Providing positive programming for students in special education identified as being seriously emotionally disturbed

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PROVIDING POSITIVE PROGRAMMING FOR STUDENTS IN SPECIAL EDUCATION IDENTIFIED AS BEING SERIOUSLY EMOTIONALLY DISTURBED

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Derrick Anderson
December 1996
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ABSTRACT

This descriptive project attempts to identify or describe some of the strategies, techniques, and interventions most widely accepted by educators, psychologists, and some students as being effective in providing a positive learning environment conducive to a student's school success. The theoretical framework of the model presented is that of the psychoeducational model. The level system developed is designed to provide a positive, esteem-building form of measuring the behaviors, attitudes, and strengths of Seriously Emotionally Disturbed (SED) youth.

Positive Programming is a treatment designed to manipulate environmental situations and social determinants which may influence behavior. Explicit attempts are made to train behaviors rather than alter aspects in the person, which according to the medical model, underlie behavior. Positive Programming attempts to provide special learning experiences and opportunities to develop appropriate and adaptive behavior.
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CHAPTER ONE

Preview

Background

Over the past twenty-five years changes in special education have been revolutionary. However, the earlier treatment and education of persons with handicapping conditions is not one of which the world can be proud, (Scheerenberger, 1982). Society's treatment of persons with disabilities has ranged from neglect to persecution, and even extermination. Only in the last century has there been general support for the education and training of those with disabilities. Sweeping federal legislation has initiated a broad national effort to overcome barriers and direct students into the least restrictive environment.

Regulations, legislation, and litigation have presented significant problems to teachers and administrators regarding methods of implementation of laws and how to ease the transition of students with handicapping conditions into the mainstream. In view of these problems many authors have investigated, researched, and experimented with methods associated with integrating disabled and normal students together in general classrooms.

In the 1970's a movement began which had the intention of teaching children with handicapping conditions together with normal peers whenever possible. This program was called
mainstreaming, (MacMillan, 1982). It was an effort to provide special services for students who had disabilities in the least restrictive environment. To understand this movement it is necessary to trace its development and to look at the social forces leading to its implementation.

The first provision for the education of children with disabilities was the organization of residential schools for the deaf in 1817, and for the mentally retarded in 1848. These schools took the children out of the home and community, segregating them full time in state or private residential schools, (MacMillan, 1982). Residential schools or institutions are now considered the most restrictive of environments.

Beginning in the latter part of the Nineteenth Century and in the early part of the Twentieth Century, a movement developed to integrate children with handicapping conditions into the home and community by organizing special schools and classes in private school systems, MacMillan, (1982). This approach was considered integration for the mildly handicapped. Following this movement, special schools and classes were organized in public school systems for the mildly handicapped.

In the early 1950's, public schools began to admit students with severe handicaps. For example, in 1951 laws were passed in California, Minnesota, and Wisconsin that
provided special programs for students which were Trainable Mentally Retarded (TMR). Although concern was expressed over the segregated nature of special classes, these programs spread rapidly, (Scheerenberger, 1982). The dramatic growth in the 1950's and 1960's in educational support services for individuals with disabilities was due primarily to the efforts of their parents. Parent organizations fought on the local, state, and national levels for equal opportunities for children identified as disabled. Lobbying resulted in funding support for special education and other services.

The period from 1960 to 1980 was the most active in the development of programs and assurance of rights for the disabled. The use of legislation and litigation accomplished the goals of deinstitutionalizing, normalization, and the rights to services for the disabled. In 1975, Congress passed the Education for All Handicapped Children's Act (P.L. 94-142). Through this act, Congress said that every child with a handicap had an inalienable right to be educated in the setting most appropriate for that child. Furthermore, Congress specified that the most appropriate setting is one that can be described as the least restrictive environment (LRE). Attempts to comply with P.L. 94-142 formed what is called the mainstream movement. Classrooms for students handicapped and non-handicapped were designated as mainstream rooms.
Introduction

Today a goal for educating the exceptional child is 100% inclusion. This implies a total program for students with all types and degrees of emotional, physical, and intellectual disabilities within the public school system and further suggests a need for strategies to address these challenges. This project focuses on alternative approaches to managing student behavior.

According to many psychologists, psychiatrists, and educators, all behavior, whether it is appropriate or deviant, is learned, (Skinner, 1953). Although developmental history, physical status, intelligence, and other factors are still considered to be important, primary attention is given to the students' ongoing behavior what they are doing now, and what consequences are provided as a result of the ongoing behavior. A parent, educator, or psychologist who has knowledge of the principles of learning can often restructure the environment so that more acceptable patterns of behavior can be learned. It is essential for any behavior management plan to be proactive in nature, rather than reacting sporadically to inappropriate behaviors once they occur. It has been suggested that adults design an environment that encourages appropriate behavior, (Votel, 1985).

Traditionally, educators and school psychologists have been widely influenced by the mental health and testing
movements, and have most often looked on behavior from a psychoanalytic based personality theory point of view. The personality theory approach assumes that behavior has its roots in the early stages of childhood. It also focuses on the unconscious inner needs and drives which make up the mental life of each individual.

In dealing with behavior problems, school officials have devoted most of their efforts to understanding the child's developmental history. Conditions, attitudes, and relationships within the home and family structure have been looked upon for the basic causes of problem behaviors, whether those behaviors were manifested in the home or in the school. Thus, when a parent or teacher became concerned about a child's behavior, there were few other places they could turn to besides professional counselors, psychologists, or psychiatrists who seek to learn about the child's physical, mental, and emotional development, and to provide for their basic emotional needs. It was hoped that if those needs were met, then the child would be freed from anxieties and frustrations, and thus would find it no longer necessary to engage in deviant behavior.

Traditional attempts to help a student usually followed a predictable pattern. For example, Paul, a seventh grader, was referred by Mrs. Grabes, his third period teacher, to the school's assistant principal because he consistently annoyed
the teacher and his classmates with his disruptive behaviors. Such behaviors included talking out without permission, playing with small toys he carried to school, laughing out loud, tapping with his hands and pencils on his desk, and getting out of his seat to poke his classmates. Paul had expressed some suicidal ideation to his parents and teacher. His peer relationships and socialization skills were virtually non-existent. His work academically was below average because he failed to complete his assignments. The work he managed to complete indicated that he was potentially capable of at least satisfactory work.

Previously Paul's teacher had tried lecturing and scolding. Mrs. Grabes had talked with him privately and had frequently tried to give him special instruction. The assistant principal had arranged conferences with both his father and stepmother, but none of these efforts resulted in improvement. In addition to the help and concern given by the teacher and the principal, the school counselor had checked Paul's records and found that Paul had often been in trouble since he began school. Paul had been a disciplinary problem since kindergarten. His grades were mostly C's and D's in academic subjects and unsatisfactory in citizenship. He had scored in the normal range in group achievement and mental test scores. Paul was capable, he was just not motivated to achieve.
The school counselor observed Paul in his classroom and met with him and his parents for 30 minutes each week for several weeks. Paul's parents expressed their willingness to cooperate with school staff, but were at a loss as to how to effectively deal with Paul's inappropriate behavior. Neither Paul's older sister nor his younger brother had behavioral problems. His older sister was in fact an excellent student. Paul got along fairly well at home, although he did often fight with his sister. Aside from that, his only other noticeable difference was that he demanded a great deal of attention from his stepmother, and she had stated that he was "hard to handle" when his father was absent.

Paul's health records were checked by the school nurse. She reported his vision and hearing to be normal. He was somewhat small for his age, but a pediatrician had examined Paul and reported nothing amiss in his physical condition nor in his medical history, except for a concussion from a fall when he had been two years old. The school psychologist had also assessed Paul with his parents permission, and a meeting was held to discuss the test findings.

The report commended the school staff for their attempts to help Paul and suggested that staff continue to provide good structure for him. All teachers were encouraged to maintain their attempts at patience since Paul's need for their attention had been established, and because it was
difficult for Paul to conform to classroom behavior standards. The report recommended that the counselor continue his weekly sessions to help Paul gain insight into his feelings and his problems. The report further recommended that the counselor consult with the parents and attempt to get them to provide Paul with more of the attention he seemed to need.

At the end of the conference the principal thanked those who had participated. However, he knew that similar meetings had been held in the past, and the earlier recommendations made had not worked because Paul continued to have behavioral problems. More importantly, the teachers knew that nothing had been learned about Paul.

The report had failed to focus on the real problem, Paul's behavior. The recommendations contained in the report failed to consider the possibility of directly changing Paul's behavior. Nothing in it suggested what teachers might do to bring about a change in the way Paul behaved while at school.

With only slight variations, similar procedures have been followed when any boy or girl has been referred to the school principal or the school psychologist because of a behavioral problem. Primary attention is most often focused on past history and conditions outside the classroom where the teacher has little or no influence. Although the
traditional approach has helped focus attention on the fact that behavior is caused, that it does not just happen by chance, this approach has created a great deal of confusion and frustration on the part of parents, teachers, principals, counselors, and psychologists. The traditional approach has often raised more questions than answers, and it has provided few specific guidelines as how to produce observable change in behavior.

Purpose of the Study

The purpose of this study is to identify and detail some of the strategies, techniques, and interventions most widely accepted as being effective in providing a positive learning environment conducive to school success for students identified as being seriously emotionally disturbed.

These interventions must be proactive in nature, rather than reactionary. This project is an attempt to describe the design of a plan which encourages appropriate behavior by the use of active reinforcement, special modifications, and well planned strategies to inappropriate behaviors.

Review of Literature

Over the course of history in psychiatry and clinical psychology, views about abnormal behaviors have varied. At different points in history abnormal behavior and mental
disorders were considered to be caused by demons, evil spirits, and sin. Treatment was directed at these supposed causes, (Scheerenberger, 1982).

Biological causes for disordered behavior also were said to be a major factor in abnormal behavior during different periods of history. As time passed, the biological approach increased in importance because of developments in science. Many advances were made in identifying the organic bases of physical diseases, and breakthroughs in biology and medicine had a tremendous impact on the treatment of patients with behavior disorders and in psychiatry, (Zilboory & Henry, 1941).

However, by the late 19th century, the idea that physical diseases accounted for all or even most abnormal behavior was dismissed by many theorists. They began to feel that rather than organic disease, perhaps "psychological disease" processes might be the basis of abnormal behavior. It was felt that a person's behavior might be abnormal because of some underlying defect or disturbance in personality. To understand abnormal behavior it became important to consider the psychological processes.

According to Hall and Lindzey (1978), many different psychic theories have been proposed to account for personality and behavior. These theories are too numerous to treat here in any length, so this discussion will be limited
Psychoanalytic Theory

Sigmund Freud's views of psychoanalysis were among the first to fill the theoretical void about psychological processes that could account for abnormal and normal behavior. Freud virtually explained all behaviors by referring to the unconscious personality process. The psychological processes and motives behind behavior were regarded as being in the individual. According to Freud, one has to understand the personality to determine the meaning of behavior, Freud (1946). The Freudian view frequently is referred to as a psycho dynamic view. Dynamics refers to a branch of mechanics in which phenomena are explained by referring to energy forces and their relation to motion, growth, and change in physical matter. Freud felt that personality describes behavior in terms of psychological impulses and their expression at various stages early in a child's development.

Freud suggests that there were three structures of personality: the id, which houses instincts and provides the source of psychic energy (libido) for all psychological processes and behavior, the ego, which interacts with the demands of reality in fulfilling instinctual wishes, and the
super ego, which represents internalization of social and parental standards and ideas of behavior. These structures were felt to operate in constant conflict. Each personality structure supposedly contributed in determining whether an impulse would be expressed, and precisely when and in what form it would be expressed.

In Freud's complex theory, as the child develops, psychic energy invariably leads to conflict with reality, anxiety reactions, defense mechanisms, and alternate modes of behaving result from instincts not being directly and immediately expressed. Normal behavior develops from the expression of impulses, wishes, and desires in socially appropriate ways. Abnormal behavior, according to the psychoanalytic view, is attributed to the disruption of the normal unfolding and expression of drives and needs, and their gratification.

The development of psychoanalytic theory provided several contributions into understanding behavior, (Freud, 1965). First, it advanced the view that all behavior could be traced to psychological causes formed early in a child's development. Second, it stimulated general researching on the psychological bases of behavior. Third, it stimulated the development of psychological forms of treatment.

Psychoanalytic treatment began as a method of uncovering and resolving issues which were assumed to underlie behavior.
The primary method of treatment was talking with a therapist and working through various impulses, conflicts, defenses, and unresolved childhood experiences. Many variations of psychotherapy that relied upon talk as the primary medium of change also emerged.

Many criticisms have been levied against Freud's view, including the difficulty in verifying many of its propositions, inconsistencies within the theory itself, and the therapeutic procedures derived from the theory, as well as the neglect of social and cultural influences on behavior.

**Trait Theory**

The Freudian view was not the only intrapsychic position. Another view, which received wide attention, was that of trait theory. Traits are the consistent and relatively enduring ways of behaving, which distinguish one individual from another. Traits are inferred from behaviors that seem to persist over time and across various situations. Although different trait theorists disagree on the traits that best explain behavior, they all seem to agree that there are certain behavior patterns that are consistent and that these patterns are expressed in certain traits, (Allport, 1950). Some familiar trait patterns include aggressiveness, kindness, honesty, laziness, and carelessness to name a few. In fact, the list of traits people commonly say they have is
virtually endless.

However, trait theory of personality is more than listing a number of different attributes that a person supposedly possesses. Various kinds of traits and their relative importance are often distinguished, and the ways they develop and influence behavior are also explainable. One of the most influential trait theories was that of George Allport, as he proposed several different types of traits. Some traits were considered to represent overriding dispositions that served as the focal point for most activities and aspects of a person's life. Achievement is for some people, a trait that dominates in their lives. Other traits may be more focused and account for smaller segments of experience. According to Allport's theory, some traits are considered to be common among people in a given culture while other traits were unique to the individual, (Allport, 1950).

There is an additional point to make regarding traits in regards to explaining behavior. Trait theory has considerable appeal because it adheres closely to how people view and talk about behavior in every day life.

Trait theory is not without its critics and those who are quick to point out that individuals do not always perform consistently across a variety of situations and over time, as would be predicted from a trait position, (Bandura, 1977).
Different behaviors that are considered to make up a general trait often are not highly correlated. For example, an individual might be labeled as honest or as having the trait of honesty. Yet various behaviors which make up such a personality trait are not performed consistently. A person who performs honestly in one situation may not do so in another, (Bandura, 1977). Much of behavior is situation specific. As situations change, a person's response changes as well, depending upon with whom they are interacting.

Psychoeducational Model

A model that stresses the demands of daily functioning is the psychoeducational model, which is a combination of psychodynamic and learning theory models. It gives a basis for understanding behavior and methodology for directing students toward new learning. The model emphasizes creating a healthy learning environment through mobilization of several disciplines. Educators, psychologists, social workers, psychiatrists, and other related service specialists are charged with the responsibility of implementing this model, (Fagen, Long, and Stevens, 1975).

The psychoeducational model stresses the building of proper adult-child relationships, which can promote corrective educational development as observed in academic and social skill improvement. The model assumes that
academics and behavior failure can be dealt with therapeutically and emphasis is on the students gaining insight which will result in behavioral change, not on changing behavior directly.

An important extension of the psychoeducational model is the self-control training curriculum developed by Fagen et al. (1975). This strategy uses instructional units to teach students primarily skills such as how to focus attention, anticipate consequences, and tolerate frustration. Their curriculum includes seven skills clusters: Also see (Fagen & Long, 1979).

Selection - ability to perceive incoming information accurately.

Storage - ability to retain information received.

Sequencing & Ordering - ability to organize actions based on a planned order.

Anticipating Consequences - ability to relate actions to expected outcome.

Managing Frustration - ability to cope with obstacles that cause stress.

Inhibition - ability to postpone or restrain action tendencies.

Relaxation - ability to reduce internal tension.

Goldstein and his colleagues also have their views on psychoeducational interventions. Consequently they felt that
there should be a "structured learning" approach, which should include role playing, teaching of specific skills, feedback, and alternative responses to aggression, (Goldstein et al., 1986, p.319).

The psychoeducational model may be a promising one, however most of its findings and results are based on subjective, clinical experiences. As Gresham (1985) notes, "the empirical literature does not yet support the notion of changing a child's thought and problem solving abilities will change their behavior in a natural setting such as the classroom, or that such changes will result in improved peer acceptance."

Ecological Model

The ecological model places emphasis on the students' entire social system. Professionals work with students in their homes, schools, and communities as they attempt to modify those factors which influence the individual's behavior. The goal is to improve functioning, which is accomplished through the education of the individual and the adaptation of the environment.

The most important project developed in association with the ecological model was Project Re-Ed, (Hobbs, 1965). Hobbs and several colleagues began several Re-Ed school programs. Students were served in a residential setting during the week
and went home on the weekends. The program focused on health, teaching, learning the present versus the past, and on the student's total social system rather than their intrapsychic processes only. A major part of the program involved the selection and training of the staff who carried out the day to day work with the students. An ecological approach takes into account the interrelationships between a child and various aspects of the environment, including other people. Bell & Harper (1977) said youngsters might behave quite differently if adults changed their own behavior in relationship to others who interact with them. Work with the Re-Ed model continues, and most evaluations appear to support the idea of an ecological approach, Daly (1985), Lee (1971), Lewis (1982), Votel (1985).

Behavioral Approach

The major idea behind the behavioral approach is that behaviors are learned, thus they are amendable to instruction, (Alberto & Troutman, 1982; Skinner, 1953). In the behavioral approach, the emphasis is placed upon environmental, situational, and social determinants that influence behavior. In this approach the focus is placed upon behaviors that have been learned, or need to be learned. Explicit attempts are made to train behavior rather than to alter aspects in the person, which according to The Mental
Health Model, underlies behavior, (Kerr and Nelson, 1983).

Abnormal behavior is not regarded as distinct from normal behavior in terms of how it develops or is maintained. Abnormal behavior does not represent a dysfunction which has overtaken normal personality development. Rather, certain learning experiences, or failure to receive or profit from various learning experiences can account for behavior. Principles of learning explain how behavior develops whether or not the behavior is labeled as abnormal or inappropriate.

The behavioral approach considers the social context important in determining whether a given behavior is regarded as deviant, (Morris, 1985). For example, standing in front of a produce counter with your hand raised to get attention of a salesperson may be taken as a sign of abnormal behavior. Whereas if you were standing in a meeting with your hand raised waiting to be recognized as the next speaker, it would be considered totally acceptable. Behaviors that seem similar are differentially interpreted depending upon the social context. Most often inappropriate or abnormal behavior is defined by the degree to which the behavior deviates from the norm. Changing society norms may vary across cultures and across many groups within cultures, thereby making it difficult to define exactly what abnormal behavior is. Take aggressive behavior for example. It has been labeled as antisocial, however, it is socially condoned
and strongly supported in street gangs where fighting and violence are commonly accepted activities.

The behavioral viewpoint stresses observable, measurable behavior as the focus of treatment for virtually any problem. Internal states such as emotions, thoughts, personality traits, etc. are downplayed or redefined in terms of behavior. This is not because these things are unimportant, but because they are just very hard to observe and treat directly. A basic tenet of behaviorism is the law of parsimony: the best explanation for any problem is the simplest explanation.

In the behavioral approach teachers is a very central character because they influence learning in several ways. First, they arrange the instructional environment to facilitate learning and by providing students with appropriate consequences for their actions. In doing this, the teacher manipulates the events which precede the student's behavior (antecedents) and the events that follow it (consequences).

The behavioral approach can be used with any age group or curriculum content. Students are given instructional objectives, and the learning task for each objective is analyzed and broken down into simpler subtasks. The student learns each step to mastery as they are closely monitored and given positive feedback to ensure that the student maintains
a high rate of success. Leinhardt and Pallay (1982) said in a review of the research on effective special education programs:

"Successful programs seem to have a number of elements in common. The majority have a distinctly behavioralistic approach. Goals and objectives are clearly specified and overt contingency management systems are operating; and mastery learning techniques are used," (p.573).

Interventions based on this model consist of choosing certain behaviors, collecting current data, controlling the environment, and changing antecedents and/or consequences until desired changes in the behavior are met, (Cooper, Heron, & Heward, 1987).

Behavior Modification

Behaviorists see basically three things, which are, antecedents, behaviors and consequences. An antecedent is anything that happens or exists just before the behavior which is of interest. Antecedents are clues that a behavior is about to start. A behavior is any action that can be seen, heard, or otherwise observed or measured. A consequence is defined as anything that happens immediately following the behavior you are interested in, (Forness & MacMillan, 1970).

Behavioralists believe that arranging antecedents and consequences in such a way that antecedents elicit
appropriate behavior results in a learning process that changes behavior over time. The results of behavior modification cannot be seen in the effect a procedure has on one instance of a behavior, but can only be seen in the gradual effect on the frequency, durations, or magnitude of that behavior in the future.

Behavior modification is often identified by other names. Operant conditioning is the underlying theoretical model of how antecedents and consequences can be used to change behavior. Contingency management is another common phrase, which refers to the fact that reinforcement is made contingent on certain behaviors. The term behavior management is used mostly in regards to classroom settings and encompasses a broad variety of methods ranging from operant conditioning to assertive discipline. However, behavior modification in this document refers to the concept of positive programming.
CHAPTER TWO

Elements of Positive Programming

Focus

The primary concern of any educational model is to help students achieve success in school. In order to effectively accomplish this, many professionals agree that an integrated program based upon the students' specific educational and emotional needs must be offered. The program should promote personal growth in the areas of self-esteem, development, self-control, self-responsibility, direction, and academic achievement.

During the past 20 years, many approaches to managing behavior have been suggested. They have included Cognitive, Affect, Behavior, psychological and social learning models. This paper refers to this concept as positive programming, which incorporates many of these models and goes beyond them. However, the main framework used here is that of the psychoeducational model.

Positive programming is a set of procedures intended to help students in shaping their behavior and interacting with their immediate environment. The basic philosophy that underlies positive programming is very simple; when a child has difficulty behaving appropriately they require a highly structured, positive environment to maximize their potential. This student, more than others, requires an inordinate amount
of positive input to instill in them a degree of confidence in their own ability to learn, to improve, and to achieve.

The primary focus of the educational experience for these students should be the acquisition of positive behaviors. Consequently all learning domains, the environment, instruction, and the behavioral management program must be positive. Positive Programming is a procedure which is used to reduce problematic behavior by intervening directly. The program is proactive in nature, rather than reactive. It focuses on teaching the students self-responsibility and self-discipline.

IEP

As mandated by federal law, every handicapped student receiving special education services must have an Individual Educational Plan (IEP). In many ways the IEP represents a formalization of the diagnostic/prescriptive approach to teaching. The IEP committee is comprised of a number of people directly involved with the student, which may include the student's, classroom teacher, school administrator, parent/guardian, psychologists, resource teacher, speech/language therapist, and a district representative. All or some of these people are in attendance. At times it may be appropriate to invite the student, especially older students.
The IEP itself includes a statement of the student's current level of performance, annual goals, short term objectives, and specific services to be provided along with significant information. The specific criteria to be used in verifying that the objectives have been attained is a periodic review of the program, at least annually or sooner, if deemed necessary by either the parent or district. In a sense, the IEP is a contract between the school district, the child, and the parent/guardian that will provide the program and services designated on the IEP. This is why it is imperative that the teachers and other support staff are aware of each student's goals, objectives, and designated services, and are addressing each one in the classroom.

