



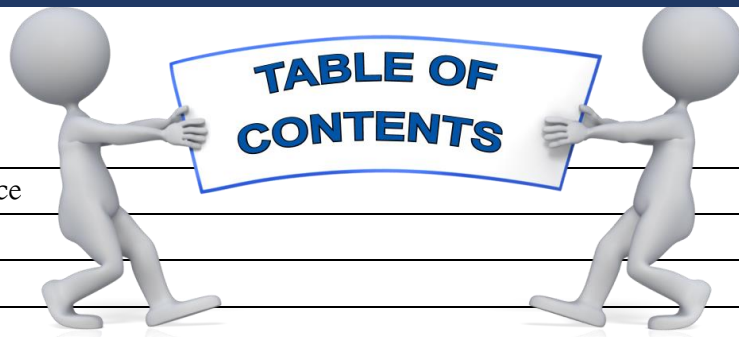
**Brownsville**  
Independent School District

# Special Services Department

## Elementary Behavior Intervention Handbook



**Believe** in **BISD**™



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## DEFINITION of EMOTIONAL DISTURBANCE

IDEA includes a definition of Emotional Disturbance with criteria that must be met if students are to be served in this category. This definition is a useful guideline for all teachers who are interested in understanding the nature of students' emotional and behavioral problems. It describes the term emotional disturbances in this way:

The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors
- b. An inability to build or maintain satisfactory relationships with peers and teachers
- c. Inappropriate types of behaviors or feelings under normal circumstances
- d. A general pervasive mood of unhappiness or depression
- e. A tendency to develop physical symptoms or fears associated with personal or school problems



The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are emotionally disturbed. (Federal Register)

If a student meets the criteria for the emotional disturbed category and the disability interferes with performance in school, he/she may qualify for special education services.

## SERVICES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEMS

Many students in public schools experience emotional and/or behavioral problems. When students' emotional and behavioral problems are long-term and have a negative impact on educational performance, these students may qualify for services under Section 504 of the Rehabilitation Act of 1973, or the Individuals with Disabilities Education Act (IDEA).



*If students meet the IDEA criteria for the emotional disturbance(ED) category, then they qualify for special education services. Each student in special education has an Individualized Education Plan (IEP), which describes the students' academic or social goals and objectives, any related services for which the student qualifies, and the instructional arrangement for the student throughout his/her school day. Many students in special education also have a Functional Behavioral Assessment (FBA) from which data is gathered to determine if student needs a Behavioral Intervention Plan (BIP) included in his or her IEP. The purpose of the BIP is to clearly articulate behavioral goals for the student, positive teaching strategies that will be used to teach those behaviors, negative consequences for misbehavior, and methods and procedures for evaluating progress.*

**\*\* Note\*\*** the identification of Emotional Disturbance does not determine placement.

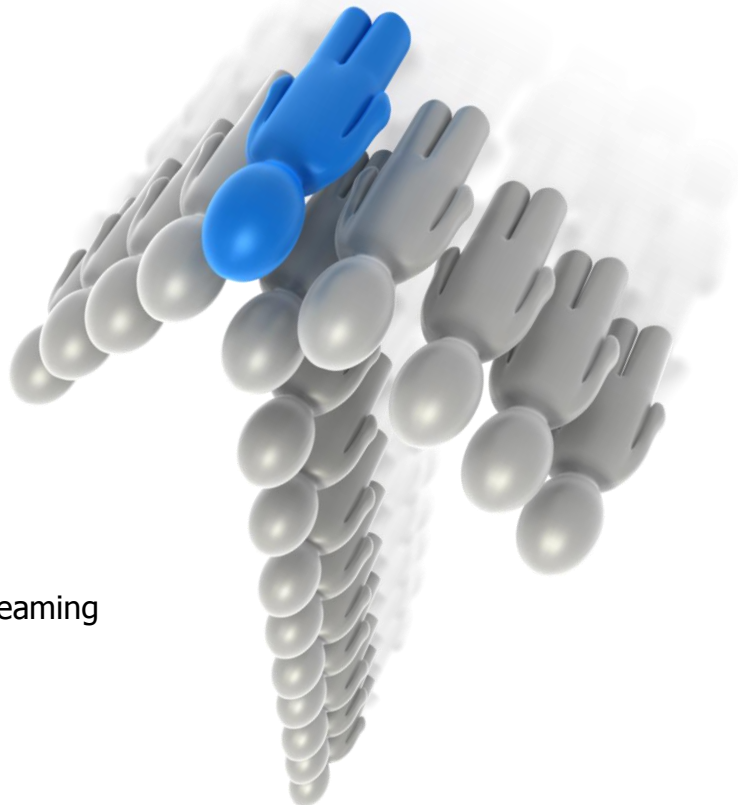
## EDUCATIONAL PLACEMENT OPTIONS FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS

In accordance with the IDEA all students in the Brownsville Independent School District who qualify for Special Education are served in the least restrictive environment with their non-disabled peers. Placement decisions are made on an individual, case-by-case basis. Students who are classified as ED and/or other students whose needs warrant special programming may be educated in any combination of instructional placements.

The continuum of services are:

- General education
- In Class Support
- Resource Support
- Behavior Intervention with Mainstreaming
- Behavior Intervention Classroom

# Least Restrictive



# Most Restrictive

## ELEMENTARY GOALS OF THE BEHAVIOR INTERVENTION PROGRAM

All teachers and families want their students to succeed in school, both behaviorally and academically. Because their behavior often interferes with learning, students with serious emotional/behavioral problems require IEP goals that address both of these areas. BISD's Behavior Intervention Program has several general goals. These goals apply to all students in the program and are most critical for students whose needs require placement in Behavior Intervention Classes.

The goals are:

- To improve students' behavior
- To develop self-awareness, self-monitoring, and self control skills
- To maximize academic achievement, including instruction at enrolled grade level
- To maximize integration into general education environments



## Things to Be Done By Day One



- ☐ Acquire class roster
- ☐ Create Paraprofessional Schedule
- ☐ Review psychological
  - Note recommendations
    - Academic
    - Behavioral
- ☐ Provide campus administration with a copy of BIP's—BIP's should be placed in a centralized location
- ☐ Review IEP's/FBA's/BIP's
  - Note
    - Goals
    - Objectives
    - Daily student schedule / Schedule of Services
    - Related services
    - Accommodations/ Modifications
- ☐ Create and organize portfolios
- ☐ Arrange classroom
  - Carrels
  - Desks
  - Student materials
  - Reinforcement area
  - Cooling off area
  - Independent work
  - Group work
  - Trading
  - Store— Inventory Items
- ☐ Arrange student seating based on behavioral needs
- ☐ Decide on organizational system for student work folders
  - Color code
  - Label
  - Daily work
  - Tests
- ☐ Prepare carrels
  - Names
  - Area for finished work
  - Area for check sheet
- ☐ Design check sheet
- ☐ Determine/post point percentages
  - Good day
  - Daily trading
  - Reinforcement (activity time)
  - Friday Reinforcement
- ☐ Post management system
  - Class rules
  - Positive consequences
  - Negative consequences
  - Crisis plan
  - Friday Fun Chart
  - Student graphs
  - Organizational wheel
  - Instructional groups/staff rotation
  - Classroom schedule
  - Prepare check sheet/homework folders
- ☐ Prepare interest inventory

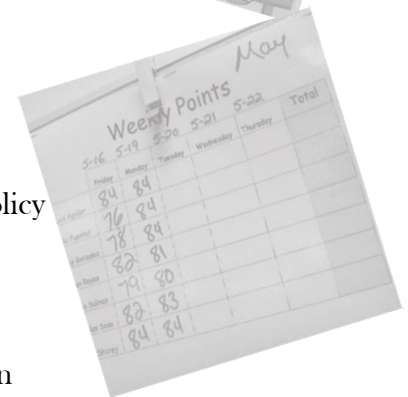


# BEHAVIOR INTERVENTION ELEMENTARY

## CRITICAL ELEMENTS

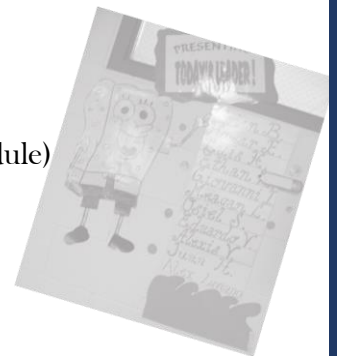
### 1. WALL DISPLAYS

- ☐ Classroom rules
- ☐ Continuum of positive and negative consequences
- ☐ Continuum of reinforcement
  - Daily reinforcement
  - Daily trading
  - Friday Reinforcement
  - Store
- ☐ Social Skills
- ☐ Instructional Organizational Chart
- ☐ Behavioral graphs
- ☐ Crisis management plan(s)
  - Acting out person
  - Outcry/Medical emergency-see district/campus policy



### 2. ROOM ARRANGEMENT

- ☐ Classroom is clean and neatly arranged
- ☐ Areas for individual, small group, and large group instruction
- ☐ Area designated for reinforcement
- ☐ Cool down area
- ☐ Store



### 3. STUDENT/STAFF GROUPINGS

- ☐ Evidence of student/staff rotation (teacher/paraprofessional class schedule)
- ☐ All students have opportunity to work with all staff

### 4. INSTRUCTIONAL MANAGEMENT

- ☐ Lesson plans are prepared that reflect daily instruction
- ☐ Lesson plans are correlated to individual student IEP's
- ☐ Lesson plans should reflect daily social skills
- ☐ Each student receives academic instruction at enrolled grade level

### 5. PORTFOLIO

- ☐ Binder with dividers/tabs:
  - Student data/ Communication logs/Class schedule
  - Accommodations/Modifications/Progress reports
  - Incident log/Reinforcement log/Office referrals/debriefing forms
  - Conference forms (students/parents/teachers)
  - ARD information = IEP/FBA/BIP/FBA questionnaire
  - Coordination Day
  - Progress charts/Behavior graphs
  - Point sheet/contract
  - Miscellaneous

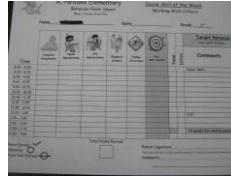


# REQUIRED CLASSROOM MANAGEMENT ELEMENTS AND PROCEDURES



# CLASSROOM MANAGEMENT ELEMENTS

1. Point Sheets



2. Monthly Graphs (updated daily)



3. Organizational Chart



4. Daily reinforcement (Activity time)



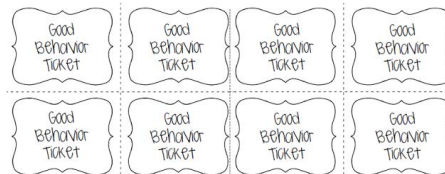
5. Daily Trading



6. Friday Reinforcement



7. Tickets/Mascot Money



8. Class Store



## POSITIVE REINFORCEMENT

Positive Reinforcement is a procedure whereby a student, contingent upon performing a specific behavior, is rewarded to maintain or increase that behavior.

