

Strategies to Prevent, Improve, and Support Behaviors



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Strategies to Improve and Maintain All Behaviors

Active Supervision

- Monitor the room while checking for understanding. Be sure to check in with students you know understand the material, so it doesn't draw attention to students who need support.
 - When doing hall duty at the beginning of the day, try to be in two places at once. For example, walk back and forth from your doorway to your classroom while greeting students and touching base, rather than standing in the doorway the entire time. Continue to do this back and forth supervision while touching base with your students.

Avoid Power Struggles

- When a student attempts to engage you in a power struggle, consider using planned ignoring.
 - Keep directions clear and simple.
 - Restate directions using the same words.
 - Consider changing the subject to provide the student a “way out.”

Build Positive Relationships

- Meet and greet your students by name, with a smile, and a positive comment when they enter your room.
 - Get to know your students by asking questions and having short conversations.
 - Ask questions that require more than a one-word answer. For example, ask “What did you do this weekend,” instead of “How was your weekend?”
 - Find something that you have in common with your students.
 - Try having lunch with your students, laugh with your students, and attend student events.
 - Ask your students for a schedule of their games/meets/performances etc. and let them know you would like to attend and cheer them on.
 - Consider starting your class with a morning meeting to give all your students an opportunity to have a voice and get to know each other.
 - Consider lowering your level to the student's level when addressing minor behaviors.
 - For example, go down to one knee or squat so you are at the student's eye level.

Develop Clear Expectations/Rules

- These should be taught the first week of school and reviewed throughout the school year.

- o Consider having your students help create and define the expectations/rules.
 - Don't be afraid to change rules as needed.
- o Taking time to establish norms at the beginning of the year can yield tremendous benefits for students and teachers as the year progresses.
- o Post visuals of the rules in your classroom and refer to them often.

Deep Breathing

- Use this to teach students to self-regulate, relax, and calm down when they become agitated, frustrated, or overwhelmed.
 - o Practice deep breathing (box breathing, belly breathing, etc) often and consider practicing with the entire class.

Discipline with Dignity (Curwin, Mendler & Mendler, 2018)

- Avoid shaming and/or assigning consequences in front of other peers.
 - o Provide discipline privately in the hall or an alternative area.
 - o Provide discipline with empathy.
 - Try saying, "I care about you," "I like you," but "I don't like the choice you made."
 - Planned ignoring can result in the preservation of student dignity, however a follow-up conversation can also be a powerful tool. "I noticed you were throwing paper balls while you didn't think I was looking. I didn't want to embarrass you in front of your peers by saying anything in the moment. Fortunately, you stopped when you saw me look in your direction. I need you to make more responsible choices."

Follow Through with Interventions/Consequences

- These should be established the first week of school and reviewed often.
 - o Consider having the students help create the interventions/expectations/classroom rules for specific behaviors.
 - o Create a norm where students know you will call students into the hallway for brief conversations. These conversations can be for corrective action, to give praise, or to check in to make sure everything is going well.

Frequent Positive Praise (4:1)

- Provide students with 4 positive comments for every comment that may be received as a negative comment (correction, redirection).
 - o Praise behaviors in the absence of negative behaviors.
 - o Acknowledge students for following expectations/rules.

Ignore Minor Behaviors

- Recognize students and give them attention in the absence of the negative behavior.

- This will discourage students to seek your attention through negative behaviors and will avoid power struggles.
- For example, if a minor behavior occurs during your instructions, consider waiting to talk with the student privately when the class is working on the lesson.

Mindfulness

- Be aware of your own reactions and behavior (verbal and nonverbal), especially when supporting students with negative behaviors.
 - If you are unable to take a nonjudgmental empathic approach, consider asking for staff support.
 - Be sure to take care of your own emotional needs.

