



Correcting
Chronic and
Severe
Misbehavior

Chapter 9: Correcting

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., January 22, begin planned ignoring intervention for Paulo).

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 1: ANALYZE AND, IF NEEDED, ADJUST THE IMPLEMENTATION OF YOUR BASIC MANAGEMENT PLAN		
<input type="checkbox"/>	<p>I have evaluated my Classroom Management and Discipline Plan and have worked through the Reflection/Implementation form (Reproducible 9.1). I have considered the questions and suggestions and will make some minor adjustments to my management plan or its implementation that may help my student improve his behavior.</p> <p>If no improvement is noted after two weeks, I will proceed to Task 2.</p>	
TASK 2: ANALYZE AND, IF NEEDED, ADJUST THE STRATEGIES YOU ARE USING TO BUILD A POSITIVE RELATIONSHIP WITH THIS STUDENT		
<input type="checkbox"/>	<p>I have evaluated my relationship with the student and have worked through the Connect/Motivation Plan—Reflection/Implementation form (Reproducible 9.2). I have considered the questions and suggestions and will make some minor adjustments in my interactions with the student that may increase the student's motivation to engage in positive behaviors and decrease the frequency and severity of the chronic misbehavior.</p> <p>If no improvement is noted after two weeks, I will proceed to Task 3.</p>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 3: ANALYZE THE MISBEHAVIOR AND DEVELOP A FUNCTION-BASED INTERVENTION		
<input type="checkbox"/>	<p>I understand the common reasons students misbehave:</p> <ul style="list-style-type: none"> • Misbehaviors due to lack of awareness • Misbehaviors due to lack of ability or skill • Attention-seeking misbehaviors • Purposeful/habitual misbehaviors 	
<input type="checkbox"/>	<p>I have worked through the Function-Based Intervention Plan form (Reproducible 9.3), which incorporates the six steps recommended for addressing chronic misbehavior:</p> <p>Step 1: Identify the target (problem) behavior and collect objective data. Use that data as you proceed to Step 2.</p> <p>Step 2: Develop a hypothesis (educated guess) about the function of the misbehavior.</p> <p>Step 3: Identify any specific contexts and conditions (time, locations, tasks) when the target behavior typically occurs (or does not occur).</p> <p>Step 4: Identify a preliminary behavior change (intervention) plan based on your hypothesis about the function of the misbehavior and your understanding of when (under what conditions) the behavior typically occurs.</p> <p>Step 5: Discuss your preliminary intervention plan with the student and, if appropriate, the student's family.</p> <p>Step 6: Implement the intervention plan for at least two weeks. Continue to collect data on the target behavior to evaluate the plan's effectiveness.</p>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<input type="checkbox"/>	<p>For misbehaviors due to lack of awareness, I understand the four-phase intervention process:</p> <ol style="list-style-type: none">1. Make sure the student knows what behavior you expect him to exhibit (the target or goal behavior).2. Respond to instances of the misbehavior in a manner that lets the student know he is not meeting the goal.3. Monitor the student's behavior so that you, the student, and the student's family have an objective basis for discussing progress.4. Provide positive feedback when the student is successful or makes improvements. If positive feedback doesn't seem sufficient to motivate the student to stop exhibiting the behavior, consider using some kind of incentive (reward).	
<input type="checkbox"/>	<p>For misbehaviors due to lack of ability or skill, I understand the four-phase intervention process:</p> <ol style="list-style-type: none">1. At a neutral time, have a discussion and/or provide lessons on the goal behavior(s).2. Correct errors in a manner that provides instruction.3. Make accommodations to increase the student's chance of success.4. Provide positive feedback when the student is successful or makes improvements. Set up reward-type incentives if simple positive feedback seems insufficient to motivate the student.	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<input type="checkbox"/>	<p>For attention-seeking misbehaviors, I understand the steps to take to implement the intervention of planned ignoring:</p> <ol style="list-style-type: none">1. Ascertain whether ignoring is an appropriate response.2. Discuss the proposed plan with the student.3. When the misbehavior occurs, continue what you are doing and provide positive feedback to other students.4. When the attention-seeking misbehavior ceases, give the student attention.5. Maintain frequent interactions with the student when he is not misbehaving.6. Monitor the student's behavior to determine whether progress is being made.	
<input type="checkbox"/>	<p>For purposeful/habitual misbehaviors, I understand the three components of an intervention plan:</p> <ol style="list-style-type: none">1. Remove any positive or satisfying aspects of demonstrating the misbehavior.2. Demonstrate to the student that positive behavior leads to positive results.3. Respond to the misbehavior by assigning appropriate corrective consequences.	