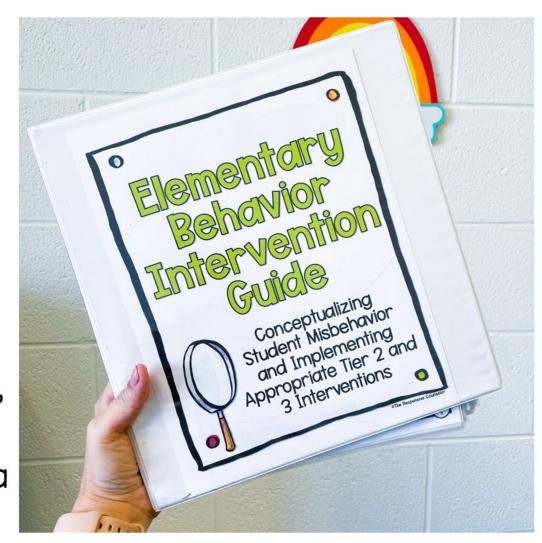


Conceptualizing Student Misbehavior and Implementing Appropriate
Tier 2 and 3 Interventions

notes to the counselor/teacher

- Every year as an educator, you will have students that exhibit unexpected and/or inappropriate behaviors, and a one-sizefits-all approach won't work.
- This guide will help you navigate determining student needs and selecting and implementing effective tier 2 and 3 interventions.
- It was created with the school counselor, school social worker, and school psychologist in mind. That said, it will be a helpful tool for any member of an MTSS or Child Study team.



intervention types

Guide includes three different lenses for conceptualizing misbehavior and creating interventions:

Types of Interventions

There are three main categories of behavior conceptualization and interventions you might use with students (or even classes) in schools. What you use depends on the specific behavior and students involved, as well as with the resources of

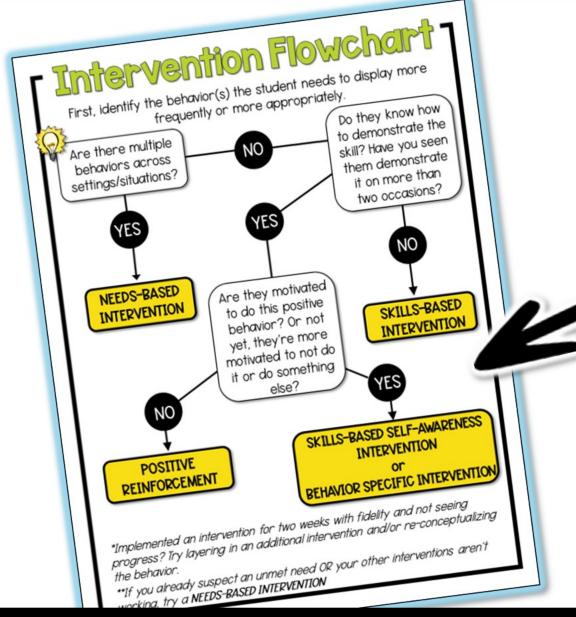
Unmet Needs and Needs-Based Interventions: A student's behavior may be due to an unmet need they have. If the school team can help them get their needs met, they will be better able to meet the behavioral expectations of the

Lagging Skills and Skills-Based Interventions: Misbehavior may really be due to a lagging skill. Students may need direct instruction or scaffolding in order to demonstrate

Competing Motivations and Positive Reinforcement

Interventions: Students are given something they like or want after they exhibit the desired behavior(s). They are reinforced for the behavior in hopes of increasing the likelihood and frequency of the desired behavior(s). This intervention is useful when a student can show the behavior, you've seen them do it, and you believe they would benefit from additional motivation to do it more.

intervention types



No time to read through the whole guide?

Use the quickstart flowchart to start planning right away!

unmet needs

- Descriptions, examples, clues, rule outs, and interventions for 3 different unmet needs:
 - Attention and Connection
 - Power, Control, and Self-Competence
 - Regulation

All humans need to feel connected to other and stable relationships. All humans also n valued and validated. Some children may connected or valued enough which can le attention-seeking behaviors. Or, they may behaviors without an obvious function, by are experiencing a disruption to their co and need a relational intervention. Stude seeking attention and connection to peet Malachi doesn't seem ope to have a consistent # dire friend or friend group whenever his teacher is working with another student or POSSIBLE CLUES A STUDENT'S BEHAVIOR
THE NEED FOR ATTENTION AND CON Constantly trying to make others laugh Misbehavior continues to occur or increases Appears to sabotage partner or group work

RULE OUT: Sometimes students e

Competence Interventions SCHO

Who is this for? Students or classes that need to feel member of the community while having some power of

What is it? One or more classroom jobs that student responsible for completing each day or week. There ca everyone to have one, or it can be for just one or maje There are no positive or negative consequences tied simply a part of being in the class.

