

10 SPECIFIC BEHAVIOR INTERVENTION TIP SHEET HANDOUTS

These handouts are perfect to give to teachers and parents who need support with any of the following 10 behaviors: Inappropriate language, leaving the room without permission, lying, off-task behavior, peer conflict, physical aggression, refusal to follow directions, school refusal, stealing, and/or verbal aggression.

TIPS FOR SUPPORTING STUDENT BEHAVIOR: INAPPROPRIATE LANGUAGE

CURSING IN SOCIAL SITUATIONS: <ul style="list-style-type: none"> Teach replacement language. Explain that certain words are not okay to be said at school, even though they may hear the words other places. Provide logical consequences. 	CURSING AS A FORM OF AGGRESSION: <ul style="list-style-type: none"> Give the student a place to calm down. Teach positive coping skills and emotional regulation. Stay calm and direct when working with student. Once the incident is over, help student apologize and/or offer language that student can express anger. 	SEXUALIZED LANGUAGE: <ul style="list-style-type: none"> Talk to the child's parents to help determine where the student is getting knowledge about sexual topics.
LOGICAL CONSEQUENCES: <ul style="list-style-type: none"> Separate student from peers who encourage negative behavior. Seat student near a teacher during classroom activities. If behavior occurs during a desired activity, remove student from the activity. 	SUPPORT THE STUDENT WITH: <ul style="list-style-type: none"> Self-control social filter Identifying feelings Practicing coping skills 	

TIPS FOR SUPPORTING STUDENT BEHAVIOR: STEALING

PREVENTATIVE TIPS:

- Reduce temptations and opportunities to steal
- Determine and address the reason behind the stealing
- Keep student supervised whenever possible
- Limit unstructured time whenever possible
- Teach alternatives for taking things such as asking politely, telling an adult that he/she is tempted to steal, etc.
- Teach students specific ways to ask for what they want

TIPS FOR SUPPORTING STUDENT BEHAVIOR: LYING

GENERAL TIPS: <ul style="list-style-type: none"> Determine the function of the lying. Ask if it's true or something they wish was true. Eliminate the chance to lie Provide positive reinforcement 	HOW TO SUPPORT THE STUDENT: <ul style="list-style-type: none"> Help the student build relationships with staff and peers Teach empathy skills Teach self control skills Help the student learn to express ideas in appropriate ways Instruct the student to tell a trusted adult when he/she is tempted to lie Work with the student on understanding that it is okay to make mistakes
	IF THE STUDENT IS LYING TO AVOID CONSEQUENCES: <ul style="list-style-type: none"> Let the student help establish consequences for various misbehaviors Give lighter consequences if the student tells the truth about a misbehavior

TIPS FOR SUPPORTING STUDENT BEHAVIOR: REFUSAL TO FOLLOW DIRECTIONS

IN THE MOMENT... <ul style="list-style-type: none"> Stay calm. Talk with the student privately if possible. Avoid power struggles and negotiations. Use clear and direct language such as "If, then" statements. Offer limited choices if possible. Follow through with consequences. 	PREVENTION TIPS: <ul style="list-style-type: none"> Give the student limited choices when possible. Focus on relationship building between the student and staff members. Provide emotional regulation training such as helping the student to identify feelings before they get too intense, and establishing healthy coping skills. Allow for structured breaks. Provide a designated calming space. Be consistent with expectations, rewards, and consequences.
PROVIDE CONSISTENCY: <p>Consistent routines and structure in the school and home environment can help students feel safe and in control. Here are some ideas of ways to establish this:</p> <ul style="list-style-type: none"> Follow through with what you say will happen. If you say there will be a consequence or reward, enforce it. Use the same words and phrases each time you are responding to the behavior. Each time the behavior occurs, follow the same routine. 	LOGICAL CONSEQUENCES: <ul style="list-style-type: none"> Removal from the activity Have to make up work/instruction time during a desired activity Loss of ability to choose activities Increased support with the task – "If you do not do this, then I will help you do it."

