

# **SECTION 13:**

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## **RESOURCES: REACTIVE STRATEGIES**

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Name of Document	Page	Possible Uses
Thinking About My Behavior	3	<ul style="list-style-type: none"> <li>• Tool for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> <li>• MUST be used as a method for staff and student to interact in a non-threatening manner regarding behavior.</li> <li>• NOT to be handed to student to complete independently.</li> </ul>
Understanding Feelings Can Affect My Behavior	4	<ul style="list-style-type: none"> <li>• Tool for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> <li>• MUST be used as a method for staff and student to interact in a non-threatening manner regarding behavior.</li> <li>• NOT to be handed to student to complete independently.</li> </ul>
Problem Solving Steps	5	<ul style="list-style-type: none"> <li>• Script to assist student in learning an effective problem-solving strategy.</li> <li>• Visual graphic for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> </ul>
Time-Away	6	<ul style="list-style-type: none"> <li>• A procedure to deep task-avoiding students under instructional control.</li> <li>• Differentiates Time-Away from Time-Out.</li> <li>• A staff/parent training tool.</li> </ul>
Reinforcement Sandwich---A Correction Strategy	12	<ul style="list-style-type: none"> <li>• This metaphor helps remind staff of how to correct a misbehavior in 5 steps.</li> </ul>
Incident Reports	13	<ul style="list-style-type: none"> <li>• Useful to document reactive strategies that did result in "emergency" interventions or could have resulted in an emergency intervention.</li> </ul>

# Thinking About My Behavior

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_

Whenever someone acts inappropriately it is important to figure out what went wrong so that they can learn to do better next time. This form will help you understand and describe what happened so that next time you can make a better choice.

**When did my problem behavior happen? Where did it occur and who was present at the time?**

**What bad choice did I make? (undesired behavior)**

**What negative outcomes might occur (or did occur) if or when I use this unacceptable behavior?**

**What could I have done instead? (Put a  by the one(s) you might do next time if a similar situation occurs)**

**What might happen that is positive if I choose an appropriate behavior to handle my problem?**

# Understanding How Feelings Affect My Behavior

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_

Feelings can affect our behavior. When we are tired or stressed or angry it is easier to make bad choices about our behavior. It is important to understand our feelings and learn ways to control them so that they do not negatively affect our behavior.

## Feeling Words

**Calm** — cool, peaceful, relaxed, composed, tranquil, steady

**Happy** — glad, delighted, elated, cheery, merry

**Afraid** — scared, frightened, terrified, fearful, intimidated

**Frustrated** — anxious, worried, nervous, concerned, uptight, unsuccessful

**Angry** — mad, offended, displeased, annoyed, furious

**Sad** — unhappy, “blue,” miserable, dejected, sorrowful

**How I Felt:** (List the feelings you had *right before* you got in trouble).

**What I Did:** (What happened? Describe the choices you made.)

**How Did It Work?** (Did my choices get me in trouble? What kind of trouble?)

**What Can I Do Differently Next Time??**

# PROBLEM-SOLVING STEPS

Developed by: \_\_\_\_\_  
(name of student)

