Multi-Tiered Behavioral Interventions for the Classroom

Overarching Principle

CPI's Crisis Development Model: Addressing the crisis escalation continuum, by matching staff responses to student behaviors. Acting out behaviors typically escalate along a continuum from anxiety through verbal defensiveness, physical behaviors, and finally tension reduction. Our goals as professionals is to accurately identify behaviors and respond accordingly in an effort to extinguish the escalation and return a student to productive behavior in the school setting.

Integrated Experience	
Anxiety ⟺	Supportive
Verbally Defensive ⟺	Directive
Questioning for Information ⟷	Provide Information
Questioning to Challenge ⟷	Redirect
Refusal ⟷	Set Limits
Release ⟷	Allow Space
Intimidation ⟷	Take Preventative Steps
Tension Reduction ⟷	Re-establish Communication
Physically Acting Out ⟺	CPI Techniques
Tension Reduction ⟺	Therapeutic Rapport

Tier 1: Universal Behavior Supports

Recommended Resource: Safe & Civil Schools - *CHAMPS* by Sprick and Garrison

Classroom Management Plans: The most effective way to manage challenging behavior is to prevent it from occurring in the first place, and the most important method to support positive behavior in the classroom is the development and implementation of a sound classroom management plan. Structuring the classroom for success is the first step. Developing classroom rules and explicitly teaching students positive behaviors for each of the activities and routines of the classroom is the next step. These lessons will impact classroom behaviors only if the teacher systematically observes behaviors and reinforces positive behaviors at a high rate. A teacher understands that students working out on the edge of academic skills will exhibit errors that require correction and re-teaching. The same is true of behavior. The teacher must fluently correct negative behaviors and reteach desired behaviors.

Every group of students – but especially a group requiring high structure – benefits from a system that reinforces desired behaviors and/or explicitly works to replace negative behavior. *Classwide Systems* are programs designed to do just that.

Classwide Systems		
Whole-Class Points	:	For classrooms with high behavioral needs; you award a (range of) points at regular intervals based on meeting classwide expectations; predetermined points earn a class reward; this can also be an "economic simulation" where points = "dollars" which can "purchase" rewards
Rewarding the Reduction of a Behavior	:	Select the recurrent negative behavior you want to extinguish and measure for a baseline (e.g., #behaviors/day); establish a sliding scale for reductions in the behavior; class votes on rewards; tally behaviors at intervals throughout the day and reward reductions of negative behaviors according to scale.
Good Behavior Game	:	Divide the class into two teams; tally the targeted disruptive behavior over a time interval; the team with lower tally wins a reward (i.e., privilege, first to go, etc.); set criteria below which *both* teams win; explicitly teach, divide with intentionality; continue to positively reinforce appropriate behaviors

Classwide Systems (cont.)

Behavioral Grading	:	For older kids (e.g., middle school); criterion-referenced formula to translate behavior into grades (i.e., separate behavior grade or behavior integrated into overall grade); requires a lot of data collection
100 Squares	:	Create a 10x10 grid and number 1-100; create a bucket of tokens numbered 1-100; whenever class is meeting expectations, have a student draw out a chip and mark corresponding square; 10 in a row wins a classroom reward; begin with frequent reinforcement (e.g., 10/day); add mystery token or mystery square for intermittent rewards to sustain interest
Group Response Cost	:	To extinguish a behavior exhibited by many (e.g., bad language) and/or an efficiency issue (e.g., transitioning and being ready); begin with a predetermined amount of time for a desired rewards (e.g., 10 minutes of *extra* recess or free time); set a criterion for earning that bonus; every inappropriate behavior reduces the reward time by a specified amount; since this is punitive, attend to other positive behaviors and ratio of interactions
Lottery Tickets	:	Positive behaviors earn lottery tickets which accumulate over a time period; a lottery drawing at specified time (e.g., Friday) earns rewards/privileges; be careful to attend to *all* kids
Mystery Motivator	:	Select a targeted positive behavior for the day, write it on a sheet, and place it in an envelope; proceed through the day acknowledging positive behaviors, but privately track those student exhibiting the targeted "mystery" behaviors; at the end of the day, reward those students exhibiting the mystery behavior with extra reward and discuss with class; consider having the class hypothesize the behavior; vary the mystery motivator and track recipients so each student is acknowledged.
Public Posting	:	Visually display classroom progress on a behavior goal to show progress toward a reward; marble jars or cotton ball jars are an option, as are bar graphs for older students; reaching a target can earn a class reward

Correcting Fluently: A good teacher constantly pushes his/her students to challenge their competency. Students will make mistakes, which need to be corrected. The same is true of behavior. On occasion a negative consequence will be necessary to extinguish negative behaviors in the classroom. It is vital that a teacher have a system in place that allows for fluent and objective distribution of negative consequences. Two important considerations: 1) the negative consequences should be *small* enough that the teacher has no reticence in distributing them and can allow them to have a cumulative effect; and 2) the follow-through must be consistent for them to have any measurable effect. Students should be informed of these pre-intervention tools and they should be applied with equity to all students.

Recommended Resource: Safe & Civil Schools - *Interventions: Evidence-based behavioral strategies for individual students* by Sprick and Garrison

Pre-Intervention for Individual Students	
Time Owed :	Restitution for your time wasted dealing with behaviors; increments per infraction; time away from student's desired activity; small enough that you are likely to implement.
Timeout :	Intended to remove a student from a positive reinforcement; 2-5 minutes; no work; explicitly pre-teach process ELEMENTARY: from favorite object (e.g., "Bumpy Bunny Time Out); from small group ELEMENTARY OR SECONDARY: in-class isolation area; out-of-class in pre-arranged "timeout teacher's room"
Restitution :	A natural compensation for chronic purposeful property damage or damage to social relationship; amount of restitution increases for recurrent behavior. See also, RESTORATIVE JUSTICE: A proactive process by which students take responsibility for behaviors and establish a specific plan to return to the classroom as a productive participant.
Positive Practice :	Overcorrecting the appropriate version of the recurrent inappropriate behavior (e.g., running/walking in hallways); couple this with time owed and practice on student's time
Response Cost :	Effective for classrooms using a point system where students start the day with points; points are lost as a fine in classroom point system; remaining points earn a positive reinforcement; attend to ratio of interactions as this is negative attention.

Pre-Intervention for Individual Students	
Response Cost Lottery :	Students begin with tickets; tickets are lost as fine in classroom lottery system; remaining tickets enter lottery as chances for small reinforcement
Detention	Set amount of time before or after school, or during lunch; be sure it is not reinforcing; can have work to complete (best if work equates to classroom productivity lost; attend to frequency and change approach if ineffective
Demerits	For recurrent behaviors; each administration is small enough that a teacher is likely to apply; "documents" warnings before consequence is applied; can be cumulative with our without time limits
Office Referral	Reserved for severe misbehaviors (e.g., physically dangerous or illegal)

Rule of 3 If three or more students are exhibiting the same challenging behavior, the most efficient response is to attend to strengthening the core classroom management system. Consider re-teaching behaviors, increasing the ratio of positive to negative reinforcement, and/or implementing a classwide reward system.

Tier 2: Targeted Behavior Supports

Individualized Supports: A sound classroom management plan, implemented with fidelity and consistency, will create a safe and efficient learning environment for at least 85% of your students. For some students, however, additional interventions are required to encourage positive behaviors in the classroom, as well as in non-classroom settings. Prior to establishing a Tier II Targeted Support, consider the behavior in objective terms, including the consequences (i.e., result of) the behavior that could be reinforcing its recurrence. It is vital in this planning stage to obtain a baseline measure of the behavior. Next, implement the appropriate early-stage intervention as a supplement to sound Tier I classroom management. Collect data on behaviors and implementation fidelity as a means to monitor the effectiveness of the selected intervention. If behaviors do not respond to the selected intervention, assess for implementation fidelity, and either improve fidelity or select a different intervention.

Early-Stage Interventions		
A	Planned Discussion :	A good first step, regardless of behavior or future intervention; can be a follow up after a one-time behavior, scheduled for chronic concerns, or regularly scheduled for more intense support/ prevention; neutral time and documented; discuss events, engage the student, brainstorm alternatives, set plan; requires planning, structure, and follow-through to be effective; address one behavior at a time
B	Academic Assistance :	Academic problems can impact motivation and behavior; Motivation = *Expectancy of Success* x Value; developing adaptations requires analysis of performance and discussion with student and parents; may include using outlines, logs, and organizers, pre-teaching content supports like vocabulary, focusing assignments and tests on essential material
C	Goal Setting or Contracting :	Helps student find motivation and steps (actions) necessary to change (meet long range goal); clear and specific targets that "sit still"; can be informal *goal setting* or more formal *contracting*; try to use

			intrinsic motivation vs. extrinsic rewards, if you can; if instituting rewards or structured reinforcement, tie in with *O:Structured Reinforcement Systems*; have clear contingencies (that the student understands) if student gets off track
D	Data Collection and Debriefing	:	For chronic behaviors; guides intervention choice and determines whether intervention is working; can work as in intervention, itself as monitoring an individual's behavior typically changes it (e.g., collect data on target behavior in a conspicuous but respectful manner); must define the behavior in *measurable* terms and then track frequency, duration, and/or intensity; engage the student in the development, recording process, and data review
E	Increasing Positive Interactions	:	Positive interactions fuel good behavior; good for "needy" kids; count and analyze your interactions; preplan responses with progressive or fixed consequences; plan contingent positive interactions; discuss with student and pre-correct
F	STOIC Analysis and Intervention	:	Determine why a behavior has been resistant to intervention; using classroom STOIC variables on an *individual* student level; STOIC: modify *structure*, *teach* new skill, *observe* systematically, *interact* positively when indicated, *correct* fluently.

