In Class Management Interventions
The foundation for an effective and comprehensive schoolwide discipline plan begins in the classroom. While teachers’ styles and philosophies may vary, there are basic in-class interventions that all teachers should be prepared to use. The following chart provides the 4 main functions of all behavior and a menu of possible interventions.

Functions of Behavior and Appropriate Interventions

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These interventions comprise the basis for Step 1 of the behavior procedure. By focusing on interventions that are directly related to the function of the behavior teachers and staff are able to prevent (proactive) or minimize (reactive) student misbehavior. Teachers are expected to be proficient in using these interventions.

Using these interventions in a proactive manner many times will provide a structure and environment that will encourage students to display appropriate behavior. However, at times, depending on the intensity and duration of the behavior, teachers may have to respond to the behavior first (reactive), and then develop and implement interventions to address the cause later (proactive).
**In Class Interventions Menu**

**Clarification**: Clarification is used as an initial intervention when undesirable behaviors first occur; when the student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgement. Clarification interventions should be used only once for each occurrence; this prevents "preaching".

- **Proactive**: Teach expectations/rules, review rules daily, clearly state expectations in advance of activity, give frequent oral and written reminders of classroom and school wide rules and expectations
- **Reactive**: remind entire class of expectations, restate directions to the group

**Change Curriculum (modify/accommodate)**: Important first step when students are exhibiting behaviors resulting from frustration with the curriculum.

- **Proactive**: plan appropriate lessons for each student, conduct placement assessments, modify assignments as appropriate for individual students, work with another teacher to group by ability/needs, group by ability within classroom, change directions of an assignment to meet needs of student, allow calculator or open book, provide study notes
- **Reactive**: change assignment, change directions of assignment, allow use of calculator or open book, negotiate with student

**Change Schedule**: Alter the routine/schedule to accommodate the specific needs of individual students, i.e. students with medication rebound times may need to have their schedules changed to address best work times.

- **Proactive**: re-arrange class schedule to meet needs of student(s), re-arrange individual schedules to meet needs of student(s), use discipline data to help make schedule decisions, arrange more preferred activities after less preferred, provide adequate breaks based upon needs of student(s).
- **Reactive**: stop an activity to resume later, take a class break, use quiet music, listen to a story, take a quick walk, play a quiet game.

**Reinforcement of Others**: The use of praise, earned points, stickers to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher’s expectations. It is important that the targeted students do not view that you are punishing them at this time, but helping to cue them into their behavior. Reinforce the targeted student as soon as they are displaying the desired behavior.

- **Proactive**: praise appropriate behavior often (4 to 1 ratio), use earned points, sticker charts, STAR bucks, teach students that when others are reinforced it provides them with a "hint"
- **Reactive**: use praise of other students to prompt misbehaving student

**Proximity Control**: This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often, the teacher’s proximity to the student is enough to stop the behavior.

- **Proactive**: both teacher and paraprofessional circulate throughout the day and in all setting and activities, seat student closer to you during difficult subjects, stand closer to student during transitions, stand close to “active” areas on the playground
- **Reactive**: moving closer to misbehaving child especially in beginning stages, move child’s seat closer to you

**Alternative Assignment/Activity**: Providing student with a different medium for doing the same lesson, i.e. working same math problems as the rest of the class but doing them on the board with markers instead of on a worksheet. OR, change the assignment to a different subject or activity.

- **Proactive**: work problems on individual dry erase boards and do choral answers, do difficult task in small groups, make a game out of a task
- **Reactive**: change assignment, provide choice of assignment or how to present answers, have student tell you answers

**Shortened Assignment**: Assign fewer problems, break large assignments into segments, have student do every other problem, have student pick a certain number of problems to complete.

- **Proactive**: have student do even/odd problems, work 2 problems cross one out, give child 5 stickers and they can choose the 5 problems they want to skip, cut assignment into smaller segments
- **Reactive**: have student pick a certain number of problems to work, have student work only odd, have student do 2 more and stop for break

**Change of Seating**: Move student to another work area, could be a preferred work desk/area, the floor, teacher’s desk, special table (not timeout area).

- **Proactive**: have small work areas around room, develop procedures for using other work areas, teach students to recognize when they need a quiet work area and how to request, provide a seating arrangement that provides for individual space and needs
- **Reactive**: give student a choice of another “better” work space, allow student to sit in special area or teacher desk to get away from distraction, move student closer to teacher

**Provide Leadership Role**: Most students exhibit more appropriate behavior when put in a position of responsibility.

- **Proactive**: develop a daily leadership role plan, arrange with other teachers/staff for student to have a daily/weekly job in another classroom
- **Reactive**: give student a job, call on student to lead line or help another staff, send on errand (real or pretend)

**Ianned Ignoring**: Sometimes it is wise for the teacher to ignore a student’s behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his/her attention to learning.

- **Proactive**: focus on appropriate behavior
- **Reactive**: ignore minor disruptions/misbehavior while reinforcing others, provide reinforcement as soon as student displays appropriate behavior
**Restating or Rephrasing Directions**: Sometimes students do not comply because they were not attending when the teacher gave directions. Simply and unemotionally restating or rephrasing directions to the whole class solve this problem.

**Proactive**: get student attention before giving directions, develop and teach a signal for time to listen to directions, have students repeat directions, give frequent warnings of upcoming transitions.

**Reactive**: repeat or restate directions to group when one or more have not followed

**Peer Tutor**: Ask a preferred student to assist a child who may be in need of minimal academic support.

**Proactive**: use cooperative groups

**Reactive**: have student pick another student to help them.

**1 on 1 Assistance**: Give the student who is having difficulty enough time and support to feel confident and/or demonstrate a grasp of the task at hand.

**Proactive**: use prearranged mentors, arrange additional assistance for difficult times, seat child close to you during difficult subjects

**Reactive**: provide child choices of adults to help them, call office and request additional assistance, provide a secretary for student, reteach concept, provide additional practice on board

**Interest Boosting**: If the student’s interest in an activity is waning, it is sometimes helpful for the teacher to show interest in the student’s assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

**Proactive**: have student teach lesson, get student input on lesson ideas, have students choose between 2 choices of next topic, use student ideas for writing topics, have a special area to display work

**Reactive**: have student share work with you, use special pens or stickers to reinforce good work, give earned points for work completed, let student use special pen or pencils to finish work, move student to your desk to work awhile, call outside adult in to see what students are working on, share student work with class

**Contact Parent**: Use the parent as a support

**Proactive**: contact parents before school begins by phone or mail, maintain regular contact, contact a different parent every week to discuss positives

**Reactive**: contact parent, have student call parent

**Refer to Guidance**: Use support services as needed. This could be a formal referral for help or could involve calling a member of support team to help a child in crisis (i.e. to talk about precipitating factors; get clean clothes)

**Proactive**: team mtgs, CST, extra counseling, red flag, parent contact, agency contact, referral to Clothes Closet for clothing

**Reactive**: ETO call, Dept of Children & Families report, call office/guidance and ask for additional assistance

**Signal Interference**: These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

**Proactive**: develop and teach specific signals for different situations (reminders, reinforcing)

**Reactive**: use signals to communicate information

**Teacher Support/conference**: Provide help/support quickly to students frustrated by an academic task/social situation. Often effect to move the student outside or away from the class before initiating a conference.

**Proactive**: provide pre-notice of new concepts, give students information about changes in schedule, provide organizer for the task

**Reactive**: ask student to meet you outside and then discuss issue, give student answer to problem and then tell the to do the next one, ask for answer from student and you write, be child’s secretary and write answer for them, re-teach, give the student a hint or part of the answer

**Redirection**: Distract them, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. “help me out; go get me the red pen out of my desk”)

**Proactive**: let student who hates math pass out papers or supplies, let student who dislikes mornings have a morning helper job or they start their day at the computer (if that is reinforcing)

**Reactive**: send student on errand or give a special job like sharpening pencils or writing page number on board, let student check work with calculator after each problem

**Premack Principal (Grandma’s Law)**: You work before you play. “As soon as you ______, you can ______.”

**Proactive**: arrange schedule so that more preferred activities follow less preferred ones, Earned Time activities

**Reactive**: beat the timer and you can ______, give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row