Model Appropriate Behavior

- Teach it, model it, then recognize and praise students when they demonstrate appropriate behavior.
 - Consider role playing good/bad behaviors and ask your students to choose the appropriate behavior.
 - Ask a staff member to be the student misbehaving and teach your class what it looks like to ignore the negative behaviors.
 - Ask a staff member to be the student demonstrating appropriate behavior and show your class what it looks like to praise each other.

Movement Breaks/Exercise

- Scheduled movement breaks or exercise for students that need to move often.
 - Consider taking class breaks and teaching Brain Gym, Bal-A-Vis-X, or Go Noodle.
 - As you plan lessons, remain cognizant of the benefits associated with movement while learning.

Restorative Practices

- Affective Statements
 - Affective statements tell the listener how the person feels and why it makes them feel that way.
 - Try saying, “I’m so appreciative when you raise your hand” instead of saying, “Please don’t talk while I’m talking.”
 - Consider saying, “I feel sad when you say hurtful words to others” instead of saying, “We don’t talk like that.”
- Restorative Circle - Can be relationship building, proactive, or after harm has been done.
 - Sequential Circles-Teacher leads/participates and students take turns (in order) participating. For example, the teacher might ask, “How does it make you feel when someone calls you a mean name?” The teacher gives their

answer, then they pass an object (baton, ball, ect) to act as a talking piece to the left or right and allow each student to answer. Students can choose to pass.

- o Nonsequential Circle-Same as the sequential circle, but you don't go in order. Students can raise their hand to participate or pass a ball to a classmate of their choice. Students can choose to pass.
- Reflection Log/Think Sheet
 - o Sit down privately with a student after a behavior has occurred and ask: What happened? Could you have done anything differently? How did it make you feel? How do you think it made the other student feel? Do you owe the other person an apology?
 - o The student and the staff member sign the reflection log.
- Restorative Conference
 - o Typically, an administrator or an administrator's designee sits with the victim(s), the offender(s), and the support persons to restore harm and resolve the conflict. The administrator should first meet individually with the victim(s), the offender(s), and the support persons to make sure they are comfortable meeting together.
 - o Consider using the restorative question cards from restorativeresources.org/educator-toolkit.html

Positive Parent Notes and Frequent Communication

- Send random positive emails, phone calls, texts, postcards, or letters to parents. o This will develop a consistent plan which everyone is part of the team.

Pre-teaching behavior strategies is the best prevention!!!!!!

Behaviors and Targeted Interventions

Anxiety

These students worry often and struggle to control their anxiety. They often second guess themselves and frequently ask questions. These students often struggle to relax, and may appear quiet, shy, or sad.

Support for Anxiety

- Build a strong relationship with this student.
 - Meet and greet this student daily.
 - Find something in common with this student and build on it.
 - Find this student's strengths or "niche" and build on them.
- Consider having your students use a planner or a checklist and posting the agenda on the board every day.
 - When something changes on the agenda, tell the class and change it together in their planners.
- Send frequent positive messages home to parents via phone, text, email, postcards, or notes in the backpack.
 - Encourage parents to send you positive messages as well.
 - This will help build self-confidence and a positive relationship with the family.
- Discipline privately and have private conversations regarding difficulties in class.
 - If the behavior is minor, ignore the behavior and address it privately later that day.
- Offer these students an anytime pass that they can use to take a break or get support in an alternative area.
 - Consider using the Resource Room, Elementary Support Teacher (EST), or Elementary Student Assistant Provider (ESAP).
 - Let the student know that you trust them not to abuse these passes. Your trust in them can go a long way as you work to foster and maintain meaningful relationships.
- Monitor the classroom when students are working quietly on their assignments, checking in on all students.
 - By checking in on all students, it takes the attention off the students who need help when you offer support.
- Consider praising and rewarding these students quietly and discreetly.
 - Praise often for the little things but avoid drawing attention to the student.
 - Consider writing notes on their assignments like, "I'm proud of you" or "You did a great job!" "I can see you put a lot of work into this. Bravo!"

