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Krista Bella  
Karla Estrada, BCBA  
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Michael Massa  
Sylvia Martinez, BCBA  
Jacqueline Mora  
Susan Morris, BCBA  
Amy Nguyen, BCBA  
Nancy Noble  
Christopher Norris  
Maria Ricario  
Philippa Wells, BCBA  
Roberta Wrobel

“The mission of the Los Angeles Unified School District Division of Special Education is to provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student will contribute to and benefit from our diverse society.”
<table>
<thead>
<tr>
<th>Key Feature</th>
<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>Administrative Leadership and Support</td>
<td>Administrator(s) does not actively support the SWPBS process.</td>
<td>Administrator(s) supports the process but does not take as active a role as the rest of the team.</td>
<td>At least one school administrator is a member of the SWPBS team. SWPBS is on the agenda at some faculty meetings. SWPBS is addressed in some staff and parent newsletters.</td>
<td>At least one school administrator is an active participant on the SWPBS team. SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.</td>
</tr>
<tr>
<td>Team Based Implementation</td>
<td>No SWPBS team is established.</td>
<td>A SWPBS team is established and meets at least 2 times per school year.</td>
<td>The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. The SWPBS team has regularly scheduled monthly meetings.</td>
<td>The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. The SWPBS team has regularly scheduled monthly meetings. Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorandized. Each team member knows their role and responsibility as part of the team.</td>
</tr>
<tr>
<td>Behavioral Expectations Defined</td>
<td>The school has more than six behavioral expectations. The expectations are negatively stated.</td>
<td>3 – 6 positively stated expectations are established and defined for some of the common areas.</td>
<td>3 – 6 positively stated expectations are established and defined for all of the common areas. These expectations are clearly visible (posted) in all of the common areas. When asked, students, staff and families know the 3 – 6 expectations.</td>
<td>3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. When asked, students, staff and families know the 3 – 6 expectations.</td>
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## LOS ANGELES UNIFIED SCHOOL DISTRICT
**Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)**
**Rubric of Implementation**
[http://Disciplinepolicy.lausd.net](http://Disciplinepolicy.lausd.net)

**School Name:**

<table>
<thead>
<tr>
<th>Key Feature</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Behavior Expectations Taught</strong></td>
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<tr>
<td>No documented plan for the teaching the expectations exist.</td>
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<td>Some staff may teach the expectations in their own classrooms.</td>
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<td>Students are told what the expectations are.</td>
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<tr>
<td>There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, Assemblies, skills, homeroom/advisory lessons, etc.).</td>
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<td>There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skills, etc.).</td>
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<td>The school has developed strategies to involve families/community with the teaching of the expectations.</td>
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<tr>
<td><strong>Acknowledge and Reinforce Appropriate Behavior</strong></td>
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<tr>
<td>There is not a consistent acknowledgment/reinforcement system in place.</td>
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<tr>
<td>The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 50% of staff.</td>
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<tr>
<td>The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 75% of staff.</td>
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<tr>
<td>The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 90% of staff. A ratio of 4(+): 1(-) is in place to acknowledge students, staff and families.</td>
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<tr>
<td><strong>Monitor and Correct Behavioral Errors</strong></td>
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<tr>
<td>Problem behaviors are not clearly defined.</td>
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<tr>
<td>The response to problem behavior is inconsistent.</td>
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<tr>
<td>Problem behaviors are clearly defined and agreed upon by at least 50% of school staff.</td>
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<td>There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.).</td>
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<tr>
<td>Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented.</td>
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<tr>
<td>At least 75% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.).</td>
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<tr>
<td>There is evidence that consequences for “behavioral errors” are consistent, progressive, and communicated to all stakeholders.</td>
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</tbody>
</table>

Adapted from the work of Sugai, Lewis-Palmer, Todd & Horner – School-wide Evaluation Tool; Johns & Patrick – The MODEL Program; & Florida's Positive Behavior Support Project – Benchmarks of Quality
### LOS ANGELES UNIFIED SCHOOL DISTRICT

**Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)**

**Rubric of Implementation**

http://Disciplinepolicy.lausd.net

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Data Based Decision Making</strong></td>
<td>□ Discipline data are not used to make decisions.</td>
<td>□ Discipline data are looked at but not used to make decisions.</td>
<td>□ A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions).</td>
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<td>□ The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year.</td>
<td>□ The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year.</td>
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<td></td>
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<td></td>
<td>□ Data are shared with school staff at least 2 times per school year.</td>
<td>□ The SWPBS team reviews discipline data at their monthly team meetings.</td>
<td></td>
</tr>
<tr>
<td><strong>Family and Community Collaboration</strong></td>
<td>□ There is no family/community involvement in the SWPBS system.</td>
<td>□ A family/community member is inconsistently part of the SWPBS team.</td>
<td>□ A family/community member is an active member of the SWPBS team.</td>
<td>□ A family/community member is an active member of the SWPBS team.</td>
<td></td>
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<tr>
<td></td>
<td>□ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.</td>
<td>□ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year.</td>
<td></td>
<td>□ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 8 times per school year.</td>
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</tr>
</tbody>
</table>

Rubric of Implementation completed by: (include names and positions):

Date of completion:

Adapted from the work of: Sugai, Lewis-Palmer, Todd & Horner – School-wide Evaluation Tool; Johns & Patrick – The MODEL Program; & Florida’s Positive Behavior Support Project – Benchmarks of Quality
UNIVERSAL SUPPORT

Classroom Structures and Procedures

✓ Directly teach and re-teach classroom and school-wide rules at least 1 time every two weeks.

✓ Reinforce students daily for following classroom rules.

✓ Classrooms should have regular routines and procedures that are clearly expressed, taught and practiced at least 1 time every two weeks.

✓ All students should be offered leadership opportunities through classroom jobs or by serving as group leader.

✓ All students should be offered the opportunity to respond to questions and to participate in the discussions.

✓ Expectations for tasks/activities and transitions should be clearly expressed prior to being executed.

✓ Parent/teacher or parent/teacher/student conferences are in place—the first contact with the parent should always be positive, such as to express a positive quality the student has.

Reinforcement Strategies

✓ Greet every student as they come in the door for the first time on a daily basis.

✓ Tickets for appropriate behavior—students entered into a drawing. Prizes can be inexpensive or expense free such as:
  ✓ Sit with a friend
  ✓ Lunch with the teacher
  ✓ Use the teacher’s chair for an hour
  ✓ Use a gel pen for writing an assignment

✓ 100 Square Bingo (see Classroom Motivation Systems Flip Book)

✓ Mystery Behavior of the Day (see Classroom Motivation Systems Flip Book)

UNIVERSAL SUPPORT

Classroom Management

✓ Behavior expectations are clearly displayed, frequently taught, and reinforced.
✓ When reinforcing give specific praise for appropriate behavior.  
  For example: “You did a good job lining up.”
✓ There should be a ratio of 4 positive interactions for every 1 negative interaction.  
  This ratio of interaction should increase to a minimum of 10 positive to 1 negative for students with challenging behavior.  
  Positive interactions are characterized by one or more of the following:
  ✓ Praise
  ✓ Greeting
  ✓ Compliment
  ✓ Non-contingent attention such as holding a conversation or interacting with the student.

Strategies

✓ Proximity control
✓ Choices offered
✓ Redirection
✓ Cues—signals to the student to initiate/stop or change behavior
✓ Prompts—helps the student understand specifically what to do
✓ Planned ignoring
✓ Private talks
✓ Praise 3—Praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate.  
  If the student continues to be inappropriate, redirect and then immediately move on to the next task.  
  Avoid power struggles.
✓ Fluid Correction Procedures—Spend minimal time on correction before continuing with lesson.  
  What you are teaching is more important than the misbehavior.  
  Avoid being drawn into a lengthy discussion about the behavior in the middle of the lesson.
✓ 4:1 positive to negative interactions (see above)
✓ Give more recognition to what students are doing correctly, and give less attention to what students are doing wrong.

