Behavioral Strategies for Today's students
Ponder ISD - August 20, 2012
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Consider the 80/15/5 Rule

Any one intervention or strategy works great with 80 percent of students, somewhat with 15 percent & not all all with 5 percent.

So, it is critical we have a toolbox of behavioral interventions.
"There is no use trying," said Alice; "One can't believe impossible things." "I dare say you haven't had much practice," said the Queen. "When I was your age I always did it for half an hour a day. Why sometimes I've believed as many as six impossible things before breakfast."
"Back In My Day....."

- Kids came to school ..............
- Parents ..............
- Teachers & schools could ..............
Differences in Today’s Students

- Millennials - Multitasking is second nature
- Digital natives, born into a different culture
- Learn differently, are motivated differently
- Like to be in control & to have choices
- Increased stress & anxiety levels with fewer coping strategies
Moments in America for Children (www.childrensdefense.org)

- Every 8 seconds a HS public student drops out
- Every 17 seconds a child is arrested
- Every 29 seconds a child is born into poverty
- Every 47 seconds a child is abused or neglected With 1 child dying from this every 5.5 hours
- Every 85 seconds a child is born to a teenage mother
- Every 8 hours a child commits suicide
How Are TX Children & Families Doing?

- TX has 7 million children, 66.6 percent children of color
- 25.7 percent of TX children live in poverty
- TX has highest rates in nation of children with no health insurance
- 311,052 Grandparents in TX are raising their grand kids
Family Picture Solo Activity

- Study the picture of a modern day family carefully
- Use one color pen to mark the positives and strengths you see in this picture
- Use a different color pen to make potential issues or problems you can identify in this picture
- Count & record your total number of positives & total number of negatives
But.....What About the Old Ways, They"ve Worked Fine for Years"

- Then why are ISS & OSS rates increasing in many schools.
- Zero tolerance has Zero evidence (Skiba)
- Schools using sanctions based approach have more antisocial behaviors

"I treat them just like I treat my own children.................."
Common School Practices that Contribute to Development of Antisocial Behavior

- Ineffective instruction resulting in academic failure
- Inconsistent & punitive behavioral management policies
- Lack of opportunity to learn & practice social interpersonal skills
- Unclear rules & expectations regarding
- Failure to enforce rules
# Types of Emotional/Behavioral Problems Commonly Encountered in Schools Today

<table>
<thead>
<tr>
<th>ODD &amp; Conduct Disorders</th>
<th>Bipolar</th>
<th>Anxiety Disorders</th>
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<tbody>
<tr>
<td>Frequent temper tantrums</td>
<td>Rapidly changing moods</td>
<td>Needs constant reassurance</td>
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<tr>
<td>Bullying &amp; Intimidation</td>
<td>Hyperactivity &amp; agitation</td>
<td>Constant worrying</td>
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<td>Excessive arguing</td>
<td>Explosive rages</td>
<td>Fear of making errors</td>
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<td>Active/passive defiance</td>
<td>Distract ability &amp; impulsivity</td>
<td>Panic attacks</td>
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<td>Angry, resentful</td>
<td>Impaired judgment</td>
<td>Fear of new situations</td>
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<tr>
<td>Need for power &amp; control</td>
<td>Constant irritable mood</td>
<td>Overly tense &amp; uptight</td>
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Pair & Share - Strengths - Based Thinking

"It's all in the way you look at it........"

In small groups off 3-5 consider characteristics of disability assigned to your section of the room

Identify & record some strengths common to this disability

Identify some jobs, professions, or careers individuals with this disability may best be matched for
Key Underlying Principles

- Getting behind behavior; Behavior as communication
- Behavior is learned, so it can & needs to be taught
- Relationships matter
- Power of choices
- Picking battles to win war
- Power of effective, relevant, engaging instruction
- Time Out Vs. Time In

“A.BACALL

“I wouldn’t say your son is a bad child. He’s gifted at disruptive behavior.”

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Ineffective Behavioral Intervention Strategies

- Yelling
- Arguing & engaging in verbal battles
- Being overly verbal with and/or nagging
- Sarcasm, ridicule, humiliation
- Forced apologies
- Having students write sentences, rules etc., repeatedly
- ISS, OSS

“My fortune says, ‘You will be successful in getting students to control their behavior, if you first control your own behavior.’”
Behavior as Communication

- Behavior as communication - we are detectives trying to break the communication code

- Conducting autopsies of behavior - What is the student getting or avoiding with the behavior?

- Until we can support student in learning a replacement behavior that meets same need, student will continue meeting their needs with inappropriate behaviors

- Goal is to make problem behavior ineffective, inefficient, irrelevant

- Focus on how to modify our systems, procedures etc., to support & meet students' needs

- What systems/procedures do we have in place to observe, monitor, assess & address students' behavior.
Possible Functions of Behavior

- To GET attention, power, access to tangible, or sensory stimulation

- OR

- To AVOID activities, people, sensory overload or physical or emotional pain

“How can I possibly be a discipline problem? I’m usually asleep.”
“All organizations & systems are designed intentionally or unwittingly to achieve precisely the results they are getting”

(R. Spencer Darling)
Why Gather Data?