Attention Seeking

When students are seeking attention, they often misbehave to gain your attention or the attention of their peers. They may act out negatively because they struggle with understanding how to properly get others attention. Also, students who have low self-esteem or have a difficult time fitting in, may act out to gain attention. In many instances, students will engage in attention seeking behaviors in an attempt to use as a distraction from being perceived as skill deficient.

Support for Attention Seeking

- Provide these students with opportunities to gain positive attention.
 - If a student likes to talk, have them go over the daily agenda every morning and share homework/closing thoughts at the end of the day.
- Remove attention from negative behaviors, and only focus on positive behaviors and expected behaviors.
 - Ignore minor behaviors and recognize the student when they are not engaged in the negative behavior. By using positive reinforcement in the absence of the unwanted behavior, it will decrease the need to seek attention through negative behaviors and increase the likelihood to demonstrate positive behaviors to gain attention.
 - For example, if a student keeps putting their hood up, do not ask them several times to take their hood off. Instead, give them a thumbs up when their hood is down and praise them when they don't have their hood up.
- Send positive messages home, recognizing the little things.
 - Send an email, postcard, text, or phone call to a parent acknowledging something special about their student. For example, you could say "I just wanted you to know _____ worked very hard today during centers."
 - This will help create a positive relationship between you and the parents.
 - This also removes the idea that parents only get phone calls for negative behaviors.
- Assign these students with responsibilities in your classroom and consider having them take on a leadership role.
 - For example, you could have a student in charge of letting you know when it is time to transition to the next activity. They would be your official timekeeper.
 - You could assign a student to help take attendance, be a line leader, or be the caboose in line.
- Consider getting them a peer mentor or an older student to spend time with as a positive role model.
 - Pair the student up with a positive peer and allow for some earned time together. It could be playing basketball, playing Pokémon, building with Legos, etc.
 - Consider having the student with the behavior problem mentor a younger student that may need someone to look up to or just needs a friend.

- Create lessons/activities with several opportunities to respond and activities which allow all students to participate.
 - Consider having morning meetings or relationship building restorative circles.
 - Allow opportunities for students to respond with a thumbs up or a visual.
 - For example, a teacher could ask their students every morning (possibly after lunch and at the end of the day) how they are feeling and have them respond with a thumb up, sideways, or down.
 - Also, a teacher could use a visual by giving each student a green card and a red card. Ask the class a question, then ask who agrees? Raise your green card if you agree and your red card if you disagree.
- Develop and teach lessons to the entire class on how to ignore negative attention seeking behaviors.
 - First teach a lesson on acceptable behavior in the classroom. Consider teaching a lesson on how acceptable behavior may look different in the hallway, at recess, and at lunch.
 - Then teach a lesson on unacceptable behavior and how to ignore it. Consider role playing (the teacher acts as the student misbehaving) and then getting student input on how to handle it.
- Provide the student with a silent mentor (adult) who will reach out and make a connection with the student each day. *Say good morning,” talk with the student at lunch, during recess, etc.
 - This could be a paraprofessional that sees this student throughout the day, a custodian, EST, ESAP, etc.

Avoidance

Students avoid things for many reasons, but it is often because they feel the assignment/task is too long, difficult, or not important. Students may avoid an activity because they lack the confidence, or someone/something may make them feel uncomfortable or unsafe. These students often act out to avoid something.

