

Intervention Planner for Behavior

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

Behavior Intervention Strategies	Research Citations	Teacher Notes
<p>MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).</p>	<p>Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), <i>Interventions for academic and behavior problems II: Preventive and remedial approaches</i> (pp.373-401). Bethesda, MD: National Association of School Psychologists.</p>	
<p>STRIVE FOR DAILY POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. If the teacher lacks a positive relationship with a particular student, the teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.</p>	<p>Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. <i>Educational Psychology in Practice</i>, 20, 103-115.</p>	

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<p>'TWO-BY-TEN': STRUCTURING POSITIVE TEACHER-STUDENT INTERACTIONS. This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.</p>	<p>Mendler, A. N. (2000). Motivating students who don't care. Bloomington, IN: National Educational Service.</p>	