

Presentation: [Let the Games Begin](#)

LET THE GAMES BEGIN: How to support behavior needs right from the start

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Other Master Teacher Strands:



- ***Making It Fun to Get It Done! Strategies to Reduce Problem Behavior Maintained By Avoiding/Escaping Academic Tasks*** - Kaye Otten, Jodie Tagel, Janice Motta
- ***Fixing What's Broken: Repairing Harms and Relationships*** - Jan Burgess, Malinda Forsberg
- ***Behavior Tracking: Filling Your Data Toolbox*** - Stacy Hirt, Josh Wikler, Seth Piro

This Presentation: <http://bit.ly/2TmuDRT>

Party and Lip Sync Contest

- No snow in the forecast; stay and network with like-minded people while enjoying appetizers and beverages
- Drink ticket for one free drink is located in your packet
- Lip Sync contest with CASH prizes!
- Line dancing with your COOL new friends!



Objectives:

- Educators will walk away with resources for data collection, interventions, ideas for observations, as well as ways to track and graph behaviors. Many of these ideas can be implemented on Monday!
- Educators will better understand what evidence-based strategies to use at the beginning stages of behavior rather than slapping a band-aid on the behavior.
- Educators will understand why operational definitions, preference assessments, and ABC data collection are vital to understanding the behavior before interventions are discussed.

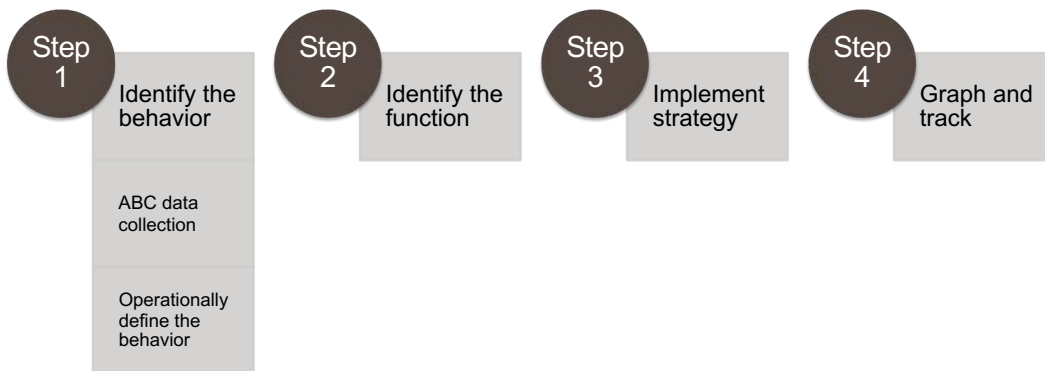
Before I begin making any changes check:

- Environment:
 - Are expectations clear and posted?
 - Are there multiple students demonstrating behaviors in the classroom? (4/5 or more) Should there be a classwide behavior support?
- People:
 - Am I causing the problem and/or hiding my buttons?
 - Are others in the environment increasing the severity?
 - Do I have a relationship with the student?
- Consistency:
 - Do we follow the same plan every time or when it is convenient?
 - Can the student tell you what will happen if a certain behavior happens?



- Resources: [CHAMPS: A Proactive and Positive Approach to Classroom Management](#) - Randy Sprick
- [PBIS OSEP](#)
- [The New Art and Science of Teaching](#) - Robert J. Marzano
- [Classroom Assistance Tool](#)

Where do I begin?



Step 1: Identify the behavior

- Focus on ONE behavior at a time
- Most needy or disruptive wins
- ABC data collection can help identify behavior



- [Practical Functional Assessment - Hanley](#)
- [Open-Ended Functional Assessment Interview](#)
- [PBIS World](#)
- [ABC Data Collection](#)

ABC Chart
(Antecedent, Behavior, Consequence, Hypothesized Function)

