Tier 1 Classroom Best Practices

Strategies and tips to be used in all classrooms
Table of Contents

Classroom Intervention Plan Template.................................................................Page 2

Classroom Acknowledgement System Ideas.........................................................Page 5

Classroom Structures and Procedures Ideas .......................................................Page 19

Managing Behaviors Tips......................................................................................Page 28
Classroom Intervention Plan

The Classroom Intervention Plan is a template to be completed by all classroom teachers to assess their level of classroom interventions in place within the PBIS framework. Does your classroom have classroom rules and expectations? How do you teach behaviors to your students? What classroom procedures do you have? What type of acknowledgement system do you use in your classroom? How do you respond to problem behaviors? All teachers will also complete an action plan for their classroom to create a plan on how they will improve any areas of their classroom management plan in need of improvement.
### Classroom Intervention Plan Template

<table>
<thead>
<tr>
<th>Teaching Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Expectations &amp; Rules</strong> <em>(rules are specific to classroom and fit under the expectations)</em></td>
</tr>
<tr>
<td>1. Be Safe</td>
</tr>
<tr>
<td>2. Be Respectful</td>
</tr>
<tr>
<td>3. Be Responsible</td>
</tr>
<tr>
<td><em>(Are posted and positively stated)</em></td>
</tr>
<tr>
<td><strong>Teaching Behavior</strong> <em>(how and when will you teach behavior, how will you re-teach/ remind students)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(what is your daily routine when entering class, when asking for help or bathroom, when sharpening pencil, turning in homework, getting missing work, etc)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledgement System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledgement System</strong> <em>(how will you acknowledge, and what behaviors will you acknowledge?)</em></td>
</tr>
<tr>
<td><em>(in addition to school-wide system, how will you acknowledge appropriate behaviors within your classroom setting?)</em></td>
</tr>
<tr>
<td>Examples: verbally, calls home, letter home, raffles, etc</td>
</tr>
</tbody>
</table>
Responding to Problem Behavior: (what is your system for dealing with students who don’t follow the rules and procedures?) What is the sequence of your actions? What can students expect to occur?

<table>
<thead>
<tr>
<th>PHYSICAL ENVIRONMENT AND PROCEDURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication to parents/ students:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PRACTICES:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RESOURCES/ ASSISTANCE NEEDED</th>
</tr>
</thead>
</table>

Teacher Name: ____________________________________________

Classroom Number: __________________
Acknowledgements

Every classroom should have a system for verbally and tangibly acknowledging students for their positive behaviors along with the school-wide acknowledgements. These classroom acknowledgements should be more immediate and attainable than the school-wide acknowledgements. It is suggested to use multiple acknowledgement systems within the classroom and not rely on just one system. Contained within this section are a variety of acknowledgement systems to use at various grade levels.
**Jar Acknowledgement System**

**Description:** the class works towards specific behaviors long term looking for acknowledgements from any staff anytime the behavior goal is reached.

**Materials:** clear jar and blocks, marbles, jelly beans or other items to place in jar

**Steps:**

Target a specific behavior or behaviors to be acknowledged- a behavior you want to see increased or decreased.

Put a line on the jar indicating where they will need to fill to (or have full jar as goal).

Establish the acknowledgement that will be earned when the students fill the jar.

Explain the procedures to the students. When they exhibit the target behavior, a marble is placed in the jar. Once they reached their goal mark or full jar, they will earn their acknowledgement.

As marbles or items are added to jar, be sure to explain to class why you are placing a marble in the jar. Say specifically which behavior is being acknowledged so the behavior is reinforced. “I like the way everyone is sitting in their seats ready to work.”

The class can earn multiple marbles in a class period, can receive marbles from Specials Teachers or other staff members.

Once the students fill the jar, they receive the acknowledgement, and the jar is emptied and you begin again with an empty jar.

Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Fake Phone Call Acknowledgement

Materials:

A fake phone (can be an old cell phone, a toy phone, or an old phone)

Process:

Have the phone in the front of the room tell students the phone is used to call anyone in the world to tell them about positive things in the classroom. When you see a student doing something positive in the classroom, go up to the phone and dial a fake number and have a fake conversation with any celebrity, historical person, a family member, or whoever. While on the phone explain to the person on the phone what positive behavior you saw and which student(s) exhibited. For example you can call Lebron James and say “Hey Lebron this is Mr. Jones calling. Yeah, I've been good, how have you been? Great to hear. Remember that time I beat you at HORSE? That was fun. The reason I am calling is because we are doing an art project and Timmy decided to go around and collect all the art supplies from all the students. Isn’t that great? What a positive young man he is. I will tell him you said hi and to keep up the great work. Thanks. Talk to you later.”

You can also adjust it and have the student make a fake phone call and call anyone they would like to personally brag about something positive they did in the class.

Borrowed from: Teacher Tipster @ http://youtu.be/5RbP3N-Z8yo
**Secret Message Acknowledgement**

**Description:** in this acknowledgement system the entire class works towards reaching a desired behavior over a period of time to earn a secret acknowledgement.

**Steps:**

Decide on a reward or acknowledgement the class will receive for exhibiting a desired behavior over a period of time. Do not share the acknowledgement with the students.

On the board, a poster, or somewhere visible write a dash for every letter of the message (like in hangman).

   ___'___  ____  ___  ____

If your message was “Let’s watch a movie” your message would be:

   ___'___  ____  ___  ____

Each time (or each day) the class exhibits the behavior (everyone brings a pencil or everyone uses appropriate language), the class earns one letter of the secret message.

Fill in one space randomly of the message (don’t fill in the spaces sequentially)

When the entire message has been written, the class earns the acknowledgement.

---

Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Post Cards Home

Make copies of some “Great Job” postcards (example on next page) printed on stock paper and print a few class lists of address labels of all your students. Anytime a student does a great job or earns an incentive, complete the back side with what the student did to earn the acknowledgement and put a label on postcard to mail it.

Monitor the labels you have and make sure all students are receiving a “Great Job” postcard sent home about something positive they have done in the classroom.

