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**SELECTION GUIDE FOR TEACHER TRY FIRST STRATEGIES**

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| **FUNCTION: Behavior Occurs to Avoid Academic Work or Routines** |
| **Help the student to better understand the material by**:  \_\_\_\_ Illustrating concepts using different formats (photographs, print, video, audio, graphics, etc.)  \_\_\_\_ Providing booster instruction to address the academic deficiency  \_\_\_\_ Providing supplements (e.g., anchor charts, graphic organizers, study notes, chapter outline, etc.)  \_\_\_\_ Previewing concepts, vocabulary, and main ideas ahead of whole group instruction |
| **Reduce the difficulty level academics / tasks by**:  \_\_\_\_ Adjusting the quantity of work or ‘chunk’ tasks  \_\_\_\_ Adjusting the complexity of tasks or concepts  \_\_\_\_ Helping the student get started  \_\_\_\_ Teaching the student to ask for help or request a work adjustment  \_\_\_\_ Using a preferred work option (e.g., computer)  \_\_\_\_ Pairing with a peer to complete tasks  \_\_\_\_ Teaching the student to ask for help or a break |
| **Increase the interest level / motivation for academic work by**: \_\_\_\_ Using materials, tasks, etc. that are preferences for the student  \_\_\_\_ Offering a choice of two different types of tasks / assignments that accomplish the same academic goal  \_\_\_\_ Offering an incentive for meeting a work completion goal (e.g., 5 minutes of free time when completed)  \_\_\_\_ Using a “When…then…” or “If…then…” statement  \_\_\_\_ Pairing with a peer to do work together  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Providing frequent behavior specific praise for engaging in work  \_\_\_\_ Providing frequent encouragement |

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| **FUNCTION: Behavior Occurs to Avoid Transitions** |
| \_\_\_\_ Provide advanced notice of the transition “get ready in 1 minute…” |
| \_\_\_\_ Provide a prompt of what is expected before the transition “*Remember go straight to your seat and hands to*  *yourself*” |
| \_\_\_\_ Review the steps or sequence of the transition |
| \_\_\_\_ Use an “*When….then…*.” or “*If…then…*.” statement (e.g., *If you keep your hands, feet & objects to yourself in the*  *hallway then you will have earned a special snack at the end of the day*”) |
| \_\_\_\_ Assign the student a leadership role during the transition |
| \_\_\_\_ Pair the student with a buddy |
| \_\_\_\_ Develop a predictable schedule with the student to talk to a preferred person |
| \_\_\_\_ Make at least one positive contact a week with a parent / guardian (e.g., praise note or phone call) |
| \_\_\_\_ Provide the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use. |

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| **FUNCTION: Behavior Occurs to Avoid Adult Requests** |
| **Enhance the appeal of requests and directions by:**  \_\_\_\_ Providing advanced notice that the request is coming  \_\_\_\_ Offering a choice of two options  \_\_\_\_ Asking the student to generate two options  \_\_\_\_ Pairing with a peer to complete the request  \_\_\_\_ Providing a short break before starting the request  \_\_\_\_ Incorporating student interests or preferences  \_\_\_\_ Speaking to the student privately so they do not feel ‘on the spot’  \_\_\_\_ Softening the phrasing of the request  \_\_\_\_ Providing the student with the opportunity to ‘negotiate’ the task (e.g., how many or which problems to complete) |
| **Increase motivation to follow requests by:**  \_\_\_\_ Praising cooperating students in the area, give out tickets  \_\_\_\_ Building in an incentive by using a “When...then…” or “*If…then*…” statement  (e.g., “*When you are finished then you can have 5 minutes on the computer*”)  \_\_\_\_ Building in an incentive by developing a cooperation goal  (e.g., “*When you earn 10 cooperation points, you will have lunch in the VIP lounge with a friend*”)  \_\_\_\_ Praising cooperation  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use |
| **Support the Student to make a positive choice by:**  \_\_\_\_ Giving the student 1-2 minutes to think about the options  \_\_\_\_ Modeling the expected behavior  \_\_\_\_ Helping the student to get started  \_\_\_\_ Reminding the student of something preferred that will be happening afterward  \_\_\_\_ Providing praise and encouragement for any attempts to start  \_\_\_\_ Teaching the student to ask for a break |

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| **FUNCTION: Behavior Occurs to Gain Adult or Peer Attention** |
| **Increase positive adult contact by:**  \_\_\_\_ Greeting the student at the beginning of class  \_\_\_\_ Having a predictable positive contact at the beginning, middle and end of class  \_\_\_\_ Using the school-wide tickets with the student at least 2x during the class period  \_\_\_\_ Using a strategy such as ‘Talk Tickets” so that the student can schedule a predictable time to talk with you  \_\_\_\_ Using praise / encouragement post-it notes  \_\_\_\_ Adjusted seating to be closer to the teacher  \_\_\_\_ Teaching the student to request to talk with someone (e.g., using Talk Tickets in the class or making an appoint with  the school counselor) |
| **Increase social attention through parent contact by**:  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Inviting the parent / guardian in for a “praise” conference (i.e., to talk about positive accomplishments the student  is having) |
| **Increase the student’s sense of importance or value by**:  \_\_\_\_ Assigning the student a leadership role in the classroom  \_\_\_\_ Engaging the student in a special project with the teacher or other key staff person  \_\_\_\_ Having the student read or volunteer in a younger grade |

**SAMPLE PROGRESS GOALS**

* Student will complete [%] of work assigned 3 out of 5 class periods for 3 weeks.
* Student will earn 12 out of 15 points each week on the monitoring rubric for 3 weeks.
* Student will cooperate with [#] out of [#] requests in a class period for 3 weeks.
* Student will earn 3 points a class period for 3 out of 5 days for following adult directions for 3 weeks.
* Student will complete classroom transitions with 90% accuracy on the implementation checklist for 3 weeks (calculated by the number of steps that met expectation divided by the total number steps).
* During hallway transitions, the student will keeps hands, feet and objects to self and arrive to the classroom on time with 90% accuracy (calculated by the number of transitions that met expectation divided by the total possible number of transitions)
* Student will present teacher with a Teacher Talk Ticket with 100% accuracy on the implementation checklist for 3 weeks (calculated by the number of steps that met expectation divided by the total number of steps).

**SAMPLE RUBRIC**

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| **Target Behavior** | **Met Expectation** | **Partially Met Expectation** | **Did Not Meet Expectation** |
| **Being prepared with material** | Had all the materials needed for class  Had a writing instrument, binder, and text book | Had most of the materials needed for class  Had 1 or 2 of the three items needed for class | Did not have any of materials needed for class |
| **Cooperating with requests & directions** | Cooperated with requests within 1-2 minutes without needing redirections, corrections or reminders | Cooperated with requests but only after adult redirections, corrections or reminders or engaging in disruptive behaviors while performing the request | Did not follow requests  Argued with teacher over requests  Engaged in disruptive behavior in response to requests |
| **Using positive interactions** | Words, tone of voice, and body language conveyed a positive message | Used body language, tone of voice or words that were disrespectful comment but was responsive to adult redirection (e.g., apologized, reframed comment, etc.) | Ongoing use of body language, tone of voice or words that were disrespectful; did not respond to adult redirection |
| **Arriving on time** | Was in seat at bell | Arrived at the bell but not seated | Arrived after the bell |
| **Following rules & routines**  **(e.g., cell, dress code backpack)** | Followed rules & routines without needing reminders or correction | Followed rules & routines after being reminded or corrected 1x | Did not follow rules & routines after corrections  Needed multiple corrections before following rule |
| **Requesting help / assistance** | Asked for help  Continued working until teacher was able to provide help | Inconsistently / inappropriately asked for help;  Stopped working but was not disruptive | Did not ask for help; stopped working and was disruptive |