

1. Use only direct, specific, and clear commands that focus on only one request at a time. Avoid lecturing the child as part of the command's delivery.
2. Whenever possible, give four or five initiating (starting) commands to each terminating (stopping) command.
3. Children should receive praise and approval following satisfactory compliance with a command.
4. Make only one request or directive at a time.
5. Use clear, precise language the child can understand and repeat as necessary for understanding.
6. Ensure that the child can do what is being asked.
7. Do not reissue the command more than once.
8. Do not allow yourself to be drawn into arguments about the command.

FIGURE 1.4. Guidelines for Parents in Giving Commands. Based on Forehand and McMahon (1981), Morgan and Jenson (1988), and Walker and Walker (1991). From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

Student Name _____ Date _____ Period(s) Covered _____ Instructions: Please rate on the scale below how well the student did in complying with your directives today. Circle the number that best reflects your estimate.			
Didn't Comply at All	Complied Some of the Time	Complied Most of the Time	Complied All of the Time
1	2	3	4
Teacher Comments: 			

FIGURE 1.5. Good Day Card for monitoring student compliance. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

Instructions: Place a check next to any subskill in which the student is deficient.

1. Student is motivated to engage in ISW. _____
2. Student can focus and sustain his or her attention. _____
3. Student can self-monitor progress. _____
4. Student can self-manage performance. _____
5. Student has adequate self-control. _____
6. Student can organize required materials. _____

FIGURE 2.1. ISW subskills checklist. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

Student Name _____ Teacher _____

1. How many conversations with peers today? ____ 1 to 5 ____ 6 to 10 ____ more than 10.

Comments:

2. How positive were they? ____ mostly positive ____ some positive and some negative
____ mostly negative.

Comments:

3. How did you handle the negative conversations?

4. What did you learn about yourself from today's conversations?

FIGURE 4.1. Student Self Evaluation Form for Daily Peer Conversations and Interaction. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

_____ agrees to do the following:

(Student Name)

1. Listen to instructions from the teacher _____
2. Complete schoolwork accurately and on time _____
3. Follow teacher directions _____
4. Take part in class discussions _____
5. Raise hand when asking a question or needing help _____
6. Cooperate with peers in group activities _____
7. Comply with teacher corrections _____

(total) _____

The teacher agrees to:

1. Check _____'s behavior/performance at regular intervals during the school day and give feedback.
2. Award a check mark if _____ has shown good student behavior and work during the school day.
3. Sign a Good Day Card if five of seven check marks are earned at the end of the day.

Consequence

At the end of the school day, the teacher reviews _____'s performance during the school day and awards a check mark for each behavior that was satisfactory.

If _____ earns five or more check marks for the school day, the teacher signs a Good Day Card to take home that can be exchanged for a special privilege.

FIGURE 13.2. Example of a contingency contract. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

Student _____ Teacher _____ Date _____

Classroom Rules:

- Talk quietly.
- Follow your teacher's instructions.
- Focus on your assigned task.
- Do your best work.
- Ask for help in the right way.

Teacher Rating (1 to 5): 1 = *not good*, 3 = *good*, 5 = *very good*

Class Period	Teacher Rating	Teacher Initials
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Total Points Earned: _____

FIGURE 15.2. Sample student Good Behavior Card. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

Student Name _____	Date _____	Grade _____	
1. Followed general classroom rules?	Yes ____	No ____	? ____
2. Cooperated with others?	Yes ____	No ____	? ____
3. Did my work well and on time?	Yes ____	No ____	? ____

FIGURE 15.3. Sample student “How Did I Do?” Card. From *Solutions to Critical Behavioral Issues in the Classroom* by Hill M. Walker. Copyright © 2023 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with students (see copyright page for details).

APPENDIX 1

Short Form of the SBS Inventory

Hill M. Walker, PhD, and Richard Rankin, PhD

GENERAL INSTRUCTIONS

This inventory, reprinted with author permission and freely reproducible, consists of two sets of items descriptive of student behavior in the classroom. The first set of items (Section 1) describes student social behavior competencies and skills that are considered appropriate to the classroom. The second set (Section 2) describes student behavior that is considered maladaptive, challenging, and disruptive to the classroom. Section 3 of the inventory asks you to review the Section 1 and 2 items you rated as either *critically important* or *unacceptable* and indicate the ones for which you would want assistance in working with a student displaying that behavior. Please make *one* of three rating judgments about *each* item in Sections 1 and 2 and then complete Section 3. Thank you for your willingness to complete this inventory and planning tool.

