Promoting Academics and Interpersonal Relationships in Schools: The PAIRS Program Grades 1-2

(Working Manual – Contact authors prior to using)
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Introduction
Purpose of the PAIRS Program

Over the last several years, there has been an increase in the prevalence of autism spectrum disorders (ASD), a group of disorders characterized by difficulties with social interaction, communication, and repetitive behaviors (APA, 2000). In fact, current statistics estimate that 1 in every 88 children in United States is diagnosed with ASD (CDC, 2012). Not only is the incidence of ASD on the rise, but there has also been a recent trend of increasing full-inclusion of these children in schools (Simpson, de Boer-Ott, & Smith-Myles, 2003). These two factors make it likely that all teachers will have a child with ASD in their classroom at some time in their career, and teachers will have to address the difficulties these children may have in the classroom. Many of the issues children with ASD have in the classroom can be linked to issues with understanding and following social rules (Osborne & Reed, 2011).

Although social skills often involve skills used for establishing friendships, social skills are not only used to make friends and get along with others, but also needed to support academic learning. Classroom learning is a social event (Tutt, Powell, & Thornton, 2006) requiring skills such as listening to others and following rules. A survey of over 8,000 teachers in two years, 1989 and 2006, showed that ten social skills were considered important to classroom success. These included listening to others, following steps, following rules, ignoring distractions, taking turns, asking for help, getting along with others, staying calm, taking responsibility for one’s own behavior, and doing nice things for others (Elliott & Gresham, 2008).

Notably, these social skills are important for all children in the classroom, not just those with ASD or other difficulties. Children with ASD as well as other diagnoses, such as Attention Deficit/Hyperactivity Disorder (ADHD), anxiety, or mood disorders, may exhibit social difficulties as part of their symptom profile (APA, 2000; Segrin, 2000; Spence, Donovan, & Brechman-Toussaint, 1999). Children with no diagnoses, however, also may have the same social difficulties as children with a diagnosis. All of these children may have difficulties learning in the classroom without additional skill instruction.

Social difficulties also extend outside of the learning environment in school. Children with poor social skills may be teased or bullied by their peers (Luciano & Keller, 2009), and this can lead to short-term and long-term consequences such as feelings of rejection, sadness, and anxiety (Gill, Anthony, Cassidy, & Javaloyes, 2000; Kumpulainen, 2008). If these feelings are associated with the school environment, children may not want to be there leading to additional behavior problems in the child’s effort to escape or avoid the school or classroom environment that they view so negatively.

The purpose of the Promoting Academics and Interpersonal Relationships in Schools (PAIRS) program is to support learning by teaching social skills to children in the entire class, with a special focus on those with ASD and other social issues, while also creating a positive classroom environment. The program uses evidence-based techniques, including video modeling (Reichow & Volkmar, 2010), peer prompting (Reichow & Volkmar, 2010), and group contingency systems.
(Litoe & Pumroy, 1975). Additionally, the program aims to create an environment that not only teaches skills, but also helps to improve and maintain these skills through positive peer interactions and support (Bierman & Furman, 1984). Children will learn how to focus on the positive attributes of others and how to help those that struggle using the skills. This not only helps improve social skills, but will also help widen social circles for children that struggle socially (Bierman & Furman, 1984).
Program Structure

This program consists of three major components: 1) social skills instruction through didactic lessons, 2) promotion of skill use, and 3) development and support of relationships among children in the classroom.

Social Skills Instruction

You can decide what skills you would like your students to work on by choosing from the various lessons provided. Each lesson focuses on a specific social skill and will take about 15-30 minutes to teach. Several optional activities lasting 5-10 minutes that can be incorporated throughout the week are included for each skill you choose. These activities provide opportunities for children to have more exposure to the steps of the skill or rule and time to practice in a structured manner. These activities also allow children who were absent from the initial lesson of the week an opportunity to learn and practice the skill. Each week, you will pick a new skill to teach and follow the directions for the lesson. You will read the text in bold to your class and follow the directions listed in the text. Children will learn the skills by watching a video and practicing the skills with the children in their PAIRS group during the initial lesson and will review the skill and gain additional practice through optional activities.

Promotion of Skill Use

Research has shown us that just teaching children social skills is not enough for many children; we also need to encourage them to use the skills and use them fluently. Children may be able to recite how to use a specific skill when asked, but this knowledge does not always translate into practice (Gresham, Sugai, & Horner, 2001). A motivational system is incorporated into this program to help encourage the actual use of skills. This system, called a group reward system (page 19), gives both recognition and items/privileges when skills are used.

For some children, social skills instruction and motivation to practice are not enough to get them to use a skill. In addition, they may require prompts from others to remind or assist them. When adults provide these prompts, children and their peers can begin to rely on these adult prompts and fail to learn to interact independently with peers (Bass & Mulick, 2007; Laushey & Heflin, 2000; Scattone, 2007). To avoid this sort of dependency on an adult, the program teaches children to recognize, reinforce, and prompt the use of skills by their peers. This not only promotes use of the skills in the classroom, but also helps to create a positive environment to learn the skills, which is a prerequisite for the development and support of new relationships. All lessons are optional, except for the first three lessons. The first three lessons are a required component of the program, as they set the foundation for skills we are trying to teach and introduce the program and the idea of peers helping peers.

Development and Support of Relationships
All components of this program focus on developing and supporting relationships among the children in the classroom. Learning appropriate classroom social skills can help children blend into the classroom, thus reducing their likelihood of being a target for teasing and bullying. Children are taught to help each other in a non-confrontational way, which helps create and support a positive environment where new relationships can be formed. Finally, you will set children up to work together and develop relationships in the classroom by assigning students to PAIRS groups.

Each PAIRS group should consist of 3-4 students who will focus on helping each other use the skills throughout the time they are together. When dividing students into groups, it is important to keep group dynamics in mind. It is good to pair children that have difficulty with classroom social skills with those that excel. Try to pair children who may not normally gravitate towards each other to help foster new, positive relationships. However, be careful to keep children who absolutely do not get along separated from each other, as this could cause more problems than solutions. Also avoid putting children who are best friends in the same group. The purpose of these groups is to help foster new, positive relationships. You may choose to keep these groups for the entire school year, or you may reassign them 2-3 times; however, it is recommended that groups remain the same for at least a month at a time so children have a chance to get to know each other and develop new relationships.
How To Use The PAIRS Manual

In order to use this manual effectively, you must fully implement all components. It is recommended that you follow these steps when implementing this program.

1. Read the entire introduction.
2. Read Reinforcement and Reward section (page 10-33).
3. Make initial plan for group reward system that you will present to your class in Lesson 1: Introducing the Program. Make sure you have any supplies you will need so that you can begin implementation of the group reward system during Lesson 1.
4. Choose PAIRS groups. Groups include 3-4 children who will sit together in the classroom. Make sure to pair children who struggle socially with those that excel and children who may not gravitate towards each other naturally but will get along.
5. Pick the skills you want to teach and the order you would like to teach them in (page 35).
   Note that Lesson 1: Introducing the Program (page 37), Lesson 2: Class-Wide Positive Peer Reporting (page 37), and Lesson 3: Creating a Positive Classroom Environment (page 40) are required.
6. Begin teaching skills. Choose one skill to teach per week. Reward use of the skill the week it is taught and continue to reward throughout the school year.
Reinforcement and Reward
Basics of Reinforcement

Reinforcement Versus Reward

Many people use the words reinforcement and reward interchangeably; however, these two concepts, while related, are fundamentally different. According to neuropsychologists, rewards are consequences that increase approach behaviors (make someone want to come to you) (White 1989). Organizational psychologists state that rewards are given when trying to improve or maintain a behavior or to make a person feel good about him or herself (Geller, 2003), but not necessarily to increase behaviors. Reinforcers on the other hand, are consequences that increase the likelihood of a behavior happening again (Cooper, Heron, & Heward, 2007). Sometimes, a reward can be a reinforcer and a reinforcer can be a reward, but not always.

Reinforcers can fall under two main categories, positive and negative reinforcement. These are not qualitative labels as in good and bad, but rather quantitative labels; addition and subtraction. Positive reinforcement occurs when you give a person something and it increases their behavior (Cooper, Heron, & Heward, 2007). For example, you give a child a sticker for raising her hand in class and she is more likely to raise her hand in the future. Negative reinforcement occurs when you take away something and it increases the behavior (Cooper, Heron, & Heward, 2007). For example, a child throws a tantrum and escapes from having to complete his assignment and he is more likely to tantrum when presented with assignments in the future. In order to determine whether something is a reinforcer, you have to observe the behavior after the fact. If the likelihood of a behavior increases after a specific consequence, then you have a reinforcer. If behavior does not increase, then you do not have a reinforcer.
Rewards are a little easier to determine. They tend to be items, statements, recognition, or privileges that an authority figure predetermines to be valuable to an individual or group (Carpenter & McKee-Higgins, 1996). For example, many teachers give stickers for good work on individual assignments in the classroom. If you asked them why, many teachers would probably say they want to reward good work. Other examples of rewards include certificates of recognition, achievement, or completion, praise statements, and special privileges such as extra recess or free time. Rewards may not always increase the likelihood of behavior, but they do generally lead to increased feelings of well-being for those that receive them and may encourage us to keep coming back for more (Geller, 2003). Teachers need to beware of the unintended consequences of rewards. For example, praising a child in front of his class for always turning in his work on time may make him feel proud and lead to peer admiration; however, it could also lead to teasing or ostracizing from peers. In this case, public, verbal praise may not be an effective reward.

For the purposes of this manual, we will focus on using group-based reward systems (more accurately referred to as group-oriented contingency systems) and individual reinforcement systems. Reward systems implemented at the group level may act as a reinforcement system for many children in your classroom; however, reinforcement and behavior occur at the level of the individual (Cooper, Heron, & Heward, 2007). There is no such thing as a one-size-fits-all reinforcement system. A group level reward system is intended to reinforce behaviors for most of the children in your class. Individual reinforcement systems can be implemented based on necessity and resources. Children who are not motivated by the same things their peers are, or children with especially challenging behaviors, may be good candidates for individual reinforcement systems. Group reward systems will be discussed in more detail in the next section.

**Decreasing Behavior**

This program focuses on using reinforcers, specifically positive reinforcement, and rewards to promote social skill learning and use. However, it is helpful to have some knowledge of strategies that decrease the likelihood of behavior behaviors occurring; these include punishment and extinction. Just like reinforcement, punishment is a technical term in that it is something that decreases the likelihood of behavior. It also comes in two forms, positive and negative (Cooper, Heron, & Heward, 2007). When thinking of positive and negative reinforcement and punishment, it is helpful to visualize a table like this:

<table>
<thead>
<tr>
<th>Positive Reinforcement:</th>
<th>Negative Reinforcement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of something that increases the likelihood of behavior. Example: Child is praised for raising his hand and he is more likely to raise his hand the next time he wants to answer a question.</td>
<td>Removing something that increases the likelihood of behavior. Example: Child is removed from the room for standing on the tables in class and she is more likely to stand on the tables to get out of class in the</td>
</tr>
<tr>
<td>Punishment</td>
<td>Positive Punishment: Addition of something that decreases the likelihood of behavior. Example: Child is reprimanded for standing on the tables in class and she is less likely to stand on the tables in the future.</td>
</tr>
</tbody>
</table>

Extinction occurs when you no longer reinforce a behavior that you have reinforced in the past and the likelihood of that behavior decreases (Cooper, Heron, & Heward, 2007). A great example of extinction is that of the class clown who is no longer funny. When the child first starting acting out, saying witty statements, making noises, and dancing around the room, all the children in the classroom found it funny. They laughed at him and gave him lots of attention. After a while, his antics got old and the other children were no longer amused. They stopped laughing and giving him attention. The class clown tried harder to get their attention and his antics went on for longer, they got louder, and he tried new things. The other children decide this was not funny and continued to ignore his “clowning around”. After a few days, the class clown realized that no one is going to give him attention and he gave up his clowning around. As you see, the class clown eventually gave up, but before he did, his behavior increased (longer, louder, tried different behaviors). This is referred to as an extinction burst. When using extinction alone, you will see behaviors get worse before they get better. If you look at it graphically, it looks like this.

There are several reasons why we don’t use punishment or extinction alone. First of all, these procedures focus on decreasing behaviors. They only teach children what not to do rather than what to do. In our extinction example, the class clown learned that “clowning around” did not work to get attention anymore in that classroom. However, he did not learn how to get attention appropriately. Additionally, he only learned that he couldn’t get attention by “clowning around” in that classroom. Since he may not have other, more appropriate, skills to get attention, he is likely to try to get attention by “clowning around” in other classes and settings. If you are working with children in a classroom who have social behaviors you would like to decrease or only see during certain times, you may need to use extinction in this program. Please note that this manual will always encourage the use of extinction with teaching a new skill. This will be discussed further in the Group Reward Systems and Individual Reinforcement Systems sections.
This program will not incorporate punishment for several reasons. First of all, this manual focuses on increasing helping behaviors and social skills in the classroom. As previously mentioned, punishment does not do this. It decreases behaviors. Punishment can also have negative consequences. It can lead to aggressive behavior, emotional behavior, and lead to escape and avoidance of situations (like the classroom) where punishment occurs (Martin & Pear, 1999). Additionally, children are more likely to focus on the negative behaviors they are not supposed to do rather than the positive behaviors we want to increase. The goal of this program is to make the classroom a positive place to learn and using reinforcement procedures (with extinction as necessary) addresses this goal far better than punishment.

