Recharge Your Batteries: Classroom Management

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Chapter One: Classroom Management Overview

To improve behavior in our classrooms we need a trifecta cubed. There are three levels of support, three levels of intervention, and three levels of reinforcement. This first chapter will give you an introduction to all three levels.

Three Levels of Support

There are three levels of support inside the classroom. Just as in school-wide positive behavioral interventions and support (PBIS), it is necessary to have universal, targeted, and intensive support for the students within the classroom. All students receive universal. Some students receive universal and targeted. A few students receive universal, targeted, and intensive.

Classroom Universal Behavior Support

Classroom Universal Behavior Support (CUBS) is the term used to discuss classroom management strategies that apply to all the students in the classroom. These can be divided into four quadrants:

- Teaching- How you teach the expectations to the students
- Imprinting- How you model the expectations for the students
- Practicing- How you practice the expectations with the students
- Praising- How you give behavior specific praise to the students

Universal Behavior Support is a term coined from PBIS. It is typically utilized when thinking about school-wide behavioral issues in a tiered intervention system of
support. The CUBS level also applies in the classroom. Every single student receives universal support.

**Classroom Targeted Behavior Support**

Classroom Targeted Behavior Support (CTBS) is a term used to discuss students in the classroom who need booster shots. Targeted Behavior Support at the school-wide level includes a well-researched strategy known as Check-in/Check-out (CICO). Within the classroom, the strategies of CTBS will focus on internalizing conditions that create externalizing behaviors. This will give classroom staff insight into the reasons behind the behavior. Understanding the function behind the behavior will help solutions rise to the surface. A small group of students will need these strategies along with the universal strategies.

**Classroom Intensive Behavior Support**

Classroom Intensive Behavior Support (CIBS) is the support provided to those students for which universal and targeted have failed to improve behaviors. At the school-wide level, intensive support typically involves a functional behavior assessment and intensive behavioral intervention planning. At the classroom level, this can include behavior contracts, behavior rating sheets, social skills training and more. Only a very few students will need these strategies. The three levels of support are the first cube in our trifecta.
Three Levels of Intervention

When intervening at the universal, targeted or intensive level of support, there is a need to provide a multi-modal design. The three levels of intervention are proactive environmental antecedent changes, replacement behavior teaching, and consequence modification. It is imperative to not put one plan in place and hope for the best. All three levels of intervention should be considered and implemented with fidelity.

Proactive Environmental Changes

Proactive Environmental Changes are the interventions that have to be put in place as cues to remind the students. These are typically visual and action oriented cues. Telling isn’t teaching and being told is not the same as being taught. We have to set the students up for success. This might include having the student come in a few minutes early to make sure they have everything ready for the day, going over their checklist, reviewing a video, etc. It might also include posters, seating alternatives, sound alternatives, calming areas, etc.

Proactive Encouragement of Acceptable Competing Habits

Proactive Encouragement of Acceptable Competing Habits (PEACH). Telling children what not to do puts that thought into their mind. We need to imprint on their minds the behaviors we want to see. We teach students an acceptable competing behavior. For instance, if a child is running, we teach them to walk. It is impossible to run and walk at the same time. Therefore, walking is a competing behavior for running. We have to think what the opposite behavior is and teach that to the student. This can be done many ways: video modeling, video self-modeling, peer modeling, peer tutoring, lunch
bunch etc. These can be reviewed in a CICO situation or viewed in private on an iPad with headphones. This isn’t a one and done activity. The students need booster shots of appropriate behavior on a consistent basis.

1) Video Modeling- We have many samples of video modeling available for free to peruse prior to making your own on www.pbisvideos.com (This is a Vimeo site. You have to join this free program, but then you’ll have access to these great vetted videos. Video modeling is using a group of students to teach social skills to a large group through public service type announcements. This could be a class job or the whole class could be assigned different topics to make movies about.

2) Video Self-Modeling- There are a few samples on www.behaviordoctor.org under materials. The Siskin Institute does a really nice job of introducing video self-modeling at https://www.youtube.com/watch?v=nZv9sBtQbHE Video self-modeling is where the student with targeted behaviors is the star of the show. This is done in private and the student is typically caught engaging in appropriate behavior. The videographer (teacher) then clips the video to make it appear that only the appropriate behavior occurred. If the child typically responds with the word “No” when given a command, the teacher would videotape themselves giving a command and then catch the student engaging in that activity and also saying the word “Yes”. They do not have to be done in that order and can be spliced together from different days. When the student watches the tape, it looks like they complied with a request. The student is then cheered on the video and the appropriate behavior is labeled for the student.
3) Peer Mentoring- “This is not always a choice when helping students with mild behaviors, but it is a viable choice in some instances. If a student has a few behaviors, you can ask their neighbors to give them non-verbal cues to remind them not to blurt out. This depends on the age of the student and the maturity level of the other students. We see adults do this to each other in faculty meetings and professional development trainings. A way to approach this is to say to the entire class, “Friends, I know how easy it is to get excited about everything we are learning about in this classroom. I know when I’m excited sometimes I forget to have good manners. If you see a neighbor forget their good manners and blurt, or start talking inappropriately, or get up out of their seat and wander the room can we all agree on a class signal we will use to remind each other of appropriate behavior?” Let the students develop their own signal they will use and then compliment them from time to time for using the secret signal. Even if you do not see anyone using the secret signal, you can compliment the class and the students will think someone used it and they didn’t notice it and they should remember to use it themselves.” (Excerpt from: Positive Behavior Support at the Secondary Level: Yellow Zone Strategies by Riffel & Mitchiner, 2014)

4) Peer Modeling- This strategy presents children with social skill deficits an opportunity to learn from their own peers who exhibit appropriate social behaviors. This can be done through games like: pantomime type activities, charades, or spin the wheel. Another technique used is to take a child’s 12-inch ball and write social situations on it and then have students toss it, catch two handed, read the question where their right thumb landed and then act out the
proper way to respond in that social situation. This allows the student to learn vicariously through others in the group.

5) Check-in/Check-out (CICO)- Our favorite description of this program is Dr. Leanne Hawken’s **Behavior Education Program**. Here is a link to the DVD [http://www.amazon.com/The-Behavior-Education-Program-Intervention/dp/1593854161](http://www.amazon.com/The-Behavior-Education-Program-Intervention/dp/1593854161) In CICO, the student is paired with a preferred adult who can meet with them every morning and every afternoon. This person ensures the student is starting the day on the right foot, has all their supplies, and is pre-coded with some helpful hints to be successful. The student carries a point sheet with them all day and each teacher or each hour, the student checks in for points. The student then takes this back to their CICO person at the end of the day to tally their points. This sheet is sent home to the parents. Behavior Doctor Seminars takes it a few steps further which will be explained in a later chapter.

**Proactive Outcome Upgrade Feedback (POUF)**

The real power of being an educator is in your reaction when a behavior occurs. When a behavior shows up in your classroom, it is your reaction to that behavior that determines whether it shows up again or not. Many times, it is the teacher’s reaction that actually causes the behavior to reappear. For instance, if the student is trying to escape work and the teacher always sends the student to the office for not having a pencil- the student will come every day without a pencil. The student loves missing 45 minutes of class time to go down to the office (slow walk with stops along the way peeking in other classes), waiting in the front office (getting attention from everyone who walks by the front area), speaking to the principal (who has 3,000 other things...
going on at the same time and just gives the student a pencil), and the walk back to class (slow walk visiting other classrooms, restroom, locker, and checking out student art displayed in the hall).

Think of a flame in a mayonnaise jar. The flame cannot burn without air. If we put the lid on the jar, the flame will go out. We have to think about behavior this way. We cut off the air supply to the behavior and feed the replacement behavior. In order to do this, we have to understand the real function of the behavior. Most educators are familiar with two of the main functions, but there are more than two:

- To gain
  - Attention from adults
  - Attention from peers
  - Access to preferred items
  - Access to sensory input (need vs. want)
- To escape
  - Work or tasks
  - Adult attention
  - Peer attention
  - Emotional pain
  - Physical pain
  - Sensory overload

Once we understand this, we can feed the replacement behavior by reinforcing the new behavior with what the student is trying to access or escape. The three levels of intervention are the second part of our trifecta.
Three Levels of Reinforcement

What is a Reinforcement?

Many people think reinforcements are tangible. After eleven years of research, we have found the following items are what PALPATES a student’s heart:

1. **Privileges** (Earning special privileges)
2. **Attention** (Quality Time with Adults and Peers)
3. **Leadership** (Earning Leadership Roles)
4. **Praise** (Social Praise - Name in Lights)
5. **Assistance** (Special Assistance in a Topic of Their Choice)
6. **Touch** (High Five)
7. **Escape** (Escape from a Task or Chore)
8. **Supplies** (School Supplies)

We like giving school supplies to students as the only tangibles considered in this reinforcement system (pencils, notebooks, pencil sharpeners, erasers, graph paper, etc.). We will go over each of the above in a later chapter.

Universal Contingency-Universal Reinforcement

Universal Contingency-Universal Reinforcement (UCUR). Once the students are taught the expectations of the classroom, the educator should then challenge the students to exhibit these behaviors for a group reinforcement. Remember reinforcements are rarely tangible. Students like the challenge of competing and the group contingency aspect gets the students to do some of your work for you. The students will police each other for you. In this scenario, it is one for all and all for one.
Targeted Group Contingency- Targeted Group Reinforcement

Targeted Group Contingency- Targeted Group Reinforcement (TGC-TGR). This strategy is to focus competition from one group to another. This can be table vs. table, boys vs. girls, team vs. team, etc.) In this strategy the whole class is divided in some way and the students are competing against each other to win special privileges (sitting in special chairs, fast pass for the lunch line, etc.). The criteria have to be clear of what will earn a point for each team. Behavior specific praise is essential to keep the momentum in the classroom.

Individual Contingency-Individual Reinforcement

Individual Contingency-Individual Reinforcement (ICIR). This strategy works for those individuals who need intensive supports. This can be through behavior contracts, behavior rating sheets, or points. Again, remember the reinforcements are rarely tangible. Many students will work for individual reinforcements. It is important to remember two things: 1) students satiate on the same prize over and over again, and 2) adults need to conduct a choice assessment to determine what will float the student’s boat. Contingencies and Reinforcements are the final part of our trifecta.

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<thead>
<tr>
<th>Behavior Support</th>
<th>Intervention Support</th>
<th>Reinforcement support</th>
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<tr>
<td>• Universal</td>
<td>• Environmental</td>
<td>• Universal</td>
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<td>• Targeted</td>
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<td>• Intensive</td>
<td>• Reactions</td>
<td>• Individual</td>
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Consequence Modification is Part of Reinforcement

This does not mean there will not be negative consequences for inappropriate behavior. It means we are going to stop feeding the behavior with the consequence the student is trying to gain or escape. Behavior Doctor Seminars spends very little time explaining consequences because most teachers have consequences they employ. The problem is when they employ them. Consequences are supposed to be interventions. Here are my definitions for good interventions:

1) The intervention has to stop the behavior. If the behavior doesn’t stop, then the intervention was not appropriate.

2) The intervention has to be proactive not reactive. We have a good idea what behaviors are going to show up after the first couple of weeks of teaching. Put proactive plans in place rather than waiting for the behavior to happen and then reacting to it.

3) The intervention has to have an antecedent manipulation. This means we have to set the student up for success. The environment has to be changed to set the student up for success.

4) The intervention has to include replacement behavior teaching. We cannot tell a child to “Be good” or to “Stop hitting”. We have to teach them what to do instead.

5) The intervention has to include consequence modifications. This means we have to change our reactions. Feed the replacement behavior and extinguish the target behavior.

6) The intervention has to match the function of the behavior. If the function is to gain adult attention, we do not put an escape based intervention in place and we
also do not give attention for the inappropriate behavior if at all possible. We give attention when the replacement behavior is achieved.

3^3=Harmony

When you have all three levels of support, all three levels of intervention and all three levels of reinforcement- the classroom will be the environment you want.
Chapter Two: Universal Behavior Support

Telling isn’t teaching and being told is not the same as being taught. We have to develop our own expectations. What do we want our classroom behavior to look like, sound like, and feel like when being exhibited in the room? No matter how many years a student has been in school, they still do not know exactly how you want things done in your classroom. Every teacher, every classroom, every setting is different and the students are not adept at code switching between them. Behavior is related to the context within which it occurs. We are the controlling factor in how they behave in our own rooms. If we set them up by TIPPing the behavior, we will have the behavior we want. If we expect the students to know what we want, we will be disappointed.

Expectations Not Rules

It is important to think like the students you teach. In some student’s minds, rules are meant to be broken. Some students see it as a menu choice of how to push the teacher’s button. We like to emphasize that these are the expectations. Expectations are meant to be followed. If you always use the term expectations when you are giving teaching, imprinting, practicing and giving behavior specific praise- then the students will also think of those behaviors as expectations. If you are part of a Positive Behavioral Interventions and Supports (PBIS) School, you can use the 3-5 expectations of your school in your own classroom. If you are not part of a PBIS school, then follow the next steps.
What are the biggest issues you are currently experiencing in your classroom?

1) ____________________________________________________________
2) ____________________________________________________________
3) ____________________________________________________________
4) ____________________________________________________________
5) ____________________________________________________________

Now, what is the opposite of each of the previous behaviors?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

Notes:
You can play around with the previous list and condense them or make them spell something cute if that is important to you. Some common expectations are:

Be Respectful, Be Responsible, Be Safe, Be Accountable, Follow Directions

Chris Biffle of Whole Brain Teaching (WBT) uses the following for classroom expectations:

1. Follow Directions Quickly
2. Raise Your Hand for Permission to Speak
3. Raise Your Hand for Permission to Get out of Your Seat
4. Make Smart Choices
5. Keep Your Dear Teacher Happy

Whatever you choose, you need to have posters up in the classroom as environmental cues.

**Teaching**

Now that you have your expectations, you have to teach the students what these look like, sound like, and feel like. Your kick-off should be fun. It can be a skit, video, or song. You can choose to show the non-exemplar first and then the exemplar. Always end with the appropriate behavior so this is what stays in the student’s minds. This will be used as the kick-off; it will also be used for booster shots as needed.

Many teachers like to do a written activity with the students to get the students to give examples of what each behavior looks like, sounds like, and feels like. Here is one sample of that:
STAR students are:

SAFE         TRUSTWORTHY

ATTENTIVE    RESPECTFUL

The students are asked to give examples of what each one of the above looks like, sounds like, and feels like. They do this independently and then they move to “Think, Pair, Share” with their neighbor. Finally, the Think, Pair, Share Partners get together with their table group and come up with the best answers. These are all shared in the class and condensed to make a class poster of what the expectations look like, sound like, and feel like.

The next step is to make a class social story. This can be done by creating a class PowerPoint and then printing that PowerPoint off as a book. This way a student can be
reminded to read the story and the class PowerPoint can be shown as a booster shot for the class. A sample of this PowerPoint will be shown in the seminar.

**Imprinting the Behavior**

The next step to teaching the behavioral expectations is to imprint the behaviors by modeling them for the students. The adult will act out the behaviors for the student. When working with younger students, sometimes the adult will pretend to be a new student who doesn’t know what to do. The students then tell the adult what he or she is supposed to do.

With older students, a simple discussion where the adult tells the student how they handle internalizing conditions like: anger, disorganization, procrastination, motivation, frustration, etc. Internalizing conditions are things we cannot see but they cause outward effects.

Here is a list of some internalizing conditions that are found in some students:

- Anger
- Disorganization
- Procrastination/motivation
- Shyness/Withdrawn
- Emotional pain
  - Low self-esteem
  - Bullied
  - anxiety
    - Fear of academic performance
    - Fear of social performance
- Depression
- Hunger
- Somatic Expressions

It is important for teachers to understand where some behavior comes from and help the student address the underlying issues. For some students, this will mean helping
them connect with a school or county social worker or counselor. In most cases, mild forms of fear, anxiety, hunger, disorganization, motivation, shyness, self-esteem, and being bullied can be handled by the school. The main point is that it is dealt with using evidence based strategies. Ignoring or admiring situations from which the child emerges will not help. Remember “Every child is one caring adult away from being a success” (Shipp, J.).

**Practice and Praise: Lesson Plans for Teaching Appropriate Behavior through Practice and Praise**

These are a few of my favorite samples for each level. For high school, I really like the Boystown model. They have great examples that the students can really relate to.

Check out these links:

- [http://tinyurl.com/michiganbehaviorlessonplans](http://tinyurl.com/michiganbehaviorlessonplans) (elementary)
- [http://www.cccoe.net/social/skillstlist.htm](http://www.cccoe.net/social/skillstlist.htm) (middle school)
- [http://www.boystownpress.org/samplePDFs/45-015_look.pdf](http://www.boystownpress.org/samplePDFs/45-015_look.pdf) (grades 3-12)

From Lori Newcomer on what should be taught at each level:

- [http://tinyurl.com/newcomertopics](http://tinyurl.com/newcomertopics) (grades 2-12)

I like to use Madeline Hunter’s Seven Step Lesson Plan Format for teaching social skills. The seven steps of Dr. Hunter’s instructional model are: 1) deliver an anticipatory set activity to the students, 2) share your objective with the students, 3) teach the subject, 4)
model the subject for the students, 5) question the students on their learning, 6) guided practice with the students, and 7) have the students work independently (Hunter, 1976). This was never meant to be a rigid guide, rather it was intended to be the elements to be included. There are several components that lead well for teaching social skills.

**Anticipatory Set**

- What will hook the students on this new learning? Something fun usually does the trick. Sometimes it is showing the non-example.

**Objective Sharing**

- It is always important to teach students why they are learning the new behavior and what it will do for them. Why is it important to be respectful? It will help you obtain and keep a job when you are older. It will help you maintain friendships.

**Replacement Behaviors Taught**

- What does this new behavior look like, sound like, and feel like when being implemented properly? We always think head-heart-hands. What do we want them to think? What do we want them to feel? What do we want them to do with their hands and feet?

**Modeling of Replacement Behaviors**

- This can be peer models, teacher models, or videos made by the school for all students.

**Question the Students on Replacement Behaviors**

- Before you take the students to show these behaviors with guidance, quiz them on what you just taught them.
Guided Practice of the Replacement Behaviors

- Don’t pretend. Take the students in the hallway and have them exhibit coming into the classroom quietly, using the restroom quietly, getting a 5 count drink-whatever your expectations are- have the students exhibit them in setting specific locations. (Remember “Telling isn’t teaching and being told is not the same as being taught”)

Independent Practice with Behavior Specific Praise

- You will need to give booster shots from time to time. However, as long as you give behavior specific praise to those that are exhibiting the correct behavior you will need to give less booster shots.

When you put this together it TIPPs behavior in the right direction:

- **T**each It
- **I**mprint It
- **P**ractice It
- **P**raise It

What behaviors do you need to TIPP right now?
Keep these in mind as we go through today’s training. Bend back the page so you can find it when you hear a good idea to jot down below to help you Teach-Imprint-Practice-and Praise
Chapter Three: Targeted Behavior Support

This is booster shot support provided to those students who need reminders. Some teachers think they do not need to give reminders to students. “Students should know what to do.” So let me ask you, what do the flight attendants do on every flight?

“This is a seatbelt. To fasten the seatbelt, you insert the flat end into the buckle. To release the seatbelt, you lift up on the buckle. This is a life vest. In the unlikely event of a water landing, pull the life vest out of the pouch, put it over your head, fasten the strap around your waist and pull snug. Once you are outside the airplane, pull the tab to inflate the life vest. If you insist on doing things the hard way, you can manually inflate the life vest by blowing into the tube. If that does not work, kick, paddle, kick paddle, kick paddle. Finally, in the event of a change in cabin pressure, four oxygen masks will drop down in front of you. Grab one and put it over your nose and mouth with the strap adjusted behind your head. If you need to assist someone who needs help, put your mask on first before assisting others.”

We would assume most people know what a seatbelt is. However, after the flight attendants’ instructions, I can look down the center aisle and see at least eight seatbelts that are not fastened. The flight attendant has to give each passenger a booster shot. If adults need booster shots, students need booster shots. How many times have you gone to a meeting without a working pen, the right papers, or an item that would make taking notes much easier? We forget and students forget.
Booster Shots for Everyone

Gestures

Blurting. Blurting is one of the issues many teachers complain about with classroom disruptions. Many times it is our own doing that causes the blurts. Sometimes we allow everyone to answer, sometimes we use the blurter’s answer and acknowledge it, and sometimes we ask for a show of hands. Here’s a simple solution:

1: Teach students the two gestures:

   a. Hands sweeping outward toward students mean you want all students to answer in unison (Every Pupil Response) (EPR)

   b. Holding up your own hand means you want to call on hands only

If you will use these gestures consistently, blurts in the classroom will decrease. If it is half way through the school year and you are reading this and you realize your students are in a bad habit already, you can tie this to a group contingency–group reinforcement from chapter eight.

Questions During Small Group Instruction. Many teachers’ pet peeve is students coming back to small group table to ask questions while the teacher is trying to instruct a small group. We like to use a small dollar store battery operated light that has written on the dome the words “No Questions” or “Ask Three Before Me” on the light. Instruct the students to understand when the light is on, there are no questions at the small
group table. If a student forgets and comes back to the table, keep your attention on the
group and point to the light.

**Restroom Breaks.** We always felt it was a huge waste of time at the elementary level
to take a whole group of students to the restroom at the same time, when there were
only three stalls in each restroom. Rather than waste that time standing in the hall, get
two passes: hand sanitizer marked “Girls” and “Boys” make nice passes. When students
are working independently, give the passes to one girl and one boy. When they come
back, they move the pass from their desk to the desk of the appropriate sex behind them
or beside them. Dictate the direction the pass should go. The students will know their
turn is coming. If someone has to go to the restroom off schedule, they can take the
pass, use sign language to signal to you what they are doing and take themselves to the
restroom. Leaving the pass on their desk will alert you to where they are in case you
forget.

At the secondary level, students should be required to have a pass for the restroom
during class period. Students who are on block schedule may need a break during class
time as well. A laminated pass that says something like “Riffel Restroom Pass” can be
posted on the teacher’s desk. We used to have students write down the time they were
leaving and then sign back in when they returned. If it took more than three minutes,
they were questioned in private. This can be done on the teacher’s desk out of other
students’ view. We also had the students use sign language to signal their intention of
taking the pass. The students were taught to wait for a nod before they could sign out.

**Volcanos.** Sometimes students who need to move will start to erupt like a 13\textsuperscript{th} Mentos
teetering on the top of a Diet Coke. If we do not intervene, they will erupt like Mt.
Vesuvius. In private, we like to give the students a secret signal that alerts them to their own disruptiveness. We have used secret words, ear tugs, clicking of pens, taps of chair legs and so on. The important feature of this type of gesture is to have it be between you and the student. Allowing a student to be reminded in private and save face among friends will win much better behavior than berating the student in front of their friends.

**X Marks the Spot.** In the 1950’s, there was a masking tape “X” on the floor in the cafeteria and gymnasium. When an adult stood on the “X”, it meant everyone was to get quiet...and we did. We were taught that expectation and we practiced it. This was true in elementary, junior high, and high school. Dr. Riffel vividly remembers the principal standing on the “X” to announce that we were all going home early and our parents would explain to us when we got home on November 22, 1963. In the classroom, if you follow the rules of Feng Shui and have a round yellow rug in the middle of your floor (See Chapter Five), you can train your students that when you stand on the yellow rug, it means everyone is to be silent. This can be tied in to a group contingency-group reinforcement or a teacher vs. student points chart.

**Verbal Prompts**

**Attention Slogan.** When you want the students’ attention it rarely ends well when a teacher starts yelling “Be Quiet”. It is better to have a personal slogan that the students have learned a response to along with an understanding that this means get quiet. We use things like: (TR) “Liberty and” .... (SR)...Justice for all.” (TR) Peanut Butter and... (SR) Jelly-Jelly.” (TR) “Please Excuse My.... (SR) Dear Aunt Sally”. (TR) “King Phillip
Cried Out for… (SR) Good Soup.” Come up with your own depending on your subject you teach or grade level.

**Scholars.** Each teacher creates a term they address their students with in the class. It might be eighth graders, ladies and gentlemen, boys and girls etc. Students arise to your expectations of them. We believe the students should be called scholars. It sounds minimal but it really makes a difference. We were once asked to help with a bus situation that had gotten quite out of hand. After reviewing the situation, it was determined the students only knew the people on the bus as the “matron” and the “bus driver”. We changed the title of the matrons to “Transportation Security Specialists” and the drivers to “Transportation Engineer”. We also labeled the Transportation Security Specialist and the Transportation Engineer by name on a plate on every bus. This tiny change made a huge difference in how the students addressed and responded to the adults on the bus. Give your students an important title and give yourself one as well. Titles you could list on your door:

- Educational Scientist
- Educational Engineer
- Educational Leader
- Educational Coach

**Targeted Individual Support**

Each classroom will have a few students who need more intensive support. These students will do well with some sort of behavior contract. We like a variation on check-in/check-out with a behavior rating scale. We have perfected one that has worked with
children as young as 4 and as old as 18. Typical behavior rating scales have the teacher give the student a score for their behavior. We believe the student walks away from this interaction thinking “My teacher gave me this score.” We want students to walk away thinking “I earned this score.” In order to address this, we have the student grade their behavior separate from the teacher. The teacher and the student then compare their scores and if they match, the student earns that number of points:

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<thead>
<tr>
<th></th>
<th>Hour One</th>
<th>Hour Two</th>
<th>Hour Three</th>
<th>Hour Four</th>
<th>Hour Five</th>
<th>Hour Six</th>
<th>Totals</th>
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<tr>
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<td>3</td>
<td>2</td>
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Notes:
Some behavior rating sheets use 0-1-2 to rate behavior. We don’t believe in giving students a zero to talk about their behavior. The blanks above are the same as zeroes – but not about behavior- just not matching the teacher. This helps students see behavior the same way the teacher sees their behavior. We choose two behaviors to focus on and one behavior we are pretty sure the student will do each hour.

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<tr>
<th></th>
<th>Hour One</th>
<th>Hour Two</th>
<th>Hour Three</th>
<th>Hour Four</th>
<th>Hour Five</th>
<th>Hour Six</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep Hands</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>and Feet to Self</td>
<td>3</td>
<td>3</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Raise hand and wait to be called on</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Begin work on time</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Points earned</td>
<td><strong>6</strong></td>
<td><strong>8</strong></td>
<td><strong>3</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hour One</td>
<td>Hour Two</td>
<td>Hour Three</td>
<td>Hour Four</td>
<td>Hour Five</td>
<td>Hour Six</td>
<td>Totals</td>
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<td>Keep Hands and Feet to Self</td>
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<td>Raise hand and wait to be called on</td>
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<td>Begin work on time</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Accepts Score</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Points earned</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>1</td>
<td>44</td>
</tr>
</tbody>
</table>
We like for students to get the total points and then earn a reward based on the points they earned at school. This way the message to the students is that home and school are working together. 80% of the points or higher is the top prize. 70-79% of the points is the middle prize, and 69% or less is the bottom prize. This way the student earns a reinforcement at home every day, but the goal is to get the student to work for the higher reinforcement.

We will discuss reinforcements in the last chapters of the book; however, suffice to say we do not believe in tangible reinforcements. Things like getting to help mom fix dinner, getting to choose what game the family plays together, getting to choose what movie the family watches together—these are the types of things students will earn. On Behavior Doctor Seminars in the materials section, we have a 32-page book divided by grade levels under reinforcement that can be given to parents and teachers for earning reinforcements that are non-tangible.

We believe this behavior rating scale works better for the following reasons:

1. The student measures their own growth (Hattie)
2. We tie home and school together (Heineman)
3. The student is able to measure their judgement against the teacher’s judgement (Riffel)

Check-in/Check-out. The previous behavior rating scale can be tied into check-in/check-out (CICO). CICO is a research based (Hawken) intervention that pairs a student up with a preferred adult who consistently meets with them in the morning and in the afternoon. This person gives the student a copy of the behavior rating scale,
checks off to see if they have all their supplies and also checks to see the mood of the student. This ensures the student will start their day off on the right foot and there won’t be 25 witnesses to this student having a bad day if the mood can be circumvented by the CICO leader. For some students, the CICO leader needs to check-in with the student in the middle of the day as well. At the end of the day, the CICO leader helps the student graph their points and prepare the note home for the point reinforcement.

**Targeted Interventions for Specific Needs**

**Students Who Need to Move**

**Lifesavers.** Many teachers use lifesavers to help with students who need to move. Not the sweet kind. Lifesavers at school are people you can send the student to for an errand that looks real- but is really an excuse to let the student get up and move.

a. Librarian - returning a book (librarian is cued – if this student comes in with a book and says the teacher needs to return it- the librarian should say “yes, I asked your teacher for this book back. Thank you.”)

b. Secretary - taking down some random numbers on a piece of paper with a smiley face (secretary is cued- if this student comes in and hands them the piece of paper – the secretary should say “Thank you so much, I need this for my report.”

c. Teacher down the hall (teacher is cued- if this student comes in and asks to borrow a purple dry erase marker, it means that student needed to move and they should either say “Okay” and give the student a marker or say “Sorry, I don’t have one to spare.”)
d. Who could be your lifesavers? You need more than one so it doesn’t become obvious that you are sending this student on errands to get them to move.

**Disorganization**

Teenagers whose brains are pruning, students with ADHD, students with specific learning disabilities, and other differing abilities will have trouble organizing themselves. This disorganization can cause difficulties with turning in work, completing a coherent paragraph, bringing supplies to class, getting started with work, and finding items in their desks or lockers. Here are some tips to help with this disorganization:

**Lockers or Desks.** Have the students draw a map of what their desk or locker should look like. This should be laminated for each student and posted in their locker or desk. When we first started teaching, it was permissible to open a student’s locker and check for cleanliness. Now some school districts do not allow this. It does not mean a teacher can’t walk down the hallway during class changing period and notice lockers that are exceptional and give the student a note:

```
I’m “ear” to tell you:
That’s a good looking Locker.
Trade this ticket in
For five free answers
In your third hour class.
```
You don’t have to use the above prize, choose one of your own. When we taught elementary students, we looked in their desks and left notes from the desk fairy. We like to give school supplies to students. Handing notes to students about their lockers or putting notes in their desks will help news spread that this is important and it earns recognition.

The desk fairy visited your Desk and found it “Oh so Sweet.” She decided to Leave you this little treat:

We typically left pencils or erasers. It would be taped on the bottom of the note. It was amazing to watch students come in in the morning to check their desks to see if the desk fairy had visited. Be sure to give behavior specific praise and tell the students their locker or desk looked just like their map and this is why they are being rewarded.
**Backpacks.** Backpacks can begin to look like the aftermath of a supernova explosion.

We like to give the students a luggage tag to attach to their backpacks. We preprint the items that need to go home and the items that need to come back to school on 3 x 5 cards to place inside the luggage tag. These can be color coded for those students who are on a block schedule or schools that employ “A” days and “B” days.

Students can be given vis-à-vis pens to mark off items as they go in the backpack.

**Backpacks and Parents.** While this is an environmental intervention, we have placed it here as you will need to inform parents of this technique. Share with parents ways to help their children be organized from home. We used a crate system with our children. Each child was a different color crate and they had to load the crate each evening with everything that went to school the next day. This way they were doing the chore while they were wide awake and not when they were sleepy in the morning. Pinterest has many pictures on ways to organize the exit door for children. If we could do it again as parents, we would have a chalkboard above each crate with reminders of what needs to go in from home back to school the next morning.


**Not my picture - picture from Pinterest.**

Each box could have a different color chalkboard hanging on the side and each child has to load their
backpack the evening before with notes on the boards reminding them what goes in each child’s crate. This will organize the exit from home.

**Homework Organization.** Another piece of information to share with parents is how to organize their children for completing homework (If you believe in homework). The dining room table is not a good place for homework if others in the house will be talking, watching television, or interrupting the task of homework. A small table in a quiet place will be a much better location for homework. Supplies should be arranged neatly. The child should be given a timer. Ask them to work for 30 minutes and then take a five-minute break. A dry erase board above the table will help keep the child on track:

<table>
<thead>
<tr>
<th>What work needs to be completed tonight:</th>
<th>Research paper on the Civil War Math Page 156- problems 47-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>What supplies do I need to complete tonight’s homework:</td>
<td>Highlighters, pencils, graph paper, computer for research</td>
</tr>
<tr>
<td>Timer- 30 minutes’ work + 5-minute break</td>
<td></td>
</tr>
<tr>
<td>How do I work best:</td>
<td>Nature sounds playing while I work</td>
</tr>
</tbody>
</table>

**Paragraph organization.** Many students will exhibit behaviors when asked to write a paragraph because they do not know how to organize their thoughts. Teachers might see chewing on pencils, breaking pencils, wadding up paper, or erasing continuously. Here is an organization tip that has helped many students. 3-2-8 paragraph formation. The first sentence has three ideas in it. Then the student writes two sentences about each
idea in the same order. The final or eighth sentence restates the first sentence in a summary. Voila, a well-constructed paragraph has been written.

**3-2-8 paragraph**

This summer I went to Rome, Florence, and Capri Island. In Rome, I visited the coliseum where the romans used to watch gladiator combats and animal fights. I also visited Vatican City which has the Sistine Chapel which was painted by Michelangelo. In Florence, I saw the statue of David which is much larger than I expected. Florence is also the best place to buy leather goods in all of Europe. You take a boat from Nepal to get to Capri Island. Once on Capri Island, you can take another boat to the Blue Grotto and go inside a cave where the water is lit by the sun causing the water to be turquoise. My vacation in Rome, Florence, and Capri Island was very interesting.

The teacher would then grade this paragraph and tell the student 3 things they did well and one thing they wish to change about the paragraph. It might look like this:

1. I like the way you added historical detail to the coliseum sentence.
2. The spacing of your cursive handwriting made it easy for me to read.
3. Good job capitalizing the names of cities and famous objects.
4. Please add more adjectives in your next round of writing.

The next time the student turns this same paragraph in, the student will add more adjectives and the teacher will grade it again for 3 stars (3 things you did well) and 1 wish (one new thing you want the student to add to the next rendition).
Math Organization. Use graph paper for all math problems to help students keep their columns in order. Many math mistakes in elementary and secondary are due to students not keeping columns straight. Always have a tray of graph paper for those students who need help in organizing their math operations.

