The Supportive Classroom

A Curriculum for Creating Safe and Supportive Classroom Environments

Wes Williams, Timothy Fox, Wayne Fox
Kelly Roche, Jennifer Prue
Linda Farr & Ann Dileenbeck

February 2001
The Supportive Classroom

A Curriculum for Creating Safe and Supportive Classroom Environments

Wes Williams, Timothy Fox, Wayne Fox
Kelly Roche, Jennifer Prue
Linda Farr & Ann Dillenbeck

Center on Disability and Community Inclusion
University Center for Excellence in Developmental Disabilities Education, Research, and Service
University of Vermont

Tel: 802-656-4031

This project, The Effects of a Supportive Classroom Community on the Inclusion of Students with Severe Disabilities (H023D970507) was supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

© Copyright 2001, Center on Disability and Community Inclusion
Acknowledgments

The Supportive Classroom Project was funded by the United States Department of Education, Office of Special Education Programs from 1997–2000. We were very fortunate to have been assigned the most knowledgeable and responsive project officer in the Department, Dr. Anne Smith. Without her support this entire effort would not have occurred. We also learned much from the Responsive Classroom Model developed by the Northeast Foundation for Children, Greenfield, Massachusetts, and the Circle of Courage, from Larry Brentro and his colleagues whose materials are distributed through the National Education Service, Bloomington, Indiana.

The project was a collaborative effort involving a Curriculum Design Team and 14 classrooms (kindergarten through eighth grade) in 12 schools throughout Vermont. The Curriculum Design Team of teachers, special educators, related service providers, administrators and community members helped us design and evaluate the initial drafts of the curriculum. A special thanks to Jordana Anderson, Owen Bradley, Sonja Burbank, Charlie Catlin, Betsy Chodorkoff, Jenky Dugan, Terry Ferland, Colby Kervic, Michaela O’Brien, Janna Osman, Meera Pillar, Melinda Moscalino, Judy Maynard, Kevin Perline, Heather Spinelli and Stuart Weiss who served on the team. We also want to recognize the students and their families, teachers, special educators, paraeducators, and administrators in the intervention and benchmark classrooms in the following Vermont schools.

Benson Village School, Benson
Camels Hump Middle School, Richmond
Charlotte Central School, Charlotte
Coventry Village School, Coventry
Essex Elementary School, Essex
Ferrisburgh Central School, Ferrisburgh
Mary Hogan School, Middlebury
Milton Elementary School, Milton
Ripton Elementary School, Ripton
Rumney Memorial School, Middlesex
Thatcher Brook Primary School, Waterbury
Vergennes Elementary School, Vergennes

The support staff who helped make all of this possible included Roberta Dunning, Stephen Doll and Michaella Collins. Thank you one and all!

Wes Williams, Tim Fox, Wayne Fox, Kelly Roche,
Jennifer Prue, Linda Farr & Ann Dillenbeck
Preface

School reform throughout the nation has taken two pathways fueled separately by special education and general education that in the past few years have begun to converge into a common theme driven by our national educational goals and state standards designed to meet those goals. Here in Vermont, like virtually every other state, we have established rigorous standards (Vermont’s Framework of Standards and Learning Opportunities, 1996) and statewide assessments for measuring success.

Special education reform started more than 30 years ago with the state’s commitment to the education of children with disabilities within general education settings. The Center on Disability and Community Inclusion, the University Affiliated Program of Vermont, has been collaborating with families, students, general educators, special educators and countless others on educational teams, to include children with severe disabilities in general education settings for the past 25 years. In 1985 the Center was awarded a federal grant through the office of Special Education Programs, U.S.D.E., that we called The Vermont Statewide Systems Support Project. That project was continued through 1996. Throughout those years, project staff in collaboration with educational teams and community members, worked to create, develop and refine educational strategies that would support children with severe disabilities to succeed within general education classrooms. Project staff spent their time in classrooms, in schools and in the community. Today we are proud to report that Vermont remains this country’s most inclusive state. More than 85% of students with disabilities are successfully educated within the general education settings of their local public schools.

Our Statewide project was about highlighting best educational practices and instructional strategies, then sharing that information locally and nationally through training and dissemination. Our main focus remained on including children with severe disabilities, however, over and over again, the successful strategies that emerged were the support strategies that targeted all children within the classroom. Our successes increased when we started to ask the question, “How do we create a classroom environment that is supportive of all children, regardless of ability?” For it was this “classroom environment” that seemed to make or break a student’s successful inclusion. We began to find that once a supportive environment was in place where children accepted each other
and differences and diversity were the norm, then academic accommodations and other individual student supports seemed “natural” as part of the classroom culture. Students were more responsible for themselves and each other, and adults could focus their energy on curriculum and instruction.

Our experience has been that “supportive classrooms” not only provide quality inclusive settings, but also promote academic achievement, and result in reduced behavior problems, for the entire classroom community.

In 1997, in collaboration with our partner schools, we were funded by the U.S.D.E., Office of Special Education Programs, to conduct the Supportive Classroom Research Project. This project focuses on validating inclusive instructional strategies that enhance individual achievement and reduce problem behaviors in elementary and middle school classrooms (grades K – 8). This curriculum for creating a supportive classroom that includes all students is based on our previous lessons learned and our new findings from the research project. We have created a curriculum, in collaboration with our school partners, that we hope will help you on your personal quest to improve education for all learners. The Supportive Classroom comes from the center of the action, the general education classroom. The strategies within this curriculum have been defined, developed and implemented by classroom teachers, special educators, families, students, administrators, and other school personnel and community members. These are the strategies that they themselves have tried, tested, refined and found to be most useful for creating interactive, caring and inclusive classrooms that promote academic achievement, and result in reduced behavior problems.

Thank you and good luck from all of us.

The Authors, February 2001
Table of Contents

CHAPTER 1
Introduction to the Supportive Classroom Curriculum

CHAPTER 2
Teaching Core Concepts:
Trust, Sharing, Belonging and Respect
Sample Lessons for Teaching Core Concepts

CHAPTER 3
Developing Success Plans for Each Student

CHAPTER 4
Teaching Entry Routines
Sample Entry Routines

CHAPTER 5
Class Norms
Sample Activities for Developing Class Norms

CHAPTER 6
Teaching Collaborative Skills
Sample T-Charts for Teaching Collaborative Skills
CHAPTER 7

Collaborative Teaming: Building a Foundation for Success

CHAPTER 8


CHAPTER 9

The Student Support Process: Developing Activity Inclusion Plans

APPENDIX: Blank Forms

Student Success Plan
Collaborative Skill Rating Scale
Team Meeting Worksheet
Team Meeting Minutes
Addressing Challenging Behavior
Description of Challenging Behaviors
Behavior to Address
Behavior Scatter Plot
Communication of Behavior: To Get Attention
Communication of Behavior: To Get Control/To Get Something
Communication of Behavior: To Escape or Avoid a Situation
Communication of Behavior: To Get Revenge
Communication of Behavior: To Have Fun/Play
Communication of Behavior: Self-Regulation
Activity Inclusion Plan
Activity Compatibility Worksheet
Activity Matrix
Introduction to the Supportive Classroom Curriculum

The relationship students develop with fellow students and teachers forms the basis for successful educational experiences. Curriculum and support plans alone do not motivate students and change behavior; relationships do! The supportive classroom facilitates the development of trust, sharing, belonging and respect among class members; the inclusion of students who present behavioral and instructional challenges; and the provision of individualized support to each class member. The goals of the supportive classroom are for students to:

- participate as valued and respected community members,
- achieve their personal best, and
- engage in positive, respectful and cooperative behaviors.

As depicted in Figure 1, the major components of the supportive classroom model are: the core concepts of trust, sharing, belonging and respect; class norms; collaborative skill instruction; entry routines; and a student support process.

**Figure 1: Supportive Classroom Model**

We believe that all students need to be supported to feel good about themselves, to feel good about school, and to feel that they belong. For belonging to occur, students and their teachers must be supported, and opportunities created for students to meaningfully participate and make friendships. For every student to belong, teachers must strive to find a way to help all students to have power and worth as individuals and as group members.

The authors
In supportive classrooms

- The **core concepts** of trust, sharing, belonging and respect are taught, modeled and practiced throughout the school day.
- **Classroom norms** (e.g., cooperate and help each other; respect self/others/property) are developed jointly by students and instructors to provide a general set of behavior expectations that support the core concepts of trust, sharing, belonging and respect.
- **Collaborative skill** instruction and practice on skills that support the class norms are integrated into activities throughout the day.
- **Entry routines** are used to promote a sense of recognition and belonging, prepare students to concentrate on learning, and facilitate positive transitions from home to school and between activities or classes.
- **A student support process** is used to develop Success Plans for each student based upon their strengths, interests and needs. For students who present intensive behavior or learning challenges positive behavior plans and/or activity inclusion plans are also developed to maximize their participation in classroom and other school and community activities.

**Implementing the Supportive Classroom Curriculum**

Figure 2 provides an overview of the major steps in implementing the supportive classroom curriculum. The chapters in this curriculum are organized around these steps. As depicted in Figure 2, the first step in the process is to establish an instructional support team whose task is to use collaborative teaming and problem-solving skills to implement and evaluate the supportive classroom model.

**Figure 2: Supportive Classroom Curriculum Implementation Steps**

1. Establish Classroom-based Instructional Support Team
2. a. Introduce Core Concepts  
   b. Begin Entry Routines  
   c. Initiate Student Support Process
3. Establish Class Norms
4. Teach Collaborative Skills
5. Assess Progress
Step 2 has three components: introduce the core concepts, begin entry routines, and initiate the student support process. Instruction on the core concepts of trust, sharing, belonging and respect lays the foundation for the entire supportive classroom curriculum. Entry routines are used to promote a sense of belonging among students, facilitate positive transitions into instructional activities and help teach the core concepts of trust, sharing, belonging and respect. The student support process guides the team through a process for developing success plans for each student and generating positive behavior plans and/or activity inclusion plans for students with intensive learning or behavioral challenges. These components should be initiated at approximately the same time (at the beginning of the school year or whenever the team is ready to begin the process) and continue throughout the year.

Class norms (e.g., respect yourself, others and property; be a good neighbor) that support the core concepts are jointly developed by students and the instructional support team in Step 3. Step 4 involves students, parents and the instructional support team identifying, validating and learning collaborative skills (e.g., encourage others, criticize ideas not people) needed to meet the behavioral expectations implied by the norms. In Step 5 the instructional support team and students periodically assess progress in implementing the curriculum, appraise the degree to which the class is becoming an inclusive, positive and supportive community, and make any necessary adjustments.

The Instructional Support Team

Teachers need support to plan and implement the supportive classroom curriculum. This curriculum is designed to be implemented by the entire classroom community; teachers, special educators, paraeducators, students, and parents.

An instructional support team should be formed whose members will share responsibility for implementing and evaluating the supportive classroom curriculum. A typical instructional support team includes core and extended team members. Core team members meet regularly and are directly responsible for implementing the supportive classroom curriculum on a day-to-day basis. Core team members usually include the classroom teacher, the special educator assigned to support students with disabilities in the class, and a paraeducator (if there is one assigned to the classroom or to an individual student). Core teams meet weekly for up to an hour to plan lessons associated with the curriculum and to design accommodations and supports for students. Once the core team is comfortable with the curriculum and has developed each student’s support plan less planning time may be required.

Extended team members include people with a stake in the welfare of the classroom such as parents, administrators and related service providers. Extended team members are kept apprised of events, are welcome at all meetings and are requested to attend meetings when necessary to participate in important decisions and assessments of progress.

These are all good teaching practices which benefit the entire classroom community! These practices are more than “going through the motions.” They are the heart and soul of community and prepare the students and teachers for positive learning experiences. They create more “safe environments” where we can ask questions, investigate and not be afraid to fail.

---

Elementary teacher
For instructional support teams to be productive they need to interact in a collaborative manner. That is, they need to engage in such collaborative practices as: building positive relationships; having fun; establishing common goals; sharing tasks, resources, responsibilities and leadership; encouraging each other to participate; making decisions by consensus; using active listening techniques (e.g., summarizing and paraphrasing to frequently check for understanding); criticizing ideas not people; and setting goals (or norms) for dealing with sensitive or controversial issues. Chapter 7 describes the collaborative teaming process including team membership, roles and responsibilities.

Core Concepts of Trust, Sharing, Belonging and Respect

The core concepts of trust, sharing, belonging and respect form the foundation for the supportive classroom model. The instructional team and students must understand these concepts and their importance in order to use them to develop class norms and identify collaborative skills that support the norms. The instructional support team should expect that it will take several weeks to initially teach the core concepts. To ensure that students develop an in-depth understanding of the concepts it is important that they be continuously taught, modeled and practiced throughout the school day after initial instruction. Chapter 2 describes how the core values can be taught and includes examples from different grade levels.

Entry Routine

Entry routines are activities that encourage a sense of belonging and recognition and promote positive transitions from home to school and between activities or classes. We have defined two types of entry routines, welcoming routines and transition routines. Welcoming routines occur the first time a group of students meet for the day and their goal is to promote a sense of belonging and recognition through greeting every student in a warm and friendly manner. Transition routines focus on regrouping and orienting students to the next class or activity. Entry routines are also used to teach the core concepts of trust, sharing, belonging and respect. Chapter 4 provides examples of different entry routines that have been used successfully at different grade levels.

The Student Support Process

The student support process is an integral part of the supportive classroom which involves the instructional support team working with students and families to develop individual success plans based upon each student’s strengths, interests and needs. The goals of the process are to: foster feelings of value, respect and belonging; support all students to participate and achieve their personal best; offer real opportunities for the
development of meaningful relationships and supports among students, teachers and families; and provide families an opportunity to become informed and involved in their child’s education. All students, regardless of ability, require some level of support to perform at high levels and feel that they belong and are contributing members of the classroom. The support process is used to develop a success plan for every student in the class (Chapter 3) plus positive behavior plans (Chapter 8) and/or activity inclusion plans (Chapter 9) for students with intensive learning or behavioral challenges.

**The Student Success Plan**

The Student Success Plan (Figure 3) summarizes the student’s strengths, interests, family concerns, skills to be learned or practiced, and ways the team can help the student succeed in school. The information needed to complete the plan is gathered through:
- class activities in which students identify their strengths, interests and collaborative skill needs;
- homework in which the students and their parents refine lists of strengths and interests; and
- conferences with each student’s family.

**Figure 3: Student Success Plan**

<table>
<thead>
<tr>
<th>Student Success Plan</th>
<th>Student: Billy F.</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Strengths:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes being with people, Kind to (some) students, Sense of humor, Fast learner, Likes to help others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Interests:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loves to read, Likes to be involved in class activities, Likes being with other kids, Likes all kinds of music, Likes shopping at the mall. Playing simple board games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Concerns:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has few friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has problems on the school bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has trouble concentrating - on medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ways We Can Help The Student Be Successful:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend for riding the bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand opportunities to make choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortened activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has jobs/errands he can go on when he needs to leave class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family will provide a daily quiet time for homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative/Other Skills to be Learned:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens to Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes Turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joins in Ongoing Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives and Receives Constructive Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands and States Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criticizes Ideas, Not People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes Responsibility for Own Actions and Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks for Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Middle school student
During the parent conference social, emotional, health or safety issues are discussed and needed accommodations and supports are identified. For those students who are on an IEP (Individual Education Plan) or 504 Plan, their accommodation and support needs should be known and the instructional support team should use information from those plans when completing success plans.

**Planning for Students who Present Behavioral Challenges**

A second component of the student support process is the positive behavior plan for students who present behavioral challenges that disrupt the class or that isolate them from their peers. The implementation of the supportive classroom curriculum and the Student Success Plan helps alleviate many behavioral challenges, however, students who continue to disrupt class activities or remain isolated from peers need additional support. The instructional team should arrange time to meet separately with these students and their parents to address these challenging behaviors. Figure 4 depicts an example of how these plans might look.

**Figure 4: Addressing Challenging Behavior**

<table>
<thead>
<tr>
<th>Addressing Challenging Behavior</th>
<th>Student: Tim</th>
<th>Date: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Challenging Behaviors</strong></td>
<td><strong>What Does Each Behavior Communicate?</strong></td>
<td><strong>Replacement Behaviors</strong></td>
</tr>
<tr>
<td>Grabbing and pulling at students</td>
<td>Control / To Get Something</td>
<td>Asking for toys, rather than grabbing or pulling at other students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How Will We Teach Replacement Behaviors?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Direct instruction on touching &quot;play&quot; on his device and then playing with him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Practice with 2 peers during free time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>How Will We Respond to the Challenging Behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach classmates how Tim communicates with his communication device.</td>
<td>When Tim grabs another student,</td>
</tr>
<tr>
<td>Teach classmates how to interact with Tim when he grabs them.</td>
<td>1) Interrupt the behavior (e.g., &quot;Tim, stop grabbing!&quot;) and model for the other student the correct way to tell him to stop.</td>
</tr>
<tr>
<td>Train all adults in Tim's environments how to respond when Tim grabs.</td>
<td>2) Model the appropriate behavior (&quot;If you want to play with Billy, touch 'play' on your communication device&quot;).</td>
</tr>
<tr>
<td>Provide Tim with choices during play time.</td>
<td>3) Provide him with needed help to touch &quot;play.&quot; Praise him and facilitate his play with his peer. When you see they are playing nicely, leave the situation.</td>
</tr>
<tr>
<td>Encourage students to ask Tim to join in their activities, share toys with Tim.</td>
<td></td>
</tr>
</tbody>
</table>


To develop a positive behavior plan the instructional team adds to the information from the student’s success plan to generate a plan that delineates:

- the challenging behaviors (e.g., talking out in class, hitting other students, teasing);
- a best guess at what the student is trying to communicate through the behavior (need for attention, control, escape/avoidance, revenge, play, self-regulation);
- replacement behaviors that the student will be taught to replace the challenging behavior (e.g., “raise your hand and wait to be called upon” instead of talking out);
- a description of how the student will be taught the replacement behavior;
- strategies to prevent the behavior from occurring (e.g., maximize the student’s academic success, build a circle of friends, provide the student with more choices and control); and
- a plan for how the team will respond when the behavior occurs.

The Activity Inclusion Plan

The third component of the student support process, the Activity Inclusion Plan, is for students who the instructional team has difficulty including in ongoing class activities. For example, if a student is a non-reader, how can that student be included in an activity in which other students are expected to read? If a student cannot speak and communicates by pointing to a few items on a communication board, how can she be included in a class discussion about trust? The team should decide which students, if any, will require this additional planning and support and arrange time to meet with their parents to complete this part of the planning process.

An example Activity Inclusion Plan is depicted in Figure 5. To develop a plan the instructional team adds to the information from the student’s success plan to generate a plan for each activity in which it is a challenge to include the student. The Activity Inclusion Plan lists:

- the activity and its location;
- the skills the student will be learning or practicing through the activity;
- a brief description of specialized teaching methods required for the student;
- personal and academic supports for the student;
- necessary materials; and
- the person responsible.

I fully believe students become better people as a result of this curriculum. Manners were impeccable for the most part throughout their school day. They became much more sensitive to everyone’s needs. Students that once were reserved became much more open, socially and academically. Students on several occasions pointed out that they or someone else used one of the skills to help them out.

Elementary teacher
**Figure 5: Activity Inclusion Plan**

<table>
<thead>
<tr>
<th>Time / Day</th>
<th>Class/Activity/Location</th>
<th>Skills To Be Learned/Practiced</th>
<th>Personal &amp; Academic Supports</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
</table>
| 3:20 - 9:00 (M-F) | Classroom - Morning Meeting | Take Turns  
Make Choices  
Answer Questions About Weather | Communication Device  
Pictures that Depict Weather  
Picture Calendar | Miss Beatty  
Mrs. Sun |

**Specialized Teaching Methods**

Pre-teach weather pictures

Call Julie's name and wait 3 sec. for her to give eye contact. If no, move closer (within 1 ft) and repeat her name. When she looks, ask her the weather and present her picture board. If she points to a picture, say "Nice pointing." If she points to the correct picture, say "Yes, you are right! Good work."

**Materials:**

Pictures for the Calendar  
Weather Pictures

---

**Develop Class Norms**

Once students have demonstrated a basic understanding of the core concepts of trust, sharing, belonging and respect, the instructional team and the students can jointly develop class norms that support the concepts. Class norms (e.g., be a good neighbor) represent the class’s common beliefs about how members are expected to behave. Chapter 5 explains how class norms are developed and provides example norms from kindergarten through eighth grade.

**Collaborative Skills**

Collaborative skills represent specific ways in which students are expected to interact to achieve the class norms. Examples of collaborative skills are “taking turns,” “saying kind things,” and “sharing materials.” Based on our experience we have identified a list of collaborative skills from which students, parents and instructional support teams may choose. Our list is not exhaustive and should be added to when other collaborative skills are identified and determined important to support the class norms and core concepts.

**Purpose for Teaching Collaborative Skills**

There are four major assumptions underlying the inclusion of collaborative skill instruction in the supportive classroom model.
• Many students do not come to school equipped with the necessary collaborative skills to appropriately participate in the learning process.
• Naturally occurring social interactions do not necessarily result in students learning appropriate collaborative skills. Collaborative skills are learned behaviors that need to be formally taught.
• Collaborative skill instruction does not readily result in students generalizing and maintaining the skills outside of the instructional setting. To address this issue collaborative skill instruction must include practice of the skills in activities that occur throughout the day.
• Collaborative skill instruction prevents challenging behavior and is more effective than merely reacting to occurrences of challenging behavior.

Teaching collaborative skills
As depicted in Figure 6, the supportive classroom model uses a seven step process for teaching collaborative skills which can be broken into the four major activities of: a) selecting a skill to teach; b) initially teaching the skill; c) integrating practice of the skill into ongoing activities; and d) assessing progress to determine when a new skill should be taught. New collaborative skills can be taught on a regular basis by recycling through steps 1 through 7 weekly.

Figure 6: Collaborative Skill Teaching Sequence

Select A Skill To Teach

Step 1 – With students, jointly select a collaborative skill to teach.

Teach The Skill

Step 2 – With students, describe what the collaborative skill looks and sounds like.

Step 3 – With students, develop examples of situations when the skill can be used.

Step 4 – Demonstrate/model/role play the collaborative skill.

Step 5 – Provide students with guided practice and feedback on performing the skill.

Integrate Skill Practice Into Ongoing Activities

Step 6 – Integrate practice of the collaborative skill into regular curriculum activities which occur throughout the day.

Assess Progress

Step 7 – With students, frequently assess performance to determine when a new skill should be introduced.

This curriculum allowed me to look more carefully at why I teach and ask what’s important. I always felt supported by my team to try new approaches to the collaborative skills, not to get discouraged and to ask more questions.

Elementary teacher
This curriculum provides strategies for actively involving students in each step of the instructional process to encourage them to take ownership of the process and actively participate in instruction. The curriculum particularly stresses student involvement in collaborative skill selection. When students are actively involved in the prioritization and selection of collaborative skills, they will more fully understand the importance of the skills and take a higher level of responsibility for supporting and encouraging each other to engage in them. Chapter 6 provides a detailed overview of identifying, teaching and reinforcing collaborative skills.

Evaluating Progress

There are two reasons to regularly assess progress: 1) to celebrate successes; and 2) to make improvements. Periodically (e.g., every two months) the instructional support team needs to step back and reflect on how things are going from both the perspective of the students and the team. The team, with input from students, needs to determine if the model is being implemented and find out “What is going well” and “What needs to be improved upon.” The general procedure for evaluating progress is for the instructional support team to:

- determine if the model components (e.g., norms, collaborative skill instruction) are in place;
- solicit information from students on “What is going well” and “What needs to be improved upon” relative to each model component;
- use the information generated above to determine “What is going well” and “What needs to be improved upon”;
- celebrate successes; and
- generate an action plan to address areas in need of improvement.

Implementing the Supportive Classroom Curriculum

Figure 7 includes recommended timelines for initiating each curriculum component. These timelines are based on our experience implementing the curriculum in 14 different classrooms from kindergarten through eighth grade.

The first step is to identify and establish your instructional team. Each identified team member should read Chapter 7 thoroughly, prior to the first team meeting. At that meeting, team members need to openly discuss their commitment, establish team meeting norms for the group, and set regular meeting times. We cannot emphasize enough how important this step is in the entire process. Establishing positive team working relationships will enhance everyone’s level of involvement and commitment.

It will typically take about four weeks to introduce the core concepts. Our classrooms introduced one concept each week. The instructional team should identify the order in which they will teach the core concepts and identify several entry routines.
Figure 7: Timelines for the Components of the Supportive Classroom Model

from Chapter 4 that will be used to reinforce the concepts. It is also useful to identify short stories, movies or computer activities that will provide opportunities for students to discuss and process the core concepts.

The instructional team will also begin to develop student success plans during the first few weeks of curriculum implementation. Students will need to begin to identify their strengths and interests and involve their families in plan development. Chapter 3 provides the necessary information for planning these activities. Student success plans should be completed by approximately the eighth week of curriculum implementation.

The class should establish its norms (see Chapter 5) by about the end of the fifth week with collaborative skill instruction (see Chapter 6) beginning around the seventh week. A new collaborative skill should be introduced each week throughout the school year, unless the students and/or the instructional team feel they need additional time to master a particular skill. It is always wise to revisit more complex skills throughout the year.

Implementation of the strategies within this curriculum will result in a classroom structure and curriculum which promotes inclusion and belonging, facilitates personal achievement, supports student choice and decision making, and promotes care and respect. With the purpose and desired outcomes of the supportive classroom in mind, instructional support teams should feel free to adapt and extend the supportive classroom curriculum to meet their individual needs.
Teaching Core Concepts: Trust, Sharing, Belonging & Respect

As described in the introduction, the goal of the supportive classroom is to promote all students participating as valued and respected community members, achieving their personal best, and engaging in positive, respectful and cooperative behavior. This is accomplished by creating a classroom community that encourages trust, sharing, belonging and respect among class members.

What to Teach

Instruction on each of the core concepts of trust, sharing, belonging and respect lays the foundation for the entire supportive classroom model. Understanding the core concepts and their importance prepares students and the instructional support team to mutually establish student supports, entry routines, class norms, and collaborative skill instruction.

When to Teach/How Often/How Long to Teach

It will take several weeks to introduce the core concepts. To ensure that students develop an in-depth understanding of the concepts, it is important that after an initial block of instruction, behaviors and activities that support the core concepts be continuously taught, modeled and practiced throughout the school day, across the school year.

Initial instruction on the core concepts requires a 20-30 minute session once or twice a week for at least four weeks (one week on each of the four core concepts). Following the initial block of instruction, the concept should be revisited as situations present themselves throughout the week. For example, if the class is learning about belonging, and during literature block, students are reading a story that demonstrates belonging (or a lack of belonging) the teacher should ask the students to think about the concept of belonging and discuss how it relates to the story. As classroom situations emerge that relate to belonging the teacher can remind the class of the concept and help them to problem solve. If, for example, students are pairing up for a class activity or a game and one student is left without a partner, stop the class and point out the dilemma, “Class, we have a person without a partner. Is this an example of belonging?” “What are some ways we can fix this?” Allow the class to brainstorm a few ideas and select one that will result in everyone feeling that they belong and are an important part of the class.
How to Teach

There are many ways to teach students the concepts of trust, sharing, belonging and respect. Two methods teachers have used successfully are teaching through personal examples and integrating instruction into content areas. Both methods involve direct instruction on the concepts and work best if used together.

A starting point for instruction is to begin a conversation about the core concepts; trust, sharing, belonging and respect, and why they are important. As with any new area of instruction you should consider beginning with a “Unit Grabber.” A unit grabber is a beginning activity that is a fun, exciting and/or profound way to introduce the topic. Something that will immediately “grab” students’ attention and interest. You could start, for example, by having the students watch an episode of a favorite cartoon show and then relate the show to the core concepts. A guest speaker who had an interesting or profound life experience that relates to one or more of the core concepts could come and talk to the class about the experience and how it affected her life. You could also relate the concepts to events that are currently taking place in your classroom, school or community. Several sample lessons are included at the end of this chapter.

Teaching Through Personal Examples

Use of personal examples in instruction increases relevance and motivates students by helping them to relate the content to their own experiences. One way of developing student generated personal examples is to list the categories of trust, sharing, belonging and respect on separate sheets of newsprint. The teacher’s personal examples and prompt questions can be used to help students generate their own personal examples to be listed on the newsprint. Teachers can use short lessons (10-15 minutes) spaced out over several days to generate and discuss the examples. Below is a brief list of ideas that can be used to facilitate class discussions. Give a personal example such as, “I feel trusted when people believe what I say. Like when my husband believes me when I say I didn’t eat the dessert in the refrigerator!”

- Ask them for examples of when they feel trusted and list on newsprint.

- Ask them for examples of when they do not feel trusted.

- Reverse the question and say, “I feel I can trust someone when they do what they say they will do. I feel I can trust my husband because when he says he will help with the cleaning, he does it.”

- Ask them for examples of when they feel they can trust others or examples of whom they trust and why. List on newsprint.

As for myself, I have really enjoyed teaching each concept and seeing the students use the skills. It has helped me to reflect on my teaching as well as my personal life. The four core concepts are so important to remember in order to be a successful part of the classroom, community or family.

Special Educator
• Ask them for examples of when they feel they cannot trust others or examples of whom they do not trust and why.

• Throughout the day point out and discuss with the students examples of trust found in the curriculum.

• Use personal examples and ask similar prompt questions for belonging, sharing and respect.

**Teaching the Core Concepts within Content Areas**

A second way to introduce and/or teach the core concepts is through examples taken from the curriculum content the class is currently learning. For example, when discussing the concept of trust with your class, you could ask students to think about a book that the class has recently read (or is being read to them) and highlight which characters did or did not trust each other. What were the respective consequences? Reminding the class of a recent history lesson, you can ask them to compare the levels of trust demonstrated by various rulers or governments. Did trust, or mistrust, result in prosperity, economic decline, peace or war?

