Behavioral Interventions for Disobedient, Disruptive, Defiant, and Disturbed Students

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Presentation Overview

- The Importance of Self-Management
- The Stages of Data-based Functional Assessment
  - Data-Based Problem Solving
- The Seven High-Hit Reasons for Students' Behavioral Challenges
- Selected Tier 2 Interventions to Change Challenging Students:
  - Increasing Appropriate Behavior
  - Decreasing Inappropriate Behavior
  - Controlling Behavior
- Final Integration and Summary

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The Ultimate Educational Goal

IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

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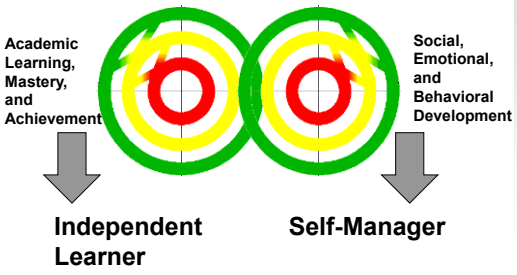
From a Student Perspective… Our Goal is to create…



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Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior

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Self-Management Realities

What We Know:

- Awareness does not translate into behavior without instruction
- Talk does not Change Behavior
- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school
- The instruction must embrace social learning theory

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Operationalizing Self-Management

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What Key Self-Management Competencies do Students Need?

- Social Competencies
  - Listening, Engagement, and Response Skills
  - Communication and Collaboration Skills
  - Social Problem-Solving and Group Process Skills
  - Conflict Prevention and Resolution Skills
- Emotional Competencies
  - Emotional Awareness, Control, and Coping Skills—Self and Others
  - Self-Concept/Self-Esteem Skills
- Behavioral Competencies
  - Social, Interactional Skills
  - Classroom and Building Routine Skills
  - Instructional and Academic Supporting Skills

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Ultimately, Constructs Need to Drill Down to Key Behavioral Competencies or Skills

Listening
Following Directions
Asking for Help
Ignoring Distractions
Dealing to Teasing
Contributing to Discussions/Answering Classroom Questions
Waiting for an Adult's Attention-How to Interrupt
Dealing with Losing
Apologizing
Dealing with Consequences

Deciding What to Do
Asking for Permission
Joining an Activity
Giving/Accepting a Compliment
Understanding Your/Others' Feelings
Avoiding Trouble
Dealing with Anger
Dealing with Being Rejected or Left Out
Dealing with Accusations
Dealing with Peer Pressure

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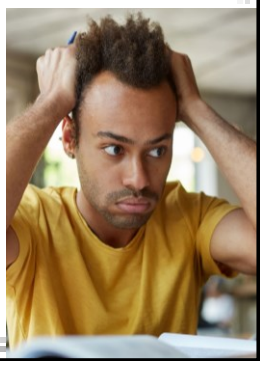
WHY… Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



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BIG IDEA #1:

- Social, Emotional, and Behavioral Success Begins with Health, Mental Health, and Wellness

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Within-Student Factors Related to Self-Management

Small Group Activity:

- What do our students need to do to stay physically healthy?
- What are our students' typical "emotional triggers"?
- What negative self-statements (reflecting their attitudes, beliefs, expectations, attributions) do our students typically make?
- What behaviors do our students most need to be successful at school?

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Social, Emotional, and Behavioral Assessment to Intervention

Prerequisites	Prevention
Students' Physical Health	Vision, Hearing, Sleep, Diet, Exercise
Recognizing Students' Typical Emotional Triggers	Trauma, Academic, Family, Peer, Local/National Crisis Situations
Understanding Students' Attributions	Positive Attitudes, Beliefs, Expectations, Attributions
Students' Self-Management Behaviors	Interpersonal, Social Problem-Solving, Conflict Prevention & Resolution, Emotional Control & Coping Skills

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BIG IDEA #2:

- Social, Emotional, and Behavioral Multi-Tiered Services must be fully integrated into a districts' effective school and schooling processes using psychological science.

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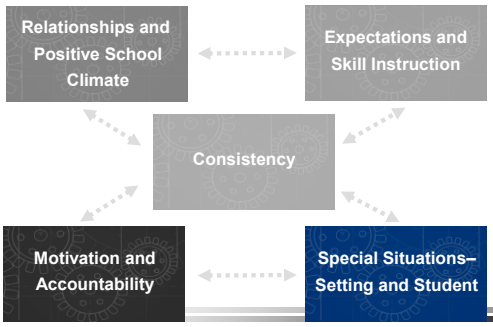
The "Scientific Core" of Students' Social, Emotional, and Behavioral Self-Management



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Practices, NOT Programs

This Science transcends "Packaged Programs" in the following areas:

* Cultural Competence Programs
* Character Education Programs
* Poverty Awareness Programs
* Social-Emotional Learning Programs
* Trauma-Sensitive or Informed Programs
* Mindfulness Programs
* Restorative Justice Programs
* Disproportionality Reduction Programs
* Teasing and Bullying Programs

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BIG IDEA #3:

- The Tiers in a Multi-tiered Systems Reflect the Intensity of Services, Supports, Services, Strategies, or Programs Needed by Students to be Academically or Behaviorally Successful

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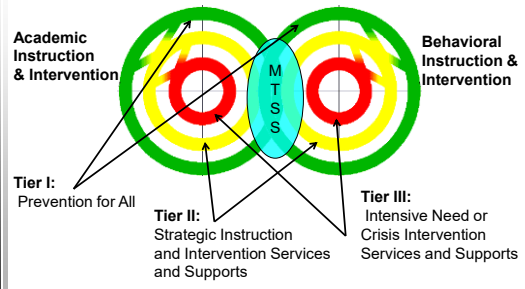
PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services



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ESSA's Major Behavior-Related Components

The new ESEA/ESSA defines "multi-tier system of supports" as:

"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."

The term appears only five times in the law. Two are in the section that defines the term as above.

The other three relate to struggling, ELL, and students with disabilities learners.

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ESSA's Major Behavior-Related Components: (rti, pbis, mtss)

* ESEA/ESSA does not mention "response-to-intervention."

* The law mentions "positive behavioral interventions and supports" three times and "multi-tiered systems of supports" five times, and ALWAYS in lower case words with NO acronyms.

* Thus, ESEA/ESSA does not require the use of the US DoE's PBIS or MTSS frameworks. States are free to adopt or create other models that work.

* Districts and schools need to influence their state departments of education now to maintain their autonomy and flexibility to choose their own approaches in these areas.

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BIG IDEA #4:

- The First "Intervention" is Effective Academic and Behavioral Instruction by an Effective Classroom Teacher Supported by Effective Classroom Management

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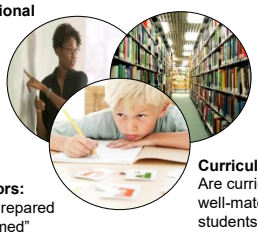
Students Succeed Because of their Instructional Environments

Teacher-Instructional Factors: Are teachers well-matched to their students and curricula?



Curricular Factors: Are curricula well-matched to students and teachers?

Student Factors: Are students prepared and "programmed" for success?

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But Even In Effective Classrooms Some Students. . .

. . . do not respond to effective Tier 1 PBSS approaches that provide effective social, emotional, or behavioral instruction; and classroom-based interventions.

These students typically need additional instructional or intervention services, supports, strategies, or programs.

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Change starts. . .

. . . when someone sees the next step.

William Drayton

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Moving to Tiers 2 and 3

- Strategic or Intensive social, emotional, and behavioral services, supports, strategies, and interventions must be based on the results of reliable and valid data-based functional assessments.

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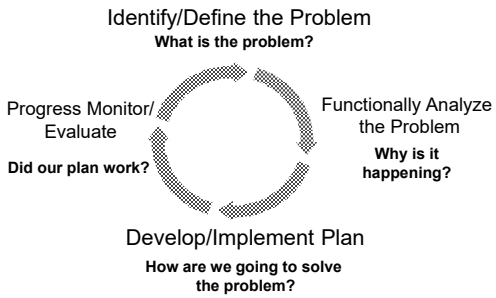
Engaging in the Data-based, Functional Assessment Problem Solving Process



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Problem Identification Outcomes

- Identify Student Assets and Weaknesses
- Identify Critical Life Events, Milestones, Circumstances (Positive and Negative)
- Discount/Identify Medical, Physiological, Genetic, Biochemical Status, Circumstances, Events
- Identify Academic and Social-Emotional/Behavioral "Speed of Acquisition"/Developmental Progression
- Identify Issues of Attendance, Poor Instruction, School and/or Curricular Moves/Transitions

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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Functionally Analyze the Problem

Why is it happening?

Develop/Implement Plan

How are we going to solve the problem?

Progress Monitor/ Evaluate

Did our plan work?

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When Students do not Succeed:

We Need to Analyze their Instructional Environments

Teacher-Instructional Factors: Are teachers well-matched to their students and curricula?

Curricular Factors: Are curricula well-matched to students and teachers?

Student Factors: Are students prepared and "programmed" for success?

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Because Some Struggling Students are . . .

Instructional Casualties: Past or Present

Curricular Casualties: Past or Present

Student-Specific Casualties: Past or Present

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Functional Assessment Evaluates the Components of Student Self-Management

Student Factors

Are students prepared and "programmed" for success?

Biological/ Physiological Status

Skills ↔ **Teacher-Instructional Factors**

Motivation/ Accountability ↔

Consistency ↔

Special Situations ↔ **Curricular Factors**

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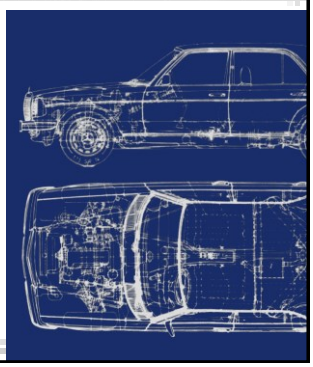
21st Century Functional Behavioral Assessment

- The FBA methodology is 30 years old. It hasn't changed since 1976!
- Sometimes an FBA does not uncover the root causes of students' challenges.
- FBA may not be successful when kids' challenges have biological roots.



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Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

Reason #5: Motivation/Performance Deficit

Reason #6: Inconsistency (Specific where. . .)

Reason #7: Special Situation—Setting, Peer, Individual

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Skill Deficit: Problem #1

While not demonstrating inappropriate behavior or affect, a student also is not demonstrating any or a high enough level of appropriate social, emotional, or behavioral skills.

This may be due to the lack of instruction, ineffective instruction, or student learning and mastery difficulties.

