



BRIDGES

Teacher Manual 2019-2020

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U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH



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Section 1: Program Description



The BRIDGES Program



What is BRIDGES?

- 6-8 week social/emotional learning program
- For K-6 students (special education and general education) who have experienced multiple disruptions in the school setting
- This program is aimed to help students who have struggled academically, behaviorally, socially, and emotionally.
- Focus on behavioral intervention, mental health, and wrap around supports.
- The goal is to assess and identify gaps and barriers to the student's success in the classroom.
- We develop individualized interventions to support the student's stabilization and successful return to his or her referring school.
- Small, structured classroom setting

Schools and Mental Health

Partnering with the University of Utah and Hopeful Beginnings, BRIDGES provides the following support services:

- Individual therapy and counseling
- Group therapy and counseling
- Social/emotional learning
- Behavioral assessment and intervention
- Academic instruction
- Teacher consultation
- Parent and caretaker consultation
- Medication Management

Why Promoting Student Well-being and Positive Mental Health in Schools is Important:



Higher Educational Attainment

Well-being and positive mental health increases productivity. Healthy students are more alert, engaged, and better able to concentrate and learn



Better Relationships

Developing strong, supportive relationships at school helps students feel safer, to increase inclusivity and prevent bullying behavior



Healthier Lifestyles

Positive mental health and well-being is associated with better physical health, as well as improved sleep, and quality of life

Positive School Environment



Valuing student well-being helps promote a more inclusive environment, making it easier for students to engage in studies and learn

Decision-Making and Problem-Solving



Learning to make healthy decisions and handle interpersonal problems helps students carry those healthy skills into adulthood

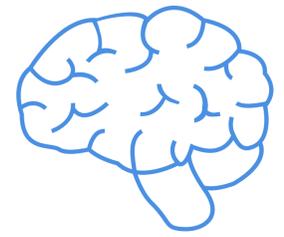
Increased Access to Mental Health Services



Nearly 80% of students with mental health issues do not receive any treatment. When services are provided, they are almost always offered in a school setting.

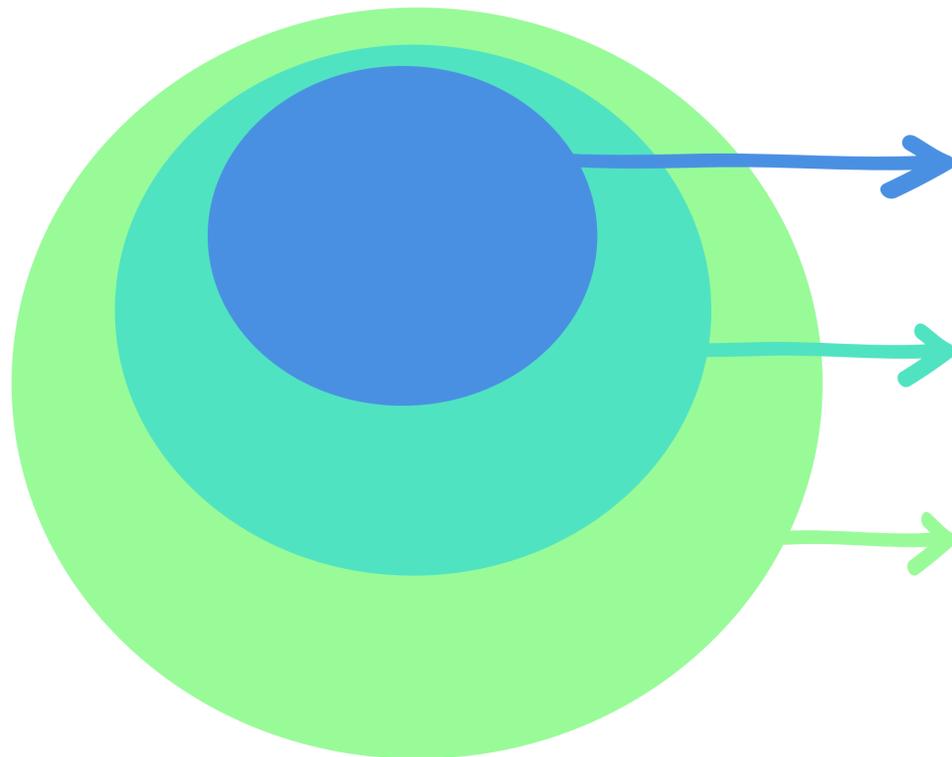


Why take a multitiered approach to improving student outcomes?



Schools and educators have an impact on student achievement. Tiered support models keep students in the least restrictive environment possible.

CLASSROOM EMOTIONAL AND BEHAVIORAL SUPPORT FRAMEWORK



Leveled Systems of Care:

Individual

Behavioral intervention plans, individualized goals, 1:1 therapy and counseling services, and medication management

Interpersonal

Consultation with families, caretakers, and teachers, group social emotional learning, and social skills groups

Organizational

Collaboration between the BRIDGES program, schools district-wide, and the University of Utah.

Student mental health is important to us!

Statistics on School Mental Health

-  1 in 7 children aged 2-8 years old have a diagnosed mental disorder
-  Over 20% of youth have underlying and untreated mental illness
-  When left untreated, approximately 50% of students age 14 and older with a mental illness drop out of high school
-  70% of youth in state and local juvenile justice systems have a mental illness
-  Only 1 in 5 students with mental health needs receive therapeutic services
-  Suicide is the 3rd leading cause of death in youth ages 10-24; 90% of those who died by suicide had underlying mental illness

Keeping an eye on symptoms

-  Drastic changes in behavior, personality or sleeping habits (e.g., waking up early and acting agitated)
-  Out-of-control, risk-taking behaviors that can cause harm to self or others
-  Feeling very sad or withdrawn for more than 2 weeks (e.g., regular crying, fatigue, feeling unmotivated)
-  Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes
-  Severe mood swings that cause problems in relationships
-  Sudden overwhelming fear for no apparent reason, sometimes with a racing heart, physical discomfort or fast breathing

Designed by: Lauren Perez, M.Ed., Jessica Totsky, Sean Weeks, & Aaron J. Fischer, PhD, BCBA-D, LP, LBA

BRIDGES Q & A

Q: What grade of students are eligible for BRIDGES?

A: Kindergarten through sixth grade students.

Q: Will transportation be provided to students placed at BRIDGES?

A: Yes

Q: Who will take attendance?

A: The student will still be considered and counted as a member of their home school, but the BRIDGES staff will take attendance in Skyward and note that their physical location is at BRIDGES.

Q: Is this program for both regular education and special education students?

A: This program is available for all students, through both regular and special education programming.

Q: How long is the intake process?

A: Approximately 1-2 weeks. The exact time frame is dependent on team meeting scheduling, observation periods, and other pre-existing programming.

Q: How many kids can be at BRIDGES at any one time?

A: There is a 4-6 student maximum.

Q: How long can a student be at the BRIDGES program?

A: Depending on the student's progress, they may remain in the BRIDGES program for 6-8 weeks.

Q: Is BRIDGES another Safe School Placement?

A: No. While there could be some overlap in students, BRIDGES is designed as a temporary therapeutic treatment program for K-6 students with significant behavioral deficits.

Q: What curriculum will be taught?

A: BRIDGES will be taught by a special education teacher, who collaborates with student's regular teachers to provide streamlined curriculum with the appropriate accommodations.

Q: What are the bi-monthly meetings for?

A: These meetings are designed to discuss student progress and next steps in their transition.

Q: Who should attend the bi-monthly meetings?

A: The student's classroom teacher, principal or assistant principal, the BRIDGES teacher, and a mental health coordinator.

Q: How are teachers supposed to make it to all the weekly meetings?

A: Substitute teachers will be provided to cover their class while they attend weekly meetings.

Section 2: Involved Parties



INVOLVED PARTIES

By: Jessica Totsky, B.A.

Introduction

A primary goal of the BRIDGES program is to provide students with wrap-around supports, meaning students receive support at school, home, and community settings. At the school level, there is a hierarchical support system in place that begins from the top-down with administration, the mental health team, and classroom staff (see Appendix A for Roles and Responsibilities). The administrative staff works within the Canyons School District and consists of an immediate supervisor (e.g., principal), general education administrator, and special education administrator. Members of the mental health team working within the school include a supervisor of graduate students (i.e., licensed psychologist) practicum graduate students, and a mental health coordinator (i.e., LCSW). The mental health coordinator and classroom staff (i.e., special education teacher and paraprofessionals) are employed through Canyons School District. The graduate student supervisor, as well as practicum graduate students, are from the College of Education at the University of Utah. The graduate student supervisor is the principal investigator for the Technology in Training, Education, and Consultation (U-TTEC) Lab. While the mental health coordinator works within the Canyons School District, the supervisor is a faculty member within the College of Education at the University of Utah and principal investigator of the U-TTEC lab, which the practicum students are a part of. The classroom staff is made up of a special education teacher and paraprofessionals from the Canyons School District. At home, the students rely on their primary caregiver (i.e. parent). Other mental health care providers are considered community supports, such as a school psychologist at the transition school and therapists from other agencies/hospitals (i.e. in-home therapist or inpatient staff).

