


*Resilient Kids. Stronger Communities. Brighter Futures.*

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Psychiatry and Behavioral Health

# Accommodations for ADHD, Anxiety, Depression, and Oppositional Behavior

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- Review evidence-based and practical strategies for implementing **School-Based Accommodations** for the following **Mental Illnesses**:
  - ADHD
  - Anxiety
  - Depression
  - Oppositional Behavior

# Important Note about Mental Health

- Experiences like Sadness, Anxiety, Inattention, Anger, Frustration, etc are **normal** for all children
- Mental Illness occurs when these kinds of problems are present
  - for **abnormally long**
  - are **abnormally severe**
  - or lead to **significant distress or impairment**
- Your role as an Educator is not to diagnose a Mental Illness, but to **refer** if you are concerned

# Overview of Accommodations

- Accommodation - changes **how** a student learns (without changing standards)
- Modification - changes **what** a student learns (and changes the **expected standards**)
- 504 Plan - involves **accommodations**
- IEP (Individualized Education Plan) - involves accommodations **AND modifications**

# ADHD



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  - e.g., lack of focus, forgetfulness, distractibility

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- Excessive hyperactivity/impulsivity
  - e.g., inability to sit still, talking out of turn, restlessness
- Problematic if it interferes with school, learning, or friendships
- 1 in 9 U.S. children have received an ADHD diagnosis

# What are the Accommodations for ADHD?

## **Accommodation**

Daily Report Card

Organization Supports

Visual Supports

Breaking Down Tasks / Chunking

Prompting / Cueing

Computer-Assisted Instruction

Reduced Homework

Written Instructions

Extended Deadlines

Note-Taking Support

Scheduled Movement Breaks

Strategic Seating

Fidget Seats

Read-Aloud Testing

Breaks for Tests

Extended Time for Tests

Separate Room for Tests

Alternate Test Formats

Fidget Toys

Noise-Reducing Headphones

<b>Category</b>	<b>Accommodation</b>
<b>Structuring</b>	Daily Report Card
	Organization Supports
	Visual Supports
	Breaking Down Tasks / Chunking
	Prompting / Cueing
<b>Adjustment</b>	Computer-Assisted Instruction
	Reduced Homework
	Written Instructions
	Extended Deadlines
	Note-Taking Support
<b>Environmental</b>	Scheduled Movement Breaks
	Strategic Seating
	Fidget Seats
<b>Testing</b>	Read-Aloud Testing
	Breaks for Tests
	Extended Time for Tests
	Separate Room for Tests
	Alternate Test Formats
<b>Other</b>	Fidget Toys
	Noise-Reducing Headphones

Category	Accommodation	Does it Work?
<b>Structuring</b>	Daily Report Card	<b>Yes</b> - Meta-Analysis
	Organization Supports	<b>Yes</b> - Meta-Analysis
	Visual Supports	<b>Maybe</b> (As Organization Support)
	Breaking Down Tasks / Chunking	<b>Maybe</b> - Grouped Meta-Analysis
	Prompting / Cueing	<b>Maybe</b> - Grouped Meta-Analysis
<b>Adjustment</b>	Computer-Assisted Instruction	<b>Yes</b> - Meta-Analysis
	Reduced Homework	<b>Maybe</b> - Expert Opinion
	Written Instructions	<b>Maybe</b> - Expert Opinion
	Extended Deadlines	<b>No</b>
	Note-Taking Support	<b>No</b>
<b>Environmental</b>	Scheduled Movement Breaks	<b>Yes</b> - Meta-Analysis
	Strategic Seating	<b>Maybe</b> - Expert Opinion
	Fidget Seats	<b>Maybe</b> - 1 Study & Expert Opinion
<b>Testing</b>	Read-Aloud Testing	<b>Yes</b> (for Elementary Age) - RCTs
	Breaks for Tests	<b>Maybe</b> (Movement Breaks?)
	Extended Time for Tests	<b>Probably No</b> - Meta-Analysis
	Separate Room for Tests	<b>No</b>
	Alternate Test Formats	<b>No</b> (Except Read-Aloud)
<b>Other</b>	Fidget Toys	<b>No</b> - 1 Study
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# In Summary...

