

# “That One Kid”

*Remember Gaige?*

**Principle 1:**

Some kids need additional \_\_\_\_\_ in order to succeed

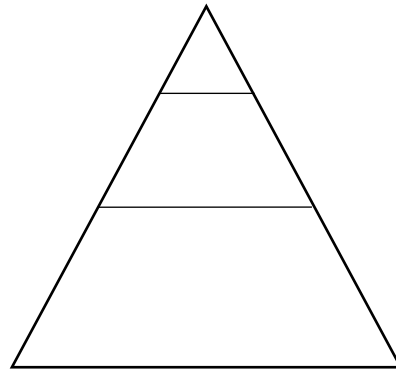
→ i.e., We should help kids \_\_\_\_\_ just like we do physically or academically or emotionally.

*From Research:*

There will be some kids who struggle \_\_\_\_\_ strong classroom management.  
(Walker, 1996)

*However...*

Helping “that one kid” requires that the bottom of the MTSS pyramid be solidly in place \_\_\_\_\_.



**Principle 2:**

Before you can help them, you must \_\_\_\_\_ their behavior

*Functions of Behavior...*

a. Attention – the student wants to be noticed by adults \_\_\_\_\_ peers with \_\_\_\_\_ OR \_\_\_\_\_ acknowledgement

→ i.e., attention-maintained bx

b. Escape – the student wants to \_\_\_\_\_ OR \_\_\_\_\_ a task that s/he finds \_\_\_\_\_

→ i.e., escape-maintained bx

c. Double whammy – the student seeks for attention \_\_\_\_\_ escape

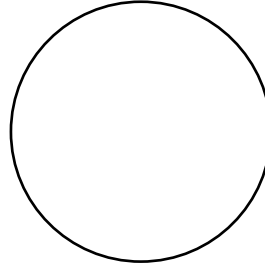
*Statistically:*

Escape –

Attention –

Sensory –

Tangibles –



*It's why these common consequences don't usually work...*

“Move your stick down.” –

“I'm writing your name on the board and now you owe me recess.” –

“If you won't do your work then you can go to the hall.” –

“Why don't you want to do your work today?” –

“How old are you?” –

“Fine, then you can go to the office.” –

**Q: So how do you help a kid who is struggling behaviorally?**

**Step 1:**

Determine the most \_\_\_\_\_ disruptions

(no more than \_\_\_\_ )

e.g.,

not following directions

being loud in bathroom

being overly emotional

not getting work done

using hostile language

throwing objects

calling out during class

being out of seat

aggressing toward others

**Step 2:**

Clarify \_\_\_\_\_ behaviors...

(no more than \_\_\_\_ )

e.g.,

1 – follow directions the \_\_\_\_\_ time

2 – use \_\_\_\_\_ words

3 – keep hands and feet to \_\_\_\_\_

...in \_\_\_\_\_ form

- a. use \_\_\_\_\_
- b. \_\_\_\_\_ expectations
- c. have \_\_\_\_\_ choose reinforcer
- d. set the numerical \_\_\_\_\_  
within \_\_\_\_\_-given parameters

Q: This ties to which “Big 5” strategy?

A: \_\_\_\_\_

Expectation	
Affirmative	Corrective

*But recall...*

Expectations *must* be supported by \_\_\_\_\_

**Step 3:**

Begin to \_\_\_\_\_ compliance

Affirmative Feedback:

Non-contingent	Non-vocal	_____	_____
- greeting student - phone calls home - pet names	- fist bumps - winks - shoulder pats	- praise → frequent → specific	- reinforcers

Vocal (Praise):

- check in after \_\_\_\_\_ subject  
(frequent)
- praise \_\_\_\_\_ behaviors  
(specific)

Tangible (Reinforcers):

- try to \_\_\_\_\_ the reinforcer with the function of the behavior
- Give ATTN-seekers rich \_\_\_\_\_
- Give ESC-seekers ample \_\_\_\_\_

Q: What if I don't know whether the student wants ATTN or ESC?

A: Make your best guess OR try \_\_\_\_\_

*Bottom Line:*

Complying with expectations must become \_\_\_\_\_

(Why would I change if the problem behavior already gets me rich ATTN/ESC?)

*Reinforcers:*

edibles	office visit
class jokes	screen time
class job/errand	play time
teacher helper	a prize
hallway walk	reduced work

*Consider...*

- putting reinforcers on a \_\_\_\_\_
- showing \_\_\_\_\_ at a time
- switching out 1 – 2 items every week for \_\_\_\_\_

Q: But won't my other students want to act out so they can be rewarded too?

A: Not if...

- the Big 5 are \_\_\_\_\_ in place
- you \_\_\_\_\_ that this is between you and [student]

*Quick Tip:*

\_\_\_\_\_ cards can also be used if "after-the-fact" rewards aren't enough  
(especially if the behavior is ESC-maintained)

*Concern:* But then they aren't getting any work done..."

*Response:* But they weren't getting any work done \_\_\_\_\_."

*Primary Goal:* Build \_\_\_\_\_ over time

*But recall...*

Expectations *must* be supported by \_\_\_\_\_ types of feedback

Corrective Feedback:

Non-vocal	Vocal	_____	_____
- proximity	- immediate	- task	- attention
- facial cues	- specific	- transition	- location
- gestures	- direct	- activity	- privilege

**Step 4:**

Be \_\_\_\_\_ with redos and removals for infractions

→ i.e., Engaging in problem behavior must become \_\_\_\_\_

(Why would I change if the problem behavior already gets me rich ATTN/ESC?)

→ e.g.,

**Redos**

- scribbling on worksheet
- pushing when time to line up
- making mess in lunchroom
- running/shouting in hall
- pounding during flashcards

**Removals**

- making noises at rug
- poking/hitting peer
- screaming in bathroom
- talking during every worksheet answer
- whining for teacher attention

*Quick Crucial Tip:*

Teacher should only dialogue with child when (s)he is communicating

\_\_\_\_\_.

**Putting It All Together...**

Day	Working for	Goal	Earned
1	a treat		

*Quick Crucial Tip:*

When student doesn't earn credit, don't...

- ask \_\_\_\_\_
- \_\_\_\_\_ (or even cross out)

Instead...

- \_\_\_\_\_ reason credit is withheld
- encourage continued \_\_\_\_\_

Day	Working for	Goal	Earned
2	a treat		

*Concern:* "So he struggled all day with hurting other kids and he still got a reward?"

*Response:* "Yep, there's a separate consequence for those infractions, but I'm still trying to \_\_\_\_\_ compliance

(fyi:

Day	Working for	Goal	Earned
4	teacher helper		
5	teacher helper		
7	screen time		
9	a prize		
10	teacher helper		
11	an errand		

"Wow! This is a *ton* of work!"

**Step 5:**

\_\_\_\_\_ the intervention over time

(i.e., gradually give student \_\_\_\_\_ support)

Why?

So they become \_\_\_\_\_!

e.g.,

- decrease \_\_\_\_\_ and \_\_\_\_\_ of praise

- increase \_\_\_\_\_ of points required to access reinforcer

→ always giving credit to student for being "\_\_\_\_\_ to handle something harder"

Day	Working for	Goal	Earned
13	an errand		
14	teacher helper		
15	teacher helper		
17	class jokes		
18	class jokes		
19	teacher helper		

Recall the last day's progress...

"He might be ready for fading!"

Day 20 (AM):

Day 20 (PM):

"Let's back up then..."

Day	Working for	Goal	Earned
21	a prize		

...but we'll still try to fade support."

Day	Working for	Goal	Earned
22	teacher helper		
24	class jokes		
25	a prize		
26	screen time		
28	an errand		
29	teacher helper		

"He might be ready for fading!"

Day 30:

"Miss Smith, can I have my chart again?"

A:

Day	Working for	Goal	Earned
31	a prize		
35	a prize		

Day 45+ ( \_\_\_\_\_ ):

"Miss Smith, can I use my chart today?"

A:

Q: What if my student isn't likely to be successful for an entire subject?

A: Consider shorter \_\_\_\_\_

→ i.e., follow the same steps but deliver points \_\_\_\_\_ subject  
(vs at end)

→ e.g.,

I am working on:				

*Then, make the following modifications...*

- pre-determine number of points/tokens that must be reached  
(starting number depends on frequency of problem behavior – stay \_\_\_\_\_ of it!)
- deliver reinforcer as \_\_\_\_\_ as pre-determined number is reached
- gradually increase the \_\_\_\_\_ of interval to fade the intervention

*Quick Tip:*

Instead of writing what the student is working for on the tracker, simply keep the menu readily \_\_\_\_\_.

Q: At what point do I involve the parent(s)?

A: As \_\_\_\_\_ as you realize that this is “that one kid”

“I’ve seen some struggle with \_\_\_\_\_, so we’re going to try \_\_\_\_\_.”  
( \_\_\_\_\_ -focused vs accusatory)

Q: At what point do I ask the principal to intervene?

A: If behavior becomes \_\_\_\_\_

→ *Note:* Principal supports in \_\_\_\_\_ of a consequence  
(vs being the actual consequence)

Q: But what if my support still isn't working? (i.e., behavior isn't improving)

A: Ask for \_\_\_\_\_ and/or \_\_\_\_\_ help



**Principle 3:**

“That one kid” *can* change \_\_\_\_\_ you...

- 1 – determine the most problematic behaviors
- 2 – clarify replacement behaviors
- 3 – reinforce compliance
- 4 – are swift with redos and removals
- 5 – fade the intervention over time

→ *Gaige's 2<sup>nd</sup> Gr Profile*: “Isn't he the kid who used to struggle?”

Q: What did you like or learn about helping “that one kid?”