Canyons School District

Canyons School District (CSD) services students in the southeastern portion of the Salt Lake Valley and began serving 33,000 students in 44 schools across Alta, Cottonwood Heights, Draper, Midvale, and Sandy in 2009. The BRIDGES program is currently housed at the district's special education school, Jordan Valley Elementary, in Midvale, UT. However, due to the acuity of the BRIDGES' students' behaviors and the vulnerability of the Jordan Valley students with disabilities, the BRIDGES students are physically separated from other students in classrooms and outdoor spaces. As mentioned above, CSD provides the administrative staff, referred students, the mental health coordinator, and classroom staff. The district has contracted the mental health team members to provide services, including those associated with the University of Utah and other agencies/hospitals.

The U-TTEC Lab at the University of Utah

The U-TTEC research lab within the Educational Psychology Department at the University of Utah is composed of graduate students from school psychology, counseling psychology, and special education disciplines. U-TTEC was founded by Dr. Aaron J. Fischer, Ph.D., BCBA-D, in 2014 to advance technology in current evidence-based practice. Graduate students engage in research and clinical training opportunities within school or pediatric psychology and applied behavioral analysis. The BRIDGES program serves as a training opportunity in consultation, assessment, intervention, and school mental health services to graduate students in school and counseling psychology.

Client

The clients in BRIDGES are students within CSD whose behavioral or mental health needs exceed the available resources within their home school. Following 6-12 weeks of data collections, these students have failed to respond to properly implemented Tier 3 interventions. BRIDGES students served during the 2018-2019 school year were classified with Autism Spectrum Disorder (ASD) and Child Traumatic Stress, and exhibited externalizing symptoms (e.g., aggression) and internalizing symptoms (e.g., anxiety). These children were between the ages of 7 and 10 years old, and the majority of them came from ethnic minority backgrounds.

Family

Involved family members include the primary caregiver, immediate family members, and others who live with the client. Due to the client's heightened exposure to these players, they are likely influenced by them most. As a behavioral health consultant, it is important to understand the family structure and dynamic. The majority of the students at BRIDGES during the 2018-2019 school year came from a single head household. This structure was often accompanied by a complicated experience of family relationships, such as abandonment by a parent or mental/physical impairment of the primary caregiver. Siblings were also important people to be aware of, as they often shaped the family role held by the client. Because all BRIDGES students are from within the Canyons School District, it is possible that students and their families have pre-existing relationships with each other before the intake occurs. This has influenced the classroom dynamic in the past.

Home School

Within the BRIDGES program, the home school is defined as the school from which the client was referred from within CSD. Important personnel in the home school include the child's teacher, mental healthcare provider, and principal. (See the Communication section for information on how to involve these parties at BRIDGES). It should be noted that unless the child is returning to their home school after BRIDGES, these parties become less involved during and after the student's time within the BRIDGES program. Rather, these parties are major players in data collection before admission and as questions arise in the program about the child's behavioral health and academic history. It is not uncommon for the BRIDGES consultant

to accompany the mental health coordinator from the district to intake interviews within the home school. Also, these personnel are likely personally invested in the child's success and may respond positively to an invitation to visit the student at BRIDGES, which can be extended by the consultant.

Transition School

The child's transition school can be defined as the school where the client plans to reintegrate after completing the BRIDGES program. Not only does the client begin attending special education classes once the BRIDGES program is complete, but they receive mental health services from an on-site provider. Important people to contact during the child's time at BRIDGES are the transition school's principal, mental health care provider, and teacher. The consultant should share information about the client's history, progress at BRIDGES, and ideas for continued growth at the transition school. (See the Communication section for more information on making connections with the home school). The transition occurs across multiple weeks with increasing amounts of time spent at the transition school, versus BRIDGES, daily. Decisions about the amount of time spent at the transition school are made dependent on the transition school's readiness and comfort level, which are regulated by the consultant. The consultant references the child's progress in reference to the goals set at intake and revised throughout treatment.

Outside Providers

One example of wrap-around support employed by the BRIDGES program is an outside mental health care provider. The provider that sees the client most frequently will continue to update the BRIDGES consultant throughout the treatment process. In most cases, this provider is the in-home therapist. The in-home therapist can provide valuable information on the parent's involvement with the child and the child's reaction to in-home services. It is possible for the consultant to join the in-home therapist for sessions, as well. It should be noted that outside providers may include mental health professionals from other levels of care; for example, psychiatrists during recent inpatient stays. Alternatively, an outside provider may be from another discipline, such as medicine. In some cases, the child's primary care doctor may have referred the client for psychiatric and psychological services.

Community Members

As mentioned previously, it is important to be aware of who may influence the child's behavior outside of the school setting. Influential people in the community may include neighbors, the bus driver, friend's parents, and more. Whether the child's contact with community members is direct or not, they likely internalize societal norms that community members act upon. Close attention should be paid to how high-risk behaviors (i.e. gang involvement, substance use, violence) are normalized by community members. While the community is a difficult setting to maintain control over as a consultant, it is a domain that deserves attention in treatment. Most importantly, community members' involvement levels can be monitored to assess for the potential danger posed to the client. BRIDGES students may be victims of abuse, and abusers may still reside within their home community.

Section 3: Communication



COMMUNICATION

By: Jessica Totsky, B.A.

Introduction

Within the BRIDGES program, consistent communication with wrap-around support personnel is critical to the clients’ success. Depending on the BRIDGES staff involved, communication will differ by method, content, and frequency. The behavioral health consultant will regularly communicate with BRIDGES team members from the district, mental health team members from the U-TTEC lab, client’s families, home school staff, and transition school staff.

Method

Method of communication (i.e., email, phone calls, texts, messages through Google apps) is collaboratively decided by the involved parties. At the beginning of any student’s admission to the program, it is important to establish with team members their preferred method of communication. Availability depends on how and where the BRIDGES personnel spend their day. Consider the regularity of the individual’s schedule and setting in which they work. Also, consider norms of communication within that setting, as decided by colleagues. A consultant should always be aware of ethical and legal guidelines when communicating privileged and confidential information electronically. See below for a table that denotes forms of communication generally used across teams within different settings. Note that this table is merely a guideline, which is subject to change given the individuals working in BRIDGES.

Communication Method Used by Setting and Personnel

	School			Community		U-TTEC lab	
	<i>Administration</i>	<i>Teachers</i>	<i>Mental Health Professionals</i>	<i>Client’s Family</i>	<i>Outside Providers</i>	<i>Supervisor</i>	<i>Consultant</i>
E-mail	X	X	X			X	X
Phone Call	X		X	X	X	X	
Text Message					X	X	X
Google App (i.e. Drive, Calendar)	X						X

Content

Content shared with other BRIDGES team members depends on their specialization or role and privilege to the information. In reference to the BRIDGES team member's specialization, consider what information that you, the consultant, are not privy to. You might also consider at which points in treatment this input is most helpful. Some examples include asking BRIDGES teaching staff about the students' affects throughout the day in order to schedule group therapy, asking district administration about bus schedules in anticipation of behavioral problems during transportation to the transition school, asking the in-home therapist about parent motivation to decide whether to assign homework in between individual sessions, or asking U-TTEC lab members about alternative approaches to therapy given their experiences.

At the beginning of treatment at BRIDGES, the client's caregivers are asked to complete consent paperwork that explains what, when, with whom, and how confidential information about the child's case may be shared. It is important that these guidelines, in addition to ethical guidelines relevant to the consultant's field, are followed at all times. Because therapy takes place in a school setting, the consultant will likely reference HIPAA and FERPA legislation. While district employees have likely become aware of FERPA in their training, it is less likely that they have worked under HIPAA compliance. The consultant should reference HIPAA when relevant to explain limited disclosure of case details to teaching staff. In general, the consultant may share trends or themes observed in individual treatment. However, mental health care providers across settings (i.e. school, community) should be aware of HIPAA and if assigned to the client's case, can receive information about their progress; this should be checked in the paperwork before being acted upon. Consultants should utilize their supervisor as much as possible, particularly surrounding any issues that demand reporting by law.

