Implementing Behavioral Strategies: Considerations and Sample Resources

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National Center on INTENSIVE INTERVENTION
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Implementing Behavioral Strategies

Purpose:

This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and/or behavioral support. The strategies are intended to support teachers working with students with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies also are included.

Structure:

Each strategy includes a description of the (a) purpose and overview; (b) type of strategy; (c) behavior(s) addressed; (d) setting; (e) required materials; (f) implementation procedures and considerations; (g) sample scripts or formats; (h) potential intensification strategies; and (i) additional resources (where available).

Terminology and Definitions:

1. **Reinforcement:** Actions to make a target behavior more likely to occur in the future.
   - **Positive Reinforcement:** Adding something pleasant or desirable (e.g., toy, food, attention) to make a target behavior more likely to occur.
   - **Negative Reinforcement:** Taking something unpleasant or undesired away (e.g., aspirin to relieve a migraine) to make a target behavior more likely to occur.

2. **Reinforcers:** Incentives (either a reward or the removal of something undesired) that are given to students after they display an appropriate/expected behavior. Use of reinforcers should increase students' continued demonstration of the appropriate/expected behavior.

3. **Punishment:** Strategies used to decrease or terminate students' demonstration of a challenging behavior, including time-out or loss of privileges.

4. **Consequences:** Events that occur after the demonstration of any behavior. Consequences can be positive or negative.

5. **Consequence Clause:** A clause that identifies specific consequences that will be delivered if students do not meet goals/success criteria.

6. **Replacement Behavior:** An appropriate behavior that a student is taught to use to replace a challenging behavior. The replacement behavior should serve the same function as the challenging behavior.

7. **Consequence Modification:** Strategies to encourage students' demonstration of an appropriate/expected behavior.

8. **Antecedent Modification:** Strategies to prevent students' demonstration of challenging behavior by clearly defining appropriate/expected behaviors.

9. **Schedule of Reinforcement:** Established rules or procedures that a teacher follows to deliver reinforcers.

10. Intermittent Reinforcement: Delivering reinforcers at random time intervals that do not follow a pattern.

Considerations for Successful Implementation:

- These strategies may coincide or be used along with other interventions/strategies (e.g., Check In Check Out).

- The strategies should be aligned with school- and class-wide expectations.

- The reinforcers should be aligned with the hypothesized function of student behavior (e.g., attention, escape, avoidance, sensory).

- When using behavior management systems that award students points for demonstration of appropriate/expected behavior, it is important not to take away points after students earn them. Taking away earned points diminishes their value and may cause students not to care about earning future points.

- When using consequence clauses that include a form of punishment (e.g., time-out, loss of privileges), it is important to accompany them with strategies to teach replacement behaviors and/or strategies that encourage student demonstration of appropriate/expected behavior.

- For students with more intensive behavior, individualize class-wide strategies (using the potential intensification strategies) and consult with a behavior specialist/team in the event that strategies are not resulting in progress.

Examples of Reinforcers

Tangible	Activity-Based	Social	Intangible
Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books	Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher	Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student	Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

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Behavior Contracts

Purpose and Overview:

Students and teachers agree on a common goal for addressing a problem behavior and develop a written agreement. The agreement should be written positively, stating what the student is expected to achieve for meeting the terms of the contract. Contracts should be easy to understand by teachers, parents, and students. Contracts should be for a short duration and be achievable in that time frame.

Type of Strategy:

Antecedent modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Can be used to address any challenging behavior

Setting:

Educational and home settings

Materials:

- Writing utensil and paper or a typed document
- Point sheet, daily behavioral progress report, or Check In Check Out (CICO) monitoring sheet

Implementation Procedure:

1. Develop a point sheet, behavioral progress report, or CICO monitoring sheet to use along with the behavior contract.
2. Identify the target behavior with the student.
3. Identify reinforcers that the student will work to earn (e.g., tell a joke, computer time, an activity, an item from a prize box).
4. Establish a schedule of reinforcement that is appropriate for student need. Start with more frequent reinforcement and fade over time.
5. Set a realistic performance goal with the student.
6. Write down the agreed-upon goal and have everyone involved in the development of the contract sign it.
7. Monitor the student's performance using the point sheet/progress report and modify the contractual goal, as needed.

Implementation Considerations:

- Students should be involved in writing a behavior contract.

- Students need to choose a reinforcer that they want to work to earn.

- As students' needs and interests change throughout the year, revisiting the contract and reinforcers may be warranted.

- School-based contracts may be written on the back of the daily progress report.

- School-based contracts may require a parent signature, so that the school personnel know that the parent read the agreement.

- Target behaviors can range in specificity. For some students, adherence to school-wide expectations may be appropriate (e.g., being respectful, responsible, or safe), while for other students, more specified behaviors may need to be considered, such as the demonstration of a replacement behavior or social skill (e.g., asks for a break, raises hand, takes deep breaths to calm down).

Sample Behavior Contracts

Contract with Home-Based Reward:

We agree that whenever Anthony has a day at school when he earns six or more stars, he will receive one point at home. When he receives five points, he will be allowed to go to a movie of his choosing.

_____   _____

 Today's date   Anthony's signature

_____   _____

 Expiration date   Teacher's signature

                                                 _____

                                                 Anthony's mother's signature

Contract with School-Based Reward:

If <insert student name> is safe and responsible and earns eight points during the day, then <insert student name> will be allowed to choose one of the following activities for the last 15 minutes of the day.

- ✓ Play a game
- ✓ Lay head down on desk
- ✓ Play cards
- ✓ Tell a joke
- ✓ Play on the computer
- ✓ Have a snack

 <Insert student name> may only choose to do one of the above activities, nothing else.

_____   _____

 Date   Student's signature

                                                 _____

                                                 Teacher's signature

Potential Intensification Strategies:

- Behavior contracts may be used in conjunction with existing interventions/strategies (e.g., CICO or a social skills group) to include goal setting related to a targeted behavior.

- Behavior contracts also may be developed with families to support home-school partnerships and facilitate consistency across settings.

- When appropriate, behavior contracts can incorporate a self-management component to encourage student ownership.

- For students presenting with attention-seeking behavior, identify reinforcers that will allow students to gain attention (e.g., one-on-one time with a peer or teacher or allowing them to share something in front of the class).

- For students with more challenging behavior, include a "consequence clause" in the event that the student does not meet his or her goal. Identify consequences up front (e.g., if Johnny does not meet his goal, he will not receive additional time on the computer).

- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her goal. Reinforcement schedules should be included in the contract.

- For students who are non-verbal or have limited cognitive skills, use a preference assessment to identify reinforcers and develop a contract and point sheet with visuals/pictures.

- Determine if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

Additional Resources:

- About Education website: http://specialed.about.com/od/Posivitive-Behavior-Support/a/Behavior-Contracts-A- Weekly-Level-System-Contract.htm

- Chandler, L. K., & Dahlquist, C. M. (2010). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (3rd ed.), pp. 151–152. Upper Saddle River, NJ: Merrill.

- Intervention Central website: http://www.interventioncentral.org/behavioral-interventions/challenging- students/behavior-contracts

Point Sheets/Behavior Report Cards

Purpose and Overview:

Students earn points throughout the day that can later be redeemed for access to preferred reinforcers or activities. When implementing any system, a teacher needs to be clear about the expectations and how students are to earn points.

Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers may be tangible, activity based, social, or intangible.

Type of Strategy:

Consequence modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Can be used to address any challenging behavior

Setting:

Classrooms and transitional settings (e.g., lunch, recess)

Materials:

▪ The student's schedule with a column included to award points

Implementation Procedure:

1. Develop a point sheet to place on a student's desk to act as a visual reminder for the student and teacher (see example on next page).
2. Identify on the point sheet the specific time periods/subjects when the student can earn points.
3. Set a goal with the student about how many points he or she is striving to achieve.
4. Define the behavior that will be targeted for earning points.
5. As the student demonstrates the targeted behavior, award a point and provide specific detail about why the student earned the point.
6. At the end of the time period or day, tally the points to see if the student met his or her goal.

7. If the student met his or her goal, verbally connect the reward to the student's behavior and allow him or her to select a reward.

Implementation Considerations:

- Point sheets can describe broad behaviors, such as "Eddie will be respectful to his peers during reading," or specific ones, such as "Harper will stay in his seat with no more than two reminders to earn his point."

- For younger students who cannot read, a visual version of their schedule can help them know what part of the day they are at and whether or not they have earned their points.

- Teachers may use the point sheets to collect data and track patterns, allowing them to make a change at times when behaviors are likely to occur by providing precorrection, restating expectations, and/or reminding students of their goals.

- Point sheets also may be developed with families to support home-school partnerships and to facilitate consistency across settings.

- When appropriate, point sheets can incorporate a self-management component to encourage student ownership.

Sample Scripts and Point Sheets

Sample Script for Delivering Points:

Eddie, I really liked how today you were listening closely when Sophie was sharing her story during writing. You earn your point for being respectful.

Sample Point Sheet #1:

Broad Behavior Goal: Eddie needs to earn six stars for demonstrating respectful and responsible behaviors to receive an extra activity at the end of the day.

Specific Behavior Goals:

Respectful: Eddie will earn his respectful point by talking kindly to teachers and other students. This means no yelling.

Responsible: Eddie will earn his responsible point by getting right to work when asked to by the teacher and staying on task throughout the class period with no more than two reminders.

	Respectful	**Responsible**
Math		
Recess: Keep hands to self		
Reading		
Lunch/recess		
Writing		
PE		
End-of-day check-in/total		

Sample Point Sheet #2:

Specific Behavior Goals:

Respectful: Sophia will earn her respectful point by raising her hand when she has a comment and using an inside voice.

Responsible: Sophia will earn her responsible point by asking permission before leaving her seat.

	Respectful	Responsible
Math		
Recess		
Reading		
Lunch/recess		
Writing		
Recess		
PE		
Total for the day		

Sample Weekly Point Sheet

Alex will earn his responsible points by keeping his hands and feet to himself.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work 9:10–9:30 a.m.					
Math 9:35–10:05 a.m.					
Recess					
Reading 10:25–11:15 a.m.					
Lunch/recess					
Writing 1:15–2:05 p.m.					
Recess 2:10–2:30 p.m.					
Specialist P.E./Library/Music					
End-of-day check-in/total					

Sample Point Sheet for an Older Student #1:

Jaycob is working toward earning two points in each of his classes. If Jaycob earns 10 points total, he can have a choice of activity during the end of the day in homeroom.

Jaycob is respectful by raising his hand when he has a comment and using appropriate language in the classroom.

- 0 reminders=2 points
- 1 reminder=1 point
- More than 1 reminder, using disrespectful language, or needing to leave the room=0 points

	Respectful	Responsible	Teacher Signature	Comments
Math				
Science				
English				
Lunch				
Writing				
Spanish				
PE				
Total				

To be circled by Jaycob:

Did I earn 10 points today?   Yes   No

Free-choice activity: Read   Talk to peer   Listen to music

Parent signature: _____

Sample Point Sheet for an Older Student #2:

Jaycob is working toward earning two points in each of his classes. If Jaycob earns 10 points total, he can have a choice of activity during the end of the day in homeroom.

Jaycob is responsible by starting his work and working for the entire class time.

- 0 reminders=2 points
- 1 reminder=1 point
- More than 1 reminder, throwing things, or needing to leave the room=0 points

	Respectful	**Responsible**	**Teacher Signature**	**Comments**
Math				
Science				
English				
Lunch				
Writing				
Spanish				
PE				
Total				

To be circled by Jaycob:

Did I earn 10 points today?   Yes   No

Free-choice activity: Read   Talk to peer   Listen to music

Parent signature: _____

Potential Intensification Strategies:

- Point sheets can be used in conjunction with existing interventions/strategies (e.g., Check In Check Out or a social skills group) or a behavior contract.

- Have students self-reflect on their performance in addition to awarding points.

- For students demonstrating attention-seeking behavior, provide reinforcers that give them attention (e.g., one-on-one time with a peer or teacher, allowing them to share something in front of the class).

- For students with more challenging behavior, include a "consequence clause" in the event that the student does not meet his or her goal and identify consequences up front.

- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her goal.

- For students who are non-verbal or have limited cognitive skills, use a preference assessment to identify reinforcers and develop a point sheet with visuals/pictures.

- For older students, it is generally a good idea to give them responsibility for managing their data sheets, such as using a folder to carry them between classes. Also, there could be two sheets—one for the student and one for the teacher to complete so that comparisons can be made about the student's performance.

- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

Additional Resource:

- Intervention Central's online system to help develop contracts and point sheets: http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker?step=1

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Classroom Conversations and Participation

Purpose and Overview:

To increase student participation in class discussions or small- or whole-group activities where students are expected to participate. Participation expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students.

Reinforcers can be tangible, activity based, social, or intangible.

Type of Strategy:

Antecedent modification

Behavior(s) Addressed:

Lack of participation or motivation during small-group or class-wide activities or discussions

Setting:

During whole-class or small-group activities

Materials:

- Chips, markers, cubes, or other tangible items that the student can hold and turn in when he or she participates. (In the examples below, the word "markers" is used.)

Implementation Procedure:

1. At the start of a small-group activity or class-wide discussion, pass out three markers (the number can vary based on time or activity constraints) to all students.
2. Provide an explanation of what the markers will be used for (see sample script on next page).
3. As students participate (e.g., asking a question, making a comment, responding to a peer), have them turn in their markers. Once all of the markers are given back, the student has met the contribution requirements.
4. Provide access to reinforcers for students who exceed the expectations and make additional contributions.
5. As overall participation increases, increase the number of markers.

Implementation Considerations:

- When implementing any behavior management system, teachers need to be clear about the expectations and how students are to redeem their markers.

- Teachers can give students any number of markers, but students should be able to successfully meet the criteria.

- If implementing in a whole-class setting, take into account student personalities with regard to how much participation is expected of them.

- If using a point system or report card, make sure that the participation is tied to that system as well. For example, tell students that if they turn in all three markers they can earn their participation point for that activity block.

Sample Script

Describe System to Students (Small Group or Whole Class):

I really want to make sure that everyone has a chance to participate in our discussions. We have a lot of people who contribute all the time, and others who rarely contribute. To ensure that everyone has a chance to contribute, we are going to implement a new system that will help ensure that everyone participates.

I am going to give you three markers. My expectation is that during our discussion today you will contribute three times. You can ask a question that's related to our topic, share about a topic experience, or add to the discussion in any other school-appropriate way. Each time you participate in class, you will hand me a marker. Once you turn in all your markers, your participation in our class discussion is completed.

Potential Intensification Strategies:

- Individualize the system by only providing markers to students who require additional motivation to participate in class discussions.

- Reverse the strategy for individual students by setting a goal and handing out markers for appropriate participation, rather than giving students markers in advance and collecting them during the discussion. For example, set a goal with students to earn five participation markers during a discussion and award them a marker each time they appropriately contribute.

- For students who tend to engage in attention-seeking behavior during classroom discussions (e.g., blurting out answers, making inappropriate comments, sharing unrelated information), individualize the system by having them earn markers for demonstrating a replacement behavior for appropriate participation (e.g., raising their hand to participate, writing down their comment or response instead of blurting it out).

- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

Intermittent Reinforcement Using a Timer

Purpose and Overview:

Students earn points for being on task when a timer goes off. Using different time intervals supports the goal of increasing students' on-task behavior through intermittent reinforcement. Points are redeemed for access to preferred reinforcers or activities. When implementing any system, a teacher needs to be clear about the expectations and how students are to earn points. Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers can be tangible, activity based, social, or intangible.

Type of Strategy:

Consequence modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e.g., blurting out answers, getting out of seat, interrupting others)

Setting:

During whole-class or small-group activities

Materials:

- Timer
- Point card/sheet for the whole class or each individual student

Implementation Procedure:

1. Explain to the whole class or a small group of students that you will be setting a timer to "catch" them being on task.

2. Define the expectation for "on-task" behavior.

3. Set the timer for random amounts of time (times should range, be unpredictable, and can include minutes or seconds). For example, start with 75 seconds, and then increase the time to 120 seconds. When first using this strategy, use shorter increments of time and then gradually increase the time. Make sure the intervals are not predictable.