UNIVERSAL SUPPORT

Managing Attention Span Behavior

A sustained attention span that is within normal limits is approximately 1 minute for every year of age plus or minus 4 minutes. This means that a 3 year-old has an attention span ranging from 0 minutes to 7 minutes depending on the child. An 8-year-old has an attention span ranging from 4 to 12 minutes depending on the child. It is important to provide students with an “activity change” before they reach the end of their ability to pay attention. As a group wiggly, off-task students are signaling that their sustained attention span has expired, it resets the “clock” on their attention spans. The following are strategies to reset the attention span “clock.”

Strategies:

✓ Have students call back facts or other parts of the lesson being taught.

✓ Have students bat a beach ball around the room for one minute.

✓ Instruct students to stand up and stretch.

✓ Instruct students to stand up, find a partner with the same shoes (shirt, eyes, hair, height, etc.) and discuss something from the lesson you are providing.

✓ Have students spend 2 minutes doing yoga at their desks.

✓ Put some music on and let the students stand and dance at their desks for 1 minute.

✓ Have students turn to their neighbor and repeat back a fact from the lesson.

Children in the 3 to 6 year-old age range will have difficulty with remaining seated for long periods on the carpet. It will be important to incorporate movement and activity into carpet routines and to keep routines short. Due to their short attention span, young children require variety in their activities in the course of an hour.

Strategies:

✓ Opportunity to move around

✓ Singing a song or reciting a rhyme as a group

✓ Standing up and shaking the wiggles out

✓ Moving from one area/center to the next

✓ Change in activity


UNIVERSAL SUPPORT

Attention Signal - attention signals must be both visual and auditory in order to reach all learners. Attention signals must be taught and practiced prior to being utilized. It may be necessary throughout the year to re-teach expectations for attention signals.

Strategies:

✓ Teacher says “hands on top” (auditory) and then places his/her hands on their own head (visual). Students say “everybody stop” (auditory) and place their hands on their heads (visual).

✓ Teacher says “Hocus, pocus, everybody focus” and swishes an imaginary (or real) wand. Students point their finger at the teacher and say “shazam” (or some other magic-related word).

✓ Teacher claps twice, students clap twice, say “swoosh” while pretending to make an imaginary basket.

✓ The teacher says “rabbit, rabbit” while holding up his/her hand with the pointer and pinkie finger held up and the ring and middle finger down touching the thumb. (This makes the shape of a rabbit if doing hand shadows). Students respond by holding their hands in the air with their fingers in the same position.

✓ The teacher says “1, 2” while holding up the corresponding fingers. Students say “eyes on you.” The teacher then says, “3, 4” holding up the appropriate fingers and the students say, “talk no more.”

✓ The teacher says in a loud voice getting progressively softer with each number. “On 5 everybody is getting quiet, on 4 everybody is heading to their own seat, on 3 we are getting ready to listen, on 2 all eyes are on me.” When the teacher reaches 1, he/she starts to give the directions in a normal speaking voice. The instructions given at each number can be changed depending on the activity.

✓ Play music softly during the activity, when it is time to focus students, the teacher holds up a hand and increases the volume (consider changing the song along with the volume increase to signal a transition). Once the students are focused, the teacher can decrease the volume and begin with instructions.

✓ Teacher says “If you can hear my voice clap ___times.” Students then respond by clapping the number of times called out. The number of claps should be from 2 to 5 times.

**UNIVERSAL SUPPORT**

**Positive Reinforcement** means a consequence that increases a behavior. Teachers who use positive reinforcement effectively often see great improvement in students' behavior.

A few guidelines when providing positive reinforcement.

- ✓ Be specific about the behavior you want. Pick one behavior at a time and specify an action verb. For example:
  - ✓ Raise your hand before talking.
  - ✓ Ask for help when you don’t understand.
  - ✓ Stay quiet for at least 5 minutes.

- ✓ Use praise statements that describe the specific behavior you want. For example:
  - ✓ Thanks for waiting so quietly.
  - ✓ Great job getting started so quickly.
  - ✓ It's still okay to make more general statements like “Super” or “Good work,” but more specific statements help students to keep focused on the most important behavior.

- ✓ Create a menu of reinforcers and change it often. (See example on the back of this page). If you copy the menu on heavy paper and laminate it, you can change the menu daily or weekly by checking off different boxes.