Logistics and Recommendations You may wish to or monthly. Possible jobs: pencil sharpener, library waterer, errands runner, deskitable fixer, recycling t teacher's assistant, board cleaner, floor sweeper, sanitizer manager, timer, door closer, DJ, door clos supply supervisor, schedule keeper, desk cleaner,

Power, Control, & Selfpretence Interventions Power, Control, Self-Competence

We all need to feel that we have choices and are in a of parts of our lives. Children have this same need, b far less actual control over things in school as the actual Some might feel incompetent or like they "can't do an right". Their need for power and control might also environmentally related if there are new, big chang lives. Students may be looking for the ability to make or for opportunities to feel successful.

> James seems "bossy" with everyone. Telling classmates who to play with, telling his teacher what to do differently, etc. He has a "my way or the

Annabella has step-parent the requires more at home. At sa whenever th little tricky, do somethin enjoys, like p

POSSIBLE CLUES A STUDENT'S BEHAVIOR IS RELATI THE NEED FOR POWER AND CONTROL:

Doing something different than what the teacher

Emotional Regulation

Who is this for? Students who become dysregulated when transitioning

or switching between different tasks/activities and/or students who What is it? A printed out schedule with words and images that show

each section of the student's school day, in order. It may or may not have an element where parts of the day are moved (using Velcro to move to "done" or the backside) or crossed off (with a dry erase marker on a laminated schedule) after they are completed. Students may be prompted as needed to check their schedule throughout the day to I) mentally and emotionally prepare them and 2) for them to confirm they're on task.

Logistics and Recommendations: Notice where there are back to back non-preferred or anxiety-triggering activities. Try to include a (short) preferred activity or task between them, and/or use transition clues (see

Who is this for? Students who become dysregulated when transitioning or switching between different tasks/activities

Regulation is about our mental and physical stat we are regulated, our brains and bodies are ca and ready to do our jobs. With students, that me ready to learn. Regulation is tied to physical sens physical movement, and our emotions. When some priysical movement, and our emotions, when some brain or body isn't calm and alert, they can't leaf reason. Self-regulation is when someone can iden when they are dysregulated and take action to be regulated again. Many of our students need help w

PHYSICAL Donovan generally has a positive attitude, but his body often appears out of control Out of his desk area, leaning against walls, tapping

POSSIBLE CLUES A STUDENT'S BEHAVIOR IS RELATED TO THE NEED FOR SENSORY, MOVEMENT, AND REGULATION HELP:

- Difficulty transitioning
- Out of proportion emotional reactions Easily gets "shut down"

Often has hands on others or things

RULF OIT. Sometimes students engage in physicality that could look like in but is actually work avaidance. And some students interest and parations if they are competing out of the the rescaps.

ntion and Connection: tional Interventions

is this for? Students who are reinforced and f

is it? Bracelets, necklaces, stickers, etc. with eit c behavior they did (eg "I stayed in my area all n prompt for adults to ask them about their behave I showed respect at recess.")

s and Recommendations Students select or an to wear as soon after exhibiting the positive bet for students who would also benefit from a Pow Self-Competence intervention, allow them to a

and Connection: Interventions

lagging skills

- Lagging skills list
- Explicit skills-based intervention ideas
- Self-awareness intervention ideas

Ask: WI Lagging the chil Skills List difficul when o Focusing attention difficu Getting started on work Solving conflict effectively happe Self-awareness of actions Compromising with peers Asking for help Identifying solutions to a problem Reading social cues Connecting choices with consequent Transitioning between activities Being flexible with thinking and chan Using a social filter Identifying, expressing, and taking q Persevering through challenging w Using restorative questions with a student after incidents o expectations can be really helpful in developing awareness thoughts, feelings, and actions; as well as awareness of the their actions. Teachers can use restorative questions verba or students can independently complete restorative questi Here are the restorative questions to ask after misbehavid are calm/regulated): · How did your . How did your to What happened? What was your brain thinking? How were you feeling? What were you wanting? What choice did you make? How did you think and feel after? SELF-MONITORING

Explicit Skill Interve

Explicit skills instruction is just seem obvious and come natural to be made clear and taught m others.

