

# Yes/No Learning Skills Chart

February 2015

National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
866-577-5787  
[www.intensiveintervention.org](http://www.intensiveintervention.org)

This document was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H326Q110005. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this document is intended or should be inferred.



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# Implementing Behavioral Strategies

## Purpose:

This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and/or behavioral support. The strategies are intended to support teachers working with students with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies also are included.

## Structure:

Each strategy includes a description of the (a) purpose and overview; (b) type of strategy; (c) behavior(s) addressed; (d) setting; (e) required materials; (f) implementation procedures and considerations; (g) sample scripts or formats; (h) potential intensification strategies; and (i) additional resources (where available).

## Terminology and Definitions:

- 1. Reinforcement:** Actions to make a target behavior more likely to occur in the future.
  - **Positive Reinforcement:** Adding something pleasant or desirable (e.g., toy, food, attention) to make a target behavior more likely to occur.
  - **Negative Reinforcement:** Taking something unpleasant or undesired away (e.g., aspirin to relieve a migraine) to make a target behavior more likely to occur.
- 2. Reinforcers:** Incentives (either a reward or the removal of something undesired) that are given to students after they display an appropriate/expected behavior. Use of reinforcers should increase students' continued demonstration of the appropriate/expected behavior.
- 3. Punishment:** Strategies used to decrease or terminate students' demonstration of a challenging behavior, including time-out or loss of privileges.
- 4. Consequences:** Events that occur after the demonstration of any behavior. Consequences can be positive or negative.
- 5. Consequence Clause:** A clause that identifies specific consequences that will be delivered if students do not meet goals/success criteria.
- 6. Replacement Behavior:** An appropriate behavior that a student is taught to use to replace a challenging behavior. The replacement behavior should serve the same function as the challenging behavior.
- 7. Consequence Modification:** Strategies to encourage students' demonstration of an appropriate/expected behavior.
- 8. Antecedent Modification:** Strategies to prevent students' demonstration of challenging behavior by clearly defining appropriate/expected behaviors.
- 9. Schedule of Reinforcement:** Established rules or procedures that a teacher follows to deliver reinforcers.

**10. Intermittent Reinforcement:** Delivering reinforcers at random time intervals that do not follow a pattern.

**Considerations for Successful Implementation:**

- These strategies may coincide or be used along with other interventions/strategies (e.g., Check In Check Out).
- The strategies should be aligned with school- and class-wide expectations.
- The reinforcers should be aligned with the hypothesized function of student behavior (e.g., attention, escape, avoidance, sensory).
- When using behavior management systems that award students points for demonstration of appropriate/expected behavior, it is important not to take away points after students earn them. Taking away earned points diminishes their value and may cause students not to care about earning future points.
- When using consequence clauses that include a form of punishment (e.g., time-out, loss of privileges), it is important to accompany them with strategies to teach replacement behaviors and/or strategies that encourage student demonstration of appropriate/expected behavior.
- For students with more intensive behavior, individualize class-wide strategies (using the potential intensification strategies) and consult with a behavior specialist/team in the event that strategies are not resulting in progress.

**Examples of Reinforcers**

Tangible	Activity-Based	Social	Intangible
Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books	Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher	Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student	Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

## Yes/No Learning Skills Chart

### Purpose and Overview:

Teachers award points to students for “catching” them when they engage in appropriate learning skills (i.e., keeping their eyes on the teacher, following directions the first time, following along with instruction, raising their hand, volunteering to answer questions). Points may be redeemed for access to preferred reinforcers or activities. When implementing any system, the teacher needs to be clear about the expectations and how students are to earn points. Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers can be tangible, activity based, social, or intangible.

### Type of Strategy:

Antecedent modification and/or schedule of reinforcement strategy

### Behavior(s) Addressed:

Off-task behaviors during whole- or small-group activities (e.g., blurting out answers, getting out of seat, interrupting others)

### Setting:

During whole-class or small-group activities

### Materials:

- A chart with “Yes” and “No” columns and rows identifying specific learning skills (one chart for each student if using the strategy with a small group or an individual student, or one large chart if using the strategy with a large group)
- Pen, pencil, or marker

### Implementation Procedure:

1. Create a chart with “Yes” and “No” columns and rows with specific learning skills (i.e., keeping eyes on the teacher, raising hand, staying in seat).
2. Establish criteria for success (e.g., 10 “Yes” points and no more than five “No” points).
3. Demonstrate how points can be earned during instruction by holding a practice session. If there is an individual student who struggles with a targeted learning skill, have him or her model the expected behavior and provide him or her with feedback before the strategy is incorporated within instruction. Peers also can model learning skills.

4. During instruction, award points to the class for demonstrating the targeted learning skills. Points also can be awarded to an individual student during class-wide or small-group activities.
5. When awarding points, teachers should explicitly state why they are being earned.
6. Students should be encouraged to support one another. If individual students are causing the class not to earn a “Yes” point, then the strategy should be individualized.
7. If students meet the established criteria for success, they can earn access to a reinforcer.

### **Implementation Considerations:**

- For class-wide implementation, the reinforcer may be connected to another behavior management/token economy system (i.e., meeting the criteria equals one handful of beads toward a classroom party).
- If used for individuals, it may be helpful to use this specific “Yes/No” learning skills system in conjunction with a behavior report card.
- For older students and/or students with self-monitoring skills, they can be responsible for awarding themselves a point in the appropriate column.
- More frequent reinforcement should be provided initially and then gradually faded.

### **Sample Yes/No Learning Charts and Scripts**

#### **Sample Script**

#### **When giving a “yes” point to the class/individual student:**

*“I see that everyone is following along with their finger; that is a point for the ‘yes’ column.”*

#### **When giving a “no” point to the class:**

*“Oh, I see too many eyes looking around the room, so I have to put a point in the ‘no’ column. Who can raise their hand and tell me what everyone can do now so that I can give a ‘yes’ point next time?”*

#### **Sample Charts**

#### **Class-Wide Chart: Classroom Learning Skills**

	<b>Yes</b>	<b>No</b>
Keeping eyes on teacher		
Following along with finger		
Raising hand		
Volunteering to answer question		

Class goal: More than 10 “yes” points (in any column) during reading class AND no more than five “no” points equals one handful of beads for our classroom party.

### Individual Student Chart: Suzie’s Reading Learning Skills

	Yes	No
Keeping eyes on teacher		
Following along with finger		
Raising hand		
Volunteering to answer question		

Individual goal: Three “yes” points with no more than two “no” points equals my reading responsibility goal for today.

### Potential Intensification Strategies:

- Within the chart, individualize the learning skills by incorporating replacement behaviors that a student is learning.
- Use peer modeling to support students who struggle with demonstrating the appropriate behavior prior to implementing the strategy during a large-group instructional activity.
- For students with more challenging behavior, include a “consequence clause” in the event that the student does not meet his or her established criteria for success and identify consequences up front.
- Increase a student’s schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her established criteria for success.
- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.