Classroom Management

Proactive Intervention Strategies

The first line of classroom intervention for Tough Kids should be preventative or proactive strategies. Proactive means that the **preplanned** strategy stops or interferes with most problem behaviors before they occur. The key to proactive or preventative strategies is to **anticipate** problem behaviors before they occur. It is much more difficult to remediate the problems caused by a Tough Kid than to prevent them. Once a teacher has lost the management tempo in a classroom and things are out of control, it is far more difficult to reestablish control.

Numerous strategies are available to teachers, and these strategies should be preplanned before school starts. These suggested strategies work for Tough Kids, and they also work for the average student to help enhance the overall quality of a classroom.

Classroom Rules–Don't Leave Home Without Them

Good classroom rules should be the backbone of any proactive strategy to reduce problem behaviors. Rules should form the nucleus of what type of behavior a teacher expects from all the students in a classroom. There should be a minimum expectation for behavior for every student in the classroom which the rules describe. All students should be expected to follow the rules including gifted and average students and Tough Kids. Once rule exceptions are made for special students, a double standard exists in a classroom and rules become worthless. How To Box 1-4 lists eight characteristics of good proactive rules.

It is important to make sure that students understand the resulting consequences (both positive and privilege loss) of the rules. During the first two weeks of school, a good exercise at the start of each day is to randomly select students to:

- read a posted rule,
- discuss and/or role play why the rule is important,
- explain what will happen if the rule is followed, and
- explain what will happen if the rule is not followed.

After the first two weeks, the teacher will want to watch for indications that the rules need to be reviewed again. This discussion and reading of rules is an appropriate time for any student to question why a rule exists. Any student should be allowed to question utility

"Rules X-Press Card"

How To Box 1-4

Characteristics of Good Proactive Rules

- Keep the number of rules to a minimum— about five rules for each classroom.

- Have the rules logically represent your basic expectation for a student's behavior in your classroom.

- Keep the wording positive if possible. Most rules can be stated in a positive manner; some rules cannot. However, the majority of classroom rules should be positive.

- Make your rules specific. The more ambiguous (i.e., open to several interpretations) the rules are, the more difficult they are to understand. Tough Kids can take advantage of nonspecific "loopholes" in poorly stated rules.

- Make your rules describe behavior that is observable. The behavior must be observable so that you can make an unequivocal decision as to whether or not the rule has been followed.

- Make your rules describe behavior that is measurable. That is, the behavior must be able to be counted or quantified in some way for monitoring purposes.

- Publicly post the rules in a prominent place in the classroom (e.g., in the front of the classroom, near the door). The lettering should be large and block-printed.

- Tie following the rules to consequences. You should spell out what happens positively if students follow the rules, and what they lose if they do not follow the rules. Frequently, teachers forget to state the positive consequences.

- Always include a compliance rule. You get the behavior that you post in rules. If you want to improve compliance in the classroom, include a rule such as "Do what your teachers asks immediately."

or fairness of a rule during this time. However, the teacher should make the final decision about the acceptability of a rule. It should not be a democratic decision by student vote. If a rule is overly stringent or unreasonable, then it can be changed by the teacher and a new rule can be constructed. However, rules should not be questioned by students at other times during the day, particularly when a rule has been broken. The beginning of the day is the time for rule discussion.

Teachers should select and post the core of the classroom rules **before** the first day of school (see Figure 1-3 for a sample format). The au-

thors feel that student should not select their own rules for several reasons:

- When self-selecting rules, students tend to be overly punitive.

- Students often generate too many rules or nonspecific rules.

- Some Tough Kids feel they do not have to follow rules selected by other students: The authority of a teacher is needed.

The fine tuning of preselected rules can be done in the rule discussion during the first two weeks of school. It is also a good practice to periodically review the rules after holiday

breaks, when several new students come into the classroom, or if there are extended periods of problem behaviors in the classroom. How To Box 1-5 gives several examples of inappropriate and appropriate rules.

Your Classroom Schedule—Down Time Causes Problems

The time not scheduled in a classroom is an open invitation to disruptive behavior. Scheduled academic learning time is critical to the academic success and appropriate classroom behavior of a Tough Kid. It is one of the basic proactive variables that is under teacher control. Academic learning time has three basic components: (1) the percentage of the day scheduled for academics (70% of the day), (2) on-task time of the student (85% on-task), and (3) success of the student once he/she is academically engaged (80% correct).

The total amount of time allocated in an instructional day is 100% (i.e., 6.5 hours in a typical classroom). The amount of this allocated time that should be scheduled for academic activities is approximately 70% or 5.2 hours of the instructional day. If the academic schedule (including transition times, recess, and lunch) is less than this amount, it is an enticement for disruptive behavior. To test your schedule, simply multiply the total hours the students are in school (allocated time) by 70%. The result is the minutes that should be scheduled for some type of academic activity (see the sample schedule in How To Box 1-6).

Many teachers feel overwhelmed at the thought of having students successfully academically engaged for 70% of the day. However, strategies such as peer tutoring and cooperative learning approaches make this a realistic goal. These strategies will be reviewed in the **Advanced Systems for Tough Kids** chapter.

How To Box 1-5

● Examples of Inappropriate and Appropriate Rules

INAPPROPRIATE RULES

- Be responsible.
- Be a good citizen.
- Pay attention.
- Be ready to learn.
- Demonstrate respect for others.
- Respect others' rights.
- Respect authority.
- Treat school property appropriately.
- Do your best.
- Take care of your materials.
- Maintain appropriate behavior in the classroom.
- Be kind to others.
- Be polite.

PREFERRED RULE EXAMPLES

- Turn in completed assignments on time.
- Sit in your seat unless you have permission to leave it.
- Do what your teacher asks immediately.
- Raise your hand and wait for permission to speak.
- Unless you have permission to speak, talk only about your work.
- Work when you are supposed to.
- Do not bother or hurt others.
- Walk, don't run, at all times in the classroom.
- Keep hands, feet, and objects to yourself.
- Bring books, notebooks, paper, pens, and pencils to class.

How To Box 1-6

Example of a Classroom Schedule for Allocated Academic Time

A.M.

9:00 – 9:10	Attendance, lunch tickets, announcements
9:10 – 9:25	Peer tutor activity (reading or math)
9:25 – 10:10	Reading groups/independent practice and seatwork
10:10 – 10:25	Recess
10:25 – 11:10	Math instruction/independent practice (or Cooperative Learning Teams)
11:10 – 11:35	Spelling instruction/independent practice (or peer tutoring)
11:35 – 12:00	Expressive writing

P.M.

12:00 – 12:40	Lunch
12:40 – 1:20	Social studies
1:20 – 2:00	P.E. (M,W,F); art (T,TH)
2:00 – 2:15	Recess
2:15 – 2:55	Science
2:55 – 3:25	Social skills (M,W,F); music (T,TH)
3:25 – 3:30	Clean up and prepare for dismissal

Structuring Your Classroom Space

Two simple rules apply to Tough Kids when planning classroom space: (1) move them close to you, and (2) do not let Tough Kids sit together. These seem like common sense; however, these rules are constantly violated.

It seems that teachers feel uncomfortable about having an argumentative, disruptive, noncompliant student sit near them. These students are often placed in the back of the classroom (the out of sight, out of mind theory) or on the periphery of the classroom. This type of placement invites trouble. Tough Kids should be placed in the front of the classroom near the teacher. It should be noted that placing Tough Kids close to you is not intended just to keep an eye on them. Instead, if they are close, they are more easily reinforced. At arms' length, it is convenient to socially reward these students in front of their peers and to ask them to help with basic classroom tasks (e.g., hand out papers, etc.).
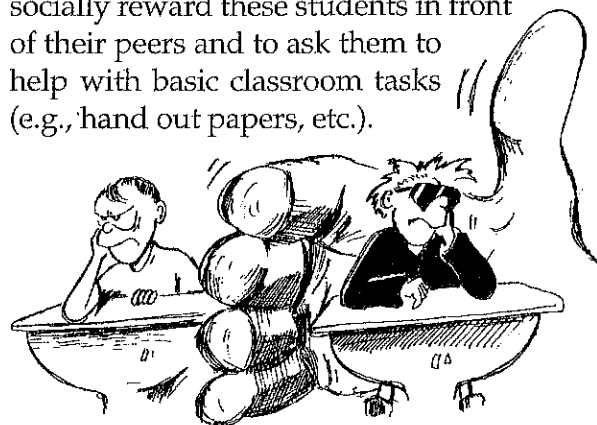
"Having Tough Kids sit together is like disruptive behavior ability grouping."

Having Tough Kids sit together is like disruptive behavior ability grouping. Separate Tough Kids no matter what they promise or offer. When two or more Tough Kids sit together, they frequently reward each other for disruptive behavior. Some of this inappropriate encouragement is so subtle that it is difficult for a teacher to detect. If there is a group of Tough Kids in a classroom, have the most difficult sit up front and separate them by placing appropriate students near them.

Get Up and Move

Possibly one of the most effective and easy proactive strategies for teachers to use is simply to move around the classroom. The more time a teacher spends behind a desk, the more likely a Tough Kid will misbehave. Spend the time while students are at work walking around the class, and meet them at the door when they enter the classroom. A random walking approach, particularly where Tough Kids sit, is the most effective. Walking around permits a teacher to anticipate problems and to handle them before they get out of hand. It also allows a teacher to subtly reinforce students. For example, a simple touch on a shoulder, bending down and looking at a student's work, or pointing at a student's work and saying "Good job," are all easily done while walking around but difficult to do from behind a desk.

> **"The more time a teacher spends behind a desk, the more likely a Tough Kids will misbehave."**

Conduct a couple of simple tests. Keep track of the amount of time you actually spend behind your desk. For one week, try and cut this desk time in half and wander the classroom making positive comments. Look at your desk. Is it piled with material to occupy your time (e.g., books, objects, pictures, papers to grade)? Clean it off and walk. You will be amazed at the effect on classroom behavior.

Box 1-3 summarizes the proactive strategies teachers can employ to reduce problem behavior.

Box 1-3

Proactive Strategies for Teachers

Classroom Rules:

Don't leave home without them.

Your Classroom Schedule:

Down time causes problems.

Structuring Your Classroom Space:

Put Tough Kids near you.

Get Up and Move:

Be a wandering reinforcer.

Summary

All teachers will have a Tough Kid in their classroom sooner or later. The average is at least one or two of these students per year, and this average is not likely to go down. These students need not demoralize teachers or disrupt classrooms. It is important to remember that the behavioral excesses that cause these students to be perceived as difficult are present in all students. The only difference is that the **frequency** and **intensity** of aggression, noncompliance, arguing, and tantrum throwing is higher with Tough Kids. It is also critical to remember that **noncompliance** is the king-pin behavior around which these other behavioral excesses revolve. Reduce coercion and noncompliance in Tough Kids, and much of the arguing, aggression, and tantrum throwing will also be reduced.

Reducing noncompliance is only half of the battle with Tough Kids, however. The vast majority of Tough Kids have substantial behavioral deficits that interfere with adjustment. These students have significant deficits in basic academic, social, and self-management skills. Reducing coercion and noncompliance is only a temporary gain. If these students do not have their basic deficits remediated, then they will revert back to their excessive strategies to manage their environments. We cannot expect Tough Kids to do well in spite of feeling stupid, being rejected by their peers, or not having the basic skills to manage their own behaviors.

Three last points are critical if we hope to educate Tough Kids and enjoy the process. First, we **cannot drop our expectations** for these students. We must have the same high standard for academic and school behavior that we have for the average student. If we drop our expectations because these students come from poor backgrounds and are so deficient, then the research indicates they will fail. Research literature indicates that high expectations is one of the critical factors in effective schools.

Second, we must recognize that many of these students will not be **"cured"** during the time they are in our classrooms. The Tough Kid is **managed**. Accurate identification, proactive strategies, classroom interventions–all these procedures will make the educational environment work for the Tough Kid. It is not education's business to cure these students. No one, at this time, can do that. The business of education is to teach Tough Kids as many adaptive, academic, social, and self-management skills as possible. If we do that, then we immensely improve their chances for adjustment.

Third, these students must be educated in **positive classroom environments**. It is all too easy to use only punitive procedures with Tough Kids and then blame them for failing. Some reductive techniques may be necessary. However, unless basic positive approaches are used, we will lose the majority of these students. They will simply drop out of school, with an enormous cost to us as educators and to society as a whole. The next chapter outlines the basic positive procedures that should be used in classrooms that educate Tough Kids.

About.: Special Education

The Pro-Active Model - Classroom Management

From Sue Watson,
Your Guide to Special Education.
FREE Newsletter. Sign Up Now!
Classroom management is crucial in supporting the 'inclusional model' especially when there are students in the classroom with behavorial/social exceptionalities. Use this list to make sure you have the procedures in place to support effective classroom management. Teachers with the best classroom are always prepared!

Beginning of the day (after each recess/transition):

1.___ What signal is in place to get your students' attention?

2.___ What procedure is in place to determine how the students enter the class?

3.___ Do students know what to do for each entry time? (Entering in the morning...write in their journal, after 1st recess...DEAR - drop everything and read etc.)

4.___ What is in place for the disobedient student?

5.___ What do students do with returned homework or notes from home?

During work times - whole or small group:

1.___ What is the signal or routine for leaving your classroom (washroom etc.)?

2.___ What is the procedure for the students finishing early? Be ready for this.

3.___ How do you establish what the acceptable noise level is?

4.___ How do students get help and when do they leave their seats?

5.___ When can students sharpen their pencils or put something in the trash or re-cycle bin?

Student Work:

1.___ What is the routine for incomplete or missed work?

2.___ What is the consequence for late work?

3.___ Where do your students put completed work?

4.___ How do you track student work?

Miscellaneous:

1.___ What routines are in place for dismissal?

2.___ What routines are in place during announcements?

3.___ What are your expectations during group work to ensure students are on task?

When you are well prepared to 'handle' anything, you'll find that your discipine issues are well under control.
Be prepared to have an answer for each item on the checklist - especially helpful for newer teachers.

Some Must Reads:
Printable Behavior Contracts
How To Teach Rules and Routines
The 5 Step Behavior Plan

You Might Also Like:
What To Do When They Break the Rules
How To Reward Great Behavior
Knowing All Your Routines

Free Worksheets
Everyday Words: Dolch
Rhyming Words
Close Worksheets (Fill in the Blank)

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Student Collaboration in the ESL / EFL Classroom

Ideas from Teachers for Managing Mornings and Transitions

I have found it useful to have the lights down low and sometimes the lights down low with the overhead projector on with an assignment, mind teaser, or announcements projected onto a screen. The dull lighting seems to promote an aura of calmness and the light from the projector focuses their attention on the task at hand. Sometimes I will have classical music playing too.

I start each day by greeting my 3rd graders at the door. They have a choice of a high-five, hand shake, or a hug. By doing this, I can take care of any problems that might have happened on the playground or see which students might have had a bad start to their day. I also have instrumental music playing. An activity to get started on is a must. I give table points through the day, so they know that I will be looking for tables that have settled down quietly and gotten right to work.

I have been reading "The First Day of School" by Harry Wong and his suggestion is that they should always come into class with an assignment to start immediately (either on the board or on their desk). This should eliminate the talking. His book is excellent on classroom management.