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Teaching Social, Emotional, and Behavioral Skills

- Teach the Scripts and Skills
- Model
- Role Play
- Performance
  Feedback
- Transfer of Training

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Speed of Acquisition: Problem #2

A student is learning and demonstrating some social, emotional, or behavioral skills, but s/he is not learning and mastering these skills at the same rate or pace as other students in the classroom.

This may be due to ineffective instructional modification or accommodation, or "within student" speed of acquisition factors.

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Speed of Acquisition

- Capacity
  vs.
- Conditions of
  Learning

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Transfer of Training or Generalization: Problem #3

A student learns and demonstrates social, emotional, or behavioral skills when they are taught, but does not transfer or apply these skills independently—across time, settings, circumstances, peers, adults—during real or actual situations.

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Conditions of Emotionality: Problem #4

A student's high level of emotionality impedes his/her social skills learning and mastery, speed of acquisition, or application/transfer of training.

The student may not be aware of situations that trigger his/her emotionality, aware of his/her (escalating) physiological state during conditions of emotionality, or may not have the self-control or emotional de-escalation skills to respond appropriately.

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Motivational or Performance Deficit: Problem #5

A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills; or

There may be competing motivational factors such that inappropriate behavior is reinforced to a higher degree than appropriate behavior.

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Skill Deficits

When students demonstrate inappropriate behaviors because they have not mastered social, emotional, or behavioral skills in all settings under all conditions

Performance Deficits

When students choose to demonstrate inappropriate behaviors

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Inconsistency: Problem #6

Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments. This could involve (a) inconsistent teaching or prompting of the social skills; (b) inconsistent use of incentives, consequences, or accountability measures as these skills are or are not demonstrated; (c) inconsistent reinforcement by the peer group versus adults in the school; (d) inconsistent transfer of training expectations and responses across staff, settings, and circumstances.

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Inconsistency creates confused, differential, manipulative, entitled, and/or emotionally reactive behavior.

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Inconsistency also creates. . .

. . . a HISTORY of Inconsistency

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Seven "High-Hit" Student Problem Areas When Self-Management does not Occur

Special Situations: Problem #7

A student is experiencing a problem in one or more common areas of the school; with one or more peers—involving significant levels of teasing, taunting, bullying, harassment, or physical aggression; or in some home, school, or community facet of his/her life.

This problem is impacting (a) his/her social, emotional, or behavioral learning, mastery, or transfer; (b) his/her motivation to use already-learned social, emotional, or behavioral skills; or (c) the consistent application or transfer of social, emotional, or behavioral skills in settings outside of the classroom, or with peers and other individuals beyond the classroom teacher.

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Special Situations

- Physical issues
- Mental health issues
- Disabilities
- Significant trauma
- Physical/Sexual abuse
- Severe levels of poverty
- Dysfunctional homes
- Homelessness

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Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

Reason #5: Motivation/Performance Deficit

Reason #6: Inconsistency (Specific where. . .)

Reason #7: Special Situation—Setting, Peer, Individual

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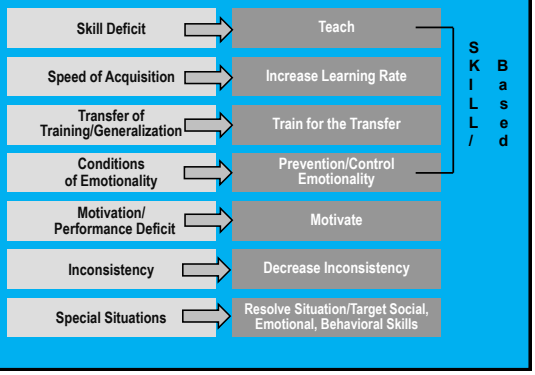
Linking Problem Analysis to Intervention



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So. . .Who are Your Behaviorally Non-Responding Students?

Social, Emotional, and Behavioral Concerns	Replacement or Desired/Expected Behavior
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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So. . .Why are Your Students Not Behaviorally Responding?

High Hit Reasons for your Student Challenges:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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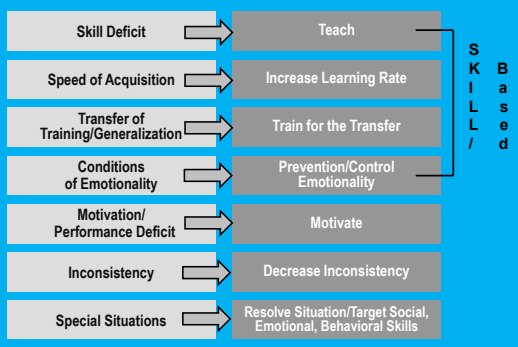
Linking Problem Analysis to Intervention



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Implementing Interventions

- Interventions should:
  - ✓ Use a "Problem-solving, Consultation, Intervention" mode of operation.
  - ✓ Focus on changing behaviors; Not treating diagnostic labels, categories, or conditions.
  - ✓ Follow a "Response-to-Intervention" prevention-oriented model.
  - ✓ Be delivered in the Setting of Origin, or in the Least Restrictive Environment.

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Implementing Interventions

- Interventions should be:
  - Linked to functional assessment/problem analysis results
  - Planned before they are executed
  - Acceptable and realistic
  - Produce meaningful results
  - Be taught to teachers and students before implementation
  - Be implemented with integrity and intensity
  - Be useful for other students whenever possible

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Video Activity

As you watch this video, identify the different reasons why this teacher successfully implemented this intervention.

Hallway Film Clip

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Implementing Interventions

Interventions should be:

- Be taught to teachers and students before implementation
  - Language (Verbal/Non-verbal)
  - Expectations
  - Contingencies/Responses

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Sample Interventions for "Skill Deficit" Student Problems

Skill Deficit: Problem #1. While not demonstrating inappropriate behavior or affect, a student is not demonstrating any or high enough levels of appropriate social, emotional, or behavioral skills.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- Social Skills Training
- Attention-Control Training
- Socialization Training
- Affective or Emotional Coping Training
- Cognitive or Self-Control Training
- Anger Management or Replacement Training

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Sample Interventions for "Speed of Acquisition" Student Problems

Speed of Acquisition: Problem #2. A student is learning and demonstrating some social, emotional, or behavioral skills, but s/he is not learning and mastering these skills at the same rate or pace as other students in the classroom.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- Social Skills and Other Training Areas

❖ NOTE: Some speed of acquisition "problems" are cognitive, developmental, or biological/genetic in nature. There may not be any interventions that change some students' learning patterns or speed/rate of learning.

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Sample Interventions for "Transfer of Training/Generalization" Student Problems

Transfer of Training or Generalization: Problem #3. A student learns and demonstrates social, emotional, or behavioral skills when they are taught, but does not transfer or apply these skills independently during real or actual situations.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive:

- Skill Simulation/Application Training
- Multi-Situation, Multi-Setting, Multi-Response, Multi-Circumstance (Transfer of) Infusion Training
- Prompting/Cueing and Stimulus Control/Fade Training

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Sample Interventions for "Conditions of Emotionality" Student Problems

Conditions of Emotionality: Problem #4. A student's high level of emotionality is impeding his/her social skills learning and mastery, speed of acquisition, or application/transfer of training.

Sample Interventions.

- Affective or Emotional Coping Training
- Cognitive-Behavioral or Self-Control Training
- Anger Management or Replacement Training
- Relaxation/Progressive Muscle Relaxation Therapy
- Thought Stopping

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Sample Interventions for "Motivational or Performance Deficit" Student Problems

Motivational or Performance Deficit: Problem #5. A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills .

Sample Interventions. Motivational Behavioral Interventions involving:

- Positive Reinforcement and Schedules of Reinforcement
- Group Contingencies
- Differential Reinforcement of Low Rates, Incompatible, Alternative, or Other Behavior
- Extinction/Planned Ignoring
- Response Cost
- Overcorrection
- Time-Out

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Sample Interventions for Student Problems due to Inconsistency

Inconsistency: Problem #6. Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments.

Sample Interventions. Need to identify the source of the inconsistency, determine why it is occurring, stop it, implement strategic intervention "past the history of inconsistency," and re-establish self-management.

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Sample Interventions for "Special Situation" Student Problems

Special Situations: Problem #7. A student is experiencing a problem in one or more common areas of the school; with one or more peers—involving significant levels of teasing, taunting, bullying, harassment, or physical aggression; or in some home, school, or community facet of his/her life.

Sample Interventions. Initially the situation needs to be stabilized, the student needs to receive support and learn coping skills, and multi-faceted interventions addressing all dynamics and/or dimensions of the problem are needed.

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Tier 2: Strategic Social, Emotional, or Behavioral Intervention Services and Supports

Relationship/Mentoring Interventions
Check-In/Check-Out
Check and Connect

Tier II Skill Instruction (High Hit 1-4)
Small Group Social Skills/Socialization Training
Cognitive-Behavioral Training in: Anger-/Emotion-/Self-Control
(Relaxation, Thought Stopping/Anxiety, ART) Attention-Control Training

Tier II Motivational Interventions (High Hit 5)
Good Behavior Game,
Positive/Differential Reinforcement (DRO, DRI, DRI/A),
Cueing/Stimulus Control,
Educative Time-Out,
Group Contingencies,
Bonus/Response Cost,
Positive Practice/Restitutional Overcorrection

Special Situation Interventions (High Hit 6-7)
Self-Concept, Divorce, Loss, Teasing/Bullying, PTSD
Groups/Interventions

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Tier 3: Intensive Social, Emotional, or Behavioral Intervention Services and Supports

Tier 2 Interventions that require:

More Frequency, Intensity, Specialization, Clinical Expertise, Braiding

– – – – – – –

Individual Counseling/Cognitive-Behavioral Therapy

School-Based Mental Health Services

Drug/Psychiatric Intervention

Intensive Wrap-Around/System of Care Programming

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Information Processing. . . . . .

- Think about and write a summary of one or two of the main points made so far.
- What are the implications of the information in this section to your students and/or practices?
- What questions do you have that need to be researched?

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Strategies Designed to Increase Behavior

TEACHING/MODELING
[High Hit #1, 3, 4]
+
RE-DIRECTION, PROMPTING, CUEING
[High Hit #1, 3, 4, 5]
+
POSITIVE REINFORCEMENT
[High Hit #5]
+
+
GROUP CONTINGENCIES
[High Hit #5]
+
SELF-CONTROL AND SELF-MANAGEMENT STRATEGIES, RELAXATION TRAINING
[High Hit #4]

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Strategies Designed to Decrease Behavior

Differential Reinforcement of Other (DRO), Incompatible (DRI), or Low Rates (DRL) of Behavior
[High Hit #5]
+
EXTINCTION-IGNORING
[High Hit #5, 6]
+
RESTITUTIONAL OR POSITIVE PRACTICE OVERCORRECTION
[High Hit #5, 1]
+
RESPONSE COST
[High Hit #5]
+
TIME-OUT
[High Hit #5]

