

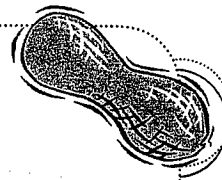
PEAKS New Teacher Meeting

“These Tough Kids are
Driving Me Crazy!”

January 26, 2012



In a nutshell



All teachers have Tough Kids in their classroom sooner or later. The average is at least one or two of these students per year, and this average is not likely to go down. Tough Kids need not demoralize teachers or disrupt classrooms. It is important to remember that the behavioral excesses that cause teachers to perceive these students as difficult are present in all students. The only difference is that the frequency and intensity of aggression, noncompliance, arguing, and tantrum throwing is higher with Tough Kids. It is also critical to remember that noncompliance is the kingpin behavior around which these other behavioral excesses revolve. Reduce coercion and noncompliance in Tough Kids, and much of the arguing, aggression, and tantrum throwing will also be reduced.

Reducing noncompliance is only half of the battle with Tough Kids, however. The vast majority of them have substantial behavioral deficits that interfere with adjustment. Tough Kids have significant deficits in basic academic, social, and self-management skills. Reducing coercion and noncompliance is only a temporary gain. If they do not have their basic deficits remediated, they will revert back to their excessive strategies to manage their environments. We cannot expect Tough Kids to do well in spite of feeling stupid, being rejected by their peers, or lacking the basic skills to manage their own behaviors.

Three last points are critical if we hope to educate Tough Kids and enjoy the process. First, we cannot drop our expectations for them. We must have the same high standards for academic and school behavior for them that we have for average students. When we drop our expectations because these students come from poor backgrounds and are so deficient, research indicates they will fail. High expectations are one of the critical factors of effective schools.

Second, we must recognize that many Tough Kids will not be “cured” during the time they are in our classrooms. The Tough Kid is managed. Accurate identification, proactive strategies, and classroom interventions—these all make the educational environment work for the Tough Kid. It is not education’s business to cure them. No one, at this time, can do that. The business of education is to teach Tough Kids as many adaptive, academic, social, and self-management skills as possible. If we do that, we immensely improve their chances for successful outcomes.

(Continued)

In a nutshell *(Continued)*

Third, Tough Kids must be educated in positive classroom environments. It is all too easy to use only punitive procedures with Tough Kids and then blame them for failing. Some reductive techniques may be necessary. However, unless basic positive approaches are used, and used to a much greater extent than are punitive procedures, we will lose the majority of these students. They will simply drop out of school, with an enormous cost to us as educators and to society as a whole. The next chapter outlines the basic positive procedures that are the backbone of classrooms that educate Tough Kids.

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BE RESPONSIBLE

- Follow directions.
- Be on time.
- Be prepared.

BE RESPECTFUL

- Raise hand and ask for permission to speak.
- No put-downs.
- Listen to others.

BE SAFE

- Follow directions.
- Keep hands and feet to yourself.
- Walk, and no rough-housing.

When ambiguous rules are broken into more specific sub-parts, there is less room for misinterpretation and confusion. The result is that the Tough Kid is less likely to get into trouble.

Your Classroom Schedule— Downtime Causes Problems

Time not scheduled in a classroom is an open invitation to disruptive behavior. Scheduled academic learning time is critical to the academic success and appropriate classroom behavior of a Tough Kid. It is one of the basic proactive variables under a teacher's control. Academic learning time has three basic components:

1. Percentage of the day scheduled for academics (70% of the day)
2. On-task time of the student (85% on-task)
3. Success of the student once he is academically engaged (80% correct)

The total amount of time allocated in an instructional day is 100% (i.e., 6.5 hours in a typical

How to . . .

ALLOCATE ACADEMIC TIME (CLASSROOM SCHEDULE EXAMPLE)

**A.M.**

| | |
|-------------|---|
| 9:00-9:10 | Attendance, lunch payments, announcements |
| 9:10-10:45 | Whole class reading instruction/ guided practice/independent practice/differentiation |
| 10:45-11:00 | Recess |
| 11:00-12:00 | Whole class math instruction/ guided practice/independent practice/differentiation |

P.M.

| | |
|-------------|-------------------------------------|
| 12:00-12:40 | Lunch |
| 12:40-1:20 | Science |
| 1:20-2:00 | P.E. (M,W,F); art (T,Th) |
| 2:00-2:15 | Recess |
| 2:15-2:55 | Social Studies |
| 2:55-3:25 | Social Skills (M,W,F); Music (T,TH) |
| 3:25-3:30 | Clean up and prepare for dismissal |

classroom). The amount of allocated time that should be scheduled for academic activities is approximately 70%, or 4.5 hours of the instructional day. When daily academic time, including transition times, recess, and lunch, is less than this amount, disruptive behavior is much more likely to occur.

To test her schedule, a teacher can simply multiply the total hours students are in school (allocated time) by 70%. The result is the amount of time that should be scheduled for academic activity (see the sample schedule in "How To Allocate Academic Time").

Many teachers feel overwhelmed at the thought of successfully engaging students academically for 70% of the day. However, strategies such as peer tutoring and cooperative learning approaches make this a realistic goal. These strategies will be reviewed in Chapter 4.

