

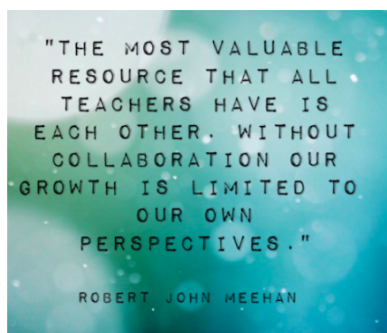
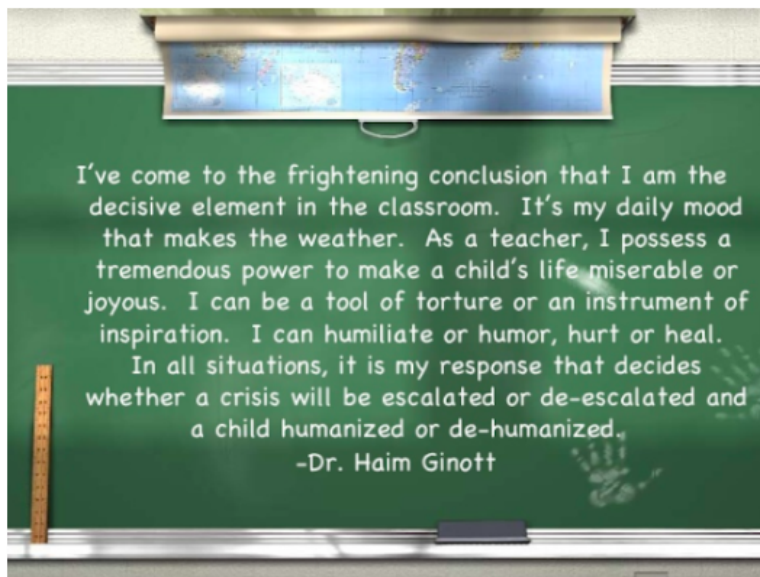
Classroom Behavioral Strategies & Interventions

Top Majors:

1. Insubordination
2. Inappropriate Use of Technology
3. Skipping Cutting Class
4. Cheating
5. Disrupting the Learning Environment

Top Minors:

1. Inappropriate Use of Technology
2. Disrupting the Learning Environment
3. Sleeping
4. Dress Code Violation
5. Insubordination



Note:

Strategy: An instructional or teaching practice that helps modify or influence a skill area in effort to elicit a more desirable outcome. (i.e moving seat, phone call home)

Intervention: A direct service or plan that helps to remediate a skill area deficit - behavioral, social, academic, or emotional. (i.e. corrective reading, CICO, mentor program)

Behavior	Strategy and/or Intervention	Resource
Proactive	Be the Architect of Your Classroom	classroom.4teachers
	Tier 1 Strategies	PBIS World
	Tier 2 Interventions	PBIS World
	Tier 3 Interventions	PBIS World
	Classroom Procedure Checklist (see below)	
Insubordination	• Give the student a responsibility to be performed at the beginning of each directive. • Provide the student with positive feedback that indicates he/she is successful. • Maintain a positive and professional relationship with the students (an adversarial relationship is likely to result in failure to follow directions) • Provide the student with optional courses of action to prevent total refusal to conform to rules, regulations, expectations. ○ At this point, we must acknowledge internally that the student is probably not going to comply with the request. However to get the student back on track, can you offer two suggestions (such as: you can complete the top portion of page 1 or you can work on your	Pre-referral Intervention Manual

	essay project) to help guide the student to produce work and avoid a power struggle. Choose a peer to model following directives for the student.	
	Dodging the Power Struggle Trap	Intervention Central
	School-Wide Strategies for Defiance/Noncompliance	Intervention Central
	Defensive Behavior Management	Intervention Central
Inappropriate Use of Technology	- Classroom needs to have a clear expectation for technology policy. Use of NCHS Green and Red signs to address technology. Review classroom procedures link below. - Reinforce those students in the classroom who follow school rules. - Be consistent in enforcing the rules and consequences contained in the school discipline plan. - Provide the student with positive feedback that indicates he/she is successful. - Help the student to identify specific school rules he/she has difficulty following and make these rules into goals for behavior improvement. - Communicate with parents.	Pre-referral Intervention Manual
	Classroom Procedures	National Education Association
Skipping/Cutting Class	- Communicate with parents or appropriate parties to inform them of problem, determine the cause of the problem, and consider possible solutions to the problem. - Communicate with parents or appropriate parties to share information regarding the students progress. - Write a contract with the student specifying what behavior is expected (eg. being in attendance) and what reinforcement will be made available when the goals of the contract have been have been met. - Reinforce the student for coming to school/class - tangible or intangible rewards.	Pre-referral Intervention Manual
	Check In & Check Out	NCHS
	<u>Academic engagement:</u> Is there a pattern? Is the class too easy or too difficult? Is there a problem with the relationship with the teacher? Make sure resources are in place to support student, and help student appreciate relevance of instruction. <u>Behavior engagement:</u> Social pressures with peers, or skipping due to socializing. Rewards system for class attendance. <u>Cognitive engagement:</u> Explain relationship between attendance and grades; build positive work habits which are necessary for future jobs; guide student to set	Check & Connect, A Comprehensive Student Engagement Intervention , Institute on Community Integration, University of Minnesota (2012).

