

Collaborative teaming may be defined as *two or more people working together toward a common goal*. Collaborative teaming facilitates the inclusion of students with disabilities in general education environments, and can be viewed as “the glue that holds inclusive schools together” (Snell and Janney, 2000). Through collaborative teaming, the educational programs and special education supports for individual students are planned and implemented. Collaborative teams fill many functions in inclusive programs, including (a) assisting in reducing barriers to participating in school activities, (b) facilitating social interactions between students, (c) building peer support, (d) encouraging the contribution of ideas by family members, (e) embedding related services into the school day, and (f) designing plans to ease students’ transitions between grades and schools and into jobs or college (Snell and Janney, 2000).

The Collaborative Team Process

The collaborative team is a group of people who:

- Work together to achieve a common goal
- Believe that all team members have unique and needed expertise
- Demonstrate parity by participating as teacher and learner, consultant and consultee
- Distribute leadership function among all members of the group

Benefits of Collaborative Teams

- Each member has ownership and commitment to goal
- Implementation of plans are more successful
- Shared knowledge and expertise
- New ideas are generated through group interaction that may not be generated through individual work

Collaborative Team Meeting Worksheet

Persons Present

(Note late arrivals)

Absentees

Others who need to know:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Roles:

- Timekeeper
- Recorder
- Facilitator
- Processor or Observer
- Jargon Buster
- Other: _____

This meeting

Next meeting

Agenda

Items:

1. Positive comments/Celebrations
- 2.
- 3.
4. How are we doing?
- 5.
- 6.
7. How did we do?

Time Limit

Minutes of Outcomes

Action Items:

1. The way in which we will communicate outcomes to absent member and others who need to know is
- 2.
- 3.

Agenda Building for Next Meeting

Date: _____ Time: _____ Location: _____

Expected agenda items:

- 1.
- 2.
- 3.
- 4.

“Are we really a team?” Quiz

Directions: Circle the points to the left of each item only if all group members answer “yes” to the item. Total the number of points circled. The maximum score is 100 points.

POINTS

- | | |
|---|--|
| 2 | 1. We meet in a comfortable physical environment. |
| 2 | 2. We start our meetings on time. |
| 2 | 3. We arrange ourselves in a circle when we meet. |
| 2 | 4. The size of our group does not exceed 7 members. |
| 2 | 5. Our meetings are structured so that there is ample “air time” for all participants. |
| | 6. Needed members: |
| 2 | • Are invited (Note: members may change from week to week based upon the agenda items). |
| 2 | • Attend. |
| 2 | • Arrive on time. |
| 2 | • Stay until the end of the meeting. |
| 2 | 7. We have regularly scheduled meetings which are held at times and locations agreed upon in advance by the team. |
| 2 | 8. We do not stop the meeting to update tardy members. Updates occur at a break or following the meeting. |
| | 9. We have a communication system for: |
| 2 | • Absent members. |
| 2 | • “Need to know” people, not part of the core team. |
| | 10. We use a structured agenda format which prescribes that we: |
| 2 | • Identify agenda items for the next meeting at the prior meeting |
| 2 | • Set time limits for each agenda item. |
| 2 | • Rotate roles |
| 2 | • Have public minutes. |
| 3 | • Process group effectiveness regarding both task accomplishment and social skill performance. |
| 2 | • Review and modify the agenda, whenever necessary. |
| 2 | 11. We have publicly agreed to the group’s overall goals. |
| 2 | 12. We have publicly shared our individual professional “agenda”: that is, we each stated what we need from the group to be able to work toward the group goals. |
| 2 | 13. We coordinate our work to achieve our objectives (as represented by the agenda items). |

(continued)

(continued)

POINTS

- | | |
|---|---|
| 3 | 14. We have established group social norms (e.g., no “put downs,” all members participate) and confront one another on norm violations. |
| 3 | 15. We have a “no scapegoating” norm. When things go wrong, it is not one person’s fault, but everyone’s job to make a new plan. |
| 2 | 16. We explain the norms of the group to new members. |
| 3 | 17. We feel free to express our feelings (negative and positive). |
| 2 | 18. We call attention to discussions which are off-task or stray from the agenda topics. |
| 3 | 19. We openly discuss problems in social interaction. |
| 3 | 20. We set time aside to process interactions and feelings. |
| 2 | 21. We spend time developing a plan to improve interactions. |
| 3 | 22. We have arranged for training to increase our small group skills (e.g., giving and receiving criticism, perspective taking, creative problem solving, conflict resolution). |
| 2 | 23. We view situations and solutions from various perspectives. |
| 2 | 24. We discuss situations from the perspective of absent members. |
| 3 | 25. We generate and explore multiple solutions before selecting a particular solution. |
| 2 | 26. We consciously identify the decision-making process (e.g., majority vote, consensus, unanimous decision) we will use for making a particular decision. |
| 3 | 27. We distribute leadership functions by rotating roles (e.g., recorder, time-keeper, observer). |
| 2 | 28. We devote time at each meeting for positive comments. |
| 2 | 29. We structure other group rewards and “celebrations.” |
| 3 | 30. We have identified ways for “creating” time for meetings. |
| 2 | 31. We summarize the discussion of each topic before moving on to the next agenda item. |
| 2 | 32. We distribute among ourselves the homework/action items. |
| 3 | 33. We generally accomplish the tasks on our agenda. |
| 3 | 34. We have fun at our meetings. |
| 2 | 35. We end on time. |

