



4. Below are listed a number of teacher practices or interventions that may be used for children with behavior problems. Some teachers are familiar with and use many of these strategies, but others may not be familiar with or use the strategies. Even when these procedures are used, they may not be used as consistently or as successfully as desired. Learning about your familiarity with and use of these strategies will help us to plan and facilitate our consultation with you.

**(a) Classroom structure:** Please describe the structure of your classroom (e.g., traditional classroom with children seated in rows, children seated at tables, assigned seating).

Have you modified your classroom structure to help the child in this project? (e.g., seated close to teacher, seated away from other students, seated near specific students)?  Yes  No

If “no”, please indicate that a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(b) Instructional procedures:**

Please indicate the ways you instruct on the following checklist (check all that apply), and the materials you use (e.g. curricula) and give several examples:

- Whole-group instruction
- Individual self-paced seatwork at children’s desks with teacher assistance
- Small-group instruction
- Cooperative group learning tasks
- Partner tasks/peer tutoring activities
- Computer-assisted learning
- Other: \_\_\_\_\_

Have you modified your instructional procedures to help the child in this project? (e.g., more individual attention, paired with specific students, given more time to complete assignments)?  Yes  No

If “no”, please indicate that a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(c) Classroom rules:**

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe/list your classroom rules (e.g., raise hand before speaking):

Are your classroom rules posted in public view?      Yes    No

Do children receive praise or rewards for following rules?      Yes    No

Do children lose anything or receive reprimands for breaking rules?      Yes    No

Have you employed classroom rules to help the child in this project?      Yes    No

Have classroom rules been successful in helping the child?      Yes    Sometimes/somewhat    No

Have you modified your classroom rules or the way you use them to help the child in this project?

Yes    No

If “no”, please indicate that a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?      Yes    Sometimes/somewhat    No

**(d) Removing attention for minor inappropriate behaviors:** (e.g., ignoring minor behaviors that are annoying but are not serious rule violations)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe a typical example of a minor inappropriate behavior that you ignore:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(e) Positive attention and praise for appropriate behaviors:** (i.e., social reinforcement; smiles, stickers, verbal praise, approving gestures)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe a typical example of your use of praise/positive attention:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(f) Giving appropriate commands:** (i.e., clear, specific, manageable instructions to perform a behavior)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the characteristics of your commands and give several examples:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(g) Verbal reprimands for inappropriate behavior:** (i.e., direct, assertive feedback for inappropriate behavior)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the way you use verbal reprimands in your classroom (e.g., public announcements, at child’s desk, tone of voice, immediate or delayed, etc.) and give a typical example:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If "no", please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If "yes", please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(h) Daily report card (DRC)/School-home note:** (i.e., individualized behavior target list for which parents provide home rewards)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the typical DRC that you have used:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If "no", please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If "yes", please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(i) "If...then" contingencies** ("Premack principle": i.e., earning preferred activities for completing nonpreferred activities; e.g., if you finish your seatwork, then you may have free time)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like

Use consistently and successfully

Please describe the typical "if...then" contingencies that you have used:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If "no", please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If "yes", please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(j) Point or token reward system:** (i.e., children earn points or small tokens that are exchanged for privileges or rewards)

Am not familiar with this procedure

Familiar with but have never used: please describe why: \_\_\_\_\_

Used in the past, but do not use currently: please describe why: \_\_\_\_\_

Use but not as consistently as I would like

Use consistently, but not as successfully as I would like

Use consistently and successfully

Please describe the point/token reward system that you have used, including what children must do to earn points/tokens, the rewards for which tokens can be exchanged, and the frequency with which rewards can be earned:

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If "no", please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If "yes", please describe the modification you have made:

Has the modification been successful?       Yes    Sometimes/somewhat    No

**(k) Response-cost system:** (i.e., children lose points/tokens/tickets or other privileges for exhibiting prohibited behaviors)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the response-cost system that you have used, including the behaviors for which children lose tokens or privileges:

Have you employed this procedure to help the child in this project?       Yes    No

Has this procedure been successful in helping the child?       Yes    Sometimes/somewhat    No

Have you modified the way you use this procedure to help the child in this project?       Yes    No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?       Yes    Sometimes/somewhat    No

**(l) Group or classwide contingencies:** (i.e., each person’s behavior contributes to rewards given to the whole group; e.g., Good Behavior Game, class lottery, children work in groups to earn rewards)

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the group or classwide contingencies that you have used:



Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(m) Time out:**

- Am not familiar with this procedure
- Familiar with but have never used: please describe why: \_\_\_\_\_
- Used in the past, but do not use currently: please describe why: \_\_\_\_\_
- Use but not as consistently as I would like
- Use consistently, but not as successfully as I would like
- Use consistently and successfully

Please describe the time-out system that you have used:

What are the behaviors for which children must serve a time out?

How many minutes do children typically serve time outs in your system?

Where do children serve time outs (e.g., corner, outside classroom)?

Have you employed this procedure to help the child in this project?  Yes  No

Has this procedure been successful in helping the child?  Yes  Sometimes/somewhat  No

Have you modified the way you use this procedure to help the child in this project?  Yes  No

If “no”, please indicate whether a modification has not been necessary \_\_\_\_\_ or describe why you have not made a modification:

If “yes”, please describe the modification you have made:

Has the modification been successful?  Yes  Sometimes/somewhat  No

**(n) Other:**

Other than the procedures described above, what have you tried to do in your classroom to remediate the child's problems? (Please be as specific as possible and include length of time interventions have been in place and results for each.)

(a) currently in place

(b) tried in past

(c) interventions considered but not tried (please include reason for rejection)