Date/Time	Setting	Antecedent (what happened just before behavior)	Behavior Observed (use tally marks for number of incidents)	Hypothesized Function of Behavior	Consequence (what happened immediately after)	Notes
	<input type="checkbox"/> Morning <input type="checkbox"/> Work <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Hallway <input type="checkbox"/> Lunch <input type="checkbox"/> Recess <input type="checkbox"/> Lunch <input type="checkbox"/> Science <input type="checkbox"/> Recess <input type="checkbox"/> Social Studies <input type="checkbox"/> Transition <input type="checkbox"/> IRC <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Given Direction <input type="checkbox"/> Correction <input type="checkbox"/> Transition <input type="checkbox"/> Unknown <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Refusal <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Running Away <input type="checkbox"/> Property Destruction <input type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Get attention <input type="checkbox"/> Get object <input type="checkbox"/> Get Self-Stimulation <input type="checkbox"/> Escape Attention <input type="checkbox"/> Escape Demand <input type="checkbox"/> Escape Activity	<input type="checkbox"/> Ignored <input type="checkbox"/> Reduction <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint <input type="checkbox"/> IRC <input type="checkbox"/> Office Visit	

Step 1: Observations options:

Quick and simple to identify a quantity

Observer: _____ Student: _____ Date/Time: _____
 Teacher: _____ Setting: _____ Subject: _____

Situation at 1 min intervals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
On task																															
Off task																															
Talking																															
Looking around																															
Physical																															
Out of position																															
Fidgeting																															
Noisy																															
Throwing																															
Other																															

On/Off Task behaviors	Total number	Percentage of lesson
On task		
Off task		

Self-Check

Name _____ Date _____



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

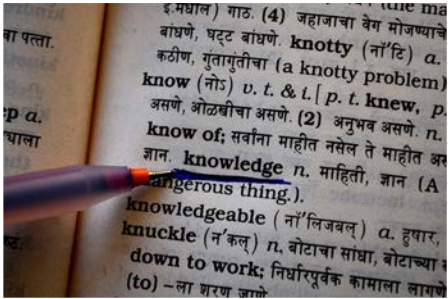
Data Forms:

<https://drive.google.com/drive/folders/1K5l16CaCTsU0LR6jH8cEfVRErmE NmU?usp=sharing>

Activity: Morning Meeting		Teacher: Sally McKenzie		Week: 9/26/16	
Sydney	Calen	Noni	Bill	Naomi	
Follows teacher directions to the group	Respond to greetings from adults	Recognizes her name by selecting it from field of 2	Recognizes picture by selecting from field 2	Recognizes picture by selecting from field 2	
+ + X P +	P P 0 P +	+ + + P	+ + + + +	P P P + P	
Answers "What is it?" with a sentence	Requests a break	Follow a 1-step direction	Follow a 1-step direction	Answers a question in a 2-3 word sentence	
+ P P + P	P P + 0	+ + + P +	P P P + P	P P + + X	
Identify classmates by pointing or using name	Identify classmates by pointing or using name	Requests a break	Responds to greeting from adult with gesture /vocalization	Follows 1-step direction	
P P P X P	+ P P X P	+ +	+ + + P	+ + P P X	

Step 1: Operational Definition

- Super specific behavior that ANYONE can see
- Include examples and non examples



Weekly Point Sheet					
Goal: Follows directions within a minute					
Key:					
Circle - Compliance is engaging in a response that matches the delivered instruction within 1 minute from when the instruction was given. Example: working on assigned worksheet; watching teacher during lecture; talking to peers about the topic during discussion times					
X- Non-Compliance is saying "No", "I'm not doing that" to any academic or non-academic request and having a response that does not match the delivered instruction within 1 minute from when the instruction was given. Examples: talking to peers during independent work time; sleeping; drawing; working on a different assignment other than the one assigned					
Week of: _____					
Time	M	T	W	TH	F
8:30-9:00					
9:00-10:00					
10:00-10:40					
10:40-11:40					
11:40-12:20					
12:20-1:00					
1:00-1:45					
1:45-2:15					
2:15-2:45					

Step 2: Identify the Function

Types:

- Sensory
- Escape
- Attention
- Tangible

Trauma Lens Hierarchy:

1. Biological Regulation
2. Social Connectedness
3. Emotional Regulation
4. Avoidance of Curriculum and/or Instruction
5. Communication Skills
6. Cultural Environmental Skills



- [Function of Behavior Google Folder](#)
- [Definition of Factors Related to Function](#)

Step 3: Implement Strategy

Attention-Based

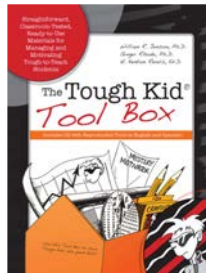
- Non-Contingent Attention Breaks
- Specific School Job
- Penny Boards
- *Check in/check out*



- [Behavior Intervention Planner](#)
- [Intervention Central](#)
- [UNL Strategy Briefs](#)
- [Using Strategy Briefs](#)

Escape-Based

- Chart Moves
- Behavior Momentum
- No Thank You Stickers



Check In/Check Out

A research supported practice that...

