

**Response-to-Intervention Across
Three Tiers of Behavioral
Prevention and Intervention:**

**Teaching and Reinforcing Students'
Self-Management Skills**

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Presentation Overview

- Effective Schools: Connecting Academics with Behavior with Effective Classroom Management
- Defining Social Competence and Socially Competent Behaviors and Skills
- Connecting Social Competence to Effective Schools and Achievement
- The Scientific Foundation to Positive Behavioral Support Systems

Presentation Overview

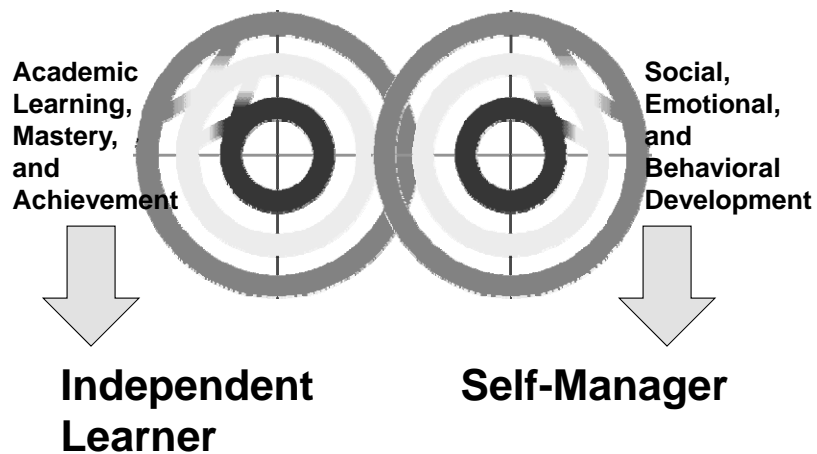
- Project ACHIEVE's Positive Behavioral Self-Management System
- Prevention (Tier 1): Skills, Accountability, Consistency
- Strategic Intervention (Tier 2): Selected Behavioral Interventions
- Intensive Services Overview (Tier 3)

The Ultimate Educational Goal

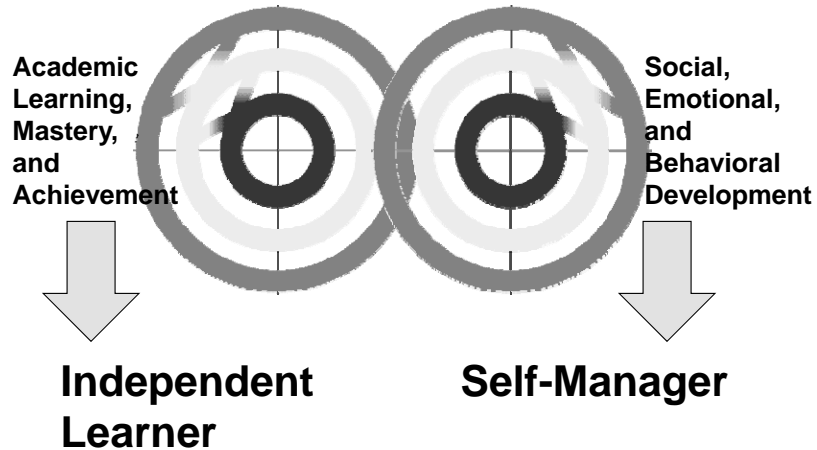
TO:

Maximize ALL Students'
Academic Achievement and
Social, Emotional, and Behavioral
Development

**From a Student Perspective...
Our Goal is to create...**



Today's Focus: Social Competency and Self-Management



ACTIVITY

- Groups A: What social skills or abilities do students need to be successful in school?
- Groups B: What emotional skills or abilities do students need to be successful in school?
- Groups C: What behavioral skills or abilities do students need to be successful in school?
- Groups D: Why do some students come to school without needed social competence skills?

A Definition of “Self-Management”

Self-Management involves:

A child or adolescent’s ability to:

- Be socially, emotionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping and behavioral skills
- Effectively control their own emotions and behavior

Operationalizing “Social Competency”

Social-Emotional
Competency



Behavioral Competency



A Social-Emotional Learning (SEL) Perspective: Key SEL Competencies

Social Interaction Skills

Active listening:	The capacity to attend to others both verbally and non-verbally to demonstrate to them that they have been understood
Expressive communication:	The capacity to initiate and maintain conversations and to clearly express one's thoughts and feelings both verbally and nonverbally
Cooperation:	The capacity to take turns and share in both pairs and group situations

A Social-Emotional Learning (SEL) Perspective: Key SEL Competencies

Social Interaction Skills

Negotiation:	The capacity to consider all perspectives involved in a conflict in order to resolve the conflict peacefully and to the satisfaction of all involved
Refusal:	The capacity to make and follow through with clear "NO" statements, to avoid situations in which one might be pressured, and to delay acting in pressure situations until adequately prepared
Help seeking:	The capacity to identify the need for support and assistance and to access available and appropriate resources

(CASEL, 2003, 2006)

A Social-Emotional Learning (SEL) Perspective: Key SEL Competencies

Social Interaction Skills

Personal responsibility:	The intention to engage in safe and healthy behaviors and be honest and fair in dealing with others
Respect for others:	The intention to accept and appreciate individual and group differences and to value the rights of all people
Social responsibility:	The intention to contribute to the community and protect the environment

A Social-Emotional Learning (SEL) Perspective: Key SEL Competencies

Awareness of Self and Others

Awareness of feelings:	The capacity to accurately perceive and label one's feelings
Management of feelings:	The capacity to regulate one's feelings
Constructive sense of self:	The capacities to accurately perceive one's strengths and weaknesses and handle every day challenges with confidence and optimism
Perspective taking:	The capacity to accurately perceive the perspectives of others

Early to Middle Elementary School Social Skills

Listening	Waiting for an Adult's Attention- How to Interrupt
Following Directions	Dealing with Losing
Asking for Help	Apologizing
Ignoring Distractions	Dealing with Consequences
Dealing to Teasing	
Contributing to Discussions/ Answering Classroom Questions	
Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or Left Out
Giving/Accepting a Compliment	Dealing with Accusations
Understanding Your/Others' Feelings	Dealing with Peer Pressure

Factors Affecting Children's Social Competence

- Changes in the family structure—e.g., the impact of divorce/single parent (grandparent) homes/both parents working
- TV, computer or video games, music, the "Media"
- Poverty and other economically stressful conditions
- Poor parenting skills and low/inappropriate parental supervision
- Drugs and alcohol
- Low expectations for success, hopelessness

But. . .These Factors *Do Not Cause* Social Incompetence

- Do all children from homes of divorce lack social skills?
 - Do all children from two-parent working homes lack social skills?
 - Do all children from poverty lack social skills?
- **When children lack social competency skills, it is usually because they have not been taught them. Schools can teach social competency skills. Teachers can partner with parents to reinforce these skills.**

Students' Social-Emotional/Behavioral Skills Facilitate their Academic Achievement

Research over the past 20 years indicates that students, at the elementary- and middle-school levels, with sound social and emotional skills, demonstrate:

- * Fewer problem behaviors,
- * High levels of positive adjustment,
and
- * Enhanced academic performance

Students' Social-Emotional/Behavioral Skills Facilitate their Academic Achievement

Teaching students social-emotional/behavioral skills and positive attitudes leads to (improved) adjustment and (enhanced) academic performance as reflected in:

- * More positive social behaviors,
- * Fewer conduct problems,
- * Less emotional distress, and
- * Better grades and achievement test scores

(CASEL, 2005; Diekstra, 2008; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003; Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008; Wilson, Gottfredson, & Najaka, 2001; Weissberg, Kumpfer, & Seligman, 2003; Zins, Weissberg, Wang, & Walberg, 2004)

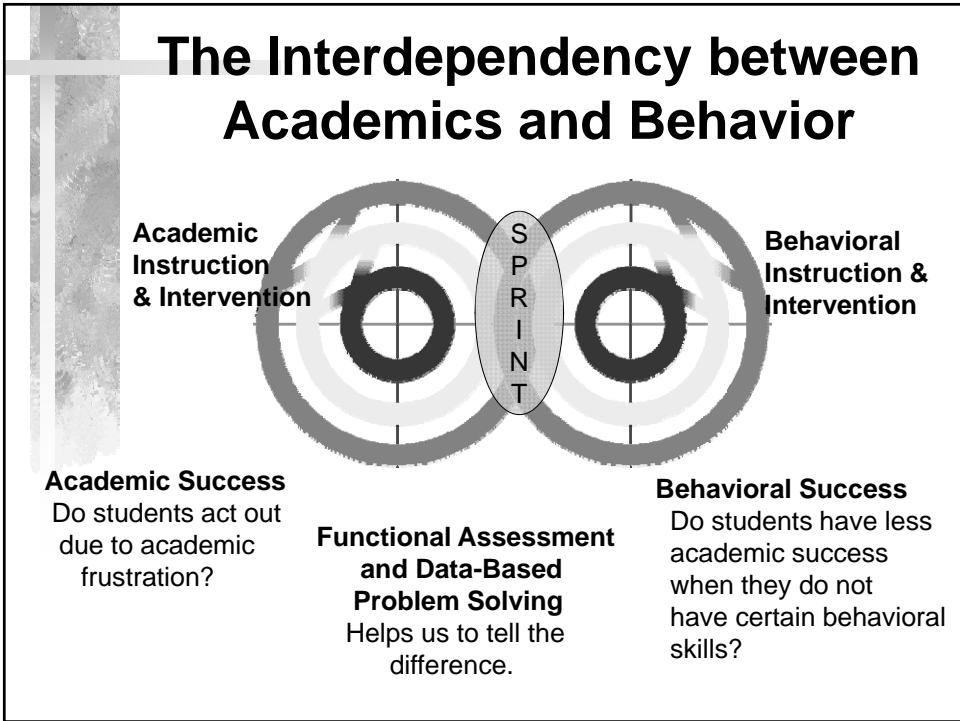
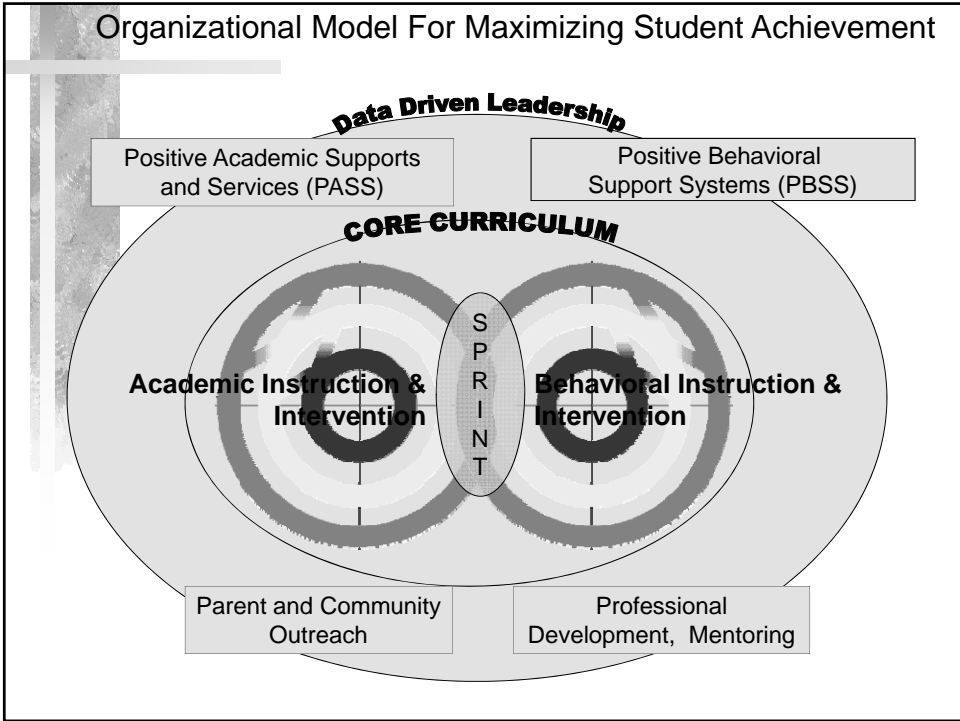
And yet, Despite Research, Practice, and these Outcomes:

Administrators and Other Educators:

Academic Learning, Mastery, and Achievement
Do not appear to be the
Functional link between
Social Competency, Positive School Climate and Safety, and Students' Academic Achievement

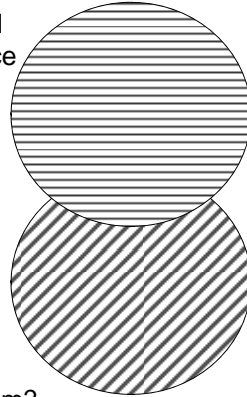
Social, Emotional, and Behavioral Development





A New Challenge for Schools: Teaching Both Academic and Behavioral Skills

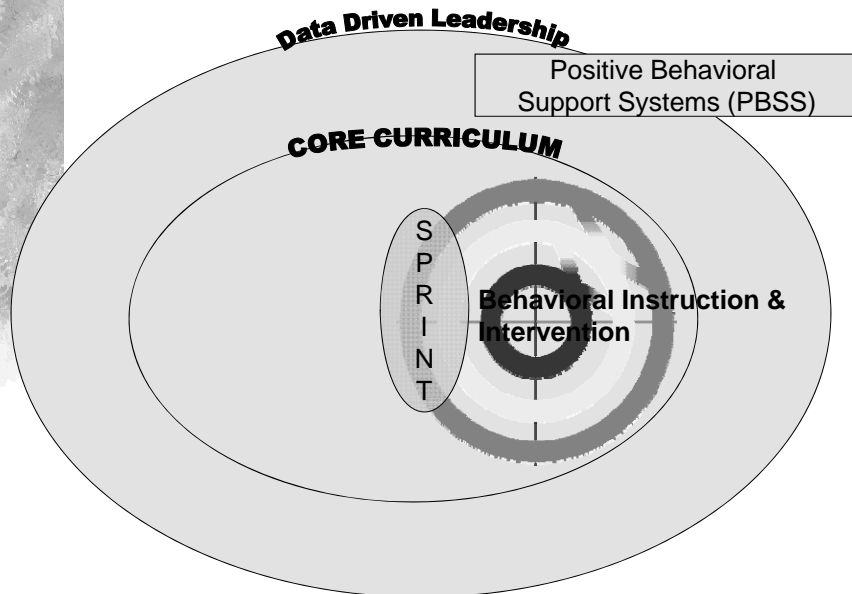
Academic Success
Social, emotional, and behavioral competence increases academic achievement.



Behavioral Success
Academic success influences students' positive attitudes, motivation, and prosocial classroom behavior.

Integrating Academics and Behavior
How do we facilitate both academic and social-emotional and behavioral competence in the classroom?

Organizational Model For Maximizing Student Achievement



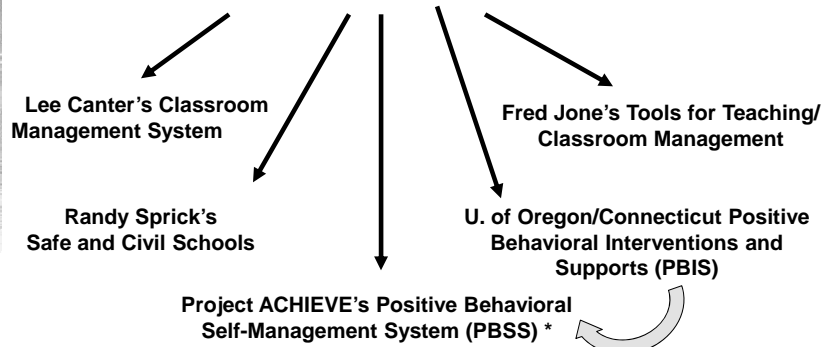
Desired Goals and Outcomes of a Positive Behavioral Support Program

1. High levels of academic engagement and academic achievement for all students.
2. High levels of effective interpersonal, social problem-solving, conflict resolution, and coping skills/behaviors by all students.
3. High levels of critical thinking, reasoning, and problem-solving skills by all students.
4. High levels of teacher confidence— relative to instruction, classroom management, and in helping students with academic or behavior problems.

Desired Goals and Outcomes of a Positive Behavioral Support Program

5. Consistently effective instruction and classroom management across all teachers/instructional support staff.
6. Low levels of classroom discipline problems, discipline problems that need to involve the Principal, or discipline problems that require student suspensions or expulsions.
7. High levels of parent support and involvement in student self-management.

Different School-wide Approaches to Discipline, Behavior Management, and Safe Schools



* **Project ACHIEVE** is Arkansas' PBIS program.
It is the only Evidence-based Program of those listed above.

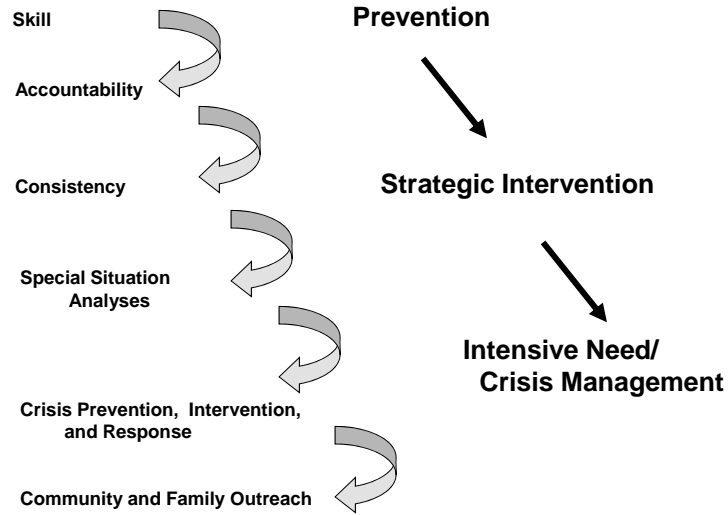
What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students



Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) Blueprint



The Scientifically-Based Components of Effective Behavior Management

- * We need to teach the social skills, and classroom and building routines that we expect students to demonstrate. “Teaching” involves students learning the “Skills and Scripts” through teacher instruction, modeling, role playing and performance feedback, and the transfer of this training to real-life situations.
- * When teaching social skills, we need to simulate “conditions of emotionality” and guide students through positive practices of the social skills—so that they are better able to handle the real emotional situations in their lives in the future.
- * We need to continually give students opportunities to practice and apply their social skills. Social skills are never fully mastered—students just progress to the “next level” of development and maturation.

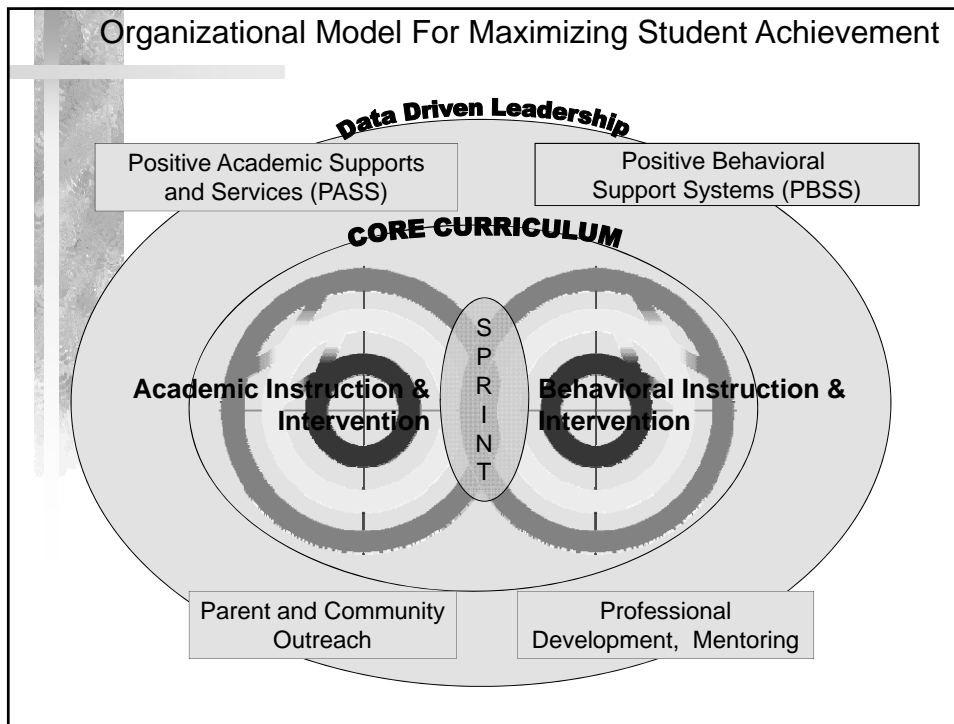
The Scientifically-Based Components of Effective Behavior Management

- * Social skill “success,” starting even at the preschool level, means that students (a) respond to adult social skill prompts (b) within a reasonable amount of time, and (c) that they are able to demonstrate their social skills for longer and longer periods of time without prompting.
- * Positive responses and incentives best motivate students to use their social skills. The effective ratio of positives to negatives is for students to experience 5 positive interactions (adult, peer, self) for every negative interaction.
- * Skills need to be taught and learned in order for incentives and consequences to motivate future appropriate behavior.

