Positive Behavior Interventions Supports

Building Relationships
2018 - 2019
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Lincoln Southwest Silver Hawks
S.O.A.R. to Success

PBiS is a positive school-wide student management system; aimed at building relationships within the Southwest community. Our focus is centered on being: Safe, Open-minded, Accountable, and Respectful.

The SOAR expectations are taught, reinforced, and rewarded. They are a vehicle that helps foster a positive culture of learning.
School-wide Expectations

Safety Procedure

If the safety of students or staff is compromised, an immediate main office/security notification may be made using the office call buttons found in all LSW classrooms. If use of the call button is not practical, the teacher/staff member may request help using the email address:

**lswstringentnow@lists.lps.org**

When sent, the request for help will be seen by all administration, security, secretaries, and health team personnel, making it the most efficient venue of communication. Behavior that may warrant using the email instead of the call button:

- Student under the influence of drug/alcohol
- Any behavior or incident that requires confidentiality
Tardy Procedure

Utilize the Tardy Intervention google doc: Type the jump code “BIBU” in the search box of LPS homepage or Southwest homepage.

1st Intervention – Teacher Intervention
2nd Intervention – Parent/Guardian Notified and Teacher Intervention
3rd Intervention – Lunch Detention for the following day & Student Intervention

Teachers should assign lunch detentions through their g-mail account. Lunch detentions should be assigned for the following school day. If a student is unable to attend lunch detention on the assigned day, the student must attend the next school day. Please assign (electronic) lunch detention by the end of the tardy day. Two additional lunch detentions will be assigned for those students who do not serve successfully. Students must be on time to lunch detention. There is no talking or use of electronic devices during lunch detention.

4th Intervention – Same as 3rd tardy. (See above)
5th Intervention – Referral to Alpha Administrator Teacher completes a tardy referral and sends to the alpha administrator. The student will be contacted by an administrator and receive a disciplinary consequence. For each additional tardy after 5, teachers writes tardy referral too and sends to the alpha administrator.

Administrator Student Assignments

- A – G → Mr. Matzen
- H – N → Mrs. Runge
- O – Z → Mr. Baack
**Truancy Procedure**

It is very important that teachers accurately take attendance the first ten minutes of each class period. If a student is marked truant, an automated phone call will be made that day to a parent or guardian. If the truant behavior continues it is important to make contact with the parent/guardians as well as contact the administration team about your concerns. Please note that the administration team are not automatically notified if a student has been truant, therefore, it is important to let them know if a student has not been seen for an extended period of time.

Attendance records are often used in court cases so it is imperative that attendance is recorded accurately EVERY PERIOD.

**Cell Phone and Electronic Device Procedures:**

Students who are caught using cell phones and/or electronic devices during instructional time will be subject to a three-step response:

- **1st Incident** - Teacher will say, “Please put your phone/electronic device away – this is a warning”.
- **2nd Incident** - Teacher will pick up phone/electronic device and keep it until the end of the day. The teacher will notify the parent.
- **3rd Incident** - Teacher will pick up phone/electronic device, turn into security, and make a referral to the alpha administrator.

Chronic offender will be subject to a level of intervention deemed appropriate by the administration team.
Student and Staff Recognition Systems

**Student Recognition System- “You’ve been caught!”**

Students should be given a green “You’ve been caught!” ticket when they demonstrate behavior that is consistent with SOAR expectations. There should be a 5:1 ratio of positive feedback to negative feedback to the students. Please refrain from giving tickets to your entire class at one time as this can take away the personalized nature of the recognition. When awarding a ticket, make sure to utilize SOAR language so that the student has a clear understanding of what they have done to earn the ticket. Make sure to circle which expectation was met before giving the ticket.

<table>
<thead>
<tr>
<th>You've Been Caught SOAR-ing</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(circle one)</td>
<td></td>
</tr>
<tr>
<td>S.  Safe</td>
<td></td>
</tr>
<tr>
<td>O.  Open-Minded</td>
<td></td>
</tr>
<tr>
<td>A.  Accountable</td>
<td></td>
</tr>
<tr>
<td>R.  Respectful</td>
<td></td>
</tr>
</tbody>
</table>

Teacher:
Staff Recognition System- the Hawk Award

Each week, two staff members are recognized by their colleagues for deeds/acts that positively support the LSW community. Recognized staff members receive a certificate and are awarded “the hawk”. “The hawk” is a stuffed bird in a cage that one proudly displays in their cubicle for a week, before passing the award on to a fellow staff member. When awarding a fellow staff member, you must write a short statement of recognition that will be displayed in Mr. Gillotti’s Silver Hawk Update. You may then personally deliver “the hawk” and certificate to your worthy colleague.
Minor Problem Behaviors

Defiance/Disrespect/Non-compliance

• Student engages in brief or low-intensity failure to respond to adult requests.

