

BEHAVIORAL INTERVENTIONS



Tier 3 Self-Management of Positive Behaviors

Increasing positive behaviors that are incompatible with undesirable behaviors is an evidence-based behavior management technique. This is a self-monitoring intervention designed to allow students to access reinforcement for appropriate alternative behaviors, subsequently reducing the target problem behavior. The appropriate target behavior and alternative behavior are identified through a functional assessment.

Steps in Implementing the Intervention

1. A simple functional assessment of target behaviors should be conducted by observing the student's classroom behaviors and selecting an observable undesirable behavior (disruption, aggression, etc.). The inappropriate behavior should be defined individually for that student (for example, disruption is defined as throwing objects and inappropriate verbalizations). The observer should then assess antecedents to the behavior (such as people, time of day, setting, other events or conditions, etc.), and consequences following the behavior (positive or negative reinforcers).

NOTE: Contact your school psychologist for assistance in completing an FBA.

2. Based on the results of the FBA, the teacher identifies an appropriate alternative behavior that will allow the student to receive the same reinforcer that he or she receives when they exhibit the inappropriate target behavior (for example, a student who yells and interrupts the teacher to gain attention is taught to gain attention appropriately by raising his/her hand).
3. The teacher defines appropriate and inappropriate behaviors for the student. The student is asked to generate examples of both appropriate and inappropriate behaviors. The teacher then models the appropriate alternative behavior for the student, and the student is given the opportunity to practice the alternative behavior before beginning the self-management intervention.
4. A self-management recording sheet is designed for the student. The sheet is designed to be easily seen by the student and remind him or her of the appropriate behavior and the reinforcer. For example, a sheet might state, "I worked by myself" or "I asked for attention by raising my hand."
5. The student is instructed to read the statement on the sheet and respond to their individualized statement at the end of each monitoring interval by checking "yes" or "no" in a corresponding box. Students who are not proficient in reading may be instructed to recite the statement from memory and color a happy or sad face rather than yes or no.
6. During the monitoring period, the student is prompted to record on their self-management sheets at regular intervals. The teacher selects the interval time, which may range from 1-minute to 5-minute intervals.
7. At the end of the monitoring period, the student (and/or teacher) calculates their percentage of appropriate behavior intervals. If the student has met the pre-designated percentage goal, he or she can also receive another reinforcer (for example, a student that "worked by myself"

for 75% of the monitoring interval may receive 10 minutes of computer time for exceeding the intervention goal of 70%).

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

Reference

Todd, A. W., Horner, R. H., & Sugai, G. (1999). Effects of self-monitoring and self-recruited praise on problem behavior, academic engagement, and work completion in a typical classroom. *Journal of Positive Behavior Interventions*, 1, 66-76.

Tier 2 - Tier 3 Self-Monitoring Noncompliant Behavior

This intervention is designed for the student whose noncompliant behavior (for example, "talking back") is the result of general aggressiveness. Because it involves a student monitoring his/her own behavior, this intervention may aid in promoting self-control.

Steps in Implementing the Intervention

1. Define noncompliance as specifically as possible (for example, when requested to do something or to stop doing something, the student ignores your request or actively pursues an activity other than that requested).
2. Gather baseline data for one week. Record each instance of noncompliance and total these at the end of each day. At the end of the observation week, add the daily totals and divide this number by five to obtain an average rate of daily noncompliance.
3. Divide the average daily rate in half. This is the number of noncompliant behaviors not to be exceeded if the student is to be rewarded during the week.
4. Before implementing the intervention, provide some instruction to the student. Introduce the intervention by saying, for example, "Sometimes you seem to be very angry when I ask you to do something like (provide a specific recent incident). I'd like to help you work on that so we can get along better. Each day I'll give you some strips to put on your desk. Each time you don't do what I ask of you, or mumble under your breath, I will take one of those strips away. If you have any strips left by the end of the day, you'll get a prize such as a pencil, an eraser, a snack, or getting to do a favorite activity. In fact, I'll let you choose which prize you want."
5. Prepare the strips of 1" x 3" pieces of colored construction paper, and tape these to the student's desk at the beginning of each school day. (The number of strips relates to the number of noncompliant behaviors not to be exceeded, as determined in step 3.)
6. Praise the student for compliance to requests (for example, "I like the way you did what I asked so quickly.") or take a strip away for noncompliance. Give the student the chosen reward at the end of the day if there are any strips left.
7. On the third day, tell the student that he/she can take his/her own strips off whenever he/she does not comply with your requests.

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

the intervention tracking sheet located on the Chalkboard must be used to document when the intervention is implemented.

References

- Thompson, G.J., & Jenkins, J.B. (1993). *Verbal judo: The gentle art of persuasion*. New York: William Morrow.
- Walker, H.M., & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers*. Austin, TX: Pro-Ed, Inc.

Tier 2 Learning to Comply

When students do not follow their teachers' directions it can disrupt instruction and other students' learning. Students are noncompliant for many reasons: they don't hear the directions, they don't understand them, they don't want to comply, or they want to comply but are unable to. This intervention is useful for students who would like to comply with directions but are unable to do so.

Steps in Implementing the Intervention

1. Identify the specific direction the target student is unable to follow. Write down the specific request to be given.
2. Explain the direction to the student, tell him/her exactly how to follow it, and discuss the importance of complying with the request. If needed, model the appropriate response to your direction.
3. When giving the direction use the same language consistently. It may be helpful to keep a written script of the direction close to you so that you use the same words each time you give the direction.
4. Give the direction to the student a few times each day for a number of days. Give the direction at the proper time, when the appropriate response is immediately needed. The number of times the direction is given each day will depend upon varying circumstances.
5. If the student does not comply with the direction, model the procedure for the student. If, for example, the student was asked to turn to a certain page in a workbook and did not, do this for the student, and explain the process while doing so. Following such training, give similar commands to the student until he/she can comply three consecutive times.

Considerations

You could use this procedure with one student for one direction, with one student for several directions, and/or with a number of students for the same direction. This choice will depend upon your priorities for the classroom and the availability of assistance.

Progress Monitoring Tool

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Reference

Walker, H.M. & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers*. Austin, TX: Pro-Ed, Inc.

Tier 2 – Tier 3
Positive Peer Reports:
Changing Negative Behaviors by Rewarding Student Compliments

Some students thrive on peer attention-and will do whatever they have to in order to get it. These students may even attempt intentionally to irritate their classmates in an attempt to be noticed. However, when students bother others to get attention they often find themselves socially isolated and without friends. Positive Peer Reporting is a class-wide intervention strategy that was designed to address the socially rejected child who disrupts the class by seeking negative attention. Classmates earn points toward rewards for praising the problem student. The intervention appears to work because it gives the rejected student an incentive to act appropriately for positive attention and also encourages other students to note the target student's good behaviors rather than simply focusing on negative actions. Another useful side effect of positive peer reporting is that it gives all children in the classroom a chance to praise others.

Materials

“What Is Praise?” Poster (see attached)
 “Examples of Praise” Poster (see attached)
 Classroom Reward Chart (see attached)

Steps in Implementing the Intervention

1. *Select One or More Group Rewards.* In this intervention students will earn a point every time that they successfully praise a peer when you call on them. Decide how many points (e.g., 100) the class must earn collectively in order to be able to cash them in for a group reward. (NOTE: You can use the attached *Classwide Reward Chart* form as a simple way to set up a classwide reward system and keep track of points that the class earns.)
2. *Choose Students as Particular Targets for the Intervention.* Pick out at most two students in the room who appear to be socially rejected and who seek peer attention in negative ways. You will later include these students as 'regulars' on your list of students to be praised each day.
3. *Teach Students to Praise Each Other.* Set aside 10-20 minutes to review the fundamentals of praise statements with your students. Before class, post the attached copies of the “What Is Praise?” and “Examples of Praise” posters on the classroom wall.
 - a. Begin the lesson by paying several compliments to students. Vary your praise. For instance, you might compliment individuals for effort (e.g. "Malik, you have the farthest to walk of anyone and yet you are always here on time. Thanks!"), behavior (e.g., "Angelina, I appreciated your helping me to straighten up the room yesterday after class."), and attitude (e.g., "Skylar, it is great to have someone with your upbeat personality in this class.").

- b. Introduce the concept of 'praise' and define the term for students. You may want to use the following definition from the *What Is Praise?* Poster: *"Today we are going to talk about praise. Praise is when you say something nice about someone. People like to hear compliments about their good behavior, how hard they are working, or their appearance. When we praise others, we should always be positive and always mean what we say."*
 - c. Ask students to volunteer positive statements that they know their friends like to hear. Present sample praise statements. Show students the *Examples of Praise* poster. Tell students that we can use statements like those on the poster to praise others. Read through the items on the poster. Call on students to give their own examples of praise, using items on the poster as a guide. Encourage discussion about when students might use these statements.
- 4. *Introduce the Positive Peer Reporting intervention.* Tell students that they will have a chance to earn a group reward. Each day you will announce at the start of class the names of 3-5 students. Tell the students that some of the names will be changed each day, while some names will stay on the list. At the end of every day or class period, you will review the list of chosen students. For each student, you will ask for volunteers to raise their hands to offer praise statements about that person. If you call on a student and that student is able to offer a sincere and appropriate compliment about the person on the list, the class earns a point toward the group reward.
- 5. *Start the Positive Peer Reporting intervention.*
 - a. At the start of each day or class period, select 2-3 student names at random and add them to the names of your target students (from Step 2). Announce the list of names to the class and remind the group that they will be asked to come up with compliments for each student on the list at the end of class. (You may want to write the names of the selected students on the board as a reminder.)
 - b. At the end of class, review the list. For each name listed, ask students to raise their hand if they have an appropriate compliment for the student. Once an individual has received 2-3 genuine compliments, move to the next name on the list.
 - c. Tally the number of compliments given and add that number of points toward the class group reward. Post the point total earned by the class publicly to generate interest. When the class has met its cumulative point goal, give the group its promised reward and start a new group point chart.

