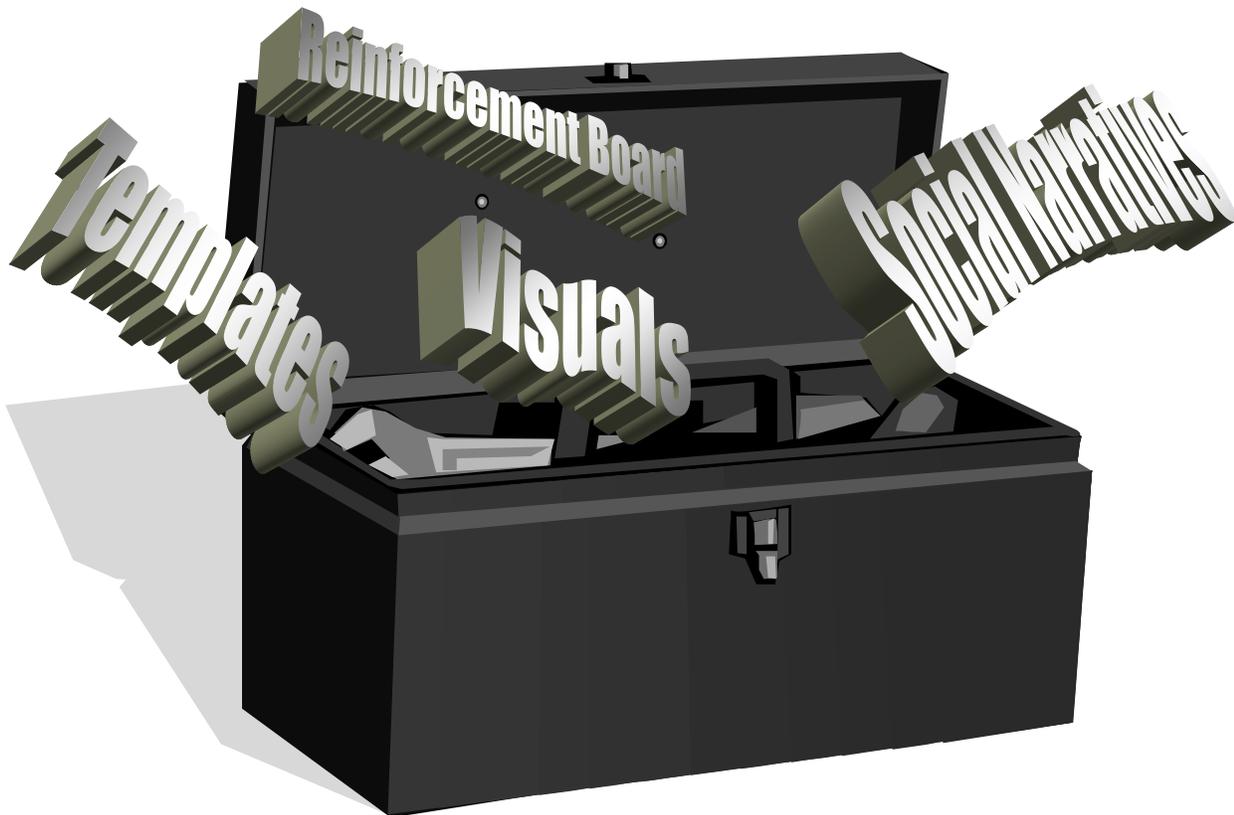


A Teacher's Toolbox for Behavior Management



***ASSEMBLED BY:
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VENTURA COUNTY SELPA***

For:

All the busy teachers and professionals in special education who work with difficult student behaviors every day and need additional, concrete resources.

Inspired by:

All the busy teachers and professionals in special education who use creative behavior strategies and techniques every day and who are simply too busy to pass on the knowledge. Thank you!

Contents:

- Visual Reinforcement Board
- Turn Cards
- Work-Then-Choice Board
- First...Then... Board
- Choice Board
- Stop and Think Method
- Stop and Think Method – simplified version
- Wait Card
- Volume Control Card
- How Much Longer?

- Social Narrative Section:
 - A Word (or Two) about Social Narratives
 - Social Narrative Templates for:
 1. Behavioral outbursts/temper tantrums:
Story: “Staying Calm at School”

 2. Aggressive behaviors:
Story: “What to Do when Someone Bothers Us”

 3. Inappropriate social interactions:
Story: “Saying Hi to Friends at School”

Visual Reinforcement Board

For students who are visual learners and who need visual prompts, reminders, and reinforcement to engage in positive behaviors.

