

BES:L INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies

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Printed in the
United States of America.
4/08



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I. *BES:L Intervention Manual*

The *Behavior Evaluation Scale:L Intervention Manual* (BES:L) is a compilation of goals, objectives, and intervention strategies for the behaviors on the *Behavior Evaluation Scale-Third Edition: Long 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 Has difficulty attending to academic tasks

Goal:

1. The student will remain on task.

Objectives:

1. The student will demonstrate on-task behavior by sitting quietly at his/her seat, looking at his/her materials, and performing the task for _____ minutes at a time.
2. The student will remain on task for _____ minutes at a time.
3. The student will remain on task long enough to complete the task on _____ out of _____ tasks.
4. The student will remain on task through its completion on _____ out of _____ tasks.
5. The student will maintain eye contact with the teacher for _____ minutes at a time.

Interventions:

1. Reinforce the student for attending to academic tasks in the classroom: (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., failing to attend to tasks) and (b) what he/she should be doing (e.g., attending to tasks).

- 3.** 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.

4. Reinforce those students in the classroom who demonstrate on-task behavior.

5. Reinforce the student for attending to tasks 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 (establish a reasonable length of time to stay on task) and what reinforcement will be made available when the terms of the contract have been met.

7. 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 attending to academic tasks in the classroom.

8. Choose a peer to model attending to academic tasks for the student.

9. Have the student question any directions, explanations, or instructions he/she does not understand.

10. Evaluate the auditory and visual stimuli in the classroom to determine what level of stimuli the student can respond to in an appropriate manner.

11. Reduce the auditory and visual stimuli to a level at which the student can successfully function. As the student demonstrates that he/she can successfully tolerate the reduced levels of auditory and visual stimuli, gradually allow auditory and visual stimuli to increase.

12. Seat the student so that he/she experiences the least amount of auditory and visual stimuli possible.

13. Provide the student with a quiet place in which to work where auditory and visual stimuli is reduced. This is used to reduce distracting stimuli and not as a form of punishment.

14. Seat the student away from those peers who create the most auditory and visual stimulation in the classroom.