

TEACHER'S GUIDE TO BEHAVIORAL INTERVENTIONS

**Intervention Strategies for
Behavior Problems in the
Educational Environment**

Kathy Cummins Wunderlicht

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Printed in the
United States of America.
12/06



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**Behavior
Number**

1.	Does not perform or complete classroom assignments during class time (e.g., will not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)	50
2.	Does not turn in homework assignments (e.g., does not do the assignment, loses the assignment after completing it, does not bring the assignment to class to turn in, etc.)	53
3.	Is disorganized to the point of not having necessary materials, losing materials, being unable to find completed assignments, being unable to follow the steps of the assignment in order, etc.	55
4.	Performs assignments so carelessly as to be illegible (e.g., does not care to do well, rushes through tasks, etc.)	58
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8.	Does not prepare for assigned activities (e.g., does not study for tests or quizzes, does not read assigned material, etc.)	65
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10.	Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)	69
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16.	Does not comprehend what he/she reads	86
17.	Requires repeated drill and practice to learn what other students master easily	88

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**Behavior
Number**

18.	Fights with other students (e.g., scratches, hits, pulls hair, etc.)	89
19.	Becomes physically aggressive with teachers (e.g., pushes, pulls away, grabs, etc.)	91
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21.	Does not respond appropriately to praise or recognition (e.g., gets angry, gets embarrassed, purposely does something inappropriate in response, etc.)	95
22.	Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)	96
23.	Agitates and provokes peers to a level of verbal or physical assault (e.g., makes derogatory comments or gestures, touches, etc.)	99
24.	Has little or no interaction with teachers (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)	101
25.	Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)	104
26.	Makes inappropriate comments to other students (e.g., argues, calls names, curses, uses obscenities, makes rude comments, etc.)	106
27.	Responds inappropriately to typical physical exchanges with other students (e.g., being bumped, touched, brushed against, etc.)	108
28.	Responds inappropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)	110
29.	Is not accepted by other students (e.g., ignored, teased, ridiculed, etc.)	111
30.	Bothers other students who are trying to work, listen, etc.	113
31.	Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc.	115
32.	Does not share possessions or materials	116
33.	Does not allow others to take their turns, participate in activities or games, etc.	118

C. Inappropriate Types of Behavior or Feelings Under Normal Circumstances

**Behavior
Number**

34.	Makes inappropriate comments or unnecessary noises in the classroom (e.g., talks to other students without permission, calls out answers, interrupts, makes fun of others, hums, taps, burps, etc.)	120
35.	Has unexcused absences (e.g., absent from school, skips classes, etc.)	122
36.	Has unexcused tardiness (e.g., late to school, late to class, late to activities, etc.)	124
37.	Makes unnecessary physical contact with others (e.g., touches, hugs, etc.)	126
38.	Blames other persons or materials to avoid taking responsibility for his/her mistakes (e.g., teachers, other students, books, pencils, pens, etc.)	128

39.	Steals or forcibly takes things from other students, teachers, the school building, etc.	130
40.	Behaves inappropriately when others do well or receive praise or attention (e.g., cannot stand to lose in a game, gets angry, says it is not fair to him/her, etc.)	132
41.	Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)	134
42.	Behaves in a manner inappropriate for the situation (e.g., laughs in a situation where other students would be alarmed or upset, shows no emotion during activities where other students would be laughing and enjoying themselves, etc.)	136
43.	Tries to avoid situations, assignments, responsibilities (e.g., indicates he/she is sick, injured, does not feel well; requests to leave the classroom to get materials from locker, use the restroom, go to the nurse's office or counselor's office, etc.)	138
44.	Behaves impulsively, without self-control (e.g., reacts immediately to situations without thinking, is impatient, is unable to wait for a turn or for assistance from an instructor, etc.)	140
45.	Exhibits extreme mood changes (e.g., from calm to angry, happy to sad, etc.)	142
46.	Is unpredictable in behavior (e.g., does not respond consistently to situations in the environment)	144
47.	Does not follow directives from teachers or other school personnel (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)	146
48.	Ignores consequences of his/her behavior (e.g., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway)	148
49.	Makes sexually-related comments or engages in behavior with sexual overtones (e.g., uses sexual references when talking, makes suggestive sexual comments, makes sexually-related gestures, touches self or others, exposes self, etc.)	150
50.	Becomes overexcited (e.g., loses control in group activities, forgets rules, becomes loud, etc.)	152
51.	Lies, denies, exaggerates, distorts the truth.	154
52.	Brings inappropriate or illegal materials to school (e.g., magazines, weapons, drugs, alcohol, etc.)	155
53.	Destroys school or other students' property (e.g., defaces, damages, vandalizes, etc.)	157
54.	Cheats (e.g., copies from other students, uses notes during tests or quizzes, copies other students' classwork or homework, etc.)	160
55.	Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)	162
56.	Responds inappropriately to redirection in academic and social situations (e.g., gets angry when told he/she has made errors on assignments, refuses to return to seat when told to do so, etc.)	163
57.	Does not accept changes in established routine (e.g., is upset by changes in a schedule, changes in the way assignments are to be performed; behaves inappropriately when a student teacher or substitute teacher is in the classroom; etc.)	165
58.	Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)	168
59.	Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.	170
60.	Needs immediate rewards/reinforcement in order to demonstrate appropriate behavior	172
61.	Does not care for personal appearance (e.g., grooming, clothing, etc.)	174
62.	Engages in inappropriate behaviors related to bodily functions (e.g., talks about bodily functions, masturbates, urinates on restroom floor, smears feces in restroom, etc.)	176
63.	Does not change behavior from one situation to another (e.g., gets excited at recess and cannot calm down when he/she enters the building, cannot stop one activity and begin another, etc.)	178

D. A General Pervasive Mood of Unhappiness or Depression

Behavior

Number

64.	Does not participate in classroom activities or special events that are interesting to other students (e.g., does not want to participate in group activities, parties, class plays, field trips, assemblies, etc.)	180
65.	Blames self for situations beyond his/her control (e.g., classroom situations, accidents, death, divorce, etc.)	183
66.	Becomes upset when a suggestion or constructive criticism is given	184
67.	Threatens to hurt self or commit suicide (e.g., verbally as well as through pictures and written representations of hurting self or committing suicide)	186
68.	Indicates that no one likes him/her, no one cares about him/her, etc.	188
69.	Does not smile, laugh, or demonstrate happiness.	190
70.	Is tired, listless, apathetic, unmotivated, not interested in school	192
71.	Is overly critical of self in school-related performance, abilities, personal appearance, etc. (e.g., says he/she cannot perform activities, is dumb, stupid, ugly, etc.)	194
72.	Frowns, scowls, looks unhappy during typical classroom situations.	196
73.	Is pessimistic (e.g., thinks nothing will turn out right)	197

E. A Tendency to Develop Physical Symptoms or Fears Associated with Personal or School Problems

Behavior

Number

74.	Indicates concern regarding problems or situations in the home or is unable to deal with classroom requirements because of out-of-school situations (e.g., may not be able to concentrate because of family problems, peer relations, personal relationships, etc.)	199
75.	Demonstrates self-destructive behavior (e.g., hits, scratches self; destroys clothing or personal property, etc.)	201
76.	Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)	203
77.	Speaks in an unnatural voice (e.g., falsetto voice, mechanical voice, etc.)	205
78.	Speaks incoherently (e.g., statements are disconnected, unrelated, bizarre and unintelligible, etc.)	206
79.	Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)	208
80.	Throws temper tantrums	210
81.	Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)	212
82.	Becomes pale, may throw up, or passes out when anxious or frightened	214
83.	Demonstrates phobic-type reactions (e.g., fear of school, speaking in front of a group, uncomfortable changing clothes for physical education, etc.)	215

F. Failure to Follow Classroom Rules and Expectations

Behavior

Number

84.	Does not follow the rules of the classroom (e.g., talks without permission, leaves seat without permission, etc.)	217
85.	Does not wait appropriately for an instructor to arrive (e.g., leaves seat, talks, yells, fights, etc.)	219
86.	Does not wait appropriately for assistance or attention from an instructor (e.g., gets out of seat, throws objects, calls out to teacher, talks, etc.)	220

87.	Demonstrates inappropriate behavior in the presence of a substitute teacher	221
88.	Does not demonstrate appropriate use of school-related materials (e.g., pencil, ruler, industrial arts equipment, etc.)	224
89.	Does not demonstrate appropriate care and handling of others' property (e.g., peer and school property).	227
90.	Does not raise hand when appropriate (e.g., does not raise hand for assistance, to speak; raises hand to answer questions when he/she does not know the answer; etc.).	230
91.	Does not take notes during class when necessary	232

G. Inappropriate Peer Interactions

**Behavior
Number**

92.	Does not resolve conflict situations appropriately (e.g., gets angry, cries, fights, runs out of classroom, runs away, etc.)	234
93.	Does not make appropriate use of free time (e.g., talks, fails to share materials, fights, etc.)	236
94.	Fails to work appropriately with peers in a tutoring situation	238
95.	Does not share school materials with other students	240

H. Inappropriate Response to School Environment

**Behavior
Number**

96.	Writes and passes notes	242
97.	Tattles	243
98.	Fails to find necessary locations in the building (e.g., classes, cafeteria, restroom, etc.)	244
99.	Does not respond appropriately to environmental cues (e.g., bells, signs, etc.).	246
100.	Does not stay in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.).	248

I. Inappropriate Response to School and Personal Problems

**Behavior
Number**

101.	Runs away to avoid problems	250
102.	Is under the influence of drugs or alcohol while at school	252
103.	Whines or cries in response to personal or school experiences.	254

J. Inappropriate Group Behavior

**Behavior
Number**

104.	Demonstrates inappropriate behavior in a small academic group setting (e.g., reading group, math group, etc.).	256
105.	Behaves more appropriately alone or in small groups than with the whole class or in large group activities	259
106.	Demonstrates inappropriate behavior in a large academic group setting (e.g., an entire class math activity)	262

K. Inappropriate Out-of-Class Behavior

Behavior

Number

107. Demonstrates inappropriate behavior on the school grounds before and after school (e.g., fights, curses, throws objects, etc.)265

108. Demonstrates inappropriate behavior going to and from school (e.g., throws objects out of bus window, fights with peers, etc.)267

L. Concerns Related to Academic Performance

Behavior

Number

109. Does not finish assignments because of reading difficulties (e.g., reads too slowly to finish on time)269

110. Needs oral questions and directions frequently repeated (e.g., student says, -“I don’t understand;” needs constant reminders; etc.)271

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I. Introduction

The *Teacher's Guide to Behavioral Interventions* is based on the most commonly encountered behavior problems in the educational environment. 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 *Teacher's Guide to Behavioral Interventions* is to provide educators with a selection of proven interventions for the most common behavior problems encountered in the educational environment. The concept of identifying the most common behavior problems and intervention strategies grew out of years of staffings and in-service 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 *Teacher's Guide to Behavioral Interventions* is designed to provide the necessary intervention strategies.

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 vari-

ables 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 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 in order 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 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 *Teacher's Guide to Behavioral Interventions* have been proven to contribute to student success in the educational environment.

In addition to providing intervention strategies for the most commonly encountered behavior problems in the educational environment, the *Teacher's Guide to Behavioral Interventions* provides the goals, objectives, and intervention strategies for the behaviors identified by the *Behavior Disorders Identification Scale-Second Edition*. The 83 behaviors included on the *Behavior Disorders Identification Scale-Second Edition School Version* are included in the *Teacher's Guide to Behavioral Interventions* as well as 27 additional behavior problems which are common in educational environments but were not included on the Behavior Disorders Identification Scale-Second Edition.

Dr. Roy Moeller is to be given special recognition for his assistance in the research involved in this project to identify common behavior problems encountered by teachers. And to all the teachers who face the insurmountable task of helping our students succeed, "God bless you."

K.C.W.

II Using the *Teacher's Guide to Behavioral Interventions* in Conjunction with the *Behavior Disorders Identification Scale-Second Edition*

*NOTE: If the *Teacher's Guide to Behavioral Interventions* is not being used in conjunction with the *Behavior Disorders Identification Scale-Second Edition (BDIS-2)*, the following procedural steps need not be followed.

Step 1: The student is rated with the School Version of the **BDIS-2**.

Step 2: Conversions of raw scores on the **BDIS-2** are made, subscale scores and percentile scores are determined, and the **BDIS-2** results of rating section is completed.

Step 3: Determine on which of the five characteristics (subscales) the student scores one or more standard deviations below the mean (subscale score below 7).

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 environment (the behaviors with the highest raw scores).

Step 5: Find goals and objectives from the *Teacher's Guide to Behavioral Interventions* (section titled: III. Goals and Objectives) which represent each behavior indicated as a primary concern on the **BDIS-2**.

Step 6: Determine those interventions from the *Teacher's Guide to Behavioral Interventions* (section IV) 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.

II. Goals, Objectives, and Interventions

BEHAVIOR 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 in order to complete ____ tasks per day.

BEHAVIOR 2: Does not turn in homework assignments

Goal:

1. The student will turn in homework assignments.

Objectives:

1. The student will complete ____ out of ____ homework assignments each day.
2. The student will complete ____ out of ____ homework assignments each week.
3. The student will bring ____ out of ____ of his/her completed homework assignments to school and turn them in each day.
4. The student will bring ____ out of ____ of his/her completed homework assignments to school and turn them in each week.
5. The student will carry his/her homework assignments to and from school in a book bag/backpack in order to prevent loss on ____ out of ____ trials.
6. The student will perform ____ out of ____ homework assignments at home and return them to school each day.
7. The student will perform ____ out of ____ homework assignments at home and return them to school each week.

BEHAVIOR 3: Is disorganized to the point of not having necessary materials, losing materials, being unable to find completed assignments, being unable to follow the steps of the assignment in order, etc.

Goal:

1. The student will improve his/her organizational skills related to assignments.

Objectives:

1. The student will have the necessary materials for assigned activities on ____ out of ____ trials.
2. The student will carry his/her materials and assignments to and from activities in a book bag/backpack in order to prevent loss on ____ out of ____ trials.
3. The student will return materials to their specified locations on ____ out of ____ trials.
4. The student will place his/her completed work in a specified location (folder, "mailbox," etc.) on out of ____ trials.
5. The student will be organized and prepared to work within ____ minutes of the beginning of class.
6. The student will complete one step of the task before going on to the next step on ____ out of trials.
7. The student will complete the steps of the assigned task in sequential order on ____ out of ____ trials.
8. The student will prioritize and complete assignments with the help of the teacher on ____ out of opportunities.
9. The student will independently prioritize and complete assignments on ____ out of ____ opportunities.

IV. Interventions

1 Does not perform or complete classroom assignments during class time

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 (e.g., work on-task; work quietly; remain in your seat; finish task; meet task expectations; etc.). Review rules often and reinforce students for following 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 if: (a) the task is too easy, (b) the task is too difficult, and (c) the length of time scheduled for the task is appropriate.

9. Assign 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). Gradually increase the number of problems over time.

12. Present tasks in the most attractive, 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. 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.).

15. Allow the student additional time to complete class assignments.

16. Supervise the student during class assignments in order to maintain on-task behavior.

17. Deliver directions orally to increase the probability of the student's understanding of class assignments.

18. Repeat directions to increase the probability of understanding.

19. Encourage the student to ask for clarification of directions for classroom assignments.

20. Follow a less desirable task with a highly desirable task; make the completion of the first task necessary to perform the second.