In our team taught classroom we clap and snap patterns to quiet down the students... CLAP, CLAP, SNAP, SNAP...CLAP, CLAP, SNAP, SNAP... and everyone joins in and within a few minutes as everyone follows the pattern, you just stop and it is VERY quiet. As the year progresses, we snap and clap MANY different patterns to keep them interested! This is a second grade classroom.

After greeting students at the door, I have a journal question ready for them on the board. They have to respond with at least 3 sentences and have 10 minutes. They seem to get settled quickly and I walk around and put a red star on each journal as I read it. After 10 minutes we start our day's assignments. (I teach a 3rd/4th combined room.)

We have started with the "Clean Joke of the Day"--the dumber (groaner) the better. Laffy Taffy wrappers are an excellent source. Kids want to hear the joke, but if they miss it, it's their loss. Also, it's not vital info that they've missed. I announce the joke, tell it, we laugh/groan, and then start class in a good mood.

I use 3-2-1 and then say lights. It works! If they do not get quiet by lights than they lose 5 minutes off their recess.

I teach grades 7 and 8 and have found that bell work makes a big difference. It can take many forms - a review of what you taught the day before, a brainteaser, etc. The questions are always on the board when the bell rings and the students know the routine. They arrive, get out their books and begin the activity right away. It usually takes them about 10 minutes to do the work, which gives me enough time to collect/sort homework, tally trip money, pizza orders, etc. etc. etc.

A good tip for settling down your students after recess, lunch, etc. is to let them go into the room one at a time. The first student must be in his/her seat before the next one in line can go in. This works well with younger students especially in the beginning of the year when they are still working on appropriate classroom behavior.

Classroom Management Ideas from Teachers

I taught 4th grade last year. Each week my class looked forward to "Friday Fling" This was a time set aside to reward those students who followed the rules in class and elsewhere on campus. (music, art, bus, etc.) I only have three rules 1. Be polite. 2. Be positive. 3. Be prepared. During our Friday Fling, we might play board games, have a free recess, go for a walk....I usually only allowed 20 to 30 minutes. It seemed to work! Those students who chose not to be a part of the team and play by the rules were supervised by an aide or placed in another classroom during the Fling. It was a great way to end the week.

Checkbook reward system: Each child receives a checkbook in the classroom. You begin each week with a specific amount of money deposited into the checkbook say $200. If a student does not get their homework finished they might have to write a check for $50 to you. If a student breaks one of your classroom rules, perhaps they will owe you $25. You can use any behaviors that you would like to encourage in your room. At the end of the week, the students are able to purchase privileges based on the money they have left in their checkbooks. For instance, they may pay you $75 to eat lunch with the teacher, $50 to sit by a friend for a day etc.

Some incentives which 3-5th graders seem to like are decorated pencils, pens, candy, homework passes (teacher made), and scented stickers. They also like to play games and earn free time. My students have a personal incentive chart on their desks, where they fill up the little squares with tiny dot stickers when they bring their homework in. After five spaces are filled they get a reward, after the entire chart is filled they get a "bigger" reward.

Homework passes (don't give too many!!) are the number one incentive for my kids. I also sometimes use a "class compliments" chart on which I put a sticker/kid's thumbprint or whatever every time a class member or the class as a whole received a compliment outside of the classroom (line, recess, lunch, PE, etc). After an agreed upon number, the kids vote on a perk (art day, extra recess, etc.). Be sure to tell the other teachers what you are doing so they will be sure to "compliment". Fourth grade still loves stickers, being able to stamp their own papers, candy is big; I use free rug time a lot, being able to use the teacher's desk for a day, period, etc. I have an "office" (just a carrel type board at a special table with a lamp) for rewarded (or those in need) students to use.

Another idea is rather simple but it really works for me. My children are seated at tables (but this could also be done with clusters of desks) and each table or group is given a paper plate on Monday. This plate lasts all week. Whenever an instruction is given or a transition is initiated, I silently get out a sheet of stickers, hold it up and reward the first table who "gets ready, or gets the job done." At the end of the day the group with the most stickers gets to pick out of the penny candy jar. The stickers are cumulative and at the end of the week, the group with the most gets something bigger, like a Little Debbie cake, etc. It is amazing what they will do for those stickers. I've had subs tell me they can't believe what happens when they hold up the sticker sheet. It keeps the students who don't usually follow directions on their toes because the other kids push or encourage them to hurry up and get ready. These are only two things I do, but I think the most important.

I am teaching summer school, grades 3 and 4 combined this year, and I am finding that having a box of prizes works well. When a child gets 100% on a spelling test, or manages to stay on my "token list" all week (they must pay attention and follow the classroom rules to stay on the list), they get a token which they can exchange for a prize. If they choose to save their tokens and get three of them, I have bigger prizes they may exchange their tokens for. This past week was the first week they all stayed on the token list, and I know that was difficult for them! As a reward, I ordered pizza for them for lunch on Friday. (I had told them that I would do this, so it was a goal for them to work toward). The first time is the most difficult, but now I think that they will be motivated. Next time they all stay on the list all week, I am going to bake them cupcakes. *Note: as prizes, I have small plastic lizards and insects, plastic jewelry or cute hair accessories, special pencils and erasers for one token and larger toys, such as yo-yos and puzzles for larger prizes. All of these items can be found inexpensively at dollar stores.

My students have plastic cups attached to their desks with Velcro. Each day they earn clothes pins for following rules and not getting their name on the board or doing something really good. If they do something wrong, they have to give me a clothes pin attached to a piece of paper on which they write what they did wrong. They can exchange their clothes pins on Fridays for "money" to use at our student store.

In our class we have made and posted a big ladder out of posterboard with six rungs. Students each get a clothespin with their name on it to put on the third rung at the beginning of each day. (This helps to check roll quickly, as well.) When they do something well, they move up a rung. When they do something inappropriate, they move down a rung. At the end of the day, they go to bins and choose beads corresponding to whatever rung their clip was on to put onto a shoestring that they keep in their pencil box. Top rung 2 beads; Second rung 1 sparkle bead; Third rung 1 bead; Fourth rung signing their consequence chart; Fifth rung 10-minute time-out; Bottom rung writing a behavior plan. The beads don't get taken away, but they can trade them in for rewards— things like free time, first to read aloud, lunch with the teacher, etc. Also, even the student who is there and is well-behaved without doing anything extraordinary still gets a bead at the end of the day.

I have a large magnetic board on the wall of our classroom. I have made "tickets" which have magnets of the backs and each time my class or individuals do something great (line up with no talking, help each other, everyone gets their work done, follow directions the first time, etc.)I put one of the tickets on the board. When we earn 10 tickets I put a rubber ball in a jar on my desk. When the jar is full of balls, we have a class party. I also take tickets off the magnet board if I need to.

In my 8th grade classes I have a "Mystery Envelope." On Monday, I put some sort of prize in it (pencils, stickers, notebooks, tickets to get out of an assignment or test, etc). At the end of the week, a name is drawn from a bucket and whoever is called wins the contents of the envelope. The kids especially love the homework passes. I also have a spinner, and draw another name. That student gets to spin and win things from a list such as treats to free library time. Consequences are simple. I have a continuum as follows: 1. Warning card. A card is placed on the students desk with a written warning. No communication. 2. Removal of name from mystery envelope drawing 3. A phone call to the parent. Most of the time, even in Jr. High, a warning card is enough. The cards are bright orange index cards, so everyone knows that you have been warned!!

I teach 1st grade and am implementing the following system. Each day, students have the opportunity to earn one or more pennies (photocopied from our math book). They can use those pennies to purchase things at the store on Friday afternoons. One of the things they may wish to purchase is a coupon for extra free time, or a "get out of ...." free coupon. As the year goes on, I introduce nickels and dimes, and raise the prices in the store.

Since I have structured my 5th grade classroom into 5 teams of 6 students, I used a point system this year that proved to be very effective. I keep a point chart at the front of the room that is really a pocket chart for sentences. Each team gets to select a team name that goes along with the topic we are studying. The "point person" for each group uses a dry-erase marker to put up the earned points. My students earn points for completing a transition within a time limit, when I catch them being good, etc. The area that this is most helpful in is students turning in their homework. I award 10 points for each team where all the members have their homework. This positive peer pressure has even my unmotivated students turning in his/her work!! 1st, 2nd, and 3rd place ribbons are moved daily as the points are daily totaled. At the end of each week the winning team has a blue ribbon posted on the wall and gets the special classroom privileges (lining up first, errands, passing out/taking up papers, etc.) At the end of each 9 weeks, the winning team gets a pizza party with the teacher!! This has really promoted an environment of cooperation and enthusiasm in my classroom and several parents have commented that their child thinks school is "FUN" this year!!

JACKPOT!: IDEAS FOR CLASSROOM REWARDS

Read through this list for reward ideas that will motivate your students.

Academic Activities

- ☐ Go to the library to select a book
- ☐ Help a classmate with an academic assignment
- ☐ Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- ☐ Invite an adult "reading buddy" of student's choice to classroom to read with student
- ☐ Listen to books-on-tape
- ☐ Play academic computer games
- ☐ Read a book of his/her choice
- ☐ Read a story aloud to younger children
- ☐ Read aloud to the class
- ☐ Select a class learning activity from a list of choices
- ☐ Select a friend as a "study buddy" on an in-class work assignment
- ☐ Select friends to sit with to complete a cooperative learning activity
- ☐ Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- ☐ 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- ☐ Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- ☐ Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- ☐ Complete chores or helpful activities around the classroom
- ☐ Deliver school-wide announcements
- ☐ Help the custodian
- ☐ Help the library media specialist
- ☐ Help a specials teacher (e.g., art, music, gym)
- ☐ Take a note to the main office
- ☐ Work at the school store

Praise/Recognition

- ☐ Be awarded a trophy, medal, or other honor for good behavior/caring attitude

- ❑ Be praised on school-wide announcements for good behavior or caring attitude
- ❑ Be praised privately by the teacher or other adult
- ❑ Design--or post work on--a class or hall bulletin board
- ❑ Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- ❑ Have the teacher call the student's parent/guardian to give positive feedback about the student
- ❑ Have the teacher write a positive note to the student's parent/guardian
- ❑ Post drawings or other artwork in a public place
- ❑ Post writings in a public place
- ❑ Receive a "good job" note from the teacher

Prizes/Privileges/Rewards

- ❑ Allow student to call parent(s)
- ❑ Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat work
- ❑ Be dismissed from school 2 minutes early
- ❑ Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- ❑ Be permitted to sit in a reserved section of the lunchroom
- ❑ Be sent to recess 2 minutes earlier than the rest of the class
- ❑ Draw a prize from the class 'prize box'
- ❑ Earn behavior-points or -tokens to be redeemed for prizes or privileges
- ❑ Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- ❑ Have lunch in the classroom with the teacher
- ❑ IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- ❑ Receive a coupon to be redeemed at a later time for a preferred activity
- ❑ Receive a sticker
- ❑ Receive candy, gum, or other edible treats
- ❑ Receive pass to "Get out of one homework assignment of your choice"
- ❑ Select a class fun activity from a list of choices
- ❑ Select the pizza toppings for a class pizza party
- ❑ Sit near the teacher
- ❑ Take the lead position in line
- ❑ Tell a joke or riddle to the class

Recreation

- ❑ Be selected by the teacher to accompany another student to a fun activity
- ❑ Get extra gym time with another class
- ❑ Get extra recess time with another class
- ❑ Listen to music
- ❑ Play a game with a friend
- ❑ Play non-academic computer games

- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Watch part or all of a video (preselected by the teacher and cleared with the student's parent)
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper

Group-Response Techniques

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When students respond as a group to academic content, they are actively engaged and more likely to learn the material being taught. Just as important, the teacher can observe student responses to get immediate feedback about whether the majority of students in the class are truly understanding the academic content. Here are two group-response techniques (Heward, 1996):

Jim's Hints for Using...
Group-Response Techniques

Teachers have found imaginative ideas for using group -response formats in ways that do not require cards. For example, an instructor might post a large "YES" sign in the left corner at the front of the room and a large "NO" sign in the opposite corner. Students silently point to the appropriate sign in answering a series of yes-no questions posed by the teacher.

Some teachers also like to require that the class observe a short 'thinking pause' before calling out answers or flashing their response cards; this pause can both encourage students to think carefully before responding and allow less-proficient students sufficient time to come up with their own responses.

Choral Responding:

Many teacher-led activities are suitable for using choral responding (all students in the class or group respond orally in unison to a teacher prompt). Choral responding is ideal for curriculum content that:

can be answered in short (1-3 word) responses
has only a single correct answer to to question
can be presented in a fast-paced manner.

The teacher should introduce choral responding by providing clear directions and modeling the procedure. To avoid confusion, the teacher should use a clear, consistent cue to signal to students to respond. (The instructor may also choose to institute a 'thinking pause', having students silently collect their thoughts before giving them the signal to answer.)

When choral response is used, some students may offer incorrect answers; the instructor should provide feedback to the group about the 'majority' response (the response called out or signaled by the largest number of students). The teacher can keep students focused on the group activity by occasionally calling on a randomly selected individual child to answer. Choral responding works best when delivered at an appropriately rapid pace.

Response Cards:

Students can respond as a group by displaying 'response cards' which display their answers to a teacher question or academic problem. Two response-card formats may be used: (1) cards with pre-printed response choices (e.g., "YES/NO") and (2) cards on which students write their

responses.

Irrespective of the type of card format used, the teacher should introduce response cards by explaining and demonstrating their use and letting students practice the response procedure until they are proficient in using the cards. The instructor should maintain a quick, lively pace through the lesson, providing clear clues about when the students should hold up or put down their cards. Some students will inevitably offer an incorrect answer; the instructor should simply focus on, and provide feedback for, the majority response.

If *pre-printed* response cards are used, the instructor will have the best results if the cards contain items that are clearly legible from the front of the room, are designed to be easy for students to manipulate and display to the teacher, and have sufficiently few items to prevent students from becoming confused. (Additional items or cards can be added to the class's routine as students master the use of the cards.)

If *write-on* response cards are used, it is best to limit responses to 1 to 2 words if possible. Students may shy away from writing, or be slowed down, by problems with spelling. Among useful strategies to reduce spelling difficulties, the instructor could:

- have students 'pre-practice' the spelling of new vocabulary words prior to the lesson
- post unfamiliar spelling terms on the board for students to refer to as they write their responses, or
- encourage students to try their best in spelling their responses but reassure them that misspellings will not be counted against them.

Performance Feedback:

Regular instructor feedback is build into both choral responding and use of response cards. In giving feedback, the teacher should give students information about whether the majority class response is correct, and immediately provide the correct response and supporting explanation if a significant number of students had answered incorrectly. Those items missed by many students should be presented again later in the lesson to ensure that students have learned the material after receiving corrective feedback.

The instructor should also praise students periodically for for appropriate and prompt use of the group response format. Additionally, the teacher should acknowledge and validate answers that differ from the instructor's but could still be considered correct.

Troubleshooting: How to Deal With Common Problems in Using 'Group-Response Techniques'

Q: *When I use response cards with my class, I notice that some students copy the responses from their neighbors' cards instead of thinking of their own answers. What should I do about this?*

Response cards provide children with a means of getting actively involved in the lesson. Therefore, children should not be discouraged from looking at each others' cards, even if they appear to be copying the response of other students. Rather, the teacher should interpret this student behavior as a possible sign that the child may be confused about the task or may not

yet have a firm grasp on the material being presented. In either instance, the instructor can make arrangements to provide the child with additional instruction and guidance as needed.
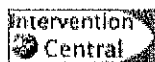

Reference

Heward, W.L. (1996). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R. Gardner III, D. M.Sainato, J.O.Cooper, T.E.Heron, W.L.Heward, J.W.Eshleman, & T.A.Grossi (Eds.) *Behavior analysis in education: Focus on measurably superior instruction* (pp.283-320). Pacific Grove, CA: Brooks/Cole.

