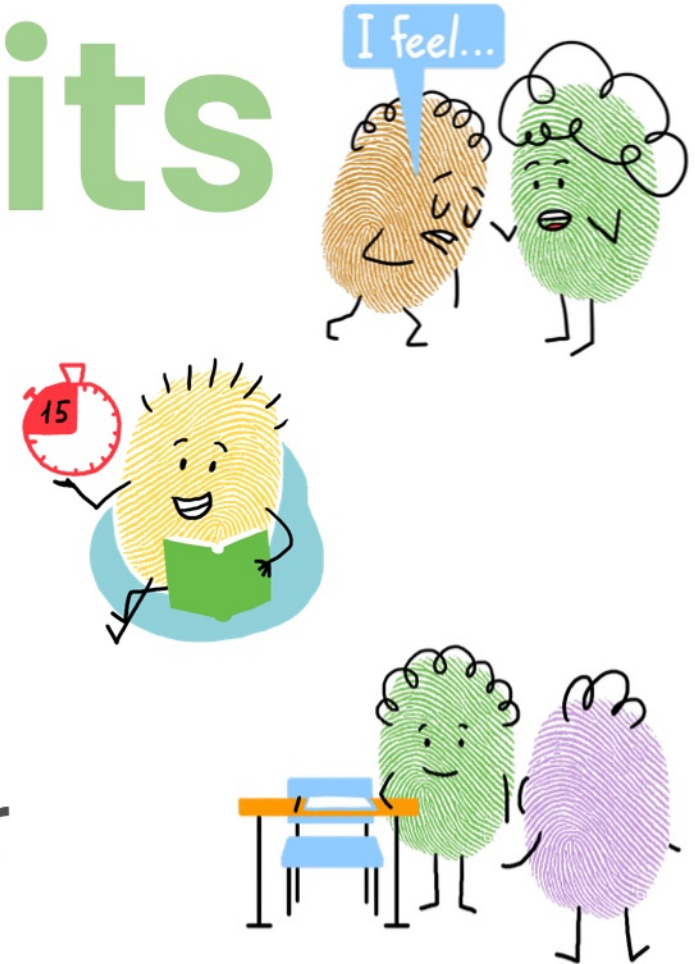


behavior intervention bundle

skills-based

behavior toolkits

- **29 comprehensive behavior skill toolkits** with **direct instruction, practice activities, and worksheets.**
- **Save 20%** by grabbing this bundle and have all of your toolkits ready for on-the-go behavior support!



29 behavior toolkits

- **Be Safe With Your Body**
- **Choices & Consequences**
- **Follow Directions**
- **Accepting No**
- **Raise Your Hand**
- **Stop and Think**
- **Take Responsible Actions**
- **Apologies**
- **Listen to Speaker**
- **Ignore**
- **Coping Skills General**
- **Expressing Feelings**
- **Positive Self-Talk**
- **Give Best Effort**
- **Ignore Distractions**
- **Persevere**
- **Use Time Wisely**
- **Asking For A Break**
- **Asking for Help**
- **Circle of Control**
- **Accepting Feedback**
- **Caring About How Others Feel**
- **Disagree Respectfully**
- **Personal Space**
- **Reading Social Cues**
- **Sportsmanship**
- **Teamwork**
- **Think Before You Speak**
- **I-Message**

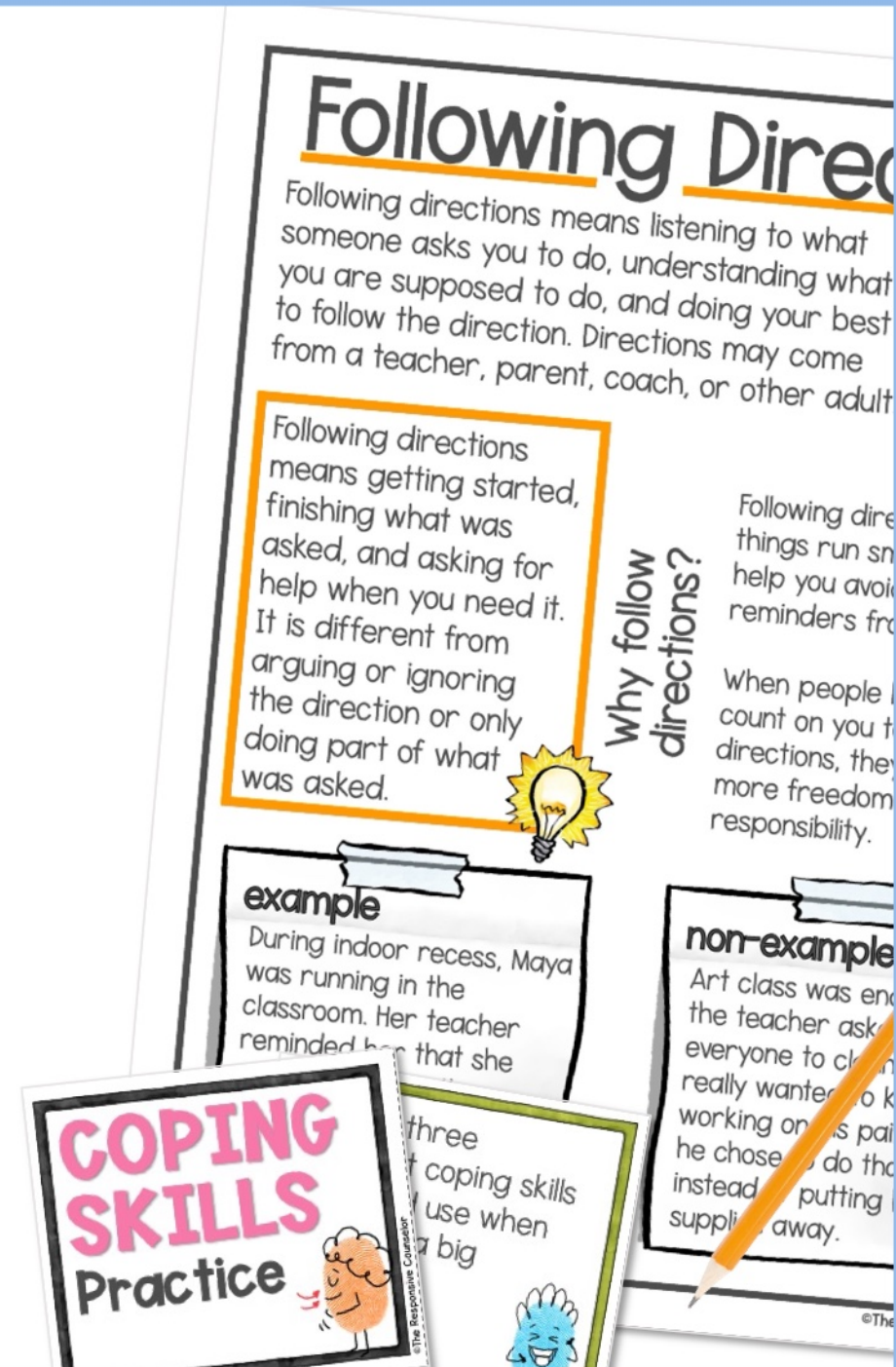
You know those students who struggle with their behavior?

This is the support for them!

It works by developing two things:

Skill Acquisition = Students learning and understanding skills

Skill Fluency = Students actually using the skills consistently at the right time and place



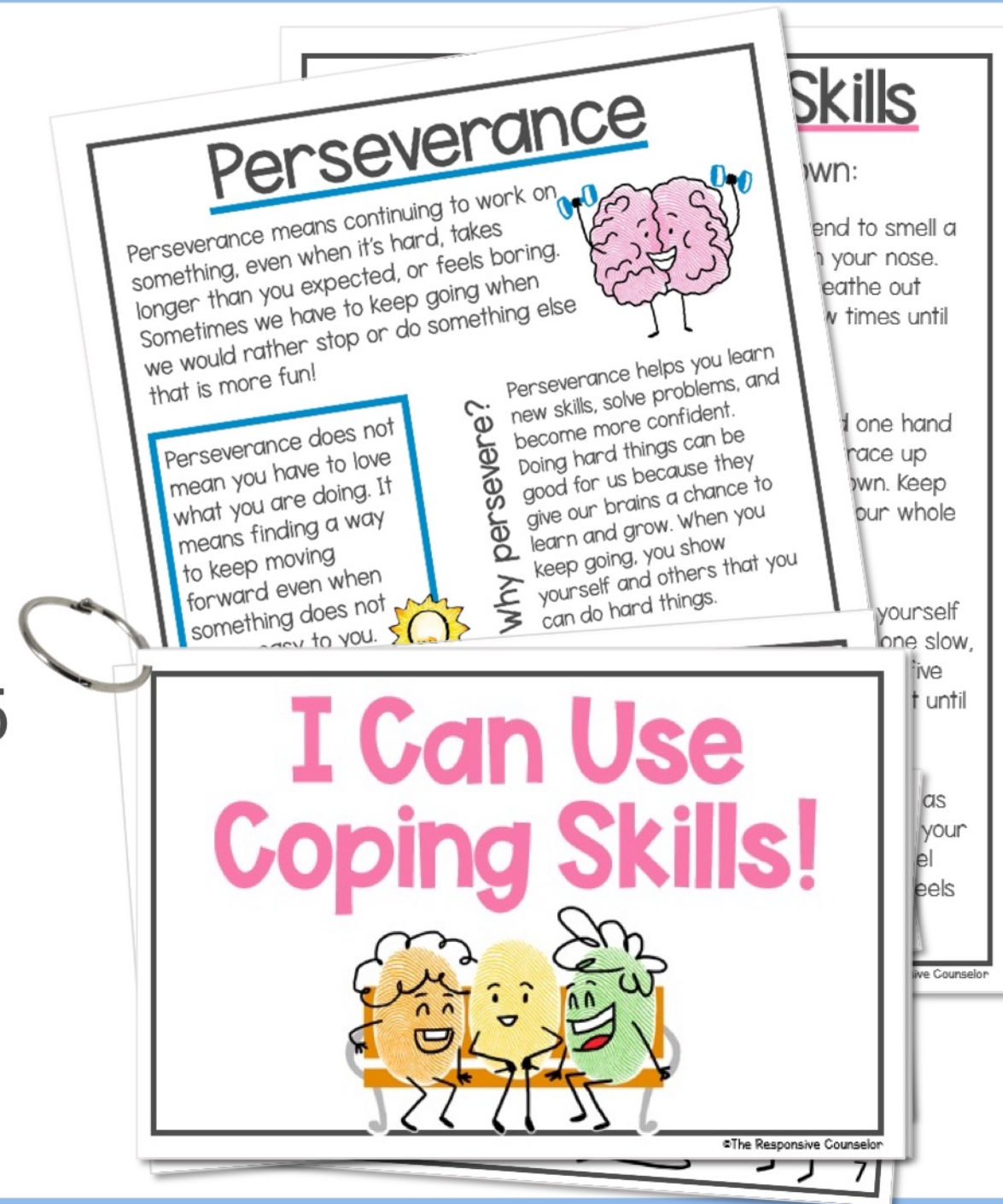
how do I use this?

- **Example 1:** A student is having some struggles, and you think early intervention might help them get back on track.
- **Example 2:** A student needs more frequent intervention and support, so you use these activities for 15-minute sessions 2-5 days/week.
- **Example 3:** You think a student would be a great candidate for Check In/Check Out or Self-Monitoring, but you want to make sure they really understand the skill(s) first.
- **Example 4:** When a student is sent to the office, is in in-school suspension, etc., and you want to provide a proactive response. Identify the skill(s) that would have helped them meet expectations and choose one or more activities for that skill.

part 1: teach the skill

Teach and model the skill using one of the two instructional tools included:

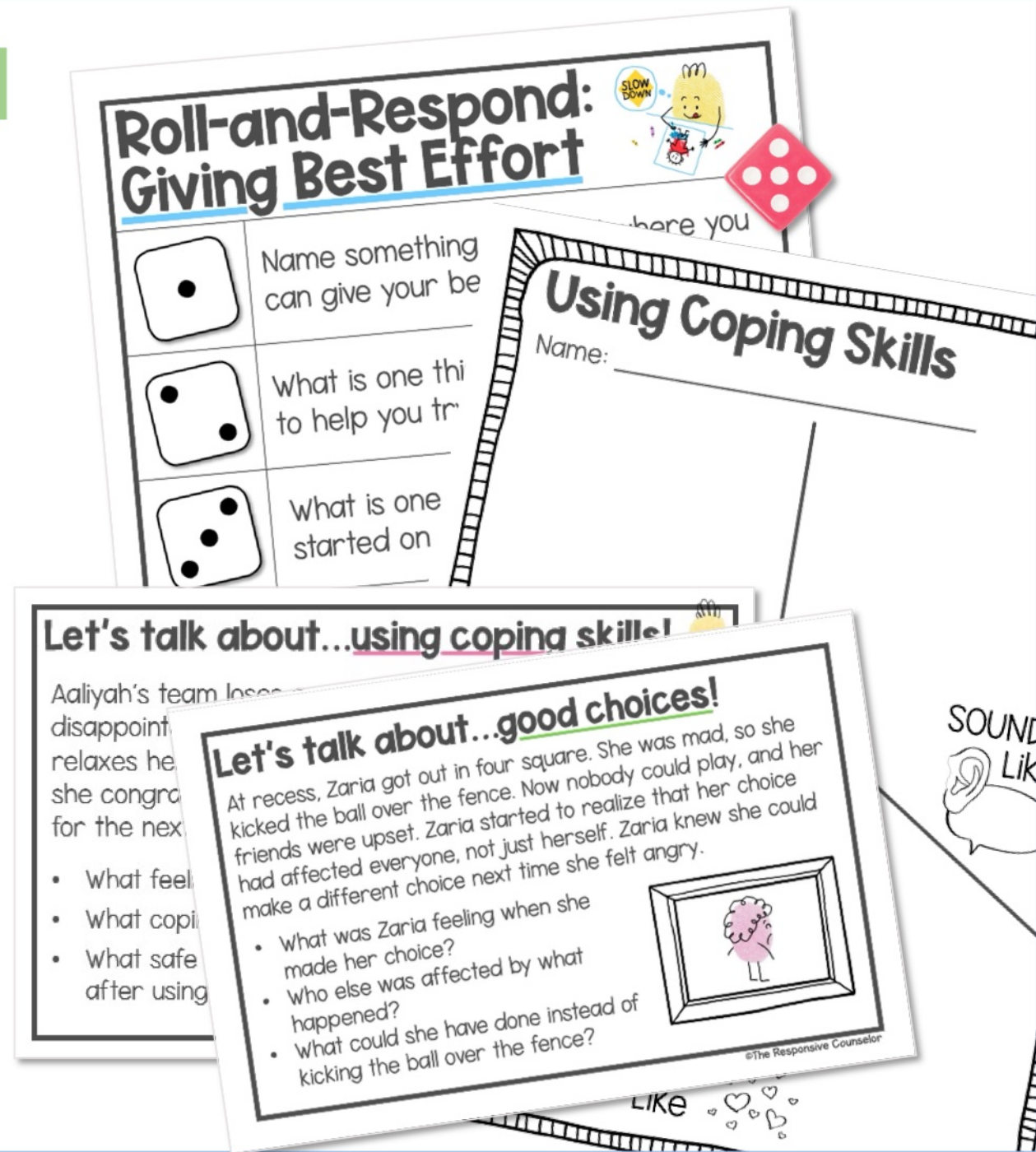
- Definition and How-To Page (developed with 2-5 in mind)
- Social Narrative (developed with K-2 in mind)