Note-taking Organization. Some students have a really hard time taking notes. For these students, the teacher should provide their notes with key words removed. As the student listens to the lecture, the student fills in the key words. This helps them transmit the information to memory and not get bogged down in thinking about how to move the pen across the paper. Also, remember some students cannot copy from a vertical plane to a horizontal plane (board to paper). We always give students an out by saying something like, “I know it’s hard for some of you to see the board from your seat. If you need a copy, I have copies up here on duplication paper for those that can’t see the board.” The first day or two every student will probably come get a copy. Eventually, only two or three will come for a copy and these are the students that need these sheets. It helps the students save face and not look “special”.
Chapter Four: Intensive Support

Ten Rules of Behavior:

1. Behavior is learned and serves a specific purpose (Bandura)
2. Behavior is related to the context within which it occurs (Bambara & Knoster)
3. For every year a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)
4. We can improve behavior by 80% just by pointing out what one person is doing correctly (Shores, Gunter, Jack)
5. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.)
6. When we want compliance in our students we should whisper in their right ear (Live Science)
7. All behavior has function and falls into two categories: To gain access to or to Escape from (Alberto & Troutman)
8. To Gain Access- see chart on next page
9. To Escape From- see chart on next page
10. Your reaction determines whether a behavior will occur again. We have to change our behavior (Alberto & Troutman).

Multi-modal plans:
We need to create a plan that is not based on just one intervention. It has to be effective. We need to manage consequences to reinforce the desired behaviors and replacement skills we teach to the student. We need to withhold reinforcement following the target behavior. We need to use natural and least intrusive consequences that will address the function of the behavior.

What is Your Definition?

What is your definition of a functional behavior assessment? ________________________

The best definition we could find was from class notes from Dr. Doug Guess at the University of Kansas:
“FBA is a process for gathering information to understand the function or purpose of a behavior in order to develop an effective intervention plan.”

While this is a nice definition, it does not tell the reader how to conduct a quality FBA. Because of this, there are states that use the same 20 question survey for every single student to determine the function of a behavior and then they write a plan that sounds very similar for every single student in the district. No two children are the same, so no two behavioral intervention plans should sound the same.

First things first, we should probably define what we mean by function of behavior. The function is the end result that maintains the behavior. It is the reason a behavior occurs in most cases. Function is broken into two main categories:

### Functions of Behavior

<table>
<thead>
<tr>
<th>To Gain</th>
<th>To Escape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention:</strong></td>
<td><strong>Work/Tasks/chores</strong></td>
</tr>
<tr>
<td>- Peers</td>
<td>People</td>
</tr>
<tr>
<td>- Adults</td>
<td>- Adults</td>
</tr>
<tr>
<td>Access to preferred items or environmental controls</td>
<td>- Peers (Think bullying)</td>
</tr>
<tr>
<td>Sensory Integration (Input)</td>
<td>- Pain</td>
</tr>
<tr>
<td></td>
<td>- Emotional</td>
</tr>
<tr>
<td></td>
<td>- Physical</td>
</tr>
<tr>
<td></td>
<td>Sensory (Overload)</td>
</tr>
</tbody>
</table>

### Antecedents

Another word we need to define is antecedent. An antecedent is anything that occurs prior to the exhibition of the behavior. This might occur right before the behavior, but it can also be a slow trigger that occurs earlier in the day and manifests later. Antecedents can be contexts, settings, situations or conditions. Here is a simple list of common antecedents:

<table>
<thead>
<tr>
<th>Transition</th>
<th>Illness</th>
<th>Weather condition</th>
<th>Task demand</th>
<th>Presence of a certain peer or adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>Day of week</td>
<td>Perceived attention</td>
<td>Proximity</td>
<td>Noises</td>
</tr>
<tr>
<td>Smells</td>
<td>Subjects</td>
<td>Activities</td>
<td>Changes in schedule</td>
<td>Emotional upset</td>
</tr>
<tr>
<td>Physical pain</td>
<td>Embarrassed</td>
<td>Tired</td>
<td>Frustration</td>
<td>Hungry</td>
</tr>
</tbody>
</table>
Unfortunately, children do not wear signs that announce they are many of these things. The behavior support team must meet prior to collecting data and they must discuss which of these may be triggers and then define what that looks like for that particular child. Including the parent on the behavior support team is imperative because they can be an integral member alerting the staff to lack of sleep, not feeling well, or emotional upset that might be occurring.

**Behavior**

Frequently, when we are asked to assist with behavior change the staff tell us the behaviors they want to target for change and they have a list of eight different behaviors for one child. While we don’t deny some children have eight behaviors in one day, it is impossible to measure eight behaviors and still teach. We feel it is extremely important for the classroom teacher to be the one collecting data, so we focus on one behavior at a time. We start with the behavior of highest need or highest rate. We take care of that behavior and then what happens is many other little behaviors disappear. We then take on the next biggest behavior.

We need to define the behavior in measurable and observable terms. We frequently hear things like this:

- Poor impulse control
- Angry, hostile, and resentful
- Not Paying Attention
- Stubborn

We all have a different definition for each one of these depending upon our mood or circumstance. We have to label the behaviors in a way that anyone collecting data in the room or if eight teachers are collecting data throughout the day, we will all measure it the same way.

Here are some better examples:

- Lying on the floor and refusing to move
- High pitched screams
- Hitting with fist
• Kicking over chairs
• Not beginning work within five minutes of task demand
• Crying with tears streaming

Many times a child is engaging in tantrum behavior and the team will write tantrum. Once again, what one person calls a tantrum another person might just call letting off steam. If we are determining the function of a tantrum, we need to define it by very concrete measures. Here is an example:

• A tantrum includes at least three of the following behaviors occurring in conjunction with each other:
  o Lying on the floor and refusing to move
  o Screaming loudly
  o Throwing objects
  o Hitting with fists
  o Cursing
  o Self-injurious behavior such as banging head on the floor

This makes the definition clearer for anyone to identify a real tantrum from a little fit.

**Consequence**

The next term we need to define is consequence. Typically, people think of punishment when they hear the word consequence. When we are thinking of consequences in terms of function of behavior, we are thinking about what specifically is maintaining the behavior. Think of it this way, your paycheck is a consequence of working. Having this paycheck is the consequence that keeps you coming to work each day. I'm sure there are a few of us who would work for free, but for the most part, we are going for the paycheck because we need it to live.

The consequence is determined by the function. We have to ask ourselves what the child is trying to get or what they are trying to avoid by having the behavior. We can guess all we want, but until we collect the data all we are doing is guessing. We did an experiment in 2004. We served 100 students with autism that year. Every referral that came in to the office, we had the main referrer fill out a Problem Behavior Questionnaire (PBQ). We scored the PBQ and then put it in a file sealed from the behavior specialist. The team then conducted a full FBA on the
student, put an intervention in place based on the function found in the FBA and kept the
intervention going until there was an 80% or better decrease from baseline. A few tweaks were
typically made in the intervention; however, the function of the behavior always remained the
same from the full FBA. After the case was closed by the behavior specialist, we pulled out the
PBQ and compared the function on the PBQ (which is someone’s opinion). The reliability
measure on the PBQ was 28%. This means the function determined from the PBQ or the
person’s opinion of the behavior was only right 3 out of 10 times. If we put the wrong
intervention in place and we are not feeding the correct function, often the behavior exacerbates.
In many cases a full FBA is necessary to determine the real consequences feeding the behavior.

**Behavior Support Team**
The Behavior Support Team (BST) is the next term we need to define. The BST should include
the following people:

- Parents
- Teachers involved with the student
- Educator with behavioral expertise
- An administrative designee

Also, the team might include any of the following people:

- Student themselves
- Therapists
- Community support (social workers, probation officers, after school care)
- Transportation provider
- Relatives
- Support teachers

This team should be filled with people who genuinely are interested in a positive outcome for the
student. We have found more than 14 people in a room is counterproductive to finding results.
Often when there are more than 14 people, the focus is on admiring the problem rather than
finding a solution.
Steps for the First BST

Strengths

The BST should meet before any data are collected. The first step of the BST is to focus on the student’s strengths and needs. We prefer the strengths are posted on a large poster, white board or smart board and they are left up throughout the process. Here is a guide:

Skylar’s Strengths:

<table>
<thead>
<tr>
<th>Social Strengths</th>
<th>Academic Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Begins work right away</td>
</tr>
<tr>
<td>Never absent</td>
<td>Nice handwriting</td>
</tr>
<tr>
<td>Nice smile</td>
<td>Brings back homework</td>
</tr>
<tr>
<td>Supportive family</td>
<td>Asks questions when unclear</td>
</tr>
</tbody>
</table>

We like to have blank forms lying on the table when everyone walks in the room. It is also important to let everyone know the first thing you will be talking about are the student’s strengths. Be sure to call the parents and have them bring a list of things they know their child is good at performing. One person should be the recorder for the BST and they should write everyone’s ideas on the Smartboard, whiteboard, or poster. Make sure all of these are positive before they are written down.

Needs

The next step is to discuss needs. What does the student need? These can still be framed positively if you focus on what the staff need to provide, not what the student needs to do.

<table>
<thead>
<tr>
<th>Social Needs</th>
<th>Academic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in keeping friendships</td>
<td>Help in comprehension for reading skills</td>
</tr>
<tr>
<td>Help in keeping negative opinions to himself</td>
<td>Help in calculations for multiplication skills at the two digit by two-digit level</td>
</tr>
<tr>
<td>Help in taking constructive feedback</td>
<td>Help in writing a paragraph that stays on topic</td>
</tr>
<tr>
<td>Help in inviting friends over to his house to play</td>
<td>Help in transitioning quietly from one subject to the next</td>
</tr>
</tbody>
</table>
These strengths will help guide the team for antecedent modifications once the data are collected.

**Behaviors to Target**

The next step is to focus on target behavior. While there may be more than one behavior, it is a good idea to limit the target to the one the team thinks is the most disruptive to learning. This behavior should be defined in measurable and observable terms and written down for everyone. When we say “blurting”, this is what we mean: “The teacher asks for a response and tells the students to raise their hand and Skylar blurts out the answer before anyone gets a chance to be called on; or, Skylar blurts out negative comments when other students answer the question for the teacher.”

**Data Collection**

The next step is to determine with the team who is going to collect data, what data they will collect and how long they will collect the data. There are many different ways to collect data.

Indirect method

- Anecdotal notes
- Surveys
- Interviews

Direct method

- Observational
- Data collection
  - ABC Data Collection
  - Minute by Minute Data
  - Frequency Data
  - Duration Data
  - Scatter Plot
  - Interval Time Sample

**How Much Data Should You Collect?**

We used to require ten days of data collection. We realize this is a lot of data to expect and no one ever said ten days was imperative. Here is the rationale: if a student is affected by certain days of the week, then we want to have two examples of each day of the week. Just one example
of a day of the week might be an outlier. If we collect ten days of data, and one Monday has 34 behaviors and the next Monday has three behaviors, we can collect one more Monday of data to determine which day is the truth and which day is an outlier. If this is too daunting of a task, then at least ten incidents of the behavior must be collected. Some students provide these ten incidents in ten minutes. We do not recommend a ten-minute data collection. Please collect at least three to five days of data to determine the best function. The more data you collect the better you will be able to see the patterns.

**Which Data Form Will You Use?**

**High Frequency Behaviors.** Suppose you have a student who interrupts the teacher 63 times in 30 minutes. You would not want to collect data on antecedents, behaviors, and consequences for each behavior. You will want to do a frequency count or an interval time sample and use anecdotal notes to determine the triggers and consequences of the behavior. A minute-by-minute sheet might be an effective tool which can be matched to the student’s schedule along with anecdotal note.

**Low Frequency Behaviors.** Sometimes a behavior occurs so infrequently, but is such high intensity it is imperative to determine the function of the behavior. Here’s an example: an adult with autism, bi-polar condition, intellectual disabilities, and mild cerebral palsy would miss work for two or three days every five to seven weeks. There did not seem to be a pattern to this behavior, but he would refuse to eat, drink, or take his medication. He did not go to the restroom either. After 24 hours, he had to be hospitalized for fluids and medications. This was distressing to him and to his family. We took a year’s worth of data and observed it for patterns. We laid it out on the table and tried to match it to things like: moon cycle, parents being in town, caregivers being in town, sisters being in town and so on. There did not seem to be a pattern. After staring at the data for some time, the team went over to the weather department and asked them to run the barometric pressure for one year looking at day 1’s barometric pressure average.
and comparing it to day 2 and so on from day to day. Barometric pressure is measured in inches so one day it might be 28.32 and the next day it might be 27.45. We had no idea if anything would pan out, but it seemed like the only other idea we had at the time. When we laid out the data, we found if there was a certain inch change in the barometric pressure from day to day then the adult client would start a downward spiral in his lock-down behavior. Please don’t take from this that it has to do with barometric pressure for every child or that it even has to do with a certain inch change in barometric pressure. We worked with a seven-year-old child with Asperger syndrome and bi-polar condition and he was manic on high barometric pressure days and depressed on low barometric pressure days and if the barometric pressure stayed pretty even for several days, he stayed pretty even keel for those days. What we think is that it is as individualized as the children we work with on a daily basis.

**Disruptive Behaviors.** For most disruptive behaviors, you will want to collect antecedent, behavior and consequence data using the ABC form. You will be taught how to use the FBA Data Tool from Behavior Doctor Seminars in this training.

**Aggressive Behaviors.** If someone is getting hurt either themselves or others, then a crisis plan needs to be put in place prior to any data collection.

Samples of all the data tools begin on page 31.

**Let’s Do a Sample and Then We Will Come Back to Learning More**

**Meet Scout**

Scout is a sixth grade student in a K-6 grade school. She is with the same teacher all day and in a class of 25 students. The school has 476 students and is a neighborhood school. She has not been retained and is a “young” student in the class compared to her peers. Her older sisters are both in high school and are very athletic and popular with many friends. Scout tends to hang out with the sisters’ friends and rarely has friends her own age over to the house.
### Strengths and Needs

<table>
<thead>
<tr>
<th>Social Strengths</th>
<th>Academic Strengths</th>
<th>Social Needs</th>
<th>Academic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comfortable talking in front of the whole class</td>
<td>• Scout is very visual and can draw pictures better than anyone in the class</td>
<td>• Scout is very comfortable with adults but needs to make friends with peers</td>
<td>• Scout needs help with reading comprehension</td>
</tr>
<tr>
<td>• Great supportive family</td>
<td>• Scout always turns in her work</td>
<td>• Scout needs help with transitions</td>
<td>• Scout needs help with reading fluency</td>
</tr>
<tr>
<td>• Vocabulary is advanced for her age</td>
<td>• Scout has neat cursive handwriting</td>
<td>• Scout needs to keep hands and feet to self</td>
<td>• Scout needs help in learning to ask for help</td>
</tr>
</tbody>
</table>

Scout is a sixth grade student with mild intellectual disabilities. Scout has two siblings who attend the nearby high school. Scout’s mother works full time and father frequently travels. He leaves on Sunday evening and returns on Friday afternoon.

Scout’s behaviors at school are disruptive outbursts, physical aggression, and throwing objects.

Mom reports Scout is disorganized at home and leaves her stuff laying all over the house. Mom says she is so disorganized they have three or four fights every morning. She says she has to drive Scout to school because she would make the whole bus late if they waited on Scout. Mom says Scout eats everything in sight when she gets home from school and fights with her sisters until her Mom gets home in the evening.

Scout is included in the regular classroom with support provided by a co-teaching special education teacher who works with the regular classroom teacher.
Behaviors

We defined Scouts behaviors as follows:

| Throwing objects means a physical object leaves Scout’s hands with purpose and lands at least 12 inches from her body | Disruptive outburst means a loud verbal sound or word that comes from Scout and disturbs the learning environment | Physical aggression means any part of Scout’s body comes in contact with another person with force (We would have labeled this horseplay because her physical contact was the Volkswagen Slug Bug tap) |

Data

We collected ten days of data because we suspected the day of the week had something to do with her behaviors. We also decided to collect ABC data (Antecedent, Behavior and Consequence data using the FBA Data Tool).

The FBA Data Tool can be downloaded at Go to: www.behaviordoctor.org – click on training, then material download. Scroll down to “data collection tools” and click on the FBA Data Tool.

The team downloaded the tool and chose to enter Scout’s data by collecting on blank sheets after they filled in all the categories:
**Student Name:** Scout Radley

**Grade:** 6

**Name of School:** Washington Elementary School

**Gender:** M

**Person responsible for this data collection:** Mrs. Jones

**NOTE:** Be sure you are using the most recent updated version.

---

**Scout Radley**

**Grade:** 6  
**School:** Washington Elementary School

**INSTRUCTIONS:** Complete all yellow fields.

**Data Collection:**

- Date must be collected consistently for 3-10 days depending on results. Enter the time you will start and end data collection.

**Start & End Times:**
- **Start Time:** 6:30 AM
- **End Time:** 3:30 PM

**Date of Collection:**
- **Date:** Thursday, May 01, 2008

**School Year:**
- **2007**  
- **2008**

**NOTE:** Please include year (e.g., 2007/2008).
Each person was given a copy of the blank data collection tool (regular classroom, special education co-teacher, PE teacher, lunchroom assistants, recess duty teachers, Music teacher, and Spanish teacher)
Ten days of data were collected and given to the special education teacher to enter into the FBA Data Tool. Here are the ten days of sheets:
<table>
<thead>
<tr>
<th>Min.</th>
<th>Start Time</th>
<th>END Time</th>
<th>Context (Setting)</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02</td>
<td>8:32</td>
<td>8:34</td>
<td>a group time</td>
<td>a Transition</td>
<td>a Transition</td>
<td>不合格行为</td>
<td>a stopped</td>
</tr>
<tr>
<td>0.07</td>
<td>9:10</td>
<td>9:11</td>
<td>c Reading ESL</td>
<td>d Interventions began</td>
<td>c Attention</td>
<td>b Prevention</td>
<td>a stopped</td>
</tr>
<tr>
<td>0.05</td>
<td>12:12</td>
<td>12:17</td>
<td>i lunch</td>
<td>h Attention</td>
<td>h Attention</td>
<td>a Improvement</td>
<td>a continued</td>
</tr>
<tr>
<td>0.08</td>
<td>2:55</td>
<td>3:30</td>
<td>a group time</td>
<td>a Transition</td>
<td>b Discipline</td>
<td>b Prevention</td>
<td>a stopped</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Min.</th>
<th>Start Time</th>
<th>END Time</th>
<th>Context (Setting)</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.76</td>
<td>8:49</td>
<td>8:56</td>
<td>a group time</td>
<td>a Transition</td>
<td>a Transition</td>
<td>不合格行为</td>
<td>b continued</td>
</tr>
<tr>
<td>0.23</td>
<td>9:17</td>
<td>9:40</td>
<td>c Reading ESL</td>
<td>e Nearest</td>
<td>e Nearest</td>
<td>b Attention</td>
<td>c continued</td>
</tr>
<tr>
<td>1.02</td>
<td>12:30</td>
<td>12:32</td>
<td>i lunch</td>
<td>h Attention</td>
<td>a Attention</td>
<td>a Improvement</td>
<td>c stopped</td>
</tr>
<tr>
<td>0.22</td>
<td>1:15</td>
<td>1:17</td>
<td>d Math</td>
<td>e Nearest</td>
<td>a Nearest</td>
<td>b Attention</td>
<td>a stopped</td>
</tr>
<tr>
<td>1.22</td>
<td>3:08</td>
<td>3:30</td>
<td>a group time</td>
<td>a Transition</td>
<td>b Discipline</td>
<td>a Improved</td>
<td>b continued</td>
</tr>
</tbody>
</table>
### Tuesday, May 06, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Context</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:32</td>
<td>a</td>
<td>Transition</td>
<td>a</td>
<td>b</td>
<td>Continued</td>
</tr>
<tr>
<td>0:42</td>
<td>a</td>
<td>Transition</td>
<td></td>
<td>b</td>
<td>Changed Activity</td>
</tr>
<tr>
<td>3:10</td>
<td>a</td>
<td>Transition</td>
<td></td>
<td>b</td>
<td>stopped</td>
</tr>
</tbody>
</table>

#### Wednesday, May 07, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Context</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td>h</td>
<td>Lunch</td>
<td>b</td>
<td>b</td>
<td>Continued</td>
</tr>
<tr>
<td>12:30</td>
<td>h</td>
<td>Lunch</td>
<td></td>
<td>b</td>
<td></td>
</tr>
</tbody>
</table>
### Thursday, May 08, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Student</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Antecedent</th>
<th>Context (Setting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15</td>
<td></td>
<td></td>
<td>i</td>
<td>c</td>
<td>Transition</td>
</tr>
<tr>
<td>9:48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15</td>
<td></td>
<td></td>
<td></td>
<td>c</td>
<td>group-time</td>
</tr>
<tr>
<td>3:17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Friday, May 09, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Student</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Antecedent</th>
<th>Context (Setting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30</td>
<td></td>
<td></td>
<td>c</td>
<td>a</td>
<td>group-time</td>
</tr>
<tr>
<td>8:32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:10</td>
<td></td>
<td></td>
<td>a</td>
<td>b</td>
<td>teacher &amp; students</td>
</tr>
<tr>
<td>12:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td></td>
<td></td>
<td>c</td>
<td>d</td>
<td>physical intercourse</td>
</tr>
<tr>
<td>1:32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20</td>
<td></td>
<td></td>
<td>d</td>
<td>e</td>
<td>instructional disorder</td>
</tr>
<tr>
<td>2:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:01</td>
<td></td>
<td></td>
<td></td>
<td>f</td>
<td>transition</td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please pair up with a small group and tabulate the data:

A. Total Days of Data:____________________

B. Total Incidents: ______________________

C. Average per day (b/a) __________________

D. Total number of minutes engaged in target behavior ____379 minutes_______

E. Average length of time for each behavior (D/B)_______________________

F. Percent of Day (D/total minutes for entire data collection) (420 minutes per day x 10 days) ________________________________
What patterns do you see for time of day?

What patterns did you see for day of week data?

What patterns did you see for which behaviors she used?
What patterns did you see for contexts paired with behaviors?

<table>
<thead>
<tr>
<th>Context (Setting)</th>
<th>Behavior Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Context Frequency</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

BEHAVIORS: A: throwing objects  B: disruptive outburst  C: physical aggression

What patterns did you see for antecedents paired with behaviors?

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Antecedent Events</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

BEHAVIORS: A: throwing objects  B: disruptive outburst  C: physical aggression
What patterns did you see for consequences paired with behaviors?

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19%</td>
</tr>
<tr>
<td>B</td>
<td>25%</td>
</tr>
<tr>
<td>C</td>
<td>13%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
</tr>
<tr>
<td>E</td>
<td>5%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
<tr>
<td>G</td>
<td>0%</td>
</tr>
<tr>
<td>H</td>
<td>0%</td>
</tr>
<tr>
<td>I</td>
<td>31%</td>
</tr>
<tr>
<td>J</td>
<td>0%</td>
</tr>
<tr>
<td>K</td>
<td>0%</td>
</tr>
<tr>
<td>L</td>
<td>0%</td>
</tr>
</tbody>
</table>

Consequence describes what happened as the result of a behavior.

How well did the consequences work at stopping the behaviors?

Summary Statements:
Our next task is to determine a summary statement for each function. Since Scout has two functions, we need to have three different summary statements. A summary statement is the foundation for building the intervention plan.

When this happens.................the child does ......................... to (get or get out) of .....................

When Scout has ______________, Scout has a disruptive outburst, to ________________.

When Scout has ______________, Scout shows physical aggression, to ________________.
Golden Nugget:

To be a real intervention it has to do the following:

1. **STOP the behavior** - if what you are doing does not stop the behavior- why repeat it?
   a. Example- if a student has been to the office 47 times- what makes us think the 48th time will be the time it works?

2. **It has to be proactive-not reactive**
   a. Reacting to a behavior will not change it once it has been taught
   b. Remember “behavior is learned”

3. **It has to include environmental changes where you set the student up to be successful**
   a. It has to be more fun to engage in the right behavior than it is to engage in the targeted behavior

4. **It has to include replacement behavior teaching** - you can’t just say “stop burping”- you have to tell them what to do instead

5. **It has to include changes to your own behavior** - because your behavior is feeding their behavior.

So, if Scout were in your class what kind of modifications would you put in place?
Competing Pathway Chart: (O’Neill & Horner, 2005)

1. Disruptive outburst
2. Transitions
3. Adult attention
4. What event or setting takes place prior to the target behavior? (Antecedent)
5. What new behaviors might you teach to the student to replace the current target behaviors?
6. How might you change the adult behavior regarding the original target behavior and the new replacement behaviors?
7. What behavior are you targeting to change? (Behavior)
8. What adult or peer behaviors will reinforce this behavior in the long term?

What settings/contexts/antecedents can you modify to make proactive changes in the environment to make the target behavior unnecessary?

What settings/contexts/antecedents are reinforcing this behavior? (Negative or positive reinforcement) (Consequences)

What is the goal behavior?
Competing Pathway Chart: (O’Neill & Horner, 2005)

1. What behavior are you targeting to change? (Behavior)
2. What event or setting takes place prior to the target behavior? (Antecedent)
3. What adult or peer behaviors are reinforcing this behavior? (Negative or positive reinforcement) (Consequences)
4. What new behaviors might you teach to the student to replace the current target behaviors?
5. How might you change the adult behavior regarding the original target behavior and the new replacement behaviors?
6. What is the goal behavior?
7. Will reinforce this behavior in the long term?
8. What adult or peer behaviors will reinforce this behavior in the long term?

New task
Horseplay
Escape work
**Baseline to Intervention:**

To determine the baseline, we take the data from the functional behavior assessment data and then we put the intervention in place and take probe data (just frequency or duration) and compare it to the baseline data.

Scout’s data points for baseline and intervention look like this:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>70</td>
<td>35</td>
</tr>
</tbody>
</table>

You do not need to collect full FBA data after the initial data set produces the appropriate amount of data for developing a BIP.

**Formula for determining decrease from baseline:**

\[
\frac{(I-B)}{B} \times 100 = D
\]

Intervention Data = “I” – Baseline Data = “B” and Decrease = “D”

Intervention Frequency = 3 times per day
Baseline Frequency = 34 times per day

\[
3 - 34 = -31
\]

\[
\frac{-31}{34} = -0.91176
\]

\[
-91 \times 100 = 91\% \text{ Decrease from Baseline}
\]
Chapter Five: Environmental Interventions

Remember there are three levels of support: universal, targeted group, and individual.

We are first going to talk about the environment in general.

Feng Shui

We like to call this Funk Sway, but how your classroom is set up can set the tone for your year. If the walls are busy, your students are going to be busy. If the room is sloppy, your students are going to be sloppy. Last year, we were helping decorate a local school for a Christmas Project in the front hall. One of the teachers still had jack-o-lanterns hanging in her window facing the front hall on the first of December. Sometimes we become blind to what is in our room because we see it so much. The next time you are in your room alone, take inventory:

- Is anything still hanging that does not need to still be hanging?
- Is there enough space on the wall between objects or are there so many anchor charts hanging on the walls that the students do not know where to look?
  - You should have three types of bulletin boards:
    - Displays of Student Work
    - Informational Boards
    - Interactive Boards
    - Many of your anchor charts can be put on a PowerPoint slide and shown on the white board when needed- rather than hanging sloppily in the room.
• Are there too many colors in your room?
  o One year, we painted a rainforest mural on one wall in the classroom. It was beautiful, but every color in the rainbow was in that painting. The students were quite restless that year.
  o The next year with the same students, we painted a nice calm blues and grays ocean scene on the wall and the students were much calmer.
  o Pick a color theme and stick with it throughout the room.

• Is there enough stimulation in your room? Some rooms we visit are so barren that they project a lack of caring on the teacher’s part. Sticking up some store bought cardboard cutouts right on the corkboard says, “I’m here for the paycheck.” If decorating is not your thing, barter with someone who is good and help them out with something while they help you out. It makes a big difference in the ambiance of the room.

• Are the desks in an arrangement so that you are never more than two steps from every student when you are demonstrating a new skill? A “U” shape is best. This is called senatorial seating.

Feng Shui is the art of placing objects to balance the flow of energy so that everyone within the structure can be their most productive and prosperous. In her book, Feng Shui for the classroom, Elizabeth Renee Heiss gives the following guideline for color and object placement:
### Funk Sway for Your Classroom

<table>
<thead>
<tr>
<th>Purple bulletin board</th>
<th>Red bulletin board</th>
<th>Pink bulletin board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clinic or Spa area</td>
<td>• Battery operated candle</td>
<td>• Team points</td>
</tr>
<tr>
<td>• Posters of nature</td>
<td>• Gotcha tallies</td>
<td>• Team divisions if using whole brain teaching</td>
</tr>
<tr>
<td>• 60 bpm music</td>
<td>• Social information</td>
<td></td>
</tr>
<tr>
<td>• Relaxation posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Water feature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Blue bean bag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Green bulletin board</th>
<th>Yellow rug</th>
<th>White bulletin board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Round wooden table</td>
<td></td>
<td>• White round table</td>
</tr>
<tr>
<td>• Student pictures</td>
<td></td>
<td>• White metal clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extended learning games</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blue bulletin board</th>
<th>Doorway should be navy</th>
<th>Gray bulletin board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pictures of heroes</td>
<td></td>
<td>• Silver box</td>
</tr>
<tr>
<td></td>
<td>• Pictures of class</td>
<td>• Wind chime</td>
</tr>
<tr>
<td></td>
<td>• Pictures of you outside school</td>
<td>• Globe</td>
</tr>
</tbody>
</table>

Turn so this grid matches your doorway

While this is deceiving and looks like it takes up all the space in the room with no room for desks- here is the real placement:
This will take care of the physical environment, now let’s look at some of the environmental cues we give to students:
Turn-in bins. Many students suffer from disorganization. We do not especially take the time to teach organizational skills in Kindergarten as far as curriculum goes and we assume students know how to organize themselves. We have used color coding for decades and it has been extremely helpful. Here is a picture of Dr. Riffel’s third grade classroom and how one wall was decorated to help with color coding:

This is a back wall in the classroom- each subject was a color:

Red- reading     Orange- language     Yellow- math     Green- Science     Blue- Social Studies

Purple was where they put their exit slips on the way out the door in the afternoon. As you can see, there is not too much on the bulletin boards, but it gives a lot of information that is relevant and helps the students remember the color coding system. While this doesn’t follow Feng Shui coloring- it could still be incorporated into the room using Feng Shui colors.

You don’t have to follow my color coding system. (Especially since the picture is in black and white). The turn-in bin at the back of the room had corresponding colors to remind students where papers go.
Environmental Changes for Students Who Need to Move:

**Seating.** No one ever said sitting on a hard plastic chair for seven hours was best for any student and yet in the US this is what we expect students to do. Boys are four to five times more likely than girls to be identified with hyperactive ADHD. The numbers should be closer to 50-50. Boys and girls are built differently. If you look at the hip structure of males vs. females, you will see the difference:

**Male**
- Tail bone comes all the way down- no pocket of fat between tail bone and plastic chair – just a thin layer of dermis.
- Pelvic region is a sharp “V” shape.

**Female**
- Tail bone is shorter has a pocket of fat between end where it meets the plastic chair.
- Pelvic region is a curved “U” shape dispersing the weight across the pelvic floor.

Furthermore, the center of gravity on a male is in the chest causing them to be top heavy. A female center of gravity is in the hips. It is easier for a girl to sit longer periods of time than a male.

Building movement into your day will help, no matter what age of students you teach. Padding the chairs will help students stay seated longer. Here are some padding ideas:
• Yoga/Pilates air filled disks
• Kitchen chair cushions
• Garden kneeling pads
• Camping cushions
• Stadium cushions

While you are sitting in this training, think about what you are doing with your feet. Are you bouncing one foot, both feet? Are you taking your shoes off and on? Are your legs crossed and you are bouncing your foot up in the air? You have learned socially appropriate ways to give yourself proprioceptive input. This allows you to sit and listen, especially since you are not used to sitting and listening. Help students learn appropriate ways to get proprioceptive input:

• Foot fidgets
  
  o Stretchy band across the two front legs of their chair
  o Pool noodle cut to fit with pantyhose leg holding it attached to chair
    ▪ Put duct tape on the ends to keep it from cutting through the foam
  o PVC pipe cut to about four inches in length and put on each side of the two front chair legs with physical therapy banding stretched across and above the PVC pipe
  o Tennis ball on alternating corners of the four chair legs, so the chair rocks

Think about what you are doing with your hands. Are you writing everything? Are you doodling in the margins? Are you clicking a pen or twirling your wedding band? You are fidgeting to help yourself pay attention. Research indicates fidgeting helps learners retain more information.
Help your students figure out what fidget tool helps them learn the most:

- Small squeezable ball
- Balloon filled with flour or rice
- Velcro or bathtub applique under the desk
- Bendable manipulative
- Piece of artificial grass bath mat

Here are our expectations for fidget tools:

a. Must be quiet
b. Must stay with you
c. Must be one-handed
d. Must help you pay attention

We like to get a big tool box and fill it with different fidgets. For several weeks, we have the students try out different tools and then choose one that works for them. If we see it is not working, we will help them choose one that is appropriate.

**Supplies.** We have worked with students of all ages who have movement needs. We keep a bucket of supplies on the opposite side of the room from where the student is seated. This student is told privately, “If you need to move, go over to the supply bucket and take out a supply and then return to your seat. That way you can walk a bit and no one will know.” Keep pencils, erasers, pens, paperclips, student staplers, white out tape, scotch tape, etc. in this bucket. Let all students use the supplies as needed.

**Standing Work Stations.** Some students learn better standing up. You can order a standing work station through Amazon as the vendor on [www.donorschoose.org](http://www.donorschoose.org). You can also make one out of a counter height table purchased at a garage sale. Either way, set up the expectations for the standing work station. Our rule is usually: one student at a time may use the single student desk and four students may be at the counter height
table. As long as the table is being used appropriately, the students may remain at the table.

Drumming

This is included in the environment section of this book because it takes some environmental planning to help your drummers. Drumming increases intelligence. A recent study from the University of Toronto, took 144 six-year-old children and separated them into four groups (a-drum lessons, b-voice lessons, c- drama lessons, and d- no lessons). The children who received drum lessons improved their IQ test scores by 7 points. Children who received voice lessons increased their IQ test scores by 6 points. Drama lessons improved IQ test scores by 5 points and children who received no lessons only improved by 4 points (Shallenberg, 2008). A University of Texas researcher used the same methodology on boys with ADHD at the elementary and middle school level. The effect of drumming was comparable to using Ritalin. These boys’ IQ scores actually went up and stayed up (2013).

Designing a Space for Drummers

Of course having Ringo Starr in the back of your classroom is not conducive to learning. What can you do? Buy two ended eraser pencils. We found quite a few on
www.amazon.com. Ask your technology department for old mousepads. These make really nice drum practice pads that eradicate the noise of a pencil tapping on the desk. If the student is right handed, tell them they can drum with their left hand on their pant leg or on the drum practice pad. Tell them you want them to do this because it increases intelligence. It will not be as enticing if they think you want them to do it, so only the students who need to drum will drum. Our families get upset when we use them as samples in our stories, so we will just say “someone” in our family was a real drummer in band class. He drummed on everything. The mother of said relative bought a drum practice pad and it made getting through dinner much more pleasurable. If you drum, everything is a drumstick. 😊 http://www.newswiretoday.com/news/13547/

Seat your drummers on opposite corners of the room, so they do not feed off of each other. Make sure the students sitting right next to them are good at ignoring movement.

**To do:**

Walk around your own house and look for items that can be used as fidget tools.

Anything that can be manipulated with one hand can be a fidget tool. Find anything that resembles a tool box and fill it with fidget tools. Make a sign with your expectations for fidget tools. Give students one week to try different tools and determine which will work best for them.

Have a pizza party and ask volunteers to come up some afternoon after school or on a Saturday and sew air filled cushions into the chairs. This keeps them from becoming Frisbees. You can ask for parent volunteers or ask scouting groups or high school honor students. The latter groups need community service projects and would gladly help.
Chapter Six: Replacement Behavior Interventions

— Acupressure
http://tinyurl.com/accupressure4kids

For anxiety, stress, worrying- When students feel their heart begin to race- here is a technique they can be taught to help themselves self-regulate:

1. Measure  2. Apply Pressure

This slows down the heart rate and allows the student to calm down and focus on what is important.

— Address Labels
http://tinyurl.com/templatelabelsave

For disorganization, students who cannot copy from a vertical plane to a horizontal plane, or students with whom you are differentiating homework assignments. Print out all homework assignments on address labels and just give to students to put in agenda book- this alleviates the problem of students not writing it down and makes it imperceptible to others that one student’s assignment is different.

3/15 Homework
Interview your parents on how they use Math in their job- bring back four sentences or more.
For students with **negative self-talk**. Write ten affirmations on the board each day and give students 2 or 3 post-it notes. Have them choose 2 or 3 per day to take home and put on their mirror.

For students who say "**That's Not Fair**" when one student gets an accommodation. (Elementary Level) I have the students come up one at a time and tell the class about a time they went to the doctor. No matter what they say, I put a bandage on their nose. The student goes back. Once everyone has a bandage on their nose, I say “Wouldn’t I be a terrible doctor, if no matter what you came to me for, I put a bandage on your nose?” All the students agree. Then I say, “I would be a terrible teacher if I taught all of you the same way every day. Some of you learn best by listening. Some of you learn best by seeing. Some of you learn best by doing. My job as a teacher is to figure out how each of you learns best and teach you that way. So this year, you may see some people using blocks for math, practicing their spelling words on sandpaper, or writing with a special pencil. Your job is not to look at that and say “that's not fair”. Your job is to look at that and say, “Hmmm, that’s interesting but I learn best by doing it this way.” If you see something that you think would help you, you can come talk to me and we will discuss it.”
— Banking Reinforcement System

For students with apathy toward schoolwork.

*photo from Pinterest

• I combined behavior, social studies, & math.

• The students were paid for:
  – Good behavior, Good grades, Returning items, Supplies etc.

• The students were paid in the monetary system of the country we were studying and had to convert to US Dollars using current rates.

• Each student had a checkbook - could purchase reinforcements for self or whole class.

— Behavior Specific Praise

For disruptive outbursts (non-aggressive) Could also be bluters who blurt for attention

means nothing. You have to label appropriate behavior when you see it. I spy someone sitting up straight and tall and really paying attention. The more you do this- the more of that you will see. When you say, “Cut that out” - you are giving energy to the inappropriate behavior and therefore you see more of it. Give your energy to the positive behavior. Energy flows where attention goes.
### Blue Beanbag

http://tinyurl.com/targetbeanbagblue

(request through [www.donorschoose.org](http://www.donorschoose.org))

For tantrums, anxiety, stress, verbal or physical aggression. You might wonder why blue? In the philosophy of Feng Shui, blue is a calming color. I prefer a pleather beanbag for two reasons: 1) critter resistance and 2) it is cool to the touch. Students with anger issues, anxiety, stress, or aggression tend to have increased heart rates which increases their core body temperature. The bean bag is like a cool hug. At the point of being upset, a child cannot be hugged into good behavior. However, training them when they aren’t upset to go to the blue beanbag and do their breathing exercises will help them calm themselves down.

### Brain Gym

http://www.braingym.org/

https://www.alertprogram.com/

For disorganization, anxiety, stress, sleepiness, and impulsiveness. Brain Gym and the Alert program are two programs that teach students how to rev up their engines or slow their engines down. The program also has activities for connecting the right side of the brain with the left side of the brain and to get the synapses flowing before a test. They are great programs to use in the classroom.

### Cell Phones - How to Use Them

http://tinyurl.com/cellphoneastool

For disorganization, apathy, not paying attention, lack of buy-in.

Have students take pictures of diagrams on the board and email them to themselves to review before a test.

Have students take pictures of the homework assignment and email it to themselves.

Send students on scavenger hunts to find right angles, a topic for writing, a picture to write a story problem about etc.

Use [www.polleverywhere.com](http://www.polleverywhere.com) – the students will be asked questions and they will text their answer to the number you give them. A graph will appear on the board showing how many students chose answer A, B, C, or D. You can build this right into your powerpoints when reviewing for a test.

The link on the left has a ton of ideas for you.
<table>
<thead>
<tr>
<th>— Check-in/Check-out</th>
<th>Check-in/Check-out is a wonderful program that can be used for anxiety, self-esteem, disorganization, verbal outbursts, verbal aggression, physical aggression (before it begins), and lack of ownership. I really like the video produced by Dr. Leanne Hawken – the link is on the left. It’s a great one to show the entire staff and discuss which students would benefit from using the system. It’s geared for tier two students- however, it would be useful for those at risk students as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://tinyurl.com/hawkencico">http://tinyurl.com/hawkencico</a></td>
<td></td>
</tr>
<tr>
<td>— Chewing Gum</td>
<td>For anxiety, impulsivity, hyperacusis, and stress.</td>
</tr>
<tr>
<td><a href="http://tinyurl.com/chewgum4focus">http://tinyurl.com/chewgum4focus</a></td>
<td>• Chewing gum reduces anxiety</td>
</tr>
<tr>
<td></td>
<td>‒ More socially acceptable than chewing on pencils, shirts etc.</td>
</tr>
<tr>
<td></td>
<td>‒ Oral activity is calming</td>
</tr>
<tr>
<td></td>
<td>• Actually dulls background noise by activating the Eustachian tube for students who find it hard to focus in noisy classrooms.</td>
</tr>
<tr>
<td></td>
<td>• Kids who chew gum during tests do 26% to 36% better.</td>
</tr>
<tr>
<td>— Class Helper</td>
<td>For self-esteem issues, impulsiveness, disruptions.</td>
</tr>
<tr>
<td><a href="http://tinyurl.com/K8classhelper">http://tinyurl.com/K8classhelper</a>  (K-8)</td>
<td>Giving the student a job to do in the classroom can alleviate a bevy of behavioral woes. When students have low self-esteem, a class job can help them feel good about themselves. For students who are impulsive, the proprioceptive input they get from getting up and performing a task can help them concentrate. Rerouting disruptions into an actual job in the classroom (like announcing the page numbers) can keep students who burp and blurt on track.</td>
</tr>
</tbody>
</table>
For **self-esteem, disruptions, non-compliance, and other issues that arise.** I first learned about classroom meetings from Vanderbilt University and found them to be extremely advantageous. There are great ways to incorporate core curriculum into the morning meetings. You can also infuse classroom review of rules, compliments, turn taking, handling problems in a pro-social way. Here is the structure of my morning meeting:

- Compliments (each person gets 1 compliment) I start. I use a koosh ball. I compliment someone. That person gets the koosh ball and they compliment someone else and the koosh ball gets tossed to that person. It makes all the kids pay attention to what is being said because they never know who will be left when they get the koosh ball. They pay attention to each other so they can think of something to say. I also taught them what a compliment was - it is not something you see on the outside like shoes, haircut etc. It is something inside like kindness, politeness, patience etc.
- Then we handled what we were going to be doing that day – like an auditory and visual schedule for the whole class.
- Then we handled any issues which had arisen in the problem box. I did not use names - I would just say, “It has been brought to my attention that there is a problem on the playground with “xyz” and not using names I would describe the problem. The students would vote on how they were going to handle it and then they would all agree that was how they would handle the situation in the future.
- We would check-in on previous issues and see how they were going.
- We would end with a celebration of success from the day before.
- The day would start.
<p>| — Class Secretary | For students who have <strong>inattentiveness</strong>. Sometimes I like to whisper to a student that I need to keep myself facing forward. Would they mind being the one to run the smartboard (don’t worry- I’ll tell you what to press) or write on the board for me (don’t worry I’ll tell you what to write). This keeps the students busy and on task and helps the student pay attention. It’s not a punishment- kind of a privilege- but helps the student at the same time. |
| — Classroom Locker (Keep Supplies in Room/Home) | For <strong>disorganized</strong> students. Sometimes, we have students who can’t remember to take their books home for homework or bring them back when they do take them home. Rather than waste any class time or letting that student lose class time- I sent one book home to stay until the end of the year and kept the other in the classroom (secondary). I know people will say this isn’t teaching them organizational skills. The truth is- how is what you are currently doing working out to keep the student in class? Being in my class learning is the most important goal- you don’t get out of my class that easy. |
| — Clear the Room- Remove the Audience <a href="http://tinyurl.com/removeaudience">http://tinyurl.com/removeaudience</a> | When a student is having a <strong>tantrum</strong> and furniture is flying- I have witnessed adults getting hurt trying to transport the student down to the office. It is better to take the rest of the class down to the library with their work and to deal with the student tantrum in the classroom. Transporting a child can hurt the child or the adults. Once you get the student calm, the student can walk with you to the office to work on a social autopsy to help them figure out how to avoid this in the future. |</p>
<table>
<thead>
<tr>
<th>— Crates by the back door</th>
<th>For students with <strong>disorganization</strong>. This is something to share with parents. Show parents how they can put a crate or basket by the back door. Ask the parents to have their children load the crate or basket the night before right before they go to bed. This way, the student is not running around in the morning trying to find their library book, tennis shoes for PE etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://tinyurl.com/targetcrates" alt="Crates by the back door" /></td>
<td><img src="http://tinyurl.com/targetcrates" alt="Crates by the back door" /> Picture property of aimee-weaver.blogspot.com-from Pinterest.</td>
</tr>
<tr>
<td>— Dark Chocolate</td>
<td>For students with <strong>anxiety</strong>, <strong>attention deficit hyperactive disorder (inattentive)</strong>, and <strong>sleepiness</strong>.</td>
</tr>
<tr>
<td><img src="http://tinyurl.com/darkchocolateisgood" alt="Dark Chocolate" /></td>
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<td><img src="http://tinyurl.com/darkchocolateisgood" alt="Dark Chocolate" /></td>
<td><img src="http://tinyurl.com/darkchocolateisgood" alt="Dark Chocolate" /> • Research indicates a small piece of dark chocolate boosts memory, alertness, and concentration, and its special chemicals even decrease anxiety.</td>
</tr>
<tr>
<td><img src="http://tinyurl.com/darkchocolateisgood" alt="Dark Chocolate" /></td>
<td><img src="http://tinyurl.com/darkchocolateisgood" alt="Dark Chocolate" /> • They sell small bite size bars of dark chocolate especially on test days pass them out.</td>
</tr>
<tr>
<td>— Delete Bracelets</td>
<td>To remind students not to <strong>bully</strong>. These bracelets are similar to the Lance Armstrong bracelets. Weatherford High School invented them. They give them to the students so they see it on their wrist when they are typing. It reminds to students to not post anything that isn’t true, helpful, inspiring, necessary or kind.</td>
</tr>
<tr>
<td>— Desk Fairy/Locker Fairy</td>
<td>For <strong>disorganized</strong> students. Have the students draw a map of what their desk or locker is supposed to look like. Do spot checks and put a certificate in their desk or locker when you catch it looking good. I call it the desk fairy or the locker fairy and the fairy leaves the students a school supply prize. (special pencils, mechanical pencils, spiral notebooks, or erasers).</td>
</tr>
<tr>
<td>— Diversionary Tactics</td>
<td>For <strong>disruptive students</strong> (<strong>blurts, off task, non-compliant</strong>). Help teachers see that using a diversionary tactic is better than calling a student down for inappropriate behavior. Using the student’s name in a math story problem, asking the student to do a task within the classroom, asking for an every pupil response (EPR) will keep the student from remaining off task.</td>
</tr>
<tr>
<td>— Drinking Water</td>
<td>For <strong>sleepy</strong> students.</td>
</tr>
<tr>
<td></td>
<td>• Drinking water in school-</td>
</tr>
<tr>
<td></td>
<td>‒ Students should be encouraged to carry water bottles</td>
</tr>
<tr>
<td></td>
<td>‒ Water hydrates the brain</td>
</tr>
<tr>
<td></td>
<td>‒ Students who drink water:</td>
</tr>
<tr>
<td></td>
<td>‒ improved their scores by up to 10%</td>
</tr>
<tr>
<td></td>
<td>‒ performed an average of 5% better than students who did not drink any water.</td>
</tr>
<tr>
<td></td>
<td>‒ It’s been law since 2010 that schools provide to students more frequently.</td>
</tr>
</tbody>
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**Before You**

**Think**

- **t** - is it true?  
- **h** - is it helpful?  
- **i** - is it inspiring?  
- **n** - is it necessary?  
- **k** - is it kind?
| Each One Save Five | For students with **low self-esteem**, students with any behavioral or academic concerns, **basically all the students** in the school should be part of this. Take the total number of students in the school divided by the total number of adults in the building (this is counting secretaries, custodians, cafeteria workers). That is your number. Each adult must make contact with their 5-9 students (those are the averages I’ve found) once a week through:
| | - Email to parent  
| | - Phone message on answering machine  
| | - Letter in their locker or desk  
| | - Note delivered to first hour class  
| | - Post card mailed home  
| | - Positive phone call home  
| | High five in the hallway |

| Ear Wiggle | For students with **disruptive** behaviors. Remember Carol Burnett? Every night at the end of her variety show, she would tug on her ear. It was a secret signal between her and her grandma to let her grandma know she was alright. I used this technique to signal to students what they needed to be doing. If I pulled on my ear, it meant- whatever I say next is what I need you to be doing. I would pull on my ear and then say- “I spy someone sitting up straight and tall and really paying attention.” This way the student saved face by not being told to straighten up in front of their peers. The students typically straightened up after that. |

| Eight Hours of Sleep | For students who are consistently **tired**: Share the following with parents:
| | - Here are some guidelines:
| | - 1-3 years old– 13-14 hrs a day  
| | - 3-6 years old– 10.5-12 hrs a day  
| | - 7-12—10-11 hrs a day  
| | - 13-18– 8 ¼ -9 ½ hrs a day  
| | - These are from WebMD- Ask parents to do the math and backtrack from the time they have to get their children up in the morning.  
| | - Getting enough sleep decreases cortisol in your blood |

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| — Equal Choices | For students who are **non-compliant**. The National Education Association, and many other researchers have found that offering equal choices keeps students in frontal cortex. A student is more likely to comply if offered equal choices rather than a threat. Instead of saying, “Do this or lose your recess” - a teacher should have two math papers - they can even be the same 20 problems (just in a different order). Walk over to the student’s desk and say, “You can do this math paper or this math paper. It doesn’t matter to me which you choose. I know you’ll make a good choice. Can’t wait to see which one you do.” The teacher walks away and uses expected compliance and the student over 90% of the time will choose one and begin. |
| — Expectations | For students who are **disrespectful**. This can be done through video-modeling or video self-modeling. Students are taught what being respectful looks like, sounds like, and feels like. These behaviors are taught in setting specific locations. This may also be taught through peer modeling, peer mentoring, behavior specific praise, or daily public service announcements. |
| — Family Game Night | For students who are **struggling academically**. I taught in a school with over 400 students and typically when we had a parent night about 40-50 parents would show up and it was always the same 40-50 parents. We wrote a small grant and ordered tag board, markers, stickers, laminating film, dice, game markers etc. We made some templates for game boards and set up make-it/take-it centers for the families to come and make a game board. Each family would work together to color and decorate their game board. After getting their decorated game board laminated, each family was given game cards in accordance with the grade levels in their home. This way if they played the game as a family, the second grade student would hear advanced questions for the fourth grader and the fourth grader would hear review questions from the second grader. We had over 400 parents show up for this activity. |
| — Feng Shui Research | If the classroom seems **stressed** as a whole. The book link to the left is a great book that describes how to use Feng Shui in the classroom. This is a very researched science and is used by big businesses to increase productivity. It is worth checking out for the classroom. |
| — Fidget Tools | For students with **impulse control issues, sensory needs, or inattentiveness**. Fidgeting increases retention by 39%.
- National Institute of Health, 2013
- Roland Rotz, Ph.D., Sarah D. Wright
  “Doing two things at once, it turns out, can actually help students focus on a primary task.”
- The task should engage a sense other than what is required for the primary task- (listening to music, rubbing Velcro, holding a koosh ball etc.)
These secondary tasks are called fidgets — mindless activities kids can do while working on the primary task.
| — Finding the Gift of Every Disability (No Excuses) | For **self-esteem** issues. Sometimes when students have behaviors they will say, “I can’t help it. I have ADHD, Autism etc.” I always say- every disability comes with a gift. Let’s figure out how to use your gifts. The books on the left are a great start for you. |
| — First/Then (Now/Then) | For students who throw **tantrums** because they want a preferred activity rather than a non-preferred activity. This is a simplified visual schedule. |

I do not own the rights to these pictures. They are from Pinterest.
To control behavior in the classroom, many teachers have resorted to flip charts. The students start on green and are moved to yellow and red. Once the student is on red, they lose a privilege. I’ve only seen this in elementary schools. It is against the law to post an “F” paper up on the wall of the school; therefore, why would it be appropriate to post “F” behavior up on the wall for everyone to see. I believe it is a violation of FERPA. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

For students who won’t do homework. I actually don’t believe in homework and have studied why it’s not the right thing; however, if you must do homework, I would like to see you doing the flipped classroom. The video on the left shows you how it is done.

By Alfie Kohn:

There is no evidence to demonstrate that homework benefits students below high school age. Even if you regard standardized test results as a useful measure (which I don’t), more homework isn’t correlated with higher scores for children in elementary school. The only effect that does show up is less positive attitudes on the part of kids who get more assignments.

• In high school, some studies do find a relationship between homework and test scores, but it tends to be small. More important, there’s no reason to think that higher achievement is caused by the homework.

• No study has ever confirmed the widely accepted assumption that homework yields nonacademic benefits—self-discipline, independence, perseverance, or better time-management skills—for students of any age. The idea that homework builds character or improves study skills is basically a myth.
| — Four P’s for Raising Self-Esteem (Power, Proficiency, Public Relations, Philanthropy) |
| Go to [www.behaviordoctor.org](http://www.behaviordoctor.org) |
| Click on Training. |
| Click on Material Download. |
| Scroll to PowerPoints |
| Click on Four P’s for Raising Self Esteem |

For students with **low self-esteem**. When children are 6 years old 80% of them have high self-esteem. When children are 10 years old 20% of them have high self-esteem. By the time those same children get to high school only 5% of them have high self-esteem (Campbell, 2009). I have found by implementing the Four P’s for raising self-esteem we have been able to raise academic grades and decrease disruptions in one month’s time. The four P’s are:

- Public Relations- how can we make this child look good in front of their peers.
- Proficiency- what skills are they lacking academically and behaviorally?
- Power- what can we teach the student to do to have power over their emotions?
- Philanthropy- it’s very hard to feel bad about yourself when you are helping someone else.

| — Games and Why They Are Your Friend [http://tinyurl.com/realityisbrokengames](http://tinyurl.com/realityisbrokengames) |

For students who do not seem to **pay attention, join in participation, or work independently**. Playing games in the classroom is an excellent way to “hook” them on learning. There are literally hundreds of beautiful game templates. If you type in a google search “games + PowerPoint template” the links will pop up. All you have to do is put in the question and answers and you can soon be playing “Are You Smarter Than a Fifth Grader?”, “Who Wants To Be A Millionaire?”, “Jeopardy” and many more. The students will begging to play more and what they won’t know is they are learning. Read some of the research on why games are so addictive in the book to the left.

- When we are playing a good game- when we’re tackling unnecessary obstacles- we are actively moving ourselves toward the positive end of the emotional spectrum.
- Compared with games, reality is too easy. Games challenge us with voluntary obstacles and help us put our personal strengths to better use.
- Failure is fun. Games eliminate our fear of failure and improve our chances for success.
<p>| — Good Breakfast (Eggs and Oatmeal) | To increase test scores. Right before the high stakes tests- send home this information to parents. Breakfast is so important and what the students eat is even more important. |
| <a href="http://tinyurl.com/eggsbrainfood">http://tinyurl.com/eggsbrainfood</a> | • Don’t skip breakfast. Students who eat breakfast score higher on tests and report less test-related anxiety. Best bets? Eggs for brain-boosting choline, and oatmeal for a calming increase in serotonin levels. |
| <a href="http://tinyurl.com/oatmealbrainfood">http://tinyurl.com/oatmealbrainfood</a> | To decrease disruptions, non-compliance, and inattentiveness pit the students against you in a group contingency-group reinforcement. If we get Mr. Potato Head put together by the end of class today, I will have to give you five free answers to today’s assignment. |
| — Group Contingency/Group Reinforcement | Each classroom should have three levels going at all times: |
| <a href="http://tinyurl.com/kuspedconnection">http://tinyurl.com/kuspedconnection</a> | • Daily- like Mr. Potato Head |
| s | • Weekly- like links on a chain touching the floor |
| | • Monthly- like marbles in a jar. |
| | The students should have many different ways to win- the longer it takes- the higher the prize. |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Group vs. Group Contingency/Group Reinforcement</td>
<td>To decrease <strong>disruptions, non-compliance, and inattentiveness</strong> pit the students against each other in a group vs group contingency reinforcement. For instance, the group in the lunchroom that gets the most popsicle sticks in their library pocket gets to choose what four teachers and what song they will perform to on Friday. Here’s another example: If the red team wins today, they get to choose what 5 questions I give the answers to- if the green team wins today they get to choose what 5 questions I give the answers to. Surprisingly, they will work for it.</td>
</tr>
<tr>
<td>Hairy Eyeball</td>
<td>For <strong>minor disruptions and non-compliance</strong>. The problem with this one is some teachers don’t realize who they can do it with and who they should not use this with. Some students when they see the hairy eyeball will straighten right up and others when viewing the hairy eyeball turn into “those are fighting words and we are going to the mat”. We need to keep in mind which students this works for and which they don’t.</td>
</tr>
<tr>
<td>Hokey Pokey Clinic</td>
<td>For <strong>verbal and physical aggression</strong>. This cannot be taught when the student is drunk on emotion. Teachers have to teach it and model it when the student is in control of their body. The Hokey Pokey Clinic is a place to go to turn yourself around. This is an area with a purple bulletin board with nature pictures and a blue wall (if you follow Feng Shui). The blue bean bag is in this area. Sixty beats per minute (BPM) music is playing on headphones or very softly for the entire room. The student will be given a Kleenex box (empty) with 20 fuzzy pompons. The student is taught to breathe-in-2-3-4 and breathe-out-2-3-4. (Tongue behind two front teeth and mouth closed). Breathing in and out through the nose. The student is to repeat this 10 in and 10 out by dropping a pompon in the box for each part of the cycle. This brings oxygen to the frontal cortex instead of the brain stem. Students are praised and given a token when they use this instead of getting upset. I like for the teacher to model it as well. Pretend he/she is upset about something like the computer</td>
</tr>
</tbody>
</table>
not working correctly and go over and sit in the bean bag and breathe – counting each cycle of breathing by dropping the pompons into the Kleenex box.

| — Homeworkopoly | If you believe in homework and have students who do not comply by completing their homework here is a game you can play in your classroom. A lady made this game board and all the pieces and cards that you can download for free. It is a group contingency- group reinforcement for the classroom. |
| — Hula Hoop | For students who do not understand personal space. I like to use hula-hoops to teach them about personal space. The smaller ones from the dollar store are best. There is also a great book called “Personal Space Camp”. |
| — Ice Cube Break | For students who lose their temper. I give each of them one plastic ice cube with the word “break” written on it with a permanent marker. They are allowed to use it once per day. This is a hallway pass and the student is allowed to walk up and down the hallway 3 trips to calm themselves down before returning to class. |
| — Ignoring | For minor disruptions in the classroom. Ignoring minor behaviors actually teaches the student they cannot get attention by having those behaviors and they will go away. This works if the function of the behavior is teacher attention. The minute the student is doing something right- give them tons of attention. The minute they engage in inappropriate behavior go back to ignoring. The longer you have been giving the behavior air time- the longer it will take the ignoring to work. |
| — Jen Ratio (3x5 card, beads on lanyard, bracelet, paperclips in pockets) | For students who are negative, make negative comments, or are engaging in minor non-compliance. Jen ratio is actually counting the number of positives (numerator) to the number of negatives (denominator). The number of positives should outweigh the negatives by 4 to 1 at least. Eventually, move your Jen Ratio to 8 to 1. |

Get a 3x5 card and put the date on it. Make tears on the long side every time you give a positive compliment and tears on the short side every time you get after the students. At the end of the day figure up how many positives to how many negatives you have.
<table>
<thead>
<tr>
<th>Lights</th>
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<tbody>
<tr>
<td><a href="http://www.huelight.net">www.huelight.net</a></td>
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</tbody>
</table>

Do fluorescent lights trigger migraines?


Do fluorescent lights cause stress? (hence behavior)


For students who are **impulsive, have sensory overload, or attention deficit hyperactivity disorder**.

The huelight panels have been known to decrease stress related behaviors. Here’s an excerpt from a principal who has them in every light in her school.

I have spoken directly to a parent who had a child with vision problems (convergence disorder) and she shared what the panels did for her child was eliminate the need for color overlays which he had had to use to help him with classroom work. He noticed immediately his ability to read the words on the page without these aides. He also reported fewer headaches as a result of the panels being installed.

Teachers report the lighting in the classroom with the Huelight panels sets the tone for a quieter, calmer learning environment. Overall in the building, our behavior referrals continue to decrease. We feel we owe much of this to the positive behavior intervention supports we’ve put in place and the addition of the Huelight panels.

Kim Rampey- principal- Jefferson Elementary – Union Public Schools

<table>
<thead>
<tr>
<th>Loss of Choice at Recess - Never Take Away Recess</th>
</tr>
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<tbody>
<tr>
<td><a href="http://tinyurl.com/recessisgood4you">http://tinyurl.com/recessisgood4you</a></td>
</tr>
</tbody>
</table>

Students who misbehave typically have **impulsive behaviors**. Many teachers at the elementary level, take away their recess. When you take away a child’s recess you punish yourself. Besides, the students spend their whole recess mad at you. We want them to suffer the consequences of their behavior- not plot retaliation. I took away choice at recess. I always knew exactly what they liked to play at recess. I would say, “I’m so sorry you chose to have that behavior. Because of this you lose your choice at recess. You can play everything except soccer.” The child will spend their whole recess mad at themselves trying to figure out what to play during recess. I never had to do it twice.
### Love Notes

[http://tinyurl.com/lovenotes4kids](http://tinyurl.com/lovenotes4kids)

For **minor disruptions in the classroom** - this works well.

Every single day, every single student went home with a love note. Every night I would take a stack of post-it notes and write:

<table>
<thead>
<tr>
<th>Dear student’s name,</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love the way you:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Love,</td>
</tr>
<tr>
<td>Miss Riffel</td>
</tr>
</tbody>
</table>

Each student had one. I would watch the students and write down something positive about them that happened that day:

- “I love the way you picked up Sarah’s crayon when it rolled off the desk and handed it back to her.”
- “I love the way you held the door open for me when my arms were full.”
- “I love the way you walked Billy down to the nurse when he fell and scraped his knee.”

In 2006, one of my parents emailed me to find out how I was doing and tell me that her son was graduating. I had been his teacher for three years. She told me a bunch of things and then said, “PS, he still has every single love note you ever gave him.”

It really makes a difference to the students.

### Lucky Seven (Price is Right)

[http://priceisright.wikia.com/wiki/Lucky_Seven](http://priceisright.wikia.com/wiki/Lucky_Seven)

To get **buy-in** from the students. This is a group vs. group contingency sample. Each team is given $7. (It’s a price is right game). You ask review questions. Every time they get one wrong, they lose a dollar. They answer together as a team so it’s not response cost or a punishment. They have to have $1 left to buy 5 answers to that day’s assignment. The team that has $1 left gets to have 5 less problems than the other half of the class. Just a friendly competition.
<p>| — Luggage Tag | For students with <strong>disorganization</strong>. I like to take a luggage tag from the dollar store and flip the address label over and write down all the things that should go inside the backpack—like a “to do” list. Give the student a dry erase marker to mark off items as they put them in. Also, if you have “A” day and “B” day etc. you can have different color cards and cue the students by telling them to flip their cards forward in the luggage tag. No more forgotten library books etc. |
| — Lunch Bunch | For <strong>social skills, counseling (private), teaching of secret signals, and discussing behaviors in private</strong>—invite one student at a time or a small group with same issues to eat lunch with you. You can also use this to help build friendship skills for students with low social skills. |
| <a href="http://tinyurl.com/lunchbunchsocials">http://tinyurl.com/lunchbunchsocials</a> kills | |
| — Memory Testing | To work on <strong>memory skills</strong> before testing. Bring in 20 items and give the students three minutes to look at it. Then cover it with a sheet. Ask the students to write down as many things they remember. Each day change the items and have the students work on their memory skills. |
| <a href="http://faculty.washington.edu/chudler/chmemory.html">http://faculty.washington.edu/chudler/chmemory.html</a> | |
| — Messenger | For <strong>students who have a lot of extra energy</strong>. When you see the 13th Mentos teetering on the top of the diet coke, send them to the Library with a Library book to return, take a message to the office (even if it’s a fake number with the smiley face). (Make sure the person on the other end knows the secret code. If you get a number with a smiley face—say thank you and send the student back.) Save this for the 13th Mentos and not the 1-12th because if the student figures out that being antsy gets them a trip down the hall—they will show antsy all the time. |
| <a href="http://tinyurl.com/studenterrandrunner">http://tinyurl.com/studenterrandrunner</a> | |</p>
<table>
<thead>
<tr>
<th>Mnemonics</th>
<th>Academic Intervention for Spelling</th>
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<tbody>
<tr>
<td><a href="http://tinyurl.com/mnemonicspelling">http://tinyurl.com/mnemonicspelling</a></td>
<td>We all use mnemonics to help us: “Thirty days hath September….” “every good boy does fine”. I used to give a pretest on Friday and I would take the top 5 missed spelling words and make up a mnemonic for each of those 5 words. I would teach that to the students the next week using Meichenbaum’s 5 step cognitive learning theory.</td>
</tr>
</tbody>
</table>
| [http://tinyurl.com/meichenbaum](http://tinyurl.com/meichenbaum) | **To decrease aggressive behaviors and alleviate anxiety:** 
Music research tells us that our heart rates will match the music we are listening to. Also, research on students with aggressive behaviors tells us their heart rates jump up to 147 beats per minute (on average) a full 45-90 seconds prior to aggressive act. If we can intervene, by playing 60 bpm music (the resting heart rate), the students will be calmer. |

<table>
<thead>
<tr>
<th>Music (60bpm)</th>
<th>For students with anxiety.</th>
</tr>
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<tbody>
<tr>
<td><a href="http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever">http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever</a></td>
<td>A University of Michigan research study found that looking at 7 minutes of nature pictures reduced anxiety before a test. The music link above is paired with nature pictures. You can show this before test with or without the music.</td>
</tr>
<tr>
<td><a href="http://www.behaviordoctor.org">www.behaviordoctor.org</a></td>
<td>Academic Intervention Dr. Andrew Fuller states notes should be divided into a chart with two rows. The top row is split in two- one side for the main idea and the other side for notes. The row underneath should be devoted to drawing pictures to help the students remember what was taught.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Nature Pictures</th>
<th>Note Taking Technique/Helps Alleviate Wandering Minds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to <a href="http://www.behaviordoctor.org">www.behaviordoctor.org</a></td>
<td><a href="http://tinyurl.com/notemakingtemplates">http://tinyurl.com/notemakingtemplates</a></td>
</tr>
<tr>
<td>Click on Training.</td>
<td>Academic Intervention</td>
</tr>
<tr>
<td>Click on Material Download.</td>
<td>Dr. Andrew Fuller states notes should be divided into a chart with two rows. The top row is split in two- one side for the main idea and the other side for notes. The row underneath should be devoted to drawing pictures to help the students remember what was taught.</td>
</tr>
<tr>
<td>Scroll to Calming Videos</td>
<td><strong>To help with academics and behavior.</strong> Great ideas to get parents engaged- teach them how you want them to be involved. Ask them to donate one hour a month coming up to school and passing out gotchas to students they catch exhibiting appropriate behaviors, tutor students on math facts, listen to students read, etc.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Parent Training</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.pbis.org/training/parents.aspx">http://www.pbis.org/training/parents.aspx</a></td>
<td></td>
</tr>
<tr>
<td>— Peer Modeling</td>
<td>To Decrease Horseplay. Many times this is saved for those students with the best behavior- surprisingly, students who tend to play around – when given peer modeling duties will rise to the occasion and become a great role model. We did this in the third poorest county in the US, where students were more interested in joining gangs than being in the Boy Scouts. We picked the least likely students and they surprised the daylights out of us by being wonderful role models when we showed them we had the faith in them.</td>
</tr>
<tr>
<td>— Peer Tutoring</td>
<td>To Increase Academics. When instituting the Four P’s for raising self-esteem, peer tutoring or philanthropy through helping others helps both students. Use your students who struggle in their own grade to go down and tutor younger students or students with special needs. Surprisingly, they will feel better about themselves and not only help the students they are helping- they will help themselves.</td>
</tr>
<tr>
<td>— Performing Actors</td>
<td>For Class Clowns. These are the students who typically try to get your attention or the attention of peers by singing, making “funny” comments, or pantomiming during teaching time. We had a young man one time who kept coming in to class singing Pink’s “So What!” song. “I’m gonna start a fight.” We asked him to save it Monday through Thursday and we would let him perform on Friday. The caveat was, he had to use Pink’s tune but write his own version and it had to be about quadrilateral parallelograms (whatever we were studying). He did such a great job; he was asked to do it every week on a different topic. Amazingly, the class clown behavior stopped and he really started taking pride in his work.</td>
</tr>
<tr>
<td>— Perhaps You Could Be Right</td>
<td>This is for students who like to argue or debate every statement. This story is for those students who like to push your buttons. I’ll share the story in the training.</td>
</tr>
</tbody>
</table>

Dr. Riffel’s story 😊
**Philanthropy**

http://www.freerice.com

http://www.prweb.com/releases/2010/02/prweb3657524.htm

To raise self-esteem. It’s really hard to feel bad about yourself when you are helping someone else. This can be done through peer tutoring, peer modeling etc.- but you can also let them be in charge of philanthropy efforts (counting can and box donations for the food pantry) announcing over the intercom how many pounds of donations have been brought in to the school etc. You can also let them play on [www.freerice.com](http://www.freerice.com) and earn free rice for a third world country.

**PIRATES**

http://www.slideshare.net/monroeslc/pirates-test-taking-strategies

To help with academics. We use PIRATES to introduce people to the Kansas Learning Strategies. [http://www.ku-crl.org/sim/strategies.shtml](http://www.ku-crl.org/sim/strategies.shtml) - It’s actually now called SIM – Strategic Intervention Model. Wonderful program.

**Power Cards**

http://tinyurl.com/powercards4bx

Verbal Aggression is one of the behaviors you can address with a power card. The front of the card has a topic of interest to them- the back of the card tells them what to do when they are angry, frustrated, or want attention. I make 12 of them the first time and laminate them because the student will lose them from time to time- that way you have a spare.

You could also write: I feel _____________ when __________________. I need __________________________, As a sentence to help the student make their point in a more socially acceptable way.
| — Pre-Teaching Anticipatory Set  
http://tinyurl.com/anticipatorysets | For students who struggle **academically**, or are **shy**. As part of check-in/check-out, the student should be taught the answer to the anticipatory set question or activity. This will make the student feel like they know the answer to the next question. |
| --- | --- |
| — Proprioceptive Input  
http://sensorysmarts.com/sensory_diet_activities.html | For students who need **sensory input**. We all need this. Activities that let us know where our body is in time and space. As adults, we have figured out socially appropriate ways to do this- twiddling our foot up and down, shifting in our seat and so on. We need to help students figure out how to engage in this – it helps them pay attention. Padding their chairs, putting therapy banding between the two front chair legs and teaching the students how to bounce their feet up and down on the banding, how to shift in their seats will help keep them seated and paying attention. |
| — Proximity  
http://tinyurl.com/proximityasteachingtool | **Disruptive Outbursts and just for general classroom management.** Teachers should use proximity and I believe if the room is set up in a semi-circle with the teacher in the middle, the students will all be in close proximity to the teacher. No child should be more than a step or two away from the students. |
| — Quality Assurance Techs (QATs) | **Students who rush through their work just to be finished.** Make QAT rubrics (anchor charts) that hang above the turn-in box. Ask students to check their work against the QAT rubric (Name on paper, neat writing, all answers filled in, details, answers double checked etc.) Make QAT one of your class jobs. Get them some white gloves for the white glove test. Several times a day, have them go over and pull papers from the bin to make sure they all have names, all answers filled in etc. The students are not grading the papers, they are just seeing that all the I’s are dotted and the t’s are crossed. |
### Refrigerator Tubing for Kids Who Chew on Pencils

Students who chew on their pencils because of anxiety. Take a pencil with you to a lumber yard and ask where the refrigerator tubing is located. Figure out which one fits on the end of a pencil and purchase a yard or two of it. It’s going to cost you less than $5. Push it on top of the pencil and cut it off even with the eraser. Then push it down a bit further so the eraser is free to be used. This will keep the student from chewing up the metal and chewing on the wood of the pencil. The tubing is food grade so it’s safe.

### Response Cost and Why It Doesn’t Work

Response cost is when a student is given something and then if they misbehave, it is taken away. If response cost worked, there would be no one in jail. It works for 75% of the student population, but these are the students we do not have any problems with at all. It does not work on the 25% of the students who need modifications. I always have a first year teacher in my college courses who come up and say, “But it’s working for me.” I always say, “Go ahead and use it and let me know if it stops working.” Before the end of every semester, they always come up and tell me it stopped working.

### Restructuring the Day

Academic Intervention. Weatherford High School restructured their day and built an extra 30 minutes into the day. Students get an hour for lunch. 30 minutes to eat and 30 minutes to do one of two things. If the student is making an A, B, or C they are allowed to take a fun class, study, work on computer projects. If the students are making a D or F they get to go spend a whole week with the teacher whose class, they are failing. Teachers love it because they get to work one on one or two with the students who are struggling and get them caught up.

### Right Ear

For Non-Compliance. Offering equal choices in the right ear or on the right side of student will net great results. The right ear is connected to the left side of the brain. This is where language is processed and the student is more likely to comply when the information is offered on the right ear.
<p>| — Rolling Alarm Clock (Clocky) <a href="http://tinyurl.com/clockytardies">http://tinyurl.com/clockytardies</a> | For students who are habitually tardy. This is a great clock that when you set the alarm, it rolls off the table and rolls around the room when the alarm goes off. The student has to get up to turn it off. It helps them being on time to school. There is a new rug coming out that sits beside the bed. It is an alarm and will not stop buzzing until there are two feet standing on the rug. 😊 |
| — Satiation – Why Reinforcements Don’t Work Forever [<a href="http://tinyurl.com/satiationnmaterial">http://tinyurl.com/satiationnmaterial</a> rewards](<a href="http://tinyurl.com/satiationnmaterial">http://tinyurl.com/satiationnmaterial</a> rewards) | About Reinforcements. Some schools and teachers use the same reinforcements all year. I like cherry pie, but if I ate it every day– eventually, I wouldn’t like it any longer. On Behavior Doctor’s website, there are 32 pages of free reinforcements on the material download page. It’s easy to change up the reinforcements. |
| — Saturday Detention- Not Out of School Suspension <a href="http://tinyurl.com/kykotc2">http://tinyurl.com/kykotc2</a> | Instead of out of school detentions. I would like to see out of school detention outlawed. Most of the kids who get out of school detention don’t want to be at school anyway. (Well that’s not exactly true– with all the zero tolerance over reactions that are going on– innocent children are being sent home). Case in point – a three-year-old suspended for 3 days for sneaking a cheese sandwich to school. A six-year-old being suspended for chewing his pop tart into the shape of a gun and saying “pew pew” now has a weapons charge on his record. Assign Saturday detention– especially for kids who play sports on Saturday this will be a real deterrent. |
| — Screening (Decreasing Peer Attention) <a href="http://www.positiveparentingsolutions.com/parenting/public-tantrums">http://www.positiveparentingsolutions.com/parenting/public-tantrums</a> | When a student drops on the floor and has a tantrum— every adult that walks by will ask them to get up (tons of adult attention) and every student that walks by will give them attention. Put up a blue padded mat from the PE room so no one can see the student who has dropped on the floor. This will keep the student from getting attention and should stop the tantrums if the function of the tantrum is to get attention. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating Choices</td>
<td>There should be some kind of cushion on the chair. Especially little boys whose tailbones have no pocket of fat between their tailbone and the hard surface we are asking them to sit on. This is also true for the students with <strong>ADHD, Sensory Integration Disorder, and/or Autism.</strong></td>
<td><a href="http://tinyurl.com/wobblechair">http://tinyurl.com/wobblechair</a>  <a href="http://tinyurl.com/balancedisks">http://tinyurl.com/balancedisks</a></td>
</tr>
<tr>
<td>Secret Signals</td>
<td><strong>Minor disruptive behaviors.</strong> Instead of calling students down for inappropriate behavior, keep them after for a few minutes or eat lunch with them and teach them a secret signal that means “cut it out”. If you don’t embarrass them in front of their peers many times they will stop the behavior. Tugging on your ear, two taps of the chair leg etc.</td>
<td><a href="http://tinyurl.com/secretsignals4teachers">http://tinyurl.com/secretsignals4teachers</a></td>
</tr>
<tr>
<td>Self-Calming Techniques</td>
<td><strong>Anxiety, Anger, or Stress.</strong> Teach students how to calm themselves down using breathing techniques, stress balls, cognitive behavior modification etc.</td>
<td><a href="http://tinyurl.com/selfregulationtips">http://tinyurl.com/selfregulationtips</a></td>
</tr>
<tr>
<td>Sensory Break</td>
<td><strong>Need for sensory input-</strong> We all need breaks and sometimes the classroom becomes so focused on meeting core curriculum, we forget to give kids a brain break. If we have just taught them a huge chunk of information, we need to let that digest by giving them a sensory break- this is for the neurotypical students. The students with autism or sensory integration disorder need sensory breaks more frequently. The occupational therapist in the district can help you determine which sensory break is appropriate for each student.</td>
<td><a href="http://tinyurl.com/sensorybreaks">http://tinyurl.com/sensorybreaks</a></td>
</tr>
<tr>
<td>Sensory Diet</td>
<td><strong>Sensory Input.</strong> This has nothing to do with eating 😊 A sensory diet is a schedule that builds in the sensory breaks prior to each activity. It is based on what the student needs prior to each upcoming activity.</td>
<td><a href="http://sensorysmarts.com/sensory_diet_activities.html">http://sensorysmarts.com/sensory_diet_activities.html</a></td>
</tr>
<tr>
<td>Social Autopsy</td>
<td><strong>For aggression (mild), disruptive behaviors, or poor judgment in social skills.</strong> Under materials download on <a href="http://www.behaviordoctor.org">www.behaviordoctor.org</a>, I have samples of social autopsies. I like them so much better than think sheets because they focus on proactive changes for the student to think about paired with cues to use the sheet when needed.</td>
<td><a href="http://www.ricklavoie.com/competart.html">http://www.ricklavoie.com/competart.html</a></td>
</tr>
</tbody>
</table>
| — Social Skills Training  
http://www.socialskillstrainingproject.com/ | For children who have few social skills. When I taught Kindergarten back in the 1980’s the core curriculum in Kindergarten was teaching social skills. People ask me now why kids have worse behavior. I don’t actually think kids are worse now than they used to be- but we have condensed the curriculum down so far that we teach reading and math skills in kindergarten now instead of social skills. We have to start teaching social skills mixed in with our curriculum if we want students to know how to work peacefully etc. |
| — Spritzing the Room  
http://tinyurl.com/calmingspritzer | Revving up or slowing down the internal engines. We can change the mood of the room by spritzing before the students come in (don’t do this with the students in the room). Peppermint extract mixed in the water will wake the students up. Lavender oil mixed with the water will calm the students down. |
| — Step-Up Program  
http://ethics4schools.com/counseling/ | Anti-bullying program. I love this program. You will make a video using your own students. Check out this great bully proofing program. There is a song and a great presentation on what bullying really is. |
| — Stop, Walk, and Talk  
http://pbis.org/school/bully_prevention.aspx  
http://tinyurl.com/stopwalktalk | Anti-bullying. This is a free 49-page booklet you can download and use in your school to stop bullying within a PBIS school. It would work for any school- not just PBIS schools. |
| — Student Engagement  
http://tinyurl.com/studentengagementmaierson | Disengaged students. It’s so important to get kids hooked in. In the DuFour book on “Whatever it Takes”, the authors talk about how important it is to make sure all the students are connected. Make sure you have enough clubs and organizations for all the students to join. One of the schools in the book requires all students to join a club. |
| — Student Self-Progress Monitoring  
https://www.interventioncentral.org/self_management_self_monitoring | Low Academic or Behavioral Proficiency. John Hattie says the number one intervention for changing behavior and academics is students monitoring their own progress. |
<p>| — Student Voice | To increase student buy-in. This was one of the most fun projects I ever engaged in for SWPBIS. We met with students and trained them before we trained the adults. We had the students attend the two-day training on PBIS. At first the principals were not happy about that idea- they ended up loving it and found out such great information from the students. |
| — Student/Teacher Rating Sheet | Works well for many behaviors you wish to target. This has been my most popular tool. I think it works better than the ones where the teacher just gives a student a grade for their behavior because the student just thinks, ‘My teacher gave me a ‘2’- not I earned a “2”. I also believe in using 3-2-1 and not 2-1-0. I don’t believe we should give students a 0 to talk about their behavior. They begin to believe they are a zero and that’s the way they act. |
| — Taking Off Shoes and Wiggling Toes | Taking off your shoes and wiggling your toes reduces anxiety. In Iceland, Korea, New Zealand, and Australia- I found the students were barefoot. Interesting that all these countries beat us in resilience and many times beat us in academic achievement. |
| — Teacher Helper | For off task behavior, non-compliance, or students who need proprioceptive input. Teacher helper is a great tool to keep students engaged and on task. |
| — Three B’s (Be Quick, Be Quiet, Be Gone) | General Classroom Management. I love the three “B’s” I learned this from Dave Cihak at Georgia State University. Be Quick, Be Quiet, Be Gone. Instead of towering over a student and going on and on about a behavior, whisper so no one else can hear and say what you need to and then get away. |
| — Three Stars and a Wish | Academic Improvement in Writing. John Morris from Haverham England invented this. It can be used in two ways. One is with writing. Each piece that is turned in should have 3 stars (3 great things pointed out) and one wish- one thing to build on to redo the paper. The student keeps redoing the paper until it is perfect. Using same method each time. |</p>
<table>
<thead>
<tr>
<th>Three Stars and Wish Alternative</th>
<th>Social connection between students &amp; adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>The other way is to have the students write down three things that went well this week and one thing they wish had gone better. This is turned in to the teacher to learn what might be bothering the student and be able to intervene.</td>
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</tbody>
</table>

— **TIPP** (Teach, Imprint, Practice, Praise)  
[http://preview.tinyurl.com/redzonestategies](http://preview.tinyurl.com/redzonestategies)  
**General Classroom Management.** This is my mnemonic to help teachers remember how to teach behavior the same way we teach academics.

— **Token Economy**  
[http://tinyurl.com/tokeneconomies4room](http://tinyurl.com/tokeneconomies4room)  
**General Classroom Management.** Token Economies have received a bum rap. Token economies are not supposed to be paid with toys, candy, or gum. Token economies are supposed to pay off with the function of the behavior.

— **Transition Cueing**  
[http://www.nwresd.k12.or.us/autism/UsingaTransitionCue.html](http://www.nwresd.k12.or.us/autism/UsingaTransitionCue.html)  
**General Classroom Management and for students who have difficulty with transitions.** Change is hard- think about yourself. For some of our students, changing every 30 minutes or every 55 minutes is too much on their system. We need to give them cues that the transition is coming up. This is one of the reasons children with autism do so much better with visual schedules. I like to use music to cue students. Play a xylophone ding about 5 minutes from the end of the current work time. This will help the student cue into a change that is coming. You can also give verbal cues. “We will be stopping in 5 minutes”.

— **TUMS** (Touch, Use Name, Make eye contact, Smile)  
**General Classroom Management**  
Touch the students (hand shake, fist bump, high five)  
Use their name in a positive way (label something personal about them. “Jenny, how was your sister’s birthday last night?”)  
Make Eye Contact- We have decreased eye contact by 62% since the 1950’s.  
Smile- We have decreased smiling because we are so busy thinking about what we have to do next.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Screening of Classrooms</strong>&lt;br&gt;Www.Behaviordoctor.org - Materials download&lt;br&gt;Excel tool for graphing universal screening.</td>
<td><strong>General Classroom Management</strong>&lt;br&gt;This tool helps us rank who needs red zone services, yellow zone services and who is fine with the green zone services.</td>
</tr>
<tr>
<td><strong>Using Lavender to Decrease Anxiety</strong>&lt;br&gt;<a href="http://www.naturalmedicinejournal.com/article_content.asp?article=289">http://www.naturalmedicinejournal.com/article_content.asp?article=289</a></td>
<td><strong>Decreasing Anxiety</strong>. This is the research behind spritzing the room with lavender discussed earlier.</td>
</tr>
<tr>
<td><strong>Using Mint to Increase Alertness</strong>&lt;br&gt;<a href="http://tinyurl.com/peppermintwakeup">http://tinyurl.com/peppermintwakeup</a></td>
<td><strong>Increasing Alertness</strong>. This is the research behind spritzing the room with peppermint extract discussed earlier.</td>
</tr>
<tr>
<td><strong>Vanna White</strong></td>
<td>When you have a student who has a <strong>hard time transitioning</strong>, put them in charge of the transition for the whole class. Make them Vanna White of the daily schedule.</td>
</tr>
<tr>
<td><strong>Vibrating Watch</strong>&lt;br&gt;<a href="http://www.eseasongear.com/viviwa.html">http://www.eseasongear.com/viviwa.html</a></td>
<td>Originally used for potty training. Discovered it works well for students with <strong>ADHD</strong> to remind them to <strong>pay attention</strong>. I also use it as a reminder to catch kids being good.</td>
</tr>
<tr>
<td><strong>Video Modeling</strong>&lt;br&gt;<a href="http://tinyurl.com/videomodeling4students">http://tinyurl.com/videomodeling4students</a>&lt;br&gt;<a href="http://tinyurl.com/schoolbasedvideomodeling">http://tinyurl.com/schoolbasedvideomodeling</a></td>
<td><strong>Works for many different behaviors. Classroom Management Strategy</strong>. Tons of research on how effective video modeling is on changing behavior. You can find tons of great models on <a href="http://www.pbisvideos.com">www.pbisvideos.com</a></td>
</tr>
<tr>
<td><strong>Video Self-Modeling</strong>&lt;br&gt;<a href="http://www.siskin.org/www/docs/12/">http://www.siskin.org/www/docs/12/</a></td>
<td><strong>To teach new behaviors</strong>. Video self-modeling has been in the research for a long time - but it has been very popular since 2003. Almost every journal has at least one article about it. This is done by using the student as the main actor. Only the appropriate behavior is shown and labeled.</td>
</tr>
<tr>
<td><strong>Visual Schedule</strong>&lt;br&gt;<a href="http://tinyurl.com/visualschedules4class">http://tinyurl.com/visualschedules4class</a></td>
<td><strong>For students who have trouble with transitions</strong>. We all like to cross off “to do” lists. Our students with special needs actually thrive well on this. The link on the left has great samples of visual schedules.</td>
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<tr>
<td>Section</td>
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<tr>
<td><strong>Visualization Strategies</strong></td>
<td>To Decrease Tantrums. Visualizing the proper behavior, the proper way to work a problem is a valuable technique we need to teach to students. Much like a runner visualizes themselves crossing the finish line, the student visualizes themselves calming down, doing their work, or engaging in appropriate behavior.</td>
</tr>
<tr>
<td><strong>Voice Level- using ruler</strong></td>
<td>For loud talkers. I use a ruler to teach students how loud to talk. A zero-inch voice means no talking- my ear could be next to their lips and I wouldn’t hear anything. A three-inch voice means the student would be whispering. A six-inch voice is a soft voice and so on.</td>
</tr>
<tr>
<td><strong>Walk and Talk</strong></td>
<td>To Decrease Tantrums. One of the best ways to calm a student down and give them some proprioceptive input is to allow them to walk around the hallways for a few minutes with an available adult. Just walk and talk.</td>
</tr>
<tr>
<td><strong>Whole Brain Teaching</strong></td>
<td>To increase on task behavior and student engagement. I just love Chris Biffle’s Whole Brain Teaching. It’s a way to engage all the students, no student is off task, and topics are taught in small chunks.</td>
</tr>
<tr>
<td><strong>Writing About Anxiety for Ten Minutes</strong></td>
<td>Anxiety. The University of Chicago has found that writing about your anxiety for ten minutes reduces anxiety. Many teachers have the students do this and then take the writing and wad it up and throw it away- like “I’m done with worrying about that.”</td>
</tr>
<tr>
<td><strong>Yoga Breathing</strong></td>
<td>Anxiety, Anger, Stress. Teach students how to regulate themselves by using yoga breathing. It brings oxygen to the frontal cortex instead of leaving the student with only a brain stem to do the thinking.</td>
</tr>
</tbody>
</table>
Chapter Seven: Using Literature to Teach Social Skills

One of the best ways to teach social skills is through literature. Students can read or hear stories that start great discussion, lead to writing assignments, help cooperative group activities, and give students visualizations that will stay with them for life. Many of the elementary level books could be used with secondary students as a way for them to do fractured fairy tale type stories that teach through a writing assignment. One of the things we found our middle school students really loved participating in was taking a little kid’s story and fracturing it in a different way to teach a lesson. They especially loved performing the stories for the younger students. While teaching, we actually learn the most. We felt our students learned more in teaching the younger students through the plays and stories they wrote than we could have ever taught them in a lecture.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Age Level</th>
<th>Synopsis</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Minute Life Lessons for Kids: 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values</td>
<td>Miller, J.</td>
<td>Ages 5-13</td>
<td>52 playful and easy to understand activities to help parents teach children moral lessons that they won't forget. A child says, &quot;I hear and I forget, I see and I remember, I do and I understand.&quot; <em>10-Minute Life Lessons for Kids</em> is a book about seeing and doing—a book that gives parents the ability to teach the powerful principles of honesty, trust, generosity, love, and other values. Children will discover the objectives themselves as they actively participate in fun games and activities.</td>
<td></td>
</tr>
<tr>
<td>A Bad Case of Stripes</td>
<td>Shannon, D.</td>
<td>Ages 4-8</td>
<td>In order to ensure her popularity, Camilla Cream always does what is expected, until the day arrives when she no longer recognizes herself. Use to talk about the importance of being true to yourself.</td>
<td></td>
</tr>
<tr>
<td>A Big Fat Enormous Lie</td>
<td>Sharmat, M</td>
<td>Pre-K through Sixth</td>
<td>A child’s simple lie grows to enormous proportions. Use it to talk about telling the truth.</td>
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<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Summary</td>
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<tr>
<td>A Country Far Away</td>
<td>Gray, N.</td>
<td>9-12</td>
<td>An ordinary day in the lives of two boys, one from an African village and one from a modern city, reveal similarities and differences. Use to teach differences and respect for those differences.</td>
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<tr>
<td>A Day's Work</td>
<td>Bunting, E.</td>
<td>4-8</td>
<td>When Francisco tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something valuable to teach Francisco. Use it to teach looking for the goodness in everyone.</td>
<td></td>
</tr>
<tr>
<td>A Friend for Growl Bear</td>
<td>Austin, M</td>
<td>9-12</td>
<td>None of the animals in the forest will play with a little bear because they misinterpret his growls for aggression. Use this to teach the importance of intonation when speaking with others.</td>
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<tr>
<td>A Ride on Mother's Back: A Day of Baby Carrying Around the World</td>
<td>Bernhard, E.</td>
<td>4-8</td>
<td>Explores the ways in which people from a variety of cultures carry their young ones, and describes what children see and learn as they are carried. Use to talk about different cultures and respecting each other.</td>
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<tr>
<td>A Weekend with Wendell</td>
<td>Henkes, K.</td>
<td>4-8</td>
<td>Sophie does not enjoy energetic, assertive Wendell's weekend visit until she learns to assert herself and finds out Wendell can be fun to play with after all. Looking for the gifts in everyone.</td>
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<tr>
<td>Across the Alley</td>
<td>Michelson, R.</td>
<td>4-8</td>
<td>Abe's grandfather wants him to be a violinist while Wille's father plans for him to be a great baseball pitcher, but it turns out that the two boys are more talented when they switch hobbies. Use this to talk about finding your gifts.</td>
<td></td>
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<tr>
<td>Across Five Aprils</td>
<td>Hunt, I.</td>
<td>Teenage</td>
<td>Civil War Era- The novel reflects family frailties and the difficulty of growing up against a background of political upheaval. Key themes include the futility of aggression, leadership, loyalty, and problem solving.</td>
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<tr>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad Day</td>
<td>Viorst, J.</td>
<td>4-8</td>
<td>On a day when everything goes wrong for him, Alexander is consoled by the thought that other people have bad days too. Use this to talk about how to accept when things do not go your way.</td>
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<tr>
<td>Title</td>
<td>Author</td>
<td>Age Group</td>
<td>Summary</td>
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<td>Title</td>
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<tr>
<td>Around the World</td>
<td>Coy, J.</td>
<td>9-12</td>
<td>Portrays a gritty game of street basketball, &quot;Around the world,&quot; being played literally around the world, from New York to Australia to China, and elsewhere, and then back to New York. Use this to talk about cooperation and teamwork.</td>
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<tr>
<td>Bad Apple</td>
<td>Hemingway, E.</td>
<td>3-5</td>
<td>An apple befriends a worm and his friends start making fun of him. This book can be used to teach students about standing up to bullies.</td>
<td></td>
</tr>
<tr>
<td>Badness for Beginners</td>
<td>Whybrow, I</td>
<td>4-8</td>
<td>A book to read to students on manners. It is a funny book and uses humor to teach.</td>
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</tr>
<tr>
<td>Because Brian Hugged his Mother</td>
<td>Rice, D.</td>
<td>4-8</td>
<td>When Brian hugs his mother one morning, he starts a chain reaction of kindness that spreads throughout the town and eventually comes back to him. Use this to talk about paying it forward.</td>
<td></td>
</tr>
<tr>
<td>Because of Mr. Terupt</td>
<td>Buyea, R</td>
<td>8-12</td>
<td>Great insight into different personalities. Could be a great discussion starter about accepting each person in the class and understanding that there is more than what we see at school.</td>
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<tr>
<td>Being Angry</td>
<td>Johnson, J.</td>
<td>9-12</td>
<td>Five young people discuss what makes them angry and the experiences they have while feeling anger. Use this to discuss handling emotions.</td>
<td></td>
</tr>
<tr>
<td>Being Friends</td>
<td>Beaumont, K.</td>
<td>Kindergarten-First</td>
<td>Two very different girls find that the joy of being friends enables them to share their various likes and dislikes. Use this to talk about celebrating our similarities and dissimilarities.</td>
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</tr>
<tr>
<td>Berlioz the Bear</td>
<td>Brett, J.</td>
<td>4-8</td>
<td>Berlioz and his fellow musicians are due to play for the town ball when the mule pulling their bandwagon refuses to move. A strange buzzing in Berlioz's double bass turns into a surprise that saves the day. Use this to talk about silver linings.</td>
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</tr>
<tr>
<td>Big Black Bear</td>
<td>Yee, W</td>
<td>4-8</td>
<td>A black bear with no manners comes to visit a little girl at home and makes a mess, but another visitor helps him see the error of his ways. Use this to talk about good manners.</td>
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<tr>
<td>Book Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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<tr>
<td>Big Mean Mike</td>
<td>Knudsen, M.</td>
<td>Ages 4-8</td>
<td>Big Mean Mike is the toughest guy in the neighborhood. A fluffy little bunny shows up in his car and he doesn’t want to hang out with him because tough guys aren’t supposed to hang out with fluffy characters. This is a book about being your own quirky self and not living up to some image.</td>
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</tr>
<tr>
<td>Black Is Brown Is Tan</td>
<td>Adoff, A.</td>
<td>Ages 4-8</td>
<td>Describes in poetic form a family with a brown-skinned mother, light-skinned father, two children, and their various relatives. Use this to talk about accepting everyone as a person.</td>
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</tbody>
</table>
| Books to Grow By Treasury  | Curtis, J.L.      | Ages 4-8 | I’m Gonna Like Me: Letting Off a Little Self-Esteem  
• Returning things to their rightful owner  
• Liking yourself  
• Making mistakes                                                                 |
<p>| Bootsie Barker Bites       | Bottner, B        | Baby-Pre-school | Bootsie Barker only wants to play games in which she bites, until one day her friend comes up with a better game. Use this to talk about not biting or hurting our friends.                     |
| Bridge to Terabithia       | Paterson, K       | Young Adult | Classic tale that can be used to discuss: Teasing by classmates, friendships, respect and death.                                                                                                           |
| Bringing the Rain to Kapiti Plain | Retold by Aardema, V. | Ages 4-8 | A cumulative rhyme relating how Ki-pat brought rain to the drought-stricken Kapiti Plain. Use this to talk about contributions to the team.                                                                |
| Bullies And Gangs          | Johnson, J.       | Ages 4-8 | Discusses why people bully others, who they pick, and how to cope with the problems of being bullied.                                                                                                       |
| Bunny Cakes                | Wells, R.         | Baby-Pre-school | In making a cake for Grandma’s birthday, Max goes shopping. When the grocer can’t read all of the shopping list, Max solves the problem by drawing a picture. Use this to talk about being helpful.                     |
| Can I Help?                | Janovitz, M.      | Ages 4-8 | A little wolf’s father gratefully accepts his son’s offer to work with him in the garden, even though the cub is sometimes more of a hindrance than a help. Use this to talk about helping others. |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Age Group</th>
<th>Description</th>
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<tbody>
<tr>
<td>Can You Say Peace?</td>
<td>Katz, Karen</td>
<td>Ages 4-8</td>
<td>Every September 21 on the International Day of Peace, children around the world wish in many different languages for peace. Use this in September to talk about what Peace is and how your students can help.</td>
</tr>
<tr>
<td>Cat and Mouse</td>
<td>Bogacki, T.</td>
<td>Ages 4-8</td>
<td>An unusual friendship results when one little cat and one little mouse fail to pay attention while their mothers teach their children about the world. Use this to talk about paying attention.</td>
</tr>
<tr>
<td>Catcher in the Rye</td>
<td>Salinger, J.D.</td>
<td>Teen</td>
<td>The overall message of this book is the need to be connected to others. This could also be used to talk about being authentic- vs. being a phony.</td>
</tr>
<tr>
<td>Celebrate! Connections Among Cultures</td>
<td>Reynolds, J.</td>
<td>Ages 9-12</td>
<td>Photo-essay that explores the similarities among celebration rituals in several indigenous cultures around the world and compares them with celebrations in the United States. Includes a map and an author's note. Use this to celebrate uniqueness and similarities.</td>
</tr>
<tr>
<td>Children Just Like Me</td>
<td>Kindersley, B.</td>
<td>Ages 9-12</td>
<td>Photographs and text depict the homes, schools, family life, and culture of young people around the world. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Chrysanthemum</td>
<td>Henkes, K.</td>
<td>Ages 4-8</td>
<td>Chrysanthemum loves her name, until she starts going to school and the other students make fun of it. Use this to talk about teasing and how hurtful it is.</td>
</tr>
<tr>
<td>Chubbo's Pool</td>
<td>Lewin, B</td>
<td>Ages 4-8</td>
<td>A selfish hippopotamus, who will not share his pool with the other animals, learns a lesson about cooperation and sharing. Use this to talk about cooperation and sharing.</td>
</tr>
<tr>
<td>City Green</td>
<td>DiSalvo-Ryan, D</td>
<td>Ages 4-8</td>
<td>Marcy and Miss Rosa start a campaign to clean up an empty lot and turn it into a community garden. Use this to talk about teamwork.</td>
</tr>
<tr>
<td>Clean Your Room, Harvey Moon!</td>
<td>Cummings, P.</td>
<td>Ages 4-8</td>
<td>Harvey tackles a big job: cleaning his room. Use this to talk about organization.</td>
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<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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<tr>
<td>Clifford's Good Deeds</td>
<td>Bridwell, N.</td>
<td>Ages 4-8</td>
<td>Clifford has a good heart, but whenever he tries to BE RESPONSIBLE and do good deeds for others, they always seem to backfire. In the end, he manages to save two children from a burning house, and then put out the fire. Finally, Clifford is a hero! Use this to talk about responsibility.</td>
</tr>
<tr>
<td>Dance, Tanya</td>
<td>Gauch, P</td>
<td>Ages 4-8</td>
<td>Tanya loves ballet dancing, repeating the moves she sees her older sister using, and soon Tanya is big enough to go to ballet class herself. Use this to talk about the importance of practicing in anything you want to improve.</td>
</tr>
<tr>
<td>Dealing With Arguments</td>
<td>Adams, L.</td>
<td>Ages 9-12</td>
<td>Discusses what arguments are, how they begin, and ways to solve disagreements without fighting. Good to use for problem solving strategies.</td>
</tr>
<tr>
<td>Dealing With Competitiveness</td>
<td>Middleton, D.</td>
<td>Young Adult</td>
<td>Explains competition, its importance, and how to be a good winner as well as a good loser. Use this to talk about competition.</td>
</tr>
<tr>
<td>Dealing With Hurt Feelings</td>
<td>Adams, L.</td>
<td>Ages 4-8</td>
<td>Ideas about what to do when your feelings get hurt or when you hurt someone else's feelings. Use this to discuss feelings with students.</td>
</tr>
<tr>
<td>Dealing With Insults</td>
<td>Johnston, M.</td>
<td>Ages 4-8</td>
<td>Explains why some people use words that hurt others, how one can avoid insulting others, and how to productively respond to insults. Use this to talk about bullying.</td>
</tr>
<tr>
<td>Dealing with Someone Who is Selfish</td>
<td>Middleton, D.</td>
<td>Ages 9-12</td>
<td>Discusses the nature and effects of selfishness and how to deal with someone who is selfish. Use this to talk about sharing.</td>
</tr>
<tr>
<td>Dealing With Someone Who Won't Listen</td>
<td>Adams, L.</td>
<td>Ages 9-12</td>
<td>Discusses the nature of listening, the problem of dealing with someone who will not listen, and what to do about it. Use this to talk about the importance of listening and being in the moment.</td>
</tr>
<tr>
<td>Dealing with Teasing</td>
<td>Adams, L.</td>
<td>Ages 9-12</td>
<td>Discusses why people tease, the difference between affectionate and cruel teasing, and offers suggestions for how to deal with the latter. Use this to talk about bullying.</td>
</tr>
<tr>
<td>Decibella and her six inch voice</td>
<td>Cook J.</td>
<td>Ages 5-9</td>
<td>Another great book from Julia Cook to talk about voice level with students. It’s entertaining and educational.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
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</tr>
<tr>
<td>Different Just Like Me</td>
<td>Mitchell, L.</td>
<td>Baby to Pre-school</td>
<td>While preparing for a visit to her grandmother, a young girl notices that, like the flowers in Grammie's garden, people who are different from one another also share similarities and it's okay to like them all the same. Use this to talk about diversity.</td>
</tr>
<tr>
<td>Don't Laugh at Me</td>
<td>Seskin, S.</td>
<td>Ages 4-8</td>
<td>This is a religious book for parochial schools or nursery schools to talk about how we are all alike on the inside.</td>
</tr>
<tr>
<td>Don’t Worry Douglas</td>
<td>Melling, D.</td>
<td>Ages 4-8</td>
<td>Great story on telling the truth. Good to use as an introduction to telling the truth. Great illustration and endearing character.</td>
</tr>
<tr>
<td>Elves and the Shoemaker</td>
<td>Various retellers</td>
<td>Ages 4-8</td>
<td>A pair of helpful elves bring prosperity to a kindly shoemaker and his wife. Use this to talk about being helpful.</td>
</tr>
<tr>
<td>Enemy Pie</td>
<td>Munson, D.</td>
<td>Ages 4-8</td>
<td>Hoping that an “enemy pie” will help him get rid of his enemy, a boy finds that instead it helps make a new friend. Use this to talk about how to make friends.</td>
</tr>
<tr>
<td>Farewell to Arms</td>
<td>Hemingway, H.</td>
<td>Teen</td>
<td>Teaches: Having Compassion and Courage, Expressing Loyalty, Striving for Peace, and Telling the Truth.</td>
</tr>
<tr>
<td>Feelings</td>
<td>Aliki</td>
<td>Ages 4-8</td>
<td>Pictures, dialogs, poems, and stories portray various emotions we all feel: jealousy, sadness, fear, anger, joy, love, and others. Use this to talk about feelings.</td>
</tr>
<tr>
<td>Feelings and Manners</td>
<td>Time Life Books</td>
<td>Ages 4-8</td>
<td>Explains why there are rules for behavior and examines common feelings and values by answering such questions as: &quot;Why do I have to share my toys?&quot; &quot;Why do people argue?&quot; and &quot;What is playing fair?&quot;</td>
</tr>
<tr>
<td>Felicity: An American Girl</td>
<td>Tripp, V.</td>
<td>Ages 9-12</td>
<td>Felicity is questioning what’s right and what’s wrong. Change is in the air as some colonists—like Felicity’s father and his apprentice, Ben—take steps toward independence from the king of England. Others—like Felicity’s dear grandfather and her best friend, Elizabeth—are shocked that anyone would question the rule of the king. How can Felicity choose a side when she knows it means</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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</tr>
<tr>
<td><strong>Fishing Day</strong></td>
<td>Pinkney, A.</td>
<td>Ages 4-9</td>
<td>When Reenie and her mother, who are African Americans, go fishing, Reenie decides to share the secret of their success with their needy white neighbors. Use this to talk about diversity.</td>
</tr>
<tr>
<td><strong>Flowers for Algernon</strong></td>
<td>Keyes, D.</td>
<td>Teen</td>
<td>Teaches respect for others through a story of a man who has intellectual disabilities but wants to be smart more than anything. Use this to talk about respect, and accepting others for who they are.</td>
</tr>
<tr>
<td><strong>Frog and Toad are Friends</strong></td>
<td>Lobel, A.</td>
<td>Ages 4-8</td>
<td>Frog and Toad agreed: it was a perfect day for a swim. And Frog was kind enough not to look at Toad in his bathing suit, per Toad’s request. But when the swimming was over, a crowd had gathered to see Toad in his funny-looking suit, and neither Frog nor Toad could make them leave. Use this to talk about not hurting others’ feelings.</td>
</tr>
<tr>
<td><strong>Grandparents Song</strong></td>
<td>Hamanaka, S.</td>
<td>Ages 4-8</td>
<td>A rhyming celebration of ancestry and of the diversity that flourishes in this country. Use this to celebrate diversity.</td>
</tr>
<tr>
<td><strong>Harriet and the Garden</strong></td>
<td>Carlson, N.</td>
<td>Ages 4-8</td>
<td>Harriet feels terrible until she confesses to trampling on a neighbor's garden and ruining a prize dahlia. Use this to talk about owning up to your behaviors.</td>
</tr>
<tr>
<td><strong>Harry in Trouble</strong></td>
<td>Porte, B.</td>
<td>Ages 4-8</td>
<td>Harry is upset about losing his library card, but feels better when he learns that his father and his friend sometimes lose things, too. Use this to talk about ways to be organized.</td>
</tr>
<tr>
<td><strong>Head, Body, Legs: a Story from Liberia</strong></td>
<td>Retold by Won-Ldy Paye and Lippert, M.</td>
<td>Ages 4-8</td>
<td>In this tale from the Dan people of Liberia, Head, Arms, Body, and Legs learn that they do better when they work together. Use this to talk about cooperation and teamwork.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
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<td>Description</td>
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</tr>
<tr>
<td>Hello Gnu, How Do You Do?</td>
<td>Hazen, B.</td>
<td>Ages 9-12</td>
<td>Animal characters show the proper manners of behavior in such areas as visiting or giving a party, writing thank-you notes, and showing common courtesy at home, with friends, or at school. Use this to teach manners.</td>
</tr>
<tr>
<td>Helping Out</td>
<td>Ancona, G.</td>
<td>Ages 4-8</td>
<td>Explores the relationship between adults and children working together in many different settings. Use this to talk about being helpful to others.</td>
</tr>
<tr>
<td>Henry and the Kite Dragon</td>
<td>Hall, B.</td>
<td>Ages 4-8</td>
<td>In New York City in the 1920s, the children from Chinatown go after the children from Little Italy for throwing rocks at the beautiful kites Grandfather Chin makes, not realizing that they have a reason for doing so. Use this to talk about respect.</td>
</tr>
<tr>
<td>Here Comes the Cat</td>
<td>Asch, F.</td>
<td>Ages 4-8</td>
<td>Cat’s arrival causes excitement among residents of a mouse settlement. Use this to talk about acceptance.</td>
</tr>
<tr>
<td>Herman the Helper</td>
<td>Krauss, R</td>
<td>Ages 4-8</td>
<td>Herman the helpful octopus is always willing to assist anyone who needs his help--old or young, friend or enemy. Use this to talk about being helpful.</td>
</tr>
<tr>
<td>Hodge the Hedgehog</td>
<td>Sparkles, A.</td>
<td>Ages 4-8</td>
<td>&quot;Hodge the Hedgehog hogged the hedge; He didn't like to share. The other creatures thought him rude, But Hodge just didn't care.&quot; Hodge the Hedgehog wants the whole hedge for himself - but the other animals in the forest think that Hodge needs to learn how to share! When everyone pitches in to teach Hodge a lesson about friendship, the results are downright silly - and all the animals learn that sharing can save the day! Use this to talk about sharing.</td>
</tr>
<tr>
<td>Hooway for Wodney Wat</td>
<td>Munsinger, L.</td>
<td>Ages 4-8</td>
<td>Rodney can’t pronounce his “R’s” and the other students tease him. He ends up saving the whole class from a big bully. This is about appreciating our differences and celebrating our friends no matter our differences.</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Horrible Harry Moves up to Third Grade</td>
<td>Kline, S.</td>
<td>Ages 4-8</td>
<td>Harry is gross and horrible, and he's still Sidney's sworn enemy. When Sidney is frightened by Harry's pet spider and kills it, war breaks out between the two boys, with their friend Doug caught in the middle. Use this to talk about making and keeping friends.</td>
</tr>
<tr>
<td>Horton Hatches the Egg</td>
<td>Seuss, Dr.</td>
<td>Ages 4-8</td>
<td>When a bird hatching an egg wants a vacation, she asks Horton, the elephant, to sit on her egg—which he does through all sorts of hazards until he is rewarded for doing what he said he would.</td>
</tr>
<tr>
<td>How Rude! Teenagers Guide to Good Manners, Proper Behavior, and How to Not Gross People Out</td>
<td>Packer, A</td>
<td>Teen</td>
<td>This book is drawn from surveys from real teens and is well received by them on how to get ahead in life. It is a good workbook for helping students meet with success in their academic and post academic careers.</td>
</tr>
<tr>
<td>How to Be a Friend</td>
<td>Brown, L</td>
<td>Ages 4-8</td>
<td>Dinosaur characters illustrate the value of friends, how to make friends, and how to be and not to be a good friend. Use this to discuss friendship.</td>
</tr>
<tr>
<td>How To Lose All Your Friends</td>
<td>Carlson, N</td>
<td>Ages 4-8</td>
<td>Offers advice on the kinds of things to do if you don't want to have any friends. Use this to talk about how to be a friend.</td>
</tr>
<tr>
<td>Murder on the Orient Express</td>
<td>Christie, A</td>
<td>Teen</td>
<td>Teaches: Teamwork, Endurance and Justice</td>
</tr>
<tr>
<td>How to Lose All Your Friends</td>
<td>Carlson, N</td>
<td>Ages 3-5</td>
<td>Teaches inappropriate behavior through humor. Children see what bratty behavior looks like and what they should not do. You can use this as the non-example and teach students what good behavior looks like, sounds like, and feels like.</td>
</tr>
<tr>
<td>How to Say No and Keep Your Friends: Peer Pressure Reversal for Teens and Preteens</td>
<td>Scott, S.</td>
<td>Ages 12-19</td>
<td>This practical book for teens and preteens is filled with helpful suggestions, true stories, lively cartoons, and proven effective skills for dealing with all kinds of negative peer pressure. All kids face difficult decisions at some point about things like cheating, fighting, skipping school, stealing, drugs, lying to parents, etc. Sometimes it's hard to just say &quot;no&quot; when their friends are saying &quot;Everybody does it. We won't get caught.&quot;</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Howard B. Wigglebottom Learns About Bullies</td>
<td>Bingkow, H.</td>
<td>Ages 5 &amp; up</td>
<td>At first, Howard doesn’t tell his teacher when he is being bullied and it doesn’t stop. He finally tells his teacher and she helps him feel safe. Great for discussing what you should and shouldn’t share with the teacher.</td>
</tr>
<tr>
<td>Hugo and the Bully Frogs</td>
<td>Simon, F.</td>
<td>Ages 3-8</td>
<td>A shy frog, the victim of bullies, learns to be more assertive. Use this to talk about bullying.</td>
</tr>
<tr>
<td>Hunter’s best Friend at School</td>
<td>Mallone-Elliot, L.</td>
<td>Ages 4-8</td>
<td>Hunter and Stripe are best buddies and do everything the same. When Stripe starts misbehaving, should Hunter go along? Great to talk about peer pressure.</td>
</tr>
<tr>
<td>Hygiene, You Stink!</td>
<td>Cook, J</td>
<td>Ages 4-8</td>
<td>You have to have the help of our good friend Jean to not stink. It’s a great book from Julia Cook to talk about hygiene with students.</td>
</tr>
<tr>
<td>I Am Mad!</td>
<td>Hood, S.</td>
<td>Baby-Preschool</td>
<td>A young girl is upset when her sister messes up her dress. Use this to talk about feelings.</td>
</tr>
<tr>
<td>I Am Me</td>
<td>Kuskin, K.</td>
<td>Ages 4-8</td>
<td>After being told how she resembles other members of her family, a young girl states positively that she is &quot;no one else but me.&quot; Use this to talk about accepting where you came from.</td>
</tr>
<tr>
<td>I Am Special</td>
<td>Parsons, A.</td>
<td>Ages 4-8</td>
<td>Examines the various ways of being an individual, discussing the forming of opinions, friendships, teamwork, competition, and dealing with feelings and differences. Use this to discuss uniqueness.</td>
</tr>
<tr>
<td>I Can Make My World a Safer Place: a Kid's Book About Stopping Violence</td>
<td>Kivel, P.</td>
<td>Ages 9-12</td>
<td>Explains public and private dangers and helps to promote safety, violence prevention, and peace. Use to talk about being safe.</td>
</tr>
<tr>
<td>I Did It, I'm Sorry</td>
<td>Buehner, C.</td>
<td>Ages 4-8</td>
<td>Animal characters encounter dilemmas involving such virtues as honesty, thoughtfulness, and trustworthiness. The reader is invited to select the appropriate behavior from a series of choices. Use this to help students make good decisions.</td>
</tr>
<tr>
<td>I Feel</td>
<td>Ancona, G.</td>
<td>Ages 4-8</td>
<td>A variety of emotions captured in lovely black and white photos. Use this to talk about emotions.</td>
</tr>
<tr>
<td>I Got Community</td>
<td>Cooper, M.</td>
<td>Ages 4-8</td>
<td>A young girl describes, in rhyming verse, how members of her community make her feel loved. Use this to teach community.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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<tr>
<td>I Know a Lady</td>
<td>Zolotow, C.</td>
<td>4-8</td>
<td>Sally describes a loving and lovable old lady in her neighborhood who grows flowers, waves to children when they pass her house, and bakes cookies for them at Christmas. Use this to talk about respecting your elders.</td>
</tr>
<tr>
<td>I Like Me</td>
<td>Carlson, B.</td>
<td>4-8</td>
<td>A pig proves the best friend you can have is yourself. Use this to discuss respecting yourself.</td>
</tr>
<tr>
<td>I Like to Win!</td>
<td>Simon, C.</td>
<td>4-8</td>
<td>Trouble arises between a brother and sister because she always wins the games they play, but then she discovers that she does not have to brag or win all the time. Use this to talk about competition.</td>
</tr>
<tr>
<td>I Was So Mad</td>
<td>Mayer, M.</td>
<td>4-8</td>
<td>A child tries a variety of ways to dissolve anger. Use this to talk about anger issues.</td>
</tr>
<tr>
<td>I'm Bored</td>
<td>Schneider, C.</td>
<td>4-8</td>
<td>Charlie, a little mouse, creates a boredom fighting army to fight the boredom monster. Great to talk to students about occupying their time.</td>
</tr>
<tr>
<td>I'm Not</td>
<td>Smallcomb, P.</td>
<td>4-8</td>
<td>When mischievous Evelyn is sent to the principal’s office for making a bubble-gum statue of him, her friend defends her by saying that Evelyn is an artist. Then everything turns around. Evelyn says she is “stinky at spelling,” and her friend says, “I’m not.” Evelyn is also crummy at karate, scared of the dark, and the “worst at making cookies,” all of which her friend can help with. What they both need is a best pal, always there through thick and thin, which each one finally yells, “I am!” Use this to talk about how friendship is important because we all have something to contribute.</td>
</tr>
<tr>
<td>If You Had to Choose, What Would You Do?</td>
<td>McLeod – Humphrey, S.</td>
<td>6-12</td>
<td>This is an interactive book about moral choices for children 6-12. There are 25 stories about moral dilemmas and the reader is asked what he or she would do in that situation. Each story is also followed by thought questions which stimulate great discussions both in the home and in the classroom. Use this to have some relevant discussions on social skills.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
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</tr>
<tr>
<td>I'm Not Going To Chase The Cat Today</td>
<td>Harper, J.</td>
<td>Baby-Preschool</td>
<td>One day the dog decides not to chase the cat, the cat decides not to chase the mouse, the mouse decides not to chase the lady, and they all have a party. Use this to talk about friendship.</td>
</tr>
<tr>
<td>I'm Sorry</td>
<td>McBratney, S.</td>
<td>Ages 4-8</td>
<td>When one best friend shouts at the other, both are sad and hope the other will apologize. Use this to talk about problem solving differences.</td>
</tr>
<tr>
<td>Incredible Me!</td>
<td>Appelt, K.</td>
<td>Ages 4-8</td>
<td>A girl celebrates her own individuality, from her freckles to her wiggles. Use this to talk about respecting yourself.</td>
</tr>
<tr>
<td>It Takes a Village</td>
<td>Cowen-Fletcher, J.</td>
<td>Ages 4-8</td>
<td>On market day in a Benin village, Yemi tries to watch her little brother and finds that the entire village is watching out for him too. Use this to talk about responsibility.</td>
</tr>
<tr>
<td>It Was Jake!</td>
<td>Jeram, A.</td>
<td>Ages 4-8</td>
<td>Rather than accept the responsibility for his own actions, Danny blames his dog, Jake. Use this to talk about owning your own behavior.</td>
</tr>
<tr>
<td>It's a Spoon, Not a Shovel</td>
<td>Buehner, C.</td>
<td>Ages 4-8</td>
<td>Funny characters present a quiz about manners. Use this to talk about manners.</td>
</tr>
<tr>
<td>It's Back to School We Go: First Day Stories From Around the World</td>
<td>Jackson, E.</td>
<td>Ages 4-8</td>
<td>Describes what the first day of school might be like for a child in Kenya, Kazakhstan, Canada, Australia, Japan, China, Peru, Germany, India, Russia, and the United States. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>It's Just a Game</td>
<td>Farrell, J.</td>
<td>Ages 9-12</td>
<td>A soccer team learns that sports should be played not only to win, but to have fun. Use this to talk about sportsmanship.</td>
</tr>
<tr>
<td>It's Mine!</td>
<td>Lionni, L.</td>
<td>Ages 4-8</td>
<td>Three selfish frogs quarrel over who owns their pond and island, until a storm makes them value the benefits of sharing. Use this to talk about sharing.</td>
</tr>
<tr>
<td>It's Okay to Be Different</td>
<td>Parr, T.</td>
<td>Ages 4-8</td>
<td>Illustrations and brief text describe all kinds of differences that are &quot;okay,&quot; such as &quot;It's Okay to be a different color,&quot; &quot;It's Okay to need some help.&quot; Use this to discuss diversity.</td>
</tr>
<tr>
<td>It's Up to You... What Do You Do?</td>
<td>McLeod – Humphrey, S.</td>
<td>Ages 9-12</td>
<td>This is an interactive book about moral choices for ages 8 and up. There are 25 stories about moral dilemmas and the reader is asked what he or she would do in that situation. Use this to talk about social situations.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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<tr>
<td>It's Your Turn, Roger</td>
<td>Gretz, S.</td>
<td>Ages 4-8</td>
<td>After a pig visits other families to find out who has to help with dinner, he realizes the value of taking his turn to set the dinner table. Use this to discuss the importance of pitching in and helping.</td>
</tr>
<tr>
<td>Jackie's Bat</td>
<td>Lorbiecki, M.</td>
<td>Ages 4-9</td>
<td>Joey, the batboy for the Brooklyn Dodgers in 1947, learns a hard lesson about respect for people of different races after Jackie Robinson joins the team. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Jamaica's Blue Marker</td>
<td>Havill, J.</td>
<td>Ages 4-8</td>
<td>Jamaica thinks her classmate Russell is a pest who is always getting into trouble, but then she discovers he is moving away. Use this to talk about friendship.</td>
</tr>
<tr>
<td>Jamaica's Find</td>
<td>Havill, J.</td>
<td>Ages 4-8</td>
<td>A little girl finds a stuffed animal in the park, and then must choose whether to attempt to find its owner. Use this to talk about doing the right thing.</td>
</tr>
<tr>
<td>Josefina an American Girl</td>
<td>Tripp, V.</td>
<td>Ages 9-12</td>
<td>Emotional conflict of change- Use this to talk about change.</td>
</tr>
<tr>
<td>Katie Did It</td>
<td>McDaniel, B.</td>
<td>Ages 4-8</td>
<td>Katie, the youngest of three children, who gets the blame for everything bad, does something good for a change. Use this to talk about not blaming others.</td>
</tr>
<tr>
<td>Kaya: An American Girl : 1764</td>
<td>Beeler – Shaw, J.</td>
<td>Ages 9-12</td>
<td>Bragging leads to problems. Use this to talk about the importance of not bragging.</td>
</tr>
<tr>
<td>Kids Volunteering Book</td>
<td>Erlbach, A.</td>
<td>Ages 9-12</td>
<td>Presents opportunities for young people to volunteer, and briefly profiles some children who are volunteers. Use this to talk about philanthropy.</td>
</tr>
<tr>
<td>King of the Playground</td>
<td>Naylor, P</td>
<td>Ages 4-8</td>
<td>Kevin learns to deal with a bossy peer at the neighborhood playground. Use this to talk about how to be a friend.</td>
</tr>
<tr>
<td>Kirsten: An American Girl : 1854</td>
<td>Beeler – Shaw, J.</td>
<td>Ages 9-12</td>
<td>Fitting in in a new situation. Use this to talk about social skills.</td>
</tr>
<tr>
<td>Leo the Late Bloomer</td>
<td>Kraus, R.</td>
<td>Ages 4-8</td>
<td>Leo, a young tiger, finally blooms under the anxious eyes of his parents. Use this to talk about social skills.</td>
</tr>
<tr>
<td>Let Me Help!</td>
<td>Tidd, L.</td>
<td>Ages 4-8</td>
<td>Tara tries to help her father with his chores but only succeeds in making more work for him. Use this to talk about being helpful.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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</tr>
<tr>
<td>Let's Be Enemies</td>
<td>Udry, J</td>
<td>Baby-Preschool</td>
<td>John and James argue when John gets tired of James' bossy ways. Once they agree to be enemies, they become friends again. Use this book to talk about how to be friends.</td>
</tr>
<tr>
<td>Let's Get Along! : Kids Talk About Tolerance</td>
<td>Nettleton, P.</td>
<td>Ages 9-12</td>
<td>Frank B. Wize responds to kids' letters on how to handle certain situations that involve cultural differences. Use this book to celebrate diversity.</td>
</tr>
<tr>
<td>Let's Talk About Being a Good Friend</td>
<td>Kent, S</td>
<td>Ages 4-8</td>
<td>Describes the qualities of a good friend and discusses activities and communication problems involved in friendship. Use this to talk about how to be a friend.</td>
</tr>
<tr>
<td>Let's Talk About Being Afraid</td>
<td>Kreiner, A.</td>
<td>Ages 4-8</td>
<td>A simple introduction to what causes fear and how to handle being afraid. Use this to talk about anxiety.</td>
</tr>
<tr>
<td>Let's Talk About Race</td>
<td>Lester, J.</td>
<td>Ages 4-8</td>
<td>The author introduces the concept of race as only one component in an individual's or nation's &quot;story.&quot; Use this to talk about diversity.</td>
</tr>
<tr>
<td>Liar, Liar Pants on Fire</td>
<td>Cohen, M.</td>
<td>Ages 4-8</td>
<td>Alex has a hard time adjusting to his new first grade and tells wild stories to impress the other students. Use this to talk about being truthful.</td>
</tr>
<tr>
<td>Lilly's Purple Plastic Purse</td>
<td>Henkes, K.</td>
<td>Ages 4-8</td>
<td>Lilly loves everything about school, especially her teacher, but when he asks her to wait a while before showing her new purse, she does something for which she is very sorry later. Use this to talk about being a good listener.</td>
</tr>
<tr>
<td>Listen, Buddy</td>
<td>Lester, H.</td>
<td>Ages 4-8</td>
<td>A rabbit named Buddy finds himself in trouble with the Scruffy Varmint because he never listens. Use this to talk about being a good listener.</td>
</tr>
<tr>
<td>Little Bear and the Big Fight</td>
<td>Langreuter, J.</td>
<td>Baby-Preschool</td>
<td>When his friend won't share at school, Little Bear bites him, and even though he is sorry, he wonders if they will ever be friends again. Use this to talk about not biting.</td>
</tr>
<tr>
<td>Little Mo</td>
<td>Waddell, M.</td>
<td>Ages 4-8</td>
<td>The Big Ones try to help a young polar bear learn how to glide on the ice, but she gets bumped so much that she decides it isn't any fun--until she spends time learning on her own. Use this to talk about practice makes perfect.</td>
</tr>
<tr>
<td>Little Red Ant and the Great Big Crumb</td>
<td>Retold by Climo, S.</td>
<td>Ages 4-8</td>
<td>An ant finds a crumb in a cornfield, but she is afraid that she lacks the strength to move it herself. Use this to talk about believing in yourself.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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<tr>
<td>Lizard's Song</td>
<td>Shannon, G.</td>
<td>Baby-Preschool</td>
<td>Bear tries repeatedly to learn Lizard's song, until he finds a song of his own. Use this to talk about being an individual.</td>
</tr>
<tr>
<td>Loser</td>
<td>Spinelli, J.</td>
<td>Ages 9-12</td>
<td>Explores the cruelty of a student body and how it does and doesn't affect one student, pure of spirit. Use this to talk about friendship, bullying, and comradery.</td>
</tr>
<tr>
<td>Loudmouth George and the Big Race</td>
<td>Carlson, N.</td>
<td>Ages 4-8</td>
<td>George brags, procrastinates, and offers excuses instead of training for the big race—much to his later embarrassment. Use this to talk about the importance of practice.</td>
</tr>
<tr>
<td>Luka's Quilt</td>
<td>Guback, G.</td>
<td>Ages 4-8</td>
<td>When Luka's grandmother makes a Hawaiian quilt for her, she and Luka disagree over the colors it should include. Use this to talk about teamwork.</td>
</tr>
<tr>
<td>Madlenka</td>
<td>Sis, P.</td>
<td>Ages 4-8</td>
<td>Madlenka, whose New York City neighbors include the French baker, the Indian news vendor, the Italian ice-cream man, the South American grocer, and the Chinese shopkeeper, goes around the block to show her friends her loose tooth and finds that it is like taking a trip around the world. Use this to talk about diversity.</td>
</tr>
<tr>
<td>Maebelle's Suitcase</td>
<td>Tusa, T.</td>
<td>Ages 4-8</td>
<td>An elderly woman sacrifices a treasured prize to help her friend, a young bird, make his first flight south. Use this to talk about friendship.</td>
</tr>
<tr>
<td>Mama Provi and the Pot of Rice</td>
<td>Rosa-Casanova, S.</td>
<td>Ages 4-8</td>
<td>Mama Provi takes chicken and rice to her sick granddaughter Lucy who lives upstairs. Use this to talk about appreciation.</td>
</tr>
<tr>
<td>Maniac Magee</td>
<td>Spinelli, J.</td>
<td>Teen</td>
<td>Great book to use to discuss prejudice and fitting in. There are quite a few lessons available for using this book with teens.</td>
</tr>
<tr>
<td>Manners</td>
<td>Aliki</td>
<td>Ages 4-8</td>
<td>Discusses manners and gives examples of good manners and bad manners. Use this to talk about manners with young children.</td>
</tr>
<tr>
<td>Book Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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<tr>
<td>Market!</td>
<td>Lewin, T.</td>
<td>4-8</td>
<td>Describes, in simple text and illustrations, the special characteristics of different types of markets throughout the world, from the Fulton Fish Market in New York to Durbar Square, Patan, where temples rise like pagodas behind the flute sellers. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Mary Louise Loses Her Manners</td>
<td>Cuneo, D.</td>
<td>4-8</td>
<td>When Mary Louise starts saying things like &quot;fleas&quot; and &quot;spank you&quot; instead of &quot;please&quot; and &quot;thank you,&quot; she realizes that she has lost her manners and goes in search of them. Use this to talk about manners.</td>
</tr>
<tr>
<td>Matthew And Tilly</td>
<td>Jones, R.</td>
<td>4-8</td>
<td>Like all good friends Matthew and Tilly have an occasional tiff, but their friendship prevails. Use this to talk about friendship and solving differences.</td>
</tr>
<tr>
<td>Mean Soup</td>
<td>Everitt, B.</td>
<td>4-8</td>
<td>Horace feels really mean at the end of a bad day, until he helps his mother make Mean Soup. Use this to talk about feelings.</td>
</tr>
<tr>
<td>Meet Addy: An American Girl</td>
<td>Porter, C.</td>
<td>9-12</td>
<td>Love of family and freedom. Use this to talk about the importance of family.</td>
</tr>
<tr>
<td>Meet Julie: An American Girl</td>
<td>McDonald, M.</td>
<td>9-12</td>
<td>Use this book to talk about the importance of being a change agent and accepting changes you don’t have control over.</td>
</tr>
<tr>
<td>Messy Bessey</td>
<td>McKissack, P.</td>
<td>4-8</td>
<td>Bessey finally cleans up her messy room. Use this to talk about organization.</td>
</tr>
<tr>
<td>Mine!</td>
<td>Luthardt, K.</td>
<td>4-8</td>
<td>Two brothers fight over their new toy dinosaur until it breaks. Use this to talk about sharing.</td>
</tr>
<tr>
<td>Miss Rumphius</td>
<td>Cooney, B.</td>
<td>4-8</td>
<td>Great-aunt Alice Rumphius was once a little girl who loved the sea, longed to visit faraway places, and wished to do something to make the world more beautiful. Use this to talk about ways to make the world more beautiful.</td>
</tr>
<tr>
<td>Mole Music</td>
<td>McPhail, D.</td>
<td>4-8</td>
<td>Feeling that something is missing in his simple life, Mole acquires a violin and learns to make beautiful, joyful music. Use this to talk about the importance of sharing your talents.</td>
</tr>
<tr>
<td>Molly: An American Girl : 1944</td>
<td>Tripp, V.</td>
<td>9-12</td>
<td>The importance of pulling together in a time of need. Use this to talk about cooperation.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
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<td>Description</td>
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<tr>
<td>Move Over, Twerp</td>
<td>Alexander, M.</td>
<td>Ages 4-8</td>
<td>Jeffrey shows his classmates that being younger and smaller doesn't mean he can be pushed around. Use this to talk about bullying.</td>
</tr>
<tr>
<td>Mr. Tall and Mr. Small</td>
<td>Brenner, B.</td>
<td>Ages 4-8</td>
<td>A giraffe and a mouse who live together think that each is better than the other, until a fire threatens their home and they discover that their differences can be assets after all. Use this to talk about how to cooperate.</td>
</tr>
<tr>
<td>Mrs. Rose's Garden</td>
<td>Greenstein, E.</td>
<td>Ages 4-8</td>
<td>When Mrs. Rose grows vegetables guaranteed to win all the blue ribbons at the County Fair, she is inspired to a generous act involving the gardens of her friends. Use this to talk about friendship.</td>
</tr>
<tr>
<td>Mufaro's Beautiful Daughters</td>
<td>Retold by Steptoe, J.</td>
<td>Ages 4-8</td>
<td>Mufaro’s two beautiful daughters, one bad-tempered, one kind, go before the king, who is choosing a wife. Use this to talk about being kind.</td>
</tr>
<tr>
<td>My Father's Shop</td>
<td>Ichikawa, S.</td>
<td>Ages 4-8</td>
<td>Come visit Mustafa in his favorite place in all of Morocco—his father's shop. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>My House Has Stars</td>
<td>McDonald, M.</td>
<td>Ages 4-8</td>
<td>Young people describe the different kinds of homes they live in around the world and how they see the stars. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>My Many Colored Days</td>
<td>Seuss, Dr.</td>
<td>Ages 4-8</td>
<td>Great way to talk to kids about all the different moods we have and how we change based on how we feel.</td>
</tr>
<tr>
<td>My Mouth is a Volcano</td>
<td>Cook, J.</td>
<td>Pre-K and up</td>
<td>Humorous way to teach blurtling replacement behavior.</td>
</tr>
<tr>
<td>My Name Is Bilal</td>
<td>Mobin-Uddin, A.</td>
<td>Ages 9-12</td>
<td>When Bilal and his sister transfer to a school where they are the only Muslims, they must learn how to fit in while staying true to their beliefs and heritage. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>My Name Is Yoon</td>
<td>Recorvits, H.</td>
<td>Ages 4-8</td>
<td>Disliking her name as written in English, Korean-born Yoon, or &quot;shining wisdom,&quot; refers to herself as &quot;cat,&quot; &quot;bird,&quot; and &quot;cupcake,&quot; as a way to feel more comfortable in her new school and new country. Use this to talk about respecting self.</td>
</tr>
<tr>
<td>No Good in Art</td>
<td>Cohen, B.</td>
<td>Ages 4-8</td>
<td>A first-grader is convinced he can't draw, but when encouraged, demonstrates he can. Use this to teach the importance of trying.</td>
</tr>
<tr>
<td>N-O Spells No!</td>
<td>Slater, T.</td>
<td>Ages 4-8</td>
<td>A mother patiently finds a way to get her contrary daughter to agree with her. Use this to teach getting along.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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<tr>
<td><strong>Noisy Nora</strong></td>
<td>Wells, R.</td>
<td>Ages 4-8</td>
<td>Feeling neglected, Nora makes more and more noise to attract her parents' attention. Use this to talk about proper ways to get attention.</td>
</tr>
<tr>
<td><strong>Number the Stars</strong></td>
<td>Lowry, L. &amp; Richter, H.</td>
<td>Teen</td>
<td>Teaches Respect as taught through bravery in the plight of the Holocaust.</td>
</tr>
<tr>
<td><strong>Of Mice and Men</strong></td>
<td>Steinbeck, J.</td>
<td>Teen</td>
<td>Teaches Respect through a story set in the Great Depression. Also, focuses on friendship and supporting each other.</td>
</tr>
<tr>
<td><strong>Old Henry</strong></td>
<td>Blos, J.</td>
<td>Ages 4-8</td>
<td>Henry's neighbors are upset when he lets his property get run down, until they drive him away and find themselves missing him. Use this to discuss the importance of community.</td>
</tr>
<tr>
<td><strong>Old Turtle's Soccer Team</strong></td>
<td>Kessler, L.</td>
<td>Ages 4-8</td>
<td>Under Old Turtle’s guidance, the animals learn how to play soccer and the meaning of good sportsmanship. Use this to talk about sportsmanship.</td>
</tr>
<tr>
<td><strong>Ollie Forgot</strong></td>
<td>Arnold, T.</td>
<td>Ages 4-8</td>
<td>Ollie's unreliable memory gets him into all kinds of trouble on the way to the market. Use this to talk about staying on task.</td>
</tr>
<tr>
<td><strong>On the Day You Were Born</strong></td>
<td>Frasier, D.</td>
<td>Ages 4-8</td>
<td>The earth celebrates the birth of a newborn baby. Can be used to teach the importance of each person.</td>
</tr>
<tr>
<td><strong>One of Each</strong></td>
<td>Hoberman, M.</td>
<td>Ages 4-8</td>
<td>Oliver Tolliver, who lives alone in his little house with just one of everything, discovers that it is more fun to have two of everything and share with a friend. Use this to talk about sharing.</td>
</tr>
<tr>
<td><strong>Out of My Mind</strong></td>
<td>Draper, S.</td>
<td>Ages 10 and up</td>
<td>A young girl with cerebral palsy cannot speak and everyone assumes that she is dumb- when it is quite the contrary. She has a photographic memory. Can be used to teach acceptance and anti-bullying</td>
</tr>
<tr>
<td><strong>Palm Trees</strong></td>
<td>Cote, N.</td>
<td>Ages 4-8</td>
<td>When Millie has to fix her hair by herself for the first time, her friend Renee and a sense of humor help her to discover something about friendship and independence. Use this to talk about friendship.</td>
</tr>
<tr>
<td><strong>Pay it Forward</strong></td>
<td>Ryan-Hyde, C.</td>
<td>Ages 8-13</td>
<td>A fifth grader is given the assignment to “Pay it Forward” and he begins a kindness movement. Use this to talk about kindness or start your own “Pay it Forward” assignment.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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<tr>
<td>Peace Begins With You</td>
<td>Scholes, K.</td>
<td>9-12</td>
<td>Explains, in simple terms, the concept of peace, why conflicts occur, how they can be resolved in positive ways, and how to protect peace. Use this to talk about respect.</td>
</tr>
<tr>
<td>Peace Crane</td>
<td>Hamanaka, S.</td>
<td>4-8</td>
<td>After learning about the Peace Crane, created by Sadako, a survivor of the bombing of Hiroshima, a young African American girl wishes it would carry her away from the violence of her own world. Use this to talk about understanding others.</td>
</tr>
<tr>
<td>Peace on the Playground: Non-Violent Ways of Problem Solving</td>
<td>Lucas, E.</td>
<td>9-12</td>
<td>Introduces the concept of nonviolent conflict resolution. Use it to teach problem solving on the playground.</td>
</tr>
<tr>
<td>Peace Tales</td>
<td>MacDonald, M.</td>
<td>9-12</td>
<td>A collection of folktales from cultures around the world, reflecting different aspects of war and peace. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Pearl Moscowitz's Last Stand</td>
<td>Levine, A.</td>
<td>9-12</td>
<td>Pearl Moscowitz takes a stand when the city tries to chop down the last ginko tree on her street. Use this to talk about respecting the environment.</td>
</tr>
<tr>
<td>People</td>
<td>Spier, P.</td>
<td>4-8</td>
<td>Emphasizes the differences among the billions of people on earth. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Personal Space Camp</td>
<td>Cook, J.</td>
<td>Pre-K</td>
<td>Emphasizes the importance of personal space in a very humorous way.</td>
</tr>
<tr>
<td>Pete the Cat and His Four Groovy Buttons</td>
<td>Litwin, E.</td>
<td>4-8</td>
<td>Great book for talking to students about being happy with what you have and always looking on the bright side.</td>
</tr>
<tr>
<td>Pete the Cat: I Love My White Shoes</td>
<td>Litwin, E.</td>
<td>4-8</td>
<td>Great book for talking to students about being happy with what you have.</td>
</tr>
<tr>
<td>Pierre</td>
<td>Sendak, M.</td>
<td>4-8</td>
<td>A little boy's response to every question, suggestion, or statement is always, &quot;I don't care!&quot; until an encounter with a lion changes his mind. Use this to discuss the importance of caring.</td>
</tr>
<tr>
<td>Pigsty</td>
<td>Teague, M.</td>
<td>4-8</td>
<td>When Wendell doesn't clean up his room, a whole herd of pigs comes to live with him. Use this to discuss the importance of organization and cleanliness.</td>
</tr>
<tr>
<td>Please Play Safe! Penguin's Guide To Playground Safety</td>
<td>Cuyler, M.</td>
<td>4-8</td>
<td>Group of silly animals shows all the unsafe ways to play on the playground. They learn playground safety. Use this to teach being safe.</td>
</tr>
<tr>
<td>Title</td>
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<td>Summary</td>
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<tr>
<td>Ponyella</td>
<td>Numeroff, L. and Evans, N.</td>
<td>Ages 4-8</td>
<td>This is a remake of Cinderella with a Pony. It is about resilience. Use this to teach persistence.</td>
</tr>
<tr>
<td>Potluck</td>
<td>Shelby, A.</td>
<td>Ages 4-8</td>
<td>Alpha and Betty have a potluck dinner and all their friends, from Acton to Zelda, bring appropriate alphabetical food, from asparagus soup to zucchini casserole. Use this to talk about community.</td>
</tr>
<tr>
<td>Priscilla the Perfect Storm</td>
<td>McCumbee, S.</td>
<td>Ages 4-9</td>
<td>Priscilla is a perfectionist. When things are not perfect she has an emotional outburst. Her mother helps her learn how to control her emotions. Great for students who have anxiety over perfectionism.</td>
</tr>
<tr>
<td>Princess Penelope's Parrot</td>
<td>Lester, H.</td>
<td>Ages 4-8</td>
<td>An arrogant princess's chances with a handsome prince are ruined when her parrot repeats all the rude comments she has made. Can be used to teach kindness and thinking before you speak.</td>
</tr>
<tr>
<td>PU You Stink</td>
<td>Friend, R.</td>
<td>Ages 4-8</td>
<td>Highlights the character trait of teamwork. Use it to teach cooperation. &quot;Penelope the Pig, Sparky the Skunk, and Sheriff Stinkbug, along with their stinky family members, team up to win against the evil foxes,</td>
</tr>
<tr>
<td>R. Friend – Swallows Her Pride</td>
<td>Friend, R.</td>
<td>Ages 4-8</td>
<td>If you can’t say anything nice.....don’t say anything at all. Use this to talk about how important our words are.</td>
</tr>
<tr>
<td>R. Friend – Time Out At Home</td>
<td>Friend, R.</td>
<td>Ages 4-8</td>
<td>Use this to talk about retaliation. Ronda and her brother are at it again. She ends up in time-out.</td>
</tr>
<tr>
<td>Ramona Quimby, Age 8</td>
<td>Cleary, B.</td>
<td>Ages 9-12</td>
<td>Ramona is always a good book to teach respect, cooperation, family values and more.</td>
</tr>
<tr>
<td>Regina's Big Mistake</td>
<td>Moss, M.</td>
<td>Ages 5-8</td>
<td>Regina is asked to draw a rain forest and she is afraid to try and fail. This is a great book to begin a discussion on bravery and trying new things.</td>
</tr>
<tr>
<td>Roll of Thunder, Hear My Cry</td>
<td>Taylor, M.</td>
<td>Teen</td>
<td>Teaches: Respect through social divide and racism in the south. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Rough Tough Rowdy</td>
<td>Hooks, W.</td>
<td>Ages 4-8</td>
<td>Rowdy the rabbit likes to play wild, but it is not until he finds himself in the company of two even harsher animals that he can see what is fun and what is not fun. Use this to talk about being kind.</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Ruby Mae Has Something to Say</td>
<td>Small, D.</td>
<td>4-8</td>
<td>Ruby Mae fulfills her dream of speaking for world peace at the United Nations when her nephew invents a device to help her speech problem. Use this to talk about differing ability.</td>
</tr>
<tr>
<td>Ruby the Copycat</td>
<td>Rathmann, P.</td>
<td>4-8</td>
<td>Ruby insists on copying Angela, until her teacher helps her discover her own creative resources. Use this to talk about doing your own work.</td>
</tr>
<tr>
<td>Sadako and the Thousand Paper Cranes</td>
<td>Coerr, E.</td>
<td>9-12</td>
<td>Hospitalized with, leukemia, a child in Hiroshima races against time to fold 1,000 paper cranes to prove the legend. “If a sick person folds 1,000 paper cranes they will become well.” Use this to talk about traditions and beliefs of others.</td>
</tr>
<tr>
<td>Sam Johnson and the Blue Ribbon Quilt</td>
<td>Ernst, L.</td>
<td>4-8</td>
<td>While mending an awning, Sam finds that he enjoys sewing the patches together. He meets with mockery when he asks his wife if he could join her quilting club. Use this to talk about gender biases.</td>
</tr>
<tr>
<td>Samantha: An American Girl</td>
<td>Adler, S.</td>
<td>9-12</td>
<td>Main message about helping the needy. Use this to talk about philanthropy.</td>
</tr>
<tr>
<td>See You Later, Procrastinator (Get It Done)</td>
<td>Espeland, P.</td>
<td>8-13</td>
<td>Great for teaching students about not putting things off. Understanding the consequences of putting things off.</td>
</tr>
<tr>
<td>Sideways Stories from Wayside School</td>
<td>Sachar, L.</td>
<td>9-12</td>
<td>These stories have different moral values in each one. You can use each story to focus on different values.</td>
</tr>
<tr>
<td>Silverlicious</td>
<td>Kann, V.</td>
<td>4-8</td>
<td>Self-centered Pinkalicious grabs her brother’s cookie, bites, and loses a tooth, her sweet tooth. Suddenly she is unable to taste anything sweet. She asks for help and finds out the only way she can be helped is by being sweeter herself. Use this to talk about being kind.</td>
</tr>
<tr>
<td>Skin Again</td>
<td>Hooks, B.</td>
<td>4-8</td>
<td>This is about different skin colors and the importance of understanding we are all alike on the inside. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td>Slither McCreep and His Brother, Joe</td>
<td>Johnston, T.</td>
<td>Ages 4-8</td>
<td>Young snake Slither McCreep, angry because his brother Joe will not share his toys with him. Slither breaks his brother’s toys. Use this to talk about sharing and respecting others’ belongings.</td>
</tr>
<tr>
<td>Something to Crow About</td>
<td>Lane, M.</td>
<td>Ages 4-8</td>
<td>Two little chicks who look identical, find out how different they are when one begins to lay eggs and the other starts to crow. Use this to celebrate differences.</td>
</tr>
<tr>
<td>Somewhere Today: a Book of Peace</td>
<td>Thomas, S.</td>
<td>Ages 4-8</td>
<td>Use to teach ways in which people bring about peace by doing things to help and care for one another and their world.</td>
</tr>
<tr>
<td>Spaghetti in a Hot Dog Bun</td>
<td>Dismondy, M.</td>
<td>Ages 4-8</td>
<td>About treating others with respect and accepting each other for who they are.</td>
</tr>
<tr>
<td>Spinky Sulks</td>
<td>Steig, W.</td>
<td>Ages 4-8</td>
<td>Spinky feels that loves him or understands him and nothing they can say or do will cure his case of sadness. Use this to talk about being sad.</td>
</tr>
<tr>
<td>Stand Tall, Molly Lou Melon</td>
<td>Lovell, P.</td>
<td>Ages 4-8</td>
<td>A grandmother’s encouragement helps Molly when she faces a bully at her new school. Use this to talk about bullying.</td>
</tr>
<tr>
<td>Stone Soup</td>
<td>Various retellers</td>
<td>Ages 4-8</td>
<td>When all the townspeople give just a little food, everyone enjoys a feast. Cute story of cooperation and sharing.</td>
</tr>
<tr>
<td>Swimmy</td>
<td>Lionni, L.</td>
<td>Ages 4-8</td>
<td>A little black fish in a school of red fish figures out a way of protecting them all from their natural enemies. Use this to talk about differences and celebrating those differences.</td>
</tr>
<tr>
<td>Talking About Bullying</td>
<td>Powell, J.</td>
<td>Ages 9-12</td>
<td>Explains how, why, when, and where people get bullied as well as who does the bullying and what can be done about it.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Morris, A.</td>
<td>Ages 4-8</td>
<td>Discusses teamwork and how team members working together as a group cooperate to get the job done.</td>
</tr>
<tr>
<td>That's Mine, Horace</td>
<td>Keller, H.</td>
<td>Ages 4-8</td>
<td>Horace loves the little yellow truck that he finds in the schoolyard, but he has a problem when a classmate tries to claim it. Use this to talk about honesty and doing the right thing.</td>
</tr>
<tr>
<td>The Adventures of Huckleberry Finn</td>
<td>Twain, M.</td>
<td>Teen</td>
<td>Teaches Compassion, Endurance, Freedom, Right to Privacy and Self-actualization.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
</tr>
<tr>
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</tr>
<tr>
<td>The Ant and the Elephant</td>
<td>Peet, B.</td>
<td>Ages 4-8</td>
<td>Of all the animals the elephant rescues, only the tiny ant returns the favor. Use this to talk about thankfulness and expressing gratitude.</td>
</tr>
<tr>
<td>The Bad Good Manners Book</td>
<td>Cole, B.</td>
<td>Ages 4-8</td>
<td>This is a book on manners and is appropriate for teaching manners.</td>
</tr>
<tr>
<td>The Best Friends Club</td>
<td>Winthrop, E.</td>
<td>Ages 4-8</td>
<td>Lizzie learns to share her best friend. This would be a good book to read when three becomes a crowd among friends.</td>
</tr>
<tr>
<td>The Big Book for Peace</td>
<td>Durrell, A.</td>
<td>Ages 9-12</td>
<td>This is a great book to read as you focus on peace and the absurdity of fighting.</td>
</tr>
<tr>
<td>The Blue and the Gray</td>
<td>Bunting, E.</td>
<td>Ages 4-10</td>
<td>This is a great book on teaching diversity and getting along. It also would be good to talk about how everyone is alike on the inside no matter their skin color.</td>
</tr>
<tr>
<td>The Bully From the Black Lagoon</td>
<td>Thaler, M.</td>
<td>Ages 4-8</td>
<td>A new student moves in who is supposedly a bully. Humorous look at rumors. Use this to talk about rumors and bullying.</td>
</tr>
<tr>
<td>The Butter Battle Book</td>
<td>Seuss, Dr.</td>
<td>Ages 4-8</td>
<td>Use this classic tale to teach cooperation.</td>
</tr>
<tr>
<td>The Colors of Us</td>
<td>Katz, K.</td>
<td>Ages 4-8</td>
<td>Great book on celebrating diversity and the differences in skin colors compared to foods.</td>
</tr>
<tr>
<td>The Day the Earth Was Silent</td>
<td>McGuffee, M.</td>
<td>Ages 9-12</td>
<td>A group of children work together to change their world for the better. Use this to talk about cooperation.</td>
</tr>
<tr>
<td>The Doorbell Rang</td>
<td>Hutchins, P.</td>
<td>Ages 4-8</td>
<td>Each time the doorbell rings, there are more people who have come to share in the cookies baked by Ma. Use this to talk about sharing and friendship.</td>
</tr>
<tr>
<td>The Egypt Game</td>
<td>Snyder, Z. &amp; Speare, E.</td>
<td>Teen</td>
<td>Teaches: Responsibility through a student created game based on life in ancient Egypt.</td>
</tr>
<tr>
<td>The Empty Pot</td>
<td>Retold by Demi</td>
<td>Ages 4-8</td>
<td>When Ping admits that he is the only child in China unable to grow a flower from the seeds distributed by the Emperor, he is rewarded for his honesty. Use this to teach the importance of honesty.</td>
</tr>
<tr>
<td>The Fourteenth Goldfish</td>
<td>Holm, J.</td>
<td>Ages 9-12</td>
<td>This is a great story to talk about accepting change.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age</td>
<td>Description</td>
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</tr>
<tr>
<td>The Giving Tree</td>
<td>Silverstein, S.</td>
<td>Preschool-Adult</td>
<td>This is a classic story on the importance of giving and respecting the giver.</td>
</tr>
<tr>
<td>The Gorilla Did It</td>
<td>Hazen, B.</td>
<td>Ages 4-8</td>
<td>A gorilla wreaks havoc on a little boy's room. This is a great story to teach organization and cleanliness.</td>
</tr>
<tr>
<td>The Great Adventures of Larriot the Liger</td>
<td>Meyer, M.</td>
<td>Ages 4-8</td>
<td>Larriot is a young Liger (<em>tiger &amp; lion hybrid</em>) who is living in a village of lions. He gets teased because he is different. Use this to talk about diversity and celebrating differences.</td>
</tr>
<tr>
<td>The Grouchy Ladybug</td>
<td>Carle, E.</td>
<td>Ages 4-8</td>
<td>A grouchy ladybug who is looking for a fight challenges everyone she meets regardless of their size or strength. Use this to talk about being kind.</td>
</tr>
<tr>
<td>The Hating Book</td>
<td>Zolotow, C.</td>
<td>Ages 4-8</td>
<td>A girl feels her friend hates her but doesn't know why until she gets up courage to ask. Use this to talk about kindness and friendship.</td>
</tr>
<tr>
<td>The Hunter and the Animals</td>
<td>DePaola, T.</td>
<td>Ages 4-8</td>
<td>When the discouraged hunter falls asleep, the forest animals play a trick on him. Use this to talk about respecting the environment.</td>
</tr>
<tr>
<td>The Juice Box Bully</td>
<td>Somson, B. &amp; Dismondy, M.</td>
<td>Preschool &amp; up</td>
<td>This is about being an upstander—not a bystander when a bully is interacting inappropriately.</td>
</tr>
<tr>
<td>The King at the Door</td>
<td>Cole, B.</td>
<td>Ages 4-8</td>
<td>A beggar arrives at the inn declaring he is a king. Only one person believes him. Use this to teach honestly.</td>
</tr>
<tr>
<td>The Knight and the Dragon</td>
<td>DePaola, T.</td>
<td>Ages 4-8</td>
<td>An inexperienced knight and an equally inexperienced dragon prepare to meet in battle. Use this to talk about the importance of friendship.</td>
</tr>
<tr>
<td>The Lion and the Mouse</td>
<td>Aesop</td>
<td>Ages 4-8</td>
<td>A mouse proves that even small creatures are capable of great deeds when he rescues the King of the Jungle. Use this to talk about being helpful in whatever way you can.</td>
</tr>
<tr>
<td>The Little Red Hen</td>
<td>Illustrated by Miller, J.P.</td>
<td>Ages 4-8</td>
<td>Who will help the little red hen as she toils about the house all day? Use this to talk about having to put in the work to get the reward.</td>
</tr>
<tr>
<td>The Little Red Hen Makes a Pizza</td>
<td>Retold by Sturges, P.</td>
<td>Ages 4-8</td>
<td>Same as the bread story but with a pizza. Use it to talk about doing the work to reap the reward.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Ages</td>
<td>Description</td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>The Manners Book</td>
<td>Behrens, J.</td>
<td>Ages 4-8</td>
<td>Chris’ bear Ned answers questions about the appropriate thing to do in a number of social situations.</td>
</tr>
<tr>
<td>The Meanest Thing To Say</td>
<td>Cosby, B.</td>
<td>Ages 4-8</td>
<td>When a new boy in class tries to get others students to play a game that involves saying mean things possible to one another, Little Bill shows him a better way to make friends. Use this to talk about bullying.</td>
</tr>
<tr>
<td>The Most Magnificent Thing</td>
<td>Spires, A.</td>
<td>Ages 3-7</td>
<td>Little girl wants to build the most magnificent thing- but she has trouble taking her idea into reality and gets really mad. After a walk with her dog, she comes back with renewed enthusiasm. Teaches perseverance and frustration.</td>
</tr>
<tr>
<td>The Mousery</td>
<td>Pomerantz, C.</td>
<td>Ages 4-8</td>
<td>Four orphan mice show up at two mean older mice’s home asking for shelter. This is a good story to talk about being kind to everyone.</td>
</tr>
<tr>
<td>The Other Emily</td>
<td>Davis, G.</td>
<td>Ages 4-8</td>
<td>Emily believes her name belongs to her alone, but on the first day of school she discovers she is not the only Emily in the world. Use this to talk about friendship.</td>
</tr>
<tr>
<td>The Other Side</td>
<td>Woodson, J.</td>
<td>Ages 4-8</td>
<td>Two girls, one white and one black, gradually get to know each other as they sit on the fence that divides their town. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>The Picture of Dorian Gray</td>
<td>Wilde, O.</td>
<td>Teen</td>
<td>Teaches: Respect when telling the story of a man who is so obsessed with his looks that he sells his soul to remain young.</td>
</tr>
<tr>
<td>The Pumpkin Man and the Crafty Creeper</td>
<td>Mahy, M.</td>
<td>Ages 4-8</td>
<td>A bossy plant insists on going home with Mr. Parkin, who usually only tends quiet pumpkins, and from that moment his peaceful existence is changed. Use this to talk about differences.</td>
</tr>
<tr>
<td>The Quarreling Book</td>
<td>Zolotow, C.</td>
<td>Ages 4-8</td>
<td>A family’s chain reaction of anger is offset by their lovable dog. Use this to talk about feelings.</td>
</tr>
<tr>
<td>The Rainbow Fish</td>
<td>Pfister, M.</td>
<td>Ages 4-8</td>
<td>The most beautiful fish in the ocean discovers the value of beauty and friendship when he shares his shiny scales. Use this to teach importance of sharing.</td>
</tr>
<tr>
<td>The Rat And The Tiger</td>
<td>Kasza, K.</td>
<td>Ages 4-8</td>
<td>In his friendship with Rat, Tiger takes advantage because of his greater size, but one day Rat stands up for his rights. Use this to talk about bullying.</td>
</tr>
<tr>
<td><strong>The Recess Queen</strong></td>
<td>O’Neill, A.</td>
<td>Ages 4-8</td>
<td>This is great to talk about bullying. Mean Jean is the Recess Queen. Humorous and Cute – but just right for starting some great discussions.</td>
</tr>
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<tr>
<td><strong>The Scarlet Pimpernel</strong></td>
<td>Orczy, B.</td>
<td>Teen</td>
<td>Teaches: Honesty and Justice through a French Revolutionary Tale.</td>
</tr>
<tr>
<td><strong>The Sissy Duckling</strong></td>
<td>Fierstein, H.</td>
<td>Ages 4-8</td>
<td>Teasing from others because of being different. Use this to teach about bullying.</td>
</tr>
<tr>
<td><strong>The Skin You Live In</strong></td>
<td>Tyler, M.</td>
<td>Ages 4-8</td>
<td>Describes how lucky you are to be in the skin you're in and how it holds the special &quot;you&quot; that's within. Use this to celebrate diversity.</td>
</tr>
<tr>
<td><strong>The Sneetches and Other Stories</strong></td>
<td>Seuss, Dr</td>
<td>Ages 4-8</td>
<td>Use this to celebrate diversity.</td>
</tr>
<tr>
<td><strong>The Story of Ferdinand</strong></td>
<td>Leaf, M.</td>
<td>Ages 4-8</td>
<td>A classic peace tale of the bull who would rather smell the flowers than fight. Use this to talk about respecting others and the environment.</td>
</tr>
<tr>
<td><strong>The Story of Fish and Snail</strong></td>
<td>Freedman, D.</td>
<td>Ages 3-5</td>
<td>Great book to teach bravery and trying new things. Fish lives in a book and swims out to new books and brings back stories from those books to his friend the snail. When he tries to get snail to adventure out, they have a fight.</td>
</tr>
<tr>
<td><strong>The Story of Jumping Mouse</strong></td>
<td>Retold by Steptoe, J.</td>
<td>Ages 4-8</td>
<td>The gifts of Magic Frog and his own hopeful and unselfish spirit bring Jumping Mouse finally to the Far-Off Land where no mouse goes hungry. Use this to talk about helping others.</td>
</tr>
<tr>
<td><strong>The Story of Wali Dad</strong></td>
<td>Rodanas, K.</td>
<td>Ages 4-8</td>
<td>The desire of a poor, old grass cutter in India to share what little he has with a kind and beautiful woman begins an incredible chain of events. Use this to talk about sharing.</td>
</tr>
<tr>
<td><strong>The Surprise Party</strong></td>
<td>Hutchins, P.</td>
<td>Ages 4-8</td>
<td>Rabbit tells owl that he is planning a party, but as the message is passed from animal to animal it gets more and more confused. Use this to talk about gossip.</td>
</tr>
<tr>
<td><strong>The Talking Eggs</strong></td>
<td>Retold by San Souci, R.</td>
<td>Ages 4-8</td>
<td>In this Southern folk tale, kind Blanche gains riches while her greedy sister receives her &quot;reward.&quot; Use this to talk about being greedy.</td>
</tr>
<tr>
<td><strong>The Three Bears</strong></td>
<td>Hefferan, R.</td>
<td>Ages 4-8</td>
<td>Classic tale of not taking what belongs to others.</td>
</tr>
<tr>
<td><strong>The Three Little Pigs</strong></td>
<td>Disney, W.</td>
<td>Ages 4-8</td>
<td>Classic tale of bullying and thinking ahead.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Description</td>
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</tr>
<tr>
<td>The Three Little Pigs and the Fox</td>
<td>Retold by</td>
<td>Ages 4-8</td>
<td>An Appalachian version of the classic tale, Hamlet, the youngest pig, rescues her two greedy brothers from the clutches of the fox. Use this to talk about helping others.</td>
</tr>
<tr>
<td></td>
<td>Hooks, W.</td>
<td></td>
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</tr>
<tr>
<td>The Tortoise and the Hare</td>
<td>Various</td>
<td>Ages 4-8</td>
<td>Recounts the race between the boastful hare and the persevering tortoise. Use this to teach persistence.</td>
</tr>
<tr>
<td></td>
<td>retellers</td>
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</tr>
<tr>
<td>The Tortoise Who Bragged</td>
<td>Franco, B.</td>
<td>Ages 7-10</td>
<td>This is a classic story that uses trigam puzzles to teach spatial skills and geometric shapes. It is also good for teaching problem solving skills in cooperative group.</td>
</tr>
<tr>
<td>The True Francine</td>
<td>Brown, M.</td>
<td>Ages 4-8</td>
<td>Francine and Muffy are good friends until Muffy lets Francine take the blame for cheating on a test. Use this to talk about owning your own behavior.</td>
</tr>
<tr>
<td>The Turnip</td>
<td>Various</td>
<td>Ages 4-8</td>
<td>A giant turnip can only be harvested when everyone pulls together. Use this to teach cooperation.</td>
</tr>
<tr>
<td></td>
<td>retellers</td>
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</tr>
<tr>
<td>The Upstairs Cat</td>
<td>Kuskin, J.</td>
<td>Ages 4-8</td>
<td>The fights between a mean, old cat and a lean, young cat always end in a draw and result in a waste of energy. Use this to talk about kindness.</td>
</tr>
<tr>
<td>The Very Busy Spider</td>
<td>Carle, E.</td>
<td>Ages 4-8</td>
<td>The farm animals try to divert a busy little spider from spinning her web, but she persists and produces a thing of both beauty and usefulness. This is a tactile book. Use it to talk about everyone has a contribution to make.</td>
</tr>
<tr>
<td>The Very Quiet Cricket</td>
<td>Carle, E.</td>
<td>Ages 4-8</td>
<td>A very quiet cricket who wants to rub his wings together and make a sound. He finally gets his wish. Use it to talk about contributing to the group.</td>
</tr>
<tr>
<td>The Wall</td>
<td>Bunting, E.</td>
<td>Ages 4-8</td>
<td>A boy and his father come from far away to visit the Vietnam War Memorial in Washington and find the name of the boy's grandfather, who was killed in the conflict. Use this to talk about respect.</td>
</tr>
<tr>
<td>The War</td>
<td>Vaugelade, A.</td>
<td>Ages 4-8</td>
<td>Prince Fabien uses an ingenious trick to end the war between the Reds and Blues. Use this to talk about conflict resolution.</td>
</tr>
<tr>
<td></td>
<td>Metzger, S.</td>
<td></td>
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</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Group</td>
<td>Summary</td>
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</tr>
<tr>
<td>The Wednesday Wars</td>
<td>Schmidt, G.</td>
<td>Ages 9-12</td>
<td>On Wednesday afternoons, while his schoolmates attend religious instruction, Holling Hoodhood, the only Presbyterian in his seventh grade, is alone in the classroom with his teacher, Mrs. Baker, who Holling is convinced hates his guts. Use this to talk about relationships between teachers and students.</td>
</tr>
<tr>
<td>This is Our House</td>
<td>Rosen, M.</td>
<td>Ages 4-8</td>
<td>George won't let any of the other children into his cardboard box house, but when the tables are turned, he finds out how it feels to be excluded. Use this to talk about including everyone.</td>
</tr>
<tr>
<td>This is the Way We Go to School</td>
<td>Baer, E.</td>
<td>Ages 4-8</td>
<td>Describes, in text and illustrations, the many different modes of transportation children all over the world use to get to school. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Three Hens and a Peacock</td>
<td>Laminack, L.</td>
<td>Ages 4-8</td>
<td>Wanting what others have and making contributions</td>
</tr>
<tr>
<td>To Kill a Mockingbird</td>
<td>Lee, H.</td>
<td>Teen</td>
<td>Teaches: Respect and compassion through a timeless classic.</td>
</tr>
<tr>
<td>Together in Pinecone Patch</td>
<td>Yezerski, T.</td>
<td>Ages 4-8</td>
<td>A girl from Ireland and a boy from Poland overcome the prejudices held by the residents of the small American town to which they have emigrated. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Turtle Knows Your Name</td>
<td>Retold by Bryan, A.</td>
<td>Ages 4-8</td>
<td>A small boy with a very long name is challenged by his grandmother to find out her real name. Use this to show respecting your past.</td>
</tr>
<tr>
<td>Uncle Willie and the Soup Kitchen</td>
<td>DiSalvo-Ryan, D.</td>
<td>Ages 4-8</td>
<td>A boy spends the day with his uncle in a soup kitchen where he works preparing and serving food for the hungry. Use this to talk about philanthropy.</td>
</tr>
<tr>
<td>Waffle</td>
<td>Raschka, C.</td>
<td>Ages 4-8</td>
<td>Waffle worries and waits. This is about waffling and can be used to teach the importance of being brave enough to try new things.</td>
</tr>
<tr>
<td>Walk Two Moons</td>
<td>Creech, S.</td>
<td>Teen</td>
<td>Don’t judge someone until you have walked two moons in their moccasins.</td>
</tr>
<tr>
<td>We Are a Rainbow</td>
<td>Tabor, N.</td>
<td>Ages 4-8</td>
<td>Simple text and illustrations explore some of the similarities and differences that a child recognizes after moving to the United States from a Spanish-speaking country. Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Description</td>
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<tr>
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<tr>
<td>We Can Work It Out: Conflict Resolution for Children</td>
<td>Polland, B.K.</td>
<td>Ages 9-12</td>
<td>Designed to create opportunities for children to talk about their experiences of conflict and the varieties of ways to resolve them. Use this to teach conflict resolution.</td>
</tr>
<tr>
<td>What Can You Do?</td>
<td>Rotner, S.</td>
<td>Ages 4-8</td>
<td>Explores the different skills that people possess: drawing, climbing, sports, and reading. A note on multiple intelligences follows the text. Use this to focus on being unique and celebrating that.</td>
</tr>
<tr>
<td>What Do You Stand For? For Kids: A Guide to Building Character</td>
<td>Lewis, B.</td>
<td>Teen</td>
<td>True stories, inspiring quotations, thought-provoking dilemmas, and activities help elementary school children build positive character traits including caring, fairness, respect, and responsibility.</td>
</tr>
<tr>
<td>When I Grow Up</td>
<td>Harper, C.</td>
<td>Ages 4-8</td>
<td>What kinds of qualities might you have when you grow up: dependability, generosity, curiosity, fairness? A discussion starter with modern photo collage illustrations.</td>
</tr>
<tr>
<td>When I'm Angry</td>
<td>Aaron, J.</td>
<td>Ages 4-8</td>
<td>Explains anger as a normal part of life and discusses how to deal with it. Includes a parents' guide with examples and suggestions.</td>
</tr>
<tr>
<td>When Sophie Gets Angry - Really, Really Angry</td>
<td>Bang, M.</td>
<td>Ages 4-8</td>
<td>A young girl is upset and doesn't know how to manage her anger but takes time to cool off and regain her composure. Use this to talk about self-control.</td>
</tr>
<tr>
<td>Who is the Beast?</td>
<td>Baker, K.</td>
<td>Ages 4-8</td>
<td>When a tiger suspects he is the beast the jungle animals are fleeing from, he returns to them and points out their similarities. Use this to talk about how we are all alike on the inside.</td>
</tr>
<tr>
<td>Whoever You Are</td>
<td>Fox, M.</td>
<td>Ages 4-8</td>
<td>Despite the differences between people around the world, there are similarities that join us together, such as pain, joy, and love. Use this to talk about how we are all alike on the inside.</td>
</tr>
<tr>
<td>Why Did It Happen?: Helping Children Cope In A Violent World</td>
<td>Cohn, J.</td>
<td>Ages 4-8</td>
<td>A young boy discusses his feelings about violence when a neighborhood grocery store is robbed. Use this to talk about feelings.</td>
</tr>
<tr>
<td>Why Mosquitoes Buzz in People's Ears</td>
<td>Retold by Aardema, V.</td>
<td>Ages 4-8</td>
<td>Mosquito sets off a chain reaction that results in a jungle disaster. Use this to talk about the consequences of telling lies.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Age Range</td>
<td>Summary</td>
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<tr>
<td>Wilfrid Gordon McDonald Partridge</td>
<td>Fox, M.</td>
<td>Ages 4-8</td>
<td>A small boy tries to discover the meaning of &quot;memory&quot; so he can restore that of an elderly friend. Use this to talk about being helpful.</td>
</tr>
<tr>
<td>Wonder</td>
<td>Palacio, R.</td>
<td>Ages 8-13</td>
<td>Great book about a young man who is born with a deformed face and is home schooled till middle school. Use it to each acceptance, bullying etc.</td>
</tr>
<tr>
<td>World Team</td>
<td>Vyner, T.</td>
<td>Ages 4-8</td>
<td>Use this to celebrate diversity.</td>
</tr>
<tr>
<td>Yoko</td>
<td>Wells, R.</td>
<td>Ages 4-8</td>
<td>When Yoko brings sushi to school for lunch, her classmates make fun of what she eats--until one of them tries it for himself. Use this to talk about diversity.</td>
</tr>
<tr>
<td>Yoshiko and the Foreigner</td>
<td>Little, M.</td>
<td>Ages 9-12</td>
<td>In spite of her upbringing, a young Japanese woman begins seeing an American soldier and finds that he is not like the foreigners her parents have taught her to avoid. Use this to talk about respecting others.</td>
</tr>
<tr>
<td>You'll Grow Soon, Alex</td>
<td>Shavick, A.</td>
<td>Ages 4-8</td>
<td>Alex follows the advice of others hoping to grow taller, but it is his very tall uncle's advice that really makes a difference. Use this to talk about being happy with who you are.</td>
</tr>
<tr>
<td>You're Different and That's Super</td>
<td>Kressley, C.</td>
<td>Ages 4-8</td>
<td>As the only one in the stable with one horn, Trumpet always felt different from everyone else, but when a fire breaks out and he must use his horn to lift the barn door and save all his horse friends, Trumpet's uniqueness is soon celebrated by all! Use this to celebrate uniqueness.</td>
</tr>
<tr>
<td>You're Weird!</td>
<td>Luthardt, K.</td>
<td>Ages 4-8</td>
<td>Rabbit and Turtle each make fun of the other's peculiarities, but they turn out to have some things in common after all. Use this to celebrate how we are all alike on the inside.</td>
</tr>
<tr>
<td>Zinnia and Dot</td>
<td>Ernst, L.</td>
<td>Ages 4-8</td>
<td>Two hens who bicker constantly about who lays better eggs, put aside their differences to protect a prime specimen from a weasel. Use this to talk about friendship.</td>
</tr>
</tbody>
</table>
Chapter Eight: Feedback Interventions

Sometimes, the hardest part of behavioral intervention planning is understanding who has to change their behavior. The adult has to change their behavior first before the student or child will change their behavior. We cannot keep doing what we’ve always done and expect different results. We do a lot of research at local malls, discount stores, and fast food establishments along with schools. We hear parents and teachers telling children or students to “Be Good”. What exactly that means to the child/student is unknown. Their interpretation is totally different than ours. We also hear the following:

“Quit hitting.”

“Stop kicking.”

“No mumbling.”

“Don’t fight.”

Know what the child hears? “Hitting, kicking, mumbling, fight.” Children and students focus on the last word that floats in to their brain. Second, if we go back to the ten rules about behavior, we remember that behavior is learned and serves a specific purpose. Children and students see us as vending machines. The minute we say, “don’t, stop, quit, or no”, we just told the student or child what buttons are on our vending machine.

We have to train ourselves to spend more time focusing on the positive behaviors we see and label them for all to hear. This is called giving behavior specific praise (BSP). When we see a positive behavior, we need to say, “thank you for sitting up straight and tall”, “thank you for putting your name on your paper”, “I noticed you lined your math
problems up before you began following the orders of operation”. When we give BSP paired with behaviors, not only does the student receiving the BSP learn what is expected, anyone within earshot now learns what behaviors are of value and receive attention.

Dr. Riffel’s brother opened up the car door while the car was moving when he was two years old. His mother said, “Don’t let go.” Her brother heard “Let go.” He let go and rolled down the hill and became a giant scab. (In the 1940’s, 50’s, and 60’s there were no seatbelts in cars or car seats for babies like they have now.) The mother felt so guilty because she felt it was her fault he was injured. She changed her entire parenting style. From that point forward she never said, “Don’t, Stop, Quit, or No’. she told her children what to do instead of what not to do. This upbringing made it easy for Dr. Riffel to make the transition to PBIS where schools focus on telling students what to do instead of focusing on telling them what not to do.

Samples of Behavior Specific Praise:

- Thank you for walking on the right side of the hall.
- Thank you for using a 3-inch voice in the hallway.
- Thank you for being quick in the restroom.
- I love the way you showed respect to Mrs. Green by holding the door for her.
- What an awesome and responsible locker that is organized and neat so you can find everything you need.
- Way to go! You practiced using respectful words with your friends.
- Thank you for being responsible and putting your trash in the proper recycle bin.

What gets measured gets done. Here are some things you can do to help yourself focus on the positive:
• 3x5 card- make tears on the long side every time you give a BSP and a tear on the short side every time you get after a student. At the end of the day, you can look to see what your positive to negative ratio is for that day.

• Beads on a lanyard. We like to put 30 beads on the left side in the morning and move one over every time we give a BSP. (We move left to right as a mnemonic to remember what we are doing is “right” for kids).

• Paperclips moved from a left pocket to a right pocket.

• Rubber bands moved from left wrist to right wrist.

• 30 beads on a shoelace, woven in a way that they slide. Push all to one end and move down when we give a BSP.

When we respond to a student, we want to feed the replacement behavior and extinguish the target behavior. This means we want to know why the student is having the behavior. Our response to the replacement behavior should match the function of the student’s behavior. For instance, if the student is screaming to get attention, we need to ignore the screaming and immediately give attention for talking softly.

In the clinic, we had a student who had been taught for eight years that screaming for four hours and biting would get him a trip home. We brought him into the clinic and
had to teach him that screaming for four hours and biting did not earn him a trip home. He screamed for four hours, then five, then six and there were days he came in the door screaming and went out the door screaming. He bit, scratched, kicked, and spit. We did not let him go home. It took 21 days of him screaming. On the 22\textsuperscript{nd} day, he came into the clinic and sat down in the bean bag and sighed a big sigh and looked at us. We began teaching him and he left us doing all the same work as the moderate students in his home school. We fed the replacement behaviors with access to things he preferred and did not feed the target behavior by letting him escape to home. This ties two of our rules in the ten rules of behavior together 1) behavior is learned and serves a specific purpose (the school had taught him tantrums equaled going home) and 2) for every year that a behavior has been in place, it could take up to one month per year for those behaviors to change if the team is using a consistent plan with fidelity.

This is not true if someone is in danger. In the case of danger, a crisis plan must be put in place. It’s important to make sure we are not the trigger of the crisis. We have witnessed staff members who purposefully push a student into a crisis by pushing the student’s buttons. When we are dealing with children/students who lose emotional control, it is important to ensure our heartrate is 60 bpm, our voice is calm and soft, and our body language is open. If you are worried about your own body language, heartrate, and voice role play with teammates and videotape yourself. Keep practicing until you can keep your own heartrate down, your own voice calm, and your body language open. This really can be the catalyst to calm the child/student down when they are close to the tipping point.
Consequence Modifications

Consequence modifications really mean changing our own behavior. We want to feed the replacement behavior with the function of the target behavior.

So it looks like the above chart. The teacher is feeding the flames of the replacement behavior and extinguishing the flames of the target behavior. This is of course, easier said than done. Once we have fallen into a habit of feeding the target behavior, we have to break our own habit. Here are some ideas to help you:
• Wear your watch on the wrong wrist- it will remind you to feed the correct behavior
• Wear a special bracelet on your dominant wrist (lance Armstrong type bracelet will work for males or females)
• Wear one short sock and one long sock under your slacks- you’ll feel the difference and it will remind you
• Set a timer to go off every 30 minutes that will remind you to respond differently
• Get a vibrating watch and set it to vibrate every 17 minutes to remind yourself to respond differently

These are all just ideas and we are sure you can think up something else to remind yourself of the need to change your behavior in order to elicit appropriate behavior from your students. If what you are doing isn’t working, then it is not an intervention. Try something different.

Just remember, whatever was feeding the target behavior will feed the replacement behavior. We just have to switch how we react to both behaviors. Remember, we have to teach the replacement behavior and just telling a student what to do is not teaching. We have to use some of our great strategies like: peer mentoring, peer modeling, video modeling, video self-modeling, role playing or written plans.
Chapter Nine: Group Contingency-Group Reinforcement

Group Contingency-Group Reinforcement means all the students are working together to earn the same prizes. This is all or none. It puts pressures on the students to participate in order to win the prize for themselves as well as their classmates. Researchers have found group contingencies have an effect size greater than 1. When paired with other classroom management strategies, group contingencies significantly reduce classroom disruptions, increase time on task, and help academic performance (Stage & Quiroz, 1997). It is important to note the reinforcement does not need to be tangible. The authors of this book have been researching the question: “What would mean the world to you? What could an adult give you that would let you know you had done a good job, but it cannot cost money?” In eleven years, only one student has named something tangible. It was a young girl in Wyoming who said, “Food would be nice.” Upon further examination, it was discovered this young lady’s mother was selling the weekend backpack with food given to low socio-economic status families and buying drugs for herself. The school was working to get the young lady out of the situation, in the meantime she ate last on Friday and again on Monday.

Utilizing the book, *The Five Languages of Appreciation in the Workplace* by Chapman and White (2012), we took all the answers from the students and broke them down into these categories. Mnemonics help us remember, so I came up with PALPATES for the items that students named as desired reinforcements.

1) **Privileges** (Earning special privileges)
2) **Attention** (Quality Time with Adults and Peers)
3) **Leadership** (Earning Leadership Roles)
4) **Praise** (Social Praise- Name in Lights)
5) **Assistance** (Special Assistance in a Topic of Their Choice)
6) **Touch** (High Five)
7) **Escape** (Escape from a Task or Chore)
8) **Supplies** (School Supplies)

**Samples of Privileges in the Classroom**

- Getting to eat lunch in the classroom
- Getting to eat lunch with the principal (for good behavior)
- Getting to take shoes off in classroom
- Getting to sit on the floor to do work
- Getting to bring a flashlight to school and turning out the lights and pretending to do Daily Five under the stars by reading with flashlights
- Getting to wear pajamas to school and the principal makes pancakes for lunch
- Getting to write with a pen
- Getting to park in the first row in the student parking lot (everyone in the class gets a special tag for their car)
- Getting to type assignments on computer rather than handwriting (Take class to the computer lab)
- Permission to come to the classroom instead of the cafetorium first thing in the morning

**Samples of Attention in the Classroom**

- Getting to read the pledge of allegiance over the radio in the morning (attention from parents and community)
- Getting a class picture in the school newsletter
- Getting a class picture in the community newspaper
- Getting to stay after school as a class and play horse with the teacher
- Getting to stay after school individually and have a one on one checkers game with the teacher- it will take 25-30 days for everyone to get their time
- Getting a hand written post card from the teacher to the parents naming something each did that was amazing
- Getting to read one on one to your buddy class
- Getting to have artwork displayed in the front hall or the front marquee (if you have one)
Samples of Leadership in the Classroom

- Getting to make a movie about schoolwide expectations - entire class writes and produces the movie about appropriate behavior
- Getting to lead the school in the pledge for morning round-up
- Getting to write social emotional stories for younger students and then recording themselves reading the stories and sending to younger classrooms
- Getting to be the hosts when visitors come to the school and take hosts on tour of building explaining schoolwide expectations
- Getting to make posters for the hallway about schoolwide expectations
- Getting to present valentines to the custodian from the whole school (orchestrated by this classroom)
- Senior mentors for incoming freshmen
- Being the student greeters at all incoming doors

Samples of Praise in the Classroom

- Intercom announcement: Best manners in fourth grade
- Intercom announcement: Best behavior in an assembly by Mrs. Jones’ fifth hour class
- Compliments from other teachers on class-wide behavior
- Behavior Specific Praise (BSP) about the class sent to the principal (principal makes surprise visit to the classroom to compliment the class)
- Golden spatula, golden LP, golden tennis shoe etc. for having best manners in school specials
- Free seating in the cafeteria for a classroom that earned best manners
- Teacher vs. student’s points for good behavior - if the students get more points than the teacher, the teacher dresses in a funny costume and it’s announced on the intercom

Samples of Assistance in the Classroom

- Insider secrets to math, science, writing, reading, spelling etc.
- Teach students how to draw a special character
- Teach students how to work an app on the iPad
- Students get to ask the teacher questions (free reign) for 15 minutes
- Students get a study guide cheat sheet for an upcoming test
- Teach students how to organize their desks or lockers with visual aids
- Teach students how to color code their notebooks or backpacks

Samples of Touch in the Classroom

- Classroom gets to be the morning greeters and high five everyone who comes in the building
- Classroom is taught a secret fraternity handshake by a fraternity student who is visiting
• Sneak surprise- your class gets to choose another class and high five the entire class for hard work (like at the end of a sports game when the players high five each other)
• Teacher gives each student a special handshake for the class doing well
• Teach young students how to do hand clapping games like “The solo cup clapping game.”

Samples of Escape in the Classroom
• Earn five free answers to an assignment
• Homework free night
• Extra minutes of recess
• Time to sit at the end of class and talk to friends
• Time to sit at the end of class and catch up on homework
• Time to just drop everything and read for fun
• Teacher reads aloud to students an extra chapter

Samples of Supplies
• Pencils
• Pens
• Notebooks
• Erasers
• Notebook paper
• 3x5 cards
• Post-it notes
• Backpacks
• Glue
• Markers/crayons/color pencils
• Ask for donations of school supplies and let each student pick one thing they need for school.

As we stated earlier, the students we’ve interviewed have never stated they wanted school supplies. We have just been witness to too many students who had parents who would not or could not take them out to purchase school supplies throughout the year and the student suffered because of this.

Group contingencies can be general or specific. We can tell the students they are earning points for one behavior or a list of expectations. Either way, we give them a set score they are working for and when they earn it, they gain the reinforcement.
Besides points, here are some things we can use:

- **Mr. Potato Head**
  - As you catch the students being good as a whole class, draw one name out of your student pick jar and have that student come up and add a piece to “blank” Mr. Potato Head. Once he is all put together the students get a prize.

- **Cootie Bug**
  - As you catch the students being good as a whole class, draw one name out of your student pick jar and have that student come up and add a piece to a “blank” cootie bug. Once he/she is all put together the students get a prize.

- **Homeworkopoly** [www.tinyurl.com/homeworkopoly](http://www.tinyurl.com/homeworkopoly)
  - This is a free download that looks like a Monopoly game
  - As you catch the class being good in returning their homework, you move the pieces on the game board and the students earn prizes

- **Scratch off tickets**
  - Use this as the reward portion of the group contingencies- when they have the Potato Head put together or the marble jar lit up etc., they get to scratch off a prize.
    - Mix two parts airplane model paint with 1-part dishwashing detergent
- Draw bubble letters on a piece of tag board
- Write a prize inside each letter
- Laminate the bubble letters
- Paint over the letters
- Let dry - will take more than one night for it to dry
- Students can scratch off

- Barrel of Monkeys
  - Purchase any color of barrel of monkeys, they are available for less than $10 at toy discount stores
  - Put a self-stick hook on the white board up near the top
    - Put one of the monkeys hanging up on the hook
    - As you catch the students being good, add a monkey
    - When the monkeys reach the silver tray, the whole class wins a prize

- Links on a chain
  - Dollar stores have giant links for babies. They are very colorful and link together
  - Do the same thing as the Barrel of Monkeys, but with links
  - During months that are more difficult for behavior, use smaller links and that way you can catch more kids being good
• Angry Birds
  o http://pinterest.com/pin/65794844526127798/
  o http://pinterest.com/pin/108508672241479053/
  o http://pinterest.com/pin/22236591879621123/
  o http://pinterest.com/pin/174866398001635953

• Plastic Sink Strainer- Ribbons- Weaving good behavior in the classroom
  o Purchase a plastic sink strainer at a dollar store
  o Gather left over ribbons and attach them to the top of the sink strainer
  o As students are caught being good, draw one student’s name to come “weave a row for good behavior”
  o When the whole strainer is woven, the class earns a prize

• Brownie Points
  • Aluminum cookie sheet
  • Brownies run off from “pictures on Microsoft Office”.
    o Make the appropriate size so that 12 of them will fit on the cookie sheet
  • Laminate the brownies and put a magnet on the back.

• Marble Run- Made from a Pool Noodle
- Purchase a pool noodle from the dollar store
- Cut it in half hot dog way (the long way)
- Attach it to the silver tray under the white board
- Put each end into a clear Tupperware square and label one “A” and one “B”
- Get two big shooter marbles and set them on the silver tray
- You’ll choose two students from your name cup and give each a marble.
- Whichever one lands first is the winning prize.

- Mystery Motivator
  - Like hangman- students flip over letters to find out what the reward they earned

- Marbles in a jar- light it up
  - Purchase marbles, clear flat rocks, or jelly beans they have at the dollar store and a clear glass mason jar.
  - As you catch the kids being good, you will add marbles
    - We used this type of system:
      - 3 marbles if another teacher complimented my students
- 5 marbles if the principal complimented my students
- 2 marbles if I complimented the whole class
- 1 marble if I complimented one student- they earned it for the whole class

- Right before the last marble is about to be entered to the jar, take all the marbles out while the kids are gone. Sneak in a strand of Christmas lights and hide the cord on the back side of a book shelf.
- Plug the lights into a power strip with a switch turned “OFF”
- When the last marble goes in, move your foot to the switch and light up the jar. The kids’ eyes will pop out of their head and they will want to do it again.
- We just had two marble jars that look exactly alike- except one has the lights snuck in between the marbles. She replaces it the night before.

- Piggy bank jar of good choices
  - Purchase a small piggy bank and use pennies
  - When the piggy bank is full, the students earn the prize

- Pot holder loops
  - Put tons of pot holder loops in your pockets
  - As you catch individual students being good, hand them a pot holder loop to wear as a bracelet
  - Give behavior specific praise as you hand the student a loop
- At the end of the day walk around the room with a container and collect all the pot holder loops and count them as you pick the loops up.

- Have a set number in mind that you have shared with the students and if they reach that number, they earn the number of pot holder loops they earn the class prize.

We know some secondary classroom teachers will see the group contingency-group reward and think that it is an elementary intervention. The secondary teachers who have used this have found it a very effective intervention with their students. Let’s look at this way: Do you eat at a certain restaurant, stay at a certain hotel, or fly a certain airline because of points you collect? In essence, group contingency-group reward is an incentive to keep students engaged in appropriate behavior, just like earning points to fly a certain airline encourages you to engage in the behavior that corporation wants you to engage in for business.
Chapter Ten: Targeted Contingency-Targeted Reinforcement

Targeted Contingencies and Targeted Reinforcements is pitting different groups against each other. Some groupings could be males vs. females, table groups vs. table groups, peanut butter vs. jelly, or north vs. south. It does not matter how you divide classroom into groups. We use special seating as a reward and pit table groupings against each other. Each group of five students is a certain table color. The tables earn points by exhibiting excellent behavior. Each color has a coordinating bar on a sign with matching clothespins. Clothespins are added to the bars. Whichever group earns the most clothespins gets to sit in the classroom sofa for morning advisory time and group reading.

This causes the groups to try to outdo each other with good behavior. At the secondary level the students can earn free answers, assignment choice, free seating in the classroom or at lunch, or first dibs on classroom computers. All ages of students will buy into the concept of competition with each other. Research has shown contingencies and reinforcements to be an effective tool in decreasing disruptions in the classroom.

This can also be used at the whole school level and pit class against class for reinforcement. If you are interested in learning more about whole school reinforcement using group vs. group, please check out www.behaviordoctor.org under materials and universal behavior support.
- **Privileges (Earning special privileges)**
  a. Group that earns the most points wins special seating
  b. Group that earns the most points gets to use computers in the classroom

- **Attention (Quality Time with Adults and Peers)**
  a. Group that earns the most points gets to play the principal at horse
  b. Group that earns the most points gets to perform a rap they created about topic of teacher’s choice

- **Leadership (Earning Leadership Roles)**
  a. Group that earns the most points gets to run the smart board during review games
  b. Group that earns the most points gets to run the computer when the class plays www.freerice.com

- **Praise (Social Praise- Name in Lights)**
  a. Group that earns the most points gets to bring in pictures from home and put on floating picture frame (digital)
  b. Group that earns the most points gets their name in the golden book of behavior

- **Assistance (Special Assistance in a Topic of Their Choice)**
  a. Group that earns the most points gets to be taught a new skill
    i. Knitting
    ii. Crocheting
    iii. Piano lessons
    iv. Tatting
    v. Computer coding
    vi. Art skills

- **Touch (High Five)**
  a. Group that earns the most points gets to greet other students with a special handshake at the door

- **Escape (Escape from a Task or Chore)**
  a. Group that earns the most points gets to have the other groups take their lunch trash to the trash for them
  b. Group that earns the most points gets to choose what 5 problems the teacher gives the answers to for the whole class

- **Supplies (School Supplies)**
  a. Group that earns the most points gets special pencils or special school supplies
Chapter Eleven: Individual Contingency- Individual Reinforcement

The point system discussed on pages 27-31 would work well for individual contingency and individual reinforcement. This would be the same as a token economy. The important feature of this is that we do not believe in reinforcing with tangibles like we see so many people offering to students for appropriate behavior. We believe individual contingencies and individual reinforcements should pay off for the same things that targeted and whole group contingencies see as rewards.

- **Privileges** (Earning special privileges)
  a. Earning the right to sit in the teacher’s chair (this chair swivels and gives vestibular input for students who need sensory input)
  b. Earning the right to take shoes off in class (taking shoes off decreases anxiety by 37%)

- **Attention** (Quality Time with Adults and Peers)
  a. Get to play checkers with the custodian
  b. Get to eat lunch at a special table with the principal and two friends

- **Leadership** (Earning Leadership Roles)
  a. Get to be in charge of something in the classroom- like the teacher’s helper
  b. Get to lead the pledge over the intercom

- **Praise** (Social Praise- Name in Lights)
  a. Get to decorate a bulletin board in the classroom that the teacher brags about
  b. Get to star in a class video about appropriate behavior

- **Assistance** (Special Assistance in a Topic of Their Choice)
  a. Get to have a one on one class in any technique of your choice
     i. Knitting
     ii. Crocheting
     iii. Piano lessons
     iv. Tatting
     v. Computer coding
     vi. Art skills
- **Touch (High Five)**
  a. Get to stand with the principal and greet students in the morning with high fives
- **Escape (Escape from a Task or Chore)**
  a. Get to choose what 5 problems the teacher gives the answers to for the whole class
- **Supplies (School Supplies)**
  a. Gets to earn special school supplies

This is a simple token economy between the teacher and one student. We have had great success using the student/teacher rating sheet. We also like letting parents reward their children at home for having good behavior at school. The message is that home and school are working together. This helps the child generalize behavior.
Chapter Twelve: Reinforcements

Should we or shouldn’t we reward students and children for good behavior? That has been debatable for a long time. The Center for Positive Behavioral Interventions and Supports (PBIS) researched the question, “Are Rewards Dangerous?” The resounding results showed if reinforcements are done properly, they are not detrimental to a child’s development and the child learns to be intrinsically motivated as they learn the importance of social acceptance and academic achievement.

Here’s the official statement from www.pbis.org: “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of reinforcements is an overgeneralization based on a narrow set of circumstances.”

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001

It used to be common knowledge that reinforcements should not be stickers, candy, and toys; rather, the payoff should match the function of the behavior we are trying to ameliorate. It seems the potty training people came along and said to give a child an M&M for going tinky on the toidy and suddenly we found people giving children stickers and candy for having good behaviors. We strongly believe tangibles
should be the last thing we offer to children as a reward and the payoff should match the function which might be appropriate for the child.

### Functions of Behavior

<table>
<thead>
<tr>
<th>To Gain</th>
<th>To Escape</th>
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<tbody>
<tr>
<td><strong>Attention:</strong></td>
<td><strong>Work/Tasks/chores</strong></td>
</tr>
<tr>
<td>Peers</td>
<td>People</td>
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<tr>
<td>Adults</td>
<td>Adults</td>
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<tr>
<td>Access to preferred items or</td>
<td>Peers (Think bullying)</td>
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<tr>
<td>environmental controls</td>
<td>Pain</td>
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<tr>
<td>Sensory Integration (Input)</td>
<td>Emotional</td>
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<td></td>
<td>Physical</td>
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<td>Sensory (Overload)</td>
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### What Do Children Want?

For eleven years, we have been asking this question of students we meet: “What would mean the world to you? What could an adult give you that would let you know you had done a good job? It can’t cost any money.” Here are some of the answers we have received:

- A young man on a school bus in NYC who was reported to be the worst behaved kid on the bus by the bus matron said, “I see people throw a football and when they throw the football it goes straight. If someone could teach me how to throw a football so it would go straight, that would mean the world to me. When I throw it, it goes all wonky.”

- A young man in an alternative school said, “I used to be on drugs and everyone here knew me when I was on drugs and I wasn’t nice. I’ve been clean and sober for 3 months, 2 days and a couple of hours and not one person has told me they like me better off...”
drugs than when I was on drugs. I’d like somebody to tell me they appreciate how hard it is to stay clean and that it’s worth it.”

- Several teenagers have said, “If somebody could just say they appreciate the fact that I got my sorry ass (sic) to school today that would mean something. I mean it’s not easy getting up this early.”

- In ten years, only one student has said anything tangible. A young lady in Wyoming said “Food would be nice.” When I queried her teacher I found out her mother sold her weekend backpack of food for drugs and she went all weekend without eating.

So, we think we know kids want an X-box or a new bicycle but what they really want is attention or recognition.

**Five Languages of Appreciation in the Workplace**

In our research on reinforcements, we studied the book *The Five Languages of Appreciation in the Workplace* by Chapman and White (2012). We took the information from that book and applied it toward the ten years of research we have on student responses. We found the students we talked to over the years had more than five levels and they broke into these categories:

1) **P**rivileges (Earning special privileges)
2) **A**ttention (Quality Time with Adults and Peers)
3) **L**eadership (Earning Leadership Roles)
4) **P**raise (Social Praise- Name in Lights)
5) **A**ssistance (Special Assistance in a Topic of Their Choice)
6) **T**ouch (High Five)
7) **E**scape (Escape from a Task or Chore)
8) **S**upplies (School Supplies)
**Privileges.** We found students liked special permission to wear sunglasses, take their shoes off, sit in the principal’s chair, or get to run the Smartboard. Several of our PBIS schools have a special table in the lunchroom where the students are allowed to listen to music and earning the privilege of sitting there means a lot to them.

**Attention.** Time and again students just named things that meant an adult spending time with them. We work in an alternative school occasionally and the biggest prize those students work for is to have hot chocolate with the principal. The students get to sit in the principal’s office for fun and have a cup of hot chocolate with him and talk about their day. Kids who like going to the principal’s office, who would have thought?

**Leadership roles.** Being able to do the school news, or lead the pledge over the intercom ranked well in both elementary and secondary. Many PBIS schools use student leaders to show visitors around their school and the students really enjoy this privilege.

**Praise.** When we taught every single day, every single student went home with a love note. These were little slips of paper that recognized something positive they did that day. One student who had the same teacher for three years in Kindergarten, third and fourth grade reported that at 18 he still had all those love notes saved. Social praise can be verbal, written, or announced over the loudspeaker. Many PBIS schools announce the class with the best manners in PE or the bus with the best behavior of the week.

**Assistance.** Many students would say things like, “I don’t have a computer at home. If the computer teacher would let me stay after school and teach me how to make games on the computer, I think I’d like to be a computer programmer when I grow up.” We even had students tell us they just would like help with math or reading but they didn’t want to ask for it in front of their peers. They said they would stay after school for help if it were offered.

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**Touch.** Many students said having a special handshake with someone was fun for them. They said they like it when their teachers “high five” them when they do a good job on something. This takes such little time from class and yet obviously has profound impact for kids.

**Escape from a task or chore.** The number one response from teenagers was for a homework free night. They said they typically have anywhere from two to four hours of homework each evening. They said if all the teachers in the school would just get together and choose one night to not give homework it would be the best gift. They said, we don’t have time for anything fun because homework takes up all of the evening.

**Supplies.** We added this even though no students actually asked for tangibles. The reason we added this is because of students who are low in socio-economic status. These students cannot afford the cool pencils, cool notebooks, or cool pencil cases. We believe tangibles of special school supplies are quite appropriate and those students who need them will choose those.

**What’s not on the List?**

What you won’t find on this list is to give students candy, stickers, or toys. You might see a pizza party or a hot dog cook out; however, the reason for the food in these cases is the social gathering and not the food itself. Too many children are being rewarded with tangibles as evident in any toy aisle at a discount store where this mantra is heard, “I’ll buy you this if you stop crying.” We cannot buy good behavior. We have to teach it. Then we have to imprint it by modeling it ourselves. Then we have to practice it with our children. “This is what good behavior looks like, sounds like, and feels like.” Then we have to give behavior specific praise, “When you picked up that piece of trash on the floor and put it in the wastebasket that was being responsible of the environment.”
The List

The following list is divided into sections:

- Prizes for parents to give to children for good behavior
  - Young child
  - Teenagers
- Prizes for elementary teachers to give to students for good behavior
- Prizes for secondary teachers to give to students for good behavior
  - You will see some duplication from elementary onto secondary based on student responses received
- Prizes for PBIS teams, PTO’s or Administrators to give to staff
  - You will see food items on here because adults need chocolate sometimes 😊

Free or Inexpensive Reinforcements for Parents

**Young Children**

1. Assist the parent with a household chore
2. Send an email to a relative telling them what a good job they had done on a project at school. In other words, email Aunt Linda and tell her about the “A” you got on your spelling test.
3. Get to decorate paper placemats for the dining room table for dinner that evening
4. Get to choose what is fixed for dinner that night - example: “You get to choose, I can make tacos or meatloaf. Which do you want me to fix?”
5. Get to help parent fix dinner - shell peas, peel potatoes, make art out of vegetables, make ants on a log etc.
6. Get to be the first person to share 3 stars and a wish at the dinner table (3 good things that happened that day and one thing they wish had gone better.)
7. Get to create a family night activity - roller skating, hiking in the park, picnic dinner on the living room floor or under the dining room table with blankets over the top.
8. Camp out in the backyard with a parent.
9. Get a car ride to or from school instead of the bus
10. Get to have a picture framed for mom or dad’s office
11. Get to choose the game the family plays together that night
12. Get to choose the story the family reads out loud together (read the classics)
13. Get to go with a parent to volunteer at a retirement home (the children will get tons of attention)
14. Get to gather old toys and take to a shelter for children who have nothing
15. Get to ask friends to bring dog and cat food to their birthday party instead of toys that will break. Take the food to a shelter the day after as a reward. They will get a ton of attention from the staff.
16. Bury treasures in a sandbox for the child to find. Put letters in plastic Easter eggs and they have to put the letters together that spell treat the child will receive. (Ideas: a walk with grandma, bike riding at the park, etc.)
17. Make special mud pies in the backyard with mom or dad or have a family contest to see who can make the best mud pie.
18. Dig shapes in the sandbox and then decorate with items found around the house. Pour inexpensive plaster of Paris into the shape and wait to dry. When it’s pulled out it will be a sandy relief that can be hung on the wall (if you remember to put a paper clip in the plaster of Paris on the top before it dries 😊)
19. Get to go shopping with a parent as an only child. Give them a special task to look for something that you are seeking. For example: “Here’s a picture of a blue blouse that I’m trying to find. Help me look for something that looks like this.”

20. Take all the kids to grandma and grandpa’s house except one and let that child stay home with mom and dad and be “only child” for the weekend. The other kids will get spoiled with lots of attention by grandma and grandpa and the “only child” will get lots of attention from mom and dad. (If you don’t have grandma and grandpa nearby- trade with another family taking turns to keep each other’s children.)

21. Download a fun recipe and let your child help you make that recipe as a surprise for the rest of the family that evening. (Put up signs that say “Secret Cooking in Progress”. Must have special pass to enter the kitchen.

22. Surprise your child with a scavenger hunt around the house. If they read, give them written clues hinting as to where the next card is hiding. At the end have them find a note that tells them their big prize. (If your child can’t read, you can use pictures.)

23. Make a story on the computer with your child using Microsoft’s PowerPoint program. Let your child be the star of the story.

24. Let your child take the digital camera out in the back yard and then come back in and turn those pictures into a story on the computer. Help them print off their book for a distant family member.

25. Go outside and collect cool leaves and flowers. Come inside and put those leaves and flowers between two sheets of wax paper. The parent will iron these two sheets together and create placemats for everyone in the family for the evening.

26. Start a family story at the dinner table and each person in the family has to tell a part of the story. The child being rewarded gets to start and end the story.

27. Let your child earn 5 minutes of either staying up later or sleeping in in the morning. Use that time to read together if they stay up later.

28. Play secretary and let your child dictate a story to you. Type up the story and send it out to some relatives who will call them and tell them how much they liked the story.

29. Write a story for your child where the child or their personal hero is a character in the story.

30. Change the screen saver on your computer to say “My child is the greatest.” ...or something that would make them feel good about themselves. Do this at your office and then take a picture of it or take your child to your office on the weekend and let them see it.

31. Let your child help you do the laundry and then pay them with a special dessert for dinner. Be sure to say, “Since you helped me save time by helping me fold the laundry, I have time to make this special dessert for dinner.”

32. Help your child organize their room giving them a mnemonic to help them remember where things go- for instance teach them the color order of the rainbow and then teach them to hang up their clothes in color groups matching the order of the rainbow (ROYGBIV). Later on when you catch them hanging up their clothes in the correct place draw a “rainbow” award for their good work and put it on their door as a surprise when they come home.

33. Have the bedroom fairy come while they are at school and choose the bedroom that is the neatest. Hang a fairy from the doorway of the room that is the neatest and that person gets to sit in “Dad’s chair” to read that night. (Or something that would be appropriate at your house).

34. Mystery grab bag. Take an old pillow case and put slips of paper inside listing some of the prizes on this page and let the child draw out the prize they are going to get for their behavior reward.

35. Let your child dictate where you drive on the way home from a location. In other words, they have to tell you turn left here...turn right here. If they happen to steer you into a Baskin
Robbins Ice Cream Parlor, it wouldn’t be a horrible thing to stop and have a family treat together.

36. Give your child a special piece of jewelry that belongs to you to keep and wear for the day. (Nothing that costs a lot of money- but something that looks like it is special to you.) The child will feel special all day long.

37. Take your children to the library one at a time and give them special one on one time at the library checking out books or listening to stories.

38. Sign your child up for acting lessons (they have to have earned this privilege). Many universities offer free acting classes on the weekend for children.

39. Take your child to an art gallery and then have them draw a picture of their favorite painting or statue. Possibly stage a mini art gallery tour of the child’s work for relatives who are coming to visit. Serve cheese and grape juice.

40. Take your child to the university astronomy lab. (It is usually free). Help them place stars on the ceiling of their room in their favorite constellation. If possible they could paint the stars with “glow in the dark” paint.

41. Take your child on a nature walk and collect rocks. Bring the rocks back home and have a contest painting the rocks to look like animals.

42. Have your child collect some toys they have outgrown. Clean up the toys and take them to a local hospital children’s ward and donate the toys to the ward. The child will get lots of attention and feel good.

43. Go to your local appliance store and ask them to save a refrigerator box for you. The next time your child earns a reward, give them the box and help them plan and decorate the box to turn it into anything their imagination desires.

44. Make Papier-mâché Halloween masks by taking punch ball balloons and spreading the paper strips over the balloon shape. Make noses, horns, tongues whatever they desire and then paint when dry. You will have a unique and free Halloween costume and you will have given your child tons of attention.

45. Find an old fashioned popcorn popper (not an air popper). Spread an old sheet out on the living room floor, put a little oil in the popper and then have your children sit outside the perimeter of the sheet. Put a few kernels of popcorn in the popper and watch them fly up in the air. The kids will love watching this. For a special treat pour cinnamon sugar on the popcorn after it pops.

46. Find some light balsa wood and create a boat powered by a rubber band and paper clip paddle wheel. Make a unique sail and take the boat to a creek or lake nearby and help your child launch their boat. Be sure to take a butterfly net to retrieve the boat when it goes downstream. (Proactively, you could put an eye hook on the front of the boat and attach some fishing line to it so it can be brought back to shore.

47. Take your child fishing. It’s a great place to have some really in depth conversations.

48. Take your child for a ride looking for items that start with each letter of the alphabet. Take the child’s picture in front of each item that starts with that letter and then put it together as an ABC Book. For example: “This is Johnny in front of Applebees.” “This is Johnny in front of BlockBuster.” And so on....

49. Check with your local humane society and see if they allow children under 18 to volunteer to feed and water the animals. (Some shelters only allow adults over 18). Let your child earn the privilege of going to the shelter to feed and water the animals. Perhaps they can walk a small dog or pet a cat.

50. Take your child to the local fire department. As long as they are not busy, they will be glad to show the child around and give them some great attention. Most children have seen a fire truck, but few have actually gone to the fire department to see what it looks like.
51. Play the “Gatekeeper Game” with your child. A description of this game is available on www.behaviordoctor.org (under books- Stork Manual page 60.)

52. Tell your children you have a surprise performance for them. Get a stocking cap and lay on a sturdy table with your head hanging chin up in the air. Cover all of your face with the stocking cap except your chin and mouth. Draw two eyeballs on your chin and then lip sync to a silly song. It looks really funny, like a little headed person with a big mouth singing. Then let your child put on a performance for you.

53. Play hide and go seek in your house in the dark. Turn out all the lights and have everyone hide. One person is “it” and they have to go around the house and find the people who are hiding. It’s really a great way to help your children not be afraid of the dark. You can limit it to one or two rooms if your children are young.

54. Ask your children if they’d rather have a dollar a day for thirty days or a penny a day that doubles each day for 30 days. In other words, on day one 1 cent, day two 2 more cents, day three 4 cents and so on. Once they decide then help them figure out which one would have been the better deal. $10,737,418.23 at the end of 30 days with the double the pennies per day. This is just hypothetical; they don’t really get the money 😊

55. Give your child a nice piece of Manila paper and some wax crayons. Have them color a design on every inch of the paper- could be stripes or wavy lines- whatever they desire. Then have them cover the entire page with black crayon. They color over the entire page. Then give them a paper clip and have them open one end and scratch a cool design into the black crayon. The colors underneath will show through. Do an art gallery tour and have tea and cookies after looking at the different pictures.

56. Teach your child how to throw a football, shoot a basket, kick a field goal, hit a baseball, and putt a golf ball. Then for fun, switch hands and try to do all of those things with the opposite side of the body.

57. Find an old croquet set- probably on Ebay. Set up croquet in your yard and challenge your child to a game of croquet. The winning child gets to choose what the family eats for dinner.

58. Turn your dining room table into a cave by covering it with blankets, quilts and sheets that cover the top and sides down to the floor. Lay inside the cave and draw picture by flashlight to hang on the wall of the cave- just like the caveman drawings. You can safety pin the pictures to the “cave walls”.

