

Relating Development to Common Behavior Strategies

PRE-LOGICAL REASONERS

LOGICAL REASONERS

	Put-er-Iner 12-18 Mo.	Foreseer 18-24 Mo.	Associater 2-4 Years	Fantasizer 4-7 Years	Logical Thinker I 7-11 Years	Logical Thinker II 11+ Years
Teach, "The rule is ."	Above cognition	Above cognition	x	x	x (but may be too directive at times)	Below cognitive skills
Card pulling	Above cognition	Above cognition	Above cognition	Usually above cognition, not logically understood	x (but not recommended because of negative emphasis)	Not dignified
Points for specific behaviors earned for future reinforcer	Above cognition	Above cognition	Above cognition most of the time	x (limited to short duration)	x	x
"Caught being good tickets" (non-specified behaviors)	Above cognition	Above cognition	Above cognition	x (only for a few at end of stage)	x	x (limited applicability, below cognition)
First/Then structuring	x (limited applicability)	x (limited applicability)	x	x	x	x (self imposed only)
Script training (i.e., what to say in a specific situation)	x (but limited to cognition language skills)	x (but limited to cognition /language skills)	x	x	x (applicable to new situations with little prior experience)	x (applicable to new situations with little prior experience)
Immediate reinforcers +1. social +2. food	x	x	x	x	x (food often below cognitive ability)	x (food often below cognitive ability)
Teach routines	x	x	x	x	x	x (but may be undignified)
Attempts to elicit intrinsic reinforcement, self-evaluation	Above cognition	Above Cognition	Above cognition	Above cognition	x (beginning applicability)	x
Points and levels of access	Above cognition	Above cognition	Above cognition	Above cognition	x	x
Behavior Contracts	Above cognition	Above cognition	Above cognition	Above cognition	x	x
Modeling from a peer	Above cognition	x (limited applicability)	x	x	x	x
Earn points as a table/any other "group oriented" reinforcers	Above cognition	Above cognition	Above cognition	x (some limited applicability at end of stage)	x	x

Development of Reasoning Skills from a Piagetian Perspective

	PIAGET'S TERMS			REASONING CHARACTERIZED BY	IMPLICATIONS
	STAGE		TYPE OF REASONING		
Logical Thinker II	Formal Operations Approx 11+ & adults	Logical Full adult style reasoning	Fully Logical <i>Can reason hypotheticals and mentally manipulate two+ variables</i>	<ul style="list-style-type: none">- Adult logical processes – induction, deduction, conservation, seriation, hierarchical classification all used to solve problems and understand physical and social phenomena- Can take perspective of another and reason “as if”	<ul style="list-style-type: none">- Can now solve abstract and hypothetical problems- Can think about thinking- Understands relatively of rules and the concept of the “relative good.” Can alter rules with multiple variables considered.
Logical Thinker I	Concrete Operations Approx 7-11	Logical Concepts rapidly forming, linking	Beginning Logic	<ul style="list-style-type: none">- Reasoning is not dominated by perception although not fully logical- Reversibility of operations: can compare observed states with mental expectations & previous sequences - in reverse- De-centered, able to take viewpoint of others- Considers multiple variables in problem s-solving	<ul style="list-style-type: none">- Can perform “if-then”, “either-or”- Observable efforts to combine and recombine information sets- Dis-equilibrium is observable-they can see that what is currently observed is not necessarily the ways things really are- Lots of speculation – “how come?”, “What if?”- Desires rules to be absolute and invariant
Fantasizer	Preoperational State II – Intuitive Approx 4-7 years	Pre-Logical Justifies from own perspective	Intuitive <i>Attempts to link things into cause/effect based on own whimsy. Asks “why” to determine associations & cause/effect</i>	<ul style="list-style-type: none">- Personal experience begins to be mediated by concepts- Considers only one variable at a time in problem solving- Attempts to explain cause and effect but still perception bound- Still unable to accept idea that others think differently	<ul style="list-style-type: none">- Beliefs can be easily shaken <u>or</u> rigidly held- No adult logic as of yet- Efforts to make sense of the world, establish cause/effect, but in initial stage and idiosyncratic- Inconsistencies due to perception bound reasoning- Wants rules to adhere to personal in-the-moment needs, tries to persuade others his/her viewpoint is the correct one. Attempts to negotiate but limited perspective taking.
Associater	Preoperational Stage 1 – Associative Approx 2-4 yrs.	Pre-Logical Associates Freely	Associative <i>Knows some actions occur in association but does not know what causes occurrences</i>	<ul style="list-style-type: none">- Reasoning is based only on memory of previous experiences or immediate perceptions- Child is unable to take the view point of others- Experiences trigger memories of earlier experiences	<ul style="list-style-type: none">- “Seeing is believing”- Responses tend to be immediate with no cognitive mediation- Inconsistencies result from idiosyncrasies in experiences- No consistent cause and effect relationships, child just knows some things (objects/ideas) co-occur- Accepts rules as absolutes, with protest or acceptance when adult gives the rule. Negotiation skill absent or barely emerging.
“Foreseer”	Sensorimotor Stage 6 Approx 18-24 mo.	Pre-logical Mental Representation	Emerging Mental Representation <i>Has a mental image of what should occur when acting on objects and performs actions to confirm</i>	<ul style="list-style-type: none">- Begins to picture objects and events mentally- Foresight instead of trial and error- Imitates models not currently present in the environment	<ul style="list-style-type: none">- Imitates observed routines- Uses materials to represent previous experiences and current mental images, e.g., household routines- Words as symbols is evolving- Generalized rules not understood – Understands communication prosody (voice tones & facial affect) and environmental cues more than language.
“Put-er In-er”	Sensorimotor Stage 5 Approx 12 to 18 mo.	Pre-logical Action/Agent	Tertiary Circular Reactions <i>Tries out acting on objects, knows his/her actions cause an effect</i>	<ul style="list-style-type: none">- Trial and error problem solving- Imitation of a wide rang of models if currently present in the environment- Keen observer of actions and their results on objects; copies others’ actions	<ul style="list-style-type: none">- Understands some objects have functions- Continually manipulating materials, mastering body movements and actions on objects- No rules understood. Understands communication prosody (voice tones & facial affect) and environmental cues more than language.

214

Put-er In-er

Sensorimotor Stage of Development (12-18 mo. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Mastery of tasks facilitated within typically occurring routines</p> <p>Focus on functional skills</p> <p>Responding to parental needs and wants</p> <p>Curriculum based on increasing independence and enhancing life quality</p>	<p>Skill and drill activities always isolated from typical routines</p>
Teaching Strategies	<p>Positive, non-intrusive adult support that allows student exploratory behaviors</p> <p>Providing objects for the student to act upon in a safe and sensory-supportive environment (i.e., an environment with features that are neither too sensory stimulating nor too sensory deprived)</p> <p>Allowing student preferred activities at regular intervals</p> <p>Possible use of objects to signal activities (e.g., show a cup to signal snacktime); possible use of a "signal card" for student to check a schedule area for an object signifying the next activity</p>	<p>Lack of objects used to provide a balance between the familiar and the novel</p> <p>Lack of opportunity to explore a safe environment</p> <p>Failure to allow student preferences</p> <p>Overly chaotic environments that overload the child's coping ability</p> <p>Use of words or pictures for schedule instruction</p> <p>Overly intrusive adult/student interactions that precludes independent exploration</p>
Behavior Support	<p>Opportunities to feel safe, secure, and relaxed with the presence of a parent or child-accepted parent substitute who allows and facilitates independent exploration,</p> <p>Adults continuously "read" student behavior for communicative intent and respond to needs and wants</p> <p>Use of distraction to stop a beginning behavior problem</p> <p>Use of environmental structure, routines and interspersed highly desired activities</p>	<p>Punishment for task-mastery or behavioral "failure"</p> <p>Demanding compliance at all times without environmental structure supports, routines and flexibility</p> <p>Not continuously reading the communicative intent of behavior; not allowing an acceptable "no" expression, such as pushing away undesired objects</p> <p>De-personalized environments without adequate adult support</p> <p>Mechanistic behavioral approaches to enforce compliance without consideration the chronological age of the student and the task relevance for current and future quality of life</p>

Foreseer

Sensorimotor Stage of Development (18-24 mo. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Mastery of tasks facilitated within typically occurring routines</p> <p>Focus on functional skills</p> <p>Responding to parental needs and wants</p> <p>Curriculum based on increasing independence and enhancing life quality</p>	<p>Skill and drill activities always isolated from typical routines</p>
Teaching Strategies	<p>Positive, non-intrusive adult support that allows student exploratory behaviors</p> <p>Providing objects for the student to act upon in a safe and sensory-supportive environment (i.e., an environment with features that are neither too sensory stimulating nor too sensory deprived)</p> <p>Allowing student preferred activities at regular intervals</p> <p>Use of objects to signal activities (e.g., show a cup to signal snacktime); Use of a "signal card" for student to check a schedule area for one object signifying the next activity</p>	<p>Lack of objects used to provide a balance between the familiar and the novel</p> <p>Lack of opportunity to explore a safe environment</p> <p>Failure to allow student preferences</p> <p>Overly chaotic environments that overload the child's coping ability</p> <p>Moving too fast to pictures for schedule instruction without a stage of pairing (end of this stage) with objects; use of many objects or pictures in sequence on a schedule</p> <p>Overly intrusive adult/student interactions that precludes independent exploration</p>
Behavior Support	<p>Opportunities to feel safe, secure, and relaxed with the presence of a parent or child-accepted parent substitute who allows and facilitates independent exploration,</p> <p>Adults continuously "read" student behavior for communicative intent and respond to needs and wants</p> <p>Use of distraction to stop a beginning behavior problem</p> <p>Use of environmental structure, routines and interspersed highly desired activities</p>	<p>Punishment for task-mastery or behavioral "failure"</p> <p>Demanding compliance at all times without environmental structure supports, routines and flexibility</p> <p>Not continuously reading the communicative intent of behavior; not allowing an acceptable "no" expression, such as pushing away undesired objects</p> <p>De-personalized environments without adequate adult support</p> <p>Mechanistic behavioral approaches to enforce compliance without consideration the chronological age of the student and the task relevance for current and future quality of life</p>

Association

Pre-logical Reasoner

(2-4 year old cognitive style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Teach behaviors in the context of routines</p> <p>Provide opportunities to replicate familiar behaviors and routines in new contexts</p> <p>Provide high interest materials and hands-on learning activities with a high degree of choice and self-initiation opportunities</p>	<p>Skill and drill activities isolated from typical routines</p> <p>Curriculum emphasizing early mastery of pre-reading skills and paper-pencil math computation</p>
Teaching Strategies	<p>Positive non-intrusive adult support that allows child exploratory behaviors and replication of routines and themes</p> <p>Provide toys and objects that can be linked into sequences</p> <p>Assure environments that are neither too sensory stimulating nor too sensory deprived</p> <p>Teach behaviors by modeling in the situation, i.e., "We do xxx now." (Demonstrate, request copying.)</p>	<p>Information delivered in lecture format</p> <p>Lack of materials to facilitate exploration of object properties and sequences</p> <p>Environments that are too stimulating or too sensory deprived</p> <p>Environments with many rules for acceptable behaviors</p> <p>Teach logic of rules to this non-logical student</p> <p>Teach rules in the abstract, outside of situations</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a parent or student-accepted parent substitute who balances the teaching of rule-following within routines and the self-selection of activities.</p> <p>Adult reading of student behavior to determine communicative intent is required. Beginning skills should be taught such as First/Then and If/Then contingencies. E.g., "If you finish this, you can play the game next."</p> <p>Teach acceptable behavior (e.g., shape, model and cue)</p> <p>Use environmental structure and routines to elicit desirable behaviors</p>	<p>Appeals to logic and perspective taking</p> <p>Focusing on punishment for rule-breaking rather than on teaching an acceptable behavior</p> <p>Reinforcement that is not frequent or immediately after the desired behavior</p> <p>Rewards not desired by the student</p>

Fantasizer

(approximate 4-7 yrs. Cognitive style)

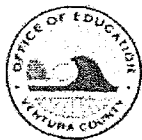
	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Teach behaviors in the context of routines</p> <p>Provide opportunities to replicate familiar behaviors and routines in new contexts</p> <p>Provide high interest materials and hands-on learning activities with a high degree of choice and self-initiation opportunities</p>	<p>Skill and drill activities isolated from typical routines</p> <p>Curriculum emphasizing learning without hands-on activities</p>
Teaching Strategies	<p>Positive adult support that continues to support student exploratory behaviors and replication of routines and themes.</p> <p>Provide toys and objects that can be linked into sequences</p> <p>Assure environments that are neither too sensory stimulating nor too sensory deprived</p> <p>Teach behaviors appropriate to a specific situation, i.e., "The Rule Is... we do xxx in this situation,"</p> <p>Begin to ask "why" and prediction questions to check for understanding.</p>	<p>Information delivered in lecture format</p> <p>Lack of materials to facilitate exploration of object properties and sequences</p> <p>Environments that are too stimulating or too sensory deprived</p> <p>Environments with many rules for acceptable behaviors</p> <p>Requiring the student to understand the logic of rules when he/she is prelogical</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a student-accepted parent substitute who balances the teaching of rule-following within routines and self-selected choosing of activities</p> <p>Adult reading of student behavior for communicative intent is required. Actively teach First/Then task completion and how to negotiation in this context.</p> <p>Emphasis on teaching acceptable behavior, not punishing non-compliance (e.g., shape behavior by reinforcing approximations, model desired behaviors, and cue student to do the behavior NOW.)</p> <p>Model linking cause/ effect to aid understanding of consequences.</p>	<p>Appeals to logic and perspective taking</p> <p>Focusing on punishment for rule-breaking rather than on teaching an acceptable behavior</p> <p>Reinforcement that is not frequent or desired by the student.</p> <p>Reinforcement without considering variety or giving reinforcers only at a time-distance from the desired behavior</p>

Beginning Logical Thinker I (7-11 yrs. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Curriculum made personally relevant to the students' life experiences</p> <p>Continuous and frequent feedback on competencies attained and mastery achieved which is communicated to the student AND family</p>	<p>Emphasis on rote learning without beginning critical thinking opportunities that provide the student experiences in considering multiple variables in the reasoning process</p> <p>Rote learning not specifically made personally relevant to the student and his/her life experiences</p> <p>Mastery/competence information provided infrequently</p>
Teaching Strategies	<p>Discussion, dialogues, projects, simulations, critical essays, projects and other "multiple output opportunities" to demonstrate understanding and provide interaction opportunities with peers and adults</p> <p>Frequent mutually satisfying interactions between the student and teacher</p> <p>Structured environment with on-going teaching and support for students' mastering task organization (e.g., time, space, materials)</p>	<p>Lecture/read/regurgitate approaches without opportunities for collaborative work or discussions or critical essays and project opportunities</p> <p>Lack of opportunities for personally satisfying interactions with the teacher</p> <p>Lack of teaching task organization and plan sequencing</p> <p>Lack of environment structuring</p>
Behavior Support	<p>Continuous positive feedback on behavior mastery to student AND family</p> <p>Explaining the "fairness" of rules. "Fairness is everyone getting what they need, not fairness is everyone getting the same thing."</p> <p>Involving students' in problem-solving processes when difficulties are present</p> <p>Interspersing less-desired with personally-desired activities, as well as: Beginning attempts to induce insight and self understanding, beginning appeals to logic and higher order concepts</p>	<p>Excessive reliance on intrusive reinforcers</p> <p>No reliance on self-understanding techniques, nor student involvement in problem-solving and perspective taking,</p> <p>Infrequent positive feedback to student AND family</p> <p>Lack of rotation between desired/less desired activities</p>

Logical Thinker II (11 years and older)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Opportunities to use critical thinking skills across subject areas with an emphasis on the student's individual interests and talents</p> <p>Opportunities for reflection, to think about the thinking processes of oneself and others</p>	<p>Emphasis on rote learning without critical thinking opportunities that provide the student experiences in considering multiple variables in the reasoning process</p>
Teaching Strategies	<p>Discussion, dialogues, simulations, critical essays, other multiple output opportunities to demonstrate understanding of concepts taught</p>	<p>Lecture/read/regurgitate approaches without opportunities for collaborative work or discussions or critical essays and project opportunities to provide personal reflection on what was learned</p>
Behavior Support	<p>Eliciting intrinsic reinforcement, yet providing other reinforcers intermittently</p> <p>Providing logical consequences with problem solving with a mentor oriented adult when problems have occurred.</p> <p>Shared controls: allowing student to work with adult to determine necessary supports</p> <p>Continuous activities to induce insight and self understanding about the learning style and strengths of the student, what typically goes well, and what typically requires supports</p> <p>Appealing to logic and higher order concepts</p>	<p>Excessive reliance on intrusive reinforcers</p> <p>No reliance on self-understanding techniques</p> <p>No "partnerships" with a caring mentor</p> <p>No logical consequences and problem-solving, focusing on punishment</p>



Quality Indicators for Positive Behavioral Intervention and Supports

Rationale and Use

The Quality Indicators for Positive Behavioral Intervention and Supports (PBIS) document was developed to ascertain school climate across sites and classrooms. This document supports the reflective practice and ongoing collaborative learning for school teams and individual educators. The Quality Indicators for PBIS document provides common language to support collaboration at the site level through the work of Professional Learning Communities (PLCs). The document also supports teachers and instructional teams in setting both short-term and long-term goals for professional growth. Based on feedback from staff utilizing the rubric, school site administrators are assisted in determining site professional development needs.