Support for Avoidance

- Have a private conversation with these students to ensure their safety and answer any questions they may have about an assignment or activity.
 - o When the class transitions to a special, talk to this student privately.
 - o Ask the student when they would like to talk by giving them choices.
 - For example, “Would you like to talk after lunch or before PE?”
 - o Give these students a responsibility in your class every day.
 - o Consider having these students take attendance, shut off the lights when the class transitions out of the classroom, or pass out/collect assignments.
 - o Let these students know how much their help was missed when they are absent.
- Develop a reward system for task completion/following directions and use frequent positive praise.
 - o Use a point sheet that students can monitor their success and see how close they are to earning a reward.
 - For example, when a student gets 5 smiley faces on their point sheet, they earn 5 minutes on the computer. Be sure to give positive praise each time they earn a smiley face.
- Use first/then statements. This could be done verbally or with a visual schedule/task strip. For example, “First you finish your math, then you earn an award.”
- Offer choices to these students. This will allow these students to have some control in their school day.
- Adjusted assignments (reduction of problems/assignments/work requirements).
 - o For example, assign even problems or have the student pick 5 out of 20 problems they want to skip.
- Develop alternate assignments based on interest areas (if the student has a high interest area, they could research that, versus what the class is doing).
 - o If a student is interested in trains and they were working on math, you could use trains in place of numbers for the assignment.
 - o Incorporate students’ specific interests into your instruction when possible.
- Consider finding these students a peer buddy/mentor/tutor.
- Sometimes these students sit there and “pretend” they are working, but in reality, they do not understand the directions or material. These students will often avoid eye contact with the teacher.
 - o While monitoring the classroom, quietly offer support to these students, but be sure to check on other students so they do not feel singled out.

Control

These students are usually trying to obtain something or trying to get more control over their environment. These students often have very little control over their environment and often experience most people doing things for them or always being told what to do.

Support for Control

- Give choices so the student feels they have a voice.
 - For example, “Would you like to earn your reward right after lunch or at the end of the day?”
- Have a norm where students know they will have a “voice” when they feel anxious and would normally want to exert control to feel safe.
 - For example, give each student a visible item (like a ball, card, superhero, ect) that they can quietly place on their desk if they feel anxious or unsure.
 - Say, “When you are anxious or unsure, place your item on your desk and I will come to you to listen to what you have to say and/or check on you.”
- Try giving these students some control within your room and in the school when appropriate.
 - For example, consider having a student that likes to be in control take your attendance.
 - Ask this student if they could help you keep track of time because that is particularly important. Have them tell you when it is time to wrap it up and move on to the next activity.
- Checklists, visual schedules, timers, and to do lists often work well with these students.
- Rewards/incentives/privileges should be earned for good behavior, rather than taken away or threatened to take away for misbehaving.
- Set up expectations ahead of time and review with the student.
- Focus on the positive and praise the little things (4 to 1), while ignoring minor behaviors.
- Use first/then and when/then statements.
 - For example, say “First finish your assignment, then you earn 10 minutes on the computer.”

Easily Distracted

These students tend to have a short attention span and need help with organization and time management. These students may be distracted by movement, noise, lighting, classroom decorations/design, and more than 1-2 directions at a time.

Support for Easily Distracted

- Teach these students how to use a planner and/or a visual schedule.
 - Review the planner/schedule daily.
 - Include parents, when possible, to review the planner/schedule.
- Use a nonverbal cue, pre-established between teacher and student to help the student recognize that she/he is off-task, and to re-establish focus.
 - You could hold up a green card or tap their desk twice to help them refocus.
- These students tend to work best in a controlled and predictable environment.
 - Develop a routine and talk with the class when there's changes.
 - Post your daily/weekly schedule in your classroom.
- Try setting a timer for 10-15 minutes or an agreed-upon set time.
 - When the student works for the set time, they can take a short 2-minute break and then set the timer again.
- Give assignments that are one sided worksheets (instead of double sided) or cover half the page, so it looks less overwhelming.
- Consider chunking the assignments.
 - Only assign half the problems or only complete the odd problems.
- Have the student sit near the teacher or close to where the instruction is taking place.
 - This will reduce the number of distractions and allow you to quietly help your student refocus.
- Develop a reward system that the student earns frequent rewards when on task.
 - The student receives a dollar (school money) for every 15 minutes they are on task or for each task they complete.
 - The student can spend the Currency (school money, tokens) immediately on small items, like stickers, or save for bigger items like playing basketball with the principal.
- Remove extraneous items from students' work areas to help limit distractions.