Total possible points = 100

Observing Team Process

Process elements	Positives	Issues and concerns
Informal behaviors: entering the room, seating arrangement, interaction patterns, signs of trust		
Structure of the team meeting: agenda, designated facilitator, sense of purpose, evidence of organization		
Communication: sharing of information, values, perspective-taking, listening, and speaking rules		
Participation by members: shared participation, verbal and nonverbal signs of involvement or withdrawal, invited and encouraged participation		
Problem-solving and decision making processes: clarity of the question, consideration of alternatives, use of consensus, assignments for action, sense of ownership for decision		
Conflict resolution: acknowledgment of differences open discussion of positions, compromise		
Giving and receiving feedback: by and to individuals discussion of how team is functioning		
Effectiveness of leadership during meeting: shared leadership, facilitator, timekeeper		
Needs for future team development: current state of development, types of training, experience, and consultation that would help this team achieve the highest stage of development		

From Garner, N.G. [1997]. *Observing team process*. Unpublished document, Virginia Commonwealth University., Richmond; reprinted by permission.

Ideas for Scheduling and Creating Team Meeting Time

Create Time

- Dismiss school early periodically.
- Meet during independent work time, rest (in early grades), recess (while TAs or parents supervise class), or planning periods.
- Involve peers periodically in team meetings. and hold meetings as a class activity.
- Identify and preserve a regularly scheduled time, convenient to all team members, to plan, problem-solve, and discuss topics of concern.
- Ask special education teachers to join grade level team meetings to collaborate on issues of instruction and curriculum for students with support needs.
- Assign teaching assistants to specific grade levels, and have them use their flex time to attend grade level team meetings.
- Use faculty meetings on alternate weeks for team meetings.
- Use part or all of some faculty meetings for sharing or for problem-solving; have the principal facilitate.
- Schedule meeting time on a school-wide basis so common prep time can be scheduled for all members of grade-level teams.
- Plan, schedule, and use Collaboration Days during the school year.
- Create early release days (e.g., create five/year by increasing each school day by 5 minutes; create 1 day weekly by adding 15 minutes to daily students' schedules 4 days each week.
- For one day each week, schedule a common lunch period; ideally this lunch period should be scheduled before or after a common prep period.
- Combine classes for a period to free up a teacher for teaming.
- Plan special events (by grade level or for the entire school) on a monthly basis that are operated by nonschool staff; this frees up staff members for team meetings.

Coordinate Schedules

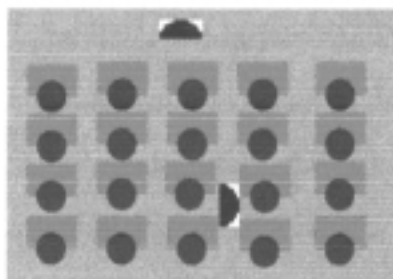
- Have principals and teachers design a school teaming schedule.
- Designate and coordinate planning times for grade/department planning meetings.
- Re-structure school planning teams (grade level and department) so special education teachers are members.
- Establish common lunch or recess schedules by grades.
- Use parallel block scheduling (Snell, Lawman, & Canady, 1997) to create meeting times.
- Have principals arrange master schedule so a given grade level has back-to-back "specials" twice a week to assist in planning.
- Have PTA/PTO advocate with school board for some compensated team planning time.
- Hire a floating, trained, substitute teacher to rotate among classes and free up 30-45 minute blocks of the classroom teacher's time.
- Use school funds to cover compensatory time.
- Advocate annually with central office when the school calendar is planned to have professional time reserved for teaming.

Models of Co-teaching:

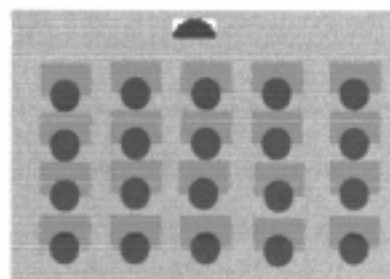
- **One teaches and another observes or drifts (supporting the class in a passive manner)**— Requires little planning time, can result in one teacher becoming an assistant rather than a co-teacher. Can be used to keep students on task, check work as it is being completed. Also can be used in situations where one teacher does not know the curriculum very well (e.g., high school physics).
- **Station teaching**—Two teachers divide instructional content into two different parts and takes responsibility for planning and teaching that part of it. Students move from one station to another. Must be done with content that does not have to be presented in any specific order. A third group can be developed as an independent station, where buddies work together. Stations can take the entire class period or more time (i.e. in secondary grades).
- **Parallel teaching**—Two teachers jointly plan the instruction and each delivers the same instruction to a heterogeneous group comprised of one-half the students. Can take advantage of teacher's different teaching styles to match with students' learning styles. Reduces teacher/student ratio in half. An adaptation can be made to present different perspectives on a topic and then using a problem solving approach to address differing points of view.
- **Alternative teaching**—Used to provide highly intensive instruction within the general education class. Each teacher should take responsibility for the small group, not just the special education teacher. Small groups can be used for preteaching, make-up, teaching higher level skills, enrichment, teaching social skills, ideally made up of heterogeneous group of students. Danger of creating small class within a class, used too often in NJ.
- **Team teaching**—Both teachers responsible for planning and instruction of all students. They can alternate roles in leading discussion. Who teaches what depends on the teachers' preferences, training and strengths. Typically, the general education teacher maintains primary responsibility for teaching the subject matter and the special ed teacher takes responsibility for students' mastery of the academic survival skills necessary to acquire the subject content at the time they are needed. Two teachers can model good communication skills and collaboration.

Co-teaching Models

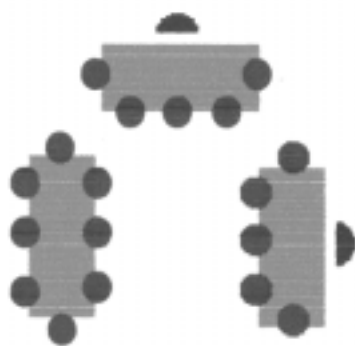
Co-Teaching Models



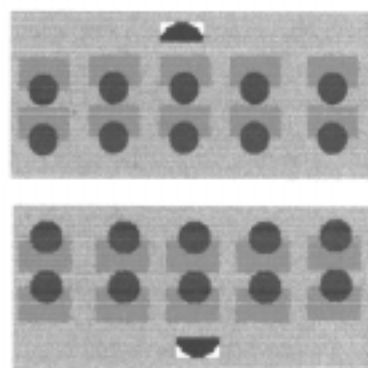
One Teach,
One Drift



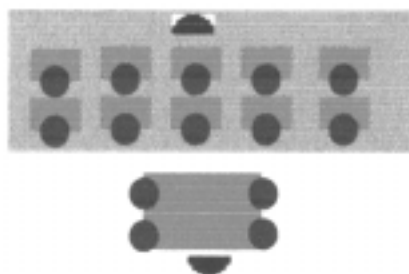
One Teach
One Observe



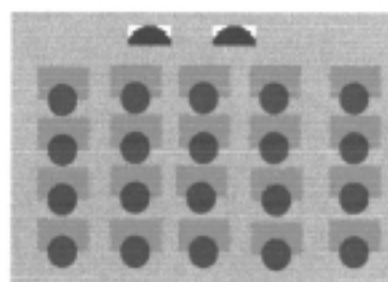
Station Teaching



Parallel Teaching



Alternative Teaching



Team Teaching

 Teacher
  Student
  Desk/Table

Roles and Responsibilities of Personnel in Schools

The role of the general educator in an inclusive school

Instruction	Assessment	Communication	Leadership	Record Keeping
Instructing individual students	Conducting formative and summative assessments of students, including grading assignments and projects	Collaborating with special educator on curriculum for class	Designing structure of class, including curriculum, classroom management policies, physical design, and selection of materials	Recording unit and daily lesson plans, activities and homework
Providing small-group instruction	Administering local and state standardized tests	Providing feedback on effectiveness of strategies	Supervising para-professionals and peer tutors assigned to the class	Maintaining student grade and attendance records
Teaching the whole class	Developing appropriate exhibitions and demonstrations of student work	Attending IEP and planning meetings	Providing information to grade-level teams on curriculum and instruction	Attending problem-solving meetings
Monitoring students' academic progress Implementing accommodations and modifications designed by the special educator		Communicating with families and parents/guardians		

The role of the special educator in an inclusive school

Instruction	Assessment	Communication	Leadership	Record Keeping
Instructing individual students	Grading students' performance	Attending planning meetings	Training and supervising paraprofessionals	Developing the IEP
Adapting materials and instruction	Developing appropriate exhibitions and demonstrations of student work	Communicating with parents and families	Coordinating peer tutors	Maintaining records of students' performance
Providing small-group instruction	Administering educational tests	Attending problem-solving meetings	Facilitating the use of related-services professionals	Maintaining record of curriculum accommodations and modifications
Teaching the whole class		Providing information about inclusion		
Monitoring students' academic work				
Coordinating support for individual students (including medical and behavioral needs)				