You can also decide to have pre-printed messages (example on following pages) and just fill in the student’s name and put on a label.
Who’s Awesome?
You’re Awesome!!

Keep Up the Great Attitude

WAY TO GO!!
Your child ________________________________ has been identified by teachers at ______________________ for being a superstar in the classroom.

Your student has been an example to other students in class. Being in class on time, having a positive attitude, completing all the course work, volunteering, helping other students, meeting all school-wide expectations and overall being a positive role model.

Please acknowledge the hard work your student is doing at school on a daily basis. We would also like to thank you for your continued efforts in the education of your child.

School Name wants your child to succeed. We can work together to make it happen!
Teacher: ________________________________
Phone Number: __________________________

Your child ________________________________ has been identified by teachers at ______________________ for being a superstar in the classroom.

Your student has been an example to other students in class. Being in class on time, having a positive attitude, completing all the course work, volunteering, helping other students, meeting all school-wide expectations and overall being a positive role model.

Please acknowledge the hard work your student is doing at school on a daily basis. We would also like to thank you for your continued efforts in the education of your child.

School Name wants your child to succeed. We can work together to make it happen!
Teacher: ________________________________
Phone Number: __________________________
Behavior Bingo

Prep:

Create a bingo board large enough for students to see. Ideally bingo board would have 25 squares on it, 5X5. See template on next page.

Steps:

1. Identify with the students what acknowledgments you will be working towards as a class (extra points on a test, 5 minutes extra recess, music played during art, suckers, etc)
2. Put all the numbers on the bingo board in a bucket, bag, envelope, or box
3. When the class is reaching the behavior expectations you are working on, have a student draw a number from the bucket.
4. You can tape the drawn number on the bingo board, or mark the board in some other manner (you will want to be able to reuse the board without having to make it again).
5. When the class has completed 5 squares in a row horizontally, vertically, or diagonally; they have earned their agreed upon acknowledgement.
6. Remove the marks on the bingo board and start over.

Notes:

Have a different student draw the square from the bucket, focusing on students who are exhibiting great behavior and could benefit from the acknowledgement.

Be sure the class knows why they are being acknowledged and a number is being drawn.

Always verbally acknowledge positive behaviors.

As students become more proficient with their behaviors you can require two rows of squares before the acknowledgement is received.

To challenge your students you can also have them complete the whole board towards the end of the semester or year for a semester-ending acknowledgement. You can allow for smaller acknowledgements along the way for each 5 in a row, and then a larger one for the completed board.
Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Stuffed Animal Course Behavior Game

Materials:

Stuffed animal

A tiled floor in classroom, or mark off 10-15 spots on floor

Process:

The object of this game is for the stuffed animal to complete its course by the end of the day and it is motivated to move every time there is positive behavior exhibited by the students. The game works by starting your stuffed animal at its start place on a tile at the front of the classroom. Have a specific tile that is the goal to reach for the students, should be about 10-15 tiles away from the start (you can adjust as needed). If your classroom does not have tiles, you can mark off 10-15 spaces on your floor for the stuffed animal to travel. Tell the students that every time they exhibit a positive behavior the animal will move one tile forward throughout the day. Every time you see a positive behavior throughout the entire class, the stuffed animal moves forward one space. Be sure to pre-correct the students before a transition and remind students of the stuffed animal that is trying to reach its goal through their good behavior. If the stuffed animal makes it to the goal, have a pre-arranged acknowledgement for all students which can be tangible or intangible.

Borrowed from: Teacher Tipster @ http://youtu.be/gA_piv-GyiU
Race Track Acknowledgement

Materials:
- Construction Paper
- Bulletin Board or wall space
- Paper race cars (template on next page)

1. Discuss with students what acknowledgements they would like to work towards as a class.
2. Have each student get a race car template.
3. Each student should put their name on their race car. Have students color in race car (optional)
4. On the walls of classroom or bulletin board design a race track. Place 30 or 40 marks on the race track, dividing it equally.
5. Place the acknowledgements decided on at every ten marks (a note home, 5 extra points on quiz, first in line, etc.)
6. Every time a student exhibits the desired behaviors or receives a compliment from you or another teacher, move their race car forward one.
7. Each time a student moves the 10 marks, they receive the acknowledgement. Verbally acknowledge student as well and make sure the students understand why they are being acknowledged.

Whole class adjustment: Instead of having each student with their own race car and individual acknowledgements, can have a whole class race car and move it forward one when the whole class is complimented by another teacher and have a whole class acknowledgement at every ten marks. (10 minutes of story time, 5 minutes extra recess, etc).
Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Mystery Motivator

**Description:** used within a classroom (K-12) to motivate and acknowledge the whole class for the entire class reaching a behavior goal for the day. A factor of randomness is included so the acknowledgement varies.

**Steps:**

Target a specific behavior to be rewarded (a behavior you want to increase or decrease)

Generate a list of 4 rewards the class is interested in (possibly survey and discuss with students)

Examples include: 5 extra points on next test or today’s homework, a DumDums sucker, everyone gets a good note home (pre-written), teacher reads to class, extra recess, 5 minutes of social time, etc)

Assign each of the 4 rewards a number of 1-6. The two numbers not assigned will be a verbal acknowledgement only.

Each day, if the class meets its target behavior goal (everyone raises hand before speaking, everyone has pencil for class) you will roll a dice.

