

## *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.

<b>Behavior Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p>BEHAVIOR CONFERENCE: ENCOURAGING STUDENT RESPONSIBILITY. When a student misbehaves, the teacher may choose to meet with that student briefly to discuss and attempt to resolve the problem behavior(s). The teacher should take the student aside for a private conversation. Here is a recommended outline for conducting a behavior conference: (1) Maintaining a calm and respectful tone, the teacher describes the student misbehavior that led to the conference; (2) The teacher asks open-ended questions (e.g., who, what, where, how) as necessary to fully understand the student's view of why the problem behavior has occurred; (3) The teacher asks the student to identify one or more solutions to resolve the behavior problem(s)--with the teacher prepared to offer solutions if the student appears unable or unwilling to do so; (4) From solutions offered, teacher and student select one to implement; (5) Before concluding the conference, the teacher summarizes the selected solution to resolve the behavior problem. The teacher may also wish to remind the student of the disciplinary consequences that will follow if the problem behavior(s) continue. It is recommended that the teacher keep a written record of these behavioral conferences, to be shared with faculty, administration, or parents if needed.</p>	<p>Lanceley, F.J. (1999). On-scene guide for crisis negotiators. Boca Raton, FL: CRC Press.</p> <p>Walker, H. M., Colvin, G., Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole Publishing.</p>	

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<p>HABIT-REVERSAL TECHNIQUE: BEHAVIOR CHANGE. Student problem behaviors can be habit-forming. To break an ingrained behavior pattern, the teacher can use a 3-step habit-reversal technique: (1) TRAIN FOR AWARENESS. The student is trained to recognize when he/she is displaying the problem behavior(s) (e.g., loud angry outbursts; throwing objects); to identify signs of the onset of those problem behavior(s) (e.g., raised voice, scowl); and to describe typical situations that can trigger the problem behavior(s) (e.g., when told 'no' by an adult; when teased by peers). During this phase, the student may require adult coaching (e.g., teacher prompts) to alert the student when the problem behavior is occurring. (2) TEACH A COMPETING RESPONSE. The student is taught a replacement behavior that is incompatible with the problem behavior (e.g., taking 3 deep, calming breaths to replace an angry outburst; moving away from another student rather than getting into an argument). (3) REWARD THE NEW HABIT. Adults reinforce the student for episodes of successful behavior replacement with praise and points that can be banked and later applied to earn privileges or prizes. TIP: Teaching staff can foster habit change by eliminating triggers (e.g., adult 'nagging', peer teasing) that may elicit problem behaviors.</p>	<p>Allen, K. D. (1998). The use of an enhanced simplified habit-reversal procedure to reduce disruptive outbursts during athletic performance. <i>Journal of Applied Behavior Analysis</i>, 31, 489-492.</p>	

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<p>REINFORCING LOWER RATE OF HELP REQUESTS: INCREASE STUDENT INDEPENDENCE. When a student too frequently seeks teacher help and reassurance, one strategy to fix the problem is to reinforce lower rates of help-seeking: (1) TRAIN THE STUDENT IN SELF-HELP STRATEGIES. The teacher meets with the student to generate a checklist of appropriate self-help skills (e.g., consult a glossary or dictionary, ask a peer) that should be attempted before seeking teacher help. (2) SELECT A MAXIMUM LIMIT FOR HELP REQUESTS. The teacher decides on a reasonable upper limit of times that the student can request help during a given period. For example, a teacher may decide that, during a 20-minute independent seatwork period, the student should require no more than 3 opportunities to seek teacher help. (3) CREATE A REQUEST-MONITORING CARD. The teacher makes a daily monitoring index-card to be placed on the student's desk. The card contains a series of check-off boxes equivalent to the acceptable maximum of help requests--plus an 'extra' box. For example, if 3 is the maximum for allowable help requests during a period, the card contains 4 check-off boxes. (4) IMPLEMENT THE INTERVENTION. The teacher shows the monitoring card to the student, presents the maximum number of times the student can request teacher assistance during the defined academic period, and explains that each time the student requests assistance, the teacher will check off one of the boxes on the monitoring card. If the student requests help beyond the pre-defined upper limit, the teacher checks off the 'extra' box on the card--but does not offer assistance. For each period in which the 'extra' box remains unchecked (i.e., the student did not exceed the limit for teacher help), the student earns a point that can be banked and later applied to earn privileges or prizes.</p>	<p>Austin, J. L., &amp; Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. <i>Journal of Applied Behavior Analysis</i>, 44, 451-461.</p>	