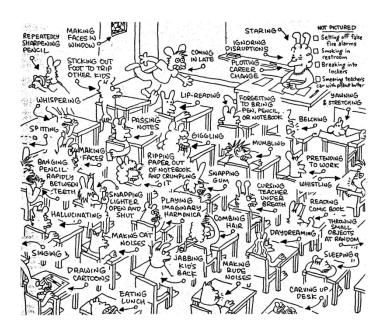# Responding to Behavior Toolkit
Addressing
Positive and Negative
Behaviors

Child Study System
Learning Support Services
Austin Independent School District
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The 2x10 Intervention
Building Positive Relationships

What is it?
2x10 is a simple preventative measure to help ensure the foundation of a positive relationship between the teacher and student. This strategy provides positive attention through encouragement, acknowledgement and recognition of the student's strengths. Building positive relationships can help to reduce disruptive behavior. By showing genuine interest and respect for the student, often that student will reciprocate by respecting classroom rules and showing more interest in learning.

When to use?
Use with students who tend to:
- engage in moderate disruptive behaviors
- engage in power struggles with teachers
- refuse to complete work or stay on task after multiple redirections
- are new to the campus

Steps to Implement:

1. Determine a time of day when you can speak privately with the student without interruptions.
    - In the morning before school
    - During lunch
    - At the beginning/ending of class before/after other students have arrived/left.
    - During passing periods

2. Spend 1-2 uninterrupted, undivided minutes a day talking with the student about their life and interests with the sole purpose of building your relationship.
3. Discuss *anything other than behavior or academics*
    - Inquire about the student's hobbies, extracurricular activities, or other subjects in which you know the student may have an interest or aptitude
    - Try to learn about or identify the student's strengths
    - If the student will not answer your questions, offer information about yourself, refer to movies, sports, current events, etc.
    - Offer genuine compliments
    - Be careful to avoid making requests to improve behavior or critique work
4. If appropriate, share stories about yourself from when you were a student to help build a sense of connection.
5. Invest these 1-2 minutes every day for 10 consecutive days (2x10).

The purpose of sharing these 2 minutes together is to provide uninterrupted time to positively interact with the student.

The foundation of a positive relationship will emerge. Then, when you do redirect the student's behavior or address academic concerns, s/he is more likely to be compliant or willing to follow the directions.

Adapted from *Power Struggles* by Allen N. Mendler

Responding to Behavior like a

Slot Machine

Soda Machine

or

Slot Machines

- People continue to put money in, even when they know chances are that they will lose the money
- There is always a possibility of a little win or hopefully a jackpot, people keep adding money
- Mysterious
- Keep people's attention
- Provide variable responses
- When beginning a behavioral intervention try to reinforce at a high level of intensity (as often as possible) until the student shows some success with the new behavioral skill
- Continue even after the student is successful

Soda Machines

- People put money in, push the button, take their soda, and walk away
- Rarely do folks just keep putting money in the machine in hopes of something else happening, soda machines dispense sodas, regularly and consistently
- Provides consistent responses
- When the soda machine does not give us the soda we ask for we become upset and kick the soda machine hoping for a change in response
- When beginning a behavioral intervention be aware that you will often experience a "behavior burst" from the student when you have changed the response they were used to receiving. Be consistent and ride out the burst

Respond to positive (*appropriate*) behavior **like a slot machine** – you will encourage increased positive behaviors.

Respond to negative (*inappropriate*) behaviors **like a soda machine** – you will encourage a decrease in negative behaviors.

3:1 Ratio of Positive to Negative Interactions

What is it?

Attend to what is going well 3 times as often as you respond to problem behaviors. A positive interaction is when you respond to someone who's engaged in a positive behavior – a behavior you want to see repeated. A negative interaction is when you respond to a student after they have engaged in an inappropriate behavior – something you do not want repeated. The response is based on what the student does just prior to your response. Maintaining a 3:1 ratio of positive to negative interactions will help build a positive climate in the classroom and with individual students.