Good Behavior Game

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The Good Behavior Game is an approach to the management of classrooms behaviors that rewards children for displaying appropriate on-task behaviors during instructional times. The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of points at the Game's conclusion each day wins a group reward. If both teams keep their points below a preset level, then both teams share in the reward. The program was first tested in 1969; several research articles have confirmed that the Game is an effective means of increasing the rate of on-task behaviors while reducing disruptions in the classroom (Barrish, Saunders, & Wolf, 1969; Harris & Sherman, 1973; Medland & Stachnik, 1972).

The process of introducing the Good Behavior Game into a classroom is a relatively simple procedure. There are five steps involved in putting the Game into practice.

Jim's Hints for Using...
Good Behavior Game

The Good Behavior Game is an effective strategy for managing a classroom-but don't overdo it! Allow breaks from the Game during the school day. A caution should be kept in mind when involving your students in the Good Behavior Game: Generally, the Game should be scheduled for a maximum of 1-2 hours per day in any classroom. After all, students will need some time to relax, socialize, and "be kids."

Of course, minimum standards of acceptable classroom conduct remain in place whether the Game is in effect or not.

Steps in Implementing This Intervention

Step 1: Decide when to schedule the Game. The teacher first decides during what period(s) of the school day the Game will be played. As a rule of thumb, instructors should pick those times when the entire class is expected to show appropriate academic behaviors. Blocks of time devoted to reading, math, content instruction, and independent seatwork would be most appropriate for putting the Game into effect.

Step 2: Step 2: Clearly define the negative behaviors that will be scored during the Game. Teachers who have used the Good behavior Game typically define three types of negative behavior that will be scored whenever they appear during the Game. Those behaviors are:

- **leaving one's seat,**
- **talking out, and**

- **engaging in disruptive behavior.**

Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the teacher. Related behaviors, such as "scootching" one's seat toward another desk are usually scored as out-of-seat. Instructors often build in certain exceptions to this rule. For example, in some classrooms, children can take a pass to the bathroom, approach the teacher's desk for additional help, or move from one work site to another in the room without permission as long as these movements are conducted quietly and are a part of the accepted classroom routine. Children who leave their seats intending to complete an allowed activity but find that they cannot (e.g., walking toward the teacher's desk and then noticing that another student is already there) are not scored as being out of their seat if they quickly and quietly return to their desk.

Talking-out behavior is defined as any incident of talking out loud without the permission of the instructor. Permission is gained by raising one's hand and first being recognized by the teacher before speaking. Any type of unauthorized vocalization within the hearing of the instructor is scored as talking out, including shouts, nonsense noises (e.g., growling, howling, whistling), whispers, and talking while one's hand is raised.

Disruptive behavior consists of any movement or act that is judged by the teacher to be disruptive of classroom instruction. For example, knocking on a table, looking around the room, tearing up paper, passing notes, or playing with toys at one's desk would all be scored as disruptive behaviors. A good rule of thumb would be to regard as disruptive behavior any action that does not fall under another category but is perceived by the teacher as annoying or distracting.

Step 3: Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.

Teachers will need to choose rewards that they feel will effectively motivate students to take part in the Game. Most often, instructors use free time as a daily reward, since children often find it motivating. To cite a single example, one teacher's reward system included giving her daily 4th-grade Game winners the privilege of wearing a "victory tag," putting a star next to their names on a "Winner's Chart," lining up first for lunch, and getting 30 minutes of time at the end of the day to work on fun, educationally related topics.

When choosing rewards, instructors are advised to consider using reinforcers that fit naturally into the context and mission of a classroom. For example, allowing winners to play quietly together at the end of the school day may help to promote social skills, but dispensing material rewards (e.g., comic books) to winners would probably be less likely to contribute directly to educational and social goals. Of course, if both teams win on a given day or a given week, the members of those teams all receive the same rewards.

Step 4: Introduce the Game to the class.

Once behaviors have been selected and clearly defined by the teacher, the next step is to

introduce the Game to the class. Ideally, time should be set aside for an initial group discussion. The teacher mentions that the class will be playing a game and presents a schedule clearly setting forth the instructional times during which the game will be in effect.

The teacher next divides the classroom into two teams. For ease of recording, it is usually recommended that the instructor divide the class down the center of the room into roughly equal halves. Some teachers have used three teams successfully as well. To build a sense of team spirit, students may be encouraged to name their groups.

The children are informed that certain types of behavior (i.e., leaving one's seat or talking without permission, and engaging in disruptive behaviors) will earn points for the team to which they belong. Students are also told that both teams can win if they earn no more than a certain number of points (e.g., 4 points maximum per day). If both teams happen to exceed 4 points, then the team with the lowest total at the end of the day is the winner. In case of a tie, both teams earn the reward. The instructor is the final judge of whether a behavior is to be scored. (As an option, students can also be told that the team with the fewest number of points at the end of the week will win an additional reward.)

It is a good idea when introducing the Game to students to clearly review examples of acceptable and unacceptable behaviors. After all, it is important that all children know the rules before the Game begins. To more effectively illustrate those rules, children may be recruited to demonstrate acceptable and unacceptable behaviors, or the teacher may describe a number of behaviors and ask the class to decide with a show of hands whether such behaviors are to be scored or not.

Step 5: Put the Game into effect.

The instructor is now ready to start the Game. During those times that the game is in effect in the classroom, the teacher continues to carry out his or her usual instructional practices. The only alteration in the routine is that the instructor is also noting and publicly recording any negative points incurred by either team. Instructors might want to post scores on the blackboard or on a large piece of paper visible to everyone in the room. If working with children in a small group, the instructor can record negative behaviors on a small note pad and later transfer them to the blackboard. Teachers can also choose to publicly announce when another point has been earned as a reminder to the class about acceptable behavior. It is helpful to keep a weekly tally of points for each team, especially if teams are competing for weekly as well as daily rewards.

Care should be taken to be as consistent as possible in scoring negative behaviors. Winning teams should be praised as well as rewarded for their efforts, with that praise tied when possible to specifically observed behaviors. Instructors may want to alter the Game somewhat as necessary (e.g., changing rewards or more carefully defining acceptable and unacceptable behaviors with students). Obviously, any alteration of the Game, no matter how small, should be shared with the classroom before being put into effect.

Troubleshooting: How to Deal With Common Problems in Using the 'Good Behavior Game'

Q: *What should I do if a small number of students try to sabotage the game for other children by deliberately acting out and earning penalty points for their team?*

If a small number of students are earning a large number of points during the Game, consider forming them into a separate team. While not the norm, occasionally a single student or small group of children may be tempted to undermine the Game by deliberately incurring a large number of penalty points for their teams. (Such children may find the resulting negative social attention of other members of their team to be its own reward!) A simple remedy for this problem is to modify the Game by making those disruptive students into a separate team. The Game will continue unchanged, except that your room will now have three teams rather than two competing for rewards.

Q: *I have used the Good Behavior Game for a while and have found it to be effective. But lately it doesn't seem to have the same impact on my students. What do you recommend?*

If the Good Behavior Game appears to be losing effectiveness over time, be sure that you are consistently noting and assigning team points for inappropriate behaviors and that you are avoiding verbal arguments with students. It is very important that points be assigned consistently when you witness inappropriate behavior; otherwise, the Game may not bring about the expected behavioral improvement among your students. Teachers using the Game sometimes find it helpful to have another adult familiar with the Good Behavior Game observe them and offer feedback about their consistency in assigning points and success in avoiding negative verbal exchanges with students.

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Harris, V.W. & Sherman, J.A. (1973). Use and analysis of the "Good Behavior Game" to reduce disruptive classroom behavior. Journal of Applied Behavior Analysis, 6, 405-417.

Medland, M. B. & Stachnik, T.J. (1972). Good-behavior Game: A replication and systematic analysis. Journal of Applied Behavior Analysis, 5, 45-51.

My Time May Be Your Time

Technique:
This procedure is designated to maintain the time allotted to academic instruction. Students are able to earn free time after they have put in a hard day's work. However, students will lose their free time if they disrupt the teacher's planned academic time.

Most Likely to Benefit:
This procedure is particularly useful for classrooms that have frequent amounts of disruptive behavior during academic instruction and transition times of longer than four minutes when moving from one activity to the next. That is, there is 30% or more of the off-task behavior occurring during transitions and/or instructional time.

Materials:
Two timers

Baseline:
Observe the classroom and determine the percentage of disruptive behavior and off-task behavior that occurs. Randomly pick different students to evaluate during 10-second intervals. Time the transitions where the students are directed into another activity and the time they actually begin the new activity.

Treatment Procedure:
1. Determine the amount of time students need to complete work or follow directions.

2. Give the students any needed directions.

3. Tell the students the amount of time in which they are required to prepare for an academic lesson or to complete work.

4. Explain to the students that you will set the timer for that amount of time and stop the timer whenever a student is not working or following directions. This will be the Good Work timer.

5. However, a second timer will also be set. This timer will include extra free time the students may earn.

6. If the Good Work timer goes off before the Free Time timer, then the class earns the amount of time left on the Free Time timer during a set free time period. The free time period may be both in the morning and in the afternoon.

7. Set the timers and tell students to begin.

8. If a student is off task, stop and hold up the Good Work timer.

9. Tell the misbehaving student what they should be doing in a voice that the entire class can hear.

10. If the student does not comply, warn the student that the Good Work timer is stopped and free time is being lost.

11. When the student complies, restart the Good Work timer.

12. To make this intervention work, make sure that the students get their free time as planned.

Progress Monitoring: Teachers should expect that students are earning some or all of the available free time.

Problem Solving: If one or several students are sabotaging the free time for the class, then they may need to be put on a separate contingence.

Source:

Cowen, R.J., Jones, F.H., & Bellack, A.S. (1979). Grandma's Rule with group contingencies: A cost-effective means of classroom management. *Behavior Modification, 3,* 397-418.

Critters!: Rewarding Positive Behaviors

Introduction

This intervention rewards students for positive behaviors. It can be used with small groups or your entire class. *Critters* provides children with prize slips that they can redeem with the instructor for classroom privileges. This strategy uses the element of surprise and imaginatively designed reward slips as additional student motivators.

Materials

- *Critter* Prize Slips Sheet

Preparation

- *Define a set of classroom behavioral expectations.* With input from your students, define a set of up to *five* expectations for appropriate conduct. These expectations should be stated in positive terms (as *do* rather than *don't* statements). It is a good idea to select a mix of academic (e.g., *Come to class on time, prepared, and ready to learn*) and behavioral (e.g., *When passing through the hall, walk in single file with hands and feet to self*) goals. Define these expectations in terms that your students can easily understand and post them around the classroom so that students can review them as needed.

- *Generate list of classroom privileges for which Critter Slips can be redeemed.* Decide what classroom privileges a student can earn with Critter Slips. On a sheet or poster, list each privilege and note next to it the number of Critter Slips a student must redeem to earn the privilege. For example, you may choose to let students use one Critter Slip to purchase 5 additional minutes of free time or redeem 5 Critter Slips for the privilege of avoiding a grade-penalty for a late homework assignment. (If you are stuck for ideas, ask your students what privileges *they* might like to see included on your reward list.)

Intervention Steps

Step 1: *Introduce Critter Slips.* Reserve 10 minutes of class time to inform students about the Critter Slips intervention:

- Announce to the class that every day you will select a different behavioral expectation to reward from the posted list. (Take a moment to review these expectations briefly with the students.)

- Tell students that—throughout the day—you will randomly reward children who engage in the day's target behavioral expectation with a Critter Slip.

- Show students the list of privileges that you have assembled for which they can redeem Critter Slips. Explain to them your terms for *when* and *how frequently* they can redeem slips (e.g., at the end of each day; just before lunch period on Fridays).
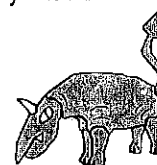
- Emphasize that—as the classroom teacher—you are the sole and final judge of how many Critter Slips are handed out daily and when and how they can be redeemed.

Step 2: *Start the Intervention.* On a daily basis:

- Select a behavioral expectation from the posted list. Announce to students that you will be 'secretly watching' for examples of this positive behavior. Tell students that, maybe, when they *least* expect it, they could earn a Critter Slip!

- Put a predetermined number (e.g., 10) of Critter Slips into your pocket. During the day, make a point to hand out all of the slips to students displaying the target behavior. Be impartial: Avoid favoring any group of students when giving out slips! Each student receiving a slip should write his or her name on it and store it in a safe place until he or she is ready to redeem it.

- At whatever time interval you have set with the class, give students the chance to redeem their Critter Slips for privileges or rewards. (Some teachers are comfortable letting students redeem slips whenever they choose while other instructors prefer the structure of a pre-set ' slips redemption time'.)

Step 3: *Fade Critter Slips Intervention.* Once you have found the Critter Slips program to be effective and stable for several weeks, you can begin to 'fade' it. Begin by handing out successively fewer slips each day. (For example, over a three-week period, you might gradually reduce the number of slips rewarded to the class from 10 to 4 per day.)

Next, you can randomly pick days (e.g., once per week) when the intervention is not used. Slowly taper the program off until you are implementing it only occasionally (e.g., once every two-three weeks). If student behaviors begin to worsen during the fading period, put the program back into effect at full strength until behaviors improve. Then repeat the fading process, this time at a somewhat slower pace.

Tips
Give Critter Slips Out to Other Staff to Distribute to Your Students. Here is a strategy to use if you want your students to show the daily positive behavior in settings *other* than your classroom (e.g., in art, gym, music, lunch). Give the staff responsible for supervising students in these settings a handful of Critter Slips. Tell them the target positive behavior and, throughout the class or activity period, encourage these staff members to hand out slips randomly to students engaging in that behavior.

Have a 'Mystery Behavior Day'. Tell students at the start of the day that you will be handing out Critter Slips as usual, but that you are keeping secret the positive behavior that you are rewarding. When handing out slips, say to the receiving students something like: *"Nice job. Here is a Critter Slip. Think about why you received it!"*. At the end of the day, ask students who had received Critter Slips to guess the positive behavior that you had selected as the theme for that day.

Customize Reward Slips to Support Curriculum. You may want to create your own customized reward slips to link them thematically to the curriculum that you are teaching. If you are presenting a unit on African wildlife, for example, you might make up slips that depict representative animals from the savannah ecosystem. For a unit on American presidents, you could hand out reward slips featuring the faces and names of lesser-known Chief Executives to help children better to remember them.

Alter the Reward Slips for Older Students. The Critter Slips program is suitable for older students as well as for younger children. Since 'cute' Critter Slips may put off middle and high school students, though, you can replace them with reward slips that resemble currency. Some inventive teachers even go so far as to create 'classroom bucks', fake dollar bills that display their face and name. Older students collect these 'dollars' as avidly as smaller children seek Critter Slips!