Instructions:

1. Pick four behaviors that you would like to reinforce and specify (e.g., hands and feet to self, raising hand to speak, saying what I want with nice words, doing my work, following directions, etc.)
2. Find pictures that represent the four behaviors (e.g., photographs, drawings, Boardmaker pictures).
3. Find three items or activities the student finds reinforcing and motivating and that are feasible given the school environment (e.g., working on the computer, going for a walk, playing on the playground, helping tasks, etc.)
4. Find three pictures that represent the reinforcers (e.g., photographs, drawings, Boardmaker pictures)
5. Specify tokens that are meaningful for the student (e.g., smiley face stickers, stickers depicting favorite cartoon characters, pennies, buttons, etc.)
6. Copy Reinforcement Board and laminate, along with any pictures and tokens.
7. Attach velcro to Reinforcement Board and tokens
8. Determine the reinforcement schedule: how often will the student receive a token, how many tokens are needed for the reward (4 out of 5, 3 out of 5), and the reward schedule (e.g., if token is awarded every 30 minutes, the student would potentially earn the reward after 2 ½ hours.)
9. Discuss the reinforcement system with the student ahead of time and check for understanding.
10. Have the student pre-select the reward and attach it to the "I'm working for..." rectangle. At the end of each reinforcement interval, review with the student how he/she did in the four areas. Be honest and straightforward. If they did not earn a token, remind them that they can earn their token again after ... minutes and review the behaviors they need to engage in to earn their tokens. Check for understanding. Have the student attach the tokens him/herself if possible.

Reinforcement Board for _____

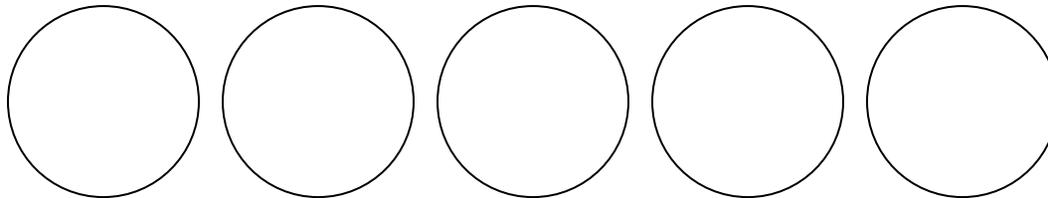
Behaviors to reinforce:

Picture	Picture	Picture	Picture
---------	---------	---------	---------

Reinforcement Menu

Picture	Picture	Picture
---------	---------	---------

Tokens



I'm working for...

--

Turn Cards

For students who have difficulties waiting for a turn, letting others have a turn, and finishing a turn when it's over. Turn cards help to clarify how many times a student will be able to do a particular thing, such as go down a slide or ride a bike around the playground. The procedure for using turn cards is usually as follows: A student is told that he/she can have so many turns and is given that number of turn cards. An "All Done" pocket or container is placed near the activity (held by an adult or attached to the activity). Each time a turn is completed, the student places one Turn Card in the "All Done" pocket. When the last Turn Card has been placed in the "All Done" pocket, the activity is finished.

Instructions:

1. Copy the turn cards and the "All Finished" card
2. Laminate all cards and cut them
3. Glue the "All Finished Card" to an envelope



