Anne Arundel County Public Schools
Division of Special Education

The Learning & Behavior Connection

A Resource to Enhance Academic Achievement Through Proactive Behavior Management

ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

Introduction

For many years Anne Arundel County Public Schools has recognized the critical relationship between behavior and learning. Longitudinal data from a variety of sources has shown that quality instruction geared towards students' learning styles and ability levels increase students' feelings of connection to the school. It is highly correlated with a decrease in the incidence of challenging behavior as well as an increase in academic achievement. Other critical factors that contribute to a decrease in challenging behavior and enhanced academic achievement include providing a quality learning environment, setting and reinforcing behavioral expectations, developing student-teacher relationships, communicating and collaborating with the school team, and effectively managing difficult situations. Similar to academic skills, behavior skills need to be taught, reinforced, and re-taught if necessary. Success, no matter how minor, should be celebrated.

This guide has been developed for use by ALL school leaders and educators at all grade levels with ALL students in mind. The critical factors identified above are expanded upon, offering research-based information about how our students learn as well as strategies to address each facet of the learning-behavior connection. The main goal of this guide is to assist educators and school teams in developing environments that are increasingly responsive to the diverse needs of our students both behaviorally and academically. Academic achievement can be greatly enhanced through proactive and positive behavior management in quality learning environments. Because behavior and learning are deeply connected, it is imperative to consider both when structuring our environments, planning instruction, and working with students.

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Section 1: Know your Learner

"Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

-- Plato

Developmental Needs and Characteristics of Learners

Major Findings in Brain Research

Know your Learner

Understanding Student Behavior

Considering Multiple Intelligences

Gender-Based Differences

Know Your Learner

How Does a Learners Brain Work Best?

Understanding how the learner's brain works can predict and create differences in achievement and behavior.

Regions of the Human Brain

associated with movement, orientation, recognition, perception of stimuli

Parietal Lobe

Frontal Lobe

associated with reasoning, planning, parts of speech, movement, emotions, and problem solving

Occipital Lobe

associated with visual processing

associated with perception and recognition of auditory stimuli, memory, and speech

Temporal Lobe

Brain Stem

Cerebellum

Spinal Cord

Front

Back

Four Major Findings in Brain Research

Experience sculpts the brain	The brain seeks meaningful patterns
Emotions are a primary catalyst in the learning process	There are two distinct types of memory

1. Experience sculpts the brain

- In utero and up until about the age of two, 1.8 synapses per second are formed by neurons in the cortex.
- Synapses, which are created through experiences, either remain from use or are "pruned" due to lack of use. Synapses are reinforced through experience.
- The brain of a child has more plasticity than that of an adult, although a brain remains plastic for life.
- The brain seeks self preservation and survival (sleep, exercise, nutrition)

- Novel experiences excite neurons

  Relaxed alertness.........................Optimal Learning

  Underperformance......................Too little stress (sleep, apathy)
  Too much stress (anxiety, distress, chaos)

- Brains are hard wired for activity

- Curiosity activated by experiences and certain learning strategies excites neurons, builds and reinforces synapses, and activates learning and thinking

- Strategies that match how the brain learns best include:

  - Reciprocal Teaching – A/B Teams
  - Storytelling
  - Metaphor, Analogy and Simile!!!!
  - Simulations and Role Play
  - Reflect and Write, Reflection Journals
  - Whole body activities, like Brain Gym

2. The brain seeks meaningful patterns

- Our species has not survived by taking in meaningless information!!!!

- Every encounter with something new requires the brain to fit the new information into an existing category or network of neurons.

- New information will have little or no meaning if the information received does not have an existing "memory category" to fit into.

- Information takes on greater meaning to the learner and more personal connections to information are made when multiple modalities are used to relay it.

- Auditory is the weakest modality, particularly when it is the primary modality used or not paired with other modalities.

- There are two factors that strongly influence whether or not the brain pays attention to incoming stimuli….

  a) Whether or not the information has meaning, and
  b) Whether or not the information has an emotional component or hook.

- "Recent research has shown that the early adolescent brain goes through a growth spurt just before puberty and then a period called **"pruning"** when heavily used connections between parts of the brain are strengthened and unused connections deteriorate. This area does not mature until 18 years of age. This process of **"hardwiring"**, which continues throughout adolescence, means that the intellectual activities given the most time and the most opportunity to strengthen connections in the brain will influence learning for the rest of the student's life." *(Lucinda Wilson and Hadley Wilson Horch 2002)*

3. Emotions are a primary catalyst in the learning process

- Emotion can play either a negative or a positive role in the learning process.

- The brain and it's ability to learn is negatively impacted by threatening situations. Conversely, learning is accelerated and enhanced when experiences produce positive emotions.

- A "fight or flight" type stress response occurs when the brain perceives a threat. This creates an inefficiency in the rational part of the brain.

- "Emotional attention comes before cognitive recognition. The reticular activating system (RAS) filters all incoming information. Most powerful is physical need.   If the environment is high in anxiety, students look bored, act out, or lack participation because affective filters are turned on and stand in the way of learning." (*Lucinda Wilson and Hadley Wilson Horch 2002*)
- Engaging a student's interests will help to produce stronger memories by activating the adrenalin system.

> **Teaching TIP:**
>
> *Provide positive influences toward learners, allowing for positive successful experiences. Learners require a lot of positive experiences before their brains can be rewired for a change in behavior.*

4. There are two distinct types of memory

Procedural Memory – Skills and habits that have been practiced to the point where they are automatic and unconscious. Best strategies for procedural memory include:

- Rote Rehearsal
- Repetition
- Distributed Practice

Declarative Memory – Life experiences and general knowledge; things that we can consciously recall. Best strategies include:

- Reciprocal or peer teaching
- Metaphor and analogy
- Problem-based learning
- Experiences that have personal relevance and link to previous experiences are more likely to be incorporated into a learner's long-term memory bank. *(Brooks and Brooks, 1993).*

> **Teaching TIP:**
>
> *Assure students that support is recognized and help is coming to prevent them from shutting down. Allow for a 3 minute vacation, and notify students of upcoming engaging activity.*

Learner Considerations

Academic and Developmental Needs of Learners

Learners:

Seek autonomy and independence

Are by nature explorers, adventuresome, and curious

Learn through interaction and activity; not by listening

Physical and social development are priorities over academics

Are sensitive, vulnerable, and emotional

Reach physical maturity earlier than their grandparents did

Experience more growth than any other time in their life except for infancy

Intellectual Characteristics of Learners

Learners...

Enjoy intellectual and manipulative activities

Are motivated when learning is linked to immediate goals and interests

Argue to clarify own thinking and to convince others

Forget easily due to preoccupation with other issues

Begin to think about own learning (meta-cognition)

Form long lasting attitudes about learning

Seek to find casual and correlative relationships

Like to discuss experiences with adults

Self-Esteem and Learning

Learners...

Need a positive self-image and attitude and recognize the connection between effort and success

Instructional strategies should be based on their learning goals rather than achievement goals

Must believe that they can achieve for learning to truly occur

Negative learning experiences can be replaced with positive ones

Need to build self-esteem and instill personal responsibility in order to leads to improvement in both their motivation and achievement

Adapted from This We Believe (2003), Caught in the Middle (1987), and The Exemplary Middle School (1993).

Considering Multiple Intelligences

The more educators explore the concepts related to learning styles and learning modalities, the more we arrive at the common sense conclusion that all people do not learn the same way. The resistant behavior is often anchored in frustration rather than opposition.

When students begin to understand the balance of their own multiple intelligences, they can begin to manage their own learning, value their individual strengths, and deal more effectively with frustrating tasks.

Multiple Intelligences were conceived by Howard Gardner and are comprised of eight different ways to demonstrate intellectual ability. Gardner has stated, "It's very important that a teacher take the individual differences of a kid very seriously. The bottom line is a deep interest in children and how their minds are different from one another and in helping them use their minds as well."

Visual/Spatial Learners ("Picture Smart")

These children . . .

- think in 'pictures' and need to create mental images to retain information.
- have well-developed auditory skills.
- need to be able to see the teacher's facial expression and body language to best understand the content of a lesson.
- may prefer to sit at the front of the classroom so there are no obstructions in their way.
- put pictures in their brains (visualization) and learn best from environmental/visual displays: graphic organizers, illustrations, tables and graphs in texts, interactive SMART type displays, word walls, movies, videos and handouts.
- take detailed notes during instruction to help remain focused and reinforce the information they have taken in aurally.

Classroom Strategies

1. Use guided imagery.
2. Use notebooks for visual organization.
3. Use color coding with assignments.
4. Encourage the student to use flash cards.
5. Use photographs in instructional settings.
6. Use Thinking Maps, charts and graphs for teaching purposes.

Verbal/Linguistic/Auditory Learners ("Word Smart")

These children . . .

- learn best by listening. These children focus in on voice tone, the cadence of the voice and expressions when they are listening to presented instruction in a learning environment.
- may have seating preferences where they can best hear the teacher.
- may be distracted by extraneous noises such as the sound of the motor in an overhead projector or LCD projector.
- often benefit from taping the instruction or rereading their notes aloud.