Considerations

Here are some possible problems that may arise with Positive Peer Reporting, with recommended solutions:

- *Your targeted student feels stigmatized.* Even students who thrive on peer attention may feel uncomfortable about having their name appear daily on the list of students to receive compliments. If you predict that this intervention might be awkward for your target student, consider including his or her name on the list frequently (e.g. randomly on three of every five days) but not every day.
- *Students disguise unfriendly remarks as 'compliments'.* As with any other intervention strategy, students may initially 'test the limits' with Positive Peer Reporting. Sometimes they may make cutting comments about others under the guise of complimenting them (e.g., "I want to praise Sally for taking a bath today."). If you find that a student is attempting to undermine the program, meet with him or her in private. Share your concern that the student is contributing to a negative classroom atmosphere. Remind the student of the disciplinary consequences that await anyone who insults or belittles a classmate. If the student persists in making hurtful comments after your conference, avoid calling on that person to give praise and be sure to enforce appropriate consequences for any negative remarks.
- *Students offer only vague praise.* If students seem to struggle to give specific or meaningful praise, model for them. For instance, if a student says of a peer, "Joe looked like he was paying attention to what we were doing today", you might follow up with more specific praise: "Yes, that's right. In fact, Joe asked several good questions that got everybody talking about the topic. That's the kind of class participation that gets us involved in learning!" Also, don't be shy about letting students know when they have praised well. If you highlight and discuss positive student comments that you believe are terrific examples of praise, you can help the entire class to develop compliments.

Progress Monitoring Tool

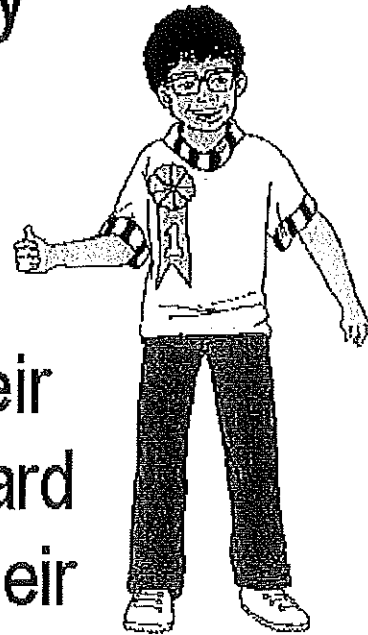
Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References

- Ervin, R.A., Miller, P.M., & Friman, P.C. (1996). Feed the hungry bee: Using positive peer reports to improve the social interactions and acceptance of a socially rejected girl in residential care. *Journal of Applied Behavior Analysis*, 29, 251-253.
- Wright, J. (2002). *Kids as reading helpers: Peer tutor training manual*. Available: <http://www.interventioncentral.org/htmldocs/interventions/rdngfluency/prtutor.php>

What is Praise?

- Praise is when you say something nice about someone.
- People like to hear compliments about their good behavior, how hard they are working, or their appearance.
- When we praise others, we should always be positive and always mean what we say.



Examples of Praise:

- I really like the way that you...
- Thank you for...
- Great work today!
- You look nice this morning!
- You did a very good job of...
- It was great that you...
- I can tell that you are trying really hard. Thanks!



Classroom Reward Chart



Room/Class: _____ Point Goal to Reach: _____ Pts

Group Reward: _____

Positive Behavior(s) That Will Earn Points: _____

[illegible]

Tier 2 – Tier 3 Behavior Contracts

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

Steps in Implementing This Intervention

Step 1: The teacher decides which specific behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic or pro-social behaviors. For example, an instructor may be concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher's concern that the student talks out may be restated positively as "The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an answer or comment." In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioral contract.

Step 2: The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff members and perhaps the student's parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

- a listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.
- a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."
- the conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he

- *Your targeted student feels stigmatized.* Even students who thrive on peer attention may feel uncomfortable about having their name appear daily on the list of students to receive compliments. If you predict that this intervention might be awkward for your target student, consider including his or her name on the list frequently (e.g. randomly on three of every five days) but not every day.
- *Students disguise unfriendly remarks as 'compliments'.* As with any other intervention strategy, students may initially 'test the limits' with Positive Peer Reporting. Sometimes they may make cutting comments about others under the guise of complimenting them (e.g., "I want to praise Sally for taking a bath today."). If you find that a student is attempting to undermine the program, meet with him or her in private. Share your concern that the student is contributing to a negative classroom atmosphere. Remind the student of the disciplinary consequences that await anyone who insults or belittles a classmate. If the student persists in making hurtful comments after your conference, avoid calling on that person to give praise and be sure to enforce appropriate consequences for any negative remarks.
- *Students offer only vague praise.* If students seem to struggle to give specific or meaningful praise, model for them. For instance, if a student says of a peer, "Joe looked like he was paying attention to what we were doing today", you might follow up with more specific praise: "Yes, that's right. In fact, Joe asked several good questions that got everybody talking about the topic. That's the kind of class participation that gets us involved in learning!" Also, don't be shy about letting students know when they have praised well. If you highlight and discuss positive student comments that you believe are terrific examples of praise, you can help the entire class to develop compliments.

Progress Monitoring Tool

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References

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- Wright, J. (2002). *Kids as reading helpers: Peer tutor training manual*. Available: <http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/prtutor.php>

and student to have honest disagreements about the interpretation of its terms. If this occurs, the teacher will probably want to have a conference with the student to clarify the contract's language and meaning. Occasionally, though, students may continue to argue with the instructor about alleged unfairness in how the teacher enforces the contract--even after the teacher has attempted to clarify the contract's terms. If the student becomes overly antagonistic, the teacher may simply decide to suspend the contract because it is not improving the student's behavior. Or the instructor may instead add a behavioral goal or penalty clause to the contract that the student will not argue with the teacher about the terms or enforcement of the contract.

Sample Behavior Contract:

Effective Dates: From <u>10/20/99</u> to <u>12/20/99</u>
Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following: turns in completed homework assignment on time turns in morning seatwork assignments on time and completed works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others
When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards: 10 minutes of free time at the end of the day in the classroom 10 minutes of extra playground time (with Mr. Jenkins' class) choice of a prize from the 'Surprise Prize Box' Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.
Penalty: If Ricky has to be approached by the teacher more than <u>5</u> times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.
The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract. Student Signature: _____
The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.. Teacher Signature: _____
The parent(s) of Ricky agree to check over his homework assignments

each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

Parent Signature:

Progress Monitoring Tool

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References

Rhode, G., Jenson, W., & Reavis, H. K. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Tier 2 – Tier 3
Breaking the Attention-Seeking Habit:
The Power of Random Positive Teacher Attention

Some students misbehave because they are trying to attract teacher attention. Surprisingly, many students who value adult attention don't really care if it is positive (praise) or negative attention (reprimands)--they just want attention!

Unfortunately, instructors with students who thrive on teacher attention can easily fall into a 'reprimand trap.' The scenario might unfold much like this: First, the student misbehaves. Then the teacher approaches the student and reprimands him or her for misbehaving. Because the student finds the negative teacher attention to be reinforcing, he or she continues to misbehave-and the teacher naturally responds by reprimanding the student more often! An escalating, predictable cycle is established, with the student repeatedly acting-out and teacher reprimanding him or her.

Teachers can break out of this cycle, though, by using 'random positive attention' with students. Essentially, the instructor starts to ignore student attention-seeking behaviors, while at the same time 'randomly' giving the student positive attention. That is, the student receives regular positive teacher attention but at times unconnected to misbehavior. So the student still gets the adult attention that he or she craves. More importantly, the link between student misbehavior and resulting negative teacher attention is broken.

Steps in Implementing the Intervention

Step 1: *Select How the Teacher Will Show Positive Attention to the Student.* The key to this intervention strategy is that the teacher will be giving the student regular positive attention at times of his or her choosing. It is important, then, for the teacher to put together a list of ways to deliver positive attention that (a) can be done quickly, without disrupting classroom instruction, and (b) the student actually finds rewarding. Here are just a few ideas for giving positive attention:

- Pat the student on the shoulder
- Make eye contact and smile at the student
- Check in with the student about how he or she is progressing with an assignment
- Call on the student in class (when you are pretty sure that he or she knows the answer!)
- Pass the student a note with a cheerful comment, specific praise, or compliment
- Give brief, specific praise about the student's work or behavior (e.g., "I really like to see how carefully you are drawing that map, Joanna!")
- Give the student a few words of encouragement
- Invite the student to summarize for the group the main points of a classroom discussion
- Converse briefly with the student
- Select the student to carry out a classroom task (e.g., passing out papers) that he or she likes

Step 2: *Decide How Frequently the Teacher Will Give 'Random' Positive Attention to the*

Student During a Class. The teacher now needs to figure out how often during a class period he or she will approach the student to give positive attention. Generally, this intervention works best if the teacher is able to give the student a fairly high level of positive attention, at least at the outset.