- What is the specific skill?
- What school or class expen
- Why is it important?
- · What does the skill look like
- How do you do it?

One on One

Some skills can be taught, disc one. It can be through formal can also through more inform issues pop up. Allowing stude behavior shows empathy, en a practical opportunity for pr

Psychoeducation

The same process The group modali allowing students It can also be en help and practic curriculum opti

- What can you do to make it better?
- What can you do differently next

Self-Awareness **Interventions**

Many students who struggle behaviorally have diff with self-awareness. They fail to recognize, in the r

- What they are doing
- Whether that behavior was following expectation
- How it impacts themselves and
- How it impacts others

Providing students with tools to become more aware their own actions develops the skill of self-awarenes while also helping to develop the other specific laggi skills. Unless otherwise noted, self-awareness tools themselves are not tied to rewards/consequences, the there may still be goal-setting.

The following four interventions help students to develop self-awareness of their behaviors and their consequences in a respectful

VISUAL CUES Some students really benefit from their teacher using visual cue cards with them. The visuals could cue them to DO something or to STOP doing something. They can be cards a teacher subtly sets on their desk, or cards on their lanyard that they hold up. These are helpful because (1) they help the student to recognize what they were or were not doing, 2) they provide a visual which some of our students connect more with, and 3) students experience less shame and are less likely to become defensive with this sort of cuing. especially because it's more private and subtle. Students need to be taught exactly what each visual cue means and have an opportunity to practice before they are used One page of visual cues is included on page 81 in the appendix Notes: You can also assign specific gestures for the teacher to use instead of

This utilizes a chart broken into different chunks of the day with 2-3 specific behaviors on it. Student self-reflect in each time block are with the behaviors or skills. It can be a

Self-Awareness REMINDER BRACELET

Together with your student, identify a skill for them to fo

competing motivations

- Explanation of competing motivations
- Positive reinforcement intervention examples
- Multiple tips for successful implementation

Competing Motivations

Everyone wants to be well and do well. That look for different people, however. We also all have things that motivate us, things that bring us full things that are important to us. This is based q previous experiences, our current environmen own inner workings.

Sometimes, what motivates us the most or v reinforcing to us is not what is "best" or wha with what is expected of us. For example, wi exercise and saving money are important. us all from exercising and saving money like is best? Well, we are also motivated and re things like watching TV and shopping onlin students, this might look like them being n by playing with the toy they brought in the in doing their work. They might be more to their friend than listening to the direct

Whole Class Incentive Systems

students who meet the goal

who meet the goal

celebration from peers.

What is it? Receiving an incentive for the whole

based on the performance of one, a few, or all

The incentive may also be available independe

Interdependent — all students must meet u

Dependent – one or a small group of stud

Independent - the incentive is available

Who is it for? A class or group that is all w

a common skill. This type of incentive syste

recommended for students who would res

the responsibility of earning an incentive

note goals: all group members reading

Positive Reinforcement Inter

given something they like or want desired behavior(s). They are reinfo hopes of increasing the likelihood desired behavior(s). This intervent student can show the behavior, y you believe they would benefit fr do it more. I do not recommend have attachment concerns.

The short term goal with these target behaviors (which of cou learning). And the long term g and motivations. Sometimes t students to exhibit just need them, and they need a chance d doing them so that they

Positive Reinforcement Interventions (Group)

Who is this for? Any class or group of studer set of behavior expectations. The teams aspect

What is it? A competition between two team "good behavior". During a set time of day, tear following class rules and team(s) that have le at the end of the game win. Both teams can Logistics/Recommendations: When dividin both students who are more likely to follow more support in each group. Choose a small reinforce students and review examples/nor mplementation. Increase student buy-in ar they get tired of a certain incentive by allo

reward from a menu (students may also be

Positive Reinforcement Interventions (Group)

in the pool).

Who is this for? Any sized group of s behavior expectations. Works well durin "catch" the whole group following expec

Token Boards, Sticker Charts, Etc.