3:1 Ratio of Interactions

Positive interactions occur when you engage with a student, immediately following the student's appropriate behavior, examples include:
- Beginning work at the designated time
- Staying on task (especially when others are off task or disruptive)
- Raising hands

Negative interactions occur when you attend to a student who has just exhibited negative behavior, examples include:
- Slow transitions
- Off task talking
- Off task behaviors
- Disruptions
- Blurting out
- Ignoring directions

Potential Positive Interactions
- Greeting each student as they enter the classroom
- Behavior narration
- When students meet expectations, such as raising hand
- Nonverbal, such as smile and thumbs up or a positive message on a post it note
- I noticed _____ do _____

How to track 3:1
- Use a seating chart or class roster
- Keep the chart/roster on a clip board
- Put a + by a student's name after you have had a positive interaction
- Put a - by the name following a negative interaction

Goal
- By the end of each week, each student should have a ratio of 3:1 positive to negative interactions
- Be genuine and sincere with positive interactions

Behavior Narration

What is it?
- A protocol for emphasizing and restating expected behaviors in an overall positive manner
- Draws focus on the expected behavior, rather than the problem behavior
- Helps maintain a 3:1 ratio of positive to negative interactions
    - Acknowledge three students who are on task, prior to redirecting students who are off task

When to use?
- Immediately following transitions, especially from direct teach to independent or group work
- When you notice less than 80% of the students are on task

Steps to implement
1. Don't respond to students who are off task
2. Narrate behavior of 2 students who are on task
    - "Tim has his book out and opened to page 108. Maria has her book opened to page 108."
3. Be targeted and specific
    - Target a student and identify the specific appropriate behavior
4. Watch the students who were initially off task
    - Notice a student who chooses to engage in the appropriate behavior, narrate his behavior as the 3rd narration
5. Fluently redirect any others who remain off task

Benefits
- Repeats directions in a positive manner
- Eliminates drawbacks of praise
- Creates positive momentum

Narration Guidelines
- Narrate immediately after giving directions
- Narrate 2-3 students
- Narrate before you correct
- Look for difficult students to narrate
- Pair with class-wide reward

Consistently takes corrective action
- After narrating 2-3 students, immediately correct off task student behavior
- Fluently redirect students who are off task
- Less talk = more effective
- Re-build positive momentum after correcting a student and narrate that student on task

Based on Assertive Discipline, Lee Canter

Fluent Redirection

What is it?
Fluent Redirection is a strategy used to address low level and/or early stage negative behaviors while minimizing the potential for power struggles.

When to Use?
There are many things students need to refrain from doing; especially behaviors that will decrease their opportunity to learn and the teacher's ability to teach. Though there are times to ignore negative behaviors, you will generally need to address them so that students understand which behaviors will harm the learning process. This should be done as quickly and quietly as possible to minimize the impact on the flow of instruction and learning

Steps to Implement
1. State what you expect the student to do and move on
   - Clear, concise expectations leave little room for misunderstanding
   - Use non-verbal cues
   - Use redirection written on post-it-notes
   - Use proximity
   - Provide prompt or cue
   - Use the PEP strategy, Privacy, Eye Contact, Proximity (Allen Mendler)
2. 5-20 seconds later observe if the student was compliant
   - The student may need a few moments to consider the choice
3. If so, acknowledge the change in behavior
   - Providing acknowledgement allows you to end the situation on a good note and maintain your relationship with the student
4. Give 5 a Try
   - Offer 4 or 5 fluent redirections prior to moving to the Teaching Interaction or any other corrective action
5. If not, ensure the other students have are engaged in an independent activity and dialogue with the student (see the teaching interaction)
   - Minimize the opportunity for peer attention and further disruption

Note
The purpose of Fluent Redirection is to quickly and effortlessly guide students to engage in appropriate behavior at the onset of negative behavior.

Teaching Interaction

The Teaching Interaction is a seven step, guided discussion in which, the teacher is the one guiding. The general idea has been documented for over thirty years. There are many models to choose from and in general they include identifying the inappropriate behavior, the desired behavior, a rationale and an opportunity to show understanding.