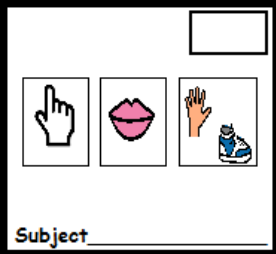
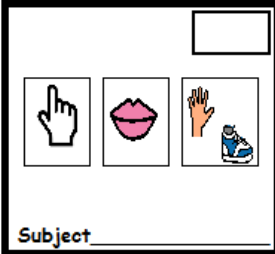
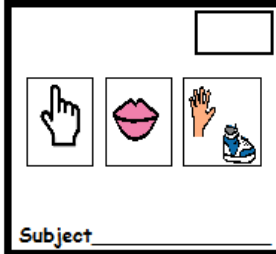
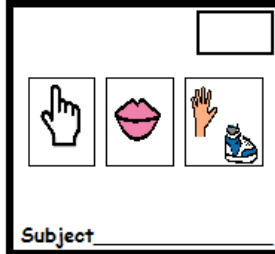
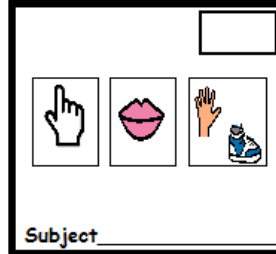
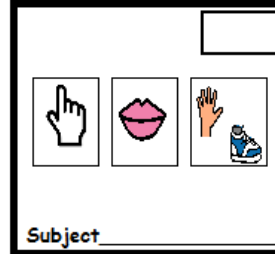
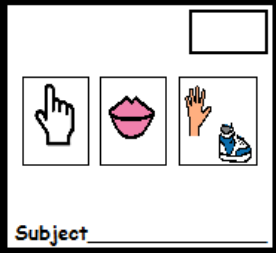
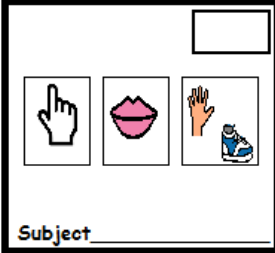
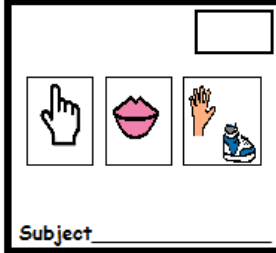
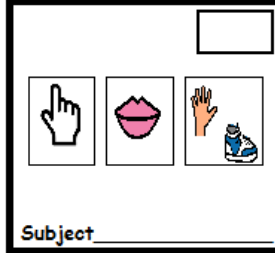
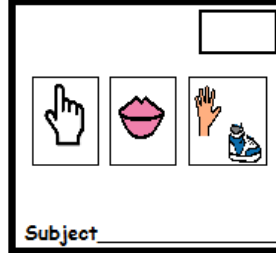
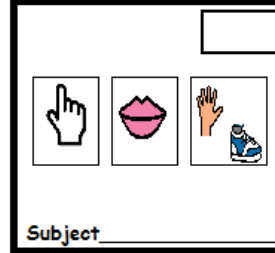
A:



Name \_\_\_\_\_

I am working for \_\_\_\_\_

Goal \_\_\_\_\_

I earned \_\_\_\_\_ 😊's

### Behavior Tracker – Subject Intervals

#### Directions for Use:

- 1) Let student pick the reinforcer for which (s)he will work at the start of each day.
- 2) Set goal for number of 😊s that student can reasonably earn in a morning and an afternoon.  
For subjects like lunch or prep where teacher cannot monitor or influence the environment, points or “credit” can be given for how the student re-enters the classroom. (Was mouth kept quiet? Were hands kept to self as student transitioned? Then offer credit.)
- 3) As student is successful for 2-4 days at a time, gradually increase the number of 😊s required in a day.  
Do not ever require a “perfect” goal, though a bonus may be given if the student achieves 100% on the chart.
- 4) If the student is *not* successful in meeting the morning/afternoon/daily goal:  
Reduce the number of 😊s initially required  
OR  
Consider switching to an “variable interval” chart (smaller increments of time may feel more manageable for students than entire subjects).

Name:

I am working on:				

Name:

I am working on:				

### Behavior Tracker – Variable Intervals

#### Directions for Use:

- 1) Have a menu of rewards readily available so that student can earn reinforcers for desired behavior.
- 2) Choose number of minutes for which student can be expected to be successful (e.g., if student can only meet expectations for 4-5 min at a time, give student 3- min intervals).
- 3) Teacher should use timing device and set to “run.” At the end of designated interval (e.g., 3 min), the teacher will either:
  - praise student for meeting expectations and allow student to mark a ☺ in the box
  - OR
  - tell student to “try again” for the next interval. (No mark is made for an unsuccessful interval; student simply doesn’t receive credit.)
- 4) When student fills up designated row(s), (s)he may earn a reinforcer. (*Optional*: student may earn a larger reinforcer when the entire chart is full.)
- 5) As student is successful for 2-4 days at a time, gradually increase the number of minutes required in each interval.
- 6) If the student is largely unsuccessful in meeting the interval goal, either:
  - Reduce the number of minutes initially required in each interval.
  - OR
  - Simplify the chart (e.g., 3 rows of 3)