

Huntington East Middle School

PBIS Playbook

HUNTINGTON EAST
BEARS



“Nothing Less than Success!”



		ROUTINE/SETTING						
		Classroom	Cafeteria	Hallways	Gymnasium	Library	Outside	Technology
EXPECTATIONS	Behave	Follow voice level expectations Follow classroom expectations	Raise your hand for permission to move from seat Choose and stay in line Follow voice level expectations	Stay on the right-hand side Move to your destination with purpose Follow voice level expectations	Follow voice level expectations Stay seated Follow group/team expectations	Follow voice level expectations (quiet level)	Follow voice level expectations Follow group/team expectations	Follow all expectations and rules in the Acceptable Use Policy (AUP)
	Effort	Actively participate Try your best (Work toward academic goals) Be Ready to Learn	Use napkin and utensils appropriately (as intended)	Move to your destination with purpose	Actively Participate	Explore materials with purpose Return materials on time	Positively interact with others	Use the digital platform to support academics
	Attend	Arrive on time	Sit in your assigned area	Move to your destination with purpose	Sit in assigned section/area Arrive on time	Stay seated	Stay in designated area	Have charged device (and charger) Be productively present
	Respect	Positively interact with others Maintain material integrity	Clean your area Stay in designated area	Use appropriate language Keep hands to self Maintain cleanliness	Take care of equipment Clean up Keep hands to self Only move on pathways (on bleachers)	Maintain library materials Be aware of your surroundings	Use appropriate language Keep hands to self Positively interact with others	Keep device maintained Only use device for academic purposes
	Succeed	The Bear Necessities to Succeed!						



EXPECTATIONS

B

EHAVE

E

FFORT

A

TTEND

R

ESPECT

S

UCCEED



BEARS ROAR

Expectations

Level

1

Silent - no
noise is heard

Level

2

Super Whisper
- only your
neighbor can
hear you

Level

3

Whisper - a
small group
around you can
hear you

Level

4

Inside voice -
whole class can
hear you

Level

5

Outside voice -
for outside
and gym only





CAFETERIA

Expectations

B

Raise your hand for permission to move from seat

Choose and stay in line

Follow voice level expectations

E

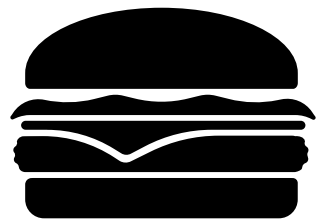
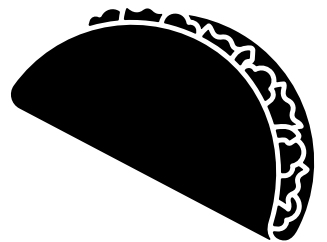
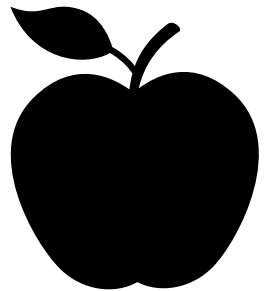
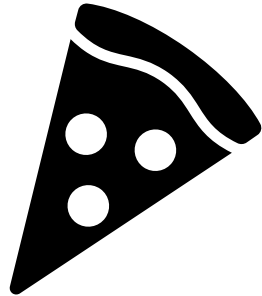
Use napkin and utensils appropriately (as intended)

A

Sit in your assigned area

R

Clean your area
Stay in designated area



Nothing less than **SUCCESS!**



CLASSROOM Expectations

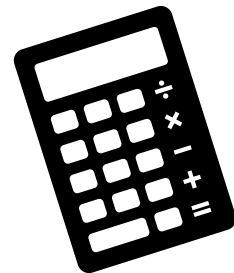
B

Follow voice level expectations
Follow classroom expectations



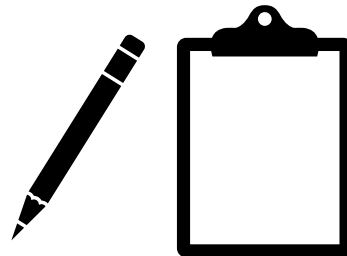
E

Actively participate
Try your best
(Work toward academic goals)
Be Ready to Learn



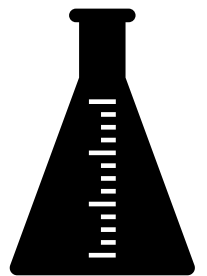
A

Arrive on time



R

Positively interact with others
Maintain material integrity



Nothing less than **SUCCESS!**

HUNTINGTON EAST
BEARS



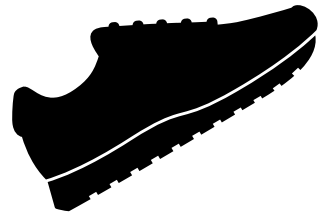
GYMNASIUM Expectations

B

Follow voice level expectations

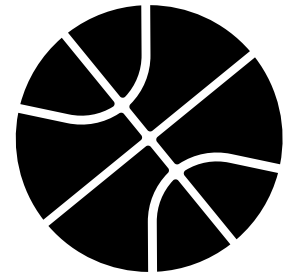
Stay seated

Follow group/team expectations



E

Actively Participate



A

Sit in assigned section/area

Arrive on time

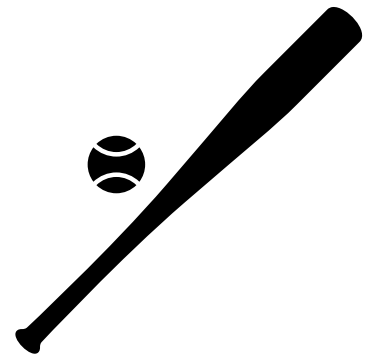
R

Take care of equipment

Clean up

Keep hands to self

Only move on pathways (on bleachers)



Nothing less than **SUCCESS!**

HUNTINGTON EAST

BEARS



HALLWAY Expectations

B

Stay on the right-hand side
Move to your destination with
purpose
Follow voice level expectations

E

Move to your destination with
purpose

A

Move to your destination with
purpose

R

Use appropriate language
Keep hands to self
Maintain cleanliness



Nothing less than **SUCCESS!**



BATHROOM Expectations

B

Use Level 1 Bear Roar (NO NOISE)
1-3 Minute Trip

E

Do your business and leave
Go to your designated bathroom

A

Move to your destination with purpose
Take and Bring back the hall pass

R

Honor other's personal space
Clean up after yourself (flush and
throw trash away)

Nothing less than **SUCCESS!**

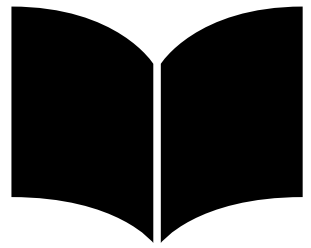


LIBRARY

Expectations

B

Follow voice level expectations
(quiet level)