One good way for the teacher to estimate how frequently to provide positive attention is to observe a student across several class periods. The instructor keeps track of how frequently (e.g., once every 5 minutes) the student tries to capture the teacher's attention with problem behaviors. When the teacher has a good idea of how often the student typically seeks attention, he or she can plan to counter the misbehavior by giving the student 'random positive attention' at the same rate. Note: A teacher can simply estimate the student's rate of attention-getting behavior based on past experience with him or her. (If needed, formal guidelines can be found in the section below, *A Method for Estimating Rate of Student Attention-Seeking.*)

Step 3: The Teacher Chooses the Time(s) and Setting(s) in Which to Use Random Positive Attention. If the target student engages in attention-seeking behavior during certain times of the day or in particular locations (e.g., just after lunch in math class), the teacher can limit this intervention to just those time periods. If the student seems to be attention-seeking most of the time and in most locations, however, the teacher may want to use the random attention strategy across a greater part of the school day.

Step 4: Start the Random Attention Intervention. Unlike some intervention ideas, random teacher attention does not require that the student be formally trained in its use. Just start the intervention! There are just two simple rules:

Rule 1: Whenever the student inappropriately tries to get the teacher's attention, the instructor either (a) ignores the student or (b) in a neutral manner, quietly and briefly redirects the child to task. The teacher then continues teaching.

Rule 2: During a given class session, whenever the student is 'due' for positive teacher attention, the teacher observes the student. If the student is not engaged in attention-seeking behavior when the teacher glances at him or her, the instructor immediately approaches the student and briefly delivers positive attention (using a choice from the list developed in Step 1). Then continue teaching. Otherwise, the teacher simply ignores the student's attention-seeking behavior and continues teaching.

Step 5: Fade the Successful Intervention Over Time. Once the teacher finds that random positive attention has significantly reduced or eliminated the student's attention-seeking behavior, the instructor can gradually 'fade' the intervention. Each week, the instructor reduces the number of times that he or she approaches the student with positive attention-until the teacher is only occasionally providing that attention. If at any point in the fading process, the teacher discovers that the student begins again to act in an attention-seeking manner, the teacher can temporarily increase the rate of random positive attention until the student's behavior improves. Then the teacher continues fading the attention.

Considerations

The student's behavior does not significantly improve when the teacher uses this intervention. If you discover that random positive teacher attention is not effective in 'turning around' a student's misbehavior, there are several possible explanations:

The student is not receiving enough random teacher attention. If possible, try increasing the rate (number of times) that you give the student random positive attention during a class session. (See Step 4: Rule 2 above.) Boosting the rate of positive teacher attention may be all that is needed for the student to act more appropriately.

The teacher continues to give the student attention for misbehavior. Sometimes teachers don't realize how much attention they pay (even unwittingly) to students who misbehave for attention-seeking reasons. Reflect on your own classroom interactions with the student. If you discover while you are using random positive attention that you are still giving the student lots of attention for acting out, you should (a) continue to use random positive attention and (b) make an extra effort to respond neutrally to, or simply ignore, the student's attention-seeking behaviors.

The student generally does not find teacher attention to be rewarding. This random-attention strategy will work only if the child misbehaves to seek teacher attention. If, however, the student acts inappropriately for some other reason (e.g., to escape a situation that he or she finds unpleasant or to gain the attention and approval of classmates), you will need to select a different intervention strategy.

A Method for Estimating Rate of Student Attention-Seeking

Pick several class times when your student is most likely to try to grab your attention. Keep track of the start and end times of these observations (e.g., reading group, 9:30 to 10:10 a.m.) Tally or estimate the number of times during each session that the student attempts to capture your attention (e.g., asking for assistance when not really needed, engaging in attention-seeking misbehavior that forces you to approach him or her to reprimand or redirect).

To figure out how frequently the student seeks your attention on average, add up the total number of minutes from all the observation sessions and divide that figure by the total number of times that the student sought your attention across sessions. For example, if you had observed a student for a total of 120 minutes (across 3 sessions) and the student had sought your attention 10 times during the observations, you would know that the student sought your attention an average of once every 12 minutes ($120 \text{ minutes} / 10 \text{ incidents of attention-seeking} = \text{one attention-seeking incident every 12 minutes}$).

Once you have estimated how often the target student is vying for your attention, you can 'match' this attention-seeking behavior by giving the student random teacher attention at the same rate.

Progress Monitoring Tool

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References

- Carr, J.E., Bailey, J.S., Ecott, C.L., Lucker, K.D., & Weil, T.M. (1998). On the effects of noncontingent delivery of differing magnitudes of reinforcement. *Journal of Applied Behavior Analysis*, 31, 313-321.
- Jones, K.M., Drew, H.A., & Weber, N.L. (2000). Noncontingent peer attention as treatment for disruptive classroom behavior. *Journal of Applied Behavior Analysis*, 33, 343-346.
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Tier 2

Critters!: Rewarding Positive Behaviors

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

Materials

Critter Prize Slips Sheet (see attached)

Preparation

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

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

Steps in Implementing This Intervention

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

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

Tell students that-throughout the day-you will randomly reward children who engage in the day's target behavioral expectation with a Critter Slip. Show students the list of privileges that you have assembled for which they can redeem Critter Slips. Explain to them your terms for when and how frequently they can redeem slips (e.g., at the end of each day; just before lunch period on Fridays). Emphasize that-as the classroom teacher-you are the sole and final judge of how many Critter Slips are handed out daily and when and how they can be redeemed.

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

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

Put a predetermined number (e.g., 10) of Critter Slips into your pocket. During the day, make a point to hand out all of the slips to students displaying the target behavior. Be impartial: Avoid favoring any group of students when giving out slips! Each student receiving a slip should write his or her name on it and store it in a safe place until he or she is ready to redeem it. At whatever time interval you have set with the class, give students the chance to redeem their Critter Slips for privileges or rewards. (Some teachers are comfortable letting students redeem slips whenever they choose while other instructors prefer the structure of a pre-set 'slips redemption time'.)

Step 3: Fade Critter Slips Intervention.

Once you have found the Critter Slips program to be effective and stable for several weeks, you can begin to 'fade' it. Begin by handing out successively fewer slips each day. (For example, over a three-week period, you might gradually reduce the number of slips rewarded to the class from 10 to 4 per day.) Next, you can randomly pick days (e.g., once per week) when the intervention is not used. Slowly taper the program off until you are implementing it only occasionally (e.g., once every two-three weeks). If student behaviors begin to worsen during the fading period, put the program back into effect at full strength until behaviors improve. Then repeat the fading process, this time at a somewhat slower pace.

Troubleshooting

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

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









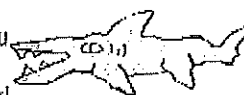


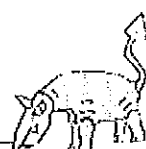



Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar.

Reference

Carr, J.E., Bailey, J.S., Ecott, C.L., Lucker, K.D., & Weil, T.M. (1998). On the effects of noncontingent delivery of differing magnitudes of reinforcement. *Journal of Applied Behavior Analysis*, 31, 313-321.

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

CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 
CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 
CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratu on good behavior! From: _____ 
CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulation on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 
CRITTERS! Date: _____ To: _____ Congratulation on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 	CRITTERS! Date: _____ To: _____ Congratulations on good behavior! From: _____ 

Tier 2 – Tier 3 Mystery Motivator

This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Materials

Mystery Motivator Chart

Special watercolor markers (including 'invisible' marker)*

NOTE: The use of markers is only recommended for K-6 students. However, the principle of random reinforcement is recommended for K-12 students

Preparation

Develop a reward menu for the individual or class targeted for this intervention. Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions. Reward systems are usually most powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful choice of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward. However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Create a 'Reward Deck.'

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

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

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

Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)

The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward a lot, (b) likes the reward a little, or (c) doesn't care for the reward. The teacher sorts the reward

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

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

Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.

Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day). Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the *Mystery Motivator Chart* (e.g., all homework turned in; fewer than 2 teacher reminders to pay attention during reading group)

Prepare the *Mystery Motivator Chart*.

First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behaviors improve).

Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter "M" into the chart blank with the invisible-ink pen.

Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points that appear in the Bonus Points box on the *Mystery Motivator Chart*). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

Steps in Implementing This Intervention:

Step 1: Introduce the Mystery Motivator program to students:

Explain that students will have the chance to earn rewards for good behavior.

Review the behaviors that you have selected with students. Use demonstration and modeling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.

Introduce the *Mystery Motivator Chart*. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward-but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., "If you turn in all of your classwork assignments by 2 p.m., you will be allowed to color the daily blank on the chart.")

Let students know that the magical letter "M" (for Mystery Motivator) has been secretly placed in some (but not all) of the chart squares. If the student reveals the "M" as he or she fills in the chart, the student can select a reward from the reward menu.

Step 2: Start the Mystery Motivator intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the *Mystery Motivator Chart*. Permit the student or class to color in the chart blank for the current day, using the special markers.

If the magic letter "M" appears, the student or class can select a prize from the prize menu.

If the magic letter "M" does not appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the *Mystery Motivator Chart* tomorrow.