School climate refers to the quality of the teaching and learning environment or conditions created by the community and people involved, their values, beliefs, and interpersonal relationships and the physical setting itself. These factors affect the subjective school experiences, attitudes, behaviors and performance of both students and staff. A positive school climate is one that is supportive, safe, caring, challenging and participatory for all students. A positive school climate promotes an assets/strengths based approach to education, which supports and promotes the healthy development of youth, thereby increasing academic performance.

The core of the School Climate theory consists of three inter-related, protective factors (California Healthy Kids Survey):

- Providing caring relationships
- Communicating high expectation messages to ALL students
- Providing opportunities for meaningful participation and contribution

The Quality Indicators of PBIS document examines multiple areas that improve academic achievement and are supported by research. These eleven key elements are shown in the following table. Note that the first ten fall under four main categories. The 11th element, *Corrective Strategies*, has a positive influence on all four categories.

Category	Key Elements
School Climate	1. Guidelines for Success 2. Classroom Rules 3. Classroom Management Plan 4. Culturally Responsive Classroom Practices
Teacher-Student Relationships	5. Ratio of Interactions 6. Non-Contingent Attention
Effective Use of Instructional Time	7. Level of Classroom Structure 8. Beginning and Ending Routines 9. Expectations for Transitions
Student Engagement	10. Attention Signal
(Affects all categories)	11. Corrective Strategies



Quality Indicators for Positive Behavioral Intervention and Supports

TITLE	PREPARING	GETTING STARTED	MOVING ALONG
Behavior Expectations (i.e., Guidelines for Success)	<input type="checkbox"/> Positive behavioral expectations for one or more routine classroom activities have been identified. <input type="checkbox"/> The schoolwide behavior expectations are posted in the classroom.	<input type="checkbox"/> The schoolwide behavior expectations are taught using appropriate materials (lesson plans, realia, manipulatives, etc.) <input type="checkbox"/> Positive behavioral expectations have been taught for one or more routine classroom activities.	<input type="checkbox"/> The schoolwide behavior expectations are referred to when student behavior is positively reinforced and/or corrected. <input type="checkbox"/> Corrective feedback is required for students to follow expected classroom routines.
Reflection and Commentary			
Level of Classroom Structure	<input type="checkbox"/> The level of structure in the classroom does not consistently support effective teaching and learning. <input type="checkbox"/> Teacher has identified needed changes in order to create supports that match instructional intent and purpose	<input type="checkbox"/> Effective classroom structures are explicitly taught.	<input type="checkbox"/> Effective classroom structures are explicitly taught, retaught, and refined to support effective teaching and learning. <input type="checkbox"/> Instructional resources are clearly labeled
Reflection and Commentary			
Attention Signal	<input type="checkbox"/> An attention signal has been selected but is ineffective.	<input type="checkbox"/> An effective attention signal (auditory, visual, and culturally responsive) has been established in the classroom but is implemented inconsistently.	<input type="checkbox"/> An effective attention signal (auditory, visual, and culturally responsive) has been taught directly and is used in the classroom.
Reflection and Commentary			
Beginning and Ending Routines	<input type="checkbox"/> Planned routines are recorded in writing but not communicated or implemented in the classroom.	<input type="checkbox"/> Planned routines for beginning and end of day/period have been identified* in the classroom but are implemented inconsistently.	<input type="checkbox"/> Planned routines for beginning and end of day/period are implemented and modeled consistently. <input type="checkbox"/> Corrective feedback is required for students to follow expected beginning and ending routines.
Reflection and Commentary			



Quality Indicators for Positive Behavioral Intervention and Supports

TITLE	PREPARING	GETTING STARTED	MOVING ALONG
Non-Contingent Attention	<input type="checkbox"/> Opportunities for non-contingent attention have been identified (i.e., greeting and showing an interest in students as they enter the classroom).	<input type="checkbox"/> Structured opportunities for non-contingent attention are routinely implemented.	<input type="checkbox"/> Opportunities for non-contingent attention are evident in the classroom.
Reflection and Commentary			
Culturally Responsive Classroom Practices	<input type="checkbox"/> Diverse learning backgrounds of students have been identified.	<input type="checkbox"/> Learning opportunities that incorporate the knowledge of the diverse learning backgrounds of students have been created.	<input type="checkbox"/> Knowledge of diverse student backgrounds is evident and embedded throughout teaching and learning opportunities. <input type="checkbox"/> The classroom environment creates challenging, thoughtful learning experiences that include student perspectives.
Reflection and Commentary			
Corrective Strategies	<input type="checkbox"/> Effective corrective strategies—appropriate to students' cultural, behavioral and cognitive needs—for early-stage/minor misbehaviors have been identified. <input type="checkbox"/> Minor infractions are referred to the office.	<input type="checkbox"/> Effective corrective strategies—appropriate to students' cultural, behavioral and cognitive needs—for early-stage/minor misbehaviors are implemented less than 50% of the time. <input type="checkbox"/> Minor infractions are sometimes referred to the office but the majority of minor infractions are addressed through redirection.	<input type="checkbox"/> Effective corrective strategies—appropriate to students' cultural, behavioral and cognitive needs—for early-stage/minor misbehaviors are implemented (at least 50% of the time). <input type="checkbox"/> Minor behavior infractions are addressed using specific and effective strategies to teach/redirect behavior. <input type="checkbox"/> Proactive teaching and redirection parallel the frequency and intensity of behavior infractions.
Reflection and Commentary			
Reflective Action Plan			

Note. Adapted from "CHAMPS Implementation Rubric," by Guilford County Schools, North Carolina. Retrieved from http://professional_developm

Ventura County Office of Education RtI² Task Force, October 22, 2014

CLASSROOM MANAGEMENT CHECKLIST

LEARNING ENVIRONMENT	Notes	Recommendations
Areas of the classroom are clearly defined with visual/structural parameters and function		
Students are seated and positioned to maximize focus on task or teacher		
Materials are age- and developmentally appropriate (too high or too low)		

ACTIVITIES	Notes	Recommendations
A variety of activity-types are available including sedentary, active, group, independent, cooperative, and teacher-directed		
CAPA CLASS ONLY: Students are engaged in goal-directed and/or social activities during free time		
Each student is engaged in at least part of each classroom activity, using the same or similar materials as the other students		
CMA/CST CLASS ONLY: In large group activities, students are actively addressed at least every 2 - 3 minutes by the "lead" teacher.		

MOTIVATION	Notes	Recommendations
A variety of student-selected rewards are available (activities, food, tangibles).		
Staff provides sufficient rates of enthusiastic social praise.		
Student motivation is kept high through frequent changes of materials/activities.		
Student motivation is kept high through maintenance trials/ensured success during difficult tasks.		

SCHEDULES	Notes	Recommendations
A daily class schedule is posted where all students and staff can see it.		
Individual student schedules are appropriate for each student's level of functioning.		
CAPA CLASS ONLY: Changes or new activities are visually indicated in the class schedule.		
CMA/CST CLASS ONLY: Schedules are reviewed with students/staff on a daily basis and are used as a tool to teach organizational and planning skills.		

TRANSITIONS	Notes	Recommendations
CMA/CST CLASSES ONLY: Clear and consistent signals are used to indicate need for transition		
CAPA CLASSES ONLY: Students are actively taught to use the schedule and transitional objects if appropriate with destination points clearly marked.		
Teacher and activity are ready and prepared when student reaches the destination.		
When appropriate, students are taught how to wait using appropriate visual cues and activities.		

RULES AND PROCEDURES	Notes	Recommendations
CMA/CST CLASSES ONLY: Procedures for free times and/or quiet time are posted, taught, reviewed, and reinforced on a regular basis.		
CMA/CST CLASSES ONLY: Classroom rules regarding behavior expectations are posted, taught, reviewed, and reinforced on a regular basis		
CAPA CLASSES ONLY: Procedures regarding classroom boundaries (teacher's desk, storage areas) are taught, reviewed, and reinforced on a regular basis.		
Classroom rules are stated in positive language.		

TRANSITIONS	Notes	Recommendations
CMA/CST CLASSES ONLY: Clear and consistent signals are used to indicate need for transition		
CAPA CLASSES ONLY: Students are actively taught to use the schedule and transitional objects if appropriate with destination points clearly marked.		
Teacher and activity are ready and prepared when student reaches the destination.		
When appropriate, students are taught how to wait using appropriate visual cues and activities.		

STUDENT COMMUNICATION	Notes	Recommendations
All students have appropriate expressive systems to initiate, request, state needs, protest, and make choices.		
The environment is set up so students need to communicate frequently.		
All adults in the classroom respond in a similar and timely manner to students.		

PERSONAL INDEPENDENCE & COMPETENCE	Notes	Recommendations
The type and amount of work students have to complete is specified, using visuals when possible and appropriate.		
The type of activities students are allowed to engage in following independent work is specified, using visuals when possible and appropriate.		

STAFF ROLES AND RESPONSIBILITIES	Notes	Recommendations
Teacher communicates with staff and volunteers regarding their specific roles and responsibilities.		
Teacher provides regular feedback to classroom staff regarding program implementation.		

INSTRUCTIONAL STRATEGIES AND PROGRAMS	Notes	Recommendations
A variety of instructional strategies are being used, based on the skills being taught and the students' strengths, including use of specific curriculum (e.g. PECs, social stories)		
A variety of prompts are used and based upon the skill being taught and the individual student.		
Error correction strategies are being used consistently and are appropriate to the task.		

BEHAVIOR	Notes	Recommendations
Minimal social engagement occurs around unwanted behaviors.		
Staff utilizes proactive strategies and intervenes early in the escalation continuum to manage behaviors rather than negative/punitive consequences.		
Replacement behaviors and other positive behaviors are actively taught using instructional programs, materials, prompts, error correction, and reinforcement.		

NOTES:



CULTURAL DIVERSITY

WHAT CAN TEACHERS DO

- ☐ Create classrooms that acknowledge, include and respect student differences including linguistic difference
- ☐ Develop student efficacy and achievement by providing appropriate and frequent opportunities to learn, practice, give and receive feedback about and revise their work
- ☐ Teach to multiple intelligence and learning styles
- ☐ Assess student progress and skills in a variety of ways
- ☐ Give frequent, timely, specific, relevant feedback about progress
- ☐ Provide specific learning support and accommodation to meet students' cultural, linguistic and learning style needs
- ☐ Learn and use the language of students
- ☐ Learn about and interact with students and their families

CLASSROOM TEACHING STRATEGIES

INCREASING AND MAINTAINING ACTIVE ENGAGEMENT

Hand and Finger Signals

- Allows students a consistent way of responding to the teacher or other students
- Allows the flow of the instruction to continue
- Allows ALL students to participate without distracting from the lesson
- Encourages students to listen to each other and stay focused during discussions

Examples:

- **Agree** – thumbs up
- **Disagree or I have a different answer** – hands waved across each other
- **“I don’t know” or “I am confused”** – hand moving back and forth over head
- **“I can’t hear”** – hand behind ear

Space

The teacher uses the full space of the room to facilitate the active involvement of as many students as possible. As the teacher moves through the “whole class” part of the lesson, the teacher moves to various parts of the room. The goal is to use space to bring about desired behaviors such as on task behavior (teacher moves in closer), require louder speech from responding student (teacher moves to the other side of the room, hand behind ear), increased participation (teacher stands in back, rather than next to the student, the student then presents at overhead or board).

Benefits:

- Each student has the same amount of close contact with the teacher
- Re-engage uninvolved students
- Enables the teacher to assess the class from a different perspective
- Less likely that a student is able to “hide” in the back of the room
- Less likely for two or more students to carry on a side conversation
- Allows all students to hear and learn from one another

Modes of Response

If a Mode of Response (MOR) is given before a question is asked, students will not have to guess how they should respond. When no MOR is given, some students will call out an answer while other students are still trying to think. By always using a MOR BEFORE posing the question, the teacher creates a safe situation in which all students may respond. When MOR is not one student answering, all listening, higher engaged learning can occur.

Examples:

- I'll take a quiet hand...
- Show me on your fingers...
- Whisper to your neighbor...
- Talk it over in your group...
- If you can hear my voice... (raise your hand, tap the desk, clap 3 times, etc.)
- Think-Write-Pair-Share-Share Again-Share Again
 - Ask a question, or give a task such as: list characteristics of the South at the time of the Civil War on the left side of the paper, and of the North on the right side
 - Think before you write! (give Think cue, then follow it with Write signal)
 - Write in bullets for 5 minutes—go!
 - Combine your list with your partner
 - Your dyad has 3 minutes to combine lists with a pre-assigned second dyad
 - Your work group (4 students) prepares for 10 minutes to share with a second work group
 - Your work group shares with another workgroup and the list is flushed out, refined and combined in accordance with a model the teacher has presented on a different topic.
 - The class presents their summaries to another class (and competition and voting on best summaries can occur)

Positive Reinforcement of Behavior

The key to management is CONSISTENCY. The teacher needs to clearly state what it is he or she wants and acknowledge only those that act accordingly. As students recognize that they will not be acknowledged when shouting out, the undesirable behavior will diminish.

Examples:

- "Table 4 is looking at the overhead and is ready to listen." (Teacher can add: 1 point for responsible behavior!)
- When child shouts out, respond with: "I am looking for a quiet hand."
- "Most of the people at table 2 are sitting quietly with their pencils down." (2 seconds and we will all be ready! (Teacher can add: 1 point when all comply)

Try to avoid comments like "I like the way....." This focuses on what the teacher likes not on the desired behavior.

Positive Reinforcement of Incorrect Answers

It could be said that there are no wrong answers; we just have to find the question the student answered. An acknowledgement of a student's contribution to a class discussion invites involvement and creates a safe environment for students to share their thinking. If a student responds with an incorrect answer and students are giving the signal of disagreement, the teacher might say,

- “That would be correct if...but I’m looking for...” Give the student some wait time to rethink and offer a new response.
- “Talk with your neighbor about how someone **might** get ____.” After the group/class discussion, the teacher can still come back and acknowledge when that answer would have been correct.

Circulation

After the students are given a task to work on in groups or independently, the teacher moves among students, looking and listening, asking questions to find out about student thinking, extend thinking, or give hints. This provides a quick assessment and often the chance to intervene on the spot. Circulation also serves as a tool for managing behavior. While circulating, the teacher’s proximity prompts students to stay on-task.

Wait Time

After asking a question, the teacher waits 3-5 seconds before calling on a student to respond or before asking a follow-up question. Wait Time allows students time to digest a question and think through an answer. Research shows that more students will participate if given time. Use hand signals to communicate you are waiting (e.g., hands up, palms open) and to communicate you are ready for the response (e.g., hands down, palms closed).

No Echo

If a teacher repeats everything a child says, students will know that they don’t have to listen to each other because the teacher will repeat it. A great deal of rich dialogue among students is lost and students are likely to have a more difficult time working in groups because they are not in the habit of respecting what each person has to say.

Why do we echo?

- habit
- the students spoke to softly
- want to reinforce the correct answer
- validate student

Alternatives to Echoing

- ask for signals
- “Wait, let me get across the room so I can hear you better.” Or “Can someone repeat what _____ said?” then ask for signals.

Specific Questions

It would be ideal if students never had to guess at what a teacher was asking, yet often, teachers ask questions which are vague, but in the teacher's mind require a specific answer. Questions should be phrased carefully. If you want a specific answer, ask a specific question. You know you have not asked a specific question when you were expecting a particular answer, but students come up with justifiable reasons for getting a different answer. If a question is inadvertently open to interpretation, student thinking needs to be honored, even if the answer is not the one expected. There are times when open-ended questions should be asked, but you must be aware of the difference between these types of questions (multiple answers) and "specific questions" (one answer).

Deliberate Mistakes vs. Exposing Non-Examples

Mistakes/mistakes

This technique sets a positive tone in the classroom, telling your students that it is okay to take risks and make mistakes. The key is to make the "deliberate mistakes" obvious at first and in the areas where students commonly make mistakes. **DO NOT** use this technique with a concept that is being introduced. Students might learn the mistake instead of the correct information.

Listen carefully to the students' corrections to the mistake to gather feedback about their level of confidence with the content. Also, if you follow the directions the students provide to correct the mistake, you model for the students the expected behavior for when they are corrected. (E.g., $6 \times 5 = 32$ written on the board when multiplication facts are well known. "Excuse me Mr. Peters. I think you meant to say $8 \times 4 = 32$." This might be a student response as a correction to your "Mistake".)

Exposing Non-Examples

Discriminate occurs when students are shown models of the work you wish completed. Clearly contrasting an "example" with a labeled "non-example" can help in this process. (Be sure any non-examples are not those of any current or even a past student that can be identified by the students.)

- Boys and girls, short a says "ahh." What does it say? Choral response: ahh.
 - Is this short a? Say: A (No! That is not short a. Short a says what, boys and girls? Choral response: ahh)
- "Students, one of these headings is correct, one of these headings is a non-example. Find the non-example!"
- "Ladies and gentlemen, one of these examples is an exemplar report, one is adequate and one is inadequate. Please examine and determine which report fits which category and why."

Involvement of Visitors

What happens when the door to the classroom opens and a visitor enters?

The students' eyes and attention go to the door, disrupting the lesson.

In order to reduce the distraction of the arrival of a visitor in the classroom, the teacher can manage and re-engage the students in the learning environment by asking the visitor to become part of the engagement and assigning them some task that does not put them on the spot. Students come to see visitors as part of the classroom experience.

“Mr. Smith, would you call on a quiet hand for the answer? Marten has a quiet hand, Judy has a quiet hand...”

“Mrs. Dean, would you visit these two groups and see if there are any strategies for solving the problem that interest you and I will be right with you?”

Pit Crews: Utilizing Peers to Positively Shape and Cue Positive Behaviors

Diana Browning Wright

Utilizing Peer Disapproval Often Backfires

Often teachers are exasperated by the behavior of a student in their class and seek to utilize peer disapproval as a method of motivating behavior change. This approach often backfires, as the student will accept negative attention as a way of feeling empowered, even at the cost of ridicule. This approach relies on challenging the student's sense of belonging, one of the five major life needs. (Belonging, Fun, Physical Needs, Empowerment and Freedom are the five needs identified in many different theoretical models.) When a student's sense of belonging is sufficiently challenged, challenging behaviors often increase, and the teacher's ability to "reach and teach" that student is reduced. This punishment approach, whether or not the behavior is eliminated, will often cause yet another unwanted outcome: "flight or fight," the side effects of punishment. In this situation the student physically or mentally withdraws from teacher influence and control as a result of the ostracizing technique; the "flight" side effect. Teachers sometime refer to this withdrawal as "passive aggressive" behavior. Alternatively, the student may demonstrate an escalation of challenging behavior, resulting in physical or verbal outbursts as a result of the negative interaction, the "fight" side effect.

Utilizing Peers to Shape, Model, Cue Behavior Can Avoid Side Effects

One way to achieve success in using peers to change behavior that can be more positive in approach and therefore result in less of a likelihood of side effects is called "Pit Crews." This technique relies on peers to shape, model and cue behavior in such a way that the student feels more empowered, while maintaining a sense of belonging. The overall goal of this program is to enhance a wide range of rule-following behaviors through the use of cueing and reinforcing prosocial behaviors that are minimally intrusive and minimally time consuming.

Pit Crew Description

The selected student receives "?" cards or "+" cards from the selected 2-3 peer "pit crew" members during an activity period the teacher has selected. "?" cards are given when the student is either about to enter a time period or activity he/she may have had difficulty with in the past, or when he/she has already begun engaging in a behavior that is not rule-following. This "?" card serves as a prompt or cue to begin, or switch to, the positive behavior the "pit crew" is to address. The "+" card is given during a time in which he/she is demonstrating the desired behavior or immediately after the student switches to the positive behavior after receiving a "?" card. At the end of the monitored time period, the teacher asks key questions. The monitored time period varies from 30 minutes to a full day, depending on the age and other characteristics of the students as well as how long the "pit crew" has been working with the student.

Key questions:

- For the "pit crew": "Did you find times to give your friend a "?" card that you thought might be helpful?"; "Did you find times to give a "+" card because your friend was on track? (i.e., class/activity rules were being followed well)" "Did you feel you were doing your best to help your friend?"
- For the "friend": "Did you find it helpful to be reminded before you had trouble, or after you got off track, by receiving a "?" card?"; "Did you feel your friends were doing their best to give you "+" cards when you were on track?"

If the teacher decides to utilize reinforcement other than the positive attention of the “pit crew,” reinforcement for both the student and the pit crew gains the best results. For example, a surprise reinforcer, such as extra time free time, or cokes after school, for both the student and the pit crew can be given, “because I am so pleased at how well we are all working together in this class to help each other do our best.” Alternatively, all can be contingently reinforced. For example, an opportunity to play a favorite game together at free time, 2 bonus points on the quiz of their choice, and so forth could be available if preestablished criteria are met, e.g., more than 10 “+” cards received in a 2 hour period.

Step By Step Methods For Instituting Initial Use of “Pit Crews” in the Classroom

Introduce the Concept

Sample dialogue to be altered for age level as follows:

“Students, I have noticed that some of us may need the help of all of us if we are to do our best in this class. What are some of the problem behaviors we have sometime in our class that we might want to change? (Brainstorm). I would like to establish “pit crews” for different students in our class whenever we believe that person could use our help to do his/her best. A “pit crew” is like the mechanics and other support people who cheer on the race car drivers. The driver does his best for a few laps and then comes in to hear how he/she did, what could be better next time, and then speeds on his way. The pit crew then watches to see how things go in the next lap. In our class, a pit crew will be any 2 or 3 volunteers who will help a friend do better. If you are the friend, you can expect your crew to give you “?” cards if you are about to go into a situation you might have difficulty with. That is to remind you to do your best. If your crew notices you are going out of bounds or off track, they may give you a “?” to remind you that you are off track. This may help you get back ON track. Your pit crew may give you a “+” card if they see you doing a really good job as well. If you are a pit crew member, your job is to give a card quietly, without talking at all, then return quickly and quietly to your work. I will tell you how many cards you will have, and how long a time period you have to give them to your friend. (Each member should have 2-3 “?” cards and 4-5 “+” cards minimally.) At the end of the time period, the pit crew and their friend will meet with me to hear how it went.” (If there are any contingencies you want to use, introduce them now, e.g., “If we all do a good job, there may be a surprise ahead,” or, “If we do a good job giving the cards, and receiving the cards, the team will earn extra free time.”) I will have a box on my desk. If you have a behavior of yours you want supported, or if you notice a friend’s behavior you want to help, suggest this in the box. (This is anonymous, so don’t have the students write who is recommending this.)

Establish the first and second “pit crews,” THEN a more problematic case

Identify two relatively high status students with minor behaviors. (You can even pretend their names were in the box!) If you want to publicly ask for volunteers, make sure there will be hands raised. You can pre-invite students to volunteer, then publicly request participation. (The goal is to enhance the student’s sense of belonging. Avoid at all costs situations in which no one will volunteer as that becomes a public humiliation.) Select students who themselves could use help with the behavior in question as pit crew members. If the teacher has been successful, by the time the targeted student gets a “pit crew,” he/she will have observed positive interactions and will likely have come to see this as a “circle of friends,” trying to help everyone do their best. Just knowing someone would volunteer to help is extremely validating for some of our more at-risk students who have received many negative peer messages in the past.

Ten Variables that Affect Compliance

1. *Stop Using a Question Format.* The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. *Reduce Distance.* It is better to make a request from up close (e.g., 1 meter, one desk distance) than from longer distances (e.g., 7 meters, across the classroom).
3. *Achieve Eye Contact.* It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact.
4. *Limit to Two Requests.* It is better to give the same request only twice than to give it several times (i.e., nag). Give a few moments between the two requests. Do not give many different requests rapidly (e.g., "Please give me your homework, please behave today, and do not tease the girl in front of you").
5. *Reduce Loudness of Request.* It is better to make a request in a soft but firm voice than a loud voice (e.g., yelling when making a request to get attention).
6. *Give the Student Time.* Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
7. *Give More Start Requests instead of Stop Requests.* It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment"). It is better to make fewer negative requests for a child to stop a misbehavior (e.g., "Please stop arguing with me").
8. *Make Non-emotional instead of Emotional Requests.* It is better to control negative emotions when making a request (e.g., yelling, name calling, guilt-inducing statements, and interactions implying personal rejection). Emotional responses decrease compliance and make the situation worse.
9. *Use Descriptive Requests.* Requests that are positive and descriptive are better than ambiguous or global requests (e.g., "Please sit in your chair, with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention").
10. *Consistently Reinforce Compliance.* It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

Appropriate commands have the following characteristics:

1. They are stated directly rather than in a question format.
2. They describe what is expected.
3. Sufficient time is offered to respond but not so much time to allow for non-compliance.
4. The command is offered in physical proximity to the child.
5. Eye contact is made.
6. Arguing and other verbal bantering are kept to a minimum.
7. If compliance is not forthcoming, a second direction is offered.

USING DAILY REPORT CARDS, GENERAL PRINCIPLES

All reports have the following components:

- Establish an agreement between the school and the home
- Provide a vehicle in which information is provided to parents by the school on a daily basis
- Establish parents as being responsible for delivering positive consequences such as praise, privileges such as being able to stay up late, play a game with a parent, use Nintendo or Wii, visit friends, choose new clothes, make phone calls, and other tangible and activity reinforcers. This requires conferencing with the parent and student, and frequent follow-up.
- Help students further understand what is necessary to be successful

Typical Problems

1. Off-task behavior in class, not turning in homework, disturbing others, forgetting materials, swearing when upset, etc.
2. Assignments missing, failing class or achieving well below ability

Appropriate for:

All students with or without disabilities

Procedure:

1. Make contact with parents and assess their willingness to receive daily report cards. (Most parents express frustration about not knowing how they can help their failing child at home. Most will agree to monitor daily reports, review the day's behavior and homework success rate.)
2. Confer with student to explain program. Consider student assistance in selecting most appropriate report card in this packet.
3. Issue report card daily.
4. Praise the student daily for behavior improvement, consider classroom reinforcers.
5. Make weekly phone calls to parents to assess successful implementation at home and to report on progress in school once report begins. (Without these phone calls, successful collaboration may not occur.) Stress the value of parental praise for improvement. Be sure the student is receiving the agreed upon home-based reinforcer. If not, consider utilizing school-based reinforcers in the classroom. Alternatively, establish a mentor at school the student can go to with the daily log to get reinforcement.
6. Consider issuing report cards at lower frequencies (bi-weekly, weekly) if assignments are at 100% turn in rate for 3 weeks and parents and child feel less frequent intervals would be warranted. Classroom behavior must also be acceptable for 3-week period.

INITIAL PARENT/TEACHER COLLABORATION: ESTABLISHING A DAILY REPORT CARD

Student: _____

Parent: _____

Teacher(s): _____

Behavior(s) to Change: _____

Reinforcer(s) Selected: _____

How Frequently Given: _____

Person Responsible for Giving Reinforcer: _____

Procedure to assure parent receives report, what to do if report is not delivered: _____

Frequency/Method of Parent/Teacher Contact to Monitor System: _____

Parent Signature _____

Teacher Signature _____

INITIAL PARENT/STUDENT COLLABORATION: ESTABLISHING A DAILY REPORT CARD

Date: _____

Parent Identified Problem: _____

Student Identified Problem: _____

Goal Behavior(s): _____

Date Reporting to Start: _____

Student Selected Rewards: _____

Consider: staying up late one night, special dessert, special activity with a friend, phone calls and visits, special activity with a parent, access to something I like: favorite programs/Nintendo/game; money, other privileges and activities.

How Often Student Gets Rewards/Who Gives It: _____

What happens if report is “lost,” “forgotten,” etc.: _____

How often parent and teacher(s) will talk to each other: _____

Student suggestions on how parent or teacher(s) can help: _____

Student Signature _____

Parent Signature _____

Teacher Signature _____

DAILY REPORT CARD

NAME: _____

DATE: _____

TEACHER: _____

DID THE STUDENT.....