- Positive reinforcement increases the chances that a student will do something appropriate that will benefit him in the future.
- The procedures used should encourage, support, and empower students to achieve positive outcomes in school and in the community.
- By encouraging appropriate behavior we are preparing the students to succeed in life after they graduate and enter the adult world.
- As the student progresses through the program, the goal is to decrease the amount of tangible reinforcers earned and increase non-tangible reinforcers.

By decreasing extrinsic motivation and increasing intrinsic motivation, students will have a smoother transition to post-secondary life.

Research has shown that students with behavioral disorders have difficulty with delaying gratification. Therefore, there should be a continuum of reinforcers: daily, weekly, and long term.

The activities below are instructional and are rights that are afforded to all individuals and may not be withheld:

- School Wide Functions
- Campus Career Day
- Assemblies
- Award Ceremonies
- Seasonal Parties
- Program or Class Movies
- Field Day
- Class Parties
- Class Field Trips
- Class Field Trips w/Regular Ed Class
- Classroom Guest Speakers

Very well done! Luv it! Super! That's fantastic! Aren't you clever! Wonderful! Stupendous! Fabulous! What talent! Marvelous! You're the best! How cute! Awesome! Magnificent! Well done! Really Amazing! Superb! That's Lovely! Beautiful! Terrific! Delightful! Great! Amazing! Very good indeed! Unbelievable! That's gorgeous! Wotta Star! Brilliant!



# CLASSROOM RULES

Speaks Appropriately



Sits Appropriately



Completes Assignments



Follows Directions



Respects Others



## POSITIVE CONSEQUENCES



Lots of Praise and Smiles

Earn Points

Earn Tickets

Daily Trading

Daily Reinforcement

Store

Friday Reinforcement

Good Notes Home

## UNDESIRABLE CONSEQUENCES



Warning

Will Not Earn Points

Will Not Earn Daily Reinforcement

Will Not Earn Tickets

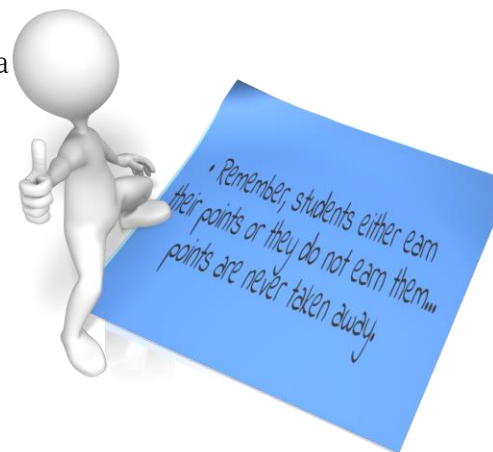
Will Not Earn Friday Reinforcement

Loss of Privileges

## POINT SHEET PROCEDURES

The point sheet is an integral component of the BI program. It allows the student to monitor his/her own behavior, provides feedback, documents progress, and is a daily line of communication between the school and home. It is the most valuable teaching tool used in the BI classroom.

- Every day in the BI class is a new beginning.
- The point sheets should have the date and the student's full name filled out in advance. You may want to have at least one week worth of point sheets on hand.
- The point sheets are kept with the students at all times.
  - The point sheets should be kept with the student when the student is in his/her area.
  - The students should take their point sheet to the table when they are called to group.
  - The students will hand their point sheet to the paraprofessional when they line up. The paraprofessional will take the point sheets, on a clipboard, to lunch, PE, etc. When the students return to the classroom the paraprofessionals and or the teacher redistribute the point sheets and review the status with the students.
- **Inappropriate Behavior**
  1. Verbal and a visual circle warning
  2. Non compliant within 30 to 60 seconds he/she does not earn that point
  3. An X is placed within circle warning
- ***Remember, students either earn their points or they do not earn them...points are never taken away.***
  1. Use the following strategies to diffuse the situation:  
**STRATEGIES:**
    - Allow the student to cool off in a neutral area
    - Change personnel
    - Reduce assignment
    - Change activity
    - Use distracters
    - Help the student to problem solve
    - Listen to the student
    - Use the CPI verbal de-escalation strategies
    - Review appropriate social skills



- **Appropriate Behavior:**

1. Pair verbal praise with ticket/mascot money
  2. At the end of each time slot you must review the point sheet individually with the students
  3. Tell them which points they have earned and place a check mark
  4. Use a timer to help keep track of the time
- Stay within the correct time slot; do not move to the next time slot. If the student has not earned any of the points in a time slot and is still not compliant, reevaluate how you are using the sheet. See above strategies.
  - It is not possible for a student to earn negative points.
  - A student may not earn “bonus” points to replace unearned points.
  - It will be rare for a student to lose all of their points within a given time slot. Telling a student “that’s your time slot” and marking through the whole time slot for one infraction is not allowed.
  - *Use only positive comments on the point sheet.*
  - **At the end of the day:**
    1. Close out the point sheets
    2. Meet with each student individually
    3. Discuss the point sheets with them: address the areas that did not go well and the areas that need improvement
    4. Give suggestions for how to improve the next day
    5. Always find something encouraging to say to each child at the end of the day
  - Indicate on the sheet if the student has met their percentage for the day.
  - Encourage parents to reinforce students at home for earning their percentages.
  - The students must take the point sheet home daily and return it the following day with the parents’ signature.
  - Possible consequences for failure to return the point sheet signed:
    1. Phone call to parents/parent conference/home visit
    2. A zero on the Friday Reinforcement Chart until the point sheet is returned signed
    3. Individual contract
  - The teacher should file the signed point sheets chronologically for each student in a large binder.



 A form titled "A. Paredes Elementary Behavior Point Sheet" with a small cartoon character logo. It includes fields for Name, Date, and Grade. The form is divided into columns for various behaviors: Complete Assignments, Listen Appropriately, Stay Appropriately, Respect Others, Follow Directions, and Use Self-Control. Each column has a corresponding icon. There is a "Total Points Earned" section at the bottom left, a "Parent Signature" section at the bottom right, and a "Comments" section. The form also includes a "Target Behavior" section and a "Social Skill of the Week" section.

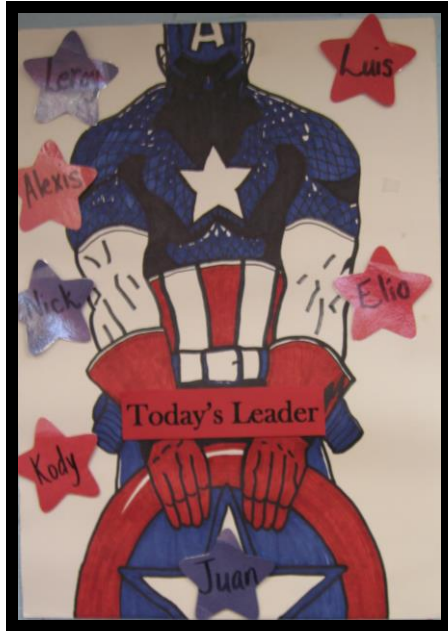
## MONTHLY GRAPHS

Documenting and displaying student behavior is a critical element in the BI classroom. Monthly graphs are used in order to allow students to monitor their progress. The following is the procedure that will be used with the monthly graphs:



- The graphs must be posted and visible in an area of the classroom.
- Graphs may be placed in a folder on inside of door.
- At the end of each day the teacher writes in the number of points/percentage each student earned that day and draws a line on the graph that corresponds with the points/percentage.
- The student then colors up to the line on the graph (**green**= met % - **red** = did not meet %).
- Teach the students how to analyze and correct their behavior using the graph.
- Completed graphs are filed in each student's portfolio at the end of month.

## Organizational Chart



The organizational chart is a critical element of the BI program.

It is an effective tool for transition management and classroom organization.

Each child's name is on a chart/organizational chart and a marker is moved daily to indicate who will be the leader for the day.

The leader is not only first in line but is also responsible for all other duties; handing out papers, running errands (may require assistance from the paraprofessional), watering plants, erasing the board, calling to groups, playing games, choosing reinforcement option, etc.

The organizational chart (wheel) is used for:

- Line order
- Calling students to group
- Reinforcement
- Games
- Instruction
- Restroom/Drinks
- Trading
- All other activities involving the whole class



## PROCEDURES FOR DAILY REINFORCEMENT

Daily reinforcement is an essential element of the BI program. Students should have the opportunity to earn at least 20 minutes of activity time at the end of each day.

- Students receive reinforcement by:
  - earning a set percentage of points
  - having all daily assignments completed
  - having a clean and organized area
- The teacher calls the students one at a time (using the organizational chart) to review the point sheet/grade sheet and determine whether they have earned reinforcement.
- If the student meets criteria, then he/she may choose an activity.
- Only two students may choose any one activity.
- The students may not change activities once an activity has been chosen. If the student decides he/she does not like the activity they have chosen they may go back to their desk and sit quietly until the end of reinforcement time.
- A bell or timer may be used to indicate the end of the reinforcement time. A five minute warning should be given for students who have difficulty ending an activity.
- At the end of reinforcement time the students should quietly pick up, put away all materials, and return to their desks.
- If the student has not met criteria:
  - Review points not earned
  - Review/reteach appropriate social skills
  - Make a plan of action



Game systems  
should be used  
as a daily  
reinforcer!