59. Have a talent night for the family. Have everyone keep it a secret what they are doing and then perform for each other.

60. Teach your child how to darn a sock and then turn it into a magical sock puppet. Put on puppet shows for each other.

61. Take a tension curtain rod and put it in the door frame with some old curtains attached. Let your child put on a talent show for you as they enter through the curtain.

62. Attach cork panels to a wall in the kitchen or put in a large picture frame and put a special piece of art, poetry, or an exceptional paper on the board and have the entire family view and comment at dinner on the highlighted piece.

63. Let your child design thank you cards, birthday cards, or holiday cards and use them to send to friends and relatives. Make sure they sign their work.

64. Buy your child an inexpensive digital camera and have them take pictures and then gather the family with popcorn and watch the video on your television by hooking the camera to the television or upload to the computer and attach the computer to the television. Have everyone choose a favorite photo and talk about it.

65. Have a date night with your child as an only child. Take your child out to dinner and a play or a movie.
1. A gallon of paint is inexpensive. Let the child choose the color and help them paint their room. You can also buy mistake paint (colors that didn’t work out for others) and let the child paint a mural on their bedroom wall.

2. Teenagers need extra-curricular activities; however, these activities are expensive. Work out a deal with the karate teacher, horse stable, art teacher, sport coach etc. Offer to provide transportation, house cleaning duties once a month, or precooked meals to get a discount on these classes for your teenager.

3. Teenagers have a difficult time with their emotions. Download yoga lessons from online and do yoga breathing exercises together as a family. Talk to your child about using these techniques when they feel tense at school.

4. Make a deal. If your child maintains the grades you agree upon, does not have any unnecessary absences, and has been agreeable, allow them to take a mental health day and stay home on a day you are home as well. Go window shopping together, fishing, go-kart riding, or whatever would float your child’s boat. My mother did this with us when we were children and I still remember these days fondly.

5. Let your teenager play their music during dinner and talk to you about why they like each song that plays.

6. Watch an old black and white classic movie together and talk about how movies have changed. My children loved “Harvey” with Jimmy Stewart when they were teenagers.

7. Write half a story or poem and let your teenager write the other half. Submit the story for publication.

8. Scan your teenager’s papers or art work and have them bound in a book (www.lulu.com has inexpensive binding available). Present the book to your teenager at a special dinner.

9. Make a scrap book of your teenager and their friends with ticket stubs and pictures and present at a surprise party.

10. Save your change for a year. Let your teenager choose what to do with that money. One family that I know saved enough to take a family of six to Disneyland.

11. One of the greatest gifts you can give to a teenager is to teach them charity. Sign up to work in a soup kitchen, nursing home, or other similar area and work with them once a month.

12. Organize a neighborhood football or basketball game “oldies” vs. “youngsters” or “men” vs. “Women” and then have a block barbecue afterwards.

13. Let them drive the “good” car for a special occasion.

14. Surprise them with their favorite dessert for no special reason.

15. Write a story about the 20 things you love about them. Include fun pictures.

16. Choose a family member of the month and make a poster of them. Let them choose Friday night dinners for the month.

17. Teach your children how to play a game like Spoons, Canasta, Poker, etc. And have a family game night.

18. Turn out all the lights in the house and play hide and go seek in the dark. The person that can stay hidden the longest gets to choose the movie the family watches on Saturday night. Our personal children loved this well into their teens because they got better at hiding.

19. Hire your child to be an interior decorator and using only items available in the house, redo a room in the house.

20. Do your own Trading Spaces. Parents redecorate the teen’s bedroom and the teen redecorates the parent’s bedroom.

21. Use plastic Easter eggs and put dollar amounts in the eggs on slips of paper and number the eggs with a permanent marker. Play Deal or No Deal with one of the parents playing the banker.
22. Help your teenager study for a test by downloading a free *Who Wants to be a Millionaire* PowerPoint game and put the answers to your teenagers’ test into the game and then play to help them study.

23. Tape record your student’s study questions onto a tape recorder for them so they can listen to them while they are going to sleep.

24. Make flash cards for your student’s exams to help them study for a big exam.

25. Help your teenager organize their notebook using color coded folders for each subject and pocket folders for study cards.

26. Hide positive messages all over your teenager’s room, in their books they use at home (you don’t want them to get embarrassed at school), on their bathroom mirror, etc.

27. Watch *Jeopardy* and give each family member a pad of post it notes or index cards. Have everyone write down what they think the answer is and keep points. The person who wins gets to pick what the family does as an activity that weekend.

28. Do some research for your teenager. For example, if your teen is studying Greek Mythology go to the library and check out all the books on Greek Mythology for them or download some appropriate materials from the Internet (be careful of the Internet as some information is not correct).

29. Take your teen to a museum, on a nature walk, to a sporting event, whatever would float their boat. It’s the time you spend with them that is important and there are many free events you can attend.

30. Make a special mix CD for your teen of their favorite songs. You can upload I-tunes and then copy their own CD’s into the program and mix and match their favorite songs onto one CD so they don’t have to flip through CD’s to listen to their favorite songs.

31. Have a contest to see who can find something that no one in the family can guess what it is. For example, a shirt stay, or the inside spring to a toy, things that might not be recognizable away from their use.

32. Have everyone come to the table with a quote and then a contest to see who can guess who made the quote famous.

33. Surprise your teen with a scavenger hunt all over the house when they get home from school. Make the clues hard to figure out. I always had a little prize at the end like baseball cards.

34. Let your teen host the training of a guide dog. This will teach them responsibility and give them a sense of pride.

35. Help your teen become a big brother or sister to a child who needs a mentor. There is no greater gift you can give yourself than that of service to someone in need.

**Free or Inexpensive Reinforcements for Individual Students at School**

**Elementary Level**

1. 10 minutes of computer time
2. 10 minutes of I-Pad time
3. 15 minutes of computer time
4. 15 minutes of free choice time
5. American Idol with your class- you get to be a judge
6. Art time with special art supplies (like clay, ceramic, bake dough etc.)
7. Assist the custodian
8. Assist with morning announcements over the PA system
9. Be a helper in another classroom
10. Be featured on a photo recognition board
11. Be recognized during announcements
12. Be the first one in the lunch line
13. Be the leader of a class game
14. Be the line leader or the caboose
15. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
16. Be the teacher's helper for the day
17. Borrow the principal's chair for the day
18. Breakfast with the custodian
19. Breakfast with the librarian
20. Breakfast with the music teacher
21. Breakfast with the PE teacher
22. Breakfast with the principal
23. Breakfast with the teacher
24. Bring your pet to school and share it with the class
25. Bubbles
26. Build a tent out of your desk using a towel and work under your desk
27. Buy Back a Bad Grade by getting to take another chance at a quiz
28. Buzz cut a design in an agreeable male's head
29. Cake Boss decorating cupcake with your class—you be the judge
30. Choose a book for the teacher to read aloud to the class
31. Choose any class job for the week
32. Choose music for the class to hear
33. Choose the game during physical education
34. Choose which homework problem the teacher has to answer for the whole class
35. Choose which homework problem the teacher will give the answer to for a freebie
36. Clean the teacher's desk
37. Craft Stamps during FREE Time tomorrow
38. Cup of hot chocolate with a preferred adult
39. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
40. Dance to favorite music in the classroom
41. Decorate the class door
42. Design a class/school bulletin board
43. Design and make a bulletin board
44. Do freeze tag with the class
45. Do half of an assignment
46. Do the conga with the class
47. Do the Hand Jive with the class
48. Draw on a small white board at desk
49. Draw on the chalkboard
50. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
51. Duct tape the principal to the wall during lunch or an assembly
52. Earn a blue ribbon for an art display
53. Earn a certificate for free
54. Earn a free pass to a school event or game
55. Earn a gift certificate to the school store or book fair
56. Earn a pass to the zoo, aquarium, or museum
57. Earn a picnic for your class—might be indoors if weather is bad
58. Earn a trophy - teacher made trophies
59. Earn a trophy, plaque, ribbon or certificate
60. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
61. Earn extra computer time
62. Earn extra credit
63. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
64. Earn play money to be used for privileges
65. Earn points for good behavior to “buy” unique reinforcements (e.g. Autographed items with special meaning or lunch with the teacher)
66. Earn the privilege of emailing a parent at work telling of accomplishments
67. Eat lunch in the Classroom
68. Eat lunch outdoors with the class
69. Eat lunch with a teacher or principal
70. Eat lunch with an invited adult (grandparent, aunt, uncle)
71. Eat snack in the classroom
72. Eat with a friend in the classroom (with the teacher)
73. Enjoy a positive visit with the principal
74. Enjoy class outdoors for the whole class
75. Enter a drawing for donated prizes among students who meet certain grade standards
76. Extra session of Daily 5
77. Free 1 point gotcha for everyone in the class
78. Free pass on doing only half an assignment instead of whole assignment
79. Get “free choice” time at the end of the day
80. Get a “no homework” pass
81. Get a balloon attached to your desk with a secret message inside the balloon
82. Get a banner at your desk
83. Get a book dedicated to you in the library
84. Get a drink from the cold water fountain (There is always one fountain that is better)
85. Get a flash cards set printed from a computer
86. Get a free choice for the whole class
87. Get a special crown to keep and wear
88. Get a special school supply from the teacher’s closet
89. Get a video store or movie theatre coupon
90. Get chalk for recess to draw on the playground
91. Get extra art time
92. Get to ask your BFF to join you at a special table in the lunchroom
93. Get to be a mentor on the playground for recess
94. Get to be first in the lunch line
95. Get to be the assistant custodian for 30 minutes
96. Get to be the assistant librarian for 30 minutes
97. Get to be the assistant principal for 30 minutes
98. Get to be the caboose for the day
99. Get to be the line leader for the day
100. Get to be the Music teacher’s helper for 30 minutes
101. Get to be the PE teacher’s helper for 30 minutes
102. Get to be the secretary’s helper for 30 minutes
103. Get to be the teacher’s helper for the day
104. Get to blow bubbles at recess
105. Get to bring a special guest to class to read a story to the class
106. Get to bring in show and tell
107. Get to bring in something you collect from home and share it with the class
108. Get to bring your favorite game from home and share it with the class
109. Get to choose an art project for the class
110. Get to choose an extra book for story time
111. Get to choose the brain break activity
112. Get to dance with the class
113. Get to do a magic trick for the class
114. Get to draw on the whiteboard while the teacher is reading
115. Get to eat lunch with a different class
116. Get to eat lunch with the custodian
117. Get to eat lunch with the principal
118. Get to eat lunch with the teacher
119. Get to go help another teacher for one hour
120. Get to go help in a younger class
121. Get to have everyone write a positive sentence about you in a booklet
122. Get to help design a bulletin board and put it together
123. Get to hold the flag for the pledge in the morning
124. Get to invite three friends to eat lunch with you in the classroom
125. Get to make a special card using the stamps and ink
126. Get to paint something on the classroom easel
127. Get to perform a science experiment for the class
128. Get to play Angry Birds on class I-Pad
129. Get to play with Play dough or the Fuzzy Pumper Barber Shop
130. Get to put on a puppet show for the class- using the teacher’s doorway curtain
131. Get to put together a puzzle in the back of the room
132. Get to read a comic book during DEAD time (Drop Everything and Read)
133. Get to read morning announcements over the Public Address System
134. Get to set up snack for the class- some schools have morning snack provided
135. Get to sing karaoke in the class
136. Get to sit in the class beanbag
137. Get to sit in the class rocking chair
138. Get to sit in the special chair during reading time
139. Get to sit on the floor to do your work- using teacher’s pillow
140. Get to skip one test question
141. Get to take care of the class pet over the weekend or holiday
142. Get to take off your shoes for the day
143. Get to teach one topic for the day
144. Get to tell jokes to the class for 10 minutes
145. Get to text message your parents about a great behavior
146. Get to use the teacher’s cell phone to call home about your great behavior
147. Get to use the teacher’s computer to send an email to someone about your great behavior
148. Get to visit another classroom for one lesson of the day
149. Get to visit the principal for a prize (pencil)
150. Get to wear a diamond tiara for the day
151. Get to wear a super hero costume for the day
152. Get to wear ear buds for one hour and listen to music
153. Get to write the morning positive message
154. Get to write your name on a paper with the glitter pen
155. Get your name read over the morning announcements proclaiming your good behavior
156. Get your picture in the school newspaper
157. Get your picture on the school website
158. Go on a walking field trip (earn privilege for whole class)
159. Go to recess early
160. Go to the library to select a book to read
161. Gum in the classroom (this actually provides oral stimulation and increases retention) whole class reward
162. Hat day tomorrow
163. Have a drawing lesson
164. Have a free serving of milk (not a bad thing in low S.E.S. areas)
165. Have a teacher read a special book to the entire class
166. Have an extra recess
167. Have teacher share a special skill (e.g. Sing)
168. Have the class mascot at your desk
169. Have the teacher help you clean your desk
170. Have the teacher make a positive phone call home
171. Help in a lower level class
172. Hershey kiss for everyone with a positive message (this is in here because a taste of chocolate boosts mood levels—good before a test)
173. Invite a parent, grandparent to eat lunch with you
174. Keep a stuffed animal at desk
175. Learn how to do something special on the computer—like graphics or adding sound
176. Learn how to draw something that looks hard, but with help is easy
177. Listen to music while working
178. Listen with a headset to a book on audiotape
179. Make deliveries to the office
180. Move desk for the day
181. Music in the classroom
182. Name put on scrolling marquee with a specific message “Emily Jones says smile and eat your veggies.”
183. New pen for everyone
184. New pencil for everyone
185. No homework today
186. Operate the remote for a PowerPoint lesson
187. Overnight read-in for your class in the gym with sleeping bags and flashlights
188. Paint during FREE Time tomorrow
189. Pajama day tomorrow
190. Pick a game at recess that everyone plays including the teacher
191. Pick a Read Aloud Book for the teacher to read
192. Play a computer game
193. Play a favorite game or puzzle
194. Popcorn for the class
195. Principal dresses up in a funny costume for the day
196. Put your feet on your desk during DEAD time (Drop Everything and Read)
197. Read a book to the class
198. Read morning announcements
199. Read outdoors
200. Read to a younger class
201. Receive a “mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
202. Receive a 5-minute chat break at the end of the class or at the end of the day
203. Receive a note of recognition from the teacher or principal
204. Receive a plant, seeds and a pot for growing
205. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
206. Receive donated community gifts or coupons
207. Receive verbal praise
208. Request what teachers sing or act out what song during lunch for the whole lunch period to see
209. Root beer float with the principal
210. Select a paperback book to take home to read from the teacher’s personal library
211. Sharpen pencils for the whole class
212. Shoot baskets at the trash can with foam balls
213. Show and Tell
214. Sit anywhere in the room today
215. Sit at the teacher’s desk using his or her chair
216. Sit at the teacher's desk for the day or a set amount of time
217. Sit next to the teacher during story time
218. Sit next to the teacher during story time
219. Sit with a friend at lunch, assembly, etc.
220. SMARTboard game for everyone
221. Sour gummy worm for everyone as a writing springboard- write about what sour tastes like
222. Stay in at recess and help the teacher
223. Stuffed animal day tomorrow
224. Take a free homework pass
225. Take a trip to the treasure box (non-food items such as water bottles, pencils, pens, spiral notebooks)
226. Take care of the class animal
227. Take class animal home for school vacation time
228. Take home a class game for a night
229. Teach the class a favorite game
230. Teach the class a math lesson
231. Teacher does all the homework
232. Teacher dresses up in a funny costume for the day
233. Use colored chalk
234. Use the teacher's chair
235. Walk in the woods with a preferred adult during recess
236. Walk with a teacher during lunch
237. Watch a video instead of recess
238. Wear a hat for the day
239. Wii party with two BFFs
240. Work as the Principal apprentice for 20 minutes
241. Work in the lunchroom
242. Wrist smelly for everyone (use smelly lip balm)
243. Write with a marker for the day
244. Write with a special pen for the day
245. Write with a special pencil for the day
Free or Inexpensive Reinforcements for Individual Students

Secondary Level

1. 10 minutes of computer time
2. 10 minutes of I-Pad time
3. 15 minutes of computer time
4. 15 minutes of free choice time
5. Adult volunteers to write a job recommendation for the student
6. All school party on the weekend with different venues for all interests: (students with zero ODR’s get to come) Have parents sponsor and chaperone:
   a. Dance area
   b. Basketball area
   c. Game board area
   d. Conversation pit
   e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
   f. Karaoke area
   g. Computer animation area
7. American Idol with your class- you get to be a judge
8. Assisting Coach for any sport
9. Assisting PTO (PARENT TEACHER ORGANIZATION) (PARENT TEACHER ORGANIZATION) to develop ways to reward teachers who go out of their way to help students
10. Breakfast with the custodian
11. Breakfast with the librarian
12. Breakfast with the music teacher
13. Breakfast with the PE teacher
14. Breakfast with the principal
15. Breakfast with the teacher
16. Buy Back a Bad Grade by getting to take another chance at a quiz
17. Chance to go to grade school and teach students about a topic of interest
18. Choose which homework problem the teacher has to answer for the whole class
19. Choosing to do a PowerPoint for the class on a particular subject of interest
20. Choosing what assignment the class does for homework
21. Clean the teacher’s desk
22. Cup of hot chocolate with a preferred adult
23. Decorate the class door
24. Designing theme for school dance, ice cream social, game night
25. Dress as the school mascot during a game
26. Earn a picnic for your class- might be indoors if weather is bad
27. Earning the chance to be the water/towel person at a sporting event
28. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
29. Earning the chance to scoreboard assist at a game
30. Eat lunch in the Classroom
31. Eat snack in the classroom
32. Eating lunch with a preferred adult
33. Facebook Status Updates on the Classroom Door
34. Free 1 point gotcha for everyone in the class
35. Free entrance to a dance
36. Free entrance to a football, basketball, etc. game
37. Free library pass to research a topic of interest
38. Free pass on doing only half an assignment instead of whole assignment
39. Get a balloon attached to your desk
40. Get a banner at your desk
41. Get a book dedicated to you in the library
42. Get a special school supply from the teacher’s closet
43. Get to be first in the lunch line
44. Get to be the assistant custodian for 30 minutes
45. Get to be the assistant in the family living class
46. Get to be the assistant in the shop class
47. Get to be the assistant librarian for 30 minutes
48. Get to be the assistant principal for 30 minutes
49. Get to be the Music teacher’s helper for 30 minutes
50. Get to be the PE teacher’s helper for 30 minutes
51. Get to be the secretary’s helper for 30 minutes
52. Get to be the teacher’s helper for the hour
53. Get to choose the brain break activity
54. Get to dance with the class
55. Get to do a magic trick for the class
56. Get to draw on the whiteboard and be the teacher’s secretary
57. Get to eat lunch with a different class
58. Get to eat lunch with the custodian
59. Get to eat lunch with the principal
60. Get to eat lunch with the teacher
61. Get to go help another teacher for one hour
62. Get to go help in a younger class
63. Get to have everyone write a positive sentence about you in a booklet
64. Get to help design a bulletin board and put it together
65. Get to invite three friends to eat lunch with you in the classroom
66. Get to perform a science experiment for the class
67. Get to play Angry Birds on class I-Pad
68. Get to put together a puzzle in the back of the room
69. Get to read a comic book during DEAR time (Drop Everything and Read)
70. Get to read morning announcements over the Public Address System
71. Get to sing karaoke in the class
72. Get to sit in the class beanbag
73. Get to sit in the class rocking chair
74. Get to sit in the special chair during reading time
75. Get to sit on the floor to do your work- using teacher’s pillow
76. Get to skip one test question
77. Get to take off your shoes for the day
78. Get to teach one portion of the class for the day
79. Get to tell one preapproved joke to the class
80. Get to text message your parents about a great behavior
81. Get to use the teacher’s cell phone to call home about your great behavior
82. Get to use the teacher’s computer to send an email to someone about your great behavior
83. Get to visit another classroom for one lesson of the day
84. Get to visit the principal for a prize (pencil)
85. Get to wear ear buds for one hour and listen to music
86. Get to write the morning positive message
87. Get your name read over the morning announcements proclaiming your good behavior
88. Get your picture in the school newspaper
89. Get your picture on the school website
90. Getting a postcard in the mail telling parents what teachers admire most about their child
91. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
92. Getting to buzz cut a design in the principal’s hair (custodian’s hair)
93. Getting to cut the principal’s tie off (use loop to frame student’s face on a bulletin board of fame)
94. Getting to duct tape the principal to the wall
95. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
96. Getting to shoot a video about the school’s expectations to show on CC TV
97. Gum in the classroom for whole class (promotes oral input and wakes students up)
98. Hall pass to leave class 5 minutes early and go by the coldest water fountain
99. Hat day tomorrow
100. Have the teacher help you clean your locker
101. Help from an adult of choice on a class they are struggling with (Free tutoring)
102. Homework free night
103. Invite a parent, grandparent to eat lunch with you
104. Learning how to do something of interest on the computer (animation, graphics, CAD)
105. Learning how to play chess
106. Learning how to play sports even if they didn’t make the team
107. Learning how to run the light board or sound booth for a school performance
108. Let student make a bulletin board in the front hall highlighting an event of choice
109. Make the morning announcements
110. Move desk for the day
111. Music in the classroom
112. New Pen for everyone
113. New pencil for everyone
114. No homework today
115. Office aid for a period
116. Opportunity to be part of a brainstorming adult team at the school
117. Opportunity to eat lunch outdoors at a special table
118. Opportunity to eat lunch with a parent or grandparent at a special table
119. Opportunity to introduce the players over the PA during a home game
120. Opportunity to shadow business owner for a day - credit for writing about the experience
121. Opportunity to shadow the principal for an hour or the day
122. Opportunity to take care of lab animals in Science class
123. Opportunity to wear jeans instead of school uniform for a day
124. Popcorn for the class during a ten minute reward chat time
125. Principal dresses up in a funny costume for the day
126. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
127. Privilege of leaving book in class overnight instead of having to lug to locker
128. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
129. Put your feet on your desk during DEAR time (Drop Everything and Read)
130. Receive donated community gifts or coupons
131. Request what teachers sing or act out what song during lunch for the whole lunch period to see
132. Reserved seating at a school play for student and five friends
133. Root beer float with the principal
134. Send home a postcard about positive things the student has done this week
135. Serve as a student ambassador if visitors come to the school
136. Serving as a "page" for a local politician for the day
137. Serving as a door greeter for a parent night at school with a badge of honor to wear
138. Sharpen pencils for the whole class
139. Shoot baskets at the trash can with foam balls
140. Singing karaoke during lunch (approved songs)
141. Sit anywhere in the room today
142. Sit at score table in basketball game
143. Sit at the teacher's desk using his or her chair
144. Sit in score box at a football game
145. Sitting in the teacher's chair for the period
146. SMARTboard game for everyone
147. Special parking preference for a day
148. Special recognition at any school event- Guest DJ one song at dance etc.
149. Special seating at lunch table with friends
150. Student gets to pick which problem the teacher will make a freebie answer on homework
151. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
152. Teacher aid for special needs classroom
153. Teacher does all the homework
154. Teacher dresses up in a funny costume for the day
155. Teaching special needs student how to play a game
Free or Inexpensive Reinforcements for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal’s chair for the day
3. Ask PTO to do a pot luck- put a ladle in the teacher’s boxes and message like this- “You’ve been dishing the learning. Since we have to stay late tonight for the meetings, we’d like to dish some treats your way. Meet us in the lounge for a delicious treat.
4. At Family Math Night all the adults are highlighted in a video montage
5. Bouncy Castle Moon Walk Bounce for the Adults- You’ve got to act like a kid again
6. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
7. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
8. Dollar Store Humming Bird Feeder- “You make this school hum because.... ”
9. Dollar Store Kneeling Pad- “Thank you for planting the seeds of knowledge”
10. Dollar Store- Oriental Trading Company- Cardboard coasters- make great clipboards for writing gotchas in the hallways- easy to have with you- coaster and a binder and you have an instant clipboard.
11. Donut day- These donuts are in honor of Peggy’s contribution to the PTO (PARENT TEACHER ORGANIZATION) (PARENT TEACHER ORGANIZATION)
12. Draw a staff member’s name, and watch them all day and then report on what great deeds they did over the intercom that afternoon for all to hear. (Report good news)
13. During morning announcements highlight something that an adult in the building did and tell why
14. Duty free lunch period
15. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
16. Flowers on the desk from someone’s garden (with permission)
17. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
18. Golden plunger award from custodian for classroom that was the cleanest
19. Golden spatula award from cafeteria staff for most polite class of the week
20. GOOSE- Get Out Of School Early- No staying for the 30 after
21. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
22. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren’t using the cars that day- Don’t Tell rule applies
23. Melted crayon hearts- “You color my world because.... ”
24. Mini-fridge for a week in the adults’ office area filled with his or her favorite drink
25. Once a month host an ice cream social with a “sister”- “brother” school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I’d like to duplicate
26. Permission to leave the building at lunch time for lunch off campus
27. Plan a big faculty meeting or inservice at someone’s house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
28. Postcard sent home detailing something admired in the adult
29. Preferred parking space
30. Principal and staff member trade jobs for a day
31. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has to have their job description or lesson plans written down step by step
32. Principal kidnap a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
33. Principal leaves love notes on adults’ desks – not the 6:00 news kind- the kudos kind
34. Principal takes over morning or afternoon duty for an adult in the building
35. Principal writes lesson plans for teacher for one period
36. PTO (Parent Teacher Organization) designs 5 strokes for every poke lanyard for all adults in the building
37. PTO (Parent Teacher Organization) takes turns baking a casserole once a week for an adult “gotcha” receiver (it’s their dinner that night)
38. Scrape ice off windshield of Staff of the Day’s car
39. Sneak into the school over the weekend and write a note on each classroom white board telling them to “Have a Great Week”
40. Valet parking for a day
41. Ways to Pump up your Program with Balloons and Balloon Pump
42. Random acts of kindness: Random acts of kindness: Send a love note to a teacher or staff member.
43. Surprises: Surprises: Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO (Parent Teacher Organization) could sponsor
44. Treat bags- shovels with “I dig you because.... .”
45. Candy bar Sayings:
46. Package of M&M’s
   a. Magnificent and Marvelous Staff member
   b. Much and Many Thanks
   c. Magical and Marvelous Teacher
47. Cotton Candy-
   a. “You make the fluffy stuff around here because.... .”
48. Peanut M&M’s
   a. You are anything but plain
50. 100 Grand Candy Bar
   a. You are worth a 100 Grand to us
   b. We wouldn’t trade you for a 100 Grand
51. Reese’s Pieces
   a. We love you to pieces
   b. We love how you helped keep us from falling to pieces
   c. You were the piece we were missing
   d. Thank you for teaching the kids the missing pieces this year
   e. You are an important piece to our team
52. Milky Way:
   a. You are the best in the Milky Way

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b. You are the brightest star in the Milky Way
   c. Your smile brightens the Milky Way
53. DOTS:
   a. Thanks for helping us connect the dots
54. Mike and Ikes:
   a. Mike and Ike think you are special
55. Sweet-tarts
   a. Thank you for being such a sweet-tart
56. Smarties
   a. You are one of our smarties
57. Mints
   a. We mint to tell you how much we appreciate you
   b. You are a breath of fresh air
58. Snickers
   a. You keep it together even when the kids want to make you snicker
   b. Laugh and the whole world laughs with you
59. Lifesavers
   a. You are a lifesaver
60. Whoppers
   a. You go to great lengths to help the kids grow whoppers
   b. You keep it together even when the kids tell whoppers
61. Three Musketeers
   a. All for one and one for all- We are glad you are part of our “tiers”
62. Extra Gum
   a. Thanks for going the extra mile
63. Bubble Gum
   a. You are so bubbly- you make our team so much fun
64. Almond Joy
   a. It’s a joy to have such a great nut on our team
65. Double-mint Gum
   a. You double our pleasure
   b. We doubled our fun when we chews you to be part of our team
66. Jolly Rancher
   a. You’re a jolly good member of this team
67. Tootsie Roll
   a. Stop, Drop and Have a Tootsie Roll
68. Twix Bar
   a. Twix you and me- I hope you have a great week
   b. Merry Twixmas
69. Mounds
   a. It’s mounds of fun with you on our team
70. Gummy Bears
   a. Have a BEARY great week

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71. Rice Crispy Treats
   a. Thanks for putting some snap, crackle and pop in our school

72. York Peppermint Patty-
   a. “You were “mint” to be here because.... .”

73. Fanta pop-
   a. “You’re Fanta-stic because.... .”

74. Pepsi Maxx-
   a. “We know you enjoy your job to the maxx because.... ”

75. Hydrive energy drink-
   a. “We know you give everyone an extra boost because.... ”

76. Whoppers-
   a. “You smile even when the kids tell whoppers”

77. Zero Candy Bar-
   a. “Thank You for Letting Zero Fail.... ”

78. Bit O’Honey-
   a. “You are as Sweet as Honey”

79. Turtles-
   a. “You don’t hide when the going gets tough”

80. Air Heads- (cover up the air)-
   a. Give out during planning meetings “Two Heads” are better than one.

81. Mamba Lemons-
   a. Join us in the gym as “Mamba” better known as Jim- dances the Samba for us. (Get Jim to dress up crazy and dance the samba to lighten the mood when things get crazy and give everybody some lemon drops.

82. Snickers-
   a. Give everyone a Snickers bar and ask them to tell a funny “kid” story from their classes.

83. Mountain Dew-
   a. “We love the way you just “dew” it.

84. Shockers-
   a. “Thanks for not letting the shockers send you flying”

85. Little plastic ice cream cones-
   a. Put in staff boxes and invite them to the cafeteria with a saying like- “You’ve taken a licking this week- come have an ice cream cone and relax.

86. Twizzlers-
   a. Principal leaves on teacher’s desk after observing- cover up the “T” and “lers” and say You were a “WIZZ” at teaching the kids- and then leave specific praise about what the teacher did well.

87. Good and Plenty-
   a. Pass out thesauruses and a message- We know the kids drive you nuts saying “Good and Plenty all the time- here’s a class thesaurus.

88. Milky Way-
   a. “You are the best in the whole Milky Way because.... .”
89. Halls-
   a. During testing time (which is always when everyone has the sniffles)- pass out the halls cough drops and say “Thank you for keeping the Halls quiet”

90. Tootsie Rolls-
   a. “Stop, Drop, and Have a Tootsie Roll.

91. Runts-
   a. “You make this School Run (t)-(cover the t) like clockwork.

   **Just some fun ideas**

1. Randomly put halos on kids who are doing kind things to themselves- like coming to school on time, having all their supplies etc.
2. Ringing a bell when they turn in their gotchas for the principal’s drawing
3. Small Pringles can decorated to keep gotchas in for cash in copy
4. Clothesline with clothespins for each child to keep gotchas on for classroom containment of cash in copies
5. Giant fishnet to “catch” gotchas in for principal’s drawing
6. Electronic tool for graphing student gotchas- free-free-free
8. Giant fish net to hang pictures of students who got caught exhibiting excellent behavior
9. Basketball goal with basketballs with student names of students who were caught exhibiting excellent behavior
10. Golden book- students get to write their name in the golden book when they get a gotcha-feather pencil
11. Draw one secret student and watch them all day and report over the intercom at the end of the day all their great deeds.
12. This student could wear a cape or a special T-shirt the next day indicating they were the mystery student the day before or the mystery hero.
13. Mystery walker- teachers choose a mystery walker- someone who is earning extra recess or extra free answers for homework (older students) – someone who exhibits good behavior in the hallways- like a secret shopper is out in the hallways looking for a secret person to be exhibiting these behaviors and then tags them and tells a teacher.
14. Brownie Points – brownies on a cookie sheet- (paper ones) when it’s full- class reward
15. Feather in the principal’s cap- hat that gets feathers added to it- as each class earns class of the day.
16. Classroom doesn’t monkey around award- monkey hanging on door of class with best behavior the day before.
17. Knocked the principal’s socks off- pair of principal’s socks stuffed to look like feet- awarded to class with best behaviors
18. This class was caught “Eggs”ibiting “Eggs”ellent Behavior (Giant Egg on the door)
19. Weaving a class of good behavior (sink strainer with ribbons woven through it)
20. Gumball machine (add sticker gumballs until the machine is full)
21. This class never forgets elephant reward
22. Royal Reward for best manners- crown awarded to class
23. Florence Nightingale Reward for no absences - nurses’ cap awarded to class
24. Mystery Prize - Like reverse Hangman - students turn over letters to find out what the reward is
25. Marbles in the jar - use flat marbles
26. Whole school Bingo Board with Gotcha Drawings
27. Smarty Pants - using the Milton Bradley Plastic pants game
28. Line jumper - go to the head of the line
29. Smarty Pants - using little kids pants
30. Stinky Feet Award - Take off your shoes in class
31. Go read to the principal Award
32. Swip - Swap Desks with another student Award
33. Cool Cat in the Hat Award - Get to Wear a Hat At School All Day
34. Show and Tell Day -
35. Use the teacher’s special supplies
36. Picnic Lunch - or Friend Lunch Award
37. Recognition Rock Star - Get yourself recognized in the school or class newsletter
38. Bring a stuffed animal from home award
39. Call Dibs on the Computer
40. Special Reading Corner Spaces - Cash in Gotchas for DEAR time
41. Facebook Status Updates on the Classroom Door
42. Get your picture in Dr. Riffel’s Presentation 😊
43. Give Parents a jar of Popping Popcorn for Popping by
44. Give Watch Dog Dads a special parking place
45. Give Watch Dog Dads a special lunch table or special lunch
46. Give parents a special library with parent tips books and videos
47. Start a Mommy Mojo Group
48. Get Eagle Scouts to do big projects at your school
49. Outdoor Stage – kids love to perform
50. Walking trail
51. Fairy Ring
52. Irrigation System -
53. Get Communities and Families involved in your PBIS Projects
55. Use advertising to get what you need
56. Grants for educators:
   a. www.donorschoose.org
   b. Innovative classroom (April 15 deadline) http://www.grantwrangler.com/GrantManager/templates/?a=563&z=0
   c. Kohl's Community Cares
   d. Limeades for Learning

57. Stores that Love Teachers

58. Dollar Store Frame with positive quotes written on the glass every day.
   a. Whether you think you can- or think you can’t- You’re Right (Henry Ford)
   b. If you are feeling blue- trying painting yourself a different color
   c. Life has no remote. Get up and change it yourself.
   d. Those who are the happiest, never did have everything.
   e. Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it will its whole life believing it is stupid. (Albert Einstein)
   f. Things turn out best for those who make the best out of the way things turn out.
   g. Today, I will be happier than a bird with French fry.
   h. Never judge a book by its movie.
   i. Whatever you are, be a good one.
   j. "Believe that you will succeed, and you will." Dale Carnegie
   k. Your beliefs don’t make you a better person- your behavior does.

Notes for your own ideas:
References


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