



ELEMENTARY

Behavior Management



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RtI B website under construction for the summer Stay tuned!

Resource Review:

On-Line Behavior Intervention Planner

Behavioral Momentum

City School District of Albany’s Behavior Management Newsletter Publishing issues in September, December, March and June, we serve as a vehicle for sharing out resources and best practices that can assist staff in increasing their skill set specific to behavior management issues.

Forward your article, resource reference or idea(s) to either Brianna Olsen (bolsen@albany.k12.ny.us) or Cathy Huttner (chuttner@albany.k12.ny.us).

As the year ends please remember:

Save finalized FBA and BIP to the IEP Direct document repository for sped students

All other FBA, BIP, ICMP’s, BSP’s should be saved to the building’s RtI shared drive

IMPORTANT FBA/BIP UPDATES & CHANGES

REMEMBER: In September, using either the shared drive or IEP Direct,

1. Please confirm which of your students have an FBA/BIP.
2. Convene your team to review the target behavior and collect baseline data over the first 6 to 8 weeks of school.
3. Make a team decision using that data if
 - (1) You will continue to intervene on this target behavior or
 - (2) Choose another target behavior or
 - (3) Discontinue BIP (IEP amendment required).

READ THIS

AND THIS

ON-LINE RESOURCES REVIEW

INTERVENTION PLANNER FOR BEHAVIOR

<http://www.interventioncentral.org/tools/behavior-intervention-planner>

The Intervention Planner for Behavior is a on-line free application that allows teachers, administrators, and other school personnel to browse a range of strategies to improve student behaviors and to develop customized behavioral interventions for individual students, small groups, or even an entire class. Once you have created a unique intervention, you can download it in text or PDF format and even email it to others. And if you have a (free) Intervention Central account, you can also save behavior interventions that you create online for later retrieval. All of the interventions featured in this application are research-based.

REPLACEMENT BEHAVIOR

Replacement behavior “buys time” while you build greater competency; it is not necessarily the behavioral “end point” where you want to be.

The Replacement Behavior must serve the same FUNCTION as the Target Behavior to be effective.

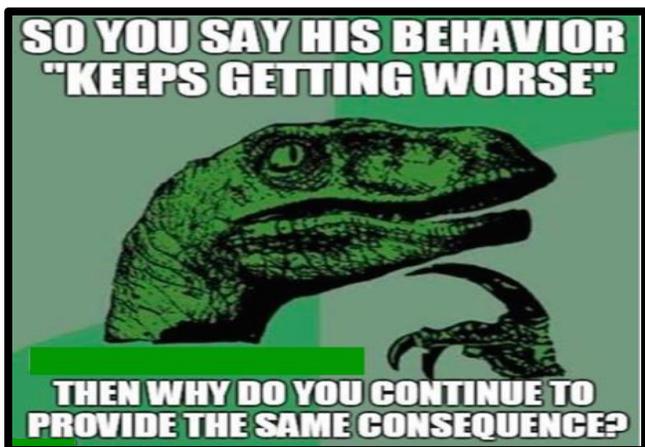
Teach the student to communicate (ex: “I’m done”) to replace throwing materials to escape difficult work

Teach the student to initiate social interactions (ex: “Play with me”) to replace teasing peers as a form of attention seeking

Teach the student to remove to a sanctioned area and engage in a sanctioned alternative activity (ex: go to bean bag and read a book) to replace kicking adults to escape difficult work

BEHAVIORAL MOMENTUM: A STRATEGY FOR INCREASING COMPLIANCE

Students with low-frustration tolerance or lack of confidence may balk when asked to complete challenging academic tasks assigned as independent seatwork. A strategy to increase the probability that a student will attempt a challenging academic task is to precede that task with a short series of brief, easy academic tasks. (For example, a student may do three easy problems on a math worksheet before encountering a challenge problem.) The student builds 'behavioral momentum' in completing the easy items and is thus 'primed' to attempt the challenge item that might otherwise derail them. Teachers using this strategy should, of course, first ensure that the student has the actual skills to complete any target challenge tasks. Generally, a ratio of three to four easy items interspersed between each challenge items can be quite effective.



**Although this may seem
a paradox, all exact
science is dominated by
the idea of
approximation –
Bertrand Russell**