- Schools can successfully implement
- Decreases problem behavior
- Effective for 60-75% of second tier, at-risk students

(Crone, Horner, & Hawken, 2004, pp. 10-13)

CICO Overview

Group-oriented intervention

- (a) are unresponsive to Tier I practices and systems,
- (b) do not require more immediate individualized interventions, and
- (c) are observed across multiple settings or contexts.

CICO

A small group intervention to provide...

- ❖ Daily organization and behavioral support
- ❖ Systematic performance feedback
- ❖ High rates of adult attention
- ❖ Mechanism for making data-based decisions
- ❖ Communication link between school and home

CICO Practice Features

- Increased positive adult contact**
- Embedded social skills training**
- Direct link to school-wide behavioral goals and expectations**
- Frequent feedback**
- Daily home-school communication**
- Positive reinforcement contingent on meeting behavioral goals**

CICO Daily Features

1. Check in with CICO Coordinator in the morning
2. Carry a point card that is based on school-wide expectations
3. Receive frequent and regular feedback on their behavior from adults throughout the day
4. Review their goals with the coordinator at the end of the day
5. Take their point card home for parent signature and positive feedback

How to Implement CICO

Weekly Components for Examination at Meetings

- CICO coordinator examines student data to **prioritize students** to be discussed at meetings
- CICO coordinator provides **updates on students' response** to intervention
- Decisions are made whether to **fade, continue, modify or intensify the intervention based on student data**
- Discussion of new **students who are being considered** for CICO



- [CICO Engagement Program](#)
- [CICO Google Folder](#)

CFSP

Student: _____ Date: _____

School of Attendance: _____

Rating Scale

5 - Great Job **No Reminders**

4 - Good Job **1 Reminder**

3 - Soft of **2 or 3 Reminders**

2 - Struggling **> 3 Reminders**

1 - Try Again **Out of Classroom/ISS**

0 - Stop & Think **Sent Home/OSS**

Directions: Fill in the top row of the report chart with today's schedule (i.e., reading, math, science, etc.).
At the end of each activity, circle the corresponding point value (0-5) depending their progress for meeting school expectations.

Safe Hands & Feet to Self	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Respectful Listen when someone speaks	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Responsible Follows Directions	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Targeted Behavior #1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Targeted Behavior #2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

Safe-Respectful-Responsible

___ / ___ = ___ %

Targeted Behavior #1

___ / ___ = ___ %

Targeted Behavior #2

___ / ___ = ___ %

Progress Report-Front

CFSP

Student: _____ Date: _____

School of Attendance: _____


Rating Scale

5 - Great Job **No Reminders**
 4 - Good Job **1 Reminder**
 3 - Sort of **2 or 3 Reminders**
 2 - Struggling **> 3 Reminders**
 1 - Try Again **Out of Classroom/ISS**
 0 - Stop & Think **Sent Home/OSS**

Criteria for Rating Scale Scores	
Safe Hands & Feet to Self	5 - Exceeds Expectations - NO Reminders 4 - Meeting Expectations - group pre-correct, 1 reminder, keeps hands, feet & body safe. 3 - group pre-correct, one-on-one prompt, < 3 reminders for personal space 2 - > 3 reminders, does not keep hands, feet and/or body safe but not a safety concern 1 - student's behavior is a safety concern and/or received numerous reminders, out of room buddy room/office (ISS) 0 - Student is sent home or not in school due to OSS
Respectful Listen when someone speaks	5 - Exceeds Expectations - NO Reminders 4 - Meeting Expectations - group pre-correct, listening appropriately 3 - group pre-correct, one-on-one prompt, < 3 reminders for listening attentively 2 - > 3 reminders, does not listen, mildly disrupting learning environment 1 - not listening after several redirects, continual disruption of environment, out of room buddy room/office (ISS) 0 - Student is sent home or not in school due to OSS
Responsible Follows Directions	5 - Exceeds Expectations - NO Reminders 4 - Meeting Expectations - group pre-correct, 1 reminder to stay on task and/or following directives 3 - < 3 reminders for on task and/or following directives, some tasks completed 2 - > 3 reminders for on task and/or following directives, few tasks completed 1 - does not follow directives, all tasks are incomplete, out of room buddy room/office (ISS) 0 - Student is sent home or not in school due to OSS
Targeted Behavior(s)	5 - Great Job 4 - Good Job 3 - Sort of 2 - Struggling 1 - Try Again \ Out of Classroom \ ISS 0 - Sent Home \ OSS

Progress Report-Back

CICO Case Example - C.H.



