yourself , refer to movies, sports, current events, etc.
    - Offer genuine compliments
    - Be careful to avoid making requests to improve behavior or critique work
4. If appropriate, share stories about yourself from when you were a student to help build a sense of connection.
5. Invest these 1-2 minutes every day for 10 consecutive days (2x10).

The purpose of sharing these 2 minutes together is to provide uninterrupted time to positively interact with the student. The foundation of a positive relationship will emerge. Then, when you do redirect the student's behavior or address academic concerns, s/he is more likely to be compliant or willing to follow the directions.

Adapted from Power Struggles by Allen N. Mendler

Mystery Student

What is it?
It is a fair and practical class wide incentive strategy that targets specific behaviors.

When to Use?
Use the Mystery Student strategy when there is a specific behavior of concern that more than 20% of the students repeatedly exhibit.

Steps to Implement

1. Randomly select one student by drawing a name from a hat
2. Announce the expected behavior:
    - Stay on task
    - Fast transitions
    - Ignoring disruptions
3. The Mystery Student is the name drawn from the hat
4. Put the name, without peeking, in an envelope and seal it
5. Keep track of students who meet the stated behavior
    - Tally on post-it-notes
    - Keep track on a seating chart
    - Use a class roster
6. 6 minutes prior to the end of class, open the sealed envelope
    - If the Mystery Student met the expectations, then announce the student's name and the whole class receives the stated reward, such as the last five minutes for personal time
    - If the Mystery Student did not meet the expectation, then re-seal the name in the envelope and use the last 5 minutes to discuss the behavior
        - Consider role playing both inappropriate and appropriate behaviors
        - Provide a rationale for the expected behavior

Note
Only announce the identity of the Mystery Student if the student was successful. If the Mystery student was unsuccessful, then re-seal the envelope and hide it or shred the paper with the name on it.

*On the first day of implementation, it is important that the mystery student is successful, as this will build buy in from the students. Only for the first time, rig the drawing – put the same name on each slip of paper in the hat. Choose a student who is likely to be successful (*not the most well behaved student*).

Part 3 - TOOLKIT FOR RESPONDING TO BEHAVIORS

Respond to Behavior like a

Slot Machine or Soda Machine

Slot Machines

- People continue to put money in, even when they know chances are that they will lose the money
- There is always a possibility of a little win or hopefully a jackpot, people keep adding money
- Mysterious
- Keep people's attention
- Provide variable responses
- When beginning a behavioral intervention try to reinforce at a high level of intensity (as often as possible) until the student shows some success with the new behavioral skill
- Continue even after the student is successful

Respond to positive (*appropriate*) behavior **like a slot machine** – you will encourage increased positive behaviors.

Soda Machines

- People put money in, push the button, take their soda, and walk away
- Rarely do folks just keep putting money in the machine in hopes of something else happening, soda machines dispense sodas, regularly and consistently
- Provides consistent responses
- When the soda machine does not give us the soda we ask for we become upset and kick the soda machine hoping for a change in response
- When beginning a behavioral intervention be aware that you will often experience a "behavior burst" from the student when you have changed the response they were used to receiving. Be consistent and ride out the burst

Respond to negative (*inappropriate*) behaviors **like a soda machine** – you will encourage a decrease in negative behaviors.

Responding to Behavior Toolkit

3:1 Ratio of Positive to Negative Interactions

What is it?

Attend to what is going well 3 times as often as you respond to problem behaviors. A positive interaction is when you respond to someone who's engaged in a positive behavior – a behavior you want to see repeated. A negative interaction is when you respond to a student after they have engaged in an inappropriate behavior – something you do not want repeated. The response is based on what the student does just prior to your response. Maintaining a 3:1 ratio of positive to negative interactions will help build a positive climate in the classroom and with individual students.