Step 3: At the end of each week, determine whether the student or class has met criteria to fill in the Bonus Points box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

Troubleshooting

The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator Chart (e.g., by coloring beyond the borders of a given day's chart blank in hopes of revealing whether the next day's blank contains a magic letter), consider suspending them from the game for a day as a consequence.

A student attempts to undermine a team's performance. Occasionally, a student may misbehave deliberately in order to prevent the class from earning a chance to fill in the Mystery Motivator Chart. If this happens, you can designate that student to be a "team of one". While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in a position to sabotage the chances of others to earn reinforcement.

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References

Moore, L.A., Waguespack, A.M., Wickstrom, K.F., Witt, J.C., & Gaydon, G.R. (1994). Mystery Motivator: An effective and time efficient intervention. *School Psychology Review*, 23, 106-117.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book*. Longmont, CO: Sopriswest, Inc.

* You can purchase invisible ink pens (with "revealer" ink) on-line from the S.S.Adams Company, a manufacturer of novelty gifts. Visit the company's website at:

[http: www.ssadams.com/catalog2.html](http://www.ssadams.com/catalog2.html). Or check out the www.crayola.com site to purchase Crayola Changeables markers.

MYSTERY MOTIVATOR CHART



Class/Student: _____		Week of: _____			
BEHAVIOR GOALS: 1. _____					
2. _____					
3. _____					
Monday	Tuesday	Wednesday	Thursday	Friday	Bonus

Tier 3 Points for Grumpy

This response-cost strategy is appropriate for younger students who are verbally defiant and non-compliant with the teacher.

Materials

Two coffee cans with lids

Point tokens (e.g., poker chips, pennies, etc.)

Preparation

Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can "Grumpy." (You can embellish the "Grumpy" can with pictures of frowning faces or other symbols of irritation.)

Steps in Implementing This Intervention

Step 1: Create a menu of rewards for the student. For each reward, decide how many good behavior points the student must earn to get the reward.

Step 2: Tell the student that he or she can earn points for readily and politely following adult requests. Introduce the "Points for Grumpy Program":

At the start of each monitoring period, you will put 10 "good behavior" tokens (poker chips or pennies) into your pocket.

Each time that you have to approach or address the student because he or she is verbally defiant or non-compliant, you will take one of the "good behavior" points and drop it into "Grumpy's" coffee can.

At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to 'cash in' these tokens or points rewards according to the reward system that you have set up.

Step 3: Tell the student what your behavioral expectations for ready and polite compliance. The child will lose a point if you have to approach him or her for:

Talking back to you.

Using a disrespectful gesture or facial expression (e.g., eye-rolling)

Muttering

Failing to comply within 60 seconds of your making a request

Inform the child that if he or she complains about your taking a point, you will deduct additional good behavior points.

Step 4: Start the program. Use the attached chart to record any good behavior points that the child earns each day.

Troubleshooting: How to Deal With Common Problems in Using 'Points for Grumpy'

Q: How should I respond if the student becomes angry and confrontational when I take away a 'good behavior point' for misbehavior?

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner. If the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like "Points for Grumpy", you should probably not use it with that child.

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References

Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*. San Francisco, CA: Jossey-Bass.

Following Teacher Directions: Reward Chart for

Use this chart to record points earned by the student each day for respectfully following teacher directions.

Week	Monday ___/___	Tuesday ___/___	Wednesday ___/___	Thursday ___/___	Friday ___/___	Weekly Total
1						
2						
3						
4						

Tier 3 Rubber Band Intervention

Teachers often find it difficult to monitor the frequency of problem student behaviors. In this clever behavior-management strategy, the teacher uses keeps track of student behaviors using rubber-bands placed around the wrist.

Materials

Rubber-bands

Student self-monitoring chart (see attached)

Preparation

Develop a reward menu for the individual selected for this intervention.

Decide how many points that you will require the student to earn to 'buy' specific rewards.

Review with the student the kinds of disruptive classroom behaviors (e.g., talking out, out of seat, approaching other students at inappropriate times, etc.) that you are targeting to be reduced. Give the student clear examples of each problem behavior.

Introduce the rubber-band monitoring intervention (described below), making sure that the student fully understands the procedures and criteria for success.

Steps in Implementing This Intervention

Step 1: During the period of the day that monitoring is in effect, put up to 6 rubber-bands around one wrist at the start of each half-hour. Each time that you must verbally remind or prompt the student about his or her behavior, transfer a rubber-band from one wrist to the other.

Step 2: At the end of each half-hour, count up the number of rubber-bands remaining on the original wrist. If at least *one* rubber-band remains, your student earns a '+' rating for that half-hour.

Step 3: Briefly approach the student at the end of each half-hour to review his or her behavioral performance and (if earned) to have the student add a '+' to a simple monitoring chart taped to the student's desk.

Step 4: When the student has earned a sufficient number of '+' points, allow the student to redeem those points for a reward.

Step 5: As your student's classroom behaviors improve, gradually reduce the number of rubber-bands that you place on your wrist at the start of each monitoring period-until you have only 1-2. At that point, you can consider discontinuing this strategy or using it only intermittently.


Progress Monitoring Tool

PUse the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References

Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*. San Francisco, CA: Jossey-Bass.

Intervention Central. <http://www.interventioncentral.org>

 RUBBER-BAND CHALLENGE Date: _____				
_____ to _____	_____ to _____	_____ to _____	_____ to _____	Total Points

Tier 2 – Tier 3 Talk Ticket

Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

Materials

Talk Ticket: Intermediate Form for Tier 2 (see attached)

Talk Ticket: Long Form for Tier 3 (see attached)

Preparation

If you choose to use the Intermediate or Long Form of the Talk Ticket, which lists several trusted adults that the student might choose to meet with, you will need to check in with these professionals prior to starting the intervention to describe the intervention to them and obtain their permission to be listed as contacts.

Steps in Implementing This Intervention:

Step 1: From the sample forms that accompany this intervention description, choose a version of the Talk Ticket form that best suits your needs.

Step 2: Meet with the student privately to introduce the Talk Ticket intervention. Tell the student that, when an upsetting incident occurs that the teacher cannot immediately meet with the student to discuss, the student will be given a "Talk Ticket." This ticket will guarantee that the student will be able to meet with a trusted adult to debrief about the incident -but at a time that will not interfere with instruction.

Step 3: Whenever you note that the student is upset about an event or issue but you not have time to meet immediately with the student to discuss the situation, write out a Talk Ticket that notes a time and location for the student to meet with a trusted person (e.g., you, school counselor, administrator, teacher) to problem-solve about the issue.

Step 4: Be sure that the student is allowed to 'redeem' his or her Talk Ticket at the time noted! If you have listed several adult contacts in the school whom the student might choose to meet with, you may decide to let the student work down the list, checking in with each of the adults listed until the student finds one who has time to meet with him or her.

Step 5 (Optional): After the student meets with an adult to talk about the upsetting situation, you might choose to have the student complete the "Talk Ticket Reflective Planner" form. Or the student and adult can complete this form together as part of their conference.

Progress Monitoring Tool

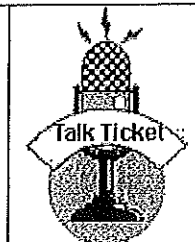
Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References

Rhode, G., Jenson, W., & Reavis, H.K. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Talk Ticket – Intermediate Form*Talk Ticket*

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):



1. _____
2. _____
3. _____

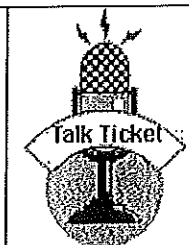
The conversation will take place on (date/time) _____.

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.

Talk Ticket – Long Form

Talk Ticket

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):



1. _____

2. _____

3. _____

The conversation will take place on (date/time) _____.

The student will talk with the adult about the following incident or concern:

The student will:

- *Describe what happened*
- *Talk about what role he or she played in this event*
- *Think of other positive things that the student could have done to bring about a better outcome*
- *Think of other positive things that the teacher or other people could have done to bring about a better outcome*
- *Come up with appropriate 'next steps' that the student could take to improve the situation.*

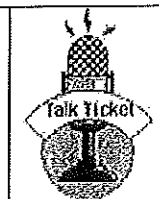
If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.

Reflective Planner

Talk Ticket Reflective Planner:

After talking with an adult, write down your thoughts about the situation or event that you are concerned about.

Describe what happened in the incident or event:



What role did you play in making this incident worse or better?

What are some other positive things that you could have done to bring about a better outcome?

What are some other positive things that the teacher or other people could have done to bring about a better outcome?

What are appropriate "next steps" that you can now take to improve the situation or set things right?

Tier 2 Check In / Check Out

Check in / Check out is a school-wide, prevention program for students who are starting to engage in problem behavior. The program is formalized and will serve up to 15 students at a time. The goal of Check in / Check out is to catch students early who are acting out and provide them with more frequent feedback on their behavior to prevent future problem behavior.

Which students would do well on Check In / Check Out?

Students who are starting to act out but ARE NOT currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/defiance) would be good candidates for the program. Students that have problem behavior across the day and in different settings are good candidates for the program versus students who have trouble only at recess or during math.

How do teachers participate in Check In / Check Out?

Teachers participate by providing both verbal and written feedback to students at predetermined times (see Daily Progress Report). The feedback should be quick, positive, and help remind the student what he or she needs to work on if the goal was not met. A sample feedback statement is "you did a nice job completing your work so you receive a "2" for work completion, but I had to remind you not to touch Savannah so you got a "1" for Keeping Hands, feet, and other objects to yourself."

