How to Create Behavior Plans that Work: Ideas for the Defiant, Inattentive, or Anxious Student: Classroom First Responder Series

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Antecedents, Positive Consequences, and Extinction Procedures: The Secret Ingredients for Creating a Better Behavior Intervention Plan

Behavior intervention plans are highly individualized--because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include *each* of these 3 elements in their classroom behavior intervention plans:

1. Antecedents: Strategies to promote positive behaviors and prevent misbehavior

2. Positive consequences: Responses that increase positive/goal behaviors

3. Extinction procedures: Responses that extinguish problem behaviors

Every one of these elements plays a crucial role in promoting the success of a behavior plan. Antecedent strategies prevent the student from engaging in problem behaviors in the first place. Positive consequences motivate the student to show desired behaviors, such as academic engagement. Extinction procedures remove the 'pay-off' to the student for engaging in problem behaviors. While any one of the elements might be inadequate to change the student's behavior, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

ADHD:ODD (Oppositional Defiant Disorder):GAD (Generalized Anxiety Disorder)
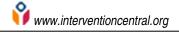
1. Antecedents: Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on *antecedents*: actions they take *before* the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:
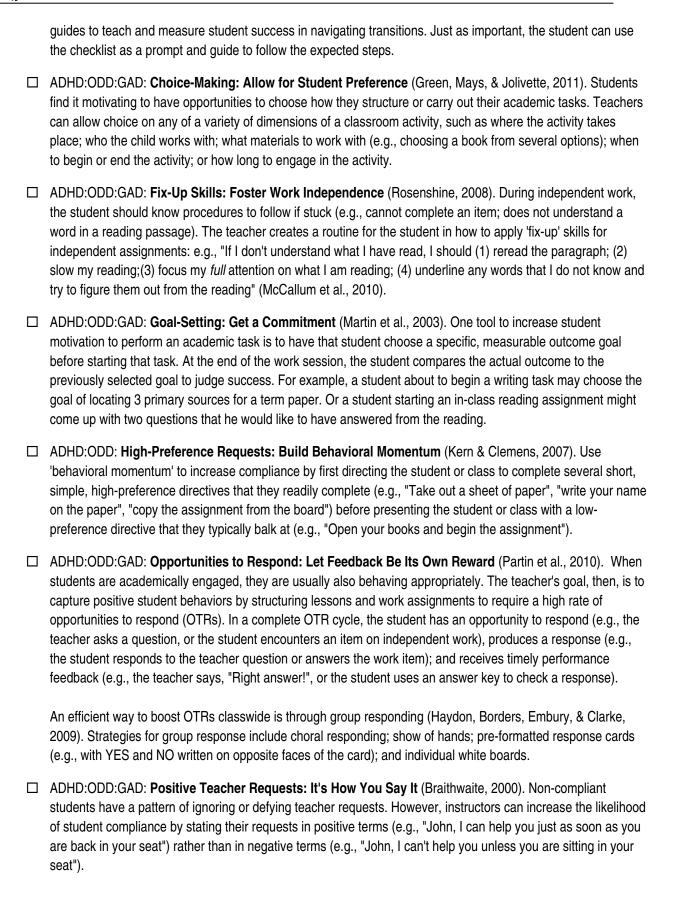
Antecedents That Prevent Problem Behaviors

☐ ADHD:ODD:GAD: **Behaviors: Teach Expectations (**Fairbanks, Sugai, Guardino, & Lathrop, 2007**).** Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.

☐ ADHD:ODD:GAD: **Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student

lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

☐ ODD: **No: Substitute a Preferred Alternative** (Mace, Pratt, Prager, & Pritchard, 2011). If the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity, the teacher can use the 'no with preferred alternative' strategy. The teacher prepares by making a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that *are* allowable in the current situation or setting.

☐ ADHD:ODD: **Relocate the Student: Remove From Temptation** (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment--such as a talkative peer or difficulty hearing or seeing the instructor--the teacher may choose to move the student to another, less-distracting location in the classroom. A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.

☐ ADHD:ODD:GAD: **Schedule: Increase Predictability** (Kern & Clemens, 2007). When students know the "content, duration, and/or consequences of future events" (Kern & Clemens, 2007; p. 67), their level of engagement rises and problem behaviors decline—a good definition of motivation. A strategy to increase the predictability of events for individual students or an entire classroom is to post or otherwise provide a schedule outlining the day's classroom activities. In simplest form, such a schedule lists a title and brief description for each scheduled activity, along with the start and end times for that activity. Teachers may wish to add information to the schedule, such as helpful reminders of what work materials a student might need for each event. Students who have difficulty interpreting a written schedule may benefit from having their schedules read aloud and/or from having pictorial equivalents included in their schedules.

☐ ODD:GAD: **Work Break: Make It Available on Request** (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task. The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card. Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.

Antecedents That Encourage Goal Behaviors

☐ ADHD:ODD:GAD: **Checklist for Academic Skills: Make the Complicated Simple** (Alter, Wyrick, Brown, & Lingo, 2008). When the student must apply several steps to complete a complex academic task, the teacher can give the student a checklist detailing each step and instructions for completing it. Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.

☐ ADHD:ODD:GAD: **Checklist for Challenging Situations: Script Transition Times** (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school. Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as
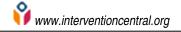
guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.

☐ ADHD:ODD:GAD: **Choice-Making: Allow for Student Preference** (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as where the activity takes place; who the child works with; what materials to work with (e.g., choosing a book from several options); when to begin or end the activity; or how long to engage in the activity.

☐ ADHD:ODD:GAD: **Fix-Up Skills: Foster Work Independence** (Rosenshine, 2008). During independent work, the student should know procedures to follow if stuck (e.g., cannot complete an item; does not understand a word in a reading passage). The teacher creates a routine for the student in how to apply 'fix-up' skills for independent assignments: e.g., "If I don't understand what I have read, I should (1) reread the paragraph; (2) slow my reading;(3) focus my *full* attention on what I am reading; (4) underline any words that I do not know and try to figure them out from the reading" (McCallum et al., 2010).

☐ ADHD:ODD:GAD: **Goal-Setting: Get a Commitment** (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success. For example, a student about to begin a writing task may choose the goal of locating 3 primary sources for a term paper. Or a student starting an in-class reading assignment might come up with two questions that he would like to have answered from the reading.

☐ ADHD:ODD: **High-Preference Requests: Build Behavioral Momentum** (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").

☐ ADHD:ODD:GAD: **Opportunities to Respond: Let Feedback Be Its Own Reward** (Partin et al., 2010). When students are academically engaged, they are usually also behaving appropriately. The teacher's goal, then, is to capture positive student behaviors by structuring lessons and work assignments to require a high rate of opportunities to respond (OTRs). In a complete OTR cycle, the student has an opportunity to respond (e.g., the teacher asks a question, or the student encounters an item on independent work), produces a response (e.g., the student responds to the teacher question or answers the work item); and receives timely performance feedback (e.g., the teacher says, "Right answer!", or the student uses an answer key to check a response).

An efficient way to boost OTRs classwide is through group responding (Haydon, Borders, Embury, & Clarke, 2009). Strategies for group response include choral responding; show of hands; pre-formatted response cards (e.g., with YES and NO written on opposite faces of the card); and individual white boards.

☐ ADHD:ODD:GAD: **Positive Teacher Requests: It's How You Say It** (Braithwaite, 2000). Non-compliant students have a pattern of ignoring or defying teacher requests. However, instructors can increase the likelihood of student compliance by stating their requests in positive terms (e.g., "John, I can help you just as soon as you are back in your seat") rather than in negative terms (e.g., "John, I can't help you unless you are sitting in your seat").

☐ ADHD:ODD: **Pre-Correction: Plant a Positive Thought** (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur. At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.

☐ ADHD:ODD:GAD: **Response Effort: Reduce Task Difficulty** (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates. Examples of strategies that lower response effort include having students pair off to start homework in class and breaking larger academic tasks into smaller, more manageable 'chunks'.

☐ ADHD:ODD: **Rewards: Choose Them in Advance** (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu. The student is later given that reward if behaviors were appropriate.

☐ ADHD:ODD: **Verbal Commands: Keep Them Brief and Powerful** (Matheson & Shriver, 2005; Walker & Walker, 1991). Teacher commands are most likely to elicit student compliance when they (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one command at a time and appropriately paced to avoid confusing or overloading students. Effective teacher commands avoid both sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

2. Positive Consequences: Responses That Increase Positive/Goal Behaviors

Consequences are those events following a student behavior that make it more or less likely that the behavior will occur in the future. This section looks at positive consequences, ideas that teachers can use to reinforce the student for being on-task and showing appropriate behaviors. Among strategies that promote behaviors are providing timely feedback ,praise, and teacher attention; as well as allowing students to take temporary work breaks. To foster specific behaviors, the teacher can use any of the following strategies:

☐ ADHD:ODD:GAD: **Performance Feedback: Information is Rewarding** (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior. Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.

☐ ADHD:ODD:GAD: **Praise: Catch Them Being Good** (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful--yet underused-- of classroom management tools. When a student, group, or class displays an appropriate pro-social or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").

☐ ADHD:ODD: **Scheduled Attention: Rechannel Adult Interactions** (Austin & Soeda, 2008). As every educator knows, teacher attention can be a potent motivator for student behavior. One strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If the student is off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.

3. Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

Extinction means discontinuing the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors. That is, explicit directions should be written into a behavior intervention plan to guide those working with the student to alter their responses to problem behaviors in a manner designed to remove reinforcement for the misbehavior.

An explicit plan to extinguish problem behaviors is an *essential* part of most student behavior plans (Hester et al., 2009). Without extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate. The teacher wishing to extinguish specific behaviors can try one or more of the following strategies:.

☐ ODD:GAD: **Escape Breaks: Put Escape on a Schedule (**Waller & Higbee, 2010). The teacher can manage a student who uses disruptive behavior to escape or avoid academic work by scheduling 'non-contingent escape breaks'. First the teacher selects a reasonable work interval for the student-- this should be an interval slightly shorter than the average amount of time that student *currently* will work before misbehaving (e.g. 5 minutes). Next, the teacher decides how long the brief 'escape break' will last (e.g., two minutes). Finally, the teacher identifies motivating activities that the student can engage in during escape breaks (e.g., coloring; playing a math application on a computer tablet). When the intervention is in effect, the teacher directs the student to begin work and starts a timer. When the student's work interval is done, the teacher directs that student to take a break and again starts the timer. When the break is up, the student is directed to resume work. This process repeats until the work period is over. As the student's behaviors improve, the teacher can gradually lengthen the work periods until the student is able to remain academically engaged for as long as typical peers; at this point, the intervention is discontinued.

☐ ADHD:ODD: **Choice Statements in 2 Parts: Frame the Alternative Consequences** (Walker, 1997). The teacher frames a request to an uncooperative student as a two-part 'choice' statement: (1) The teacher presents the negative, or non-compliant, choice and its consequence (e.g., "John, you can choose to stay after school today to finish this in-class assignment."); (2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., "Or you can finish your work now and not stay after school. It's your choice."). If the student fails to comply within a reasonable time (e.g. 1 minute), the teacher imposes the disciplinary consequence.

ADHD:ODD: **Contingent Instructions: Move from 'Stop' to 'Start'** (Curran, 2006; Gable. Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. *STOP statement.* The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."

2. *START statement.* After a brief (1-2 second) pause, the instruction describes the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions."; "Work with your partner to solve the math problem on the board."

3. *PRAISE for compliance.* As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"

☐ ADHD:ODD:**If/Then Statements: Set the Conditions** (Majeika et al., 2011). When the student is engaging in a problem behavior, the teacher can use an 'if/then' statement to prompt that student to engage in the appropriate replacement behavior. For example, if a student is out of seat without permission, the teacher says, "Shelly, if you return to your seat, then I will come over and answer your question." Of course, when the student responds by displaying the positive behavior, the teacher follows through with the promised action and praises that student for compliance.

☐ ADHD:ODD: **Planned Ignoring: Turn Off the Attention** (Colvin, 2009). When the student engages in minor misbehavior to attract teacher attention, planned ignoring is a useful strategy. In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it. Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors. In fact, the tandem efforts of (1) removing teacher attention from misbehavior while (2) rechanneling that attention toward positive behaviors is one of the most effective behavior management combinations available.

☐ ADHD:ODD: **Praise Peers: Shape Behavior Through Vicarious Reinforcement** (Majeika et al., 2011). Teacher approval can be a powerful motivator . The teacher can capitalize on this fact by publicly praising on-task peers sitting near the target (misbehaving) student. When the target student then engages in academic work, the teacher makes sure to praise that student as well.

☐ ADHD:ODD: **Precision Requests: Make Directives and Consequences Clear** (De Martini-Scully, Bray, & Kehle, 2000; Musser, Bray, Kehle, & Jenson, 2001). The *precision request* structures communication with the student in a concise, respectful format that preserves adult authority and increases the likelihood of student compliance. In preparation, the teacher decides on appropriate consequences for non-compliance. Examples of suitable consequences include loss of free time, phone call to a parent, loss of a point or token, or restriction of activities at recess. When making a precision request, the teacher follows these steps:

1. *Make first request: "Please...".* The teacher states a brief request that starts with the word 'Please' and -- whenever possible--frames the request as a goal behavior rather than as a behavior to stop (e.g., "Rick, please open your math book and begin the assignment written on the board"). The teacher then waits 5

seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment") .

2. *Make second request: "I Need...".* If the student fails to comply with the first request within 5 seconds, the teacher repeats that request. This time, the teacher starts the request with the phrase "I need..." (e.g., "Rick, I need you to open your math book and begin the assignment written on the board"). Again, the teacher waits 5 seconds for the student to comply. If the student complies, the teacher praises the student (e.g., "Thank you for starting your math assignment") .

3. *Deliver consequence for non-compliance.* If the student fails to comply to the second request within 5 seconds, the teacher follows through in delivering the pre-determined consequence for non-compliance.

☐ ADHD:ODD:**Redirect the Student: Get Them Back on Track** (Dhaem, 2012; Simonsen et al., 2008). When the teacher observes the student begin to engage in problem behaviors, the instructor redirects that student back to task, either verbally (e.g., "Tom, stop talking and start your assignment") or non-verbally (e.g., giving that student a significant look and negative head shake). Redirects should be brief and calm in tone. NOTE: Teachers can also redirect without distracting the class by using 'tweets'--brief behavioral reminders written on post-it notes and placed on the student's desk.

☐ ADHD:ODD:**Response Cost: Deduct for Misbehavior** (DuPaul & Stoner, 2002). Response cost is a strategy in which the teacher assigns an incentive (e.g., points, tokens, or classroom privileges such as free time) to the student at the start of the session. Each time that the student misbehaves during the session, that student loses a point, token, or increment of privilege (e.g., losing 5 minutes of free time). At the end of the session, the student is awarded any points, tokens, or privileges that remain. In preparation for response cost, the teacher must establish incentives that the student(s) would value--either setting up a classwide or individual point/token system tied to rewards or making available classroom privileges. The student(s) must also be trained in how the response cost system operates, including a clear understanding of what problem behaviors will result in response-cost deductions and what positive, replacement behaviors they are expected to display.

Response cost, like all punishment strategies, should be used only when it is clear that the problem behavior is fully under the student's control. Before using response cost, the teacher should ensure that the student has the required skills, training, and self-control to avoid the problem behavior and to engage in a positive, replacement behavior.

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How To: Manage Problem Behaviors: Check-In/Check-Out

Students can be motivated to improve classroom behaviors if they have both a clear roadmap of the teacher's behavioral expectations and incentives to work toward those behavioral goals. This modified version of Check-In/Check-Out (CI/CO) is a simple behavioral intervention package designed for use during a single 30- to 90-minute classroom period (Dart, Cook, Collins, Gresham & Chenier, 2012). The teacher checks in with the student to set behavioral goals at the start of the period, then checks out with the student at the close of the period to rate that student's conduct and award points or other incentives earned for attaining behavioral goal(s).

Preparation. In preparation for using CI/CO, the teacher:

- selects 3 to 4 behaviors to be targeted during the intervention. Whenever possible, these should be stated positively as DO behaviors (e.g., "Promptly and quietly follow teacher requests") rather than DON'T behaviors (e.g., "Don't dawdle or talk back when given a teacher request").

- creates a Behavior Report Card (BRC) that incorporates the 3-4 target behaviors. A Behavior Report Card is a rating scale that the teacher uses to rate the student's behavior at the end of the class session or other evaluation period. A generic BRC suitable for use in check-in/check-out appears elsewhere in this document. Teachers can also create customized BRCs for free at:

  http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker

- decides on a daily reward/incentive that the student will earn if successful in displaying positive behaviors (e.g., 5 minutes of free time; 3 'positive behavior points' to be redeemed in future for rewards from a prize box; parent phone call praising student).

- sets a minimum rating on the BRC items that the student must attain to earn the selected reward/incentive.

- meets with the student to explain the intervention, review behavioral expectations, demonstrate how the Behavior Report Card is to be filled out, and explain how the student can earn a daily reward/incentive.

Procedure. During any class session or other evaluation period when CI/CO is in effect, the teacher follows these 3 steps:

1. **Check-In.** At the start of the class session, the teacher meets briefly with the student to review the behavioral goals on the Behavior Report Card and to provide encouragement. The teacher also prompts the student to set a behavioral goal on at least one of the target behaviors (e.g., "Today I will not leave my seat once without permission.").

2. **Monitoring/Evaluation.** During the session, the teacher observes the student's behaviors. At the end of the session, the teacher rates the student's behaviors on the Behavior Report Card.

3. **Check-Out.** At the end of the class session, the teacher again meets briefly with the student. The student reports out on whether he or she was able to attain the behavioral goal(s) discussed at check-in. The teacher then shares the BRC ratings. If the student has earned a reward/incentive, the teacher awards that reward and praises the student. If the student fails to earn the reward, the teacher provides encouragement about success in a future session.

Reference

Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. S. (2012). Test driving interventions to increase treatment integrity and student outcomes. *School Psychology Review, 41,* 467-481.

Check-In/Check-Out: Behavior Report Card

Student Name:_____ **Grade:** _____

Person Completing This Report Card: _____

Directions: At the end of each school day, please rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the *date* of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

Student Behaviors	MON __/__/__	TUES __/__/__	WED __/__/__	THURS __/__/__	FRI __/__/__
The student got along with classmates and used socially appropriate behaviors. **1 2 3** | **4 5 6** | **7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student was respectful to the teacher and other adults and complied with their requests in a timely manner. **1 2 3** | **4 5 6** | **7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments. **1 2 3** | **4 5 6** | **7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student completed and turned in classwork and homework assignments. **0-19% 20-39% 40-59% 60-79% 80-100%**					
(Optional Behavior) _____ _____ **1 2 3** | **4 5 6** | **7 8 9** Never/Seldom Sometimes Most/All of the Time					

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Check-In/Check-Out: Behavior Report Card: Progress-Monitoring Chart

Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name: _____

Start Date: Wk 1: ___ / ___ / ___   Wk 2: ___ / ___ / ___   Wk 3: ___ / ___ / ___   Wk 4: ___ / ___ / ___

M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student got along with classmates and used socially appropriate behaviors.

Usually/Always	9 8 7	Usually/Always
Sometimes	6 5 4	Sometimes
Never/Seldom	3 2 1	Never/Seldom

M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student was respectful to the teacher and other adults and complied with their requests in a timely manner.

Usually/Always	9 8 7	Usually/Always
Sometimes	6 5 4	Sometimes
Never/Seldom	3 2 1	Never/Seldom

M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.

Usually/Always	9 8 7	Usually/Always
Sometimes	6 5 4	Sometimes
Never/Seldom	3 2 1	Never/Seldom

M T W Th F   M T W Th F   M T W Th F   M T W Th F

School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior

Schools seek effective but workable classroom interventions to address the problem behaviors of younger students. School-home notes are one strategy that holds promise for the primary classroom: the teacher sends home a daily note rating the student's school behaviors (Jurbergs, Palcic, & Kelley, 2007). Based on the teacher report, the parent provides or withholds a home reward. School-home notes have the advantages of both strengthening communication between teacher and parents and including the parent in the intervention as dispenser of praise and home rewards.

Preparation. Here are the steps to setting up a school-home note:

1. *Select target behaviors.* The teacher and parent decide on 2-4 behaviors to track through the school-home note. Behaviors listed on the note should be phrased as desired 'replacement' behaviors (that is, positive behaviors to replace the student's current challenging behaviors). For example, a behavior target for a non-compliant child might be " The *student followed teacher requests*."

2. *Design a school-home note.* The teacher and parent design a note incorporating target behaviors. While any rating format may be used, a simple version may be best--e.g., Yes (2 pts)...So-So (1 pt)......No (0 pts). See the attached school-home note for a generic example. A free application is also available on Intervention Central to create Behavior Report Cards, which can be used as school-home notes: http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker

3. *Decide on the cut-point for an acceptable daily school-home note rating.* The parent and teacher decide on the minimum daily points that the child must earn on the school-home note to be eligible to earn a reward. For example, a teacher and parent create a school-home note that has 4 behavior-rating items, with a maximum of 2 points to be earned per item. The maximum points that can be earned per day on the school-home note therefore is 8 (4 items times 2 points per item). The teacher and parent initially decide that the student must earn a minimum of 5 points to earn a daily reward.

4. *Develop a reinforcer menu.* Based on a knowledge of the child, the parent develops a reinforcer ('reward') menu containing 4-8 reward choices. Whenever the student attains a positive rating on the school-home note, he or she can select a reward from this menu.

Implementation. Here are the daily steps for using school-home notes:

1. *Rate the student's school behavior.* At the conclusion of the school day, the teacher rates the student's behavior on the school-home note. The teacher meets briefly with the student to share feedback about the ratings and offers praise (if the ratings are positive) or encouragement (if the ratings are below expectations).

2. *Send the completed school-home note to the parent.* The teacher communicates the school-home note results with the parent in a manner agreed upon in advance, e.g., in the student's backpack, via email or a voicemail report.

3. *Provide the home reward.* The parent reviews the most recent school-home note with the child. If the child attained the minimum rating, the parent provides praise and allows the student to select a reward from the reinforcer menu. If the student failed to reach the rating goal, the parent withholds the reward but offers encouragement.

Maintenance. These are two items that are periodically updated to maintain the school-home note program:

1. *Refresh the reinforcer menu.* Every 2 to 3 weeks, the parent should update the reinforcer menu with the child to ensure that the reward choices continue to motivate.

2. *Raise the school-home note goal.* Whenever the student has attained success on the school-home note on most or all days for a full 2 weeks, the teacher and parent should consider raising the student point goal incrementally.

Reference

Jurbergs, N., Palcic, J., & Kelley, M. L. (2007). School-home notes with and without response cost: Increasing attention and academic performance in low-income children with attention-deficit/hyperactivity disorder. *School Psychology Quarterly, 22*, 358-379.

SCHOOL-HOME NOTE

Student Name:_____ **Grade:** _____
Person Completing This Note: _____

Student Behaviors	MON / /	TUES / /	WED / /	THURS / /	FRI / /
The student completed classwork in a satisfactory manner Yes **2** So-So **1** No **0**					
The student used class time well. Yes **2** So-So **1** No **0**					
The student got along well with peers. Yes **2** So-So **1** No **0**					
The student followed teacher requests. Yes **2** So-So **1** No **0**					
(Optional Behavior) _____ _____ Yes **2** So-So **1** No **0**					
Comments [Optional]: _____ _____ _____					

Parent Sign-Off (Optional): I have reviewed this School-Home Note and discussed it with my child.

Parent Signature: _____ Date: _____

Mindsets: The Power to Help or Hinder Student Motivation

Motivation is central to student academic achievement. And research shows that there is one crucial factor that greatly impacts academic engagement and performance: whether a student has a 'fixed' or 'open' mindset (Dweck, 2006). Students with a *fixed mindset* view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, accomplishments are explained largely by one's intellectual potential, with effort playing only a minor role. In contrast, students with a *growth mindset* see intelligence as 'malleable': they have faith that increased effort will result in more effective learning and accomplishment. When growth-mindset learners are challenged by academic tasks, they interpret these struggles as "an opportunity for growth, not a sign that a student is incapable of learning" (Paunesku et al., 2015; p. 785).

Why should teachers be concerned about students having a fixed mindset? When such students encounter difficulty or setbacks, they are likely to respond by becoming discouraged, withdrawing effort, or even giving up entirely. Of even more concern, a fixed mindset can result in learners 'disidentifying' with (i.e., disengaging from) those academic subjects or tasks that they find difficult. Research indicates that rates of cheating may also be higher among students with a fixed mindset (Blackwell, Trzesniewski & Dweck, 2007).

Yet students with a growth mindset have a much more positive reaction to setbacks. When they experience difficulty with schoolwork, they respond by viewing the setback as an opportunity to learn, putting more effort into mastering the task, and analyzing where their work or study processes fall short and correcting them. It's no surprise, then, that--because growth-mindset learners remain optimistic and engaged in the challenging task-- they are likely to be successful (Blackwell, Trzesniewski & Dweck, 2007).

Teachers have an important role to play in promoting a growth mindset among their students. First and foremost, instructors should take care not to use statements in their classrooms that reinforce a fixed-mindset. For example, a teacher who says "Excellent essay, Rebecca. You are a natural-born writer!" is implying that writing is an innate talent, immune to skill-building. Similarly, when an instructor responds to the student with a poor math-test grade, "That's OK. Not everyone is good at math", the educator has suggested that "math ability" is a fixed quantity that cannot expand much despite the learner's efforts.

On the other hand, when instructors structure their statements of praise, process feedback, and encouragement to reflect a growth-mindset attitude, even learners with a habitual negative fixed-mindset attitude can receive a boost of optimism and motivation. 'Growth mindset' statements can be as varied as the educators, students, and situations they address. However, they typically:

- lay out a specific process for moving forward.

- recognize difficulties or struggles to be faced and frame them as opportunities to learn.

- convey optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

In their day-to-day communication with students, instructors have many opportunities to craft statements according to growth-mindset principles. Below is a sampling of statements--praise, work-prompts, encouragement, introducing of assignments-- that teachers can use to foster motivation in their classrooms:

Praise

Effective teacher praise has two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it. Here is an example of process praise:

"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."

Work-Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format. An example of such a work prompt is:

"Sarah, please keep reading....you still have 10 minutes to work on the assignment. It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help. Use your strategies and you WILL be successful!"

Note in this example how the teacher directs the student to resume the assignment, acknowledges the challenging nature of the work, reminds her to use her fix-up strategies and that she has the option to seek peer and teacher assistance, and ends by linking effort to a positive outcome.

Encouragement

Students can become discouraged if they are unsuccessful on an academic task or receive a low test or quiz grade. The teacher can respond with empathy, while also framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner. An example of growth-mindset encouragement is:

"I can see that you didn't do as well on this math test as you had hoped, Luis. Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work, I know that you can raise your score."

Introducing Assignments

The teacher can make assignment directions motivating by giving them a growth-mindset spin--describing the challenge(s), offering a realistic appraisal of the effort that will be required, reminding learners of the strategies or steps to apply, and closing with a confident statement tying methodical effort to success. Here is an example:

"You should plan spend at least an hour on tonight's math homework. When you start the assignment, some problems might look like they are too difficult to solve. But if you give it your best and follow your problem-solving checklist, you should be able to answer them."

Closing Thoughts: Use Growth-Mindset Statements Frequently. Instructors who want to attain the full motivational benefit of growth-mindset statements should ensure that they use those statements often to promote an optimistic 'can-do' climate. In busy classrooms, teachers may feel so pressed to cover the demanding curriculum that they overlook the need to use growth-mindset statements as a daily motivational tool. They wrongly assume that all students are already adequately motivated to do the expected work. In fact, though, many learners have fallen into a pattern of 'learned helplessness' and choose to withdraw in the face of challenging academics (Sutherland & Singh, 2004).

But the right teacher communication, if sustained, can motivate even students with negative, fixed mindsets to apply their best effort on an assignment or test . Yet research shows that process-praise is often dramatically *underused* in both general- and special-education classrooms--even though it is a prime means of shifting students toward an optimistic view of themselves as learner (Brophy, 1981; Hawkins & Heflin, 2011; Kern, 2007). So, as their own optimistic goal, teachers should adopt the regular use of a variety of growth-mindset statements to promote student achievement.

References

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263.

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Dweck, C. S. (2007). The perils and promises of praise. *Educational Leadership, 65*(2), 34-39.

Hawkins, S. M., & Heflin, L. J. (2011). Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention. *Journal of Positive Behavior Interventions,13*(2) 97–108.

Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65-75.

Paunesku, D., , Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., and Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science, 26*(6), 784-793.

Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. *Behavioral Disorders, 29*(2), 169–181.

How to...Conduct a Task Analysis & Create a Behavior Checklist

Consultants sometimes find that the positive 'behavior' they would like to target for an intervention plan is actually a global term that refers to a cluster of related behaviors. For example, the goals "participates in discussion groups", "solves math word problems", and "is prepared for classwork" each contain multiple smaller behaviors that must all be done successfully in order for the larger goal to be accomplished.

A *task analysis* is the procedure that consultants can use to convert a comprehensive goal into a series of discrete, specific, teachable behaviors that can then be formatted as a convenient checklist. This article outlines best practices (Kazdin, 2013) for conducting and making use of a task analysis.

How to Approach the Task Analysis? There are several ways that you as a consultant can proceed in conducting a task analysis.

- *Use common sense.* First, you can adopt a common-sense approach and simply help the educator you are working with to divide an overarching behavioral goal into its logical skill-components.

- *Observe successful models.* Alternatively, you can observe successful behavior models that match your behavior goal and convert your observations into a task-analysis. For example, if you need to create a checklist for a 4th-grader on how to join a play group appropriately during recess, you might observe several typical students on the playground who have mastered that skill and use your resulting notes on their techniques to task-analyze positive group-joining behavior.

- *Ask an expert.* Finally, for behaviors that are more specialized, you can ask an expert to assist you in defining and organizing those behaviors into a sequence. For example, if you need to task-analyze proper hand-washing for a student's behavior plan, you might first consult with the school nurse about a recommended protocol for washing one's hands.

Conducting the Task Analysis. The process for converting a larger behavioral goal into a list of sub-skills via task analysis can seem simple and straightforward. But it does require attention to ensure that no important skill components are omitted, that those components are sequenced in the proper order, and that the client is capable of mastering the requirements of each component. Here are the steps to conducting the task analysis:

1. *Break the larger behavioral goal into component elements.* The initial step in carrying out a task analysis is to divide the more global behavior into its skill components. Each sub-skill should be specific and stated in clear, observable terms. Here is a good question to ask as you write each sub-skill: "*Is this component defined so clearly that I can verify through direct observation that the client is or is not performing it?*"

2. *Sequence the skill components .* When you have listed each of the sub-skills that make up the larger behavior goal, place them into the order or sequence in which the client is to engage in them.

3. *Adjust the units of behavior as needed.* After a checklist has been generated, you can adjust its components to encompass larger or smaller units of behavior--depending on such factors as the client's age, cognitive ability, and familiarity with the behavioral expectations contained in the checklist. For example, a task analysis for the global goal ""is prepared for classwork" might include a component for maintaining a neat work area. For an older student, you might phrase this skill component more generally as "the student has cleared the desk and laid out work materials". However, for a younger student who has not yet learned how to set up a neat work

area, that task analysis might instead present the orderly-workspace requirement in 3 smaller behavior units: "The student has (1) cleared the desk of unnecessary materials; (2) placed the course textbook on the desk; and (3) arranged pen and paper for note-taking."

Putting Behavior Checklists to Use. As a consultant, you will find many uses for behavior checklists. Both students and educators can employ checklists as an aid before, during, and after any situations in which they should be using a sequenced set of behaviors.

For example, *students* may:

- preview checklists as a pre-correction strategy just *before* they transition to settings or situations in which they must conform to a specific set of behavioral expectations;

- use checklists to evaluate their behaviors periodically *during* activities to record in real time the degree to which they are following behavioral expectations;

- rate their behaviors on a checklist *after* an activity to provide a summary evaluation of the degree to which they were able successfully to display those behaviors.

Adults too can benefit from behavior checklists. For example, educators may:

- use checklists as a concise means to train students in behavioral expectations;

- look over checklists that outline the intervention elements that they are to use with students-- just *before* they move into an activity, setting, or situation in which they must deliver that intervention. This prompting strategy can help them to remember to correctly implement all intervention elements;

- rate their behaviors on a checklist *after* an activity to track their success in implementing a student intervention;

- create checklists that script the steps of a student's behavioral intervention plan and use those checklists to train other adults who work with the student to follow that plan with integrity.

Reference

Kazdin, A. E. (2013). *Behavior modification in applied settings* (7th ed.). Long Grove, IL: Waveland Press, Inc.

Task Analysis Example: Class Presentation Checklist

Checklist Item
❏   TO PREPARE FOR A CLASS PRESENTATION:
❏   I have determined the overall purpose and specific objectives of my presentation.
❏   I have selected a specific topic.
❏   I understand my audience and what it knows about the topic.
❏   I have arranged my material in a way that makes sense for my objectives.
❏   I have outlined my presentation.
❏   I have created visual aids.
❏   I have practiced (and timed) my presentation.
❏   I have checked out the room in which I will be giving my presentation (set-up, sight lines, equipment, etc.).

Task Analysis Example: Math Word Problem: 7-Step Self-Check

Checklist Item
1. **Reading the problem.** I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2. **Paraphrasing the problem.** I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3. **Drawing the problem.** I make a drawing that presents the problem as one or more pictures.
4. **Creating a plan to solve the problem.** Now that I understand what the problem is asking me to do, I make a plan to solve it.
5. **Predicting/Estimating the answer.** Using my estimating skills, I come up with my best guess for what the answer will be.
6. **Computing the answer.** I solve the problem, showing all of my work so that I can remember the steps that I followed.
7. **Checking the answer.** I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.

Classroom Behavior Intervention Planner

Student: _____   Consultant: _____

Interventionist: Staff Member/Team: _____

Meeting Date: _____   Date Intervention Starts: _____   Date Intervention Ends: _____

1. Target Behavior. Write a clear, specific description of the behavior to be the focus of this plan.

Behavior Description	
'Stop' Behavior	**'Start' (Replacement) Behavior**

2. Preparation: Teach Expected Behavior(s). Describe your plan to teach the student behavioral expectations--e.g., helping the student to identify what types of behavior(s) are inappropriate, what replacement behaviors should replace problem behavior(s), and/or how to successfully perform the replacement behavior(s). Your teaching plan should include explicit demonstration and modeling of appropriate behavior(s), as well as opportunities for the student to practice the skill with immediate performance feedback. NOTE: This teaching phase may require only a single review session if the student already has these behavioral expectations in their repertoire or may require several sessions if the student is just acquiring the goal behavior(s).

Teach Expected Behavior(s): Preparation

3. Antecedents. Antecedents are events that influence behaviors *before* they occur. List strategies you plan to employ prior to the target behavior.

- To **reduce** a problem behavior, select strategies to **prevent** the triggering of that behavior.

- To **increase** a desired behavior, select strategies to **encourage** or **support** that behavior.

Antecedents: Strategies

4. Consequences. Consequences are events that come after behaviors and either reinforce or discourage their future appearance. List strategies to use following the target behavior.

- To **reduce** a problem behavior, select consequences that **do not reinforce** the behavior and thus **decrease** the likelihood of that behavior occurring again.

- To **increase** a desired behavior, select consequences that **reinforce** the behavior and thus **increase** the likelihood of that behavior occurring again.

Consequences: Strategies

5. Transitions [Optional]. Describe any transitions--within the classroom or between locations within the school--when the student could especially use assistance to **avoid** the problem behavior or to **engage** in the desired behavior. For each transition, list specific strategies to promote your behavioral goal(s).

Transition 1: Description
Transition 1: Strategies

Transition 2: Description
Transition 2: Strategies

Transition 3: Description
Transition 3: Strategies

6. Troubleshooting [Optional]. Based on your knowledge of this student, note any additional **points** that educators should keep in mind with this student to either **prevent** a problem behavior from occurring or **encourage** desired behaviors. Examples include recommendations for the best tone of voice to use when redirecting the student or effective strategies for defusing angry outbursts. Here are sample framing statements to help you to think of troubleshooting ideas:

- "When working with this student, educators should avoid..."

- "This student responds best when educators..."

Troubleshooting: Strategies
•
•
•

How To: Create a Written Record of Classroom Interventions

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum Response to Intervention standards.

Teachers need a standard format to use in documenting their classroom intervention plans. The *Classroom Intervention Planning Sheet* that appears later in this article is designed to include all of the essential documentation elements of an effective intervention plan. The form includes space to document:

- *Case information.* In this first section of the form, the teacher notes general information, such as the name of the target student, the adult(s) responsible for carrying out the intervention, the date the intervention plan is being created, the expected start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will be in place. Most importantly, this section includes a description of the student problem; research shows that the most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995).
- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.
- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.
- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.
- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention. For the method selected, the instructor records what type of data is to be used, collects and enters student baseline (starting-point) information, calculates an intervention outcome goal, and notes how frequently he or she plans to monitor the intervention.

A completed example of the *Classroom Intervention Planning Sheet* that includes a math computation intervention can be found later in this article.
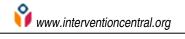
While a simple intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using classroom interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas.

References

Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6(2),* 111-123.

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Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:		Interventionist(s):		Date Intervention Plan Was Written:	
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:	
Description of the Student Problem:					

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:		Ideas for Intervention Progress-Monitoring
Baseline	Outcome Goal	• Existing data: grades, homework logs, etc. • Cumulative mastery log • Rubric • Curriculum-based measurement • Behavior report card • Behavior checklist
How often will data be collected? (e.g., daily, every other day, weekly):		

How To: Use Academic Self-Monitoring in Student Assessment

When a teacher discovers a large gap between a particular student's academic skills and the requirements of a reading or math Common Core State Standard, that instructor may decide to provide the student with a classroom academic intervention.

Research suggests that the teacher should also routinely include the *student* in the intervention plan by having that student set and self-monitor his or her own relevant academic performance goals. When students are able to set personal academic goals, take steps to meet those goals, and periodically reflect on their actual goal-attainment, they build important skills relating to self-regulation (Burnette et al., 2013). Self-regulated learners assume increasing responsibility for managing their own learning (Martin et al., 2003)--through the process of applying independent effort and adjusting learning goals over time to eventually bring their skills into alignment with grade-level expectations.

There is a wide range of academic behaviors and work-products that could be the focus of student-developed goals. For example, a student who seldom completes in-class writing assignments may set the goal of turning in an assignment after each work session. Or a student needing to develop reading vocabulary may set the goal of keeping a vocabulary journal and recording terms and definitions for at least 10 new vocabulary terms per week. (See the table *Student-Monitored Academic Goals* below for additional examples of common academic problems and corresponding student-friendly goals .)

Student-Monitored Academic Goals: Examples		
Academic Problem	**>**	**Student-Monitored Goal**
Limited fluency in basic math-facts	>	Number of correct digits on a timed (5-minute) math-fact worksheet
Lack of homework completion	>	Number of days per week when homework is turned in
Lack of independent reading	>	Number of pages or books read independently per week or month
Lack of time spent engaged in independent study	>	Number of minutes per week spent in study-time
Limited number of original sources cited in writing assignments	>	Number of research citations appearing in student composition

How to Set Up Student Academic Self-Monitoring: Initial Planning Conference & Periodic Check-Ins

The teacher who wants to start an academic self-monitoring plan will first meet with the student to assist in preparing the plan. Teachers can use the form *Academic Self-Monitoring: Teacher / Student Planner Sheet* appearing later in this document as an organizer to conduct an initial student conference and set up an academic self-monitoring plan.

For students who are younger, deficient in organizational skills, or poorly motivated, the teacher may also choose to check in at the beginning and end of each monitoring session-both to ensure that the student is setting goals and monitoring correctly and also to provide praise and encouragement.

Below are the stages for preparing and launching the student academic self- monitoring plan.

1. *Set up the self-monitoring plan.* In this initial planning meeting, the teacher facilitates the discussion but also prompts the student as much as possible to contribute to the plan. At this meeting, the teacher and student agree on the academic goal that the student is to track (e.g., 'multiplication math facts: 0-9'); select an objective measure to use in tracking progress on this task. (e.g., 'number of math-fact problems completed correctly on a 5-minute timed worksheet'); agree on how frequently the goal will be assessed (e.g., 'every day during math independent seatwork'); and set an initial performance goal (e.g., '25 digits correct'). Optionally, the student and instructor may also agree on a rate of expected improvement per session to help with updating goals (e.g., 'Ongoing goal: 1 additional digit correct than in the previous session').

2. *[Optional] Self-monitoring: Pre-session.* Before each self-monitoring session, the teacher meets briefly with the student to set a performance goal for that session.

3. *[Optional] Self-monitoring: Post-session.* After each self-monitoring session, the teacher and student meet again. The student compares the actual performance with the goal. If the student attains the goal, the teacher praises the student. If the student falls short of the goal, the teacher provides encouragement about the next session.

Student Self-Monitoring: Additional Advantages

While an important benefit of academic self-monitoring is the reinforcement of student responsibility and self-management skills, teachers may find several additional advantages:

- *Academic self-monitoring can increase on-task behavior.* Directing students with significant levels of classroom inattention to self-monitor their academic productivity is at least as effective in improving their focus as having them track their rate of on-task behavior. And measuring the amount of work completed has the added benefit of boosting student academic output (Maag, Reid & DiGangi, 1993). So a teacher might prompt a chronically inattentive student to set an academic performance goal at the start of each independent-work session (e.g., to write 200 words; to answer 20 math computation problems), then check in with the student at the end of the session to verify that he or she has attained the goal.

- *Academic self-monitoring is a useful way to track academic learning time.* The goal of instruction is to have students engaged in 'academic learning time', a state in which they are productively and successfully engaged in learning (Gettinger & Seibert, 2002). While it can be difficult for teachers to measure academic learning time (ALT) directly, student self-monitoring of academic productivity can serve as a useful proxy measure of ALT.

- *Data collected by the student helps to document the intervention.* With the increased emphasis on accountability in many schools, teachers are responsible for implementing, documenting, and monitoring classroom interventions. In some instances, the student's self-monitoring information can supplement data gathered by the teacher to more fully document the intervention's impact. As a product of the intervention, student-collected data can also be used to assess the integrity with which that intervention is carried out (Gansle & Noell, 2007).

References

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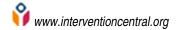
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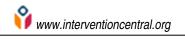
Academic Self-Monitoring: Teacher / Student Planner Sheet

Student : _____ Teacher: _____ Classroom/Grade: _____ Date: _____

Directions to the Teacher: Meet with the student and use this Planner Sheet to put together an academic self-monitoring plan.

STEP 1: *Define the academic target that will be the focus of the self-monitoring.* Discuss with the student what academic area should be targeted for self-monitoring. Once you both agree on a monitoring target, write a problem-definition statement in the space provided (use the examples in the table on right as a guide):

Problem-Definition Statement: _____

_____

Academic Target Examples
• *Fluency in basic math-facts*
• *Homework completion*
• *Independent reading*
• *Time spent engaged in independent study*

STEP 2: *Select a method for the student to self-monitor the academic problem.* Decide with the student how the academic problem is to be monitored and write that monitoring method into the space provided (use the examples in the table on right as a guide):

Student Monitoring Method: _____

_____

_____

_____

Student-Monitoring Method Examples
• *Number of correct digits on a timed (5-minute) math-fact worksheet*
• *Number of days per week when homework is turned in*
• *Number of pages or books read independently per week or month*

STEP 3 [Optional]**:** *Decide on a rate of improvement per monitoring session.* You and the student can agree on a fixed rate of expected improvement per session--as a help in updating goals (e.g., 'Ongoing goal: To get 1 additional digit correct than in the previous session'; 'Ongoing goal: To write 5 additional words on the writing assignment than in the previous session').

Fixed rate of improvement per monitoring session: _____

_____

STEP 4: *[Optional] Arrange for check-ins.* You and the student can agree to meet for pre-session check-ins (to calculate self-monitoring goals) and/or post-session check-ins (to verify successful data collection and provide reinforcement and encouragement) for each self-monitoring session.

Will a pre-session check-in take place? ____ Y ____ N   Will a post-session check-in take place? ____ Y ____ N

STEP 5: *Fill in the student self-monitoring form.* Based on the decisions reached at this planning conference, fill in the *Academic Self-Monitoring: Student Recording Form* and direct the student to begin the self-monitoring plan.

Academic Self-Monitoring: Student Recording Form

Student Name: _____ Classroom/Grade: _____ School Year: _____

Academic Target

Student Self-Monitoring Method	Goal/Increase Per Session [Optional]

Directions to the Student: This form allows you to track your academic performance. Every time that you self-monitor, first record the date and set a goal that you hope to achieve, next perform the academic task, and finally record and evaluate your actual performance.

1	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
2	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
3	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
4	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
5	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
6	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
7	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N

Student Name: _____ Classroom/Grade: _____ School Year: _____

8	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
9	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
10	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
11	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
12	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
13	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
14	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
15	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
16	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
17	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
18	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
19	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
20	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N

Academic Self-Monitoring: Teacher / Student Planner Sheet

Student : _____ Kevin H. _____ Teacher: __ Mrs. Staub __ Classroom/Grade: _Science 9_ Date: Oct 4, 2013

Directions to the Teacher: Meet with the student and use this Planner Sheet to put together an academic self-monitoring plan.

STEP 1: *Define the academic target that will be the focus of the self-monitoring.* Discuss with the student what academic area should be targeted for self-monitoring. Once you both agree on a monitoring target, write a problem-definition statement in the space provided (use the examples in the table on right as a guide):

Problem-Definition Statement: ____Kevin needs to complete____

__all assigned course readings in science on time.__

STEP 2: *Select a method for the student to self-monitor the academic problem.* Decide with the student how the academic problem is to be monitored and write that monitoring method into the space provided (use the examples in the table on right as a guide):

Student Monitoring Method: ___Kevin will keep a daily log of___

__pages read from assigned readings.__

_____

_____

STEP 3 [Optional]*: Decide on a rate of improvement per monitoring session.* You and the student can agree on a fixed rate of expected improvement per session--as a help in updating goals (e.g., 'Ongoing goal: To get 1 additional digit correct than in the previous session'; 'Ongoing goal: To write 5 additional words on the writing assignment than in the previous session').

Fixed rate of improvement per monitoring session: ___Not applicable._____

_____

STEP 4: [Optional] *Arrange for check-ins.* You and the student can agree to meet for pre-session check-ins (to calculate self-monitoring goals) and/or post-session check-ins (to verify successful data collection and provide reinforcement and encouragement) for each self-monitoring session.

Will a pre-session check-in take place? ____ Y ____ N   Will a post-session check-in take place? _X_ Y ____ N

STEP 5: *Fill in the student self-monitoring form.* Based on the decisions reached at this planning conference, fill in the *Academic Self-Monitoring: Student Recording Form* and direct the student to begin the self-monitoring plan.

Academic Target Examples

- *Fluency in basic math-facts*

- *Homework completion*

- *Independent reading*

- *Time spent engaged in independent study*

Student-Monitoring Method Examples

- *Number of correct digits on a timed (5-minute) math-fact worksheet*

- *Number of days per week when homework is turned in*

- *Number of pages or books read independently per week or month*

Academic Self-Monitoring: Student Recording Form

Student Name: __Kevin H.__   Classroom/Grade: __Science 9__   School Year: __2013-2014__

Academic Target
My target is to complete all assigned course readings in science on time..

Student Self-Monitoring Method	Goal/Increase Per Session [Optional]
I will keep a daily log of pages read from assigned readings.	NA

Directions to the Student: This form allows you to track your academic performance. Every time that you self-monitor, first record the date and set a goal that you hope to achieve, next perform the academic task, and finally record and evaluate your actual performance.

1	Date: __Oct 7__	Goal: __11 pages assigned__	Actual performance: __8 pages read__	Goal achieved?: ___Y **X** N
2	Date: __Oct 8__	Goal: __10 pages assigned__	Actual performance: __10 pages read__	Goal achieved?: **X** Y ___ N
3	Date: __Oct 9__	Goal: __8 pages assigned__	Actual performance: __8 pages read__	Goal achieved?: **X** Y ___ N
4	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
5	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
6	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
7	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N

Student Name: _____ Classroom/Grade: _____ School Year: _____

8	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
9	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
10	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
11	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
12	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
13	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
14	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
15	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
16	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
17	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
18	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
19	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
20	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N