5-2011

What teachers need to know when teaching students with emotional disabilities

Robert Berkley
Indiana University - Purdue University Fort Wayne

Follow this and additional works at: http://opus.ipfw.edu/grad_research
Part of the Special Education and Teaching Commons

Recommended Citation

This Special Project is brought to you for free and open access by the Graduate Student Research at Opus: Research & Creativity at IPFW. It has been accepted for inclusion in Other Graduate Research by an authorized administrator of Opus: Research & Creativity at IPFW. For more information, please contact admin@lib.ipfw.edu.
WHAT TEACHERS NEED TO KNOW WHEN TEACHING STUDENTS WITH EMOTIONAL DISABILITIES

Robert Berkley

Submitted to the faculty of the Office of the Graduate School
in partial fulfillment of the requirements
for the degree
Master of Science in Education with a Major in Special Education
in the Department of Professional Studies
Indiana University-Purdue University Fort Wayne
May, 2011
Accepted by the Graduate Faculty, Indiana University-Purdue University Fort Wayne, in partial fulfillment of the requirements for the degree of Master of Science in Education with a major in Special Education.

Special Project Committee

Jane M. Leatherman, PhD, Chair

Phyllis J. Agness, EdD

Jeong-il Cho, PhD
Acknowledgments

I want to thank Dr. Jane Leatherman for her unbelievable amount of support, guidance, and invaluable feedback. The amount of time and effort she put into helping me is something I can not thank her for enough. Without her help, this project would not have been finished. A thanks also goes to Dr. Phyllis Agness and Dr. Jeong-il Cho for their expert feedback, which made sure my project was put together the best it possibly could.

I would also like to thank the staff at Dekalb Middle School for the support, ideas, and feedback. Specifically, I would like to thank Tiffany Unitage and Kelly Clifford for their help with the formatting of my project and Tom Sanborn for allowing me to use the project as a constructive part of my job.

Lastly, a special thank you goes out to my wife and family. Without their support, motivation, and understanding I may not have finished the masters program. Specifically, I would like to thank my wife for allowing me to continue my education for the last 6 years. I would not have ever been able to do this without her.
Abstract

Teachers in education today are accountable for teaching all students. The expectations and demands are very high and the challenges, at times, can seem insurmountable. Students with emotional disabilities can pose especially challenging behaviors that can become overwhelming and negatively affect the environment in a classroom. With this all in mind, this paper and manual have been put together to help teachers with students who have emotional disabilities in the classroom environment. Teachers can use the manual to design appropriate interventions to help these students function and learn in their classrooms and, in turn, create a positive learning environment for all students.
### Table of Contents

Chapter 1. Introduction ........................................................................................................ 7

Specific Problem ...................................................................................................... 8

Chapter 2 Review of Literature ............................................................................................ 9

The Importance of Classroom Management ........................................................................ 9

Definition of Terms .................................................................................................. 10

Functions of Behavior .............................................................................................. 11

Replacement Behaviors .......................................................................................... 14

Antecedents ............................................................................................................... 14

Data Collection of Student Behaviors ........................................................................ 16

Interventions, Consequences, and Reinforcement ......................................................... 18

Classroom Management .......................................................................................... 19

Motivation .................................................................................................................. 20

Summary ..................................................................................................................... 22

Chapter 3. Outline ........................................................................................................... 23

Teacher’s Manual Title Page .......................................................................................... 25

Teacher’s Manual Table of Content ........................................................................ 26

Overview ..................................................................................................................... 28

What is an Emotion Disability ..................................................................................... 29

Functions of a Behavior ............................................................................................. 30

Antecedents and Classroom Management ................................................................ 31

Data Collection .......................................................................................................... 33

Motivation ................................................................................................................... 35
Steps to Determine Extrinsic Motivators ................................................... 35

Learning Environment ............................................................................... 36

Behavior Guide ............................................................................................ 37

How to Use the Behavior Guide ............................................................... .37

Possible Interventions .................................................................................. 38

Refusal .............................................................................................................. 41

Asking to Leave Room ................................................................................... 42

Rushing Through Assignments ..................................................................... 43

Talking with Neighbors or Talking Out ...................................................... 44

Being a Class Clown ....................................................................................... 45

Talking Back to the Teacher ......................................................................... 46

Roaming Around the Room ........................................................................... 47

Playing with Things at the Desk or Fidgeting ............................................. 48

Not Doing Homework ...................................................................................... 49

Fighting with Other Students ....................................................................... 50

Asking Unnecessary Questions ..................................................................... 51

References ........................................................................................................ 52

Appendix A-S ................................................................................................. 55

Resume ............................................................................................................ 74
Chapter 1

Introduction

The stakes are high in today’s education. Teacher accountability for student performance is of high importance. If students are failing, teachers are being asked to determine why and help the students meet the specific required standards. The overload of standards and high expectations can be overwhelming. Putting these pressures in place, and the ability to teach lessons effectively and efficiently becomes critical. With all of this in mind, the demand for teachers to manage their classroom is essential to maximize an environment that promotes learning (Taylor, 2009). For this reason, the teacher’s ability to manage his or her classroom is of the utmost importance.

The problem occurs when teachers experience challenging students with inappropriate behaviors that do not stop or change. The teacher has a hard time dealing with these students, so they tend to give them a negative consequence for breaking a rule. The student gets more frustrated, because they keep getting in trouble. The teacher is getting just as upset, because the behavior is not changing. Ultimately, what happens is that the teacher feels, the student is hopeless and does not want to learn. The student can sense the teacher’s feelings, and does not want to attend that teacher’s class, or is unwilling to work for that teacher. It turns into a negative cycle that neither the student nor the teacher is willing or able to escape. Teachers need to recognize the individual student with behavior problems, find a way to reach him or her, and help the student be successful. Teachers need to realize they have to help students change their behavior, instead of constantly giving them a negative consequence. This recognition will allow
teachers to help students with problem behaviors and give the students hope. The
teacher’s classroom will function properly and the teacher and all students will benefit.

Specific Problem

The idea of managing a classroom takes on many different forms. The present
project takes a closer look at the management of students who have emotional
disabilities. The final product is a manual for teachers that provides behavior
management strategies to help teach students with emotional disabilities in an inclusive
classroom. Included in the manual are explanations of the functions of a behavior,
typical behaviors seen in the classroom, data collection ideas and forms, and possible
strategies to help the students change and improve their behavior. In addition, teachers
will have guidance with the manual and feel much less frustrated. Most importantly,
there are strategies in hand to help students with an emotional disability.
Chapter 2 Review of Literature

The Importance of Classroom Management

Classroom management is one of the greatest concerns of teachers and administrators as they plan for the well being and safety of students (Taylor, 2009). In addition, student performance is affected by a less productive classroom. Studies show that teachers who are prepared in the methods of teaching, which includes classroom management, have students who achieve at a greater level. On the other hand, teachers who struggle to control their classes have a high rate of student suspension, expulsion, and drop-out rate (Landau, 2001). Teachers are being held accountable for the progress of their students. Research supports that students progress better when teachers are prepared to manage their classrooms. It becomes important to assure that teachers have the skills to do so.

