



# Behavior Intervention: Universal Strategies

## Multiple-Tiered System of Supports (MTSS)

[Click Here](#) for a list of behaviors and how to respond positively to them!

<http://www.pent.ca.gov/mh/mentalhealth.html>

### **Background Information about Behavior:**

- Challenging behaviors do not occur in a vacuum.
- Behaviors occur in response to an identifiable stimuli.
- Behaviors are governed by the consequences that follow them:
  - Behavior is a form of communication (we just need to figure out what it says..."I am tired.", "I am bored.", "I'm still upset at what happened earlier.", etc.)
  - "Misbehavior" may actually be adaptive given the circumstances.
- Behaviors serve a function & have a purpose, usually:
  - To get something (e.g., attention, money, good grades),
  - To avoid/ escape something (e.g., punishment, embarrassment).

### **Examples of How Behavior May Interfere with Learning:**

- Unavailable for Instruction
- Reduced Skills Learning
- Reduced Productivity
- Lack of Work Production
- Negatively Impacts Progress/Grades
- Disrupts Other Students' Opportunity to Learn
- Requires Activities/Class Instruction to Stop
- Instructional Time is Lost for Disciplinary Proceedings

- Requires Full Adult Attention During the Problem Behavior
- Negative Interaction with Peers (creates fear and an environment where peers are hypervigilant about this student, which interferes with peers learning)

## Behavior Interventions/ Strategies

[Click Here](#) for a list of behaviors and how to respond positively to them!

### **All students:**

- ☐ Have parent work one-on-one with student.
- ☐ Immediately recognize positive behaviors.
- ☐ Invite parent/caregiver to visit or spend time in classroom.
- ☐ Match learning tasks with learning style strengths. **Examples:**  
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- ☐ Provide assignments that match instructional level.
- ☐ Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors).
- ☐ Teach how to identify feelings. **Examples:**  
[http://csefel.vanderbilt.edu/documents/teaching\\_emotions.pdf](http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf)  
<http://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>
- ☐ Use creative formats to engage students in learning.
- ☐ Use high-interest activities.

### **Inappropriate Behaviors:**

- ☐ Organize activities and passing periods to reduce inappropriate behavior.
- ☐ Pair with older or younger students for structured activity, with emphasis on social skills.
- ☐ Post, model, and practice, expected behavior.
- ☐ Praise others for appropriate behavior.
- ☐ Remind to use words, not aggression.
- ☐ Role-play social interactions.
- ☐ Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors).
- ☐ Teach self-monitoring and self-management skills. **Examples:**  
<http://www.pent.ca.gov/pos/rti/selfmonitor.pdf>

<https://www.cdd.unm.edu/ecspd/resources/pdfs/QualityChildcare/Resource%20Guide/SelfRegulationTipsandStrategies.pdf>

- ❑ Use “wait time” after giving a request to avoid power struggle.
- ❑ Use a reflection form in order to get to the core reason of the behavior
  - ❑ High School [Reflection form](#)
  - ❑ K8 [Reflection form](#)

### **Motivation:**

- ❑ Establish regular teacher-parent communication (e.g., email, log, home or school contract, weekly progress report, face-to-face meetings).
- ❑ Give leadership responsibilities. **Examples:**  
<http://extension.psu.edu/somerset/news/2012/building-leadership-skills-in-children>  
<http://www.entrepreneur.com/article/241619>
- ❑ Give student important jobs. **Examples:**  
<http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers>
- ❑ Encourage participation in extracurricular activities.
- ❑ Help parent/caregiver set up home reward/behavior management system.  
**Examples:** <http://www.parentcenterhub.org/repository/behavior-at-home/>  
<http://www.empoweringparents.com/How-to-Use-Behavior-Charts-Effectively.php>
- ❑ Immediately recognize positive behaviors.
- ❑ Implement reinforcers in the classroom and home.
- ❑ Match learning tasks with learning style strengths.  
**Examples:**  
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- ❑ Offer choices of ways to perform work.
- ❑ Survey or interview to determine interests, and then capitalize.
- ❑ Teach how to set short-term daily goals. **Example:**  
<http://lifeafterieps.com/teaching-kids-to-plan-take-action-toward-their-personal-goals/>
- ❑ Use creative formats to engage students in learning.
- ❑ Use high-interest activities.