Who will be responsible for checking students in and out?

The CI / CO Coordinator will be in charge of checking students in and out. The Coordinator will also keep track of the daily points earned and chart the progress for each student.

Steps in Implementing the Intervention

1. The CI / CO program consists of the following components:
 - Morning "check in" with _____ in room _____
 - Teacher feedback 3-5 times each day
 - Afternoon "check out" with _____ in room _____
 - Daily home report
2. Each morning, the student will walk directly to room ____ to check in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to room ____.
3. During the day, you will provide feedback to the student in the form of points. A "2" indicates great job/goal met, a "1" indicates okay/goal partially met, and a "0" indicates a hard time/goal not met. Please mark the student's card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to room ____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The

student will then turn in the card, points will be recorded, and the home report will be completed.

5. Graphed on a regular basis, at least once per week.

Typical Problems and Solutions

- 1. The student forgets to "check in"**

This is very common, especially for younger students. If the student arrives, and forgets to check in, send he/she to retrieve it. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), come up with a plan to address the problem.

- 2. The student loses the card**

Pick a place in the classroom to keep the card. You may also tape the card to the student's desk. Provide verbal reminders to the student to "remember your card". Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card.

- 3. The student "loses" the card if they are having a bad day**

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

- 4. The student arrives late to school**

Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check out.

- 5. The student becomes angry, and throws the card or rips it up**

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

Student Responsibilities:

1. Remember to go to check in and check out
2. Keep track of CI/CO card
3. Bring signed home report everyday

Teacher Responsibilities:

1. Provide a rating at designated times
2. Provide reminders to attend check in and check out
3. Provide support and encouragement to the student
4. Provide updates to CI/CO staff

CI/CO Staff Responsibilities:

1. Check students in and out
2. Provide CI/CO cards and home report
3. Provide updates to classroom teachers

Things to say at check in...

Wow! You brought back your CICO Report signed!
 You're here on time again -Great!
 Looks like you're all set to go
 It's great to see you this morning
 Looks like you're ready for a good day
 You're off to a good start
 You look so nice this morning
 You look happy to be here this morning
 I like the way you said "good morning"
 Thanks for coming to check in
 Sounds like you had a good weekend
 We missed you yesterday (if student was absent), nice to see you today

Things to say at check out...

You had a great (awesome, terrific, etc.) day!
 You're right on target
 Your mom/dad is going to be so proud of you
 You're really working hard!
 You are such a good student
 You made your goal- wow!
 Looks like today didn't go so well- I know you can do it tomorrow
 I know it was a tough day- thanks for coming to check out
 We all have bad days once and awhile- I know you can do it tomorrow
 You look a little frustrated- what happened?*

*If a student looks upset take a few minutes to "just listen"
 Looks like you were having some trouble today. I know you can turn it around tomorrow.

Progress Monitoring Tool

Use a Daily Behavior Point Sheet similar to the one below or a Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar. Contact your school psychologist for assistance if used in Tier 3. In addition, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

Example of Check In / Check Out
Daily Behavior Point Sheet

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Daily Behavior Point Sheet

LEGEND:

2 = goal met
1 = goal partially met
0 = goal not met

Name: _____

Points Possible _____

Points Received _____

Date: _____

% of Points _____

Goal Met? Y N

Target Behaviors	Morning work	Reading	Writing	Lunch	Math	Science	Specials
Come to school each day on time	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Get started on work right away.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Complete assignments in class.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Return homework and planner.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Student Signature: _____

Coordinator Signature: _____

Tier 2

Using Timers to Increase Work Completion

Teachers are often faced with the challenge of motivating a student to complete an assignment even when they are capable of doing the work. Using timers can encourage active academic engagement and efficient work completion.

Materials

Digital timer

Preparation

Select one or more rewards. In this intervention, the student(s) will earn a point every time that they successfully complete an assignment in the allotted time. Decide how many points the student(s) must earn in order to earn a daily and/or weekly reward. You can use the attached *Reward Chart* form as a simple way to set up a reward system and keep track of points that the student(s) earn.

NOTE: This intervention can be implemented class-wide as a Tier 1 intervention or for a specific student as a Tier 2 or Tier 3 intervention.

Steps in Implementing This Intervention

Step 1: Determine a reasonable amount of time for the student to spend on the assignment.

Step 2: Make sure that the student is prepared to begin the assignment. Provide the necessary materials and discuss the assignment to ensure that he or she understands the directions. If needed, answer the student's questions and/or do a few sample problems before beginning the session.

Step 3: Place the digital timer on the student's desk to indicate how much time student has been given to complete the assignment. Make sure that the student knows how much work has to be completed within the time period.

Step 4: Begin the timer and step away from the students. Return to the student's desk (every 5 minutes or so) to monitor their progress, answer questions and to offer encouragement and praise. Make your stay brief.

Step 5: When time has expired, check the student's work for completion and accuracy. Have the student immediately correct any mistakes.

Step 6: Give the student a point on the *Reward System Chart* if he or she successfully completes the assignment within the time limits. For example, the student may earn one point on the chart for completing a math worksheet in 10 minutes.

Step 7: Repeat the procedures throughout the day for every assignment that is expected to be completed.

Considerations

Provide the student enough assignments/opportunities to meet the daily and/or weekly goals.

Break a large assignments into smaller units promote work completion and to provide frequent opportunities to earn rewards.

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar.

Reference

Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*. San Francisco, CA: Jossey-Bass.

Reward System Chart

Use this chart to record points earned by the student(s) each day for successfully completing assignments in the allotted time limits.

Week	Monday ____/____	Tuesday ____/____	Wednesday ____/____	Thursday ____/____	Friday ____/____	Weekly Total
1						
2						
3						
4						

Tier 2 Help Signal

The time that students spend in the classroom actually working on academic subjects is sometimes referred to as 'engaged time.' During independent seatwork, difficult-to-teach students may not have effective strategies to ask for teacher help. Instead, when these students encounter a problem or work that they cannot complete on their own, they may start to act out, distract peers seated around them, interrupt the teacher (who may be working with another group of students), or simply sit passively doing nothing. The help-signal is a flexible procedure that the student can use to get teacher assistance during independent seatwork. It allows the student to signal the teacher *unobtrusively* for help while continuing to work productively on alternative assignments.

Steps in Implementing This Intervention

Select a Student Signal. Decide on a way that the student can signal that they require teacher help. One approach is to select a 'secret' signal for the student to use that is clearly observable to the teacher but is unlikely to draw the attention of other children. For example, you may use a red folder to hold the student's alternative work and tell the student simply to pull out that folder and begin working from it whenever he or she needs the teacher's help. Whenever you see the red folder open on the student's desk, you will know that the child needs help.

Create an Alternative Work Folder. Create a student work folder and fill it with alternate assignments or worksheets that the student can work on independently. For example, you might insert into the folder math worksheets, a writing assignment, or lists of reading vocabulary words to be practiced.

Introduce the Program to the Student. Set aside time to meet with the student to introduce the help-signal routine. Show the student how to post the help-flag or other help signal.

Instruct the student that they should post the help-signal whenever he or she becomes stuck on seatwork and needs instructor assistance.

Tell the student that after posting the help-signal they should check over the current work assignment to see if their other problems or items that he or she can work on while waiting for the teacher.

Show the student the alternative-work folder. Tell the student that, if he or she cannot continue on any part of the seatwork, the student should pull out the folder and to begin to work on an alternative assignment. The student is to continue working on that assignment until the teacher or other staff member can get to the student's desk to provide assistance. Also, be sure that your student knows during what activities and times during the school day that he or she is to use the help-signal to indicate that adult attention is needed.

Give the student a chance to try out the help-signal under your guidance, and offer feedback about the performance. Let students know that if they stand and approach you for help directly rather than posting the help-signal, you will remind them to use the signal and then send them back to their seat.

Begin the Intervention. Start the help-signal as soon as you feel that the student understands and will comply with the system. Take care to scan the room periodically when you are free during student independent seatwork to see if any students might need your assistance.

Considerations

The help-signal intervention can be tailored to fit the circumstances of different classrooms. For example, you might:

Train all students to use the help-signal as a class-wide intervention that can serve as a Tier 1 intervention

Prepare a 'help-flag' (a strip of colored, laminated posterboard) with the word 'Help' or similar word written on it. Attach a Velcro tab to the flag and affix a corresponding adhesive Velcro strip to the student's desk.

Provide rewards to the student for following the help-signal routine.

Progress Monitoring Tool

Use the Daily Behavior Report Card located at <http://www.interventioncentral.org/tools/behavior-report-card-maker> to monitor the student's progress on this intervention and graph using Excel, ChartDog Graphmaker (located at http://www.interventioncentral.org/tools/chart_dog_graph_maker), or similar.

Reference

Shore, K. (1998). *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*. San Francisco, CA: Jossey-Bass.

Intervention Central. <http://www.interventioncentral.org>

Appendix A: Definitions

Definitions of Terms and Acronyms

The following terms and acronyms are commonly heard in education. Some of them apply to the Student Support Team process, others are specific to Exceptional Students, while others are general terms in education.

Adequate Yearly Progress (AYP): Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for AYP. Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).