E

Explore materials with purpose
Return materials on time

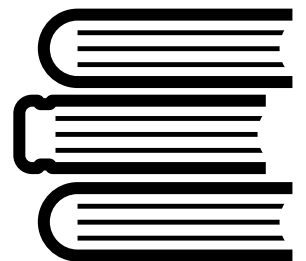


A

Stay seated

R

Maintain library materials
Be aware of your surroundings



Nothing less than **SUCCESS!**



OUTSIDE Expectations

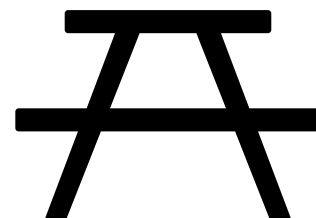
B

Follow voice level expectations
Follow group/team expectations



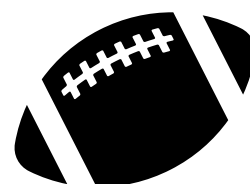
E

Positively interact with others



A

Sit in designated area



R

Use appropriate language
Keep hands to self
Positively interact with others



Nothing less than **SUCCESS!**



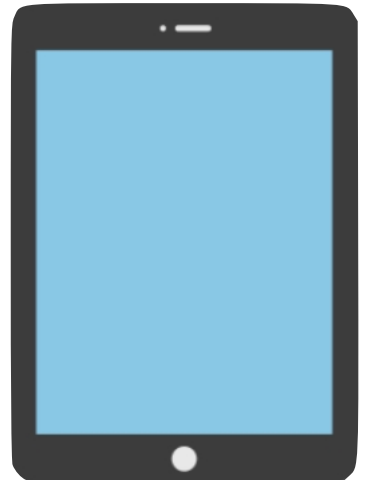
TECHNOLOGY Expectations

B

Follow all expectations and rules in the Acceptable Use Policy (AUP)

E

Use the digital platform to support academics

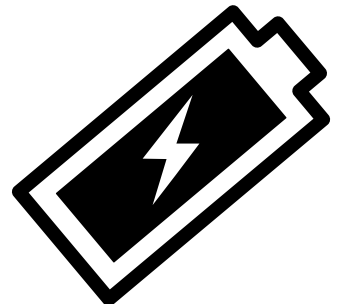


A

Have charged device (and charger)
Be productively present

R

Keep device maintained
Only use device for academic purposes



Nothing less than **SUCCESS!**



Huntington East

BEARS Board Necessities

	What do you expect from students?
B ehave	<p>At what voice level should students be speaking during class? (Refer to Roar Expectations)</p> <p>What type of movement is required for the lesson?</p> <ul style="list-style-type: none"> • No movement (assigned seats) • Movement on teacher cue (station rotations) • Free/intentional movement (gallery walk)
E ffort	<p>How will students ask for help?</p> <ul style="list-style-type: none"> • Raise hand • Ask a partner • Group discussion <p>What engagement strategies are students using for the day?</p>
A ttend	<p>How will students show you they are participating?</p> <ul style="list-style-type: none"> • Speaking out during discussions • iPad is with the student and charged • On task <p>What materials do students need for the lesson?</p>
R espect	<p>How will students demonstrate respect throughout the lesson?</p> <ul style="list-style-type: none"> • Using kind language • Allow others to speak without interruption • Treat materials appropriately • Clean up their area
S ucceed	<p>What do students need to be successful for the day?</p> <ul style="list-style-type: none"> • Completed assignment • Formative/summative assessment • Exit slip <p>What does success look like in your classroom?</p>



Learning Target:



Expectations:

Behave

Effort

Attend

Respect

Success

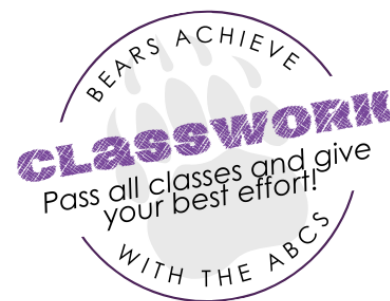
Agenda:

Support and Intervention

The ABCs and 123s of

Huntington East Middle School

Tier	1	2	3
A ttendance	Monthly Reward Random Day Drawing Attendance Mini-lessons, Goal Setting & Reflection	Monthly Reward Planned Conversations Attendance Mini-lessons, Goal Setting & Reflection	Parent Contact Risk of Truancy Attendance Mini-lessons, Goal Setting & Reflection
Attendance Data Decision Rules	Greater than 95% attendance	90%-95% attendance	Less than 90% attendance
B ehavior	Bears Expectation Boosters BEARS Board Monthly PBIS Store PBIS Minor Referral Interventions Behavior Mini-lessons, Goal Setting & Reflection	SEL Check Monitoring Reflection of function and Restorative Conference Behavior Contract Behavior Mini-lessons, Goal Setting & Reflection	Check in/Check out Adult mentor Behavior SAT Referral Function Assessment Behavior Mini-lessons, Goal Setting & Reflection
Behavior Data Decision Rules	No ISS or OSS	ISS	OSS or 3 instances of ISS
C lasswork	Quarterly Incentive Trips Tiered WVTSS Class Classwork Goal Setting & Reflection	After School Tutoring Reflection of function and Restorative Conference Classwork Goal Setting & Reflection	Targeted Intervention Skills Recovery Summer School Referral Classwork Goal Setting & Reflection
Classwork Data Decision Rules	A's – C's	D's	Failing classes



HEMS Point System

PBIS Points are given through the [PBIS Rewards](#) platform. Points can be spent at the school store or held to use for drawing entries for specific prizes. Please refer to the [HEMS Staff Outlook Calendar](#) for specific dates. Students can earn teacher points and bear points. Teachers will only be responsible for entering teacher points into the platform.

Teacher Points

Teachers will award up to 10 points per week. These points may be awarded for students going above and beyond the expectations, positive growth, caught being good, and other appropriate situations. Teachers do not have to use all ten points each week. When a point is given, it is important that the positive acknowledgement is also given through a conversation with the student and a comment in the system.

*Teachers may request additional points from their grade level PBIS team representatives to give whole class points or other appropriate situations.

Bear Points

Students will also be awarded points from admin/office staff for meeting goals in the ABC categories. Bear Points will be given for meeting attendance and behavior challenges.

Bear points may also be awarded for meeting:

- Cafeteria Expectations
- Hallway Expectations
- Bathroom Expectations
- MATHia Expectations
- Achieve 3000 Expectations
- Bears PopQuiz Correct Answer
- Pep Rally Competitions*

**When applicable*

HEMS Point System

Enter Points
through
PBIS Rewards



☒ **Teacher Points** ← Click "Teacher Points"

☐ **Bear Points**

CLEAR **CHECK STUDENT**

☒ **Include Comment**

← Explain your reason for
awarding the point.

Characters Left: 150

SCAN TO REWARD

or

Search for student **Q** ← Search for the student
and click on their name.