Whichever number comes up, that is the reward they receive that day. If one of the numbers not assigned to a reward comes up, be sure enthusiastically verbally praise students for meeting their goal, and we will try again tomorrow.
Classroom Best Practices

Contained within this section are a variety of classroom best practices to help with managing behaviors and increasing compliance of your requests. Also included are a variety of effective commands to use with students of all ages.
Classroom Structures and Procedures Best Practices

- Directly teach and re-teach classroom and school-wide expectations and rules at least once every two weeks to all students.
- Classroom should have regular routines and procedures that are clearly expressed, taught, and practiced at least once every two weeks to all students.
- Have a set of procedures clearly defined and displayed for all transitions within a class period. How to enter the classroom and start the warm-up. How to sharpen your pencil. How to ask for a bathroom break (if allowed). How to break into small groups or go to lab tables. What to do if you forgot a pencil or your book. How to line up or be dismissed from class. How to turn in homework or ask for missing work. Etc.
- Acknowledge verbally students daily for following classroom rules.
- Verbal acknowledgement should be positive and specific. “Great job being respectful by walking quietly in the hall.”
- All students should be allowed the opportunity to respond to questions and to participate in the classroom learning and discussions.
- Expectations for tasks/activities and transitions should be clearly defined and reviewed with students prior to being executed.
- First contact with parents and family should always be positive and should occur early in the school year. Make a phone call introducing yourself to the family and make note of something specific the student did positively in class during the first few days. Things like they have been on time with a smile for the first 3 days of class. They volunteered to read the introduction to the textbook to the class. Etc.
- All interactions with every student should be in the ratio of 5 to 1 positive to negative. Positive interactions can be praise, a greeting, a compliment, or any positive attention towards the student such as a conversation about their favorite book.
- All negative interactions with every student should be in the structure of positive corrective feedback. “Let’s work on being to class on time tomorrow by only stopping to talk to one friend on the way to class.” Or “Instead of yelling out our answer, let’s raise our hand calmly and I will make an effort to call on you.”
- Greet all students at the door as they come in with a smile and positive words.
- Get to know something about student outside of the classroom and make a personal connection with all students.
- Share things about yourself and your interests, etc with your students on a regular basis.

Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Attention Signals

Attention signals work to get the attention of the entire class in an organized manner when the teacher needs to address all students or feels like noise levels and behaviors are getting out of control. Signals need to be visual and auditory to reach all students. Signals must be taught and practiced with all students, with re-teaching throughout the year. Consistency is very important.

Examples:

- Teacher says “hands on top” and then places his/her hands on top of their own head. Students say “everybody stop” and place their hands on top of their head.
- Teacher says “Hocus, pocus, everybody focus” and swishes an imaginary or real wand. Students point at the teacher and say a magic work (shazam).
- Teacher claps twice, students, clap twice, say “swoosh” and shoot an imaginary basketball.
- Teacher says “1,2” while holding up the corresponding fingers. Students say “eyes on you” Then the teacher says “3,4” holding up the corresponding fingers and students say “talk no more.”
- The teacher says in a loud voice getting progressively quieter 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 they give the directions in a normal teaching voice.
- Teacher says “If you can hear my voice clap X times.” Students then clap that number of times.
- Same Spot: always get attention of class from the same spot in the room. Every time. For example: go to spot in room and say “I need your attention in 5,4,3,2,1” and then say “Hands free and eyes on me.”

Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
**Attention Span**

Most students will have a normal attention span of approximately 1 minute for each year plus or minus 4 minutes. (Sousa, 2006) It is important to provide students with an activity change or brain break before they reach the end of their attention span. Usually off-task, wiggly, disruptive students are signaling that their attention span has expired. Transitions

- After recess to calm down
- In the morning to energize
- Group team-building
- Refocusing for a student or group of students

The follow are strategies to help with students’ attention span:

- Have students call back facts or other parts of the lesson
- Have students catch a ball around the room for a minute
- Have all students stand and do jumping jacks or stretch for a minute
- All students stand and laugh for a minute
- Students walk to a partner (same color shirt, etc) and share something about the lesson or do a random ice breaker question found in this book
- Do yoga at your desks for a minute
- Simon Says
- Would You Rather: ask a silly question (would you rather have clown sized feet or no elbows) and have students stand for one answer, sit for another. Have a few students share why they chose.
- Buzz: Students stand up and each student one by one counts 1,2,3,4,5,6, BUZZ. You can’t say 7 or any multiple of 7 or any number with a 7 in it (17). Students who say Buzz, then the next student is out and counting continues with 8. If a student fails to say Buzz, they are out. Can use a different number than 7.
- Put on some music and have students dance to it
- AIRPLANE: Point your arms toward the ceiling. Lift your right leg and put it behind you. Try to keep your knee straight. Lean forward with your body. Try to make your body, arms and leg parallel with the ground. Hold for 10 seconds.
- Others that involve movement of the students and allow for their brains to take a break.
Increasing Compliance

- State your request with a polite command not a question format. Use “Please start your work.” NOT “Isn’t it time you started to do your work?”
- Get close to the student, about 3 feet.
- Use a quiet voice, do not yell.
- It is most effective to give requests only twice instead of nagging by asking of request several times.
- Give one request at a time, not multiple requests. (I.e., “Please sit down, stop talking, give me your homework, and turn your books to page 32.”)
- Use eye contact.
- Allow five to ten seconds pass before giving the request again.
- Describe the behavior you want.
- Make requests to start desired behavior not requests to stop undesired behavior.”Please line up quietly.” Not “Please stop talking in line.”
- Make requests using the word DO and not the word DON’T
- Deliver your request calmly.
- Acknowledge the behavior once the student exhibits it
- Use **Alpha Commands** when responding to problem behavior
  - **Alpha Commands**: minimal number of words, clear, concrete, specific, and give a reasonable amount of time for correct behavior to occur
  - Beta Commands: wordy, vague, convey feelings of anger and frustration, and contain many sets or steps of the directions
  - “Pick up your chair, sit down, and draw a picture of your favorite animal”
  - instead of
  - “How many times have I told you not to get up out of your seat? Don’t you know how to act in this class? I’m getting tired of telling you what to do a hundred times. Now, get to work.”
Steps in giving classroom directions or requests:

1) Make the request in a polite and specific manner
2) Give students 5-10 seconds to comply
3) Praise students for complying to request
4) Repeat command to those student who did not comply
5) Allow 5-10 seconds for students to comply
6) Follow through with class consequence for non compliance
**Teacher Commands: Self-Monitoring Sheet**

Teacher: ________________________  Date: ________________________

Room/Subject: ___________________  Activity: ___________________

Start Time: __________  End Time: __________  Number/Mins: ___________

Teacher Directions: Select a time period when you think that you typically give a significant number of commands and/or requests to your students. Record (a) the number of commands/requests that you give, whether to your whole class or to specific students, and (b) the number of those requests that students fail to follow (according to the definition for compliance below). As soon as possible after your self-monitoring, complete the items on the front and back of this sheet:

**Definition for student compliance:**

The student(s) complied with a teacher directive to the instructor's satisfaction within _______ seconds of the command or request being given.