**How to Integrate the Concepts into the Curriculum**

One way to ensure that behaviors and activities that support the core concepts are being continuously taught, modeled and practiced throughout the day is to integrate instruction on the concepts into content area instruction throughout the curriculum (e.g., language arts, science, math and social studies). During a science lesson, you can ask your class to explore the relationship between trust and risk-taking. “Does trust play a role in discovery?” Discussing trust, sharing, belonging and respect in the context of literature, regardless of what the students are reading, is very easy. Every story has examples of the core concepts. Every discussion of literature could include a discussion of one or more of the core concepts in relation to the story and characters.

**Processing and Decision Making with Students**

It is extremely important that the core concepts become “alive” for class members. For the concepts to take on real meaning, they must be a daily part of how the class thinks, feels and interacts. Processing with the class at least once each day is essential for the concepts to eventually become a part of the classroom culture. During processing times, students are asked to consider one or more of the concepts in relation to the class’s behavior. For example, “Let’s think about belonging. Can anyone give an example of something that happened today that demonstrated belonging?” “How about examples that demonstrated a lack of belonging?” “As a class, how well do you feel we are doing?” “Are there things that we could try so we could
do better tomorrow?” Through daily processing, the class has opportunities to relate the concepts to daily activities, evaluate their performance, make plans and set goals. It is this constant reflection and processing that helps students to really understand the core concepts and to incorporate them into how they interact with each other.

**Evaluating the Teaching and Learning of the Core Concepts**

Periodically, the team should step back and assess how well the teaching and learning of the core concepts is progressing. When evaluating instruction on core concepts the team may ask four questions:

- Has the class been provided initial instruction on the core concepts?
- Did the students demonstrate an understanding of the core concepts when using them to develop the class norms?
- Are behaviors and activities that support the core concepts being continuously taught, modeled and practiced throughout the day?
- What are indicators of student understanding and lack of understanding of the core concepts?

Using the information from answering these four questions, the team should ask, “What is going well?” and “What needs to be improved upon?” Next the team should prioritize what needs to be improved upon and select high priority items on which to work.
Sample Lessons for Teaching Core Concepts

Trust

Introduction
Without using the word trust, the instructional support team shares personal experiences related to this concept with the class. Students are then asked to list the themes common to each person’s experiences. Trust can be prompted if it isn’t readily identified by the students. The instructors then lead a discussion of the meaning of trust. Later, students share their own “trust stories.”

Activities
1. Students record, on a chart, when they have seen others being trusted by someone else or trusting another person.
2. Trust Game: Pairs of students, sitting back to back, link arms. They then try to stand up, keeping their arms linked. After the game, the teacher facilitates a class discussion about how it felt, what made it work, and what made it difficult.
3. Class discussion around the question, “What are characteristics in someone else that would help you trust them?” The teacher then asks each student, during the next class with a substitute teacher, to do something that would encourage the teacher to trust them. When they return from the class, the teacher asks them to report back about their actions.

Sharing

Introduction
The instructional team introduces the concept by each sharing something with the class. For example, the teacher tells about her decision to share her time with her mother who is in a nursing home. She describes the challenges and the rewards of these visits. The special educator shares a story, The Gift of the Magi. She reads the story aloud and facilitates a class discussion about the themes of the story: giving, receiving, and sacrifice. The paraprofessional shares photographs of her wedding and describes what the experience was like for her. In this way, the team models the concept of sharing. They also conduct a general discussion of the term and its meaning in the broadest sense. They follow this introduction by taking advantage of daily opportunities to share materials, stories, and time.

Activities
1. The students lead a drive for the local food shelf.
2. During a class discussion, the teacher asks each student to tell about something they had shared recently and how it made them feel to do so. She writes each student’s name and answer on a piece of poster board and draws a puzzle shape around it. The puzzle pieces fit together to make a whole. This activity typically triggers a discussion about the relationship between trust and sharing.
3. Students work in small groups to make collages from magazine pictures about different types of things one might share in the classroom: materials/supplies, thoughts/ideas, jobs, and chores. They display the collages in the hallway beneath the heading, “Caring Means Sharing.”
**Belonging**

**Through Music**

**Introduction**
One way to teach about belonging is to use popular music. For example, discuss with the students that you are going to play the song *Runaway Train* by Soul Asylum. Ask the students to listen to the song and try to figure out what it means. Tell them that you would like them to pay attention to how they think the person is feeling at the moment.

Any other song may be substituted that you deem appropriate for your age group and is one that the students identify with. *Runaway Train* was introduced to us by a 5th grade student who was having a very hard time fitting in with his peers and often times would be found listening to this song on his head set during his free time. The lyrics are telling and the lesson below took place within a 5/6 multi-age classroom in rural Vermont.

**Runaway Train**

I call you up in the middle of the night
Like a firefly without any light
You were there like a blowtorch burning
I was a key that could use a little turning

So tired that I couldn’t even sleep
So many secrets I couldn’t keep
Promised myself I wouldn’t weep
One more promise I couldn’t keep

It seems no one can save me now
I'm in too deep there’s no way out
This time I have really led myself astray...

Runaway train never going back
Wrong way on a one way track
Seems like I should be getting somewhere
Somehow I’m neither here nor there

Can you help me remember how to smile
Make it somehow all seem worthwhile
How on earth did I get so jaded
Life’s mystery seems so faded

I can go where no one else can go
I know what no one else knows
Here I am just drownin’ in the rain
With a ticket for a runaway train

Everything is cut and dry,
Day and night, earth and sky
Somehow I just don’t believe it

Bought a ticket for a runaway train
Like a madman laughin’ at the rain
Little out of touch, little insane
Just easier than dealing with the pain

Runaway train never comin’ back
Runaway train tearing up the track
Runaway train burning in my veins
Runaway but it always seems the same.....

Soul Asylum

**Activities**
After listening to the song have the students do a free write (reflective writing on a scrap paper about their thoughts). Ask them again:
1) What do you think the title *Runaway Train* means?
2) How do you think the person in this song is/was feeling?

When the students have stopped writing, ask the students to pair up with someone in the class and share with them what they wrote down. Give the students about 5 minutes to share with their partner.
Belonging (continued)

As a group, ask the class to report what they think the meaning of the title is and how they think the person was feeling. During the discussion look to see if the students discuss “He didn’t feel like he belonged.” If not, begin prompting the use of the word and tell the students that in your opinion it seems like this person didn’t fit in anywhere and he probably didn’t feel like he belonged. Pose the question, “What do you think I mean by belonging? What does it mean to belong?”

Ask the students to pair up again with their previous partner and then pair with another set of partners (group of 4). Pose the question to the groups: “If this person was in our classroom, what are some things that we could do to help him feel like he fit in with us and that he belonged? See if your group can come up with 5 things we can do in our class to help people feel like they belong. You have 10 minutes. Go!” Have each group report to the class their 5 strategies for helping people feel like they belong. Cross out any repeated strategies. Make a master list of what the students generated on a poster-size sheet of paper and post the ideas within the classroom.

Remember to reinforce students when you see them using the strategies and process with the students as much as you can on how well they are doing in helping each other to feel like they “belong.”

Puzzle Activity

Introduction
Another example of teaching about belonging has been used successfully with younger children. You will need a piece of poster paper large enough to create a puzzle with pieces that include the name of every member of the class. Glue a piece of Velcro to each piece. Your puzzle can create a picture or it could be different colors that fit together. It need not be fancy, just a visual representation for the students to see how they are all necessary to complete the puzzle. Have the students sit in a circle on the floor. Ask the students, “Who has worked on a puzzle before?” Let the students share with you their experience with puzzles. Ask them what happens when a piece is missing. Again, let the students share how they feel when puzzle pieces are missing.

Activities
Take out your ready-made puzzle pieces and spread them out in the middle of the circle. Explain to the students that you feel like your class is much like a puzzle. Tell them that their task is to find their piece of the puzzle and together figure out how to put the pieces together on the bulletin board. (Offer as much or as little assistance as you feel your class needs in order to be successful.) After the puzzle has been put together have the class stand around the puzzle and have them discuss how they feel about their puzzle. Remove a piece of the puzzle and place it away from the rest of the puzzle. Ask the students what that does to the puzzle. “Is our class puzzle complete if someone’s piece is missing?”

Have the students sit back in the circle and ask them to close their eyes and think about a time when they might have felt like that lone puzzle piece off to the side. Some thought-joggers might be:
- Remember a time at recess when you felt like you couldn’t play with the person you wanted to.
- Remember a time when you felt like you couldn’t sit with a group of students at lunch or maybe here in our class because you might have been nervous that they wouldn’t want to sit with you.
Belonging (continued)

Ask the students to share with you how that might feel if they were left out of an activity or how they felt if those things ever happened to them. Relate that back to the class puzzle and sum up the discussion by addressing the following:

“When we feel left out like that puzzle piece out of the puzzle over there, we feel awful. In our class we all belong in the puzzle and with each other. It’s not going to be okay for us to leave anyone out of what we are doing because we all belong here and we all take care of each other. Our puzzle is not complete unless we all belong and are fitting in with each other much like those pieces all fit in with each other.”

Ask the students to share ideas for how they can help everyone feel like they fit and let them know that they belong. Put all of the ideas on a poster size piece of paper and post it in the classroom. You might want to label the poster as “We help everyone belong here by doing.” Refer back to the poster often so that they are continually reminded that they do belong and that everyone is responsible for upholding and maintaining that sense of belonging.

An additional strategy for continually reinforcing this lesson is by using the puzzle every day as part of the classroom’s regular routine. At the end of each day, each student removes their puzzle piece and puts it in a designated spot. Each morning when students arrive at school, they put their puzzle piece back up. During the morning entry routine, take the time to look at the puzzle and see if anyone is missing. If students are absent, make a point of having the students remember that person, and think about how much you all will miss him or her because without them, your class just isn’t the same and when you are all together, you are a complete community. Then continue with the remainder of your entry routine for the day.

Respect

Introduction
The teacher begins a discussion addressing the meaning of respect; respect between adults and children, teachers and students. Students comment on these questions: “What makes you feel respected?” “What makes someone lose their respect for someone else?” and, “How can you regain another’s respect?”

Later, the teacher begins a discussion around respect and rules: “Why is it important to respect the rules all the time?” and “What are some respectful ways to challenge the rules?” The instructional team shares personal experiences of respecting rules and their reasons for doing so.

Activities
1. Students post their list of things they might do to gain someone’s respect.
2. Students become hall monitors as a means of acting responsibly to earn respect and demonstrating their respect for the rules. They make arm bands with an insignia of their choosing. After a confrontation with other students, they can discuss respectful ways to enforce rules.
Developing Success Plans for Each Student

The Student Success Plan (Figure 1) provides a framework for gathering and summarizing important information about each student in the class. The process for developing the success plan is divided into several tasks or activities that can be arranged in various ways depending upon the needs of the students and the desires of the instructional team. The tasks to be accomplished include the following:

- Get to know each student.
- Identify each student’s strengths and interests.
- Identify family concerns that may impact on each student’s ability to participate in school activities.
- Identify collaborative skills and other priority skills for each student to learn or practice.
- Identify supports for helping the student succeed.

**Figure 1: Student Success Plan**

<table>
<thead>
<tr>
<th>Student Success Plan</th>
<th>Student: Billy F.</th>
<th>Date: ______</th>
</tr>
</thead>
</table>
| **Student Strengths:**
Likes being with people, Kind to (some) students, Sense of humor, Fast learner, Likes to help others |
| **Student Interests:**
Loves to read, Likes to be involved in class activities, Likes being with other kids, Likes all kinds of music, Likes shopping at the mall. Playing simple board games. |
| **Family Concerns:**
- Has few friends
- Has problems on the school bus
- Has trouble concentrating - on medications |
| **Ways We Can Help The Student Be Successful:**
Friend for riding the bus
Expand opportunities to make choices
Shortened activities
Has jobs/errands he can go on when he needs to leave class
Family will provide a daily quiet time for homework |
| **Collaborative/Other Skills to be Learned:**
Listens to Others
Takes Turns
Asks for Help
Joins in Ongoing Activities
Encourages Others
Gives and Receives Constructive Feedback
Understands and States Feelings
Criticizes Ideas, Not People
Takes Responsibility for Own Actions and Feelings
Checks for Understanding |
Strengths- and Interests-Based Planning

Understanding each student’s strengths and interests provides teachers with a wealth of information for developing motivating learning activities and themes. The public recognition and regard for each student’s strengths and interests communicates to them that they are cared for and valued. In addition, information on strengths and interests can be used to facilitate students developing positive relationships with each other and learning to respect similarities and differences among people.

The use of a strengths-based approach to planning is essential for developing effective student support plans. Often students, especially those who present learning or behavioral challenges, are primarily described in terms of their needs, what they cannot do, and their inappropriate behaviors. A narrow focus on students’ needs provides little information on how they can be academically, socially and emotionally supported. For example, describing a student as hyperactive, severely emotionally disturbed and engaging in such behaviors as being loud and disruptive in class, refusing to do school work and throwing tantrums, does not provide information upon which to build a positive support plan.

Highlighting students’ strengths and interests provides essential information on how they might be supported and motivated to actively participate in general education activities. For instance, the recognition that a student with behavioral challenges is very social, smart, energetic, enjoys hands on activities and has an interest in sports, music, and computers can facilitate the development of a positive support plan. If we can arrange class activities so that each student has daily opportunities to highlight their strengths and interests as well as work on learning new skills in areas that may be challenging, we can create an atmosphere in which each student can be successful.

What to Teach

Several aspects of the success plan process need to be addressed through instructional activities. These include getting to know each student, developing a common understanding of the concepts of strengths and interests, understanding collaborative skills and understanding how to conference with adults.

When to Teach/How Often/How Long to Teach

Student success plans are developed over several weeks. The speed at which plans are developed is a decision that the instructional team should make. The plan components have been developed to mesh with other supportive classroom activities. For example, entry routines (Chapter 4) can be used to get to know students and to identify their strengths and interests. The assessment of collaborative skills section of the success plan should be coordinated with the development of class norms (Chapter 5) and the teaching of collaborative skills.
(Chapter 6). The identification of family concerns, other priority skills and supports to help the student to be successful can be discussed with the family at a parent-teacher conference. Teachers who have implemented the curriculum have utilized existing quarterly parent-teacher conference times and extended them by about 10 minutes in order to complete the student success plan at the conference. Most of the work in developing the plan has been done through class activities, homework and parent communications prior to the actual meeting so that the meetings run very smoothly.

**How to Teach Plan Components and Develop the Plan**

**Getting To Know Each Student**

At the beginning of the school year, instructional team members and students may know little about each other. When getting to know each student the team should be seeking answers to such question as, “Who is the student?” “Where does she live?” “Who are the important people in her life?” “What were the important events in her life?” “What are her strengths and interests?” “What are her dreams and fears?” “What are her needs?” “Who are her friends?” “What does she do after school and on weekends?”

Beginning of the year entry routines (refer to chapter 4) can consist of activities aimed at the instructional team learning about each student and the students getting to know each other. Initial class entry routines can consist of short, fun activities during which students are learning each other’s names and small pieces of information about each other. For example, entry routines can be planned to facilitate students learning each other’s names, strengths and interests (e.g., “I’m Tim and I like to skateboard.” Everyone answers: “Hi, Skateboarding Tim.” “I’m Mary and I like to go shopping at the mall.” Everyone answers: “Hi, Shopping Mary.”).

**Identifying Student Strengths and Interests**

During the first few weeks of school, class entry routines can be extended to include longer activities (20 to 30 minutes) or class meetings can be arranged to provide students with time to describe and discuss their strengths and interests. For example, when helping students determine their strengths we might begin with a class discussion about strengths. “What are strengths?” “Can strengths be knowing something well, like knowing how to write your name?” “Can strengths be what other people like about you, like being a good friend or being nice?” “Do your strengths only have to be about what we do in school?” As the teacher and students discuss “strengths” the teacher can be writing examples that students identify on the board to give the class a broad concept of strengths.

After the general discussion students can be paired with partners who work together to answer questions about themselves, such as “What are you good at?” “What do other people
like about you?” “What do you like about yourself?” and “What kinds of things do others ask you for help with?” As they are asked a new question students should review their list of strengths and add to it.

A similar set of activities can be used to help students identify their interests. It is important to help students think about the activities in which they are currently involved at school, at home and in the community. Have the students make a list of their current activities. “Which ones do you really like or value?” “Are there other activities you would like to participate in?” “What topics do you enjoy learning about?” “What kinds of programs do you watch on TV?” “What kinds of books do you read?” Again, after a general discussion, students can work in pairs to create their list of interests.

Following classroom activities, students should take their lists home and conference with their families. At this point family members can validate the list and add to it from their perspectives.

Identifying Family Concerns

There are many social, emotional, health and safety factors that can impact upon a student’s social and academic performance. It is necessary for the instructional team to explore with each student’s parents any concerns the parents may have about factors that may be negatively impacting on the student. It is extremely important that the team respect the student’s and family’s basic rights and need for privacy. The factors listed here need to be addressed with sensitivity and should not be the subject of a formal team meeting and certainly not be a topic for class discussions. The teacher should meet with each family individually during a parent-teacher conference, solicit parent concerns and decide with the family what information should be shared with the team or included in the student’s support plan. A general survey of the information to be discussed can be sent home prior to the meeting so that parents can think about the items in advance. Basic factors to explore include the following:

- Medications the student is taking and possible side effects
- Health concerns
- Safety concerns
- Social concerns (e.g., inappropriate social conduct, language, teasing, lack of friends)
- History of substance abuse by the student
- Recent stressful events in the student’s life (e.g., birth of a sibling, death of a family member, parent’s loss of job, move to a new home)
- Unusual eating routine or sleep cycle
- The variety of activities the student engages in on a typical day is very narrow (e.g., types and amounts of physical activity, class work, play, music, art, TV).

---

The Success Plan was a very good tool for assisting families to define their goals at parent/teacher conference time. It was also a nice framework to use with instructional assistants to pinpoint individual children’s needs.

Special Educator
Once family concerns have been identified, the team should support students and their families to address them. It must be emphasized that, in most cases teams will not have members with the expertise, time and resources to support students and their families to deal with issues such as a major health problem, death in the family, depression, trauma or substance abuse. To support students and families to address such issues, teams need to coordinate their efforts with agencies and professionals already addressing them, refer students and families to agencies and professionals who can address the issues, and/or through contractual or other arrangements, add members to the team with the necessary expertise, time and resources.

After the team has identified family concerns, the team should designate priority concerns to be addressed during the school year. For example, if the student has few friends, developing friendships might become a priority for the student’s program. If safety is a priority, then perhaps teaching the student his way around the school or to cross streets might be a priority. The team should enter selected priorities in the “Family Concerns” section of the student success plan.

**Identifying Collaborative Skills and Other Priority Skills**

This section of the success plan provides students, their families and teachers the opportunity to specify the most important skills for the student to be learning or practicing. Skills selected can include those collaborative skills that are needed to support the class norms as well as other skills that students and families deem a priority for the student. For example, for one student, learning the “times tables” might be a priority. In the case of a student with a severe learning impairment, priority skills might include indicating wants and needs by pointing to pictures or signing, sitting unsupported, asking for help, or learning to cross the street safely. For another student, a priority might be to learn to stay organized. Some students may not have priorities other than the collaborative skills that support the class norms. That is okay, too!

Chapter 6 of this manual details the process the supportive classroom model uses for identifying and teaching collaborative skills. Once class norms have been developed (see Chapter 5), the instructional team selects a subset of the total set of collaborative skills identified in this curriculum to consider teaching the class. Skills are selected based upon students’ age, the skills needed to address the class norms, and the team’s assessment of the general skill level of the class. The team must keep in mind that each skill takes at least 1 week to teach. We suggest that between 10 to 15 skills be selected for any given school year. The team might initially select 20 or 25 skills and with student help, cut the list down to 10 to 15 skills. That is, the teacher can share the list of collaborative skills with the class, discuss them and their relation to the class norms, and select a set of collaborative skills to address. The teacher writes the
skills on the *Collaborative Skill Rating Scale* (see Figure 2) and students, their parents and the teacher can then rate each student on each skill.

**Figure 2: The Collaborative Skill Rating Scale**

<table>
<thead>
<tr>
<th>Collaborative Skill</th>
<th>Needs Instruction</th>
<th>Needs Additional Practice</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to Others</td>
<td>PT</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Takes Turns</td>
<td>SPT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for Help</td>
<td>T</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>Joins in Ongoing Activities</td>
<td>SPT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages Others</td>
<td>SP</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Gives and Receives Constructive Feedback</td>
<td>S</td>
<td>PT</td>
<td></td>
</tr>
</tbody>
</table>

Each item should be scored as follows:

- **Needs Instruction** = Student needs to learn this skill
- **Needs Additional Practice** = Student knows the skill, but doesn’t use it
- **Mastered** = Student knows and frequently uses the skill

Indicate who scored each item:

- **S** = Scored by Student
- **P** = Scored by Parents
- **T** = Scored by Teacher

Collaborative skills from the Collaborative Skill Rating Scale and other priority skills are selected and entered on the student’s success plan during a parent-teacher conference. Prior to the conference, each student should complete the Collaborative Skill Rating Scale as a self-assessment. The students then take the form home for homework and their parents are asked to score the student on each item. For younger students (grade 3 or younger) the child and parents can complete the rating sheet together as
All students need varying levels of support. The support needs change almost moment by moment. Some are independent but need reassurance; others need encouragement to even take one small step toward self-sufficiency.

Elementary Special Education Teacher

homework. Once the forms are completed by the students and parents, the teacher can add his/her rating to each student’s form. At the parent/teacher meeting, the team can list the specific skills to be addressed with the student on the student’s success plan. The parents and teacher can also discuss other skills that might be of concern for the student and list the most important skills on the plan. At subsequent parent meetings, the progress the student is making on learning and using the selected skills can be discussed and noted on the plan.

Helping The Student To Be Successful

All students, regardless of ability, require some level of support to feel that they belong, to perform at high levels and to be a contributing member of the classroom. Methods of helping students succeed can be divided into two categories: personal supports and academic supports. Personal supports generally involve helping students to feel good about themselves and their involvement in school related activities. They enhance the student’s standing in the school, and facilitate friendships, acceptance and respect among peers and educational staff. As depicted in Figure 3, sample personal supports include increase student choices, give the student a high status job, support the student to be a peer tutor, identify a mentor for the student, and provide flexibility in the student’s schedule. Academic supports enable the student to participate in curricular activities. Some sample academic supports listed in Figure 4 include increase the use of hands-on activities, decrease the length of an activity, seat the student near the teacher, provide the student with written notes prior to the lecture, provide a peer partner, tailor materials to the student’s abilities and interests, and provide for oral tests.

Typically, the teacher and parents identify the supports at the same parent conference at which the collaborative skill needs are assessed and prioritized. Supports are identified by the student, parents and team asking what the school can do to address family concerns and to support the student to achieve her personal best, engage in cooperative behavior and be a valued and respected community member. For those students on IEPs (Individual Education Plans) or 504 Plans, their need for accommodations and supports should be known and the instructional support team should also use that information in completing the success plan.
**Figure 3: Sample Personal Supports**

**INCREASE STUDENT CONTROL AND CHOICES**
* Ask students what they need to have a better experience at school
* Include students in planning and problem solving
* Increase the number, variety and importance of the decisions students make
* Support students having flexibility in their daily schedules
* Support students shortening the length of an activity or taking mini-breaks
* Grant students legitimate power — involve students in leadership roles
* Support students to transition to the next class/activity at a different time
* Add interesting activities and experiences matched to students’ individual needs
* Support students to self-evaluate their work
* Support students to choose between various assignments or choose what part of an assignment to do
* Support students to leave class when needed
* Support students to choose testing methods
* Develop assignments which emphasize students’ choices, strengths and talents

**INCREASE OPPORTUNITIES FOR POSITIVE ATTENTION**
* Assign students to teacher advisor/mentors
* Increase the number of friends who know and spend time with students
* Encourage other students to include the student in activities
* Engage family, friends, faculty, students in supporting the students
* Identify an adult mentor within the community
* Increase the number of community activities students have access to
* Support students to join after school groups/clubs/teams
* Increase others’ knowledge of students’ interests strengths and preferences
* Use teaching assistants to help all students in the class rather than an assistant paired directly with one student
* Speak and react to students in ways that model respect and friendship
* Develop a peer buddy system for students

**INCREASE STUDENT’S STATUS, SELF-ESTEEM, IMAGE**
* Support students to be peer mentors/tutors
* Support student involvement in community service activities
* Give students assignments which will “guarantee” success
* Support students to obtain jobs
* Add prosocial skills to students’ curricula
* Support students to access high status materials, clothing accessories (in style for age group and community)
* If any characteristics of the students’ life reinforce a negative reputation try to decrease the stigma students experience
* Give students high status classroom/school jobs/roles
* Increase amount of time students spend in roles that offer the best opportunities to express their natural abilities or strong interests (e.g., drawing, music, drama, pottery, sports, reading, math).
Figure 4: Sample Academic Supports

**Match Teaching Strategies / Arrangements to Meet the Student’s Strengths**
* Increase the use of hands on small group (3 to 6 students) teacher directed and student directed activities and decrease/limit large group (e.g., lecture format) activities
* Increase the use of Cooperative Learning Group activities
* Provide students instruction & frequent feedback on how to work in a group
* Select instructional group in advance and rearrange groupings often to insure good matches among students
* Decrease the length of activities
* Increase the use of activities in which students work independently
* Increase the use of peer partner/tutoring teaching formats
* Support student attention prior to giving directions
* Provide students with written notes/audio tapes of lectures and written directions
* Increase the use of a questioning/discussion format
* Increase repeating/rewording questions and answers
* Insure that students know when activities will be finished and how much time they have between activities
* Increase use of comprehension checks before going on to new topic
* Increase use of teacher demonstration/modeling
* Increase use of role playing, coaching and feedback
* Increase opportunities for students to use computers
* Increase the fun level of activities (e.g., use games, hands on activities, cartoons, humor)

**Match Instructional Activities and Materials to Student Strengths**
* Tailor materials to match students’ abilities and interests
* Increase use of hands on activities
* Increase use of “real life” examples matched to student age and interests
* Use materials and activities that students commonly have access to in home and community environments
* Use a variety of materials and activities to teach important concepts
* Start at a point where you know students will be successful and work from there
* Provide a variety of books/articles/materials for each lesson and allow students to select a few
* Emphasize cooperation among students and sharing of materials
* Limit competition among students
* Increase opportunities for problem solving
* Provide students with pre-training on materials (e.g., content, vocabulary)
* Be predictable — establish a visual schedule for the class as a whole and for individual students (like a date book)
Figure 4: Sample Academic Supports (cont.)

MATCH EXPECTED RESPONSES/TESTING METHODS TO STUDENT’S STRENGTHS
* Support students to communicate ideas and demonstrate learning in a variety of ways (art, music, dance, poetry, oral presentations)
* Avoid requiring students to respond in ways which are likely to produce extreme stress or anxiety (e.g., read aloud for a non-reader, essay exam for a poor writer)
* When anxiety producing situations (e.g. oral presentation, final exams) cannot be avoided, provide additional support tailored to the students needs
* Provide extra practice in nonthreatening, supportive situations
* Read the test to students
* Test students in private
* Give students extra time to answer/complete tests
* Test students on a subset of the material
* Break the test into shorter segments given over a period of days

PHYSICAL ARRANGEMENT AND CLASSROOM MANAGEMENT
* Seat students in a position in the classroom which will best meet their needs (e.g., near the front of the classroom, near the teacher, near the door, near a window, near a supportive peer, away from unsupportive peers)
* Arrange classroom to prevent problems from occurring, facilitate cooperative interactions, and the sharing of materials and ideas between students and adults
* Support students to leave the classroom (e.g., leave on a mission to the office, run an errand, go to see the guidance counselor) when anxious, angry, or fearful
* Limit the student access to peers or adults who tend to set them off
* Model appropriate ways of interacting with students for peers and other adults
* Make sure all materials are handy and set up in advance
* Reassess classroom rules in relation to the students’ strengths and needs
* Reassess classroom discipline methods in relation to the students’ strengths and needs
Prior to selecting ways to help the student be successful, the parents and teachers need to establish criteria for choosing them. Selection criteria are designed to help the team select strategies that are acceptable and good for the student, family and educators. Example criteria include the following:

- The effect of the strategy is neutral or positive for other students.
- The strategy is perceived as reasonable/do-able by the teacher.
- The strategy enhances student belonging and the image of the student.
- The strategy promotes choice making, self-determination and responsibility rather than helplessness and dependence.
- The strategy is student and family validated or generated.

At the conference, the team should review and discuss current ways of supporting the student, if any, that have been effective in the past. It is extremely important to learn what supports worked and didn’t work in the past. Those that have been successful should be considered by the team. If for example, the student is currently included in a third grade reading activity, those supports that helped assure success should be continued into the fourth grade. If the student learns well when in small groups or with a peer helper, then the team should use that knowledge when developing the plan.

Sharing information about what has and hasn’t worked is important for providing continuity to the student’s program from year to year. Far too many months are wasted each school year “trying to figure a student out.” The team can select support strategies by discussing them in relation to the criteria for selecting supports. Once personal and academic supports have been agreed upon, they are entered in the “Ways We Can Support the Student” section on the student success plan.

**Accommodating for Students with Intensive Learning or Behavioral Challenges**

The instructional support team will have to determine if additional activities are necessary when developing a success plan for a particular student. For example, if initial welcoming routines are being used to learn about student strengths and interests, parents of a student who is nonverbal might send in a note each morning with the student’s response written on it, such as, “I’m Sue and I have a cat named Tabby.” The note could be read by another student or an adult when it is Sue’s turn to respond. Another idea would be for another student to record the note into a tape player and then Sue can “read” the note herself by activating a switch attached to the tape player. The student’s parents, grandparents, brother or sister or another person that knows her well, might join the class during the activities aimed at identifying student strengths and interests. These knowledgeable persons would then sit with the student.
during the activity and facilitate the student’s generation of her strengths and interests by either naming them for the student or by helping the student form her own lists.

In some cases the instructional team might consider conducting a separate MAPS (O’Brien, et al., 1989) meeting to get to know the student with severe disabilities. Conducting a student MAPS involves a team consisting of the student, the parents, peers, neighbors and professionals sitting in a half circle and answering a set of seven questions in round robin fashion. The student and then the parent always give the first answers to insure that their voices are heard. All answers are recorded on chart paper. The guiding questions for the student MAPS process may include the following questions. What is the individual’s history? What is your dream for the individual? What is your nightmare for the individual? Who is the individual? What are the individual’s strengths, gifts and abilities? What are the individual’s needs? What would the individual’s ideal day look like, and what must be done to make it happen? A student MAPS generally takes about 1 to 2 hours to complete.

During the parent/teacher conference it might also be necessary to include additional persons. If, for example, the student is on an IEP (Individual Education Plan) for learning or behavioral challenges, the student’s behavioral specialist might be a great help in identifying supports for the student. For a student with a severe health problem, the school nurse might be helpful. The instructional team should discuss this issue with the student’s parents prior to the meeting and jointly decide if additional persons should be invited to attend the meeting.

**How to Integrate Student Success Plans into the Curriculum**

The process of developing student success plans provides useful information for planning class activities. To make the information from success plans more useful to the team, a cumulative list of items from each section of the plan can be made so that there is a list of class strengths, class interests, family concerns, supports to help students be successful and collaborative skills in need of instruction. The cumulative lists can be used to design activities which take advantage of student strengths, relate to student interests and provide needed supports for students.

**Processing and Decision Making with Students**

As key players in developing their success plans, students need to be involved in evaluating and modifying their plans.

---

The teacher, student and family should meet quarterly to go over the plan and discuss progress on collaborative skill instruction and to update changes in strengths, interests, family concerns and needed supports. In between parent-teacher conferences, teachers should periodically meet individually with students to discuss progress on their plan and make adjustments as needed.

**Evaluating Student Success Plans**

Student success plans should be evaluated to determine if they are being implemented and to gauge student, parent and teacher satisfaction with the plans and the process for developing them. Periodically (e.g., each semester) the teacher should meet with each student and her parents to review and update the success plan. Areas of student growth should be noted and appropriate adjustments in the plan made.

After meeting with parents and students the team should meet to discuss their own satisfaction with the success plan process and outcomes. At the meeting the team should address the following:

- Student and parent satisfaction with the success plans and the process for developing them.

- Team member satisfaction with each component of the process:
  - Getting to know each student;
  - Identifying each student’s strengths and interests;
  - Identifying social, emotional, health and safety issues that may impact on each student’s ability to participate in school activities;
  - Identifying collaborative skills to learn or practice; and
  - Identifying accommodations and supports for each student.

Given this information the team should generate a list of “What is going well” and “What needs improvement.” High priority items for improving the process should be selected and the team should develop an action plan for working each item.
Teaching Entry Routines

In order to build a supportive classroom, students must feel a sense of recognition, belonging, and a desire to be there. Entry routines are short, fun activities that encourage a sense of belonging and recognition and promote positive transitions from home to school and between activities or classes. So often classes begin by instructors rushing right into the active side of learning, reading groups, lunch count, etc. Some students can feel lost. Entry routines facilitate classes beginning on a positive note and provide an opportunity for students to develop a learning frame of mind which enables them to focus their attention and energy on the next activity or class. When entry routines are effectively implemented and a sense of community is established, one can expect higher self-esteem, greater social support, better behavior, and improved attitudes toward school and teachers.

We have defined two types of entry routines, welcoming routines and transition routines. Welcoming routines occur the first time a group of students meets for the day and their goal is to promote a sense of belonging and recognition through greeting every student in a warm and friendly manner. Transition routines focus on regrouping and orienting students to the next class or activity.

Entry routines may have a multitude of purposes. For example, at the beginning of the school year entry routines can have the goal of the team and students learning about each other through short, fun activities in which students learn names and small pieces of information about each other. They can also be used to help students consider their strengths and interest in preparation to developing a student success plan (see Chapter 3 for information on student success plans). Entry routines provide natural opportunities to establish feelings of trust, sharing, belonging and respect among students and provide for each member of the class to be greeted and acknowledged. Entry routines have also been useful for teaching specific skills such as practicing time tables in a fun way, learning the alphabet, or even learning breathing exercises and yoga positions.

What to Teach

Students need to know the rules and behavioral expectations for each entry routine prior to engaging in the activity. The routine should be introduced, demonstrated, modeled and practiced so that each student can fully participate. It may be necessary to develop accommodations so that some students may participate in even the most basic routine. For instance, a
student with cerebral palsy may need a special bolster or peer buddies for support so he may join the morning circle. Or a student with a visual impairment may need verbal cues to participate in the morning greeting routine.

**When to Teach/How Often/How Long to Teach**

Entry routines occur at the opening of school, as the class transitions from one curricular area to another and/or at any point during the school day that a new class or group comes together. At a minimum, entry routines should occur once a day when all of the members of the class come together for the first time. At the elementary level, that is most likely the first thing in the morning (after all of the students have arrived). At the middle school level, it could be at the beginning of each period if students frequently change classes. The instructional support team will have to decide when the entry routine(s) will occur and if more than one should occur each day. The team should also consider the transitions that students make each school day and decide if there are one or more transitions that are difficult for the particular class (e.g., going from recess to math, moving from music to reading). If there are some difficult transitions for the class, transition routines should be planned to help the class move from one activity to the next.

Entry routines can be as short as 2 or 3 minutes or last for as long as 10 to 15 minutes depending on the activity selected by the team. Again, the specific activity selected will be the responsibility of the instructional support team and will depend on the needs of the class, the goals of the team, and available time.

**How to Teach Entry Routines**

Instructional teams can identify and design numerous creative, motivating and fun ways to begin a class or activity that facilitate students making successful transitions and to help students feel that they are each a valued member of the class. Criteria we have used in planning entry routines include the following:

- Entry routines should actively engage all students.
- Entry routines should focus on cooperation rather than competition.
- There is a daily welcoming entry routine of 3–10 minutes in length.
- Highest priority should be given to selecting entry routines that teach and reinforce the core concepts.
- Transition routines of 3 to 5 minutes in length should occur when the entire classroom focus changes, e.g., from reading instruction to math.

Entry routines can also be taught in various ways depending upon the specific activity. The teacher, or another adult, can introduce and lead the activity or students can take turns being
the activity leader. The activity can be a whole class activity or students can be paired or arranged in small groups to perform the activity. The only arrangement that really does not work well for entry routines is having students work independently on an activity, as when asked to complete a worksheet, draw a picture or fill out a questionnaire. Entry routines require some sort of interpersonal communication and interaction!

**Integrating Entry Routines into the Curriculum**

Entry routines, by their nature, become a part of the classroom routine and culture after a few weeks. There is no need to integrate them further into the curriculum. You may, however, wish to integrate content from the classroom curriculum into some of your entry routines, especially transition routines. For example, when transitioning from reading to math, you might want the student to play a short math game or solve a quick brain teaser to get them thinking about math before beginning your math lesson.

**Processing and Decision Making with Students**

Once students have experienced entry routines for a period of time (e.g., one or two weeks) the team should begin to periodically (at least monthly) process with the class about how students like the entry routines. Involving the class in evaluating the entry routines and in designing new ones can give them a sense of ownership for the activities. Questions to address when processing entry routines include the following:

- Do students feel welcomed when they come to class?
- Are the activities fun and do they help the class move smoothly to the next activity?
- Can the students suggest other activities that might be good entry routines? Do some of the activities make some students feel uncomfortable? Is everyone participating?
- What would make the activities better?
- What are their favorite activities? Why?
- What activities don’t they like? Why?

**Evaluating Entry Routines**

Entry routines should be evaluated by the instructional team. When evaluating entry routines there are three fundamental questions the instructional team should address:

1. Are there daily welcoming entry routines?
2. Is there sufficient time allotted to entry routines?
3. Do the routines accommodate all students in the class?
Using the information from student evaluations of entry routines and the answers to the three questions, the team should ask if the goals of the entry routines are being met. That is, are the entry routines, in fact:

- welcoming students?
- helping student transition into school and from activity to activity?
- fostering a sense of community?
- generating student interest?
- actively engaging and supporting all the students?
- building positive relationships?
- teaching core concepts?

On the basis of this information the team should be able to answer the questions “What is going well?” and “What needs to be improved upon?” The team should list and discuss the answers to these questions and then prioritize what needs to be improved upon and select high priority items on which to work.
Sample Welcoming Routines

Learn Names Game

Goal: Learn names of classmates

Procedure: This activity should be conducted for several days with different groupings so that students learn and practice the names of all class members.

1. Divide students into groups of about 10 and put them in a circle.
2. To start one student says her name.
3. The student to the left of the first student says the first student’s name plus his name.
4. The next student says the names of the first two students plus her name.
5. Continue until every student has had a turn.
6. Do a second round in which each student must say the name of every group member.
7. Throughout the day encourage students to use each other’s names.

Clapping the Syllables in Name Game

Goal: Learn names of classmates

Procedure:
1. Discuss and demonstrate clapping for each syllable in your name and names suggested by students. Clap once for each syllable while chanting the name.
2. Ask who wants their name clapped and request that all students join in by clapping and chanting the names.
3. Vary the activity by clapping loud, soft, fast and slow.


Learn Names Brag Bag

Goal: Learn names of classmates

Procedure: The day before this activity is implemented, students are instructed to find items at home that start with each of the letters in their first name. This activity can be done as a whole class or in small groups and may be completed over several days.

1. Ask the students to put their items into an empty paper bag.
2. Place all the bags in the center of the floor or table.
3. Ask one student at a time to select a bag that belongs to someone else. The student should empty the contents and identify what letter each item starts with, write the letters down, and with the help of classmates, try to unscramble them and figure out whose bag it is.
Name Game with Gesture for Favorite Activity

**Goal:** Learn names and favorite activities of classmates

**Procedure:** This activity should be conducted for several days with different groupings so that students learn and practice the names and favorite activities of all class members.

1. Divide students into groups of about 10 and put them in a circle.
2. To start one student says her name and uses a gesture to represent her favorite activity (e.g., strokes with her arms to represent swimming). The group must guess what the gesture means.
3. The student to the left of the first student says the first student’s name and does her gesture and then says his name and does a gesture for the group to guess.
4. The next student says the names of the first two students and their gestures and then says her name and does a gesture.
5. Continue until every student has had a turn.
6. Do a second round in which each student must say the name and do the gesture of every group member. Throughout the day encourage students to use each other’s names.

Learn About Classmates through Interviews and Introductions

**Goal:** Learn names and information about classmates

**Procedure:**
1. With the class, come up with a list of three to five things they would like to know about each other (e.g., favorite sport, favorite food, favorite book, favorite movie, hobbies, favorite school subject, least liked school subject, number of family members).
2. Pair up the students and have them interview each other for two minutes to discover their names and information about each other.
3. Have students in pairs introduce their partner by telling name and three things about the person.


Develop Class Directory to Learn about Classmates

**Goal:** Learn about classmates

**Procedure:** Collecting information for the directory should be spaced out over several weeks with other entry routines interspersed.

1. With the students, derive a list of information classmates want to know about each other such as favorite food, favorite book, favorite movie, hobbies, favorite school subject, least liked school subject, names of family and so on.
2. To gather the information ask students for one bit of information per day, write it on the board for everyone to see, and discuss it. For example, ask students to name their favorite book and comment on the book. Older students might write up their information for the directory and then share it with the class.
**What’s My Line? Game**

**Goal:** Learn about classmates

**Procedure:** This activity can be conducted many times with different bits of information on students collected each time (e.g., favorite sport, favorite food, favorite book, favorite movie, hobbies, favorite school subject, least liked school subject, number of family members). Collecting the information may be spaced out over several weeks with other entry routines interspersed.

1. Ask each student to write down or illustrate two things they do well or like to do.
2. Collect the papers and hang them up.
3. Share the papers with class and ask students to guess who made each one.


**Sharing a Secret**

**Goal:** Learn about classmates

**Procedure:** This activity of guessing students’ secrets may be conducted over several days.
1. Have the students write about or illustrate something that they have done or would like to do which few people know about.
2. Number and hang the papers.
3. Have students guess which secret belongs to which classmate.


**Monday Doors – Students Sharing information about Themselves**

“Every Monday morning, my students rush in and get ready for the day. They look forward to our Monday Doors activity. They write about personal events that occurred over the weekend and then they have the opportunity to share them if they want.” Grades 1/2 Teacher.

**Goal:** Learn about classmates and share information

**Procedure:**
1. When students first enter the classroom on Monday morning have them prepare for Monday Doors by either making their own doors (folding the outer edges of a piece of paper into the center) or get a teacher-made door.
2. Have students write or draw about any event, problem, celebration, etc., that they choose.
3. Ask if anyone would like to share their Monday Doors. Sharing is optional.
Popsicle Stick – Learn About and Compliment Classmates

Goal: To greet each student and have students learn about their classmates and how to make and receive compliments

Procedure:
1. With students, brainstorm compliments and model giving compliments.
2. At the beginning of the day or class, have students randomly draw a name from the popsicle stick jar.
3. Have students find that person, greet them and pay one another a compliment.
4. Optional. Next, the teacher explains that it is the responsibility of each student to spend time during the day or class observing his or her special buddy.
5. At the end of the day or class each student will have five minutes to write their buddy a complimentary positive note about something they observed them doing. The notes get delivered to each student before they leave for the day.

Greeting Stick

Goal: To greet each student

Procedure: At the beginning of the year the teacher should choose and model the type of greeting. “Good morning ___. Hi ___. How are you today?”, greetings in another language etc.). Once students have learned how to greet each other let them take turns choosing and starting the greeting.

1. Have students form a circle or stand at their desks.
2. The greeting stick gets passed from person to person as they are greeted.
3. Once everyone is greeted the stick can be put away

Greeting – Mask Passing

Goal: Greeting and fun

Procedure:
1. Form the class into a circle.
2. Make an unusual facial expression and pass it to the student next to you by saying the student’s name.
3. The next student should imitate the expression, transform it into another one and pass it to the next student by saying the student’s name.
4. Continue until everyone has had a turn.

**Greeting – The Knot Game**

**Goal:** Students greet each other and problem solve how to undo a knot

**Procedure:**
1. Put students into small circles in groups of 6-8.
2. Have students link hands with two different people across the circle.
3. The challenge is to untangle the group.
4. Discuss ground rule of having to make a positive greeting before an action occurs. Example: “Hi Linda, how are you? I’d like to step over your arm...”
5. Optional. After the knot is untied, have students go back to their seats and write or draw what felt good about the activity, share it with a partner and then share with the class.

**Web of Friendship**

**Goal:** To greet each student and give compliments

**Procedure:** Variations of this activity include not using the yarn and passing a ball or other object to greet and compliment classmates.

1. Ask the class to sit around a large sheet of paper in the shape of a circle.
2. Have one student hold the end of the yarn and throw the ball to another student while saying the person’s name and something positive about them.
3. Continue until every student has been greeted. When the ball is throw to the next student the previous students continue to hold the yarn.
4. When everyone has been greeted, lay the yarn on the paper and glue it. The web may be hung up for everyone to admire.


**The Agenda Game – Making Challenging Classes Do-Able**

**Goal:** For students to greet each other and brainstorm strategies to make challenging classes do-able

**Procedure:**
1. Place students in small groups and have them greet each other.
2. Have students review class schedule and each pick one activity or class they are looking forward to and one they are not thrilled about.
3. Have the students brainstorm strategies for making activities or classes they aren’t looking forward to do-able.
Using Collaborative Skills to Make Odds & Ends Creations

**Goal:** For students to greet each other and learn/practice collaborative skills to develop a sculpture

**Procedure:**
1. Arrange room so students have space for materials (e.g., paper scraps, cans, pipe cleaners, popsicle sticks, glue, glitter, scissors, buttons, boxes, cardboard tubes, egg cartons, other small items) and can work comfortably in groups of approximately four (e.g., cluster desks, small tables).
2. Form groups of three or four by self or random selection.
3. Have students greet each other.
4. Give each group a similar set of odds and ends and instruct them to work together to create a single sculpture in which everyone adds to the final creation.
5. Have student decide on cooperative roles/jobs (e.g., facilitator, encourager) and talk about their creation before beginning.
6. Have the groups share their creation with the class.


Blindfolded Trust Walk

**Goal:** To greet each student and develop trust

**Procedure:**
1. Have the students find a partner and greet one another.
2. Give the students the following instructions: “You will take turns guiding each other on a trust walk. One of you will be blindfolded so that you cannot see where you are going. You will hold onto the arm of your guide and depend on that person’s directions. When you are the guide, your job will be to give clear directions to the blindfolded person. Be patient and understanding. Consider what the person needs to know and how to make him or her feel comfortable and secure. Before starting the walk, discuss the risk factors and ask the students to communicate to their partner any concerns they have.
3. Have students take turns being the guide.
4. Bring the class together in a circle for closure. Have the students take turns sharing what it felt like to be blindfolded and also what if felt like to be the guide.


Zoom

**Goal:** Laughter

**Procedure:**
1. Form the class into a circle and explain that ZOOM is a sound a car makes.
2. Say ZOOM and turn your head to a student on either side of circle, that student must pass on the ZOOM to the next person. Continue until the zoom has been around the entire circle.
3. Explain that the word EEK makes the car stop and reverse directions. Initially allow only one EEK per student so that EEKS and ZOOMS don’t concentrate in one area of the circle.
4. Play the game until every has had a chance to say EEK.

**Circle of Laughter**

Goal: Laughter

Procedure:
1. Have the students form a circle.
2. One student starts by saying a nonsense word (e.g., “Tata,” “Waaa,” “eek”) and shaking the hand of the person to the left.
3. The second student says the nonsense word twice, and shakes the hand of the student to the left.
4. Continue going around the entire circle.


**Strike a Pose**

Goal: Fun

Procedure:
1. Have two students leave the room.
2. The rest of the class decides on a pose (poses should be simple for younger students and more complicated for older students).
3. The two students come back into the room and begin striking poses.
4. The class tells the students if they are hot or cold until they strike the correct pose.


**Body Charades**

Goal: Practice nonverbal communication

Procedure:
1. Have the students form small groups of four to six students.
2. Give each group the name of a machine (e.g., vending machine, lawn mower, scoreboard, fax machine, computer) or occupation that they must portray nonverbally to the class.
3. Have the groups practice portraying the machines or occupations.
4. After five minutes call the groups back together and have them portray the machine or occupation to the class.

**MUK (Silence)**

**Goal:** Laughter

**Procedure:**
1. Have the students form a circle.
2. Have one student move into the center of the circle and choose another student who must say “muk” and then remain silent and straight faced.
3. The student in the middle must use comical expressions and gestures to try and break the “muk.”
4. If the “muk” cannot be broken, that player moves into the middle of the circle and chooses another student for “muk.”
5. If the “muk” is broken, the student in the center can remain there for up to three turns.


**String-Together Sentences**

**Goal:** Practice listening skills and cooperation

**Procedure:**
1. Have the students form small groups of three to four students.
2. Give each group one topic sentence per each group member.
3. Have one member of each group read a topic sentence.
4. The remaining students create a sentence by taking turns saying each word of the sentence. The student who reads the topic sentence writes down the sentence as the other students create it.
5. Continue until sentences have been created for each topic sentence.
6. Have the groups share their sentences with the whole class.


**Mirror Images**

**Goal:** Fun

**Procedure:**
Students will work together in pairs to create the “mirror image” of each other.
1. Have the students form pairs.
2. Initially, have one student lead and the other imitate the leader’s movements.
   (Partners look each other in the eye and use slow, smooth, flowing motions as quick, abrupt movements are difficult to follow)
3. Roles are then switched so each student has a chance to lead and to follow.
4. Eventually, no one leads and both partners contribute to the motion.

Ra-de-o (Radio)

Goal: Fun

Procedure: Arm and hand gestures for syllable in Ra-de-o.

Ra: Left or right hand on head pointing to someone to the right or left.
de: Left or right hand under chin pointing to someone to the right or left.
o: Point to anyone in the circle.

1. Form class into a circle.
2. One student starts by saying Ra and points to right or left with hand on head.
3. The next student says de and points to right or left with hand under chin.
4. The next student points to anyone in the circle who begins again at Ra.
5. Continue until someone makes a mistake. The student who makes the mistake leaves the circle and becomes a heckler.
6. The game may be ended before it gets down to the last person.
7. Hecklers stand outside the circle and try to distract the players with sounds and words. They may not stand in front of players or use their hands and arms.
8. Initially, have one student lead and the other imitate the leader’s movements. (Partners look each other in the eye and use slow, smooth, flowing motions as quick, abrupt movements are difficult to follow).
9. Roles are then switched so each student has a chance to lead and to follow.
10. Eventually, no one leads and both partners contribute to the motion.


Other Greeting Ideas

- Simon Says
- Joke of the Day
- Riddle of the Day
- Curriculum related tasks:
  - What percentage of girls are here today?
  - What percentage of you are wearing blue jeans?
- Simply saying hello to each student as attendance is read
- Greet your neighbor
- Greet someone you haven’t spoken with yet today
- Morning stretch
- Quick check in to assess mood—show of hands if you’re tired, happy, frustrated, etc.
- Teach a greeting in a different language each day
Sample Transition Routines

Daily Comfort and Care

**Goal:** Communicate caring and take care of unfinished business

**Procedure:**
1. At the beginning of the class or new activity, students are allowed to express some of their concerns or celebrations so they can give their full attention to learning.
2. Gather students in a circle, pose the following questions: Does anyone have any problems or concerns to take care of before we start the new activity? Is anyone concerned or excited about something that will keep them from concentrating? Before we start, does anyone have something on their mind they would like to take care of?

Body Alphabet

**Goal:** Focus student attention

**Procedure:**
1. Have the students find a comfortable space in the classroom at least arms length apart from one another.
2. The teacher, or students, take turns calling out letters of the alphabet.
3. After a letter has been called out everyone creates the shape of that letter using their body.

Body Stretches

**Goal:** Focus student attention

**Procedure:**
1. At the onset of your class or activity let your students engage in some form of exercise such as stretching, Yoga, etc.
2. Have the students find some personal space in the classroom.
3. Lead the students through a short series of body movements. As time passes let the students rotate and lead these exercises.
4. You can be creative and integrate topics of study as well. For instance, if you’re studying parts of the human body then use and call out the specific names as you exercise. For example, “Do a slow deep knee bend. Everyone point to your knees as you do this exercise.”
Breath and Movement

Goal: Focus student attention

Procedure:
1. Arrange for students to have their own personal space in which they can sit.
2. Have the students sit with their spines in an erect position, legs crossed in front of them, and their hands placed on their knees.
3. Lead students through a breathing exercise. As students learn the exercises they can take turns leading the activity.

**Breathing Exercise 1:** Have students take a deep breath with the epiglottis semi-closed, producing an audible breath both on the inhale and exhale. Have them breathe in very deeply and exhale slowly.

**Breathing Exercise 2:** Have students take short quick breaths. These breaths are inhaled and exhaled through open nostrils as the diaphragm moves. The diaphragm moves out on the inhale and in on the exhale.

Free Write

Goal: Focus student attention on lesson

Procedure:
1. Write a single word, phrase, news line heading, etc. on the chalkboard or overhead projector. The word should be related to the subject or topic that is going to be the focus of the next activity.
2. Have the students read the word and then write for 5 uninterrupted minutes. They can write about anything that pops into their mind related to the word or phrase.
3. Use the writing as the basis of a discussion related to the day’s lesson.

K–W–L (What I Know About the Topic, What I Want to Learn, What I Learned)

Goal: Focus student attention on lesson

Procedure:
1. Brainstorm and discuss with the students what they already know about the topic and write responses on the board, overhead or chart.
2. Ask the students what they want to learn about the topic and write responses on the board, overhead or chart.
3. After teaching the topic ask students what they learned and write responses on the board, overhead or chart.
**PREP – Preview the Text or Lesson**

**Goal:** Focus student attention on lesson

**Procedure:**
1. Begin by conducting a brainstorming activity with the students reflecting on what they already know about the topic or concept. Three phases which may be used are presented below.

   *Phase One:* Initial association with the concept or topic. “Tell me anything that comes to your mind when you hear the word...” Transcribe ideas on the board, overhead or chart. At this point the students are making their first association between what they already know and the topic.

   *Phase Two:* Reflect on initial associations. “What made you think of.....?” This step helps students develop an awareness of their network of associations and stimulates them to think of associations. This process is called the multiplier effect. At this point, students may revise, weigh, accept, or reject their first associations.

   *Phase Three:* Reformulation of knowledge. “Do you have any new ideas about...?” These responses are usually more refined than in phase one.

2. Evaluate student responses to determine the depth of their prior knowledge of the concept or topic. The following are three example levels of prior knowledge.

   *Level One:* Much prior knowledge. Students give super-ordinate concepts and definitions, make analogies, and link the concepts with another concept. This level suggests students are able to comprehend the text and discussion of the topic without assistance.

   *Level Two:* Some prior knowledge. Students give examples or attributes or define characteristics. This level indicates that students can make inferences about the topic and can comprehend the text and discussion with some teacher guidance.

   *Level Three:* Little prior knowledge. Students respond with words that sound like the stimulus word or provide firsthand but not quite relevant experiences. This level of response indicates that students will not be able to form inferences or read and discuss with comprehension until they receive direct instruction about the concept.
Anticipation Guides

**Goal:** Focus student attention on lesson

**Description:** Anticipation Guides are an effective way to activate thoughts and information about a topic. Before reading a selection or learning about a topic, students respond to several statements that challenge or support their preconceived ideas relating to key concepts about which they are to learn. Because students’ answers are based on their own thoughts and experiences, they should be able to explain and defend their positions in large and small group discussions. This process arouses student interests, sets purposes for reading/learning, and encourages higher-level thinking—all important aspects of pre-reading/learning motivation.

Students also are encouraged to make predictions about the major ideas in the selection before they start reading or learning about a topic. Anticipation Guides also can be used after reading or learning to evaluate how well students understood the material and whether or not misconceptions have been corrected. Anticipation Guides can be used in any content area and work equally well with print and non-print media such as films and lectures.

**Procedure:**
1. Identify the major concepts and details in the reading or lesson. (What information or ideas should be the focus of the students’ attention?)
2. Consider the students’ experiences or beliefs that the reading will challenge or support. (What do students already know or believe about the selection they will be reading or learning about?)
3. Create three to five statements that may challenge or modify the students’ pre-reading or learning understanding of the material. Include some statements that will elicit agreement between the students and the information in the text.
4. Present the guide to the students on the board, overhead or on chart paper. Make sure there is space for student responses.
5. As each statement is discussed ask students to justify their opinions. One option is to have students first fill out the guide individually and then defend their responses to others in small groups or within a class discussion.
6. After reading or learning, return to the Anticipation Guide to determine whether students changed their minds regarding any of the statements. At this time you should have students locate sections in the reading or be specific and detailed as they support their decisions.

Other Ways to Focus Student Attention on Lessons

- **Motivating questions:** Ask the class a question about the content of the previous or upcoming lesson which sparks discussion.
- **Voting:** Ask students questions related to the previous or upcoming lesson which they can vote on non-verbally (e.g., thumbs up or thumbs down).
- **Graphic organizer:** Make a graphic organizer for the topic and discuss it with the students.
- **Agenda review:** Review the agenda for the lesson asking for student input.
The students were inspiring. They took the curriculum to heart. Their vocabulary, time on task and manner changed as they worked to incorporate class norms throughout their day. They independently brought in children’s literature books to share with each other as a bridge to their norms.

Middle School Teacher

Class Norms

Class norms are the behavioral expectations or rules of the class. Class norms inform us how we are expected to behave towards each other and towards the materials we use in school. Students who are partners in composing class norms are more likely to experience a level of ownership, participate in instruction, and engage in mutually respectful and cooperative relationships. In addition, students and instructional team members jointly developing and implementing norms shifts some of the responsibility for supporting and encouraging socially appropriate interactions from the teacher to the students. It also helps to insure that students indeed understand the classroom community’s expectations and provides the rationale for them to monitor and change their own behaviors.

What to Teach

Once students have demonstrated a basic understanding of the core concepts of trust, sharing, belonging and respect, the instructional team and the students can jointly develop class norms that support the concepts. As the sample norms in Figure 1 illustrate, class norms represent a group’s common beliefs about how members are expected to behave and state behavioral expectations that are applicable in a wide variety of situations.

Norms may be written at either a general or specific level. Norms written at a general level do not specify the particular behaviors in which students are expected to engage and are applicable in a wide variety of situations. Some examples of general class norms are: “be a good neighbor,” “respect others and yourself,” and “be kind.” Norms written at a specific level identify distinct behaviors, such as “raise hand before talking,” or “walk in the hallways,” and are usually only applicable in particular situations. For purposes of this curriculum, norms should be developed at a general level such that they are relevant in a wide variety of situations. Specific behaviors to support the norms will be selected jointly by students and instructional teams as part of teaching collaborative skills. Regardless of their level of specificity, class norms need to be developed jointly by the instructional team and students.
**Figure 1: Sample Class Norms**

These class norms were all developed by our school partners. It is interesting that although they represent several classes at different grade levels and schools they are remarkably similar.

**Grades Pre-K - 2**

Use kind words.
Learn as much as you can.
Help each other.
Take care of yourself, other people, and things.
Be safe.

**Grades 3 & 4**

Respect yourself, others, and property.
Cooperate and help each other.
Everyone belongs to our community.
Have fun!

**Grades 5 & 6**

Treat others as you would like to be treated.
Respect people for who they are.
Be mindful of other people’s feelings, thoughts and beliefs.
Be willing to try new things.
Help each other learn.

**Grades 7 & 8**

Help at least one other person each day.
Be willing to stand strong.
Include others.
Respect self, others, and property.
Make informed decisions.

**When to Teach/How Often/How Long to Teach**

Class norms are generally developed after the class has been introduced to the core concepts. Since this may take four weeks or longer, most teachers provide their classes with a list of a few class norms at the beginning of the school year. The class uses the teacher-developed norms until they are ready to develop their class norms together. It will generally take two or three 30-minute sessions for the class to develop and agree upon class norms. Once norms have been developed, they should be displayed in the classroom and reviewed daily until class members know and understand each of the norms. Once the norms have been established, they should be revisited periodically depending upon the needs of the class.
How to Develop Class Norms

The first step in developing class norms is to teach students the concept of norms. The following is an example of how the concept of norms was taught to a third and fourth grade class. (Examples for younger and older students may be found at the end of this chapter.) The classroom teacher integrated the teaching of norms into a history lesson. Together, the class discussed examples of norms and the role they play in a community. In small teams, students considered several Native American groups and using resources from the media center listed the groups’ norms before the arrival of European settlers and in the present day. As a class, students discussed influences the settlers had upon the Native American group norms and ways in which they were able to maintain their traditions. The teacher then compared the class to a small community and initiated a discussion about their common beliefs about how they should behave during the school day.

After students have demonstrated an understanding of what norms are, they should engage in consensus building activities with the instructional support team to identify class norms.

There are a variety of processes that can be used to involve students in the establishment of class norms that promote trust, sharing, belonging and respect. Several examples of consensus building activities for developing class norms are presented at the end of this chapter. Most processes are similar to the one delineated below:

1. Ask the students: If there were only one or two class norms that covered all the ways we want to behave to promote trust, sharing, belonging and respect, what would they be? If necessary, provide an example by telling what one of your norms might be.

2. Tell students to express their norms in a positive way. That is, the norms should indicate what students should do to promote trust, sharing, belonging and respect. If they have a negative idea (e.g., students will not be mean), tell them that you’ll help them restate it in a positive way (e.g., students will be nice to each other).

3. Address all suggestions and give particular attention to suggestions that attend to trust, sharing, belonging and respect.

4. With the students, reword and combine suggestions until they have arrived at one to three class norms that address trust, sharing, belonging and respect. If necessary, suggest several class norms and have students select and reword them.

The children definitely have ownership of their norms.
This doesn’t happen when the teacher dictates norms. I’ve heard kids remind each other to listen by saying, “Remember norm three…” Usually, with guidance, the children come up with the norms the teacher wants to see.

Elementary Teacher
How to Integrate Class Norms into the Curriculum

If norms are to be effective for maintaining discipline within the classroom, they must be utilized as a teaching tool for students. For example, if during a class discussion, several students get out of control and begin talking at once, the teacher can stop the class and remind them of the norm of treating each other with respect. “Are we being respectful of each other?” What can we do right now to make the situation better?” By using the norms as a tool to remind students to look at their own behavior in relation to the norms, we are providing them with numerous opportunities to learn how to monitor their own behavior. Students who are constantly thinking about the norms and their behavior in relation to the norms are much better disciplined than are students who need adults to constantly tell them how to act.

Processing and Decision Making with Students

As with core concepts, class norms should be processed at some level on a daily basis. “How are we doing as a class on respecting each other? Is there anything we need to do better?” The instructional team can decide which norms to address on a given day or whether to address more than one norm at a time. Norms can be processed as a large group or with students assigned to small groups or pairs. Students can do a quick thumbs up or down to indicate satisfaction or they can write in a journal or complete a short questionnaire. There are many ways to process and you should try several of them to find formats that work best with your particular class.

Periodically, students should be asked if the class norms need to be revised. A good time to solicit student input on the norms is at the end of the teaching collaborative skill cycle when a new collaborative skill is being selected for instruction. Students can be asked questions such as:

• What are we doing well in meeting our class norms?
• What collaborative skills do we need to improve upon to meet our class norms?
• What do you like about our class norms? Do they help us to become a caring class community?
• What don’t you like about the norms or how could we improve them?

How To Evaluate Norms

When evaluating norms there are four fundamental questions the instructional team should address:

1. Was the class taught the core concepts of trust, sharing, belonging and respect prior to developing the norms?
2. Do the students understand what class norms are?
3. Were the students actively involved in creating class norms?
4. What are indicators that students do or do not feel ownership for the norms?

On the basis of the student input and the answers to these four questions the team should be able to answer the questions, “What is going well?” and “What needs to be improved upon?” The team should list and discuss the answers to these questions and then prioritize what needs to be improved upon and select high priority items on which to work.
Sample Activities for Developing Class Norms

Kindergarten Example

A kindergarten teacher drew upon literature and vivid picture books to teach the concept of norms. First she read the book *Stellaluna* by Jannel Cannon to her students. Next she defined norms as a group’s ideas about how its members are expected to behave. She then worked with one-half of the class to list the norms for the birds in the story while the special educator worked with the other half to list those for the bats.

<table>
<thead>
<tr>
<th>BIRDS</th>
<th>BATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep in the nest</td>
<td>sleep upside down</td>
</tr>
<tr>
<td>eat crickets/insects</td>
<td>eat fruit</td>
</tr>
<tr>
<td>mother cares for the babies</td>
<td>mother cares for the babies</td>
</tr>
<tr>
<td>land on their feet</td>
<td>hang by their thumbs</td>
</tr>
<tr>
<td>fly during the day</td>
<td>fly during the night</td>
</tr>
</tbody>
</table>

After generating their lists, the two groups compared and discussed them together.

Using a second picture book, *Sheep Out to Eat*, the teacher listed some of the norms of the cats in the restaurant: use good manners, be calm, and be gentle. As she had done with *Stellaluna*, she asked the students to list group norms for the sheep. Subsequently, she referred to the animals’ norms when developing class norms. Later, when this teacher processed the students’ performance relative to the class norms, she referred to the two books and had the students process the animals’ performance relative to their norms before reflecting upon their own behavior relative to class norms.

8th Grade Example

A seventh and eighth grade world studies teacher decided to use her content area as the basis for teaching about norms. In order to establish norms for each of her five classes, she assigned the students the following task:

1. Define what a norm is and the role it plays in a community.
2. Choose another country or culture to research and define at least two norms representative of that setting.
3. Do a mini-report on your country/culture explaining your definition of norm and report on the norms that you discovered through your research.

After students had completed the assignment, the teacher initiated a discussion about the role of norms in her classroom, and led the students in each class through an activity in which they established their class norms.
Sample of Consensus Building Activities for Developing Class Norms

Example 1 (Grades K – 2)

Use drawings or collages to help class members identify ways of interacting which will promote the core concepts of trust, sharing, belonging and respect.

1. Review the core concepts. Ask class members to draw pictures, or design a collage, that show how we should treat each other, or behave, so that our class community will be one where we trust each other, share, respect each other, and where everyone belongs. The drawings could be signs about ways of treating others or behaving that class members would like everyone to remember.
2. Post the drawings/collages around the room. During the next few days, use them as a starting point for a discussion about class norms. Group together drawings which portray a similar way of behaving and help students come up with a phrase which captures the idea.
3. Copy the drawings and make them into a class book. The book will remind class members of their own ideas about how to treat one another or behave. Return to the book when the class is discussing progress toward norms, preparing to welcome a new person to the community, or problem solving around difficult interactions.

Example 2 (Grades 2 – 8)

Have the class community work as a group and then individually to create a list of norms. Use index cards to help students focus on the ways of interacting which are most important for creating a supportive classroom community.

1. As a group, brainstorm ways of interacting that would create a classroom community based upon trust, sharing, belonging and respect. Accept and record all ideas without judgment. Set a short time limit (3 minutes) and encourage participants to list ideas quickly.
2. Allow a few minutes for the class to examine the list, then ask if they would like to add anything.
3. Work together to combine similar ideas. Ask for ways to rephrase combined ideas so that they are acceptable to everyone.
4. Discuss the remaining ideas. Ask why the ideas are important to the class, if it is always a good idea to behave in that manner, and if the ideas apply across a variety of situations (in the cafeteria, outside, as well as in the classroom). Rephrase or eliminate some ideas.
4. Give each person 3 x 5 index cards. Ask each person to write the idea from the list that is most important to them on the first card. Collect these cards. From the remaining ideas, ask each person to list the idea that is most important to them on the second card. Continue with each card until all the cards are collected.
5. Create a bar graph with the cards or tally them. Use the 3 or 4 most frequently written ideas as your list of class norms, saving the others as supporting or added suggestions. Post the list and discuss how realizing these norms might change the class community.
Example 3

Develop class norms through class meetings. The following example of this approach is adapted from one outlined by the Developmental Studies Center (1996).

First Meeting

Purpose: To talk about the ways we want our class to be; how we would like to be treated and would treat others in a classroom community based upon trust, sharing, belonging and respect.

Activity: Partner discussion of how people treat each other at school. List times at school when people treated each other in a way that made them feel good and times when they did not. Volunteers share examples which are recorded on chart paper.

Second Meeting

Purpose: Relate examples of how we want our class to be with the core concepts of trust, sharing, belonging and respect.

Activity: As a group, review which examples of how people treat each other promote trust, sharing, belonging and respect and which do not. Have pairs select the two or three examples they feel most strongly about and place each one under a core concept heading. Ask the group to think of any other things that people in the class can do or say to build trust, share, include everyone, and show respect for one another. Encourage each person to choose one negative example from the list generated during the first meeting that they will work to change.

Third Meeting

Purpose: Translate core concepts and examples of how we want our class to be into class norms.

Activity: Underscore relationship between the class’ examples of how they want their class to be and the core concepts. In small groups, create posters for each norm, each way of treating each other which makes people feel good and promotes the core concepts. As a prompt for designing the posters, ask, “If someone trusted someone, she would . . .” and “If someone respected someone, he would . . .” etc.

Fourth Meeting

Purpose: Create a vision of a class community based upon trust, sharing, belonging and respect.

Activity: Discuss in pairs what they would like best about their class if everyone trusted each other, shared with one another, felt as though they belonged and respected each other. Record in words and drawings the vision volunteers share with the whole class.

---

1 Developmental Studies Center. (1996). Ways we want our class to be: Class meetings that build commitment to kindness and learning. Oakland, CA: Developmental Studies Center.
Teaching Collaborative Skills

---

One Teacher’s Perspective

During my fifteen years as a middle school teacher, I have taught numerous collaborative skills in my classes. Although the methods worked relatively well and most students seemed to follow the appropriate steps, I always felt something was missing. The missing piece was student ownership. I never made my students a part of the development process. I always assumed I could simply tell them what collaborative skill they were going to learn, give them the opportunity to practice it over time and they would generalize its use whenever needed. However, I never completely accomplished the outcome I was striving for. My students didn’t learn to internalize the collaborative skills and use them without my continuous guidance and frequent reminders. Now I realize I never gave my students the opportunity to directly develop and build the foundation that is the prerequisite to collaborative skills instruction. I’ve learned that students must have a vested interest and feel ownership if you expect them to be intrinsically motivated to learn, use, and monitor collaborative skills. This is why I embrace all of the supportive classroom interventions. I watched my students blossom into respectful and caring participants in our classroom community.

Class norms represent the behavior expectations that support the core concepts of trust, sharing, belonging and respect. As described in the introduction, collaborative skills are the specific ways in which students are expected to behave in order to achieve class norms. After norms have been developed, collaborative skills are assessed, prioritized and taught.

What to Teach

Collaborative skills that we have identified as promoting trust, sharing, belonging and respect and supporting class norms are listed in Figure 1. This list of collaborative skills has been used successfully by instructional teams to identify skills that address the ways students and teachers should interact to realize class norms. The list is not exhaustive and some classrooms may have to add skills to fully meet their needs. Students can be involved in identifying and prioritizing collaborative skills by, for example, discussing and listing behaviors which support the norms, or by working jointly with the teacher to select skills from the list.
Selecting a collaborative skill to teach is really just a matter of choosing a place to begin. The class norms that students have not already mastered, as well as the collaborative skills that support them, must eventually be taught and incorporated into students’ repertoire of skills. Considerations in choosing a skill to teach include the following:

- Families consistently identified the skill as high priority in students’ success plans.
- Class members have a particular interest in mastering the skill and feel it is a high priority.
- The Collaborative Skill Rating Scale indicates that some class members have not yet mastered the skill.
- Mastery of the skill may have a large impact on the class’ ability to function effectively as a group. For example, if many class members have difficulty criticizing ideas and not people, or have difficulty negotiating, there may be periods of conflict in the classroom.
- The skill supports more than one of the class norms.
How to Involve Students in Selecting Collaborative Skills

There are a variety of processes that may be used to involve students in prioritizing collaborative skills for instruction. These processes may include class discussion, ranking skills in a list, and voting. One example includes the following four steps:

1. In pairs, class members review the list of collaborative skills. They discuss the skills with each other and mark those skills they feel are the most important for accomplishing class norms.
2. The teacher calls on one pair to share a skill they marked, another pair to share a different skill, and so on until the pairs have shared all the skills they marked. The teacher records on chart paper the skills named.
3. Through whole class discussion, the class reduces the list to those collaborative skills most relevant to the class norms.
4. Each student then writes on an index card the collaborative skill that he or she would most like the class to learn first. Index cards are collected and tallied: the skill written on the most index cards is selected as the initial collaborative skill to teach and practice. Eventually, of course, all of the identified skills will be included.

When to Teach/How Often/How Long to Teach

The instructional team should set aside a 20-30 minute block of instructional time each week for initial instruction on collaborative skills. The goal is to introduce one new skill each week. The team should also identify one or more daily interactive activities (partner activities, small group activities) during which the students can practice using the collaborative skill. The activity can be from any curriculum area (e.g., science, math, art, music, reading) as long as it provides students opportunities to practice the collaborative skill. Following each interactive activity, an additional 5 minutes is needed for the students to process how well they used the skill during the activity and to set goals for improvement, if needed.

How to Teach

As depicted in Figure 2, the supportive classroom uses a seven step process for teaching collaborative skills. The steps can be broken into four major activities: a) selecting a skill to teach and review; b) initially teaching the skill; c) integrating skill practice into ongoing activities; and d) assessing progress to determine when a new skill should be taught. New collaborative skills can be taught regularly by recycling weekly through steps 1 through 7.
**Figure 2: Collaborative Skill Teaching Sequence**

<table>
<thead>
<tr>
<th>Select A Skill To Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> - With students, jointly select a collaborative skill to teach.</td>
</tr>
<tr>
<td><strong>Step 2</strong> - With student input, describe what the collaborative skill looks and sounds like.</td>
</tr>
<tr>
<td><strong>Step 3</strong> - With student input, develop examples of situations when the skill can be used.</td>
</tr>
<tr>
<td><strong>Step 4</strong> - Demonstrate/model/role play the collaborative skill.</td>
</tr>
<tr>
<td><strong>Step 5</strong> - Provide students with guided practice and feedback on performing the skill.</td>
</tr>
</tbody>
</table>

**Integrate Skill Practice Into Ongoing Activities**

| **Step 6** - Integrate practice of the collaborative skill into regular curriculum activities which occur throughout the day. |

**Assess Progress**

| **Step 7** - With student input, frequently assess performance to determine when a new skill should be introduced. |

---

**Select a Skill to Teach**

**Step 1:** With students, jointly select a collaborative skill to teach.

The process for selecting a skill to teach is described above in the section titled “What to Teach.”

To facilitate maintenance of previously taught collaborative skills, one previously taught skill should be targeted for review and practice during each teaching cycle. The same type of process used to select a skill for instruction may be used to involve students in selecting a previously taught skill for practice (e.g., class discussion, ranking skills, and voting).

**Teach the Skill**

**Step 2:** With student input, describe what the collaborative skill looks and sounds like.

Defining and describing what collaborative skills look and sound like make the skills concrete and “real” to students. The description provides a specific guide of how students are to behave and defines how the model behavior should look and
sound. As illustrated in Figure 3, a T-Chart is a graphic organizer, which can be employed to describe what a collaborative skill “looks like” and “sounds like.” To make a T-Chart:

1. Write the collaborative skill at the top of a piece of chart paper. Below the skill, draw a “T.” Label one column “Looks Like” and the other “Sounds Like.”

2. Ask students and other adults in the classroom to describe how interactions among class members would look if the skill were being used. What actions would they see which would characterize the skill? List their ideas under the “Looks Like” column.

3. Ask students and other adults in the classroom to describe how interactions among class members would sound if the skill were being used. What actions would they hear that would characterize the skill? List their ideas under the “Sounds Like” column.

4. Post the T-Chart as a visual reminder of the behaviors in which students are expected to engage.

Sample T-Charts for each of the collaborative skills identified in Figure 1 are included at the end of this chapter.

**Step 3: With student input, develop examples of situations when the skill can be used.**

In order for collaborative skills to be meaningful and relevant, students need to know the everyday situations in which they should practice them. For some collaborative skills such as “listening” it is easy to generate a multitude of situations in which students should apply them. For other skills the situations are not as obvious; examples include “negotiating,” “understanding others’ feelings” and “expressing empathy.” The T-Chart depicted in Figure 4 lists examples of situations in which skills can be used and suggestions for teaching the skill.

Kindergarten teacher

"What it looks and sounds like" brought the skill to the children’s level and they did a great job on most of the skills as we developed the T-Charts, which were used regularly. The younger students often remembered the point-at-able behaviors more than the specific social skill, proving once again that the more concrete and meaningful learning is to children, the more they integrate and use their learning.
The T-Charts of collaborative skills at the end of this chapter also delineate sample situations in which the skills can be used and suggestions for teaching them. These examples are only intended to help get you started and it is vital that your team and your students derive a list tailored to the needs of the class.

**Figure 4: Ask For Help T-Chart**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise your hand</td>
<td>“Help, please.”</td>
</tr>
<tr>
<td>Signing for help</td>
<td>“Would you please help me start this?”</td>
</tr>
<tr>
<td>Approaching a classmate or adult</td>
<td>“Would you be my partner?”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You can’t do it on your own.
* You’ve tried to solve the problem and are getting nowhere.
* You’re frustrated with your work.
* The job is too big, you don’t know where to start.

**Some Scenarios for Modeling and Role Playing**

* You are having trouble selecting a problem-solving strategy to use for a math portfolio problem.
* You don’t know how to locate a specific resource in the library.
* Several of your friends are heading out to play and you can’t zip your coat.

**Step 4: Demonstrate/model/role play the collaborative skill.**

Students need a demonstration of how to perform the collaborative skill in various situations. The demonstration can consist of the teacher modeling or role playing the skill. The information generated on what the skill looks and sounds like and situations in which it can be used forms the basis for developing modeling and role playing scenarios.

Often it is useful to employ modeling combined with “think-alouds.” Think-alouds involve the teacher talking aloud while working through a problem. The teacher talks in ways that reflect searching for an answer and selecting among several answers. For example, to teach the skill of “asking for
help” the teacher could set up a situation where help is needed, think aloud, and say, “I am having trouble. What should I do? Should I keep trying or ask for help? I am getting too frustrated to keep trying, I will ask for help.’” Then the teacher would model asking for help.

A fishbowl format may also be used to model and role play skills. A fishbowl format refers to setting up the skill demonstration so that a majority of the class is sitting around the action, like a mini-play. Usually, following the demonstration there is discussion time when the audience discusses what went well and notes areas for improvement.

**Step 5: Provide students with guided practice and feedback on performing the skill.**

Once students have been involved in describing what the collaborative skill looks and sounds like, and have observed demonstrations of the skill, they should practice the skill under the guidance of their instructors in preparation for integrating skill performance into class activities. During teacher guided practice, instructors rotate among students, observe collaborative skill performance and provide students with feedback. Teacher guided practice has two components:

- students role play or practice the skill as a whole class, with a partner, or in small groups under the supervision of instructors; and
- after guided practice activities, students process what they did well and what needs improvement, and develop strategies to address identified areas in need of improvement.

In order for students to know how well they did during teacher-guided practice they are asked to process their performance. Processing involves reflection, or critical thinking, about past performance, identification of areas of strength, and goal setting, or planning for improvement of future performance. In collaborative skills instruction, processing is centered on the class’s performance of the targeted collaborative skill. Processing should involve some combination of the following elements:

- Students reflect on their own strengths and areas in need of improvement related to skill performance.
- Students reflect on the class’ strengths and areas in need of improvement related to skill performance.
- Instructors provide feedback on students’ strengths and areas in need of improvement related to skill performance.
- Students and instructors discuss the class’ performance until agreement is reached on what went well and areas in need of improvement.
- Students and instructors set goals and/or develop strategies to address identified areas in need of improvement.

---

**The demonstration and modeling of collaborative skills benefited students and adults. The adults, through planning the demonstration, processed the concepts underpinning the specific skills and were reminded of the need to use the skills throughout the day. The students enjoyed the modeling and tried to figure out what social skill we were demonstrating before we would tell them.**

*Elementary teacher*

---

**I feel the “reflection and processing” was the key part to this curriculum. It was a piece that had been missing in my teaching. The students’ awareness of their actions and consequences was raised more than I have seen in thirty years of teaching. I found the processing one of the hardest to remember to do, and yet one of the most valuable and rewarding parts. Students learned to be honest in their responses and were encouraged to learn from these experiences.**

*Elementary teacher*
Social skills need to be explicit but also continually imbedded in the classroom curriculum. I didn’t find it difficult to integrate the practice of these skills across the curriculum. We never really “practiced” these skills separately (except when we were learning them and identifying the behavior). We “used” them in our group work in math, science, social studies and communications. The groups started to work better together. Students began to use the skills and group work started to change – they became more focused on the task and better able to negotiate with each other. They became both task and process oriented at the same time.

Middle school teacher

For example, in one third grade classroom, the teacher had just finished observing a demonstration of the collaborative skill, “giving sincere compliments.” At the request of one student, the class spent a few minutes talking about the difference between sincere and insincere. The teacher then instructed the students to break up into pairs. She asked the students to take turns giving sincere compliments based on behaviors or actions witnessed during the day. She informed the class that she would circulate around the room and observe each student’s performance and give individual feedback. Students spent ten minutes practicing the skill in pairs. The teacher gave feedback to the student pairs and asked each pair to reflect on how they did as a team and to make at least one suggestion on how they could do better next time. When the whole class reconvened, pairs shared how they thought they did and suggested ideas for improvement.

Integrate Skill Practice into Ongoing Activities
Step 6: Integrate practice of the collaborative skill into regular curriculum activities which occur throughout the day.

After students have demonstrated that they can perform the collaborative skill and self-evaluate (process) their performance during teacher guided practice, they need to practice the skill and process their performance in ongoing class activities. To ensure that students can perform collaborative skills across class activities, they should be provided with multiple opportunities to practice, process and internalize the skills each day. To accomplish this, some class activities must be structured to involve students interacting with partners or small groups. Frequently offering interactive instructional activities, in which collaborative skills practice is purposefully integrated, enhances the skills becoming a natural part of what is expected within the classroom community.

Partnered activities are activities in which two students work together. Small group activities involve three or more students working together. An interactive class activity involving partnering or small groups should occur at least once a day so students have an opportunity for daily practice and demonstration of the collaborative skill. In order to accomplish this, teachers need to review their curricula to insure that there are daily interactive academic activities and, when necessary, develop additional activities.

If your class already works in pairs or in small groups, identify at least one activity in which students can practice the collaborative skills. If your students do not currently work in pairs or in groups, your instructional support team should spend some time developing interactive activities.

Some examples of partnered and group activities are presented in Figure 5.
Figure 5: Sample Partnered and Small Group Learning Activities

Sample Partnered Learning Activities

**Under Explain:** Explain material briefly so that students partially understand and then ask pairs to work together to help each other learn the material.

**Paired Reading:** Pairs of students take turns reading aloud to each other.

**Sharing Pairs:** Students pair up and share thoughts on a topic.

**Learning Pairs:** Students help each other learn information.

**Peer Tutoring:** Students take on formal roles of tutor and tutee. The tutor provides instruction and ongoing feedback to the tutee. Ideally, the material should be work the tutor needs to practice as well, so that tutoring reinforces the academic skills in both tutor and tutee.

**Conferencing:** Students meet to provide feedback on a particular individual assignment, e.g., a writing assignment.

**Think-Pair-Share:** A problem is posed, students think about it alone for a few minutes and then discuss the question with a partner. Afterwards, pairs share their thoughts with the class.

Sample Small Group Learning Activities

**Cooperative Learning Groups:** Students are assigned roles (time keeper, writer, materials gatherer ...) and have responsibilities for accomplishing the group task. The teacher evaluates the students not only on the quality of the product but also on how well the group demonstrated the collaborative skill.

**Options, Options:** Students work in small groups on a problem with the goal of developing a range of options for solving it. Collaboratively, they must figure out the pros and cons of each option and then select what the group feels is the best option.

Following the selection or development of daily interactive activities, the next task is to integrate the instruction of collaborative skills. Collaborative skills practice can be integrated into activities in a three-step process:

1. Remind students of the collaborative skill to be practiced before entering into the activity.
2. Have students participate in the activity and practice the skill.
3. After completing the activity, have the pairs or groups process how well they did on both the academic task and the collaborative skill.
Before an interactive instructional activity, simply remind the students of the collaborative skill to be practiced. Reminders may take different forms and can be as simple as stating, “While in your group, let’s remember to practice our listening skills.” Depending on the needs of the students it could also involve having students model/role play the skill or using the T-Chart as a visual reminder of what the skill looks and sounds like.

After completing the activity, have the pairs or groups reflect on and discuss how well they did on both the academic task, and use of the collaborative skill. Processing on collaborative skills after a lesson promotes better understanding, interpretation, personalization and integration of the information just utilized by the students. An example of one teacher’s strategy of integrating collaborative skills into her curriculum may be found at the end of this chapter.

Assess Progress

**Step 7: With student input, frequently assess performance to determine when a new skill should be introduced.**

A new collaborative skill should be introduced each week. After the students have practiced and processed their collaborative skill performance within the context of class activities during the week, the class should decide if additional time should be spent practicing the skill during the next week or if a new collaborative skill should be taught. If students experience real challenges in performing the skill, it may be necessary to engage in problem solving with them to develop a plan to address the issues.

Students and the instructional team should review student collaborative skill performance at a class meeting. The goal of the meeting is for students and instructors to jointly determine if additional time should be spent practicing the targeted skill or if a new collaborative skill should be taught. The information used to inform this decision should include student and instructor ratings, instructional team observations, the results of daily processing activities and the reflections students offer during the class meeting on their past performance. It is important that this evaluation process not only focus on challenges or problems but also on causes for celebration, whether they are small steps or major milestones for the group. Processing should involve three components:

1. **Determination of the Criteria for Success.**
   The class should decide what criteria will be used to determine if the class as a whole should spend additional time practicing the skill or if a new collaborative skill should be taught. For example, should most or all the students perform the skill well before moving on to a new skill? What if only a few students need additional practice?
2. **Reflection on and Discussion of Target Skill Performance.**
   Reflecting on and discussing skill performance should consist of at least two components: a) students reflecting on the class's strengths and areas in need of improvement related to target skill performance; and b) instructors providing feedback on students' strengths and areas in need of improvement.

3. **Determination of Attainment of the Criteria for Success.**
   Students and instructors should discuss the class' performance until agreement is reached on what went well, areas in need of improvement and if the criteria for success have been met.

   If students and instructors agree that student performance on the collaborative skill meets the criteria for success, they should select a new collaborative skill to teach. If it is determined by students and instructors that more practice is needed on the current skill, then the class should set goals and develop a plan to address identified areas in need of improvement. The plan should specify who must do what by when. A useful tool in developing improvement plans with students is problem solving. Problem solving provides a nonjudgmental framework in which class members can work cooperatively to address challenges and reach consensus. There are many problem solving models and typical problem solving steps include:

1. Students and instructors develop a statement(s), which describes the challenge (e.g., students talk out and interrupt each other).
2. Students and instructors generate a list of facts and issues related to the challenge.
3. Students and instructors generate a challenge statement to be used in solving the problem (e.g., "In what ways might we encourage students to take turns?").
4. Students and instructors brainstorm many possible solutions/responses to the challenge statement.
5. Students and instructors develop standards/criteria for selecting possible solutions (e.g., must be acceptable to students, must be acceptable to instructors, must be achievable).
6. Students and instructors use the selection criteria to choose one or more solutions to implement.
7. Students and instructors develop a plan to implement the solutions which includes who must do what by when.
How to Evaluate Collaborative Skill Instruction

Specific times for students and the instructional support team to evaluate collaborative skill instruction are built into the instructional model. Evaluation should occur daily after practicing skills in class activities, and at least weekly when processing with the students their collaborative skill performance to determine if a new skill should be selected for instruction.

After practicing skills in an activity students can be asked specific questions about their level of skill performance and the activity:

- What were your areas of strength in performing the skill?
- What were your areas in need of improvement in performing the skill?
- What did you like about practicing the skill in the activity?
- What didn’t you like about practicing the skill in the activity?
- What would make it easier for you to practice the skill in the activity?

During weekly processing students can be asked about their level of skill performance and more general questions about collaborative skill instruction:

- What were your areas of strength in performing the skill?
- What were your areas in need of improvement in performing the skill?
- What are your favorite ways to learn and practice collaborative skills? Why?
- What don’t you like about learning and practicing collaborative skills? Why?
- What would make it easier for you to learn and practice collaborative skills?

When evaluating collaborative skill instruction there are eight fundamental questions the instructional team should address to determine if the collaborative skill instruction design is being implemented:

1. With student input, are collaborative skills selected to teach, and previously taught skills, to practice?
2. Are T-Charts of what the skill looks and sounds like used to define and describe the skill?
3. Are situations delineated in which the skill should be used?
4. Is the skill demonstrated/modeled?
5. Is teacher-guided practice with feedback provided prior to integrating collaborative skill instruction into activities which occur throughout the day?
6. Is collaborative skill instruction/practice integrated into class activities at least once a day?
7. After integrated activities, do students discuss/process what they did well and what needs improvement related to the skill?
8. At least weekly, do students process their collaborative skill performance and, as appropriate, select a new collaborative skill to teach?

On the basis of student input and the answers to the questions above, the team should be able to answer the questions “What is going well?” and “What needs to be improved upon?” The team should list and discuss the answers to these questions and then prioritize what needs to be improved upon and select high priority items on which to work.
Integrating Collaborative Skills into the Curriculum as Described by the Teacher (5/6 Grade)

Let’s use a math example because people might think that integrating collaborative skills is more difficult in areas such as math or science. I have to admit I worked a bit harder in those areas at first. Let’s assume my students have been learning about components of the problem-solving process. We have been focusing on documentation. In order to achieve competency in the area of documentation, students must clearly and coherently write a detailed description of how they solved a given problem. I would tell the class that on this particular day they would be working in cooperative groups in order to practice the skill of documenting their problem-solving process.

Each member of the group will be given a chance to voice his/her thoughts in a step-by-step process as the documentation of problem-solving is written. I will also explain that a brief discussion among groups will occur and then we would reach group consensus on what would be written as the representation of good problem-solving. After the students have a clear understanding of what is expected in relation to math problem-solving and documentation (that’s my mini-lecture, content delivery piece), we will have a conversation about how trust, sharing, belonging and respect are parts of working together in a group. I would find ways to demonstrate that to them. I could, for example, ask a couple of kids to role play what a respectful conversation in a group looks like. Then I would prompt the class by saying, “Hey, remember that we have been working on the collaborative skill of listening respectfully, this is a perfect opportunity to practice that skill.” I would quickly remind them of the skill definition, point-at-able terms, etc. My collaborative skill teaching line model kicks in here. I inform them I will be circling the room to watch skill practice, providing feedback and help when needed.

When the lesson is over we would spend time processing our group work and skill practice, evaluate how we did, etc. Probably at the end of the day I would have them journal on the process, with respect to their feelings about class and individual use of the skill. Really, if I thought about it, the day would begin with an entry routine that got them involved with respectful listening. That way there would be a seamless flow from morning to afternoon with the collaborative skill as the unifying thread.
**Sample T-Charts for Teaching Collaborative Skills**

### Begin a Conversation

**Rationale:** When students begin a conversation skillfully, they have appropriate social initiations, talk at convenient times and places, are aware of body language, and cue into nonverbal communicators.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching a person and making eye contact before speaking</td>
<td>“Excuse me _____, do you have a minute to talk?”</td>
</tr>
<tr>
<td>A friendly face and tone of voice</td>
<td>“Hi _____, How are you?”</td>
</tr>
<tr>
<td>Looking to see and making sure you're not interrupting the person with whom you wish to speak</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You want to greet someone.
* You have something interesting to share.
* When you first arrive at a social gathering.
* You need to obtain information from a specific individual.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* A new student just arrived in your class and you want to greet and welcome them.
* Your teacher has sent you to the office for a bus pass and you need to speak with the secretary.
* You want to have a friend come over for the night and you need to have a discussion with your parents.
End a Conversation

Rationale: When you have said all that you want to say, or used all of your available time, ending the conversation politely allows you to say good-bye and change activities.

T-chart:

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds Like</th>
</tr>
</thead>
</table>
| Shaking hands or high five to show closure | "So, I'll see you."
| The other person has stopped talking    | "It's been great talking to you. Bye."
| Begin to physically move away           | "I have to go, but I'll call you later."

Some Examples of When to Use the Collaborative Skill
* You or the person you're speaking with has nothing left to say.
* You need to go.
* You've obtained the information you needed.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* You and a friend are talking before class begins and the bell rings.
* You're having a phone conversation and you have to get your homework done before supper.
* You stayed after class to get extra help from your math teacher and now the next class is beginning to arrive.
Ask for Help

Rationale: Asking for help reduces frustration, increases learning, and teaches risk-taking and self-advocacy.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising your hand</td>
<td>“Help, please.”</td>
</tr>
<tr>
<td>Signing “help”</td>
<td>“Would you please help me start this?”</td>
</tr>
<tr>
<td>Approaching a classmate or an adult</td>
<td>“Would you be my partner?”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You can’t do it on your own.
* You’ve tried to solve the problem and are getting nowhere.
* You’re frustrated with your work.
* The job is too big; you don’t know where to start.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* You are having trouble selecting the problem-solving strategy to use for a math portfolio problem.
* You don’t know how to locate a specific resource in the library.
* Several of your friends are heading out to play and you cannot zip your coat.
Ask a Favor

Rationale: Asking someone for a favor allows you to acknowledge his/her skills, gain assistance, and involve other people in your activity.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>“Would you please . . .”</td>
</tr>
<tr>
<td>Facing the person</td>
<td>“You could really help because . . . “</td>
</tr>
<tr>
<td></td>
<td>“Do you have a minute?”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You want help.
* You want to get someone else involved.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Your classmate has a CD with the song you would like to use in a skit.
* You need a ride to the dance.
* You want someone to join your group.
Give a Compliment

Rationale: Giving compliments encourages others, lets them know what you like about them and their activities, and shows that you are paying attention to what is going on around you.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at the person to whom you are speaking</td>
<td>“I like your hat.”</td>
</tr>
<tr>
<td>Smiling</td>
<td>“I liked the bright colors.”</td>
</tr>
<tr>
<td></td>
<td>“It was great when you picked up the tempo.”</td>
</tr>
<tr>
<td></td>
<td>“It makes me feel cheerful to look at it! I felt like dancing!”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You like someone or something.
* You want to encourage someone to repeat something they are doing.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Your classmate offers a creative idea.
* You want to become friends with someone.
Accept a Compliment

Rationale: Accepting a compliment reinforces a positive self-image and acknowledges the other person's positive affirmation or statement in saying something kind about you.

T-chart:

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly facial expression like a smile</td>
<td>“Thank you.”</td>
</tr>
<tr>
<td>Point or gesture towards the thing the person is referring to.</td>
<td>“Oh, you mean this? I worked really hard on it.”</td>
</tr>
<tr>
<td>Listening</td>
<td>“Yes. I picked it out myself.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* Someone compliments you on your excellent behavior.
* You receive a compliment on a completed project, assignment, or task.
* You are given a positive comment on your appearance.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* You just finished presenting an independent project to the class and they give you some verbal feedback in the form of compliments.
* You have a conference with the teacher on your best piece of writing and she makes some very specific compliments about the piece.
Join In

Rationale: Joining in enables you to become a part of social interactions and activities.

T-chart:

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiting for an appropriate time or opportunity, ie., a natural break occurs or before the activity begins</td>
<td>“Hi. Would you mind if I joined in?”</td>
</tr>
<tr>
<td>Friendly body language and attitude</td>
<td>“Can one more person play?”</td>
</tr>
<tr>
<td>Approaching group in a nonthreatening way</td>
<td>“Excuse me. That looks like fun.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You want to join a game or activity.
* You want to work with a peer or group.
* You approach others who are conversing and want to join in.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Some friends have begun playing a game out at recess and you want to join in.
* You were out of the class when choice time began. You want to join an activity that has already started.
* A group of your friends are talking and laughing and you want to be a part of their conversation.
Accept Criticism

Rationale: By accepting criticism, you demonstrate your respect for the views of others and learn about how to improve.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>“Thanks for telling me.”</td>
</tr>
<tr>
<td>Taking notes</td>
<td>“I’ll think about what you said.”</td>
</tr>
<tr>
<td>Nodding your head</td>
<td>”I needed to hear that.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill

* You want to improve.
* Someone you respect is talking to you.

Some Scenarios for Modeling and Role Playing the Collaborative Skill

* You want to submit an article to the local newspaper. Your parents give you feedback on what you have written.
* Your close friend criticizes your behavior.
Follow Directions

**Rationale:** By following directions, you demonstrate willingness to cooperate and are more likely to complete a task correctly.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading or listening to the directions</td>
<td>“Where is the . . . “</td>
</tr>
<tr>
<td>Doing what the directions say to do</td>
<td>“When should I . . . ?“</td>
</tr>
<tr>
<td></td>
<td>“Which should I do first?”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You have agreed to participate.
* You don’t know how to do something.
* You want to help someone.
* It is an emergency.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You are lost and a friend tells you where to go.
* You want to assemble a piece of equipment.
* You are in a contest.
Ask Questions

**Rationale:** Asking questions allows class members to demonstrate interest, gain information and clear-up misconceptions.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising your hand</td>
<td>&quot;Who ...?&quot;</td>
</tr>
<tr>
<td>Eyes on the person to whom you are speaking</td>
<td>&quot;What ...?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;When ...?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Where ...?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Why ...?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;How ...?&quot;</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You want to know more about something.
* You are interested.
* You don’t have enough information.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You did not hear the first part of the directions a teacher has given for an assignment.
* During an entry routine, you are interested in what the students are saying about their various hobbies.
* You are building a tree house with your mother. You have completed the platform, but don’t know how to support the walls.
Say Thank You

**Rationale:** Saying thank you expresses your gratitude for a favor or compliment and lets others know you appreciate what they did or said.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at the person to whom you are speaking</td>
<td>“I’m really glad you ________, Thank you!”</td>
</tr>
<tr>
<td>Smiling</td>
<td>“That was just the help I needed! Thanks!”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You appreciate what someone did.
* You want someone to do something similar in the future.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* Your partner helped you review your spelling words.
* Your parent drove you to soccer practice.
Say No

Rationale: Saying "no" allows you to refuse an invitation. Saying "no" registers your disagreement with an idea.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaking your head</td>
<td>&quot;No, thanks for asking though.&quot;</td>
</tr>
<tr>
<td>Serious expression</td>
<td>&quot;No thanks, I'd rather . . .&quot;</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You don’t want to do something or would rather do something else.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Your friends are going to a place you think is unsafe.
* Your teacher asks for volunteers to design a mural and you do not enjoy artwork.
Accept No

**Rationale:** Learning to accept “no” demonstrates your respect for others and their choices and allows you to make other good choices.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pausing and thinking before acting</td>
<td>“I don’t think that’s fair, but I can live with it.”</td>
</tr>
<tr>
<td>Writing in a journal what other choices you may have</td>
<td>“I understand.”</td>
</tr>
<tr>
<td>Choosing to do something different</td>
<td>“That’s okay.”</td>
</tr>
<tr>
<td>Staying calm</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You can’t do something you want to do.
* You are told “no” when you request something.
* You are not allowed to go somewhere.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* Your parents say you can’t watch a certain movie.
* Some friends have already started playing a game and say you can’t join in right now.
* All of your work is finished and you want to play a game but the teacher says, “No, it’s not a good time because it will distract the other students.”
Encourage Others

**Rationale:** With encouragement, people will try new things and persevere in spite of challenges. Encouraging others is a way of expressing your support for them and their effort.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>&quot;Even though this is difficult, you're sticking with it!&quot;</td>
</tr>
<tr>
<td>A pat on the back</td>
<td>&quot;Let's do it together.&quot;</td>
</tr>
<tr>
<td>High five</td>
<td>&quot;You're almost finished, only two more!&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Any other ideas?&quot;</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You want everyone to participate.
* The job is difficult.
* You want someone to do well.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* Your cooperative group is asked to write a book about arctic animals.
* You are on a hike and your brother is lagging behind.
* You are helping a classmate catch up in his work.
Criticize Ideas, Not People

Rationale: Knowing how to criticize ideas, not people, aids class members in effective communications, problem solving, and brainstorming in a nonthreatening and productive manner.

T-chart:

<table>
<thead>
<tr>
<th><strong>Looks like</strong></th>
<th><strong>Sounds like</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facing and/or looking at the person to whom you are speaking</td>
<td>“It looks like you worked hard, but I think the barn should be red instead of blue.”</td>
</tr>
<tr>
<td>After the criticism, staying near the person or doing something else with them</td>
<td>“Thank you for your idea, but I have a different idea I would like us to consider.”</td>
</tr>
<tr>
<td>Facial expressions and body language are friendly and nonthreatening</td>
<td>“You’re really a good friend, but I don’t like that idea.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* You disagree with a solution to a problem.
* You feel an idea is not a safe one.
* A suggestion or comment angered you.
* You really liked an idea but suggest improvements to make it better.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* A friend suggests throwing snowballs out on the playground and you know it’s not a good choice.
* You and a peer are brainstorming ways in which to present a completed project and you disagree with one of the ideas.
Summarize

Rationale: Summarizing provides an overview of the material covered up to a certain point, reviews what was said, and draws a conversation or discussion to a close.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a list</td>
<td>“Overall, ...”</td>
</tr>
<tr>
<td>Writing a final sentence</td>
<td>“Finally, ...”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* At the close of a discussion.
* You want to remember what was said or what you read.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* You are facilitating a discussion about how to celebrate Martin Luther King Day.
* You are writing a letter to a friend about the pros and cons of having a pet.
Clarify

**Rationale:** Clarifying assists students to develop a clearer understanding and reduces ambiguity by asking open-ended questions that examine and probe for more information.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>“Could you explain it in another way?”</td>
</tr>
<tr>
<td>Thinking of or writing down questions to ask</td>
<td>“Is there anything else?”</td>
</tr>
<tr>
<td></td>
<td>“I need to know more.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* When you need more information.
* You don’t fully understand something.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You are the mediator for two peers who are having a disagreement and you need to understand everything that has caused the situation.
* Your literature group is having a discussion about the characters and their personality traits. Someone has given their analysis of one of the characters and you need more information to figure out how they came to their conclusion.
State Feelings

**Rationale:** Students who are able to state their feelings can communicate directly and clearly with others, share or reveal an important part of who they are, and explain their motivation for certain actions.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pausing and thinking first</td>
<td>“I feel bad when you tease me.”</td>
</tr>
<tr>
<td>Body language, especially facial expressions</td>
<td>“I feel really good when you sit by me.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You feel strongly about something.
* A major event just occurred and you’re not sure how you feel.
* You want others to know how something made you feel.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* You tell the teacher that you're feeling extremely nervous about the oral presentation you have to do.
* Another student bumps into you but before stating your feelings you take several deep breaths and think before reacting.
* A group of classmates are going to begin playing a game and they won't let you join.
**Express Empathy**

**Rationale:** Expressing empathy lets others know you understand and care about how they are feeling. It conveys a sense of camaraderie or partnership.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing next to the person</td>
<td>“I know just how you feel.”</td>
</tr>
<tr>
<td>Joining the person's activity</td>
<td>“Do you want to play?”</td>
</tr>
<tr>
<td></td>
<td>“It’s okay to feel bad.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* Someone is telling you how she feels about something.  
* You want someone to tell you more.  
* Something difficult has happened.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* Your friend has rewritten her essay twice. Her paper was just returned a third time with more corrections to be made.  
* On the playground, one of your classmates is rarely invited to join in the games.
Know Feelings

Rationale: Knowing your feelings facilitates making choices and self-expression by "tuning into" your body and how it's feeling or responding and labeling the feeling so you can react appropriately.

T-chart:

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pausing, thinking, and deciding on the type of physical response your body is having in order to identify the feeling</td>
<td>&quot;My body feels ____, so I must be feeling ____.”</td>
</tr>
<tr>
<td></td>
<td>&quot;I'm feeling really upset right now.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* When an event unexpectedly occurs.
* You need to decide how to act or react.
* Your body is physically reacting and you need to identify the feeling.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* A peer has just shouted an unkind statement at you from across the playground.
* You're working quietly and suddenly the fire alarm goes off, you jump two feet into the air before realizing what has happened.
* You've tried to solve a word puzzle all period and can't figure out what the clues mean.
# Understand Others' Feelings

**Rationale:** When class members understand others' feelings, they are in a position to express empathy, adapt their interactions accordingly, and act altruistically.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening attentively</td>
<td>&quot;You look upset.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;You seem really happy today.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;I don't understand why you tease me.&quot;</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* Someone is telling you about a significant experience.
* You are in a conflict with someone.
* You don’t understand why someone did something.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* Your classmate tells you that his father is getting remarried.
* You are planning a family outing and your sister does not want to go.
**Negotiate**

**Rationale:** Having the ability to effectively negotiate allows students to solve problems, resolve issues, compromise, come to an agreement, and understand the feelings of others.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to each other</td>
<td>“I feel it would be wrong to do that.”</td>
</tr>
<tr>
<td>Waiting for your turn to speak</td>
<td>“Why don’t we try it both ways and see which way works best?”</td>
</tr>
<tr>
<td>Writing out the pros and cons of the disagreement</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You and a peer have a difference of opinion.
* You are getting upset or angry.
* You are trying to solve a problem that is open ended.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* You and your parents negotiate a curfew before going out with friends.
* You have to write an adventure story with a partner and you both have different ideas on the theme.
* It’s choice time and you and another student want to do the same activity but only one of you can do at a time.
* Before beginning a game of baseball, team members must decide who will play in the different positions.
**Express Concern for Another**

**Rationale:** Expressing genuine concern promotes physical and emotional well being of others and fosters a sense of trust, sharing, respect, and belonging. Demonstrates an ethic of care.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inviting the person to do something with you</td>
<td>“Can I help you in any way?”</td>
</tr>
<tr>
<td>Going out of your way to do something nice for the person</td>
<td>“You can take my place.”</td>
</tr>
<tr>
<td>Thinking about and deciding whether or not someone is having difficulty</td>
<td>“Do you feel all right?”</td>
</tr>
<tr>
<td>Stressing your sincerity</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You notice a peer is really upset or hurt.
* A friend is about to enter a dangerous situation.
* Someone you know is acting strangely.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* While running in P.E. class a peer trips, falls, and can’t get up.
* Your sister comes running into the house crying and goes to her room.
* A classmate has had a difficult time solving a science lab and looks really frustrated.
**Take Ownership for Own Feelings**

**Rationale:** By taking ownership for their own feelings, classmates reduce conflict, communicate directly, and express self-knowledge.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>An expression which corresponds with the feeling being owned</td>
<td>“That’s how I feel.”</td>
</tr>
<tr>
<td>Looking at the person/people to whom you are speaking</td>
<td>“I’m worried you are going to be hurt.”</td>
</tr>
<tr>
<td></td>
<td>“I’m thrilled you are on my team.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* Someone asks for feedback.
* You are presenting a problem.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* Your small group is going to share what they learned from a history reading by doing a skit. You don’t like to act things out.
* You are telling your teacher about an argument you had with your friend.
Listen

**Rationale:** Effective listening skills enable students to gain information and demonstrate interest.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face the person who is talking</td>
<td>“Mm-hmm.”</td>
</tr>
<tr>
<td>Establish eye contact</td>
<td>“Yes.”</td>
</tr>
<tr>
<td>Show you're attending by nodding your head</td>
<td>“So what you're saying is...”</td>
</tr>
<tr>
<td></td>
<td>“That's what I heard, too.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You're learning about something new.
* You're getting directions to go somewhere or do something.
* You're working with a peer or a small group.
* You need to solve a problem with others.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* Your teacher is explaining the directions to a homework assignment.
* Your friend is upset and needs someone to talk, so you listen.
* You're working in a collaborative group and the group is brainstorming ideas on building a sturdy structure.
* You're interviewing a police officer for your independent classroom project.
**Cool Off**

**Rationale:** Cooling off gives you a chance to think clearly about your options before you act.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stopping what you are doing</td>
<td>“One, two, three, ...”</td>
</tr>
<tr>
<td>Taking deep breaths</td>
<td>“Excuse me. I need to leave the room.”</td>
</tr>
<tr>
<td>Walking away</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* You are angry.
* You are excited.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* You think someone stole your snack.
* You are being teased.
* You are having trouble with an assignment.
**Ignore Distractions**

**Rationale:** Learning to ignore distractions strengthens the student’s ability to focus and attend to learning.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a breath and count to five</td>
<td>“One, two, three…”</td>
</tr>
<tr>
<td>Continue to stay focused on your work by looking at it</td>
<td>“It doesn’t bother me.”</td>
</tr>
<tr>
<td>Physically move away from the distraction</td>
<td>“I didn’t look up, I just kept on working.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**

* When you are trying to concentrate on a test.
* When a classmate is talking or being loud.
* You need to finish an assignment before class is over.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* One of your classmates is trying to avoid doing his/her work by distracting you.
* The TV is on and you’re trying to finish your homework.
* It’s five minutes before recess and you have to finish your assignment before going out. Other students are getting ready to go out.
Take Turns

Rationale: Taking turns allows several people to use the same materials and engage in the same activity. It also enables the same person to play different roles during an activity.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing one thing for a while, then doing something else while another person does that thing</td>
<td>“I’m finished, it’s your turn”</td>
</tr>
<tr>
<td>Using something, then passing it to someone else</td>
<td>“May I have a turn when you are done?”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* There is not enough of something for each person to have their own.
* Only one person can take part in an activity at a time.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Your class is brainstorming ideas for a new playground.
* There are 2 swings and 3 people who want to use them.
Take Responsibility

**Rationale:** Taking responsibility demonstrates an individual’s initiative to take on tasks, complete them, and acknowledge one’s own contribution to a particular outcome.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what you say you’re going to do</td>
<td>“Mr. C, I noticed the _____ needs to be cleaned up. Would you like me to take care of that?</td>
</tr>
<tr>
<td>Taking care of things that need to be done</td>
<td>“So what I need to do is ______.”</td>
</tr>
<tr>
<td>Writing down all the steps that need to be accomplished</td>
<td>“I will do that.”</td>
</tr>
<tr>
<td>Actively participating in a group or solving a problem</td>
<td>“It’s my turn now.”</td>
</tr>
</tbody>
</table>

**Some Examples of When to Use the Collaborative Skill**
* You need to complete your part of an assignment.
* You see something that needs to be done and do it without being directed.
* You aren’t clear about your responsibilities.
* A problem has occurred and you were involved.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* Your social studies group is preparing a final report and visual display on Brazil. The group needs to divide up the jobs and responsibilities.
* Your mom has given you permission to go to the movies but you need to finish all of the chores she has left for you to do before leaving. The chores themselves are just little tasks but there are quite a few to try and remember.
* You and a group of friends were horsing around when you came in from recess. As you came through the classroom door another student was knocked down.
Remind Others to Use Collaborative Skills

Rationale: Using the collaborative skills helps the class achieve the norms. By reminding each other to use the skills, we share the responsibility for creating a supportive classroom.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pointing to the T-chart of the skill</td>
<td>“Bill, remember to take turns.”</td>
</tr>
<tr>
<td>Using a signal, such as cupping your ear for “listen”</td>
<td>“It's okay to ask for help.”</td>
</tr>
<tr>
<td>Using the skill yourself</td>
<td>“Everybody listen carefully now.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill

- You notice an opportunity for someone to use one of the skills your class has practiced.
- An argument is brewing between classmates.
- You see someone struggling with a problem.

Some Scenarios for Modeling and Role Playing the Collaborative Skill

- During a small group discussion, a classmate criticizes another group member.
- Some classmates are pressuring your friend to vote a certain way in class elections. Your friend looks distressed.
**Apologize**

**Rationale:** We sometimes do things that we are later sorry for. Apologizing is something we can do to let the other person know we are sorry. It can also make you and other people feel better.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>&quot;I'm sorry for …&quot;</td>
</tr>
</tbody>
</table>
| Body facing the individual  | "When I was doing ____,
|                            | happened. I'm sorry."                            |
| Serious face                | "I didn't mean what I said.
|                            | I'm sorry."                                      |
|                             | "It was an accident. I'm sorry."               |

**Some Examples of When to Use the Collaborative Skill**
* When you think you might have done something wrong, e.g., broken a rule, broken an item, used something that wasn't yours without asking.
* When you feel you might have hurt someone's feelings.
* When you have had an accident.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You bump into someone while running down the hall at school.
* Your pencil accidentally slips out of your hand and hits someone sitting next to you.
* You accidentally break a friend's toy.
* You laugh when someone makes a mistake and they have a sad expression on their face.
**Convince Others**

**Rationale:** You may need to help someone understand a situation or event better and help them to make a choice that is different from the choice they are making. You may also want to do something special that goes against a current rule at school or at home.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>“I feel we should ..., because ...”</td>
</tr>
<tr>
<td>Body facing the individual(s)</td>
<td>“Given that..., you should do ...”</td>
</tr>
<tr>
<td>Serious face</td>
<td>“My idea is to ..., because ...”</td>
</tr>
<tr>
<td></td>
<td>“What do you think?”</td>
</tr>
</tbody>
</table>

**Some Examples of When To Use The Collaborative Skill**

* Your friend wants to play a game that you feel might be dangerous.
* You want to stay up past your bed time to watch an educational show on television.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* Your friend wants to play hockey on the lake but you know that the ice isn’t completely frozen yet.
* Your friends want to play baseball but you know that Joey has a broken arm and can’t swing the bat. You want them to play soccer instead.
* A movie is on TV that is about a subject you are studying in Science class. If you watch it, you will need to be able to stay up one hour after your bed time.
Deal with Another's Anger

Rationale: How we respond to another person's anger can either help the situation become better or maybe make it worse. Understanding how to cope with another's anger can help us stay calm and diffuse the situation.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the person</td>
<td>“What I hear you saying is ...”</td>
</tr>
<tr>
<td>Face and jaw are relaxed</td>
<td>“If you calm down I will talk to you.”</td>
</tr>
<tr>
<td>Eyes are open</td>
<td>“I can't talk to you when you are yelling.”</td>
</tr>
<tr>
<td>Stepping away and creating space between you and the person</td>
<td>“Let’s talk later, after you calm down.”</td>
</tr>
<tr>
<td>Walking away to a safe place</td>
<td>“Mr. Fox, I need help.”</td>
</tr>
</tbody>
</table>

Some Examples of When to Use the Collaborative Skill
* A friend is very angry with you.
* An adult is upset with you.
* Two friends are fighting.
* An angry student approaches you in the hall.

Some Scenarios for Modeling and Role Playing the Skill
* You told Susan that Ed was making jokes about her and now Ed is very mad at you for telling.
* You broke your father’s favorite CD and you forgot to tell him and didn’t apologize. He just found it and is very upset.
* Your two good friends are mad at each other and not talking. They make you sit in between them during lunch. They will talk to you but not each other.
* Your teacher is upset because you haven’t completed your homework all week.
* Your friend is mad because you didn’t pick him to be on your team during recess.
**Deal with Fear**

**Rationale:** Knowing how to handle your fear can help you deal with a difficult situation and keep it from making you feel worse. Dealing with your fear can also help you know when to leave a situation.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving the situation</td>
<td>“I don’t feel good about this because...”</td>
</tr>
<tr>
<td>Sitting by a friend</td>
<td>“Will you hold my hand?”</td>
</tr>
<tr>
<td>Breathing slowly and deeply</td>
<td>“Can I sit with you?”</td>
</tr>
<tr>
<td>Keeping body still and relaxed</td>
<td>“Do you think it’s safe?”</td>
</tr>
<tr>
<td>Going to a safe place and or person you trust</td>
<td></td>
</tr>
</tbody>
</table>

**Some Examples of When To Use The Collaborative Skill**
* It’s dark out and you need to walk home.
* A subject in school makes you nervous.
* When your class goes to another class to work with other students.
* You think a person is mean in class and makes you feel uncomfortable (either another student or an adult).

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You’ve stayed after school to work on a project with a friend. You’re afraid to walk home because it’s starting to get dark out. What should you do?
* You have to take a spelling test and your heart begins to beat fast and your hands are sweaty.
* One of the students in your class sometimes pushes you and says mean things. That student sits down next to you, what do you do?
* You get nervous with people you don’t know and your class is going to do a project with another class later... what can you do?
Stand Up For Your Rights

Rationale: You may need to speak up if you feel that you are not being listened to or if you feel like someone is doing or saying something that you feel is wrong and needs to stop.

T-chart:

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking clearly and calmly</td>
<td>“I want a turn, too.”</td>
</tr>
<tr>
<td>and being direct</td>
<td>“I need some help here.”</td>
</tr>
<tr>
<td>Making eye contact</td>
<td>“This is not okay because ...”</td>
</tr>
<tr>
<td>Facing the individual(s)</td>
<td>“Stop!”</td>
</tr>
<tr>
<td>Seeking help if needed</td>
<td></td>
</tr>
</tbody>
</table>

Some Examples of When To Use The Collaborative Skill

* People are not listening to your point of view or hearing what you have to say.
* Something is being said or done to you and you want it to stop.

Some Scenarios for Modeling and Role Playing the Collaborative Skill

* Your teacher thinks you did something that you didn't do and now she is telling the principal that you have to stay after school.
* Another student is teasing you for wearing your new glasses.
* One friend is giving you a hard time for liking another friend.
Respond To Teasing

Rationale: Knowing how to deal with teasing can help you avoid getting coaxed into becoming angry and potentially getting into trouble.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a joke</td>
<td>“Merry Christmas to you, too.”</td>
</tr>
<tr>
<td>Staying calm</td>
<td>“Please stop, I don’t like it when you ...”</td>
</tr>
<tr>
<td>Walking away</td>
<td>“No matter what you say, I feel fine ...”</td>
</tr>
<tr>
<td>Seeking help if needed</td>
<td>“I don’t need to listen to this ...”</td>
</tr>
<tr>
<td></td>
<td>“Mr. Williams, I’ve used my words and they don’t work, could you please help me deal with this.”</td>
</tr>
</tbody>
</table>

Some Examples of When To Use The Collaborative Skill
* Any time that you feel you are being picked on or laughed at.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Your friends are laughing at your new pants.
* Someone is poking at you and making faces at you in class.
* Kids you don’t know are calling you names on the play ground.
Avoid Trouble with Others

Rationale: You need to stop and think about what the consequences of your actions will be. Knowing when to say “No thank you, I don’t want to...” will help you avoid potential problems later.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying Calm</td>
<td>“If I do this, what will happen?”</td>
</tr>
<tr>
<td>Walking away</td>
<td>“It’s 3:00 and I need to go.”</td>
</tr>
<tr>
<td>Seeking help, if needed</td>
<td>“I think we should do ..., instead.”</td>
</tr>
<tr>
<td></td>
<td>“I will not do this because ...”</td>
</tr>
<tr>
<td></td>
<td>“This isn’t okay because ...”</td>
</tr>
</tbody>
</table>

Some Examples of When To Use The Collaborative Skill
* When you are asked to do something that makes you feel uncomfortable.
* When you are asked to join an activity that you know is against the rules.
* When asked to do something that you know will hurt something or someone.

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* Another student wants you to help her cheat on a test.
* Your friends want to jump the fence at the town pool and go swimming.
* Your friend’s parents aren’t home and she asks you to watch a TV show you know you’re not allowed to.
* Your brother wants you to take money out of your dad’s wallet.
Deal With Embarrassment

Rationale: We all do and say things that embarrass us. Sometimes we make the situation worse when we get upset or angry. Accepting our behavior and apologizing helps us to learn from the experience.

T-chart:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a joke</td>
<td>“No big deal.”</td>
</tr>
<tr>
<td>Staying calm</td>
<td>“Oh geez, that was silly, I can’t believe that just happened.”</td>
</tr>
<tr>
<td>Walking away</td>
<td>“Oops, I feel foolish.”</td>
</tr>
<tr>
<td></td>
<td>“I blew that one.”</td>
</tr>
<tr>
<td></td>
<td>“I’m sorry. I shouldn’t have said that.”</td>
</tr>
</tbody>
</table>

Some Examples of When To Use The Collaborative Skill
* When you feel you’ve made a mistake and you feel foolish and others are watching.
* When you’ve done something or someone says something about you that makes you feel like you are standing out when you would rather disappear!

Some Scenarios for Modeling and Role Playing the Collaborative Skill
* You give the wrong answer in class and everyone laughs.
* You have a hole in your shirt that you hadn’t noticed and the teacher points it out to you in front of the class.
* You miss the basket when playing basketball.
* You trip while going up the stairs.
* You drop your lunch tray in the lunchroom.
Deal With Persuasion

**Rationale:** People try to convince us of things or talk us into doing or believing something. Knowing how to listen to the information and deciding for yourself can help you avoid jumping into things too soon.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Contact</td>
<td>“I don’t need that right now.”</td>
</tr>
<tr>
<td>Body facing the individual(s)</td>
<td>“What you want me to do is ...”</td>
</tr>
<tr>
<td>Listening to the person</td>
<td>“Okay.”</td>
</tr>
<tr>
<td>Staying calm</td>
<td>“No, I don’t think so because ...”</td>
</tr>
<tr>
<td></td>
<td>“Let’s try it this way ...”</td>
</tr>
</tbody>
</table>

**Some Examples of When To Use The Collaborative Skill**

* When you feel someone is trying to talk you into something and you need to make a decision.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**

* Your friend wants you to join the cross country team but you are not sure if it something you really want to do.
* You and your brother have $10 to spend jointly on school supplies but you both want to buy different things.
* You and a friend can only rent one movie but you can’t agree on which one.
Respond to Failure

**Rationale:** There are times when we just don’t do as well as we had hoped and feel like we have failed. Knowing how to respond to making mistakes can help us learn and grow from the experience and give us the energy to try again.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying calm</td>
<td>“I tried, but I couldn’t do it.”</td>
</tr>
<tr>
<td>Making a plan</td>
<td>“What happened?”</td>
</tr>
<tr>
<td>Trying again</td>
<td>“Why didn’t this work?”</td>
</tr>
<tr>
<td>Switching to another activity</td>
<td>“I think I need to ...”</td>
</tr>
<tr>
<td></td>
<td>“Next time I will ...”</td>
</tr>
<tr>
<td></td>
<td>“Okay, I’ll try again.”</td>
</tr>
<tr>
<td></td>
<td>“I think I’ll try something else right now.”</td>
</tr>
</tbody>
</table>

**Some Examples of When To Use The Collaborative Skill**
* When you feel you haven’t done what was expected for the activity or task to be done right.
* When you make a mistake and things come out wrong.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You studied for a math test and yet still didn’t pass.
* You try to train your dog and keep him from running across the street but he still does it.
* You don’t make the school track team
* You try to help out your parents by cooking dinner but it burns on the stove.
Complete a Task

**Rationale:** We need to finish what we start in order to be successful.

**T-chart:**

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading directions</td>
<td>&quot;Okay, what do I need to do?&quot;</td>
</tr>
<tr>
<td>Gathering materials</td>
<td>&quot;I need to get to this today.&quot;</td>
</tr>
<tr>
<td>Going to a quiet place to work</td>
<td>&quot;Okay, I have 30 minutes to do this.&quot;</td>
</tr>
<tr>
<td>Checking clock for what time is left</td>
<td>&quot;I need to keep going.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Did I do everything here?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Don't talk to me right now, I have to finish this.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Will you show me how to finish this?&quot;</td>
</tr>
</tbody>
</table>

**Some Examples of When To Use The Collaborative Skill**
* Anytime you need to finish a task.

**Some Scenarios for Modeling and Role Playing the Collaborative Skill**
* You have 30 minutes to finish your math assignment.
* You have to work with a group to finish your science experiment in 45 minutes.
* You only have 10 more minutes to finish your spelling and your friends are talking to you.
* You have 10 more minutes to complete the last two problems on a worksheet and you don't understand the directions.
Collaborative Teaming: Building a Foundation for Success

Implementation of the supportive classroom curriculum is a team effort. At a minimum, instructional support teams should have a core consisting of the classroom teacher and a special educator. If assigned regularly to the classroom, a paraeducator may also be a member of the core team. The instructional support team should also have extended team members who meet with the team when needed. These extended team members may include parents, an administrator, a behavior specialist, a speech and language pathologist and/or other related services personnel. Core team members are directly responsible for implementing the supportive classroom curriculum on a day-to-day basis, however, extended team members should be welcome at all core team meetings, be kept informed about curriculum implementation, and be invited to participate in evaluation and all major team decisions affecting curriculum implementation. Our experience with instructional teams clearly supports a collaborative teaming approach that helps form and maintain positive working relationships.

Collaborative Teams

A collaborative team is a group of individuals who share common beliefs and work towards common goals. Collaborative team members spend time discussing what they hope to accomplish as a team and set team and individual goals for reaching that vision. Collaborative teams sit in a circle to encourage face-to-face-interactions. They are made up of persons with varying areas of expertise who share tasks, resources, responsibilities and leadership. Collaborative team members use collaborative skills. Team members encourage each other to interact and to take part in group problem solving and decision making activities, make decisions by consensus, poll each other for understanding of issues or ideas, and criticize ideas, but not each other. Collaborative teams establish norms for dealing with sensitive or controversial issues. Team members observe each other and provide constructive feedback on how they are doing as individuals and as a team. Collaborative teams continue to change and grow as challenges are addressed and overcome. They focus time and energy on building positive relationships among team members. Collaborative teams are effective and they have fun!

Our experience is that most groups meeting together consider themselves to be collaborative. However, the reason many “collaborative teams” are not productive is because they do not engage in collaborative teaming practices. A team must demonstrate the characteristics of a collaborative team in order to be considered collaborative. Collaborative teams have the following characteristics:

- Face-to-face interaction
- Positive interdependence among team members
- Individual and group accountability
- Interpersonal and small group skills
- Group processing on task and relationship skills
Face-to-Face Interaction

The term *face-to-face interactions* reflects the importance of being able to see the face of each team member during the meeting. Sixty percent of communication is through body language and lack of face-to-face interactions can result in miscommunication. Collaborative teams sit in a circle. There is no “head” of the table and no position of power within a circle. Each team member has equal status. If the team is large, the circle is large. It is not acceptable to have an “inner” circle and an “outer” circle of team members. Position at the table reflects power.

Comfort and mood are often overlooked aspects of teaming. The time the team meets, the place the team meets, the comfort of the chairs, the mood of the room, and the temperature all have an impact on the effectiveness of the meeting. In many schools, there is little space for meetings. Meetings held in closets with no outside windows, or in classrooms where the chairs are sized for small children or there are distractions, make for an uncomfortable situation. Every effort should be made to meet in a location that is cheerful and comfortable for participants. The provision of food or drink is also important for people to feel comfortable. Teams often make a snack schedule on which team members sign up to provide food and drink for up-coming team meetings. Some teams have also chosen to meet off school grounds. Teams have met at local restaurants, at a team member’s home, or at a local hall or church or in a park during nice weather.

Positive Interdependence Among Team Members

Within the supportive classroom model, a collaborative team is formed by constituting a team whose members have a stake in the outcomes and share a common purpose. Team members, although having the same general purpose, will bring different agendas, perspectives, knowledge, skills, and resources to the team. One strength of teams is being able to draw upon and benefit from the diverse perspectives, knowledge, skills, and resources of individual members. Teams develop positive interdependence by sharing common goals, sharing ideas, resources and materials and by sharing the work, decision making and responsibility of the team.

Individual and Group Accountability

Members of collaborative teams must be willing to share the responsibility and the work of the team. In order to use limited amounts of time effectively collaborative teams use team member roles and take meeting minutes to keep the meeting moving and to improve collaboration and accountability. Typical team roles include facilitator, timekeeper and recorder. Many teams have identified additional team member roles to help their teams work better together. Some of the other roles teams use include encourager, jargon buster, processor and observer. A listing of potential team member roles is presented in Figure 1.
**Figure 1: Team Member Roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>The facilitator helps the team to set the agenda and to move smoothly through each agenda item. She insures that the team remains task oriented and works to promote the team goals.</td>
</tr>
<tr>
<td><strong>Recorder</strong></td>
<td>The recorder writes down agenda items and all agreed-upon outcomes of the meeting. The recorder should check to insure that there is consensus among team members before recording outcomes. The reporter asks for clarifications and summarizes group discussions in order to accurately produce meeting minutes.</td>
</tr>
<tr>
<td><strong>Timekeeper</strong></td>
<td>At the beginning of the meeting the team should establish the agenda and set a time limit for each agenda item. The timekeeper keeps track of the time spent on each of the team’s agenda items. He signals the group shortly before time is up on each item.</td>
</tr>
<tr>
<td><strong>Encourager</strong></td>
<td>The encourager warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to the ideas of others. The encourager is friendly and responsive to team members.</td>
</tr>
<tr>
<td><strong>Jargon Buster</strong></td>
<td>The jargon buster reminds team members when they are using words that are not commonly understood by everyone. Some teams give the jargon buster a noise-maker which she blows whenever a jargon term is used.</td>
</tr>
<tr>
<td><strong>Processor</strong></td>
<td>The processor is responsible for working with the team to: a) determine which collaborative skills will be practiced at the meeting; b) select a processing strategy; and c) facilitate the processing.</td>
</tr>
<tr>
<td><strong>Observer</strong></td>
<td>The observer watches the team in action and gives feedback to team members on how well they did in their assigned roles and on teaming behavior.</td>
</tr>
</tbody>
</table>

All team members must share in and take responsibility for the work and leadership of the team. It is very important to rotate team member roles on a regular basis to give all team members a chance to share leadership of and responsibility for the team. It should be noted that, although individuals are assigned specific roles, all team members are responsible for the smooth running of the team. Any team member can help facilitate the agenda, remind the group that time is running out, or encourage silent members to contribute to the conversation.
Collaborative teams also set agendas and keep meeting minutes. *A Team Meeting Worksheet* (Figure 2) is an effective tool for increasing team productivity and accountability. The Team Meeting Worksheet provides the team with a format for keeping track of who is at each meeting and who is absent. Information backups are identified for each absent member to make sure that they are kept up to date on team activities and decisions. The worksheet is also used to identify team member roles for the current meeting and for the next meeting.

**Figure 2: Team Meeting Worksheet**

<table>
<thead>
<tr>
<th>Team Name: ____________________________</th>
<th>Date: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons Present: ______________________</td>
<td>Absentees: ____________</td>
</tr>
<tr>
<td>________________________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Role: Facilitator: _____________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Timekeeper: __________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Recorder: ____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Encourager: __________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Processor: ___________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>Other: _______________________________</td>
<td>____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative Skills/ Norms</th>
<th>To Work On:</th>
<th>This Meeting</th>
<th>Next Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________</td>
<td>__________________</td>
<td></td>
</tr>
</tbody>
</table>

**AGENDA**

<table>
<thead>
<tr>
<th>Items</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Celebrations, positive comments</td>
<td>4 minutes</td>
</tr>
<tr>
<td>2. Build collaborative agenda</td>
<td>3 minutes</td>
</tr>
<tr>
<td>3. Review “To Do” list from last meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4. Discuss lesson plans for Respect and Trust</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4. Build agenda for next meeting</td>
<td>3 minutes</td>
</tr>
<tr>
<td>5. Process “What Team Did Well” and “What Needs Improvement”</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**To Do List**

<table>
<thead>
<tr>
<th>Action items</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete parent conferences</td>
<td>Sue</td>
</tr>
<tr>
<td>2. Meet with 4th grade team</td>
<td>Sue and Rita</td>
</tr>
</tbody>
</table>

**Agenda Building for Next Meeting**

1. 
2. 

The next section of the worksheet is the agenda for the current meeting. Items carried over from the last meeting are listed here along with additional agenda items identified by team members between meetings or at the current meeting. At the beginning of the meeting the team assigns each agenda item a time limit. The time limit is an estimate of the amount of time it will take to cover the item. Once all items have been assigned time limits, they are prioritized in the order they will be addressed during the meeting. Those items not addressed by the end of the meeting can be added to the next meeting agenda.

As items are discussed, the recorder keeps minutes of the team discussion on another sheet and records decisions made by the team along with who is responsible for the actions related to the decision. For example, a school psychologist might agree to observe the student during recess and meet with the team to discuss ways that the student might be more successful during recess and other non-structured times. Along with the decision, actions to be taken and who is responsible, the team would also set timelines for the actions being completed. The Team Meeting Worksheet can be an invaluable tool for helping the team work efficiently and for keeping track of decisions, actions and timelines.

A common breakdown on teams occurs when one or two people do all of the work of the team. It is common, for example, to expect students’ special educators to be assigned most of the tasks related to team decisions. This situation sets up several potential problems. First, special educators may not be able to perform all of the assigned tasks in a timely manner, delaying the work of the team. Second, special educators might become resentful of other team members because they are doing most of the work. Third, special educators might have greater influence on team decisions because they are doing most of the work. Fourth, other teams members may not be as invested in the team’s work because they have no or few responsibilities and do not feel like full, important or equal team members.

Individual accountability involves holding individual team members accountable for doing their fair share towards meeting the group task and collaboration goals. Individual accountability helps insure that shared tasks are completed in a timely manner and a good working relationship is maintained. Strategies for securing accountability include:

- Keep the group size small (upper limit 6).
- Assign and share team roles (e.g., facilitator, recorder, timekeeper).
- Use a Team Meeting Worksheet and keep minutes, record decisions, tasks, persons responsible and timelines for task completion.
- Review past assignments at each team meeting and carry over those tasks that are not completed.
- If tasks are not completed by their assigned date, consider providing support to the person assigned the task or re-assigning the task to another team member.
Interpersonal and Small Group Skills

Collaborative teams are designed to deal with controversial issues. Collaborative teams are not competitive in nature. There are no winners or losers on a collaborative team. Decisions are made by consensus. Everyone must agree in order for the team to continue to work. The cooperative philosophy of collaborative teams requires that teams come up with creative, productive and successful solutions to problems. This is not to say that there will not be times when team members are at odds around a given issue. Team meetings can become very uncomfortable, and relationships can be hurt, if controversy is not handled openly and honestly.

Collaborative teams realize that there are two sides to every meeting. Team meetings should be task oriented. Agendas should be set and moved through within time limits. Issues, including those that develop conflict among group members, must be dealt with. However, successful teams are also relationship oriented. Teams are made up of people and people need some time to relax and have fun. Many teams set aside specific time at the beginning of each meeting to celebrate accomplishments or just to share personal experiences since the team last met. “What are we doing really well?” “What things happened in class this week that were wonderful?” This not only allows team members to pat each other on the back, it reaffirms that the team is “working” and sets a positive tone for the remainder of the meeting.

Just as in the supportive classroom model, teams can delineate specific collaborative skills they will practice in order to achieve their goals. Mutually agreed upon and publicly stated collaborative group processes facilitate team members being accountable for interacting with each other in ways that support the team accomplishing its tasks and maintaining positive relationships among team members.

Each collaborative team must establish group processes for dealing with controversy and should follow steps for resolving conflicts as the need arises. Sample group processes include:

- State the controversy in terms of a problem to be jointly solved by the team and follow the steps in problem solving.
- The context for controversy should be cooperative.
- The emphasis should not be on who has the best answer, but on making the best group decision.
- Every team member should take an active part in group decisions. Ideas should be expressed openly and honestly without defensiveness.
- Every contribution should be valued, respected and taken seriously.
- Emphasis should be on viewing the issue under discussion from a variety of perspectives.
- Group members should be critical of ideas, not people. “I appreciate you, I am interested in your ideas, but I disagree with your current position” should be communicated.
- Members should not take personally other members’ disagreements and rejection of ideas.
- Members should encourage each other to express emotions during debate.
- The group should help all members, regardless of status, to speak out confidently. Avoid saying what you think your boss wants to hear!
Communication skills are at the very heart of successful collaboration. Ten percent of communication is expressed by words, thirty percent by sounds, and sixty percent by body language. Sounds and body language convey a person’s feelings (e.g., sounds angry, looks angry, fisted hands). Sometimes people’s sounds and body language are not consistent with their words. For example, a team member says “I appreciate your input” in an angry voice, with a scrunched up face. It is easy to send confusing messages or misinterpret messages unless people clearly convey their ideas and feelings in words.

Two important aspects of communication are: a) clearly expressing ideas and feelings and checking to insure that others comprehend them; and b) checking to insure that we comprehend the words and feelings of others. To prevent conflicts which can arise due to miscommunication and to resolve conflicts which are often at least partially based on miscommunication, teams need to set collaborative goals or norms that involve communication and make practicing communication skills a regular part of meetings. As discussed in the next section, the selection of small group communication skills to practice should be based on the group processing their strengths and areas in need of improvement.

**Group Processing on Task and Collaboration Skills**

Collaborative teams should frequently process as a group how they are doing. This simply means that the team should take some time to discuss how each member is feeling about being a member of the team. What is working well and what isn’t? What can be done to make each other feel more comfortable? Teams should process at least once during each meeting. Some teams process at the end of each meeting while others set aside time at the beginning or middle of each meeting to make sure they do not run out of time to process. Unfortunately, many teams fail to process at all. Perhaps due to limited time or to discomfort with processing how team members are doing, processing seems to be the first element to drop out of team meetings. Some teams only process when problems with team functioning arise. However, this is not a sound teaming practice since processing when there are negative feelings is more difficult than processing on a continuous basis to prevent problems.

Processing is a critical element of collaborative teaming. Failure to process can lead to hurt feelings and violations of trust that cannot be easily repaired. Teams that process during each meeting often spend less than 5 minutes per meeting processing. Regular processing can take far less time than the time required to pull a team back together, repair hurt feelings and rebuild trust after a team has become dysfunctional. Figure 3 provides several examples of meeting processing. Figure 4 provides an example checklist teams can fill out and discuss to process teaming. It is a good idea to process “different ways on different days” so that all aspects of teaming and different team members preferred style of processing can be touched upon. Find a way to process that is comfortable for all team members, but do not give up on processing, even if it is not comfortable. It is essential. As part of processing, teams should celebrate what they do well and set goals for areas in need of improvement.
### Figure 3: Examples of Processing Procedures

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Share</td>
<td>As a whole group, team members discuss what their team did well during the meeting.</td>
<td>“We processed half-way through the meeting.” “We all took turns speaking.”</td>
</tr>
<tr>
<td>Sentence Starters</td>
<td>Team members are given a sheet of paper that contains incomplete statements. The team members describe their performance by completing the statements.</td>
<td>“We could improve our team by ...” “We are really good at ......”</td>
</tr>
<tr>
<td>Communications Whip</td>
<td>Each team member quickly reports what he or she contributed to the group’s work.</td>
<td>“I contacted Bob’s music teacher to ...” “I shared my opinions.” “I told you how I felt.”</td>
</tr>
<tr>
<td>Role Evaluation</td>
<td>Individual and teammates describe how well each team member performed his or her assigned role.</td>
<td>“You noted whenever we made a ‘yes, but’ type of statement.”</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Individuals or team sets goals for future behavior.</td>
<td>“I am going to praise others’ contributions more.” “We need to structure in our agenda time to celebrate.”</td>
</tr>
</tbody>
</table>
**Figure 4: Example of Processing Checklist**

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td></td>
</tr>
<tr>
<td>Demonstrated openness, caring &amp; respect</td>
<td></td>
</tr>
<tr>
<td>Established rapport with others</td>
<td></td>
</tr>
<tr>
<td>Respected divergent views</td>
<td></td>
</tr>
<tr>
<td>Functioned effectively under pressure</td>
<td></td>
</tr>
<tr>
<td>Showed interest &amp; enthusiasm for work</td>
<td></td>
</tr>
<tr>
<td>Demonstrated esteem for self &amp; others</td>
<td></td>
</tr>
<tr>
<td>Respected experience &amp; opinions of others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERACTIVE COMMUNICATION</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td></td>
</tr>
<tr>
<td>Used clear &amp; concise language</td>
<td></td>
</tr>
<tr>
<td>Used active listening &amp; responding</td>
<td></td>
</tr>
<tr>
<td>Treated others as equal partners</td>
<td></td>
</tr>
<tr>
<td>Actively involved others in the process</td>
<td></td>
</tr>
<tr>
<td>Used open-ended questions to gain information</td>
<td></td>
</tr>
<tr>
<td>Was able to see others’ perspectives</td>
<td></td>
</tr>
<tr>
<td>Gave &amp; received positive feedback appropriately</td>
<td></td>
</tr>
<tr>
<td>Gave &amp; received negative feedback appropriately</td>
<td></td>
</tr>
<tr>
<td>Used effective strategies for conflict resolution</td>
<td></td>
</tr>
<tr>
<td>Observed confidentiality</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAMING</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team members built collaborative agenda</td>
<td></td>
</tr>
<tr>
<td>Team members rotated roles among group members</td>
<td></td>
</tr>
<tr>
<td>Team members assisted in keeping to tasks on agenda</td>
<td></td>
</tr>
<tr>
<td>Team members ensured public minutes were taken</td>
<td></td>
</tr>
<tr>
<td>Team members offered resources/ideas to help the team work</td>
<td></td>
</tr>
<tr>
<td>Team members processed how the group collaborated</td>
<td></td>
</tr>
<tr>
<td>Team members set future agenda and next meeting date</td>
<td></td>
</tr>
</tbody>
</table>

**Strategies for Getting Started**

Teaming should be a pleasant experience for all involved. Some teams have planned initial meetings after school or on a weekend at a team member’s home so that it could be followed by a social time such as a pot luck lunch/dinner or barbecue. Other teams have chosen to meet over breakfast at a local restaurant. The key is to create a comfortable environment in which people can relate to each other as people. Teams have also used an adapted team version of the McGill Action Planning System (MAPS)1 (O’Brien et al., 1989) at their initial meeting as a vehicle for getting to know each other and to gather information to assist them in forming a vision and setting team and individual goals.

---

The MAPS Process

The MAPS process involves team members asking themselves the following questions.

1. What are our histories?
2. What are our hopes and dreams?
3. What are our fears and nightmares?
4. Who are we?
5. What are our strengths and unique gifts?
6. What do we hope to accomplish as a team?

1. What are our histories? A parent might describe his child’s history with medical and school professionals. A teacher might talk about her experience mainstreaming students and the support she needed from administration and colleagues.

2. What are our hopes/dreams? That students will do well. That students will have friends. That the team will work well together.

3. What are our fears/nightmares? That I’ll be asked to include students every year because I’m the only one trained at my grade level (classroom teacher). That the team will give up and send my child away (parent). If we do a good job at inclusion, families with children with intensive needs will start to move into our district (principal).

4. Who are we? I’m a teacher, a parent of three children and a gardener. I’m a parent of two children, a builder, a little league coach. I’m a computer programmer and I enjoy all outdoor activities.

5. What are our strengths and unique gifts? We’re nice people. We care about children. I’m a good 4th grade teacher. We’re committed to make this work. The family is very involved and supportive.

6. What do we hope to accomplish as a team? Develop a plan for each of our students. Support each other. Support students so they feel they belong and become friends.

Question 6 often leads teams into a discussion of their team task goals, individual goals and group norms. The MAPS process is an excellent way for teams to really begin to know and understand each other. It allows people to get their hopes and fears out in the open so they can be addressed by the team and allows team members to better understand why certain team members feel the way they do.

The MAPS process takes about 2 hours to complete so a longer team meeting may be required. However, teams that have completed this process have felt the extra time commitment well worth it.
Establish Team Norms

A major step in forming a collaborative team is to establish mutually agreed upon norms of how team members are expected to behave and interact (see chapter 5 above for a discussion of group norms). Norms help teams establish trust, sharing, belonging and respect, work cooperatively and productively in establishing and accomplishing task goals, and address controversial issues. If during the course of a team meeting some team members’ feelings are hurt or they feel the rest of the team is not listening to their perspective, those team members might stop working towards the team’s goals or worse, begin to criticize or sabotage the work of the team. Sample team norms include:

- Begin and end meetings on time
- Criticize ideas, not people
- Listen to others
- Don’t interrupt others
- View ideas from other persons’ perspective
- Ask questions
- Stay on task
- Encourage positive interactions
- Offer tension relievers
- Encourage others to offer ideas

Establish Team Goals

The instructional team should develop goals that uphold the supportive classroom community and the work to be accomplished. Establishing shared goals helps insure that each team member understands and is in agreement with the purpose of the team. Publicly stating the goals communicates to others what the team is trying to accomplish and makes the team more accountable for their work. Team goals are also very important because they give the team direction in decision making. For instance, if a stated goal is to support all students within their third grade classroom, the team might decide to add resources to the classroom during reading activities rather than to remove a child to the resource room. Example of instructional team goals include:

- Implement the supportive classroom curriculum components.
- Use collaborative teaming procedures (e.g., decision by consensus, team meeting worksheet, team processing).
- Develop supports and accommodations for all students.
- Communicate regularly with parents and other extended team members.
- Develop a model for team teaching curriculum components.

Discuss Individual Team Member Goals

Individual team member goals are also very important. Each member should state one or more personal goals they would like to meet by being a member of the team. As team members share their personal goals with each other, the team should make a commitment to help members attain their goals. Statements of personal goals can help prevent individual team members from having hidden agendas that may hinder accomplishing team goals. Individual team member goals often provide additional ways to create positive interdependence among team members. Team
members who feel supported in meeting their personal goals are more likely to want to work through difficult issues with the team. Sample individual team member goals include:

- Become more assertive at team meetings.
- Share my feelings as well as my ideas.
- Bring a positive attitude into each meeting.
- Really listen to what other people have to share.
- Take risks with the team (say what I feel and not what I think people want to hear).
- Develop a friendship with one other person on the team.
- Speak in plain language; no jargon words.
- Volunteer more often.

**How to Evaluate Team Functioning**

Smooth functioning of the instructional support team is crucial to implementing the supportive classroom model in an effective and efficient manner. Periodically the team should devote a whole team meeting to reflecting on how well they are doing at accomplishing tasks and building relationships. The team can use or adapt the processing list in Figure 4 to assess areas of team strength and areas in need of improvement. Additional questions team can address related to collaborative teaming are listed below.

- Does the team process on how well they are accomplishing tasks and interacting at each team meeting?
- Does the team have appropriate core and extended team membership?
- Is the team the right size (not too big or small)?
- Does the team have shared, publicly stated goals?
- Does the team have norms for interacting and process team performance related to the norms?
- Does the team meet on a regular planned basis?
- Are there agendas for team meetings?
- Do team members alternate roles at meetings?
- Does the team make decisions by consensus?
- Is there sufficient meeting time to complete the tasks?

On the basis of the answers to these questions, the team should be able to determine “What is going well?” and “What needs improvement?” and select high priority items to work on.

Disruptive behavior in the classroom is one of the most difficult situations for teachers and students to deal with. An important component of the Student Support Process is the development of positive behavior plans for students who present behavioral challenges that disrupt the class or isolate the student from peers. At least one team member must have expertise in developing behavioral interventions for students with behavioral or emotional challenges. We are assuming that your team has a person with experience working with students with behavioral challenges who can lead the team through the activities required to develop a positive behavior plan. If your team does not have a member with expertise in this area, add such a team member before attempting to develop a behavior plan for a student. A poorly constructed plan or a plan that is implemented inconsistently or incorrectly can make the problem worse instead of better! The information presented in this chapter is not sufficient for a team without such expertise to do an adequate job in this area.

Before talking about developing plans for addressing challenging behavior, teams need to understand why children behave in challenging ways in the first place. To aid us in this discussion we have made two basic assumptions about student behavior:

1. Behavior communicates a need; and
2. Behavior is either purposeful or impulsive.

Behavior Communicates a Need

All behavior is meaningful and serves to communicate needs. We all use behaviors that meet our needs and stop using behaviors that do not. Most students use hand raising, for example, to communicate a need for attention. When waiting with hand up consistently gets attention, students learn that hand raising meets their need for attention. Some students learn that speaking out in class gains them more attention than hand raising does. When their talking out is attended to their need is met and they are likely to speak out again. The more this happens the less time will be spent waiting with “hand up” and the more time spent speaking out since speaking out works and “raised hand” does not work as well.

Our experience working with teams on addressing behavior issues has taught us that it is helpful to categorize the needs that behavior communicates into the following areas:

**Attention:**

The behavior serves the need to draw attention away from others and to oneself.

**Avoidance/Escape:**

The behavior serves the need to end an event or activity that the student does not like, or to avoid an event.

**Control:**

The behavior serves the need to be in control of events.
Revenge: The behavior serves the need to punish others for something that was done to the student.

Self-Regulation/Coping: The behavior serves the need to regulate feelings (e.g., boredom, embarrassment, anger, fear, anxiety), or energy levels.

Play: The behavior serves the need to have fun.

Inappropriate behaviors such as speaking out in class can serve to communicate any of the needs listed above. For example, students might speak out in class:

1. For teacher or peer attention;
2. To escape from or avoid an unpleasant situation (student knows he will be asked to leave class for speaking out);
3. For revenge (student trying to disrupt the teacher’s class to get back at the teacher for a real or imagined grievance);
4. As a self-regulation strategy (student speaks out because he cannot wait for more than a few seconds or he becomes very anxious); or
5. For play (it is fun to watch the teacher get upset).

Until we analyze the behavior and the situations in which it occurs, we do not know the need the behavior communicates, but we do know that it is communicating a need and it works for the student.

Positive Behavior Plans

One of the most difficult challenges to developing a positive behavior plan is to refrain from focusing on eliminating the behavior without first understanding why the student is acting that way. There is frequently a tendency to be reactive rather than proactive because of the pressure to address a crisis situation and the limited time to meet and plan on an ongoing basis. However, in the absence of well thought out plans that address the reasons for a student’s behavior, it is like shooting at a target with a blindfold on. Students tend to be creative and persistent. If the student’s original need is not met, either the challenging behavior will persist or a new (and possibly more difficult) behavior will emerge. Before teams “dive” into changing the student’s behavior, they must first take responsibility for understanding the student’s behavior and for creating a supportive environment.

Figure 1 contains the Addressing Challenging Behavior form which depicts major components of a positive behavior plan. The approach we take here to developing positive behavior plans has been adapted from two previous manuals developed at the Center on Disability and Community Inclusion at the University of Vermont. They are A Positive Approach to Understanding and Addressing Challenging Behaviors (1993) by Karen Topper, Wes Williams, Kelly Leo, Ruth Hamilton and Tim Fox, and Prevention, Teaching and Responding (1996) by Ruth Hamilton, Julie Welkowitz, Sally Mandeville, Jennifer Prue and Tim Fox.¹

¹ Copies of these manuals may be obtained by writing Center on Disability and Community Inclusion, The University of Vermont, 5 Burlington Square, Ste 450, Burlington, VT, 05401-4439.
The components of a positive behavior plan include the student’s success plan described in Chapter 3 (strengths and interests, family concerns, collaborative skills and other skills in need of instruction, personal and academic supports) plus information from the Addressing Challenging Behavior form. To develop a positive behavior plan, first derive a success plan and then use the six steps described below to complete the Addressing Challenging Behavior form.

**Figure 1: An example of Addressing Challenging Behavior form**

<table>
<thead>
<tr>
<th>Addressing Challenging Behavior</th>
<th>Student: Tim</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Challenging Behaviors</strong></td>
<td><strong>What Does Each Behavior Communicate?</strong></td>
<td><strong>Replacement Behaviors</strong></td>
</tr>
<tr>
<td>Grabbing and pulling at students</td>
<td>Control / To Get Something</td>
<td>Asking for toys, rather than grabbing or pulling at other students</td>
</tr>
<tr>
<td><strong>How Will We Teach Replacement Behaviors?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Direct instruction on touching &quot;play&quot; on his device and then playing with him.</td>
<td></td>
<td>2. Practice with 2 peers during free time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>How Will We Respond to the Challenging Behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach classmates how Tim communicates with his communication device.</td>
<td>When Tim grabs another student, 1) Interrupt the behavior (e.g., &quot;Tim, stop grabbing!&quot;) and model for the other student the correct way to tell him to stop. 2) Model the appropriate behavior (&quot;If you want to play with Billy, touch ‘play’ on your communication device.&quot;) 3) Provide him with needed help to touch &quot;play,&quot; praise him and facilitate his play with his peer. When you see they are playing nicely, leave the situation.</td>
</tr>
<tr>
<td>Teach classmates how to interact with Tim when he grabs them.</td>
<td></td>
</tr>
<tr>
<td>Train all adults in Tim’s environments how to respond when Tim grabs.</td>
<td></td>
</tr>
<tr>
<td>Provide Tim with choices during play time.</td>
<td></td>
</tr>
<tr>
<td>Encourage students to ask Tim to join in their activities, share toys with Tim.</td>
<td></td>
</tr>
</tbody>
</table>

1. Select and define the challenging behaviors to be addressed in observable, measurable terms.
2. Develop and state a hypothesis of what needs the behaviors communicate.
3. Select and list replacement behaviors (socially appropriate behaviors that the student could use instead of the challenging behavior).
4. Develop and list strategies for teaching the replacement behavior.
5. Select and list prevention strategies (personal and academic supports which might improve the student’s overall situation and decrease misbehaviors).
6. Describe how to respond when the behavior occurs.
1. Select and define the challenging behaviors to be addressed in observable, measurable terms

In order to address challenging behavior we must take time to discuss the behavior and define it in terms that allow anyone to easily determine when the behavior has or has not occurred. To determine if a behavioral intervention is working we must accurately measure the behavior to determine if the behavior is increasing, decreasing or remaining the same. We can only be confident about the effectiveness of interventions when everyone is defining the same behavior in the same way. If one teacher is only counting loud talking as speaking out and a second teacher is counting any talking, our data will be unreliable and cannot be used to make decisions about interventions!

Defining behaviors in observable terms involves describing behaviors in terms of actions that are “point-at-able.” For example, the label “lazy” is not an observable term because it is not an action that is point-at-able. The label “lazy” does not tell us what students do. “Lazy” could have many meanings including students not doing homework, turning in assignments in illegible handwriting, only partially completing assignments, etc. The following is a sample list of labels and point-at-able actions.

<table>
<thead>
<tr>
<th>Label</th>
<th>Point-at-able Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lazy</td>
<td>Does not complete assignments</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Gets out of seat a lot</td>
</tr>
<tr>
<td>Rebellious</td>
<td>Talks back</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Hits</td>
</tr>
<tr>
<td>Non-compliant</td>
<td>Refuses to follow directions</td>
</tr>
</tbody>
</table>

Defining behavior in observable terms is beneficial for at least three reasons.

1. It is easier to develop interventions. For example, it is easier to think of interventions to support students to complete homework than it is to support them not to be lazy or rebellious.

2. It is easier to develop a measurement system to determine if interventions are having any effect. For example, it is easier to measure how many times a student hits than it is to measure aggression.

3. Labels typically over-generalize and often inaccurately describe students in a negative fashion. For example, describing students as “lazy” because they do not complete homework does not take into consideration all the situations in which they may be industrious, such as putting in extra time practicing for the football team, holding a part time job, etc.
Figure 2, the Description of Challenging Behaviors worksheet, depicts a worksheet teams can use to gather information on challenging behaviors to help decide which behaviors to address in the plan. Some students only have one or two challenging behaviors while other students have many. “Which behavior should we begin with?” “Can we do more than one behavior at a time?” are questions the team will have to answer.

The following steps are used to complete the form:
- List each challenging behavior in a way the will allow team members to understand the behavior. For example, rather than saying the student is physically aggressive, identify the separate behaviors (hits, bites, kicks, spits) on a separate line of the form.

**Figure 2: Description of Challenging Behaviors Worksheet**

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>History (How long used? Years/months)</th>
<th>Frequency (Times per min/day/week)</th>
<th>Duration (Mins/hours)</th>
<th>Seriousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally talks out of turn in class</td>
<td>At least 3 years</td>
<td>20 - 30 Times per day</td>
<td>a few seconds to a minute</td>
<td>Distracting, Disruptive, Destructive</td>
</tr>
<tr>
<td>Sally throws her books on the floor</td>
<td>3 months</td>
<td>2 - 3 Times per day</td>
<td>a few minutes</td>
<td>Distracting, Disruptive, Destructive</td>
</tr>
</tbody>
</table>

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)? **No**

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
• Delineate the history of each behavior (how long has the student used it). If the behavior has been used successfully by the student for many years, it may be a much more difficult behavior to address than if the student just started using the behavior three months ago. Consider someone that you know who has bitten her nails. Would it be easier to stop if she had only done it for a few months or for many years? Are we asking the student to change a behavior that she has used thousands of times or only a few hundred times? How well has the student learned the behavior?

• Determine the frequency of the behavior. How often does the student use the challenging behavior? If it is a behavior the student uses often (e.g., once each hour) it may be more difficult to address than if it is used infrequently (e.g., once a month).

• Determine the duration of each behavioral incident. How long does an episode last? Is the behavior over in a few seconds or does it last for several hours?

• Given the above information about each behavior, rate each behavior for level of seriousness:
  • Is the behavior distracting? (Interferes with others’ acceptance of the student. Difficult to be around.)
  • Is the behavior disruptive? (Severely limits or seriously interferes with other people’s functioning.)
  • Is the behavior destructive? (Threatens the health or life of the child or others.)

• Note if two or more behaviors occur at the same time. Does one of the behaviors listed in step one usually precede another in a chain of events?

Based upon the above information select the behaviors you will address first and enter it on page two of the Addressing Challenging Behaviors form (Figure 1). This is often a difficult decision. If the student exhibits more than one challenging behavior, the team will need to decide which behaviors to focus on first. Students and their families are very important in making this decision. Remember, even though students may exhibit several behaviors which interfere with learning or their ability to make and maintain friendships, it is unrealistic in most cases to target more than one or two behaviors at a time. Consider how difficult it is for you to change your own behavior (e.g., give up fatty foods, stop smoking). It will just as difficult for students to change their behaviors, especially if the problem behaviors produce a desired result for them. In addition, most interventions require team members and possibly other adults and students to change their behavior, and changing too many things at once may make the program difficult to implement.

The information collected on the frequency and level of seriousness of the behaviors should assist teams in making decisions on which behavior to focus on first. For example, it might be decided to leave behaviors that are less frequent or less serious for later. The observation that two or more behaviors occur at the same time and/or that one precedes another in a chain of events indicates that the two behaviors may be closely related and that intervention with one behavior might impact on the other(s).
2. Develop and state a hypothesis of what needs the behaviors communicate

Once behaviors have been selected and defined in observable terms, we identify the need that the behaviors communicate. We can gain much information about what a behavior communicates by discussing a recent episode of the behavior in detail. Ask a team member who was present when the episode occurred to describe it. What was the situation? What proceeded the episode? What followed the episode? How did it end?

What typically precedes a behavior (antecedent events) and what typically follows a challenging behavior (consequences) must be identified in order to understand what the behavior communicates. Team members should describe or observe actual problematic situations and then note what happens immediately before and after the behavior. Antecedent events can include, for example, a request from the teacher, a loud noise, a student getting bumped by another student, or being asked to read aloud. Consequences could include attention from other students in the class, attention from adults, being ignored by everyone, receiving some kind of reward or punishment, getting to leave the environment, getting to stay in the environment, going to the principal’s office, etc. Information on antecedent events helps team members identify events that trigger the behavior and information on consequences helps identify events which serve to maintain the behavior.

Patterns of events that precede and follow a behavior can assist in determining what needs the behavior is communicating. For instance, if Allison consistently acts out when given written assignments, it is possible that she is trying to meet a need for attention or to avoid an assignment that is too difficult. If further examination of this situation confirms our hypothesis, this information can be used to develop a support plan for preventing the behavior and teaching appropriate replacement behaviors. For example, Allison’s challenging behavior might be prevented by making sure written assignments are at a level where she can experience success and are meaningful or fun. Perhaps she could do them cooperatively with partners to make them more fun and meet her need for attention. She could also be taught replacement behaviors for acting out and clowning around, such as asking for help in an appropriate tone of voice.

The Behavior to Address worksheet (Figure 3) can be useful at this point in the process. Each behavior should have its own worksheet. Begin by entering the behavior on the worksheet. Next the team plays detective looking for patterns of behavior and explanations for the patterns by asking who, what, and where questions. The students, their families and teachers will be a very important source for finding patterns and explanations for them. The team’s search for explanations may lead to a need to gather more information before proceeding. To illustrate how to play detective, a few possible lines of inquiring for understanding the patterns are provided. Think back to the detailed descriptions of recent episodes of the behavior discussed by the team as you do your detective work.

- Does the behavior typically occur on specific days of the week or times of the day? Is there something that consistently happens or does not happen at home or in school before these times that could contribute to the behavior occurring or not occurring?
- Does the behavior typically only occur in certain settings? What are differences in the settings (e.g., activities, people present) in which the behavior does and does not occur?
• Does the behavior typically occur in the presence of specific people or groups of people but not in the presence of other specific people or groups of people? What are the differences in the nature of interactions with the specific people or groups of people which may contribute to it occurring and not occurring?
• Does the behavior typically occur in specific activities and not in others? Is there a difference in how the activities are structured (e.g., high demand, hands-on learning, lectures) which may contribute to it occurring or not occurring?

Figure 3: Behavior to Address Worksheet

Behavior to Address

Student: Sally E. Date: ______________________

Description of Behavior in Observable Terms:
Sally speaks out of turn in a loud voice (can be heard across the room). This occurs
when other students have their hands raised to answer a question posed by the
teacher. Sally’s hand may or may not be raised when she speaks.

<table>
<thead>
<tr>
<th>Under what circumstances is the behavior most likely to occur?</th>
<th>Give a Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong></td>
<td></td>
</tr>
<tr>
<td>Time of day</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Setting</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Other people</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Activity</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Other situations that are likely to set off the behavior (demands, transitions, delays)</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
</tbody>
</table>

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
Answers to such questions will provide a basis for devising strategies to prevent the behaviors from occurring. Two possible prevention strategies are to avoid situations that seem to trigger the behaviors or to change the nature of those situations. Such changes can be temporary or permanent. The changes may be temporary when students will be learning to cope with specific situations that trigger challenging behavior. In order to teach students appropriate coping behaviors for responding to specific trigger situations, the needs that the challenging behavior communicates in those situations must be determined.

When answers to who, what, and when questions about behavior are not readily apparent, it is useful to collect data on the behavior in relation to the student’s daily schedule. For example, separate the student’s day into major activities and indicate how many times the behavior occurs during each activity. As illustrated in Figure 4, a Behavior Scatter Plot which lists the student’s major activities can be used to help organize and visualize the information on where and when the behavior occurs. After completing the scatter plot, ask questions to determine why the behavior occurs and does not occur in each activity.

**Figure 4: Behavior Scatter Plot**

<table>
<thead>
<tr>
<th>Activities / 20 Minute Blocks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Meeting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Reading Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Reading - Silent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Math - Whole Class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Math - Small Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

There are many clues teams can use to determine what needs students’ behaviors communicate. Another obvious source of information is to ask the student, “Why are you speaking out in class so often?” This information source, although seemingly obvious, is often disregarded.

Once information on the patterns of events which precede and follow the behavior has been collected the team should form a hypothesis on whether the behavior
communicates a need for attention, control, escape/avoidance, revenge, self-regulation or play. When forming hypotheses it is important to consider that the student may use the same behavior to communicate several needs. In some cases teams may agree that the need the behavior communicates is rather obvious and feel that it is not necessary to further verify the hypothesis before using it to develop a student support plan. However, developing and implementing a support plan requires a lot of time and energy and in most cases the hypothesis should be further verified before using it as a basis for a plan.

The set of forms at the end of this chapter entitled Communication of Behavior, like the one in Figure 5 below, provide additional questions to help determine the need communicated by the behavior. There is one page for each type of communication need. Each page is divided into three columns: 1) student behaviors, 2) others’ reaction to the behavior, and 3) students’ response to intervention. Answering the questions “yes” lends support to the hypothesis that the behavior communicates that need. Each page also includes additional information about the communication (possible origins of the behavior and positives associated with the behavior). Things to consider when developing a support plan are also provided.

**Figure 5: Communication of Behavior: To Get Attention**

<table>
<thead>
<tr>
<th><strong>Communication of Behavior</strong></th>
<th><strong>To Get Attention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong> John B.</td>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Behavior:</strong> Talking Out in Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Behavior</strong></th>
<th><strong>Others’ Reaction to Behavior</strong></th>
<th><strong>Student’s Response to Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior distracts teacher and classmates</td>
<td>Yes ☑ No ☐</td>
<td>Feels irritated or annoyed</td>
</tr>
<tr>
<td>Behavior occurs when no one is paying attention to the student</td>
<td>Yes ☑ No ☐</td>
<td>The impulse is to say something</td>
</tr>
<tr>
<td>Behavior occurs when someone stops paying attention to the student</td>
<td>Yes ☑ No ☐</td>
<td>Other (list):</td>
</tr>
<tr>
<td>Behavior occurs when attention is paid to someone other than the student</td>
<td>Yes ☑ No ☐</td>
<td></td>
</tr>
<tr>
<td>Behavior occurs in front of valued peers</td>
<td>Yes ☑ No ☐</td>
<td></td>
</tr>
<tr>
<td>Behavior occurs as a dare or result of peer pressure</td>
<td>Yes ☑ No ☐</td>
<td></td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Adults pay more attention to inappropriate than appropriate behaviors
- Student doesn't know how to ask for attention appropriately
- Student doesn't get sufficient personal attention
- Student has few friends
- Student has low self-esteem

**Positives**
- Student is interested in relationships with adults and peers
- Student is asking for attention

**Considerations for Developing a Plan**
- Increase opportunities for positive attention and friendships
- Increase the student's status, self-esteem, and image

---

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
The final piece of information for determining the need communicated by the behavior comes from the student’s history, previously discussed by the team during the development of the success plan. Do events in the student’s life correspond to the onset of the challenging behavior? Does the team’s hypothesis make sense in light of the student’s history? For example, if the team thinks the student could be communicating a need for greater control, does the student’s history indicate an excessive degree of control exerted on her by adults (e.g., physical or emotional abuse, frequent changes in residence, forced separation from parents or siblings)? Enter the “best guess” of what each behavior communicates in the appropriate box on the Addressing Challenging Behaviors form (Figure 1).

3. Select and list replacement behaviors

A replacement behavior is the behavior that will take the place of the disruptive behavior. It is generally not possible for a student to completely avoid stressful situations. Thus, the student needs to learn appropriate ways to cope with stressful situations. To illustrate, here are some examples of replacement behaviors:

- Allison learned to ask for a pat on the back from her teachers and peers instead of roughhousing with them whenever she needed attention.
- Joseph learned to take a “pass” from the teacher’s desk and go visit another adult (principal, nurse, janitor) whenever he felt anxious. The pass is signed by his teacher and the other supportive adult to insure accountability.
- Sara learned to ask for help from a peer partner when she felt she couldn’t do a problem.

Replacement behaviors should always be selected through student, family and educators’ input and practiced with all people involved. Remember that students are engaging in challenging behavior to meet specific needs (e.g., to get attention, relieve anxiety, avoid a difficult task) and that challenging behavior may be the best way they have for meeting these needs. If our goal is to teach students other ways to effectively meet their needs, then we must select replacement behaviors that can serve the same purpose as the challenging behavior. Replacement behaviors should meet the following criteria:

- Work as well as the problem behavior in meeting the student’s needs.
- Be an acceptable alternative to the problem behavior.
- Be something that the student chooses to do and their families and teachers support.
- Help build a positive reputation for the student.

A replacement behavior can be a new behavior or a behavior the student already performs (but does not use on a regular basis). For example, Allison knew how to ask for a pat on the back but she did not ask for one consistently. By encouraging and rewarding Allison to ask for a pat on the back, Allison’s teachers were able to teach an acceptable alternative to hitting. With Joseph, the team introduced a new way of coping. They taught Joseph to pick up a pass from the teacher’s desk and leave the room when he felt anxious.

Enter the replacement behavior selected for each challenging behavior in the appropriate box on the Addressing Challenging Behaviors form (Figure 1).
4. **Develop and list strategies for teaching the replacement behavior**

There are a number of strategies for teaching replacement behaviors. Once your team chooses a replacement behavior, consider the following tips and ideas for teaching it.

- Identify what the student has learned during the past year and find out what teaching strategies and assistance were most effective.
- In the beginning, practice the new behavior when the student is calm, relaxed and at times when problems do not occur.
- Provide multiple opportunities for the student to role play and practice using the new behavior (i.e., in different classes, recess, home).
- In addition to teaching the student how to perform the new behavior, teach when to use it.
- To teach the student to self-initiate performing the skill, use such procedures as role playing and practice with feedback in the natural environment. Teach the student to recognize the specific situational and internal cues (e.g., student feels his heart pounding just before his turn to read aloud) that naturally happen before the behavior should occur. Overall, minimize the use of teacher-related cues because they foster dependency on the teacher.
- Try to anticipate when the student is about to make a mistake (experience difficulty when initially learning a new coping skill) and provide support to insure success, but allow enough time for the student to self-initiate participating. Ask the student what they want you to do (non-verbal cues), or say (verbal cues), to cue them to practice the new skill.
- Recognize that we all need different levels of support at different times. Be willing to increase or decrease the level of support based on the moment-to-moment needs of the student.

Enter strategies for teaching the replacement behavior for each challenging behavior in the appropriate box on the Addressing Challenging Behaviors form (Figure 1).

5. **Select and list prevention strategies**

There are two types of prevention strategies: a) strategies which reduce the likelihood of challenging behavior through identifying personal and academic supports which help the student feel more valued, successful and comfortable in school; and b) strategies which minimize contact with people, places, activities or times that appear to set off the behaviors. The success plan, as delineated in Chapter 3, involved identifying personal and academic supports to help the student feel more valued, successful, comfortable and supported. Given the information from the functional assessment the team should review the supports in the success plan to insure that they meet the student’s needs. The Communication of Behavior forms at the end of this chapter provide some information on what types of supports are important for each type of need communicated by the behavior. For example, if the student’s need is for attention, supports that increase opportunities for positive attention and friendships or increase the student’s status, self-esteem, and image will benefit the student in learning how to gain attention in positive, socially acceptable ways.
The second type of prevention strategy involves using the information on what typically precedes the behavior to minimize contact with people, places, activities or times that appear to provoke the behaviors. For example, if the behavior typically occurs in math class and the nature of the class cannot be immediately changed to meet the student’s needs, the student may be temporarily removed from the class. If the behavior occurs when the student is interacting with certain students, the interactions between the students can be limited. This approach can reduce disruptions in school and prevent the student from being suspended while the student is learning replacement behaviors and other accommodations and supports are put in place.

Enter additional supports on the student’s success plan and selected prevention strategies in the appropriate box on the Addressing Challenging Behaviors form (Figure 1).

6. Describe how to respond when the behavior occurs

Teams should begin by reviewing how people are currently responding to challenging behavior and questioning whether their responses are appropriate and effective. Many times the school or the classroom has a standard response to challenging behavior. For example, in many elementary classrooms, students are sent to timeout (e.g., a brief time away from the class). Consider a student whose behavior communicates a need to escape/avoid. Being sent to timeout may be a reinforcement for that student! Acting out in class results in being sent to timeout, which allows the student to avoid an anxiety producing situation. To develop an appropriate response to the student’s challenging behavior, team members should analyze specific incidents, objectively describing what happens and how they respond (see example in Figure 6).

![Figure 6: Example Analysis of an Incident](image_url)

<table>
<thead>
<tr>
<th>Student: John B.</th>
<th>Date/Time: 9/23 1:28 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedent Events</strong></td>
<td><strong>Behavior</strong></td>
</tr>
<tr>
<td>What happened just prior to the incident?</td>
<td>What did the student do? (Hit, kicked, yelled, etc.)</td>
</tr>
<tr>
<td>John was told to pick up his books and to get in line with the class.</td>
<td>John threw his books to the floor and cursed at the teacher.</td>
</tr>
<tr>
<td>His mood was angry because of a failed assignment returned during the class period.</td>
<td></td>
</tr>
</tbody>
</table>
For each incident determine the intent of the response (e.g., to stop the behavior, to provide logical consequences). Next, teams need to reflect on what outcomes actually are accomplished (e.g., behavior escalated, peers laughed). A crucial step is to contrast and compare the actual outcomes of a response (e.g., peers laughing) with the communicative intent of the behavior (e.g., need of attention). This typically generates a brainstorming session on effective response strategies that may affect, not hinder, change. Teams complete the response plan by summarizing how they plan to respond to challenging behavior in the future and the purposes of their response (e.g., to calm the immediate situation, to teach a new behavior, to maintain a relationship with the student). Enter the plan for responding to the student’s challenging behavior in the appropriate box on the Addressing Challenging Behaviors form (Figure 1).

**How to evaluate the positive behavior plan process**

Positive behavior plans should be evaluated to determine if all components are being implemented to student, parent and teacher satisfaction. Students on a positive behavior plan should process with an instructor at least daily on successes and needs for modifications in the plan. Teams should meet at least weekly to celebrate what is going well and make adjustments in the plan. Teams should regularly communicate with parents regarding their child and the strengths and areas in need of improvement in the plan.

Periodically (e.g., each semester) the team should step back, assess their overall satisfaction with the positive behavior plan process and ask if there are things they should be doing better or differently. At the meeting the team should address:

- Feedback from students and parents on the strengths and areas in need of improvement in the plan
- Team member satisfaction with each component of the planning process

Next the team should generate a list of “What is going well” and “What needs improvement” in regard to the planning process. Finally high priority items for improving the process should be selected and an action plan for working on them generated.
## Communication of Behavior

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student’s Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior distracts teacher and classmates</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs when no one is paying attention to the student</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs when someone stops paying attention to the student</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs when attention is paid to someone other than the student</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs in front of valued peers</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs as a dare or result of peer pressure</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

### Possible Origins of Behavior
- Adults pay more attention to inappropriate than appropriate behaviors
- Student doesn’t know how to ask for attention appropriately
- Student doesn’t get sufficient personal attention
- Student has few friends
- Student has low self-esteem

### Positives
- Student is interested in relationships with adults and peers
- Student is asking for attention

### Considerations for Developing a Plan
- Increase opportunities for positive attention and friendships
- Increase the student’s status, self-esteem, and image

---

## Communication of Behavior

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student’s Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>When engaging in the behavior, the student is disruptive and confrontational</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Quiet noncompliance; when engaged in the behavior the student is often pleasant and even agreeable</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior occurs when an activity or event is taken away</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Behavior stops when student gets his/her way</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

### Possible Origins of Behavior
- Society or family stresses dominant-submissive rules rather than equality in relationships
- Success is defined as achieving personal power
- Lack of control in person’s life
- Past history of abuse/victimization

### Positives
- Student exhibits leadership potential, assertiveness and independent thinking

### Considerations for Developing a Plan
- Increase the student’s personal control and choices
- Increase the student’s status, self-esteem, and image
### Communication of Behavior: To Escape or Avoid a Situation

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others' Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in behavior when pressured to succeed</td>
<td>Professional concern</td>
<td>Behavior stops if demands stop or able to escape situation</td>
</tr>
<tr>
<td>Student procrastinates, falls to complete projects</td>
<td>Prescriptive</td>
<td>Continues to do nothing</td>
</tr>
<tr>
<td>Student develops temporary incapacity or assumes behaviors that resemble a learning disability</td>
<td>Resigned to failure</td>
<td></td>
</tr>
<tr>
<td>Student develops physical complaints</td>
<td>Frustration (knows student could do better if she 'just tried')</td>
<td></td>
</tr>
<tr>
<td>The behavior occurs when the student is asked to do something he/she does not like to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior stops after you stop making demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs in stressful situations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Unreasonable expectations by parents and teachers
- Student's belief that only perfection is acceptable
- Emphasis on competition in the classroom
- Star mentality
- Failure to be accepted at all costs
- The work is too difficult for the student

**Positives**
- Student may want to succeed if he/she can be assured of not making mistakes and of achieving some status

**Considerations for Developing a Plan**
- Increase the student's personal control and choices
- Increase the student's status, self-esteem and image
- Individualized instruction based on the student's abilities and interests
- Expand the number and type of activities to which the student has access

**Our Hypothesis:**

The purpose is:

To Escape or Avoid a Situation

Yes ☑ Possibly ☐ No ☐

Adapted from Prevention, Teaching & Responding. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT

---

### Communication of Behavior: To Get Revenge

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others' Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior is hurtful</td>
<td>Dislike, hurt, devastation in addition to anger, frustration, and fear</td>
<td>Hurful</td>
</tr>
<tr>
<td>Student is sulky and withdrawn, refusing overtures of friendship</td>
<td>Fight or Flight</td>
<td>Behavior continues and intensifies until stopped on the student's terms</td>
</tr>
<tr>
<td>The student does not show remorse following behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs after you take something away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs after you require the student to do an unwanted activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student expresses concerns about &quot;fairness&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior is directed at person who is perceived as more &quot;valued&quot; by others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- A reflection of the increasing violence in society
- Media role models who solve conflicts by force
- Unsatisfactory unequal treatment
- Anger over personal circumstances or past "wrongs"
- Provocation by another precedes behavior
- Jealousy

**Positives**
- Student is trying to protect self from further hurt

**Considerations for Developing a Plan**
- Increase the student's personal control and choices
- Increase the opportunities for positive attention and friendships
- Increase the student's status, self-esteem and image

**Our Hypothesis:**

The purpose is:

To Get Revenge

Yes ☑ Possibly ☐ No ☐

Adapted from Prevention, Teaching & Responding. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
### Communication of Behavior: To Have Fun/Play

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others' Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior would occur when no one else was around</td>
<td>Yes No</td>
<td>Feels helpless/ineffective Yes No</td>
</tr>
<tr>
<td>The student seems to enjoy performing the behavior</td>
<td>Yes No</td>
<td>Impulse is to say something Yes No</td>
</tr>
<tr>
<td>Student is sorry if someone gets hurt</td>
<td>Yes No</td>
<td>Other (list):</td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Society expects children to play: "play is the work of children"
- Student is involved in routine, structured activities for long periods of time
- Lack of opportunities to interact with peers

**Positives**
- Student enjoys life
- Is able to amuse himself/herself
- Wants friends

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Increase opportunities for positive attention and friendship
- Individualize instruction based upon the student’s abilities and interests
- Expand the number and type of activities to which the student has access

---

### Communication of Behavior: Self-Regulation

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others' Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior tends to happen over and over again</td>
<td>Yes No</td>
<td>Frustrated/exasperated Yes No</td>
</tr>
<tr>
<td>Attempts to Reduce Stimulation: The behavior occurs when there is a lot going on</td>
<td>Yes No</td>
<td>Irritation Yes No</td>
</tr>
<tr>
<td>The student can do other things while doing the behavior</td>
<td>Yes No</td>
<td>The impulse is to say something or redirect the student (e.g., get back to work, pay attention, what are you supposed to be doing?) Yes No</td>
</tr>
<tr>
<td>The behavior tends to occur in stressful, anxiety producing or highly demanding situations</td>
<td>Yes No</td>
<td>Other (list):</td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Has not learned alternative ways of coping
- Understimulated by environment
- Overstimulated by environment
- Student may be gifted, or experiencing a learning impairment, ADHD (attention deficit hyperactivity disorder)

**Positives**
- Behaviors may work to reduce anxiety

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Individualize instruction based upon the student’s abilities and interests
- Expand the number and type of activities to which the student has access

---

Adapted from Prevention, Teaching & Responding, 1996, Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT.
The Student Support Process: Developing Activity Inclusion Plans

The Student Success Plan supports the inclusion of all students in general education classes and activities. As previously described, the Student Success Plan lists each student’s strengths, interests, family concerns, priority skills upon which to focus instruction and supports needed for success. The team can use the plans to obtain an overall picture of the strengths and needs of the class as a whole, which is extremely helpful when designing learning activities. For example, if it is known that three students need supports with reading, when reading is required during an activity you can plan accordingly. As activities are developed to address students’ strengths and needs more students will be successful.

