Effective Beliefs and Practices for Students with Emotional and/or Behavioral Problems

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Wyoming Department of Education
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The Plan

1. Underlying beliefs associated with effective practice
2. Problems with traditional school-based practices
3. RTI, MTSS as a framework to deliver better services for ALL students
4. Continuum of evidence-based behavioral supports

Do We All Agree?

Consensus Building Game

Big Question?

- What skills are babies born with?

- SKILLS MUST BE TAUGHT, MODELED, AND SUPPORTED TO BE AQUIRED & LEARNED!

Are children & adolescents just miniature adults?
Yes or No?

Does knowing how to be successful in one setting mean you know how to be successful in another?

- Would we crack open a beer in chur

- Do we behave the same at work as w with our family?

- Curling anyone?
- **Do we agree:**
    - ▫ **Children who are struggling in receive additional guidance an on those skills that lead to success in school?**
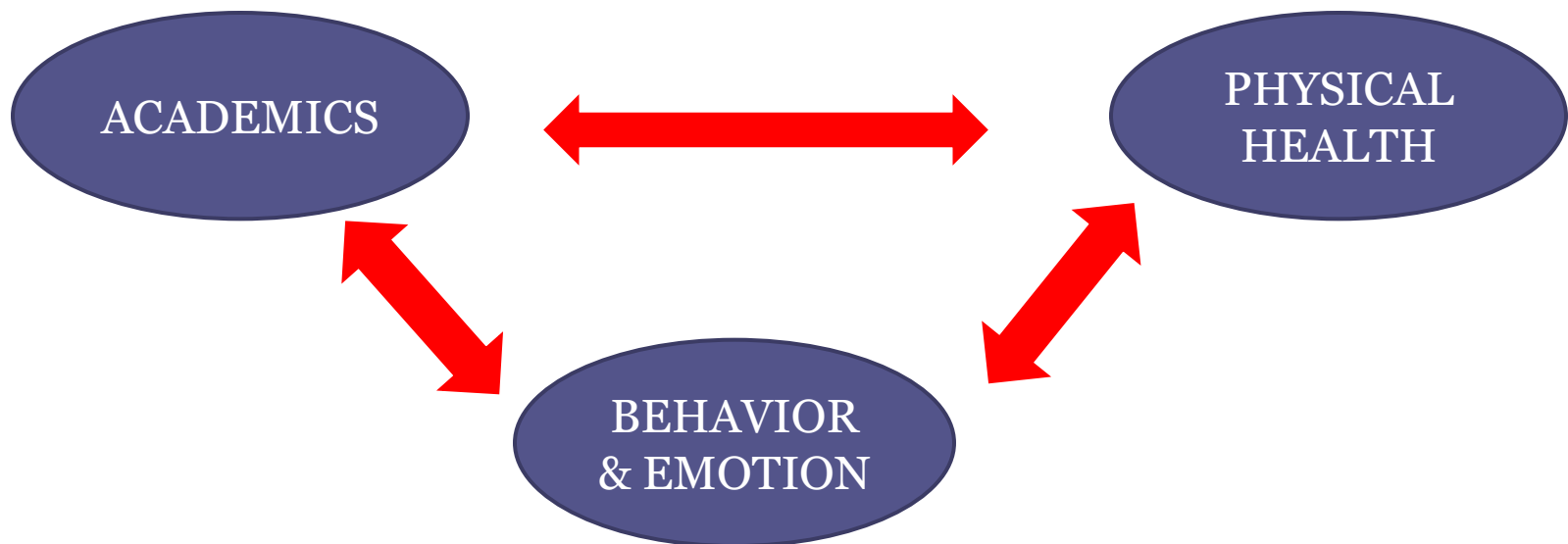
What's educational research say?

Practical Findings from Scientific Research

- Academic and emotional/behavioral problems are connected (not separate)
  - Behavior problems cause academic problems
  - In turn, academic problems cause behavior problems

Practical Findings from Scientific Research

- **<u>Social skills are the best predictor of later academic performance:</u>**
  - Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) & Malecki & Elliott (2002) have found that prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor later academic achievement than is earlier academic achievement
  - School-based emotional and behavioral supports produce significant gains in end-of-the year academic state testing results
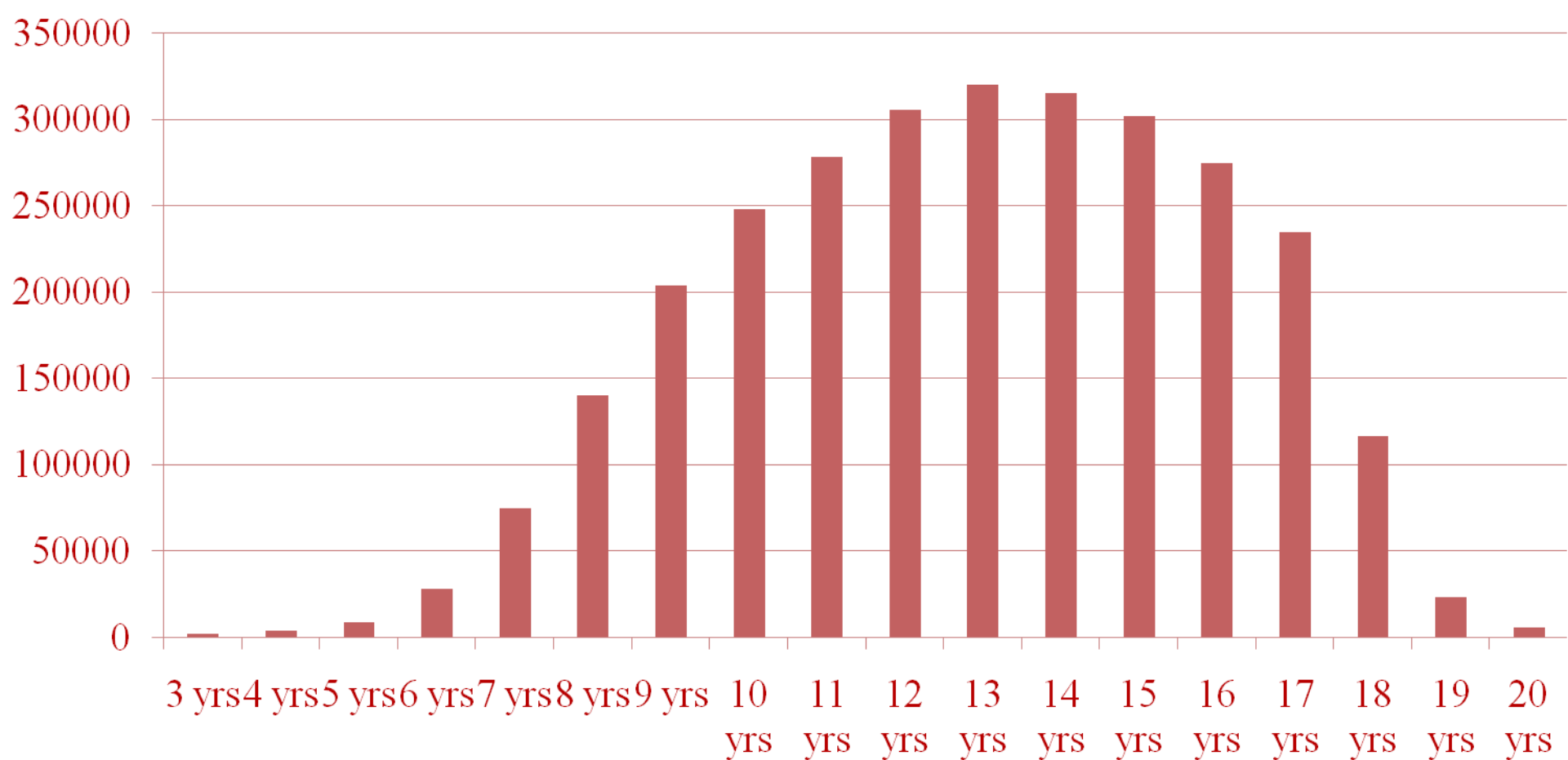
Practical Findings from Scientific Research

- A student's ***academic and emotional/behavior problems are more stable than his IQ***, if untreated.
  - If untreated, students will continue to exhibit behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)

"Wait to Fail"

- Withholding services for students until their problems are severe enough to unequivocally warrant services
  - Wait until
    - the achievement gap has significantly widened
    - staff can no longer tolerate the student
    - student needs are very pronounced

- After services have been delayed, special education is the service

Identification of Students with Learning Disabilities

Students with Emotional Disturbance Served by Age (93-94, 97-98, & 98-99 School Years)

Matthew Effect

High School Readiness in Kindergarten
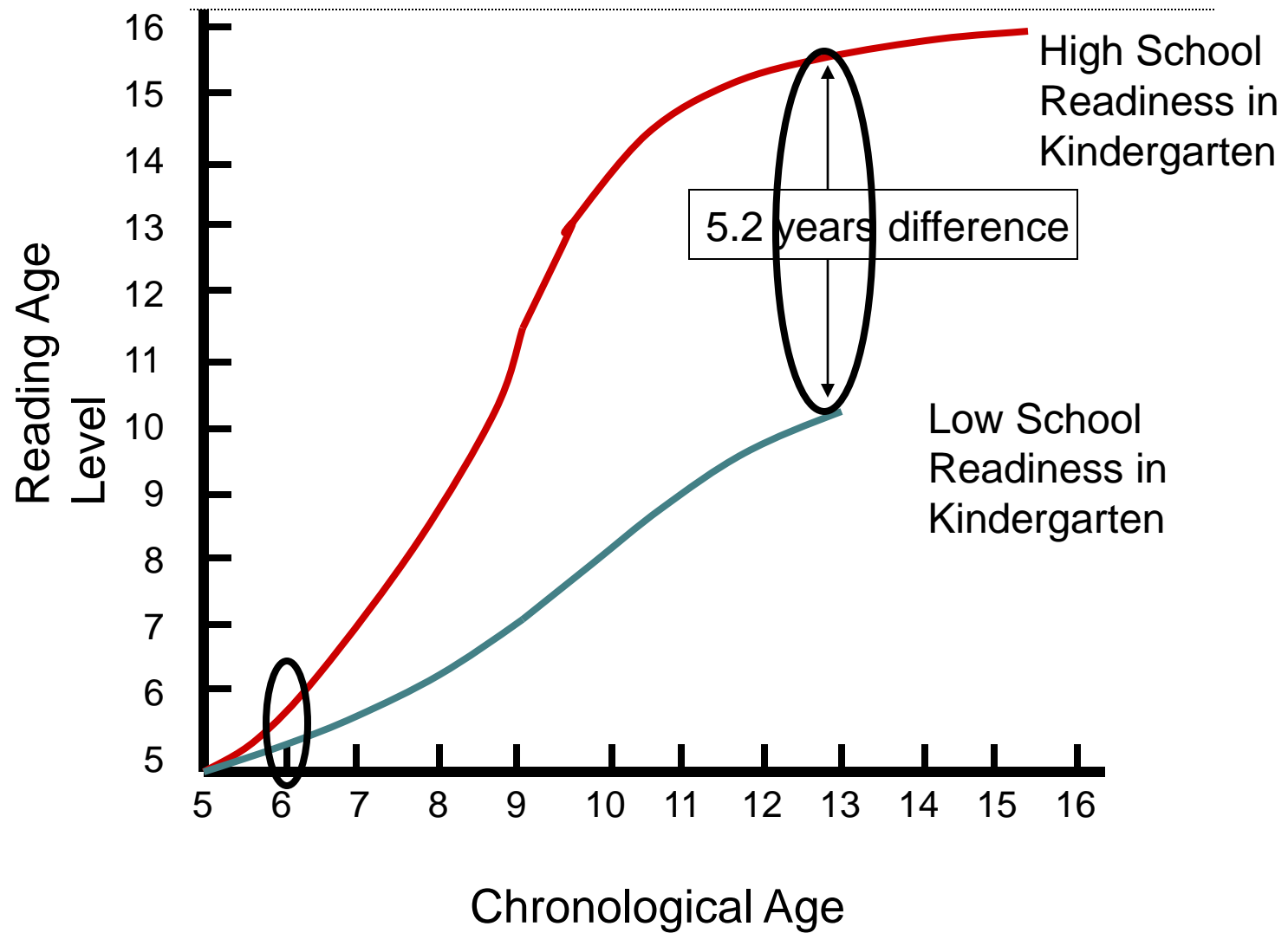
5.2 years difference