1. How many commands and requests did you deliver to the entire class and/or individual students during the observation period? ... ... ... ...
2. How many minutes long was your observation period? ... ..... ... ...
3. On average, how many commands and requests did you deliver per minute during the observation period? (Item 1/Item 2) ... ... ... ...
4. Of your commands and requests, what number did the class or individual students not comply with to your satisfaction? ... ... ... ...
5. Of your commands and requests, what percentage did the class or individual students not comply with to your satisfaction? (Item 4/Item 3) ... ...

**During the monitoring period, did I...**

- ensure that I have students’ full attention (e.g., establishing eye contact with the class) before delivering a command?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- deliver only one command at a time and wait for students to comply before delivering another?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>
**During the monitoring period, did I...**

- present the command in a matter-of-fact, businesslike way rather than as a ‘bossy teacher’?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- state the command in clear, precise, specific terms that are easy to understand?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- avoid stating my commands as questions or requests that students have the right to refuse?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- avoid confusing the student with long verbalizations, justifications, or explanations of why I am giving the command?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- wait a consistent amount of time after the command (e.g., five to fifteen seconds) without giving further directions to permit the student(s) to comply?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- repeat the command to those students who initially failed to comply, firmly restating the command as “I need you to...”?  

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>

- provide consistent and appropriate follow-up consequences for those students who continued to fail to comply with my commands?

<table>
<thead>
<tr>
<th>Never/Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Most/All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
</tr>
</tbody>
</table>
Effective Teacher Commands

As classroom managers, teachers regularly use commands to direct students to start and stop activities. Instructors find commands to be a crucial tool for classroom management, serving as instructional signals that help students to conform to the teacher's expectations for appropriate behaviors.

Teachers frequently dilute the power of their classroom commands, however, by:

- **presenting commands as questions or polite requests.** Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, "Tanya, could you mind keeping your voice down so that other students can study?" should not be surprised if the student replies, "No, thank you. I would prefer to talk!"
- **stating commands in vague terms.** A student may ignore a command such as "Get your work done!" because it does not state specifically what behaviors the teacher expects of the student.
- **following up commands with excessive justifications or explanations.** Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread the explanation and even forget the command that preceded it.

Using Effective Commands

Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1991):

Effective commands:

- **are brief.** Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.
- **are delivered one task or objective at a time.** When a command contains multi-step directions, students can mishear, misinterpret, or forget key steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!
- **are given in a matter-of-fact, businesslike tone.** Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.
- **are stated as directives rather than questions.** Perhaps to be polite, teachers may phrase commands as questions (e.g., "Could we all take out our math books now?"). A danger in using 'question-commands' is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.

- **avoid long explanations or justifications.** When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.

- **give the student a reasonable amount of time to comply.** Once the teacher has given a command, he or she should give the student a reasonable timespan (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or otherwise distract the student.

**References**


http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/effective-teacher-commands
Managing Behaviors

Contained within this section are a variety of strategies that can be used to help manage behaviors in the classroom. Strategies include self-management, a behavior contract, one sentence interventions, and a variety of interventions to redirect students across all grade levels.
Tier 1 Behavior Management Intervention Strategies

- Proximity Control
- Choices Offered (giving a student, or a class, a selection of assignments, activities, etc in order to increase their motivation to complete what is asked)
- Redirection
- Cues or secret signals to students to change behavior (student needs to know what the signal is) such as scratching nose when Timmy needs to quiet down
- Planned ignoring
- Private conversation with student
- Praise 3: praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate.
- Positive Narration (acknowledge on board or orally all students exhibiting positive behavior and wait for other students to exhibit behavior and then acknowledge them)
- Move seat
- Create a personal procedure for student
- Self-monitoring (students tracks on paper how many times they exhibit the negative behavior and the positive replacement behavior the teacher wants)
- Call home
- Behavior contract with student (With a reinforcement attached to the desired behavior)
- 5 to 1 Positive to Negative Interactions

Adopted from Los Angeles Unified School District “Classroom Motivation Systems”
Practical Tips to Manage Behaviors

1. **Voice matching:** Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response.

2. **Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you!

3. **Move in:** If you are speaking to an individual pupil, don’t shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!

4. **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.

5. **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.

6. **Hurdle help:** Use positive posters as rule reminders (written and illustrated) to help pupils overcome the hurdles that prevent them from complying with your rules and expectations.

7. **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.

8. **Proximity:** This is similar to personal space — remember that simply standing near the off-task pupil will be sufficient to make them consider their behavior.

9. **Proximity praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behavior.

10. **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying?

11. **Antiseptic bounce:** This is a classic strategy. Send the target pupil to a colleague with a note or message. The note says, ‘Tell (pupil’s name) “Well done” and send him or her back!’ The pupil has been removed from the problem situation, received praise and has returned in a fresh state of mind.

12. **Meet and greet:** Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or a TA to meet and greet and settle the pupil.

13. **Track behaviors:** It is vital that you have an accurate and objective system for tracking, monitoring and evaluating behavior.

14. **Refocus:** Don’t be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding (‘Yes, I see, but that is not the point; you need to...’)

http://www.teachingexpertise.com/e-bulletins/top-20-behaviour-strategies-6461
15. **Broken record**: Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

16. **Time out/Change seat**: A change of environment will often help to focus a pupil. Don’t forget, the emphasis should be on *time*. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.

17. **Think sheet/Self-review**: A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time.


19. **Hierarchy of response**: Have at least five levels of response and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!

20. **Communicate**: Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named pupil. It is easy to determine ‘hot spots’, problem lessons, personality clashes and how different adults perceive the pupil if information is shared.
Behavioral Intervention Strategies

An important goal in education is for all students to be successful in school and in life. Behavioral Interventions are essential for providing behavioral support to those students who display challenging behaviors. Interventions lead students to improved behavior so they can achieve success. Different types of student behavior require different types of interventions. The following research-based intervention strategies are used to establish and maintain a learning climate that promotes both teaching and learning.