**Rules of Reinforcement**

Reinforcers increase the likelihood of behavior by definition. If the likelihood of a behavior does not increase, then you may not be following the rules of reinforcement. In order to use reinforcement effectively, you must follow the following rules (Martin & Pear, 1999):

1. **The behavior must be objectively identified.**
   Have you ever just wanted the kids in your classroom to be nicer to each other? If you answered yes, the next question you need to ask yourself is, “What would that look like?” What I believe is nice may not meet the same definition of what you think is nice. Being nice is a very broad term - while you might want your students to use the words “please” and “thank you” more often, another teacher might define being nice as giving compliments or taking turns at the water fountain. All of the lessons in this manual have objectively defined behaviors that you will teach and reinforce/reward.

2. **Choose reinforcers that are tailored to the individual.**
   There are very few things that are reinforcing to everyone. For example, you may have a class clown in your room, a child who will do anything to get the attention of everyone in the room. On the other hand, you may have a shy child who tries to avoid getting the attention of everyone in the room. You could increase a behavior of the class clown, like sitting in his seat, by giving public praise for the behavior, while the shy child may prefer that you tap him on the shoulder and tell him “good job” so that only he can hear.

3. **Be aware of motivating operations.**
   Have you ever eaten too much of your favorite food? Let’s say that you love chocolate cake, but you ate three slices of it. You are probably very full of chocolate cake, and you wouldn’t be very motivated to work for chocolate cake at that moment. Motivating operations, such as deprivation or satiation, are variables that make reinforcers more or less effective.
   a. **Deprivation**, or decreased access to a reinforcer, is the most common way of making a reinforcer more effective. This means that you do not allow the child to have the reinforcer unless he or she earns it. If you allow children access to reinforcers at times when they did not earn them with target behavior, or in other words, provide noncontingent reinforcement, then your reinforcers will lose much of their value. If you offer me the opportunity to work for a
fiddle toy, for example, but I know that I can have that toy when I get pulled out for speech therapy, then I might not be that motivated to work for it when you ask me to. It’s like paying for something I can get for free later.

b. **Satiation**, having enough or too much of an item, is the most common way of making a reinforcer less effective. This is the concept at work in the chocolate cake example above. For this reason, you need to remember that if a child keeps working for the same item day after day, it is likely to become less effective. This is why it is a good idea to rotate reinforcers.

c. Other variables can also decrease the effectiveness of a reinforcer. For example, working for candy after a big lunch would not be as effective as using it at the end of the day when kids are hungry, or offering time to jump on the trampoline when a child is exceptionally tired or feels sick may not be as effective as days when he or she feels well and is full of energy.

4. **Match behavior to reinforcer size.**

   Would you be willing to work full-time if you earned less than a dollar a day? Probably not. The amount of effort it takes a child to perform a behavior should be comparable to the value of the reinforcer. Remember that the same task may require different amounts of effort from different children, depending on their skill level.

5. **Reinforce immediately.**

   A reinforcer should always be given immediately after the behavior you want to increase has been performed. Research has shown that the closer in time a reinforcer is to the behavior, the more effective it is, and that reinforcing more than 30 seconds after a behavior is completely ineffective (Martin & Pear, 1999). For example, telling a child that you like how he sat in his seat all morning when it is 1 o’clock in the afternoon is not as effective as telling him in the moment. Sometimes we do see that belated praise or rewards can help increase behavior; however, this is due to several events such as verbal rules and other short-term reinforcers “bridging the gap” between the behavior and the belated praise or reward. Another way of saying this is that delayed reinforcement influences behavior rather than reinforcing it (Martin & Pear, 1999). Additionally, reinforcement is an automatic process. You are reinforcing the behavior you are seeing at that moment and the behavior that occurs closest in time to the reinforcer is the behavior you will increase. By waiting too long to reinforce, you may inadvertently increase a disruptive behavior that is occurring when you provide reinforcement.

6. (Almost) always pair reinforcement with **descriptive praise.**

   We all come into constant contact with reinforcers in our everyday life. One of the most common reinforcers students come into contact with is praise. Wouldn’t it be great if the students in your class only needed to hear you praise them for good behavior, rather than needing an additional reinforcer to increase and maintain the target behavior? By pairing reinforcement with praise, you can often fade out the additional reinforcers later on. It is also important to provide descriptive praise, or directly labeling the behavior you see the child perform that you want to reinforce (e.g., “I like how you are sitting in your chair with your hands to yourself. You earn a point!”). This can help teach the rules to the child.
you are talking to and those around him, and is much more specific than “Good boy!” or “Nice work!”. There are some times when you do not want to do this, including when it would be disruptive to the class (sometimes you should just make a point for the group without saying anything) or if you notice that a specific child begins engaging in disruptive behavior when praised.

Token Economies

A token economy is a system that allows individuals to earn tokens (or points, marbles, chips, stickers etc.) for desirable behaviors that they can later exchange for backup reinforcers. Token economies have several advantages when used as part of a reinforcement system. First of all, they can be easily delivered immediately after a behavior without a lot of disruption. For example, you may have a child who likes to work for time on the computer and you want to reinforce sitting in his seat. The computer is not available during instruction time, but is available during three periods during the day; however, you want to reinforce sitting in his seat during instruction. You can deliver tokens that each equal a minute contingent on sitting in his seat that he can trade in during designated computer time during the day. That brings us to the next advantage: it allows you to delay reinforcement. Another advantage of using a token economy is that a child may trade in tokens for many different privileges or items, adding a great deal of flexibility and personalization to the system. Our money system is a great example of this. We can trade our money for different items including activities, different types of food, and tangible items. This helps keep the token system motivating because it helps you avoid satiation. More information about using token economies in a group reward system and individual reinforcement system will be discussed in their respective sections (Martin & Pear, 1999).

Common Reinforcers

Positive reinforcers, or things you add to the person’s environment that increase behavior, fall into five categories: consumables, activities, manipulatives, possessionals, and social reinforcers. Negative reinforcement, or things you remove from the person’s environment that decrease behavior, fall under escape or avoidance. See the table below for definitions and examples you may see in the classroom of these reinforcers (Martin & Pear, 1999). More examples and how to choose reinforcers will be discussed in the chapters on group reward systems and individual reinforcement systems.

<table>
<thead>
<tr>
<th>Positive Reinforcers</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumables</td>
<td>Preferred food or drinks</td>
<td>Juice, water, candy, chips, favorite food,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gum</td>
</tr>
<tr>
<td>Activities</td>
<td>Opportunity to engage in a preferred activity</td>
<td>Reading, watching a movie, having a party</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Small toys or items that child may have access</td>
<td>Slinky, “fiddle toys”, Play-Doh, ball, toy</td>
</tr>
<tr>
<td></td>
<td>to for a specific period of time</td>
<td>car, Legos</td>
</tr>
<tr>
<td>Possessionals</td>
<td>Opportunity to enjoy an item that</td>
<td>Sit in a special chair, wear</td>
</tr>
</tbody>
</table>

16
they may own for a specified period of time  a favorite item of clothing

| Social Reinforcers | Social attention | Praise, smiles, high-fives, fist bumps, pats on the back, hugs praise, nods of approval, smiles, any indication of social attention |

| Negative Reinforcers | Escape | Removal of something aversive in the environment or getting out of something | Allowed to leave a non-preferred class or lecture early |
| Avoidance | Preventing something aversive from occurring | Get out of homework free card, Allowed to leave class before lecture starts |

**Main Points**
1. Reinforcers always increase the likelihood of a behavior occurring again in the future. Rewards are not always reinforcers.
2. In general, reinforcement should be used before punishment is tried. You should almost always use reinforcement when using a punishment or extinction procedure.
3. Rules of reinforcement
   a. The behavior must be objectively identified.
   b. Choose reinforcers that are tailored to the individual.
   c. Be aware of motivating operations.
   d. Match behavior to reinforcer size.
   e. Reinforce immediately.
   f. (Almost) always pair reinforcement with descriptive praise.
4. Token economies can be used to help minimize disruption from reinforcement, delaying reinforcement, and adding variety to a reinforcement system.
5. Positive reinforcers fall under the categories of consumables, activities, manipulatives, possessionals, and social reinforcers. Negative reinforcers occur to escape or avoid aversive stimuli.
Key Terms

Deprivation: The absence or reduction of a reinforcer for a period of time that increases the value of the reinforcer.

Descriptive praise: Pairing a praise statement with a description of the behavior.

Extinction: No longer reinforcing a behavior that was previously reinforced which results in an initial burst of responding followed by a decrease in the rate, frequency, and/or intensity of the behavior.

Extinction Burst: The initial increase in the rate, frequency, and/or intensity of a behavior followed by the implementation of extinction.

Group-oriented contingency systems: System that applies the same consequence to the behavior of a group of individuals in an attempt to reinforce or punish the behaviors of all individuals in the group or to utilize peer-pressure to change the behavior of an individual or group of individuals.

Individual reinforcement systems: System designed to reinforce the behavior of an individual person.

Motivating operations: Any change in the environment that changes the effectiveness of a reinforcer.

Negative Reinforcement: Removal of a stimulus that increases the likelihood of behavior.

Noncontingent reinforcement: Application of a desirable consequence regardless of the target’s behavior.

Positive Reinforcement: Addition of a stimulus that increases the likelihood of behavior.

Punishment: A consequence that decreases the likelihood of behavior.

Reinforcement: A consequence that increases the likelihood of behavior.

Reward: Items, statements, recognition, or privileges that an authority figure predetermines to be valuable to an individual or group.

Satiation: Consuming a substantial amount of reinforcer that decreases the value of the reinforcer.

Token economy: A form of contingency contract, usually involving a group of people, in which the reinforcers are tokens that may be exchanged for other (backup) reinforcers in the future.
**Group Reward Systems**

Group-oriented contingency systems (which we will call group reward systems from here on out) are separated into three main types: **independent**, **dependent**, and **interdependent** (Litoe & Pumroy, 1975). All of these systems have been used in classroom settings and have been shown to be effective in improving academic performance, teaching new behaviors, and managing disruptive behaviors (Kamps et al., 2011; Pappas, Skinner, & Skinner, 2010; Tingstrom, Sterling-Turner, & Wilczynski, 2006). In individual systems, all group members are given the same target behaviors and consequences, but they earn their rewards on an individual basis (Litoe & Pumroy, 1975). For example, children can earn a free pizza for reading five books. One child may earn the pizza in three weeks, another child may take two months, and a third child may never earn the pizza at all. Dependent and interdependent reward systems deliver consequences to the entire group at the same time. Dependent reward systems focus on the behavior of one or a few children (Litoe & Pumroy, 1975). For example, if Johnny sits in his seat until recess time, we all get five extra minutes of recess. Interdependent systems, on the other hand, have all children in the classroom work together to reach a reinforcer (Litoe & Pumroy, 1975). For the purposes of this manual, we will focus on interdependent reward systems for several reasons. Stronger social interactions between children who would not typically interact with each other are built when they work together towards a common behavioral goal (Skinner et al., 1999; Gresham & Gresham, 1982). Since all students are working on the same target behaviors and a common goal, these systems are also more easily implemented in a classroom setting (Allen et al., 1980; Skinner et al., 1999).

**Interdependent Reward Systems**

There are a variety of ways to implement an interdependent reward system that have been validated in the research literature; they come in two basic forms, competitive systems and whole-group systems.

**Whole-group systems**: When using whole groups systems, all the children in the class are working together towards a common goal. An example of a whole group system follows.

Many of the students in Mr. Smith’s classroom are not very nice to each other. They call each other names, tell each other “you’re a stinky-head” or “you’re so stupid,” and tease a few students incessantly. Mr. Smith would like to improve the overall classroom environment and make it a more pleasant and positive place, so he decides to implement a classroom-wide reward system using the whole classroom as a group. He decides that just decreasing the aforementioned behaviors is not enough, so he decides to work on increasing other behaviors. He chooses to target increasing praise statements such as “good job,” “I like how you did that,” and “you did that really well.” Additionally, he chooses to reinforce students for using each other’s preferred names or nicknames.

Mr. Smith really likes cars, so he makes a road with spots where he can place cars. The next day, he meets with his class and tells them about the behaviors he has been seeing. He tells them what he would like to see instead. Mr.
Smith and his students discuss options for what they can earn. Students suggested many things such as a party, extra recess time, free time at the end of the day, and prizes from the treasure box.

The students took a vote and decided they would like to earn extra free time at the end of the day. They agreed that they can earn a minute of free time for every two cars they earn. At this time, students could choose to play games, play on the computer, read, or talk with each other.

