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## How will having a W.I.N room for our Emotional and Behavioral Disorder students to access when they are needing a break affects the number of room-clearing behaviors in a week?

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How will having a W.I.N room for our Emotional and Behavioral Disorder students to access when they are needing a break affects the number of room-clearing behaviors in a week?

A Quantitative Research Methods Proposal

[Component of Dissertation Proposal]

By

Samantha Streed

ED 603

Quantitative Research Methods Masters Course

Masters of Education Degree (Ed.D)

November 2022

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## **CHAPTER 1**

### **INTRODUCTION**

#### **Introduction**

Having the power to create the behavior program from the ground up, starting a “What I Need” (W.I.N) room at the elementary school where the researcher works. This is a sensory type of room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room will be run by the researcher along with a paraprofessional that will be in the room all day to help support the students. This paraprofessional will also supervise the W.I.N Room if the researcher needs to leave to handle a behavior. This room goes hand and hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students also take scheduled breaks in the room that are guided, and routine driven so that the students know what to expect and what their job is when they come for a break. Every student's scheduled break does look different as their needs are all very different.

#### **Brief Literature Review**

Self- regulation is a huge part of being successful in the classroom and becomes even more important as students spend more time in the classroom. The amount of seated time a student is required to do increases the older they get. It also jumps greatly from preschool to kindergarten in most school settings. The skills of waiting for a turn to speak and other impulse skills are worked on greatly within the primary grades. Most students need to have strong self-regulation skills to be successful in school. Self-regulation skills also have a direct connection to

behavior problems in school. By teaching self-regulation skills and modeling the skills, there is a significant decrease in behaviors associated with students being dis-regulated. If a student is not able to regulate their body these impulse skills are very difficult for the student to learn and control. When a student is dis-regulated, their brain cannot learn or take on new information the way that they normally would if they were regulated. There are many things that teachers can do to help with self-regulation in the classroom(Cole, 2021). Another cause of dis-regulation is Sensory Processing Disorder is a neurological disorder that affects how sensory stimuli is translated in the brain and then incorrectly circulated into responses. Students who have been diagnosed with Sensory Processing Disorder tend to have either an over or under response to sensory input when compared to their peers of the same age. Sensory Processing makes it difficult for them to process the information given to them through their senses as they are not regulated.

### **Statement of the Problem**

Teaching students to be able to use self-regulation strategies along with being able to ask to then take a break. There is has been an increase in the need to explicitly teach self-regulation strategies over that last five years. Family structures are different, students have now witnessed a worldwide pandemic and the trauma that came along with it. The need to meet students where they are at and give them tools is at an all-time high.

### **Purpose of the Study**

During the 2021-2022 is the first time that this elementary school has had a student population that exhibits this severe of physical and verbal aggression towards staff and other

## W.I.N Room

students. The researcher currently has six students in first grade that receive Special Education services due to their need for self-regulation and behavioral needs. All six of these students have a pattern of displaying extreme behaviors. Some of the behaviors we are seeing are throwing of classroom chairs, tipping over of tables, clearing shelves and then throwing the items, screaming, crying, elopement, hitting, kicking and biting of staff and students. Due to the safety of the other staff and students, we have set-up a spare room near the current first grade classrooms for the first grade teachers to use if they need to remove their class from the regular classroom. The five first grade teachers are leaving their room an average of twice a day each. Some days not at all and other days more often. The staff at school has seen a decrease since the weather outside has allowed students to be outside for morning and lunch recess, along with physical education time.

### **Research Question(s)**

How will having a W.I.N room for our Emotional and Behavioral Disorder students to access when they are needing a break affect the number of room-clearing behaviors in a week?

**Definition of Variables.** The following are the variables of study:

Variable A: Student skills taught outside of school

### **Significance of the Study**

A sensory type of room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room goes hand-in-hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. Every student's scheduled break will probably look different as their needs are all very different.

## **Research Ethics**

**Permission and IRB Approval.** In order to conduct this study, the researcher will seek MSUM's Institutional Review Board (IRB) approval to ensure the ethical conduct of research involving human subjects (Mills & Gay, 2019). Likewise, authorization to conduct this study will be seek from the school district where the research project will be take place (See Appendix A and B).

