

## TIER I BEHAVIOR STRATEGIES AND DOCUMENTATIONS

Evidence of implementation of each strategy has been collected in student folders and/or documented in PLP.

Regular and consistent parent/family contacts have been made and documented in PLP.

Student	Teacher
<b>Concern</b>	<b>Strategy: Check any strategy that you have tried consistency with this student for a period of two weeks or more</b>
<b>Student does not complete tasks</b>	<p>Write a behavioral contract with the student specifying expected behaviors and agreed upon reinforcement</p> <p>Establish guidelines that define task completion</p> <p>Provide the student with shorter tasks and reinforce completion with specific positive praise; then, systematically increase task length</p> <p>Provide choices (i.e., task sequence, task materials)</p> <p>Assess task difficulty to ensure student can complete task</p> <p>Have the student keep a chart or graph representing the number of assignments completed. Set a goal for reinforcement</p> <p>Allow the student additional time to complete tasks</p> <p>Sequence tasks alternating less desirable with more desirable tasks</p> <p>Provide the student with a selection of assignments and require him/her to choose a minimum number from the total amount</p> <p>Reinforce the student for beginning, staying on, and completing assignments</p> <p>Provide a schedule of daily activities with appropriate breaks.</p> <p>Reduce distracting stimuli in the classroom</p> <p>Make certain the student feels successful when he/she completes an assignment</p> <p>Provide the student multiple modalities to complete assignments (i.e. oral, visual, kinesthetic)</p> <p>Proximity Control – teacher remains within sight and/or physical proximity to the student</p>
<b>Student disrupts the learning of others</b>	<p>Write a behavioral contract with the student specifying expected behaviors and agreed upon reinforcement</p> <p>Arrange the seating environment to minimize the student's ability to distract others</p> <p>Reduce distracting stimuli in the classroom</p> <p>Assess task difficulty and ensure task is within the student's competency level</p> <p>Provide a schedule of daily activities with appropriate breaks</p> <p>Allow the student to take additional breaks as needed</p> <p>Provide a visual prompt for behavior on the student's desk</p> <p>Strengthen student's awareness of appropriate behavior by reinforcing students who are not disrupting others</p> <p>Teach the student appropriate ways to express his/her needs</p> <p>Proximity Control – teacher remains within sight and/or physical proximity to the student</p>
<b>Student is noncompliant with adult expectations/</b>	<p>Write a behavioral contract with the student specifying expected behavior and an agreed upon reinforcement</p> <p>Provide viable choices for the student in order to avoid complete refusal from the student</p>

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<p><b>adult directives</b></p>	<p>Reinforce the student for following directions            Strengthen student's awareness of appropriate behavior by reinforcing other students for following adult directives            Give the student preferred responsibilities and tasks            Provide a visual prompt for behavior on the student's desk</p>
<p><b>Student displays disrespectful behavior toward teachers and/or school staff (i.e., makes inappropriate comments, argues)</b></p>	<p>Write a behavioral contract with the student specifying expected behavior and agreed upon reinforcement            Rearrange student's schedule/routine to reduce opportunities for the student to begin an argument            Provide an outlet for the student to express his/her feelings appropriately (i.e., time out space, alternate activity, exit procedure, journaling)            Provide choices throughout the classroom environment            Use signal control to cue student that his/her behavior is disrespectful            Provide a visual prompt for behavior on the student's desk            Reinforce the student for not initiating an argument            Teach the student appropriate ways to express frustration, anger and displeasure            Provide specific positive praise for respectful behavior</p>
<p><b>Student does not participate in classroom activities</b></p>	<p>Write a behavioral contract with the student specifying expected behavior and agreed upon reinforcement            Complete an interest inventory with the student and plan activities related to the student's interest            Provide choices within the activity            Assign responsibilities to the student during classroom activities to enhance participation            Reinforce the student for participation            Allow student to work with preferred peers            Teach the student alternate ways to interact with peers and participate in activities            Provide a visual prompt for behavior on the student's desk            Proximity Control – teacher remains within sight and/or physical proximity to the student</p>
<p><b>Teacher comments regarding student progress and/or the effectiveness of specific strategies for the student:</b></p>	

**Date**