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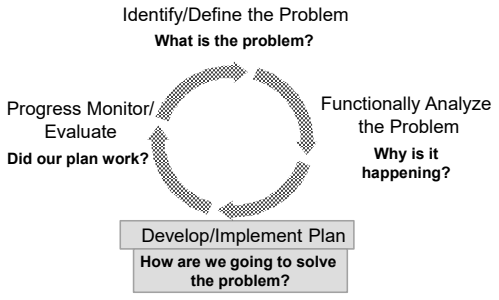
Engaging in the Data-based, Functional Assessment Problem Solving Process



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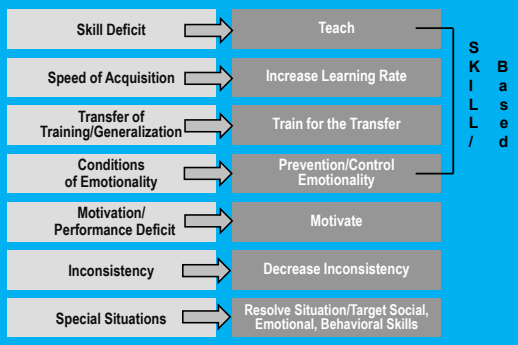
Linking Problem Analysis to Intervention



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Strategies Designed to Increase Behavior

TEACHING/MODELING
[High Hit #1, 3, 4]
+
RE-DIRECTION, PROMPTING, CUEING
[High Hit #1, 3, 4, 5]
+
POSITIVE REINFORCEMENT
[High Hit #5]
+
+
GROUP CONTINGENCIES
[High Hit #5]
+
SELF-CONTROL AND SELF-MANAGEMENT STRATEGIES, RELAXATION TRAINING
[High Hit #4]

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Tier 2: Intervention Related to Increasing Student Self-Control

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Teaching Emotional Self-Management

(High Hit #1/#4)

Critical Components

- Emotional Awareness
- Emotional Control
- Emotional Coping

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Teaching Emotional Self-Management

Critical Components

Emotional awareness involves (a) students' identification, knowledge, understanding, and discrimination of the many different emotions that they may experience in their lives; (b) their awareness of the emotional triggers that exist in the settings that they go into or must attend; (c) their awareness of their physiological cues and responses to different emotional situations; (d) their awareness of the beliefs or self-statements that influence their emotional states; and (e) their awareness of how others look and act when they are in different emotional situations or states.

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Teaching Emotional Self-Management

Critical Components

Emotional control occurs when students are able to maintain (a) the physiological control of their bodies when under conditions of emotionality, so that (b) they are able to think clearly and rationally, and apply effective social problem-solving skills, so that (c) they can demonstrate appropriate social interactions and (overt) behavioral self-management skills or interactions.

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Teaching Emotional Self-Management

Critical Components

Emotional coping goes beyond the emotional control that occurs when students are experiencing emotional conditions "in the moment." Emotional coping occurs as students are debriefing and reconciling a just-past or past emotional situation, and/or are learning to neutralize or minimize the impact of an upcoming, persistent, or emotionally traumatic situation.

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Teaching Emotional/ Self-Control

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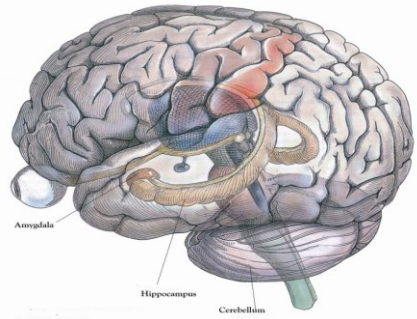
The Hippocampus and Amygdala



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The Hippocampus and Amygdala

Hippocampus

- Part of the limbic system
- Involved in memory forming, organizing, and storing memories
- Particularly important in forming new memories and connecting emotions and senses, such as smell and sound, to memories
- Acts as a memory indexer by sending memories out to the appropriate part of the cerebral hemisphere for long-term storage and retrieving them when necessary

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The Hippocampus and Amygdala

Amygdala

- Part of the limbic system
- Plays a key role in the processing of emotions, both fear responses and pleasure
- Conditions such as anxiety, autism, depression, post-traumatic stress disorder, and phobias are linked to abnormal functioning of the amygdala, owing to damage, developmental problems, or neurotransmitter imbalance.

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Increasing Behavior: Self-Control

- Goal: Decrease a student's emotional reaction to a trigger situation such that s/he avoids demonstrating an inappropriate behavior or response, and is able to cope with the situation while demonstrating while appropriate thinking (attributions) and behaviors.
- Age Levels where Most Effective: Elementary through High School
- Sample of Behavioral Targets: Any inappropriate verbal, motor, physical, or other behavioral response to an emotional trigger or situation; any desired, prosocial, or appropriate interpersonal, problem solving, conflict resolution, attributional, or coping behavior or response to an emotional situation.

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Increasing Behavior: Self-Control

Description:

This is an intervention that helps condition (or recondition) students to increase their emotional and physiological awareness to emotional situations, and to increase or maintain appropriate levels of emotional self-control. This intervention involves situational and physiological self-awareness, emotional and behavioral conditioning, relaxation, and skill instruction and implementation.

Thought stopping can be included as a more strategic self-control intervention where students are conditioned to actually stop irrational thoughts that may trigger inappropriate emotional reactions.