3:1 Ratio of Interactions

Positive interactions occur when you engage with a student, immediately following the student's appropriate behavior, examples include:

- Beginning work at the designated time
- Staying on task (especially when others are off task or disruptive)
- Raising hands

Negative interactions occur when you attend to a student who has just exhibited negative behavior, examples include:

- Slow transitions
- Off task talking
- Off task behaviors
- Disruptions
- Blurting out
- Ignoring directions

Potential Positive Interactions

- Greeting each student as they enter the classroom
- Behavior narration
- When students meet expectations, such as raising hand
- Nonverbal, such as smile and thumbs up or a positive message on a post it note
- I noticed _____do _____

How to track 3:1

- Use a seating chart or class roster
- Keep the chart/roster on a clip board
- Put a + by a student's name after you have had a positive interaction
- Put a - by the name following a negative interaction

Goal

- By the end of each week, each student should have a ratio of 3:1 positive to negative interactions
- Be genuine and sincere with positive interactions

Behavior Narration (assists with maintaining 3:1 ratio)

What is it?

- A protocol for emphasizing and restating expected behaviors in an overall positive manner
- Draws focus on the expected behavior, rather than the problem behavior
- Helps maintain a 3:1 ratio of positive to negative interactions
    - Acknowledge three students who are on task, prior to redirecting students who are off task

When to use?

- Immediately following transitions, especially from direct teach to independent or group work
- When you notice less than 80% of the students are on task

Steps to Implement

1. Don't respond to students who are off task
2. Narrate behavior of 2 students who are on task
    - "Tim has his book out and opened to page 108. Maria has her book opened to page 108."
        - Be targeted and specific
        - Target a student and identify the specific appropriate behavior
    - Watch the students who were initially off task
    - Notice a student who chooses to engage in the appropriate behavior
        - narrate his behavior as the 3rd narration
3. Fluently redirect any others who remain off task
4. Alternatively, narrate a percentage or number of students who are on task
    a. "I see 20% of the students on page 108."
    b. "I see 5 students on page 108 . . . now I see 7 students on 108. I need everyone on page 108."

Benefits

- Repeats directions in a positive manner
- Eliminates drawbacks of praise
- Creates positive momentum

Narration Guidelines

- Narrate immediately after giving directions
- Narrate 2-3 students
- Narrate before you correct
- Look for difficult students to narrate
- Pair with class-wide reward

Consistently Takes Corrective/Instructional Action

- After narrating 2-3 students, immediately correct off task student behavior
- Fluently redirect students who are off task
- Less talk = more effective
- Re-build positive momentum after correcting a student and narrate that student on task

Based on Assertive Discipline, Lee Canter

Fluent Redirection

What is it?

Fluent Redirection is a strategy used to address low level and/or early stage negative behaviors while minimizing the potential for power struggles.

When to Use?

There are many things students need to refrain from doing; especially behaviors that will decrease their opportunity to learn and the teacher's ability to teach. Though there are times to ignore negative behaviors, you will generally need to address them so that students understand which behaviors will harm the learning process. This should be done as quickly and quietly as possible to minimize the impact on the flow of instruction and learning

Steps to Implement

1. State what you expect the student to do and move on
    - Redirect without breaking stride
    - Clear, concise expectations leave little room for misunderstanding
    - Use non-verbal cues, redirection written on post-it-notes and proximity
    - Use the PEP strategy, Privacy, Eye Contact, Proximity (Allen Mendler)
2. 5-20 seconds later, observe if the student was compliant
    - The student may need a few moments to consider the choice
3. If so, acknowledge the change in behavior
    - Providing acknowledgement allows you to end the situation on a good note and maintain your relationship and reconnect with the student
4. Give 5 a Try
    - Offer 4 or 5 fluent redirections prior to moving to the Teaching Interaction or any other corrective action.
        - Consider using Playful Engagement, "Would you like to try that again with respect," or "Are you asking or telling?" in a playful voice (TBRI)
        - If compliant, acknowledge compliance (reconnecting with the student)
        - If not, ensure the other students have are engaged in an independent activity and dialogue with the student (see the teaching interaction)
    - Minimize the opportunity for peer attention and further disruption

Note

The purpose of Fluent Redirection is to quickly and effortlessly guide students to engage in appropriate behavior at the onset of negative behavior.

