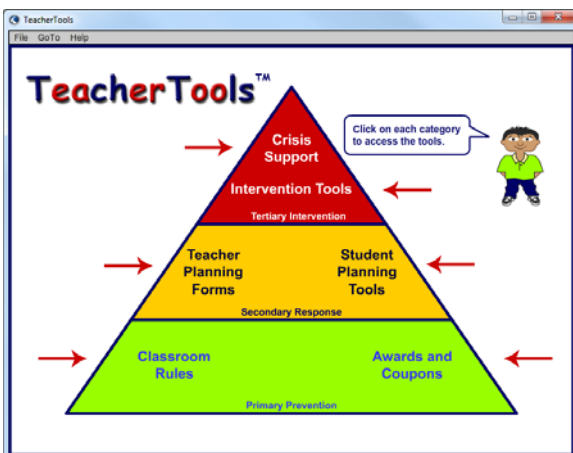


## The User Guide for TeacherTools™



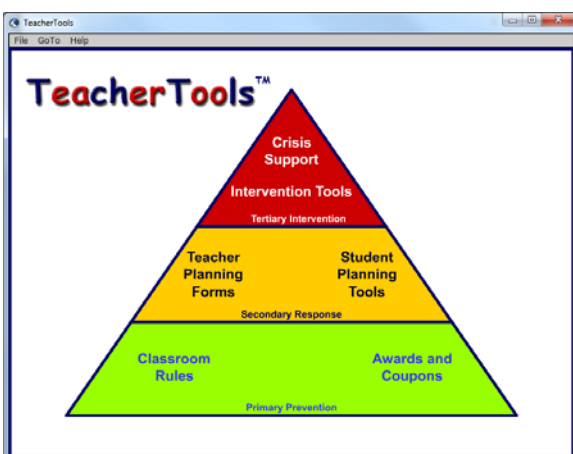
### Opening Screen

**TeacherTools** is a program for teachers to create behavior support tools for students. The tools are consistent with the positive behavior support framework in which management strategies are matched to levels of severity and need.

**Primary Prevention** strategies are appropriate for 80-85% of students who are not at-risk for behavior problems; they typically respond to preventative methods. These tools are used with whole classes.

**Secondary Response** strategies are used with 10-15% of students who are at-risk for academic failure or behavior problems but are not in need of individual support. These tools are used with small groups.

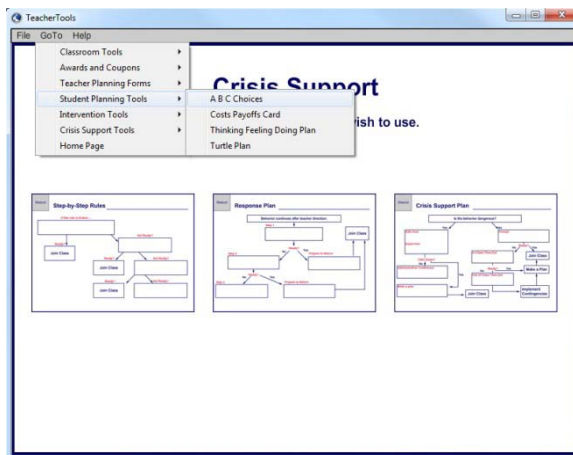
**Tertiary Intervention** strategies are used for individualized interventions for students who display persistent patterns of disciplinary or behavioral issues in classrooms.



### Main Menu

There are 25 tools in the program and these are organized into six categories: 1) classroom rules, 2) awards and coupons, 3) teacher planning forms, 4) student planning tools, 5) intervention tools, and 6) crisis support tools.

When clicking on a category button in the main menu, the associated tools are displayed on a menu screen. This is a good way to get an overview of the tools. The user can click on a tool from the menu screen and the tool opens for use.

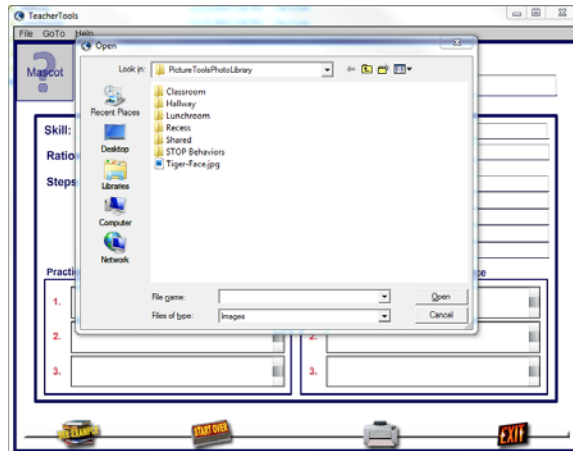


### Pull-down Menus

Once the user knows what tool he or she wants to use, it may be quicker to find the tool using the pull-down menus.

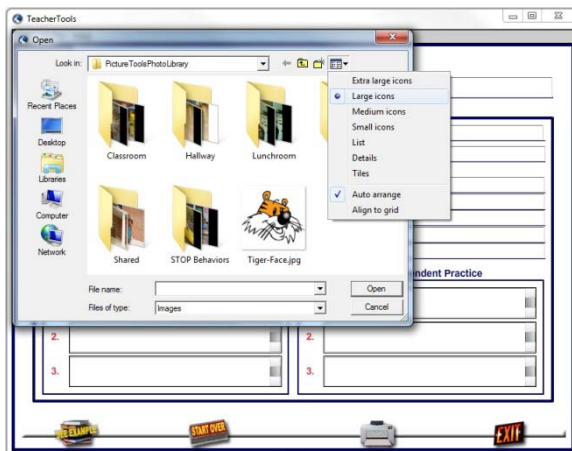
The **Go To** pull-down menu shows the six categories and the homepage. When users move the mouse to a category, its submenus are displayed. Users can select a desired tool from this pull-down location.

It is best to pull down **File** to **Quit** to exit.




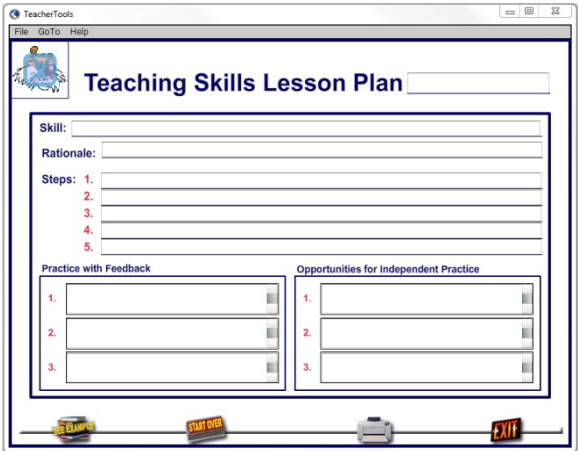
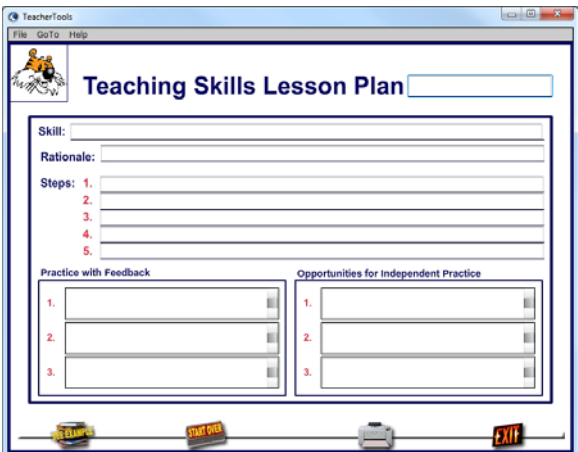

### Creating Tools - adding pictures

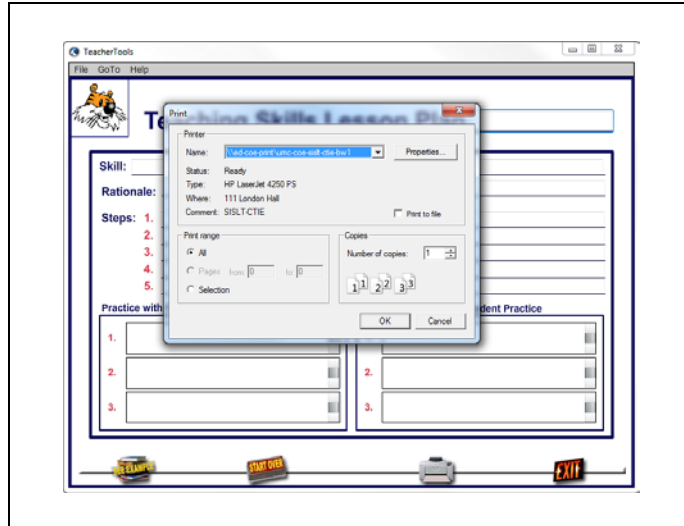
Most tools provide a place holder that allows users to insert their school mascot picture. To select a mascot picture, users can hover the cursor over the question mark and click. This opens up a dialog window that allows users to navigate within their computer to find a desired picture. The next step is to preview the picture.



