

CLASS PASS INTERVENTION

A Tier 2, Secondary Intervention for Students with Classroom Problem Behavior

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The CPI:

Teachers continually report that one of the biggest challenges they face is dealing with students who exhibit disruptive classroom behavior. As a result, teachers are always looking for effective and easy strategies they can use to address these students' behaviors. The Class Pass Intervention (CPI) is designed for students who engage in disruptive classroom behaviors because they want to avoid or escape doing difficult, boring, or otherwise aversive academic work. The CPI is effective because it not only encourages the student to exercise choice by appropriately requesting a break with a class pass, but it also provides the student with an incentive to behave well by staying in the presence of the difficult, boring, or otherwise aversive academic task in order to earn a preferred reward or school-based privilege (extra recess time, first to lunch). Although the student can appropriately request a break from academic work for a brief amount of time (which is better than the student behaving inappropriately to escape academic work), the aim is to encourage the student to maintain engagement with the academic work by holding onto the class passes and turning them in for a highly desired reward or privilege.

The way this intervention works is that students typically exercise their choice by using the class passes when the intervention is first being implemented, but over time the student begins to hold on to or bank their passes to exchange them for the reward or privilege. The research on CPI indicates that it is highly effective at reducing behavior problems and increasing academic engagement. In addition, teachers report that it is an acceptable intervention for use in their classrooms, particularly because the time allowed for in breaks is easily made up by the increased amount of time the student remains academically engaged.

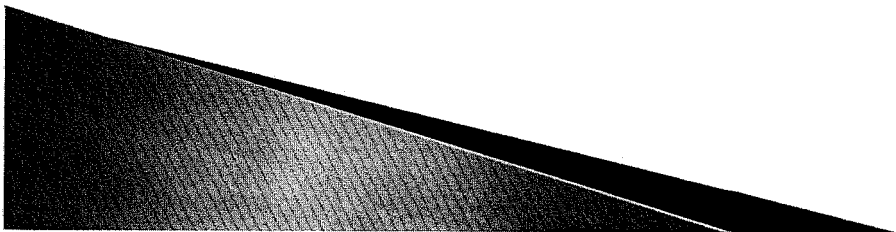
The steps to implement CPI:

1. Meet with the student to teach him the CPI and how to appropriately request a break using the class pass.
 - a. Tell (talk about how the intervention works)
 - b. Show (model how to request a break)
 - c. Do (allow the student to practice using the class pass)
 - d. Feedback (give the student feedback about how he performed)
2. Identify a spot where the student can take a break and engage in a preferred activity for 3 – 7 minutes (this depends on how long staff are willing to accept)
3. Determine the rewards and/or privileges that can be earned by saving or banking the class passes (the more passes held on to, the better the reward and/or privilege)
4. Give the student a predetermined amount of class passes each day (anywhere from 3 to 5) s/he can use to take a break from class
5. When implementing the CPI, keep a close eye on the student and provide him with a prompt to use the class pass at the earliest warning signs of disruptive behavior
 - a. At the beginning of implementation, the student will need to be reminded to use the class passes.
 - i. Give the student a choice, "you can use the class pass to take a break or you can keep working on the assignment and hold on to the class pass and turn it in for something you want."
6. Monitor and track the effectiveness of the intervention
7. Give the student feedback about how he is doing

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Class Pass Intervention

- ▶ CPI is for students who engage in escape-motivated behavior problems
 - Work may be too difficult, views class as boring, or simply doesn't like a subject
- ▶ Student is allowed to take a break from class by issuing a class pass and engage in a desired behavior
- ▶ Has been shown to reduce disruptive behavior and increase academic engagement
- ▶ It works because students are able to:
 - exercise choice by requesting a break with class pass
 - Earn access to desired reward or activity based on staying in the presence of the difficult, boring, or frustrating academic task



CPI Implementation Steps

1. Meet with the student to teach them the CPI and how to appropriately request a break using the class pass
2. Identify a spot where the student can break and engage in a preferred activity for 3 – 7 minutes (this depends on how long staff are willing to accept)
3. Determine the rewards and/or privileges that can be earned by saving the class passes (make it such that the more passes means the better the reward and/or privilege)
4. Give the student a predetermined amount of class passes (anywhere from 3 to 5)
5. When implementing the CPI, provide prompts to the student to use the class pass if you see him beginning to engage in problem behavior
6. Monitor and track the effectiveness of the intervention
Give the student feedback about how he is doing