Improving Skills When Working with Challenging Behaviors: Get “Sneaky Smart”

Jeffery R. Craver
Rockdale County Public Schools, jcraver@rockdale.k12.ga.us

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Improving Skills When Working with Challenging Behaviors: Get “Sneaky Smart”

Jeffery R. Craver, Ph.D.
School Psychologist
Rockdale County Public Schools
Craver Behavioral Consulting, LLC
jeffcraverphd@gmail.com
Many Thanks to:

• Dr. Terrance M. Scott, Univ. of Louisville
• Dr. Rob Horner, Univ. of Oregon
• Dr. Kent Parker, Oconee School District
• Dr. Geoff Colvin, Behavior Associates
• Dr. Susan Thomas, Glenforest School
Goals for Today

1) Help improve some of the evidenced based interventions that you already use,

2) Expose you to some new strategies/interventions to try as you deal with challenging behaviors, or when consulting and working with school teams, and

3) Review some of the best ways to gather and use behavioral data on individuals that can lead to better problem solving when the “sneaky smart” proactive strategies are not effective.
As Educators, we are charged with trying to ensure that we live up to what parents are wanting

• Parents want:
  – A safe & secure environment
  – Their kids to feel special
  – Their kids to learn
Tertiary Prevention: specialized & individualized strategies for students with continued failure

Secondary Prevention: supplementary strategies for students who do not respond to primary prevention

Primary Prevention: school-wide or class-wide systems for all students and staff

~80% of Students
~15%
~5%
Let’s take a moment to review what some of our green zone students are learning & writing

• Italics is what Italians write in
• Don’t is a contraption
• Anarctica is like the regular Arctic, but ritzier
• Good punctuation means not to be late
More proud written statements on tests

- When a baby is born the doctor cuts the biblical cord
- Columbus discovered the world while cursing about the Atlantic
- If a pronoun is used in place of a noun, a proverb is a pronoun in place of a verb
And Finally

• Want Ad: *Free puppies. Half cocker spaniel & half sneaky neighbor’s dog*
• I hate it when people make grammatical errors
• What part of our body do we use to think? Answer:
It is hard to imagine why a child would . . .

Intentionally behave in a way that would make other people respond in a manner that makes him miserable

Ross Greene, PhD
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we.............
..........teach?

“Why can’t we finish the last sentence as automatically as we do the others?”

(John Herner ,1998)
An “Ah Hah” Moment...

• It was that unexpected response from a parent...
Bottom Lines for Today:

• It is *all* about changing adult behavior (being sneaky smart)
• QTIP
• Adults being flexible & willing to truly problem solve
• It is best to alter the environment & the positive supports that we can put into place
Effective Implementation

• Our usual methods of Behavior Intervention do not work with our targeted students.
• We need to get out of the mindset that “They know better”, “They are just being hateful”, and “They can control it when they want to”.
• All of those things may be true, but those beliefs aren’t going to impact the behaviors.
Think about how we teach concepts for academics

• Do we teach the meaning of every single word?

• OR do we teach stems?

• If you instruct on “keeping hands & feet to self,” it doesn’t cover spitting, throwing objects, etc.

• So we teach concepts like, “Respect Others” & “Here’s an example of respect . . .”
Reasons that Behavior Rehearsals are Necessary

• If by history, you know the student has evidenced inappropriateness in a certain school setting, it is likely that the behavior will occur again.

• Behavior rehearsal is a standard requirement for acquiring any new skill

• Think about this: Do we ask kids to take a pre-ACT?; Do we take practice GRE’s?

• Lastly, teachers want students to be fluent in exhibiting expected behaviors.
Within the School Context, We Have 55+ Years of Research on the Science of Behavior

• Applied behavior analysis model
  – Antecedents, behavior, & consequences

• Functional communication
  – Behavior serves a function: Student is getting something or avoiding something
  – Don’t be afraid to hypothesize what is making a student “tick” & talk to others about what he/she is getting out of the misbehavior
Classroom management research, especially at the elementary level

• Reveals that on-task classrooms are led by teachers who consistently reinforce/acknowledge positive behavior AND

• Have minimal disruptions in instruction (avoid letting a student derail the instruction)
Think Teamwork & Collaboratively

• What makes a successful high school coach?
• What do they do to prepare for a game?
• Do they encourage & let the team know that he/she has confidence in the team?
• Do they give reminders (pre-corrects)?
• Do they use lots of lecture or do they focus on practicing different scenarios?
• What do they do at half-time?
Interventions that Focus on the Positive