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

**The Problem Behavior:** The problem staff are concerned about is.....

**How the problem started:** The problem started when.....

**Making a different choice:** Instead of the problem behavior I chose, I could have.....

**My plan:** Next time a problem like this happens, I will try to.....

## **TIME-AWAY:**

### **A PROCEDURE TO KEEP TASK-AVOIDING STUDENTS UNDER INSTRUCTIONAL CONTROL**

*Diana Browning Wright*

Students with challenging behaviors are at times unwilling or unable to perform assigned tasks. At this point, they may intentionally engage in acting out behaviors in order to be removed from the class, or remain passively unengaged in learning activities (i.e., both can be conceptualized as escape seeking behaviors), or engage in behaviors that interfere with the learning of others around them (i.e., expressing a protest about activities they do not wish to do). In all three situations, the student is not under instructional control (i.e., following the directions of the teacher), nor is he/she under stimulus control (e.g., in the presence of the chair, desk, written assignment student is highly likely to engage in written work behavior). It is impossible to force a completely unwilling student to do an assignment. It is also unacceptable to have students engaging in acting out behaviors in order to escape tasks, or to have students not under instructional control. Not all task-avoiding episodes can be solved by sending the student to the office for a 'disciplinary referral.' Therefore, a procedure called Time Away may be warranted as a teaching tool to increase the student's ability to cope with work output demands. A Time Away procedure can be an important component to delineate as a 'Reactive Strategy' in behavior plans for 'behavior impeding learning' as defined in I.D.E.A. Reauthorization, 1997.

#### **Time Away Differentiated from Time Out**

***In a time out procedure***, access to reinforcement is removed or reduced for a specified time period contingent on a response. Either the student is removed from the reinforcing environment, or the reinforcing environment is removed for a designated time period.<sup>1</sup> In common usage, Time Out is often used as a punishment for misbehavior. The teacher tells the student when to leave and when to return, often with lengthy removals being the norm.

***In a time away procedure***, as defined by this author, the student exercises the option to leave a learning task which has become aversive to him/her. The student moves to a location in the environment designated for this purpose and remains there until he/she is ready to cope with the demands of the learning environment. The student then returns to the assigned learning location (e.g., assigned seat at a desk), by his/her initiation, not by a teacher signaling the return.

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<sup>1</sup> Wright, D.B. & Gurman, H.G. (2001) Positive interventions for serious behavior problems (2<sup>nd</sup> ed.-revised). Sacramento, CA: California Department of Education Publications Division (pp.166-167)

## Effective Use of Time Away

The student can be privately encouraged to leave the activity as a “cooling off” period, until he/she is ready to cope with the assignment, but it must be clearly conveyed that this is the student’s choice and that this removal is not a punishment for misbehavior.

Sample dialogue:

“Steven, I am really pleased that you have come to class today and have all your materials with you. However, you seem very upset and unable to get started, despite you and I doing the first few problems together. Steven, you know that in my classroom you have the option of moving to the ‘cooling off spot’ anytime you aren’t yet ready to cope with the demands of school. Why don’t you think about this carefully and make your choice: 1) begin your work or, 2) choose to just cool off for a while. I’ll wait to hear your decision. I need to go help Michael for a few moments while you think this over.”

Notice the critical characteristics of this dialogue:

- Teacher called the student by name and then identified desired behaviors he has recently exhibited
- Teacher pointed out the undesired behavior and reminded Steven that joint efforts had already been made to help him begin his work before this point was reached
- Teacher invited choice-making between two acceptable options
- Teacher did not force an immediate choice. Rather, student was given time to think through his choice

## Time Away Systems

### ***The Beach***

6<sup>th</sup> Grade Teacher informed students that when she is having a bad day, going to the beach, even for a few moments has helped her. Therefore, in her class anyone who just needs to escape for a breather can go to the beach. The beach is a small box of sand in the back corner of the room equipped with several very large seashells which, when listened to carefully, will produce the calming sounds of the ocean.

### ***Australia***

Kindergarten teacher, 4<sup>th</sup> grade teacher and high school special day class teacher read the book, Alexander and the Horrible, No Good, Very Bad Day by Judith Viorst<sup>2</sup> to their classes. Students were informed that they could choose to escape to Australia whenever they needed to recoup, think over something, cope with their feelings or frustrations. 'Australia' is a location in the classroom with a map of Australia and several books of Australia to look at. The high school teacher further explained to her class that if you leave this country to enter another, you must 'go through customs' and 'declare any baggage you are bringing in'. She has students enter the time they enter Australia, their departure time, and the number of the baggage contents they are bringing in which was previously generated by the students.