The classroom teacher should collect data regarding the effectiveness of the aforementioned interventions. If a reduction of behaviors is not initially observed, consider the degree of fidelity by which the intervention was implemented. Either improve the process or select another intervention. If behaviors persist despite the implementation of two evidence-based strategies, consider a more highly structured approach.

Highly Structured Interventions

G	Managing Physically Dangerous Behavior	:	Building policy; room clears with plan and explicit practice; student lessons for verbal threat; parental involvement; behavior logs; Consider *CPI:Nonviolent Crisis Intervention* one-day training for this, as well as for *H* and *I* below.
H	Managing Severely Disruptive Behavior	:	Immediate but temporary; parental involvement; develop a plan to address the minors; address and teach peer responses; attempt to redirect – if not responsive, relocate other students; establish an out-of-room location and criteria for return
I	Managing the Cycle of Emotional Escalation	:	This is a long term intervention plan; focuses on diffusion (immediate de-escalation) and a systematic plan to be prepared and consistent, as well as equal parts preventative and responsive

Behavior:	Response:
Calm:	**Classroom Management**
Triggers:	**Prevention** • (Re) teach expectations • Modify triggers • Precorrect • Positive Feedback
Agitation:	**Anxiety Reduction** • Empathy • Help with focus/organization • Allow space • Reduce pressures • Break • Allow movement
Acceleration:	**Diffusion** • Don't engage in power struggle • Pause, calm, respect, private • Set limits; first-then
Peak:	**Building Emergency Procedures**
De-escalation:	**Debrief** • Standardized • restorative
Recovery:	**Resume Activities**

J	Cueing and Pre-correcting	:	A subtle and agreed-upon cue (typically nonverbal) interrupts inappropriate behavior for self-awareness; without reprimanding; Pre-correcting gives a "heads up… remember to…" Develop *with* student and *practice*!
K	Self-Monitoring and Self-Evaluation	:	Motivated students are provided tools to keep track of their own behavior; monitored at intervals or when behavior occurs; needs recording system and cues to prompt; fade.

Highly Structured Interventions (continued)			
L	Self-Talk and Attribution Training	:	Positive self-talk for overt statements (about others or events); attribution training (i.e., good event = internal, stable, and global; bad event = external, unstable, and case-specific) for inward conversations; student-adult process; teaching, including role playing.
M	Teaching Replacement Behavior	:	If a behavior is serving a need for a student, you need to provide a better alternative; provide a mutually exclusive, alternative behavior, often referred to as a "positive opposite;" provide lessons on "how" and "when"; do not put on display/embarrass; fade supports
N	Functional Communication	:	For students with limited communication (skills); teach pragmatics and reinforce pro-social communication, decrease communication through misbehavior; often requires special educators and SLPs;
O	Structured Reinforcement Systems	:	A classic intervention for longstanding, ingrained behaviors; provides external motivators for exhibiting positive behavior; be explicit -select, instruct, determine reinforcement, determine criteria (of what variable, how counted, how rewarded)
P	Defining Limits and Establishing Consequences	:	For behaviors that just brush the line or are contextual, but build up over time; Correcting fluently, setting clear limits, consistently enforcing, and not making things arbitrary/personalized; categorize the behaviors, define the limits (by rule, example, or quantity); model by 'sandwiching' the negative between two 'bordering' positives; consistently applied *mild* consequences

Interventions for Internalized Problems

Q	Relaxation and Stress Management *for the Teacher*	:	Do not become a precipitating factor, yourself: • deep muscle relaxation • journaling • balanced lifestyle • positive self-talk and attribution (i.e., good event = internal, stable, and global; bad event = external, unstable, and case-specific) • visualization • identify student strengths
R	Internalizing Problems and Mental Health	:	Increase resiliency with positive activities/behaviors, cognitive strategies (e.g., thinking errors), emotional skills (individual or group; social emotional curricula); make referrals if necessary: • problems are severe or chronic • daily functioning is impaired • safety of self or others • talk-based (or activity-based) therapy would benefit