Some students will require very systematic and detailed planning to be successfully included in class activities. Students who have substantial needs should have some form of an Activity Inclusion Plan to ensure that everyone knows how to support them. Activity Inclusion Plans (refer to Figure 1) are mini-lesson plans which summarize the skills the student will learn and/or practice during an activity, required academic and social supports, individualized materials and the person responsible for implementing the plan. A student may need an Activity Inclusion Plan for a single activity, a few activities, or every activity across the school day. As the school year progresses, the student’s plans should be updated to reflect changes in activities, location of activities, persons responsible, and skills addressed.

**Figure 1: Activity Inclusion Plan**

<table>
<thead>
<tr>
<th>Time / Day</th>
<th>Class/Activity/Location</th>
<th>Skills To Be Learned/Practiced</th>
<th>Personal &amp; Academic Supports</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 - 9:00 (M-F)</td>
<td>Classroom - Morning Meeting</td>
<td>Take Turns, Make Choices, Answer Questions About Weather</td>
<td>Communication Device, Pictures that Depict Weather, Picture Calendar</td>
<td>Miss Beatty, Mrs. Sun, Mrs. Sun</td>
</tr>
</tbody>
</table>

**Specialized Teaching Methods**

*Pre-teach weather pictures*

*Call Julie’s name and wait 3 sec. for her to give eye contact. If no, move closer (within 1 ft) and repeat her name. When she looks, ask her the weather and present her picture board. If she points to a picture, say "Nice pointing." If she points to the correct picture say, "Yes, you are right! Good work."*

**Materials:**

*Pictures for the Calendar, Weather Pictures*
When developing an Activity Inclusion Plan, the teacher of the activity should be involved in the planning process. For example, if the team is discussing a plan for art class, the art teacher should be at the meeting and involved in developing the plan. Typically students who require extensive planning have significant learning or behavioral challenges and are eligible for special education. The IEP team for students in special education should be involved in the development of their Activity Inclusion Plans.

The Activity Compatibility Worksheet and the Activity Matrix are two tools that can help teams learning to engage in the systematic problem solving and planning needed to develop the Activity Inclusion Plan. The Activity Compatibility Worksheet helps teams learn to do systematic problem solving for including a student in a single activity. The Activity Matrix is a visual aide for planning how students can be included in activities across the school day.

**How the Activity Compatibility Worksheet is Used**

The Activity Compatibility Worksheet provides a structured and detailed process for making decisions on how to include a student in a specific general education activity. The worksheet was designed to teach a decision making process and once the process is learned continued use of the worksheet is usually unnecessary. As depicted in Figure 2 there are six parts to the Activity Compatibility Worksheet: activity description, outcomes for the group, outcomes for the student, content, groupings/methods/materials, and assessment methods.

### Figure 2: Activity Compatibility Worksheet

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Reading group. Six students and teacher sit together around a table and students take turns reading from the same story. The teacher asks questions about content and asks students to make predictions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Outcomes for the Group</strong></td>
</tr>
<tr>
<td>Read Accurately &amp; Fluently</td>
<td></td>
</tr>
<tr>
<td>Read with Understanding</td>
<td>Yes</td>
</tr>
<tr>
<td>Make Predictions</td>
<td>Yes</td>
</tr>
<tr>
<td>Listen to Others Read</td>
<td>Yes</td>
</tr>
<tr>
<td>Take Turns, Be Respectful</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Shelby W.</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Content
- General Ed. Content
- Sub-Set of Content
- Different Content - Same Area
- Different Content & Area

#### Lic Skills that Can Be Taught Through This Activity:
- Take Turns
- Make Choices
- Read Survival Words
- Ask for Help

#### Groupings / Methods / Material
- c = currently used in activity
- n = needs modifications for the student to participate
- **Lecture**
- **Discussion**
- **Small Group/Cooperative Group**
- **Independent**
- **Partners**
- **Worksheets**
- **Reading Materials**
- **Pictures/Line Drawings**
- **Concrete Experiences/Materials**
- **Audio/visual**

#### Assessment Methods
- c = currently used in activity
- n = needs modifications for the student to participate
- **Written/Oral Tests**
- **Papers/Reports**
- **Projects/Themes**
- **Journals**
- **Portfolio / Display**
- **Observational Data**
- **Discrete Trial Data**

#### Ideas for Modifications:
- Take probe data on correct responses to survival words and will check frequency of asking questions, and making choices.
- Shelby will read her words. She can make predictions based on listening to the story.
Steps for Completing the Activity Compatibility Worksheet

1. **Activity Description:** In this section the activity is listed (e.g., reading, math, social studies) along with a general description of how the activity is typically conducted (e.g., teacher and 5 or 6 students take turns reading, discuss the material, read, and then break into small groups of 2 or 3 to work on a project related to the reading).

2. **Outcomes for the Group:** The outcomes or goals for other students involved in the activity are listed in this section. For example, the outcome for a social studies activity could include the social studies content to be learned as well as social, communication or problem solving skills the teacher intends for the students to learn or demonstrate through the activity. The team then determines if the student can benefit from each outcome and discusses ways the outcome may be modified to meet the student’s needs. For example, the student could learn a subset of the class outcomes (e.g., the student will learn ten of the twenty vocabulary words) or different content from the same curriculum area (e.g., the class is working on multiplication and the student will work on addition) or a different content from a different area (the student will be learning a communication skill). In the section titled “Content” the team indicates whether the student will learn the same content, a subset of the content, different content from the same curriculum area or different content and area.

3. **Outcomes for the Student:** In the outcomes for the student section, the team lists the student’s high priority outcomes from his Student Success Plan that the team wishes to address through the activity. The team notes whether other students practice or use the skills related to the outcomes as part of the activity. For instance, an outcome for Joe may be to “greet others” and the other students regularly greet each other during the activity. Next, if necessary, the team discusses ways the activity can be modified such that some of the student’s outcomes can be addressed. For example, peer partner or small group activities might be used so Joe and the other students can learn and demonstrate communication and social skills. The team lists the student outcomes which can be taught during the activity in the “Content” section of the worksheet.

4. **Groupings, Methods and Materials:** In this section the team notes the groupings, methods and materials that are typically used during the activity by checking the bubble in the “c” (currently used) column. Next, the team discusses each currently used grouping, method and arrangement and checks the bubble in the “n” (needs modification) column for those that need to be modified for the student. Finally, the team discusses how the groupings, methods and materials can be changed to meet the student’s needs and notes any necessary modifications at the bottom of the section.

5. **Assessment Methods:** The Assessment Methods section is completed in a similar fashion to the groupings, methods and materials section. The team discusses how students are typically assessed during the activity and checks currently used methods. The team then discusses the student and checks those methods that need modifications for the student to participate. Finally, the team discusses how the assessment methods need to be changed to meet the student’s needs and notes necessary modifications at the bottom of the section.

The information from the Activity Compatibility Worksheet can be used to complete the student’s Activity Inclusion Plan for the activity.
How the Activity Matrix Is Used

The Activity Matrix (Figure 3) provides a visual organizer for planning, summarizing and coordinating a student’s activities across the school day. It provides a single view of all the regular class and alternative activities in which a student is involved, along with what skills are being addressed and the supports and accommodations needed. As with the Activity Compatibility Worksheet, the Activity Matrix was designed to teach a process and once the process is learned, continued use of the matrix is usually unnecessary. The Activity Matrix may be completed in 6 steps.

1. List Skills Areas
2. List Regular Education Activities and Time
3. List Supports
4. List Alternative Activities
5. Check skill areas to be taught and supports needed for each Regular Education Activity
6. Determine Regular Education Activities in which the student will participate and fit Alternative Activities into the student’s schedule

Figure 3: Activity Matrix

<table>
<thead>
<tr>
<th>Regular Education Activities &amp; Time</th>
<th>20</th>
<th>30</th>
<th>30</th>
<th>30</th>
<th>20</th>
<th>15</th>
<th>35</th>
<th>35</th>
<th>35</th>
<th>20</th>
<th>35</th>
<th>40</th>
<th>40</th>
<th>30</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Street Crossing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grocery Shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Speech Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SKILL AREAS**

| Make Choices                  | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Follow Directions             | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Expressive Vocab              | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Receptive Vocab               | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Count Objects                 | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| More or Less                  | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Read Signs or Labels          | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Survival Words                | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Write Name                    | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Ask for Help                  | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Community Mobility            | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Playground Safety             | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Transition Between Activities | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |

**SUPPORTS**

| Personal Assistance           | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Circle of Friends             | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Peer Buddy                    | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Adult Community Mentor        | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Modified Materials            | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
| Modified Tests                | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   | /   |
Steps for Completing the Activity Matrix

1. **List Skill Areas.** List skill areas from the student’s success plan and/or IEP in the column titled “Skill Areas.” The skills listed here are the skills that the team wants to insure will be addressed at some point during the school day. Since there are a limited number of lines on the form, some skills can be clumped together. For example, if the student has language goals for expressive and receptive vocabulary they can be combined into one goal of learning vocabulary.

2. **List Regular Education Activities and Time.** In the row entitled “Regular Education Activities and Time” list the activities that the student’s class engages in and the duration of each activity (e.g., reading groups, 30 minutes; Independent Reading, 20 minutes; Math Demonstration, 15 minutes; Independent Math, 35 minutes; recess, 20 minutes). If the student uses transition times as learning activities (e.g., using wheelchair to get to lunch, putting on coat prior to leaving school) transition times should also be listed.

3. **List Supports.** In the column labeled “Supports” list the personal and academic supports from the student’s success plan. If there are more supports than lines on the matrix, some supports may be clumped together or additional lines may be taped to the bottom of the matrix.

4. **List Alternative Activities.** In the column titled “Alternative Activities” list the alternative activities which need to be scheduled for the student. Alternative activities are generally activities that are outside of the scope of the general education curriculum and often take place outside of the classroom. The following are examples of alternative activities:
   - Non-instructional activities that accommodate student needs (e.g., hearing aid checks, taking medication, tube feeding).
   - Instructional activities that the team has identified as needing to take place in community sites (e.g., grocery shopping, job training, street crossing).
   - Specialized services that do not fit into general education activities (e.g., individual counseling sessions, sensory integration activities).

5. **Check skills areas to be taught and supports needed for each Regular Education Activity.** The team should answer the following questions for each activity:
   - Will the student be responsible for learning the same content as other students, a subset of the content, or adapted but similar content?
   - Which of the student’s high priority skills can be addressed through the activity or during the transition times before and after the activity? Check the box which intersects the Skill Area row and the Regular Education Activity column.
   - Will the student need supports to take part in the activity? If so, check the box that is the intersection of the Regular Education Activity column and the Supports row.

6. **Determine Regular Education Activities in which the student will participate and fit Alternative Activities into the student schedule.** At this point, the team can use the information from the Matrix to determine which regular education activities may be most beneficial to the student. Since a student may not be able to attend all the regular class activities and participate in alternative activities
such as grocery shopping in the community, choices between general class activities and alternative activities will need to be made. For example, if the team decided that a 45 minute history lecture would provide little benefit to the student, this period could be used to teach the student to use the corner grocery store. This decision is noted on the matrix by assigning a number to each activity in the “Alternative Activities” section (e.g., 1. grocery shopping), crossing off the general education activity that the student will not participate in, and writing the number above one of the crossed-out general class activities.

Once completed, the Activity Matrix provides a single view of all of the student’s activities (activities in which the student is included and alternative activities), which skills are being taught and which supports are being utilized during each activity. Next, the team should select those activities which will need an Activity Inclusion Plan.

**How to Develop Activity Inclusion Plans**

As previously discussed and depicted in Figure 1, Activity Inclusion Plans include the following information:

- The Activity, Location, Time and Day
- Skills which will be Learned or Practiced During the Activity
- Methods for Teaching the Specific Skills
- The Personal and Academic Supports
- Materials
- The Person(s) Responsible

If the team has already completed the Activity Compatibility Worksheet and the Activity Matrix, most of the information needed to complete the Activity Inclusion Plan will already be available.

**Identify the Activity, Location, Time and Day**

An initial step to developing Activity Inclusion Plans is for the team to review the schedule of activities in which the student’s class engages including major transitions, recess and lunch (e.g., 8:00 – arrival, 8:30 – reading, 9:00 – math) and select activities in which the student will need substantial support or in which it is not apparent what the student will be learning during the activity.

Activity Inclusion Plans are developed by the team one plan at a time. The team should select one activity and enter the time, name and location of the activity on the Activity Inclusion Plan.

**Identify Skills which will be Learned or Practiced During the Activity**

The person that is most familiar with the activity should describe it to the team (e.g., how students are grouped, what skills the students are expected to learn, the materials used, student products). The team should then decide what the student will be learning or practicing as a part of the activity. Will the student be responsible for learning the same content as other students, a subset of the content (class has 16 goals, student is to learn 4 of them), or adapted but similar content (class learns to read city map, student learns to use a map of his or her neighborhood)? The team should use the student’s IEP (if she has one) and the skills listed on her success plan as a guide. List the skills the student will be expected to learn or practice on the Activity Inclusion Plan.
Identify Methods for Teaching the Specific Skills

Once skills have been selected the team should spend some time discussing whether or not the student requires specialized instruction in order to learn the skills, and how that instruction will be fit into the activity. For example, if the student is learning to identify sight words by using a “matching to sample” strategy in which the materials must be presented in a certain way paired with specific verbal and visual cues, the strategy should be summarized on the plan so that instructional staff know how the student is to be taught the skill.

Identify Personal and Academic Supports

The next section of the plan is Personal and Academic Supports. The team should review the supports identified on the student’s success plan and decide which supports will be necessary for the student to take part in this activity. List those supports on the plan.

Identify Materials

If the student will need individualized materials (e.g., adapted worksheets, a picture communication board, a timer, specialized scissors), list them on the form.

Identify the Person(s) Responsible

Finally, identify the adults who will be responsible for carrying out the plan. This includes making sure the supports and materials are available, that teaching methods are implemented and notifying the team when the plan is in need of revision (e.g., the student has learned the skills, the student is not learning, the activity has changed, new supports are needed).

As the school year progresses, the student’s inclusion plans should be updated to reflect changes in activities. An accumulation of student inclusion plans as the student progresses through school will provide a valuable record of skills taught within specific activities and settings.

How We Evaluate the Activity Inclusion Planning Process

Activity Inclusion Plans should be evaluated to determine if they are being implemented and to determine student, parent and teacher satisfaction with the process. Teams should meet at least weekly to celebrate what is going well and make adjustments in plans. Teams should also regularly communicate with parents regarding their child’s progress and their satisfaction with the planning process.

Periodically (e.g., each semester) the team should step back, assess their overall satisfaction with the Activity Inclusion Planning process and ask if there are things they should be doing better or differently. At the meeting the team should address:

- student progress;
- how plans are being used; and
- student, parent and team member satisfaction with the planning process.

Given this information, the team should generate a list of “What is going well” and “What needs improvement.” Finally, items for improving the process should be selected and an action plan for working on them developed and implemented by team members.
Appendix: Blank Forms

- Student Success Plan
- Collaborative Skill Rating Scale
- Team Meeting Worksheet
- Team Meeting Minutes
- Addressing Challenging Behavior
- Description of Challenging Behaviors
- Behavior to Address
- Behavior Scatter Plot
- Communication of Behavior:
  To Get Attention
- Communication of Behavior:
  To Get Control/To Get Something
- Communication of Behavior:
  To Escape or Avoid a Situation
- Communication of Behavior:
  To Get Revenge
- Communication of Behavior:
  To Have Fun/Play
- Communication of Behavior: Self-Regulation
- Activity Inclusion Plan
- Activity Compatibility Worksheet
- Activity Matrix
# Collaborative Skill Rating Scale

<table>
<thead>
<tr>
<th>Student: __________________</th>
<th>Grade: ______</th>
<th>Date: ______________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Collaborative Skill</th>
<th>Needs Instruction</th>
<th>Needs Additional Practice</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each item should be scored as follows:

- **Needs Instruction** = Student needs to learn this skill
- **Needs Additional Practice** = Student knows the skill, but doesn’t use it
- **Mastered** = Student knows and frequently uses the skill

Indicate who scored each item:

- **S** = Scored by Student
- **P** = Scored by Parents
- **T** = Scored by Teacher
Team Meeting Worksheet

Team Name: ___________________________ Date: ________

Persons Present: Absentees:

________________________________________________________________________
________________________________________________________________________

Roles: This Meeting Next Meeting
Facilitator:
Timekeeper:
Recorder:
Encourager:
Processor:
Other:

Collaborative Skills/ Norms
To Work On: This Meeting Next Meeting

________________________________________________________________________

AGENDA

Items Time Limit

To Do List

Action items Person(s) Responsible

Agenda Building for Next Meeting

1.
2
# Team Meeting Minutes

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Task</th>
<th>Person(s) Responsible</th>
<th>Completed By (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressing Challenging Behavior</td>
<td>Prevention Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List of Challenging Behaviors</strong></td>
<td><strong>How Will We Respond to the Challenging Behavior?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What Does Each Behavior Communicate?</strong></td>
<td><strong>How Will We Teach Replacement Behaviors?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Replacement Behaviors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**

**Student:**
# Description of Challenging Behaviors

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>History (How long used? Years/months)</th>
<th>Frequency (Times per min/day/week)</th>
<th>Duration (Mins/hours)</th>
<th>Seriousness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DistRACTING</td>
</tr>
</tbody>
</table>

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
## Behavior to Address

Student: ____________________________  Date: ________________

**Description of Behavior in Observable Terms:**

---

### Under what circumstances is the behavior most likely to occur?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Give a Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Setting</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Other people</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Activity</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
<tr>
<td>Other situations that are likely to set off the behavior (demands, transitions, delays)</td>
<td>Most likely to occur</td>
</tr>
<tr>
<td></td>
<td>Least likely to occur</td>
</tr>
</tbody>
</table>

Adapted from *Prevention, Teaching & Responding*, 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
## Behavior Scatter Plot

**Student ______________________ Date Started ____________**

**Days** - Check if the Behavior Occurred

<table>
<thead>
<tr>
<th>Activities / 20 Minute Blocks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Communication of Behavior

**To Get Attention**

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior distracts teacher and classmates</td>
<td>Feels irritated or annoyed</td>
<td>Compliant</td>
</tr>
<tr>
<td>Behavior occurs when no one is paying attention to the student</td>
<td>The impulse is to say something</td>
<td>Stops behavior temporarily</td>
</tr>
<tr>
<td>Behavior occurs when someone stops paying attention to the student</td>
<td>Yes No ?</td>
<td>Behavior escalates if ignored</td>
</tr>
<tr>
<td>Behavior occurs when attention is paid to someone other than the student</td>
<td>Other (list):</td>
<td>Other (list):</td>
</tr>
<tr>
<td>Behavior occurs in front of valued peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior occurs as a dare or result of peer pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Adults pay more attention to inappropriate than appropriate behaviors
- Student doesn’t know how to ask for attention appropriately
- Student doesn’t get sufficient personal attention
- Student has few friends
- Student has low self-esteem

**Positives**
- Student is interested in relationships with adults and peers
- Student is asking for attention

**Considerations for Developing a Plan**
- Increase opportunities for positive attention and friendships
- Increase the student’s status, self-esteem, and image

---

*Adapted from Prevention, Teaching & Responding. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT*
Communication of Behavior  

**To Get Control/To Get Something**

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>When engaging in the behavior, the student is disruptive and confrontational</td>
<td>Feels angry or frustrated Yes No ?</td>
<td>Agreeable/less disruptive if able to obtain control Yes No ?</td>
</tr>
<tr>
<td>Quiet noncompliance; when engaged in the behavior the student is often pleasant and even agreeable</td>
<td>Feels like you are losing control of the situation (power struggle) Yes No ?</td>
<td>Continues to do nothing Yes No ?</td>
</tr>
<tr>
<td>Behavior occurs when an activity or event is taken away</td>
<td>The impulse is to do something physical Yes No ?</td>
<td>Other (list):</td>
</tr>
<tr>
<td>Behavior stops when student gets his/her way</td>
<td>Other (list):</td>
<td></td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Our Hypothesis:**

The purpose is:  
**To Get Control/Get Something**

Yes ☐  Possibly ☐  No ☐

**For Your Information**

**Possible Origins of Behavior**
- Society or family stresses dominant-submissive roles rather than equality in relationships
- Success is defined as achieving personal power
- Lack of control in person’s life
- Past history of abuse/victimization

**Positives**
- Student exhibits leadership potential, assertiveness and independent thinking

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Increase the student’s status, self-esteem, and image

Adapted from Prevention, Teaching & Responding, 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student's Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in behavior when pressured to succeed</td>
<td>Professional concern</td>
<td>Behavior stops if demands stop or able to escape situation</td>
</tr>
<tr>
<td>Student procrastinates, fails to complete projects</td>
<td>Prescriptive</td>
<td>Continues to do nothing</td>
</tr>
<tr>
<td>Student develops temporary incapacity or assumes behaviors that resemble a learning disability</td>
<td>Resigned to failure</td>
<td>Other (list):</td>
</tr>
<tr>
<td>Student develops physical complaints</td>
<td>Frustration (knows student could do better if she &quot;just tried&quot;)</td>
<td></td>
</tr>
<tr>
<td>The behavior occurs when the student is asked to do something he/she does not like to do</td>
<td>Other (list):</td>
<td></td>
</tr>
<tr>
<td>The behavior stops after you stop making demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs in stressful situations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Your Information**

**Possible Origins of Behavior**
- Unreasonable expectations by parents and teachers
- Student’s belief that only perfection is acceptable
- Emphasis on competition in the classroom
- Star mentality
- Failure to be avoided at all costs
- The work is too difficult for the student

**Positives**
- Student may want to succeed if he/she can be assured of not making mistakes and of achieving some status

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Increase the student’s status, self-esteem, and image
- Individualize instruction based on the student’s abilities and interests
- Expand the number and type of activities to which the student has access

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
## Communication of Behavior

### To Get Revenge

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student’s Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior is hurtful</td>
<td>Dislike, hurt, devastation in addition to anger, frustration, and fear</td>
<td>Hurtful</td>
</tr>
<tr>
<td>Student is sullen and withdrawn, refusing overtures of friendship</td>
<td>Fight or Flight</td>
<td>Behavior continues and intensifies until stopped on the student’s terms</td>
</tr>
<tr>
<td>The student does not show remorse following behavior</td>
<td>Other (list):</td>
<td>Other (list):</td>
</tr>
<tr>
<td>The behavior occurs after you take something away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs after you require the student to do an unwanted activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student expresses concerns about &quot;fairness&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior is directed at person who is perceived as more “valued” by others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### For Your Information

#### Possible Origins of Behavior
- A reflection of the increasing violence in society
- Media role models who solve conflicts by force
- Unjust society: unequal treatment
- Anger over personal circumstances or past “wrongs”
- Provocation by another proceeds behavior
- Jealousy

#### Positives
- Student is trying to protect self from further hurt

#### Considerations for Developing a Plan
- Increase the student’s personal control and choices
- Increase opportunities for positive attention and friendships
- Increase the student’s status, self-esteem and image

### Our Hypothesis:
The purpose is: **To Get Revenge**

- Yes [ ]
- Possibly [ ]
- No [ ]

Adapted from *Prevention, Teaching & Responding*, 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
### Communication of Behavior

**Student:**  
**Behavior:**

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student’s Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior would occur when no one else was around</td>
<td>Yes  No  ?</td>
<td>Student is reluctant to discontinue behavior</td>
</tr>
<tr>
<td>The student seems to enjoy performing the behavior</td>
<td>Yes  No  ?</td>
<td>Student hurries to be able to return to behavior</td>
</tr>
<tr>
<td>Student is sorry if someone gets hurt</td>
<td>Yes  No  ?</td>
<td>Other (list):</td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### For Your Information

**Possible Origins of Behavior**
- Society expects children to play: “play is the work of children”
- Student is involved in routine, structured activities for long periods of time
- Lack of opportunities to interact with peers

**Positives**
- Student enjoys life
- Is able to amuse himself/herself
- Wants friends

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Increase opportunities for positive attention and friendship
- Individualize instruction based upon the student's abilities and interests
- Expand the number and type of activities to which the student has access

**Our Hypothesis:**
- The purpose is:  
- To Have Fun - Play  
- Yes ☐   Possibly ☐   No ☐

---

Adapted from *Prevention, Teaching & Responding.* 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
### Communication of Behavior

#### Student: ____________________________  Date: _____________

#### Behavior: __________________________

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Others’ Reaction to Behavior</th>
<th>Student’s Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior tends to happen over and over again</td>
<td>Yes</td>
<td>?</td>
</tr>
<tr>
<td><strong>Attempts to Reduce Stimulation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs when there is a lot going on</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The student can do other things while doing the behavior</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The behavior tends to occur in stressful, anxiety producing or highly demanding situations</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Attempts to Increase Stimulation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The behavior occurs when there is little going on</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The behavior occurs when the student seems bored</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The behavior seems to follow periods of non-activity (e.g., periods of seat work)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other (list):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Our Hypothesis:**
The purpose is: **Self-Regulation**

- Yes ☐  
- Possibly ☐  
- No ☐

**For Your Information**

**Possible Origins of Behavior**
- Has not learned alternative ways of coping
- Understimulated by environment
- Overstimulated by environment
- Student may be gifted, or experiencing a learning impairment, ADHD (Attention deficit hyperactivity disorder)

**Positives**
- Behaviors may work to reduce anxiety

**Considerations for Developing a Plan**
- Increase the student’s personal control and choices
- Individualize instruction based on the student’s abilities and interests
- Expand the number and type of activities to which the student has access

---

Adapted from *Prevention, Teaching & Responding*. 1996. Hamilton, Welkowitz, Mandeville, Prue, and Fox. Center on Disability and Community Inclusion, The University of Vermont, Burlington, VT
<table>
<thead>
<tr>
<th>Time/Day</th>
<th>Class/Activity/Location</th>
<th>Skills To Be Learned/Practiced</th>
<th>Personal &amp; Academic Supports</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Specialized Teaching Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials
# Activity Compatibility Worksheet

**Activity Description**

**Student**

**Date**

<table>
<thead>
<tr>
<th>Outcomes for the Group</th>
<th>Student Can Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for the Student</th>
<th>Other Students Use During the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content**

- General Ed. Content
- Sub-Set of Content
- Different Content - Same Area
- Different Content & Area

List Skills that Can Be Taught Through This Activity:

<table>
<thead>
<tr>
<th>Groupings / Methods / Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>c = currently used in activity</td>
</tr>
<tr>
<td>n = needs modifications for the student to participate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c n</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ ○ Lecture</td>
</tr>
<tr>
<td>○ ○ Discussion</td>
</tr>
<tr>
<td>○ ○ Small Group/Cooperative Group</td>
</tr>
<tr>
<td>○ ○ Independent</td>
</tr>
<tr>
<td>○ ○ Partners</td>
</tr>
<tr>
<td>○ ○ Worksheets</td>
</tr>
<tr>
<td>○ ○ Reading Materials</td>
</tr>
<tr>
<td>○ ○ Pictures/Line Drawings</td>
</tr>
<tr>
<td>○ ○ Concrete Experiences/Materials</td>
</tr>
<tr>
<td>○ ○ Audio/visual</td>
</tr>
</tbody>
</table>

**Assessment Methods**

- c = currently used in activity
- n = needs modifications for the student to participate

<table>
<thead>
<tr>
<th>c n</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ ○ Written/Oral Tests</td>
</tr>
<tr>
<td>○ ○ Papers/Reports</td>
</tr>
<tr>
<td>○ ○ Projects/Themes</td>
</tr>
<tr>
<td>○ ○ Journals</td>
</tr>
<tr>
<td>○ ○ Portfolio /Display</td>
</tr>
<tr>
<td>○ ○ Observational Data</td>
</tr>
<tr>
<td>○ ○ Discrete Trial Data</td>
</tr>
<tr>
<td>○ ○ Other:</td>
</tr>
</tbody>
</table>

**Ideas for Modifications:**
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities &amp; Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SKILL AREAS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUPPORTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>