Low School Readiness in Kindergarten

Reading Age Level

16
15
14
13
12
11
10
9
8
7
6
5

Chronological Age

5 6 7 8 9 10 11 12 13 14 15 16
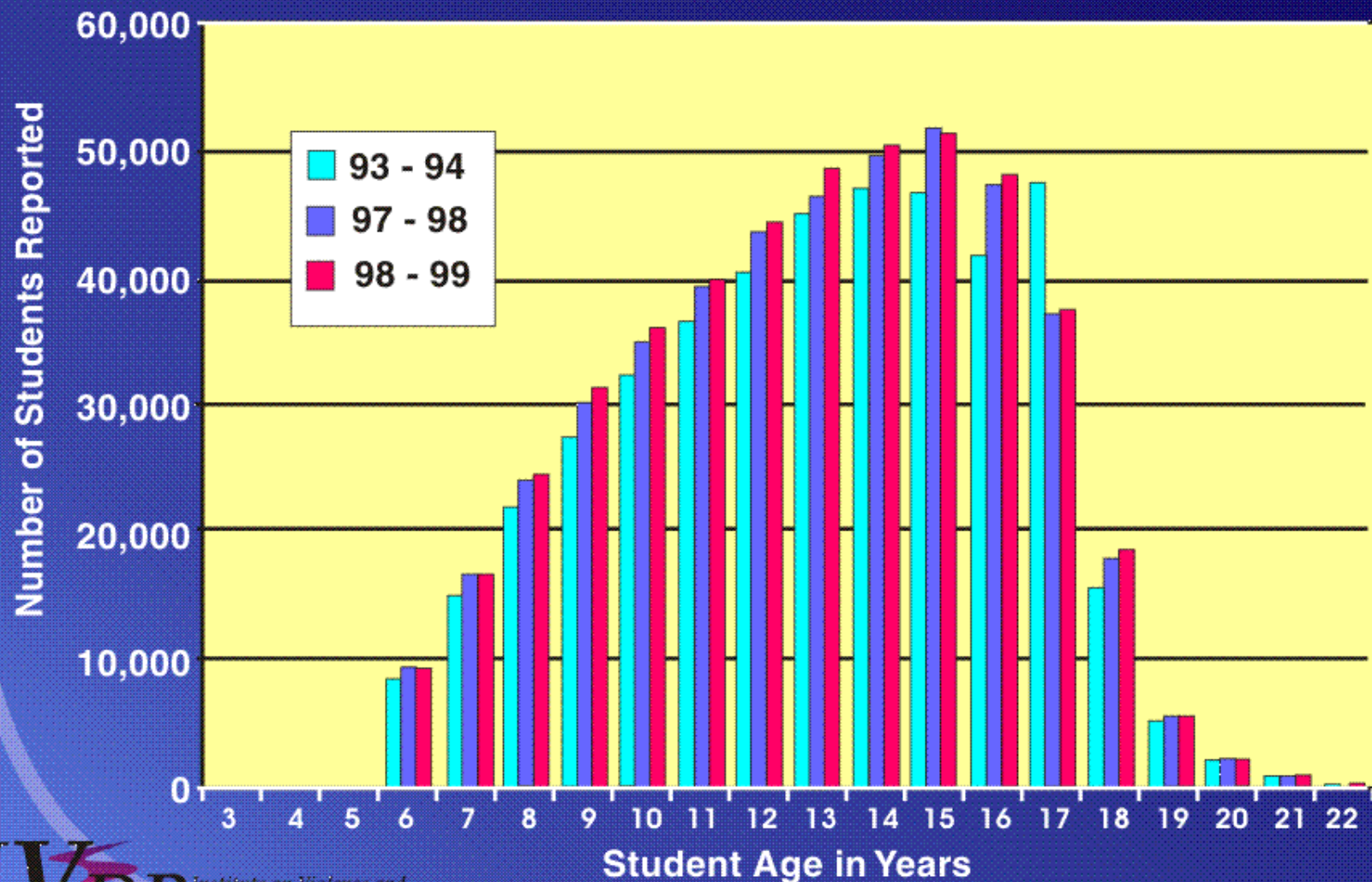
Practical Findings from Scientific Research

- **<u>All people, including students, are motivated intrinsically and extrinsically</u>**
  - Depending on the academic activity, a person may rely more on intrinsic or extrinsic motivation
  - Schools that employ a combo of intrinsic & extrinsic strategies are most successful

Practical Findings from Scientific Research

- Students are responsive to school-based supports, ***even during the adolescent years & without parental support*** (Cook et al., 2008)
  - ▫ Teachers can play a vital role in the prevention and remediation of academic and emotional/behavioral disorders (Wagner et al., 2006)

Parental Involvement/ Support

- Can we teach students who come from homes with limited parental support how to read?
- Can we teach students who come from homes with limited parental support behavioral expectations and social-emotional skills?

- **If we can't count on parents, then what other system in society can we count on to teach students social, emotional, and academic skills?**

Practical Findings from Scientific Research

- **The Double Whammy**
  - ▫ **Merriam-Webster Definition**
    - **a combination of two forces, circumstances, or effects that saves time, energy, and frustration**

- **Also known as (AKA)**
  - ▫ **Killing two birds with one stone**
    - **Achieving two outcomes with one action**

Over The Edge © Mike Calderon

Two dead birds, one stone... It just doesn't add up...

www.otecomics.com

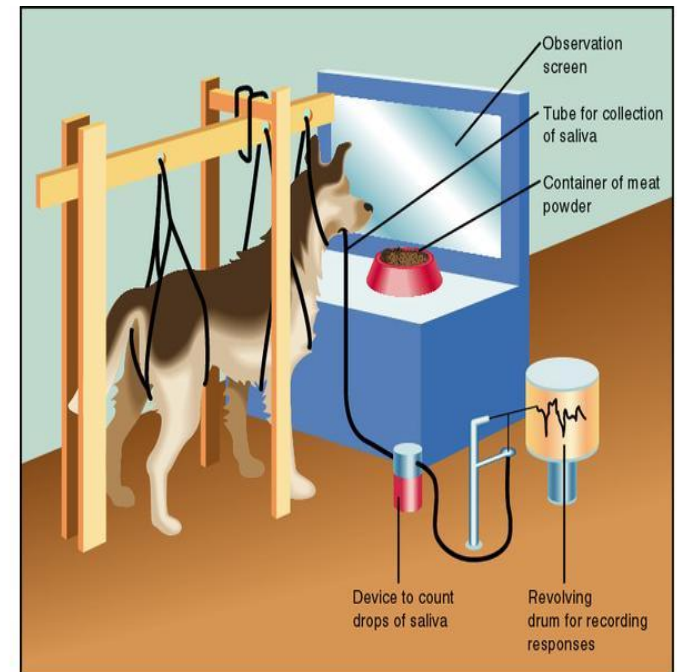# The Triple Whammy:
Academic and Behavioral Supports

Implementing *proactive, prevention-oriented school-based practices*

1. Improve students' academic achievement
2. Improve student behavior and the orderliness and safety of the school environment
3. Prevent students from traveling down a path toward negative life course outcomes

(Kratochwill, Albers, & Shernoff, 2004; Wilson & Lipsey, 2007)
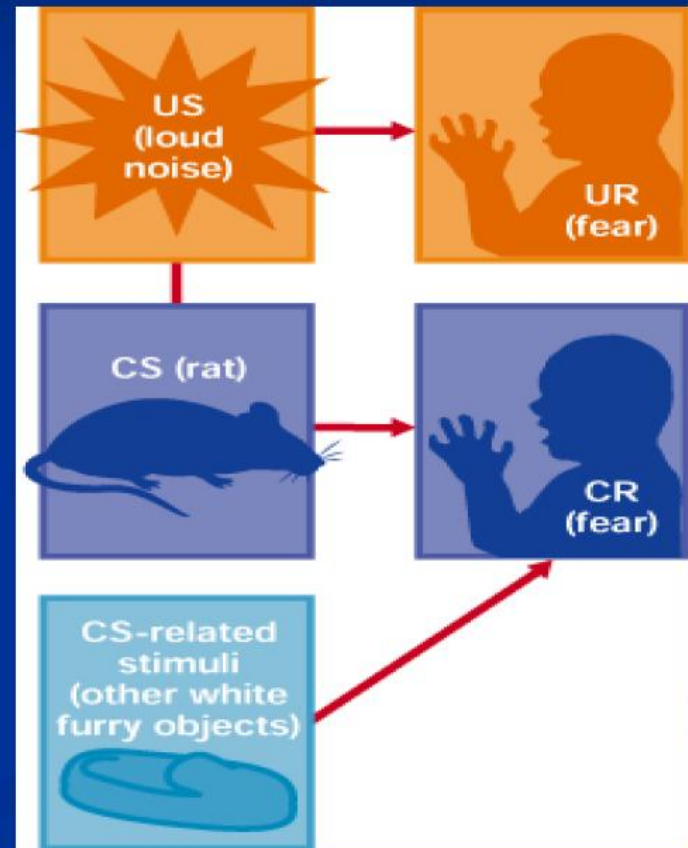
Practical Findings from Scientific Research

- Educators **condition certain students to dislike school** through their decisions and actions—albeit unintentionally
  - Classical conditioning is how students develop likes or dislikes for

Observation screen

Tube for collection of saliva

Container of meat powder

Device to count drops of saliva

Revolving drum for recording responses

Classical conditioning in real life

- **Learning to fear**
  - **"Little Albert"**
    - Conditioned to fear a while lab rat
    - Fear generalized to anything white and furry

Before Conditioning

He sees a white rat

US (loud noise) → UR (fear)

CS (rat) → CR (fear)

CS-related stimuli (other white furry objects) →

Classical conditioning in real life

- **How can we help little Albert??!!**
  - Counterconditioning
    - A conditioned stimulus is paired with some other stimulus that elicits a response that is incompatible with the unwanted response.

    - Ex: Peter was afraid of rabbits
      - Rabbit paired with milk and crackers

School and Classical Conditioning

- Pairing school with negative experiences conditions child to have a negative view/feeling about school:
  - Failure on academic tasks
  - Punitive interactions w/adults
  - Boring instruction
  - Bullying
  - Overall negative school climate
- Pairing school with pleasurable experiences conditions child to have positive view/feeling about school
  - Fun, supported, challenging, connected

Brain research & school-based supports

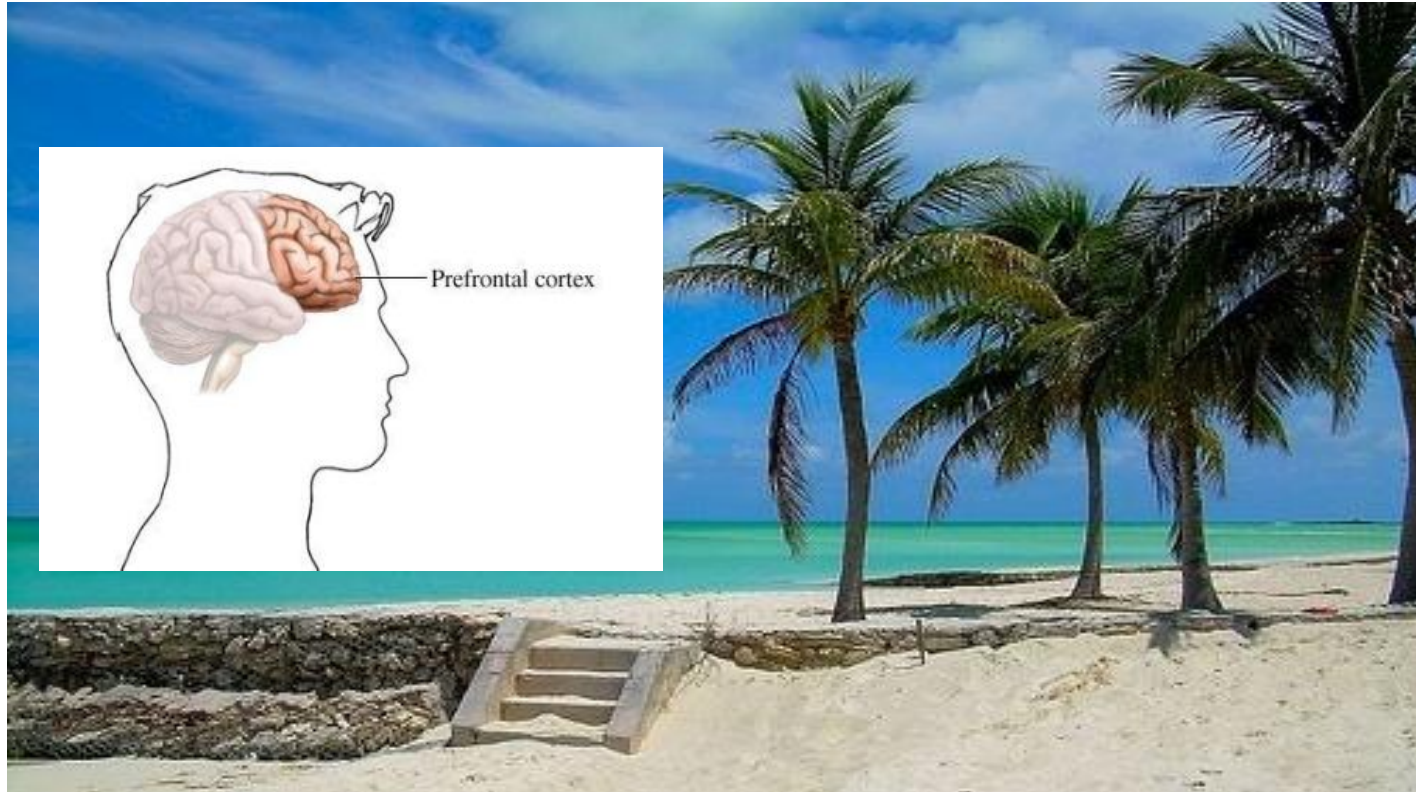# Neurological basis for emotional and behavioral support in schools

1. Limbic dominated brain
2. Mirror neurons
3. Myelination
4. Boring induced ADHD
5. Sleep – the 800 lb. Gorilla
6. Temperamental sensitivity
7. Brain changes in response to intervention

Limbically-dominated brain

- **Prefrontal cortex** is the CEO of the brain, or decision maker, but is often out on vacation
- **Limbic system** is the undisciplined employee; however, is frequently in charge of decisions

Mirror Neurons

- Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other

- IMPLICATIONS:
  - Students learn via modeling from educators and peers
  - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

Mirror Neurons –
# the power of smiling

- Randomized trial looking at performance under smiling versus no smiling conditions:
  - Those in the smile group perceived the world in a better light: To them,
    - boring material was more interesting,
    - neutral images looked more positive,
    - even bland drinks seemed tastier

- **PLUS, people who smile more live an average of 7 years longer than those who smile less**

Myelination

- Myelin Sheath is a electrical layer that forms around a neuron that helps it ***fire faster and more smoothly***

- Practicing a skill leads to myelination or the development of fluent or automatic firing (i.e., *less cognitive effort needed to perform skill when called upon*)
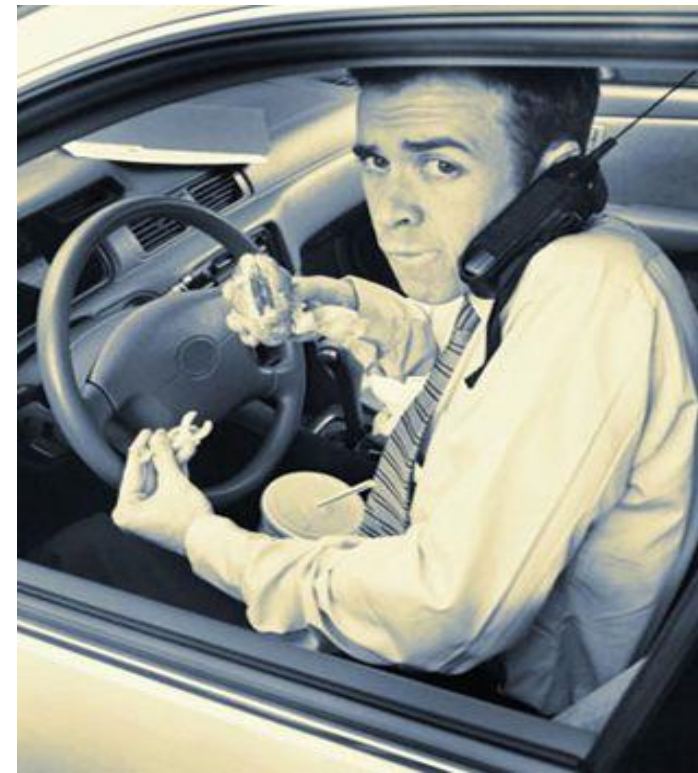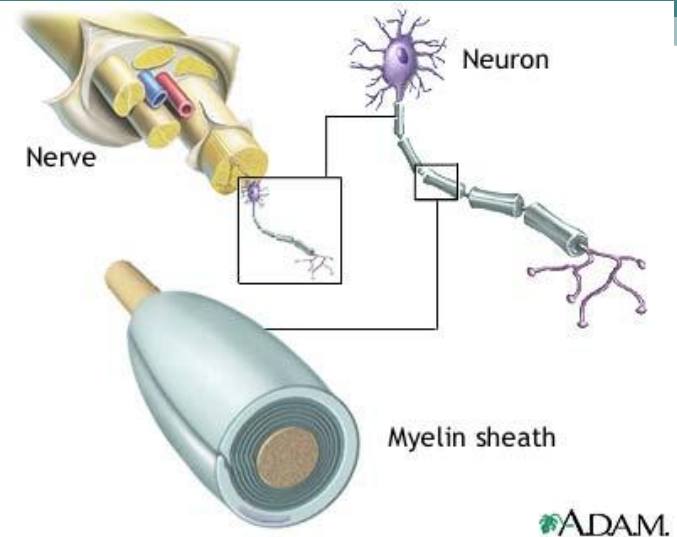
Boring Induced ADHD

- Children, as well as us, don't pay attention to boring things
- All organisms vigorously avoid boredom (i.e., nothingness) by doing something else
- Invariably there are subjects or lessons that students find boring

WARNING
I'M NOT PAYING ATTENTION

Sleep – the 800 lb. Gorilla

- Sleep is important for a variety of neurological functions related to school:
  - Memory consolidation
  - Information processing speed
  - Emotion regulation (i.e., cranky, irritability)
  - Attention regulation
- IMPLICATIONS
  - Improve sleep hygiene
  - Precorrection for sleep-deprived students

Temperamental Sensitivity

- 1 out of every 5 children is born with temperamental sensitivity
  - ▫ Difficulty self-soothing and regulating physiological arousal
- These children are at-risk for developing an emotional disability
  - ▫ Low frustration tolerance

Brain Changes in RTI

- Neural plasticity
    - Brain can change structurally and functionally as a result of input from environmental interventions
- School-based supports can alter the way students' brains are structured and function
    - fMRI studies
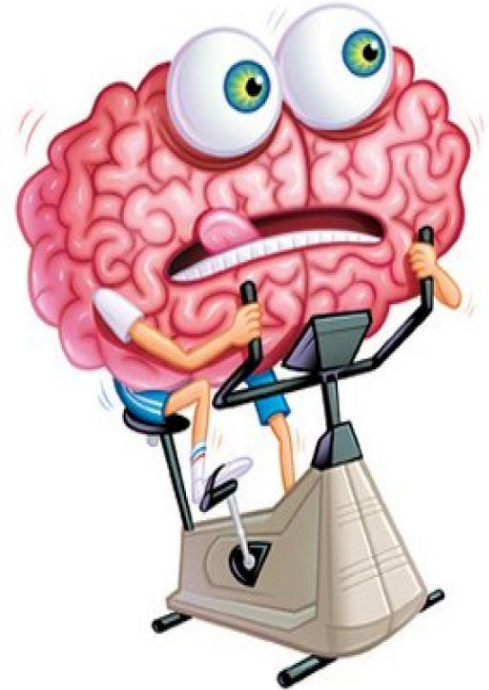
Traditional Model of Practice

The Typical Response to Students with Academic Problems

- Reactive – let the problem develop into a severe discrepancy
- Teacher referral to Student Study Team or Instructional Support Team
  - Admire the problem
- Use of non-evidence-based instructional tactics
  - Modality matching/learning styles
- Special education as the intervention

The Typical School Response to Students with E/BD

- Reactive – address it once it happens
- "Get tough" and "Zero tolerance" policies
- Layer on staff to monitor and supervise
- More attention paid to problem behaviors than positive behaviors
  - 15/20:1 ratio of negative to positive statements
- Overuse of punitive discipline = Office referral, suspension, or expulsion
- Ignore, overlook, or neglect internalizers

The Solution:
RTI, Multi-Tiered System of Supports

RTI Model

- Process of documenting change in performance as a function of an intervention, and making decisions based on the student's response
- RTI is the practice of:
  - Serving **ALL** students through continuum of care
  - **Proactively** identifying students who are at-risk
  - **Matching** evidence-based interventions to student need
  - Frequently **monitoring student progress** to make decisions with regard to an intervention or goals
  - Collecting treatment integrity data to make legally sound and **valid educational decisions**

Response to Intervention

IS A SERVICE DELIVERY FRAMEWORK BASED ON CERTAIN PROCEDURES!!!

