Chapter I
Introduction 4

Chapter II
*Creating a Positive Classroom Environment
for All Students* 11

Chapter III
*Functional Behavior Assessments and
Behavioral Intervention Plans* 37

Chapter IV
Measuring Behavioral Progress 77

Chapter V
Basic Plans 87

Final Words **119**

Developing Effective Positive Behavioral Intervention Plans

What is the single most important skill teachers need? When asked this question, regular education and special education teachers overwhelmingly reply **"management of behavior."** All else in the school and in the classroom depends on behavior management, and without it, little of value can be accomplished. As society's norms and expectations for student behavior have changed, behavior management has taken on new, increased importance. No longer do children say, "Yes, ma'am" and "No, sir," sit quietly when asked, or respond to adults with unfailing politeness and respect. Perhaps they never really did. Regardless, enjoyable and successful teaching requires a positive atmosphere and appropriate behavior in the classroom.

Experienced, skilled teachers know that many potential behavior problems can be prevented altogether and most others 'nipped in the bud.' However, some students present behaviors so challenging that more structured interventions are required, usually across more settings than just the classroom. Often these students have been identified as needing special education or related services such as counseling.

In this book, we first present Twenty Tips for teachers which will minimize and greatly reduce student problem behaviors and increase positive social interactions. These Twenty Tips are followed by structured behavioral analyses and intervention plans which are required when a teacher must deal with more extreme behaviors and with special education students whose behavior interferes with learning.

The principles of preventing inappropriate behaviors and teaching more appropriate replacement behaviors are the same for all students.

Challenging behaviors are presented by regular and special education students alike. The principles of preventing inappropriate behaviors and teaching more appropriate replacement behaviors are the same for all students. The process of assessing the effectiveness of our interventions is the same

for all students and is dependent upon using measurable behavior goals. What is different for special education students is that the Individuals with Disabilities Education Act (IDEA) requires (a) that the IEP team consider strategies, including positive interventions, to deal with behavior that interferes with the special education student's own learning or that of others (34 CFR 300.346(a)(2)); (b) that before a disciplinary removal of a special education student from school for more than 10 days in a school year, the IEP team must review an existing behavioral intervention plan (BIP) or, if none exists, conduct a functional behavioral assessment (FBA) and implement a BIP based on that FBA (34 CFR 300.520(b)), and (c) that if a child who has a BIP and has been removed for more than 10 days is to be removed again (even for a one day suspension), the BIP must be reviewed and modified, if necessary (34 CFR 300.520(a)). These FBAs and BIPs must be committed to writing as documentary evidence that the school is in compliance with IDEA.

The keys to developing BIPs are thinking in objective measurable terms and making measurements upon which we can base educational decisions. These are the essential ingredients in improving student classroom behaviors. Changing behaviors may be more crucial to the success of some special education students than for some regular education students, but inappropriate behaviors, unchanged, can be the educational and post-school undoing of any student.

Measurability of behavioral goals and objectives is legally mandated only for students who have IEPs, but it is just as important for any student whose behaviors interfere with school success. Therefore, we strongly recommend that teachers use BIPs and FBAs as IDEA requires for special education students, with those whose behavior is of concern. The principles of changing behavior are the same for all of us. We will not distinguish between special education and regular education students except for

The principles of changing behavior are the same for all of us. We will not distinguish between special education and regular education students except for an occasional reminder that certain practices are legally required only for special education students.

Chapter	Regular Education	Special Education
I. Introduction		
II. Creating a Positive Classroom Environment for all Students	Best Practices	Best Practices
III. Developing FBAs and BIPs	Best practices; often necessary; not required by law	BIPs required by IDEA when behavior impedes learning of student or others; FBAs required in some disciplinary situations
IV. Measuring Behavioral Progress	Not required by law, but nevertheless essential	Mandatory by IDEA
V. Basic Plans and Final Words	Best Practices	Best Practices

Fig. 1 Behavioral Intervention with Special and Regular Education Students

an occasional reminder that certain practices are legally required only for special education students. Nevertheless, they are just as helpful for all. Fig. 1 outlines each chapter and how it applies to regular and special education students.

All teaching and managing strategies offered in this book are efficient, effective and supported by research. Nearly every sentence could include one or more references to that research. We've chosen not to do that as our intent is to provide a practical guide for teachers and parents. We have included a few carefully selected references that will be helpful to the interested reader.

Tip #
1

Establish clear expectations for the class.
√**What do you want to hear?**
√ **What do you want to see?**

Expectations for student behaviors vary from adult to adult because we all have different tolerance levels. The adult in the classroom needs to know what is tolerable in her classroom in order to be effective and efficient when working with students. Having clear expectations and knowing which classroom behaviors are acceptable help create a positive and respectful environment for all students, especially those with challenging behaviors.

Students need to know what is expected when they arrive at school. Routines and procedures such as (a) taking care of personal items (coats, backpacks, homework), engaging in activities before class starts (go to desk, socialize, read books, play games), (c) asking for help appropriately (raise hand, display sign, line up at the teacher's desk), (d) dealing with personal needs (drinks, bathroom, seating), (e) being organized (pencil sharpening, obtaining paper, supplies, books), (f) making transitions (moving to different groups or classes, taking a break, eating lunch, ending the day), (g) engaging in buffer activities (entering the classroom, finishing an assignment) and (h) having lunch. In addition, students must know the acceptable noise level during different times of the day. They need to be taught when it's acceptable to talk and when it's not.

> *Having clear expectations and knowing which classroom behaviors are acceptable helps create a positive and respectful environment for all students, especially those with challenging behaviors.*

Once expectations are clear and have become an automatic part of their repertoire,

how to follow through on every other classroom behavior that is not tolerable such as violence, chronic disrespect and destruction of property. The teacher may use time-out, office referrals, loss of privileges, restitution or contact with parents. The teacher must have a continuum of actions clearly defined for unacceptable behavior. As the teacher gets to know each student, consequences may vary among them. What may be punishing to one student may not be punishing to another student. If the behavior does not change after the "punishment," it's safe to assume the consequence was not punishing enough.

Tip #

8

Teach consequences for unacceptable behavior.

√ **Inform students of possible consequences.**

√ **The time-out procedure must be taught before it is used.**

As with all behavior expectations, the consequences for unacceptable behavior need to be explicitly taught. If the teacher has decided that taking a time-out or being sent to the principal's office are the consequences, students must be taught what it looks like to follow them. It is advisable to role-play these scenarios with another adult. The teacher may say something like, *"I know that all of you are going to do your best to follow directions and be responsible, respectful and safe in this classroom. Sometimes one of you may make a mistake and I will ask you to go to time-out. This is what I expect you to do. You walk to the small room in back of the class. As soon as you sit quietly in the blue chair, I will start the timer and set it for three minutes. When the timer rings and you have been quiet,*

> *As with all behavior expectations, the consequences for unacceptable behavior need to be explicitly taught.*

real facts were known and the staff became aware of Barb's situation, support was provided to lighten the burden for Barb and her family.

Teachers are expected to do so many things that the essential task of helping students be successful behaviorally sometimes gets short shrift. The teacher is the most important and powerful adult in a child's life next to parents or caregivers, an immediate and primary role model. Students want to be noticed by teachers as well as parents. Therefore, they should have opportunities to talk informally with you, one on one. These opportunities can be created by being around during unstructured times such as recess, lunch time, before and after school and on field trips. Give them a chance to spend a few minutes of personal attention. Structure it so the entire class has an opportunity to earn special recess, eating lunch in the room or outside, having a special picnic on the play field (as a classroom motivational system or "surprise") when no other classes are outside. During these times, the teacher has opportunities to interact one on one with several students. Casual information can be shared about home, friends and school. If the teacher wants to pursue the information she can say, *"Don, I would like it if you could have lunch with me in the classroom next Tuesday. We could have a chance to talk some more. What do you think?"* Have a specified time available once a week when students can sign up for a 10 minute private conference. Another way to communicate privately is a two-way journal between teacher and student.

Tip #
15

A feeling of emotional safety is essential, especially for students who come from unstable and chaotic home environments.

Many students will not need private time, but for those who do, the opportunity must be made. Students must feel they are an integral part of the school and feel they can openly to talk to the teacher or other adults in the school.

Create a safe environment for students.

Tip #

20

involved in a positive way.

In order for teachers to be effective with students, they need to take care of themselves. Different teachers have different needs. Some feel great if they exercise before they get to school in the morning. Others need a latte or a food item at a favorite stop before starting school. Some teachers prepare materials in the afternoon to be ready for the next day. Others do it early in the morning before classes start.

Being organized also helps prevent behavior problems and creates a comfortable setting. Many behavior problems occur when materials are not ready, when students move from one activity to another, or when the teacher takes time to make copies or get books when class should have started.

Take care of your own needs, too.

√ **Organize and decorate the classroom for your comfort.**

√ **Don't be too hard on yourself.**

A typical teacher s   ortant
that it be a comfor   mosphere
according to your r   atic bulletin
boards, special pla   so on. Try to
make your classroo   s to keep it
clean and organize   -up for long
periods of time. Si   !