**Informed Consent.** Protection of human subjects participating in research will be assured. Participant minors will be informed of the purpose of the study via the Method of Assent (See Appendix A) that the researcher will read to participants before the beginning of the study. Participants will be aware that this study is conducted as part of the researcher's Master Degree Program and that it will benefit her teaching practice. Informed consent means that the parents of participants have been fully informed of the purpose and procedures of the study for which consent is sought and that parents understand and agree, in writing, to their child participating in the study (Rothstein & Johnson, 2014). Confidentiality will be protected through the use of pseudonyms (e.g., Student 1) without the utilization of any identifying information. The choice to participate or withdraw at any time will be outlined both, verbally and in writing.

### **Limitations.**

## **Conclusions**

Due to having the power to create the behavior program from the ground up the researcher was interested in starting a "What I Need" room at the elementary school. This is a sensory type room with different tools and strategies that the students can use to calm their bodies or as the school staff say have a safe and calm body. This room will be run by the



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researcher along with a paraprofessional that will be in the room all day to help support the students. This paraprofessional will also supervise the W.I.N Room if the researcher needs to leave to handle a behavior. This room goes hand-in-hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room the school staff also has spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students also take scheduled breaks in the room that are guided, and routine driven. So that the students know what to expect and what their job is when they come for a break. Every student's scheduled break does look different as their needs are all very different.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Introduction**

Due to having the power to create the behavior program from the ground up the school is interested in starting a “What I Need” room at the elementary school. This is a sensory type room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room will be run by me along with a paraprofessional that will be in the room all day to help support the students. The paraprofessional will also supervise the W.I.N Room if I need to leave to handle a behavior. This room goes hand-in-hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within the WIN room, students have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students will also take scheduled breaks in the room that will be guided, and routine driven. So that the students know what to expect and what their job is when they come for a break. Every student's scheduled break will probably look different as their needs are all very different.

#### **Body of the Review**

##### **Context.**

Self- regulation is a huge part of being successful in the classroom and becomes even more important as students spend more time in the classroom. The amount of seated time a student must complete increases the older they get. It also jumps greatly from preschool to kindergarten in most school settings. The skills of waiting your turn to speak and other impulse skills are worked on greatly within the primary grades. Students need to have strong self-regulation skills to be successful in school. Self-regulation skills also have a direct connection to behavior problems in school. By teaching self-regulation skills and modeling the skills there is a

significant decrease in behaviors associated with students being dysregulated. If a student is not able to regulate their body these impulse skills are very difficult for the student to learn and control. When a student is dis-regulated their brain cannot learn or take on new information the way that they normally would if they were regulated. There are many things that teachers can do to help with self-regulation in the classroom(Autrey, 2020). Another cause of dis-regulation is Sensory Processing Disorder which is a neurological disorder that affects how sensory stimuli is translated in the brain and then incorrectly circulated into responses. Students who have been diagnosed with Sensory Processing Disorder tend to have either an over or under response to sensory input when compared to their peers of the same age. Having a Sensory Processing Disorder makes it difficult for them to process the information given to them through their senses as they are not regulated.

### **Sensory Environment.**

Creating a sensory environment in school is vital in development of students. When looking at the sensory environment knowing about how early intervention and exposure helps children to master self-regulation at an earlier age. Just like how other research shows the earlier the intervention/exposure the better the outcome. Also being aware of the varied levels of sensory input and how that affected physical engagement in the classroom along with the social interactions that happened within the classroom amongst the children. Sensory processing difficulties are often highly present in students with Autism no matter where they are on the spectrum. The sensory needs can greatly affect the everyday life of these students. Using a sensory profile to collect their data and to help create sensory diets for students. It has been found that almost all of the students on the Autism spectrum have at least one domain of sensory

that was difficult for them. Hearing was the most common sensory difficulty in the study which makes it difficult to attend to a task at school (Ben-Sasson, 2009).

Looking at how tactile and auditory stimuli can impact students' willingness to participate in academic and social activities. The students that had sensory difficulties also were found to have higher “frequencies of early and co-occurring internalizing, externalizing, and dysregulation problems, and lower levels of concurrent adaptive social behavior”(Lusic, 2010). Identifying sensory difficulties early and providing that early intervention will greatly help with the social adaptive behaviors at school. Also supports the need for a sensory room with explicit teaching or guidance in order to help students to be able to adapt with the social environment at school. Along with all of the sensory input that happens in a classroom. Looking at how calming sensory and heavy work sensory breaks effect on-task behavior of students who have been diagnosed with Autism and Attention-Deficit/Hyperactivity Disorder (ADHD). In the studies that were completed in the various articles looked at, the studies have collected baseline data and intervention data for on task behavior within both the general education classroom and the special education classroom. Observations were completed during the following times, one-on-one, large and small groups along with whole group instruction time during the studies. The students completed the calming or heavy work break for ten to fifteen minutes before instruction and then the observer did a fifteen-minute observation and collected data for on task-behavior. Results of the studies showed that the breaks did increase on task behavior within the classroom. There are studies that look at the current trend in educational neuroscience that states that the mind needs downtime often to retain and learn new information to reach optimal learning. The main way a large majority of teachers are reaching this need to have physical movement brain breaks for their students. They are also looking at the refocus of students after

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the brain break is done. They conducted their study in one primary classroom with three different types of breaks to see which one allowed the students to refocus in the least amount of time. It was noted that different enjoyment levels for students had a great impact on the ability to refocus.

### **Theoretical Framework**

Social learning theory, created by Albert Bandura, emphasizes the importance of observing, modeling, and imitating behaviors, attitudes, and emotional reactions of others. This supports the need for a sensory break along with access to a W.I.N room for students to see positive behaviors model in how to de-escalate or use self-regulation strategies to help their bodies remain calm. The longer that extreme behaviors happen in the classroom the more “copycat” behaviors we have seen as the youngest learners see that those students acting out are getting attention and they would like attention also.

### **Research Question(s)**

How will having a W.I.N room for our Emotional and Behavioral Disorder students to access when they are needing a break affects the number of room-clearing behaviors in a week?

### **Conclusions**

“What I Need” room is needed at the elementary school level. This is a sensory type of room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room will be run by me along with a para that will be in the room all day to help support the students. This room goes hand and hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place

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to work, a less distracting environment or a little extra support. The students will also take scheduled breaks in the room that will be guided, and routine driven. So that the students know what to expect and what their job is when they come for a break. Every student's scheduled break will probably look different as their needs are all very different.

## CHAPTER 3

### METHODS

#### **Introduction**

Due to having the power to create the behavior program from the ground up I was interested in starting a “What I Need” room at the elementary school. This is a sensory type room with different tools and strategies that the students can use to calm their bodies or as the staff like to say have a safe and calm body. This room will be run by a licensed Special Education Teacher along with a para that will be in the room all day to help support the students. This para will also supervise the W.I.N Room if I need to leave to handle a behavior. This room goes hand and hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students will also take scheduled breaks in the room that will be guided, and routine driven. So that the students know what to expect and what their job is when they come for a break. Every student's scheduled break will probably look different as their needs are all very different.

#### **Research Question(s)**

How will having a “What I Need? (W.I.N) room for our Emotional and Behavioral Disorder students to access when they are needing a break affects the number of room-clearing behaviors in a week?

#### **Research Design**

Describe here what is your design and why it was selected.

## **Setting**

Where this action research is being completed the following is important to know. The student population in the district is comprised of 63% white, 12% Black or African American, 11% Hispanic or Latino, 7% Asian and 6% of students who identify as more than one race. The district has a student enrollment of 2,300 kindergarten through 12<sup>th</sup> grade and 83% of students attend school on a regular basis. The district has a strong Finnish culture throughout the district and school. The Finnish population drives our educational models. They have very large families; the average family is ten children most; have between 10 and 15 children. The students who attend school in the area that are not Fin tend to come from low-income households, and for the most part are single parent households. We have a high number of Free and reduced lunch program students at one of the elementary schools but not at the other. This is a very divided district. All of the schools have an even representation of race and culture the main difference is in the number of students receiving Special Education services and Free and reduced Lunch program qualifiers.

## **Participants**

The student population in the district is comprised of 63% white, 12% Black or African American, 11% Hispanic or Latino, 7% Asian and 6% of students who identify as more than one race. The students who attend school in the area that are not Fin tend to come from low-income households, and for the most part are single parent households. We have a high number of Free and reduced lunch program students.

## **Sampling.**



The students selected for the action research are selected because they are my students. The students are students that are on my caseload and have been identified by a special education evaluation team to have met Emotional/ Behavioral disorders criteria.

### **Instrumentation**

Data was collected using student data sheets that teachers fill out stating desired behaviors and when they occurred. These student data sheets were created by the districts Behavior Analyst. Teacher observations will also be used to note the number of undesired behaviors and the length in time that the behavior occurred and the time or day along with the task that was given. (See Appendix C and D)

#### **Data Collection.**

Students were observed in the classroom to see how they transitioned back to the classroom from their break. Student behavior charts will also be used to collect data when undesired behavior and for how long that behavior that occurred.