Trouble-Shooting

Students hoard their slips instead of redeeming them. In general, don't worry too much if children in your room refuse to spend the reward slips that they have collected. So long as the slips themselves motivate these students to model good behaviors, your intervention will probably achieve its desired effect. Perhaps you are concerned, though, that students are hoarding slips in order to cash them in eventually for an unusually large prize that might be difficult to accommodate (e.g., 45 minutes of continuous free time). To prevent such an occurrence, you might place modest restrictions on students' redeeming of slips. For example, you might announce that students can redeem no more than 10 slips on any one day.

Students argue about the terms for redeeming reward slips. Generally, you can expect Critter Slips to go off without a hitch as a classroom behavioral strategy. Of course, you should not be surprised if initially students engage in a bit of 'testing' behavior--pleading, wheedling, negotiating, and complaining--when they redeem reward slips. If you are firm, consistent, and fair in implementing the program, this testing behavior should vanish quickly. Once in a while, though, you may encounter a chronically oppositional student who regularly argues with you about the conditions for cashing in his or her reward slips. In this case, you can inform the student that you will fine him or her a reward slip for each time that he or she argues with you.
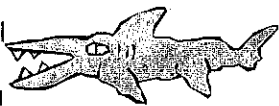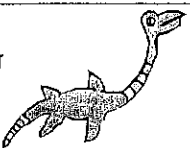
References
Thanks to **Kathleen Baker,** a speech language pathologist from Central New York, for positive intervention ideas included in this strategy!

Teacher Directions: Hand out these reward slips to students who are displaying positive behaviors. (For a full explanation of this behavioral intervention, visit the "Critters!" web page at _http://www.interventioncentral.org_)

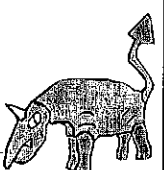|		
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Teacher Directions: Hand out these reward slips to students who are displaying positive behaviors. (For a full explanation of this behavioral intervention, visit the "Critters!" web page at *http://www.interventioncentral.org*)

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BANANA BUCKS!!!

Brainstorm your own ways to use this fake money as a reward in the classroom, or here's some starting points suggested by Teachnet readers:

- Good behavior
- Meeting expectations
- Achieving goals
- Academic excellence
- Good attendance
- Memorizing math facts
- Completing homework
- Behaving for substitute teachers

Students could use the money to get:

- Extra recess time
- Extra time on computer
- Sit at teacher's desk
- Help in another classroom
- Messenger of the day
- Buy from a toy chest
- Add points to a paper or assignment
- "No Homework" pass
- Chew gum in class
- or, buy a banana split from the teacher!

Have fun!
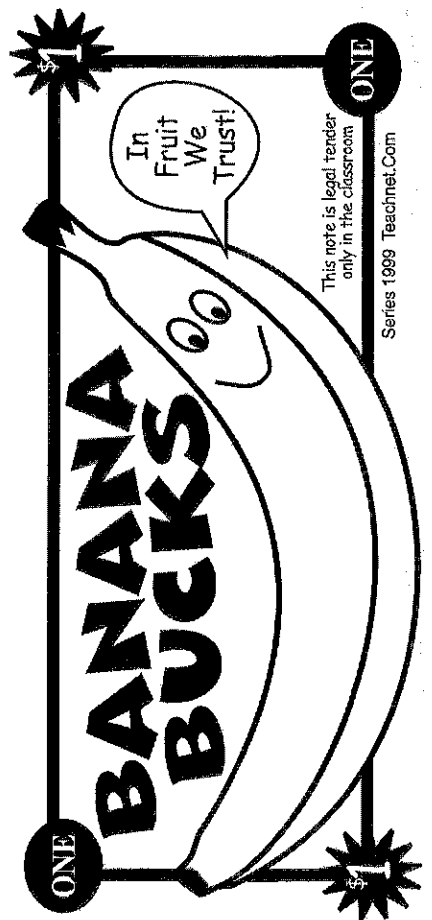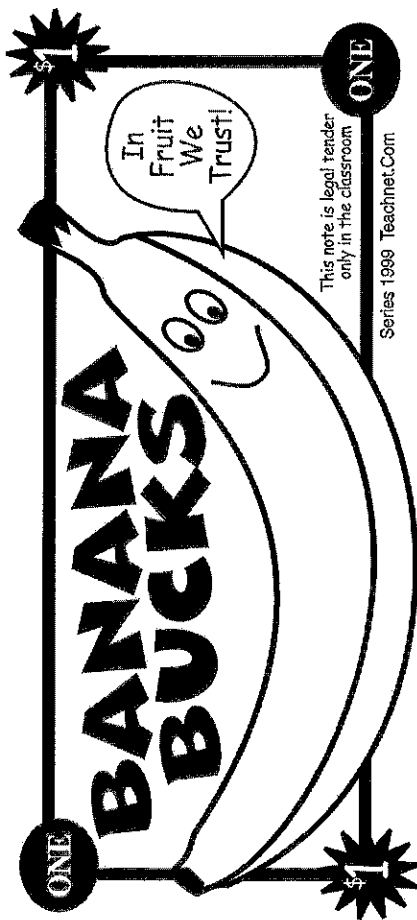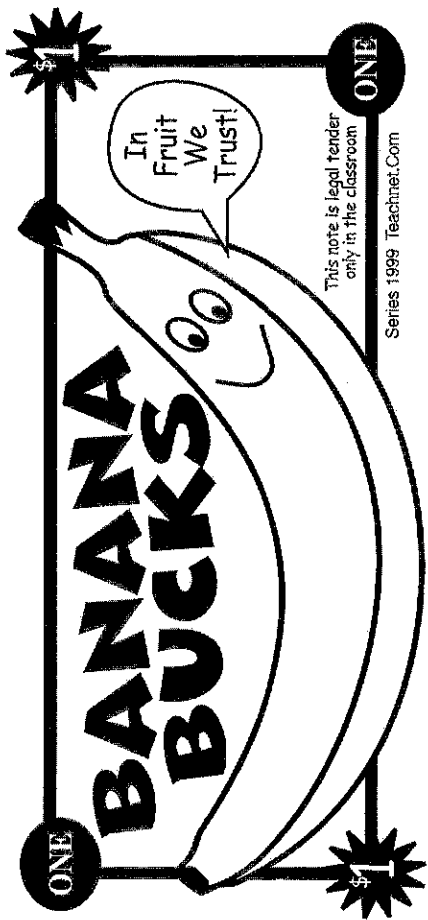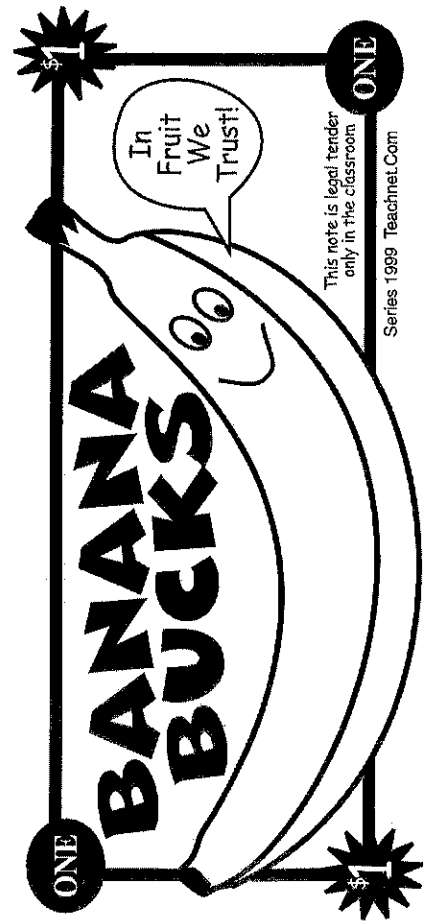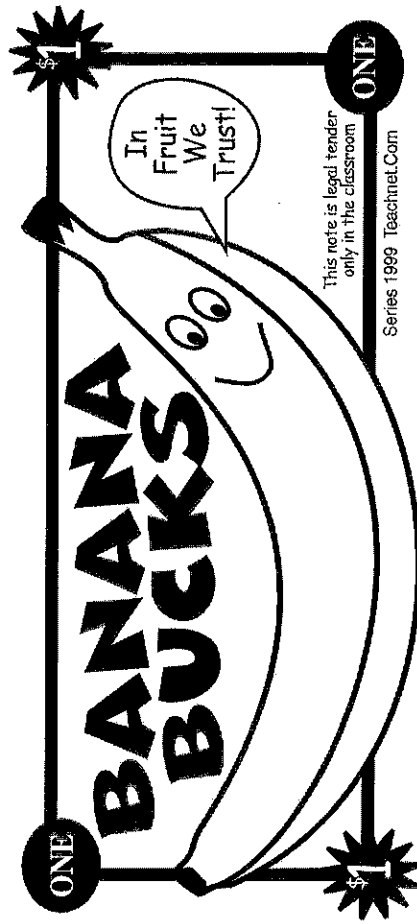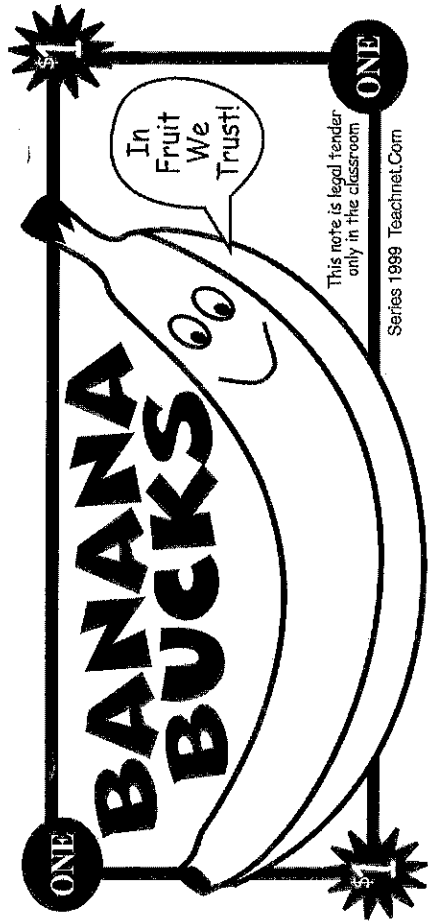
Keeping kids on task - Fun Friday

Grade Level(s): K, 1-2, 3-5
Submitted by: Nancy, elementary

Every Friday, I set aside a period of time (about 1/2 an hour) for "Fun Friday", during which time the children can have free time for an activity of their choice (board games, and creative materials are available, as well as the classroom library and exploration centers). This time is automatically theirs, unless their behavior during the week interferes with the completion of a lesson or an independent task. If a student fails to finish an assigned task to the best of their ability in a reasonable amount of time because of behavior issues (NOT ACADEMIC DIFFICULTY, OF COURSE!), the assignment goes into the "Fun Friday tray". At the beginning of Fun Friday each week, I distribute unfinished work, and those children have to complete the work before they can play. It's a real consequence, rather than an arbitrary punishment, and it really works!

Movie Tickets

Grade Level(s): K, 1-2, 3-5
Submitted by: Mrs. Aleceia Reeves

I give out those small tickets used at the dollar movies or carnivals for good behavior, following classroom and hallway rules, being kind and courteous (saying thank you, bless you, etc.), sharing (without being asked), returning notes to/from parents, returning homework, ETC. The students are instructed to put their initials on the back, and to put them in a safe place. (One year, my third graders deposited and withdrew them from a class bank.) On Friday, we have a movie party, the students must first purchase a ticket to see the movie (6 tickets), then they may purchase popcorn, soda, candy, etc. with the rest. It sounds expensive, but I usually only purchased one pre-popped bag of popcorn, one liter of soda, and cheap/on-sale candy.

Poker Chips

Grade Level(s):
Submitted by: Pam Lind

** Materials: Two small baskets-bowls-cups... Label one container REMOVE and one container ADD 50 white poker chips ** I fill the REMOVE basket with 50 poker chips. The chips are each labeled with one of the following class treats: candy bar, pop, extra recess, 30 minutes playtime, video, (english muffin)pizza, popcorn... (Use whatever motivations you area willing to give!) ** Each time our 4th graders come in from recess, they can "earn a chip" for being QUIET in the hallway, and can earn a chip for coming into the classroom and sitting quietly. Also- I give out chips for special behaviors- such as working orderly during an activity, or really paying attention during a difficult math lesson. Each earned chip is taken FROM the REMOVE basket, and put into the ADD basket. ** Of course- I SOMETIMES have to remove a chip or two- if the class is unruly!!!(Mean teacher!) ** When there are about 10 chips left, I let the kids know- just to add extra motivation. What ever is written on the final chip in the REMOVE basket, is the treat the whole class earned! ** Students love this! They really "remind" each other to be quiet in the hall, and come in quietly! The other 4th grade teacher and I will even stand in the hallway holding and waving the two chips!

Puzzling behavior

Grade Level(s):
Submitted by: Karen

I take a small poster and cut it into ten jigsaw puzzle type pieces. I then put the pieces in a colorful folder pinned to a bulletin board. When the whole class has really great behavior (ie works hard in groups without any disagreements) they earn a piece. They may also earn a piece if they receive a compliment from an adult on the whole class behavior. To keep it honest I tell them that I need to hear the compliment from the adult. The aides in my building know I do this so they make a point of telling me when my class is really good in the cafeteria or outside. The music and PE teachers also drop me notes or e-mail me to let me know. When a puzzle is complete, the class earns a treat of some kind-candy, popcorn, longer recess, or free trips to the treasure chest for everyone. It also makes a great year around bulletin board since all I have to do is switch out the puzzle pieces in the folder. The caption reads "Good behavior puts it all together!" To add to the fun I never tell the kids what the poster is. They have fun guessing as I add pieces.

Table of the week

Grade Level(s):
Submitted by: Leigh Johns

I award a table of the week prize to the table that earns the most beads that week. I use beads from the crafts dept. and tupperware container for storage of the beads. Each time the tables are working quietly, staying on task, keeping a neat table, etc., I award that table a bead. At the end of the week the table with the most beads gets a prize. The prize may be 20 minutes in the library, a free coke at snack, a prize from the prize box, etc. It has made my class want to work together!

The Helping Hands Can

Grade Level(s):

Submitted by: Rena

1. Take an ordinary can (i.e., coffee, peanut, etc..) and decorate it to your taste. I use bright colors and huge writing for the younger children. -- 2. Fill the can with popsicle sticks. Be creative! -- 3. Have the children color or paint the sticks. Once the sticks are finished, label the sticks with the wonderful jobs the children like to help the teacher do (i.e., running errands, line leader, pick a movie, win small prizes-pencils, candy, erasers, pick a book of the day, etc..) -- 4. When an individual or team members are working quietly, complete seat work, finished all homework, shows kindness and respect to others, plays safely, etc.., a stick is drawn from the can and that child or children are rewarded with the job or prize indicated on the stick. -- 5. It is also a good idea to make a chart to keep track of the children and to post inside the classroom. This activity works great because everyone wants to lend a helping hand!

Why do students act so terribly when a sub is in????

Grade Level(s):
Submitted by: Unknown

This year, I told my students that the sub would have "Awesome Behavior" coupons to give to deserving students. When I return from being out, those student who earned coupons are waiting to get to the Treasure Box. (Yes, the treasure box still works in the 6th grade!)

Classroom Management

Grade Level(s):
Submitted by: Jody Camp

A first grade teacher discusses her behavior management system.

