



Down the Rabbit Hole

Changing Specific Behaviors in the
Classroom Using a NeuroBehavioral
Model

Lonny R. Webb, MSW, LCSW
www.BlackDogSolutions.org

This is your last chance.
After this there is no turning back.



You take the blue pill
You stay in Wonderland. You wake
up in your bed believing that
someone other than you, can
change the behaviors in your
classroom. Maybe it is an
administrator, or a parent, or
perhaps the will of the child...

You take the red pill
You wake up to the reality that only
one person could possibly impact
any environment for which you are
responsible



Intro/ your feedback

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Prevalence/ etiology

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Networking

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Networking

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YOUR FEEDBACK

Keep Going

- ✓ “toolkit of appropriate tactics or options "and train myself to use the techniques I want them to use, extreme behaviors ripping papers kicking up tables, screaming... x7
- ✓ “Continued education on (ways) to increase awareness of students to allow them to open up”
- ✓ How to support the 20/80 students x2
- ✓ Video examples
- ✓ Online environments?
- ✓ HPA info
- ✓ Some data to support these techniques

Administration

- ✓ What resources do we have and would we utilize them ?
- ✓ How to set up a system-school wide, class wide & support staff
- ✓ How do we balance the needs between well adjusted achieving students and those with behavior problems? X2
- ✓ I am having burnout via a feeling of not being part of cohesive whole staff on campus

Networking/ Creative flow

- ✓ “Carving out more time to network”
- ✓ “I appreciate the examples/suggestions of how to relate...it helps stimulate inspiration/ideas x3
- ✓ I think the district as an organization needs to do something to focus on the teachers on the front line for self-care.

PREVALENCE RATES



30%

Prevalence rates in the United States for **problem behaviors** are reported in up to 30% of classrooms, (Lavigne et al., 199b; Qi & Kaiser, 2003; West et al., 2000)



92%

92% of respondents report **that student behavior has worsened during their career** (Teacher Support Network Behavior Survey, 2010)

PREVALENCE RATES

Teachers encounter

- destructive behavior
- aggressive behavior
- defiance
- temper tantrums
- impulsive and hyperactive behaviors on an increasing basis (Watkins, Mauthner, Hewitt, Epstein, & Leonard, 2007)

Teachers have to manage:

- student inattention
- restlessness
- increasingly, mobile device use (Seidman, 2005).



WHY ARE RATES SUCH AS THEY ARE? (Everywhere)

Not isolated to US...

- Alison Ryan, the UK's educational policy adviser, said: "Services are struggling for survival or operating with a skeleton staff, so there's now a huge pressure on schools to almost go it alone. Schools are absolutely on the front line of dealing with these children and young people and trying to provide a service that means they don't fall through the cracks."
- Mary Bousted, general secretary of the EU teacher's union, said: "The huge funding cuts to local services mean schools often have to deal with children's problems without any help."



NETWORKING DISCUSSION PROMPT:

Identify the following roles
in your group:

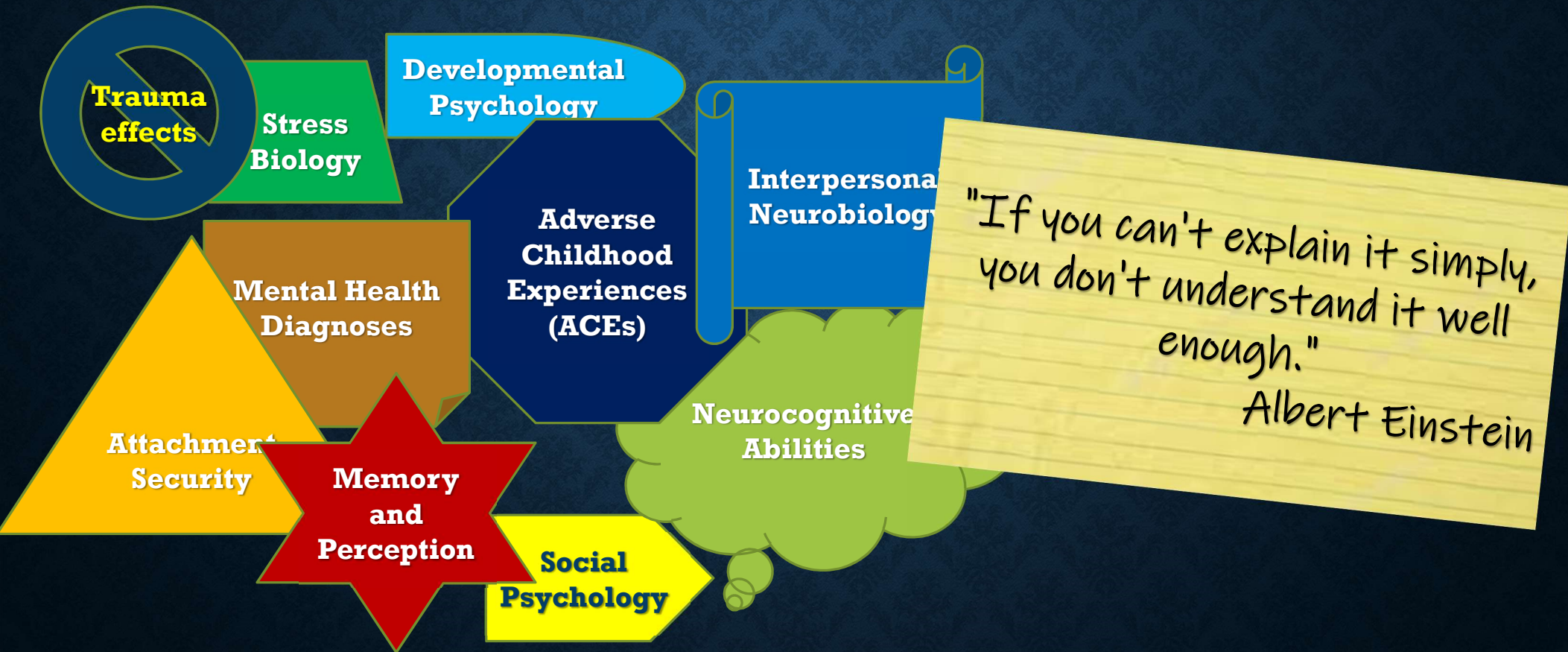
- Coach
- Recorder
- Wrangler



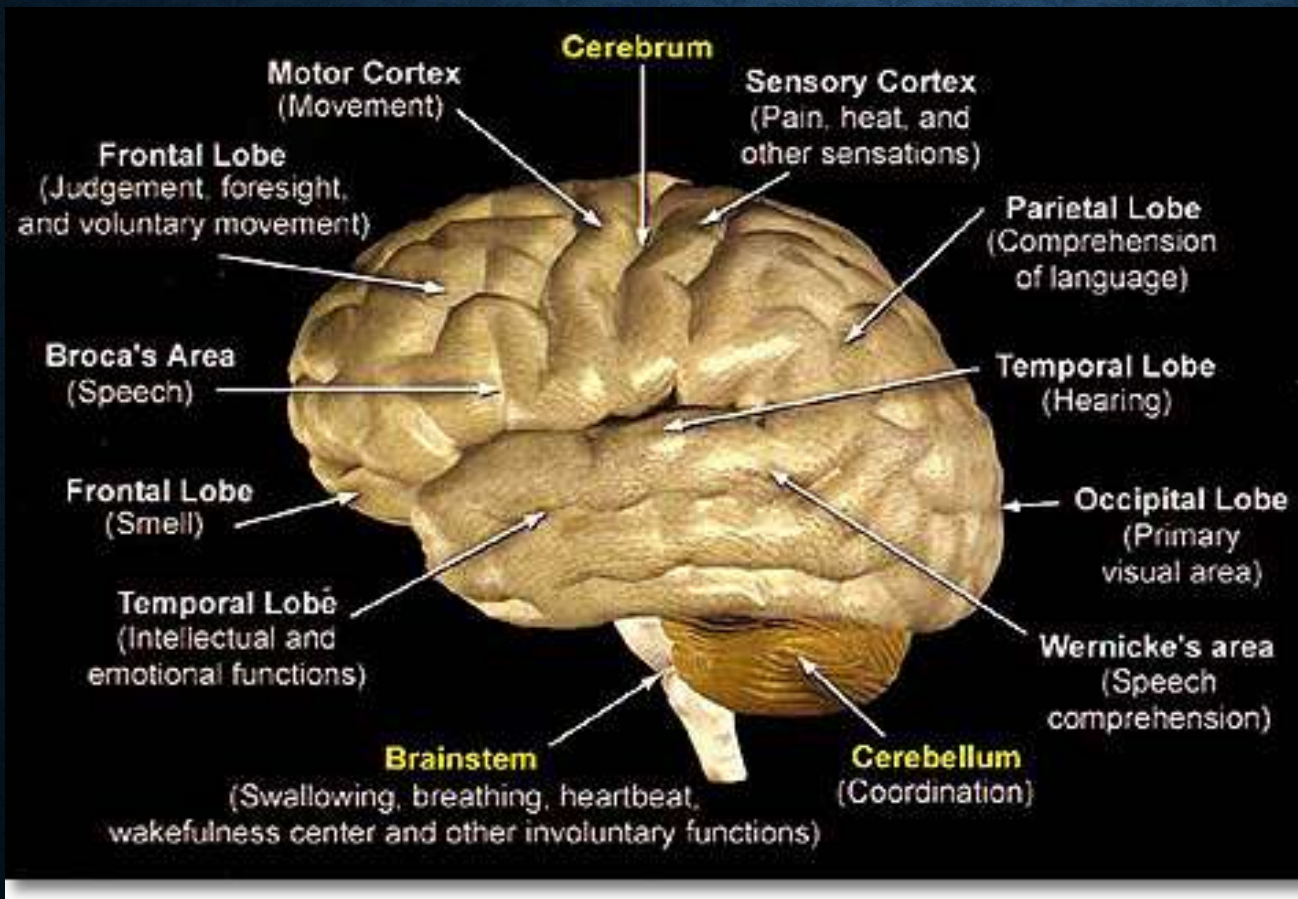
NETWORKING DISCUSSION PROMPT:

- What behaviors does your example student engage in that is a “problem” in your classroom/ area?:

TRANSLATING RESEARCH INTO PRACTICE



BRAIN DEVELOPMENT



Birth

- R-system (Brainstem)