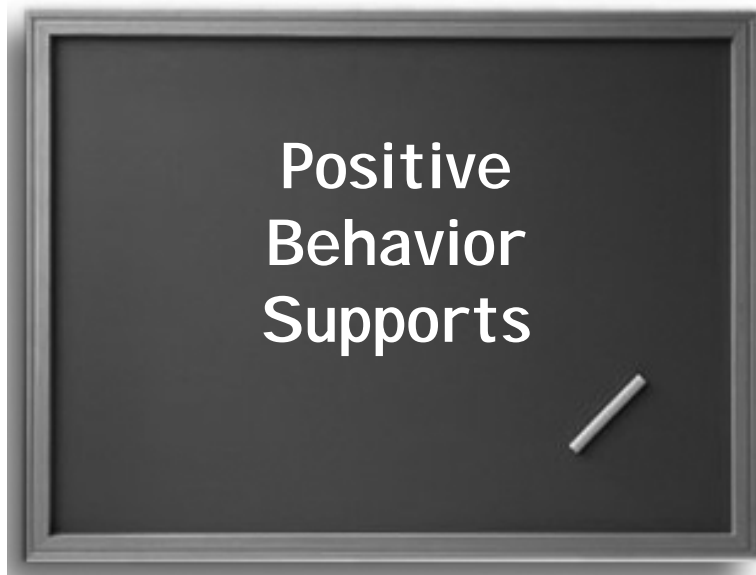
The role of the paraprofessional in an inclusive school

Instruction	Assessment	Communication	Leadership	Record Keeping
Following instructional plans as implemented by the general education teacher	Assisting and supporting the teacher with assessment of student performance	Providing feedback to team members on success of strategies	Facilitating social relationships between students	Maintaining logs and time sheets as required to document contact time
Implementing accommodations and modifications as designed by the special educator	Administering local and state standardized tests	Assisting the teachers in communication with parents/guardians and families	Creating a positive and reinforcing environment for students	Maintaining records of students' performance
Providing specialized assistance to assigned students as necessary, including personal care	Collaborating with the general and special education teachers to report student progress	Maintain effective and open communication with school personnel	Modeling effective communication strategies for other staff	Maintaining record of curriculum accommodations and modifications
Re-teaching of skills to individuals and small groups		Honoring confidentiality of student information		

Issues for Collaborative Teaching

Directions: Consider these areas of collaboration between two teachers. Think about your style and how you like to work. How might you see developing collaborative approaches to dealing with these issues? Make some notes in the right column, then compare and discuss these issues with your co-teacher.

Areas in Which Differences May Arise	Strategies for Collaboration
Parent communication and partnership Formality of relationship with parents. Understanding and acceptance of diverse family backgrounds, styles, and problems.	
Collaborative relationship Goals and expectations in the working relationship.	
Student progress. Expectations related to assessment tools and strategies to be used? Degree of focus on the standardized test? Planning Time for planning? Degree and detail of planning?	
Planning Time for planning? Degree and detail of planning? Planning ahead? Designing for diversity? Planning meetings, forms, and record-keeping?	
Academic instruction Instructional strategies? Assessment strategies? Assignment of grades? Adaptation and modification of lessons? Sharing teaching roles? Trying new approaches?	
Community building and behavioral challenges Classroom rules and routines? Behavioral management and discipline? Trying new approaches?	
Classroom design, space, materials Planning and organizing classroom space? Designing the classroom for the different abilities and learning styles of students? Making accommodations and adaptations? Trying new approaches?	



Many children have inappropriate behaviors that are part of their disability. These behaviors may make it difficult to learn, cause harm to the child or others or isolate a child from his or her peers. Some children have behaviors that they can't control, such as tics for a child with Tourette syndrome or self-harming behaviors for some children with developmental disabilities. Some children may be sad or anxious. Others simply have not learned positive ways to have their needs met. In any of these instances, the behaviors interfere with the children's ability to learn the skills they need to be successful.

We can teach appropriate behavior skills to children! To do so, we need to understand problem behaviors, such as where they occur and what purpose they serve for a child. The process of learning about how children develop problem behaviors is called functional behavioral assessment (FBA). If we learn about the behaviors and know when and where they are likely to happen, we can plan positive strategies to teach new behaviors. These strategies are called positive behavioral supports (PBS). Teachers can use the information from an FBA to help a child learn new skills. The goal is to teach children how to manage their own behavior.

What is Positive Behavior Support?