When Mr. Smith catches his students using one of the target behaviors, such as praising a peer, he tells the student, “I really like how you told Johnny ‘Good job.’ I’m going to move the car one spot.” He says this in front of the whole class so everyone knows who earned them that spot. However, when he sees someone use one of the behaviors he’d rather not see, such as calling a peer “stupid-head,” he approaches the child, states, “We call each other by our real names in this class. Try that again, using Johnny’s real name,” and he has the child repeat what she said using the child’s name.

Mr. Smith monitors the number of cars his class earns throughout the day to ensure that they have enough time for free time and he announces when free time starts based on the number of cars (or his students often remind him). When using this system, he notices that his students begin to use more positive statements towards one another and use each other’s real names. Additionally, he notices that students also praise each other and give high-fives and fist bumps when they earn cars.

**Competitive systems:** When using competitive systems, you split your class into two or more groups that compete against each other to earn a reward. Generally, the group with the most tokens, points, etc. earns the reward; however, you can stipulate that if both groups reach a certain number of points, tokens, etc., they all may earn the reward.

Ms. Katz often feels like her classroom is out of control. Last year, she had a group of students who consistently raised their hands, stayed in their seats, and remained on task. If someone started to misbehave, she generally just had to give a warning and they changed what they were doing. That is not the case this year! She decides to implement a competitive interdependent reward system. First, she picks the behaviors she would like all the students in her class to use which included raising their hands during instruction time, staying in their seats, and working on assignments in silence during work time.

She then decides how to split up her class into two groups. She knows that she has about four students that really struggle with the skills she is targeting and she has two exemplary students who always seem to follow the rules. To keep the teams even, she makes sure to distribute her exemplary and struggling students between the two groups. She calls them the circles and the
When using a competitive interdependent reward system with this program, you can split the groups in different ways. You can break the class into two or more groups like Ms. Katz did in the example, or you could just use the PAIRS groups. The latter can help the children identify with their groups, but you, as the teacher, will have to keep track of more groups.

It may be difficult to provide some highly desirable activity rewards to only part of the class. If this is the case, you can combine both the whole class and competitive systems. The whole class can work together to earn the big reward and the group with the most points can earn a special prize. For example, all students can combine their points to earn free time, but only the group with the most points can have access to computers. Or, all
students can work together to earn a movie and the group with the most points gets to choose the snack.

**Picking a reward system:** Whether you use a whole-class or competitive reward system is up to you. There are several things you may want to think about when picking the system that best fits your classroom. First of all, a whole-class system may be easier to implement for the teacher. You don’t have to monitor who is in what group when awarding points and you don’t need to monitor whether you are awarding points evenly across groups. Additionally, you do not need to monitor the groups to make sure that the competition remains friendly. One major disadvantage of using the whole-class is that some research suggests that reward systems are less effective in larger groups (Esteban, & Ray, 2001). This is because the responsibility of earning tokens is diffused among the group. So, the more people in the group, the less incentive there is for each person to earn tokens.

Using a competitive system allows you to break the groups down so they are smaller. This may help encourage group members to work harder on an individual level to earn tokens because they cannot rely on as many other group members. Many children are also motivated by the competition aspect and will find the accumulation of points or tokens may reinforce the behaviors for these children. Remember, just because you use a competition system does not mean that only one group can earn the reward. You can always set it up so that if a group reaches a criterion number of points or tokens, they may earn the reward regardless of whether they were the top group or not.

**Focus on the Positives**

Some of the initial research on group reward systems used a system that focused on behaviors a teacher did not want to see. When using the good behavior game, the classroom would be observed and if a child in a group was not following classroom rules, then he earned his group a point. The groups had to keep point values below a pre-defined level to earn their reward (Tingstrom et al., 2006). While this strategy has been shown to be very effective in managing classroom behaviors, it has been recommended that the game would be better if it focused on teaching new behaviors that either compete with or take the place of problem behaviors. For example, we would teach children how to sit in their seat and follow directions rather than focusing on out-of-seat behavior.

The goal of this program is to increase helping skills and prosocial behaviors in children in the classroom. As you may remember, reinforcement is something that increases the likelihood of a behavior. This is one reason that we want to focus on behaviors we want to increase rather than decrease. So, our goal is to reward children for using the skills taught in the social skills lessons. If we focus on punishing behaviors, we aren’t teaching and reinforcing the behaviors we do want to see. Punishment can also lead to other issues such as increasing negativity, aggression, and other problem behaviors in individual children (Cooper et al., 2007). Additionally, group reward systems that focus on the negatives can lead to bullying and threats among the students in your classroom (Litoe & Pumroy, 1975).
**Token Economies in Group Reward Systems**

When using a reward system, you may wonder why you should use a token economy. Wouldn’t it be easier just to get to the end of the week and decide whether each group used the skills most of the time? It’s true, sometimes it is easier to do things this way. You don’t have to keep track of points, stickers, or tokens; however, it may actually be harder in other ways. How do you decide how good is good enough? Do your students have to use the skills every time the opportunity presents itself? What if they used the skills some of the time, but not other times? What if they generally used the skills, but there are a couple of times that they really did poorly? Can you reward some of the groups and not others? The issue that comes up is setting up objective criteria for giving the reward. You may actually save yourself some work and headache by using a token economy. If you have a criterion, such as the groups need 20 points at the end of the week or if neither group earns 20 points, the group with the most points earns the reward, there is no question whether each group earns the reward or not. You can even set up your students for success by providing additional prompts and opportunities to use the skills if it seems like the groups or class is having a hard time meeting the criterion.

Having an objective criterion for earning the reward is not the only benefit of using a token economy. The same benefits discussed in the chapter of reinforcement apply here. Tokens also serve as a reminder to adults to give attention (another possible reinforcer for many children) to behaviors we want to increase. Many adults fall into the trap of paying attention to problem behaviors and ignoring positive behaviors. For example, we often tell children, “Don’t do that,” “Stop that,” or “Sit down.” When kids are behaving well, it’s such a relief that we often take a break and get as much work done with them as we can. When we award tokens we can give descriptive praise for the behavior we saw. For example, I can tell a child, “I really like how you raised your hand. You get a point,” or “Nice job helping Johnny use his skills. You get a marble.”

**Helpful Token Hints:** Almost anything can be used as a token. You can use poker chips or marbles in a jar, stickers on a chart, tallies on the board, completing a picture, Monopoly money or “class cash” that can be spent, just to name a few. The ways you can implement a token system are endless; however, there are a few things you want to keep in mind.

1. **They should be developmentally appropriate.**
   Any person who works regularly with children can tell you that a 7-year-old and a 12-year-old are very different not only in how they act, but in what they understand. The items that motivate them are also usually very different! Using class cash is a great idea for most kids, but remember that not all young children understand money and economics. If you use cash, remember that some young children may not understand that five $1 bills is the same as one $5 bill. On the other end, young children may love stickers, but some 12-year-olds may believe that stickers are childish and may not be very motivated to watch these accumulate. Points are a very easy to deliver token and often work great for children in older classes; however, they may be too abstract for young children who will respond better to a tangible token system that they can see.

2. **They should be easy to deliver.**
If it is difficult for you to deliver the token, you won’t use the system. For example, if you are walking around the classroom helping children with their work and you have to go get a marble out of your drawer and place it in the jar on a shelf high-up in the classroom every time you want to reward a behavior, you are less likely to do this than if you can just hand a sticker to the child and have him place it on a sticker chart at the group table.

3. They should be worth something.

What would happen if you gave $10,000 to a person who has never seen American money before and has never bought anything using currency in their life? They would most likely use the money to meet a basic need, such as burning it for warmth. This is because tokens are only as valuable as the things you can trade them in for. Tokens alone will generally not increase behavior. What increases behavior are the rewards for which tokens can be redeemed.

4. They should be delivered with praise.

When these children leave your classroom, others will not reward them with tokens for helping others or using social skills. However, your students are likely to come into contact with other natural contingencies, such as social acknowledgement through a smile, a thank you, or continued interaction with another individual. Pairing praise with the token can help make praise reinforcing in itself (Martin & Pear, 2009) and this can generalize to other social acknowledgements.

Just like the rules of reinforcement, you want to deliver descriptive praise. When you label the behavior that earned the token, children can learn the rule, “When I do ________, I earn a token.” This can help encourage them to use the behavior again in the future.

Picking a Back-Up Reward

Picking the back-up reward, or the reward that children can trade in their tokens for, can often be the hardest part of using a group reward system. The goal is to pick something that most children in your class will be motivated to work for. There are several rules you must follow when picking a back-up reward.

1. The reward must match the number of tokens needed to earn it.

   This follows the same rationale as matching a behavior to the reinforcer size. Most children would not be very motivated to build up points for an entire month to earn five minutes of free time, but they may be motivated to earn ten minutes of free time at the end of the day. Basically, you need to make sure that what they are earning is worthwhile to them.

2. Take into account ability to wait for the reward.

   Younger children tend to have difficulty working for something too far in the future. For example, a classroom of first graders may not be able to wait a month to earn a party, while a classroom of fifth graders can. Additionally, the ability to wait for a reward varies greatly among children on the same age. It is possible to have a classroom of fifth graders who are very impulsive, or would rather have a smaller reward sooner rather than a bigger reward later. Take this into account when choosing a reward for the class.

3. Don’t allow “dead time.”
“Dead time” is the time between earning the reward and receiving the reward. This is similar to the concept of immediacy that we discussed earlier. For example, your class may work for an extra fifteen minutes of free time at the end of the day and they need to earn ten points to receive this reward. If your class earns all ten points in the morning, what do you have to motivate them in the afternoon? What happens if they have a horrible afternoon? You have to give them the reward since they earned it in the morning, but by giving them the reward after inappropriate behavior, you may actually reinforce the inappropriate behavior rather than the use of skills in the morning.

There are a couple of ways to circumvent this issue. First of all, you can allow your class to earn increments of time. Instead of giving them fifteen minutes at the end of the day, they can earn a minute for each point they earn. You can also allow them to earn extra privileges during that time. For example, they can first earn fifteen minutes of reading time, then they can earn an additional five points for computer time, another additional five points for talk time, another additional five points for game and talk time, and so on. If you are using a treasure box, you can allow children to pick an item from the treasure box immediately after they have earned the appropriate number of stickers and they can start earning stickers for the next treasure right away.

4. Allow children to help choose.
   One of the best ways to help ensure that most children in the class will be motivated by the reward you choose is by letting them have some choice in what they earn. However, you need to first provide them with appropriate choices. So, choose several options based on the demographics of your class (age, impulsivity level, general likes/dislikes) and present these to your class. It’s often good to use a democratic process when deciding what everyone can work for.
   Sometimes, you can provide multiple reward options. For example, you can allow several activities for free time, multiple items in a treasure box, or “tickets” for privileges that kids can trade in for later. If you are using a competitive reward system, you can allow groups to choose different rewards (as long as you can manage them occurring at the same time, which might not be such a great idea for parties).
   Children can also help choose what they think is a fair length of time to earn the reward (i.e. daily, weekly, monthly, etc.) and how many tokens they should earn to receive the reward. When children feel like they have personalized their reward, this is more reinforcing to them!!

5. Don’t promise a reward you can’t provide.
   This may seem obvious, but is often the hardest rule to carry out. In order to do this, you must first ask yourself, “Can I practically provide this reward to my students?” If you cannot easily provide the reward in your classroom, then the reward system will not work. If you do not provide rewards when they are earned, students will learn that you may promise something and not follow through. This can undermine your authority and effectiveness in this situation and the effects may generalize to other situations in the classroom.
The second question you must ask is, “Can I provide the reward at the right time?” There are three reasons that you must be able to provide the reward at the given time. First of all, many children have difficulty waiting for a reward and could become very upset and disruptive if they are not given the item when they were told they would get it. Second, you want to avoid “dead time.” If you delay the reward, you will have “dead time” from the point that children earned the reward and get the reward. Third, the goal of the reward system is to act as reinforcement for as many children as possible. By delaying the reward, you may miss the window of opportunity to reinforce the behaviors you want to see.

6. Make it easy (at first).

When learning a new skill, you always want to try to use a dense schedule of reinforcement that you can later fade out. This means that you really want your class to earn the rewards every time in the beginning. You may need to set up your students for success by providing prompts to use the skills throughout the day and providing as many opportunities as possible to earn tokens. As your students begin using the skills more and more on their own and use inappropriate behaviors less, you can begin to make it harder to earn tokens. For example, you may stop awarding tokens if they have to be prompted to use the skills or you may only award the tokens on average of every two or three times you see appropriate skills usage. You can also increase the number of tokens it takes to earn the end reward.