Defining Behaviors for *HEMS*

Behavior Categories	Examples / Definitions
Cheating	<p>Copying or submitting another student's work (fully or in part)</p> <p>Completing work for another student</p> <p>Plagiarism of any kind</p> <p>Storing and using notes when asked to complete an assignment/quiz/test without them</p>
Deceit	<p>Lying to a teacher/staff member about work</p> <p>Lying to a teacher/staff member to avoid getting in trouble</p>
Disruptive/Disrespectful Conduct	<p><u>Disruptive</u></p> <p>Speak out of turn, blurt out</p> <p>Make inappropriate or humorous comments at inappropriate times</p> <p>Try to engage others while they are working</p> <p>Drop things, laugh, or makes noises on purpose</p> <p>Claim to not know what is going on</p> <p>Bother other students</p> <p>Out of seat, walking around class, getting drinks, sharpening pencil, etc.</p> <p>Impulsive</p> <p>Over socializing</p> <p>Asking frequent and obvious questions</p> <p>Find fault with everything others say</p> <p><u>Disrespectful</u></p> <p>Frequent engagement of confrontation</p> <p>Not following directions when given</p> <p>Frequent talking back to adults</p> <p>Huff and puff and roll eyes at others</p> <p>Dismissive</p> <p>Lack of common courtesy</p> <p>May act as if some people do not exist</p> <p>Poor attitude</p> <p>Does not think highly of others</p> <p>Often frustrated</p> <p>Always feel they are right</p> <p>Unwilling to consider others' ideas and opinions</p> <p>Have no regard for others' feelings, well-being, and safety</p> <p>Tell others to be quiet and hush them</p> <p>Destructive of others' property</p> <p>Take and use others' things without asking or caring about personal space</p>

	Ignore others
Failure to Serve Detention	Refusing to go to detention (referral after 3 offences)
Inappropriate Appearance	<p>Per the student handbook: Head coverings are only permitted for religious or medical reasons. Bandanas and other head coverings cannot be worn. Bandanas are not to be used as a mask or facial covering. (Sweatbands and headbands are acceptable) Hoodies are acceptable but the hood must not be on your head inside the building. Repeated warnings will result in a change of shirts and/or discipline action taken Clothing that reveals undergarments or a bare stomach are not permitted. Tops must touch the waistband of pants, shorts, etc. Tops cannot be off the shoulder, spaghetti straps, side-vented, cutoff, cropped, or strapless. Shoulder straps must be at least 2" wide. Shorts, skorts, skirts, and dresses must be mid-thigh in length. If jeans have holes in them, the holes may not be above mid-thigh on the front or back of the body. See through or mesh materials are not allowed Apparel, accessories, buttons, jewelry, or tattoos that depict vulgar, lewd, obscene, or offensive messages and/or any prohibited substances, alcohol, tobacco, confederate flag, etc., are not acceptable. These items must be removed and put in a backpack until the end of the day. Leggings/Tight-fitting pants are acceptable if a mid-thigh or longer length top is worn. Bare feet, sleepwear, such as slippers, robes, pajama pants, blankets, and onesies cannot be worn except on approved days. Students must wear appropriate shoes for gym days. This may become a discipline issue if wearing inappropriate footwear happens frequently.</p>
Inappropriate Display of Affection	<p>Holding hands Prolonged embracing Kissing Touching of a sexual nature</p>
Inappropriate Language	<p>Swear or curse Talk about inappropriate things and/or make sexual comments Mature/immature discussion that is not typical of their age Make inappropriate innuendoes Repeat others in a deliberate and patronizing way Speak to others in a condescending or mocking manner Use variations of inappropriate words or curse words and phrases, for example, "shat", "flucking", "biatch", etc..</p>

	<p>Use sensitive words in an insulting or joking manner, like "retarded", "gay", etc..</p> <p>Use racial, stereotypical, or culturally insensitive words</p>
Possession of Inappropriate Personal Property	A student will not possess personal property that is disruptive to teaching and learning.
Skiping Class	Intentionally finding somewhere else to be instead of class without permission
Tardiness	<p>Frequently come to school late</p> <p>Frequently miss first period or hour</p> <p>Linger in halls too long</p> <p>Over socializing in between periods</p>
Habitual Violation of School Rules	3 or more minor referrals for the same offense
Insubordination	<p>Engage others in arguments and conflict</p> <p>Unwilling to let issues go or drop them</p> <p>Dislike being told what to do</p> <p>Do the opposite of what told</p> <p>Smile, cross arms, stomp feet, etc. when reusing to follow directives</p> <p>Become aggressive and act out when told to do something</p> <p>Only do tasks or activities they like or enjoy</p> <p>Strong verbal protest</p> <p>Tantrums and meltdowns when told to do something</p> <p>Quietly refuse to do as told</p> <p>Remaining in place and refusing to move</p> <p>Challenge the authority of adults</p> <p>Refuse to comply with adult requests</p> <p>Refuse to follow classroom routines</p>
Physical Fight Without Injury	Engaging in a physical altercation using blows with intent to harm or overpower another person or persons.
Profane Language/Obscene Gesture/Indecent Act Toward an Employee or Student	Directing profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This includes but is not limited to verbal, written, electronic and/or illustrative communications intended to offend and/or humiliate.
Technology Misuse	<p>Playing games without permission</p> <p>Listening to music without permission</p> <p>Watching YouTube/videos without permission</p> <p>Being on unapproved websites (social media, etc.)</p> <p>All other covered by Student AUP</p>
Battery Against a Student	Injuring another student unlawfully and intentionally.

<p>Defacing School Property/Vandalism</p>	<p>Defacing or damaging property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.</p>
<p>Harassment/Bullying/Intimidation</p>	<p>Verbally or physically harass others, causing them to report incidents to adult Engage in bullying activity, intimidation, threats Be observed hitting, kicking, and repeatedly pushing others Hurt or interact roughly with others during play, recess, or free time Name call Instigate and be involved in frequent conflicts, arguments, and fights Frequently be told on for conflicts, hurting others, etc, and deny any part Not demonstrate guilt, remorse, or concern for others' safety and well-being Demonstrate relational aggression by starting rumors, positioning peers against one another, being mean to peers, blaming things on others, turning peer groups against an individual, etc demonstrate threatening body language, like puffing up chest, clenching fists, and flinching at others</p>
<p>Possession/Use of Tobacco/Nicotine</p>	<p>Possessing, use, or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale, and/or use of tobacco/nicotine products in any building/area under the control of a county school system, including all activities or events sponsored by the county school district.</p>
<p>Sexual Misconduct</p>	<p>Exposing himself/herself publicly and indecently, displaying or transmitting any drawing or photograph of a sexual nature, or committing an indecent act of a sexual nature on school property, on a school bus, or at a school-sponsored event.</p>
<p>Possession or Use of a Dangerous Weapon</p>	<p>According to West Virginia Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in West Virginia Code §61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code §61-7-11a. As defined in West Virginia Code §61-7-2, a "dangerous weapon" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device</p>

	<p>that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.</p>
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Huntington East Middle School Minor Referral Procedure

