Classroom-Based Interventions Manual

2014

The *Center for Adolescent Research in Schools* Classroom-Based Interventions Manual

Acknowledgements

The CARS Classroom-Based Interventions Manual was developed by several CARS project staff. Lead developers include Talida State, Lee Kern, Reesha Adamson, & Tim Lewis. Special thanks to the developers of the Check & Connect intervention for generously sharing their materials. Readers are strongly encouraged to purchase the Check & Connect manual and training materials to support their implementation.

These materials have been developed to assist school personnel in their efforts to improve support for students with emotional/behavioral disabilities and those at high risk. Downloading single personal copies is permissible; however, photocopying multiple copies of these materials for sale is forbidden without expressed written permission by the *Center for Adolescent Research in Schools*. To obtain a personal copy of this and related manuals and materials, visit www.ies-cars.org.

The Center was supported by a grant from the Institute of Education Science, U.S. Department of Education (R324C08006). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the U.S. Department of Education, and such endorsements should not be inferred. For more information, contact Center Directors Drs. Lee Kern (ek6@Lehigh.edu), Steven Evans (evanss3@ohio.edu), or Tim Lewis (lewistj@missouri.edu).

Suggested Citation:

Center for Adolescent Research in Schools (2014). *The CARS Classroom-based interventions manual*. Bethlehem, PA: *Center for Adolescent Research in Schools*, Lehigh University

© *Center for Adolescent Research in Schools*, Lehigh University.

Table of Contents

Introduction

Check & Connect **3**

Indicators and Criteria for High Risk 4

Mentor Roles and Responsibilities 5

Check & Connect Mentor Binder 6

Implementation Procedures 6

Selecting Interventions for Risk Areas 8

Procedures for Measuring Outcomes 9

Check & Connect Forms **10**

Classroom Interventions: Implementation Procedures **45**

Selecting Target Classrooms 46

Determining Classroom Interventions 47

Intervention Training Process 49

Collecting Treatment Integrity and Acceptability Data 50

Classroom Interventions: Implementation Forms **53**

Classroom Interventions **76**

Routines 78

Expectations 85

Positive Student-Teacher Interactions 96

De-escalation Strategies 109

Opportunities to Respond 130

Accommodations 141

Organizational Skills 152

Study Skills 174

INTRODUCTION

This manual contains classroom-based interventions developed by the *Center for Adolescent Research in the Schools*, through a federal grant awarded by the Institutes for Education Science, U.S. Department of Education. The classroom supports were one component of a multi-intervention treatment package designed for high school special and general education students with social, emotional, and behavioral problems. The interventions, building on existing evidence-based practices, were developed, piloted and implemented with a large sample of diverse students across 5 states. This manual was developed for CARS research facilitators to assist educators with implementation. It has been reformatted to serve as a stand alone manual, while retaining the essential elements of each intervention strategy. While collecting implementation fidelity checks are often not a component of typical school intervention implementation, we encourage the user to include this and all recommended steps to insure optimal outcomes with students. The forms, tools, and examples are not meant to be exhaustive; rather they are designed to provide a step-by-step implementation strategy.

Within our approach, we enrolled all of our study students into Check & Connect, which allowed us to monitor student progress as well as provide a data-decision framework to identify classrooms at the first signs of student risk. Once classrooms were identified in which student's met risk criteria (e.g., office referrals, missing assignments, truancy, failing grades) a simple assessment process followed which consists of interviews and observations (all contained in this manual).

The chart below provides a list of the possible recommended classroom-based interventions designed to increase student engagement with school through mentoring relationships, positive interactions with teachers, and active engagement with the curriculum. In addition, student competence and academic independence are enhanced by teaching organizational strategies and study skills.

School-Based Interventions

Check & Connect
Classroom Interventions
Routines
Expectations and Positive Student-Teacher Interactions
De-Escalation Strategies
Opportunities to Respond
Accommodations
Organizational Strategies
Study Skills Strategies

The remainder of this manual is organized around the above listed strategies, including decision rules on which interventions should be priorities, associated materials and examples, as well as simple directions for implementation followed by fidelity check forms.

Check & Connect

Intervention Description

Check & Connect (Anderson, Christenson, Sinclair, Lehr, 2004; Evelo, Sinclair, Hurley, Christenson, Thurlow, 1996) is a procedure developed for high-risk urban students at the secondary level that utilizes a monitoring system with two components:

Check: The purpose of this component is to systematically assess the extent to which students are engaged in school.

Connect: The purpose of this component is to respond on a regular basis to students' educational needs according to their type and level of risk for disengagement from school. Students showing high-risk behaviors receive additional intensive interventions.

All student participants will be paired with an adult mentor in their school who will monitor their progress across several behavioral and academic areas and meet with the student to problem-solve risk. More information on Check & Connect, as well as the Check & Connect manual (Christenson et al., 2008) can be obtained at *http://ici.umn.edu/checkandconnect*.

Rationale for Intervention

A systematic and efficient process to monitor students in a mentoring relationship provides a way to connect disengaged students with immediate interventions and an essential link to the student's educational performance. Studies have demonstrated the closeness and quality of relationships between staff and students involved in the systematic Check & Connect procedure has led to increased attendance, homework completion and interest in school for students with learning disabilities and emotional and behavioral disorders.

Definitions of Indicators and Criteria for High Risk

The Check & Connect mentoring program focuses on alterable indicators of disengagement which can be addressed through problem-solving with students during regular check-in meetings, and by collaborating with families and other school personnel (e.g., teachers,

disciplinary staff). The table below outlines and defines risk areas and the monthly criteria for risk.

Indicator	Definition	Criteria for Risk (per month)
Tardiness	Late either for school or for class.	**Five or more**
Skipping	Missing selected class periods within a day without an excused reason.	**Three or more**
Absenteeism	Full day excused or unexcused absence.	**Four or more**
Behavior Referrals	Student is sent to administrative or resource staff for inappropriate behavior.	**Four or more**
Detention	A consequence for inappropriate behavior for which the student "owes" time either before or after school. The student is often required to perform some custodial function on the school grounds, to complete school work, or at least to sit quietly.	**Four or more**
In-School Suspension	A consequence for inappropriate behavior for which the student spends the school day(s) in a separate area or classroom of the school building.	**Two or more**
Out-of-School Suspension	A consequence for inappropriate behavior for which the student spends a defined number of school days at home. The student is not allowed on school property for the suspension period.	**Two or more days suspended per month**
Failing Classes	Receiving a grade of F or D in any class. CARS Check & Connect will focus on grades in core academic classes (e.g., English, math, social studies, and science).	**One or more F and/or two or more D's per grading period**
Behind in Credits	Failing to earn enough credits to be on track to graduate in four or five years.	**Earning less than 80% of the possible credits per grading period**
Missing Assignments	Failing to submit assignments on time in core academic classes (e.g., English, math, social studies, and science).	**Submitting assignments an average of 90% below**

Check & Connect Manual (Christenson et al., 2008).

Mentor Roles and Responsibilities

The role of the mentor is very important in effective implementation. Potential mentors include teachers, paraprofessionals, and/or other staff. Mentor caseloads can range from one to

three students. Mentors should plan to spend at least one half hour to an hour per week per child to obtain data related to risk and to meet individually with the student for at least 10 min once per week.

When selecting mentors to implement Check & Connect, the following characteristics should be considered (Christenson et al., 2008):

- The willingness to persist with students, despite their behavior and decision-making;
- A personal belief that all students, particularly those with high-risk, have abilities and strengths;
- A willingness to cooperate and collaborate with families, school staff, and CARS staff;
- Advocacy skills, including the ability to negotiate, compromise, and confront conflict;
- Organizational and case management skills;
- A willingness to be a mentor.

Check & Connect Mentor Binder

Each mentor should receive a Check & Connect Mentor Binder to keep student monitoring sheets organized and facilitate data collection. The following elements should be included in the Check & Connect Mentor Binder:

- *Calendar*
- *Check & Connect Mentor Procedures*
- *Check & Connect Monitoring Sheets*
- *Check & Connect Problem Solving Sheets*
- *Check & Connect Intervention Flowcharts*
- *Student Information Sheet*
- *Complete Student Schedule*
- *Sample WILBUR Problem Solving Steps*

Mentors may wish to include other resources and documents in the binder (e.g., bus schedules, community resource contact lists, teacher/parent communication log) to facilitate intervention implementation and documentation.

Implementation Procedures

For School-Based Mentors (see *Check & Connect Mentor Procedures*):

1. Attend Check & Connect training session(s)
2. Make student and parent initial contacts
3. Document student progress using the *Check & Connect Monitoring Sheet*. Use only the weekly summary column if student data are available online through a school-wide data system
4. Use criteria listed in the section Procedures for Measuring Outcomes to determine which variables score as "High Risk" for the month. **NOTE: Mentors do not need to wait until the end of the month before implementing intervention(s).**
5. Give students regular feedback about their overall progress and in relation to specific risk factors during regularly scheduled meetings. Review monitoring sheet with student so he or she can have a concrete, visual representation of their progress. Meetings should be at least 10 min to allow for conversation about Check & Connect progress as well as any other concerns a student may have.
6. Problem-solve with students about indicators of risk. Guide students through problems using a cognitively oriented problem-solving five-step plan like the procedure outlined below:

Five-Step Problem Solving
1. Stop! Think about the problem.
2. What are some choices?
3. Choose one.
4. Do it.
5. How did it work?

7. Refer to Intensive Connection Strategies (see intervention flowcharts) for interventions that can be administered for students showing high risk in relation to any of the risk factors being monitored.

8. Document the focus of Check & Connect meetings and any intensive intervention strategies related to risk areas on the reverse of the *Check & Connect Monitoring Sheet*.
9. Both the mentor and student should initial the comments section of the *Check & Connect Monitoring Sheet*.
10. Confirm the next Check & Connect meeting date, time, and place.

Selecting Interventions for Risk Areas

There are two levels of intervention in Check & Connect: Basic and Intensive. The weekly check-in meetings between students and mentors are considered a Basic intervention approach. The Basic level of intervention uses minimal resources to keep students connected to school and provides an excellent opportunity for mentors to praise students for improvements or continued success.

For students who demonstrate high risk behaviors (e.g., skipping classes, failing grades) according to the risk areas, Intensive interventions are required. Mentors should review the *Intensive Connections Strategies Guide* to identify possible interventions based on student risk area. Check & Connect intervention flowcharts are also available to mentors as a quick reference for identifying strategies. Furthermore, mentors should select intensive interventions that are acceptable and feasible given knowledge of the student's situation, resources available to the school, and other contextual variables. The intervention flowcharts provide an easy guide to selecting interventions matched to the problem**.**

Procedures for Measuring Outcomes

The mentor will document student progress using the *Check & Connect Monitoring Sheet*. Patterns in student risk can be assessed by examining the summary boxes of "high risk for the month" over time. Treatment integrity data can be collected by using the *Check & Connect Treatment Integrity* form and collecting final products (i.e., collect the monthly *Check & Connect Monitoring Sheet*).

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS

Moving Youth Toward Success

Check & Connect Forms

Check & Connect Monitoring Sheets	11
Check & Connect Mentor Procedures	12
Intensive Connection Strategies Guide	18
Check & Connect Intervention Flowcharts	24
Five-Step Problem-Solving Worksheet	31
Check & Connect Treatment Integrity	32
Wilbur Problem Solving Steps and Worksheet	33

Check & Connect Monitoring Sheets (FOR MENTOR USE)

Check & Connect Monitoring Sheet Key: Write in totals per day (or week)OR: ✓=Indicates behavior is occurring /= Indicates behavior is not occurring

Month_____ Student _____ ID_____Mentor _____

CHECK	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	Risk Indicator F	Risk Indicator Wk	Risk Indicator v	
Tardy																															≥ 5	
Skip																															≥ 3	
Absent																															≥ 4	
Behavior referral																															≥ 4	
Detention																															≥ 2	
In-school suspension																															≥ 2	
Out-of-school suspension																															≥ 2	
Failing classes (monthly)	_____ D's _____ F's																		Risk indicator ≥ 1 F and/or ≥ 2 D's per grading period												
Behind in credits (monthly)	_____ Credits earned out of _____ total																		Earning <80% of possible credits per grading period												
Missing Assignments (bi-monthly-no. assign. missed/total no. of assign.)	English					Math					Social Studies			Science			Other															
																			Missing assignments on average of 10% or more											

CONNECT																																
BASIC																																
Provided regular feedback																																
Problem-solved about risk																																
INTENSIVE																																
Organizational Skills																																
Study Skills																																
_____																																
_____																																
_____																																
_____																																

< High risk for month

List classes where student is currently:

1. receiving a grade of D or lower: _____ _____ _____ _____ _____
2. has 10% or more missing assignments: _____ _____ _____ _____ _____
3. has had discipline problems (e.g., received ODR, teacher reported problem behaviors): _____ _____ _____ _____ _____

(CARS USE ONLY) List classes indicated for CARS intervention (where any of the above indicators occurred): _____ _____ _____ _____ _____

Core Components: 1. Record progress for all risk areas as indicated.
2. Schedule a set time to meet with the student weekly.
3. Meet for at least 10 – 15 minutes.
4. Connect and problem-solve high risk areas.

Record focus of meeting each week. Provide positive feedback for improvements or continued success. Problem-solve for risk areas. Initial at the close of the meeting and confirm next check-in date.		Mentor Initials	Student Initials
Week of			
Week of			
Week of			
Week of			
Week of			

CHECK & CONNECT MONITORING SUMMARY SHEET

Mentor: _____ Student: _____

School: _____ Date of Summary: _____

Month Summarized: _____

Monthly Summary

Number of days with tardies: _____ Total number of tardies: _____

Number of days with with skipped periods: _____ Total number of skips: _____

Number of days absent: _____ Total number of behavioral referrals: _____

Detention (number of days): _____ In-School Suspension (number of days): _____

Out of School Suspension (number of days): _____

	D or F		10% or more missing assignments:		Behavioral Problems?
English:	Yes	No	Yes	No	Yes
Math:	Yes	No	Yes	No	Yes
Social Studies:	Yes	No	Yes	No	Yes
Science:	Yes	No	Yes	No	Yes
Other:	Yes	No	Yes	No	Yes

Check & Connect Mentor Procedures

Check & Connect Manual (Christenson et al., 2008).

Overview:

Purpose
• Enhance student engagement with school and learning • Promote student competence • Provide persistent support for academic and behavioral standards and expectations
Essential Features
• A mentor who keeps education salient for students • Systematic monitoring of risk indicators (Check) • Timely and individualized intervention (Connect) • Enhanced collaboration among teachers to promote student success
Mentor Roles and Responsibilities
• The willingness to persist with students, despite their behavior and decision-making; • A personal belief that all students, particularly those with high-risk, have abilities and strengths; • A willingness to cooperate and collaborate with families, school staff, and CARS staff; • Advocacy skills, including the ability to negotiate, compromise, and confront conflict; • A willingness to be a mentor throughout the academic year.
Materials Needed
• Check & Connect Mentor Binder • Student Contact Information (e.g., home address, parent/guardian telephone numbers) • Student Schedule (if electronic copy not available, provide teacher with copy of student schedule collected by facilitator at the beginning of the year)

Implementation Procedures:

Check Procedures and the *Check & Connect Monitoring Sheet*
Preparation • Create a tab for each student on your caseload. • Obtain student schedules and insert in the binder. Be sure to record the teacher's name for each class. • Collect any information that will inform your interactions with the student, his/her teachers, and his/her family (e.g., IEP date, special education case manager, family supports, phone numbers). • Schedule a time to meet regularly with the student. Consider a non-academic period (e.g., study hall, homeroom) or a time where you will have 10 – 15 minutes of uninterrupted time to connect with the student.
Introduce Yourself
• Call parents/guardians to introduce yourself or send letter home (see sample). o "Hi, my name is _____. I work at _____ (name of high school) as _____ (job title). I will be working with _____ (student's name) this school year to help him/her stay more connected with school and be more successful in school. This mentoring program encourages students to learn problem-solving strategies, complete their school work, and enjoy better relationships with their teachers. o I will meet with ____ (student's name) individually once a week at school. In our meetings, we will discuss attendance and academic progress. For areas of concern, I will problem-solve with your child and teachers. o For your reference, here is my contact information: Phone number _____ Email address_____"
▪

See Completed Example on the next page.

Check & Connect Monitoring Sheet Key: Write in totals per day (or week)OR: ✓=Indicates behavior is occurring /= Indicates behavior is not occurring

Month_____ Student _____ ID_____Mentor _____

CHECK	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	Risk Indicator v	
Tardy	✓					1					✓	0																			≥ 5	
Skip						0						0																			≥ 3	
Absent				✓	✓	2						0																			≥ 4	
Behavior referral		✓				1						0																			≥ 4	
Detention		✓				1						0																			≥ 2	
In-school suspension						0						0																			≥ 2	
Out-of-school suspension						0						0																			≥ 2	

Failing classes (monthly)	_____ D's _____ F's	Risk indicator ≥ 1 F and/or ≥ 2 D's per grading period	✓
Behind in credits (monthly)	_____ Credits earned out of _____ total	Earning <80% of possible credits per grading period	
% Missing Assignments (bi-monthly-no. assign. missed /total no. of assign.)	English / Math / Social Studies / Science / Other	Missing assignments on average of 10% or more	✓

CONNECT

BASIC

Provided regular feedback			✓						✓						✓															
Problem-solved about risk			✓												✓															

INTENSIVE

Organizational Skills								✓					✓																	
Study Skills										✓					✓															
Wake up call							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
_____																														
_____																														
_____																														

< High risk for month

List classes where student is currently:

1. receiving a grade of D or lower: _____ _____ _____ _____ _____
2. has 10% or more missing assignments: _____ _____ _____ _____ _____
3. has had discipline problems (e.g., received ODR, teacher reported problem behaviors): _____ _____ _____ _____ _____

(CARS USE ONLY) List classes indicated for CARS intervention (where any of the above indicators occurred): _____ _____ _____ _____ _____

Core Components: 1. Record progress for all risk areas as indicated.
2. Schedule a set time to meet with the student weekly.
3. Meet for at least 10 – 15 minutes.
4. Connect and problem-solve about high risk areas.

Record focus of meeting each week. Provide positive feedback for improvements or continued success. Problem-solve for risk areas. Initial at the close of the meeting.		Mentor Initials	Student Initials
Week of 3/1-7	*Discussed reasons for excessive tardiness (misses the bus). Problem-solved and chose a friend to give a wake-up call and ride in to school if needed. Weekly Check-in for Organization on Tuesdays. Weekly study skills sessions with Mrs. Hedges (paraprofessional) on Thursdays in Room 207.*	JP	AB
Week of 3/8-14	*Wake-up calls are working. No absences this week- GREAT JOB!! Alex is working hard during study hall to catch up on missing work in English.*	JP	AB
Week of			
Week of			
Week of			

Check & Connect Monitoring Sheet

Month _April_ Student: _Joey_ ID__________________________ Mentor: _JP_

CHECK	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	Risk Indicator v	
Tardy	1					1					2	2																			≥ 5	
Skip						0						0																			≥ 3	
Absent				1	1	2						0																			≥ 4	
Behavior referral		1				1						0																			≥ 4	
Detention		1				1						0																			≥ 2	
In-school suspension						0						0																			≥ 2	
Out-of-school suspension						0						0																			≥ 2	

Failing classes (monthly)	______ D's __1__ F's	Risk indicator ≥ 1 F and/or ≥ 2 D's per grading period	✓
Behind in credits (monthly)	______ Credits earned out of _____ total	Earning <80% of possible credits per grading period	

% Missing Assignments (bi-monthly-no. assign. missed /total no. of assign.)	English		Math		Social Studies		Science		Other			
		25%		5%	--	--	--	--	--	--	Missing assignments on average of 10% or more	✓

< High risk for month

CONNECT

<u>BASIC</u>

	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk
Provided regular feedback			✓						✓						✓															
Problem-solved about risk			✓												✓															

<u>INTENSIVE</u>

	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk
Organizational Skills								✓					✓																	
Study Skills										✓					✓															
Wake up call							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
______________																														
______________																														
______________																														

List classes where student is currently:

1. receiving a grade of D or lower: ____________ ____________ ____________ ____________ ________________
2. has 10% or more missing assignments: ____________ ____________ ____________ ____________ ________________
3. has had discipline problems (e.g., received ODR, teacher reported problem behaviors): ____________ ____________ ____________ ____________ ____________

(CARS USE ONLY) List classes indicated for CARS intervention (where any of the above indicators occurred): __________ ____________ ____________ __________ ________

Core Components: 1. Record progress for all risk areas as indicated.
2. Schedule a set time to meet with the student weekly.
3. Meet for at least 10 – 15 minutes.
4. Connect and problem-solve high risk areas.

Record focus of meeting each week. Provide positive feedback for improvements or continued success. Problem-solve for risk areas. Initial at the close of the meeting and confirm next check-in date.		Mentor Initials	Student Initials
Week of 3/1-7	*Discussed reasons for excessive tardiness (misses the bus). Problem-solved and chose a friend to give a wake-up call and ride in to school if needed. Weekly Check-in for Organization on Tuesdays. Weekly study skills sessions with Mrs. Hedges (paraprofessional) on Thursdays in Room 207.*	JP	AB
Week of 3/8-14	*Wake-up calls are working. No absences this week- GREAT JOB!! Alex is working hard during study hall to catch up on missing work in English.*	JP	AB
Week of			
Week of			
Week of			

Connect Procedures and Problem Solving

Preparation for a Successful Student Meeting

- Review student monitoring sheet for completeness.
- Identify focus areas for connect conversation based on risk indicator data.
- Select some options for intervention from suggested list (see Intensive Intervention list).
    - Make sure you have access to the intervention materials or resources.
- Prepare a Problem-Solving sheet if desired (use WILBUR).

Connect with the Student

- Let student know you are happy to meet with him or her. Give the student an opportunity to share how things are going.
    - Evaluate the outcome of previous problem-solving, if applicable.
- Share information from the monitoring sheet with the student.
    - Provide positive feedback
        - areas of improvement from previous problem-solving
        - continued success if no risk indicated
    - Draw attention to risk areas. Problem-solve with the student and identify possible interventions. Guide the student to consider intervention options you have selected.
    - Complete a Problem-Solving sheet with the student if desired.
    - Choose an intervention or strategy to try for the next week.
- Maintain a positive and supportive tone.
- Remind students you are invested in their connection to school.
- Record focus of contact on the reverse side of the monitoring sheet. Be sure to include positive praise and/or details of any interventions for that week.
- Both the mentor and student initial the focus of contact.
- Confirm the next meeting date.

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

Check & Connect

Intensive Connection Strategies Guide

(Christenson et al., 2008)

Intensive strategies can be administered for students showing high risk in relation to any of the nine risk factors being monitored. These lists aren't intended to be exhaustive, but rather to provide guidance based on the unique needs of your students and the context of your setting. De-Escalation Strategies, Accommodations, Organization Skills, and Study Skills interventions recommended by CARS can be found in the CARS Classroom Interventions Manual.

Tardy to School
• Contact the student's parents or guardians if tardiness occurs more than once or twice in one month. • Communicate regularly with parents or guardians about the student's progress so they can participate in reinforcing the student for getting to school on time. • Does the student have an alarm clock? If not, purchase one for the student. If so, does the student know how to use it? Demonstrate if necessary. School social workers or school psychologists may have discretionary funds or community agencies may be able to support these types of efforts. • Determine with the student why he or she is late to school. Develop a plan with parents to set a reasonable bed time. Use the five-step plan to structure your conversation. • Provide a reward system or develop a contract with the student for being on time. Record or chart days on time with the student plus have the student self-monitor. • Check busing logistics – where and when does the bus stop; does the student know this; does the student need passes for public transportation?

Tardy to Class

- Determine with student why he or she is late for class.
- Make sure student knows how much time it takes to get from one place to the next and knows where the next class is located.
- Use a timer (or a watch) to help student get to activities or classes at a specific time.
- Have a peer accompany the student.
- Give the student a class schedule to be signed by teachers to document promptness.
- Provide a reward system or develop a contract with the student for being on time.
- Record or chart days on time with the student, or have the student self-monitor.
- Contact parents or guardians if the student misses more than one or two classes.
- Communicate regularly with parents or guardians about the student's progress so they can participate in reinforcing the student for getting to class on time.

Skipping

- Determine which classes the student skips. Is there a pattern? What supports the pattern?
- Develop a contract with the student based on the number of classes attended. Provide a reward for attending a certain number of classes.
- Provide an unscheduled reward. For example, if you "catch" the student in class, provide an immediate reward like a $1.00 gift certificate to a favorite fast food restaurant. (Remember: intermittent rewards are the most effective).
- Determine with student why he or she is skipping. Is class too easy or difficult?
- Welcome the student subtly when he or she comes to class to avoid embarrassing him or her in front of peers.
- Communicate with parents so they can reinforce class attendance.
- Allow student to be social at appropriate times; peers may be a good motivator for attending class.
- Have student keep records of the classes he or she attended.
- Explain the relationship between attendance and grades and its correspondence to working and collecting a paycheck.

Absences

- Call parents or guardians if the student has more than one or two absences a month.
- Determine whether something at home is more rewarding for the student than coming to school.
- Maintain regular communication with family or guardians. This will encourage two-way sharing of information about progress and will provide families way to be involved in the reinforcement of appropriate behaviors.
- Develop a plan with parent and students to improve attendance.
- Does the student need an alarm clock? A wake-up call? A ride to school?
- Does the student need to go to bed earlier in the evening?
- Develop a contract for certain number of days attended and provide a reward. Record or chart days present with the student or develop a self-monitoring system.
- Welcome the student subtly when he or she comes to school to avoid embarrassing him or her in front of peers.
- Explain the relationship between attendance and grades and its correspondence to working and collecting a paycheck. Encourage family members to do the same.
- Provide unscheduled rewards. For example, if you "catch" the student in class, give him or her immediate reward like a $1.00 gift certificate to a favorite fast-food restaurant.
- Help the student develop friendships that might encourage him or her to come to school more often.
- Involve the student in a different and exciting project, one for which the student can be a successful contributor (for example, peer tutoring with younger students).

Behavior Referrals and Detention

- See De-Escalation Strategies in the CARS Classroom Interventions Manual
- Assign a peer to work with the student to model appropriate classroom behavior.
- Communicate with parents to keep them informed of progress and to enlist their help in developing a plan of action.
- Ask parents if they'd be interested or willing to provide consequences to their child – positive, negative, or both.
- Develop a contract with the student specifying what behavior is required. Specify rewards and consequences.
- Reward the student for achieving contract goals and also reward student at unscheduled times for appropriate behavior.
- Help students use the five-step plan for solving problems during the office referral and to prevent referrals in the future. Repeat as necessary.
- Plan activities so that the student doesn't have a lot of unstructured time.
- Frequently reinforce a student who acts appropriately in the classroom.
- Try various student groupings to determine those situations where the student can maintain appropriate behavior.
- Communicate to the student that public displays of sexually related behavior are inappropriate.
- Model appropriate behaviors for the student. Don't yell or threaten, etc.
- Teach the student to recognize the initial signs of becoming engaged in inappropriate behavior. This will assist in self-monitoring.
- Teach the student acceptable and appropriate ways of communicating when he or she is frustrated, angry, or unhappy.
- Check to be sure that you aren't inadvertently reinforcing the student for inappropriate behaviors (for example, attending to the student only when acting out).
- Monitor the number of behavior referrals, detentions, and the causes – is there a pattern?
- Structure detention sessions so that the student is required to do something constructive (for example, complete assignments or work on challenging classes).

