

# BEHAVIORAL INTERVENTIONS

Interfering Behaviors	Interventions
<p>If a student <b>struggles following written and verbal directions</b> then try...</p>	<ul style="list-style-type: none"> <li>• Communicate with parents</li> <li>• Highlight or underline key words</li> <li>• Make sure written directions are at student's reading level</li> <li>• Have a contract/plan with the student to follow directives (provide incentives) positive reinforcement</li> <li>• Have student read the directions back to the teacher</li> <li>• Use visual cues when appropriate</li> <li>• Intervene and allow the student to take a break before they become frustrated</li> <li>• Stand next to student when providing/repeating directions</li> <li>• Present directions in both written and verbal form</li> <li>• Structure the environment to increase opportunities for assistance (peer tutoring)</li> </ul>
<p>If a student is <b>making inappropriate comments</b> then try...</p>	<ul style="list-style-type: none"> <li>• Model using appropriate language at all times (e.g., appropriate language to convey disappointment, unhappiness, surprise, etc.)</li> <li>• Be consistent with behavioral expectations</li> <li>• Develop a routine for the individual with expected social outcomes</li> <li>• Encourage the student to interact with others</li> <li>• Allow them to verbally let off steam when frustrated</li> <li>• Role play appropriate social interactions with other students</li> </ul>
<p>If a student <b>struggles with acting out impulsively</b> (without thinking), then try...</p>	<ul style="list-style-type: none"> <li>• Reduce the opportunity to act impulsively by limiting decision making until mastery</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide the student with a routine for decision making</li> <li>• Be mobile throughout the classroom</li> <li>• Assign additional responsibilities for the student to gain a feeling of accomplishment</li> <li>• Extended time to complete tasks</li> <li>• Frequent breaks in order to maximize attentiveness</li> <li>• Have student repeat directions</li> <li>• Nonverbal cue to let the student know they are beginning to display impulsive behaviors</li> <li>• Emphasize individual success or progress not competition</li> </ul>
<p>If a student has <b>difficulty concentrating</b> then try...</p>	<ul style="list-style-type: none"> <li>• Make subject matter is meaningful to the student</li> <li>• Structure environment to reduce stimuli</li> <li>• Chunk assignments</li> <li>• Assign a peer tutor</li> <li>• Allow for natural consequences</li> <li>• Reinforce student for beginning, staying on, and completing tasks</li> <li>• Provide them with extra time to complete assignments</li> <li>• Highlight key points</li> <li>• Use multiple modalities when presenting directions (auditory, visual, tactile)</li> <li>• Stop at various checkpoints throughout instruction to check for understanding</li> </ul>
<p>If a student is <b>struggling with emotional escalations</b>, then try...</p>	<ul style="list-style-type: none"> <li>• Development of a supportive behavior plan</li> <li>• Identify the context of the triggers</li> <li>• Re-teach expectations</li> <li>• Positive feedback</li> <li>• Provide space (time away)</li> <li>• Identify supports in the classroom and in the building</li> <li>• Permit preferred activities (with limits)</li> </ul>

<p>If a student is <b>struggling with frustration</b> then try...</p>	<ul style="list-style-type: none"><li>• Avoid power struggles</li><li>• Create a safe setting</li><li>• Limit the number of adults involved</li><li>• Provide adequate personal space</li><li>• Do not block escape routes</li><li>• Show open, accepting body language</li><li>• Keep verbal interventions positive</li><li>• Communicate using simple, direct language</li><li>• Reassure the outcome goal that keeps the individual safe</li><li>• Identify points of agreement</li><li>• Reestablish trust</li></ul>
<p>If a student is <b>struggling with being able to self-monitor</b> then try</p>	<ul style="list-style-type: none"><li>• Define the target behaviors</li><li>• Choose a method of recording this target behavior</li><li>• Choose a self-monitoring schedule (check in-check out)</li><li>• Decide on a monitoring cue (beep, timer, teacher nonverbal cue, a student delivered cue)</li><li>• Student choice from a reinforcement checklist rewards for positive behaviors</li><li>• Conduct periodic accuracy checks</li><li>• Fade the self-monitoring plan</li></ul>

**TIER 1**  
**Behavior Intervention Examples**

✓ Check all boxes that apply

Post classroom rules	
Model desired behaviors	
Verbal/nonverbal reminders of behavior	
Provide choices	
Positive attention to others who are modeling appropriate behavior	
Remind student of expected behavior	
Daily/Weekly behavior report home	
Positive notes home	
Proximity control	
Allow student time away/think time	
Use of logical /natural consequences	
Parent conference	
Interaction w/school counselor	
Change class routine	
Discipline contract	
Extra teacher attention	

Schedule change	
Preferential seating (away from distractions)	
Use of Study Carrel	
Seat near well-focused students	
Have student repeat directions to teacher	
Assess instructional level	
Make instructional modifications	
Reduce workload	
Daily effort report	
Use assignment book (parent/teacher sign)	
Use timer for self-monitoring	
Provide "to do" list for student's desk	
Break task into smaller chunks	
Reward System	
One on one instructional support	
Use multi-sensory learning approaches	
Provide routine schedule	