Baseline: a student's level of academic or behavioral performance immediately before an intervention is began. Baseline data should consists of at least 3 data points which are collected within a short period of time and reflect the student's typical performance.

Behavior Intervention Plan (BIP): A set of strategies aimed at helping the child act in ways that work in the classroom, and that helps him or her be ready to learn. The BIP is based on information obtained from the functional behavioral assessment which may be implemented at any Tier but is required at Tier 3. The information gathered from the functional behavioral assessment should be used to develop a BIP. Note that the Tier 3 intervention on the BIP must be a research based intervention selected from the Intervention Manual. The BIP may also include Tier 1 and Tier 2 interventions that are already in place but only Tier 3 interventions should be developed in SST.

Curriculum Based Measurement (CBM): a method of measuring student academic achievement through direct assessment of specific academic skills. When using CBM, the teacher gives the student brief, timed samples or "probes" to help measure a student's progress. Weekly or monthly CBM allows the teacher to revise the instructional plan and interventions as soon as the student needs it, rather than waiting until a test or the state assessment (CRCT) shows that the student's instructional needs are not being met.

Data Collections: repeated curriculum-based measurements that last 1 to 5 minutes and provide information to teachers and parents to provide a clear picture of the student's progress toward academic and behavioral goals. Teacher and parents can see daily/weekly scores on a graph to determine if additional instruction and intensive interventions are effective.

Differentiated Instruction: a way of teaching students of different abilities in the same class. Generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. More specifically, the teacher proactively plans varied instructional approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to promote that every student learns as efficiently as possible.

Special Education:

Eligibilities:

SLD – Specific Learning Disability

AUT – Autism Spectrum Disorders

DB – Deaf-blind

MID – Mild Intellectual Disability

MOID – Moderate Intellectual Disability

SID – Severe Intellectual Disability

PID – Profound Intellectual Disability

TBI – Traumatic Brain Injury

EBD – Emotional and Behavioral Disorder

VI – Visual Impairment

D/HH – Deaf/Hard of Hearing

OHI – Other Health Impaired

SI – Speech/Language Impairment

OI – Orthopedic Impairment

SDD – Significant Developmental Delay

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

Early Intervention Program (EIP): (Available at some schools and grade levels) The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. A student at any level of the tiers of intervention may receive EIP assistance.

Free and Appropriate Public Education (FAPE): This IDEA and Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) for every child with a disability. The education must be individually tailored to meet the student's needs and include all related services necessary for him or her to benefit from the special education instruction.

Family Educational Rights and Privacy Act (FERPA): FERPA is a Federal law that protects the privacy of student's education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Formative Assessment: Formative assessment is often done at the beginning and during a curriculum unit or intervention, thus providing the opportunity for immediate feedback on student learning. Formal assessment is not to be evaluative or involve grading students. Formative assessment results lead to curricular and instructional modifications when current strategies do not result in adequate student learning.

Functional Behavioral Assessment (FBA): a problem-solving approach that incorporates a variety of observations and interviews to identify the causes of problem behaviors and to develop the interventions to directly address the problem behavior. A FBA may be completed for a student at any Tier. In Tier 3 (SST), any student with a behavior concern should have a FBA

from within the current school year. If a Tier 3 student does not have a FBA yet, the FBA should be initiated at the first SST meeting in which behavior is identified as a target concern.

Individuals with Disabilities Education Act (IDEA): IDEA is our country's special education law. The IDEA was originally enacted by Congress in 1975 to make sure that children with disabilities had the opportunity to receive a free appropriate public education, just like other children. IDEA guides how states and school districts provide special education and related services.

Individual Accommodations Plan (IAP): A plan designed to accommodate the unique needs of a student with a disability, as required by the Americans with Disabilities Act. The IAP is offered to students who are eligible for 504 accommodations based on a disability that does not interfere with the student's ability to progress in general education.

Individual Education Plan (IEP): Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document that outlines the educational plan for the student based on that student's needs and abilities.

Individual Health Plan (IHP): An IHP is a form that is completed by a physician detailing a health impairment of a student. IHPs are typically developed for students with asthma, seizure disorder, diabetes, sickle cell anemia, or other medical conditions that may require medical attention or medication at school. IHPs may also be requested for students diagnosed with mental illness or behavioral diagnoses such as ADHD. IHP's may be written or developed for a student at any of the Tiers.

Intervention: An intervention involves modifying curriculum and/or instruction to meet the specific academic or behavioral needs of a student.

Progress Monitoring: A method used by teachers to track individual student progress on an on-going basis. The student's progression of achievement and/or behavior is monitored and teaching is adjusted to meet the students' needs. Specifically, a student's current levels of academic or behavioral performance are identified and goals for improvement are set. By using quick and easy repeated measures, teachers can take daily and weekly "snapshots" that provide valuable information about the student's progress towards meeting the goal. Progress is measured by comparing expected and actual rates of learning and/or behavior.

Pyramid: Refers to the Georgia Student Achievement Pyramid of Interventions which is a framework of instructional interventions that must be provided in a standards-based learning environment to maximize student achievement for ALL students.

Reasonable Progress: Refers to a student's rate of learning as compared to grade level peers. For example, the Georgia state regulations for special education indicate that a student whose rate of learning is comparable to grade level peers cannot be determined to have a disability that impacts educational performance even though the student may be below grade level.

Response to Intervention (RTI): The process by which school personnel analyze a student's response to a particular intervention to assist in determining whether or not the intervention is working. If the student fails to respond to several appropriate and well implemented interventions, school personnel will consider whether the student is failing to respond to interventions and may be in need of more specialized services available through the Division of Exceptional Students.

Section 504: Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal **access** to an education. The child may receive accommodations and modifications in the general education classroom.

Student Support Team (SST): SST is a regular education Tier 3 process that is based on the child study team concept that facilitates the implementation of *intensive researched-based interventions* and supplemental academic instruction to proactively meet the diverse characteristics and needs of students with academic and behavior concerns.

Summative Assessment: Summative assessment is comprehensive in nature and is used to check the level of learning at the end of a curriculum unit or school year. For example, if upon completion of a unit students will have the knowledge to pass a test, taking the test would be summative in nature since it is based on the cumulative learning experience.

Trendline: a line on a progress monitoring graph that shows the student's current rate of progress. The trendline also predicts the expected goal of the intervention if the student continues to progress at the current rate.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

CBM Writing Probes for Progress Monitoring

Description

CBM Writing probes are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence or partial sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story. The examiner collects the writing sample for scoring. Depending on the preferences of the teacher, the writing probe can be scored in several ways (see below).

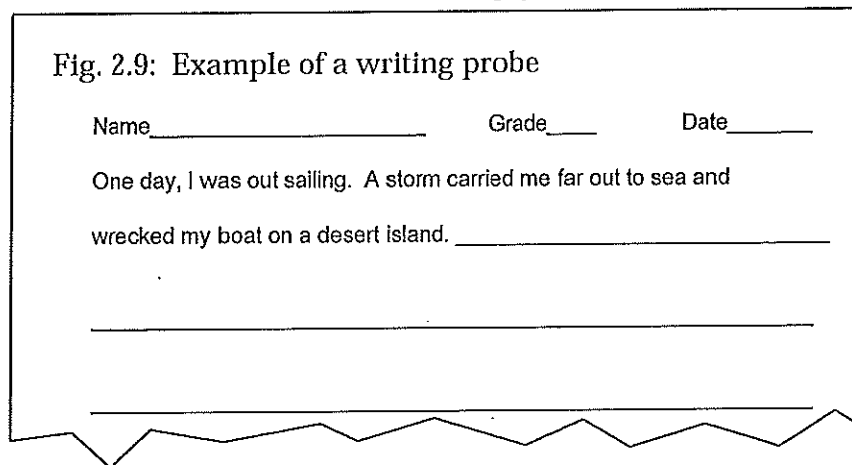
Creating a measurement pool for writing probes

Since writing probes are essentially writing opportunities for students, they require minimal advance preparation. The measurement pool for writing probes would be a collection of grade-appropriate story-starters, from which the teacher would randomly select a story-starter for each CBM writing assessment. Writing texts are often good sources for lists of story-starters; teachers may also choose to write their own.

Preparing CBM writing probes

The teacher selects a story-starter from the measurement pool and places it at the top of a lined composition sheet. The story-starter should avoid wording that encourages students to generate lists. It should also be open-ended, requiring the writer to build a narrative rather than simply to write down a "Yes" or

Fig. 2.9: Example of a writing probe

The image shows a sample of a writing probe form. It is a rectangular box with a decorative, jagged bottom edge. Inside the box, at the top, is the caption 'Fig. 2.9: Example of a writing probe'. Below this, there are three lines for student information: 'Name _____', 'Grade _____', and 'Date _____'. Following these is a story-starter sentence: 'One day, I was out sailing. A storm carried me far out to sea and wrecked my boat on a desert island. _____'. Below the story-starter, there are three horizontal lines for the student to write their response.

"No" response. The CBM writing probe in Figure 2.9 is a good example of how a such a probe might appear. This particular probe was used in a 5th-grade classroom.

Written expression probes can be used at any grade level in which students are still working on such writing skills as punctuation, grammar, spelling, and capitalization. They can also be administered to individual students or entire groups.

NOTE: Writing Probes are available at <http://www.interventioncentral.org/tools/writing-probe-generator>

Materials needed for giving CBM writing probes

- o Student copy of CBM writing probe with story-starter
- o Stopwatch
- o Pencils for students

Administration of CBM writing probes

The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions?