7. Find something for everyone.

Likes and dislikes are very unique to the person. What may serve as a great reward for most children in the class may not motivate, or may even serve as a punisher, for other children in the class. You can deal with this issue in a couple of ways. You can offer free time with several activity options (i.e. play on computer, free reading, play games with friends, etc.) so that all children have a desirable option when they earn free time (Ascare & Axelrod, 1973; Koch & Breyer, 1974; Schmidt & Ulrich, 1969). Using a treasure box where children can pick tangible items (such as small toys), edibles (such as gum), or special privileges (i.e. get out of homework free coupon) can also be a good option if you have a class that cannot agree on a common reward (Chadwick & Day, 1971; Drabman, Spitalnik, & O’Leary, 1973; Herman & Tramontana, 1971). You can also do a reward lottery where you put several different reward choices in a box and randomly pick an option after the children earn the reward. This works well as long as there is a desirable choice in the box for all students and no incredibly aversive choices for some children (Kelshaw-Levering et al., 2000; Skinner & Watson, 1995; Skinner, Williams, & Neddenriep, 2004).

**Reward Ideas:**
- Treasure box or classroom store including stickers, pencils, pens, markers, erasers, bookmarks, books, rulers, small toys, small gift certificates, etc.
- Extra time for recess, art, computers, or other preferred classroom activities
- Homework pass
- Free time
- Class party
- Have lunch or breakfast in the classroom or outdoors, private lunch with a preferred and important school figure like the principal
- Coupons for extra credit, get out of an assignment for free
- Watch a fun video
- Take a class-wide break from work-time or lecture
- Listen to music while working
- Talk time at the end
- Have class outside

**Class-wide Positive Peer Reporting**

One of the primary goals of this program is to not only teach appropriate classroom social skills, but to encourage children to help each other use the skills. While many children thrive on rewards and teacher attention, many other children would prefer to receive attention and recognition from their peers. We also want to create a classroom environment where students recognize the positive actions and qualities of their peers rather than the negative. You can do this by adding positive peer reporting or “tootling” (Skinner, Cashwell, & Skinner 2000; Skinner et al., 2002) to your group reward system.

Reporting on peer behaviors is a skill that many children have mastered in the form of tattling (Skinner et al., 2000). The issue with tattling is that attention is drawn to negative and inappropriate behaviors and it often leads to punishment (Skinner et al., 2000). Furthermore, attention to the negative behaviors of peers can lead children to focus on the problem behaviors of children. This may lead to negative evaluations of these peers resulting in social rejection and neglect (Skinner et al., 2002).

**Tootling** helps shift the focus on negative behaviors to prosocial and positive behaviors. It also helps alleviate some of the difficulties of catching students every time they help a peer. The tootling program, developed by Skinner, Cashwell, and Skinner (2000), is very easy to implement and integrate into a reward system. All students are given a notecard before school starts in the morning on which they write instances of their classmates helping others. If they fill up their card before the day is over, they may request another one from you. You collect all the notecards at the end of the day and review them for appropriateness. If the tootle actually lists a student helping another student in an appropriate way, you will award a token for the group or class (depending on the system you are using) to the person who wrote the tootle the next morning. You will also award a token to the person who helped in the tootle. The next morning, you will pick 2-3 of the best tootles and read them to the class and report on the number of tokens the students earned the previous day.

The instructions for introducing tootling to your class are included in the second lesson (*Creating a Positive Classroom Environment*).
Examples

Class moves along the game board when they earn points. Each “?” gives them the opportunity to answer a question for a special privilege.


Fish bowl with sea life tokens.

Students earn pearls for good behavior. When the class earns 20 pearls, they get something special. 


Groups earn stickers for using skills and good behavior. A great example of a competitive system.

Khochaba, R. (2012). It's always easier to manage a class when you're there for more than a day. Here is a point reward system I created during my practicum. http://beccawendy.edublogs.org/reflection-1-managing-the-classroom/
Main Points
1. Group reward systems fall into three categories: independent, dependent, and interdependent. This manual focuses on interdependent systems.
2. Interdependent systems can be competitive between groups or require a class to work together as a single unit.
3. Group reward systems should focus on skills you want to increase rather than punishing problem behaviors.
4. Token economies help make group reward systems more objective, help prompt you to recognize good behavior, and help reinforce the behavior of individual children.
5. Tokens should be:
   a. developmentally appropriate.
   b. easy to deliver.
   c. worth something.
   d. delivered with praise.
6. Back-up rewards are the rewards children can trade their tokens in for. Rules for picking a back-up reward include:
   a. The reward must match the number of tokens needed to earn it.
   b. Take into account ability to wait for the reward.
   c. Don’t allow “dead time.”
   d. Allow children to help choose.
   e. Don’t promise a reward you can’t provide.
   f. Make it easy (at first).
Key Terms

**Back-up reward**: A reward that may be received in exchange for tokens.

**Group-oriented contingency systems**

- **Independent**: Group-oriented contingency system where all group members earn the same consequence contingent on their own behavior.
- **Dependent**: Group-oriented contingency system where all group members earn the same consequence contingent on the behavior of another single person or sum of behaviors of a small group.
- **Interdependent**: Group-oriented contingency system where all group members earn the same consequence contingent on everyone reaching a set standard or the sum of behaviors of the group.

- **Whole-group systems**: Interdependent group-oriented contingency systems where all group members work together to achieve the end goal.
- **Competitive systems**: Interdependent group-oriented contingency systems where group members split into teams and compete to achieve the end goal.

**Group reward systems**: Group-oriented contingency systems that attempt to increase the likelihood of a behavior or set of behaviors in several individuals at once.

**Tootling**: System that involves telling others about the good behaviors of peers.
Group Reward System Guide

Now you know all about the difference between reinforcement and reward and some of the considerations you need to think about prior to setting up a group reward system for your classroom. Below is a step-by-step guide to help you get started. The following guide was adapted from (http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/positive_reinforcement)

Step 1: Pin-point the behaviors you would like to increase
Think about your classroom. What skills are the children in your class having difficulty with? Are they talking at inappropriate times? Maybe they are having a hard time keeping their hands to themselves. You can use the PAIRS lessons to help identify skills that you would like to teach. Use the PAIRS lessons one at a time to define the behavior, set expectations, and teach the skill.

Step 2: Select a whole-group or competitive system
Determine whether a whole-group or competitive system or a combination of the two would be best for your class. Consider factors such as cliques, whether students are generally competitive or friendly with each other, and how you are going to split up the groups.

Step 3: Select frequency of back-up rewards
Do you have a class of kindergarteners who can barely wait 5 minutes for a reward or do you have a classroom full of 5th graders who can wait for a week to earn rewards? Maybe you have a classroom full of children who have varying abilities to wait so some will need rewarded frequently through-out the day while others will be more motivated by a bigger prize at the end of the week. Choose how often you would like to offer reward keeping in mind what is going to be effective for the children in your class. If they will be more motivated by earning rewards a couple of times a day, do so. On the other hand, if they will be more likely to work for a week to earn a bigger reward, let this happen. You might also consider a tiered reward system where students have the opportunity to earn small, medium, and/or big rewards at varying times. This can be especially effective if you have a classroom full of children who have variable abilities to wait for reward or are motivated by different things with varying worth.

Step 3: Select the tokens
Remember previously mentioned token tips (pages 23-24). Make sure your tokens are developmentally appropriate, easy to deliver, are paired with back-up rewards, and can be delivered with praise.

Step 4: Make it visible
Making the reward system visible in the room can help cue children and remind them what they are working for. For example, a small point tally sheet and a couple of reward buckets in the back of the room will not motivate children as they are likely to forget all about the system, especially if it is not talked about frequently. Making the system highly visible and appealing can help remind students what they are working towards and what they need to do to get there. The reward system, or token board, will be like a bank where students can see what they’ve earned and how far they need to go to get the next reward.
Step 5: Select back-up rewards
You can do this on your own or you can ask students in the class what they would like to work for. It is recommended that you obtain feedback about what students would be motivated to work for to ensure that the reward system actually reinforces behavior. Lesson 1 of the PAIRS program provides a script to help introduce the token economy to your class and elicit their feedback about what they’d like to work for. It is good to have a few ideas of what you think would be appropriate, motivating awards just in case students have difficulty coming up with something on their own.

Step 6: Set reward costs
After you have identified what the rewards will be, determine how much each reward will cost students. You may also consider developing a mystery system with small, medium, and large rewards. Remember that all students in a group or class will earn the reward together so make sure that costs are consistent between small, medium, and big rewards.

Step 7: Set up a time to cash in rewards
Few things are as frustrating as earning a reward, but not knowing when you will get it. Make sure students understand when they will get their reward. For example, they may have the opportunity to pick from the treasure box at the end of each day. If they earn a party, they’ll earn it on Friday. If they earn a special privilege, they’ll get it the next day or later on that same day.
Lessons
Introduction to Lessons

Not every classroom is the same. Each classroom has its own strengths and weaknesses and skill instruction should be targeted to the individual needs of the classroom. For this reason, this manual allows teachers to choose the skills they would like to work on with their class. A listing of the lessons and a description of the skills can be found at the end of this introduction.

Before you pick the lessons you are going to teach your class, there are a few things you should keep in mind. First, remember to follow the instructions for using this manual (page 9). Skill instruction using this manual assumes that you are prepared to implement a group reward system and have already chosen PAIRS groups. It is very important that the teacher assign students to their PAIRS groups and not let children do this themselves. By grouping students who have difficulty with these skills with others that excel, you can set up an environment where students that struggle have more opportunity to see their peer use the skill and come into contact with the rewards of doing so. High skill children will also have the opportunity to prompt their struggling counterparts. Picking groups for your students and implementing this program should help increase the number of positive interactions between these children to improve relationships and connectedness for children who struggle socially. Finally, this will also help you manage classroom behaviors. Children who engage in disruptive behaviors often end up in the same group when self-selection occurs. This leads to increased modeling of disruptive behavior and these students may reinforce the problem behaviors in each other. Furthermore, labeling of the individuals in the group and the group itself could occur as a result.

Required Lessons

The first three lessons in the manual are required as they focus on incrementally introducing the program itself and the skills required for student participation. Lesson 1: Introducing the Program (page 37) breaks students into their PAIRS groups and introduces the reward system to your class. This lesson also begins the process of helping students focus on the positives of each other in an effort to make a more positive classroom environment. Lesson 2: Class-Wide Positive Peer Reporting (page 40) also focuses on helping peers recognize the positive actions of other students and rewards “tootling” which is tattling about good things (Skinner et al., 2002). The first two lessons focus on helping students recognize the positives in each other in order to help maintain a balance between peer prompting, which could be seen as criticism by some children, and positive interactions. Lesson 3: Creating a Positive Classroom Environment (page 42) teaches students how to help correct the behavior of their peers in a nice non-confrontational way and continues to emphasize focusing on the positives of others through peer praise. The structure of this manual recommends introducing one skill per week in an effort to allow adequate practice of the target skill and to prevent students by becoming overwhelmed by several new skills; however, these first three lessons can all be taught in the same week if you would like to get started on your selected skills more quickly.

Special Lessons
Supplement: The Color Wheel: Many of the skills taught in this manual have rules that remain the same regardless of when a student uses it. For example, Lesson 6: Following Verbal Directions (page 50) remains the same whether the student accepts no from an adult or peer or during small group work, free time, or independent work time. Other skills, like Lesson 5: Talking at Appropriate Times (page 48) change depending on the context. For example, a student must raise his hand to talk during group instruction, may talk quietly to his neighbor during independent work, or may talk with a regular voice during small group work. Contextual rules can be difficult for young children, especially those with autism spectrum disorders. The color wheel procedure (Skinner et al., 2007) presents visual and auditory cues to let students know what the behavior expectations are at a given moment. Lessons that can be supplemented with the color wheel will be denoted by a CW listed after the title. Instructions for the color wheel procedure can be found on page 63.

Multi-Component Lessons: Some skills, are more easily taught in more than one lesson because the skills may vary slightly depending on who is involved (i.e. asking for help) or there is a companion skill that is integral to use (i.e. accepting and giving constructive feedback). For this reason, these skills are broken down into several lessons. When this occurs, each lesson will be listed with a number and letter (i.e. Lesson 7a: Asking for Help: Getting Help From a Teacher and 7b: Asking for Help: Getting Help From a Peer). These lessons should be taught sequentially and may be introduced more frequently than one/week.

Encourage Skill Use:
Remember that the lessons are just part of the program. You will need to continue to reward use of the skills and, more importantly, reward peers for prompting each other to use the skills during and after the lesson. The reward system will help ensure that children generalize these skills from the lesson to the classroom. Don’t forget to continue to reward the use of the skills in subsequent weeks as well. You’ll reward the skill most heavily the week it is taught, but continues rewards will help the skill maintain after the teaching week.

You might want to also incorporate additional activities or practice sessions to help remind students of the skill and practice the skill. Some activities you might try include:
- Mass-trial practice – practice the skill over and over in a designated time of the day
- Draw a picture (or other art activity) of what the skill looks like
- Rehearse the steps of the skill
- Make a video of appropriate and inappropriate skill use
- Explain the skill to a friend
Lesson 1
Introducing the PAIRS Program

Estimated time: 15-20 minutes, an additional 10-20 minutes for optional activity.

Do Before:
1. Read Introduction and Reinforcement and Reward chapters. Pay special attention to Group Reward Systems.
   a. Pick whole-class or competitive system (page 19-20)
   b. Develop a token system or choose to use an already established school or classroom based reward system (page 21)
   c. Develop some back-up reward ideas and worth (page 21-24)
2. Determine groups (page 8) and make sure children grouped together are sitting together prior to the lesson.

