Engages in inappropriate behaviors related to bodily functions

*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. **Teach the Appropriate Social Skill**

**TARGETED and INTENSIVE Social Skill Instruction**

**Student Curriculum for Teaching Classroom Rules, Routines, and Expectations**

**Introduction**

A. *Identify the specific skill* to be taught (discuss appropriate social behavior with the student and make certain the student understands which behaviors are appropriate for public places and which are not. Make certain the student knows how to use restroom facilities appropriately).

B. *Identify why* this skill is important to the structure of the program/classroom.

C. Assist in generalizing this skill to their life, *make it relevant to the student.*

**Tell Phase**

A. *Identify the essential behaviors* needed to meet the rule, routine, or expectation standards.

B. Have students *identify potential loopholes or problems* which may arise and how they should respond.

**Show Phase**

A. Using a T-Chart to *define what behaviors* would look and sound like when meeting the standards of the rule, routine, or expectation being taught.

B. *Model the essential behaviors* needed to meet the standards of the rule, routine, or expectation being taught.

C. *Model any loopholes, exceptions, or problem situations* that may arise when meeting the standards of the rule, routine, or expectation.
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**Do Phase (Includes the Social Coaching Phase)**

A. Have students *role-play or practice the needed behaviors* (listed under Tell Phase) to meet the standards of the set rule, routine, or expectation.

B. Provide the students with a *simulated practice*, starting with the rationale and review of the essential behaviors (listed under Tell Phase) required to meet the standards of the rule, routine, or expectation.

C. *Set up situations* that could potentially create problems for students and have them demonstrate appropriate responses.

D. Give students *consistent and specific feedback* regarding their performance of meeting the standards for the rule, routine, or expectation.

**Conclusion**

A. *Summarize the lesson.*

B. Social Coaching Modeled: Have students *generate other settings* in which this skill would apply.

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Tell Phase

A. Steps for doing this skill

1.

2.

3.

4.

5.

B. What are the potential loopholes when these steps would NOT be followed?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Show Phase

A.  

B. Model/Demonstrate/use examples of the above behaviors

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C. Are there any potential loopholes when students WOULD NOT follow the above behaviors?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Do Phase

A. Role Plays and Practice

1. **Set up simulated practice**
   2. Practice
   3. Practice in semi-real situations

B. Role Play Situations

1. __________________

2. __________________

3. __________________

4. __________________

5. __________________

Conclusion:

Key Points Summarized:

1. __________________

2. __________________

3. __________________

4. __________________

5. __________________

B. Where Else Can You Use This Skill?
Engages in inappropriate behaviors related to bodily functions

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

1.
2.
3.
4.
5.

II. **Behavior Contracts Intervention**

Write a contract with the student specifying what behavior is expected.

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. 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.
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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.

- 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

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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
- 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 completing 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:** __________________________________________________________
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### III. Positive Reinforcement

Reinforce the student for demonstrating appropriate social behavior based on the length of time he/she can be successful.

Positive reinforcement is when a procedure that is contingent upon performing a specific behavior (engaging in appropriate conversation) that is immediately rewarded to maintain or increase that behavior.

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

1. 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

2. 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”

3. 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 been 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.

4. 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?
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IV. Points for Grumpy

Materials:

- Two coffee cans with lids
- Point tokens (e.g., poker, chips, pennies, etc)
- Student Chart for ‘Points for Grump’

Following Teacher Directions: Reward Chart for

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td></td>
</tr>
</tbody>
</table>
Engages in inappropriate behaviors related to bodily functions

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**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 engaging in appropriate conversation. 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 student 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?*

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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.

V. **Behavior Report Card**

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

**The example below is a printed Behavior Report Card for inappropriate conversation:**

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---

**Behavior Report Card**

<table>
<thead>
<tr>
<th>Behavioral Target</th>
<th>Date</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student spoke respectfully and complied with adult requests without argument or complaint.</td>
<td>1/1/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/2/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/3/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/4/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/5/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/6/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/7/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/8/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
<tr>
<td></td>
<td>1/9/___</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
<td>___ Pts</td>
</tr>
</tbody>
</table>

*The student avoided saying things that were not true to classmates or adults.*

<table>
<thead>
<tr>
<th>Select the degree to which the goal was met</th>
<th>1...2...3...4...5...6...7...8...9</th>
<th>Never/Seldom</th>
<th>Sometimes</th>
<th>Usually/Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the degree to which the goal was met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| The student was respectful of other         | 1/1/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/2/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/3/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/4/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/5/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/6/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/7/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/8/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |
|                                            | 1/9/___  | ___ Pts | ___ Pts | ___ Pts | ___ Pts | ___ Pts |

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### students’ feelings and avoided teasing them.

<table>
<thead>
<tr>
<th>Select the degree to which the goal was met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...2...3...4...5...6...7...8...9</td>
</tr>
<tr>
<td>Never/Seldom</td>
</tr>
</tbody>
</table>

<>

### The student used only appropriate language in all settings and did not swear.

<table>
<thead>
<tr>
<th>Select the degree to which the goal was met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...2...3...4...5...6...7...8...9</td>
</tr>
<tr>
<td>Never/Seldom</td>
</tr>
</tbody>
</table>

<>

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### VI. Self Monitoring

Students with behavioral problems typically have limited awareness and understanding of their own behavior and its effects on others. Self-monitoring interventions teach students to recognize and keep track of their own behavior (Hoff & DuPaul, 1988; Rhode, Morgan, & Young, 1983). Using these strategies, students can learn to identify and increase positive behaviors. Self monitoring can be used with student from preschool to adult and at a variety of levels of cognitive functioning.

**Materials:**

- Self Monitoring Chart (example provided below):

<table>
<thead>
<tr>
<th>Have I used the restroom appropriately?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
Engages in inappropriate behaviors related to bodily functions

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

(Mark a minus for engaging in inappropriate conversation; mark a plus if student did not engage in inappropriate language.)

**Steps in Implementing This Intervention:**

**Step 1.** Define the target behavior.

- The target behavior needs to be defined in specific terms. The behavior could be any **observable** response that can clearly be understood by the student.

**Step 2.** Identify the functional reinforcers

- See appendix “A” for ideas

**Step 3.** Design a self-monitoring method/chart.

- This is where the student will record how many times the target behavior occurred (see example of the chart above).
- There are many types of data recording devises that can be used:
  - Wrist counters
  - Tape recorders
  - Stop watches
  - Tally marks

**Step 4.** Teach the student to how to use the self-monitoring device. You may need to teach the student how to recognize the target behavior. The student should receive reinforcement for both the desired behavior and successful self-monitoring.

**Step 5.** Fade the use of self-monitoring device when appropriate.

**VII. Social Autopsy/Think Sheets**

Thinks sheets are a great strategy to ensure the student who behaved inappropriately has time to think, reflect and respond with an appropriate measure that *should* have been taken. Every class seems to have students who can benefit from think sheets.

Think sheets are:

- Supportive, structured constructive strategy to foster social competence
- A problem solving technique
Engages in inappropriate behaviors related to bodily functions

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- An opportunity for the student to actively participate in the process of behavioral change
- Conducted by any adult in the child’s environment
- Most effective when conducted immediately after the behavior occurs
- Is usually conducted in a one on one setting

Think sheets are not:

- Used as punishment
- Negative
- Controlled/conducted solely by the adult
- Used as a onetime cure for the target behavior

**Three examples of thinks sheets follow:**
Engages in inappropriate behaviors related to bodily functions

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

(Courtesy of behaviordoctor.org)

<table>
<thead>
<tr>
<th>Here’s what was going on:</th>
<th>Here’s what I did that caused a social error:</th>
<th>Here’s what happened when I did that:</th>
<th>Here’s what I should do to make things right:</th>
<th>Here’s what I’ll do next time to keep it alive:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Think Sheet

Name: ........................................................................................................................................

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all that apply) Following Directions Being Cooperative Being Responsible Other:

And describe what happened

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

I should have

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Then

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

So from now on I

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

My Signature

http://specialed.about.com

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**Becoming A Problem Solver**

**Problem:** Tell who, what, how and why it happened

What was the result?

How should I have solved the problem? List 2 better methods.

1. 

2. 

How could I have prevented the problem?

What will I do from now on?