1 yr

- Limbic system

4 yr

- Right Hemisphere

7 yr

- Left Hemisphere

11 yr

- Cerebellum

15yr

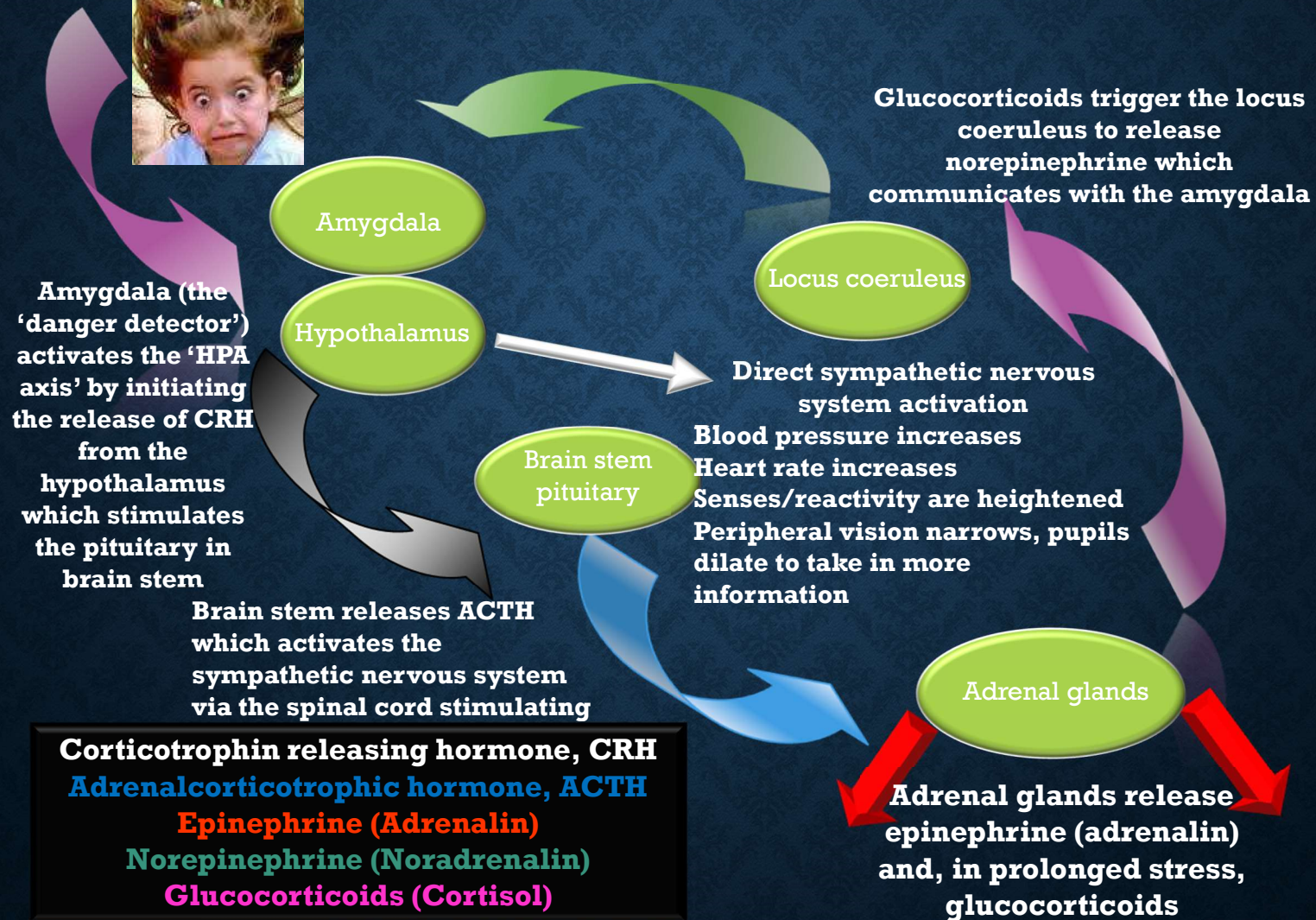
- Prefrontal Lobes

21 yr

- ...Continuation



The Stress/Fear Response (adapted from Sapolsky, 2004)





The Stress/Fear Response

(from Sapolsky, 2004)

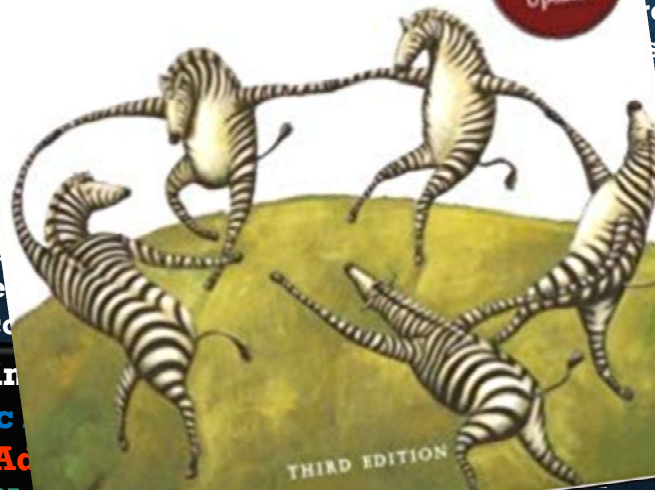
WHY ZEBRAS DON'T GET ULCERS

ROBERT M. SAPOLSKY
Author of *A Primate's Memoir*

The Acclaimed Guide to Stress,
Stress-Related Diseases, and Coping

"One of the best science writers of our time."
—Oliver Sacks

Now
Revised and
Updated



THIRD EDITION

Amygdala (the 'danger detector') activates the 'HPA axis' by initiating the release of CRH from the hypothalamus which stimulates the pituitary in brain stem

Brain stem releases which activates sympathetic nervous system via the spinal cord



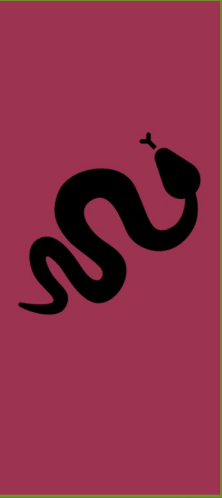
Corticotrophin releasing hormone (CRH)
Adrenocorticotrophic hormone (ACTH)
Epinephrine (Adrenaline)
Norepinephrine (Noradrenaline)
Glucocorticoids (Cortisol)



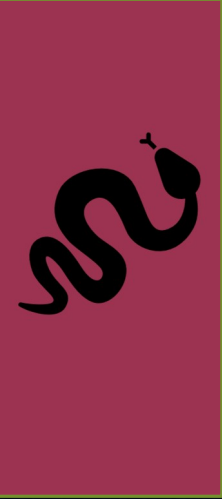
Glucocorticoids trigger the locus coeruleus to release norepinephrine which communicates with the amygdala