Materials Needed:
1. Folders with pockets.
   a. You may paste PAIRS sheet on front of folder or have students do this.
2. Supplies for decorating folders (optional activity).
   a. e.g. markers, crayons, stickers, etc.
3. Positives worksheet
4. Tokens
5. Token board (method of keeping track of tokens earned)

Goals of Lesson:
1. Explain group reward system.
2. Pick back-up rewards with students and determine number of tokens needed to obtain the rewards.
3. Begin recognizing positives

Activities:
1. Explain reward system
2. Break children into groups of 3-4 (called their PAIRS group)
3. Write positives about PAIRS groups members

Lesson (Read everything listed in bold aloud to the class)

Explain PAIRS program and reinforcement system

We’re going to do something new in our class. We are going to learn some new skills that will help you in the classroom and teach you how to get along with others. We are going to start a new program called the PAIRS program. Every week, we will have a lesson where we will learn a new skill. When you use these skills in the classroom, you will get along better with your classmates and learn better.

If you developed your own reward system and are NOT using random rewards, use this script.

Best of all, you all will get a chance to earn something cool! When I catch you using one of the skills we learned in our PAIRS lesson, you can earn a **token** (point/sticker/etc.). Show
the class the token or sticker if you are using these and where the total will be displayed. Explain how you will keep track of the tokens. **It’s neat to earn tokens, but it’s even better when you get something for them. Today we are going to pick the item we are working for. Here are some ideas to get you started.** Write down the possible rewards they can work for. **If you have other ideas, please raise your hand and let me know.** Allow students to give ideas and write down those that are appropriate and gently dismiss those that are not. **Now that we have some ideas, let’s vote of the one we want to earn first.** Allow children to vote on the option they want. In the case of a tie, do a second vote between the top 2 choices. You can be the tie-breaker if needed. You decide the number of tokens needed to earn the reinforcer. **Okay, we are going to work for reward.** Even if we are not working for the thing you wanted this time, we might be able to pick it next time. **To earn reward you all need to earn number tokens together.** Continue to Break into groups section.

**If you developed your own reward system and are using random rewards, use this script:**
Best of all, you all will get a chance to earn something cool! When I catch you using one of the skills we learned in our PAIRS lesson, you can earn a **token** (point/sticker/etc.). Show the class the token or sticker if you are using these and where the total will be displayed. Explain how you will keep track of the tokens. **It’s neat to earn tokens, but it’s even better when you get something for them. Today we are going to pick the item we are working for. Here are some ideas to get you started.** Write down the possible rewards they can work for. **If you have other ideas, please raise your hand and let me know.** Allow students to give ideas and write down those that are appropriate and gently dismiss those that are not. If you are using a multi-tiered reward system, assign rewards to small/medium/large rewards. **Okay, I am going to write down each of these rewards and put them in our reward jar(s).** Show students the reward jar(s). **When your group/class earns enough tokens, I will pick a slip of paper from the reward jar. Everyone in the group/class will earn the reward written on the slip of paper I pull out.** Inform students the number of tokens they will need to earn to get the reward. If you have a multi-tiered reward system, explain the number of tokens required to earn each level of reward. Continue to Break into groups section.

**If using an already established classroom or school-based reward system, use this script:**
Best of all, you will get the opportunity to earn **school token.** We are going to try something new. Instead of earning the **school token** by yourself, you will work together. When someone in your **group/class uses the skills we learn in our lessons, then everyone gets a school token.** You can choose to have students exchange tokens as a group or individually for privileges already established with the school reward system. Continue to Break into groups section.

**Break into Groups & Recognize Positives**
Now, we are going to break into groups. This group will be like your family for [specify period of time depending on how long you plan to keep groups together]. These will be your PAIRS group and you will be responsible for helping each other for [specify period of time]. I have already decided who will be in your group. You will not complain about who is in your group or ask to join another one. When you join your PAIRS groups, I want you to write the names of your PAIRS group members on this worksheet. Think about one thing that the other people in your group do well and [write it down/draw a picture of it] under
their names. Let me give you an example. Give an example of something another teacher in the school does well. Break children into their PAIRS groups of 3-4 students (should be sitting next to/near each other in the classroom) and pass out worksheet. After children have been grouped, give time to write positives down. Does everyone have their good things [written down/drawn]? Allow a small amount of extra time if needed. Okay, who would like to share something good about a member of their group? Allow a few children to share the positive things they wrote/drew about their group members. Great job everyone! Now I’m going to pass out your PAIRS folders. When you get your folder, I want you to put your worksheet in the front pocket.

Note: You may end the lesson here or you may allow time to decorate PAIRS folders. You may choose to allow children to decorate folders at a later time or during free time if desired.
Lesson 2
Class-Wide Positive Peer Reporting

Estimated time: 15-20 minutes

Do Before:
1. Read about section entitled Class-Wide Positive Peer Reporting (page 25)
   a. Make a “tootle box”
2. Prepare tootle cards (optional)
   a. If children may have difficulty writing all the information needed for tootle cards, you can have less writing by
      i. Writing the child’s name on the top
      ii. Use initials instead of first names
      iii. Write skills you’d like to target for helping on cards
3. Decorate tootle box (optional)
4. Post example tootle in the classroom.

Materials Needed:
1. PAIRS folders
2. Tootle Cards
3. Tootle Box
4. Writing utensils

Goals of Lesson:
1. Explain tootling
2. Begin rewarding tootles

Activities:
1. Explain tootling and pass out tootle cards
2. Model tootling
3. Practice tootling

Tootling
Protocol adapted from (Skinner et al., 2002).

Okay everyone, it’s time for our first PAIRS lesson. Please take out your PAIRS folders. Have students take out PAIRS folders. I would like you all to help me keep track of when your classmates help you or someone else. We are going to practice something called tootling, which is like tattling about good things. For example, when I see student 1 help student 2 by opening the door when her hands are full, I would tootle or when I see student 3 share his crayons with student 4 because she forgot hers, I can tootle that too. Can anyone give me other examples of something you would tootle? Probe students to provide examples of helping their classmates and write these down. Have a couple of examples appropriate to your classroom ready just in case students have difficulty with this and prompt students to come up with these ideas on their own. Reinforce good examples with tokens and corrective feedback for inappropriate responses.
We are going to use tootle cards to help us keep track of these good things. When you see your classmates helping each other, I want you to fill out your tootle card like this. Fill out an example tootle card as you do this. Use the first two examples given to model filling out the card. Okay, now we are going to practice out filling out some tootle cards together using your examples. I need three volunteers to help me show tootling. Pick three students from different PAIRS groups come to the front of the room. Use one of the examples provided by students and label one student as the tootle card writer, one as the helper, and one as the helpee. Let’s pretend that student 1 is writing a tootle card. Where would s/he write his/her name? Students should indicate at the top of the card. Good. Let’s pretend that student 1 saw student 2 help student 3 by give class example. Where would student 1 write student 2’s name on the tootle card? Students should indicate that s/he writes in the in the helper line. That’s right, student 2 was the helper. Now, where would student 1 write student 3’s name? Student’s indicate that student 3’s name is written on the “helped” line. That’s right. Now, where would you write down class example? Children should indicate on the blank line (depending on tootle card using). You can repeat with another example if needed. Now that you all know how to fill out your tootle cards, I’m going to give you the rest of the directions for tootling. You will keep your blank tootle cards in the right pocket of your PAIRS folders. When you see someone in this class help someone else, you can take out a card and fill it out. After you fill out your tootle card, I want you to put it in the tootle box. Show students where tootle box is. If you run out of tootle cards, you just need to let me know and I will get you some more. Any questions about that? Answer any questions students may have. At the end of the day, I will look at the tootles and you all can earn tokens for them. The class/group will earn a token for each appropriate tootle that you write. The person who helped someone else in the tootle will also earn a token for the class/their group. Specify when students will be awarded the tokens. I.e. will you award them the next morning or at the end of the day. After I award tokens for your tootles, I will pick 1-3 tootles and read them aloud to the class. Any questions? Answer any questions the class may have. You can allow students extra practice at this time if needed. Have students put away their PAIRS folders. --End lesson--
Lesson 3
Creating a Positive Classroom Environment

Estimated time: 15-20 minutes

Do Before:
1. Post Say Nice Things sign in room.

Materials Needed:
1. PAIRS folders
2. Lesson 3 videos
3. Positives worksheet (should be in children’s PAIRS folders)

Activities:
1. Watch “Complimenting others” video
2. Watch “Praising Others” video
3. PAIRS group activity: Labeling good things about each other activity.
4. Classwide activity: Telling on peers for doing something nice or helpful.

Goals of Lesson:
1. Teach children how to give positive comments
2. Teach children how to praise each other.
3. Begin rewarding students for positive comments.

Activities:
1. Practice complimenting other students
2. Recognizing things others did that you like and practice praising

Lesson (Read everything listed in bold aloud to the class)
Teaching children how to praise each other
We are going to learn our first PAIRS skill today. We want our class to be a fun, safe place. We can do this by helping each other and tootling. We can also use our words to let others know when we like something. Let’s watch a video with two classmates named George and Susie. Watch “Complimenting others.” George said something really nice to Lizzie. What did he say? Children should indicate that he told her “good shot” and that she was good at basketball. That’s right. He gave Lizzie a compliment. That is when you tell someone that you like something about them. We are going to practice giving compliments to each other.
Pass out PAIRS folders. In our first PAIRS lesson we drew pictures of things that our classmates do well. Please take these out of your folder. I want you to look at your pictures and take turns telling each other that you like something they do or that they are good at something. I’ll go first. Have a list with things that a co-teacher, teacher’s aide, or student does well and give an example with “I like how you __________.” Okay, now you do it. Monitor children practicing the skill and reward children individually using your chosen reward system for practicing the skill as outlined in the video.
Great job giving compliments everyone! There is another way to say nice things to others. Let’s watch Steve do something nice for Suzie and see what happens. Watch “Giving Praise”. Did you all notice what Suzie did after Steve opened the door for her? Children should indicate that she told him that: She liked what he did and it was nice. That’s right, she told him she liked how he opened the door for her. If you like what someone does, you can tell them. I want you all to think about a time when someone in your class did something nice for you or helped you. Raise your hand if you would like to tell the whole class about a time when one of your classmates did something nice for you. Allow students to share experiences where a peer did something nice for them. Reward reporting with tokens. Ask students who are labeled as doing something nice how they feel when their peer tells the class they did something nice. It sounds like we have a lot of nice kids in our class. Let’s see if we can all remember to tell our classmates when they do nice things. When I catch you telling your classmates nice things, I will give you a token. Does anyone have any questions? Answer any questions children in the class might have. Great job. I want you all to put your “Ways to give praise” and “good things” sheets in your PAIRS folders. Have students put both sheets in the PAIRS folders and pick them up.

--End Lesson--
Lesson 4a
Giving Constructive Feedback

Estimated time: 20-30 minutes

Do Before:
1. Develop practice vignettes if you choose not to use those in the lesson (see note at end of lesson)
2. Post Giving Constructive Feedback sign in room.

Materials Needed:
1. PAIRS folders
2. Lesson 4a videos

Activities:
1. Watch “Giving Constructive Feedback – Don’t Do” video
2. Watch “Giving constructive Feedback – Do This” video
3. Practice giving constructive feedback

Goals of Lesson:
1. Teach children how to offer constructive feedback

Lesson (Read everything listed in bold aloud to the class)
Teaching children how to give constructive feedback

Last week, we learned how to tell our classmates when we like something they do. This helps them know how we like to be treated and increases the chance they’ll do the same things again in the future. Now we are going to talk about times when we do not like what other people do. Other people can sometimes say or do something that hurts your feelings, distracts you from paying attention in class, or annoys you. You will see this happen in this video. When you watch this video, I want you to notice what both of the students do. Show “Giving Feedback-don’t do” video. You may show the video twice if you believe some children may have missed the clip. What did Steve do in this video? Children should indicate he poked Suzie. How did Susie feel in the video? Children should indicate that she was angry. What did Susie do? Children should indicate she told Steve to stop poking her and she tattled on him.

Okay, let’s watch another video. I want you to watch what both of the students do again. Show “Giving Feedback – do this” video. You may show the video twice if you believe some children may have missed the clip. How did Susie feel when Steve poked her? Children should indicate she was still mad. What did Susie do differently in this video? Children should indicate that 1. She told Steve that she does not like when he pokes her. 2. She told Steve what to do. 3. She let Steve practice it the right way. 4. She told him she liked it when he did it the right way. Good job. So there are three steps to this skill: 1. Tell the other person what he did that you don’t like. 2. Tell the person what they can do instead. 3. Allow the person to practice it the right way. 4. Tell the person good job for doing it the right way. How did Susie feel after they practiced the right way? Children should indicate better, proud, etc. Why do you think this second way is better? Children should indicate that Steve knows what to do next time. Both children feel better. Okay, we’re going to practice this. Enlist the help of a
co-teacher, aide, or a student. We’re going to pretend that name keeps tapping on her desk and I think it is annoying. Encourage helper to model this. Name, it is distracting when you tap your desk. Could you please keep your hands still? Encourage helper to say okay. Thanks, that’s much better! Dismiss helper. Now, can I get two volunteers? Get two volunteers from the class. Okay, student 1. I want you to pretend that student 2 is elbowing you during class. What can you say? Should say something along the lines of, “I don’t like it when you elbow me. Please keep your elbows to yourself? Have the other child say okay, and then have other child say, “Thank you. I like when you keep your elbows to yourself.”