Structured Engagement

What is it?

Structured Engagement, from TBRI, is a way of offering choice or compromise when a student is resisting lower level options, like fluent redirection and playful engagement.

When to use it?

When the student doesn't respond to low level responses, like Fluent Redirection, Give 5 a Try and Playful Engagement, offer choice or compromise in an effort to turn the behavior and avoid a power struggle. This provides a more concrete way to get the student on track

- "Would you like to start with the even or the odd problems?"
- "Sounds like you might want a compromise?"
- Offer the chance to re-do, give language if necessary

Teaching Interaction

What is it?

The teaching Interaction is a seven-step guided discussion in which the teacher is the one guiding. The general idea has been documented for over thirty years. There are many models to choose from and in general they include identifying the inappropriate behavior, the desired behavior, a rationale and an opportunity to show understanding.

When to use it?

Use the Teaching Interaction when a student has not appropriately responded to fluent redirections, especially after "giving 5 a try."

The Teaching Interaction Script

1. Start with praise/empathy

This is disarming to a student

2. Identify the problem behavior

State the negative behavior(s) observed, this ensures the concern is with the behavior, not the student

3. Identify the expected behavior

Provide clear expectations concerning the student's behavior

4. Justify the expected behavior

A rationale increases the likelihood that the student will meet the expectation

5. Check for understanding/practice/role play/model

Make sure the student got the point you were sending

6. Deliver corrective action, if needed

If needed, then deliver the consequences unemotionally and quickly

7. End with praise/empathy (reconnecting with the student)

End on a positive note, assure the student that all is not lost, and you are willing to keep a positive focus

Note

Respond to misbehavior from the mindset of providing a replacement behavior and a rationale for appropriate behavior

- Use calm, neutral body language and tone of voice
- Wait until the student is in a receptive frame of mind
- Give wait time and check back later if the student is not ready
- Provide a space for private reflection and redirection in your classroom
- Post a copy of the Teaching Interaction to reference it before/ while engaging with a student

Use the PEP strategy – privacy, eye contact and proximity.

Refrain from:

- Talking to a student across the room
- Raise your voice
- Making it a public conversation
- Trying to make a student talk with you

Practicing the Teaching Interaction:

1. Identify misbehaviors that consistently recur for an individual student
2. Script the Teaching Interaction to address the recurring misbehavior
3. Practice delivering the scripted Teaching Interaction

Refocus Zone/Peace Area

What is it?

The Refocus Zone is a space provided for students to calm down or refocus on the task at hand. Often times, it is a desk specifically set aside for that purpose or the classroom Peace Area. The Refocus Zone aligns with TBRI's Calming Engagement, where the teacher recognizes when the student needs support regulating and becomes the co-regulator by suggesting the student uses the Refocus Zone. The goal is to give the student an opportunity to regulate and/or prevent a full blown power struggle.

When to use it?

The teacher may suggest a student visit the Refocus Zone or the student may decide to go on his own when the student is emotionally escalated or choosing to not follow directions.

Planning a Refocus Zone

1. Where can you locate a recovery zone in your classroom?
    - Is it separate from the general population?
    - Can you constantly monitor?
    - Do you need more than one location?
2. How will you furnish the recovery zone?
    - Seating
    - Postings
    - Lighting
3. What materials need to be in your recovery zone?
    - Sign in
    - Timer
    - Reflection Activity
    - Writing Supplies
4. Independent Activity
    - Functional Level
    - Time Frame
5. Expectations
    - For Recovery
    - For Transition
    - For the Independent Activity
6. Documentation
    - What information do you need?
    - When will you complete it?

Steps to Implement

1. Follow the steps of the hierarchy.
2. Engage other students in the pre-planned independent activity.
3. Move the non-compliant student to the recovery zone.
4. Provide wait time.
5. Engage in effective redirection.
6. Return the student to the general population.

