

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>IN-CLASS TIME-OUT: TEMPORARY REMOVAL FROM REINFORCEMENT. This strategy briefly excludes a student from desirable class activities and peer or adult interactions because of significant misbehavior. Here are steps for setting up in-class time-out: (1) The teacher chooses an in-class location away from other students (e.g., study carrel) as the timeout site; (2) The teacher determines an amount of time appropriate for timeout sessions (typically not to exceed 5 minutes); (3) The teacher clearly defines, explains, and demonstrates classroom rules or behavioral expectations with all students; (5) The teacher tells students that, when any student continues to misbehave despite a warning, that student will receive in-class timeout at the teacher's discretion for a pre-determined duration (e.g., 5 minutes) -- but that timeout will continue past the time limit if necessary until misbehavior ceases;(5) The teacher instructs classmates that they are not to interact with a student in timeout; (6) The teacher keeps a written log (at minimum to include date, student name, start time, and end time) for each timeout session.</p>	<p>Foxx, R. M. & Shapiro, S. T. (1978). The timeout ribbon: A nonexclusionary timeout procedure. <i>Journal of Applied Behavior Analysis</i>, 11, 125-136.</p> <p>Kazdin, A.E. (1989). <i>Behavior modification in applied settings</i>. Pacific Grove, CA: Brooks/Cole</p> <p>Yell, M.L. (1994). Timeout and students with behavior disorders: A legal analysis. <i>Education and Treatment of Children</i>, 17, 293-301.</p>	

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<p>RESPONSE COST: INCENTIVE TO REDUCE PROBLEM BEHAVIORS. To reduce non-compliant or distracting behaviors, the teacher can use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever a student behavior disrupts instruction or distracts other students. Here is a simple classroom version of this strategy: (1) At the start of each class period, the teacher awards the student a certain number of 'behavior points' (e.g., 5) and writes a series of tally marks on the blackboard to equal this number; (2) The teacher privately informs the student that each time the student engages in misbehavior that obviously distracts other students, the teacher will silently go to the board and erase one point from the student's total; (3) At the end of each class period, the student is allowed to keep any 'behavior points' that still remain; (4) The student is informed that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).</p>	<p>DuPaul, G.J., & Stoner, G. (2002). Interventions for attention problems. In M. Shinn, H.M. Walker, & G. Stoner (Eds.) Interventions for academic and behavioral problems II: Preventive and remedial approaches (pp. 913-938). Bethesda, MD: National Association of School Psychologists.</p>	



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<p>SIT AND WATCH: IMPROVE BEHAVIORS IN LESS-STRUCTURED SETTINGS. Schools can use the Sit and Watch intervention (brief time out from reinforcement) to address the problem of groups engaging in unsafe or noncompliant behaviors in less-structured settings such as physical education or on the playground: (1) DEFINE UNACCEPTABLE BEHAVIORS. Adults supervising the less-structured settings must first define specific behaviors that are unacceptable, such as aggression, non-compliance, and disrespect towards peers or adults. Examples of defined problem behaviors are 'Speech or gestures that disrespect others', or 'Engaging in a behavior that is unsafe to self or others'. (2) BEGIN THE 'SIT AND WATCH' INTERVENTION. At the start of the intervention, students review the list of unacceptable behaviors and are given specific examples. Students also learn the following details of the Sit and Watch intervention: If a student is observed engaging in an unacceptable behavior, he or she will be sent to a designated 'time-out' area and handed a 3-minute hourglass sand timer. The student must turn over the timer and wait for the sand to run out before being allowed to return to the activity. (3) [OPTIONAL] CREATE ADDITIONAL LIST OF CONSEQUENCES FOR REPEAT OFFENSES. If additional supports are needed to change student behaviors, school staff may generate a list of consequences associated with repeat offenses. For example, a student who receives 2 or more Sit and Watch citations during a week may lose a classroom privilege such as free time. Additionally, the school may use Sit and Watch as a consequence for students who tattle or attempt to talk with other students currently in Sit and Watch.</p>	<p>White, A. G., & Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with sit and watch. <i>Journal of Applied Behavior Analysis</i>, 23, 353-359.</p>	