TIPS FOR SUPPORTING STUDENT BEHAVIOR: PEER CONFLICT

PROACTIVE INTERVENTIONS: <ul style="list-style-type: none"> Seat the student next to positive role models. Give the student a special job or responsibility in the classroom to help peers. Involve the student in collaboration or team building activities. Display positive conflict resolution strategies. Give the student a place to calm down in the classroom. Encourage calm communication between peers. Use code with student to let him/her recognize when he/she is starting to lose control. Role play common conflicts with students. 	IN THE MOMENT: <ul style="list-style-type: none"> Stay calm. Avoid blaming the student. Allow all of the students involved to calm down. If needed, separate the students to give them space to calm down. Listen to what the students say. Ask them to reflect on what went wrong and what they need to do to make it better – avoid lecturing the students. Use restorative practices with the students such as asking the students to share how they were harmed and how they will work to make things right.
POSSIBLE CAUSES OF FREQUENT CONFLICT: <ul style="list-style-type: none"> Difficulty managing strong emotions Difficulty to see from the other person's perspective Lack of connection with peers 	SUPPORT THE STUDENT WITH: <ul style="list-style-type: none"> Social skills Developing positive coping skills Using I-statements to express feelings in a positive way Using empathy to consider the needs and desires of others

WHAT NOT TO DO:

- Argue with the student about whether or not he/she is lying.
- Ask the student if he/she did something that you know he/she did.

10 SPECIFIC BEHAVIOR REFLECTION SHEETS

These reflection sheets will give students the opportunity to reflect on their behavior in a restorative way. Topics include: Inappropriate language, leaving the room without permission, lying, off-task behavior, peer conflict, physical aggression, refusal to follow directions, school refusal, stealing, and/or verbal aggression.

Name: _____

BEHAVIOR REFLECTION - LEAVING THE ROOM WITHOUT PERMISSION

What happened:

During the incident, I felt:

During the incident, others felt:

After the incident, I felt:

I wanted to leave the room because:

This was not a good behavior choice because:

NEXT TIME I WILL DO THIS DIFFERENTLY!

I need to stay in the room because...

Name: _____

BEHAVIOR REFLECTION - PHYSICAL AGGRESSION

What did I do?

When did I do it?

Who was impacted?

During the incident... After the incident...

I felt... The other person felt:

Name: _____

BEHAVIOR REFLECTION - VERBAL CONFRONTATION

What did I say?

Who did I say it to?

When did I say it?

During the incident... After the incident...

I felt... The other person felt:

Name: _____

BEHAVIOR REFLECTION - OFF TASK BEHAVIOR

What was I doing? What was I supposed to be doing?

I should have been on task because...

It was hard for me to stay on task because...

When I am off task, my teacher feels: When I am off task, the people around me feel:

NEXT TIME I WILL DO THINGS DIFFERENTLY!

One thing that will help me stay on task is: If I start to get distracted, I will...

Staying on task will make the people around me feel:

Name: _____

BEHAVIOR REFLECTION - SCHOOL REFUSAL

I didn't want to go to school/class because... instead of going to school/class, I...

During the incident, I felt: During the incident, the people around me felt: After the incident, I felt:

This was not a good behavior choice because...

My teachers think it's important for me to be in class because...

NEXT TIME I WILL DO THINGS DIFFERENTLY!

If I don't want to go to school/class, I will... If I need to talk to someone, I can talk to...

A safe space I can go in the classroom is...

DO THINGS DIFFERENTLY!

This will make me feel...

This will make the other person feel...

REPLACEMENT BEHAVIOR PLANS

Students can use these sheets to develop positive replacement behaviors. One plan contains prompts for four replacement behaviors, and one plan contains prompts for two replacement behaviors.

Name: _____

REPLACEMENT BEHAVIOR PLAN

When we are working on improving our behavior, it is helpful to replace our negative behavior with behavior that is more positive. Use the boxes below to come up with...

Instead of: _____

Because: _____

Instead of: _____

Because: _____

Instead of: _____

Because: _____

Name: _____

REPLACEMENT BEHAVIOR PLAN

Instead of: _____ → I will: _____

Because: _____

Instead of: _____ → I will: _____

Because: _____

Name: _____

REPLACEMENT BEHAVIOR PLAN

Instead of: _____ → I will: _____

Because: _____

Instead of: _____ → I will: _____

Because: _____

BREAK CARDS AND REFLECTION SHEET

Students can use these cards to communicate their need for a break. This can be helpful for students who experience frequent frustration or who feel the need to escape from a situation. Students can then use the reflection sheet to process the incident. These are provided with editable text.

Name: _____ Date/Day: _____

I TOOK A BREAK!

