TECHNOLOGY OF BEHAVIOR INTERVENTIONS

Jackson Local School District– Stark County

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Best practice behavior interventions for whole group and individual students with disabilities will be discussed. Topics will include: implementing the behavioral plan(s) using strategies such as count, intervals, self-monitoring, and plus-merit award system; data collection timeline using the ABC (Antecedent Behavior Consequence) method; identifying the target behavior in order to implement a positive behavior replacement; using the Force-Choice Reinforcement Menu to identify suggested motivational rewards including the implementation of effective positive reinforcement based on student needs; fading the reinforcement to create student independence; and use of Google Docs to ease the data collection process, increase student enthusiasm and self-advocacy. Suspension data will be presented.

Wednesday September 26th 2:15 – 3:30 PM
C212
Repeated Thursday, September 27th 11:30 – 12:45 PM
C211

A little bit of background….

A.B.A. = Applied Behavior Analysis
-Technology for improving behavior

What populations will benefit from ABA?

- ***Adults / Classroom Staff***
- ***Autism***
- ***General education***
- ***Individuals with disabilities***
- ***Sports Teams***
- ***Animals***

Goals of Student Behavior

"99.5% of all human behavior can be accounted for by 5 goals..."

- To obtain attention
- To obtain revenge
- To obtain power
- To avoid failure
- It feels good

-Dr. Ann Hughes

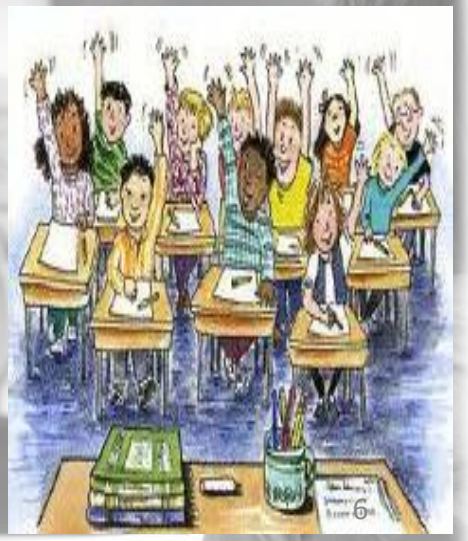
ABC LOG

Student: _____

Date	Initials	Time	Antecedent	Behavior	Consequence
			What is the cause of the behavior?		
				What is the behavior?	
					What happens right after the behavior?

Considering the Replacement Behavior

1. Threat
2. Frequency
3. Longevity
4. Potential of Reinforcement
5. Importance
6. Reduction of Negative Attention
7. Reinforcement for Others
8. Likelihood of Success
9. Cost-Benefit



Using Reinforcers Effectively

"The Hook"

Menu of Reinforcers

- Forced-Choice Reinforcement Menu

Forced-Choice Reinforcement Menu

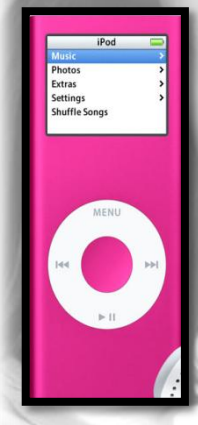
In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

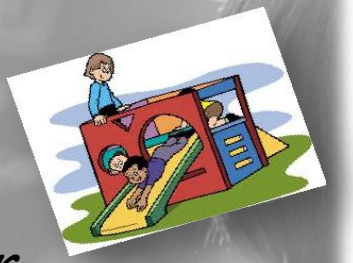
"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. ____ Teacher writes "100" on your paper. (A)
   ____ Be first to finish your work. (CM)
2. ____ A bag of chips. (CN)
   ____ Classmates ask you to be on their team. (P)
3. ____ Be free to do what you like. (I)
   ____ Teacher writes "100" on your paper. (A)
4. ____ Classmates ask you to be on their team. (P)
   ____ Be first to finish your work. (CM)
5. ____ Be free to do what you like. (I)
   ____ A bag of chips. (CN)

Examples of possible reinforcers:

- Positive note/call/E-Mail home
- Listening to music
- Office/teacher aide
- "Real World" food (e.g. pizza)
- Stickers
- Time with favorite adult
- Juice/Gatorade
- Extra recess
- Homework pass
- Bonus points
- Coloring/drawing time
- Raffel or lottery
- Chart movements
- Jigsaw pieces
- Small snacks
- Computer Time
- Mystery Motivator





REINFORCERS + SOCIAL PRAISE

Aren't you just bribing the kids?

Forced-Choice Reinforcement Menu

Name:

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1.	_X__	Teacher writes "100" on your paper. (A)
	____	Be first to finish your work. (CM)
2.	____	A bag of chips. (CN)
	_X__	Classmates ask you to be on their team. (P)
3.	____	Be free to do what you like. (I)
	_X__	Teacher writes "100" on your paper. (A)
4.	_X__	Classmates ask you to be on their team. (P)
	____	Be first to finish your work. (CM)
5.	_X__	Be free to do what you like. (I)
	____	A bag of chips. (CN)
6.	_X__	Teacher writes "100" on your paper. (A)
	____	Classmates ask you to be on their team. (P)
7.	____	Be first to finish your work. (CM)
	_X__	Be free to do what you like. (I)
8.	____	A bag of chips. (CN)
	_X__	Teacher writes "100" on your paper. (A)
9.	_X__	Classmates ask you to be on their team. (P)
	____	Be free to do what you like. (I)
10.	_X__	Be first to finish your work. (CM)
	____	A bag of chips. (CN)
11.	_X__	Teacher writes "A" on your paper. (A)
	____	Be the only one that can answer a question. (CM)
40.	____	Have your paper put on the bulletin board. (CM)
	_X__	A pack of gum. (CN)

Other suggestions about rewards:

Thank you for taking the time to complete this s

Reinforcement Inventory

Scoring Key

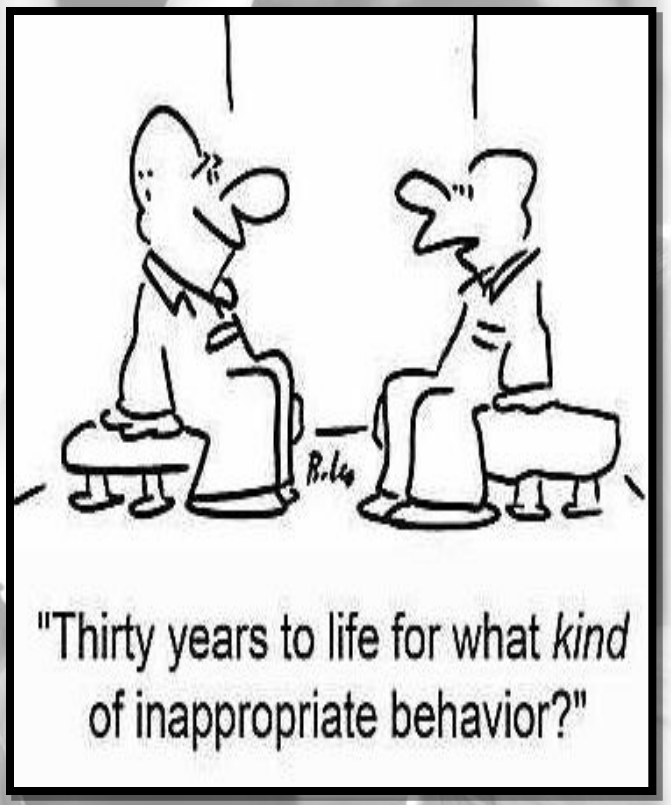
___11___	Adult Approval (A)
___0____	Competitive Approval (CM)
___14___	Peer Approval (P)
___8____	Independent Rewards (I)
___4____	Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational
Teaching Exceptional Children, 2:3, 143-149.

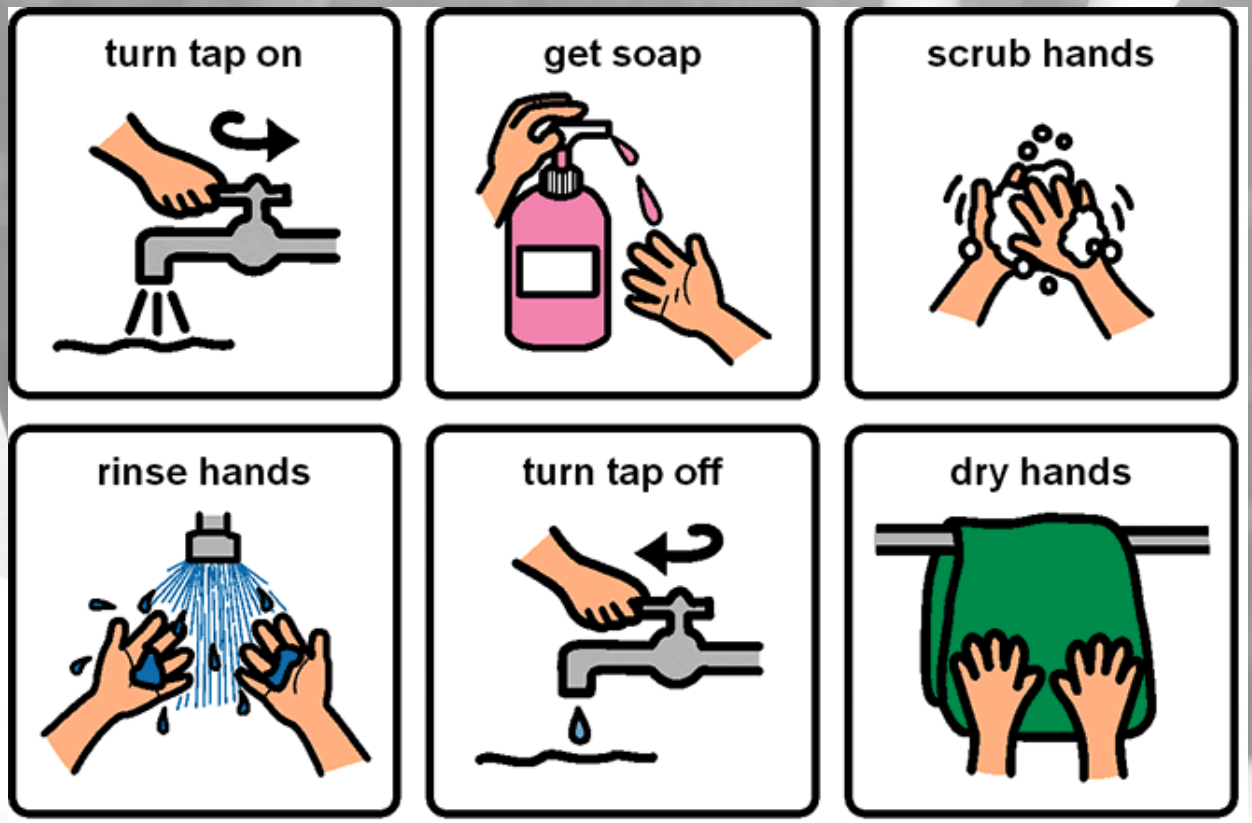
BEHAVIOR EXPECTATIONS SHOULD BE:

- ✓ Kept simple & Limited in number
- ✓ Visible & Visual
  - Classroom, planner, etc.
- ✓ Directly taught
  - Start in a familiar environment
- ✓ Re-taught & Reviewed
- ✓ Consistent
  - Implementation
  - Reinforcement
- ✓ Revise & Fade



TASK ANALYSIS

- ✓ What does it look like?
- ✓ Think about ALL steps required for the new behavior.



Creating a behavior plan? Consider this…

Is the program:

Accountable: *Does it reliably "do" what it is supposed to do?*

Public: *Can it be observed?*

Doable: *Is it practical?*

Empowering: *Does it provide the necessary tools needed to make data based decisions? Will the student be successful?*

Optimistic: *Can small changes be detected?*

How do you find the time to create and train the staff?

How do you make sure the plan is being implemented?

TOKEN ECONOMY

Students receive tokens through good behavior. Students are able to save tokens, to exchange from a menu of reinforcers.

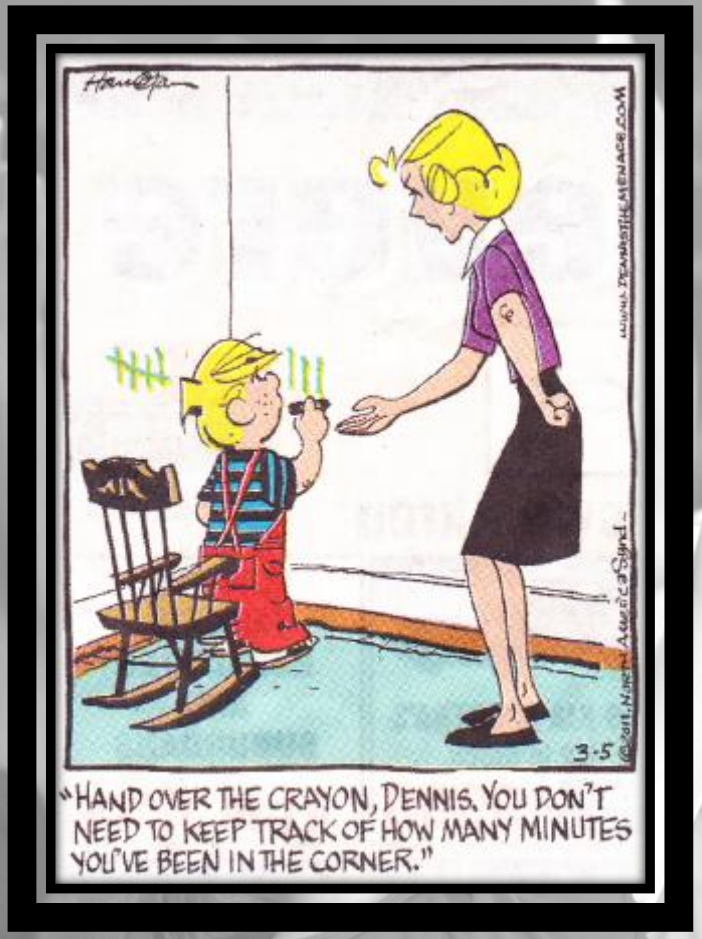
Behavior Intervention Plans

Earn

~~LOSE~~

~~FREE~~ SPACE	GUM / CANDY
Run Errands	Computer Time

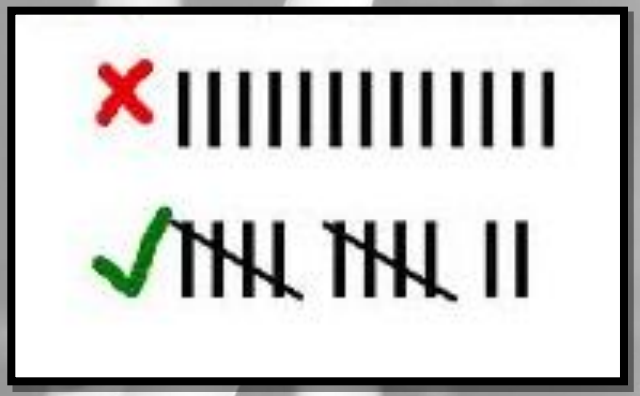
SELF-MONITORING



INTERVENTION STRATEGIES

3 DRAWER SYSTEM

PLUS MERIT AWARD SYSTEM



Sample Interventions for Most Frequently Occurring Problem Behaviors

INAPPROPRIATE TALK

- Self-monitoring
- Problem solving techniques & sheets
- Point sheets
- Token economies
- Brief time-outs
- Social skills training
- Differential Reinforcement Of other Behaviors (DRO)
- Increase attention to appropriate talk
- Modeling
- Conferencing
- Behavior contract
- Positive reinforcement

AGGRESSION

- Anger management
- Life Space Crisis Intervention
- Social skills instruction
- Teach new alternative behaviors when angry
- Provide choices
- Stress ball
- Access to support personnel in school to process feelings
- Referral to other agencies
- Crisis Intervention
- "I" Messages
- Teach relaxation & calming techniques
- Safe space to cool down
- De-escalation techniques
- Problem solving sheets

OFF-TASK

- Environmental modifications
- Token or point system
- Provide instructional options
- Remove distractions
- Plan for Multiple Intelligences
- Self-monitoring/management
- Proximity control
- Frequency of Breaks
- Academic restructuring
- Peer partners/peer tutoring
- Redirection cues
- Visual prompts
- Positive reinforcement

Fading the reinforcement to create student independence

What do you do if the plan is not working?

Case Study: BIP
Student #1

Behavior Intervention Plan

Name: Student 1 **DOB:**_____ **Grade:** 7 **School:** JMMS **Date of Meeting:**_____

Requesting Individual: Educational Team **Parents' Name:**_____ **Phone:** _____

Area(s) of Concern/Intervention:

- Off task behavior/Inattention
- Work refusal/incomplete assignments
- Defiance of school staff
- Verbal/physical aggression/abuse toward school staff and/or peers

Target Goals:

- Student 1 maintain attention/off task behavior 60% of the time (individual/seat/group/large group/ small group)
- Student 1 will use age appropriate classroom behavior in order to cooperate with school staff and peers 80% of the time.
- Student 1 will monitor aggression and frustration level(s) 85% of the time.

Format:

- Student 1 will utilize self-monitoring strategy(ies) for tracking the target behavior.
- Student 1 will earn reinforcement for demonstrating the target behavior goals listed above.
- Student 1 will have the opportunity to earn a reward at the end of the week.

Reinforcement:

At the end of the day Student 1 will be able to choose from a menu of desired rewards based on the Forced-choice reinforcement menu and those identified by Student 1. Daily & weekly progress monitoring system.

Management Strategies

Behavior: Off -task behavior

- Student 1 will learn to use the check list posted on the board creating his own in to stay on task
- Student 1 will be given 2 verbal warnings to return to the assignment/task.
- At the 3rd warning Student 1 will mark a tally in the N column AND take a 1 minute break
- Student 1 will return to class directed to utilize his check list.

Behavior 2: Defiance

- Student 1 will be given 1 verbal warning
- After first verbal warning the principal will be called to remove Student 1 from class
- 10 minute cool down
- Alternative assignment given for the remainder of the period (Assistant principal)
- Hallway restriction for the remainder of the day
- Immediate lunch detention and/or after school detention will be served to complete missed class work.
- **ALL** work (alternative assignment & class work) must be completed in order to earn his way off of hallway restriction **AND** out of lunch detention for the following day.
  - **Work completed ADEQUATELY & ACCURATELY**
- Social autopsy completed by the end of the day (Mr. Salvino)

Behavior 3: Physical/Verbal aggression

- Principal discretion

Case Study:
Self-monitoring
Student #1

Student 1

Date:_____

1. **Attentive in class**

What it looks like....

**Following CHECKLIST*
*EYES on the teacher
*EYES on the board
*ACTIVELY working
-Individually/Group work
*COMPLETED WORK
*RAISE HAND to speak

2. **Anger Management**

What it looks like....

* RESPECTFUL of other students & teacher
*COOPERATIVE with staff & peers
* Used BREAK card when needed

If Student 1 is inattentive he will:

1st: Get 2 verbal warnings from the teacher

2nd: At 3rd warning Student 1 will mark a tally in the N column

3rd: At 3rd warning Student 1 will be sent on a 1 minute break

4th: Student 1 will return to the assignment/activity using the numbered checklist.

STUDENT 1 WILL MARK HIS OWN TALLY IN THE CORRECT COLUMN

Class	ATTENTIVE Y	ATTENTIVE N	Student Rating	Teacher Initials	Teacher Rating
L.A.			1 2 3		1 2 3 4
L.A.			1 2 3		1 2 3 4
General Music			1 2 3		1 2 3 4
Math			1 2 3		1 2 3 4
SA / Gym			1 2 3		1 2 3 4
Science			1 2 3		1 2 3 4
Social Studies			1 2 3		1 2 3 4
Today's Tech.			1 2 3		1 2 3 4

Daily Goal

- 5 tallies in the Y column per day
- Stay at a 1 or 2 each day

Weekly Goal

- 25 Y's total
- 3/5 days stay at a 1 or 2

**No more than two 3's earned

***Earning a 4=loss of weekly rewards

Student #1: Daily Expectations-Student & Teacher

#	IF STUDENT 2 DEMONSTRATES.....	THE TEACHER WILL.....
3	**Attentive in Class** *Actively working with group members *Attends to own affairs; Ignore situations that do not involve him *Eyes on the teacher *Eyes on the board ***Following along with class & teacher:*** *Taking notes *Respectful * Highlighting *Quiet (when required) ***Cooperatively working with group members:*** *Completing work *Raise hand to speak	**Positive remarks on plan.** **Daily Reward**
2	**Inattentive** -- ***Continues to be respectful*** -Looking at alternative material -Talking with neighbors -Fiddles with objects on desk -Distracted -Looking out window -Needed materials are not on desk -Interrupts the teacher while he/she is teaching the class -Not attending to own affairs -Not ignoring situations that do not involve him	**1st:** Redirection #1 **2nd:** Redirection #2 **3rd:** 3rd redirection by teacher --> Student 2 sent for a drink **4th:** At 3rd redirection Student 2 will mark tally in the N column. **5th:** Off task behavior continues --> ***REPEAT STEPS 1-4*** **6th: Refusal to comply move to STEP 1 – Refusal to Follow Directions**
1	**Refusal to Follow Direction(s)** -->*Student 2 has been asked at least 1 time to....* **-Refusal to cooperate** [e.g. Making noises/yelling out in class. Student 2 has had 1 warning] **-Refusal to complete work** [e.g. Student 2 did not ask the teacher a question to clarify, he says, "I don't feel like doing this" or "I don't want to do this"] **- Lack of cooperation with school officials** *(Argues with staff)*	**1st:** Teacher will give 1 verbal warning **2nd:** After 1st warning teacher will notify principal to remove Student 2 **3rd:** Teacher will send assignment to the office
0	**Physical Reactions** • Offensive gestures • Aggressive, physical reaction to a teacher and/or self. • Aggressive, physical reaction to a teacher and/or other school employees • Fighting/aggression/inappropriate physical contact/ threat of injury. • **Verbal Reactions** • **Abusive language**; including, but not limited to the use of racial or religious remarks related to **student(s), teacher(s) and/or other school employee.** • **Inappropriate language**- profanity, indecent/offensive language, gestures, images. • **Verbal disrespect, *blatant defiance***, related to a teacher and/or other school employee. • **Verbal disrespect of another *student*** • **Verbal threatening of another *student*** • ***Intimidation***-threats of violence assault, real/symbolic intimidation.	**1st:** Teacher will call principal to remove Student 2 from the room.

Adapted from: The Incredible 5-Point Scale. Kari Dunn Buron & Mitzi Curtis

Case Study: Daily & Weekly Tracking: Self-monitoring Student #1

Student 1 Daily & Weekly Behavior Reward Log DATE: _____

5+ TALLY MARKS THROUGHOUT THE DAY

DAY	*MON 2/7*	*TUES 2/8*	*WED 2/9*	*THUR 2/10*	*FRI 2/11*	*25+ Total Tallies for the Week*	*Weekly Reward Earned*
# of Y's							YES / NO
Daily Self-rating	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
DAY	*MON 2/14*	*TUES 2/15*	*WED 2/16*	*THUR 2/17*	*FRI 2/18*	*25+ Total Tallies for the Week*	*Weekly Reward Earned*
# of Y's							YES / NO
Daily Self-rating	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
DAY	*MON 2/21*	*TUES 2/22*	*WED 2/23*	*THUR 2/24*	*FRI 2/25*	*25+ Total Tallies for the Week*	*Weekly Reward earned*
# of Y's	*NO SCHOOL*						YES / NO
Daily Self-rating	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
DAY	*MON 2/28*	*TUES 3/1*	*WED 3/2*	*THUR 3/3*	*FRI 3/4*	*25+ Total Tallies for the Week*	*Weekly Reward earned*
# of Y's							YES / NO
Daily Self-rating	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Rewards: CHOSE FROM THE FOLLOWING:

5th period Gallina	5 extra tickets	Listen to Music	**WEEKLY REWARD** Homework Pass/ Bonus points

Week Of:	02/07/11	02/14/11	02/21/11	02/28/11
Total Y's for the Week:				

Student #2:

Daily behavior plan aligned with daily bus plan.

1. Following Directions

What it looks like .....

Attentive in Class

*Actively working with group members
*Attending to own affairs
*Ignoring situations that do not involve Andrew
*Eyes on the teacher *Eyes on the board

Following along with class & teacher:

*Taking notes *Respectful
* Highlighting *Quiet (when required)

Cooperatively working with group members:

*Completing work *Raise hand to speak

2. Anger Management

What it looks like .....

(1) Respectfully ASK teacher to take a break.
(2) Hand break card to teacher
(3) Meet an ADULT at the break room
(4) Return to class COOPERATIVE with staff AND peers
(5) Ready to get to WORK!

If Student #2 is INATTENTIVE he will...

1st: Receive 2 re-directions

2nd: 3rd redirection by teacher --> Student 2 sent for a drink

3rd: Return from drink --> Student 2 marks tally in the N column.

4th: Student 2 returns to the assignment/activity

*****Refusal to comply move to STEP 1 – Refusal to Follow Directions*****

STUDENT 2 WILL MARK HIS OWN TALLY IN THE CORRECT COLUMN

Class	ATTENTIVE Y	ATTENTIVE N	Student Rating	Teacher Initials
Math			3 2 1 0	
S.S.			3 2 1 0	
Choir			3 2 1 0	
SA/PE			3 2 1 0	
Science			3 2 1 0	
Art			3 2 1 0	
L.A.			3 2 1 0	
L.A.			3 2 1 0	

Daily Goal

- 4 Y's column per day
- Stay at a 3 or 2 each day

Parent Signature: _____ Date: _____

Student #2: Daily bus plan.

Student 2--Bus

#	IF STUDENT 2 DEMONSTRATES.....	THE DRIVER WILL.....
1	**Student 2 has been asked at least 1 time to follow directions and/or cooperate.** **--Refusal to Follow Direction(s)** **--Refusal to cooperate:** Making noises/yelling out **--Lack of cooperation with school officials** -Argues with driver	**1st: Warning 1** **2nd: Warning 2** **3rd: If Student 2 continues --> "Student 2 you are at a 0"** *-If Student 2 makes it to a 0 the bus driver will complete a bus conduct report which will be submitted to the principal for appropriate disciplinary/disposition.*
0	**Physical/Verbal Reactions** • Offensive gestures • Aggression toward other students, staff and/or self. • Fighting/aggression/inappropriate physical contact/ threats. • **Abusive language**; including, but not limited to the use of racial or religious remarks related to **student(s), teacher(s) and/or other school employee.** • **Inappropriate language**-profanity, indecent/offensive language, gestures, images. • **Verbal disrespect /threats** of another *student or staff.* • ***Intimidation***-threats of violence assault, real/symbolic.	*-If Student 2 makes it to a 0 the bus driver will complete a bus conduct report which will be submitted to the principal for appropriate disciplinary/disposition.*

Week Of: _____

Date	Time	# of Warnings	Plan Complete (Driver Initials)		Parent Signature
			YES	NO	
MON	AM				
	PM				
TUE	AM				
	PM				
WED	AM				
	PM				
THR	AM				
	PM				
FRI	AM				
	PM				

Assigned Seat #2

****ALWAYS SEATED NEXT TO THE WINDOW****

Behavior Intervention Plan

Name: *Student #3* **DOB:** _____ **Grade:** 4 **Date of Meeting:** _____
School: _____ **Environment:** Bus **Requesting Individual:** Education Team
Parent/Guardian: _____ **Phone:** _____

Area(s) of Concern/Intervention:

- Physical aggression/abuse with parents after school
- Defiance of school staff

Target Goals:

- With adult assistance, ____ will manage aggression and frustration levels using (including but not limited to):
  - Visual Schedule
  - Sensory Integration (e.g. Velcro)
  - Calming techniques (e.g. white noise, calming music, drawing, etc.)

Format:

- With adult assistance, ____ will manage aggression and frustration levels using a visual schedule, with sensory and calming techniques in five minute intervals, throughout an approximate 35 minute period.

Reinforcement:

- _____ will earn rewards such as:
  - Positive adult attention (verbal/non-verbal praise e.g. hugs)
  - Extra computer/game time
  - Allowance

Management Strategies

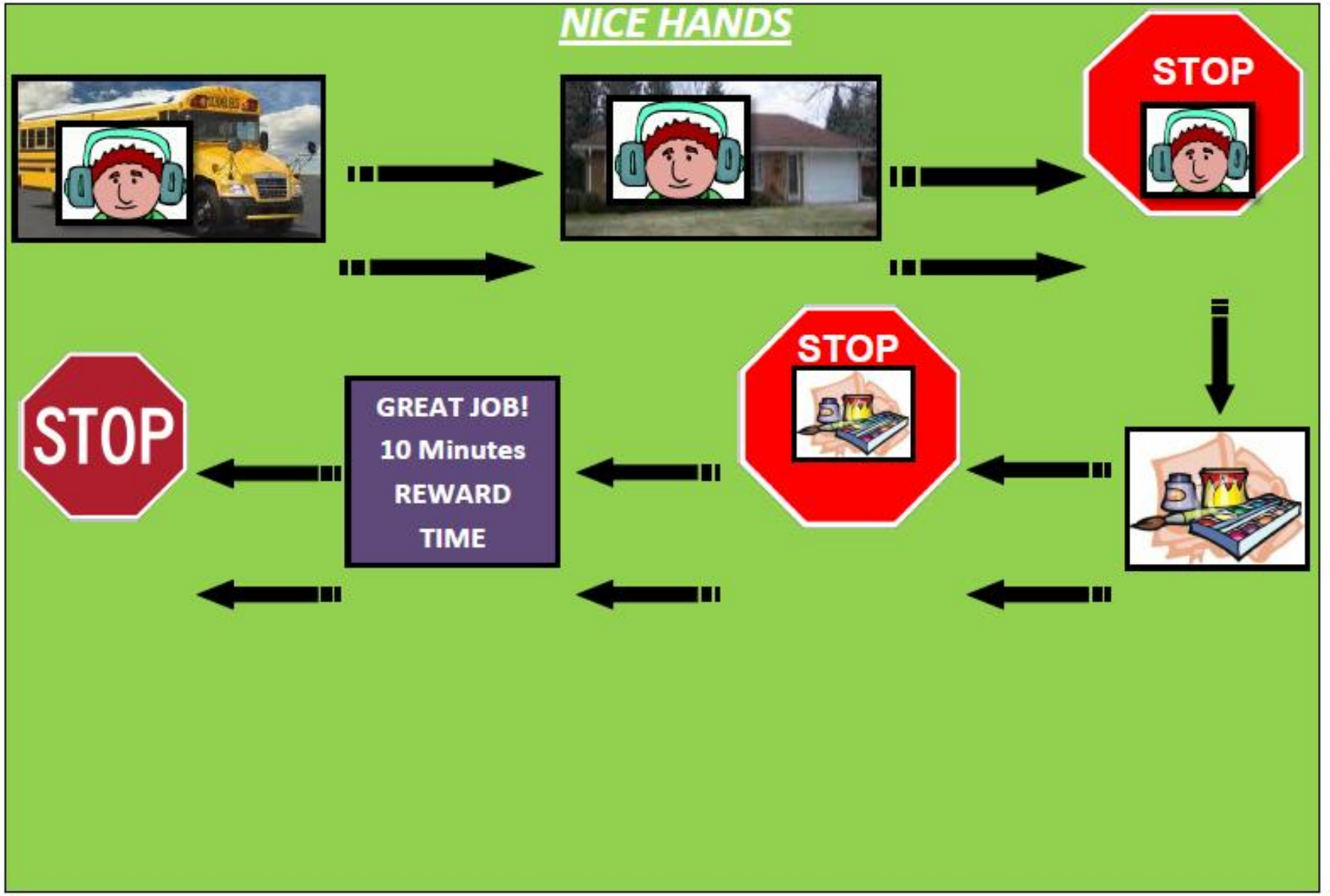
Behavior: Aggression

Using a visual schedule, visual timer and adult assistance in an approximate 25-35 minute period….

1st: will listen to calming music from the time he is on the bus through the time he arrives home.

will continue to listen to calming music/white noise for 10 minutes upon entering the home.

Student #3: Transitioning from Bus to Home



Student #3: Transitioning from Bus to Home

HURTFUL HANDS

In a Calm Voice….

"_____ those are hurtful hands.
Please stop. This is your warning"

"_____ those are hurtful hands.
Please stop. This is your last warning"

"_____ you used hurtful hands.
Please go to the time out desk"

Student #4: Bus Behavior

A. Behavior Intervention Plan
Fall 2011

Student #4 **Grade:** 4 **School:** **Date of Meeting:** Fall 2011 **Requesting Individual:** Educational Team

Area(s) of Concern/Intervention:
- Non-compliant when given directions by adults on bus –Not listening

Target Goals:
- Student 3 will demonstrate compliance by following adult directions a minimum of 42% of the time.

Format:
- Student 3 will utilize self-monitoring strategy(ies) for tracking the target behavior.
- Student 3 and adults will monitor and track his behavior level at the end of each 5 minute interval.
- Student 3 will earn positive reinforcement for demonstrating the target behavior goal listed above at the end of each half of the bus during the morning and afternoon.
- Student 3 will have the opportunity to earn a reward at the end of the week.

Reinforcement:
- Student 3 will be able to earn game time at the end of each interval. He may also choose from a menu of desired rewards identified by . (e.g time with favorite adult, extra recess time, option to choose seat). Daily & weekly monitoring system will be used to track Student 3 progress.

Management Strategies

Behavior: Defiance of Adults—Not Listening

#	If Student 3….	You…
3	Age appropriate bus behavior	Always give positive reinforcement 1st: "Student 3 this is your first warning" 2nd: "Student 3 this is your second warning" 3rd: "Student 3 you are moving to a 2"
2	-Disrupting Others -Shouting -Interrupting Others	1st: "Student 3 you are at a 2" 2nd: "Student 3 this is your first warning" 3rd: "Student 3 this is your second warning" 4th: "Student 3 you are moving to a 1"
1	-Not Following Directions -Not Listening to Adults -Out of seat without permission	1st: "Student 3 you are at a 1" 2nd: "Student 3 this is your first warning" 3rd: "Student 3 this is your second warning" 4th: "Student 3 this is your 3rd & final warning" 5th: "Student 3 you have earned a 0"
0	**Physical Reactions** *A.* Offensive gestures *B.* Aggressive, physical reaction to a teacher and/or other school employees *C.* Fighting/aggression/inappropriate physical contact/ threat of injury. **Verbal Reactions:** -Abusive language; including, but not limited to the use of racial or religious remarks related to student(s), teacher(s) and/or other school employee. - Inappropriate language- profanity, indecent/offensive language, gestures, images. - Verbal disrespect, *blatant defiance*, related to a teacher and/or other school employee. - Verbal disrespect or threatening of another *student* - *Intimidation*-threats of violence assault, real/symbolic intimidation.	Move to seat by himself & lose game time Bus notification Loss of Game time and other privileges

Student #4: Behavior Guidelines for Bus Monitor/ Attendant

#	If Student #4...	You…
3	Age appropriate bus behavior	*Always give positive reinforcement* ☐ 1st: "Student this is your first warning" ☐ 2nd: "Student this is your 2nd warning" ☐ 3rd: "Student you are moving to a 2"
2	-Disrupting Others -Shouting -Interrupting Others	☐ 1st: "Student you are at a 2" ☐ 2nd: "Student this is your first warning" ☐ 3rd: "Student this is your 2nd warning" ☐ 4th: "Student you are moving to a 1"
1	-Not Following Directions -Not Listening to Adults -Out of seat without permission	☐ 1st: "Student you are at a 1" ☐ 2nd: "Student this is your first warning" ☐ 3rd: "Student this is your 2nd warning" ☐ 4th: "Student this is your 3rd & final warning" ☐ 5th: "Student you have earned a 0"
0	-Talking about guns -*PURPOSEFULLY* not listening to adults -Being mean to students or adult(s) on the bus -Threatening students or adult(s) on the bus -Using mean and/or Offensive Gestures -Using mean and/or Offensive Words -Fighting/show aggression/ inappropriate physical contact	☐ 1st: Move to seat by himself & lose game time ☐ 2nd: Bus notification **Loss of Game time** and other privileges