Positive Behavior Supports are:

- Based on a person’s strengths and gifts
- Looks for ways to build student success
- Values choices and preferences
- Based on understanding the student’s perspective
 - Behavior is the result of unmet needs
 - Behavior serves a function for the student
 - Behavior is context related
- Supports a Team Approach
 - Relationship building is key component

Shared problem solving, decision making & responsibilities

- Involves comprehensive Assessment and Intervention Planning
 - Emphasizes ongoing support & long term solutions
 - Involves mutual change

Positive behavior support (PBS) is an orientation toward behavior support that one adopts. It is not a technique or set of tools. Rather it is a way of thinking about and approaching behavior support. A PBS orientation to behavior is characterized by five key assumptions:

1. Understanding that all behavior serves the function of either getting students something they want (e.g., attention, items, activity, stimulation) or getting out of something they do not want (e.g., work task, boredom, frustration, etc.). Problem behavior is the student’s way of communicating their needs in the absence of more appropriate skills.
2. PBS emphasizes creating individualized supports for the student that results in outcomes perceived as meaningful by the student and their family. The extent that support strategies and outcomes are socially meaningful depends on how well they are matched to the individual’s priorities, preferences, and needs. Because “meaningfulness” is subjective, it is critical that the student and their family have an honored voice in the assessment and support design process. Continual evaluation of the effectiveness and desirability of support strategies and outcomes is essential to ensuring their subsequent meaningfulness.
3. PBS emphasizes the importance of creating environments that are reflective of and sensitive to the student’s social, psychological, physical, and intellectual needs. Person centered environments are highly responsive to changing needs and offer opportunities for the student to pursue personal aspirations. Characteristics of person centered environments include (a) encouraging relationships and community belonging, (b) acknowledging and celebrating the individual’s strengths and accomplishments, and (c) honoring the individual’s preferences and priorities.
4. One of the hallmark features of PBS is the emphasis on collaboration and teaming. Team planning offers a viable forum for sharing ideas, responsibilities, and celebrations. When planning for an individual student the team typically includes the student, family members, teachers, child study team members, related services personnel, and other professionals involved in the student’s educational program.

5. PBS relies on strong partnerships between school personnel and family members. Within these partnerships, family members are viewed as equal and important members of team planning. Characteristics of a strong family and school partnership includes (a) emphasizing the positives and strengths, (b) regular contact and communication, (c) soliciting and honoring consumer and family opinions and priorities, (d) supporting one another through listening and offering help.

How can I use Positive Behavior Support in My classroom?

PBS is a powerful way to prevent predictable problem behaviors that occur everyday in the classroom. To create a healthy classroom environment using positive behavior supports teachers should:

1. Build a classroom community through activities designed to build relationships between themselves and their students and between students. Teaching students how to get along, respect one another, problem solve, and work cooperatively will reduce conflict among students and foster a positive atmosphere. Morning or weekly meetings are an excellent way to dedicate time for the class to talk and listen to one another about topics and issues important to the group.

2. To determine specific patterns of problem behavior occurring around students teachers can conduct a simple self assessment by thinking about classroom routines (or lack of routines) that are problematic. For each routine where behavior problems are consistently occurring, ask the following questions:
 - What ideally would you like to see happen during this routine. What would you be doing? What would your students be doing? How would the routine be sequenced? Write out the routine step by step as if you were describing it to someone who had never seen it before. Be sure to phrase each step using positive and action oriented terms. The following is an example of one teacher's routine for a three minute class preparation routine:
 - o Students enter class and locate their seats — Teacher is greeting students at the door
 - o At their desk students take out their materials and place them on their desk, they date their notebook and sharpen their pencil — Teacher is at her desk getting class materials and answering questions
 - o Teacher gives one minute warning to get materials together
 - o Class begins
 - How does your ideal compare to what is happening now? Consider whether your students really understand what is expected of them during this routine and how well organized the existing routine is in comparison to the ideal.
 - Finally, what skills do your students need to learn in order to be proficient during this routine and how will you conduct mini lessons to teach the routine and the needed skills.

3. Students need clearly defined expectations for their behavior. Behavioral expectations are a general code of conduct that all students and adults in the classroom follow. It provides everyone with direction and guidance for what they **SHOULD** be doing. Behavioral expectations should be defined using positive and action oriented language. Well defined expectations are reasonable and stated concisely. Consider the following example:
 - Be respectful
 - Use kind words
 - Ask before taking
 - Use a 6 inch voice
 - Be responsible
 - Put away materials
 - Keep your area clean
 - Listen and follow directions

- Be safe
 - Walk at all times
 - Keep hands, feet, and objects to self
 - Stay to the right in the halls and stairs

Behavioral expectations are only as useful as they are understood by your students. Thus, it is important to take the time and teach each of the expectations as you would a math or science lesson. To teach your students the behavioral expectations develop short lessons that:

- Define the expectations in concrete terms
- Discuss what the expectations mean
- Demonstrate what the expectations look and sound like
- Practice when, where, and how to do it
- Engage the students in a cooperative activity

4. Once the expectations are taught, the next step is to recognize students individually and as a class for following the expectations. Student recognition systems are important because it helps us shift our actions to focusing on what students are doing right as opposed to catching students doing something wrong. A student recognition system is the presentation of highly motivating positive consequences to develop a desirable pattern of behavior. Through instruction and reinforcement you are helping your students to develop positive habits in the classroom. To develop a student recognition system consider the following steps:

- Survey students to determine what kinds of things they would like as prizes/trade in options U Design a small ticket approximate 1.5 x 3 inches that will be used to distribute to students.