The major concerns of new teachers are that they are not prepared in classroom management techniques. The importance of the teacher’s ability to manage his or her classroom is evident in the academic performance of the students. Even with this knowledge, a study done within the last ten years shows that 27% of colleges of teacher education do not provide courses specific to classroom management (Landau, 2001). Due to lack of training, teachers become overwhelmed. For 25% of teachers, the behaviors of the students become so overwhelming that they cause the teacher to quit his/her teaching job (Carroll & Hunt, 2003).

Teachers continually ask the special education staff to help them with students who have behavior issues. They usually want a quick fix or want permission to use a
certain punishment that they developed. This response to challenging students comes from the anxiety of the expectations and standards, as well as a lack in knowledge of how to deal with and help students with disabilities.

**Definition of terms**

The following are terms that are discussed in the paper. These are the terms that are the most important to understand for the teachers using the manual.

*Antecedent* – The antecedent is the stimulus that occurs before a behavior. An example is a student being given a math assignment. Right after getting the assignment, he throws his pencil across the room. The stimulus that occurred before the behavior of throwing the pencil was the student being given a math assignment.

*Classroom management* – Classroom management is the teacher’s ability to manage his or her classroom to assure learning for all students.

*Consequence* – This is the result of an action or what happens right after the behavior. For example, when a student refuses to do his work, a teacher may send him out of the room. In this situation, the action is the student refusing to do his work and the result, or consequence, is the student being sent out of the room.

*Data Collection* – This is the information that teachers collect to determine the status of the behavior and how to help students adapt their behaviors. Most importantly, it gives teachers information necessary to develop strategies to help change a behavior.

*Emotional Disability* – In the field of special education, emotional disability has a distinct definition. Based on IDEA law, an emotional disability is a disability that over a long period of time adversely affects the student’s ability to learn based on an inability to build relationships with peers or teachers, inappropriate behaviors or feeling during
normal situations, a general mood of unhappiness or depression, and/or development of physical symptoms brought on by personal or school problems.

*Replacement behavior* – If the behavior of a student is one that affects the student’s ability to learn, as well as those around the student, then a different behavior needs to be established to fulfill the function of the original behavior. That new behavior is considered a replacement behavior.

**Functions of a Behavior**

The function of a behavior tells a teacher why a student displays a particular behavior. When a teacher has a student who displays problem behaviors, it is important to determine the function of the student’s actions in order to help the student change his or her behavior or find a replacement behavior that is appropriate in the classroom. There are four possible reasons a student acts the way he or she does. These four reasons or functions are tangible, sensory, escape, or attention (Swiezy, 2010).

The first possible function is that the student wants a tangible possession. A student may act out because he or she wants a pencil, eraser, book, and so on. There are a lot of different situations where the function could be a tangible one. The student could be jealous of the possessions of others and want to have them for him or herself. He or she may have felt it was his or her “turn” to use something. The tangible item may have been his or hers and someone else is using or has it. The student may want to play a game that is in the classroom. Tangible items can be used as motivators for appropriate behaviors (Cipani & Schock, 2007). Recognizing them as a function first can help use them to become a motivator later. Using an incentive program to replace the behaviors students are displaying is a viable option (Gable, Hoffman, Howell, Quinn, & Rutherford,
For example, if the student wants to play a game in the classroom, they may be allowed to do so after they have achieved the desired behavior or goal. Though tangible items can be used as incentives, they may cause a student to act out to get the tangible item, because they think they have earned it or just want it. The teacher needs to be clear with the expectations and consistent with implementation of the plan (Swiezy, 2010).

The second possible function of a behavior is for sensory reasons (Cipani & Shock, 2007). A student may experience sensory needs that need to be fulfilled. When these needs are not met, a behavior may come to the surface. The senses that a student may need to have fulfilled include all five senses; taste, touch, sight, smell, and sound. An additional sense that should always be considered is movement (Alternative Solutions, 2001). Students with Attention Deficit Disorder or who fall within the Autism Spectrum Disorder may experience sensory needs that must be considered when trying to determine the function of their behavior (Swiezy, 2010). Finding different acceptable stimuli will help manage disruptive behaviors. For example, a student may have a hard time focusing and paying attention due to distractions in the classroom. If given a piece of gum to chew, the student may focus better, because an acceptable sensory need is being met.

Escape is the third function considered when looking at problem behaviors. This is a common function of many students (Cipani & Schock, 2007; Gable et al., 2000; Swiezy, 2010). A student could be trying to escape from doing an assignment, working with someone, an unpleasant situation, or to go to a different place (Gable et al., 2000). When working with a student who is displaying a behavior due to escape, it is important to determine why they are escaping. From there, strategies can be put in place to help
manage the behavior. For example, a student may display a behavior to get out of doing an assignment. One possible reason is the assignment requires the student to answer many questions and, therefore, is overwhelming for the student. To help with the behavior, the teacher can allow the student to do the same assignment with fewer questions.

The last function of the behavior is one that is a common reason for misbehavior, attention seeking. Though students are not generally looking for negative attention from teachers or peers, they often seek the attention in inappropriate ways and, therefore, the result is negative attention (Gable et al., 2000). Students may be seeking attention inappropriately because they do not have the social skills necessary to appropriately get attention (Arritola, Breen, & Paz, 2009), they may only be able to get attention at home by using the inappropriate behavior (Avci & Gucray, 2010), or they do not think they can get the attention in any other way (Gable et al., 2000). The goal of the teacher is to teach the student appropriate behaviors to gain the attention they desire. Teachers should also be looking for ways to give positive attention to these students proactively (Boelter, Call, Ringdahl, & Wacker, 2005). This will help eliminate the problem behavior the student uses to get attention.

Determining the function of a behavior is often very challenging. One reason for this is, at times, the student could have multiple functions (Gable et al., 2000). For example, a student may throw a spit ball at another student because he or she knows others may think it is funny, and he or she will be kicked out of class. The function of attention and escape are both met. Teachers need to remember that knowing why the student is having the behavior is paramount to helping students with their inappropriate
behaviors. Even though it is difficult, it is well worth the time and effort for both the student and the teacher.

**Replacement Behaviors**

Discovering the function of the behavior is only part of the process. Another important step in the process is determining or developing a replacement behavior. A replacement behavior is the behavior that is desired in place of the problem behavior. As mentioned previously, this behavior may have to be taught to the students. The student may be lacking in a specific skill, which causes the student to act out (Carter, Chitiyo, Mayton, & Wheeler, 2006). Teaching the skill or practicing the skill may help the student with the behavior. For the tangible function, the replacement behavior is what the student should be doing to get the tangible item they want. Finding an acceptable behavior that meets the sensory needs is the replacement behavior for the sensory function. A student who tries to escape needs to learn how to communicate what they are escaping from and why. Lastly, a student who is seeking attention needs to learn the appropriate way to get the attention they desire (Cipani & Schock, 2007). Teachers need to realize that finding the replacement behavior and helping the student achieve that behavior will help the student be more successful and allow the classroom to function more effectively.