IMPORTANT BEHAVIORS:	YES 2pts.	Partial 1pt.	No 0 pt
COME TO CLASS ON TIME?			
BRING SUPPLIES?			
WORK WITHOUT DISRUPTING OTHERS IN CLASS?			
ASK FOR ASSISTANCE WITHOUT DELAY?			
SPEAK COURTEOUSLY?			
COMPLETE AN ADEQUATE AMOUNT OF WORK?			
QUALITY OF WORK PRODUCED WAS ADEQUATE?			
OTHER:			
<i>TOTAL POINTS</i>			

Teacher Comments:

Parent Feedback:

DAILY CLASSROOM REPORT

NAME: _____

DATE: _____

TEACHER: _____

TEACHER'S INITIALS

Did the student.....	YES 2pts.	Partial 1pt.	NO 0 pt.
Come on time?			
Bring supplies?			
Stay in seat when appropriate?			
Curtail off-topic talking?			
Follow directions?			
Raise his or her hand to contribute to discussions if required or verbally contributed acceptably?			
Not physically disturb others?			
Clean up promptly and adequately?			
Listen to instructions?			
Speak courteously?			
Teacher was satisfied with his or her performance today?			
Points on today's classwork, was acceptable, or evaluation of work quantity or quality was adequate?			
Grades on tests, assignments or projects were adequate?			

DAILY ACHIEVEMENT REPORT

0 = not acceptable today
+ = acceptable
!! = superior effort or achievement

NAME: _____

DATE: _____

1. Tonight's Homework:

Has homework to do tonight which is due tomorrow _____

Has long term project to work on _____

Does not have homework to do tonight _____

2. Today's Classroom Behavior:

Actively listened to instruction _____

Worked on assignments when instructed to do so _____

Other _____

3. Work Completion:

Completed all in-class assignments _____

Turned in homework that was due today _____

Completed an acceptable amount of work today _____

4. Comments:

Scissors icon

DAILY ACHIEVEMENT REPORT

0 = not acceptable today
+ = acceptable
!! = superior effort or achievement

NAME: _____

DATE: _____

1. Tonight's Homework:

Has homework to do tonight which is due tomorrow _____

Has long term project to work on _____

Does not have homework to do tonight _____

2. Today's Classroom Behavior:

Actively listened to instruction _____

Worked on assignments when instructed to do so _____

Other _____

3. Work Completion:

Completed all in-class assignments _____

Turned in homework that was due today _____

Completed an acceptable amount of work today _____

4. Comments:

DAILY PERIOD-BY PERIOD REPORT

Name: _____

Date: _____

Home School Note System	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7	
Point system: 2=full success, 1=partial success with one reminder 0=no success with reminder .5 bonus for student appraisal matching teacher appraisal														
On time to class today?														
All supplies present?														
Curtailed off topic talking?														
Followed directions?														
Contributed to discussions appropriately?														
Did not physical disturb others?														
Spoke courteously?														
Assignments turned in if done?														
Grades on tests or projects given today were adequate?														
Quality of work turned in or done in class adequate?														
	Ye s	No	Yes	No	Yes	No	Yes	No	Yes	No				
Homework was given today?														
On-going projects need to be worked on now?														
Teacher's Initials														
Two way communication: Parent Signature and Comments:														

SURVEY OF PARENT REACTIONS TO DAILY REPORT CARDS

Parent's Name: _____

Student's Name: _____

Length of Time Reports Have Been Used: _____

Please Respond: (1) very much (4) not much
 (2) much (5) not much at all
 (3) slightly

- _____ 1. How much do you feel the Daily Report Cards improved communication between you and the teacher?
- _____ 2. Has the Daily Report Card given you a better picture of your child's progress in school?
- _____ 3. How much do you feel your child's performance in school has improved as a result of the Daily Report Card?
- _____ 4. How much do you think your child likes the Daily Report Card?
- _____ 5. Even though the Daily Report Card provides daily information, to what extent would a 5 week summary also would be helpful?
- _____ 6. How much do you feel your child's attitude toward school has improved as a result of the Daily Report Card?
- _____ 7. Do you see the daily report card and the incentive it provides as an important part of your child's education?
- _____ 8. How much has your behavior toward your child in terms of incentives and rewards for improvement changed as a rest of the Daily Report Card?
- _____ 9. How often did you receive the Daily Report Card?
 (1) Everyday (2) Almost everyday
 (3) 2 to 3 times each week (4) 1 time each week
 (5) Never
- _____ 10. Which of the following report systems would you prefer now?
 (1) Daily Report Card
 (2) Bi-weekly Report Card
 (3) Weekly Report Card
 (4) 5 week Report Card
- _____ 11. Please comment on the effectiveness of Daily Report Cards for your child:

PHONE LOG: DAILY REPORT CARD

Student: _____

Parent: _____

Date/Time	Parent Report of Successfulness	Parent Utilizes What Reinforcers	Student Reaction	Ideas for Change

Parents/Guardian of _____

As part of our positive approach to learning, we would like to congratulate your son, daughter for outstanding accomplishments and/or behavior in _____. The areas of recognition with check marks are the ones in which your son/daughter has recently excelled. We would also like to commend you for your support that enables your son/daughter's educational achievement.

Thank you for supporting us,

OUTSTANDING OR IMPROVED ACADEMIC ACHIEVEMENT

- _____ 1. Work has been submitted on time, neatly, and/or was complete.
- _____ 2. Demonstrating outstanding academic achievement.
- _____ 3. Going beyond the necessary assignments.
- _____ 4. Being creative in composition assignments.
- _____ 5. Showing poise and confidence during speaking.
- _____ 6. Being an attentive listener.
- _____ 7. Demonstrating outstanding group leadership.
- _____ 8. Volunteering for projects outside the classroom.
- _____ 9. Is improving in homework assignments, test scores, or other projects.
- _____ 10. Participating well in class discussion.
- _____ 11. _____
- _____ 12. _____



Parents/Guardian of _____

As part of our positive approach to learning, we would like to congratulate your son, daughter for outstanding accomplishments and/or behavior in _____. The areas of recognition with check marks are the ones in which your son/daughter has recently excelled. We would also like to commend you for your support that enables your son/daughter's educational achievement.

Thank you for supporting us,

OUTSTANDING OR IMPROVED CITIZENSHIP

- _____ 1. Demonstrating a serious attitude toward learning.
- _____ 2. Getting along well with classmates.
- _____ 3. Having a good sense of humor
- _____ 4. Courteous and respectful behavior to others.
- _____ 5. Showing a sense of pride in accomplishments.
- _____ 6. Easy to work with.
- _____ 7. Accepting criticism well.
- _____ 8. Helping keep the classroom and materials clean and in order.
- _____ 9. Improving in behavior/attitude in the classroom.
- _____ 10. _____
- _____ 11. _____

Great News From School



(name of school)

Today, _____

It was wonderful to see this and we wanted to let you know.

Sincerely,

(signature)

(date)

TIME-AWAY:

A PROCEDURE TO KEEP TASK-AVOIDING STUDENTS UNDER INSTRUCTIONAL CONTROL

Diana Browning Wright

Students with challenging behaviors are at times unwilling or unable to perform assigned tasks. At this point, they may intentionally engage in acting out behaviors in order to be removed from the class, or remain passively unengaged in learning activities (i.e., both can be conceptualized as escape seeking behaviors), or engage in behaviors that interfere with the learning of others around them (i.e., expressing a protest about activities they do not wish to do). In all three situations, the student is not under instructional control (i.e., following the directions of the teacher), nor is he/she under stimulus control (e.g., in the presence of the chair, desk, written assignment student is highly likely to engage in written work behavior). It is impossible to force a completely unwilling student to do an assignment. It is also unacceptable to have students engaging in acting out behaviors in order to escape tasks, or to have students not under instructional control. Not all task-avoiding episodes can be solved by sending the student to the office for a 'disciplinary referral.' Therefore, a procedure called Time Away may be warranted as a teaching tool to increase the student's ability to cope with work output demands. A Time Away procedure can be an important component to delineate as a 'Reactive Strategy' in behavior plans for 'behavior impeding learning' as defined in I.D.E.A. Reauthorization, 1997.

Time Away Differentiated from Time Out

In a time out procedure, access to reinforcement is removed or reduced for a specified time period contingent on a response. Either the student is removed from the reinforcing environment, or the reinforcing environment is removed for a designated time period.¹ In common usage, Time Out is often used as a punishment for misbehavior. The teacher tells the student when to leave and when to return, often with lengthy removals being the norm.

In a time away procedure, as defined by this author, the student exercises the option to leave a learning task which has become aversive to him/her. The student moves to a location in the environment designated for this purpose and remains there until he/she is ready to cope with the demands of the learning environment. The student then returns to the assigned learning location (e.g., assigned seat at a desk), by his/her initiation, not by a teacher signaling the return.

Effective Use of Time Away

The student can be privately encouraged to leave the activity as a "cooling off" period, until he/she is ready to cope with the assignment, but it must be clearly conveyed that this is the student's choice and that this removal is not a punishment for misbehavior.

Sample dialogue:

"Steven, I am really pleased that you have come to class today and have all your materials with you. However, you seem very upset and unable to get started, despite you and I doing the first few problems together. Steven, you know that in my classroom you have the option of moving to the 'cooling off spot' anytime you aren't yet ready to cope with the demands of school. Why don't you think about this carefully and make your choice: 1) begin your work or, 2) choose to just cool off for a while. I'll wait to hear your decision. I need to go help Michael for a few moments while you think this over."

Notice the critical characteristics of this dialogue:

- Teacher called the student by name and then identified desired behaviors he has recently exhibited
- Teacher pointed out the undesired behavior and reminded Steven that joint efforts had already been made to help him begin his work before this point was reached
- Teacher invited choice-making between two acceptable options
- Teacher did not force an immediate choice. Rather, student was given time to think through his choice

¹Wright, D.B. & Gurman, H.G. (2001) Positive interventions for serious behavior problems (2nd ed.-revised). Sacramento, CA: California Department of Education Publications Division (pp.166-167)

Time Away Systems

The Beach

6th Grade Teacher informed students that when she is having a bad day, going to the beach, even for a few moments has helped her. Therefore, in her class anyone who just needs to escape for a breather can go to the beach. The beach is a small box of sand in the back corner of the room equipped with several very large seashells which, when listened to carefully, will produce the calming sounds of the ocean.

Australia

Kindergarten teacher, 4th grade teacher and high school special day class teacher read the book, Alexander and the Horrible, No Good, Very Bad Day by Judith Viorst¹ to their classes. Students were informed that they could choose to escape to Australia whenever they needed to recoup, think over something, cope with their feelings or frustrations. 'Australia' is a location in the classroom with a map of Australia and several books of Australia to look at. The high school teacher further explained to her class that if you leave this country to enter another, you must 'go through customs' and 'declare any baggage you are bringing in'. She has students enter the time they enter Australia, their departure time, and the number of the baggage contents they are bringing in which was previously generated by the students.

Examples include:

- 1) Fight with someone important in my life is still on my mind
- 2) Can't concentrate because of extreme fatigue
- 3) Work looks too long or too complicated for me right now

The Think Tank

Middle school teacher in a day treatment unit for students with emotional disturbance has a small, padded cubicle sometimes used for counseling sessions in the back of her classroom. Students are told that they may take a brief time-away in the think tank whenever they need to 'get their act together' and that choosing this option rather than acting out behavior will allow them to retain their points for that time period (15 minute sessions throughout the day earn points for appropriate behaviors that may be redeemed during daily free time activities).

Dinosaur Time

Student, age six with a diagnosis of autism, had a history of running away from reading group instruction, resulting in several adults trying to force him to return. In this time away procedure, Christopher was allowed to take the dinosaur from the table as a token symbolizing his permission to walk calmly around the room. When he has finished this walk, he returned to his seat and replaced the dinosaur. Average time away was approximately three minutes per twenty-minute instruction period, required no adult interventions and did not disrupt the learning of others.

Key Components For Effective Use of This Strategy

- Classroom environment must be one in which unconditional, positive regard is available for all students, with effective classroom organization in place. This procedure is not a panacea for an out of control classroom². This procedure will be misused by students if teacher/student interactions are typically coercive and punitive.

¹Viorst, J. (19) *Alexander and the horrible, no good, very bad day*.

²Refer to necessary effective components in Wright, D.B. (1999) What every teacher should know in order to positively support student behavior. *NASP Communique*, (29) 1.

- Instructional material must in general be accessible to the student, with appropriate accommodations or modifications in place to support student in successfully completing the assigned material. This procedure will be misused by students if this is the only way they can escape inappropriate seatwork activities.
- Initial explanation of the Time Away option should be given to the class as a whole (for students who do not have severe disabilities), with explanation of what might be a reason to choose this option, and what might NOT be a good reason. ‘Learning to cope with the demands of school’ should be emphasized. No punitive result will occur from selecting this option, and if the teacher encourages someone to think about whether ‘Time Away’ should be chosen, this is NOT a punishment for misbehavior.

Teacher language sample: “Boys and girls, for example, if the work just looks hard, try gaining your teacher’s assistance to get going, to help you break up the assignments into smaller units, or to gain more help from your classmates or adult assistance. That would be a better choice than Time Away. However, if you are really upset today and just need a little space to gather your thoughts, calm down and cope with your feelings and frustrations, Time Away could be a good choice for you.”

- When the student returns from Time Away to the assigned work location, the teacher should privately reinforce the use of this procedure by a quiet acknowledgment, such as, “Steven, thank you for choosing to take a time away. Glad to see you’re ready now”. This reinforcement upon return is critical for maintaining the integrity of this procedure and to assure the students do not confuse it with Time Out.

Responses to Typical Teacher Questions

- ***“What If They Won’t Come Back?”***

If it is observed that a student is spending a lengthy time in a Time Away location, the teacher may wish to examine the task(s) the student is continuing to avoid. If the task is too difficult, if the completion criteria is not explicit, if the task(s) seem meaningless to the student, it may be necessary to change the task(s), modify them, or provide one on one assistance. If this is not the case, the teacher may wish to engage in reflective listening to further determine why the student is not yet able to cope with the task(s) demands. Sample dialogue: “Steven, I have noticed that you have been unable to cope with seatwork for quite a while. I am beginning to wonder what we can do about this. I am wondering if I can help in any way with the problem. I am also worried about how we can quickly help you catch up with the work you have missed. I am wondering what steps WE should be taking now to help US solve OUR problem. Would you think about this and I’ll check back with you in a few minutes.” (Note the collaborative emphasis: we, us, our. Also note, an appointment for a future discussion alleviates the student’s need to engage in challenging behaviors. Often just a few minutes to reflect will result in better later compliance.)

- ***“What If They Won’t Go When I Tell Them To?”***

This happens much less frequently than teachers expect. First, remember that this procedure will not be effective in a coercive or disorganized classroom. The student is not “told” he “must” choose this procedure. Rather, this is one of two options, delivered unemotionally to the student: work, or choose a Time Away. If the student does continue sitting in the work space, not working, and will not go to the time away location, the teacher may wish to invite a quiet one-on-one dialogue about the difficulty. If this is not possible, the teacher may wish to wait briefly, then present a quiet, unemotional, private, second two choice format: “ If you are unable to work right now, Alice, as I have said, you may take a breather in our Time Away location, that is no problem. Alternatively, you may choose to get an office referral. Think about this a moment and let me know your decision.” The teacher must convey genuine personal connection with the student at this time, (use of student name can be especially helpful here) and have previously established a real, meaningful relationship with the student through past words, deeds and reinforcement for achievement from the teacher.

- ***“What If Everyone Wants to Be There At Once?”***

When you initially set up the Time Away procedure with the students, explain the rules as to how many students may be there at one time. (Suggestion: limit area to one or two students, not able to communicate with each other through use of an environmental barrier if necessary.) Explain to the students: “There are other ways of handling difficulties. If you are having a problem that is preventing you from working, and someone else is briefly in the Time Away location, let me know your difficulty and WE can think of how to handle OUR problem.”

