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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. Mystery Motivator Intervention

This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Materials:

- Special watercolour markers (including “invisible” marker – available online at ABC Stuff.com website: http://www2.abcstuff.com/cgi/Web_store/web_store.cgi/cart_id=2924770.30649&item=MK005&product=@crayola&keywords=

- Mystery Motivator Chart:
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**Mystery Motivator Chart**

<table>
<thead>
<tr>
<th>Class/Student: __________________________</th>
<th>Week of: __________________________</th>
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<tbody>
<tr>
<td><strong>Behavior Goals:</strong></td>
<td></td>
</tr>
<tr>
<td>1. ____________________________________</td>
<td></td>
</tr>
<tr>
<td>2. ____________________________________</td>
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<tr>
<td>3. ____________________________________</td>
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<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Bonus</th>
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<tbody>
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</tbody>
</table>

**Preparation:**

- Develop a reward menu for the individual or class targeted for this intervention (See appendix “A” How to Create a Reward Deck).
- Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.
- Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day).
- Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the Mystery Motivator Chart (e.g., all homework turned in: fewer than 2 teacher reminders to pay attention during reading group).
- Prepare the Mystery Motivator Chart.
- First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behavior improves).
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- Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter “M” into the chart blank with the invisible-ink pen.
- Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points that appear in the Bonus Points box on the Mystery Motivator Chart). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

Steps in Implementing This Intervention:

Step 1. Introduce the Mystery Motivator program to students:

- Explain that students will have the chance to earn rewards for good behavior.
- Review the behaviors that you have selected with students. Use demonstration and modelling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.
- Introduce the Mystery Motivator chart. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward, but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., “If you turn in all of your class work assignments by 2 p.m., you will be allowed to color the daily blank on the chart.”)
- Let students know that the magical letter “M” (for Mystery Motivator) has been secretly placed in some (but not all) of the chart squares. If the student reveals the “M” as he or she fills in the chart, the student can select a reward from the reward menu.

Step 2. Start the Mystery Motivator Intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the Mystery Motivator Chart. Permit the student or class to color in the chart blank for the current day, using the special markers.

- If the magic letter “M” appears, the student or class can select a prize from the prize menu
- If the magic letter “M” does not appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the Mystery Motivator Chart tomorrow.
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**Step 3.** At the end of each week, determine whether the student or class met criteria to fill in the Bonus Points box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

**Step 4.** When the student has earned a sufficient number of “+” points, allow the student to redeem those points for a reward.

**Troubleshooting:**

The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator chart (e.g., by coloring beyond the borders of a given day’s chart blank in hopes of revealing whether the next day’s blank contains a magic letter), consider suspending them from the game for a day as a consequence. If a student attempts to undermine a team’s performance by misbehaving deliberately in order to prevent the class from earning a chance to fill in the Mystery Motivator Chart, you can designate that student to be a “team of one”. While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in position to sabotage the chances of others to earn reinforcement.

**II. Behavior Contracts Intervention**

Write a contract with the student specifying what behavior is expected (example: contributing in a group discussion/activity).

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.
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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.

- 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
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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
• 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 contract.

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: ________________________________

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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. 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 (participating in group discussion/activities or events). 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

Example of printed Behavior Report Card for talking out behavior:
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---

**Behavior Report Card**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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.

*Charles Brown was quiet during work or study periods, and did not make noise or call out.*

Circle the degree to which the student met the behavioral goal:

- 1 Never/Seldom
- 2 Sometimes
- 3 Usually/Always

*Charles Brown waited to be called on or given permission by the teacher before talking.*

Circle the degree to which the student met the behavioral goal:

- 1 Never/Seldom
- 2 Sometimes
- 3 Usually/Always

---

IV. **Social Skills Instruction** *(Courtesy of Dr. Mac’s Behavior Website)*

Essentially, we teach new or replacement social skills like we teach academics; directly and actively. The steps are the same: Assess the level of the students, prepare the materials, introduce the materials, model it, have them practice it, and provide feedback. If you purchase a social skills curriculum, it will probably include an assessment device, lesson, and activities. Teaching is a matter of following the directions in the kit. If you’re on your own in developing a curriculum and devising lessons, here are the specifics:

**Pre-teaching**

- Select the student who need training in certain skills (via assessment)
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- Identify powerful reinforcers that will motivate the students to attend to lessons and attempt new behaviors. (examples: group and/or individual points, raffle tickets, progressively moving a paper dog along the wall toward a food bowl which earns a reward)
- Task analyze the target behavior(s) (if this listing of sequenced actions is not done for you by a packaged program.