<b>Clearest Evidence</b>	<b>Possible Evidence</b>
Daily Report Card	Breaking Down Tasks
Organization / Visual Support	Prompting
Movement Breaks	Reduced Homework
Computer-Assisted Instruction	Written Instructions
Read-Aloud Testing (for Young Children)	Seating (Strategic Seats, Fidget Seats)

# Daily Report Card

- Gold standard accommodation for ADHD
- Basic structure:
  - Teachers monitor goals (target behaviors)
  - Parents give rewards based on goal completion
- Example:

Subjects	1	2	3	4	5	6	7
Class participation							
Performs assigned classwork							
Follows class rules							
Gets along well with others							
Completes home-work assignments							
Teacher's Initials							

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    - Poor Goal: "Stop being disruptive."
    - Good Goal: "Follows teacher directions with no more than one reminder per period."

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  - Parents establish a "menu" of rewards
    - Small reward for partial credit
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  - Daily consistency is essential

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  - Parents establish a "menu" of rewards
    - Small reward for partial credit
    - Large reward for full credit
  - Daily consistency is essential
  - As student meets goals consistently, criteria are made more challenging and monitoring frequency is reduced
    - Encourages internalization of positive behaviors

# Organization / Visual Support

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- Helps build long-lasting habits
- Examples include:
  - planners / binders
  - visual schedules / checklists
  - locker / desk checklist for transitions
  - reduce visual clutter
  - color coding ("one-subject" color system)



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- Examples include:
  - schedule 2-minute break every 20 minutes of seated work
  - high-intensity, short-duration activity; e.g., wall pushes, star jumps, or a lap around the hallway
  - assigning a classroom role involving physical activity; e.g., whiteboard manager, attendance runner
  - "fidget seats" such as wobble stools



# Summary for ADHD

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# Anxiety



# What is Anxiety

- Anxiety is a **normal emotion**
- Anxiety becomes a disorder when it is **excessive, difficult to control, and interferes with school, friendships, or learning**
- Often accompanied with **physical symptoms** (fatigue, restlessness, stomachaches, headaches)
- May also present as **avoidance** (not starting work, not speaking), **shutdown** (freezing, silence), and **escape** (leaving class, nurse visits)
- Anxiety tends to increase with age

<b>Early childhood (4-7)</b> 2-5%	<b>Middle childhood (8-12)</b> 5-9%	<b>Adolescence (13-18)</b> 10-20%+
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# Common Types of Anxiety in Students

- Separation Anxiety
  - Distress when away from caregivers
  - Difficulty at drop off (clinging, crying), nurse visits, frequent calls home
- Generalized Anxiety
  - Constant worrying about everyday things
  - “What if” worries, perfectionistic qualities, asking for reassurance
- Social Anxiety
  - Fear of being judged or embarrassed
  - Does not raise hand, freezes when called on, difficulty talking to peers

# What Research Says

Cognitive Behavioral Therapy (CBT) is the gold standard treatment

- Changes thinking patterns
- Builds coping tools
- Gradually allows children to face their fears (exposure)

Exposure is Key!

- Exposure = doing the thing that scares them
- Small repeated exposures reduce fear over time
- Exposures can be built naturally into the school setting
- Students learn “I can handle this”

Therapy or Medication?

<b>CBT alone</b> ~60% response rate	<b>Medication alone</b> ~55% response rate	<b>CBT + Medication</b> ~80% response rate
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# Avoidance

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- Schools may **unintentionally** reinforce anxiety by allowing avoidance
- Adults often remove demands and provide reassurance to avoid discomfort
- Examples of avoidance in the classroom:
  - students skipping presentations
  - students frequently leaving the classroom
  - teachers avoiding calling on the students who are shy
- Avoidance only provides short term relief
- Key Takeaway: Avoidance **maintains and worsens anxiety** over time

# What are the Accommodations for Anxiety?

## **Accommodation**

School based CBT (w/ psychologist)

Exposure to uncertainty

Check-ins w/ fading reassurance

Access to coping strategies

Safe space/break pass

Integrating daily structural exercise

Reduced workload

Extended time on tests

Frequent reassurance

School based CBT (w/ psychologist)

Gradual exposure to feared situation

Skill building, role play conversations

Planned calling, predictable turns

Alternative presentations (recorded)

Low participation demands (no speaking)

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Brief check in with trusted adult

Parent staying in school/class

Immediate pick up when distressed

Type of Anxiety	Accommodation
<p style="text-align: center;"><b>Generalized Anxiety</b></p>	School based CBT (w/ psychologist)
	Exposure to uncertainty
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<p style="text-align: center;"><b>Social Anxiety</b></p>	School based CBT (w/ psychologist)
	Gradual exposure to feared situation
	Skill building, role play conversations
	Planned calling, predictable turns
	Alternative presentations (recorded)
	Low participation demands (no speaking)
<p style="text-align: center;"><b>Separation Anxiety</b></p>	School based CBT (w/ psychologist)
	Gradual exposure to feared situation
	Brief check in with trusted adult
	Parent staying in school/class
	Immediate pick up when distressed

Type of Anxiety	Accommodation	Does it Work?
<b>Generalized Anxiety</b>	School based CBT (w/ psychologist)	<b>Yes</b> - strong evidence
	Exposure to uncertainty	<b>Yes</b> - strong evidence
	Check-ins w/ fading reassurance	<b>Yes</b> - moderate evidence
	Access to coping strategies	<b>Yes</b> - moderate evidence
	Safe space/break pass	<b>Yes</b> - moderate evidence
	Integrating daily structural exercise	<b>Maybe</b> - weak evidence
	Reduced workload	<b>Maybe</b> - only short term relief
	Extended time on tests	<b>Maybe</b> - only short term relief
	Frequent reassurance	<b>No</b> - reinforces avoidance
<b>Social Anxiety</b>	School based CBT (w/ psychologist)	<b>Yes</b> - strong evidence
	Gradual exposure to feared situation	<b>Yes</b> - strong evidence
	Skill building, role play conversations	<b>Yes</b> - moderate evidence
	Planned calling, predictable turns	<b>Yes</b> - moderate evidence
	Alternative presentations (recorded)	<b>Maybe</b> - only short term relief
	Low participation demands (no speaking)	<b>No</b> - reinforces avoidance
<b>Separation Anxiety</b>	School based CBT (w/ psychologist)	<b>Yes</b> - strong evidence
	Gradual exposure to feared situation	<b>Yes</b> - strong evidence
	Consistent handoff routine	<b>Yes</b> - moderate evidence
	Short, structured goodbye protocol	<b>Yes</b> - moderate evidence
	Immediate pick up when distressed	<b>No</b> - reinforces avoidance

# In Summary...

## Clearest Evidence

- Cognitive Behavioral Therapy
- Graduated exposure plan
- Predictability and structure
- Access to coping tools
- Safe space and scheduled breaks

## Possible Evidence

- Extended time on tests
- Reduced workload
- Daily structured exercise
- Alternative presentations (recorded, written)

# Graduated Exposure

- Anxiety improves when **students gradually face feared situations**
- Example: Student is too anxious to give a presentation

*Instead of letting the student skip the presentation...*

- Step 1: Present to teacher only
  - Step 2: Present to teacher + 1 peer
  - Step 3: Present to a small group
  - Step 4: Present to the whole class
- This is called a **graduated exposure ladder**
  - Helpful language teachers can use:
    - “We’re going to build this up slowly”
    - “You don’t have to do it all today, let's take the first step”

# Predictability & Structure

Anxiety increases when students feel uncertainty. Predictability reduces cognitive load “threat perception”.

- **Start class the same way every day**
  - “Today’s agenda is on the board. First we will..., then..., and finally...”
- **Preview transitions**
  - “In 3 minutes, we’ll switch to group work. I’ll give you a 1-minute warning before we move on.”
- **Planned calling and predictable turns**
  - “I’m going to ask everyone one question today, but I’ll give you time to prepare first.”
  - “We’re going in order—Alex, then Jordan, then Mia.”
  - “You can say ‘pass’ and I’ll come back to you later.”

