

EMOTIONAL OR BEHAVIOR DISORDER INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies for the Emotionally or Behaviorally Disordered Student

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Number**

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I. Introduction

The *Emotional or Behavior Disorder Intervention Manual* is based on the most commonly encountered behavior problems in the educational environment which are identified on the *Emotional or Behavior Disorder Scale*. 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.

The intent of the *Emotional or Behavior Disorder Scale Intervention Manual* is to provide educators with goals, objectives, and intervention strategies for the behavior problems identified by the *Emotional or Behavior Disorder Scale*. 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 or Behavior Disorder Intervention Manual* is designed to provide the necessary intervention strategies and goals and objectives for the IEP.

The goals and objectives identified in this manual will serve as samples which may be used in writing IEP's 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 considered 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 in order 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 enhances (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 include environmental modifications used 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 interventions in this manual apply to most students and should be considered first in order to provide a more general approach to problem reduction. Some 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 influences 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 the 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 intervention strategies took into account those interventions which reflect the positive teacher behavior expected of educators in our schools. All interventions included in the *Emotional or Behavior Disorder Intervention Manual* were chosen to contribute to success in the educational environment.

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II. Using the *Emotional or Behavior Disorder Intervention Manual* with the *Emotional or Behavior Disorder Scale*

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

- Step 1: The student is rated with the *Emotional or Behavior Disorder Scale*.
- Step 2: Conversions of raw scores to standard scores on the *Emotional or Behavior Disorder Scale* are made, the sum of the subscale standard scores are converted to a quotient score and a percentile, and the *Emotional or Behavior Disorder Scale* profile section is completed.
- Step 3: Determine on which of the six characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: Under each of those characteristics (subscales) on which the student scored one standard deviation or more below the mean, determine which behaviors constitute primary concern in the educational and/or work environment (the behaviors with the highest ratings).
- Step 5: Find goals and objectives from the *Emotional or Behavior Disorder Intervention Manual* which represent each behavior indicated as a primary concern on the *Emotional or Behavior Disorder Scale*.
- Step 6: Determine those interventions from the *Emotional or Behavior Disorder 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 also be selected and written for those behaviors.
- Step 8: Share goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

III. Behavioral Component

1 Does not perform or complete classroom assignments during class time

Goals:

1. The student will complete classroom assignments or tasks during class time.
2. The student will improve his/her task-related behavior.
3. The student will improve his/her academic performance.
4. The student will complete assignments or tasks during the time provided.

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 remain on-task for ____ out of ____ minutes per class period.
4. The student will use the time provided to work on assigned tasks to complete ____ tasks per day.
5. The student will begin assignments after receiving directions or instructions on ____ out of ____ occasions.
6. The student will work on assignments in a given period of time on ____ out of ____ occasions.
7. The student will complete assignments with assistance in a given period of time on ____ out of ____ occasions.
8. The student will independently complete assignments in a given period of time on ____ out of ____ occasions.
9. The student will ask for clarification of directions or instructions not understood on ____ out of ____ occasions.
10. The student will begin the required task after receiving directions or instructions on ____ out of ____ occasions.
11. The student will work on-task during a given time period on ____ out of ____ occasions.
12. The student will complete a task with assistance in a given time period on ____ out of ____ occasions.
13. The student will independently complete a task in a given time period on ____ out of ____ occasions.

Interventions:

1. Teach the student direction-following skills (e.g., listen carefully, write down important points, ask for clarification, wait until all directions are received before beginning, etc.).

2. Practice direction-following skills on nonacademic tasks.

3. Establish assignment rules:

- Listen to directions.
- Wait until all directions have been given.
- Ask questions about anything you do not understand.
- Begin the assignment only when you are certain about what you are supposed to do.
- Make certain you have all materials necessary, etc.

4. Deliver directions/instructions before handing out materials.

5. Maintain a consistent daily routine in the classroom.

6. Allow natural consequences to occur (e.g., may not participate in extracurricular sports, may not earn graduation credit, etc.) due to the student's failure to complete classwork.

7. 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 length of each task and decrease the number of tasks.