IEP Referral

A school's student study team (SST) refers a student to special education. The SST committee collects the necessary documents, reviews the assessments, and makes suggestions for placement in the least restrictive environment. Possibilities include a regular classroom, a regular classroom with support services including DIS, support personnel, and modification, a special day class (SDC) that is full or part time, county programs, non-public schools, or home/hospital. An IEP team meeting is then held and the outcome of that meeting is written up as an IEP.
IEP Annual Review

The school district is required by federal law to hold a yearly review of a child's IEP. The review is typically held twelve calendar months from the start date of placement. Within thirty days of the scheduled meeting, the administrator or designee arranges a date for the meeting and proceeds to notify the parents, teacher, and other support staff in preparation for the review. The student receives academic testing prior to the meeting to document all academic gains. The committee hears from relevant staff members (teachers, psychotherapists, speech/language therapists, counselors, etc.) in evaluating the progress with each goal and objective. The teacher or others may recommend new goals and objectives. Final discussions may address placement or modifications in programming.

Tri-Annual Review

It is required by federal law that all students in special education be reevaluated to determine if the child continues to qualify for special education services. This evaluation is held every three years. Psychologists and others from either the Special Education Local Planning Agency (SELPA), or the school district will re-test the student using a battery of assessments. These professionals then present their findings at the tri-annual review and the
IEP team then agrees upon the child qualifying or not for special education services. Tri-annual reviews are often held in conjunction with the annual review to minimize the duplication of meetings. Regardless if it is held in conjunction with the annual review, the current goals and objectives are reviewed and new goals and objectives are presented, agreed upon, and final discussion of placement takes place.

Reasons for IEPs

Any member of the IEP team, or those with special interest, may request the IEP team to reconvene any time during the school year for a review of the child's Individual Education Plan, which may include a change of placement. The following is a partial list of reasons why a meeting would be held: (1) The current plan does not meet the child's needs, (2) Additional services are needed (psychological services, speech/language, and transportation) (3) The student may be ready for full or partial mainstreaming, (4) New behaviors may emerge, which require a functional analysis be conducted, (5) Misunderstandings of verbal and written agreements during the previous IEP, (6) Concerns/complaints regarding the quality of services being provided, and (7) Changes in the student's residence or guardianship.

The IEP process is the fundamental mechanism that drives
all special education programming. It is imperative for successful programming that each staff member understands this process and become effective in the implementation of the student's IEP.

Environment

In positive programming, the school climate must be orderly, purposeful, and free from threats of violence and physical harm. The environment ought to be conducive to teaching and learning.

When a student has difficulty staying on task they must be given a highly structured, positive environment to maximize their potential for success. The classroom environment shall remain warm, quiet, and supportive. Behavioral strategies should be positive in nature, in which reinforcements are provided for appropriate behavior.

Each child needs to be greeted as they come into class. In addition to saying "Hello, how are you?," a greeting may also include a brief conversation on significant or interesting things going on in the student's life, as well as added encouragement, positive suggestions that the day will go well for the student, and a review of the positive events from the previous day. Good classroom behavior management depends on the staff imposing a visible, consistent structure that the students can respond to. Consistency and structure
in the way staff interact with the students is crucial. It is essential that the classroom be extremely predictable. Simple routines must prevail as part of their program. Deviations from the daily routine will probably interfere with the students' ability to successfully complete their task. Classroom rules, reinforcements, and consequences should be posted in the classroom. The seating may be arranged in such a way that the teacher will be able to attend to any student within a matter of a few steps. Noise and visual distractions ought to be eliminated. It is suggested the room be colorful and have many features and designs. The desks and chairs need to fit the students, and there must be plenty of room between each student.

Special attention shall be given to students with special needs. Those individuals with visual or hearing problems may need to be in the front of the room, and so on. Classroom materials need to remain organized so that they can be found when needed. A special area can be set aside for the storage of materials that the teacher will use with the class, including dictionaries and science and art supplies. Limit setting by the teacher shall be done in a calm but firm voice. All work should be at a success level (work that can be completed at an 80% success rate). This is important because frustrating work is often the antecedent to inappropriate behavior. Work and play areas must remain
clearly marked. Desks and shelves may be placed in such a manner that they provide natural barriers between certain areas of the classroom.

Student work must be displayed throughout the classroom and school. School spirit is promoted through slogans, T-shirts, badges, and posters.

Staff Roles

The staff members having primary responsibility for directing programmatic interventions and regulating the interactions between a student, other students, and other staff are the students' treatment or interdisciplinary team. The core team members are the students' academic instructors, their therapist, school administrators, and case managers or crisis counselors.

Administrators

Administrators are responsible for coordinating the efficient use of staff, encouraging effective communications, monitoring and approving treatment plans, and acting as the liaisons with administrators from other agencies.

Case Managers

The case managers are considered the primary resource to the team regarding the students' behavior in school. The
responsibility of the case managers fall into two areas: crisis prevention and crisis intervention.

In the area of prevention, the case manager is responsible for implementing team plans through the behavior management program. Their intent may be on recognizing the students doing well and reinforcing those behaviors. Ideally, the case manager will model appropriate behaviors, teach necessary social skills, and make suggestions to the team relative to the students' growth.

**Therapist**

The therapist is primarily responsible for helping in the development and implementation of strategies, which will help students achieve maximum school success, as well as function more effectively in their home. Strategies may include individual, group, and family therapy, as well as liaison with a variety of community services.

**Teacher**

The teacher and the role models they portray have been shown to be influential in the motivation of students, (Alberto, 1982). The educator, particularly in the first few years of school, is in a unique position to assist the student in finding their self-identity. One of the primary reasons a person becomes a teacher is to help others find
their path in life. Good teaching is taking place whenever the student sees the meaning of what they are learning in relation to their life.

Good teaching and effective counseling are largely synonymous. A teacher cannot change the past experiences of their student, they can only look at the present and provide an exciting opportunity to be successful. Every teacher should point out and encourage the student's strengths, talents, and creativity. They should try to pick up on their student's personal interests and help the child build a lasting relationship. In short, the teacher may systematically provide opportunities for personality and social growth.

The teacher can provide the students with work which is challenging, but at the same time work that can be completed at a successful rate. In order to maintain motivation the curriculum should be presented in a variety of ways. It ought to be of high interest and never used as a punishment.

The teacher must hold the student responsible for their own behavior, acceptable for their actions, and validate each student's intrinsic worth.

Each teacher should be flexible. It is not always possible to use the same techniques in every teaching situation. Some situations require more structure while others respond better to less. The teacher should be aware
of their students' on task behavior. If they seem to be getting restless, a change in activity might be in order. Teachers should ensure that their students know exactly what is expected of them. Rules are to be posted, and students should have a part in making the rules. When they do, they are much more likely to abide by them.

Teachers must constantly be in touch with their own feelings. They must be aware when they are about to lose control of their temper. They must avoid at all costs yelling, threatening, or waving their finger at the students. They also should never use sarcasm, arguing, or lecturing as a means of communicating with students.

Teachers should ignore certain behaviors. They must be selective in how they react. If they try to respond to every attention-getting device, the students will play them like a drum.

Finally, teachers must use genuine praise. Students can tell when a person is being sincere and when they are being patronizing. Sometimes a mere hand on the shoulder is plenty of positive reinforcement. The general rule here is "if it does not fit, do not force it."

Curricula

An important feature of any school's program is its curricula. Over the past ten years, the trend in California
has been that the core curriculum in all instructional areas be interrelated to each other through thematic instruction. All instructional programs' curriculum should be aligned with the state's frameworks for education and the model curriculum guides in each of the following areas.

I. English/Language Arts: Main components of this curriculum should consist of a systematic literature program based on intensive Reading, Writing, Speaking, and Listening (Whole Language). Recent studies have also shown that Direct Instructional Programs are very successful when used in conjunction with literature based instruction for those students identified as learning handicapped. These corrective reading programs may be used for students who read so inaccurately that they cannot comprehend what they have read. The curriculum provides detailed demonstrations of skills and strategies, followed by opportunities for students to apply what they have learned.

II. Mathematics: It is imperative that the mathematic program be meaningful and motivational to the students. Students should be encouraged to use concrete materials to aid in discovering the meaning. They should work in small groups to help with problem solving and be given hands on experiences to create clear pictures of math concepts.
III. History/Social Studies: History/Social Studies should provide a variety of opportunities for students to encounter the people and events of history, including various cultures.

IV. Science: An understanding of Science and an appreciation of its method and philosophy are a necessary part of education. Science should be taught to students through an experimental, hands on approach. This way the learner will practice using scientific methods in many ways.

V. Visual Performing Arts: Instruction in the arts is an indispensable part of every child's education. It serves as a force in shaping one's opinion of a viable career. The curriculum should include visual arts, music, dance, and drama/theatre.

VI. Physical Education: Physical Education is an integral part of education and contributes to the development of the individual through planned movement, physical activity, or exercise. Growth and motor development, motor learning, psychosocial development, humanities, and instructional strategies must be addressed in the Physical Education curriculum.

VII. Social Skills: Appropriate social behaviors are developed by working independently and with others during
structured and unstructured activities. Students should be taught skills in the areas of appreciation of differences, affiliation, respect for self and others, sense of fair play, leadership, and cooperation and assistance. The Social Skills curriculum might be so structured as to develop appropriate social behaviors and coping mechanisms so that students are able to live in harmony with the world around them. The curriculum must focus on teaching specific social skills to the students through the use of task analysis, active listening, role playing, and problem solving.

VIII. Transition: Transition planning is essential to bridge the gap between school and adult life. Students should be taught in career awareness, pre-employment skills, vocational interest, recreational interest, decision making, community awareness, personal management, and problem solving. Transition planning can begin as early as junior high school, and most definitely by the time a student enters high school. When a student is fourteen years old a transition team should be formed that includes the student, their parent or care provider, school personnel, and other interested parties. It is the responsibility of the team to develop an Individual Transition Plan (ITP) and take the steps necessary to help the student reach their goals.
Instruction

Upon entering a program or class, all students should be assessed academically and given placement tests to help determine the most appropriate academic environment. Careful consideration should be given to the students' age appropriateness, their functional levels of success, and their social skills readiness. Effective instruction may emphasize academic development, using integrated preference modalities of learning. The three modality preferences include: (1) Auditory learners, which are students who may rely on listening, verbal directions, and self talk as a primary road to learn, (2) Visual learners, students who refer pictures, visual models, and written directions to learn, and (3) Kinesthetic learners, students who rely on touch and body movement to learn. These learners feel objects, trace words, and learn by actually doing task.

In programs structured for success, the focus is clearly on behavioral and academic objectives. While there may be little time for non-academic pursuits, other than those required by state law, this does not mean that learning must be boring. Teachers should involve their students through the use of discussions, discovery, and individual assignments. The curriculum used should be meaningful to the lives and future goals of the students. A combination of whole language and direct instruction should be used.
Teachers should be well organized, have clear goals, and measurable learning objectives (MLO). By providing an enriching, motivating curriculum, students will be able to attain their goals and be much more successful.

No longer is it simply an unavoidable fact of education that some students will do well while others will do poorly. Teachers cannot be content to teach the average student. Instructional strategies must be structured to allow all students to succeed. Modifying the state frameworks by reducing the number of questions on a page, tape recording materials for students to listen to as they read, providing manipulative objects for students to use in math, rewriting directions at a more appropriate reading level, or reading the test questions for a student are but a few academic accommodations which can help students succeed.

Cooperative learning groups also provide an excellent opportunity to develop work and social skills. Polloway, Payne, Patton, and Payne (1985) reviewed the research literature on group versus one-to-one instruction for special education populations. Results were varied somewhat across handicapping conditions, methodologies, and instructional tasks. Viewed collectively, results for group instruction can be summarized as being at least as effective and generally more efficient than one-to-one training.

Heterogeneous grouping and peer tutoring are two other
procedures which can be used to help slower learners, as well as to help other students practice newly acquired skills.

Positive-oriented programs continuously evaluate student progress. These programs include procedures for frequent monitoring, using a variety of measure to provide feedback to the teacher and student. If the students are not making progress then the teacher can take immediate steps to help them catch up.

It is equally important that students know what they have done right and how they can continue to improve upon their performances. Feedback to the students should be precise and explicit, not just a simple, "good job." It should be stated or phrased in something to the effect, "Johnny, I really am pleased that you finished all of your assignments today. The work is so neat and orderly."

Elements of successful instruction include anticipatory set, objective with purpose (MLO's), input (teaching steps), modeling, checking for understanding, guided practice, and independent practice. These seven elements form the basis of good teaching, Kirk & Chalfant (1984). Their deliberate use in creative ways results in what is described as "creative instruction." These elements differentiate artistry in teaching from an amateur effort to instruct students.
Parental Involvement

Parents have a right to know what is going on in the education of their children. They also have a right to participate and to provide some input into important school decisions, which will in turn effect that education. When a parent becomes actively involved with their child's school, working to promote excellence, it increases the student's achievement and the school's effectiveness. Enough cannot be said of this vital importance. Methods that may increase parental involvement include the following.

Notes, Pointsheets, and Progress Reports

These are especially helpful for working with parents who cannot be reached by telephone during the day. They may be handwritten or done on preprinted forms, which the teacher assigns points to or checks off a rating for behavior. These sheets can be sent home daily, weekly, or both. It is recommended that the parent reviews the form or note, signs it, and that the student returns it to the teacher the following school day.

Parenting Classes/Support Groups

In today's society children are exposed to more drugs, sex, and gang violence than they were even a decade ago. Each day they are faced with decisions that will impact the
rest of their lives. If a child chooses a destructive behavior such as drugs or alcohol use, drinking and driving, or belonging to a gang, the natural consequence may be addiction, a ruined life, imprisonment, or even death.

Parenting classes are developed to help parents prevent and effectively intervene in destructive behavior of their children. They are designed to give parents the necessary skills to improve their relationship with their children and to find support resources in their communities.

Conferences

Many schools have regularly scheduled conferences that bring parents and teachers together to discuss the student's progress. In addition to the scheduled conferences, one should not hesitate to call parents to the school for a special meeting to discuss a particular issue. This time can be used to get parents' ideas and to formulate a plan for growth and improvement. Do not use this as an opportunity to complain about how inappropriate the child is. The parent has probably heard that repeatedly and all you are doing is shutting them out.

Home Visits

Many parents will find every excuse in the book as to why they cannot attend a parent conference. No wonder
students are so good at coming up with excuses concerning missed classes and assignments! One way to combat this is to make home visits to those students homes whose parents can never come into the school. The visit can be short, perhaps 30 minutes or less, and it can be used to achieve the same results as you would in a school conference.

**Telephone Calls**

Calls to the home should be made for giving information only. Rarely use a phone call to replace the teacher/parent conference or the home visit. A good format is a self introduction, remark briefly on the nature of the call, and mention something positive concerning the child. After having had a brief conversation, politely thank the parent for their cooperation after hearing their response.

**Newsletters**

If the school does not have a newsletter then it would be a great time to create one. In addition to the usual administrative calendar dates to remember and future events, put in material concerning classrooms and student accomplishments. This will go a long way in winning over the parents of these students.
Volunteer Program

Survey parents to see if any would be interested in serving as a volunteer in their child's classroom, on the playground, or anywhere else at the school. Empower them to have input, though by no means should they be allowed to dictate the program.

In enlisting parent support first recognize their basic need to be important. Become genuinely interested in them and their situation. Learn to listen actively and never take a parent for granted. Always be positive. For every student there must be one positive trait the student possesses. Identify that trait and start by mentioning it. Be careful about the language used when discussing a behavior problem. Display warmth and enthusiasm when describing a parent's pride and joy. Give the parents a much needed pat on the back for trying so hard with their child. Agree on a plan so that the next meeting will have specific input from both you and the parent.
Level System

The level system for positive programming is designed to provide a positive, esteem-building form of measurement with which to monitor and assess the behaviors, attitudes, and strengths of each youth, (Anderson, 1989). This system has been developed to assist and guide each student to a better understanding of their abilities, strengths, and positive qualities. Each student will also begin to internalize and increase their abilities and behaviors, to gain increased self-esteem and self-image, and to develop their overall level of functioning. Not only does the point system take into consideration students' behavior while in the classroom, but also considers behavior on the bus, during breaks, and during the lunch period.

The basic privilege level system is scored by points, zero to five points for each task. Each student is scored daily in several categories, such as hygiene, personal goals, staff and peer relations, (see appendix A). The system is based upon the quality of each task completed, and earns the appropriate points for that task. Staff members are not to threaten the student with losing points, or take away points from a category after they have been earned. For example, it is not appropriate to say, "If you do that I will give you a
zero," or to say, "You have blown it now. I'm giving you zeroes for the entire day." Each student is scored entirely on their efforts to achieve in every category. Each student makes the conscious decision to perform the required tasks, as well as to what degree of excellence. It is the staff's responsibility to see to it that each student is given numerous positive strokes for their daily achievements.

Points for each day are awarded by the classroom teacher or designee. No points are to be crossed out or taken away by another staff member, as this causes unnecessary and unfair difficulties for both the staff and the students. Any discrepancies or disputes about points will be resolved out of the presence of the students.

If any of the students are experiencing extreme difficulty with accomplishing the basics required within the privilege level system, it is up to the staff to find the positive aspects of that student's abilities, modify the requirements of the system so that they can both achieve greater levels of success, and internalize that success into their daily accomplishments. The level charts are scored weekly, with the levels of privileges earned in effect for the following week. The students are notified of their levels and goals each week during their weekly morning meeting.

All the students are encouraged to become actively
involved in their daily accomplishments. They may request to view their points at any time and to discuss the points awarded with staff appropriately.

It is important to always remember that the level system is positively oriented and should always be utilized to make the students feel good about themselves and their accomplishments. If the system becomes threatening to the group, to individual students, or to the staff, the implementation of the system should be evaluated immediately. It is also important to remember that the privileges earned by each student are important to them, and every effort should always be made to ensure that they are able to receive the outlined reward and activities.

Staff Responsibilities

No matter how well organized or thought out a level system is, it is only as effective as the persons utilizing it. If there are staff who are unwilling or unable to use the level system in the manner by which it was intended, then it loses its effectiveness. There are four areas of staff responsibility which are important in assuring success with the level system. These areas are consistency, attitude, role-modeling, and communication.

In order for a level system to be effective, staff consistency is of primary importance. The areas where
inconsistency is often a problem include: (1) The communication of program rules and expectations to the student, (2) The administering of points, (3) Consequences and other follow-up procedures, (4) "Making deals" with students, and (5) Favoritism with certain students.

Consistency among staff in communicating program rules and expectations to the students is crucial. Often staff will experienced the times when a student tells them "that's not the way John says to do it," or "that's not what Bob told us." The rules and expectations are clearly written and defined and should be conveyed as such to the students. If a staff member disagrees with a rule or expectation they should speak with their supervisor.

In the area of administering points it is important that all staff understand the process. As was stated earlier, points are to be earned based on the quality of each task completed. Staff are not to threaten students with losing points or taking away points after they have already been earned. The points are used to objectively monitor behavior, not to punish the students.

Consequences are a logical result of a student's behavior, not a punishment. Level drops and consequences are only to be used as an agreed upon intervention in holding a student responsible for their behavior.

Finally, in regards to consistency, staff should never
make deals with students or exhibit favoritism when recording points or administering consequences. The policies and procedures of the level system should be followed as written.

Any exceptions to the level system will only be made by the direction of the program administrator.

The second area of importance in staff responsibility is attitude. A positive attitude toward the program and the level system by the staff can nurture the same feeling in the student. However, there are two ways staff attitude can have a negative impact on the effectiveness of the level system. First, staff may feel indifferent or disagree with the level system. As a result they may attempt to sabotage the system by not following through with its use or speaking negatively of it to other staff or students. This kind of dissenting can make a level system meaningless for the students. Secondly, some staff may have a more punitive attitude in regards to working with our population. They may use the level system more as a punishment rather than as a positive growth oriented system. It is important not to have the attitude that the level system is a weapon to be used against the students. This system has been developed specifically as a tool in helping students to better understand the areas they need improvement, as well as their abilities, strengths, and positive qualities.

The third area of importance, role modeling of
appropriate behaviors, is one of the most valuable tools that the staff has. Whenever staff members behave unprofessionally they are presenting a powerful message to the students. Students are learning the behavior firsthand by observing it. On the other hand, whenever staff exhibits appropriate behaviors they are sending an equally as strong message to the students. The, "do as I say and not as I do" philosophy, is not effective with SED populations. Whenever staff are on duty they are expected to interact with the students as a professional, with the goal of teaching them the skills they need to function.

The final area of importance in managing a level system is communication. Staff members need to communicate all significant information with one another. This is done either verbally or by other documentation. Communicating all significant events fosters greater continuity throughout the program. Students are very adept at manipulating one staff against another. Communication is the best means of defense against this behavior.

In addition, it is important that staff members do not convey information to the students that is confidential or in secrecy of other staff. In order to provide an effective program, the staff needs to be viewed by students as a cohesive team.

In conclusion, the level system has been designed to
provide the structure necessary to manage an effective treatment program. However, this system does not work independently from the staff. In order for the level system to be successful it requires a cohesive staff willing to be consistent in its use.

Level System Percentages

The level system has five levels, ranging from the Merit Level to Level 1.

Merit Level - 90% and above
Level 4 - 80% to 89.9%
Level 3 - 70% to 79.9%
Level 2 - 60% to 69.9%
Level 1 - 59.9% or below

Merit Level Expectations

Students at this level have achieved an important level of trust, responsibility, and independence within the program. Their attitudes, behavior, and motivation are excellent. They are cooperative and willing to assist others, staff, and students at all times. They follow all the expectations and rules of the program and are striving hard to achieve their individual goals. They have earned a high level of trust and are working to maintain that trust through cooperation with staff, self-motivation, excellent
behavior within the program and in the community, and are exhibiting high respect for themselves and others at all times. Overall, these individuals have demonstrated to the staff and to themselves that they are able to achieve and maintain this higher level of independence, and are able to maintain success with this less structured form of measurement of their daily performance. At all times these students are expected to be role models for the other students. If any of the above expectations fail to be met, the student will be taken off Merit Level and placed back on the Basic Privilege Level System.

Attaining Merit Level Status

The following objectives must be met before a student is placed on Merit Level. The student must have been in the program for at least four months. The student must have maintained a Level 4 status on the basic privilege system for a minimum of six consecutive weeks. The student must submit a written request for a change in status. They must address the issues of independence, trust, responsibility, and motivation needed for them to receive permission to be placed on the Merit Level. This request must be given to a program administrator prior to the weekly staff meeting.

All the members of the staff will review the request, discuss the student's possibility of success on the Merit
Level, and set up the criteria for attaining this level. For example, the staff may decide to grant the request, they may decide to outline additional steps for the student to achieve, or they may refuse the request, pending identified changes in behavior, attitude, and school behavior.

The student will be informed of the decision, and any additional tasks they need to accomplish in writing so that the tasks and time frame can be monitored and checked off.

Once a student is moved onto the Merit Level, he/she will be charted daily on the Merit Level System. (Please refer to the instructions for scoring this chart.)

Any serious misbehaviors may result in being taken off this system. The student must maintain a high level of independence and trust at all times. Misbehaviors, or lack of motivation and/or ability to maintain the expectations of this level, will result in the treatment team making the decision to remove the student from the Merit Level. The student may also request to be moved down from this level by placing the request in writing and presenting it to the program administrator.

Merit Level Privileges and Guidelines

Each week the students on merit level will have a daily breakfast that they prepare themselves. This may or may not be directly supervised, depending on the meal and decision of
the staff. The student will be allowed to have a radio at school for their personal use, however the use of such items will be monitored by staff. If having such an item causes problems, staff may temporarily or permanently remove the radio. It is expected that the radio will be given up without argument. Each week the students may plan an activity in which only they participate. After five weeks on this level a special one-on-one outing with a staff member may be arranged. After eight weeks on this level a treatment team will convene to discuss transition back to public school. All other privileges of Levels 4,3, and 2 apply to the Merit Level. The students on Merit Level may use the activities room daily.

**Level Four Expectations**

These students have achieved the second highest ranking within the program. Their attitudes, behavior, and output are superior. They are cooperative and willing to help out at all times. They follow all the expectations and rules of the program and are striving hard to achieve their individual goals. They have achieved a high level of trust and are working to maintain that trust through cooperation with staff, behavior within the program and in public, and respect for themselves and the other members of the program. School performance is expected to be excellent, with high grades and
motivation.

**Level Four Privileges and Guidelines**

Students may have a job on campus. They may use all recreational equipment and use the student store. These students are eligible to receive either Most Improved Student or Student of the Week Award. They may participate in all on-campus privileges, including parties and activities. Students on this level may go on all off-campus activities and field trips.

**Level Three Expectations**

These students are doing good work and are on the third highest level with the program. These students are working hard to achieve the goals and privileges of Level 4. For the most part, these students perform well and do what is expected and asked of them. However, occasionally these individuals experience difficulty in maintaining positive attitudes, appropriate motivation, and cooperation. Their behavior, at times, vacillates between very good and "just enough to get by." When asked, they do agree to assist the staff and peers and are usually able to present themselves as good role models for the other students.
Level Three Privileges and Guidelines

All those privileges and guidelines of Level 4 apply to the students on Level 3, except that these students may not go on off-campus activities and field trips.

Level Two Expectations

These students are achieving at a minimum level, vacillating between minimum compliance and occasional misbehaviors. At times these students show cooperation and motivation to succeed, while at other times they experience frustration with themselves, their programs, and their capabilities. It is the expectations of the program that these students will be able to settle down and strive for the higher levels of success available in the privilege level system.

Level Two Privileges and Guidelines

Students on Level 2 may be out during breaks and at the lunch period. They may also earn tokens to use in the token store.

Level One Expectations

The expectation is that the students who earn this level need to evaluate their needs, behaviors, attitudes, and motivation in the program. They are presently demonstrating
below average behavior for the expectations of the program. It is expected that, in addition to receiving specialized treatment interventions, these students will put out the increased effort necessary to achieve higher goals and rewards for themselves so that they may move steadily toward achieving completion of the program.

Level One Privileges and Guidelines

There are no privileges at this level. Breaks and lunches will be spent in the restricted area or inside under direct supervision.

As the students on Level 1 have exhibited serious attitude and/or behavior difficulties, there may be additional restrictions imposed upon them. It is expected that these restrictions will be carried out by the individual without any problems.

Daily Privilege Level System

The daily level system has been designed to address the needs of those students who are not able to adequately achieve success on the basic level system. Some students within the system may respond more positively to a daily gratification system, whereby they are held accountable on a day-to-day basis for their privileges earned. Their behavior, attitude, and achievements will be assessed on a
daily basis, with their privileges awarded daily as opposed to the weekly basic privilege level system.

These students have been assessed by the treatment team to require a more structured, immediate means of reinforcement. Typically, they represent the younger, less emotionally mature, more hyperactive, more disturbed members of the program population. It has been determined that these students will be able to better process and learn from their programs through a daily evaluation and reward system.

A decision may be made to place a student on the daily level system upon admittance into the program, as determined by his/her social history, previous school records, and decision by the treatment team. This decision should be documented, with a weekly evaluation of the progress of this decision, along with a plan formulated for the transition to the basic level system, when and if applicable. A student may remain on the daily level system, when and if applicable. A student may remain on the daily level system for a long period of time, with this decision being documented and reviewed by the treatment team.

A decision may also be made to move a student from one system to another, based upon documented evidence that the student has not been successful on the other program. Repeated weeks of low percentages, a history of fluctuating progress, lack of successful integration and understanding of
the concept of the behavior management system, or other concerns may result in the decision to place the resident on the daily privilege level system. This placement should be documented, evaluated weekly, and a plan formulated for the transition back to the basic level system, if and when feasible.

**Holds**

A hold is an administrative decision to temporarily modify a student's privileges, following a serious behavior infraction or other serious concern. A hold is in effect only until the treatment team can convene to discuss the concern and decide on the best therapeutic course of action. Only school administrators may place a student on hold. Once on hold, the treatment team should meet within forty-eight hours to discuss the issue. Issues that may warrant the use of a hold include leaving school without permission, possession or usage of illegal drugs, alcohol, or weapons on school campus, assaultive behavior towards self or others, stealing, destroying or defacing of property, or clinical issues.

While a student is on hold, some privileges which raise concerns about safety may be suspended in favor of a high level of supervision. A student's level may not change during a hold, but they continue to earn points as usual.
Freezes

A freeze is a therapeutic treatment team decision to modify a student's privileges in response to a serious behavioral infraction or other serious concern. A freeze lasts for a specified period of time, or until specified criteria can be met. During the freeze a student does not have any privileges and their level does not change, however the student does continue to earn points as usual. Once the freeze is over the student's level is determined in the usual manner, that is in terms of percentage of points earned.

Scoring the Daily Privilege Level System

The daily level system will be scored throughout the day, with the final tally completed approximately one half hour before the end of the school day. The points are added up and the student is immediately informed of their level and privileges for the next day, until the points are added again.

As with the other systems, the student should be allowed to view their scores periodically throughout the day to ensure their active participation and understanding of the points they have received, as well as those they have not earned.

It is important that students understand that this system has been designed to provide a positive, esteem-
building form of measurement with which to monitor and assess their behaviors, attitudes, and strengths. Each student should begin to internalize and increase their abilities in making good, positive choices, in being responsible for their actions and behaviors, increased self-esteem and self-image, improved socialization skills, improved self-help abilities, and an improved overall level of functioning.

**Scoring the Regular Level System**

Each expectation receives a score of '0' to '5'. When a student receives a '5' it implies that they have done an excellent job above and beyond daily expectations, completing those expectations 100% of the time. They assisted staff and others, maintained an excellent attitude, and displayed respect for others.

Students who receive a '4' have completed expectations between 80% and 99% of the time. They have demonstrated good performance above average, were helpful, maintained a good attitude, displayed good behavior, and were respectful of others.

Scoring a '3' means that students completed expectations 60% to 79.9% of the time. Their performance was average and did what was expected, although no further efforts were displayed. Their behavior was okay, with perhaps a couple of minor attitude or behavioral incidents which prevented an
above average score.

Students who display a performance of below average receive a score of '2'. These students complete what is expected of them 40% to 59% of the time, requiring several reminders to do so. They show little change in their attitude and behavior. They have a poor attitude toward daily expectations and show no effort to achieve higher points or to improve their standing in this scoring category. They seldom show respect towards others' needs or for staff requests and/or directives.

Receiving a score of '1' implies that the student completes expectation 1% to 39.9% of the time. They have poor performance, poor output, and poor attitude and behavior. These students show no regard for others. Their standings are shaky, as consistent scores in this range will result in very low levels. Very little effort is made to complete required tasks.

When a student receives a score of '0', they are making no effort to attempt tasks, requirements of the program, and/or daily expectations. These students complete a task 0% of the time.

The above numbers of '0' to '5' represent the scoring range for the basic privilege level system.
Bonus Points

Students may earn bonus points, which are to be added to their weekly point totals. The privilege level system is based on positive reinforcement of which rewards for positive behavior are an integral part. The space for bonus points to be added to the privilege level chart is on the far right hand section of each chart. Bonus points are to be awarded by the staff members to individual or groups of the students for positive behaviors and attitudes observed. These points should be spontaneous and should always be announced to the students immediately upon being awarded. The points should also be recorded immediately, so as to avoid being forgotten or lessened in importance.

Bonus points are awarded one point at a time for each action being recognized as deserving extra recognition. Examples of staff awarding bonus points correctly and positively are as follows.

"John, I like the way you are sticking to your task and doing such a good job, despite the problems the others are causing. You have earned a bonus point for your task, which I will record right now."

"I like the way the four of you are playing that game together. You have all earned a bonus point for peer relations, which I am recording right now."

"Everyone exhibited excellent community relations on our outing. As soon as we get back, I am awarding each of you a bonus point for community relations."

"John, I am impressed with how maturely you just presented your concerns to me. This type of behavior
has earned you a bonus point for staff relations, which I am recording right now."

"I like the way John, Joe, and James followed my directions right away. They have each earned a bonus point for following directions, which I am recording right now."

Incorrect methods of awarding points are as follows:

"If you do this for me, I will give you a bonus point."

"If you had done this a little better, I might have given you a bonus point."

Student: "I'll do that for you if you give me a point."
(Staff should never agree to this.)

Bonus points should always be spontaneous and awarded for as many different behaviors as can be thought of. It is fun and rewarding to observe even the smallest of positive behaviors and to announce to the student that their efforts are being recognized. The concept is to build self-esteem and to encourage random, spontaneous, positive behaviors the students partake of.

While there is no specified limit to the number of bonus points which can be earned, look out for manipulative behaviors by staff and students, which may affect the premise on which these bonus points are based. In addition, staff should encourage students to earn bonus points in those areas in which they are having the most difficulty.

How Weekly Points Are Earned

Points are awarded to students for appropriate
behaviors. During each class period a student can earn up to five points, for a maximum of thirty points per day. During the school day each student can also earn up to five points in different areas. Students may earn points during the morning bus ride. In order to do so they should be ready to board the bus when it arrives, board the bus in an orderly manner, and sit in assigned seating with their seat belt fastened.

Students may earn points if they meet expectations of hygiene and appearance. Students who take a thorough shower on a daily basis, brush and floss teeth daily, maintain proper care and grooming hair, wear clean and appropriate clothing, and behave in a manner that is healthy and sanitary to self and others will earn points.

During bell line-up, students can earn points if they line up when the bell rings and sit down quietly and wait for further instructions. As with the morning bus ride, students are also able to earn points on their afternoon bus ride if they behave appropriately and timely without prompting from staff.

Demonstrating assertive behavior will enable students to earn points. Students will state their needs, feelings, and opinions in a genuine, respectful, and self-confident manner, versus an aggressive, demanding, passive, and whining manner.

If a student follows directions in any given
situation/setting while cooperating with the staff members involved and complying with what is being requested of them, they will have the opportunity to earn points.

Community relations is an important part of a student's life. Interacting with peers and staff, as opposed to isolating themselves, will allow students to earn more points. Participation in activities and outings while interacting appropriately will also allow them to earn points.

A student who complies with all current program rules will earn points.

Yet another important part of a student's day at school is appropriate peer relations. Students who meet this goal should be relating to peers in an age-appropriate manner, as well as cooperating with others, engaging in appropriate activities, having general consideration and respect for others, having a helpful versus hurtful approach to others, ignoring others acting inappropriately versus joining in, and refraining from sexual acting-out, physical aggression, and "victim" behavior.

Having respect for property will also give the students an opportunity to earn points. In order to do so they must cease all destructive behavior and demonstrate appropriate care and maintenance of their own and others' possessions.

Students who use appropriate language will speak to
others in an appropriate manner without the use of rude, obscene, or vulgar words or comments. Those who comply with this expectation deserve points.

Equally important as peer relations is appropriate staff relations. Students will earn points in this area if they interact appropriately with all staff having general consideration, a general respect for directions, and a respectful regard.

Improving the self-esteem of these students is imperative. When the students show evidence of improving their self-esteem they will earn points by demonstrating good personal hygiene and grooming, possessing a positive, optimistic attitude about self and others, have the ability to state accomplishments and positive attributes about themselves in a realistic manner, and have a helpful versus hurtful approach toward self and others.

Students who demonstrate appropriate problem solving will earn points. They will so by identifying the problem realistically, several appropriate solutions, and then proceed to choose and compliment a solution in an appropriate manner, thus resolving the problem.

All students are required to accept responsibility for their own behavior. They are expected to admit mistakes, accept consequences in an appropriate manner, and make restitution (when applicable).
Finally, students should verbalize their feelings in an appropriate manner. They are expected to state when they are feeling angry, depressed, frustrated, afraid, etc., versus acting out withdrawal or engaging in self-destructive behavior. They should seek assistance in an appropriate, assertive manner and according to the correct procedures. It is a good rule for the students to ask for help or permission, versus demanding that their needs be met.
CHAPTER FOUR

Treatment

What is treatment? Treatment is the use of specified procedures, which are consistently applied and monitored over a specified period of time, with the intent of producing a specified change in a behavior.