Plan:

On the second day of school my students and I sit down and make a list of classroom rules that will help our new family work well together. The students then all color a person cut-out to look like themselves and we all tape them around our rule chart. This says that each student agrees with the rules and plans on trying their best to make our classroom an enjoyable place.

In my classroom I have displayed four large colored circles with different faces. Each child has a clothespin with their name on it and it starts on the green smile face every morning. If a child breaks one of the classroom rules they have to move their clip to the yellow face. The yellow face is a warning for them to get their act together. To help remind them they lose 5 minutes of their recess. If a child continues to break rules they will move their clip to the red face. The red face means they need to stop and think about the way they are acting. Being on this face means the student loses all their afternoon recess. The last face is the blue sad face. This face is seldom used, but is there if needed. If a child gets to this face they have to go and talk to the principal. My children hate to move their clip, and are very proud if they stay on their green face. (When I taught older grades I did the same plan but used index cards and individual pockets for each child.)

Each face is worth a point value. At the end of the day if a child is on their green face they earn 10 points, yellow earns 5 points, red earns 2 points and a blue face is worth no points. (I use these points because of my math curriculum. I have to teach my kids to count by 2, 5, and 10.) At the beginning of the year my students get a colored ticket to match the face they are on, after Christmas they get coins for the point value of each face. I give them their tickets or money out every day or once a week.

At the end of the month we have a "BONUS DAY!" The students each get to spend their tickets or money on a variety of activities throughout the day. I let the kids help pick the activities. We do things like..... coloring contest, play with clay, painting, crafts, wear a hat, play games, extra recess, eat lunch in the room, bring a toy from home, computer time, morning snack, candy treat, etc.....

My kids love and greatly anticipate Bonus Day. I have used this program for 6 years and have been very pleased with it. The kids learn that they are in control of how much they get to do on Bonus Day by how they act on a daily basis. Managing and organizing the days activities can be tricky but it all comes together after a couple of tries.

If you have any questions please feel free to E-mail me at jodycamp@yahoo.com.

Class Achievers

Grade Level(s): 1-2, 3-5
Submitted by: Tisha Frasier

This technique works very well with second and third grade. I use a chart from any teacher's supply store. I put each student's full name on the chart. Students receive a check for transitioning smoothly from one activity to another, following directions the first time they are given, staying on task and completing classwork, etc. These are my classroom rules. There are approximately 24-26 boxes per student. The first student to reach the end of the chart is the first place class achiever. I award the four top achievers with a certificate of achievement and a bouquet of decorated pens, pencils and erasers. I make it into a mini award ceremony by inviting the principal or other staff members. The whole process includes pictures with me! They love it! Everybody wants to be a classroom achiever!

Community Bubble Gum Machine

Grade Level(s):

Submitted by: Regina T

I use tag board to create a giant bubble gum machine. I draw three lines representing the rewards that will come when the bubble gum is filled to each line. I use colorful dot stickers to represent the bubble gum. When I catch them doing a good deed or following direction, they recieve a gumball to place in the machine. They work together to achieve their reward. A reward could be popcorn and a movie, picnic, etc.

COMPLIMENTs

Grade Level(s):
Submitted by: Unknown

Cut out the letters for the word COMPLIMENT. Each time the class receives a compliment from faculty, parents, visitors, etc. they earn a letter. Once the class has received all the letters to the word, reward them with a special privilege. For example, popcorn/coke party, movie day, game day, or treats that they like.

Compliments

Grade Level(s): K, 1-2, 3-5
Submitted by: Diana

Next to my desk, I keep a compliment jar (small glass fish bowl). I allow the students to put a marble in this jar for any compliment the class receives from another teacher, parent in the school, or the principal. When the jar is filled to the top they will be rewarded. I also allowed the class to pick there reward so they feel they really acomplished something. My class chose an ice cream sundae party.

Credit for being on task

Grade Level(s): 1-2, 3-5
Submitted by: Beth, 2nd grade

I place book pockets on the corner of each student's desk. Then I place a colored index card in the book pocket. I explain to them that this card is their own "credit card" (they can decorate it if they wish) Then as a see positive behavior in the class I hole punch the card. When the students obtain a certain amount of hole punches (you can determine the number) they can choose a small prize on Fridays and then it begins again on Monday. Just make sure only you have access to the hole puncher so it is not tempting for the "little ones" to be sneaky!

Dipping for Dollars

Grade Level(s): K, 1-2, 3-5
Submitted by: Trudy

I've used a behavior technique called "Dipping for Dollars" for the last 3 years, and it really works! I have a large plastic jar filled with fake coins (make sure the kids can't see through it). Every child who has good behavior during a day gets to take a dip from the jar the next morning. I also give dips for random acts of kindness, showing responsibility, good citizenship and quality work. Each child has a small plastic box to store their money in. Every morning when they get their dips (if they deserve any) they also trade pennies for nickels, nickels for dimes etc... When a child has saved up $5.00 they can turn it in for one of these rewards: 20 minutes of free time, a pack of chewing gum, sit by a friend for a day, or sit at the teacher's desk for a day. Each day that the entire class gets a dip someone reaches into a container and draws out a poker chip that has a number 5 or 10 on it. When the class has accumulated 200 "Party Points" we plan a class party! Last year we had an ice cream party, a popcorn party, a Pokemon party, and a game day party. The kids really like this, it's inexpensive, and not a lot of work. Another great benefit is that when it comes time to teach a money unit in math it's a snap, because the kids have been counting and trading their money every day of the year!

Bug Bucks
Grade Level(s):
Submitted by: TRC, 1st

The theme in my classroom is ladybugs (I'm a collector). I keep a bag of small pre-printed tickets hand called "Bug Bucks". When a student is caught doing something positive in the classroom, he/she receives a "Bug Buck". The students place their bucks in a plastic container they keep inside their desks. When a child has collected 10 bucks, they cash them in for a trip to the class treasure box. I also take "Bug Bucks" as well. Students may have to give the teacher a buck for excessive talking, misconduct, etc. This "buck" idea can be adapted to fit the theme in any classroom. In our first grade pod we have everything from "Bear Bucks" to "Cow Cash". This has been a very effective way of rewarding positive behavior in my class!

Behavior Management with the Spirit of the Olympics

Grade Level(s):
Submitted by: Jodi and Laura, 3rd Grade

To go along with the Olympics, my friend and I came up with an awesome idea to help you and your students maintain positive behavior. We cut letter size manilla folders into eighths and put each child's name at the bottom. These cards are then Velcro-ed onto the side of each child's desk for easy reference and privacy. We put a piece of Velcro in the center to hold gold, silver, and bronze medals. Each medal signifies a level of behavior. Gold represents a students who has stayed positive and on task. Each day a students has "Stayed Gold" they will receive a certificate. If they stay Gold all week, they earn extra recess or some other privilege. You can even reward students for staying gold all quarter or year. It gives those students who are less than perfect an opportunity to work towards something positive and it shows our appreciation to the students who are always well behaved. It's a great way to monitor student behaviors and for students to self check!

I "Caught Ya" doing something great!!

Grade Level(s):
Submitted by: Angee Duvall, Primary

Last year, I got so tired of always disciplining the "bad" kids and never giving enough attention to the "good" kids so I came up with this plan. This has helped me reward those children who are always with me, who are always listening, who follow directions, etc. And it helped me motivate those children who struggle to try harder. I printed up some small, colorful 1-in x 1-in pieces of paper that are labeled "I Caught Ya doing something great!" I keep a stack in my pocket all day long. Whenever I see someone doing something great, I give them a "Caught Ya." They put their name on the back and put it into the "Caught Ya" basket. On Fridays, my helper of the day chooses one friend to stay in from recess and they count the "Caught Ya's." They count how many each student has and put the numbers on a piece of paper for me. They then place all the "Caught Ya's" back in the basket for later. Knowing who has won, they have to keep it a secret until I reveal the winner to the class (I usually do that right after lunch). After lunch, I reveal who had the most and give a small prize (a coupon to the movies, a small toy, etc.). I then take the basket and we draw three papers out of the basket. These students get a piece of candy. If we draw out the same student two times, then that student gets two pieces of candy. It motivates the children to get as many as they can because they never know when they might win!!! I then dump out the basket, and we begin again. It has helped me so much with behavior in my classroom!

Jelly Bean Behavior

Grade Level(s): K, 1-2, 3-5
Submitted by: Leslie Whitehead, third grade teacher

I use Jelly Beans (or any other small candies will do) to reward children who are on task. Find a "fun" container to store your goodies in. I found a really groovy rabbit with sun glasses that ejects the candy like a gum ball machine. When I see that someone has followed directions well, is sitting quietly, and is ready to start the next subject I reward them with a goodie. All I have to do is stand up front and quietly point to the student and say one bean and the rest of the kids fall into line.

Dealing With Aggressive Students On-the Spot

These tips will help a teacher when dealing with a student with a behavior problem:

1. Remain CALM and in control.
2. Listen to the other person and respond empathetically.
3. Be aware of your verbal: tone, volume, and rate.
4. Use the student's name.
5. Set limits.
6. Respect personal space.
7. Maintain an open stance.
8. Make sure eye contact and facial expression are appropriate to the situation.

Teaching Children With Developmental Disabilities: Classroom Ideas
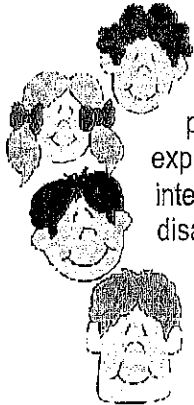
When working with children with developmental disabilities, teachers can accomplish a great deal by managing the learning environment proactively to prevent behavior problems and promote learning. But identified students may also experience behavior or learning problems because they lack key skills (e.g., capacity to interact with other children in socially appropriate ways). Children with developmental disabilities should therefore have explicit skills-training in deficit areas as a central component in their curriculum.

Here are additional classroom ideas for accommodating students with significant special needs:

Use visual cues to orient student in the classroom (Volmer, 1995). Children with developmental disabilities can be much more independent when they have strong visual cues to guide them through the physical space of the classroom. You can, for example:

Use boundary markers such as barriers (e.g., bookcases or other furniture), rugs, and colored tape on the floor to represent boundaries between spaces that are used for different functions. Marked boundaries make it easier for children to know when they are in a space that is dedicated to play, one that is set aside for study, etc. The reality, of course, is that most classroom space is used for multiple purposes. In multi-use spaces, you can employ signs or other visual cues to mark that the space is being used for a particular purpose at a specific time. For example, you might create a sign with a picture of children eating snacks along with the words 'Snack time,' and post that sign on a table to signify that snacks are about to be served.

Store common classroom materials (e.g., school supplies, games) on accessible shelves or in see-through storage containers. When needed, provide labels for these materials (using pictures paired with words). Train students in the procedures that you want them to use in accessing the materials (e.g., first raise hand, then request teacher permission, then go to supplies shelf to get a pencil.)

Post a clear and predictable daily schedule (Volmer, 1995). Both typical students and those with developmental disabilities crave structure and predictability in their school day. Special needs children, though, can sometimes react more strongly than their non-disabled peers when faced with an unexpected change in their daily schedule. When creating daily schedules be sure to match the schedule format to the child's skill level:

- For a child who cannot read and does not recognize pictures as depictions of actual objects and events, the 'schedule' would consist of objects that represent schedule entries. A wrapped snack bar, for instance, can represent snack time, while a book can represent circle time—

when the teacher reads a story to the class.

- For a non-reader who recognizes pictures, the schedule can include a picture to represent each scheduled event. A picture of the Occupational Therapist, for instance, might signify a weekly pullout OT session.

- For the beginning reader, the schedule can pair pictures with the words describing the events to the day.

- The fluent reader can use a written schedule, with words selected at the child's reading level.

A *classroom* schedule lays out the events of the day that affect all children in the room. Teachers can also create *individualized* schedules for children who receive additional (or alternative) services and supports. But remember-schedules have value *only* when they are used! Students should *preview* their schedule at the start of the school day. After each activity is completed, students *check off that item* on their schedule or otherwise indicate that the event is finished (e.g., by removing the event's picture from the schedule board). When an event in the student's schedule is unexpectedly cancelled, teachers may find that the student will adjust more quickly to the change if the instructor and the child sit down together review the schedule and revise it to reflect the altered plan for the day.

Build student motivation. Motivation is the 'engine' that drives student engagement and learning. Try these ideas to motivate identified students with whom you work:

- Alternate preferred and less-preferred activities (Volmer, 1995). Students are likely to put more intense (and more sustained) effort into challenging assignments when they know that they can take part in a fun or interesting activity at the end of it. (This technique is known as the Premack Principle.)

- Vary the pace and duration of academic activities (Koegel, Koegel & Carter, 1999).

- Provide meaningful choices that give the child some autonomy and control in the classroom. For example, you may encourage the student to select a reading book for an assignment, decide what assignment she or he will work on first, choose a place in the room to study, or pick a peer to help as a study buddy. Make an effort to build choices into school activities whenever possible.

- Use verbal prompts ('pre-correction') before the student engages in a task to promote success Koegel, Koegel & Carter, 1999). Phrase your prompt to reflect what you would like to see the child *do* (e.g., 'Ronald, please get your math journal and a sharpened pencil and join our math group at the back table.') rather than what you would like the student to *stop* doing. Choose vocabulary and syntax appropriate the child's developmental level. Try not to be wordy!

Use strategies to make directions and learning expectations clearly understood. Provide directions in language the student can understand. Use visual cues (hands-on demonstrations and

modeling, objects, pictures) as needed to help the child to better grasp the directions. Prompt and guide the child through the performance-sequence.

Check to be sure that you have the student's attention before giving directions. (NOTE: Children with disabilities may not always make eye contact, even when they are paying attention to you. Be on the lookout for other signs of attending--e.g., alert posture, orientation toward you, stopping other activities, verbalizations). Also, include essential information in your directions that will answer these four questions for the child: (1) *How much work is there to do in this task?* (2) *What exactly am I supposed to do?* (3) *When do I do the work?* and (4) *What is my payoff for doing the work?* (Volmer, 1995).

Provide structured opportunities for student to participate in social interactions (Koegel, Kiegel, & Carter, 1999; Volmer, 1995). Children with disabilities are sometimes excluded from social interactions with their typical peers. While there are a number of reasons why identified students may not be fully included in social groups, you can take steps to foster relationships between special-needs and typical children:

- Give the child 'helping roles' such as handing out snacks or distributing work materials to other students. Coach the child to use socially appropriate speech (e.g., "Would you like a snack?") with peers. The more frequently that other students experience neutral or positive interactions with the identified child, the more that they will feel comfortable with that student and the more positive their perceptions of the child will probably be.

- Provide the child with simple strategies to engage others in social interactions. Demonstrate and model these strategies. Then have the child an opportunity to try them out and give him or her feedback and encouragement. For example, train the student to ask a peer "What's that?" whenever he or she sees something unfamiliar in the immediate environment. Or show the student how to approach a group and ask to join a game or other activity (e.g., "Can I join your game?"). A related idea would be to train typical peers as 'social interaction coaches' who can supportively model for the identified child how to initiate social interactions.

- If the child is preoccupied with a particular topic that is relevant to classwork, the teacher may be able to use the student as a resource for peers. For example, a child with autism who has an encyclopedic knowledge of astronomy or geography may attend a review session and answer questions from other students who are studying for a quiz.