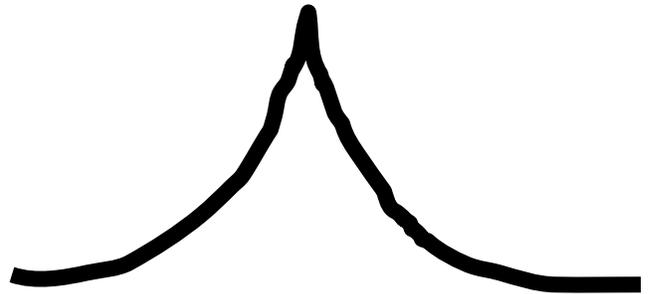
Your Turn



Your Turn



Your Turn



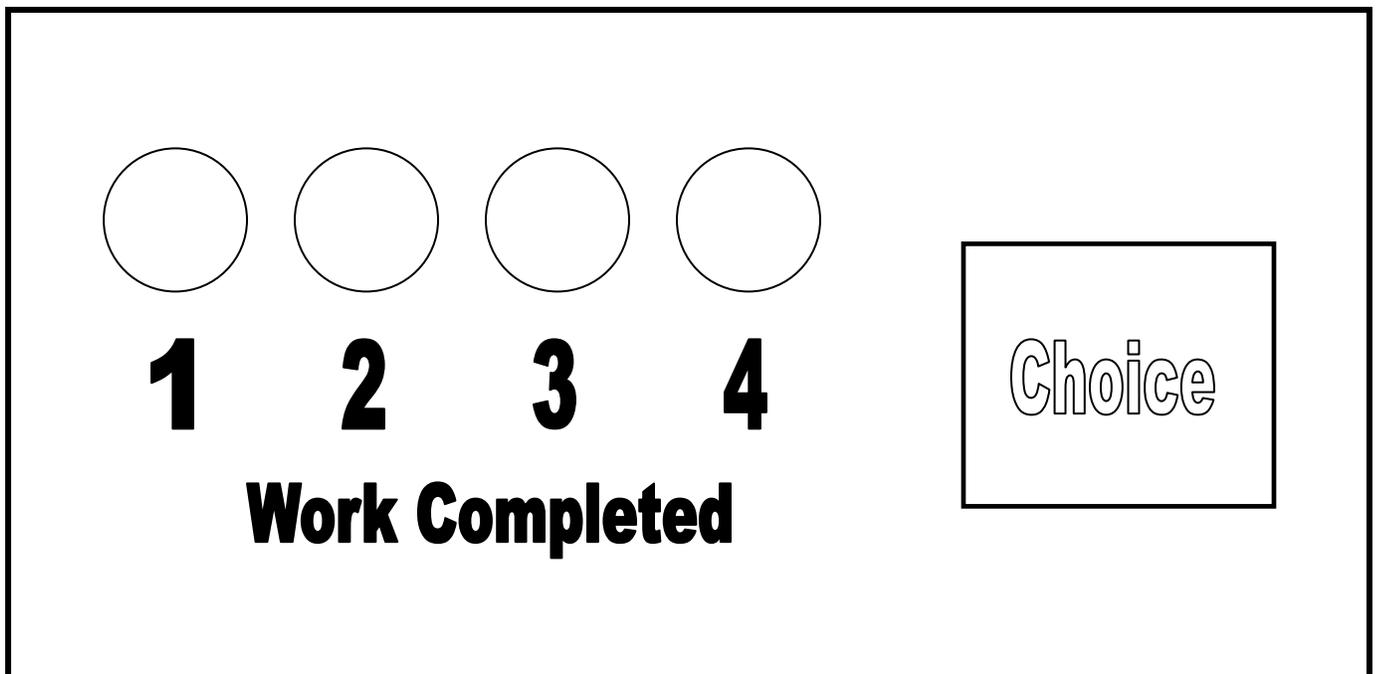
All Done

Work-then-Choice Board

Recommended for students who have difficulties engaging in non-preferred tasks and who need to know how much work they are required to complete before they get to engage in a preferred activity. It is usually helpful for students who have work systems already in place, clearly marked with color-coded numbers.

Instructions:

1. Copy and laminate the board below
2. Place velcro attachments on the circles and the square
3. Copy and laminate Boardmaker symbols representing four non-preferred activities and one choice activity
4. Place velcro attachments on the Boardmaker symbol cards to attach to the board.

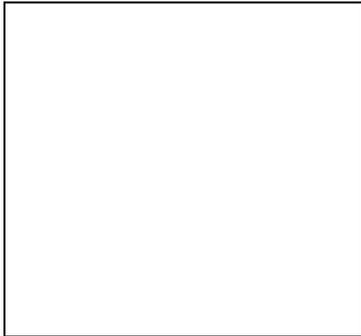
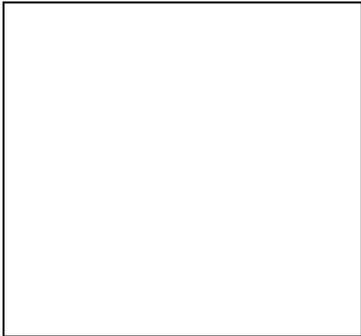


First...Then...Board

Recommended for visual learners who have difficulties understanding when a desired activity or item will be available and who need special assistance with understanding schedules. Can also assist in helping a student with sequencing. Example: A student hands an adult a picture card that represents "I want a walk." The adult takes the card and attaches it to the "Then" area. The adult then attaches a card representing what is required at that moment (e.g., math work) to the "First" area. The adult says, "First we do our math, then we go for a walk." This can help to increase a student's understanding and acceptance of schedules.

Instructions:

1. Copy and laminate the board below.
2. Place velcro attachments on the squares
3. Collect Boardmaker pictures that represent activities on the classroom schedule as well as pictures of preferred or choice activities and/or items for a student, with velcro attached.