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Increasing Behavior: Self-Control

Behavioral Principles:

- Most Emotional Behavior is Conditioned
- Changing Conditioned Behavior:
- Un-Condition, Re-Condition, Counter-Condition
- Identify Negative Triggers—Prevent/Prepare
- Identify Physiological Cues—Control and Condition

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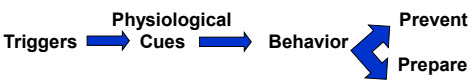
Student Self-Control and De-escalation

The Emotional Reaction Paradigm:



Emotional Control can be demonstrated as long as a person is not past the "Physiological Point of No Return"

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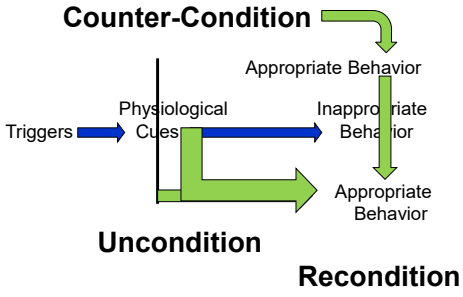
Conditioning Behavior: Self-Control



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Increasing Behavior: Self-Control

Steps or Intervention Considerations:

- Identify either inappropriate student behaviors that occur due to excessive emotionality or lack of student self-control; or situations where a student needs to learn emotional self-control in order to be successful
- Identify the Replacement Behaviors to the inappropriate behaviors above and/or the specific desired, expected, or appropriate behaviors for the situations described
- Develop concrete and sequential behavioral (social skill) scripts that represent the Replacement or Expected Behaviors identified

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Increasing Behavior: Self-Control

Steps or Intervention Considerations -2:

- Trigger Awareness. Identify, describe in detail, and discuss each student's Emotional Triggers
- Physiological Awareness. Identify, describe, and isolate each student's Physiological Cues (that indicate that s/he is under a "condition of emotionality")
- Teach, model, and roleplay the "Stop & Think," "Make a Good Choice," "Take a Deep Breath" scripting
- Practice this script with one or more emotional triggers

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Helping Students Identify their Emotional Triggers

Categories of Student Triggers

- People: Teachers, Peers, Family
- Places: Classrooms, Common Areas, Others
- Events: Reading, Cooperative Groups, Lunch
- Things: Homework, Teacher Directions
- Activities/Events: Assemblies, Answering Questions, Classroom Presentations
- Thoughts/Memories: Past Failures, Home/Family, Being Teased or Rejected

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Helping Students Identify their Emotional Triggers

Common Student Stressors

- Academic Stress
- Social Stress
- Family/Peer Discord
- Local, National, World Events
- Traumatic Events
- Significant Life Changes

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Helping Students Identify their "Early Warning" Physiological Cues

Explain to students that everyone has a place in their body that physiologically responds when they are getting emotional.

This place could be:

- In their stomach
- Their chest (more rapid and shallow breathing)
- Their heart (more rapid or "heavy" heartbeat)
- An aching in their shoulder or back
- A pounding at their temples
- Sweaty hands
- Tearing eyes
- A feeling of disorientation or physical unbalance
- The clenching their fists

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Student Awareness and Emotional Control

Awareness of Emotionally Triggering Situation
Awareness of Physiological Cue/Reaction

"I need to Stop & Think, Make a Good Choice, and Take my Deep Breaths."

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Increasing Behavior: Self-Control

Steps or Intervention Considerations -3:

- Discuss: The difference between "Preventing" vs. "Preparing" for emotionally triggering situations.

  * Generate a Prevention list and Practice with the Stop & Think script

  * Generate a Prepare script, and Practice with the Stop & Think script

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Increasing Behavior: Self-Control

Steps or Intervention Considerations -4:

- Add the Replacement or Expected Behavior Script. Practice the entire "skill and script" process. Roleplay to Mastery a number of emotionally situations, conditioning the student to immediately use the skill and script upon awareness of either the situational trigger or the physiological cue.
- Provide the student a number of Application Sessions, in the group, a classroom and/or in the common areas of the school, where s/he needs to use the Target Behavior.
- Develop and train the student on an evaluation (self-monitoring) log to track success over time.

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Student Emotional Control and Behavioral Response

Dealing with Teasing:

1. Take deep breaths, and count to five.
2. Think about your choices. You can:
   a. Ignore the person.
   b. Ask the person to stop in a friendly way; Tell them how you feel.
   c. Walk or back away.
   d. Find an adult for help.
3. Choose and act out your best choice.

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Increasing Behavior: Self-Control

Steps or Intervention Considerations -5:

- Transfer all of this training and implement the self-control procedure during a specific time of the day where it has the highest probability of success. Teachers should do frequent, but random, reliability checks to ensure that the student is accurately performing all of the self-control steps.
- Expand student's use of the self-control process, increasingly, to the entire day.
- Have periodic feedback meetings with the student on his/her progress, use of the self-control process, feelings of success, and actual behavioral change.