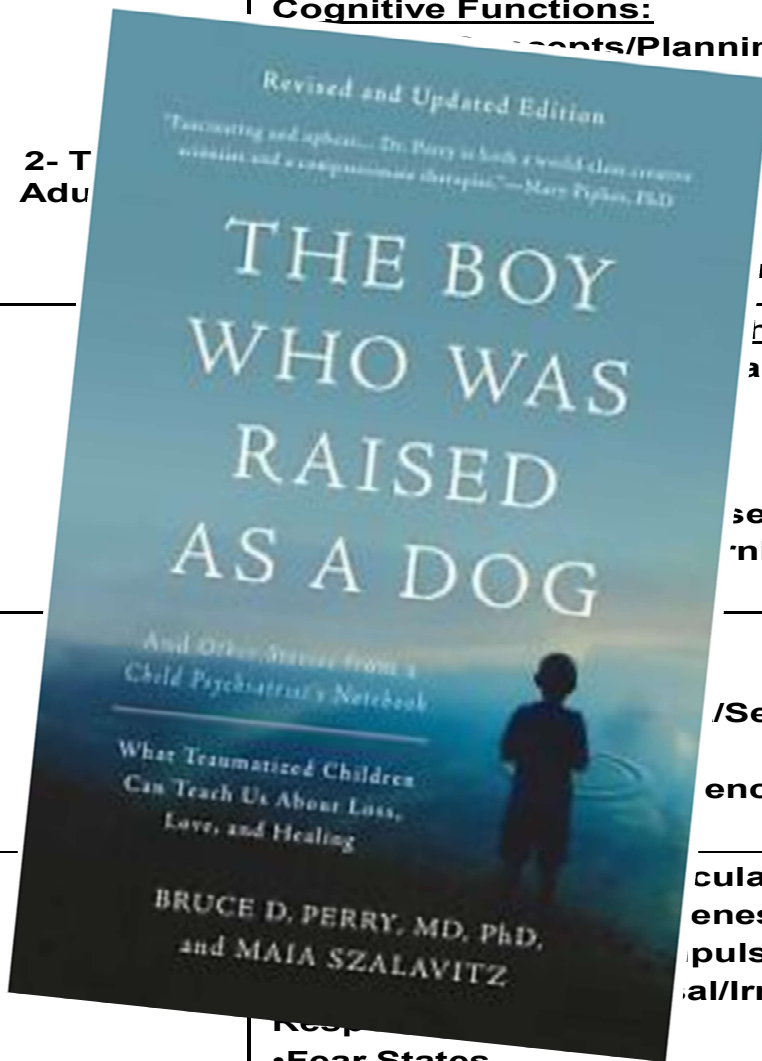
Autonomic nervous system activation increases heart rate, blood pressure, dilated pupils, heightened alertness, etc.

Adrenal glands

Adrenal glands release epinephrine (adrenalin) and, in prolonged stress, glucocorticoids

	FUNC DIV	DEV AGE	FUNCTIONS
	CORTEX/ NEOCORTEX Neomammalian brain	2- TEENS/ Adulthood	<u>Cognitive Functions:</u> <ul style="list-style-type: none"> •Abstract/Concepts/Planning/ Sequencing /Time •Self-Awareness/Self-Image •Modulation of Reactivity /Impulse Control •<u>Language</u> Expressive/Receptive/Speech/Articulation •<u>Social Emotional Competence:</u> •Insight/Self-Reflection/Morality/Spirituality
	LIMBIC Paleomammalian brain	1 to 4	<u>Interpretation of Social Behavioral Information</u> <ul style="list-style-type: none"> •Affiliation/Share/Relational/Emotional Attunement •Play/Pleasure •Affect/Mood Regulation •Complex Threat Response •Short-Term Memory/Learning
	Diencephalon/ Cerebellum Protoreptilian brain	1 to 2	<ul style="list-style-type: none"> •Regulation of Sleep •Fight/Flight Response •Feeding/Appetite/Thirst/Sexual Drives •Coordination/Balance •Motor Regulation/Sequencing and Motor Control (Fine Motor)
	BRAINSTEM	0 to 1	<ul style="list-style-type: none"> •Metabolism/Cardiovascular/Respiration •Primary Sensory Awareness (Determines Value) •Attention/Focusing/Impulsivity •Self-Regulation/Arousal/Irritability/Startle Response/Vigilance •Fear States •Flexibility of Stress Response

	FUNC DIV	DEV AGE	FUNCTIONS
	CORTEX/ NEOCORTEX Neomammalian brain	2- T Adu	Cognitive Functions: Attention/Planning/ Sequencing /Time Impulse Control Speech/Articulation Intelligence: Rationality/Spirituality
	LIMBIC Paleomammalian brain		Behavioral Information Social/Emotional Learning
	Diencephalon/ Cerebellum Protoreptilian brain		/Sexual Drives Learning and Motor
	BRAINSTEM		Cerebral/Respiration Sensitivity (Determines Value) Reflexivity Sensitivity/Irritability/Startle RES •Fear States •Flexibility of Stress Response



NEUROSEQUENTIAL MODEL OF THERAPEUTICS

- **Neurosequential Enhancement Activities:**
 - Brain Regions not accessed don't change
- Enhancement activities promote development and regulation of specific brain regions
- **Neuroarcheological Assessment**
 - Specific activities Rx
 - Patterned, repetitive activities
 - Done multiple times each week
 - Staff and family members are enlisted



Environment

- Establishing Operations
- Antecedents



Behavior

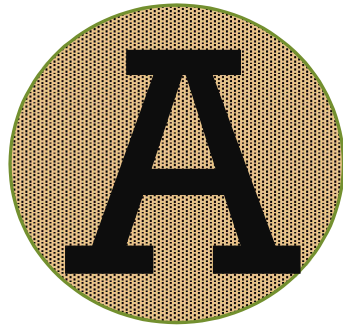
- What someone says or does



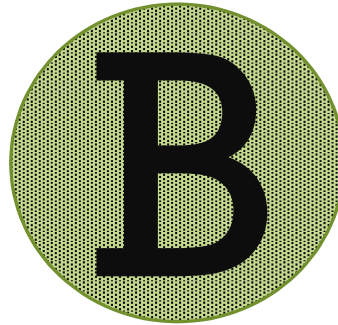
Consequences

- What happens after the behavior
- Planned and unplanned consequences

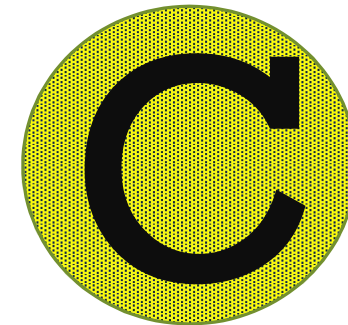




Antecedent



Behavior



Consequence

An antecedent is a stimulus that cues an organism to perform a learned behavior. When an organism perceives an antecedent stimulus, it behaves in a way that maximizes reinforcing consequences and minimizes punishing consequences.