Frequency

The consistency with which conversations happen across teams will depend on their involvement at different stages of the treatment process. In general, a consultant is going to be heavily involved with district administration, BRIDGES teaching staff, U-TTEC lab, and client's family throughout the child's time at BRIDGES. This is partly due to the weekly meetings for all BRIDGES team members and the mental health team alone. Also, weekly therapy appointments allow for contact between the consultant and BRIDGES teaching staff. Though it is unlikely that the consultant will join the in-home therapist every week, it is important that the consultant speaks with the family regarding updates on a bi-weekly basis. This step is often complicated for less motivated or involved parents, which may require in-person meetings and lead to co-counseling with the home therapist. Before the student's admission and in the early stages of the program, the home school principal, teacher, and mental health care provider will be thoroughly interviewed (see Appendix for intake form) at least once. This provides information central to the intake process, and as the novelty of the classroom fades, the child may fall into classroom habits that are well-known by the home school staff.

As students move from the BRIDGES program into their transition school, transition school staff will be contacted more frequently in a short period of time. The consultant may join involved parties at the transition school for recurring meetings as needed. Weekly or more frequent

updates during the transition stage are common. It is important to note ongoing trends in the child's functioning and interaction in the classroom and with peers, teachers, etc. Accurate documentation of these trends helps to inform the length and degree of support needed in transition. While it is not something we hope for, it is possible that the student may need to return to the BRIDGES program. For this reason, it is important to keep communication lines open to the BRIDGES team after the students' transition is deemed complete.

Section 4: Tier 1 Classroom



SUPERHERO BEHAVIOR LEVELS

By: Jessica Totsky, B.A.

Superhero behavior levels is a system created for behavioral management in the classroom. Typically, there are 7 levels that range from ‘fantastic’ to ‘parent contact’ behaviors. It is designed for daily use, such that the students start at the middle rank and move up or down throughout the day, based on decisions that are compliant or noncompliant with classroom rules. Examples of compliance include “keeping hands and feet to yourself,” “helping a friend clean up,” and “following directions”. On the other hand, noncompliance may include, “being told directions more than once,” “talking back to authority figures,” or “becoming physical with another student.” Oftentimes, the lowest level of behavior requires contacting the primary caregiver, and the second lowest level of behavior leaves the decision up to the teacher, removing power from the student.

At the end of the day, the student lands on one of the superhero behavior levels, which are associated with a reward that cumulatively builds daily to weekly to monthly to once per academic term. This reward timeline is based on the child’s effort put forth towards regulating disruptive classroom behaviors. Students are acknowledged and rewarded for behaviors that are compliant with classroom rules, which advances their marker higher on the superhero behavior level system.

ORGANIZATION & PLANNING FOR SUCCESSFUL CLASSROOMS

By: Kristen Stokes, M.Ed., Magenta Silberman, M.Ed., & Leanne Hawken, Ph.D., BCBA

Crucial elements of any classroom behavior management plan are the organization and planning that occurs before the school day begins. Effective classroom management is measured by the Behavior Response Support Team using the Behavior Support Teacher Observation Tool and the Components of a Successful Classroom Checklist. Items on these measures include planning for classroom environment, high quality lesson plans, and a predetermined behavior management plan.

Organization and Planning for Classroom Environment

The classroom environment should be welcoming, engaging, and easy to navigate. The classroom should have well-designated areas for specific activities including small-groups, reading area/library, computers, and students individual space (i.e., desks). These areas should be well organized with needed materials easily accessible. Students should be taught how to keep spaces orderly while allowing them to engage with materials. Areas, including desk arrangement, should be planned to allow for group work as well as allow the teacher to easily monitor students by walking around the classroom.

In addition, there is planning and organization that needs to occur on a daily basis related to instruction. Teacher materials should be prepared ahead of time so that they are easily accessible for a specific lesson. Teacher editions, technology, examples, and any manipulatives or handouts need to be ready prior to students arriving. There are situations that materials may be needed last minute, so the classroom should be orderly to ensure that minimal time is spent locating unexpected materials.

Organization and Planning for Instruction

The first step to implementing effective instruction is creating high-quality lesson plans, a sometimes overlooked but essential part of managing student behavior (Menzies et al., 2017). A high-quality lesson includes incorporating all elements of explicit instruction, providing opportunities for active engagement, specific feedback, and embedding behavioral expectations and reinforcement during instruction.

Explicit Instruction

The key features of explicit instruction are broken into 3 main sections: 1) opening the lesson, 2) the body of the lesson, and 3) the closing of the lesson (Archer & Hughes, 2011). The opening of the lesson begins with gaining the students' attention with an attention signal. The attention signal should be explicitly taught and consistent. Students should be taught how to respond when they hear and/or see the signal. Teachers then state the lesson objective(s) and rationale in student-friendly language so students know what they should be able to do by the conclusion of the lesson, and why (Scott, 2017; Archer & Hughes, 2011).

The body of every lesson (even review lessons) need to include a model, a guided practice, and an independent practice (“I do, We do, You do”; Archer & Hughes, 2011). During the model, teachers demonstrate the skill and describe what they are doing. Teachers must plan examples and “think-alouds” by breaking down every step of the specified task. Next, teachers guide students through examples using scaffolding, or a slow release of support.

The closing of the lesson is a short summary and review of the objective(s). It should include questions for students to answer. Students should be able to independently practice the skill and show an appropriate level of mastery. Upon conclusion, teachers can provide a preview of the next lesson and how students will build upon the objective learned.

Opportunities to Respond

If students are engaged in academic tasks, they are less likely to engage in disruptive and off-task behavior. Teachers can increase engagement and academic accuracy by providing students with opportunities to respond (OTR) during instruction (MacSuga-Gage & Simonsen, 2015). In addition, instruction should be delivered at a brisk pace. There are four main types of OTR: verbal, gestural, written, and technological. OTR can be choral (whole group), in partners, or individually. Current research states that students should be provided OTR a minimum of 3 times per minute to see a positive effect on appropriate behavior (Menzies, Lane, Oakes, & Ennis, 2017).

Verbal responding is a common OTR that is easily used in classrooms without needing extra materials. To use choral verbal responding, first, teachers need to determine a signal that will be used to elicit student response and teach that signal to students. Teachers pose a question, provide think time, signal for response, and provide feedback about student responses. Teachers can also embed partner responding as a “Think-pair-share.” Teachers can pose a question, allow for think time, then prior to signaling for either a choral or individual response, students can share their ideas with a partner. This strategy supports academic understanding and allows students to get a correct answer prior to sharing with the group.

Instead of asking for students to verbally share an answer, teachers can assign gestures or actions for answers. For example, teachers pose a statement and ask students to put a thumb up in the air if they agree or a thumb down if they do not agree with the statement. Teacher can also use gestures for transitions by asking students to put their thumb in the air when they have opened to a specific page number. Teachers can add a partner check prior to a student gesture.

Written responses are common for mathematics, spelling, and writing lessons. Teachers can pose a problem or question, provide students time to complete the written task on a whiteboard or other material, and signal for students to show the teacher their written product. Teachers can also have students check each other’s work and compare answers with a partner prior to teacher checking the work. Teachers can either ask all students to show their work at once (choral response) or walk around the room for individual checks.

There are also several ways to incorporate technology into lessons. One resource that does not require students to have their own technology is Plickers. Students have a response card that is scanned by the teacher with a smart phone or other device. The program graphs the responses

and projects the answers for the teacher to see. Other examples of incorporating technology require students to have access to a device (e.g. smart phone, laptop) and include Quizlet, Kahoot, and Poll Everywhere.

Teacher Feedback

Students need frequent and specific feedback about how they are doing regarding meeting behavioral and academic expectations. Teachers should frequently use verbal praise when students are following directions, produce a correct answer, and follow other classroom expectations. Teachers should provide neutral error correction when students provide incorrect answers or make behavioral errors (e.g., “This letter is *a*.” instead of “No, that’s not the answer.”) Positive feedback should occur at least 4 times more often than corrective or negative feedback.

Embedding Expectations into a Lesson

At the beginning of each lesson, teachers should review the behavioral expectations prior to introducing the lesson objectives. If students are engaged in inappropriate or disruptive behavior during the lesson, a whole-class neutral reminder should be used prior to correcting an individual student. For example, if two students are talking when they should be listening to the teacher, the teacher can say, “Remember, when I am talking, everyone should be looking at me.” If this does not redirect the students, the teacher can then follow the classroom behavior management plan.

Organization and Planning for Behavior Management

Planning for classroom behavior management involves multiple components, including determining classroom expectations, what behavior management strategies and interventions to use and when to use them, what reinforcers and negative consequences to use, and how to incorporate the behavior plan into instructional plans.

Classroom Expectations

Teachers should have 3-5 classroom expectations posted in the classroom. The expectations should be the same as the school-wide expectations listed in the positive behavior support plan. Teachers should operationalize what the school-wide expectations look and sound like in the classroom setting (e.g., “Be Responsible” in classroom is when students focus on the assigned work or teacher, have needed materials ready, and do what the teacher says.) Some teachers may choose to create their own expectation matrix for different areas and times of the school day. For example, the behavior expectations for reading groups may look different than the expectations for assessments. Additionally, what an expectation looks like for one teacher may be different for another. Expectations may also vary depending on the focus of the student activity.. For example, if a school-wide expectation is “Be Responsible,” the expected behavior in the classroom will look different than the expected behavior for recess.

