

# **BES:S INTERVENTION MANUAL**

## **Goals, Objectives, and Intervention Strategies**

**Stephen B. McCarney  
Edited by Samm N. House**

**Copyright © 2005 by Hawthorne Educational Services, Inc.**

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the  
United States of America.

1/10



**H A W T H O R N E**

Educational Services, Inc.

**800 Gray Oak Drive  
Columbia, MO 65201  
Telephone: (573) 874-1710  
FAX: (800) 442-9509  
[www.hes-inc.com](http://www.hes-inc.com)  
[www.hawthorne-ed.com](http://www.hawthorne-ed.com)**

# Table of Contents

<b>I. <i>BES:S Intervention Manual</i> . . . . .</b>	<b>4</b>
--	----------

<b>II. <b>Goals, Objectives, and Interventions</b> . . . . .</b>	<b>5</b>
--	----------

**Behavior  
Number**

1. Fails classroom tests or quizzes . . . . .	5
2. Performs daily academic tasks or homework at a failing level . . . . .	8
3. Does not follow directions, written or verbal, related to academic tasks . . . . .	12
4. Has difficulty organizing or appropriately using necessary work materials . . . . .	16
5. Refuses or fails to complete class assignments or homework . . . . .	21
6. Performs school work in a careless manner . . . . .	25
7. Demonstrates difficulty or reluctance in beginning tasks . . . . .	28
8. Verbally or physically threatens other students or teachers . . . . .	32
9. Tries to interact with other students but is not accepted by them due to his/her behavior. . . . .	35
10. Refuses to share or allow others to participate . . . . .	37
11. Physically hurts other students or teachers . . . . .	40
12. Seeks excessive physical attention from others . . . . .	44
13. Responds inappropriately to constructive criticism or comments from others . . . . .	46
14. Avoids interaction with other students or teachers . . . . .	49
15. Makes derogatory comments or inappropriate gestures to other students or teachers . . . . .	54
16. Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact. . . . .	58
17. Responds inappropriately to praise or recognition from other students or teachers . . . . .	60
18. Absent or tardy without legitimate reason . . . . .	62
19. Fails to participate verbally or physically in group situations . . . . .	65
20. Demonstrates sudden or dramatic mood changes . . . . .	68
21. Engages in inappropriate sexually related behaviors . . . . .	70
22. Demonstrates behaviors not related to immediate situations . . . . .	72
23. Blames other persons or materials for own failure or difficulty . . . . .	74
24. Does not obey teachers' directives or classroom rules . . . . .	76
25. Deliberately makes false statements . . . . .	79
26. Makes inappropriate noises . . . . .	81
27. Fails to consider or disregards consequences of own behavior . . . . .	84
28. Acts impulsively without apparent self-control . . . . .	86
29. Must have immediate rewards or gratification. . . . .	89
30. Exhibits off-task behaviors. . . . .	91
31. Continues to engage in a behavior when it is no longer appropriate . . . . .	94
32. Takes things that belong to others . . . . .	97
33. Destroys property . . . . .	100
34. Talks at inappropriate times or makes irrelevant comments . . . . .	104
35. Uses obscene or profane language . . . . .	108
36. Is preoccupied with drugs or alcohol or possesses or uses drugs or alcohol at school . . . . .	112
37. Demonstrates facial expression of sadness or displeasure. . . . .	114
38. Exhibits unwarranted self-blame or self-criticism. . . . .	116
39. Indicates that he/she is not happy through physical expression . . . . .	118
40. Cries in response to personal or school situations . . . . .	121
41. Fails to demonstrate a sense of humor when appropriate . . . . .	123

42. Indicates that he/she is not happy through verbal expression . . . . .	125
43. Fails to participate in or demonstrate an interest in special events or interesting activities . . . . .	127
44. Exhibits physical problems related to eating. . . . .	130
45. Engages in self-destructive behavior . . . . .	133
46. Exhibits excessive fatigue . . . . .	135
47. Physically runs away from personal or school experiences . . . . .	137
48. Draws pictures that reflect fears or concerns about school, home, or personal situations . . . . .	139
49. Fails to concentrate, eat, or sleep because of personal or school experiences. . . . .	141
50. Expresses fears or concerns in writing . . . . .	143
51. Engages in excessive or unnecessary body movements . . . . .	145
52. Engages in self-stimulating behavior . . . . .	148
53. Complains of physical discomfort . . . . .	150
54. Demonstrates involuntary physical reactions in response to personal or school experiences . . . . .	152
<b>III. Forms . . . . .</b>	<b>154</b>

# 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.