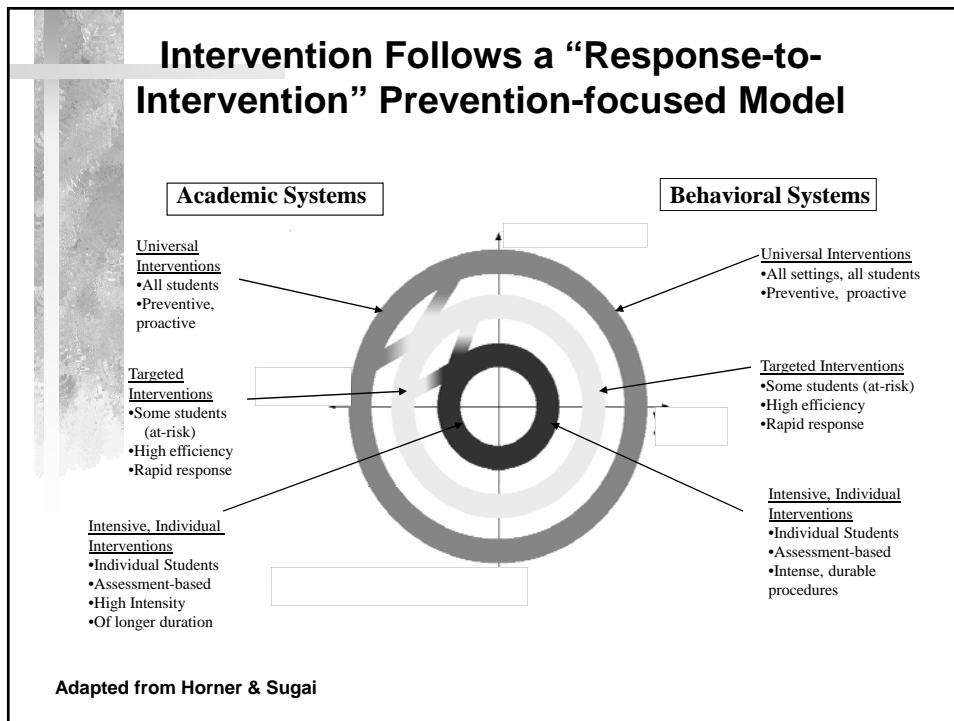
The Scientifically-Based Components of Effective Behavior Management

- * When students make bad choices, meaningful consequences (used strategically) can be used to communicate to them that they have made a bad choice, and to motivate them to make a good choice the next time (in the future).
- * When using consequences (strategically), adults need to use the most strategic consequence for the student, and the mildest consequence needed to motivate a (future) change of behavior (use the Behavioral Matrix).
- * “If you consequence, you must educate.”
- * Consistency is essential. Inconsistency undermines adults’ ability to hold students accountable, which often translate into (continued) inappropriate behavior.

Organizational Model For Maximizing Student Achievement



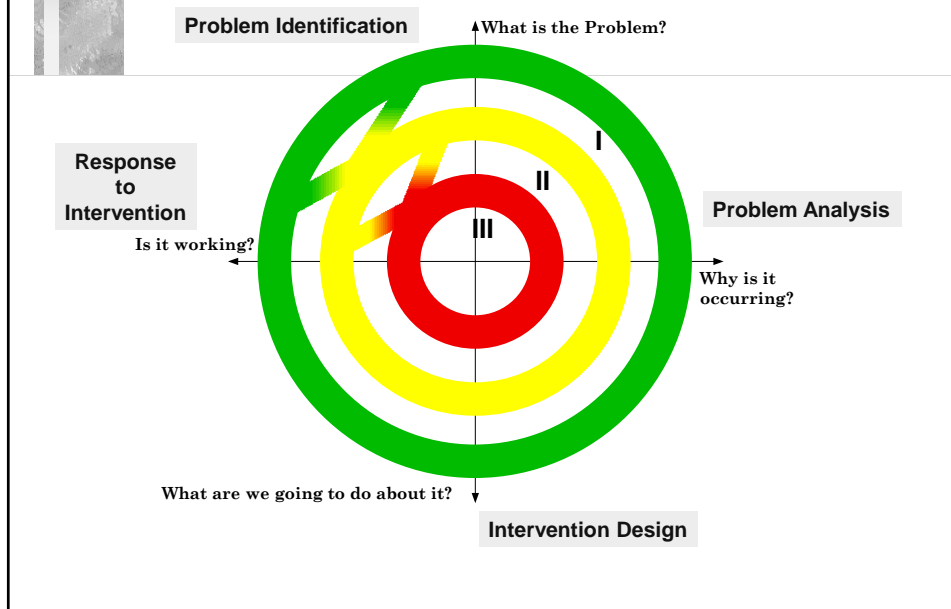
Intervention Follows a “Response-to-Intervention” Prevention-focused Model



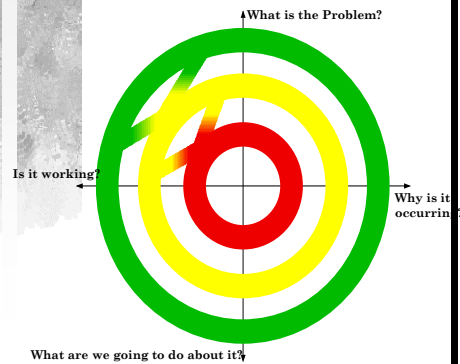
Response-to-Intervention: A Definition. . .

- A broad-based, targeted process to evaluate a student's response to an intervention
 - * The focus should be on the (EARLY and EFFECTIVE) INTERVENTION.
 - * The DESIRED OUTCOMES, through the intervention, determine the evaluation methods and data to be collected (i.e., the RESPONSE)
 - * In a concrete sense, the collected data (indicating the student's outcome behavior) demonstrates that the intervention either DID or DID NOT WORK.

Problem Solving and Response-to-Intervention



Intervention Follows a “Response-to-Intervention” Prevention-focused Model

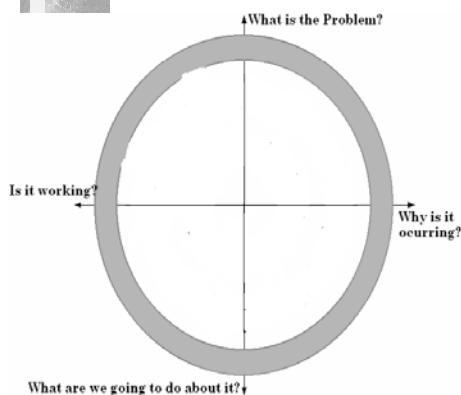


Prevention for All

Strategic Intervention for Some

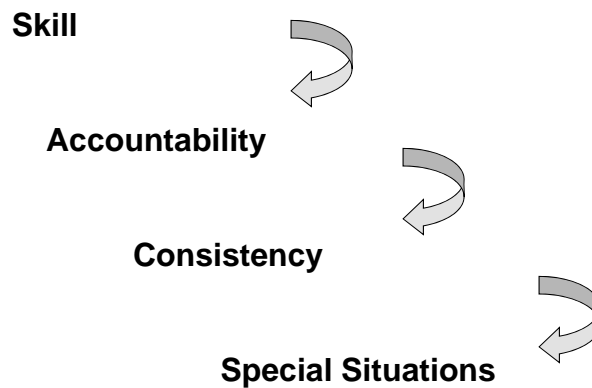
Intensive Need or Crisis Intervention for Few

Prevention Services for All Students



Positive School and Classroom Climates
 Effective Classroom Instruction
 Effective Instructional Grouping
 Effective Classroom Management
 Student Instruction in “Zones of Success”
 Social Skill Instruction and Use
 Well-Designed and Implemented Accountability Systems
 Consistency
 Student Modifications & Accommodations
 Early Behavioral Intervention

The “Core” of Project ACHIEVE’s Positive Behavioral Self-Management System



The “Core” of the Positive Behavioral Self-Management System

Skill	The <u>Stop & Think Social Skills</u> Interpersonal, Problem-Solving, and Conflict Resolution Skills Classroom/Building Routines
Accountability	The Behavioral Matrix Grade-Level Classroom Expectations Building and Common Area Expectations The Educative Time-Out Process
Consistency	Skills, Accountability, Staff, Students, Parents
Special Situations-Setting and Student	

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	The Educative Time-Out Process
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ACCOUNTABILITY: **... in a Positive Behavioral Self- Management System (PBSS)**

Need: A Grade- and Student-Level Accountability Matrix that—

- * Identifies specific behavioral expectations of students in classroom and school settings
- * Encourages positive responses, incentives, and rewards for students when they make good choices
- * Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
- * Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

Developing the School-Wide Behavioral Matrix

Grade _____

Expected, Prosocial Behaviors

Classroom
Common Areas of the School



Positive Responses,
Incentives, Rewards

Inappropriate, Challenging Behaviors

Intensity I: Annoying Behavior



Corrective Responses

Intensity II: Disruptive/Interfering Behavior

Corrective Responses plus
Consequences

Intensity III: Persistent/Antisocial Behavior ***

Consequences plus
Interventions

Intensity IV: Severe/Dangerous Behavior ***

Administrative Response plus
Wrap-around Intervention

*** Functional Assessment/Strategic Intervention Here

Kindergarten

	<p><u>Expected Classroom Behaviors:</u> Listen Keep hands/feet to self Follow directions Use inside voice Taking Turns</p>	<p>Walking inside the classroom/building Raising hand before talking Sharing Ignoring Distractions Asking for Help</p>	<p><u>Incentives & Rewards:</u> Stamps Stickers Special lunch in the classroom Praise, praise, praise!</p>	<p>Treasure box Positive Postcard Home Extra Center Time High Fives/Class Cheers</p>
		<p><u>Intensity 1 Behaviors:</u> Passive off-task behaviors Talking out of turn Not following directions Tattling Distracting others Loud Voice "Bad Touch" behavior</p>	<p>Not listening/not paying attention Non-speech noises that disrupt Rocking, tilting, falling out of seat Talking without permission Calling/blurting out answers Not putting materials/toys away Pushing in line</p>	<p><u>Corrective Responses:</u> Visual, non-verbal, physical prompt Proximity Redirection Warning "Stop and Think" prompt Folder mark Move student to another seat Note sent home</p>
		<p><u>Intensity 2 Behaviors:</u> Continuing Intensity 1 Behaviors Not following directions Arguing with teacher/talking back Chronic socializing with peers Inappropriate language Pushing/poking Screaming/shouting out</p>	<p>Passive or active defiance Lying Running in Class Hands inappropriately on others Swearing</p>	<p><u>Consequences:</u> Move student to another seat Loss of privileges Loss of recess Time-out in class Phone contact with parent Parent/teacher conference Lonely lunch Stay inside at recess with teacher</p>
		<p><u>Intensity 3 Behaviors:</u> Continuing Intensity 2 Behaviors Not following directions/significant defiance Throwing furniture/dangerous materials Hazardous behaviors/safety issues Physically threatening behavior Physical aggression Fighting with intent to cause bodily harm Bullying/verbally threatening behavior</p>	<p>Stealing Vandalism Spitting Biting</p>	<p><u>Consequences:</u> Office referral Phone contact with parent Parent/teacher conference In-school suspension</p>

6th Grade

Expected Classroom Behavior:

Listening, following directions, focusing on/completing work, raising hand to get teacher, waiting for your turn, positive words and voice, respect for others, treating property with respect, apologizing when needed

Incentives and Rewards:

Praise, smile, positive reinforcement, special privileges, happy notes home, extra free time at computer/games, class cheer, Terrific Terry Tiger Time



Intensity 1 Offenses:

Passive off-task behavior, not listening or following directions, uncooperative, leaving seat or area, noises that disrupt, tilting or falling out of seat, talking out, distracting others.