**Antecedents**

A teacher needs to think about what is happening or has happened prior to the problem behavior, which is called the antecedent. Recognizing and considering the antecedents is important to defining the function of a student’s problem behavior (Borrero, Bourret, Pipkin, Samaha, Sloman, & Vollmer, 2009). The antecedent may be
what is triggering, motivating, or enabling the negative behavior (Bartlett, Bartlett, & Reio, 2008). For these reasons, a teacher needs to consider what is preceding the student’s actions. This will allow the teacher to be proactive in his/her approach to finding strategies to use while helping a student (Carter et al., 2006).

Determining the antecedent can be a difficult task. Some students have behaviors that come on quickly or are displayed for different reasons. At times, the antecedent will be difficult for the teacher to see, such as a social interaction before class or a student’s hunger (Carter et al., 2006). Remembering the importance of this step in helping a student find success should motivate a teacher to put in the necessary work to find the antecedents.

Some things a teacher could do to find the antecedents are to conduct an interview, use a checklist, perform direct observations, or perform an experimental analysis (Carter et al., 2006). An interview can be done to ask the student about the situation or his or her behavior. This gives the student an opportunity to share information that a teacher may not have recognized or observed. A checklist can be used to determine when and how often a student is having the problematic behavior. This can help determine which behavior needs to be addressed first or the timing of the behavior. A direct observation allows the teacher to watch a student and see what happens before the problem behavior. A teacher can use an Antecedent/Behavior/Consequence (ABC) chart during these observations to record the behaviors they observed and identify a pattern of problematic behaviors. Lastly, a teacher can do an experimental analysis. For this, a teacher experiments with different possible antecedents, such as instructional approach or materials (Gable et al., 2000). He or she then analyzes the response of the
students to the change in antecedents. This strategy helps the teacher determine what is happening within their instruction that may be causing a student’s inappropriate behavior.

Determining the antecedents can also be hard for teachers because it can show that the teacher’s interactions with the students may be the cause. A teacher may respond with fear, anger, or annoyance and, in turn, the student reacts negatively to the situation (Hewson, 2007). For this reason, when determining the antecedents, teachers need to leave their egos at the door (Beaty-O’Ferrall, Green, & Hanna, 2010). Teachers need to remember that it is about helping the students and not to take it personally. They also need to realize they may need to do things differently. It may not be the teacher’s interaction with the student, but that the student is not able to function in the dynamics of the class. This could mean the student is having a hard time working with or sitting by a particular student or working with the lecture style of the class. Making changes can be hard for some teachers, but may be necessary for the betterment of the student and class.

**Data Collection of Student Behaviors**

Data collection is an essential step in putting together a program for a student with behavior difficulties (Essential Components of Educational Programming for Students with Behaviour Disabilities, 2006). There are many different reasons for this. One reason is that it is an important step in the process to determine why a student displays an inappropriate behavior. The IDEA, a federal law, requires teachers to observe and collect data to document the concrete behaviors that the student displays (Algozzine, Henley, & Ramsey, 2006). The data that is collected can be analyzed to determine what behavior is happening most frequently or is requiring the most attention. Present levels of performance can be seen by looking at the data as well, and will be used to determine
measureable and attainable goals. The data is used to develop appropriate interventions to help the student improve behaviors (Swiezy, 2010).

In addition to helping develop a program, the data collection is necessary for monitoring the student’s goals (Essential Components of Educational Programming for Students with Behaviour Disabilities, 2006). It helps the teacher see if the student’s behavior is improving or not and determine appropriate changes to the student’s current goals. It shows if the intervention works and provides insight into possible changes (Antaya-Moore, 2008). Communication with parents is important, and the information collected can be used to show the parents how their child is progressing with his/her behavior (Swiezy, 2010).

Collecting data can be a challenging and daunting task. One of the concerns that teachers have is that they are required to teach while collecting the data. The best and most effective way to collect data is to step back from teaching and just observe (Swiezy, 2010). The problem is that most, if not all, teachers can not do that on a regular basis. In addition, many teachers do not know the appropriate data to collect or the right formats to use to collect the data. To make things easier, teachers can use a Data Collection Decision Tree (Swiezy, 2010). This document separates out the categories, explains them, gives example behaviors, and then provides the appropriate format to collect the data. Using the Data Collection Decision Tree will make data collection easier for teachers.
Interventions, Consequences, and Reinforcement

When a teacher has determined why a student displays a negative behavior, the next task is to implement strategies that would help the student find a replacement behavior. Teachers need to consider their consequences, how they conduct their classroom, and how to motivate a student with a behavioral disability. The changes take time and effort but would eventually help the student improve his behavior and, in turn, improve his learning.

Another thing to consider when thinking about a student’s inappropriate behavior is that the consequence that is given may be reinforcing the behavior. A consequence is the result of an action. Keeping in mind the function of the behavior and the antecedents, a teacher needs to recognize that his/her response may reinforce the behavior, even if the behavior is negative (Borrero et al., 2009). If a student is looking for attention and a teacher gives the student attention for his behavior, then the student is being reinforced by the teacher. Another example is when a student wants to get out of completing an assignment, so he acts out so the teacher sends him to the office. The student gets reinforced for the behavior. It is important for teachers to consider their response to the action or the consequence they are giving. A student may learn that he is going to get what he wants based on the consequence a teacher gives, therefore increasing or reinforcing the behavior. In contrast, if the student realizes the result of his action is not getting what he wants, or reinforcing, then the problematic or target behavior would decrease.
**Classroom Management**

One idea that teachers need to consider when thinking about strategies to help students with behavior problems is the way the teacher is managing the classroom. This concept can be hard for teachers. Making a change in the way they teach or manage their classroom is not easy. Teachers have the ability to manipulate how they are teaching to improve the productivity in their class and may need to make changes for the betterment of their class. With this in mind, there are different aspects of classroom management that teachers need to consider when putting together or changing the structure of their class.

One form of classroom management that should be considered is content management (Froyen & Iverson, 1999). This is how the parts of a lesson should look and function before the students come to the classroom. Lessons that are interesting and engaging for the students help to keep the classroom a productive learning environment. Preparing a lesson with the idea that all students learn differently and making sure the different styles are met are also be important.

Understanding the dynamics of the classroom and making adjustments within the learning community is called covenant management. Knowing which students can work effectively with each other and recognizing the interpersonal relationships are important (Froyen & Iverson, 1999). Good teachers are able to prepare themselves and monitor their classroom to make adjustments to ensure effective learning.

Having procedures, rules, and expectations is also an important piece of the learning environment (Froyen & Iverson, 1999). This part of classroom management is called conduct management. Teachers deal with the behavior issues within their class in
this part of their teaching. It does not take long for teachers to find out that one student can change the dynamics of an entire room. One student who argues, cannot sit still, does not do his work, or talks out during lessons can change a teacher’s attitude about a certain period of the day. How a teacher deals with these behaviors is important to the success of his/her classroom. The answer usually is to give the student a negative consequence, such as detention or kicking them out of the classroom. This is the biggest challenge for most teachers. As mentioned previously, they need to check their ego at the door and remember that a student needs to be in the class to learn.

Motivation

Helping a student find an appropriate behavior to meet his needs is the goal of a behavioral intervention plan that is implemented. Motivating the student to change his behavior can be a challenge. Most teachers would like students to be intrinsically motivated, but not all students are motivated that way. The students who are weak in the area of intrinsic motivation will need to be motivated extrinsically (Ingram, 2000; Ma, 2009). Some teachers are afraid that by providing students with extrinsic rewards they will never learn to be motivated intrinsically. In fact, extrinsic rewards would not have a negative effect on intrinsic motivation (Ma, 2009). Extrinsic rewards actually are used as a way of classically conditioning students. At first, the student may be solely motivated by the extrinsic reward, but as time goes by, the student’s reward will turn intrinsic (Ingram, 2000; Ma, 2009).

Many studies have shown that using extrinsic rewards will help a student improve his or her behavior and be more successful (Haywood, Kuespert, Madecky, & Nor, 2008; Ma, 2009). When considering the use of rewards, teachers need to keep a few things in
mind. First, what works for one student will not necessarily work for all (Ma, 2009). Teachers need to determine what a student would work for and make sure the requirements are attainable. Students would respond to the rewards if they feel they have a chance to succeed and the reward is something they want (Ingram, 2000). The reward needs to fit with the goal (Ingram, 2000). A student who has a goal that is challenging will not be willing to put in the hard work if the reward is not one they want. The reward needs to be worth the effort he/she puts forth. Lastly, the teacher needs to follow through (Antaya-Moore, 2008). If the student works for the reward, the teacher needs to make sure he/she provides the reward. If he or she does not, things may get worse or the student would lose trust and will not be willing to try.

Teachers do not need to feel they need to pay a great deal of money for the rewards. There are many rewards that students work for, including positive reinforcement and activities (Ma, 2009). A major reward for a student may cost nothing at all. For example, if a student wants attention from his peers, then allowing him or her to choose a group of friends with whom to eat lunch in the classroom would be a motivator for that student. Teachers need to take the time to figure out what motivates a student and use those motivations to improve his behaviors.

Extrinsic motivators or reward systems have been proven to be successful, but they are not the only solution. Students need a learning environment that is positive and cooperative as well (Haywood et al., 2008). Teachers need to make connections and develop relationships with their students (Hewson, 2007). Students who know their teacher truly cares about them will be more willing to work for that teacher. In addition to that, the teacher is able to be more accurate with the appropriate reinforcers by being
more connected to the student. To create a learning environment that is positive, teachers should be watching for and admiring a student’s behaviors (Beaty-O’Ferrall et al., 2010).

The idea is, as soon as a student does something positive, the teacher should praise the student. If a teacher struggles to catch a student doing the right thing, they should look for the good within a behavior and point that out. For example, a student may be in an argument about who is in charge of a group. The teacher should point out that it is good the student is interested in the assignment and wants to be the leader. The teacher needs to find a way to change things to be positive in the classroom. The student will be more comfortable coming to the class that way and more willing to put in their best effort.

Summary

Students with behavior disabilities are not easy to manage. They need teachers who care and are prepared. Knowing how to find the reason a student is behaving the way they are is the first, most important, and possibly the hardest step in the process. Collecting data is involved throughout the entire process and is used to find the problem behavior and to implement appropriate interventions. Teachers then need to put together a plan that will help the student with his behaviors. Finding the best motivator for the student is an important step. No one step stands alone. They are all necessary to benefit the students with behavior disabilities and inappropriate behaviors. These students truly can succeed. They need the right people in place to implement what is needed to help them.
Chapter 3 Project Outline

Outline

The teachers' manual provides general education teachers with a quick reference for ways to help students with behavior disabilities. Teachers locate behavior management strategies based on the behaviors the student displays. Teachers locate the behavior the student is having and there is a list of possible functions and strategies. Included in the manual is a description of the importance of determining why the student is having the inappropriate behavior. Within that is a brief description of each function of the behavior. Also included is an explanation of the importance of data collection. Lastly, the behavior management concepts and the use of rewards are discussed.

The bulk of the manual is a reference for different inappropriate behaviors experienced in schools today. On each page there is an explanation of the behavior, possible functions, the appropriate data to collect and how to collect it, and finally some possible interventions. The idea is that a teacher can look up a behavior and have some initial ideas on what they can do to help a student and their class.

I. Explanation of Emotional Disabilities – this is used to describe the type of student that this manual is aimed at helping.

II. Function of a behavior – in the section there is a brief description of the importance of determining the function of the behavior and the four possible functions.

III. Data collection – a brief description of why we collect data.
IV. Classroom Management – This section gives a brief look into the influence of the teacher’s classroom management styles.

V. Motivators – A brief explanation on the effectiveness of extrinsic rewards and things to consider when deciding on the right rewards to provide.

VI. The different behaviors – The different behaviors are discussed. The function, data collection, and possible interventions are included.

   a. Refusal to work
   b. Asking to leave the room
   c. Rushing through an assignment
   d. Talking to neighbors
   e. Being a class clown
   f. Talking back to the teacher
   g. Roaming around the room
   h. Playing with things at their desk
   i. Not doing homework
   j. Talking out
   k. Fighting with other students
   l. Asking unnecessary questions

VII. An appendix with data collection charts and a data collection decision tree.
A Teacher’s Manual to Help Teach Students with Emotional Disabilities

By Robert Berkley
Table of Content: Teacher Manual

Overview ........................................................................................................................................... 28

What is an Emotion Disability ........................................................................................................... 29

Functions of a Behavior .................................................................................................................... 30

Antecedents and Classroom Management ......................................................................................... 31

Data Collection .................................................................................................................................. 33

Motivation .......................................................................................................................................... 35

   Steps to Determine Extrinsic Motivators ......................................................................................... 35

   Learning Environment ..................................................................................................................... 36

Behavior Guide .................................................................................................................................. 37

   How to Use the Behavior Guide ....................................................................................................... 37

Possible Interventions ....................................................................................................................... 38

Refusal ............................................................................................................................................... 41

Asking to Leave Room ....................................................................................................................... 42

Rushing Through an Assignment ....................................................................................................... 43

Talking with Neighbors or Talking Out ............................................................................................. 44

Being a Class Clown ........................................................................................................................... 45

Talking Back to the Teacher ............................................................................................................... 46

Roaming Around the Room ............................................................................................................... 47

Playing with Things at the Desk or Fidgeting .................................................................................... 48

Not Doing Homework ....................................................................................................................... 49

Fighting with Other Students .......................................................................................................... 50

Asking Unnecessary Questions ......................................................................................................... 51
Reference ......................................................................................................................... 52
Appendix A-S ..................................................................................................................... 55
Resume ............................................................................................................................... 74
Overview

The stakes are high in today’s education. Teacher accountability for student performance is of high importance. The teacher’s ability to manage his/her classroom is of the utmost importance (Taylor, 2009). Teachers are having a hard time dealing with students with emotional disabilities due to their inappropriate behaviors that do not stop or change. Students who have emotional disabilities can give teachers challenges that can be overwhelming and difficult to solve. This manual has been developed to provide general education teachers with a greater understanding of students with emotional disabilities and strategies to help these students with their problem behaviors.