- Experiencing academic failure
- Struggling with interpersonal relationships; self-identified a lack of "friends"
- "Fortnite" dependency; lack of sleep
- No activities or successes
- Difficulty with managing emotions when escalated
- Discussion to send him to a Level 3, off-site behavior program
- Preference by staff to avoid tangible rewards or reinforcers
- Family difficulties; poverty, mobility

Interventions for C.

- CICO plan
- Google Form to monitor behavior in each class
- Provision of “rewards” in the form of edible items or tickets to reinforce him making attempts at goals
- Increase in specific positive praise for all successes, no matter how small
- Reduction of expectations to help build momentum; reduced pressure
- Preference assessment to help determine things he enjoyed
- Access to participating in basketball
- Access to learning guitar

Barriers to success:

- inconsistency with form completion
- preference in not using edible or tangible rewards
- modifying expectations perceived as “giving in”
- Option to send to level 3 program
- CICO was inconsistent, but effective when used
- difficulty not resorting to use of punishment vs. recognizing and rewarding successes

Results



- confident, connected, more accepted
- No grades lower than a “C”; aspires to make Honor Roll
- accepts help from staff
- completes assignments on time and accurately
- happier
- zero incidents of aggression
- zero incidents of refusal
- setting goals
- has a girlfriend
- signed up for Guitar 1 next year



Step 3: Implement Strategy cont.

- Write out the plan for rewards and consequences
 - behavior contracts
 - behavior maps
- Preference Assessment to aid in motivating your student

Behavior Contract

I. Purpose:

- Explain directions for first time with appropriate response to redirections
- Use appropriate classroom behavior (non-disruptive)

When I am having trouble with these expectations, I can say:

- "No, please, I cannot do it again because..."

To work on having the classroom culture team, I will:

- At least once each day (times of day) I will work on the following for a specific task, sometimes that will mean getting a piece of candy, quick bag, kind word or small prize.

When I am having trouble with these expectations, the teacher will act:

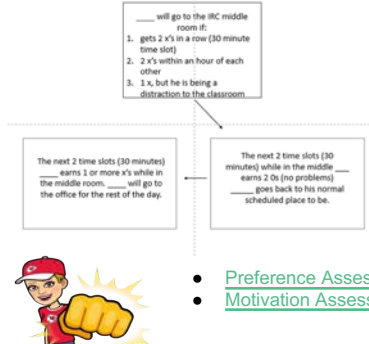
- "No!" "Please do not be disruptive. This is your first warning."
- "Please do not be disruptive. This is your second warning. Next time there will be consequences. I would be happy to go to your house."
- "No!" This is the third time. Being disruptive again just now has been disruptive. Please leave the classroom."

OR

- "I need to follow adult directions." "Please follow my directions. My directions were to..." "This is your first warning."
- "I need to follow adult directions." "Please follow my directions. My directions were to..." "Next time there will be consequences. I might make the choice if you work a little harder."
- "I need to follow adult directions." "My directions were to..." "This is the third time. Being disruptive again just now has been disruptive. Please leave the classroom."

After the 3rd warning, I will be asked to leave the classroom to cool myself:

- If I have not had enough time to cool myself, I will return to my seat.
- Spend the rest of the class away from my peers working in a different setting. My teacher will be the teacher. My teacher, Mr. [Name], Mrs. [Name], and the [Name] (the I am teacher for students) will have 1 minute to do the other work.
- After an hour with the teacher at the end of the class period, please return and start back to work on class.
- The timing of my return will depend on the time available before returning to class.
- If I have not been returned to class from 10 minutes of the request then I will:
 - Spend half a day working away from my peers in a different location.