SECTION 1: DESCRIPTIONS OF ADAPTIVE, APPROPRIATE STUDENT BEHAVIOR

Instructions

For the items in this section, please indicate whether the behavior described is **critical**, **desirable**, or **unimportant** to a successful adjustment in your classroom.

Critical means that possession of the behavior is absolutely essential to a successful or satisfactory adjustment in your classroom.

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Desirable means that possession of the behavior is not essential or critical to a satisfactory classroom adjustment but is encouraged.

Unimportant means that you perceive the behavior as not being necessary or required for a satisfactory adjustment in your classroom.

Please circle the appropriate choice to the right of the item: **C** for **critical**, **D** for **desirable**, and **U** for **unimportant**. The line to the left of each item will be used later.

- _____ 1. Student seeks teacher attention at appropriate times. [C] [D] [U]
- _____ 2. Student makes his or her assistance needs known in an appropriate manner (raises hand, asks for help, etc.) [C] [D] [U]
- _____ 3. Student listens carefully to teacher instructions and directions for assignments. [C] [D] [U]
- _____ 4. Student complies with teacher commands. [C] [D] [U]
- _____ 5. Student improves academic or social behavior in response to teacher feedback. [C] [D] [U]
- _____ 6. Student produces work of acceptable quality given his or her skill level. [C] [D] [U]
- _____ 7. Student cooperates with peers in group activities or situations. [C] [D] [U]
- _____ 8. Student compliments peers regarding some attribute(s) or behavior. [C] [D] [U]
- _____ 9. Student has independent study skills, that is, works adequately with minimal teacher support, attempts to solve problem(s) before asking for help. [C] [D] [U]
- _____ 10. Student copes with failure in an appropriate manner, that is, doesn't give up on tasks or assignments. [C] [D] [U]
- _____ 11. Student behaves appropriately in nonclassroom settings (restrooms, hallway, lunchroom, playground), that is, walks quietly, follows playground rules, etc. [C] [D] [U]
- _____ 12. Student resolves peer conflicts or problems adequately on her or his own without requesting teacher assistance. [C] [D] [U]
- _____ 13. Student can accept not getting his or her own way. [C] [D] [U]
- _____ 14. Student ignores the distractions or interruptions of other students during academic activities. [C] [D] [U]
- _____ 15. Student can participate in and contribute to group instructional situations or activities. [C] [D] [U]
- _____ 16. Student has good work habits, that is, makes efficient use of class time, is organized, and stays on task. [C] [D] [U]
- _____ 17. Student makes productive use of time while waiting for teacher assistance, that is, continues to work on problems that do not prove difficult. [C] [D] [U]

- _____ 18. Student completes tasks within prescribed time limits. [C] [D] [U]
 _____ 19. Student expresses anger appropriately, that is, reacts to situations without being violent or destructive. [C] [D] [U]
 _____ 20. Student does seatwork assignments as directed. [C] [D] [U]

SECTION 2: DESCRIPTIONS OF MALADAPTIVE, INAPPROPRIATE STUDENT BEHAVIOR

Instructions

For the items in this section, please indicate whether the behavior described is **unacceptable**, **tolerated**, or **acceptable** in your classroom.

Unacceptable means that you would not tolerate the behavior occurring in your classroom. Should an instance of the behavior occur, you would initiate active methods to (1) suppress or eliminate it and (2) prevent its future occurrence.

Tolerated means that while you will put up with the behavior in question (at least temporarily), you would prefer to see it reduced in frequency or replaced by an appropriate, incompatible behavior.

Acceptable means the behavior presents no problems for you and you would not initiate procedures to reduce or eliminate it.

Please circle the appropriate choice to the right of the item: **U** for **unacceptable**, **T** for **tolerated**, and **A** for **acceptable**. The line to the left of each item will be used later.

- _____ 1. Student is easily distracted from the task or activity at hand. [U] [T] [A]
 _____ 2. Student has tantrums. [U] [T] [A]
 _____ 3. Student lies. [U] [T] [A]
 _____ 4. Student ignores teacher warnings or reprimands. [U] [T] [A]
 _____ 5. Student cheats, that is, copies work from others. [U] [T] [A]
 _____ 6. Student becomes visibly upset or angry when things do not go his or her way. [U] [T] [A]
 _____ 7. Student damages others' property, that is, academic materials, personal possessions, etc. [U] [T] [A]
 _____ 8. Student asks irrelevant questions, that is, questions serve no functional purpose and are not task-related. [U] [T] [A]
 _____ 9. Student reacts with defiance to instructions or commands. [U] [T] [A]
 _____ 10. Student steals. [U] [T] [A]
 _____ 11. Student does not follow specified rules of games or class activities. [U] [T] [A]

