Tier 2 Interventions

Adapted from pbisworld.com

1. **Alternatives To Suspension**

**Why should I do it:**

* Suspending kids is very unproductive for academics
* Some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with
* Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus
* Providing alternatives to suspensions can be much more effective in getting students’ behavior to change
* There are many alternatives that motivate students better than suspending them

**When should I do it:**

* When a student gets into trouble and suspended frequently
* When a student is trying to get suspended on purpose or to get out of something
* When students really need the instruction but a consequence or discipline is warranted
* When suspensions do not seem to be doing anything and are ineffective

**How do I do it:**

* There are various alternatives to suspension and ways to carry them out.
* Always use a neutral tone and do not allow yourself to be drawn into power struggles.
* Alternatives may be discussed with a student or students before implementing them
* Some common alternatives include:
	+ in-school suspension
	+ school service (for example, assisting custodial staff with after school clean-up, lunch clean-up, etc)
	+ mini course
	+ parent supervision
	+ counseling
	+ community service
	+ behavior monitoring
	+ restitution
	+ problem solving or behavior contract
	+ alternative programming
	+ loss of privileges (like lunch, recess, social time, etc)
	+ time out
	+ detention (before or after school)
	+ mentoring (with a teacher, counselor, or other staff member before or after school)
	+ behavioral contracts
	+ send homes
	+ referral to community mental health services
1. **Behavior Contract**

**Why should I do it:**

* Provides students with more one on one help, support, and intervention
* Holds students accountable
* Provides structure, routine, consistency, and organization
* Promotes self responsibility
* Improves students’ grades and accountability
* Improves student buy-in
* Increases student motivation and effort
* Improves school/home communication

**When should I do it:**

* When students exhibit persistent behavior problems
* When students are very unorganized
* When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
* When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
* When students are defiant and oppositional

**How do I do it:**

* Utilize a daily behavior form, chart, or report card
* Decide on the main problem behaviors and put these on the chart
* Explain the procedure with the student
* Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
* Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
* Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
* Review the student’s daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.
1. **Behavior Intervention Plan (BIP)**

**Why should I do it:**

* Provides more intensive intervention and monitoring
* Increases support around student
* Provides an individualized plan for success
* Addresses specific issues in a specific manner
* Involves teachers, support staff, the student, and parents actively
* Helps teachers to address behaviors and issues consistently across subjects, rooms, sessions, etc

**When should I do it:**

* When students exhibit consistent and significant behavior problems that interfere with their learning and/or others in the class
* When students demonstrate significant emotional difficulties that interfere with learning and/or others, including frustration, anxiety, depression, fear, etc
* When students demonstrate significant difficulties with organization, motivation, work completion, etc
* When you have parents that cause children to be consistently late, tardy, or who don’t help or enforce homework routines, etc
* When students demonstrate any other significant and consistent issues that affect their school experience and learning
* When students’ parents cause the student any other significant and consistent issues in school or related to school, like academic support, reinforcing good behaviors, etc

**How do I do it:**

* Use one or more of the “Data Tracking Forms” below to track information on the student’s behaviors, like frequency, degree, time, patterns, antecedents and consequence, etc
* After tracking the behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data and helps you to analyze it and decide on why the student may be engaging in the behavior
* After tracking and analyzing the behaviors function, utilize one of the behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be a component as to what is expected of the teacher, student, and parent
* Meet with the student, teachers, parent, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
* Implement the behavior plan for 2-4 weeks, using a data tracking tool below to track progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
* Regular reviews of the student’s progress and adjustments to the plan should occur about every month
* Samples found at <http://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/>
1. **Breaks**

**Why should I do it:**

* To provide students with a cool down time
* To allow students time away from a stressful or potentially stressful situation
* It can help avoid a power struggle between you and the student
* Helps students with poor attention and focus
* Gives kids that need sensory input
* Gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move