- ✓ Instead of using the menu, let students roll a reinforcement die. Write the reinforcers on the cube template. (link for cube template: http://www.mathsisfun.com/geometry/cube-model.html)

- ✓ Keep reinforcement coupons in a jar and let each student draw one.

- ✓ Make sure you (and anyone else working with the student) reinforce consistently. It is very important that you keep using positive reinforcement even after the student’s behavior begins to improve.
Reinforcement Menu for Today

- Run errands today
- Water the plants
- Do half of an assignment
- Take home a good note
- Have talk time with friends
- Get treats at the end of the day
- Get read aloud time for the whole class
- Get extra recess or break time for the whole class
- Grab something from the grab bag
- Take care of the class pet
- Use the computer for extra time


SELECTED SUPPORT

Positive Behavior Support Strategies:

✓ Redirection: redirect the student and then move on so the student has time to process and implement the redirect. At the same time, the teacher avoids engaging in a power struggle in the interim.

✓ Proximity control: By moving close to, touching the desk of, walking by, etc. students who are off-task.

✓ Offer choices.

✓ Nonverbal cues: Pre-plan nonverbal cues with the student before implementing.

✓ Planned ignoring: Use only for those behaviors that you are sure can be ignored. The behavior must be ignored by anyone who is around the student including the class, visitors and the teacher for planned ignoring to be effective.

✓ Private talks—focus on the behavior that you want to see.

✓ Praise 3 then redirect if needed and go—praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate. If the student continues to be inappropriate, redirect and then immediately move on to the next task. Avoid power struggles.

✓ Heavy focus on and recognition of what students are doing right with minimal focus on what students are doing wrong. The bulk of interactions outside of instructional time recognize students’ positive behavior.

✓ Provide specific reinforcement or praise for appropriate behavior. There should be an increase in the ratio of positive to negative interactions. This ratio should increase to a minimum of 10 positive to 1 negative interaction for students with challenging behavior. Positive interactions are characterized by one or more of the following:

✓ Praise

✓ Greeting

✓ Compliment

✓ Non-contingent attention such as holding a conversation or otherwise interacting with the student.

Adapted from Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support
**SELECTED SUPPORT**

**Behavior Contract** is a written document between a teacher and a student which specifies:

- Expected behaviors;
- Positive and negative consequences;
- Time frame of the contract with review dates. The contract is then signed by the teacher, student, and others who participate in the contract. Behavior contract can be used by teachers to help students of all ages improve various kinds of problematic behaviors such as classroom and social behavior, or attendance.

**Things to do**

**Make Preparations**

1. Identify the behavior(s) to be increased or decreased. Avoid vague definitions. Select behaviors that are observable and measurable.

2. Select the reinforcers (items, activities that students will earn/work for)

3. Negotiate. During negotiation, the student will identify several rewards that he/she would like to earn. Define the criterion. This is a description of what the student must do in exchange for a reward. The contract criterion includes:
   - The behavior
   - Amount of reinforcement (or reductive consequence)
   - Time limits

4. Select a bonus or penalty. Use a bonus to encourage the student to meet a criterion in the least amount of time. Occasionally, a penalty clause is necessary. If so, keep these consequences small and mild by simply withdrawing a privilege. Some examples of penalties can be: Losing participation in a preferred activity if an assignment is not finished; Staying after school if disruptive behavior continues; Waiting 3 minutes after the bell rings for talking out in class.

**Negotiate**

1. Explain the purpose and rule of the contract.

2. Open negotiation. Share your ideas. Describe the behavior you want to work on with the student. Discuss rewards and criterion. Be sure to ask the student for his/her input. Make sure the student’s criteria are sound. Explain that it is important to start slowly, and then gradually increase the requirement.

**Write it**

**Sign it**

**Post it**


Increasing Compliance
Strategies that affect compliance, when giving a command:

✓ Do not use a question format such as “Isn’t it time for you to do your work?” Instead state your request using a polite command, such as “Please start your work.”

✓ Get close to the student. The optimal distance for giving a command is about three feet. Do not give command from far away or from behind your desk.

✓ Use a quiet voice. Do not yell. Do it up close, with eye contact.

✓ Look at student and say. For example, “Kipp, I want you to……………….”