#### **Data Analysis.**

The data was compiled and looked at for each individual student to see the changes and effect that scheduled breaks has had on their behaviors. Each student will have their own graph. The researcher then looked at the data to analyze the data to see if anything needed to be changed to better serve the students.

#### **Research Question(s) and System Alignment..**

Table 3.1.

Research Question(s) Alignment

Research Question	Variables	Design	Instrument	Validity & Reliability	Technique (e.g., interview)	Source
RQ1	Independent: The WIN program will allot time for breaks. Dependent: the students should show less behaviors in their classrooms throughout the day.		Observations, Data tracking Student Behavior charts		Data collection	
How will having a W.I.N room for our Emotional and Behavioral Disorder students to access when they are needing a break affects the number of room-clearing						

behaviors

in a week?

## **Procedures**

Students have been taught how to use and access the W.I.N Room in the first week of school. Students also have a WIN room reminder card placed on their desk or table spot to remind them and the staff in the classroom when their breaks are. Students will also always have their behavior charts with them so staff can fill it out as the day goes on. Each classroom will also have a sheet for each Student in the study that staff will fill out should a behavior occur. This form is similar to an ABC behavior chart and includes other information as well. Data tracking sheets were collected by the researcher, student behavior charts daily and student behavior tracking as needed.

## **Ethical Considerations**

The wellbeing of the participants was protected along the entire study period. No services were altered depending on the group they were in. Some students opted out of the study, but their services was not altered as a result of this, in these instances, in order to keep the data accurate, their data was omitted. To ensure all students did not have any negative mental health affects, the researcher checked in with students individually and frequently throughout the study. All scores and responses were kept anonymous in the report.

## **Conclusions**

Starting a “What I Need” room at the elementary school. This is a sensory type room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room will be run by me along with a para that will be in the room all

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day to help support the students. This para will also supervise the W.I.N Room if I need to leave to handle a behavior. This room goes hand and hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students will also take scheduled breaks in the room that will be guided, and routine driven. So that the students know what to expect and what their job is when they come for a break. Every student's scheduled break will probably look different as their needs are all very different.

## **CHAPTER 4**

### **RESULTS**

Having the power to create the behavior program from the ground up, starting a “What I Need” (W.I.N) room at the elementary school where the researcher works. This is a sensory type of room with different tools and strategies that the students can use to calm their bodies or as we say have a safe and calm body. This room will be run by the researcher along with a paraprofessional that will be in the room all day to help support the students. This paraprofessional will also supervise the W.I.N Room if the researcher needs to leave to handle a behavior. This room goes hand and hand with self-regulation skills. As the tools and strategies that will be taught/used are self-regulation strategies. Within this room we also will have spaces for students to complete their work if they need a quiet place to work, a less distracting environment or a little extra support. The students also take scheduled breaks in the room that are guided, and routine driven so that the students know what to expect and what their job is when they come for a break. Every student's scheduled break does look different as their needs are all very different.

#### **Research Question 1:**

How will having a “What I Need? (W.I.N) room for our Emotional and Behavioral Disorder students to access when they need a break affects the number of room-clearing behaviors in a week?

#### **Analysis**

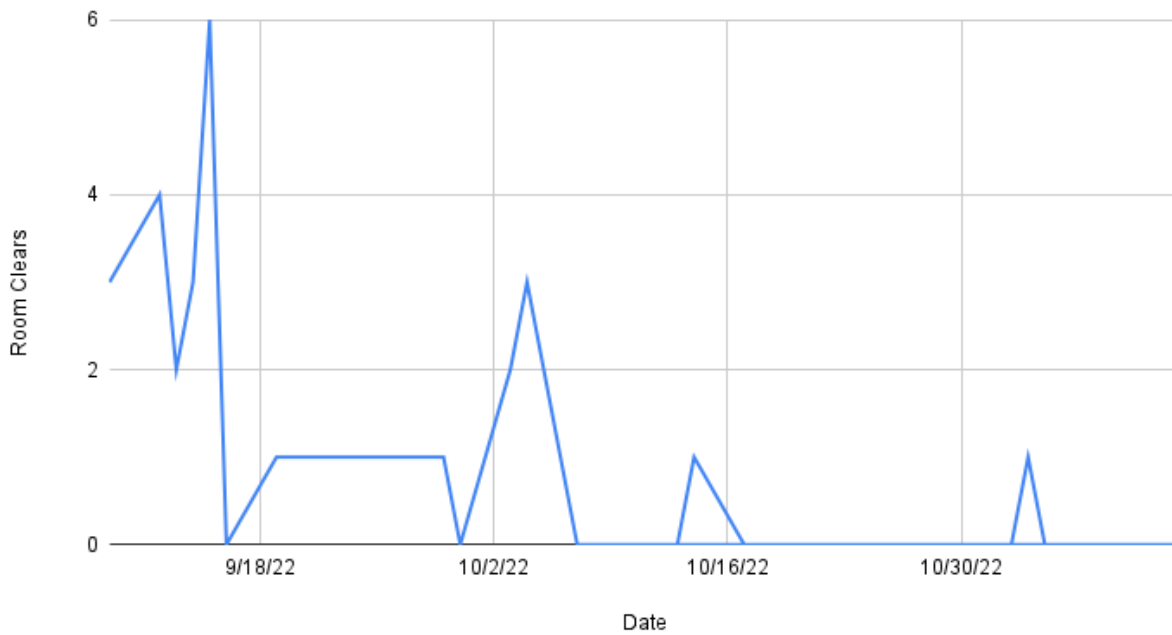
Students were observed in the classroom to see how they transitioned back to the classroom from their break. Student behavior charts will also be used to collect data when undesired behavior and for how long that behavior occurred. When looking at the results it

