



Intervening with Students with Problematic Behaviors

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Intervening with Students with Problematic Behaviors

- What is one thing you already know about intervening with students with problematic behavior?
- What is something you hope to learn?
- How would you caption this picture?



Learning Objectives

- Basics of motivation will be discussed
- Fundamentals of effective individualized behavioral intervention for students
- Strategies for implementing researched-based interventions for students will be discussed
- Verbal de-escalation strategies will be explicitly discussed.

Assessing Students' Ideas About 'Self-Efficacy'



- Self-Efficacy. The student's view of his or her own abilities related to *specific learning tasks and subject areas*.
- Self-Esteem. The student's *global* view of his or her self-worth.

Source: Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, 31, 313-327.

Assessing Students' Ideas About 'Self-Efficacy' (Cont.)



Encourage the student to:

- talk about perceived strengths and weaknesses in particular subject areas
- share details about successes or failures experienced in examples of academic tasks
- present strategies that they typically use to complete common academic tasks (e.g., undertaking a term paper, doing homework)
- disclose their routine for preparing for quizzes and tests.

How Attributions About Learning Contribute to Academic Outcomes



People regularly make '*attributions*' about events and situations in which they are involved that 'explain' and make sense of those happenings.

How Attributions About Learning Contribute to Academic Outcomes

Attribution Theory: Dimensions Affecting Student Interpretation of Academic Successes & Failures
(Linnenbrink & Pintrich, 2002)

The situation or event is...

- | | |
|---|---|
| • Unstable (changes often) | • Stable (can be counted on to remain relatively unchanged) |
| • Internal (within the student) | • External (occurring in the surrounding environment) |
| • Uncontrollable (beyond the ability of the student to influence) | • Controllable (within the student's ability to influence) |



How Attributions About Learning Contribute to Academic Outcomes

So I did lousy on this one test. That's OK. Next time I'll be more prepared and my grade will come back. Some of the stuff in the down room, because my and pick questions that are impossible to study for! I was born to watch T.V.

The situation or event is...

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Finding the Spark: Strategies for Working With the Unmotivated Learner

Jim Wright
www.interventioncentral.org

Intervention Ideas

www.interventioncentral.org

- Classic Ideas That Teachers Can Use to Diversify Classroom Instruction
- Encouraging Student Academic Motivation
- Entertaining Ideas for Educating Students
- **Finding the Spark: More Motivation Tips**
- Group Response Techniques
- Introducing Academic Strategies to Students: A Direct-Instruction Approach
- Student 'Help' Signal
- Teacher Strategies to Promote Learning

Writing (1)

- Integrated Writing Instruction

Math (1)

- Cover-Copy-Compare

Classroom Management Ideas (6)

- Effective Teacher Commands: Establishing Classroom Control
- Good Behavior Game
- Positive Classroom Climate: Teacher Advice
- Respectful Classroom
- Smooth Classroom Traffic
- Strategies to Prepare Classrooms for Substitute Teachers

Tips for Study and Organization (5)

- Guided Notes
- Homework Contracts: Taming the

Behavioral Interventions (17)

- Behavior Contracts
- Creating Safe Playgrounds: A

'Big Ideas' About Motivation...

Idea #1: Motivation is not a quality that resides solely in the student. Instead, motivation is a result of the *interaction* between the student and his or her learning environment.

'Big Ideas' About Motivation...

Idea #2: A student's level of motivation is greatly influenced by his or her learning history. A history of bad school experiences can make students very resistant to encouragement and incentives.

'Big Ideas' About Motivation...

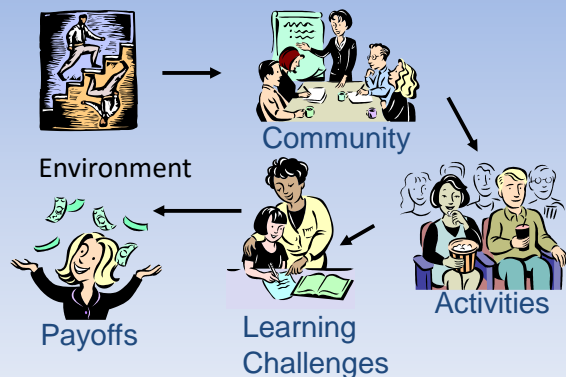
Idea #3: As students become older, their desire to protect and to promote their self-image becomes significantly more important in determining their motivation level.