4. When the timer goes off, if students are on task, tell them to add a point to their point sheet. If students are not on task, remind them of the expectations and challenge them to be on task when the timer goes off the next time.

5. Continue setting the timer at different time intervals and awarding points.

6. If at the end of a specified time period the students have earned an agreed-upon number of points, allow them to select a reinforcer.

Implementation Considerations:

- For class-wide implementation, the reinforcer can be connected to another behavior management/token economy system (i.e., meeting the criteria equals one handful of beads toward a classroom party).

- This strategy can be used for individual students, with small groups, or with the whole class. If used for individuals, it is helpful if point sheets are located close to both the teacher and the student, allowing access for the teacher to award points and for the student to see how he or she is doing.

- If used in conjunction with a behavior report card, teachers can set goals for students to be on task in order for them to earn points. For example, during a specific block of time on the behavior report card, the teacher can have the timer go off five times. If the student is on task for at least four of those times, he or she then earns a point and indicates that on a behavior report card.

- It is important to set the timer for random intervals so that students are not able to predict when they should be on task, encouraging their consistency in demonstrating on-task behavior.

Sample Scripts

When giving a point to the class:

"The timer went off and I see everyone is on task; that is a point for each of you."

Acknowledging that the timer went off but no point was earned:

"Not everyone was on task. Who can raise their hand and tell me what needs to be done next time to earn a point?"

Potential Intensification Strategies:

- If you would like to use the strategy to reward an individual student during a whole- or small-group lesson or activity and do not want the timer to disrupt all students, set the timer to "vibrate mode" and agree upon a signal with the individual student (e.g., touching your ear, pretending to cough) that notifies him or her when the timer goes off.

- Incorporate proximity control and walk around the classroom to highlight how an individual student was demonstrating on-task behavior when the timer went off as a way to model expectations.

- Increase the number of points given to individual students during times of the day when they are more likely to engage in problem behavior (e.g., during unstructured times, during academic subjects they struggle with).

- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her goal.

- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

The "You-Me" Game

Purpose and Overview:

Have students compete with the teacher to earn points. Points are earned by students when the teacher "catches" them meeting behavioral expectations. Points can be redeemed for access to preferred reinforcers or activities. When implementing any system, a teacher needs to be clear about the expectations and how students may earn points.

Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers can be tangible, activity based, social, or intangible.

Type of Strategy:

Antecedent modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e.g., blurting out answers, getting out of seat, interrupting others)

Setting:

Whole-class or small-group activities

Materials:

- A chart with "You" and "Me" columns (one chart for each student if using the strategy with a small group or an individual student, or one large chart if using the strategy with a large group)
- Pen, pencil, or marker

Implementation Procedure:

1. Create a chart with "You" and "Me" columns.
2. Establish criteria for success (e.g., 10 "You" points and no more than five "Me" points).
3. Demonstrate how points can be earned during instruction by holding a practice session. If there is an individual student who struggles with a targeted learning skill, have him or her model the expected behavior and provide him or her with feedback before the strategy is incorporated within instruction. Peers also can model learning skills.
4. During instruction, award points to the class in the "You" column when they are meeting behavioral expectations. If a reminder has to be given to the students, award a point to the

teacher in the "Me" column. Points also can be awarded to an individual student during class-wide or small-group activities.

5. When awarding points, teachers should explicitly state why they were earned.

6. Students are encouraged to support one another. If individual students are causing the class not to earn a "You" point, then the strategy should be individualized.

7. If students meet the established criteria for success, they can earn access to a reinforcer.

Implementation Considerations:

- For class-wide implementation, the reinforcer may be connected to another behavior management/token economy system (i.e., meeting the criteria equals one handful of beads toward a classroom party).

- If used for individuals, it may be helpful to use the specific "You/Me" points in conjunction with a daily behavior report card.

- For older students and/or students with self-monitoring skills, they can be responsible for awarding themselves a point in the appropriate column.

- More frequent reinforcement should be provided initially and then gradually faded.

Sample "You/Me" Chart and Scripts

Sample Script

When giving a point to the class:

"I see that everyone is following along with their finger. That's a point for each of you."

When giving the teacher a point:

"Not everyone was on task. That's a point for me. Who can raise their hand and tell me what needs to be done next time for students to earn a point?"

