

Response to Intervention (RtI)

Behavior Guide

Positive Interventions to Ensure Student Success

How to Use

The strategies offered in the Behavior Guide™ are intended to help teachers maintain a positive approach to classroom management. The focus is on teaching students to manage their own behaviors.

Use the Behavior Guide™ to:

- ☐ Create an effective learning environment
- ☐ Obtain access to teacher-tested strategies for responding to misbehavior
- ☐ Promote productivity within the classroom
- ☐ Identify specific ways to solve classroom management issues and control problem situations
- ☐ Facilitate communication with students and with parents
- ☐ Help students take responsibility for changing their behaviors
- ☐ Enhance teaching and decrease disruptive behavior
- ☐ Build relationships with students so more time is spent on instruction and less time reacting to discipline problems
- ☐ Identify common misbehaviors and suggested intervention ideas

○ **Redirection/Calming**

Watch for signs of student frustration and use de-escalation strategies to redirect and calm a student.

- ☐ Be alert to triggers that lead to misbehavior (A)
- ☐ Use a soft, soothing voice when redirection/directing a student to focus (B)
- ☐ Call student by name and discreetly redirect (C)
- ☐ Intervene quickly at the first sign of a student losing control (D)
- ☐ Use verbal or nonverbal cues to refocus a student (E)
- ☐ Assign a task for redirection (e.g., passing out paper, running an errand, taking a note to a neighboring teacher) (F)
- ☐ Play soft, classical background music (G)
- ☐ Use relaxation exercises (e.g., use guided imagery, take deep breaths, perform cross-lateral exercises, count slowly, use laughter) (H)
- ☐ Teach students to use positive self-talk (I)
- ☐ Model and practice *Give Me Ten* (e.g., count forward or backwards to 10) (J)
- ☐ Allow time for student to refocus and gain self-control (K)
- ☐ Lead students to recognize when a problem situation might occur and what action to take (L)

- ☐ Provide a *cool down* area in the classroom that a student can access when needed (M)
- ☐ Allow student to take a walk with supervision (N)
- ☐ Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball) (O)

○ **Triggers**

Recognize factors that contribute to misbehavior to effectively intervene and provide support.

- ☐ Lack of structure and/or organization (A)
- ☐ An environment that is overly noisy (B)
- ☐ Lack of preparation for a change in routine (C)
- ☐ Lessons viewed as boring and/or frustrating (D)
- ☐ Remaining stationary for a lengthy period of time (E)
- ☐ Performance expectation beyond the ability of the student (F)
- ☐ Little or no assistance offered on difficult tasks (G)
- ☐ Confusing directions (H)
- ☐ Multiple, oral directions given at once (I)
- ☐ No input or choices allowed (J)
- ☐ Transition time (K)
- ☐ Unclear schedule (L)
- ☐ Having to hurry to complete tasks (M)
- ☐ Difficulty reading, writing, or speaking (N)
- ☐ Losing a competitive event, activity, or game (O)
- ☐ Teasing and/or embarrassment by peers (P)
- ☐ Classroom temperature set too hot or too cold (Q)
- ☐ Lack of sleep (R)
- ☐ Hunger (S)
- ☐ Health problems (T)
- ☐ Family instability (U)
- ☐ Substance use or abuse (V)

○ **Time Management**

Create an awareness of time to help students work productively and stay on task.

- ☐ Use time management tools (e.g., assignment sheets, calendars, and student planners) (A)
- ☐ Teach students how to use selected management tools (B)
- ☐ Make assignments in advance (C)
- ☐ Use both visual and verbal formats when making assignments (D)
- ☐ Break lengthy assignments into smaller time frames (E)
- ☐ Monitor progress of assignments periodically by talking to students to see what has been accomplished (F)

- ☐ Use a timer as a visual or auditory reminder to keep students on task (e.g., kitchen timer, Time Timer®, overhead timer) (G)
- ☐ Designate an area of the room to post all assignments (H)
- ☐ Share the time frame of projects and assignments with parents and students (I)
- ☐ Have students use a checklist, calendar, or other tool to record information and to self-monitor (J)
- ☐ Model how to cross off items on a *Things to Do* list (K)
- ☐ Have students practice the cross off procedure (L)
- ☐ Place a daily schedule in the classroom for all to see (M)
- ☐ Allow time for students to reorganize and prepare for the next activity (N)
- ☐ Use signals for transitions (e.g., Time Timers®, music) (O)
- ☐ Develop and use individual contracts to improve student use of time (P)
- ☐ Establish a school-wide approach to time management (Q)
- ☐ Use positive reinforcement to recognize completion of assignments or other improved efforts to meet assignment due dates ®
- ☐ Offer suggestions to parents on how to support and assist in time management (S)

○ Giving Directions

Give explicit directions in an appropriate environment to promote student success.

- ☐ Use a signal (e.g., clapping pattern, raised hand, bell ringing, music) to gain the attention of students prior to directions (A)
- ☐ Face students when you address them (B)
- ☐ Give directions when you have the attention of all students (C)
- ☐ Obtain eye contact and use close proximity for struggling students (D)
- ☐ Give clear, simple directions (E)
- ☐ Give one direction at a time, dividing the task into smaller segments (F)
- ☐ Use specific information and avoid vague language so that students know precisely what to do and what behavior is expected (G)
- ☐ Model directions using a visual reminder for all to see (I)
- ☐ Use a buddy system for students who need additional assistance (J)
- ☐ Have students rephrase or retell the directions to a partner to check for understanding (K)
- ☐ Read written directions to the class (L)
- ☐ Encourage students to highlight or underline key words in written directions (M)
- ☐ Allow students to ask questions to clarify any misunderstandings (N)
- ☐ Avoid unnecessary talking after directions are stated and allow five seconds “wait time” for students to comply (O)
- ☐ Repeat directions after “wait time” if needed (P)
- ☐ Include directions for procedures when students complete tasks or assignments (Q)
- ☐ Give praise and positive feedback to students when explicit directions are followed (R)
- ☐ Follow up with praise and reinforcement after a task is completed (S)

- ☐ Use non-disruptive techniques such as eye contact, close proximity, or a note for a non-compliant student to enforce following directions (T)
- ☐ Follow through with a mild consequence for non-compliance to directions (U)

○ **Discipline/Consequences**

Address misbehaviors to increase appropriate behaviors

- ☐ Take proactive steps to establish a positive classroom climate (A)
- ☐ Clearly define expectations and motivate students with positive reinforcement (B)
- ☐ Teach rules and procedures (C)
- ☐ Plan and inform students of consequences that relate to misbehaviors (D)
- ☐ Teach student to take responsibility for self and actions (E)
- ☐ Follow through with consistent consequences in a timely manner (F)
- ☐ Communicate the classroom behavior plan to students and parents (G)
- ☐ Deal with misbehaviors promptly, fairly, consistently, and equitably (H)
- ☐ Use I messages to let students know what is expected (e.g., "Linda, I need you to put the book inside your desk.") (I)
- ☐ Avoid using threats (J)
- ☐ Identify significant others with whom the child is successful and involve them in working with the student to reach a behavior goal (K)
- ☐ Report serious infractions to campus administrator (L)
- ☐ Initial corrective interventions could include: (M)
 1. proximity (M1)
 2. quiet redirection (M2)
 3. private nonverbal cues (M3)
 4. verbal reminders (e.g., "Beverly, remember to _____.") (M4)
 5. directives (e.g., "Sam, I need you to _____.") (M5)
 6. repeated practice (e.g., If a student uses inappropriate vocabulary, makes unsuitable choices, or interrupts unnecessarily, talk about how the acceptable behavior would look and sound and have student practice the action.) (M6)
- ☐ Consequences that occur after warnings are given might include: (N)
 1. loss of privilege (N1)
 2. time of silence (N2)
 3. correct inappropriate action (e.g., "Martin, please go back and walk down the hallway.") (N3)
 4. temporary time away from the group, yet remain in the classroom (N4)
 5. log misbehaviors in a notebook (N5)
 6. student reflects on misbehavior through journaling (N6)
 7. teacher/student conference (N7)
 8. parent contact (e.g., phone call, note home, report card note, parent conference) (N8)
- ☐ Follow campus guidelines and campus plan for corrective action (O)

○ Environment

Accommodate the learning styles and the needs of diverse learners to achieve a well-managed classroom.

- ☐ Create a well-organized, visually stimulating room arrangement that maximizes space (A)
- ☐ Arrange the classroom furniture to allow the teacher quick access to each student (B)
- ☐ Use furniture as partitions to define areas of the room ©
- ☐ Set up informal seating areas (D)
- ☐ Teach and practice housekeeping procedures (e.g., class and homework procedures, disposal of trash, restroom protocol, sharpening pencils, etc.) (E)
- ☐ Allow students who are kinesthetic learners freedom to work while moving about, standing up, sitting on a soft cushion, or sitting on a bean bag (F)
- ☐ Reduce environmental noise to keep learning at an optimal level (G)
- ☐ Slit tennis balls and place on chair feet to reduce noise when room has no carpet (H)
- ☐ Allow earphones or earplugs to minimize auditory distracters (I)
- ☐ Have recorded material and music available in a listening station (J)
- ☐ Provide both soft light and bright light areas in the classroom (K)
- ☐ Set room temperature at a comfortable level allowing students to wear outerwear as needed (L)
- ☐ Remove unnecessary visual distracters (M)
- ☐ Use visual or auditory prompting tools to signal change in activities or to designate length of time on task (e.g., Time Timer®, bells) (N)
- ☐ Display rules and procedures incorporating visual images (O)
- ☐ Clearly state and practice procedures for classroom movement (P)
- ☐ Incorporate move-around breaks and exercises in the schedule following extended seat activities (Q)
- ☐ Play a variety of music to calm to relax, to stimulate thinking, or to signal a change in activity (R)
- ☐ Seat active students away from high-traffic areas, close to direct instruction, and in proximity to students who work on task (S)
- ☐ Have privacy dividers or study carrels available (T)
- ☐ Be responsive to physical needs (e.g., food, water, restroom, exercise) (U)
- ☐ Provide a *Suggestion Box* where students offer input on how to make the class more interesting and meaningful (V)

○ Parents

Involve parents to build a partnership for student success.

- ☐ Communicate all rules and expectations to parents in written form (A)
- ☐ Present rules in a scheduled parent meeting (B)
- ☐ Use flexibility in scheduling meetings with parents (C)
- ☐ Allow opportunities for parents to discuss and give feedback (D)

- ☐ Begin conversations with parents using a positive focus (E)
- ☐ Establish relationships with parents that promote active home and school partnerships (F)
- ☐ Develop and build trust by keeping parents informed (G)
- ☐ Share on-going and positive feedback with parents (e.g., notes, phone calls, postcards) (H)
- ☐ Provide each student with an assignment calendar or student planner and a behavior record (I)
- ☐ Require parents to sign or initial the assignment calendar or student planner and behavior record (J)
- ☐ Communicate regularly with parents (e.g., newsletter, calendar, web site, e-mail) (K)
- ☐ Remain calm and refrain from making a situation personal (L)
- ☐ Adhere to confidentiality guidelines when talking with a parent (M)
- ☐ Assign activities that involve parents (N)
- ☐ Communicate and operate with an open door policy (O)
- ☐ Hold a minimum of two student/teacher/parent conferences annually to keep parents informed and involved (P)
- ☐ Use multiple means of informing parents of situations that need attention (e.g., notes, phone calls, conferences) (Q)
- ☐ Invite input from students and parents in setting behavior goals (R)
- ☐ Share strategies for parents to use at home through pamphlets, flyers, brown bag lunches, informal teacher chats, etc. (S)
- ☐ Invite parents to observe and participate in classroom activities (T)
- ☐ Hold parent training sessions to demonstrate parenting skills (e.g., homework, time management, dealing with difficult behavior, appropriate rewards, etc.) (U)
- ☐ Provide parents a resource list of reference materials personnel, and agencies that provide support and direction (V)
- ☐ Collaborate with school personnel who are directly involved with the student to provide a support system for the student and parent (W)
- ☐ Initiate parent/teacher/administrator conferences when needed (X)
- ☐ Provide recognition and encouragement to parents for being involved, showing interest, or demonstrating support (Y)

○ Rewards

Use a variety of rewards that have meaning and value to the student.

- ☐ Give specific, positive verbal acknowledgement for improved behavior or performance (A)
- ☐ Provide specifically written acknowledgements (e.g., notes on student's desk, comments on papers, or notes mailed to student) (B)
- ☐ Make positive phone calls to individual students (C)
- ☐ Send communication with positive notes or phone calls to parents (D)
- ☐ Encourage the efforts or attempts of students (E)
- ☐ Recognize students on the intercom, school newspaper, at assembly, or on marquee (F)
- ☐ Implement *Student of the Week* award (G)

- ☐ Allow seating choice for the period, day, or week (H)
- ☐ Provide positive teacher recognition (e.g., smile, thumbs up, nod, shaking hands) (I)
- ☐ Facilitate positive recognition from peers (e.g., cheers, clapping, compliments) (J)
- ☐ Give privileges at lunch, in the classroom, or for a special activity (e.g., lunch with a friend, partnering with a friend for an activity, attending an event) (K)
- ☐ Perform a school or community service project (e.g., tutoring another student, campus beautification, community involvement) (L)
- ☐ Earn additional classroom time to complete an activity (M)
- ☐ Grant free homework pass, extra gym time, or library pass for free reading (N)
- ☐ Permit extended lunchtime as school policy allows (O)
- ☐ Allow listening to music (P)
- ☐ Have lunch with a *Very Important Person* (VIP) such as teacher, principal, coach, custodian, or other staff member (Q)
- ☐ Create extra-credit opportunities to improve grades (R)
- ☐ Allow access to computer (S)
- ☐ Provide healthy snacks (T)
- ☐ Establish *Hall of Fame* photograph wall (U)
- ☐ Appoint a student to be a leader (e.g., line leader, pass out papers, messenger) (V)
- ☐ Grant school privileges (e.g., Principal for an hour, Office Assistant, Library assistant) (W)
- ☐ Allow working with a friend (X)
- ☐ Give coupons from local restaurants or other businesses (Y)
- ☐ Provide free tickets for the class store (Z)
- ☐ Authorize a visit to the class treasure chest (AA)
- ☐ Give stickers, certificates, special pencils, etc. (BB)

○ Transitions

Utilize effective transitions to minimize disruptions and behavior problems, to maximize instructional time, and to maintain an optimal learning environment.

- ☐ Reduce the amount of downtime between activities or a change in subjects (A)
- ☐ Establish clear, consistent routines and expectations for accomplishing daily tasks and activities (e.g., entering the classroom, taking attendance, handing in homework, working in groups, working independently) (B)
- ☐ Provide daily warm-ups or bell-ringer activities for immediate student engagement (C)
- ☐ Post and adhere to a daily or weekly schedule incorporating transitional times (D)
- ☐ Notify students of any schedule changes in advance (E)
- ☐ Eliminate disruptions between lessons or activities through careful planning and preparation (F)
- ☐ Model appropriate procedures and signals for transitioning; have students practice all procedures; give feedback as they practice 9G)
- ☐ Design the layout of the classroom to facilitate a smooth flow so students move around the room with ease (H)

- ☐ Make materials quickly and easily accessible to students (I)
- ☐ Give consistent visual or auditory signals and verbal cues (e.g., bell ringing, clapping rhythm, countdown, overhead timer, sounding a clicker, playing music performing a chant) to alert students to a transition (J)
- ☐ Use transition signals in advance to allow students to finish and prepare for the next activity (K)
- ☐ Provide "transition time" for students to follow through and/or prepare before the next activity begins or before instructions are given (L)
- ☐ Circulate among students during transition times to assist, prompt, or intervene before a disruption occurs or escalates (M)
- ☐ Provide incentives or other reinforcers for smooth and successful transitions (N)
- ☐ Use relaxation and visual imagery exercises to set a calm atmosphere after recess, lunch, or any physical activity (O)
- ☐ Teach, model, and practice specific procedures and expectations for out-of-class activities (e.g., walking in hallways, cafeteria routines, attendance at an assembly) (P)
- ☐ Monitor students during class changes, lunch, recess, and dismissal (Q)
- ☐ Provide behavioral contracts for students who have difficulty in out-of-class settings (e.g., bus, playground, cafeteria) (R)
- ☐ Offer school-wide incentives and positive reinforcers to motivate appropriate behaviors outside the classroom (S)
- ☐ Prepare and organize instructional materials in daily files or baskets for easy access (T)

○ **Defiant and Challenging Behaviors**

Use strategies to manage students who exhibit defiant or challenging behaviors.

- ☐ Develop a plan to prevent triggers that lead to misbehavior (A)
- ☐ Increase positive reinforcement and feedback (B)
- ☐ Have planned responses to avoid an emotional reaction (C)
- ☐ Avoid immediate responses when in an emotional state (D)
- ☐ Recognize improvements in behavior with praise and encouragement (E)
- ☐ Encourage defiant students to keep a daily log of successes and accomplishments to track improvement (F)
- ☐ Teach students to take responsibility for their behaviors (G)
- ☐ Model a firm, fair, and consistent approach when dealing with difficult behaviors (H)
- ☐ Refrain from engaging in an argument or power struggle (I)
- ☐ Refuse to threaten or plead with students (J)
- ☐ Teach students an alternative to aggression (e.g., Stop, Think, Act) (K)
- ☐ Acknowledge student's feelings when upset (e.g., "I understand you are upset.") (L)
- ☐ Use diffusing statements (e.g., "I can see you are angry. I need you to use words to solve the problem." "Throwing books won't make the problem go away. It only makes it worse." Rest for a few minutes and then we will talk.") (M)
- ☐ Avoid taking behaviors and comments personally (N)

- ☐ Use *what* questions and avoid *why* questions (e.g., “What were you doing?” “What should you have been doing?” “What will you do differently?”) (O)
- ☐ Use a calm manner and positive body language (P)
- ☐ Keep a sense of humor (Q)
- ☐ Hold private conversations away from others[®]
- ☐ Eliminate nagging, fussing, demands, and threats from conversation (S)
- ☐ Avoid judgmental comments (T)
- ☐ Follow a structured process when investigating a situation: actively listen, ask open and clarifying questions, and restate what was said. (U)
- ☐ Involve the counselor as a support person (V)
- ☐ Determine the root cause of the problem (e.g., hunger, illness, family, academic difficulty) (W)
- ☐ Share literature that provides positive examples of appropriate behavior or character (e.g., books about bullying, books about honesty, character training videos) (X)
- ☐ Involve the student in developing a behavior plan that is meaningful and motivating to the student (Y)
- ☐ Build strong home and school relationships (Z)
- ☐ Offer choices (e.g., “You have a choice. You may _____ or _____.”) (AA)
- ☐ Teach students a problem-solving approach to use when confronted with a conflict (BB)
- ☐ Design activities to help students feel an integral part of the classroom and campus (CC)

○ Accommodations

Provide accommodations that enable students to be successful.

- ☐ Extend time to allow students to complete selected tasks (A)
- ☐ Use preferential seating to help students focus on learning (B)
- ☐ Control misbehavior and help students remain on task by prompting students with verbal and nonverbal cues (e.g., hand signals, sign language, one word or phrase) (C)
- ☐ Create a classroom area with limited distractions (D)
- ☐ Develop a system to frequently monitor student understanding of academic and behavioral directions (E)
- ☐ Help students process information thoroughly by allowing 5 seconds of “wait time” after a question is asked and after a response is given (F)
- ☐ Allow “wait time” when a directive is given so student can process information before responding (G)
- ☐ Assign a peer, who is a positive role model, to serve as a partner (H)
- ☐ Allow students a variety of outlets to demonstrate learning (I)
- ☐ Reduce paper and pencil assignments (J)
- ☐ Demonstrate how pencil grips, note-taking, and technology can be used as instructional tools (K)
- ☐ Shorten assignments such as reducing the number of problems per page or the length of a writing task (L)

- ☐ Separate challenging assignments into smaller, less complex tasks (M)
- ☐ Store unnecessary items from the student's work space to eliminate distractions (N)
- ☐ Give incremental feedback during multi-step tasks (O)
- ☐ Implement non-disruptive techniques to accommodate a student's need for movement (P)
- ☐ Provide reinforcement when students demonstrate effort toward appropriate behavior (Q)
- ☐ Use verbal or auditory signals to gain the attention of students (e.g., clap a pattern, singing) (R)
- ☐ Teach clearly defined rules and expectations using concrete examples (S)
- ☐ Post the rules in the classroom and refer to them frequently (T)
- ☐ Use visuals, charts, and models to build meaning (U)
- ☐ Make a connection between a specific rule and any misbehavior (V)
- ☐ Provide each student a personal copy of classroom rules and/or directions for student work (W)
- ☐ Use color, graphics, music, and other multi-sensory techniques to teach, review, and/or reinforce academic and behavioral concepts (X)
- ☐ Teach the student to highlight, underline, and/or bold the critical points of printed material (Y)
- ☐ Present information on audiotapes (Z)
- ☐ Offer multiple opportunities for practicing appropriate and desired behaviors (AA)
- ☐ Use graphic organizers to focus on key elements (BB)
- ☐ Provide varied opportunities for students to respond (e.g., ask questions, signal thumbs up/thumbs down, raise hands, utilize dry erase boards, use demonstrations) (CC)
- ☐ Use technological applications to motivate and to maintain student engagement (DD)
- ☐ Use an informal learning styles inventory to determine how an individual student learns best and readjust instruction for student success (EE)

○ **Classroom Management**

Plan for effective classroom management to create a positive, productive learning environment.

- ☐ Design a well-organized, structured environment (A)
- ☐ Establish a warm, accepting atmosphere where students treat each other with dignity and respect (B)
- ☐ Provide an emotionally-safe, secure, and risk-free environment (C)
- ☐ Reduce distractions by having a container where students place items for safekeeping to be returned at end of day (D)
- ☐ Provide effective classroom instruction (e.g., smooth transitions, little downtime, engaging activities) (E)
- ☐ Have clearly defined rules that demonstrate observable behaviors (e.g., "Keep hands and feet in your personal space.") (F)
- ☐ Post rules using visual and written prompts and refer to them frequently (G)
- ☐ List no more than five positively-stated classroom rules (H)
- ☐ Teach, model, and practice procedures until they become automatic, beginning on the first day of school (I)

- ☐ Predetermine and provide practice for each routine task (e.g., sharpening pencils, passing out papers, getting supplies, working in small groups, putting materials away) (J)
- ☐ Use verbal or nonverbal signals to remind students of expectations and rules (K)
- ☐ Post the daily schedule and inform students in advance of any schedule change (L)
- ☐ Greet students by name upon classroom arrival and give a personal comment (M)
- ☐ Direct students to routine tasks upon entry to class, (e.g., morning arrival, after lunch, after an assembly or event, at the beginning of each period) (N)
- ☐ Vary types of teaching strategies and the pace to assure all styles of learning are addressed (O)
- ☐ Alternate active and passive activities to employ a high level of student engagement and student interest (P)
- ☐ Present a lengthy presentation in shortened segments (Q)
- ☐ Have sponge activities ready when extra time is available (e.g., book to read flashcard game, songs) (R)
- ☐ Monitor student engagement and provide positive, specific feedback when student is behaving or working on a task appropriately (e.g., "I like the way you are sitting in your chair with your book opened to the correct page.") (S)
- ☐ Offer sincere praise to verbally reinforce appropriate behavior (e.g., "Great job cooperating with your partner and completing the task on time.") (T)
- ☐ Allow students to work on tasks without interruptions (U)
- ☐ Move about the room and among the students, frequently monitoring and giving feedback (V)
- ☐ Walk or stand near students who struggle with appropriate behavior (W)
- ☐ Remind students of expectations prior to an upcoming transition (X)
- ☐ Compliment students for complying with transition expectations (Y)
- ☐ Learn and use names of students as quickly as possible (Z)
- ☐ Take time to get to know students and demonstrate how much you care (AA)
- ☐ Interact with as many students as possible each day (BB)
- ☐ Set high expectations for student behavior and academics (CC)
- ☐ Make it clear to all students that you expect them to succeed (DD)
- ☐ Develop positive relationships with students (EE)
- ☐ Use flexibility to meet individual student needs (FF)
- ☐ Have students complete an interest survey and use the information as a guide for addressing needs of students (GG)
- ☐ Focus on the positive (HH)
- ☐ Be consistent in speech and actions (II)
- ☐ Avoid sarcasm, criticism, and taking misbehavior personally (JJ)
- ☐ Conference with a student privately when conversing about misbehavior (KK)
- ☐ Teach self-management skills (LL)
- ☐ Have students role play appropriate social behaviors (MM)
- ☐ Give students classroom responsibilities or leadership roles (NN)
- ☐ Discuss with and prepare the students for an upcoming substitute (OO)
- ☐ Develop a partnership with parents and communicate often (PP)

○ Common Misbehaviors

➤ Argumentative

- ☐ Approach the student in private (1A)
- ☐ Use a calm, non-accusatory tone when talking with the student (1B)
- ☐ Allow the student cool down time (1C)
- ☐ Avoid immediate responses when in an emotional state (1D)
- ☐ Keep emotions and threats out of the conversation (1E)
- ☐ Talk in a firm voice and display an in-control manner at all times (1F)
- ☐ Offer the student an opportunity to share his/her side (1G)
- ☐ Role play the situation, reversing roles of those involved in the argument, and discuss appropriate behaviors (1H)
- ☐ Use a structured process to explore a situation and seek the root causes of the confrontation (1I)
- ☐ Use *what* questions and avoid *why* questions (1J)
- ☐ Ask open and clarifying questions and restate what was said (1K)
- ☐ Admit if you make an error (1L)

➤ Class Clown

- ☐ Move toward the student avoiding eye contact (2A)
- ☐ Use a nonverbal warning signal to cease behavior (2B)
- ☐ Remove the student to a quiet area within the classroom (2C)
- ☐ Share privately that the behavior is unacceptable, explain the expectations, and develop trust by listening to the student (2D)
- ☐ Channel the humorous talent into a productive activity (e.g., class performance, a few minutes of comedy at end of period or day) (2E)
- ☐ Ask the counselor to visit with the student to determine possible reasons for clowning (2F)
- ☐ Seek other avenues to allow the student to contribute to the class as a leader or helper (2G)
- ☐ Find an area of student interest and allow independent work (2H)
- ☐ Conference with parent and student to develop a behavior plan (2I)
- ☐ Inform student that continued disruptions will involve the administrator, the student, the parent, and the teacher (2J)

➤ Hyperactivity

- ☐ Engage students in hands-on learning (3)
- ☐ Arrange work areas that minimize environmental distractions (e.g., study carrels, partitions, earphones) (3B)
- ☐ Divide lengthy assignments into shorter tasks (3C)
- ☐ Use a structured, step-by-step approach to solve problems or present information (3D)
- ☐ Seat students close to teacher or a positive role model (3E)
- ☐ Keep seating away from high traffic areas (3F)

- ☐ Use direct eye contact (3G)
- ☐ Vary the pace to keep students engaged (3H)
- ☐ Incorporate movement into activities (3I)
- ☐ Use specific, positive verbal acknowledgement for on-task behavior (3J)
- ☐ Employ relaxation techniques, deep breathing exercises, and visual imagery to set a calm atmosphere (3K)
- ☐ Require the use of student organizers/planners/calendars (3L)
- ☐ Keep the student desktop free of clutter except for the items needed for the specific lesson (3M)
- ☐ Give students time to organize their desks and work areas (3N)
- ☐ Supply the student with written expectations or written directions for an activity or assignment on colored paper (3O)
- ☐ Use visual reminders to keep students on task or help them with organization (e.g., pointer, highlighter tape, graphic image, icons on posted rules) (3P)
- ☐ Use graphic organizers to organize ideas (e.g., charts, story maps, flow charts, Venn Diagrams) (3Q)
- ☐ Encourage students to use Post-it® notes, whiteboards, or tape recorders to record their ideas (3R)
- ☐ Show examples of products that serve as models of quality work (3S)
- ☐ Use signals and timing devices to provide a visual or auditory reminder to keep students on task (3T)
- ☐ Post daily schedule and notify students in advance of any change in routine (3U)
- ☐ Provide students with a checklist to enable them to self-monitor activities, assignments, and tasks (3V)

