Demonstrates difficulty complying with classroom/school rules

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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**

1. **Teach the student how to follow directions through:**
   a. Direction- how to follow classroom and school rules
   b. Rehearsal - practice following follow classroom and school rules
   c. Modeling – showing how to follow classroom and school rules
   d. Prompting – giving student reminder of following classroom and school rules

2. **Classroom Rules Review**

   Post the classroom and school rules in various places (in front of classroom, hallways, bathrooms, on student desk) where it can be seen and review them daily

3. **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
   - 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

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

Three examples of thinks sheets: (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>
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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
Demonstrates difficulty complying with classroom/school rules

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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

http://specialed.about.com
Demonstrates difficulty complying with classroom/school rules

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**4. 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**

- Example of printed Behavior Report Card for not complying with classroom/school rules:

```
Behavior Report Card

Student: _______________________
Date: __________________________
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.

**Jim traveled independently through the hallway, walking directly to his destination and not bothering other students or adults along the route.**

| Circle the degree to which the student met the behavioral goal: |
|---------------------------------|-----------------|-----------------|
| 1 Never/Seldom                  | 2 Sometimes     | 3 Usually/Always|
| 4                               | 5               | 6               |
| 7                               | 8               | 9               |

**Jim treated others appropriately, and did not bully, threaten, or intimidate them.**

| Circle the degree to which the student met the behavioral goal: |
|---------------------------------|-----------------|-----------------|
| 1 Never/Seldom                  | 2 Sometimes     | 3 Usually/Always|
| 4                               | 5               | 6               |
| 7                               | 8               | 9               |

**Jim kept hands to self and did not touch classmates or their property without permission.**

| Circle the degree to which the student met the behavioral goal: |
|---------------------------------|-----------------|-----------------|
| 1 Never/Seldom                  | 2 Sometimes     | 3 Usually/Always|
| 4                               | 5               | 6               |
| 7                               | 8               | 9               |

**Jim completed and turned in his assigned class work on time.**

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Demonstrates difficulty complying with classroom/school rules

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
</tr>
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<tbody>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually/Always</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jim arrived on time to school or to class.**

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>Sometimes</td>
<td>Usually/Always</td>
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<td></td>
</tr>
</tbody>
</table>

**Jim spoke respectfully and complied with adult requests without argument or complaint.**

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Never/Seldom</td>
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<td>Usually/Always</td>
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</tr>
</tbody>
</table>

**Jim was respectful of other students’ feelings and avoided teasing them.**

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</tr>
</tbody>
</table>

**Jim 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:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>Usually/Always</td>
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</tr>
</tbody>
</table>

**Jim used only appropriate language in all settings and did not swear.**

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>Usually/Always</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Jim followed all classroom rules**

Did the student succeed in this behavioral goal?

☐ YES  ☐ NO
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Jim followed school-wide rules

Did the student succeed in this behavioral goal?

☐ YES  ☐ NO

5. Behavior Contracts Intervention

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
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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:

**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
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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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6. **Positive Reinforcement**

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

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 measurable 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?
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7. Social Stories Power Point Relationship Narrative
   (courtesy of Lisa Williams from behaviordoctor.org)

   - 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.

   - Step 2
     i. Open PowerPoint on your computer and select your slide design and layout.

   - 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.

   - 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.

   - 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.

   - Step 5
     i. Continue to go through all of the slides with this procedure.
     ii. Don’t forget to save!
Demonstrates difficulty complying with classroom/school rules

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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.

• 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.

• 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.

• 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.

• 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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8. **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.)

**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.
Demonstrates difficulty complying with classroom/school rules

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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

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 new things. 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? 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.

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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

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
Demonstrates difficulty complying with classroom/school rules

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

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.
Demonstrates difficulty complying with classroom/school rules

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

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."

Step 11

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.
Demonstrates difficulty complying with classroom/school rules

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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!

9. **Teach the Appropriate Social Skill**

   **Rationale**

   - Child may not know the appropriate behavior.
   - Child may have the knowledge but lack the practice.
   - Emotional responses may inhibit performance of appropriate behavior.

TARGETED and INTENSIVE Social Skill Instruction
Demonstrates difficulty complying with classroom/school rules

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Student Curriculum for Teaching Classroom Rules, Routines, and Expectations

Introduction
A. Identify the specific skill to be taught.
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.

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.
Demonstrates difficulty complying with classroom/school rules

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


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Lesson Plan for TEACHING Classroom Rules, Procedures, Expectations, and Social Skill Standards

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**Introduction**

Skill: ________________________________________

Rationale for STUDENTS (Why are you teaching this?):

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

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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?
Demonstrates difficulty complying with classroom/school rules

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

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**Show Phase**

A. Model/Demonstrate the above behaviors

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

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**Do Phase**

A. Role Plays and Practice

1. Set up simulated practice
2. Practice in small groups, partners, or large group.
Demonstrates difficulty complying with classroom/school rules

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3. Practice in semi-real situations
   I. 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?
   1.
   2.
   3.
   4.
   5.
Demonstrates difficulty complying with classroom/school rules

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10. **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, following classroom rules, completion of work, following directions, 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.

**Print Resources:**

- **Behavioral Intervention Manual**
  - Section: Rules and Expectations
    - Does not follow rules  pages 645 – 647

- **Pre-Referral Intervention Manual (PRIM)**
  - Section: Rule and Expectations
    - Does not follow school rules  pages 419 & 420

- **The Attention Deficit Disorders Intervention Manual**
  - Section: Hyperactive-Impulsive
    - Does not follow school rules  pages 123-124
  - Section: Supplemental Interventions
    - Does not follow the rules of the classroom  pages 250-251

- **Behavioral Strategies Guide** - Discipline/Consequence tab:

- **You Can Handle Them All**
  - The Petty Rules Breaker  pages 220-222

*Page numbers may vary due to different editions*
Demonstrates difficulty complying with classroom/school rules

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

- *The Teacher’s Encyclopedia of Behavior Management, 100 Problems/500 Plans- Compliance/Direction Following, Lack of:*

**Online Resources:**
- LDonline Website:
  - [http://www.ldonline.org/article/6030](http://www.ldonline.org/article/6030)
- Florida State University Website – Social Skills Training:
  - [http://www.fsu.edu/~truancy/interventions.html](http://www.fsu.edu/~truancy/interventions.html)
- Intervention Central:
- Dr. Mac’s Behavior Management Site:
  - [http://www.behavioradvisor.com/ProblemSolving.html](http://www.behavioradvisor.com/ProblemSolving.html)
  - [http://www.behavioradvisor.com/CatchGood.html](http://www.behavioradvisor.com/CatchGood.html)
  - [http://www.behavioradvisor.com/WhyKidsMisBehave.html](http://www.behavioradvisor.com/WhyKidsMisBehave.html)
- Positive Interventions and Effective Strategies Web Site
  - [communication of classroom rules](http://www.behavioradvisor.com)
- Dr. Laura Riffel – Behavior Doctor Website: