Greenwich Junior-Senior High School

"Where Excellence is a Tradition"

RtI Plan

June 2, 2011

Updated 2/23/15

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RtI Description

What is RtI?

RtI stands for Response to Intervention. RtI is a federally mandated educational model intended to provide academic, social and emotional support for students who have been identified through data analysis as learners that are struggling to meet a minimum level of proficiency on New York State assessments. The RtI model is also intended to promote the use of specific interventions that are based on a systematic analysis of student performance data. A cornerstone of the RtI model is the use of benchmarking to "progress monitor" students that are receiving academic and/or behavioral interventions. RtI, in sum, is intended to ensure that schools have exhausted all appropriate general education interventions available before a student is referred to the Committee on Special Education.

What is in our RtI plan?

The plan outlined in this document represents what is actually currently being done in the Greenwich Junior-Senior High School. Many of the interventions described are long-standing practices that the educational professionals in our school have employed to assist our students. This document synthesizes the strategies, interventions, and professional practices that staff members are using throughout our building into one document. This document will help us coordinate our services and provide a roadmap to new staff in our building. It will also help parents of struggling students to better understand the interventions available to help their child meet New York State learning standards.

What is the goal of our RtI plan?

This plan is intended to facilitate the use of consistent language, assessments, interventions and monitoring systems in our school. This will, in turn, promote a student's individual growth as they move from grade to grade by focusing our professional dialogue on the items on the plan and preventing a "reinvention of the wheel" syndrome that can often cause teachers to become frustrated.

Greenwich Central School District
Response to Intervention - Student Record

Date: ____/____/____

Student's Name: _____   *Grade: _____*

Form Completed By: _____
Note: This form should only be completed in order to recommend that a student receive a Tier 2 or Tier 3 intervention. Tier 1 interventions are the responsibility of the regular classroom teacher (see attached intervention strategies for list of appropriate interventions).

Support Services (*to be completed by counselor*)
       What support services are currently in place for the student?

____ AIS English	____ Counseling
____ AIS Math	____ Speech
____ AIS Reading	____ OT/PT
____ AIS Science	___ Other: _____
____ AIS Social Studies	

Description of Problem:
       Provide a description of area of concern(s) and supporting data.

Subject Area:	Teacher:
Academic Concerns: _____	

Behavioral/Social-Emotional Concerns:

Aggression: _____
_____
_____

Non-Compliance: _____
_____
_____

*Passive/Withdrawn:*_____
_____
_____

Time on Task: _____
_____
_____

*Completion of Work:*_____
_____
_____

Attendance/Discipline/Medical history (to be filled out by school counselor);

*Discipline History (include only serious offenses and/or chronic issues:*_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Attendance History:
_____
_____
_____
_____

*Medical History:*_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Desired Outcome(s)

Subject Area:	*Teacher:*
Description of desired outcome: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

Contact with Parent or Guardian

Has contact been made with parent/guardian? Yes ☐   No ☐

Date: ____/____/____

Parent's Response: _____

_____
_____
_____
_____

Response to Intervention Strategies
Which of these interventions have already been attempted in the classroom? Only fill in the areas that apply to the strategies that have been used.

Motivational Strategies
1.) Developed a positive learning environment for the student:

Duration: _____   Observed Result: _____
_____
_____

2.) Built a rapport with the student:
Duration: _____   Observed Result: _____
_____
_____

3.) Provided a positive reinforcement plan:
Duration: _____   Observed Result: _____
_____
_____

4.) Connected content to student's experiences:
Duration: _____   Observed Result: _____
_____
_____

5.) Offered student choice regarding assignments:
Duration: _____   Observed Result: _____
_____
_____

6.) Other:
Duration: _____   Observed Result: _____
_____
_____

Instructional Strategies/Differentiated Instruction
Which of these interventions have already been attempted in the classroom? Only fill in the areas that apply to the strategies that have been used.