- Redirection/Calming -

Watch for signs of student frustration and use de-escalation strategies to redirect and calm a student.

- Be alert to triggers that lead to misbehavior
- Use a soft, soothing voice when redirecting/directing a student to focus
- Call student by name and discreetly redirect
- Intervene quickly at the first sign of a student losing control
- Use verbal or nonverbal cues to refocus a student
- Assign a task for redirection (e.g., passing out paper, running an errand)
- Play soft, classical background Music
- Use relaxation exercises (e.g. take deep breaths, count slowly, use laughter)
- Teach students to use positive self-talk
- Model and practice Give Me Ten (e.g., count forward or backwards to 10)
- Allow time for student to refocus and gain self-control
- Lead students to recognize when a problem situation might occur and what action to take
- Provide a cool down area in the classroom that a student can access when needed
- Allow student to take a walk with supervision
- Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball

Adapted from Crawford AuSable School District http://www.casdk12.net/
-Giving Directions -

*Give explicit directions in an appropriate environment to promote student success.*

Use a signal to gain the attention of students prior to giving directions (e.g., clapping pattern)

Face students when you address them

Give directions when you have the attention of all students

Obtain eye contact and use close proximity for struggling students

Give clear, simple directions

Give one direction at a time, dividing the task into smaller segments

Avoid vague language so that students know precisely what to do and what behavior is expected

Write directions on the board or use visual displays to add meaning

Model directions using a visual reminder for all to see

Use a buddy system for students who need additional assistance

Have students rephrase or retell the directions to a partner to check for understanding

Read written directions to the class

Encourage students to highlight or underline key words in written directions

Allow students to ask questions to clarify any misunderstandings

After directions are given allow five seconds "wait time" for students to comply

Repeat directions after "wait time" if needed

Include directions for procedures when students complete tasks or assignments

Give praise and positive feedback to students when explicit directions are followed

Follow up with praise and reinforcement after a task is completed

Use non-disruptive techniques such as eye contact, close proximity

Follow through with a mild consequence for non-compliance to directions

Adapted from Crawford AuSable School District http://www.casdk12.net/
- Discipline/Consequences -

Address misbehaviors to increase appropriate behaviors.

Take proactive steps to establish a positive classroom climate
Clearly define expectations and motivate students with positive reinforcement
Teach rules and procedures
Plan and inform students of consequences that relate to misbehaviors
Teach student to take responsibility for self and actions
Follow through with consistent consequences in a timely manner
Communicate the classroom behavior plan to students and parents
Deal with misbehaviors promptly, fairly, consistently, and equitably
Use I messages to let students know what is expected (e.g., "Linda, I need you to ....."
Avoid using threats
Report serious infractions to campus administrator
Initial corrective interventions could include:
  • proximity (49A)
  • quiet redirection (49B)
  • private nonverbal cues (49C)
  • verbal reminders (e.g., "Beverly, remember to ___.") (49D)
  • directives (e.g., "Sam, I need you to ___.") (49E)
  • repeated practice
Consequences that occur after warnings are given might include:
  • loss of privilege
  • time of silence
  • correct inappropriate action (e.g., "Martin, please go back and walk down the hallway.")
• temporary time away from the group, yet remain in the classroom

• log misbehaviors in a notebook

• student reflects on misbehavior through journaling

• teacher/student conference

• parent contact (e.g., phone call, note home, report card note, parent conference)

Follow campus guidelines and campus plan for corrective action

---Defiant and Challenging Behavior---

*Use strategies to manage students who exhibit defiant or challenging behaviors.*

Analyze and document an situation to help determine what might have triggered the misbehavior.

• What was the behavior the student displayed?

• What should the student have been doing at the time of the displayed behavior?

• What occurred prior to the behavior?

• When did the behavior occur (time of day; before, during, or after a particular subject or activity)?

• Is there an observable pattern among the gathered information?

Determine if the environment needs adjustment to avoid the display of inappropriate behavior

Develop a plan to prevent triggers (lack of sleep, confusing directions) that lead to misbehavior

Increase positive reinforcement and feedback

Have planned responses to avoid an emotional reaction

Avoid immediate responses when in an emotional state

Recognize improvements in behavior with praise and encouragement

Encourage defiant students to keep a daily log of successes and accomplishments

Teach students to take responsibility for their behaviors

Model a firm, fair, and consistent approach when dealing with difficult behaviors

Adapted from Crawford AuSable School District http://www.casdk12.net/
Refrain from engaging in an argument or power struggle

Refuse to threaten or plead with students

Teach students an alternative to aggression (e.g., Stop, Think, Act)

Acknowledge student's feelings when upset (e.g., "I understand you are upset.")

Use diffusing statements (Rest for a few minutes and then we will talk.)

Avoid taking behaviors and comments personally

Use what questions and avoid why questions (What were you doing? What will you do differently?)

Use a calm manner and positive body language

Keep a sense of humor

Hold private conversations away from others

Eliminate nagging, fussing, demands, and threats from conversation

Avoid judgmental comments

When investigating a situation: actively listen, ask clarifying questions, and restate what was said

Involve the counselor as a support person

Determine the root cause of the problem (e.g., hunger, illness, family, academic difficulty)

Share literature that provides positive examples of appropriate behavior or character

Involve the student in developing a behavior plan that is meaningful and motivating to the student

Build strong home and school relationships

Offer choices (e.g., "You have a choice. You may ____ or ____")

Teach students a problem-solving approach to use when confronted with a conflict

Design activities to help students feel an integral part of the classroom and campus

Adapted from Crawford AuSable School District http://www.casdk12.net/
- Transitions -

Reduce the amount of downtime between activities or a change in subjects (83)

Establish clear, consistent routines and expectations for accomplishing daily tasks and activities

- (e.g., entering the classroom, taking attendance, handing in homework, working in groups, working independently)

Provide daily warm-ups or bell-ringer activities for immediate student engagement