- ▫ Not a measurement system (e.g., CBM-DIBELS or SWIS)
- ▫ Not an intervention (e.g., Read180, Check in/Check out)
- ▫ Not only reserved as a general education process
  - • Does not cease once students are determined eligible for special education

The '7 Big Ideas'

1. **Multiple tiers of support**
   - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

Public Health Model: *PREVENTION*
(e.g., diabetes, smoking, obesity)

- ## Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases (manage
- ## Secondary (SOME)
  - Reduce or reverse current cases
- ## Primary (ALL)
  - Prevent cases from developing in the first place

Public Health Example

Recommendations for all

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management

IN AN IDEAL WORLD:
Menu of a continuum of evidence-based supports

Tier 3 Menu of Individual Supports for a FEW:
• FBA-based Behavior Intervention Plan
• Replacement Behavior Training
• Cognitive Behavior Therapy
• Home and Community Supports

**Targeted/
Intensive**
(High-risk students)
Individual Interventions
(3-5%)

Intensity of Assessment and Supports

Tier 2 Menu of Default Supports for SOME:
•**Behavioral contracting**
•**Self monitoring**
•**School-home note**
•**Mentor-based program**
•**Class pass intervention**
•**Positive peer reporting**

Selected
(SOME At-risk Students)

Small Group &
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier I Menu of Supports for ALL:
• Schoolwide PBIS
• SEL curriculum
• Good behavior game
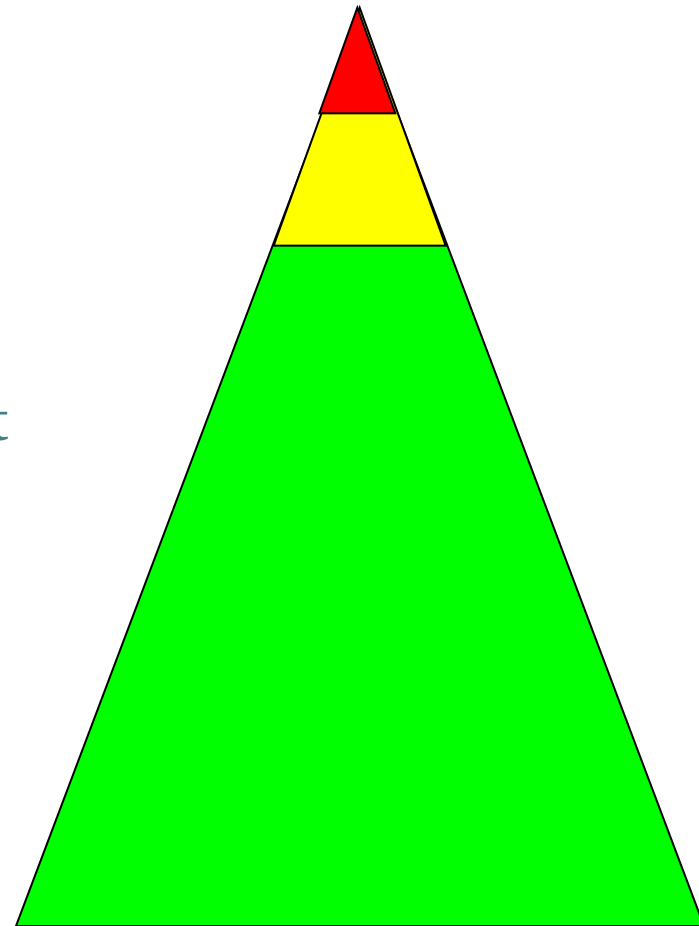• Proactive classroom management

The '7 Big Ideas'

- **Multiple tiers of behavior support**
  - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.
- **Evidence-based/scientifically validated interventions**
  - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

What Is Evidence-Based?

- Evidence-based knowledge is:
  - Objective
  - Rules out alternative explanations
  - Involves direct measurement
  - Reliable and valid
  - **Independent replication by investigator who does not have a conflict of interest**
- Provides us with confidence

Irlen Lenses

- "A piece of the puzzle for reading problems, learning difficulties, ADHD, dyslexia, headaches, and other physical symptoms through the use of color."

"Marijuana causes improvements in children with autism."

"When my child eats the marijuana brownies, he calms down, has an appetite, and makes no noises."

Drug Abuse Resistance Education

Modality Matching/Learning-Style

The '7 Big Ideas'

1. **Multiple tiers of behavior support**
   - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

2. **Evidence-based/scientifically validated interventions**
   - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

3. **Universal, proactive screening**
   - Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.

Why universal screening?

- Scientifically established instrument

- Why wait-to-fail
  - Would medicine wait for people to die?
    - E.g., mammogram, cholesterol check, prostrate exam
- Prevention-oriented, proactive procedure

- Evaluate the quality of the Tier 1 services

Screening Tools

- Emotional/Behavior
  - Review360 (Student internalizing behavior screener & Student externalizing behavior screener)
  - Systematic Screener for Behavioral Disorders (SSBD)
  - School-wide Information System (SWIS)

'Big Ideas' Cont …

4. **Progress monitoring**

- ▫ Refers to the of systematically and repeatedly assessing students' academic or behavioral performance with easy and quick tools to make decisions while the instruction or intervention is happening
  - Formative evaluation

Progress Monitoring Examples

- Blood pressure cuff for cardiovascular

- Thermometer to monitor impact of antibiotics

- Scale to monitor the effectiveness of a diet

- Glucose meter to monitor response to insulin pump

'Big Ideas' Cont …

4. **Progress monitoring**
   - Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.

5. **Treatment integrity (i.e., fidelity)**
   - Refers to the notion that interventions or supports should be implemented as designed or intended to ensure outcomes and make valid and legally defensible decisions

Importance of Treatment Integrity

- Poorly implemented interventions compromises effectiveness

- Failure to collect data on treatment integrity leads to invalid decision-making
  - Why did the student fail to respond
    - Poor intervention
    - Or a intervention implemented poorly

- Consistency vs. Accuracy

'Big Ideas' Cont …

6. **Data-based decision-making**
   - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify, keep in place,* or *remove* particular interventions or supports.

Data-based Decision-making

1. Intervention is implemented with fidelity
   - If no, do not make data-based decision
   - If so, make a data-based decision
2. Data-based decision
   - Maintain existing supports
   - Modify existing supports
   - Lower down a tier
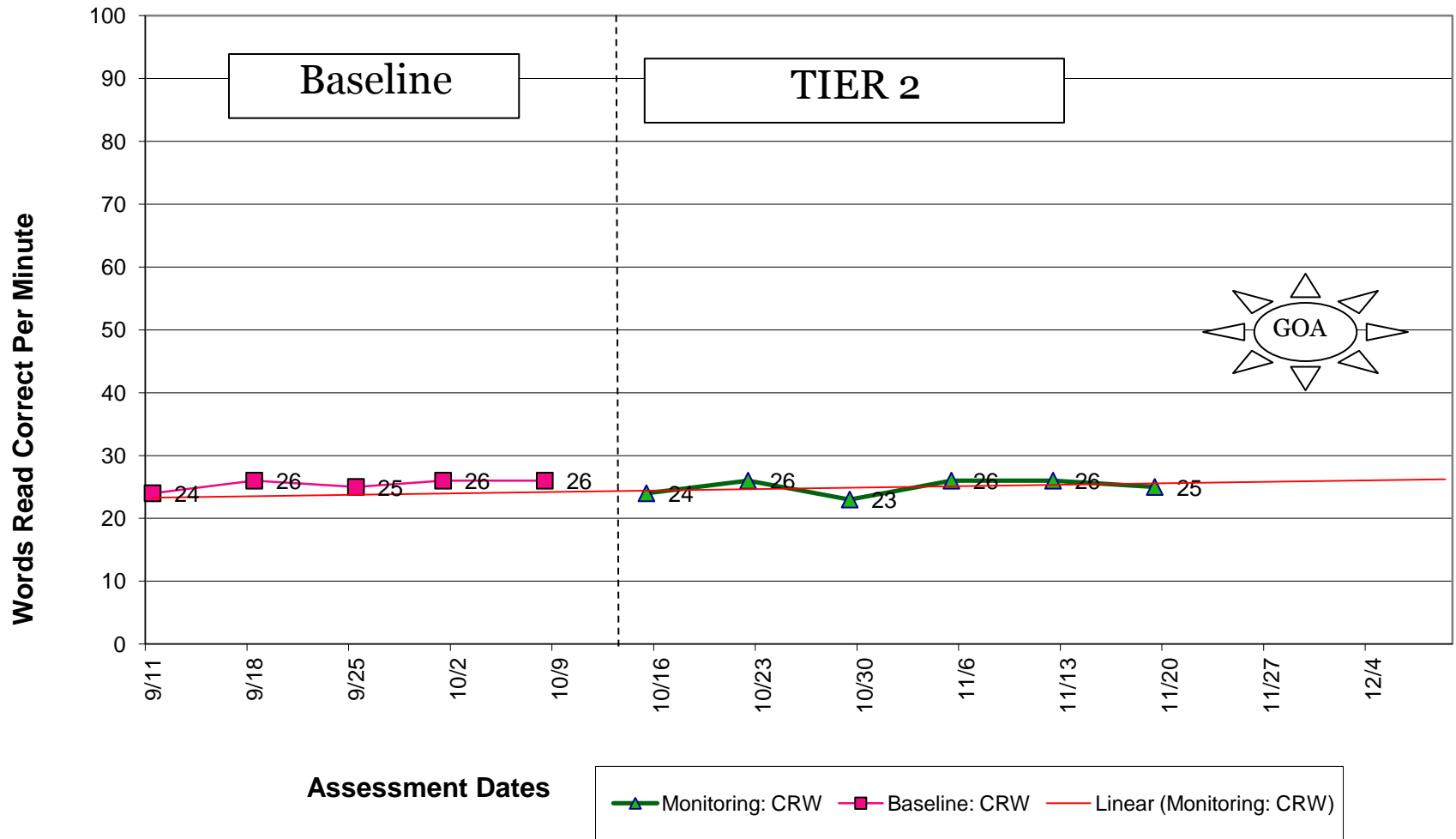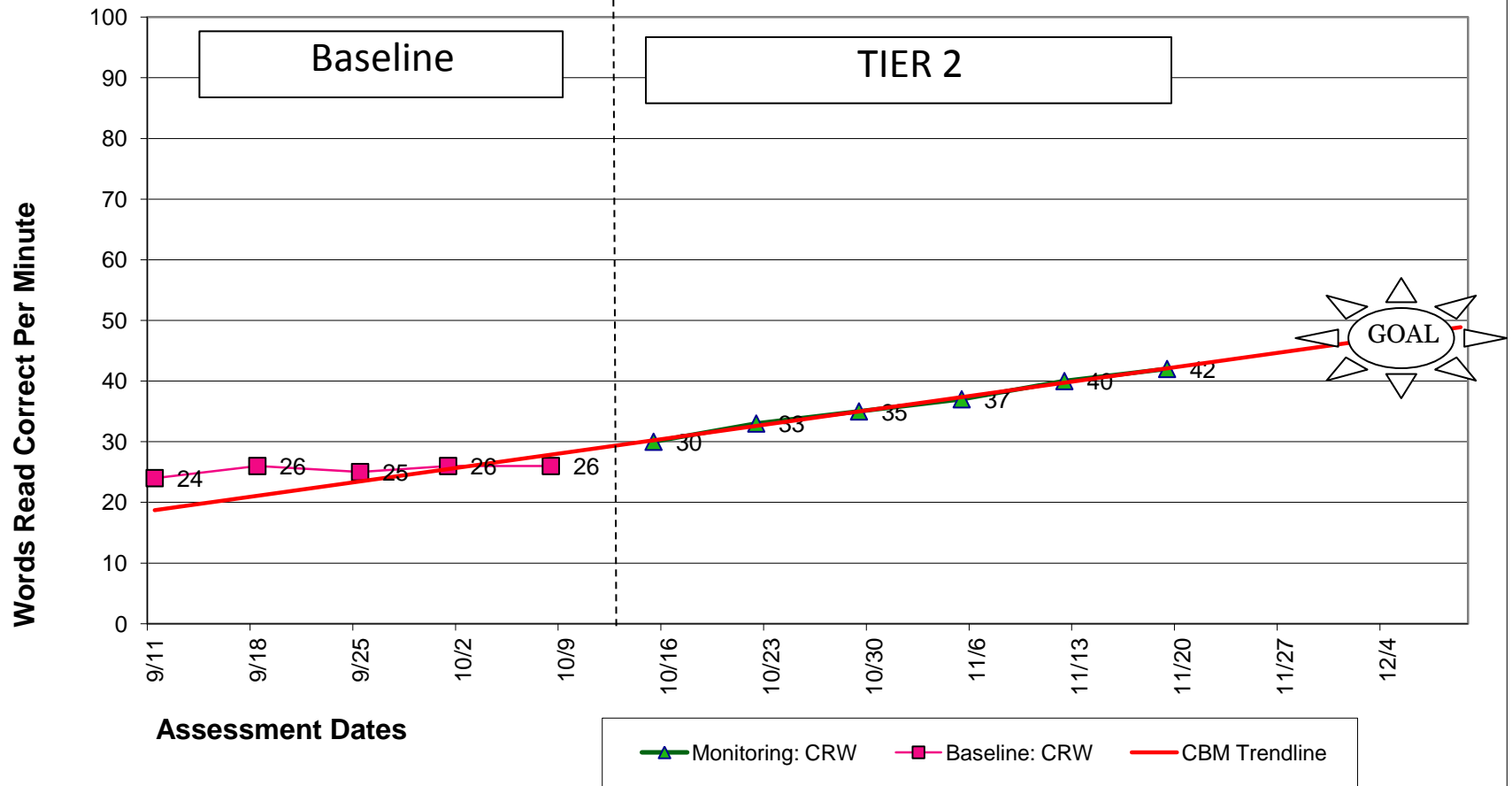   - Bump up a tier