Adaptation for Non-Verbal Students or Students With Severe Disabilities

This procedure has effectively been used with many students with severe disabilities as well. These students are often adept at using challenging behaviors to escape a task due to either limited verbal ability in general or limited ability to verbally negotiate when stressed. Teaching the student that a ‘break’ can be had through communicating the need either verbally (‘break’), or non-verbally (gestures, signs, use of ‘break’ card or ‘stop sign’ picture card) gives the student a functionally equivalent alternative way of meeting his/her needs without resorting to challenging behavior. Teachers have found that the location may need to obscure the student from view of others, yet be observable by adults. This is achieved through the use of low barriers or low book cases. Allowing the youngster to sit in an oversized beanbag chair with an option for a heavy quilt or other bean bag placed on the student has been found to be especially calming for many students. Careful analysis of the sensory responses of the student may help in effective program design and in providing the most calming Time Away procedure. It is also extremely important that the environment in which the student wishes to escape be thoroughly examined to assure instruction and activities are meaningful and accessible for students with severe disabilities.¹Wright, D.B. & Gurman, H.B. (1998) *Positive intervention for serious behavior problems*. Sacramento, Ca.: California Department of Education Publications Division

Final Note

This procedure has been utilized in consultations with teachers across grade levels, for students with and without a full range of disabilities. When the student is actively refusing a task, or escaping the task through the use of inappropriate behaviors, the student is not under ‘instructional control’, nor is the work space reliably eliciting work behaviors from the student, i.e., ‘stimulus control’ is not in effect. This technique keeps the student under these controls because the teacher is advocating student selection of a location in which not working is allowable, selecting the location is viewed as meeting with teacher approval, and being in this location, not working, is still considered an activity that demonstrates the following of the teacher’s instruction. Learning to cope with the demands of work output is a challenge for students with emotional difficulties or those experiencing situational stressors. Learning to step back and reflect can become an important cognitive skill for students with fragile coping systems and can result in improved ability to attend and produce an acceptable amount of work. In the author’s experience with defiant and fragile students, simply knowing that ‘not working’ for a time is an acceptable choice. This ‘freedom’ can be an important method of meeting the student’s needs in the classroom.²

The author invites communication about effective use of this procedure or others that keep difficult to support students under instructional control. dwright@cds-cde.ca.gov

¹Refer to programming components and analysis of sensory responses in: Wright, D.B. (2001) *Positive Interventions for Serious Behavior Problems*, 2nd Edition, Revised. Sacramento, CA: CDE Publications

²For further explanation of the four human needs (fun, empowerment, freedom, belonging), which, when met, often dramatically reduce acting out behavior in the classroom, refer to: Wright, D.B. (1999) *Classwide Systems to Cue, Shape and Model Behavior: Strategies for Teachers*. *NASP Communicate*. (27) 7.

References

- Donnellan, A.M., LaVigna, G.W., Negri-Shoultz, N. & Fassbender, L.L. (1988) *Progress without punishment: effective approaches for learners with behavior problems*. New York, NY: Teachers College Press.
- Durand, M.V. (1990) *Severe behavior problems: A functional communication training approach*. New York, NY: Guilford Press.
- Ford, A., Schnorr, R. Meyer, L, Davern, L, Black, J. Dempsey, P. (1989) *The syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Frost, L.A. & Bondy, A.S. (1994) *Picture Exchange Communication System*. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
- Johnson, T.C., Stoner, G., Green, S.K. (1996) Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, Vol. 25, No. 2. Bethesda, MD: NASP
- Kaplan, J.S. & Drainville, B. (1991) *Beyond behavior modification: a cognitive-behavioral approach to behavior management in the school*. Austin, TX: Pro-Ed.
- Paine, S.C., Radicchi, J., Rosellini, L.C., Deutchman, L., & Darch, C.B. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press
- Rathvon, N. (1999) *Effective school interventions: strategies for enhancing academic achievement and social competence*. New York, NY: Guilford Press
- Viorst, J. & Cruz, Ray (illustrator) (1987) *Alexander and the horrible, no good very bad day*. School & Library Binding.
- Viorst, J. & Cruz, Ray (illustrator) (1987) *Alexander y el dia terrible, horrible, espantoso, horrorosa*. School & Library Binding.
- Walker, H.M. (1995) *The acting-out child: coping with classroom disruption*. Longmont,Co.: Sopris West
- Walker, H.M, Covin, G. & Ramsey, E. (1995). *Antisocial behavior in schools: strategies and best practices*. Pacific Grove, CA: Brooks/Cole.
- Witt, J., La Fleur, L., Naquin, G., & Gilbertson, D. (1999) *Teaching effective classroom routines*. Longmont, Co: Sopris West
- Wright, D.B. (2000) Designing behavior interventions for students with disabilities or special characteristics, NASP Communique, (28) 6.
- Wright, D.B. (1999) What every teacher should know in order to positively support student behavior. *NASP Communique*, (28) 1.
- Wright, D.B. (1999) Classwide systems to cue, shape and model behavior: strategies for teachers. NASP Communique (27) 7.
- Wright, D.B. (1999) Addressing 'behavior that impedes learning'. *NASP Communique*. (27) 1.
- Wright, D.B. & Gurman, H.B. (1998) *Positive intervention for serious behavior problems*. Sacramento, Ca.: California Department of Education Publications Division
- Zeitlin, S. & Williamson, G.G. (1994) *Coping in young children: early intervention practices to enhance adaptive behavior and resilience*. Baltimore: Paul H. Brookes



ENVIRONMENTAL SUPPORTS

BEHAVIOR SUPPORT THROUGH CLASSROOM CHANGES IN TIME, SPACE, MATERIALS, AND INTERACTIONS

Diana Browning Wright, M.S.

Director: Positive Environments, Network of Trainers
California Department of Education, Diagnostic Center South

Goal: Environmental supports include specifying how **time, space, material, and interactions** will support positive behaviors. Increased productivity and compliance with routines can be achieved and challenging escape and protest behaviors reduced by increasing tolerance for non-self selected activities through:

- Pacing of Activities
- Establishing Predictable Routines
- Creating Visual-Spatial Organization
- Using of Pictures/Objects/Word/Schedules
- Teaching/Structuring Participation in Activities
- Selecting and Organizing Materials Carefully
- Increasing an Understanding of Elapsed Time

Remarkable outcomes can be achieved when these strategies are coupled with pleasant verbal interactions and consistent body language portraying support and unconditional positive regard.

These supports must be modified to fit the developmental age of the student. This will require analysis of assessment findings to determine how the support should be utilized for this particular student. **Environmental supports** must also be coupled with other behavior support plan components not discussed in this article:

- Teaching of functionally equivalent behaviors for any challenging behavior
- Providing individualized reinforcement ranging from praise to privileges earned, to access to favorite activities to tangibles for:
 - complying with routine classroom expectations
 - utilizing replacement behavior for the challenging behavior
- Stipulating how to handle problem behavior when it emerges again
- Establishing communication with all stakeholders

Examples are given below for a variety of developmental ages. Remember, the younger the child, the more likely pictures and other non-verbal structures will be required. ¹For students with developmentally higher functioning, all concepts below apply and can be modified to fit the communication and cognitive skills of the individual student, with and without disabilities. These principles, with modification for the developmental level of each student as needed, results in a structured environment in which differentiated instruction can be delivered to a wide range of students at any grade level.

¹ For an excellent inexpensive video portraying these non-verbal supports, see:
http://www.asperger.net/bookstore_9902.htm, "Visual Supports in the Classroom" by Jennifer Savner.
Also see: http://www.teacch.com/teacch_e.htm

Predictable Routines Within a Classroom Structure

- **Open and close activities** with ritualized behavior—e.g., predictable reinforcing words that are said/actions that are taken/songs that are sung, etc. This especially enhances time comprehension, and eases transitions into and out of activities.
- **Structure common school routines in clear parts**—beginning, middle steps, ending---during circle time, leaving for lunch, snack, returning from lunch, lining up, etc.
- **Generalization of predictable routines**—assist family as needed in establishing routines/structuring for younger students. Getting ready for school, waiting for bus, after-school activities, returning on bus, snacks, dinner, homework, bedtime, bathing, etc. can be structured to support better rule-following behavior and adult consistency.

Visual-Spatial Organization for Stimulus Control

Clear visual communication can result in a student coming under stimulus control, e.g., when in a particular location, the environment “cues me.” I expect to be doing these behaviors, following these rules, under certain conditions I can read by a variety of visual cues.

- Define what activities will occur in different regions of the room by use of dividers, chair arrangements and with signs: pictures/words/symbols
- Teach (role-play) and post rules (pictures/words/symbols) for student behavior specific to each area
- If you have an especially small space, develop other visual cues which will change the “space” into a new scenario
 - Smocks/aprons put on for free time art activities (remaining at desk)
 - Move chairs to new arrangements, put up new “rules” for this chair arrangement
 - Move chair to other side of desk (one side is “work time,” one side is “play time”)
 - Auditory cue: Place a particular piece of background music on only when certain activities are to occur. (Do not use loud, distracting, “catchy tunes”, etc. Consider Bach, classical guitar, relaxation tapes)

Picture/Object/Word Schedules

Use schedules to organize the flow of activities throughout the school day. This helps students delay gratification for desired activities because they can anticipate when a preferred activity will occur within the schedule.

- **Use symbols in the daily schedule** (picture/object/word) with meaningful developmentally appropriate language for the student. Depict key activities and transitions within a time period that is consistent with the student’s developmental needs (e.g., 1/2 hour, hour, 1/2 day, full day).

- Example of a simple ½ day schedule using pictures on a Velcro board in a left-to-right sequence for developmentally younger students²: Arrive on Bus, Circle Time, Table Time, Ball Games, Mrs. Wright Reads, Computer Game, LUNCH. (Use terms that are meaningful to the student. For example, “Table time,” rather than “language arts” should be used if “language arts” is meaningless to the student.)
- Example of a Word List in a descending sequence paired with time parameters for developmentally older students:
 - ♦ 8:30-8:45 Beginning activities
 - ♦ 8:45-9:15 Reading Group Activities
 - ♦ 9:15-9:45 Centers
 - ♦ 9:45-10:05 Recess
 - ♦ 10:05-10:40 Reading Seatwork
- **Review schedule boards or individual paper word lists frequently** prior to transitioning to each new activity (do not skip this step if problem behavior has occurred during transitions. Waiting to review the schedule when the student has already transitioned does not ease transition.)
- **Employ “closure” as activities are completed** at the developmental level of the student. Examples of different levels of “closure”:
 - Student takes the picture to location in room where the next activity is located and puts the picture in a special envelope before beginning the activity OR, student places picture in finished envelope after completing the activity, prior to returning to the schedule area to check on next activity.
 - Student checks the schedule and then goes to the depicted activity leaving the picture on the sequence board. When returning to “check the schedule”, s/he moves the picture to the finished envelope.
 - Student checks the written sequence list of activities at his/her desk. After completing the activity, student crosses out the finished activity, gives herself/himself points towards earning a reinforcer on a self-monitoring sheet, then checks the next activity on his/her list.
 - Student moves the Post-It note from his/her personal sequenced list of activities s/he has made for the morning’s work.
- **Refer student to the schedule board/individual list frequently to answer questions** about “when I do computers; when does Mrs. Wright read to us, etc.” This teaches use of schedule as reference aid and can lead to student independently checking the schedule to solve problems.
- **Refer to the schedule to negotiate with student when s/he is protesting** an undesired activity. Often visual reminding of the sequence, putting the undesired activity in context, will secure compliance. Point to pictures/words, paired with verbal explanation as appropriate: “We just finished this, now we do this, THEN we do the activity you want!”

² For easily downloadable pictures, see <http://www.do2learn.org>

- **Introduce choice-making into the scheduling process**
 - Student assists in schedule production by selecting when a preferred activity will occur prior to beginning the sequence. Gestures, words, visually demonstrating by moving pictures: “Johnny, do you want to do XXX here, or here?”
 - Student assists in schedule production by selecting which of two or three activities might occur in the next spot in the sequence.
- **Handle sudden disruptions in routines using the schedule**
 - Insert a new picture/words/object to symbolize the sudden change in routine, e.g., when vision screening by the school nurse is suddenly required at 10:00 am.
 - Show the student the sequence again. “Now we are doing XXX, next we do YYY (the vision screening), then we do ZZZ (the return to expected routine).”

Teaching/Structuring Participation in Activities

- **Develop a material organization system** to use with a variety of tasks that clearly communicates the sequence of task completion. This often increases time on task and helps the student delay gratification. Examples:
 - Green/Yellow/Red tubs that the student completes in sequence (relating the tasks to a stop light can be helpful for developmentally young students)
 - Worksheets completed in sequence that are printed on paper of different shades of Green/Yellow/Red
 - Green/Yellow/Red circled sections of a worksheet that a student completes in sequence
 - Boxes, tubs, templates on desk for proper placement of materials
 - Post-it notes made by adult or the student showing parts of assignment, or series of assignments to be completed in sequence
- **Teach how to participate in the task**, using words, symbols, pictures on a task card or poster in the room.
 - Example of a task completion sequence:
 - ♦ First, get my next work folder
 - ♦ Look and decide: Do I need help?
 - ♦ Circle: 1. I can do alone 2. I need help
 - ♦ Do the work now—alone or with help
 - ♦ Put in finished folder
 - ♦ Give myself a point for good work on my card)
- **Teach what to do if the student needs “Time Away” or a “Fast-Break” from a task.**
 - Example of a teaching sequence using printed words (use symbols/pictures for developmentally younger students, eliminating the “point” keeping):
 - ♦ If I need a “fast-break” (or “time away”) I take my break card to the classroom fast-break (or time away) spot (a small area with minimal activity—perhaps one or two low interest magazines available. Do not allow high interest activities, such as a computer game).

- ♦ When I am finished with my fast break, I go back to my work folder.
 - ♦ I give myself a point for choosing a good coping strategy (teacher will reinforce through praise, privileges, etc. later).
 - ♦ I finish my task.
- **Teach how to participate in an activity with other students and how to handle difficulties** that may develop. Role-playing with feedback will be necessary. Then, use symbols/pictures/words at student's developmental level to prompt. Define and role-play different roles.
 - Example for center participation in a 2nd grade general education classroom (teacher emphasizes team-building and has taught decision making on teams and wants students to practice this skill)

1. Team Role Decisions

- ♦ Write your names on the center participation list (list specifies how many may participate).
- ♦ *Rule-reminder:* person who reviews center rules, passes out materials, says, "Begin," and sets the timer
- ♦ *Activity finisher:* person who collects all materials after s/he says, "Clean Up Time" after the timer goes off
- ♦ *Problem-helper:* person who helps the team solve any problems

2. Do the Center Activity

- ♦ Follow the center's rule on how to do the activity that is depicted on the specific center (which was role-played when the new center was introduced for the first time).

3. Appropriate Talking

- ♦ Use inside-voices and remember, "Your talk should help you and not interfere with your classmates work!"

4. Solve Problems

- ♦ The "problem-helper" will tell the team what to do to complete the center if s/he sees a problem. The "problem-helper" will consult with the "rule-reminder" if needed to understand the center rules and help the center team. The problem-helper will ask the teacher if s/he can't solve the problem.