Teaching Social Skills

- Create groups of 3-5 youngsters with similar skill deficits. Small groups give students a chance to observe others, practice with peers, and receive feedback.
- Remove obstacles to learning (examples: close class door, remove correction officers)
- Meet early in the day so that kids are attentive and have the whole day to practice what they learn in your lesson.
- Introduce the program, it’s content, and why and how it will benefit them (examples: will help them to return to general education classes, help them obtain and keep a job, result in less trouble with teacher/parents, impress their boyfriend’s/girlfriend’s parents when they meet them, be able to convince the police to let them go when stopped).
- Set up the rules and regulations (Identify the behaviors you’ll reward during lessons... one person speaks at a time, pay attention, be positive...all of which may need to be taught in the initial lessons)
- Teach the easy-to-learn skills first to ensure student (and teacher) success and reinforcement.
  Use the traditional teaching model of:
  - Tell them
  - Show them
  - Provide “Guided practice”, meaning:
    - With the steps provided on a handout, have them
      - Discuss when the behavior could be used
      - Role play it (at least two different scenarios with right & wrong behaviors shown)
    - Provide feedback (with lots of encouragement and specific praise)
      - From oneself
      - From peers
      - From the teacher
- Practice, practice, practice through homework assignments, review sessions, assignment to real life settings, and surprise “tests” (example: Your student has been learning to handle interactions with authority figures...Send the student on an errand and have an unknown teacher confront him/her, accusing the pupil of “forging” a hall pass. If the student performs poorly...runs, is rude, etc...the teacher says “This is a test. How did you do?”)

Given that the behavior of group leaders is emulated by their followers, teach to the high status kids in your group first. Have them demonstrate the new behaviors and be seen being rewarded. Have your lower status kids demonstrate the behaviors after the leaders do so.
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Make sure the lessons are interesting and fun so that kids look forward to the lessons (for example, start the teaching of “following directions” by having them cook/make candy or do magic tricks. Then move to more school-based examples).

• Promote generalization to different settings/circumstances by:
  o Practicing in different settings and under various conditions
  o Prompting and coaching the student in naturally occurring situations throughout the day
  o Having the student submit self-report forms for each class period
  o Meeting with the student to discuss performance throughout the school/life.
  o Monitor the behavior outside of the lessons. Keep track of the display of the behavior for IEP documentation, motivation of the student, etc. Have the student self-monitor/self-assess in order to build internal motivation/control.
  o Adjust and enhance the skills as necessary.
  o Recognize and reward its display in everyday school situations. When you see a good situation for a student to display a “new” behavior, prompt it’s use with cues and hints (as subtle as possible, but as strong as necessary).

EXAMPLE

Pedro is going to be congratulated by the principal for being “Most improved student” with regard to behavior. As the principal approaches, the teacher whispers into Pedro’s ear “Remember to wipe the booger off your finger before shaking hands with Mr. Smith.”

Wording for more socially advanced student

“What do we do with boogers before we shake hands?”

(The student must decide on correct course of action)

Activities

1. Look at this list of commonly needed social skills. Think of students you know who would most benefit from instruction in each one. (You could use this list as your assessment device and assign students to groups by skills)
   a. Saying please and thank you
   b. Dealing better with anger and frustration
   c. Accepting the consequences administered by the teacher
   d. Accepting responsibility for one’s own (mis)behavior
   e. Dealing with losing/frustration/making mistake/insults in an appropriate manner (without yelling or physical aggression)
   f. Initiating a conversation with others
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g. Accepting “No” for an answer
h. Joining a group activity already in progress
i. Following directions
j. Making friends
k. Compliments others
l. Understanding the feeling of others (and accepting them as valid/OK)
m. Compromising on issues
n. Cooperating with peers
o. Coping with taunts and verbal/physical threats/aggression from others
p. Seeking attention in an appropriate manner
q. Waiting one’s turn

