"RTI is for Behavior Too!" Research-Based Interventions for Emotionally Unpredictable & Disruptive Students

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The Colorado Futures in School Psychology Project

Frequently Asked Questions About…
Difficult-to-Teach Children

What is the definition of 'difficult-to-teach' children? There are a large number of children and youth attending our public schools who display a range of unique needs. Children who are 'difficult to teach' (DTT) are those who experience considerably greater difficulty learning new educational material and mastering academic concepts than do their typical peers of the same age. Difficult-to-teach students may also display significant behavior problems (e.g., chronic inattention, a tendency to act impulsively, verbal defiance, or physical aggression). This group can be thought of as falling along a continuum, ranging from less-severe to more-severe learning problems. In some cases, DTT children are classified as having a special education disability and receive special services. Many of these students, however, have no identified disability and are enrolled in general-education classrooms without additional support.

How many difficult-to-teach children are there in our schools? Because there are so many different (and often overlapping) ways to define students at risk for school failure, no firm estimates exist on the number of difficult-to-teach children now attending public schools in America.

However, one can get a sense of the potential size of this group by looking at the data that are available on various student groups known to be at risk for school problems. It was recently estimated that one in ten children in public schools is classified with a special education disability (Carnine, 1994). According to a report from the U.S. Department of Education, about 40% of fourth-grade children fell below grade-level on a national reading test in 1998 (U.S. Department of Education, 1999a). The same report found that 69% of African-American children fell below grade level on the same reading test.

The American Psychiatric Association estimates that up to 5% of school-age children meet the criteria to be identified as having Attention-Deficit Hyperactivity Disorder (American Psychiatric Association, 1994; p. 82) and that, in any given community, 2% to 16% of children may show the behavioral symptoms for Oppositional Defiant Disorder (APA 1994; p. 92). Both of these disorders can have a strong negative impact on school success.

It might seem like a good idea simply to add up the estimated numbers of children who fall within separate risk groups to come up with a global estimate of numbers of DTT children. However, this additive approach would overestimate the size of the DTT group--because a single child may show multiple school risk factors. For example, a student might be diagnosed by a physician as having Attention-Deficit Hyperactivity

Disorder, classified in school with a special education disability, and perform poorly on reading tests. Thus, this one child would fall into several risk groups.

What are the risk factors that predict that a child may be difficult to teach? An extensive number of risk factors may predispose a child to experience school-related difficulties. Some of these risk factors are biological in origin, while others relate to the child's exernal situation (e.g., family life, socioeconomic status).

A recent report by Dr. David Satcher, the Surgeon General, (U.S. Department of Health and Human Services, 1999) lists both biological and psychosocial risk factors that can predispose a child to mental illness. Biological risk factors include prenatal damage caused by exposure to alcohol, illegal drugs, or tobacco; as well as inherited susceptibility to mental disorders. Psychosocial risk factors include abuse and neglect; poverty; and exposure to traumatic events. Even emotionally well-adjusted children, however, can be at heightened risk for reading problems if they are not given regular opportunities as preschoolers to be exposed to books and learn about the conventions of print (U.S. Department of Education, 1999a).

Despite the fact that many students have significant risk factors in their backgrounds, we must keep in mind that children can prove surprisingly resilient. No risk factors exist that guarantee that a child will have trouble in school-- and even a child found to have many risk factors can benefit greatly from early, coordinated intervention efforts.

How are schools across the nation responding to the unique needs of these children?
Public schools' efforts to meet the range of unique needs of difficult-to-teacher children have gradually improved over time—but there is still much to be done. Evidence for this improvement comes from several sources.

One modestly encouraging sign of improvement is to be found in a report recently submitted to Congress by the federal Office of Special Education Programs (OSEP). OSEP found that 74% of special education children were placed in general-education classrooms (with or without Resource Room support) rather than segregated settings in 1996-97, as compared to only 68% ten years before (U.S. Department of Education, 1999b).

Under Section 504 of the federal Rehabilitation Act of 1973, school districts have also made notable strides since the early 1990's in identifying children and youth who have physical, mental, or behavioral impairments severe enough to interfere with school adjustment or success. Section 504 is similar to protections offered under special education regulations in that it obligates schools to make classroom accommodations for children with unique disorders or conditions to help them to become more successful in school. However, Section 504 typically limits the supports given to identified students to those that can typically be delivered in a general-education classroom (e.g., test modifications, adjustment of homework levels).

One final cause for optimism is to be found in the newly proactive attitudes of state governments toward early educational intervention. Many states now are requiring that school districts engage in systematic attempts to locate and assist struggling learners before these children experience chronic failure. New York State, for example, has instituted the Academic Intervention Services (AIS) initiative, a series of guidelines which mandate that districts track students who have failed, or are at risk of failing, state academic checkpoint examiners. These students are to be given additional academic and support services to avert impending school problems.

What are some effective ways to instruct difficult-to-teach students? Although each struggling learner brings unique needs to his or her classroom, there is a body of research evidence which suggests that teachers can implement a core set of teaching principles that make it far more likely that all of their students will be successful. Here are some strategies that can promote success for all students (Martens & Meller, 1990):

1. Ensure that students are being taught at the optimal instructional level, one that challenges the student but provides enough success to keep them invested and confident in learning.
2. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to learn a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool their knowledge to complete assignments.
3. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.
4. Make sure that students who are mastering new academic skills have frequent opportunities to practice these skills with immediate corrective feedback.
5. Provide lots of opportunities for students to drill, practice, and review previously learned skills or material to help them to retain this information.

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School-Wide Strategies for Managing...
HYPERACTIVITY

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Hyperactive students tend to have a very high energy level, act impulsively and can be behaviorally distracting. They may fidget, play with objects, tap pencils so loudly against their desk that kids from across the room look over at them, or blurt out answers to teacher questions before the instructor is even finished asking them. When working with students who are hyperactive or impulsive, teachers should keep in mind that these students are very often completely unaware that others view their behavior as distracting or annoying. Teachers working with such children can greatly increase their own effectiveness by clearly communicating behavioral expectations to students, by encouraging and rewarding students who behave appropriately, and by being consistent and fair when responding to problem student behaviors. Here are teacher ideas for managing impulsive or hyperactive students who display problem motor or verbal behaviors:

Adopt a 'Silent Signal' *(U.S. Department of Education, 2004)*. You can redirect overactive students in a low-key manner by using a silent signal. Meet privately with the student and identify for the student those motor or verbal behaviors that appear to be most distracting. With the student's help, select a silent signal that you can use to alert the student that his or her behavior has crossed the threshold and now is distracting others. Role-play several scenarios with the student in which you use the silent signal and the student then controls the problem behavior. When you are able to successfully use the 'silent signal' during instruction, be sure to praise the student privately for responding appropriately and promptly to your signal.

Allow Discretionary Motor Breaks *(U.S. Department of Education, 2004)*. When given brief 'movement' breaks, highly active students often show improvements in their behaviors. Permit the student to leave his or her seat and quietly walk around the classroom whenever the student feels particularly fidgety. Or, if you judge that motor breaks within the classroom would be too distracting, consider giving the student a discretionary pass that allows him or her to leave the classroom briefly to get a drink of water or walk up and down the hall.

Encourage Acceptable Outlets for Motor Behavior *(U.S. Department of Education, 2004)*. If the student distracts other students by playing with objects, substitute an alternative motor behavior that will not distract others. Give the student a soft 'stress ball' and encourage the student to squeeze it whenever he or she feels the need for motor movement. Or if the setting is appropriate, allow the student to chew gum as a replacement motor behavior.

Have the Student Monitor Motor Behaviors and Call-Outs *(DuPaul & Stoner, 2002)*. Students can often change problem behaviors when they pay attention to those behaviors. Have the student monitor his or her motor behaviors or call-outs. First, choose a class period or part of the day when you want the student to monitor distracting behaviors. Next, meet privately with the student to discuss which of that student's behaviors are distracting. Then, together with the student, design a simple distractible behavior-rating form with no more than 3 items (For a student who calls out frequently, for example, a useful rating item might be "How well did I observe the rule today of raising my hand and being called on before giving an answer? Poor – Fair – Good".) Have the student rate his or her behaviors at the end of each class period. Make an effort to praise the student (a) for being accurate in rating behaviors, and (b) for any improvements that you see in the student's behaviors over time.

Ignore Low-Level Motor Behaviors *(Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004)*. Selective ignoring can be an effective teacher response to minor fidgeting or other motor behaviors. If the student's 'fidgety' behaviors are relatively minor and do not seriously derail classroom instruction, the teacher should simply not pay attention to them.

Remove Unnecessary Items From the Student's Work Area *(U.S. Department of Education, 2004)*. Students who tend to distract themselves and others by playing with objects behave better when their work area is uncluttered. Take away (or direct the student to put away) any items that the student does not need for the work assignment but might be tempted to play with (e.g., extra pens, paper clips).

Schedule Group 'Stretch Breaks' *(Brock, 1998)*. You can increase the focus of your entire class and appropriately channel the motor behaviors of fidgety students by scheduling brief 'stretch breaks.' At their simplest, stretch breaks consist of having students stand next to their desks, stretch their arms, take a deep breath, and exhale slowly before resuming their seats. Or you can be creative, having students take part in different movements during each break (e.g., "OK class. It's time for a stretch break. Stand by your desk, arms over your head. Then take 3 steps back and 3

steps forward…"). NOTE: When using stretch breaks, be sure that you select movements that all of your students are physically able to accomplish without difficulty.

Seat the Student Next to Distraction-Resistant Peers *(Kerr & Nelson, 1998)*. One useful strategy for managing low-level motor behaviors is to seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.

Select a 'Supportive Peer' *(DuPaul & Stoner, 2002)*. Handpick a classmate who has a good relationship with the student but is not easily drawn off-task and appoint that student as a 'helper peer'. Meet privately with the student and the helper peer. Tell the peer that whenever he or she notices that the student's verbal or motor behavior has risen to the level of distracting others, the peer should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder) to control the behavior. Role-play several scenarios so that the peer knows when he or she can ignore the student's low-level motor behaviors and when the peer should use a signal to alert the student to more distracting behaviors.

Structure Instructional Activities to Allow Interaction and Movement *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004)*. Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer students frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.

Use 'Response Cost' *(DuPaul & Stoner, 2002; Martens & Meller, 1990)*. A strategy to reduce distracting verbal or motor behaviors is to use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever the behavior distracts other students. Here is a simple version that you can use in your classroom: Award the student a certain number of 'behavior points' (e.g., 5) at the start of each class period and write a series of tally marks on the blackboard that corresponds to this number. Privately inform the student that each time that he or she engages in verbal or motor behaviors that obviously distract other students (e.g., cause them to comment on the behavior), you will silently go to the board and erase one point from the student's total. At the end of each class period, the student is allowed to keep any 'behavior points' that remain. Let the student know that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

Use Brief Reminders About Appropriate Behavior and Conduct *(DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002)*. Provide students with brief reminders of expected behaviors at the 'point of performance', when they will most benefit from it. Consider using structured prompts such as the following for students who tend to blurt out answers: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student." Or you can remind students who have difficulty moving through hallways as part of a group, "Remember to keep hands to self and to walk quietly on the right as we walk to art class."

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Working With Defiant Kids: Communication Tools for Teachers

Teachers cite conflicts with defiant and noncompliant students as being a primary cause of classroom disruption. In many schools, staff believe that student misbehavior is so pervasive that it *seriously interferes with effective instruction*. This article outlines important communication tools that teachers can use to defuse (or even prevent!) confrontations with students.

Why do classroom conflicts between teachers and students seem to occur so frequently? Conflicts are social power struggles and must always involve at least two parties. As conflicts between *students* and *teachers* appear to be so widespread, it might help to examine what factors tend to push each party into these power struggles.

◼️ *Students* who are prone to conflict often do poorly in school. They may act out in part to mask their embarrassment about their limited academic skills. These students may also lack basic prosocial strategies that would help them to work through everyday school difficulties. For example, students may become confrontational because they do not know how to ask for help on a difficult assignment, lack the ability to sit down with a peer and calmly talk through a problem, or are unable to negotiate politely with a teacher to get an extension on an assignment.

Students can also sometimes adopt defiance toward teachers as a *deliberate* strategy-- because, in the past, this confrontational behavior seems to have 'paid off' for them in the form of reduced expectations for schoolwork or improved social standing with peers. The longer that a student has engaged in habitual confrontational behavior, the more time and energy a teacher will probably need to invest in specific strategies to turn that behavior around.

◼️ *Teachers* who get pulled into power struggles with students may not realize that they are often simply *reacting* to student provocation. For each step that the student escalates the conflict (e.g., raising his or her voice, assuming a threatening posture), the teacher matches the step (e.g., speaking more loudly, moving into the student's personal space). In other words, a teacher allows the *student* to control the interaction.

Furthermore, if an instructor has already decided that a student is generally defiant, the teacher may be overly quick to jump to conclusions, interpreting *any* ambiguous behavior on the part of the student (e.g., muttering in frustration during a test) as intended to be deliberately confrontational (Fisher et al., 1991). The instructor may then reprimand or criticize the student, triggering a confrontation.

What is the most important point to keep in mind when working with a defiant or noncompliant student? The cardinal rule to keep in mind in managing conflicts with students is *to stay outwardly calm and to maintain a professional perspective*. For example, it is certainly OK to experience anger when a student deliberately attempts to insult or confront you in front of the

entire classroom. If you *react* with an angry outburst, though, the student will control the interaction, perhaps escalating the conflict until the student engineers his or her desired outcome. If you instead approach the student in a business-like, neutral manner, and impose consistent, fair consequences for misbehavior, you will model the important lesson that you cannot be pulled into a power struggle at the whim of a student.

Instructors who successfully stay calm in the face of student provocation often see two additional benefits:
1. Over time, students may become less defiant, because they no longer experience the 'reward' of watching you react in anger;
2. Because you now deal with student misbehavior impartially, efficiently and quickly, you will have more instructional time available that used to be consumed in epic power struggles.

How do I deliver a teacher command in a way that will minimize the chance of a power struggle? You can increase the odds that a student will follow a teacher command by:

- approaching the student privately and using a quiet voice
- establishing eye contact and calling the student by name *before* giving the command
- stating the command as a positive (*do*) statement, rather than a negative (*don't*) statement.
- phrasing the command in clear and descriptive terms (using simple language that is easily understood) so the student knows exactly what he or she is expected to do (Walker & Walker, 1991).

There are several ways that you might use to deliver a teacher command. The table below presents two sequences for teacher commands, one brief and one extended (Thompson, 1993; Walker & Walker, 1991). Your choice of which to use will depend on your own personal preference and your judgment about how a particular student will respond to each:

Teacher Command Sequence (Brief)	*Teacher Command Sequence (Extended)*
1. Make the request. Use simple, clear language that the student understands. If possible, phrase the request as a positive (*do*) statement, rather than a negative (*don't*) statement. (E.g., *"John, please start your math assignment now."*) Wait a reasonable time for the student to comply (e.g., 5-20 seconds)	*1. Make the request.* Use simple, clear language that the student understands. If possible, phrase the request as a positive (*do*) statement, rather than a negative (*don't*) statement. (E.g., *"John, please start your math assignment now."*) Wait a reasonable time for the student to comply (e.g., 5-20 seconds)
2. [If the student fails to comply] **Repeat the request.** Say to the student, "You need to…" and restate the request. (E.g., *"John, you need to start your math assignment now."*) Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)	*2. [If the student fails to comply]* **Repeat the request as a 2-part choice.** Give the student two clear choices with clear consequences. Order the choices so that the student hears a pre-selected negative consequence as the first choice and the *teacher request* as the second choice. (E.g., *"John, you can refuse to participate in the math assignment and receive a referral to the principal's office, or you can*

	start the math assignment now and not be written up. It's your choice.*")*
	Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)
***3.** [If the student fails to comply]* **Impose a pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.	***3.** [Optional-If the student fails to comply]* **Offer a face-saving out.** Say to the student, *"Is there anything that I can say or do at this time to earn your cooperation?"* (Thompson, 1993).
	***4.** [If the student fails to comply]* **Impose the pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.

Are there other effective communication strategies that I can use with defiant students?
There are a number of supportive techniques that teachers can use to establish rapport and convey their behavioral expectations clearly to students, including:

- *Active listening.* Active listening, or paraphrasing, is the act of summarizing another person's ideas, opinions, or point of view in your own words. Students who are chronically hostile and confrontational often believe that nobody truly listens to them. When upset, they frequently interrupt the teacher because they believe that the instructor does not understand their point of view.

    Active listening is powerful because it demonstrates beyond a doubt that you have not only *heard* the student's comments but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Note, though, that active listening does not imply that you necessarily *agree* with the student's point of view. Rather, it shows that you fully *comprehend* that viewpoint. Students tend to view teachers who practice active listening as being empathic, respectful, and caring individuals.

    Here are some statements you can use when paraphrasing student comments:

    - *"Let me be sure that I understand you correctly…"*
    - *"I want to summarize the points that you made, so that I know that I heard you right…"*
    - *"So from your point of view, the situation looks like this…"*

    Once you have finished summarizing the student's point of view, give that student the opportunity to let you know how accurately he or she thinks you paraphrased those views: *"Does what I just said sound like your point of view?"* And don't be surprised if the student clarifies his or her position at this point. ("Well, teacher, I don't think that you really *meant* to pick on me when I walked into class late, but when you called me by name and drew attention to me, I got really embarrassed!") Though a simple communication technique, active listening can transform a potential classroom conflict into a productive student/teacher *conversation.*

One final tip about active listening: when a student is quite upset and talking very quickly, you can safely interrupt him or her, take control of the conversation, and still seem supportive by using an active listening phrase (Thompson, 1993). For example, you might interrupt a student by saying, *"Whoa, just a minute! You've covered a lot of ground. Let me just try to sum up what you said so that I know that I am understanding you!"*

◼ *I-centered statements*. When we tell oppositional students that they are engaging in inappropriate behaviors, we run the risk of having them challenge the truth of our statements or of taking offense at being criticized for their conduct. An instructor's use of *I-centered statements* can reduce the potential that teacher criticism will lead to student confrontation. Because I-centered statements reflect only the instructor's *opinions* and *viewpoints*, they are less incendiary and open to challenge than more global statements that pin blame for misbehavior on the student.

For example, rather than telling a student, "You are *always* disrupting class with your jokes and fooling around!," you may say, "Zeke, I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson."

◼ *Pairing of criticism with praise (Thompson, 1993)*. Sometimes you have no choice but to let a student know directly and bluntly that his or her classroom behaviors are not acceptable. Many oppositional students, though, have experienced a painful history of rejection in personal relationships and lack close ties with adults.

No matter how supportively you present behavioral criticism to these students, they may assume that you are in fact rejecting them as individuals and react strongly to this perceived rejection. One strategy to reassure the student that you continue to value him or her as a person is to (a) describe the problem behavior that you would like to see changed, (b) clearly outline appropriate behavioral alternatives (b) praise the student about some other aspect of his or her behavior or accomplishments, and finally (c) state that you value having the student as a part of the classroom community.

Here is a demonstration of this communication strategy:

1. *Description of problem behavior:* "Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop."
2. *Appropriate behavioral alternative(s):* "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others."
3. Spe*cific praise:* "I am talking to you about this behavior because know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."
4. *Affirmation statement:* "You are an important member of this class!"

What are some conflict 'pitfalls' that I should watch out for? Communication is never easy, especially when you work with students who can be defiant. You can maximize your chances for successful communication, though, if you:

■ *Avoid a mismatch between your words and nonverbal signals*. Students are quick to sense when a speaker's body language and tone of voice convey a different message than his or her words. If the student reads your nonverbal signals as being disrespectful or confrontational, conflict may result. If a teacher speaks politely to a student, for example, but has his fists clenched and uses a sarcastic tone, that student is likely to discount the instructor's words and focus instead on his *nonverbal* signals. Be sure that you convey sincerity by matching your verbal message with your nonverbal cues.

■ *Take time to plan your response before reacting to provocative student behavior or remarks.* It is easy to react without thinking when a student makes comments or engages in behavior that offends or upsets you. If you let anger take over, however, and blurt out the first thing that comes to mind, you may end up making "the greatest speech that you'll ever live to regret" (Thompson, 1993, p. 32). A teacher's angry response can escalate student misbehavior, resulting in a power struggle that spirals out of control. When provoked, take several seconds to collect your thoughts and to think through an appropriate, professional response before you take action.

■ *Do not become entangled in a discussion or argument with a confrontational student (Walker & Walker, 1991).* Some students are very skilled at dragging teachers into discussions or arguments that turn into power struggles. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).

■ *Do not try to coerce or force the student to comply*. It is a mistake to use social pressure (e.g., reprimands, attempting to stare down students, standing watch over them) or physical force to make a confrontational student comply with a request (Walker & Walker, 1991). The student will usually resist and a power struggle will result. In particular, adults should *not* lay hands on a student to force compliance--as the student will almost certainly view this act as a serious physical threat and respond in kind.

What are proactive steps that I can take to head off or minimize conflict with students?
The best way to handle a student conflict is to prevent it from occurring altogether: Some ideas to accomplish this are to:

■ *Offer the student face-saving exit strategies.* According to Fisher, et al. (1993), "face-saving reflects a person's need to reconcile the stand he takes in a negotiation or agreement with his principles and with his past words and deeds" (p. 29). When a potential confrontation looms, you can give a student a face-saving way out by phrasing your request in a way that lets the student preserve his or her self-image even as the student complies.

A teacher, for example, who says to a student, "Rashid, take out your book now and pay attention--or I will send you to the office!" backs the student into a corner. The student

cannot comply without appearing to have done so merely to avoid the threatened disciplinary consequence (that is, prompt compliance would probably result in Rashid's losing face with his peers). The teacher might instead use this face-saving alternative: "Rashid, please take out your book now and pay attention. We need to make sure that you do well on the upcoming test so that you continue to be eligible to play on the lacrosse team. They need your talent!"

◼ *Act in positive ways that are inconsistent with the student's expectations (Fisher, et al., 1991).* Because they have experienced so many disappointments in school, confrontational students may believe that teachers do not take a personal interest in them or value their classroom contributions. You can surprise these students and begin to forge more positive relationships by showing through your actions that you do indeed value them. You might, for example, occasionally bring in articles from popular magazines on topics that you know will interest the student, set aside time for weekly individual conferences to be sure that the student understands and is making progress on all assignments, or take a couple of minutes each day to engage the student in social conversation. Each ach small 'random act of kindness' will probably not instantly change a teacher-student relationship. Over time, however, such acts will demonstrate your empathy and caring--and are likely to have a cumulative, powerful, and positive impact on the student.

◼ *Select fair behavioral consequences in advance (Walker & Walker, 1991).* When you are face-to-face with a confrontational student, it can be a challenge to remain impartial and fair in choosing appropriate consequences for misbehavior. Instead, take time *in advance* to set up a classwide menu of positive consequences for good behaviors and negative consequences for misbehavior. Be sure that all students understand what those consequences are. Then be consistent in applying those consequences to individual cases of student misbehavior.

◼ *Avoid making task demands of students when they are upset.* Students will be much more likely to become confrontational if you approach them with a task demand at a time when they are already frustrated or upset. When possible, give agitated students a little breathing room to collect themselves and calm down before giving them commands (Walker & Walker, 1993).

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Strategies for Working With Emotionally Unpredictable Students

Stage 1: Frustration

Warning Signs: The student may…
- bite nails or lips
- grimace
- mutter or grumble
- appear flushed or tense
- seem 'stuck' on a topic or issue

Strategies to prevent or reduce the intensity of student frustration:
- Antiseptic bounce: Send the student from the room on an errand or task.
- Permit student to go to quiet spot within or outside of classroom on 'respite break' (brief cool-down period).
- Teach the student appropriate ways to seek help when stuck on academic assignment.
- Spend 5 minutes talking through issue with student (or send student to another caring adult)
- Give student an 'IOU' to meet with adult to talk over issue at more convenient time.
- Teach student to recognize signs of emotional upset and to use 'self-calming' strategies.
- Teach the student how to negotiate with instructors about assignments or work expectations.
- Use motivation strategies to make learning more inviting (see *Finding the Spark* handout)

Stage 2: Defensiveness

Warning Signs: The student may…
- lash out verbally at others.
- withdraw (emotionally or physically).
- challenge the authority of the instructor or other adult.
- refuse to comply with adult requests or to follow classroom routines.
- project blame onto others.

Strategies to prevent or reduce the intensity of student defensiveness:
- Avoid discussions of "who is right" or "who is in control".
- Approach the student privately, make eye contact, address the student in a quiet voice about his or her behavior.
- Use humor to 'defuse' conflict situation.
- Consider an apology if you have inadvertently wronged or offended the student.
- Impose appropriate consequences on peers if they are provoking the student through teasing, taunts, verbal challenges, or physical horseplay.
- Help the student to identify appropriate range of responses for the situation and to select one.
- Permit student some 'leeway' on assignment or classroom expectations (as an acknowledgement of the life- or situational stress that they might be experiencing).
- Teach the student non-stigmatizing ways to get academic help, support in the classroom.
- Direct the student to write down the main points of his or her concerns. Promise that you will read through the student's account and meet individually to discuss the problem.

- Use effective 'teacher commands' to direct the student: (1) keep each command brief, (2) state command directly rather than in "Could you please…" format, (3) use businesslike tone, avoiding anger and sarcasm, (4) avoid lengthy explanations for *why* you are making the request, (4) repeat command once if student fails to comply, then follow up with pre-determined consequences.
- Use planned ignoring (NOTE: This strategy works best when the student *lacks an audience*).

Stage 3: Aggression

Warning Signs: The student may…
- make verbal threats
- use abusive language
- assume threatening posture (e.g., with fists raised)
- physically strike out at peers or adults

Strategies to react to, prepare for or respond to student verbal or physical aggression:
- Remove other students or adults from the immediate vicinity of student (to protect their safety, eliminate an audience)
- Adopt a 'supportive stance': step slightly to the side of the student and orient your body so that you face the student obliquely at a 45- to 90-degree angle.
- Respect the student's 'personal space.' Most people interpret the distance extending outward from their body to a distance of 2-1/2 to 3 feet as a bubble of 'personal space.' To both ensure your physical safety and reduce the student's sense of threat, always stand at least a leg's length away from the student.
- Use supportive 'paraverbal' and non-verbal communication. Children are adept at 'reading' our moods and feelings through non-verbal signals such as facial expressions, and body language. Maintain a calm tone of voice and body posture to project acceptance and support for the student.
- Do not block the door. Unless you have a compelling reason to do so (e.g., with very young children), try not to block the upset child's access to the door as you approach the student. The student may interpret a blocked exit as a threat and attempt to go *around* or even *through* you to escape.
- Deliver a clear statement of choices. Here is a 3-step approach for making requests to upset students:

  1. Give the student two clear choices with clear consequences. Order the choices so that the student hears the *teacher-preferred choice* last e.g., "John, you can refuse to participate in the math assignment and be written up for detention or you can start the math assignment now and not be written up." <u>Make sure above all that you can enforce any consequences that you present to the student.</u>

  2. If the student fails to comply in a reasonable amount of time to Step 1, state clearly and firmly what you want the student to do. Include a time limit for student compliance and specify a location if necessary. For example, a teacher may tell the student, "John, I want you to return to *your desk* [location] *now* [time-frame] and *begin your math assignment* [requested behavior]."

3. If the student still fails to comply with your request, enforce alternative consequences that you have selected in advance.

- Put together a classroom crisis plan. Instructors who *plan* their responses to possible crisis situations are much more able to respond quickly and appropriately if and when such events occur. You can take charge of crisis planning by becoming familiar with your school's crisis plan, talking with staff whose rooms are near yours about how you can mutually help one another out in the event of a crisis, and teaching your students how *they* should respond (e.g., by evacuating the classroom in an orderly fashion) if a crisis situation occurs.

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Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

Students who are confrontational or non-compliant frequently have poor academic skills, a low sense of self-efficacy as learners, and a very negative attitude toward school (Sprick, et al., 2002). Misbehavior often stems from academic deficits. Educators who work with these behaviorally challenging learners, however, often make the mistake of overlooking simple academic strategies that have been shown to shape student behavior in powerful and positive ways (Penno et al., 2000). Here are ten research-based ideas on academic management that no teacher of difficult-to-manage students should be without!
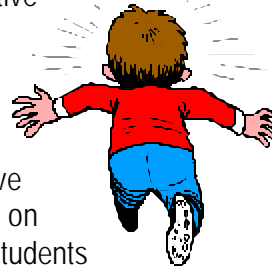
1. **Be sure that assigned work is not too easy and not too difficult**. It is surprising how often classroom behavior problems occur simply because students find the assigned work too difficult or too easy (Gettinger & Seibert, 2002). When assignments are too simple, the student may become bored and distracted. When work is too hard, the student is likely to feel frustrated and upset because he or she cannot complete the assignment. As a significant mismatch between the assignment and the student's abilities can trigger misbehavior, teachers should inventory each student's academic skills and adjust assignments as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.

2. **Offer frequent opportunities for choice**. Teachers who allow students a degree of choice in structuring their learning activities typically have fewer behavior problems in their classrooms than teachers who do not. (Kern et al., 2002). Providing choices gives students a sense of autonomy and voice in their learning. It should also be remembered that no teacher could possibly anticipate each student's idiosyncratic learning needs in every situation. If students are offered choice in structuring their academic activities, however, they will frequently select those options that make their learning easier and more manageable. In sum, students who exercise academic choice are more likely to be active, motivated managers of their own learning and less likely to simply act out due to frustration or boredom.

   As an example of choice at the group level, an instructor may let the entire class vote on which of two lessons they would prefer to have presented that day. Choice can be incorporated into individual assignments too. In independent seatwork, for example, a student might be allowed to choose which of several short assignments to do first, the books or other research materials to be used, the response format (e.g., writing a short essay, preparing an oral report), etc. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. An instructor, for example, may teach the class that during any independent assignment, students will always have a chance to (1) choose from at least 2 assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.

3. **Select high-interest or functional learning activities**. Kids are more motivated to learn when their instructional activities are linked to a topic of high interest (Kern et al., 2002). A teacher who discovers that her math group of 7th-graders loves NASCAR racing, for example, may be able to create engaging math problems based on car-racing statistics. Students may also be energized to participate in academic activities if they believe that these activities will give them functional skills that they value (Miller et al., 2003). One instructor assigned to work with a special-education classroom of high school boys with serious behavior problems related that she had great difficulty managing the class—until she realized that each of them wanted to learn to drive. So the teacher brought in copies of the state driver's education manual and that became the instructional text. The students were much better behaved because they were now motivated learners working toward the pragmatic real-world goal of learning to drive (R. Sarsfield, personal communication).

4. **Instruct students at a brisk pace**. A myth of remedial education is that special-needs students must be taught at a slower, less demanding pace than their general-education peers (Heward, 2003). In fact, a slow pace of instruction can actually *cause* significant behavior problems, because students become bored and distracted. Teacher-led instruction should be delivered at a sufficiently brisk pace to hold student attention. An important additional benefit of a brisk instructional pace is that students cover more academic material more quickly, accelerating their learning (Heward, 2003).

5. **Structure lessons to require active student involvement**. Here is a powerful concept in behavior management: it is very difficult for students to be actively engaged in academics and to misbehave at the same time! When teachers require that students participate in lessons rather than sit as passive listeners, they increase the odds that these students will become caught up in the flow of the activity and not drift off into misbehavior (Heward, 2003). Students can be encouraged to be active learning participants in many ways. A teacher, for example, may call out questions and have the class give the answer in unison ('choral responding'); pose a question, give the class 'think time', and then draw a name from a hat to select a student to give the answer; or direct students working independently on a practice problem to 'think aloud' as they work through the steps of the problem. Students who have lots of opportunities to actively respond and receive teacher feedback also demonstrate substantial learning gains (Heward, 1994).

6. **Incorporate cooperative-learning opportunities into instruction**. Traditional teacher lecture is frequently associated with high rates of student misbehavior. When misbehavior occurs in a large-group format, it also can have a large negative impact: one acting-out student who gets into a power-struggle with the lecturing instructor will interrupt learning for the entire class. There is evidence, though, that when students are given well-structured assignments and placed into work-pairs or cooperative learning groups, behavior problems typically diminish (Beyda et al., 2002). Furthermore, if a behavior problem *should* occur while cooperative groups are working together, the teacher is often able to approach and privately redirect the misbehaving student without disrupting learning in the other groups (Beyda et al., 2002).

   Even positive teacher practices can be more effective when used in cooperative-learning settings. When instructors teaching in lecture format take the time to give extended feedback and provide coaching to individuals, other students can become disengaged and off-task. If students are working in pairs or small groups, though, teacher feedback given to one group or individual does not interrupt learning for the other groups.

7. **Give frequent teacher feedback and encouragement**. Praise and other positive interactions between teacher and student serve an important instructional function, because these exchanges regularly remind the student of the classroom behavioral and academic expectations and give the student clear evidence that he or she is capable of achieving those expectations (Mayer, 2000).

   Unfortunately, in most classrooms, educators tend to deliver many more reprimands than they do praise statements. This imbalance is understandable: after all, teachers are under pressure to devote most of their class time to deliver high-quality instruction and tend to interrupt that instruction only when forced to deal with disruptive behavior. A high rate of reprimands and low rate of praise, however, can have several negative effects. First, if teachers do not regularly praise and encourage students who act appropriately, those positive student behaviors may whither away through lack of recognition. Second, students will probably find a steady diet of reprimands to be punishing and might eventually respond by withdrawing from participation or even avoiding the class altogether. A goal for teachers should be to engage in at least 3 to 4 positive interactions with the student for each reprimand given (Sprick, et al., 2002). Positive interactions might include focused, specific praise, non-verbal exchanges (e.g., smile or 'thumbs-up' from across the room), or even an encouraging note written on the student's homework assignment. These positive interactions are brief and can often be delivered in the midst of instruction.

8. **Provide correct models during independent work**. In virtually every classroom, students are expected to work independently on assignments. Independent seatwork can be a prime trigger, though, for serious student misbehavior (DuPaul & Stoner, 2002). One modest instructional adjustment that can significantly reduce problem behaviors is to supply students with several correctly completed models (work examples) to use as a reference (Miller et al., 2003). A math instructor teaching quadratic equations, for example, might provide 4 models in which all steps in solving the equation are solved. Students could refer to these models as needed when completing their own worksheets of similar algebra problems. Or an English/Language Arts teacher who assigns his class to compose a letter to their U.S. Senator might allow them to refer to three 'model' letters while they write.

9. **Be consistent in managing the academic setting**. Picture this (not-uncommon) scenario: A teacher complains that her students routinely yell out answers without following the classroom rule of first raising their hand to be recognized. She invites an observer into the classroom to offer her some ideas for reducing the number of call-outs. The observer quickly discovers that the teacher often ignores students who have raised their hand and instead accepts answers that are blurted out. Because she is inconsistent in enforcing her classroom rules, the teacher is actually contributing to student misbehavior!

   As a group, students with challenging behaviors are more likely than their peers to become confused by inconsistent classroom routines. Teachers can hold down the level of problem behaviors by teaching clear expectations for academic behaviors and then consistently following through in enforcing those expectations (Sprick et al., 2002). Classrooms run more smoothly when students are first taught routines for common learning activities--such as participating in class discussion, turning in homework, breaking into cooperative learning groups, and handing out work materials—and then the teacher consistently enforces those same routines by praising students who follow them, reviewing those routines periodically, and reteaching them as needed.

10. **Target interventions to coincide closely with 'point of performance'.** Skilled teachers employ many strategies to shape or manage challenging student behaviors. For instance, a teacher may give a

'pre-correction' (reminder about appropriate behaviors) to a student who is about to leave the room to attend a school assembly, award a 'good behavior' raffle-ticket to a student who displayed exemplary behavior in the hallway, or allow a student to collect a reward that she had earned for being on time to class for the whole week.

It is generally a good idea for teachers who work with a challenging students to target their behavioral and academic intervention strategies to coincide as closely as possible with that student's 'point of performance' (the time that the student engages in the behavior that the teacher is attempting to influence) (DuPaul & Stoner, 2002). So a teacher is likely to be more successful in getting a student to take his crayons to afternoon art class if that teacher reminds the student just as the class is lining up for art than if she were to remind him at the start of the day. A student reward will have a greater impact if it is given near the time in which it was earned than if it is awarded after a two-week delay. Teacher interventions tend to gain in effectiveness as they are linked more closely in time to the students' points of performance that they are meant to influence.

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Effective Teacher Commands: Establishing Classroom Control

As classroom managers, teachers regularly use commands to direct students to start and stop activities. Instructors find commands to be a crucial tool for classroom management, serving as instructional signals that help students to conform to the teacher's expectations for appropriate behaviors.
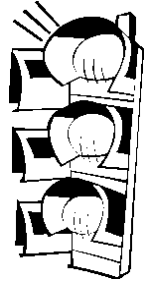
Teachers frequently dilute the power of their classroom commands, however, by:
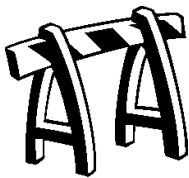
- **presenting commands as questions or polite requests.** Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, *"Tanya, could you mind keeping your voice down so that other students can study?"* should not be surprised if the student replies, *"No, thank you. I would prefer to talk!"*

- **stating commands in vague terms.** A student may ignore a command such as *"Get your work done!"* because it does not state specifically what behaviors the teacher expects of the student.

- **following up commands with excessive justifications or explanations.**   Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread the explanation and even forget the command that preceded it!

> ### *Effective Teacher Commands…*
> - Are brief
> - Are delivered one at a time
> - Use specific language so that the student clearly understands the request
> - Avoid an authoritative, "Do it my way or else!" tone of voice
> - Avoid strong negative emotion or sarcasm
> - Are stated as directives rather than as questions
> - Avoid long explanations or justifications (and present any explanation *before* the command rather than *after* it).
> - Allow the student a short but reasonable amount of time to comply without additional teacher comments or directives

Using Effective Commands
Teachers can reduce problems with student compliance and make their commands more forceful by following research-based guidelines (Walker & Walker, 1992):

Effective commands:

- **are brief.**   Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.
- **are delivered one task or objective at a time.** When a command contains multi-step directions, students can mishear, misinterpret, or forget key steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!
- **are delivered in a matter-of-fact, businesslike tone.** Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.
- **are stated as directives rather than questions.** Perhaps to be polite, teachers may phrase commands as questions (e.g., "Could we all take out our math books now?"). A danger in using 'question-commands' is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.
- **avoid long explanations or justifications.** When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation *prior* to the command.
- **give the student a reasonable amount of time to comply.** Once the teacher has given a command, he or she should give the student a reasonable timespan (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or other wise distract the student.

References:
Walker, H.M. & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers.* Austin, TX:: Pro-Ed, Inc.

