



INTERVENTION  
CENTRAL

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*RTI Toolkit: A Practical Guide for Schools*

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# Academic & Behavioral Interventions: A Sampling

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## Letter Cube Blending

**DESCRIPTION:** The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting 'word' composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

### MATERIALS:

- Three Styrofoam cubes with selected consonants and vowels displayed on the cube faces. (See directions for preparing these cubes below.)
- Letter Cube Blending Recording Sheet

**PREPARATION:** Here are guidelines for preparing Letter Cubes (adapted from Florida Center for Reading Research, 2009):

1. Start with three (3) Styrofoam blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.
2. With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks--with one bold letter displayed per side.

- Block 1: t,c,**d**,b,f,m: green marker

- Block 2: a,e,i,o,u,i (The letter / appears twice on the block.): blue marker

- Block 3: **b**,d,m,n,r,s: red marker

Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

**INTERVENTION STEPS:** At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. **Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.
2. **The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting 'word'.
3. **The student identifies and records the word as 'real' or 'nonsense'.** The student then identifies the word as 'real' or 'nonsense' and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.
4. **The activity continues to 10 words.** The activity continues until students in the group have generated at least 10 words on their recording sheets.



## References

Florida Center for Reading Research. (2009). *Letter cube blending*. Retrieved from [http://www.fcrr.org/SCAsearch/PDFs/K-1P\\_036.pdf](http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf)

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. *School Psychology Forum*, 5(2), 54-73.





**ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY.** Fluency is the goal of this reading intervention. Sessions last 10-15 minutes. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.

Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development. Unpublished doctoral dissertation, University of Memphis.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. *Journal of Educational Research*, 87(2), 94-99.

**CHORAL READING: INCREASE READING FLUENCY.** This simple strategy to build reading fluency can be used with individuals and groups of students. Sessions last 10-15 minutes. The teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the teacher or other fluent reader takes the role of 'lead reader', reading the passage aloud, while students also read aloud. Students are encouraged to read with expression.

Moskal, M. K., & Blachowicz, C. (2006). *Partnering for fluency*. New York: Guilford Press.

**DUET READING: INCREASE READING FLUENCY.** This strategy targets reading fluency. Sessions last for 10-15 minutes. The teacher selects an engaging text at the student's instructional or independent level. During duet reading, the teacher and student alternate reading aloud from the passage one word at a time, while the teacher tracks the place in the passage with an index finger. As the student grows more accomplished, the teacher can change the reading ratio to shift more responsibility to the student: for example, with the teacher reading one word aloud and then the student reading three words aloud in succession. As the student becomes more familiar with duet reading, the teacher can also direct the student to track the place in the text. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.

Gallagher, T. M. (2008). The effects of a modified duet reading strategy on oral reading fluency. Unpublished doctoral dissertation, University of Wisconsin-Madison.



**ECHO READING: INCREASE READING FLUENCY.** In this strategy to boost student reading fluency, the teacher selects a text at the student's instructional level. The teacher reads aloud a short section (e.g., one-two sentences at a time) while the student follows along silently. The student then reads the same short section aloud--and the read-aloud activity continues, alternating between teacher and student, until the passage has been completed. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.

Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development. Unpublished doctoral dissertation, University of Memphis.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. *Journal of Educational Research*, 87(2), 94-99.

**LISTENING PASSAGE PREVIEW: INCREASE READING FLUENCY.** This intervention targets student reading fluency in sessions of 10-15 minutes. The teacher selects a passage at the student's instructional level. The student is directed to follow along silently and track the place in the text with a finger while the teacher reads the passage aloud. Then the student is prompted to read the passage aloud as the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then directs the student to continue reading. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.

Guzel-Ozmen, R. (2011). Evaluating the effectiveness of combined reading interventions on improving oral reading fluency of students with reading disabilities. *Electronic Journal of Research in Educational Psychology*, 9(3), 1063-1086.

Hofstadter-Duke, K. L., & Daly, E. J. (2011). Improving oral reading fluency with a peer-mediated intervention. *Journal of Applied Behavior Analysis*, 44(3), 641-646.

**PAIRED READING: INCREASE READING FLUENCY.** This reading fluency intervention prompts the student to read independently with prompt corrective feedback. Each session lasts 10-15 minutes. The teacher selects an engaging passage at the student's instructional level. The student is told that the teacher and student will begin the session reading aloud in unison. The student is also told that, whenever the student chooses, he/she can give a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher will stop reading aloud and instead follow along silently while the student continues to read aloud. In addition, the student is told that, if he/she hesitates for 3 seconds or longer or misreads a word when reading aloud independently, the teacher will correct the student and then resume reading in unison. The session then begins with teacher and student reading aloud together. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and resumes reading in unison.



The teacher also praises the student for using the silent signal to read aloud independently and occasionally praises other aspects of the student's reading performance or effort.

Fiala, C. L., & Sheridan, S. M. (2003). Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. *Psychology in the Schools, 40*(6), 613-626.

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REPEATED READING: INCREASE READING FLUENCY. During 15-20 minute sessions, the student practices difficult words in isolation, reads the same passage several times to boost fluency, and tries to beat a previous fluency score. (1) PREPARATION: Before each session, the teacher selects a text within the student's instructional range long enough occupy the student for more than a minute of reading aloud and makes teacher and student copies. The teacher locates five challenge words in the passage to practice. (2) GOAL-SETTING: The teacher shows the student the performance graph with his/her most recent repeated-reading score and encourages the student to beat that score; (3) PREVIEW CHALLENGING WORDS: The teacher introduces each of the passage challenge words: "This word is \_\_\_\_\_. What is this word?"; (4) INITIAL READ: The student is directed to read the passage aloud, to do his/her best reading, to start at the beginning of the passage [which the teacher points out] and to read until told to stop. Also, the student is told that--if stuck on a word--the teacher will supply it. While the student reads aloud, the teacher marks reading errors. At the end of one minute, the teacher says "Stop", marks the student's end-point in the text with a bracket, totals the number of words correctly read, plots that score on the student graph, and labels that graph data-point "1st reading". (5) FEEDBACK AND ERROR CORRECTION: The teacher shows the student his/her graphed performance. The teacher then reviews student errors. Pointing to each error word, the teacher says, "This word is \_\_\_\_\_. What is this word?" and has the student repeat the correct word three times before moving to the next. (6) MODELING: The teacher directs the student to read aloud in unison with the teacher while using a finger to track the place in the text. The teacher takes the lead, reading the entire passage aloud at a pace slightly faster than that of the student. (6) REPEAT STUDENT READS. The teacher has the student repeat steps 4 and 5 twice more, until the student has read the passage independently at least 3 times. If the student's fluency score on the final read exceeds that of the previous session, the teacher provides praise and perhaps incentives (e.g., sticker, points toward rewards).

Begeny, J C., Krouse, H. E., Ross, S. G., & Mitchell, R. C. (2009). Increasing elementary-aged students' reading fluency with small-group interventions: A comparison of repeated reading, listening passage preview, and listening only strategies. *Journal of Behavioral Education, 18*, 211-228.

Lo, Y., Cooke, N. L. & Starling, A. L. P. (2011). Using a repeated reading program to improve generalization of oral reading fluency. *Education and Treatment of Children, 34*(1), 115-140.



## Spelling: Cover-Copy-Compare

**DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).

**GROUP SIZE:** Whole class, small group, individual student **TIME:** Variable up to 15 minutes per session

### MATERIALS:

- *Worksheet: Cover-Copy-Compare* (attached)
- *Spelling Log: Mastered Words* (attached)

**INTERVENTION STEPS:** Here are the steps of Cover-Copy-Compare for spelling:

1. *[Teacher] Create a Cover-Copy-Compare Spelling Sheet.* The teacher selects up to 10 spelling words for the student to work on during the session and writes those words as correct models into the left column ('Spelling Words') of the *Worksheet: Cover-Copy-Compare* (attached). The teacher then pre-folds the spelling sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.
2. *[Student] Use the Cover-Copy-Compare Procedures.* During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each spelling word:
  - Look at the correctly spelled target word that appears in the left column of the sheet.
  - Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').
  - Spell the word from memory, writing it in the first response blank under the 'Student Response' section of the spelling sheet ('Copy').
  - Uncover the correct model and compare it to the student response ('Compare'). If the student spelling is CORRECT, move to the next word on the list and repeat these procedures. If the student spelling is INCORRECT, draw a line through the incorrect response, study the correct model again, cover the model, copy the word from memory into the second response blank under the 'Student Response' section of the spelling sheet, and again check the correctness of its spelling.
  - Continue until all words on the spelling list have been spelled and checked against the correct models.
3. *[Teacher] Log Spelling Words Mastered by Student.* The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a spelling word (e.g., when the student is able to copy a specific word from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log spelling words in each session, using the *Spelling Log: Mastered Words* sheet (attached).

### References

Skinner, C. H., McLaughlin, T. F., & Logan, P. (1997). Cover, copy, and compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education, 7*, 295-306.




**Worksheet: Cover-Copy-Compare** Student: \_\_\_\_\_ Date: \_\_\_\_\_

Spelling Words	Student Response
1.	1a.
	1b.
2.	2a.
	2b.
3.	3a.
	3b.
4.	4a.
	4b.
5.	5a.
	5b.
6.	6a.
	6b.
7.	7a.
	7b.
8.	8a.
	8b.
9.	9a.
	9b.
10.	10a.
	10b.

Fold Line



## Spelling Log: Mastered Words

Student: \_\_\_\_\_ School Yr: \_\_\_\_\_ Classroom/Course: \_\_\_\_\_

**Spelling Cumulative Mastery Log:** During the spelling intervention, log each mastered word below with date of mastery.

Word 1: _____ Date: __/__/__	Word 21: _____ Date: __/__/__
Word 2: _____ Date: __/__/__	Word 22: _____ Date: __/__/__
Word 3: _____ Date: __/__/__	Word 23: _____ Date: __/__/__
Word 4: _____ Date: __/__/__	Word 24: _____ Date: __/__/__
Word 5: _____ Date: __/__/__	Word 25: _____ Date: __/__/__
Word 6: _____ Date: __/__/__	Word 26: _____ Date: __/__/__
Word 7: _____ Date: __/__/__	Word 27: _____ Date: __/__/__
Word 8: _____ Date: __/__/__	Word 28: _____ Date: __/__/__
Word 9: _____ Date: __/__/__	Word 29: _____ Date: __/__/__
Word 10: _____ Date: __/__/__	Word 30: _____ Date: __/__/__
Word 11: _____ Date: __/__/__	Word 31: _____ Date: __/__/__
Word 12: _____ Date: __/__/__	Word 32: _____ Date: __/__/__
Word 13: _____ Date: __/__/__	Word 33: _____ Date: __/__/__
Word 14: _____ Date: __/__/__	Word 34: _____ Date: __/__/__
Word 15: _____ Date: __/__/__	Word 35: _____ Date: __/__/__
Word 16: _____ Date: __/__/__	Word 36: _____ Date: __/__/__
Word 17: _____ Date: __/__/__	Word 37: _____ Date: __/__/__
Word 18: _____ Date: __/__/__	Word 38: _____ Date: __/__/__
Word 19: _____ Date: __/__/__	Word 39: _____ Date: __/__/__
Word 20: _____ Date: __/__/__	Word 40: _____ Date: __/__/__



## Building Number Sense Through a Counting Board Game

**DESCRIPTION:** The student plays a number-based board game to build skills related to 'number sense', including number identification, counting, estimation skills, and ability to visualize and access specific number values using an internal number-line (Siegler, 2009).

### MATERIALS:

- *Great Number Line Race!* Form (attached)
- Spinner divided into two equal regions marked "1" and "2" respectively. (NOTE: If a spinner is not available, the interventionist can purchase a small blank wooden block from a crafts store and mark three of the sides of the block with the number "1" and three sides with the number "2".)

**INTERVENTION STEPS:** A counting-board game session lasts 12 to 15 minutes, with each game within the session lasting 2-4 minutes. Here are the steps:

1. *Introduce the Rules of the Game.* If the student is unfamiliar with the counting board game, interventionist trains the student to play it.

The student is told that he or she will attempt to beat another player (either another student or the interventionist). The student is then given a penny or other small object to serve as a game piece. The student is told that players takes turns spinning the spinner (or, alternatively, tossing the block) to learn how many spaces they can move on *the Great Number Line Race!* board. Each player then advances the game piece, moving it forward through the numbered boxes of the game-board to match the number "1" or "2" selected in the spin or block toss.

When advancing the game piece, the player must call out the number of each numbered box as he or she passes over it. For example, if the player has a game piece on box 7 and spins a "2", that player advances the game piece two spaces, while calling out "8" and "9" (the names of the numbered boxes that the game piece moves across during that turn).

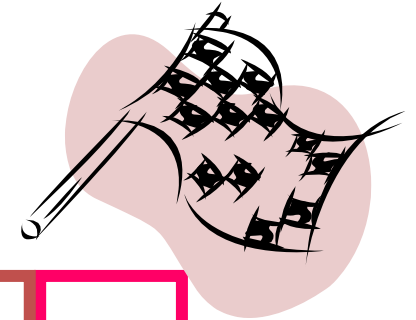
The player who reaches the "10" box first is the winner.

2. *Record Game Outcomes.* At the conclusion of each game, the interventionist records the winner using the form found on the *Great Number Line Race!* form. The session continues with additional games being played for a total of 12-15 minutes.
3. *Continue the Intervention Up to an Hour of Cumulative Play.* The counting-board game continues until the student has accrued a total of at least one hour of play across multiple days. (The amount of cumulative play can be calculated by adding up the daily time spent in the game as recorded on the *Great Number Line Race!* form.)

### Reference

Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*, 3(2), 118-124.

# The Great Number-Line Race!



S  
t  
a  
r  
t

1

2

3

4

5

6

7

8

9

10

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ : \_\_\_\_\_ End Time: \_\_\_\_\_ : \_\_\_\_\_

Directions: Mark the winner for each game with an 'X' in the table below.

Players	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7
1: _____							
2: _____							

**Source:** Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*, 3(2), 1



## Peer Tutoring in Math Computation with Constant Time Delay

**DESCRIPTION:** This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring 'session' is brief and includes its own progress-monitoring component—making this a convenient and time-efficient math intervention for busy classrooms.

### MATERIALS:

*Student Packet:* A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- Progress-monitoring form for each student.
- Pencils.

**PREPARATION:** To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

*Select Student Participants.* Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).
- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).

NOTE: Teachers may want to use the attached *Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form* to compile a list of students who would be suitable for the tutoring program.

*Train the Student Tutors.* Student tutors are trained through explicit instruction (Menesses & Gresham, 2009) with the teacher clearly explaining the tutoring steps, demonstrating them, and then having the students practice the steps with performance feedback and encouragement from the teacher. The teacher also explains, demonstrates, and observes students practice the progress-monitoring component of the program. (NOTE: Teachers can find a handy listing of all the tutoring steps in which students are to be trained on the attached form *Peer Tutoring in Math*



*Computation with Constant Time Delay: Integrity Checklist.* This checklist can also be used to evaluate the performance of students to determine their mastery of the tutoring steps during practice sessions with the teacher.)

When students have completed their training, the teacher has each student role-play the tutor with the teacher assuming the role of tutee. The tutor-in-training works through the 3-minute tutoring segment and completes the follow-up progress-monitoring activity. The teacher then provides performance feedback. The student is considered to be ready to tutor when he or she successfully implements all steps of the intervention (100% accuracy) on three successive training trials (Menesses & Gresham, 2009).

**INTERVENTION STEPS:** Students participating in the tutoring program meet in a setting in which their tutoring activities will not distract other students. The setting is supervised by an adult who monitors the students and times the tutoring activities. These are the steps of the tutoring intervention:

1. **Complete the Tutoring Activity.** In each tutoring pair, one of the students assumes the role of tutor. The supervising adult starts the timer and says 'Begin'; after 3 minutes, the adult stops the timer and says 'Stop'.

While the timer is running, the tutor follows this sequence:

- a. *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- b. *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

[When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- c. *Provides Praise.* The tutor praises the tutee immediately following correct answers.
  - d. *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.
  - e. *Continues to the Timer.* The tutor continues to presents math-fact cards for tutee response until the timer rings.
2. **Assess the Progress of the Tutee.** The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:
    - a. *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
    - b. *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
    - c. *Sorts Cards.* Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.



- d. *Counts Cards and Records Totals.* The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.
3. **Switch Roles.** After the tutor has completed the 3-minute tutoring activity and assessed the tutee's progress on math facts, the two students reverse roles. The new tutor then implements steps 2 and 3 described above with the new tutee.
4. **Conduct Tutoring Integrity Checks and Monitor Student Performance.** As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.

The adult supervisor also monitors student progress. After each student pair has completed one tutoring cycle and assessed and recorded their progress, the supervisor reviews the score sheets. If a student has successfully answered all 10 math fact cards three times in succession, the supervisor provides that student's tutor with a new set of math flashcards.

## References

- Deno, S. L., & Mirkin, P. K. (1977). *Data-based program modification: A manual*. Reston, VA: Council for Exceptional Children.
- Menesses, K. F., & Gresham, F. M. (2009). Relative efficacy of reciprocal and nonreciprocal peer tutoring for students at-risk for academic failure. *School Psychology Quarterly, 24*, 266–275.
- Telecsan, B. L., Slaton, D. B., & Stevens, K. B. (1999). Peer tutoring: Teaching students with learning disabilities to deliver time delay instruction. *Journal of Behavioral Education, 9*, 133-154.



## Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

**Teacher:** \_\_\_\_\_ **Classroom:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below.

Remember, students who are considered for the peer tutoring program should—at *minimum*—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

Number	Student Name	NOTES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		





<b>Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist</b>			
<b>Tutoring Session: Intervention Phase</b>			
<b>Directions:</b> Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.			
<b>Correctly Carried Out?</b>	<b>Step</b>	<b>Tutor Action</b>	<b>NOTES</b>
___ Y ___ N	<b>1.</b>	<b>Promptly Initiates Session.</b> At the start of the timer, the tutor immediately presents the first math-fact card.	
___ Y ___ N	<b>2.</b>	<b>Presents Cards.</b> The tutor presents each card to the tutee for 3 seconds.	
___ Y ___ N	<b>3.</b>	<b>Provides Tutor Feedback.</b> [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.	
___ Y ___ N	<b>4.</b>	<b>Provides Praise.</b> The tutor praises the tutee immediately following correct answers.	
___ Y ___ N	<b>5.</b>	<b>Shuffles Cards.</b> When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
___ Y ___ N	<b>6.</b>	<b>Continues to the Timer.</b> The tutor continues to presents math-fact cards for tutee response until the timer rings.	



Tutoring Session: Assessment Phase			
<p><b>Directions:</b> Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.</p>			
Correctly Carried Out?	Step	Tutor Action	NOTES
__ Y __ N	1.	<b>Presents Cards.</b> The tutor presents each card to the tutee for 3 seconds.	
__ Y __ N	2.	<b>Remains Silent.</b> The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.	
__ Y __ N	3.	<b>Sorts Cards.</b> The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.	
__ Y __ N	4.	<b>Counts Cards and Records Totals.</b> The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.	



# Math Tutoring: Score Sheet

Tutor 'Coach': \_\_\_\_\_ Tutee 'Player': \_\_\_\_\_

**Directions to the Tutor:** Write down the number of math-fact cards that your partner answered *correctly* and the number answered *incorrectly*.

Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:

## *Elementary Level: Sample Reward Ideas*

This list includes a column listing selected reward/reinforcer ideas, a second column listing the category associated with each reward, and a third column with space for teacher notes.

<b>Reinforcer/Reward Idea</b>	<b>Reinforcer Category</b>	<b>Teacher Notes</b>
1. Sit with friends of the student's choosing during instruction	Peer Attention	
2. Select friends to sit with to complete a cooperative learning activity	Peer Attention	
3. Select a friend as a 'study buddy' to work with on an in-class assignment	Peer Attention	
4. Be given reserved cafeteria seating for the student and several friends	Peer Attention	
5. 'Adopt' a younger student and be allowed to check in with that student as a mentor	Peer Attention	
6. Eat lunch with a preferred adult	Adult Attention	
7. Shadow a school staff member (e.g., principal, custodian) for part or all of a day	Adult Attention	
8. Be the teacher's helper for the day	Adult Attention	
9. Be a teacher helper in another classroom	Adult Attention	
10. Sit next to the teacher during a lesson or activity	Adult Attention	
11. Help the library media specialist	Adult Attention	
12. Help the custodian	Adult Attention	
13. Help a specials teacher (e.g., art, physical education, music)	Adult Attention	
14. Choose a book to be read aloud in class	Academic Activity	
15. Have 5 minutes on the Internet researching a topic of interest	Academic Activity	
16. Listen to a book on tape/audio book	Academic Activity	
17. Invite an older-student or adult "reading buddy" to the classroom to read with the student	Academic Activity	
18. Choose an in-class or homework assignment for the class	Academic Activity	
19. Teach (or help the teacher to teach) a lesson	Academic Activity	
20. Help the teacher to operate the SmartBoard or PowerPoint projector	Academic Activity	
21. Get extra help from the teacher on a topic of the student's choosing	Academic Activity	
22. Read to a younger child	Academic Activity	
23. Read aloud using a tape recorder to tape the story	Academic Activity	

<b>Reinforcer/Reward Idea</b>	<b>Reinforcer Category</b>	<b>Teacher Notes</b>
24. Choose from a list of supervised school locations (e.g., library, another classroom) to complete an independent reading assignment	Academic Activity	
25. Be given a pass to go to the library during free class time	Academic Activity	
26. Serve as timekeeper for an activity, announcing a 5-minute warning near end of the activity, and informing the group when the activity is over	Academic Activity	
27. Help a classmate with an academic assignment	Academic Activity	
28. Receive a ticket to be redeemed at a later time for a preferred activity	Non-Academic Activity	
29. Choose any class job for the week	Non-Academic Activity	
30. Assign other students in the class to helping roles, chores, or tasks	Non-Academic Activity	
31. Have 5 minutes on the computer engaged in recreational activities (e.g., visiting Internet sites)	Non-Academic Activity	
32. Deliver the schoolwide announcements	Non-Academic Activity	
33. Design a school bulletin board for a cause or event	Non-Academic Activity	
34. Post artwork or school work on a class or hall bulletin board	Non-Academic Activity	
35. Make deliveries from the classroom to the office	Non-Academic Activity	
36. Play a favorite game	Non-Academic Activity	
37. Work on a jigsaw or other puzzle	Non-Academic Activity	
38. Use a 'special item' (e.g., art supplies, toy) available only as a reward	Non-Academic Activity	
39. Be the leader of a class game	Non-Academic Activity	
40. Choose a group game during recess	Non-Academic Activity	
41. Write or draw using a blackboard/whiteboard/easel paper	Non-Academic Activity	
42. Get extra specials time (e.g., gym, art, music) with another class	Non-Academic Activity	
43. Select a fun activity from the "Activity Shelf" (stocked with play materials, games)	Non-Academic Activity	
44. Take care of the class animal(s) for the day	Non-Academic Activity	
45. Watch part or all of a video (pre-selected by the teacher and cleared with the student's parent)	Non-Academic Activity	
46. Choose a video for the class to watch	Non-Academic Activity	
47. Take one turn in an ongoing board game with a staff member (e.g., chess), with the staff member then taking the next turn at a convenient time	Non-Academic Activity	

<b>Reinforcer/Reward Idea</b>	<b>Reinforcer Category</b>	<b>Teacher Notes</b>
48. Tell a joke or riddle to the class	Non-Academic Activity	
49. Sit wherever the student chooses in the classroom	Environmental Adjustment	
50. Listen to music while working	Environmental Adjustment	
51. Receive a silent "thumbs up" or other sign from teacher indicating praise and approval	Praise/Incentives/Prizes	
52. Be awarded a trophy, medal, or other honor for good behavior or a caring attitude	Praise/Incentives/Prizes	
53. Earn school supplies (e.g., pencil, eraser, pen, sticky notes)	Praise/Incentives/Prizes	
54. Receive an IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment	Praise/Incentives/Prizes	
55. Earn a ticket to be put into a drawing with other students for prizes	Praise/Incentives/Prizes	
56. Have a postcard or email sent to parent(s) to praise the student	Praise/Incentives/Prizes	
57. Be cited in the schoolwide announcements for academic accomplishment, helping behavior, or appropriate conduct	Praise/Incentives/Prizes	
58. Call the parent(s) to praise the student	Praise/Incentives/Prizes	
59. Eat lunch at a preferred table	Praise/Incentives/Prizes	
60. Be allowed to sit in the teacher's chair for part or all of the day	Praise/Incentives/Prizes	
61. Be allowed to sit in the teacher's chair for part or all of the day	Praise/Incentives/Prizes	
62. Receive a certificate or note of appreciation from the teacher or principal	Praise/Incentives/Prizes	
63. Write with a special pen, pencil, or marker for the day	Praise/Incentives/Prizes	
64. Select a prize from the treasure box	Praise/Incentives/Prizes	
65. Select a reward sticker	Praise/Incentives/Prizes	
66. Receive a 'raffle ticket' on which the student writes his or her name and drops into a fishbowl for later prize drawings	Praise/Incentives/Prizes	

## *Behavior Management Strategies: A Sampling*

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

<b>Behavior Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p><input type="checkbox"/> <b>ALTERNATIVE ACADEMIC RESPONSE FORMATS: REDUCING STUDENT FRUSTRATION.</b> For some students, a trigger for misbehavior is that they are asked to complete an academic task in a response format that they find difficult or frustrating. A strategy to address this issue is to offer the student a more acceptable alternative response format. For example, a student who does not like to write by hand can be given access to a keyboard to draft an essay while a student who is put off by completing a math computation worksheet independently can answer the same math facts orally from flashcards. Note that alternative response formats should preserve the rigor of the underlying academic expectations.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p><input type="checkbox"/> <b>BEHAVIORAL MOMENTUM: INCREASING COMPLIANCE.</b> Students with low-frustration tolerance or lack of confidence may balk when asked to complete challenging academic tasks assigned as independent seatwork. A strategy to increase the probability that a student will attempt a challenging academic task is to precede that task with a short series of brief, easy academic tasks. (For example, a student may do three easy problems on a math worksheet before encountering a challenge problem.) The student builds 'behavioral momentum' in completing the easy items and is thus 'primed' to attempt the challenge item that might otherwise derail them. Teachers using this strategy should, of course, first ensure that the student has the actual skills to complete any target challenge tasks. Generally, a ratio of three to four easy items interspersed between each challenge items can be quite effective.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>CHOICE: ALLOWING STUDENTS CONTROL OVER LEARNING.</b> Teachers who allow students a degree of choice in structuring their learning activities can increase engagement and reduce classroom behavior problems. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. For example, during independent assignment, students might be allowed to (1) choose from at least two assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.	Kern, L., Bambara, L., & Fogt, J. (2002). Class-wide curricular modifications to improve the behavior of students with emotional or behavioral disorders. <i>Behavioral Disorders</i> , 27, 317-326.	
<input type="checkbox"/> <b>INSTRUCTIONAL MATCH: ENSURING STUDENTS CAN DO THE WORK.</b> A frequent trigger for behavior problems is that the student lacks the skills necessary to do the assigned schoolwork. To verify instructional match, the teacher (1) inventories the target student's academic skills and (2) adjusts assignments or provides additional academic assistance as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.	Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i> , 44, 65-75.	
<input type="checkbox"/> <b>REDUCE RESPONSE EFFORT: INCREASING COMPLIANCE.</b> Teachers can increase student motivation and compliance through any method that reduces the apparent 'response effort' of an academic task- so long as that method does not hold the student to a lesser academic standard than classmates. Appropriate response-effort examples include (1) breaking a larger student assignment into smaller 'chunks' and providing the student with performance feedback and praise for each completed 'chunk' of assigned work, and (2) arranging for students to start challenging reading or homework assignments in class as a cooperative activity and then complete the remainder on their own.	Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. <i>Psychology in the Schools</i> , 42, 389-403.	



Behavior Intervention Strategies	Research Citations	Teacher Notes
<p><input type="checkbox"/> <b>CRITICISM PAIRED WITH PRAISE: COMMUNICATING ACCEPTANCE.</b> When receiving critical feedback, some students may assume that the teacher is rejecting them personally and react strongly to this perceived rejection. Here is a way to structure critical feedback to convey that the teacher continues to value the student despite the misbehavior: (1) The teacher describes the problem behavior that the student should target for change; (2) The teacher describes (or encourages the student to brainstorm) appropriate behavioral alternatives; (3) The teacher praises some noteworthy aspect of the student's past classroom behavior or accomplishments, and finally (4) The teacher affirms that he or she values having the student as a part of the classroom community. Here is an example of this communication strategy: (1) Description of problem behavior: "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop." (2) Appropriate behavioral alternative(s): "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others." (3) Specific praise: "I am talking to you about this behavior because know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well." (4) Affirmation statement: "You contribute a lot to class discussion!"</p>	<p>Thompson, G.J., &amp; Jenkins, J.B. (1993). Verbal judo: The gentle art of persuasion. New York: William Morrow.</p>	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>EMPHASIZE THE POSITIVE IN TEACHER REQUESTS: INCREASING STUDENT COMPLIANCE.</b> When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, the teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, the teacher restates requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").	Braithwaite, R. (2001). <i>Managing aggression</i> . New York: Routledge.	
<input type="checkbox"/> <b>SAY NO WITH PREFERRED ALTERNATIVE: INCREASING COMPLIANCE.</b> This strategy can reduce the non-compliance and acting-out of students who react negatively to being told that they cannot engage in a preferred activity or access a desired item. First, the teacher creates a list of those activities or items preferred by the student that can actually be provided. Then, whenever the student requests an unavailable activity or item, the teacher structures the 'no' statement as follows: (1) The teacher states that the student cannot engage in the requested activity or have the desired item; (2) The teacher provides the student with an explanation for why the preferred activity or item is not available; (3) The teacher offers the student an alternative preferred activity or item in place of that originally requested. Here is a sample teacher 'no' statement with preferred alternative: "Roger, you cannot listen to your music now because student music players are not allowed in class. However, you can take a five-minute break to play the Math Blasters computer game that you like."	Mace, F. C., Pratt, J. L., Prager, K. L., & Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. <i>Journal of Applied Behavior Analysis</i> , 44, 83-94.	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<p><input type="checkbox"/> <b>TEACHER COMMANDS: ESTABLISHING CLASSROOM COMMAND AND CONTROL.</b> Teacher commands play an important role in classroom behavior management. 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.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p> <p>Walker, H.M. &amp; Walker, J.E. (1991). <i>Coping with noncompliance in the classroom: A positive approach for teachers.</i> Austin, TX:: Pro-Ed, Inc.</p>	
<p><input type="checkbox"/> <b>TWO-PART CHOICE STATEMENT: DELIVERING CLEAR CONSEQUENCES FOR NON-COMPLIANCE.</b> When a student is non-compliant, the teacher can structure verbal requests to both acknowledge the student's freedom to choose whether to comply and to present the logical consequences for non-compliance (e.g., poor grades, office disciplinary referral, etc.). The teacher frames requests to uncooperative students as a two-part 'choice' statement: (1) The teacher presents the negative, or non-compliant, choice and its consequences (e.g., if a seatwork assignment is not completed in class, the student must stay after school); (2) The teacher next states the positive behavioral choice that the student is encouraged to select (e.g., the student can complete the seatwork assignment within the allotted work time and not stay after school). Here is a sample 2-part choice statement, 'John, you can stay after school to finish the class assignment or you can finish the assignment now and not have to stay after class. It is your choice.'</p>	<p>Walker, H.M. (1997). <i>The acting-out child: Coping with classroom disruption.</i> Longmont, CO: SoprisWest.</p>	



<b>Behavior Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p><input type="checkbox"/> <b>RESPONSE COST: INCENTIVE TO REDUCE PROBLEM BEHAVIORS.</b> To reduce non-compliant or distracting behaviors, the teacher can use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever a student behavior disrupts instruction or distracts other students. Here is a simple classroom version of this strategy: (1) At the start of each class period, the teacher awards the student a certain number of 'behavior points' (e.g., 5) and writes a series of tally marks on the blackboard to equal this number; (2) The teacher privately informs the student that each time the student engages in misbehavior that obviously distracts other students, the teacher will silently go to the board and erase one point from the student's total; (3) At the end of each class period, the student is allowed to keep any 'behavior points' that still remain; (4) The student is informed that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).</p>	<p>DuPaul, G.J., &amp; Stoner, G. (2002). Interventions for attention problems. In M. Shinn, H.M. Walker, &amp; G. Stoner (Eds.) Interventions for academic and behavioral problems II: Preventive and remedial approaches (pp. 913-938). Bethesda, MD: National Association of School Psychologists.</p>	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>IN-CLASS TIME-OUT: TEMPORARY REMOVAL FROM REINFORCEMENT.</b> This strategy briefly excludes a student from desirable class activities and peer or adult interactions because of significant misbehavior. Here are steps for setting up in-class time-out: (1) The teacher chooses an in-class location away from other students (e.g., study carrel) as the timeout site; (2) The teacher determines an amount of time appropriate for timeout sessions (typically not to exceed 5 minutes); (3) The teacher clearly defines, explains, and demonstrates classroom rules or behavioral expectations with all students; (5) The teacher tells students that, when any student continues to misbehave despite a warning, that student will receive in-class timeout at the teacher's discretion for a pre-determined duration (e.g., 5 minutes) -- but that timeout will continue past the time limit if necessary until misbehavior ceases;(5) The teacher instructs classmates that they are not to interact with a student in timeout; (6) The teacher keeps a written log (at minimum to include date, student name, start time, and end time) for each timeout session.	Foxx, R. M. & Shapiro, S. T. (1978). The timeout ribbon: A nonexclusionary timeout procedure. <i>Journal of Applied Behavior Analysis</i> , 11, 125-136.  Kazdin, A.E. (1989). <i>Behavior modification in applied settings</i> . Pacific Grove, CA: Brooks/Cole  Yell, M.L. (1994). Timeout and students with behavior disorders: A legal analysis. <i>Education and Treatment of Children</i> , 17, 293-301.	
<input type="checkbox"/> <b>BRIEF REPRIMANDS/REMINDERS: REDIRECTING STUDENT BEHAVIORS.</b> The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal (e.g., a quiet word to the student directing them to stop engaging in problem behavior) or non-verbal (e.g., a significant look or head shake).	Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i> , 31(3), 351-380.	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>COOL-DOWN BREAK: CALMING THE EMOTIONALLY ESCALATING STUDENT.</b> This idea addresses students who become angry or upset and need time to collect themselves. (1) The teacher selects an area of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. (2) Whenever a student becomes upset and defiant, the teacher first offers to talk the situation over with that student once he or she has calmed down. (3) The teacher then directs the student to the cool-down corner. (E.g., "Thomas, I want to talk with you about what is upsetting you, but first you need to calm down. Take five minutes in the cool-down corner and then come over to my desk so we can talk.") The teacher makes cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. The teacher also ensures that students see the cool-down strategy not as punishment but instead as a support. It is also recommended that the teacher keep a written log of students using the cool-down location (at minimum to include date, student name, start time, and end time).	Long, N.J., Morse, W.C., Newman, R.G. (1980). Conflict in the classroom. Belmont, CA: Wadsworth Publishing Company.	
<input type="checkbox"/> <b>PLANNED IGNORING: OVERLOOKING THE SMALL STUFF.</b> In this tactic, the teacher identifies in advance low-level problem student behaviors (e.g., minor talking out) and makes the commitment to ignore such behaviors if they do not seriously distract other students, disrupt classroom routine, or otherwise violate important behavioral expectations. <b>NOTE:</b> The teacher can always follow up privately with a student regarding low-level problem behaviors even if the instructor chooses to 'ignore' them during the class period. However, planned ignoring is not recommended if the student's behavior represents a serious infraction or if the student has a pattern of escalating behaviors until he or she gains teacher attention.	Colvin, G. (2009). Managing noncompliance and defiance in the classroom: A road map for teachers, specialists, and behavior support teams. Thousand Oaks, CA: Corwin.	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>PRE-CORRECTION: GIVING A TIMELY REMINDER.</b> Pre-corrections are a simple means of keeping students mindful of behavioral expectations just before they encounter situations in which they are most likely to misbehave. Here are the steps to using effective pre-corrections: (1) The teacher specifically defines the student problem behavior(s) and identifies those situations in the school setting where the problem behavior(s) tend to be displayed; (2) The teacher meets with the student to share information about that student's problem behaviors and the related situations or settings where they occur; (3) In their meeting, the teacher and student next come up with expected or acceptable replacement behaviors that the student should instead display in those situations; (4) At the 'point of performance' (that is, whenever the student is about to encounter a problem situation), the teacher delivers a brief pre-correction, a timely behavioral reminder that alerts the student verbally or non-verbally to remember to follow the classroom behavioral rule or expectation.	De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. <i>Journal of Behavioral Education, 11</i> (4), 255–267.	
<input type="checkbox"/> <b>SILENT SIGNAL: PROVIDING LOW-KEY BEHAVIORAL PROMPTS.</b> The teacher can unobtrusively redirect students who begin to show problem behaviors by using a silent signal. (1) The teacher meets privately with the student to identify those problem behaviors that appear to be most challenging. (2) The student and teacher agree on a silent signal to be used to alert the student whenever his or her behavior has crossed the threshold and now is distracting others or otherwise creating classroom problems. (3) The teacher role-plays several scenarios with the student in which the student begins to display a problem behavior, the teacher uses the silent signal, and the student then successfully controls the problem behavior. <b>NOTE:</b> When the silent signal is put into use, the teacher should be sure to praise the student privately for responding appropriately and promptly when the signal is given.	U.S. Department of Education (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved from <a href="http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc">http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc</a>	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<input type="checkbox"/> <b>ACTIVE SUPERVISION: ROAMING THE CLASSROOM.</b> The teacher circulates through the classroom periodically, using physical proximity to increase student attention to task and general compliance. While moving about the room, the teacher provides corrective academic feedback and encouragement to students, as well as reinforcing students for showing appropriate behaviors.	Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i> , 31(3), 351-380.	
<input type="checkbox"/> <b>CLASSROOM RULES: PROVIDING CLEAR BEHAVIORAL EXPECTATIONS.</b> Clear rules outlining behavioral expectations are an essential part of any classroom behavior management plan. Here are recommendations for strong classroom rules: (1) Rules should be limited to no more than five; (2) Students should have input in developing classroom rules, to provide a sense of ownership; (3) Rules should be stated in simple language, be brief, and - whenever possible - be stated as DO rather than as DON'T statements; (4) Rules should be publicly posted so that students can easily see and refer to them; (5) The teacher should regularly teach and demonstrate these rules with students, particularly at the start of the school year, and generate both examples and non-examples to illustrate specific behavioral expectations.	Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i> , 44, 65-75.  Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Evaluation and Treatment of Children</i> , 31(3), 351-380.	





<b>Behavior Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p><input type="checkbox"/> <b>DAILY SCHEDULES: INCREASING PREDICTABILITY.</b> Students may become agitated and misbehave when they do not know the purpose of a current classroom activity, cannot predict how long that activity is to last, or do not know what activity will occur next. One 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 events. 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.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	
<p><input type="checkbox"/> <b>ESTABLISH CLASSROOM ROUTINES: INCREASING PREDICTABILITY.</b> Many behavior problems occur when classroom situations are unstructured or lack behavioral guidelines. Classroom routines can help. A strategy to reduce the likelihood for misbehavior is for the teacher (1) to create a list of those potentially problematic situations when misbehavior is most likely to occur (e.g., transitioning from one activity to another; individual students entering or exiting the classroom, student dismissal) (2) to establish clear, consistent classroom behavioral routines for each of these problem situations, (3) to teach students the steps of these routines; (4) to have students practice routines under teacher supervision until mastered; and (5) to regularly reinforce students through acknowledgment, praise, and perhaps rewards for successfully and consistently following those routines.</p>	<p>Kern, L. &amp; Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44, 65-75.</p>	

Behavior Intervention Strategies	Research Citations	Teacher Notes
<p><input type="checkbox"/> PREFERENTIAL SEATING: INCREASING ATTENTION AND REMOVING DISTRACTIONS. The teacher seats a student who is distracted by peers or other environmental factors in a location where the student is most likely to stay focused on instructional content. NOTE: The teacher can increase student motivation by allowing that student to choose from two or more preferential-seating options.</p>	<p>U.S. Department of Education (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved from <a href="http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc">http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc</a></p>	
<p><input type="checkbox"/> LINK PREFERRED ACTIVITIES/ITEMS TO WORK COMPLETION: INCREASING COMPLIANCE. This strategy is intended to increase the academic engagement and work completion of non-compliant students who request access to desired items or preferred activities. In preparation, the teacher defines reasonable short-term academic work expectations for the student: e.g., to complete 10 math computation problems; to read independently for 20 minutes. When the student requests an activity or item that can reasonably be provided, the teacher structures the response as follows: (1) The teacher says that the student can access the requested activity or item; and (2) The teacher describes the conditions of the academic activity that the student must first perform to access the preferred activity or item. Here is a sample teacher response to a student request: "Yes, Alice, you can spend five minutes drawing at your desk--once you complete the 10 problems on the math worksheet that I just handed out."</p>	<p>Mace, F. C., Pratt, J. L., Prager, K. L., &amp; Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. <i>Journal of Applied Behavior Analysis</i>, 44, 83-94.</p>	

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<input type="checkbox"/> PRAISE: ACKNOWLEDGING AND SHAPING BEHAVIOR. To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior. The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.	Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i> , 44, 65-75.	

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<input type="checkbox"/> <b>BEHAVIOR CONFERENCE: ENCOURAGING STUDENT RESPONSIBILITY.</b> When a student misbehaves, the teacher may choose to meet with that student briefly to discuss and attempt to resolve the problem behavior(s). The teacher should take the student aside for a private conversation. Here is a recommended outline for conducting a behavior conference: (1) Maintaining a calm and respectful tone, the teacher describes the student misbehavior that led to the conference; (2) The teacher asks open-ended questions (e.g., who, what, where, how) as necessary to fully understand the student's view of why the problem behavior has occurred; (3) The teacher asks the student to identify one or more solutions to resolve the behavior problem(s)--with the teacher prepared to offer solutions if the student appears unable or unwilling to do so; (4) From solutions offered, teacher and student select one to implement; (5) Before concluding the conference, the teacher summarizes the selected solution to resolve the behavior problem. The teacher may also wish to remind the student of the disciplinary consequences that will follow if the problem behavior(s) continue. It is recommended that the teacher keep a written record of these behavioral conferences, to be shared with faculty, administration, or parents if needed.	<p>Lanceley, F.J. (1999). On-scene guide for crisis negotiators. Boca Raton, FL: CRC Press.</p> <p>Walker, H. M., Colvin, G., Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole Publishing.</p>	
<input type="checkbox"/> <b>MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS.</b> Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).	<p>Sprick, R. S., Borgmeier, C., &amp; Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker &amp; G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.373-401). Bethesda, MD: National Association of School Psychologists.</p>	

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<p><input type="checkbox"/> STRIVE FOR DAILY POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. If the teacher lacks a positive relationship with a particular student, the teacher makes the commitment to have at least one positive verbal interaction per class period with that student (e.g., greeting at the door, positive conversation, praise for student discussion comments). Whenever possible, the teacher continues to interact in positive ways with the student throughout the rest of the class period through both verbal (e.g., praise comment after a student remark) and non-verbal (e.g., thumbs-up sign, smile) means. In all such interactions, the teacher maintains a polite, respectful tone.</p>	<p>Fields, B. (2004). Breaking the cycle of office referrals and suspensions: Defensive management. <i>Educational Psychology in Practice</i>, 20, 103-115.</p>	