Explicit definitions and examples for behavioral expectations in different areas of the classroom need to be taught to students, and requires planning. Explicit instruction of behavioral expectations includes the same elements used in academic instruction, including a definition of

the expectation, a clear rationale, examples and non-examples of what the behavior should look like, and independent practice engaging in expected behavior. (Scott, 2017).

Following behavioral instruction, the expectations need to be posted in the classroom in a main-focus area such as on the front board or by the teacher's desk. The expectations should be reviewed frequently and students should be required to practice the expectations as needed.

Behavior Management Strategies

Certain behavior management strategies will be used throughout the school day (e.g. maintaining a 4:1 positive to negative/corrective feedback ratio) and others will only be used during certain class times (e.g. group contingencies). However, even if a behavior support strategy is only used for a short time, it is most successful when planned in advance.

For behavioral strategies utilized during class times, you will want to determine what time of day will be most effective. The most effective time may vary depending on daily schedules. You will also want to determine how long you utilize the strategy. For example, you may want to use the Good Behavior Game for an entire math period, or just during the independent work session for the period.

It can be difficult remembering to practice behavioral strategies across the school day. Planning in advance can help ensure that you are able to implement these strategies consistently- even something as small as a daily reminder to give behavior specific feedback can be helpful. If it is difficult to remember to give positive praise, you can plan how many you aim to give for each period. For example, if you plan on giving behavior specific praise twenty times across the school day you can plan to give five students praise in each of the four periods. Advance planning can make it easier to implement these behavioral strategies with fidelity.

Unfortunately, even the best behavior management strategies will face resistance by some students. It is important to plan for these students before working with them, so you can have strategies already in-place. Troubleshooting ideas are found throughout the manual with specific instructions for each intervention.

Consequence Hierarchy

Appropriate and inappropriate behavior should have a predetermined hierarchy of consequences. For example, for small disruptions (e.g., talking to peers) there should be an equivalent mild consequence (e.g., clip down). As the intensity of the disruptive behavior increases, so should the consequence. Many schools already have a school-wide consequence hierarchy, but some smaller consequences may need to be established within the classroom, such as what behaviors constitute losing recess time, losing the opportunity for a class reward, etc. These consequences should be planned in advance to avoid the use of overly punitive consequences. It is also important to have the expected consequences posted in the classroom.

Public Posting

Students will be more likely to comply with classroom expectations when they are able to recall

and recite them (McGinnis et al., 1995). A student's ability to recall expectations is directly related to how often they see and hear the expectations. Expectations should be posted in a visible and highly viewed location in the classroom, such as at the front of the classroom by the board. In addition, teachers can review the classroom rules with students throughout the day (Bicard, 2000; Kostewicz et al., 2010).

In addition to behavioral classroom expectations, the positive and negative consequences for acting appropriately and inappropriately should be posted. This ensures that students are familiar with what will happen when they engage in the behavioral expectations (e.g. praise, candy, etc.) and what will happen when they engage in inappropriate behaviors (e.g. loss of recess time, time-out, etc.). Example of this are clip-charts, colored cards, or "What If" posters with consequences listed.

Routines and Procedures

Teachers need to have a plan for routines and procedures that will be used in their classroom (Witt et al., 1999). It is recommended to write a list of the routines students will need from most frequently used and/or used early in the school year to routines not used as often and/or not needed until later in the year. Some examples of routines that are high priority are how to ask for help or how to get materials. Routines should be explicitly taught and practiced using a similar format to teaching behavioral expectations. Teachers should not feel as though they need to introduce all routines and procedures on the first day of school, but rather should teach them when needed.

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Organization and Planning for Successful Classrooms

By: Kristen Stokes, M.Ed. & Magenta Silberman, M.Ed.

Effective instruction and behavior management are two methods used to enhance organization and planning in classrooms.

Effective Instruction

Classroom Environment

Teacher materials easily accessible and prepared ahead of time

Student materials organized and easily accessible

Designated areas for specific activities (i.e. small-groups, computers, reading area/library)

Students seated in groups or close proximity to peers to maximize interactions

Student desk/area organization taught

Teacher able to monitor students by easily walking around the room

Daily schedule posted and frequently referenced

Lesson Plans & Instruction

Lesson objective(s) in student-friendly language

Lesson plan includes model, guided practice, independent practice

Opportunities to respond

Brisk pacing

Use attention signal to quickly gain students attention (e.g., "1,2,3 - eyes in me.")

Error Correction (Neutral)

Model: Tell the student the correct answer

Test: Immediately ask the student the question again

Delay test: Ask student question later in the lesson to confirm understanding

Provide Positive Feedback

Keep overall ratio of lesson at a 5:1 positive to negative/corrective feedback

Embed Behavioral Expectations Into Lesson Plan

Review expectations prior to introducing lesson objectives

Use whole-class neutral reminders during instruction prior to correcting a single student





Behavior Management

Classroom Rules

3-5 positively stated behavioral expectations matching or related to school-wide expectations

Post expectations in "prime" location

Explicitly teach behavioral expectations and review them regularly

Behavior Management Strategies

Plan for frequently used strategies, such as the use of praise and antecedent strategies (behavioral momentum and precorrection)

Specific class-wide interventions - plan for what and when more specific interventions will be used and what materials are needed

Parent Involvement

Establish a mechanism for communication with parents, particularly about positive events that occur (e.g., "caught you being good" home note, positive phone call or email)

Consequence Hierarchy

Predetermined + and - consequences for appropriate and inappropriate

Consequences should be posted and consistently implemented

Routines and Procedures

Predetermine situations needing routines/procedures (i.e. getting a sharp pencil, turning in work)

Structure transitions between activities to ensure speedy and smooth movement from one activity to the next

Routines explicitly taught and practiced prior to encountering real-scenarios

Review and reinforce routines regularly



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VARIATIONS ON GROUP CONTINGENCY INTERVENTIONS

By: Erica Lehman, M.Ed.

While the Good Behavior Game is an easily implemented, straightforward procedure that has been substantiated by a large body of literature demonstrating efficacy in decreasing disruptive behavior, it may not lend itself to smooth application. Current classroom practices, teacher preferences, or logistical barriers come together to influence any intervention's feasibility and acceptability in the classroom environment. Thus, the present guide is intended to provide alternative strategies that have appeared in the literature which are based on the same principles, but amenable to flexible application in order to create the best approach to reduce disruptive behavior in classrooms.

The following guide is set up in the form of Behavioral Expectations, Contingencies, and Consequences; the three primary components of a group contingency intervention. Multiple options are available under each category to encourage goodness of fit. Each strategy may be presented, and preferences integrated, with clinical judgement to select intervention strategies designed to fit with the referral concern and current classroom procedures. The full menu of procedures is derived from Evidence Based Group Contingency Interventions and may be differentially arranged; however, a full intervention package should include one choice of Behavioral Expectation, one choice of Contingency, and one choice of Consequence.

Overview of General Considerations

Sessions

- Most group contingency interventions are implemented for 60-80 minutes.
 - The efficacy of the selected strategy will be mediated by what activities are going on at that time.
 - Is disruptive behavior most often occurring during group work, independent seat work, instruction, recess, transitions, etc.?

Reinforcers

- Token Reinforcement system may consist of tangibles (beans, coins, etc.) or a visual marker (clip chart, points on the board, or items in a jar).
 - Tangibles may be earned by individual students or groups, and possessed by the students or placed in a container.

Referral Concern

- The efficacy of group contingency interventions is impacted by the extent to which disruptive behavior is reinforced by peer attention.
 - For some challenging behaviors, an independent group contingency may be more appropriate (e.g., working directly for the reinforcer, eliminating

the peer component).

- It is also important to consider the primary sources of disruptive behavior: is it a one, a few, or the majority of the class that is precipitating the referral concern?

Behavioral Expectations:

Regardless of the chosen time for implementation of the group contingency, behavioral expectations should be operationally defined and explicitly taught to students.

- Expectations should be brief, reflect standard classroom expectations, and should be worded positively.
- Examples and nonexamples should be provided so students are able to discriminate nuanced differences.
- Behavior specific praise that corresponds closely with the behavioral expectation should be provided contingent upon display of the appropriate behavior (i.e., expectation- raising hand to speak; praise- “Dan, thanks so much for raising your hand to speak”)

Establishing Behavioral Expectations:

Color Wheel Approach (Watson et al., 2016; Fudge et al., 2008)

- Three different colored poster boards (red, yellow and green) are placed upon the wall, with each containing a different set of behavioral expectations.
- A wheel is created that contains equal amounts of each color, and a white circle with a small cutout that may be rotated is placed over the circle. This way, as the white circle is rotated, different colors will be visible.
- The color showing is intended to serve as the discriminative stimulus indicating which set of expectations the student is expected to adhere to.
- Often, the colors will correspond to the class activity going on (i.e.: red could be used during instruction when students are expected to remain silent, and yellow could be used when speaking quietly to peers is appropriate during group work)

Random Selection Approach (Interventioncentral.org)

- A single target behavior may be selected and disclosed to students at the start of the session day, with reinforcement contingent solely upon that behavior.
 - As a variation, the behavioral expectation could be selected at the start of the session but not disclosed to students. Students would be reinforced by name following display without the behavior specifically named. This way, students would need to model the behavior of the student that had received general praise in order to access reinforcement.

Random Enforcement Approach

- Reinforcement for following behavioral expectations may be available only at random intervals or for the duration of the session.
 - Random intervals may be easier for the teacher if wearing a MotivAider. That way, the room would need to be scanned.

Contingency:

- Group Contingency Interventions operate on one of three contingencies: independent, interdependent, and dependent.
 - *Independent*: Reinforcement is earned contingent upon the behavior of an individual student.
 - *Interdependent*: Reinforcement is earned contingent upon the behavior of all students.
 - *Dependent*: Reinforcement is earned contingent upon the behavior of one or only a few students
- This contingency may be pre-selected and held constant across sessions or chosen randomly at the start of sessions (Theodore, Bray, Kehle & Jensen, 2001).
 - It is important to note that if a dependent contingency is selected, there are negative consequences associated with the disclosure of the target student, especially if the student typically struggles with behavioral regulation.

Method of tracking compliance with behavioral expectations:

In addition to the behavior specific praise mentioned in the overview, compliance must be physically tracked using a system in order for students to have a mechanism of earning pre-determined backup reinforcers (access to a class store, special privileges/activities, a pizza party, etc.). It is important to note that the strategies listed below are not exhaustive, and many other creative approaches have been successfully used to track compliance. The best method is the one that is most acceptable to the teacher, feasible, and most interesting to the students.

- *Independent*: individual contingency
 - Students may have clips that are able to move down a vertical chart (already exists in many of the classrooms we were working with previously), students may have index cards on which they self-record/monitor their own behaviors, or students may earn token reinforcers individually.
- *Interdependent*: group mediated contingency
 - Students may earn points on a board, slips in a jar, squares colored in on a picture, etc. The tracking method is most flexible for this format, and the system chosen should be acceptable to the teacher and/or fit well with any

behavioral management practices already being implemented in the classroom.

- *Dependent*: one or few student dependent contingency
 - Because this type of group contingency pins the availability of the reinforcer on one student, it is important that the identity of this student is kept anonymous if the student is not able to earn the reinforcer for the class. However, if the reinforcer is earned, the student's identity may be disclosed (Jones, Boon, Fore & Bender, 2008).
 - This may be an especially positive quality of the intervention if the student does not typically receive positive attention from peers.

Consequence

- As previously described in reference to other components of the intervention, the reinforcer earned (contingent upon compliance with the behavioral expectation) may also be randomized.
 - Mystery Motivators (Kowalewicz & Coffee, 2014) may be used to randomize the reinforcer earned. In this procedure, students learn what they are working for only when the specified level of compliance is reached. This is especially beneficial when the available reinforcers are not valued by all students equally.
 - Reinforcers may also be selected based on a class wide and/or individual (based on type of contingency selected) preference assessment.
 - Access to these reinforcers will depend on the type of group contingency intervention:
 - Independent: individual access
 - Interdependent: whole class access
 - Dependent: whole class or small group access
- How much compliance with the predetermined behavioral expectation will be necessary to gain access to the reinforcer?
 - Predetermined criteria: The students may be informed of this, or the number could be selected by the teacher and not revealed to the students.
 - Random Selection (based on odds): This method primarily applies to a reinforcement system that involves slips in a container.
 - Ex: having students receive a slip with a number on it contingent upon compliance, deposit the slip in a jar, and choose a slip from jar at the end of the day. The number selected could correspond to a specific backup reinforcer, or it could have to meet another criteria (i.e. be above a certain number, be a multiple of 3, etc.) in order to earn a reinforcer.

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Flexible Group Contingencies

By: Erica Lehman, M.Ed.

Group contingency interventions are intended to capitalize on positive peer pressure, establish clear expectations for students, and increase motivation for complying with these expectations.

OVERVIEW & OBJECTIVE

Research has identified a strong relationship between group contingency interventions and reduced disruptive behavior in classrooms.

Group contingency interventions include the following 4 components:

- Selection of behavioral expectations
- Selection of a contingency
- Choosing a method for tracking compliance
- Delivering consequences

Behavioral Expectations

There are many ways in which behavioral expectations may be communicated to students: you may work with your consultant to determine the best method for your classroom.

Behavioral expectations are:

- Positively stated
- Succinctly worded
- Presented on a visual reminder
- Taught using examples & non-examples
- Few in number
- Reinforced using behavior specific praise

Contingencies

INDEPENDENT

Student receives reinforcement solely on his or her own behavior.

Ex. Each student receives a test grade that reflects his or her own performance.

DEPENDENT

Students receive reinforcement based on the behavior of one or a few students.

Ex. The whole class will earn a pizza party if Tim shouts out less than 5 times on Friday.

INTER-DEPENDENT

Students receive reinforcement based on everyone's behavior collectively.

Ex. The whole class will earn a pizza party if the total weekly pages ready by each student combined exceeds 500.

Tracking

Compliance with behavioral expectations may be recorded using a variety of methods. The ideal method for each classroom will depend on current procedures and the contingency selected. Your consultant will provide additional instructions based on the approach you choose.

Delivering Consequences

In order to reinforce compliance with behavioral expectations, backup reinforcers must be provided (e.g., stickers, activities, games, edibles).

Students may be made aware of these reinforcers at the start of the intervention session, or they may be revealed only after they are earned.

GOOD BEHAVIOR GAME FOR TEACHERS

By: Rovi Hidalgo, M.Ed.

The Good Behavior Game (GBG) is an evidence-based, class-wide interdependent group contingency used to decrease disruptive behavior and increase positive behavior in classroom settings. The original version of the GBG involved the teacher providing team points for inappropriate behavior with the winning team receiving the fewest number of points and earning a prize (Barrish, Saunders, & Wolf, 1969). An updated version that is more aligned with Positive Behavioral Interventions and Supports (PBIS) includes awarding team points for appropriate behavior with the winning team earning the most points (Wahl et al., 2016).

Good Behavior Game Procedures

- The GBG will be introduced to the class by the teacher using a signal (i.e., clapping, ringing a bell)
 - The teacher will be encouraged to aim for providing at least 30 points overall during the game or a ratio of 4:1 positive to negative interactions
- The teacher will split the class evenly into two teams. The students will be encouraged to decide on a team name which will be voted on by the team or selected by the teacher
- The teacher will give instructions that are clear and easy to follow, then clarify if students do not understand the instructions.
- The teacher will monitor by watching all students by periodically facing students, walking around, and looking up during group time.
- Reminders of the game rules will be provided at the start of each class activity and as needed throughout the GBG.
- The teacher will post the target behaviors and the team scoreboard during the GBG. The target behaviors earn points for the teams. These may include:
 - Raise your hand to speak
 - Stay in your seat unless given permission to move
 - Keep your hands, feet, and other objects to yourself
 - Follow directions
- The teacher will provide behavior specific, verbal praise for each instance of appropriate behavior. Example: “Jordan, thank you for starting your worksheet right away and following directions the first time. You earned your team a point!”
- The teacher will physically track compliance with the target behaviors for each team.
- After providing behavior specific praise and a team point, the teacher will resume teaching.

- The teacher will spend the majority of class time teaching and delegate minimal time to disruptions and interruptions.
- The GBG will be played for approximately 20-60 minutes.
- At the end of the GBG, the teacher will count the points earned by each team with the class and immediately award the team with the most points a prize for winning the game
 - If the teams are within 5-points of each other at the end of the game, the teacher should provide reinforcement to both teams
 - The teacher may activities and other items as reinforcers as they see fit
 - Teachers are encouraged to use items/activities suggested in the Ideas for Reinforcers Menu provided in the kit

Recommendations and Variations

- The teacher is encouraged to continue using the GBG multiple times in the day to reinforce appropriate behaviors, although data will only be collected during one game session in a given day.
- It is recommended to create a third team if there are more than 30 students in the class (i.e., each team should include no more than 15 students).
- The teacher could allow the student that earned their team a point to mark the point on the board or even have “team captains” mark points for their team.
- If a student intentionally sabotages their team, place him or her on their own team by themselves.
- Some schools may include school-wide PBIS initiatives to encourage cohesiveness with the school-wide expectations and provide incentives for students to continue to exhibit appropriate behavior throughout the day.

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Good Behavior Game

By: Diana Askings, M.Ed. & Lauren Perez, M.Ed.

The Good Behavior Game is a classroom intervention that is intended to increase positive behavior management.

OVERVIEW & OBJECTIVE

The goal is to reinforce students with at least a 5:1 (positive:negative) ratio who are following the classroom rules or expectations. The team with the most points at the end of the time period gets the mystery reward. It is suggested that the game be played for 60-80 minutes at a time. Students will need breaks from the game to relax and socialize.



Set Up

The teacher will have lesson materials for activities prepared and easily accessible.

Pre-teach 3-5 classroom expectations posted in your classroom (must be visible, positive, and measurable). Use examples and non-examples.

Space on the whiteboard to tally points and dry erase markers.

Rewards for the game in a mystery bag

- Tangible items: treats, stickers
- Activities: extra art, music, PE, games
- Time: with peers, free time minutes

Timer to begin and end the game period



How to Play

The teacher will gain students' attention before giving directions by using a signal. (i.e., clapping, bell)

The teacher will give instructions that are clear and easy to follow then clarify if students do not understand instructions.

The teacher will monitor by watching all students:

- At board, the teacher will periodically turn to face the students so the students are constantly monitored.
- When working in centers, the teacher will continue to watch the remainder of the class by periodically looking up from his/her group.
- By walking around the room and using proximity as needed.

The teacher reviews the posted rules at the start of each class activity. Keep the tone simple and positive. Reminding students about classroom rules during the duration of the game.

In addition to positive praise, the teacher will physically track rule compliance by tallying on the board when a rule has been followed.

- Ex. "Sarah, you earned a point for your team! Thank you for staying on task and getting your work done."

The teacher will spend the majority of class time teaching and will ignore minor class disruptions and interruptions.

The teacher will provide positive verbal feedback regarding acceptable social behavior.

The teacher will provide positive verbal feedback about academic responses.

The teacher will ignore rule infractions (when applicable), and indicate the appropriate behavior the student engaged in.

Teacher will immediately return to class activity limiting time spent on disruption.

Winning the Game

At the end of the school day or game period record the number of points each team received on a data sheet:

Team with most points (or both teams if each team earns within 5 points of each other) receives the reward.

Caution: Do not withhold reward until the end of the day because the value of the game decreases when reinforcement not immediate.

Variations

If you have more than 15 students on a team, break up into 3 teams.

If a student intentionally sabotages the game, let him/her be on a team by himself/herself.

If needed, a teacher can be a team and when neither team is following the expectations, the teacher gets the point. If teacher has more points than the teams, there is no reward.

Teacher must seek to reinforce both groups more so that the teacher does NOT "win" the game.

CLASS-WIDE FUNCTIONAL INTERVENTION TEAMS (CW-FIT)

By: Tevyn Tanner, M.Ed.

CW-FIT is a tiered classroom management system comprised of research-based activities that teach and reinforce skills related to academic engagement such as:

- Following directions, the first time.
- Ignoring inappropriate behaviors of others.
- Getting the teacher’s attention.
- Talking in a quiet voice.
- Staying in seat.
- Keeping objects and hands to self.

Components of CW-FIT are designed to address the antecedents that evoke problem behaviors, such as teacher attention, peer attention, and task demands (Mills, H., & Kamps, D, 2016). Teaching appropriate skills begins at the class-wide level using direct instruction and group contingencies. Additional strategies like self-management and help cards are used for “target” students or those that fail to respond to class-wide strategies. Functional behavior assessment is then used for students not responding to targeted interventions (“CW-FIT- University of Kansas,” n.d.).

Procedures

Class-Wide Strategies:

(Kamps, D., & Mills, H., 2009; Mills, H., & Kamps, D, 2016)

1. Direct Instruction of Appropriate Behavior:

- a. Select a target skill (i.e., How to Follow Directions the First Time):
 - b. Read steps from the target skill poster to the class (refer to Index).
 - c. Model and describe each step.
 - d. Role play: use 2-3 volunteers as non-examples and examples.
 - e. Ask the class what they observed: were the behaviors appropriate examples of target skills?
 - f. Feedback: praise students and correct any errors.
- Skill lessons last approximately 10 minutes per skill and are given the first 3-5 days of CW- FIT intervention.
 - After initial skill lessons, the group contingency game is used during the teacher’s usual instruction.

2. Group Contingency & Teams:

- a. Divide the classroom into 3-6 teams. Some students may have to be on their own team.
- b. Token Economy:
 - i. Set a daily point goal.
 - ii. Goal should be realistic but challenging.
- c. Display point chart where everyone can see it (refer to Index).
- d. Review target skills explicitly.
- e. Set a timer to beep every 2-5 minutes. At the beep, award points to teams that are engaging in target skills.
 - i. Points are awarded contingent on the appropriate behavior of all students in the group.
- f. Provide behavior-specific praise whenever possible.
- g. Award the winning team with a predetermined reinforcer.

Troubleshooting the Game:

- Use shorter time intervals.
- Play game for shorter time block so students can experience success.
- Check motivation of incentives.
- Consider team groupings.
- Consider structure of lessons/time period.
- Check the goal to make sure that it is challenging but achievable.
- Put saboteurs on their own team.

Targeted Interventions:

("CW-FIT – University of Kansas," n.d; Kamps, D., & Mills, H., 2009)

3. Self-Management:

- a. Present self-management as a privilege:
 - The student gets to decide whether they are following the CW-FIT rules during class.
 - Students can earn points on their personal chart.
- b. Practice the following self-management procedures with students:
 - Charts will remain on desks (refer to Index).
 - Self-management will be used every time the class engages in CW-FIT game.
 - The student writes his or her name on the chart and writes the class goal for the day (i.e., How to Follow Directions).
 - When the timer goes off during group contingency game, the teacher reminds the target students to self-assess.
 - If students are following CW-FIT rules, they give themselves a point. If students are not following rules, remind them that they can earn a point next time.
 - At the end of CW-FIT session, student counts and writes total points.

- c. Select two peer models that will also engage in self-management.
 - i. A peer may coach target student in marking points.

4. Help Cards:

- Provide help cards to target students as a way to request help (refer to Index).
- Determine the number of help cards available per session (i.e., 3-4)
- Review CW-FIT skills with target students.
- Teach target students how to use help cards.
- Peer models may be allowed to give help.

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 (“CW-FIT - University of Kansas”, n.d.)

CHARTS AND POSTERS:

Daily Point Chart for Class-Wide Group Contingency:

CW-FIT POINTS								
DATE:		REWARD:			GOAL:			
TEAMS:	Timer Beeps:	1	2	3	4	5	6	7
POINTS:								
<p>1. How to Get the Teacher's Attention 2. Follow Directions the First Time 3. Ignore Inappropriate Behavior</p>								

Weekly Point Chart for Class-Wide Group Contingency:

TEAMS:	GOAL	Total beeps	Reward	1	2	3	4	5	6
MONDAY									
 Pre Correct  Praise Timer									
Tuesday									
 Pre Correct  Praise Timer									
Wednesday									
 Pre Correct  Praise Timer									
Thursday									
 Pre Correct  Praise Timer									
Friday									
 Pre Correct  Praise Timer									

Self-Management Point Chart:

Name:	Date:
Points:	
<u>CW FIT Rules</u> Follow Directions Get teacher attention (wait) Ignore peer behaviors Do your work	
Total points:	Goal:

POSTERS:

Ignore Inappropriate Behavior

- 1 Keep a nice face. 
- 2 Look away from the person. 
- 3 Keep a quiet mouth. 
- 4 Follow directions and do your work. 

How To Get The Teacher's Attention

- 1 Look at the teacher. 
- 2 Raise your hand. 
- 3 Wait for the teacher to call on you. 
- 4 Ask your question or give your answer. 

Follow Directions The First Time

- 1 Look at the teacher and listen. 
- 2 Say OK in your head. 
- 3 Do it now. 
- 4 Check back, if needed. 

TEACHING LESSONS:

“How to Get the Teacher’s Attention”

The steps are (teacher reads aloud from poster)

1. Look at the teacher
2. Raise your hand
3. Wait for the teacher to call on you
4. Ask your question or give an answer

Now everyone read with me (students read chorally).

Which “School Rule” does this match? (Answer: Ex: Be Peaceful or Be Respectful, etc).

What other ways can you Be Peaceful or Respectful? (Answer: Quiet, calm voice; Work quietly; Have quiet transitions, etc).

Rationale:

Why is it important to use these steps for getting the teacher’s attention? (Ex: so we can all hear the person, the classroom is quieter so people can work, so people are not talking all at once, so students aren’t shouting out, etc).

Role Play:

Let’s practice getting the teacher’s attention.

Use volunteers (2-3 students). After each example, ask students if the volunteers got the teacher’s attention the right (or wrong) way & to state the steps they saw (or didn’t see).

Example: Pretend to be explaining a math problem on board. Have students raise hands. Call on one to ask/answer question.

Non-example: Pretend to be reading a story. Have volunteer shout out a question about the passage (what happened, who said it?).

Example: Pretend to be asking questions from the story. Have volunteers raise hands to answer.

Example: Have students writing in their journals. Have a volunteer raise hand and ask to get an eraser or dictionary.

Review:

You did great with the role plays for practice.

Again, let’s read together the steps in how to get the teacher’s attention (choral read). Let’s work hard to practice this behavior today.

“Follow Directions the 1st time”

The steps for following directions are (teacher reads aloud from poster):

1. Look at the person (teacher) & listen
2. Say OK in your head
3. Do it now
4. Check back (if needed)

Now everyone read with me (students read chorally).

Which “School Rule” does following directions the 1st time match? (Answer: Ex: Be Respectful, etc.). What other ways can you Be Respectful? (Answer: Be a good listener; Take turns talking; Value others’ ideas-no put-downs, etc.).

Rationale:

Why is it important to follow these steps for following directions? (Ex: we look at the teacher so she/he knows we are listening; say OK to show we understand; do it so everyone gets their work done, to help keep our class quiet....)

Role Play:

Let’s practice following directions the 1st time.

Use volunteers (2-3 students). After each example, ask students if the volunteers followed directions correctly the 1st time and to state the steps they saw (or the wrong way and to state the steps they didn’t see).

Example: Pretend to be explaining a math problem on board. Tell students to copy the problem. Have students say OK quietly and write the problem.^[SEP]

Non-example: Pretend to be reading a story. Ask students to write 3 sentences about the main idea of the story. Have volunteers talk to each other, draw a picture, play with things in desk.

Non-example: Tell students to copy 5 vocabulary words from the story (write on board). Tell students, when they are done, to go to the shelf and get a book to read. Have volunteers finish words and then talk, have several go-to shelf and chit-chat.

Example: Tell students to write 2 sentences about the brain and what it does for our body in their journals. Have volunteer students write quickly and quietly.

Review:

You did great with the role plays for practice! Again, let’s read together the steps to “follow directions the 1st time” (choral read). Let’s work hard to practice this behavior today.

Classwide Function-Related Intervention Teams (CW-FIT)

By: Tevyn Tanner, M.Ed.

CW-FIT is a classroom management system comprised of research-based activities that teach and reinforce skills related to academic engagement

Overview & Objective

Skills covered in CW-FIT are:

- Following directions the first time
- Ignoring inappropriate behaviors of others
- Getting the teacher's attention
- Talking in a quiet voice
- Staying seated
- Keeping objects and hands to self

Teaching appropriate skills starts at the class-wide level of using brief instructional lessons and group games. More intensive strategies like self-management and help cards are used for "target" students or those requiring additional support.



Necessary Materials:

- Posters
- Point charts
- Self-management cards
- Help cards

HOW TO PLAY

1 Skill Lesson:

- Select a target skill (i.e., How to Follow Directions the First Time)
- Read steps from the target skill poster to the class
- Model and describe each step
- Role-play: use 2-3 volunteers to demonstrate examples and non-examples
- Ask the class what they observed - were steps used appropriately?
- Feedback: praise students and correct any errors

Skill lessons last approximately 10 minutes per skill and are given the first 3-5 days of CW-FIT intervention.

After initial skill lessons, the group contingency game is used during the teacher's usual instruction

Behavior-Specific Praise:

- "Excellent job listening and following directions the first time!"
- Avoid vague statements like, "Good job!"



2 Group Contingency & Teams:

Divide classroom into 3-6 teams.

Set a daily point goal.

- Goals should be realistic but challenging.
- Display point chart where everyone can see it.

Review target skills explicitly Set a timer to beep every 2-5 minutes. At the beep, award points to teams in which most members are engaging in target skills.

Provide behavior-specific praise whenever possible.

Reward winning team with an incentive.

Types of Rewards:

Tangible items: treats, stickers, school supplies

Activities: art, music, recess, games

Privileges: free time, access to peers

Troubleshooting Game:

Use shorter timer intervals

Play game for shorter time block so students can experience success

Check motivation of incentives

Consider team groupings

Consider structure of lessons/time period

Check the goal to make sure that it is challenging but achievable

Put saboteurs on their own team

TARGETED STRATEGIES

3 Self-Management:

Present self-management as a privilege:

- The student gets to decide whether they are following the CW-FIT rules during class
- Students can earn points on their personal chart

Practice the following self-management procedures with students:

- Charts will remain on desks
- Self-management will be used every time the class engages in CW-FIT game
- Student writes his or her name on chart and writes the class goal for the day (i.e., How to Follow Directions)
- When timer goes off during group contingency game, teacher reminds the target students to self-assess
- If students are following the CW-FIT rules, they give themselves a point. If students are not following rules, remind them that they have another chance to earn points.
- At the end of CW-FIT session, student counts and writes total points.

4 Help Cards:

Name:	Date:
Points:	
CW-FIT Rules Follow Directions Get teacher attention (wait) Ignore peer behaviors Do your work	
TOTAL Points:	Goal:

Explain that help cards allow students to receive help when needed

Determine amount of help cards available per session (i.e., 3-4)

Review CW-FIT skills with target students

Teach target students how to use help cards appropriately

Peer models may be allowed to give help



FISHING

By: Jessica Totsky, B.A.

Fishing for and Avoiding Reactions

Fishing is a metaphor used for children searching for a reaction from another child. These reactions are often defensive, and for children with severe externalizing behaviors, aggressive. In the BRIDGES classroom, this has commonly occurred between children with friend-enemy relationships. It is important to understand the changing classroom dynamic throughout treatment, as children leave and enter the classroom setting.

As an example, one child will “fish” for a reaction by posing a triggering comment or question to the other. These triggering comments are often based on knowledge of the children’s earlier traumas (e.g., a parent struggling with addiction). If the other child “takes the bait,” they will respond in the manner expected by the other child. However, consultant and BRIDGES teaching staff can remind children not to “fish for reactions” or “take the bait.”

In these scenarios, not taking the bait may be observed as the child having a neutral reaction, or actively using a coping skill. When present, the consultant has a primary role in enforcing the coping behaviors taught in individual and group counseling sessions. These coping skills are often included in group therapy curriculum like Coping Cat, Second Step, or Wonderful Words.

PROGRESS MONITORING: PRESENTATION OF RESULTS

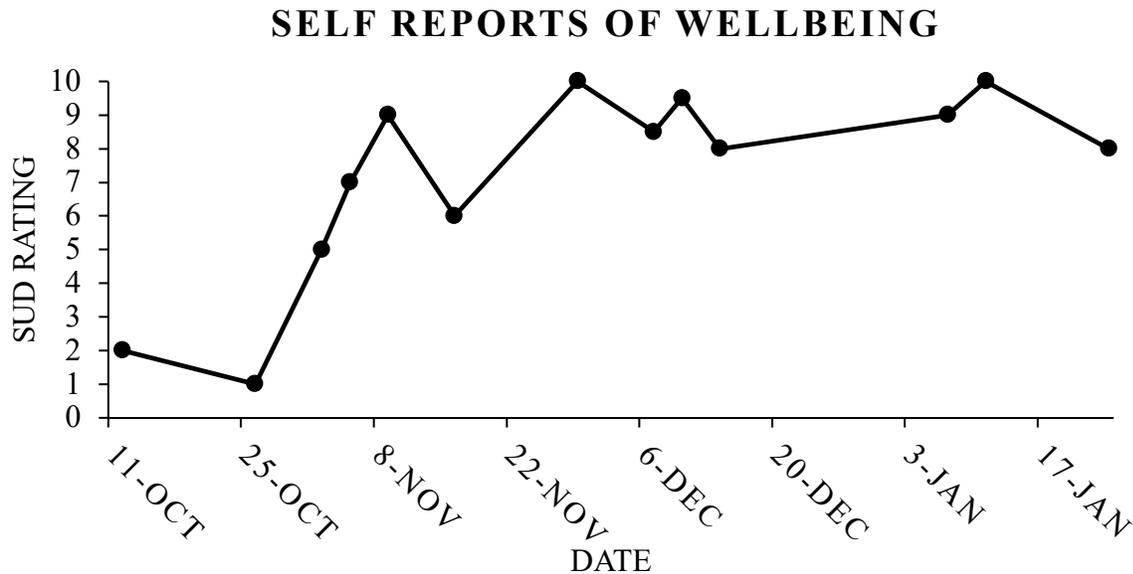
By: Sean Weeks, B.A.

