THE BEHAVIOR CODE

A PRACTICAL GUIDE TO UNDERSTANDING AND TEACHING THE MOST CHALLENGING STUDENTS

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Contents

FAIR

Behavior Intervention Plan for the Student with Anxiety-Related Behaviors

Student's Name: _____ Date: _____

TARGETED BEHAVIORS (be as explicit as possible):

F Functional Hypothesis and Antecedent Analysis

☐ Document all instances of targeted behaviors, using ABC data sheet (minimum of ten incidents)

☐ List antecedents from ABC data or observation to be addressed in this plan *(look closely at unstructured times, transitions, writing demands, social demands, novel events, or unexpected changes in routine):*

☐ Form a hypothesis about the function of behavior (circle one or more): attention, escape, tangible reward, sensory satisfaction. *Escape is a common function of behavior for students with anxiety.*

☐ List any pattern of consequences, using the ABC data:

☐ List any setting events of note:

A Accommodations

Environmental

- ☐ Provide safe space in classroom
- ☐ Schedule regular breaks
- ☐ Allow for breaks outside the classroom
- ☐ Arrange alternative lunch
- ☐ Arrange alternative recess

Executive functioning

- ☐ Teach "reading the room"
- ☐ Use Time Timer
- ☐ Narrate passage of time
- ☐ Use segmented clock
- ☐ Consider untimed test
- ☐ Use visual schedules
- ☐ Put organization time in schedule
- ☐ Present only a few problems or items at a time
- ☐ Preview nonpreferred tasks in the morning
- ☐ Consider accommodated or modified homework

Curriculum

- ☐ Use pictures to help students think of and maintain a topic when they write
- ☐ Have student use word processing
- ☐ Consider spelling accommodations
- ☐ Have student use self-monitoring writing strategies checklist
- ☐ List other technology resources:

Replacement behaviors (examples for escape-motivated behavior):

- ☐ Teach asking for a break appropriately
- ☐ Teach asking for help appropriately during demand

Teaching underdeveloped skills explicitly

- ☐ Positive thinking

- ☐ Executive functioning
- ☐ Self-regulation
- ☐ Thinking traps (cognitive behavioral therapy)
- ☐ Social skills
- ☐ Power cards

Regulation of self and self-monitoring

- ☐ Have student use regulation scale (i.e., emotional thermometer)
- ☐ Prompt for "body check" cues throughout the day
- ☐ Encourage daily self-calming practice in or out of the classroom
- ☐ Have student develop and use calming box
- ☐ Have student use self-regulation chart: "what to do when I feel"
- ☐ Schedule breaks—noncontingent escape to prevent avoidance behavior (specify before, after, and during activity and how many per day)
- ☐ Have student use mobile device for self-monitoring
- ☐ Use the self-monitoring sheet (appendix F)

I Interaction Strategies

- ☐ Respond to any sudden change in behavior with supportive response
- ☐ Use concise language
- ☐ Apply noncontingent reinforcement
- ☐ Use leadership-building and self-esteem-building activities
- ☐ Work on explicit relationship building
- ☐ Develop transition warnings and strategies

R Response Strategies

For escape-motivated behavior

- ☐ Avoid responses that would reinforce escape-motivated behavior, such as time-outs, removal from class
- ☐ Allow student to earn escape or breaks for exhibiting appropriate behavior
- ☐ Prompt student to use a strategy when student shows signs of anxiety

- ☐ Assign rewards or points when the student demonstrates a self-regulation skill
- ☐ Avoid rewards or consequences based on consistent or set behavior criteria
- ☐ Label the student's anxiety level when the student shows signs
- ☐ Remind the student of previous success at calming
- ☐ Exposure: If a student exhibits low tolerance for work, start in small increments and reinforce with escape from work (break), and build up

FAIR

Behavior Intervention Plan for the Student with Oppositional Behavior

Student's Name: _____ Date: _____

TARGETED BEHAVIORS (be as explicit as possible):

F Functional Hypothesis and Antecedent Analysis

☐ Document all instances of targeted behaviors, using ABC data sheet (minimum of five incidents)

☐ List antecedents from ABC data or observation to be addressed in this plan *(look especially at interactions with peers and certain adults, unstructured and waiting times, transitions, and demands):*

☐ Form a hypothesis about the function of behavior (circle one or more): attention, escape, tangible reward, sensory satisfaction. *Attention, escape, and tangible functions often motivate oppositional behavior.*

☐ List any pattern of consequences, using the ABC data:

☐ List any setting events of note:

A Accommodations

We have included strategies and interventions from other chapters that you may consider.

Environmental

- ☐ Provide safe space in classroom
- ☐ Modify schedule
- ☐ Schedule breaks
- ☐ Allow for breaks outside the classroom
- ☐ Arrange alternative recess
- ☐ Arrange alternative lunch

Executive functioning

- ☐ Teach self-talk
- ☐ Teach "reading the room"
- ☐ Use Time Timer
- ☐ Narrate passage of time
- ☐ Use segmented clock
- ☐ Consider untimed test
- ☐ Use visual schedules
- ☐ Put organization time in schedule
- ☐ Present only a few problems or items at a time

Curriculum

- ☐ Embed choice
- ☐ Alternate easy and difficult assignments
- ☐ Have student use word processing
- ☐ Consider spelling accommodations
- ☐ Have student use self-monitoring writing strategies checklist
- ☐ Assess quality, not quantity, of work
- ☐ Offer hands-on, experiential lessons
- ☐ Give open-ended, flexible assignments
- ☐ Use student's own interests in curriculum

☐ Other technology resources:

Teaching underdeveloped skills explicitly

☐ Positive thinking
☐ Self-monitoring
☐ Positive opposites, cognitive flexibility
☐ Executive functioning
☐ Self-regulation
☐ Social skills
☐ Power cards

Replacement behaviors (examples for escape-motivated behavior):

☐ Teach asking for a break appropriately
☐ Teach asking for help appropriately during demand
☐ Other:

Regulation of self and self-monitoring

☐ Have student use emotional thermometer
☐ Prompt for "body checks" throughout the day
☐ Encourage daily self-calming practice
☐ Have student develop and use calming box
☐ Have student use self-regulation chart
☐ Schedule breaks—noncontingent escape from demands to minimize frustration (specify before, after, and during activity and how many per day)
☐ Use the self-monitoring sheet (appendix F)

I Interaction Strategies

☐ Use strength-based terminology
☐ Work on explicit relationship building
☐ Develop transition warnings and strategies
☐ Offer positive reinforcement
☐ Offer intermittent reinforcement

- ☐ Offer noncontingent reinforcement
- ☐ Use leadership-building and self-esteem-building activities

Strategies for giving demands

- ☐ Avoid power struggles
- ☐ Avoid yes-or-no questions or saying, "OK?" when making a demand
- ☐ Embed choice in the demand
- ☐ Use declarative language
- ☐ Give indirect demands
- ☐ Give demand, and move away
- ☐ Give extended time for compliance
- ☐ Use humor when appropriate
- ☐ Make it a game

R Response Strategies

- ☐ Assign rewards or points when the student demonstrates a self-regulation or prosocial skill when student is anxious or frustrated
- ☐ Answer simple questions
- ☐ Redirect challenging questions, and provide a limit
- ☐ Set limits that are enforceable, reasonable, and clear and simple
- ☐ Use incremental rewards and consequences
- ☐ Frustration tolerance: If a student exhibits low tolerance for work, start in small increments, and reinforce with escape from work (break), and build up

For escape-motivated behavior

- ☐ Avoid responses that would reinforce escape-motivated behavior, such as time-outs, removal from class

For attention-motivated behavior

- ☐ Avoid responses such as one-on-one talks or repeatedly telling student to stop

For tangibly motivated behavior

- ☐ Avoid responses such as giving an object or allowing student to do something after the student screams and demands it

FAIR

Behavior Intervention Plan for the Student with Withdrawn Behavior

Student's Name: _____ Date: _____

TARGETED BEHAVIORS (be as explicit as possible):

F Functional Hypothesis and Antecedent Analysis

☐ Document all instances of targeted behaviors, using ABC data sheet (minimum of five incidents)

☐ List antecedents from ABC data or observation to be addressed in this plan:

☐ Form a hypothesis about the function of behavior (circle one or more): attention, escape, tangible reward, sensory satisfaction. *Attention function often motivates withdrawn behavior.*

☐ List any pattern of consequences, using the ABC data.

☐ List any setting events of note:

A Accommodations

We have included strategies and interventions from other chapters that you may consider.

Environmental

- ☐ Provide safe space in classroom
- ☐ Schedule breaks
- ☐ Allow for breaks outside the classroom
- ☐ Consider alternative lunch
- ☐ Provide recess accommodations: facilitation by adult, buddy system
- ☐ Have student complete a concrete recess plan

Executive functioning

- ☐ Teach "reading the room"
- ☐ Use Time Timer
- ☐ Narrate passage of time
- ☐ Use segmented clock
- ☐ Consider untimed test
- ☐ Use visual schedules
- ☐ Put organization time in schedule
- ☐ Present only a few problems or items at a time

Curriculum

- ☐ Use pictures to help student think of and maintain a topic
- ☐ Have student use word processing
- ☐ Consider spelling accommodations
- ☐ Give extra time for assignments
- ☐ Other technology resources:
- ☐ Assess quality, not quantity, of work
- ☐ Teach multisensory, experiential lessons
- ☐ Give open-ended, flexible assignments when possible
- ☐ Use student's own interests in curriculum

Teaching underdeveloped skills explicitly

- ☐ Positive thinking
- ☐ Self-advocacy
- ☐ Motivation (CBT)
- ☐ Cognitive flexibility
- ☐ Executive functioning
- ☐ Self-talk-power cards/scripts
- ☐ Thinking traps
- ☐ Social skills
- ☐ Thought-stopping

Replacement behaviors (example for attention motivated behavior):

- ☐ Ask for a break appropriately
- ☐ Ask for help appropriately

Regulation of self and self-monitoring

- ☐ Have student use regulation scale (i.e., emotional thermometer)
- ☐ Have student use self-regulation chart
- ☐ Have student use exercises and alerting strategies
- ☐ Have student use mobile device for self-monitoring
- ☐ Use the self-monitoring sheet (appendix F)
- ☐ Have student fill out reflection sheet

I Interaction Strategies

- ☐ Work on relationship-building
- ☐ Use noncontingent reinforcement
- ☐ Offer specific positive reinforcement
- ☐ Be cautious in using humor
- ☐ Give positive feedback in a comfortable way
- ☐ Use leadership-building and self-esteem-building activities
- ☐ Narrate events in the moment
- ☐ Reframe student's negative perceptions

- ☐ Offer evidence to dispute negative perceptions
- ☐ Photograph positive social interactions
- ☐ Prompt the student effectively: in a way that will reduce dependence on prompting

R Response Strategies

- ☐ Avoid responses such as one-on-one talks immediately following behavior
- ☐ Avoid overhelping or overprompting the student
- ☐ Assign rewards or points when the student demonstrates a self-regulation skill
- ☐ When a student misperceives a social situation, try comic-strip strategy

FAIR

Behavior Intervention Plan for the Student with Sexualized Behavior

Student's Name: _____ Date: _____

TARGETED BEHAVIORS (be as explicit as possible):

F Functional Hypothesis and Antecedent Analysis

☐ Document all instances of targeted behaviors, using ABC data sheet (minimum of five incidents)

☐ List antecedents from ABC data or observation to be addressed in this plan:

☐ Form a hypothesis about the function of behavior (circle one or more): attention, escape, tangible reward, sensory satisfaction. *Students with sexualized behavior usually have attention-motivated behavior.*

☐ List any pattern of consequences, using the ABC data.

☐ List any setting events of note:

A Accommodations

We have included strategies and interventions from other chapters that you may consider.

Environmental

- ☐ Provide safe space in classroom
- ☐ Schedule breaks
- ☐ Allow student to have preferential seating
- ☐ Ensure a supervised and structured recess
- ☐ Provide a supervised and structured lunch
- ☐ Develop a bathroom plan
- ☐ Designate seating on rug or whole-group floor
- ☐ Designate personal-space markers to line up
- ☐ Allow student to walk in the back of the line

Replacement behaviors

- ☐ Teach asking for help appropriately
- ☐ Other:

Regulation of self and self-monitoring

- ☐ Have student use emotional thermometer
- ☐ Have student use self-regulation chart
- ☐ Have student use mobile device for self-monitoring
- ☐ Use the self-monitoring sheet (appendix F)

Teaching underdeveloped skills

- ☐ Personal space
- ☐ Self-advocacy
- ☐ Social skills
- ☐ Stop and think

I Interaction Strategies

- ☐ Work on relationship building
- ☐ Use noncontingent reinforcement
- ☐ Offer specific positive reinforcement
- ☐ Avoid hugs
- ☐ Use personalized handshake
- ☐ Use leadership-building and self-esteem-building activities
- ☐ Use sensory strategies to simulate hug
- ☐ Announce when you are behind student
- ☐ Avoid shaming or judgmental statements about student's behavior
- ☐ Give predictable positive attention

R Response Strategies

- ☐ Establish clear rules around touching and sexualized talk
- ☐ Avoid responses that would reinforce attention-motivated behavior, such as one-on-one talks, dramatic responses, or strong reactions
- ☐ When a student makes a sexualized comment, minimize attention and deliver consequence
- ☐ When a student touches you inappropriately, relay that you don't like it and walk away (remove attention)
- ☐ Assign rewards or points when the student demonstrates appropriate personal space, displays prosocial behavior, or uses a self-regulation strategy like putting hands in pockets or taking deep breaths when his or her energy is too high or the student feels excited
- ☐ If a student masturbates, try cueing a replacement strategy, giving the student a self-monitoring device, providing a social story about when and where, or cueing with a secret signal
- ☐ When a student misperceives a social situation, try a comic-strip activity

CHAPTER 7

Commonly Asked Questions

Some Answers, and a Challenge

Throughout this book, we have described a framework for understanding and working with students who demonstrate persistent, challenging behaviors. We have tried to explain to the best of our ability how to structure such work and have presented a number of strategies that we have found most useful in our work with students and classroom teachers. Along the way, we have been fortunate that many of the teachers we have worked with have also pushed us to explain how to best implement the FAIR Plan, given the day-to-day pressures and logistics that are part of a school day. The questions they have raised have helped to clarify our thinking and have helped to make our approach even better.

In this chapter, we answer twelve of the most frequently asked questions that we encounter. These questions include how to work with the families of challenging students, how to handle questions from other parents and students in the classroom, and how to prepare for special situations that sometimes arise, such as when an especially vulnerable student returns from hospitalization.

1. How can a teacher maintain stamina when he or she has a challenging student?

Working with a student with challenging behavior takes an incredible amount of a teacher's energy and can take an emotional toll that leaves the adult with little reserve to do all the other aspects of the job. Teachers need to take care of themselves during the school year, because their stamina is directly linked not only to their own health and well-being, but also to the success of their students. We do not want to lose good teachers to burnout or to develop a sense of reduced personal accomplishment.

An essential first step is to put the situation in perspective; rather than experiencing the student's behavior in a personal way (as a personal attack or proof of your own incompetence, for example), see it objectively, as if observing it from a distance. This is, of course, easier said than done. Students with challenging behaviors can easily threaten a teacher's feeling of competence. For this reason, it's important to remember two points. First, these students are very complicated, or we wouldn't have written a book about them. Second, even seasoned experts feel incompetent at times with challenging students! Start by understanding that the student's behavior is not a reflection of failure on your part, but a way for the student to communicate something to you in the only way the child knows how. In this way, the behavior becomes an opportunity for you to uncover forces driving the behavior and to help the student succeed.

Everyone experiencing stress can fall into all-or-nothing thinking. The tendency is to see oneself as a failure, if one is not having complete success. Teachers working with difficult students can easily fall into this pessimistic attitude. Part of practicing perspective is developing a capacity to see the gray areas. A great deal of the time work with young people with challenging behavior feels like two steps forward, one step backward. While some students show a dramatic and quick turnaround, most take weeks or months to demonstrate significant behavioral progress. During this behavioral marathon, focus on the small, incremental successes. Writing down the small successes you see with the student, or asking a colleague to remind you of them, can help prevent the isolated negative incidents from eclipsing the very real successes.

Like all caretakers, you need to take time to rejuvenate both physically and emotionally on a daily basis. Finding ways to let go of stress and nurture yourself is critical if you are to help your students adequately. You need to take care of yourself while caring for others.

Here are some self-care tips:

- *Set healthy boundaries.* Do not overcommit yourself. Teachers are considered dedicated when they put in long hours and volunteer for *everything*. But overcommitment can lead to fatigue and illness. When you are working with a student with challenging behavior, setting boundaries is doubly important. Say yes when you mean yes, and permit yourself to say no.

- *Schedule breaks often.* Even just five-minute breaks throughout the day are helpful to keep tension at bay. Try to fit a break into your busy preparation blocks or lunch break if the rest of the day is too busy. Play music, get a snack, read a magazine.
- *Exercise.* Research shows that exercise can reduce stress and depression. Despite the exhaustion you feel after work, try to fit it in.
- *Know your own threshold for stress.* Understand your own stress signs (e.g., increased heart rate, irritability, headaches, fatigue, or change in appetite). These signs are your body telling you that you're stressed. Listen to these signals. Make sure you get enough sleep and eat well.
- *Find at least three activities that relieve stress.* Art, yoga, watching mindless TV—whatever works for you! Make sure you make the time in your day to do them consistently. You are worth it.
- *Don't struggle alone.* If you're feeling discouraged or overwhelmed, talk to a coworker or supportive supervisor. Let colleagues and administrators know when you need help.
- *Start your day on a positive note.* Take a walk, watch something funny on YouTube, blast your favorite song—do anything that makes you feel positive. Try to avoid starting the day with that dreaded stressed feeling.

2. What's the best way for administrators to support a teacher who has a student with challenging behavior?

Having a student with challenging behavior in a classroom creates a high level of stress in teachers. In addition to supporting the student, the teacher needs support from administrators to avoid the path of frustration, burnout, and discouragement and, instead to mobilize the proactive methods suggested in this book.

A lot of extra responsibilities come with having a challenging student. When administrators delegate some of these responsibilities to other people in the building, the teacher's load is lightened. Regularly meeting with consultants (e.g., special educators, mental health professionals, and behavior analysts) can be essential for the student's progress, but also takes up the teacher's prep time. If possible, the administrator can arrange coverage so that the teacher can meet with consultants at times other than lunch and prep.

The building substitute or other flexible support staff if not otherwise assigned, are usually used to help the secretary or other classroom teachers with administrative tasks. This staff time can be channeled to supporting the teacher who has a very challenging student. Support staff can instruct small groups of children while the teacher works with the student with behavior challenges. Alternatively, these adults can take the student with behavior challenges to his or her calming break. Most classroom teachers can always use a hand addressing the needs of the class and the student with challenging behavior.

Because there are usually so many people involved with a struggling student, implementing a clear coordination plan can help keep the teacher's responsibilities at a manageable level. It may be helpful, as a team, to make a list of responsibilities and indicate who is responsible for them (see appendix H for a sample implementation plan).

3. The FAIR Plan seems like too much work and seems time-consuming. How can a teacher fit this into a busy day?

The pressures faced by classroom teachers today are staggering. These professionals face rigorous curriculum demands, time-consuming literacy and math blocks, standardized testing practice and instruction, full inclusion of students with special needs, meetings consuming preparation time, and parent meetings and other interactions, just to name a few pressures. Add one disruptive, possibly explosive student to the mix, and the teacher is now also responsible for squeezing in all the components of a behavioral plan for one student. The most frequent response we get when sharing strategies with teachers is, "When am I going to find the time to do that?"

This is a valid question. But in reality, this student is already taking a large amount of the teacher's time. To prove this point, we have sat in teachers' classrooms with a stopwatch and calculated the time the teacher dedicates to the student in question. Every time the teacher says the child's name; redirects her to stay in her seat; repeats directions to her as well as nearby students, who missed the directions because of the disruptive behavior; argues with the student about how much she has to do; negotiates with her on when she can go to get a drink . . . you get the picture. Teachers are always shocked at the total time that they are dedicating to the student in a reactive, unproductive way—even without a meltdown or violent episode, which can take hours away from the previously scheduled plan.

Implementing these strategies is *not* more time taken away from you. It will probably take the equivalent of, if not less, than the time it currently takes you to manage the student. By putting your time into proactive, productive strategies, you will reduce the problem behaviors over time. Learning new strategies for these students, building better relationships with them, and employing new responses to unacceptable behaviors until these responses become automatic is time-consuming in the beginning. These strategies are still likely to take less time than is already spent redirecting or attending to the student. Think of it as an investment in the eventual improvement of your student and the classroom learning climate.

4. How does a teacher talk to the other students after a student's explosive incident?

If other classmates witnessed a student's extreme behavior (such as throwing objects, trying to leave the classroom, swearing, making noises, self-stimulating, or being extremely oppositional when redirected), you may decide it is important to talk with the other students. They may be frightened, confused, and unable to focus on learning. It is better not to discuss the student's behavior with the class alone after an incident unless you feel comfortable doing so. You may want to invite the counselor, special education teacher, or principal to join the class. We advise teachers to tell the parent of the student who is being discussed that a whole-group conversation is warranted and is preventative so that the other students don't think the acting-out student is dangerous, strange, or bad. The main point of the talk is to educate the group and also reassure them that they are safe and that the student is safe. You can tell the class that the student is "working on staying calm."

Frequently, discussions with the group of classroom peers are best held both in the beginning of the school year and after a difficult incident. "We are all born differently. You may have noticed that Audrey sometimes screams in class. She doesn't do this to be bad or because she is hurt. She is working on a better way to tell us she is frustrated." Without such messages from respected teachers, students may come up with their own, more negative or dramatic interpretation (e.g., "He screams because he misses his mommy," or "He screams because he hurt himself"). Giving the students the facts in a neutral way will prevent them from coming to their own, inaccurate conclusions about the student's behavior and your responses to it. It's best to be accurate and allow students to ask questions.

How much should you say when providing an explanation to a classroom peer group? In finding a balance between saying enough and not saying too much, saying less is better. Do not reveal the student's disability unless you have parental permission and there is a specific reason for doing so (like disclosing and educating the class about Asperger's syndrome). If the parent does want to disclose the student's disability and discuss it, the student could be present and be part of the discussion. Otherwise, arrange to have the student go somewhere else when this conversation is taking place, or have it when the student is out of the room with a specialist.

You can also tell the other students how to be helpful when another incident occurs. "If you see Johnnie screaming, you don't have to get scared; we're going to make sure you are safe. He's not hurt. He's screaming because he's frustrated or angry. It would be really helpful to Johnnie if you can keep doing your work without staring or getting up and moving away. You only need to worry about yourself. Remember, if you have questions, you can ask us later."

5. Since family involvement is key in dealing with students with challenging behavior, what's the best way to communicate with the family of a student with challenging behavior?

Given that you will be communicating frequently throughout the year, a good start to the first conversation with a parent is, "When I need to get in touch with you, how do you prefer I do so?" Be open to e-mails or phone calls.

At the beginning of the year, maximize the efficiency of whatever form of communication the family prefers. Ask parents to let you know the kind of information about which they want to know. Otherwise, you may not be aware that the parents want to know if the student ate all his lunch or if he went to the bathroom. If the parents are focused on their student's social life or literacy, it is helpful to include such information. Focusing your communication on what the parents want to hear about will save you time.

A common form of communication with parents is a communication notebook, but sometimes, parents don't find these helpful. These tools are time-consuming and frequently filled out by the teaching assistant. However, we recommend the notebooks after you and the parents have discussed what information is important to communicate for a particular student.

Another communication option is to take digital pictures of the child interacting or having a successful moment and e-mail them home once in a while (make sure to receive photo permission from the parents of the class). When the child comes home, the parent can hold the picture and ask, "How was your day? Tell me about this picture!" It is helpful for the parents to see with their own eyes that their child has had many successful moments throughout the day. For students with withdrawn behavior, this technique can also help the children remember and retell something positive about their day. This type of relationship-building with the family, as well as with the student, is essential. Sometimes you may have to go the extra mile and talk with families in the evening or on the weekend if that is the only time they are available.

Another way to connect with the family is to refrain from calling with only bad news. If the child is in third grade, a parent may have received phone calls with bad reports for a couple of years, which may have made the parent mistrustful of the schools. Parents may dread your calls, anticipating that they will hear that their child did something bad and that they may even need to leave work. A random positive call (e.g., "Elizabeth had a good week," or "She read aloud today") is great for relationship building. You're going to be working with these parents all year, and it is always worth the investment in a connection.

6. When a student with challenging behavior hurts a peer, how does the teacher talk to the peer's parent?

We recommend calling the peer's parent before the end of the school day. Talking to the parent before the student comes home and reports the incident is a proactive measure that will often elicit the calmest possible interaction. Report the facts of the incident concisely, and listen and validate when the parent states his concerns. It may sound like this: "We want to let you know Ellen is in the nurse's office. She's OK. Another student bit her on the leg. We are taking this very seriously. I am sure you have some questions, but let me tell you what happened. I want to make sure before you get off the phone that you feel comfortable that Ellen will be perfectly safe here."

Make sure to listen and validate all the parent's concerns. Do not reveal the other student's disability, as this is confidential. The parent may question the school about the perpetrating student and what consequences this student received. Parents may

not understand why there are different disciplinary procedures for a student who has an IEP and why the child was not suspended but rather had accommodations. Responses such as "We're helping her work on her impulse control," with some detail to reassure the parent that their child will not be bitten again (e.g., increased supervision), or "As a school, we are supporting her to learn how to express her anger better" will preserve the confidentiality of the student. At the beginning of the year, the team should designate who will be making these phone calls.

7. What's the best way to deal with the issue of fairness? The FAIR Plan suggests giving students breaks, rewards, and so forth. How should this be addressed with other students?

The FAIR Plan involves many interventions that *are* unequal and could seem unfair to others. Students may think it's unfair that another student is getting special treatment, particularly around rewards, breaks, getting to eat somewhere other than in the cafeteria, or receiving extra adult attention. You may be concerned that it may appear unfair for a student to break a rule and not get the same consequences given to other children.

Having a whole-group discussion about the student's differences can prevent some confusion and resentment on the part of the student's classmates. In addition, a neutral, automatic one-line reply for in-the-moment questions is all that's needed in most cases to normalize the situation. For example, when Isaiah asks why Sally is listening to an iPod, a good reply might be, "I am learning to cook, and you are learning to read. She's learning how to stay calm, and listening to music helps. We are all learning, and we need different things to learn."

For older students, a more matter-of-fact answer will do. "She needs this iPod, as it is helping her to stay calm right now." In most cases, it is obvious that the student is different, making elaboration unnecessary. Usually this type of brief explanation will do the trick, but if a student perseverates and asks or challenges repeatedly, you might end the conversation by saying, "You need to worry about yourself right now."

Even if students understand the situation, they may be jealous. We often let other students have turns with special items such as iPods, by saying, "How about next time we have indoor recess, I let you play with it?" It can also be an opportunity to have the student practice sharing and may even paint the student in a good light with her peers.

8. What is the best way to use the safe or quiet space in the classroom? What if more than one student wants it at the same time?

Most of the students discussed in this book require self-regulation strategies, including the use of a safe space within the classroom. Once the student is initially taught to take a break in this convenient and soothing place, there should be a system for the student to access the space, such as using a pass or a nonverbal signal like raising her hand.

We recommend teaching the student more than one self-regulation strategy, such as taking a break and using the calming box, so that he is not overly reliant on the availability of the safe space. If two students want to use the safe space at the same time and there is enough space, it could be shared. Some students are not compatible (e.g., one wants to sit calmly and another wants to do yoga, or the two children have a history of clashing). In this instance, there should be a "closed/open" system in place (e.g., a red sign and a green one). The student can only use the space if it's open. If it's not, he can use another calming strategy or an alternative safe space outside the classroom. The teacher may want to set a timer so that the student currently using the space knows when her turn is up.

9. Aren't some disruptive students just spoiled or selfish or excessively needy?

No. While not all students who demonstrate challenging behavior meet the criteria for emotional and behavioral diagnoses, their behavior suggests they are stuck in some way and need helping getting out of a behavioral rut. For example, some students demonstrate demanding and entitled behavior because, with their caregivers, they are in a cycle in which they have learned that demanding behavior will get them what they want.

10. What should a teacher do if he or she is worried that a student may be suicidal?

If students talk, write, or draw about thoughts of suicide or act out suicide (e.g., pretending they're going to jump out the window or putting something around their neck and making a choking expression), always take them seriously. The most important message is that no matter how young they are, you must never discount students' comments about wanting to die or hurt themselves. Children sometimes communicate in their writing how bad they feel. In their journals, their own stories,

or their drawings, students may reveal thoughts of self-harm with comments such as "I would be better off dead," or by drawing a person jumping off a building. Refer to the suicidal warning signs in chapter 5. If a student is in immediate danger or is hurt, have your principal call 911.

Peers may share with you that they are worried about another student because she has confided that she doesn't want to live and may have a plan to harm herself. This is always a red flag and warrants prompt action. At one school we worked with, an eight-year-old confided to a teacher that when he got home, he was going to put his head in the oven so he could die. The teacher dismissed this as his wanting to get attention. Although it is extremely rare for young children to kill themselves, a child's repetitive talking about death or how she might try to end her life is a major sign of distress. This is never normative, and a careful evaluation and intervention is necessary.

As a teacher, you are not expected to evaluate a suicidal student and it is standard for schools to have protocols for how to respond. We would recommend that you document what the student has said and not leave the student unattended at any time until mental health personnel or the principal can assess the student. If the suicide statement or act occurs at the end of the school day, a school adult should stay with the student until staff can connect with the parent and make a plan for where the student will go after school to be safe. It is important to validate the child's sense of distress; we caution against engaging in a conversation or eliciting more details. A helpful response could be, "You shared something important with me, and I want to make sure that you are safe because I care about you a lot. Ms. Smith is very good at making sure kids feel safe; let's go talk to her."

If a student is impulsive and you are also worried that, if his behavior escalates, he may use something in the classroom to harm himself, sharp objects such as scissors must be made inaccessible, and the student should be moved away from the window, or lock the windows. The student may need to be monitored at all times, including trips to the bathroom (personnel can stand in the hallway and do verbal checks).

11. If a student has been hospitalized, how can a teacher help the child with the return to school?

A student may return unannounced from a psychiatric hospitalization or an evaluation that assessed her safe to return to school. She may be self-conscious about

how to respond when other classmates ask where she has been. She may also have started a new medication when in the hospital and could experience new side effects (sleeping in class, increased agitation, etc.).

Ideally, you should be informed prior to the arrival of the student so there can be a discreet discussion about how the student is going to catch up on her work. The student also needs help with what to say to other students or teachers about her absence. It is helpful if the student can practice an automatic response before her return to the classroom. Pull her into the hallway if you have no more time than that, and help her develop a respectful but private response such as, "I was sick, but I am feeling better now," or "It was something personal, but I'm OK now." Remember that the student may need guidance to stay private and not be too dramatic. You don't want a sixth-grader returning to school and announcing to everyone that she tried to kill herself. If a student is over-sharing, you may want to pull her aside and say, "That's private, and you may only want to tell your best friend and family about that. Let's think about a better response to kids' questions about where you were." It is critical to work closely with the student and the parents to figure out what work is essential to make up and what can be postponed or dropped. Sometimes, students who are depressed can become extremely disconcerted that they have missed lessons and have trouble prioritizing what they need to finish. Or they may feel overwhelmed and stressed and then experience a backslide in their mood.

It can be particularly difficult for you if a student was hospitalized after he had talked about being suicidal to classmates and his parents don't give permission to answer students' questions while he's in the hospital. Without the parents' permission, you can only tell students that he is safe and will hopefully be back soon.

12. Is there hope for these students?

Yes! The students with challenging behavior we've discussed in this book improve, sometimes remarkably. One teary-eyed mother summed up a transforming and successful year for her fourth-grade son: "I used to feel as if I was raising an animal I didn't understand and sometimes feared. Now, I have my son. Thank you for giving me back my son." Students with challenging behavior learn to breathe in a moment of panic; learn to say, "I'm frustrated," instead of screaming; learn to restrict the impulse to comment on a girl's breasts; begin to think positively about themselves; and laugh openly.

We want you to take these tools we have discussed and apply them to your students with challenging behavior. Doing so will give you the satisfaction of seeing these students gain a level of stability, harness their energy, and uncover their potential. The distilled advice on these pages will give you a roadmap and the confidence to persist if you have temporary setbacks with these students. By learning to understand what they are trying to communicate, you are encouraging them to find alternative behaviors so they can thrive. We are grateful for your commitment to these students with challenging behavior, knowing that the victory for these students comes from your disciplined, steady, creative effort. Breaking the behavior code and shaping the environment will allow these students to develop the necessary tools to thrive.

APPENDIX A

Sample Antecedent, Behavior, and Consequences (ABC) Data Sheet

Student:_____

Date, time, duration	*Setting event(s)*	*Activity*	*Antecedent (what happens immediately before behavior)*	*Behavior (description of behavior)*	*Consequence (what happens immediately after behavior)*

Source: adapted from Sidney W. Bijou, Robert F. Peterson, and Marion H. Ault, "A Method to Integrate Descriptive and Experimental Field Studies at the Level of Data and Empirical Concepts," *Journal of Applied Behavior Analysis* 1, no. 2 (1968); Beth Sulzer-Azaroff and G. Roy Mayer, *Applying Behavior-Analysis Procedures with Children and Youth* (New York: Holt, Rinehart and Winston, 1977).

APPENDIX B

Curriculum Resources

Even though these curricula are listed by behavioral profile, they can also apply to students with other behavioral challenges depicted in the book.

THE STUDENT WITH ANXIETY-RELATED BEHAVIOR

Flexible Thinking

Michelle Garcia Winner, *Think Social! A Social Thinking Curriculum for School-Age Students: For Teaching Social Thinking and Related Social Skills to Students with High Funtioning Autism, Asperger Syndrome, PDD-NOS, ADHD, Nonverbal Learning Disability and for All Others in the Murky Gray Area of Social Thinking* (San Jose, Calif.: Michelle Garcia Winner, 2005).

Decreasing Negative Thinking, Self-Monitoring, and Self-Regulation

Philip C. Kendall, *Coping Cat Workbook* (Ardmore, Pa.: Workbook Pub., 2006).

Matthew McKay, Jeffrey C. Wood, and Jeffrey Brantley, *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance* (Oakland, Calif.: New Harbinger Publications, 2007).

Patricia K. Tollison, Katherine O. Synatschk, and Gaea Logan, *Self-Regulation for Kids K–12: Strategies for Calming Minds and Behavior* (Austin, Tex.: Pro-Ed).

William J. Knaus, *The Cognitive Behavioral Workbook for Anxiety: A Step-by-Step Program* (Oakland, Calif.: New Harbinger Publications, 2008).

Kari Dunn Buron, "The Incredible 5 Point Scale," www.5pointscale.com/.

Mary Sue Williams and Sherry Shellenberger, *How Does Your Engine Run? A Leader's Guide to the Alert Program for Self-Regulation* (Albuquerque: TherapyWorks, 1996).

Leah Kuypers, *The Zones of Regulation* (San Jose, CA: Think Social Publishing, Inc., 2011)

Executive Functioning

Center for Executive Function Skill Development, "Cognitive Connections," www .executivefunctiontherapy.com.

Dawson, P., Guare, R. *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*, Guilford Practical Intervention in Schools Series (New York: Guildford Press, 2004)

Social Skills

Janet Z. Giler, *Socially ADDept: Teaching Social Skills to Children with ADHD, LD, and Asperger's* (San Francisco: Jossey-Bass, 2011).

Nancy Leber, *Easy Activities for Building Social Skills* (New York: Scholastic Professional Books, 2002).

Brenda Smith Myles, Melissa Trautman, and Ronda L. Schelvan, *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations* (Shawnee Mission, Kans.: Autism Asperger Pub. Co., 2004).

Michelle Garcia Winner, *Think Social!* (San Jose, Calif.: Michelle Garcia Winner, 2005).

Michelle Garcia Winner, *Thinking About You, Thinking About Me* (San Jose, Calif.: Think Social, 2007).

THE STUDENT WITH OPPOSITIONAL BEHAVIOR

Social Skills

David W. Johnson and Roger T. Johnson, *Teaching Students to be Peacemakers* (Edina, Minn.: Interaction Book Co., 2005).

Tonia Caselman, *Teaching Children Empathy: The Social Emotion: Lessons, Activities and Reproducible Worksheets (K-6) That Teach How to "Step into Others' Shoes"* (Chapin, S.C.: YouthLight, Inc., 2007).

Michelle Garcia Winner, *Social Behavior Mapping* (Kentwood, Mich.: The Gray Center, 2007).

Carol Gray, *The New Social Story Book* (Arlington, Tex.: Future Horizons, 2010).

Jeanette L. McAfee, Amelia Davies, and Future Horizons Inc., *Navigating the Social World*, (Arlington, Tex.: Future Horizons, 2003).

Carol Gray, *Comic Strip Conversations: Colorful, Illustrated Interactions with Students with Autism and Related Disorders* (Jenison, Mich.: Jenison Public Schools, 1994).

Jed Baker, *Social Skills Picture Book: Teaching Communication, Play and Emotion* (Arlington, Tex.: Future Horizons, 2001).

Ellsworth A. Fersch, Mary Smith, and Hamilton-Wenham Regional High School, *Project Adventure* (Hamilton, Mass.: Project Adventure, 1972).

Dealing with Anger

Elizabeth Verdick and Marjorie Lisovskis, *How to Take the Grrrr out of Anger* (Minneapolis: Free Spirit Pub., 2002).

Warwick Pudney and Eliane Whitehouse, *A Volcano in My Tummy: Helping Children to Handle Anger; A Resource Book for Parents, Caregivers and Teachers* (Gabriola Island, B.C., Canada: New Society Publishers, 1996).

Carolyn C. Wilson, *Room 14: A Social Language Program* (East Moline, Ill.: Linguisystems, 1993).

Judith Coucouvanis, *Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High-Functioning Autism and Related Challenges* (Shawnee Mission, Kans.: Autism Asperger Pub. Co., 2005).

Amy V. Jaffe and Luci Gardner, *My Book Full of Feelings: How to Control and React to the Size of Your Emotions* (Shawnee Mission, Kan.: Autism Asperger Pub. Co., 2005).

Teresa A. Cardon, *Let's Talk Emotions: Helping Children with Social Cognitive Deficits, Including AS, HFA, and NVLD, Learn to Understand and Express Empathy and Emotions* (Shawnee Mission, Kan.: Autism Asperger Pub. Co., 2004).

THE STUDENT WITH WITHDRAWN BEHAVIOR

Positive Self-Talk, Thinking Traps, and Thought-Stopping

Elisa Gagnon, *Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism* (Shawnee Mission, Kan.: Autism Asperger Pub. Co., 2002).

Kenneth W. Merrell, *Helping Students Overcome Depression and Anxiety: A Practical Guide* (New York: Guilford Press, 2008).

Mary Ellen Copeland and Matthew McKay, *The Depression Workbook* (Oakland, Calif.: New Harbinger Publications, 2002).

Alanna Jones, *104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, and Coping Skills* (Richland, Wash.: Rec Room Pub.,1998).

Kathy L. Korb-Khalsa, *Taking Depression to School* (Plainview, N.Y.: JayJo Books, 2002).

William J. Knaus, *The Cognitive Behavioral Workbook for Depression: A Step-by-Step Program* (Oakland, Calif.: New Harbinger Publications, 2006).

Social Skills: Taking Perspective

Michelle Garcia Winner, *Thinking About You, Thinking About Me* (San Jose, Calif.: Think Social, 2007).

Kenneth W. Merrell, *Helping Students Overcome Depression and Anxiety: A Practical Guide* (New York: Guilford Press, 2008).

Jed Baker and Future Horizons Inc., *Social Skills Training & Frustration Management*, (Arlington, Tex.: Future Horizons Inc., 2007).

THE STUDENT WITH SEXUALIZED BEHAVIOR

Social Skills

Michelle Garcia Winner, *Think Social!* (San Jose, Calif.: Michelle Garcia Winner, 2005).

Michelle Garcia Winner, *Thinking About You, Thinking About Me* (San Jose, Calif.: Think Social, 2007).

Robert L. Leahy, *Cognitive Therapy Techniques: A Practitioner's Guide* (New York: Guilford Press, 2003).

Resiliency and Overcoming Trauma

Judith A. Cohen, Esther Deblinger, and Anthony P. Mannarino, *Treating Trauma and Traumatic Grief in Children and Adolescents* (New York: The Guilford Press, 2006).

Caron B. Goode, Tom Goode, and David Russell, Help Kids Cope with Stress & Trauma: Nurturing Peace and Balance (Fort Worth, TX: Inspired Living International, 2006).

Barbara Brooks and Paula M. Siegel, *The Scared Child: Helping Kids Overcome Traumatic Events* (New York: John Wiley & Sons, 1996).

Rules of Body Space

Michelle Garcia Winner, *Think social!* (San Jose, Calif.: Michelle Garcia Winner, 2005).

Julia Cook and Carrie Hartman, *Personal Space Camp Activity and Idea Book* (Chattanooga, Tenn.: National Center for Youth Issues, 2010).

Awareness of Whom the Student Can Touch

Marklyn P. Champagne and Leslie Walker-Hirsch, *Circles Curriculum* (Santa Barbara, Calif.: James Stanfield Company, 1993).

Robert D. Isett and Brian Isett, *Think Right, Feel Right: The Building Block Guide for Happiness and Emotional Well-Being* (Robert Isett, 2010).

Impulse Control

Lindy Petersen, "Stop, Think, Do," http://www.stopthinkdo.com/.

Tonia Caselman, *Stop and Think: Impulse Control* (Chapin, S.C.: YouthLight, 2005).

APPENDIX C

Lunch Buddies Permission Form

April 2012

To Whom It May Concern:

My name is _____. I am the _____ here at _____ school. Your child has been selected to join a friendship-building lunch group.

The goal of the group is to assist a particular student/s in building skills in the areas of social skills and friendship building. Since your child exemplifies good citizenship, kindness, and compassion, s/he has been nominated to be a role model for this group. Lunch buddies, as we will call it, will be held during lunch on Fridays. The group will consist of 3-4 fourth-graders and me in a separate room near the cafeteria.

The goal of the group will not be obviously stated to the students, in order to respect the dignity of the student/s for whom this group was developed; instead, we will emphasize our sameness, practice conversing, and have fun! We will play games and occasionally have surprise snacks or other foods.

If you have any questions about the group, please feel free to call me at 555-555-1234.

Thank you for your interest.

Sincerely,

_____

___ Yes, I would like my child _____ to be part of the lunch buddies group.

___ No, I would not like my child _____ to be part of the lunch buddies group.

Parent's or Guardian's signature

_____

APPENDIX D

Technology Resources

Technology can help many reluctant students who may reject paper-and-pencil work, and who may find online activities motivating and easier to understand. Many of these resources were compiled with the help of the following general Web pages: Jill Kuzma, "Jill Kuzma's Social & Emotional Skill Sharing Site," 2008, http://jillkuzma.wordpress.com/great-websites-and-resources; "Free Technology Toolkit for UDL in All Classrooms," http://udltechtoolkit.wikispaces.com; and Vicki Windman, "iPad Apps to Improve Your Executive Functioning Skills," http://www.techlearning.com/default.aspx?tabid=67&entryid=292. Mobile apps are compatible with most smartphones (such as the iPhone) and most tablets (such as the iPad).

SOCIAL SKILLS

These Web sites are good for students needing social skills instruction.

http://do2learn.com/games/learningames.htm: includes games about facial expressions and emotions.

http://jillkuzma.wordpress.com: includes links to YouTube videos about social skills and many other resources.

www.angelfire.com/pa5/as/socialskills.html: links to social skills printable material and other Web sites.

www.autism4teachers.com/autism4teachers_008.htm: includes links to social stories and social skills games.

www.cyke.com/depression.swf: four games about depression; helps kids learn what depression looks like, what causes it, and how to calm down.

www.jambav.com: game about following eye gaze. Click on "channel 9" for the game LukaHead, and then click on "play game." You can choose whether the child will be the follower (following Luka's gaze and clicking on the circle he's

looking at) or whether the child will be the leader (clicking on the circle so Luka's head will look that way).

www.socialthinking.com: Michelle Garcia Winner's site; you can sign up for a free e-mail newsletter, too.

www.urbanext.uiuc.edu/conflict/guide/activities_perceptions.html: perspective-taking online exercise for younger children.

EMOTIONS

These Web sites are good for students needing instruction on reading emotions.

www.cyke.com/worryville.swf: includes games about worry and anxiety.

www.cyke.com/downloads/MonkeyExpress.mov: a short movie about anger.

www.btbetterworld.com/pg/developing_skills/free_resources/Making_Faces/home.ikml: drop-and-drag cartoon face activity designed for teaching emotions in schools.

www.thomasandfriends.com/usa/Thomas.mvc/Games/Home: two emotion games; one asks questions like "Which train is surprised?" and the other is a memory game.

www.symbolworld.org/Bits+bobs/games/faces/index.htm: emotions game where on some screens, you can roll your mouse over a face and see the same person change to a different expression.

www.do2learn.com/games/learningames.htm: a simple "Feelings Game" with real faces; a "Facial Expressions" activity where you can manipulate a cyberface; and other simple learning games.

www.transporters.tv/watchep1.html: excellent online video with quiz, featuring Thomas-like vehicle characters with living human faces. Under "downloads," you'll find a character emotions pack "for classroom use."

www.senteacher.org/Print/?PHPSESSID=69c5ff8f5e8ebdaef bb26da60d1195a4: printables with neutral, happy, sad, angry, disgusted, and fearful expressions in male and female versions; can be printed as domino cards.

www.robotsandus.org/sensing/making_faces: interactive activity about facial expressions and recognition.

EMOTIONAL REGULATION

These Web sites are appropriate for students described in chapters 3 through 6 (students with anxious, oppositional, withdrawn, or sexualized behavior, respectively) and needing to learn how to regulate their emotions.

www.5pointscale.com: Web site for five-point scale resources, by Kari Dunn Buron and Mitzi Curtis.

www.goodcharacter.com/EStopics.html: great character education site with social skill topics such as dealing with anger, conflict resolution, saying no, and so forth.

http://pbskids.org/itsmylife/emotions/anger/index.html: activities related to dealing with anger.

www.e-learningforkids.org/courses.html#life: interactive learning tools and games to teach about bullying, communication, stress, depression and more.

www.embracethefuture.org.au/kids/index.htm?feelings2.asp: teaches students how to be more resilient when angry, depressed, sad, or anxious; includes games, including the resilient-thinking game.

MISPERCEIVED SOCIAL INTERACTION

Comic strips can be used to review a social interaction and teach how to gain perspective.

www.makebeliefscomix.com/Comix: interactive Web site where you can make your own comic strips, choosing from a menu of a variety of characters; you can insert talking and thinking bubbles and even change the facial expression and body language of the characters you choose.

www.bitstrips.com: another Web site to help you create your own comic strips.

PLAYING GAMES WITH PEERS

Games are particularly useful for students with oppositional behavior or any student having difficulty with play skills.

http://life.familyeducation.com/manners-and-values/parenting/34452.html: quiz about manners.

www.gameskidsplay.net: rules for common playground games, jump rope rhymes, and so forth.

www.lehman.cuny.edu/faculty/jfleitas/bandaides/tease.html: teaches about teasing.

http://urbanext.illinois.edu/conflict/index.html: interactive story about learning to get along.

www.kellymckinnonassociates.com/neurotypicaldevelopment.html: articles and video samples from Kelly McKinnon, an expert at social play skills.

AUDIO BOOKS AND E-BOOKS

Audio books and e-books are particularly useful for students with oppositional behavior if they refuse to read or any other student having difficulty or resistance to reading.

http://librivox.org: audio books read by volunteers and in the public domain.

www.gutenberg.org: text of books in the public domain, also available for mobile devices. Attach text-to-speech and can convert to MP3 format.

http://bookbuilder.cast.org: interactive book maker and reader.

www.bookshare.org: online digital library; a free subscription is provided with proof of a print disability.

www.60secondrecap.com: a sixty-second audio-video presentation of classic works of literature.

www.storylinemn.org: story read aloud over the phone each week.

www.onlineaudiostories.com: a collection of elementary audio books.

www.mothergooseclub.com/index.php: has a number of rhymes and songs that provide audio support for the text.

www.learnoutloud.com/Free-Audio-Video: over two thousand free audio and video titles, including books, lectures, speeches, and interviews.

www.readprint.com: free online book library with over eight thousand titles that can be read using any free text reader (tested with Natural Reader).

www.smories.com: a video site featuring kids reading kids' stories; many of the videos include captions.

www.raz-kids.com: online skill-leveled books library.

www.storylineonline.net: listen to stories read by Screen Actors Guild members; follow along with the text.

www.magickeys.com/books: illustrated stories for young children, older children, and young adults; some include audio.

http://staff.prairiesouth.ca/~cassidy.kathy/browserbooks/index.htm: allows beginning readers to read books on their Web browser.

http://tarheelreader.org: collection of easy-to-read books on a wide variety of topics, in multiple formats.

FREE LITERACY TOOLS

These tools are particularly useful for students with oppositional behavior if they are refusing to participate in phonics or reading instruction or for any student having difficulty or resistance to phonics or reading instruction.

www.starfall.com: pre-K through second-grade online activities that promote literacy.

http://literactive.com: interactive primary reading activities.

www.inklesstales.com/stories/index.shtml: listen to stories including Dolch words. (You can use the control and + keys to enlarge the font size if students are following along.)

http://reading.ecb.org: excellent reading comprehension resource for K–4, teaches about using prior knowledge, making connections, questioning, visualizing, inferring, summarizing, evaluating, and synthesizing.

www.kerpoof.com/#/activity/abc: excellent activity for building phonemic awareness, phonics, and spelling for early readers; lots of picture prompts.

http://bookbuilder.cast.org: free online tool for creating digital books with embedded prompts.

http://udleditions.cast.org: leveled support for seven texts geared for ages ten and up.

WRITING

These Web sites are particularly useful for students with oppositional behavior if they refuse to write or for any student having difficulty or resistance to writing.

www.learnalberta.ca/content/ssass/html/graphicorganizers.html: forty downloadable graphic organizer templates to use in a word processing program; quick and easy.

https://bubbl.us: brainstorming and organizing tool, good for visual thinkers and learners, easy to use, very simple, customizable features, sharing capabilities.

www.storyjumper.com: story-building tool with scenes, props, and text with spell-check support; can add your own photos; also allows you to publish your work for a fee.

http://littlebirdtales.com: easy-to-use story-building tool; records audio and allows narration.

http://storybird.com: collaborative storytelling.

www.writingfun.com: interactive, structured writing tool to help elementary-age students write descriptions, narratives, poetry, explanations, procedures, and the like.

www.comicmaster.org.uk: create your own graphic novels.

http://comicstripcreator.org: a comic strip creator.

www.thestorystarter.com/jr.htm: sometimes, determining where to begin is the obstacle. This Web site provides first lines to begin story writing.

www.spellingcity.com: free to generate spelling lists; includes many games.

*www.kerpoof.com:*use for creating stories; very motivating.

www.carnegielibrary.org/kids/storymaker/storymaker.swf: another very motivating site for creating a story; we use these for creating fun social stories.

http://voicethread.com: a great alternative to a written assignment, VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments.

Dragon Naturally Speaking: speech recognition software.

http://archives.nbclearn.com/portal/site/k-12: NBC News offers unique collections of video resources, primary sources, historic footage, images, minidocumentaries, and text resources designed for use in the K–12 classroom.

www.apple.com/education/itunes-u: lectures, tours, audiobooks, and math lessons.

MATH

These Web sites are particularly useful for students with oppositional behavior if they are refusing to participate in math instruction or for any student having difficulty or resistance to math.

www.mathplayground.com: excellent site for math activities for K–8 students; make sure to explore the Mathcasts, which allow students to review math when they need to.

www.brainingcamp.com/resources/math: grade 6–9 animated lessons and interactive activities along with question sets to assess student understanding.

http://nlvm.usu.edu: a library of uniquely interactive, Web-based virtual manipulatives or concept tutorials, mostly in the form of Java applets, for mathematics instruction (K–12 emphasis).

www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html: virtual manipulatives for K–8.

http://nrich.maths.org/public: online math games for many levels.

www.khanacademy.org: free webinar math lessons.

MOBILE DEVICE APPS FOR SELF-REGULATION, THOUGHT STOPPING, AND SELF-MONITORING

Sosh/Sosh lite: social skills assistance in five categories, relax, regulate, reason, recognize, and relate. The app includes a thought shredder that shreds negative thoughts, a way to track inappropriate behaviors, emotional thermometers, and calming activities such as deep breathing.

Voice Meter: shows the student how loud he or she is visually; scale gives in-the-moment feedback as to voice level (e.g., yellow too soft, orange just right, red too loud).

Symtrend: electronic emotional thermometer; can be created with link to strategies, and more.

BEHAVIOR REINFORCEMENT

Irewards: an electronic token chart to reinforce appropriate use of strategies.

www.oneplaceforspecialneeds.com/resources_online/resource_online_results.html?words=behavior+management+apps: list of behavior-tracking and behavior-reinforcing applications, including an electronic ABC sheet for the teacher.

EXECUTIVE FUNCTIONING

Time Timer: visual timer for students.

Evernote: for taking a picture or recording a sticky note electronically; for iPad.

Noteability: a note-taking iPad application that allows typing, recording the teacher, taking a picture

Nudge: reminder that you set will nudge you until you shut it off; for iPad.

CourseNotes: for color-coding notes and organizing class notes; for iPad.

www.oneplaceforspecialneeds.com/resources_online/resource_online_browse.html: Web site listing social skills applications.

www.happy-neuron.com/brain-games/executive-function: Web site for games that help students train and sharpen their executive functioning skills.

APPENDIX F

Self-Monitoring Sheet

DIRECTIONS FOR USING THE SELF-MONITORING SHEET:

1. The teacher will fill in the student's schedule in the Schedule column.
2. The teacher will fill in the strategies he or she wants the student to use in the Strategy box (no more than four), so the student knows what strategies to use to earn a bonus point.
3. The teacher will fill in the behaviors that the student is working on in the Expected Behavior boxes.
4. After every scheduled class period, the teacher will ask the student how his or her behavior was during the class.
5. The student will rate himself or herself by using the scale 1 = not demonstrated, 2 = somewhat demonstrated, 3 = consistently demonstrated, in each of the three Expected Behavior columns.
6. The teacher will support the student in remembering the details of the class period if needed.
7. The teacher will also rate the student's behavior, using the 1, 2, 3 scale.
8. The teacher and student will discuss these ratings as they fill in the form, especially if there is a discrepancy between the teacher's rating and the student's.
9. If the student uses a strategy written in the strategy box, he or she will earn a strategy point.
10. The strategy points can be totaled at the end of the day and be cashed in for a reward or praise.
11. The 1, 2, 3 rating numbers will not be added. They are simply for reflection and self-monitoring practice.

Name: _____ Date: _____

1 Not demonstrated	2 Somewhat demonstrated	3 Consistently demonstrated

Strategy:
(Use a strategy to earn a strategy point.)

-
-

Schedule	**Expected Behavior 1**		**Expected Behavior 2**		**Expected Behavior 3**		***Strategy point: "I used a strategy"***
	Student	*Teacher*	*Student*	*Teacher*	*Student*	*Teacher*	
							Total strategy points:

EXAMPLE: SELF-MONITORING SHEET FOR SAM

Name: *Sam* Date: *1/30/10*

1 Not demonstrated	2 Somewhat demonstrated	3 Consistently demonstrated

Strategy:
(Use a strategy to earn a strategy point.)

- ***When I'm frustrated, I will ask for help or a break.***
- ***When I'm frustrated, I will use my calming box.***

Schedule	**Safe Behavior**		**Listen to Directions**		**Do My Work**		*Strategy point: "I used a strategy"*
	Student	*Teacher*	*Student*	*Teacher*	*Student*	*Teacher*	
Morning meeting	*2*	*2*	*3*	*3*	*3*	*2*	
Math	*3*	*3*	*3*	*3*	*3*	*3*	
Reading group	*2*	*1*	*2*	*2*	*2*	*2*	*1*
Snack	*1*	*1*	*2*	*2*	*1*	*1*	
Recess	*1*	*1*	*2*	*2*	*2*	*1*	
Quiet reading	*3*	*3*	*3*	*3*	*3*	*3*	
Art	*3*	*3*	*3*	*3*	*3*	*3*	
Science	*3*	*3*	*3*	*3*	*3*	*3*	
Lunch	*2*	*2*	*3*	*2*	*3*	*2*	*1*
Social studies	*3*	*3*	*3*	*3*	*3*	*3*	
Writing	*1*	*1*	*2*	*2*	*2*	*1*	*1*
Dismissal	*3*	*3*	*3*	*3*	*3*	*3*	
							Total strategy points: *3*

APPENDIX H

FAIR Plan Implementation Worksheet

Responsibility	*Designated person*
Calling the parent after an urgent incident	
Calling the parent to gather or relay information	
Calling and coordinating with outside professionals	
Explicit teaching of skill deficits (self-regulation, self-calming, flexible thinking, and social skills)	
Supervising breaks (list the recommended number of breaks): 1. First break (specify time) 2. Second break (specify time)	
Supervising rewards (e.g., computer, extra recess)	
Alternative lunch (facilitating and supervising)	
Alternative recess	
Alternative bathroom plan	