

EMOTIONAL AND BEHAVIOR PROBLEM SCALE IEP AND INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies for Behavior Problems in the Educational Environment

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Table of Contents

I. Introduction	4
II. Using the <i>Emotional and Behavior Problem Scale IEP and Intervention Manual</i> with the companion evaluation scale	6
III. Goals, Objectives, and Interventions	7
Behavior Number	
1. Does not perform or complete classroom assignments during class time	7
2. Does not turn in homework assignments	10
3. Fails to perform assignments independently.	13
4. Performs classroom tests or quizzes at a failing level	16
5. Does not prepare for assigned activities	18
6. Does not remain on-task	20
7. Does not perform academically at his/her ability level	22
8. Is reluctant to attempt new assignments or tasks	25
9. Has difficulty with short-term or long-term memory	28
10. Has difficulty understanding abstract concepts	31
11. Does not comprehend what he/she reads	33
12. Requires repeated drill and practice to learn what other students master easily.	35
13. Fights with other students	37
14. Becomes physically aggressive with teachers	39
15. Makes inappropriate comments to teachers	42
16. Is easily angered, annoyed, or upset	45
17. Agitates and provokes peers to a level of verbal or physical assault	48
18. Has little or no interaction with teachers.	50
19. Has little or no interaction with peers	53
20. Makes inappropriate comments to other students	56
21. Responds inappropriately to typical physical exchanges with other students	59
22. Is not accepted by other students.	61
23. Does not share possessions or materials	63
24. Does not allow others to take their turn, participate in activities or games, etc.	65
25. Makes inappropriate comments or unnecessary noises in the classroom	68
26. Has unexcused absences	70
27. Has unexcused tardiness	72
28. Steals or forcibly takes things from other students, teachers, the school building, etc.	74
29. Engages in inappropriate behaviors while seated	76
30. Tries to avoid situations, assignments, responsibilities	78
31. Behaves impulsively, without self-control.	80
32. Displays extreme mood changes.	82
33. Is unpredictable in behavior	84
34. Does not follow directives from teachers or other school personnel	87
35. Becomes overexcited.	89
36. Lies, denies, exaggerates, distorts the truth	91
37. Destroys school or other students' property	93
38. Displays inappropriate behavior when moving with a group	96
39. Responds inappropriately to redirection in academic and social situations	98
40. Does not follow school rules.	101
41. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.	103

42.	Does not change behavior from one situation to another	105
43.	Does not participate in classroom activities or special events that are interesting to other students.	108
44.	Becomes upset when a suggestion or constructive criticism is given	111
45.	Threatens to hurt self or commit suicide.	113
46.	Indicates no one likes him/her, no one cares about him/her, etc.	115
47.	Does not smile, laugh, or demonstrate happiness	118
48.	Is tired, listless, apathetic, unmotivated, not interested in school	120
49.	Is overly critical of self in school-related performance, abilities, personal appearance, etc.	122
50.	Frowns, scowls, looks unhappy during typical classroom situations	124
51.	Is pessimistic.	126
52.	Indicates concern regarding problems or situations in the home or fails to deal with classroom requirements because of out-of-school situations.	128
53.	Displays self-destructive behavior.	130
54.	Moves about unnecessarily	132
55.	Engages in nervous habits	134
56.	Throws temper tantrums	136
57.	Becomes pale, may throw up, or passes out when anxious or frightened	138
58.	Displays phobic type reactions.	140
IV.	Appendix	142

I. Introduction

The *Emotional and Behavior Problem Scale IEP and Intervention Manual* is based on the most commonly encountered behavior problems in the educational environment which are identified on the *Emotional and Behavior Problem Scale (EBPS)*. The list of behavior problems was compiled as a result of survey activities designed to identify the most common behavior problems encountered by classroom teachers. Input was gathered from 156 classroom teachers and numerous special education personnel from elementary, intermediate, and secondary school settings.

The intent of the *Emotional and Behavior Problem Scale IEP and Intervention Manual* is to provide educators with goals, objectives, and intervention strategies for the behavior problems identified by the **EBPS**. The concept of identifying the most common behavior problems and intervention strategies grew out of years of staffings and inservice presentations where teachers earnestly asked the question over and over again, "What do you do with a student who . . .?" It is obvious that our educators genuinely want to provide an appropriate behavioral support program for those students in need, and the *Emotional and Behavior Problem Scale IEP and Intervention Manual* is designed to provide the necessary intervention strategies for the IEP.

The goals and objectives identified in this manual will serve as samples which may be used in writing IEPs for identified special needs 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 judgment should dictate 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 con-

sidered in selecting appropriate intervention procedures. The interventions have been found appropriate for special education as well as regular education classroom environments.

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.

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 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.

In order 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 used to reduce stimulation, teach the student problem-solving skills, etc. Reactive interventions are more immediately related to the situation, such as, removal from the group, increased supervision, natural consequences, etc.

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 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 groupings and seating arrangements are often examples of factors which are inherent in the institutional structure and often contribute to problem behavior. As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful or inappropriate behavior.

This manual is designed to respond to the most typical 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 interventions included have been found to be most successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

Every attempt was made to provide interventions which are likely to contribute to the most positive classroom atmosphere. Additionally, the selection of interventions took into account those interventions which reflect positive teacher behavior expected of educators in our schools. All interventions included in the *Emotional and Behavior Problem Scale IEP and Intervention Manual* have been proven to contribute to student success in the educational environment.

II. Using the *Emotional and Behavior Problem Scale IEP and Intervention Manual* with the companion evaluation scale

*NOTE: If the *Emotional and Behavior Problem Scale IEP and Intervention Manual* is not being used in conjunction with the companion evaluation scale (**EBPS**), the following procedural steps need not be followed.

- Step 1: The student is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores and the behavioral quotient and percentile are determined; the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the five characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: Under each of the characteristics on which the student scored one standard deviation or more 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 *Emotional and Behavior Problem Scale IEP and Intervention Manual* which represent each behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Determine those interventions from the *Emotional and Behavior Problem Scale IEP and 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 with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those behaviors as well.
- Step 8: Share those goals, objectives, and interventions strategies selected for the student with all personnel involved in the student's educational program.

III. Goals, Objectives, and Interventions

1 Does not perform or complete classroom assignments during class time

Goal:

1. The student will complete classroom assignments during class time.

Objectives:

1. The student will complete a task before going on to the next task on _____ out of _____ trials.
2. The student will complete _____ out of _____ assigned tasks per day.
3. The student will attempt _____ out of _____ assigned tasks per day.
4. The student will remain on-task for _____ out of _____ minutes per class period.
5. The student will use the time provided on assigned tasks to complete _____ tasks per day.

Interventions:

1. Reinforce the student for attempting and completing class assignments: (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 with the student to explain (a) what he/she is doing wrong (e.g., not completing assignments) and (b) what he/she should be doing (e.g., completing assignments during class).

3. Establish classroom rules:

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

Review rules often. Reinforce students for following the rules.

4. Reinforce those students in the classroom who attempt and complete assignments during class time.

5. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. As the student demonstrates success, gradually increase the amount of work required for reinforcement.

6. Write a contract with the student specifying what behavior is expected (e.g., attempting and completing class assignments) and what reinforcement will be made available when the terms of the contract have been met.

7. Have the student keep a chart or graph representing the number of class assignments completed.

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 for the task is adequate.

9. Choose a peer to help the student with class assignments.

10. Assess the degree of task difficulty in comparison with the student's ability to perform the task.

11. Assign the student shorter tasks (e.g., modify a 20 problem math activity to 4 activities of 5 problems each to be done at various times during the day). As the student demonstrates success, gradually increase the number of problems over time.

12. Present tasks in the most attractive and interesting manner possible.

13. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or quiet place away from distractions). This is used as a means of reducing stimuli and not as a form of punishment.

14. Interact frequently with the student to maintain involvement with class assignments (e.g., ask the student questions, ask the student's opinions, stand close to the student, seat the student near the teacher's desk, etc.).