

# BEHAVIOR DIMENSIONS INTERVENTION MANUAL

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Printed in the  
United States of America.  
08/09



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# I. Introduction

This *Behavior Dimensions Intervention Manual* is based on the most commonly encountered behavior problems identified by educators in the school environment and provides goals, objectives, and classroom instruction/intervention strategies.

The goals and objectives identified in this manual will serve as samples which may be used in writing IEPs for identified students. 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.

The interventions listed under each behavior problem should serve as a guide for program development or change for any student in need of behavior improvement. 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. Professional judgement should dictate the choice of interventions for any particular student. The student's handicap, if one exists, age, gender, grade level, and local community standards are all to be considered in selecting appropriate intervention procedures. The interventions have been found appropriate for special education as well as regular education classroom environments.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions and consistent application of these interventions by all teachers in all settings greatly facilitates the likelihood of student success in the educational environment. These interventions, appropriate for all educational environments, lend themselves particularly well to creating continuity across all the classes and educational settings in which the student functions.

To respond to the broad spectrum of implications related to behavior problems, the interventions contained in this manual are designed to represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications to reduce stimulation,

teaching the student problem solving skills, etc. Reactive interventions are more immediately related to the situations, such as removal from the group, increased supervision, natural consequences, etc.

The assumption is made in any professionally responsible educational setting that all related variables will be considered in choosing appropriate interventions designed to facilitate student success. Thorough consideration should identify all related variables influencing student behavior problems to appropriately respond to individual situations. Vision, hearing, general health, nutrition, and family case history should be considered in order not to overlook any historical or contemporary determinants of behavior.

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

For any behavior problem exhibited by students, it will be a 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 groupings and seating arrangements are often examples of factors which are inherent in the institutional structure and often contribute to problem behavior.

This manual is designed to respond to the most disruptive behavior problems exhibited by students in educational settings. The interventions identified herein are appropriate for any student engaging in the behaviors described. The students need not be identified as behaviorally disordered/emotionally disturbed or handicapped in any way. The appropriateness of the interventions relates directly to the behavior problem and not to classification labels. All the interventions included have been found to be most successful to administrators, teachers, counselors, parents, and other persons intent on helping students.

## II. Using the *Behavior Dimensions Intervention Manual* in Conjunction with the *Behavior Dimensions Scale*

**NOTE:** If the *Behavior Dimensions Intervention Manual* is not being used in conjunction with the *Behavior Dimensions Scale*, the following procedural steps need not be followed.

- Step 1: The student is rated with the School Version of the *Behavior Dimensions Scale*.
- Step 2: Conversions of raw scores on the *Behavior Dimensions Scale* are made, Subscale Standard Scores and Percentile Scores are determined, and the *Behavior Dimensions Scale* Profile section is completed.
- Step 3: Determine on which of the eight characteristics (subscales) the student scores one or two standard deviations below the mean (subscale score below 7).
- Step 4: Under each of those characteristics (subscales) on which the student scores one or two standard deviations below the mean, determine which behaviors constitute primary concern in the educational environment (the behaviors with the highest raw scores).
- Step 5: Find Goals and Objectives from the *Behavior Dimensions Intervention Manual* which represent each behavior indicated as a primary concern on the *Behavior Dimensions Scale*.
- Step 6: Determine those interventions from the *Behavior Dimensions Intervention Manual* which are most appropriate in facilitating the student's success and meeting the Goals and Objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those subscales with scores one or two standard deviations below the mean; Goals, Objectives, and Interventions should be selected and written for those behaviors as well.
- Step 8: Share those Goals, Objectives, and Intervention strategies selected for the student with all personnel involved in the student's educational program.
- Step 9: Regular and special education teachers should implement those intervention strategies selected to be most successful with the student. The student's progress should be monitored and regular consultation with parents and other educators should be conducted to evaluate the student's success.

**Reminder:** It is not necessary to use the Goals and Objectives in this manual; Interventions may be implemented from ratings obtained from the *Behavior Dimensions Scale* or from observations of the student's behavior.

# 1 Moves about while seated, fidgets, squirms, etc.

## Goals:

1. The student will engage in appropriate behaviors while seated.
2. The student will sit appropriately in his/her seat.

## Objectives:

1. The student will demonstrate appropriate in-seat behavior by sitting quietly with his/her feet on the floor under the desk, keeping all four legs of the chair in contact with the floor, for \_\_\_\_\_ minutes at a time.
2. The student will refrain from tipping his/her chair for \_\_\_\_\_ minutes at a time.
3. The student will refrain from tipping his/her desk while seated for \_\_\_\_\_ minutes at a time.
4. The student will keep his/her feet on the floor while seated for \_\_\_\_\_ minutes at a time.
5. The student will sit quietly while seated for \_\_\_\_\_ minutes at a time.
6. The student will refrain from touching others as they walk by on \_\_\_\_\_ out of \_\_\_\_\_ trials.
7. The student will refrain from tapping objects such as a pencil, paper clip, eraser, ruler, etc., for \_\_\_\_\_ minutes at a time.

## Interventions:

**1.** Reinforce the student for sitting appropriately in his/her seat: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

**2.** Speak to the student to explain (a) what he/she is doing wrong (e.g., tipping chair) and (b) what he/she should be doing (e.g., sitting appropriately in his/her chair).

- 3.** Establish classroom rules:
- Work on-task.
  - Work quietly.
  - Remain in your seat.
  - Finish task.
  - Meet task expectations.

Review rules often. Reinforce the student for following the rules.

**4.** Reinforce those students in the classroom who sit appropriately in their seats.

**5.** Reinforce the student for sitting appropriately in his/her seat based on the length of time he/she can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

**6.** Write a contract with the student specifying what behavior is expected (e.g., sitting appropriately in his/her seat) and what reinforcement will be made available when the terms of the contract have been met.

**7.** Communicate with 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 sitting appropriately in his/her seat at school.

**8.** Evaluate the appropriateness of the task to determine (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is adequate.

**9.** Choose a peer to model for the student appropriate ways in which to sit in his/her seat.

**10.** Have the student question any directions, explanations, and instructions he/she does not understand.

**11.** Have desks and/or chairs that can be fastened to the floor or which are designed to prevent tipping.

**12.** Provide the student with a specific description of appropriate in-seat behavior (e.g., face forward, feet on floor, back straight, etc.).

**13.** Implement logical consequences for students who fail to sit appropriately in their seats (e.g., the student would have to sit on the floor, stand next to his/her desk to work, sit in a chair without a desk, etc.).

**14.** Maintain consistent expectations for having the student sit appropriately in his/her seat.