✓ Allow five to ten seconds to lapse before giving the command again, or giving a new command. In other words, give the student time to respond.

✓ Do not nag. Issue a command no more than two times, and then follow through with a preplanned consequence. The more you request, the less likely you are going to get compliance.

✓ Do not issue multiple requests. Make only one request at a time.

✓ Describe the behavior you want. It helps to give specific and well-described requests, rather than general ones.

✓ Be unemotional. Deliver your request calmly.

✓ Make more start “Do” requests than stop “Don’t” requests. If the majority of teacher’s requests are “Don’t” requests, it probably means the classroom rules or planned consequences are poorly designed or are not being implemented correctly.

✓ When the student complies with your request, reward the behavior with verbal acknowledgment.


SELECTED SUPPORT

Parent Conference: The parents/guardians should be notified of student difficulties and be involved in the problem solving process. A parent conference is also an excellent opportunity to discuss a child’s successes. Parent conferences can take place via on-going phone calls and/or school visits.

Things to Do:

Introductions: Greet the parents/guardians and identify yourself and your relationship to their child. Introduce any other individual that may be involved in the conference. Try to make the parents/guardians feel relaxed and not threatened.

Identify the reason for the conference: Share information about the problem or the student’s difficulty that prompted the conference. Use precise, clear language, and avoid educational jargon.

Offer solutions: Offer ideas or possible solutions to the problem.

Ask for parents/guardians input: Ask for feedback, alternatives, or negotiated solutions. Illicit parents/guardians ideas and support and make them feel “part of the team.” Give them a chance to share opinions and feeling, even if they are in opposition to your preferred solution. Use good listening skills. You may want to use reflective listening and try and get at the real problem. Be sympathetic or empathetic to help validate their concerns or experiences.

Agree upon a plan: You may need to supply further information, schedule further conferences, or be willing to negotiate and accommodate to achieve this step. However, it is best to have the parents/guardians as part of the team rather than as adversaries. Once the team has agreed upon a solution, review it. Make sure the assignments are specifically spelled out and understood by the person carrying out the assignments. Set due dates if appropriate.

Follow up: Follow up in a reasonable amount of time. Check on the assignments to assess how things are progressing, or if there are further problems. Share successes and discuss things that need to be changed. Schedule further conferences if needed.


Replacement behavior is a behavior that is selected to take place of an undesired behavior and meets the same need. For example, a student yells out in class to gain the teacher's attention, the replacement behavior can be: the student raises her hand to gain the teacher's attention.

Things to do

✓ Identify the problem behavior to be replaced.
✓ Identify the behavior that the student should do instead of the problem behavior. Remember that the replacement behavior must serve the same need as the problem behavior, and that it is more socially acceptable.
✓ Ensure that the replacement behavior will serve the same need as the problem behavior.
✓ Teach and practice the replacement behavior with the student.
   ✓ Have the student role play the replacement behavior in a variety of settings, activities and with different people.
✓ Deliver the reinforcers when the student uses the replacement behavior.
   ✓ When the student demonstrates the replacement behavior, immediately provide reinforcement.

For example, if the problem behavior is running out of the classroom for the purpose of escaping from doing an assignment, and the replacement behavior is to ask for a break. When the student asks for a break, immediately reinforce by allowing the student to take a break.

**SELECTED SUPPORT**

**Public Display** is a strategy which may be effectively used to decrease disruptive behavior and improve academic motivation. It consists of displaying measures of behavior or academic progress scores on a bulletin board or black board in the classroom. Display for behavior may include being on time to class, being prepared to work, or making appropriate transitions and so on.

**Things to do**

- ✓ Select a visual feedback system to be displayed in the classroom, so that students can see it from their desks.

- ✓ Decide on a positive improvement to display. Students should be compared against their own performances rather than against each other.

- ✓ Decide on a specific, meaningful daily measure, such as daily points earned for appropriate behavior.

- ✓ Give feedback immediately. The more immediately the feedback is given, the more effective the display will be.

- ✓ Develop a system to score or evaluate the students' work or behavior, so that it can be posted immediately. Self or peer grading/rating can be used rather than waiting for the teacher to do the grading.