Variations on the typical Token Board Other ve of positive reinforcement systems are "connect the (students draw a line between dots when they exhib behavior and earn a reward when the picture is completed), "coloring sheets" (same as previous but coloring sections instead of drawing lines), or charts a moveable piece that is moved towards a goal (field g top of a mountain, etc.) when the target behavior is



Positive Reinforcement Systems

Tips for A+ Implementation

- board to promote consistency (think related arts teachers, team teachers, etc.)
- Find a way to take data on the skill you are targeting make sure your intervention is working
- Include student interests in the token system if possible (i.e. characters from their favorite movie or
- Verbally give behavior specific praise along with the tokens as much as possible
- Allow students to choose the reward they earn at the end and consider changing them up from time to time if they don't seem as motivated
- ☐ The student only earns tokens, the

specific behaviors

Problem solving tips and intervention ideas for 9 specific behaviors:

- Elopement
- Incomplete work
- Blurting
- Out of assigned area
- Opposition/Defiance
- Chattiness
- Trouble transitioning
- Aggression
- Stealing

Specific Behavior: ELOPEMENT

DEFINITION: Leaving whatever main area they are expected to be in without permission. Eg Walking ou the classroom, going to the wrong area of the playg etc. Elopement is generally considered a dangerous behavior because it often means the student is unsupervised and/or may leave the building

WHY?: Have you determined why they are eloping

- Is it too loud and they need to have noise ca headphones available?
- ✓ Is it to get some gross motor movement an options for this within the room (or just ou
- ✓ Is it work avoidance due to academic cha they need academic assistance and/or ac

ELOPEMENT Interventions

Whether or not you know the reason behind a student's elopements, here are some interventions you can try:

Break Sticks: Student is taught how to appropriately and safely leave class, including where they are allowed to Student is given X number of sticks per day. They can their teacher a stick as a way to leave class and take break Click here for more details (link to page in emg regulation section).

Visual Communication Board: Students who elope an too upset to verbally communicate their needs. Prov them with visuals for needs they may have (take a from work in class, get a drink of water, talk to a st adult, etc.) that they can point to as a way to comm

Specific Behavior: INCOMPLETE WORK

DEFINITION: When a student is given an independer task or assignment, work is not finished or is partiall complete (less than 50% done or 0 complete).

WHY?: Have you determined why the student is not completing the work?

- ✓ Is the task or assignment too hard/above student's
- instructional level or is the assignment too easy? Does the student lack the reading and writing skills t complete the assignment? Do they understand the tas
- ✓ Was the student is engaged in lesson prior to being
- ✓ What is the behavior that the student is demonstrating. when he/she is not working (ie, head down, deliberate ausal talking to peers frequently asking for help,

INCOMPLETE WORK Interventions

Whether or not you know the reason behind a student's incomplete work, here are some interventions you can to

Chunking: Student is given a designated number of tasks/items to complete prior to taking a break The stug can learn to check in with teacher or peer to check th work was completed prior to taking break

This can also be completed by taking a blank sheet of and cover up every item other than what you want to student to complete. After they complete that, teach move the sheet down

Beat the Clock: Time limits for assignments (or a sn portion of an assignment) are combined with "beg clock" goals to motivate the student to complete assignments. Be sure to set reasonable but challer anals to make assignments more fun an

Specific Behavior: BLURTING

DEFINITION: This is for the student who may demonstrat difficulty with impulse control and waiting their turn. Similar behaviors include: Saying the first thing on the mind, interrupting teacher and/or peers, raising their before questions are finished, start working before tok or before directions are given, and unable to control t immediate reactions or think before they act

WHY?: Have you determined why they are blurting?

- ✓ Does the student often blurt out the right or all the wrong answer?
- ✓ What reaction does the student receive when blurt out (from the teacher and peers)?
- ✓ Does the student know and understand the c expectations when they want to express their thoughts?
- ✓ Does the student respond to praise when the

BLURTING Interventions

Whether or not you know the reason behind a studen blurting, here are some interventions you can try:

Stop and Jot: Provide the student with a chosen color p on their desk. Explain to the student that when they war share their answer, they can write it on the post-it. The teacher will come by, read the post-it and do an individua check-in Over time your goal (as the teacher) will be to check in less often...waiting until the student has 2-3 post notes before they check in

3 Tokens: Provide student with 3 of something (tickets, math cubes, coins, etc.) Show the items to student, and explain every time they want to share first they can trade an item for that opportunity. If they blurt, you will take one the same as if they asked to share. Tokens can be reset in the morning and/or afternoon



"This is an EXCELLENT resource for all things behavior and it has helped me when working with school-based intervention teams. It has great recommendations and things to keep in mind for each behavior. Well done."