Appropriate choice of measurements, knowledge of their use, and accurate collection and scoring is essential before sharing results with parents, the Bridges team, and other relevant personnel. Once data is collated, it should be organized in a way that is comprehensible for an audience with little to no knowledge of the construct measurement, meaning, or use. Ethical considerations should be taken when presenting data to a team, especially confidentiality. Overall scores and trends should be shared, but responses to specific questions should only be shared with key personnel (e.g., other mental health team members and supervisors). Visual aids are essential at this point in progress monitoring. Graphing data can be done for the measures listed in previous sections on templates found in the “Bridge Team Folder” on Google Drive. Go to “Bridges Team Folder” -> “Mental Health Team” -> “Assessments” -> “5. Scoring Tools”.

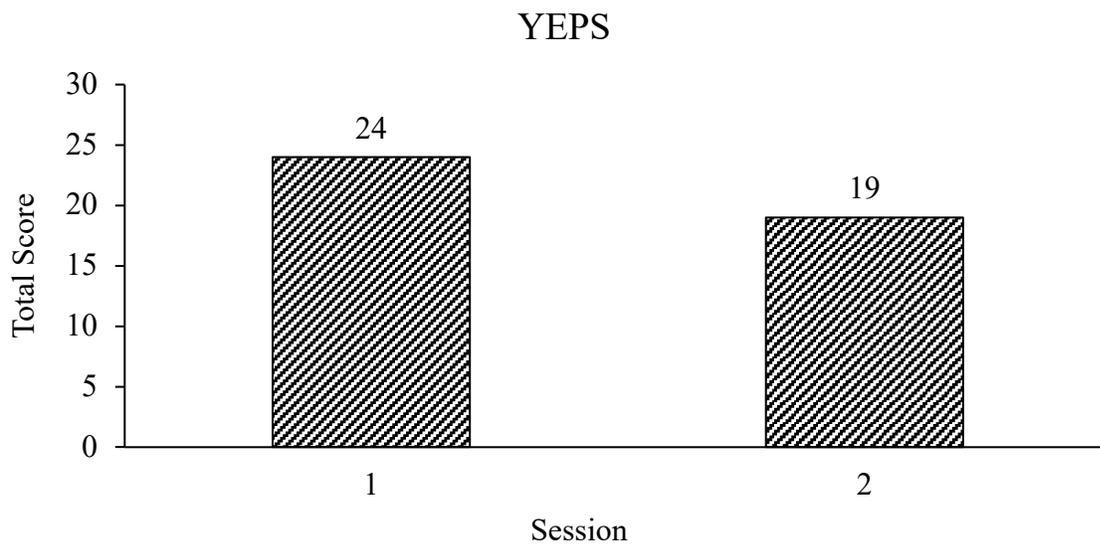
Below are examples of graphed data from continuous SUDS data collection and pre-/post-YIPS scores with an example script.

Subjective Units of Distress Scale: “The following graph shows Student X’s pattern of self-ratings of well-being over the past five months. Well-being, in this case, is described as Student X’s feelings toward school, with a 10 indicating ‘feeling amazing about school’ and a 1 indicating ‘feeling terrible about school’. As you can see, Student X’s reports started low and gradually began to increase in the first two months. Though Student X’s reports improved, we still see a rather large dip in their feelings towards school on November 16th. This could be a blip due to one bad day or could represent instability in his feelings toward school, though the general trend is positive. Ratings in the following two months show stabilization, with no ratings below an 8. This is progress both the family and Student X should be proud of, because what this tells us is that Student X has likely made large strides during their time here at Bridges. Do you have any questions about this data?”

*Notice the title uses “Well-being” instead of “Distress”. When presenting results, especially to parents, attempt to focus on positive behaviors and use uplifting phrasing.



Youth Externalizing Problems Screener: “This graph shows two time points when Student X completed the Youth Externalizing Problems Screener. What this measures is a student’s general externalizing problems, like hyperactivity, impulsivity, and conduct problems. Higher scores on this measure indicate greater levels of externalizing problems. Student X completed this measure within our first three meetings and then completed it on our last meeting, with five months of work in between. As you can see, their score dropped from 24 to 19. While five points overall might not seem like a lot, it actually represents a large improvement. The reason I say this is because a score of 23 is the cutoff for at-risk for clinical-level problems. What we can see is that Student X dropped from a clinical level to a sub-clinical level. This is great news! Do you have any questions about this data?”



Section 5: Tier 2 Small Groups



TIER 2: SMALL GROUPS

By: Jessica Totsky, B.A.

Adapted from: Rovi Hidalgo, M.Ed.

Social Emotional Learning

Second Step. Second Step is a social emotional learning (SEL) curriculum for elementary-through middle-school-aged children. Second Step is evidence-based and can be implemented at both school-wide and classroom-based levels. In particular, research demonstrates an improvement in students' attitudes, behavior, and skills to resist bullying (District Administration, 2013). It is designed to be delivered by teachers through weekly lessons. The lessons cover an array of topics: skills for learning, empathy, emotion management, problem-solving, mindsets and goals, values and friendships, thoughts, emotions, decisions, & peer conflict. Ultimately, students are instructed to practice skill sets and experience immediate and long-term outcomes. In fact, students in need of the most support were found to benefit the most from involvement in the program (Low et al., 2015). Not only does this program benefit the students, but it also benefits the teacher using the system. For example, teachers are better able to interpret and problem solve social situations involving students (Larsen & Sandal, 2011).

Coping Cat. Coping Cat is a cognitive-behavioral treatment targeting children between the ages of 7 and 13 that struggle with anxiety. The program content is focused on the following areas: (a) recognizing and understanding reactions to anxiety, (b) clarifying thoughts and feelings that are anxious, (c) developing coping skills, and (d) evaluating and/or reinforcing application of skills. The ultimate goal of the program is to reduce levels of anxiety through psychoeducation, exposure tasks, somatic management, cognitive restructuring, and problem solving in groups. It is meant to involve not only the group leader and participants, but their families, across 16 weeks of weekly administrations. While the BRIDGES program utilizes the school application of this program, it is also appropriate for community, group home, hospital, and residential settings. If needed, it is available in languages other than English, and alike Second Step, is evidence-based (see CEBC, 2019).

Strong Kids. Strong Kids is another social emotional learning program available for children from pre-K through grade 12. It is designed to require little preparation and brief periods of time outside of academic work in the classroom. It promotes growth in cognitive, affective, and social functioning throughout 12 lessons. The lessons build upon each other and are sequenced as follows: "The Feeling Exercise," "Understanding Your Feelings," "Understand Other People's Feelings," "When You're Angry," "When You're Happy," "Learning Appropriate Techniques to Manage Stress," "Being a Good Friend," "Solving People Problems," and "Finishing Up!" (see Merrell's Strong Kids, 2019)." Its framework has been tested using strategic planning and regular evaluations of outcomes. Overall, the goals of this program are to reduce risk behaviors and increase levels of resilience, which research supports leads to higher academic achievement.

Wonderful Words. Wonderful Words is a collection of hands-on activities that highlight the power of words that express compassion. Throughout these lessons, students learn how to express empathy through words. In contrast, the leader of these activities may highlight the alternative: the power of words that do not show compassion. For example, one leader may consider a lesson in juxtaposition to acting and speaking out of anger. Like other SEL content, Wonderful Words is designed so that the teacher is required to do little preparation. Instead, the activities, whether that is blowing bubbles or completing a word search, fill the entire time period. Wonderful Words lessons are not cumulative, and so, can be delivered on a flexible schedule. The level of difficulty of words should be considered for use in groups with a large age range.

Transitions

Check-In, Check-Out. It is important that the group leader be aware of the classroom behavioral contingencies and reinforcements in place. It is common that the BRIDGES students will need to spend about 2 minutes with a teaching staff member to complete an evaluation of their own behavior in the previous activity before group therapy begins. After the group therapy session, the group leader or teaching staff may complete this evaluation with each student. It is particularly valuable to do so if the student is able to evaluate themselves with the authority figure that was delivering instruction. While the format of such an evaluation is subject to change, the student and teacher will rate their behavior in 3-5 categories based off of current classroom expectations. These ratings range on a Likert-type scale from 1-3, and there may be an option to mark extremely positive behavior with a star or another symbol.

Breaks. Depending on the child's verbal abilities, breaks can be awarded in a multitude of ways. One possible way is to allot three laminated "break cards" to students for use during group therapy sessions. The rule is that they cannot use the cards more than once, such that there are three total breaks allowed per group therapy session. Additionally, they must make the group leader aware that they are using a break by presenting the card. The group leader will acknowledge use of the card, and not deny it, if the rules of use are followed. Secondly, a break can be awarded if the student appropriately asks (i.e. raises their hand, uses an appropriate tone of voice, directs their question at the authority figure, and waits patiently for their response). While delivering SEL content, it can be difficult to accompany every child on their break. It is important that other BRIDGES teaching staff is able to support the child in leaving and re-entering the group setting in an appropriate manner.

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