## PROCEDURES FOR DAILY TRADING

- Establish an area for trading
- Acquire 4 bins or boxes and label as follows:

1. 70-75 %
2. 75-80 %
3. 80-90 %
4. 90-100 %



- Fill each container with appropriate reinforcers for that particular percentage. (see trading suggestions)
- During reinforcement, using the organizational chart, the teacher calls each student individually to the trading area.
- The teacher reviews the point sheet and provides positive feedback to each student.
- Based on the percentage of points the student has earned he/she may choose a reinforcer from the appropriate bin.
- If the student earns less than 70% of the daily points for the day the teacher provides feedback focusing on the positive and he/she does not trade for that day.



## SAMPLE TRADING SUGGESTIONS

### 70-75%

Stickers  
Small Erasers  
Small plastic toys  
Dinosaurs  
Toy soldiers  
Party favors

### 75-80%

Super Balls  
Pencils  
Pens  
Rulers  
Parachute Men

### 80-90%

Silly Putty  
Markers  
Crayons  
Marbles  
Pens  
Bubble wands

### 90-100%

Note Pads  
Toy Cars/Motorcycles  
Post It Pads  
Jacks  
Juice/Water  
Dollar Store Toys  
Fruit roll-ups



## PROCEDURES FOR FRIDAY REINFORCEMENT

One of the most important and effective strategies in changing student behavior is the use of positive reinforcement. Friday Reinforcement is a key element in a class-wide management system.

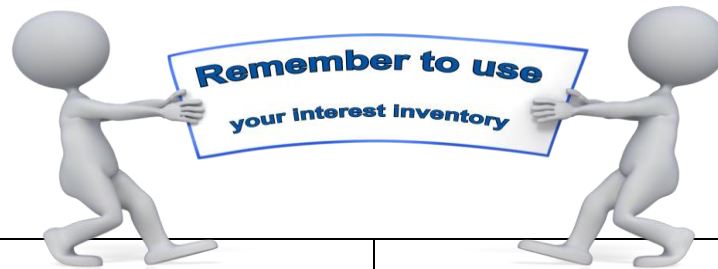
### The steps to implement Friday Reinforcement are:

- Post a Friday Reinforcement chart.
- Determine the criteria for earning Friday Reinforcement. The criteria should be based on the daily point sheet.
- On the first day inform the students what the Friday Reinforcement will be or you may allow the students to vote on a reward of their choice or from the reward menu.
- Post the reward choice (include a picture if possible) to serve as a reminder of what they are working for throughout the week.
- Remember to change the reward choices often to maintain high student interest.
- Discuss with the students the criteria for earning Friday Reinforcement.
- Post or tally daily points on the Friday Reinforcement chart so the students may monitor their progress.
- On Friday total the points on the chart to determine which students have met the criteria for the reward.
- *Friday Reinforcement should be no more than 1 hour at the end of the instructional day.*



	5-16 Friday	5-19 Monday	5-20 Tuesday	5-21 Wednesday	5-22 Thursday	Total
Luis Aguilar	84	84				
Diego Fuentes	76	84				
Diego Gonzalez	78	84				
Don Reyes	82	81				
Diego Salinas	79	80				
Diego Sosa	82	83				
Shirley	84	84				

## IDEAS FOR FRIDAY REINFORCEMENT

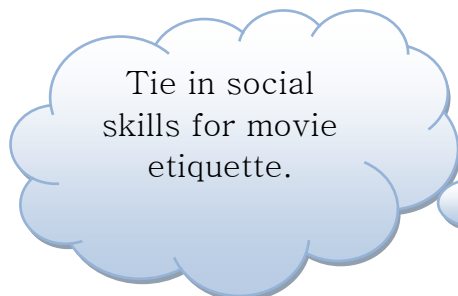


Snack		Activity
Banana Splits		Blowing Bubbles
Frito Pie		Flying Kites
Popsicles		Picnic
Popcorn		Playing Ball
Watermelon		Listening to music
Ice Cream		Extra reinforcement time
Nachos		Playing board
Chips and Dips		Outside games
Cake		Crafts
Coke Floats		Cooking activities



**REMEMBER:**  
to refer to BISD  
Food and Nutrition  
Guidelines

Limit the use of movies as a reward to once six weeks!!



## PROCEDURES FOR TICKETS/MASCOT MONEY



Tickets/mascot money is a critical component of the BI class-wide management system. The use of tickets/mascot money is an excellent tool for reinforcing positive behaviors continuously throughout the day. You may use either tickets or play money. Tickets/mascot money is given to the students immediately after the desired behavior occurs.

### SOME EXAMPLES OF HOW STUDENTS MAY EARN TICKETS/MASCOT MONEY:

- Entering the classroom quietly
- Participating in class discussions
- Giving correct answers
- Getting the teachers attention appropriately
- Lining up correctly
- Going to group correctly
- Giving a compliment
- Praising another student
- Acts of kindness
- Working quietly
- Ignoring inappropriate behaviors of others
- Being a good role model
- Walking away from conflict
- Actively using social skills steps
- Attempting to use good social skills
- Greeting others appropriately
- Returning point sheets and notes that have been sent home to be signed
- Assignments completed in a timely manner
- Running errands appropriately



## Do(s) and Don't(s) for Tickets and Mascot Money

### DO

- Give tickets/mascot money fairly and consistently
- Set a specific time when students may count tickets/mascot money
- Provide a specific pocket or container in which students must keep their tickets/mascot money

### DON'T

- Do not take away tickets/mascot money already earned by students

### Rules for Tickets/Mascot Money

- Tickets/mascot money must be placed in their containers immediately
- Tickets/ mascot money may not be shared
- Tickets/ mascot money may only be counted at designated times



Tickets/Mascot Money is used for purchasing items from the class store.

## PROCEDURES FOR THE CLASS STORE

The class store is an ongoing part of the BI program. The students are reinforced for making the right choices and for displaying appropriate behaviors. At the beginning of the school year each class is allotted money for materials and for incentives. These incentives may be used for daily trading and/or the class store.



- **Class Store:**
  - The class store is not open every day.
  - A specific day(s) and time(s) for the store to be open must be designated at the beginning of the school year and posted visually.
  - Criteria for access to the store must be posted.
  - The students earn tickets/mascot money daily for appropriate behaviors that are used for purchasing items in the store.
  - Tickets/mascot money is saved and counted on the day(s) the store is open.
  - The items in the class store are of high interest and of a higher value than the items in the daily trading boxes.
  - Items should be priced with visual displays on the wall or outside your store.
  - The students may choose an item and place it on “lay-away” until they have earned the designated number of tickets/mascot money.
  - All unused tickets are accumulated and may be used for future purchases.
- **Procedures for calling students to class store:**
  - The students are called one at a time according to the organizational chart.
  - Student brings tickets and redeems for 1 item at store.
  - Reasonable time should be designated for individuals to choose item from store (2-3 minutes maximum).
  - Have the student signed for any item valued over \$1.00 (Refer to page ELEM 63)



**REMEMBER:**  
Students must meet  
criteria in order to  
purchase items from  
the store



## PROCEDURES FOR LINING UP/LINE BEHAVIOR



Line behavior is one of the most basic classroom/ social skills. BI students need to be taught how to line up and the correct procedures for walking in a line. These skills must be taught and reinforced consistently in order for the BI student to be successful in the mainstream.

### Steps for lining up students:

- Students are lined up in order of the organizational chart.
- The first student is called to line up.
- The student goes to the door, hands the teacher his/her pointsheet, faces the front and places his/her hands behind their back.
- When the first student is standing quietly with their hands behind their back, the next student is called.
- The second student must leave a space of about 18 inches between himself and the student in front of him. Indicators on the floor showing students where to stand are a good idea.
- When the first and second students are both standing quietly and correctly call the third student.
- Do not call another student to line up until the students who are already in line are all lined up correctly.
- Continue in this manner until all of the students are lined up quietly with their hands behind their backs.
- At first, it may take a while to line your students up, so plan accordingly. Once they learn the procedure and understand that you are going to be consistent things will go smoothly.

### Line Behavior:

- The teacher should walk at the back of the line so that he/she can see all of the students.
- A paraprofessional may walk next to the line leader.
- The lead student should stop at all corners or intersections and wait for instructions to continue from the teacher.
- Students need to keep their hands to themselves and maintain the 18 inch distance between themselves and the person in front of them.
- Students should not be allowed to talk while moving about the campus in a line.



Reinforce and practice line behavior often.

## RESTROOM PROCEDURES



Every element of the school day in the BI unit is structured and instructional, including use of the restroom and water fountain. How to use a public restroom appropriately is an important social skill.

- The students go on scheduled restroom breaks as a group with the teacher and the paraprofessionals.
- Students line up outside of the restroom (according to organizational wheel chart).
- Students go into the restroom one at a time.
- There should be no more than one student in the restroom at any given time.
- An adult stands at the door monitoring the restroom while another monitors the line.
- Students drink water after using the restroom and then form a new line, again in order.
- Tickets/mascot money is given for good line behavior, remembering to wash hands, flush. etc.

The following is a guideline for possible restroom break times. Four breaks are recommended throughout the day.

- After breakfast
- Before lunch (hand washing)
- After lunch
- After P.E.

Students should not be allowed to leave the room to drink water or use the restroom at any other time, unless it is an extreme emergency, and then they will need to be escorted by a paraprofessional.

## PROCEDURES FOR CALLING STUDENTS TO GROUP



1. Announce the subject  
("It's time for math")
2. Announce materials needed for each group  
("Group one will need their pointsheet, math folder, math book and a pencil")
3. State expectations  
("When I call your name, gather your materials, push your chair in, quietly walk to your group, then sit and wait for instructions")
4. Using the organizational wheel chart:
  - call each student individually
  - direct student to the appropriate group  
("Joey you are in group one with Mr. Garcia at the back table")
5. Wait and Watch:
  - Look for opportunities to reinforce appropriate behaviors with praise and tickets
  - Look for opportunities to re-teach correct classroom skills
  - Model as needed
6. Call the next student
  - Follow above procedure until all students are seated

## PROCEDURES FOR GETTING THE TEACHER'S ATTENTION



Regular education teachers report that students calling out “is one of the most disruptive behaviors in their classes. Teaching the BI student how to get the teachers attention appropriately is imperative for him or her to achieve success in the mainstream setting.

