

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Interventions: Most of these interventions *can be adapted to student group size, or RTI tier*. The key difference to keep in mind for Tier 2 and Tier 3 interventions is ***INTENSITY***. That is, the same intervention can be done at both levels, with differing degrees of intensity. . . For example, in Tier 2, the teacher could work with a group of 6 children for 20 minutes three times a week. For Tier 3, the ***INTENSITY*** of instruction would need to be increased in Tier 3 by reducing group size to a maximum of 3, increasing group time to 30 minutes, and increasing group frequency to 5 times a week.

Suggested Interventions

I. **Behavior Report Card**

Communicate with the parents in order to share information concerning the student's school and classroom attendance that they can reinforce the student at home for coming to school and class.

Give the student a copy of his or her Behavior Report Card. At the end of the day, ask the student to use the Report Card to rate his or her behavior. Then meet briefly to compare your ratings with the student's. If the student's ratings are significantly discrepant from yours, describe in specific terms the behaviors that the student showed and explain the standards that you applied to arrive at your ratings.

Developing a Behavior Report Card

- Use Interventions Central's website and use the behavior report card generator http://www.interventioncentral.org/index.php?option=com_content&view=article&id=197

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Example of printed Behavior Report Card for talking out behavior:



The Behavior
Reporter

On-Line Behavior Report
Card Generator
A service of www.interventioncentral.org

Behavior Report Card

Student: _____
Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Date	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
Behavioral Target	M	T	W	Th	F	
Yogi Bear arrived on time to school or to class.						
Did the student succeed in this behavioral goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
◇						
Yogi Bear attended school or class.						
Did the student succeed in this behavioral goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
◇						

II. Behavior Contracts Intervention

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Write a contract with the student specifying what behavior is expected (being in attendance) and what reinforcement will be made available when the terms of the contract have been met.

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behaviour. The behaviour contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms has been imposed by someone else.

Steps in Implementing This Intervention

The teacher decides which behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic behaviors. For example, an instructor maybe concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher's concern that the student talks out may be restated positively as "The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an answer or comment." In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioural contract.

The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff member and perhaps the student's parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

- A listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that “Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hand in his completed homework assignment to the teacher.
- For conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state for instance, that “When Johnny has earned 5 points on his Good Behavior Chart; he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game.”
- Bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional “pay-off” for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behavior: e.g., the student disrupts the class or endanger the safety of self or of others.
- Areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student’s parent(s).

Sample Behavior Contract:

Sample Behavior Contract:

Effective Dates: From 10/20/10 to 12/20/10

Mrs. Jones, the teacher, will give Ricky a sticker to put on his “Classroom Hero” chart each time he does one of the following:

- Turns in completed homework assignment on time
 - Turns in morning seatwork assignments on time and completed
 - Works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others
-

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free item at the end of the day in the classroom

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

- 10 minutes of extra playground time (with Mr. Jenkins' class)
- Choice of a prize from the "Surprise Prize Box"

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the "Surprise Prize Box".

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a "Classroom Hero" sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contact.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of competing homework and class work, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior goals. In addition, the parent(s) will sign Ricky's "Classroom Hero" chart each time that he brings it home with 12 stickers on it.

Parent Signature: _____

III. Assign Responsibilities

Give the student a preferred responsibility to be performed at the beginning of each day or each class (examples: feeding the class pet, helping the teacher to organize the classroom for the day, sorting papers...)

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

IV. **Plan for students that may be missing school because he does not feel any affiliation to school:**

- Make the student feel welcome at school.
 - i. Greet the student warmly after every absence.
 - ii. Arrange for positive attention from other adults in the school.
 - iii. Arrange an adult mentor for the student.
- Encourage the student to become involved in school activities that he is likely to find rewarding.
- Increase the student's academic success and involvement.
 - i. Call on the student frequently with questions that he/she is most likely going to answer correctly.
 - ii. Check with the student on how to make the lessons more interesting to him/her
- Use reinforcement to encourage appropriate behavior.
 - i. Say "hello" whenever you see the student outside of class.
 - ii. In the morning ask the student how he/she is doing.
 - iii. Ask the student to join you and a couple of other students to redo a bulletin board or ask an opinion of a new room arrangement.
- Ensure a 3-1 ratio of positive to negative attention.
 - i. Make sure that the student is not getting more attention for being absent than for attending regularly.
 - ii. Record your interaction you have with the student. Mark a "+" if the interaction is in response to something positive and a "-" if the interaction has to do with negative behavior or being absent.

