

The Basic 5 Behavior Benchmarks

Dark = Stop (do something different)

Medium = Caution (intervention recommended)

Light = Keep going (keep doing what you're doing)

Benchmark	Dark	Medium	Light	Form to use
Time on Task (academic engagement)	Less than 80%	81–90%	91–100%	Academic Engagement Monitoring Form (5.4) <ul style="list-style-type: none"> • 5-minute recording time • Use during teacher-guided instruction • Use for classwide monitoring
Opportunities to Respond (per 10-minute interval)	Fewer than 10	10–40	More than 40	Opportunities to Respond Monitoring Form (5.5) <ul style="list-style-type: none"> • 10-minute recording time • Use during teacher-guided instruction • Use for individual or classwide monitoring
Ratio of Interactions (positive to negative)	Less than 1:1 OR less than 1 interaction per minute	At least 1:1 consistently	At least 3:1 consistently	Ratio of Interactions Monitoring Form (5.6) <ul style="list-style-type: none"> • 20-minute recording time • Any activity • Use for individual or classwide monitoring
Disruptions (per 10-minute interval)	More than 10	5–10	Fewer than 5	Misbehavior Monitoring Form (5.7a or 5.7b) <ul style="list-style-type: none"> • Use for duration of one activity or entire period • Any activity • Use for classwide monitoring
Alignment with Expectations	Mostly 1s & 2s	Mostly 2s & 3s	Mostly 4s & 5s	Expectations Versus Daily Reality Scale (5.8) <ul style="list-style-type: none"> • Use for duration of one activity or entire period • Any activity • Use for classwide monitoring

Sample Menu of Interventions

Time on Task	Opportunities to Respond	Ratio of Interactions	Disruptions	Alignment with Expectations
<ul style="list-style-type: none"> • Use content enhancement routines* to deliver instruction. • Apply partnership learning principles to lesson plans. • Use at intervals to determine if daily schedule of activities could be revised. <hr style="width: 20%; margin-left: 0;"/> <p>*A set of teacher-focused interventions that are part of the Strategic Instruction Model (SIM) developed by Dr. Don Deshler and colleagues at the University of Kansas.</p>	<ul style="list-style-type: none"> • Be careful not to back students into a corner. Give option to “pass.” • Kids use “lifelines” (as on <i>Who Wants to Be a Millionaire</i>) to seek help. • Have students call on each other. • Begin with questions that many students know as a review. • Let students know everyone will have to answer at least one question. Monitor using tally marks in a grade book, etc. • Create response cards using Yes/No or symbols on each side. • Use write on/wipe off boards for every student to respond at the same time. 	<ul style="list-style-type: none"> • Greet students at door. • Discuss how teacher feels when supported by a 3:1 ratio. • Model during a lesson. • Have kids look for behaviors and engage in positive interactions. • Brainstorm a variety of positive responses. • Stress that an interaction counts as positive or negative based on <i>when</i> it occurs. • Teachers write specific positive statements on sticky notes to hand out during instruction. • “Paper Clip Trick.” Teacher moves paper clip from right to left pocket based on positive interactions. 	<ul style="list-style-type: none"> • Have teacher tally on board own response to blurt-outs from students; explain to class that the goal is to accept fewer blurt-outs. 	<ul style="list-style-type: none"> • Use three-step teaching process (teach > monitor > feedback) to explain expectations. • Use visual display to cue expectations. • Try using precorrections.