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The Impact of Social Skills Instruction With an Emphasis on Mindfulness Among Stduents With Emotional Behavior Disorders: Does Training in Social Skills and Mindfulness Reduce Suspension Rates and Increase Positive Behavior in Students With EBD?

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THE IMPACT OF SOCIAL SKILLS INSTRUCTION WITH AN EMPHASIS ON MINDFULNESS

AMONG STDUENTS WITH EMOTIONAL BEHAVIOR DISORDERS: DOES TRAINING IN SOCIAL

SKILLS AND MINDFULNESS REDUCE SUSPENSION RATES AND INCREASE POSITIVE

BEHAVIOR IN STUDENTS WITH EBD?

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Abstract

Children labeled with Emotional Behavior Disorder (EBD), as defined by the educational system, have behavioral factors that impact their educational success in school. Research suggests that social skills instruction, mindfulness training, and positive behavior supports promoted behavioral changes. Research indicated that promoting pro-social skills and using teaching consequences result in a reduction of out-of-school suspension rates. Following a literature review, a teaching intervention was constructed and implemented for students identified with EBD in a secondary setting. The interventions included social skills instruction, mindfulness, and positive attention training. The intervention results indicated a reduction in negative behaviors and reduced suspension rates in all participants with EBD.

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Chapter 1: Introduction

Students with Emotional Behavioral Disorders (EBD) tend to have higher out-of-school suspension rates compared to other students in education. Students with EBD who are suspended for a prolonged period of time outside of school are more likely to have attendance issues, behaviors that are not school appropriate, and poor social skills with peers. As identified by Eckler (2011), students with EBD are at high risk of leaving school, spend a significant amount of time in out of school suspensions, and often show a poor attendance record. These students are losing an ample amount of time in the classroom to learn skills that are needed to be a productive student.

This thesis looks at whether direct social skills training, with an emphasis on mindfulness, can have an impact with behavioral change in students with EBD and reduce suspension rates. Students may need to be taught positive replacement skills to be proactive in identifying their behavioral triggers. Many schools may give suspensions to students without providing the student an opportunity to learn from a poor decision that they may have made. In a study conducted by Flanagain (2007), students responded to a survey indicating that some students do not receive counseling or anger management strategies after returning to school following a suspension. Students in the survey also identified still being angry after they come back from the suspension. Schools need to replace unproductive behaviors with positive social skill instruction to reduce behavior to students before and after a possible consequence. "Eighty percent (80%) of students surveyed had no remorse for what they were suspended for" (Flanagain, 2007). Behavior can be malleable

when students are given an opportunity to learn from their decisions. In order for behavior to change, teachers should focus on the function of the behavior, and teach the student to be proactive to reduce behavioral tendencies. As described by Cook, (2008), the teaching of social skills to students shows increased positive behaviors in 66% of participants with EBD. Teaching these skills may influence a positive school climate and reduce negative consequences.

Purpose of the Study

The purpose of this thesis is to explore current research on mindfulness, social skill instruction, and the impact they have on behavioral change and reducing suspensions. The research will also examine the need for behavioral instruction changes in schools for special education students, the impact of positive school climate, and a review of an application behavior process the author uses to decrease suspensions. Students with EBD need to be provided with a consistent support system that allows them to be successful in school.

The behavioral system the author uses supports students with EBD to promote behavior change while utilizing social skill training and mindfulness. This three-tiered system allows students to access multiple forms of skill training that helps them understand how to be proactive when they may feel triggered during a stressful situation. Students who lack pro-social behaviors need to be aware of how behavior alters them, and understand how to identify strategies to calm themselves when presented with a stressful situation. The results and the effectiveness of the behavioral system will be reviewed regarding overall behavioral change of participants and suspension rates.

Identification of Problem

Based on my experience with EBD students, I gained an understanding of an increase in the number of out-of-school suspensions for students who are labeled as EBD. These students often have many out of school suspensions that lead to multiple absences throughout the school year. Students who returned from a suspension were not taught proper replacement behaviors to promote positive behavior change. Students who can be taught positive replacement thoughts and behaviors may show a decreased need for the use of consequences. The number of suspensions that were used as consequences motivated me to promote change to teach students to control their own behavior instead of using out of school consequences.

A student's behavior is often driven by negative thoughts and feelings. For example, if a student becomes verbally aggressive, he or she may be trying express himself or herself as feeling hurt, scared, or worried. Vergara (2016) suggested that behaviors were displayed in students due to negative thoughts and feelings toward another individual or self. Behaviors may be a way to communicate how a student is feeling at the time. Many students may only know how to express themselves in an aggressive way, and may need to be taught skills on how to appropriately seek help and establish a way to get what they need. Students who have a social or behavioral deficiency should be taught an awareness of when they become frustrated and identify possible triggers. The concept of mindfulness allows students to identify when they may feel an emotion that triggers a negative response. Mindfulness helps students understand the underlying issue of why they may have behavioral

outbursts. It helps students to practice taking control over their own feelings, which helps the students displace negative reactions (Vergara, 2016).

Teaching social skills in replacement of out of school suspension can influence the student to learn more productive behaviors. Many students are often not taught skills to help them eliminate negative behavioral tendencies. By replacing out-of-school suspensions with a teaching component, an EBD student may think of school as a positive climate and behave appropriately. According to Cheney and Jewell (2012), positive behavioral supports and teachings help students reduce tendencies to show negative behaviors.

Statement of the Problem

A large number of students with EBD are often given punishments to correct a behavior rather than being taught replacement skills to change the behavior. According to Scelso (2013), students with EBD are often given suspensions due to behavior such as physical and verbal aggression that is displayed by the student. Scelso (2013), points out that schools may give suspensions to students for a variety of reasons. Students in his study were getting suspensions for drugs, fighting, and behavior as minor as excessive tardiness. Inconsistent consequences were given to students to try and give them punishments to change behavior. Schools may use out of school suspensions as a consequence for students with EBD instead of teaching a desired replacement behavior. Students who lack proper decision making need to be taught social skills that help them become proactive in their own behavior change. Reviewed studies conducted by Scelso (2013) and Cook (2008), found a

correlation between out of school suspension and a decrease in behavior, attendance, and academic success in students.

Schools often find different ways to offer many academic supports to students, but may lack proper behavioral supports. According to Davis (2010), parents think schools are doing better with educational goals than with emotional and behavioral support. Schools that lack positive behavioral supports for their students are more likely to have a poor school climate (Callahan & Christofferson, 2015). A school's inability to teach behavior change may lose students due to attendance problems, suspension rates, and academic achievement. Students deserve to have schools that meet all students needs that will benefit them in multiple environments.

Definition of Terms

The terms listed below are defined to assist with clarification in the knowledge of the research.

Students with EBD (emotional and behavior disorder) lack appropriate social skills, including deficits in building and maintaining interpersonal relationships, pro-social behaviors (e.g., sharing, helping, cooperation), and self-management strategies (Casey, 2012).

Social Skills is defined as a set of behaviors that allow individuals to initiate and maintain positive social relationships, contribute to peer acceptance, and allow for effective coping. (Patterson, Jolivette, & Crosby, 2006).

The Social Story intervention involves a child reading a brief, individualized story, which explains how to negotiate a social situation the child finds challenging (Delano & Stone, 2008).

Mindfulness, as an intervention, offers a unique set of skills to increase emotional awareness and regulation, while also teaching key social emotional skills (Singh et al., 2007).

School-Wide Positive Behavior Interventions and Supports (SWPBIS) is a systems approach to supporting the social and emotional needs of all children (Childs et al., 2016).

Individualized Education Plan (IEP) is defined as, "a process and document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate the student's achievement" (Ahearn, E., & National Association of State Directors of Special Education (NASDSE), 2010).

Research Questions

This thesis will strive to answer the following questions pertaining to the research analyzed. Can the teaching of social skills influence positive behavior change? Can teaching mindfulness to students increase awareness of behavioral tendencies? What are some impacts that positive behavior supports have on school climate in an educational setting? What impact does out-of-school suspensions have on students? How do students view suspensions? Can the application of a behavior skills model created by the author increase pro-social behaviors and decrease the amount of out of school suspension?

The author wants to determine whether or not teaching consequences can eliminate more out of school suspension behaviors, and promote a better school climate. The goal of teaching consequences should be to make out of school suspensions less frequent, and to teach the student how to use proactive skills to suppress the undesired behavior. The question that will influence this research is whether to support teaching strategies, with a focus of mindfulness, to reduce suspensions and promote a positive school climate.

Chapter 2: Literature Review

Research Strategy

The research reviewed in this chapter was conducted from 2005 to 2016, and used adolescent development and educational research databases including JSTOR, ERIC, and PsycINFO. The main objective for this research was to understand the correlation between teaching social skills and mindfulness to students and the effect it has on reducing negative behavior and suspensions. Chapter two focuses on increasing positive behavior through teaching social skills and mindfulness, significance of positive behavior supports, and the impact of out of school suspensions.

Social Skills Teaching: Self-monitoring and Coping Strategies

As discussed by Patterson, Jolivette, and Crosby (2006), "social skills are defined as a set of behaviors that allow individuals to initiate and maintain positive social relationships, contribute to peer acceptance, and allow for effective coping." Social skills replace the negative behavior with a desired behavior that is socially acceptable. The teaching of social skills offers a unique training to the individual student. Students with EBD can show multiple social skill deficits. Such deficits may include noncompliance with school procedures, physical or verbal aggression, or defiance of authority figures (Patterson, Jolivette, & Crosby, 2006). Students who struggle with different behaviors are given a social skill tailored to their individual needs. There are multiple social skills that an educator can offer to students who may be struggling to display appropriate interactions. Some of these

skills include: accepting decisions of authority, displaying on task behavior, and using appropriate language.

Patterson, Jolivette, & Crosby's (2006) research focuses on how social skill trainings can influence positive social experiences for students with EBD. In the research, an example is given how 6th grade students in a classroom will often try to gain the teachers attention by using negative attention techniques. Techniques that the children use include tapping on a desk, pushing papers off desk, and yelling out the teacher's name. The teacher then responds by reprimanding and scolding the students for their outbursts. In this scenario, gaining the teacher's negative attention satisfies the student's need. In many instances students are getting negative attention from teachers when they should receive positive attention. This research examines how the type of social skills training intervention should be dictated by the needs of the student. By assessing a student's skills, educators can determine which skills should be taught as an intervention. Teaching students social skills may help them understand how to gain appropriate behaviors and attain positive attention from others.

Students in the research were split into individual and group settings to promote positive behavior change. Patterson, Jolivette, and Crosby (2006) provided social skill training that informed students how to self-monitor behavior, and use coping strategies. This was taught to the students by teachers who modeled how to use calming strategies, to identify when the student were feeling triggered, and used a verbal rehearsal code known as "ZIPPER". This mnemonic acronym was a reminder to students to: (1) Zip your mouth; (2) Identify the problem; (3) Pause; (4)

Put yourself in charge; (5) Explore choices; and (6) Reset (Patterson, Jolivette, & Crosby, 2007). This strategy helped the student remember how to use different coping methods when he or she identified a particular difficult social situation. Teaching students ways to identify a problem and react in a positive manner may influence them wanting to receive positive attention instead of negative attention. By introducing this social skill strategy, students in the research improved social problem solving, conflict resolution, and overall behavior. Modeling and promoting appropriate behaviors through direct instruction could reinforce positive behavior change.

Social Skills Teaching: Influence on Environment

Teaching social skills to students has been an impactful process to increase positive social behaviors (Patterson, Jolivette, & Crosby, 2007). Students with EBD tend to have deficits in different social interactions. Students entering secondary schools find themselves with more complex social situations than they encountered at a younger age (Cook, 2008). In his research, Cook identified social skill training for EBD students as a way to increase appropriate social interactions. Cook's research goal focused on how effective social skill training could impact secondary students with EBD. Results from the analysis indicated that implementing social skill training improved social interactions among two thirds of secondary students with EBD (Cook, 2008).

Cook (2008) discussed how being born in an environment that lacked appropriate behavior interaction was a strong indicator of how the child may operate. Students who were taught social skills gave them a positive replacement

interaction, which may not have been taught to them in their childhood. Students can be influenced by media, home, and peer interactions. If these environmental factors modeled negative interactions the child was then more apt to display negative interactions (Cook, 2008). Social skills education offered a student appropriate strategies to react in a positive way when they felt triggered. Although the environment played a major role in child's behavior, social skills gave the student an opportunity to learn a different way to react in stressful situations. Students with EBD had opportunity to change with proper supports, even if there were many factors that deterred the student from accepting change.

Social Skills Teaching: Social Story

Students with EBD often display less mature behavior that may lead to difficulty engaging in appropriate interactions, and may at times lead to aggressive behavior. These interactions lead to a negative impact on academic achievement and place students behind in social development (Delano and Stone, 2008). Delano and Stone discussed the inclusion of social story teachings to students with EBD. Social stories give a student a meaningful story of a student who shares the same struggles the student is facing. These stories allow students to read a social situation a character may face that they also may find challenging. It gives the student a perspective on how others may have the same challenges as them, and allows the student to think of appropriate ways the character can react to a challenge.

Social stories allow students to put themselves in the shoes of another person facing a similar stressful situation. Students with EBD that show egocentric qualities may often find it difficult to change behavior. Students need to understand

how their own thoughts and feelings may drive an undesired behavior on their part (Vergara, 2016). Social stories may also allow students to use the concept of mindfulness to understand how they interact in stressful situations and behavioral triggers.

Mindfulness Teaching: Replacement Thoughts

A study conducted by Vergara (2016), looked at a mindfulness approach to teaching students how to become aware of their feelings and behaviors. Vergara wanted to increase the child's awareness of their environment and promote a positive change of behavioral tendencies. The participants in this study included nine students who were taught how to use mindfulness to promote behavior change. The goal was to change the students' assumptions of the world around them and for them to make appropriate choices. The idea was for the students to shift their negative behaviors to positive thinking. According to Vergara (2016), after four weeks the results indicated that students were more able to identify their feelings before those feelings escalated to inappropriate behavior. Students were more open to other's perspectives and aware of how their behavior impacted those around them. Mindfulness allowed the participants in the study to identify when they may feel triggered and think of a coping strategy to replace a negative outburst (Vergara, 2016). The ability for a student to replace a negative thought with a positive thought was evident in Vergara's findings.

This strategy allows a student to think of a positive thought to replace a negative one, which may result in a positive response they may usually not display. Teaching students how thoughts and feelings are what drive behavior allows

students to be proactive in there own behavioral change. Vergara's (2016) findings indicated that teaching mindfulness to a subgroup can allow for self–monitoring of the participant's behavior. In order to change behavior, students should be aware of their own triggers and learn how to use positive replacement thoughts before a behavior may occur. Teaching students how to be proactive when they may feel triggered assists the student in seeking a strategy that may deflect a behavioral outbreak.

Mindfulness: Self-Awareness

Self-awareness allows students to understand the way they perceive their own reactions to particular situations. According to Leland (2015), the teaching of mindfulness helps to improve self-awareness in children and control their own reactions. As discussed in Leland's (2015) research, undesired behaviors can often come across as automatic responses to events that may be a trigger to students. Children who have the ability to process feelings are more likely to respond appropriately to social circumstances. Mindfulness may have the ability to promote behavior change to help a student.

Students who are self aware of thoughts are more likely to anticipate a negative feeling they may have. "With practice, students learn to increase the time between impulse and action and learn healthier problem solving skills and behaviors in reactions to emotional distress" (Broderick & Jennings, 2012). Mindfulness may improve a child's well being in different environments that a child may enter in his or her life. Students may play community sports, be involved in extra-curricular actives, and enter the workforce. Mindfulness offers a unique

approach that may help students achieve skills of self-awareness in any difficult social event they may come across. Individuals who have the ability to use mindfulness strategies can be successful in managing their behavior. Mindfulness can promote positive change in someone's social life. This strategy may not only have an impact on the student in the classroom, but in the overall social development in a child's progression through life. According to Broderick and Jennings (2012), a student who can learn mindfulness can lead to beneficial problem solving in different settings other than school.

Positive Behavior Supports: Supporting the Change

Through a conventional approach, schools may use a form of punishment to alter a behavior, rather than teaching students how to prevent problems from happening. According to Cheney and Jewell (2012), Positive behavior intervention supports (PBIS) allows schools to redesign disciplinary approaches to be proactive and instructional. Educators can introduce topics such as social skills and mindfulness to give students a foundation for acting appropriately in stressful conditions. In order to ensure behavior change, students should have a supporting environment that promotes positive change. PBIS offers a supportive approach to students rather than focusing on punishment of the child. Schools that have PBIS models can become more impactful in reducing behavior in students with EBD, and teach skills that are often assumed each child learns in development (Cheney & Jewell, 2012). Students who have EBD deserve to have an environment that is consistent and supportive of positive behavioral change. Schools that do not use a

PBIS model may find it difficult for students to want to learn how to become accepting of positive change.

Cheney and Jewell (2012) discussed a three-tiered PBIS system to promote a supportive behavior climate. Tier one of the PBIS system was developed to help the entire student population in the school. Tier one included staff members who offered a positive environment and taught productive behaviors to students at the beginning of the school year. The goal of the staff was to develop a set of social expectations for the school to promote appropriate and safe behavior throughout all school settings (Cheney & Jewell, 2012). When staff set the required social guidelines for students and consistently modeled and praised students who showed appropriate school interactions, the school may produce a better school climate. It is important for educational staff to use consistent language when talking to students about behavior. This helps maintain appropriate interactions in school (Cheney & Jewell, 2012). Schools that have clear expectations for students helps support students in making positive behavior choices. Students become aware of what is acceptable and non-acceptable behavior. Within this tier, 80% of students will benefit from this model. (Horner & Sugai, 2002) The remaining 20% of the students often are students who may need additional behavioral support in the following tiers.

The second tier's approach offers students with behavioral needs, different interventions to help support them in school. Interventions that are often used in this tier are mentors, coaches, increased supervision, social skill instruction, and problem solving (Cheney & Jewell, 2012). These interventions allow students to

access supports throughout the school day when they may feel triggered or upset.

The goal in tier two is to increase the student's alertness to identify when they may

feel distressed. This tier offers students who may have behavioral tendencies an

instructional approach to support behavior change. Tier two includes students in

the general education setting and students with an Individualized Education Plan

(IEP). Students in tier two may need a little guidance on how to successfully interact

with their peers throughout their day. These students may need opportunities to

calm down throughout the day or have short social skill sessions with staff to

improve behavior. Roughly 95% of the student population within a school is

capable of responding to interventions introduced in tier one and two (Cheney &

Jewell, 2012).

According to Cheney and Jewell (2012), the third tier of the PBIS system is

for students who make up 5% or less of the student population within a school. The

students who fall within this tier often have a Behavior Intervention Plan (BIP) and

Functional Behavior Assessment (FBA) (Cheney & Jewell, 2012). This tier allows for

individualized interventions for students with EBD who show intense behaviors in

multiple settings. The goal of a BIP is to assist the school to help promote positive

behavioral interventions and strategies to help an individual student be successful

in a school setting (Cheney & Jewell, 2012). An FBA allows educators to help identify

target behaviors the student may display (Cheney & Jewell, 2012). This allows staff

members to focus on certain interventions that fit the student's needs. Many of the

interventions in tier three are evidence-based for students with profound

behavioral needs. As discussed by Ryan, Pierce, & Mooney (2008), these

interventions are categorized by peer-mediated, self-mediated, and teacher-mediated. Each intervention focuses on enhancing individual behavioral growth in correlation to the target behaviors in the BIP. Some of these interventions include: peer mediations, self-monitoring, self-evaluation, token economies, and contracts (Ryan, Pierce, & Mooney, 2008). The interventions support students with significant behaviors with social skill instruction, positive reinforcement, and student self-awareness (Cheney & Jewell, 2012). The third tier's interventions allow staff members to identify the target behaviors of a student, and focus on exact interventions the student may need to change behavior.

The three-tiered PBIS system encourages staff and students to work together and promote a positive school climate. PBIS allows schools to have supports in place for students who may have multiple behavioral needs. PBIS helps students with EBD who may struggle with behavior in school. Teachers and staff all have to work together to support students with EBD. A supportive teaching staff that is consistent with school rules and models good behavior can have success with many students that struggle with social skills (Cheney & Jewell, 2012).

Positive Behavioral Supports: Teachers Frame of Mind

In a school setting, teachers serve an important role in the classroom as well as producing a positive school climate. Teachers maintain a classroom and manage behaviors that may be present on a daily basis. Students with EBD require more positive reinforcement to maintain positive behavior (Perle, 2016). However, it is noted that many of these students tend to see the least amount of positive reinforcement from their teachers (Barbetta, Norona, & Bicard, 2005). Students

increase on task behaviors when a teacher's positively attend to negative behavior (Perle, 2015). Teachers who positively attend to behaviors rather than reacting with negative responses can have a positive impact on a student's education.

Providing students with positive attention can influence positive engagement in desired behaviors (Perle, 2015). Teachers engage in positive attending by providing positive language when addressing a behavior. For example, instead of telling a student what not to do, tell the student what you would like them to do (Perle, 2015). If a student is likely to hit or use violence against other students, direct the student to keep their hands to themselves. Telling students what not to, in this case to not hit others, leaves an opportunity for them to engage in an undesired behavior (Perle, 2015). As discussed by Perle (2015), positively attending to a child's behavior can be the most effective when the teacher is consistent with positive language and the standards they have for students. Teachers and staff in a school setting should engage in positive language with students to help promote overall behavior change.

Positive Behavioral Supports: Decrease in Suspensions

As discussed in the previous chapter, positive school-wide behavior supports (PBIS) offer students different interventions that can promote positive school climate and behavior change. With many advantages PBIS offers within a school, it also has a significant influence on decreasing the suspension rates that are given to students as a consequence. Implementation of the PBIS model can lead to a decrease in the amount of schools consequences (Childs, Kincaid, George, & Cage, 2015).

Schools that offer a positive climate can influence a positive change in the overall behavior within that particular school.

In a longitudinal study conducted by Childs, Kincaid, George, and Cage (2015), the researchers reviewed 1,122 Florida schools office referral rate and consequences given to students. Consequences that were documented in the research included in-school suspensions and out-of school suspensions over a four-year span from 2010-2014. The schools that were reviewed in the longitudinal study included 724 elementary schools, 248 middle schools, and 150 high schools. Results from the study determined a decreasing trend in office behavior referrals across all schools. Schools were receiving six less behavior referrals every year from teachers and staff. After the five-year research was completed, the school was receiving 30 less referrals every year. The decrease in behavior referrals the office received lead to the decrease in the amount of students being suspended. "Both suspension variables revealed a decrease over time" (Childs, Kincaid, George, & Cage, 2015). The decrease in suspension rates within the research made a strong case for many of schools to use a PBIS model. According to Childs, Kincaid, George, and Cage (2015), 21,000 schools are implementing positive school wide behavior supports across the nation to support student's emotional and social needs.

Impact of Out-of-School Suspensions

Out-of-school suspensions can have many negative implications toward students educational success. Out of school suspensions negatively affects students attendance, behavior, and academic production (Scelso, 2013). As discussed by Scelso (2013), out of school suspensions are necessary for zero tolerance acts that

may occur during a school day. These acts include; drugs, fighting, gang activity etc. The research that was conducted was a qualitative study that allowed the students to communicate their own perceptions of their suspensions. As mentioned by Scelso (2013), there are students still getting out of school suspensions for behaviors that are not considered zero tolerance. The students discussed in Scelso's research (2013) received suspensions that caused them to miss class time. According to Scelso (2013), many students in the study faced behavioral consequences that should not have resulted an out of school suspension. These students missed time from class, which can also impact academics.

The results of the study showed that the participants with the highest number of suspension days also had the lowest grade point averages (Scelso, 2013). The students who were suspended were less likely to get work done or to complete it. Even if students were given the opportunity to bring work and compete at home, they were less likely to finish it without the help and direct instruction from their teachers (Scelso, 2013). Students who engaged in inappropriate behaviors still deserved the opportunity to learn from their teachers.

Some of the suspensions were also for minor offenses such as tardiness and classroom disruption rather than for serious offenses such as violent or criminal behavior. Schools need to be consistent with the behavioral consequences that they give to all students (Scelso, 2013). The misuse of suspensions may also hurt students regarding their educational mindset. Flanagain (2007) allowed her participants to have a voice on their own behavioral consequences while they were in school. The participants included ten fifth graders who had been suspended at

least four or more times throughout the school year. The students in this study were given a quantitative questionnaire outlining their experiences with out of school suspensions. The purpose of the questionnaire was to see the correlation between the views of out-of-school suspensions from a student perspective, and the impact it had on the education and behavior of each student. The results of the study showed that children mostly had a negative view of out of school suspensions. Flanagain (2007) stated that 80% of the children in the study showed no remorse for the behavior-they displayed prior to being suspended. The results of the Flanagain's study showed that out-of-school suspensions were ineffective when teaching children about their behavior.

If a student is warranted a consequence, the consequence should displace the negative behavior and connect it with a positive behavior. When students are given an out of school suspension there is often no connection to the behavior that was displayed if there is not follow-up with the child after they have come back to school (Flanagain, 2007). It may sometimes seem as if a school wants a break from the student and the poor choices the student may have shown. Instead, schools should teach about behavior in order to help change the child's perspective and reduce suspension rates. Students who are held accountable and taught the reason their actions are unsuitable for school may help student make acceptable social decisions (Patterson, Jolivette, & Crosby, 2007). Instructing, rather than giving an out-of-school consequence may help the student learn how to use productive behavior in the future, which could improve school climate for all students.

Literature Review Summary

Teaching social skills, understanding mindfulness, and implementing positive behavioral supports can lead to a positive school climate and reduce out-of-school suspensions. Social skills instruction allows students to learn productive skills that they may lack. Providing students with instruction that promotes positive skills may lead to behavior change. In combination with social skills, teaching mindfulness also allows the student to learn new techniques to alter undesirable behaviors. Teaching mindfulness to students helps them become self-aware of negative emotions and provides strategies to change them into positive thoughts (Leland, 2015). Students who replace their negative thinking with positive thinking may have a greater chance of acting in a positive manner. According to Vergara (2015), students who replaced negative with positive thinking were more likely to respond to others in appropriate ways.

A school implementing a positive behavior support system helps many students in that particular school. Students deserve to go to a school that has a positive school climate. Staff members in the school, parents, and students produce the climate of a school (Cheney & Jewell, 2012). Having all of them work together to promote positivity may help change the overall behavior of students. Modeling appropriate interactions, maintaining a positive culture, and being consistent with rules all can lead to a positive school climate (Cheney & Jewell, 2012). Having a supportive team around students with EBD can influence change in behavior and may decrease consequences students receive.

Positive behavior supports in schools offer the opportunity to decrease suspension rates and increase the amount of time students spend in school (Childs, Kincaid, George, & Cage, 2015). Schools with fewer behavior referrals are more inclined to keep students in class and away from consequences that may make students lose time in school. Positive behavior supports impact a school's population by giving students support with behavior, social, and emotional needs.

Out of school suspension can have a negative impact on a child's educational well-being. They miss valuable instruction and the opportunity to learn the productive skills that they may be lacking. As discussed by Scelso (2013), some schools continue to give consequences for behaviors that are considered minor to moderate, not behaviors worthy of suspension. These students lose time in school where they should be learning. Out-of-school suspensions give students time away from school, which some students may say they want (Flanagain, 2007). A consequence given to a student should help the student better understand what to do differently, not send them home to miss learning opportunities that they deserve.

Chapter 3: Application of the Research

Evidence Based Rationale

The application portion of this thesis includes an evidence-based intervention process for special education students with EBD. The intervention process is a three-tiered system that introduces the concepts of social skills, mindfulness, and positive supports to help students learn ways to be proactive in their behavior change. The evidence-based research that influences the intervention includes studies conducted by: Cook (2008), Delano and Stone (2008), Vergara (2016), Leland (2015), and Perle (2015).

Social skills are implemented in the all three different tiers in the intervention process. As described by Cook (2008), teaching social skills is a promising contributor to increase positive social engagement among students with EBD. Implementing social skills teachings in the intervention allow students to develop new pro-social interactions to help the student engage positively with others. Each student in the three-tiered intervention process runs through these skills that are specific to their target behaviors. Another evidence-based process that is used in the intervention is the concept of social stories. As discussed by Delano and Stone (2008), social stories allow students to relate to other students who may have behaviors that get in the way of their educational success. Social stories offer the students an opportunity to view how others use proactive strategies to reduce the same behavior they may display. This evidence-based process is used in the third tier of the intervention process.

Mindfulness is introduced in all three tiers of the intervention. The concept of mindfulness allows students to increase their awareness of how their behavior impacts others, and helps them think of different ways to address it before an outburst may occur (Vergara, 2016). This concept promotes students to become actively involved in their own behavior change by taking control of their negative thoughts and feelings. According to Leland (2015), mindfulness helps to improve students' ability to control their own reactions and automatic responses to events that may be a trigger for students. Mindfulness is an evidence-based process that is implemented in the intervention to help students understand how to become proactive when they may feel triggered.

The last method that is introduced in the intervention is the concept of positive attending. Positive attention is a positive behavior support that allows teachers and staff members to reinforce productive behaviors from students (Perle, 2015). Within all three levels of the intervention it is required that staff positively attend to a student's behavior. Staff positively reinforces students who produce acceptable behaviors while the student works his or her way through the intervention process. As noted by Perle (2015), proactive behaviors increase in students when teachers shifted to positive attending.

Application: Three-Tiered Intervention

The application portion of this thesis is an intervention process that includes social skill instruction, mindfulness, and positive attending. The intervention is a three-tiered system that offers students with EBD an opportunity to learn from behaviors rather than receiving a consequence. The intervention is introduced to

students when they present an unproductive behavior in the academic area. The intervention room is attached to the classroom to promote an easy transition for the student. The intervention room is separate from the academic area to ensure the student is in a different environment. This allows the students to understand their behavior is not acceptable in the academic area and they need to learn how to fix their behavior before being allowed back in the classroom. Once a child produces a behavior that breaks a consistent academic rule they are required to move to the first step in the process.

The three steps of the intervention are called rethink, refocus, and re-boot. Each of the three steps in the intervention room is sectioned off to help the student understand where they are in the process. Each step gets productively more intense with behavior education and offers students an ample amount of social skills and mindfulness instruction. When a student in the intervention room continues to display negative behaviors they will advance to the chronological steps monitored by a Behavior Intervention Assistant (BIA). A BIA is a staff member who teaches the students about behavior in each step. The BIA has consistent behavior expectations in the intervention room that predicts when a student needs to continue in the intervention process or ready to go back to class.

The first step of the intervention is known as rethink. Rethink is a step that gives the student an opportunity to recognize their behavior is unacceptable and think of a proactive strategy to remain in class. The goal of this step is to get the student back into class quickly and have them choose a proactive strategy to use to stay in the classroom. This process should take 2-5 minutes and give the student an

opportunity to recognize what behavior brought them to rethink, and how they can fix it. The BIA meets the student at the rethink station and gives the student a "quick fix" sheet. The sheet has the student fill out what behavior brought them to rethink, what negative thought were they thinking, pick a positive thought to replace the negative thought, and practice the situation with the BIA. The mindfulness approach is evident in rethink with the student figuring out a positive thought to put in their head when they may feel triggered. An example of this would be; instead of thinking the teacher is out to get me, replace the thought with the teacher is trying to help me become a better student. This offers the student an opportunity to perceive things positively rather than negatively. The proactive strategies that the student can pick from to use in class are: using a self break desk in the classroom before getting upset, a two minute self break in a break room, journaling, meeting with social worker, etc. Rethink gives the student a reminder of all of the strategies they have access to before a behavior may happen. The process helps the student take control of proactive strategies to use instead of responding negatively. If the student does not respond appropriately and complains or refuses the rethink process they are directed to go to refocus.

Refocus is the second step in the intervention that offers the student an in depth social skill instruction. Refocus is allotted a 10-30 minute intervention process that engages students in behavioral education. In this phase, students are told to show "calm and ready", given a step-by-step social skill, a thought-trigger sheet, and engage in social skill role-play with the BIA. First, students are expected to display the phrase "calm and ready". This phrase is consistent in the intervention

room and requires students to sit forward, talk in a calm manner, and respond in a neutral tone. If a student does not follow calm and ready expectations they are put on a make up timer where they need to make up any time they may waste in the intervention area. The time that is wasted by the student is spent by them using calming strategies to get back to calm and ready status.

Once the student shows calm and ready they are given a step-by-step social skill that is relevant to the behavior they displayed to get removed from class. For example, if the student was in class and challenged the teacher's authority and would not listen to a direction, they would be given a "accepting decisions of authority" skill. This is the skill the student would need to practice and display before entering the class. The student then copies the simple steps of accepting decision of authority: 1. Make eye contact, 2. Stay calm, 3. Say okay, 4. Complete requested direction 5. Ask to talk in private later if disagree. After that is completed, the student flips the sheet over and fills out a thought-trigger worksheet. This sheet allows the student to think of positive replacement thoughts next time they are triggered, and identify the trigger that caused them to get upset. This allows students to understand what events may trigger them and strategies that help them think positively in difficult situations.

When the student completes the sheet with the BIA they then actively role play the social skill going over each step. When they are done with the role-play the teacher is called in for the student to go over the skill with. The teacher is brought in with the student because this is where the difficult interaction took place. The student needs to fix it with the staff member they interacted with before they

entered the classroom to show they are ready to be in the academic area. If the student does not show calm and ready or refuses to work they are then brought to re-boot.

Re-boot is the last step in the intervention and can roughly last thirty minutes to all day. If the student shows calm and ready throughout the whole process they can be back in class in roughly 30 minutes, if they refuse the make up timer can run as long as they are refusing to learn. Re-boot requires students to display calm and ready, complete the same social skill instruction sheet as in refocus, finish a social story, accountability form, and role play the social skill with BIA and teacher. The BIA is walking the student through the whole process while teaching during each step.

The main difference with re-boot is the social story and accountability sheet the student has to fill out. The social story is a packet that is individualized to the particular behavior that the student has recently shown. The social story offers the student to read through similar stories of peers that may struggle with the same trigger that they have. When they read through the packet their job is to determine the correct way the student should react to difficult situations. It puts the student in charge of thinking of positive ways to react to stressful events. After the social story, the student then goes over the accountability sheet with the BIA. This sheet is quick and has the student identify who their behavior affects and how. This process lets the student understand how their behavior not only affects their own education but others as well. The BIA guides the student to identify how their behavior affects themselves, their classmates, their teacher, and their guardians. The accountability

and thought-trigger sheets allow for a mindfulness approach that helps them become self-aware as well as aware of others around them.

Intervention Audience

This intervention was created for a secondary setting three EBD classroom. The participants in the intervention included three high school students with a primary disability of EBD. The students in the intervention ranged from ages 14-18, two of the students were male and one female. The three-tiered intervention timeline was documented for nine months. The intervention was created for a secondary special education classroom for students with moderate to severe behaviors. The concept was developed to ensure students with EBD are given learning opportunities to learn how to manage behaviors and reduce suspensions. A variety of special education teachers can access the intervention for the program they may teach. This particular intervention is tailored toward secondary students that have significant behavioral outbursts. Special education teachers who instruct other grade levels can access the same technique with modified social skill material that is tailored toward their students needs.

Results: Intervention Buy-In

The results of the intervention were documented over a nine-month period. The documentation recorded how often the three tiered intervention was used by each student, how many out of school suspensions were given to the students, and overall percentage of acceptable behaviors displayed. Acceptable behaviors were documented by the amount of times the students displayed the acronym, POLARS. POLARS stands for putting away electronics, on task, listen and comply, appropriate

language, respectful, stay seated. These behavior expectations were documented every day and given an overall average to each student. The three documented results were recorded every three months (trimesters) of the nine-month period.

Through the first trimester the intervention was used a total of 25 times. Student A used the intervention 12 times, student B used the intervention eight times, and student C used the intervention five times. The re-boot process was used 22 of 25 times during the first trimester. Students were more likely to make it to the last step and not get back into class after re-think or refocus. During the second trimester, the intervention was used a total of 19 times. Student A used the intervention ten times, student B used the intervention six times, and student C used the intervention three times. There was a decrease in the second trimester in the amount of times the intervention was used by each student. Students were also more likely to successfully complete re-think or refocus and not have to make it to the third stage. Reboot was used only 8 of the 19 times in the second trimester. The third trimester showed a significant decrease in the amount of times students were placed in the intervention process. There were a total of eight instances where the three-tiered system was used. Student A used the intervention five times, student B used the intervention three times, and student C did not use the intervention. The third trimester was undoubtedly the best trimester for the amount of times students spent in class and displayed productive behaviors. The reboot process was only used twice out of the eight times during the third trimester. The students involved in the intervention decreased the amount of time spend in the intervention as the school year progressed.

Suspensions were also documented every time a student did not make it through the third tier and displayed a behavior that warranted an out of school consequence. Students were suspended a total of nine times over the first trimester. Student A was suspended five times, student B was suspended three times, and student C was suspended once. Second trimester logged a total of five suspensions between the three students. Student A was suspended four times, student B was suspended one time, and student C was not suspended. There was a reduction in the amount of suspensions for all three students. During the last trimester, there were a total of three suspensions among the three students. Student A was suspended three times, student B and C were not suspended. Overall, suspensions decreased in the three documented students as the school year progressed. The idea of behavior change and implementing social skill training and mindfulness influenced a decrease in consequences used. Providing students a productive intervention with behavior supports and teachings may lead to a decrease in suspensions.

Overall acceptable behavior averages were documented throughout the year for each student. Averages were documented based on how often students put their electronics away, on task, listen and comply, use appropriate language, respectful, and stay seated. The percentage the setting three-program looks for students to achieve is 80% to meet behavioral expectations. During the first trimester, Student A received 65% behavior expectations, student B averaged 75% behavioral expectations, and student C averaged 84% behavior expectations. Two of the three students were not meeting expectations throughout the first trimester. Second trimester allowed students to start understanding the rules and the consistent

expectations, which allowed for behavioral averages to increase. Student A averaged 71% behavior expectations, student B averaged 81% behavioral expectations, and student C averaged 89% behavior expectations. Two of the three students started to meet behavioral expectations while student A was still below expectations but gained a 5% average. In the third trimester the three students continued to increase their behavior averages. Student A was met behavior expectations 78% of the time, student B averaged 86% behavioral expectations, and student C averaged 91% behavior expectations. Student A was still below meeting expectations but continued to increase the average amount of time they shown acceptable behaviors. Student B met behavior expectations displaying appropriate behaviors 86% of the time. Student C exceeded behavior expectations receiving a 91% average.

Results of the three-tiered intervention indicate an increasing trend for behavioral change. All students that participated in the intervention received a decrease in suspensions over the year, increased acceptable behavior production, and experienced more time in an academic setting. This intervention gives students a convenience to learn from their own behavior targets and gives them the opportunity to change.

Sustainability

The three-tiered intervention process offers students with EBD an opportunity to learn about their behavior and become proactive in their own behavior change. The three different levels of the intervention allow students different opportunities to learn how their behavior impacts their education. Each of the steps help the students understand that they can return to class if they correct

the behavior that has allowed them to be removed from the room. This concept is not a punitive system, but a learning experience for the student to hold them accountable and learn new ways to function in an academic setting. Staff members that are consistent with rules and hold a consistent structure with the intervention process can increase positive interactions with their students. This process can be implemented in special education rooms that focus on teaching students different skills. Staff members can use the intervention to teach students with mild to severe behavioral deficiencies. The intervention is tailored to the individual child's behavior, not focused on the consequences the child may receive. This process can be used in many different settings to enhance learning consequences rather than suspensions.

Chapter 4: Discussion and Conclusion

Summary

Social skills, mindfulness, and positive behavior supports offer students with EBD an opportunity to change behavior. Students who are born in an environment that lacks appropriate interactions are more likely to produce negative behaviors (Cook, 2008). These students are generally not taught pro-social skills at a young age. Teaching skills in an academic setting to student who often lack positive interactions help promote positive behaviors. Students with EBD often struggle in school to use appropriate behaviors which often leads to consequences. Teaching social skills to students with EBD can promote pro-social behaviors and reduce consequences that are often given to EBD students. Patterson, Jolivette, and Crosby (2006) provide social skill training that informs students how to self-monitor behavior, and use coping strategies. Students who were introduced to social skill training in the research improved social problem solving, conflict resolution, and overall behavior. Schools that promote social skill instruction to EBD students offer a support that can reinforce positive behavior change.

Vergara (2016), looked at a mindfulness approach to teach students how to become aware of their feelings and behaviors. Self-recognition of behaviors helps students identify when they may start to feel triggered. According to Vergara (2016), mindfulness allowed the participants in the study to identify when they may feel triggered and think of a coping strategy to replace a negative outburst. Teaching mindfulness helps to improve self-awareness in children and control their own reactions (Leland, 2015). Students who increase self-awareness of their behavior

can develop proactive strategies to calm themselves before a behavioral outburst. "With practice, students learn to increase the time between impulse and action, and learn healthier problem solving skills and behaviors in reactions to emotional distress" (Broderick & Jennings, 2012).

Positive behavior supports allows schools to redesign disciplinary approaches to be proactive and instructional (Cheney & Jewell, 2012). PBIS offers supports to students who struggle with behavior. PBIS is a supportive approach to behavior rather than a disciplinary approach. Schools that have PBIS models can become more impactful in reducing behavior and teaching skills that are assumed each child learns in development (Cheney & Jewell, 2012). Students with EBD also require more positive reinforcement to maintain positive behavior (Perle, 2016). However, studies indicate that EBD students tend to see the least amount of positive reinforcement (Barbetta, Norona, & Bicard, 2005). PBIS positively attends to students with behavioral tendencies to reinforce positive change. Providing students with positive attention can influence positive engagement in desired behaviors (Perle, 2015).

Professional Application

The concept of teaching consequences allows students to increase the amount of time they spend learning proactive strategies and social skills to reduce behavior. Teaching positive skills to students who often struggle with behavior can promote appropriate interactions. The increase in positive behavior can lead to a positive climate in school and reduce suspensions. In education, students with EBD tend to receive more consequences that take them away from learning (Scelso,

2013). Providing teaching consequences rather than out of school consequences offer EBD students an opportunity to learn productive behaviors, and increase the amount of time spent in school.

Teaching consequences allows EBD students to gain access to material that will assist them in positive choices. Teaching, rather than giving an out-of-school consequence, allows students to learn from their mistakes and keeps students in school. School suspension rates for students with EBD tend to be higher than other students due to behavior that is exhibited in a school setting (Bowman-Perrot et al., 2013). In some schools, suspensions are over used for students in special education causing them to miss school and fall behind in their education (Scelso, 2013). Teaching consequences give students with EBD a positive support system that assists with learning behavior skills and keeps students in school. This process may help schools reduce suspension rates and support students that may be vulnerable in a school setting.

Limitations of Research

In the literature review, limitations include a lack of research for students with emotional or anxiety tendencies. The literature review included students who were more likely to have behavior problems and receive out-of-school suspensions due to behavior. Students who may have emotional, anxiety, or other related tendencies were not represented in the literature review. Suspension rates, social skills, social stories, and positive behavior supports were researched for students who were primarily struggling with behaviors. In school emotional support systems for students with EBD were not analyzed. Students with EBD may show emotional

needs that should be supported within school. The intervention created primarily looked at students with behavior concerns.

The application intervention focused on secondary EBD students in a center based program. The intervention used social skills, mindfulness, and positive attending to reduce behavior and out of school suspensions in three participants. Although the intervention showed an increase in positive behavior and time spent in school, there were limitations that impacted the study. Limitations the research presented included the participants, staff, and environment. The application sample size only included three students. The small sample size may reflect results that may not be as strong as a larger sample size. The participants in the application were also similar to one another. The students were in the same class, community, and secondary setting. The similarities may have influenced bias in the results.

The number of staff required for the intervention may be a limitation. The intervention requires a BIA to teach and direct students through the three-tiered intervention process. The BIA is an necessary for the intervention to be successful, and would be an additional expense for the school. Although the BIA is an integral part of the intervention, some schools may not have the budget to employ an additional staff member. The additional staff member allows the student to gain access to the direct teaching of the social skills while the teacher stays in the room to teach.

Lastly, the three-tiered intervention requires a large space to separate students into three different environments. Rethink, Refocus, and Re-boot are separate spaces needed to ensure the students understand the differences in each

stage. The intervention itself is also separated from the academic classroom. Many teachers have one classroom they work in and do not have access to additional space. The area that is needed for the intervention may be a limitation in certain schools. Extra space may not be available to a program for the intervention.

Implications for Further Research

There is an ample amount of research surrounding direct social skills and mindfulness with special education students. This extensive amount of research focuses on how social skills and mindfulness can be taught to students to decrease behaviors. An area that is lacking in the reviewed research is the effect suspensions may have on a student's well-being. As discussed in the review, suspension rates often rise with students who have EBD. Suspensions impact the student educationally by missing school, learning opportunities, and social interactions with peers. There was little research how suspensions effect students in other ways. For instance, questions arise whether suspensions impact students more than just educationally. Do students feel they are unwanted? Do students enjoy suspensions, which may promote students to act negatively? Are suspensions causing decreasing student motivation to change?

There are many questions regarding the well being of a student who is suspended more than others. The application intervention was created to support students learning new social skills and different ways to be proactive in their behavior change. The intervention also supports students staying in school rather than receiving an outside consequence. The goal is to keep students in school and increase the amount of time spent learning positive replacement skills. Research

that includes the effect of suspensions on students would have strengthened the application intervention.

Conclusion

Research questions that were analyzed in the thesis application review include: Can teaching of social skills influence positive behavior change? Can teaching mindfulness to students increase awareness of behavioral tendencies? What are some impacts that positive behavior supports have on school climate in an educational setting? What impact does out of school suspensions have on students? How do students view suspensions? Can an application of a behavior skills model created by the author increase pro-social behaviors and decrease the amount of out of school suspension?

Students with EBD are capable of behavior change. Social skills, mindfulness, and positive attending can influence students to learn pro social skills and increase awareness of behavioral tendencies. Schools that are consistent, structured, and have positive supports are more likely to produce a positive school climate for students to learn and decrease suspension rates. Students with EBD deserve to have a support system in a school that encourages constructive change. Teaching consequences rather than out of school suspensions can lead to positive behavior change.

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Appendix A

Brain Ready in Options- Student Reflection (Step1)

Name:_____

Your Perspective- Write out what happened from your perspective. What are you thinking or feeling? This is your time to share your version of what happened.

_____

_____

_____

_____

_____

_____

_____

Shows you are READY to Participate in the classroom.	Copy Each Expectation Below
R=Responds with words in neutral tone.	
E= Eyes on speaker and heads up.	
A= Accepts decisions of staff by saying OK and doing by the count of 3.	
D= Decides to use a proactive strategy before behavior happens	
Y= You are a positive participant in the process	

Circle how READY you are:

2	1	0
Body and Voice Calm Will SHOW READY to Process	Not Brain Ready Yet, Need 5 minutes to myself to do positive self talk to get Ready.	NOT READY, may accept a calming strategy from staff to get myself READY.

Circle How You are Feeling:	Mad	Sad	Scared	Peaceful	Joyful	Powerful

Reboot Guided Behavior Chain
Step 2

Name:_____

EVENT FACTS: What happened?	

FEELINGS WERE: *(Circle What You are/were Feeling)*
hurt   hostile   rage   jealous   selfish   frustrated   furious   irritated   skeptical
Rejected   confused   discouraged   helpless   embarrassed   anxious   insecure
Ashamed   lonely   bored   sleepy   stupid
Daring   energetic   amused   excited

My Trigger in this Was:

Stinking Thinking Thought: **What was that error?** Blamenator Minimizer Self Centered Assumer Glorifier	**Replacement Thought Instead**
Negative Behavior:	**Social Skill to Use Instead:**
Strategy BEFORE the behavior you tried? Self break with positive talk Deep breaths Count to 10 Visualization Journal Talked with an adult Other:	**Strategy you are AGREE to try next time triggered?** Self break with positive talk Deep breaths Count to 10 Visualization Journal Talked with an adult Other:
What did you LOSE as a result of this?	**What could you GAIN as a result of this?**

Reboot Social Skill Lesson

S- "Social Skill"
What is the skill to review and do next time
instead?_____

What are the Steps to Do the Skill?

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

DO IT: Get mentally ready to demonstrate this. When you finish both sides of this sheet you will practice the same scenario with staff.

PROPS: Write a positive statement about yourself.

_____

_____

Exit Reboot Sheet (Step 3)- Thinking Errors

Name:_____   Class Period: 1 2 3 4 5 6

1. What was your below the line behavior that resulted in you being sent out of class?

2. What was the damaging
thought?_____

Common Stinking Thinking Errors: "Stinking Thinking creates garbage behavior."

Assumer	Acts on assumptions rather than facts believes there's no sense in trying. "Doesn't matter anyway" or blowing things out of proportion.
Minimizer	Hurting others is no big deal and that their behavior doesn't affect others. Not following rules because you think it's unimportant or shouldn't apply to you.
Glorifier	Hurting others is fun and exciting. Bragging, encouraging negative behavior.
Mr/Ms. Me (self-centered)	Be able to do whatever they want no matter what. Entitled, justified in their actions. "It's my right to do that".
Blamenator	Makes excuses to look like victim or blames others for what they do or making them feel a certain way. "She made me mad."

3. After reviewing the thinking errors, place an X by the one that was caused your behavior.
_____Assumer   _____Minimizer   _____Glorifier   _____Mr./Ms Me
        _____Blamenator

4. What is the positive replacement thought you are going to tell yourself instead next time?_____

5. What is the name of the social skill you practiced to avoid this behavior again?
_____

6. Who or what did this behavior affect?____myself ____staff ____peers ____property

7. What do you need to do to repair this?
____accountability ____replace property ____clean up after self ____redo skill

8. Are you ready to return or need something else?
____Ready to return   ___want 2 minutes before returning   ___talk with Mr. S

Expectations for Returning to Class: Read and Initial each step.
- Return with permission_____
- Return directly to your desk, quickly and quietly_____
- If you need help or to get caught up, wait until the teacher is done talking and raise your hand for assistance. _____

REFOCUS STOPS

Name:_____   Was this a target behavior of yours?_____

S- "Situation"
What was the event? Use "I statements and make sure to tell about YOUR part in this situation.

S

T- "Triggers"
- What was your to trigger your behavior?

T

O- "Options"
- List 2 options.
- 1st, the one you chose and
- 2nd, another option you had.

O

P-"Proactive"

P-Next time, when I feel I'm getting "revved up", I will try this BEFORE I need a Pit Stop.........

(meaning before you revv up)

Name:_____**Rethink_QUICK FIX**

Shows You are Ready To Participate in the Classroom	Did You?
R= Responds with words in a neutral tone	__No __Yes
E= Eyes on speaker and head up	__No __Yes
A= Accepts decisions of staff by saying OK and doing by the count of 3	__No __Yes
D= Decides when to use a proactive strategy (break desk, Mr. S's office, walk)	__No __Yes
Y= You are a **positive participant** in class.	__No __Yes

Identify YOUR behavior:
My behavior that I need to quick fix
was:_____

The READY EXPECTATIONS I need to show
are:_____

READY TO PARTICIPATE?   ____YES; Agree to Follow Class Expectations _____Not Yet, will pick a strategy below.

NOT YET, Try a Strategy….
____Take 2 minutes then return ____Go to Self break desk   ____ Take a walk with staff
 ____Stay and talk in Maria's office to find another solution or get help with what I need.
____Schedule a time with the school social worker.
Staff Section:
____Returned to Desk __Strategy:_____; _____Went to Options _____Uncooperative