Why did I take a break? _____

Where did I take the break? _____

What did I do during the break? _____

Was I able to take the break? _____

Did the break help? _____

I have ___ breaks left

Name: _____

Why did I take a break? _____

Where did I take the break? _____

What did I do during the break? _____

Was I able to take the break? _____

Did the break help? _____

I have ___ breaks left

I NEED TO TAKE A BREAK

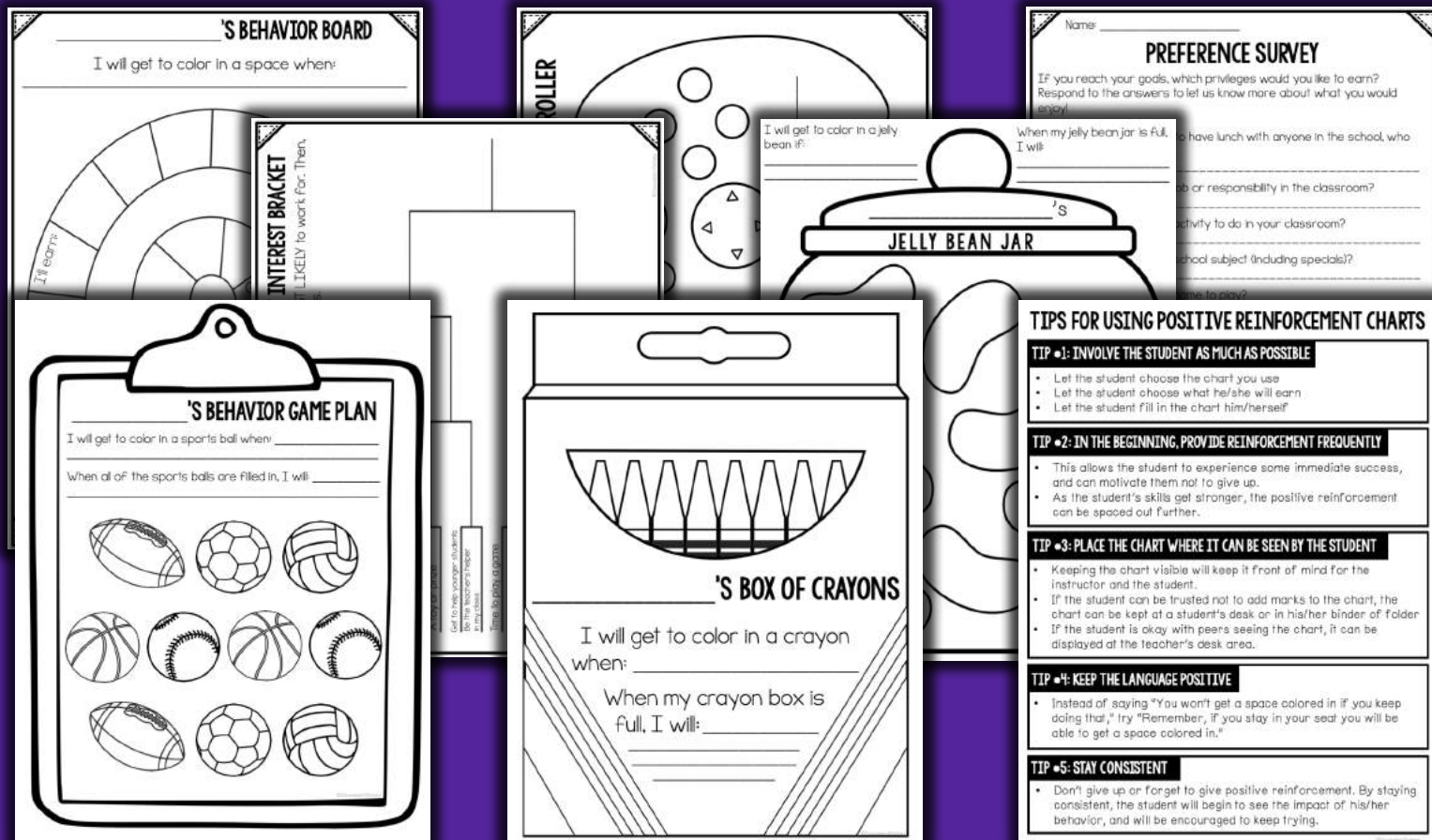
I NEED TO TAKE A BREAK

I NEED TO TAKE A BREAK

I NEED TO TAKE A BREAK

POSITIVE REINFORCEMENT FORMS & CHARTS

Use the preference survey and reinforcement interest bracket to find out which positive reinforcement rewards will motivate your students. Then, use the 5 positive reinforcement charts provided to help your students set and work toward their behavior goals. A handout is also included which includes tips for using positive reinforcement charts. These are provided with editable text.