Something that happens after a behavior occurs that increases the likelihood of occurrence of the same behavior under the same conditions in the future.



NETWORKING DISCUSSION PROMPT:

- Were you aware of any *trauma or adverse circumstances* for this child? If so, note those circumstances (make sure that you are making notes for yourself-you don't have to be so specific as to identify the child.)
- What *establishing operations* may be at play with this individual?
- What *stimulus cued* this learned behavior?
- What happened *after the behavior* occurred?



Environment

- Establishing Operations
- Antecedents

Antecedent Interventions

Antecedent interventions are designed to alter the environment before a behavior occurs. There are many treatments that qualify as antecedent interventions.

The following is a small sample:

- Choice
- Prompting
- Priming
- High-probability sequence
- Noncontingent reinforcement
- Time delay
- Contriving motivating operations



**Direct
Behavior
Interventions**

Positive
Applies Stimulus

Negative
Removes Stimulus



Reinforcement

Increases the frequency of desirable behavior



Positive
Reinforcement

Negative
Reinforcement

Punishment

Decreases the frequency of undesirable behavior



Positive
Punishment

Negative
Punishment



Consequences

- What happens after the behavior
- Planned and unplanned consequences

Positi
Applies S



Pos
Reinfor

Pos
Puni

Reinforcement

Increases the frequency of desirable behavior



Punishment

Decreases the frequency of undesirable behavior



DON'T SHOOT THE DOG!

THE NEW ART OF TEACHING AND TRAINING

Karen Pryor

REVISED EDITION
includes a new chapter
on Clicker Training



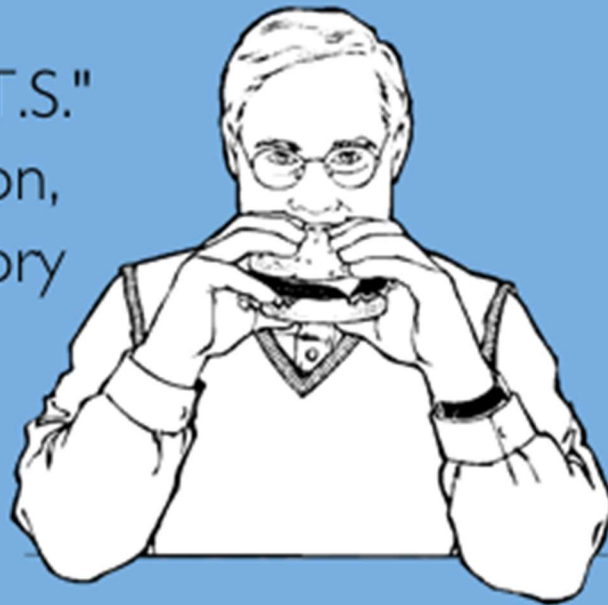
Consequences

- What happens after the behavior
- Planned and unplanned consequences

The four common functions of behavior:

"Everybody E.A.T.S."

Escape, Attention,
Tangible, Sensory



somee cards
user card



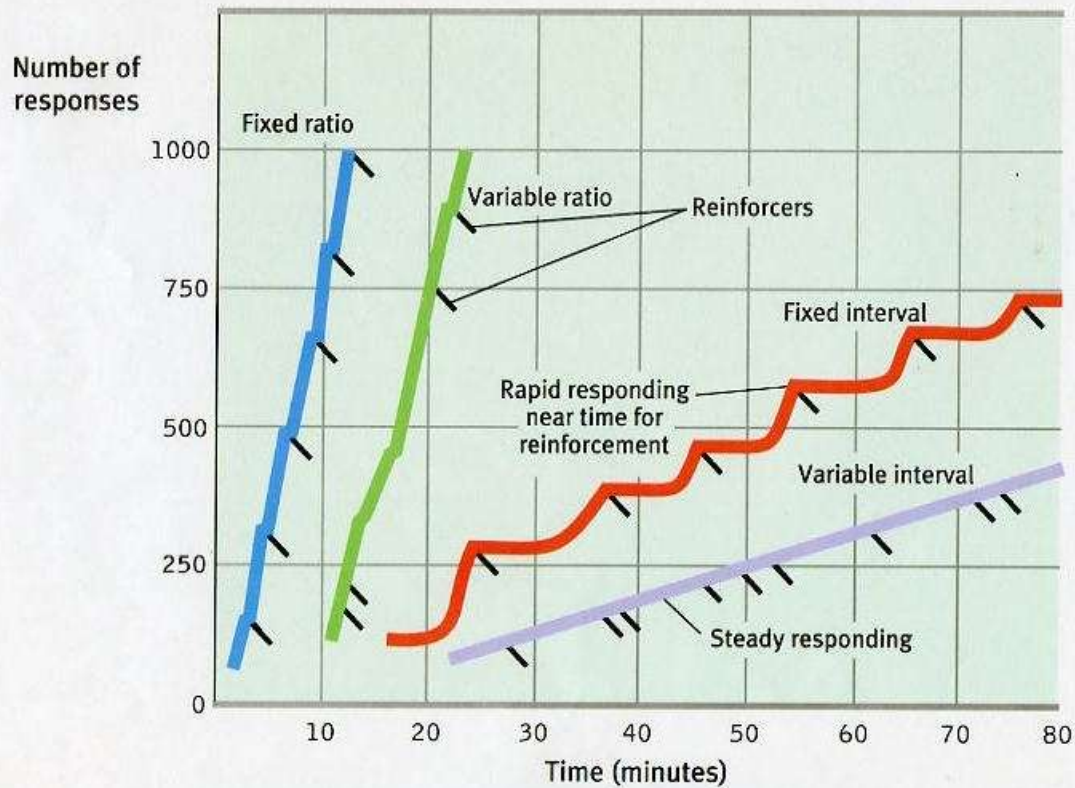
Consequences

- What happens after the behavior
- Planned and unplanned consequences



Consequences

- What happens after the behavior
- Planned and unplanned consequences



DIFFERENTIAL REINFORCEMENT

Differential reinforcement provides a potential solution for behavior issues correlated with rates of responding. The differential reinforcement of certain rates of behavior is a variation of ratio schedules. During differential reinforcement of particular rates access to the reinforcer is contingent (depends) on responses occurring at a rate that is either higher or lower than a criterion level that is pre-established.