- Mystery Motivators
- Transition tickets/Lottery
- Mystery Hero Student
- Role Model Student
- Student of the Week/Month
- Using visuals to chart positive progress (E/T)
Ask Yourself

What do I honestly “give life” to? Is it the inappropriate or the appropriate behaviors?
Your Turn

What are some strategies that you have used or seen used to increase the “positives” in your classes?
For a Great List of Reinforcing Ideas that cost no money, & contains no sugar or salt:

- [www.successfulschools.org](http://www.successfulschools.org)
- And click on “Resources” Then “Behavior”
Strategy #1
If you want to see immediate change, dramatically increase the positive to negative statement ratio that you use when interacting with students.
About encouragement . . .

• Research clearly indicates that the behavior-specific praise increases on-task behavior. “Mark, I like the way you are listening; Anthony, I appreciate you raising your hand.” VS. “Good job; nice work.”

• Remember what the research tells us about the ratio of positive statements to negative ones?
Any Oprah fans in the house?
Along with being positive . . .

- Reassess whether we have been clear in expressing the expectations (When taking a grad course, you expect that syllabus at the first class, don’t you?)
- Have fun with your kids when reviewing what is & is not acceptable in your class (i.e., what is the rule about approaching your desk? Which door do we exit out of to go to special area?)
Why Are Educators Rewarded by Punishment?

- It is easy to administer
- Works for most students without challenging behaviors
- Has been a part of Judeo-Christian history
- We can be stubborn about accepting information that does not match our beliefs
- There is a prevailing “control mentality” that places educators in a reactive vs. proactive position

Source: John Maag (2001)*
Life is Like An Echo

• You Get Back What You Send Out
Strategy # 2
Work on the “alliance/connection” that you have with students. If students feel respected AND respect you, this is going to have a major impact on what you can get out of them.
Teacher efforts to get to know students are also important . . .

• Research shows that the most reliable predictor of outcome is the “alliance” that is perceived by the student
• This is greatly influenced by the student’s views of how respected they feel by the teacher & whom they respect
• Remember that it is hard to get excited over someone else’s goal so include the student’s input as you work to figure out the intervention
• Think about inquiring, “Tell me something about your teacher that worked for you” or “You had such a good day today; How did you do that?”
Survey of Student Perspective of Respectful Teacher Behavior

• Participants
  – Over 5,000 middle & high school students
  – Chicago, IL, Hammond, IN, Houma, LA & Webster, MA
  – Approximately 76% of students at school receive free or reduced lunch

• Survey asked students, “What are some ways that teachers show you respect?”
Survey Process

• Administered to each student through their English class.

• Asked to provide 3 responses to the question

• Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.
Top 12 Answers

Of the over 5000 responses, the ones listed were written by 200 students or more.

1. Talk privately to students when a problem occurs.
2. Use a calm tone of voice, even when they are upset. (No yelling)
3. Respect personal space (Don't touch, grab, eyeballing, crowd)
4. Listens without interrupting.
5. Have a sense of humor.
6. Displays student work around the classroom/school.
7. Prepares exciting lessons.
8. Let parents/guardian know student did a good job sometimes (see a balanced picture).
9. Use student's name or addresses them as ma’am or sir when talking to them
10. Be available during non-classroom times
11. Returns work promptly
12. Talk sincerely - no sarcasm or “eye rolling”

• Worth noting: “Smiles at me & acknowledges my birthday” received multiple mentions.
Making Connections

• Attachments just don’t happen
• Feeling connected should be a priority for all students, especially the difficult ones
• “Does this student see me as someone who imposes, limits, & corrects OR as a helper, guide & ally?”*
Ways to Connect

• Make a conscious decision to connect
• ALWAYS connect with a greeting
• Select the adult “connector”
• Make an effort to find out about a common object, subject, etc.*
Why do we remember the special teachers that we had when we were younger?
One of the Important & Often Overlooked Ingredients of Teaching Behavior Is the “Script” that the Adults Agree to Use to both teach new behavior & to correct behavior.
Strategy # 3
Use the “Wal-Mart” questions rather than what we typically resort to out of frustration:

How can I help you?
What do you need?
Want a way to help staff to better de-escalate an “edgy” student?

• *Exclusively* use one of the following two scripted “Wal-Mart” questions in a calm manner & you will be much more likely to de-escalate that student & get him/her refocused:
  – How can I help you?
  – What do you need?

These questions keep you calm, redirects/refocuses the student and will tend to not escalate the student
A favorite script of mine is known as the Deferral Tactic
Change Starts Within Us As Adults

• As you go from this point in the year, be aware of the emotions that are aroused within & work on your language:
  – The language we internally say
  – The language we overtly say
  – We can make a vow to ourselves today—that we will make a change in the negative & deficit-laden language we use
Strategy # 4
Be ever mindful of the language you use. Work to be positive about expectations (SRA, etc.), reinforce compliance, praise in public, reprimand in private (watch the loudness of your own voice).

I promise you, it will make you feel better too!
Teachers’ Reporting of Strategies *That Helped*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Positives</td>
<td>100%</td>
</tr>
<tr>
<td>Improve Alliance</td>
<td>90%</td>
</tr>
<tr>
<td>Wal-Mart ?</td>
<td>70%</td>
</tr>
<tr>
<td>Being Positive</td>
<td>60%</td>
</tr>
</tbody>
</table>
Strategy 5

Focus on structure, class procedures & expectations of what needs to happen during any unstructured times-class entry, if you finish your work, etc.
Calming Strategies for Managing Students That Are Agitated: Be Smart & Think Pro-Actively

Many Thanks to Geoff Colvin for these Strategies
Phases of Acting-Out Behavior

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-Escalation
7. Recovery
Recognizing Signs of Agitation

<table>
<thead>
<tr>
<th>Increases in Behavior</th>
<th>Decreases in Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Darting eyes</td>
<td>● Stares into space</td>
</tr>
<tr>
<td>● Non-conversational language</td>
<td>● Subdues language</td>
</tr>
<tr>
<td>● Busy hands</td>
<td>● Contains hands</td>
</tr>
<tr>
<td>● Moves in and out of groups</td>
<td>● Lacks interaction</td>
</tr>
<tr>
<td>● Starts and stopping</td>
<td>● Lacks involvement</td>
</tr>
<tr>
<td>● Moves around room</td>
<td>● Withdraws from groups</td>
</tr>
<tr>
<td>● Fidgety</td>
<td>● Lacks responding</td>
</tr>
<tr>
<td></td>
<td>● Avoids eye contact</td>
</tr>
</tbody>
</table>
Agitation Management Steps

Three Steps
1. Re-direct the student to task at hand
2. Recognize signs of agitation
3. Use strategies to reduce agitation
Lesson Learned

Even when we don’t think it to be the case, children do get confused & miserable in the midst of it all. They don’t have the coping skills to deal with all these confusing feelings.

What do we naturally do when an obstacle is thrown at us, even as adults?
Strategies for Reducing Agitation

- Teacher support and empathy
- Create space or isolation
- Provide choices
- Permit preferred activities (with clear boundaries)
- Independent tasks or activities
Agitation Strategies Cont’d

• Use teacher proximity
• Permit movement (use movement tasks)
• Use relaxation techniques
• Use passive activities
• Involve the student as appropriate
The following strategies must be used:

• Before the onset of serious acting-out behaviors in hopes that the student can gain composure
• The issue is all about TIMING & should be used earlier than later in the Agitation Phase
• ALSO think about using some of these in the behavior plans for your students.
Empathy: Recognizing & Communicating Concern - Scripts to Use (Think how helpful these would be to you)

- Are you doing ok?
- Why don’t you sit a bit & I’ll be back shortly?
- Do you think you can get through this first part of the assignment?
- You don’t look your usual self today?
- Can I help to get you started?
Providing space

• When students seek space, they are less likely to be provoked & they are provided with an opportunity to settle down.

• Teaching the student the procedure for using the space is important as well as teaching calming strategies such as breathing & relaxation exercises.
Other Sneaky Smart Activities to Interrupt A Negative Cycle

• Run an errand
• Fill a cup with water
• Deliver something to another teacher
• Getting materials ready, etc.

All of the above can set the stage to adjust the behavioral momentum in a positive way
Continuum of Consequences

• General
  – 1-2 Behavior Supports first
• Continuum process (*privately* delivered)
  1. Remind/prompt expected behavior
  2. Provide **choice** (a.k.a. warning)
     Engage in expected behavior or alternative
     OR Expected behavior or receive 1st consequence
     Put it on the student to make a decision
  3. **1st** Classroom consequence
  4. **2nd** Classroom consequence
  5. **Office**-managed consequence
When Correcting . . .