- Steps for getting the teacher’s attention:
  1. Look at the teacher
  2. Raise your hand
  3. Wait quietly until the teacher calls your name
- When student calls out:
  1. Teacher reviews the steps with the student
  2. Teacher walks away
  3. Student follows the steps
  4. Teacher praises student and answers students question or addresses request

**Be consistent!!**

Look at the teacher



Raise your hand



Wait



Ask your question



## SOCIAL SKILLS

Typically, students in the behavior intervention unit lack appropriate social skills.

Social skills are a planned lesson and must be taught on a daily basis.

Lesson plans should correlate with the student's behavior intervention plans and needs.

Research indicates that children with social skill deficits may develop the following behaviors:

1. Aggressive / anti- social behavior
2. Juvenile delinquency
3. Abusive behaviors
4. Mental health disorders
5. Loneliness and despondency
6. School failure/dropout
7. Drug and alcohol abuse
8. Unemployment



## **SOCIAL SKILLS LESSON COMPONENTS**



Objective

Rational

Modeling

Role Play

Rehearsal

Practice

Coaching

Feedback

Generalization

## SOCIAL SKILL LESSON COMPONENTS



**Objective** – A social skill lesson is much like any other lesson. The objective is stated and written on the board at the beginning of the lessons.

**Rationale** – Here the teacher explains to the students the importance of learning the skill. The personal benefits and relevance are made clear.

**Modeling** – First, demonstrate and ask for the students to help you. Emphasis must be on the skill steps. Have students state how the steps were demonstrated.

**Role Play** – To start with an indirect approach, the teacher could start with lessons such as having the students write a true story or a movie about themselves at school or at home, with other kids. The story or movie should incorporate the skill of the week.

**Role Play and Rehearsal** – Follow these steps to role play and rehearse with the students: (The more you follow all the components that have been outlined for you, the easier the lessons will become. It will seem awkward for the students at first. Keep rehearsing and it will soon become a routine for them.)

1. Select a volunteer or encourage a student to help you  
Student must state:
  - Who is involved in the situation
  - What is happening
  - What he/she will say or do
2. Select another student to role play with the first
  - Student and follow step # 2
  - Instruct the other students ( observers ) to carefully
  - Watch the role play. Pay close attention to skill steps.
3. Begin role play with a quick phrase such as, “Action”
4. Watch carefully to make sure students respond appropriately.

**Do not allow any physical contact or verbal abuse.**

If problems occur: see Coaching Step #1 – 4

**Practice** – Continue selecting volunteers and follow the same procedures until all students have had an opportunity to role play.

**Coaching** – Watch the role play carefully to make sure that students respond appropriately and effectively, allow him/her to complete the role play.

If he/she fails to use the appropriate skill steps: (that is, if he/she begins to use inappropriate or ineffective behavior)

1. Discuss the importance of being good observers of each other's behavior. This can be done by reminding students that they can learn a lot from each other, and that they can help each other learn new ways of getting along.
2. Instruct group members that an important part of the social skills group is being able to give each other ideas about what they are doing well (behaviors that other kids like), and ideas about what they are not doing well (actions that other students may not like, or that could be changed).
3. Teach students five steps for giving feedback:
  - Use a nice voice.
  - Look at the person.
  - Wait for an appropriate time.
  - Start by saying something positive (something that the person is doing well).
  - Provide a suggestion for changing a particular behavior.
4. Encourage students to use statements that are common in their vocabulary. This increases the chance that they will use similar statements in other situations. It also increases the chance that the receiver of the feedback will take it seriously. For example, a statement such as "That was great the way you kept your cool when Rex tried to get into a fight!"
5. Model what giving feedback looks like, using several examples.
6. Have students practice by giving feedback to leaders following modeling examples.
7. Suggest that students provide feedback during discussions, role plays, and other times during group.
8. Discuss opportunities that students have outside of the group when they give feedback using the techniques learned in group.



9. Throughout all group sessions, provide ample opportunities for students to give each other appropriate feedback.

**Generalization** – There are five basic steps to promoting generalization with the use of reinforcement, prompting, and modeling:

1. Recognize opportunities for students to use the positive social skills that were taught in social skills training.
2. Reinforce all attempts that students make to use skills with a statement such as, “Nice Job for using (or trying to use) the steps of joining in!”
3. If students fail to attempt a skill, prompt them with a statement such as, “This is a good time for you to try the steps of problem solving.”

Next:

- If students fail to attempt the steps after the prompt, reinforce them with a statement such as, “I like the way you tried using the steps of self-control!”
  - If students use the steps appropriately, reinforce them with statement such as, “Great job using the steps of problem solving!”
4. If students fail to attempt the skill or perform it inappropriately, model it by acting out the steps. Next:
    - a. If students respond positively (attempt the skill steps), reinforce their attempts with as statement such as, “I like the way you tried to use the steps of accepting ‘no’!” If students’ attempts are successful, reinforce that with a statement such as, “Great job using the steps of self-control!”
    - b. If students attempt the skill but are unsuccessful, provide feedback and instruction on how to use the skill. A statement such as, “The next time Jeff teases you, you can stop, count to five, and think about your choices.”
    - c. Prompt the student again to engage in the skill with a statement such as, “Try the steps of problem-solving again.”
  5. If students fail to attempt the skill, or their attempts are unsuccessful, provide feedback and instruction on how to use the skill with a statement such as, “When you lose a game, first stop and count to five. Then think about your choices and the consequences.” Prompt students to use skills at a later date with a statement such as, “Why don’t you try to use the steps of self-control later when you have the problem again?”



## SUGGESTED SOCIAL SKILLS TOPICS

Orientation  
Being Responsible  
Mainstreaming  
Following Directions  
Team Building  
Task Completion  
Bus Behavior  
Cafeteria Behavior  
P.E. Behavior  
Setting Goals  
Building Self-Esteem / Self - Confidence  
Impulse Control (Self-Control / Failure / Disappointment)  
Coping Skills (Relaxation / Stress Reduction)  
Coping Skills (Dealing with Feelings)  
Coping Skills (Family Violence / Holiday Stress)  
Being Honest  
Telling the Truth / Fact and Fantasy  
Making Friends  
Making and Keeping Friends  
Communication Skills (Verbal and Non-verbal)  
Communication Skills (Accepting Negative and Positive Feedback)  
Accepting Responsibility  
Interpersonal Relations (Conflict Resolution)  
Interpersonal Relations (Attitude and Getting Along with Others)  
Personal Hygiene  
Social Eating  
Peer Pressure (Positive and Negative)  
Peer Pressure (Refusal Skills)  
Being Assertive (Passive, Aggressive, Assertive)  
Being Assertive (Verbal Requests)  
Classroom Behaviors Necessary for Mainstreaming  
Decision Making / Problem Solving  
Building Violence Prevention Skills  
Drug Awareness



# Portfolio



The BI teacher will maintain a working portfolio for each student.

Divide as follows:

Tab 1: *Student Data/Communication Log/Class Schedule*

Tab 2: *Accommodations/Modifications/Progress Reports*

Tab 3: *Incident Log/Reinforcement Log/Office Referrals/Debriefing Forms*

Tab 4: *Conference Forms (students/parents/teachers)*

Tab 5: *ARD Information=IEP/FBA/BIP/FBA Questionnaire*

Tab 6: *Coordination Day*

Tab 7: *Progress Charts/Behavioral Graphs*

Tab 8: *Point Sheet/Contract*

Tab 9: *Miscellaneous*



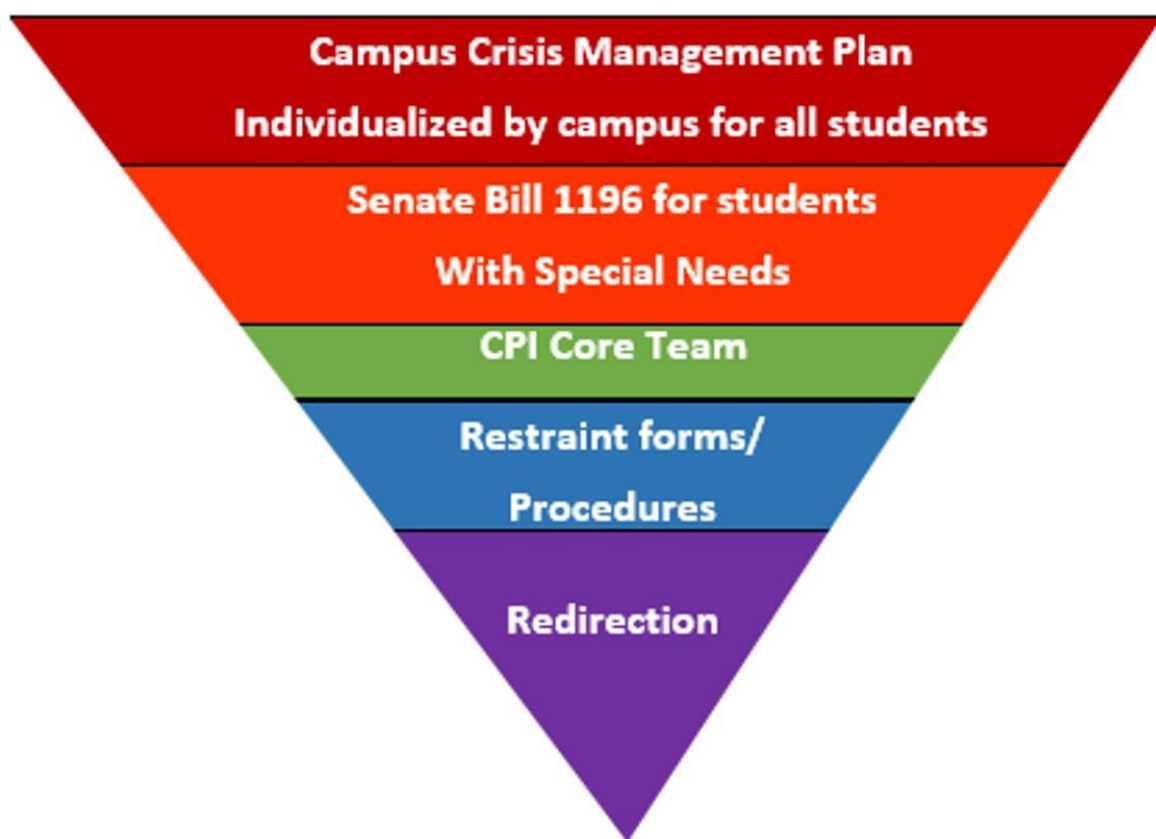
# Crisis Management



## GUIDELINES FOR THE PREVENTION OF A CRISIS

1. Establish an atmosphere of trust.
2. Teach the rules.
3. Consequences for rule infractions should be known ahead of time and consistently enforced.
4. Rule infractions should be dealt with unemotionally.
5. Students should be allowed to save face: not lose self-respect.
6. Do not make threats. Power struggles should be avoided.
7. Expectations should be clearly defined, and teachers should check to see if they are understood by the students.
8. Model calm, composed behavior. (Especially in stressful situations)
9. Avoid fault finding. The “What” of behavior should be discussed (not the “Why”). Questions such as “What are you doing?” are preferable to “Why are you doing that?”
10. Do not argue with students. Remember, it is not always necessary to have the last word to be right.
11. Attempts should be made to intervene with the behavior before conflict develops.