- Whenever the teacher forms groups in the classroom, she or he can assign a 'group ambassador' role to one of the typical children. The 'group ambassador' takes responsibility for greeting anyone who joins the group, ensures that all members understand how they can participate in the group activities, and gives additional support and guidance to any student who needs it. 'Group ambassadors' should be trained to recognize when a student might need assistance and in how to provide that assistance in supportive, non-intrusive ways.

- If the child is assigned a teaching assistant, have that assistant train peers in the room to provide academic support while the assistant observes from the background. 'Sign up' children on a rotating basis to serve as peer learning helpers for the identified child. This

strategy will encourage the identified child to see many people in the room as possible supports.

- Assign the child with disabilities a peer buddy when moving around the building, playing outside, or attending assemblies or other events out of the room (Saskatchewan Special Education Unit, 1998). Select different children to serve as peer buddies so the identified child has the chance to build friendships and does not depend too much on any one student for support.

Create a plan to help the student to generalize their learning across settings and situations. Children with significant disabilities are likely to need explicit programming to generalize skills that they have learned in a particular classroom setting to other settings or situations (Koegel, Koegel & Carter, 1999, Volmer, 1995).

- Teach only a small number of 'key' skills at one time so that you will have enough time to work with the student on *generalizing* each mastered skill. After the student has mastered a skill in one setting, list other settings or situations in which you would like the student to show the skill. Then create a training plan to help the student to use the skill in these novel settings. If a child has mastered the task of delivering appropriate social greetings in your classroom, for instance, you might take the child to the school main office or out into the community, prompt them to greet others, and provide praise or rewards for their successful performance.

- Keep other members of the child's teaching team (e.g., parent, speech pathologist, regular-education teacher) informed about what skills the identified student has mastered. Provide ideas to them about how they can encourage the student to use the skill in a new setting and/or with different people and how to reinforce the child for doing so.

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Strategies for Working With Emotionally Unpredictable Students

Stage 1: Frustration

Warning Signs: The student may...
- bite nails or lips
- grimace
- mutter or grumble
- appear flushed or tense
- seem 'stuck' on a topic or issue
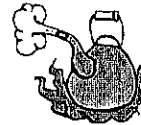
Strategies to prevent or reduce the intensity of student frustration:
- Antiseptic bounce: Send the student from the room on an errand or task.
- Permit student to go to quiet spot within or outside of classroom on 'respite break' (brief cool-down period).
- Teach the student appropriate ways to seek help when stuck on academic assignment.
- Spend 5 minutes talking through issue with student (or send student to another caring adult)
- Give student an 'IOU' to meet with adult to talk over issue at more convenient time.
- Teach student to recognize signs of emotional upset and to use 'self-calming' strategies.
- Teach the student how to negotiate with instructors about assignments or work expectations.
- Use motivation strategies to make learning more inviting (see *Finding the Spark* handout)

Stage 2: Defensiveness

Warning Signs: The student may...
- lash out verbally at others.
- withdraw (emotionally or physically).
- challenge the authority of the instructor or other adult.
- refuse to comply with adult requests or to follow classroom routines.
- project blame onto others.

Strategies to prevent or reduce the intensity of student defensiveness:
- Avoid discussions of "who is right" or "who is in control".
- Approach the student privately, make eye contact, address the student in a quiet voice about his or her behavior.
- Use humor to 'defuse' conflict situation.
- Consider an apology if you have inadvertently wronged or offended the student.
- Impose appropriate consequences on peers if they are provoking the student through teasing, taunts, verbal challenges, or physical horseplay.
- Help the student to identify appropriate range of responses for the situation and to select one.
- Permit student some 'leeway' on assignment or classroom expectations (as an acknowledgement of the life- or situational stress that they might be experiencing).
- Teach the student non-stigmatizing ways to get academic help, support in the classroom.
- Direct the student to write down the main points of his or her concerns. Promise that you will read through the student's account and meet individually to discuss the problem.

- Use effective 'teacher commands' to direct the student: (1) keep each command brief, (2) state command directly rather than in "Could you please..." format, (3) use businesslike tone, avoiding anger and sarcasm, (4) avoid lengthy explanations for *why* you are making the request, (4) repeat command once if student fails to comply, then follow up with pre-determined consequences.
- Use planned ignoring (NOTE: This strategy works best when the student *lacks an audience*).

Stage 3: Aggression

Warning Signs: The student may...

- make verbal threats
- use abusive language
- assume threatening posture (e.g., with fists raised)
- physically strike out at peers or adults

Strategies to react to, prepare for or respond to student verbal or physical aggression:

- Remove other students or adults from the immediate vicinity of student (to protect their safety, eliminate an audience)
- Adopt a 'supportive stance': step slightly to the side of the student and orient your body so that you face the student obliquely at a 45- to 90-degree angle.
- Respect the student's 'personal space.' Most people interpret the distance extending outward from their body to a distance of 2-1/2 to 3 feet as a bubble of 'personal space.' To both ensure your physical safety and reduce the student's sense of threat, always stand at least a leg's length away from the student.
- Use supportive 'paraverbal' and non-verbal communication. Children are adept at 'reading' our moods and feelings through non-verbal signals such as facial expressions, and body language. Maintain a calm tone of voice and body posture to project acceptance and support for the student.
- Do not block the door. Unless you have a compelling reason to do so (e.g., with very young children), try not to block the upset child's access to the door as you approach the student. The student may interpret a blocked exit as a threat and attempt to go *around* or even *through* you to escape.
- Deliver a clear statement of choices. Here is a 3-step approach for making requests to upset students:

    1. Give the student two clear choices with clear consequences. Order the choices so that the student hears the *teacher-preferred choice* last e.g., "John, you can refuse to participate in the math assignment and be written up for detention or you can start the math assignment now and not be written up." Make sure above all that you can enforce any consequences that you present to the student.

    2. If the student fails to comply in a reasonable amount of time to Step 1, state clearly and firmly what you want the student to do. Include a time limit for student compliance and specify a location if necessary. For example, a teacher may tell the student, "John, I want you to return to *your desk* [location] *now* [time-frame] and *begin your math assignment* [requested behavior]."

3. If the student still fails to comply with your request, enforce alternative consequences that you have selected in advance.

- Put together a classroom crisis plan. Instructors who *plan* their responses to possible crisis situations are much more able to respond quickly and appropriately if and when such events occur. You can take charge of crisis planning by becoming familiar with your school's crisis plan, talking with staff whose rooms are near yours about how you can mutually help one another out in the event of a crisis, and teaching your students how *they* should respond (e.g., by evacuating the classroom in an orderly fashion) if a crisis situation occurs.

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DEFIANCE / NON-COMPLIANCE
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Students who are defiant or non-compliant can be among the most challenging to teach. They can frequently interrupt instruction, often do poorly academically, and may show little motivation to learn. There are no magic strategies for managing the behaviors of defiant students. However, research shows that certain techniques tend to work best with these children and youth: (1) Give the student positive teacher recognition. Even actions as simple as greeting the student daily at the classroom door or stopping by the student's desk to ask 'How are you doing?' can over time turn strained relationships into positive ones. (2) Monitor the classroom frequently and intervene proactively to redirect off-task students before their mild misbehaviors escalate into more serious problems. (3) Avoid saying or doing things that are likely to anger or set off a student. Speak calmly and respectfully, for example, rather than raising your voice or using sarcasm. (4) When you must intervene with a misbehaving student, convey the message to the student that you will not tolerate the problem behavior—but that you continue to value and accept the student. (5) Remember that the ultimate goal of any disciplinary measure is to teach the student more positive ways of behaving. Punishment generally does not improve student behaviors over the long term and can have significant and lasting negative effects on school performance and motivation. (6) Develop a classroom 'crisis response plan' to be implemented in the event that one or more students display aggressive behaviors that threaten their own safety or the safety of others. Be sure that your administrator approves this classroom crisis plan and that everyone who has a part in the plan knows his or her role. One final thought: While you can never predict what behaviors your students might bring into your classroom, you will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students. Here are other ideas for managing defiant or non-compliant students:

Allow the Student a 'Cool-Down' Break *(Long, Morse, & Newman, 1980)*. Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. Whenever a student becomes upset and defiant, offer to talk the situation over with that student once he or she has calmed down and then direct the student to the cool-down corner. (E.g., "Thomas, I want to talk with you about what is upsetting you, but first you need to calm down. Take five minutes in the cool-down corner and then come over to my desk so we can talk.")

Ask Open-Ended Questions *(Lanceley, 2001)*. If a teacher who is faced with a confrontational student does not know what triggered that student's defiant response, the instructor can ask neutral, open-ended questions to collect more information before responding. You can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions. Some sample questions are "What do you think made you angry when you were talking with Billy?" and "Where were you when you realized that you had misplaced your science book?" One caution: Avoid asking 'why'"questions (e.g., "Why did you get into that fight with Jerry?") because they can imply that you are blaming the student.

Assign a Reflective 'Processing' Essay After Misbehavior *(Boynton & Boynton, 2005; Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995)*. The student who gets into a conflict must write and submit to the teacher a brief 'process' plan outlining how they will improve their behavior. At minimum, the plan would state: (1) the role the student played in the conflict, (2) the part that other participants may have taken in the incident, (3) the student's suggestions for finding the best resolution to the problem, and (4) how the student can act in the future to prevent the conflict from recurring. NOTE: Some teachers use a pre-printed structured questionnaire containing these 4 items for the student to complete.

Do Not Get Entangled in Arguments *(Walker & Walker, 1991)*. The careful teacher avoids being dragged into arguments or unnecessary discussion when disciplining students. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).

Emphasize the Positive in Teacher Requests *(Braithwaite, 2001)*. When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, avoid using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").

Expand the Range of Classroom Behavior Interventions *(Sprick, Borgmeier, & Nolet, 2002)*. The teacher who has developed an array of in-class consequences for minor misbehaviors can prevent students from being sent to the principal's office or to in-school detention. First, list those common misbehaviors that you believe should typically be handled in the classroom (e.g. being late to class, talking out). When finished, categorize your list of misbehaviors into 3 groups: 'Level 1' (mild) misbehaviors, 'Level 2' (medium) misbehaviors, and 'Level 3' (more serious) misbehaviors. Then, list next to each level of problem behaviors a range of in-class consequences that you feel appropriately match those types of misbehavior. For example, you may decide that a 'soft' reprimand would be a choice to address Level 1 misbehaviors, while a phone call to the parent would be a choice for Level 3 misbehaviors. NOTE: In-class consequences are intended for minor misbehaviors. You should notify an administrator whenever students display behaviors that seriously disrupt learning or pose a risk to the safety of that student or to others.

Give Praise That is Specific and Does Not Embarrass the Student *(Sprick, Borgmeier, & Nolet, 2002)*. Defiant students can respond well to adult praise but only when it is sincere and specific, and is not embarrassing. Ideally, the teacher should deliver praise as soon as possible after the positive behavior. Praise should be specific and descriptive—because vague, general praise can sound fake and does not give the student any useful information about how their behavior meets or exceeds the teacher's expectations. For older students who tend to dislike being praised in a highly public manner, the teacher can use a more indirect or low-key approach (e.g., writing a note of praise on the student's graded assignment, praising the student in a private conversation, calling the student's parent to praise the student).

Give Problem Students Frequent Positive Attention *(Sprick, Borgmeier, & Nolet, 2002)*. Teachers should make an effort to give positive attention or praise to problem students at least three times more frequently than they reprimand them. The teacher gives the student the attention or praise during moments when that student is acting appropriately—and keeps track of how frequently they give positive attention and reprimands to the student. This heavy dosing of positive attention and praise can greatly improve the teacher's relationship with problem students.

Have the Student Participate in Creating a Behavior Plan *(Walker, Colvin, & Ramsey, 1995)*. Students can feel a greater sense of ownership when they are invited to contribute to their behavior management plan. Students also tend to know better than anyone else what triggers will set off their problem behaviors and what strategies they find most effective in calming themselves and avoiding conflicts or other behavioral problems.

Increase 'Reinforcement' Quality of the Classroom *(Dunlap & Kern, 1996; Mayer & Ybarra, 2004)*. If a student appears to be defiant or non-compliant in an effort to escape the classroom, the logical solution is to make the classroom environment and activities more attractive and reinforcing for that student. Unfortunately, the student who fails repeatedly at academics can quickly come to view school as punishment. Some ideas to increase motivation to remain in the classroom are to structure lessons or assignments around topics of high interest to the target student, to increase opportunities for cooperative learning (which many students find reinforcing), and to adjust the target student's instruction so that he or she experiences a high rate of success on classwork and homework.

Keep Responses Calm, Brief, and Businesslike *(Mayer, 2000; Sprick, Borgmeier, & Nolet, 2002)*. Because teacher sarcasm or lengthy negative reprimands can trigger defiant student behavior, instructors should respond to the student in a 'neutral', business-like, calm voice. Also, keep responses brief when addressing the non-compliant student. Short teacher responses give the defiant student less control over the interaction and can also prevent instructors from inadvertently 'rewarding' misbehaving students with lots of negative adult attention.

Listen Actively *(Lanceley, 1999; Long, Morse, & Newman, 1980)*. The teacher demonstrates a sincere desire to understand a student's concerns when he or she actively listens to and then summarizes those concerns. Many students lack effective negotiation skills in dealing with adults. As a result, these students may become angry and defensive when they try to express a complaint to the teacher-even when that complaint is well founded. The instructor can

show that he or she wants to understand the student's concern by summing up the crucial points of that concern (paraphrasing) in his or her own words. Examples of paraphrase comments include 'Let me be sure that I understand you correctly...', 'Are you telling me that...?', 'It sounds to me like these are your concerns:...' When teachers engage in 'active listening' by using paraphrasing, they demonstrate a respect for the student's point of view and can also improve their own understanding of the student's problem.

Offer the Student a Face-Saving Out *(Thompson & Jenkins, 1993)*. Students sometimes blunder into potential confrontations with their teachers; when this happens, the teacher helps the student to avoid a full-blown conflict in a manner that allows the student to save face. Try this face-saving de-escalation tactic: Ask the defiant student, "Is there anything that we can work out together so that you can stay in the classroom and be successful?" Such a statement treats the student with dignity, models negotiation as a positive means for resolving conflict, and demonstrates that the instructor wants to keep the student in the classroom. It also provides the student with a final chance to resolve the conflict with the teacher and avoid other, more serious disciplinary consequences. Be prepared for the possibility that the student will initially give a sarcastic or unrealistic response (e.g., "Yeah, you can leave me alone and stop trying to get me to do classwork!"). Ignore such attempts to hook you into a power struggle and simply ask again whether there is any reasonable way to engage the student's cooperation. When asked a second time, students will often come up with workable ideas for resolving the problem. If the student continues to be non-compliant, however, simply impose the appropriate consequences for that misbehavior.

Proactively Interrupt the Student's Anger Early in the Escalation Cycle *(Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995)*. The teacher may be able to 'interrupt' a student's escalating behaviors by redirecting that student's attention or temporarily removing the student from the setting. If the student is showing only low-level defiant or non-compliant behavior, you might try engaging the student in a high-interest activity such as playing play an educational computer game or acting as a classroom helper. Or you may want to briefly remove the student from the room ('antiseptic bounce') to prevent the student's behavior from escalating into a full-fledged confrontation. For example, you might send the student to the main office on an errand, with the expectation that-by the time the child returns to the classroom-he or she will have calmed down.

