Challenging Behaviors in the Classroom:

Why do you see them and what do you do?

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Factors Affecting Student Behavior

Factors Affecting Behavior

movement
sensations
PRE FRONTAL CORTEX
vision
HIPPOCAMPUS
AMYGDALA
judgement
reward
memory
coordination
BRAIN STEM
CEREBELLUM

Creating a Continuum of Support
Academic Systems
Behavioral Systems
Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity
1-5%
1-5%
Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures
Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
5-10%
5-10%
Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
Universal Interventions
•All students
•Preventive, proactive
80-90%
80-90%
Universal Interventions
•All settings, all students
•Preventive, proactive

Preventing Problem Behaviors
(a.k.a. "behavioral errors")

Classroom Climate

- Goals
  - Emphasize setting students up for success
  - Be proactive and address minor behavioral errors

"Misbehavior" or "Problem Behavior" = "**Behavioral Error**"

(error in learning the correct/desired behavior OR error in "performing" the correct/desired behavior)

Classroom Climate

- Classroom climate includes:
  - Overall environment
  - Reinforcing positive behaviors

Minor Behavioral Errors

What are Minor Behavioral Errors?

- Minor = behaviors that are easily addressed within the classroom context; easily changed
- Goal: Change behavior and keep behavior from escalating to major or extreme

What is Your Response?

- *Punishment*
- *Discipline*

(Encarta Dictionary: English)

When a student cannot read, we teach.

When a student cannot calculate or problem solve, we teach.

When a student cannot write, we teach.

When a student cannot behave, we punish, but why don't we teach?

Behavior and Reading Improvement Center of North Carolina at Charlotte

You CANNOT **"make"** students change their behavior.

You CAN create conditions that encourage and support expected behaviors and prevent minor disruptions from escalating.

Behavior Change

Knowledge

+ Ability

+ Exchange

+ Norms

Jeff Jordan (*Rescue: The Behavior Change Agency*)

Strategies for Tackling Minor Behavioral Errors

What you say

- *Teacher Talk*
- *Turn Your Words Into Gold*
- *Scripts*

Strategies for Tackling Minor Behavioral Errors

- Proximity control
- Redirection
- Offer choice
- Time out*
- Reminder card

A.C.T. Reminder Card

Please review the A.C.T. statement. Remember, in the Vail Schools we…

A re respectful and trustworthy

C are about each other

T ake responsibility

Take PRIDE Sycamore wide… ACT!

Self-monitoring Strategies

- Goal = reduce or eliminate behavior?
- Behavior contracts
- Self-monitoring

Date: _____

+	+	-	-	-	+	+	+	-	-
+	-	-	-	+					

Name_____
Date: _____

Put a mark down every time you talk out of turn.

What did you do in class today?

1. How well did you behave?
   Were you attentive?
   Did you complete assignments?
   Did you contribute to class discussions?
   Did you think?
   Did you learn something?
2. What score would be accurate?

1	2	3	4	5
(excellent)				(poor)

Check Yourself For The Following

- Non-verbal cues
- Overall body language
- Tone of voice
- Language…NO PUT-DOWNS…EVER!!!

Addressing "Major" Behavioral Errors

Major Behavioral Errors

- Major = disruption of learning, repeated minor
- Goal: 3 steps
  1. **Extinguish** inappropriate behavior
  2. **Replace** with appropriate behavior
  3. **Acknowledge** when student can do it

Major Behavioral Errors

- How many times do you correct a minor before it becomes major?
  - School policy
  - Teacher tolerance
  - Whatever the threshold, let student know if consequence at next occurrence will change.

Functional Behavioral Assessment (FBA)

- Need to have a better understanding of the function for the behavior (WHY)
- Not just for Special Education placement

What is FBA?

- Based on the belief that ***change*** in behavior is more likely if we ***meet the students needs***
- Functional analysis tool for intervention planning ***(What do you mean by "intervention"?)***
- Uncovering the ***relationship*** between the ***problem behavior and what happens before and after***

Levels of Functional Behavioral Assessment

- **Informal Functional Behavioral Assessment**
  - Done in school by typical teachers/staff
  - Done as part of normal daily problem solving
- **Level I: Basic FBA**
  - Done by trained members of school setting
  - Typically involves interview(s), and brief observation

Levels of Functional Behavioral Assessment

- **Level II: Complex FBA**
  - Done by behaviorally trained member of school or district
  - Typically involves interviews and observation
- **Level III: Functional Analysis**
  - Done by trained behavior analyst
  - Involves interviews, direct observation, and systematic manipulation of conditions.

Today

- **Informal Functional Behavioral Assessment**
  - Done in school by typical teachers/staff
  - Done as part of normal daily problem solving

Levels of Functional Behavioral Assessment

All levels of FBA focus on the same basic goals:

1. Define the behavior of concern
2. Identify the events that reliably predict occurrence and non-occurrence (***where, when, with whom***)
3. Identify the consequences that maintain the behavior in the most common "predictor conditions"
4. Determine function of behavior (***why***)

1. Describe Problem Behavior

Behavior is **observable and countable**.

Which of these is observable and countable?

(a) Hit others with hand	(b) Cry
(c) Angry	(d) Spit
(e) Takes out revenge	(e) Is mean
(f) Non-compliant	(g) Scream
(h) Inconsiderate	(i) Breaks objects

Become a Behavior Detective!

ABC's of Behavior

Time to become a detective!!!!

A
Antecedent
That which occurs before the behavior = "*the trigger*"

B
Behavior

C
Consequence
Pay off: *avoiding* or *gaining* something

2. Antecedent

WHERE = Routines where the problem behavior is most and least likely
- Examples: *During math class, gym class, lunch, recess*

WHEN = Specific events (or antecedents) within a routine that are most and least likely to "trigger" the problem behavior
- Examples: *When given double-digit addition, given directions*

WITH WHOM = Specific people with whom the problem behavior is most and least likely

3. Consequence

It may help to think: "and as a result _____"

Example : (Antecedent→Behavior→Consequence)

- *During recess, when peers tease him, Ben hits his peers and they leave him alone.*
- *During reading, When asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office (missing the assignment).*
- *During circle time, when praised Jessie starts crying, the teacher stops circle time and comforts her.*

Scenarios

Routine: "During _____"

Antecedent/ Trigger:	→	Behavior:	→	Consequence/ Outcome:
When _____		*The student does _____*		*… and as a result _____*

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Scenario #1

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine: "During _____"

Antecedent/ Trigger: When..	→	Behavior: Student does..	→	Consequence/ Outcome: and as a result…

Scenario #2

Nancy cries during reading time when she is asked to work by herself. This results in the teacher sitting and reading with her.

Routine: "During _____"

Antecedent/ Trigger: When..	Behavior: Student does..	Consequence/ Outcome: and as a result…

ABC Chart

Time	**A**ntecedent	**B**ehavior	**C**onsequence

Example 1

Example 2

Example 3

4. Understanding Functions of Behavior

Examples of Function in School

Obtain/Get Reinforcers

- *I yell and others look at me*
- *I fight and others listen to me*
- *I wander and people talk to me*
- *I hit in order to get toys from other kids.*

Escape/Avoid Aversives

- *I cry when work gets hard and someone will help me*
- *I throw a book during math class and the teacher will remove me from class*
- *I stand out of the way during PE and the other game participants will avoid throwing me the ball.*

FBA Tool

Function Matrix		
	Access	Avoid
Attention		
Tangibles/ Activities		
Sensory		

www.tucsonlinks.org/elearning

Now what?

- What you know = behavior + function
- Identify a replacement behavior and intervention
  - Replacement behavior = behavior you want the student to do instead
  - Intervention = something that is done to change behavior

Now what?

Criteria for replacement behavior and intervention:

- Matches function of behavioral error
- Realistic/Doable
- Can be supported by adults
- Teachable
- Measurable

Intervention Resources

You do NOT have to have ALL of the answers!!!!

- Other teachers
- Teacher's Resource Guide
  http://www.hawthorne-ed.com/pages/resources/r2.html
- www.pbisworld.com

Possible Interventions

	Access	Avoid
Attention	• Check-in • Classroom job • Work time with a preferred peer	• Access to private, quiet space • Secret signal
Tangibles/ Activities	• Contingent access • Choice	• Choice for completion of task • Give easy task first
Sensory	• Secret handshake • Contingent access • Scented candle	• Delayed dismissal • Alternative seating

Implementing Interventions

Behavior Intervention Plans (BIP)

- Based on FBA data
- Designed to teach and reward positive behaviors
- Can prevent or stop behavioral errors

Implementing Interventions

BIP key components

- Description of problem behavior/behavioral error
- Function of the behavior
- Replacement behavior
- Teaching plan – how, who, when
- Consequences for desired and undesired behaviors
- Method of measuring

Thank you!

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