Corrective Responses:

Stop and Think prompt, model/role play, the "look", non-verbal redirect or prompt, proximity or touch prompt, verbal redirect or warning, change color card/mark, move student to another seat, loss of Terry Tiger time



Intensity 2 Offenses:

Continuing intensity 1 behaviors, arguing, passive or active defiance, teasing, bullying/threatening name-calling, pushing/poking, inappropriate physical contact (no injury), horseplay, swearing, insubordination, rude or unacceptable language/tones

Consequences:

Stop and Think prompt, loss of privileges or recess, ending the activity, parent notification, Level 1 or 2 Time-Out



Intensity 3 Offenses:

Continuing intensity 2 behaviors, significant defiance, swearing, safety issues, throwing rocks, fighting to hurt someone, stealing, cheating

Consequence:

Community service, Level 3 or 4 Time-out, parent notification/conference, responsible thinking classroom



Intensity 4 Offenses:

Repeated violations of Intensity 2 or Intensity 3 behaviors

Administrative Response:

Follow LRSD Rights and Responsibilities Handbook Procedures and Guidelines

Developing the School-Wide Behavioral Matrix

The Process of Development:

- Phase 1: Grade or Cluster Levels**
- Phase 2: Building Level Discipline Team**
- Phase 3: Grade Level Check-off
(Student and Parent Involvement)**
- Phase 4: Building Level Check-off**
- Phase 5: Faculty Adoption**
- Phase 6: School-wide Roll-out and Implementation**

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Corrective Responses

Intensity I- Annoying Behaviors:

Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student).

Sample Intensity I Worksheet

Example: Grade 4/5 Intensity I Behaviors

Inappropriate Behaviors

Corrective Responses

Passive off-task behavior (e.g., head on desk, staring out the window)	Teacher visual, non-verbal, or physical prompt
Not listening/not paying attention	Teacher proximity
Leaving seat without permission	Teacher redirect
Not being in a designated area	Teacher "Stop & Think" prompt
Talking out of turn	Teacher warning
Making noises that disrupt the class	Name on the blackboard
Distracting others	Moving student's seat
Calling/Shouting/blurting out answers	Student makes public apology
Not following directions	Loss of recess/privilege

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Corrective Responses plus Consequences

Intensity II- Disruptive or Interfering Behaviors

Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

Sample Intensity II Worksheet

Example: Grade 4/5 Intensity II Behaviors

Inappropriate Behaviors

Consequences

Continued or more intense Intensity I behaviors	Loss of opportunity to earn points Loss of reinforcement tickets Loss of extra privileges
Not following directions/Passive or active	Loss of free time (on a graduated scale)
Arguing with the teacher/Talking back	Write name in discipline log/book
Poor attitude/rudeness	Student writes a remediation plan
Talking to neighbors without permission	Student needs to model appropriate behavior
Chronic socializing with peers	Student repairs/replaces damaged item
Inappropriate language (e.g., racial, sexual)	Letter to parent—written by student
Inappropriate hand gestures	Time-out: In-class, then out-of-class
Staring/non-verbal intimidation	Detention
Leaving seat without permission	Phone contact with parent
Not being in a designated or specified area	Conference with parent

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Consequences plus Interventions

Intensity III- Persistent or Antisocial Behaviors

Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office or in-school suspension room) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.

Activity: Developing a Behavioral Matrix

Grade 3: Which of the behaviors below do you feel are Intensity III Behaviors?

Group 1

Not following directions
Significant defiance
Arguing with teacher
Inappropriate language
Bullying
Verbal threats
Physical threats
Stealing
Lying
Harassment
Throwing things
Spitting
Destroying school property

Group 2

Lying
Chronic socializing with peers
Running in Class
Inappropriate language
Pushing
Poking others
Swearing
Taunting
Inappropriate sexual touching
Teasing
Not following directions
Wandering in the classroom
Physical aggression/fighting

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Administrative Response and
Wrap-Around Interventions

Intensity IV- Severe or Dangerous Behaviors

Very severe behavior problems that are usually addressed in a District's Code of Conduct and that usually require some type of student suspension from school.

Developing the School-Wide Behavioral Matrix

Grade _____

Expected Behaviors

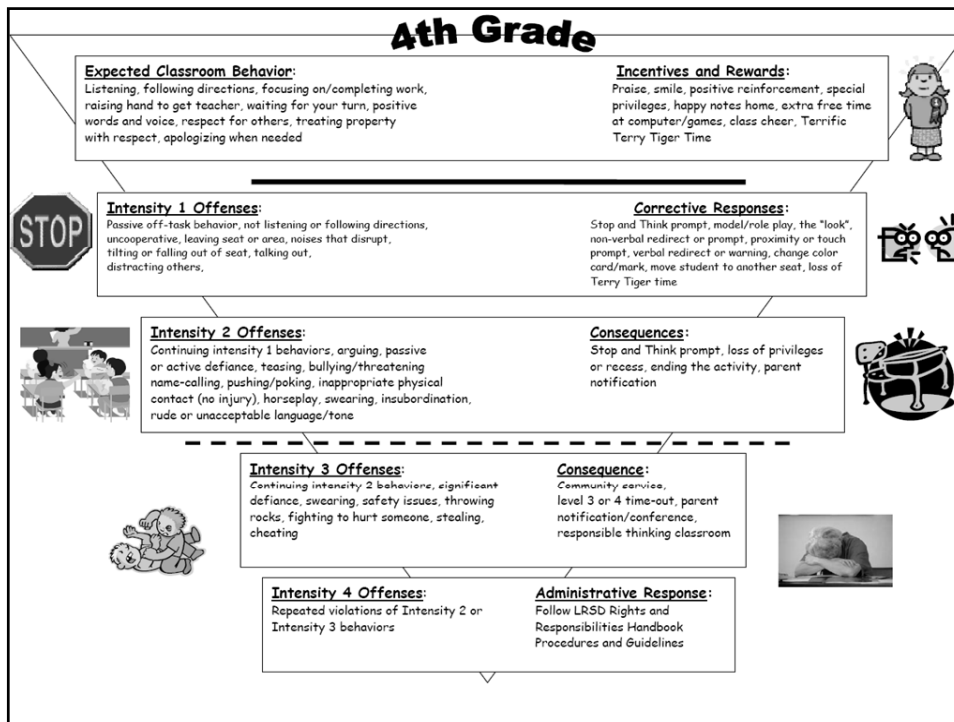
Positive Responses, Incentives,
and Reinforcers

Sources:

Social Skills

Replacement Behaviors from Identified Problem Behaviors

"Common Sense" Expectations



Ridpath Primary Behavior Matrix- Grades 1 and 2

Positive School Behaviors-	School-wide Incentives for Positive Behaviors-
<p>Demonstrating good listening Following directions quickly and the first time Focusing on/Completing work in a timely way Waiting to be called on to speak Using appropriate tone, volume, pitch of voice Talking with others positively and supportively Accepting consequences quickly and appropriately Apologizing appropriately Treating personal, school and other's property with respect Asking adults for help to solve serious problems or stay safe Being kind to others Cooperating and Sharing with others Treating others with dignity and respect Taking responsibility for your actions and statements Telling the truth Dealing appropriately with peer pressure</p>	<p>Praise or compliments Positive phone calls or notes home Positive notes on papers Special recognition in school or classroom newsletters WOW awards Positive visit to the Principal Positive postcards home Opportunities to help Hugs, "high fives," applause, pats on the Back</p>

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behaviors- Level 1

Passive off-task behavior
 Not listening/Not paying attention
 Talking out of turn/ Shouting out/
 Making noises
 Rocking, tilting, falling out of seat
 Not following directions
 Talking to neighbors without
 permission/Distracting others
 Poor attitude/ rudeness/
 inappropriate tone or volume
 of voice
 Teasing or Tattling

Corrective Responses- Level 1 (Organized along a Continuum)

Teacher visual, non-verbal, or physical
 prompt
 Teacher proximity
 Teacher redirect
 Teacher warning
 Teacher "Stop & Think" prompt
 Move student to another seat in the
 class
 Student apologizes to teacher/ class
 Loss of recess time
 Student needs to write an action plan
 Teacher ends activity for the student-
 student watches others complete
 tasks
 Note sent home

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behaviors- Level II

**Continued or more intense Level I
 Behaviors**
 Not following directions/ Passive or
 active defiance
 Continued talking/socializing with
 peers
 Staring at peer/ Bullying/Threatening
 other students
 Distracting Others/ Hands in other's
 area/ Pushing or Poking others
 Not telling the truth
 Taking other's property
 Continued talking out/Shouting out
 Cheating

Consequences- Level II

Move the student to another seat in the
 classroom
 Loss of privileges
 Loss of recess time
 Student needs to model the appropriate
 behavior
 Teacher ends activity for the student-
 student watches others complete
 activity
 Letter home to parent
 Phone call home
 Student/Teacher Conference
 Time out-- Level I or II

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behavior- Level III

Continued or more intense Level II Behaviors

- Not following directions
- Significant defiance/Arguing with teacher
- Inappropriate language
- Bullying/Verbally or Physically threatening
- Stealing
- Lying
- Harassment
- Throwing things/ Dangerous behavior
- Spitting
- Destroying school property

Consequences- Level III

- Send to office
- Loss of recess
- Student writes action plan with Principal or Counselor
- Community Service/Student pays for or replaces damaged items
- Student writes letter to parent
- Detention/ Time out in Office
- Phone contact with parent
- Parent/Student/Teacher/Principal/Counselor Conference
- In-school suspension
- Out-of-school suspension

Developing the School-Wide Behavioral Matrix

All Grades

- | | |
|---|---|
| Expectations—In the Hallway | Positive Responses, Incentives, Rewards |
| Expectations—In the Cafeteria | Positive Responses, Incentives, Rewards |
| Expectations—In the Rest Rooms | Positive Responses, Incentives, Rewards |
| Expectations—Going To/From Buses
(Or When Entering/Leaving the Building) | Positive Responses, Incentives, Rewards |
| Expectations—On the Playground/
Courtyards | Positive Responses, Incentives, Rewards |

Sample Expectations for the Common Areas of a School

Hallway

Eyes forward
Hands by your side
Mouth quiet
Walking to the right
Watching your

[The “Traveling”
Position]

Bathroom

Enter/Walk on the left
One at a time at a stall or
urinal/Flush once when
done
Mouth quiet
Keep your space/
Respect others’ privacy
Wash your hands/One
towel. . .in the trash