1.) Incorporated different learning styles:
Duration: _____   Observed Result: _____
_____
_____

2.) Provided individual instruction (within class or after school):
Duration: _____   Observed Result: _____
_____
_____

3.) Provided multiple modes of instructional delivery (ex. Peer tutoring, group work, collaborative learning):

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Duration: _____   *Observed Result: _____*
_____
_____

4.) Developed a reward system:

Duration: _____   *Observed Result: _____*
_____
_____

5.) Provided a variety of instructional materials (ex. Visuals, technology):

Duration: _____   *Observed Result: _____*
_____
_____

6.) Offered student choice of assessment/assignments:

Duration: _____   *Observed Result: _____*
_____
_____

7.) Other: _____

Duration: _____   *Observed Result: _____*
_____
_____

Behavioral Strategies

Which of these interventions have already been attempted in the classroom? Only fill in the areas that apply to the strategies that have been used.

1.) Provided a positive reinforcement plan:

Duration: _____   *Observed Result: _____*
_____
_____

2.) Provided clear and consistent consequences for behavior:

Duration: _____   *Observed Result: _____*
_____
_____

3.) Developed an appropriate seating arrangement:

Duration: _____   *Observed Result: _____*
_____
_____

4.) Used teacher proximity and/or signals to redirect behavior:

Duration: _____   Observed Result: _____ *_____* *_____*

5.) Developed a reward system:

Duration: _____   Observed Result: _____ *_____* *_____*

6.) Communicated with colleagues and/or student:

Duration: _____   Observed Result: _____ *_____* *_____*

7.) Other: _____

Duration: _____   Observed Result: _____ *_____* *_____*

Resources still needed
Which resources do you believe need to be applied to help the student?

Resource(s) needed to help student achieve desired outcome: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

ASSESSMENT STRATEGIES

- Allow for multiple quick-response techniques (e.g., tell your partner, use individual dry-erase boards, thumbs up/thumbs down, non-verbal signals)

- Use Pair-Share to allow students to summarize what they learned

- Use a variety of informal, formal, and authentic assessments

- Vary the type of written test items (e.g., multiple choice, short-answer response, extended-answer response)

- Use frequent checks for understanding to correct or clarify any misunderstandings

- Hold individual conferences with students to determine what they understand

- Evaluate the thinking process and product by asking students to articulate, orally or in writing, how they solved a problem

- Use a K-W-L chart to determine what students know and what they have learned

- Use performance-based tasks and/or activities (oral presentation, role-playing, paraphrasing, summarizing, retelling, and problem-solving situation)

- Use rubrics and/or checklists when evaluating student products

- Utilize illustrations and oral/written explanations to demonstrate content knowledge and understanding

- Use probing questions to stimulate curiosity and to determine the depth of knowledge of what is being learned

- Ask questions that generate a variety of solutions and stimulate creative thinking

- Use open-book or open-note tests

- Provide study questions, study sheets, or opportunities to study with a partner prior to formal testing

- Use graphic organizers to display conceptual understanding

- Use book-response journals for students to record short or extended written reactions to what they have read and follow-up with conferences

- Provide equitable opportunities for students to participate in discussions to determine the level of comprehension of a topic being studied

- Implement portfolios gradually to compare a student's work to his/her previous work to determine growth over time

- Have students share "I learned…" statements orally or use a learning log during and at the conclusion of a unit of study

- Use an interview to determine the student's depth of understanding rather than whether or not the student can provide the correct answer

TIME MANAGEMENT STRATEGIES

- Create time awareness by having students estimate the length of time it takes to complete a task

- Use time management tools (assignment sheets, calendars, and student planners) to help students plan and remain focused on a goal

- Schedule time for students to clean out desks and/or notebooks

- Assign responsible partners to students with time management problems

- Maintain a monthly calendar of assignments and activities which is posted and clearly visible to all students

- Point out any changes in routines or in the daily schedule

- Make all materials readily available and easily accessible

- Organize the class space so that shelves, drawers, and/or bins are clearly labeled

- Use colored paper or colored pocket folders for different tasks (e.g., blue for math, yellow for reading, white for assignment calendar)

- Make assignments in advance

- Break long-term assignments into smaller, manageable increments

- Post project due dates and call attention to them frequently

- Use a timer as a visual or auditory reminder to keep students on task (e.g., kitchen timer, stopwatch, overhead timer)

- Develop and maintain a list of things to be accomplished each day

- Allow time for students to reorganize and prepare for the next activity

- Use signals for transitions (chimes, music, clap hands)

- Offer suggestions to parents on how to assist and support time management

- Use incentives when students complete tasks as planned, especially the important tasks