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Controlling Behavior: Emotional-Control

Tier II to Tier III:

Progressive Muscle Relaxation Therapy
Systematic Desensitization
Anger Replacement Therapy

Trauma-Related Evidence-based Interventions

Trauma-focused Cognitive-Behavioral Therapy (Ages 3 to 17)
Parent-Child Interaction Therapy
Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)
Culturally-Modified Trauma-Focused Treatment
Parent-led, Therapist-assisted, Trauma-focused Cognitive Behavioral Therapy (PTA-TF-CBT)

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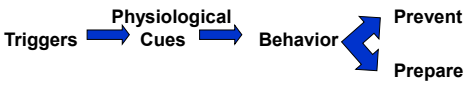
Teaching Students Self-Control

The Emotional Reaction Paradigm:



Video: Watch Fors—

** Identification of Student Triggers
** Identification of Student Physiological Cues
** The Approaches used for De-escalation
** Roleplay "Under Conditions of Emotionality"

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Strategies Designed to Decrease Behavior

Differential Reinforcement of Other (DRO), Incompatible (DRI), or Low Rates (DRL) of Behavior
[High Hit #5]
+
EXTINCTION-IGNORING
[High Hit #5, 6]
+
RESTITUTIONAL OR POSITIVE PRACTICE OVERCORRECTION
[High Hit #5, 1]
+
RESPONSE COST
[High Hit #5]
+
TIME-OUT
[High Hit #5]

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Decreasing Behavior: Response Cost

- Goal: To systematically decrease or eliminate mild to moderate inappropriate behavior while increasing appropriate or replacement behaviors.
- Age Levels where Most Effective: Elementary through Middle School (with adaptation)
- Sample of Behavioral Targets: Any persistent and/or moderate or significant (Intensity II or III) inappropriate behavior that has not responded to more positive behavioral interventions, where long-term elimination of the inappropriate behavior has not been successful, and as specified in the research (e.g., for aggression, inappropriate verbalizations, hyperactivity, fire setting, self-injurious behavior, tantrums)

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Decreasing Behavior: Response Cost

Description:

This intervention is designed to systematically decrease or eliminate mild to moderate inappropriate behavior by providing a student with a strategically selected number of tokens, points, coupons, or other "take-aways" that the student "loses" whenever s/he exhibits the Target or inappropriate behavior.

The explicit goal for the student is to complete a specific time period still having one or more tokens that can then be "cashed in" for a desired reinforcement.

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Decreasing Behavior: Response Cost

Description:

Tokens are kept when the student does not demonstrate the inappropriate target behavior.

The number of tokens given to the student is determined:

* By how often the inappropriate behavior is exhibited before the intervention is begun (i.e., the Baseline of the behavior), and
* Thereafter, by the student's success as the intervention is implemented.

Thus, as the student exhibits the inappropriate behavior less and less (that is, keeps more and more tokens over time), the teacher decreases the number of tokens such that the inappropriate behavior is systematically decreased and eventually eliminated.

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Decreasing Behavior: Response Cost

Implementation Steps:

- Identify specifically the specific behavior or offense that needs to be decreased or eliminated, while identifying the appropriate behavior that helps the student to avoid performing the inappropriate behavior
- Complete a functional assessment of the behavior, including a history of when, where, how often, and with whom the behavior has occurred in the past, while determining why the inappropriate behavior is occurring (e.g., emotional control problems, attention, power/control, revenge, escape, etc.)
- Through this functional assessment, determine the Baseline frequency of inappropriate behavior across a specific period of time (e.g., per hour, per period, per day)

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Decreasing Behavior: Response Cost

Implementation Steps -2:

- Validate that the Target Student has mastered the appropriate behaviors that will help him/her to be successful in/under the multiple settings/conditions of concern (if mastery has not occurred, instruction is needed)
- Discuss and Identify with the Student a range of possible meaningful and powerful tangible (actual or symbolic/exchangeable) and intangible, extrinsic and intrinsic reinforcers
- Choose the reinforcer to be received for the Target Behavior, determine the Reinforcement Schedule, and specify how the reinforcer will be delivered

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Decreasing Behavior: Response Cost

Implementation Steps -3:

- Roleplay to Mastery the behavior and reinforcement process (Student/Teacher), especially focusing on times when the student is unsuccessful and a token needs to be taken away (i.e., the Accepting a Consequence skill, and the "if you consequate, you must educate" principle)
- Choose the number of tokens that will be given to the Target Student and select a time period for implementing the intervention. Initially, the number of tokens should give the student a near-100% probability of success.
- Develop a Monitoring, Charting, and Evaluation Protocol, and explain it to the student
- Transfer the Training/Implement and Apply

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Decreasing Behavior: Response Cost

Implementation Steps -4:

- When the student has had three successful time periods (e.g., days) where s/he earned the reinforcement, decrease the number of tokens based on both the number of tokens earned during the period of success and the need to maintain the student's success during the first part of the intervention
- On a weekly (or more frequent, as needed) basis, meet with the student to evaluate his/her progress and discuss future targets and reinforcers
- Evaluate, Thin, and Fade the reinforcement contingencies over time, and move student self-management

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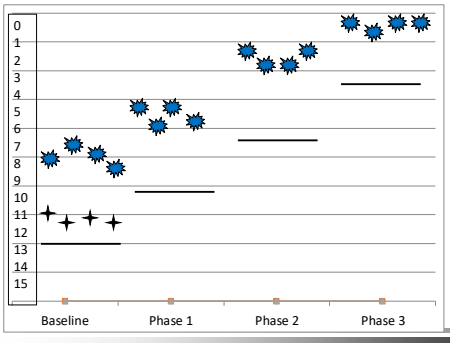
Decreasing Behavior: Response Cost



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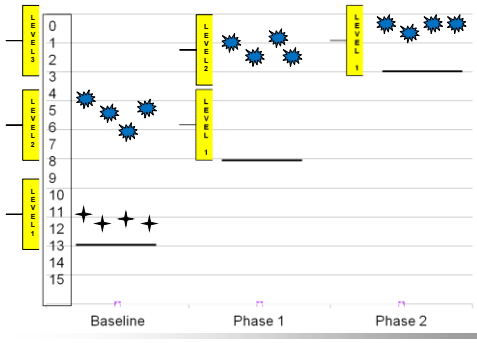
Response Cost Fast-Track



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Decreasing Behavior: Response Cost Adaptations

Description:

Bonus Response Cost is a variation of this intervention where the student earns a bonus token for retaining a certain number (e.g., all) of tokens during a prescribed time period.