part 1: teach the skill

Check for understanding and begin processing and reflecting on the skill through activities like:

- Roll and Respond Prompts
- Example Scenarios and Discussion Questions
- Anchor Chart



part 2: practice and rehearse the skill

Give students the opportunity to practice and rehearse the skill with application-based worksheets and task cards.

Name: _____

Ignores Distractions

Think of a situation where the character notices a distraction but chooses not to follow it. Draw a three-part comic showing what distracted the character, how they noticed it, and how they chose to ignore it and stay focused.

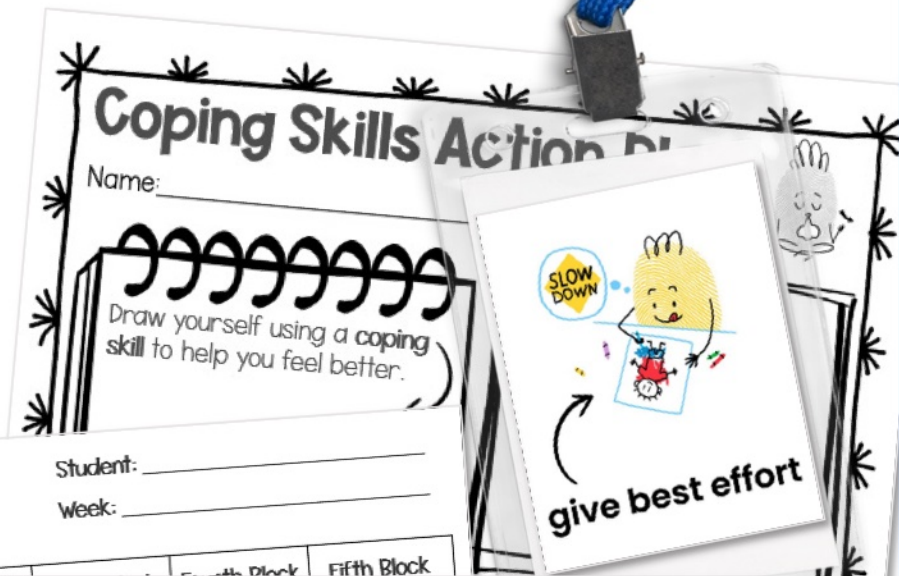
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part 3: reinforce and generalize the skill

Generalize the skill through an action plan, and reinforce the skill through:

- Student Desk Reminder
- Faculty/Staff Lanyard Card
- Positive Reinforcement and/or Data Tracking Pages



Behavior Data Check

	First Block
Using Coping Skills	  

 © = Successful

Name: _____

I can ignore distractions.

When I fill in _____ boxes, I earn _____.

--	--	--	--	--



©The Responsive Counselor

questions & answers

Who is this for?

- These activities are for students whose behavior concerns seem to be due to them lacking key social, emotional, and behavioral skills.
- They are *not* the best fit for students whose behavior struggles are due more primarily to needing connection, competence and control, or motivation for change.

How can this be tier 2 OR tier 3?

If you're using this resource in a small group, or individually very short-term, then this is a tier 2 intervention.

If you're using this resource for more long-term work with an individual, or in addition to one more other interventions, it's likely more of a tier 3 intervention.

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves.

Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

education

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

experience

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!



the
responsive
counselor

let's connect:

