

Fix It Shop

"Standard Protocol for Behavior Problems"

Overview

Teachers need a systematic approach for addressing behavior problems in their classroom. Realizing that they need to treat each child's difficulties individually, but understanding that teachers are not able to individualize a different behavior plan for every student in their class, the "Fix It Shop" was developed. This intervention tool teaches the skills of good behavior; however, it is implemented on an individual level as inappropriate behaviors happen.

Students need to learn skills for acting appropriately in school. It is fact that most students thrive if they know what is expected of them and we as educators respond with consistency. The "Fix It Shop" is a very structured set of activities that lead to the teaching of appropriate school behavior skills as well as a tool for dealing with inappropriate school behavior.

The "Fix It Shop" was developed for the purpose providing the students with a tool to learn the skills necessary to demonstrate appropriate behavior in school. It also serves as a prescribed set of steps for teachers to implement with students when issues arise.... Directions are short, and concrete. If a student exhibits behaviors that are not safe, not responsible, or not respectful, and it interferes with the learning of others or themselves, they are required to work through steps of the "Fix It Shop". Following is a description of the "Fix It Shop" steps:

Step # 1 "Chill Out" The skill taught in this step is to identify heightened emotion and use a variety of techniques to calm down. The tools in this step include stress reliever items. The student is directed to (1) Take a seat, (2) identify the level of heightened mood on a mood chart. They are then directed to use the stress reliever items until they feel calm enough to move to step 2.

Step # 2 "Believe It or Not" The skill taught in this step is to share the details of why they believe their behavior has gotten them into difficulty. The tools in this step include white boards and digital recorders. The student is directed to tell their side of the story.

Step # 3 "Once Upon A Time" The skill taught in this step is to read and learn from a social story detailing appropriate respectful, responsible, and safe behavior. The tools in this step include a social story that describes appropriate school behavior. The student is directed to read the story.

Step # 4 "Fix-it-Shop" The skill taught in this step is to come up with a plan for fixing their behavior. The tools in this step include materials for them to write or draw an idea for how they can behave appropriately in school. The student is directed to write or draw a picture of their plan to fix their behavior.

Step # 5 "Hallmark" The skill taught in this step is to apologize to the people who you caused the problem to. The tools in this step include markers, stickers, paper and templates for developing a card of apology. The student is directed to make a card to say I'm sorry.

Step # 6 "Make-A-Date" The skill taught in this step is to make an appointment with a mentor in the school that can help them maintain appropriate school behavior. The tools in this step include a template letter to a mentor asking for their help. The student is directed to make a date with a grown-up at school who can help them keep the plan fixed.

Step # 7 "Good Behavior Mart" The skill taught in this step is if you use appropriate school behaviors, you will be rewarded. The tools in this step include various rewards items that say "I Fixed It". The student is directed to pick a reward item.

Good locations for the "Fix It Shops" are the counselor's room, principal's office, title room or special education room. It is important there is always a "shop" available to students as student behavior should be addressed immediately.

See Appendix A

Research

When mastering skills, student learners typically advance through a predictable series of learning stages. At the start, a student is usually halting and uncertain as he or she tries to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a hierarchy when developing behavior.

Acquisition: The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.

Fluency: The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).

Generalization: The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. The student may confuse the target skill with similar skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situation, or to accurately discriminate between the target skill and similar skills.

Adaptation: The student is accurate and fluent with the skill, and uses it in many situations or settings. However, the student is not able to modify or adapt the skill to fit novel task-demands or situations. The goal is for the student to be able to identify elements of previously learned skills that he or she can adapt to the new demands or situations. The "Fix It Shop" is designed to allow the student to practice the appropriate school behavior so they can become fluent, accurate and confident in using the acquired skills, with direct teacher and mentor feedback. *Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). The fourth R: Research in the classroom. Columbus, OH: Charles E. Merrill Publishing Co.*

In learning the skills necessary for "Appropriate Behavior in School" the student moves through these learning stages. Students with social competency difficulties can benefit when repetitive problems are broken down into clear concrete parts. The idea is that how the student acts, reacts, and interacts in difficult situations

depends on the student's ability to quickly and efficiently assess what is happening and consider the consequences of their actions. The "Fix It Shop" systematically breaks down the steps needed to be socially competent so that students are able to apply them. *Buron, K. D., & Curtis, M. (2003). The incredible 5-point scale. Shawnee Mission, Kansas: Autism Asperger Publishing Company.*

A variety of interventions have been shown to reduce inappropriate school behavior. The following interventions have been considered effective, as evidenced by peer-reviewed research and/or espoused by professional organizations. These interventions have been classified based on their critical characteristics. Problem-Solving, Cognitive Restructuring, Verbal Mediation, Social Skills Training, Peer-Mediated Conflict Resolution and Negotiation and Replacement Behavior Training. The "Fix It Shop" utilized the components from several of the intervention methods known to be effective in reducing inappropriate school behavior. *Vannest, K. J., Reynolds, C. R., & Kamphaus, R. W. (2008). Basc-2 intervention guide. Bloomington, MN: Pearson.*

Budget

Seven draws or containers	\$30.00
Step # 1 "Chill Out"	
Variety of Stress Reliever Items	\$20.00
Step # 2 "Believe It or Not"	
Small white board	\$10.00
Small white board writing line	\$10.00
Markers	\$8.00
Digital recorder	\$30.00
Step # 3 "Once Upon A Time"	
Social Story	\$0.00
Step # 4 "Fix-it-Shop"	
Fix It Plans	\$0.00
Step # 5 "Hallmark"	
Stationary/Stickers etc.	\$15.00
Step # 6 "Make-A-Date"	
Template Letter	\$0.00
Step # 7 "Good Behavior Mart"	
Reward Items	\$20.00
Total	\$143.00

Once the kit is assembled the training for the use of the kits is minimal.