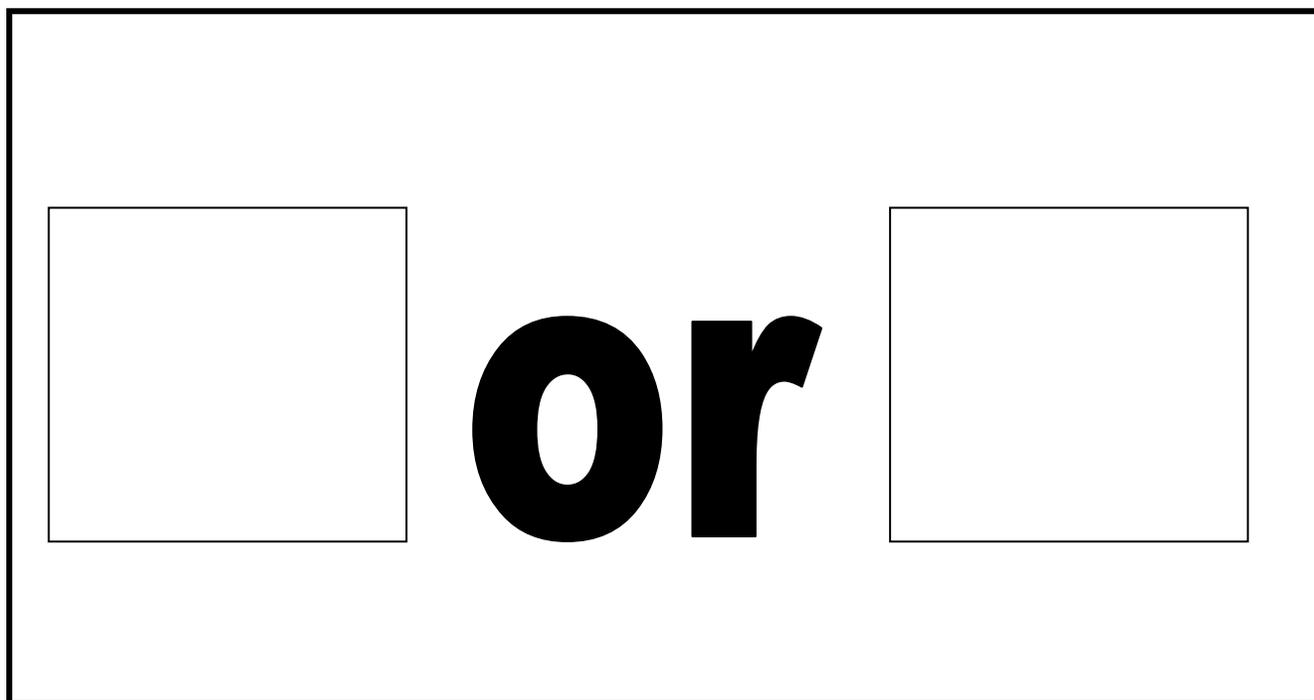
1	2
	
First	Then

Choice Board

Recommended for visual learners who are easily overwhelmed by choices or who need help in understanding what their choices are at certain times. When a student shows difficulties with making a choice or is noncompliant, the teacher can place two choices on the choice board, thereby helping the student make a choice. The adult may say, "You have two choices. Do you want _____ or _____?"

Instructions:

1. Copy and laminate the board below.
2. Place velcro attachments on the squares.
3. Collect Boardmaker pictures that represent pictures of preferred or choice activities and/or items, with velcro attached.



Stop and Think

Recommended for students who have difficulties with unstructured situations and need visual cues to engage in the appropriate behaviors. With this method, the adult usually catches the student's attention and, through hand signs or holding up visual signs, reminds the student to use "good choices." The sequence in which this is done is usually as follows:

- Stop
- Think
- Choices
- What are you going to do?
- The student responds (usually with the correct behavior)
- The adult responds (e.g., hi-5, pat on shoulder)

The student or students will need training sessions in which each sign is discussed, modeled, and role-played. Make sure that each student understands what each sign stands for. Practice in a structured setting and provide reinforcement for correct responses before practicing in the real-life setting.

Instructions:

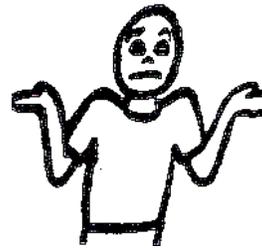
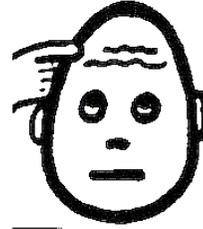
1. Copy and laminate the boards. The boards can be used for structured teaching sessions, visual reminders, or actual visual cues to use in the real-life setting.
2. Depending on the unstructured situation, cut the cards or carry the board to hold up to show to the student as needed. For students who have learned the signs and understand them, hand signs can be used in place of the actual picture.

Stop and Think

stop



think



What are you going to do?

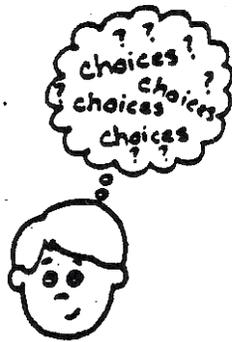
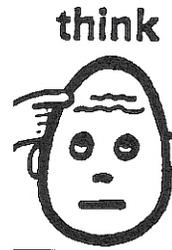


Good choice



Hi 5!

Stop and Think (Simplified Version)



Wait Card

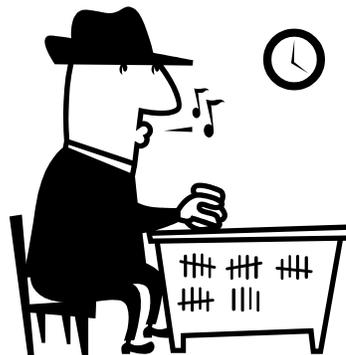
Designed for students who have difficulties with waiting, a Wait Card can be placed in an area where waiting is required, thereby giving an impatient student a visual cue to "wait."

Instructions:

1. Copy and laminate the card below.
2. Fold in the middle, creating a sign that can be placed on a hard surface.

WAIT

WAIT

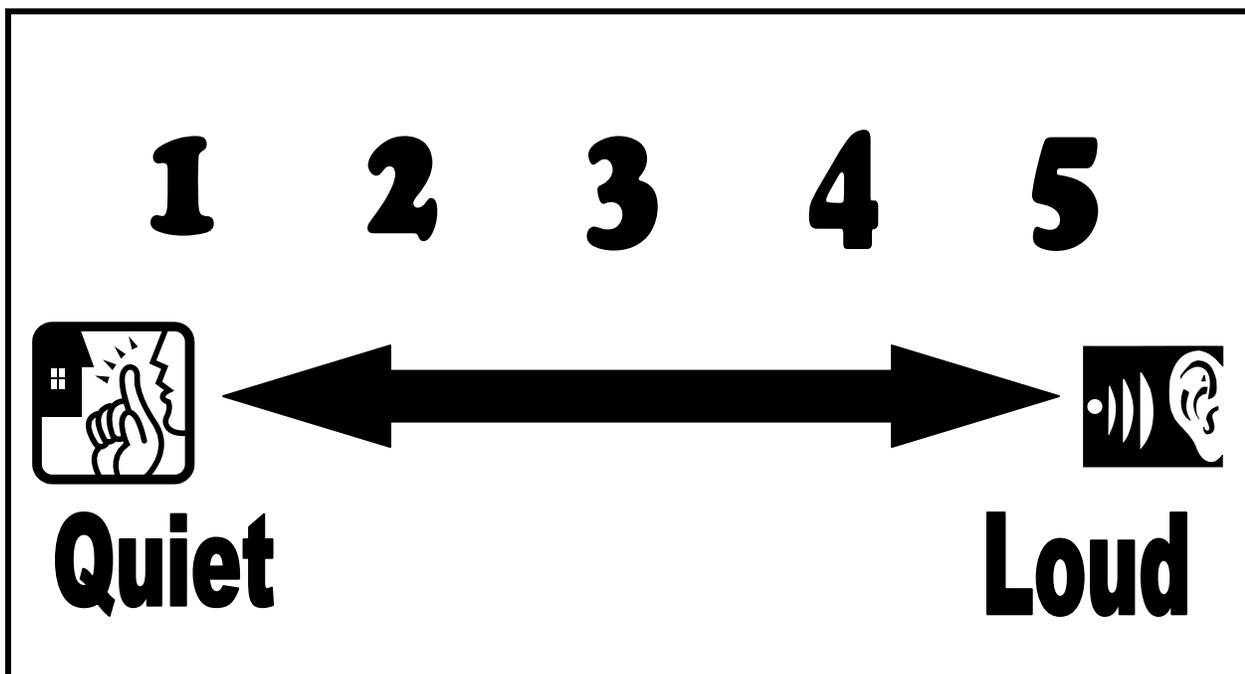


Volume Control Card

Appropriate for students who are disruptive to others by being too noisy. The student first needs to be taught what each number on the volume scale corresponds to, through direct teaching sessions, role playing, and/or modeling. The volume control card can be posted in an area where the student tends to disruptive. When the student becomes too noisy, the teacher or other adult can point to the scale, showing the student where he or she is on the volume scale, then asking or prompting the student to “go down” the scale, until the volume is at an appropriate level.

Instructions:

1. Copy and laminate the card below.
2. Post in an area where noise is an issue.
3. Point and refer to the card as needed.



How Much Longer?

Appropriate for visual learners who have a difficult time finishing a preferred activity or who have difficulties continuing a non-preferred activity. The How Much Longer Card can be used to show the student how much longer he or she has until the activity is finished.

Instructions:

1. Cut out the "How much longer" rectangles. Glue one to the other, blank sides together.
2. Cut out the numbers.
3. Place the rectangles and numbers inside a laminating film.
4. Laminate.
5. Place five velcro pieces on each side of the laminated strip, and velcro on the back of each number.
6. Keep in an easily accessible place to pull out quickly when the student is having a difficult time.

How much longer?



How much longer?



All Done



All Done



1

2

3

4

5

A Word (or Two) About Social Narratives

Social narratives are teaching stories, written in a special way to teach students about a specific situation or a skill they need to know. What do we know about social narratives?

- They are usually short, straightforward, and written in a positive, reassuring way.
- Most social narratives are illustrated, due to many children with autism or similar disabilities learning best in a visual way.
- Many social narratives contain “social scripts,” which are sequences of actions or communication the student can use in a specific situation.
- The skill or skills that are taught in the social narrative should be cued and reinforced frequently in the real-life situation.
- To learn more about social narratives, the following may be helpful:
 - Take a SELPA workshop on Social narratives
 - Take a self-study course, e.g., “Writing Social narratives with Carol Gray”, available for purchase at Carol Gray’s website (www.thegraycenter.org).
 - Look at completed social narratives in “My Social narratives Book” and “The New Illustrated Social narratives Book,” available for purchase on Carol Gray’s website. The website also provides helpful information for free.

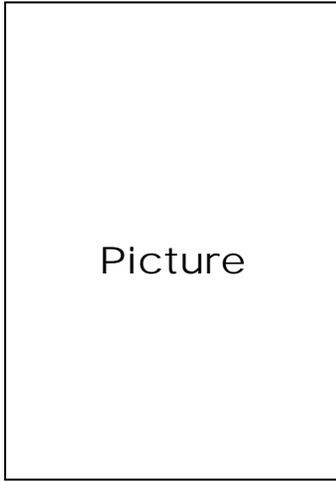
Social narratives can enhance some children’s understanding of a social situation and teach them important coping strategies, especially when used in combination with other methods.

The following social narrative templates are “generic” and can be adapted and modified to suit a particular student’s needs.

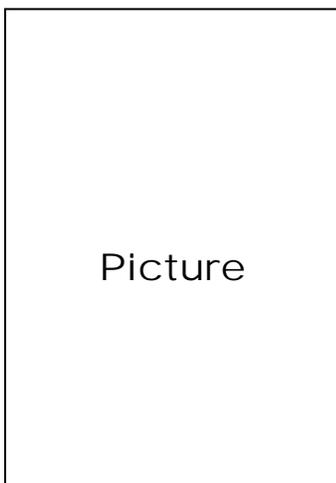
Instructions:

1. Fill in the blanks, based on the student’s particular situation and the skill or skills he or she needs to learn.
2. Modify the story as needed.
3. Make sure you don’t list too many ideas or concepts on one page. Keep it as simple and short as possible.
4. Add pictures (photographs, drawings, Boardmaker Pictures) in the blank spaces.
5. Laminate the story if needed.
6. Place the social narrative in a folder or booklet.
7. Read the story with the student at least once per day, prior to the difficult situation, until the skill has been learned and the student is using it spontaneously in real life.