My Signature

---

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VIII. **Social Stories** Power Point Relationship Narrative

(Courtesy of Lisa Williams from behaviordoctor.org)

Teach appropriate social behaviors/restroom behaviors through social stories. Here are the instructions on how to develop a social stories PowerPoint.

a. Getting Started
   i. After deciding the subject of the Relationship Narrative, take digital pictures of the student in the appropriate locations.
   ii. Download the pictures onto your computer.

b. Step 2
   i. Open PowerPoint on your computer and select your slide design and layout. This format is a good one to start with,

b. Step 3
   i. Begin by typing the title in the top section.
   ii. Click on the large text box.
   iii. Click on Insert at the top of the computer. Scroll down to picture. You will see an arrow, which will pull up another window. Click on From File. This will navigate you to your pictures located on your computer.
   iv. Double click on the selected picture and it will appear in your Powerpoint slide.

c. Next Phase
   i. After you have finished with the body of the Relationship Narrative and have all of your digital pictures in their places, it is time for the next phase of the Relationship Narrative.
   ii. You will be recording the text and programming the story to run by itself, with little assistance needed by the teacher or student.

d. Step 4
   i. Remember to save often.
   ii. Next, it is time to record. Go to Insert, then scroll down to Movies and Sounds. Then go to Record Sounds. A box will appear; you will click on the red dot and read the text. When finished, click on Okay.
   iii. You will see a blue microphone in the center of the slide. Click and drag the microphone to the right bottom corner.

f. Step 5

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i. Continue to go through all of the slides with this procedure.
ii. Don’t forget to save!
iii. When you finish with the recording, you will need to go to Slide Show in your tool box at the top and scroll down to Custom Animation. You will see the control on the right side of your slide.

**g. Step 6**

i. Click on the microphone on your slide. Go to the arrow on Add Effect and scroll down to Sound Actions. Then click on Play.
ii. Under Modify Effect, click on the arrow beside Start. Click on With Previous in the drop down window.
iii. Save your slide.
iv. Go through all of the slides in this manner.

**h. Step 7**

i. Next, you will need to put timings with your slides. Click on Slide Show and go to Rehearse Timings.
ii. This feature will take you through each slide. You will need to have each slide run approximately 10 seconds long.
iii. When you have been through the entire story, it will ask you if you would like to keep the timings you created. After clicking yes, a screen will appear which has all of your slides and their times.

i. **Step 8**

i. Check out your creation by going to slide show and clicking on View Show. If you have any mistakes, now is the time to fix them.
ii. If you are satisfied with what you have, go to File and Save as. Go to file type and the scroll down arrow. Go to Powerpoint Show. Save.

**j. You did it!**

i. See how easy it is to create a Powerpoint Relationship Narrative?!! Once you get the hang of it, you will find that it goes so quickly. It’s also flexible! You can add pictures as needed and make changes to event/schedule changes easily tool.
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IX. **How to Write a Social Story Book**

By, Lorin Neikirk- eHow Member

Teach appropriate social behaviors/restroom behaviors through social stories. Here are the instructions on how to develop a social stories book.

Social Stories are a very effective, and proven, method for helping kids on the autism spectrum learn a new task, skill or understanding. You too can write a library of social stories for your loved one or students, saving thousands of dollars in specialist fees.

**Instructions**

**Things you'll need:**

- A child's behavior issue, which you want to manage or control
- An idea of a positive behavior that you want the negative behavior replaced with
- Unlined paper
- A black marker
- A Stapler

**Step 1**

Use one sheet of letter sized, unlined paper to draft your story on, and another four to five sheets to use as your "story book". Generally, six to eight half-pages for the interior of the story works well, depending on the topic and age of the child. Include two more halves for the cover and the "The End" page, and you have 4 or 5 whole sheets of paper. (Of course, you will want extra sheets, just in case.)

**Step 2**

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Jot down your points to make. We make a point on each page, and each point takes us closer to the goal behavior. Number your paper from 1 to 8 or 10, writing Setting at #1, and The End at the last number. The story should progress in a step by step format: First, next, last. Giving the order of the steps helps them remember the process.

**Step 3**

![A Little Learning Book About...]

**Following Directions at School**

Turn the negative into a positive.

Turn the issue into a positive behavior. Decide on the behavior to change, and what you'd like to replace the behavior with. For this example we'll use the issue of not listening to the teacher, resulting in not following directions. The positive behavior could be "Following Directions at School".

**Step 4**

![Illustrations are added once the text is complete, and is covered in a later step]

Put the setting in a positive light. The goal of this step is to introduce the setting of the story to the child, and to reassure the child that all will be ok. As with most pages in the story, no more than 3-4 sentences per page is a good guideline. (NOTE: Although not always used in social stories, it is very effective to write the story in "first person", as if the child were telling the story. This gives an affirmative quality to the story.) If we want to "set the stage" for following directions at school, we could say: "Being at school can be fun. I am here to learn new things. My teacher knows a lot. She can help me learn lots of new things." With the above text, we are telling the child a) This has to do with being at school b) Why are we at school?- To learn c) Introduce the element which she/he interacts with, the element crucial to the change (e.g., We want the child to listen to the teacher, so the teacher is the
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critical element at the setting.) and d) the critical element can be of benefit to the child.

NOTE: Kids with autism can be very concerned with the unknown. Making the unknown known is reassuring.

Step 5

Get the students Attention.

A good point to make is to put the critical element in an important frame of reference. This gets the child's attention. You will then continue, on your draft page, jotting down the points you'd like to make for each page.

Step 6

In this page, a 9 word replacement behavior is dominant over the 2 word negative behavior in the same sentence.

Say what you want to happen. The following points/pages should reflect the behavior you want to see, not what you don't want to see. What is read or heard is generally processed with the majority of the words used. For instance, when you remove one word ("don't") from "Don't talk when the teacher is giving directions", you get the behavior opposite of what you want. "...look at her while she gives me the directions" is better.

Step 7
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Get the child EXCITED about learning a new behavior!

Make a compelling argument. In the next page of this example, we say to the child, "Next I will try to think about what she is saying. This may help me remember better!" We tell the child that if s/he thinks about what the teacher is saying, there will be a benefit to the child. NOTE: Kids with autism, especially HFA or Aspergers, know that they forget, and that is frustrating to them. Giving a child with autism tools to help with frustrations is typically of great personal satisfaction to the child.

Step 8

The goal behavior is demonstrated in the story.

Bring out the goal. The next step shows the goal behavior. "Last, I will try to follow the directions as closely as possible."

Step 9

Cover your bases with a possible change in plans.
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Make room for change. Make sure that your bases are covered with any contingencies. For instance, "I may have questions about the directions." Knowing what to do when there is a change is another reassuring thing for kids on the Autism Spectrum.

Step 10

The next point in our example illustrates gives more information: Writing instructions down can help him or her remember the directions. The text reads: "Sometimes writing down the directions can be helpful. If I have a hard time remembering the directions, I will try to write them down."

Step 11

Wrap it up. End on a positive, upbeat point that encourages the reader to make efforts toward the goal behavior. "When I follow directions, my teacher can help me learn a lot!" NOTE: Kids particularly with Aspergers LOVE to learn new things! It isn't a chore, but a privilege.
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Step 12

Social story drawing should be simple, uncomplicated.

Picture it. Less is more with the illustrations. Add a sample illustration next to each step of your draft. Illustrations can be as simple as a smiley face, stick figures, an arrow pointing to something like eyes or ears. It is NOT necessary to make complicated or detailed pictures, as that could draw attention away from the message. The illustrations should support the text as if the child could not read the words. Ideally, the message should be pretty clear with the pictures alone.

Step 13

Pull it together. Put each point of text on its own half page, along with its illustration. Don't forget a cover and a “THE END” page, and staple!

**Print Resources:**

- *Behavioral Intervention Manual*
  - Section: **Inappropriate Behavior**
    - Engages in inappropriate behaviors related to bodily functions: pages 389-390
      - [http://www.hes-inc.com/hes.cgi](http://www.hes-inc.com/hes.cgi)

- *Pre-Referral Intervention Manual (PRIM)*
  - Section: **Inappropriate Behavior**
    - Engages in inappropriate behaviors related to bodily functions: pages 389-390
      - [http://www.hes-inc.com/hes.cgi](http://www.hes-inc.com/hes.cgi)

**Online Resources:**

- Intervention Central:
  - [http://www.interventioncentral.org/index.php/challenging-students/149-points-for-grumpy](http://www.interventioncentral.org/index.php/challenging-students/149-points-for-grumpy)
Engages in inappropriate behaviors related to bodily functions

