



Behavior Blueprint: *Crafting Strategies for Supporting Your Classroom*



West Virginia DEPARTMENT OF
EDUCATION



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Introduction

Consider a student in your classroom, or perhaps a few students, who display challenging behaviors. These strategies can benefit not only those students but also your entire class. By creating a positive and engaging learning environment, you can proactively prevent issues from escalating and ensure that learning remains the focus.

This workbook will assist with coming up with ideas for developing strategies to help with making your students more successful and your classroom the ideal place for learning. The focus areas are noted below.

Areas

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| Strategy Checklist | | |
|--|--|--------------------|
| Area | Strategies in Place? | List of Strategies |
| Building and Maintaining Relationships | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Defining Behavior | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Function-Based Thinking | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Skill Deficits | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Classroom Set-Up | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Schedules | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Proactive Strategies | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Positive Reinforcement Strategies | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Responding to Challenging Behavior and Crisis Intervention | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Data Collection | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

1 - Building and maintaining relationships

Recognize the pivotal role of relationships! While this sentiment is often reiterated, its significance cannot be overstated. Consider individuals with whom you share positive connections versus those with whom your relationship is less favorable. Your willingness to go the extra mile for someone is profoundly influenced by the quality of your relationship. The same principle applies to your students. Reflect on past supervisors: the one you admired and the one who left a different impression. Your level of cooperation and willingness to take on additional tasks was likely shaped by your rapport with each supervisor. As educators, fostering positive relationships becomes a powerful tool in preventing and addressing challenging behaviors.

Building rapport by aligning yourself with the student's interests and taking the time to understand them will significantly influence their behavior.

Think of some ways that you currently build relationship developing activities in your classroom. List them below:

1. _____
2. _____
3. _____
4. _____

Do you feel these activities are effective? If they are, why? If they are not, why?

What are some activities that you can incorporate into your classroom (discuss with others and come up with some ideas and write them here):

Ideas to think about (this will depend on the level and performance ability of your students, but don't be afraid to adjust if possible):

- » Beginning of the day or week “check-in” with your class. Ask what they did that was fun the night before, or the weekend before, or what their favorite thing about yesterday was. Set a timer for how long you need this time to be before moving on to the next activity on the schedule. You can work this into your schedule.
- » Choose to spend 5 minutes of undivided attention with a student per day. This can even be incorporated in your day. A “time with teacher.” Can draw from random. The student must lead this time. For students with limited communication, you can engage with favorite item with them, or just talk to them if they are interested. Let them communicate with you in the way they know how.

Notes:

2 - What does the behavior “look” like (defining)?

Defining behavior is critical to being able to measure and change. Think about these words often used to describe behavior challenges: “meltdown,” “disrespectful,” “refuse,” “aggressive,” and “insubordinate.” Each one of these terms are open to any type of description based on the perception of the person. These could look different to anyone. This makes it difficult when there is no consistent definition. Anyone working with your student or students should be able to identify this behavior when targeting it for a strategy or intervention. This will also lead to more data accuracy.

Check one of the words below and define what it would look like keeping one of your students in mind:

☐ Meltdown

☐ Disrespectful

☐ Refusal

☐ Aggression

☐ Insubordination

Definition:

Let’s Compare:

- » See what others chose as their word to define. If choosing the same word, how were your definitions different and how were they similar if at all?
- » If choosing a different word, would you have defined it like or different from another person’s definition?

Think of a student in your classroom with a specific behavior that is challenging. Think of what that behavior is and define what it looks like below:

Behavior:

Definition:

Let’s Compare:

- » Share with someone the behavior and definition, would they be able to tell what that looked like with how you described it? Or do they have more questions about the behavior defined?
- » If there were more questions asked, how would you modify the definition?

Notes:

3 - Identifying potential functions of behavior

Behavior happens for a reason. The patterns may not always be clear or observable. There are 4 functions of behavior identified by research. These are:

1. **Escape** – to get away from a person, place, task, environment, situation.
2. **Attention** – socially mediated. Desire for attention from peers or adults (responses, no matter what kind). “Connection.”
3. **Tangible** – Desire to obtain a specific activity or thing.
4. **Sensory** (automatic) – to get away from something that does not feel good or to get something that feels good (meet a sensory need).

It is important to keep this in mind when your student(s) are exhibiting challenging behavior or even desired behaviors! Think about your own behavior, why do you do what you do? This way of thinking will be extremely helpful with identifying strategies that will be most effective.

Think about a particular student in your classroom who is having some challenges. Let’s practice below, think of two instances where this behavior occurred and fill out the tables below to focus on determining the function of that incident. **Tip: Start with the behavior first, then fill in the rest.**

| What happened before? | What did the behavior look or sound like? | What happened after? | Possible function? (circle) |
|-----------------------|---|----------------------|--|
| | | | Escape Attention Tangible Sensory |

| What happened before? | What did the behavior look or sound like? | What happened after? | Possible function? (circle) |
|-----------------------|---|----------------------|--|
| | | | Escape Attention Tangible Sensory |

Was it difficult to identify the possible function of the behavior? Did you find that there were multiple functions? That is quite common and most likely to happen in a 'real world' setting such as the school environment. This is an essential way to think when dealing with challenging behavior. It will help you come up with more effective strategies.

Let's share:

Talk with others about how you came up with the possible function. Discuss the challenges and/or ease of doing so.

Notes:

4 - Skill deficits

Think about your students that may exhibit some challenging behavior. Are they missing skills? Think not only academically, but also in the areas of social, communication, physical, and behavior. Determine where your student is with performing a specific “behavior” skill as you would do with academic skills.

Questions to ask:

- » Can they or will they, do it?
- » Do you think they are able to do it, or do you know they are?
- » If you say they can do it, how do you know?

Let’s identify skills our students need in order to learn (examples – attending, being able to listen to instruction, able to follow a simple instruction, etc...).

Identify:

1. _____
2. _____
3. _____
4. _____

Identify ways to teach these skills (pick a few listed above and come up with some ideas on plans to teach these skills):

Skill 1:

Ideas on how to teach skill 1:

Skill 1:

Ideas on how to teach skill 1:

Let's share:

- » Share the skills you identified with others.
- » Share your ideas on teaching these skills.
- » Did you come up with similar skills and ideas for teaching, or different?

Notes:

5 – CLASSROOM SET UP

Think about how your current set-up is in your classroom, draw a quick sketch below of what it looks like.

My Classroom



Physical set-up and furniture arrangement

Why do you have your classroom furniture arranged the way it is?

Do you have defined areas in your classroom? If so, what are they for?

Are there any limitations to why you cannot have the physical arrangement of the classroom the way you would like, are there ways to remedy this? If so, what are those steps?

Let's share:

- » Share with others what your classroom looks like.
- » Compare similarities and differences.

Classroom structure, routines, and procedures

Think about the structure of your classroom, things that are important to structure can include:

- » Being prepared – having materials and lessons planned for each day and activity.
- » Minimizing crowding and distractions when needed.
- » Quiet area or “cool down” space.
- » Reinforcement area.

Think about the routines of your classroom, routines that can be important to establish can include:

- » Coming into the classroom
- » Taking attendance
- » Asking questions or asking for help
- » What to do when the teacher is busy
- » Water and snack rules
- » Leaving class
- » What to do if a student needs to leave class or cannot cope with a certain situation

Think about the procedures in your classroom, procedures that are important can include:

- » Getting your students' attention
- » Academic work
- » Down time
- » Transitioning

How do you feel about your current structure, routine, and procedures for your classroom? List current structure, routine, and procedures you have in place and rate your satisfaction with those procedures on a scale of 1 to 5. One being not satisfied at all and 5 being extremely satisfied.

| | | | | | |
|---------|---|---|---|---|---|
| • _____ | 1 | 2 | 3 | 4 | 5 |
| • _____ | 1 | 2 | 3 | 4 | 5 |
| • _____ | 1 | 2 | 3 | 4 | 5 |
| • _____ | 1 | 2 | 3 | 4 | 5 |
| • _____ | 1 | 2 | 3 | 4 | 5 |

Select a few above that you would like to work on or improve depending on your rating or choose something that you feel is important and not on the list above that you would like to focus on. These things can be difficult to establish, so pick 1 or 2 first to focus hard on and when things are moving smoothly and it becomes “routine,” choose another if needed.

1. _____
2. _____
3. _____

Let's share:

Now that you have those selected, share with others with your chosen items that you would like to focus on. List some ideas on how you want to work on setting up or modifying these things.

Item 1:

Ideas for changing or creating:

Item 2:

Ideas for changing or creating:

Item 3:

Ideas for changing or creating:

Notes:

6 - Schedules

Consistent schedules play a crucial role in our lives, both at school or work and within our homes. Imagine navigating your day without a schedule or losing your calendar—similarly, our students rely on structure. Additionally, consider implementing tailored schedules to enhance the flow of each day.

Classroom Schedule

Do you have a current classroom schedule? ☐ Yes ☐ No

Is your classroom schedule posted in your room? ☐ Yes ☐ No

Think about your classroom schedule, most of the time things may not go as planned, but having something in place helps with getting back on track and is a great tool to use to help your students get back on track. Schedules can be visual with pictures or just writing (depending on what your students need).

Let’s share:

Discuss with others how they feel about their classroom schedule and share ideas. Make any changes below or write in ideas for your current classroom schedule. You also may need different schedules for different days of the week.

| Time | Activity | Other information/notes |
|------|----------|-------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Individual schedules

You may have some students who require visual schedules of their own, these are not limited to one area, these can and should travel with your student when needed. They can be fixed to their desk/table, be in a binder or folder, or even on their tablet/device.

Also, individual schedules do not just include pictures, this really needs to depend on your student's needs. Students who are able should also participate in creating their own visual schedule. This will be a great self-management skill.

Do you have a student or students that use an individualized schedule? ☐ Yes ☐ No

Are there any challenges you have faced or think that you will face with developing and using an individualized schedule? Please note here:

Are there any successes you have seen while using/developing individual schedules?
Please note here:

Let's share:

Discuss with others how they feel about their classroom schedule and share ideas. Make any changes below or write in ideas for your current classroom schedule. You also may need different schedules for different days of the week.

Staff Schedules

Clear communication about roles, responsibilities, and interactions is paramount. Whether you're working with a single staff member or a team, the presence of multiple staff can be both advantageous and complex. Implementing a well-structured schedule and plan ensures that even the most chaotic days run more smoothly.

Think about your current classroom or schedule. Do you feel that you have an effective schedule in place for yourself and, if involved, other staff in your classroom?

List a few challenges you face with scheduling for you or you and staff in your classroom:

1. _____
2. _____
3. _____

Example

| Staff Assignment Sheet | | | |
|-------------------------------|--|---|---|
| Classroom: Ms. Teacher | | | |
| Time | Activity | Teacher | Aide |
| 7:10-7:50 | Breakfast/ Arrival | <ul style="list-style-type: none"> Prepping for the day Meet students in Cafeteria and walk down to the classroom Assist students in unpacking backpacks, completing morning work and toileting | <ul style="list-style-type: none"> Breakfast Duty with students Assist students with unpacking backpacks. toileting & hygiene checks help Student 1 finish nutritional shake |
| 7:50-8:30 | 3-5 Pullouts/ K-1 Reading Lesson | <ul style="list-style-type: none"> Unique Learning ELA Lessons Students rotate in small groups using L3 Skills | Supervise and assist students while being pulled out into special with general education students |
| 8:35-9:15 | Calendar/ Handwriting | <ul style="list-style-type: none"> Implement Calendar Lesson Alphabet Lesson with small group Brain Break | <ul style="list-style-type: none"> 15 Minute Break Check Homework Handwriting with small group Toileting |
| 9:20 – 10:00 | Math/ Spelling | <ul style="list-style-type: none"> Implement Math Lessons to three small groups rotating Unique Learning on iPads | <ul style="list-style-type: none"> Implement spelling lesson and/or HWWT to three small groups rotating |
| 10:05 – 10:45 | Computer Lab/Adaptive PE/ Counseling | Planning | Assist students in specials or computer lab |
| 10:45 – 11:15 | TeachTown/ News 2 You | <ul style="list-style-type: none"> Teachtown lesson N2Y Assist students getting ready for lunch handwashing, toileting | LUNCH |
| 11:15-11:45 | Student Lunch | LUNCH | Assist students in Cafeteria |
| 11:50 – 12:30 | Hygiene Tooth Brushing Recess | <ul style="list-style-type: none"> Read aloud Supervise students at Recess | <ul style="list-style-type: none"> Assist students in toileting and toothbrushing. Assist Student 1 in finishing nutritional shake. 15-minute Break |
| 12:35-1:15 | K-2 Pullouts/ Reading 3-5 | <ul style="list-style-type: none"> Unique Learning ELA Lessons Students rotate in small groups using L3 Skills | Assist Students in Specials with general education students |
| 1:20 – 2:00 | Snack, Pack Up, Reward Recess, Homework Support | <ul style="list-style-type: none"> Assist students with snack and packing up, homework support. toileting | <ul style="list-style-type: none"> Assist students with snack, packing up, and Homework support. toileting |

Let's share:

Discuss challenges with others, are they similar? Do you have any ideas on working towards those challenges? If so, note below:

Notes:

7 - Proactive strategies

Proactive strategies serve as our toolkit for preparing ahead of time, anticipating challenges before they arise. While they may not eliminate all difficulties, they significantly enhance our ability to manage them effectively. Proactive strategies can include:

- » Classroom arrangement, scheduling, planning, and set-up
- » Skills teaching
- » Fostering engagement
- » Using timers
- » Using visuals
- » Offering choices
- » Catch them being good!

Do you consistently use proactive strategies in your classroom? If so, note the strategies that you utilize daily:

1. _____
2. _____
3. _____

Given the list of strategies and definition, are there any strategies that you would like to or consider using in your classroom? Note these strategies below:

1. _____
2. _____
3. _____

Choose one strategy that you are not already using, focus on steps to begin using that strategy below. If using one of these strategies, how could you make it better or more effective for your classroom? Write ideas below:

Strategy:

Ideas:

Let's share:

Talk with another about the strategy you chose, do they have any ideas on how it can be successful, or how they have used a strategy that made a huge difference with consistency?

Notes:

8 - Positive reinforcement strategies

Consider what drives you to come to work each day and how much effort you invest in your job. Now, let's shift our focus to our students. Beyond the obligation of attending school, what motivates them to show up every day? Recognizing that motivation significantly influences behavior is crucial. The Positive Reinforcement principle, which has consistently demonstrated its effectiveness, plays a pivotal role in increasing the likelihood of desired behaviors.

Positive reinforcement: something that is added when a behavior occurs that increases the likelihood of that behavior happening again.

Rewards **MUST** be motivating and attainable.

1. _____
2. _____
3. _____

Let's explore how to effectively increase the likelihood of these behaviors. Consider what motivates you personally—what activities or rewards prompt your engagement? Apply the same principle to your students. Take the time to understand their preferences and interests. These insights will guide you in identifying potential reinforcers. Keep in mind that everyone is unique, and what works as a reinforcer for one may not be effective for another. Conduct assessments to determine personalized reinforcers for your students.

Preference Assessments – surveys, interviews, or observation of what your student likes. If there is a particular student you have in mind, think about what their preferences are. How can you use those preferences to promote behavior that you want to see? What about your entire classroom?

Write your ideas here:

Let's share:

Share your ideas with others. What are their ideas or something that is working for their classroom? What is currently working for your classroom or a particular student? How can you change or modify what you are doing if needed? Write additional ideas here:

102 FREE CLASSROOM REWARDS

| | | | | | |
|--|--|---------------------------------|-----------------------|---------------------------------------|------------------------------------|
| Jersey Day | No Homework | Extra Recess | Movie Day | Lunch with a Friend | Help Another Class |
| Help a Specials Teacher | Computer Time | Teacher Chair | Sit at Teacher's Desk | No Shoes | Be a Part of Morning Announcements |
| Certificate | Pajama Day | Science Experiment | Play an Academic Game | Positive Phone Call | Get Your Work on Display |
| Read to Another Class | Work Outside | Superhero Day | STEM Activity | Use Whiteboards | College Day |
| Special Guest Speaker | Read to the Class | Teacher's Helper | Pick a Job | Go Noodle Video | Inside Out Day |
| Technology Day | Extra Specials | Bring a Stuffed Animal | Sit By a Friend | Wear Slippers | Bring a Toy |
| Eat Lunch Outdoors | Celebrity Look-Alike Day | Show and Tell | VIP Table | Sunglasses Day | Shout Out from the Teacher |
| School Colors Day | Walking into Lunch First | Talking Break | Brain Break | Help the Librarian | Go to Recess First |
| Lunch with the Teacher | New Name Day | Mismatch Day | Positive Note Home | Write with Pen | Help the Custodian |
| Sweats Day | Help in the Office | Hat Day | Jean Day | iPad Time | Nerd Day |
| Operate Projector | Western Day | Sit Anywhere in the Classroom | Read Outside | Line Leader | Choose Read-Aloud Book |
| Choose Your Own Line Spot | Free Draw | Encouraging Note to the Student | Free Time | Twin Day | Lunch with the Principal |
| Crazy Sock Day | Sit in Bean Bag Chair/ Special Seat | Minute to Win It Games | Teacher in Training | Dance Party | Lead Morning Meeting |
| Shout out During Morning Announcements | Write with a Marker | Listen to Music | Flashlight Friday | Teach the Class | Help in the Lunchroom |
| Be the Messenger | Board Game Day | SMART Board Time | Work with a Partner | Do an Art Project | Tourist Day |
| Help a Classmate | Sit Near the Teacher | YouTube Video | Flip-Flop Day | Take Care of Class Pet | Free Writing |
| Hat Day | Help with Bulletin Board | Pass Out Supplies | Grade Papers | Dress Up Like Your Favorite Character | Crazy Hair Day |

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Notes:

9 - Responding to challenging behavior and crisis intervention

Despite our best efforts in preventive and reinforcement strategies, occasional challenges may arise—hopefully infrequently. Being prepared and ready for such situations is crucial. By meticulously planning, ensuring that both you and your staff are well-versed in procedures, and maintaining awareness, you can navigate even crisis moments with greater ease.

Things you need to know:

- 1. Know what your school crisis prevention program is, even if you are not trained, it is important to be aware of what your school uses.
- 2. Know who your crisis team is in your building and the procedure for contacting them.
- 3. Focus on de-escalating the situation.

Do you know what crisis prevention system your school uses? ☐ Yes ☐ No

List here:

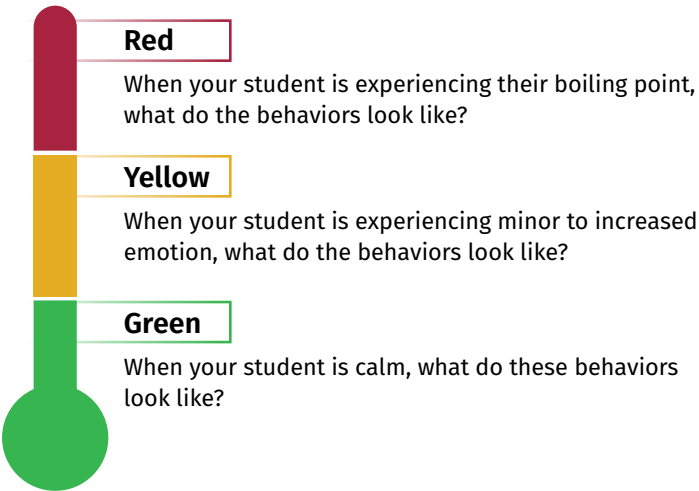
Do you know the procedure if there is a crisis? ☐ Yes ☐ No

Contact your administrator if you do not know, and if you do, make sure you have a written procedure that can be followed and reviewed.

Do you know who is on your school’s crisis team? ☐ Yes ☐ No

This will also be important for you to find out if you do not know. Make sure this information is on the procedure so there is no confusion.

Aside from your school’s crisis prevention program de-escalation, it will be important if you have a student in mind who may be exhibiting some challenges. **Use the template below as a guide** to identify behaviors this student exhibits at each level.



Evacuation Planning:

It is particularly important to have an evacuation plan for your students when a crisis occurs. Sometimes, it is much easier and safer to remove the calmer students.

Tips:

- » Create a “go kit” which includes something for everyone to do if they must be moved to another area.
- » Put your plan in writing, outline the procedure and review it at least every 9 weeks or more if you have used it.

Do you have an evacuation plan?

☐ Yes ☐ No

Write some ideas here where you will start with creating one, or some ideas for changes to your current plan:

Let's share:

Discuss any ideas that others may have or have had regarding successful de-escalation below. Write any ideas or helpful hints.

Notes:

10 - Data Collection

Data collection plays a pivotal role when assessing any type of behavior. Consider it as a compass guiding us to understand where our students are and how they're progressing with academic objectives. Just as data informs academic growth, it is equally essential in addressing behavior challenges. Without data, we remain uncertain about whether things are improving, declining, or remaining stable. The more objective and accurate our data, the better equipped we are to navigate these complexities.

Some examples of Data Collection:

A-B-C Data Collection: Purpose of this data collection method is to assist with identifying patterns. This data also can assist with identifying potential functions of behavior.

- » Antecedent – what happened before the behavior occurred?
- » Behavior – what did the behavior look or sound like?
- » Consequence – what happened after the behavior occurred?

Event recording (Frequency): the purpose of this data collection method is to show how many times a behavior occurs.

Duration recording: the purpose of this data collection method is to show how long a behavior is occurring.

Interval recording: the purpose of this data collection method is to show when a behavior occurs.

ABC Data Collection

Student: example School/Teacher: _____

Use the following chart to record details about each instance of challenging behaviors. Please be specific and describe what was happening in the environment around the time each instance occurred in the appropriate column below.

| Date/Time | Location Where did this occur | Antecedent What happened immediately before the behavior occurred | Behavior What the student said or did | Consequence What happened immediately after the behavior occurred |
|-----------|----------------------------------|--|--|---|
| 1/6/17 | classroom | told class to come to carpet | said "no" ran in opposite direction | went over to student told "come to carpet" |
| 1/8/17 | lunch room | eating pizza peer sat next to him | pushed/hit peer | peer screamed - "He hit me" and peers at table looked in their direction |
| 1/8/17 | classroom | teacher reading a story to class | stood up kicked teacher | teacher said "that is not nice" had student sit at table away from group. |
| | | | | |
| | | | | |

| | |
|---------------|--------------|
| Staff: | Date: |
|---------------|--------------|

| | |
|------------------|-----------------|
| Name: | Date(s): |
| Behavior: | |

| Occurrence | Date | Start Time of Behavior | End Time | Total Time |
|------------|--------|------------------------|----------|------------|
| Example | 5/5/10 | 10:05 | 10:15 | 10 min |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Show Me the Data! By Leon-Guerrero, Matsumoto, & Martin © 2011. AAPC. www.aapcpublishing.net
BEHAVIOR – Duration Recording

| | |
|---------------|--------------|
| Staff: | Date: |
|---------------|--------------|

| | |
|------------------|-----------------|
| Name: | Date(s): |
| Behavior: | |

[illegible]

Show Me the Data! By Leon-Guerrero, Matsumoto, & Martin © 2011. AAPC. www.aapcpublishing.net
BEHAVIOR – Frequency Data

ABC Recording Form

Student: _____ Teacher: _____
 School: _____

| Information | Setting Events | Activity/Task | Antecedent | Behavior | Outcome/Consequence (please not any delayed consequences) |
|--|---|--|---|--|--|
| Date: _____ Time: _____ Location: _____ Staff present: _____ Number of students: _____ | Did anything out of the ordinary happen today? Things to consider: • Medication • Illness • Schedule change • Issues at home • Sleep <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <input type="checkbox"/> Other: _____ Specify above checked activity: _____ | <input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____ | <input type="checkbox"/> pulling/grabbing adult <input type="checkbox"/> pulling/grabbing peer <input type="checkbox"/> pulling adult <input type="checkbox"/> hair pulling peer hair <input type="checkbox"/> Running away from adult <input type="checkbox"/> screaming/yelling <input type="checkbox"/> crying (with tears) <input type="checkbox"/> kicking adult <input type="checkbox"/> kicking peer <input type="checkbox"/> using body to climb/lie on top of peer <input type="checkbox"/> using body to climb/lie on top of adult <input type="checkbox"/> Other: _____ Approximate Duration: _____ | <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided Other/Notes: _____ |
| Date: _____ Time: _____ Location: _____ Staff present: _____ Number of students: _____ | Did anything out of the ordinary happen today? Things to consider: • Medication • Illness • Schedule change • Issues at home • Sleep <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <input type="checkbox"/> Other: _____ Specify above checked activity: _____ | <input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____ | <input type="checkbox"/> pulling/grabbing adult <input type="checkbox"/> pulling/grabbing peer <input type="checkbox"/> pulling adult <input type="checkbox"/> hair pulling peer hair <input type="checkbox"/> Running away from adult <input type="checkbox"/> screaming/yelling <input type="checkbox"/> crying (with tears) <input type="checkbox"/> kicking adult <input type="checkbox"/> kicking peer <input type="checkbox"/> using body to climb/lie on top of peer <input type="checkbox"/> using body to climb/lie on top of adult <input type="checkbox"/> Other: _____ Approximate Duration: _____ | <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided Other/Notes: _____ |
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Note here how you are going to plan to track your behavior data if you do not already have something in place:

If you do have something in place, are you going to change or modify it, if so, not here how:

Notes:

Conclusion

In the dynamic world of education, understanding and addressing student behavior is both an art and a science. As educators, we wear multiple hats—mentors, guides, and advocates. Our commitment to fostering positive learning environments extends beyond the classroom walls.

In this behavior strategy workbook, we've explored a spectrum of proactive and responsive techniques. From building relationships to data-driven decision-making, each strategy contributes to a harmonious and effective educational journey.

Remember that no two students are alike. Their unique backgrounds, needs, and aspirations shape their behavior. As you implement these strategies, adapt them to your specific context. Be flexible, compassionate, and open to growth.

Together, we create spaces where learning thrives, challenges transform into opportunities, and every student finds their path to success.

Thank you for your dedication to shaping young minds.



Michele L. Blatt
West Virginia Superintendent of Schools

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