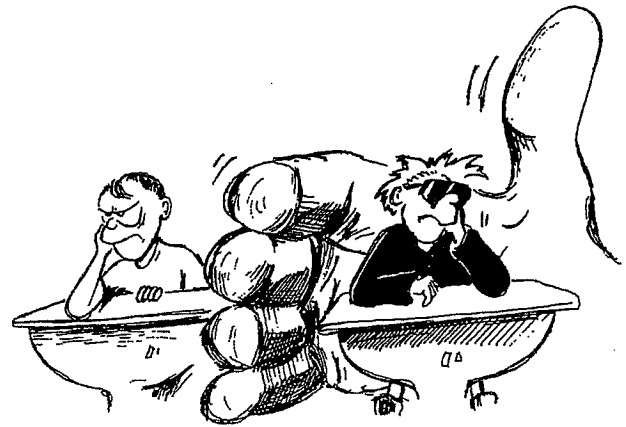
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Structuring Your Classroom Space

Two simple rules apply to Tough Kids when planning classroom space:

1. Move them close to you.
2. Do not let Tough Kids sit together.

These rules seem like common sense; however, they are constantly violated.

Many teachers seem to feel uncomfortable about having an argumentative, disruptive, noncompliant student sit near them. These students are often placed in the back of the classroom (the out-of-sight, out-of-mind approach) or on



the periphery of the classroom. This type of placement invites trouble. Tough Kids should be placed in the *front* of the classroom near the teacher. We'll note here that the reason for placing Tough Kids close to you is not just so you can keep an eye on them. If they are close, they are more easily reinforced. When Tough Kids are just an arm's length away, it is convenient to socially reward them in front of their peers and to ask them to help with basic classroom tasks (e.g., handing out papers).

Having Tough Kids sit together is like disruptive behavior ability grouping. Separate Tough Kids no matter what they promise or offer. When two or more Tough Kids sit together, they frequently reward each other for disruptive behavior. Some of this inappropriate encouragement is so subtle it is difficult for a teacher to detect. If there is a group of Tough Kids in a classroom, have the

THINK ABOUT IT

THINK

“

The more time a teacher spends behind a desk, the more likely a Tough Kid will misbehave.

”

most difficult sit up front and separate them by placing students who usually behave appropriately near them.

Get Up and Move

One of the most effective and easy proactive strategies for teachers to use is simply to move around the classroom. The more time a teacher spends behind a desk, the more likely a Tough Kid will misbehave. Spend the time while students are working at their desks walking around the class. Meet them at the door when they enter the classroom. A random walking approach, particularly where Tough Kids sit, is the most effective. Teachers who walk around and move are more able to anticipate problems and manage them before they get out of hand. It also allows teachers to subtly reinforce students. For example, touching a student's shoulder, bending down and looking at a student's work, or pointing at a student's work and saying "Good job" are all easily done while walking around but difficult to do from behind a desk.

Conduct a couple of simple tests. Keep track of the amount of time you actually spend behind your desk. For one week, we ask that you cut this desk time in half and instead wander the classroom making positive comments. Then look at your desk. Is it piled with material to occupy your time (e.g., books, objects, pictures, papers to grade)? We suggest you clean it off and walk. You will be amazed at the effect on classroom behavior!

Influence Techniques for Tough Kids

Some of the most effective approaches to working with Tough Kids are proactive influence strategies. A great deal of research has been done on how businesses, religions, and social organizations influence our everyday behavior. One of the best summaries of this research is the book *Influence: Science and Practice* by Robert Cialdini (2008). In this book, Cialdini presents research on the many ways we are influenced by fixed-action patterns, which he calls *click, whirr responses*. These are regular, mechanical patterns of action that occur automatically in response to a specific trigger. They explain why we say "Yes" when we generally would say "No."

Cialdini cites a study by psychologist Ellen Langer, who studies mindlessness, and colleagues (Langer, Blank, & Chanowitz, 1978). They tested several different requests at a library copy machine. One person asked the others waiting in line: "Excuse me. I have five pages. May I use the Xerox machine?" Only 60% of those waiting let the person cut in.

The next request was: "Excuse me. I have five pages. May I use the Xerox machine because I'm in a rush?" With this addition, 94% of those waiting gave a "Yes" answer. Giving a rationale (a *because*) would appear to explain the dramatic jump in compliance.

The final request was: "Excuse me. I have five pages. May I use the Xerox machine because I have to make some copies?" Again, nearly all (93%) of those waiting agreed to let the requester go ahead, even though the reason given after *because* wasn't much of a reason.

A lame reason works just as well as a good reason. The word *because* is a *click, whirr* stimuli that can produce an automatic “Yes” response regardless of the rationale that follows it.

We generally try to motivate Tough Kids and increase their compliance to adult requests. Proactive influence techniques can help accomplish both these goals. Box 1-4 lists the six influence principles from Cialdini’s book. We will discuss how to apply them in proactive ways with Tough Kids.