2. Behavior/specifically define the behaviors that you might decide to teach:
a. Asking permission
b. Avoiding fighting with others
c. Interrupting other appropriately
d. Showing sportsmanship

3. Task analyze behaviors (Delineate, in order...if there is an order...the sub-behaviors that must be displayed in order to accurately show the desired behavior that you have identified and defined)
a. Listening
b. Following directions
c. Respecting the opinions of others
d. Apologizing for wrong doing
e. Greeting others
   i. Familiar/family/friends
   ii. Unfamiliar
      1. Adults
      2. Peers
         a. Same gender
         b. Different gender
         c. Younger

V. Positive Reinforcement

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

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

f. Select and define a behavior to increase
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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

g. 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”

h. 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.

i. 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?

VI. Sociograms (courtesy of Dr. Mac’s Behavior Management site)

A sociogram is a teacher-made device that is used to provide additional information regarding a student and how s/he interacts with peers. It is a valuable tool for determining how a student is viewed
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by his/her classmates. Students respond to a teacher-provided direction such as "List the two classmates with whom you would most like to sit", "Write the name of the person with whom you would enjoy working on a project.", "If you were going on a vacation, which of your classmates would be nice to have along, and why?"

You might also assess interaction and social perceptions using negatively worded statements or questions such as "Who would you not want to play with during recess?" (Although this variation has been shown to have no long term effects in preschoolers, it would probably result in hurt feelings for older kids. Besides, why not do a positive version?)

The results are then tabulated to determine how many times each student was chosen and by whom. This information is graphically plotted to identify social isolates, popular students, disliked youngsters, and changes in interaction patterns over time. The sociogram can be useful in a number of ways: Allowing a student to work with a chosen peer may be a motivational tool. Social isolates (those not selected by others) could be placed in interaction situations with accepting peers or could be made the center of attention in positions such as charades leader or team captain. Those who are negative perceived by others could be provided training in social skills. By developing good rapport with class leaders, you could be more influential in convincing them (and by extension, their followers) to comply with directions. Additionally, interaction and friendship changes, and a student’s progress in becoming more acceptable to others can be monitored via frequent administration of the sociogram technique. Caution and professionalism are vital when using this technique. We do not want to harm any youngster’s self esteem.

The question might arise: "Why bother doing this type of evaluation?" Yes, perceptive teachers will already know most of the interaction patterns and preferences of their students. However, some useful information might be gained. This procedure can also provide documentation (though somewhat "fuzzy") that can be useful in program planning, setting of IEP goals, etc.

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**How to Use Sociograms**

1. Devise a question. State it in simple, easy-to-understand language. Word your question to be consistent with the information you desire to obtain (e.g., who to assign as field trip partners; who is unpopular and in need of social skills instruction).

2. Have students write their answers to your question or statement. Allow and encourage your students to make their choices privately. Clearly explain any limitations on choices (e.g., number of choices, classmates only).

3. On a listing of the names of your students, write next to each student’s name the number of times s/he was selected by another (tally the responses).
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4. Make a large diagram of concentric rings so that it looks like an archery target. Have one more ring than the greatest number of times any student was chosen. Start outside the last ring and number the spaces from the outside toward the inside starting with "zero".

5. Write each student's name inside the ring space corresponding to the number of times s/he was chosen.

6. Draw arrows from each student to the student selected by them.

7. Survey the diagram to assess popularity and interaction preferences. This information should remain confidential.

VII. **Shaping** (courtesy of Dr. Mac's Behavior Management site)

Shaping is a method that helps you in setting goals for the behavior of a certain student (in this case, using appropriate conversation). Shaping will give guidance and direction for your behavior change program, and will help you assess its effectiveness. It can assist you in changing a deviant behavior or creating an appropriate behavior that is not yet in the student's repertoire.