Disruption

• Student engages in low-intensity, but inappropriate, disruption.

Dress Code Violation

• Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.

Inappropriate Language

• Student engages in low-intensity instance of inappropriate language.

Other

• Student engages in any other minor problem behaviors that do not fall within the above categories.

Physical contact/Physical Aggression

• Student engages in non-serious, but inappropriate physical contact.

Property Misuse

• Student engages in low-intensity misuse of property.

Tardy

• Student arrives at class after the bell (or signal that class has started).

Technology Violation

• Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
**Major Problem Behaviors**

**Abusive Language/Inappropriate Language/Profanity**
- Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

**Arson**
- Student plans and/or participates in malicious burning of property.

**Bomb Threat/False Alarm**
- Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

**Physical Aggression**
- Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

**Property Damage/Vandalism**
- Student participates in an activity that results in destruction or disfigurement of property.

**Truancy**
- Pattern of not being in assigned area.

**Technology Violation**
- Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol
• Student is in possession of or is using alcohol.

Use/Possession of Combustibles
• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).

Use/Possession of Drugs
• Student is in possession of or is using illegal drugs/substances or imitations.

Use/Possession of Tobacco
• Student is in possession of or is using tobacco.

Use/Possession of Weapons
• Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
**Student Management System Flow Chart**

**Teacher Managed**

- Minor Behaviors
  - Attendance concerns
  - Electronic devices/technology
  - Student ID's
  - Cheating/plagiarism
  - Defiance/disrespect/non-compliance
  - Disruptive Behavior
  - Dress Code violations
  - Eating or drinking (except water)
  - Inappropriate language
  - Name calling and teasing
  - No supplies
  - Physical contact/physical aggression
  - Property misuse
  - Refusal to work/failure to complete work
  - Sleeping in class/head on desk
  - Talking

  - Redirect Student & re-teach behavior.
  - Remind Student of appropriate behavior in this situation and of potential consequences.
  - Phone call to parents.
  - Student completes self-assessment form.
  - Teacher assigns appropriate behavior.

  - Keep referral form for future use.

  - Behavior improving?
    - Yes
      - Notice Improvement
    - No
      - Referral to office!

**Office Managed**

- Major Behaviors
  - Possessing Weapons
  - Physical aggression
  - Possessing, using, or being under the influence of any tobacco product, controlled substance or alcohol
  - Initiating bomb threat or any false alarm
  - Bullying, threatening, harassing, discriminating or hazing of students/staff
  - Using abusive or inappropriate language toward staff member or student
  - Participating in gambling
  - Property damage - defacing, stealing or destroying school or student property
  - Arson - possession or use of lighters, bullets, shells, fireworks, or other explosive devices
  - Truancy - pattern of not being in assigned area
  - Academic dishonesty (i.e., taking pictures of assignments)
  - Technology violation
  - Repeated minor violations

  - Request security to escort student to A100 and complete referral.
  - Student completes processing form.
  - Administrative Action: Student conference, plan for making up time, ISS room, lunch detention, parent meeting or suspension.
  - Administrator follows up with teacher.
Menu of Responses
A Closer Look...

What happens when students miss lunch detentions?

- 2 misses = ½ day lunch detention
- 2 more = after full day of ISS (referrals must be written)
- 2 more = parent meeting
* Next one may be out of school consequence

What happens if students are off campus?

- 2 off campus = ½ day ISS.
- 2 more = full day of ISS (referrals must be written)
- 2 more = parent meeting
* Next one may be out of school consequence

Revocation of Off-campus Privileges (11th and 12th)

- 2 times off = ½ day ISS (referrals must be written)
- 2 more = full day of ISS
- 2 more = parent meeting
* Next one may be out of school consequence
Intervention Student Processing Form

Used in Room A100 when students are sent there for “major” infractions

Date: 
Student Name: ____________________________ Student ID # ____________
Grade: _______ Teacher/Class ____________________________
Parent/Guardian: ____________________________

All questions must be answered in a complete sentence. Please, no responses such as: I don’t know, nothing or I don’t care. No profanity will be used on this form. You may use the back of the form if you need more room for your answers.