## **Self-Esteem:**

- ☐ Give student opportunities to show off good work. **Examples:**  
[Assemblies, at home 3 minutes sharing time, family newsletter](#)
- ☐ Encourage participation in extracurricular activities.
- ☐ Immediately recognize positive behaviors.
- ☐ Implement reinforcers in the classroom and home.
- ☐ Showcase student strengths in group learning situations.
- ☐ Teach how to identify feelings. **Examples:**  
[http://csefel.vanderbilt.edu/documents/teaching\\_emotions.pdf](http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf)  
<http://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>
- ☐ Teach how to set short-term daily goals. **Example:**  
<http://lifeafterieps.com/teaching-kids-to-plan-take-action-toward-their-personal-goals/>
- ☐ Teach self-monitoring and self-management skills. **Examples:**  
<http://www.pent.ca.gov/pos/rti/selfmonitor.pdf>  
<https://www.cdd.unm.edu/ecspd/resources/pdfs/QualityChildcare/Resource%20Guide/SelfRegulationTipsandStrategies.pdf>
- ☐ Teach the link between effort and outcome. **Examples:**  
<https://www.teacherspayteachers.com/Product/Effort-Meter-PosterStudent-Self-Reflection-998304>  
<http://www.psychologicalscience.org/index.php/publications/observer/2009/october-09/but-i-really-tried.html>

## **Anxiety:**

- ☐ Immediately recognize positive behaviors.
- ☐ Introduce and utilize supportive school staff (e.g., principal, counselor, nurse, psychologist).
- ☐ Match learning tasks with learning style strengths. **Example:**  
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- ☐ Role-play social interactions.
- ☐ Teach how to identify feelings. **Examples:**  
[http://csefel.vanderbilt.edu/documents/teaching\\_emotions.pdf](http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf)  
<http://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>

- ❑ Teach how to set short-term daily goals. **Example:**  
<http://lifeafterieps.com/teaching-kids-to-plan-take-action-toward-their-personal-goals/>
- ❑ Teach relaxation techniques. **Examples:**  
[http://stress.lovetoknow.com/Top\\_Ten\\_Relaxation\\_Techniques\\_Children](http://stress.lovetoknow.com/Top_Ten_Relaxation_Techniques_Children)  
<http://kidsrelaxation.com/educator-resources/brief-guidelines-for-teaching-relaxation-techniques-guided-imagery-and-other-mindbody-awareness-tools-in-public-schools/>
- ❑ Teach self-monitoring and self-management skills. **Examples:**  
<http://www.pent.ca.gov/pos/rti/selfmonitor.pdf>  
<https://www.cdd.unm.edu/ecspd/resources/pdfs/QualityChildcare/Resource%20Guide/SelfRegulationTipsandStrategies.pdf>
- ❑ Teach self-talk strategies. **Example:**  
[http://www.anxietybc.com/sites/default/files/Healthy\\_Thinking\\_for\\_Younger\\_Children.pdf](http://www.anxietybc.com/sites/default/files/Healthy_Thinking_for_Younger_Children.pdf)

### **Off-Task Behavior/Inattention:**

- ❑ Establish non-verbal signals between teacher and student.
- ❑ Have a peer model appropriate behavior.
- ❑ Ignore negative behavior when possible.
- ❑ Immediately recognize positive behaviors.
- ❑ Match learning tasks with learning style strengths. **Examples:**  
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- ❑ Move seat to optimal learning location.
- ❑ Provide assignments that match instructional level.
- ❑ Provide frequent breaks for relaxation, movement or small-talk.
- ❑ Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors).
- ❑ Teach how to set short-term daily goals. **Example:**  
<http://lifeafterieps.com/teaching-kids-to-plan-take-action-toward-their-personal-goals/>
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<http://www.psychologicalscience.org/index.php/publications/observer/2009/october-09/but-i-really-tried.html>
- ❑ Use music to help student focus during independent work activities

## **Anger Management/Relaxation:**

- ❑ Model, teach, and reinforce anger management strategies. **Examples:**  
[http://www.crededucation.org/resources/anger\\_management/teaching\\_anger\\_management\\_skills.html](http://www.crededucation.org/resources/anger_management/teaching_anger_management_skills.html)  
<http://discipline.about.com/od/teachingnewskills/a/5-Ways-To-Teach-Your-Child-Anger-Management-Skills.htm>
- ❑ Provide frequent breaks for relaxation, movement or small-talk.
- ❑ Remind to use words, not aggression.
- ❑ Role-play social interactions.
- ❑ Teach how to identify feelings. **Examples:**  
[http://csefel.vanderbilt.edu/documents/teaching\\_emotions.pdf](http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf)  
<http://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>
- ❑ Teach relaxation techniques. **Examples:**  
[http://stress.lovetoknow.com/Top\\_Ten\\_Relaxation\\_Techniques\\_Children](http://stress.lovetoknow.com/Top_Ten_Relaxation_Techniques_Children)  
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