V. **Plan for students that may be missing school because of home factors:**

- Identify and address the factors that are contributing to the student's absenteeism.
 - i. Once identified work with the student on identifying strategies that are both practical to implement and acceptable to the student
- Help the student set goals for improved attendance.
 - i. Develop a Behavioral contract to help the student obtain the goal.
- Use reinforcement to encourage appropriate behavior

VI. **Plan for students that have no motivation to improve his/her attendance:**

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

- Have the student check-in daily with a counselor or administrator.
- Establish a structured system for reinforcing the student's improved attendance.
 - i. Token economy
 1. Certain number of points for each day the student comes to school and bonus points when he/she has perfect attendance for an extended period of time to be cashed in for rewards.
- Use reinforcement to encourage appropriate behavior.
 - i. Say "hello" whenever you see the student outside of class.
 - ii. In the morning ask the student how he/she is doing.
 - iii. Ask the student to join you and a couple of other students to redo a bulletin board or ask an opinion of a new room arrangement.

VII. Token Economy

Token economy is an organized system to reinforce behavior. An individual can earn tokens that can be traded for desired activities, privileges or consumable items. The earning of tokens is linked to desired behavior.

In a classroom, the teacher may use a token economy for a variety of behaviors such as paying attention, **attending school/class**, completion of work, following directions, working or listening to lessons quietly, etc. The students can earn tokens that can be traded for desired consumables (candy, mechanical pencils or pens) or activities (extra recess). The goal in using a token economy is that students will want to earn tokens for a number of behaviors desired by the teacher so the teacher sees an improvement in behavior and the students also get a pay-off.

The positive aspect of a token economy is that the tokens take on meaning (such as money) that can be used to get desired activities or items (items purchased). So, the individual is paid initially and later for demonstrating desired behaviors. Tokens can be applied for a number of behaviors at the same time and more tokens can be given for certain behaviors. Furthermore, the individual does not tire of the token economy because new and different activities or items can be purchased with the earned tokens.

VIII. Positive Reinforcement

Reinforce the student for coming to school/class providing tangible or intangible rewards.

Positive reinforcement is when a procedure that is contingent upon performing a specific behavior that is immediately rewarded to maintain or increase that behavior.

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

When using positive reinforcement the teacher needs to do the following:

- Select and define a behavior to increase
 - i. Make sure that you specify the behavior to be increased starting a behavior change for a student. When writing the behavior make sure that it is descriptive
 - 1. Example: Sally will keep her hands and feet to herself while standing in line for the bathroom.
 - ii. Define the behavior
 - 1. Define the behavior in observable and measureable terms.
 - a. Example: When the teacher gives a direction, Sam will comply within 5 seconds
- Choose reinforcers
 - i. Choose reinforcers that appeal to the student. To create a menu of reinforcers see appendix “A” “How to Create A Rewards Deck”
- Delivery of positive reinforcement
 - i. *Continuous reinforcement* is necessary when teaching a new skill. To prevent the student from tiring of the use of the one reinforcer, change them up using the reinforcers menu that you created.
 - ii. *Intermittent reinforcement* is to be used when the behavior has be well learned. This is used to maintain the new behavior by keeping the student guessing when the next reinforcement will happen.
 - 1. Example: Lee receives intermittently reinforcers from the teacher every 2 to 3 minutes. Slowly the teacher moves to every 5 to 10 minutes and so on, until Lee experiences a rate of reinforcement that her peers receive in the classroom.
- Monitor student performance
 - i. Check Target Behavior
 - 1. Are they well defined and does the student understand them?
 - ii. Check Reinforcers
 - 1. Are there too many, too few? Does the student like them?
 - iii. Check Fidelity of the Intervention
 - 1. Does everyone involved administer the reinforcement consistently?

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

IX. Points for Grumpy

Materials:

- Two coffee cans with lids
- Point tokens (e.g., poker, chips, pennies, etc)
- Student Chart for 'Points for Grump' (insert "for attending school/class" in place of respectfully following teacher directions).

Points for Grumpy Reward Chart

Following Teacher Directions: Reward Chart for

Use this chart to record points earned by the student each day for respectfully following teacher directions.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
1						
2						
3						
4						

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Preparation:

- Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can 'Grumpy' (You can embellish the 'Grumpy' can with pictures of frowning faces or other symbols of irritation.)

Steps in Implementing This Intervention:

Step 1. Create a menu of rewards for the student (see appendix 'A' for ideas). For each reward, decide how many good behavior points the student must earn to get the reward.

Step 2. Tell the student that he or she can earn points for readily and politely following adult requests.

Introduce the "Points for Grumpy Program":

- At the start of each monitoring period, you will put 10 'good behavior' tokens (poker chips or pennies) into your pocket.
- Each time that you have to approach or address the student because he or she is verbally defiant or non-compliant, you will take one of the 'good behavior' points and drop it into 'Grumpy's coffee can.
- At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to 'cash in' these tokens or points rewards according to the reward system that you have set up.

Step 3. Tell the student what your behavior expectations for ready and polite compliance. The child will lose a point if you have to approach him or her for:

- Talking back to you.
- Using a disrespectful gesture or facial expression (e.g., eye-rolling)
- Muttering
- Failing to comply within 60 seconds of your making a request

Inform the child that if he or she complains about you taking a point, you will deduct additional good behavior points.

Step 4. Start the program. Use the chart above to record any good behavior that the child earns each day.

Troubleshooting: How to Deal With Common Problems in Using 'Points for Grumpy'

Q: How should I respond if the student becomes angry and confrontational when I take away a 'good behavior point' for misbehavior?

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner., if the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like 'Points for Grumpy', you should probably not use it with that child.

Print Resources:

- *Behavioral Intervention Manual*
 - Section: **Rules and Expectations**
 - Absent or tardy without legitimate reason: pages 606-608
<http://www.hes-inc.com/hes.cgi>
- *Pre-Referral Intervention Manual (PRIM)*
 - Section: **Depression/Motivation**
 - Has unexcused absences: pages 304-305
<http://www.hes-inc.com/hes.cgi>
- *The Attention Deficit Disorders Intervention Manual*
 - Section: **Supplemental Interventions**
 - Has unexcused absences: pages 252-253
<http://www.hes-inc.com/hes.cgi>
- *You Can Handle Them All*
 - The Truant: pages 310-311
<http://www.disciplinehelp.com/resource/>

Has unexcused absences

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Online Resources:

- Intervention Central:
 - <http://www.interventioncentral.org/index.php/classroom-mangement/150-positive-peer-reports-changing-negative-behaviors-by-rewarding-student-compliments>
 - <http://www.interventioncentral.org/index.php/study-org/121-classwork-a-homework-troubleshooting-student-problems-from-start-to-finish>
 - <http://www.interventioncentral.org/index.php/study-org/121-classwork-a-homework-troubleshooting-student-problems-from-start-to-finish>
 - <http://www.interventioncentral.org/index.php/classroom-mangement/145-critters-rewarding-positive-behaviors>
 - <http://www.interventioncentral.org/index.php/classroom-mangement/130-establishing-a-positive-classroom-climate-teacher-advice>
 - <http://www.interventioncentral.org/index.php/rewards/139-jackpot-ideas-for-classroom-rewards>

- Dr. Mac's Behavior Management Site:
 - <http://www.behavioradvisor.com/Tokens.html>
 - <http://www.behavioradvisor.com/CatchGood.html>
 - <http://www.behavioradvisor.com/BehRecord.html>

- You Can Handle Them All website
 - <http://www.disciplinehelp.com/teacher/detail.cfm?behaviorID=113&title=The%20Truant&step=Behavior>

- Dr. Laura Riffel – Behavior Doctor Website:
 - <http://www.behaviordocor.org/files/books/2009PIESIII.doc>