• Be As Brief As Possible
• “Act, Don’t Yak”
• Be Immediate
• Be Consistent
• Be Unemotional
• Use Direct Eye Contact
• Deliver in Close Proximity*
Systematic Correction Procedures

• Deliver the penalty or loss of privilege in a matter-of-fact manner
• Do not argue with the student
• Do not discuss the details of the penalty
• WALK AWAY ………. WALK AWAY
Decide if addressing it is worth it

- Addressing problem behavior means providing attention which **MAY REINFORCE** the behavior
- **Controlling** for attention is critical
- The **next** student **behavior** is often **determined by** initial (and subsequent) teacher responses
Sneaky Smart Strategy that Prevents: Active Supervision-

**You are that po-po car that we sometimes see on our way to work**

- Movement-
  - Greater visibility
  - Increased rate of proximity to more students
  - Increased opportunity to interact positively
  - Increased chances of uncovering unsavory behaviors such as bullying
Hallway Behavior
Anytime you don’t know student:

• **Greet**
  – Secure student’s attention: “Hello”, “Good morning”, “Good afternoon”

• **Meet**
  – Introduce yourself with name & title (other?)
  – Optionally, can offer to shake hands
  – Ask student’s name (before making requests)
  – Optionally, “Nice to meet you”

• **Remind**
  – “I’m sorry, but in the hallway, you need to _____”
  – “Do you know what I’m going to ask you to do?”
  – “I need you to Be Respectful by _____”

• **Thank** (we’re correcting for next time)
Verbal Intervention Tips and Techniques

**Do**
- ✓ Remain calm
- ✓ Isolate the situation
- ✓ Enforce limits
- ✓ Listen
- ✓ Be aware of nonverbals
- ✓ Be consistent

**Don’t**
- ✗ Overreact
- ✗ Get in a power struggle
- ✗ Make false promises
- ✗ Fake attention
- ✗ Be threatening
- ✗ Use jargon
The More Explicit We Are & The More Adults Are Consistent & Unified, The Better

• For those complex students that need behavior plans
  – Example of “I understand, but now…”
  – “This is the bottom line . . .”
  – “Time and space” prompt
  – “Change the channel” prompt
Never Underestimate the Power of the “Script”

- Deferral Tactic
- “There is an expectation about …”
- “At ______________ Middle, we . . .”
- Strongly recommended that the adults role-play
Teach safety steps as you do for fire drills.

- Strongly suggested that you teach your class:
  - The “FREEZE” game (*teach, practice, acknowledge*)
  - Another “code” word that indicates you need them to move to safety (*teach, practice, acknowledge*)
  - Share the info. with other adults that teach the students

- Advantages:
  - Safety for all by TEACHING a procedure
  - Target student may actually “freeze”
  - Gives the adult confidence
  - Is defensible to any parent that is concerned b/c there is a safety procedure that has been taught
Fundamental Rule!

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior” (O’Neill et al., 1997, p. 71).
Focus

• Other than the agitated student, four classes of problem behavior will be addressed
• Behaviors range in intensity from low level to high level
• Behaviors fall short of physical or actual danger
• Behaviors may be defused or escalated, managed safely or unsafely
Selected Behavioral Strategies for:

1. Off-task behavior
2. Rule violations
3. Disrespectful behavior
4. Limit testing
Off Task Behavior

Management Steps

1. Attend to students on task and delay responding to student off task
2. Redirect student to task at hand and do not respond directly to off task behavior
3. Acknowledge cooperation briefly
If need be, more systematic correction procedures

• Secure student’s attention by finding a place to talk to the student
  – Check to confirm: can use a simple/silly request/comment

• Redirect the student to expected behavior
  – (pre-established gesture/verbal prompt)

• Inform him/her of expected behavior

• Acknowledge the changed behavior at earliest occurrence
Activity Regarding Rule Violation

What is the same about each of these examples?
Example One:

Sarah comes into class wearing a rude T-Shirt. Students start to laugh and the teacher calls her aside and the following exchanges occur:

Teacher “Sarah that T-shirt has a rude message and it can’t be worn at school.”

Sarah: “My dad gave it to me.”

Teacher: “That doesn’t matter. It is against our dress code rule and you need to go to the restroom and turn it inside out.”

Sarah: “You can’t make me.”

Teacher: “Do what you are asked or I’ll send you to the Office for not following directions.”

Sarah: “I don’t care.”