## W.I.N Room

appears that the beginning of the data collection time, students having scheduled breaks and access to the W.I.N room did not change the amount of room clearing behaviors but as the students had the routine of scheduled breaks and the reminder of access to the W.I.N room the room clearing behaviors changed. At the end of the data collection period room clearing behaviors changed. It can be concluded that having scheduled breaks and access to a W.I.N Room reduces the number of room clearing behaviors in a week. The average went from ten room clears a week or two a day to an average of one a day or five a week. The action research is supported by the literature review that was completed. As the results of the action research show that students having access to a sensory break during their day helps them to regulate themselves throughout their day. A regulated student can better communicate what they need to be successful within the day. It also supports that children need breaks from academics to move their bodies.

One of the problems that the researcher came across when collecting data is that the severity of a student's behavior can be subjective. As every teacher's tolerance level is different, some teachers will clear their room if a student starts yelling but is not doing anything else, whereas other teachers will not clear their room unless the student is throwing objects or harming others. To avoid this affecting the research being conducted the researcher ran a trial week with the teachers and staff, so they knew what was expected of them and that it did not affect the data collection. Another issue that came up in the study is that a student moved schools while the study was going on. That changes the number of students that were in the study but did not change the room clearing data.

Room Clears vs. Date



Looking at the results it appears that the beginning of the data collection time, students having scheduled breaks and access to the W.I.N room did not change the amount of room clearing behaviors but as the students had the routine of scheduled breaks and the reminder of access to the W.I.N room the room clearing behaviors changed. At the end of the data collection period room clearing behaviors changed. It can be concluded that having scheduled breaks and access to a W.I.N Room reduces the number of room clearing behaviors in a week.

## **CHAPTER 5**

### **IMPLICATIONS FOR PRACTICE**

#### **Action Plan**

Looking at the results it appears that the beginning of the data collection time, students having scheduled breaks and access to the W.I.N room did not change the amount of room clearing behaviors but as the students had the routine of scheduled breaks and the reminder of access to the W.I.N room the room clearing behaviors changed. At the end of the data collection period room clearing behaviors changed. It can be concluded that having scheduled breaks and access to a W.I.N Room reduces the number of room clearing behaviors in a week. I have continued to use the W.I.N Room with my students and have started to share more with parents on strategies that they can use at home to help their child in that setting. As the school I work at moves towards more of the MTSS model, using sensory breaks with students can be an intervention strategy we can look for some students struggling with self-control and behavioral issues in the classroom. Since starting the W.I.N room the school climate has increased in a positive way in that students and staff do not give off the sense of fear of the students I work with. They can see the whole child instead of the behavior.

#### **Plan for Sharing**

1. Have a conversation with admin about what behaviors looked like at the beginning of the school year, showing the data, and reflecting on how staff were feeling.
2. Show admin my research project
3. Set up a time to meet with grade levels and talk about my action research
  - a. Share with staff the data that was collected



- b.** The impact it has had on all students learning environments not just the kids I provide service to but everyone in the school as the hallways are quiet and days are uninterrupted more often
- 4.** Talk to the MTSS team about starting a sensory area for general education students to be able to access
- 5.** Start a sensory area for the whole school to have access to

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W.I.N Room

## Appendix A

June 24, 2022

200 5<sup>th</sup> St. SW

Cokato, MN 55321

Dear Parent or Guardian,

Your child has been invited to participate in a study to see if using a W.I.N room with help to decrease room clearing behaviors.

Your child was selected because she/he is on my Special Education Caseload. If you decide to participate understand that your child will be asked to do the following, these are typical self-regulation activities that involve your child.

1. Your child will learn some new tools or strategies that they can use to help their bodies stay calm both in the classroom and while on a break.
2. Data will be collected to determine if tools and strategies are working or not and changed as needed.

Although Principal TJ Anderson has granted me permission to conduct this study, since this information is being used to help me complete my master's degree at Minnesota State University Moorhead, I need to have parental consent to use this information in my final paper that I am required to do as part of my degree. If I didn't need this information to complete my master's degree, I would be conducting this same type of research in my normal every day and would not need signatures. If you sign this form, you are giving me consent to use the information that I gather. All information that is used will be confidential, no names will be used. Please also note, that your child can choose not to participate at any time without any consequences.

Please feel free to ask any questions you have regarding this study. You may contact me here at school 320-286-4100 or [Samantha.streed@dc.k12.mn.us](mailto:Samantha.streed@dc.k12.mn.us) .

You will be offered a copy of this form to keep. You are making a decision whether or not to participate. Your signature indicates that you have read the information above and have decided to participate. You may withdraw at anytime without prejudice after signing this form should you choose to discontinue participation in this study.

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Signature of Guardian

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Date

W.I.N Room

## **Appendix B**

CITI- Will be added at a later date

## Appendix C

Student data form

# Behavioral Tracker

Student Name:

Month:

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Behavior																																
1.																																
2.																																
3.																																
4.																																
5.																																

Notes:

## Appendix D

### Student Behavior Form

#### Behavior Tracking

\*\*Please note every incidence of problem behaviors, how long they last, and how the behavior was redirected

Date	Behavior Description	Time Started	Time Ended	Location (indicate what student was doing in their schedule)	Check off Staff Redirection Techniques Used (if any)
	<input type="checkbox"/> <b>Elopement</b> (leaving assigned space without permission) <input type="checkbox"/> <b>Property Misuse/Destruction</b> <input type="checkbox"/> <b>Refusal</b> (Ignoring a direction, or yelling/stopping to a task demand)				<input type="checkbox"/> Behavior-Specific Praise (gave verbal feedback on what student was doing right in the situation) <input type="checkbox"/> Gave Choices <input type="checkbox"/> Offered a Break <input type="checkbox"/> Attempted to Block Access to Property Destruction <input type="checkbox"/> Access to Tool Box (Identified tools to use when stressed)
	<input type="checkbox"/> <b>Elopement</b> (leaving assigned space without permission) <input type="checkbox"/> <b>Property Misuse/Destruction</b> <input type="checkbox"/> <b>Refusal</b> (Ignoring a direction, or yelling/stopping to a task demand)				<input type="checkbox"/> Behavior-Specific Praise (gave verbal feedback on what student was doing right in the situation) <input type="checkbox"/> Gave Choices <input type="checkbox"/> Offered a Break <input type="checkbox"/> Attempted to Block Access to Property Destruction <input type="checkbox"/> Access to Tool Box (Identified tools to use when stressed)
	<input type="checkbox"/> <b>Elopement</b> (leaving assigned space without permission) <input type="checkbox"/> <b>Property Misuse/Destruction</b> <input type="checkbox"/> <b>Refusal</b> (Ignoring a direction, or yelling/stopping to a task demand)				<input type="checkbox"/> Behavior-Specific Praise (gave verbal feedback on what student was doing right in the situation) <input type="checkbox"/> Gave Choices <input type="checkbox"/> Offered a Break <input type="checkbox"/> Attempted to Block Access to Property Destruction <input type="checkbox"/> Access to Tool Box (Identified tools to use when stressed)
	<input type="checkbox"/> <b>Elopement</b> (leaving assigned space without permission) <input type="checkbox"/> <b>Property Misuse/Destruction</b> <input type="checkbox"/> <b>Refusal</b> (Ignoring a direction, or yelling/stopping to a task demand)				<input type="checkbox"/> Behavior-Specific Praise (gave verbal feedback on what student was doing right in the situation) <input type="checkbox"/> Gave Choices <input type="checkbox"/> Offered a Break <input type="checkbox"/> Attempted to Block Access to Property Destruction <input type="checkbox"/> Access to Tool Box (Identified tools to use when stressed)