

Behavioral Intervention Survey

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Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All SPRINT Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the SPRINT Team members across the buildings in your district relative to their ability **to consult on and independently implement** each intervention along with following scale:

1 / _____	2 / _____	3 / _____	4 / _____	5 / _____
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention

Rating

Intervention

Positive Reinforcement Schedules: Understanding the types of positive reinforcement schedules (continuous versus intermittent; ratio versus variable) helps teachers to increase student responses for less and less reinforcement over time.

Extinction: A procedure where inappropriate behavior that has been previously reinforced is no longer reinforced resulting in a decrease and then elimination of the behavior.

Stimulus control and cuing procedures: Procedures where students are taught to respond to specific cues, conditions, or other "stimuli" (e.g., the presence of a specific person), thereby behaving in a desired way with a minimum of teacher effort.

Task analysis and backward chaining: The process of breaking a desired behavior that must be taught into specific sub-behaviors, and then the teaching process where the last steps of the behavior are taught first.

Positive approaches to reducing inappropriate behavior: Using different reinforcement approaches, these interventions involve reinforcing low rates of behavior, other behavior, and competing behavior.

1	2	3	4	5
/	/	/	/	/
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention

Rating **Intervention**

The Educative Time-Out Process: A procedure where students who are demonstrating significantly disruptive through dangerous behavior are asked to sit in a Time-Out Chair—either in their “Homeroom,” in another teacher’s classroom, or in the Principal’s Office/Administrative Setting—as a consequence (not punishment) for their inappropriate behavior. After demonstrating appropriate behavior in Time-Out, they must positively practice the appropriate behavior that they should have done as part of their “re-entry” into the classroom and their seat.

Response cost/Bonus response cost: A intervention approach that decreases inappropriate behavior by having students “pay” for the privilege of exhibiting the inappropriate behavior while they are positively reinforced for exhibiting fewer and fewer of these inappropriate behaviors over time.

Overcorrection—Positive Practice and Restitutional: Two related intervention procedures that help to reduce inappropriate behavior where students either must practice an appropriate response (which is the opposite of an undesired behavior) or must “make amends” for an already performed undesired behavior.

Group Contingency Interventions: Behavior management approaches where students in a classroom are organized into teams and they work for reinforcement as a team. Three different approaches can be used here: where all students must meet a set level of behavioral expectations; where any student can “lose” or “earn” points on behalf of a team; or where a specific student (rotating) can “lose” or “earn” points on behalf of a team.

Behavioral Contracting: An approach where a teacher and student (and parent) literally write a contract to specify a specific set of expected (and low rates of undesired) behavior.

1 /	2 /	3 /	4 /	5 /
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Rating

Intervention

Thought Stopping approaches: Techniques that condition students to stop focusing on certain inappropriate, negative, or off-task thoughts or thought patterns.

Self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches: Techniques that teach students how to increase the self-management approaches listed above.

Emotional Self-Control approaches: Techniques that condition students to increase their emotional and physiological awareness to emotional situations and to increase or maintain appropriate levels of emotional self-control.

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Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. In preparation for an upcoming in-service, we would like you to rank order—from 1 (Most important) to 12 (Least important)—the interventions that you would like to learn more about. While we may not get to all of the interventions during the in-service, this rank-ordering at least will help us to prioritize and organize our time together.

Date:

School:

Grade Level Reporting:

Rank Order **Intervention**

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Stimulus control and cuing procedures: Procedures where students are taught to respond to specific cues, conditions, or other “stimuli” (e.g., the presence of a specific person), thereby behaving in a desired way with a minimum of teacher effort.

Task analysis and backward chaining: The process of breaking a desired behavior that must be taught into specific sub-behaviors, and then the teaching process where the last steps of the behavior are taught first.

Rank Order Intervention

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Other interventions interested in (please specify):