'Big Ideas' About Motivation...

Idea #4: Teachers can increase the attractiveness of an academic activity or assignment through changes in the:

- Learning environment
- Social community
- Academic activity
- Learning challenge
- Outcome or payoff

Elements of Effective Motivation-Building



Motivating Students:

Environment

The setting in which we work can encourage us to give our best effort or discourage us from even trying to perform.



Motivating Students: Ideas for... Environment



- Let students choose their seat location and study partners.
- Enlist students to come up with rules and guidelines for effective classroom learning.
- Create a memory-friendly classroom. Post assignments and due dates, written steps for multi-step tasks, etc.

Motivating Students:

Community

We define ourselves in relation to others by our social relationships.

These connections are a central motivator for most people.



Motivating Students: Ideas for... Community

- Ask students to complete a learning-preferences questionnaire.
- Hold weekly 5-minute 'micro-meetings' with the group or class.
- Use '2 X 10' rule:
 - Hold 2-minute friendly conversations across 10 days with students who are not attached to learning
- Provide 5 positive interactions with students for every 'negative' interactions



Motivating Students: *Activities*

Motivated students are engaged in interesting activities that guarantee a high success rate and relate to real-world issues.



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"Why is it important for today's kids to learn algebra? Because I had to learn this junk in school and now it's your turn, that's why!"

Motivating Students: Ideas for... Activities



- Select fun, imaginative activities for reviewing academic material.
- Prior to assignments, have students set work or learning goals. Have students rate their own progress toward their goals.
- Celebrate mistakes as opportunities for learning.

Motivating Students: *Learning Challenges*

Every learner presents a unique profile of strengths and weaknesses. We unlock motivation when we acknowledge and address unique learning profiles.



Motivating Students: Ideas for...

Learning Challenges

- Avoid 'stigmatizing' as low performers those students who require remedial academic support.
- Use a 'think-aloud' approach when introducing a skill or strategy.
- Allow students to take a brief break when tired or frustrated.
- Allow frequent opportunities for 'choice' in structuring instructional setting and activities



Motivating Students: *Payoffs for Learning*

Learning is a motivating activity when the learner can count on short- or long-term payoffs for mastering the material being taught.



Motivating Students: Ideas for... Payoffs For Learning



- Reward student *effort* along with *quality* of completed work.
- Build in short-term rewards (e.g., increased free time, pencils, positive note home) for student effort, work completion.
- Give students frequent positive attention (at least 3 positives for each negative interaction)

'Big Ideas' About Motivation...

Idea #5: A student's level of motivation can be 'multiply determined' (i.e. be supported by more than one underlying behavioral principle)

Elements of Effective Motivation-Building



A Teacher's Revelation

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized."

Haim Ginott
Child Psychologist

Historical Perspective

- Traditionally Behavior management has consisted of trying to MAKE students behave
 - This attitude leads to an over-dependence on REACTIVE PROCEDURES
 - REACTIVE PROCEDURES are not bad or wrong, they are simply ineffective in changing behavior

Science of behavior has taught us that students....

- Are **NOT** born with “bad behaviors”
- Do **NOT** learn effectively when presented contingent aversive consequences
- *But students DO learn better ways of behaving by being*
- *taught directly & receiving positive feedback....*

Intervening with students with problematic behaviors...



Traditional Discipline vs. PBIS

• **Traditional Discipline:**

Stop undesirable behavior by:

- Punishment
- Focuses on the student's problem behavior



• **PBIS:**

Stop undesirable behavior by:

- Replacing with a new behavior or skill
- Altering environments
- Teaching appropriate skills
- Rewarding appropriate behavior



Applied Behavior Analysis Principles

- Behavior is shaped by experiences
 - Learned
- Functional relationship between behavior & environmental events
 - Antecedent events
 - Behavior
 - Consequence events

So how do we intervene?