The first section addresses important information about what emotional disabilities means, the importance of finding the function of the behavior, the importance of data collection, antecedents and classroom management techniques, and motivation. The second section covers specific behaviors with data collection and intervention suggestions to help the student improve his/her behaviors. Lastly, there is an appendix that provides example data collection sheets for each behavior.
What is an Emotional Disability (ED)?

In the field of special education, emotional disability has a distinct definition. Based on IDEA, a special education law, an emotional disability is a disability that over a long period of time adversely affects the student’s ability to learn. This is based on:

- an inability to build relationships with peers or teachers
- an inappropriate behavior or feeling during normal situations
- a general mood of unhappiness or depression
- development of physical symptoms brought on by personal or school problems

In other words, these students are having a difficult time accessing their education due to an inability to control their emotions and behaviors in a school setting.

There are two important details to keep in mind when deciding if a student has an emotional disability.

- The first is whether or not the student is learning. If they are learning and progressing academically, they are not considered to have an emotional disability that would require services.

- The second is whether or not the student is able to control his/her behavior. Students who are making a conscious choice to misbehave are not considered to have an emotional disability. Students with emotional disabilities have a hard time controlling their decisions and often will regret the decision they made later.
Functions of a behavior

The function of a behavior tells a teacher why a student is displaying a particular behavior. When a teacher has a student who is displaying problem behaviors, it is important to determine the function of the student’s actions in order to help the student behave appropriately in the classroom. There are four possible reasons a student is acting the way he or she is. These four reasons or functions are tangible, sensory, escape, or attention (Cipani & Schock, 2007; Gable et al., 2000; Swiezy, 2010)

➢ **Tangible** – A student may want something, such as a pencil, book, or piece of candy. This could be something the student wants, thinks is his or hers, or feels it is their turn to use it. Recognizing them as a function first can help use them to become a motivator later.

➢ **Sensory** – A student may need to fill a sensory need or are over stimulated. The sensory need includes taste, touch, sight, sound, and movement. If the student’s sensory needs are not filled, the student may display inappropriate behaviors.

➢ **Escape** – A student may be trying to escape from something. This includes doing an assignment, working with someone, an unpleasant situation, or they could be trying to go someplace else. It is important to determine why they are escaping in order to develop an appropriate strategy.

➢ **Attention** – A student may be seeking the attention of either the teacher, peers, or anyone. Though students are not generally looking for negative attention from teachers or peers, they often seek the attention in inappropriate ways and, therefore, the result is negative attention.
Antecedents and Classroom Management

Teachers need to think about what is happening or has happened prior to the problem behavior. This is called the antecedent. Recognizing and considering the antecedents are important to define the function of a student’s problem behavior (Borrero, Bourret, Pipkin, Samaha, Sloman, & Vollmer, 2009). The antecedent may be what is triggering, motivating, or enabling the negative behavior (Bartlett, Bartlett, & Reio, 2008). Teachers need to consider what is preceding the student’s actions. This will allow a teacher to be proactive in his/her approach to finding strategies to use while helping a student (Carter, Chitiyo, Mayton, & Wheeler, 2006). The next session addresses data collection. Data collection is an important step in the process of determining the antecedent.

Teachers have the ability to control the antecedents within their classroom by considering your classroom management techniques. Classroom management includes three different aspects of teaching, which includes content management, covenant management, and conduct management (Froyen & Iverson, 1999).

➤ The first is content management. This includes lesson planning and the format in which the content is delivered. Teachers should prepare their lessons with the idea that all students learn differently and make sure the different styles of learning are met.

➤ The second is called covenant management. This refers to understanding the dynamics of the classroom and making adjustments within the learning community. Knowing which students can work effectively with each other and
recognizing the interpersonal relationships will help put students in a better environment to learn.

➢ The third is **conduct management**. This includes having procedures, rules, and expectations. Being able and willing to change or adjust classroom management techniques will help in the process of changing a student’s behavior.

Teachers completely changing the way they teach is not realistic, and that is not what this section is suggesting. It is suggesting that a teacher should take a look at his/her classroom and make adjustments based on manipulating his/her content, covenant, and conduct management. These changes may help a student with an emotional disability. It can be an adjustment that the whole class experiences or just one that is directed at the student who needs the change to be successful. Considering these management concepts could change a student’s outlook of the teacher’s class.
Data Collection

Data collection is an essential step in putting together a program for a student with behavior difficulties (Essential Components of Educational Programming for Students with Behaviour Disabilities, 2006). The data is used:

➢ to determine what behavior is happening most frequently or is requiring the most attention.

➢ to determine present levels of performance.

➢ to create measurable and attainable goals.

➢ to develop appropriate interventions to help the student improve their behavior (Swiezy, 2010).

➢ as documentation to show if the student’s behavior is improving or not, and determine appropriate changes to the student’s current goals.

➢ as an effective form of communication with parents.

Below you will find an explanation of the types of data collection used in this manual.

➢ Tally Sheet – This sheet is used to take data to determine the amount of times a student is displaying a behavior. For example, if a student is asking to leave the room a lot, you can use a Tally Sheet to see exactly how many times the student is asking to leave. Teachers can determine the interval of time, such as per period, per week, per day.

➢ Duration Sheet – This sheet can be used to determine how long a student is having a behavior or how long it takes for a student to have a behavior once the class begins or an assignment begins. For example, if the student is having an issue with roaming around the room, you can use the duration sheet to see how
long the student can sit still prior to starting the behavior of roaming around the room.

➢ **Intensity Sheet** – This is used to determine how intense a student’s behavior may have been. For example, if a student is having issues with fighting with other students, an intensity sheet can be used to determine what kind of fight it is, comparing things like verbal to physical and aggressive to calm.

There are examples of the data collection sheets used in the appendix.
Motivation

Motivating a student with an emotional disability is essential to his/her progress. Most students with emotional disabilities lack intrinsic motivation, so teachers will need to motivate these students extrinsically. At first the student may be solely motivated by the extrinsic reward, but as time goes by, the student’s motivation will turn intrinsic as he/she is more successful (Ma, 2009; Ingram, 2000).

Steps to Determine Extrinsic Motivators

When considering implementing the use of rewards, a teacher needs to keep a few things in mind.

➢ First, what works for one student will not necessarily work for all. You need to determine what a student will work for and make sure the requirements are attainable.

➢ The reward needs to fit with the goal and needs to be worth the effort the student is putting forth.

➢ Lastly, the teacher needs to follow through.

