

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>BRIEF REPRIMANDS/REMINDERS: REDIRECTING STUDENT BEHAVIORS. The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal (e.g., a quiet word to the student directing them to stop engaging in problem behavior) or non-verbal (e.g., a significant look or head shake).</p>	<p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i>, 31(3), 351-380.</p>	
<p>COOL-DOWN BREAK: CALMING THE EMOTIONALLY ESCALATING STUDENT. This idea addresses students who become angry or upset and need time to collect themselves. (1) The teacher selects an area of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. (2) Whenever a student becomes upset and defiant, the teacher first offers to talk the situation over with that student once he or she has calmed down. (3) The teacher then directs the student to the cool-down corner. (E.g., "Thomas, I want to talk with you about what is upsetting you, but first you need to calm down. Take five minutes in the cool-down corner and then come over to my desk so we can talk.") The teacher makes cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. The teacher also ensures that students see the cool-down strategy not as punishment but instead as a support. It is also recommended that the teacher keep a written log of students using the cool-down location (at minimum to include date, student name, start time, and end time).</p>	<p>Long, N.J., Morse, W.C., Newman, R.G. (1980). <i>Conflict in the classroom</i>. Belmont, CA: Wadsworth Publishing Company.</p>	

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<p>PLANNED IGNORING: OVERLOOKING THE SMALL STUFF. In this tactic, the teacher identifies in advance low-level problem student behaviors (e.g., minor talking out) and makes the commitment to ignore such behaviors if they do not seriously distract other students, disrupt classroom routine, or otherwise violate important behavioral expectations. NOTE: The teacher can always follow up privately with a student regarding low-level problem behaviors even if the instructor chooses to 'ignore' them during the class period. However, planned ignoring is not recommended if the student's behavior represents a serious infraction or if the student has a pattern of escalating behaviors until he or she gains teacher attention.</p>	<p>Colvin, G. (2009). <i>Managing noncompliance and defiance in the classroom: A road map for teachers, specialists, and behavior support teams.</i> Thousand Oaks, CA: Corwin.</p>	
<p>PRE-CORRECTION: GIVING A TIMELY REMINDER. Pre-corrections are a simple means of keeping students mindful of behavioral expectations just before they encounter situations in which they are most likely to misbehave. Here are the steps to using effective pre-corrections: (1) The teacher specifically defines the student problem behavior(s) and identifies those situations in the school setting where the problem behavior(s) tend to be displayed; (2) The teacher meets with the student to share information about that student's problem behaviors and the related situations or settings where they occur; (3) In their meeting, the teacher and student next come up with expected or acceptable replacement behaviors that the student should instead display in those situations; (4) At the 'point of performance' (that is, whenever the student is about to encounter a problem situation), the teacher delivers a brief pre-correction, a timely behavioral reminder that alerts the student verbally or non-verbally to remember to follow the classroom behavioral rule or expectation.</p>	<p>De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. <i>Journal of Behavioral Education, 11</i>(4), 255–267.</p>	

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<p>SILENT SIGNAL: PROVIDING LOW-KEY BEHAVIORAL PROMPTS. The teacher can unobtrusively redirect students who begin to show problem behaviors by using a silent signal. (1) The teacher meets privately with the student to identify those problem behaviors that appear to be most challenging. (2) The student and teacher agree on a silent signal to be used to alert the student whenever his or her behavior has crossed the threshold and now is distracting others or otherwise creating classroom problems. (3) The teacher role-plays several scenarios with the student in which the student begins to display a problem behavior, the teacher uses the silent signal, and the student then successfully controls the problem behavior. NOTE: When the silent signal is put into use, the teacher should be sure to praise the student privately for responding appropriately and promptly when the signal is given.</p>	<p>U.S. Department of Education (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved from http://www.ed.gov/teachers/neds/speced/adhd/adhd-resource-pt2.doc</p>	