Teacher makes Office Referral.
Example Two:

Joe steps on the bus and pulls out a huge candy bar and begins to eat it. The driver points to the sign above the door and the following exchange occurs:

Driver: “Look- no food on the bus.”
Joe: “So” and takes another bite.
Driver: “Alright. I said no food on the bus so give me the candy.”
Joe: “No way.”
Driver: “OK give me the candy or you’re off the bus.”
Joe: “I don’t care.”
Driver calls office to have student removed.
What is the same in each example?

• At what point did the situation accelerate?

• Any thoughts on how could this have been avoided?
“Sneaky Smart” Responses to Rule Violation

1. Clarify the rule or expectation in simple, clear terms while staying non-emotional
2. Explicitly request the student to “take care of the problem”
3. Set limits by presenting options “If you do this now, then you will get to __________.” (Make sure you give the positive outcome first.)
4. Allow time for student to make a good decision. Walk away if possible.
5. Follow through with the limit.
Think about this:

- Adults often give additional directives to a student that is clearly *in the context of non-compliance*—But what is the real chance that the student is going to follow yet another directive in that non-compliant context?
Disrespectful Behavior
Management Steps

1. Studiously avoid reacting personally (such as shouting, challenging, becoming agitated)

2. Maintain calmness, respect, and detachment (Teacher modeling role)

3. Pause and focus

4. Focus on the student behavior ("That language...")

5. Deliver consequence as appropriate

6. OR Use Deferral Tactic...
Limit Testing

Management Steps

1. Pre-Teach the procedures
2. Deliver the following information in a calm matter-of-fact manner
   1. Present expected behavior and negative consequence as a decision
   2. Allow few seconds for decision
   3. Withdraw and attend to other students
3. Follow through based on student decision
Golden Rule

Whether the problem behavior is managed safely or not or is defused in large measure depends on your initial response.
Data Collection on Individual Students
Why Collect Data?

• Helps us to be able to predict both problems & successes (When/where/who?)
• Tells us who needs targeted or intensive academic supports
• Guides us as to which environmental changes and/or supports are needed
• Gives us information on the actual frequency & duration of the problems
Other Pointers

• We should always be looking for the simplest way to collect information

• For many of your students with special needs, there will likely be goals of helping them with both academic and social issues. We often feel more comfortable with looking at the academic goals & progress, but get perplexed and/or emotional when it comes to behavioral needs
From Data:

• We get more accurate information
• We get a more complete picture of the issues that need intervention
• We should always pay attention to the “Context” of the behavior
• We get an idea as to the possible “function” of the problem behavior & then we can focus on an acceptable replacement behavior (e.g. raising hand to get attention rather than yelling out)
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<th>Behavior</th>
<th>Function/Maintaining Consequence</th>
<th>Outcome</th>
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<td>Crying</td>
<td>Got Adult Attention</td>
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<td>Whining</td>
<td>Got Peer Attention</td>
<td>Repeated expectation &amp; compliance occurred</td>
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<tr>
<td></td>
<td>Screaming</td>
<td>Got desired object/materials</td>
<td>Did not get directed</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td>Got others to back away/leave alone</td>
<td>Cool down/time-out in class</td>
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**Duration in Minutes:**
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<th>Behavior</th>
<th>Function/Maintaining Consequences</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>□ Interruption/Transition</td>
<td>□ Crying</td>
<td>□ Gets Adult Attention</td>
<td>□ Ignored problem behavior</td>
</tr>
<tr>
<td>□ Access Denied (Told no or asked to wait)</td>
<td>□ Whining</td>
<td>□ Gets Peer Attention</td>
<td>□ Repeated expectation &amp; compliance occurred</td>
</tr>
<tr>
<td>□ Wanted a Tangible/Preferred Activity</td>
<td>□ Inappropriate Lang.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Sensory Reinforcement desired</td>
<td>□ Screaming</td>
<td>□ Gets desired object/materials</td>
<td>□ Did not get reinforcer</td>
</tr>
<tr>
<td>□ Instruction/Directive from Adult</td>
<td>□ Self-Injurious</td>
<td>□ Avoids doing work</td>
<td>□ Was redirected</td>
</tr>
<tr>
<td>□ Asked to complete work</td>
<td>□ Flopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Wanted Attention from peer</td>
<td>□ Kicking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Wanted Attention from Adult</td>
<td>□ Grabbing/Pulling</td>
<td>□ Gets others to back away/leave alone</td>
<td>□ Cool down/Time-out in class</td>
</tr>
<tr>
<td>□ Was in a non-structured setting</td>
<td>□ Bolting/Running</td>
<td>□ Gets to self-stim</td>
<td>□ Cool down/Time-out outside of classroom</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Biting</td>
<td>□ Gets to escape situation</td>
<td>□ Student sent to Admin.</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Hitting</td>
<td>□ Gets to talk to favored person</td>
<td>□ Other_______________</td>
</tr>
</tbody>
</table>