Elopement

These students are often attention seeking, afraid of something, have a degree of anxiety, boredom, or seeking to get a response from a peer or adult when eloping.

Support for Elopement

- Understand what makes a student feel anxious and pre-empt their anxiety by either avoiding known “triggers” or by incorporating stress relief activities.
 - Build in breaks, physical movement, or alternative activities for the whole class when “early signs” appear.
 - Prompt the use of a specific option for that student that helps him or her become calmer.
 - For example, put your hands together and prompt an appropriate break by making it look like you are breaking a stick.
- Create a designated safe place for the student to go to like a fort, tent, beanbag, sensory room, or under a weighted blanket.
 - Have the student help create this safe place and practice using this area.
 - Practice using the safe place with the student when they are demonstrating positive behaviors.
 - Praise the student when they use the designated area appropriately. In some cases, praise may cause the student to become upset, so you may need to just ignore and wait it out. Use of a picture cue, hand signal, or a nonverbal tool to help the student identify that they need a “break” to go to their designated safe space.
 - This could be a visual of a rocking chair, a thumb sideways hand signal, a small pillow, etc.
- Avoid chasing the student, this typically makes the student go farther. Unless the student leaves the school building or is a risk to self and/or others.
 - Observe from a distance and minimize the student seeing you.
 - Give the student plenty of time to cool down before approaching.
 - Once the student returns to their designated area, ignore the elopement that had occurred and move on.
 - After the student has returned to class and has been doing well, have a private conversation with the student about what they need to do when they leave the classroom and safe places to go. Then consider practicing with the student (if they agree) and praise them.

Disrespectful/Disruptive/Language

These students may speak out of turn, make inappropriate comments, use inappropriate language, crude hand gestures, or try to agitate other students. These students may also challenge staff, make mean facial expressions, and try to draw attention to themselves.

Support for Disrespectful/Disruptive

- Build a meaningful relationship and let this student know you care about them every day.
 - Meet and greet this student in the AM and tell them in the PM you will be looking forward to seeing them tomorrow.
 - Find something in common with this student and build on it.
 - Laugh with this student and engage in general conversation.
- Ignore minor behaviors and praise these students in the absence of the negative behavior.
 - By praising in the absence of the negative behavior, it provides positive attention for this student, rather than drawing attention to their negative behaviors.
- Be aware of your own behavior and try not to let their behavior impact yours.
 - Behavior influences behavior. So, if a student sees they are getting you upset, it is likely they will either get more upset or figure out that's what they need to do to get under your skin, then will probably do it more often.
 - By not being influenced by negative behavior, it is more likely the behavior will decrease. This may take time (2-6 weeks) to see any improvements.
- Teach whole class lessons on ignoring negative behavior.
 - Consider role playing with a student misbehaving in your classroom and the students ignoring it.
 - Ask a staff member to be the student misbehaving and teach your class what it looks like to ignore the negative behaviors.
 - Have the staff member improve their behavior after the students ignore for 20-30 seconds.
- Consider using a reward system that the student helps develop.
 - Ask the student what they like and develop a point sheet around their interests.
 - For example, if a student likes superheroes, develop a point sheet with pictures of his/her favorite superheroes.
 - If a student like playing basketball, then develop a point sheet in which the student could earn basketball time.
 - Consider reviewing and changing up the reward system with the student quarterly.
- Provide this student with a seat away from distractions and preferably close to a staff member.
 - This will allow you to give a quiet subtle reminder if the student starts to be disrespectful.
 - This also gives you an opportunity to develop a better relationship with this student.