**When should I do it:**

* When a student gets off task and is beginning to be disruptive but not problematic
* When student is beginning to be argumentative or confrontational
* When a student is refusing to follow a directive
* When a student is excessively fidgety or moving around a lot in their seats
* When a student has significant ADD/ADHD
* When a student needs the sensory input
* When a student seems to have lost focus and attention
* When a student needs help redirecting or refocusing
* When a student seems sleepy, bored, tired, etc
* When a student seems overwhelmed, anxious, or overly frustrated
* When a student is having trouble following along, following directives/directions, etc
* When a student seems to need a break from the current activity or student they are working with
* When a student seems to be over-emotional, upset, etc

**How do I do it:**

* Make a laminated card with the word “BREAK” on it
* Provide student with hand held timer setting the timer for no longer than five minutes
* Identify a safe and non-disruptive area to go (by or in office works)
* Student returns when timer goes off
* Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
* Explain the process to the student and have them practice it before implementation
* Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
* If the students abuses the break card intervention, set limits on the frequency of use to deter this

**Alternative Methods:**

* Breaks may be less formal and simply involve getting a snack
* Breaks may be as simple as a student moving to another spot in the classroom
* Breaks may include sending a student on an errand, taking a note or paper to another teacher or the office, or some other task that gets the student up and out for a short break
1. **Check In Check Out (CICO)**

**Why should I do it:**

* Improves student accountability
* Increases structure
* Improves student behavior and academics when other interventions have failed
* Provides feedback and adult support on a daily basis
* Improves and establishes daily home/school communication and collaboration
* Improves student organization, motivation, incentive, and reward
* Helps students to self monitor and correct
* Internalizes success and accomplishment of goals
* Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
* Leads to maintenance free responsible behaviors, habits, and effort

**When should I do it:**

* When a student has failed to respond to other interventions and general class management techniques and interventions
* When a student is competing little to no work
* When a student is not doing home work
* When a student is not participating, being involved, or taking part in the learning process
* When a student has emotional issues, like anxiety, frustration, etc
* When kids have attention, focus, and impulsivity issues
* When kids have very poor organization
* When a student is exhibiting behavioral problems
* When a student demonstrates low motivation and effort

**How do I do it:**

* The CICO intervention, from the book [Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/crone2.htm&dir=edu/PIS_series) 1, is a highly effective research based intervention and can be changed and adapted to suit any school or situation
* The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in

For more information <http://www.pbisworld.com/tier-2/check-in-check-out-cico/>

1. **Classroom Management Support**

**Why should I do it:**

* While classroom management is more of a Tier 1 intervention, sometimes implementing more stringent and structured classroom management strategies can help address difficult groups of students, while still benefitting even the students that do not need the extra support
* Helps address individual and groups of students that present more significant behavioral, academic, and other issues
* Improves compliance, instruction time, student success, etc
* Helps to make the room, routines, and schedule run more smoothly
* Decreases wasted time due to student’s wandering, not knowing what to do, getting up to get supplies, etc
* Provides increased structure and clarifies expectations
* Provides consistent rewards and consequences

**When should I do it:**

* Classroom management techniques should always be implemented and in place as a Tier 1 intervention strategy, but when there are students particularly not responding well to normal classroom management, consider increasing, intensifying, and adding additional class structure and management strategies to address these students on a Tier 2 level. The other students in the class that do not need this extra structure will also benefit from it.
* When there is a student, several students or a groups of students that are not responding to typical classroom management strategies
* When a group of kids is especially challenging to manage
* When several students, acting together and working one another up, cause greater than average class disruptions
* With especially off task, disruptive, and uncontrollable classes and groups