Minor Referral Criteria				
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
	Warning with redirection	Student Conference	Intramural Detention & Parent Contact	WVEIS Referral (White Card)
Disruptive Behavior	Stand near the student (proximity control) Change seating Redirection task	Conference with student in the hallway	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Disruptive/disrespectful behavior
Technology Misuse	Use Apple Classroom Stand near the student (proximity control)	Conference with student in the hallway Place iPad on teacher desk until the end of the class period if possible	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 2: Technology misuse
Cell Phones	Redirect student and student puts device in locker	Redirect student and student gives the device to teacher which will be returned at the end of day or class (teacher discretion)	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Disruptive/disrespectful behavior Student gives the device to teacher which will be returned at end of day from office
No iPad/iPad not charged	Provide alternative assignment Provide a charger (if available)	Conference with the student Provide a charger (if available)	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	N/A

Excessive talking	Stand near the student (proximity control) Change seating	Conference with student in the hallway	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Disruptive/disrespectful behavior
Not following directions	Redirect Peer buddy	Conference with the student	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	N/A
Off task	Redirect Peer buddy	Conference with the student	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	N/A
Horseplay	Redirect	Conference with the student	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Disruptive/disrespectful behavior
Tardy	Mark the student tardy and admit them to class. "Please try to be on time"	Mark the student tardy and admit them to class. "It is important that you are on time for class."	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Tardiness
Dress Code	Student changes clothes	Conference with the student Student changes clothes	*Document Referral in PBIS Rewards Assign IMD Call home to parent/guardian	Level 1: Inappropriate appearance

HEMS Office Discipline Referral Criteria

Before a level 1 student behavior referral is entered into WVEIS, teachers must utilize three or more intervention strategies and initiate parent contact. Involving the parent is essential in managing a student's learning behavior.

Level 1 Behaviors	Level 2 Behaviors	Level 3 Behaviors	Level 4 Behaviors
Cheating	Gang Related Activity	Battery Against a Student	Battery Against a School Employee
Deceit	Habitual Violation of School Rules or Policies	Defacing School Property	Felony
Disruptive/Disrespectful Behavior	Insubordination	Fraud/ Forgery; False Fire Alarm	Illegal Substance Related Behavior
Failure to Serve Detention	Leaving School without Permission	Gambling	Possession and/ or Use of a Dangerous Weapon
Falsifying Identity	Physical Fight Without Injury	Hazing	
Inappropriate Appearance	Possession of Imitation Weapon	Sexual Misconduct	
Inappropriate Display of Affection	Possession of Knife Not Meeting Dangerous Weapon Definition (WV Code 61-7-2)	Larceny (Minimum \$50. Max \$1000)	
Inappropriate Language	Profane Language/ Obscene Gesture/ Indecent Act toward an Employee or a Student	Possession/ Use of Substance Containing Tobacco and/or Nicotine	
Possession of Inappropriate Personal Property	Technology Misuse	Threat of Injury Against an Employee or a Student	
Skippping Class*	Reprisal and Retaliation	Trespassing	
Tardiness*	Falsely Reporting Violations of the Student Code of Conduct	Harassment/ Bullying/ Intimidation	
Gossip, Instigating Drama, Spreading Rumors		Imitation Drugs: Possession, Use, Distribution, or Sale	
		Inhalant Abuse	

**Any school detention takes precedence over activities and athletics. The student may only report to an event or practice after detention is served. While serving ISS or OSS, the student may not attend any school events, on or off campus.*

**All level 3 offenses require a formal meeting between the student and a law enforcement professional and/or principal, parent, teacher, or other school employee.*

HEMS Minor Referral Entry

Enter Minor
Referrals
through
PBIS Rewards

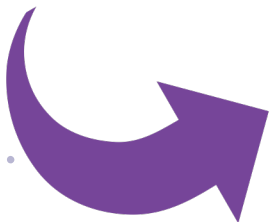
*Watch the
video for
complete
how-to*

A screenshot of a mobile application interface for 'PBIS Rewards'. The top status bar shows '7:07 AM Tue Aug 16' and a battery level of '31%'. The app's header is blue with a hamburger menu icon on the left, the 'PBIS Rewards' logo in the center, and a gear icon on the right. Below the header, a dark blue bar displays 'HUNTINGTON EAST MIDDLE SCHOOL'. The main content area is white and contains a list of five checkboxes: 'Behave', 'Effort', 'Attend', 'Respect', and 'Above and beyond'. Below these is a 'CLEAR' button and an 'Include Comment' checkbox. To the right of the checkboxes is a blue 'CHECK STUDENT' button. At the bottom, there is a dashed-line box containing the text 'SELECT EXPECTATIONS'.

HEMS ODR Entry

Enter ODRs
through WVEIS

Watch the
video for
complete
how-to



Home

[Configuration] Seating charts, assignment categories, student groups, linked classes, predefined comments, and citizenship item codes. [Menu]	[Class Students] Work with class students, including assignments, scores, notes, groups, and grade calculations associated with each. [SSCD.110]
[Processes] Processes to copy grades to another class, copy calculated citizenship to the student, copy grade book configuration, and calculate all grades. [Menu]	[Class Assignments] Work with class assignments, including instructions, attachments, and student scores associated with each. [SGBA.100]
[Reports - All Classes this Term] Reports that include all students in this term. [Menu]	[SIS Messaging] Send and receive messages, see if recipients received messages, work with message attachments. [MSG.110]
[Class Reports] Reports for the selected class. [Menu]	[Discipline Incidents] ★ Report and record violations of the school's behavior policies and interventions taken. [SITV.801]
[Special Education] Special Education applications for teachers. [Menu]	[Student Discipline Incidents] Add and search incidents by student. Report and record violations of the school's behavior policies and interventions taken. [SITV.812]
[CTE for Teachers] CTE applications for Teachers [Menu]	[Special Ed. for Case Managers / IEP Team] Special Education Eligibility, IEP Builder, Services, Progress Monitoring, and Medicaid Information. [SPED.101]
[Assessments] Configuration, scoring, and reports for assessments and assessment events. [Menu]	[Student IEPs for Teachers]



Responsive Classroom Sentence Stems



Reinforcing (No questions)		
I notice...	I see...	I hear...
Some of you...	Many of you...	
...are doing your bellringer. ...have submitted your assignment on time. ...working quietly. ...showing effort with the task. ...good conversations. ...you are talking at voice level__.		
You remembered to... You helped to... You made sure you... You worked hard to... You followed our expectation __to... Your group was successful today because...		
Reminding		
Remind me what...	Show me how...	
What will it look like when....?	What will it sound like when...?	
What should you be doing right now?	How could we take care of __?	
Who will remind everyone...? What can you do to...? What might help you...? Who can tell me...? What is our expectation for....?		
Redirecting (No questions)		
We use... ...respectful words ...kind language	Right now, you need to...	
Use a voice level...	Show me you're listening.	
It's time to...	We will begin when...	
Stop. Listen to the directions	Focus on...	
Pause. Get started on...	Clean up...	