Okay, I want you all to practice with your PAIRS groups. Pretend that one of your friends is teasing you and saying things like, “You’re the teacher’s pet” or “You are a smarty pants”. I want you to practice telling the other person, 1. I don’t like that, 2. If you want to talk to me you can say something like ________. 3. Let your friend practice saying something nicer. 4. Tell them good job for practicing. Monitor children practicing the skill and reward children individually using your chosen reward system for practicing the skill as outlined in the video. Remember, you reward the individual but give the token to the whole group/class.

Wrap up
Great job everyone. Today we learned what to do when someone does something you don’t like. This is call constructive feedback. Last week we learned what to do when someone does something you do like. This is called praise. Which skill do you think we should try to use more often? Children should indicate letting someone know they like something (reinforcement). That’s right! We should let people know when they do something good more often. Why do you think that is? Children should indicate that it makes people feel good, you want to know when you do something well, you don’t want to be told you are doing things wrong all the time, etc. Yeah, I would not like to be corrected all the time. I like it better when people tell me I did something well. I want you all to tell each other good things about each other more often than to correct each other. If you do this, you will get along better, be happier, and people will do things you like even more often! Any questions? Answer any questions there may be. Have students put their worksheet in their PAIRS binder.

--End Lesson--

Note: You may have a recurring issue with the students in your class that could be addressed by giving constructive feedback. If you desire, you could use this issue as one of the examples you teach through live modeling or have the students practice coming up with solutions. Just make sure your examples have the steps to giving constructive feedback.
Lesson 4b
Giving Constructive Feedback Part 2

Estimated time: 15-20 minutes

Do Before:
1. Review skills for giving constructive feedback
2. Post Accepting Constructive Feedback sign

Materials Needed:
1. PAIRS folders
2. Accepting Constructive Feedback sign
3. Too much constructive feedback handout –optional-
4. Lesson 4b videos

Activities:
1. Identify reasons we give constructive feedback
2. Practice accepting constructive feedback
3. Practice giving constructive feedback in relation to a peer that gives a lot of constructive feedback

Goals of Lesson:
1. Remind students that constructive feedback is supposed to be helpful
2. Identify when to use constructive feedback
3. Remind students to keep a high praise to constructive feedback ratio.
4. Learn to accept constructive feedback

Lesson (Read everything listed in **bold** aloud to the class)
Today we are going to talk some more about giving constructive feedback. Can anyone tell me the steps to giving constructive feedback? Students will provide the four steps for constructive feedback. You can write these on the board or point to them on the PAIRS sign in your room. Yes, you label the negative behavior, tell them what you would like them to do instead, practice, and then tell them good job. Now, can someone tell me why we give constructive feedback? The following points should be discussed: 1. To let others know when they do something you don’t like in a nice way. 2. To give peers an opportunity to practice doing another behavior that you would prefer. 3. To help our peers use good social skills. 4. To help us get along better in the classroom. Write the points down on the board so all students can see them. We give constructive feedback to help everyone use their best classroom behaviors and get along. Do we ever use constructive feedback to be mean to others or make other people feel badly? Students should indicate no. No, we don’t. Constructive feedback is supposed to help use get along, not be mean to each other.

One thing that we did not talk about in our first lesson was how to accept constructive feedback. Sometimes, when someone tells you that they don’t like what you are doing or tries to correct your behavior it can make you feel angry. When this happens, it’s really important to remember that they are trying to help you. So, when someone gives you
constructive feedback, you should stay calm, say okay, and try to do what the other person asks. It’s okay if you feel angry as long as you don’t show it. You do not do things like say mean things about the other person or yell at them. Sometimes, you might feel like someone is giving you too much constructive feedback. If you feel like someone is giving too much constructive feedback what do you think you can do instead? Remember, this is something that you don’t like. Push children to identify they can give constructive feedback about that. That’s right, you can give constructive feedback. If you don’t tell the person nicely, they won’t know that you don’t like it.

We’re going to practice this skill. I need a volunteer to practice with me. Pick a student who is proficient in the skill from the class or use another adult in the room if available. Let’s pretend that name of volunteer has given me constructive feedback a lot today. Now, I am acting goofy by tossing things in the air and talking really loudly. Name of volunteer wants to help me use my good classroom behavior by giving constructive feedback. Have volunteer give constructive feedback. Stop after the volunteer labels the alternative behavior. Okay, I am feeling mad because I was just having fun and name of volunteer thinks that I should be quiet and stop throwing things. What should I do? Children should indicate that you should say okay and practice the alternative behavior. Okay, let’s start again. Complete the vignette by saying okay, and engaging in the alternative behavior. See, I was mad, but I kept calm and changed what I was doing. I just have to remember that name of volunteer is trying to help me use good classroom behavior. I want you all to practice this in your PAIRS groups. Everyone take a turn giving constructive feedback and accepting constructive feedback just like name of volunteer and I did. Walk around the room and ensure all students are accepting constructive feedback appropriately. Reward students who use all steps when practicing with a token.

Alright everyone, I need eyes back on me. Remember how I said you can tell someone when you feel like they are giving too much constructive feedback? To do this, you need to wait until you feel calm. If you feel angry, this will be much harder to do. Can I get a volunteer to help me practice? Pick a student or use another adult in the room to help practice the skill. This is what I do. Walk up to volunteer and say, “Name of volunteer, I feel like you are giving me a lot of constructive feedback. Instead, can you tell me when I do the right thing more often and give me a little less constructive feedback?” Make sure the volunteer says okay. Thanks, I like when you listen to me. Thank volunteer and have him/her sit down. You should only do this if you feel like someone is giving you too much constructive feedback. You should not do this if you think someone else if giving one of your friend’s too much constructive feedback. They need to do it for themselves, okay? Let’s practice this in your PAIRS groups. It may be helpful to have the script written on the board or allow them to use the handouts provided. Reward students who use all steps when practicing with a token.

Everyone look at me. We have just one more thing. Remember, people are a lot more willing to listen to constructive feedback if you say lots of nice things to them and tell them when they do things well. So, I want you to try and remember to tell a friend three nice things for every time you give constructive feedback. Do you think you can do that? Children should indicate yes. Have students put away their PAIRS folders.

--End Lesson--
Lesson 5
Talking at Appropriate Times (CW)

Estimated time: 20-30 minutes

Do Before:
1. Review the color wheel procedure (page 63) and develop color wheel and rule sheets if you have not already done so.
2. Add the following rules on the color wheel sign (you can substitute level system for talking if you have one in the school).
   a. Red: No talking.
   b. Yellow: Raise hand.
   c. Green: Talk using your inside voice.

Materials Needed:
1. Color wheel and color wheel rule charts.
2. Lesson 5 videos

Activities:
1. Watch “Talking – Don’t Do This Green” video.
2. Watch “Talking – Don’t Do This Yellow” video.
3. Watch “Talking – Don’t Do This Red” video.
4. Watch “Talking – Do This” video.
5. Practice the new rule with the color wheel.

Goals of Lesson:
1. Teach children when it is appropriate to talk.
2. Work on raising hand.

Lesson (Read everything listed in bold aloud to the class)
If you have not introduced the color wheel procedure yet, do so here.

Most of us like to talk to our friends and teachers. Sometimes we talk to tell each other about our weekends. Sometimes we talk to ask questions when we don’t understand. Sometimes we even talk to give answers to questions or help someone else. These are all good reasons to talk, but there are rules about when we talk. We are going to use our color wheel to help us remember when to talk in the classroom. When the color wheel is on green, you are allowed to talk using an inside voice. Turn wheel to green and point to the rule on the green board. When the wheel is on yellow, you must raise your hand to talk unless I give you permission to respond. Turn wheel to yellow and point to the rule on the yellow board. When the wheel is on red, there is no talking at all. This means no talking or raising your hand to talk. Turn wheel to red and point to the rule on red.

First we are going to watch three videos that show us what not to do. These videos will also show you what to do if one of your friends forgets to follow the rules. Show “Talking – Don’t Do This Green.” What did Steve do wrong in this video? Children should indicate that he was
talking too loud. **How did George help him?** Children should indicate that he told Steve he was a little too loud and helped him practice saying it more quietly.

**Let’s watch what happens when the wheel is on yellow.** Show “Talking – Don’t Do This Yellow.” **What did Suzie do wrong in this video?** Children should indicate that she forgot to raise her hand or called an answer out. **What did Steve do to help her?** Children should indicate that he looked at her and pointed to the color wheel.

**Alright, let’s watch what happens when the wheel is on red.** Show “Talking – Don’t Do This Red.” **What did George do wrong in this video?** Children should indicate that he raised his hand to ask a question. **That’s right, he raised his hand and when the wheel is on red, you do not raise your hand or talk. How did Suzie help him?** Children should indicate that she looked at him and pointed to the color wheel.

**Great, now that you all know what not to do, let’s watch these three friends talk at the right times.** Show “Talking – Do This” video. **Okay, so you all have seen when you talk using the color wheel. Now, we are going to practice talking at the right time using the color wheel. I am going to put the wheel on green. You all can talk amongst yourselves using a quiet voice. Remember if a friend is using a voice that is too loud. You can help remind them to use a quieter voice.** Allow students to talk for about 30 second-1 minute and reward appropriate talking and prompting others to use the skill. **Okay everyone, I am going to switch the wheel to red in 20 seconds. Remember, this means no talking and no raising your hand.** Wait 20 seconds and then switch the wheel to red. **The wheel is red.** Check to make sure students are sitting quietly; reinforce the students who quiet down first. **Can someone tell me the talking rule when the wheel is on red?** Wait to see if any students call out the answer or raise their hand. Reward the students who prompt peers that raise their hands or call the answer out to use the red rule. **Remember, when the wheel is on red, it is a no talking time and no raising hands. The last question was a tricky test. I’ll make sure to change the wheel to green or yellow before asking the class questions after this lesson. Let’s try this again.** **Can someone tell me the talking rule when the wheel is on red?** Wait to see if any students raise their hand or call the answer out. You may repeat this test several times until the whole class seems to understand the rule. **Now, I’m moving the wheel to yellow.** **Now, can someone tell me the talking rule when the wheel is on red?** Call on a student who raises his/her hand and reward. Remember to reward prompting of peers to use the rule. **That’s right, you stay quiet and listen for directions. How about when the wheel is on yellow?** Call on a student who raises his/her hand and reward. Remember to reward prompting of peers to use the rule. **Yes, you raise your hand without talking. Last one. Who can tell me the talking rule when the wheel is on green?** Call on a student who raises his/her hand and reward. Remember to reward prompting of peers to use the rule. **Great job practicing! We will use the talking rule with the color wheel from now on. Remember, you may talk quietly when the wheel is on green, you need to raise your hand to talk when it is on yellow, and you need to stay quiet and keep hands down when it is on red. Any questions?** Answer any questions students may have.

--End Lesson--
Note: If you would like a non-example in the classroom, you can recruit a student/students to not follow the rules correctly during the practice. You can try to prompt the selected student(s) peers to prompt them to follow the rule.
Lesson 6
Following Verbal Directions

Estimated time: 20-30 minutes

Do Before:
1. Review “How to give effective directions” (at the end of the lesson)
2. Develop a way for your class to signal they have completed a direction during group work.
3. Post Following Directions sign

Materials Needed:
1. Following Directions worksheet.
2. Colored writing utensils for each student.
3. Lesson 6 videos

Activities:
1. Watch “Following directions-Don’t do Group”
2. Watch “Following directions-Don’t do Individual”
3. Watch “Following directions-Do This”
4. Do “Following directions” worksheet together

Goals of Lesson:
1. Teach children how to follow directions using these four steps:
   a. Look at the person.
   b. Wait for the full direction
   c. Complete direction
   d. Check in
2. Teach students how to check-in after completing a direction

Lesson (Read everything listed in bold aloud to the class)
If you have not introduced the color wheel procedure yet, do so here.
Following directions is very important. Directions tell us how to learn new things, work together effectively, and keep us safe. If you don’t follow directions, all of these things are much harder to do. Today we are going to learn how to follow directions effectively. There are four steps to following directions. One. You look at me or the material you are working on. Write 1. *Look* on the board. Two. You wait until I am finished with the direction before starting. Write 2. *Wait* on the board. Three. You start the direction right away. Write 3. *Follow direction* on the board. Four. When you are done with the direction you show me you are finished. Write 4. *Check-in* on the board. Don’t worry, I’ll tell you how to show me when you are finished when I give the direction. First, we are going to watch some videos about what not to do when following directions.