## CRISIS MANAGEMENT PLAN GUIDELINES

**Definition of Crisis:** A Crisis exists when a student poses a serious threat to the safety of themselves/other students/faculty/staff/property.

The CRISIS MANAGEMENT PLAN will be implemented using the BISD approved model- CPI (Crisis Prevention Institute) when the BI staff or the administration deems it an emergency situation. The plan will be implemented quickly, quietly and efficiently. Disruption of the school schedule should be kept to a minimum.

The plan will be practiced with the BI students before a crisis occurs and reviewed as necessary.

1. Safety of student in crisis is aided by removing other students, furniture and school items from immediate area. At least two CPI trained adults will remain with the student in crisis. If additional assistance is needed, the administration will assist in bringing in other members of the Crisis Team. Office staff will receive advanced instruction in what to do when BI staff calls for immediate assistance.
2. Other BI students will be led from the classroom in an orderly manner with the staff member assigned by the BI Teacher or the administration. The BI students will never be sent from the room without a staff member.
3. Places for other BI students to go during a crisis (examples of possible choices):
  - I. Resource Room
  - II. Nurses office
  - III. Room # \_\_\_\_
  - IV. Library
  - V. Cafeteria
4. A box with independent level activities, pencils, crayons, etc. will be prepared in advance and left ready to take with the students going to the new location.
5. When student in crisis is back in control, one of the staff members helping with the crisis will go get the rest of the class.



6. If the student coming out of a crisis requires a change of scenery or a quiet place, the regular education counselor's office may be used.(or any other area deemed appropriate by the administration or the BI teacher)
7. If unable to reach parent/guardian or anyone on the emergency phone list, a staff member will be assigned to stay with the child until arrangements are made. The inability to reach anyone on the emergency list will be documented and the BI teacher will contact parents for possible reasons and new emergency contacts.
8. If more than one BI student is in serious crisis simultaneously, additional help will be required from other CPI trained staff members. The administration/BI teacher will direct these requests.



## 9. DUTIES

### *BI Staff:*

Exhaust all CPI techniques.  
 Implement Crisis Plan as practiced.  
 Follow BI teacher directions quietly and efficiently.  
 Remain calm and neutral.  
 If student is restrained, all appropriate forms (**Written Notification of Use of Restraint: Internal Tracking Form, Special Ed Written Summary of Restraint Form, and PEIMS Child Restraint Form 435**) should be completed and given to the appropriate campus personnel.  
 On the day of the restraint an attempt must be made to verbally notify parents  
 Parents must receive written notification within one school day of the event

### *Office Staff:*

If BI staff calls asking for immediate assistance, an administrator must be found and sent immediately.  
 BI Crisis situations and information should not be discussed with anyone other than the administration, BI staff, and those

involved. (Only to the extent necessary to maintain the safety and security of the student(s)).

If a parent calls the office for more information, only the BI teacher or administrator should answer their questions.

Remain calm and neutral.



**Nurse:**

Respond to call from BI staff in timely manner.

Staff will advise if it is urgent.

Document checking the student after physical restraint.

**General Education:**

Will be advised of the crisis situation and called in only if needed.

Counselor's

office will be used only if needed.

Follow up discussion between the student who was in crisis and the counselor may be recommended.

**Behavior Specialist:**

Will be called in only when needed.

Can provide recommendations or new strategies when needed.

**Other CPI trained staff:**

Will be called in only if needed.

**Administration:**

Implement their duties in the crisis plan when necessary.



*I have read and understand my roles and responsibilities in the (CPI) Crisis Management Plan. Please complete at the beginning of the year.*

*Signatures:*

*BI Staff:*

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*Office Staff:*

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*Nurse:*

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*General Education Counselor:*

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*Behavior Specialist:*

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*Other CPI trained staff:*

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*Administration:*

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## Written Notification of Use of Restraint: *Internal Tracking Form*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name of Staff Members Administering Restraint: \_\_\_\_\_ Date of Restraint Training:\*


\*Personnel called upon to use restraint who have not received prior training must receive training within 30 school days.

### Administrator Notification

(Must occur the same day that the restraint occurred)

**Type of Notification:**

☐ Verbal ☐ Written

Date of notification: \_\_\_\_\_ Time: \_\_\_\_\_

Name of Administrator Notified: \_\_\_\_\_

### Parent Notification

(Good faith effort must be made to verbally notify parent the same day as the restraint occurred, written notification must be placed in mail or otherwise provided to parent within one day of the use of restraint)

**Type of Notification:**

☐ Telephone – Date: \_\_\_\_\_ ☐ In-person – Date: \_\_\_\_\_ ☐ Written – Date: \_\_\_\_\_

Comments:


Name of Person Notifying Parent of Use of Restraint: \_\_\_\_\_

White Copy: Administrator  
 Yellow Copy: Special Education Eligibility Folder  
 Pink Copy: Teacher

## ▷ BROWNSVILLE ISD SPECIAL SERVICES DEPARTMENT

### Written Summary of Restraint Use\*

Student name:  ID#:  Campus:

Date of restraint:  Time began:  Time ended:

Nature of restraint (describe type of physical restraint used):

Location of restraint:

Name(s) of staff member(s) administering restraint:

Description of activity in which student was engaged immediately preceding the use of restraint:

Student's behavior that prompted the restraint:

- ☐ Imminent serious physical harm to themselves
- ☐ Imminent serious physical harm to others
- ☐ Imminent serious physical harm to themselves and others
- ☐ Imminent serious property destruction
- ☐ Imminent serious physical harm to themselves and imminent serious property destruction
- ☐ Imminent serious physical harm to others and imminent serious property destruction
- ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction

Explain student behavior(s) that prompted physical restraint:

Efforts made to de-escalate the situation:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Provided choices | <input type="checkbox"/> Verbal redirection         | <input type="checkbox"/> Calming techniques          |
| <input type="checkbox"/> Reduced demands  | <input type="checkbox"/> Reduced verbal interaction | <input type="checkbox"/> Other: <input type="text"/> |

Explain:

Alternatives to restraint that were attempted:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Removal of other students                        | <input type="checkbox"/> Request for assistance | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Voluntary removal of student to another location |   |   |

Explain:

Observation of student at end of restraint:

\* Send to parent within one day from date of restraint

Copy: Mailed/Given to Parent:  (Date)  
 Copy: Special Education Eligibility Folder  
 Copy: Given to administrator

This form can be found on the Special Services website under forms.

## BROWNSVILLE ISD DEPARTAMENTO DE SERVICIOS ESPECIALES

### Resumen escrito del uso de contención física\*

Nombre del estudiante:  ID#:  Escuela:

Fecha de la contención física:  Hora de inicio:  Hora de finalización:

Naturaleza de la contención física (describa el tipo de contención física usada):

Lugar de la contención física:

Nombre(s) del(los) miembro(s) del personal que administraron la contención física:

Descripción de la actividad en la que participaba el estudiante inmediatamente antes del uso de la contención física:

Conducta del estudiante que dio lugar a la contención física:

- ☐ Inminente daño físico grave a sí mismo
- ☐ Inminente daño físico grave a los demás
- ☐ Inminente daño físico grave a sí mismo y a los demás
- ☐ Inminente destrucción grave a la propiedad
- ☐ Inminente daño físico grave a sí mismo e inminente destrucción grave a la propiedad
- ☐ Inminente daño físico grave a los demás e inminente destrucción grave a la propiedad
- ☐ Inminente daño físico grave a sí mismo y a los demás e inminente destrucción grave a la propiedad

Explicar la(s) conducta(s) del estudiante que dieron lugar a la contención física:

Intentos realizados por desescalar la situación:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Darle opciones         | <input type="checkbox"/> Reorientación verbal          | <input type="checkbox"/> Técnicas para calmarlo    |
| <input type="checkbox"/> Reducir las exigencias | <input type="checkbox"/> Reducir la interacción verbal | <input type="checkbox"/> Otro <input type="text"/> |

Explicar:

Alternativas que se intentaron usar, distintas a la contención física:

- ☐ Retiro de otros estudiantes
- ☐ Pedir ayuda
- ☐ Otra
- ☐ Retiro voluntario del estudiante a otro lugar

Explicar:

Observación del estudiante al final de la contención física:

\* Debe ser enviado al padre dentro del primer día de la fecha de la contención física.

Copia: Enviada/Entregada al padre:  (fecha)  
Copia: Cargada de Elegibilidad de Educación Especial  
Copia: Administrador

This form can be found on the Special Services website under forms.