Comprehensive Intervention List

DIRECTIONS: Use this list to pull ideas for different behavior interventions and strategies when your "tried and true" are missing the mark. Interventions and strategies by specific behavior can be found at pbisworld.com.

5-10 second compliance-time window

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

Academic contracts

This involves establishing a written contract for grades between adult (teacher) and student. Example: The teacher and student agree that for each reading test grade above A—C, the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form prior to the test and signed by both teacher and student.

Accepting consequences

The student tolerates or accepts the natural and/or artificial consequences given to the student for positive or negative behavior.

Allow "do-overs"

This intervention will help to reduce stress induced behaviors of students who do not believe in their ability to do assignments. If they are allowed to —re-do something when they have attempted an assignment, the inappropriate and anxious behaviors may be eliminated. Example: A female student gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and —shuts down by putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later that week.

Alternative behaviors for sensory feedback

Attempt to find a less distracting behavior that serves the same sensory purpose. Example: A student who taps their pencil can squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Anger management

Helping the student recognize when they are being —pushed to the limit and/or getting frustrated. It is possible to use a set curriculum to teach these skills (access school guidance counselor).

Appropriate rejection/ignoring

This refers to a socially acceptable behavior to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Assistive technology devices and services

This refers to any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of students with disabilities. Consider the need for assistive equipment that elicits success and motivation, such as large print material, laptop computer, or augmentative communication devices required by the student to make progress on IEP goals. Example: Mr. Taylor teaches Emily to use a communication board. By pointing to the letters to spell—I need some water, she gets a drink without having a tantrum. Mr. Rapidity leaves material on the overhead projector for an extended period of time for students who have a difficult time keeping up with the pace of lecture presentations.

Avoiding power struggles

Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle, neither the teacher nor the student wins. The teacher often loses valuable teaching time due to the confrontation and the student's behavior usually worsens. Avoid power struggles by following these guidelines:

1. Obtain students attention.
2. Make eye contact.
3. Offer choices or state clearly what you need the student to do.
4. Walk away from situation.
5. Ignore attempts by student to further engage you.

Behavior contracts

This is a written contract agreed upon by the teacher and student or possibly the parent and student, specifying an appropriate behavior and a motivating reinforcer that the student may earn when he/she displays the behavior. The contract is signed by all parties who are participating in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long. Positive consequences should be included in a well-balanced contract. Example: Kevin is failing his Algebra class and his teacher puts him on a behavior contract. If he completes and turns in four consecutive assignments with 80% accuracy, he only has to do half of the assigned problems on the fifth day for full credit.

Behavioral learning games

Learning behavior can be made into a classroom wide game. For individual student behavior, there are board games that help to promote and teach certain target behaviors.

Behavioral Self-Control (BSC)

This involves creating a highly structured plan for students who lack self-control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self-evaluation

- o Teacher asks: What are you doing?
- o Student responds: I am..... Self-management
- o Teacher asks: What do you need to be doing?
- o Student responds: I need to.... Self-instruction
- o Teacher asks: What are you going to do now?

- o Student responds: I have to..... Self-reinforcement
- o Teacher asks: Let me know when you finish.
- o Student responds: I did.....

Break student tasks into manageable sections

Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Calm down break

The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently.

Chaining

This involves reinforcing responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps. As each new behavioral step is added, only the most recent step needs to be reinforced. Note: In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).

Contingent observation

This involves telling a student who is doing something inappropriate to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Coping skills

When students do not have a repertoire of appropriate strategies to deal with adverse situations, problem behavior can often be the result. This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc.

Corrective feedback

This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate. Avoid correcting the student publicly or when angry.

Types of corrective feedback:

- o Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited. Explicit correction

has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.

o Elicitation: Teacher asks for a replacement skill, How would you do that appropriately? And then pausing to allow student to complete the teacher's request.

o Clarification: Teacher uses phrases such as, 'I don't understand what you are trying to do', or 'What do you want from choosing to do that?'

Curricular integration

A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique has proven to be particularly effective for teaching replacement behaviors.

Delay to reinforcement

The student tolerates and accepts having to stay engaged in the task or activity or wait for a desired object/item for longer periods of time.

Differential reinforcement

This involves the reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another. All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a more intrusive procedure may be warranted to protect the student or other students in the classroom or work environment. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.

Differential reinforcement of alternative behavior (DRA)

This involves the reinforcement of a replacement behavior while ignoring the inappropriate behavior. This procedure is commonly called differential attention and proximity praise. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior. Example: Tammy writes and passes notes during class. Whenever Tammy is taking notes from the lecture or paying attention and listening, the teacher stands near her desk and praises her for being on task. Whenever she writes notes, her behavior is ignored.

Differential reinforcement of functional communicative behavior (DRC)

This involves the reinforcement of a functional communication skill leading to a needed reward, activity, or alternative, while ignoring inappropriate behavior. Example: Paul starts carving on his desk with his pen whenever he gets bored or distracted. The teacher teaches him to raise his left hand whenever he begins to feel restless. When and if the teacher acknowledges him with a nod, he is allowed to go and get a drink of water. Paul is allowed

this privilege two times at most in a given period, and a time limit is established for his drink breaks.

Differential reinforcement of high rates (DRH)

This involves reinforcement given after performing some behavior at a predetermined higher rate. Example: Lyle has a habit of being tardy to class. The staff decides to reinforce him with extra computer time each day he makes it to six of his ten periods on time.

Differential reinforcement of incompatible behavior (DRI)

This involves reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior. Example: Emily draws on her notebook and books during lectures. The teacher reinforces her for writing notes about the lesson in her notebook.

Differential reinforcement of low rates (DRL)

This involves reinforcement given after performing the target/problem behavior at a predetermined low rate. This procedure is usually used for behaviors that occur at such a high rate, or are so ingrained into the student's behavior patterns, that a large immediate drop in occurrences is unrealistic. Example: Dale has a habit of swearing an average of six times during class. The teacher sets a limit of three swear words each day during the first week. If Dale swears three or fewer times during the class period, he is reinforced. The following week the criterion is set at two swear words in a given class, and the program continues until the criterion is zero.

Differential reinforcement of other behavior (DRO)

This involves providing reinforcement following any appropriate behavior while ignoring the inappropriate behavior in a defined period of time. DRO always contains a predetermined length of time or interval. After each interval, the student is reinforced for any appropriate behavior, but never reinforced after the target/inappropriate behavior. Example: Tom likes to call attention to him by talking out in class. His teacher ignores him each time he speaks out. The teacher verbally reinforces Tom each time he is not talking out at the end of a five-minute interval.

Direct instruction

This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance.

Eliminate audience

This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them.

Examples:

- o Have the students in the class physically move away from student.
- o Redirect the class to a different activity away from the student.

Errorless learning

This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive.

The following are procedures that facilitate errorless learning:

- Adjust expectations appropriately (be reasonable)
- Make sure that the student is completely clear about what is expected of them
- Complete the task collaboratively with the student
- Make the task doable by
 - breaking the task into separate parts or
 - giving the student responsibility for only one or two components of a larger task
- Anticipate problems and —pre-correctll (e.g., —I see a tricky word in the next sentence — the word is ____-let me know if you need help when you get to that word.ll)
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction

This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity. Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently, giving in and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior. Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training.