- Avoid power struggles.
 - o When participating in power struggles, you often lose some of your control and it can lead to the behavior becoming more serious.
 - o Consider telling the student what you want them to do, rather than phrasing it as a question.
 - For example, say “I would like you to stay in your assigned seat” rather than saying “Why are you out of your assigned seat?” or “What are you doing?”
- Discipline privately.
 - o These students will often become more agitated or embarrassed when they are called out in front of their peers.
 - o Discipline can be addressed privately in the hall, during a transition, or in an alternative area.
- Schedule movement breaks or breaks with another staff member.
 - o This could be a time this student meets with another staff member and gets a pep talk or reviews expected behaviors.
 - o This may be a suitable time to review social stories.
- Give these students choices.
 - o For example, “Would you like to finish your assignment here or work on it in the resource room?”
 - o If the student needed a break you could say, “Do you need a 3-minute break or a 5-minute break?” Then set a timer.

Hyperactive or Restlessness

These students tend to move around a lot throughout the day. They may run, jump, walk, tap their desk, or simply move around a lot in their seat.

Support for Hyperactive or The Need to Move

- Consider doing whole class movement/exercise breaks.
 - Bal-A-Vis-X, Brain Gym, or Go Noodle exercises provide great videos to support movement and alertness.
- Schedule movement breaks for these students.
 - Consider doing mini cardio/strength circuits with these students and possibly the entire class.
 - For example, set up 6 stations (push-ups, planks, sit-ups, wall sits, jumping jacks, and squats) and have your student(s) rotate through each station spending 30 seconds at each station. Consider participating with your student(s).
 - Every 30-60 minutes have your student deliver something for you.
 - Make this an important job to give this student a responsibility.
 - Every 30-60 minutes schedule a walk/water break for these students.
- Provide the student with fidgets and sensory tools at their desk.
 - Consider having the student travel throughout the school day with one sensory tool.
 - Talk with your OT for suggestions.
- Develop sensory paths or sensory stations with different movements that are designed to activate different parts of the brains.
 - Make this a part of your daily schedule and rotate through the stations as a class.
 - Consider having one of your stations be a movement station if you do academic centers in your classroom and rotate stations.
- Provide these students with additional work/materials/books/crafts to do when they complete their work.
- Consider a special job for a student who needs to move frequently.
 - Passing out materials, collecting materials, putting the chairs down. This gives the student a sense of purpose in the classroom as well as a physical outlet to move.
- Consider using a bumpy seat, weighted lap pad or a weighted vest.
 - Check with you OT for the appropriate accommodation.
- Consider using alternative seating (a wobble chair or a podium) instead of a traditional chair with a desk.

Impulsivity

These students often say the first thing on their mind and have difficulties with turn taking. These students may blurt out comments, raise their hand before a question is finished, and tend to move around a lot.

Support for Impulsivity

- Model appropriate language, behavior, and classroom expectations.
 - Point out and recognize students in your class when they demonstrate appropriate language, behaviors, and classroom expectations.
- Use a calm neutral tone.
 - Stay calm and nonjudgmental, regardless of a student who continues to interrupt, speak out of turn, or get out of their seat.
 - Avoid using negative facial expressions and raising your voice.
 - If you avoid letting another student's behavior impact your behavior, it is likely the behavior will decrease.
- Provide this student with a sensory tool or toolkit.
 - For example, you could put a strip of Velcro under their desk or have a sensory toolkit they can choose an object from.
 - Consider talking with your OT for ideas.
- Tell the student what you want and praise them when following through.
 - For example, you could say, "I want you to raise your hand when I completely finish the question" then praise them when they follow through.
- Provide this student with alternative seating.
 - Provide the student with a wobble chair or a podium in addition to their traditional seat.
- Consider doing whole class movement breaks.
 - Try doing 5 minutes of Brain Gym, Bal-A-Vis-X, or Go Noodle.
- Schedule movement breaks that may include lifting.
 - Consider having this student to be responsible for helping put the chairs/tables down for lunch.
- Ignore when this student blurts out or speaks out of turn.
 - Talk to the student privately about how to appropriately speak in a group discussion, take turns in a conversation, and listen when someone else is talking.
 - Praise and consider rewarding this student when they are respectful when others are talking.