'Big Ideas' Cont ...

6. **Data-based decision-making**
   - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify, keep in place,* or *remove* particular interventions or supports.

7. **Problem-solving**
   - Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in (a) identifying the problem, (b) analyzing the problem, (c) developing a plan of action, (d) implementing the plan, and (e) evaluating the outcomes of the plan.

Treatment Responder: Academics

Graph Current Status
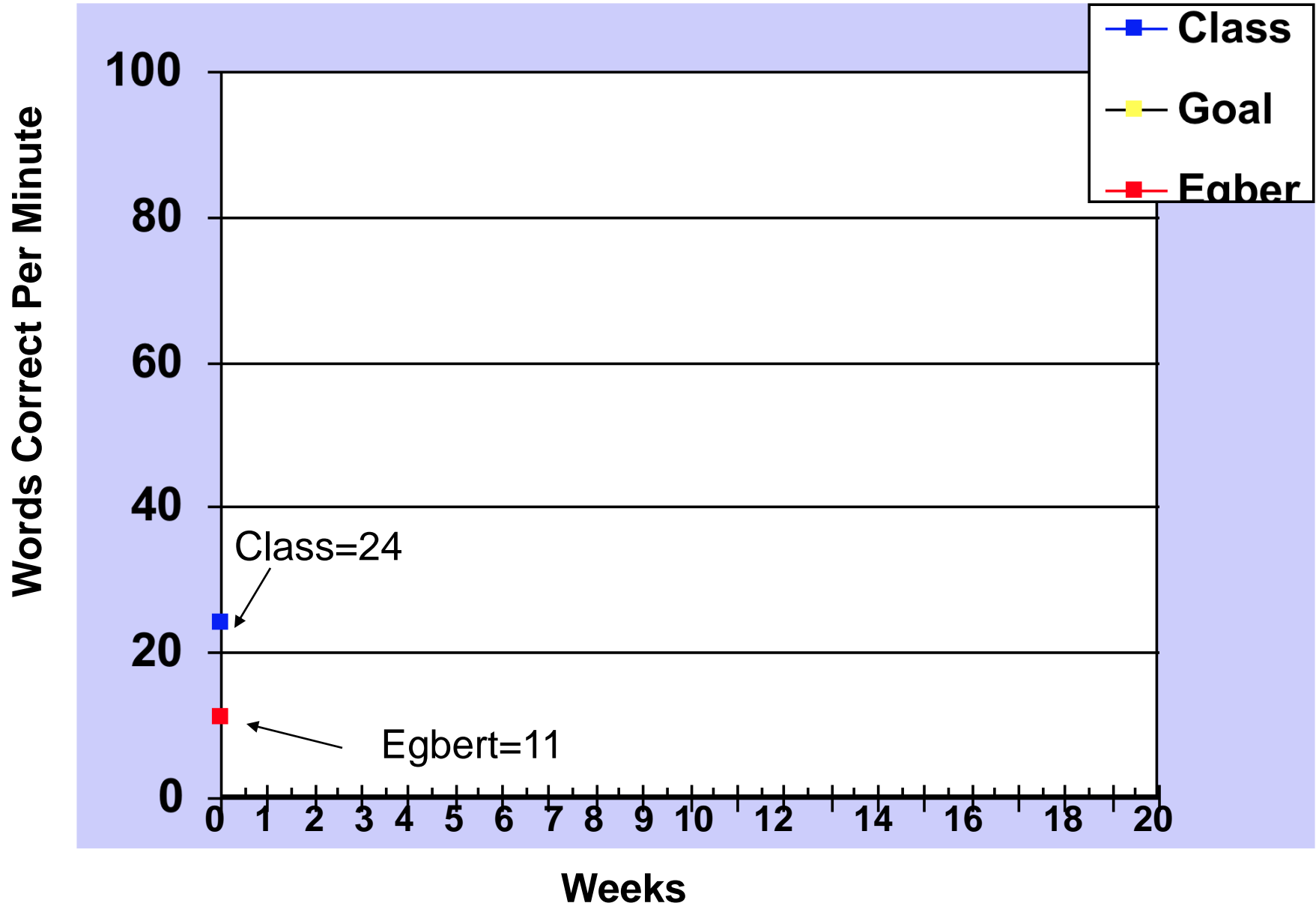
Determine Goal: Class=1.5 wd growth per week; Egbert Goal: 2 wd growth per week
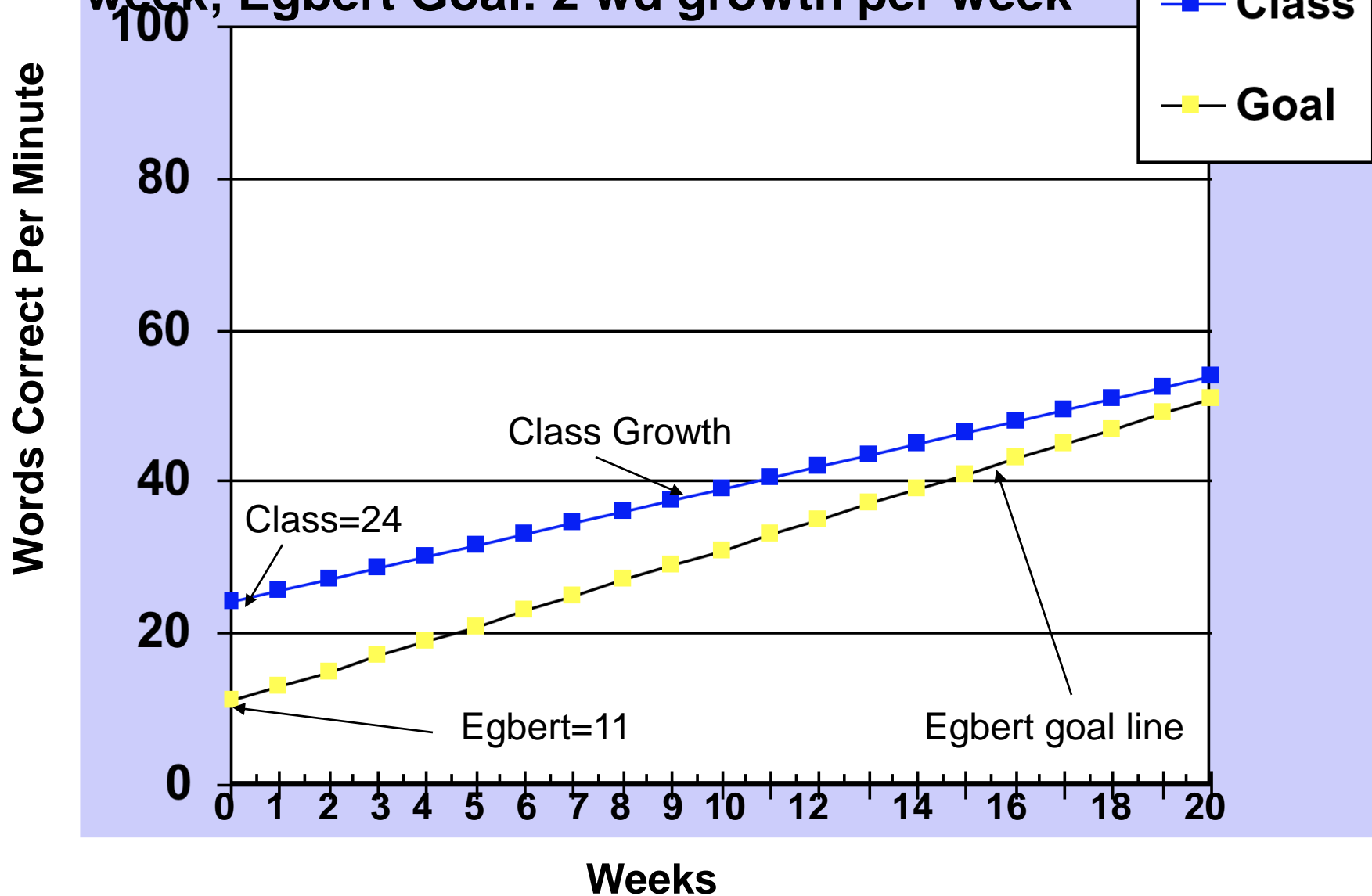
Monitor Egbert's Progress Relative to Goal
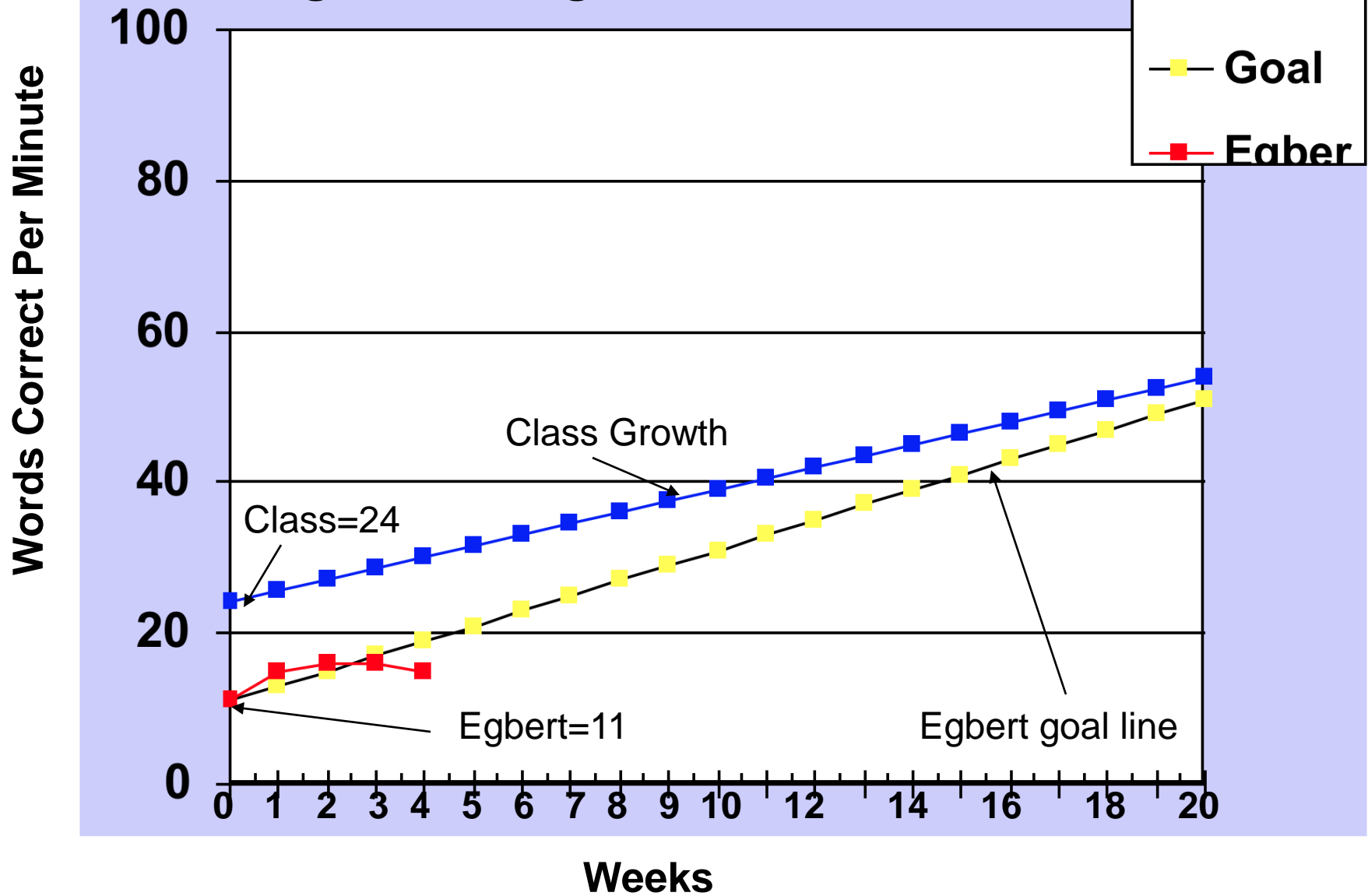
Data-based Decisions