Tips & Tricks

- Steps 2 & 3 may need to be reversed, depending on the situation.
- Maintain a non-threatening, patient tone of voice and body posture.
- Review the steps of fluent redirection before beginning the interaction.
- Scan and monitor the classroom while engaging in effective redirection.

Power Struggles: An Exit Strategy, "I'll catch up with you later"

What is it?

The catch phrase, "I'll catch up with you later," is an exit strategy that you can commit to once you find yourself in a power struggle.

When to use it?

Follow the 2 minute rule – If you can't convince a student to meet expectations within two minutes, you are likely in a power struggle. When you find yourself in a power struggle, the best recourse is to utilize an exit strategy. Remove yourself from the situation as quickly as possible.

Steps to Implement

- Remember to first use *fluent redirection* and *give five a try*
- If using the *Teaching Interaction*, when you refer to a corrective action (step 6), offer a choice
    - Say, "Meet the expectation or I'll catch up to you later and we'll deal with it then."
- If you find yourself in a power struggle (2 minute rule), you need an exit strategy
    - Say, "We are in a power struggle, I am done. I'll catch up with you later and we will deal with it then."
- Follow up with the student the same day,
    - Find the student during a passing period
    - Search the student out at lunch (in line, at a table, courtyard, etc)
    - Look for him on the way out of school, or during your planning time
    - Wait outside the student's class a minute before the bell rings – wait until he exits the room
- When you find the student, calmly approach and stay neutral (voice and body language)
- Say, "Told you I'd catch up with you. Today you did _____, in the future, you need to _____. Got it? Thanks." (reconnecting with the student)
- Do not wait for the student to respond, calmly walk away

Tips & Tricks

- Keep calm, in body language, voice tone, and words
- Catch up with the student that same day
- Try to keep it semi-private
- Refrain from embarrassing the student
- Keep it brief – a few seconds

SAMA Verbal De-escalation

What is it?
This script is a structured response to extreme behavior to minimize and de-escalate the behavior rather than provoke a power struggle.

When to use it?
Use the verbal de-escalation script when a student is verbally or visibly emotionally escalated.

Steps to Implement

The Script	Additional Information
1. I see you _____.	Identify the behavior that tips you off that the student is emotionally escalated.
2. Are you feeling (angry)?	Inquire if you interpret the observed behavior correctly.
3. I can see that you are (angry).	Affirm what the student says.
4. What are you (angry) about?	Inquire why the student is feeling that emotion.
5. So you're (angry) about ____. Is that right?	Restate what you heard to verify your understanding and demonstrate that you are listening.
6. What do you want?	Assist the student in identifying what options are reasonably available.
7. What have you tried?	Guide the student through a process of self-reflection.
8. How well has that worked?	Help the student assess their progress in dealing with the situation.
9. What else are you willing to try?	Provide alternatives if the student is struggling with identifying other ways to deal with the situation. The student chooses the next step.
10. Will you let me know how it goes?	Follow up with the student in an appropriate amount of time; this will build trust. (reconnecting with the student)

Tips and Tricks
Practicing SAMA Verbal De-escalation
1. Anticipate an escalated behavior.
2. Practice delivering the scripted de-escalation.
3. Script the verbal de-escalation for the behavior.

Using Verbal De-escalation
1. Follow the response protocol.
2. Review the steps of the Verbal De-escalation before engaging with the student.
3. Document the use of the Verbal De-escalation and the student's response.