In-School Suspension

- Structure in-school suspensions so that the student is required to do something constructive (for example, complete late or missed assignments).
- Require the student to participate in a corrective procedure based on her or his behavior (for example, removing graffiti or cleaning bathrooms if the student damaged school property, writing a report about something related to the offense).
- Learn the reason for suspension by talking with the student or staff.
- Get assignments from teachers for the time the student will be out of school.
- Talk with the student about the reason for the suspension and problem solve regarding what could be done differently next time.

Out-of-School Suspension

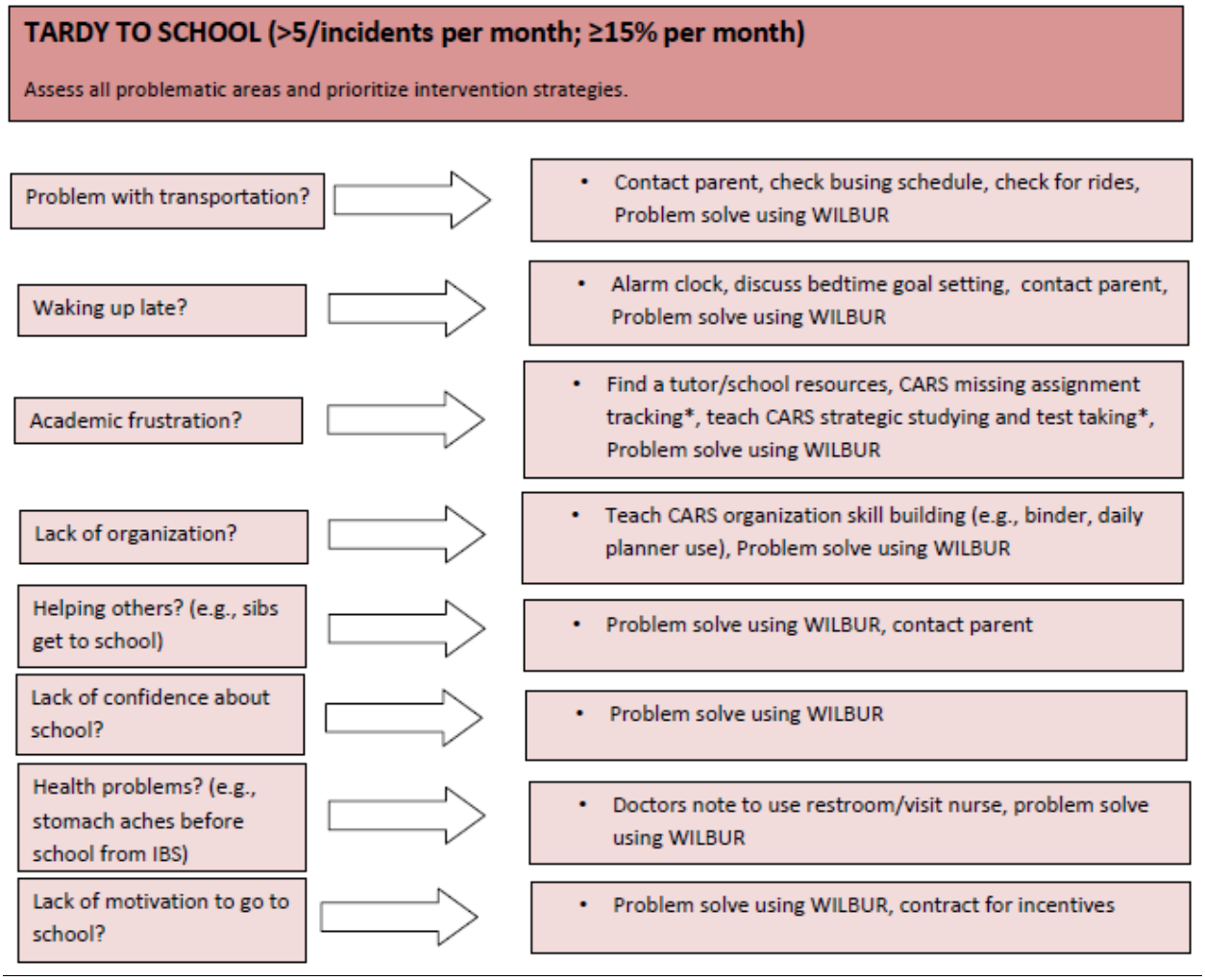
- Require re-entry meetings for students and parents returning from suspensions to discuss plans to prevent reoccurrence. Provide transportation for the student and his or her family for a re-entry meeting.
- Develop a contract with the student and provide rewards for successful completion of the contract.
- Make appropriate referrals (for example, if a student is suspended for using drugs, make connections with a chemical dependency counselor; if referred for involvement with gangs or guns, involve a police liaison officer at the school or in your community).

Failing Classes , Behind in Credits, or Missing Assignments

- See Study Skills in the CARS Classroom Interventions Manual
- See Accommodations in the CARS Classroom Interventions Manual
- See Organizational Skills section of CARS Classroom Interventions Manual
- Arrange tutoring for the student through the school or community.
- Pair students in the classroom for assignments or projects.
- Develop an individual academic contract with the student and provide a reward for successful completion.

- Communicate regularly with parents or guardians so they are informed and can participate in supporting the student.
- Determine whether parents need suggestions, resources, or support for helping with learning at home and, if so, provide it.
- Talk with student about the reason for failing grades – is it due to lack of effort, or is the work too hard or too easy?
- Connect with the student's teachers regarding their perceptions about why the student is failing.
- Problem solve with the student about ways to improve grades. Use the five-step plan to help structure your problem solving.
- Support the student in talking with her or his teacher regarding steps that could be taken to improve grades.
- Determine whether the student possesses necessary classroom skills such as asking for help, study skills, waiting appropriately for teacher attention.
- Provide rewards for effort (for example, free homework day, class party, or other rewards that emphasize social reinforcers rather than tangible or material reinforcers).
- Explore with a vocational coordinator or employment counselor possibilities for a student to earn credit for outside employment.
- Explore summer school programs or afterschool programs for opportunities to make up missing credits.
- Review with ninth graders how the credit system works.

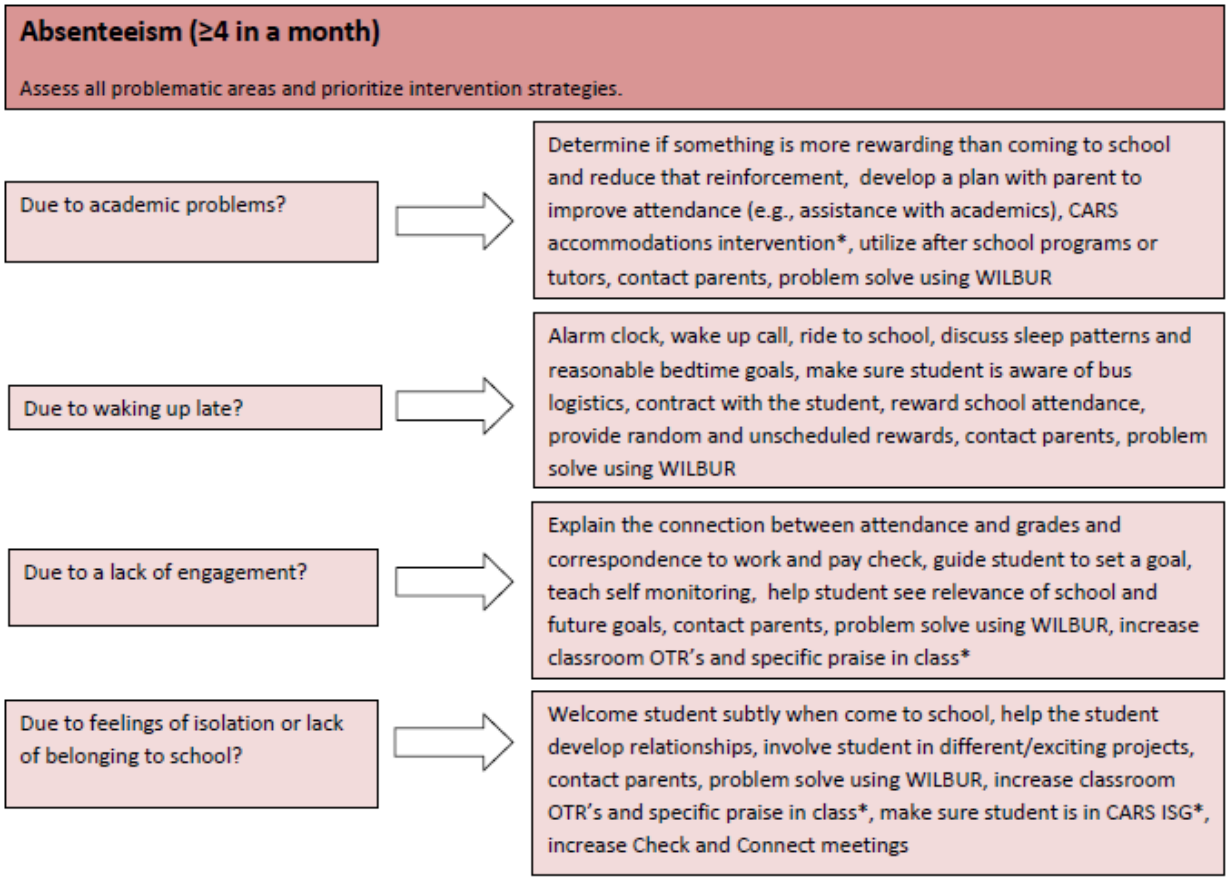
Check & Connect Intervention Flowcharts



Skipping class (≥3 incidents per month; ≥ 15% per month)

Assess all problematic areas and prioritize intervention strategies.

Due to academic problems?	• Make sure proper resources are in place to support student (e.g., tutoring), work with the student and teacher to maximize engagement in class by increasing OTR's and specific praise statements*, problem solve using WILBUR, communicate with parent
Due to student-teacher interactions?	• Establish nature of the problem, problem solve with student and teacher using WILBUR, improve teacher-student interactions through increasing specific praise statements in class*, encourage positive peer and adult relationships, discuss changing class with the counselor and student if problem continues
Due to social pressure?	• Problem solve options for dealing with peer pressure using WILBUR, develop a contract and work with teacher to allow student to be social at appropriate times as a reward for attending class, assign a peer model
Due to social isolation?	• Reinforce attendance, encourage positive peer and adult relationships, problem solve using WILBUR, make sure student is in CARS ISG*
Due to lack of engagement (i.e., disconnect between school and future goals)	• Explain relationship between attendance and grades and how attending class develops positive work habits which helps lead to employability and a paycheck, teach self-monitoring, set personal goals with student for attending classes regularly, develop a contract and provide a reward for attending class, problem solve using WILBUR

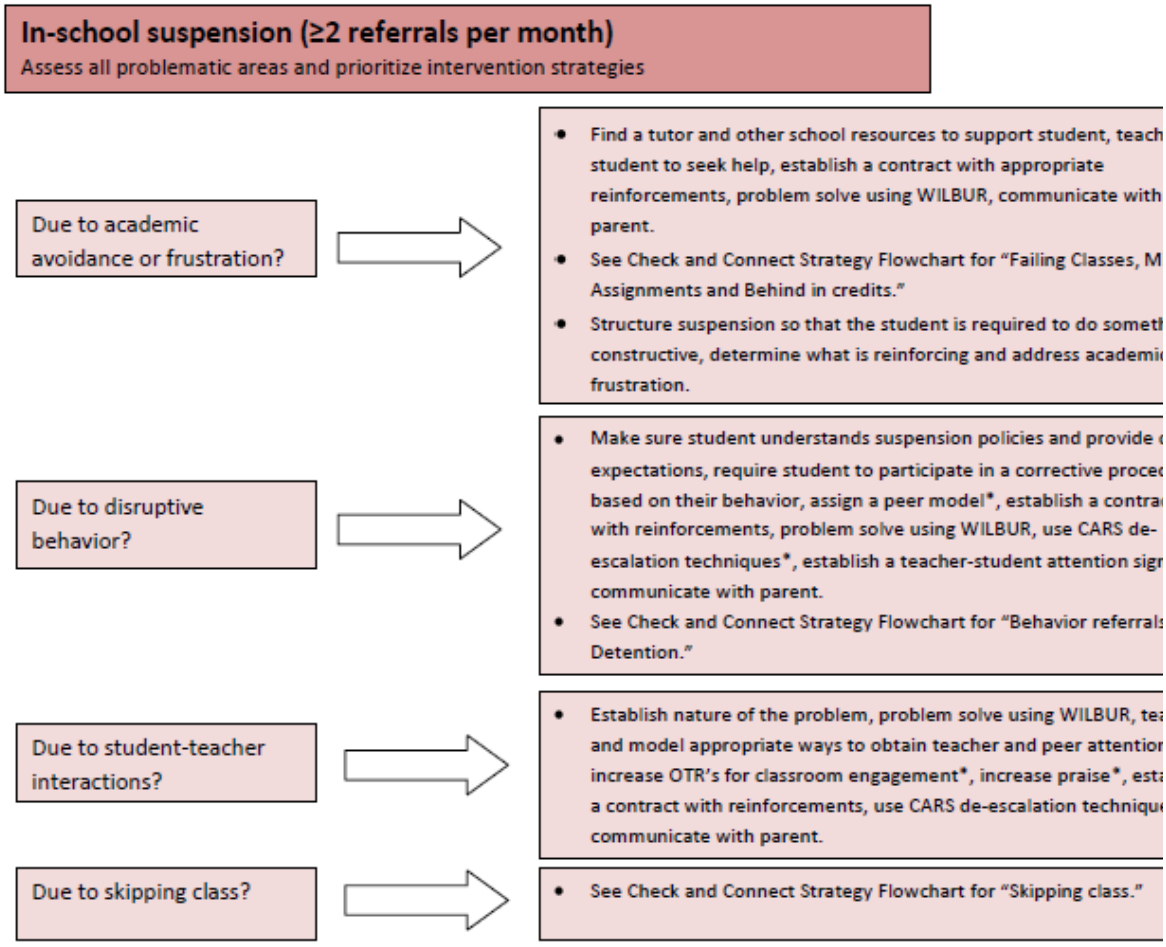

Absenteeism (≥4 in a month)
Assess all problematic areas and prioritize intervention strategies.
Due to academic problems?
Determine if something is more rewarding than coming to school and reduce that reinforcement, develop a plan with parent to improve attendance (e.g., assistance with academics), CARS accommodations intervention*, utilize after school programs or tutors, contact parents, problem solve using WILBUR
Due to waking up late?
Alarm clock, wake up call, ride to school, discuss sleep patterns and reasonable bedtime goals, make sure student is aware of bus logistics, contract with the student, reward school attendance, provide random and unscheduled rewards, contact parents, problem solve using WILBUR
Due to a lack of engagement?
Explain the connection between attendance and grades and correspondence to work and pay check, guide student to set a goal, teach self monitoring, help student see relevance of school and future goals, contact parents, problem solve using WILBUR, increase classroom OTR's and specific praise in class*
Due to feelings of isolation or lack of belonging to school?
Welcome student subtly when come to school, help the student develop relationships, involve student in different/exciting projects, contact parents, problem solve using WILBUR, increase classroom OTR's and specific praise in class*, make sure student is in CARS ISG*, increase Check and Connect meetings

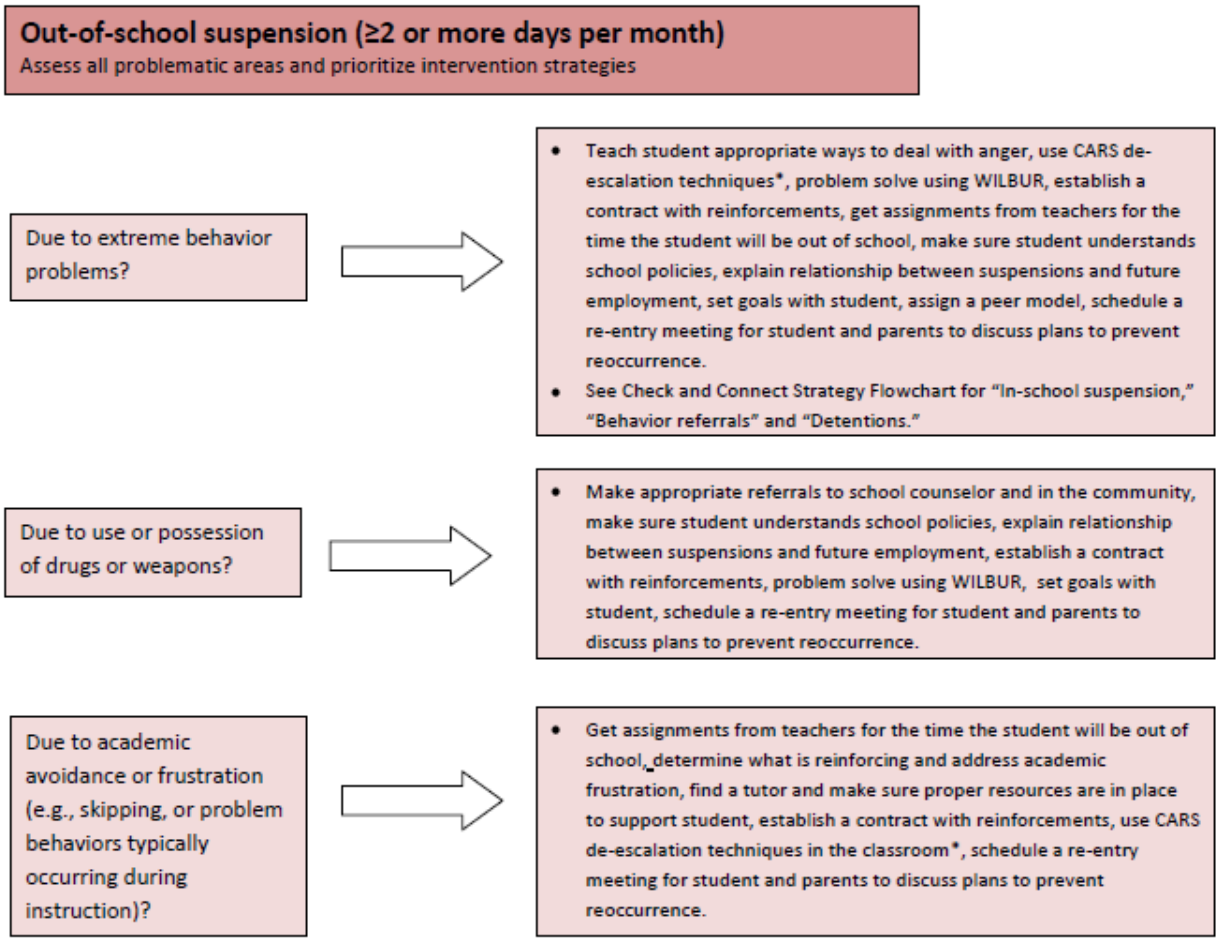
Behavior Referrals (≥3 incidents per month) & Detention (≥4 incidents per month)

Determine reason for behavior referral and/or detention and prioritize interventions. Multiple interventions can be implemented at the same time.

Due to problem behavior during instruction?	• Use Accommodations Guide to identify appropriate accommodations* • Establish, teach, and reinforce expectations and routines* • Use OTR strategies and incorporate choice into lessons* • Use strategies to improve student-teacher interactions by increasing praise statements* • Use de-escalation strategies and teach student the Acting Out Cycle* • problem solve using WILBUR
Due to unstructured class?	• Establish, teach, and reinforce expectations and routines*, plan activities to minimize down-time, problem solve using WILBUR
Due to unstructured time?	• Establish, teach, and reinforce expectations and routines* • Find meaningful activities for student (e.g., in school job, teacher helper)
Due to negative student-teacher or peer interactions or communication problems?	• Establish, teach, and reinforce expectations and routines*. • Use de-escalation strategies and teach student the Acting Out Cycle* • Enroll student in Interpersonal Skills Group • Problem solve using WILBUR
Due to academic frustration?	• Use CARS Accommodations Guide to identify appropriate accommodations*; pair student with a tutor; teach strategic studying and test taking*; problem solve using WILBUR
Due to lack of interest or engagement?	• Use OTR strategies and incorporate choice into lessons* • Use strategies to improve student-teacher interactions, such as increasing praise statements*
Due to tardiness to school or class?	• See Check & Connect Strategy Flowchart for "Tardiness," problem solve using WILBUR

**Check with classroom & mental health facilitator to see if the strategy is in place.*


In-school suspension (≥2 referrals per month)
Assess all problematic areas and prioritize intervention strategies
Due to academic avoidance or frustration?
Find a tutor and other school resources to support student, teach student to seek help, establish a contract with appropriate reinforcements, problem solve using WILBUR, communicate with parent.
See Check and Connect Strategy Flowchart for "Failing Classes, M Assignments and Behind in credits."
Structure suspension so that the student is required to do someth constructive, determine what is reinforcing and address academi frustration.
Due to disruptive behavior?
Make sure student understands suspension policies and provide expectations, require student to participate in a corrective proce based on their behavior, assign a peer model*, establish a contra with reinforcements, problem solve using WILBUR, use CARS de- escalation techniques*, establish a teacher-student attention sig communicate with parent.
See Check and Connect Strategy Flowchart for "Behavior referrals Detention."
Due to student-teacher interactions?
Establish nature of the problem, problem solve using WILBUR, te and model appropriate ways to obtain teacher and peer attentio increase OTR's for classroom engagement*, increase praise*, est a contract with reinforcements, use CARS de-escalation techniqu communicate with parent.
Due to skipping class?
See Check and Connect Strategy Flowchart for "Skipping class."


Out-of-school suspension (≥2 or more days per month)
Assess all problematic areas and prioritize intervention strategies
Due to extreme behavior problems?
Teach student appropriate ways to deal with anger, use CARS de-escalation techniques*, problem solve using WILBUR, establish a contract with reinforcements, get assignments from teachers for the time the student will be out of school, make sure student understands school policies, explain relationship between suspensions and future employment, set goals with student, assign a peer model, schedule a re-entry meeting for student and parents to discuss plans to prevent reoccurrence.
See Check and Connect Strategy Flowchart for "In-school suspension," "Behavior referrals" and "Detentions."
Due to use or possession of drugs or weapons?
Make appropriate referrals to school counselor and in the community, make sure student understands school policies, explain relationship between suspensions and future employment, establish a contract with reinforcements, problem solve using WILBUR, set goals with student, schedule a re-entry meeting for student and parents to discuss plans to prevent reoccurrence.
Due to academic avoidance or frustration (e.g., skipping, or problem behaviors typically occurring during instruction)?
Get assignments from teachers for the time the student will be out of school, determine what is reinforcing and address academic frustration, find a tutor and make sure proper resources are in place to support student, establish a contract with reinforcements, use CARS de-escalation techniques in the classroom*, schedule a re-entry meeting for student and parents to discuss plans to prevent reoccurrence.

Failing classes (≥ 1 F and/or ≥ 2 D's per grading period), Behind in Credits (Earning <80% of possible credits per grading period), Missing Assignments (average of below 90% across classes)

Assess all problematic areas and prioritize intervention strategies.

Work is too hard or too easy?	CARS accommodations intervention*, teach student to ask for help, tutoring, peer tutoring, utilize after school programs, contact parents, problem solve using WILBUR, explore possibilities to earn credit for outside work experience, summer school and after school programs to make up credits, if too easy discuss more challenging tasks or assignments
Due to organization or study skills?	CARS Study Skills intervention*, CARS organizational skills intervention*
Due to lack of effort and/or motivation?	Contract with reward for work completion (in school or across home & school), reward effort, problem solve using WILBUR, maximize instructional relevance*, explain credit system to student, make tasks more authentic, help the student make a game of the task
Due to absences?	Contact parents, problem solve using WILBUR, see interventions for "Absenteeism"
Due to a negative attitude about learning?	Problem solve using WILBUR, engage peer and adult role models, encourage dialogue about school and frustrations at school, provide stimulating activities that enhance curiosity, interest, and reflection, call attention to successes, avoid lecturing, nagging or threatening the student, send home positive notes, make sure student is in CARS ISG*, Communicate with parent(s)
Due to test anxiety?	Problem solve using WILBUR, teach CARS study skills and test taking strategies*, discuss tests in advance, stress feedback function of tests, portray tests as opportunity to assess progress, teach self management skills, refer for CARS group (C.A.T.)* or community counseling for anxiety
Due to distractions?	Problem solve using WILBUR, eliminate distractions by offering preferential seating, study carrels, small group setting*, teach self-management skills

Five-Step Plan Worksheet

Check & Connect, Institute on Community Integration, University of Minnesota

1. Stop! Think about the problem.

2. What are some choices?

3. Choose one.

4. Do it.

5. How did it work?

WILBUR

Steps

1. **W**hat is my problem?
   Formulate a problem that identifies what it is that it bothers the target person.

2. **I** want a solution that will…

3. **L**ist some ideas of things I could do to solve the problem.

4. **B**est solution is …
   Even if not the best solution, you let the student try

5. **U**se the solution.
   Be specific about when, how will be done.

6. **R**ate the effectiveness of the solution
   How did it work or didn't work (dumb solution won't work)

Check & Connect: Monthly Integrity Form

Student ID: _____ Date: _____

Mentor: _____ Observer: _____

Instructions: Collect a copy of the Check and Connect form at the end of the month and attach it to this sheet. Based on the information recorded, circle **Yes** or **No**. At least once per month, observe a Check & Connect Session in person. Please indicate below which week you conducted your observation. If a mentor sees more than one CARS student, you only need to observe one session for the mentor per month (not one per student per month).

	WEEK 1		**WEEK 2**		**WEEK 3**		**WEEK 4**	
Student available for mentoring each week? If "**N**" marked in any of the weeks, record the number representing the reason why student was not available (1=Absent, 2=Suspended, 3= Competing school activity- e.g., testing; 4=Other)	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
Observed Session? Write "O" for observed & "P" for permanent product.								
1. Mentor met with the student. (See teacher and student initials on C&C monitoring form).								
Circle Y if mentor met with the student at least one time per week; ***If "N", mark all the rows below "N"***	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
2. Mentor recorded progress on "Check" section of the monitoring sheet for the following risk indicators: Tardy, Skipped classes, Absences, Behavioral referrals, Detention, In-school Suspension, Out-of-school suspension, Failing classes, Behind credits, Missing assignments.								
Circle Y if mentor recorded progress for **all** indicators and **all** days in week with check mark or vertical line. ***If "Y", circle two items below***	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
Circle Y if mentor recorded progress for **50%** of indicators (at least 5) and at least **3 of 5** days during week with a check mark or vertical line. ***If "Y", circle two items below***	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
Circle Y if mentor recorded progress for **10%** of indicators (at least 1) and at least 1 day during the week with a check mark or vertical line. ***If "N", mark all the rows below "N"***	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**

3. Mentor documented weekly meeting with student and recorded focus of contact on the monitoring sheet. (Read comments section on back of monitoring sheet and compare with data on the front. Circle Y if feedback comments match data for each week. At least one of the two statements below must apply to circle Y.)								
Praised student for improvements or continued success and/or Problem-solved about risk when indicated	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
If intensive interventions are NOT indicated, please calculate integrity below. ***If Check & Connect intensive interventions are indicated, please answer questions 4 and 5, then calculate integrity.***								

Mentor document weekly meeting with student and recorded focus on contact on the monitoring sheet. (Read comments section on back of monitoring sheet and compare with data on the front. Circle "Yes" if feedback comments match data for each week. At least one of the two statement below must apply to circle "Yes").