BEHAVIOR RECIPROCATION

Have you ever received an unexpected Christmas present from someone and immediately felt the need to get her a gift, although you were not planning on buying her one? Similarly, have you ever gone to dinner at someone’s house and while driving home thought to yourself, “I need to have him over for dinner sometime”? This is the *principle of reciprocity*. If you receive something positive from another

Principle of *Behavior Reciprocation*

The behaviors you give out are the ones you are likely to get back (and in the same form).

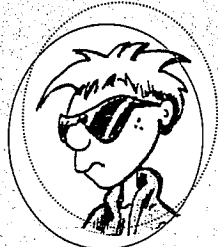
person, you automatically feel obligated to give something positive back in return and in the same form as what you received. The opposite can also happen. That is, if you give out a negative behavior, you can expect to get a negative behavior in return. For example, if someone criticizes you, you typically want to criticize him back. If you do, he is likely to criticize you even more, and then you criticize him even more than that. This is how human beings often inadvertently escalate behavior, both negative and positive.

Behavior reciprocity is one of the best arguments for making positive praise statements to Tough Kids, especially for compliance and following directions. The more positives a teacher gives, the more she will get positive compliance in return. This is an important point to make, because when a Tough Kid follows a teacher’s directions, he is *not* likely to receive a positive praise statement in return. In fact, unless a teacher has been specifically trained to do so, a Tough Kid will receive positive praise for following directions only about 15% of the time (Jenson, Olympia, Farley, & Clark, 2004). A simple “You really help me when you follow through” or “I really appreciate your following my directions—it makes things easy” will result in more positive compliance from Tough Kids.

BOX 1-4

Six *Influence Principles* for Use With Tough Kids

- Behavior Reciprocation
- Commitment and Consistency
- Social Proof
- Liking
- Authority
- Scarcity



THINK ABOUT IT

THINK “

In an escalating situation, follow John Wayne's advice to talk low, talk slow, and don't say too much.

”

It is also easy to fall into the negative reciprocity trap with Tough Kids. For example, if a Tough Kid loses control and escalates his behavior by swearing, throwing his papers on the ground, and yelling, it is easy to become negative yourself by yelling or threatening him. This is where it pays to be cool, calm, collected, and professional. You need to stand your ground, but in a firm and calm manner. Follow John Wayne's advice to “talk low, talk slow, and don't say too much.” If you continue to interact with the student with this demeanor, the Tough Kid is more likely to begin to give out behavior similar to what you are giving out. At the first instance of cessation or de-escalation of problem behavior as the Tough Kid becomes more compliant, you should socially reinforce him. To be mad or hold grudges results only in a reciprocal mad and grudge-holding Tough Kid. In other words, the teacher must control her own behavior in order to control the Tough Kid's.

COMMITMENT AND CONSISTENCY

An important part of being a good teacher is to commit to consistency in following through with Tough Kids. Tough Kids themselves can also be influenced to commit to positive behaviors and then consistently exhibit them. In his book, Cialdini notes that when people make a formal commitment, even a small one, they are more likely to follow through with the commitment.

He cites an example (Sherman, 1980) where people were asked in a telephone survey if they would theoretically volunteer to collect money for the American Cancer Society. Not wanting to sound uncharitable on the phone, most people said they would be willing to do so. When they were asked to volunteer in reality a few days later, there was a 700% increase in actual volunteers.

Commitment and consistency can and should be used with Tough Kids. A behavior contract, whereby Tough Kids are asked to set positive goals, engage in specific appropriate behaviors, and sign the contract, is an effective strategy. In our *Tough Kid Bully Blockers Book*, students in classrooms are asked to state the Bully Blocker Pledge out loud, talk about how they will help stop bullying in their school, and sign the Bully Blocker Pledge Poster. This is an anti-bullying commitment and consistency strategy. *Click, whirr* to stop bullying.

SOCIAL PROOF

We are likely to do what we see and hear others do. Seeing someone else do something is social proof that it is appropriate to engage in that behavior, too. Cialdini cites the example of canned laughter in television programs. Most people say they hate canned laughter in television shows. But even a great TV comedy show like *Seinfeld* used canned laughter. Why? Because research invariably shows that when we hear others laugh (even if it is canned), we laugh harder and longer than if we don't hear it. Interestingly, research also shows canned laughter helps get the biggest laughs for the worst jokes.

Social proof also works for Tough Kids. Seeing another student misbehave gives them permission to misbehave, too. In addition, peers often reward each other for inappropriate behaviors.

In these cases, social proof for the classroom becomes one of misbehavior. This is one reason we emphasize group contingencies in Chapter 3. With group contingencies, the whole group is rewarded when the individuals in that group follow the rules and behave appropriately. Reinforced appropriate behavior for the group becomes the classroom social proof norm.

We also give another example in the last chapter of this book. In Chapter 5, teachers are encouraged to teach Tough Kids to comment positively on the appropriate behavior of other Tough Kids (e.g., give Put-Ups). The positive comments are almost like canned laughter. When the students are directly rewarded for giving other students Put-Ups for appropriate behavior, the social proof phenomenon improves the overall social climate in a classroom.