## Brownsville Independent School District

### PEIMS Child Restraint – Student Record Type 435

Student ID #: \_\_\_\_\_ Student Name: \_\_\_\_\_  
Local Id Number

Campus ID of Restraint Event: \_\_\_\_\_ Date of Restraint Event: \_\_\_\_\_  
Building Name or Number mm/dd/yyyy

**Restraint Reason Code:**

- |                          |    |   |
|--------------------------|----|---|
| <input type="checkbox"/> | 01 | Imminent Serious Physical Harm to Themselves  |
| <input type="checkbox"/> | 02 | Imminent Serious Physical Harm to Others  |
| <input type="checkbox"/> | 03 | Imminent Serious Physical Harm to Themselves and Others   |
| <input type="checkbox"/> | 04 | Imminent Serious Property Destruction   |
| <input type="checkbox"/> | 05 | Imminent Serious Physical Harm to Themselves and Imminent Serious Property Destruction  |
| <input type="checkbox"/> | 06 | Imminent Serious Physical Harm to Others and Imminent Serious Property Destruction  |
| <input type="checkbox"/> | 07 | Imminent Serious Physical Harm to Themselves and Others and Imminent Serious Property Destruction   |
| <input type="checkbox"/> | 08 | <b>(Code 8 Reported for Special Education and Non-Special Education Students)</b><br>Restraint by School District Police Officer/School Resource Officer Performing Law Enforcement Duties and /or Providing<br>A Police Presence on School Property or at a School-Sponsored or School-Related Activity. |

\_\_\_\_\_  
 Print Name of Restrainer Signature of Restrainer

\_\_\_\_\_  
 PEIMS Supervisor Authorization Signature Date of Authorization

\_\_\_\_\_  
 PEIMS Data Entry Clerk Signature Date Entered into Student Management System

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

This form can be found on the Special Services website under forms.

(Cover Letter: Written Summary of Restraint Use)

Date:

Dear

Your child was involved in an emergency situation on (date) that resulted in the use of physical restraint. Attached is a summary of the incident and a written description of the physical restraint used, including the behaviors your child exhibited before physical restraint was used. During the time of restraint, your child was observed by staff trained in the use of physical interventions for any signs of physical distress. The use of restraint ended as soon as the emergency situation no longer existed. This information is provided for your review and to seek your input into this situation.

The attached information will be filed in your child's special education eligibility folder so that the Admission, Review and Dismissal (ARD) Committee may use this information in considering the need for changes in your child's Individualized Education Program (IEP) and/or Behavior Intervention Plan (BIP). Please call (insert name and phone number) if you would like to schedule an ARD Committee meeting to review your child's IEP or BIP.

Commissioner's Rule for Special Education, Section 89.1053. *Procedures for the Use of Restraint and Time-Out*, states that restraint of a student with a disability may be used only in a clearly defined emergency situation. Schools must inform parents when it becomes necessary to use restraint in an effort to protect the student, other students or prevent serious property damage.

Please contact (insert name and phone number) if you would like to schedule a conference to discuss the behaviors leading up to the use of physical restraint. If you have other questions, please contact me at (insert phone number).

Sincerely,

Campus Administrator

cc: Special Education Eligibility Folder

Enclosure

## (Cover Letter: Written Summary of Restraint Use)

Fecha

Estimado/a

Su hijo/a estuvo involucrado en una situación de emergencia el (fecha) que resultó en el uso de contención física. Adjuntamos un resumen del incidente y una descripción por escrito de la contención física usada, incluyendo los comportamientos presentados por su hijo antes de haberse usado la contención física. Durante el período de contención física, su hijo estuvo bajo la observación del personal capacitado en el uso de intervenciones físicas para ver si presentaba alguna manifestación de agotamiento físico. El uso de contención física finalizó en cuanto dejó de existir la situación de emergencia. Le proporcionamos esta información para su consideración y para que nos dé su opinión en relación con esta situación.

La información adjunta se archivará en la carpeta de elegibilidad de educación especial de su hijo para que el comité de admisión, revisión y retiro (ARD) pueda usar esta información al tomar en cuenta la necesidad de cambios en el programa educativo individualizado (IEP) y/o el plan de intervención debido a la conducta (BIP). Por favor llame a (inserte nombre y número de teléfono) si desea programar una reunión con el comité ARD para revisar el IEP o el BIP de su hijo.

Los Reglamentos del Comisionado para la Educación Especial, Sección 89.1053. *Procedimientos para el Uso de Contención Física y Separación*, indica que la contención física de un estudiante con alguna discapacidad puede ser usado sólo en una situación de emergencia claramente definida. Las escuelas deben informarle a los padres cuando es necesario usar la contención física para intentar proteger al estudiante, a los otros estudiantes o para prevenir daños graves a la propiedad.

Por favor comuníquese con (inserte nombre y número de teléfono) si desea programar una reunión para hablar sobre la conducta que llevó al uso de la contención física. Si tiene otras preguntas, comuníquese conmigo llamando al (inserte número de teléfono).

Muy atentamente,

Administrador de la escuela

cc: Carpeta de Elegibilidad para la Educación Especial  
Anexos

# TOOLBOX



## Incident Log

Student \_\_\_\_\_

**Campus:**\_\_\_\_\_

[illegible]

**A = Redirected behavior**

**B = Cool down**

**C = Contract**

**D = Phone call home**

**E = Parent conference**

**F = Office referral**

**G =ISS**

**H = OSS**

**I = Police report**

## Reward Log

**Student:** \_\_\_\_\_

**Campus:**\_\_\_\_\_

[illegible]

**A= Computer time**

**B= Board Games**

**C= Card Games**

**D= Listening to music**

**E= Extra tickets**

**F= PS2, Nintendo DS, Wii**

**G= Trading in BI store**

**H= Food Item**

**I= Friday fun**

**J= Token/coin**

**K= Other** \_\_\_\_\_

Special Services Behavior Intervention Unit

## Tangible Incentives Receipt Log

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Room# \_\_\_\_\_

Include tangible behavioral incentive items with the value of over \$1.00 given to students purchased using Special Education funds (ear buds, cologne, perfume, nail polish, etc.).

	Item Name	Name of Student/ID#	Student's Signature	Distribution Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Due Date: For clearance at the end of the year to Cluster Supervisor**

## Special Services Behavior Intervention Unit Inventory

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Room# \_\_\_\_\_

Include tangible behavioral incentive items with a value of over \$1.00 purchased using Special Education funds (gaming systems, ear buds, cologne, perfume, nail polish, etc.).

	Item Name	Beginning Quantity Due to SPED Supervisor by 1st Friday in September	Purchased Quantity	Number Distributed Attach Tangible Incentives Receipt Log	End of Year Balance Due to SPED Supervisor at EOY Clearance
Ex:	Cologne	3	5	7	1
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Strategies Interrupting Crisis Behavior: *Pre-Correcting Problem Behavior*

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Pre-Correction is a proactive strategy designed to prevent or interrupt predictable problem behavior from occurring and increase the likelihood of expected behavior taking place. Essentially, the teacher **anticipates** problem behavior based on the student(s) previous behavior patterns or knowledge of student behavior in general. Given this information, the teacher takes measures to disrupt this behavior pattern.

For example, the teacher knows that when the students come back from an assembly, they are likely to be noisy and unruly. So the teacher meets them at the door and has a task ready for them as soon as they enter the room.

In general, pre-correction strategies require knowing what sets off the behavior (triggers) and the likely problem behavior. Given this information, the teacher can develop strategies to offset the problem behavior and facilitate acceptable behavior.

Pre-correction procedures, used in conjunction with correction procedures, provide educators with a very effective and efficient method for preventing and managing a wide range of problem behavior that occurs in classroom and school settings. The combined uses of these two procedures involve seven basic steps:

1. Identifying the Context (trigger) and the Predictable Problem Behavior
2. Specifying Expected Behaviors
3. Modifying the Context
4. Conducting Behavior Rehearsals
5. Providing Strong Reinforcement for Expected Behaviors
6. Prompting Expected Behaviors
7. Monitoring the Plan



### Case Study

The complete seven-step, pre-correction procedure is illustrated in an example involving a student who comes in from recess shouting, laughing, and pushing other students. Every day the teacher spends a considerable amount of time trying to get him settled so she can hand out materials and explain the math class. It often takes 5–7 minutes to gain control of him and have the class engaged with the math activity. The teacher examined the situation closely and developed the following pre-correction plan.

## Strategies Interrupting Crisis Behavior: *Pre-Correcting Problem Behavior*

### Pre-Correction Checklist and Plan

Teacher: *S. Endow* Student: *Dominic*

Date: *4/2/16* Class: *Grade 3*

1. **Context** *Transition from recess to the classroom*

**Problem Behavior** *Shouting, laughing, pushing; down time before he complies with directions and becomes on task.*

2. **Expected Behavior** *Enter room quietly, hands to self, go straight to desk and begin entry task on chalkboard.*

3. **Context Modification** *Teacher meets students at door, has them wait a few seconds until everyone is in line, reminds them to go straight to their desks and begin the math puzzle that is on the chalkboard.*

4. **Behavior Rehearsal** *Teacher reminds Dominic just before recess to come into the room quietly, go to his desk and start the math activity and Dominic was asked to repeat the expectations.*

5. **Strong Reinforcement** *Dominic was told that if he could follow the rules coming into class after recess, the teacher would be very pleased and that he could earn some free time on the computer (one of his favorite choice activities).*

6. **Prompts** *The teacher meets the class at the door and gestures for everyone to be quiet and points to the math activity on the board. She catches Dominic and says, "Let's get started real quickly on the math puzzle."*

7. **Monitoring Plan** *The teacher uses her watch to measure how long it takes Dominic to reach his desk and begin work after he passes through the door.*



## Strategies Interrupting Crisis Behavior: *Utilizing Effective Correction Procedures for Attention-Getting Behavior*

The need for attention has been identified as one of the most common explanations for problem behavior in the classroom, such as student talk-outs, interruptions, off task behavior, clowning around behavior, and repeated requests for assistance. However, a relatively common experience for teachers is that when they address these relatively minor problem behaviors, the students react and exhibit worse behavior. Then the teacher has to deal with the more serious behavior which could possibly lead to crisis behavior. To prevent this kind of escalation it is critical for teachers to have simple, efficient and non-inflammatory procedures for correcting minor attention-getting behavior. The goal of these strategies is to interrupt the chain of behavior and assist the student to engage in the present activities in the classroom.