- ✓ Give positive feedback for student improvements against their own best scores, rather than for some absolute level, or near perfect goal.

- ✓ Praise improvements on the display chart, using praise statements such as, “Johnny, you did a great job getting started on your math assignment right away. You beat your best weekly score again.”

- ✓ Encourage peer comments and interaction about publicly displayed information.
  
  Ex: When a student makes a positive comment about a peer, you might say, “Cindy, you are really sharp today, you noticed what a fantastic job Lacia did on her math assignment.”

- ✓ Add a tangible reward for students who have improved their scores.

**SELECTED SUPPORT**

**Self-Management** is an intervention that promotes independence by teaching an individual to regulate their behavior by recording the occurrence/non-occurrence of the target behavior, and securing reinforcement for doing so.

**Things to do**

**Step 1: Define the behavior**

Ex: What does it LOOK like when the student is doing what they are doing?


**Step 2: Teach the behavior**

- TELL student what is expected
- SHOW student what is expected
- ASK student to tell and show you what is expected
- PRACTICE examples and non-examples of the behavior

**Step 3: Teach the use of the self-management tool/device**

- SHOW the record sheet (see sample recording sheet on the back of this page)
- TEACH how to record on-task behavior
- PRACTICE using the sheet
- PROVIDE guided practice for using the self-management device
- ASSESS student’s mastery of the self-management device
- DISCUSS the actual situation in which self-management will be used
- PROVIDE independent practice opportunities for using self-management device

**Step 4: Conduct assessment for student’s mastery of self-management**

- Does the student identify and demonstrate examples and non-examples of the target behavior?
- Does the student demonstrate use of the self-management device accurately?
- Does the student identify the importance of the target behavior and the benefit of the self-management system?
- Can the student identify his goal of the first day/week of using self-management?
### Self-Management Device

Name: ______________________  Date: _________________

I will raise my hand and wait to be called on when I have a question to ask the teacher.

**Goal for today: 80% of the time**

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Mark a + in the box each time I raise my hand and wait to be called on before asking a question.

Mark a - in the box each time I forget to raise my hand and wait to be called on before asking a question.

How many times did I raise my hand and wait to be called on when I have a question to ask the teacher? _____

Did I reach my goal for today?  Yes  or  No
ICEL by RIOT Matrix

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<th>Last Name</th>
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List relevant data & then generate a hypothesis for each area regarding why the problem behavior is occurring. Describe how the hypothesis will be tested.

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TARGETED SUPPORTS

Develop an Individual Behavior Plan, an individualized strategy to:

✓ Identify the purpose or function of a student’s problem behavior.
✓ Develop and implement a plan to modify variables that maintain the problem behavior.
✓ Teach and shape appropriate replacement behaviors using positive interventions.

Things to do:

✓ Define the problem behavior: Define the behavior in specific, observable, and measurable terms.
✓ Devise a plan to collect data: Indirect methods include student records, interviews, questionnaires, and checklist.
✓ Direct methods include observing and recording the problem events as they happen. Direct assessments may include frequency counts, interval recording systems, and antecedent-behavior-consequence recordings (A-B-C).
✓ Compare and analyze the data.
✓ Formulate the hypothesis: Based on the data you collect, give your best, educated guess to explain the function or reason for the behavior. Generally speaking, problem behaviors serve two basic functions:
  ✓ To get something desirable (or) To avoid and escape something undesirable.
✓ Develop and implement a behavior intervention plan: Students respond best to Behavior Plans that use positive methods to encourage and teach appropriate, alternative behaviors. For example, positive methods may include:
  ✓ Modifying the physical environment.
  ✓ Adjusting the curriculum or instructional strategy.
  ✓ Changing the antecedents or consequences for the student’s behavior.
  ✓ Finally, teach a more acceptable replacement behavior that serves the same function.
✓ Monitor the plan: Regardless of the behavior intervention plan that your team develops, be sure to regularly monitor the student’s progress over time. This means:
  ✓ Collect data on student progress.
  ✓ Review and evaluate the behavior goals.
  ✓ Determine whether to continue or modify the behavior intervention plan.
  ✓ Setting review dates ensures that this will happen.