5. Team Points

- ♦ After clean up, the team gives themselves points by consensus (2 minutes).
 - **Participation (0-1-2)**
 - 0= not everyone participated
 - 1= everyone participated, but some of us got off task and didn't immediately get back on task when reminded
 - 2= everyone participated, no reminders needed

➤ **Completion (0-1-2)**

0= no one finished the task

1= most of us finished

2= all of us finished

➤ **Problem-solving (0-1-2)**

0= we couldn't solve a problem that developed

1= we had a problem, but we solved it!

2= we didn't have any problem behavior; we all supported each other!

Teach/Support Appropriate Waiting and Transitioning

Students can become confused and challenging behavior can emerge when high structure is not in place. Structure what is often unstructured!

- **Provide “wait time” supports**

- Example: Assign a peer-supporter. Both students are responsible for assuring each waits appropriately. Consider giving the dyad points towards a reinforcer.

Teach responsible waiting:

- ♦ Hands and feet to self
- ♦ Talk using inside-voice with your partner
- ♦ Stay in the space assigned
- ♦ Help each other follow the three wait-rules

- Example: Provide an object to hold or use during a “wait” such as a book to look at, headphones to listen to music, etc.

- **Structure transitions in four parts (remember to role play appropriate behavior)**

- Give four clear signals to the students:

1.) Warn the ending of an activity, e.g.:

- ♦ “2 minutes to finish” verbal warning
- ♦ Yellow card placed on student's desk
- ♦ One click from a metal toy frog/one sound from a timer

2.) Signal the time to transition, e.g.:

- ♦ “2 minutes to quietly move to your next area, ready begin”
- ♦ Student is handed a transitional object to take to next area (toy dinosaur, teacher's briefcase, tub of materials)
- ♦ Two clicks from a metal toy frog/two sounds in sequence from a timer

- 3.) Continue to remind: “We are transitioning!”
 - ♦ “We are transitioning, we are transitioning...” repeated slowly and with low tone
 - ♦ “Thank you for moving quietly, thank you for moving quietly” repeated slowly and with low tone
 - ♦ Classical music is turned on to signal entire transition period
- 4.) Completely signal the end of the transition
 - ♦ Stop sign is held up.
 - ♦ Classical music is turned off.
 - ♦ “Show me you are ready: ‘eyes, ears, feet, hands, mind’.” Cue using these words slowly in a 1-5 sequence, with accompanying gestures:
 1. “My eyes are looking.” (touching eyes, students follow)
 2. “My ears are listening.” (touching ears, students follow)
 3. “My feet are quiet.” (touch feet, or simply demonstrate feet together, on the floor)
 4. “My hands are ready.” (folded on top of desk or palms down on desk)
 5. “My mind is ready.” (demonstrate looking, listening, sitting up slightly in the chair)

Interactions: Convey Unconditional Positive Regard

- **Get on eye level and use the student’s name** when correcting, praising, and directing, using a calm, low voice. Don’t rush or use shrill voice tones to deliver corrections.
- **Use specific private praise** for real achievements.
- **Know the student’s life, and reference** family, friends, pets, and favorite activities when you can to convey your mentoring of each and every student. “Boys and girls, we are going to read a story about wolves. One of the wolves reminds me of Stephen’s Basset Hound. Stephen, let me know if I’m right.”
- **Use the specific words, gestures, and actions that have been proven to “connect” with this specific student in the past.** Be aware of the reinforcing qualities of touch and use the level that works for this particular student (a pat on the back/shoulder, touching a hand or arm gently). Ask the student what s/he prefers to be called. Find out the words s/he prefers to be told when work is sub-standard, when s/he is not following rules, etc. Student’s responses to this query are enlightening!
- **Let this student “eavesdrop” on you** praising a specific accomplishment or your pleasure in their company to a fellow teacher.
- **Share yourself, genuinely, but maintain developmental appropriateness.** By knowing each other’s lives, human beings connect, regardless of age and role differences. Third grade classroom example: “I went to the circus and really loved it; has anyone ever been?” Do not say, “I have a real problem with my uncle’s drinking I want to tell you about.”

CHAMPs Classroom Activity Worksheet

Activity: _____

CONVERSATION

Can students engage in conversation with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

Pencil	Restroom
Drink	Hand in/pick up materials
Other	

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

90 Ways to Help Students with ADHD

What is ADHD?

Attention Deficit/Hyperactive Disorder (ADHD) is a condition of the brain that makes it difficult for students to focus their attention in the ways that we would like them to in school. For some students, there may be attention deficit disorder only, with inattentiveness. For others, there will be hyperactivity and impulsivity as well. This brochure will use the term ADHD to include both. It is one of the most common chronic conditions of childhood. It affects 4% - 12% of school-aged children. About 3 times more boys than girls are diagnosed with ADHD. Symptoms that a student with ADHD may display include difficulty focusing, shifting or maintaining attention, hyperactivity and impulsivity. Left untreated, ADHD can lead to serious lifelong problems in school, relationships, and work.



Many students with ADHD have at least one coexisting condition:

- Oppositional Defiant Disorder or Conduct Disorder (up to 35%)
- Mood Disorders/Depression (up to 18%)
- Anxiety Disorders (up to 25%)
- Learning Disabilities
- Developmental Disabilities

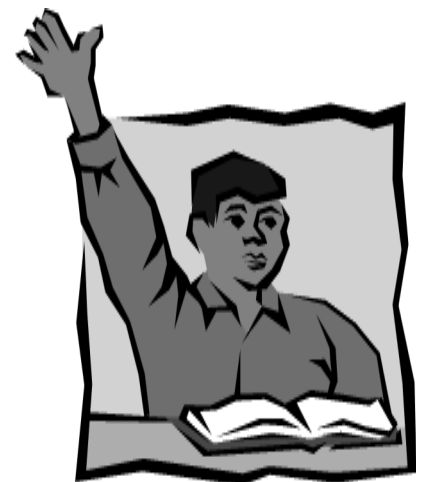
(Excerpted from the American Academy of Pediatrics, 37925 Eagle Way, Chicago, IL. 60678-1379, www.aap.org, 2001)

Characteristics of students with ADHD may include:

- Make careless mistakes in school
- Difficulty waiting in line
- Difficulty paying attention in class
- Misplace materials needed for school
- Poor organizational skills
- Fail to finish activities, homework
- Act first-think later
- Fidget in class
- Appear bored
- Difficulty taking turns & sharing
- Blur out answers, excessive talking
- Shift from one unfinished activity to another
- Difficulty following instructions
- Have trouble making & keeping friends
- Daydream

Positive characteristics!

- Creative, divergent thinker
- Strong visual skills
- See details other people miss
- Energetic and enthusiastic
- Ready to talk and participate
- Can do several things at once



General Instructional Principles

These principles of effective instruction, which reflect what we know about how to educate all students, will especially **help a student with ADHD to stay focused on his/her assigned tasks** as s/he transitions from one lesson to another throughout the school day:

Prior to the Lesson

- ✎ Review previous lessons.
- ✎ Set learning expectations.
- ✎ Describe behavioral expectations for students.
- ✎ State needed materials.
- ✎ Tell students how to obtain help if needed.

During the Lesson

- ✎ Use a variety of audio-visual materials.
- ✎ Check individual student understanding.
- ✎ Allow students sufficient time to work out the answer to a question, rephrase question as needed.
- ✎ Watch for students who need additional assistance.
- ✎ Help students to identify and correct their own mistakes.
- ✎ Encourage and redirect students to focus and keep on task.
- ✎ Maintain appropriate noise level in the classroom.
- ✎ Use systematic instructional techniques such as “Reciprocal Teaching” to assist student in organization and comprehension.

Concluding/Transitioning between Lessons

- ✎ Provide advance warning that a lesson is about to end.
- ✎ Check student assignments for ability to complete independently. If needed restate necessary steps.
- ✎ Announce next activity and instruct students how to begin preparing.
- ✎ Vary your tone of voice and model enthusiasm for the content.

Effective teachers individualize their instructional practices based on the needs of their students. **Students with ADHD**

Individualized Instructional Practices

may benefit from the following techniques:

Strategies for Behavior

1. **Remind yourself and the student of his/her unique strengths** even when you’re having a “bad day”.
2. **Classroom rules** and **consequences** should be clearly stated and posted. Involve students with ADHD as part of the classroom group developing rules. Review rules frequently, giving examples and modeling as necessary.
3. **Praise** students for specific behaviors frequently and as soon as possible. Look for a behavior to praise before—not after—a student is off task.
4. If student appears to be starting to go “off task”, **promptly intervene with redirection, praise** for appropriate behavior, or **change stimulus** (e.g. new task, new location, errand, etc.).
5. **It is appropriate to request that a student change his or her behavior.** The most effective **directions** are brief and directed at the student’s behavior—not the student. Remind him/her of rewards and/or consequences. If giving a student a consequence, use a calm and respectful voice.
6. Carefully evaluate whether to intervene when a student misbehaves. In some instances, it is helpful to **ignore** the student’s inappropriate behavior, **particularly if a student is misbehaving to get your attention.**
7. Establish a simple, “**secret signal**” with the student to remind him/her to remain on task (an eye blink or finger tap, for example).



what you are saying.

8. When talking to a student, move to where he/she is standing or sitting. Your **physical proximity** to the student will help the student to focus and pay attention to

9. Work together with the student to identify appropriate goals for a **behavior contract** such as completing homework assignments on time, raising hand to speak, staying seated, and obeying safety rules on the school playground. Take the time to ensure that the student agrees that his or her goals are important to master. Put contract in writing, develop a visual system (e.g. chart), and make sure rewards are achievable.

10. Have student participate in selection of desired **reinforcement**. These rewards can include **tangible rewards** such as stickers, small toys, or food items; **activity reinforcers** such as games, computer time, special time with teacher or peers; and **privileges** such as line leader, homework pass, office runner, etc. It may be helpful to consult with family and former teachers about motivational items for the student. For activity reinforcers, observe what s/he chooses to do during unstructured time.

11. A **token economy** can be used to provide a high rate of reinforcement to the student with ADHD for appropriate behaviors and others in the class who are modeling desired behaviors. Tokens can be used to “earn” any of the reinforcers above. Tokens can be used as a “raffle ticket” toward a desired outcome, accrued as points toward a reinforcer, or to earn a “whole class” reinforcement.

12. **Reward improvement** (not just perfection).
13. Give student **frequent breaks**. Have him/her get up and move around.
14. **Communicate with family** regularly (e-mail, fax, notebook) about how student is doing. Don’t forget to give good news!
15. Allow student to **work with younger students** on reading, spelling, etc.
16. Include behavior contract or other accommodations for student with ADHD in your **substitute folder**.
17. Don’t forget that behavior doesn’t change overnight, and remember to **praise yourself** for your efforts!

Social Skills

18. **When conflicts arise**, conduct impromptu sessions with the group of involved students. Encourage students to resolve their problem by talking to each other, while you quietly monitor their interactions during the session.
19. Teach students with ADHD appropriate

social skills using modeling, role plays, and simulations. Teach problem-solving techniques, helping student to consider options. (The SELPA has a resource of social skills curricula and materials for students with ADHD.)

20. Be confident that although teaching social skills may be frustrating, it may be **one of the most important things you do**. It will stay with students for a lifetime.
21. Keep in mind that students need **positive adult role models** to learn appropriate social skills.
22. Be aware that the teacher's **body language and tone of voice** are powerful communicators.

Classroom Accommodations

23. **Ask student which accommodations** would help him/her to stay on task (including those used in the past) and teach him/her to respectfully request as needed.
24. **Give student notice** if there will be a change in the typical daily routine.
25. **Have a plan for flexible, alternate activities** when student with ADHD is having a "bad day."
26. **Be aware of classroom pace.** Students with ADHD may get confused, upset, or bored if too fast or too slow.
27. **Use computers with stimulating software** to engage a student with ADHD.
28. Consider **best seating assignment** for opportunities to monitor and reinforce behavior and social interactions.
29. **Seat student away from distractions** (door, window, traffic areas, overly stimulating visuals, colorful objects). Provide "study carrel" or private "office" for student to use as needed.
30. **Seat student near a peer role model** to provide opportunities for students to work cooperatively and learn from their peers in the class.
31. Use **secret signals for student with ADHD to communicate privately** with you. For example, a hand signal when s/he needs a break or other support.
32. Note for the students the time at which the lesson is starting and the time at which it will conclude. **Set a timer** to indicate to students how much time remains in the



lesson and place it at the front of the classroom. The students can check the timer to see how much time remains. Interim prompts can be used as well. For instance, students can monitor their own progress during a 30-minute lesson if the timer is set for 10 minutes three times.

33. Turning the **classroom lights** "on and off" prompts students that the noise level in the room is too high and they should be quieter.
34. Play **music** to prompt students that they are too noisy. In addition, playing different types of music communicates to students what level of activity is appropriate for a particular lesson.
35. Allow student to use **head-set** to muffle sound or with quiet music to help him/her focus.
36. **Provide clear and precise directions**, with **consistent eye contact** with the student with ADHD.
37. **"Chunk" directions into main steps**, giving time between chunks to allow student to understand.
38. After giving directions to the class as a whole, provide additional, **oral directions**, (using different words) for a student with ADHD.
39. **Provide follow-up directions in writing.** For example, write the page number for an assignment on the blackboard or on a "post it" note.
40. **Highlight key words** in the instructions on worksheets to help the student with ADHD focus on the directions.
41. Teach student to use a **pointer** to help visually **track written words** on a page.
42. Teach student how to **adapt instructional worksheets**. For example, help a student fold his or her reading worksheet to reveal only one group of questions at a time.
43. **Shorten assignments**, while making sure not to decrease the value of the lesson.

44. Allow student to take **tests** in a quieter room.
45. **Provide foot rest and/or "wobble cushion"** to assist with postural stability and focus.
46. **Provide small textured items** (porcupine balls, Koosh balls, gel balls) to help student release energy and/or prepare for fine motor tasks.
47. **Provide novel materials** (e.g. highlighter and gel pens, textured and colored

paper, etc.) for written work.

Organizational Skills

48. Provide student with an **assignment notebook** to help organize homework and other seatwork.
49. Provide student with color-coded folders and materials **to help organize assignments** for different academic subjects (e.g. reading, mathematics, social studies, and science).
50. **Assign student a partner** to help record homework and other seatwork in the proper folders and assignment notebook.
51. Respectfully assist student to periodically sort through and **clean out his or her desk, backpack**, and other "special places" where written assignments are stored.

Time Management

52. Teach the student how to use a **wristwatch and calendar to manage his or her time** when completing assigned work.
53. Provide student with supervised opportunities to **break down a long assignment** into a sequence of short, interrelated activities.
54. **Tape a schedule** of planned daily activities to the student's desk. Have child "check off" activities as completed.



Study Skills

55. Provide the student with a **checklist that identifies categories of items needed for homework assignments** (e.g., books, pencils, and homework assignment sheets).
56. Teach student with ADHD how to **prepare an uncluttered** workspace to complete his/her assignments.
57. **Keep track of how well your student with ADHD completes homework.** Provide student and his/her parents with progress reports specifying good efforts and/or any specific missing assignments.