Duration in Minutes: ____
Collecting data on Antecedents (or Triggers) gives us clues as to what the setting event is. Let’s talk about some examples of the following
<table>
<thead>
<tr>
<th>Intermittance/ Transition</th>
<th>Crying</th>
<th>Gets Adult Attention</th>
<th>Ignoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Denied (Told no or asked to wait)</td>
<td>Whining</td>
<td>Gets Peer Attention</td>
<td>Requesting control</td>
</tr>
<tr>
<td>Inappropriate Lang.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanted a Tangible/Preferred Activity</td>
<td>Screaming</td>
<td>Gets desired object/materials</td>
<td>Distraction</td>
</tr>
<tr>
<td>Sensory Reinforcement desired</td>
<td>Self-Injurious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/ Directive from Adult</td>
<td>Flopping</td>
<td>Avoids doing work</td>
<td>Carries on class</td>
</tr>
<tr>
<td>Asked to complete work</td>
<td>Kicking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanted Attention from peer</td>
<td>Grabbing/ Pulling</td>
<td>Gets others to back away/leave alone</td>
<td>Carries on outside</td>
</tr>
<tr>
<td>Wanted Attention from Adult</td>
<td>Bolting/Running</td>
<td>Gets to self-stim</td>
<td>Shuts door</td>
</tr>
<tr>
<td>Was in a non-structured setting</td>
<td>Biting</td>
<td>Gets to escape situation</td>
<td>Shuts door</td>
</tr>
<tr>
<td>Other</td>
<td>Hitting</td>
<td>Gets to talk to favored person</td>
<td></td>
</tr>
</tbody>
</table>
Remember

• There are no right or wrong responses
• You can check more than one in each column, but remember that if you check 5 triggers, it is actually going to give you less information so pick the most prominent one or two that is going to be the best descriptor. (If it is an Aspergers spectrum student and you know that “swinging” is a highly desired activity, then check off accordingly. For him, it is likely sensory & not just “wanted a preferred task”)

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Function/Maintaining Consequences</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Interruption/Transition</td>
<td>□ Crying</td>
<td>□ Gets Adult Attention</td>
<td>□ Ignored problem</td>
</tr>
<tr>
<td>□ Access Denied (Told no or asked to wait)</td>
<td>□ Whining</td>
<td>□ Gets Peer Attention</td>
<td>□ Repeated expectations for compliance occurred</td>
</tr>
<tr>
<td>□ Wanted a Tangible/Preferred Activity</td>
<td>□ Screaming</td>
<td>□ Gets desired object/materials</td>
<td>□ Did not get redirected</td>
</tr>
<tr>
<td>□ Sensory Reinforcement desired</td>
<td>□ Self-Injurious</td>
<td></td>
<td>□ Was redirected</td>
</tr>
<tr>
<td>□ Flopping</td>
<td>□ Kicking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Grabbing/Pulling</td>
<td>□ Bolting/Running</td>
<td>□ Avoids doing work</td>
<td>□ Cool down/Time out</td>
</tr>
<tr>
<td>□ Wanted Attention from peer</td>
<td>□ Biting</td>
<td>□ Gets others to back away/leave alone</td>
<td>□ Cool down/Time out outside of classroom</td>
</tr>
<tr>
<td>□ Asked to complete work</td>
<td>□ Hitting</td>
<td>□ Gets to self-stim</td>
<td>□ Student sent to other</td>
</tr>
<tr>
<td>□ Was in a non-structured setting</td>
<td></td>
<td>□ Gets to escape situation</td>
<td>□ Student sent to adult</td>
</tr>
<tr>
<td>□ Wanted Attention from Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Function/Maintaining Consequences</td>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Crying</td>
<td>□ Gets Adult Attention</td>
<td>□ Ignored problem behavior</td>
<td></td>
</tr>
<tr>
<td>Whining</td>
<td>□ Gets Peer Attention</td>
<td>□ Repeated expectations compliance occurred</td>
<td></td>
</tr>
<tr>
<td>Inappropriate Lang.</td>
<td></td>
<td>□ Did not get reinforcement</td>
<td></td>
</tr>
<tr>
<td>Screaming</td>
<td>□ Gets desired object/materials</td>
<td>□ Was redirected</td>
<td></td>
</tr>
<tr>
<td>Self-Injurious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flopping</td>
<td>□ Avoids doing work</td>
<td>□ Cool down/Time-out class</td>
<td></td>
</tr>
<tr>
<td>Kicking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grabbing/Pulling</td>
<td>□ Gets others to back away/leave alone</td>
<td>□ Cool down/Time-out outside of classroom</td>
<td></td>
</tr>
<tr>
<td>Bolting/Running</td>
<td>□ Gets to self-stim</td>
<td>□ Student sent to counsellor</td>
<td></td>
</tr>
<tr>
<td>Biting</td>
<td>□ Gets to escape situation</td>
<td>□ Student sent to Admin/Teacher</td>
<td></td>
</tr>
<tr>
<td>Hitting</td>
<td>□ Gets to talk to favored person</td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Function/Maintaining Consequences</td>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Crying</td>
<td>□ Gets Adult Attention</td>
<td>□ Ignored problem behavior</td>
<td></td>
</tr>
<tr>
<td>Whining</td>
<td>□ Gets Peer Attention</td>
<td>□ Repeated expectation &amp; compliance occurred</td>
<td></td>
</tr>
<tr>
<td>Inappropriate Lang.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screaming</td>
<td>□ Gets desired object/materials</td>
<td>□ Did not get reinforcer</td>
<td></td>
</tr>
<tr>
<td>Self-Injurious</td>
<td>□ Avoids doing work</td>
<td>□ Was redirected</td>
<td></td>
</tr>
<tr>
<td>Flopping</td>
<td>□ Gets others to back away/leave alone</td>
<td>□ Cool down/Time-out in class</td>
<td></td>
</tr>
<tr>
<td>Kicking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grabbing/Pulling</td>
<td>□ Gets to self-stim</td>
<td>□ Cool down/Time-out outside of classroom</td>
<td></td>
</tr>
<tr>
<td>Bolting/Running</td>
<td>□ Gets to escape situation</td>
<td>□ Student sent to counselor</td>
<td></td>
</tr>
<tr>
<td>Biting</td>
<td>□ Gets to talk to favored person</td>
<td>□ Student sent to Admin.</td>
<td></td>
</tr>
<tr>
<td>Hitting</td>
<td></td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td>Other ______</td>
<td>□ Other ______</td>
<td>Duration in Minutes:</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Behavior</td>
<td>Function/Maintaining Consequences</td>
<td>Outcome</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Crying</td>
<td>• Gets Adult Attention</td>
<td>• Ignored problem behavior</td>
</tr>
<tr>
<td></td>
<td>Whining</td>
<td>• Gets Peer Attention</td>
<td>• Repeated expectation &amp; compliance occurred</td>
</tr>
<tr>
<td></td>
<td>Inappropriate Lang.</td>
<td>• Gets desired object/materials</td>
<td>• Did not get reinforcer</td>
</tr>
<tr>
<td></td>
<td>Screaming</td>
<td>• Avoids doing work</td>
<td>• Was redirected</td>
</tr>
<tr>
<td></td>
<td>Self-Injurious</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flopping</td>
<td>• Avoids doing work</td>
<td>• Cool down/Time-out in class</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td>• Avoids doing work</td>
<td></td>
</tr>
<tr>
<td>Directive</td>
<td>Grabbing/Pulling</td>
<td>• Gets others to back away/leave alone</td>
<td>• Cool down/Time-out outside of classroom</td>
</tr>
<tr>
<td></td>
<td>Bolting/Running</td>
<td>• Gets to self-stim</td>
<td>• Student sent to counselor</td>
</tr>
<tr>
<td></td>
<td>Biting</td>
<td>• Gets to escape situation</td>
<td>• Student sent to Admin.</td>
</tr>
<tr>
<td>Structured</td>
<td>Hitting</td>
<td>• Gets to talk to favored person</td>
<td>• Other __________</td>
</tr>
<tr>
<td></td>
<td>Other ______</td>
<td>• Other ______</td>
<td>Duration in Minutes:</td>
</tr>
</tbody>
</table>
Final Thoughts on Data

- What are the advantages of documenting on this form over just writing out everything that happened in a narrative format?
- Don’t collect data for collection sake – make sure informs the process
- Don’t “drown” in data – keep focused on the question
- Data without context are simply numbers
Examples of Targeted Group Interventions

• The **Behavior Education Plan (BEP)**
  - Anne Warberg, Nancy George, Robert March, Doris Brown, Kelly Churan, Deanne Crone, Susan Taylor-Greene, Rob Horner, Leanne Hawken