➤ **Interruptions**

- ☐ Discuss importance of showing respect by not interrupting (4A)
- ☐ Review expectations of being patient, waiting to speak, raising hand, etc. (4B)
- ☐ Describe what procedures are acceptable to get the attention of the teacher (4C)
- ☐ Direct students to “hold that thought” until a later time or to write it on a Post-it® note to be placed on a holding board (4D)
- ☐ Ignore the initial interruption (e.g., If a child interrupts by blurting out a response, give a displeased look, but do not answer the question or respond to the request.) (4E)
- ☐ Hold a private conference and describe the interruptions as disrespectful and distracting to others (4F)
- ☐ Compile a written plan on what the student will do in the future to handle the situation differently (4G)
- ☐ Agree upon a verbal or nonverbal signal to use as a reminder to the impulsive student who constantly interrupts (4H)
- ☐ Have students who constantly interrupt monitor themselves by recording interruptions in a log or rating themselves daily (e.g., 5-point scale, smiley face scale: sad, neutral, happy) (4I)

- ☐ Record the frequency of interruptions in a teacher log book and increase the level of consequences in proportion to the frequency of the misbehavior (4J)
- ☐ Make sure all students have an opportunity to answer questions or to share a response (4K)
- ☐ Administer consequences with consistency (4L)

➤ **Irritating Distractions**

- ☐ Discuss appropriate rules with students and develop a written contract with the entire class (5A)
- ☐ Make eye contact with student to show that the behavior is unacceptable (5B)
- ☐ Use a simple verbal directive when the misbehavior occurs (e.g., "Stop tapping on your desk, and complete your math assignment.") (5C)
- ☐ Hold a private conversation with the student; identify and redirect the misbehavior (5D)
- ☐ Remove or reduce distractions, and place distracters in a safe place to be returned later (5E)
- ☐ Offer assistance to a struggling student before frustration arises and misbehavior occurs (e.g., "Andy, may I help you with the science assignment?") (5F)
- ☐ Use body language or a nonverbal expression to communicate to the student that the misbehavior was not overlooked (5G)
- ☐ Move around the room and among the students to prevent behavior problems (5H)
- ☐ Offer sincere praise to the entire class as often as possible (5I)
- ☐ Use a behavior contract with an individual student who displays annoying behaviors by identifying the misbehavior, defining the desired behavior, and stating consequences (5J)
- ☐ Determine if the behavior is related to the learning style of the student and act accordingly (e.g., supply a soft surface to tap rather than the desk, have a T-stool or bouncing ball for students to sit on if movement is required) (5K)
- ☐ Review the rules and procedures frequently (5L)

➤ **Lack of Motivation**

- ☐ Demonstrate to students that they are cared for and wanted in the classroom (6A)
- ☐ Determine the reason for lack of student motivation by talking to student, nurse, counselor, or parent (6B)
- ☐ Make sure physical needs are met (e.g., rest, food, vision, hearing) (6C)
- ☐ Meet the emotional and safety needs of students if possible (6D)
- ☐ Design a classroom that is stimulating, inviting, and challenging (6E)
- ☐ Provide an emotionally-safe and risk-free environment (6F)
- ☐ Use an informal inventory to assess student learning styles (6G)
- ☐ Design lessons that incorporate multiple approaches to learning so that all needs and interests of students can be addressed (6H)
- ☐ Show enthusiasm while teaching (6I)
- ☐ Incorporate experiences that build student self-esteem and lead to student success (6J)
- ☐ Use the names of students and school events to personalize lessons (e.g., use student names in a math story problem) (6K)

- ☐ Utilize multiple grouping opportunities (e.g., whole group, small group, partners, independent) (6L)
- ☐ Show recognition to students in varied ways (e.g., Student of the Month, comments on paper, acknowledgement on intercom)(6M)
- ☐ Use incentives in the classroom to recognize progress and encourage completion of tasks (6N)
- ☐ Look for patterns in the misbehavior to gather information to reach a solution (e.g., When did the misbehavior occur? What happened before and after the misbehavior occurred? Did the misbehavior occur on a certain day? What instructional approach was being used when the misbehavior occurred?) (6O)