Language Arts

Reading

58. Ask the student to make **storyboards** that illustrate the sequence of main events in a story.
59. Schedule “**storytelling**” sessions in which the student can retell a story.
60. Schedule “**play-acting**” sessions in which the student can role play different characters in a favorite story.
61. Play **board games** that provide practice with target reading comprehension skills, sight vocabulary words, or phonetically irregular words.
62. Provide student with own personal copy of classroom **word wall** to reference when writing and reading.

Composition/Writing

63. Use **graphic organizers/story mapping** to assist student in developing the major parts of a story (e.g., plot, main characters, setting, conflict, and resolution).
64. Establish a “**post office**” in the classroom and provide students with opportunities to write, mail, and receive letters. Give graphic organizers for letter writing and clear procedural/behavioral expectations.
65. Provide “**Editor’s Checklist**” of standards for acceptable written work.
66. Require that the student **proof-read his/her work** before turning in written assignments. Provide the student with a list of items to check when proof-reading his/her own work.



67. Allow the student to **dictate writing assignments** into a tape recorder.
68. Have the teacher or another student **write down a story** told by a student with ADHD.

Spelling

69. Allow child to decorate and illustrate **personal dictionary** of misspelled words.
70. Have **spelling partners** quiz each other, checking off words when spelled correctly.
71. Use **manipulatives (cut out letters, Play-Dough, Wikki stix, etc.)** to spell out hard-to-learn words.
72. Teach student to **frame** hard-to-spell words.
73. Combine **movement activities** with spelling lessons (e.g., jump rope while spelling words out loud).

Handwriting

74. Ask student to practice copying and erasing target words on a small, **individual dry erase board**. Two students can be paired to practice their target words together.
75. Provide special paper (e.g. colored lines, special lines for spacing) to assist with handwriting. **I like School**
76. Teach student to use his or her **finger to measure how much space** to leave between each word in a written assignment.
77. Provide **interesting visual marker** for student to place between words (e.g., “spaceman”).
78. Teach **handwriting skills** through a structured program such as Jan Olson’s *Handwriting Without Tears* program.

Mathematics

General

79. Teach student **rhythm and songs** to memorize basic math facts.
80. Provide student with naturally occurring, “real life” opportunities to practice **money skills**.
81. **Color code basic arithmetic symbols** such as +, -, and = to provide visual cues for students when they are computing whole numbers.
82. Allow student to use **calculator** to check work and perform basic functions for word problems.
83. Have student play **math games** to practice

adding, subtracting, multiplying, and dividing whole numbers.

84. Use a **structured program** such as Innovative Learning Concepts’ *Touch Math* program.

Word Problems

85. Teach student to **read a word problem** and illustrate with symbols or stick figures before beginning to compute the answer.
86. Teach student to highlight or **underline “clue words”** that identify which operation to use when solving word problems.
87. Ask the student to **create and solve word problems** that provide practice with specific operations such as addition, subtraction, multiplication, or division.

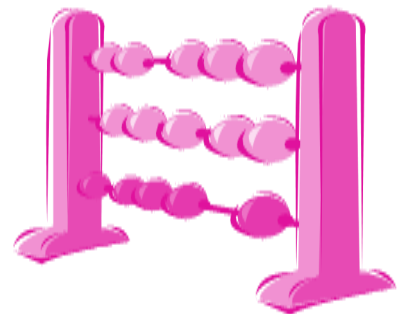
tion, subtraction, multiplication, or division.

Special Math Materials

88. Provide a **number line** for student to use when computing whole numbers.
89. Use interesting **manipulatives** to help students gain **basic computation** skills when adding single-digit numbers.
90. Let student use **graph paper to help organize columns** when adding, subtracting, multiplying, or dividing whole numbers.

What do I do if I suspect a student has ADHD?

1. It is important to record the child’s behaviors and the teaching interventions you have provided.

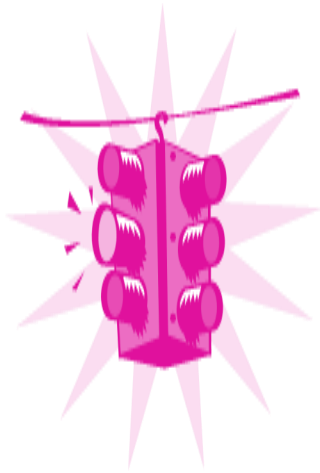




If necessary, refer to your school Student Study Team (SST). The SST will work with you in developing other classroom strategies. If the SST feels it is necessary, they will work with the family to initiate a special education assessment.

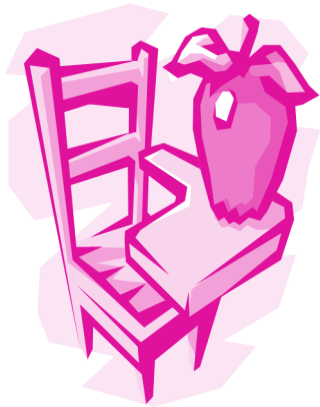
2. Share concerns with the family. Be careful to talk in terms of behaviors you are observing in school without attempting to diagnose. The family may choose to seek a physician's assistance. Most often the doctor will ask you to complete a behavior rating scale to assist with a possible diagnosis.

What assessment strategies can be used in schools to diagnose students as having ADHD?



The assessment of attentional disorders in students is usually a multi-disciplinary, multi-step process that includes teacher observations, parent and teacher interviews, behavioral checklists and rating scales, as well as the use of psychometric assessment tools. It is very important to gather a variety of data from the child's environment since there are no single psychological, medical and/or neurological tests that reliably identify the presence of ADHD.

What type of school programs are available?



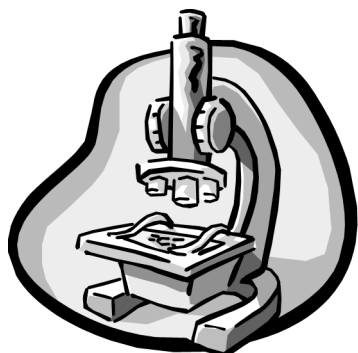
Most students with ADHD spend the majority of their school day in the general education classroom. Some may have a special plan to address their needs:

- **Section 504 of the Rehabilitation Act Plan (504 Plan).** For students who are not eligible for special education, a 504 Plan may be developed to list accommodations needed to assist the student in school.

- **Individuals with Disabilities Education Act (IDEA) Individualized Education Program (IEP).** For children who meet eligibility criteria for special education services (usually with "Other Health Impairments" or "Specific Learning Disabilities"), an IEP is developed. It may include special education services (such as Resource Specialist, counseling, or behavioral consultation) as well as accommodations the student needs in school.

These federal laws require schools and teachers to provide the accommodations and services specified in the plans.

What about medications?



For many young people stimulant medications are a safe and effective way to relieve ADHD symptoms. Different types of stimulants are available in short-acting (immediate-release), intermediate-acting, and long-acting forms. Other medications are also being tried to treat ADHD. Activity levels, cognitive function, academic achievement, behavior/personality, mood, body physiological systems, and attention may be affected by medications.

Choosing to give a child medication is a very personal choice for families to make with their physician. There are many considerations for families. Some children may experience mild side effects, but some children experience significant side effects. Stimulants are contraindicated for children taking certain medications or who have certain medical conditions. Finding the right medication dosage and schedule can be difficult. As the

child grows the medication may frequently require adjustment.

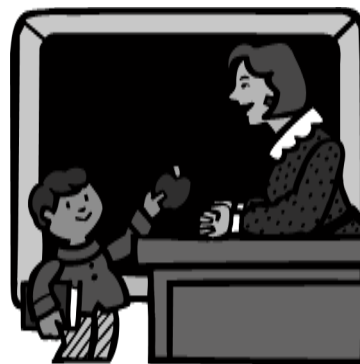
You may encourage a family to talk with their doctor if they have concerns about their child. Teachers should document and share information on the child's performance in school; however, a teacher MAY NOT in any way recommend, encourage or require that a family medicate their child.

If you have a child in your classroom for whom medication has been prescribed, it is important that you are aware of possible side effects. Finding the right medication at the right dose with the right timing can be a difficult process. Your regular communication with the family is important.

Words of encouragement....

Remember... Rome wasn't built in a day. Learning more about ADHD is the foundation for helping your student. As you try various strategies, remember that the student needs your help and isn't doing this to you on purpose. Finding the right interventions will make educational life more successful and positive for both of you. Good days and bad days are bound to happen. Rejoice in the good, try to relax, and use your positive supports during the bad!

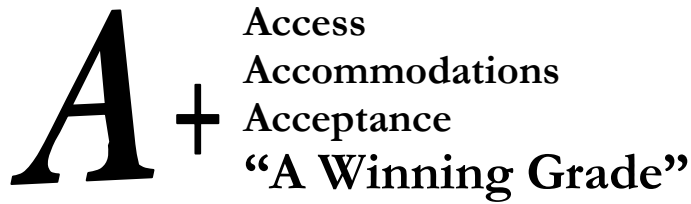
We're on the Web!
www.vcselpa.org



Contact person: Yanka Ricklefs, Director, Personnel Development
Ventura County Special Education Local Plan Area (SELPA)
(805) 437-1560
yricklefs@vcoe.org

Contributing editors:

- Fran Arner-Costello, Original Author/Editor, Ventura County SELPA (Retired)
- Frida Friend, Santa Paula Elementary School District
- Evalene Townend, Santa Paula Elementary School District
- Laurie Jordan, Rainbow Connection Family Resource Center
- Heather Johnson, clerical staff



A GUIDE TO MODIFICATIONS AND ACCOMMODATIONS FOR STUDENTS EXPERIENCING DIFFICULTY IN GENERAL EDUCATION CLASSROOMS

- ◆ WHAT IS THE DIFFERENCE BETWEEN “MODIFICATIONS” AND “ACCOMMODATIONS”?
- ◆ WHICH STUDENTS REQUIRE MODIFICATIONS AND ACCOMMODATIONS?
- ◆ AS A GENERAL EDUCATION TEACHER, WHAT ARE MY RESPONSIBILITIES?

Background

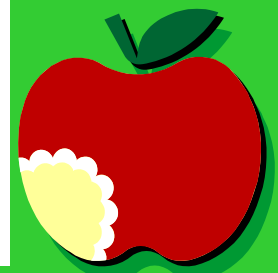
What is the difference between accommodations and modifications?

- ◆ **Accommodations** are changes to the course content, teaching strategies, standards, test preparation, location, timing, scheduling, expectations, student responses, environmental structuring and/or attributes which provide access for a student with a disability to participate in a course/standard/test which **DO NOT fundamentally alter or lower the standards or expectations of the course/standard/test.**
- ◆ **Modifications** are changes which **DO fundamentally alter or lower the standards or expectations of the course/standard/test.**

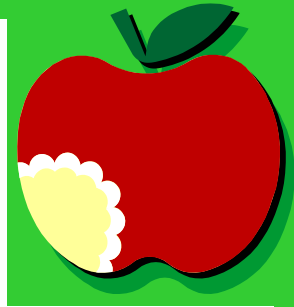
Source: Miriam Kurtzig Freedman, J.D. (1999) as quoted in “Guidelines For the Promotion and Retention of Special Education Students,” California Department of Education, Special Education Division

For more information contact
Yanka Ricklefs, Director, Personnel Development
(805) 437-1560
YRicklefs@vcoe.org

*Developed by the Access to the Core Committee
Richard Jenkins, Moorpark Unified School District Chairperson*



General Strategies for Accommodations/Modifications



Step 1 – Break failure pattern; reduce pressure:

- ◆ Shorten assignments (lengthen gradually as student begins to cope):
 - Assign every other problem or question
 - Require fewer words or pages
- ◆ Allow extra time (particularly on tests)
- ◆ Provide easier materials
- ◆ Simplify requirements

Step 2 – Build motivation and self-esteem:

- ◆ Use *frequent* positive reinforcement:
 - Verbal – “Super!” “I knew you could do it!” “You got that right!”
 - Non-verbal – Pat or simply touch on shoulder, big smile
 - Find something the student does well and acknowledge publicly
 - Make phone call home during the day with the student listening
 - Send a quick note home to parent complimenting student
- ◆ Provide frequent feedback

Step 3 – Modify testing procedures:

- ◆ Provide a written outline or review sheet or study guide
- ◆ Give exam orally (individually or to entire class)
- ◆ Type all tests or print clearly
- ◆ Avoid separate answer sheets
- ◆ Avoid long essay exams
- ◆ Include some recognition questions: multiple choice, matching, true-false, etc.
- ◆ Give shorter, more frequent tests
- ◆ Provide extra testing time
- ◆ Allow student to dictate answers
- ◆ Provide opportunity for projects in lieu of tests or as extra credit
- ◆ Test major points only
- ◆ Use study carrels

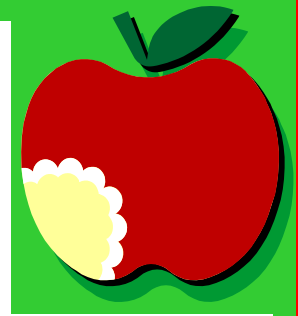
Step 4 – Adjust grading requirements:

- ◆ Mark items correct, not mistakes
- ◆ Notice and give credit for oral participation in class
- ◆ Grade content areas on the basis of ideas/knowledge rather than on spelling, grammar, punctuation, etc.
 - (or give two grades: one content and one mechanics)
- ◆ Look for and comment on strengths and areas of improvement rather than faults and areas of weakness
- ◆ Provide an opportunity to correct errors without penalty
- ◆ Be specific regarding specific requirements for a particular grade

Step 5 – Individualize teaching strategies:

- ◆ Simplify or reduce complexity of directions; be specific
- ◆ Use student’s name or nonverbal signal to get his/her attention
- ◆ Provide reason for listening (tell student what to listen for)
- ◆ Present one concept at a time
- ◆ Break complex tasks into smaller steps
- ◆ Enhance verbal instructions by using lots of visual aids:
 - Direct eye contact
 - Key words on board
 - Notes on overhead projector
- ◆ Repeat directions when necessary; ask students to repeat
- ◆ Ask frequent questions during oral discussion to check for understanding
- ◆ Increase waiting time for response to questions
- ◆ Space repetition over a period of time
- ◆ Keep classroom quiet

- ◆ Provide structure; simplify student's environment
- ◆ Change seat and/or move desk if needed:
 - In front of room
 - Near you
 - Away from students most likely to distract
 - In a quiet, uncluttered corner
 - In a location of student's choice
- ◆ Consistent format for heading, margins, etc.
- ◆ Use of assignment sheet or notebook
- ◆ Post assignments on board
- ◆ Specify plan for communicating with parents:
 - Homework
 - Unfinished assignments
- ◆ Collect all work as soon as possible or as it is completed
- ◆ Post class rules/privileges and enforce consistently
- ◆ Reduce/simplify amount of material on a page:
 - Fold paper
 - Use index cards to cover part of the page
 - Larger print; fewer words or problems
- ◆ Alternate types of activities frequently during the day:
 - Group – individual
 - Sitting – moving
 - Verbal – quiet
 - Short – long
- ◆ Reward system for improved performance:
 - Notes home, privileges, stickers, graph of progress
 - Encourage self-competition rather than against others



