



Instructional Interventions for

Classroom Disruption

Examples of behavior

- Inappropriate noises (tapping pencil, humming, animal noises, play noises such as imitating airplanes or motorcycles, etc.)
- Getting out of seat and wandering around the room
- Bothering other student, trying to engage them in conversation
- Trying to engage other students in conversation
- Throwing things
- Laughing/giggling at inappropriate times

Desired alternative behavior(s)

- Remain in seat for ____ minutes (or during instructional activity) unless given teacher permission to get up
- Use movement options/breaks without bothering other students or making noise
- Raise hand or use other teacher-approved cue (e.g., eye contact, write on slate, hold up card) to answer during class time
- Remain on task (e.g., writing, reading, drawing) for a minimum of _____ minutes
- Ask to move; ask for a break
- Seek help with a problem
- Indicate unable to do work
- Use acceptable tone, volume of voice
- Tell what “on task” or “topic related” means

General instructional strategies that might be useful in teaching the desired behavior(s)

- Develop classroom rules as a group
- Give choices within classroom vs. teacher directed only
- Physical breaks, sensory breaks, movement options
- Teach social skills and provide opportunities to practice
- Teach errors in thinking
- Verbal cues for student to use to self cue as a reminder of he/she is supposed to be doing (e.g., “At this moment, am I.....?”)
- Erasable, individual slates or other type of board so student writes down question or answer she/her just *has* to say right now. Can then show it to the teacher with little or no calling out or classroom disruption
- Teacher or student assigned “jobs” in cooperative groups – gives everyone responsibility and encourages following group expectations
- Provide instruction on what to do when, turn taking, how to “signal”, what cues to look for, reading social situations and cues
- Teach empathy/perspective taking
- Adjust demands at critical times (e.g., just before lunch, end of the day, just before student needs medication, after an especially hard, stressful task)

Instructional materials that might prove useful in teaching the desired behavior(s)

- **Practical Ideas that Really Work for Students with Disruptive, Defiant, or Difficult Behaviors Kit:** Preschool through Grade 4 and Grades 5 through 12 by Kathleen McConnell, Gail Ryser, and James R. Patton. Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin, TX 78757, www.proedinc.com
- **Good Behavior Game** www.interventioncentral.org/htmldocs/interventions/gbg.shtml or www.teachervision.fen.com/lesson-plans/lesson-9167.html
- **Teaching Social Skills to Youth** Boys Town Press, 14100 Crawford Street, Boys Town, NE 68010. 1-800-282-6657 www.girlsandboystown.org/products/btpress/index.asp
- **Videos** of popular shows that include inappropriate behaviors (“Simpsons”, “That 70’s Show”) or books that allow for discussion of inappropriate behaviors, how they affect others, etc.
- **Teachers Guide to Behavioral Interventions, Improving Classroom Behavior; Classroom Management for Elementary Teachers (5th edition); Classroom Management for Secondary Teachers (5th edition) and various other intervention manuals.** Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201. 1-800-542-1673. www.hes-inc.com
- **Skillstreaming** series for social skill instruction; **PREPARE** Curriculum Research Press, P.O. Box 9177, Champaign, IL 61826 1-800-519-2707 www.researchpress.com
- **Good Thinking** and the **Tough Kid series** (Tough Kid Book, Discipline Kit, Social Skills Book, Tool Box, New Teacher Kit, audio and video series) Sopris West, 4093 Specialty Place, Longmont, CO 80504 1-800-547-6747 www.sopriswest.com
- **Hot Stuff to Help Kids Chill Out – The Anger Management Book** and **The Anger and Stress Book** by Jerry Wilde, Ph.D., LGR Publishing, 3083 Main St., East Troy, WI 53120 or www.amazon.com
- **TRIBES** Curriculum (a research-based community building program) CenterSource System, LLC, 7975 Cameron Drive, Bldg. 500, Windsor, CA 95492 707/838-1061 www.tribes.com
- **Short Term Play Therapy with Disruptive Children** Childsworke/Childsplay, 135 Dupont St., P.O. Box 760, Plainview, NY 11803 1-800-962-1141 www.childsworke.com
- **Questions Teachers Ask about Sensory Integration** Sensory Resources, LLC, 1-888-357-5867. www.sensoryresources.com
- www.behavioradvisor.com
- www.disciplinehelp.com
- www.interventioncentral.org