Shaping is used when you want the student to engage in a certain desirable behavior that is, at present, infrequently or never displayed by him/her. If you were to wait for the student to show this behavior so that you could reward him/her, you might wait a very long time. Shaping allows you to build this desired behavior in steps and reward those behaviors that come progressively closer to the one you have selected as the final goal. As the student masters each sub-step, you require that she/he move to the next increment in order to receive an award or reinforcement.

For Example, John never does his math homework. You would like to have him complete his homework on a daily basis. You realize that if you wait for him to complete his homework before you reinforce him in some way, you may never (or infrequently) have the opportunity to administer a positive consequence. Therefore, you decide to break down the desired behavior into sub steps that are progressively more demanding. These steps might be:

- a. John will write his name at the top of the worksheet
- b. John will complete one problem of his choice
- c. John will complete five problems of his choice

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d. John will complete either all the odd numbered problems or all the even numbered problems

e. John will complete all problems except one

a. John will complete all problems

As John masters each step, you will tell him that he must now move on to the next objective to receive a reward. If the jump between two steps is too difficult, then you must break down the steps even further into smaller increments.

**How to Use Shaping**

1. Identify a desired behavior for this student. Determine the final goal.
2. Identify the student’s present level of performance in displaying the desired behavior.
3. List the steps that will eventually take the student from his/her present level of performance to the final desired behavior. These levels of skill should be progressively more demanding.
4. Tell the student that she/he must accomplish step 1 to receive the reward.
5. Once the student has mastered a specified behavior, require that she/he demonstrate the next stage of behavior in order to receive a reward.

**VIII. Peer Assistant**

Assign a peer to work directly with the student or sit with the student:

a. Art or music activities
b. Physical Education/Recess Activities
c. On the bus
d. Tutoring
e. Group projects
f. Errands around the school

Once the student becomes comfortable working with the assigned student, slowly add to the size of the group that the student is working with.

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IX. **Student Interest**

Conduct a student interest inventory (see tools/assessment folder under behaviors). Present activities which require participation based on his/her interests.

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

(courtesy of Lisa Williams from behaviordoctor.org)

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,

c. 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.

d. 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.

e. Step 4
   i. Remember to save often.
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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
   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.

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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.

XI. How to Write a Social Story Book

By, Lorin Neikirk - eHow Member

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.)
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Step 2

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

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.

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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 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

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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

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."

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Step 9

Cover your bases with a possible change in plans.

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

Give any helpful hints to help accomplish the goal

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."

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An exciting by-product of the effort is that the child gets to learn new things!

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.

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: Social Interactions:
    - Does not participate in extracurricular activities: pages 689 – 691

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- Has little or no interaction with peers: pages 704 – 706
- Makes up excuses to avoid social situations or activities that are new or different for him/her: pages 724 – 725
- Does not engage in a variety of leisure and recreational interests: pages 730 - 732
  - Section: **Interpersonal Relationships**
    - Avoids any social situations that require increased interpersonal exchanges pages 438-440
    - Does not engage in leisure/recreational activities with others: pages 443 - 446
  - Section: **Emotional or Physical Well-Being**
    - Does not participate or demonstrate an interest in classroom activities or special events that are interesting to other students: pages 186 - 189
  - Section: **Motivation**
    - Is not willing to try new leisure time activities: pages 548 - 549


- **Pre-Referral Intervention Manual (PRIM)**-
  - Section: **Depression/Motivation**
    - Does not participate in classroom activities or special events that are interesting to other students: pages 310 - 312


- **The Teacher’s Encyclopedia of Behavior Management, 100 Problems/500 Plans**- Self Control Issues:
  - Shyness/Withdrawn Behavior pages 633-642
  - Reinforcing Appropriate Behavior: pages 847 - 850


- **You Can Handle Them All**
  - The Shy: pages 251 - 253
  - The Loner: pages 184-185


**Online Resources:**

- Intervention Central:
  - Provide structured opportunities for student to participate in social interactions

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- The Clearinghouse on Early Education and Parenting Website:

- Dr. Mac’s Behavior Management Site:

- You Can Handle Them All

- Dr. Laura Riffel – Behavior Doctor Website: