

<b>Desired Behavior</b>	<b>Behavior of Concern</b>	<b>How will we address it?</b>	<b>Parents Response</b>	<b>Student Response</b>	<b>School Response</b>
<b>Appropriate Self-Expression</b>	<b>Swearing/Profanity</b>	<ul style="list-style-type: none"> <li>• Self-Expression should look, feel and sound familiar in school, community &amp; home</li> </ul>	<ul style="list-style-type: none"> <li>• Learn school expectations</li> <li>• Talk daily with Child</li> <li>• Establish norm for daily self-expression</li> <li>• Communicate with school</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Monitoring</li> <li>• Understanding expectations</li> <li>• Monitor exposure to profanity</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly define offensive language</li> <li>• Post lists</li> <li>• Link Self Esteem to Language</li> <li>• Create Incentives</li> <li>• Role Play Scenarios</li> </ul>
<b>Following Directions</b>	<b>Noncompliance</b>	<ul style="list-style-type: none"> <li>• Keep it simple</li> <li>• Consistency with language and follow through</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of staff roles</li> <li>• Support &amp; encourage – role model what compliance looks like</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new skills</li> <li>• Celebrate progress</li> <li>• Understand problems can be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Simple directions</li> <li>• Teach compliance</li> <li>• Empower students</li> <li>• More positives than negatives</li> </ul>
<b>Honesty</b>	<b>Lying/Lacking Integrity</b>	<ul style="list-style-type: none"> <li>• Reinforce established norms &amp; values for all environments</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly establish household norms &amp; values</li> <li>• Practice honesty skills</li> <li>• Do NOT punish honesty</li> <li>• Limit exposure to dishonesty in media</li> </ul>	<ul style="list-style-type: none"> <li>• Understand &amp; rationale practice honesty.</li> <li>• Learn from others</li> <li>• Practice self-talk – “I CAN STATEMENTS...”</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly establish norms</li> <li>• School based discussions academic honesty &amp; integrity</li> <li>• Celebrate honesty</li> <li>• Share stories about honesty</li> </ul>
<b>Maintaining Boundaries</b>	<b>Touching Inappropriately</b>	<ul style="list-style-type: none"> <li>• Zero Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of school confidentially</li> <li>• Model maintaining boundaries</li> <li>• Understand monitoring reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know school counselor &amp; other supports</li> <li>• Practice boundaries</li> <li>• ASK FOR HELP</li> </ul>	<ul style="list-style-type: none"> <li>• Respect cultural differences</li> <li>• Guidelines on personal boundaries &amp; respect</li> <li>• Encourage alternative strategies for intrusive touching &amp; negative attention seeking</li> <li>• Develop consistent safety plans (fire drills, school evacuation)</li> </ul>
<b>Recovering from Upsetting Events</b>	<b>Negative Attitude</b>	<ul style="list-style-type: none"> <li>• Consistent teaching of Coping Skills</li> <li>• Allow student to calm down – give appropriate time</li> <li>• Empathy /Sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Teach strategies to calm down</li> <li>• Process negative events with child</li> <li>• Be supportive during recovery</li> <li>• Reinforce personal care</li> <li>• Teach Self Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with peers</li> <li>• Practice calming down</li> <li>• List people you can communicate with</li> <li>• Understand how to return to class – plan for restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Offer supports</li> <li>• Utilize assistive techniques (charts, etc...)</li> <li>• Practice Crisis Processing</li> <li>• Give feedback to student</li> <li>• Show caring &amp; concern</li> </ul>
<b>Respecting Property</b>	<b>Property Destruction</b>	<ul style="list-style-type: none"> <li>• Disrespect &amp; destruction will always result in some form of restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce school is for everyone – safe place</li> <li>• Regular check-in with school</li> <li>• Expect &amp; support restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring destructive tendencies and behaviors</li> <li>• Look for patterns</li> <li>• Expect restitution as a consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Teach differences between mine, his and ours</li> <li>• Cue and Prompt</li> <li>• Reinforce respect for community &amp; people in it</li> <li>• Coach students with examples</li> </ul>

<b>Safety</b>	<b>Hitting/Shoving/Hor seplaying</b>	<ul style="list-style-type: none"> <li>• Posting of rules &amp; expectations in all environments</li> <li>• Consistency with those rules &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss safety rules &amp; values at home</li> <li>• Have family plan</li> <li>• Support &amp; reinforce the schools efforts</li> <li>• Focus on prevention first</li> <li>• Model appropriate emotional expression</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Awareness &amp; Self Expression</li> <li>• Believe it's never okay to have physical contact</li> <li>• Designate a quiet area to calm down</li> <li>• Learn from your mistakes &amp; others</li> <li>• Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined safety plans</li> <li>• Teach students how to relax</li> <li>• Safety involves ALL – School wide concern</li> <li>• Be present in hallways &amp; other unstructured environments</li> </ul>
<b>Satisfying Interactions</b>	<b>Power Struggles</b>	<ul style="list-style-type: none"> <li>• Limit engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child to initiate conversations with others</li> <li>• Monitor power struggles at home</li> <li>• Help child accept NO</li> <li>• Help child to learn to say NO</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness that life is full of rules &amp; expectations NOT just school</li> <li>• Constant observation</li> <li>• Communicating involves listening</li> <li>• Avoid sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Help student accept NO as an answer</li> <li>• Help students learn when to say No</li> <li>• Show negative consequences of arguing</li> <li>• <b>Use DEARMAN:</b>  <b>D = Describe problem</b>  <b>E = Express</b>  <b>A = Assert</b>  <b>R = Reinforce</b>  <b>M = Mindful</b>  <b>A = Appearance</b>  <b>N = Negotiate</b> </li> </ul>
<b>Staying in Designated Areas</b>	<b>Unauthorized Leaving</b>	<ul style="list-style-type: none"> <li>• Positive Reinforcement</li> <li>• Clear expectations across environment</li> </ul>	<ul style="list-style-type: none"> <li>• Removing an audience</li> <li>• Clearing define house rules &amp; norms (Constant Practice)</li> <li>• Practice in community</li> <li>• Restrict attention for wandering</li> <li>• Collaborate with other parents</li> <li>• Teach &amp; re-teach curfew</li> </ul>	<ul style="list-style-type: none"> <li>• Practice positive attention seeking</li> <li>• Make a contract with self</li> <li>• Heighten awareness in unstructured areas</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Social Contracts</li> <li>• Create structured environments</li> <li>• Teach proper movement to &amp; from</li> <li>• Proper transitions for instruction</li> <li>• Provide sensory &amp; kinetic input</li> <li>• Combine verbal &amp; non-verbal cues</li> </ul>
<b>Waiting to Talk</b>	<b>Talking Out</b>	<ul style="list-style-type: none"> <li>• Consistency across environments</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize "I statements"</li> <li>• Be realistic about interruptions</li> <li>• Practice waiting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor your behavior</li> <li>• Observe &amp; model others</li> <li>• Celebrate change</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear expectations for properly interrupting others</li> <li>• Cultural Awareness</li> <li>• Using verbal &amp; non-verbal cues</li> <li>• Changing seating arrangement</li> </ul>

**Resource:** Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention From Firwood & Oak Grove Schools (2005)

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