Follow through

When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the —pay-offll for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example: Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills

Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she needs extra instruction, assistance with the assignment, or a brief break from work.

Functional Communication Training (FCT)

Appropriate forms of communication can serve to replace problem behavior that has become a means of communication for a student. Communicative responses to serve as alternatives to the inappropriate behavior are developed, such as asking for a break instead of trying to escape a difficult task. When the student uses the alternative communication, the behavior is reinforced by the teacher.

Gestural prompting

This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal setting

This involves breaking the task down into small sections and setting rewards for completing each section. Initially, goals should be set at an attainable level. As the student meets the goal, the level should increase.

Group reinforcement response contingency

This involves reinforcement of the entire group dependent upon the performance of individual members. Group-oriented contingencies may be of three types:

- (1) Dependent: the performance of one or more particular group members determines the consequence received by the entire group.
- (2) Independent: each group member receives a consequence if they individually meet the contingency.
- (3) Interdependent: each student must reach a prescribed level of behavior before the entire group receives a consequence. However, a student may sabotage or ruin the reinforcement for the group to gain negative attention. Extreme peer pressure may be placed on the individual who does not meet the group contingency criteria.
Example: Mr. Miller's sophomore history class is allowed to watch a movie on Friday if all of the students bring in their homework for the entire week. (interdependent)

High rates of positive responses

This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Example: Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system

This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at home would provide reinforcers contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example: Abbie refuses let other children stand next to her line during transitions and she will push the children away. Abbie's teacher and mother implement a system to help increase her tolerance of peers. Abbie loves to watch —Hannah Montanall when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out 4 transitions. If she does not, she does not get to watch the TV show when she comes home.

Identify appropriate settings for behavior

This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student's to show off their —talent).

In-class time out

A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective.

Incidental teaching

This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those teachable moments that are initiated by the child.

There are four levels of prompts that can be utilized:

- Level 1: This prompt involves instituting a 30 second delay when a child displays and interest
- in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- Level 2: After 30 seconds, if the child has not verbally requested the item, then you prompt the appropriate verbalization (i.e., —What do you want?)
- Level 3: If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired object (i.e., —What is this?)
- Level 4: At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e., —car)

Incompatible behavior

This refers to a behavior that interferes with the ability of the student to engage in the problem behavior. In other words, it is unlikely that the problem behavior will occur if the student is engaged in this behavior at the same time.

Increase frequency of task related recognition

Provide consistent and specific feedback and reinforcement for a student's on task behavior. In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Increase reinforcement quality of classroom

If a student is acting out to be ejected from a classroom, it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time

The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System

The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will —buy into and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing

This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriately due to their frustration of not understanding. Often times, a brisk pace of instruction enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example: Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music

Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.

Meaningful work projects

Students participate in a —jobs program within the school in which they are viewed as valuable, contributing employees of the school.

Minimize down time

This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials

Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling

A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length

Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies

Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring

This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or nonverbal redirection when needed. Nonverbal monitoring can include eye contact and proximity.

Monitoring checklist

Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and spaces to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator

This intervention is an incentive system that is designed to promote appropriate behavior by delivering random rewards. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

Natural opportunities

The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student's behavior is starting to escalate.

Non-verbal reminders

Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected.

Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations.

Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning

While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices

Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice.

Examples:

- Permitting students to select who they work with on a project
- Choose what book to read for an assignment
- Complete ½ of the assignment with a partner
- What assignment to do first

Parent-Teacher communication system

This refers to an informational system between school and home that provides clear, concise communication about a student's academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence.

Example: The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher.

Participation in extracurricular activities

Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences

If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples: If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments. A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring

This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence

The use of same-age and/or cross-age peers for structured social engagements, and as —buddies. Example: Kimberly walks next to Kyle in his wheelchair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer mentor/tutor opportunity

This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self-confidence and also helps to reinforce foundational skills.

Personal connection with student

Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation

Incorporating student interest into a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring

This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behaviors. When an inappropriate attention seeking behavior occurs, you can either:

- Ignore the behavior but continue to reinforce appropriate behaviors
- Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.

Common mistakes when implementing this procedure are:

- Giving feedback —Johnny that was not nice to say.
- Praising the student for not engaging in the target behavior —John, you did great by not interrupting me
- Engaging in a teaching interaction —Johnny, do you know how that makes me feel when you interrupt me?

- Non-verbal responses (big sigh, eye contact, change of facial expressions, change of voice tone, etc.) Example: Barbara is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play music

Music can be used as an intervention for students who are distracted easily and display what many teachers call, —off task behaviorsll, (not engaged with assignment, looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting

This involves teaching the student's peers the appropriate behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models

Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice

This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Example: A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement

This involves delivering a reinforcer after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior.

Positive self-talk

Increase student's belief in self and their own capabilities in various situations by positive self prompts. The student can be taught a repertoire of positive statements, such as —I am capable of doing my work or —If I study my spelling words every day, I will get a good grade on my test. The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-talk process.

Post all classroom rules and daily schedules in prominent locations

Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities

This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. —now is a good time to use your skills or tap the student on the shoulder).

Precision requests

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. This should be done without additional verbalizations or lectures. When a request is followed, a social reinforcer is used. When the request is not followed, a mild preplanned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

Predictability

When children can predict upcoming events they show less resistance. Example: If a trip is cancelled, write in on the student's calendar or planner.

Preferential seating

Changing the seating arrangement for a student in order to address his/her specific needs.

Examples:

- The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that...)

This principle states that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a nonpreferred behavior or activity must take place before a preferred

behavior or activity can be accessed. Example: Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.

Preview rules/behavioral expectations

Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Private approach to student

The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills

Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports

Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting

A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive.

Proximity control

Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior).

Examples:

- Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.

- A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas

The student is given a specific time and/or space (established prior to displaying behavior) for quiet or —cool down purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests

Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Redirection

Redirection is re-focusing someone's attention on to another task or topic. This usually is done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child's attention. Once the person is engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point. Example: Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, —Look, there's an empty swing for you.

Reflection center

If the student is agitated, anxious, or mad, the student is redirected to an area of the room called the —Reflection Center. This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective essay

The student is required to write and submit to the teacher a brief composition after displaying behaviors. At a minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.

Required relaxation

This intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event. Example: Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.

Response cost

Contingent withdrawal of a specific amount of available reinforcers (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcers available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcers, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcers are removed.

Example:

Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.

Lottery system» The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Restitution

Restoring the environment to a state vastly improved to that of what existed prior to the disruption (destruction of materials or property).

Example: Jeff writes inappropriate names on some lockers at school. The principal has Jeff clean the lockers he defaced as well as all the lockers in the Senior Hall.

Role-play

A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation.

Rules review

The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment

Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur.