TIME/SCHEDULING

- Allow additional testing time

- Incorporate breaks between work periods

- Schedule testing over several days

- Administer the test at the most optimal time of day for a student

- Extend time for completion of tasks, projects, or assignments

- Adjust the length of a task or of an assignment

BRAIN-BASED INTERVENTION STRATEGIES

- Establish a classroom environment that is fun, safe, and free where students take risks to acquire self-confidence and love of learning

- Provide quiet areas for student reflection and independent tasks

- Change classroom displays and seating arrangements to provide novelty which promotes brain development

- Provide students safe outlets to express any negative or positive emotions

- Ensure the use of positive emotions in learning

- Activate multiple senses through the integration of color, music, smell and lighting to add novelty to a lesson

- Provide opportunities to make conceptual connections to real-world experiences so students view their studies as meaningful and relevant

- Use overheads, video clips, or other visuals to present a global overview prior to beginning a lesson

- Increase motivation and memory through the use of mnemonics or memory strategies

- Involve students in decision-making opportunities

- Use prompt, specific feedback that is built into the learning process

- Allow students to move away from their desks or computers and interact with classmates in some form of activity or exercise

- Increase mobility during the school day (e.g., jumping, walking around the room, dancing)

- Allow students to drink water throughout each instructional day to optimize learning performances

MULTIPLE INTELLIGENCES STRATEGIES

LINGUISTIC INTELLIGENCE/WORD SMART

- Use vocabulary to develop, review, or extend concepts

- Employ debating, panel discussions, and commercials as ways to present learned knowledge

- Use any form of oral or written communication to deliver instruction

- Incorporate literature and computer technology as a means to gather knowledge

- Build conversations and discussions into lesson presentation

LOGICAL–MATHEMATICAL INTELLIGENCE/NUMBER SMART-

- Deliver instruction using experiments, discovery or search for patterns

- Use games requiring strategy

- Provide experiences with manipulating numbers, problem solving, and analytical reasoning

SPATIAL INTELLIGENCE/PICTURE SMART-

- Use visualization strategies

- Utilize drawing, constructing, designing, creating, building

- Deliver instruction through a visual presentation

BODILY-KINESTHETIC INTELLIGENCE/BODY SMART-

- Use physical activities to teach concepts or to allow students to present products or projects

- Deliver instruction using hands on and movement activities

- Utilize charades, skits, make-believe plays

- Use manipulatives to solve problems and to learn concepts

- Use manipulatives to solve problems and to learn concepts

MUSICAL INTELLIGENCE/MUSIC SMART-

- Provide opportunities to listen and respond to music and produce music

- Deliver instruction using songs, raps, or rhythmic games and activities

INTERPERSONAL INTELLIGENCE/PEOPLE SMART-

- Use these students as leaders as they are sensitive to feelings, moods, and needs of others

- Use cooperative learning and games that involve partners and groups

- Use group projects and discussions, dramatic activities, or role-playing

INTRAPERSONAL INTELLIGENCE/SELF SMART-

- Use personal goal-setting opportunities

- Allow students to work at their own pace, in their own space

NATURALIST INTELLIGENCE/NATURE SMART-

- Provide learning opportunities to collect, analyze, study and care for plants, animals, and the environment

- Involve students in noticing characteristics and categorizing them

ACCOMMODATIONS STRATEGIES

PRESENTATION FORMAT

- Read directions to the student

- Have student reread and paraphrase the directions

- Highlight key verbs in the section for test directions

- Offer examples and models of the standard of work expected

- Use color-coding to emphasize steps to be followed

- Record test questions and play by audiotape

- Provide large print editions

- Reduce the number of items or problems on a page

- Increase the white space on a page

- Use a computer to present tasks

- Provide large print editions

- Increase the white space on a page

- Enlarge print/font size and increase spacing between lines on a page

- Use frames, windows, or boxes to separate and space problems and/or text on a page

- Use graphic representations to illustrate written directions or text

- Provide visual supports to supplement lessons

- Record the response using a tape recorder

- Allow verbal responses

- Use writing support (e.g., note-taking assistance, pencil grips)

- Use graph paper for placement of numerals and for alignment of problems

- Use manipulatives

- Use a calculator

SETTING/ENVIRONMENT

- Arrange the classroom with options for seating

- Allow a student to sit in a location where he/she is most comfortable

- Seat student near the teacher or in a low-traffic area

- Allow the student freedom to move about during an individual administration of the test or while working on a task

- Reduce unnecessary visual stimuli and/or clutter

- Provide adaptive or special furniture

- Help a student follow test items by pointing or placing the student's finger or marker on the question

- Conduct testing in a small group

- Provide for individual test administration

- Use lined paper to keep writing level across the page

LEARNING STYLES STRATEGIES

VISUAL LEARNERS
- Support text information with pictures, graphics, and written key words

- Use demonstrations, modeling, charts, and graphic organizers to introduce, develop, and extend information

- Emphasize key points using highlighters, highlighter tape, or color coding

- Utilize tangible models/teaching aides when teaching abstract concepts

- Present new information using outlines, advance organizers, and notes

- Use bulleted information in handouts, lectures, and displayed written texts

- Deliver instruction using visual technological resources

- Provide step-by-step written directions/instructions

- Offer seating where students can view the speaker

- Use non-verbal cues to draw attention to a concept being taught

- Allow the option of taking notes during direct instruction

AUDITORY LEARNERS

- Verbalize steps needed to solve problems and have students verbalize directions

- Present new information using an oral delivery method

- Substitute oral reports in place of written reports

- Use brainstorming, cooperative learning, and listening opportunities

- Encourage students to read aloud quietly to process information

- Involve students in discussions and group collaboration

- Teach concepts and support mastery of skills with jingles, raps, songs, cheers, chants, poetry, and mnemonic devices

- Administer an oral test, in lieu of a written test, that allows students to respond orally

- Use a variety of reading intervention formats (taped reading, books on tape, oral reading, choral reading, duet reading, echo reading)

TACTILE/KINESTHETIC LEARNERS

- Engage students in hands-on learning experiences

- Allow students to move around while learning

- Alternate between passive and active activities

- Design seat work that involves a minimal time period and gradually lengthen assignments

- Divide complex instruction into shorter segments for presentation

- Reduce the work task into parts

- Use manipulatives, role playing, games, and simulations to develop conceptual understanding

- Present instructions prior to passing out materials

- Remove distractible items from the student's work surface

- Create and use student responses involving hand motions, clapping hands, tapping feet, or snapping fingers

- Employ "act it out" strategies

- Encourage the use of a ruler, marker, index card, or other tracker to maintain the place in reading text or assist in task completion

- Offer choices in student products (e.g., role-playing, drawings, models, creative dramatics, experiments, demonstrations, games, projects)

EFFECTIVE INSTRUCTIONAL PRACTICES

FEEDBACK

- Provide prompt feedback to strengthen a student's corrective action and to affirm efforts

- Engage students in reviewing their own performance

- Supply students with rubrics in advance of an activity so students can adjust and improve learning as they work

GAMES/SIMULATIONS

- Use simulations to model real-life experiences

COOPERATIVE GROUPING

- Group students in small, heterogeneous learning groups

- Model and teach interpersonal and interdependence skills prior to group work (e.g., expectations for success, collaboration rubric, decision making, time management, conflict resolution)

- Practice, monitor, and adjust cooperative learning groups

HOMEWORK/PRACTICE
- Match practice tasks to students' skills (instructional level), focusing on fewer at a time on a deeper level

- Give constructive feedback within hours (no more than a day) after a completed assignment/task

- Provide and explain homework policies that communicate expectations, consequences, guidelines, and brief pointers

- Break down complex skills in short segments allowing repeated practice

- Offer appropriate feedback to correct any misunderstandings or errors in thinking as soon as possible

- Use planners, assignment notebooks, or journals to organize assignments and provide a support structure

QUESTIONS

- Allow 3-5 seconds "wait time" after asking a question and before calling on a student to allow all students time to process the question and generate responses

- Use questions before, during, and after a learning experience
    - Before – to determine what students know
    - During – to determine and correct any misunderstandings
    - After – to determine what students learned

ORGANIZERS

- Model cognitive processing by "thinking out loud" when demonstrating the use of an organizer

- Record students' prior knowledge on a graphic organizer to determine gaps in learning

- Provide an overview of the lesson in a condensed and organized form

- Present information in multiple ways (e.g., graphically, written, verbally)

VOCABULARY STRATEGIES

- Provide direct, systematic vocabulary instruction

- Provide a variety of opportunities to encounter a new vocabulary word multiple times (at least 6) to build word meaning

- Post and interact with high-frequency words on a word wall

- Maintain a vocabulary journal or a word wall folder

- Create a personal glossary or vocabulary log

- Rewrite or paraphrase definitions

- Create a picture collage that illustrates a vocabulary word

- Illustrate and write a meaningful sentence using a vocabulary word

- Develop and extend vocabulary through read-alouds

- Describe how words are alike and different using a Venn diagram or T-chart

- Design a word web to develop and extend the meaning of a vocabulary word

- Research word origins to enhance word meanings

- Use questions that solicit real-life examples of vocabulary words

- Use Post-it notes to jot down unfamiliar words during independent reading and follow up on the word meanings

- Use antonyms and synonyms to clarify word meanings

- Associate a vocabulary word with a graphic representation or an example

- Select and teach words that are not likely to be learned independently and that are essential for comprehending the main idea

- Teach students to use word parts such as prefixes and suffixes to read new vocabulary

- Engage students in instructional conversations to develop vocabulary

INSTRUCTIONAL INTERVENTION STRATEGIES

- Utilize mnemonic cues

- Deliver instruction in short sessions using a brisk pace

- Build frequent opportunities for movement during instruction

- Give students a task card with a list of things to do to help them stay on task and manage their time

- Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities

- Divide instruction into shortened segments and provide feedback to students before moving to the next segment

- Use multi-sensory techniques to present information

- Provide audiotapes of class lectures or literature read

- Increase the amount of practice opportunities using multiple modalities

- Increase opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share)

- Offer materials, tasks, and learning options at varied levels of difficulty

- Model a problem-solving strategy for students and talk through the steps as it is taught to help students internalize the steps

- Encourage students to think aloud the steps or the process they use to solve a problem so feedback can be given

- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out)

- Work collaboratively on tasks with a student and gradually withdraw the support

- Give the student a master set of notes to improve the notes he/she took

- Provide a student a copy of the text with main ideas highlighted

- Design a signal so when a student needs help on independent practice, he/she displays the help signal on the desk (e.g., brightly colored index card folded like a tent)

<u>DIFFERENTIATED INSTRUCTIONAL STRATEGIES</u>

- Assess needs of students by using diagnostic assessments to determine readiness levels in order to match skills appropriately to the students

- Compact content by eliminating teaching or student practice if content or a skill has been previously mastered

- Give an interest inventory to determine topics that motivate or interest students

- Provide precise guidelines for working in groups which are taught prior to the group work and are consistently reinforced

- Teach a variety of time management skills so students manage time effectively

- Reinforce skills of note taking, summarizing, research strategies, and collaboration

- Vary the types and/or complexity of questions asked

- Use wait time before allowing students to respond to a question

- Encourage multiple responses for a question

- Use technology as a viable means to support classroom experiences and to address multiple learning needs

- Design meaningful activities for students to work on independently at the beginning of class or when students have completed assignments

- Use timelines to help students remain on target and prevent procrastination

- Have a student keep a log or journal to document the process of a project

- Involve students in self-assessment and reflective thinking about their growth in learning

- Use multiple types of student products that reflect a range of learning styles from which students choose to present their learning (e.g., skit, book response, debate, panel discussion, advertisement, song)

- Vary the classroom areas available for learning (e.g., quiet area, lots of space)

- Provide a variety of group formats for learning depending on how the student works best

- Engage students in varied opportunities of working with other students who are similar and dissimilar in interests, styles of learning, and readiness levels

ENGAGED LEARNING STRATEGIES

- Provide opportunities for students to define their own learning goals and evaluate their achievement

- Integrate real-life experiences into instruction through problem-based learning

- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text

- Use an egg timer, overhead timer, and/or hourglass timer as a guide to complete tasks

- Increase modeling, guided practice, and hands-on learning to increase student participation

- Have students record notes or make illustrations of key points during instruction

- Decrease teacher talk and increase student response time with information being taught

- Promote high-response opportunities during direct instruction (e.g., partner to partner, small group, individual)

- Break assignments into smaller chunks to give students opportunities to respond frequently

- Arouse student curiosity by bringing in something that relates to the topic being studied

- Utilize computer-assisted instruction to build background knowledge and provide frequent feedback with self-correction

- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry – erase boards, colored highlighting tape, colored Post-it notes)

- Turn off room lighting and use a flashlight to highlight or to draw the attention of students to key words/items