Tickets will need to contain the adult and student names

- If using a trade in system, develop procedures including:
 - A list of trade in options with corresponding value
 - Procedures for procuring (e.g., donations, purchasing) items on the trade in list Procedures for managing the trade in system
 - Procedures for advertising the trade in system and trade in menu
- If using a raffle system, develop procedures including:
 - Frequency, location, and time of raffle
 - Procedures for storing raffle tickets
 - Procedures for drawing raffle tickets
 - Number of times a ticket will be drawn during a given raffle
 - Procedures for procuring (e.g., donation, purchasing) items for the raffle
 - Procedures for advertising the raffle

From: Lorchmann, Sharon, Ph.D, Elizabeth M. Boggs Center on Disabilities, UMDNJ-RWJMS For more information go to:
<http://www.nipbs.org>

Suggested format for Behavior Support Plans

- A. Brief rationale/need for plan
- B. Description of problem behavior(s)
 - 1) What, when, where, how often/how long
 - 2) Description of functional assessment strategies and their results
 - 3) Summary statements from assessment (situations, behaviors, outcome/functions)

- C Basic strategies for successfully working with student
 - 1) Slow/fast pace, long/short tasks, joking/serious, etc.
- D. Immediate short-term procedures needed for safety (if any)
 - 1) Changes in settings, activities, staff, etc.
- E. Specific behavioral support strategies (e.g., immediate and longer -term.)
 - 1) Ecological/setting event strategies
 - 2) Immediate antecedent strategies (e.g., instructional, curricular, etc.)
 - 3) Positive alternative skills to teach and/or promote
 - a. Behavioral objectives for targeted positive skills
 - 4) Positive and reductive consequence strategies
 - 5) Reactive emergency or “crisis” management strategies
- F. “Scripts” to illustrate common problem situations
- G. Measurement and evaluation
 - 1) What behaviors and outcomes will be tracked and measured?
 - 2) How will data be collected and summarized (Who will do this?)
 - 3) Who will meet and when, to review data and make decisions about programming?
- H. One page Overview (new staff, substitutes, etc.)

From: O’Neill R.,Ph.D. (1998). Moving from functional assessment to building and implementing behavior support plans. University of utah. Presentation at *TASH* International Conference, December 4, 1988, Seattle, WA.

The Five-step Process of Positive Behavior Support

Step One	Conduct a Functional Assessment
Step Two	<ul style="list-style-type: none"> ● Develop Assessment Summary ● Generate Hypothesis ● Generate Intervention Questions
Step Three	Design a Multi-component Behavior Support Plan
Step Four	Evaluate Effectiveness
Step Five	Modify as Needed

The ABCs of Problem Behavior

- Antecedents: are events that occur prior to the behavior
- Behavior: must be observable, measurable and describe what they say or do
- Consequence: what is said and done in response to the occurrence of the behavior

ABC Chart

Time	What Occurred Prior to the Behavior	Describe Behavior	Outcome of Behavior

Example

Student: Steven, age 4

Date: 12/5

Defined Behavior: Putting head down, kicking, throwing objects

Time	What Occurred Prior to the Behavior	Describe Behavior	Outcome of Behavior
9:10	Class was in circle time	Put head down and started to kick chairs	Para took him out into the hallway
11:30	Small group was being read to	Kicked the table and threw the paper on the floor	Para took him for a walk down the hall
9:20	Group was cutting out art project	Stood up and threw his book across the room	Para took him to the nurse to run an errand

Steven's (age 4) FBA Hypothesis

- **Hypothesis:**
- **When:** During a whole group activity (like circle time)
- **What:** Justin begins to put his head down, kick and throw objects in order to: Gain the attention of his teacher

Considerations for Behavior Intervention Planning

Questions Related to the Definition of the Behavior

Have the parents identified behaviors of concern? Does the behavior interfere with learning to an extreme degree? How often does the behavior disrupt the classroom functioning? Does the behavior interfere with community based instruction? Does the behavior present an obstacle for this student's transition to next level? Does the behavior pose a risk to the individual or others? Does the behavior cause significant property damage?