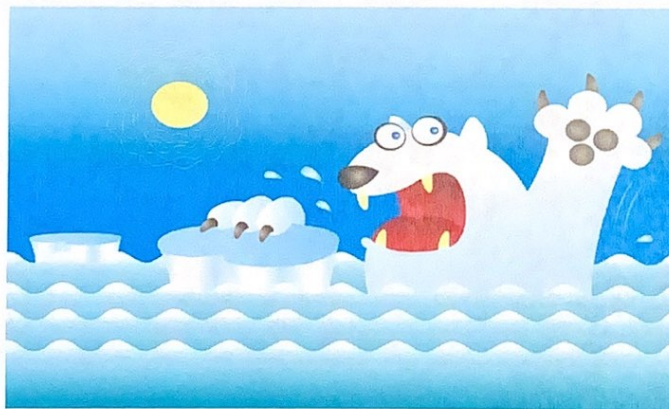
#1 Chill Out

Take a hat and take a seat

Mark your MOOD on the Mood Chart

**Pick something to help you
“CHILL OUT”**

**When your mood is a 1, Move to
#2**



#2 Believe It or Not

**Tell your story.... To the recorder
OR write it or draw it on the white
boards**

**Start your story with “Believe It or
Not”**

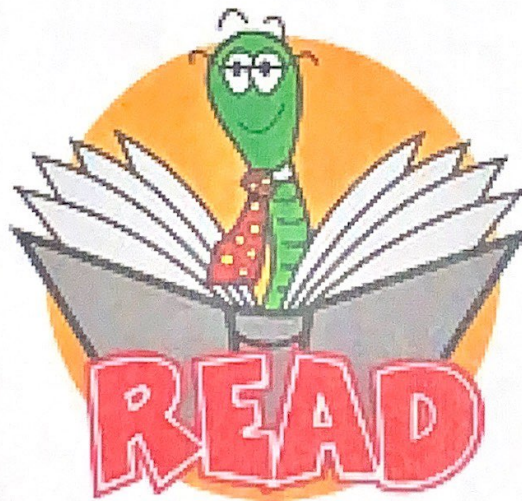
Move to #3



#3 Once Upon A Time

Read the “Appropriate Behavior in School” story.

Move to #4



#4 Fix-It-Shop

Write down or draw a picture of your PLAN to FIX your behavior.

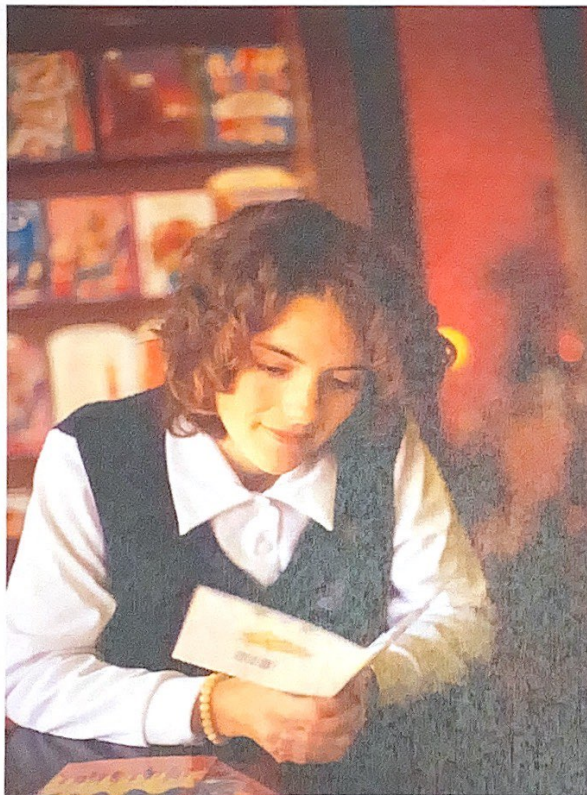
Move to #5



#5 Hallmark

Make a card to Say I'M SORRY!

Move #6



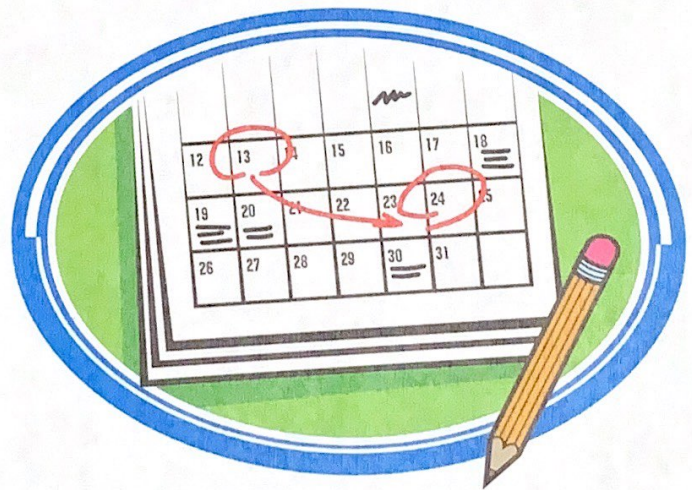
#6 Make-A-Date

Make-a-date with a grown-up at school who can help you keep your plan fixed.

Here is a list of people who might be possibilities for making a date with....

**principal
school counselor
teacher
librarian
secretary**

Move to #7



#7 Good Behavior Mart

**Congratulations! You made it to
Good Behavior Mart.**

Choose a Prize.