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- | | | |
|-------|---|-------------|
| _____ | 12. Student obeys only when threatened with punishment. | [U] [T] [A] |
| _____ | 13. Student argues and must have the last word in verbal exchanges with peers or teacher. | [U] [T] [A] |
| _____ | 14. Student appears to be unmotivated, that is, not interested in schoolwork. | [U] [T] [A] |
| _____ | 15. Student displays high levels of dependence, that is, needs excessive amounts of assistance, feedback, or supervision to complete tasks. | [U] [T] [A] |
| _____ | 16. Student does not respond when called on. | [U] [T] [A] |
| _____ | 17. Student creates a disturbance during class activities, that is, is excessively noisy, is out of seat, bothers other students, etc. | [U] [T] [A] |
| _____ | 18. Student interrupts the teacher when the teacher is engaged in a presentation or activity. | [U] [T] [A] |
| _____ | 19. Student engages in inappropriate sexual behavior, that is, masturbates, exposes self. | [U] [T] [A] |
| _____ | 20. Student does not follow or give in to necessary rules of games and class activities. | [U] [T] [A] |

SECTION 3: TECHNICAL ASSISTANCE NEEDS

Instructions

The purpose of this section of the SBS Inventory is to identify your technical assistance needs in teaching and managing at-risk students who, at some future point, could be integrated into your classroom. These students are likely to be deficient in some of the skills and competencies listed in Section 1 and outside the normal range on some of the maladaptive behaviors described in Section 2.

Please make one of three judgments for each item in Section 1 that you rated as **critical** and also for each item in Section 2 you rated as **unacceptable**. On the line to the left of each of your critical and unacceptable rated items, enter an **A**, **B**, or **C** to indicate the following.

- (A) You would insist that the student have mastered the skill or competency **prior to entry into your classroom**.
- (B) Following entry, you would accept responsibility for developing the skill or competency, but you would expect technical assistance in the process of doing so.
- (C) Following entry, you would accept responsibility for developing the skill or competency and would **not** require technical assistance.

Similarly, for each item you marked as unacceptable (U) in Section 2, enter A, B, or C to indicate the following.

- (A) The student must be within normal limits on the social behavior in question **prior to entry into your classroom.**
- (B) Following entry, you would take responsibility for moving the student to within normal limits on the social behavior in question, but only with technical assistance provided.
- (C) Following entry, you would take responsibility for moving the student to within normal limits on the social behavior and would **not** require technical assistance.

APPENDIX 3

Handout for Parents on How to Debrief Daily with Their Children about School

Debriefing is a process for talking with your children about what their school day was like. It has many advantages for the child and parents:

- Debriefing shows your interest in your child's schooling and how it's going.
- It's an opportunity to teach your child communication skills.
- Debriefing tells children you care for them and are concerned about what happens in their lives.
- It is an excellent form of screening to detect problems you might not find out about otherwise.
- Through debriefing, children can learn how to develop alternatives to problem situations and ways of responding to them effectively.
- Debriefing makes children more aware of their behavior and its impact on others.

WHEN TO DEBRIEF

Children should have some downtime after the stresses of the school day before being asked to engage in a debriefing session. Dinner time or after dinner may be a relaxed occasion for having a conversation about school and how it went. If a dinner time debriefing involves more than one child, each child should be asked different questions rather than the same question.

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WHAT QUESTIONS TO ASK DURING DEBRIEFING

Debriefing about school will be easier if it has been an established practice prior to the beginning of schooling by asking questions like “Tell me what you did today that was fun”, “Who did you play with today?”, and “What did you like best about your day?”

Family psychologist Soroya Lakhani has written on the importance of debriefing about school and the kinds of questions that should be asked in family debriefing sessions (retrieved from September 2021 blog post, December, 2021). She suggests that open-ended questions like “How was your day?” should be avoided in favor of questions that require a specific answer. Too often children respond to open-ended questions with statements like “It was OK” or “Fine.” She suggests using questions like the following.

- “What did you do during recess?”
- “What was the best thing that happened today?”
- “What was the worst thing that happened today?” “How did you handle it?”
- “Did you help anyone out today or did anyone help you?” (If so) “What for?”
- “Did anyone compliment you today?” (If so) “What for?”
- “Was anyone mean to you today?” (If yes) “Why so?”
- “Did you play any game(s) today?” (If so) “What were they?”
- “Was there a situation you didn’t like at school today?”
- “Were there any problems that you needed your teacher’s or classmates’ help on?”
- “Did you have any problems today with schoolwork?” (If yes) “How did you solve them?”
- “Did you spend time with your friends today?” (If yes) “What did you all do?”

Debriefing in this way will yield many long-term benefits in your child’s development.