Sample Expectations for the Common Areas of a School

Bus

Walk on the bus and to the
first open seat. . .
starting in the back
Always sitting, Eyes
forward, Hands in your
space
Inside voice, One-seat
talking, Positive talk
Exit only when bus in
stopped

Cafeteria

Enter/Walk on the right
Eyes forward, Hands by your
side, Mouth quiet, Space
Always walking, Positive
talking, Six-inch voices,
Always Good Choices
Food on your tray or in your
mouth
Raise hand for help
Table clean, Throw away your
own trash

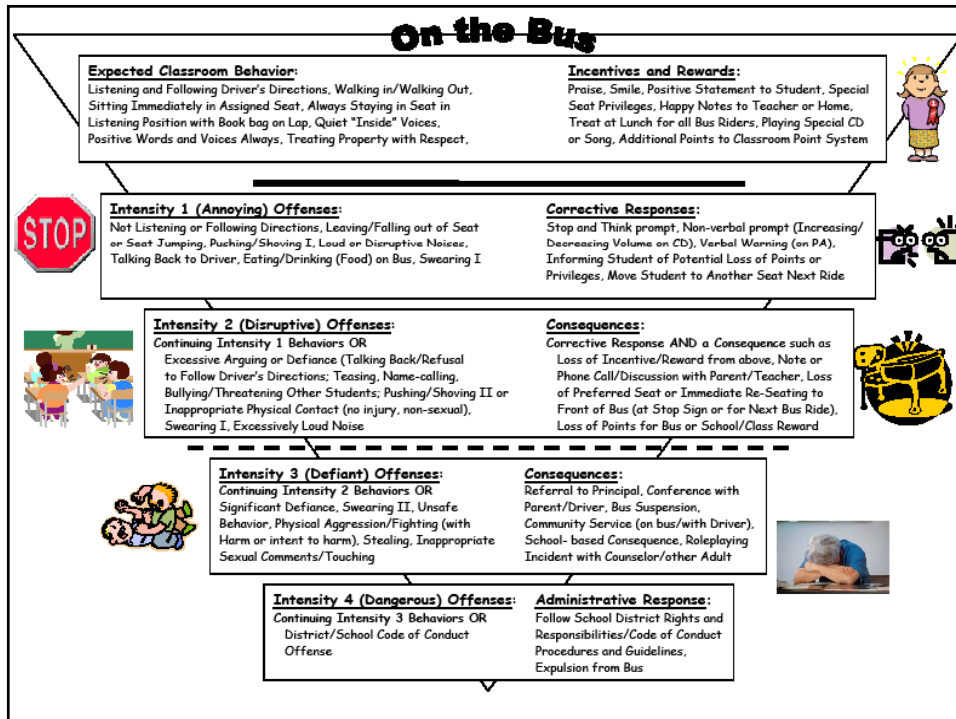
Sample Expectations for the Common Areas of a School

Playground

Walk to stay, Run to play
 Stay in designated places; Use your equipment or game rules
 Watch your space
 Six-foot voices
 Play fair; Have fun; Solve disagreements calmly
 Be a good winner and good loser
 Find an adult when help is needed
 Listen and Follow adult requests promptly
 Line up promptly at the signal

Assemblies

Walk in; Good line; Sit in your designated area
 Eyes forward, Hands by your side, Mouth quiet, Space
 Listen, Watch, and Learn
 Raise your hand (mouth closed) to ask questions, get help, or participate
 Positive comments; Clap for or Thank your program leader
 Good line, Walk out, Keep your space



The “Core” of the Positive Behavioral Self-Management System

Skill	The <u>Stop & Think Social Skills</u>
--------------	--

Interpersonal, Problem-Solving, and
Conflict Resolution Skills
Classroom/Building Routines

Accountability

The Behavioral Matrix

Grade-Level Classroom Expectations
Building and Common Area Expectations

The Educative Time-Out Process

Consistency

**Skills, Accountability, Staff,
Students, Parents**

Special Situations-Setting and Student

The Goal of an Evidence-Based Social Skills Program

TO:

- ❖ Teach Children Interpersonal, Problem-Solving, and Conflict Resolution Skills
- ❖ That facilitate their Social-Emotional/ Behavioral Development, and
- ❖ Help them develop Self-Management Skills

Social Skills vs. Character Education Programs

- ❖ Social Skill programs ARE Character Education programs, but Character Education programs ARE NOT Social Skill programs
- ❖ State legislation: character education vs. Character Education
- ❖ Virtually ALL Character Education programs that ARE NOT Social Skill programs ARE NOT evidence-based
- ❖ Free TA Paper:
www.projectachieve.info/productsandresources/freetechnicalassistancepapers.html

THE CHARACTERISTICS OF A QUALITY SOCIAL SKILLS PROGRAM

An effective social skills program:

1. Is based on a social learning theory model that uses teaching, modeling, role-playing, providing performance feedback, and an active focus on the transfer of training across time, setting, people, places, and circumstances for instruction;
2. Uses a core (universal) language that facilitates cognitive behavioral scripting and mediation, and conditions self-control and self-managed behavior;
3. Is explicit and developmentally appropriate, yet flexible and adaptive to students' individual communication skills, cultures, maturational levels, and needs;

THE CHARACTERISTICS OF A QUALITY SOCIAL SKILLS PROGRAM

4. Provides a defined, progressive, yet flexible, sequence of behaviors that recognizes that some prerequisite skills must be mastered before more complex skills are introduced;
5. Employs an evidence-based pedagogical approach to instruction that sequences instruction, application, and teachable moments;
6. Was designed for implementation by regular classroom teachers as the primary instructors; and
7. Has been demonstrated to be acceptable, socially valid, and easy to implement—thereby facilitating implementation integrity (see figure below for more characteristics of effective social skills programs).

School Districts:

Should choose their social, emotional, behavioral programs/curriculum/approaches the same way that they choose their (for example) new district literacy programs.



Evidence-based Social, Emotional, and Behavioral Programs

- Lions Quest
 - Positive Action
 - Second Step
 - Providing Alternative Thinking Strategies
 - Life Skills Training
 - Boys Town
 - Skillstreaming
 - Stop & Think Social Skills Program
- Social-Emotional Competency
- 
- Behavioral Skills Instruction

The Stop & Think Social Skills Program

Four Developmental Levels:

preK-Grade 1/Grades 2-3/Grades 4-5/
Grades 6-8

- ❖ Sensitive to Children's Developmental and Maturation Differences
- ❖ Teach Behaviors and not Constructs of Behavior
- ❖ Teach through Behavioral Instruction and Practice and not "Talk, Pray, and Hope"

Review of the Contents of the Stop & Think Social Skills Program

Contents:

Stop & Think Social Skills Teacher's Manual
Reproducible Forms Booklet
Stop & Think Posters
Stop & Think Stop Signs
Stop & Think Social Skills Script Cards

Building Needs:

Stop & Think Grade Level Kits
Stop & Think Signs
Other Support Materials

Early to Middle Elementary School Stop & Think Social Skills

At the Grade 2 through Grade 3 level, the ten primary skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

At the Grade 2 through Grade 3 level, the ten advanced skills are:

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being
Giving/Accepting a Compliment	Rejected or Left Out
Understanding Your/Others' Feelings	Dealing with Accusations
	Dealing with Peer Pressure

Middle School/Early Adolescent Stop & Think Social Skills

At the Middle School/Early Adolescent level, the ten primary skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away from a Fight
Dealing with Teasing, Being Rejected, or Left Out	Dealing with Peer Pressure
Apologizing	Dealing with Accusations

At the Middle School/Early Adolescent level, the ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

The Stop & Think Social Skills Calendar Classroom and Building Routines

Classroom Routines—Instructional

The "Hand Raising" Skills
Participating in Classroom
Discussions
Answering Questions during
Lessons
Working in a Cooperative Group
Doing Seatwork or Independent
Work Assignments
When You Finish a Classroom
Paper or Assignment
Transitions from One Classroom
Subject to Another
Taking Books and Other Materials
to Class
Taking Timed Tests

Classroom Routines—Procedural

Entering a Classroom
Hanging Coats and Backpacks
Lining Up to Leave the Classroom
(During the School Day)
The Dismissal Skill

Classroom Routines—Situational

When Your Teacher Gives You a
Time Out
When Your Teacher Asks You to
Leave the Classroom (As a
Consequence)
When the Teacher is Absent
Visitors in the Class or Building

The Stop & Think Social Skills Calendar Classroom and Building Routines

Building Routines—Procedural

Walking in Line in the Building
 Putting Clothes in Your Cubby
 Washing Hands for Lunch/Snack
 Lunchroom Behavior:
 Behavior in Line
 Getting food/Going to Tables
 Eating/In-Seat Behavior
 Busing Trays/Tables after Lunch
 Table Clean-Up
 Leaving the Cafeteria
 Playground Behavior (specify)
 Keeping the Classroom Clean
 Bathroom Behavior (specify)

Special Situation Routines

Knowing when to tell (an adult) about
 a Safety Issue
 Reporting an
 Accident or a
 Dangerous
 Situation
 Walking Away
 from a Fight
 or Conflict
 The Fire Drill

The Stop & Think Social Skills Calendar Classroom and Building Routines

Grade Levels: K and 1

Building Routines—Procedural

Walking in Line in the Building
 Putting Clothes in Your Cubby
 Washing Hands for Lunch/Snack
 Lunchroom Behavior:
 Behavior in Line
 Getting food/Going to Tables
 Eating/In-Seat Behavior
 Busing Trays/Tables after Lunch
 Table Clean-Up
 Leaving the Cafeteria
 Playground Behavior (specify)
 Keeping the Classroom Clean
 Bathroom Behavior (specify)

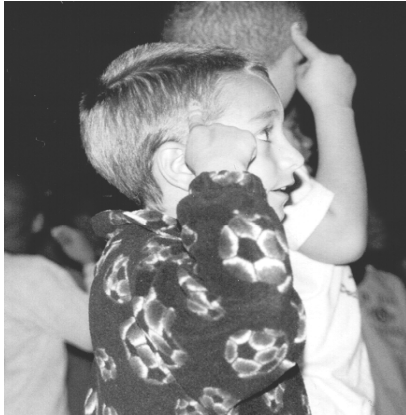
Special Situation Routines

Knowing when to tell (an adult) about
 a Safety Issue
 Reporting an
 Accident or a
 Dangerous
 Situation
 Walking Away
 from a Fight
 or Conflict
 The Fire Drill



The Definition of “Skill Mastery”

Skills are mastered when they are successfully performed under conditions of emotionality



Another Important “Skill Fact”

Most emotional reactions (behaviors)
are Classically Conditioned
(Remember Pavlov??)