Use a correction plan that contains a series of steps in which the least intrusive step is used first and more intrusive measures come into play only if the problem behavior persists. For example:

1. Remove attention from the student who is displaying inappropriate attention getting behavior, and acknowledge other students nearby who are exhibiting the expected behavior.
2. Redirect the student to the expected behavior with a gesture or verbal prompt, and be sure to acknowledge subsequent cooperation and displays of expected behavior by the student.
3. Secure the student's attention and clearly inform him or her of the expected behavior, provide immediate opportunities for practice, and acknowledge the changed behavior when it occurs.
4. Deliver a brief warning by providing an opportunity for the student to choose between displaying the expected behavior and experiencing a penalty or loss of privilege.
5. Deliver the penalty or loss of privilege in a matter-of-fact matter (for example, timeout or loss of some recess time) and do not argue with the student about details of the penalty.

**CAUTION:** Do not become engaged in a power struggle with the student in using these procedures. If the student begins to escalate delay responding and utilize the procedures suggested in the topic,

*Managing Agitation.*

Colvin & Lazar (1997) p.79. Colvin, (1999), *Defusing Anger and Aggression* Video (Vignette # 1).



## Strategies Interrupting Crisis Behavior: *Managing Off-Task Behavior*

Off-task behavior is one of the most common minor problem behaviors teachers have to deal with in the classroom. This behavior can readily escalate to more serious behavior if it is not managed carefully. There are two broad reasons for students to display off-task behavior; (a) to obtain attention from the teacher or other students, and (b) to avoid the task because they cannot do the work or are bored with it. If the teacher believes that the off-task behavior is motivated by attention needs then follow the procedures listed in utilizing *Effective Correction Procedures for Attention-Getting Behavior*. If the motivation is avoidance then the teacher needs to assess the student's skill level and proceed accordingly. For example, if the student can demonstrate mastery of the topic, new or more challenging work needs to be provided. However, if the student does not have the skills for the task then more instruction is needed such as more explanations or easier practice examples need to be provided.

**Note:** In trying to determine the motivation for off-task behavior, whether it is attention-getting or avoidance, it is better to start with the hypothesis that the explanation is avoidance, that is assess the student's skill level. The student's subsequent behavior will provide the necessary feedback.



Colvin & Lazar (1997) pp.57-61.

Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #1).

Colvin, Ainge & Nelson (1997), pp.47-51.

## Strategies Interrupting Crisis Behavior: *Managing Agitation*

Sometimes students are already agitated when they enter a situation and as soon as a demand is placed on them or their behavior is corrected, they can escalate to quite serious explosive behavior. For example, Jamie's body language and tone of voice indicate he is upset. The teacher asks him to sit down and begin his work. He then uses profanities and storms out of the classroom. However, this escalation may have been defused if the teacher had used techniques to settle the student down before the direction to begin work was given.

There are two basic steps for addressing agitation; (a) identify the signs of agitation and, (b) utilize techniques for defusing agitation.

### Signs of Agitation

Students show agitation by either increasing distracting behavior or decreasing active, engaged behavior. Here are some examples of increases in distracting behavior: darting eyes, non-conversational language, "busy" hands, moving in and out of groups, frequent off-task and on-task behavior, starting and stopping activities and moving around the room.

On the other hand, students may be agitated and not show it. These students display agitation by displaying decreases in behavior and less engagement in activities such as: staring into space, subdued language, contained hands, lack of interaction and involvement in activities, withdrawal from groups, lack of responding in general and avoidance of eye contact.

### Techniques for Defusing Agitation

Once the teacher recognizes that the student is agitated, the primary goal is to use strategies to calm the student down and carefully assist him or her to become engaged in the class activity. Because these strategies are essentially supportive in nature, it is very important to use them early, (before the behavior becomes serious), otherwise the teacher may reinforce the serious behavior. The key is **timing**. Use the following techniques at the earliest indications of agitation:



## Strategies Interrupting Crisis Behavior: *Managing Agitation*

1. ***Teacher support***: Communicate concern to the student.
  2. ***Space***: Provide the student with an opportunity to have some isolation from the rest of the class.
  3. ***Choices***: Give the student some choices or options.
  4. ***Preferred activities***: Allow the student to engage in a preferred activity for a short period of time to help regain focus.
  5. ***Teacher proximity***: Move near or stand near the student.
  6. ***Independent activities***: Engage the student in independent activities to provide isolation.
  7. ***Movement activities***: Use activities or tasks that require movement, such as running errands, cleaning the chalkboard, or distributing papers.
  8. ***Involvement of the student***: Where possible involve the student in the plan. In this way there is more chance of ownership and generalization to other settings.
  9. ***Relaxation activities***: Use audiotapes, drawing activities, breathing and relaxation techniques.
  10. ***Use passive activities***: Use activities that have low demand on the students such as reading to the class, or have them watch an instructional video tape.
- Since agitation is a very common predictor of serious or crisis behavior, it is very important for teachers to develop a sharp eye in identifying agitation as early as possible and implement strategies that are designed to calm the student down and re-orient the student to the current class activity.



Walker, Colvin & Ramsey (1995), pp. 72-119.  
 Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #3).  
 Colvin, Ainge & Nelson (1997), pp. 47-51.

## Strategies Interrupting Crisis Behavior: *Managing Provocative or Challenging Behavior*

Sometimes a student will break a rule deliberately to challenge the teacher. Quite often the teacher will address the problem and give the student a direction, which the student will refuse to follow. In this way the student sets the stage for confrontation. For example, a student wears a T-shirt that has a rude message on it. The teacher addresses the issue telling the student that the shirt is a violation of the school dress code and that he needs to go to the restroom and turn it inside out. The student refuses to follow the direction and a confrontation scene is established. In other words the stage is set for escalation. The student's behavior will escalate or become defused depending for the most part on how the teacher addresses the problem. There are three clear steps for defusing this kind of challenging behavior.

1. State the rule or expectation that is being challenged in a calm yet firm manner.
2. Request explicitly for the student to take care of the problem.
3. Lead the student to consider options or present options on how to take care of the problem.

For example, in the case of the student with the offensive T-shirt, the teacher would take him aside and say, "Joe, that T-shirt is not acceptable in a public school. It has a rude message." (*State the Rule*). "I need you to take care of it please." (*Ask the student to take charge of the problem*). "What is your plan?" If the student does not come up with a plan the teacher could say something like, "You can turn it inside out, get a shirt from the gym or wear a jacket. It is your choice, but I need you to take care of it please." (*Review options*).



Colvin, Ainge & Nelson (1997), pp.47-51.

Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #2).

## Strategies Interrupting Crisis Behavior: *Responding to Disrespectful Behavior*

Another common strategy students use to engage staff is to use disrespectful behavior. These behaviors include undesirable comments towards staff, insults, profanity, and verbal abuse. If the teacher takes these behaviors personally and reacts strongly then the student could likely react as well and exhibit even more serious behavior such as serious threats or even assault. Again the question arises, “Could this situation have been defused versus escalated?” The key in managing these behaviors is to realize that the student is trying to control the situation by “pressing buttons” to obtain an emotional reaction from the teacher. Four steps are suggested for defusing these situations and avoiding escalation to crisis behavior:

1. ***Delay responding:*** Clearly the student is setting up the teacher for a reaction. By delaying responding, pausing slightly, the teacher communicates to the student that he or she is in control of his or her behavior and will not simply react.
2. ***Studiously avoid using escalating prompts:*** These are reactive teacher behaviors that are likely to escalate the student such as agitation, frustration, cornering the student, touching, grabbing, nagging, discrediting remarks and challenging the student.
3. ***Calmly respond to the problem behavior in a firm but controlled tone:*** For example, the teacher might say, “Michael, that language is unacceptable and I am going to follow-up on this shortly.”
4. ***Deliver an appropriate undesirable consequence:*** Provide independent task for the class to perform. Approach the student privately. Deliver a negative consequence that has been preplanned and specified within the class rules. Such consequences may include response cost techniques, loss of privileges, detention, etc.

Here are some additional guidelines for approaching a student who is being disrespectful or possibly dangerous: Move slowly and deliberately toward the problem situation, speak privately, calmly and respectfully, minimize body language, keep a reasonable distance, establish eye-level position where possible, be brief, focus on expected behavior, withdraw if the problem escalates and acknowledge cooperation where appropriate.

In general, effective management of disrespect is largely determined by how we respond. If we are controlled and respectful we are more likely to defuse the situation and avoid escalation to crisis behavior.

Colvin (1999), *Defusing Anger and Aggression* Video (Vignette # 3).  
Colvin (In Preparation), *Classroom Management Systems*, p.13.



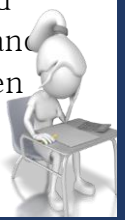
## Strategies Interrupting Crisis Behavior: *Establishing Limits and Defusing Defiance*

One of the most troublesome behaviors that teachers face in a classrooms is noncompliance, defiance or insubordination. This behavior of refusing to follow directions is problematic for three important reasons; (a) teachers need cooperation from students in order to teach and (b) non-compliance quickly disrupts the teaching/learning process and (c) non-compliance can easily escalate to serious or crisis behavior. Teachers need strategies that can help them establish limits with their students (i.e., break-up sustained non-compliance), establish cooperation and to avoid escalation to serious behavior. Three main steps are involved in defusing non-compliance and establishing cooperation: (a) pre-teach, (b) deliver the choices to the student in a non-confrontational manner, and (c) follow-through based on the student response.

1. ***Pre-teach the procedures:*** The purpose of this step is to make sure that the student understands the procedures. Carefully rehearse and explain the procedures to the class or individual students. For younger students it is important to model the procedures. The pre-teaching should occur at a neutral time or time when the student is relatively calm.
2. ***Present choices in a non-confrontational manner by:***
  - (a) Present the expected behavior and a negative consequence as a decision (place responsibility on the student).
  - (b) Allow a few seconds for the student to decide (to allow the student to calm down, process the choices and to save face).
  - (c) Withdraw from the student and attend to other students. This also helps the student to save face, leaves them with the decision and helps the teacher to disengage and manage the rest of the class.
3. ***Follow through:*** If the student chooses the expected behavior, briefly acknowledge the choice and continue with the class activity. If the student does not choose the expected behavior follow through with the negative consequence.