Examples:

- A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.

- There may be a personality/work style —mismatchll between a teacher and student and changing a student's teacher schedule could make a significant difference.
- Schedule recess after quiet reading time, instead of quiet reading time after recess.

School-wide recognition

Use school wide vehicles for recognition of appropriate behavior: Use programs such as —student of the week, ll school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

Scripts

The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management

Student is taught how to monitor and manage his or her own behavior.

Self-monitoring

The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael's.

Setting clear expectations and rules

A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen.

Shaping

Shaping behavior is a technique that is used to reward behaviors which approximate the behavior you are targeting. Successive approximations means to reinforce any behavior which will lead up to the behavior you wish to occur. Too often we tend to expect an all or none level of performance to occur. All too often this creates unrealistic expectations. The tendency is to not recognize the little efforts which will lead up to the bigger successes. Shaping requires knowing what you want to happen and breaking it down into various steps or levels of achievement.

Social skills

These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social skills training

Individual or group instruction designed to teach appropriate interaction with adults and peers. Modeling and practice of social skills to mastery is highly important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. Using examples and non-examples are encouraged to clarify the desired behavior.

Social stories/Comic book conversations

A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions

Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise

When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., —Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of reinforcers in order to communicate to the student why they are receiving the other type of reinforcer.

Example: A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, —You did a fantastic job coming in quietly and going straight to your desk or —I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn.

Stimulus cueing

This refers to the use of a random auditory or visual cue to prompt appropriate behavior. Example: Christopher is having trouble staying on task during class. When the teacher makes the statement, —Check what you're doing right now and mark your card if you're on task, he adds a point to his card. At the end of the hour, he is reinforced for having five or more points.

Structured daily schedule

This refers to a daily outline of classroom activities designed to maximize student learning. Structuring time through a planned daily schedule of specific activities and transitions maximizes on-task behavior and minimizes students inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Example: Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess

This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities.

Student follow-up

Establish a systematic —check in time during an assignment to ensure that the student fully understands a specific task or request. Example: The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting

Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students.

Step 1: Tell the student what he is to do. —Sasha, put the truck in the box. Wait 5 seconds to give him a chance to comply. If he does, praise him. If he does not comply, go to step 2.

Step 2: Tell the student what to do as you demonstrate the appropriate response. —Sasha, put the truck in the box) as you are showing him where to put the truck. Give him 5 seconds to comply. If he complies, praise him. If he does not comply, go to step 3 or repeat steps 1 and 2 (if older student).

Step 3: Help the student complete the task by using as little physical guidance as necessary (hand-over-hand).

Task analysis

Breaking down a task into steps and making the tasks concrete to ensure more success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example: A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction

A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5) rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise.

Technology device instruction

The student is trained on how to use certain technology devices (e.g., computer software, alternative communicative devices, and other assistive technology devices and supports.

Token economy

A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcers. Idea for tokens can include:

- Plastic or metal chips
- Marks on a blackboard
- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills

Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports

Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives

This involves the use of classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals

This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting

This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, —Joe, face forward.

Verbal rehearsal

Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders

The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule

This involves the utilization of an organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies

The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior.



SEL Check Guide

Upset	High Risk	Angry "I'm feeling really angry, frustrated, or terrified. I'm refusing to learn."	Sad "I'm feeling sad and distracted. Outside factors are making learning difficult today."
		Stressed "I'm feeling stressed, worried, or confused. I'm having hard time learning."	
Stressed	Medium Risk	Internal (mind stress) <ul style="list-style-type: none"> • School • Friends • Family 	External (body stress) <ul style="list-style-type: none"> • Hangry • Tired • Pain
		Hyper "I'm feeling happy and excited. I can probably learn today."	
Happy	Low Risk		
	No Risk	Calm "I'm feeling happy, calm, and focused. I'm ready to learn."	

SEL Check Scoring Guide

Status	Risk	Visible Emotions	Look and Listen For	Student Descriptions
 Anger	High Risk	Anger, Rage, Terror, Panicked, Devastation, Extreme Emotions	Explosive behavior, throwing items, cussing, crying, screaming, eloping (running away), threatening others, rapid breathing	I'm feeling really angry, frustrated, or terrified. I'm refusing to learn.
 Sad	High Risk	sad, down, emotional over small things	Withdrawn, head down, crying	I'm feeling sad and distracted. Outside factors are making learning difficult today.
 Stressed	Med. Risk	Stress, Anxious, Agitated, Worried, Confusion, Excitement, Nervousness, Silliness	Starting to feel overwhelmed, agitation, pacing, inability to focus, wiggles/driven by motor	I'm feeling stressed (comment internal or external). I'm having hard time learning.
 Hyper	Low Risk	Happy, excited, bubbly	Bouncy, unable to sit still, easily distracted	I'm feeling happy and excited. I can probably learn today.
 Calm	No Risk	Happy, calm, focused. Emotions are regulated and calm	Content, relaxed body, slow breathing, working, focused	I'm feeling happy, calm, and focused. I'm ready to learn.



The Restorative Conversation

Overview

Prepare Students and Environment for Restorative Conversations

- Restorative practices focus on teaching students new skills that will lead to positive behaviors and enhance their ability to build and maintain relationships with their peers and teachers.
- Educators should consider the mindsets, procedures, and structures needed to prepare students and facilitate successful restorative conversations.

Engage in Restorative Conversations

- Restorative conversations should be focused on deepening your understanding of a student's needs, supporting students in the development of new skills, and helping students take responsibility for their actions and repair their relationships.
- Teachers should have a calm, non-judgmental tone throughout the restorative conversation. The conversation is not a lecture or an extended punishment. It is a time to plan for future success.
- Although each conversation will be slightly different, it should follow the arc of reflecting on the event, identifying the student need and skill gap, and helping students identify how to repair relationships.

Follow-Up After Restorative Conversation

- A restorative conversation is a starting place, not the end of a discussion. Teachers should carefully consider how to support the student as they reenter the classroom. Additionally, teachers should take steps to track behavior improvements, communicate progress, and adjust scaffolds.



The Restorative Conversation

Sentence Stems

DIRECTIONS: Use this document to support your planning and/or execution of a restorative conversation. Identify the questions and/or phrases that will best support your upcoming conversation.