Student #4: Bus Behavior Expectations/ Guidelines

#	IF YOU ARE....	You Will Get....
3	**GREAT! Nice Job**	**Earn Points!** **Game Time!** **1st:** Warning 1 **2nd:** Warning 2 **3rd:** ***Move to a 2***
2	**-Disrupting Others** **-Shouting** **-Interrupting Others**	**1st:** Warning 1 **2nd:** Warning 2 **3rd:** ***Move to a 1***
1	**-Not Following Directions** **-Not Listening to Adults** **-Out of seat without permission**	**1st:** Warning 1 **2nd:** Warning 2 **3rd:** ***This is your final warning*** ***4th: Move to a 0***
0	-Talking about guns -*PURPOSEFULLY* not listening to adults -Being mean to students or adult(s) on the bus -Threatening students or adult(s) on the bus -Using mean and/or Offensive Gestures -Using mean and/or Offensive Words -Fighting/show aggression/ inappropriate physical contact	**1st:** Lose points **2nd:** Move to seat by yourself **3rd:** Bus notification **4th:** **Loss of Game time** and other privileges

Student #4: Self Monitoring Intervals

Morning Bus Ride

1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	5 6 7 8 9 10 11 12

2nd Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	5 6 7 8 9 10 11 12

TOTAL POINTS EARNED: _____

Afternoon Bus Ride

1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	5 6 7 8 9 10 11 12

2nd Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	5 6 7 8 9 10 11 12

TOTAL POINTS EARNED: _____

Morning Bus Ride

1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15

TOTAL POINTS EARNED: _____

Afternoon Bus Ride

1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN 10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15

TOTAL POINTS EARNED: _____

Weekly Reward Choice:

Extra Game Time ***Extra Recess Time***

Time with Favorite Adult

Bus Monitor Daily/Weekly Data Recording Sheet

PLEASE RETURN TO KATHY BRAND AT THE END OF EACH WEEK

MONDAY _____/_____/_____	
Morning	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

TUESDAY	
Morning	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

WEDNESDAY	
Morning	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

MONDAY	
Afternoon	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

TUESDAY	
Afternoon	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

WEDNESDAY	
Afternoon	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10	7 8 9 10 11
Minutes of GAME	12 13 14 15
TIME	
Total Points Earned:	

Bus Monitor Daily/Weekly Data Recording Sheet

THURSDAY _____/_____/_____	
Morning	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15
Total Points Earned:	

FRIDAY ____/____/____		
Morning		
1st	Time on the Bus	Points Earned
	5	0 1 2 3
	10	0 1 2 3
	15	0 1 2 3
	20	0 1 2 3
	25	0 1 2 3
	CHECK IN—10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15
Total Points Earned:		

THURSDAY	
Afternoon	
1st Time on the Bus	Points Earned
5	0 1 2 3
10	0 1 2 3
15	0 1 2 3
20	0 1 2 3
25	0 1 2 3
CHECK IN—10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15
Total Points Earned:	

FRIDAY		
Afternoon		
1st	Time on the Bus	Points Earned
	5	0 1 2 3
	10	0 1 2 3
	15	0 1 2 3
	20	0 1 2 3
	25	0 1 2 3
	CHECK IN—10 Minutes of GAME TIME	7 8 9 10 11 12 13 14 15
Total Points Earned:		

Weekly Reward Choice:

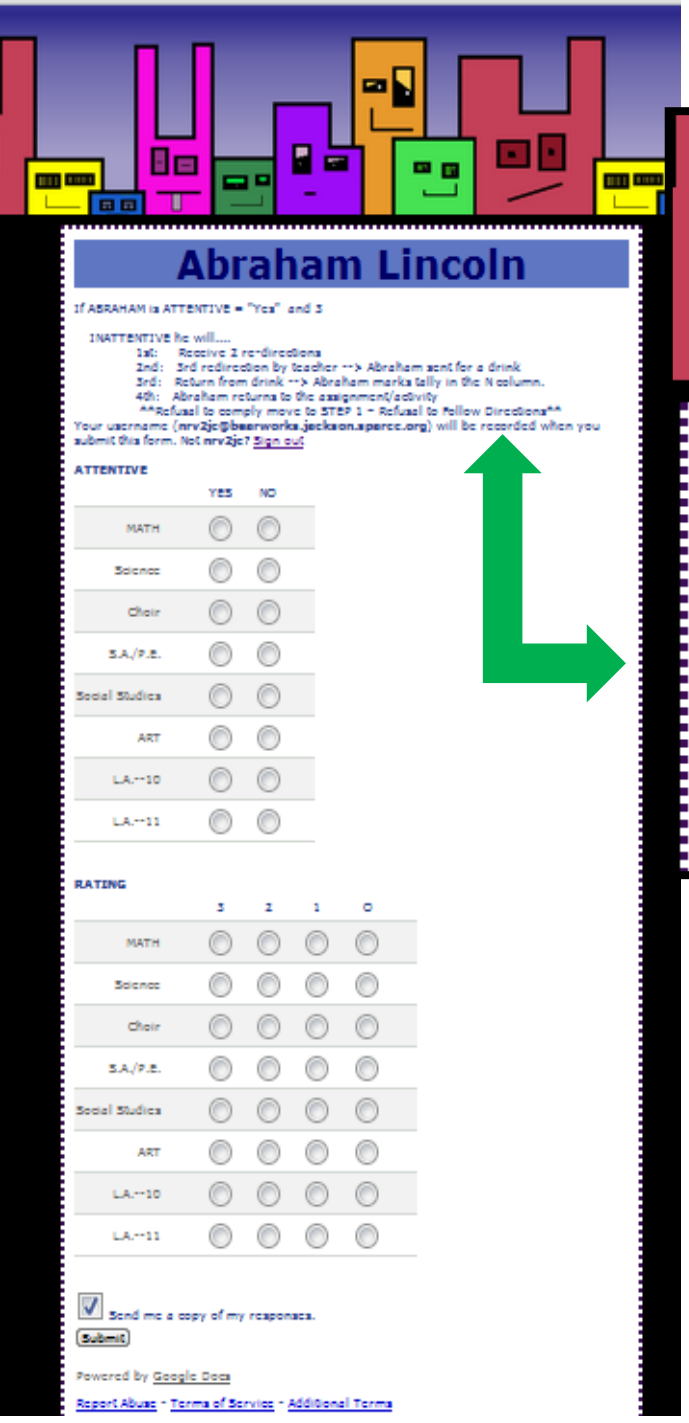
Extra Game Time Seat Choice

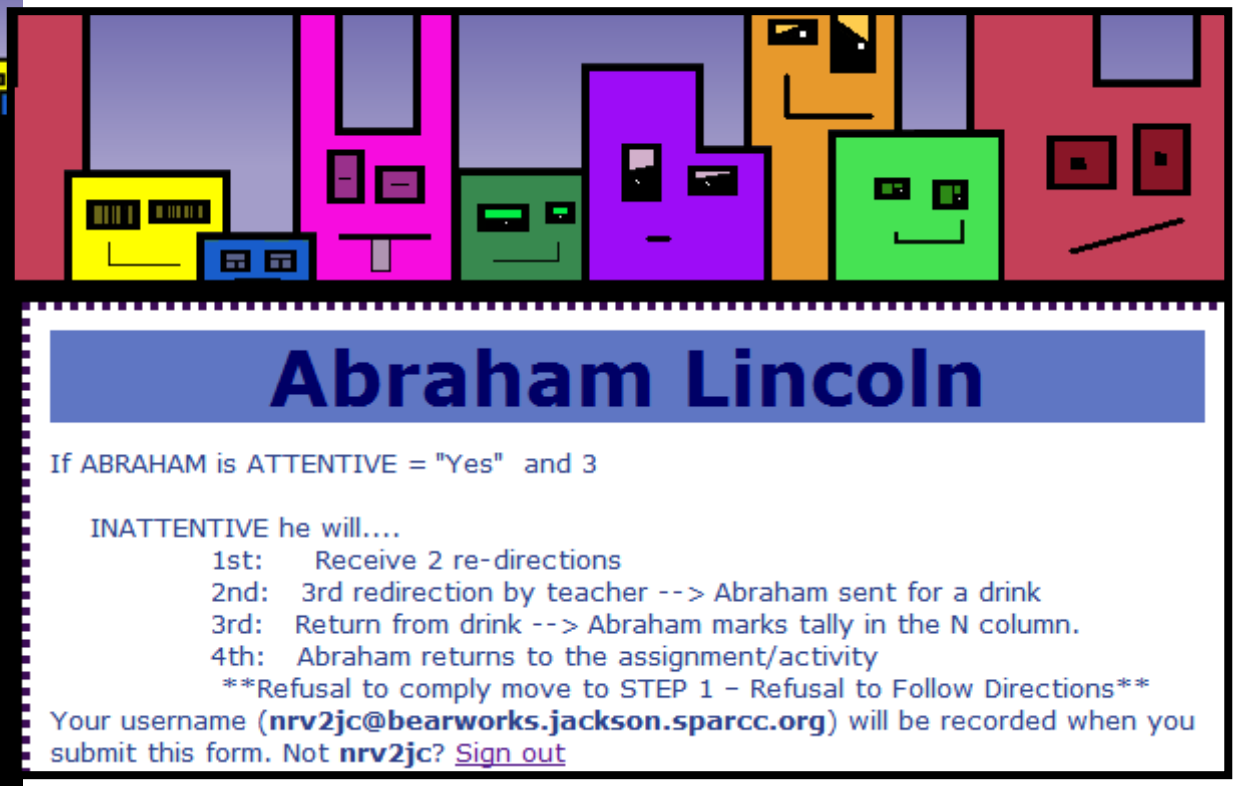
Extra Recess

Time with Favorite Adult

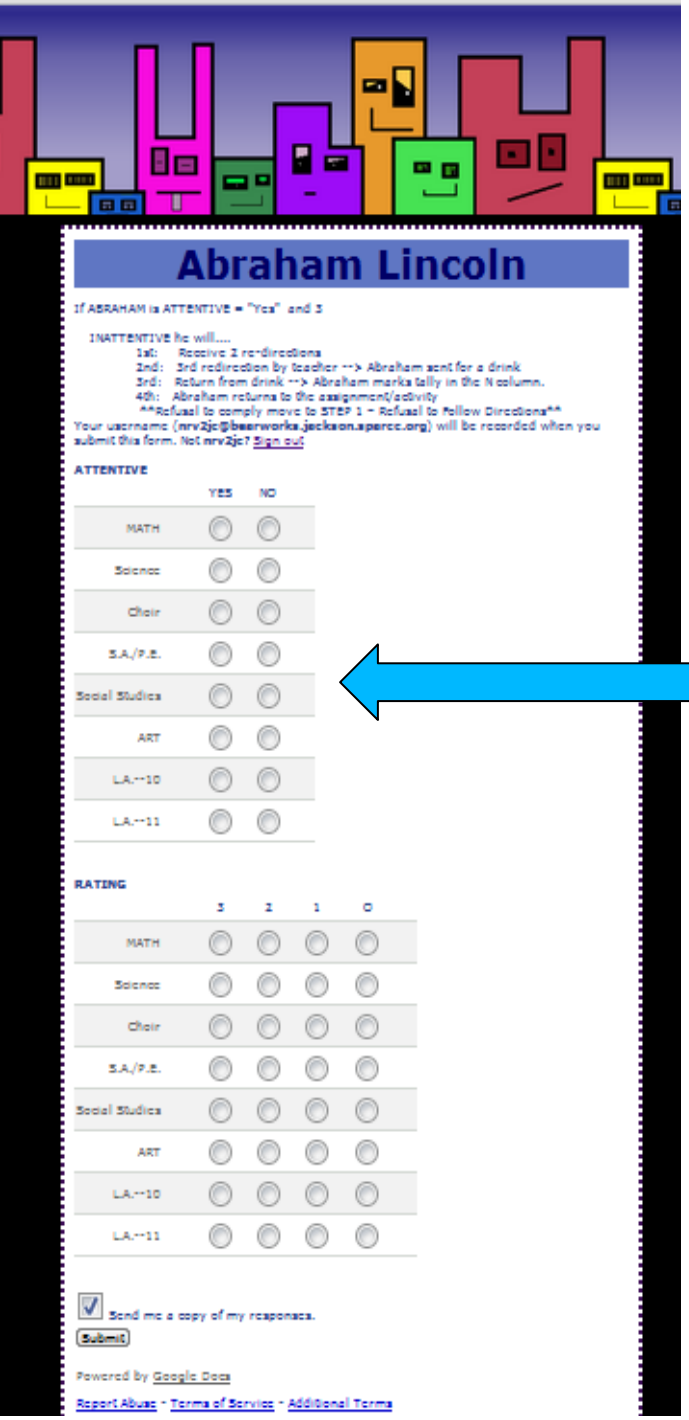
Notes:

How much time does this take to do?





Use of Google Docs to ease the data collection process, increase student participation and self-advocacy.



Abraham Lincoln

If ABRAHAM is ATTENTIVE = "Yes" and 3

INATTENTIVE he will....
1st: Receive 2 re-directions
2nd: 3rd redirection by teacher --> Abraham sent for a drink
3rd: Return from drink --> Abraham marks tally in the N column.
4th: Abraham returns to the assignment/activity
Refusal to comply move to STEP 1 - Refusal to Follow Directions

Your username (nrv2jc@beerworks.jackson.xpercc.org) will be recorded when you submit this form. Not nrv2jc? Sign out

ATTENTIVE

	YES	NO
MATH		
Science		
Choir		
S.A./P.E.		
Social Studies		
ART		
L.A.--10		
L.A.--11		

RATING

	3	2	1	0
MATH				
Science				
Choir				
S.A./P.E.				
Social Studies				
ART				
L.A.--10				
L.A.--11				

Send me a copy of my responses.

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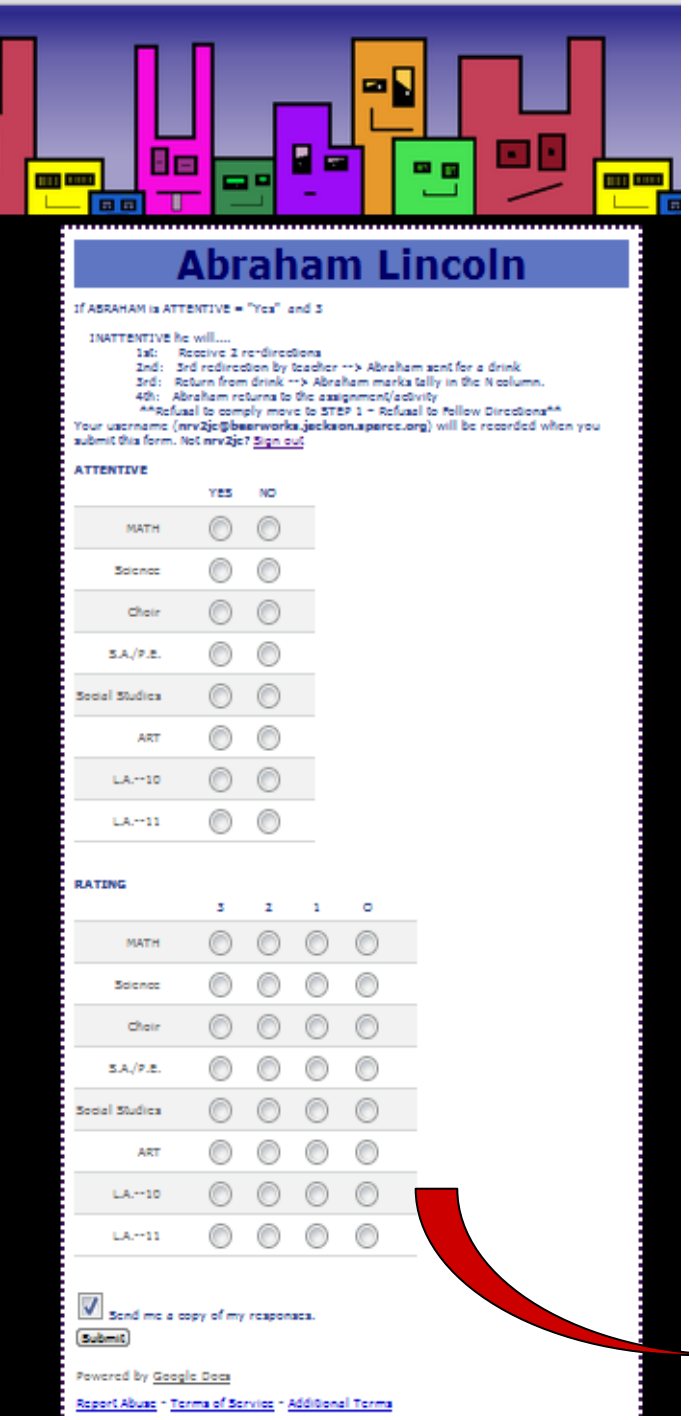
ATTENTIVE

	YES	NO
MATH		
Science		
Choir		
S.A./P.E.		
Social Studies		
ART		
L.A.--10		
L.A.--11		

Use of Google Docs to ease the data collection process, increase student participation and self-advocacy.



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Refusal to comply move to STEP 1 - Refusal to Follow Directions

Your username (nrv2jc@beerworks.jackson.sparcc.org) will be recorded when you submit this form. Not nrv2jc? Sign out

ATTENTIVE

	YES	NO
MATH		
Science		
Choir		
S.A./P.E.		
Social Studies		
ART		
L.A.--10		
L.A.--11		

RATING

	3	2	1	O
MATH				
Science				
Choir				
S.A./P.E.				
Social Studies				
ART				
L.A.--10				
L.A.--11				

Send me a copy of my responses.

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RATING

	3	2	1	O
MATH				
Science				
Choir				
S.A./P.E.				
Social Studies				
ART				
L.A.--10				
L.A.--11				

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Submit

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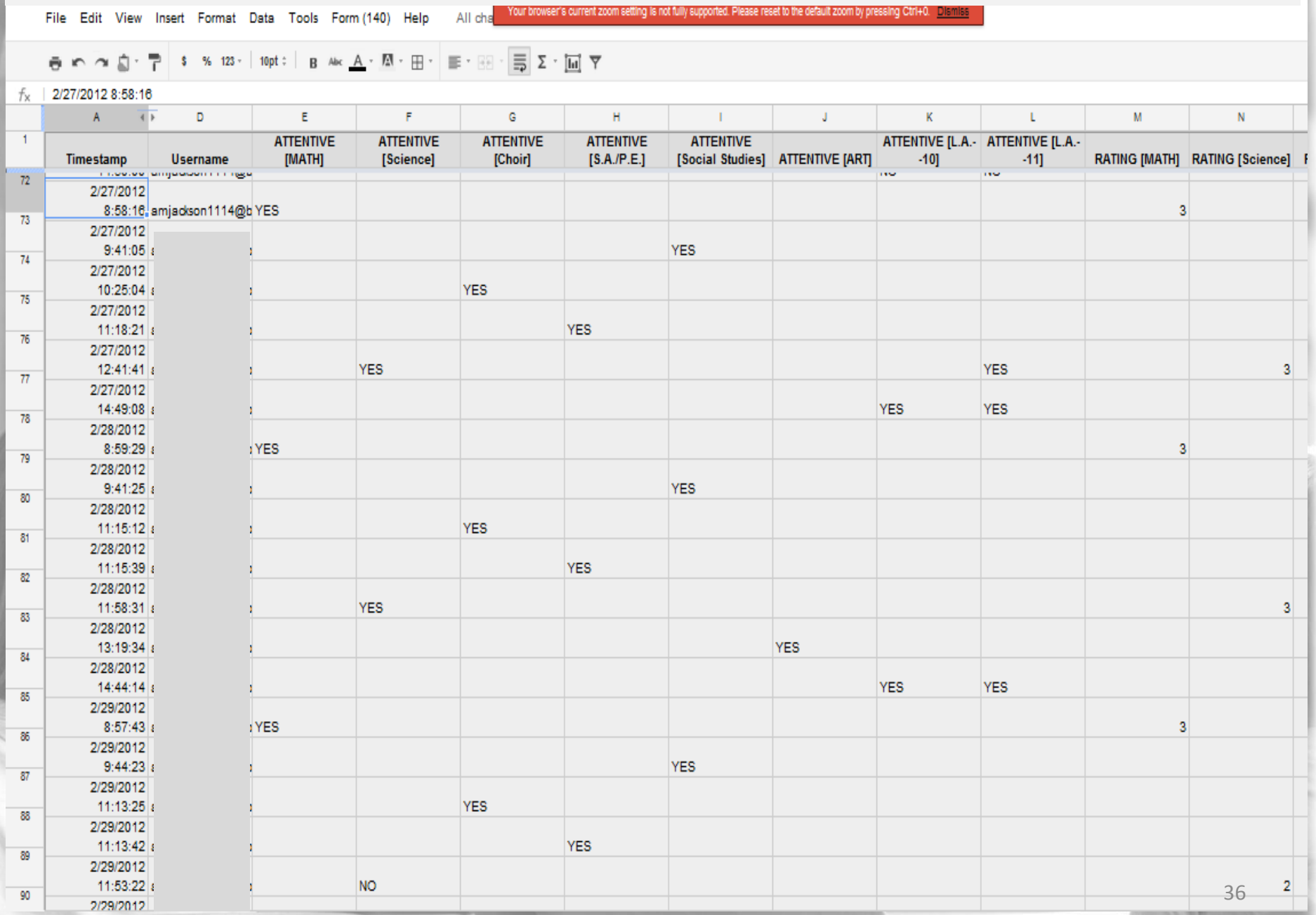
Use of Google Docs to ease the data collection process, increase student participation and self-advocacy.

Data Collection: Simplifying the process for teachers.



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2/27/2012 8:58:16

	A	D	E	F	G	H	I	J	K	L	M	N
1	Timestamp	Username	ATTENTIVE [MATH]	ATTENTIVE [Science]	ATTENTIVE [Choir]	ATTENTIVE [S.A./P.E.]	ATTENTIVE [Social Studies]	ATTENTIVE [ART]	ATTENTIVE [L.A.--10]	ATTENTIVE [L.A.--11]	RATING [MATH]	RATING [Science]
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74	2/27/2012 10:25:04				YES							
75	2/27/2012 11:18:21					YES						
76	2/27/2012 12:41:41			YES						YES		3
77	2/27/2012 14:49:08								YES	YES		
78	2/28/2012 8:59:29		YES								3	
79	2/28/2012 9:41:25						YES					
80	2/28/2012 11:15:12				YES							
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83	2/28/2012 13:19:34							YES				
84	2/28/2012 14:44:14								YES	YES		
85	2/29/2012 8:57:43		YES								3	
86	2/29/2012 9:44:23						YES					
87	2/29/2012 11:13:25				YES							
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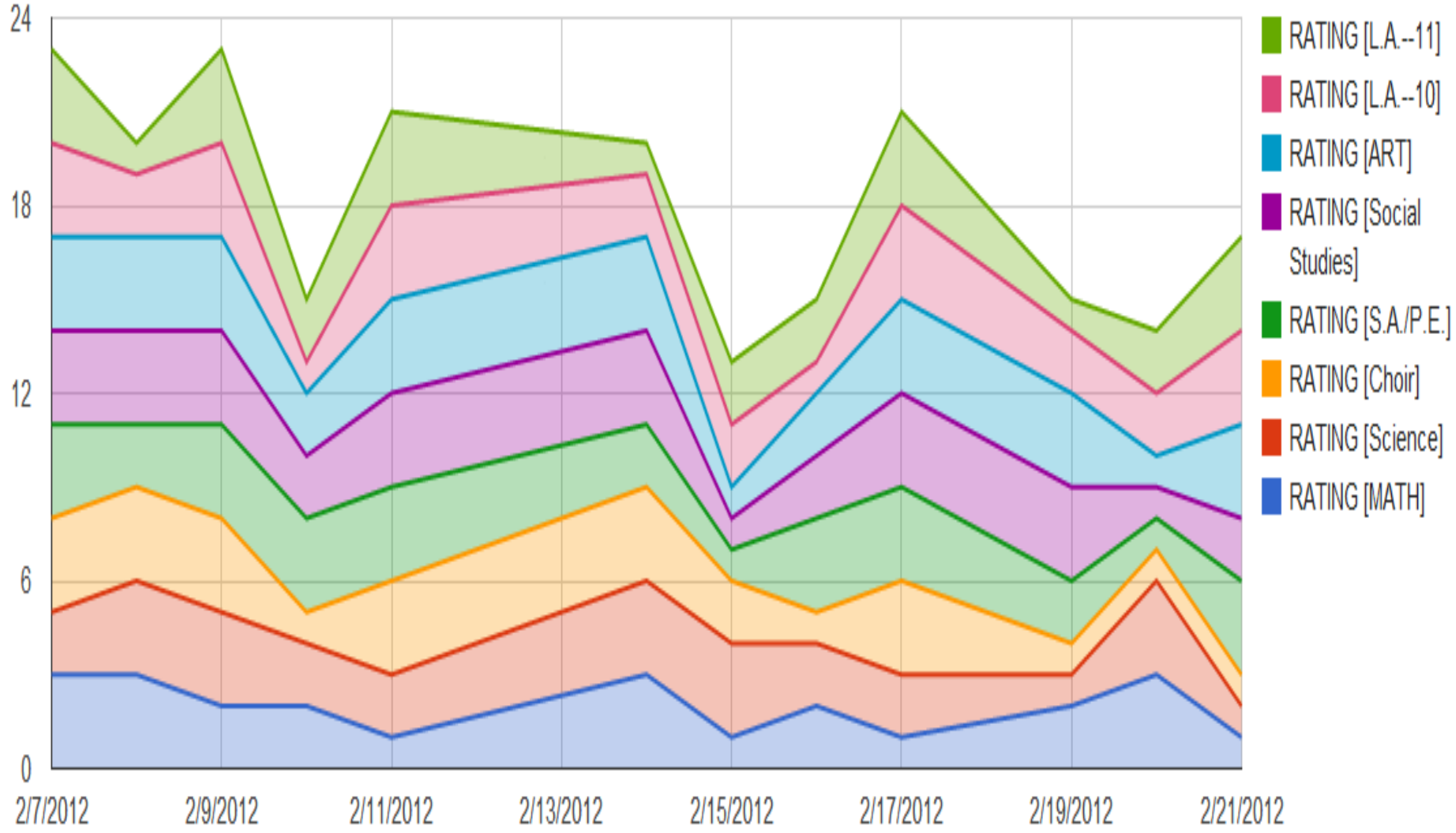
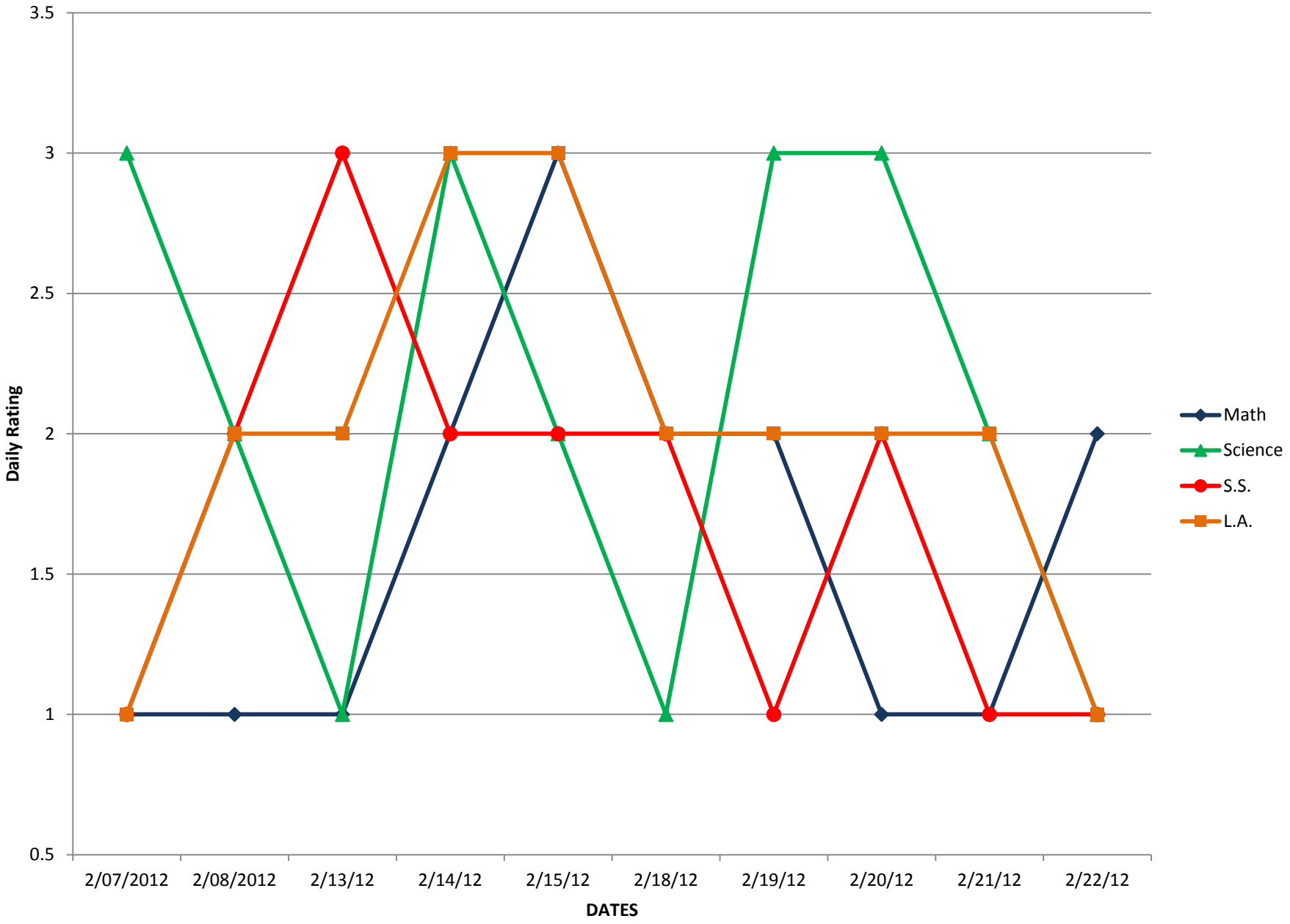
89	2/29/2012 11:53:22			NO								2
90	2/29/2012											

Data Collection: Simplifying the process for teachers.

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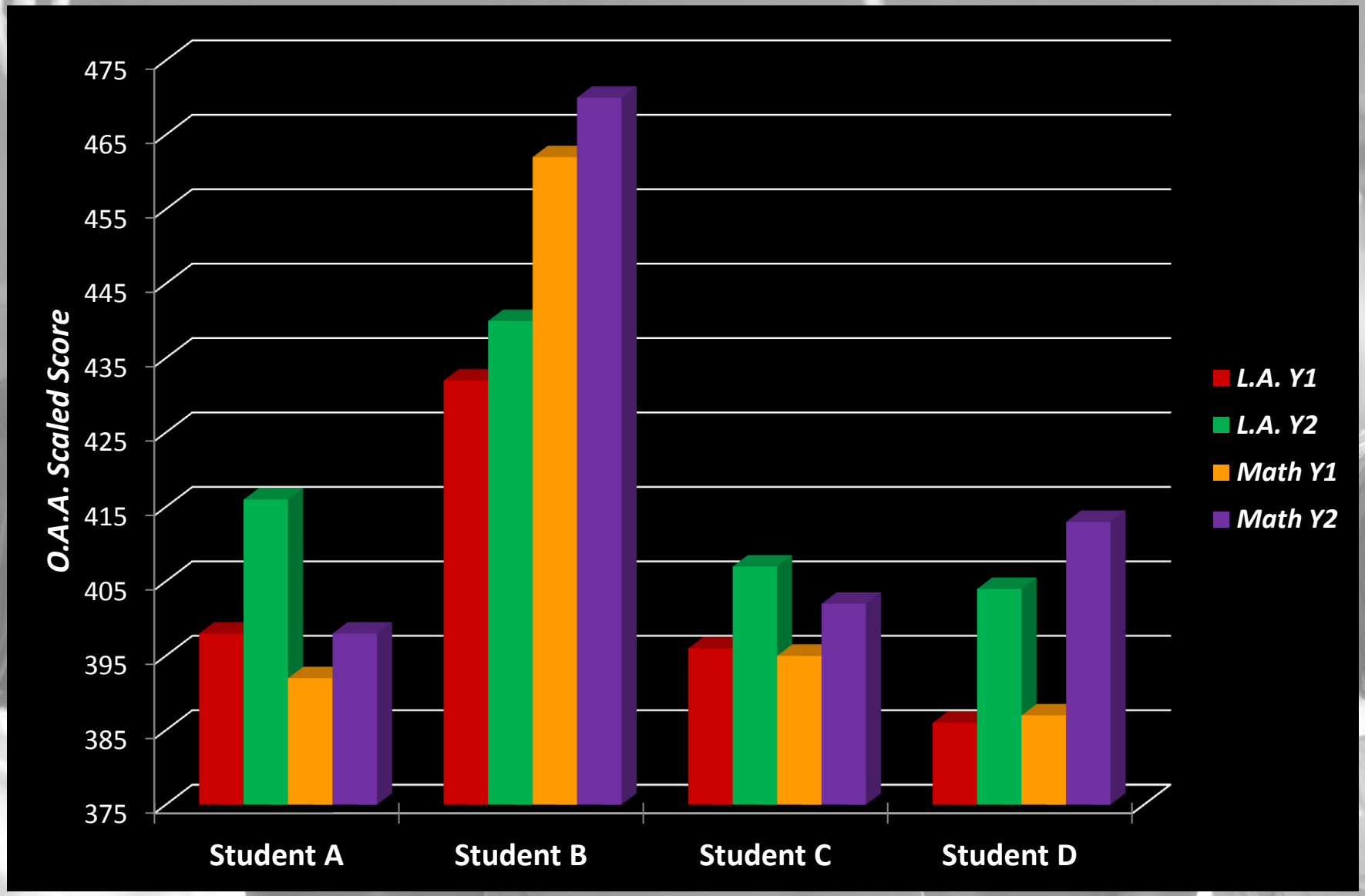
Daily Rating
2/07/2012
2/08/2012
2/13/12
2/14/12
2/15/12
2/18/12
2/19/12
2/20/12
2/21/12
2/22/12
DATES
Math
Science
S.S.
L.A.

Achievement Data



The 80/15/5 Rule

Any one intervention or strategy works great with 80% of students, works satisfactorily with 15% of students, and does not work at all with 5% of students.

GREAT RESOURCES

Intervention Central
www.interventioncentral.org

Forced Choice Reinforcement Menu
http://cecp.air.org/fba/problembehavior3/appendixc.htm

Children's Mental Health Facts
www.mentalhealth.samhsa.gov

Cleveland Clinic Autism Development Solutions (CCADS) *-Cleveland Clinic's Center for Autism has developed one of the nation's largest full-serviced, evidence based treatment & education centers for children with autism.*
http://my.clevelandclinic.org/childrens-hospital/medical-professionals/autism-development-solutions/default.aspx

The Behavior Doctor
www.behaviordoctor.org

American Academy of Child & Adolescent Psychiatry
www.aacap.org

School-Wide Information System
www.swis.org

Autism Speaks
http://www.autismspeaks.org

PBS
www.darkwing.uoregon.edu/~ivdb/
www.pbis.org
www.pbismaryland.org

Excellent source for listings of procedures, routines, & how to effectively breakdown, teach, & reinforce:
www.teachers.net/wong

GYMBOSS
-Repeating interval timer
www.gymboss.com

Second Step Curriculum
-Addresses empathy, impulse control, problem solving, & anger management.
www.cfchildren.org

Blueprints for Success: Instructional Strategies to Promote Appropriate Student Behaviors
-Project completed by Wisconsin State Department of Education that includes a handbook listing specific behaviors and intervention options.
http://dpi.wi.gov/sped/ebdbluepri.html

Special Connections
-Connecting teachers to strategies that help students with special needs successfully access the general education curriculum.
http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

Association for Behavior Analysis International®
http://www.abainternational.org

Great Reads & Other Useful Books

The Tough Kid Toolbox by Jenson & Rhodes. Published by Sporis & West (1994) & (2010).

The Tough Kid Social Skills Book by Susan M. Sheridan Ph.D. Part of the " Tough Kid" series by Rhode, Jenson & Reavis (2010).

It's Time for School!: Building Quality ABA Educational Programs for Students with Autism Spectrum Disorders by Ronald Leaf, Mitchell Taubman & John McEachin (2008).

Incredible 5-Point Scale Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses by Kari Dunn Buron & Mitzi Kurtis (2004).

Just Give Him The Whale!: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism by Paula Kluth & Patrick Schwarz (2008).

Great "People" Resources

Jeanette Mullet-Meisel
-Jackson School Psychologist
Natalie Voytek
-JMMS 7th grade Intervention Specialist
Dr. Melody Tankersley
Dr. Christine Balan
Dr. Jennifer Sweeney
Dr. Anne Hughes

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http://www.jackson.stark.k12.oh.us/webpages/nvoytek/index.cfm

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