**How do I do it:**

* At the Tier 1 level, classroom management should be a regular part of all classes
* At the Tier 2 level, increasing the intensity and structure of classroom management strategies beyond what may be considered typical or normal can help address more difficult students not responding to your normal class rules, routines, procedures, etc
* When increasing and intensifying classroom management, even the students that don’t need the extra support will benefit from it
* Classroom management techniques are numerous and the techniques utilized in classes will vary to a degree depending on the class dynamics
* Classroom management techniques should be introduced to a class on day one when possible and reviewed frequently
* Common classroom techniques include active supervision, clear, consistent, and predictable consequences and rewards, use of various teaching strategies, active listening, setting and teaching positive behavior expectations, establishing and reviewing classroom schedule, routines, and rules, etc.
* Classroom management ideas <http://www.adprima.com/managing.htm>; <http://www.educationworld.com/a_curr/archives/classroom_management.shtml>; <http://www.proteacher.com/030003.shtml>
1. **Counselor Referral**

**Why should I do it:**

* IMPORTANT! You MUST get written consent & permission from the student’s legal guardian before proceeding with school counseling services
* Provides students with more one on one help, support, and intervention
* Increases specificity of interventions and supports and tailors them to the student
* Increases privacy for the student
* Removes the student from the situation or circumstance to discuss solutions to it
* Reduces anxiety and pressure on student
* Provides the student with the full attention of an adult
* Makes student feel secure
* Allows an adult to give a student undivided attention
* Frees the teacher up to continue teaching the rest of the class without having to stop to speak or counsel a student in the hall or away from the class

**When should I do it:**

* IMPORTANT! You MUST get written consent & permission from the student’s legal guardian before proceeding with school counseling services
* When students are over emotional and cannot calm down in an appropriate and brief amount of time
* When a student’s needs are greater than those the teacher can provide in the classroom setting
* When a student requires more support and attention to address or solve a problem, issues, etc.
* When students need more specific and individualized help, solutions, and plans to address issues
* When a student needs more privacy than a teacher can provide in the classroom

**How do I do it:**

* IMPORTANT! You MUST get written consent & permission from the student’s legal guardian before proceeding with school counseling services
* Counselor referrals may be planned or spontaneous
* For planned referrals, have the student set up a day or days and times to meet with the counselor ahead of time and provide the student with reminders
* For spontaneous referrals where an incident happens and the student unexpectedly requires counselor support, send the student down to the counselor with a note briefly explaining what happened, or send the student down and call and explain to the counselor the issue
	+ You may walk the student down or send another student to walk down with the student to the counselor
	+ The counselor may also come to the room to retrieve the student
* Be vigilant of students abusing counselor referrals as a means to avoid work or something else
	+ If you suspect students are abusing the intervention, create a card where they have to check off each time they see the counselor, limiting them to a certain number of visits per period, for example 3 visits a week or 1 visit a day, etc.
1. **Daily Behavior Form**

**Why should I do it:**

* Provides students with more one on one help, support, and intervention
* Holds students accountable on a daily basis
* Provides structure, routine, consistency, and organization
* Promotes self responsibility
* Improves students’ grades and accountability
* Improves student buy-in
* Increases student motivation and effort
* Improves school/home communication

**When should I do it:**

* When students exhibit persistent behavior problems
* When students are very unorganized
* When students consistently fail to compete daily class/school requirements
* When students exhibit persistent emotional difficulties, like frustration, anxiety, etc.
* When students are defiant and oppositional

**How do I do it:**

* Utilize a daily behavior form, chart, or report card
* Decide on the main problem behaviors and put these on the chart
* Explain the procedure with the student
* Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
* Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
* Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
* Review the student’s daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

Book of daily behavior report ideas <http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

1. **Forced Choice Reinforcement Survey**

**Why should I do it:**

* Provides valuable insight as to what type of rewards and incentives a student desires or prefers
* Gives direct feedback from the student’s perspective
* Quick and easy to administer
* Anyone can administer the survey or the student can take it on their own
* Easy to score and interpret
* Gives good data for developing behavior plans and reward or incentive systems

**When should I do it:**

* When students do not respond to rewards
* When nothing seems to motivate a student
* When a student is disinterested in school work, following directives, rules, expectations, etc
* As part of developing a Behavior Intervention Plan (BIP)
* When you need to know what motivates a student, what kind of rewards they prefer, and what they might be more likely to work for
* When students cannot directly express or is not sure what kind of reward they would work for
* When a student expresses they do not care about rewards