Teachers should not feel the need to go out and buy expensive rewards. There are many rewards that students will work for, including positive reinforcement and activities (Ma, 2009). A major reward for a student may cost nothing at all. For example, if a student wants attention from his/her peers, then allowing him or her to choose a group of friends to eat lunch with in the classroom would be a motivator for that student. Then you need to take the time to figure out what motivates a student and use those motivations to improve his behaviors.
Learning Environment

Extrinsic motivators have been proven to be successful, but they are not the only part of solution. Students need a learning environment that is positive and cooperative, as well (Haywood, Kuespert, Madecky, & Nor, 2008).

➢ Teachers need to make connections and develop relationships with the student (Hewson, 2007). Students who know their teacher truly cares about them will be more willing to work for that teacher.

➢ Watch for and admire student’s positive behaviors (Beaty-O'Ferrall, Green, & Hanna, 2010). The idea is, as soon as a student does something positive, the teacher should praise the student.

➢ Dwell on the positive. It is easy to focus on negative behaviors. Do not ignore the negative, but be sure to point out the positive and build on it.

➢ Use the positive as a source of motivation. Show the student that he is capable of doing well and discuss the feelings he has when they do.

Teachers need to find a way to make the classroom a positive place for the student. The student would be more comfortable coming to the class that way and more willing to put in his best effort.
Behavior Guide

In this part of the manual, teachers can find descriptions of possible interventions and the different behaviors that the student may be displaying. For each behavior, there is a list of possible functions, data collection suggestions, and possible interventions. Keep in mind that all students are different and there is never going to be a generic answer. This section can be used as a guide to point teachers in the right direction. A teacher may need to change an intervention to make it work for him/her or change the intervention he/she used several times before he/she find one that works. A teacher can use this information and any experience with the student to develop the best interventions to help the student and teacher find success.

How to Use the Behavior Guide

To use the guide, follow the steps below:

B – Behavior; identify the behavior the student is displaying at the top of the page.

D – Data; collect and interpret the data of the student’s behavior to determine the baseline information.

F – Function; determine the possible function of behavior.

I – Intervention; choose an intervention by going across the chosen function. Use the intervention headings that are marked with an X and decide what intervention to use. Use the possible intervention key as needed. Page 38-40 have a detailed description of each intervention.

D – Data Follow Up; collect data to determine the effectiveness of the intervention
Possible Interventions

- **Additional Time (AT)** – Just as with the decreased work concept, additional time may help reduce the anxiety and possible behaviors. A suggestion is to set a schedule for the student to stick to it or the additional time will not be helpful. This intervention could work directly with the Segment intervention as well.
  - Students may also need additional opportunities to do the work, such as an after school program, before school, or during lunch.

- **Class Structure (CS)** – A student may have a hard time learning in a class due to the class structure, rules, or teacher’s approach, which may be why they are having a behavior. Completely changing the structure of the class may not be a possibility, but considering minor changes or individual changes to help the student may be possible and helpful. For example, though the class may need to write out their notes, having the student type out the notes may be helpful.
  - Look back at the Antecedent and the Learning Environment Section

- **Fill the Sensory Need (FSN)** – Some students may act out because they have a sensory need to be fulfilled. Some ways to fill the need are chewing gum, stress balls, or soft fur. Allowing the students to use these materials, may help them control their behavior better.

- **Find a quiet place (QP)** – If it is too loud or the student is easily distracted, find a quiet place the student will be able to go to work on the assignment.

- **Incentive Programs (IP)** – For most behaviors, an incentive program can be put together to help motivate the student to work. Use the target behavior to develop your program based on the need of the student and the required outcome. An
example for basing it on the student need is: if the student is having a behavior because they want attention, the reward can be getting the attention they want. An example for the required outcome is: if the teacher wants the student to stay on task, the student should be rewarded when he stays on task. Decide how often or big the reward will need to be based on the student and the behavior. The more challenging the behavior, the more often they should be reinforced for positive behavior or will need to be rewarded.

- **Less work (LW)** – Give the student a smaller amount of problems to do. If the work is hard or will take them a long time to finish, with less to do they may be willing to try.

- **Power cards (PC)** – Develop clearly defined rules and then give the power card as a reminder of the rules before class and as an easy response to the request or behavior.

- **Peer Helper (PH)** – Provide the student with a peer helper. This gives the student necessary support from someone with whom he feels comfortable.

- **Preferred Seating (PS)** – Seating changes can help a student who is having sensory issues, has trouble focusing, has trouble with other students, or needs extra attention. Changing where a student is sitting is a minor change that could make a big difference.

- **Schedule Change (SC)** – A schedule change may help. This is useful in a couple of ways:
  - moving the student away from other students who may be causing an issue
the student may function better at certain parts of the day and may require a certain class being taken at a time that allows him or her to function at their best.

- the dynamics of a class may be more conducive to the students' learning style.

- **Skill Deficit (SD)** – The student may demonstrate a behavior due to not having a necessary skill required to do the work. If the teacher can determine what skill deficit the student has, you can provide accommodation for that skill. Some examples are writing (let them use a computer), reading (use a book on tape), lack of understanding (provide additional examples), or can’t add or subtract (provide a calculator).

- **Segments (SEG)** – Break the assignment into segments. This includes the number of problems or time allotted for an assignment. This helps students with sensory issues or anxiety for the amount of work.
Refusal

Description – The student is refusing to do his work or to comply.

Data Collection:
- Tally Sheet to see how often the student is refusing
- Duration Sheet to see how long the student stays on task

Refer to Appendix A and B for examples

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape - The student may be trying to get out of doing the work because he feels it is too hard or it just requires effort.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention — The student may want the teacher's or their peer's attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sensory — The student may not be able to focus due to sound or an inability to sit still long enough to do the assignment.</td>
<td></td>
<td></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>

Possible Interventions refer to page 38-40 for details:
- AT - Additional Time
- LW - Less Work
- PH - Peer Helper
- SD - Skill Deficit
- IP - Incentive Program
- SEG - Segments
- QP - Quiet Place
Teaching Students with Emotional Disabilities 42

B - Find behavior  D - Collect data  F - Determine possible function  I - Choose an intervention  D - Collect further data

Asking to Leave the Room
Description – The student is asking to leave the room on a daily basis. They may be asking to go to the bathroom, to their locker, or the office every time the class begins.

Data Collection:
➢ Tally Sheet to keep track of the amount of times the student asks to leave the room.
Refer to Appendix D for an example

### Possible Interventions

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — Trying to get out the class due to a bad relationship with the teacher.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — Trying to get out the class due to the class structure making it difficult.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — Trying to get out the class due to the student may have a bad relationship with other students in the class.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — Trying to get out the class due to the class work being difficult.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — Trying to get out the class due to lack of organizational skills.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention Seeking — The student may be seeking attention from the teacher and think this is how to get it.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory — The student may be over or under stimulated due to the time of the class or the structure of the class.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangible — The student may want to go get something daily at a specific time, such as something from his locker or a drink from the water fountain.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
➢ AT - Additional Time
➢ CS - Class Structure
➢ FSN - Fill the Sensory Need
➢ IP - Incentive Program
➢ LW - Less Work
➢ PH - Peer Helper
➢ PC - Power Card
➢ PS - Preferred Seating
➢ SC - Schedule Change
➢ SEG - Segment
➢ SD - Skill Deficit
Rushing Through an Assignment

Description – The student finishes an assignment in 5 minutes that should take 15-20 minutes to finish.

Data Collection:

➢ Duration Sheet to keep track of how long the student worked on an assignment.

Refer to Appendix E for an example

<table>
<thead>
<tr>
<th>Possible Interventions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — The student does not want to do the assignment because it is too hard or there are too many questions.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Attention — The student may finish early to talk with a friend or to get a peer's attention.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory — The student may not be able to focus due to sound or an inability to sit still long enough to do the assignment.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38–40 for details:

➢ CS - Class Structure
➢ IP - Incentive Program
➢ FSN - Fill the Sensory Need
➢ LW - Less Work
➢ PC - Power Card
➢ PH - Peer Helper
➢ PS - Preferred Seating
➢ SEG - Segments
➢ QP - Quiet Place
Talking with Neighbors or Talking Out
Description – The student is talking with his or her neighbor during the class and/or assignments.

Data Collection:
- Tally Sheet to keep track of how many times the student talks to his or her neighbor.
Refer to Appendix F and G for examples

<table>
<thead>
<tr>
<th>Possible Interventions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong> — The student has a bad relationship with the teacher.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escape</strong> — The class structure makes it difficult to learn.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Escape</strong> — The class work may be difficult.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention Seeking</strong> — The student wants the peers attention, whether for social reasons or for help on the assignment.</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><strong>Sensory</strong> — The student may be very impulsive.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
- CS - Class Structure
- FSN - Fill the Sensory Need
- IP - Incentive Program
- PC - Power Card
- PH - Peer Helper
- PS - Preferred Seating
- QP - Quiet Place

Special Notes:
- The most likely function is seeking attention from their peers.
- For escape the student knows if he talks with his neighbor, he will be sent out of the class. If the teacher decides he is trying to escape, then make sure the consequence of being kicked out is not used.
Being a Class Clown
Description – The student displays actions/activities to make other students laugh, such as make fun of other students, goof off, or talk back to the teacher.

Data Collection:
➢ Tally Sheet to keep track of how often the student acts like the class clown in class.
Refer to Appendix H for an example

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — The student has a bad relationship with the teacher.</td>
<td></td>
<td></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>Escape — The class structure makes it difficult to learn.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — The student may have a bad relationship with other students in the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — The class work may be difficult.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention Seeking — The student is seeking attention from the teacher or peers, more likely the peers.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory — The student may be impulsive and does not think before he or she acts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
➢ AT - Additional Time
➢ CS - Classroom Structure
➢ FSN - Fill the Sensory Need
➢ IP - Incentive Program
➢ LW - Less Work
➢ PH - Peer Helper
➢ PS - Preferred Seating
➢ SC - Schedule Change
➢ SEG - Segment
➢ SD - Skill Development

Special Note:
➢ The function will usually be attention seeking, especially from peers.
➢ If the function is escape, the student may feel that if he behaves this way, he will be kicked out of class or he will be able to get out of doing an assignment.
**Teaching Students with Emotional Disabilities**

B - Find behavior  D - Collect data  F - Determine possible function  I - Choose an intervention  D - Collect further data

---

**Talking Back to the Teacher**

Description – the student is disrespectful to the teacher and talks back.

**Data Collection:**
- Tally Sheet to keep track of how often the student talks back.

Refer to Appendix I for an example

<table>
<thead>
<tr>
<th>Possible Interventions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong> — The student has a bad relationship with the teacher.</td>
<td></td>
<td></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>Escape</strong> — The class structure makes it difficult to learn.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escape</strong> — The student may have a bad relationship with other students in the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Escape</strong> — The class work may be difficult.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention</strong> — The student may be seeking the attention of the teacher or peers.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory</strong> — The student may be very impulsive or having a hard time outside of the class.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Interventions refer to page 38-40 for details:**
- AT - Additional Time
- CS - Classroom Structure
- FSN - Fill the Sensory Need
- IP - Incentive Program
- LW - Less Work
- PH - Peer Help
- PS - Preferred Seating
- SC - Schedule Change
- SD - Skill Deficit

**Special Note:**
- The most likely function is to escape. The reason he is escaping will be the challenge.
- The student may be acting this way because he or she feels he or she will be kicked out.
Roaming Around the Room

Description – During independent work time, the student continues to leave his/her seat to do things around the room.

Data Collection:
- Tally Sheet to see how often the student is getting up and roaming around the room.
- Duration Sheet to see how long the student can stay on task and in his or her seat.

Refer to Appendix J and K for examples

<table>
<thead>
<tr>
<th>Possible Interventions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong> — The student may be trying to get out of doing the assignment because the class structure makes it difficult to work.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Escape</strong> — The student may be trying to get out of doing the assignment because the class work may be difficult or there may be too much.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Sensory</strong> — Student may have a hard time sitting still for extended amounts of time.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Sensory</strong> — The classroom maybe too loud for the student to stay on task.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Sensory</strong> — The student is impulsive.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
- CS - Classroom Structure
- LW - Less Work
- IP - Incentive Program
- PH - Peer Helper
- SEG - Segment
- QP - Quiet Place
Playing with Things at the Desk or Fidgeting

Description – The student is off task at their desk playing with materials such as pens, paper, clips, and so on.

Data Collection:
- Tally Sheet to see how often the student plays with things at desk
- Duration Sheet to see how long the student stays on task before playing with things

Refer to Appendix L and M for examples

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — The student may not want to do the work because it is too hard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because he or she doesn’t know what to do.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because there is too much</td>
<td>X</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>Sensory — Student may have a hard time sitting still for extended amounts of time.</td>
<td>X</td>
<td>X</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>Sensory — The classroom maybe too loud for the student to stay on task.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory — The student may have a sensory need that is being filled by playing with the object.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
- AT - Additional Time
- CS - Classroom Structure
- FSN - Fill the Sensory Need
- IP - Incentive Program
- LW - Less Work
- PC - Power Card
- PH - Peer Helper
- QP - Quiet Place
- SD - Skill Deficit
**Not Doing Homework**

Description – The student is not turning in his/her homework assignments.