Classroom Strategies

1. Use audio tapes for reinforcement of class lectures or discussions for homework.
2. Have the student create rhymes or "raps" to reinforce learning.
3. Read aloud to the students.
4. Orally repeat instructions several times.
5. Conduct classroom discussions.
6. Use dramatic presentations to motivate.

Logical/Mathematical Learners ("Number/Reasoning Smart")

These children . . .

- think conceptually by making connections in logical and numerical patterns.
- think systematically and in a logical fashion.
- aim to explain reasons behind content and skills.
- prefer information in a logical, step-by-step way.

Classroom Strategies

1. Use rote learning to a minimal degree.
2. Use a systematic approach for learning and organization.
3. Use strategies and simulations such as games and brain teasers.
4. Develop systems and help students find patterns in instructional materials.
5. Use symbols to represent concepts and objects.
6. Use outlines, diagrams, flow charts and graphs to organize information or tasks.
7. Utilize technology-based approaches to learning.

Bodily/Kinesthetic Learners ("Body Smart")

These children . . .

- express themselves through movement. Through interacting with the space around them, they are able to remember and process information.
- are kinesthetic learners; who optimally learn through physical movement; they feel comfortable touching, feeling and actively participating in the learning environment.
- prefer a hands-on approach to learning, and use movement, gestures and physical expression to learn and solve problems.
- are "touchers" . . . they touch others when they are speaking and learn best with tactile strategies.
- benefit from the use of manipulatives whenever possible, to enhance their learning experience. They learn and remember what was taught when movement is involved.
- enjoy role-playing, and expressing themselves with movement and bodily actions.
- require movement breaks automatically built into the day of instruction. Additionally, these children should not be required to sit for all of instruction; rather, they might be allowed to stand at the back or the room, or stand behind their desk for periods of time.
- would benefit from having their seats moved on a regular basis, or moving to different spots in the room when another subject is being taught.
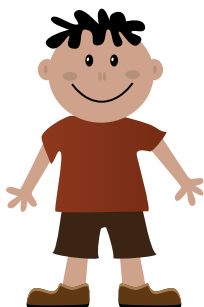
Classroom Strategies

1. Have the student pace or walk when he/she is studying.
2. As much as possible, provide tactile learning experiences.
3. Have the student practice through repeat motion.
4. Encourage the student to exercise and breath slowly.
5. Encourage the student to take notes and to use written reminders.
6. Encourage the student to keep lists and a journal.
7. Consider "Brain Gym" integration within instructional activities

Musical Intelligence ("Music Smart")

These children…

- think in sounds, rhythms, and patterns.
- respond to music immediately.
- are extremely sensitive to sounds in their environment (e.g. water dripping, the "hum" of a heater or air conditioner).

Classroom Strategies

1. *Present material in an auditory fashion.*
2. *Use tapes, and CD's to supplement instruction.*
3. *Be sensitive to environmental sounds in the classroom, and provide areas free from other auditory distractions.*
4. *Allow students to demonstrate understanding in a variety of ways (e.g. performing, composing a song, playing a musical instrument).*

Interpersonal Intelligence ("People Smart")

These children…

- try to see things from another's point of view.
- often have an ability to sense feelings, intentions, and motivations.
- are great organizers.
- try to encourage cooperation in group settings.

Classroom Strategies

1. *Remember that these students have strong verbal and non-verbal communication skills.*
2. *Allow these students to participate in cooperative group work or peer activities.*
3. *These students are generally good role models for working in groups; however, do not let them manipulate the situation, or always be "in charge".*
4. *Allow students to demonstrate understanding in a variety of ways (e.g. group presentations, debates, performing).*

Intrapersonal Intelligence ("Self Smart")

These children…

- try to understand their inner feelings, relationships with others, personal strengths and weaknesses.
- evaluate their thinking patterns.
- have capacity for self-discipline.
- reflect and analyze their behavior.

Classroom Strategies

1. *Allow students time for reflection, and give them their "own" space.*
2. *Provide students with opportunities to express their feelings.*
3. *Positively point out changes in behavior or habits.*
4. *Let students work on individual projects.*
5. *Allow students to demonstrate understanding of concepts through journal writing, or keeping a diary of events with personal reactions.*

Naturalist Intelligence ("Nature Smart")

These children…

- can recognize and categorize objects in nature.
- enjoy being outside.
- may have keen sensory skills-sight, sound, smell, taste, and touch.
- are interested in and care about plants and animals.
- need to connect new experiences with prior knowledge.

Classroom Strategies

1. *These students easily learn characteristics, names, categorizations, and data.*
2. *Provide students with opportunities to be outside.*
3. *Present material in same fashion as for kinesthetic learners.*
4. *Allow students to demonstrate understanding of concepts in a variety of ways (e.g. scrapbooks, journals, collections, photographs or drawings).*

Gender-Based Differences in Learning Styles

* below are general tendencies, individual student characteristics may vary

	BOYS . . .	GIRLS . . .
Deductive/ Inductive Reasoning	• Tend to be deductive in their thinking/ reasoning • Like to have the "big picture", then apply what they know to specific, concrete situations	• Tend to be more inductive in their thinking/reasoning • Like to start with concrete examples/situations to build the "big picture" • Better at creative writing and giving descriptive examples.
Abstract/ Concrete Reasoning	• Tend to like and do well with abstract thinking/ reasoning • Often better at multiple choice type questions. • Can more easily "visualize" abstract concepts, although still like manipulatives to explore concepts	• Tend to like and do well with concrete thinking/ reasoning • Like the use of manipulatives that they can see or touch
Use of Language	• Do not use as much language when learning or to express what they have learned • Like jargon and coded language more than concrete language	• Use a great deal of language, both orally and in writing • Tend to use more concrete language
Logic and Evidence	• Do not attend as much to all of the nuances of verbal language • Have a greater need to ask questions and apply logic	• Tend to be better listeners and are more receptive to details in instructions, lessons or conversations. • Better able to pick up on the nuances of lessons and conversations
Boredom	• Tend to get bored more easily and require greater levels of activity to remain focused • Tend to give up on learning and "act-out" due to boredom	• Get bored but are better able to refocus themselves • Can better deal with the sedentary nature of many classrooms
Use of Space	• Require more space in learning activities • Can be seen by teachers as lacking self-control	• Tend to use less space when learning • May feel threatened when boys "invade" their space e.g. take up more of the table with their materials etc.
Movement	• Benefit from moving to stimulate the brain for learning and provide an outlet for fidgeting • Benefit greatly from frequent "movement breaks" during and between lessons	• Tend to require less movement during learning activities • Benefits from "movement breaks" as well
Group Dynamics	• Focus on task mastery more than social interaction to learn • May focus more on the pecking order in a cooperative group than on the task	• Do well in cooperative groups due to the social interaction • Are more sensitive to the thoughts and opinions of group members
Symbolism	• Tend to prefer charts, diagrams, graphs • Rely on pictures/graphics more when learning which stimulate right brain where boys develop earlier.	• Tend to prefer written texts • Do not rely as much on pictures/graphics when learning
Learning Teams	• Tend to form more structured groups with specific tasks • Spend more time on the group goal	• Tend to form groups more socially with less defined roles • Spend more time on managing the group

Adapted from Gurian, M. Boys and Girls Learn Differently: A Guide for Teachers and Parents. San Francisco: Jossey-Bass, 2001.

Understanding Behavior

A student's behavior demonstrates a communicative intent; that is, by exhibiting a behavior, a student is communicating a need or desire. This may include the desire to be left alone, for more attention, to avoid an undesired situation, or task, to obtain a pleasurable experience, to change or manipulate people or events, or to simply express a desire to do something or to get something. All behavior is an attempt to communicate. A person may need:

- **Love and belonging**
- **Power and control**
- **Escape and avoidance**
- **Freedom and independence**
- **Pleasure and fun**

If their motivation is one that cannot be met (in the situation where the behavior usually occurs) we must find ways in which the student can have that need met in a manner that is acceptable to the family and school staff. Some ways to meet needs are by:

- Providing a richer school experience with appropriate curricular accommodations and social supports, and

- Focusing on how the needs of students can be met in other ways during their day that are more acceptable.

The behavior of concern may decrease because there is a decreased need to express it. Usually there is also the need to teach students alternative ways to express themselves so that it is more typical of the way other students/peers behave in class.

Behavior = Communication

Teaching TIP: Hydration and learning

Neurons need to be hydrated; dehydration causes irritability and memory loss. The loss of water creates a loss of attentiveness and causes irritability.

Water = a better working brain!

Section 2:
Proactive Classroom Management

"Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand… what he learns and the way he understands it."

