

**Using the *Behavioral Objective Sequence*
To Develop
Effective Assessment-Based Interventions
For Children And Youth
With Challenging Behaviors**

With

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Using the *Behavioral Objective Sequence* to Develop Effective Assessment-Based Interventions For Children And Youth With Emotional and Behavioral Disorders

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Workshop for
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Workshop Description

Students with emotional and behavioral disorders present particularly complex management and discipline and intervention issues. Unfortunately, the current focus is often on how to suppress or manage the many diverse problems these youth present, while little attention is given to contributing factors, or to the developmentally insensitive manner in which they are treated in schools and elsewhere. This workshop will focus on using the *Behavioral Objective Sequence* for integrating assessment into a model for determining students' level of social development, and for preparing intervention plans that are effective and developmentally appropriate.

Agenda:

- Characteristics of Students with Problem Behaviors: Contributing Factors and Implications for Assessment and Intervention
- Assessing Developmental Level of Social Performance: Identifying Developmentally Appropriate Objectives
- The Curriculum for Teaching Prosocial Competencies
- Preparing Assessment-based and Developmentally Appropriate Intervention Plans
- Preparing Coordinated School-Community Agency Intervention Plans

Skill Areas: Participants will learn...

- to integrate various assessment data into a developmental assessment
- how to select developmentally appropriate behavioral goals and objectives
- how to link goals and objectives to developmentally appropriate intervention plans
- how to integrate learning-based curriculums for social development into intervention plans
- how to use practical tools for monitoring progress and making adjustments in intervention plans
- how to coordinate school and community agency intervention resources with students' objectives

Intended Audience: special educators, school psychologists, social workers, administrators,

ASSESSMENT vs DIAGNOSIS

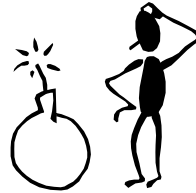
	ASSESSMENT	DIAGNOSIS
DATA	<p>CRITERION REFERENCE CLEAR, CONCISE DESCRIPTION</p>	<p>NORM REFERENCE SYMPTOMS</p>
SOURCE	<p>OBSERVATION, INTERVIEW FORMAL & INFORMAL TESTS IDIOPHGRAPHIC</p>	<p>INTERVIEWS, HISTORY FORMAL & INFORMAL TESTS NOMOTHETIC</p>
ORIENTATION	<p>STRENGTHS & DEFICITS LEVEL OF FUNCTIONING</p>	<p>COMPARE CLASSIFY</p>
FOCUS	<p>SKILL NEEDS</p>	<p>LABELING</p>
FUNCTION	<p>DECISION MAKING PRESCRIPTION</p>	<p>ETIOLOGY, PROGNOSIS PRESCRIPTION</p>
TREATMENT GOALS	<p>COMPETENCIES</p>	<p>ABATEMENT OF SYMPTOMS</p>
TREATMENT	<p>MANAGED LEARNING</p>	<p>“THERAPY”</p>
EVALUATION	<p>OBJECTIVE AND CONTINUOUS MONITORING</p>	<p>SUBJECTIVE JUDGEMENT PROGRESS INVENTORIES</p>

STUDENTS WITH SED/EBD

EXTREMES OF ANY KIND OF BEHAVIOR:

**Too fast or too slow
Too brave or too fearful
Too serious or too silly
Too active or too passive
Too giddy or too unhappy
Too noisy or too quiet
Too intense or too apathetic
Too excitable or too phlegmatic
Etc.**

Eleanor Guetzloe



**TOO....
A definition**

They do....

**Too much or too little of particular behaviors,
To often,
With too many different kinds of problems,
In too many places,
With too many people,
For too long a period of time,
Requiring too many interventions,
Resulting in too little change.**

Sheldon Braaten



CHARACTERISTICS OF STUDENTS WITH EBD

		BEHAVIORAL	
		DEFICITS	EXCESSES
IN TOO MANY ENVIRONMENTS			
T Y P E	INTERNALIZER	T O O	FEARS ISOLATION SHYNESS SELF-CONSCIOUS OVERLY SENSITIVE MOODY OBSESSIONS DEPRESSION SELF-BLAMING
	OVER TOO LONG OF A PERIOD OF TIME		
	EXTERNALIZER	F R E Q U E N T L Y	ARGUES, LIES AGGRESSION DEMANDING DISRUPTIVE DISTRACTABLE TEMPER TANTRUMS NONCOMPLIANCE RESTLESS PROPERTY DAMAGE RUN AWAY-TRUANT STEALING
TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS			