1. What school rule(s)/component(s) of S.O.A.R. did you not follow?
   - Safe
   - Open-minded
   - Accountable
   - Respectful

2. What was the problem?

3. How was your behavior disruptive to the learning or damaging to the classroom environment?

4. What could you have done differently to handle the situation?

5. Which person or adult do you need to talk to in order to make things right?

6. Who is the best adult at LSW that could help you?

7. What could you do to improve the situation?

This form will be used when the assigned administrator confers with the student.
The Next Step

There are two levels of additional support for students. Tier 2 and Tier 2 Plus.

**Tier 2 - Soar Academy**

Students that may require additional support are placed in our SOAR Academy. (Also known as CICO or Check-in/Check-out).

- **Who:** Students who need additional support beyond that on Tier 1.
- **Who else:** Teachers of participating students.
- **What:** Students will receive teacher feedback and small group interventions.
- **When:** As needed
- **Entrance criteria:** failing grades, poor attendance, office discipline referrals, and teacher/self-referral.
- **Length:** 4 weeks of intervention (3 weeks of teacher interaction and 1 week of student self-monitoring)
- **Exit criteria:** Students are passing with 70% or higher and an 80% completion on SOAR Academy card.
Tier 2 Plus - Groups

Students that may require additional support beyond the SOAR Academy may be required to participate in an intervention group.

- **Who**: Students who need additional support beyond TIER 2.
- **Who Else**: Group facilitators - TBA
- **What**: Social, Academic, Instructional Groups or SAIG.
- **When**: As needed.
- **Entrance criteria**: Failing grade, Teacher input and ODR data.
- **Length**: Groups meet 1 time per week for 8 weeks.
- **Exit criteria**: TBA
Establishing a Positive Classroom Climate:
Teacher Advice

At a recent behavior-management workshop, teacher shared their best ideas for managing student behavior in the classroom. Here are six tips that they offered:

1. **Set firm but fair behavioral standards at the start of the school year.** Teacher who set firm, reasonable expectations for student behaviors send the message from day one that they expect the classroom to be a place of respect, civility, and learning. As one instructor noted, “First impressions are everything. Students need to know the behavioral boundaries in the classroom—and they can only know them if you show them!”

2. **If you teach with others, make sure that all members of the instructional team use consistent discipline practices.** Nothing confuses students more than having various members of a teaching team impose different behavioral expectations and consequences. When teachers on a team are inconsistent in how they respond to student misbehavior, the result can be angry and frustrated students. Be proactive. Hold team planning meetings early in the school year to reach agreement on what kinds of student misbehavior warrant consequences and what those consequences should be. Write up the results of that discussion as behavior management guidelines. Then monitor to ensure team members follow the plan consistently! (You may want to go a step farther and share your behavioral guidelines with your students.)
3. **Classroom rules: Keep ‘em short and sweet.** Classroom rules tend to be most effective when they are few in number and stated in positive terms whenever possible (e.g. “Work quietly at your desk” rather than “Don’t disturb other students”). Teachers also find that students are more respectful of rules when they have had a voice in coming up with them. Finally, remember to post rules prominently and review them occasionally to ‘remind’ students that you really do value appropriate behaviors!

Get to know your students from the beginning. Students are less likely to misbehave or act disrespectfully toward the teacher if they have a positive relationship with him or her. Teachers can get a jumpstart on getting to know their class as individuals by making up a simple survey for students to complete at the start of the school year. By asking students to answer items such as “What privileges or reward do you prefer?”, “List some learning activities you enjoy”, and “What instructional topics really interest you?”, teachers can get interesting insight into their students as well as discover what topics, activities, or rewards are likely to motivate them.

4. **Be a role model.** Teachers would never forget that they are powerful behavioral role models for their students. Because they shape student behaviors by their own example, teachers should hold themselves to the same standards for civility and respect that they expect of their students. If a classroom rule states, for example, that “In this classroom, we use a respectful tone of voice”, the rule applies equally to students and teachers. To quote one teacher with whom we talked, “In the classroom, teachers should aim to treat others consistently, fairly, and respectfully. We are mirrors for our students!”

5. **Put together a classroom crisis plan.** No teacher likes to imagine that a crisis will occur in his or her classroom, for example, a student suddenly becoming physically threatening. However, instructors who plan their responses to possible crisis situations are much more able to respond quickly and appropriately if and when such events occur. You can take charge of crisis planning by becoming familiar with your school’s crisis plan, talking with staff whose rooms are near yours about how you can mutually help one another out in the event of a crisis, and teaching your students how they should respond (e.g. by evacuating the classroom in an orderly fashion) if a crisis situation occurs.
Effective Teaching Requests/Commands

The Love and Logic Solution
Turn Your Word into Gold
The art of enforceable statements for school.

