Defiance

Tier I Interventions for Defiant

http://www.pbisworld.com/tier-1/interventions-by-behavior/defiant/

Before you start, a few important points:

- Do observations to determine duration, intensity, or frequency of the behavior to set a benchmark.
- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks. More than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a 6 months, you may consider moving to tier 2 interventions. If the student's duration, intensity, or frequency of behavior is markedly more significant than peers you may move through the tiers faster.

Interventions:PBISWorld.com (click on link below)

- Acknowledging positive behavior
- Avoid power struggles
- Clear and concise directions
- Clear, consistent, and predictable consequences
- Give choices
- More structured routine
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Rewards, Simple Reward Systems, & Incentives
- Teach conflict resolution skills
- Teach coping skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Use calm neutral tone

Intervention Central

http://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-defiance-non-complianc

Tier 2

http://www.pbisworld.com/tier-2/classroom-management-support/

While classroom management is more of a Tier 1 intervention, sometimes implementing more stringent and structured classroom management strategies can help address difficult groups of students, while still benefitting even the students that do not need the extra support. Students at the Tier II level often benefit from small group instruction on how to improve behavior.

- Helps address individual and groups of students that present more significant behavioral, academic, and other issues
- Improves compliance, instruction time, student success, etc
- Helps to make the room, routines, and schedule run more smoothly
- Decreases wasted time due to student's wandering, not knowing what to do, getting up to get supplies, etc
- Provides increased structure and clarifies expectations
- Provides consistent rewards and consequences
- Collect Data with ABC chart (ask SpEd director for copy)
- Do a Motivation Assessment scale to determine what the student hopes to gain from the behavior. You could also do Functional Behavior Assessments (Form available on Infinite Campus) Examples below:

  http://www.ualberta.ca/~vs1edpy/EDPY%20497%20Educating%20Autism/MotivAssessScale.Durand.pdf

Interventions

PBISworld.com

Chose 2-3 strategies and track for up to 6 weeks, depending on the success of student. Several of these strategies can be done in a group setting. **(click on link below)**

- Behavior Contract
- Behavior Intervention Plan (BIP)
- Structured Breaks
- Check In Check Out (CICO)
- Classroom Management Support
- Counselor Referral
- Daily Behavior Form
- Forced Choice Reinforcement Survey

- Functional Behavior Assessment (FBA)
- Individual & Visual Schedules
- Mentoring
- Non-Verbal Cues & Signals
- Organizational Tools
- Peer Tutoring
- Response To Intervention (RTI)
- Reward System

- Self Monitoring
- Sensory Tools
- Social Stories
- Teach Conflict Resolution Skills
- Teach Coping Skills
- Teach Relationship Skills
- Teach Relaxation Techniques
- Teach Social Skills
- The Praise Game

Tier III

Many of the strategies you try will be from the same list of ideas. Choose something that may be more motivating. Remember, be as positive as possible. This type of student expects negativity. At this time you will want to provide more one on one support. Be sure to document and track any behavior sheets, time with one on one support, and list the strategies used.

PBISWorld Tier III strategies.

http://www.pbisworld.com/tier-3/

Intervention Central

Avoiding power struggles

http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers

Using behavior contracts

http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts

Functional Behavior Assessment (FBA)

This is a strategy to determine the function of the behavior. It is important to understand why a student is acting out. A teacher can fulfill this need in a more appropriate manner. With an older student can be taught to be aware of what their need is and communicate with staff when they need help. Infinite Campus has a step by step FBA that teachers can work through themselves and build a Behavior Intervention Plan (BIP) in order to help the student with behaviors. Below is the PBISWorld link to a variety of FBAs.

http://www.pbisworld.com/tier-3/functional-behavior-assessment-fba/

Student Conference Report

Student's Name: _____ **Grade Level:** _____ **Date:** _____

School Personnel Involved and Titles: _____

_____

Initiation of Conference:

Regularly Scheduled Conference ☐   **Teacher Initiation** ☐   **Other Personnel Initiation** ☐

Student Initiation ☐   **Parent Initiation** ☐

Nature of Communication:

Information Sharing ☐   **Progress Update** ☐   **Problem Identification** ☐   **Other** ☐

Conference Summary (attach copies of written communications):

_____

_____

_____

_____

Expectations Based on Conference:

_____

_____

_____

Signatures of Conference Participants:

_____

_____

_____

_____

      The Student Conference Report is used for recording conferences held with the student to identify problems, concerns, progress, etc.

Secondary Reinforcer Survey

Name: _____ Age: _____ Date: _____

1. The things I like to do after school are _____
    _____

2. If I had ten dollars, I would _____
    _____

3. My favorite TV programs are _____
    _____

4. My best friends are _____
    _____

5. My favorite time of day is _____
    _____

6. My favorite music is _____
    _____

7. My favorite subject at school is _____
    _____

8. I like to read about _____
    _____

9. The places I like to go in town are _____
    _____

10. My favorite foods are _____
    _____

11. My favorite inside activities are _____
    _____

12. My favorite outside activities are _____
    _____

13. My hobbies are _____

14. My favorite animals are _____
    _____

15. The three things I like to do most are _____
    _____

The Reinforcer Survey may be given to one student or a group of students. If the students cannot read, the survey is read to them. If they cannot write their answers, the answers are given verbally.

Secondary Reinforcer Menu

Reinforcer Menu

Reinforcer Points Needed

Reading	**15**
Watch a Movie	**20**
Assistant	**20**
Snack or Beverage	**20**
Peer Tutoring	**25**
Leading the Class Line	**25**
Using a Computer	**25**
Work on Hobby	**30**
Food or Drink Coupon	**30**
Extra Credit	**30**
No Assignment/Homework Pass	**35**

Class Reinforcer Menu

Reinforcer Points Needed

Do Nothing	**15**
Listen to Music	**20**
Picnic Lunch	**25**
Have Class Outside	**25**
Field Trip	**30**
Watch TV	**30**
Play a Game	**30**

GROUP CONTRACT

WE, _____,

HEREBY DECLARE THAT WE WILL _____

_____

_____.

THIS JOB WILL BE CONSIDERED SUCCESSFUL _____

_____.

NAMES: _____,

FOR THE SUCCESSFUL COMPLETION OF THE ABOVE JOB,

WE MAY _____

_____

DATE SIGNED: _____

DATE COMPLETED: _____

_____

_____

SIGNATURES