INTERVENTION

THERAPY = LEARNING SKILLS

NEEDS = CURRICULUM

TREATMENT PLAN = STRATEGIES & TACTICS = EFFECTIVE INSTRUCTION

GOALS = TRANSFER & MAINTENANCE

PERSONAL SKILLS

COMPETENCY = MASTERY = PROFICIENCY

FUNCTIONAL = MEETS A NEED = CAN BE DONE

RELEVANT = PERSONALLY MEANINGFUL

STRENGTH-BASED = SUCCESS BUILDING

DEVELOPMENTALLY APPROPRIATE = AGE = ABILITY = INTEREST

GENERALIZABLE = TO SETTINGS = TO CONDITIONS

THE CURRICULUM

- ⇒ **BASIC ACADEMICS**
- ⇒ **SOCIAL SCIENCES**
- ⇒ **CAREER-VOCATIONAL**
- ⇒ **ARTS**
- ⇒ **RECREATION**
- ⇒ **PERSONAL CARE**
- ⇒ **INTERPERSONAL**
- ⇒ **INTRAPERSONAL**

INTRAPERSONAL SKILLS

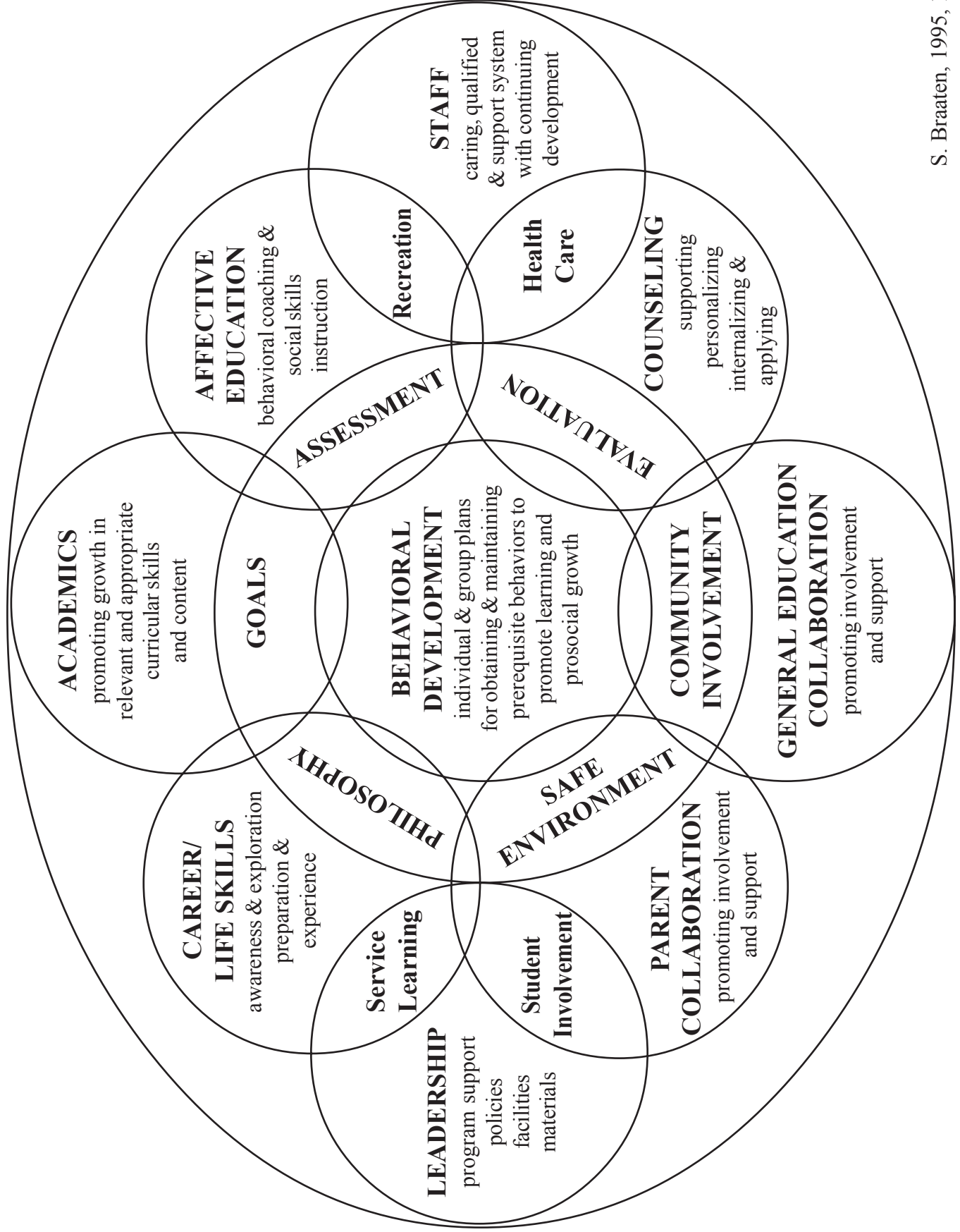
- ⇒ **ORGANIZATIONAL SKILLS**
- ⇒ **STUDY SKILLS**
- ⇒ **PROBLEM SOLVING SKILLS**
- ⇒ **GOAL SETTING SKILLS**
- ⇒ **ANGER CONTROL SKILLS**
- ⇒ **SELF- CONTROL SKILLS**
- ⇒ **STRESS MANAGEMENT SKILLS**
- ⇒ **MORAL REASONING SKILLS**
- ⇒ **SELF-ACCEPTANCE**

INTERPERSONAL SKILLS

A. GOLDSTEIN

- ⇒ **SOCIAL SKILL TRAINING**
- ⇒ **SITUATIONAL PERCEPTION TRAINING**
- ⇒ **EMPATHY TRAINING**
- ⇒ **COOPERATION TRAINING**
- ⇒ **BEHAVIOR MODIFICATION TRAINING**
- ⇒ **RECRUITING SUPPORTIVE MODELS**
- ⇒ **UNDERSTANDING & USING GROUPS**

EBD PROGRAMMING COMPONENTS



Behavioral Objective Sequence

Sheldon Braaten, Ph.D.

Abstract

Accurate assessment of behavioral skills is essential in developing effective intervention programs for students with emotional and behavioral disorders (EBD). Assessment is the foundation for determining individually relevant intervention goals, objectives and plans, as well as for monitoring intervention outcomes. Several criteria for effective assessment have been identified in the literature. Among them are use of multiple sources (i.e., teachers and other professionals, parents, and students themselves) as well as use of culturally appropriate types of measurement instruments (intellectual, achievement and behavioral) and procedures (observations and interviews). Behavioral assessment traditionally focuses on identifying problem behaviors; however, it is important to determine students' existing strengths upon which new prosocial skills can be built. Few instruments focus upon student strengths.

Recently there has been an increasing emphasis on strength-based or competency-based assessment (Epstein, 1999). Some benefits of competency-based assessments are that they (a) yield information that can actually be used for individualized education program (IEP) planning; (b) provide a positive view of the student by specifying student strengths, and (c) delineate prosocial behaviors not yet mastered that require instruction and differential reinforcement. Epstein's Behavioral and Emotional Rating Scale (BERS), Gresham and Elliott's Social Skills Rating System (SSRS), and the Walker-McConnell Scale are examples of other strength-based rating scales. DuPaul and Eckerts' (1994) review of seven studies of social skills training programs found that efficacious curricula emphasize student competencies as opposed to performance deficits.

Behavioral assessment instruments should present prosocial skills within an appropriate developmental sequence. Youth will have behavioral difficulties and skills that vary according to their progression through the developmental levels (Vernon, 1993). A delicate task of assessment is to distinguish between problems of children and youth that are considered "normal" at various developmental levels and problems outside of the "normal" range, and to determine intervention goals that are developmentally relevant rather than simply satisfying adults' expectations.

One instrument that is both strength-based and developmentally sequenced is the *Behavioral Objective Sequence* (Braaten, 1998). While it was developed and refined over a 20 year period and has been used for several years, little research has been conducted to investigate the validity of BOS ratings for students with EBD (Bloomberg & Braaten, 1989). The *Behavioral Objective Sequence* (BOS) consists of 233 developmentally sequenced and measurable social competencies that may be assessed through structured observation and/or by ratings of multiple sources. The BOS is a skill or strength-based tool rather than a problem or deficit-based instrument. Further, it provides goals and objectives for the development and implementation of intervention curriculum derived directly from a current performance assessment

Braaten, S. (1998). *Behavioral Objective Sequence*. Champaign, IL: Research Press

Rating Scale Guide

This Rating Scale Guide and the following Current Performance Form can be used to establish the student's current level of performance on the objectives. The *Behavioral Objective Sequence* items should be read carefully and literally. The examples are provided to add clarity to the intent of the objectives and to minimize the need for interpretation. Before conducting a rating, it is best to read through the entire instrument to become familiar with the scope and sequence of the objectives (skills) contained within the 233 items. Ratings should be based on direct observations over a period of 2 or more weeks. Ratings may be completed independently by individuals knowledgeable about the student, or ratings may represent the consensus of a team of observers. The scale **IS** a measure of how **FREQUENTLY** the student performs the skills. It **IS NOT** a measure of whether or not the student knows how to perform the skills.

Given your knowledge of the student and best judgment, rate each item on the Current Performance Form as follows:

The student demonstrates this objective...

- 0 = No basis for a judgment, don't know, or does not apply
- 1 = Never or rarely true (less than 30% of the time or opportunities)
- 2 = Sometimes true (between 30% and 60% of the time or opportunities)
- 3 = Often true (between 60% and 90% of the time or opportunities)
- 4 = Always or almost always true (90% or greater of the time or opportunities) This objective is mastered.

Use the rating of "0" as little as possible and only when you have no basis for a judgment or when it clearly does not apply in your setting.

A comparison of independently completed ratings will provide an opportunity to examine the possible situational effects of different settings on the student's behavior as well as variances in observers' perceptions that may offer helpful information for decisions about placement and intervention plans.

Current Performance Form

Student _____ Teacher/Case Manager _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Termination _____ Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Adaptive: Responds appropriately to routine and new expectations

- _____ 301 demonstrate awareness of events
- _____ 302 attend 75% of school days
- _____ 303 remember routine daily schedule
- _____ 304 comply with bus-riding rules
- _____ 305 arrive at school on time
- _____ 306 bring no disruptive materials
- _____ 307 use non-classroom areas appropriately
- _____ 308 attend class on time and remain
- _____ 309 remain in school for its duration
- _____ 310 attend non-academic activities
- _____ 311 participate in non-academic activities—70%
- _____ 312 respond to changes without outbursts
- _____ 313 arrive at school physically clean
- _____ 314 try again when faced with disappointment
- _____ 315 follow rules outside of school building
- _____ 316 attempt new tasks
- _____ 317 eat at reasonable pace and clean the area
- _____ 318 wear appropriate clothing
- _____ 319 attend school daily
- _____ 320 follow common-sense safety rules
- _____ 221 spontaneously participate in classes
- _____ 222 spontaneously participate in non-academic activities
- _____ 223 walk through halls appropriately with pass
- _____ 224 change activities without outbursts
- _____ 225 self-select appropriate activities
- _____ 226 demonstrate table manners
- _____ 227 complete individual and/or group tasks
- _____ 228 return property promptly and in good condition
- _____ 129 wait for rewards for days or weeks
- _____ 130 bring required material for assignment to class
- _____ 131 participate regularly in mainstream classes
- _____ 132 accept support from mainstream resources
- _____ 133 complete mainstream classes with passing grades
- _____ Individual _____