**How do I do it:**

* Simply download the Forced Choice Reinforcement Survey below, which is available in PDF or Microsoft Document format
* Either read the instructions and questions on the survey to the student, writing their answers in, or have the student complete the survey on their own, giving assistance and reading directions as necessary
* Once the survey is complete, simply tally up the results in the scoring section at the end and utilize the results to develop a reward system, behavior plan, etc.
* Forced Choice reinforcement menu <http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf>

# Functional Behavior Assessment (FBA)

## Why should I do it:

* Provides more information about students’ behavior
* Helps identify factors regarding behaviors that may not be obvious
* Provides data trends and patterns
* FBA can be simple or intensive
* Helps identify the root causes, functions, and reinforcers of behaviors
* Provides data for developing an appropriate and effective behavior plan

## When should I do it:

* When a student is not responding to interventions
* When it is unclear as to why the behavior is occurring
* When a student’s behaviors require a behavior plan
* When antecedents and/or reinforcers cannot be readily identified
* When a student is suspended multiple times or has a high number of office discipline referrals
* When a student is getting into trouble frequently
* When a pattern of trend seems to be forming
* When a student seems to engage in the same behavior regardless of consequence
* When consequences and/or rewards seem ineffective
* When a student does not appear to care or be affected by attempts to address the behavior

## How do I do it:

* Begin with a Simple Functional Behavior Assessment (SFBA) by downloading and completing the SFBA form below
* If the SFBA does not yield enough data and insight to determine the function of behavior, download and complete the Intensive Functional Behavior Assessment form available below (IFBA)
* When completing the FBA forms, gather information and data from the student’s records, parents, teachers, and any other staff that work with the student
* Once you have completed the FBA form and have a theory as to the function of the behavior, develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA

More information http://www.pbisworld.com/tier-2/functional-behavior-assessment-fba/

# 11.Individual & Visual Schedules

## Why should I do it:

* Provides more specific routine, agenda, and instructions for a student’s daily procedures in class, between classes, and during unstructured times
* Provides student with organization
* Structures and organizes time for student
* Decreases wasted time
* Reduces confusion and down time
* Helps student to initiate tasks more quickly and efficiently
* Helps students to gain more accountability for their behaviors, academic work, and expectations
* Provides a visual reminder and cue of what to do and what is coming
* Addresses specific needs and students

## When should I do it:

* When students exhibit significant disorganization
* When students get lost or have difficulty figuring out what is next in the daily routine
* When a student is on the Autism Spectrum
* When a student is a strong visual learner
* When students are frequently off task, inattentive, and unfocused
* When students fail to complete tasks in a timely manner and/or lose or misplace work
* When students need more structure
* When students are defiant and oppositional

## How do I do it:

* Use one of the forms below or make your own to divide the student’s daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.
* Sit down and explain the schedule to the student and how they will use it, where they will put it, etc.
	+ You might tape it to the student’s desk or in their planner or folder
	+ Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
* Remind the student frequently to refer to their schedule when they don’t know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc
* For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
* “blaming” the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
* Be sure to include the parent in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home

# 12.Mentoring

## Why should I do it:

* Provides a student with a personal connection and buy-in
* Helps student to feel like someone “has their back”
* Increases student morale
* Improves student motivation
* Source of accountability, encouragement, support, and advocacy
* Helps student to perceive school, teachers, work in a more positive light

## When should I do it:

* When students are unsuccessful academically or behaviorally
* When other intervention seem to fail
* When a student is having significant issues getting along with others
* When students exhibit very little motivation and effort or just do not seem to care about work and/or behavior
* When students seem to have little guidance and/or support in the home
* When a student seems suspicious of the school and staff
* For those kids that always seem to get a bad bream and are perpetually in trouble and/or failing
* When a student is frequently suspended and/or is in danger of expulsion
* When a student does not seem to respond to anything else
* When a student does not seem to have any significant connections to learning, academics, behaviors, etc