The Teaching Interaction Script
 1. Start with praise/empathy
> This is disarming to a student

2. Identify the problem behavior
> State the negative behavior(s) observed, this ensures the concern is with the behavior, not the student

3. Identify the expected behavior
> Provide clear expectations concerning the student's behavior

4. Justify the expected behavior
> A rationale increases the likelihood that the student will meet the expectation

5. Check for understanding/practice/role play
> Make sure the student got the point you were sending

6. Deliver corrective action, if needed
> If needed, then deliver the consequences unemotionally and quickly

7. End with praise/empathy
> End on a positive note, assure the student that all is not lost, and you are willing to keep a positive focus

Note
Respond to misbehavior from the mindset of providing a replacement behavior and a rationale for appropriate behavior
- Use calm, neutral body language and tone of voice
- Wait until the student is in a receptive frame of mind
- Give wait time and check back later if the student is not ready
- Provide a space for private reflection and redirection in your classroom
- Post a copy of the Teaching Interaction to reference it before/ while engaging with a student

Use the PEP strategy – privacy, eye contact and proximity. Refrain from:
- Talking to a student across the room
- Raise your voice
- Making it a public conversation
- Trying to make a student talk with you

Practicing the Teaching Interaction:
1. Identify misbehaviors that consistently recur for an individual student
2. Script the Teaching Interaction to address the recurring misbehavior
3. Practice delivering the scripted Teaching Interaction

Refocus Zone

Planning a Refocus Zone

1. Where can you locate a recovery zone in your classroom?
   - Is it separate from the general population?
   - Can you constantly monitor?
   - Do you need more than 1?
2. How will you furnish the recovery zone?
   - Seating
   - Postings
   - Lighting
3. What materials need to be in your recovery zone?
   - Sign in
   - Timer
   - Reflection Activity
   - Writing Supplies
4. Independent Activity
   - Functional Level
   - Time Frame
5. Expectations
   - For Recovery
   - For Transition
   - For the Independent Activity
6. Documentation
   - What information do you need?
   - When will you complete it?

How to Use a Refocus Zone

1. Follow the steps of the hierarchy.
2. Engage other students in the pre-planned independent activity.
3. Move the non-compliant student to the recovery zone.
4. Provide wait time.
5. Engage in effective redirection.
6. Return the student to the general population.

Tips & Tricks

- Steps 2 & 3 may need to be reversed, depending on the situation.
- Be patient as you move through the steps.
- Maintain a non-threatening tone of voice and body posture.
- Review the steps of fluent redirection before beginning the interaction.
- Scan and monitor the classroom while engaging in effective redirection.
- Make sure that the students working independently maintain compliance.

Monitoring & Acknowledging
On Task Behavior (Elementary)

What is it?
A means of increasing:
- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

When to Use?
- For classes where there is a pattern of less than 80% of students are on task
- Continue using until more than 80% of students are regularly on task

Steps to Implement
1. Do daily
2. Give each student a slip of paper, chart, post-it-note, a cup for pom poms, a pipe cleaner for stringing beads…
3. Quickly explain the purpose
   - Teacher will add a tally mark (sticker, pom pom, bead) if the student is working during tally time
   - Teacher will have tally time frequently through the day or targeted time of day
   - Once a student collects _____ number of tallies, he or she gets to choose a celebration/reward
      While tangible items often work, students can be very enthusiastic about experiential reward coupons such as bringing a show-and-tell item, keeping a stuffed animal at their desk for a day, computer time, free draw time, sitting in the teacher's chair, using a special pen during the day…
4. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
   - Have they made sufficient progress on the assigned activity?
   - Are they focused on the work or visiting/zoning/texting/etc?
5. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity

Note
This is a great strategy for increasing on-task behavior but can also be used to increase compliance of and engagement in other expectations set by the teacher such as:

- Following directions
- Having a safe body – hands, feet, and objects to self
- Using kind and respectful language

Choose one priority behavior for the class to work on at a time. After success (>80%) is achieved and maintained over many days, consider adding or changing to another priority behavior.