# Access to Coping Tools

Coping tools help students regulate physiological arousal (heart rate, breathing, muscle tension)

- **Teach skills when calm (NOT during crisis)**
  - “This is a tool you can use when your body feels overwhelmed—not just when things are really bad.”
- **Normalize use of coping tools in class**
  - “You can use your coping tools anytime during class. It’s part of learning how to manage stress.”
- **Prompt early use**
  - “I’m noticing this feels hard. Let’s do one breathing cycle before we start.”

# Safe Space & Scheduled Breaks

Breaks help regulate overload, but only when they are structured, time limited, followed by return to learning

- **Clearly define a calm area**  
low stimulation, visual calming tools, stress balls, fidgets
- **Teach when and how to use the break**  
“If you ever feel overwhelmed, you can take a short break in the calm space.”
- **Set a timer and structure the break**  
“You have 3 minutes. When the timer ends, you come back to class.”
- **Return to task after break (most important)**  
“You’re back—great. Let’s do the first problem together.”

# Summary for Anxiety

- Anxiety is a **normal emotion**, we all experience it!
- Anxiety becomes problematic when it is **persistent and interferes with social and/or academic functioning**
- Evidence shows that classroom strategies with CBT principles are most effective
  - Predictability and structure + Gradual exposure + Coping tools
- Our goal is to **build tolerance and confidence**, NOT to avoid or eliminate anxiety
- Students with moderate-severe anxiety *may need medication*

# Depression

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- Problematic if it interferes with school, learning, or friendships
- Diagnoses of major depressive disorder (MDD) in U.S. children:
  - 5-11yo: ~3%
  - 12-17yo: ~15%

# What are the Accommodations for Depression?

## **Accommodation**

Access to Counselor

Access to Support Person

Access to "Safe Room"

Breaks / Pass to Leave Class

Modified School Day  
(Late Start / Early Release)

Reduced Homework Volume

Flexible Homework Deadlines

Flexible Make-Up Work

Excused Absences for  
Appointments / Medical Leave

Separate Room for Tests

Extended Time for Tests

Category	Accommodation
<p style="text-align: center;"><b>Supports</b></p>	Access to Counselor
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	Excused Absences for Appointments / Medical Leave
<p style="text-align: center;"><b>Testing</b></p>	Separate Room for Tests
	Extended Time for Tests

Category	Accommodation	Does it Work?
<b>Supports</b>	Access to Counselor	<b>Maybe</b> - Limited Evidence
	Access to Support Person	<b>No Evidence</b>
	Access to "Safe Room"	<b>No Evidence</b>
	Breaks / Pass to Leave Class	<b>No Evidence</b>
<b>Flexibility</b>	Modified School Day (Late Start / Early Release)	<b>No Evidence</b>
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Category	Intervention	
<b>Therapy</b>	School-Based Cognitive Behavioral Therapy	
	School-Based Interpersonal Therapy	
	School-Based Mindfulness Based Therapy	
	Physical Activity Programs	

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	School-Based Interpersonal Therapy	<b>Yes</b> - Meta-Analysis
	School-Based Mindfulness Based Therapy	<b>Maybe</b> - Meta-Analysis
	Physical Activity Programs	<b>Yes</b> - Meta-Analysis

# In Summary...

- **\* This is a highly under-studied area. \***

<b>Clearest Evidence</b>	<b>Possible Evidence</b>
School-Based Cognitive Behavioral Therapy	School-Based Mindfulness Based Therapy
School-Based Interpersonal Therapy	Access to Counselor
Physical Activity	
Excused Absences for Treatment	

# How can we incorporate Therapy Principles for Depression?

# Therapy Principles for Depression

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## From Cognitive-Behavioral Therapy (CBT):

# Therapy Principles for Depression

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- Behavioral Activation
- Cognitive Restructuring
- Gradual Exposure

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  - Depression leads to inaction & avoidance
  - Encourage daily activities involving enjoyment & mastery
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- Behavioral Activation
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  - Encourage daily activities involving enjoyment & mastery
- Cognitive Restructuring
  - Children with depression have negative self-talk
  - Encourage flexible thinking & positive self-talk
- Gradual Exposure

# Therapy Principles for Depression

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- Behavioral Activation
  - Depression leads to inaction & avoidance
  - Encourage daily activities involving enjoyment & mastery
- Cognitive Restructuring
  - Children with depression have negative self-talk
  - Encourage flexible thinking & positive self-talk
- Gradual Exposure
  - Avoidance reinforces depression symptoms
  - Encourage gradual exposure to avoided situations

# Therapy Principles for Depression

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From Interpersonal Therapy (IPT):

# Therapy Principles for Depression

## From Interpersonal Therapy (IPT):

- Emotional Awareness
- Social Skills Training
- Target Areas

# Therapy Principles for Depression

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  - Lack of emotional awareness promotes depression
  - Help kids connect emotion vocabulary to their feelings
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  - Lack of emotional awareness promotes depression
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  - Children with depression struggle with social skills
  - Help children strengthen communication skills
- Target Areas

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- Emotional Awareness
  - Lack of emotional awareness promotes depression
  - Help kids connect emotion vocabulary to their feelings
- Social Skills Training
  - Children with depression struggle with social skills
  - Help children strengthen communication skills
- Target Areas
  - Depression triggered by Grief, Transitions, & Conflicts
  - Be aware that these circumstances can trigger depression

# School-Based Physical Activity

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- Children with depression may try to avoid Physical Education – don't let them!!
- Encourage after-school sports

# Other Accommodations

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- Excused Absences for Appointments / Leave
  - Essential to receive regular treatment
  - Expect weekly therapy appointments
  - Arrange to minimize disruption to school participation

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- **Excused Absences for Appointments / Leave**
  - Essential to receive regular treatment
  - Expect weekly therapy appointments
  - Arrange to minimize disruption to school participation
- **Access to Counselor**
  - Gives safe space to debrief difficult situations / feelings
  - Can reinforce therapy principles
  - Can be part of "Safety Plan" for suicide prevention

# According to 504 Law...

- "Section 504 may require a school to provide modifications or related aids and services [for depression]."

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- "Section 504 may require a school to provide modifications or related aids and services [for depression]."
- For example:
  - identifying a support person such as a school counselor with whom the student can periodically meet
  - incorporating short breaks in the school day
  - providing extended time on quizzes, tests, exams
  - a reduced courseload
  - allowing the student to make up work, without penalty
  - excusing late arrivals and absences when they miss class due to symptoms of their depression or due to a mental health appointment
  - allowing the student to take medical leave from school to receive treatment

# Summary for Depression

- **\* This is a highly under-studied area. \***

<b>Clearest Evidence</b>	<b>Possible Evidence</b>
School-Based Cognitive Behavioral Therapy	School-Based Mindfulness Based Therapy
School-Based Interpersonal Therapy	Access to Counselor
Physical Activity	
Excused Absences for Treatment	

- **\* Other reasonable accommodations can still be considered & are required under 504 law. \***

# Oppositional Behavior

# What is Oppositional Behavior

- Frequent arguing with adults
- Refusal to follow instructions
- Deliberate rule-breaking, disrupting class
- Emotional reactivity (anger, irritability)
- Blaming others, externalizing responsibility

## These behaviors may reflect:

Oppositional  
Defiant Disorder

ADHD with  
Emotional  
Dysregulation

Trauma or Anxiety  
Presentations

Learned Behavior  
Patterns

# Behavior is Communication Not just Defiance

## What Behavior is Often Communicating

“This is too hard for me”

“I need attention”

“I’ve learned this works”

“I don’t want to lose control”

“I’m frustrated and overwhelmed”

# Why this Matters in the Classroom

- If we only respond with punishment, power struggles, and repeated warnings → we are only addressing surface behavior
- Key question to ask:
  - “What is the behavior trying to achieve for the student?”
- If we **respond to underlying need...**
  - Reduce behavior over time
  - Teach better coping skills
  - Improve student-teacher relationship
  - Promote a calm learning environment for other students

# What are the Accommodations for Oppositional Behavior?

## Accommodation

Clear expectations and consistent routines

Immediate, frequent positive reinforcement

Token economies/point systems

High teacher structure/predictability

Class or teams earn rewards together

Frequent, specific, and timely positive attention

Students track their own behavior

Daily adult check-ins, feedback, rewards

“Do you want to start with #1 or #2?”

Warm greeting, neutral tone, repair after conflict

Calm voice, fewer words, avoid arguing

Predictable routine, seating changes, visual schedules

Repeated consequences without reinforcement

Arguing back and forth

Rules enforced sometimes, but not others

<b>Category</b>	<b>Accommodation</b>
<b>Behavioral Classroom Management Strategies</b>	Clear expectations and consistent routines
	Immediate, frequent positive reinforcement
	Token economies/point systems
	High teacher structure/predictability
<b>Group Contingency Systems</b>	Class or teams earn rewards together
<b>Behavior Specific Praise (3:1 ratio)</b>	Frequent, specific, and timely positive attention
<b>Self Monitoring</b>	Students track their own behavior
<b>Check in/Check out System</b>	Daily adult check-ins, feedback, rewards
<b>Structured Choices</b>	“Do you want to start with #1 or #2?”
<b>Relationship Building</b>	Warm greeting, neutral tone, repair after conflict
<b>De-escalation Techniques</b>	Calm voice, fewer words, avoid arguing
<b>Environmental Structuring</b>	Predictable routine, seating changes, visual schedules
<b>Punishment only approach</b>	Repeated consequences without reinforcement
<b>Power Struggles</b>	Arguing back and forth
<b>Inconsistent enforcement of rules</b>	Rules enforced sometimes, but not others

Category	Accommodation	Does it Work?
<b>Behavioral Classroom Management Strategies</b>	Clear expectations and consistent routines	<b>Yes</b> - strong evidence
	Immediate, frequent positive reinforcement	<b>Yes</b> - strong evidence
	Token economies/point systems	<b>Yes</b> - strong evidence
	High teacher structure/predictability	<b>Yes</b> - strong evidence
<b>Group Contingency Systems</b>	Class or teams earn rewards together	<b>Yes</b> - strong evidence
<b>Behavior Specific Praise (3:1 ratio)</b>	Frequent, specific, and timely positive attention	<b>Yes</b> - strong evidence
<b>Self Monitoring</b>	Students track their own behavior	<b>Yes</b> - strong evidence
<b>Check in/Check out</b>	Daily adult check-ins, feedback, rewards	<b>Yes</b> - moderate evidence
<b>Structured Choices</b>	“Do you want to start with #1 or #2?”	<b>Yes</b> - moderate evidence
<b>Relationship Building</b>	Warm greeting, neutral tone, repair after conflict	<b>Maybe</b> - some evidence
<b>De-escalation Techniques</b>	Calm voice, fewer words, avoid arguing	<b>Maybe</b> - some evidence
<b>Environmental Structuring</b>	Predictable routine, seating changes, visual schedules	<b>Maybe</b> - some evidence
<b>Punishment only approach</b>	Repeated consequences without reinforcement	<b>No</b> - doesn't teach replacement behavior
<b>Power Struggles</b>	Arguing back and forth	<b>No</b> - escalates behavior
<b>Inconsistent enforcement of rules</b>	Rules enforced sometimes, but not others	<b>No</b> - reinforces defiance unpredictability

# In Summary...

<b>Clearest Evidence</b>	<b>Possible Evidence</b>
Behavioral Classroom Management Strategies	Check in/Check out System
Group Contingency Systems	Structured Choices + Structured Environment
Behavior Specific Praise (3:1 ratio)	Relationship Building
Self-Monitoring	De-escalation Techniques

Clear Expectations

Consistent Routines

Frequent  
Reinforcement

Predictable  
Consequences

## Expectation: Start work within 2 minutes

- Post expectation visually
- Model what “starting work” looks like
- Use timer for reinforcement
- Give praise immediately
- Student earns 1 point for starting on time
  - 10 points = small privilege (line leader, free draw time, etc)

# Group Contingency

The class (or teams) earn rewards based on **group behavior goals**

**Example: Class earns a point if 80% of students are on-task at check-in times (every 10 minutes)**

- Share SMART goal with the class
- Identify a reward
  - *5 points = 5 minutes of free time*
- Scan room during check in times
- Announce each time goal has been met

Why it Works:

- Peer influence encourages participation
- Builds teamwork instead of opposition
- Reduces need for constant teacher redirection

# Behavior Specific Praise

Children with behavior problems, receive a lot of correction and discipline. *Life can feel like a bootcamp.*

- It is important to increase positive attention
  - Make it **specific**
    - “Great job sitting quietly in your seat”
  - Praise **immediately**
    - Praise while behavior is happening or 5-10 seconds of positive behavior
  - Praise **frequently** (3:1 ratio)
    - Provide 3 positive attention statements for every 1 neutral or corrective statement

# Example of Behavior Specific Praise

- **Scenario: Students are working on a group assignment**
  - **Teacher (Positive #1):**  
“I like how this group got started right away—that’s great focus.”
  - **Teacher (Positive #2):**  
“Nice job explaining your thinking, Maya. That helps your group a lot.”
  - **Teacher (Positive #3):**  
“I see a lot of teamwork over here—everyone’s completing their word search, that’s exactly what we want.”
  - **Teacher (Corrective #1):**  
“Let’s bring the noise level down a bit so everyone can concentrate.”
- Neutral/Corrective moments are kept brief and purposeful, while most interaction is still positive and encouraging

# Self-Monitoring

- Student tracks their own behavior, instead of teacher correcting them
- Self monitoring helps by
  - Reducing power struggles (shifts control to the student)
  - Building awareness (“what should I be doing right now?”)
  - Turns behavior into a goal, not a battle
- Steps to self monitoring
  - Pick **ONE** behavior (staying in seat)
  - Determine check times (morning, lunchtime, end of the day)
  - Student records behavior at each time period
  - Teacher can review data with student to encourage reflection



# MY SELF-MONITORING SHEET



★ I can make good choices! ★



My Goal: \_\_\_\_\_



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

## DIRECTIONS:

- At each check time, think about how you did.
- Color the face that shows your choice.

## KEY:



I did it!  
Great job!



I'm getting there.  
I need a little more practice.



Not yet.  
I will try next time.

CHECK TIMES	HOW DID I DO?		
 <b>BEGINNING OF THE DAY</b> How did I start my day?	 I did it!	 I'm getting there.	 Not yet.
 <b>LUNCH TIME</b> How did I do before lunch?	 I did it!	 I'm getting there.	 Not yet.
 <b>END OF THE DAY</b> How did I finish my day?	 I did it!	 I'm getting there.	 Not yet.

## MY REFLECTION

How was my day overall?  
Color the star that shows your day.



AWESOME!



GOOD JOB!



I WILL KEEP TRYING!

## MY TOTAL

Count your green faces!

/ 3

## MY REWARD

What reward will I earn for meeting my goal?  
\_\_\_\_\_



I am in charge of my choices!

I can do it!



# What if Behavior Escalates? Nothing Seems to Work!

- Remember that **safety comes first**
  - Use pre-established safety procedures
    - Calling for support (admin, behavior team, counselor)
    - Following a crisis plan or behavior intervention plan
    - Use designated safe spaces or cooldown areas
- Student may need more individualized support
  - Consider adjusting expectations
    - *“Do I need to be clearer? Is this goal achievable for this student?”*
  - Assess for contributing factors
    - *Academic gaps, stressors, sensory needs*
  - Collaborate with specialists
    - *Psychologist, special education team, psychiatrist*

# Summary for Oppositional Behavior

- Many challenging behaviors serve a *function* for the student
- Defiance is often communication of unmet need or a missing skill
- Understanding the “*why*” behind behavior is essential for effective intervention
- The most effective classrooms emphasize structure, positive reinforcement, and consistency
- Students with severe challenging behavior may need additional support, such as functional behavior analysis, behavioral therapy, or medications

# Thank You!

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# Thank You!

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# Explore More Resources



The screenshot shows the website for the Learning & Resource Hub. At the top left is the Center for Childhood Resilience logo. To the right is a navigation menu with links for Home, About, Resources, Community, Memberships, Contact, and a Log In button. The main heading is 'Learning & Resource Hub' in large white text. Below it is the tagline 'Resilient Kids. Stronger Communities. Brighter Futures.' and a QR code. The background of the website is a blue-tinted image of children in a classroom setting. At the bottom of the screenshot, there is a decorative bar with five colored segments: yellow, orange, teal, blue, and purple.

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