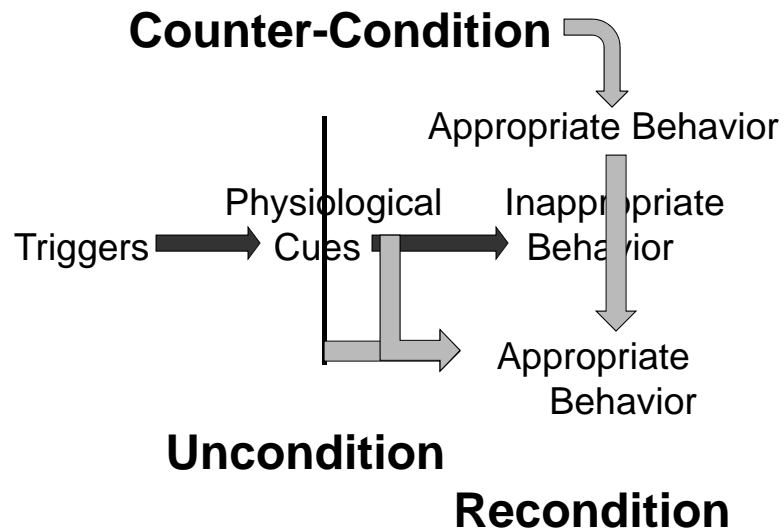
Increasing Behavior: Self-Control

The Emotional Reaction Paradigm:



Skills can be demonstrated as long as a person is not past the “Physiological Point of No Return”

Conditioning Behavior: Self-Control



Increasing Behavior: Self-Control

What is the Difference between:

Conditioned Behavior (Pavlov)

VERSUS

Motivated Behavior (Skinner)???

ANSWER: TWO SECONDS

SOCIAL SKILLS:

**. . . in a Positive Behavioral
Self- Management System (PBSS)**

**Critical Components of the
Stop & Think Social Skills Program**

- ** A Universal language that helps to condition behavior.**
- ** A Universal teaching process that results in student learning, mastery, and self-management.**

THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE

1. _____, you need to Stop & Think.
2. Are you going to make a Good Choice or a Bad Choice?
You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
[Tell/Guide your student here using a specific "Skill Script"]
4. All right, now let me see you Just Do It !!!
5. Great job !!! Tell yourself you did a great job !!!

THE STOP & THINK SOCIAL SKILLS UNIVERSAL PROBLEM SOLVING STEPS



WHY THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE WORKS



Impulse Control/Self-Control/Self-Management



Accountability: Incentives and Consequences;
Cognitive Pre-set



Cognitive-Behavioral Scripting and Preparation



Guided Behavioral Implementation



Positive Self-Reinforcement

Applying the Stop & Think Language to Prompt/Guide Behavioral Change

- Targeting Behaviors for Change:
 - Increasing or establishing new behaviors
 - Decreasing or eliminating inappropriate behaviors
 - Teaching attention & engagement skills
 - Teaching social, self-management & self-control skills
 - Addressing externalizing behavior (anger, acting out, aggression)
 - Addressing internalizing behavior (anxiety, withdrawal, depression)
 - Increasing student motivation
 - Peer engagement & management skills

Identifying Problematic Behaviors

Problem Behavior

Running in the Hallway
Swearing
Taking Someone's Toy
Blurting Out Answers
Verbal Taunts
Throwing Food in the Cafeteria
Sexual Harassment

What is Your Behavioral Goal?

Identifying Replacement Behaviors

- Replacement behaviors describe desired skills or outcomes
- Replacement behaviors cannot be described using “not,” “stop,” or “don’t”
- Replacement behaviors must be:
 - Observable
 - Measurable
 - Attainable/realistic

Identifying Replacement Behaviors

Problem Behavior

Running in the Hallway
Swearing
Taking Someone's Toy
Blurting Out Answers
Verbal Taunts
Throwing Food in the Cafeteria
Sexual Harassment

Replacement Behavior ?

THE STOP & THINK SOCIAL SKILLS PRACTICE ACTIVITY

1. _____, you need to Stop & Think.
2. I need you to make a Good Choice right now. You can do this by getting ready to _____ . Please think about your Good Choices.
3. In order to _____, your Good Choice is to (state specific Skill Script or Steps) .
4. All right, now let me see you Just Do It !!!
5. Great job!!! Thank you for making this Good Choice and following my directions!!!

THE STOP & THINK SOCIAL SKILLS PRACTICE ACTIVITY

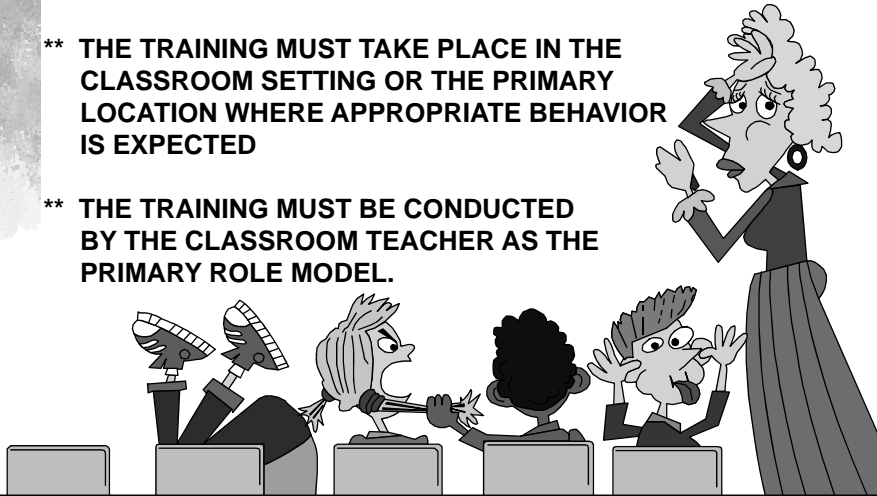
1. _____, you need to Stop & Think.
2. I'm sorry that you are making a Bad Choice right now
(by _____).
You need to make a Good Choice.
3. Your Good Choice is to (state Replacement Behavior).
[Tell/Guide your student here using a specific "Skill Script"]
4. All right, now let me see you Just Do It !!!
5. Great job!!! Thank you for making this Good Choice and
following my directions!!!

Skills Taught Using the Stop & Think Social Skill Process

- ***Classroom/Building Routines***
- Social Skills
- Academic Support Skills
- Academic Skills

WHO TEACHES the Stop & Think Social Skills?

- ** THE TRAINING MUST TAKE PLACE IN THE CLASSROOM SETTING OR THE PRIMARY LOCATION WHERE APPROPRIATE BEHAVIOR IS EXPECTED**
- ** THE TRAINING MUST BE CONDUCTED BY THE CLASSROOM TEACHER AS THE PRIMARY ROLE MODEL.**



Questions Relevant to Social Skills Training

- ** WHAT IS THE ROLE OF SUPPORT SPECIALISTS ?**
- ** WHY SHOULD “REAL LIFE” SITUATIONS?**
- ** WHY IS DAILY PRACTICE IMPORTANT?**



The Stop & Think Social Skills Calendar Classroom and Building Routines

Grade Levels: _____

Week 1 Classroom/Building Routine Skills

Building Routines:

- Day 1: Line/Hallway Walking
Lunchroom behavior (behavior in line, busing trays after lunch, getting to the Playground—release behavior)
Getting on the Bus to get home
- Day 2: Getting off the bus and to class in the morning
Bathroom behavior
- Day 3: Recess behavior (Especially getting into line and returning to the classroom)
- Day 4/5: Reinforcement of all routines above

Teaching Social Skills: The Importance of Skills & Script

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT



- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”

Sample Social Skill Scripts

Lining Up in the Classroom

1. Stand up and put your Chair under your desk.
2. Walk into the line.
3. Eyes forward, Hands by your side, Mouth closed, and Space.
4. Hold and Wait for your teacher's next direction.

Sample Social Skill Scripts

Transitions from One Classroom Subject to Another

1. Listen to the teacher's "Three Minute Warning."
2. Finish up your work.
3. Put your work away when your teacher tells you.
3. Listen to your teacher's next direction.
4. Follow the direction so you are ready for the next lesson or activity.
5. Look at your teacher so your teacher knows you are ready.

Sample Social Skill Scripts

Doing Seat Work Assignments

1. Name—Put your name on the paper.
2. Directions—Read the directions with the teacher.
3. Problem—Do the first problem or question.
4. Review—Check your work and go on to the next problem or question.

Skills Taught Using the Stop & Think Social Skill Process

- Classroom/Building Routines
- ***Social Skills***
- Academic Support Skills
- Academic Skills

Early to Middle Elementary School **Stop & Think Social Skills**

At the Grade 2 through Grade 3 level, the ten primary skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

At the Grade 2 through Grade 3 level, the ten advanced skills are:

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or Left Out
Giving/Accepting a Compliment	Dealing with Accusations
Understanding Your/Others' Feelings	Dealing with Peer Pressure

Middle School/Early Adolescent **Stop & Think Social Skills**

At the Middle School/Early Adolescent level, the ten primary skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away from a Fight
Dealing with Teasing, Being Rejected, or Left Out	Dealing with Peer Pressure
Apologizing	Dealing with Accusations

At the Middle School/Early Adolescent level, the ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

INITIAL INSTRUCTION:

A DEVELOPMENTAL SEQUENCE OF TEACHING STEPS FOR SELF-MANAGEMENT (SOCIAL) SKILLS INSTRUCTION . . . in a PBSS

**Identify and Teach
Behavioral Expectations**



Teach the Behavioral
Expectations by Teaching
the Cognitive-Behavioral Scripts
that represent the Steps that will
Guide Behavior

**Teach/Condition “Position,”
Emotional Control, and
Related Skills**

Pair Relevant Scripts with the
Overt Behavior; Behaviorally
Condition (Pavlov) Behaviors
as Relevant

Examples of Some Stop & Think Position Skills to Condition

- The “Listening” Position
- The “Ask/Answer a Question”
Position
- The “Turtle/Shoulder Pivot” Ignoring
Distractions Position
- The “Traveling” Position
- The “Relaxation” Position

Skills Taught Using the Stop & Think Social Skill Process

- Classroom/Building Routines
- **Social Skills**
- Academic Support Skills
- Academic Skills

REVIEW:

A DEVELOPMENTAL SEQUENCE OF TEACHING STEPS FOR SELF-MANAGEMENT (SOCIAL) SKILLS INSTRUCTION . . . in a PBSS

Identify and Teach Behavioral Expectations

Teach the Behavioral Expectations by Teaching the Cognitive-Behavioral Scripts that represent the Steps that will Guide Behavior



Teach/Condition "Position," Emotional Control, and Related Skills

Pair Relevant Scripts with the Overt Behavior; Behaviorally Condition (Pavlov) Behaviors as Relevant

**THE NEXT STEPS OF THE DEVELOPMENTAL
SEQUENCE OF TEACHING STEPS FOR SELF-
MANAGEMENT (SOCIAL) SKILLS INSTRUCTION**
... in a PBSS

**Teach Social Skills Using
Concrete, Sequential Steps**

Pair the Scripts with the Overt
Behavior; Practice– Move the
Scripts to Long-Term Memory
while connecting them
with Prosocial Behavior



**Teach Skills and Behaviors to
Mastery under “Conditions of
Emotionality”**

Introduce Conditions of
Emotionality; Positively Practice
to Automaticity under those
Conditions



**Teach “Higher Ordered
“Thinking” and Choice-
Oriented Prosocial Skills**

Teach “Step and Choice” versus
“Sequential Step” Social Skills

**Teaching Social Skills:
The Importance of Skills & Script**

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT



- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”

“Skills and Scripts”-- In Step 3 “Skill Box”

Listening: (For Younger Students)

1. Eyes— On the speaker.
2. Hands and Feet— Are folded.
3. Ears— Open and ready.
4. Mouth— Quiet and closed.



Prompt: “Show me Listening.”