Oppositional Defiant

These students often do the opposite of what they are told or refuse to follow directions.

They may attempt to challenge the authority of staff and engage others in conflict.

These students may become aggressive, have meltdowns, or shut down completely.

Support for Oppositional Defiant

- Avoid power struggles and do not engage in debating.
 - When a student starts to debate or argue, it is ok to wait. ◦ After you have given the student time to cool down, ask if they are ready to listen.
 - If the student still engages in a power struggle, you can wait again or use a when/then statement. For example, say “When you are ready to talk, please raise your hand, then I would love to help you.”
- Ignore minor behaviors and praise positive behavior.
 - Praise in the absence of the negative behavior.
 - This will discourage students to seek your attention through negative behaviors.
- Ask questions, instead of giving instructions to these students.
 - Instead of saying “Work on your math please,” try saying “Can you show me what you are supposed to be working on?”
 - If they show you, follow it up with a “Great Job” or a thumb up.
- Develop a point sheet with the student where rewards or incentives are earned.
 - Talk with the student about their interests and incorporate them into their point sheet and into your instruction.
 - For example, if they like Transformers, include pictures of Transformers on their point sheet and into your instruction.
- In addition, include Transformers as their rewards. For example, the student could earn time playing with Transformers or watching Transformers on the computer.
- Create a visual to help recognize and regulate their emotions.
 - Consider using “Zones of Regulation,” “the Mood Meter,” or “Super Flex” as a program to help a student learn to self-regulate and identify their emotions.
- Develop a home/school plan to reinforce good behavior and following directions.
 - Create a checklist or visual schedule about respect that travels with the student from school to home.
 - School and parents review the list daily and everyone signs the list daily. This would include the student, parent, and teacher.

Overwhelmed or Difficulty Understanding

These students may not tell you they are struggling but will act out to gain your attention. These students are often disorganized and have difficulties moving from one activity to another.

Support for Overwhelmed or Difficulty Understanding

- Have private conversations regarding discipline and redirection.
 - For example, if a student is having a temper tantrum because they do not want to complete a worksheet, ignore the behavior and talk to the student privately in the hall or allow time to pass and address the problem later.
- Schedule breaks using a timer, watch, cellphone, or a visual schedule.
- Finish one activity prior to moving on to the next or put away the current activity prior to getting out the next activity.
- Consider using pictures/gestures for students that struggle to express themselves.
 - Consider talking with your OT and Speech/Language Teachers.
- Schedule movement breaks, sensory breaks, stretch breaks, and/or brain breaks.
- Consider chunking the material, allowing late assignments, and opportunities to redo work when appropriate.
 - Only assign $\frac{1}{2}$ of the assignment to reduce stress.
- Offer choices on assignments/activities and modify assignments.
 - Ask the student if they would like to do evens or odds?
 - If there are 10 questions, ask the student to pick 5 or cross out 5.
- Consider having your students use a planner and posting the agenda on the board every day.
 - When something changes on the agenda, tell the class and change it together in their planners.
- Check in with students frequently, even the ones who appear to understand the material.
 - By checking on all students, it avoids bringing attention to the students that need a little extra support.
- Frequently engage with students to determine their understanding of material.
 - Sometimes the ones who need help the most appear that they are understanding, but in fact they are struggling the most.
 - Utilize multiple types of formative assessments to help you determine mastery and make changes to your instruction in the moment to address gaps.
- Provide students with an anytime pass to see the EST/ESAP/Support Staff.
 - There they can practice different calming strategies (deep breathing, muscle relaxation, etc.)
- Figure out the student's strengths and build on their strengths.
- After teaching a new concept, ask various students (who have a strong understanding of the concept) to "re-teach" the class using their own words.
 - This can be a fun way to check for understanding, use rephrasing/rewording, which may improve understanding for all.

Physical Aggression (non-fighting)

These students may become upset very easily and often act out by hitting, kicking, throwing items, or intimidating others. These students may try to instigate conflicts and often struggle with maintaining friendships.