Let’s watch what happens when Steve and George are given a direction by their teacher. Show “Following Directions – Don’t Do Individual.” What did Steve do wrong in this video?
Children should indicate that he did not follow the direction right away. **What did George do to help him?** Children should indicate that he reminded him to follow the direction.

Alright, let’s watch what happens when Ms. Smith gives a direction to the whole class. Show “Following Directions – Don’t Group.” **What did Suzie do wrong in this video?** Children should indicate that she began the assignment and did not check in. **How did Steve help her?** Children should indicate that he tapped her on the shoulder and pointed to Ms. Smith. If children have difficulty recognizing what Steve did, help them by saying that he tapped her on the shoulder and pointed to Ms. Smith. **Steve tapped Suzie on the shoulder and pointed to Ms. Smith to help remind her to raise her hand to check in.** Steve did not tell her to follow the direction. Why do you think he tapped her on the shoulder instead of talking to her? Children should indicate that it was during a lecture and you don’t talk during lectures.

Great, now that you all know what not to do, let’s watch these students follow directions the right way. Show “Following Directions – Do This” video. **Okay, so you all have seen how you follow directions. Now, we are going to practice.** I am going to pass out a worksheet that you need to follow directions to finish. I want you to keep your hands on your desk or in your lap and do not touch the worksheet until I give you a direction to do so. Pass out the worksheet to all students in the class. Award points to children or PAIRS groups when they follow the instruction you just gave. **Before we start the worksheet, I am going to go over the rules of following directions one more time.** Point to each rule on the board as you give it. **First you look at me while I give the direction. Next you wait until I finish the direction. After I finish the direction, you start following the direction right away. Last, you check-in. I will know you are done with the direction when you put your writing utensils down, put your hands in your lap or on your desk, and look at me.** Okay, let’s get started.

**Activity**
Be sure to reward following directions and helping friends follow directions during this activity. The directions for this task are written below in the order they should be given. Represent the steps for following directions as necessary. If a child is not using the steps, allow peers an opportunity to prompt before you intervene. If peers do not prompt usage of the skill, remind them to help their friends.

1. Get out your crayons/colored pencils/markers.
2. Circle all the triangles in blue.
3. Color three circles yellow.
4. Use red to underline one square.
5. Pick your favorite color and hold it in the air.
6. Use your favorite color to write your name on the bottom of the page.
7. Give your paper to the person on your left.
8. Pick up your favorite color and lay it on the paper.
9. Use your favorite color to write your name above your friend’s name.
10. Give the paper back to the person on your right.
11. Dismiss each group of tables to turn the paper into you.

--End Lesson--
Note: You may need to review the steps for following directions several times to help students remember what to do. It is recommended that you review the steps before each group instruction for the first week or two after this lesson. You should continue to review the directions periodically after that to help maintain the skill.

_Giving Effective Directions:_

Following directions seems like an easy task to most adults, but it is difficult for many young children. You can increase the likelihood that children will follow your directions by following these rules.

1. **Remember following the direction is not an option.** We are taught that it is more polite to ask someone to do something rather than to order them to do so. When you ask, you give the option to refuse. If the direction is not an option, do not say, “Can you….?” or “Will you….?” Tell children to “Do this…”

2. **Keep it simple.** Many of children have difficulty understanding language because of receptive language deficits, attention issues, or other distractions. Keeping directions simple can help prevent confusion. It only takes a short sentence to give a direction. No need to be flowery. Refrain from adding superfluous language to directions.

3. **Keep developmental level in mind.** It’s best to keep directions to one or two steps with a clear beginning and end when working with young elementary school-aged children. When working with children with social disabilities, you may have to keep directions to one step.

4. **Get their attention first.** Wait to give directions until students are looking at you or the material if that is more appropriate. It’s okay to wait until you have the attention of students in your class before presenting directions.

5. **Make sure they know how to check in.** Any direction should have a clear beginning and end. They should check-in by showing they are done behaviorally (raising their hands, putting hands in their lap and looking at your) or verbally (coming up to you and telling you they are done with the direction). You will often have to stipulate how children should check-in in an appropriate way.

6. **Revise and repeat when necessary.** When giving directions to a student that has difficulty following directions, insert a test to see if they understand. After you finish the direction, ask the student to repeat what they are supposed to do in their own words and make corrections where necessary. This can help children who have verbal processing delays better understand what they are supposed to do.
Lesson 7a
Asking for Help: Getting Help from a Teacher

*Estimated time:* 20-30 minutes

*Do Before:*
1. Post *Asking for Help* sign
2. Come up with a list of when students should ask a teacher versus a peer for help

*Materials needed:*
1. Writing/drawing utensils.
2. *Asking for Help* worksheet
3. *Asking for Help* worksheet example
4. *Asking for Help* sign
5. PAIRS folder
6. Lesson 7a videos

*Activities:*
1. Watch “Asking for help–Don’t do Teacher”
2. Watch “Asking for help–Do this Teacher”
3. Review *Asking for Help* worksheet example
4. Complete *Asking for Help* worksheet

*Goals of Lesson:*
1. Teach children when to ask for help in class
2. Teach children when to ask a teacher for help
3. Teach children how to ask for help from adults

*Lesson (Read everything listed in bold aloud to the class)*

At school we learn lots of new things. We learn how to do new math problems, how to read better, and even how to work together. Sometimes learning new things is easy for us and sometimes things are hard. Since we are all good at different things, what is easy and what is hard is different for each of us. Nobody should be embarrassed if they need help because we all need help sometimes. Today we are going to learn what to do when something is hard. First we are going to watch a movie about what not to do when something is hard. Watch “Asking for help – Don’t do Teacher”. Tell me what Suzie did in this video. Children should indicate that she didn’t do anything. That’s right. She just stared at her paper and didn’t do anything. Now, tell me what George did. Children should indicate that he said he couldn’t do it and cried. Okay, now let’s watch a video about what you should do. Watch “Asking for help – Do this Teacher”. Both Suzie and George tried something new this time. What did Suzie do? Children should indicate that she tried, but didn’t know how to start, so she raised her hand and asked for help. That’s right. She asked for help! What did George do? Children should indicate that he tried to do the assignment and realized he didn’t need help. That’s right. He found out that if he just tried to do the assignment that he could do it. Today we are going to learn when to ask for help and how. Both George and Suzie had classmates that helped them ask for help. How did Steve help George? Children should
indicate that he reminded him to try first. **How did Susan’s classmate, Lizzie, help her?**

Children should indicate she reminded her to try and then to ask the teacher for help when she couldn’t do it.

When you have to do something that is hard for you, the first thing you need to do is try. Sometimes, when you try, you find out that you don’t need help. If you try your best, and you still don’t know what to do, you need to ask for help. So, what is the first step when you do something hard? Children should indicate that you try. Write 1. Try on the board. That’s right. First you need to try. If you try, but still can’t do it, you need to ask for help. If you need help, decide what the problem is and what help you need. Write 2. **Decide what the problem is and what help you need** on the board. After that you need to decide who can help you. Sometimes a teacher is the best person to help you and sometimes you should ask a friend or classmate. Write 3. **Decide who to ask** on the board. Who can tell me some times you should ask a teacher for help? Make sure to have some examples that are appropriate for your class prepared just in case students have difficulty with this. **Today, we are going to focus on times when you ask a teacher for help.** We’ll learn how to ask your classmates during our next PAIRS lesson. After you decide you need to ask a teacher for help, you need to get his/her attention. When you need to get a teacher’s attention, you should raise your hand. Write 4. **Get attention** on the board. Now all you need to do is ask for help. Write 5. **Ask for help** on the board.

**Today we are going to practice asking for help from a teacher.** Pass out “Asking for Help” worksheet example. I want you all to pretend to be Suzie. Her teacher asked her to write a topic sentence about what she did over the summer, just like the video. She doesn’t know what a topic sentence is. **What should she do first?** Children should indicate that she should needs to try. That’s right. First she needs to try. She gets ready to try, but doesn’t know how to start. **What should she do next?** Children should indicate she needs to decide what the problem is and what help she needs. That’s right. She needs to figure out the problem. **Can someone tell me what the problem is?** Children should indicate she doesn’t know how to write a topic sentence and needs help writing one. That’s right, she needs help learning how to write a topic sentence. **Who do you think she should ask?** Children should indicate the teacher. That’s right, she should ask the teacher. Everyone show me how you get the teacher’s attention. All the children should raise their hands in the absence of talking. Yes. Good showing me how you get the teacher’s attention. Now I’m going to call on someone to tell me what Suzie can say to ask for help with her topic sentence. Call on a student and allow him/her to say, “Can you help me write a topic sentence?” Good job. Now I want you to write/draw a picture about a time that you needed help from a teacher. I want you to draw/write each step in the box it goes with. You can look at the example to help you. Pass out the “Asking for Help” worksheet. Allow children time to write or draw their assignment (about 5-10 minutes). **Would anyone like to share their help story?** Pick one to two students to share their story. Have them act it out with you. Thank you for sharing Name of children. Award a token for sharing. Please put your worksheets in your PAIRS folders and remember you can earn tokens for asking for help using these steps or helping your friends use these steps to ask for help.

--End Lesson--
Lesson 7b
Asking for Help: Getting Help from a Peer

Estimated time: 20-30 minutes

Do Before:
1. Read description of the boat game (below)
2. For each PAIRS group collect:
   a. A small box to represent a boat
   b. 3 toy animals (can be stuffed, made from paper or cardboard, wood, etc.)
      including
      i. Bird
      ii. Dog
      iii. Cat
3. Clear a spot in the room to be the river

Materials Needed:
1. Boat for each group
2. Bird, cat, and dog for each group
3. Lesson 7b videos

Activities:
1. Watch “Asking for help-Don’t do Peer”
2. Watch “Asking for help-Do this Peer”
3. Play The Boat Game

Goals of Lesson:
1. Teach children when to ask for help from peers
2. Teach children how to assist others asking for help

Lesson (Read everything listed in bold aloud to the class)
During our last PAIRS lesson we learned how to ask a teacher for help in the classroom. Sometimes you can ask your classmates for help too. Sometimes we need help because something is hard for us and sometimes we need help because something is impossible to do with just one person. Remember, nobody should be embarrassed to ask for help. We are going to watch a video about what not to do when you need help from a friend. Watch “Asking for Help-Don’t Do Peer”. Tell me what Suzie did in this video. Children should indicate that she couldn’t move the shelf and refused help from Lizzie. What could Suzie have done instead? Children should indicate ask for help or accept the help offered. That’s right. She could have moved the shelves with some help. Let’s watch a movie where Suzie asks for help. Watch “Asking for Help-Do This Peer”. This time Suzie asked for help. Let’s review the steps for asking for help. What was the first thing she did. Children should indicate that she tried to do it. Write 1. Try on the board. That’s right. First she tried to do it on her own. After trying, she realized she needed help. Suzie did the next two steps in her head. She decided what the problem was. What was the problem. Children should indicate she decided that she needed help moving the shelves. Write 2. Decide what the problem is and
what help you need on the board. Next she decided who to ask. Write 3. Decide who to ask on the board. Who did she ask? Children should indicate Lizzie. Next Suzie got Lizzie’s attention. 4. Get attention on the board. What was the last thing that Suzie did? Children should indicate that he asked for help. Write 5. Ask for help on the board.

Excellent. Now we are going to play a game to help us practice asking our classmates for help. Explain boat game to your class and show them the animals, boat, and river. Pick one person from each group to be the mover. Now we are going to play this game. After you have moved your animals across the river, please come check in with me. Allow children to play game. When groups check in with you, assign another student in the group to be the mover. Reward students for asking for help.

--End Lesson—

The Boat Game

Note: Groups must have at least three children. If any group has less than three children, combine two groups together.

Scenario:
You are moving across the river and need help moving your pet bird, cat, and dog across. None of your pets can be left together because the cat or the dog will eat the bird and the dog might eat the cat. You can’t leave your pets alone because they might run away. Only 3 pets or people can fit in your boat at a time so you can’t watch them all at once. Practice asking your friends to help you watch your pets so you can move your pets across the river.

Directions:
You can either make this a group problem solving activity or you can give the following instructions one at a time to have children practice asking for help.

1. You need to ask one friend for help watching your animals on the other side of the river.
2. You need to ask another friend to watch your animals while you take one friend and one pet to the other side.
3. Take your friend and a pet to the other side.
4. Go back across the river.
5. Get your other two pets and take them across the river.

Allow each child to be the person moving so they can practice asking for help. Monitor the class to make sure they use the steps for asking for help and reward appropriate asking for help with tokens.
Lesson 8
Compromise

Estimated time: 20-30 minutes

Do Before:
1. Post Compromise sign in room
2. Review activity outlined at the end of the lesson.
3. Plan a group activity to practice the skill at a later date.