The Response Cost Lottery is another variation where a group of students involved in the same intervention put their earned tokens into a lottery which is used to select those "winning" reinforcers. The motivation here is that the students with the largest number of tokens (having demonstrated the least amount of inappropriate behavior) will have the highest probability of winning the most desired reinforcers.

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Decreasing Behavior: Response Cost

Critical Implementation Considerations:

- Make sure that the student has the skill to stop performing the inappropriate behavior and to demonstrate the appropriate behavior (as relevant)
- Make sure the Incentives/Consequences are meaningful and powerful
- Make sure that the initial reinforcement criteria are based on the Baseline Data and give the Student at least a 90-95% probability of success
- One way to fast-track and motivate higher levels of desired behavior and a quicker decrease of inappropriate behavior is to tier the incentives to different levels of retained response tokens.

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Decreasing Behavior: Response Cost

Critical Implementation Considerations:

- As the student is successful, increase the behavioral expectations, while decreasing the incentives over time
- Remember that an unsuccessful day may motivate student success for the next day
- Be Consistent– need to maintain the Intervention "Past the Student's History of Inconsistency"
- This intervention can be combined with a DRO or DRI if it helps to decrease and eliminate the inappropriate behavior
- This intervention can be combined with the Group Contingency interventions to decrease inappropriate behavior while increasing appropriate behavior

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Decreasing Behavior:
Response Cost

Activity

You are working with an elementary alternative school program for students with challenging behavior. In the school, there are three performance deficit students who are exhibiting different combinations of inappropriate behaviors that they are choosing to demonstrate.

It is October and your school intervention team is asking you to develop a response cost program for each of these students. Please describe the preparation and implementation steps for the student you are assigned to.

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Decreasing Behavior:
Response Cost

Activity

Below are the targets behaviors to decrease for each student.

Student 1: Wandering in the Classroom; Making animal noises; Putting random answers on worksheets to complete them as quickly as possible

Student 2: Putting his head inside his shirt to avoid work; Calling out for the teacher to get help; Refusing to take off his coat in the morning and hanging it in his cubby

Student 3: Coming to Reading group without books and other materials; Cutting in line to be first to go to lunch; Verbally teasing the smallest student in the class

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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The Behavioral Intervention Survey

- ✓ Positive Reinforcement Schedules
- ✓ Extinction
- ✓ Stimulus Control and Cueing Procedures
- ✓ Social Skills training
- ✓ Task Analysis and Backward Chaining
- ✓ DRO, DRL, DRI
- ✓ Response Cost/Bonus Response Cost
- ✓ Overcorrection—Positive Practice and Restitutional
- ✓ Group Contingency Interventions
- ✓ Behavioral Contracting
- ✓ Thought Stopping/Cognitive Control approaches
- ✓ Relaxation therapy
- ✓ Self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches
- ✓ Emotional Self-Control approaches

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The Behavioral Intervention Survey

Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All SPRINT Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the SPRINT Team members across the buildings in your district relative to their ability to consult on and independently implement each intervention along with following scale:

1	2	3	4	5
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention

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Some Rules of Thumb for MOST Behavioral Interventions

Rule 1: You can't motivate a student out of a skill deficit

Rule 2: Students do not learn behavioral interventions through "Discovery Learning"

Rule 3: Thus, students must be taught, must learn, and must master most behavioral interventions prior to implementation

- The Language (Verbal, Non-verbal, Symbolic)
- The Expectations
- The Contingencies

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Some Rules of Thumb for MOST Behavioral Interventions

Rule 4: Most skill instruction involves cognitive scripts that translate into behavioral skills

Rule 5: Skill Mastery occurs when students can demonstrate their skills under "conditions of emotionality"

Rule 6: Most emotional behavior is conditioned

Rule 7: Incentives and consequences only motivate when they are meaningful and powerful to/for the student

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Some Rules of Thumb for MOST Behavioral Interventions

Rule 8: Sometimes, incentives and consequences compete with each other—especially when students triangulate with adults and peers

Rule 9: When Inconsistency is the underlying reason for a student's difficulties, the intervention must be implemented "past the history of inconsistency"

Rule 10: Intervention Plans should be completely written, planned, resourced, and trained for prior to implementation

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Some Rules of Thumb for MOST Behavioral Interventions

Rule 11: Interventions must be implemented with the appropriate integrity and the needed intensity

Rule 12: The severity of a student's behavioral problem does not necessarily predict the intensity of the intervention

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Presentation Review

- The Importance of Self-Management
- The Stages of Data-based Functional Assessment
  - Data-Based Problem Solving
- The Seven High-Hit Reasons for Students' Behavioral Challenges
- Selected Tier 2 Interventions to Change Challenging Students:
  - Increasing Appropriate Behavior
  - Decreasing Inappropriate Behavior
  - Controlling Behavior
- Final Integration and Summary

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