- Prevent
- Teach
- Reinforce
- De-Escalate
- AND use functional assessment to effectively intervene!

Behavior Intervention Plans

- The redesign of ENVIRONMENTS!!!
- It is about what WE can do DIFFERENTLY.

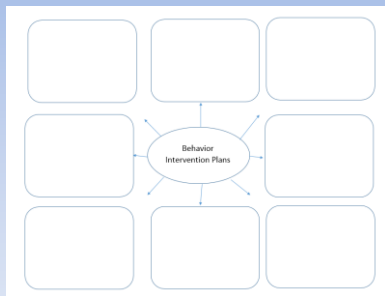
Behavior Support Plan template

Available:

http://doe.sd.gov/oess/sped_pbis.asp

Click “SD Behavior Support Plan” on right side

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Components of effective response

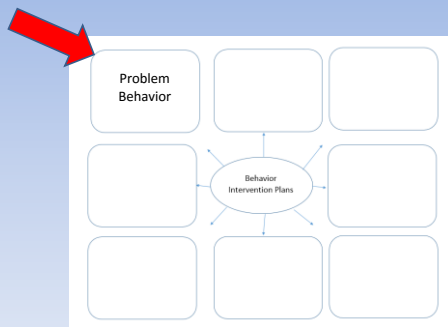
- Target or Problem Behaviors
- DATA (Baseline and Intervention)
- Hypothesis (Function of behavior)
- Antecedents---Antecedent modifications
- FERB (Functionally Equivalent Replacement Behavior)---Teaching Strategies
- Positive Reinforcement
- Reactive Strategies
- Team Communication

Target Behavior or Problem Behavior

- Identify Problem Behavior
 - What does it look like?
 - How often does it occur?
 - How long does the problem behavior last?
 - What is the intensity/danger level of problem?
- Where, when, and with whom problem behaviors are most likely

Problem behavior must be...

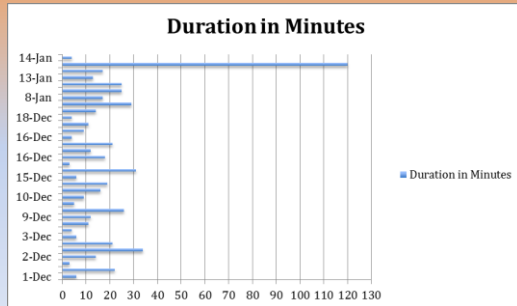
- Observable
 - Describe specific actions that can be seen or heard
- Measurable
 - Has a beginning and an end
 - Can be counted or timed



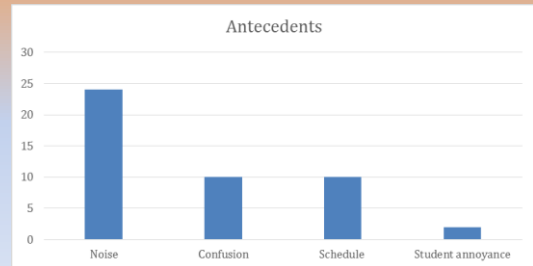
Data

- Collect data readily available:
 - Missing work, late work, grades, attendance, office discipline referrals, ISS/OSS, academic screening
- Discuss previous interventions