PUTTING IT ALL TOGETHER

Component	How to Use	When to Use
Attention Signal	1. Give the signal 2. State and/or refer to the expectations. 3. Wait and scan 4. Acknowledge positive behaviors 2-3 times 5. Redirect negative behavior	1. To begin a transition between activities 2. 20% or more of class is off task 3. To provide additional information or instruction to the whole class
Activity Expectations	1. Use an attention signal 2. Review activity expectations 3. Cue students to begin 4. Wait and scan 5. Acknowledge positive behaviors 2-3 times 6. Redirect negative behavior	1. To transition into a new activity 2. 20% or more of class is off task
Routines and Procedures	1. Use an attention signal 2. Review procedure 3. Cue students to begin 4. Wait and scan 5. Acknowledge positive behaviors 2-3 times 6. Redirect negative behavior	1. To transition into a new activity 2. 20% or more of class is off task
Acknowledgements & Redirections	1. Provide direction(s) 2. Wait and scan 3. Provide an acknowledgement to at least three students 4. Provide redirection, if needed	1. To reinforce appropriate behavior 2. To provide an opportunity for a student to self-correct a negative behavior
Refocus Zone	1. Provide the student with the choice to move to the refocus zone	1. In response to continuing behavior 2. When students request a cool down time 3. When a student is experiencing an emotional challenge
Rewards & Corrective Actions	1. Identify behaviors requiring rewards or corrective actions 2. Provide rewards according to schedule of variable response 3. Provide corrective actions consistently as part of the teaching interaction	1. When students display identified positive or negative behaviors
Crisis Plan(s)	1. Identify crisis behaviors 2. Implement the crisis plan when the crisis behavior initiates	1. When students exhibit crisis behavior

Response Protocol

The Response Protocol is a systematic process designed to ensure consistent teacher response to student negative behavior. The Response Protocol incorporates the structures of a classroom behavior management plan

<table>
<tr><td>Initial or Repeating Negative Behavior</td><td>Individual:
1. Identify negative behavior
2. Identify positive behavior
3. Acknowledge positive behavior (3:1 ratio)
4. Check for positive behavior
5. Acknowledge positive behavior or use fluent redirection for negative behavior</td><td>Group:
1. Identify negative behavior
2. Identify positive behavior
3. Use attention signal
4. Review activity expectations
5. Acknowledge positive behavior (3:1 ratio)
6. Use fluent redirect for negative behavior</td></tr>
<tr><td rowspan="2">Continuing Negative Behavior</td><td>Minor non-disruptive:
1. Ignore negative behavior, until you have time to engage
2. Use fluent redirection
• Give 5 a Try
3. Conduct teaching interaction</td><td>Minor disruptive:
1. Fluent redirection
• Give 5 a Try
2. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone
3. Engage the rest of the class in an activity
4. Conduct teaching interaction</td></tr>
<tr><td colspan="2">Escalated:
1. Engage the rest of the class in an independent activity
2. Conduct verbal de-escalation, if warranted
3. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone
4. Check in with the class
5. Conduct the teaching interaction</td></tr>
<tr><td>Crisis Behavior</td><td colspan="2">1. Identify the crisis behavior
2. Identify the appropriate crisis response plan
3. Conduct the Crisis Response Plan
4. Document use of the Crisis Response Plan</td></tr>
</table>

Further Study

Helpful Print Resources:

- Canter, L. (2006). *Lee Canter's classroom management for academic success*. Bloomington, IN: Solution Tree.
- Connolly, T. (1995). *The well-managed classroom: Promoting student success through social skill instruction*. Boys Town, Neb: Boys Town Press.
- Jones, F. H., Jones, P., & Jones, J. L. T. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: F.H. Jones & Associates.
- Kvols, K. J., & Riedler, B. (1998). *Redirecting children's behavior*. Seattle, Wash: Parenting Press.
- Mendler, A., N. (2012). *Power struggles: Successful techniques for educators*. Rochester, N.Y.: Discipline Associates.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education & Treatment of Children.* 31 (3), 351-380.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management*. Jossey-Bass teacher. San Francisco: Jossey-Bass.
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- Trussell, R. (2008). Classroom Universals to Prevent Problem Behaviors. *Intervention in School and Clinic.* 43 (3), 179-185.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountainview, CA: Harry K. Wong Publications.

Helpful Websites:

- www.modelprogam.com
- www.tbsi.org
- www.pbis.org
- www.ascd.org