- Behavior that really bothers us appears to be happening more often than it is.
- Objective data allows us to make informed decisions & to track progress.
- DATA is in; HUNCHES are out.
- In God we trust, everyone else brings data.
- Schools must stop committing ASSUMICIDE (Sprick, 2008).
User Friendly Data Collection Techniques

- Using clipboard & simple tally sheet or index card
- Golf Counter or baseball pitch counter
- Moving buttons, pennies, paper lips, beans etc., from one pocket to another
- Kitchen timers/stop watches
- Kathryn Phillips’ Easy Classroom Data Collection Form (www.totalbehaiviormanagement.com)

- Wealth of resources at www.specialconnections.ku.edu
- www.behaviordoctor.org
Other Data Tools

- Use naturally occurring data e.g. attendance & tardy records; office write-ups
- SWIS School-Wide Information System
  www.swis.org
- Timer Data (www.timerdata.com)
- Behavior Tracker Pro App
- rtigraphs.com (Graps) Free Excel-Based RTI tracking tool
- Chartdog at
  www.interventioncentral.com
Steps in Data Collection & Review with Student

- Define behavior we want to measure
- Determine how often, when, & by whom data will be collected
- Select data collection tools (event or duration recording?)
- Tell student about your data collection plans
- Consider ways to incorporate student self-monitoring & self-recording of behaviors
- Determine how data collected will be shared with parents, student, other staff etc., & how it will be used. Don't be a DRIP!
Structured Behavior Discussion

- Easiest least time-consuming intervention with documented evidence of success
- Must occur when behavioral problems are not occurring
- Opportunity to restate expectations in 1:1 setting
Teaching Behavior

- Provide structure & predictability
- Post daily or period schedule
- Prepare students for changes in advance
- Meet & greet students at door, check emotional temperatures
- Use assigned seating
- State behavior you want not behavior to stop
- Have procedures & routines for all types of classroom activities including common signal to get class' attention
What About Classroom Rules?

- Clear & precise
- "Enablers, Social Contract,"
- 5 or less
- Positively stated
- Involve students in development of rules
- Lesson plans to teach rules & procedures, periodic reviews
- Plan in place for new students to learn rules, procedures etc.
Porter of Effective, Relevant, Engaging Instruction at Students’ Level

- Research shows that a motivating, meaningful, engaging academic curriculum is most effective behavioral intervention strategy.

- Cannot separate behavior & academics.

- As educators our first line of defense with behavioral problems is examination of our curriculum & instructional practices.

Sometimes, kids need help putting the pieces of childhood together.
Research-Validated Instructional & Curricular Approaches

- Graphic Organizers & Thinking Maps
- Per-teach & practice essential vocabulary
- Peer Tutoring
- Structured note-taking approaches
- Use of modified reading level texts
- Use of cyclical teaching approach (DI model)
- Incorporating hands-on activities
- Make learning fun & relevant
- Many opportunities to respond including varied response methods
Technology Resources

- www.wolframalpha.com
- www.mathtrain.tv/
- www.khanacademy.org
- www.clustermaps.com
- www.classdojo.com
- www.novemberlearning.com
- www.rippleeffects.com
- www.smartbrief.com/edtech/
- www.naset.org
Behavioral Contract/Goal setting with Students

- One distinct, defined positive behavior
- Data guiding performance goals. Remember scaffolding concept
- Begin, end, review dates
- Specify staff & student responsibilities
- Think like the student, “What’s in it for me?”
- Consequences (if included) need to be related, logical & ethical
- Get copies to student & staff who work with them
Increase Positive Interactions & Build Relationships

- Goal of 4:1 positive interactions to redirects - "Catch 'em being good."
- Use specific, age appropriate praise
- Public Vs. private praise
- Verbal Vs. Nonverbal praise
- Consider having colleague observe & record your student interactions
Relationships are the Key

- “Students do not care how much you know until they know how much you care”

- “You cannot reach children’s minds until you first capture their hearts”

- Dr. Haim Ginott
Tips for Building Positive Relationships with Students

- Interest inventories
- Greet students at the door daily
- Birthday Board & Celebration
- Positive notes to students
- Positive calls home
- "Good News," activity
- Train yourself to be consistent & controlled in your mood & responses to students
The Power of Choices

- The Hamburger Method

- "You have a choice. You can ---- and --- will happen, or you can --- and --- will happen. It's up to you"

- For younger students or those with ASD or nonverbal: "First, then...." or "Would you like ---- or ------ ?"
School-Based Mentoring

- "Importance of one caring adult," in resiliency research
- School-based mentoring can improve students' attendance, academic performance, behavior at school & general emotional/social well being
- Addresses "School Connectedness" protective factor
- www.edmentoring.org
- Check & Connect Program. www.ici.umn.edu/checkandconnect
- Check-In, Check-Out Program (CICO). www.hprince.com
Picking Battles to Win War

- Ignoring minor misbehavior
- Use of diffusers such as: "probably so," "Nevertheless," "I hear you," "Okay."
- Offering choices, time, space
- Recognizing when you are in power struggle & exiting gracefully
Some people see a closed door
And turn away.
Others see a closed door
Try the knob,
If it doesn't open......
They turn away
Still others see a closed door,
Try the knob,
If it doesn't open,
They find a key
If the key doesn't fit......
They turn away
Key makers

- A rare few see a closed door,
- Try the knob, if it doesn’t open
- They find a key
- If the key doesn’t fit............
- THEY MAKE ONE