- Have earphones/earplugs available for students who have auditory distractibility

- Keep desktop and/or table top free of clutter to help students focus on instruction

- Stop often to summarize key elements in a lesson to point out to students what is important to remember

- Allow students opportunities to move about the room during instruction when appropriate

- Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas

CLASSROOM MANAGEMENT STRATEGIES

- Arrange the classroom furniture to allow the teacher quick access to each student

- Get to know students as soon as possible and use their names when addressing them

- Stand at or near the entrance to the classroom and greet students upon entry

- Post rules and/or expectations using visual and written prompts and refer to them frequently

- Maintain a visual schedule and refer to the schedule often

- Utilize humor as opposed to reaction to de-escalate potential problems

- Avoid sarcasm, criticism, threats, and arguments to prevent students from feeling trapped

- Conference with a student privately when conversing about misbehavior

- Teach students self-management skills and support those who tend to struggle

- Prepare students in advance on how to work in groups or with partners by explaining the expectations/procedures of the assigned task and individual roles within the group

- Engage students in purposeful, routine tasks upon entry to the classroom (e.g., morning arrival, after lunch, after a school event, changing classes)

- Assign classroom responsibilities and jobs to promote a sense of belonging

- Develop a positive relationship with students to demonstrate how much you care, as students typically work earnestly to please teachers whom they respect, like, and trust

- Incorporate move-around breaks and exercises into the schedule following extended seat activities

BEHAVIORAL INTERVENTION STRATEGIES

- Use a soft, soothing voice when redirecting/directing a student to focus

- Intervene quickly at the first sign of a student losing control

- Assign a task for redirection (e.g., passing out paper, running an errand, taking a note to a neighboring teacher)

- Play soft, classical background music

- Teach students to use positive self-talk

- Allow time for student to refocus and gain self-control

- Allow student to take a walk with supervision

- Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball)

- Provide temporary time away from the group, yet remain in the classroom

- Contact parent

- Schedule a teacher/student conference

- Have student reflect on behavior through a journaling exercise

- Keep a log of misbehaviors

GIVING DIRECTIONS

- Use a signal to gain the attention of students prior to giving direction (e.g., clapping pattern, raised hand, bell ringing, music)

- Give one direction at a time, dividing the task into smaller segments

- Write directions on the board or use visual displays to add meaning

- Model directions using a visual reminder for all to see

- Have students rephrase or retell the directions to a partner to check for understanding

- Face students when you address them

- Give directions when you have the attention of all students

- Obtain eye contact and use close proximity for struggling students

- Use specific information and avoid vague language so that students know precisely what to do and what behavior is expected

- Use a buddy system for students who need additional assistance

- Encourage students to highlight or underline key words in written directions

- Allow students to ask questions to clarify any misunderstandings

- Include directions for procedures when students complete tasks or assignments

- Follow up with praise and reinforcement after a task is completed

DEFIANT AND CHALLENGING BEHAVIOR

- Determine if an element in the environment needs adjustment to avoid the display of inappropriate behavior by a student

- Develop a plan to prevent triggers (e.g., hunger, lack of sleep, confusing directions) that lead to misbehavior

- Avoid immediate responses when in an emotional state

- Refrain from engaging in an argument or power struggle

- Teach students an alternative to aggression (e.g. Stop, Think, Act)

- Acknowledge student's feelings when upset (e.g. "I understand you are upset")

- Hold private conversations away from others

- Follow up with praise and reinforcement after a task is completed

- Increase positive reinforcement and feedback

- Have planned responses to avoid an emotional reaction

- Recognize improvements in behavior with praise and encouragement

- Encourage defiant students to keep a daily log of successes and accomplishments to track improvement

- Teach students to take responsibilities for their behaviors

- Model a firm, fair, and consistent approach when dealing with difficult behaviors

- Refuse to threaten or plead with students

- Use diffusing statements (e.g. "I can see you are angry. I need you to use words to solve the problem.")

- Avoid taking behaviors and comments personally

- Use *what* questions and avoid *why* questions (e.g. "What were you doing?" "What should you have been doing?" "What will you do differently?")

- Use a calm manner and positive body language

- Keep a sense of humor

- Avoid judgmental comments

- Involve the counselor as a support person

- Determine the root cause of the problem (e.g. hunger, illness, family, academic difficulty)

- Involve the student in developing a behavior plan that is meaningful and motivating to the student

- Offer choices (e.g. "You have a choice. You may _____ or _____."

DISCIPLINE/CONSEQUENCES

- Clearly define expectations and motivate students with positive reinforcement

- Follow through with consistent consequences in a timely manner

- Communicate the classroom behavior plan to students and parents

- Deal with misbehaviors promptly, fairly, consistently, and equitably

- Use "I messages" to let students know what is expected (e.g., "Linda, I need you to put the book inside your desk)

- Identify significant others with whom the child is successful and involve them in working with the student to reach a behavior goal

- Design activities to help students feel like an integral part of the classroom and campus

- Initial corrective interventions could include:
    - proximity
    - quiet redirection
    - private nonverbal cues
    - verbal reminders (e.g., "Beverly, remember to ____.")
    - directives (e.g., "Sam, I need you to _____.")
    - repeated practice (e.g., If a student uses inappropriate vocabulary, makes unsuitable choices, or interrupts unnecessarily, talk about how the acceptable behavior would look and sound and have student practice the action.)

- Consequences that occur after warnings are given might include:
    - loss of privilege
    - time of silence
    - correct inappropriate action (e.g., "Martin, please go back and walk down the hallway.")

TRANSITIONS

- Reduce the amount of downtime between activities or a change in subjects

- Establish clear, consistent routines and expectations for accomplishing daily tasks and activities (e.g. entering the classroom, taking attendance, handing in homework, working independently)

- Provide daily warm-ups or bell-ringer activities for immediate student engagement

- Post and adhere to a daily or weekly schedule incorporating transitional times

- Make materials quickly and easily accessible to students

- Circulate among students during transition times to assist, prompt, or intervene before a disruption occurs or escalates

- Monitor students during class changes, lunch, recess, and dismissal

- Notify students of any schedule changes in advance

- Design the layout of the classroom to facilitate a smooth flow so students move around the room with ease

- Use transition signals in advance to allow students to finish and prepare for the next activity

- Provide "transition time" for students to follow through and/or prepare before the next activity begins or before instructions are given

REDIRECTION/CALMING

- Be alert to triggers that lead to misbehavior

- Call students by name and discreetly redirect

- Intervene quickly at the first sign of a student losing control

- Use verbal or nonverbal cues to refocus a student

- Assign a task for redirection (e.g., passing out paper, running an errand, taking a note to a neighboring teacher)

- Model and practice *Give Me Ten* (e.g., count forward or backwards to 10)

- Allow time for students to recognize when a problem situation might occur and what action to take

- Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball)

TIME MANAGEMENT

- Use time management tools (e.g., assignment sheets, calendars, and student planners)

- Make assignments in advance

- Use both visual and verbal formats when making assignments

- Break lengthy assignments into smaller time frames

- Use a timer as a visual or auditory reminder to keep students on task (e.g., kitchen timer, Time Timer, overhead timer)

- Designate an area of the room to post all assignments

- Share the time frame of projects and assignments with parents and students

- Have students use a checklist, calendar, or other tool to record information and to self-monitor

- Place a daily schedule in the classroom for all to see

- Use signals for transitions

- Use positive reinforcement to recognize completion of assignments or other improved efforts to meet assignment due dates

ENVIRONMENT

- Create a well-organized, visually stimulating room arrangement that maximizes space

- Allow students who are kinesthetic learners freedom to work while moving about, standing up, sitting on a soft cushion, or sitting on a bean bag

- Use visual or auditory prompting tools to signal change in activities or to designate length of time on task (e.g., Time Timer, bells)

- Display rules and procedures incorporating visual images

- Seat active students away from high-traffic areas, close to direct instruction, and in proximity to students who work on task

PARENTS

- Remain calm and refrain from making a situation personal

REWARDS

- Provide specifically written acknowledgements (e.g., notes on student's desk, comments on papers, or notes mailed to student)

- Make positive phone calls to individual students

- Send communication with positive notes or phone calls to parents

- Encourage the efforts or attempts of students

- Earn additional classroom time to complete an activity

- Grant free homework pass, extra gym time, or library pass for free reading

- Allow listening to music

- Allow working with a friend

ACCOMMODATIONS

- Extend time to allow students to complete selected tasks

- Use preferential seating to help students focus on learning

- Control misbehavior and help students remain on task by prompting students with verbal and nonverbal cues (e.g., hand signals, sign language, one word or phrase)

- Help students process information thoroughly by allowing 5 seconds of "wait time" after a question is asked and after a response is given

- Allow "wait time" when a directive is given so student can process information before responding

- Allow students a variety of outlets to demonstrate learning

- Shorten assignments such as reducing the number of problems per page or the length of a writing task

- Separate challenging assignments into smaller, less complex tasks

- Give incremental feedback during multi-step tasks

- Implement non-disruptive techniques to accommodate a student's need for movement

- Teach clearly defined rules and expectations using concrete examples

- Post the rules in the classroom and refer to them frequently

- Use visuals, charts, and models to build meaning

- Use color, graphics, music, and other multi-sensory techniques to teach, review, and/or reinforce academic and behavioral concepts

- Offer multiple opportunities for practicing appropriate and desired behaviors

- Provide varied opportunities for students to respond (e.g., ask questions, signal thumbs up/down, raise hands, utilize dry erase boards, use demonstrations)

- Use an informal learning styles inventory to determine how an individual student learns best and readjust for student success

CLASSROOM MANAGEMENT

- Have clearly defined rules that demonstrate observable behaviors (e.g., "Keep hands and feet in your personal space.")

- Post rules using visual and written prompts and refer to them frequently

- List no more than five positively-stated classroom rules

- Use verbal or nonverbal signals to remind students of expectations and rules

- Post the daily schedule and inform students in advance of any schedule change

- Greet students by name upon classroom arrival and give a personal comment

- Direct students to routine tasks upon entry to class (e.g., morning arrival, after lunch, after an assembly or event, at the beginning of each period)

- Vary types of teaching strategies and the pace to assure all styles of learning are addressed

- Alternate active and passive activities to employ a high level of student engagement and student interest

- Present a lengthy presentation in shortened segments

- Have sponge activities, ready when extra time is available (e.g., book to read, flashcard game, songs)

- Monitor student engagement and provide positive, specific feedback when a student is behaving or working on a task appropriately (e.g., "I like the way you are sitting in your chair with your book opened to the correct page.")

- Offer sincere praise to verbally reinforce appropriate behavior (e.g., "Great job cooperating with your partner and completing the task on time.")

- Allow students to work on tasks without interruptions

- Move about the room and among the students, frequently monitoring and giving feedback

- Walk or stand near students who struggle with appropriate behavior

- Remind students of expectations prior to an upcoming transition

- Compliment students for complying with transition expectations

- Use flexibility to meet individual student needs

- Have students complete an interest survey and use the information as a guide for addressing needs of students

- Focus on the positive

ARGUMENTATIVE

- Use a calm, non-accusatory tone when talking with the student

- Allow the student cool down time

- Offer the student an opportunity to share his/her side

- Use a structured process to explore a situation and seek the root causes of the confrontation

CLASS CLOWN

- Move toward the student avoiding eye contact

- Use a nonverbal warning signal to cease behavior

- Share privately that the behavior is unacceptable, explain the expectations, and develop trust by listening to the student

- Seek other avenues to allow the student to contribute to the class as a leader or helper

HYPERACTIVITY

- Engage students in hands-on learning

- Arrange work areas that minimize environmental distractions (e.g., study carrels, partitions, earphones)

- Divide lengthy assignments into shorter tasks

- Use a structured, step-by-step approach to solve problems or present information

- Seat students close to teacher or a positive role model

- Keep seating away from high-traffic areas

- Use direct eye contact

- Vary the pace to keep students engaged

- Use specific, positive verbal acknowledgement for on-task behavior

- Require the use of student organizers/planners/calendars

- Supply the student with written expectations or written directions for an activity or assignment on colored paper

- Use visual reminders to keep students on task or help them with organization (e.g., pointer, highlighter tape, graphic image, icons on posted rules)

- Use graphic organizers to organize ideas (e.g., charts, story maps, flow charts, Venn Diagrams)

- Encourage students to use Post-it notes, whiteboards, or tape recorders to record their ideas

- Show examples of products that serve as models of quality work

- Use signals and timing devices to provide a visual or auditory reminder to keep students on task

- Post daily schedule and notify students in advance of any change in routine

- Provide students with a checklist to enable them to self-monitor activities, assignments, and tasks