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**‘TRY FIRST’ STRATEGIES**

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| **FUNCTION: Behavior Occurs to Avoid Academic Work or Routines** |
| **Help the student to understand the task or directions**:  \_\_\_\_ Clarify the instructions  \_\_\_\_ Provide instructions in writing  \_\_\_\_ Provide a model or sample of a completed items  \_\_\_\_ Reduce the number of instructions provided at one time  \_\_\_\_ Reduce the complexity of the instructions  \_\_\_\_ Eliminate competing or distracting stimuli (e.g., clear off desk, etc.) |
| **Help the student to better understand the material by**:  \_\_\_\_ Illustrating concepts using different formats (photographs, print, video, audio, graphics, etc.)  \_\_\_\_ Providing booster instruction to address the academic deficiency  \_\_\_\_ Providing supplements (e.g., anchor charts, graphic organizers, study notes, chapter outline, etc.)  \_\_\_\_ Previewing concepts, vocabulary, and main ideas ahead of whole group instruction |
| **Reduce the difficulty level academics / tasks by**:  \_\_\_\_ Adjusting the quantity of work or ‘chunk’ tasks  \_\_\_\_ Adjusting the complexity of tasks or concepts  \_\_\_\_ Helping the student get started  \_\_\_\_ Teaching the student to ask for help or request a work adjustment  \_\_\_\_ Using a preferred work option (e.g., computer)  \_\_\_\_ Pairing with a peer to complete tasks  \_\_\_\_ Teaching the student to ask for help or a break  \_\_\_\_ Allow the student to complete the assignment in a way that matches their interests and skills (e.g., state answers  instead of write them, type instead of write, draw picture and explain) |
| **Increase the interest level / motivation for academic work by**: \_\_\_\_ Using materials, tasks, etc. that are preferences for the student  \_\_\_\_ Offering a choice of two different types of tasks / assignments that accomplish the same academic goal  \_\_\_\_ Give a choice regarding the number of work items to complete (e.g., assignment is to write 3-4 paragraphs. Ask  student, do you want to write 3 paragraphs or 4 paragraphs  \_\_\_\_ Offering an incentive for meeting a work completion goal (e.g., 5 minutes of free time when completed)  \_\_\_\_ Using a “When…then…” or “If…then…” statement  \_\_\_\_ Pairing with a peer to do work together  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Providing frequent behavior specific praise for engaging in work  \_\_\_\_ Providing frequent encouragement  \_\_\_\_ Relate content to local issues or problems familiar to students  \_\_\_\_ Relate content to future goals  \_\_\_\_Provide opportunities to respond (e.g., hold up response cards to answer questions posed to the group)  \_\_\_\_ Try behavioral momentum. Start with small task they are likely to do (e.g., choose writing utensil, write name on  paper). Give praise (e.g., “Thank you for putting your name on your paper). Then, ask to do one item. Give praise,  then ask to do one or two more items and repeat praise and requests until it seems likely that they will complete |
| **FUNCTION: Behavior Occurs to Avoid Transitions** |
| \_\_\_\_ Provide advanced notice of the transition “get ready in 1 minute…” |
| \_\_\_\_ Provide a prompt of what is expected before the transition “*Remember go straight to your seat and hands to*  *yourself*” |
| \_\_\_\_ Review the steps or sequence of the transition |
| \_\_\_\_ Use an “*When….then…*.” or “*If…then…*.” statement (e.g., *If you keep your hands, feet & objects to yourself in the*  *hallway then you will have earned a special snack at the end of the day*”) |
| \_\_\_\_ Assign the student a leadership role during the transition |
| \_\_\_\_ Pair the student with a buddy |
| \_\_\_\_ Develop a predictable schedule with the student to talk to a preferred person |
| \_\_\_\_ Make at least one positive contact a week with a parent / guardian (e.g., praise note or phone call) |
| \_\_\_\_ Provide the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use.  \_\_\_\_ Keep the routine consistent daily  \_\_\_\_ Describe how the class or activities will occur (e.g., we will read for 10 min then independently answer the  questions for 15 min before coming back to discuss all together) |

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| **FUNCTION: Behavior Occurs to Avoid Adult Requests** |
| **Enhance the appeal of requests and directions by:**  \_\_\_\_ Providing advanced notice that the request is coming  \_\_\_\_ Offering a choice of two options  \_\_\_\_ Asking the student to generate two options  \_\_\_\_ Pairing with a peer to complete the request  \_\_\_\_ Providing a short break before starting the request  \_\_\_\_ Incorporating student interests or preferences  \_\_\_\_ Speaking to the student privately so they do not feel ‘on the spot’  \_\_\_\_ Softening the phrasing of the request  \_\_\_\_ Providing the student with the opportunity to ‘negotiate’ the task (e.g., how many or which problems to complete)  \_\_\_\_Provide space for self-direction. Deliver the request in a simply stated  way (e.g., you need to complete items 4-12), then say you will come back in a few minutes to check on their  progress or just walk away and check back in a few minutes. Praise any progress. Repeat as needed.  \_\_\_\_Offer the directions in writing to reduce interaction (e.g., write on board, write on sticky note and place on desk) |
| **Increase motivation to follow requests by:**  \_\_\_\_ Praising cooperating students in the area, give out tickets  \_\_\_\_ Building in an incentive by using a “When...then…” or “*If…then*…” statement  (e.g., “*When you are finished then you can have 5 minutes on the computer*”)  \_\_\_\_ Building in an incentive by developing a cooperation goal  (e.g., “*When you earn 10 cooperation points, you will have lunch in the VIP lounge with a friend*”)  \_\_\_\_ Praising cooperation  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use  \_\_\_\_Give a choice in how the task can be completed (e.g., you can type or write, you can draw a picture or explain) |

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| **Support the Student to make a positive choice by:**  \_\_\_\_ Giving the student 1-2 minutes to think about the options  \_\_\_\_ Modeling the expected behavior  \_\_\_\_ Helping the student to get started  \_\_\_\_ Reminding the student of something preferred that will be happening afterward  \_\_\_\_ Providing praise and encouragement for any attempts to start  \_\_\_\_ Teaching the student to ask for a break  \_\_\_\_ Remind student of the expectations and allowable options to manage frustration (e.g., ask for a break)  \_\_\_\_ Provide praise for successive approximations (i.e., behavior in the direction of the goal). For example, if the student  is supposed to be working but out of their chair but then they sit down, praise the sitting behavior because that is  closer to the behavior of getting work done then being out of their chair. |

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| **FUNCTION: Behavior Occurs to Gain Adult or Peer Attention** |
| **Increase positive adult contact by:**  \_\_\_\_ Greeting the student at the beginning of class  \_\_\_\_ Having a predictable positive contact at the beginning, middle and end of class  \_\_\_\_ Using the school-wide tickets with the student at least 2x during the class period  \_\_\_\_ Using a strategy such as ‘Talk Tickets” so that the student can schedule a predictable time to talk with you  \_\_\_\_ Using praise / encouragement post-it notes  \_\_\_\_ Adjusted seating to be closer to the teacher  \_\_\_\_ Teaching the student to request to talk with someone (e.g., using Talk Tickets in the class or making an appoint with  the school counselor) |
| **Increase social attention through parent contact by**:  \_\_\_\_ Providing the parent / guardian with school tickets to give the student at home for positive behavior. The student  brings the tickets back to school to use  \_\_\_\_ Making at least one positive contact a week with a parent / guardian (e.g., praise note or phone call)  \_\_\_\_ Inviting the parent / guardian in for a “praise” conference (i.e., to talk about positive accomplishments the student  is having)  \_\_\_\_ Have a positive parent communication log |
| **Increase the student’s sense of importance or value by**:  \_\_\_\_ Assigning the student a leadership role in the classroom  \_\_\_\_ Engaging the student in a special project with the teacher or other key staff person  \_\_\_\_ Having the student read or volunteer in a younger grade  \_\_\_\_ Ask for the student’s opinion (e.g., what order do you think we should do this? What topic should we cover next—A  or B? |

**SAMPLE PROGRESS GOALS**

* Student will complete [%] of work assigned 3 out of 5 class periods for 3 weeks.
* Student will earn 12 out of 15 points each week on the monitoring rubric for 3 weeks.
* Student will cooperate with [#] out of [#] requests in a class period for 3 weeks.
* Student will earn 3 points a class period for 3 out of 5 days for following adult directions for 3 weeks.
* Student will complete classroom transitions with 90% accuracy on the implementation checklist for 3 weeks (calculated by the number of steps that met expectation divided by the total number steps).
* During hallway transitions, the student will keeps hands, feet and objects to self and arrive to the classroom on time with 90% accuracy (calculated by the number of transitions that met expectation divided by the total possible number of transitions)
* Student will present teacher with a Teacher Talk Ticket with 100% accuracy on the implementation checklist for 3 weeks (calculated by the number of steps that met expectation divided by the total number of steps).

**SAMPLE RUBRIC**

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| **Target Behavior** | **Met Expectation** | **Partially Met Expectation** | **Did Not Meet Expectation** |
| **Being prepared with materials** | Had all the materials and assignments needed for class  Anticipates needed materials or assignments due | Had some of the materials or assignments needed for class  Was able to state some of the materials or assignment needed in the future | Did not have most or any of the materials or assignments needed for class  Not able to state what materials or assignments are needed in the future |
| **Cooperating with requests & directions** | Cooperated with requests within 1-2 minutes without needing additional prompts, redirections, corrections or reminders | Cooperated with requests but only after adult redirections, corrections or reminders or engaging in disruptive behaviors while performing the request | Did not follow requests  Argued with teacher over requests  Engaged in disruptive behavior in response to requests |
| **Using positive interactions** | Words, tone of voice, and body language conveyed a positive message | Used body language, tone of voice or words that were disrespectful comment but was responsive to adult redirection (e.g., apologized, reframed comment, etc.) | Ongoing use of body language, tone of voice or words that were disrespectful; did not respond to adult redirection |
| **Arriving on time** | Was in seat at bell | Arrived at the bell but not seated | Arrived after the bell |
| **Following rules & routines**  **(e.g., cell, dress code backpack)** | Followed rules & routines without needing reminders or correction | Followed rules & routines after being reminded or corrected 1x | Did not follow rules & routines after corrections  Needed multiple corrections before following rule |
| **Requesting help / assistance** | Asked for help  Continued working until teacher was able to provide help | Inconsistently asked for help or asked for help in a way ;  Stopped working, but was not disruptive | Did not ask for help;  Stopped working  Was disruptive |
| **Transitioning quickly** | Was in seat at start of group | In group area but not seated at the start of group | Outside of group area at the start of group |
| **Using positive interactions** | Framed statements positively, used words that are kind | Framed comments negatively  but was responsive to teacher redirection (e.g., apologized, reframed comment, etc.) | Made ongoing rude comments; continued to use rude/disrespectful comments after redirection or prompt |

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| **Target Behavior** | **Met Expectation** | **Partially Met Expectation** | **Did Not Meet Expectation** |
| **Quality of Work** | Written work is neat, all items or parts of the assigned task are complete, name is on work, materials are kept in personal space | Some parts of the assignment are incomplete; written work is sloppy, some materials are outside the student’s personal space | Materials are ripped, crumpled; items are incomplete; written work is illegible, materials are spread into other group members personal space |
| **Focus on the task** | Continuously attends to task  Stays focused on task / activity the whole time, keeps working despite distractions, makes comments on topic | At times the student is distracted from task, a portion of the comments are off topic | Student did not attend to task, most comments are not related to the task |
| **Working with others** | Consistently demonstrates (Most of the time, most opportunities):  Actively listening to work partners (attentive body language, acknowledges speaker, takes turns speaking)  Sharing materials (asks before taking, shares when asked, offers to share, takes turns using)  Supporting the efforts of work partners (makes supportive an encouraging comments, acknowledges work partners contribution to the assignment) | Inconsistently demonstrates (about half the time to a third of the time)  Actively listening to work partners (attentive body language, acknowledges speaker, takes turns speaking)  Sharing materials (asks before taking, shares when asked, offers to share, takes turns using)  Supporting the efforts of work partners (makes supportive an encouraging comments, acknowledges work partners contribution to the assignment) | Ignores work partners (inattentive body language, does not acknowledge speaker, interrupts speakers)  Does not share materials (takes before asking, does not give others a turn)  Does not supporting the efforts of work partners (makes negative comments, does not acknowledges work partners contribution to the assignment) |
| **Contributions to group** | Routinely provides ideas, opinions, and suggestions. Provides leadership to discussions and problem solving | Sometimes contributes ideas or suggestions. Follows others’ ideas or suggestions. | Rarely contributes ideas, opinions or suggestions, does not participate in the discussion, or makes comments in conflict with the group’s work |