	WEEK 1		**WEEK 2**		**WEEK 3**		**WEEK 4**	
5. Mentor reported progress with a check mark or vertical line?	Yes	No	Yes	No	Yes	No	Yes	No

Weekly Check and Connect Integrity (Add the total Y and divide by 5)		**%**		**%**		**%**		**%**
4. When data indicated intensive intervention is required, teacher/student identified intervention (Read comments section on back of monitoring sheet and compare with data on the front.)								
Check Y if mentor and student created a plan of specific interventions to target problem behavior as represented on the Check and Connect form.	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
5. Mentor recorded progress in the "Connect Intensive" section of the monitoring sheet.								
Circle Y if mentor recorded progress with a check mark or vertical line. Go to the table below and check the implemented intensive strategy)	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
Weekly Check and Connect Integrity (Add the total Y and divide by 7)		**%**		**%**		**%**		**%**
Total Check and Connect Integrity **(**Add the four weekly percentages and divide by 4) *If school was closed for any week, divide by number of weeks school was in session.								**%**

Check and Connect: Intensive Connection Strategies

Instructions: Record intensive interventions (if indicated) on the previous page.

Tardiness- *Five or more incidents per month or ≥ 15% incidents per month*	
☐ Revise bedtime routine	☐ Use class schedule to self-monitor
☐ Check logistics (e.g., busing/transfer)	☐ Welcome student subtly when arriving late
☐ Timer/ Alarm clock	☐ Allow student to socialize when appropriate
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Skipping Classes or School-*Three or more incidents per month or ≥ 15% incidents per month (e.g., # classes skipped/# classes times days enrolled)*	
☐ Revise bedtime routine	☐ Use class schedule to self-monitor
☐ Check logistics (e.g., busing/transfer)	☐ Welcome student subtly when arriving late
☐ Timer/ Alarm clock	☐ Allow student to socialize when appropriate
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Absences- *Three or more incidents per month or ≥ 15% days per month (e.g.,# days absent/# days enrolled)*	
☐ Revise bedtime routine	☐ Explain relationship between attendance and grades
☐ Check logistics (e.g., busing/transfer)	☐ Help student develop friendships in schools
☐ Timer/ Alarm clock	☐ Involve student in exciting project (e.g., peer tutoring with younger students)
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Behavior Referrals- *Three or more referrals per month*	
☐ Include student in groups where appropriate behavior is maintained	☐ Communicate to the student that public displays of sexually related behavior are

	inappropriate
☐ Model appropriate behaviors	☐ Teach student to recognize initial signs of becoming engaged in inappropriate behavior.
☐ Teach student acceptable and appropriate ways of communicating when frustrated, angry, or unhappy	☐ Praise desirable behavior
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Detention- *Four or more incidents per month*	
☐ Structure detention so constructive work is assigned	☐ CARS De-escalation strategies
☐ Require re-entry meetings for students to discuss plans to prevent reoccurrence	☐ Include student in groups where appropriate behavior is maintained
☐ Teach student acceptable and appropriate ways of communicating when frustrated, angry, or unhappy	☐ Praise desirable behavior
☐ Participate in corrective procedures based on her or his behavior (for example, removing graffiti or cleaning bathrooms if the student damaged school property, writing a report about something related to the offense)	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
In-School Suspension-*Two or more incidents per month*	
☐ Structure in school suspension so constructive work is assigned	☐ Provide transportation for the student and his or her family for a re-entry meeting.
☐ Require re-entry meetings for students and parents returning from suspensions to discuss plans to prevent reoccurrence	☐ Make appropriate referrals (for example, if a student is suspended for using drugs, make connections with a chemical dependency

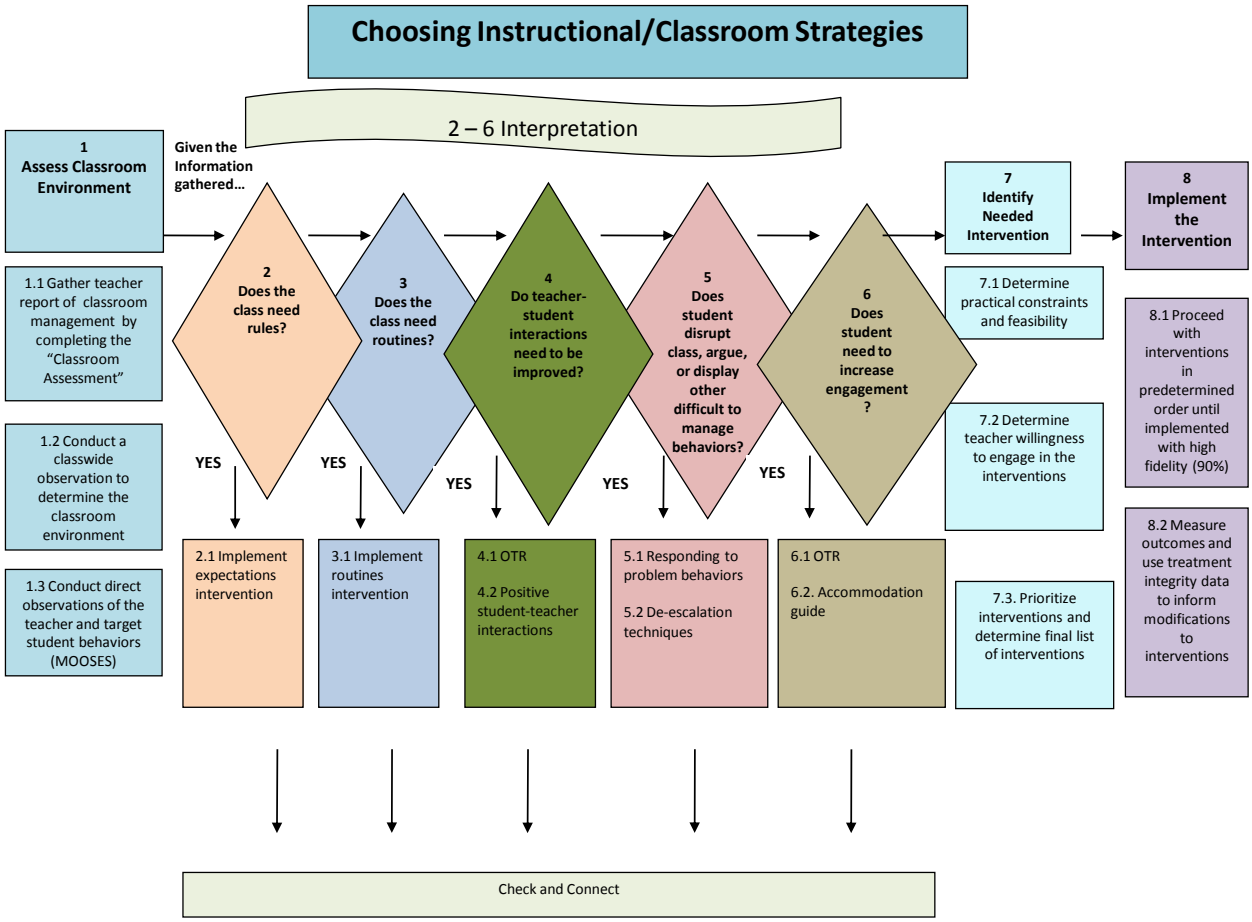
	counselor; if referred for involvement with gangs or guns, involve a police liaison officer at the school or in your community)
☐ CARS De-escalation strategies	☐ Teach student acceptable and appropriate ways of communicating when frustrated, angry, or unhappy
☐ Participate in corrective procedures based on her or his behavior (for example, removing graffiti or cleaning bathrooms if the student damaged school property, writing a report about something related to the offense)	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Out-of-School Suspension-*Two or more days suspended per month*	
☐ Require re-entry meetings for students and parents returning from suspensions to discuss plans to prevent reoccurrence	☐Provide transportation for the student and his or her family for a re-entry meeting.
☐ Make appropriate referrals (for example, if a student is suspended for using drugs, make connections with a chemical dependency counselor; if referred for involvement with gangs or guns, involve a police liaison officer at the school or in your community)	☐ Teach student acceptable and appropriate ways of communicating when frustrated, angry, or unhappy
☐ CARS De-escalation strategies	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Failing Classes-*Two or more D's per grading period and/or one or more F*	
☐ CARS Study Skills	☐ CARS Accommodations
☐ CARS Organizational Skills	☐ Tutoring
☐ Work in pairs	☐ Develop an academic contract with reward

	system
☐ Provide supports/resources to encourage learning at home	☐ Teach student to self-advocate
☐ Consult/problem-solve with relevant teachers	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
Behind in Credits- *Earning less than 80% of the possible credits per grading period*	
☐ Provide supports/resources to encourage learning at home	☐ Consult vocational coordinator or employment counselor for possibilities to earn credit for outside employment
☐ Explore summer school programs or afterschool programs for opportunities to make up missing credits.	☐ Review with ninth graders how the credit system works
Missing Assignments-*Any pattern of missing assignments*	
☐ CARS Study Skills	☐ CARS Accommodations
☐ CARS Organizational Skills	☐ Tutoring
☐ Work in pairs	☐ Develop an academic contract with reward system
☐ Provide supports/resources to encourage learning at home	☐ Teach student to self-advocate
☐ Consult/problem-solve with relevant teachers	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____

Intensive Interventions that can be used across any intensive area	
☐ Contact the student's parents	☐ Develop behavioral contract
☐ Communicate progress regularly to parents	☐ Establish a reward system
☐ Self-monitoring	☐ Peer buddy system
☐ Determine if something at home more rewarding	☐ Consult/problem-solve with relevant teachers
☐ Teach student to self-advocate	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____
☐ Other (specify): _____	☐ Other (specify): _____

Classroom Interventions: Implementation Procedures

The assessment and intervention process for choosing educational interventions are outlined in the *Choosing Instructional/Classroom Strategies* diagram below. Please review this carefully to acquire an understanding of the process. There are several classroom-based and individual student interventions we are recommending in the manual. However, the number of interventions each student will receive will depend on the results of the assessment. All students will receive the mentoring component, Check & Connect.



Selecting Target Classrooms: Follow the instructions below to guide you in selecting the classrooms that should be targeted for intervention.

Step 1: Identify on the Check & Connect Monitoring Sheet each month of mentoring any core academic classes (e.g., Math, English, Social Studies, and Science) in need for assessment. Any core academic class where student meets one or more of the criteria listed below should be targeted for intervention:

a) Student is receiving a grade of D or lower
b) Student has 10% or more missing assignments
c) Student has had discipline problems (e.g., received ODR, teacher reported problem behaviors, tardy, absences)

Step 2: Complete a student schedule chart similar to the one below for each student. Highlight on the chart the classes where the student is failing and/or problem behaviors have been documented. Determine primary and secondary classrooms for intervention based on (1) core content area, (2) low academic performance and/or behavioral problems, and (3) teacher willingness to collaborate. If students have problems in multiple classes, identify the two classes that are most problematic. For students in inclusion/general education setting, rely on the data collected on Check & Connect monitoring sheet monthly. For students in self-contained settings, also verify with the special education teacher/case manager which is the most problematic class for the student. These will be the classes where the *Classroom Assessment* and observations will be conducted.

Sample Chart: (Student is struggling in the classes highlighted in red)

Student ID	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
123456	Ceramics	Geometry ***Peoples***	US History ***Patrick***	Drawing	Geol/Astron ***Smith***	English ***Greene***	Teen Connect
123457	Geometry ***Baum***	Modern History ***Grimshaw***	Weight Training	Biology ***Wentz***	Ind. Sports	English ***Elmore***	Teen Connect
123458	English 11.B ***Brown***	Learning Strategies	Physical Science ***Gordon***	Teen Connect	Spanish I	Algebra 1.2 ***Werner***	US History ***Korte***

Determining Classroom Interventions

1. Once problematic classrooms are identified, arrange to meet with teacher(s) and observe the student in those problematic core content classrooms (this should be done by appropriate designated school personnel.
2. Conduct the *Classroom Assessment*. The assessment procedures include a teacher interview, one class-wide observation for the duration of the class period, and up to three 15-minute observations of the target student. See below detailed guidelines for conducting the classroom assessment and observing multiple target students attending a single class.
3. Recommend appropriate interventions based on all the observations. Prioritize interventions based on severity of problems, acceptability and feasibility as determined by the teacher.

Classroom Assessment Steps:

Step 1: Make initial contact.

- Provide teacher with overview of the reason you are monitoring <target student(s)> in his/her class. Ask teacher about his or her concerns about the target student(s) (see questions listed on the **Target Student Observation Form**). If more than one target student is in class or in different class periods, be sure to ask teacher about each student. Complete one Target Student Observation Form for each student!

Step 2: Observe one full class period using the Class-wide Observation Form.

- Familiarize yourself with behavioral definitions.

Step 3: Conduct up to three 15-minute observations of the target student. See following page for guidelines for conducting observations for multiple target students and multiple periods of the same class.

Step 4: Based on ALL observations and conversations with teacher, determine if intervention components are evidenced by answering questions on Class-wide Observation and Target Student Observation Forms.

Step 5: Transfer all recommended interventions and schedule a time to meet with the teacher to review observation data and discuss feasibility and acceptability of indicated interventions.

Step 7: Meet with teacher and decide on the order of implementation based on priority, feasibility, and acceptability ranking.

Guidelines for Multiple Target Student Observations

1. If multiple students needing observation/intervention attend a single class, three observations do not need to be conducted with *each* student as part of the Classroom Assessment. Instead, alternate the three observations among students. If there are more than three students in a single classroom needing observation/intervention, conduct at least one observation with each student. Regardless of whether a single student or multiple students are observed, the observations should be conducted on different days to account for variability across days. Data should be considered collectively regarding interventions. For example, if observations indicate low engagement across all students, class wide interventions are indicated (rather than student focused).

2. If a single teacher has multiple CARS students in different classes, three observations (as part of the Classroom Assessment) are not needed in every class. Conduct three observations in a single class. The class selected for three observations should be the one in which the CARS student is receiving the lowest grade. If there are multiple classes in which CARS students are receiving low grades, ask the teacher to identify the class that he or she finds the most challenging. If class wide interventions are needed (rather than student focused), begin training in that classroom. After the training has been conducted and the teacher has met integrity criteria, conduct the Classroom Assessment in the next indicated classroom. By conducting assessments sequentially after training has been conducted, it is hoped that generalization will occur.

3. In remaining classes for the teacher meeting criteria for intervention, a single observation can be conducted. However, keep in mind that student conduct and classroom environment can differ depending on student age and subject taught. Thus, multiple observations may be necessary to identify classroom interventions needed.

Intervention Training Process

Implementing interventions with integrity is critical to achieve good student outcomes. For interventions to be implemented accurately, teachers need to be adequately trained. Follow the steps below to guide you through the intervention training process:

1. Schedule a meeting with the teacher. Ideally, find a time when the teacher is away from classroom responsibilities (e.g., free period, lunch, before or after school time). Group trainings can also be conducted if feasible.
2. Come prepared to the meeting. Make sure you thoroughly studied the interventions and you have a deep understanding of the steps required for the intervention.
3. Use a meeting agenda to help you stay organized. Use the sample *Initial Intervention Training Agenda* as a guide. Examples of completed agendas are on SharePoint, under the folder Training Materials.
4. Summarize the *Classroom Assessment* information and observation data in a format that is easy to understand (e.g., graph, chart, percent) and share data with the teacher.
5. Explain each component of the intervention rated as the highest priority, the most feasible and the most acceptable to the teacher. Review all handouts and forms required for implementation with the teacher. Answer any questions or concerns the teacher may have during the meeting. Initial training should last approximately 15 to 20 min.
6. Decide with the teacher on a date to begin implementation. Identify a date to observe for the first treatment integrity observation.

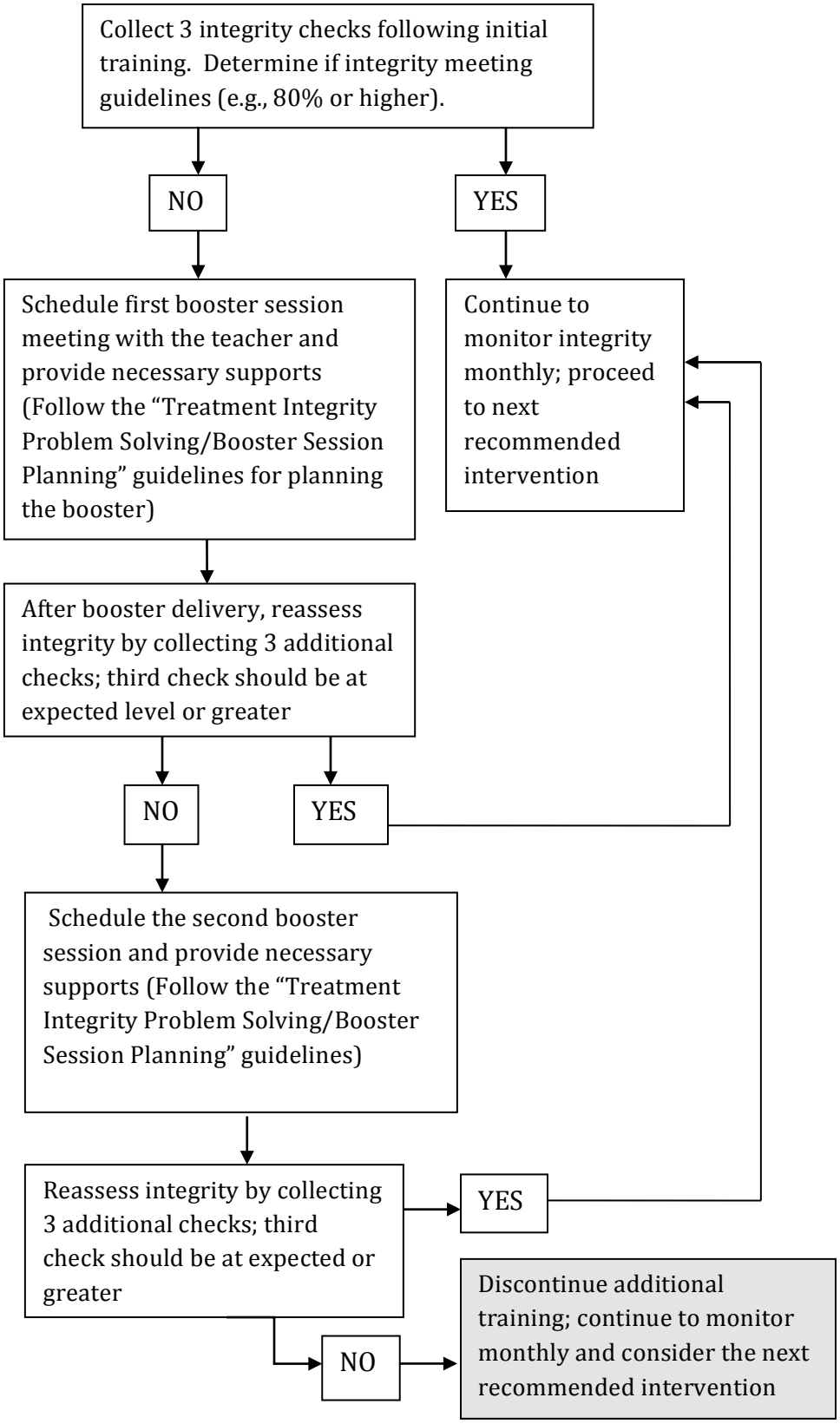
Collecting Treatment Integrity and Acceptability Data

High treatment integrity and acceptability are critical for the effectiveness of the interventions. To monitor treatment integrity, data must be collected on a regular basis. Use the corresponding treatment integrity data collection sheet when observing treatment integrity. Use the *Treatment Integrity Problem Solving/Booster Session Planning* form to guide your problem-solving process with a teacher when treatment integrity is below the indicated level.

1. Collect the first treatment integrity data point on the **first day** the teacher implements the intervention. This is a critical data point as it is an opportunity to check on training

effectiveness and teacher understanding of the intervention. This date is recorded on each treatment utility/integrity form.

2. Conduct two more treatment integrity checks within 10 school days after the first integrity check. For Check & Connect conduct two more integrity checks within 14 days, if meetings occur weekly.
3. Provide brief performance feedback to the teacher after each integrity observation by giving praise for components implemented and providing reminders for components not implemented. Meet with the teacher after every three integrity observations to provide detailed feedback (e.g., booster session if needed). Problem-solve with the teacher when integrity is below the indicated integrity level on the third integrity check. Use the *Treatment Integrity Problem Solving/Booster Session Planning* form to guide your booster session planning.
4. Once teacher has met the indicated integrity criteria or additional training is discontinued, fade integrity checks to once a month.
5. If multiple interventions are recommended, follow the **decision chart below** to guide you through the order of implementation! The guide serves as a reference for collecting integrity data as well.


Collect 3 integrity checks following initial training. Determine if integrity meeting guidelines (e.g., 80% or higher).
NO
YES
Schedule first booster session meeting with the teacher and provide necessary supports (Follow the "Treatment Integrity Problem Solving/Booster Session Planning" guidelines for planning the booster)
Continue to monitor integrity monthly; proceed to next recommended intervention
After booster delivery, reassess integrity by collecting 3 additional checks; third check should be at expected level or greater
NO
YES
Schedule the second booster session and provide necessary supports (Follow the "Treatment Integrity Problem Solving/Booster Session Planning" guidelines)
Reassess integrity by collecting 3 additional checks; third check should be at expected or greater
YES
NO
Discontinue additional training; continue to monitor monthly and consider the next recommended intervention

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS

Moving Youth Toward Success

Classroom Interventions Implementation Forms

Classroom Assessment	54
Initial Intervention Training Agenda, Facilitator & Teacher	64
Initial Training Form (ITF)	66
Treatment Integrity Problem Solving/Booster Session Planning	68
Booster Session Form (scantron sample)	
School Intervention Rating Form (SIRF)- Teacher	70
School Intervention Rating Form (SIRF)- Student	74

CLASSWIDE OBSERVATION FORM

Teacher: _____ Observer: _____

Date: _____ Subject: _____

Total Minutes Observed: ____ **Total Number of Students: ____** **Total Number of Target Students: ___** **Total Number of Staff: _____**

Student Engagement: Set time for 5 minute intervals.

At the start of every 5 minute interval, scan the classroom and write how many students are actively or passively engaged vs not engaged. At the end of observation, calculate percentage engaged: E/E+NE. Multiply by 100. Tally teacher use of opportunity to respond (OTR) within each 5 minute interval. Sum total of OTR strategies used and divide by number of minutes observed to obtain rate of OTR use.

Interval	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	**Class wide Engagement**
Engaged												**%**
Not Engaged												**%**
OTR Strategy												**.**

Teacher Response to Any Student Behavior

Use tally marks to count frequency of teacher response to positive, negative, and corrective feedback on academic or social behaviors during 5 minute intervals as the statements occur. At the end of the class, calculate the ratio of positive to negative statements and rate of corrections per minute.

Pos. Feedback												Ratio Positive to Negative :
Neg. Feedback												
Correction												**.**

Teacher Responses: Tally teacher response to disruptive behavior for any student throughout the class period. Sum totals of disruptive behavior and divide by number of minutes observed to obtain rate of disruptive behavior in the class.

	Cursing	Calling Out	Talking to Peers	Out of Seat	Verbal Agg.	Phys. Agg.	
Ignored							
Correction							
Neg. Feedback							
Remove Student							
Discipline Referral							
Physical Redirection							
Other							
Totals							

Notes/Positive Comments (e.g. rapport with students, pacing of instruction, evidence of planned lesson, timely start of lesson)

Classroom Expectations:

	Recommended?	
1. Expectation intervention is recommended if at least one of the following items is marked "No"	o Yes	o No
1.a. In general almost all students are respectful (mark yes if all are checked):	o Yes	o No
Refrain from cursing		
No instances of verbal aggression		
No instances of physical aggression		
1.b. In general, almost all student follow directions (mark yes if all are checked):	o Yes	o No
Follow directions the first time asked		
1.c. In general, almost all student are responsible (mark yes if all are checked):	o Yes	o No
Actively or passively engaged with lesson/activity		
Working on assigned task without disturbing others		
1.d. Teacher provides positive feedback to students for following expectations (mark yes if all are checked):	o Yes	o No
More than once during class		
1.e. Teacher provides corrective feedback when students do not follow expectations (mark yes if all are checked):	o Yes	o No
Precorrects		
Refers to expected behavior		
NA		

Classroom Routines:

	Recommended?	
2. Routine intervention is recommended if at least one of the following items is marked "No"	o Yes	o No
2.a. In general almost all students are seated at the start of class	o Yes	o No

2.b. In general, almost all students re-enter classroom without disruption o No instances of physical aggression	o Yes	o No
2.c. In general, almost all students remain seated until the bell rings	o Yes	o No
2.d. In general, almost all students distribute/put away materials (e.g. textbooks, homework, computers, supplies) without disruption.	o Yes	o No
2.e. Teacher provides corrective feedback when students do not follow routines.	o Yes	o No

De-escalation:

	Recommended?	
3. De-escalation intervent is recommended if at least one of the following items is marked "No"	o Yes	o No
3.a. Remains calm when giving directions/corrections.	o Yes	o No
3.b. Avoids arguing with student(s)	o Yes	o No
3.c. Maintains personal space	o Yes	o No
3.d. Uses derogatory/sarcastic language	o Yes	o No
3.e. Provides choices or prompts to encourage appropriate behavior	o Yes	o No

Opportunities to Respond:

	Recommended?
4. OTR intervention is recommended if none of the following are observed in the classroom:	○ Yes ○ No
4.a. Response Cards	○ Yes ○ No
4.b. Computer Assisted Instruction	○ Yes ○ No
4.c. Class wide Peer Tutoring	○ Yes ○ No
4.d. Guided Notes	○ Yes ○ No
4.e. Other (describe):	○ Yes ○ No

Positive Student Teacher Interactions

	Recommended?
5. Positive Student Teacher Interaction intervention is recommended if low rate of positive to negative feedback is delivered to students.	○ Yes ○ No

Classroom Intervention list:

Intervention:	Rec.	Rank	Feasibility		Acceptability	
Expectations	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Routines	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____

De-escalation	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Opportunities to Respond	○ Yes ○ No		○ Yes ○ No	If "No" No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Positive Student Teacher Interactions	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: __	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____

TARGET STUDENT OBSERVATION FORM

Student: _____ Teacher: _____

Observer: _____ Date: _____

Academic Content Area: ☐ English ☐ Social Studies ☐ Mathematics ☐Science

1. _____ is having problems in your class. Which of the following difficulties is he/she having?

- Doesn't attend class
- Doesn't complete class work
- Doesn't pass tests
- Is disruptive during class
- Other:
- Tardy to class
- Doesn't complete homework
- Doesn't' attend during class
- Has difficulties with peer or teacher interactions

2. Accommodations Guide is recommended if student is not provided accommodations or adaptations — Recommended? Yes No

If accommodations are provided, describe:

3. Student Skills intervention is recommended if student is not receiving grades of C or higher on tests — Recommended? Yes Yes

4. Organizational Skills intervention is recommended (e.g. Daily Planner, Missing Assignment Tracking, Organization Checklist) if students is not completing 90% or more of class assignments. — Recommended? Yes Yes

Record only data from observations conducted on the target student. Convert all frequency data to rate per minute.

Student Behavior:	**Obs. #1**	**Obs. #2**	**Obs. #3**	**Mean**
Engagement (whole interval, end of interval)	%	%	%	%

Disruptive (frequency)	.	.	.	.
Teacher Behavior:				
Positive feedback (frequency)	.	.	.	.
Negative feedback (frequency)	.	.	.	.
Correction (frequency)	.	.	.	.

5. Positive Student-Teacher Interaction intervention is recommended if lower rate of positive feedback to negative feedback is delivered to target student.