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- Dr. Mac’s Behavior Management Site:
  - [http://www.behavioradvisor.com/ABA.html](http://www.behavioradvisor.com/ABA.html)
  - [http://www.behavioradvisor.com/DRintro.html](http://www.behavioradvisor.com/DRintro.html)
  - [http://www.behavioradvisor.com/ProblemSolving.html](http://www.behavioradvisor.com/ProblemSolving.html)

- Dr. Laura Riffel – Behavior Doctor Website:

Appendix A

How to Create a Rewards Deck

Creating a reward deck is an idea that can help you quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices (some provided below also see 100 Free or Inexpensive Rewards for Individual Students document). From this list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community and finds feasible and affordable:
   a. Academic Activities
      i. Go to the library to select a book
      ii. Help a classmate with an academic assignment
      iii. Help the teacher to present a lesson (completing sample math problems on board, reading a section of text aloud, assisting cooperative learning groups do an activity)
      iv. Invite an adult “reading buddy” of student’s choice to classroom to read with student
      v. Listen to books-on-tape
      vi. Play academic computer games
      vii. Read a book of his/her choice
      viii. Read a story aloud to younger children
      ix. Read aloud to the class
      x. Select a class learning activity from a list of choices
      xi. Select a friend to sit with to complete a cooperative learning activity
      xii. Spend time on the internet at academic sites
   b. Helping Roles

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i. “Adopt” a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
ii. Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
iii. Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
iv. Complete chores or helpful activities around the classroom
v. Deliver school-wide announcements
vi. Help the custodian
vii. Help the library media specialist
viii. Help a specials teacher (art, music, P.E.)
ix. Take a note to the main office
x. Work at school store

**c. Praise/Recognition**

i. Be awarded a trophy, medal, or other honor for good behavior/caring attitude
ii. Be praised on school-wide announcements for good behavior or caring attitude
iii. Be praised privately by the teacher or other adult
iv. Design or post a class or hall bulletin board
v. Get a silent “thumbs up” or other sign from teacher indicating praise and approval
vi. Post drawing or other artwork in a public place
vii. Have the teacher write a positive note to the student’s parent/guardian
viii. Have the teacher call the student’s parent/guardian to give positive feedback about the student
ix. Post writings in a public place
x. Receive a “good job” note from the teacher

**d. Prizes/Privileges/Rewards**

i. Allow students to call parent(s)
i. Be allowed to sit or stand anywhere in the classroom (short of distracting others children) during story time or independent work
iii. Be dismissed from school 2 minutes early
iv. Be given a “raffle ticket” that the student writes name on and throws into a fishbowl for prize drawings
v. Be permitted to sit in a reserved section of the lunchroom
vi. Be sent to recess 2 minutes earlier than the rest of the class
vii. Draw a prize from the class “prize box”
viii. Earn behavior points or tokens to be redeemed for prizes or privileges
ix. Have first choice in selecting work materials (scissors, crayons, paper…) and/or seating assignment
x. Receive a sticker
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- xi. Receive candy, gum or other edible treats
- xii. Receive pass to “Get out of one homework assignment of your choice”
- xiii. Select a class fun activity form a list of choices
- xiv. Select the pizza toppings for a class pizza party
- xv. Sit near the teacher
- xvi. Take the lead position in line
- xvii. Tell a joke or riddle to the class

**e. Recreation**

- i. Be selected by the teacher to accompany another student to a fun activity
- ii. Get extra gym time with another class
- iii. Get extra recess time with another class
- iv. Listen to music
- v. Play a game with a friend
- vi. Play non-academic computer games
- vii. Select fun activity from “Activity Shelf” (stocked with play materials, games)
- viii. Spend time on the internet playing approved website games
- ix. Work on a jigsaw or other puzzles
- x. Write or drawn on board

2. The teacher writes out acceptable reward choices on index cards – to create a master “Reward deck”

3. Whenever the teacher wants to create a reward menu for a particular student, he or she first “screens” reward choices that appear in the master reward deck and temporarily removes any that seem inappropriate for that specific case.

4. The teacher then sits with the child and presents each of the reward choices remaining in the reward deck. For each reward option the child indicates whether he or she:  
   a) Likes the reward a lot,  
   b) Likes the reward a little,  
   c) Doesn’t care for the reward.  
   The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child’s reward menu using the student’s top choices (likes a lot). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student’s “likes a little” category as well.

5. (optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to “refresh” the reward menu quickly and easily.