Project Calmness When Approaching an Escalating Student *(Long, Morse, & Newman, 1980; Mayer, 2000; Walker, Colvin, & Ramsey, 1995)*. A teacher's chances of defusing a potential confrontation with an angry or defiant student increase greatly if the instructor carefully controls his or her behavior when first approaching the student. Here are important tips: Move toward the student at a slow, deliberate pace, and respect the student's private space by maintaining a reasonable distance. If possible, speak privately to the student, using a calm and respectful voice. Avoid body language that might provoke the student, such as staring, hands on hips, or finger pointing. Keep your comments brief. If the student's negative behaviors escalate despite your best efforts, move away from the student and seek additional adult assistance or initiate a crisis-response plan.

Relax Before Responding *(Braithwaite, 2001)*. Educators can maintain self-control during a tense classroom situation by using a brief, simple stress-reduction technique before responding to a student's provocative remark or behavior. When provoked, for example, take a deeper-than-normal breath and release it slowly, or mentally count to 10. As an added benefit, this strategy of conscious relaxation allows the educator an additional moment to think through an appropriate response--rather than simply reacting to the student's behavior.

Reward Alternative (Positive) Behaviors *(Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995)*. The instructor can shape positive behaviors by selectively calling on the student or providing other positive attention or incentives only when the student is showing appropriate social and academic behaviors. The teacher withholds positive attention or incentives when the student misbehaves or does not engage in academics.

State Teacher Directives as Two-Part Choice Statements *(Walker, 1997)*. When a student's confrontational behavior seems driven by a need for control, the teacher can structure verbal requests to both acknowledge the student's freedom to choose whether to comply and present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.). Frame requests to uncooperative students as a two-part statement. First, present the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school). Then state the positive behavioral choice that you would like the student to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school). Here is a sample 2-part choice statement, 'John, you can stay after school to finish the class assignment or you can finish the assignment now and not have to stay after class. It is your choice.'

Use a 'Buddy Teacher' for Brief Student Breaks *(Boynton & Boynton, 2005)*. Sending a mildly non-compliant student on a short visit to a neighboring classroom can give both the teacher and student a needed break. Arrange with an instructor in a nearby room for either of you to send a student to the other's room whenever you need a short respite from the student. Set aside a seating area in each classroom for student visitors. NOTE: These timeouts should be used only sparingly and should NOT be used if the student appears to find the breaks rewarding or to seek them as a way to avoid work.

Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations *(Braithwaite, 2001; Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995)*. When interacting with defiant or confrontational students, teachers can use non-verbal and para-verbal techniques such as non-threatening body language, soft tone of voice, or strategic pauses during speech, to reduce tensions. For example, if a student is visibly agitated, you may decide to sit down next to the student at eye level (a less threatening posture) rather than standing over that student. Or you might insert a very brief 'wait time' before each response to the student, as these micro-pauses tend to signal calmness, slow a conversation down and help to prevent it from escalating into an argument.

Use 'Soft' Reprimands *(Sprick, Borgmeier, & Nolet, 2002)*. The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal (a quiet word to the student) or non-verbal (a significant look). If a soft reprimand is not sufficient to curb the student's behaviors, the teacher may pull the student aside for a private problem-solving conversation or implement appropriate disciplinary consequences.

Validate the Student's Emotion by Acknowledging It *(Lanceley, 1999)*. When the teacher observes that a student seems angry or upset, the instructor labels the emotion that seems to be driving that student's behavior. 'Emotion labeling' can be a helpful tactic in deescalating classroom confrontations because it prompts the student to acknowledge his or her current feeling-state directly rather than continuing to communicate it indirectly through acting-out behavior. A teacher, for example, who observes a student slamming her books down on her desk and muttering to herself after returning from gym class might say to the student, "You seem angry. Could you tell me what is wrong?" Once a powerful emotion such as anger is labeled, the teacher and student can then talk about it, figure out what may have triggered it, and jointly find solutions that will mitigate it. Emotion labeling should generally be done in a tentative manner ("John, you sound nervous...", "Alice, you appear frustrated..."), since one can never know with complete certainty what feelings another person is experiencing.

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School-Wide Strategies for Managing...
OFF-TASK / INATTENTION
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Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. Inattention may be a symptom of an underlying condition such as Attention Deficit Hyperactivity Disorder. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts. Or the student may be off-task because the teacher's lesson was poorly planned or presented in a disorganized manner. It is also important to remember that even children with ADHD are influenced by factors in their classroom setting and that these students' level of attention is at least partly determined by the learning environment. Teachers who focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider to boost rates of student attending and on-task behavior:

Capture Students' Attention Before Giving Directions *(Ford, Olmi, Edwards, & Tingstrom, 2001; Martens & Kelly, 1993).* Gain the student's attention before giving directions and use other strategies to ensure the student's full understanding of them. When giving directions to an individual student, call the student by name and establish eye contact before providing the directions. When giving directions to the whole class, use group alerting cues such as 'Eyes and ears on me!' to gain the class's attention. Wait until all students are looking at you and ready to listen before giving directions. When you have finished giving directions to the entire class, privately approach any students who appear to need assistance. Quietly restate the directions to them and have them repeat the directions back to you as a check for understanding.

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

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

Give Clear Directions *(Gettinger & Seibert, 2002; Gettinger, 1988).* Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review. When giving multi-step directions orally, write those directions on the board or give to students as a handout to consult as needed. State multi-step directions one direction at a time and confirm that the student is able to comply with each step before giving the next direction.

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

Instruct at a Brisk Pace *(Carnine, 1976; Gettinger & Seibert, 2002).* When students are appropriately matched to instruction, they are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one. To achieve a brisk pace of instruction, make sure that you are fully prepared prior to the lesson and that you minimize the time spent on housekeeping items such as collecting homework or on transitions from one learning activity to another.

Make the Activity Stimulating *(U.S. Department of Education, 2004).* Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students (e.g., sports, fashion). Or help students to see a valuable 'real-

word' pay-off for learning the material being taught. Another tactic is to make your method of instruction more stimulating. Students who don't learn well in traditional lecture format may show higher rates of engagement when interacting with peers (cooperative learning) or when allowed the autonomy and self-pacing of computer-delivered instruction.

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

Provide a Quiet Work Area *(U.S. Department of Education, 2004)*. Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces to students, stress that the quiet locations are intended to help students to concentrate. Never use areas designated for quiet work as punitive 'time-out' spaces, as students will then tend to avoid them.

Provide Attention Breaks *(DuPaul & Ervin, 1996; Martens & Meller, 1990)*. If students find it challenging to stay focused on independent work for long periods, allow them brief 'attention breaks'. Contract with students to give them short breaks to engage in a preferred activity each time that they have finished a certain amount of work. For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has completed five problems on a math worksheet and checked his answers. Attention breaks can refresh the student —and also make the learning task more reinforcing.

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

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

Select Activities That Require Active Student Responding *(Gettinger & Seibert, 2002; Heward, 1994)*. When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students sit passively listening to a speaker. Instead, program your instructional activities so that students must frequently 'show what they know' through some kind of active [visible] response. For example, you might first demonstrate a learning strategy to students and then divide the class into pairs and have students demonstrate the strategy to each other while you observe and evaluate.

Transition Quickly *(Gettinger & Seibert, 2002; Gettinger, 1988)*. When students transition quickly between educational activities and avoid instructional 'dead time', their attention is less likely to wander. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as group lecture and independent seatwork. Have them practice these transitions, praising the group for timely and correct performance. Provide additional 'coaching' to individual students as needed. During daily instruction, verbally alert students several minutes before a transition to another activity is to occur.

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

right when they most need it.

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

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School-Wide Strategies for Managing...
HYPERACTIVITY
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Hyperactive students tend to have a very high energy level, act impulsively and can be behaviorally distracting. They may fidget, play with objects, tap pencils so loudly against their desk that kids from across the room look over at them, or blurt out answers to teacher questions before the instructor is even finished asking them. When working with students who are hyperactive or impulsive, teachers should keep in mind that these students are very often completely unaware that others view their behavior as distracting or annoying. Teachers working with such children can greatly increase their own effectiveness by clearly communicating behavioral expectations to students, by encouraging and rewarding students who behave appropriately, and by being consistent and fair when responding to problem student behaviors. Here are teacher ideas for managing impulsive or hyperactive students who display problem motor or verbal behaviors:

Adopt a 'Silent Signal' *(U.S. Department of Education, 2004).* You can redirect overactive students in a low-key manner by using a silent signal. Meet privately with the student and identify for the student those motor or verbal behaviors that appear to be most distracting. With the student's help, select a silent signal that you can use to alert the student that his or her behavior has crossed the threshold and now is distracting others. Role-play several scenarios with the student in which you use the silent signal and the student then controls the problem behavior. When you are able to successfully use the 'silent signal' during instruction, be sure to praise the student privately for responding appropriately and promptly to your signal.

Allow Discretionary Motor Breaks *(U.S. Department of Education, 2004).* When given brief 'movement' breaks, highly active students often show improvements in their behaviors. Permit the student to leave his or her seat and quietly walk around the classroom whenever the student feels particularly fidgety. Or, if you judge that motor breaks within the classroom would be too distracting, consider giving the student a discretionary pass that allows him or her to leave the classroom briefly to get a drink of water or walk up and down the hall.

Encourage Acceptable Outlets for Motor Behavior *(U.S. Department of Education, 2004).* If the student distracts other students by playing with objects, substitute an alternative motor behavior that will not distract others. Give the student a soft 'stress ball' and encourage the student to squeeze it whenever he or she feels the need for motor movement. Or if the setting is appropriate, allow the student to chew gum as a replacement motor behavior.

Have the Student Monitor Motor Behaviors and Call-Outs *(DuPaul & Stoner, 2002).* Students can often change problem behaviors when they pay attention to those behaviors. Have the student monitor his or her motor behaviors or call-outs. First, choose a class period or part of the day when you want the student to monitor distracting behaviors. Next, meet privately with the student to discuss which of that student's behaviors are distracting. Then, together with the student, design a simple distractible behavior-rating form with no more than 3 items (For a student who calls out frequently, for example, a useful rating item might be "How well did I observe the rule today of raising my hand and being called on before giving an answer? Poor – Fair – Good".) Have the student rate his or her behaviors at the end of each class period. Make an effort to praise the student (a) for being accurate in rating behaviors, and (b) for any improvements that you see in the student's behaviors over time.

Ignore Low-Level Motor Behaviors *(Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004).* Selective ignoring can be an effective teacher response to minor fidgeting or other motor behaviors. If the student's 'fidgety' behaviors are relatively minor and do not seriously derail classroom instruction, the teacher should simply not pay attention to them.

Remove Unnecessary Items From the Student's Work Area *(U.S. Department of Education, 2004).* Students who tend to distract themselves and others by playing with objects behave better when their work area is uncluttered. Take away (or direct the student to put away) any items that the student does not need for the work assignment but might be tempted to play with (e.g., extra pens, paper clips).

Schedule Group 'Stretch Breaks' *(Brock, 1998).* You can increase the focus of your entire class and appropriately channel the motor behaviors of fidgety students by scheduling brief 'stretch breaks.' At their simplest, stretch breaks consist of having students stand next to their desks, stretch their arms, take a deep breath, and exhale

slowly before resuming their seats. Or you can be creative, having students take part in different movements during each break (e.g., "OK class. It's time for a stretch break. Stand by your desk, arms over your head. Then take 3 steps back and 3 steps forward..."). NOTE: When using stretch breaks, be sure that you select movements that all of your students are physically able to accomplish without difficulty.

Seat the Student Next to Distraction-Resistant Peers *(Kerr & Nelson, 1998)*. One useful strategy for managing low-level motor behaviors is to seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.

Select a 'Supportive Peer' *(DuPaul & Stoner, 2002)*. Handpick a classmate who has a good relationship with the student but is not easily drawn off-task and appoint that student as a 'helper peer'. Meet privately with the student and the helper peer. Tell the peer that whenever he or she notices that the student's verbal or motor behavior has risen to the level of distracting others, the peer should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder) to control the behavior. Role-play several scenarios so that the peer knows when he or she can ignore the student's low-level motor behaviors and when the peer should use a signal to alert the student to more distracting behaviors.

Structure Instructional Activities to Allow Interaction and Movement *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004)*. Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer students frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.

Use 'Response Cost' *(DuPaul & Stoner, 2002; Martens & Meller, 1990)*. A strategy to reduce distracting verbal or motor behaviors is to use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever the behavior distracts other students. Here is a simple version that you can use in your classroom: Award the student a certain number of 'behavior points' (e.g., 5) at the start of each class period and write a series of tally marks on the blackboard that corresponds to this number. Privately inform the student that each time that he or she engages in verbal or motor behaviors that obviously distract other students (e.g., cause them to comment on the behavior), you will silently go to the board and erase one point from the student's total. At the end of each class period, the student is allowed to keep any 'behavior points' that remain. Let the student know that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

Use Brief Reminders About Appropriate Behavior and Conduct *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002)*. Provide students with brief reminders of expected behaviors at the 'point of performance', when they will most benefit from it. Consider using structured prompts such as the following for students who tend to blurt out answers: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student." Or you can remind students who have difficulty moving through hallways as part of a group, "Remember to keep hands to self and to walk quietly on the right as we walk to art class."

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Bullies: Turning Around Negative Behaviors

Bullying in school is usually a hidden problem. The teaching staff typically is unaware of how widespread bullying is in their building and may not even recognize the seriousness of bullying incidents that do come to their attention. Teachers who are serious about reducing bullying behaviors must (1) assess the extent of the bullying problem in their classrooms, (2) ensure that the class understands what bullying is and why it is wrong, (3) confront any student engaged in bullying in a firm but fair manner, and (4) provide appropriate and consistent consequences for bullying.

Assess the Extent of the Bullying Problem. By pooling information collected through direct observation, conversations with other staff, and student surveys, teachers can get a good idea of the amount and severity of bullying in their classroom. To more accurately assess bullying among students, a teacher can do the following:

- Drop by unexpectedly to observe your class in a less-structured situation (e.g., at lunch, on the playground). Watch for patterns of bullying by individuals or groups of students. Signs of *direct* bullying could include pushing, hitting, or kicking. Also be on the lookout for prolonged teasing, name-calling, and other forms of verbal harassment. If you should overhear students gossiping about a classmate or see evidence that an individual has been excluded from a group, these may well be signs of *indirect* bullying. Note the names of children who appear to be instigators of bullying, as well as those who seem to be victims.

- A single teacher alone is not likely to see enough student behavior to be able to accurately pick out bullies and victims in his or her own classroom. Ask other school staff that interact with your students (e.g., gym teacher) whom they have may have observed bullying or being victimized within your class or other classes in the same grade. Note the students whose names keep coming up as suspected bullies or victims. Monitor children thought to be bullies especially closely to ensure that they do not have opportunities to victimize other children.

- Create a simple survey on the topic of school bullying. Have your students complete this survey anonymously. Questions to ask on the questionnaire might include "Where does bullying happen in this school?" and "How many times have you been bullied this year?" If your school administrator approves, you may also ask students to give the names of specific children whom they believe are bullies.

  NOTE: When administering this survey to students, you should also share with them the names of trusted adults in the building with whom they can talk in confidence if they are currently victims of bullying.

Ensure That the Class Understands the Definition of 'Bullying'. Children may not always know when their behavior crosses the line and becomes bullying. Two important goals in asserting control over bullying are to create shared expectations for appropriate conduct and to build a

common understanding of what behaviors should be defined as 'bullying'. To accomplish these objectives, a teacher can:

- Hold a class meeting in which students come up with rules for appropriate behaviors. Rules should be limited in number (no more than 3-4) and be framed in positive terms (that is, stating what students should *do* instead of what they should *avoid* doing). Here are several sample rules:
    - ❑ Treat others with courtesy and respect.
    - ❑ Make everyone feel welcome and included.
    - ❑ Help others who are being bullied or picked on.

- Create a shared definition for bullying with the class by having them identify behaviors that are 'bullying' behaviors. List these behaviors on the board. If students focus only on examples of direct bullying, remind them not to overlook indirect bullying (e.g., gossip, excluding others from a group). Tell the class that when you see examples of bullying occurring, you plan to intervene to keep the classroom a safe and friendly place to learn.

Confront Students Engaged in Bullying in a Firm But Fair Manner. When a teacher communicates to the class that bullying will not be tolerated and then intervenes quickly and consistently whenever he or she observes bullying taking place, that instructor sends a clear message to students that bullying will not be tolerated.

Bullies are often quite skilled at explaining away situations in which adults have caught them bullying. When confronted, they may say, for example, "I was just kidding around" or "Nothing happened"--even when the evidence clearly suggests otherwise. You can avoid disputes with students by adopting the 'I-centered' rule for evaluating misbehavior.

- Tell your class that it offends or bothers you when you witness certain kinds of hurtful student behaviors (e.g., teasing, name-calling). Emphasize that when you see such behavior occurring, you will intervene, *regardless* of whether the offending student *meant* to be hurtful.

- If you witness suspected bullying, immediately approach the child responsible, describe the negative behavior that you witnessed, explain why that behavior is a violation of classroom expectations, and impose a consequence (e.g., warning, apology to victim, brief timeout, loss of privilege). Keep the conversation focused on facts of the *bully's observed behavior* and do not let the bully pull the victim into the discussion.

- If the bully's behaviors continue despite your surveillance and intervention, impose more severe consequences (e.g. temporary loss of playground privileges).

Here are additional tips to keep in mind when confronting students who bully:

- When you confront a student for bullying, do so in private whenever possible. A private discussion will remove the likelihood that the confronted student will 'play to the audience' of classmates and become defiant or non-compliant. If you must call a student on his or her bullying behavior in public, do so briefly and in a business-like manner. Then arrange to have

a private discussion with the student at a later time to discuss the bullying incident in greater detail.

- Find an adult in the school with whom the student who bullies has a close relationship. Enlist that adult to sit down with the bully to have a 'heart-to-heart' talk. The adult should be willing to discuss with the student the problems created by his or her bullying behavior, to express disappointment with the student's conduct and to encourage the student to stop his or her bullying. This conference is not intended to be punitive. However, the student should feel at the end of the talk that, while he or she is valued, the student's bullying *behavior* hurts and disappoints those who care about the student.

Provide Appropriate and Consistent Consequences for Bullying. Schools should remember that the relationship between a bully and his or her victim is coercive in nature, and that the bully always wields power unfairly over that victim. Strategies for addressing student conflict such as peer mediation, therefore, tend to be ineffective in bullying situations, as the bully can always use his or her power advantage to intimidate the victim. The most sensible disciplinary approach that teachers can use with bullies is to make sure that they are watched carefully and that adults follow up with firm consequences for each bullying incident. When providing consequences for bullying, the teacher should consider these strategies:

- Assemble a list of appropriate behavioral consequences for bullying. Include lesser consequences for isolated instances of bullying and greater consequences for chronic or more serious bullying. Share those consequences with your class. (In fact, you may want to enlist students to help generate items on the list!) Whenever a student is observed bullying a classmate, intervene and apply a consequence from the list. For example, a student who bullies during lunch might be required to spend several days seated away from his or her friends at a supervised lunch table.

  If a group or class participates in a bullying incident (e.g., children at a lunch table socially ostracizing a new student), hold the entire group accountable and impose a disciplinary consequence on each group member.

- If one of your students takes advantage of unsupervised trips from the room (e.g., bathroom break) to seek out and bully other children, restrict that student's movements by requiring that the student be supervised by an adult at all times when out of the classroom. When you are satisfied that the student's behaviors have improved enough to trust him or her once again to travel out of the room without adult supervision, let the student know that he or she is 'on probation' and that you will reinstate these school 'travel restrictions' if you hear future reports of bullying.

- When you observe a student engaging in a clear pattern of bullying, arrange a conference with that child's parents. At that conference, share with them the information that suggests that the child is bullying other students. Enlist their help to stop the child's bullying. (You will probably want the child to attend that conference so that he or she will understand clearly that the school is monitoring his or her bullying behavior and will impose negative consequences if it continues.)

- Develop a 'reward chart' for the student who bullies. Tell the student that you will put a sticker on the student's chart for each day that you do *not* receive reports from other teachers or from students and do not directly observed bullying or 'unkind behavior'. Let the student know that if he or she manages to collect a certain number of stickers within a certain number of days (e.g., 4 stickers across a 5-day period) for good behaviors, the student can redeem them for a prize or privilege.

Victims: Preventing Students from Becoming 'Bully-Targets'

Children who are chronically bullied are often deeply unhappy in school, suffer from low self-esteem, and often find themselves socially rejected by their classmates as a result of the bullying. Teachers are likely to see another 'hidden' cost of bullying: as students are victimized, their grades frequently suffer.

The best way for any school to assist children victimized by bullies is to adopt a whole-school approach to bully prevention. (See the *References* section at the end of this handout for information about effective school-wide programs to stop bullying.) Even if working alone, however, teachers can take immediate action to make life easier for children in their classroom who are being bullied.
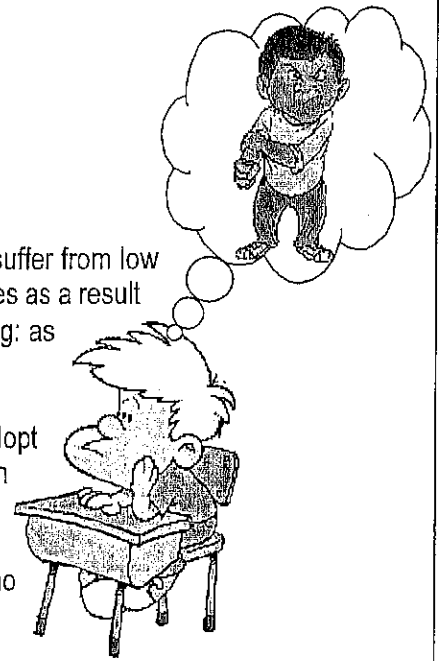
Take Steps to Ensure the Victim's Safety. Victims are often physically weaker or otherwise less powerful than the bully. They may blame themselves for the bullying and believe that adults cannot help them to deal with the bully. When adults intervene to help a victim, they should above all make arrangements to keep the victim safe from future bullying attacks. Consider these ideas as a means for better understanding how seriously victims are affected by bullying in your school or classroom and for helping these victims to stay safe in school.

- Some victims may be reluctant to come forward. Have children complete an anonymous questionnaire that asks them if they are bullied, whether they have witnessed bullying, and where and when bullying that they have experienced or observed took place. Act on students' feedback by taking steps such as increasing adult supervision in locations where bullying takes place to make them safe for all students.

- Select or create a 'safe-room' that is always staffed with adults (e.g., a well-supervised study-hall, 'drop-in' counseling center, Resource Room). During times of the day when the student is most likely to be targeted for bullying (e.g., lunch period), assign the student to the safe-room.

- Examine the victim's daily schedule. For any activities where there is likely to be little adult supervision, either make arrangements to *increase* that supervision or adjust the child's schedule to eliminate these undersupervised 'blind spots'.

Help the Victim to Develop Positive Connections With Others. When choosing a victim, bullies typically target children who have few or no friends. If a child has at least one significant friend in school, he or she is less likely to be bullied –and is usually better able to cope with the effects of bullying when it occurs. The teacher's goal, then, is to strengthen the social standing of the victim with classmates and other students and adults in the school. As people in the school community develop more positive connections with the victimized student, they may be willing to intervene to *prevent* the victim from being bullied.   Here are ideas that may promote positive connections between the victim and other students or adults:

- Train socially inept children in basic social skills, such as how to invite a classmate to play a game or to seek permission from a group of children to join in a play activity.

- Pair students off randomly for fun, interactive learning or leisure activities. These accidental pairings give children a chance to get to know each other and can 'trigger' friendships. Consider changing the seating chart periodically to foster new relationships.

- If a child receives pull-out special education services, try to avoid scheduling these services during class free-time. Otherwise, the child loses valuable opportunities to interact with peers and establish or strengthen social relationships.

- Enlist one or more adults in the school to spend time with the child as 'mentors'. (Once these adults begin to spend time with the child, they will then be likely to actively intervene if they see the student being bullied!) Give these adults ideas for how they can structure sessions with the student (i.e., playing board games, having lunch together, etc.) Suggest to the student that he or she occasionally 'invite a friend' to these activities.

- Train staff, older student volunteers, or adult volunteers to be 'play-helpers'. Train them to organize and supervise high-interest children's game and activities for indoors and outdoors. (When possible, select games and activities that are easy to learn, can accommodate varying numbers of players, and allow children to join in mid-activity.) Place these play-helpers on the playground, in classrooms, in a corner of the lunchroom, or other areas where students have unstructured free time. The play-helpers may also be encouraged to pay special attention to those children with few friends are likely to be socially excluded, making sure that these children are recruited to participate in organized play with adult support as needed.

Teach Assertiveness Skills. After a victim has been repeatedly bullied, he or she may find it very difficult to 'stand up' to the bully. One explanation for the bully's power over the victim is that the bully has learned the victimized student's vulnerabilities. If the victim then starts to resist being bullied, the bully is emboldened to persistently attack the victim (e.g., through teasing, social ostracism, or physical harm) until the victim is again overwhelmed and defeated. At the point where it has become chronic, bullying can be so ingrained that only decisive adult intervention can free the victim from this abusive relationship.

When a bully first approaches and attempts to dominate a potential victim, however, the targeted student still has maneuvering room and may successfully fend off the bully by using basic assertiveness skills. The bully's goal when targeting a student is to exploit the victim's perceived weakness(es) in order to gain dominance over him or her. If the potential victim maintains his or her composure, stands firm, and continues to behave appropriately even when provoked, the bully will find that the supposed victim is not so weak as he or she first thought.

A few simple assertiveness rules that you can teach to students are to:

- Respond to taunts, insults, or teasing with a bland response ("Oh". "That's your opinion." "Maybe.") Don't let bullies see that they have upset you.

- Get away from the situation if you start to get very angry.
- Say "No" firmly and loudly if you don't want to do something that someone tells you to do. Stand straight up and look that person in the eye when you say it.
- Refuse to let others talk you into doing something that you will be sorry for--even if they dare you!
- Report incidents of bullying to adults.

Be sure that you students do not confuse *assertiveness* with physical or verbal *aggression*. While the weaker victim will likely regret aggressively attacking the bully, he or she may well be successful by simply standing firm against the bully. And even if the potential victim is not entirely successful when using assertiveness skills during a particular episode, that student might still manage to stop the bullying from becoming chronic by showing the bully that he or she is not an 'easy mark.'

Establishing a Positive Classroom Climate: Teacher Tips for Managing Group Behaviors

At a recent behavior-management workshop, teachers shared their *best* ideas for managing student behaviors in the classroom. Here are six tips that they offered:
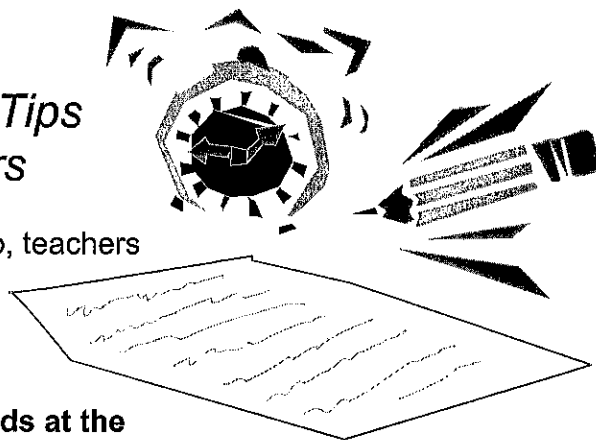
1. **Set firm but fair behavioral standards at the start of the school year.** Teachers who set firm, reasonable expectations for student behaviors send the message from day one that they expect the classroom to be a place of respect, civility, and learning. As one instructor noted, "First impressions are everything. Students need to know the behavioral boundaries in the classroom—and they can only know them if you show them!"

2. **If you teach with others, make sure that all members of the instructional team use consistent discipline practices.** Nothing confuses students more than having various members of a teaching team impose different behavioral expectations and consequences. When teachers on a team are inconsistent in how they respond to student misbehavior, the result can be angry and frustrated students. Be proactive. Hold team planning meetings early in the school year to reach agreement on what kinds of negative student misbehavior warrant consequences and what those consequences should be. Write up the results of that discussion as behavior management guidelines. Then monitor to sure that team members follow the plan consistently! (You may want to go a step further and share your behavioral guidelines with your students.)

3. **Classroom rules: Keep 'em short and sweet.** Classroom rules tend to be most effective when they are few in number (e.g., 3-5) and stated in positive terms whenever possible (e.g., "Work quietly at your desk" rather than "Don't disturb other students!"). Teachers also find that students are more respectful of rules when they have had a voice in coming up with them. Finally, remember to post rules prominently and review them occasionally to 'remind' students that you really do value appropriate behaviors!

4. **Get to know your students from the beginning.** Students are less likely to misbehave or act disrespectfully toward the teacher if they have a positive relationship with him or her. Teachers can get a jumpstart on getting to know their class as individuals by making up a simple survey for students to complete at the start of the school year. By asking students to

answer items such as "What privileges or rewards do you prefer?", "List some learning activities that you enjoy", and "What instructional topics really interest you?", teachers can get interesting insights into their students as well as discover what topics, activities, or rewards are likely to motivate them.

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

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

Creating Reward Menus That Motivate: Tips for Teachers
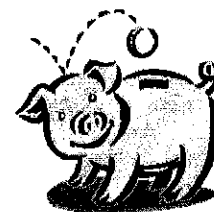
Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions.

Choosing rewards to use as incentives for a student intervention may seem simple and straightforward. A reinforcer, however, probably will not be successful unless it passes three important tests:

- **Acceptability Test.** Does the *teacher* approve of using the reinforcer with this child? Are *parent(s)* likely to approve the use of the reinforcer with their child?
- **Availability Test.** Is the reinforcer typically *available* in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?
- **Motivation Test.** Does the *child* find the reinforcer to be motivating?

Reward systems are usually *most* powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful *choice* of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward.

However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Creating a 'Reward Deck.' A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices typically available in school settings. (Instructors can use the comprehensive sampling of possible school rewards that appears in the next section: *Jackpot! Ideas for Classroom Rewards.*). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.

2. The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck'

3. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For

example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)

4. The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward *a lot*, (b) likes the reward *a little*, or (c) doesn't care for the reward. The teacher sorts the reward options into three piles that match these rating categories.

   The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as well.

5. (Optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.