

Behavioral Interventions for the Classroom

CPI: Crisis Development Model

Integrated Experience	
Anxiety	↔ Supportive
Defensive	↔ Directive
Questioning for Information	↔ Provide Information
Questioning to Challenge	↔ Redirect
Refusal	↔ Set Limits
Release	↔ Allow Space
Intimidation	↔ Take Preventative Steps
Tension Reduction	↔ Re-establish Communication
Acting Out	↔ CPI Techniques
Tension Reduction	↔ Therapeutic Rapport

Safe & Civil Schools: Sprick and Garrison

Pre-Intervention	
Time Owed	: For your time wasted; increments per infraction; time away from student's desired activity; small enough that you are likely to implement.
Timeout	: Removal from a positive reinforcement; 2-5 minutes; no work; explicitly pre-teach process ELEMENTARY: from favorite object (e.g., "Bumpy Bunny Time Out"); from small group ELEMENTARY OR SECONDARY: in-class isolation area; out-of-class in pre-arranged "timeout teacher's room"
Restitution	: Natural restitution for property damage or damage to social relationship; amount of restitution increases for recurrent behavior RESTORATIVE JUSTICE: A proactive process by which students take responsibility for behaviors and establish a specific plan to return to the classroom as a productive participant.

Positive Practice	: Overcorrecting the appropriate version of the inappropriate behavior; couple with time owed and practice on student's time
Response Cost	: Loss of points as a fine in classroom point system; remaining points earn a positive reinforcement; attend to ratio of interactions
Response Cost Lottery	: Loss of ticket as fine in classroom lottery system; remaining tickets enter lottery as chances for small reinforcement
Detention	: Set amount of time before, after, or during school; be sure it is not reinforcing; attend to frequency and change approach if ineffective
Demerits	: For recurrent behaviors; each administration is small enough that a teacher is likely to apply; can be cumulative with or without time limits
Office Referral	: Reserved for severe misbehaviors (e.g., physically dangerous or illegal)

Early-Stage Interventions

Planned Discussion	: Can be regularly scheduled or to follow up after a specific behavior; neutral time; requires planning, structure, and follow-through to be effective
Academic Assistance	: Academic problems can impact motivation and behavior; Motivation = Expectancy x Value; developing adaptations requires analysis of performance and discussion with student and parents.
Goal Setting	: Helps student find motivation and steps (actions) necessary to change (meet long range goal); clear and specific targets that "sit still"; can be contractual; withhold rewards for steps if you can; have clear contingencies
Data Collection and Debriefing	: Guides intervention choice and determines whether intervention is working; as in intervention, itself (Collect data on target behavior in a conspicuous but respectful manner); frequency, duration, intensity; engage the student
Increasing Positive Interactions	: Positive interactions fuel good behavior; good for "needy" kids; count and analyze your interactions; preplan responses with progressive or fixed consequences; plan contingent positive interactions; discuss with student and pre-correct
STOIC Analysis and Intervention	: Determine why a behavior has been resistant to intervention; like a FBA through the lens of the classroom

Highly Structured Interventions

Managing Physically Dangerous Behavior	Building policy; room clears with plan and explicit practice; student lessons for verbal threat; parental involvement; behavior logs;																
Managing Severely Disruptive Behavior	Immediate but temporary; parental involvement; develop a plan to address the minors; address and teach peer responses; attempt to redirect – if not responsive, relocate other students; establish an out-of-room location and criteria for return																
Managing the Cycle of Emotional Escalation	<p>Long term intervention; diffusion (immediate de-escalation) and systematic plan;</p> <table border="1" style="width: 100%; background-color: #f2f2f2;"> <thead> <tr style="background-color: #800000; color: white;"> <th style="text-align: left;">Behavior</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr> <td>Calm:</td> <td>Classroom Management</td> </tr> <tr> <td>Triggers:</td> <td> Prevention <ul style="list-style-type: none"> • (Re) teach expectations • Modify triggers • Precorrect • Positive Feedback </td> </tr> <tr> <td>Agitation:</td> <td> Anxiety Reduction <ul style="list-style-type: none"> • Empathy • Help with focus/organization • Allow space • Reduce pressures • Break • Allow movement </td> </tr> <tr> <td>Acceleration:</td> <td> Diffusion <ul style="list-style-type: none"> • Don't engage in power struggle • Pause, calm, respect, private • Set limits; first-then </td> </tr> <tr> <td>Peak:</td> <td>Building Emergency Procedures</td> </tr> <tr> <td>De-escalation:</td> <td> Debrief <ul style="list-style-type: none"> • Standardized • restorative </td> </tr> <tr> <td>Recovery:</td> <td>Resume Activities</td> </tr> </tbody> </table>	Behavior	Response	Calm:	Classroom Management	Triggers:	Prevention <ul style="list-style-type: none"> • (Re) teach expectations • Modify triggers • Precorrect • Positive Feedback 	Agitation:	Anxiety Reduction <ul style="list-style-type: none"> • Empathy • Help with focus/organization • Allow space • Reduce pressures • Break • Allow movement 	Acceleration:	Diffusion <ul style="list-style-type: none"> • Don't engage in power struggle • Pause, calm, respect, private • Set limits; first-then 	Peak:	Building Emergency Procedures	De-escalation:	Debrief <ul style="list-style-type: none"> • Standardized • restorative 	Recovery:	Resume Activities
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Cueing and Pre-correcting	Cueing interrupts inappropriate behavior for self-awareness, without reprimanding; Pre-correcting gives a “heads up... remember to...” Develop with student and practice																
Self-Monitoring and Self-Evaluation	Motivated students keep track of their own behavior; monitored at intervals or when behavior occurs; needs recording system and cues to prompt; fade.																
Self-Talk and Attribution Training	Positive self-talk for overt statements (about others or events); attribution training (i.e., good event = internal, stable, and global; bad event = external, unstable, and																

	case-specific) for inward conversations; student-adult process; teaching, including role playing.
Teaching Replacement Behavior	Provide an (mutually exclusive) alternative behavior; provide lessons on “how” and “when”; do not put on display or embarrass; date, support, fade.
Functional Communication	For students with limited communication (skills); teach and reinforce prosocial communication, decrease communication through misbehavior; often requires special educators and SLPs;
Structured Reinforcement Systems	For longstanding, ingrained behaviors; external motivators; select, instruct, determine reinforcement, determine criteria (of what variable, how counted, how rewarded)
Defining Limits and Establishing Consequences	Correcting fluently; for behaviors that just brush the line or are contextual, but build up over time; clear limits, consistently enforce, and not arbitrary/personalized; categorize the behaviors, define the limits (by rule, example, or quantity); model by ‘sandwiching’ the negative between two ‘bordering’ positives; consistently applied mild consequences
Interventions for Internalized Problems	
Relaxation and Stress Management <i>for the Teacher</i>	Do not become a precipitating factor: <ul style="list-style-type: none"> • deep muscle relaxation • journaling • balanced lifestyle • positive self-talk and attribution (i.e., good event = internal, stable, and global; bad event = external, unstable, and case-specific) • visualization • identify student strengths
Internalizing Problems and Mental Health	Increase resiliency with positive activities/behaviors, cognitive strategies (e.g., thinking errors), emotional skills (individual or group; social emotional curricula); make referrals if necessary: <ul style="list-style-type: none"> • problems are severe or chronic • daily functioning is impaired • safety of self or others • talk-based (or activity-based) therapy would benefit