- Maintain existing supports
- Modify existing supports
- Lower down a tier
- Bump up a tier

***Note: All decisions assume that supports were implemented as intended

Formative Evaluation: Change Intervention
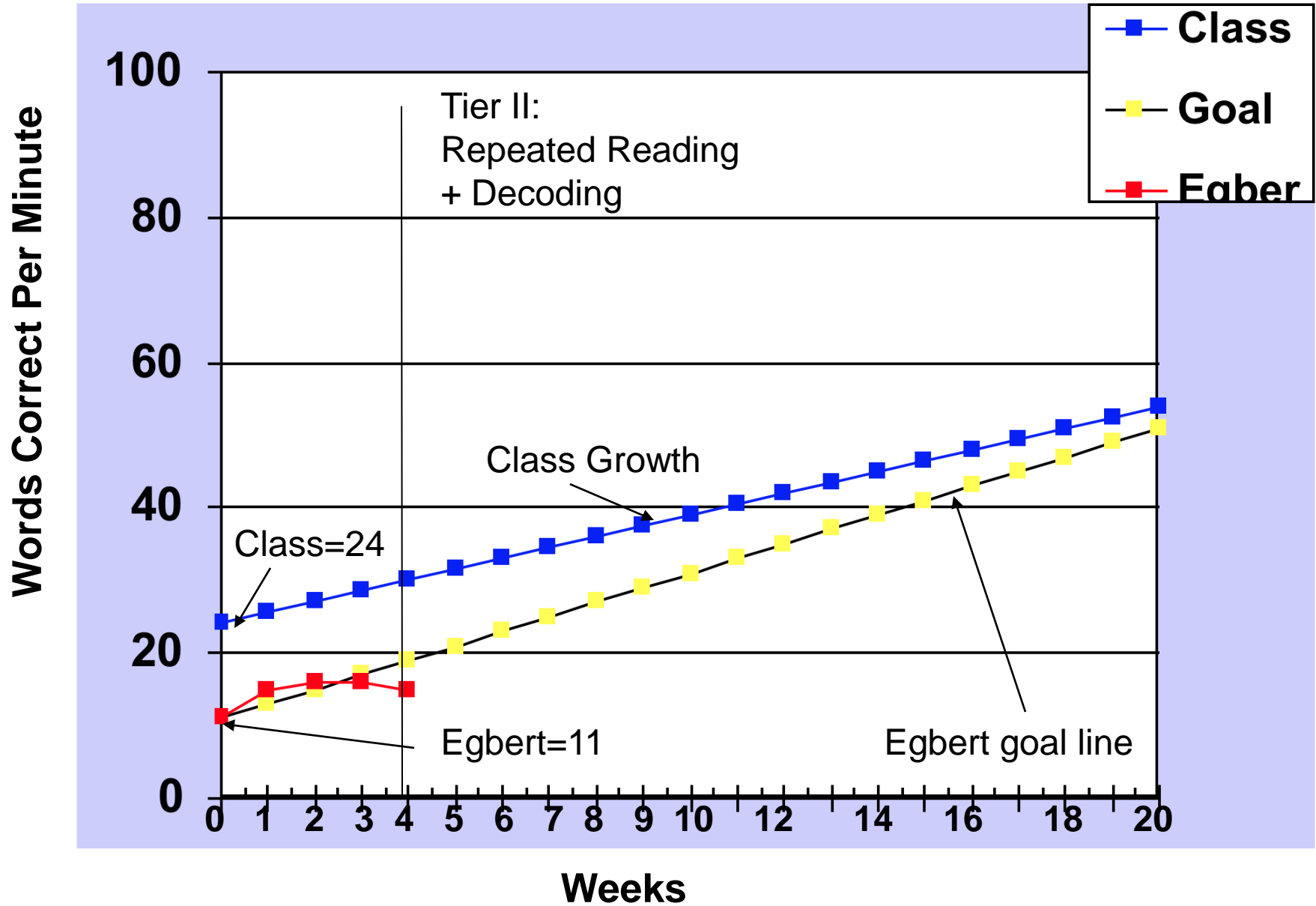
Continue Intervention and Monitor Progress
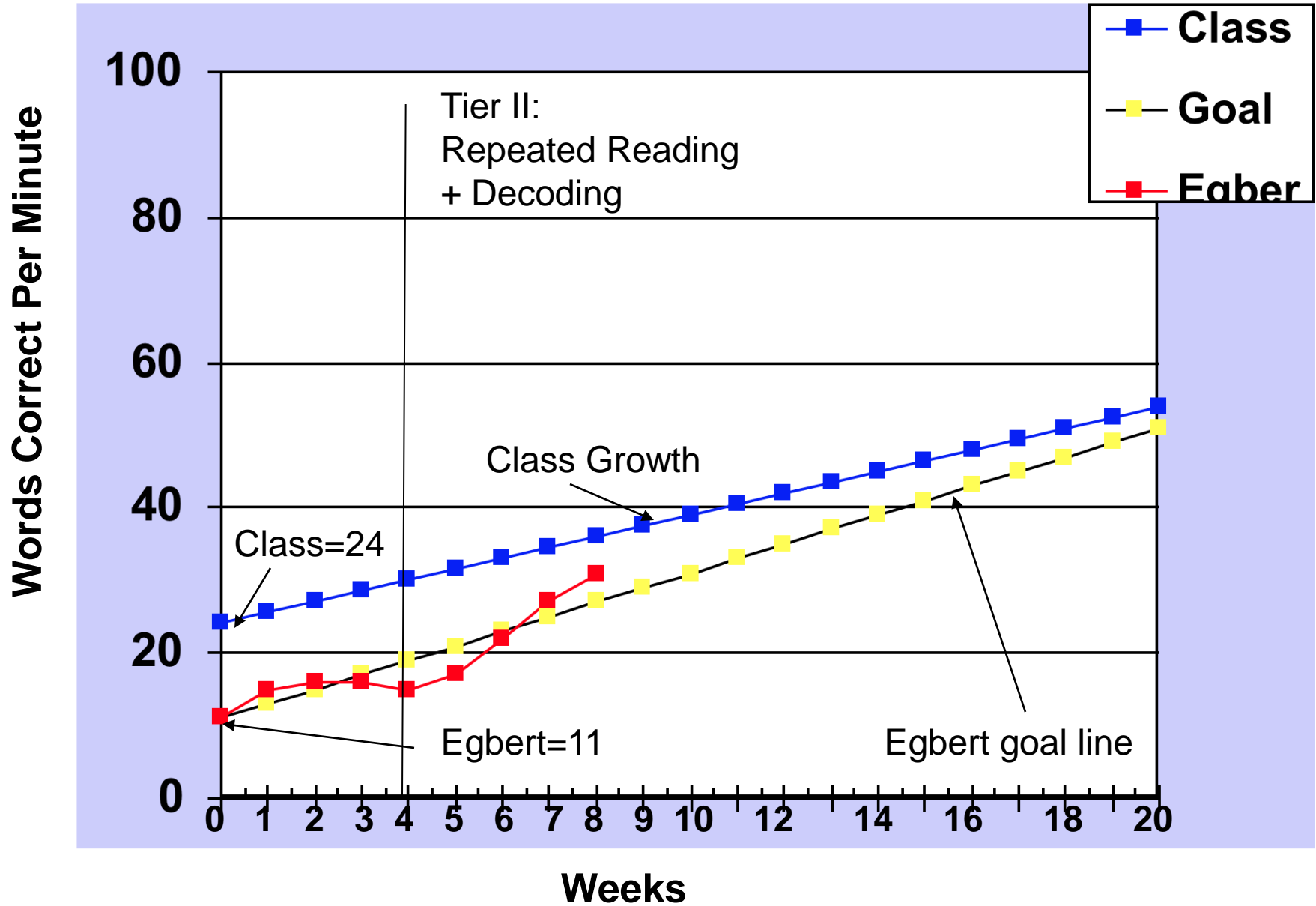
Data-based Decisions