Self-Management: Responds with self-control and seeks to be successful

- _____ 301 respond independently to materials for amusement
- _____ 302 appear alert and able to focus attention
- _____ 303 bring no weapons to school
- _____ 304 use amusement materials appropriately
- _____ 305 wait for turn without physical intervention
- _____ 306 use and return equipment without abuse
- _____ 307 accept positive physical contact
- _____ 308 touch others in appropriate ways
- _____ 309 refrain from stealing
- _____ 310 respond when angry without hitting
- _____ 311 recognize and show regard for possessions
- _____ 312 accept verbal cue for removal from a situation
- _____ 313 respond when angry without abuse of property
- _____ 314 respond appropriately to substitute
- _____ 315 respond when angry without threats
- _____ 316 walk to timeout without being moved by an adult
- _____ 217 work or play without disrupting others
- _____ 218 refrain from inappropriate behavior when others lose control
- _____ 219 respond to provocation with self-control
- _____ 220 respond when angry with self-removal
- _____ 221 accept adult help in a crisis
- _____ 222 fulfill classroom job responsibilities
- _____ 223 seek adult help in a crisis
- _____ 224 comply with procedures in group situations
- _____ 225 demonstrate problem solving with assistance
- _____ 126 fulfill responsibilities with minimal supervision
- _____ 127 maintain self-control when faced with disappointment
- _____ 128 obey new authority figure
- _____ 129 use personal skills to solve problems
- _____ 130 demonstrate knowledge of and work toward future rewards
- _____ Individual _____

Current Performance Form

Student _____ Teacher/Case Manager _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Termination _____ Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Communication: Demonstrates appropriate verbal and nonverbal skills

- _____ 301 answer a request with meaningful words
 - _____ 302 verbally exchange minimal information
 - _____ 303 respond appropriately to greetings and farewells
 - _____ 304 ask appropriately for materials
 - _____ 305 verbally recall group rules and/or give reasons
 - _____ 306 speak using an appropriate volume
 - _____ 307 wait to be acknowledged before speaking
 - _____ 308 speak clearly
 - _____ 309 wait until speaker is finished before responding
 - _____ 310 demonstrate listening by eye contact or summarizing
 - _____ 311 pause and allow others to speak
 - _____ 312 initiate or pursue appropriate conversation topics
 - _____ 313 participate minimally in discussion
 - _____ 314 cease verbalizing when directed
 - _____ 315 stay on topic
 - _____ 316 accept feedback
 - _____ 317 accurately recall events
 - _____ 318 respond appropriately to requests
 - _____ 319 express feelings
 - _____ 320 perform routine behavior with verbal instructions
 - _____ 221 initiate conversations, making self understandable
 - _____ 222 reply to conversational questions appropriately
 - _____ 223 follow verbal directions given to the group
 - _____ 224 attend when another student is speaking
 - _____ 225 contribute to making group rules
 - _____ 226 verbalize consequences for breaking group rules
 - _____ 227 spontaneously participate in group discussions
 - _____ 228 verbally direct feelings of anger at appropriate source
 - _____ 229 verbally recognize feelings of others
 - _____ 230 maintain appropriate distance when speaking to others
 - _____ 231 verbally acknowledge another with appropriate compliments
 - _____ 232 verbally acknowledge effects of positive and negative behavior
 - _____ 233 appropriately respond with words to positive or negative comments
 - _____ 234 tell peers more appropriate ways to behave
 - _____ 135 initiate appropriate greetings and farewells
 - _____ 136 speak courteously to others, with no cues
 - _____ 137 express personal opinions appropriately
 - _____ 138 verbalize desire to return to mainstream classes
 - _____ 139 respond appropriately to the actions of others
 - _____ 140 verbally redirect peers on task
 - _____ 141 verbalize positive feelings and self-expectations
 - _____ 142 praise and support others, without prompts
 - _____ 143 verbally demonstrate knowledge of mainstream schools
 - _____ 144 describe strengths that will enable success in mainstream classes
- Individual _____

Interpersonal: Interacts appropriately with others in social and task situations

- _____ 301 be aware of and attend to adult behavior
 - _____ 302 respond to an adult when name is called
 - _____ 303 engage in solitary entertainment
 - _____ 304 participate in sharing activity
 - _____ 305 respond appropriately to adult in non-crisis situations
 - _____ 306 respond appropriately to social interactions
 - _____ 307 approach another student with gesture of friendship
 - _____ 308 accept help from an adult
 - _____ 309 seek help from an adult
 - _____ 310 engage in parallel activities with another student
 - _____ 311 seek adult attention appropriately
 - _____ 312 accept compliments and praise
 - _____ 313 play games according to rules
 - _____ 314 minimally participate in non-academic activities
 - _____ 315 sit quietly for 15 minutes in group listening activity
 - _____ 316 respond to a crisis by following directions
 - _____ 317 allow interactions between others
 - _____ 318 refrain from encouraging conflicts between others
 - _____ 219 refrain from initiating conflict with others
 - _____ 220 participate in peer group activities
 - _____ 221 participate in cooperative activities on projects
 - _____ 222 take turns without verbal reminders
 - _____ 223 suggest preference for group recreation
 - _____ 224 develop positive relationships with more than one adult
 - _____ 225 share materials, with minimal reminders
 - _____ 226 conform to and participate in group decisions
 - _____ 227 display developing friendships by showing preference
 - _____ 228 recognize and describe individuals' differences
 - _____ 229 accept and adhere to game rules
 - _____ 230 accept criticism from an adult
 - _____ 231 accept new participants in an activity
 - _____ 232 suggest appropriate group activity
 - _____ 233 accept positive peer pressure
 - _____ 234 participate in group problem solving
 - _____ 135 participate in difficult games
 - _____ 136 spontaneously participate in group activity
 - _____ 137 disapprove of offensive peer behavior
 - _____ 138 verbally indicate preferences for group members
 - _____ 139 physically or verbally support another student
 - _____ 140 participate in group problem solving
 - _____ 141 spontaneously demonstrate positive leadership
 - _____ 142 spontaneously resist negative peer pressure
- Individual _____

Current Performance Form

Student _____ Teacher/Case Manager _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Termination _____ Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Task: Engages in learning tasks and activities that are assigned by teachers

- _____ 301 attempt academic tasks
- _____ 302 accept assistance on academic tasks
- _____ 303 demonstrate short-term memory for directions
- _____ 304 agree to complete testing
- _____ 305 appropriately seek assistance from an adult
- _____ 306 minimally participate in group-focused classes
- _____ 307 respond appropriately to begin and complete tasks
- _____ 308 watch audiovisual presentations
- _____ 309 refrain from inappropriate behavior when correcting errors
- _____ 310 participate in physical education class
- _____ 311 complete daily reading/English assignment
- _____ 312 complete daily math assignment
- _____ 313 work independently for 10-20 minutes
- _____ 314 attempt to verbally answer questions when called on
- _____ 215 accept assistance on group academic tasks
- _____ 216 share and take turns during group tasks
- _____ 217 volunteer appropriate answers in group
- _____ 218 participate in physical education team activities
- _____ 219 actively participate in mini-classes
- _____ 220 choose and participate in elective classes
- _____ 221 work independently for 20-30 minutes
- _____ 222 ignore routine distractions during seat work
- _____ 223 correct assignment when given directions
- _____ 224 select an activity to occupy oneself
- _____ 225 self-chart progress in reading and/or math
- _____ 226 complete all assignments
- _____ 127 participate in simulated mainstream classes
- _____ 128 use time productively while waiting for assistance
- _____ 129 contribute to class discussions and activities
- _____ 130 participate in role playing mainstream situations
- _____ 131 complete all assignments when due
- _____ 132 work independently for 30-40 minutes
- _____ 133 take a test following verbal/written directions
- _____ 134 seek and work independently on tasks
- _____ 135 complete and turn in homework when due
- _____ Individual _____

Personal: Engages in dialog to resolve issues, develop skills, and build self-worth

- _____ 301 attend sessions under duress
- _____ 302 demonstrate attention by eye contact/restating
- _____ 303 participate verbally in session
- _____ 304 accept positive feedback from an adult
- _____ 305 express negative feelings to an adult
- _____ 306 verbally acknowledge and describe personal feelings
- _____ 307 accept feedback about feelings
- _____ 308 follow through with directions to modify behavior
- _____ 309 initiate verbal interaction by requesting counseling
- _____ 310 remain seated during counseling sessions
- _____ 311 listen to alternatives and choose one
- _____ 312 verbalize that he/she has friends
- _____ 313 verbalize understanding of logical consequences
- _____ 314 accurately recall events
- _____ 315 verbally initiate positive interactions with an adult
- _____ 316 remain on counseling task/topic
- _____ 317 participate in short-term planning
- _____ 318 negotiate and complete terms of daily contract
- _____ 319 react with appropriate emotional response
- _____ 320 verbalize feelings about self to an adult
- _____ 321 verbalize consequences for own behavior
- _____ 222 verbally describe characteristics of friendships
- _____ 223 verbally acknowledge misdirected anger
- _____ 224 attend to a peer when peer is speaking
- _____ 225 appropriately accept positive feedback from peers
- _____ 226 provide peers with appropriate feedback
- _____ 227 accept leadership role in group
- _____ 228 express feelings about self to peer
- _____ 229 verbalize desire to return to less restrictive setting
- _____ 230 seek counseling to avoid conflict
- _____ 231 attend counseling without objections
- _____ 232 participate in compromise
- _____ 233 participate in personal plan for one to six weeks
- _____ 234 verbally describe distressful situations
- _____ 235 verbally demonstrate that stress is normal
- _____ 236 participate in short-term planning for the group
- _____ 237 verbally accept conforming to a decision
- _____ 138 use behavior to express pride
- _____ 139 list consequences of own behavior
- _____ 140 contribute to making group rules and consequences
- _____ 141 participate in group plan for 2-5 weeks
- _____ 142 initiate goal setting for self
- _____ 143 initiate problem solving or compromise for self
- _____ 144 initiate problem solving or compromise for group
- _____ 145 verbalize understanding of regular school
- _____ 146 verbally demonstrate knowledge of coping strategies
- _____ 147 verbally support others for appropriate behaviors
- _____ 148 discuss the value of relationships
- _____ 149 initiate and maintain relationships
- _____ Individual _____

Behavioral Objective Sequence Intervention Planning

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Level Three	Level Two	Level One
Focus: 300 level	Focus: 200 level	Focus: 100 level
Being an individual (“me”) Being significant Being successful Learning self-control	Becoming a group member (“they”) Becoming competent Becoming sensitive to others Becoming aware of values Building communication skills	Belonging (“us”) Cooperation Personal “power”
Basic issues	Basic issues	Basic Issues
Trust Pleasure Security Support	Applying individual skills in groups Balancing personal and group needs Responding to new settings and people Managing movement	Applying skills in new situations Expanding & reinforcing competencies Transitions to new environments
Interventions	Interventions	Interventions
Structure, routine and repetition Modeling and rewarding Limit setting and limited choices Consistency and planned consequences Continuous supervision	Routine and repetition Emphasis on verbal rewarding Limit setting with expanded choices Consistency with group consequences “natural and logical” consequences	“normal” expectations social rewards expanded choices, group problem solving, self-selected goals, inclusion
Adult Role: Benevolent Dictator	Adult Role: Group Leader	Adult Role: Guidance, Facilitator

SCHOOL - COMMUNITY AGENCY COORDIANATED INTERVENTION PLAN

Student:	School:	Teacher:	Support Staff:
Agency:	Staff:		
			Begin Date:
			Review Date:
			End Date:
Student Goals/ Objectives			
	Specific Plans: Who will do what? When? Where?		Monitoring Plan
	School Plan	Agency Plan	

Daily Monitoring Record

Student ID# _____ Age _____ Grade _____ School _____ Teacher _____
 School Year _____ Term _____ Begin Date _____ End Date _____ Plan No. _____

Goal/Objective	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	0-3 %

Record the goal/objective in the left column
 Key: 0 = totally incorrect or no attempt made 1 = Attempts made, but mostly incorrect 2 = Needs improvement 3 = Excellent quality.

TIPS FOR PREVENTING PROBLEMS

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Do's

Be a good example
Be alert
Be appreciative
Be benevolent
Be calm
Be careful
Be cheerful
Be clear
Be confident
Be consistent
Be constructive
Be courteous
Be decisive
Be diligent
Be direct
Be encouraging
Be fair
Be firm
Be forgiving
Be friendly
Be genuine
Be helpful
Be honest
Be instructive
Be just
Be kind
Be a listener
Be optimistic
Be patient
Be pleasant
Be polite
Be positive
Be prepared
Be prompt
Be reasonable
Be respectful
Be responsible
Be sincere
Be structured
Be supportive
Be thoughtful
Be understanding
Be vigilant

Be watchful

Be zestful

Post rules

Explain rules

Document violations

Report violations

Enforce rules

Don'ts

Assume

Argue

Beg

Belittle

Embarrass

False promises

Guilt

Harass

Ignore

Lie

Nag

Power struggles

Provoke

Revenge

Ridicule

Strike a student

Tease

Threaten

Use profanity

Use put-downs

Use sarcasm

Yell

Be afraid to apologize

Know and address students by their names.

Treat each day as a new day.

Maintain a good sense of humor

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