Post and adhere to a daily or weekly schedule incorporating transitional times

Eliminate disruptions between lessons or activities through careful planning and preparation

Model appropriate procedures and signals for transitioning and have students practice often

Design the layout of the classroom to facilitate a smooth flow and easy movement

Make materials quickly and easily accessible to students

Give consistent visual or auditory signals and verbal cues to alert students to a transition

- (e.g., bell ringing, clapping rhythm, countdown, overhead timer, sounding a clicker, playing music, performing a chant)

Use transition signals in advance to allow students to finish and prepare for the next activity

Provide "transition time" for students to follow through and/or prepare before the next activity

Circulate among students during transitions to intervene before a disruption occurs or escalates

Provide acknowledgements or other reinforcements for smooth and successful transitions

Use relaxation and visual imagery exercises to set a calm atmosphere when needed

Teach, model, and practice specific procedures and expectations for out-of-class activities

Monitor students during class changes, lunch, recess, and dismissal

Provide behavioral contracts for students who have difficulty in out-of-class settings

Offer school-wide acknowledgements to motivate appropriate behaviors outside the classroom

Prepare and organize instructional materials in daily files or baskets for easy access

Refer to the Mentoring Minds' Behavior Guide™ for more behavior strategies

Adapted from Crawford AuSable School District http://www.casdk12.net/
Working With Defiant Kids: Communication Tools for Teachers

Why do classroom conflicts between teachers and students seem to occur so frequently?

Conflicts are social power struggles and must always involve at least two parties. As conflicts between students and teachers appear to be so widespread, it might help to examine what factors tend to push each party into these power struggles.

- Students who are prone to conflict often do poorly in school. They may act out in part to mask their embarrassment about their limited academic skills. These students may also lack basic pro-social strategies that would help them to work through everyday school difficulties. For example, students may become confrontational because they do not know how to ask for help on a difficult assignment, lack the ability to sit down with a peer and calmly talk through a problem, or are unable to negotiate politely with a teacher to get an extension on an assignment. Students can also sometimes adopt defiance toward teachers as a deliberate strategy—because, in the past, this confrontational behavior seems to have 'paid off' for them in the form of reduced expectations for schoolwork or improved social standing with peers. The longer that a student has engaged in habitual confrontational behavior, the more time and energy a teacher will probably need to invest in specific strategies to turn that behavior around.

- Teachers who get pulled into power struggles with students may not realize that they are often simply reacting to student provocation. For each step that the student escalates the conflict (e.g., raising his or her voice, assuming a threatening posture), the teacher matches the step (e.g., speaking more loudly, moving into the student's personal space). In other words, a teacher allows the student to control the interaction. Furthermore, if an instructor has already decided that a student is generally defiant, the teacher may be overly quick to jump to conclusions, interpreting any ambiguous behavior on the part of the student (e.g., muttering in frustration during a test) as intended to be deliberately confrontational (Fisher et al., 1991). The instructor may then reprimand or criticize the student, triggering a confrontation.

What is the most important point to keep in mind when working with a defiant or noncompliant student?

The cardinal rule to keep in mind in managing conflicts with students is to stay outwardly calm and to maintain a professional perspective. For example, it is certainly OK to experience anger when a student deliberately attempts to insult or confront you in front of the entire classroom. If you react with an angry outburst, though, the student will control the interaction, perhaps escalating the conflict until the student engineers his or her desired outcome. If you instead approach the student in a business-like, neutral manner, and impose consistent, fair consequences for misbehavior, you will model the important lesson that you cannot be pulled into a power struggle at the whim of a student.
Instructors who successfully stay calm in the face of student provocation often see two additional benefits:

1. Over time, students may become less defiant, because they no longer experience the 'reward' of watching you react in anger;
2. Because you now deal with student misbehavior impartially, efficiently and quickly, you will have more instructional time available that used to be consumed in epic power struggles.

How do I deliver a teacher command in a way that will minimize the chance of a power struggle?

You can increase the odds that a student will follow a teacher command by:

- approaching the student privately and using a quiet voice
- establishing eye contact and calling the student by name before giving the command
- stating the command as a positive (do) statement, rather than a negative (don't) statement.
- phrasing the command in clear and descriptive terms (using simple language that is easily understood) so the student knows exactly what he or she is expected to do (Walker & Walker, 1991).

There are several ways that you might use to deliver a teacher command. The table below presents two sequences for teacher commands, one brief and one extended (Thompson, 1993; Walker & Walker, 1991). Your choice of which to use will depend on your own personal preference and your judgment about how a particular student will respond to each:

**Teacher Command Sequence (Brief)**

1. **Make the request.** Use simple, clear language that the student understands. If possible, phrase the request as a positive (do) statement, rather than a negative (don't) statement. (E.g., “John, please start your math assignment now.”) Wait a reasonable time for the student to comply (e.g., 5-20 seconds)

2. [If the student fails to comply] **Repeat the request.** Say to the student, “You need to...” and restate the request. (E.g., “John, you need to start your math assignment now.”) Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)

**Teacher Command Sequence (Extended)**

1. **Make the request.** Use simple, clear language that the student understands. If possible, phrase the request as a positive (do) statement, rather than a negative (don't) statement. (E.g., “John, please start your math assignment now.”) Wait a reasonable time for the student to comply (e.g., 5-20 seconds)

2. [If the student fails to comply] **Repeat the request as a 2-part choice.** Give the student two clear choices with clear consequences. Order the choices so that the student hears a pre-selected negative consequence as the first choice and the teacher request as the second choice. (E.g., “John, you can refuse to participate in the math assignment and receive a referral to the principal’s office, or you can start the math assignment now and not be written up. It’s your choice.”) Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)
3. [If the student fails to comply] **Impose a pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.

3. [Optional-If the student fails to comply] **Offer a face-saving out.** Say to the student, “Is there anything that I can say or do at this time to earn your cooperation?” (Thompson, 1993).

4. [If the student fails to comply] **Impose the pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.

---

**Are there other effective communication strategies that I can use with defiant students?**

There are a number of supportive techniques that teachers can use to establish rapport and convey their behavioral expectations clearly to students, including:

- **Active listening.** Active listening, or paraphrasing, is the act of summarizing another person's ideas, opinions, or point of view in your own words. Students who are chronically hostile and confrontational often believe that nobody truly listens to them. When upset, they frequently interrupt the teacher because they believe that the instructor does not understand their point of view. Active listening is powerful because it demonstrates beyond a doubt that you have not only heard the student's comments but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Note, though, that active listening does not imply that you necessarily agree with the student's point of view. Rather, it shows that you fully comprehend that viewpoint. Students tend to view teachers who practice active listening as being empathic, respectful, and caring individuals.

   Here are some statements you can use when paraphrasing student comments:
   - "Let me be sure that I understand you correctly…"
   - "I want to summarize the points that you made, so that I know that I heard you right…"
   - "So from your point of view, the situation looks like this…"

   Once you have finished summarizing the student's point of view, give that student the opportunity to let you know how accurately he or she thinks you paraphrased those views: "Does what I just said sound like your point of view?" And don't be surprised if the student clarifies his or her position at this point. ("Well, teacher, I don't think that you really meant to pick on me when I walked into class late, but when you called me by name and drew attention to me, I got really embarrassed!") Though a simple communication technique, active listening can transform a potential classroom conflict into a productive student/teacher conversation.

- **I-centered statements.** When we tell oppositional students that they are engaging in inappropriate behaviors, we run the risk of having them challenge the truth of our
statements or of taking offense at being criticized for their conduct. An instructor's use of I-centered statements can reduce the potential that teacher criticism will lead to student confrontation. Because I-centered statements reflect only the instructor's opinions and viewpoints, they are less incendiary and open to challenge than more global statements that pin blame for misbehavior on the student. For example, rather than telling a student, "You are always disrupting class with your jokes and fooling around!," you may say, "Zeke, I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson."

- **Pairing of criticism with praise** (adapted from Thompson, 1993). Sometimes you have no choice but to let a student know directly and bluntly that his or her classroom behaviors are not acceptable. Many oppositional students, though, have experienced a painful history of rejection in personal relationships and lack close ties with adults. No matter how supportively you present behavioral criticism to these students, they may assume that you are in fact rejecting them as individuals and react strongly to this perceived rejection. One strategy to reassure the student that you continue to value him or her as a person is to (a) describe the problem behavior that you would like to see changed, (b) clearly outline appropriate behavioral alternatives (b) praise the student about some other aspect of his or her behavior or accomplishments, and finally (c) state that you value having the student as a part of the classroom community. Here is a demonstration of this communication strategy:

  - 1. Description of problem behavior: "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop."
  - 2. Appropriate behavioral alternative(s): "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others."
  - 3. Specific praise: "I am talking to you about this behavior because know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."
  - 4. Affirmation statement: "You are an important member of this class!"

**What are some conflict 'pitfalls' that I should watch out for?**

Communication is never easy, especially when you work with students who can be defiant. You can maximize your chances for successful communication, though, if you:

- Avoid a mismatch between your words and nonverbal signals. Students are quick to sense when a speaker's body language and tone of voice convey a different message than his or her words. If the student reads your nonverbal signals as being disrespectful or confrontational, conflict may result. If a teacher speaks politely to a student, for example, but has his fists clenched and uses a sarcastic tone, that student is likely to discount the instructor's words and focus instead on his nonverbal signals. Be sure that you convey sincerity by matching your verbal message with your nonverbal cues.
- Take time to plan your response before reacting to provocative student behavior or remarks. It is easy to react without thinking when a student makes comments or engages
in behavior that offends or upsets you. If you let anger take over, however, and blurt out the first thing that comes to mind, you may end up making "the greatest speech that you'll ever live to regret" (Thompson, 1993, p. 32). A teacher's angry response can escalate student misbehavior, resulting in a power struggle that spirals out of control. When provoked, take several seconds to collect your thoughts and to think through an appropriate, professional response before you take action.

- Do not become entangled in a discussion or argument with a confrontational student (Walker & Walker, 1991). Some students are very skilled at dragging teachers into discussions or arguments that turn into power struggles. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).

- Do not try to coerce or force the student to comply. It is a mistake to use social pressure (e.g., reprimands, attempting to stare down students, standing watch over them) or physical force to make a confrontational student comply with a request (Walker & Walker, 1991). The student will usually resist and a power struggle will result. In particular, adults should not lay hands on a student to force compliance--as the student will almost certainly view this act as a serious physical threat and respond in kind.

What are proactive steps that I can take to head off or minimize conflict with students?

The best way to handle a student conflict is to prevent it from occurring altogether: Some ideas to accomplish this are to:

- Offer the student face-saving exit strategies. According to Fisher, et al. (1993), "face-saving reflects a person's need to reconcile the stand he takes in a negotiation or agreement with his principles and with his past words and deeds" (p. 29). When a potential confrontation looms, you can give a student a face-saving way out by phrasing your request in a way that lets the student preserve his or her self-image even as the student complies.

- A teacher, for example, who says to a student, "Rashid, take out your book now and pay attention--or I will send you to the office!" backs the student into a corner. The student cannot comply without appearing to have done so merely to avoid the threatened disciplinary consequence (that is, prompt compliance would probably result in Rashid's losing face with his peers). The teacher might instead use this face-saving alternative: "Rashid, please take out your book now and pay attention. We need to make sure that you do well on the upcoming test so that you continue to be eligible to play on the lacrosse team. They need your talent!"

- Act in positive ways that are inconsistent with the student's expectations (Fisher, et al., 1991). Because they have experienced so many disappointments in school, confrontational students may believe that teachers do not take a personal interest in them or value their classroom contributions. You can surprise these students and begin to forge
more positive relationships by showing through your actions that you do indeed value them. You might, for example, occasionally bring in articles from popular magazines on topics that you know will interest the student, set aside time for weekly individual conferences to be sure that the student understands and is making progress on all assignments, or take a couple of minutes each day to engage the student in social conversation. Each each small ‘random act of kindness’ will probably not instantly change a teacher-student relationship. Over time, however, such acts will demonstrate your empathy and caring--and are likely to have a cumulative, powerful, and positive impact on the student.