	personal goals; implement self-monitoring interventions, like a self-check sheet in a locker. Affective engagement: Problem with a student in class - work with the teacher to separate students and consider conflict resolution or changing classes.	
Cheating	- Communicate with parents or appropriate parties to inform them of problem, determine the cause of the problem, and consider possible solutions to the problem. - Help the student improve skills in activities in which he/she has cheated to reduce the need to cheat.	Pre-referral Intervention Manual
	Student Can't Do the Work	Intervention Central
	Response Effort Seems Too Great	Intervention Central
	Student Does Not See Payoff to Do Work	Intervention Central
Disrupting the Learning Environment	- Provide constant, positive reinforcement for appropriate behavior. - If a minor behavior, state expectation and avoid engaging in continued conversation regarding the behavior. - Reinforce those students in the classroom who make appropriate comments. - Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when goals have been met. - Make certain the student understands the relationship between his/her behavior and the consequences which may follow. - Communicate with parents.	Pre-referral Intervention Manual
	Strategies for Working with Emotionally Unpredictable Students	Intervention Central
	General Behavioral Strategies for Teachers	Intervention Central
Sleeping	- Communicate with parents or appropriate parties to inform them of problem, determine the cause of the problem, and consider possible solutions to the problem. - Possible solutions (but not limited to): - Wake up the tired student- consider a way to get the student moving - Quietly wake up the student and ask if they are not feeling well, if they need a drink, or to stand up. This creates a culture of respect and assumes lack of intent to sleep in class. This makes it almost impossible of the student to respond in a rude or negative tone. - Use positive reinforcement (Shout Outs) when student does not sleep in class. Acknowledge they are trying	Pre-referral Intervention Manual

	their best daily to not sleep (if there is a historically chronic sleeping pattern). • Show an interest in the student by acknowledging positively, ask the students their opinion, spend time working one-on-one when appropriate. • Positively reinforce the student for participating.	
	School-Wide Strategies for Off-task/Inattention	Intervention Central

Utilize the following checklist as a environmental guide to developing procedures and opportunities for you to model the desired procedure and have students practice. These procedures and practices develop an environment of positive student behavior.

Classroom Procedure Checklist

Procedure	Developed	To Develop
Entering the classroom		
Opening Activities – Getting to work immediately		
Student Participation in Whole Group Instruction		
Student Participation in Cooperative Group Instruction		
Student Participation in Independent Seatwork		
Appropriate/Not Appropriate Cell Phone Use		
End-of-period / class dismissal		
Going to the restroom		
Listening to and responding to questions		
When the students do not have pencil and paper or other materials		
Keeping your desk orderly		
Checking out classroom materials		
Indicating whether you (the student) understands		
Coming to attention – attention signal		
Students returning from an absence		
Changing groups		
Keeping a notebook		
Going to the office		

Knowing the schedule for the day or class		
Keeping a progress report – using PowerSchool to check grades		
Dealing with Missing and Late Assignments		
Finding directions for each assignment		
Passing in papers		
Exchanging papers		
Returning student work		
Getting materials not at desks without disturbing others		
Headings on papers		
When a student finishes early		
When visitors are in the classroom		
If the teacher is out of the classroom		
Getting out paper and pencils and other materials		
Putting things away at desks (clearing desks)		
Turning in completed work		
Collecting work / assignments as a group		
Handing out materials		
Moving to and from small group locations		
Putting classroom materials away		
Handing in work as it is completed		
Cleaning up after project activities		
Students entering or leaving the classroom for something individual or in small groups (for example, speech and language groups, reading groups that move to a different teacher, etc.)		