'S POINT SHEET

0 1 2 I remembered to raise my hand Date/Class: _____

0 1 2 I kept my hands to myself

0 1 2 I followed the teacher's directions

0 1 2 I completed my work

0 1 2 I was kind to others

'S BEHAVIOR SHEET

Date/Time: _____ Parent/Guardian Initials: _____

Student rating: 😊 😐 😞 Notes: _____

Teacher rating: 😊 😐 😞

Date/Time: _____ Parent/Guardian Initials: _____

Student rating: 😊 😐 😞 Notes: _____

Teacher rating: 😊 😐 😞

Date/Time: _____ Parent/Guardian Initials: _____

Student rating: 😊 😐 😞 Notes: _____

Teacher rating: 😊 😐 😞

Date/Time: _____ Parent/Guardian Initials: _____

Student rating: 😊 😐 😞 Notes: _____

Teacher rating: 😊 😐 😞

0 = I did not do this
1 = I did this sometimes
2 = I did this most/all of the time

BEHAVIOR TRACKING SHEETS

Use these 2 behavior tracking sheets to help students keep track of their behavior throughout the day/week. These are great to use to help students reflect on their behavior and to communicate with parents. These are provided with editable text.

Student Name: _____ Student's Teacher: _____ Date/Time: _____

Student Activity: Small group Large group Independent work time Other _____

STUDENT BEING OBSERVED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

STUDENT BEING OBSERVED

Student Name: _____ Student's Teacher: _____ Date/Time: _____

Student Activity: Small group Large group Independent work time Other _____

SAME AGE & GENDER PEER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

KEY:

- ✓ On task/Showing desired behavior
- T = Talking to peers (off task)
- Z = Zoned out - absent/off task
- CS = Out of seat/work space
- CC = Calling out/ disrupting with object
- NC = Non-compliance
- WA = Verbal aggression
- PA = Physical aggression
- R = Behavior from instructor
- S = Support from instructor

Student being observed: % of on-task time: _____ Most common behavior: _____

Same as & gender peer: % of on-task time: _____ Most common behavior: _____

BEHAVIOR OBSERVATION SHEET

Use this behavior observation sheet to collect data during observations. One form has a space to record every 30 seconds, and one form has a space to record every minute. Both forms also provide a place to compare the student to a same age & gender peer, and are provided with editable text.

INCLUDES A GOOGLE SLIDES COMPONENT

Name: Insert Text Here

BEHAVIOR REFLECTION - INAPPROPRIATE LANGUAGE

What happened? <u>Insert Text Here</u>	Who was impacted? <u>Insert Text Here</u>	
I said this because... <u>Insert Text Here</u>		
During the incident, I felt: <u>Insert Text Here</u>	After the incident, I felt: <u>Insert Text Here</u>	This made the other person feel: <u>Insert Text Here</u>
This was not a good behavior choice because... <u>Insert Text Here</u>		
What do I need to do to make things right? <u>Insert Text Here</u>		
NEXT TIME I WILL DO THINGS DIFFERENTLY!		
I can say something else, like... <u>Insert Text Here</u>	This will make others feel: <u>Insert Text Here</u>	
If I feel like I need to use inappropriate language, I can... <u>Insert Text Here</u>		

Student Name: Insert Text Here Student's Teacher: Insert Text Here
Date/Time: Text Student/Class Activity: Insert Text Here

DATA FOR STUDENT BEING OBSERVED

?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

DATA FOR SAME AGE & GENDER PEER

?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

KEY OT = On task/ Showing desired behavior T = Talking to peers (off task) Z = Zoned out - silently off-task OS = Out of seat/work space F = Off task and fidgeting with object NC = Non-compliance VA = Verbal aggression PA = Physical aggression R = Reminder from instructor S = Support from instructor	NOTES <u>Insert Text Here</u>
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Student being observed: % of on-task time: Text
Most common behavior: Text

Same age & gender peer: % of on-task time: Text
Most common behavior: Text

The reflection sheets, replacement behavior plans, positive reinforcement charts, behavior tracking sheets and observation sheets are also included in a Google Slides version.