Recommended? Yes No

Intervention:	Rec.	Rank	Feasibility		Acceptability	
Accommodations	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Study Skills	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Organization Checklist	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Daily Planner	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____

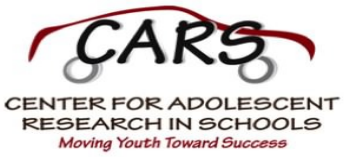
Missing Assignment Tracking	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____
Positive Student – Teacher Interaction	○ Yes ○ No		○ Yes ○ No	If "No" ○ No time ○ No resources ○ Other: ___	○ Yes ○ No	If "No" ○ Unacceptable to teacher ○ Unacceptable to student ○ Other: _____

Initial Intervention Training Agenda-*Meeting Facilitator*

Person Leading Meeting: Teacher:

Date: School:

1. Describe observed strengths of the classroom and teacher
    a.
    b.
    c.
2. Discuss findings of classroom assessment and observations-*(present data in graphs or charts)*
    a.
    b.
    c.
3. Review Intervention Information Handout and Reference Materials
4. Model intervention procedures and role-play if necessary
5. Create implementation plan with teacher
6. Determine start date of intervention: ____/____/_____ (This will also be the first treatment integrity check!!!)
7. Discuss questions and concerns
8. Schedule next meeting for feedback: ____/____/_____



Initial Intervention Training Agenda-*Teacher*

Facilitator: Teacher:

Date: School:

1. Classroom Strengths
    a.
    b.
    c.

2. Findings of classroom assessment *(Chart or Graph)*

3. Review Information Handout and Reference Materials

4. Intervention procedures training

5. Create implementation plan

6. Determine start date of intervention: ____/____/_____

7. Questions and Concerns

8. Schedule next meeting for feedback: ____/____/_____

INITIAL TRAINING FORM

School: _____ Date: _____

Teacher: _____

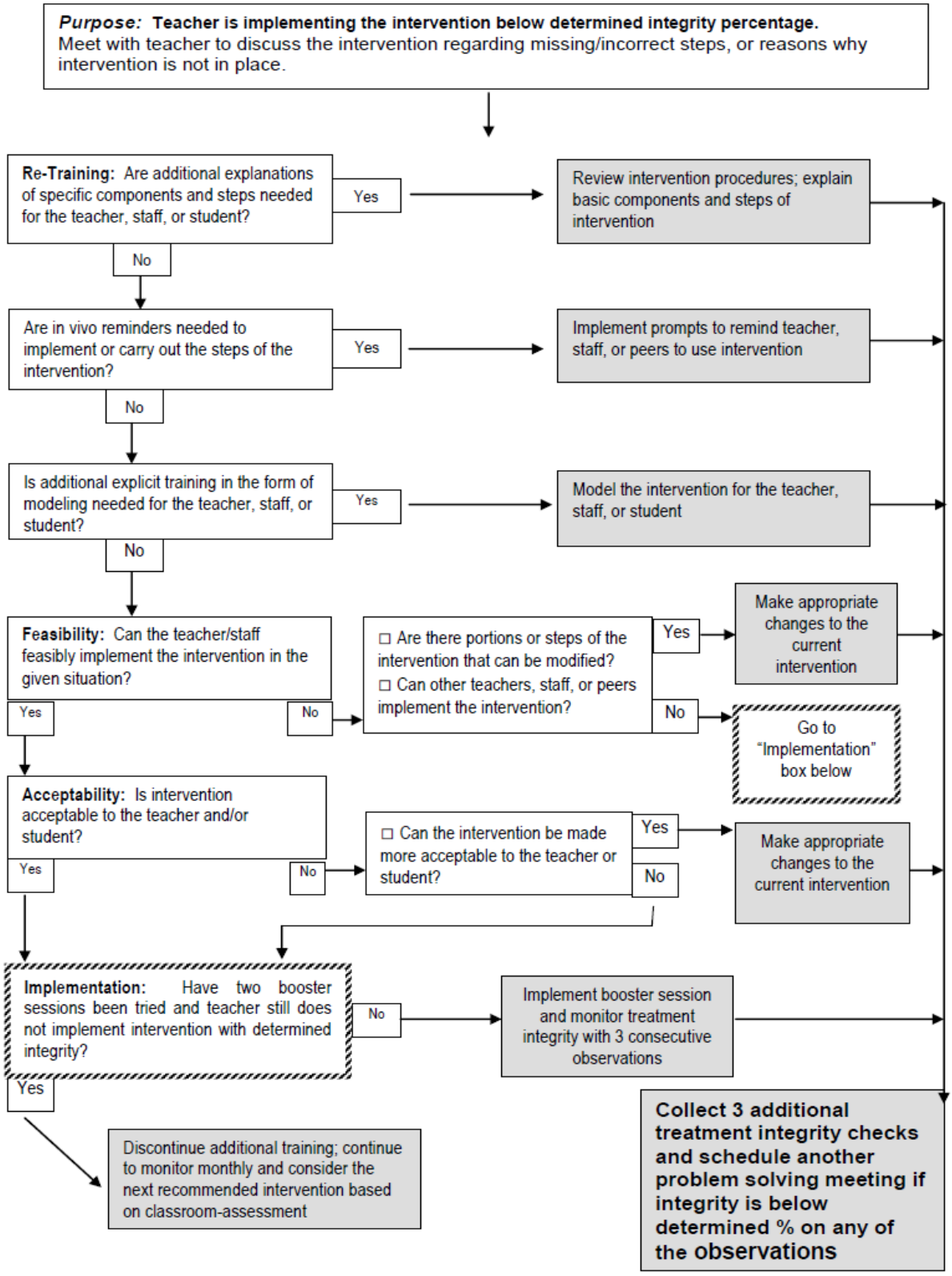
Date of Training: _____ Intervention Trained: _____ Date Intervention to Begin: _____

Training	**Implemented:**		**Duration in Minutes**
Discuss rationale and purpose of intervention	Yes	No	
Describe the basic elements of intervention	Yes	No	
Describe the specific steps of intervention	Yes	No	
Model the intervention implementation	Yes	No	
Role play the intervention implementation	Yes	No	
Answer questions & discuss issues	Yes	No	

Interventions:

• Accommodations	• Routines	• Check & Connect
• Organizational Skills	• Opportunities to Respond	• Self-Management
• Study Skills	• De-escalation	• Positive Student Interaction
• Expectations		

Treatment Integrity Problem Solving/Booster Session Planning



Meeting Agenda

Student ID: _____ Intervention: _____ Teacher/Staff: _____ Facilitator: _____

Date of last integrity check_____
Percentage of integrity (% of steps implemented correctly) during last 3 integrity checks: _____ _____ _____
Date of meeting _____

Are additional explanations of specific components and steps needed for the teacher, staff, or student?
Yes ***No***
If yes, describe: _____
_____
_____

Are in-vivo reminders needed to implement or carry out the steps of the intervention?
Yes ***No***
If yes, describe: _____
_____
_____

Is additional explicit training in the form of modeling needed for teachers, staff, or student?
Yes ***No***
If yes, describe: _____
_____

Is the intervention feasible (does it fit into the classroom routine and environment)?
Yes ***No***
If *no*, what could be modified? _____
_____
_____

Is the intervention acceptable to the teacher and/or student (do they agree with the intervention)?
Yes ***No***
If *no*, what could be modified? _____
_____
_____

Have two or more strategies to increase integrity been tried and integrity is still below determined %?
Yes ***No***
If yes, what strategies? _____
_____
_____

Plan (outcome of the meeting):
Strategies to be implemented: _____
_____
Date of planned booster session: _____
Date of next treatment integrity check_____

BOOSTER SESSION FORM

Teacher: _____ School: _____

Date: _____ Class Period: _____

Selected Intervention needing booster session:	
o Accommodations	o Opportunities to Respond
o Check and Connect	o Organization Checklist
o Daily Planner	o Positive Student – Teacher Interaction
o De-escalation	o Routines
o Expectations	o Self-management
o Missing Assignment Tracking	o Study Skills

Select type of booster session provided and duration (minutes)	
	Duration in Minutes
o Reviewed intervention procedures with teacher	
o Provided in-vivo feedback	
o Role-played intervention with teacher	
o Modeled specific intervention components	
o Teacher indicated intervention not feasible and components were modified	
o Teacher indicated intervention not acceptable and components were modified	
o Other (Describe):	

Classroom Interventions

Classroom interventions are couched in evidence based practices which have been shown to improve behavioral and academic outcomes for students with emotional and behavioral difficulties. These strategies are grouped into following critical features of classroom management.

Critical Features	Classroom Interventions
Maximize structure and predictability	Explicitly teach and follow ***routines***
Post, teach, review and reinforce a small number of positively stated classroom rules or expectations	Operationally define ***expectations*** and post prominently in room Explicitly teach and review expectations in the context of routines
Use a continuum of strategies to acknowledge appropriate behavior and respond to inappropriate behavior	Use praise to improve ***student-teacher interactions*** Use ***de-escalation strategies*** to stop power struggles
Actively engage students in observable ways	Provide high rates of ***opportunity to respond*** **(OTR)** • *response cards* • *computer assisted instruction* • *classwide peer tutoring* • *guided notes*
Provide appropriate supports across settings	Select instructional and behavioral ***accommodations*** that match student needs
Enhance student competence	Teach ***organizational and study skills*** to help students take responsibility for assignments and learning

Intervention Implementation Handouts

Information for teachers can be found in the next section. Handouts include:

- Supplemental Materials (e.g., worksheets)
- Examples
- Teacher Information Handouts
- Treatment Integrity Forms

Review the Intervention Training Process section of this manual for details about meeting with teachers, collecting treatment integrity, and problem-solving procedures.

Modifying Interventions

The interventions recommended by the CARS team reflect evidence-based practices; therefore, interventions should be implemented by following the procedures described in this manual. On the other hand, interventions will only be effective if they are a good contextual fit in the classroom. Use the *Treatment Integrity Problem Solving/Booster Session Planning* form to problem solve when a teacher is struggling with implementation and identify ways to improve implementation of the interventions.

Implementation Procedures

Routines

A routine is simply a set of sequential behaviors students (or teachers) can follow independently. Routines maximize structure and predictability in the classroom, reduce time spent on transition activities, and encourage students to self-manage their behavior. It is beneficial to establish routines for transitions and frequently occurring activities (see examples below). Steps of the routine should be operationally defined action statements telling students what to DO. Limit routines to no more than 4 or 5steps to prevent confusion.

Students learn classroom routines through explicit teacher instruction and opportunities for practice. Teachers should reinforce students for following routines by acknowledging when students successfully follow the routine and provide corrective feedback when students make errors in following the routine. Visual aids (e.g., posters) and/or signals (e.g., key phrase, bell) may help remind students when a routine should be followed.

Example Routines
Agenda/To Do/ Today's Work
Entering the Classroom
Assignment Tracking

Materials

Routines Teacher Handout
Routines Worksheet
Initial Training Form (ITF)
Routines Treatment Integrity Form

Procedures

1. Provide teacher with the Routines Teacher Handout
2. Using the Routines Worksheet, assist the teacher in designing all effective routines that are needed and are a contextual fit to the classroom. If more than one routine is needed, prioritize order of implementation.
3. Help teacher develop a lesson to teach the routine to students.
4. Remind teacher to use praise statements when students follow the routine and corrective feedback when students make errors in following the routine.
5. Encourage teacher to use a visual aid or a signal to cue students when to use the routine.
6. Determine date to teach routine to the class and plan to observe the initial lesson. Record date on

ITF form.
7. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).

Routines Worksheet

What are the problem tasks or transitions?
1.
2.
3.
4.

List all routines you will implement. Prioritize where intervention is needed most starting with #1:

1.
2.
3.
4.

If you are assisting a teacher to implement interventions, use the following questions to guide your discussion with the teacher when developing routine(s). Prioritize where interventions are most needed and start with the routine that is the highest priority. Use multiple worksheets if more routines are necessary. Leave a photocopy of your notes on this worksheet to help the teacher plan an introduction of the routines to the class.

Routine #1

What desired behaviors will replace problematic behaviors? What should the students DO? Outline the steps to the routine below. Make sure each step is operationally defined so your expectations are clear and consider any errors students are likely to make on these routines.	
1.	
2.	
3.	
4.	
5.	
How will you teach this routine to students?	
What visual aid or signal will you use to help cue students when to use the routine?	
What date will you teach the routine to students?	

SAMPLE WORKSHEET

What are the problem tasks or transitions?
1. *Students enter class late and create disruption in instruction by banging on the door. Students often interrupt other students or the teacher to find out what they should be doing.*
2.
3.
4.

List all routines. Prioritize where intervention is most needed starting with #1:

1. *Entering class appropriately*

2.
3.
4.

If you are assisting a teacher implementing the interventions, use the following questions to guide your discussion with the teacher when developing routine(s). Prioritize where interventions are most needed and start with the routine that is the highest priority. Use multiple worksheets if more routines are necessary. Leave a photocopy of your notes on this worksheet to help the teacher plan an introduction of the routines to the class.

Routine #1

What desired behaviors will replace problematic behaviors? What should the students DO? Outline the steps to the routine below. Make sure each step is operationally defined so your expectations are clear and consider any errors students are likely to make on these routines..	
1. *Knock Appropriately*	*Knock softly on the door no more than three times.*
2. *Enter Quietly*	*Students' voices and bodies are silent when they enter the room.*
3. *Get Folder*	*Find your work folder in the bin on the front table.*
4. *Read the Agenda*	*Check the day's agenda. Raise your hand if you need help.*
5. *Start Working*	*Focus your attention on the work scheduled for the day.*
How will you teach this routine to students?	
I will spend 15 minutes describing the routine and why it is important. We will also role play examples and non-examples by having student volunteers demonstrate each step.	
What visual aid or signal will you use to help cue students when to use the routine?	
Students will make a poster to hang in the room by the door.	
What date will you teach the routine to students?	
Monday October 15	

Teacher Handout

Routines

A routine is simply a set of sequential behaviors students (or teachers) can follow independently. Routines maximize structure and predictability in the classroom, reduce time spent on transition activities, and encourage students to self-manage their behavior. It is beneficial to establish routines for transitions and frequently occurring activities (see examples below). Steps of the routine should be operationally defined action statements telling students what to DO. Limit routines to no more than 4 or 5steps to prevent confusion.

Students learn classroom routines through explicit teacher instruction and opportunities for practice. Teachers should reinforce students for following routines by acknowledging when students successfully follow the routine and provide corrective feedback when students make errors in following the routine. Visual aids (e.g., posters) and/or signals (e.g., key phrase, bell) may help remind students when a routine should be followed.

Materials
Use the Routines Worksheet to define the steps of the routine.

Helpful Tips
• It is critical that routines are taught to students with opportunities for practice. You can have a lot of fun with students by acting out examples and non-examples. Always end role playing with examples of the behaviors you wish to see. Consider having students make a poster of the routine steps.
• Reinforcement for using the routine correctly will increase the likelihood students will repeat the behavior. Give praise statements, high-fives, or private positive feedback when students follow the routine.
• Provide corrective feedback when students miss steps or forget to follow the routine. This is best done in a quiet voice to prevent student embarrassment and escalation. Check in with students to troubleshoot frequently missed steps. More clarification or practice may be necessary.
• Routines are the key to an organized and well-managed classroom. Use the routines you establish consistently. Students will become confused if you do not support the routine (e.g., folders are not in the bin where students were instructed to look).

Example Routines
Agenda/ To- Do/ Today's Work Routine
The Agenda routine is a teacher routine that informs students what will occur during the class and reduces student confusion ("What page are we supposed to be on?"). Teach students that the Agenda (or To Do list or Today's Work list) will be posted in the same place each day and will list important information such as assignments, page numbers, and homework. Limit the Agenda to no more than 4 or 5 items so work appears manageable. No one likes long To Do lists! The Agenda routine can also help the teacher to stay on track and complete lesson objectives or collect progress monitoring data (e.g., student behavior points). It may be motivating to students to write the Agenda on the board for you or to check off each item on the Agenda as it is completed.
Entering the Classroom
Valuable instructional time can be lost due to inefficient transition to the classroom. Instead of having to repeat directions as students are entering the class or for latecomers, establish a routine for what students should do when they enter the classroom. Steps could include how to knock at the door, where to find lesson materials, where to sit, and when to begin working. A sample routine in a high school classroom may be: *Knock Appropriately- Quietly knock on the door no more than three times.* *Enter Quietly- Voices and bodies are quiet when entering class.* *Go to Your Assigned Seat- Walk to your seat and sit down quietly.* *Begin Work- Focus on the day's lesson or assignment. Ask for help if necessary by raising your hand.*
Turning In Assignments
Teach students how and where to turn in their assignments. The routine could look like: *Be sure your name is on your assignment.* *Place assignment in designated location.* *Return to your seat.*
Assignment Tracking
Learning to get in the habit of managing assignments is an important skill for students. Consider establishing a routine at a consistent point in your lesson for students to take out their planners and record homework or upcoming tests. See the Student Planner/Missing Assignment Tracking Intervention for sample tracking forms and procedures to help students complete the work necessary for their grade.

Routines: Implementation Integrity Check

Student: _____ Date: _____

Teacher: _____ Observer: _____

Write or type the name of each routine and each step of the routine prior to observation (see example).

Circle **Y**es if the student completed the step accurately **or** if the teacher provided corrective feedback to student when student did not complete step accurately.

Circle **N**o if the student did not complete the step accurately **and** the teacher did not provide corrective feedback.

If the routine occurs more than once during the observation, record each occurrence up to four occurrences (for example, three occurrences are shown below). If the routine is not observed because there was no opportunity (e.g., no late arrivals, no homework due), then write "Not Observed" in the percentage column.

Add the number of Ys circled and divide by total number of Ys and Ns for all observed steps for each routine. Average the percentage of all routines for total routine integrity.

Routine: *Late Arrival*	Observed 1		Observed 2		Observed 3		Observed 4		
1. *Knock appropriately*	(Y)	N	(Y)	N	(Y)	N	Y	N	
2. *Gather book and materials.*	Y	(N)	(Y)	N	(Y)	N	Y	N	
3. *Go to your seat quietly.*	(Y)	N	(Y)	N	Y	(N)	Y	N	9/12=
4. *Begin work.*	(Y)	N	(Y)	N	Y	(N)	Y	N	75%

Routine:	Observed 1		Observed 2		Observed 3		Observed 4		
1.	Y	N	Y	N	Y	N	Y	N	
2.	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	%
Routine:	Observed 1		Observed 2		Observed 3		Observed 4		

1.	Y	N	Y	N	Y	N	Y	N	
2..	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	%
Routine:	Observed 1		Observed 2		Observed 3		Observed 4		
1.	Y	N	Y	N	Y	N	Y	N	
2.	Y	N	Y	N	Y	N	Y	N	
3.	Y	N	Y	N	Y	N	Y	N	
4.	Y	N	Y	N	Y	N	Y	N	%

Total Routine Integrity:
_____%

Implementation Procedures

Expectations

Expectations, or rules, should clearly communicate to students what behaviors are desired in the classroom. Expectations provide the basis for maintaining a safe and effective learning environment. In addition, research has demonstrated that establishing, enforcing, and teaching expectations can reduce instances of problem behavior. Classroom expectations tend to cluster around academic behaviors (e.g., turning in work, maintaining focus) and social behaviors (e.g., using polite words, following directions).

In order for expectations to be most effective, they should be:

- **Stated in positive terms**
- **Observable and measureable**
- **Simply stated and age appropriate**
- **Kept to a minimum (3 to 5)**

Classroom expectations should reflect behaviors that are important to the teacher and the school. Some schools may have general rules and expectations for student behavior or specific behavior support systems in place. Rules should be stated positively with operational definitions instead of abstract expectations. For example, effective rules focus on the DO, not the DON'T. Written expectations and teachers' responses to behaviors that are compatible or not compatible with the expectations communicate exactly what students need to DO to be successful in the classroom. Expectations and teacher response should not be confusing or ambiguous. For example, "Be polite" is abstract and, "Raise your hand and wait to be called on" is more concrete. Similarly, responding to the content of what students say when they do not raise their hand, communicates that this is acceptable behavior regardless of what the written expectations communicate.

Students learn classroom expectations through explicit teacher instruction and responses to appropriate and inappropriate student behavior. In order to exhibit effective behavior management in the classroom, teachers need to develop and communicate a plan for providing praise for complying with expectations that acknowledge the desired behavior, a plan for providing corrective feedback for misbehavior, and a response hierarchy (i.e., predetermined consequences) for instances when students repeatedly do not follow the expectations. The ratio of positive to negative statements given by teachers to students should be approximately 4:1.

Materials

Expectations Teacher Handout
Expectations Worksheet
Initial Training Form (ITF)
Expectations Treatment Integrity Form

Procedures

1. Provide the teacher with the expectations handout and complete the Expectations Worksheet together with the teacher.
2. Determine date to teach expectations to the class and plan to observe the initial lesson. Record date on ITF form.
3. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).

Expectations Worksheet

Use the following questions to guide your discussion with the teacher when developing expectations. Leav
a photocopy of this worksheet to help the teacher plan an introduction of the expectations to the class.

A. What are your expectations (or rules) for this class?

- No rules (Go to step B)
- Schoolwide expectations:

- Teacher-created rules:

List rules or attach a copy

A1. Are rules appropriate?

- ☐ Stated in positive terms
- ☐ Observable and measureable
- ☐ Age appropriate
- ☐ Kept to a minimum of 3 to 5 rules

If all are checked, continue to Step C.
If revisions to rules need to be made, go to step B.

B**.** Recommend Classroom Expectations matrix or develop classroom expectations using steps below. See example.

Academic Behaviors	Social Behaviors

B1. Develop three to five positively stated classroom expectations. Make sure each step is operationally defined (measureable and observable) so your expectations are clear. Use the Classroom Expectations Matrix if desired.
1.
2.
3.
4.
5.
C. Use this section to brainstorm specific praise statements and other rewards that could be provided for appropriate behavior (e.g., homework pass for all homework submitted and no behavior problems for two weeks).
D. Develop a plan for responding to students with clear consequences for repetitive misbehaviors that continue after the expectation has been taught.
Hierarchy: 1. Provide positive feedback to students who ARE following expectations.

2.	What you will do the first time student does not follow expectations (e.g., verbal correction, private reminder)
3.	What you will do when disruptions continue (e.g., remind student of consequences of continued misbehavior)
4.	What you will do when non-compliance continues (e.g., loss of privilege)

First step in school discipline code (e.g., office referral, detention):
E. How will you teach or explain these expectations, reward procedures, and correction procedures to students?
F. What date will you teach the revised expectations to students? *CARS Classroom Consultant should plan to observe first day of implementation and collect integrity.

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

Expectations Worksheet Example

If you are assisting a teacher implementing the interventions, use the following questions to guide your discussion with the teacher when developing expectations. Leave a photocopy of this worksheet to help the teacher plan an introduction of the expectations to the class.

A. What are your expectations (or rules) for this class?

- No rules (Go to step B)
- Schoolwide expectations
- Teacher-created rules

List rules:

A1. Are rules appropriate?

- ☐ Stated in positive terms
- ☐ Observable and measureable
- ☐ Age appropriate
- ☐ Kept to a minimum of 3 to 5 rules

If all are checked, continue to Step C.

If revisions to rules need to be made, go to step B.

B. Recommend Classroom Expectations matrix or develop classroom expectations using steps below. See example.

Academic Behaviors	Social Behaviors
Don't complete assignments = Complete assigned work	*Profanity = No cursing*
Forget homework = Bring in homework on time	*Speaking out without permission = Wait to be called on before speaking*

	Bothering other student's property = Staying out of other students' desks
	Public displays of affection = No public displays of affection
	Doesn't follow directions = Following directions the first time
	Making noise by taping pencil or mumbling = Work quietly
	Throwing objects at other students = Keep hands, feet, and objects to self

B1. Develop three to five positively stated classroom expectations. Make sure each step is operationally defined (measureable and observable) so your expectations are clear. Use the Classroom Expectations Matrix if desired.
1. Complete assigned tasks each day
2. Follow directions the first time
3. Maintain appropriate personal space (arm's length rule)
4. Express your feelings without foul words

5. *Work quietly during independent tasks*	
C. Use this section to brainstorm specific praise statements and other rewards that could be provided for appropriate behavior (e.g., homework pass for all homework submitted and no behavior problems for two weeks).	
I really appreciate the way that you are working quietly.	
Today everyone has followed all of the rules, so the last ten minutes of class tomorrow, you will be allowed to play a game.	
D. Develop a plan for responding to students with clear consequences for repetitive misbehaviors that continue after the expectation has been taught.	
Hierarchy: 1. Provide positive feedback to students who ARE following expectations.	
2. *Classwide reminder of expectations: Remember, when the teacher is speaking, all other voices should be quiet.*	What you will do the first time student does not follow expectations (e.g., verbal correction, private reminder)
3. *Provide verbal corrective feedback privately: Ron, I hear that you are really angry. Can you continue to keep your focus or would you like to talk privately in the hallway?*	What you will do when disruptions continue (e.g., remind student of consequences of continued misbehavior)
4. *Student will lose privilege of listening to headphones at the end of class.*	What you will do when non-compliance continues (e.g., loss of privilege)

First step in school discipline code (e.g., office referral, detention):
Office referral
E. How will you teach or explain these expectations, reward procedures, and response hierarchy to students?
I will give the student's a copy of the expectations, positive responses, and response hierarchy to students and discuss the procedures. We will practice some examples and non-examples for ten minutes at the beginning of class.
F. What date will you teach the revised expectations to students?
October 10, 2011

Teacher Handout
Expectations

Expectations, or rules, should clearly communicate to students what behaviors are desired in the classroom. In order for expectations to be most effective, they should be:

- **Stated in positive terms**
- **Observable and measureable**
- **Simply stated and age appropriate**
- **Kept to a minimum (3 to 5)**

Instead of…	**Try…**
Be polite	Use kind words to tell how you feel
Be responsible	Focus on your own work
Don't chew gum	Chew gum after school
Don't call out	Use a quiet raised hand
Don't get out of your seat	Remain in your seat until the bell rings

- Expectations must be taught to the students. Connect the importance of classroom expectations with expectations and responsibilities on the job to enhance the relevance of the lesson. Use the Expectations worksheet to develop expectations for your classroom (Part B1).
- Use a pre-correct strategy at natural transitions such as at the beginning of a new grading period or when introducing a lesson or activity. Tell the students exactly what you expect of them within the framework of the classroom expectations. For example, *"We are going to go over last night's homework in class now. Remember, if you have a question, please raise your hand and wait to be called on."*
- You can have a lot of fun with students by acting out examples and non-examples. Always end role playing with examples of the behaviors you wish to see. Students may be motivated to help you make a short video or slideshow of expected and inappropriate classroom behaviors.
- Rewards for following expectations will increase the likelihood students will repeat the behavior. Give praise statements, high-fives, or private positive feedback when students follow expectations. Use the Expectations worksheet to brainstorm specific praise statements and other rewards that could be provided (Part C).
- Provide corrective feedback when students are not following expectations by referring back to the expectations. This is best done privately to prevent student embarrassment and escalation. For example, use proximity and a quiet voice to redirect a student.
- Consistently use a hierarchy of response to inappropriate behaviors in your classroom with clear consequences when students are not meeting expectations and teach students those consequences. Use the Expectations worksheet to develop a hierarchy of response (Part D).

Classroom Expectations Matrix Example

Activity/ Expectation	Group Work/ Lecture	Individual Work	Tests	Games
Be Respectful	• Keep questions/comments relevant to the topic • Listen to others' experiences • Use polite language	• Work quietly so others can concentrate	• Work quietly so others can concentrate • Hand in test quietly	• Encourage others and offer help • Take turns and share materials • Use polite language
Follow Directions	• Stay focused on the teacher • Follow along on the same page	• Hand in assignment when due • Focus on your own assignment	• Listen to teacher directions • Read each question carefully	• Follow game directions • Clean up when asked
Be Responsible	• Raise your hand to speak • Complete class work • Take notes	• Complete the assignment • Ask for help if needed • Give the assignment your best effort	• Keep eyes on your own paper • Give each question your best effort	• Keep game materials neat for next time • Ask teacher for help if needed

Expectations Implementation Integrity Form

Student: _____ Date _____

Teacher ID: _____ Observer _____

Integrity Number: 1 2 3 4 5 6

Booster Number: B1 B2 B3

Date Expectations Lesson Taught_____

Collect Data: Observe teacher and Target Student for 20 min, 4 min intervals.

