



4 Positive Behavior Interventions from Panorama's Playbook



About Panorama’s Playbook

[Panorama’s Playbook](#) is an online professional learning library that connects educators with hundreds of instructional resources, activities, academic interventions, and evidence-based behavioral management strategies—all designed to support students holistically. Playbook includes a collection of 500+ strategies that span all MTSS tiers and each developmental stage (K-12).

In this resource, you’ll gain access to four strategies from Panorama’s Playbook focused on increasing positive student behavior by helping students monitor their emotions, practice kindness and positivity, and work with peers toward specific behavioral goals.

These strategies can be combined with the use of behavior-specific praise to reinforce positive behaviors. Additionally, these strategies can help to establish class-wide behavior expectations—the foundation of a positive and supportive classroom environment.

Give your teachers and staff the support they need to create a positive climate for all students with [Panorama Behavior Logging & Analytics](#). [Click here](#) to learn more about partnering with Panorama to promote positive behavior in your district.

Inside This Resource:

Strategy #1	
Collaborative Activitis	3
Strategy #2	
Turtle Technique	4
Strategy #3	
Lunch Bunch	5
Strategy #4	
Positive Peer Reporting	7

Strategy #1: Collaborative Activities

Self-Management, Self-Awareness, Teacher-Student Relationships
Tier: 2 • Grade Levels: K-5

SUMMARY:

Collaborative Activities is a strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student.

GOAL:

Collaborative Activities can be used to systematically increase a student's participation in activities or tasks that typically result in avoidance or disruptive behaviors.

USE WITH BEHAVIOR-SPECIFIC PRAISE:

When the student completes the assigned task, provide immediate behavior-specific praise that identifies the task and the importance of completing it.

STEP-BY-STEP INSTRUCTIONS:

Preparation:

- Identify a task that the student is trying to escape completing or obtain attention while completing.
- Identify versions of this task that can be completed while engaging with an adult (e.g., teacher, paraprofessional, school counselor).

Instructions:

1. Explain to the student that you (or another adult) will be working with them to split-up the parts task
2. Collaborate with the student to identify ways in which the steps of the selected task can be divided or shared. For example: getting ready to leave school at the end of the day can be divided into components of packing their bag, organizing materials in their desk, retrieving their lunch box from a cubby, etc.
3. Clearly define which steps you will complete vs. the steps that the student will complete.
4. When asking the student to engage in the desired task, prompt them by offering to split-up the components. Complete the task collaboratively with the student.
5. Provide behavior-specific praise when completing the task with the student.
6. After each time that the student successfully completes the task without exhibiting a challenging behavior, increase the student's responsibilities in the task.

IMPLEMENTATION TIPS:

Gradually increase the amount of responsibility that is required of the student systematically and slowly. If the student exhibits challenging behaviors during the activity, consider reducing their amount of work the next time you ask them to perform a similar task.

Strategy #2: Turtle Technique

Primary Topics: Self-Management, Emotion Regulation
Tier: 1 & 2 • Grade Levels: K-5

SUMMARY:

This calming strategy helps teach students a set of concrete, easy-to-remember steps that they can use to identify and manage their feelings.

GOAL:

The goal is to help students manage their big feelings and self-monitor their emotions (and subsequent behaviors).

USE WITH BEHAVIOR-SPECIFIC PRAISE:

Use behavior-specific praise to encourage students to use the Turtle Technique whenever they are feeling a big emotion. For example, “Mateo, you did a great job using the Turtle Technique to recognize your anger and using the Calming Corner as your shell. I’m proud of you!” recognizes how Mateo used the Turtle Technique from start to finish.

STEP-BY-STEP INSTRUCTIONS:

Instructions:

1. Explain to your student(s) that you will be teaching them about a new tool that they can use to work through hard situations with lots of big feelings.
2. Share that the name of this tool is the “Turtle Technique” because they are going to learn how to “go inside their own shell” to find calmness.
3. Model the Turtle Technique for students:
 - First, recognize your feelings. What are some words that you can use to describe what you’re feeling? How is it showing up in your body?
 - Think: “stop” and go inside your shell, taking a few deep breaths. Start to think about solutions.
 - Come out of your shell when you’re feeling more calm.

IMPLEMENTATION TIPS:

- Provide positive feedback with behavior-specific praise when your students use this technique successfully.
- Share the Turtle Technique with families so that they can continue to use (and reinforce) it at home.
- Teach the Turtle Technique to your entire class and ask students to brainstorm a special place that students can use as a collective “shell” when they need to calm down. You can use an existing peace corner or calming space as the designated “Turtle Technique” space for students to use.

Strategy #3: Lunch Bunch

Primary Topic: Social Awareness • Secondary Topic: Social Perspective-Taking
Tier: 2 • Grade Levels: K-8

SUMMARY:

The Lunch Bunch is a group-oriented behavioral intervention that provides students with ongoing opportunities to make connections with peers while working towards concrete behavioral goals. Lunch Bunches provide teachers and support staff with structured opportunities to facilitate social skills training.

GOAL:

The goal of this intervention is to help students connect with peers while working on specific SEL skills.

USE WITH BEHAVIOR-SPECIFIC PRAISE:

This is a good example of a time when private praise may be more appropriate, as students may wish to discuss confidential or private topics. Providing behavior-specific praise in a one-on-one setting can encourage students to continue their work of building important SEL skills.

STEP-BY-STEP INSTRUCTIONS:

The purpose of a Lunch Bunch is to have a small group of students meet on a regular basis with a teacher or support staff member to work on specific social and behavioral goals.

Preparation

- Select a location (e.g., classroom, library, specific table in the lunchroom)
- Map out a schedule for your lunch bunch. Some teachers meet daily with their groups; others specify a weekly recurring time.

INSTRUCTIONS:

Familiarize your students with the concept of a Lunch Bunch. Explain that this is a fun way to meet new friends at school, reconnect with old friends, play fun games, and have lunch somewhere other than the cafeteria.

Identify and invite students. Select a small group of peers (ideally four to six) to participate in your Lunch Bunch. Educators might start a Lunch Bunch with a group of students who are all struggling with specific behaviors in the classroom. Be sure to invite new students every few months.

Set a purpose. When identifying students, consider the overarching purpose of the Lunch Bunch based on their needs. For example: a group focused on making new friendships for students who have recently enrolled at school.

Choose topics or skills to proactively work on with students. Consider the following list of topics when planning a Lunch Bunch program for your students:

- Social skills (e.g., social perspective-taking, kindness, empathy) • Problem-solving
- Conflict resolution
- Self-esteem
- Collaboration
- Growth mindset

When you meet with your Lunch Bunch, facilitate instruction on the targeted goals through purposeful inclusion of students. Balance structured activities with time for socializing. Many teachers recommend planning a short activity or game (~10 minutes) that encourages reflection and prompts conversation. In this way, you can help students build a specific social skill while also leaving time for socializing.

Provide reinforcement for target behaviors and provide behavior-specific praise to students.

IMPLEMENTATION TIPS:

Familiarize your students with the concept of a Lunch Bunch. Explain that this is a fun way to meet new friends at school, reconnect with old friends, play fun games, and have lunch somewhere other than the cafeteria.

- When starting a Lunch Bunch program in your school or district, check with administrators to see if parental notification is required for students to participate.
- In addition to focusing on specific social skills, use this as a chance to learn about your students and help them feel seen and heard.
- Be mindful of confidentiality. Some students may want to discuss current conflicts during Lunch Bunch. Offer to meet with them privately versus attempting peer remediation.

Strategy #4: Positive Peer Reporting

Primary Topic: School and Classroom Climate

Secondary Topic: Social Awareness, Social Perspective-Taking, Self-Management

Tier: 1 & 2 • Grade Levels: K-5

SUMMARY:

Positive Peer Reporting is a classroom-based intervention to improve social interactions between students using rewards that reinforce positive social attention. Through Positive Peer Reporting, students receive recognition and compliments while building the skills to interact positively with their classmates. The combination of classwide participation and a focus on specific students makes this strategy beneficial for both classroom climate as well as individualized social skill-building.

GOAL:

The goal of this intervention is to both foster a classroom climate of kindness and positivity while also differentially reinforcing students who tend to be more socially withdrawn.

USE WITH BEHAVIOR-SPECIFIC PRAISE:

Like behavior-specific praise, this strategy moves the attention away from inappropriate behaviors and toward positive behaviors. Students can use praise statements with each other.

STEP-BY-STEP INSTRUCTIONS:

Positive Peer Reporting is an intervention designed for students who need extra opportunities to interact with (and receive positive messages from) their peers.

The primary component of Positive Peer Reporting is that students are provided with structured peer praise for engaging in appropriate social behaviors. The intervention is designed to increase peer attention for positive behaviors while reducing peer attention for inappropriate actions.

Preparation

- Determine some type of token system (e.g., cotton balls in a jar) to reward the class
- Brainstorm a list of rewards for the entire class (e.g., early recess)

INSTRUCTIONS:

1. The teacher informs the class that they will be working on relationships with their classmates, focusing on how to compliment others.
2. Each day, the teacher will select a student (or a small group of students) to be the focus for the day.
3. On that day, the other students will have a chance to praise the target student(s)' good behavior.
4. The teacher explains and models the steps for delivering appropriate praise statements (e.g., smile at the person, describe what they did or said, make eye contact, share a positive statement).
5. Each praise statement by a student should be followed by a reward. For example: place a cotton ball into a jar following each compliment and deliver a classroom reward when the jar fills up.

Must Do vs. Adaptable:

- MUST DO: ensure that each student in the class gets a turn as the “target student”
- ADAPTABLE: reward menu, session length, frequency

WHEN YOU MIGHT USE THIS STRATEGY:

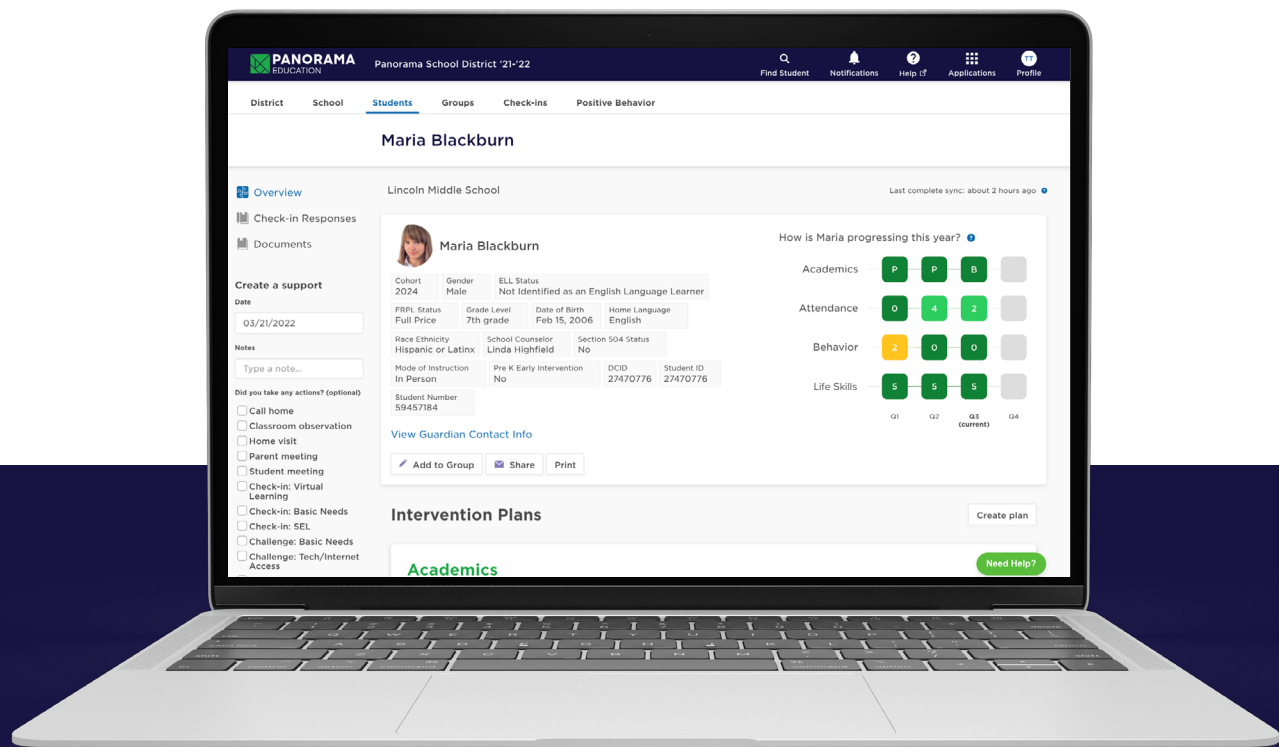
This intervention is designed for students who are showing signs of being isolated from their peers and, therefore, are not being provided with many opportunities to interact positively with others.

IMPLEMENTATION TIPS:

- Focus on minimizing reinforcement for inappropriate behaviors and, instead, emphasizing when appropriate behaviors are being displayed
- This intervention is most effective when the teacher specifies a specific window during which the class is actively working on observing behaviors and complimenting the target student(s).
- [Click here to download a Positive Peer Reporting fidelity checklist.](#)

About Panorama Education

Panorama Education is an education technology company founded in 2012 that helps students achieve academic success and well-being, and gives schools and school districts a platform to hear what families, students and teachers need in the classroom. Educators use Panorama's software platform to understand and support students across academics, attendance, behavior, and life skills development. Panorama is proud that its platform is used to support 15 million students in 25,000 schools and 2,000 districts across the United States.



Get in Touch:

www.panoramaed.com
contact@panoramaed.com
(888) 268-1590

[Schedule a Meeting With Us](#)



PANORAMA
EDUCATION