### Creating Tools - previewing picture

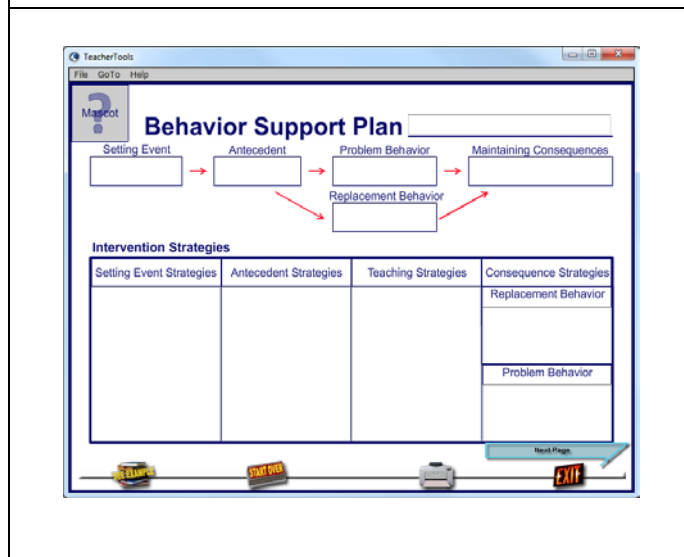
To preview pictures in the users' computer, users can click on the  button and select "large icons".

	<p><b>Creating Tools - removing picture</b></p> <p>To remove a picture inserted into the tool, hover your cursor over the center of the picture until an “X” appears. Click on the “X” to remove the picture.</p> <p>Then the user may make another selection.</p>
	<p><b>Creating Tools - editing text</b></p> <p>Each tool provides a template where text can be entered into the text fields. The user enters desired content into the fields. If the field window has a scroll bar, the user can enter as much information as desired and the information will scroll. If the field window does not have a scroll bar, the entry is limited to the displayed space on the screen.</p> <p>All the text displayed on the screen can be edited.</p>
	<p><b>Navigation Buttons on the Screens</b></p> <p>The buttons allow the user to <b>See Example</b> of the tool with entries, to <b>Start Over</b> by erasing all entered content, to <b>Print</b> a form with all the tool content, and to <b>Exit</b> the tool and go back to the main menu.</p>



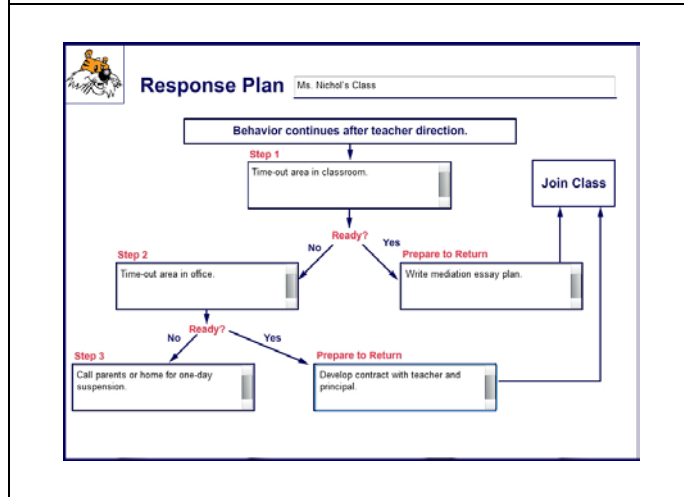
### Print Function on the Tool

After making a tool, the user can select an available printer and make multiple copies of the card for use.



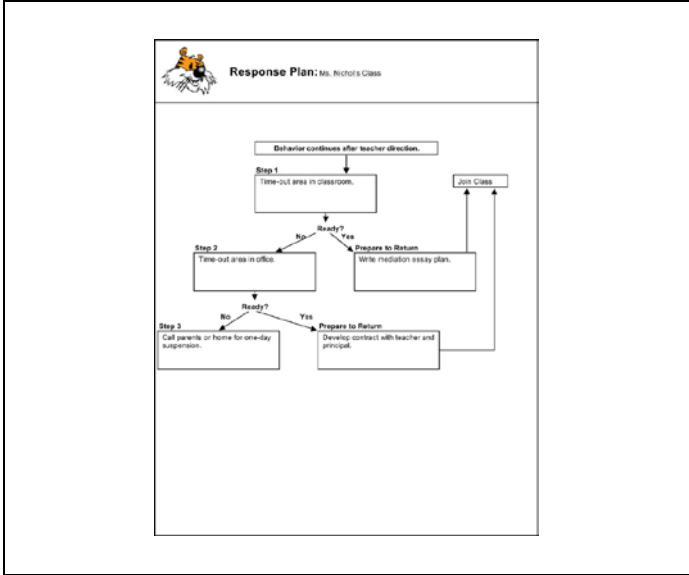
### Navigating Between Pages

The Behavior Support Plan tool allows users to navigate back and forth between the two pages by clicking on the “Next Page” or “Pre Page” button. This tool provides two pages for entries.