Reinforcing Expectations. Teacher reinforces student behaviors ***related to the defined classroom Expectations*** (e.g., verbal praise for expected behavior, awarding points for expected behavior, written note, thumbs up). This reinforcement should be directed to Target Student, or to the whole class including the Target Student, at any time during the interval. Bubble Y or N.

Disruptive Behavior. Disruptive behavior by the Target Student was observed at any time during the interval. Bubble Y or N. (Use MOOSES definitions for disruptive behavior). *If No disruptive behavior occurred during the interval, bubble No Opportunity in Teacher Response Hierarchy.*

Teacher Response Hierarchy. For intervals where disruptive behavior by the Target Student occurs, bubble the corresponding condition at the end of the interval.

Interval	Reinforcing Expectations			Disruptive Behavior		Teacher Response Hierarchy			
	Y	N		Y	N	No Oppor-tunity	Yes-Every Time	Yes-Some times	No-None of the time
1	○	○		○	○	○	○ (2)	○ (1)	○ (0)
2	○	○		○	○	○	○ (2)	○ (1)	○ (0)
3	○	○		○	○	○	○ (2)	○ (1)	○ (0)
4	○	○		○	○	○	○ (2)	○ (1)	○ (0)
5	○	○		○	○	○	○ (2)	○ (1)	○ (0)

Total	**/10**

Determine Integrity

Choose one:	Choose one:
○ Teacher did not reinforce expectations during the observation. (0%)	○ No opportunity for teacher to use response hierarchy (i.e., no disruptive behavior by target student). (NA)
○ Teacher reinforced expectations one or more times during the observation. (100%)	○ Response Hierarchy Total is 8 – 10. (100%)
	○ Response Hierarchy Total is 4 – 7. (50%)
	○ Response Hierarchy Total is 1 – 3. (25%)
	○ Response Hierarchy Total is 0. (0%)
Average percentages for total Expectations integrity:	

If integrity does not reach **100%** booster session indicated:

Booster Session indicated: Y N ⬭ ⬭	If Indicated, date booster session completed:_____

Instructions: Based on the 20 min observation, identify treatment utility by selecting ONE of the following options:

Treatment Utility-Student *(does not factor into integrity)*	**Y**	**N**
1. The majority of the class and the target student followed defined classroom expectations.	⬭	⬭
2. The majority of the class followed defined classroom expectations, but the target student did not.	⬭	⬭
3. The majority of the class and the target student did not follow defined classroom expectations.	⬭	⬭

Implementation Procedures

Positive Student-Teacher Interactions

Positive interactions between teachers and their students play an important role in determining student success. Research shows that increasing positive interactions (e.g., praise statements) and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes. In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. The ratio of positive to negative teacher statements to students should be 4:1.

Increasing praise statements to acknowledge appropriate behaviors, using error correction procedures to address misbehavior, and practicing active supervision (e.g., circulating, scanning, encouraging) are strategies teachers can employ to improve student-teacher interactions. Providing choices can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors. In addition, giving students choices provides teachers with a chance to make a praise statement about the change in behavior.

Teachers may initially report that increasing praise statements feels unnatural or contrived. Help teachers set personal goals to increase praise statements throughout the class period. Improving interactions with students will take time and practice! Increasing positivity will improve student behavior and may improve teacher outlook as well.

Following are examples of the three types of feedback that can be given to students:

Praise Statements

Students with emotional and behavioral difficulties may not hear very many praise statements at home, at school, or in other settings. Praise statements should be specific and genuine. It is helpful to tie praise statements to behavioral expectations to increase the likelihood students will repeat the desired behavior. By focusing on what the students do correctly, students feel competent and confident about their ability to do what is expected. Using the student's name when making praise statements personalizes the message: *"You did a great job participating in class today, Alex. Keep up the great work!"*

High school students with emotional and behavioral difficulties may feel uncomfortable receiving public praise. Be sensitive to student wishes. Consider delivering praise privately in a quiet tone or non-verbal praise such as smiles, nods, high-fives or other gestures. Furthermore, positive notes can be written on homework, tests, or on scrap paper and delivered privately.

Pithy statements such as "Good work" are not sufficient. In addition, avoid "back-handed praise" such as "You didn't mess up as badly as you did yesterday." Such comments may lessen desired outcomes.

Corrective Statements	
The primary purpose of error correction is to assist the student in performing the correct response when a behavior is incorrect or unacceptable. Error correction is not punishment. For high school students, it is important to provide corrective feedback privately and quietly to avoid embarrassing the student or triggering an escalated behavior to "save face."	
1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect.	*"Please stop. Calling out in class is not acceptable."* *"Hold on for one moment. That voice volume is too loud."*
2. Tell the student what you want him or her to DO. If the error was an inappropriate behavior, is helpful to tie your feedback to a classroom expectation or routine.	*"Please remember to raise your hand to share your answer."* *"Please use a quiet voice like mine so I can understand better what it is that you need."*
3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!	*"Thank you for your quiet raised hand! What would you like to share with the class?"* *"Thank you for using a quieter tone. Now I can hear what you have to say."*

Negative Statements	
Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school. 1.	
When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback	*"You're late", "You're not listening again"* A direction to stop a behavior -- *"I said stop that!", "Quiet!"* A derogatory comment-- *"Only stupid people do that"*
In addition, teachers may provoke students with sarcasm during times when no misbehavior is occurring. These negative interactions can escalate student behavior and create a coercive cycle.	
It is important for teachers to treat students with emotional and behavioral difficulties with dignity and respect at all times, even when student behavior is particularly challenging.	

Ways to Enhance Positive Student-Teacher Interactions

Active Supervision

Active supervision promotes the development of a positive classroom climate by proactively encouraging and maintaining student on-task behaviors. Active supervision of students is characterized by patterns of teacher movement and high rates of positive interactions with students, including praise statements and error correction.

Circulating

Circulation in the classroom provides teachers increased opportunities to praise students for on-task behavior, error correction, and encouragement. Teachers should use proximity to check in with students during independent and group work.

Scanning

Frequent visual scanning of the classroom environment is a good way for teachers to observe student behavior related to expectations and routines. General statements of praise or error correction can be made:

"I really like how everyone is on task right now. Great work!"
"I see students working well in groups together. Excellent!"
"I'd like all students to stop. Please remember the homework routine. Homework goes in the blue bin."

Encouraging

Similar to praise statements, words of encouragement are important messages for students who have emotional and behavioral difficulties. Provide encouragement when students are struggling or have completed a task. Also encourage students to encourage each other! Then be sure to provide students with the appropriate supports (e.g., accommodations) to increase success.

Choices

Providing choices can help redirect undesired behavior and create an opportunity for praise and/or encouragement. When students make a choice to follow expectations, remember to reinforce the appropriate behavior to increase the likelihood that students will repeat the desired behavior.

"I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?"
(Student makes choice and starts to work).
"I'm glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you."

Materials

Positive Student-Teacher Interactions Handout
Positive Student-Teacher Interactions Worksheet
Initial Training Form (ITF)
Positive Student Teacher Interactions Treatment Integrity Form

Procedures

1. Use (or assist teachers to use) the Positive Student-Teacher Interactions Handout as a guide
2. Using the Positive Interactions Worksheet, explore ways to improve positivity.
3. Remember (or remind teachers) to use praise statements when students follow expectations or exhibit other prosocial and academic behaviors,
4. Remember (or remind teachers) to provide corrective statements when students make errors instead of making negative statements.
5. Decide (or have teacher decide) on a personal goal for praise statements given throughout the class period.
6. Develop a simple strategy to serve as a reminder to provide praise statements.
7. Decide on a date to implement intervention and record date on ITF form.
8. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

Positive Student-Teacher Interactions Worksheet
Use the following questions to guide use of the strategy. If assisting a teacher with implementation, use the questions to guide your discussion with the teacher. Leave a copy with the teacher.

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.

Student Initials	Behavior	Strategy	Statement Examples

C. What is your goal for increased positive statements to students?
D. What strategy will you use to help you remember to increase positive statements to students?
E. What date will you begin implementation of increased positive student-teacher interactions?

SAMPLE WORKSHEET

Positive Student-Teacher Interactions Worksheet
Example is provided below.

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.			
Student Initials	Behavior	Strategy	Statement Examples
A. F.	*Calls out in class*	*Corrective Statement*	*Remember it's important to raise your hand when you have a question or comment.*
C. D.	*Argues when asked to follow directions*	*Corrective Statement*	*Remember that these classroom instructions should be followed the first time they are given.*
M. S.	*Turns in an assignment on time.*	*Praise Statement*	*You did a great job completing that assignment*
P. B.	*Assists another student*	*Praise Statement*	*Thanks for showing Matt where to turn in his assignment.*
J. S.	*Student is on time for class*	*Praise Statement*	*I'm very glad you are in class today.*

C. What is your goal for increased positive statements to students?
I want to provide two positive statements to each student per class this week.
D. What strategy will you use to help you remember to increase positive statements to students?
I will post a large smiley face in the back of the room to remind me to be more positive with students.
E. What date will you begin implementation of increased positive student-teacher interactions?
Tomorrow! Thursday September 15.

Teacher Handout

Positive Student-Teacher Interactions

Positive interactions between teachers and their students play an important role in determining student success. Research shows that increasing positive interactions (e.g., praise statements) and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes. In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. The ratio of positive to negative teacher statements to students should be 4:1.

Increasing praise statements to acknowledge appropriate behaviors, using error correction procedures to address misbehavior, and practicing active supervision (e.g., circulating, scanning, encouraging) are strategies teachers can employ to improve student-teacher interactions. Providing choices can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors. In addition, giving students choices provides teachers with a chance to make a praise statement about the change in behavior.

Teachers may initially report that increasing praise statements feels unnatural or contrived. Improving interactions with students will take time and practice! Increasing positivity will improve student behavior and may improve teacher outlook as well.

Following are examples of the three types of feedback that can be given to students:

Praise Statements
Students with emotional and behavioral difficulties may not hear very many praise statements at home, at school, or in other settings. Praise statements should be specific and genuine. It is helpful to tie praise statements to behavioral expectations to increase the likelihood students will repeat the desired behavior. By focusing on what the students do correctly, students feel competent and confident about their ability to do what is expected. Using the student's name when making praise statements personalizes the message: *"You did a great job participating in class today, Alex. Keep up the great work!"* High school students with emotional and behavioral difficulties may feel uncomfortable receiving public praise. Be sensitive to student wishes. Consider delivering praise privately in a quiet tone or non-verbal praise such as smiles, nods, high-fives or other gestures. Furthermore, positive notes can be written on homework, tests, or on scrap paper and delivered privately. Pithy statements such as "Good work" are not sufficient. In addition, avoid "back-handed praise" such as "You didn't mess up as badly as you did yesterday." Such comments lessen desired outcomes.

Corrective Statements	
The primary purpose of error correction is to assist the student in performing the correct response when a behavior is incorrect or unacceptable. Error correction is not punishment. For high school students, it is important to provide corrective feedback privately and quietly to avoid embarrassing the student or triggering an escalated behavior to "save face."	
1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect.	*"Please stop. Calling out in class is not acceptable."* *"Hold on for one moment. That voice volume is too loud."*
2. Tell the student what you want him or her to DO. If the error was an inappropriate behavior, is helpful to tie your feedback to a classroom expectation or routine.	*"Please remember to raise your hand to share your answer."* *"Please use a quiet voice like mine so I can understand better what it is that you need."*
3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!	*"Thank you for your quiet raised hand! What would you like to share with the class?"* *"Thank you for using a quieter tone. Now I can hear what you have to say."*

Negative Statements	
Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school.	
When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback	*"You're late", "You're not listening again"* A direction to stop a behavior -- *"I said stop that!", "Quiet!"* A derogatory comment-- *"Only stupid people do that"*
In addition, teachers may provoke students with sarcasm during times when no misbehavior is occurring. These negative interactions can escalate student behavior and create a coercive cycle.	
It is important for teachers to treat students with emotional and behavioral difficulties with dignity and respect at all times, even when student behavior is particularly challenging.	

Tips to Enhance Positive Teacher-Student Interactions
Active Supervision
Active supervision promotes the development of a positive classroom climate by proactively encouraging and maintaining student on-task behaviors. Active supervision of students is characterized by patterns of teacher movement and high rates of positive interactions with students, including praise statements and error correction.
Circulating
Circulation in the classroom provides teachers increased opportunities to praise students for on-task behavior, error correction, and encouragement. Teachers should use proximity to check in with students during independent and group work.
Scanning
Frequent visual scanning of the classroom environment is a good way for teachers to observe student behavior related to expectations and routines. General statements of praise or error correction can be made: *"I really like how everyone is on task right now. Great work!"* *"I see students working well in groups together. Excellent!"* *"I'd like all students to stop. Please remember the homework routine. Homework goes in the blue bin."*
Encouraging
Similar to praise statements, words of encouragement are important messages for students who have emotional and behavioral difficulties. Provide encouragement when students are struggling or have completed a task. Also encourage students to encourage each other! Then be sure to provide students with the appropriate supports (e.g., accommodations) to increase success.
Choices
Providing choices can help redirect undesired behavior and create an opportunity for praise and/or encouragement. When students make a choice to follow expectations, remember to reinforce the appropriate behavior to increase the likelihood that students will repeat the desired behavior. *"I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?"* (Student makes choice and starts to work). *"I'm glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you."*

Consider introducing one of these tactile or visual prompts to increase positive student-teacher interactions.

- Paper Clip Strategy- Keep a dish or box of paper clips (or buttons, tokens, pennies, etc.) on your desk or lectern. Every time you have a positive interaction with a student, place a paper clip in your right pocket. Place one in your left pocket anytime you had a negative interaction with a student. Continue to do so for 20 minutes, or the entire period if feasible. At the end of the period, count the number of paper clips in each pocket and determine the ratio of positive to negative interactions.

- Tally Mark Strategy- Consider keeping a small notebook or tablet at your desk or lectern. Use a tally mark to keep track of how many praise statements you make throughout the class period. For negative interactions, jot down some notes about what triggered the interaction and your response. Later, think about what you would like to do differently in that situation next time. Challenge yourself to increase praise statements for the next day.

- Red, Yellow, Green Light Strategy- Praise, correction and negative feedback can be conceptualized as the Green, Yellow and Red of the traffic light (respectively).

  Praise is **green-** 'Go'- give positives, give often and be specific.

  Correction is **yellow**- 'Slow'—remember not just to provide a 'Stop' command but add a 'Go' command as well. Don't just tell the student what they should *not* be doing; add instructions about what they should be doing.

  Negative Feedback is **red**—it only provides a 'Stop' command.

- Cut out three large green dots (about the size of a piece of 8½ x 11 inch paper) and tape one to each of the 3 walls around the class (not on the front wall of the class). Cut out a yellow dot and tape to the back wall of the class. No red dots are placed in the room because negative feedback should be reduced or eliminated! Each time your eyes land on one of the 3 green dots, catch someone doing something worthy of praise or praise the class. The yellow dot on the back wall of the class serves to remind you to provide corrective feedback (over negative feedback).

Positive Student-Teacher Interactions Integrity Check

Student _____ Date: _____

Teacher: _____ Observer: _____

Collect Data: Observe teacher and Target Student for 20 min, 4 min intervals.

Positive Feedback. Teacher provides verbal statements, gestures, feedback notes, or other forms of feedback related to social or academic performance to the Target Student indicating the behavior/response is correct. Bubble Y or N for positive feedback provided at any time during the interval.

Negative Feedback. Teacher informs Target Student that behavior/response is incorrect, but does not provide corrective feedback (e.g., *"no", "stop that", "turn around", and "quiet").* Bubble Y or N for negative feedback provided at any time during the interval.

Corrective Feedback. Teacher refers to expectations in response to inappropriate behavior by the Target Student at any time during the interval.

Interval	Positive Feedback		Corrective Feedback		Negative Feedback	
	Y	N	Y	N	Y	N
1	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
2	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
3	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
4	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
5	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
Total						

Determine Integrity

Choose one:
○ Positive Feedback total > Negative Feedback Total. (100%)
○ Positive Feedback total + Corrective Feedback Total > Negative Feedback Total. (80%)
○ Positive Feedback total is 0 and Corrective Feedback Total > Negative Feedback Total. (50%)
○ Negative Feedback total > Positive Feedback Total or Positive Feedback + Corrective Feedback Total. (0%)

If integrity does not reach ≥**80%** booster session indicated:

Booster Session indicated:	Y	N	If Indicated, date booster session completed:_____
	⬭	⬭	

Implementation Procedures

De-Escalation Strategies

Facilitators should review the De-escalation Handout and have a thorough understanding of the information prior to introducing this intervention to teachers.

Materials

- De-escalation Handout
- Student De-escalation Plan Worksheet
- *De-escalation Treatment Integrity Form*
- *Intervention Training and Implementation Tracking Form (ITITF)*

Procedures

1. Provide teacher with the De-escalation Teacher Handout. Discuss teacher response to escalated student behavior and Acting Out Cycle in terms of target student behavior.

2. Assist the teacher in completing the Student De-escalation Plan Worksheet.

3. Identify school personnel to teach the De-escalation Lessons to the target student. This could be the classroom teacher, school counselor, Check & Connect mentor, etc. Determine the date the lesson will be taught.

4. Follow the *Intervention Training and Implementation Form*

Teacher Handout

De-Escalation Intervention

Procedures for Teaching and Using the De-escalation Strategies to reduce distracting and/or disruptive student behaviors

1. Read the information in this handout, and consider your student's behavior.
2. Observe student behavior to identify indicators of each of the stages in the Acting Out cycle.
3. Write a plan for your response to each stage of the cycle using the De-escalation Worksheet.
4. Implement de-escalation intervention.

Note: Steps 5– 7 could be implemented by the Check & Connect mentor, counselor, or other staff.

5. Determine two appropriate times to teach each lesson for the Acting Out cycle to the students or the class as a whole.
6. Follow the Part 1: Acting Out Cycle lesson plan.
7. Follow the Part 2: Using Strategies lesson plan.
8. Repeat the lesson for Part 2 as often as needed.

De-escalation Strategies

De-escalation strategies help teachers to:

- identify the stages of behavior escalation for both internalizing and externalizing student behaviors, and
- implement techniques to reduce negative interactions with students who exhibit a variety of challenging behaviors

Externalizing or Internalizing?

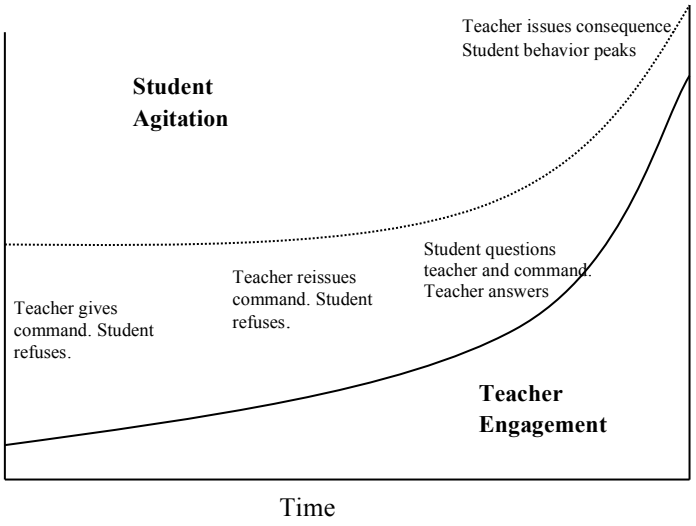
Emotional and behavioral problems may be manifested as **externalizing** or **internalizing**. Externalizing behaviors, generally easily identified by teachers, are problematic student behaviors that are externally directed. Internalizing behaviors may be more difficult to recognize in students. As the name suggests, internalizing behaviors are inward patterns of negative thinking and behavior which may stem from depression and anxiety.

INTERNALIZING	EXTERNALIZING
Withdrawn behavior Avoidance of peers and adults Refusal to speak Separation anxiety "Shutting down" and/or crying Hiding face, head down	Anti-social behavior Verbal aggression Physical aggression Arguing and non-compliance
ACROSS TYPES Substance misuse or abuse, anxiety disorders and depression, suicidal thoughts or attempts, dropout of school, poor post-school outcomes	

Student behaviors can also be characterized as distracting (e.g., calling out, tapping pencils, side-talking with peers) and disruptive (e.g., arguing, non-compliance, cursing) to the instructional environment.

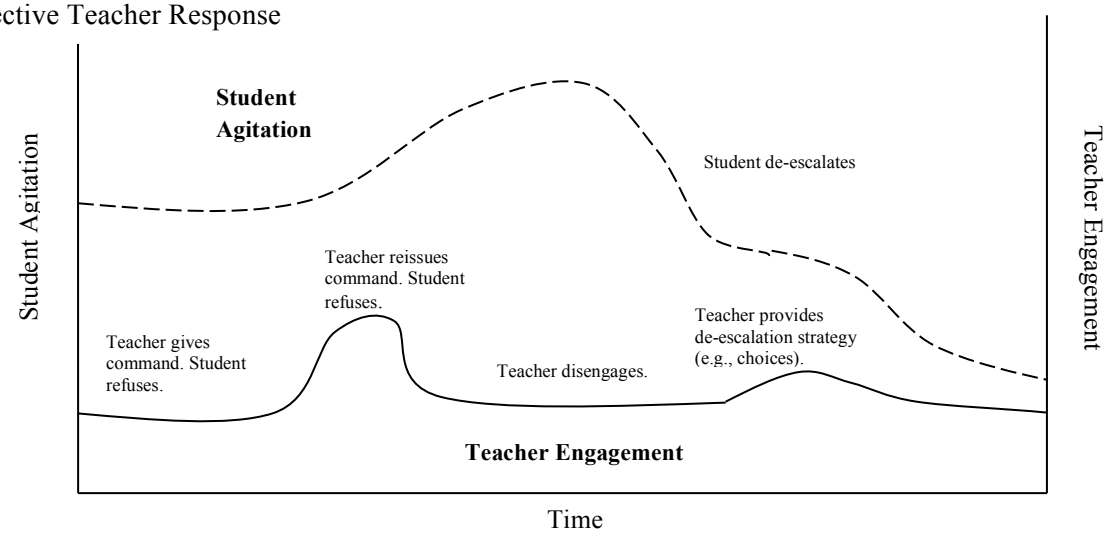
Teacher Responses to Escalated Student Behavior. The figures below illustrate the relationship of student agitation to teacher engagement (Walker & Walker, 1991).

Figure 1. Ineffective Teacher Response



In Figure 1, the teacher responds to student disruption by engaging with the student (i.e., issuing command). When the student refuses to comply, the teacher continues to engage (e.g., reissuing a command, asking questions, arguing with the student) which may be perceived by the student as "nagging." Both student agitation and teacher engagement accelerate until the student behavior peaks and/or the teacher issues a consequence for the refusal to comply (e.g., directs student to leave). Patterns of interaction such as these interrupt instruction and may leave both teacher and student feeling frustrated and angry, damaging student-teacher relationships.

Figure 2.Effective Teacher Response

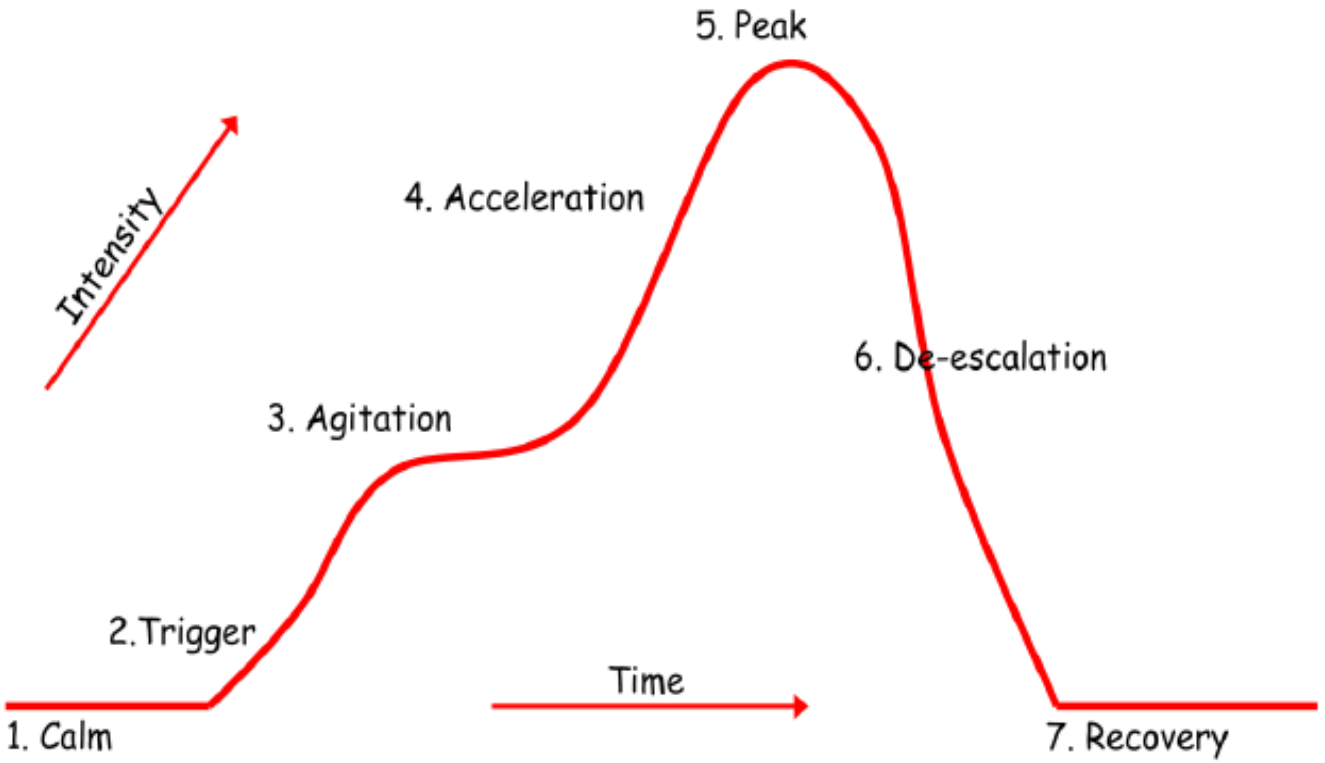


In Figure 2, when the student refuses to comply with the teacher's initial and reissued commands to the disruptive behavior, the teacher disengages temporarily. The strategic re-engagement by the teacher to offer a de-escalation strategy (e.g., choice, use of a calming strategy) results in decreased student agitation. This interaction pattern minimizes interruption and preserves valuable student-teacher rapport. Furthermore, teacher frustration may be reduced.

The Acting Out Cycle

Problem behavior often follows a fairly predictable pattern called the Acting Out Cycle. The teacher's response to student behavior at each stage of the Acting Out Cycle can prevent problem behaviors from occurring or reduce the intensity of the student's behavior.