<table>
<thead>
<tr>
<th>Ineffective Technique</th>
<th>Love and Logic Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please sit down. I’m going to start now.</td>
<td>I'll begin as soon as you are seated.</td>
</tr>
<tr>
<td>Please be quiet. It’s time to begin.</td>
<td>I'll be glad to start as soon as you show me that you are ready.</td>
</tr>
<tr>
<td>Open your books to page 54.</td>
<td>I'll be working from page 54.</td>
</tr>
<tr>
<td>I'm not going to line you up until everyone is quiet.</td>
<td>I’ll be lining people up as soon as it is quiet.</td>
</tr>
<tr>
<td>Don’t sharpen your pencil while I’m talking.</td>
<td>I allow people to sharpen pencils when I am not giving directions.</td>
</tr>
<tr>
<td>You can’t go to the restroom until I finish the directions.</td>
<td>Feel free to go to the restroom when I’m not giving directions.</td>
</tr>
<tr>
<td>Don’t be bothering your neighbors.</td>
<td>You are welcome to stay with us as long as you and others are not being bothered.</td>
</tr>
<tr>
<td>Keep your hands to yourself.</td>
<td>Feel free to stay with us when you can keep your hands to yourself.</td>
</tr>
<tr>
<td>Turn your assignment in on time or you’ll get a lower grade.</td>
<td>I give full credit for papers turned in on time.</td>
</tr>
<tr>
<td>Don’t talk to me in that tone of voice!</td>
<td>I’ll listen as soon as your voice is as calm as mine.</td>
</tr>
<tr>
<td>You show some respect.</td>
<td>I’ll be glad to discuss this when respect is shown.</td>
</tr>
<tr>
<td>Don’t be late for class.</td>
<td>All of those who arrive on time go home on time.</td>
</tr>
<tr>
<td>Don’t try to turn in sloppy paper to me.</td>
<td>I’ll be glad to accept all papers that meet the neatness standard for this room.</td>
</tr>
<tr>
<td>Keep your desks organized and neat.</td>
<td>All owners of neat desks are welcome to join us at recess.</td>
</tr>
<tr>
<td>I’m not loaning you any more paper.</td>
<td>I loan paper to those who have not borrowed before.</td>
</tr>
<tr>
<td>If you can’t remember your pencil, you’re just going to have to do without.</td>
<td>Feel free to borrow from anyone but me.</td>
</tr>
</tbody>
</table>
Specific Request Sequence Flow Chart

Specific Request Sequence

Specific Request

Compliance

Walk Away and Wait 5-10 Seconds

Non-Compliance

"Please _______
Request in Calm Voice"

Walk Away and Wait 5-10 Seconds

Compliance

Reinforce!

Non-Compliance

Pre-Planned Consequence

Reinforce!
Effective Teacher Commands

Monitor your use of commands. By tracking your use of teacher commands in the classroom, you can gain a better understanding of how frequently you give them and how effective those commands are.

As classroom managers, teachers regularly use commands to direct students to start and stop activities. Instructors find commands to be a crucial tool for classroom management, serving as instructional signals that help students to conform to the teacher’s expectations for appropriate behaviors.

Teachers frequently dilute the power of their classroom commands, however, by:

- **Presenting commands as questions or polite requests.** Commands have less impact when stated as a question or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, “Tanya, could you mind keeping your voice down so the other students can study?” should not be surprised if the student replies, “No, thank you. I would prefer to talk!”

- **Stating commands in vague terms.** A student may ignore a command such as “Get your work done!” because it does not state specifically what behaviors the teacher expects of the student.

- **Following up commands with excessive justification or explanations.** Because teachers want to be viewed as fair, they may offer long, drawn out explanations for why they are requiring the class or an individual student to undertake or stop a behavior. Unfortunately students can quickly lose the tread of explanation and even forget the command that precede it!
Using Effective Commands

Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1991):

Effective Commands:

- **Are brief.** Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.

- **Are delivered one task or objective at a time.** When a command contains multi-step directions, students mishear, misinterpret, or forget key steps. A student who appears to be non-compliant may simply be confused about which step in a multi-step directive to do first!

- **Are given in a matter-of-fact, businesslike tone.** Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher’s directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.