### Example of Crisis Support Tools

The crisis support tools provide a structured series of steps to guide the removal of a student from an activity or classroom. The steps should be followed in sequence to stay as close to the natural activity or setting as possible while assisting the student in complying and regaining self-control. Each level requires problem solving and a commitment for returning to class or moving to the next lower contingency.



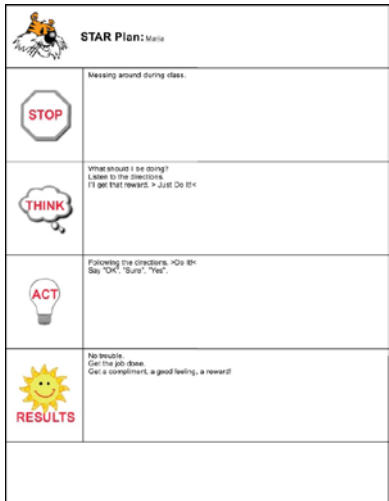
The **Response Plan** tool creates a form with all the entered content when printed.

STAR Plan	
<b>STOP</b>	Messing around during class.
<b>THINK</b>	What should I be doing? Listen to the directions. I'll get that reward. -> Just Do It!
<b>ACT</b>	Following the directions. >Do stc Say "Ok", "Sure", "Yes"
<b>RESULTS</b>	No trouble Get the job done. Get a compliment, a good feeling, a reward!

**Example of Intervention Tools**

The intervention tools are used when individual intervention behavior plans are needed. These are of two types: ones that are made for students to carry out, and ones that are made for teachers to use in creating individual plans. This example shows the **STAR Plan** for students to use for gaining control of impulsive or frequent behaviors: to **stop** and **think** prior to making a better **action** to gain positive **results**.

This category also contains a template for teachers to analyze behavior within settings, define behaviors, and plan intervention tasks for team members.



**STAR Plan: Maria**

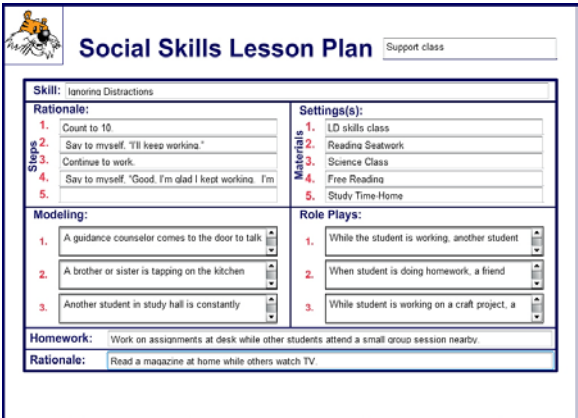
**STOP**  
Messing around during class.

**THINK**  
What should I be doing?  
Listen to the directions, & just do it!

**ACT**  
Following the directions. <Do it>  
Say "OK", "Sure", "Yes".

**RESULTS**  
No trouble.  
Get the job done.  
Get a compliment, a good feeling, a reward!

The **STAR Plan** tool creates a form with all the entered content when printed.



**Social Skills Lesson Plan** Support class

**Skill:** Ignoring Distractions

**Rationale:**

- Count to 10.
- Say to myself, "I'll keep working."
- Continue to work.
- Say to myself, "Good. I'm glad I kept working. I'm..."
- 

**Settings(s):**

- LD skills class
- Reading Seatwork
- Science Class
- Free Reading
- Study Time-Home

**Modeling:**

- A guidance counselor comes to the door to talk
- A brother or sister is tapping on the kitchen
- Another student in study hall is constantly

**Role Plays:**

- While the student is working, another student
- When student is doing homework, a friend
- While student is working on a craft project, a


**Homework:** Work on assignments at desk while other students attend a small group session nearby.

**Rationale:** Read a magazine at home while others watch TV.

**Example of Teacher Planning Forms**

The teacher planning forms provide lesson planning forms for curriculum to teach social skills, behavior skills, anger control skills, and conflict resolution procedures. These tools help break the skills down into steps and plan homework situations for use of the tools.

An additional tool offers a template for conducting an A-B-C observation for a student.