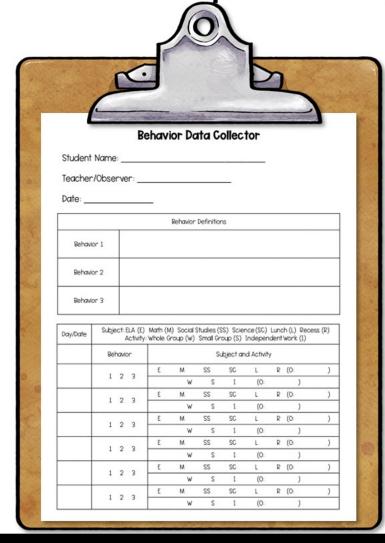
-Laura C.

"This binder is my go to for helping students with behavioral challenges. It is filled with useful information and questions to help determine the purpose of the behavior, and then guide you to strategies to help with that behavior. I wish I had access to this resource years ago, it is a gem!"

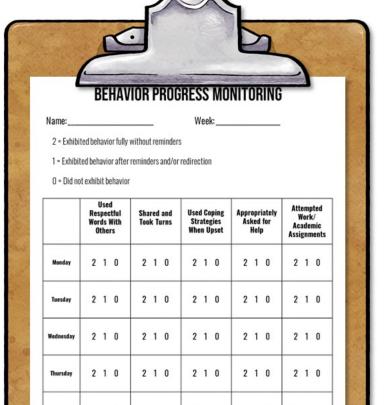
—Natalie P.

included forms

Editable planning forms:







2 1 0

2 1 0

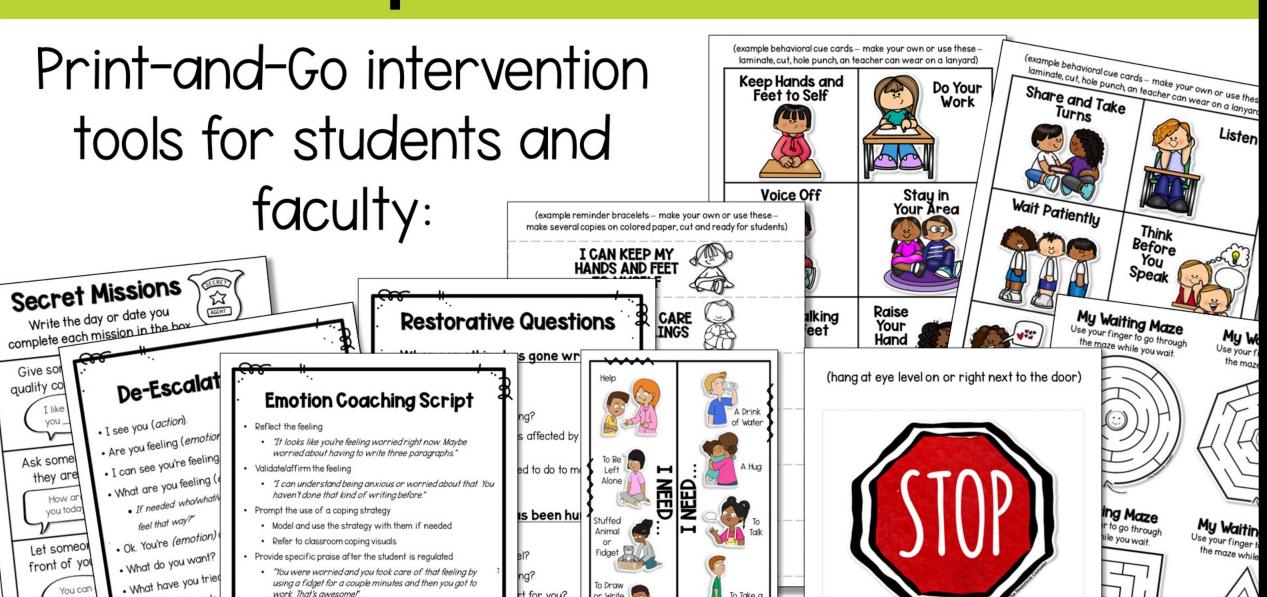
Total points possible: _____ Points earned: _____ % of Points: _____

2 1 0

2 1 0

2 1 0

printable tools



To Take a

Break

Ask for a

rt for you?

to be better

or Write

using a fidget for a couple minutes and then you got to

work. That's awesome!"