- **Are stated as directives rather than questions.** Perhaps to be polite, teachers may phrase commands as questions (e.g. “Could we all take out our math books?”) A danger in using ‘question-commands’ is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.

- **Avoid long explanations or justifications.** When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.

- **Give the student a reasonable amount of time to comply.** Once the teacher has given a command, he or she should give the student a reasonable time span (e.g. 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or otherwise distract the student.

Preventing & Addressing Defiant, Oppositional, Resistant Behavior

Adapted from Dr. Mac’s Amazing Behavior Management Site: www.behavioradvisor.com

1. **Proactive cooperation** - obtain cooperation before asking the student to do the task that might result in non-compliance.
2. **Provide limited choices** - give students power in situations by allowing them to select from responses acceptable to you.
3. **Ripple effect** - promote imitation of positive behavior by reinforcing compliant and on-task students. If the student still is not engaging in the desired activity, prompt him/her with a question (e.g., "Peter, are you cleaning up too?" "Hey Rhonda. What should you be doing right now?")
4. **Humorous warning** - use a good natured "cute" remark to remind students to display appropriate behavior.
5. **Appeal to desire to be "grown-up"** - motivate the student by mentioning how s/he will display the proper behavior when s/he matures.
6. **Reminiscing/Appeal to good side** - talk with the student about when effort or the desired behavior was previously demonstrated. Encourage re-enactment.
7. **Surprise** - act in an unexpected manner to interrupt the student's control over a situation.
8. **Agreement** - utter a statement corresponding to the student's commentary.
9. **Distraction from head-butting** - draw the student's focus of attention from the argument.
10. **Direct & Redirect** - if the student is begrudgingly compliant, engage him/her in a preferred activity before returning to the present task.
11. **Do it dammit! (With apology)** - Sternly order compliance, then apologize for your actions and discuss the situation.
Colvin’s Approach to Defusing Escalation

If a student shows signs of escalation:

1. Stop and think....
2. Restate the expected behavior and bring other students on task.
3. Recognize other students for acceptable behavior.
5. Isolate, ignore, or offer support to the “escalating” student.
6. Give the student a positive choice
   - e.g., “You can either get back to work or go to the office.”
7. Step away and give the student time to respond
   - e.g., “I will give you a chance to think about it.” Unless it is an emergency!
8. If the student complies, recognize and acknowledge cooperation.
9. If the student continues to escalate, implement the preplanned consequence or school emergency procedures as appropriate.
   - e.g., Clearing the room or getting other adults.
School-Wide Strategies for Managing Off-task & Inattention Behaviors

ADHD Inattentive Type Fact Sheet. This handout addresses frequently asked questions about the inattentive type of ADHD. The handout was created by CHADD: Children and Adults with Attention-Deficit/Hyperactivity Disorder. (http://www.chadd.org)

Children’s Health Topics: ADHD. Sponsored by the American Academy of Pediatrics, this page contains links to ADHD topics such as establishing and evaluating a treatment plan for children with Attention-Deficit/Hyperactivity Disorder.

Teaching Children with ADHD: Instructional Strategies. Published by the U.S. Department of Education, this 22-page booklet has great ideas to manage the academic and behavioral needs of children with attention problems.

Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. Inattention may be a symptom of an underlying condition such as Attention Deficit Hyperactivity Disorder. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts. Or the student may be off-task because the teacher’s lesson was poorly planned or presented in a disorganized manner. It is also important to remember that even children with ADHD are influenced by factors in their classroom setting and that these students’ level of attention is at least partly determined by the learning environment. Teachers who focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider to boost rates of student attending and on-task behavior.
• **Capture Students’ Attention Before Giving Directions** (Ford, Olmi, Edwards, & Tingstrom, 2001; Martens & Kelly, 1993). Gain the student’s attention before giving directions and use other strategies to ensure the student’s full understanding of them. When giving directions to an individual student, call the student by name and establish eye contact before providing the directions. When giving directions to the whole class, use group alerting cues such as ‘Eyes and ears on me!’ to gain the class’s attention. Wait until all students are looking at you and ready to listen before giving directions. When you have finished giving directions to the entire class, privately approach any students who appear to need assistance. Quietly restate the directions to them and have them repeat the directions back to you as a check for understanding.

• **Class Participation: Keep students Guessing** (Heward, 1994). Students attend better during large-group presentations if they cannot predict when they will be required to actively participate. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span. Or pose a question to the class, give students ‘wait time’ to formulate an answer, and then randomly call on a student.