• Robert March & Rob Horner
  - Feasibility and Contributions of Functional Behavioral Assessment in Schools
    » Journal of Educational and Behavioral Disorders

• Leanne Hawken & Rob Horner
  - Evaluation of a Targeted Group Intervention within a School-wide System of Behavior Support. Journal of Behavioral Education

• Check–in/ Check-out (Bethel) H.U.G (Tigard T)
• Check and Connect (Winston)
## CICO Data
### 2008-2009

<table>
<thead>
<tr>
<th>Student</th>
<th>Referrals per month before CICO</th>
<th>Referrals per month after CICO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>.85</td>
<td>0</td>
</tr>
<tr>
<td>EM</td>
<td>1.28</td>
<td>.5</td>
</tr>
<tr>
<td>JM</td>
<td>1.85</td>
<td>3.5</td>
</tr>
<tr>
<td>BW</td>
<td>1.42</td>
<td>.5</td>
</tr>
<tr>
<td>AW</td>
<td>1.42</td>
<td>.5</td>
</tr>
<tr>
<td>SB</td>
<td>1.71</td>
<td>0</td>
</tr>
<tr>
<td>TL</td>
<td>1.57</td>
<td>0</td>
</tr>
<tr>
<td>DM</td>
<td>1.57</td>
<td>1.5</td>
</tr>
<tr>
<td>TS</td>
<td>1.14</td>
<td>1.5</td>
</tr>
<tr>
<td>MS</td>
<td>1.42</td>
<td>1.5</td>
</tr>
<tr>
<td>OS</td>
<td>1.42</td>
<td>.5</td>
</tr>
<tr>
<td>SS</td>
<td>1.71</td>
<td>1.5</td>
</tr>
<tr>
<td>CB</td>
<td>2.14</td>
<td>.5</td>
</tr>
<tr>
<td>TB</td>
<td>.57</td>
<td>0</td>
</tr>
<tr>
<td>MM</td>
<td>.85</td>
<td>1.0</td>
</tr>
<tr>
<td>BB</td>
<td>.28</td>
<td>.5</td>
</tr>
<tr>
<td>DH</td>
<td>.14</td>
<td>0</td>
</tr>
<tr>
<td>KJ</td>
<td>.23</td>
<td>3.5</td>
</tr>
<tr>
<td>AC</td>
<td>.14</td>
<td>0</td>
</tr>
<tr>
<td>CD</td>
<td>3.71</td>
<td>4.5</td>
</tr>
<tr>
<td>KS</td>
<td>.85</td>
<td>.5</td>
</tr>
</tbody>
</table>
ERASE
Problem Behavior

Explain - What is the problem?

Reason - What is he/she getting out of it or avoiding?

Appropriate - What do you want him/her to do instead?

Support - How can you help this happen more often?

Evaluate - How will you know if it works?
Only 2 Basic Functions

- Problem Behavior
  - Obtain/Get Something
  - Escape/Avoid Something
    - Tangible/Activity
    - Social
      - Adult
      - Peer
    - Stimulation/Sensory

- Pos Reinf
- Neg Reinf

Existing aversive condition identified.
When working on the wording in a BIP, consider adding steps such as:

1. Giving rule clarification in a nice & non-confrontational way. “Hey Joe, there is a rule about . . .”

2. Then putting it on the student. “What can we do about it?” OR “I’d like you to take care of it.”
Great Resources

• PBIS.org
• Successfulschools.org
• Florida & Missouri PBIS state websites
• www.livesinthebalance.org
ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child’s Name: ___________________________________________ Date: _____________________

**Instructions:** The ALSUP is intended for use as a *discussion guide* rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

### LAGGING SKILLS

- Difficulty handling transitions, shifting from one mindset or task to another
- Difficulty doing things in a logical sequence or prescribed order
- Difficulty persisting on challenging or tedious tasks
- Poor sense of time
- Difficulty maintaining focus
- Difficulty considering the likely outcomes or consequences of actions (impulsive)
- Difficulty considering a range of solutions to a problem
- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty understanding what is being said
- Difficulty managing emotional response to frustration so as to think rationally
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- Difficulty seeing the ‘grays’/concrete, literal, black-and-white, thinking
Remember

• Escalation and self-control are inversely related.

• The more agitated an individual is, the less that person is able to access rational options of problem solving.
Many thanks for your attention!

For copies, email me:
Jeffcraverphd@gmail.com