Differential Reinforcement of High Rates (DRH): This schedule requires that responses be higher than a predetermined criterion level of responding. This variation of an intermittent schedule results in higher rates of responding by the child.

Differential Reinforcement of Low Rates (DRL): During this particular schedule responses are reinforced only when they are lower than the criterion level. Differential reinforcement of low rates (DRL) produce low rates of responding.

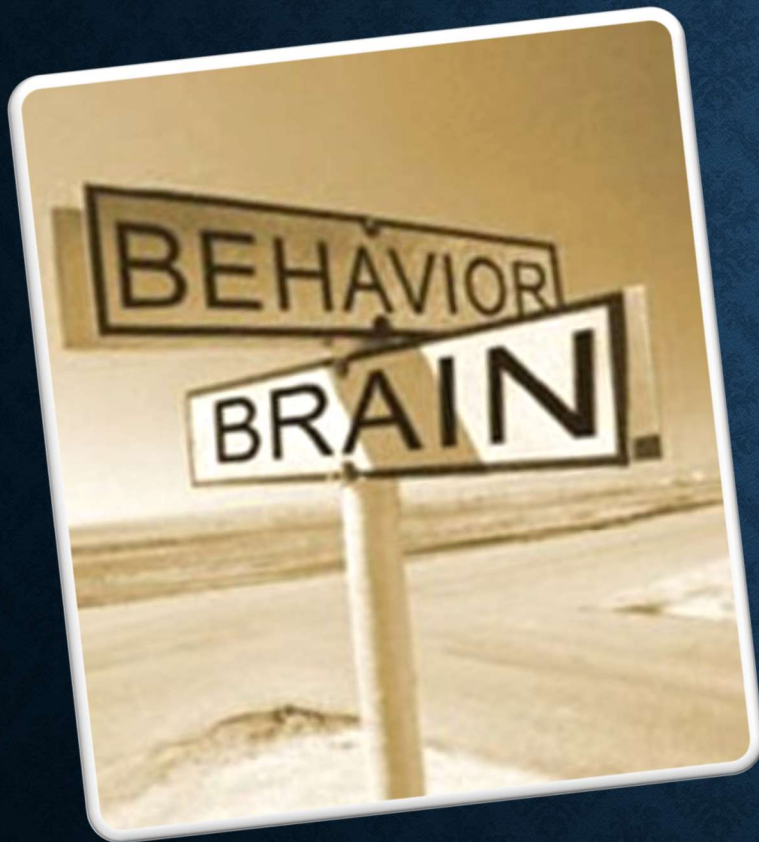
Progressive Schedules of Reinforcement: Systematically thin each successive reinforcement opportunity independent of the child's behavior. These schedules of reinforcement are often used to assess reinforcers and for behavioral interventions.



Consequences

- What happens after the behavior
- Planned and unplanned consequences





S.O.D.I.P.



Status

The problem in objective (those that can be measured)



Objective

What is the aim of your intervention?



Data Collection

How will you collect data?



Intervention

What are you going to do?



Plan

The plan is to (reduce, increase) (behavior) by (date).



NETWORKING DISCUSSION PROMPT:

- What did you/ could you do before the behavior occurred to change the “*signal*” for the behavior?
- What did/could you do as a *direct-behavior* intervention?
- What *contingencies did you manage* in your classroom/ area to influence the behavior?

Stay in your groups for case studies next:

Renee's Story: Elementary School Student In the Classroom

CASE STUDY

- Renee is a third grade student who was tested at the end of last year, identified as gifted, and placed in the only grade 3 gifted classroom.
- Renee is constantly loud and disruptive, demanding the teacher's attention and often speaking out of turn. When she is not acknowledged immediately, she will get angry and yell, often using inappropriate language.
- Other students' parents have complained to the teacher because their children come home with stories of classroom disruption and being bothered by Renee.
- Today, when the teacher told Renee she would not be able to go to recess because of her behavior, she spit at the teacher. She was sent to the principal's office because of this incident.

Teacher's View

- The teacher has been in the assistant principal's office in tears on three separate occasions because, she says, she "cannot deal with this child."
- The teacher has asked that Renee be removed from her class.

Family Interactions

- On two previous occasions when the principal has conferenced with Renee's parents, the parents expressed their belief that the teacher treats Renee differently and that other students get away with behaviors that Renee is being punished for.
- The principal is treading lightly because he knows that Renee's father was laid off from his job six months ago and that the family is under a lot of financial stress.

Samantha's Story: Middle School Student In the Classroom

CASE STUDY

- Samantha is struggling academically and reads at a third grade level.
- Samantha's English and math teachers report that she cannot keep her hands to herself and is constantly out of her seat, disrupting the classroom.
- Samantha loves art and chorus and has had no problems in those courses or with her other elective teachers. However, she almost never participates in P.E., rarely even changing into her gym clothes, and she is failing this class.
- Today in English class Samantha pushed another student, who fell and scraped her knee, badly enough to make her cry and have to be sent to the nurse. Samantha was sent to the principal's office because of this incident.

Background

- Samantha is an overweight sixth grade student who has a history of missing a lot of school. (Last year she missed 19 days—more than 10% of the school year.)
- Samantha does not have any close friends and is often seen alone at school.

Family Interactions

- Samantha lives with her mother and her mother's boyfriend. The mother's boyfriend is often the one to drop her off at school when she has missed the bus.
- Samantha's mother works nights and sleeps during most days, so the school has had difficulty contacting her to discuss Samantha.
- When the school has been able to speak with Samantha's mother, she seems exasperated, saying that it is the "teacher's job to teach her." She indicates that she has no problems with Samantha at home and the teacher must not know how to work with her.