Teacher Commands: Self-Monitoring Sheet

Teacher: _____   Date: _____

Room/Subject: _____   Activity: _____

Start Time: _____   End Time: _____   Number/Mins: _____

Teacher Directions: Select a time period when you think that you typically give a significant number of commands and/or requests to your students.   Record (a) the number of commands/requests that you give, whether to your whole class or to specific students, and (b) the number of those requests that students *fail* to follow (according to the definition for compliance below). As soon as possible after your self-monitoring, complete the items on the front and back of this sheet:

Definition for student compliance: **The student(s) complied with a teacher directive to the instructor's satisfaction within** _____ **seconds of the command or request being given.**	
1. How many commands and requests did you deliver to the entire class and/or individual students during the observation period?……………....	
2. How many minutes long was your observation period?…...……………	Mins
3. On average, how many commands and requests did you deliver per *minute* during the observation period? (Item 1/Item 2)………………...	Per Min
4. Of your commands and requests, what *number* did the class or individual students *not* comply with to your satisfaction?………………………..	
5. Of your commands and requests, what *percentage* did the class or individual students *not* comply with to your satisfaction? (Item 4/Item 3)...	%

During the monitoring period, did I…

- ensure that I have students' full attention (e.g., establishing eye contact with the class) before delivering a command?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	*26-50%*	*51-75%*	*76-100%*

- deliver only one command at a time and wait for students to comply before delivering another?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	*26-50%*	*51-75%*	*76-100%*

During the monitoring period, did I…

- present the command in a matter-of-fact, businesslike way rather than as a 'bossy teacher'?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- state the command in clear, precise, specific terms that are easy to understand?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- avoid stating my commands as questions or requests that students have the right to refuse?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- avoid confusing the student with long verbalizations, justifications, or explanations of why I am giving the command?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- wait a consistent amount of time after the command (e.g., five to fifteen seconds) without giving further directions to permit the student(s) to comply?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- repeat the command to those students who initially failed to comply, firmly restating the command as *"I need you to…"*?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

- provide consistent and appropriate follow-up consequences for those students who continued to fail to comply with my commands?

Never/Seldom	Occasionally	Frequently	Most/All of the Time
0-25%	26-50%	51-75%	76-100%

Behavior Report Card

Student: _____

Teacher: _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Date	__ / __ / __	__ / __ / __	__ / __ / __	__ / __ / __	__ / __ / __
Behavioral Target	**M**	**T**	**W**	**Th**	**F**
The student refrained from making physical threats against other students or staff members. Select the degree to which the goal was met: 1...2...3..|.4...5...6..|.7...8....9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts
The student treated the property of other students and adults with care and respect. Select the degree to which the goal was met: 1...2...3..|.4....5...6..|.7...8....9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts
The student got along with others while showing socially appropriate behaviors. Select the degree to which the goal was met: 1...2...3..|.4....5...6..|.7...8....9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts
The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations. Select the degree to which the goal was met: 1...2...3..|.4...5...6..|.7...8....9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts

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Behavior Report Card

Student Name: _____

Start Date: Wk 1: __ / __ / __   Wk 2: __ / __ / __   Wk 3: __ / __ / __   Wk 4: __ / __ / __
M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student refrained from making physical threats against other students or staff members.

The student treated the property of other students and adults with care and respect.

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Behavior Report Card

Student Name: _____

Start Date: Wk 1: __ / __ / __   Wk 2: __ / __ / __   Wk 3: __ / __ / __   Wk 4: __ / __ / __
M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student got along with others while showing socially appropriate behaviors.

	9	○	○	○	○	○	○	○	○	○	○	9	○	○	○	○	○	○	○	○	○	○	9	
Usually/Always	8	○	○	○	○	○	○	○	○	○	○	8	○	○	○	○	○	○	○	○	○	○	8	Usually/Always
	7	○	○	○	○	○	○	○	○	○	○	7	○	○	○	○	○	○	○	○	○	○	7	
	6	○	○	○	○	○	○	○	○	○	○	6	○	○	○	○	○	○	○	○	○	○	6	
Sometimes	5	○	○	○	○	○	○	○	○	○	○	5	○	○	○	○	○	○	○	○	○	○	5	Sometimes
	4	○	○	○	○	○	○	○	○	○	○	4	○	○	○	○	○	○	○	○	○	○	4	
	3	○	○	○	○	○	○	○	○	○	○	3	○	○	○	○	○	○	○	○	○	○	3	
Never/Seldom	2	○	○	○	○	○	○	○	○	○	○	2	○	○	○	○	○	○	○	○	○	○	2	Never/Seldom
	1	○	○	○	○	○	○	○	○	○	○	1	○	○	○	○	○	○	○	○	○	○	1	
		M	T	W	Th	F	M	T	W	Th	F		M	T	W	Th	F	M	T	W	Th	F		

The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations.

	9	○	○	○	○	○	○	○	○	○	○	9	○	○	○	○	○	○	○	○	○	○	9	
Usually/Always	8	○	○	○	○	○	○	○	○	○	○	8	○	○	○	○	○	○	○	○	○	○	8	Usually/Always
	7	○	○	○	○	○	○	○	○	○	○	7	○	○	○	○	○	○	○	○	○	○	7	
	6	○	○	○	○	○	○	○	○	○	○	6	○	○	○	○	○	○	○	○	○	○	6	
Sometimes	5	○	○	○	○	○	○	○	○	○	○	5	○	○	○	○	○	○	○	○	○	○	5	Sometimes
	4	○	○	○	○	○	○	○	○	○	○	4	○	○	○	○	○	○	○	○	○	○	4	
	3	○	○	○	○	○	○	○	○	○	○	3	○	○	○	○	○	○	○	○	○	○	3	
Never/Seldom	2	○	○	○	○	○	○	○	○	○	○	2	○	○	○	○	○	○	○	○	○	○	2	Never/Seldom
	1	○	○	○	○	○	○	○	○	○	○	1	○	○	○	○	○	○	○	○	○	○	1	
		M	T	W	Th	F	M	T	W	Th	F		M	T	W	Th	F	M	T	W	Th	F		

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