*Data Collection:*

- Tally Sheet or Grade book to see how often the student is not turning in work.
- Refer to Appendix N for an example

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — The student may not want to do the work because it is too hard.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because he or she doesn’t know what to do.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because there is too much.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because there is no support at home.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because things are difficult at home.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Escape — The student may not want to do the work because he/she lacks organizational skills.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Possible Interventions refer to page 38-40 for details:*

- AT – Additional Time
- CS – Classroom Structure
- IP – Incentive Program
- LW – Less Work
- PC – Power Card
- PH – Peer Helper
- SD – Skill Deficit
Teaching Students with Emotional Disabilities

B - Find behavior  D - Collect data  F - Determine possible function  I - Choose an intervention  D - Collect further data

Fighting with Other Students
Description – The student will argue, threaten, or physically fight with other students

Data Collection:
➢ Tally Sheet to keep track of how often the student is having arguments with other students.
➢ Intensity Sheet to rate the intensity of the interactions.
Refer to Appendix O and P for examples

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape — The student may be trying to get out of the class because he or she has a bad relationship with the teacher.</td>
<td>X</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>Escape — The student may be trying to get out of the class because the class structure is difficult.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape — The student may be trying to get out of the class because the student may have a bad relationship with other students in the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Escape — The student may be trying to get out of the class because the student is having a hard time outside of class and wants to get away.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention — The student may be seeking attention from other students and feels this is the best way to get that attention or have them look up to him or her.</td>
<td></td>
<td></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>Tangible — The student may want something from the other student.</td>
<td>X</td>
<td></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>

Possible Interventions refer to page 38-40 for details:
➢ CS – Class Structure
➢ IP – Incentive Program
➢ PC – Power Card
➢ PS – Preferred Seating
➢ SC – Schedule Change
➢ SD – Skill Deficit
Asking Unnecessary Questions
Description – The student asks many inappropriate questions throughout a class period.

Data Collection:
➢ Tally Sheet to keep track of how many times a student asks a question.
Refer to Appendix Q for an example

Possible Interventions

<table>
<thead>
<tr>
<th>Possible Functions</th>
<th>AT</th>
<th>CS</th>
<th>FSN</th>
<th>QP</th>
<th>IP</th>
<th>LW</th>
<th>PC</th>
<th>PH</th>
<th>PS</th>
<th>SC</th>
<th>SD</th>
<th>SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong> — The student may be trying to procrastinate or prolong the class independent work time.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention</strong> — The student may be seeking attention from the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory</strong> — The student struggles to keep up with the class.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory</strong> — The student has a hard time staying focused.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory</strong> — The student is impulsive.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Possible Interventions refer to page 38-40 for details:
➢ CS – Classroom Structure
➢ FSN – Fill the Sensory Need
➢ IP – Incentive Program
➢ PH – Peer Helper
➢ SD – Skill Deficit
References


Haywood, J., Kuespert, S., Madecky, D., & Nor, A. (2008). *Increasing Elementary and High School Student Motivation through the Use of Extrinsic and Intrinsic*
Rewards (ERIC # ED503268). Education Resource Information Center.

International Journal of Education & the Arts, 8 (18) 1-21.

(ERIC # ED448127). Education Resource Information Center. Retrieved from
http://www.eric.ed.gov

Preparing New Teachers (ERIC# ED453165). Education Resource Information

Ma, H.-H. (2009). Comparison of the Relative Effectiveness of Different Kinds of


Taylor, B. (2009). Classroom Management Impacts Student Achievement: Tips to Thrive
and Survive (ERIC # ED506815). Education Resource Information Center.
Refusal Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Behavior</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Example</td>
<td>Refusing to work</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix C
Refusal Duration Sheet

Refusal Duration Sheet – How long the student works on the assignment before refusing

<table>
<thead>
<tr>
<th>Day</th>
<th>Task Description</th>
<th>Task Started</th>
<th>Time the Student Refused</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>Math Worksheet</td>
<td>8:00</td>
<td>8:05</td>
<td>5 Minutes</td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Appendix D
Asked to Leave the Room Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
<th>Week</th>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asked to leave the room</td>
<td>III</td>
<td>II</td>
<td>III</td>
<td>I</td>
<td>III</td>
<td>13 times</td>
</tr>
</tbody>
</table>

Comments: 
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Appendix E
Rushing Through an Assignment Duration Sheet

<table>
<thead>
<tr>
<th>Day</th>
<th>Name of Assignment</th>
<th>Task Started</th>
<th>Time the Student Finished</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex</td>
<td>Narrative Writing assignment</td>
<td>8:00</td>
<td>8:05</td>
<td>5 Minutes</td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
## Appendix F
Talking to Neighbor Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
</table>

### Talking to Neighbor Tally Sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Talked to neighbor during silent reading</td>
<td>III</td>
<td>II</td>
<td>III</td>
<td>I</td>
<td>III</td>
<td>13 times</td>
</tr>
</tbody>
</table>

| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Comments:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Appendix G
Talking Out Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Behavior</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Example</td>
<td>Student Talked out during Whole group discussion</td>
<td>III</td>
<td>II</td>
</tr>
</tbody>
</table>

Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Appendix H
Class Clown Tally Sheet

<table>
<thead>
<tr>
<th>Week/Example</th>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>The student mocks other students</td>
<td>III</td>
<td>II</td>
<td>III</td>
<td>I</td>
<td>III</td>
<td>13 times</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________
_____________________________________________________
_____________________________________________________
Appendix I
Talking Back to Teacher Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td><strong>Behavior</strong></td>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>Example</td>
<td>Student says the teacher can not make them work</td>
<td>II</td>
<td>II</td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Appendix J
Roaming Around the Room Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Behavior</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Example</td>
<td>Student is up out of his/her seat</td>
<td>III</td>
<td>III</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## Appendix K
Roaming Around the Room Duration Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
<th>Day</th>
<th>Task Description</th>
<th>Task Started</th>
<th>Time the Student refused</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ex:</td>
<td>Writing Assignment</td>
<td>8:00</td>
<td>8:03</td>
<td>3 Minutes</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix L
Fidgeting Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Behavior</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Example</td>
<td>Student clicks his pen repeatedly</td>
<td>III</td>
<td>III</td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Appendix M
Fidgeting Duration Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Task Description</th>
<th>Task Started</th>
<th>Time the Student Refused</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher lead discussion</td>
<td>8:05</td>
<td>8:13</td>
<td>8 Minutes</td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Appendix N
Homework Not Finished Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Behavior</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Example</td>
<td>Math Homework not turned in or turned in but not done</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Comments: _____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
Appendix O
Fighting with Other Students Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td><strong>Behavior</strong></td>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>Example</td>
<td>Student threatens another student</td>
<td>I</td>
<td>II</td>
</tr>
</tbody>
</table>

Comments:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
## Appendix P

### Fighting with Other Students Intensity Rate

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Description of Interaction</td>
<td>Verbal or Physical</td>
<td>10 - Most Intense</td>
</tr>
<tr>
<td>Ex:</td>
<td>Student shoved another student once to move the student out of his way</td>
<td>Physical</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

---

---

---

---
## Asking Unnecessary Questions Tally Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Student is asking questions</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IIIII</td>
<td>III</td>
<td>24 times</td>
</tr>
</tbody>
</table>

Comments:

---

---
Appendix R
Blank Tally Sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Student asks to go to his locker</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>4 Times</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
## Appendix S

Blank Duration Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Teacher:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex:</td>
<td>How long the student stays on task during independent work time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Started</th>
<th>Time the Student Refused</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05</td>
<td>8:13</td>
<td>8 Minutes</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Information withheld for privacy.
Information withheld for privacy.