

Behavioral Tracking and Modification

Fall 2025 SOWK 581 Week 09

Week Nine Content

What To Do

- Read chapter 8 and take quiz and engage with the resources shared (behavior modification, DBT skills, single system design resources)
 - Make 6 Replies Across
 - Chapter 08 Reflection Questions
 - Single System Design Tracking
 - Findings and Thoughts About DBT Skills
 - Behavioral Therapy and Application Example
 - Exploring Practice Guide in Challenging Behaviors
- Submit biopsychosocial assessment

Behavior Tracking

Key to Any Change System

Example of Completed Daily Report

Daily Report

11/12/2018

DOE, JOHN (000000)

7th Grade, McLoughlin Middle School



Behavioral Management Plan

Lead Teacher: Campbell, Jacob

Plan Start Date: 08/07/2018

Today's Summary

Today's Level	Today's Total	Today's Goal	Today's Percentage
Level 1	169.0	189	62.6%

Token Economy

Current Balance: 0

To the next level as of 11/12/2018

You are currently at level Level 1 and you need to meet your daily goal 15 out of 999 days to be promoted to the next level.

Participated in regular education classes/activities	1	2	3	4	5	6	Total Min
Participated in regular education classes/activities (minutes)	—	60	—	—	—	—	60

Today's Strategies

	1	2	3	4	5	6
Limit Setting	—	—	—	★	—	—
Cool Down Time	★	—	—	—	—	—

School Rules	Score %	Score
Breakfast	60.0%	3.0 / 5.0
Lunch	100.0%	5.0 / 5.0
Morning's Bus	100.0%	5.0 / 5.0
Recess1-AM Group	100.0%	5.0 / 5.0
Recess2-PM Group	40.0%	2.0 / 5.0
Note As the PM group was starting, John started to struggle with acting out.		
Yesterday's bus	100.0%	5.0 / 5.0

Classroom Rules	Score %	Score
Complete work accurately and on time	60.0%	18.0 / 30.0
Follow directions the first time	60.0%	18.0 / 30.0
Keep hands, feet, and objects to self	66.7%	20.0 / 30.0
Use school appropriate language	60.0%	18.0 / 30.0

Classroom Rules	Score %	Score
Wait to be called on	63.3%	19.0 / 30.0

Objective	Score %	Score
Engaged in appropriate interactions with peers and adults	56.7%	17.0 / 30.0
Remained in assigned area	60.0%	18.0 / 30.0
Responded to adults directions	53.3%	16.0 / 30.0

Targeted - (Tracking Only)	Frequency
Physically threatens peers and adults	2
Out of seat at inappropriate times	9
Argues with adults	15

Teacher's Notes

John had a great start to the day. He continued to struggle some with staying in his seat and arguing with adults, but the morning was more or less ok. In the afternoon he got sent to do a refocus and had to take a break at seat away. He was able to return to his seat and rejoin the group, but when it was time for the PM group, he became physically aggressive and had to be isolated.

Strategy Effectiveness Key

- ☐ Not Used
- ★ Not Effective
- ★ Somewhat Effective
- ★ Effective

Parent Signature _____

Date _____

Level System

Increasing Responsibility and Privileges

- Starts easier and moves quicker through initial stages
- Becomes increasingly more challenging

Bridges Levels

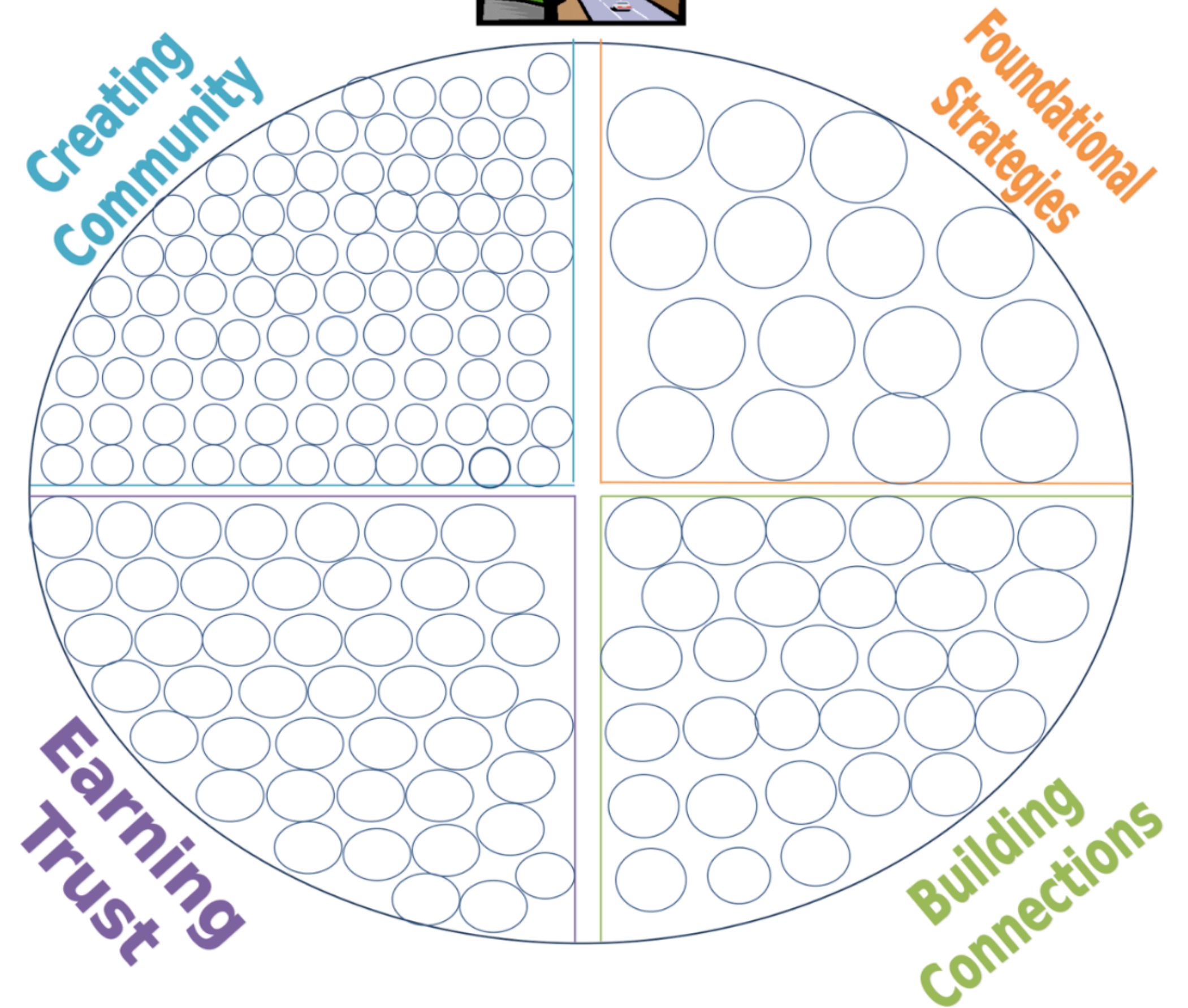


Table 13: Basics of Operant Conditioning

Positive Reinforcement: The addition of something the student enjoys for preforming a positive behavior.	Negative Reinforcement: The subtraction of something the student doesn’t enjoy for preforming a positive behavior.
School Ideas: Positive comments for work performance, tokens that can be used to purchase items in a school store, drawing a smiley face on a paper for good work, participation in earned time for working hard.	School Ideas: Occasionally getting out a disliked assignment or task for excelling in another area, being able to stay in the classroom during lunch for a student that gets overwhelmed with the lunchroom.
Home Ideas: Positive comments for good behavior or following rules, an allowance based on completing chores, earning a special family outing based on completion of a goal.	Home Ideas: Not having to do a chore for a week because of doing well at another task.
Positive Punishment: The addition of something the student dislikes for engaging in a negative behavior.	Negative Punishment: The subtraction of something the student enjoys for engaging in a negative behavior.
School Ideas: Writing an apology letter, having to do special cleaning detail in the cafeteria, having to take a time-out.	School Ideas: Restriction in what parts of the playground the student can use for recess, not being able to participate in a special earned time activity.
Home Ideas: Having to do extra chores for negative behavior, being required to participate in a disliked activity.	Home Ideas: Grounding the student from participating in enjoyed activities, loss of electronic devices.

Basic of Behavior Change

Operant Conditioning

Teaching Behavior

Having Set Procedures

- Lots of ways to teach social skills and couching to new behavior, but an vital aspect of any behavioral modification system

Bridges Program Staff Handbook	K-12 Bridges Program
Finishing work early: <ul style="list-style-type: none">• Raise your hand and wait for TC• Tell TC you are done• TC will check work• Get out quiet activity (SSR, homework, classwork)• Quietly work until next activity or TC instructions	Room Clear: <ul style="list-style-type: none">• Staff member will say “room clear”• Each student quietly grabs materials• Exit classroom quietly and safely• Quietly and safely wait in the hallway• Follow staff members directions until it is safe to return to class
Spending poker chips: <ul style="list-style-type: none">• During earned time• Raise your hand quietly and wait for TC if you can spend• Wait for TC to call your name• Walk over to classroom store• Hand TC your poker chips that you are spending• Quietly and choose from drawer• Walk safely/quietly to seat when done	Asking for a break: <ul style="list-style-type: none">• Raise your hand and quietly wait for TC• Safely tell TC that you need a break• Safely/quietly walk to safe area<ul style="list-style-type: none">– Seat away– Your desk• TC will set 5-minute timer• Quietly/safely try to calm down• Safely/quietly walk to desk when timer beeps
Returning Passports (end of period/day): <ul style="list-style-type: none">• Quietly walk into the classroom• Put your passport in tray marked for passports• Walk quietly/safely to your desk• Sit quietly and wait for instructions• If at end of day, quietly exit the classroom with your yellow sheet	Going in staff area (marked by tape): <ul style="list-style-type: none">• Quietly raise your hand• Quietly wait to be called on• Ask for staff permission to enter staff areas• If permission is given, get the item requested• Return quietly to your seat

Table 22: Example Classroom Routines

Entering Class Quietly: <ul style="list-style-type: none">• Walk quietly into class• Walk quietly to your desk• Sit down in your desk safely• Put your materials quietly under your desk Or <ul style="list-style-type: none">• Put backpack on back of chair• Quiet activity wait until TC gives instructions	Exiting Class Quietly: <ul style="list-style-type: none">• Quietly wait for TC instructions in desk• Wait to hear your name• Get up when your name is called• Quietly get all necessary materials• Get passport from TC (if you take yours)• Walk quietly & safely out of class• Line up quietly on the lockers• Wait quietly/safely for TC to give you instructions
Sitting in your desk quietly: <ul style="list-style-type: none">• Body, objects, and voice are quiet• Butt in your seat• Feet on the floor• Feet under your desk• Facing forward• Work on class work/homework safely/quietly	Raising your hand: <ul style="list-style-type: none">• Raise right or left hand straight above head• Quietly and safely• Quietly wait for TC to answer your question• Put your hand down safely/quietly when your question has been answered (for permission, asking questions, getting out of desk)
Logging onto Computers: <ul style="list-style-type: none">• Quietly wait at desk• Get up when a TC has picked out a computer• Walk quietly to the computer• Pull out chair and unwrap headphones quietly• Quietly sit down and plug in head phones• Log on under your username only• Choose appropriate activity	Logging off computers: <ul style="list-style-type: none">• When your computer time/activity is over• Quietly wrap up your head phones• Log off your username• Quietly/safely stand up and push in chair• Quietly/safely walk to your desk• Sit down• Get out quiet activity & wait for TC instructions