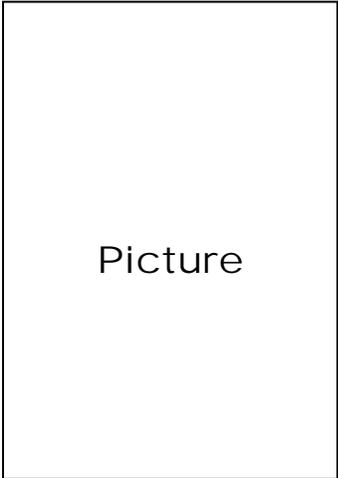
STAYING CALM AT SCHOOL



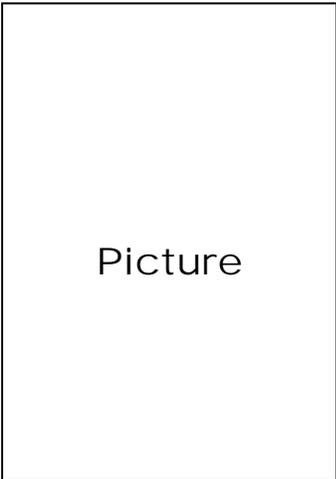
My name is _____.
I go to _____ School.
I am in Teacher _____'s
room.



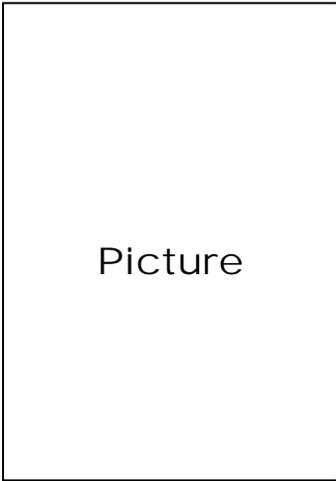
At school we do many things.
Sometimes we work, and
sometimes we play. I like to
_____.



Sometimes at school, I get mad.
One thing that makes me really
mad is:



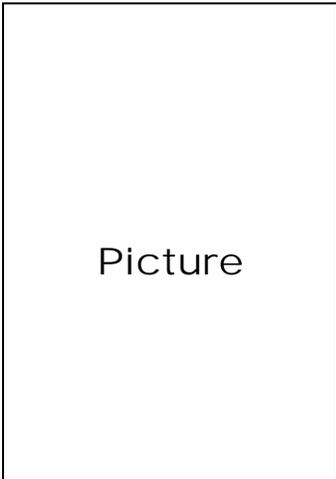
This is ok. Everyone gets mad
sometimes, even adults.
The important thing is what we do
with mad feelings.



For example, it's not a good choice
to _____

because _____

_____.

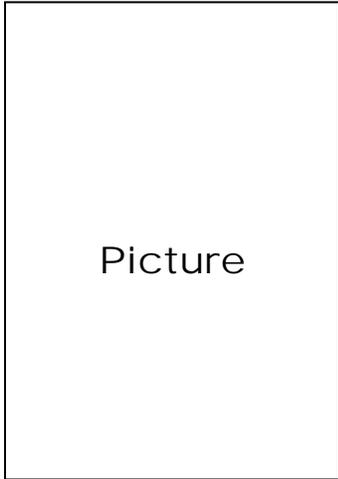


There are some good choices for
when I'm feeling mad:

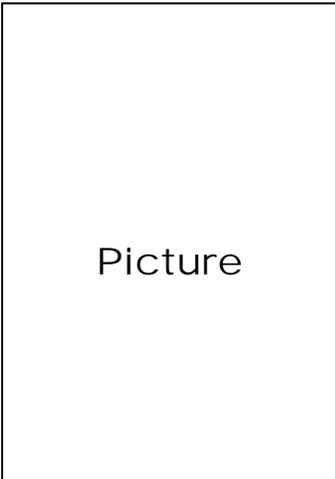
1. I can let an adult know how I
feel.

If I need help, I can use
_____ to tell
how I feel.

Adults can help me with mad
feelings.



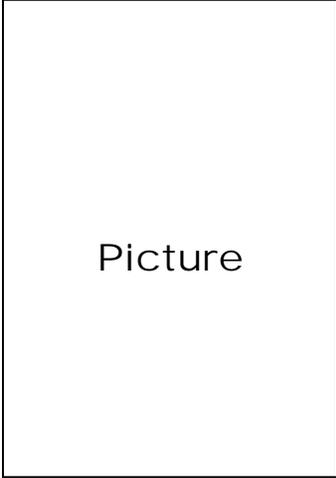
2. I can take a break in the break area to calm down. In the break area, I can take deep breaths, in through my nose and out through my mouth. I can also count to 10 to help me calm down.



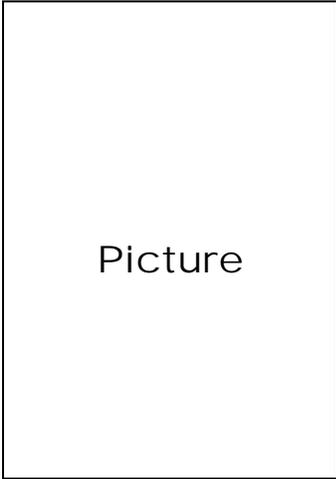
3. I can let an adult know what I want. If I need help, I can use

to help me tell what I want.

Adults can help me better when they know what I want.

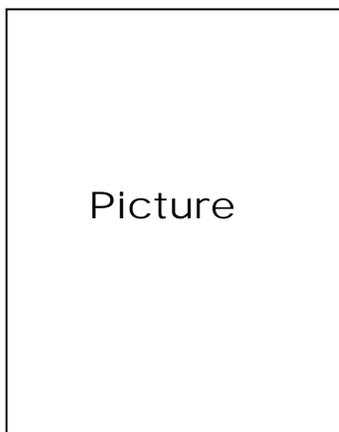


If I make good choices at school, my teachers and friends are happy.



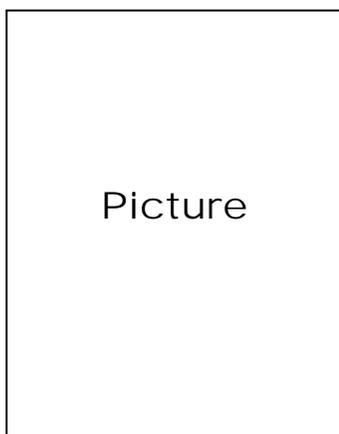
I can feel proud of myself for making good choices.

WHAT TO DO WHEN SOMEONE BOTHERS US



Sometimes at school people do something that bothers us. For example, they might

It is important to know what to do when this happens.

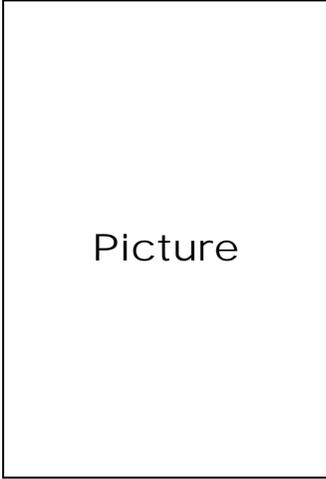


When others bother us, it might make us feel _____.

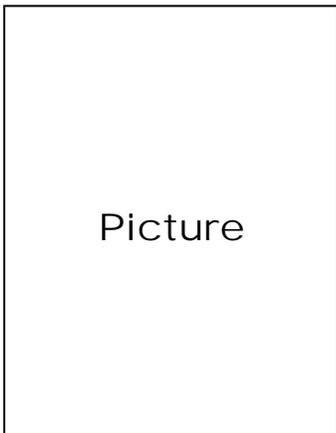
We might feel like doing something to them, such as

This is not a good choice because

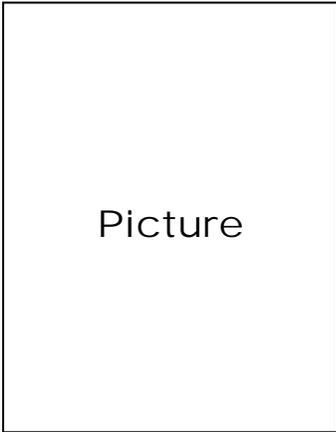
When someone does something that bothers us, we can:



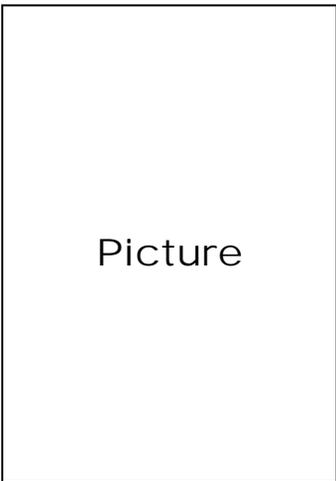
1. Say, “Stop! I don’t like that.”



2. Walk away.

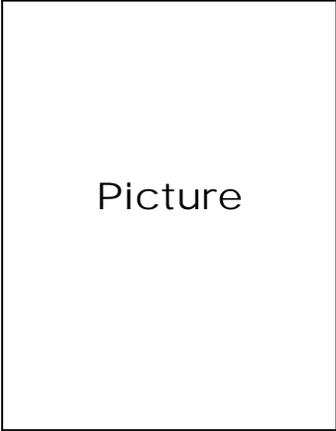


3. Tell an adult.



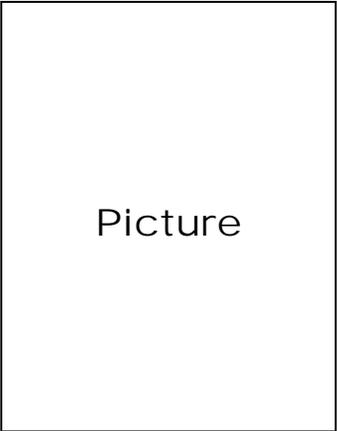
When we use our words to tell others what's bothering us, we are making good choices.