➤ **Lack of Respect**

- ☐ Model respect to the student, and require respect from the student in return (7A)
- ☐ Role play situations where a lack of respect occurs followed by discussion of alternative actions to take (7B)
- ☐ Know student background to seek probable cause and solution (7C)
- ☐ Present a professional image in appearance and actions in order to earn respect (7D)
- ☐ Create situations that promote a sense of belonging for each student in the classroom (7E)
- ☐ Be concise and state the reasons for respect toward adults, peers, belongings, and property of others (7F)
- ☐ Provide positive reinforcement for students who show respect in order to emphasize appropriate behaviors (7G)
- ☐ Explain realistic rules and avoid ultimatums that provoke confrontation (7H)
- ☐ Listen to student's explanation without predetermined judgments (7I)
- ☐ Avoid trivial or sarcastic remarks (7J)
- ☐ Seek the assistance of the counselor; use guidance materials and resources that deal with respect; follow up with a discussion; make a plan for the future (7K)

➤ **Negative Response to Rules and Directives**

- ☐ Involve the students in setting rules and review the positively-stated rules periodically (8A)
- ☐ Make sure that student expectations are clear to avoid student confusion which could lead to defiant behavior (8B)
- ☐ Build a positive relationship to show students genuine concern (8C)
- ☐ Give students frequent positive attention (8D)
- ☐ Convey the message that the student is valued, but the behavior is not tolerated and not acceptable (8E)
- ☐ Allow a cool down opportunity (8F)
- ☐ Speak privately to the student to discuss the situation and listen actively to the student (8G)
- ☐ Offer students a dignified way out of a situation instead of embarrassing or ridiculing them (8H)
- ☐ State directives as choice statements (e.g., "Rick would you rather stay after school to complete the activity or complete the activity right now? It is your choice.") (8I)
- ☐ Give student time to reflect privately and transfer thoughts to a journal (8J)

- ☐ Have student write the misbehavior in a log and identify positive ways of responding in the future (8K)
- ☐ Monitor the classroom frequently and intervene to prevent escalation (8L)
- ☐ Speak calmly and with respect to prevent triggers that lead to anger (8M)
- ☐ Contact the parents, the principal, and/or counselor to discuss persistent misbehavior (8N)

➤ **Tattling**

- ☐ Place a *Tattle Box* in the classroom where students place written tattling remarks rather than interrupt the class (9A)
- ☐ Explain the difference between telling (used to keep someone from harm) and tattline (unnecessary chatter or gossip) (9B)
- ☐ Use role play to demonstrate how to handle tattling (9C)
- ☐ Use a stoplight system to deal with tattling (e.g., red light: think about what was said, yellow light: decide if it is telling or tattling, green light: tell if it would cause harm or injury) (9D)
- ☐ Put the situation in perspective and respond calmly (9E)
- ☐ Teach students to communicate positively with each other and solve the problem themselves (9F)

-Quick Tips-

The Thinking Chair

When a student's behavior gets out of control, a teacher can remove the student to a chair in proximity to the teacher. A student can also initiate self-removal when a loss of control is felt. A student returns to the previous seating when the student assumes responsibility for self-control.

Positive Talk

Give a daily sentence starter to encourage students to talk positively about themselves (e.g., I am good at _____, I show talent in _____, I showed improvement in _____, I like the way I _____, I feel good about myself when I _____.) After, completion of the thought, have students name two ways they can help others with the strengths identified in the sentence.

Next Time

Encourage and assist students in making better choices. When a student misbehaves, the teacher simply tells the student how to handle the situation the next time it occurs. This strategy simply focuses on correcting future misbehavior as opposed to stating disapproval of the student.

Silent Solution

When misbehavior occurs, the teacher remains silent, allowing the student time to find a solution to solve the problem.

Check

When the teacher observes student misbehavior, the teacher approaches the student and says "Check." This one word directive signals the student to assess his/her individual action and make appropriate changes.

Stress Relief

Place a stress ball or similar stress reliever on the student's desk as a reminder to redirect negative energy.

Watch the Clock

When the teacher needs to redirect or refocus a student, the student is told to "watch the clock" while the second hand goes around once. The student then resumes responsibility for the task at hand.

Signal

Use a signal to gain the attention of students or to refocus students.

Encouraging and Empowering Language

Use encouraging and empowering language to help students manage their own behavior. (e.g., "Remind me of the rule." "Show me how it looks when you walk down the hallway." "I see that you are ready to listen. Your hands are in your lap and your eyes are on me." "Show me what it looks like to work in a cooperative group.")

Developed by Michael L. Lujan, M.Ed.

Created by: Teresa Sherman, B.S.E., Karen Reeves, M.Ed., Sandra Love, Ed.D.,

Lori McCurley, B.S.E., Beverly Collins, M.Ed., Allison Wiley, B.S.E. and Marian Rainwater, M.Ed.

©2008 Mentoring Minds, L.P.