### **Example**

Students are engaged in working on some math problems except for Sarah who is wandering the room. The teacher followed the usual procedures of attending to the students on task and providing some prompts for Sarah to sit down and begin her work. The teacher then said, "Sarah. Look it really is time to get started on you math." Sarah says, "No way. I am not doing any dumb math." The teacher pauses, acknowledges a student on task then approaches Sarah and says as privately as possible, "Sarah, you are asked to start your math (*expected behavior*) or you are going to have to do it at recess (*negative consequence*). You have a few seconds to decide." The teacher leaves Sarah and moves to assist or check on the work of some other students. When the teacher returns to Sarah she has moved to her desk and opened a book mumbling that she still doesn't like math. The teacher, approaches her and says very quietly, "Thank you Sarah for getting started on your math." The teacher then leaves Sarah.



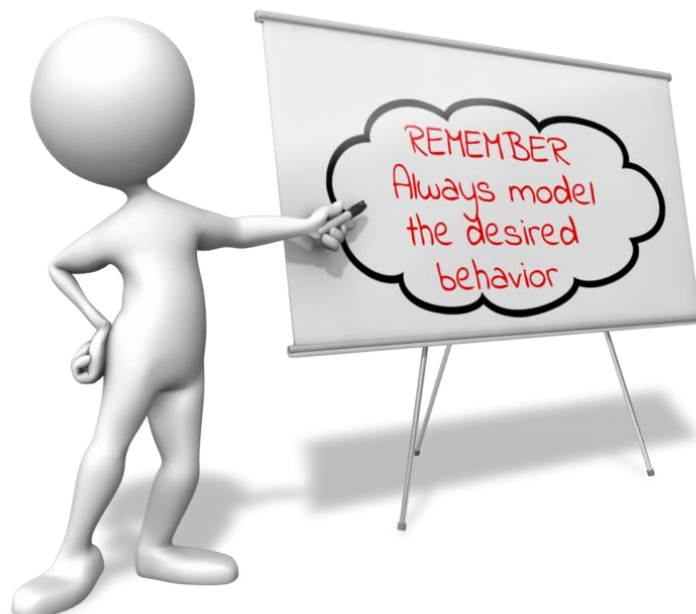
## Strategies Interrupting Crisis Behavior: *Managing Threats and Intimidating Behavior*

In general the key to managing non-compliance and for setting limits lies in the teacher's delivery. Present the expected behavior and a negative consequence as a choice, give the student some time to decide and then withdraw for a few seconds.

Students may escalate to a point of serious confrontational behavior involving threats and intimidation. The teacher may follow the procedures for establishing limits and the student reacts instantly by delivering a serious threat to the teacher. At this point imminent danger is a critical consideration. The primary concern here is to avoid escalating the student or putting the student in a position that he or she feels compelled to follow-through with the threat. The key here is to **disengage and get assistance**. Teachers should not feel compelled or pressured to manage this situation by themselves. Their safety is the controlling variable, which means that the teacher's response is designed to disengage. There are three critical steps for the teacher to follow in response to a threat:

1. **Pause:** Look at the student, look down. Communicate that you are thinking. It is very important to delay responding.
2. **Disengage:** Look at the student and say something like, "Just a second," and pull away. Keep in mind that when a student makes a threat they give you some time to respond.
3. **Seek assistance:** Withdraw from the student and seek assistance from another teacher and follow your school procedures.

The most important consideration in defusing this situation is to prevent further escalation. The student threat will be followed up, typically through an office referral.



# Responsibilities of the ARD Teacher



# RESPONSIBILITIES OF THE ARD TEACHER

## Yearly Responsibilities

### I. Beginning of The Year

A. Develop a Student Working Folder on each student. (see checklist)

1. A “student **working** folder” contains confidential information as identified on the “checklist”.

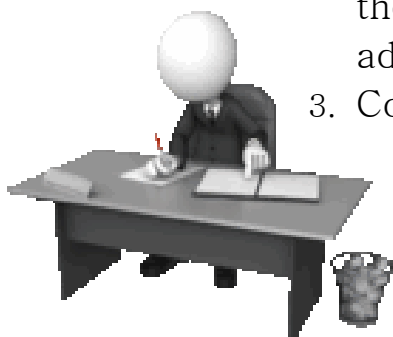
2. The word “**working**” implies that the ARD teacher will use each student’s folder regularly for purposes such as:

- Documenting progress of I.E.P. goals and objectives;
- Maintaining logs of communication with parents, regular education teachers, special education teachers, related service providers and others (as necessary);
- Locating current information (i.e., accommodations/modifications, specific goals and objectives, data collection sheets, anecdotal notes, etc.) quickly and efficiently;
- Using information in folders, in conjunction with formal and informal assessments, to draft I.E.P. goals and objectives;
- Taking the folder to ARD meetings to review I.E.P. goals and objectives, review BIPs, report progress, verify demographic information, etc.

3. Purpose of a student working folder: It is a teacher resource file used to collect important data necessary in developing the student’s I.E.P. It should not be an auditable file, but is open to record requests. The file should be adapted by the teacher for their use and an on going document. Tabs or sections can be used in organizing the data.



4. **NOTE:** Every ARD teacher will maintain and monitor this “student working” folder regularly on each special education student.
- B. Review student’s eligibility folders.
- C. Ensure that the student has appropriate goals and objectives for all instructional and related services. If appropriate, an ARD or ARD Amendment should be held for revisions.
- D. Print copies of the schedule of services for all assigned students.
  1. Check schedule with IEP
  2. If there is a discrepancy, discuss with the campus diagnostician and administrator to make changes that affect instructional arrangement, modifying course content, increasing or decreasing time spent in special education and/or assessment decisions that will require an ARD or ARD amendment.
- E. Make copies of the accommodation/modification page, BIP and the IEP and deliver to each teacher working with the student.
  1. Paperwork should be given to the teachers prior to the first day of school.
  2. Keep documentation of the delivery of this paperwork in the working folder.
- F. It is strongly recommended that the ARD teacher make an initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).
- G. Within the first three weeks, review the student’s IEP, schedule of services, and deliberations to ensure that all services are in place.
  1. Includes related services, modifications, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.
  2. If services have not been provided by the third week, notify the service provider, campus special education administrator, and the cluster supervisor.
  3. Confirm all information within the student file on IEPPlus.



## II. During the Year

### A. Monitor each student's progress on a regular basis.

1. Areas to be checked:
  - a. Grades
  - b. Behavior
  - c. Attendance
2. Monitor student progress once each three week period.
3. If a student is failing then monitor one time a week and collaborate with the student's teachers and parents.
4. Assure that Progress Reports for instructional and related services are collected and sent home every six (6) weeks.
5. Progress must be documented for every goal and objective each grading period.
6. Notify Lead Teacher/Department Head if IEP report cards can't be sent home due to another teacher or related service personnel failing to turn in their progress report with copy to campus administrator.



### B. The ARD teacher is responsible for checking the ARD schedule.

1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.
2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
3. The ARD teacher is responsible that all individuals involved in the preparation of the IEP have completed their area of the IEP.
4. The ARD teacher is responsible for finalizing all ARD meetings for security.
5. The ARD documents should be finalized immediately following the ARD and copies given to the parents. If the

parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.

C. Be aware of the need for a BIP or to revise a BIP for any student whose behavior interferes with their learning or the learning of others.

1. Collect pertinent information for the functional behavioral assessment.
2. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.

### III. End of the Year

1. Complete the Teacher Clearance Forms
2. Complete all end of year clearance procedures as per assigned campus.
3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.

### ARD Meeting Responsibilities of the Teacher

#### I. Prior to an ARD Meeting

- A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used include, but not limited to: progress reports from previous IEP, report card, state testing reports, information from IEP + , work samples, test samples, information provided by the general education teacher, discipline referrals, absence reports and information provided by the parents. If appropriate, administer or update a criterion referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.
- B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.
- C. Draft goals and objectives prior to the ARD meeting.
- D. Collect information that is needed to assist the ARD Committee.
- Attendance information



- Discipline referrals
- Copies of report cards
- Most recent progress reports from all regular and special education teachers.
- Information results for last state assessment
- Transcript (H.S. Only)

E. Determine if staffing is needed.

F. Complete **all** pages to the ARD document.

1. Review and change: – PLAAFP. The PLAAFP must include all areas that student receives services i.e. speech, OT, PT, counseling, Limited English Proficient, etc.
2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
3. “Draft” appropriate goals and objectives for all areas of need.
4. “Draft” Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (general education, speech, VI, AI teachers, etc.)
5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services. If the teacher opens an ARD, deletes the ARD due to mistakes, and re-opens a new ARD, the teacher must email the related services personnel again so they can re-enter their services.
6. Determine appropriate State and Local Assessments for all grade levels.
7. Review the results of the previous state assessments.
8. The ARDC must follow the participation requirements for STAAR, STAAR-A, STAAR ALTERNATE 2



G. Send home a “Draft” copy of the suggested IEP before the ARD meeting.

1. Parents should receive a copy of the proposed IEP which is clearly marked as “Draft”
2. A memo which explains that their input is being solicited and that goals and objectives may be added or deleted upon their recommendation at the ARD meeting.
3. Meet with the parent(s) if necessary.

## II. ARD Meeting Responsibilities

- A. Follow the ARD agenda provided in this manual or other agenda as needed.
- B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.
- C. Teacher should be prepared for an active role during the meeting.
- D. Strive to involve the parent in all decisions.
- E. Decisions should be made in the best interest of the student that allow for parent and school to reach consensus.
- F. ARDs should be finalized and a copy of the ARD document be provided to the parent at the end of the ARD. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.
- G. Provide copies of the IEP goals, objectives and accommodations to all staff working with the student ASAP (within 3 days).
- H. The special education teacher is responsible to turn in the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.



### III. Amendment to the ARD

- A. Teachers, Speech Pathologist, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.
- B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

### IV. Graduating Students (High School Only)

- A. Summary of Performance (SOP) needs to be drafted prior to and fully developed at the graduation ARD. This document needs to include recommendations on how to assist the child with a disability in meeting the child's academic achievement and functional performance. This document will include recommendations on how to assist the child with a disability in meeting the child's postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.