- Maintain existing supports
- Modify existing supports
- Lower down a tier
- Bump up a tier

***Note: All decisions assume that supports were implemented as intended

Continue Intervention and Monitor Progress

Words Correct Per Minute

Legend:
- Class (blue)
- Goal (yellow)
- Egbert (red)

Tier II:
Repeated Reading
+ Decoding

Class Growth

Class=24

Egbert=11

Egbert goal line

Weeks
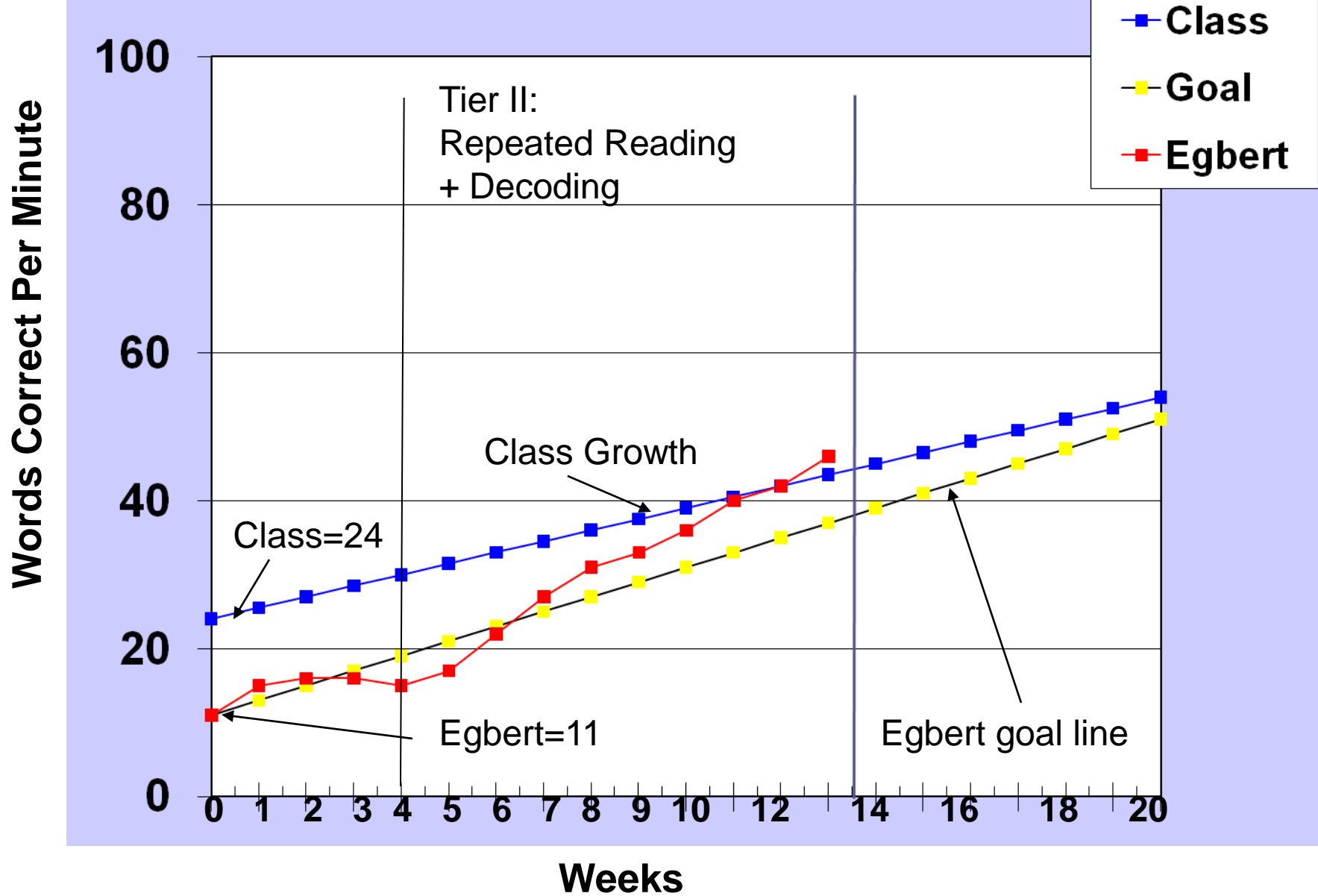
Treatment Responder: Behavior

Demographic Info

- <u>Grade:</u> 3rd grade
- <u>Ethnicity:</u> African-American
- <u>Gender:</u> Male
- <u>IQ:</u> Average range
- <u>Academics:</u> Below grade level in reading and math
- <u>Family history:</u> Low SES, history of domestic violence, single parent household
- <u>Target behavior:</u> Negative social interactions with peers (arguing, name calling, teasing, putting hands on others)