Figure 3. The Acting Out Cycle



Step	Phase	Characteristics of Student Behavior		Teacher Response
		INTERNALIZING	EXTERNALIZING	
1	**Calm**	Cooperative, follows directions, able to receive corrections		• **Positively reinforce for following expectations and routines (e.g., praise)** • **Plan engaging instruction with multiple opportunities to respond**
2	**Trigger**	Student experiences an unresolved internal or external conflict: School-based triggers: Conflicts with teachers or peers, changes in routine, transitions, provocation from peers, academic pressure, continued errors, ineffective problem-solving, teacher corrections. *Other triggers: Conflicts at home, health problems, irregular sleeping patterns, substance use, gang activity.*		NOTE: Student trigger(s) may not always be observable. The trigger(s) may have occurred in another class or outside of school. If you observe a trigger, then: • Problem-solve privately with student • Engage student in lesson or activity

3	**Agitation**	Withdraws emotionally and physically; stares off; makes limited eye contact; short responses; complains of stomach ache or headache; mopes	Easily distracted; taps/drums hands or feet; hums, talks to peers	• Engage student in lesson or activity
				• Maintain calmness, respect, and detachment
				• Remind student of expectations; then disengage temporarily to allow student time to comply
				• Provide de-escalation strategy:
				  • Offer choice of activity, seating
				  • Prompt a short break
				  • Suggest relaxation activity (e.g., deep breaths)
				• Provide positive reinforcement (e.g., praise) when student is back on task

4	**Acceleration**	Avoids eye contact; puts head down; does not respond to teacher prompts or questions or prompts	Argues, questions; uses verbal abuse to intimidate; attempts to escape; may rip or throw objects	• Maintain calmness, respect, and detachment • Provide short, clear direction; then disengage temporarily to allow student time to comply • Provide positive reinforcement (e.g., praise) when student is back on task OR • Follow hierarchy of response if student does not comply

5	**Peak**	Shutting down; crying; curling up on the floor or in a corner; Does not respond to directions	Out of control behavior; Physical abuse toward objects or people; Does not respond to directions	• Maintain safety of other students (e.g., room clear) • Follow school procedures • Call counselor or school mental health professional
6	**De-escalation**	Will respond to concrete directions; Attempts to reconcile; withdraws; Denies serious behaviors; Blames others; Attempts to justify behavior; Complaints of body pain		• Complete paperwork required by school • Allow student time to cool down
7	**Recovery**	Engages in non-interactive activities, Reluctance to address the peak behaviors		• Prompt student to restore environment providing support if necessary • De-brief incident with student and plan alternative student responses • Return to original activity or next class • Use high rates of reinforcement for appropriate behavior

Strategies for Teachers to Enhance Implementation

- Plan engaging lessons with frequent opportunities for student responses (see "Opportunities to Respond" intervention).
- Provide more positive feedback than negative feedback (see Positive Student-Teacher Interactions intervention).
- Follow your response hierarchy consistently (see Expectations intervention).
- Manage your own emotional responses to student behavior by taking a break or using a relaxation strategy. Challenging behavior may seem personal, but it is not.

Student De-escalation Worksheet

Student_____ Date: _____

Teacher: _____

Class: _____

Directions: Think about the behavior of the target student at each phase of the Acting Out Cycle. Fill in the behavior on the left side of the chart. Then write in the teacher strategies that could be used during de-escalation.

Student Behavior	Teacher Strategies
Calm	Calm
Triggers	Triggers
Agitation	Agitation
Acceleration	Acceleration
Peak	Peak
De-escalation	De-escalation
Recovery	Recovery

Adapted from Walker, Colvin, & Ramsey, 1995.

SAMPLE Student De-escalation Worksheet

Student _____Reesha _____ Date: _____3/15/14_____

Teacher: _____Miss Perkins_____ Class: _____Biology_____

Directions: Think about the behavior of the target student at each phase of the Acting Out Cycle. Fill in the behavior on the left side of the chart. Then write in the teacher strategies that could be used during de-escalation.

Student Behavior	Teacher Strategies
Calm Likes to pass out lab books Eager to work with a partner Enjoys collecting materials at end of class	Calm Praise; Ask him to be part of the "Lab Assistant Team" with rotating responsibilities among class; Pair him with peer; Teach him classroom expectations and how to ask for help
Triggers Making errors on lab worksheets Running late from previous class (gym) Days when there is no lab When homework is assigned	Triggers For errors, pull him aside, show him items that need correction and give him chance to fix for half credit; Running late from gym class- have an Entering Class and Agenda routine so he knows where his materials are and what we are doing; No lab days/homework- Post a calendar of lab days & homework; Allow him to get a head start on homework in class in case he has questions.
Agitation Taps fingers, eyes dart around room; Heavy breathing; provokes peers	Agitation Prompt him to ask for help if he needs it; Remind him of task expectations
Acceleration Argues, refuses to follow directions, complains about assignments, rips up materials,	Acceleration Provide choice to work independently at round table or to work with paraprofessional; Privately prompt him to problem solve outside the room
Peak Kicks garbage can, storms out of classroom Uses obscenities toward teacher and peers. Pushes materials off desk with his arm	Peak Establish room clear procedures and teach the class; Inform all students the negative consequences to breaking materials;
De-escalation Refuses to accept responsibility for his actions	De-escalation Use problem-solving sheet to de-brief; focus on using self-management strategies before exploding
Recovery Eager to move on to business-as-usual Friendly, tries to do favors for teacher	Recovery Help him get back into routine by having him work on an easy task by himself for 15 minutes; remind him that he can make positive progress if he learns to communicate his feelings before exploding.

Adapted from Walker, Colvin, & Ramsey, 1995.

De-escalation Lesson Plan

Part 1: Acting Out Cycle

- Who can teach- Teacher, school counselor, Check & Connect Mentor, etc.
- Set expectations for respectful language and respect for others' experiences.
- May be taught in a group or individually

RATIONALE

This lesson is important because students with emotional and behavioral difficulties may benefit from instruction in emotional self- regulation.

OBJECTIVE

The student will: (a) learn about how their behavior follows the Acting Out Cycle; and (b) create an Acting Out Cycle with teacher assistance.

MATERIALS

white paper, crayons, markers, tape, red construction paper stop sign cutouts (see example on following pages)

***Determine in advance which strategies (Step 9 in Teaching Sequence) will be acceptable to the teacher/ administrator.**

INTRODUCTION

Teacher says "Sometimes students may have difficulty managing their emotions which can lead to problems at school. This lesson will help you understand three things: 1) what events may cause you to have strong feelings; 2) what behaviors you may demonstrate when you are very upset; and 3) what strategies you could use to help you make better choices when you do have strong feelings."

"Let's start off by thinking about anger. Have you / Has anyone ever been in a fight or confrontation with a peer or adult? What was the trigger? What happened? How did it make you feel physically? What happened afterward?" *Allow student(s) to share experiences. Be sure to have student reflect on their thoughts and emotions before, during, and after the confrontation, not just about the details of the fight (e.g., heroics).*

"That experience probably followed the "Acting Out Cycle" which is a picture of what happens when people get very angry or have strong feelings. The Acting Out Cycle looks a little like a roller coaster ride- and it feels that way, too! Let's take a look at each step of the Acting Out Cycle."

KEY VOCABULARY- Teach vocabulary as the Acting Out Cycle is filled in.

Acting Out Cycle- the path that a person's behavior follows when he or she is upset
Trigger- an event that causes a person to feel something (could be happy, could be angry)
Acceleration- A series of behaviors that show a person is upset
Peak- The behaviors a person may engage in when they are the most upset (could be outwardly or inwardly)
Recovery- The time after a person has been very upset

TEACHING SEQUENCE

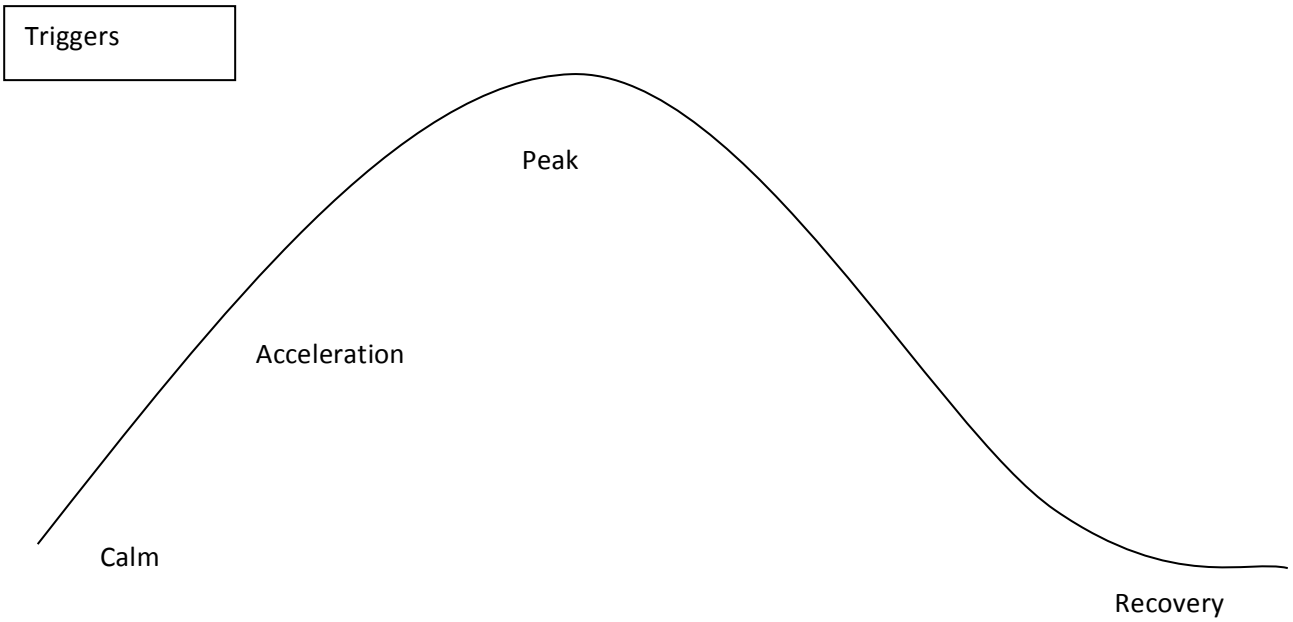
1. Give student(s) a paper with the Acting Out Cycle (normal curve, bell curve) and labels (see Figure 1). Provide students with choice of writing implement (e.g., marker, crayon, pen). Say "This is a blank Acting Out Cycle. We will fill it out together. At the end of this lesson, you will have your own picture of what happens when you get very angry or have strong feelings." Teacher writes down examples and/or student responses on the teacher model. Student will label his or her curve according to teacher model.
2. "Calm- Ask student(s) "What does 'calm' look like, feel like, and sound like at school? What behaviors are you as the student demonstrating? *Student responses: On task, participating, asking questions, finishing work*. Ask students "How does 'calm' feel?" *Student responses: good, happy, content.* "That's excellent! When we are in a Calm state of mind, we are in control and ready and able to learn." Teacher writes down examples on the teacher model. Student will label his or her curve with words that describe his or her feelings.
3. Talk about "Triggers"- Ask students "What are some triggers in school?" *Student responses: hard work, forgetting assignment, failing a test, bully, arguing with a teacher*; Ask students "What are some triggers outside of school that might impact what kind of a day you have at school*?" Student responses: oversleeping, forgetting to eat breakfast, fight with family members.* Teacher writes down examples on the teacher model. Student will label his or her curve with words that describe his or her feelings.
4. Talk about Acceleration- Say to student(s) "List feelings, words, actions, behaviors that you engage in when you are frustrated, but not <u>*really*</u> angry, which is more like the Peak." For example: argue with teachers, yell, refuse to do work, whine, say, "I hate this class"; "F- you!"; rip up paper, say "Get away from me", start to hide, put your head down, sink down in your seat. Encourage student(s) to be honest without writing curse words. Teacher writes down examples on the teacher model. Student will label his or her curve with words that describe his or her feelings.
5. Peak- Say "Now think about when you are super angry. What does your behavior look like? Draw an explosion and put words inside about how you feel and what it looks like." For example: kicking, screaming, throwing things, spitting, punching, running away, crying, curling up in a ball, hiding. Teacher writes down examples on the teacher model. Student will label his or her curve with words that describe his or her feelings.
6. Recovery- Ask student(s) "How do you feel after you have had strong feelings?" *Student responses: Tired, confused, embarrassed, lonely, worried, sorry.* Say to student(s), "Great job sharing those uncomfortable feelings. It's probably true that during recovery, you might wish that you had acted differently." Teacher writes down examples on the teacher model. Student will label his or her curve with words that describe his or her feelings.
7. "Wow! What a rollercoaster ride! You might think that there is nothing you can do to stop the rollercoaster ride of your emotions. But there is…"
8. "You can use strategies to help calm you down. Strategies are ways to STOP acceleration before you feel out of control. Here are some non-examples of strategies: Sleeping, punching something, breaking something, pounding your fist, screaming. Some examples of strategies students can use in school are…*provide student(s) with list of strategies the teacher and/or administrators have determined will be acceptable. Examples could be: Talking with a teacher, taking a break, getting a drink of water, asking for help from a teacher.*

9. Distribute at least 2 stop signs to each student and have student write down a strategy on each. Teacher writes down examples on the teacher model. Use tape to put the stop sign along the Acceleration curve. Teacher circulates to assist student(s) if necessary. Say "Using these strategies will help you to STOP the Acting Out Cycle before it reaches the Peak. We will practice these strategies together so you will know how to use them when you need to regain control and get back to Calm." *Point to the Calm area of the Acting Out Cycle.* "Remember that the Calm area is where you are feeling well and in control and able to learn."
10. Student may wish to share their behavior curves or keep them private. Students may post their behavior curves in the classroom. Provide praise for student participation in activity.
11. Move on to the Strategy Lesson or determine date and time for the Strategy Lesson. <u>The Strategy Lesson should be taught within a week of teaching the Acting Out Cycle.</u>

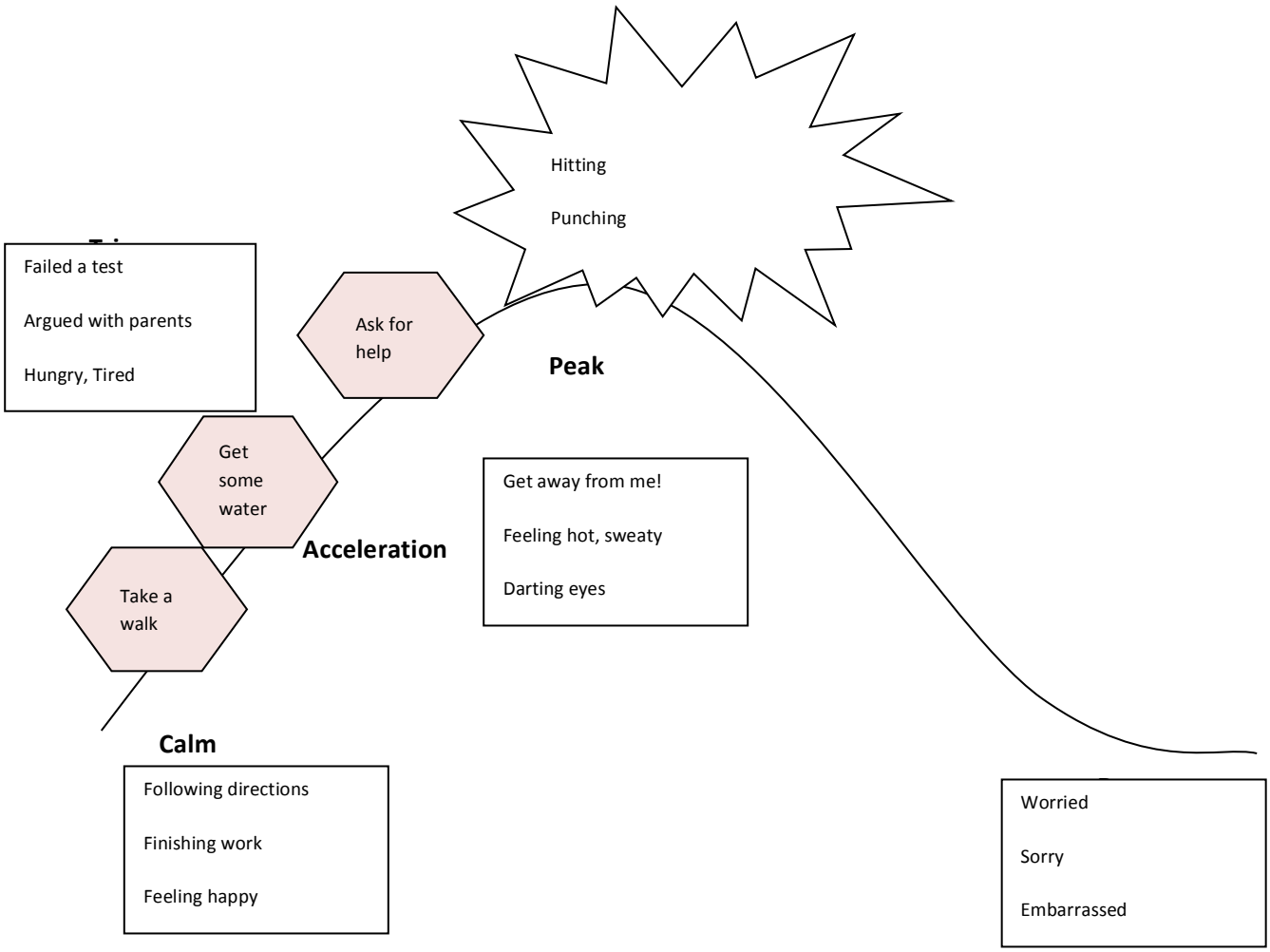
<u>CLOSURE</u>

"Knowing more about your feelings and how feelings can impact behavior can help you take control of situations that are challenging or upsetting. Next time we will practice using strategies in class when you feel frustrated."

On a blank sheet of paper or poster, provide students with the following:



Provide students with a model by filling a behavior curve out with them through discussion (Steps 3-7). Tape the stop sign strategies on top of the Acceleration line (Step 10).



De-escalation Lesson Plan

Part 2: Using Strategies

- Who can teach- Teacher, school counselor, Check & Connect mentor, etc.
- Set expectations for respectful language and respect for others' experiences.
- May be taught in a group or individually
- May be reviewed as needed

RATIONALE

This lesson focuses on student use of calming strategies to (a) prevent acceleration and peak behaviors; and (b) return to a calm state so learning can continue in the classroom.

OBJECTIVE

Students will (a) identify when calming strategies should be used; and (b) practice the use of calming strategies with teacher assistance.

MATERIALS

Student Acting Out Cycle created from Part 1
Self-monitoring sheet, if part of student's de-escalation plan

INTRODUCTION

Sometimes students may have difficulty managing their emotions and behaviors which can lead to problems at school. This lesson will help you identify and practice different strategies you could use to help you make better choices when you do have strong feelings. It is important to practice these strategies when you are calm so you know exactly what to do when you are feeling upset.
Review: Last time, we discussed the Acting Out Cycle and you created your very own Acting Out Cycle. To refresh our memory, what can you tell me about the Acting Out Cycle? *Elicit student responses- allow students to refer to their Acting Out Cycle chart and/or notes. Ensure student has a clear understanding of each part of the Acting Out Cycle.*

KEY VOCABULARY

Acting Out Cycle- the path that a person's behavior follows when he or she is upset
Trigger- an event that causes a person to feel something (could be happy, angry, anxious, frustrated, unhappy, scared, etc)
Acceleration- a series of behaviors that show a person is upset
Calming Strategy- an activity that helps you calm down when you are feeling angry, anxious, frustrated, unhappy, or scared.

TEACHING SEQUENCE

1. "At the end of the last lesson, you identified some strategies you could use to help calm down. You wrote those strategies on red stop signs and pasted them on the Acceleration part of the Acting Out Cycle."
2. "The purpose of today's lesson is to practice using your strategies. More specifically, we will talk about how to access strategies, how to use a strategy appropriately, and how to return to the class after using a strategy."
3. "Remember that we talked about Triggers- We talked about school triggers and other triggers. What were some we talked about?" *Student responses: hard work, forgetting assignment, failing a test, bully, arguing with a teacher*; *oversleeping, forgetting to eat breakfast, fight with family member*. "When triggers happen, you need to be ready to use a strategy if you begin to feel angry, upset, scared, or frustrated."
4. "Strategies are ways to STOP acceleration before you feel out of control. The purpose of using a strategy is to help return your feelings to a more calm and controlled state. This does not mean that you won't still be angry, upset, or anxious. It means that you will be able to stop yourself from losing control." What are some benefits to using a strategy before you lose control? *Student responses: avoid getting into arguments or fights, think more clearly about the situation, listen better to choices and directions, re-set your mind, cope better with things you can't change, etc.*
5. "Excellent- Now the trick is to practice using strategies and get really familiar with using strategies BEFORE you actually need to use them. When you are already at your peak, that's no time to learn how to do something new. Knowing how to access strategies and how to use the strategies appropriately will help you deal with your feelings and then get back into the classroom and continue learning and be successful. You already know that fighting and arguing lead to trouble, so why not try to use a strategy and see if it makes things better?"
6. "The first thing you need to do is plan how you want to communicate to a teacher that you need to use a strategy. Teachers aren't mind readers and they won't know what you are up to if you suddenly put your head down. I might think you are sleeping when you are actually being quite responsible by putting your head on your desk to calm down. Here are some suggestions: Raise your hand and tell a teacher you would like to use a strategy, use a signal/cue card on the corner of your desk. Sometimes a teacher may prompt you to try a strategy. Do you have any ideas about how a teacher could let you know you should use a calming strategy?" *Student responses: use a codeword, speak to me privately, use a piece of colored paper, or other signal.*
7. "Very good. After you and your teacher know that you will be using a strategy, then you need to go ahead and use your strategy. <u>The main thing to understand about using the strategy is that it is a temporary break to calm down. The end goal will always be to come back to the class and get back to work or rejoin the activity.</u> Using a strategy is not about wandering around the hallway. It is about taking a quick break, enough to get back on track and back to work. For example, if my strategy is to get a drink of water, then I will ask the teacher to use a strategy, I will get a drink of water, and come right back to my area. This should take no longer than 2 minutes."
8. Role play scenarios specific to the student and specific strategies that the teacher/administrator has identified as acceptable. Some example scenarios: academic frustration, feeling silly, feeling anxious, feeling angry about peer interaction, getting a bad grade, being teased. Support student(s) in actually requesting the strategy, getting up out of seat to use the strategy (e.g., walking to the water fountain),

and returning to the classroom to begin work. Ensure the student has a clear understanding of all three steps.

9. If student is using a self-monitoring sheet as part of the de-escalation intervention, teach the student how to self-monitor his/her behavior. Model how the student will receive feedback on the accuracy of his or her self-monitoring (e.g., privately, by teacher). Refer to the Self-monitoring intervention procedures.
10. "Great work! Knowing how to use a strategy appropriately is very helpful as you become an adult and interact in the community, too. This is all about knowing what helps you calm down and staying in control of yourself so that you can be successful at school."

CLOSURE

"Knowing more about your feelings and how feelings can impact behavior can help you take control of situations that are challenging or upsetting."

This lesson may be repeated periodically as needed.

DE-ESCALATION STRATEGIES TREATMENT INTEGRITY FORM

Teacher: _____ School: _____ Date: _____

Class Period: _____ Integrity Number: _____ Booster Number : _____

Instructions: Observe implementation of De-escalation Lesson Plan and determine integrity.

Materials were available to the students.	Yes	No
2. Teacher introduced lesson to students by following script.	Yes	No
3. Key vocabulary introduced during teaching sequence.	Yes	No
4. Teacher followed Teaching Sequence.	Yes	No
5. Teacher elicited student responses.	Yes	No
6. Teacher introduced strategies acceptable for use in class.	Yes	No
7. Teacher proceeded to Using Strategies lesson or determined date to meet for Using Strategies lesson.	Yes	No

Divide number of Yes's by 7 and multiply by 100 to determine integrity: %

If step 6 above is "No" or integrity does not reach 85%, booster session indicated.

Booster Session Indicated: Yes No If indicated, date booster session scheduled: _____

Student #1:	The target student completed the Acting Out Cycle activity (100%)	Yes	No
Student #2:	The target student completed the Acting Out Cycle activity (100%)	Yes	No
Student #3:	The target student completed the Acting Out Cycle activity (100%)	Yes	No

Student #4:	The target student completed the Acting Out Cycle activity (100%)	Yes	No
Student #5:	The target student completed the Acting Out Cycle activity (100%)	Yes	No

Subject Utility Instructions: Observe implementation of De-escalation Lesson Plan and answer below

Implementation Procedures

Opportunities to Respond (OTR)

Opportunities to respond are a collection of instructional strategies which improve student engagement and classroom behavior by maximizing the effectiveness of teachers' instruction. Opportunities to respond are designed to engage students in academic content through planned instructional activities which elicit participation from all students simultaneously. **Rather than simply asking more questions of individuals, opportunities to respond set the occasion for all students to provide an answer.**

Research has shown that these strategies increase students' active engagement and improve academic outcomes. In addition, opportunities to respond are associated with higher rates of positive reinforcement for student appropriate behavior and few incidences of inappropriate behavior. Increasing OTR results in more efficient use of instructional time, greater student participation and higher rates of learning. Teachers should be encouraged to incorporate this intervention into their lesson planning at least weekly.

A collection of instructional strategies comprise the "Opportunities to Respond" intervention, each with different amounts of preparation time and required materials. Use the worksheet to guide the teacher toward an option with which he or she will find initial success before trying more resource-intensive strategies:

- Guided Notes
- Response Cards
- Computer Assisted Instruction
- Peer Tutoring (i.e., Class-wide Peer Tutoring, Class-wide Student Tutoring Teams)
- Other (i.e., SMART Board clicker)

Materials
Opportunities to Respond Teacher Handout Opportunities to Respond Worksheet

Opportunities to Respond: Instructional Strategies

Opportunities to Respond

Guided Notes

Guided notes are a method for organizing curriculum content and providing students with a means of actively participating during a lecture. Guided notes are teacher-prepared handouts that provide an outline of the lecture, which students complete during class by writing key facts, concepts, and/or relationships. Advantages to consider include the following:

- Improved retention of course content
- Active responding and interaction with lesson content by students
- Allows students to self-monitor their understanding of material by highlighting the key concepts, facts, and relationships. As a result, students are more likely to ask the teacher for clarification of key points
- A standard set of accurate notes for later study is the end result
- Better lessons are prepared with consideration for students' comprehension
- Help teachers stay on task with the lesson

Directions: **Read pages 4- 5 and complete these Guided Notes.**
Ardagh, P. (2002). *World Book: African Myths & Legends*. Chicago, IL: World Book Publishers.

1. The three main African groups who still hold on to their ancient beliefs are the _____ of Ghana, the _____ of Benin, and the _____ of Nigeria.
2. Some experts believe that there are over _____ African myths and legends.
3. Throughout Africa, many people believed that the _____ and _____ were home to _____ and _____.
4. In a continent where _____ are still scarce and much of the land is _____, the forest and bush could provide both _____ and _____.
5. _____ are an important part of African myths, legends, and _____.
6. Some of the most common animal _____ involve a "_____."
7. The _____ animal lives by its _____ and fools its _____.
8. It is usually a hare, _____, _____, or tortoise.
9. Many African _____ and legends, those involving _____ animals traveled to the _____ and across North _____.
10. This happened because of the _____ trade.

Response Cards

Response cards are cards, signs, or items simultaneously held up by all students to display their responses to a question or problem presented by the teacher. Response cards are an easy-to-implement alternative to the traditional method of choosing individual students to answer questions posed by the teacher.

There are two basic types of response cards: preprinted and write-on. When using preprinted cards, each student selects from a personal set of cards the one with the answer he wishes to display. Examples include yes/true and no/false cards, molecular structures, parts of speech, constitutional amendments, and formulas. A single preprinted card with multiple answers can also be given to each student (e.g. a card with clearly marked sections identified as igneous, metamorphic, and sedimentary). The student responds by holding up the card with his/her fingers pinching the part displaying the answer. Colored clothespins can also be used to indicate the answer.

When using write-on response cards, students mark their answers on blank cards that are erased between learning trials. Personal dry erase boards—sometimes available at dollar stores—provide a fairly inexpensive, re-usable option. To make your own dry erase boards, purchase a sheet of laminated bathroom board (available at builders' supply stores). A set of 40 durable write-on response cards can be made from a 4 by 8 foot sheet of board. Ask the builders supply store to cut the sheet into 9 x 12 inch response cards. Distribute dry-erase markers for students to write their answers.

Suggestions for implementation:

- Model several question and answer trials and give students practice on how to use response cards.
- Maintain a lively pace throughout the lesson; keep intervals between trials short.
- Give clear cues when students are to hold up and put down their cards.
- Students can learn from watching others; do not let them think it is cheating to look at classmates' cards.
- For preprinted response cards:
    - design cards to be easy to see
    - make cards easy for student to manipulate and display
    - begin instruction on new content with a small set of fact/concept cards, gradually adding additional cards as students' skills improve.

Computer Assisted Instruction

Computer assisted instruction uses programs that are specifically designed to provide instruction or remediation to students. These computer programs may be available online, from computer software companies, or from textbook publishers. If these programs and computers are available to students, the benefits of computer assisted instruction include the following:

- High levels of response opportunities for students
- Immediate feedback regarding response accuracy
- Enhanced student motivation for learning
- Illustration of concepts with attractive sounds, illustrations, and demonstrations
- A change of format from teacher-led instruction
- Allows students to work at their own pace to achieve mastery

Before implementing computer assisted instruction, teachers should be sure to review the program or online activity to understand the context of instruction and determine which lessons or modules address the needs of their students and how they enhance their own instruction.

Peer Tutoring

Peer tutoring represents a class of practices and strategies that employ peers as one-on-one teachers to provide individualized instruction, practice, repetition, and clarification of concepts. These approaches have been shown to increase engagement, but also have a variety of benefits for both peer tutors and peer tutees:

- Tutors gain a deeper understanding of the material by having to teach it
- Learning strategies may generalize to other academic tasks
- Tutors may experience increased sense of responsibility and concern
- Tutors may experience enhanced self-esteem and self-confidence
- Tutoring may promote pro-social behaviors among students.

Two models of peer tutoring are presented below.

Classwide Peer Tutoring (CWPT)

During CWPT sessions, all students are paired with a partner and each person is assigned to one of two teams. Tutor and tutee roles are reciprocal in that halfway through a session, tutors become tutees and vice versa. The teacher's role during these sessions is to supervise and monitor students' responding. Teachers are concerned with the quality of tutoring, and they award bonus points to tutors for using correct teaching behaviors. The teachers see that the tutees are working quickly and receive immediate feedback on the accuracy of their responses. Because of these components, CWPT is a system that engages the active academic responding of students focused on a specific subject matter lesson. Students commonly spend 60% to 80% of a session engaged in reading, writing, and talking about the subject matter. At the secondary level, CWPT is focused on practice, skill building, and review of subject matter.

CWPT reorganizes individual class members into tutor-tutee pairs working together on two competing teams. Tutees earn points for their team by responding to the tasks their tutors present. Tutors earn points from the teacher according to their implementation of the tutoring role. The core procedures include:

- Review and introduction of new materials to be learned
- Unit content materials to be tutored
- New partners each week
- Partner pairing strategies
- Reciprocal roles in each session
- Teams competing for the highest team point total
- Contingent individual tutee points for correct responses
- Tutors providing immediate error correction
- Public posting of individual and team scores
- Social reward for the winning team

Added to these core procedures are subject matter-specific procedures that accommodate peer teaching. For example, when applied to passage reading, tutees read brief passages from the curriculum to their tutor. The tutor provides points for correctly read sentences (2 points per sentence) and error correction (1 point per accurate correction). When applied to reading comprehension, the tutee responds to who, what, when, where, and why questions provided by the tutor concerning the passage. The tutor corrects these responses, awards points, and gives feedback. Similar variations are applied to vocabulary, mathematics, and silent reading, as well as seatwork activities.

CWPT lends itself to both teacher-prepared and standard commercial curriculum materials. At the end of the two tutoring sessions, students report their point totals to the teacher, who records them on their team chart. The totals are compared and both teams are applauded—the winning team for winning and the losing team for an excellent effort.

Research on CWPT has shown that students at-risk and with mild disabilities acquire literacy skills at a faster rate, retain more of what they learn, and make greater advances in social competence when using CWPT compared to conventional instructional methods.

Classwide Student Tutoring Teams (CSTT)

CSTT, a variation of CWPT, is designed for content-area classroom instruction at the secondary level. It has been used as a means of improving students' mastery of skills and concepts that the teacher has previously introduced. The teacher then has more time to focus on teaching higher order skills. CSTT combines elements of peer-mediated instruction such as CWPT, with specific concepts from the Teams-Games-Tournaments (TGT) program developed by Slavin and colleagues at Johns Hopkins University.

A major first step of implementing CSTT is the development of study guides for the student teams. This involves identifying important units of instruction that correspond to the subject matter to be taught during the week. Each study guide consists of questions that elicit student responses of practice, recall, and application and that reflect content instructional goals. Short exams are developed and given as pre-post indicators of unit learning outcomes. CSTT should be used in the context of clear classroom behavior rules and that students are fully taught how to work and fulfill the roles of a CSTT team member. This peer-mediated intervention blends content-related discussions and review to support instruction in math, social studies, science, and history.

The peer teachers in each team use study guides to focus student attention and eliminate the guesswork about what must be learned. Thus, in contrast to CWPT, CSTT uses (a) three to five heterogeneous learning teams consisting of at least one high-, one average-, and one low-performing students to increase the probability and accuracy of peer teaching, help, and correction; and (b) teacher-developed study guides that identify the most important or relevant ideas, concepts, principles, or facts contained in each unit of instruction. The combination of these components seems to make CSTT effective, as well as interesting, to secondary-level teachers and older students. CSTT should be used after the instructional material has been presented and students have had the opportunity to discuss the content. CSTT may be incorporated into a teacher's instructional program twice a week with 30 minutes per session.

During a CSTT session, each team is given a folder containing a study guide for the week, paper and pencils, and small deck of cards. The cards are numbered in correspondence to items in the study guide. Students rotate taking turns as the teacher. The teacher draws a card from the deck of cards and reads the corresponding item to the teams (e.g., "What does empiricism mean?). Each student writes his or her answer. The peer teacher then checks each teammate's response against the answer guide, awarding 5 points if correct or supplying the correct answer if in error. A student may receive 2 points if he or she corrects the error and successfully writes the correct response three times. When all answers have been corrected, the study guide is passed to the next student to the left and the top card is selected, thereby designating the next study question for the group's tutor to read. The team continues working. If time remains after completing 30 items, they reshuffle the deck and continue the activity to earn additional points.

Like CWPT, the teacher's role in CSTT is one of (a) monitoring team teaching and (b) awarding bonus points for teaching steps, good manners, and constructive, supporting comments between and among team members. The teacher times the sessions, answers questions, collects team points, and posts winning point totals on the board. The noncompetitive reward system in CSTT ensures that (a) all teams that meet a minimum standard are recognized by the teacher, (b) the most improved team is recognized, and (c) the most outstanding team members are recognized.

Opportunities to Respond Worksheet
Use the following questions to guide your discussion with the teacher when determining which OTR strategy to use. Leave a photocopy of your notes on this worksheet as a record of your discussion and the next action steps.

A. What topic or subject area is most problematic for student engagement or retention of material?

B. What resources are available (teacher time, paraprofessional time, whiteboards, computer software)?

C. To what formats are students most likely to respond well? Not so well?
(e.g., Team vs. Partner vs. Individual; Teacher vs. Student-Directed; Points vs. No Points)

D. Which OTR Strategy will you use?
E. What materials need to be acquired?
F. How and where can you incorporate the strategy in your lesson plan?
G. How will you introduce the strategy to the students?
H. When will you introduce and use the strategy with your class?

SAMPLE WORKSHEET

Opportunities to Respond Worksheet
Use the following questions to guide your discussion with the teacher when determining which OTR strategy to use. Leave a photocopy of your notes on this worksheet to as a record of your discussion and the next action steps.

A. What topic or subject area is most problematic for student engagement or retention of material?
English – vocabulary and comprehension

B. What resources are available (teacher time, paraprofessional time, whiteboards, computer software)?
Para has time available for prep 3rd period *Teacher has time available for prep 7th period* *Index cards readily available.* *Dry erase markers can be acquired*

C. To what formats are students most likely to respond well? Not so well?
(e.g., Team vs. Partner vs. Individual; Teacher vs. Student-Directed; Points vs. No Points) *School policy discourages students from earning points for class work* *Students would be fine with any format*

D. Which OTR Strategy will you use?
Response Cards
E. What materials need to be acquired?
Photocopy vocabulary words onto index cards; 1 set for each student
F. How will you introduce the strategy to the students?
I will take 5 minutes to explain the task and expectations for use of the response cards; students will be able to ask questions and then we will begin a review.
G. When will you introduce and use the strategy with your class?
Monday, December 6

OPPORTUNITY TO RESPOND TREATMENT INTEGRITY FORM

Teacher: _____ School: _____ Date: _____

Class Period: _____ Integrity Number: _____ Booster Number : _____

Date OTR Lesson Taught: _____

Instructions: Select which OTR intervention or combination of interventions the teacher is implementing below. Observe an OTR lesson. Circle "Yes" if the step is completed by the teacher. Circles "No" if the step is not completed. Calculate an integrity percentage by **summing the "Yes's" earned**, divide by the total number of "Yes's", multiply by 100.

Guided Notes

8. Guided notes were prepared prior to the lesson — Yes No
9. Each student had their own packet of notes — Yes No
10. Teacher provided corrective feedback to students who were not actively engaged — Yes No

Guided Notes Integrity _____%

Response Cards

1. Each student had their own response card — Yes No
2. Correct answers were provided after each trial — Yes No
3. Teacher provided corrective feedback to students who were not actively engaged. — Yes No

Response Cards Integrity _____%

Classwide Peer Tutoring (CWPT)

1. Class was split into 2 teams — Yes No
2. Students were paired into tutor/tutee roles — Yes No
3. Teacher monitored students throughout the session — Yes No
4. Teacher awarded bonus points to tutors — Yes No
5. Team totals were posted on the board — Yes No
6. Teams were acknowledged for their efforts with praise — Yes No

CWPT Integrity _____%

Classwide Student Teaching Teams (CSTT)

1. Class was split into small groups — Yes No
2. A peer teacher was identified to begin — Yes No
3. Students rotated through the peer teacher role — Yes No
4. Teacher monitored students throughout the session — Yes No

5. Group points were posted on the board Yes No
6. 3 categories were acknowledged with praise: 1) minimum standard of points met, 2) most improved, 3) good participation Yes No

CSTT Integrity _____%

Computer Assisted Instruction or Other (Describe)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

CAI Integrity _____%
Or Other Integrity _____%

If integrity does not reach 80%, booster session indicated.

Booster Session Indicated: Yes No If indicated, date booster session scheduled: _____

Instructions: Based on the 20 minute observation, identify treatment utility by selecting ONE of the following options for each target student.

Student #1:

□ 1. The student did not participate in the OTR activity (0%)
□ 2. The student participated in part of the OTR activity (50%)
□ 3. The student participated in the entire OTR activity (100%)

Student #2:

□ 1. The student did not participate in the OTR activity (0%)
□ 2. The student participated in part of the OTR activity (50%)
□ 3. The student participated in the entire OTR activity (100%)

Student #3:

□ 1. The student did not participate in the OTR activity (0%)
□ 2. The student participated in part of the OTR activity (50%)
□ 3. The student participated in the entire OTR activity (100%)

Student #4:

□ 1. The student did not participate in the OTR activity (0%)
□ 2. The student participated in part of the OTR activity (50%)
□ 3. The student participated in the entire OTR activity (100%)

Student #5:

□ 1. The student did not participate in the OTR activity (0%)
□ 2. The student participated in part of the OTR activity (50%)
□ 3. The student participated in the entire OTR activity (100%)

Implementation Procedures

Accommodations

Materials

Accommodations Guide

Teachers should provide:

- Student Individualized Education Plan (IEP), if applicable
- Up to 3 samples of student work illustrating poor performance

Initial Training Form (ITF)

Accommodations Treatment Integrity Form

Procedures

The purpose of the accommodation guideline is to facilitate selection of one or more accommodations that are matched to the student's specific academic or behavioral needs. This guideline was developed because accommodations are generally arbitrarily selected and are not always matched to student needs. The intent of the guideline is increase the match between a particular student's difficulty and an appropriate accommodation.

Accommodations indicate changes to **how** the content is taught, made accessible, and/or assessed. The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study in the general education curriculum. Accommodations do not change what the student is expected to master. The objectives of the lesson remain intact. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

Assumptions

1. The accommodation should compensate for the student's disability by increasing accessibility and allowing him or her to demonstrate knowledge.

2. The accommodation should allow the student to earn a valid score, not necessarily an optimal score.
3. The accommodation should produce a differential boost. That is, it should produce a greater gain score for a student with a disability than it would for a student without a disability. For example, allowing a student who is easily distracted to work in an environment free of distractions should allow him or her to produce better work, while it should not improve the work of a student who is not easily distracted.
4. A single accommodation is not valid or beneficial for all students. Teachers should use an individualized process to select student accommodations that are based on their specific skills and deficits. The accommodation should be selected based on the individual student's needs, and not the student's disability label (See table below).
5. Testing accommodations and academic accommodations should be similar. That is, if instructional accommodations are needed, it is likely that similar accommodations will be beneficial during testing (See table below). Often, accommodations are only presented to students during classroom tests or standardized testing. Accommodations provided during tests should be practiced during instruction, prior to the testing situation. Check the accommodations policies on state standardized tests with your state's department of education for allowable accommodations for students with disabilities.
6. A student may need more than one accommodation. If so, all necessary accommodations should be in place.

Accommodations differ from modifications. Modifications are used to describe a change in the curriculum and are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for a student with cognitive impairments that limit his/her ability to understand the content in general education class in which they are included.

Modifications refer to changes in **what** is being taught.

1. The student is expected to learn something different than the general education standard.
2. The instructional level or general education benchmarks or number of key concepts to be mastered are changed.
3. Changing, lowering, or reducing learning expectations:
    a. Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems)
    b. Reducing assignments and tests so that a student only needs to complete the easiest problems or items.
    c. Revising assignments or tests to make them easier (e.g., crossing out half of the response choices on a multiple choice test so that a student only has to pick from 2 options instead of 4).
    d. Giving a student hints or clues to correct responses on assignments and tests.

SPECIAL NOTES:

- All of the student's general and special education teachers should be made aware of any instructional or testing accommodations. The student's case manager should ensure that

the student has access to and/or is prompted to use the accommodations selected especially for the student.

- Teachers and IEP teams should evaluate the effectiveness and appropriateness of accommodations on at least an annual basis as determined by progress notes and present levels of academic functioning.

- Selection of accommodations should be based on student need, not on what teachers think is acceptable or feasible.

Accommodations Guide

Student ID #: _____

Teacher ID#: _____

Subject: _____

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

The purpose of this guide is to assist general and special educators in selecting and evaluating instructional and testing accommodations for students with emotional and/or behavioral difficulties who are included in the general education classroom.

Accommodations are changes to how academic content is presented or assessed. An important distinction is that accommodations do not change what the student is expected to master; the lesson or test objectives remain intact. *Modifications* are changes in what is being taught, such as the use of an alternate curriculum and revised/reduced assignments or tests.

Accommodations help remove barriers to learning and assessment caused by the student's disability. Appropriate accommodations are those that are selected to address the student's specific needs and allow the student to access content and demonstrate knowledge. Teachers should use an individualized process to select accommodations that are based on a student's needs. A student may need more than one accommodation. If so, all necessary accommodations should be provided; however, the effectiveness of accommodations should be evaluated one at a time.

Accommodations used for instruction may inform accommodations used in testing. Accommodations that are found to be effective during instruction should be considered for use during testing. The student should have experience with the accommodation prior to test day.

Accommodations Guide Worksheet

1. Gather materials.

- ❒ Three samples of student work demonstrating frequent errors or low grades
- ❒ Student Individualized Education Program (IEP)

2. Identify Broad Problem Areas.

What are the general indicators of concern? Check all that apply.

Academic

- ❒ Reading
- ❒ Math
- ❒ Writing

Attentional/ Behavioral

- ❒ Following Directions
- ❒ Easily Distracted
- ❒ Sustaining Attention/Effort
- ❒ Attention to Detail
- ❒ Planning & Time Management
- ❒ Test Anxiety

Continue on next page →

3. Identify accommodations matched to student need.

Based on the broad areas of student need identified in Step 1, choose at least one corresponding accommodation which you are willing and able to implement. A glossary of accommodations can be found on page 6.

Academic Concerns

Reading

Type of Problem	Suggested Accommodations
❒ Difficulty reading fluently	❒ Read materials aloud
❒ Difficulty with reading comprehension	❒ Read materials aloud ❒ Use highlighted textbook
❒ Reads slowly	❒ Extended time

Math

Type of Problem	Suggested Accommodations
❒ Unable to rapidly access math facts	❒ Calculator ❒ Fact table ❒ Extended time
❒ Difficulty manipulating numbers ❒ Transposes numbers	❒ Manipulative devices ❒ Visual organizers (e.g., graph paper) ❒ Self-monitoring list to double check work ❒ Extended time
❒ Difficulty with converting word problems to mathematical expressions	❒ Graphic organizer ❒ Provide math expressions or formulas
❒ Reading difficulties that impede understanding of word problems	❒ Minimize distracting information in word problems ❒ Read word problems aloud ❒ Use graphic organizer ❒ Extended time

Writing

Type of Problem	Suggested Accommodations
❒ Motor skill deficits	❒ Provide pen/pencil grip ❒ Use word processor for drafts and final copy ❒ Dictate work into audio recording device ❒ Use dictation program ❒ Extended time
❒ Difficulty with spelling	❒ Use spelling and grammar assistive devices (e.g., Spell Check) ❒ Teacher or peer proofreading ❒ Allow for re-submission of work after feedback ❒ Extended time
❒ Difficulty organizing writing	❒ Use graphic organizers ❒ Chunk large assignments into smaller tasks ❒ Provide model of completed writing task

Behavioral Concerns
Following Directions

Suggested Accommodations

- ❒ Read directions aloud
- ❒ Have student repeat directions back
- ❒ Simplify number of instructions on page
- ❒ Reword instructions using simpler language
- ❒ Highlight or bold font key directions

Easily Distracted/ Sustaining Effort/Attention to Detail

Suggested Accommodations

- ❒ Give short and simple directions
- ❒ Highlight key words in directions and text
- ❒ Use highlighted textbook
- ❒ Check in frequently with the student
- ❒ Assign a peer partner
- ❒ Use graphic organizers
- ❒ Provide guided notes
- ❒ Plan hands-on activities
- ❒ Frequent breaks (use private signal)
- ❒ Cue with a device (e.g., sports watch, timer) to stay on task
- ❒ Self-monitoring sheet for on-task behavior
- ❒ Self-monitoring sheet/rubric for task completion
- ❒ Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- ❒ Chunk large assignments into smaller tasks
- ❒ Change seat to reduce distractions

Planning and Time Management

Suggested Accommodations

- ❒ Provide start-up assistance and frequent feedback
- ❒ Chunk large assignments into smaller tasks
- ❒ Use graphic organizers
- ❒ Use self-monitoring sheet/ rubric for task completion
- ❒ Use self-monitoring sheets for organization

Test Anxiety

Suggested Accommodations

- ❒ Chunk similar test items together (e.g., chunk all multiple choice together, all true/false together)
- ❒ Divide test into smaller segments (e.g., fewer problems per page)
- ❒ Use graphic organizers
- ❒ Allow student to choose seat where he/she feels most comfortable
- ❒ Allow student to choose preferred way to respond to test questions

Continue on next page →

4. Coordinate accommodations.

List the accommodations selected from pages 2 and 3.
Next, review the accommodations listed in the student's IEP. List accommodations from the IEP. Circle any overlap.

Accommodations Suggested by the Guide	Accommodations on IEP

5. Meet with the student for input and preferences. Write any notes in the box below.

- Meet with the student to discuss the academic or behavioral concerns. Examine the permanent products during the discussion, if helpful.
- Describe the accommodations that were recommended by the Accommodations Guide and those currently indentified in the IEP.
- Ask the student for his/her input regarding accommodations he/she thinks may be helpful.
- Discuss specific assignments, conditions (e.g., independent work), and frequency of the accommodations. Some accommodations may not be necessary for all circumstances.
- Encourage the student to share his/her thoughts about the accommodation.

6. List accommodations to be implemented and evaluated.

- Create a single list of accommodations to be evaluated for effectiveness. Prioritize based on student input and teacher preference. List in the order accommodations will be tested.*
- Determine if the accommodation will be used during Instruction for classroom teaching activities and assignments or for testing. It is possible to use an accommodation for both purposes.
- Define and describe the conditions under which the accommodation will be provided for the student (see below).

	Accommodation	Instruction or Testing	Activity	Description
EX.	Extended Time	☒ Instruction	Independent seat work	Time and a half
		☒ Testing	Unit tests Quizzes requiring written responses	Time and a half
EX.	Graphic Organizer	☒ Instruction	Group, pair, or independent writing tasks	Teacher-created or pre-made organizers (e.g., story maps, writing scaffolds)
		☐ Testing		
1		☐ Instruction		
		☐ Testing		
2		☐ Instruction		
		☐ Testing		
3		☐ Instruction		
		☐ Testing		
4		☐ Instruction		
		☐ Testing		
5		☐ Instruction		
		☐ Testing		
6		☐ Instruction		
		☐ Testing		
7		☐ Instruction		
		☐ Testing		

***Plan to evaluate the effectiveness of each accommodation one at a time to determine the most beneficial accommodations for the student. If specific accommodations are already in place and effective, continue providing the accommodation as usual and test additional accommodations one at a time to determine if student outcomes are enhanced.**

7. Teach the accommodation(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Be sure the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

8. Examine <u>at least three</u> samples of student work/tests to determine if there is change in performance trend:

- **after the student can use the accommodation independently, or**
- **within 4 – 6 weeks of implementation**

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

Determine improvement in any of the following (circle all that apply):

- Grades
- Quality of work
- Work completion
- Academic engagement

Yes →

1. Continue using the accommodation.

2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

No ↓

❒ 1. Select another accommodation from within the problem area (Step 3) and repeat Steps 7-8.

❒ 2. Determine if problem area was misidentified. Select an accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat Steps 3-8.

❒ 3. Determine if alternative interventions are needed (e.g., Missing Assignment Tracking, Organizational Skills).

❒ 4. Suggest the IEP team consider modifications to the general education curriculum.

ACCOMODATIONS TREATMENT INTEGRITY FORM

Student: _____ Date: _____

Teacher: _____ Observer: _____

Name of Accomodation_____

Date Accommodation Introduced to Student_____

Instructions: Observe for duration of class or activity in which the above accommodation is to be provided. Identify treatment integrity by selecting ONE of the following options:

Accommodation Integrity-Teacher	Y	N
1. The teacher did not provide the accommodation and the student did not request it. (0%)	⬭	⬭
2. Student requested the accommodation, but the teacher did not provide it. (0%)	⬭	⬭
3. The teacher provided the accommodation, but missed one or more key components and missed one or more opportunities to provide the accommodation. (25%)	⬭	⬭
4. The teacher provided the accommodation for every opportunity, But missed one or more key components. (50%)	⬭	⬭
5. The teacher provided all the key components of the accommodation, but missed one or more opportunities to provide the accommodation. (75%)	⬭	⬭
6. The teacher provided all key components of the accommodation for all opportunities. (100%)	⬭	⬭

If integrity does not reach ***100%*** booster session indicated:

Booster Session indicated:	Y	N	If Indicated, date booster session completed:_____
	⬭	⬭	

Instructions: **Observe for duration of class or activity in which the above accommodation is to be provided. Identify treatment utility by selecting ONE of the following options:**

Treatment Utility-Student *(does not factor into integrity)*	**Y**	**N**
The teacher provided the accommodation, and/but:		
1. The student did not use the accommodation for the class/activity. (0%)	⬭	⬭
2. The student used the accommodation for part of the class/activity. (50%)	⬭	⬭
3. The student used the accommodation for all of the class/activity. (100%)	⬭	⬭
Treatment Utility		%

Glossary

Source: Thompson, S. , Morse, A., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instructions and assessment of students with disabilities* (2nd ed.) Washington, D.C.: Council of Chief State School Officers.

Accommodation	Definition
Calculator	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Extended time	Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. The amount of extended time may be determined on a case-by-case basis by a student's IEP team. Usually, "unlimited" time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work.
Fact table	Multiplication fact grid or other tool to help students readily access basic computation facts.
Graphic organizers	Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are available for free download from the Internet at http://freeology.com/graphicorgs/. Teachers can make their own organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.
Guided notes	Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented. See **CARS Opportunities to Respond Teacher Handout.**
Highlighted Textbook	Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.
Manipulative Devices	Physical objects (e.g., counters, blocks, paper chips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.
Multiple or Frequent breaks	Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student's behavior that signals a need for time away from the assignment or classroom.
Read materials aloud	Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking a reader to slow down or repeat text; therefore, readers should orally present text to one student at a time rather than in a group format.
Self-monitoring checklist	Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, http://rubistar.4teachers.org/.
Spelling and grammar assistive devices	Pocket spell checkers or word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments.
Visual organizers	Graph paper, highlighters, place markers, scratch paper, and templates.

Organization Skills

Organization and difficulty keeping track of necessary materials are common problems for students with emotional and behavioral disorders. Poor organization leads to lost assignments, missing homework grades, and forgotten projects. The resulting poor grades, disciplinary referrals, and negative interactions about school work discourage and frustrate teachers, students, and parents.

The Organization Skills interventions include a set of activities that are designed to facilitate student organization and promote student ability to sort and store paper work, identify assigned homework, and locate completed assignments when they are due. This intervention also targets general organization of books and personal items. This intervention requires consistent monitoring and routine check-ups, adherence to checklists and tracking forms, and frequent reinforcement.

Interventions include:

- Daily Planner
- Missing Assignment Tracking
- Organization Checklist

Implementation Procedures

Daily Planner

Students with emotional and behavioral difficulty often have problems with time and material management. This typically leads to poor grades and negative interactions with parents and teachers, as well as other consequence. Improving skills in this area may have an impact on academic engagement and improved interactions with teachers and parents around school work.

The goal of this intervention is to have the students routinely use a daily planner to record his or her class assignments legibly and with sufficient detail to understand and complete the assignment without prompting or behavioral contingencies.
Indication of need for this intervention includes student lack of possession and/or use of a daily planner, turning in assignments an average of below 90% of the time across classes, and parent, teacher, or student report of difficulty keeping a daily planner.