For the next minute, think about . . . [insert story-starter]. The examiner starts the stopwatch.

At the end of 1 minute, the examiner says, *Start writing.*

While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.

After 3 additional minutes, the examiner says, *Stop writing.* CBM writing probes are collected for scoring.

Scoring

The instructor has several options when scoring CBM writing probes. Student writing samples may be scored according to the (1) number of words written, (2) number of letters written, (3) number of words correctly spelled, or (4) number of writing units placed in correct sequence. Scoring methods differ both in the amount of time that they require of the instructor and in the quality of information that they provide about a student's writing skills. Advantages and potential limitations of each scoring system are presented below.

1. Total words--The examiner counts up and records the total number of words written during the 3-minute writing probe. Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5, 17) are not counted. Calculating total words is the quickest of scoring methods. A drawback, however, is that it yields only a rough estimate of writing fluency (that is, of how quickly the student can put words on paper) without examining the accuracy of spelling, punctuation, and other writing conventions. The CBM writing sample in Figure

2.10 was written by a 6th-grade student:

Fig. 2.10: CBM writing sample scored for total words

I woud drink water from the ocean.....	07
and I woud eat the fruit off of.....	08
the trees. Then I woud bilit a.....	07
house out of trees, and I woud.....	07
gather firewood to stay warm. I.....	06
woud try and fix my boat in my.....	08
spare time.	02
Word total = 45	

Using the total-words scoring formula, this sample is found to contain 45 words (including misspellings).

2. Total letters--The examiner counts up the total number of letters written during the 3-minute probe. Again, misspelled words are included in the count, but numbers written in numeral form are excluded. Calculating total letters is a reasonably quick operation. When compared to word-total, it also enjoys the advantage of controlling for words of varying length. For example, a student who writes few words but whose written vocabulary tends toward longer words may receive a relatively low score on word-total but receive a substantially higher score

Fig. 2.11: CBM writing sample scored for total letters

I woud drink water from the ocean.....	27
and I woud eat the fruit off of.....	24
the trees. Then I woud bilit a.....	23
house out of trees, and I woud.....	23
gather firewood to stay warm. I.....	25
woud try and fix my boat in my.....	23
spare time.	09
Letter total = 154	

for letter-total. As with word-total, though, the letter-total formula gives only a general idea of writing fluency without examining a student's mastery of writing conventions. When scored according to total letters written, our writing sample is found to contain 154 letters.

3. Correctly Spelled Words--The examiner counts up only those words in the writing sample that are spelled correctly. Words are considered separately, not within the context of a sentence. When scoring a word according to this approach, a

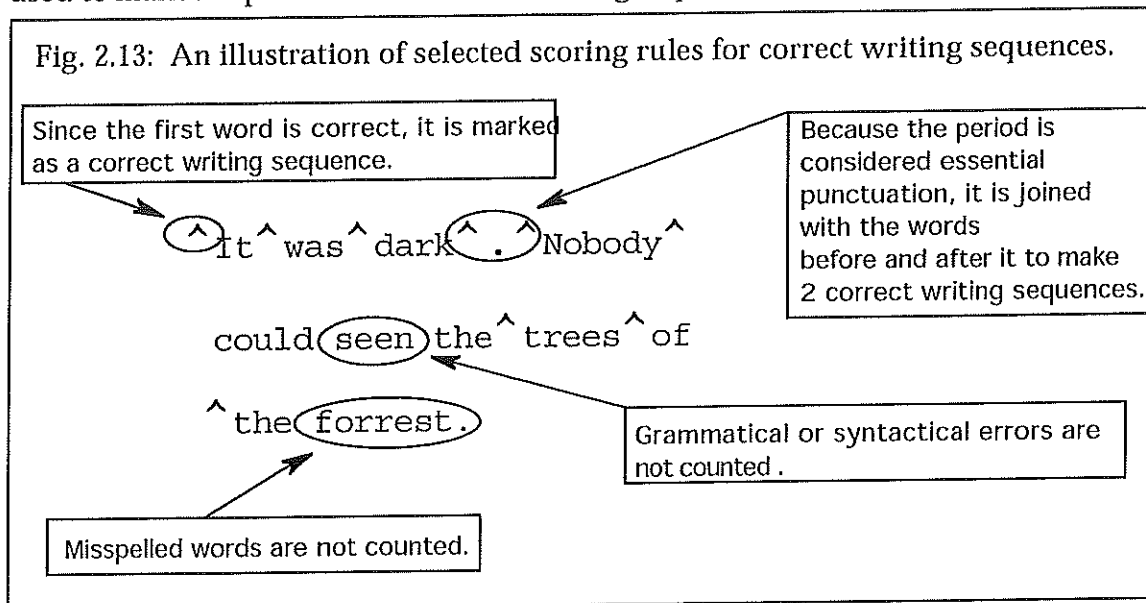
Fig. 2.12: CBM Writing sample scored for correctly spelled words

I woud drink water from the ocean.....	06
and I woud eat the fruit off of.....	07
the trees. Then I woud bilit a.....	05
house out of trees, and I woud.....	06
gather firewood to stay warm. I.....	06
woud try and fix my boat in my.....	07
spare time.	02
Correctly Spelled Words = 39	

good rule of thumb is to determine whether--in isolation--the word represents a correctly spelled term in English. If it does, the word is included in the tally. Assessing the number of correctly spelled words has the advantage of being quick. Also, by examining the accuracy of the student's spelling, this approach monitors to some degree a student's mastery of written language. Our writing sample is found to contain 39 correctly spelled words.

4. Correct Writing Sequences--When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is

used to mark the presence of a correct writing sequence.



The following scoring rules will aid the instructor in determining correct writing sequences:

- Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling):

Example
 ^Is^that^a^red^car^?

- Necessary marks of punctuation (excluding commas) are included in correct writing sequences:

Example
 ^Is^that^a^red^car^?

- Syntactically correct words make up a correct writing sequence:

Example
 ^Is^that^a^red^car^?
 ^Is^that^a^car^red?

- Semantically correct words make up a correct writing sequence:

Example
 ^Is^that^a^red^car^?
 ^Is^that^a read car^?

- If correct, the initial word of a writing sample is counted as a correct writing sequence:

Example
 ^Is^that^a^red^car^?

- Titles are included in the correct writing sequence count:

Example
 ^The^Terrible^Day

- With the exception of dates, numbers written in numeral form are not included in the correct writing sequence count:

Example
 ^The^14^soldiers^waited^in^the^cold^.
 ^The^crash^occurred^in^1976^.

Not surprisingly, evaluating a writing probe according to correct writing sequences is the most time-consuming of the scoring methods presented here. It is also the scoring approach, however, that yields the most comprehensive

information about a student's writing competencies. While further research is

Fig. 2.14: CBM Writing sample scored for correct writing sequence (Each correct writing sequence is marked with a caret (^)):

```

^ I woud drink^ water^ from^ the^ ocean...05
^ and^ I woud eat^ the^ fruit^ off^ of.... 06
^ the^ trees^ . ^ Then^ I woud bilit a....05
^ house^ out^ of^ trees,^ and^ I woud .....06
gather^ firewood^ to^ stay^ warm^ . ^ I.... 06
woud try^ and^ fix^ my^ boat^ in^ my .....06
^ spare^ time^ . .....03
Correct Word Sequences = 37

```

needed to clarify the point, it also seems plausible that the correct writing sequence method is most sensitive to short-term student improvements in writing. Presumably, advances in writing skills in virtually any area (e.g., spelling, punctuation) could quickly register as higher writing sequence scores. Our writing sample is found to contain 37 correct writing sequences.

Source:

Wright, J. (1992). Curriculum-Based Measurement: A Manual for Teachers
 Syracuse City Schools
 jim@jimwrightonline.com
 www.interventioncentral.org

CBM Spelling Probes for Progress Monitoring

Description

Although they can be administered individually, CBM spelling probes are typically given to groups of students. The examiner reads aloud a list of 12 to 17 spelling words, reading successive words after a predetermined number of seconds. Students attempt to spell the words on their answer sheets in the time allotted.

Creating a measurement pool for spelling probes

There are a number of sources from which the instructor may build a measurement pool of spelling words. A number of commercial spelling programs are available (e.g., Scott Foresman) for use in classrooms. Some districts also have created their own spelling curriculums, containing wordlists appropriate to each grade level. Teachers who use a basal reading series may choose to adopt a third alternative: using the new vocabulary introduced in the grade reading text as the source of spelling words. Regardless of what source instructors choose for their spelling words, the process of building a measurement pool is the same. The teacher compiles a single list of all the spelling words to be taught during the instructional year and uses this master list to create individual CBM spelling probes.

Preparing CBM spelling probes

From the list of spelling words that make up the measurement pool, the instructor chooses words at random when compiling individual CBM spelling probes. For grades 1-3, a CBM probe will be comprised of 12 spelling words, with a new word being announced to students each 10 seconds. A spelling probe for grades 4-8 will include 17 words, with a new word announced to students each 7 seconds.

One approach which is helpful in creating truly random CBM spelling lists is for the teacher to randomly select words from a master spelling list, using the random-number table and procedure presented in Appendix A. Choosing numbers in the order that they appear in the table, the instructor counts down the master spelling list. The teacher selects words that correspond with each successive number. The process is repeated, with the instructor advancing through the master list until sufficient words have been chosen for a complete spelling probe.