Monitoring & Acknowledging
On Task Behavior (Secondary)

What is it?
A means of increasing:
- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

When to Use?
- For classes where there is a pattern of less than 80% of students are on task
- Continue using until more than 80% of students are regularly on task

Steps to Implement
4. Do daily
5. Give each student a slip of paper or post-it-note
6. Quickly explain the purpose of the paper
   - Teacher will add a tally mark on the slip if the student is working during tally time
   - Teacher will have tally time 5-7 times per class
   - Students with 5 or more tallies will be dismissed when the bell rings
   - Students with less than 5 tallies will be dismissed by name
9. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
   - Have they made sufficient progress on the assigned activity?
   - Are they focused on the work or visiting/zoning/texting/etc?
10. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity
11. Make sure to circulate and tally 5-7 times during the period
12. Students who have 5 or more tallies at the end of the period are dismissed by the bell
    - Others are quickly dismissed by name
    - All students should be dismissed within 15-30 seconds
    - Dismiss based on their effort, first those with 4 tallies, then 3 tallies, etc.
    - Remind students that the next class period is a new opportunity to stay on task, collect tallies, and be dismissed by the bell

Note
Some students will leave at the bell, even if they do not have at least 5 tallies. When they do, say, "I won't try to stop you, but I will catch up with you later. We will deal with it then."
- Take note of any students who leave without permission
- Find each student later (same day)
- Use the *Teaching Interaction* when you catch up with them, point out you told them you would catch up
- Find them:
   - at lunch
   - at the end of your conference period, wait outside of the student's class
   - exiting campus at the end of the day

Mystery Student

What is it?
It is a fair and practical class wide incentive strategy that targets specific behaviors.

When to Use?
Use the Mystery Student strategy when there is a specific behavior of concern that more than 20% of the students repeatedly exhibit.

Steps to Implement
1. Randomly select one student by drawing a name from a hat
2. Announce the expected behavior:
   - Stay on task
   - Fast transitions
   - Ignoring disruptions
3. The Mystery Student is the name drawn from the hat
4. Put the name, without peeking, in an envelope and seal it
5. Keep track of students who meet the stated behavior
   - Tally on post-it-notes
   - Keep track on a seating chart
   - Use a class roster
6. 6 minutes prior to the end of class, open the sealed envelope
   - If the Mystery Student met the expectations, then announce the student's name and the whole class receives the stated reward, such as the last five minutes for personal time
   - If the Mystery Student did not meet the expectation, then re-seal the name in the envelope and use the last 5 minutes to discuss the behavior
     - Consider role playing both inappropriate and appropriate behaviors
     - Provide a rationale for the expected behavior

Note
Only announce the identity of the Mystery Student if the student was successful. If the Mystery student was unsuccessful, then re-seal the envelope and hide it or shred the paper with the name on it.
*On the first day of implantation, it is important that the mystery student is successful, as this will build buy in from the students. Only for the first time, rig the drawing – put the same name on each slip of paper in the hat. Choose a student who is likely to be successful (*not the most well behaved student*).

Response Protocol

The Response Protocol is a systematic process designed to ensure consistent teacher response to student negative behavior. The Response Protocol incorporates the structures of a classroom behavior management plan and research-based strategies for teacher-student interactions.

Initial or Repeating Negative Behavior	**Individual:**	**Group:**
	1. *Identify negative behavior*	1. *Identify negative behavior*
	2. *Identify positive behavior*	2. *Identify positive behavior*
	3. **Behavior Narration (3)**	3. **Use attention signal**
	4. **Check for positive behavior**	4. **Review activity expectations**
	5. **Acknowledge positive behavior OR redirect negative behavior**	5. **Behavior Narration (3)**
		6. **Redirect negative behavior**

Continuing Negative Behavior	**Minor non-disruptive:**	**Minor disruptive:**
	1. *Ignore negative behavior, until you have time to engage*	1. **Provide the student with the choice of engaging in expected behavior or moving to the refocus zone**
	2. **Conduct teaching interaction (Give 5 a Try)**	2. **Engage the rest of the class in an activity**
		3. **Conduct teaching interaction**
	Escalated:	
	1. **Engage the rest of the class in an independent activity**	
	2. **Provide the student with the choice of engaging in expected behavior or moving to the refocus zone**	
	3. **Check in with the class**	
	4. *If needed,* **Conduct the teaching interaction**	

Crisis Behavior	
	1. *Identify the crisis behavior*
	2. *Identify the appropriate crisis response plan*
	3. **Conduct the Crisis Response Plan**
	4. *Document use of the Crisis Response Plan*

Note: *Italicized text* indicates teacher internal processing. **Bold text** indicates teacher-student interaction.