**Social Skills Lesson Plan: Support class**

**Skill:** Ignoring Distractions

**Rationale:**

- Count to 10.
- Say to myself, "I'll keep working."
- Continue to work.
- Say to myself, "Good. I'm glad I kept working. I'm glad I did it."
- 

**Settings(s):**

- LD skills class
- Reading Seatwork
- Science Class
- Free Reading
- Study Time-Home

**Modeling:**

- A guidance counselor comes to the door to talk to the teacher while students are working.
- A brother or sister is tapping on the kitchen table while the student is trying to do homework.
- Another student in study hall is constantly bugging the student.

**Role Plays:**

- While the student is working, another student starts throwing paper each.
- When student is doing homework, a friend asking her to go to the mall.
- While student is working on a craft project, a parent turns on an internet TV show.

**Homework:** Work on assignments at desk while other students attend a small group session nearby.

**Rationale:** Read a magazine at home while others watch TV.

The **Social Skills Lesson Plan** tool creates a form with all the entered content when printed.

 **Costs/Payoffs Card** Alfredo


**Behavior** Taking things from other kid's lockers.

	<b>NOW</b> right this minute	<b>LATER</b> today or tomorrow	<b>MUCH LATER</b> next week, month, year
<b>C</b> <b>O</b> <b>S</b> <b>T</b> <b>S</b>	Someone might see me feel scared.	My friends tell this friends hate me. Get beat up. Get in trouble	Parents don't trust me. Kids don't trust me. Probation. Have to pay it back.
<b>P</b> <b>A</b> <b>I</b> <b>N</b> <b>T</b> <b>S</b>	Get stuff free. Enjoy the thrill. Friends think I'm cool.	Have stuff. Can sell stuff for \$\$.	May still have stuff.

**STOP!** Getting free stuff and having extra things as a payoff **NOW**  
is not worth getting in trouble and losing my money as a cost **LATER.**

### Example of Student Planning Tools

The student planning tools support students in changing their thinking and behaving. The tools guide students in problem solving, analyzing behaviors, and making plans to change the behaviors. This **Costs/Payoffs** tool helps students analyze possible outcomes for a behavior now, later, and in the future, and then make a behavior choice.


 **Cost/Payoffs Card: Alfredo**



**Behavior:** Taking things from other kid's lockers.

	<b>NOW</b> right this minute	<b>LATER</b> today or tomorrow	<b>MUCH LATER</b> next week, month, year
<b>C</b> <b>O</b> <b>S</b> <b>T</b> <b>S</b>	Someone might see me feel scared.	My friends tell this friends hate me. Get beat up. Get in trouble	Parents don't trust me. Kids don't trust me. Probation. Have to pay it back.
<b>P</b> <b>A</b> <b>I</b> <b>N</b> <b>T</b> <b>S</b>	Get stuff free. Enjoy the thrill. Friends think I'm cool.	Have stuff. Can sell stuff for \$\$.	May still have stuff.

**STOP!** Getting free stuff and having extra things as a payoff **NOW**  
is not worth getting in trouble and losing my money as a cost **LATER.**

The **Costs/Payoffs** tool creates a form with all the entered content when printed.

 **Steps for** Recess





-  1. Put away your materials
-  2. Line up
-  3. Take turns playing
-  4. Share toys
-  5. Get a drink

### Example of Classroom Rules Tools

The classroom rules tools can help develop, communicate, and guide rule-following behavior in the classroom. A variety of supports are offered: showing pictures of rule behavior, listing rules, listing the steps for following a rule, specifying rewards and consequences for following/not following rules, and identifying schoolwide expectations across multiple settings.

Steps for: <b>Recess</b>	
	1. Put away your materials
	2. Line up
	3. Take turns playing
	4. Share toys
	5. Get a drink





The **Step Poster** tool creates a form with all the entered content when printed.

 Caught Being Good (fill in child's name)	 Caught Being Good (fill in child's name)
 Caught Being Good (fill in child's name)	 Caught Being Good (fill in child's name)

### Example of Awards and Coupons

Teachers can use the awards and coupons tools to create reinforcement materials. The rewards and coupons are generic and easily adaptable for individual behaviors or students.

The WALT tokens are generic and can be handed out to students when displaying behaviors that fit the categories of W (working), A (acting), L (listening), and T (talking) like a student.

 Caught Being Good (fill in child's name)	 Caught Being Good (fill in child's name)
 Caught Being Good (fill in child's name)	 Caught Being Good (fill in child's name)

The **Caught Being Good** tools create a form with all the entered content when printed. These may be printed out and filled in when given to students, or the entries may be entered into the form and then printed out.