- [Preference Assessments](#)
- [Motivation Assessment Scale](#)

Forced-Choice Reinforcement Menu

Source: Center for Effective Collaboration and Practice (<http://cecp.air.org>)

Name: _____ School: _____ Grade: _____ Date: _____

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and 'X' in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
_____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CS)
_____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
_____ Teacher writes "100" on your paper. (A)
_____ Classmates ask you to be on their team. (P)

Step 4: Graph and Track

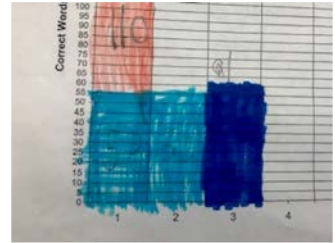
Goal 1: Follow directions the first time with appropriate response to redirections
Goal 2: Use appropriate classroom behavior (non-disruptive)

Key:
○ No problems
● Problem

Week of: Feb. 10-14

Time	M	T	W	Th	F
Homework	○	○	○	○	○
Reading/ Math	○	○	○	○	○
Classroom	○	○	○	○	○
Math/ Reading	○	○	○	○	○
Music	○	○	○	○	○
Lunch	○	○	○	○	○
Language Arts	○	○	○	○	○
Science	○	○	○	○	○
Specials	○	○	○	○	○
Percentage (%)	75	50	75	75	75

Comments:
 ① Yelled at another student multiple times that they whisper too loudly, out of class the last 15 min.
 ② kept burping out after burping.
 ③ Asked to leave class at 3:15.
 ④ Asked to leave class after multiply blaring out you for last half of class.
 ⑤ Removed from class at 3:40.



Step 4: Graph and Track cont.

My favorites for easy parent communication:

- SeeSaw



- Remind



- Bloomz



Tips:

- Join classroom teacher's class
- Use support staff to help upload pictures

Professional Learning Modules

<http://pbissmissouri.org>



Classroom Practice Videos

<https://louisville.edu/education/abri>



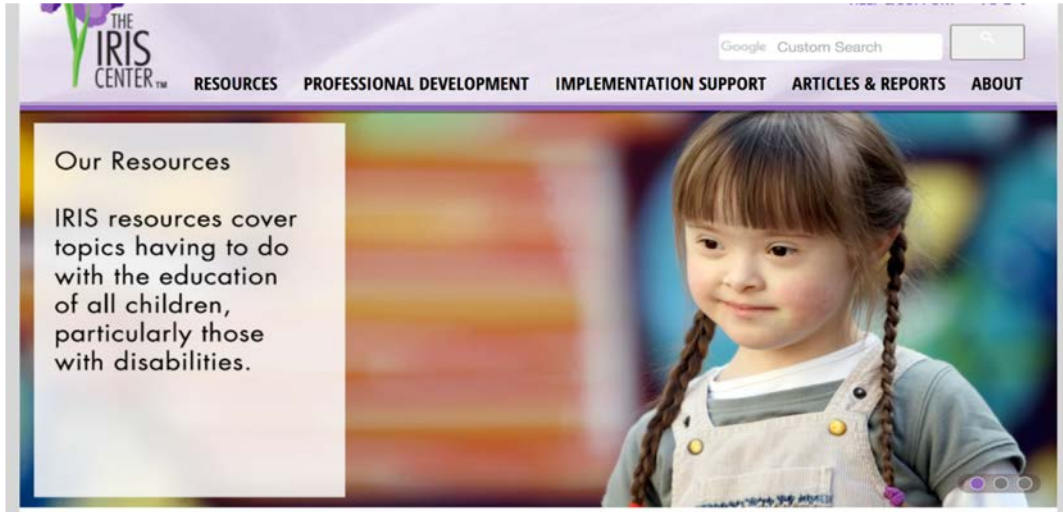
Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems.

- + Effective Classroom Practices
- + Classroom Expectations and Rules
- + Classroom Procedures and Routines
- + Classroom Encouraging Expected Behavior
- + Classroom Discouraging Inappropriate Behavior
- + Classroom Active Supervision
- + Classroom Opportunities to Respond
- + Classroom Activity Sequencing and Offering Choice
- + Classroom Task Difficulty
- + Intensifying Classroom Practices at Tiers 2 and 3

For Each of the 8 Practices

- Teacher Tool
- Learning Module
- Handouts for PL Activities

[The IRIS Center](https://iris.peabody.vanderbilt.edu/)
<https://iris.peabody.vanderbilt.edu/>



Resources

Google Doc Resources :

[Google Folder](#)

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