Materials

Daily Planner or Planning Sheets

Name:

Planner Sheets

Date:	Assignments	Page #	Problems	Due	✓
Math					
Science					
English					
Social Studies					

Date:	Assignments	Page #	Problems	Due	✓
Math					
Science					
English					
Social Studies					

Date:	Assignments	Page #	Problems	Due	✓
Math					
Science					
English					
Social Studies					

Date:	Assignments	Page #	Problems	Due	✓
Math					
Science					
English					
Social Studies					

Date:	Assignments	Page #	Problems	Due	✓
Math					
Science					
English					
Social Studies					

Name: EXAMPLE

Planner Sheets

Date: 11-8-10	Assignments	Page #	Problems	Due	✓
Math	Perimeter and Area	85	5-10	11/9	✓
Science	Weather Systems	26	1-8	11/10	✓
English	Read "The Lottery" short story			11/9	✓
Social Studies	Write down Topic for Civil War poster			11/22	✓
Lang. Arts	Bring in 1 vocab word to share			11/10	✓

Date: 11-9-10	Assignments	Page #	Problems	Due	✓
Math	Perimeter and Area	89	6-15	11/10	✓
Science	Tornados and Hurricanes Worksheet			11/10	✓
English	Class discussion- No Homework			NONE	✓
Social Studies	Library Time- No Homework			NONE	✓
Lang. Arts	Similes Worksheet			11/11	✓

Date: 11-10-10	Assignments	Page #	Problems	Due	✓
Math	Review Questions, Chapter 3	104	1-25	11/11	
Science					
English					
Social Studies					
Lang Arts					
	Jasmine's Birthday				

Date: 11-11-10	Assignments	Page #	Problems	Due	✓
Math	Perimeter and Area QUIZ TODAY				
Science	Weather Balloon Experiment				
English					
Social Studies					
Lang Arts	Weekly Spelling Quiz TODAY				

Date: 11-12-10	Assignments	Page #	Problems	Due	✓
Math	SCHOOL CLOSED				
Science	SCHOOL CLOSED				
English	SCHOOL CLOSED				
Social Studies	SCHOOL CLOSED				
Lang Arts	SCHOOL CLOSED				

Teacher Handout

Daily Planner

Students with emotional and behavioral difficulty often have problems with time and material management. This typically leads to poor grades and negative interactions with parents and teachers, as well as other consequence. Improving skills in this area may have an impact on academic engagement and improved interactions with teachers and parents around school work. The goal of this intervention is to have the students routinely use a daily planner to record his or her class assignments legibly and with sufficient detail to understand and complete the assignment without prompting or behavioral contingencies.

When teaching students how to use a planner, be sure to tell students that the use of a planner will decrease late assignments and improve grades. Furthermore, make clear statements of the relevance of planner use to careers that students may find interesting (e.g., schedule book for auto repair shop, appointment book for beauty services, doctor's offices, etc.). Emphasize the need to write legibly in their planners!

Instruct the students that they are to write sufficient information in their daily planner to understand their assignments including: **subject**, **date**, **due date**, **page numbers**, **problem numbers**, and **worksheet names**. In addition, students should note **deadlines for upcoming projects**, and **quiz and test dates**. If there are no assignments due, students should write NONE or No Homework in the Assignments and Due sections.

To promote generalization, include **school closings**, **school spirit days**, **holidays**, and **birthdays**. Show students how they can self-monitor their assignments by marking a checkmark when assignments have been completed or turned in.

As with any new skill, you may initially need to provide prompts and corrective feedback. Reinforce planner use with frequent praise statements and encouragement to increase the likelihood students will continue to use the planner and perceive its relevance. Prompts and monitoring can be faded once students demonstrate mastery of the goal, 100% accuracy of assignment recording for 10 consecutive school days.

Materials
Student Planner or Daily Planning Sheets

Tips to Enhance Daily Planner
• Be sure to explicitly teach why planners are important and how and when to use a daily planner. Prepare a brief lesson to discuss the importance of planners and your expectations for their use with the class or target student. Demonstrate how to enter assignments and allow opportunities for students to practice with your help and independently.
• Have a folder with photocopied Daily Planner sheets for students if bound planners are not available.
• Consider a contingency or reinforcement plan to encourage consistent use of the planner (e.g., extra points on an upcoming test, reward time on the computer). Start the class with a planner check-in by awarding 2 points to students who have their planner. End the class with a planner check-out and award students 3 points for noting assignments. Or use reward tickets toward a random drawing at the end of the week or month. Fade the contingency or reinforcement when students demonstrate mastery of the skill, or provide intermittent reinforcement when adherence lags.
• When collecting assignments at the start of class, have students keep their planners open so you can initial or cross off that the assignment has been turned in.
• Implement a Planner Routine at the end of daily lessons where students are provided with a direction and an opportunity to note assignments in their planners. Circulate to check that students are recording information accurately and completely.
• Present assignments to students orally and visually. Write the assignment on the board or include as a PowerPoint slide at the end of your lesson. Read the assignment aloud as students complete their planner entries and be sure to ask if students have questions about the assignment.
• Pair students who have difficulty remembering to use their planner with students who are more consistent. Have the students trade planners and cross check each other's entries for completeness and accuracy.
• Collaborate with other teachers to encourage planner use across classes.
• For students who frequently lose or forget planners, check in with the student to determine the reason why. Consider an individual contingency to encourage use. If the student has trouble keeping belongings organized, see the **Organization Checklist** intervention.
• For students with frequent absences who miss daily assignments, see **Missing Assignment Tracking.** Provide more intensive support by having the student check-in with his or her Check & Connect mentor to monitor planner use and assignment tracking.

Daily Planner

Student ID: _____ Date: _____

Teacher: _____ Observer: _____

Instructions: Visually inspect the Student Planner form. Based on the information recorded, circle **Y**es or **N**o. Add the number of **highlighted Ys**, divide by 4, and multiply by 100 to obtain total integrity.

1. Student records date on planning sheet.	**Y**	**N**
2. Student records daily assignment (Circle Y if assignment is written or None for no assignment.)	**Y**	**N**
3. Student records assignment due date.	**Y**	**N**
4. Student tracks progress of daily assignments. (Circle Y if student marked progress in ✓ column.)	**Y**	**N**
Total Student Planner Integrity		**%**

Implementation Procedures

Missing Assignment Tracking

The Missing Assignment Tracking intervention introduces a structure for tracking assignments that the student has missed or not turned in by the due date. Maintaining a tracking system for schoolwork will provide a framework for establishing time and material management skills. Improving student tracking of assignments can impact academic engagement, grades, feelings of success, and improve interactions with teachers and parents, including self-advocacy. The goal of this intervention is to track and organize overdue assignments for which the student can still earn credit.

Indication of need for this intervention includes having 10% or more assignments overdue and/or failing grades resulting from missing homework assignments.

Review Teacher Handout materials for implementation details.

Materials

Missing Assignment Tracking Teacher Handout
Missing Assignment Tracking Form

Procedures

1. Identify the core class or classes in which the student turns in work less than 90% of the time.
2. Teachers are encouraged to develop a brief script to introduce the Missing Assignment Tracking intervention to the target student.

Missing Assignment Tracking Sheet

Teachers: Please write any assignments that the student has not turned in during this grading period and initial in the Initials box. If there is nothing new to add to the list, please write "None" in the Missing Assignments column and initial. In the Last Date Accepted box please write the last day that the student can hand in the assignment for full or partial credit. If the date has already passed, please write "Too Late." Lastly, the next time that you are filling out the sheet please write the date in the Turned In column of any assignments that the student has turned in since that last check.

Student ID: _____ Class: _____

DATE	MISSING ASSIGNMENTS	INITIALS	LAST DATE ACCEPTED	TURNED IN

Teacher Handout

Missing Assignment Tracking

The Missing Assignment Tracking intervention introduces a structure for tracking assignments that the student has missed or not turned in by the due date. Maintaining a tracking system for schoolwork will provide a framework for establishing time and material management skills. Improving student tracking of assignments can impact academic engagement, grades, feelings of success, and improve interactions with teachers and parents, including self-advocacy. The goal of this intervention is to track and organize overdue assignments for which the student can still earn credit.

Materials
Missing Assignment Tracking form

1. **Set up materials**. Missing assignments should be tracked on at least a weekly basis. For students with frequent absences, it may be helpful to track assignments daily. You may choose to staple the Missing Assignment Tracking form to a manila folder so you can note the assignment and place related worksheets inside the folder for easy access.

2. **Discuss missing assignments with student**. Ask the student about his or her class work or homework (where and when they do homework) behaviors and about why assignments are not being completed on a regular basis. Help student trouble shoot barriers to work completion and submission.

3. **Introduce the Missing Assignment Tracking form**. Let the student know you will be monitoring his or her missing assignments each week. The form will list the missing assignments and the last day assignments will be accepted for credit. Negotiate a realistic goal for completion of current missing assignments and determine support systems for that to be accomplished (e.g., tutoring, meetings with a teacher). Discuss possible incentives for completion of work. Be clear on consequences for not turning in missing work (e.g., all work not turned in one week prior to the end of the marking period will earn a zero).

4. **Monitor progress.** Each time the student turns in missing work, note the date the missing work was turned in. If the student turns in work after the last date accepted or has not turned in the work by the last date accepted, then write "Too Late" in the Turned In column.

5. **Fading the intervention.** To demonstrate proficiency, a student will have no missing assignments for approximately six consecutive weeks. However, many students with emotional and behavioral difficulties exhibit a cycle of missing and completing work throughout the school year. It may be helpful to maintain a Missing Assignment folder with a Tracking form inside to keep the missing work together and then teach a routine so the student knows where to access missing assignments and when to turn them in.

Helpful Tips
• When troubleshooting barriers to work completion, determine if a routine could be established to help the student turn in assignments more regularly. See CARS Routines intervention. Does the student require accommodations to complete work? Use the CARS Accommodations guide to determine what accommodations may be helpful to the student. Also, determine if the student is avoiding work completion because the work is too easy or too hard for the student; both situations may cause students to avoid doing assigned work.
• Consider a modification of the "Too Late" assignment policy: provide partial credit for work turned in after the due date to acknowledge the student's efforts to complete the work.
• For students who do not have a set time and place at home to complete homework, allow students some time at the end of class to work independently on homework assignments. Therefore, students have a chance to complete their work and obtain teacher help if needed.
• Communicate with homeroom or study hall teachers when a student has a pile of missing work so available time is used wisely.
• Incorporate student choice when facilitating missing work completion. Although all the missing work will eventually need to be completed, let the student decide what they wish to work on first to increase motivation.
• Worksheets of repetitive problems may appear overwhelming to students who already have a lot of missing work. Chunking the assignment into smaller tasks or allowing the student to complete half of the assignment.
• Students with emotional and behavioral difficulties may accumulate missing work in order to obtain more individual attention from teachers or support staff. If this appears to be the case, provide the student with additional attention and reinforcement during class time to encourage work completion. Reduce teacher attention when the student is completing missing work.

Missing Assignment Tracker Integrity Form

Student: _____ Date: _____

Teacher: _____ Observer: _____

Instructions: Collect a copy of the Missing Assignment Tracking Form and attach it to this sheet. Based on the information recorded, circle **Y**es or **N**o. Add the number of **highlighted Ys**, divide by 4, and multiply by 100 to obtain total integrity.

1. Teacher records date of missing assignment daily.	**Y**	**N**
2. Teacher records missing assignment daily (Circle Y if assignment is written or None for no missing assignment.)	**Y**	**N**
3. Teacher records last date missing assignment is accepted.	**Y**	**N**
4. Teacher tracks progress of missing assignments. (Circle Y if teacher wrote "Too Late" if due date has passed. Circle Y if teacher wrote date assignment turned in. Blanks are acceptable if due date has not passed.)	**Y**	**N**
Total Missing Assignment Tracker Integrity		**%**

Alternative Missing Assignment Tracking Form

The following Assignment Sheet combines the Daily Planner with the Missing Assignment Tracking forms and is student-mediated. Students are responsible for noting their assignments, if work was completed or missing, and if they turned in the assignment. Teachers may wish to make photocopies of the form and include them in student folders or binders.

Assignment Sheet

Name/Student ID: _____

Class: _____

Monday:

Assignments	Due Date	Missing Work?	Turned In?
		Y N	Y N

Tuesday:

Assignments	Due Date	Missing Work?	Turned In?
		Y N	Y N

Wednesday:

Assignments	Due Date	Missing Work?	Turned In?
		Y N	Y N

Thursday:

Assignments	Due Date	Missing Work?	Turned In?
		Y N	Y N

Friday:

Assignments	Due Date	Missing Work?	Turned In?
		Y N	Y N

Implementation Procedures

Organization Checklist

The Organization Checklist intervention establishes a structure designed to facilitate the student's ability to sort and store paperwork, to identify assigned homework, and locate completed assignments when they are due. The goal of this intervention is to have the student routinely use a checklist to monitor and facilitate organization of the student's binder, book bag, or locker. This intervention targets general organization of the binder, the most critical area for academic success and the priority.

Indication of need for this intervention includes turning in assignments an average of below 90% of the time across classes, and parent, teacher, or student report of difficulty with materials management. This intervention would be helpful if the student appears (or is reportedly) disorganized to the point where it interferes with their ability to be successful in school.

Materials

Organization Checklist Teacher Handout
Organization Checklist

Procedures

1. Assess student organizational needs (e.g., binder, locker, book bag).
2. Teacher should develop a brief script to introduce the organization intervention to the target student. To facilitate implementation, the teacher may wish to establish a weekly routine where time is dedicated to organization. Some students may require more intensive support to stay organized; the organization intervention can be implemented several times a week, if necessary.
3. Teachers should plan to assist the student in completing the organization checklist until the student reaches 100% accuracy for three consecutive checks. The intervention can be faded or used as a self-monitoring tool with teacher checks for accuracy. Emphasize the opportunity for positive student-teacher interactions during organization time.

Student: _____

Organization Checklist

Get organized! Be able to find your assignments and turn them in! Be able to locate your notes to study for tests! Open your binder and go down the checklist. For each item, write a Y (for Yes) if you meet the question fully for all binders being checked or a N (for No) if you do not meet the question fully. When finished checking, divide the number of Y's recorded by 8 and multiply by 100. Record this percentage in the last space as your total percentage of organization.

Binders	Dates				
1. Do you have the correct binders for today?					
2. Are your binders free from loose papers?					
3. Do you have your planner?					
4. Is your planner free from loose papers?					
5. Inside your binder, is there a place where you keep incomplete assignments?					
6. Inside your binder, is there a place where you keep completed assignments?					
7. Inside your binder, is there a place where you keep all other papers, such as notes, handouts, graded assignments?					
8. Is there a place where you record long term assignments?					
What percent of your binder is organized? Divide the number of Y by 8, then multiply by 100.					

To the Teacher: When the student does not meet full criteria in any area, have the student correct the problem in your presence. Provide a prompt if necessary.

This form may be customized as needed.

Teacher Handout

Organization Checklist

The Organization Checklist intervention establishes a structure designed to facilitate the student's ability to sort and store paperwork, to identify assigned homework, and locate completed assignments when they are due. The goal of this intervention is to have the student routinely use a checklist to monitor and facilitate organization of the student's binder, book bag, or locker. This intervention targets general organization of the binder, the most critical area for academic success and the priority.

Indication of need for this intervention includes turning in assignments an average of below 90% of the time across classes, and parent, teacher, or student report of difficulty with materials management. This intervention would be helpful if the student appears (or is reportedly) disorganized to the point where it interferes with their ability to be successful in school.

The Organization Checklist can be completed with the student once per week, or more often if necessary. Use the time with the student to develop positive rapport and to connect. The Checklist can be customized to meet student needs. Criterion for mastery is 100% accuracy across all areas for three consecutive organization checks. The intervention can be faded to once per month, or students can self-monitor their organization with teacher verification of accuracy.

Materials
Student Binder Organization Checklist

1. Meet with the student to let them know you will teach them a system that will help them stay organized. Discuss the relevance and importance of staying organized and tie in to student interests and future careers (e.g., college, office work, inventory work, stocking shelves).
2. If the student does not already have a binder system in place, a binder will be provided. Have the student label sections and folders of the binder according to his or her schedule. A sample binder can be used to provide an example of how a finished product should look.
3. Advise the student you will be meeting with them once per week (or more frequently, if necessary) to complete the Organization Checklist. Show the student the checklist and discuss each question.
4. Spend time with the student emptying items out of the target area and begin organizing the contents according to the Organization Checklist. Mark a Y for yes if the student meets full criteria and N for no if he or she does not meet full criteria. Have the student file papers where they belong in your presence, and provide assistance or prompting if necessary.
5. To reinforce the use of the checklist and organization, begin with verbal praise and increase motivation with more tangible rewards as needed. Progressively increase the student's organization goal. For example, if a student continually achieves 60% accuracy on the checklist, increase the goal to 80% in order for the student to earn a reward.

Tips to Enhance Organization
• As you are organizing materials together, take notice of good grades the student has received on assignments and provide praise. If missing work is uncovered, use the **Missing Assignment Tracking** or the **Daily Planner** interventions to help the student manage assignments.
• When handing back graded assignments, use a pre-correct strategy by prompting students to place the assignment in a designated place in their binders (e.g., in the yellow folder).
• Establish a routine to support organization. For example, set aside class time on the last Friday of every month for students to go through their desks, folders, or binders. Provide a recycling bin, extra binder tabs, folders, and tape to help students maintain their binders.
• The last day or two before a holiday break or before the end of a marking period is a great time to plan for a "clean sweep" of old papers from book bags, binders, and lockers.
• Consider pairing a less organized student with a more organized student and have them work through the Organization Checklist together.
• Use incentive stickers or a stamper instead of marking Y's to increase motivation.
• Collaborate with homeroom or study hall teachers to perform spot-checks for binder organization and provide surprise reinforcement (e.g., new pencil, praise on a post-it note).
• Communicate with parents; encourage parents to support organization by checking to see that their child has filed completed homework in the correct place.

Organization Checklist Treatment Integrity

Student:: _____ Date: _____

Teacher: _____ Observer: _____

Instructions: Observe the student and teacher completing the Organizational Checklist. Collect a copy of the Organization Checklist and attach it to this sheet. Based on the information recorded, circle **Y**es or **N**o. Add the number of **highlighted Ys**, divide by 4, and multiply by 100 to obtain total integrity.

1. Organization check-in dates are recorded.	**Y**	**N**
2. Each organization question is answered with a Y or N. (Circle Y if there is a Y or a N for each question.)	**Y**	**N**
3. The student corrected any organizational problems immediately in the teacher's presence.	**Y**	**N**
4. The total percentage of organization is recorded.	**Y**	**N**
Total Organization Checklist Integrity		**%**

Implementation Procedures

Study Skills

Improving student study skills and habits can promote student success on tests and quizzes which can in turn enhanced school/curricular engagement and feelings of academic self-esteem. These interventions introduce students to proven techniques that will help them monitor learning, develop retention skills, study content effectively, and utilize test time efficiently.

Indication of the need for this set of interventions include an average grade of C or below on tests and quizzes over the previous six weeks in any class and/or self or teacher report of lack of study skills or test anxiety.

Study Skills Interventions
Flash Cards
Strategic Studying
Test-Taking Strategies

Materials

Study Skills Teacher Handout

Procedures

1. Review the Study Skills Teacher Handout
2. Teachers should identify study skills interventions that match content area. Consider the feasibility of interventions within classroom resources.
3. Follow implementation procedures for each study skill.

.

Teacher Handout
Study Skills

Improving student study skills and habits can promote student success on tests and quizzes which can in turn enhanced school/curricular engagement and feelings of academic self-esteem. These interventions introduce students to proven techniques that will help them monitor learning, develop retention skills, study content effectively, and utilize test time efficiently.

Indication of the need for this set of interventions include an average grade of C or below on tests and quizzes over the previous six weeks in any class and/or self or teacher report of lack of study skills or test anxiety.

Study Skills Interventions
Flash Cards
Strategic Studying
Test-Taking Strategies

Flash Cards- Flash cards are an effective tool for improving retention and recall of lists, terms, definitions, and facts. Follow the specific procedures below

1. Gather curricular material and identify the set of terms/ facts that need to be learned. Important information for the test should be identified, or at least verified, by the teacher so the student is not memorizing irrelevant material.

2. The student should be supported in making his or her personal set of flash cards with a teacher, paraprofessional, or peer.
    - Ensure the student writes the stimulus on one side of the card (e.g., term, equation) and the answer on the back of the card.
    - Sentences and long explanations should be avoided.

3. Teach the student how to effectively use flash cards.
    - The student should go through the stack of flash cards and test themselves, reading the term or definition, thinking about the term or definition, flipping the card over, and reading the other side of the card to check their accuracy.
    - If he or she was correct, the flash card should be set aside for later. If the student gave an incorrect answer, then the flash card should be placed in the back of the set of cards.
    - The student should repeat this process until all cards are set aside for later use.

- The flash cards should be shuffled before each study session to avoid memorization of the sequence and not the fact.
- The student should try to get to a point where he or she is able to go through all of the cards without looking and without taking more than a few seconds for each card.
- The student is ready for the test when he or she is able to go through all the cards without looking at the answer.
- To demonstrate proficiency with flash cards, the student should be able to go through 20 flash cards in 1 minute or less, thereby demonstrating fluency with the terms.

4. Before the test/quiz, the student should go through the stack of cards already learned to self-test, only turning over the card to read the answer if necessary.

To demonstrate mastery, the student should achieve 80% or above within four weeks after learning the flash card strategy on tests/quizzes that require memorization.

Tips to Enhance Flash Cards
• Determine if the student is receiving appropriate testing accommodations. Check the Specially Designed Instruction section of the student's Individualized Education Plan (IEP). For additional suggested accommodations, see the CARS **Accommodations Guide**.
• Consider chunking test material into smaller units, if possible. For example, instead of having the student memorize 20 facts or definitions, chunk the content into 10 items. Test for proficiency of the 10 items and then move on. Blend in previously mastered facts in with the next test.
• Regularly set aside time during review periods for flash card creation and use. Circulate and provide praise statements for students who are following expectations. Deliver private corrective feedback for students who need support to use the flash card strategy independently.
• Use peer pairs for flash card study sessions.
• Have the student make a second set of flash cards to take home. Encourage parents or other family members to help the student learn the facts by practicing at home.
• Incorporate student choice in making flashcards: offer colorful markers or color index cards.

Strategic Studying- Strategic test/quiz study skills provide structure for students who have difficulty studying effectively. These strategies can help improve grades on tests and quizzes focused on retention and recall. In addition, strategic and effective studying skills can ease test anxiety. Teach the student the following strategies to learning lists:

Initial Letter Strategy (Acrostics)

- For lists where the order is important, take the first letter of each term and make a sentence using the letters.
- Example: "**M**y **V**ery **E**ducated **M**onkey **J**ust **S**erved **U**s **N**ine **P**izzas" is an acrostic to help remember the planets of the solar system.
- Encourage the student to think of his or her own sentence to increase retention and motivation.

Initial Letter Strategy (Acronym)

- Where the order of terms is not important, take the first letter of each term and make a word out of the letters.
- Example: To remember the Great Lakes, think of HOMES: **H**uron, **O**ntario, **M**ichigan, **E**rie, and **S**uperior.

Silly Story Strategy (Imagery/Loci Method)

- This strategy may be helpful when the order of events need to be remembered.
- The student should think of a familiar place (e.g., their house).
- For each location within the place, he or she can associate a term from the list. Create a story linking the term with the place. Odd stories are easier to remember.
- For example, to remember the reasons why President Clinton involved US forces in the Balkans, the student might picture him or herself walking through his or her house. At the front door is a scared *Albanian* who needs our protection from being oppressed. Next the student walks into their living room and finds *Slobodan Milosevic*, who is known as the "Butcher of the Balkans" drinking tea and watching TV! The student then walks into their kitchen and finds that everything is a disaster! There is *no drinking water*, *no power* to run the blender, and *no communication* because the telephone is out!

1. After explaining the various strategies, give students the set of lists.
2. Instruction the students to use the various strategies to learn the content required for the test or quiz.
3. Have the students write the acrostic, acronym, or story used to learn the list.
4. Repeat this procedure until the student gets 80% or more of the items correct.
5. In order to demonstrate proficiency during studying, give the student a list and the name of a method to use and have the student implement the method correctly. Do these with each of the three strategies until the student uses each strategy with 100% accuracy without prompts.

Test Taking Strategies- Test taking can cause anxiety for many students. Learning test taking strategies may improve student scores on quizzes and tests, improve time management, and reduce test anxiety. This intervention introduces methods for students to recognize types of test items (e.g., short answer, matching) and link them to strategies they have learned for approaching the items. Follow the intervention procedures below:

1. Collect samples of different types of test items from relevant curricular material.
2. Instruct students on basics of test taking strategies. Discuss strategies for approaching different types of test items:

Multiple Choice Questions

- Start with the easiest questions and then return to the harder questions at the end.
- Start with the first question. Circle and skip difficult questions so you can return to them after all of the easier questions have been answered.
- Pay close attention to questions that ask for something that "does not belong" or "is not part of a group." These questions can be confusing and require the student to pay close attention when selecting an answer.
- Try to answer the question before looking at the choices.
- Read ALL of the answer choices before choosing an answer.
- If you aren't sure of the answer, cross out wrong answer choices and choose an answer from the remaining answer choices.

True or False Questions

- Read the entire question before answering.
- Answer True only if the entire statement is true.
- Answer False only if the entire statement is false.

Matching Questions

- Read through both lists before answering any of the questions.
- If answers can only be used once, cross off the answers that you have used as you use them.
- If answers can only be used once, answer the questions you know first, eliminating potential answers as you go.

Essay Questions

- Read the question carefully and make sure that you understand what the question is asking.
- Follow these writing steps: plan your essay using an outline (introduction, body [1 – 3 paragraphs to support main idea], conclusion); write the essay; edit the essay; and re-write the essay if you have time.

3. Give the student a mock test with different types of test questions or ask the student to review strategies for each type of test item aloud.

- Give the student a quiz on the steps to use when taking tests and answering the various types of questions. This can be done on paper or verbally.
- Give the student a test with each type of question and go through the various

strategies. Then give the student time to fill in the answers.

- On a class quiz or test, have the first question read, "What are the steps that you should follow when taking this test?"

4. Fade out when student has achieved 80% or greater on three tests within a month of learning test taking strategies.

Tips to Enhance Test Taking Strategies
• Determine if the student is receiving appropriate testing accommodations. Check the Specially Designed Instruction section of the student's Individualized Education Plan (IEP). For additional suggested accommodations, see the CARS **Accommodations Guide**.
• Teach test taking strategies throughout the year by focusing on a different strategy for each unit. Revisit previously learned strategies periodically.
• Provide a booster session of test taking strategies prior to exams or achievement tests to remind students of approaches to test items. This may help reduce anxiety students may be experiencing.
• Structure content review games in multiple choice or true/false questions for extra practice. Model for students how to approach test questions. For example, say *"Ah! A true or false question! I will read the entire statement first and think about what the statement says before answering."*
• When designing your own tests, keep the same type of test question together.
• Have students practice answering essay questions in class before the test. Teach students how to develop the essay or paragraph using the Intro- Body- Conclusion recipe. Also, consider giving students a minimum number of sentences they should write to make essay questions less daunting. Emphasize that students should answer the question fully.

Study Skills Implementation Integrity From

Select which Study Skills intervention the teacher is implementing below. Record Y if the step is completed. Record N if the step is not completed. Calculate an integrity percentage for that area by summing the Ys earned, divided by the total number of Ys, multiplied by 100.

Flash Cards	
1. Teacher provided or verified curricular material to be studied.	Y N
2. Stimulus (e.g., term) appears on one side of the flash card; Answer on the other side.	Y N
3. Student uses flash cards correctly by looking at the stimulus, answering the prompt, and placing the card on a pile for later use or for repeated practice.	Y N
4. Teacher provided corrective feedback to students who did not apply the strategy correctly.	Y N
INTEGRITY:	%

Strategic Studying	
1. Teacher provided instruction on each strategy.	Y N
2. Student applied a strategy to a list provided by the teacher.	Y N
3. Teacher provided corrective feedback to students who did not apply the strategy correctly.	Y N
INTEGRITY:	%

Test Taking Strategies	
1. Teacher provided instruction on each test question type.	Y N
2. Teacher gave students a mock test or practice items.	Y N
3. Teacher provided corrective feedback to students who did not apply the strategy correctly.	Y N
INTEGRITY:	%