- Select fair behavioral consequences in advance (Walker & Walker, 1991). When you are face-to-face with a confrontational student, it can be a challenge to remain impartial and fair in choosing appropriate consequences for misbehavior. Instead, take time in advance to set up a classwide menu of positive consequences for good behaviors and negative consequences for misbehavior. Be sure that all students understand what those consequences are. Then be consistent in applying those consequences to individual cases of student misbehavior.

- Avoid making task demands of students when they are upset. Students will be much more likely to become confrontational if you approach them with a task demand at a time when they are already frustrated or upset. When possible, give agitated students a little breathing room to collect themselves and calm down before giving them commands (Walker & Walker, 1993).

References


http://www.interventioncentral.org/behavioral-interventions/challenging-students/working-defiant-kids-communication-tools-teachers
**Self Management**

Self-Management is an intervention that teaches a student to regulate their own behavior by recording occurrences and non-occurrences of the target behavior.

1. **Define the behavior**
   a. What does it look like when the student is doing what they are supposed to be doing? (in seat, hand is raised, etc)

2. **Teach the behavior**
   a. Tell the student what is expected
   b. Show what is expected
   c. Ask student to tell and show you what is expected
   d. Practice with examples and non-examples of the behavior

3. **Teach how to self-manage the behavior**
   a. Show them a self-monitoring sheet (example on next page)
   b. Teach them how to use
   c. Practice using the sheet
   d. Discuss when and how sheet will be used
   e. Provide independent practice opportunities

4. **Assess student’s understanding of self-management**
   a. Does the student identify and demonstrate examples and non-examples of the target behavior?
   b. Does the student demonstrate use of the self-management sheet?
   c. Does the student identify the importance of the target behavior and the benefit of the self-management sheet?
   d. Can the student identify his goal?
Behavior Self-Management

Student Name: ______________________________ Date: ______________________________

Goal: _______________________________________________ (I will raise my hand when I have a question or to participate in class)

Goal Percentage for today: ___________________________ (80%)

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

Put a + in the box each time you raise your hand before speaking to ask a question or to participate in class.

Put a – in the box each time you forget to raise your hand before speaking to ask a question or participate in class.

How many + signs do you have? ________________ How many – signs do you have? ____________________

What was your percentage of + signs (divide number of + signs by total of + and – signs) __________________

Did you reach your goal today? ____________________

Adopted from Los Angeles Unified School District “Multi Tiered Tips and Strategies”
Behavior Contract

A behavior contract is a written agreement between a specific student and the teacher. Behavior contracts are a good strategy to use with those students who need a little additional support in managing their behaviors. The contract should contain the following:

- Positive and negative consequences
- Time frame and review dates
- Assistance needed from teacher to help student
- Signatures of teacher, student, and parent

The behavior contract should be used to provide accountability for all parties involved. Everyone understands what is expected from the beginning of the contract and everyone knows their role in ensuring the student sees an increase in appropriate behaviors.

You will find an example behavior contract on the following page. Each behavior contract with each individual student should vary in the following ways:

- Time frame
- Student name
- Behaviors focused on
- Reinforcement used
- Negative consequence used

As always, all positive behaviors should be acknowledged verbally.
Example Behavior Contract

______________, the teacher, will acknowledge ____________________________, the student with ______________ (sticker, a mark on a sheet, etc) each time student does one of the following:

- Comes prepared to class
- Raises hand to answer a question
- Works positively and contributes in small group work

Once student has received _____ marks/stickers, they can choose from one of the following:

- 5 extra points on an assignment
- Line up first for lunch/recess
- Note home
- Piece of candy from box

If student is reminded ______ times per day/class period about reaching the expectations, one of the following will occur:

- Call home about behavior
- 10 minute detention
- Moving of seat towards front of class

As always, all school rules and discipline procedures are in affect and student may receive a referral for failure to reach school rules and expectations.

The student, __________________________, helped to create this agreement and understands and agrees to the terms of this behavior contract.

X________________________________________________ Date: _____________

The teacher, ________________________, helped to create this agreement and understand, agrees, and will help support __________________________ within this behavior contract.

X________________________________________________ Date: _____________

Parents of __________________ agree to make sure __________________ is prepared for school each day physically and mentally including getting a good nights sleep, having school materials, and being to school on time. They will also provide daily encouragement to ______________ to achieve his behavior and academic goals.

Parent Signature: ____________________________ Date: _____________
THE ONE-SENTENCE INTERVENTION
A Relationship-Building Experiment

Research clearly shows that the primary element contributing to success with challenging kids is a positive relationship between the child and adults in his or her life. This research also indicates that this relationship is developed most effectively when the adults set firm limits while showing sincere interest in what is unique or special about the child.

1. What are the child’s nonacademic strengths and interests? What is special about this child?

2. List six brief statements you can use to notice these strengths and interests:

   Example: “I’ve noticed you really like to draw.”
   “I’ve noticed that ________________________________________.”
   “I’ve noticed that ________________________________________.”
   “I’ve noticed that ________________________________________.”
   “I’ve noticed that ________________________________________.”
   “I’ve noticed that ________________________________________.”
   “I’ve noticed that ________________________________________.”

   **Do not** end the statement with something like, “ … and that’s great!”

3. When and where can you make these statements without embarrassing the child?

4. Which other adults (or other children) will help you use this technique with the child?

5. Approach the child, smile, and use the statements identified above at least two times a week for at least three weeks.

6. Listen to the child if he/she wants to talk about the strength or interest.

7. **Do not use this technique when the child is upset.** Save it for calm times.

8. When the child is about to do something you don’t want … or if you want him or her to do something else, experiment with saying, “Will you do this just for me?”

9. If the child complies at this moment, the technique has worked. If he/she doesn’t give us a call!

© Jim Fay
The Love and Logic Institute, Inc.
For more information…

Love and Logic® INSTITUTE, Inc.
800-338-4065 • www.loveandlogic.com