Support for Physical Aggression (non-fighting)

- Build a meaningful relationship with this student.
 - Meet and greet this student daily by name and with a smile.
 - Talk with this student and learn their interests so you can have meaningful conversations with them.
 - At the end of the day, be sure to always say goodbye and let them know you look forward to seeing them tomorrow.
- Frequent positive praise for good behavior.
 - Try to find something positive even when the student appears grumpy or in a bad mood.
 - For example, if the student says, “I hate school” you could ignore that and say, “I’m glad to see you today” or “You look great today.”
- Keep a neutral tone and manage your own emotions,
 - Do not be afraid to ask for help, take a break, and take a deep breath.
 - Taking a short walk, getting a drink of water, and taking a few deep breaths will help you reset and support a student in distress.
- Consider having this student become involved in a social club.
 - This student may benefit from being in a friendship club, social skills club, or a boys/girls club.
- Use reflection logs and have restorative chats with this student.
 - Ask the student restorative questions like “What happened,” “What were you thinking at the time,” “What have you thought about since” “Who has been affected and in what way,” and “What do you think you need to do to make things right?”
 - If the student or students involved are comfortable talking, have a restorative conference.
- Talk to this student about appropriate ways to respond when they are upset and practice with the student when they are not upset.
 - Consider having these conversations privately or in small groups.
 - Consider using a social story, especially if the student responds well to visuals.
- Create a visual to help recognize and regulate their emotions.
 - Consider using “Zones of Regulation,” the “Mood Meter,” or “Super Flex” as a program to help a student learn to self-regulate and identify their emotions.

- Give this student an anytime pass that they can use to talk with a specific staff member when they are upset.
 - o This could be the EST, ESAP, Counselor, Principal, or Resource Room Staff.
- Create a safe area where this student can go to feel safe when they are upset.
 - o Have the student help pick this area and practice using this area when the student is not upset.
 - o For example, this could be a table with construction paper over it in your classroom or a tunnel in an alternative area.
- Consider getting this student a peer mentor.
 - o This could be a friend that makes good choices or an older peer that may be able to make a positive connection.
 - o Schedule a time to meet with this peer daily or weekly.
- Provide this student with some sensory tools they can use when they become upset like a sensory ball or putty.
 - o Talk with your OT for suggestions.

Quotes

“No significant learning occurs without a significant relationship.” - Dr. James Comer

“Kids don’t learn from people they don’t like” - Rita Pierson

“Every morning we get a chance to be different. A chance to change. A chance to be better.” - Alan Bonner

“Lifes most persistent and urgent question: What are you doing for others?” - Dr. Martin Luther King, Jr.

“Thinking of your child as behaving badly disposes you to think of punishment. Thinking of your child as struggling to handle something difficult encourages you to help them through their distress.” - Unknown

“Ability is what you’re capable of doing. Motivation determines what you do. Attitude determines how well you do it.” - Lou Holtz

“Don’t let what you cannot do interfere with what you can do.” - John Wooden

“Nothing is impossible, the word itself says I’m Possible.” - Audrey Hepburn

“Don’t let yesterday take up too much of today.” - Will Rogers

“Anyone who has never made a mistake has never tried anything new.” - Albert Einstein

“Although the world is full of suffering, it is also full of the overcoming of it.” - Helen Keller

Resources

Braingym.com

Bal-a-vis-x.com

Discipline with Dignity (Curwin, Mendler & Mendler, 2018)

Edutopia.org

Gonoodle.com

PositivePsychology.com

PBIS.org

PBISWorld.com

Restorative Practice Consortium Resource Project (cover page image)

<https://creducation.net/intl-orgs/restorative-practice-consortium-resource-project/>

Restorativeresources.org/educator-toolkit.html

Ted Talk (Rita Pierson-Every Kid Needs A Champion)

Understood.org

Wayne RESA PBIS