Phase 1: Facilitate Student Reflection of the Incident

- Tell me about what happened ...
- Tell me about why you think this happened ...
- Tell me about how you were feeling before, during, and after this event ...
- What happened first, next, last?
- What role did you play?
- What makes you most upset about this?
- Has this ever happened before?
- Other:
- Other:

Phase 2: Discuss Student Need and Plan to Address Needs

- Was there something that you needed?
- What did you wish would have happened?
- At what point did you start feeling upset?
- How might you have handled this differently? What was in your control?
- How could I have helped you be more successful in this interaction?
- If something similar happened in the future, what could we do to improve our outcome?
- Other:
- Other:

Phase 3: Plan to Restore Relationships

- Who do you think has been affected by what you did?
- How do you think they've been affected?
- What impact did your actions have on the individuals in our classroom?
- What impact did your actions have on our class community?
- Do your actions accurately represent how you feel about that person or how you want to treat others?
- How can you repair your relationships?
- Beyond an apology, what steps could you take to fix the harm you caused?
- When and how do you plan to take these steps?
- Other:
- Other:



HUNTINGTON EAST MIDDLE SCHOOL

NOTHING LESS THAN SUCCESS

Principal **Don Pennington**

Assistant Principal **Dr. Justina White**

Assistant Principal **Jackie Minor**

Dear Trusted Adult of a HEMS Bear,

As you know, Huntington East Middle School holds students to high behavioral and academic expectations. These expectations allow us to make our school the best possible learning environment for all students.

At HEMS, we also believe that small successes deserve celebration. Middle school is hard for you and your student and we truly appreciate you all being so invested in your educational experience!

Your HEMS Bear deserves some acknowledgment! We are so proud and excited to let you know that your Bear was going above and beyond!

We noticed _____ was exceeding the expectations at HEMS by:

- ☐ Listening actively
- ☐ Helping a friend
- ☐ Focusing on learning
- ☐ Showing respect
- ☐ Showing resilience
- ☐ Following directions
- ☐ Showing responsibility

Additional Comments: _____

Thank you for your time,



1 Campbell Drive
Huntington, WV 25705



304.528.9508



HUNTINGTON EAST MIDDLE SCHOOL

NOTHING LESS THAN SUCCESS

Principal **Don Pennington**

Assistant Principal **Dr. Justina White**

Assistant Principal **Jackie Minor**

To whom it may concern,

You and your student, _____, are receiving notice of behavior concerns in _____ class today, _____.

The behavior I/we found concerning was:

This letter is intended as a reminder that this kind of behavior is unacceptable at HEMS. If the behavior continues, we will move forward with our next intervention, _____.

Please sign and return this letter with your student on _____, or the next day he/she attends school. If you have additional questions or concerns please reach out to our team leader, _____ via email at _____ or call the school directly at (304)528-9508 to schedule a meeting. Thank you for your support in this matter!

Sincerely,

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____



1 Campbell Drive
Huntington, WV 25705



304.528.9508



Tell Me Something Good Call Script Generic Brag

<<Use WVEIS to look up parent/guardian contact information>>

Hello, my name is (state your name) and I'm calling from Huntington East Middle School. Am I speaking with (Mr./Mrs./Ms. parent/guardian's last name)?

<<Verify yes/no>>

I'm (student's name)'s teacher and I want to brag on your kid if you have a minute.

Tell them something good! Resist the temptation to talk about challenges.

Examples:

- Listening actively
- Helping a friend
- Focusing on learning
- Showing respect
- Showing resilience
- Following directions
- Showing responsibility

<<Allow parents to gush about their student>>

Thank you for taking my call. Enjoy the rest of your day.



Intervention Call Home Script

<<Use WVEIS to look up parent/guardian contact information>>

Hello, my name is (state your name) and I'm calling from Huntington East Middle School. Am I speaking with (Mr./Mrs./Ms. parent/guardian's last name)?

<<Verify yes/no>>

I'm (student's name)'s (subject area you teach) teacher and I need to speak with you about a few things. Is this a good time to talk?

Steps for intervention

1. Start with something positive about the child that leads into the area that needs improved.
2. Then tell them the facts that you have written down on your sticky note.
3. Follow that up with how they can improve their situation.

<<Allow parents to ask questions about their student>>

Thank you for taking my call. I appreciate you making the time. I'm glad we can work together to keep (student's name) on track this year. Enjoy the rest of your day.



Name: _____

Date: _____

Student Behavior Reflection

DIRECTIONS: Complete the behavior reflection prompts. You should write at least 3 sentences for each question. Make sure your responses are thoughtful and respectful.

Reflection Prompts	
What negative behaviors did you demonstrate to get assigned intramural detention? Which of the BEARS expectations did you not meet?	
How did your behavior effect the learners around you? Yourself? The teacher?	
What behavior should you have demonstrated instead?	
Create a behavior goal for the next week. Explain your action steps (how you will make sure you meet your goal).	
Describe the behavior that create an effective learning environment and/or how you can best contribute to an effective learning environment.	



Name: _____

Date: _____

HEMS EMOJI Reflection

Emoji's have become a universal way of describing how we feel in certain situations. Let's take this opportunity to look at how we could utilize these emojis to be reflective of our feelings and actions/reactions.

Consider the situation that caused you to be assigned this reflection.

Explain what happened in your own words (facts only).

Now we're going to translate that to feelings (or in this case, emojis).

Draw / insert an emoji that best describes how you were feeling at each point throughout the day.

When you got to school
the morning it
happened.

When it happened.

After it happened.

Now, reflecting.

Explain: _____

Explain: _____

Explain: _____

Explain: _____

Circle what feeling or emoji caused the action/reaction resulted in an intervention.

List some positive strategies you could use to help manage that feeling in the future.



Name: _____

Date: _____

Student Apology Guide

DIRECTIONS: Complete this planning guide to support the development of a meaningful apology. The apology should be reviewed by your teacher and then delivered.

Qualities of a Good Apology and Example

Good Apologies...	Example
<ol style="list-style-type: none"> 1. Identify what you did wrong. 2. State why it was wrong or the harm it caused. 3. Highlight what you will do differently in the future. 4. Express care. 	<p>Brian,</p> <p>I'm sorry that I've hurt your feelings. It was wrong of me to laugh at your mistake. Everyone makes mistakes sometimes, and we need people around us that help us and not put us down. In the future, I will do a better job of encouraging you and helping you when you need it. You make our class a better place, and I hope you can forgive me.</p> <p>-Jessica</p>

What Did You Need?

Whom are you apologizing to?	
What did you do wrong?	
How did your actions impact this person? Did it hurt them physically? Emotionally? Did it embarrass them? Scare them? Be specific.	
Why were your actions wrong?	
What will you do in the future?	

Name: _____

Date: _____



Student Reflection Guide

Restorative Conversation Framework

DIRECTIONS: Complete this reflection in preparation of an upcoming restorative conversation. Use it as an opportunity to gather your thoughts and control your emotions.

Tell Me What Happened...

In your own words, tell me what happened. Please be sure to include what YOU did.

First ...

Next ...

Then ...

Why do you think this happened?

How were you feeling when this happened?

What Did You Need?

What happened before this event?

Is there something that you needed?

What would you need to make sure this doesn't happen again?

How Can We Make This Right?

<p>Whom did your actions affect? Please list them and identify how you affected them.</p>	Person	How they were affected
<p>What steps can you take to repair your relationship with each person? In addition to an apology, what else can you do to repair the situation?</p>		

Moving Forward

<p>What strategies or skills can you work on to improve your responses in the future?</p> <p>If something similar happens again in the future, what will you do?</p>	
<p>What would you need to make sure this doesn't happen again?</p>	