

Decision Guide

Check if true

Date of implementation
Effectiveness (+/-)

EARLY STAGE

Presenting Behavior	Check if true	Intervention	Date of implementation	Effectiveness (+/-)
Several or many students in class misbehave.		Pre-Intervention: <i>Classroom Management</i>		
The student may not know what is expected.		Intervention A: <i>Planned Discussion</i>		
The student may have an underlying academic problem.		Intervention B: <i>Academic Assistance</i>		
The student has difficulty with motivation and may not understand how to reach a goal.		Intervention C: <i>Goal Setting</i>		
The student's behavior appears to be chronic and resistant to simple intervention.		Intervention D: <i>Data Collection and Debriefing</i>		
The student gets a lot of attention from adults or peers for misbehavior or failure.		Intervention E: <i>Increasing Positive Interactions</i>		
The reason the behavior is occurring chronically needs to be analyzed and incorporated into the intervention plan.		Intervention F: <i>STOIC Analysis and Intervention</i>		
The student's escalating behavior is physically dangerous or poses a threat to physical safety.		Intervention G: <i>Managing Physically Dangerous Behavior and Threats of Targeted Violence</i>		
The behavior is so severe that the teacher cannot continue to teach.		Intervention H: <i>Managing Severely Disruptive Behavior</i>		
The student is impulsive and has difficulty maintaining emotional control.		Intervention I: <i>Managing the Cycle of Emotional Escalation</i>		
The student seems to be unaware of when he/she engages in inappropriate behavior.		Intervention J: <i>Cueing and Precorrecting</i>		
The student has some motivation to change or learn new behaviors.		Intervention K: <i>Self-Monitoring and Self-Evaluation</i>		
The student makes negative comments about him- or herself and others.		Intervention L: <i>Positive Self-Talk and Attribution Training</i>		
The student does not know how to meet expectations.		Intervention M: <i>Teaching Replacement Behavior</i>		
The student cannot or will not communicate verbally.		Intervention N: <i>Functional Communication</i>		
The misbehavior is a firmly established part of the student's behavior.		Intervention O: <i>Structured Reinforcement Systems</i>		
It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.		Intervention P: <i>Defining Limits and Establishing Consequences</i>		
Consequences for misbehavior seem necessary but do not seem to work.				
Teacher feels anxious, worried, discouraged, or angry about one or more students.		Intervention Q: <i>Relaxation and Stress Management</i>		
The student seems anxious, lethargic, or depressed.		Intervention R: <i>Internalizing Problems and Mental Health</i>		