

BES:S INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies

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I. *BES:S Intervention Manual*

The *Behavior Evaluation Scale:S Intervention Manual* (BES:S) is a compilation of goals, objectives, and intervention strategies for behaviors on the *Behavior Evaluation Scale-Third Edition: Short School Version* rating scale. It is designed to respond to the most typical behavior problems exhibited by students in educational settings. The interventions are appropriate for any student engaging in the selected behaviors. The student need not be identified as behaviorally disordered/emotionally disturbed or handicapped in anyway. The appropriateness of the interventions relates directly to the behavior problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been proven to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may stimulate problem behavior. Reactive interventions “teach” the student more appropriate ways to deal with his/her behavior. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies.

For any behavior problem exhibited by students, it will be of value to assess the extent to

which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student’s success. In order not to overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.

II. Goals, Objectives, and Interventions

1 Fails classroom tests or quizzes

Goals:

1. The student will improve his/her performance on classroom tests.
2. The student will improve his/her performance on classroom quizzes.

Objectives:

1. The student will perform classroom tests with _____% accuracy.
2. The student will perform classroom quizzes with _____% accuracy.
3. The student will meet a _____% level of mastery on classroom tests.
4. The student will meet a _____% level of mastery on classroom quizzes.

Interventions:

1. Establish classroom rules:

- Work on-task.
- Work quietly.
- Remain in your seat.
- Finish task.
- Meet task expectations.

Review rules often. Reinforce students for following the rules.

2. Present concepts following the (1) Who, (2) What, (3) Where, (4) When, (5) How, and (6) Why outline.

3. Communicate with the parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for improved test or quiz scores.

4. Have the student maintain a performance record for each subject in which he/she is experiencing difficulty.

5. Provide the student with a set of prepared notes that summarize the material to be tested.

6. Have the student take a sample test or quiz before the actual test.

7. Have the student question anything he/she does not understand while taking tests or quizzes.

8. Deliver all directions, questions, explanations, and instructions in a clear, concise manner and at an appropriate rate for the student.

9. Reduce the emphasis on competition.

Students who compete academically and fail may cease to try to succeed and do far less than they are capable of achieving.

10. Reinforce those students who demonstrate improved test or quiz scores. (It may be best to reinforce privately rather than publicly.)

11. Identify the student's most effective learning mode and utilize it when giving tests or quizzes.

12. Have the student prepare for tests using the "Who, What, Where, When, How, and Why" format.

13. Teach the student skills for studying for tests/quizzes.

14. Develop tests and quizzes for the student using the "Who, What, Where, When, How, and Why" format.

15. Reduce the emphasis on formal testing by grading the student on daily performance.

16. Teach and encourage the student to practice basic study skills (e.g., reading for the main point, note taking, summarizing, highlighting, studying in an appropriate environment, using time wisely, etc.) before taking tests or quizzes.