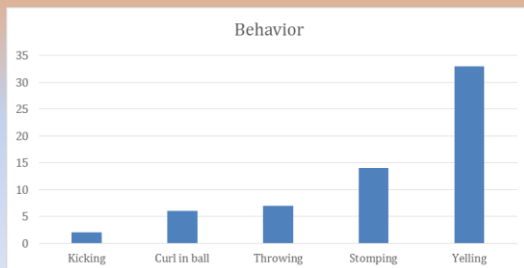
Screaming



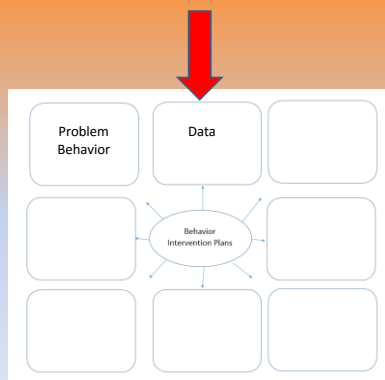
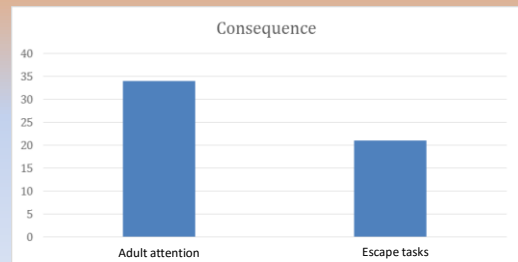
Antecedents



Behavior



Consequences



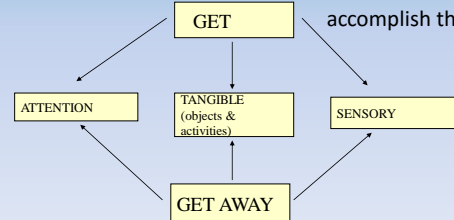
Functions of Behavior

- All behavior is a form of communication

– To GET

– To GET AWAY

The behavior will accomplish this!



Behavioral Errors

- **Why?**

- “Skill Deficits” --Students do not have appropriate skills
- “Performance Deficits” --Students have skills, but do not know when to use skills or choose not to use them in specific situations
- Students have not been taught specific classroom procedures & routines
- Skills are not taught in context
- Skills are not rewarded & encouraged consistently

ANTECEDENT EVENTS AND MODIFICATION STRATEGIES

What is an antecedent?

- Antecedent events happen immediately before and set the occasion for or trigger the problem behavior (Crone & Horner, 2003)
- Why is it important?
 - Allows us to PREDICT problem behavior
 - Changing it will likely results in CHANGING the behavior

Common antecedent events

- ▶ Tasks that are too difficult
- ▶ Peer or adult attention/interaction
- ▶ Transitions from one activity to another
- ▶ Lack of access/availability of specific item or activity/task
- ▶ Lack of peer or adult attention/interaction

Examples of Preventive Strategies

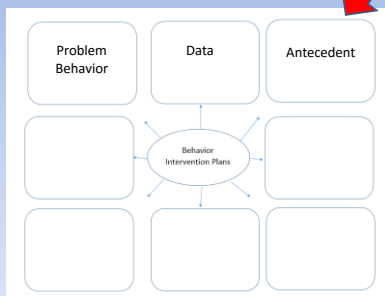
- **Increase academic skill levels**
(Ongoing assessment to ensure instructional match & success)
- **Modify the curriculum**
(Interests, preferences, choice, sequence)
- **Modify the demands**
(Quantity, difficulty, input, output, groupings, alternative tasks)
- **Clarify the expectations**
(Use of schedule, charts w/ visual cues of steps)
- **Reorganize the physical & interactional setting**
(Supplies available, pair or independent seats, structure interactions)

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Antecedent/Setting Event Strategies

- Remove a problem event.
- Modify a problem event.
- Intersperse difficult or unpleasant events with easy or pleasant events.
- Add events that promote desired behaviors.
- Block or neutralize the impact of negative events.

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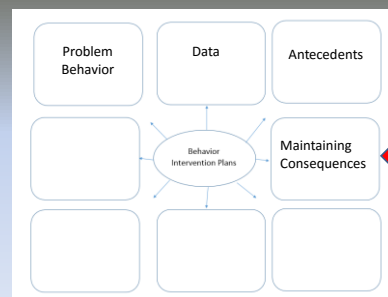


Consequences

- NOT PUNISHMENT!
- A maintaining consequence event (reinforcer) occurs immediately after a behavior and increases the likelihood the problem behavior will occur again

Most common consequences

- ▶ Adult or peer responds to student
- ▶ Removal of teacher or peer attention
- ▶ Increased access/availability of preferred activity/task
- ▶ Removal of activity/task



FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS

Fundamental Rule

- You should not propose to reduce a problem behavior without identifying the **alternative, desired behaviors** the person should perform instead of the problem behavior (O'Neill, pg. 71).