Sample Strategies by Subject Area

READING

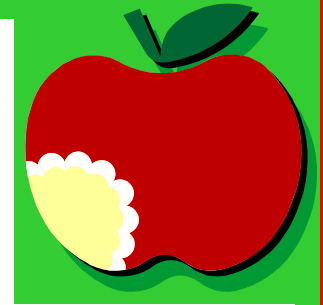
- _____ Lower level book
- _____ Skip non-relevant workbook pages
- _____ Assign fewer book reports
- _____ Provide opportunity for sharing books in a variety of ways
- _____ Paired reading practice
- _____ Individualized reading
- _____ Language experience approach
- _____ Peer or cross-age tutoring
- _____ Color code important word parts
- _____ Vocabulary cards and/or checklists
- _____ Circle words or word parts in newspaper
- _____ Games and centers for vocabulary/comprehension development

SPELLING

- _____ Reduce number of words from class list
- _____ Provide easier words, i.e., from reading book
- _____ Use spelling book from lower grade level
- _____ Teach regularities before irregularities
- _____ Highlight spelling demons (unpredictable words)
- _____ Underline difficult parts of words
- _____ Easier follow-up work for skills practice
- _____ Practice words on computer
- _____ Practice words with a partner
- _____ Practice words with a tape recorder
- _____ Weekly spelling contracts
- _____ Open-ended drill sheets
- _____ Individual dictionary for difficult words
- _____ Open-ended game boards for practice
- _____ Give test individually to allow more time
- _____ Teach use of reference books for poor spellers

HANDWRITING

- _____ Use of pencil grip
- _____ Use of paper with larger lines
- _____ Write on every other line
- _____ Accept homework typed by parent if student dictates
- _____ Allow student to take work home to finish
- _____ Encourage use of computer/word processor by student
- _____ Reduce standards for neatness
- _____ Photocopy some assignments rather than have student copy



MATHEMATICS

- _____ Number line on desk
- _____ Use of multiplication facts chart
- _____ Put boxes around problems
- _____ Use of visual clues to steps in computation
- _____ Continued use of marks for carrying/borrowing
- _____ Open-ended drill sheets for number facts
- _____ Flash cards with another student or parents
- _____ Use of finger multiplication
- _____ Problems from book copied for student
- _____ Photocopy problems from book
- _____ Shorter assignments, i.e., odd or even only
- _____ Fold paper to reveal fewer problems at one time
- _____ Longer time limits on number facts drills
- _____ Easier materials, i.e., lower grade level book
- _____ Teach estimation and use of calculator
- _____ Circle/highlight sign so student knows operation

ENGLISH/WRITTEN LANGUAGE

- _____ Use textbook or workbook at student's reading level
- _____ Skip non relevant pages
- _____ Begin with the sentence as a unit of thought
- _____ Gradually lengthen writing assignments
- _____ Vary length of assignment by ability level
- _____ Allow student to dictate longer stories
- _____ Allow more time for writing
- _____ Underline incorrectly spelled words
- _____ Make individual spelling dictionary of frequently used words
- _____ Teach use of reference books for poor spellers
- _____ Peer or cross-age tutors

SCIENCE/SOCIAL STUDIES

- _____ Text or workbook at student's reading level
- _____ Provide course overview of what will be covered in what order
- _____ Teach SQ3R (Survey, Question, Read, Recite, Review)
- _____ Provide alternative activities to be used for grading (assignments/projects/reports/tests)
- _____ Vary requirements for lesson by ability level
- _____ Have consistent homework policy and time
- _____ Prepare study guide for each unit
- _____ Divide total project into series of short assignments
- _____ Teach mnemonic devices and tricks as aids to memorizing facts/lists
- _____ Use "hands on" experiences as often as possible
- _____ Provide photocopy of your notes or those of a good student
- _____ Emphasize major concepts with a few supporting facts and details in each chapter
- _____ Use visual aids as often as possible (films, overhead, etc.)
- _____ Preview or highlight important concepts in advance
- _____ Tell the student what he needs to know for exams
- _____ Provide opportunity for student to earn extra credit

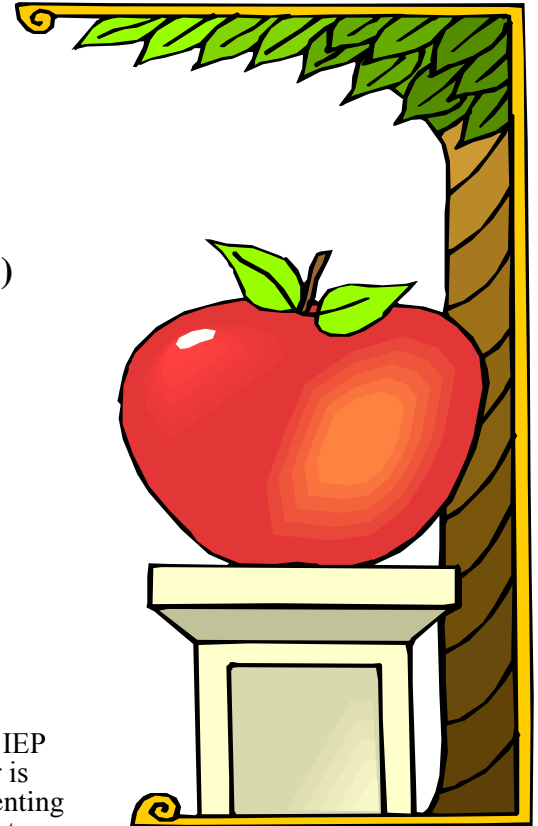
Legal

Section 504 of the Rehabilitation Act of 1973 (Code of Federal Regulations (CFR) 104.33(b)(1)(i))

Requires “provision of regular or special education and related aids and services to meet individual needs of handicapped persons as adequately as the needs of non-handicapped persons are met.”

The Individuals with Disabilities Education Act (IDEA) (PL 105-17):

- ◆ Code of Federal Regulations (CFR) 300.347 – (The IEP must contain) “a statement of the program modifications...that will be provided for the child...to be involved and progress in the general education curriculum...and to participate in extra-curricular and other non-academic activities.”
- ◆ CFR 300.342 - “The child’s (Individualized Education Program) IEP is accessible to each regular education teacher...and each teacher is informed of his or her specific responsibilities related to implementing the child’s IEP and the specific accommodations and supports that must be provided in accordance with the child’s IEP.”



Case Law – Doe vs Withers (1993-West Virginia Circuit Court, Taylor County #92-C-92):

The parents of a student with learning disabilities brought legal action against a high school teacher for refusing to accommodate their son’s disability in the classroom. The parents alleged that the teacher refused to provide their son with oral testing as required in his IEP. The jury held in favor for the parent and awarded \$5,000.00 in punitive damages and \$10,000.00 in compensatory damages, for which the teacher was held responsible.

To Summarize

Accommodations and modifications **MUST** be provided to students as written in their IEPs or 504 plans. Teachers who do not do so may be personally liable for damages.

Classroom teachers are required to attend IEP meetings and participate in developing the accommodations/modifications. In this way, teachers are involved in selecting strategies which work for them and make sense within the context of their classroom.

The IDEA requires that “The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, or supports for school personnel...” (CFR 300.346 (d))

Teachers should also be a part of 504 plan teams.

Further, some modifications/accommodations are great for **other** students who may be struggling also; don’t be afraid to try these for any student who may need them!

Examples of how it looks on an IEP:

Explanation of disability and how it affects progress in general curriculum -

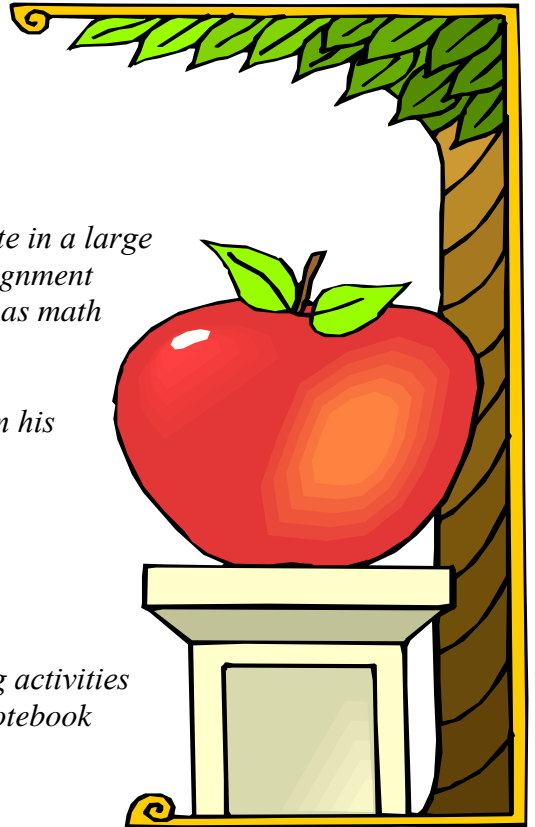
"Jim's difficulties in attention make it hard for him to concentrate in a large group setting. He often forgets to record assignments in his assignment notebook. He has difficulty memorizing basic information, such as math facts."

"Trevor's deficits in the area of auditory processing detract from his ability to comprehend orally presented material and impede his participation in class and in small group discussions."

Program modifications/accommodations needed in general education -

"Jim will be allowed to use a calculator in math problem solving activities in science and social studies. Teachers will check assignment notebook daily for accuracy."

"Trevor may utilize tape recorder and/or get duplicate notes for lectures; have extra time to prepare for oral presentations; and be provided models, demonstrations, and examples."



"I've come to the frightening conclusion that I am THE DECISIVE ELEMENT in the classroom.

My personal approach creates the climate.

My daily mood makes the weather.

As a teacher, I POSSESS A TREMENDOUS POWER to make a child's life miserable or joyous.

***I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.***

***In all situations, IT IS MY RESPONSE that decides
whether a crisis will be escalated
Or deescalated and a child humanized or dehumanized.***

Haim Ginott

Flipping the Equation on Challenging Behavior

04/23/2015

SPECIAL NEEDS

By Adel C. Najdowski and
Shannon Penrod



When you decided to become a teacher, did you envision changing young people's lives for the better and coming home each day with a glow of satisfaction? Sadly, the reality can be vastly different! When a classroom is filled with students engaging in challenging behavior, it can begin to feel like a war zone. It can be stressful and lack reward. How is a person supposed to teach when one or more students are being noncompliant, disruptive, and distracting other students? There are some simple strategies that can empower a teacher to turn all of that challenging behavior around and get back to the business of teaching. First, we need to see behavior clearly for what it is: Communication. It is never random; it always has a purpose. If we can begin to recognize the pay-off a student is getting from engaging in the behavior, we can affect great change. There are four main "usual suspects" that are the underlying causes of nearly all challenging behavior in a classroom setting.



1. Attention

Every class has at least one student who has a bottomless need for attention. These students interrupt, make jokes, and talk to draw attention. When people crave attention, they will take it in any form — even negative attention. Scolding or even peacefully talking with them about making other choices is the same as handing them a paycheck and saying, "Please keep doing this, because it's working!" Convert attention-seeking behavior from a problem to a plus:

- **Feed the machine before it gets hungry!**
Give attention often, so they won't need their "attention fix." Try making eye contact, giving praise, nodding and touching their desk.
- **Put the behavior to work!**
Give them a job (e.g., make them your assistant or the person who passes out papers), so you have a reason to shower them with attention.
- **Ride the praise train!**
Find reasons to praise for anything appropriate!
- **Run silent during inappropriate behavior**
If they revert back to inappropriate behavior – DON'T GIVE ATTENTION. If you have to

intervene for safety's sake, do it without words or eye contact. They quickly learn — when I am good I get what I want, and when I'm not, I don't.

- **Give Squeaky Wheel Lessons**

Teach ways they can appropriately gain attention. Praise attempts and successes and watch them flourish!

2. Escape

All students have nonpreferred subjects and tasks, and it's normal for them to want to avoid these. Such students get out of their seat or run out of the class, daydream, don't listen to instructions, are off-task, and may be noncompliant or even engage in aggression or self-injury to avoid tasks. Flip the equation on avoidant behavior:

- **Make it fun!**

Find a way to modify the task so that it's more fun. This could include using favorite characters in the task, doing the task in a different order or location, giving choices, or allowing them to have a preferred item nearby while working on the task.

- **Take it down a notch!**

Lower the number of problems or questions being asked or make the problems and questions simpler. Also try embedding easier tasks within more challenging tasks, using a higher ratio of easier to difficult tasks at first and slowly increasing the difficulty over time.

- **Set up expectations**

Implement a structured schedule so it's possible to predict what is coming. Use an activity schedule to provide a visual. Allow them to take ownership by being able to make their schedule sometimes too!

- **Let them be in the driver's seat**

Teach them to ask appropriately for breaks or help with difficult tasks, and make sure to respond to such requests immediately when they are still learning the appropriate way to request. Once they understand and are doing it without challenging behavior, slowly reduce the number of breaks.

- **Reward compliance**

Provide praise, rewards, and breaks when they comply.

- **Inappropriate behavior never wins!**

Don't allow them to avoid the task when they engage in inappropriate behavior. Sending students home or to the principal might be more desirable to them than doing the task! If you have to remove them from the classroom, have them bring the work with them to a quiet and safe area. The workload should remain.

3. Access to Objects and Activities

Students all have favorite items and activities, and some will do anything to get them. These students tend to struggle with sharing. They can get very upset, and possibly aggressive, when they can't have access to a preferred item or have to transition from a preferred activity. Turning it around:

- **Find competing items**

Give them something that will compete with the preferred item.

- **Ask and they shall receive**

Teach them to ask appropriately for preferred items and give the items immediately when they do. You might have to do this each time at first, but you can eventually begin to teach that there are times when items are available and other times when they are not.

- **Patience is a virtue**

Once they are asking nicely and consistently, teach them to wait for items.

- **Harness what they Love**

Use the items as rewards for when they either wait or perform other tasks.

- **They can't always get what they want**

Never give the item when they are acting out. They will quickly learn that they don't get what

they want when they act that way but that they can have what they want if they ask nicely or follow directions.

4. The Behavior Itself is Rewarding

In all the examples above, the reward for the challenging behavior was provided by another person — the teacher, a student. In this case, the reward is inherent in the behavior. Engaging in the behavior itself provides a pay-off, either because it's enjoyable, produces desirable sensory stimulation or relief from an unpleasant sensation. These repetitive and ritualistic behaviors are sometimes referred to as stereotypy or self-stimulatory behaviors. Competing with these behaviors is difficult, but can be done:

- **Find competing items and replacements**
Give them something to do that makes it impossible for them to engage in the behavior. For example, if they engage in hand flapping, put their hands to work with crayons. It also helps if the competing item satisfies the same sensory satisfaction they get from the behavior, whether that be something visual, auditory, etc.
- **Determine acceptable settings**
If it's possible for them to engage in the behavior during certain times of the day, put it on a schedule for them to do so, and teach them when it is and isn't okay to engage in the behavior.
- **Block, interrupt, and redirect**
Sometimes it's possible to block the sensory stimulation. For example, if they like the auditory sound of kicking their chair, you might wrap towels around the chair's legs. You could also make the behavior more difficult. For example, if they put their hands down their pants, they could wear overalls. When you can't block, interrupt and redirect to a different activity.

Beware that students might engage in challenging behavior to get attention in one situation and to escape in another. When a behavior works, it may be used for multiple purposes.

Adel C. Najdowski, Ph.D., BCBA-D is a clinician and researcher at the Center for Autism and Related Disorders and co-creator of Skills®, an online curriculum and behavior intervention plan (BIP) program for autism. www.skillsforautism.com. Shannon Penrod is an “Autism Mom” and a former teacher. She is also the host of Autism Live. www.Autism-Live.com.

Comments & Ratings