“Skills and Scripts”-- In Step 3 “Skill Box”

Asking for Help:

1. Walk up to the person you want help from.
2. Look at the person and signal them to get their attention.
3. Wait until you are recognized.
4. Say, "I need help," in a nice or quiet voice and tell them what you need help with.



“Skills and Scripts”-- In Step 3 “Skill Box”

Ignoring Distractions:

1. Look away from the person (Do “the pivot”.)
2. Close your ears (and Focus on your work).
3. Hold your position; Do not respond or say anything to the person.



“Skills and Scripts”-- “Concrete, Sequential/ Step-Oriented” Script

Dealing with Teasing:

1. Take a deep breath and Count to five (ten).
2. Ignore the person.
3. Ask him/her to stop.
4. Walk away.
5. Find an adult for help.



“Skills and Scripts”--

“Higher Ordered Thinking/ Choice-Oriented” Script



Dealing with Teasing:

1. Take a deep breath and Count to five (ten).
2. Think about your good choices. You can:
 - a. Ignore the person.
 - b. Ask him/her to stop.
 - c. Walk away.
 - d. Find an adult for help.
3. Choose/Act Out your best choice.

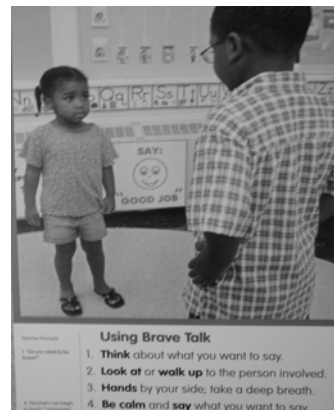


Preschool to Early Elementary School Stop & Think Social Skills

NEW SUPPORT MATERIALS:



www.projectachieve.info



Using Brave Talk

1. **Think** about what you want to say.
2. **Look at** or **walk up** to the person involved.
3. **Hands** by your side, take a deep breath.
4. **Be calm** and **say** what you want to say.

SOCIAL SKILLS:
**... in a Positive Behavioral
Self- Management System (PBSS)**

**Critical Components of the
Stop & Think Social Skills Program**

- ** A Universal language that helps to condition behavior.**
- ** A Universal teaching process that results in student learning, mastery, and self-management.**

The Teaching Process:

Academic vs. Social Skills

- | | | |
|---------------|---|------------------------|
| • Teach | ➔ | • Teach |
| • Demonstrate | ➔ | • Model |
| • Practice | ➔ | • Role Play |
| • Monitor | ➔ | • Performance Feedback |
| • Apply | ➔ | • Transfer of Training |

Organization of a Typical Stop & Think Lesson When Teaching a New Social Skill

STEP ONE: Introduction to Social Skills

STEP TWO: Reminder: Why “Good Choices” are Important,
and What Happens When “Bad Choices” Occur

STEP THREE: Teaching the Social Skill Script

STEP FOUR: Embedding the Skill Script in the Stop & Think
Universal Language

STEP FIVE: Modeling of the Social Skill by the Teacher

STEP SIX: Student Role-Plays of the Social Skill with
Performance Feedback

STEP SEVEN: Summary/Transfer of Training

The “Core” of the Positive Behavioral Self-Management System

Skill

The Stop & Think Social Skills

Interpersonal, Problem-Solving, and
Conflict Resolution Skills
Classroom/Building Routines

Accountability

The Behavioral Matrix

Grade-Level Classroom Expectations
Building and Common Area Expectations

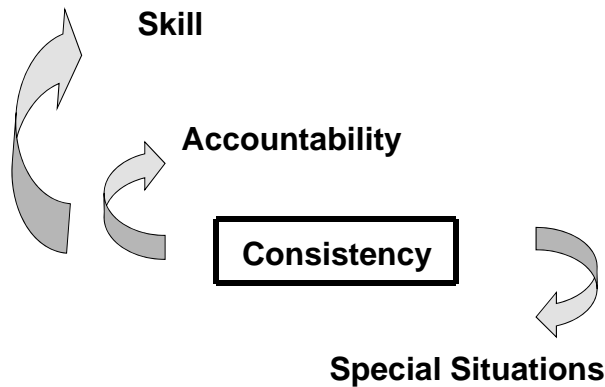
The Educative Time-Out Process

Consistency

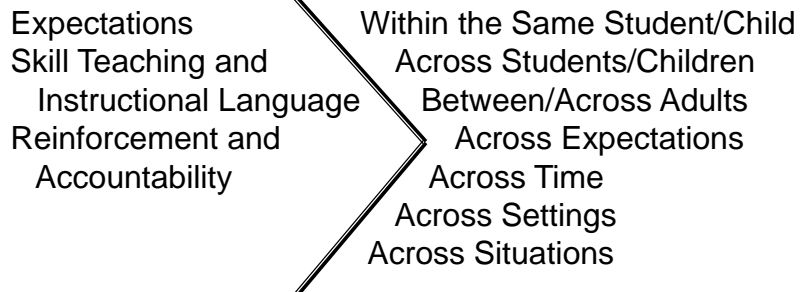
**Skills, Accountability, Staff,
Students, Parents**

Special Situations-Setting and Student

The “Core” of the Positive Behavioral Support System



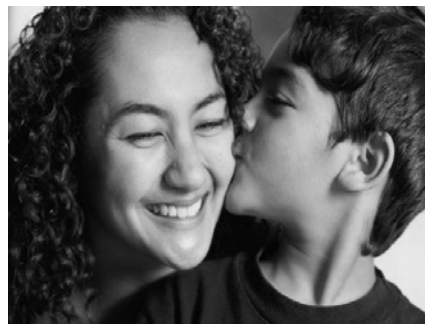
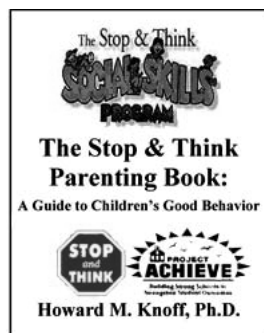
Typical Areas of Consistency/Inconsistency



Stop & Think Parenting

- ✓ Introduction
- ✓ Listening and Following Directions—The Basics
- ✓ Listening and Following Directions—Advanced Procedures
- ✓ Using Rewards and Consequences
- ✓ Teaching Children to Wait their Turn and How to Interrupt
- ✓ Children's Emotions and Dealing with Losing
- ✓ Teaching Children How to Accept Consequences
- ✓ Teaching Children and Parents How to Deal with their Anger
- ✓ Summary

Stop & Think Parenting



Clip #4

The "Core" of the Positive Behavioral Self-Management System

Skill



Accountability



Consistency



Special Situations

Two Types of "Special Situations"

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Student:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

Protocol for a School-Based, Special Situations Analysis

Setting-Specific Special Situation:

Examples: Cafeteria, Hallways, Recess, Buses

Analysis:

- I. Student Characteristics, Issues, and Factors
- II. Teacher/Staff Characteristics, Issues, and Factors
- III. Incentives and Consequences
- IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- V. Resources

Protocol for a School-Based, Special Situations Analysis

Peer-Specific Special Situation:

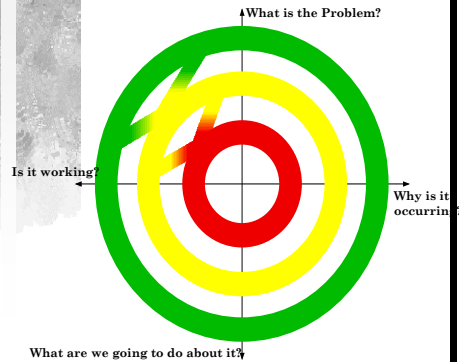
Examples: Teasing, Taunting, Bullying, Harassment, Fighting

Analysis:

- I. Student Characteristics: Do the Individual Students have the skills?
- II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?
- III. Teacher/Staff Characteristics, Issues, and Factors
- IV. Incentives and Consequences
- V. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- VI. Resources/Resource Allocation and Deployment

The Tiers of the Positive Behavioral Self-Management System

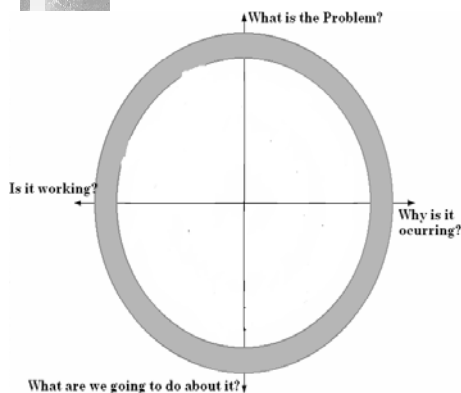


Tier 1: Prevention for All

Tier 2: Strategic Intervention for Some

Tier 3: Intensive Need or Crisis Intervention for Few

Tier 1: Prevention Services for All Students



Positive School and Classroom Climates
 Effective Classroom Instruction
 Effective Instructional Grouping
 Effective Classroom Management
 Student Instruction in “Zones of Success”
 Social Skill Instruction and Use
 Well-Designed and Implemented Accountability Systems
 Consistency
 Student Modifications & Accommodations
 Early Intervention

So...Who are Your Behaviorally Non-Responding Students?

Behaviorally:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

When Students Do Not Succeed Behaviorally... Who are They???