Treatment Team Concept

A student's treatment team consists of all persons involved in the student's daily treatment. The treatment team serves a variety of functions. The treatment team:

1. Increases the opportunity for communication among staff,
2. Increases the sense of staff members working as a team,
3. Provides a review of the student's progress on a regular basis,
4. Uses the insights of each team member and those generated by the interaction of the team members to continue to develop a more precise psychological behavioral and academic understanding of the student, as well as to redefine or bring into focus goals and strategies for achieving these goals,
5. Increases the integration of a student's academic, behavioral, and emotional goals into day to day routines,
6. Increases the student's awareness of and participation in achieving academic and treatment goals, and eventually in the participation of setting goals for themselves, and
7. Provides a forum for staff to develop a
repertoire of interventions and strategies.

Treatment Team Meeting

As mentioned earlier, the treatment team is comprised of those staff members who are involved with the student's day to day treatment. They include a program administrator (chairperson), teacher, therapist, classroom aide, and case manager. Others who may attend include the student, the parent(s), social workers, care providers, and any other significant person involved with the treatment of the student.

There are two types of treatment team meetings. The first type are regularly scheduled meetings. These meetings are held either annually, bi-annually, or quarterly. The second type of treatment team meeting is the emergency treatment team meeting. This meeting is held whenever a team member feels there is a need to discuss a certain aspect of the student's progress or lack thereof. This meeting must be held within forty-eight hours of a staff member's request.

The treatment team meeting should take on the following format.

* A review of significant information/changes since the last meeting. IEP, intake information, care provider contacts, prior plans, current behavior.
* Overview of progress.
* Discussing of medications, strengths, concerns.
* Developments of a current issues list.
* Establishment of goals and objectives for each new or unresolved issue.
* Actions taken and responsible persons.
* Coordination with other agencies.
* Discussion of family involvement and exit planning.

Written Plan

When writing goals to address the current issues list, the team should ensure that each goal answers the questions who, what, where, when, and how well.

Who? - Student's name
What? - Increase/decrease/perform certain behaviors.
Where? - In what situation-setting.
When? - A time, time frame, or situation.
How well? - Percentage or frequency goal, plus the number of weeks or months this percentage or frequency must be maintained.

Each plan should also specify the interventions and responsible staff members. Again this section should address the questions:

Who? - Who is going to carry out the plan?
What? - What exactly will they do?
Where? - Where will this occur?
When? - When will this occur?
How? - How often will this occur?

Finally, each plan needs to have a review date and a basis for evaluation.

Sample Objectives and Interventions

An objective is a statement of what the student will do, achieve or perform, how well he will do it, and the time frame for accomplishing the objective: Who, What, Where, When, How Well, Target Date.

A plan is what staff will do to help the student achieve the objective: Who, What, Where, When.

Sample 1

OBJECTIVE:
Who? Bobby
What? will reduce hitting peers
Where? on the playground
When? during breaks
How Well? from 5/wk to 2/wk, for 1 month.
Target Date? by 6/1/96

INTERVENTION:
Who? Counselor and back up Counselor
What? will escort Bobby will give $5 token money
Where? to Time Out at the door
When? each time he hits a peer, at the end of each break.
Sample 2

OBJECTIVE:
Who? Sara
What? will make positive "I statements"
Where? in class, to teacher
When? during 5th period
How Well? 2/day, average for 1 month
Target Date? by 6/1/96

INTERVENTION:
Who? Teacher Therapist
What? will model and prompt will explore self image
Where? and praise statements in therapy sessions
When? at end of period. weekly.

Sample 3

OBJECTIVE:
Who? Mike
What? will reduce cursing at staff
Where? in class and during breaks
When? -- -- --
How Well? from 12/day to 6/day for 1 week
Target Date? by 6/1/96

INTERVENTION:
Who? Teacher Counselor
What? will give a point will give token
Where? in class for each 10 minutes of no cursing & appropriate behavior. during breaks for each time Mike complies w/o cursing.

Sample 4

OBJECTIVE:
Who? Latrisha
What? will remain
Where? in class
When? 4th and 5th period
How Well? 3 of 5 days, semester average
Target Date? by 6/1/96.

INTERVENTION:
Who? Therapist will Counselor
What? give daily pep talk will take Latrisha
Where? during brief session to 7-11 on
When? after 3rd period. Friday if objective met.

Sample 5

OBJECTIVE
Who? Bobby
What? will recognize role in family conflict
Where? during
When? therapy sessions
How Well? by self report
Target Date? by 6/1/96.

INTERVENTION:

Who? Therapist
What? will use "Chaotic Family Game"
Where? during sessions
When? weekly . . .

Positive Behavioral Intervention Plans (BIPs)

Title 5 of the California Code of Regulations sections 3001 and 3052 states that a written document shall be developed when a student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP. The plan must include a summary of information gathered from a functional analysis, goals and objectives specific to the intervention plan, a description of the interventions to be used and circumstances for their use, a schedule for recording the frequency of the use of the interventions and the frequency of the targeted and replacement behaviors, and an objective and measurable description of the targeted behavior(s) and replacement behavior(s).

Functional Analysis Assessment

The functional analysis is an assessment completed for the purpose of developing a positive behavior intervention
plan. This is done through direct observation of the student, interviews with staff and parents/care providers, and a review of available data, including history of the behavior and prior behavior intervention. The analysis also includes systematic observations of the targeted behavior(s). An ecological analysis is also included, which looks at scheduling, setting, communication, and other activities provided.

**Behavior Emergency Reports**

If a student displays a behavior which has not been previously observed, and for which a BIP has been developed, an emergency intervention may be used to control unpredictable, spontaneous behavior.

Emergency interventions, which are not part of a specific plan, must be documented on a Behavior Emergency Report and reported to both the special education administrator and the student's parent/guardian.

**Positive Reinforcement**

A primary method for teaching appropriate behavior is to reinforce it as frequently as possible. Positive reinforcement refers to an increase in the frequency of a response, following the presentation of a positive reinforcer. Whether or not a particular event is a positive
reinforcer is defined by its effects on behavior. Responses which occur in close proximity to reinforcement are more easily learned than responses remote from reinforcement (Kimble, 1961; Skinner, 1974). Therefore, you want to maximize the chance of getting a desired response, the reinforcer should be immediately after the targeted behavior. Moreover, a highly preferred reinforcer should be used.

Reinforcers consist of two categories, primary and secondary. Primary reinforcers include those things that satisfy our basic needs like food and water. A primary reinforcer is one that does not depend on previous conditioning for its power. Secondary reinforcers are learned and are intended to motivate appropriate behavior. Among secondary reinforcers are attention, verbal praise, and affectionate or approving touchers. An obvious important task is selecting a potent reinforcer. Different types of reinforcers vary in their effect on behavior as well as in their ease of administration in applied settings. It is very important that an assessment is conducted before implementing reinforcers.

Social Reinforcement

The most important component of any classroom behavior management system is frequent social reinforcement for on
task behavior. The spontaneous use of praise, attention, and pats on the shoulder for each good behavior noted encourages and reinforces the positive behavior that a teacher seeks.

A number of studies have shown that reinforcing academic performance with praise not only improves the specific target behaviors, but also increases classroom attentiveness and reduces disruptive behavior (Allyon & Roberts 1974; Marhalin, Steinman, McInnes, and Heads 1975).

Social reinforces are so valuable because they are easily administered, they do not disrupt the behavior that is being reinforced, and they are so naturally occurring.

It is important to assess what actually is reinforcing since social praise is secondary and therefore learned. We cannot assume all reinforcers are reinforcing to every student.

Food and Consumables

Because food is a primary reinforcer it is very powerful. However, the effectiveness of food and other consumables depends heavily on the deprivation state of the student. The effectiveness of food reinforcement also depends upon the type of food used. Certain foods are not reinforcing for particular individuals, so you must be careful in your selection. A related problem is that food is not easily administered to several students in a group.
immediately after a behavior is done.

Programs using food and consumables normally pair them up with praise and other social events so that these latter events can be used to control behavior effectively.

**Tokens**

A reinforcement system based upon tokens is often referred to as a token economy. In a token economy, tokens function the same way as money does in economic systems. A token can be earned for a desired behavior, saved, and then exchanged for a desired object or activity. Token systems are designed to give positive reinforcements to those who need it most. The system can serve two functions, one of which is to provide a highly visible physical reward to students who earn it. The second function is to remind staff to give reinforcement to students who are in the act of doing something appropriate.

**Feedback**

Providing information about performance can serve as a powerful reinforcement. Feedback has been used in a variety of settings because it is easily applied.

**Contingency Contracts**

Often behavioral contracts are formed between
individuals who wish to see a change made in the behavior of one or more parties. The contract specifies the relationship between behavior and the reinforcer. Contingency contracts do not have to be elaborate or complex. All the contract must do is state who will do what, during what time period, what will be earned, who will monitor the progress, and it should then be signed by all parties thereof.
CHAPTER FIVE

Positive Programming Case Studies

Setting

This study was conducted at a non-public school (NPS) in Southern California. The school is licensed by the State of California and is fully accredited. This particular school is part of a group of non-public academic treatment programs serving school-age students referred by Public School Districts for special education needs.

The school staff works with young people of all ages. Many of the students have experienced abuse and neglect. Many of them have long histories of school failure, much of it due to behavioral problems associated with the turmoil in their lives. The vast majority of students have poor self-esteem and many are academically delayed. Each student is placed via an Individual Education Plan (IEP), which specifies annual goals and objectives in both the academic and behavioral areas. Based on the needs identified in the IEP, an individualized treatment plan is developed for each student. A student's treatment program includes: (1) An academic plan geared to his/her abilities and needs, (2) A transition plan to prepare the student to become a productive member of society, (3) A therapy assessment and plan to meet the needs of the student and the family in counseling, and (4) Continual documentation, observation, charting, and
assessment of the student's goals and objectives in the academic and behavioral areas.

The school site accommodates youth and adolescents from eleven to fourteen years of age. Education and treatments are carried out by a treatment team consisting of a campus director, a program director, an education coordinator, a treatment coordinator, counselors, therapists, special education teachers, and teacher's aides. The curriculum is designed to provide for the students' social and emotional needs, as well as for their intellectual and vocational development. Instructions are individualized and based on the specific needs of the student. The educational goals include providing special educational experiences for those students whose emotional disturbances make learning difficult, correcting educational deficits for those who have fallen behind because of their disorder, and maintaining and/or increasing the students' ability to function comfortably in the community, home, and least restrictive environment.

Subjects

The sample selected for this review consisted of those students who were between eleven and fourteen years of age upon admission into the program, and who exited from the program between September 1990 and June 1994. The majority
of subjects were Caucasian and most came from middle to lower socio-economical backgrounds. Each of the targeted sample had been identified as Seriously Emotionally Disturbed (SED) upon their placement into the program. *The SED educational definition has three major components: (1) SED is an emotional condition that can be diagnosed or defined under the DSM-IV-R, (2) The condition is long lasting, severe, and adversely affects educational performance, and (3) SED has a set of fine characteristics, at least one of which must be met. They include the inability to learn, poor social relationships, abnormal emotional and behavioral functioning, depression, and physical psychosomatic problems.

Attempts to locate former students began by reviewing school records to find each student's last known residence. A letter was sent to these students and their parents, asking them to please be a part of this project.

Of the fifty-four former students comprising the sample, twenty had moved with no forwarding address and sixteen did not respond to the mailing or attempted phone calls. Eighteen former students agreed to be interviewed in person or via a phone conversation.

All participants were informed that participation was voluntary and their identities would remain confidential. All of the responding participants were cooperative. The former students were asked several questions including:
(1) Are you presently enrolled in a school program? (2) If yes, is that program more or less restrictive than your former non-public school placement? and (3) Name at least one thing that helped you to be successful while at the non-public school.

Case Study #1

Background: Paul had a history of hyperactivity, poor frustration tolerance, and defensive and resistant behavior. Although Paul had no academic difficulties, per say, he did have a high level of anxiety. Although this condition was improving at home, he generally had poor peer relationships. His behavior in the classroom was not a major problem, although his behavior on the playground and his relationships with adults who corrected him had been poor. He reacted defensively, impulsively, and with anger to what he perceived was unfairness and/or rejection. His last two years of school before his non-public school placement were in a private preparatory school. Paul lived at home with his father and mother and his one sister, a sixteen year old high school junior.

Assessment Data: Paul was given the WISC-R and he scored 125 verbal, 114 performance, and 124 full scale. The psychologist who administered the test noted that he did not
feel the results were a good measure of his potential, but only of his present functioning under the pressure of his attention deficit and his emotional stress.

Selected IEP and Treatment Goals:

**Number 1**

**Issue/Description:** Paul leaves the area when involved in a conflict situation.

**Current Level:** Paul runs away from conflict three times per day.

**Goal:** Paul will not run away from conflict situation.

**Objective:** By 1/97, Paul will reduce the number of times he runs away from conflict situations to no more than twice per week.

**Intervention:** For each period he remains in class, Paul will receive a tangible reward at the end of the period. He will also receive verbal praise from the teacher, teacher assistant, and case managers for remaining in class and not running away. A behavioral contract may also be used for extended periods of successes. Daily notes will be sent home each day praising Paul when he does not run away.

**Number 2**

**Issue/Description:** Paul fails to take responsibility for his actions.

**Current Level:** Paul accepts responsibility for his actions.
Goal: Paul will accept responsibility for his actions five out of ten times.

Objective: By 1/97, Paul will accept responsibility for his actions five out of ten times. By 6/97, he will accept responsibility for his actions eight out of ten times.

Interventions: Paul will be given verbal prompts by staff to help him accept responsibility. If Paul accepts responsibility for his action without prompts he will earn a token to be applied towards a predetermined tangible reward. When Paul accepts responsibility he will be given verbal praise.

Number 3

Issue/Description: Paul has poor peer/staff relationships.

Current Level: Paul interacts appropriately with peers 60% of the time.

Goal: Paul will interact appropriately with peers and staff 100% of the time.

Objective: By 1/97, Paul will interact appropriately with peers on the playground without arguing or fighting. By 6/97, Paul will respond to adult correction in a socially acceptable manner versus being defensive, argumentative, and oppositional.

Interventions: (1) Paul's teacher will stress
skillstream curriculum in the classroom to give Paul alternative choices. Staff will monitor and prompt Paul while he is on the playground. Staff will have structured activities during lunch and recess for Paul to participate in. Paul will be given verbal praise and tangible rewards for interacting appropriately with others. (2) Staff will not enter into power struggles with Paul. They will get his attention, tell him in a brief message what is required of him, and then give him praise for the appropriate response. If he does not comply, staff will ignore him. They are not to repeat the request. If it is important that a request be followed, it may be repeated but only after several minutes of ignoring Paul.

Student Outcome: Paul was enrolled in his NPS setting for two years. At the start of his second year he started a slow transition program back into the school district. This was a very touchy transition because Paul did not need special day class nor reassurance he was working very well academically. However, the teachers at the public school site were very reluctant to accept a student labeled as SED. In preparation for the transition, there were a number of meetings held with district officials, the public school administrator, the NPS staff, and Paul's parents. It was decided that he would transition one period a day to start
with. This transition worked well, however when a second class was added some 45 days later, there were problems between Paul and the teacher. This led to many more meetings. Paul was suspended from public school for talking back to his teacher. The suspension lasted three days. Eventually, the NPS staff did some inservice work with that teacher and all of his other teachers before he entered their class. The public school staff were given interventions and strategies on how to best work with Paul so that he would be successful. After the entire second year of transition, Paul finally was ready to leave the NPS and attend public school full time. At the present time, Paul is doing well.
Case Study #2

Presenting Issues: David was referred to a non-public school because of his severe inappropriate behavior in a public school. His teachers reported that he was very impulsive and couldn't remain in his seat for more than five minutes at a time. David had a history of running away from school, and at times he was assaultive with his peers. David liked to take things that did not belong to him.

Background: David states that his problems began when he was about six or seven years old when he began to steal. He was arrested several times before he was ten years old. He then began to get into conflicts at school with his peers and he got into many fights. David says he got the feeling his parents wanted him out of the way so they enrolled him into private school. There he was accused of stealing from the other students and he became very angry. He then destroyed his dorm room and got expelled. David's parents then had him referred for psychiatric services. Based on assessments by his private physician and his home school district, David was entered into a non-public school.

Education: David did very well in summer school. He got mostly A's and B's and got along with everyone. Being in seventh grade he became more impulsive and had a difficult
time staying on task. In fact, David would seldom be seated and finished very little of his assignments. After being enrolled in private school he was often truant and would run away from both home and school. David had a verbal I.Q. score of 111, a performance score of 109, and a full scale I.Q. for 110 on the WISC-R.

Bender Gestalt: Errors = 0  Visual-motor age 12

Woodcock-Johnson Achievement Revised:
Passage Comprehension  33%  Standard Score 93
Calculation  11%  Standard Score 81
Dictation  60%  Standard Score 104

Selected IEP and Treatment Goals and Objectives:

**Number 1**

**Issue/Description:** David is assaultive to peers.

**Current Level:** Ten times per week.

**Goal:** David will learn appropriate ways to express his feelings versus being assaultive.

**Objective:** By 1/97, David will reduce his assaultive behavior from two times a day to no more than two times per week. By 11/97, David will cease all physical aggression.

**Interventions:** If David takes an aggressive stature, he should be sent out of class with a staff to do time out immediately. Staff should use verbal praise, "high fives," and classroom incentives for appropriate behavior. Classroom
teachers will address appropriate social behavior as part of regular class skillstreaming. Staff will use verbal techniques.

Number 2
Issue/Description: David runs away from school.
Current Level: Four times per week.
Goal: David will stop all AWOL behavior.
Objective: By 3/97, David will tell staff when he is feeling anxious.
Interventions: Staff will ignore David's remarks to AWOL while keeping an eye on him. Staff will check with him upon his arrival at school and give him verbal praise for not running away the day before if appropriate. David will earn a pass to visit a staff of his choice for ten minutes for each day he does not AWOL.

Number 3
Issue/Description: David takes things that do not belong to him, especially food.
Current Level: Five to six times a day.
Goal: David will stop stealing.
Objective: By 7/97, David will not take food or other items that do not belong to him.
Interventions: Staff will ensure that empty classrooms and offices are locked at all times. David's peers will be reminded to secure all of their personal belongings. David
will be encouraged to ask for food items, and he will be
given food snacks throughout the day. Staff will give David
verbal praise for asking for items rather than taking them.

**Number 4**

**Issue/Description:** David becomes angry and must be
removed from class.

**Current Level:** One to two times a day.

**Goal:** David will improve impulse control.

**Objective:** By 2/97, David will use display acceptable anger
management 80% of the time.

**Interventions:** Staff will develop a behavior contract for
progress made in reducing the number of times out of class.
He will be reinforced with token dollars and verbal praise
for successful experiences of expressing anger appropriately
or coping with frustration. If out of class time exceeds 15
minutes, David will be allowed to make up on the on task time
at break, at lunch, or after school.

**Student Outcome:** David was transitioned back into an
SED classroom on a public school campus. He states things
are going well, however he still has problems with impulse
control. When asked what could the NPS have done to better
help him succeed in public school he replied, "Nothing. It
is up to me to make the right choices." David said he liked
public school and that he had begun to transition into some
regular education classrooms.
Case Study #3

Background: Jessica was a 12 year old black female who was referred to NPS because of emotional difficulties. According to her mother, Jessica had been enrolled in some phase of special education since first grade. Early records indicated that she had significant difficulty with on task behavior and required a great deal of one to one teacher attention in order to finish most tasks. It was also noted that Jessica had a very low tolerance for frustration and that she often had major temper tantrums. Jessica had been hospitalized a number of times as a result of her inappropriate behavior. A review of a psychological assessment report in her file identified a long history of anger management issues and an underlying feeling of rejections.

According to the mother, Jessica was kidnapped by her natural father at the age of five. She was held for some 90 days before being found by the police. This resulted in the mother leaving the state with her once she was returned. They returned to California only after finding out that Jessica's father had been diagnosed as being terminally ill. There has been no contact by the paternal side of the family since Jessica and her mother returned.

It was the recommendation of a multi-disciplinary team that Jessica be placed in a special day class as a student
who was seriously emotionally disturbed. After two months in
a county SED classroom, a new IEP meeting was held and
Jessica was sent to a NPS.

Assessment Data:

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Selected IEP and Treatment Goals:

**Number 1**

**Issue/Description:** Jessica does not finish assignments.

**Current Level:** Finishes 30% to 40% of work with assistance.

**Goal:** To improve on task behavior.

**Objective:** By 4/97, Jessica will begin tasks in a timely manner and complete them within given time limits 80% of the time.

**Interventions:** When Jessica begins tasks on her own, staff
will reinforce her with tangible reinforcers. She also will receive verbal praise. The classroom staff will give Jessica as many verbal prompts as necessary for her to start and finish on time. If Jessica finishes 80% of all her assignments in a week, she can earn a special time with a staff member or peer of her choice.

Number 2

Issue/Description: Jessica has major tantrums, falls on the floor and screams, kicks, and cries.

Current Level: Two times a week, approximately 45 minutes each time.

Goal: Jessica will increase appropriate problem solving and extinguish tantrums.

Objective: By 4/97, Jessica will use appropriate problem solving skills and make appropriate decision 100% of the time versus throwing tantrums.

Interventions: Jessica will seek out advice of a staff member, to assist her with identifying problems realistically and identifying several appropriate solutions and choosing the best alternative. All staff members will praise Jessica for not throwing tantrums. If she does then she will be removed from the immediate area to a safe environment. A staff member not involved in the initial triggering event will intervene by redirecting and providing brief crisis counseling.
Number 3

Issue/Description: Jessica is easily angered, annoyed, and upset, becoming aggressive and delirious.

Current Level: Five to six times daily.

Goal: Jessica will reduce angry episodes.

Objectives: Jessica will reduce angry episodes to one per day by 9/97.

Interventions: Staff will ignore and attempt to distract Jessica from focusing on her anger. They will provide her with a clear explanation of what she is doing wrong and model when feasible showing appropriate anger management behaviors. Jessica will be given a lot of social reinforcements when she shows self-control.

Student Outcome: Jessica was making great progress on her goals, then without notice her mother moved and her whereabouts are unknown.
Case Study #4

Background: Richard was referred to a NPS because he was suffering from increased depression and he was having behavioral problems in school. He stated his main problem at school was he couldn't get along with his peers. He said nobody liked him so he just stayed to himself or he would ditch school and go to the video arcade.

Richard lived with his natural mother and her live-in boyfriend. There were three younger siblings in the home and one older brother. The family resided in a two bedroom home, which resembled more of a shack than a house. According to his mother Richard started being a behavior problem at an early age. She stated that as he grew older he refused to do any chores around the house, and his bedroom (along with the other siblings) was uninhabitable.

Richard's school records indicated that he had very poor academic skills. He was functionally illiterate and consistently tested below the third grade level in all areas.

Assessment Results: The WISC-R showed a verbal I.Q. of 81, a performance I.Q. score of 87, and a full scale I.Q. of 83. Subtest scale scores where 10 is the average were:

- Information 6
- Similarities 8
- Arithmetic 5
- Picture Completion 9
- Picture Arrangement 12
- Block design 5
The results of the WRAT-R2 were:

- Reading Raw Score: 28 below 3 grade equivalents
- Spelling Raw Score: 06 below 3 grade equivalents
- Arithmetic Raw Score: 13 below 3 grade equivalents

Selected IEP and Treatment Goals:

Number 1

**Issue/Description:** Richard has inappropriate negative attention seeking behavior.

**Current Level:** Four times a day he will engage in inappropriate behavior.

**Goal:** Reduce inappropriate behavior to one time or less per week.

**Objective:** By 5/97, Richard will reduce inappropriate behaviors (foul language, throwing spit wads, passing gas, etc.) to once a day. By 11/97, Richard will reduce it to once a week.

**Intervention:** All staff will assist Richard in the identification of inappropriate behavior (through verbalization), and model or prompt an appropriate behavior to replace it. He will receive a reinforcing activity for each period he engages in inappropriate behavior. Staff will also use a lot of verbal praise.
Number 2

Issue/Description: Richard has social withdrawal.

Current Level: Does not initiate positive social interaction.

Goal: Richard will be able to verbalize and demonstrate positive social interactions.

Objective: By 5/97, Richard will be able to verbalize and demonstrate positive initiating social behaviors.

Intervention: The case manager will provide social time with peers in activity outside of the classroom to practice social interactions. This will include some modeling of positive interaction by supervising staff. His therapist will work with Richard during weekly sessions. Richard's classroom teacher will work with Richard during "skillstreaming" periods in class. Richard is to be given positive reinforcement via verbal praise, token money, and special time with staff.

Number 3

Issue/Description: Richard has a problem with self-esteem.

Current Level: Richard is hesitant to express his thoughts and feelings in a positive manner.

Goal: Richard will make a positive self statement in conjunction with successful completion of a task or project.

Objective: By 11/97, Richard will generate positive self
statements which reflect his own efforts and accomplishments as related to completed tasks. 

**Interventions:** Staff will give prompts (and model when necessary) to Richard to verbalize successful classroom or social experiences. When Richard verbalizes positive self statements he will be reinforced (via verbal praise or tangible rewards). Finally, his therapist will work with Richard on identifications of feelings and appropriate verbalization of such.

**Number 4**

**Issue/Description:** Richard has a truancy problem.

**Current Level:** Richard attends school 66% of the time.

**Goal:** Richard will attend school 100% of the time with no unexcused absences.

**Objective:** Within 3 months, Richard will attend school 100% of the time.

**Intervention:** Staff will give Richard tangible rewards such as token money, classroom privileges, food, etc. and intangible rewards including pats on the back and smiles for attending school. School administration will communicate with his parents and the district regarding attendance on a daily basis. If Richard attends school for two weeks without missing he will be given an on campus job. If he attends for four weeks without missing he will earn a lunch at a restaurant and with a staff member and peer of his choice.
If Richard attends school for 60 days without missing he will earn a Gameboy.

Student Outcome: Richard was able to overcome his feelings of depression and came out of his withdrawnness to be a well-liked student. Once Richard's mother moved the new school district decided that they had a program which could meet his needs. Richard attended the class once and never returned. Five days later he called me and asked if I could pick him up for school. I was able to go get Richard and take him back to his public school. He agreed to try it once again. This time the teacher refused to have him in her class after two hours because of his inappropriate attention seeking behaviors. Richard then returned to the NPS where he remained until he completed the program.

Richard then went to a high school NPS where, after a few weeks of attending, he dropped out. To this date Richard will still call the first NPS he attended and talk with the staff member and ask if he could return. At the present time, Richard is on the streets doing whatever it takes for him to survive.
Findings

Out of the eighteen students who responded, all but one had successfully transitioned back to the public school system upon exiting the non-public school. The other one, Richard (case study number 4) keeps in regular contact with the school staff.

Three students had gone on to graduate from their home school districts. Three were in public school regular education and eleven were in special education programs of varying degrees, all less restrictive than the non-public school.

When asked what was the one thing that has helped make a difference for them in school they all said, "Having teachers and school staff that care for you." Second was receiving rewards and positive feedback for when they did a good job, and third was knowing they had a safe place to go. Several students remarked that they are having some problems now because public school is not safe.
Summary

Positive programming is a tool designed to ensure that every child has an opportunity to be the best that they can be. It is a way to create successful experiences for students and opportunities for building self-esteem. The ultimate goal of positive programming is to help students become independent, productive people.

The theoretical framework of the model presented is that of the psychoeducational model. This model emphasizes the importance of understanding the antecedent psychological problems associated with the student's behavior and the importance of building a positive, trusting relationship between the treatment staff and student.

The operational force of this model is the treatment team which accepts responsibility for monitoring each student's program, as well as recommending and implementing changes.

As this model is implemented, new problems will arise to replace old ones. Situations will occur that could not have been anticipated. As a program's student body changes throughout the year, new standards may need to be established and staff roles may need to change. It is also clear that within the framework of the program, that it will be necessary to incorporate new elements over time.

If schools are effective in implementing this model,
success will, and can be measured by the number of students successfully fulfilling state education requirements in the less restrictive placements.
APPENDIX A

BASIC PRIVILEGE LEVEL SYSTEM

Name: ____________________________ Week Ending: ____________________________
Score: ____________________________ Current Level: ____________________________
Date: ____________________________

<table>
<thead>
<tr>
<th>Daily Expectations</th>
<th>Fri.</th>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thu.</th>
<th>Bonus</th>
<th>Comments</th>
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<td>Respect for Property</td>
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<td>Accepts Responsibility</td>
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<td>Daily Points - Outside</td>
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<tr>
<td>Daily Points - Class</td>
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</tbody>
</table>

(Weekly Class x %) + (Weekly Outside x %) = Total Weekly % Level Earned Points

Comments: (Explanation of bonus points, loss of points, level drops, staff communication, etc.)
APPENDIX B


The following list of reinforcers are provided as possibilities to help implementors begin to brainstorm other ideas available in the students' environments. It will be important to remember that some children may find a reinforcer listed here highly aversive rather than truly reinforcing. Developmental level, chronological age, and unique likes and dislikes must always be considered in selecting potential reinforcers to validate by either discussing it with the student or care givers or provisionally trying out.

Reinforcers Which are Available in Almost Any Classroom

- praise
- self-graphing
- daily good reports to parents
- model building
- field trips
- messenger
- party after school
- class proctor
- nurse's helper
- cafeteria helper
- library time
- lunch counter
- stars on paper
- papers on wall
get to sit by a friend
class leader to cafeteria
pat on back by teacher
library passes
music pass
choose a game
picnic
game equipment manager
stamps on hand
listen to records
flag raiser
sharpen pencils for class
sit in front of classroom
sit by windows
feed classroom animals
self-selection of activity

class leader to bathroom
smiles of teacher
happy faces on paper
chance to help other students
magazine selection
extra privileges
teacher for the day
clean chalk board
read to younger children
cross walk patrol leader
first turn
roll call elater
sit in back of classroom
sit by door
turn lights off and on

Home Reinforcers
(The teacher may find these as useful suggestions to make to parents.)
money
gum
pat on back
extra time before bed
new clothes
candy
praise (verbal)
extra TV time
watch more TV shows
extra play time
new toys
extra helping at dinner
go to a movie
records
time outside
coloring
get a pet
soda
opportunity to go out for sports at school
choose a TV program
play a game with the parents
making something in the kitchen
washing and drying dishes
choose a gift for a friend or sibling
sleep later on weekends
going out to a special restaurant
choose own clothing
go to summer camp
open the mail
make something for teacher
not have to iron clothes for a week
use dad's tools
entertain friends
choose a particular food
go to the zoo
swimming
parties
carbons
charting
friend to spend the night
have a friend over for dinner
increase allowance
have a picnic
have breakfast in bed
wrap gifts
fewer chores
go on errands
watch dad shave
choose own hairstyle
buy something for the car
take pictures of friends
put soda in the refrigerator
not have to wash clothes for a week
piggyback ride on dad
start a fire in the fireplace
lick stamps for green stamp book
put things on the wall
work to go to the circus
help dad make a dog house
slide down the banister rail

Activities and Tangibles for Contingent Access in School

storybooks
pictures from magazines
college materials
counting beads
paint brushes
paper mache
book covers
 crayons
 coloring books
 paints
 records
 flash cards
 surprise packages
 bookmarks
 pencils with names
 seasonal charts
 pencil sharpeners
 subject matter accessories
pencil holder
stationery
compasses
calendars
buttons
pins
pictures
musical instruments
drawing paper
elastic bands
paper clips
colored paper
pets
flowers
classroom equipment
chalk
clay
Individual Activities and Privileges

leading student groups

displaying student's work - any subject matter

putting away materials

caring for class pets, flowers, etc.

choosing activities

dusting, erasing, cleaning, arranging chairs, etc.

reading a story

working problems on board

outside helping - patrols, directing parking, ushering, etc.

assisting the teacher to teach

making gifts

correcting papers

responsibility for on-going activities during school holidays (pets, plants, etc.)

"Citizen of the Week" or "Best Kid of the Day"

representing group in school activities

straightening up for teacher running errands

collecting materials - paper, workbooks, assignments, etc.

constructing school materials

helping other children with drinking, lavatory, etc.

answering questions

classroom supervision

first in line

leading discussion

recognizing birthdays

special seating arrangements

decorating room

presenting hobby to the class

Social Reinforcers for Individuals and/or Group

movies
dancing

decorating classroom
going to museum, fire station, court house, picnics, etc.
presenting skits
talking periods
playing records  participating in group organizations
puppet shows  recess or play periods
preparing for holidays  parties
making subject matter games  talent shows (joking, reading, music, etc.)
visiting another class  musical chairs
field trips  competing with other classes
planning daily schedules  performing for PTA

Expressions - Approval - Facial
looking  widening eyes
smiling  wrinkling nose
winking  blinking rapidly
nodding  giggling
grinning  whistling
raising eyebrows  cheering
opening eyes  laughing
slowly closing eyes  chuckling
signaling O.K.  skipping
thumbs up  shaking head
shrugging shoulders
### Playthings

(Use of, or access to, playthings may provide reinforcement to many children)

<table>
<thead>
<tr>
<th>Toys</th>
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<tbody>
<tr>
<td>toys</td>
<td>stamps</td>
</tr>
<tr>
<td>cartoons</td>
<td>whistles</td>
</tr>
<tr>
<td>kaleidoscopes</td>
<td>bean bags</td>
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<tr>
<td>flashlight</td>
<td>jumping beans</td>
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<tr>
<td>headdress</td>
<td>masks</td>
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<tr>
<td>rings</td>
<td>straw hats</td>
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<tr>
<td>striped straws</td>
<td>banks</td>
</tr>
<tr>
<td>kickball</td>
<td>address books</td>
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<tr>
<td>playground equipment</td>
<td>fans</td>
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<tr>
<td>tape recorder</td>
<td>silly putty</td>
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<tr>
<td>badges</td>
<td>toy musical instruments</td>
</tr>
<tr>
<td>pins</td>
<td>birthday hats</td>
</tr>
<tr>
<td>ribbons</td>
<td>play dough</td>
</tr>
<tr>
<td>balls</td>
<td>dolls</td>
</tr>
<tr>
<td>puzzles</td>
<td>dollhouses</td>
</tr>
<tr>
<td>combs</td>
<td>make-up kit</td>
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<tr>
<td>comics</td>
<td>trains</td>
</tr>
<tr>
<td>jump ropes</td>
<td>stuffed animals</td>
</tr>
<tr>
<td>balloons</td>
<td>pick-up sticks</td>
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<tr>
<td>commercial games</td>
<td>cowboy hats</td>
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<tr>
<td>bats</td>
<td>boats</td>
</tr>
<tr>
<td>marbles</td>
<td>blocks</td>
</tr>
</tbody>
</table>
toy jewelry
jacks
yo-yo's
money (play, real)
inexpensive household items
(pots, cans, cardboard boxes)

Physical Contact or Proximity
patting shoulder
touching arm
putting face next to child
tickling
cupping face in hands
squeezing hands
patting cheeks
helping put on coat
ruffing hair
walking alongside
combing hair
tying shoes
quick squeeze

interacting with class at recess

minature cars
snakes
plastic toys
class pictures

leaning over
straightening clothes
hugging
touching hand
shaking hands
guiding with hand
nudging
eating with children
sitting on desk near students
standing alongside
walking among students
gently guiding
gently raising chin
Bibliography