SAYING HI TO FRIENDS AT SCHOOL



Picture

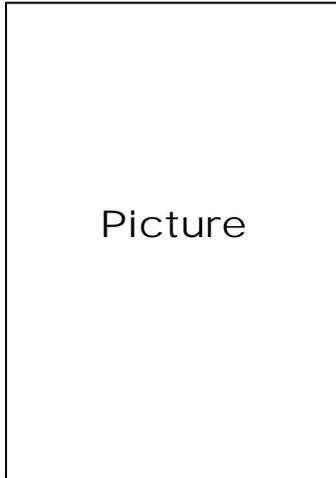
My name is _____.
I go to _____ School.
I'm in teacher _____'s
class.



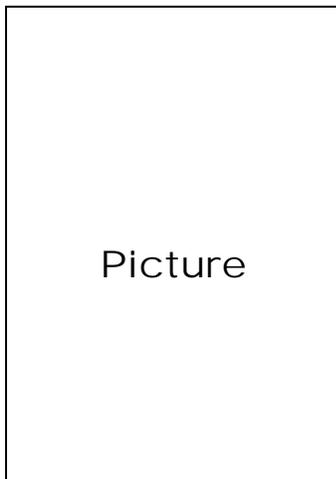
Picture

Sometimes at school I see
friends.
I want to say hi or hello to
them.

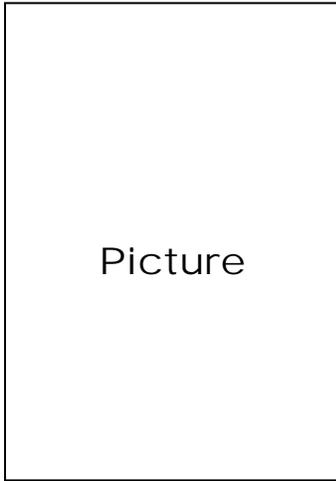
This is how my friends want me to say hi to them:



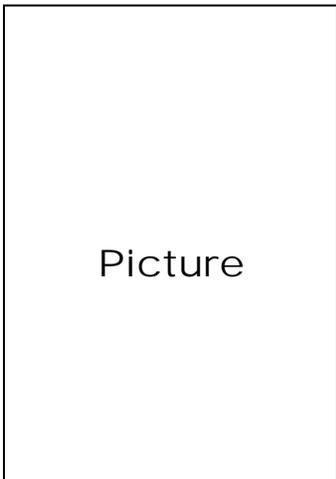
1. Keep my hands down.



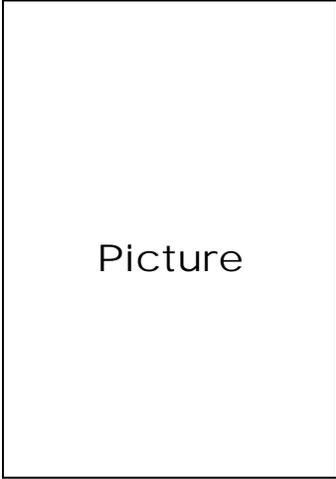
2. Walk up to the friend slowly. Friends might get scared if I run up to them.



3. Keep one arm's length
between me and the friend.

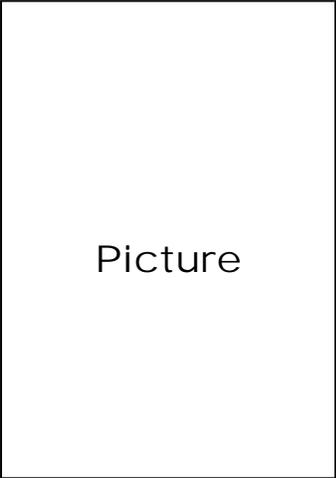


4. Say hi and the friend's
name.



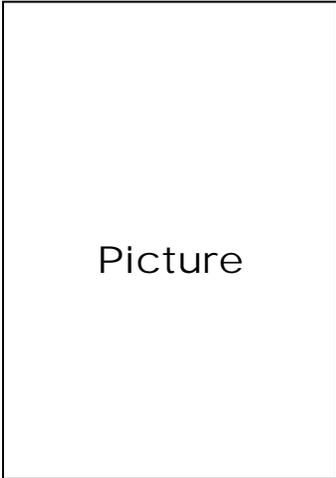
Picture

5. Wait for the friend to say hi back to me.

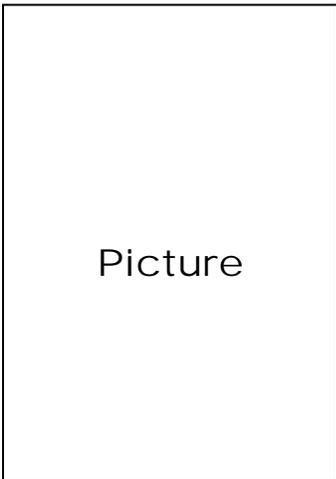


Picture

When I say hi to a friend, it is important to be gentle. Usually friends like me to have nice hands.



Sometimes shaking hands
is ok, if the friend wants
to.



When I say hi nicely, my
friends at school are happy.