



Behavior Blueprint

Crafting Strategies for Supporting your Classroom

School/County
Date

“There is no such thing as a bad boy, only bad environment, bad modeling and bad teaching.”

-Father Edward J. Flanagan – Founder of Boys Town



Objectives

- Produce a “blueprint” for strategies that you can do in your classroom, or with individual students to assist with student behavior.
 - Identify the areas of focus that are important for setting up success.
 - Develop strategies for your classroom or a particular student using these areas.
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Focus Areas

1. Building and Maintaining Relationships
 2. What does the Behavior “Look” Like (Defining)?
 3. Function-Based Thinking
 4. Skill-Deficits (Performance versus Skill Issues)
 5. Classroom Set Up
 6. Schedules
 7. Proactive Strategies
 8. Positive Reinforcement Strategies
 9. Responding to Challenging Behavior and Crisis Intervention
 10. Data Collection
-



Strategy Checklist

STRATEGY CHECKLIST		
Area	Strategies in Place?	List of Strategies
Building and Maintaining Relationships	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Defining Behavior	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Function-Based Thinking	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Skill Deficits	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Classroom Set-Up	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Schedules	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Proactive Strategies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Positive Reinforcement Strategies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Responding to Challenging Behavior and Crisis Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____
Data Collection	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none">• _____• _____

Take 5 minutes to look through the booklet and note:

1. What do you see?
2. What do you think about it?
3. What does it make you wonder?

1

Building and Maintaining Relationships

p. 2-3



Relationships are Key!

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







Information Good to Know

Past Trauma

**Characteristics Related
to Disability**

**Communication
Strengths/Deficits**

**Specific Skill
Strengths/Deficits**

**Precipitation/Triggering
Factors**

Likes and Dislikes



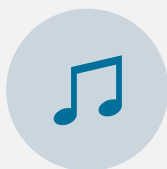
Ideas for Building Relationships



GO FOR A WALK
WITH THE
STUDENT



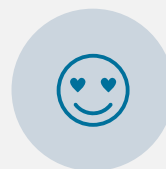
TAKE THEM
ALONG TO RUN
ERRANDS



LISTEN TO THEIR
FAVORITE MUSIC



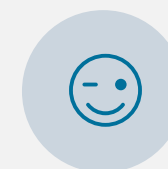
HAVE LUNCH WITH
THEM



BRING IN ITEMS
THEY LIKE



TALK ABOUT
THEIR FAVORITE
TOPICS



USE HUMOR



HAVE THEM HELP
ORGANIZE IN
CLASS



A Couple More Ideas

- 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 (or week). 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.
-



Area 1- Building and Maintaining Relationships

- 8 minutes

“As educators, fostering positive relationships becomes a powerful tool in preventing and addressing challenging behaviors.”



| Area 1 - Discuss

- 3 Minutes

2

What Does the Behavior “Look” Like?

p. 4-5



Defining Behavior

- Defining behavior is critical to being able to measure and change.
 - Using categorical and generic terms such as “meltdown,” “disrespectful,” and “refusal,” can be subjective and look different to each person.
-



Area 2 – What does the Behavior “Look” Like?

- 8 minutes
-



Let's Share and Discuss

Meltdown

Refusal

Insubordination

Disrespectful

Aggression



3

Function-Based Thinking

p. 6-7



Understanding the Function of Behavior



- Understanding the function of a behavior is “critically important” to develop effective behavior interventions.
- Answers the question – Why is the person doing what they are doing?
- Function works both ways for desired and undesired behavior.
- There are 4 main functions of behavior (they can often occur together, especially in environments that have many different variables, such as a school).

Escape

- Get away from a person, place, task, environment, situation
- The behavior happens in response to a specific person, request to do something or even an event.
- Examples:
 - In the grocery store and you see someone you don't want to talk to, turning around and going the other way.
 - Throwing things to get sent to another area.





Attention

- Desire for attention from peers, adult (responses no matter what kind). Socially mediated.
- When a specific people are around the behavior will occur.
 - Examples:
 - Telling a joke to make someone laugh.
 - Picking on someone to get a reaction.





Tangible

- Desire for a specific thing or activity.
- When not having access to something or an activity, will engage in the behavior to get that activity.
- Example(s):
 - Walking to the other room to get your favorite book to read.
 - Screaming at a peer to get them to give up the toy they want.





Sensory (Automatic Reinforcement)



- To get away from something that does not feel good or to get something that feels good (or meets a sensory need).
- Happens at any time or place regardless of what is going on around them. Something they would do all by themselves if no one was around.
- Examples:
 - Tapping foot, covering up with a blanket to get warm, squeezing a stress ball, and covering ears when it is too loud.
 - Self-stimulatory behaviors.



Behavioral Lens Framework (A-B-C)

<u>A</u> ntecedent	<u>B</u> ehavior	<u>C</u> onsequence
<ul style="list-style-type: none">• What happens before a behavior occurs.• Situations, time, people, place, object, etc....• Setting Events• Examples:<ul style="list-style-type: none">• Telling someone to sit down.• Seeing the 'Hot Now' sign at Krispy Cream Donuts.• A non-preferred person walks into a room.• Hearing police sirens.• Lining up for the book fair.	<ul style="list-style-type: none">• What you see or hear (observable).<ul style="list-style-type: none">• Instead of – meltdown, tantrum, insubordinate, defiant. (Perception is different and leaves it open for subjectivity).• Use this – screaming, hitting, biting, dropping to the floor, climbing the furniture, tearing up worksheet, stating no, using profane words towards a person, throwing a book at the teacher. (more objective, promotes a better understanding and ability to measure).	<ul style="list-style-type: none">• What happens after the behavior occurs – can be immediate or delayed.• Examples:<ul style="list-style-type: none">• Sent to the office and read books.• Sent home for 2 days (OSS). Think about what the student is doing at home instead of school.• Gave extra tablet time.• Stated that “you are doing a great job working on your math assignment! Keep it up!”• Stated “you will not talk to me that way.”



Area 3 – Identifying Functions of Behavior

- 8 minutes
-



| Area 3 - Discuss

- 3 Minutes


4 Skill Deficits

p.8-9



Think and ask these questions....

- 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 specific “behavior” skill as you would do with academic skills.
- Replacement Behaviors – What can they do instead to get the same function?
- Questions:
 - 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?



Math: Teach, Practice, Reinforce, Repeat

Reading: Teach, Practice, Reinforce, Repeat

Writing: Teach, Practice, Reinforce, Repeat

**Behavior: ~~Punish, Punish, Punish, Repeat~~
Teach, Practice, Reinforce, Repeat**

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Skill –Based vs. Performance-Based Deficit

- **Skill-Based** - Occurs when an individual has not learned how to perform a specific behavior. They lack the necessary skill.
 - **Performance-Based** - When an individual possesses a skill but doesn't consistently demonstrate it or fails to display it when appropriate. Addressing performance deficits often involves examining the environmental factors and providing appropriate reinforcement. Motivation?
-



| Area 4 – Skill Deficits

- 8 Minutes



| Area 4 – Discuss

- 3 Minutes



5

Classroom Set-Up

p. 10-13



Classroom Set up and Planning

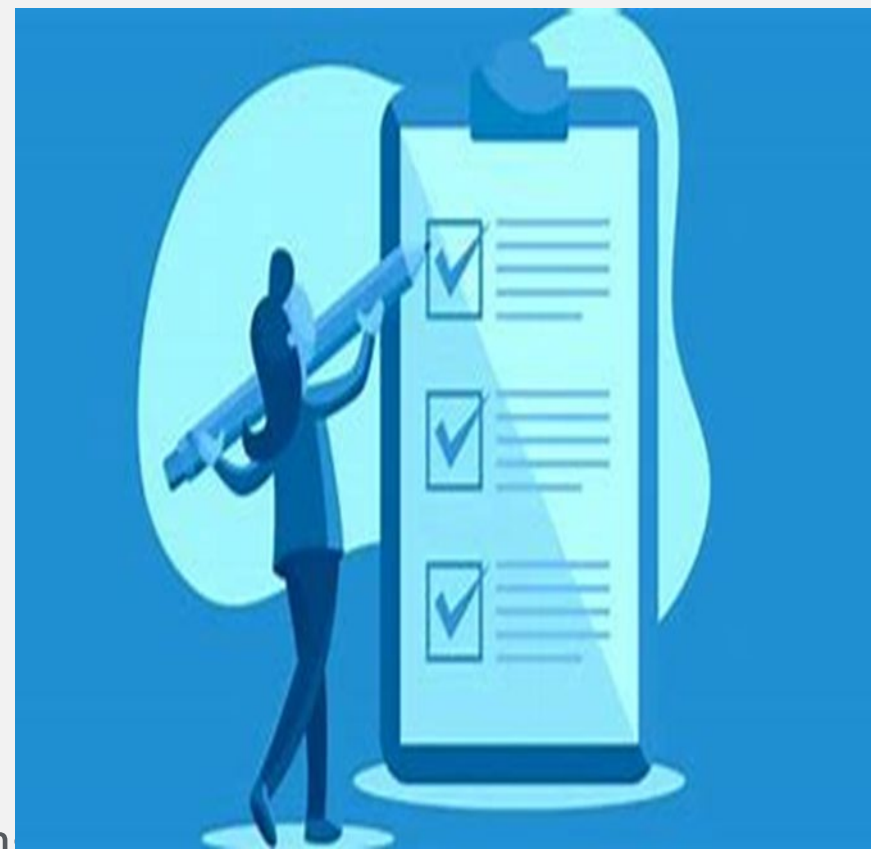
- Large Group Instruction
- Small Group Instruction
- Be Prepared
- Avoid Downtime
- Furniture Arrangement
- Safe Space/Sensory Area





Classroom Structure

- Classrooms with more structure promote:
 - Appropriate academic and social behavior
 - More task involvement
 - Better peer interactions
 - More attentive behavior
- Be prepared (materials, lessons, etc....)
- Minimize crowding and distractions
- Quiet or cool down area(s)
- Reinforcement area(s)
- Class jobs/roles
 - Promotes responsibility and positive peer modeling



Classroom Routines



General Routines

- Have clear/established routines and practice them, reinforcement for engaging in these routines appropriately.

Routines to be Established

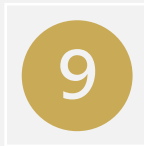
- Coming in the classroom
- What to do if late
- Notes from home
- Taking seat
- Taking attendance
- Transition of activities, staff or settings
- Asking questions or asking for help
- Bathroom rules
- What to do when finished work early
- Paper and work distributions
- What to do when the teacher is busy
- What to do if a student needs to leave class or who cannot cope with a certain situation
- Water and snack rules
- Cleaning up materials and areas
- Leaving class

Classroom Procedures



Getting students' attention

Signal or phrase



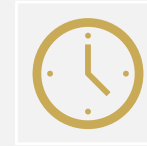
Numbering systems

Easier for lining up and getting groups ready



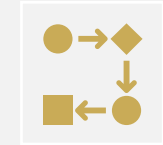
Academic work

Posting the daily Schedule
Timers, countdowns



Down Time

Kept to a minimum
Time fillers (set up and ready for quick use)



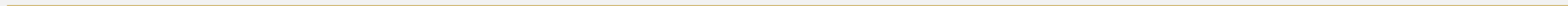
Transition Procedures

Clear areas for student movement
Signal for a transition that is about to occur
Gain students' attention and remind of expectations (i.e. talking, noise, personal space, etc...)



| 5- Classroom Set-up

- 8 Minutes





| Area 5 - Discuss

- 3 Minutes

6 Schedules

p. 14-17



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.

- Class wide
- Individual
- Predictability
- Routine

Mrs. Ross' Schedule 2014-15

Time	Activity
7:45-8:00	Doors open, morning routines
8:00-8:15	Calendar
8:15-8:45	SMART Time
8:50-9:25	Reading Block
10:32-10:42	Lunch
10:54-1:15	Math
1:15-1:25	Activity
1:30-1:45	Snack/Read Aloud
1:45-1:55	Writing
1:55-2:05	Recess
2:05-2:20	Silent Reading
2:20-2:30	Short Dismissal

Science and Social Studies are integrated into the reading block.

Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	Mus.	Comp/Math	PE 2	Art



VISUAL
schedules

CLASSROOM schedule

7:30-8:00	morning work	8:30-12:00	recess
8:00-9:00	math	12:30-1:00	social studies
9:00-10:00	library	1:00-2:00	speech
10:00-11:00	reading	2:00-2:30	centers
11:00-11:30	lunch	2:30-3:00	pack up



Schedule for Staff

- Staff Assignment Sheet
 - Class schedule
 - Student need
 - Responsibilities





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



| Area 6: Schedules

- 8 Minutes



| Area 6 - Discuss

- 3 Minutes



7

Proactive Strategies

p. 18-19



What are 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.



Preventative Interventions



Focus on – increasing behavior we want to see rather than only stopping the behavior that we don't want to see.

Start with knowing your student as well as those things that occur in their life that can have an impact on their behavior (when possible).

Rules, expectations, classroom set up, involving students (creating some ownership). Consistency.

Making sure the adults in the classroom know what to do at all times.

Individualizing antecedent strategies when needed.



Common Proactive Strategies

- Build in breaks in the schedule
 - Movement breaks
 - Break pass or card when needed
 - Provide choices (embed into academic tasks)
 - Relationship building (more positive than negative statements)
 - Use a timer
 - Be consistent across people and activities
 - Start off with easier tasks first
 - Remove items that can be potentially harmful or put items away.
-



| Area 7 – Proactive Strategies

- 8 Minutes



| Area 7 – Discuss

- 3 Minutes

8

Positive Reinforcement Strategies

p. 20-21



Positive Reinforcement

- 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



- Positive reinforcement is something that is added when a behavior occurs that increases the likelihood of that behavior happening again.
- 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 for one may not be effective for another.
- Preference assessments.



Simple Strategies



1. Verbal Praise
2. Tangible Rewards
3. Gestures
4. Public Recognition
5. Extra Recess/Fun Activities



More Involved Strategies

1. Class wide system (group contingencies)
 2. Individual modifications and adjustments to class wide system
 3. Individual Behavior Contract
 4. Student point system/token economy
 5. First/Then (Premack principle)
-



| Area 8: Positive Reinforcement Strategies

- 8 Minutes



| **Area 8: Discussion**

- 3 Minutes

9

Responding to Challenging Behavior and Crisis Intervention

p. 22-23



9- Responding to Challenging Behavior and Crisis Intervention

- Despite our best efforts in preventative 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

- ALWAYS focus on de-escalating the situation.



De-Escalation

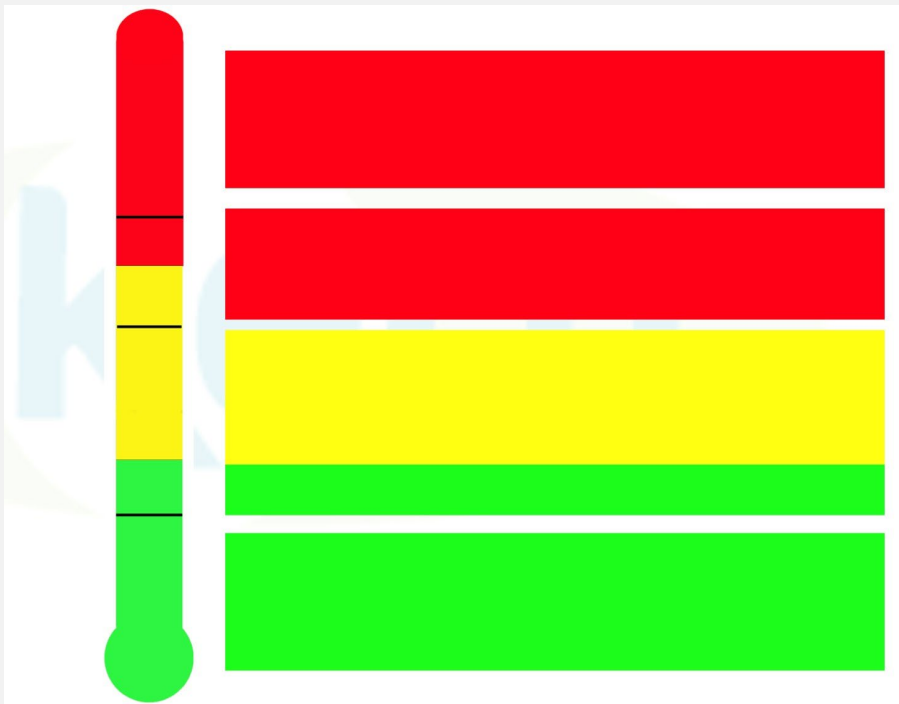
- Aside from your school's crisis prevention program de-escalation, it will be important if you have a student in mind who may be exhibiting some challenges. Use the template as a guide to identify behaviors this student exhibits at each level.
-



Your Behavior Matters! Try to Remain Calm and Neutral

- Be aware of your tone of voice and what words you use
 - Yelling or screaming will escalate a situation (be mindful)
 - Neutral and/or stern (when necessary) is more effective and less likely to escalate behavior when it is occurring.
 - Screaming – long, loud piercing cries expressing extreme emotion or pain.
 - Yelling – give a loud, sharp cry.
 - Stern – serious and unrelenting, especially in the assertion of authority and exercise of discipline.
 - Distance and Proximity (Personal Space)
 - Give the student space and remain at a safe distance
 - Do not move closer when a student is escalated
 - Ask before approaching them (if they say no or indicate that they do not want you near them, accept this)\
 - Getting back to the schedule following a challenge (don't take it personally)
-

De-Escalation

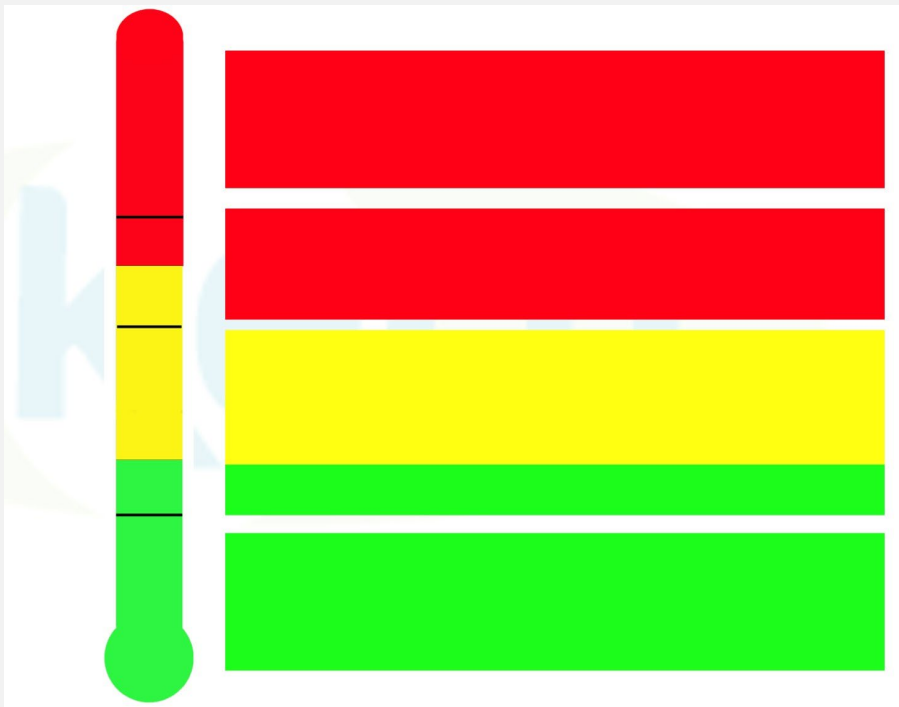


Red – When your student is experiencing their boiling point, what do the behaviors look like?

Yellow – When your student is experiencing minor to increased emotion, what do the behaviors look like?

Green – When your student is calm, what do these behaviors look like?

De-Escalation

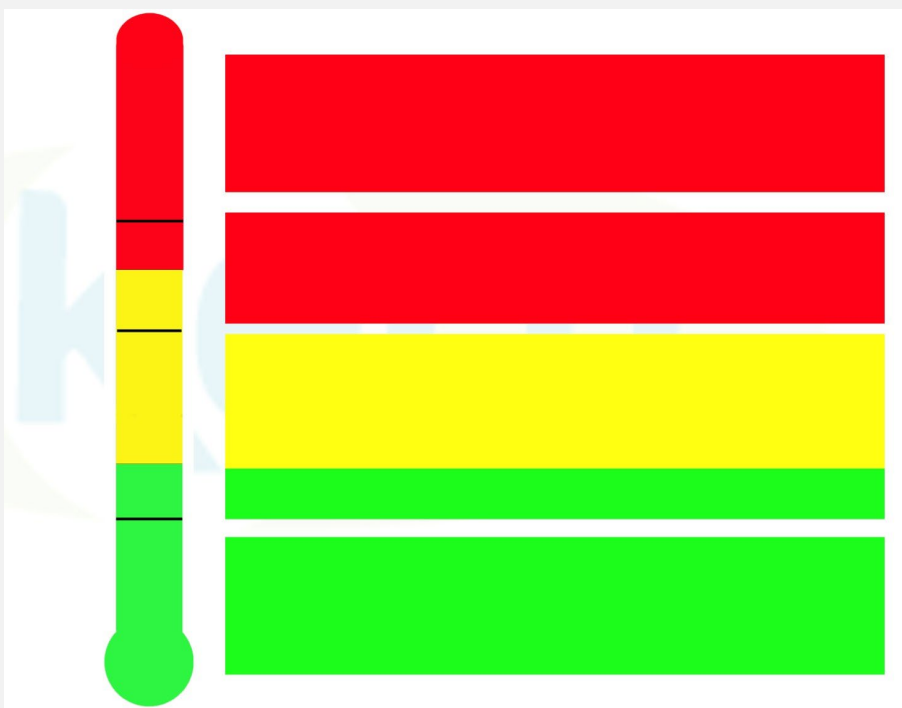


Green to yellow (minor agitation)

- What does this look like for your student?
- Ask yourself –what has been going on?
- Can they be redirected by talking about another topic or change the task/environment?
- Be mindful of proximity



De-Escalation

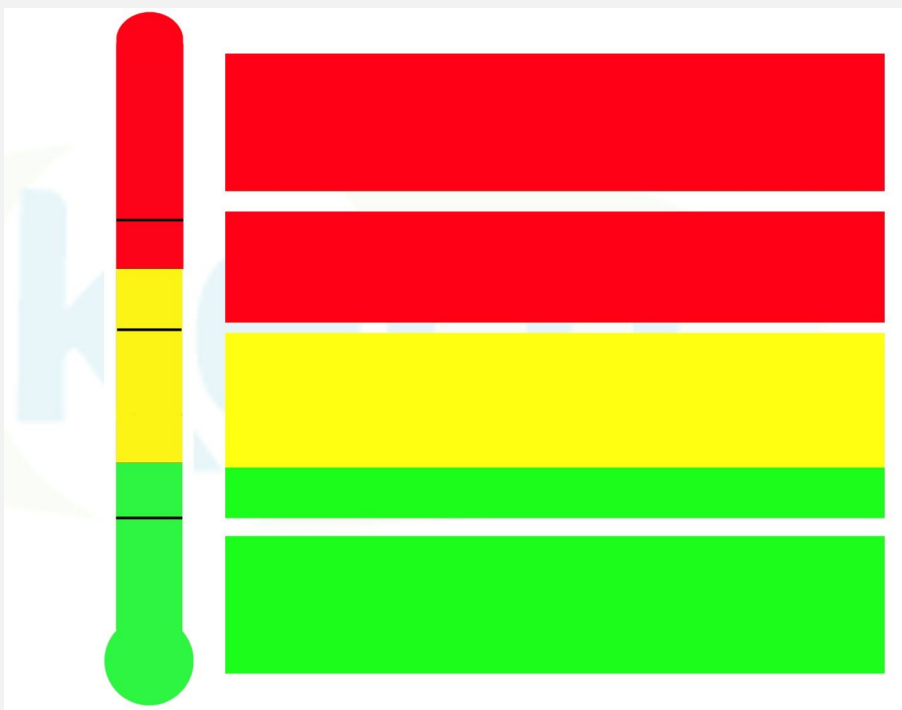


Yellow to Red (Heightened Emotion)

- Keep a safe distance
- Keep interactions short and limited – emphasis on calm tone and be mindful of body language



De-Escalation



Red (Boiling Point)

- Keep maximum distance
- Evacuate others, if possible
- Contact Crisis Team



9- Responding to Challenging Behavior and Crisis Intervention

- 8 Minutes



9- Discuss

- 3 Minutes
-

10 Data Collection

p. 24-27



Data Collection

- Consider it as a compass guiding us to understand where are 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.
-



Data Collection

- **A-B-C Data collection** – Purpose of this data method is to assist with identifying patterns. This data also can assist with identifying potential functions of behavior.
 - **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 connection 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 and that is it occurring.
-



Area 10: Data Collection

- 8 Minutes



Area 10: Discussion

- 3 Minutes
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West Virginia DEPARTMENT OF
EDUCATION



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