Sample Chart

YOU	ME

Class goal: More than 10 tallies in the "You" column AND no more than five tallies in the "Me" column equals one handful of beads for our classroom party (these point values may vary based on student age, timing, and so on).

Potential Intensification Strategies:

- Individualize the behavioral expectations by incorporating replacement behaviors that a student is learning.

- Use peer modeling to support students who struggle with demonstrating the appropriate behavior prior to implementing the strategy during a large-group instructional activity.

- For students with more challenging behavior, include a "consequence clause" in the event that the student does not meet his or her established criteria for success and identify consequences up front.

- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her established criteria for success.

- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

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Yes/No Learning Skills Chart

Purpose and Overview:

Teachers award points to students for "catching" them when they engage in appropriate learning skills (i.e., keeping their eyes on the teacher, following directions the first time, following along with instruction, raising their hand, volunteering to answer questions). Points may be redeemed for access to preferred reinforcers or activities. When implementing any system, the teacher needs to be clear about the expectations and how students are to earn points. Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers can be tangible, activity based, social, or intangible.

Type of Strategy:

Antecedent modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e.g., blurting out answers, getting out of seat, interrupting others)

Setting:

During whole-class or small-group activities

Materials:

- A chart with "Yes" and "No" columns and rows identifying specific learning skills (one chart for each student if using the strategy with a small group or an individual student, or one large chart if using the strategy with a large group)
- Pen, pencil, or marker

Implementation Procedure:

1. Create a chart with "Yes" and "No" columns and rows with specific learning skills (i.e., keeping eyes on the teacher, raising hand, staying in seat).
2. Establish criteria for success (e.g., 10 "Yes" points and no more than five "No" points).
3. Demonstrate how points can be earned during instruction by holding a practice session. If there is an individual student who struggles with a targeted learning skill, have him or her model the expected behavior and provide him or her with feedback before the strategy is incorporated within instruction. Peers also can model learning skills.

4. During instruction, award points to the class for demonstrating the targeted learning skills. Points also can be awarded to an individual student during class-wide or small-group activities.

5. When awarding points, teachers should explicitly state why they are being earned.

6. Students should be encouraged to support one another. If individual students are causing the class not to earn a "Yes" point, then the strategy should be individualized.

7. If students meet the established criteria for success, they can earn access to a reinforcer.

Implementation Considerations:

▪ For class-wide implementation, the reinforcer may be connected to another behavior management/token economy system (i.e., meeting the criteria equals one handful of beads toward a classroom party).

▪ If used for individuals, it may be helpful to use this specific "Yes/No" learning skills system in conjunction with a behavior report card.

▪ For older students and/or students with self-monitoring skills, they can be responsible for awarding themselves a point in the appropriate column.

▪ More frequent reinforcement should be provided initially and then gradually faded.

Sample Yes/No Learning Charts and Scripts

Sample Script

When giving a "yes" point to the class/individual student:
"I see that everyone is following along with their finger; that is a point for the 'yes' column."

When giving a "no" point to the class:
"Oh, I see too many eyes looking around the room, so I have to put a point in the 'no' column. Who can raise their hand and tell me what everyone can do now so that I can give a 'yes' point next time?"

Sample Charts

Class-Wide Chart: Classroom Learning Skills

	Yes	No
Keeping eyes on teacher		
Following along with finger		
Raising hand		
Volunteering to answer question		

Class goal: More than 10 "yes" points (in any column) during reading class AND no more than five "no" points equals one handful of beads for our classroom party.

Individual Student Chart: Suzie's Reading Learning Skills

	Yes	No
Keeping eyes on teacher		
Following along with finger		
Raising hand		
Volunteering to answer question		

Individual goal: Three "yes" points with no more than two "no" points equals my reading responsibility goal for today.

Potential Intensification Strategies:

- Within the chart, individualize the learning skills by incorporating replacement behaviors that a student is learning.

- Use peer modeling to support students who struggle with demonstrating the appropriate behavior prior to implementing the strategy during a large-group instructional activity.

- For students with more challenging behavior, include a "consequence clause" in the event that the student does not meet his or her established criteria for success and identify consequences up front.

- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her established criteria for success.

- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.