• **Employ Proximity Control** (Ford, Olmi, Edwards, & Tingstrom, 2001; Gettinger & Seibert, 2002; U.S. Department of Education, 2004). Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. To hold an individual student’s attention, stand or sit near the student before giving directions or engaging in discussion.

• **Give Clear Directions** (Gettinger & Seiber, 2002; Gettinger, 1988). Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review. When giving multi-step directions, give one direction at a time and confirm that the student is able to comply with each step before giving the next direction.
Give Opportunities for Choice

Allowing students to exercise some degree of choice in their instructional activities can boost attention span and increase academic engagement. Make a list of ‘choice’ options that you are comfortable offering students during typical learning activities. During independent seatwork, for example, you might routinely let students choose where they sit, allow them to work alone or in small groups, or give them 2 or 3 different choices of assignment selected to be roughly equivalent in difficulty or in small groups, or give them 2 or 3 different choices of assignment selected to be roughly equivalent in difficulty and learning objectives. (Martens & Kelly, 1993; Powell & Nelson, 1997)

- **Make the Activity Stimulating** (U.S. Department of Education, 2004). Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students (e.g. sports, fashion). Or help students to see a valuable ‘real-world’ pay-off for learning the material being taught. Another tactic is to make your method of instruction more stimulating. Students who don’t learn well in traditional lecture format may show higher rates of engagement when interacting with peers (cooperative learning) or when allowed the autonomy and self-pacing of computer delivered instruction.

- **Pay Attention to the On-Task Student** (DuPaul & Ervin, 1996; Martens & Meller, 1990). Teachers who selectively give students praise and attention only when those students are on-task are likely to find that these students show improved attention in class as a result. When you have a student who is often off-task, make an effort to identify those infrequent times when the student is appropriately focused on the lesson and immediately give the student positive attention. Examples of teacher attention that students will probably find positive include verbal praise and encouragement, approaching the student to check on how he or she is doing on the assignment, and friendly eye contact.

- **Provide a Quiet Work Area** (U.S. Department of Education, 2004). Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces to students, stress that the quiet locations are intended to help students to concentrate. Never use areas designated for quiet work as punitive ‘time-out’ spaces, as students will then tend to avoid them.
• **Provide Attention Breaks** (DuPaul & Ervin, 1996; Martens & Meller, 1990). If students find it challenging to stay focused on independent work for long periods, allow them brief ‘attention breaks’. Contract with students to give them short breaks to engage in a preferred activity each time that they have finished a certain amount of work. For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has completed five problems on a math worksheet and checked the answers. Attention breaks can refresh the student—and also make the learning task more reinforcing.

• **Reduce Length of Assignments** (DuPaul & Ervin, 1996; U.S. Department of Education, 2004). Students’ attention may drift when completing overly long assignments. For new material, trim assignments to the minimum length that you judge will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement.

• **Schedule Challenging Tasks for Peak Attention Times** (Brock, 1998). Many students with limited attention can focus better in the morning, when they are fresh. Schedule those subjects or tasks that the student finds most difficult early in the day. Save easier subjects or tasks for later in the day, when the student’s attention may start to wane.

• **Select Activities That Require Active Student Responding** (Gettenger & Seibert, 2002; Heward, 1994). When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which your students sit passively listening to a speaker. Instead, program your instructional activities so that students must frequently ‘show what they know’ through some kind of active (visible) response. For example, you might first demonstrate a learning strategy to students and then divide the class into pairs and have students demonstrate the strategy to each other while you observe and evaluate.
• **Transition Quickly** (Gettinger & Seiber, 2002; Gettinger, 1988). When students transition quickly between educational activities and avoid instructional ‘dead time’, their attention is less likely to wander. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as group lecture and independent seatwork. Have them practice these transitions, praising the group for timely and correct performance. Provide additional ‘coaching’ to individual students as needed. During daily instruction, verbally alert students several minutes before a transition to another activity is to occur.

• **Use Advance Organizers** (U.S. Department of Education, 2004). One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day. This ‘advance organizer’ provides students with a mental schedule of learning activities, how those activities interrelate, important materials needed for specific activities, and the amount of time set aside for each activity. All students benefit when the teacher uses advance organizers. However inattentive students especially benefit from this overview of learning activities, as the advance organizer can prompt, mentally prepare, and focus these students on learning right when they most need it.

• **Use Preferential Seating** (U.S. Department of Education, 2004). Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching. Remember that all teachers have an ‘action zone’, a part of the room where they tend to focus most of their instruction. Once you have analyzed you ‘action zone’ as a teacher, place the student’s seat somewhere within that zone. Of course, the ideal seating location for a particular student will vary, depending on the unique qualities of the target student and of your classroom. When selecting preferential seating, consider whether the student might be self-conscious about sitting right next to the teacher. Also, try to select a seat location that avoids other distractions. For example, you may want to avoid seating the student by a window or next to a talkative classmate.
References

‘Defensive Behavior Management’: Advance Planning, Connecting with the Student, and Defusing Crisis Situations

**Description:**
‘Defensive behavior management’ (Field, 2004) is a teacher-friendly six-step approach to avert student-teacher power struggles that emphasizes providing proactive instructional support to the student, elimination of behavioral triggers in the classroom setting, relationship-building, strategic application of defusing techniques when needed, and use of a ‘reconnection’ conference after behavioral incidents to promote student reflection and positive behavior change.

**Purpose:**
When students show non-compliant, defiant, and disruptive behaviors in the classroom, the situation can quickly spin out of control. In attempting to maintain authority, the teacher may instead fall into a power struggle with the student, often culminating in the student being removed from the classroom. The numerous negative consequences of chronic student misbehavior include class-wide lost instructional time, the acting-out student’s frequent exclusion from instruction, and significant teacher stress (Field, 2004). Defensive management can prevent these negative outcomes.

**Materials:**
No specialized materials are needed.

**Preparation:**
Preparation step are included in the intervention itself.
**Intervention Steps:**

Defensive behavior management is implemented through these steps:

1. **Understanding the Problem and Using Proactive Strategies to Prevent It.**
   The teacher collects information through direct observation and perhaps other means—about specific instances of student problem behavior and the instructional components and other factors surrounding them. The teacher analyzes this information to discover specific ‘trigger’ events that seem to set off the problem behavior(s). Examples of potential triggers include lack of skills; failure to understand directions; fatigue due to work volume; reluctance to demonstrate limited academic skills in the presence of peers or adults; etc. As the teacher identifies elements in the classroom environment that appear to trigger student non-compliance or defiance, the instructor adjusts instruction to provide appropriate student support to prevent behavioral episodes (e.g., providing the student with additional instruction in a skill; repeating directions and writing them on the board; ‘chunking’ larger work assignments into smaller segments; restructuring academic tasks to reduce the likelihood of student embarrassment in front of peers.)

2. **Promoting Positive Teacher-Student Interactions.**
   Early in each class session, the teacher makes a point to engage in at least one positive verbal interaction with the student. Throughout the class period, the teacher continues to interact in positive ways with the student (e.g., brief conversation, smile, thumbs up, praise comment after a student remark in large-group discussion, etc.). In each interaction, the teacher adopts a genuinely accepting, polite, respectful tone.

3. **Scanning for Warning Indicators.**
   During the class session, the teacher monitors the target student’s behavior for any behavioral indicators suggesting that the student is becoming frustrated or angry. Examples of behaviors that precede non-compliance or open defiance may include stopping work; muttering or complaining; becoming argumentative; interrupting others; leaving his or her seat; throwing objects, etc.)
4. **Exercising Emotional Restraint.**

   Whenever the student begins to display problematic behaviors, the teacher makes an effort to remain calm. To actively monitor his or her emotional state, the teacher tracks physiological cues such as increased muscle tension and heart rate, as well as fear, annoyance, anger, or other negative emotions. The teacher also adopts calming or relaxation strategies that work for him or her in the face of provocative student behavior—such as taking a deep breath or counting to 10 before responding.

5. **Using Defusing Tactics.**

   If the student begins to escalate to non-complaint, defiant, or confrontational behavior (e.g. arguing, threatening, other intentional verbal interruptions), the teacher draws from a range of possible deescalating strategies to defuse the situation. Such strategies can include private conversation with the student while maintaining a calm voice, open-ended questions, paraphrasing the student’s concerns, acknowledging the student’s emotions, etc.

6. **Reconnecting with the Student.**

   Soon after any in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a written plan to prevent the reoccurrence of such an incident. Throughout this conference, the teacher maintains.

**Adjusting/Troubleshooting:**

Here are recommendations for using defensive management as an intervention strategy and addressing issues that might arise:

- **Consider adopting defensive behavior management across classrooms.** Particularly in middle and high schools, students who are chronically non-complaint or defiant often display those maladaptive behaviors across instructional settings. If all teachers who work with a challenging student use the defensive management approach, there is a greater likelihood that the student will find classrooms more predictable and supportive- and that teachers will experience greater success with that student.
• Do not use defensive management to respond to physically aggressive behaviors or other serious safety concerns. While the defensive-management process can work quite effectively to prevent or minimize verbal outbursts and non-compliance, the teacher should not attempt on his or her own to manage serious physical aggression using this classroom-based approach. Instead, teachers should respond to any episodes of student physical aggression by immediately notifying building administration.

References:
Best Practices in Behavior

Within the last 20 years significant increases have been noted with aggressive behaviors, acts of school violence, bullying, and student victimization within school settings and consequently problematic behaviors have become one of the greatest challenges for educators to face. When students are noncompliant, aggressive, disruptive, and/or disrespectful, they impede their own learning as well as the learning of others. Creating a safe, orderly and positive learning environment is crucial in order to enhance learning outcomes for all students.

School wide Positive Behavior Intervention and Supports (SWPBIS) and Behavior Intervention Support Team (BIST) are two of the behavioral programs that the district has supported. A number of questions have arisen recently about what each program has to offer, which is the better program to use, whether both programs are needed, which program might address the needs of particular students better, and finally, do the programs work together and if so how? In order to address these questions, a brief review of the primary elements of both programs will be made.

School wide positive behavioral interventions and supports (SWPBIS) is a proactive approach for addressing student behavior. There is an abundance of research supporting the use of SWPBIS www.pbis.org as a means for reducing and preventing problem behaviors in schools. SWPBIS emphasizes altering the environment and preventing inappropriate behaviors by teaching desired skills and reinforcing appropriate behavior (U.S. Department of Education 2007). It organizes this work around four systems: school-wide, classroom, common areas (e.g. playground, hallways) and individual students. The six key elements to SWPBIS are applied to each system.
1. **Clear Expectations:** Clear expectations are defined with behavioral examples in order for students to learn appropriate behaviors. This enables clear and consistent communications with staff and students across all settings. It is recommended that 3-5 positively stated rules are identified, clearly defined, and posted in each area.

2. **Teach Expectations:** Behavioral expectations must be directly taught, modeled, practiced and reinforced in the locations and situations in which they’re expected. Just as students need to be taught to read and write, they must also be directly and explicitly taught the life skills of how to interact appropriately within their environments. Rules and routines are modeled and practiced on a regularly scheduled basis (beginning of the year, before and after breaks, towards the end of the year) and reviewed 10-20 times a year.

3. **School-Wide Reinforcement System:** Research indicates that students’ ability to function successfully within the school is increased when adults “catch students being good.” When students are recognized for appropriate behavior, they are more likely to engage in that behavior in the future. All staff members should provide positive reinforcement when students display rule following behaviors in order to see the expected behaviors increase and are sustained over time.

4. **Corrective Consequence System:** A system must also be put in place for adults to provide students with consistent corrective consequences for behavioral infractions. This system should clearly identify consistent staff responses that appropriately match the level of the behavioral infraction. Consequences should include a teaching component (i.e. reminder of the behavioral expectation, re-teaching and practice).
5. **Data Based Decision Making**: Misbehaviors are documented and include who, what, where, and when. Data is compiled and organized this information in order to provide feedback to staff at regular intervals (weekly and monthly). Teams evaluate this data across students, time, location, behavior types, consequences, and staff members in order to continually evaluate the systems in place in order to improve behaviors.

6. **Family Support**: Develop family support by making positive contacts, sending home clearly defined school and classroom expectations, and contacting parents when the child is having difficulty at school. It is important to recognize that parents, caregivers, and teachers have a common goal, to help children be as successful as possible. Research clearly supports the efficacy of the partnership between home and school in supporting their student’s academic and behavioral success.

SWPBS is a “broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. . . It is a system based on historically validated behavioral practices and effective instructional strategies. At least 80% of the students in SWBIS should be able to recite their school’s behavioral expectations and give specific examples of what they look like. Positive interactions between adults and students far exceed the negative. The framework for addressing problem behaviors is function-based, and decision-making is a data-based effort of behavior support teams. All staff, including teachers, administrators, paraprofessionals, secretaries, custodians, volunteers, and cafeteria staff are active participants.” (Sugai & Horner, 2003)

**References and Resources:**


Additional Resources

Lsw.lps.org
pbis.org
npbis.org
education.ne.gov/NPBIS/Index
apbs.org
lookiris.org
behaviordoctor.org
behavioradvisor.org
interventioncentral.org