Materials Needed:
1. PAIRS folders
2. Party Planning worksheet (1 for each group)
3. Lesson 8 videos

Activities:
1. Watch “Compromise – Don’t Do” video
2. Watch “Compromise – Do This” video

Goals of Lesson:
1. Teach Students how to compromise during a group activity

Lesson (Read everything listed in bold aloud to the class)
Sometimes it can be fun to work with a group because you all can help each other come up with the answers and share the work. When you and your group disagree, it can be hard to work in a group. Sometimes you and your partners will want to do the project differently. When this happens, you need to compromise. Compromising means to meet someone halfway in a decision. Nobody will get everything they want, but everybody will get something. Before we learn how to compromise, let’s watch a video about what not to do. Watch “Compromise – Don’t Do.” Do you think the students compromised in this video? Students should indicate no. No, they didn’t. What did they do? Students should indicate that they argued. That’s right, they kept arguing. How do you think they all felt? Students should indicate mad or upset. Yes, they were all mad. When you argue with each other, it’s hard to get work done and everyone gets mad. Instead of arguing they could compromise. Let’s watch them do this. Show “Compromise – Do This.” This time they compromised. There are four steps to compromise. First, you disagree. Write “1. Disagree” on board or point to this step on the sign. What did the students disagree about? Students should indicate they disagreed about what type of project to do. The next step is to listen to what everyone wants to do. Write “2. Listen” on board or point to this step on the sign. It is very important that everyone gets a chance to say what they want to do in this step, so we need to listen. What did everyone want to do? Students should indicate that George wanted to do a diorama, Suzie wanted to write a story, and Steve wanted to draw a picture. Show video again if needed. Everyone wanted to do a different thing. They had to brainstorm to come up with a solution that worked for everyone. Write “3. Brainstorm” on board or point to this step on the sign. This step can look different every time. This time, Steve said that he would be okay
with doing a diorama or drawing a picture. Suzie said that she would do a diorama if she could choose the skill. After they brainstormed, they moved to the last step, making a decision. Write “4. Decide” on board or point to this step on the sign. What did the group decide to do? Students should indicate that they decided to do a diorama and let Suzie pick the skill. Everyone got something. George got to do a diorama like he wanted to do, Steve got his second choice since he would be happy with a diorama, and Suzie got to choose the skill they used. After a group makes a decision, they need to stay with it. No going back and changing the decision. This will waste time and can make people angry.

Party Planning Activity

We are going to practice compromising with our PAIRS groups. Each group is going to pretend that we are planning a class party. The party needs to have a theme, food, activities, and decorations. Pass out “Party Planning Worksheet”. I want you all to work with your groups to decide on a theme, food, activities, and decorations you would like to have at a class party. Listen to everyone’s ideas and write them down in the ideas boxes. After your group compromises and decides on a final theme, write it down on the bottom line. I will walk around to make sure that you are working together and compromising to come up with a party. Remember, if you disagree with your group members, you can use the steps for compromising. Pass out “Compromise” sheet. Allow students to start activity, walk around and help students use the steps to compromise when necessary. Reward appropriate use of the skill. It is very important to provide a lot of supervision for this activity as compromise is a difficult skill to learn and use.

At the conclusion of the activity, you can end the lesson or choose a party to have or earn (see note below).

--End Lesson--

Note: You may choose to use the parties planned or not. You can have the class compromise and choose one party planned by the groups or you can allow the students to earn one or more of the parties they planned as part of the reward system in your classroom. If you are using a random reward system, you can put all appropriate parties in the jar. You can explain if/when you will have the parties planned by students. Or, if you prefer, you can offer one of the planned parties as a surprise at the end of the lesson.

Incorporate other group skills you have utilized from PAIRS in this activity (i.e. equal participation, taking turns talking).
Lesson 9
Promoting Equal Participation in Groups

Estimated time: 20-30 minutes

Do Before:
  1. Sort paperclips so each child in a group has four in a unique color.
  2. Place four paperclips and a similarly colored writing utensil in a baggie for each child.
  3. Review activity outlined at the end of the lesson.
  4. Plan a group activity to practice the skill at a later date.

Materials Needed:
  1. Colored paperclips
  2. Colored pencils/pens matching the color of the paperclips
  3. Baggies to store paperclips and pencils
  4. Cup for each group
  5. PAIRS folders
  6. Equal Participation activity sheet
  7. Equal Participation sign
  8. Lesson 8 videos

Activities:
  1. Watch “Equal Participation – Don’t Do Dominating” video
  2. Watch “Equal Participation – Do This” video
  3. Explain how to use paperclips and practice using activity outlined at the end of the lesson.

Goals of Lesson:
  1. Encourage students to help everyone participate in group equally.
  2. Provide a tool (paperclips) that encourages equal participation.

Lesson (Read everything listed in bold aloud to the class)
Paperclip tool adapted from Mallard, 2002

Today we are going to learn a skill that will help you work together better as a group. It is called equal participation. Does anyone know what that means? Probe class to see if anyone understands the concept. If they do not, explain. A pie chart can be helpful if you have covered this in class. Equal participation means that everyone gives the same amount to the group. To help us understand, we are going to watch a short video about what is not equal participation. I want you to watch George and tell me what he does in this video. Watch Equal Participation – Don’t Do Dominating. Who can tell me what George did? Students should indicate that he dominated the project by talking most of the time, not letting others speak, and bossing others around. It’s really hard to work with someone that bosses others around and thinks his ideas are the only ones that matter. We would say that George was participating too much. There are also times that people participate too little. Let’s watch another video. This time, I want you to watch what Steve does. Watch Equal Participation – Don’t Do Passive. Did anyone notice what Steve did in this video? Students should indicate
that he didn’t say anything even when his group members tried to involve him. *Students may indicate his thoughts from the video here. If they do that, skip the next question. What was Steve thinking?* Students should indicate that he was thinking he didn’t have anything worthwhile to contribute and that others might think he was stupid. *How do you think Steve felt?* Students should indicate scared, worried, or anxious. *Sometimes it is hard to participate when you feel scared of what others might think of you. Remember, we want to help our classmates that might be feeling that way. Let’s watch that in the next video.* Watch *Equal Participation – Do This*. *First, let’s talk about George. What did he do this time?* Students should indicate that he let others talk and asked others what they wanted to do instead of telling them. *That’s right, he helped everyone participate. Now, let’s talk about Steve. Was he still scared to say something in the group?* Students should indicate yes. *How did his classmates help him get over being scared?* Students should indicate that they told him they want to hear his ideas, his ideas are important, and praised him for contributing. *Yes, they helped him see that he had good ideas too. They also used a skill from one of our first PAIRS lessons. What skill is that?* Students should indicate praise. *That’s right. They praised him. You should try to tell people good job when they do something that is hard for them.*

Now, we are going to learn a tool to help us use this skill. I am going to give you each a baggy with paperclips and a *writing utensil* in it. Please do not open or play with these bags until I tell you to. They will be different colors. It does not matter what color you get. Please do not trade with your classmates or complain about your color. Pass out baggies. In your baggy are four paperclips and a *writing utensil* that are all the same color. These paperclips are turns to speak. When you work together, you will each get four turns to give an idea or say something. Everyone look at this cup. Hold up a cup in front of the class. When you give an idea or say something in the group, you put one paperclip in the cup. Then you (*or recorder in your group if you assign roles for group work*) write down your idea using your color *writing utensil*.

*What do you think happens after you use all of your paperclips?* Students should indicate that they have used all of their turns to talk about the assignment. *That’s right. After you use all of your paperclips, you don’t get to add to the assignment. So, what would happen if you use all of your paperclips at the beginning of the assignment?* Students should indicate that they wouldn’t be able to help with the end. *What would happen if one person didn’t use any of their paperclips and was the only person with paperclips at the end of the assignment?* Students should indicate that they would have to finish it up on their own. *That’s right. So, we want everyone to use their paper clips through-out the entire assignment. So, you need to make sure you don’t use too many paperclips in the beginning and you need to help your classmates participate if you notice that they have lots of paperclips left. Remember, you can do this the same way George and Suzie did in the last video we watched. I am going to pass out a list of rules to help you remember how to use the paperclips when working in groups.* Pass out “*Equal Participation*” sheet.

**ACTIVITY**

We are going to practice using paperclips with an activity. I am going to explain the activity and I want you to sit and listen before you start. You are going to work with your PAIRS group to find out what everyone’s favorite things to do are in different places. I
am going to pass out a worksheet to use for this and a cup for your paperclips. Pass out one worksheet and one cup to each group. If you see students beginning the task, remind them to wait for your directions. We are going to work in groups to find out what kind of things that we like to do in different places and why we like to do them. Your group needs to come up with three places that you want to talk about. For example, you can talk about things you like to do at school, at home, at the playground, or any other place. You can put the example provided up for the class here if you choose. Remember, if you give an idea of a place, you need to put a paperclip in the cup and write down the idea using the correct color writing utensil. Write the ideas on lines 1, 2, and 3. Look at the sheet because these are not the first three lines of the paper. Everyone do this step first. When your group is done, raise your hands. Allow groups enough time to complete this first step. Reward students for using the paperclips and helping each other take turns. Okay, the next step is to list two activities that people in your group like to do in each place. I want you to write these down on lines a. and b. under each number. For example, at school I like to teach kids and do math work. You can point to the example here if you choose. Remember, if you give an idea, you need to place one of your paperclips in the cup and write it down using your color writing utensil. When your group is done, raise your hand. Allow groups enough time to complete this step. Reward students for using the paperclips and helping each other take turns. Okay, now our last step is to find out why people like to do these things. Remember, if you ran out of paperclips, you need to let other people in your group provide the reasons why. This means that even if you came up an activity you like, someone else might come up with why people like to do that activity. Write the reason why you like to do each activity on the line that says “Why” under each activity. For example, I like to teach kids because it is important and I like to do math because I am good at math. You can point these out on the example if you choose to show it. Remember, if you give an idea, you need to place one of your paperclips in the cup and write it down using your color writing utensil. When your group is done, raise your hand. Allow groups enough time to complete this step. Reward students for using the paperclips and helping each other take turns. After each group finishes, collect the worksheet. Good job everyone. I want you all to put your paperclips and writing utensil back in your baggie and zip it up. I will go around and collect your baggies and cups. Collect materials. We are going to use these paperclips to help us use equal participation when working with other people in our classroom. This will help you remember how to use this rule. Are there any questions? Answer any questions students might have and clarify where necessary. Okay, everyone please place your “Equal Participation” sheets in your PAIRS folders and put them away.

**WHEN A GROUP RUNS OUT OF PAPERCLIPS**

Get the attention of the all the students in your class. Everyone stop what you are doing and look up here. One of our groups just ran into a problem. They all ran out of paperclips! This means that everyone has participated in the group equally, but the assignment is not done. When this happens, you should dump the paperclips out of the cup and everyone should take their color back. You then continue your assignment following the same rules as before.

--End Lesson--
Supplemental Lesson
Color Wheel Procedure

Estimated time: 1-2 extra minutes with first color wheel lesson
Adapted from The Color Wheel: Implementation Guidelines (Skinner, Scala, Dendas, & Lentz, 2007).

Do Before:
2. Create a color wheel with 3 colors (red, yellow, green; template can be found in resources)
3. Create rule boards using colored poster board (red, yellow, green; rules used will depend on lessons you choose)
4. Post color wheel and rule boards in front of room where teacher usually gives directions

Materials Needed:
4. Color wheel
   a. Red, yellow, green, construction paper
   b. Tack
   c. Poster board
   d. Tape/paste
5. Rule boards
   a. Red, yellow, green poster board
   b. Broad-tipped marker

Activities:
5. Describe the color wheel and rational behind using it.

Goals of Lesson:
4. Introduce the color wheel to students so it can be used to help prompt the use of skills that vary based on the setting.

Activities:
3. NA

Lesson (Read everything listed in **bold** aloud to the class)
We are going to use a new tool to help us with our PAIRS lesson today. Sometimes rules change based on what activity we are doing. This can make it hard to remember which rules to follow. We are going to use this color wheel point to wheel and these rule boards point to rule boards to help us remember when we need to follow certain rules. We will learn our first color wheel rule today. Move into appropriate lesson script.

Directions for use in the classroom:
1. Only the teacher is allowed to change the color wheel.
2. Use differential attention to help increase compliance. For example, if one student is doing a good job following the current rules, praise him and/or award a token.
3. Give peers a chance to non-verbally prompt each other to use the skills when on yellow or red. This skill will be taught within each lesson using the color wheel.

4. The Red…
   a. Always give a warning before changing the color wheel to red (i.e. We’ll be switching to red in 1 minute.) This will help children prepare for the upcoming transition, give them an opportunity to briefly look at the posted rules, and prevent rule breaking. However, if the students in your class are ready to transition before the time is up, you can change the color early.
   b. Red is for transitions and giving direction. It should be used frequently and briefly. Red rules create a classroom environment where children are giving you their full attention so that you may give directions in the absence of distractions whether they be questions or talking out of turn.
   c. Never use red as a punishment for doing something wrong.
   d. Use red to help settle your class down. If students are getting too loud or not using their green or yellow rules well, you can turn the wheel to red to help review the color wheel rules before switching it back.
References


for students with high-incidence disabilities. *Exceptional Children 67*(3). 331-344.