DeSean's Story: High School Scenario 1/3

CASE STUDY

In the Classroom

- DeSean was happy at the beginning of the school year and liked all his teachers
- Unfortunately, due to class overcrowding and contract-mandated class sizes, the counselor was forced to move DeSean to a different algebra class at the end of the first week. This meant that DeSean had to leave a teacher he liked as well as a number of friends in that class. The schedule change also meant that DeSean's lunch period moved from fourth hour to fifth, causing him to have a different lunch period from his close friends.
- DeSean began to cut algebra to have lunch with his friends. He also began coming late to algebra class, displaying anger when present, and being confrontational with the teacher.
- DeSean is currently failing algebra, and he earned a "D" in English at mid-term. However, he seems to be "holding his own" in most of his other classes.

Discipline

- DeSean is a 16-year-old ninth grade student who is being suspended for 5 days for repeated violations of school rules. Most serious is a recent confrontation with his fourth period algebra teacher. DeSean was involved in a verbal argument in class and dropped the "F bomb" on his teacher.

DeSean's Story: High School Scenario 2/3

CASE STUDY

Discipline

- The assistant principal has seen DeSean seven times in the first four weeks of school for various infractions, including cutting class, leaving campus without permission, excessive tardiness, insubordination, defiance of authority, and this final confrontation. He has been given warnings, multiple in-school suspensions, and after-school detention.

Background

- DeSean has struggled academically since middle school. He was retained in sixth grade and is currently two to three years behind grade level in reading and two years behind in math.
- DeSean lives with his mom and stepdad. His biological parents divorced when DeSean was entering third grade, and he and his mom went to live with his grandparents.
- DeSean's mom married his stepdad when he entered sixth grade. The school counselor met with DeSean and his mom that year to address DeSean's academic and behavioral problems. It was determined that he was "having difficulty" adjusting to all the changes in his life, particularly having a new person vying for his mom's attention. After this initial meeting, there was no follow-up.

DeSean's Story: High School Scenario 2/3

CASE STUDY

Family Interactions

- DeSean's parents have been contacted by phone but have been unable to leave work to attend conferences.
- They have expressed dissatisfaction with the school for the way their son has been treated; in their view, DeSean's teachers pick on him and are too quick to blame him for minor offenses.
- A letter has been sent home informing his parents of his suspension.
- DeSean's mom works full-time at minimum wage, and his stepdad details cars at a local auto dealership.
- Due to financial problems, the family moved back in with DeSean's grandparents at the start of the school year.

TO IMPLEMENT CASE STUDY MODEL AT SCSD:

1. Identify the students (start with 3 or 4) who have been disruptive in class or disinterested in learning for a sustained period of time and require additional support to achieve.
2. Organize to meet with them individually for 10 - 15 minutes every day and, if possible, provide them with some remedial classes as well - very often poor behavior is a response to being behind in class.
3. Use the 10 - 15-minute discussion to get to know the individual children and to understand their concerns about home or school. Initially, it is useful to ask them simple questions such as what they like to do outside of school or how many brothers and sisters they have.
4. Over time, it is likely the students will open up more and share their worries or concerns with you. Make sure the children know that you will not tell other students about these concerns.
5. If you can, organize to visit the children at home to learn about their home lives.
6. Try to appreciate and praise the students for small achievements during every meeting and take a real interest in their lives - this will help them feel wanted and valued at school.
7. Keep a note after every meeting of your thoughts on how you could help the child feel valued at school and ideas for providing additional support. You will gradually build up a profile of the child. You may also wish to record any poor behavior and track changes/improvements over time.
8. Organize regular staff meetings, to share your experiences with your colleagues. Ask for their advice and whether anyone has dealt with similar challenges before. These discussions will help all staff develop and consider new approaches to supporting children to improve their behavior.
9. You may wish to take it in turns to 'present' case studies to the other teachers and gain specific support for how to deal with individual children.
10. Share any new information about children in order to ensure all staff can be as supportive as possible.



Down the Rabbit Hole

Changing Specific Behaviors in the
Classroom Using a NeuroBehavioral
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NEUROSEQUENTIAL MODEL OF THERAPEUTICS

B r a i n S t e m R e s p o n s e s

- May behave out of panic
- Reflexive Actions/ No forethought
- Time has no Relevance
- Does Not Act As Though Understands Communications
- May be Wildly Combative When Approached
- May Hit, Kick, Bite
- Likely will have Little Memory of Events
- May Not Be Approachable at First

S t r u c t h u r d i n g

- Re-establish Calm
- Do not PROVOKE!
- Allow time to calm down
- Assure they are safe
- Decrease stimulation

NEUROSEQUENTIAL MODEL OF THERAPEUTICS

R e s p o n s e s

- Emotionally agitated, escalation possible
- Perception that feelings are not heard and needs not being met.
- ↑ Feelings of Isolation/ Less Attuned to Adults
- Mood Swings Pronounced/Labile
- Pupils Constrict/Dilate
- Heart Rate, Blood Pressure, Respiration ↑
- Cries Easily
- Sense of Threat ↑
- Defensive, Self-Protective Language, Body Language
- Eye Contact is Penetrating, Searching for Cues
- May not accept Physical Comfort/Touch
- Thinking is Concrete, Simple, Jumps to Conclusions
- Can Not Think Beyond the Immediate Future

S t r u c t h u r d i n g

- Establish empathic contact
- Wait until the emotion goes out of their language.
- *Rabid animal approach*
- Keep directives clear.
- Verbalize emotional needs, and wants.
- Calm/Sooth: (humming, singing, deep breathing, gentle touch, rocking or other favored method.
 - Allow the child time to invite and accept the soothing.
 - Never force it.
- Don't problem solve/teach until calm (cortical).