Materials needed for giving CBM spelling probes

- o Student answer sheet with numbered lines for writing words
- o Instructor wordlist with numbered spelling words
- o Stopwatch
- o Pencils for students

Administration of CBM spelling probes

The examiner distributes answer sheets to all the students in the group. (Note: These probes may also be administered individually). If the students are in grades 1-3, the lined answer sheet should be numbered from 1 to 12. For student is grades 4-8, the answer sheet should be numbered 1 to 17.

The examiner says to the students:

I am going to read some words to you. I want you to spell the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I'll give you (7 or 10) seconds to spell each word. When I say the next word, write it down, even if you haven't finished the last one. You will receive credit for each correct letter written. Are there any questions? (Pause) Let's begin.

The examiner says the first word and starts the stopwatch. Each word is repeated twice. Homonyms are used in a sentence to clarify their meaning (e.g., "Lead. The pipe was made of lead. Lead.")

A new word is announced each (7 or 10) seconds for a total time of 2 minutes. After every third word for younger children and every fifth word for older children, the teacher says the number of the word. (e.g., "Number 5. Basket. Basket.") The examiner or assistants check students while they are writing to ensure that they are writing on the correct line.

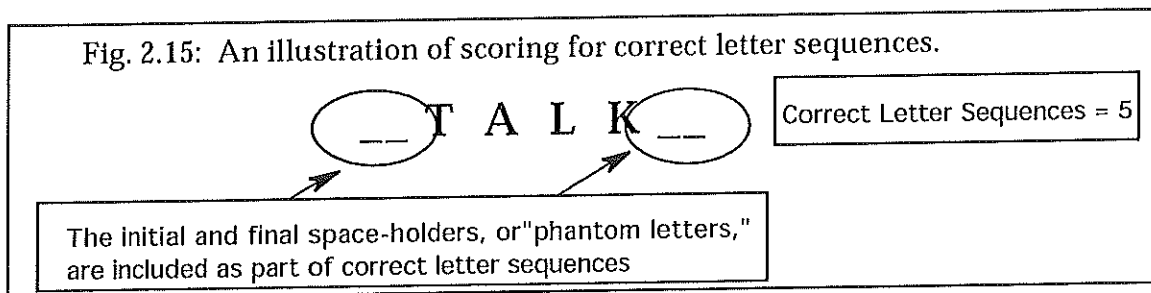
After 2 minutes, the examiner says, *Stop. Put your pencils down.*

Scoring

The scoring of CBM spelling probes is similar to that of other CBM measures in that it is designed to give credit to the student for even partial competencies. Instead of giving credit for words only when all letters are correct, CBM views spelling words as being made up of smaller units called letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Therefore, if a student is able to put at least some letters in the proper sequence, that child will be given partial credit for a word. The CBM method of scoring words is also quite sensitive to short-term student gains in spelling skills.

To compute the number of correct letter sequences in a spelling word, the instructor first assumes that there is a space-holder, or "phantom letter," at the beginning and end of each word. For each pair of letters that appear in correct sequence, the teacher places a caret (^) above that letter-pair. The initial and final "phantom letters" are also counted in letter sequences. The word 'talk' is scored in Figure 2.15 for all possible correct letter sequences:

Fig. 2.15: An illustration of scoring for correct letter sequences.



As a shortcut when computing possible number of correct letter sequences in a word, the teacher can simply count up the number of letters that make up the word and add 1 to that number. The resulting figure will represent the total letter sequences in the word. For example, 'talk' has 4 letters. By adding 1 to that amount, we see that it contains 5 letter-sequences.

The following scoring rules will aid the instructor in determining the number of correct letter sequences (CLS) of spelling words:

➤ Omitted letters will affect the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$\text{---}^{\wedge}\text{t}^{\wedge}\text{r}^{\wedge}\text{a}^{\wedge}\text{i}^{\wedge}\text{n}^{\wedge}\text{---}$	CLS = 6
<u>Incorrect:</u>	$\text{---}^{\wedge}\text{t}^{\wedge}\text{r}^{\wedge}\text{a}^{\wedge}\text{n}^{\wedge}\text{---}$	CLS = 4

➤ Inserted letters will not be included in the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$\text{---}^{\wedge}\text{d}^{\wedge}\text{r}^{\wedge}\text{e}^{\wedge}\text{s}^{\wedge}\text{s}^{\wedge}\text{---}$	CLS = 6
<u>Incorrect:</u>	$\text{---}^{\wedge}\text{d}^{\wedge}\text{r}^{\wedge}\text{e}^{\wedge}\text{a}^{\wedge}\text{s}^{\wedge}\text{s}^{\wedge}\text{---}$	CLS = 5

➤ In words with double letters, if one of those double letters has been omitted, only the first letter written is included as a correct letter sequence:

<u>Example</u>		
<u>Correct:</u>	$\text{---}^{\wedge}\text{t}^{\wedge}\text{a}^{\wedge}\text{p}^{\wedge}\text{p}^{\wedge}\text{i}^{\wedge}\text{n}^{\wedge}\text{g}^{\wedge}\text{---}$	CLS = 8
<u>Incorrect:</u>	$\text{---}^{\wedge}\text{t}^{\wedge}\text{a}^{\wedge}\text{p}^{\wedge}\text{i}^{\wedge}\text{n}^{\wedge}\text{g}^{\wedge}\text{---}$	CLS = 6

- Initial letters of proper nouns must be capitalized to be included in the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$_ \text{M} \text{o} \text{n} \text{d} \text{a} \text{y} _$	CLS =7
<u>Incorrect:</u>	$_ \text{m} \text{o} \text{n} \text{d} \text{a} \text{y} _$	CLS =5


- In words with internal punctuation (e.g., apostrophes, hyphens), those punctuation marks are separately counted as letters when calculating the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$_ \text{c} \text{a} \text{n} \text{'t} _$	CLS =6
<u>Incorrect:</u>	$_ \text{c} \text{a} \text{n} \text{t} _$	CLS =4

- Reversed letters are counted when calculating correct letter-sequences unless those reversals appear as another letter:

<u>Example</u>		
<u>Correct:</u>	$_ \text{y} \text{e} \text{l} \text{l} \text{o} \text{w} _$	CLS =7
<u>Incorrect:</u>	$_ \text{q} \text{r} \text{e} \text{t} \text{t} \text{y} _$	CLS =5

Behavior Report Card Generator InterventionCentral.org

Step 1: *Customize Your Forms.* You can personalize all choices  by typing in the student's first name and selecting the student's gender. You can also change the font style and letter size or write personalized directions to appear in the final form. (NOTE: You MUST click the 'Save Your Preference Settings' button in order to save your selected preferences.)

Student Name: Type in the student's name to personalize each item.

Student Gender: Select the student's gender to personalize each item.

Student First Name

Font: Change the text font in the reports that you create.

Text Size: Change the size of the text appearing in your reports.

Behavior Report Card Form Name: If you prefer a title other than Behavior Report Card for your form, write that title here.

Behavior Report Card Directions: Write your own directions for the Behavior Report Card or use the directions that appear here.


Behavior Report Card

▲

▼

[Save Your Preference Settings](#)

[Erase Your Preference Settings](#)


Step 2: *Review Your Selected Items.* You can  delete items that you had previously selected or move those items up or down to change the order in which they appear on the report. You can also change the response format that will appear next to each item in the report. (NOTE: If you have not yet selected any items, proceed to Step 4.)

[Erase All Selected Items](#)

Move Move
Delete Item Item
Item Up 1 Dn 1

Behavior Report Card Items Selected


Response
Choices

Step 3: View the Finished Form. If you have  already selected ALL of your items, click one of the buttons below to view the completed form. Or continue on the the next section to select additional items.

Daily Report Card

Weekly Report Card

Report Card Monitoring Charts

Step 4: Select Behavior Report Card Rating  **Items.** Choose items to appear in your customized Behavior Report Card. You can write your own choices or select behavior items from the list below and edit them to suit your needs. Then click any of the 'Add Items' buttons to save your selections. [Select All Items](#)



[Enter Your Own Item]

Add Items



Hallway Behaviors

Add Items



Homework Behaviors

Add Items



Inattentive/Hyperactive Behaviors

Add Items

***Socially Withdrawn Behaviors***

Add Items

☐

	▲
	▼

***Verbal Behaviors***

Add Items

☐

	▲
	▼

Guidelines for Expected Rate of Progress with Intensive Intervention

Target Area	Suggested Progress Per Week			
Basic Reading	Letter Naming Fluency: 2 Letter Names Correct	Letter Sound Fluency: 2 Letter Sounds Correct	Phoneme Segmentation Fluency: 2 Phonemes Correct	Nonsense Word Fluency: 2 Letter Sounds Correct
Reading Fluency	2 Words Correct			
Reading Comprehension	1 Correct Response			
Math Calculation/ Early Numeracy	Oral Counting: 1 Correct Oral Count	Number Identification: 1 Correct	Quantity Discrimination: 1 Correct	Missing Number: 1 Correct
Math Calculation	1 Correct Response			
Math Reasoning	1 Correct Response			
Written Expression	1 Total Word Written			
Oral Expression & Listening Comprehension	Consult with Speech Language Pathologist			
Behavior	Consult with School Psychologist			