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FERB!

- Functionally Equivalent Replacement Behavior
 - Must be as easy as the problem behavior
 - Must meet same function as problem behavior
- Is a gateway to desired behavior!

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What then shall I do???

AKA: Make the problem behavior inefficient

What skills can be taught to the student that:

- 1) will meet the same need, or function, as the problem behavior,
- AND
- 2) will improve the student's ability to cope and adjust to the circumstances?

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Alternative Skills to be Taught

- **Replacement Skills:** One-to-one replacement skills that serve the exact function as the problem behavior.
- **General Skills:** Broad skills that alter problem situations and prevent the need for problem behaviors.
- **Coping and Tolerance :** Skills that teach students to cope with or tolerate difficult situations.

(Bambara & Knoster, 1998)

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Replacement Skill Development

- Teach a replacement skill that will serve the same function as the challenging behavior
- Modeling and teaching various phrases to get items/events desired (help, please, etc.)
- Provide supportive communication items so that the child can appropriately make his wants/needs known to others

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Replacement Skills *Match Skills to Function*

Get/Obtain: Attention, Activity, Objects

- Express choice or preferences
- Follow schedule & participate in routines
- Request help
- Initiate interaction or gain attention
- Self-manage within activities
- Work toward delay of reinforcement

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Replacement Skills *Match Skills to Function*

Avoid/Escape: Activity, Attention, Demands

- Use schedule or checklist to self-manage
- Set own work goals
- Express preferences or choice
- Request and take break
- Participate in steps or portion of routine
- Request or seek help

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Teach General Skills

- Academic Skills
- Use of Technology – Hi & Lo Tech
- Organization Skills
- Leisure Skills
- Social Interaction Skills
 - Initiate and respond to interactions
 - Make friends
 - Problem solve
 - Deal with stress

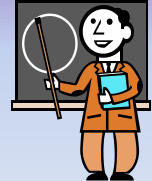
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Communication Skills

TEACH-How to ask for or signal for:

help
interaction
time alone
more time
choice

a break
attention
reduced demands
alternative assignment
opportunity to move around



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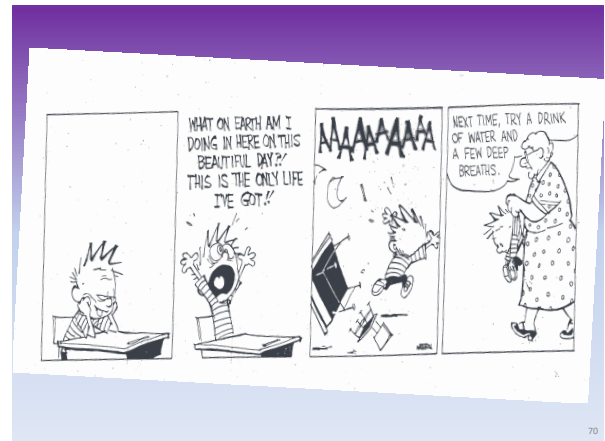
Self-Management or Coping Skills

TEACH Relaxation Techniques

- Positive Self – Talk
- Guided Imagery
- Deep Breathing
- Muscle Relaxation
- Physical Stress Relievers



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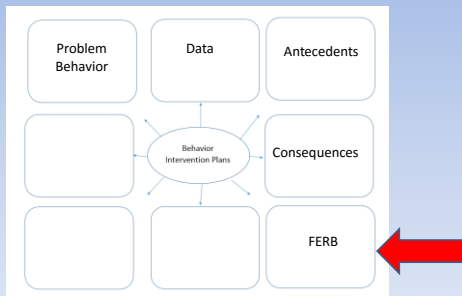
Some considerations

- Reinforce the use of alternative skills
- Respond immediately & consistently
- Select natural consequences to the skill
- Use praise & social interaction
- Incentives should be age-appropriate & logically related to the behavior
- Use Contingency Contracts

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Common errors....

- FERB more difficult than problem behavior
- Suggested FERB doesn't get the same payoff as Problem Behavior
- Problem behavior yields more payoff
- Problem behavior NOT maintained by what you thought: FBA problem
- Environment providing insufficient reinforcement and structure
- Environment actively punishing; no 5 positives to 1 correction



POSITIVE REINFORCEMENT

Positive Reinforcement

- It's not so much what you say, but how you say it that matters!!!
 - Behavior Specific Praise
 - Skillfully and intentionally delivered
 - Genuine



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The quickest way to change behavior....in

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Reinforcement

INTRINSIC
! Self-praise, Self "satisfaction"
PRAISE
from ADULTS - ! Parent ! Teachers ! Staff ! Peers
SOCIAL STATUS & RECOGNITION
! Peers or Adults
PRIVILEGES
! Choice-making, sense of "power"
CONTINGENT ACCESS
Premack, if-then, 1st __, then __, Activities-Free time-Free choice
CLOSURE
! Completing a set, finishing a list has compulsive features
TANGIBLES
! Money, stickers, camera, etc.
PRIMARY - EDIBLES, PHYSIOLOGICAL RESPONSES:
! Natural/Synthetic Stimulants (Pacifier, Rocking, Nail Biting)
! Massage

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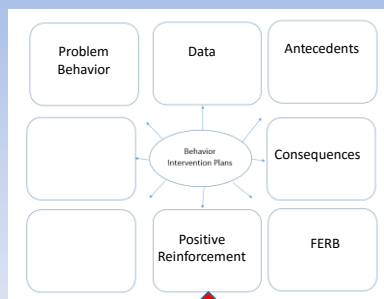


“Rewarding Appropriate Behavior” According to Sheldon



What are Some Common Issues Regarding Positive Reinforcement?

- Shouldn't children at this age know what is expected?
- Praising feels unnatural.
- Isn't praise manipulative and coercive?
- Isn't it bribing?
- Won't students come to depend on tangible rewards?
- Shouldn't rewards be for special achievements?
- Where will I get money to supply this type of system?
- Do students in middle and high school still need rewards?



REACTIVE STRATEGIES: HANDLING MAJOR BEHAVIOR PROBLEMS



A – E: Support and Correction

- Teach the behaviors you want
- Cue alternative behavior
- Handle disruptions without interrupting the flow of instruction
- Debrief (use the teachable moment)
- Consequences (if needed)

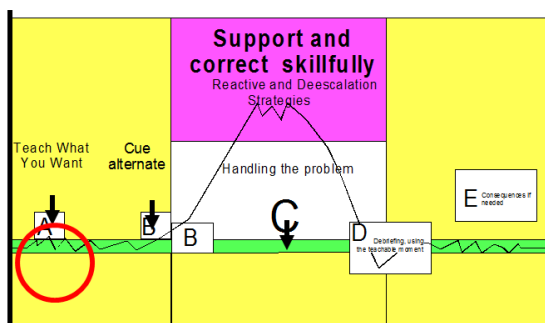
What Every Teacher Must Master

- **Shaping:** Reinforcing closer approximations to an end goal
- **Building Behavioral Momentum:** First some irresistible tasks, then follow with less desired

What Every Teacher Must Master

- Gaining, Maintaining and Re-establishing following disruption:
 - **Instructional Control:** Following any direction given by a teacher
 - **Stimulus Control:** Doing what I should be doing in that setting (e.g., seatwork at the desk)

Behavior Support and Correction

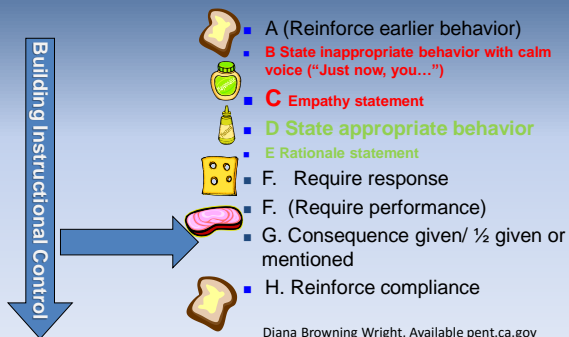


Sequence

- Redirect/Reinforce—(stimulus change procedure)
 - Can you take this paper up to my desk for me please?"
 - "Talk about nothing"
- Prompt/Cue desired behavior
- Reinforcement Sandwich
 - Can apply consequence within the structure
 - 60 seconds max

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Teaching Interaction – Reinforcement Sandwich

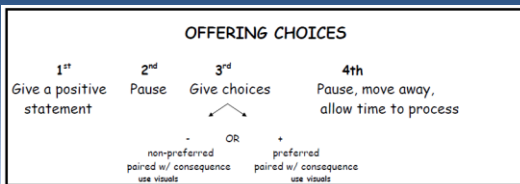


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A Correction Strategy explained...

1. **The Top Bread** -Approach the student, get on eye level or below. Tell the student what he had done correctly before the problem occurred
2. **The Cheese** -State the problem behavior that just occurred
3. **The Meat** -Remind the student of what he/she will do as previously agreed
4. **The Condiments** -Tell the student you will continue with another task and wait for him to show you the agreed-upon behavior to use in this stressful situation.
5. **The Bottom Bread** - When he has demonstrated the agreed upon behavior, return to the student at eye level and give verbal reinforcement.

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EXAMPLE:

"You have had a great morning, so far!" Pause	"If you do not get done, you will need to finish during recess." OR "You can finish now, and go to recess." Pause, move away, allow to process
"You have been quiet & paying attention during circle!" Pause	"You are being loud & touching others & will need to sit in quiet time away." OR "You can sit quietly with hands in lap and stay for snack." Pause, move away, allow to process

The BSP Desk Reference
See www.pent.ca.gov

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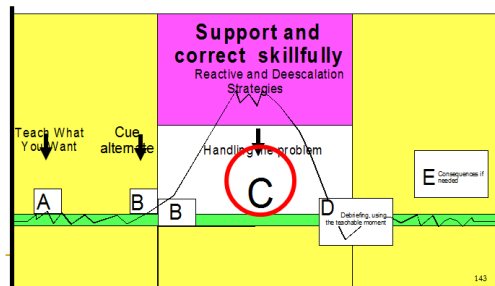
Behavior Support and Correction that Minimally Disrupts the "Flow of Instruction"



Phase C: Handling the Problem Skillfully

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Behavior Support and Correction



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5 Rules of Responding

1. Don't direct peer pressure to a misbehavior publicly when the matter can be handled gently in private.
2. Do move toward the student creating an aura of personal contact.
3. Develop nonverbal cues.
4. Identify the misbehavior after the reprimand and direct the student toward the desired activity.
5. Direct the sanction to a specific person.

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Ten Variables that Affect Compliance

1. Stop using a question format
2. Reduce distance
3. Achieve eye contact
4. Limit to two requests
5. Reduce loudness of request
6. Give the student time
7. Cue alternative
8. Flat tone, words spaced
9. Describe minimal compliance to exit
10. Reinforce

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Let's talk about JUNK BEHAVIOR!!!!

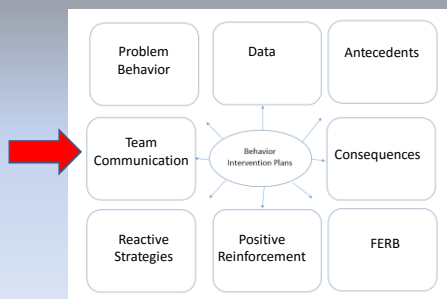
Any age-typical behavior that may be annoying, but is not harmful to self, others, property, or animals. WHY?????????

- To get you to respond or react.
- To make you angry (get even).
- To get you to give in to them.
- To get you to comfort them.
- To make you go away.
- To get you to do it for them.
- Because it is just a habit.
- Because it is what kids do at this age.



Team Communication

- Ensure system to communicate with team
 - Include classroom teachers, administrators, other staff, parents, as well as the student
- Have systems in place to review the data over time
- Have ways for direct contact staff to request help if needed



Questions?

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Questions...