Questions Related to Preliminary Planning for the Behavior

Has the school made environmental accommodations to minimize the occurrence? of the behavior (e.g. schedule or staffing changes)? Has the school identified and utilized meaningful rewards for the individual? Has the school identified a range of positive behaviors and skills that the individual can perform? Has the school made significant efforts at teaching alternative appropriate behaviors? Do the student's educational goals involve participating in meaningful activities in environments relevant to the student? Does the IEP identify skills that are likely to be useful to the student?

Questions Related to the Analysis of the Behavior

Does the behavior serve to obtain a desired outcome for the student? Does the behavior tend to occur at certain times of the day or with specific individuals? Does the student have problems in health that might contribute to the behavior?

Questions Related to the Behavior Plan

Has a specific plan been developed for the behavior? Do the parents agree with all aspects of the plan? Does the plan identify specific alternative behaviors to be increased? Is there a plan for responding to occurrences of the behavior? Are rewards specifically available for good behavior? Does the plan require additional staff time or other resources that are otherwise not available? Is there a plan for fading out the need for additional resources?

BEHAVIOR INTERVENTION PLANNING

An effective behavior plan is used to teach or reinforce positive behaviors. Typically, a child's team develops the plan. It is useful to consider the following questions when thinking about what might help a child to respond.

- What times have I had the greatest successes in teaching this student?
- What methods did I use?
- What things should I avoid so that I do not interfere or disrupt a teaching session?
- What things can I do to improve the likelihood that a session will run smoothly?

After considering those questions the plan usually includes the following elements:

- Skills training to increase appropriate behavior
- Changes that will be made in classrooms or other environments to reduce or eliminate problem behaviors.
- Strategies to replace problem behaviors with appropriate behaviors that serve the same function for the child
- Supports for the child to use the appropriate behaviors.

Examples of Behavioral Intervention Strategies

Stop, Relax, and Think teaches children how to think about the problem they are having and find a solution.

Children learn the steps:

1. Define the problem.
2. Decide who “owns” the problem.
3. Think of as many solutions as possible to solve the problem.
4. Select a solution to try.
5. Use the solution.
6. Evaluate its success.

Planned ignoring is useful in stopping behaviors that are annoying. For example, it is useful for students who yell or interrupt the class to attract the teacher’s attention or that of students who are not prepared for class. Planned ignoring acknowledges that children’s problem behaviors serve a function. If the purpose of a problem behavior is to gain adult attention, then not providing attention means that the behavior does not work.

Planned ignoring should *never* be used for unsafe behaviors. As children grow older and want attention more from their friends than from adults, planned ignoring is less useful.

Preventive cueing (also called signal interference) lets a child know when he or she is doing something that is not acceptable. Teachers can frown, shake their head, make eye contact, point to a seat for a wandering child, or snap their fingers, to let the child know he or she needs to pay attention or to stop the problem behaviors.

Proximity control means that a teacher or adult moves closer to the child in a gentle way. If the teacher does not get the child’s attention by using cues, then he or she may move closer to the student or give the lesson while standing near the child’s desk.

Touch control, meaning touch that is not resisted, is a nonverbal guided intervention. It is used to direct a student toward positive behavior.. Touch control should *never* be used with children who react angrily or when school policy does not permit its use.

Humor directed either at the teacher or the situation—*never* at the child—can defuse tensions as well as redirect children. Humor must *never* be used to demean a child or be used in a manner that might encourage others in the class to ridicule the child.

Nonverbal warnings give a child the opportunity to regain control without being singled out for a verbal reprimand. For example, a teacher might place a colored warning cue card or a note on a desk as he or she moves through the room, or hold up the number of fingers that corresponds to the rule being challenged.

Discipline privately. Many children see it as a challenge when teachers attempt to discipline them in front of their peers. Children rarely lose these challenges, even when adults use negative consequences. Young people can gain stature from peers by publicly refusing to obey a teacher. A child is more likely to accept discipline if his or her peers are not watching the process.

Positive phrasing lets children know the positive results for using appropriate behaviors. As simple as it

sounds, this can be difficult. Teachers and parents are used to focusing on misbehavior. Warning children about a negative response to problem behaviors often seems easier than describing the positive impact of positive behaviors. Compare the difference between positive phrasing and negative phrasing:

Positive phrasing: “If you finish your reading by recess, we can all go outside together and play a game.”

Negative phrasing: “If you do not finish your reading by recess, you will have to stay inside until it’s done.”

Positive phrasing helps children learn that positive behaviors lead to positive outcomes. This, in turn, can help them gain control of their behaviors.

I-messages, described by Thomas Gordon in his 1974 book *Teacher Effectiveness Training*, helps children learn about how their problem behaviors affect others. It also demonstrates the importance of taking responsibility for one’s own behavior. For example, parents or teachers will use language like “I’m upset when. . .” not “You are bad when. . .”

When a child has a good relationship with parents and teachers, I-messages can help him or her to understand how the problem behaviors affect adults. If the child dislikes the teacher, though, using I-statements can be a problem. It may even help the child to more effectively annoy the teacher.

Behavior shaping acknowledges that not all children can do everything at 100 percent. If a child does not turn in papers daily, expecting that papers will be turned in 100 percent of the time is not realistic. By rewarding small gains and reinforcing the gains as they occur, children learn how to stick with a task and to improve the skill.

Clear routines and expectations let children know what comes next in their school day, reducing anxiety or fear. Teachers who post and review the rules daily establish expectations for behavior during the day.

Description of Challenging Behaviors

Student: _____ Date: _____

Description of Behavior	History (How long used? Years/months)	Frequency (Times per min/day/ week)	Duration (Mins./hours)	Seriousness
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>

Very Serious: Threatens the health or life of the student or others
 Serious: Limits or interferes with other's functioning, destroys property
 Somewhat Serious: Interferes with other's acceptance of student, difficult to be around

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

Description of Challenging Behaviors

Student: Sarah Date: _____

Description of Behavior	History (How long used? Years/months)	Frequency (Times per min/day/ week)	Duration (Mins./hours)	Seriousness
Swearing when angry	3 months	1-2 x/day		Somewhat serious <input checked="" type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
Slamming books and doors	3 months	### / day		Somewhat serious <input type="checkbox"/> Serious <input checked="" type="checkbox"/> Very Serious <input type="checkbox"/>
Spitting	2 days	////		Somewhat serious <input type="checkbox"/> Serious <input checked="" type="checkbox"/> Very Serious <input type="checkbox"/>
Punching, banging on desk	2 days	/		Somewhat serious <input type="checkbox"/> Serious <input checked="" type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>

Very Serious: Threatens the health or life of the student or others
 Serious: Limits or interferes with other's functioning, destroys property
 Somewhat Serious: Interferes with other's acceptance of student, difficult to be around

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

When Sarah becomes angry, any of these behaviors may occur alone or together.

Description of Challenging Behaviors

Student: JaysonDate: 10/15

Description of Behavior	History (How long used? Years/months)	Frequency (Times per min/day/ week)	Duration (Mins./hours)	Seriousness
Scribbling on worksheets	3 months	HHH HHH HHH II	during independent work	Somewhat serious <input checked="" type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
Sitting too close to others	1 month		during circle	Somewhat serious <input checked="" type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
Making noises	6 days	HHH HHH HHH HHH HHH HHH HHH III	throughout the day	Somewhat serious <input type="checkbox"/> Serious <input checked="" type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>
				Somewhat serious <input type="checkbox"/> Serious <input type="checkbox"/> Very Serious <input type="checkbox"/>

Very Serious: Threatens the health or life of the student or others
 Serious: Limits or interferes with other's functioning, destroys property
 Somewhat Serious: Interferes with other's acceptance of student, difficult to be around

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

Selection of Behaviors to Address

Student: _____ Date: _____

Behavior A: _____

Behavior B: _____

Behavior C: _____

Situation		Behavior A	Behavior B	Behavior C
Time of day	Most likely to occur			
	Least likely to occur			
Setting	Most likely to occur			
	Least likely to occur			
Other people	Most likely to occur			
	Least likely to occur			
Activity	Most likely to occur			
	Least likely to occur			
Other situations that are likely to set off the behavior (demands, transitions, delays)	Most likely to occur			
	Least likely to occur			

Selection of Behaviors to Address

Student: Sarah Date: _____

Behavior A: Swearing

Behavior B: Spitting

Behavior C: Slamming books

Situation		Behavior A	Behavior B	Behavior C
Time of day	Most likely to occur			
	Least likely to occur	homeroom, lunch, study		
Setting	Most likely to occur	science, math	science, math	science, math
	Least likely to occur	gym, art	gym, art	gym, art
Other people	Most likely to occur			
	Least likely to occur	sub teacher	gym teacher	
Activity	Most likely to occur			
	Least likely to occur			
Other situations that are likely to set off the behavior (<u>demands</u> , transitions, delays) demands	Most likely to occur			
	Least likely to occur			

Selection of Behaviors to Address

Student: Jayson Date: _____

Behavior A: Jayson makes helicopter noises

Behavior B: Scribbling on work

Behavior C: _____

Situation		Behavior A	Behavior B	Behavior C
Time of day	Most likely to occur	circle, gym, assembly, lunch	math	
	Least likely to occur	reading, science, math	all others	
Setting	Most likely to occur	noisy	math class during worksheets	
	Least likely to occur	quiet	all others	
Other people	Most likely to occur	strangers, subs, lunch ladies	n/a	
	Least likely to occur	familiar people	n/a	
Activity	Most likely to occur	group activity	math worksheets	
	Least likely to occur	quiet, alone		
Other situations that are likely to set off the behavior (demands, transitions, delays)	Most likely to occur	noisy transitions	delay	
	Least likely to occur	quiet		