– Soren Kierkegaard

Providing Quality Instruction

Fostering a Positive Classroom Environment

Team Communication and Collaboration

Proactive Classroom Management

Setting and Reinforcing Behavioral Expectations

Managing Challenging Behaviors

Providing a Quality Learning Environment
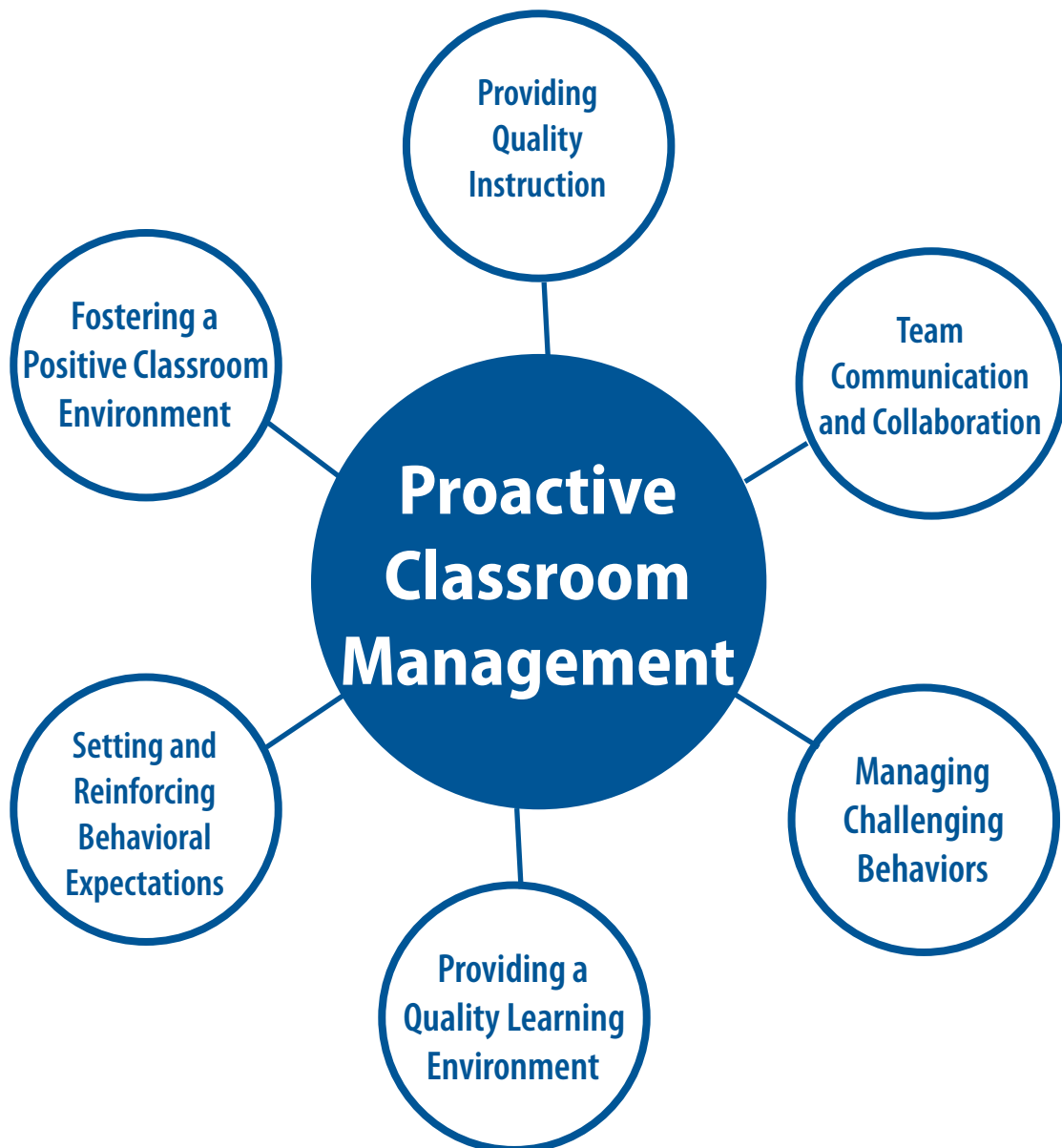
A Quality Learning Environment

> **Why does it matter?**
>
> *The physical environment of the classroom can either promote or hinder student learning and independence. When the classroom has been arranged in a thoughtful manner, reflecting the needs, skills, and interests of the students, it not only provides for safe and organized movement throughout the room, but can also foster a calm and positive classroom atmosphere. Classrooms that are poorly organized can over-stimulate students and create chaos. This is one of the first steps towards effectively managing students.*

Strategies for Planning the Physical Environment

- Offer a highly structured learning environment.
- Provide areas appropriate for individual, small group, and whole group activities.
- Provide an appropriate area for "down time" *(i.e. computer, reading corner, sensory area)*.
- Sensory area should house a variety of age appropriate materials such as headphones, music, play dough, and squeeze toys. Be sure that these materials are ones that the students can use appropriately and independently.
- Try to minimize possible distractions in learning areas.
- Have frequently used materials easily accessible.
- Arrange individual student work areas so that all students can easily participate in instruction while the teacher has a clear view to observe all students.
- Display student work; change what is displayed on a regular basis.
- Traffic areas should be free of clutter; teachers and students should be able to easily move throughout the room.
- Clearly label specific classroom areas.
- Select classroom furniture and equipment to meet the physical and developmental needs of each student and foster independence.

- Post the daily schedule in an area where it can be easily seen by students.
- Consider room features such as electric outlets, cable drops, chalkboards, closets, and projector screens prior to arranging furniture.
- Decorate with interesting or educational décor, but don't go overboard. Allow for areas free of décor to allow for "visual breaks".
- Implement a system for students to independently access learning resources, materials, and missed work.
- Maintain a flexible learning space.
- Display/construct relevant bulletin boards, visuals, and examples of student work.
- Articulate and model clear expectations for performance.
- Organize the room to encourage student-to-student dialogue.
- Motivate students and instill a responsibility for learning.
- Ensure all students understand that they will perform, learn and achieve.
- Encourage perseverance and a "can-do" attitude.
- Promote risk-taking in learning.

Setting and Reinforcing Behavioral Expectations

Why does it matter?

Setting and reinforcing clear and consistent classroom behavioral expectations is an extremely effective way of proactively managing student behavior. It is important that teachers work with students at the beginning of the school year to develop and teach behavioral expectations. These expectations then should be reviewed periodically and reinforced consistently. Children typically want to do well if they can; making sure that students understand what is expected helps them to do well.

Strategies for Setting and Reinforcing Behavioral Expectations

- Negotiate a shared understanding of expectations, responsibilities, and rights.
- Routines are in place and reinforced for a safe and orderly environment.
- Reinforce routines for distribution of materials and collection of homework, class work and other communication.
- Provide choice and decision-making opportunities.
- Implement PBIS or other management initiatives to positively reinforce behaviors.
- Avoid setting rules that you are unwilling or unable to enforce.
- State behavioral expectations in positive terms *(i.e. what students should be doing)*.
- Collaboratively develop a set of rules and procedures. Post them in a prominent area.
- Set behavioral expectations that are high, yet reasonable.
- Behavioral expectations should be consistent across all settings/classes.
- Involve students in developing both behavioral expectations and possible consequences to build "ownership".
- Set limits and boundaries in words that students understand.
- Acknowledge and reinforce positive behavior frequently.
- Integrate school-wide positive behavior plans into classroom expectations.

- Address behaviors immediately in a respectful and private manner.
- Use behavior contracts or implement individual behavior plans as needed.
- Develop a method for students to be able to ask for a self time-out if they need one.
- Plan expectations for all classroom procedures throughout the school day/class period *(e.g., finishing work early, using the restroom, gaining teacher attention)*. As with teaching classroom rules, this also requires teaching students the classroom procedures.
- Facilitate smoother transitions between activities/classes, using a 3-minute warning, chants/songs, or positive reinforcement to foster smooth transitions.
- Use visual/auditory signals to catch student attention or for students to use in the classroom to gain teacher attention.
- Use visual signals with students. For example: flicking the light switch, raising one's hand, or putting 2 fingers up in the air.
- Use auditory signals with students. For example, ringing a bell or chime, playing a bar of music, starting a clapping pattern, calling out signal words *(e.g., "1, 2, 3, eyes on me")*.
- When routines and/or expectations are going to change, "prime" students ahead of time for a smoother transition.

- Use nonverbal signals with teachers. For example, use an upside-down colored plastic cup on the desk, an upright triangle of stop-color lights of red, yellow, green, colored cards, or "help" signs.

- Make sure to teach students expected behaviors by:
  - *Explaining the expected behavior, its rationale, and define what the behavior should look and sound like*
  - *Modeling the appropriate behavior*
  - *Giving opportunities for practice and feedback. This can be done through role-play and demonstrating a "non-example".*
  - *Asking individual students to repeat the rules/ expectations*
  - *Giving reminders of the expected student behavior*
  - *Periodically reviewing and/or updating the rules with the students to remind them of expected behaviors.*

Fostering a Positive Classroom Atmosphere: The Student-Teacher Relationship

> **Why does it matter?**
>
> *Nothing is more powerful than the relationship you develop with your students. No matter how well planned your classroom or how well your behavioral expectations are understood by the students, you are likely to make little progress behaviorally with students if you do not take the time to build relationships and create a positive classroom atmosphere.*

—— Strategies for Fostering a Positive Classroom Environment ——

- Each student sees himself/herself as a valued member and active participant in the learning process.
- Routines are in place for a safe and orderly environment.
- Environment of respect and rapport creates a culture of learning.
- Social interactions are clearly positive. Supportive behaviors and comments are directed at all students, including reluctant learners.
- The unique needs of students' and world cultures are accepted. Individual and group identity, values, beliefs, heritage, learning styles, language, background and experiences are integrated with classroom instruction.
- Consciously and deliberately reinforce a positive relationship with every student.
- Model a professional and respectful atmosphere.
- Greet students at the door.
- Address students by name. *(personalization)*
- Promote a quality feedback loop. *(teacher to student, student to student)*
- Develop a culturally sensitive learning environment.
- Build predictability within the daily routine when possible; "prime" students ahead of time for changes in routine and/or expectations.
- Allow students to make choices as appropriate.

- Have students take responsibility for classroom jobs to encourage student independence and a feeling of accomplishment with tasks other than academic activities.
- Emphasize effort over accuracy; praise student attempts towards progress frequently.
- Create unique ways to encourage and/or reinforce students; do this for both individual and group achievement.
- Consistently use a calm voice and display calm actions; do not yell, scream, or act in a way different than what you expect from the students.
- Focus as much as possible on student strengths and interests.
- Be as predicable and consistent as possible.
- Encourage students to make mistakes; mistakes are great opportunities for learning.
- Encourage risk taking; make the classroom a safe place to ask and answer questions.
- Do not use, or allow students to use, bullying, put-downs, or sarcasm.
- Acknowledge that students learn at different rates and in a variety of ways.
- Encourage all to share their opinions; everyone has the right to be heard.
- Recognize student's attempts to be accepted.
- Treat all students as people who deserve respect and kindness.

- Reward a student's behavior rather than punish it to build self-esteem.
- Welcome all students by making them aware that you believe they all can succeed.
- Be aware of things that may over-stimulate students in the classroom. *(lights, noises, tactile input)*
- Encourage student creativity and imagination.
- Model a positive and fun-loving attitude about your work.
- Use humor, including being able to laugh at yourself.
- Seek input from students about their interests, strengths, weaknesses, and goals.
- Model the behavior you want your students to display.
- Be an empathic listener and show true concern for student's feelings.
- Get to know your students. Try to learn a few special things about each one and mention them periodically.
- Plan for a high rate of successful classroom experiences.
- Recognize that all students have basic needs that must be met in order for them to be open to learning. These areas of needs include:
  - *Physiological: food, water, air, shelter*
  - *Safety: security, freedom from fear, order*
  - *Belongingness and love: friends, family*
  - *Self-esteem: self-respect, achievement, reputation*
  - *Self-actualization: becoming what the student has the potential to become*

Considerations for Quality Instruction

> **Why does it matter?**
>
> *Relevant, high quality instruction and organization is a key component for good classroom management. Academic instruction should be provided at a brisk pace with smooth and quick transitions between activities. This is critical in order to facilitate on-task behavior and learning, and reduce the likelihood of misbehavior. In addition, differentiated instruction is vital for academic engagement and reducing academic frustration.*

Strategies for Quality Instruction

- Students understand what they are learning and can apply their knowledge.
- Lesson expands student understanding to multiple perspectives and/or processes.
- Appropriate accommodations for learning allow each student access for meaningful participation.
- Students reflect and share their learning.
- Students' preexisting attitudes, experiences, knowledge and culture, including language, are meaningfully linked to the lesson.
- Sequence lessons logically, maintain a brisk pace to keep attention and encourage engagement.
- Plan for effective transitions between activities.
- Ensure all materials and resources are prepared and ready at hand.
- Convey a sense of timeliness.
- Chunk lessons into smaller concepts, skills, and activities.
- Real life connections create meaning and significance for students to apply what they have learned
- Students provide evidence of learning in a variety of ways through appropriately challenging work.
- Expected performance is explicitly communicated throughout the lesson.
- Ask questions that require the analysis and evaluation of knowledge.
- Instruction should match the student's academic needs. Differentiated instruction reduces student frustration or boredom.

- Academic tasks should engage students, be high-interest learning activities, and have some real-life connections.
- Well-planned lessons minimize lag time in which students are waiting for the next activity. It is typical for students to misbehave when they have "down time" and are waiting without direction for instruction to begin.
- Have motivating and reinforcement activities ready for when students have finished independent work (ex. "working on it" folder in the student's desk or Ziploc bag with books in their desk)
- Partner work: pair difficult students with a good role model for behavior, or pair academically challenged students with a student that is able to offer assistance and encouragement.
- Focus on student-led instructional frameworks to maximize learning and meaningful engagement.
- Consider the Multiple Intelligences within your class. Offer students learning opportunities and ways to demonstrate knowledge in different modalities.
- Use a timer for tasks or portions of tasks to help build planning skills.
- Be sure that students have all required materials for tasks and that they know how to use them efficiently.
- Ensure that students understand exactly the steps that need to be done to compete required tasks.

- Assess student performance often an in a variety of ways. Adjust instruction and level of support as necessary.
- Provide directions for tasks both orally and in writing.
- Plan for bell-to-bell instruction.
- Utilize a co-teaching model as often as appropriate and possible.
- Delivery of content is accurate.

- Structure the instructional setting so that students:
  - *Purposefully attend to tasks*
  - *Interact with one another in the learning tasks*
  - *Generate questions and participate in discussions*
- Sustain engagement through positively reinforcing that they can and will succeed.
- How did this lesson demonstrate:
  - *Rigor = Content Knowledge + High Expectations + Higher Order Thinking*
  - *Relevance = Background Knowledge + Connection*
  - *Quality Learning Environment = Relationships + Cultural Proficiency + Engagement*

Team Communication and Collaboration

Why does it matter?

A school team should be defined as the student, teacher, parent, and other staff involved with the targeted student. Communication with parents can help to increase the likelihood that strategies are used consistently at home and school. This promotes internalization of student expectations across settings. The teacher's relationship with the parent is often as important as the teacher's relationship with the student when working to manage challenging behavior.

Strategies for Communication/Collaboration with Parents

- When communicating with families, highlight positive things about their child as well as the issues of concern.
- Be supportive and respectful, even if the parent/caregiver is not.
- Solicit parent/caregiver opinions or suggestions regarding their child's behavior when appropriate.
- Encourage parents/caregivers to share the discussion you've had with their child in an effort to make the child aware that a home-school connection exists and is valued.
- Develop a consistent method of communication with the home for your most challenging students *(i.e. daily or weekly behavior log; notes in the agenda; scheduled phone calls; e-mails).*
- Document all communication with parents. Include the general topics discussed including the teacher's concerns, the parent's concerns, and the outcome. Share the results of parent communication with other school staff as appropriate.

- Occasionally, make contact with families just to tell them something positive about their child. This could be as simple as a quick note for a student to take home.
- Involve parents/caregivers in developing individualized behavior plans; they know the child best and may be able to offer some very helpful ideas and/or insights.
- When appropriate, invite the parent/caregiver to observe the student in different environments throughout the day (out of student sight works best if possible).
- When appropriate, get permission from parents/caregivers to speak with the student's doctor, therapist, and/or outside providers.

Strategies for Communication/Collaboration with Students

- Remember to keep conversations with a student about their behavior private. Do not discuss their behavior in front of peers or other staff members.
- Utilize Check In/ Check Out or Check and Connect procedures.
- Conference weekly about behavior. This could be implemented during a lunch meeting or other special time.

- Use clear, simple, and concrete language when discussing behavior. Be objective rather than subjective.
- Include students when developing behavior contracts or behavior intervention plans. This helps to promote student buy-in.
- Use a 4:1 ratio of positive to negative feedback.

Strategies for Communication/Collaboration with Colleagues:

- Be careful that you only give other staff pertinent information about the student. Some details do not need to be publicized and could be counter-productive to behavior results and/or student relationships.

- Include all staff members who work with challenging students when developing behavior contracts or behavior intervention plans. This helps to promote staff buy-in and increase the chance for consistency.

- Be sure that staff members who work with challenging students are aware of any changes to a student's instructional or behavioral plan.

- Highlight student successes for staff working with challenging students.

- Develop a consistent method of communication among staff members for your most challenging students.

- Collaborate with colleagues to plan lessons/units that support the school improvement plan and/or school initiatives.

Managing Challenging Behaviors

> ### Why does it matter?
>
> *Even with our best efforts, we are sometimes not able to prevent our students from making poor behavioral choices. When kids make poor choices, it offers an opportunity to help them learn a better way of engaging and communicating, so how we react is critical. Overreaction can escalate a situation while under-reacting can increase the likelihood of the student displaying the behavior again. Most important is to address the challenging behavior in a calm and respectful manner, not to engage in a power struggle with the student, and not to personalize the behavior. Preventing behavior is much easier than trying to modify it after behavioral patterns have been established. Prevention enables both the student and teacher to be more successful.*

Strategies for Managing Challenging Behavior

- The punishment should fit the crime; under or overreactions are ineffective and often make matters worse.
- If at all possible, avoid confronting students in front of a group. A private conversation communicates respect and helps to avoid embarrassment to prevent a power struggle.
- Establish visual or verbal cues as reminders for inappropriate behaviors.
- Remain calm and aware of your body language when addressing challenging behavior.
- Use redirection with activities, conversation, or location when a challenging behavior is beginning to occur.
- Use proximity control, visual cues (pictures taped to the students desk so the teacher can just point instead of talking), or positive reinforcement of positive behaviors displayed by peers before directly addressing off-task or non-compliant behaviors.
- When verbally addressing challenging behavior, state what the student should be doing.
- When behavioral expectations are not met, apply established consequences immediately, fairly, and consistently.

- View poor behavioral choices as a lagging skill and take the opportunity to teach what appropriate replacement behaviors.
- Above all, avoid power struggles. They are not productive and they undermine your ability to set limits and gain compliance.
- Do not take behavior personally. It's rarely about you.
- Provide an adequate level of monitoring or supervision across all settings.
- Use behavior contracts or implement individual behavior plans as needed.
- Enforce the rules with predictability in a calm, non-emotional and confident manner.
- Try to handle the inappropriate behavior as simply and promptly as possible. Intervene quickly and do not allow behavior that violates school or classroom rules to go unchecked.
- Be specific in identifying what you want the student to do, and avoid generalities as "do what you're supposed to do".
- Deliver consequences using as few words as possible. Act without lecturing. Discussions about behavior can occur later. Students will often shut out adults if the verbal directions are too lengthy.

- Use a hierarchy of negative consequences. Address only the child's behavior.

- Try not to make critical statements about a student's behavior, rather state the facts honestly and offer your support for change.

- Always treat students with respect when addressing challenging behavior. Do not be demeaning, sarcastic, or condescending.

Possible Consequences for Challenging Behavior

- Classroom management systems should include a range of corrective consequences, always beginning with mild and quiet interventions:
  - *Nonverbal warning and reminders (e.g., teacher proximity, pointing to visual prompt)*
  - *Gentle verbal reminders and warnings (e.g., "Lisa, the rule is ___. That is a reminder").*
  - *Loss of an activity/privilege the student wants (in 5-minute intervals)*
  - *Brief delay in participating in desired activity or joining the group*
  - *Owing time as a consequence for disruptive behavior that takes away from class instructional time*
  - *Positive practice/"do-overs"*

  - *Undesired task assigned*
  - *Time-out/time away: start off with no more than a few minutes with additional time added for continued problem behavior. (Keep in mind that you may be inadvertently rewarding the student if they are getting out of a non-preferred task or getting attention in another out-of-classroom location.) Start time-outs in the least restrictive environment possible (i.e. classroom, then alternate area)*
  - *Notice to parent through phone call home or student write a note to parent*
  - *Teacher/student conferences*
  - *Restitution or fixing the problem*
  - *Behavioral journal or problem-solving think sheet*

Section 3:
Response to Intervention for Behavior

"In an effective classroom students should not only know what they are doing, they should also know why and how."

-- Harry Wong

Functional Behavior Assessment

Function-based Thinking

Defining and Quantifying Behavior

Collecting and Analyzing Data

Data-based Decision Making

Behavior Intervention Plan

Defining Target Behaviors

Types of Interventions

Tracking Student Progress

Data collection/ progress monitoring for BIP's

Data collection/ progress monitoring for IEP's
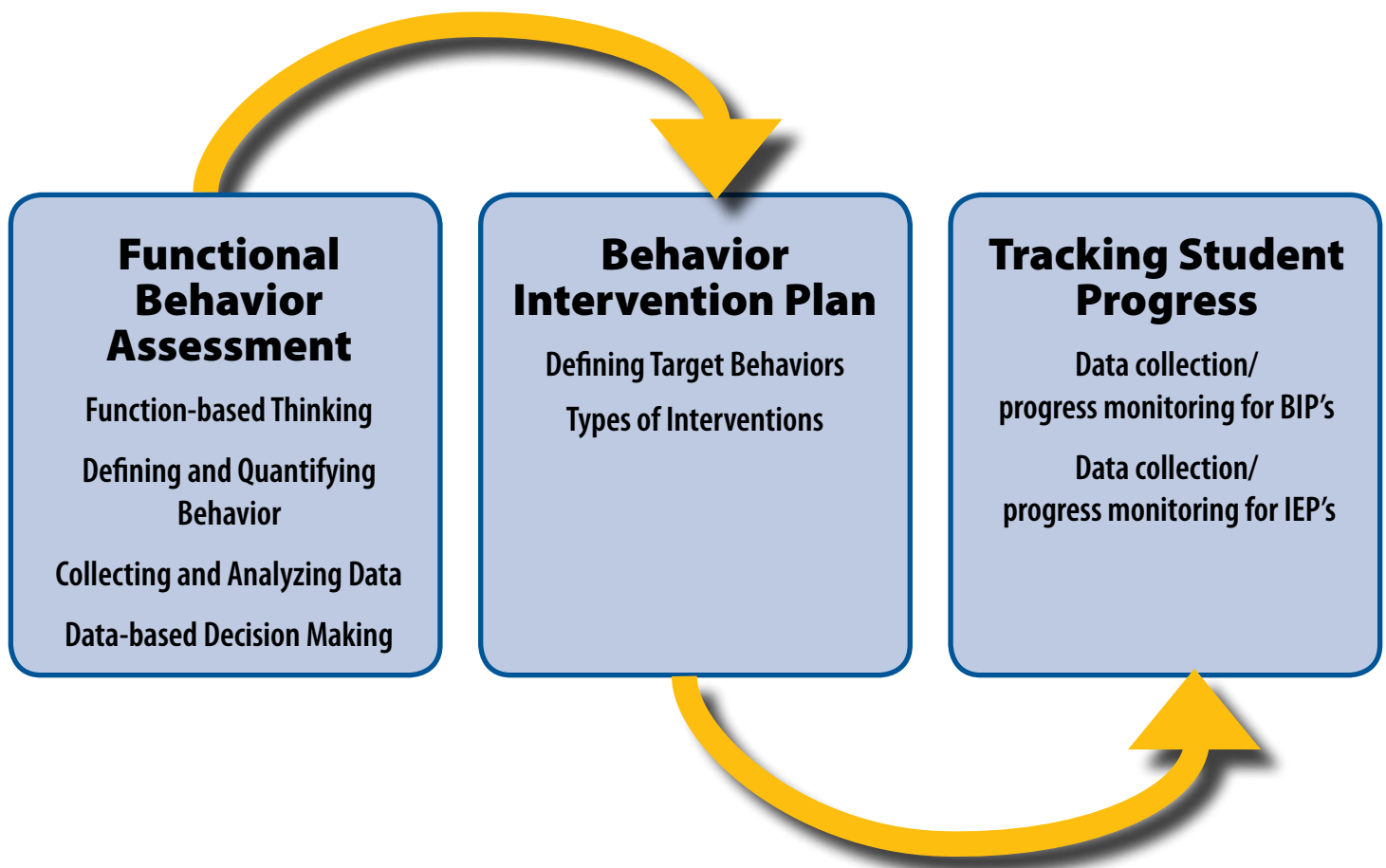
IDEA Conceptual Underpinnings:
Shifting Our Understanding of Behavior

Diana Browning Wright

"Do not confuse the form of the behavior with the function of the behavior. The form of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, sensory system (seeking and avoiding of input). Regardless of the topography or form of the behavior, what it looks like, analyze the behavior for the function it serves for the individual. Ask questions, observe, and use data collection and interview forms. Consider antecedents, consequences and environmental features in your analysis."

NOW	PAST	DIFFERENCE
Students may require **"Behavior Support."**	Students may require **"Behavior Management."**	**"Behavior Support"** *implies looking at Environment, Teaching Strategies, and Positive Reinforcement Strategies; "Behavior Management" implies focus on consequences, whether positive or negative.*
Behavior Plans should **focus on understanding "why" the behavior occurred** (i.e., the "function" or "communicative intent") then focus on teaching/eliciting an alternative behavior that meets the student's needs in alternative, more acceptable ways.	Behavior Plans should **focus on specifying the consequences of misbehavior**, and to some extent, the consequences of acceptable behavior.	Past practice never attempted to understand the reasons a maladaptive behavior occurred; often the consequences, whether positive or negative did not change the behavior. Current practice, by understanding the behavior and teaching alternatives or changing environmental conditions, seeks to permanently change the way a student seeks to get a need met.
Antecedents *(the immediate and immediate past "triggers" or "predictors" for the behavior)* **are critical in changing behavior.** Focus on what we can actively do (e.g., teach, structure the environment) to change the behavior.	**Consequences can be made compelling in order to change behavior** *(i.e., either so strongly aversive that the student does not choose the maladaptive behavior; or so strongly positive that the student wants the reinforcer and avoids doing the maladaptive behavior to get it).*	**Consequence-based Plans:** *For many students, neither a strong enough punishment, nor a strong enough reinforcer can be found to change the behavior.* **Antecedent-based Plans** *result in changing environmental conditions (e.g., time, space, materials, interactions) and student skills so that lasting change is possible.*
Philosophy: Behavior needs to be taught: Modeled, Shaped, Cued.	**Philosophy:** Behavior needs to be controlled.	**Controlling Behavior:** *Becoming increasing more difficult* **Teaching Behavior:** *Potential for lasting change*

Reminders about Behavioral Change

Behavioral Change takes time

Although we want change to happen overnight, it seldom does. "It takes about one month to change a behavior for every year it existed in its old form". *(Cline & Fay 1983)*

Behavioral Change is not easy
Do not stop the intervention because it hasn't produced immediate results. Collect data to make informed decisions about the success or failure of the intervention.

Use logical consequences whenever possible
These are consequences that are generally most meaningful. They reinforce naturally.

Pick one or two behaviors that are most important. Work on those!
Too many goals and expectations are confusing and can cause the student to be overwhelmed and thus unsuccessful.

Respond consistently!
It is confusing for those expecting a certain consequence if it does not occur. If you cannot enforce the consequence, chose something more reasonable and enforceable.

Select reinforcers that reward the student
Identify motivating reinforcers with the student before contracting in order to ensure working toward the goal.

Behaviors may get worse before they get better
Behaviors often get worse after a behavioral intervention is initiated before they get better. The student is used to certain responses by their environment. It may take time for the student to realize that you have really changed your responses.

Survive the moment, and remember long term goals
You will always be in crisis if you do not always implement long-term supports and change your responses to challenging behavior.

Behavioral Change takes effort
Implementation of behavioral change takes effort and consistency. If we relax in our efforts to enforce consequences, there is greater likelihood the unwanted behavior will increase.

We all need support
Work with parents, school staff, and specialists when implementing behavioral programs. Learn all you can. Find someone you can call when your progress is slow.

Self reflection
What can I do differently if it happens again? Do I need to change my own behavior or attitude? How would my student(s) respond if I changed my own behavior?

The Functional Behavior Assessment Process

The Continuum of Functional Assessment

Function Based Thinking

- A quick systematic way of thinking that informs selection of effective interventions
- A preliminary step prior to formal FBA that can be carried out by a classroom teacher
- Draws from research based concepts of FBA (considering the function of a behavior, environmental factors, and consequences)
- Designed to use as an early intervention addressing mild to moderate behaviors
- Designed to be used prior to involving the School Support Team or outside resources/ supports

Function Based Assessment

- A process and a product
- Relies upon thoughtful analysis of comprehensive data
- Should be conducted by a professional trained in behavior analysis or functional assessment
- Typically a lengthy and intensive assessment and intervention process
- Not often used as a prevention tool
- Involves multiple team members

Research suggests that the earlier intervention is provided for new onset behaviors, the more effective the behavioral change efforts. When intervention is not provided, student behavior problems escalate and require more intensive intervention (Scott et al., 2005). Therefore, it is prudent to intervene when the behavior emerges rather than waiting possibly weeks for a student to be discussed at a weekly or monthly team meeting. That means that teachers are an integral part of changing student behavior and can benefit from learning to "think functionally" when selecting a response to student behavior.

Definition/Rationale

IDEA requires the school team to develop a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for students with disabilities who experience significant behavior problems in schools and/or who put peers at risk because of these behaviors. Likewise, the requirement applies when a student with a disability is being considered for a serious discipline action, (e.g., a change in placement or expulsion).

The FBA is a process of gathering information to determine the function or intent of a student's behavior in the learning environment. The FBA consists of observations, recording situational factors surrounding the problem behavior, and staff assessment of motivational factors. The FBA can be requested by a parent or the school team. For a student receiving Special Education services, this is done through the completion of a Student Evaluation Plan. The BIP then identifies behaviors to be modified and/or replaced and lists strategies and consequences in a measurable format.

Components of the FBA

Identification of behavior to be changed

Collection of data on frequency/severity of behavior

Analysis of data: focus on antecedents, consequences, and function of behavior

Selection of strategies to test hypotheses: manipulate antecedent, consequences and/or teaching replacement behaviors

Guiding Questions for the FBA

- What are the questions to be answered regarding the student's behavior *(specified in the Student Evaluation Plan for a student with a disability)*?
- What are the antecedents, what is the behavior, and what is the consequence for the behavior?
- What are the patterns of behavior? *(Data analysis)*
- What are the general conditions and assumptions regarding the function of behavior? *(Hypothesis statement-drawing upon data)*
- Is there a problem behavior linked to a skill deficit?
- Does the student understand the behavioral expectations for the situation?
- Does the student realize that he/she is engaging in unacceptable behavior, or has the behavior simply become a "habit"?
- Is it within the student's power to control the behavior or does he/she need support?
- Does the student have the skills necessary to perform the expected, new behaviors?

Triggers for Challenging Behaviors

Students can misbehave for a variety of reasons. Triggers for these challenging behaviors could include certain conditions, times of day, settings, activities, events, and people. The best classroom management is to anticipate problematic behavior in order to prevent or significantly reduce the likelihood of problem behaviors. Examples of triggers or antecedents to misbehavior can include:

- **Physically Based Factors**
  - *Child's health*
  - *Medication-related: short-acting medication*

- **Environmental Factors**
  - *Uncomfortable conditions(too hot, too noisy, too crowded)*
  - *Settings: hallway, cafeteria, playground*
  - *Lack of structure, organization, predictability, interesting materials, clear schedule or visual supports*

- **Related to Specific Activity or Event**
  - *Certain subject areas (math, science, reading, music)*
  - *Change of routine without warning*
  - *Large group discussions*
  - *Seat work*
  - *Cooperative learning groups and sharing materials*
  - *Tasks that student perceives as boring, lengthy or frustrating*

- **Related to a Performance/Skill/Demand**
  - *To remain seated*
  - *To read independently*
  - *To write a paragraph*
  - *Having to wait patiently for a turn*
  - *Any behavioral or academic expectation that is a struggle for that individual student*

- **Related to a Specific Time**
  - *First period of the day*
  - *Before or after lunch*
  - *Transition times of day*
  - *After school (late afternoon)*
  - *Specific days of the week (ex: Mondays)*
  - *After a school break (ex: holidays, weekends)*

- **Related to the Presence or Absence of a Specific Person**
  - *Particular teacher, staff, or administrator*
  - *Particular classmate, peer, or group of students*
  - *Parents*

- **Other**
  - *When given no choices or options*
  - *When embarrassed in front of peers*
  - *When having difficulty communicating*
  - *When given no assistance or access to help on difficult tasks*
  - *When teased by classmates*

Adapted from Sandra Rief's How to Reach and Teach Children with ADD/ADHD

— *Functions of Behavior: What a Behavior Might be Communicating* —

Seeking to Obtain	Seeking to Escape
Obtain attention from adults and/or peers	Avoid or escape attention from peers and/or adults
Get objects/tangibles	Avoid unwanted objects
Obtain sensory input or stimulation	Escape sensory input or stimulation
Obtain enjoyable activities; play	Protesting a lack of choice
Demonstrating reinforced behavior to get positive reinforcement	Avoiding behaviors that have been negatively reinforced
Getting a sense of fairness and being heard	Protesting what is viewed as unfair and one-sided
Obtaining meaning from classroom experiences	Escaping classroom experiences that have no meaning or are irrelevant
Get the power to make choices	Avoid requests for less-desired tasks

Assumptions of Functional Behavior Assessments

- The purpose of intervention is to improve quality of life (ex: How are problem behaviors barriers to life goals?).
- Behavior is contextual and serves a purpose
- The focus of intervention is changing the context
- FBA is a team-based approach or process
- Interventions must have a contextual fit

Why do a Functional Behavior Assessment?

- Encourages non-aversive procedures
- Incorporates multiple data sources
- Data driven tool for designing/ monitoring effective Behavior Intervention Plans
- Team approach encourages "buy-in"
- It is "best practice" and a requirement for the development of a Behavior Intervention Plan
- For students with an educational disability, it is required by law.

Guidelines for Identifying Problem Behaviors

- Be specific
- Be concise
- Be detailed
- Be objective
- Be measurable and observable.

Steps for Identifying Problem Behaviors

1 Describe what the problem behavior looks like:
   "Kenny throws himself on the ground and bangs his head when asked to complete written work."

2 Estimate how often the behavior occurs:
   "This behavior occurs 6 – 8 times per day."

3 Describe how intense or severe the behavior is:
   "Most often the behavior lasts 3-5 minutes; occasionally the behavior lasts up to 20 minutes before calming."

4 What skills appear to be lacking?
   "Kenny appears to have difficulty controlling and/ or appropriately communicating his feeling of frustration."

Target Behaviors

EXAMPLES	NON-EXAMPLES
High-pitched screams 6-8 times per day lasting 3-5 minutes	Poor impulse control all of the time
Daily incidents of kicking chairs, usually during Math and Language Arts	Angry; hostile most often
Does not complete a daily average of 40% of tasks presented	Never pays attention
Consistently says "whatever!" when given a redirection related to behavior	Usually has a bad attitude

Variables to Consider

In analyzing the behavior, various contributors should be considered.

Environmental variables:
- Are there certain activities that seem to provoke the behavior?
- Does the behavior occur with changes to the routine?

Communication Variables:
- What is the student saying with the behavior?
- How do others respond to the behavior?

Choice/ Control Variables:
- Can the student express without reprisal?
- Are there too many reinforcers held contingent on the behavior?
- Are expectations and consequences consistent?
- Does the student value the classes and activities in which he/she participates?
- Does the student have meaningful relationships with others?

Instructional Variables:
- Is instruction modified to meet the student's abilities?
- Are teachers knowledgeable about accommodation strategies?
- Are teaching strategies based on compliance or meaning for the student?

Physiological variables:
- Could the behavior be related to sleep needs?
- Medications?
- Fatigue or hunger?
- Mental health Issues?

Behavior Support Variables:

- Is decision making based on accurate and relevant data collection which spans over time and takes into account various settings and times throughout the school setting?

- Are behavioral supports and interventions being frequently monitored and revised as needed?

- Is expected behavioral change reasonable, paired with the use of replacement behaviors, and given adequate time to occur?

- Are both positive reinforcement and the use of consequences clearly communicated to students and consistently applied across all school settings?

- Are expected behaviors explicitly taught on an ongoing basis?

- Is a "one size fits all" approach being used to teach and manage behavior?

Variables influenced by culture:

- Is the behavior that is exhibited common and accepted in the student's home culture?

- Has the student been taught the behavior that is expected?

- Do you communicate with the parents of students with diverse backgrounds regarding their child's achievement?

- Do you use your students' cultural background to help make learning meaningful?

Behavior Intervention Plans

Components of the Behavior Intervention Plan (BIP)

Specific goal related behavioral expectation
Proposed interventions
Persons responsible for implementation
Evaluation Criteria
Method to evaluate
Schedule for review/ progress monitoring

Guiding Questions for the BIP

- Does the student's behavior significantly differ from that of his/her classmates?
- Does the student's behavior lessen the possibility of successful learning for the student and others?
- Have past efforts to address the student's behavior using standard interventions been unsuccessful?
- Does the student's behavior represent a behavioral deficit or excess, rather than a cultural difference?
- Is the student's behavior serious, persistent, chronic, or a threat to the safety of others?
- If the behavior persists, is some disciplinary action likely to result?
- Are the interventions positive rather than punitive?

Example

Behavior Goal:	Casey will comply with teacher/adult direction with one prompt.
Proposed interventions:	Provide non-verbal cues upon initial verbal prompt, offer peer tutor, provide positive reinforcement for compliance, assist student with monitoring behavior by use of daily progress sheet that incorporates incentives for compliance.
Persons responsible:	Classroom teacher, counselor, and administration
Methods:	Contracts, daily progress sheets, discipline incidents
Criteria:	Compliance as measured by maintaining at least 80% on daily progress sheets with no more than one discipline referral per quarter.
Review Schedule:	Quarterly
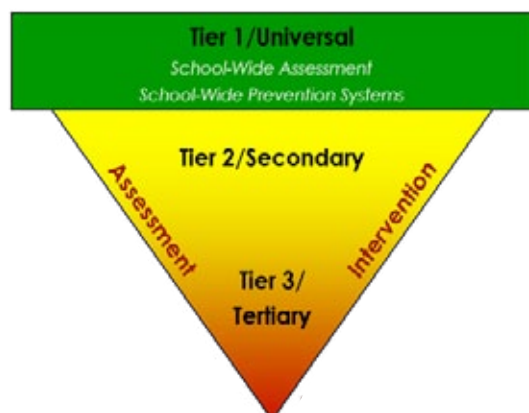
Tier 1: Universal Intervention

a) Appropriate academic supports (ex: differentiated instruction)

b) Consistent teaching of and positive reinforcement for appropriate behavior – 4:1 ratio of positive to negative statements

c) Consistent and fair responses to address challenging behavior

d) Relationship building between staff and students

e) Appropriate supervision of all students at all times

f) Proactive and effective classroom management

g) School and/or system wide social skills instruction

h) Community service/ service learning

i) Frequent assessment of evidence-based interventions for all students

Tier 2: Secondary Interventions

a) Check-in, check-out (mentors)

b) Daily "report cards" for behavior

c) Behavior contracting with motivating reinforcers and consequences (Be sure to include students when developing rewards and consequences, this allows for students to "buy into" the plan and begin to take ownership for their behavior.)

d) Collaboration with families and opportunities for parent training

e) Specialized social skills instruction (group or individual)

f) Direct instruction of strategies for self-management/ self-regulation

g) Alternatives to out-of-school-suspension

All Tier 2 interventions should be used in conjunction with Tier 1 interventions.

Tier 3: Tertiary Interventions

a) Intensive and individualized behavioral support

b) Intensive academic support

c) Intensive and individualized social skills instruction

d) Individual Behavior Intervention Plan (BIP) following a thorough Functional Behavior Assessment (FBA)

e) Wrap-around services provided through multi-agency collaboration

f) Cognitive Behavior Therapy

All Tier 3 interventions should be used in conjunction with Tier 1 and 2 interventions.

Preventative Strategies

Things that we as staff do can proactively prevent opportunities for challenging behavior to occur. Basic prevention strategies include, but are not limited to:

- Appropriate supervision.
- Quality instruction tailored towards individual strengths/ needs.
- Clear and reasonable expectations/procedures with frequent positive reinforcement.
- Behavior contracts; daily behavior charts with earned privileges.
- Actively involving students in classroom activities.
- Communicating/ collaborating with parents and/or outside providers.
- Providing a supportive classroom environment.

Sometimes we are able to identify the best prevention strategies following an incident of challenging behavior.

Responses to Challenging Behaviors

- Intervening when challenging behavior occurs:
  - Use as a learning tool
  - Aids in generalization of skill
- Using consequences:
  - Planned in advance
  - Should also be relevant to the behavior
  - Purpose is not to shame or humiliate
  - Provide opportunities for the person to practice the desirable behavior more often
  - Minimizing the power of challenging behavior by eliminating the realization of the behavioral function
- Redirecting to effective alternative behavior (remind students of what they could be doing instead to get their needs met; a must for generalization and lasting behavioral change)
- Interrupting challenging behavior with "distracters"
- Redirect/cue to use appropriate "new replacement skill"; then allow escape
- Cue with appropriate prevention strategy
- State "exactly" what is expected
- Offer alternatives
- Use "wait-time"
- Praise/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain problem behavior

Replacement Behavior Skills *(adapted from Hewitt, CHOICES, volume 2, 2004)*

- Teach students what behaviors are appropriate; the behaviors taught must serve the sought function/ outcome.
- Explicitly teaching students what they should/could be doing instead of the challenging behavior.
- Behavior typically serves some purpose. People won't stop participating in a behavior without a replacement.
- Appropriate alternative behavior must be reinforced.

- Many people with challenging behavior have experienced failure throughout their lives. Helping people recognize and celebrate their successes can help them become more open to trying and more positive about themselves.
- Once new skills are taught, we must help students utilize and generalize these skills across settings.   Extrinsic reinforcement is used as a stepping stone towards building intrinsic motivation by fading prompts, support, and external rewards over time.
- Social skills deficits or problems can be viewed as errors in learning; therefore, the appropriate skills need to be taught directly and actively.
    - If the student cannot produce the socially correct response, the social skill problem may be due to a skill deficit. If this is the case, more direct teaching of skills is required before performance can be expected.
    - If the student can give the correct response but does not display the behavior outside the testing situation, the social skill problem is probably due to a performance deficit. If this is the case, provide opportunities to practice desired behaviors and utilize positive contingency strategies for reinforcement of desired behaviors. (Lewis, Heflin, & DiGangi, 1991)

Develop Evaluation and Monitoring Procedures

- Identify on-going measures to assess the impact of selected interventions

    - ABC data   *- Checklists*   *- Behavior rating scales*

    - Behavior data sheets   *- Anecdotal records of observation*

- Develop procedures for assessing the accuracy of implementation
- Assess progress on long term goal and short term objectives
- Identify persons responsible and timeline for data collection

Other Considerations

- Do all your team members have a copy of the FBA/BIP?
- Do all your team members have the necessary forms for documentation, *(e.g. progress sheets, behavior contract)?*
- Is there someone in charge to monitor the plan? (Case manager?)
- Is the parent aware of the plan?
- Have you developed a system for regular communication with the parent/guardian?

Completion Checklist for the FBA and BIP

Have you:

- Identified behaviors?
- Identified antecedents?
- Identified consequences?
- Identified function(s) of behaviors?
- Tested your hypotheses?

- Developed measurable objectives for behavior change/replacement?
- Identified strategies for managing behavior and teaching replacement behavior?
- Identified responsible staff?
- Identified a review schedule?

Top Ten Reasons that Interventions Fail

1. Objectives/outcomes not easily implemented or measurable

2. Low quality plan

3. Inadequate data for planning and/or progress monitoring

4. Lack of regular or sustained progress monitoring

5. Inconsistent implementation of the plan

6. Inadequate support for the implementers

7. Failure to consider the behavioral function or addressing the wrong behavioral function

8. Using anger and shame-based techniques to attempt to change behavior

9. Not enough time allowed for behavioral change

10. No relationship with the student

The Pathways Inventory identifies a list of the specific skills frequently found lagging in children with social, emotional and behavioral challenges. It should be used as a guide for developing agreement among staff about the specific lagging skills underlying a child's challenging behavior. It can also be used to identify the situations that precipitate challenging behavior (ex: triggers/problems to be solved).

PATHWAYS INVENTORY *(Rev. 2/28/06)*

	✓	
Executive Skills		Difficulty handling transitions, shifting from one mindset or task to another, adapting to new circumstances or rules
		Poor sense of time/difficulty doing things in a logical or prescribed order
		Disorganized/difficulty staying on topic, sorting through thoughts, or keeping track of things
		Difficulty considering the likely outcomes or consequences of actions (impulsive)
		Language processing skills
		Often has difficulty expressing thoughts, needs, or concerns in words
		Often appears not to have understood what was said
		Long delays before responding to questions
		Difficulty knowing or saying how he/she feels
		Emotion regulation skills
		Difficulty staying calm enough to think rationally (when frustrated)
		Cranky, grouchy, grumpy, irritable (outside the context of frustration)
		Sad, fatigued, tired, low energy
		Anxious, nervous, worried, fearful
Cognitive Flexibility skills		Concrete, black-and-white, thinker, often takes things literally
		Insistence on sticking with rules, routine, original plan
		Does poorly in circumstances of unpredictability, ambiguity, uncertainty
		Difficulty shifting from original idea or solution; possible preservation or obsessive thought
		Difficulty appreciating another person's perspective or point-of-view
		Fails to account for situational factors that would suggest the need to adjust a plan of action
		Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me", "Nobody likes me", "You always blame me ", "It's not fair", "I'm stupid")
Social Skills		Difficulty attending to or misreading of social cues/poor perception of social nuances/difficulty recognizing nonverbal social cues
		Lacks basic social skills (starting a conversation, entering a group, connecting with people)
		Seeks the attention of others in inappropriate ways; lacks skills to seek attention in adaptively
		Unaware of how behavior affects others; is surprised by others' responses to his/her behavior
		Lacks empathy; appears not to care about how behavior is affecting others or their reactions
		Poor sense of how she/he is coming across or being perceived by others
		Inaccurate self-perception

TRIGGERS (list)

1.

2.

3.

4.

5.

Basic Behavior Support Strategies

	What does It look like?	When do I use it?
Appeal to Values	One-on-one conferencing to help the student understand how the behavior is unacceptable, may be making matters worse, not helping the student get what he/she wants, or discover alternate behaviors to address similar behaviors in the future.	Use this strategy following an incident to encourage the student to make a decision as to whether his behavior is helping the situation. Mostly useful with highly verbal or older students.
Antiseptic Bouncing	Providing a pass to the office or running an errand allows for time away from the problem without confrontation. This provides a release/distraction, and allows for a new frame of mind.	When a student's behavior indicates a buildup of stress or restlessness, remove the student in such a way that attention is not focused on the negative behavior.
Distraction	Begin discussing a topic of interest to the student (what's for lunch, special events coming up, etc.); begin an activity with the other students that the misbehaving student would enjoy.	When a confrontation or a negative behavior is creating a disturbance, focusing the group's attention and/or the individual's attention on something different can reduce or eliminate the problem.
Hurdle Help	Staff sees a student bunch up a piece of paper. Staff "reminds" the student to walk to the trash can to throw it away.	Timing is essential to intervene before the misbehavior occurs to help him/her over the hurdle of making an appropriate decision.
Infusion of Affection	Try saying "I think you probably feel very sad now and that makes me feel badly, too. Do you think we might walk and be able to talk about what happened?"	A positive, supportive, and appreciative approach may help a student respond more appropriately. This may assist the student in talking about the problem he/she is experiencing before it builds into a significant incident.
Interest Boosting	When leading a class discussion, the staff member might ask the student about his/her personal interests to boost the child's interest in the discussion.	When a student's behavior indicates that they are drifting away from attending to the activity, pique the student's attention and interests by relating to student's experiences
Interpretation as Interference	Sometimes it is helpful to describe what behavior is occurring. Example: "When you talk while I am talking not only is it hard for you to listen, but you make it hard for others to listen, too."	A student may not understand or be aware of a behavior that is occurring. This serves as a reminder and as a warning that the behavior is unwanted.

	What does It look like?	**When do I use it?**
Pacing Indicator	Shifting the student to a "break time" and asking him to rejoin the instructional activity when ready. Give the student an object that signifies break time (e.g. break pass, felt heart, puppet, small stuffed animal, cue card) to be returned when he is "ready". A break can be in or out of class.	Use when students lose ability to use language to protest an activity choice or become overly frustrated, angry, or anxious in class.
Planned Ignoring	Not calling on the student to run an errand or ignoring the student while telling several other students what a good job they are doing. Be ready to reinforce the correct behavior the moment it appears.	This is more successful if planned prior to the behavior occurring. It is most effective when a student is trying to get attention or provoke staff, as long as other students are not involved.
Proximity Control	Staff member moves close to the student while carrying on the activity with the whole group. No punishment or undue attention need to be given the student at the time.	When a student's behavior begins to be disruptive or distracting, generally the adult's presence at close range is enough to subdue mild inappropriate behaviors.
Restructuring Routine	Varying routines provides an opportunity for the student to "refresh". For example, schedule a brief free play time to allow students to unwind after the group/ student has completed set tasks.	Use this to adjust to the student's energy level. Children who require visual reminders of routines such as personal schedules of their activities on their desks should be "primed" for changes before they occur.
Regrouping	Move student to another group or space (classroom, living unit, or subgroup within the unit) to avoid continuing problems.	When a student is having trouble within a group. This is not a punishing "kick out" but an attempt to offer the student an environment that will help him maintain control of his own behavior (i.e. "I think this new location will be better for you and allow you to be in control of yourself better. I can see you're trying.").
Relaxation Activities	Train the individual to choose techniques for calming. Examples: deep breathing, counting backwards, muscle tension/relaxation reps, squeezing stress balls, listening to music, sensory input	This requires some instruction prior to a behavioral issue. When an issue arises, prompt the use of taught strategies as early as possible within the conflict cycle.
Role Modeling	Staff who maintain self control, demonstrate respect for others, good manners and courtesy, honesty, fairness, and good judgment, teach by example. Students look to adults for models and for guidance and they learn every day by watching and listening to every word.	The most significant management tool available to staff is conducting themselves in the manner in which the students are expected to behave.

	What does It look like?	When do I use it?
Signal Interference	Non-verbal cues to the student when behavior is beginning to be inappropriate; for example: snapping fingers, furrowed eyebrows, hand held up to show "stop."	Most useful for behaviors which are mild in nature and which have just begun to escalate.
Use of Humor	A joke, a tease, or a lighthearted comment. Humor can act as a pressure-release valve to allow the student to laugh it off without a negative response. No satire or ridicule.	When the student has responded instinctively in a negative fashion or appears to want to retaliate but is indecisive on whether or how to do so.

Adapted from Fagen & Hill. Behavior management: A competency-based manual for in-service training: In-service teacher training for mainstreaming series. Montgomery County Public Schools, 1977.

Reasonable Reinforcers by Age

	Material Reinforcers	Activity Reinforcers	Social Reinforcers
Elementary	silly putty jump ropes yo-yo's whistles book covers crayons markers dolls puzzles story books magazines erasers puppets coloring books comics edibles toy cars pencils/pens key chains play money colored chalk bouncy balls awards/certificates posters bookmarks stuffed animals paints/paintbrushes marbles stationary bubbles craft supplies stickers PBIS tickets	extra time in the gym extra recess computer time free reading time drawing time listen to music water classroom plants feed classroom pet teacher's aide sit at teacher's desk for one subject work with shoes off in the classroom sharpen pencils help a younger student exemption from homework take a walk/movement break keep stuffed animal on desk take home favorite book technology helper use colored chalk tell a joke to the class be line leader for the day sit anywhere in the room for the day correcting papers game time handing out snack decorate bulletin/chalk board use modeling clay pick a story for the teacher to read aloud show & tell run errands (messenger) pick class game for indoor recess take home favorite game sit in the "comfy chair"	smiling shaking hands high fives peer attention charting progress special notes home certificates/ recognition sit with a friend at lunch lunch with a preferred adult pen pal with preferred adult or peer telephone call to family
Middle	pens/pencils cassette tapes/CD's book covers stationary music stickers posters magazines comic books edibles PBIS tickets	computer time drawing time free reading time help younger students take a walk/movement break office aide teacher's aide exemption from homework run errands listen to music	special recognition certificates charting progress positive notes home telephone call to family time with preferred adult
High	cassette tapes/CD's posters decals magazines batteries PBIS tickets comic book books book covers stationary edibles music	helping younger students teacher's aide office aide computer time free reading time drawing time run errands exemption from homework listen to music take a walk/movement break	special recognition certificates charting progress positive notes home telephone call to family time with preferred adult

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Websites:

Dr. Mac's Behavior Management site
www.behavioradvisor.com

Behavior Resource for Presentations, Books, Forms, and Trainings
www.behaviordoctor.org

Free Printable Behavior Charts and Forms
www.freeprintablebehaviorcharts.com

Intervention Central – RTI Resources
www.interventioncentral.org

Center on Positive Behavioral Interventions & Supports
www.pbis.org

"Tools to Develop, Support & Score Behavior Support Plans"
www.pent.ca.gov/

Council for Children with Behavioral Disorders
www.ccbd.net

Federation of Families for Children's Mental Health
www.ffcmh.org

Foundation for Children with Behavioral Challenges
www.explosivekids.org

Technical Assistance Center on Social-Emotional Intervention for Young Children (TACSEI)
www.challengingbehavior.org

Center on the Social Emotional Foundations for Early Learning (CSEFEL)
http://csefel.vanderbilt.edu

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