- ✓ **Social Skill Deficit Students**
(Interpersonal, Problem-solving, Conflict Resolution skills)
- ✓ **Emotional/Self-Control Deficit Students**
- ✓ **Academically or Socially Frustrated Students**
- ✓ **Risk-taking Students**
- ✓ **Rebellious/Authority-defying Students**
- ✓ **Rejected Students**
- ✓ **Isolated/Fearful Students**
- ✓ **Behaviorally Disordered Students**
- ✓ **Mentally Ill Students**

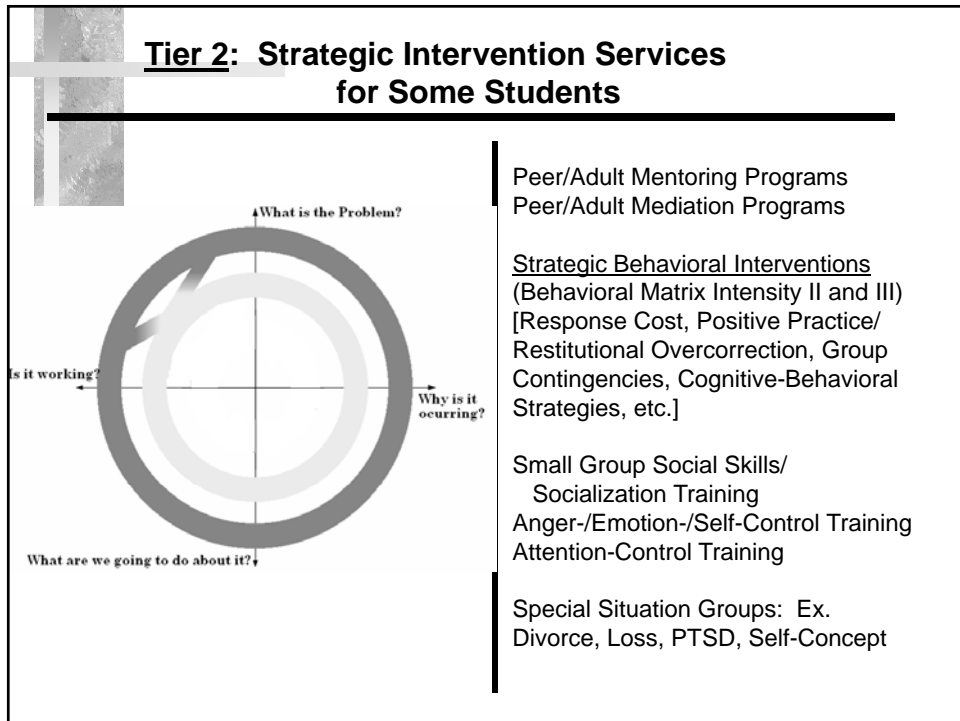
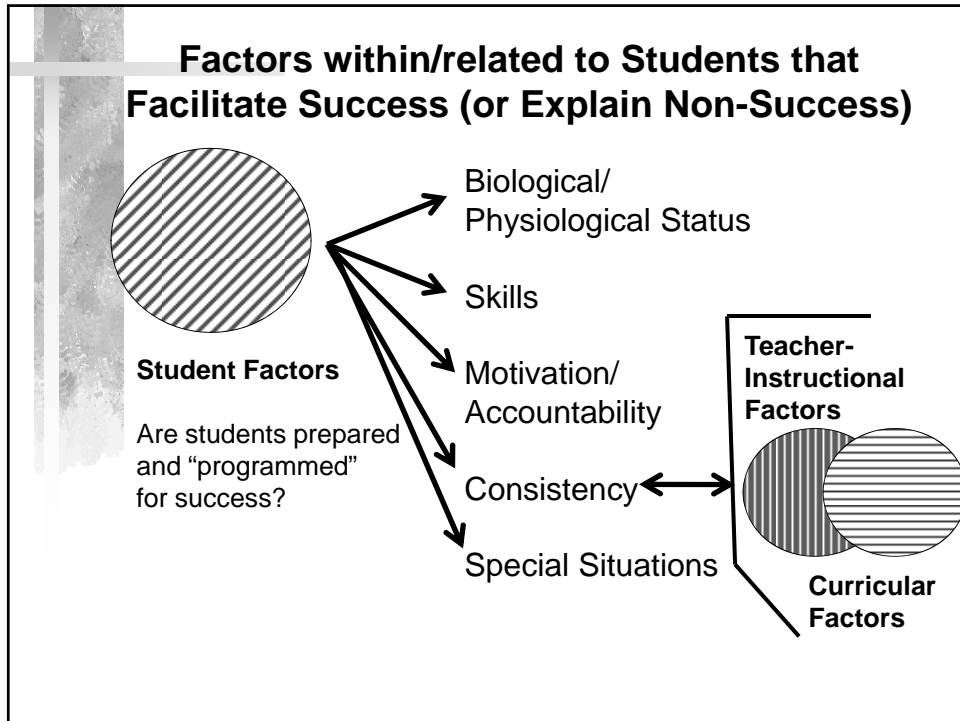
When Students Do Not Succeed Behaviorally... Who are They???

- ✓ **Chronic versus Acute Problem Behavior**
(“Lifers” versus “One-Timers”)
- ✓ **Externalizers versus Internalizers**
(Angry versus Depressed)
(Revenge- versus Control-oriented)
- ✓ **Peer Leaders versus Peer Followers**
- ✓ **Grand-standers versus Social Isolates**
- ✓ **Conduct Disordered versus Sociopathic**
- ✓ **Disabled versus Mentally Ill**

So...Why are Your Students Not Behaviorally Responding?

Behavioral Challenges and Reasons:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



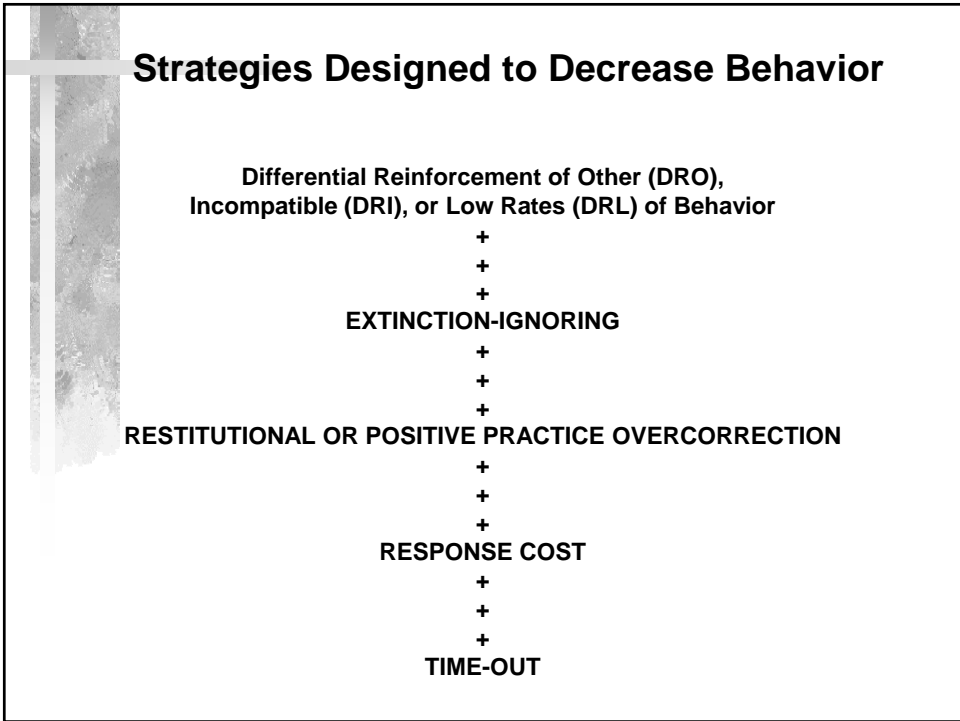
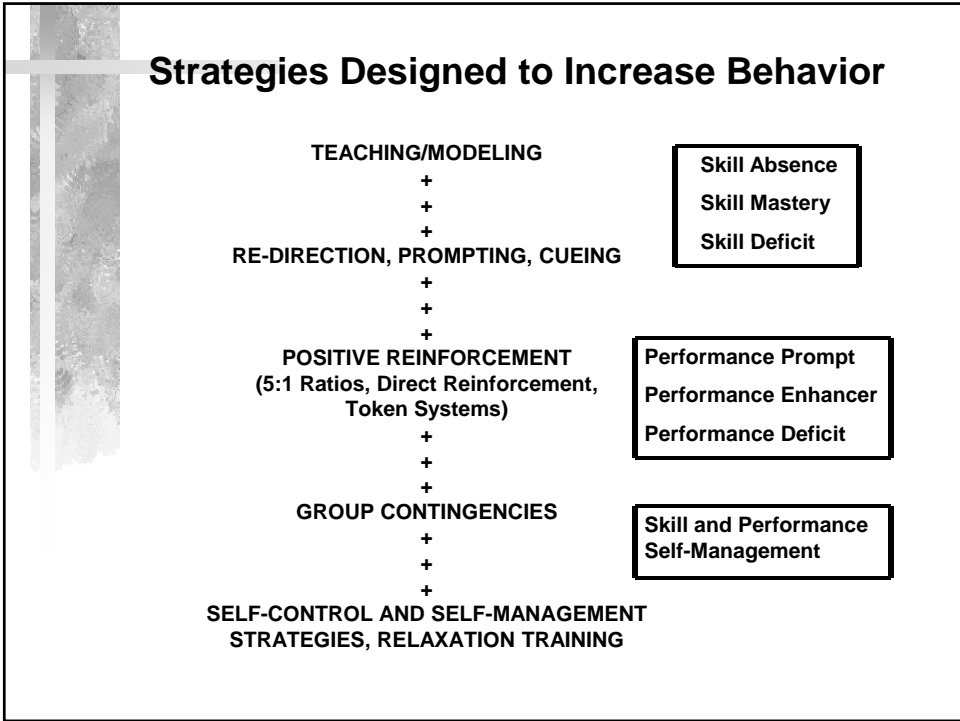
The Behavioral Intervention Survey

- ✓ Positive Reinforcement Schedules
- ✓ Extinction
- ✓ Stimulus Control and Cueing Procedures
- ✓ Social Skills training
- ✓ Task Analysis and Backward Chaining
- ✓ DRO, DRL, DRI
- ✓ Response Cost/Bonus Response Cost
- ✓ Overcorrection—Positive Practice and Restitutorial
- ✓ Group Contingency Interventions
- ✓ Behavioral Contracting
- ✓ Thought Stopping/Cognitive Control approaches
- ✓ Relaxation therapy
- ✓ Self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches
- ✓ Emotional Self-Control approaches

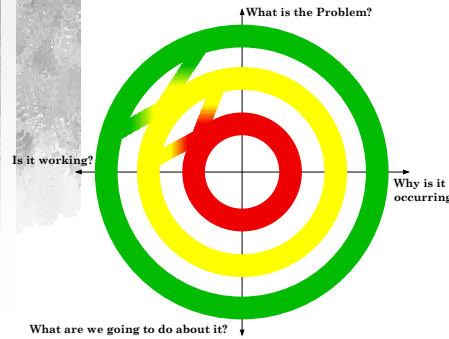
The Behavioral Intervention Survey

Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All SPRINT Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the SPRINT Team members across the buildings in your district relative to their ability to consult on and independently implement each intervention along with following scale:

1	2	3	4	5
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention



Tier 3: Crisis Management/Intensive Need Services



Individual Counseling/Behavior Therapy
(Behavioral Matrix Intensity III and IV)

[Relaxation Therapy, Desensitization, Cognitive-Behavioral Strategies, etc.]

School-Based Mental Health Services

Intensive Wrap-Around/
Continuum of Care Programming

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