Examples include:

- 1) Fight with someone important in my life is still on my mind
- 2) Can't concentrate because of extreme fatigue
- 3) Work looks too long or too complicated for me right now

### ***The Think Tank***

Middle school teacher in a day treatment unit for students with emotional disturbance has a small, padded cubicle sometimes used for counseling sessions in the back of her classroom. Students are told that they may take a brief time-away in the think tank whenever they need to 'get their act together' and that choosing this option rather than acting out behavior will allow them to retain their points for that time period (15 minute sessions throughout the day earn points for appropriate behaviors that may be redeemed during daily free time activities).

### ***Dinosaur Time***

Student, age six with a diagnosis of autism, had a history of running away from reading group instruction, resulting in several adults trying to force him to return. In this time away procedure, Christopher was allowed to take the dinosaur from the table as a token symbolizing his permission to walk calmly around the room. When he has finished this walk, he returned to his seat and replaced the dinosaur. Average time away was approximately three minutes per twenty-minute instruction period, required no adult interventions and did not disrupt the learning of others.

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<sup>2</sup> Viorst, J. (19) *Alexander and the horrible, no good, very bad day.*

## Key Components for Effective Use of This Strategy

- Classroom environment must be one in which unconditional, positive regard is available for all students, with effective classroom organization in place. This procedure is not a panacea for an out of control classroom<sup>3</sup>. This procedure will be misused by students if teacher/student interactions are typically coercive and punitive.
- Instructional material must in general be accessible to the student, with appropriate accommodations or modifications in place to support student in successfully completing the assigned material. This procedure will be misused by students if this is the only way they can escape inappropriate seatwork activities.
- Initial explanation of the Time Away option should be given to the class as a whole (for students who do not have severe disabilities), with explanation of what might be a reason to choose this option, and what might NOT be a good reason. 'Learning to cope with the demands of school' should be emphasized. No punitive result will occur from selecting this option, and if the teacher encourages someone to think about whether 'Time Away' should be chosen, this is NOT a punishment for misbehavior.

Teacher language sample: "Boys and girls, for example, if the work just looks hard, try gaining your teacher's assistance to get going, to help you break up the assignments into smaller units, or to gain more help from your classmates or adult assistance. That would be a better choice than Time Away. However, if you are really upset today and just need a little space to gather your thoughts, calm down and cope with your feelings and frustrations, Time Away could be a good choice for you."

- When the student returns from Time Away to the assigned work location, the teacher should privately reinforce the use of this procedure by a quiet acknowledgment, such as, "Steven, thank you for choosing to take a time away. Glad to see you're ready now". This reinforcement upon return is critical for maintaining the integrity of this procedure and to assure the students do not confuse it with Time Out.

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<sup>3</sup>Refer to necessary effective components in Wright, D.B. (1999) What every teacher should know in order to positively support student behavior. *NASP Communique*, (29) 1.

## Responses to Typical Teacher Questions

- ***“What If They Won’t Come Back?”***

If it is observed that a student is spending a lengthy time in a Time Away location, the teacher may wish to examine the task(s) the student is continuing to avoid. If the task is too difficult, if the completion criteria is not explicit, if the task(s) seem meaningless to the student, it may be necessary to change the task(s), modify them, or provide one on one assistance. If this is not the case, the teacher may wish to engage in reflective listening to further determine why the student is not yet able to cope with the task(s) demands. Sample dialogue: “Steven, I have noticed that you have been unable to cope with seatwork for quite a while. I am beginning to wonder what we can do about this. I am wondering if I can help in any way with the problem. I am also worried about how we can quickly help you catch up with the work you have missed. I am wondering what steps WE should be taking now to help US solve OUR problem. Would you think about this and I’ll check back with you in a few minutes.” (Note the collaborative emphasis: we, us, our. Also note, an appointment for a future discussion alleviates the student’s need to engage in challenging behaviors. Often just a few minutes to reflect will result in better later compliance.)

- ***“What If They Won’t Go When I Tell Them To?”***

This happens much less frequently than teachers expect. First, remember that this procedure will not be effective in a coercive or disorganized classroom. The student is not “told” he “must” choose this procedure. Rather, this is one of two options, delivered unemotionally to the student: work, or choose a Time Away. If the student does continue sitting in the work space, not working, and will not go to the time away location, the teacher may wish to invite a quiet one-on-one dialogue about the difficulty. If this is not possible, the teacher may wish to wait briefly, then present a quiet, unemotional, private, second two choice format: “If you are unable to work right now, Alice, as I have said, you may take a breather in our Time Away location, that is no problem. Alternatively, you may choose to get an office referral. Think about this a moment and let me know your decision.” The teacher must convey genuine personal connection with the student at this time, (use of student name can be especially helpful here) and have previously established a real, meaningful relationship with the student through past words, deeds and reinforcement for achievement from the teacher.

- ***“What If Everyone Wants to Be There At Once?”***

When you initially set up the Time Away procedure with the students, explain the rules as to how many students may be there at one time. (Suggestion: limit area to one or two students, not able to communicate with each other through use of an environmental barrier if necessary.) Explain to the students: “There are other ways of handling difficulties. If you are having a problem that is preventing you from working, and someone else is briefly in the Time Away location, let me know your difficulty and WE can think of how to handle OUR problem.”

## **Adaptation for Non-Verbal Students or Students with Severe Disabilities**

This procedure has effectively been used with many students with severe disabilities as well. These students are often adept at using challenging behaviors to escape a task due to either limited verbal ability in general or limited ability to verbally negotiate when stressed. Teaching the student that a 'break' can be had through communicating the need either verbally ('break'), or non-verbally (gestures, signs, use of 'break' card or 'stop sign' picture card) gives the student a functionally equivalent alternative way of meeting his/her needs without resorting to challenging behavior. Teachers have found that the location may need to obscure the student from view of others, yet be observable by adults. This is achieved through the use of low barriers or low book cases. Allowing the youngster to sit in an oversized beanbag chair with an option for a heavy quilt or other bean bag placed on the student has been found to be especially calming for many students. Careful analysis of the sensory responses of the student may help in effective program design and in providing the most calming Time Away procedure. It is also extremely important that the environment in which the student wishes to escape be thoroughly examined to assure instruction and activities are meaningful and accessible for students with severe disabilities.<sup>4</sup>Wright, D.B. & Gurman, H.B. (1998) *Positive intervention for serious behavior problems*. Sacramento, Ca.: California Department of Education Publications Division

## **Final Note**

This procedure has been utilized in consultations with teachers across grade levels, for students with and without a full range of disabilities. When the student is actively refusing a task, or escaping the task through the use of inappropriate behaviors, the student is not under 'instructional control', nor is the work space reliably eliciting work behaviors from the student, i.e., 'stimulus control' is not in effect. This technique keeps the student under these controls because the teacher is advocating student selection of a location in which not working is allowable, selecting the location is viewed as meeting with teacher approval, and being in this location, not working, is still considered an activity that demonstrates the following of the teacher's instruction. Learning to cope with the demands of work output is a challenge for students with emotional difficulties or those experiencing situational stressors. Learning to step back and reflect can become an important cognitive skill for students with fragile coping systems and can result in improved ability to attend and produce an acceptable amount of work. In the author's experience with defiant and fragile students, simply knowing that 'not working' for a time is an acceptable choice. This 'freedom' can be an important method of meeting the student's needs in the classroom.<sup>5</sup>

The author invites communication about effective use of this procedure or others that keep difficult to support students under instructional control. [dwright@dcs-cde.ca.gov](mailto:dwright@dcs-cde.ca.gov)

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<sup>4</sup>Refer to programming components and analysis of sensory responses in: Wright, D.B. (2001) *Positive Interventions for Serious Behavior Problems*, 2<sup>nd</sup> Edition, Revised. Sacramento, CA: CDE Publications

<sup>5</sup>For further explanation of the four human needs (fun, empowerment, freedom, belonging), which, when met, often dramatically reduce acting out behavior in the classroom, refer to: Wright, D.B. (1999) *Classwide Systems to Cue, Shape and Model Behavior: Strategies for Teachers*. *NASP Communique*. (27) 7.

# A Correction Strategy

## Reinforcement Sandwich

Building Instructional Control



- Reinforce earlier behavior



- State inappropriate behavior with calm voice (“Just now, you...”)



- State appropriate behavior with a dangling sentence



- Require response
- Require performance



- Reinforce compliance

### 1. The Top Bread

Approach the student, get on eye level or below. Tell the student what he had done correctly before the problem occurred (“Thank you for being on time today and getting ready to listen now.”)

### 2. The Cheese

State the problem behavior that just occurred (“Just now you said, ‘I hate this f-ing school and all you f-ing teachers’”)

### 3. The Meat

Remind the student of what he/she will do as previously agreed (“Remember you were going to raise your \_\_\_\_\_ [Wait for the student to say the word hand, if necessary, provide the first sound of the word hand] then continue with what the student would do in the same prompting manner”)

### 4. The Condiments

Tell the student you will continue with another task and wait for him/her to show you the agreed-upon behavior to use in this stressful situation.

### 5. The Bottom Bread

When he/she has demonstrated the agreed upon behavior, return to the student at eye level and give verbal reinforcement.

Must be completed in ink  
no white out

# INCIDENT REPORT

Must be completed for: (circle one)  
Physical Intervention, Major Disruption  
Threats, Dangerous Running, Injury

Date: \_\_\_\_\_ Time \_\_\_\_\_ Systematic Behavior Plan in Effect: Yes No (circle one)

Setting and Location: \_\_\_\_\_ People Involved: \_\_\_\_\_

Student: \_\_\_\_\_ Age: \_\_\_\_\_ Person Preparing Report \_\_\_\_\_

Describe Student Behavior/ Description of Incident		Check Staff Response Used/ Emergency Intervention	
<b>Escalation Stages</b>	ANXIETY:	<input type="checkbox"/> proximity <input type="checkbox"/> counseling <input type="checkbox"/> restructure routine/environment <input type="checkbox"/> accommodate materials/expectations <input type="checkbox"/> referral (to: _____)	<b>Prevention</b>
	DEFENSIVE: (question, refuse, vent: intimidate)	<input type="checkbox"/> redirect, restate direction <input type="checkbox"/> set limits: _____ <input type="checkbox"/> separate student from group <input type="checkbox"/> separate the group from student <input type="checkbox"/> sit out within the group	<b>Prevention</b>
<b>Dangerous Behavior</b>	ACTING OUT:	<b>Intervention</b> Team: _____ <input type="checkbox"/> clear area <input type="checkbox"/> basket hold <input type="checkbox"/> block <input type="checkbox"/> team restraint <input type="checkbox"/> release <input type="checkbox"/> escort <input type="checkbox"/> visual supervision <input type="checkbox"/> call administrator <input type="checkbox"/> other	<b>Intervention</b>
<b>Self Control Reestablished</b>	TENSION REDUCTION:	<input type="checkbox"/> review events <input type="checkbox"/> review schedule <input type="checkbox"/> make plan: _____ _____ _____ _____	<b>Debriefing</b>
INJURY/MEDICAL:		<input type="checkbox"/> sent to nurse <input type="checkbox"/> first aid <input type="checkbox"/> 911 Paramedics <input type="checkbox"/> CPR	

Must be completed in ink  
no white out

# INCIDENT REPORT

Must be completed for: (circle one)  
Physical Intervention, Major Disruption  
Threats, Dangerous Running, Injury

	Escalation Stages	_____ _____ _____ _____ _____	Prevention
		_____ _____ _____ _____ _____	
	Dangerous Behavior	_____ _____ _____ _____ _____	Intervention
		_____ _____ _____ _____ _____	
	Self Control Reestablished	_____ _____ _____ _____ _____ _____ _____	Debriefing
		_____ _____ _____ _____	