NEUROSEQUENTIAL MODEL OF THERAPEUTICS

Receptives

- Able to discuss irritations
- Remains calm and rational
- Is able to carry on meaningful discussion
- Is able to formulate a reasonable solution
- Can follow directives
- Smiles
- Eye Contact / Regards Face
- Laughter
- Talkative / Gentle Tone of Voice
- Cooperative
- Focused / Concentration/ Intact Memory
- Sound Decision Making/ Reasoning
- Able to Plan a Course of Action
- Fine Motor Movements
- Smooth / Coordinated Movements
- Available for Touch / Contact
- Affective Attunement with Adult
- Mood is stable, modulated, and appropriate to situation

Structuring

- Remain calm
- Give clear directives
- Maintain safety and security to avoid escalation
- Provide a safe, quiet place to discuss the problem
- Avoid restraints, except if someone's safety is at risk
- Take as much time as is required to establish quiescence
- Avoid using negatives (Not, Don't, Can't)
- Provide calming and empathy activities of the child's choice
- Acceptance is being able to remain calm in the face of consequences
- Children always make the best choice they know how at the moment.
- Repeated trial learning episodes allow the opportunities to learn

PRIOR TO OCCURRENCE OF BEHAVIOR(S):

Establishing operations interventions

- **Preview rules/behavioral expectations:** Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.
- **Preview schedule:** Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.
- **Provide skills instruction:** If the teacher determines that a child engages in inappropriate behaviors because the student lacks alternative, 'replacement' skills, the instructor should set up a plan to provide the child with the necessary skills. Any skills instruction should include plenty of examples to illustrate the skill-set being taught, demonstration (e.g., modeling, role-play) and a 'checkup' (e.g., student demonstration and verbal 'walk-through' of steps to skill) to confirm to the teacher's satisfaction that the student has acquired the skill.
- **Rearrange student seating or classroom setup:** If elements of the classroom setting appear to contribute to the student's behavior problems, consider changing the student's seating or the classroom setup to reduce these problems. For example a student who is distracted by peers may benefit from having his or her seat moved to a more private corner of the room.
- **Teach student to take 'calm-down' break:** Students who frequently become angry at peers or who may be set off by the excitement of large groups may be taught to (1) identify when they are getting too tense, excited, or angry, and (2) take a short break away from the setting or situation until they have calmed down sufficiently.

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Apology:** Apologies are one way that humans repair the social fabric after a conflict. The student may be asked to apologize to the offended party (e.g., teacher, student, principal) in writing or in person. It is important, though, that the offending student accept blame for the incident and demonstrate authentic regret in offering the apology, or neither party will be satisfied with the outcome.
- **Behavioral contract:** The student and teacher hammer out a written agreement that outlines: specific positive behaviors that the student is to engage in (or specific negative behaviors that he or she is to avoid), the privileges or rewards that the student will earn for complying with the behavioral contract, and the terms by which the student is to earn the rewards (e.g., staying in his or her seat during independent reading period for three consecutive days).
- **Ignoring:** When the student displays a problem behavior, the teacher 'ignores' the behavior (that is, the teacher does not give the student attention for the behavior).
- **Loss of privileges:** The child is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time) if his or her behavior remains appropriate. The instructor instructs the student about what kind and intensity of problem behavior may result in the loss of privileges, and for how long. After this introductory phase, the instructor withdraws privileges as agreed upon whenever the student misbehave

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Modeling (Vicarious Learning):** While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.
- **Office referral:** The instructor writes up a referral documenting the student's misbehavior and sends both the referral and student to the principal's office for intervention.
- **Over-correction:** The student is required repetitively to practice a skill that will 'replace' or improve upon an inappropriate or problem behavior. For example, a student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.
- **Parent contact:** The teacher calls, sends a note home to, or e-mails the student's parent(s) regarding the behavioral problems. The parent may be asked for advice on how the teacher can better reach and teach the child at school. The teacher may offer suggestions for appropriate parent involvement (e.g., "You may want to talk with your child about this incident, which we view as serious.").

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Peer Consequences:** If the teacher finds that classmates play (or could play) an important role in influencing a target child's behavior(s), the teacher may try to influence the target child's behaviors indirectly by providing consequences for selected peer behaviors.
- For example, if classmates encourage the target student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments. Or a teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.
- **Praise:** When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., "Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!").
- **Private approach to student:** The instructor quietly approaches the student, points out the problem behavior and how it is interfering with classwork or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is given an opportunity to explain his or her actions. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Promise:** The instructor approaches the misbehaving student and informs him or her that the student has behaved inappropriately. The teacher asks the student to state an appropriate alternative behavior that he or she should have followed. The teacher then requests that the student promise the instructor (verbally or in writing) that he or she will not engage in this misbehavior again.
- **Redirection:** The teacher interrupts problem behavior by calling on the student to answer a question, assigning him or her a task to carry out, or otherwise refocusing the child's attention.
- **Reflective Essay:** The student is required to write and submit to the teacher a brief composition after displaying behaviors. At minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a promise from the student to show appropriate behaviors in similar situations in the future. **NOTE:** Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.
- **Reprimand:** In the typical reprimand, the instructor approaches the student, states that the student is misbehaving, and instructs the student to stop the misbehavior immediately. Reprimands should be used sparingly, as students may become defiant if confronted by an angry teacher in a public manner. When used, reprimands should be kept short, to avoid arguments with the student.

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Response Cost:** Usually, response cost programs first award a student a certain number of tokens with no conditions attached. Throughout the monitoring period, the student has a token withdrawn whenever he or she displays a behavior that is inappropriate. (These behaviors would usually have been agreed upon in advance.) The student is permitted to 'cash in' any points that he or she still retains at the end of the monitoring period or may be allowed to 'bank' the points toward a future reward or privilege.
- **Restitution:** The student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. For example, a student who marks up a wall with graffiti may be required to work afterschool under supervision of custodial staff to wash the wall and removing the offending markings.
- **Rewarding alternative (positive) behaviors:** The instructor calls on the student or provides other positive attention or incentives only during those times that the student is showing appropriate social and academic behaviors. The same positive attention or consequences are withheld during times when the student misbehaves or does not engage in academics.

DURING AND AFTER OCCURRENCE OF BEHAVIOR(S):

- **Rules review:** The teacher approaches the misbehaving student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.
- **Timeout/Detention/In school suspension:** The student is removed from the classroom because of a behavioral infraction. In timeout, the student's exclusion from the classroom may be very short (3-5 minutes). With in-school suspension, the student may be removed from instruction for longer periods (e.g., half a day). Detention may require that the student spend time in a non-rewarding setting but that consequence may be deferred until after school to prevent loss of learning.