	Adult attention	Escape/avoidance	Power/control	Peer affiliation	Justice/revenge
<p>Teacher:</p> <p>Instructional strategies to promote desired alternative behavior</p> <p>And/or</p> <p>Instructional strategies to reduce the target behavior [Note: when alternate behavior is incompatible with target behavior, the same strategy may work both to promote & to reduce]</p>	<ul style="list-style-type: none"> - Give positive attention as much as possible - Direct teaching of group expectations - School or class jobs - Line leader - “Hold that thought” and write it down” – make sure you get to the student asap - Watch for clues or be aware that student is approaching tolerance and move in proximity to student - Visual cue like a color card for attn. - “Hero” system - Nonverbal signals like holding up a hand to indicate you heard the student & will get there next (teach these ahead of time) - Arrange a time for the student to “perform” or get recognition 	<ul style="list-style-type: none"> - If anxious, cue when student will be called on (e.g., when I stand near you...) - Line leader - Break tasks down into smaller steps or segments - Visual schedule - Teach that uncomfortable situations are a fact of life – how to deal with mistakes - Provide enough frustration to respond to & reinforce student for being appropriate - Give escape strategy - Give choice in activity or order of activities - Trap the student into doing work – does the student know that he or she really can do it? - Antiseptic bouncing - Movement breaks - Sensory tools - Reinforce the student for “sticking to it” – staying on task and working or using free time appropriately - Give the student visuals to show how much work he/she has completed (e.g., a chart or graph). Make the initial sections larger to give the student the feeling that they are off to a fast start 	<ul style="list-style-type: none"> - Develop relationship with student to get him/her on your side - Develop classroom rules with student input - Line leader - Leadership activities - Hold thought and write a note about it 	<ul style="list-style-type: none"> - Videos with examples and non-examples - Teacher selected groups - Buddy system - Line leader - Use of cooperative learning groups - Hero system 	
<p>Instructional strategies to reduce the target behavior [Note: when alternate behavior is incompatible with target behavior, the same strategy may work both to promote & to reduce]</p>	<ul style="list-style-type: none"> - Address in a business-like fashion - Antiseptic bouncing 	<ul style="list-style-type: none"> - Token economy 	<ul style="list-style-type: none"> - Antiseptic bouncing - Sensory tools - Proximity control - Contracting 	<ul style="list-style-type: none"> - Teacher selected groups - Group contingency - Remove audience 	
<p>Student:</p> <p>Instructional consequences for alternative appropriate behavior</p> <p>And/or</p> <p>Instructional consequences for inappropriate target behavior</p>	<ul style="list-style-type: none"> - Leadership role - Special note to mentor or principal or parent - Token economy - Extra privileges (lunch with teacher, peer activity) - Classroom job - Verbal praise - Positive attention 	<ul style="list-style-type: none"> - Time in a private workspace - Headphones - Choice of independent activities - Praise for positive efforts - Direct reinforcement for effort and process - Clear feedback 	<ul style="list-style-type: none"> - each perspective taking - Have the student serve as a mentor for younger kids (work with an adult on this) - Have the student identify appropriate ways to gain power or control 	<ul style="list-style-type: none"> - Special privileges: lunch with a peer - Let him/her take a special role (e.g., class photographer, care for class pet, etc.) 	
<p>Avoid the use of</p>	<ul style="list-style-type: none"> - Nagging, long verbal interactions - Sarcasm - Lots of verbal reprimands 	<ul style="list-style-type: none"> - Removal from class, activity, peers (things that allow escape) 	<ul style="list-style-type: none"> - Power struggle - In-class confrontation 	<ul style="list-style-type: none"> - Public conferencing - Student losing “face” - Withholding peer interaction if the student needs practice or really needs to be included 	
<p>Special considerations</p>	<ul style="list-style-type: none"> - Determine if it is a skill (student doesn’t know how to do it) or a performance deficit (student has demonstrated it in the past, but is not motivated to perform the task or does not realize it is appropriate in this setting or situation). Does the student need direct teaching of some social skills? Opportunities to practice, get feedback, generalize? - Evaluate room layout and environment (acoustics, temperature, distractions, etc.) - Assess learning styles of student(s); provide instruction in various modalities (e.g., visual, auditory, kinesthetic, combinations) - Medical/mental health diagnoses 				