Afterwards, ask the student to

You can

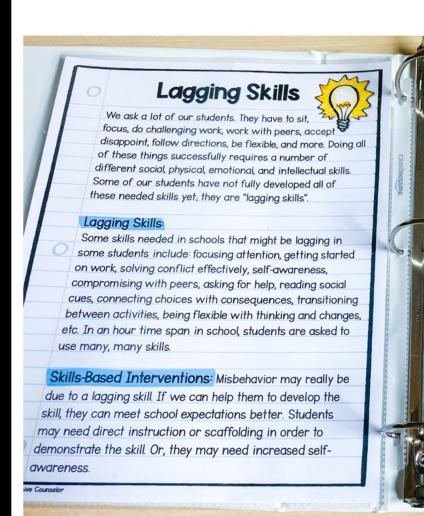
· What could you do

keeping it digital

If you're a digital soul, the table of contents is hyperlinked so you can easily access what you need quickly!



hard copy fans



Lagging Skills List

- Focusing attention
- Getting started on work
- Solving conflict effectively
- Self-awareness of actionsCompromising with peers
- o Asking for help
- o Identifying solutions to a problem
- o Reading social cues
- o Connecting choices with consequences,
- Transitioning between activities
- o Being flexible with thinking and changes
- o Using a social filter
- o Identifying, expressing, and taking care of feelings

Ask: What are

difficulties and

when do these

difficulties

happen?

the child's

- Persevering through challenging work
- Staying organized
- Staying on task
- Taking responsibility for actions
- o Believing in themself as good and capable person
- Waiting patiently
- Making and keeping friends

This list is not all encompassing but covers a broad range social, emotional, and behavioral skills needed in school

The Responsive Counselor

And if you're more into hard copies of things, place the pages in a binder for easy reference!

intervention cards

Or keep some of the pages on a ring for "grab and go interventions"!

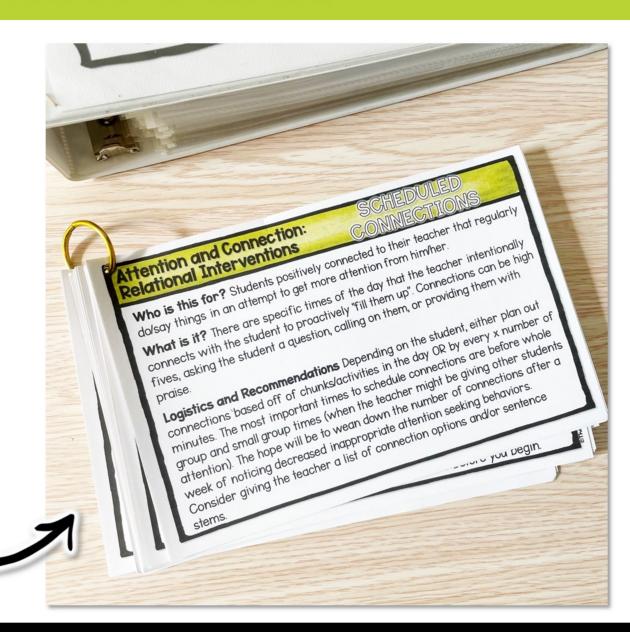


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Print and Go Intervention Resources

Secret Mission Board Template

Visual Reminder/Cue Cards

Reminder Bracelets

<u>Labyrinths</u>

Restorative Questions

De-Escalation Script

Emotion Coaching Script

Stop Sign

"I Need" Board

Binder Spine Labels



"This resource is AMAZING. Everything is explained with so much clarity and detail. It's such a helpful resource when you're in both a proactive or problem-solving mode. Highly recommend!!"

—Allison Y.

"This quickly became my "go to" resource during MTSS meetings. This behavior intervention guide was extremely organized and detailed. I was able to easily locate specific interventions that met the student's needs that we were discussing. I'm glad I invested in this product."

-Kimberly B.

this guide is not...

- This is not a "how-to" for conducting functional behavior assessments, though it does include information to help determine what may be driving the behavior in order to select the most appropriate intervention(s).
- It also does not include all possible "in the moment" behavior response strategies outside of some opposition-specific suggestions. The focus is on proactive interventions to document on a behavior support plan vs. more informal strategies or tips.
- Most interventions are for individual students. There are some included that work for whole classes (specifically in the positive reinforcement and the power, control, & self-competence sections), but this guide does not encompass a wide range of effective classwide interventions.
- This guide does *not* include printable materials for every intervention. Some are provided, and some examples are provided, but you may need to create some of your own printables specific to your student(s).

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for all types of learners and populations.

ducation:

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University Human Development Counseling: School Counseling & Mental Health I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



Let's Connect:









