

Workbook for:

Positive Interventions  
And  
Effective Strategies  
Workbook Only

When kids give you lemons: make lemon meringue  
pie

[www.behaviordocor.org](http://www.behaviordocor.org)

caughtyoubeinggood@gmail.com



Laura A. Riffel, Ph.D.

©2008

Permission to copy with no changes



*Workbook Page One:*

What will be your 3-5 Behavioral Expectations for your Class?

1.

2.

3.

4.

5.

Make sure they are positively stated and have an action verb....



"Polite" is not a behavioral expectation but "BEE POLITE" is

Be ready to share with your neighbor in 7 minutes.

Workbook Page Two:

Expectations →					
Locations					
Classroom ↓					
Hallway					
Restroom					
Cafeteria					
Bus					

## Workbook Page Three

- **Public Relations**
- **Proficiency**
- **Power**
- **Philanthropy**

**Describe behaviors you want to target for change:**

**Public Relations:** What skills can you give this child to help them relate better to others socially?

**Proficiency:** What skills do they need to beef up academically?

Child with low self-esteem

**Power:** Use social autopsy sheets to help student see where situations went wrong.

**Philanthropy:** Help this child do something for others. A way to raise self-esteem is to help others less fortunate.



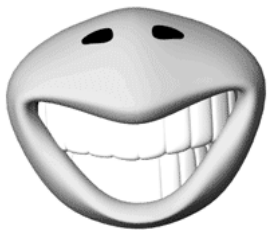
**CSI**

Here's what was going on:	Here's what I did that caused a social error:	Here's what happened when I did that:	Here's what I should do to make things right:	Here's what I'll do next time to keep it alive:

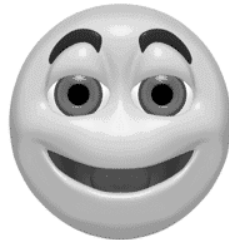
Based on Rick Lavoie's social autopsy information 1994- the child can draw, write, or dictate each step.

This is the new student teacher rating scale that helps students see their behavior the same way the adults see their behavior:

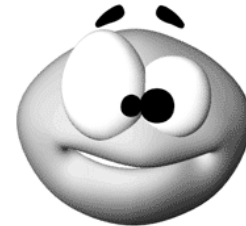
STUDENT TEACHER RATING SHEET FOR _____									DATE: _____
	Breakfast	Calendar	Reading	Math	Lunch	Specials	Connections	Packets	Science/ Social Studies
<b>S</b>	/	/	/	/	/	/	/	/	/
<b>O</b>	/	/	/	/	/	/	/	/	/
<b>A</b>	/	/	/	/	/	/	/	/	/
<b>R</b>	/	/	/	/	/	/	/	/	/
<b>TOTAL POINTS</b>									



I DID EXACTLY THE RIGHT THINGS.



I DID PRETTY GOOD.



I COULD HAVE DONE BETTER.

For young children use smiley faces: A big smiley face – if both agree big smiley face is worth 3 points. A medium smiley face- if both agree medium smiley face is worth 2 points. A straight face – if both agree straight face is worth one point

## **Workbook Page Six:**

### **TIPP: Teach-Imprint-Practice-Praise**

What's a problem in my class as a whole with the majority of the students?

What behavior would I like to replace that with?

What do I think is the function of that behavior?

To get: attention (adult- peer), access to materials, sensory input

To escape: work, people (adult-peer), sensory overload, pain (emotional-physical)

How will I teach the new behavior?

How will I imprint the new behavior?

How will I practice the new behavior?

How will I praise the new behavior?

**Workbook Page Seven: Hierarchy of Lines of Defense.**