LIKING

Liking is one of the most important influence principles when working with Tough Kids. You are more likely to get a “Yes” and compliance from a Tough Kid when she likes you than when she actively dislikes you. Cialdini gives us a fascinating example in his book. Interrogating a suspect for information using a Bad Cop/Good Cop approach is a common tactic in police work. When first interrogated by the negative Bad Cop, the suspect often shuts down and will not cooperate. (This isn’t much different from Tough Kids shutting down in school when negative approaches are used.) The Bad Cop then leaves, and the Good Cop comes in, uses the suspect’s name, points out positive aspects of the case if the suspect cooperates, offers the suspect coffee, asks about the suspect’s family, expresses concern, and even uses humor. In this scenario, the Good Cop gets all sorts of cooperation and information.

The Liking Principle

People are more likely to say “Yes” to someone they know and like. People trust and consequently are influenced by those they like.

Interestingly, the most successful interrogator of the mastermind of the 9/11 attacks never used harsh techniques. When asked how he obtained such valuable information and cooperation from the terrorist, he simply said, “I got him to like me.”

We do not expect you to play Bad Cop/Good Cop or interrogate Tough Kids as terrorists. They have had enough negatives in their lives. Rather, consider some of the major characteristics of people we like, including:

- They are similar to us (not perfect beings).
- They have a sense of humor that makes us laugh.
- They tell us they like us.
- They give us compliments.

A sense of positive humor (no negative or belittling humor) is critical in working with Tough Kids. We once asked approximately 200 high school students what they liked most in teachers, and sense of humor topped the list. It’s a fact. Make someone laugh and he will like you. Consider starting the school day off with a “Dumb” joke of the day. Tough Kids will laugh. *Click, whirr.*

A compliment, according to Cialdini, is one of the most powerful influence techniques. The power of compliments adds up over time.



Teachers must find something to like about Tough Kids and go out of their way to socially reinforce and compliment them. We suggest you keep a small private tally of the positive compliments you give out each day in your classroom. Then try to beat your best compliment average each day.

AUTHORITY

By authority, we do not mean someone who is an authoritarian despot. What we mean is someone who looks organized and gives off an aura of knowing what to do and how to do it. In his book, Cialdini points to the research on compliance with authority figures. If a request is given by an authority figure such as a doctor or professor, people are far more likely to comply. If you look the part of someone with authority

and knowledge, you are far more likely to get someone to say "Yes" and comply.

You are the authority in your classroom. When you have a proactive program in place the first day of school, good classroom rules, and a structured schedule, and you consistently follow your own positive program, you will give Tough Kids the sense that you are the authority and have things under control. Tough

Adults who are not in charge
of themselves should not be in
charge of students who are not
in charge of themselves.

—Unknown

Kids like and want consistency and positive structure. If you change your program without good reason, bend the rules, look the other way, act disorganized, and are not consistent, you lose the sense of confidence and authority. Being a positive authority figure means that you have a planned, structured program and that you confidently and consistently implement it.

SCARCITY

We value things that are scarce, available for only a short period of time, or available to only a few people. Cialdini gives an example of a cookie study by Stephen Worchel and colleagues (Worchel, Lee, & Adewole, 1975) in which people were asked to rate the quality of a cookie they took from a jar. For half the participants, the jar held only two cookies; for the rest, the jar held 10 cookies. People almost always rated the cookie from the jar with two cookies (scarce) as more desirable and appealing than the cookie from the jar with 10 cookies.

Tough Kids are no different. The scarcity influence principle can be easily and effectively used to motivate Tough Kids. Mystery Motivators, described in Chapter 2, should be presented as rare and mysterious. Reinforcement Spinners, which we describe in the same chapter, operate on the principle of scarcity. The Spinner is a circle with wedges of different sizes and an arrow that can be spun by a Tough Kid when she earns the privilege. Whatever the arrow lands on when the Tough Kid spins it is what she gets. The big wedges represent the more common reinforcers. The narrow or skinny wedges represent something more scarce and rare. The level system described in Chapter 5 provides a similar example related to motivation and the scarcity

BOX 1-5

Proactive *Strategies* for Teachers

CLASSROOM RULES

Don't leave home without them.

YOUR CLASSROOM SCHEDULE

Downtime causes problems.

STRUCTURING YOUR CLASSROOM SPACE

Put Tough Kids near you.

GET UP AND MOVE

Be a wandering reinforcer.

INFLUENCE PRINCIPLES

- Behavior reciprocation
- Commitment and consistency
- Social proof
- Liking
- Authority
- Scarcity

principle. With level systems, a Tough Kid earns his way up the levels by demonstrating appropriate behaviors and skills. On the lower levels, he accesses more common everyday rewards and privileges. More valued, scarce, and rare rewards and privileges are available at the top levels, motivating the Tough Kid to work hard to move up to higher levels. If you want to motivate a Tough Kid, have him earn something scarce, rare, and mysterious. *Click, whirr.*

Box 1-5 summarizes the proactive strategies teachers can employ to reduce problem behavior.

Boys Town Social Skills

- Teaching social skills helps us create the positive, learning climate that our students deserve and allows us the teaching time we need to move in a timely fashion through our curricular agenda.
- The students will be treated with dignity and respect at all times. The adult community will model respectful behavior for the students by speaking in calm voices, using appropriate proximity, maintaining pleasant facial expressions, and establishing and maintaining eye contact.
- Classroom rules and consequences will be displayed in an obvious place in all classrooms.

How to Greet

1. Look at the person
2. Use a pleasant voice tone
3. Smile
4. Make a verbal greeting

How to Follow Directions

1. Look at the person
2. Say "OK"
3. Do the task immediately

How to Accept Criticism

1. Look at the person
2. Say "OK"
3. No arguing, whining, pouting or complaining

How to Accept "No"

1. Look at the person
2. Say "OK"
3. No arguing, whining, pouting or complaining
4. If you want a reason, you may ask in a very polite, respectful tone

How to Disagree Appropriately

1. Look at the person
2. Use a concern empathy statement
3. State specifically what you disagree with
4. Give reason for disagreeing
5. Thank person for listening

How to Make a Request

1. Look at person
2. Use pleasant voice
3. State request specifically
4. Say, "Please"
5. Say "Thank you" if request granted

How to Apologize

1. Look at Person
2. Use pleasant voice tone
3. Make specific statement of remorse
4. State plan for future behavior
5. Ask person to accept apology

How to Accept a Consequence

1. Look at person
2. Say "OK"
3. No arguing, whining, pouting or complaining

How to Get Teacher's Attention

1. Look at the teacher.
2. Raise your hand.
3. Wait quietly for acknowledgment.
4. State question/answer specifically.

How to Listen

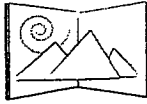
1. Look at the person presenting.
2. Use pleasant face.
3. Sit straight.
4. Remain still and quietly listen.
5. Ask permission to talk if necessary

How to Give Negative Feedback

1. Look at the person.
2. Make a praise/empathy statement.
3. State the problem/criticism.
4. Give a reason as to why it is a problem.
5. Give a possible solution.
6. Say "thank you".

How to Stay on Task

1. Self start.
2. Work steadily for required time.
3. Sit straight and work quietly.
4. Remain awake.
5. Ignore distractions.
6. Maintain a pleasant face.
7. Ask for help when necessary.



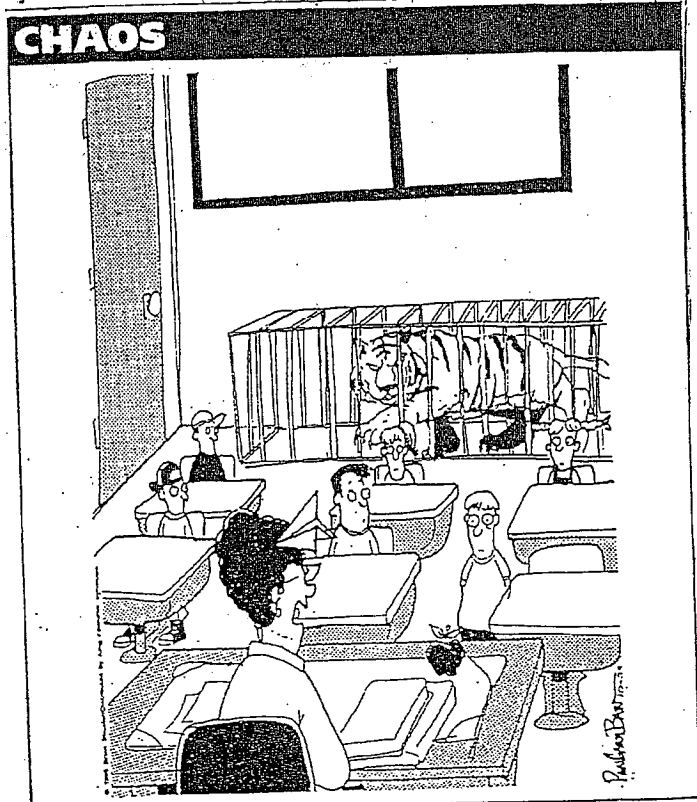
Precision Requests

How to use Precision Requests successfully in your classroom

- Step 1 Explain the precision request and its consequences to the student or whole class before the procedure is started.
- Step 2 A quiet request is made to a student who is not complying. "Please get out your materials and start working." This request should be made in proximity to the student, and should be a private conversation.
- Step 3 Walk away, wait 30 seconds, and see if student complies.
- Step 4 If student complies, give them some form of positive reinforcement. If student doesn't comply, move to Step 5.
- Step 5 A quiet second request is made to the student. Use the signal word NEED. "I NEED you to get out your materials and start working."
- Step 6 Walk away, wait 30 seconds, and see if the student complies.
- Step 7 If the student complies, give them some form of positive reinforcement. If student doesn't comply, move to Step 8.
- Step 8 If the student still does not comply, the teacher implements a preplanned reductive consequence. May include loss of privileges, parent contact, etc.
- Step 9 After the reductive consequence, teacher again repeats the same request using the signal word NEED. If the student complies, the student is reinforced. If not, the next preplanned consequence is used.

Page 18-G

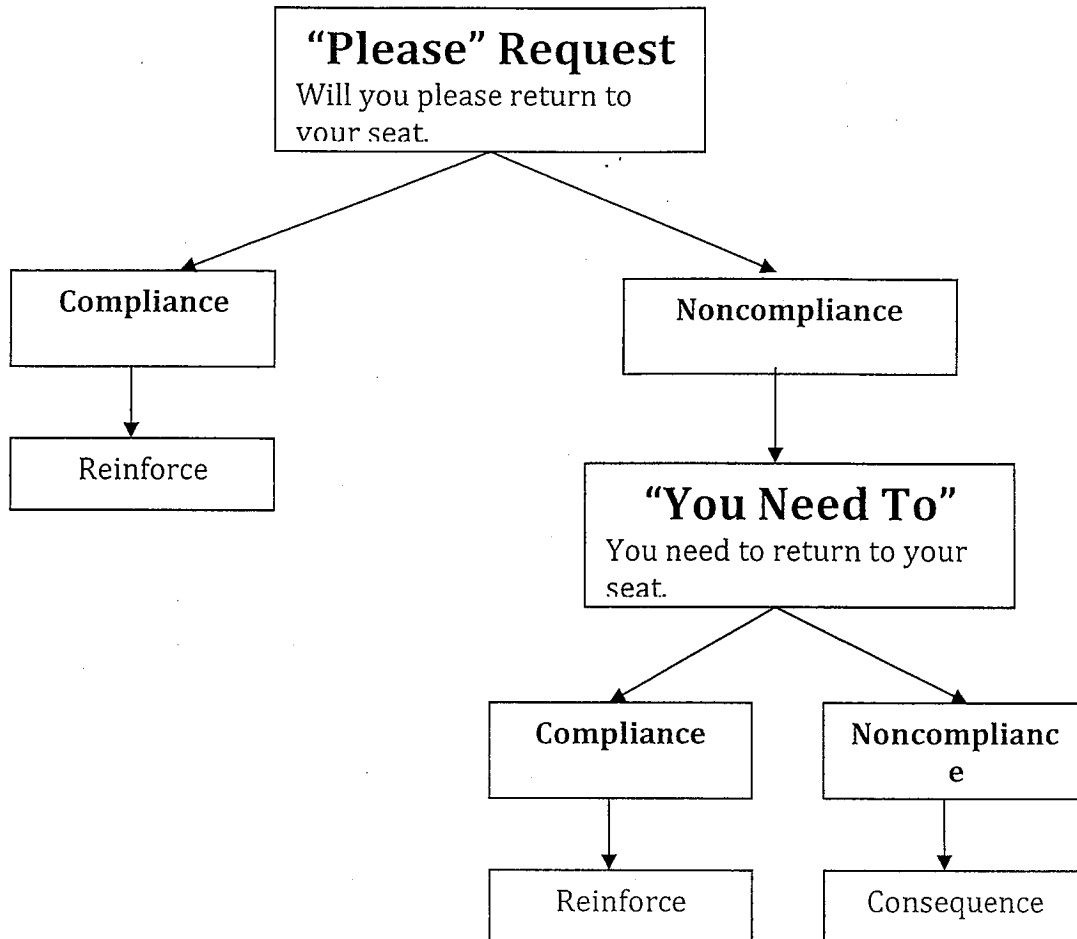
EXPRESS-NEWS, San Antonio, Texas, Saturday, October 28, 1995. Recyclable



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."



Precision Requests: Classroom Management Tool



- Don't use a question.
- Be in proximity to the student when request is made
- Look them in the eye
- The louder the request, the less likely they are to comply
- Give 30 seconds of wait time for compliance
- Be non-emotional
- Describe the behavior you'd like them to exhibit
- Reinforce positively if they comply

Chart Moves

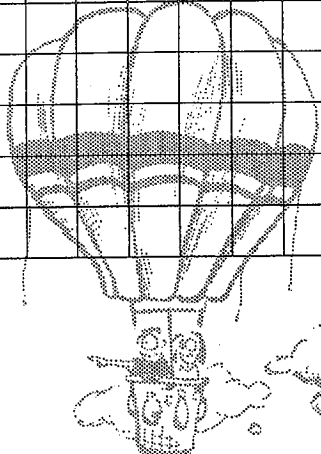


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See page 121 for suggestions for use.

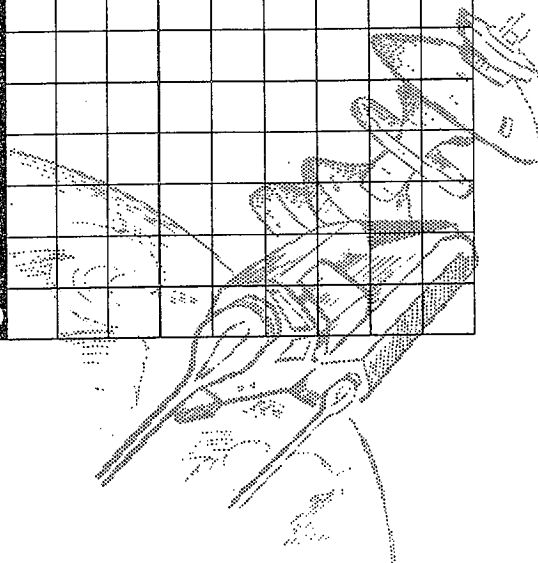
Point Cards

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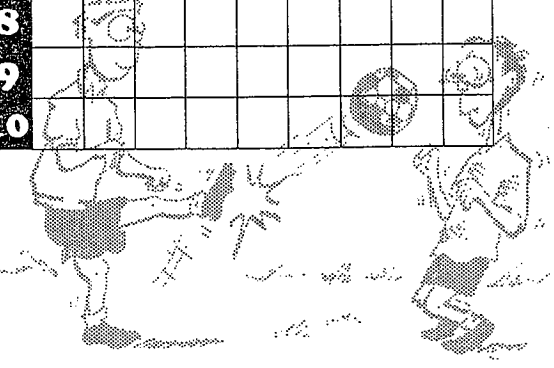
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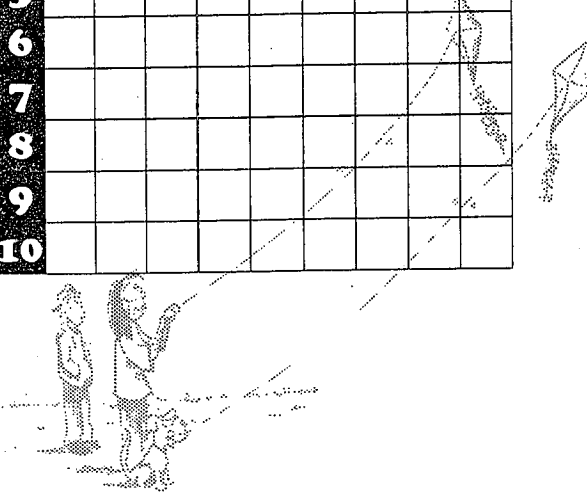
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|----|---|---|---|---|---|---|---|---|----|
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |



Name _____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|----|
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |



Name _____

See page 125 for suggestions for use.

Daily Tracking Form

Student Name _____ Date _____

| Period | On Time? | | Behavior | | | | | Prepared? | | Assignment(s) Completed? | | Homework Assigned? | | Teacher's Signature/Initials |
|--------|--------------------------|--------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| | Yes | No | Excellent | | Poor | | | Yes | No | Yes | No | Yes | No | |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Homework List (Continued on Back): _____

Tracking Form Reviewed by:

(Signature)

Monitoring Classroom Rules

Student's Name:

Date:


Teacher's Name:


Class:

| Classroom Rules | Morning | Afternoon |
|-----------------|----------------|----------------|
| | 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 | 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 |
| | 1 2 3 4 | 1 2 3 4 |
| | 1 2 3 4 | 1 2 3 4 |

Rating Scale—Circle a Number

1 = Needs Improvement **2** = Barely OK **3** = Average **4** = Great

If the teacher agrees with the student rating, put a line across the circled rating. 

If the teacher does not agree with the student rating, put an "X" across the circled rating. 

Comments:

| |
|--|
| |
| |
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| |
| |
| |

Monitoring Behavior Form

Student's Name:

Date:


Teacher's Name:


Class:

| Periods | Performance Rating | | | | Teacher's Comments |
|---------|--------------------|---|---|---|--------------------|
| | 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 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |

Rating Scale—Circle a Number

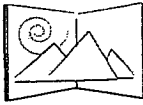
1 = Needs Improvement **2** = Barely OK **3** = Average **4** = Great

If the teacher agrees with the student rating, put a line across the circled rating. 

If the teacher does not agree with the student rating, put an "X" across the circled rating. 

Behavior(s) Being Rated:

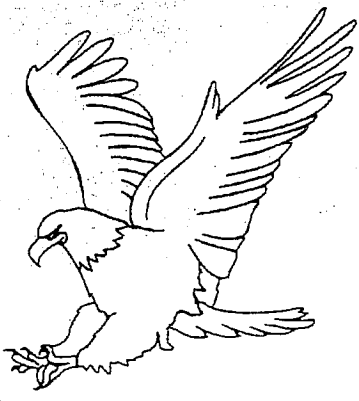
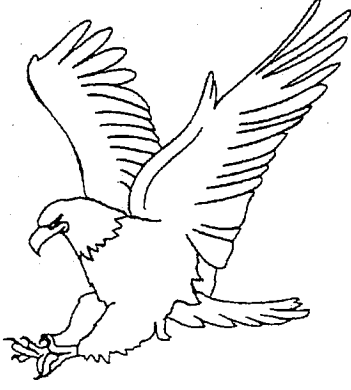
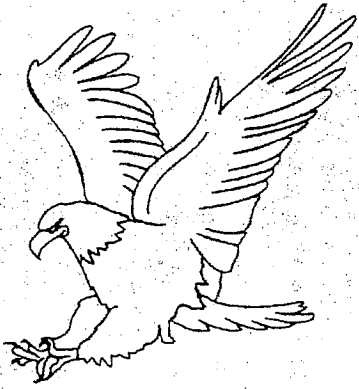
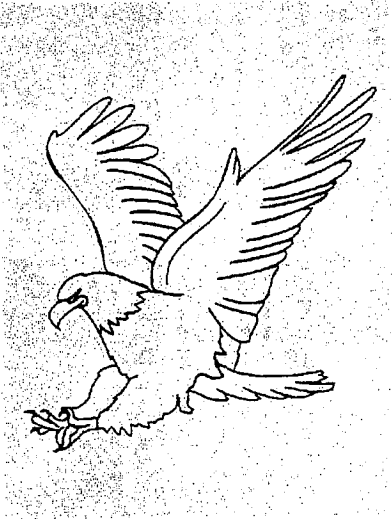
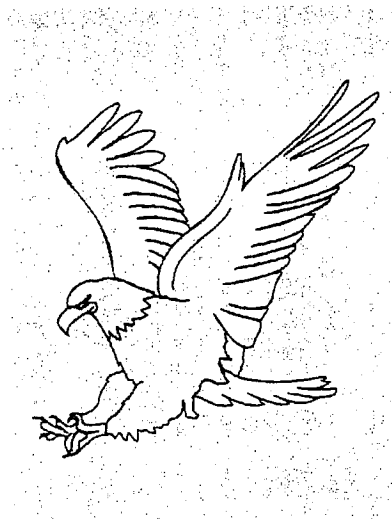
| |
|--|
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| |
| |



I can Soar to New Heights

I, _____, agree to _____
during _____ time. If I am successful, then I may color in an eagle.
When all the Eagles have been colored in, I will receive _____
_____.

Student _____ Teacher _____ Date _____



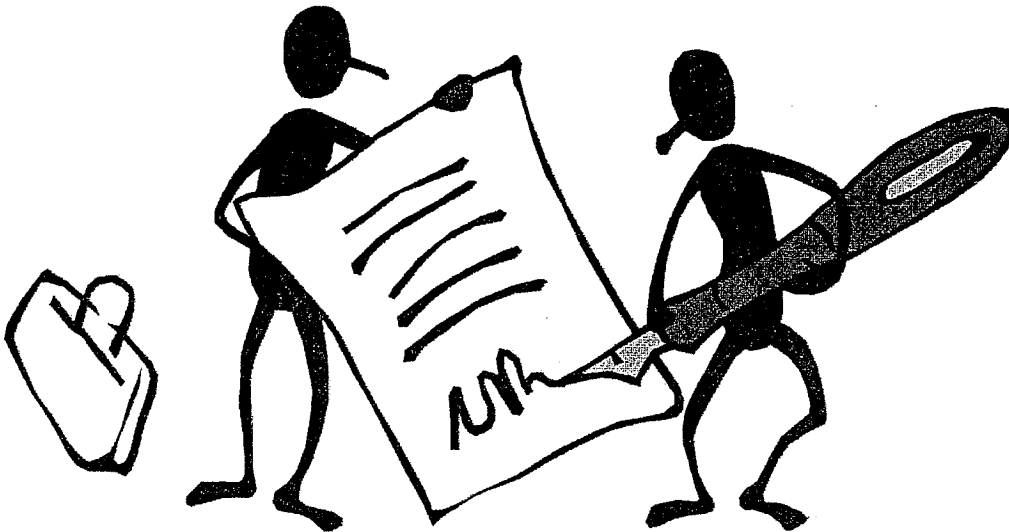


Behavior Contract

I, _____ agree to do the following behaviors during class each day.

1. _____
2. _____
3. _____

If I am successful, I will receive _____
on _____.



Student Signature

Date

Teacher Signature

Date

I have a student who is just a daydreamer. He is falling behind and I feel that his day dreaming is holding him back from being able to learn and produce the work that is expected. I don't know if this counts as the tough kid, but it is tough getting him to do focus and do work that is expected. I call out his name a lot, but at times I feel guilty saying his name out loud making everyone look at him, so I don't do it often.

My "tough kid" is one who never does anything independently for me. He'll work in class, but when it comes to doing homework or projects, if it goes home, it rarely comes back. His parents have had meetings with me because they are concerned about his grades. I've told them several times if the homework is too much to write me a note after the first hour and I'll excuse everything else. The day after these meetings, he comes back STILL with nothing. They continue to make excuses for him as well. He's not involved in sports or other time-consuming activities. He had one brief assignment over a two week break and he "didn't get to it." I'm confident it's not a comprehension issue, but more of a laziness issue. How can I get him to be self-motivated? He doesn't seem to care about the homework rewards the other kids in class are getting for doing their homework each night.

I have a two students who are having problems following directions and focusing in class. One has ADD and just cannot sit still or focus for any extended period of time. The other student has the capacity to sit still and work, but just doesn't like to most of the time. He is also very disruptive (shouts out, whistles, etc). I'm trying different techniques with both students, some more effective than others. But I definitely could use new ideas!

I have a student who constantly talks. He even talks to himself and doesn't notice.

My Tough Kid Problem:

I have a student who was held back a year and now he is feeling like he should not be in special ed because he is too old. He understands that the work we are doing is at a lower grade level and this makes him frustrated. I have tried doing things that interest him, which works for about 10 minutes.

4 Components of 3-Tiered Prevention Model

What are the predictable failures?

What can we do to prevent failure?

How will we maintain consistency?

How will we know it's working?