## How do I do it:

* Mentors should be voluntary
* Keep the student with one mentor, don’t switch around
* Mentors should not set out to “fix” the student and all the student’s issues
* Mentors should be supportive, encouraging, and engaged
* The student/mentor relationship is all about connecting and establishing a rapport and trusting relationship
* Mentors should try to do something fun or engaging with the student, like shooting a basketball, playing cards, or talking about a common topic of interest
* Mentors should listen, listen, listen! Use active listening with students
* Mentors should help students to set goals, plans, and solutions
* Mentors only need meet with a student once a week for 15 or so minutes

Mentor guidelines found at <http://www.michigan.gov/documents/Mentor_Guidelines_101422_7.pdf>

# 13. Non-Verbal Cues & Signals

## Why should I do it:

* Creates a working relationship with student without calling attention to the student in a negative manner
* Is discrete and quick
* Saves class and instruction time
* Makes students more comfortable and likely to participate and be involved
* Easy to do and effective
* Improves and builds student confidence and self-esteem

## When should I do it:

* When a student is losing attention and focus during times of instruction or independent work
* As a form of redirection from misbehavior, talking, off task behaviors, etc
* When a student has problems talking in front of the class
* When a student does not participate or volunteer
* When a student is not following classroom/school procedures
* When a student does something good, correct, successfully, etc

## How do I do it:

* Meet with student individually to identify with student how you and they should communicate in a special way
* Have student, as much as possible, pick the sign to use
* Practice with the student and explain when you notice they might need some re-focus, you will show them the sign
* Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class
* Use cues like smiles, thumbs up, shaking head “yes”, etc to praise students for correct behaviors, participation, volunteering, etc, or to reassure them and encourage them
* Use simple cues like shaking head “no”, raising eyebrows, giving a “one minute” finger signal, etc to redirect students, give directives, etc
* Lists of nonverbal suggestions <http://www.pbisworld.com/tier-2/non-verbal-cues-signals/>

# 14.Organizational Tools

## Why should I do it:

* Provides increased order for the student mentally and logistically
* Improves student awareness of belongings, papers, supplies, etc
* Increases student success and morale
* Improves work completion and returning or handing in of work
* Provides increased structure
* Helps to develop and establish routines, schedules, etc
* Increases student responsibility and follow through
* Holds students more accountable
* Improves student self-confidence
* Decreases missing and lost assignments
* Improves time management
* Increases attending behaviors

## When should I do it:

* When students exhibit poor organization
* When students chronically loose, misplace, and fail to turn in work
* When students have trouble following the school/class procedures, schedules, and/or routines
* When a students locker/desk is very messy and disorganized
* When a student looses work, materials, and supplies in their locker/desk
* When a student hoards work in their locker/desk

## How do I do it:

* There are numerous specific strategies and systems to help and teach students to become more organized, please click on links below to explore and choose some
* Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer
* Checklists
* Daily schedules
* Keeping things in a crate and out of the desk or locker
* Organizational folders with a “to do” and “done” side
* Visual schedule
* Parent assistance with daily helping student to organize and sort work, belongings, and materials
* Turning in all complete work to one location and/or person
* <https://www.thoughtco.com/getting-students-with-disabilities-organized-3110748>

# 15. Peer Tutoring

## Why should I do it:

* Creates a safer and less embarrassing and intimidating setting and climate for students to ask questions, express misunderstandings, etc
* Allows students more opportunities for assistance
* Increases academic and behavioral support
* Provides frequent and constant redirection and refocusing
* Provides quicker feedback and attention
* Gives students one on one help and attention
* Helps students to get to know other students and make friends and trusted relationships
* Increases student trust and rapport
* Increases classroom teaching efficiency
* Helps to free up the teacher to instruct and help other students

## When should I do it:

* When a student is inattentive and unfocused
* When a student needs frequent one on one help
* When a student needs directions repeated a lot and concepts reviewed multiple times and ways
* When a student is apprehensive to ask questions or for help
* When a student gets overwhelmed and frustrated
* When a student needs extra help starting assignments
* When a student asks frequent questions and needs frequent clarification

## How do I do it:

* Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students needs and peer tutors
* Peer tutors should be those students that are capable of working with others well and who grasp the concepts and ideas well enough to explain to others
* Peer tutors should be given some basic ground rules before being allowed to serve as peer tutors, like:
	+ Don’t do all the work for the student
	+ Keep the focus on the work/assignment
	+ Avoid arguments and debates
	+ Peer tutors should have the student they are helping repeat directions and questions back to clarify understanding
	+ Tutors should use active listening skills
	+ Avoid name calling and utilize positive remarks and praise
	+ Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc
	+ Disengaging from students who refuse to focus on the work or become too confrontational
* Peer tutors may be assigned or chosen by students
* Peer tutors may rotate from one student to another or remain with one student for a longer period, for example a card marking
* Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others
* Peer tutors may be same age/grade or older
* Teachers can have peer tutoring daily, weekly, monthly, or as needed, etc
* Peer tutors may work with more than one student at a time, but should not work with larger groups

Great resource from Vicki Barnitt , Florida Inclusion Network <http://cran.wikispaces.com/file/view/5.%20mi%20adapted%20peer%20of%20peers%20guide%20book.pdf>

# 16. Reward System

## Why should I do it:

* Provides students with positive feedback
* Students respond to positive reinforcement best
* Helps reinforce positive behaviors and expectations
* Provides incentive
* Increases motivation, buy-in, and effort
* Produces a challenge with a pay-off
* Creates incentive
* Improves behavior and academics
* Increases on task and attending behaviors
* Produces immediate and quick results
* Provides a visual concrete reason for students to work toward behavioral and academic goals

## When should I do it:

* When students exhibit chronic behavioral problems
* When students demonstrate low and persistent motivation, effort, and interest
* When a student refuses to do work or follow behavior guidelines
* With oppositional and defiant students
* When students have poor attention and focus
* When students are impulsive
* When students consistently fail to meet behavioral and academic expectations
* When students frequently break the school and classroom rules
* When students have difficulty getting along with others or interact inappropriately with others
* When students have frequent incomplete and missing work

## How do I do it:

* [PBISWorld.com School Reward Dollars.pdf](http://www.pbisworld.com/wp-content/uploads/School-Reward-Dollars.pdf) (simply type in your school name to customize them!)
* Give the student the [Forced Choice Survey](http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf) 1 to determine what type of reward they prefer and will be most likely to work toward
* There are numerous reward systems and strategies, please click on and explore the links below to choose an idea(s)
* Some basic reward systems include:
	+ Token economy where students earn a token, check mark, sticker, etc for meeting predetermined goals, which they can use to buy or earn a reward after a certain number
	+ Praise for performing expected behaviors
	+ Earning privileges for meeting expectations
	+ Earning free time for meeting expectations
	+ Positive notes sent home for demonstrating good behavior and meeting expectations
	+ Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons, snacks, drinks, books, candy, etc

# 17.Self Monitoring

## Why should I do it:

* Promotes independent and responsible behaviors
* Promotes independence and self esteem
* Increases coping ability
* Improves on task behaviors
* Increases productivity
* Improves self awareness and reflection

## When should I do it:

* When students have poor attention, focus, and impulse control
* When students are disorganized, scattered, etc
* When students have trouble being prepared, forgetting materials, homework, etc
* When students are overly talkative or social
* When students exhibit chronic or compulsive behaviors, like tapping, making sounds, etc
* When students demonstrate other off task behaviors or difficulties attending

## How do I do it:

* There are many ways to implement a self monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal
* The self monitoring interventions may include visual cues, like pictures, gestures, etc by which the student may be reminded to address the behavior indicated for intervention
* Checklists and charts may be used by students to keep track of their behaviors
* Indicators, where the student, when they see or hear something, know they need to address the behavior
* Student may create notes to themselves
* Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present

# 18. Sensory Tools

## Why should I do it:

* Some kids’ behaviors are due primarily to sensory issues, therefore, simple sensory interventions can greatly alleviate these behavioral barriers
* Providing students with the sensory stimulation they need results in increased work production, on task behavior, improved focus and attention, and a happier more content student
* These interventions are fairly simple and can yield significant results/benefits for the effort and time put in
* Expands teacher/adult/provider knowledge base for both viewing and addressing behavior issues

## When should I do it:

* When students demonstrate sensory sensitivity to stimulus like loud sounds, specific tones or noise, textures of objects, foods, and other things in the environment, light, breezes, temperature, pressure on body, clothes, too many objects in room, too much activity, etc.
* With students who have ADD and/or ADHD
* With students on the autism spectrum

## How do I do it:

* There are a variety of sensory tools to use with students, which will vary a great deal depending on the student’s issues
* Some sensory tools to use include:
	+ Tight fitting vests
	+ Headphones for music or nature sounds like rain/water
	+ Headphones to block out sound for quiet
	+ Large lined paper
	+ Dimmer lighting
	+ Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands
	+ Work corrals
	+ Taping a strip of something with a certain texture on or underneath the desk, on pencil, or on other objects, like VELCRO® brand hook and loop fasteners, bristles from paint brush, smooth slick surfaces, mild sand paper, rubber, cloth, fuzzy plush animals, stress balls, etc.
	+ Weighted pencil ends or erasers
	+ Rubber pencil grips
	+ Fidget toys
	+ Air seat pads
	+ Sitting on a yoga ball
	+ Rocking chair
	+ Textured paper or raised lines
	+ Tilted desk top
	+ Chewing gum
	+ Mini Spectra light globe
	+ Mini lava lamp
	+ massagers/toys that vibrate
	+ Silly putty/Theraputty
	+ Moldable erasers
	+ Floam
	+ Slime/Flubber
	+ Play Doh
	+ Slinky
	+ Bubble wrap
	+ A bin with different various pieces of textured fabric
	+ Containers of rice, beans, sand, noodles, etc
	+ Pillows
	+ Scented markers and stickers
	+ Large Motor/Whole Body
	+ Mini-trampoline
	+ Wiggle/balance board
	+ Large blow up jumping mattress
	+ Heavy lifting class/school jobs and tasks
	+ frequent activities/assignments that incorporating feeling and touching things
	+ Incorporating relevant sounds into assignments, lessons, activities, etc
	+ Activities, assignments, and tasks incorporating visual tracking
	+ Magnifying glasses
	+ Foot rest
	+ Exercise Bands

**19. Sexuality, Sexually Inappropriate, Sexualized Behaviors**

**Why should I do it:**

* Discussing topics of sexuality must only be done after parental, school, and other necessary consent and must adhere to local, state, and federal laws, guidelines, and procedures
* Teachers and other general education school staff should not address abnormal sexualized student behaviors without consulting the School Counselors, School Social Workers, School Psychologists, or other professional staff in the building or district trained to work with such issues

**When should I do it:**

* Discussing topics of sexuality must only be done after parental, school, and other necessary consent and must adhere to local, state, and federal laws, guidelines, and procedures
* Normative sex education is generally provided through the school’s predetermined curriculum, therefore you should consult with the sexual education teacher in your school or district for general sex education questions or lessons
* Teachers and other general education school staff should not address abnormal sexualized student behaviors without consulting the School Counselors, School Social Workers, School Psychologists, or other professional staff in the building or district trained to work with such issues
* The resources and information below will be most helpful and relevant for School Counselors, School Social Workers, School Psychologists, and other similar professional staff who deal with and put interventions into place to address sexualized behaviors of students in classrooms, small groups, and individually

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**20. Social Stories-See your powerpoint**

**21.Any of Tier 1 interventions**