Frequency of Negative Social Interactions
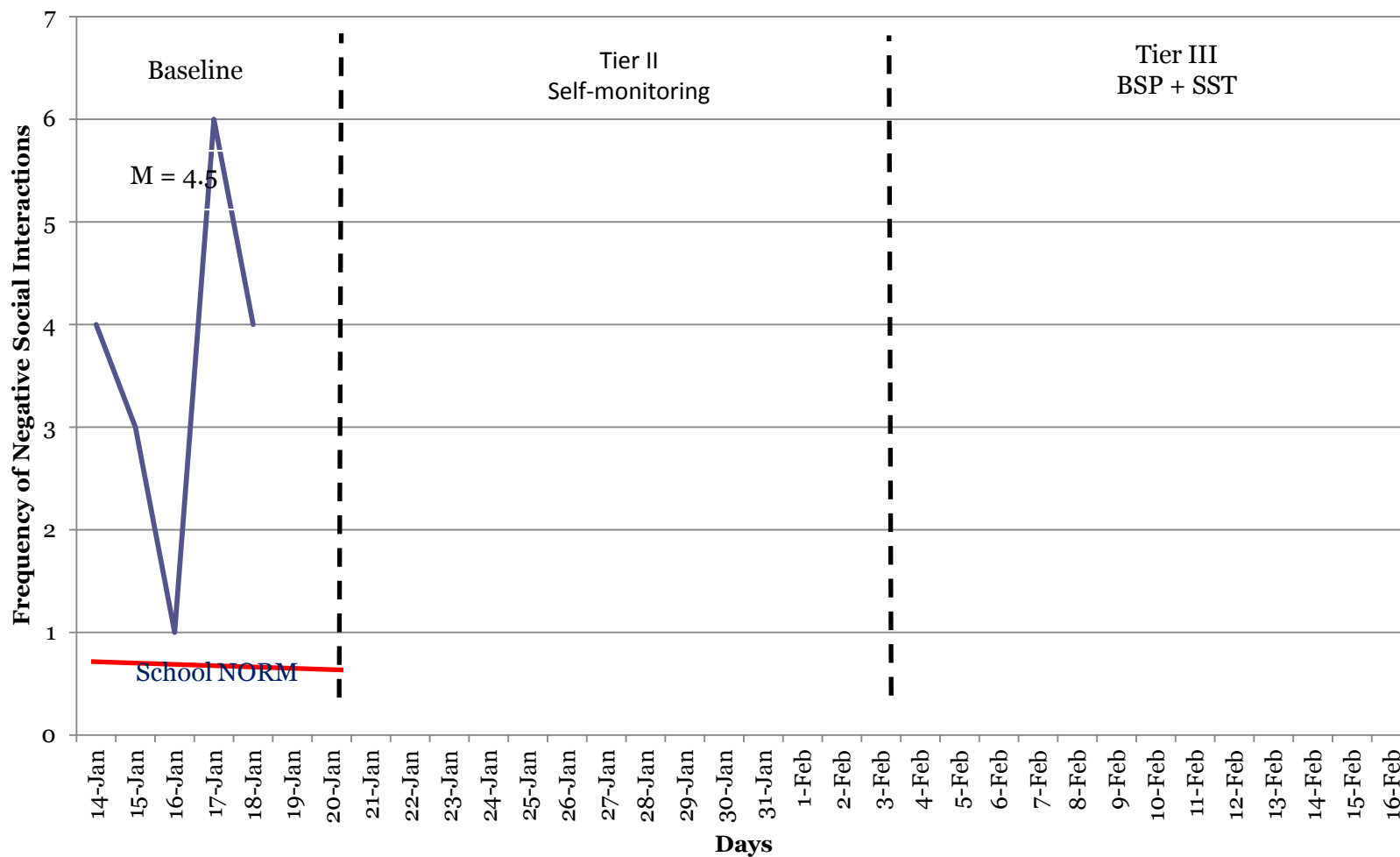
Frequency of Negative Social Interactions
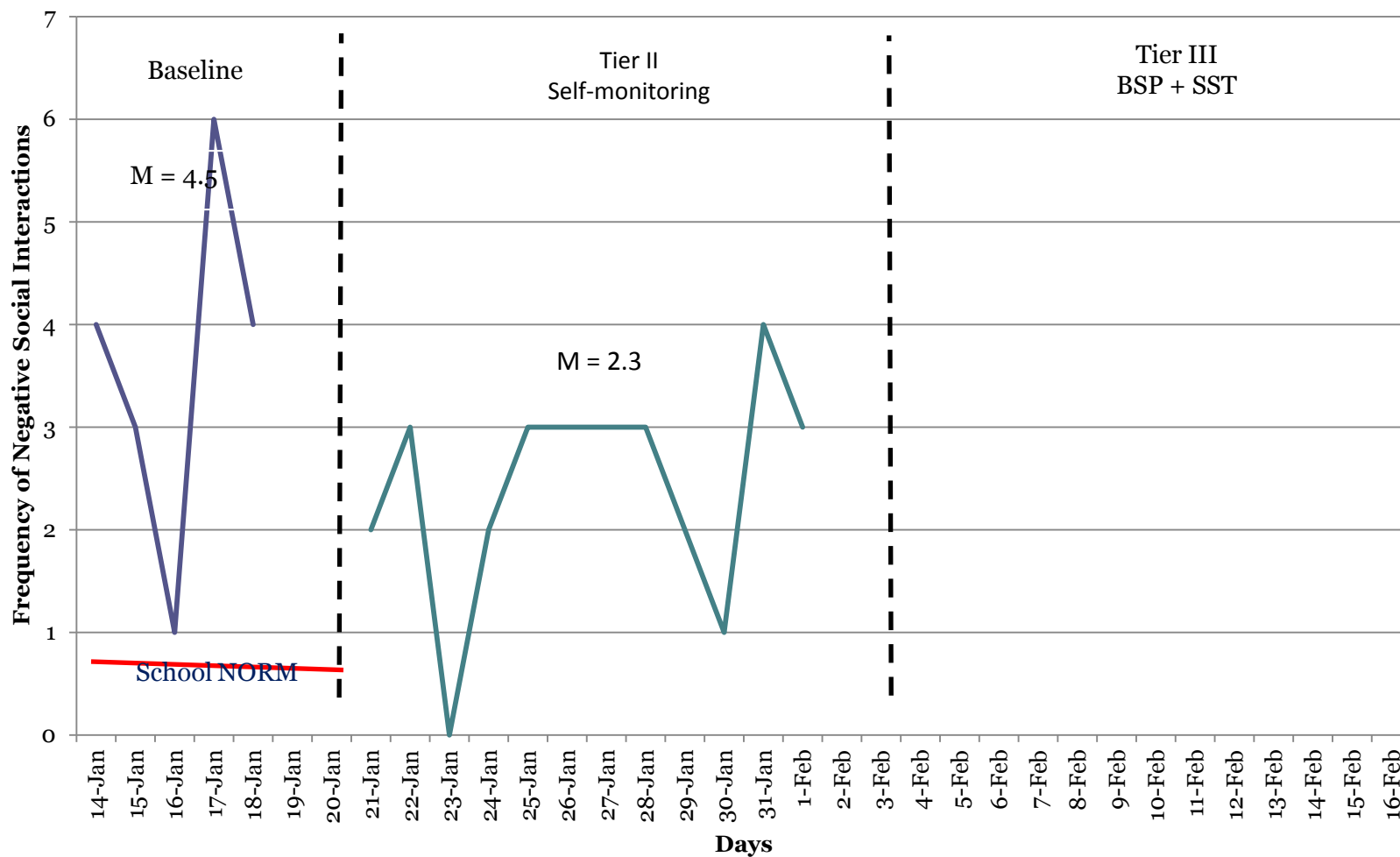
Frequency of Negative Social Interactions
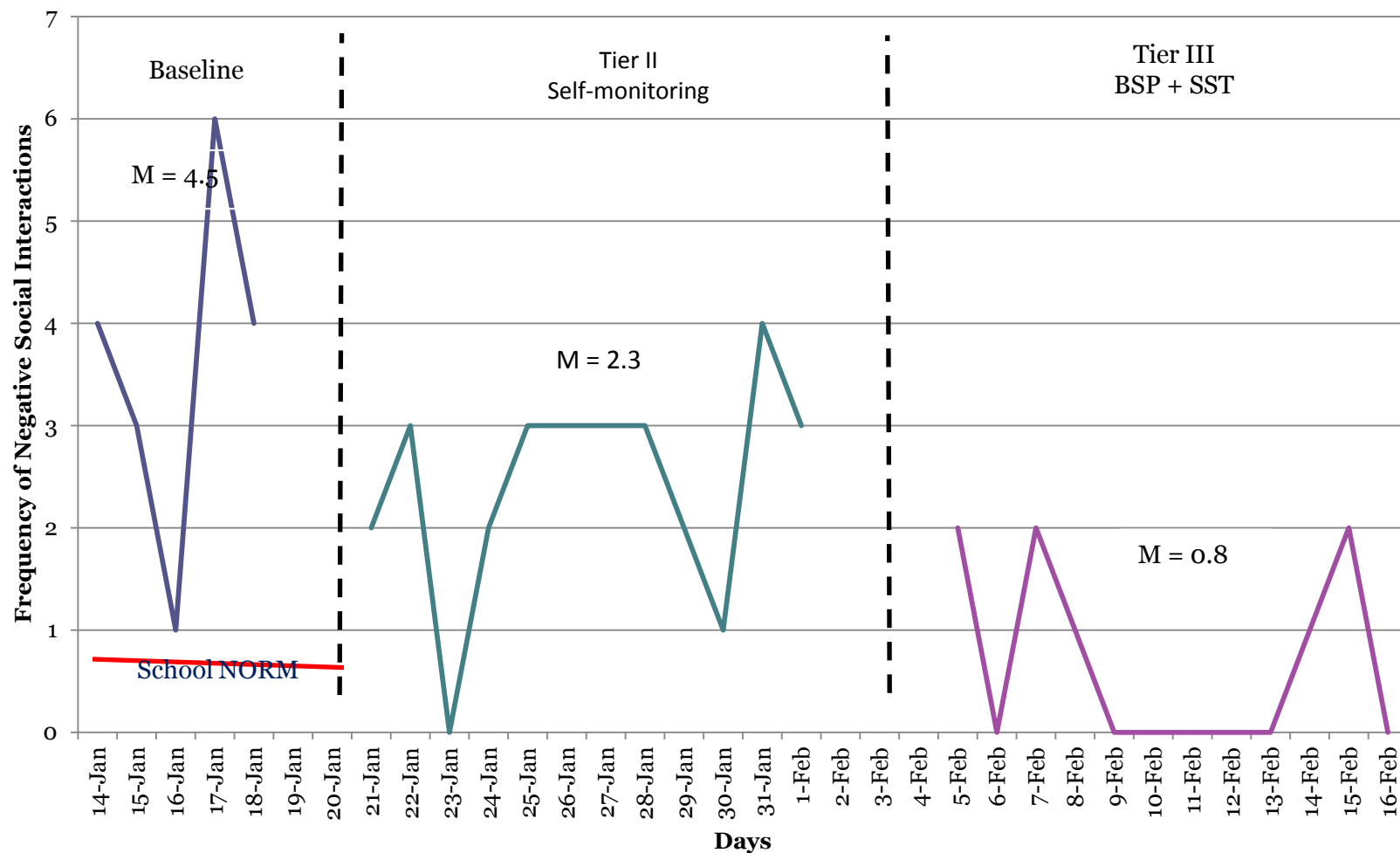
Data-based Decision

- Decisions?
    - A. Remove supports altogether
    - B. Modify current supports
    - C. Drop down a tier
    - D. Bump up a tier
    - E. Keep current supports in place
- Does this student appear to have a ***disability*** and ***need*** more intensive services (two-prong test)?
    - ***Why?***
- Do we care about treatment integrity?

Treatment Resister: Behavior

Demographic Info

- <u>Grade:</u> 9th grade
- <u>Ethnicity:</u> Caucasian
- <u>Gender:</u> Male
- <u>IQ:</u> Low average range
- <u>Academics:</u> Below grade level in reading and math
- <u>Family history:</u> Low SES, parented by great grandmother, history of drug abuse
- <u>Target behavior:</u> Disruptive classroom behavior (talking out loud and to self, getting out of seat, noncompliance, instigating peers)

Disruptive Behavior Progress Monitoring Data
for Non-responder
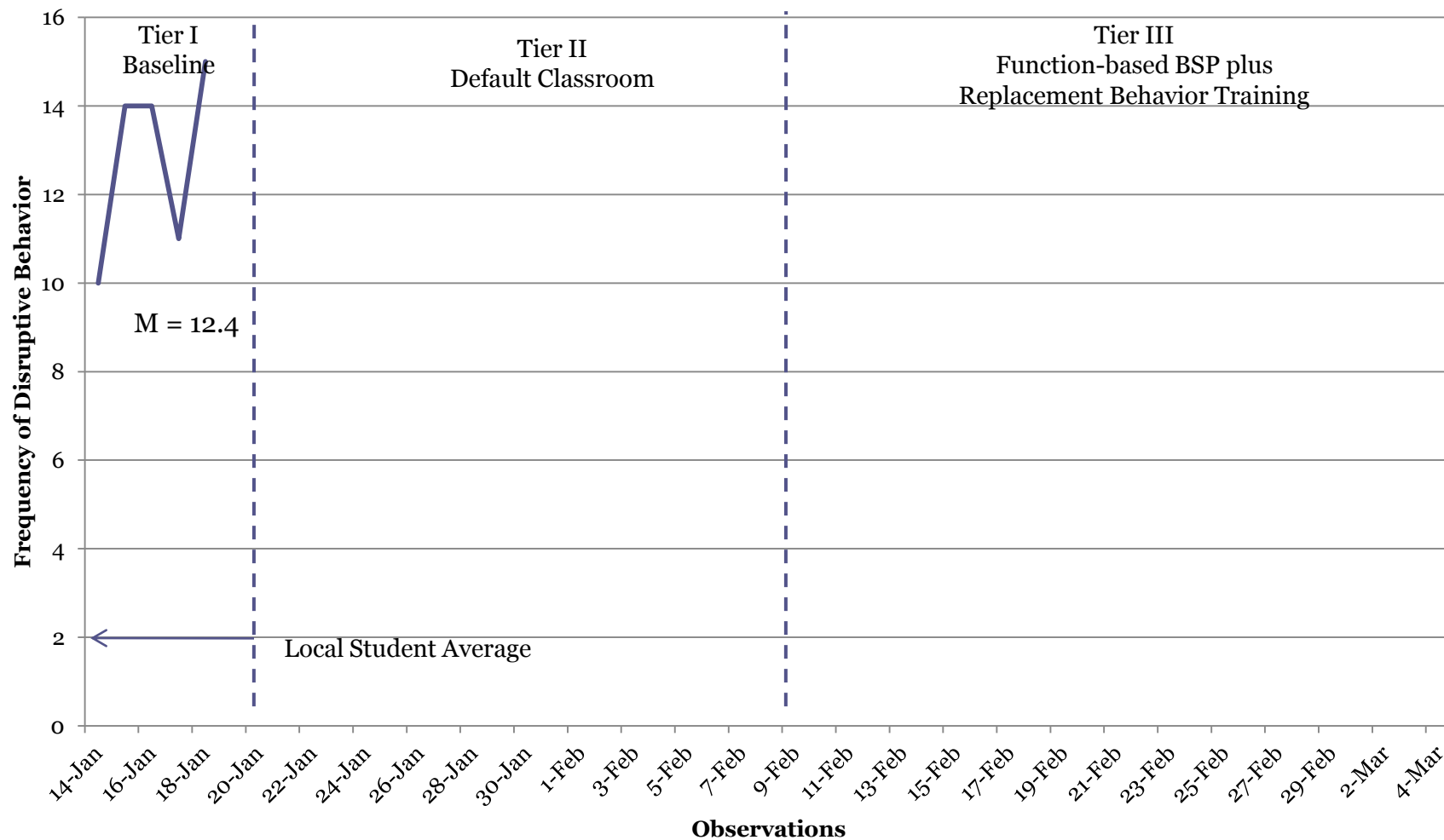
Disruptive Behavior Progress Monitoring Data for Non-responder
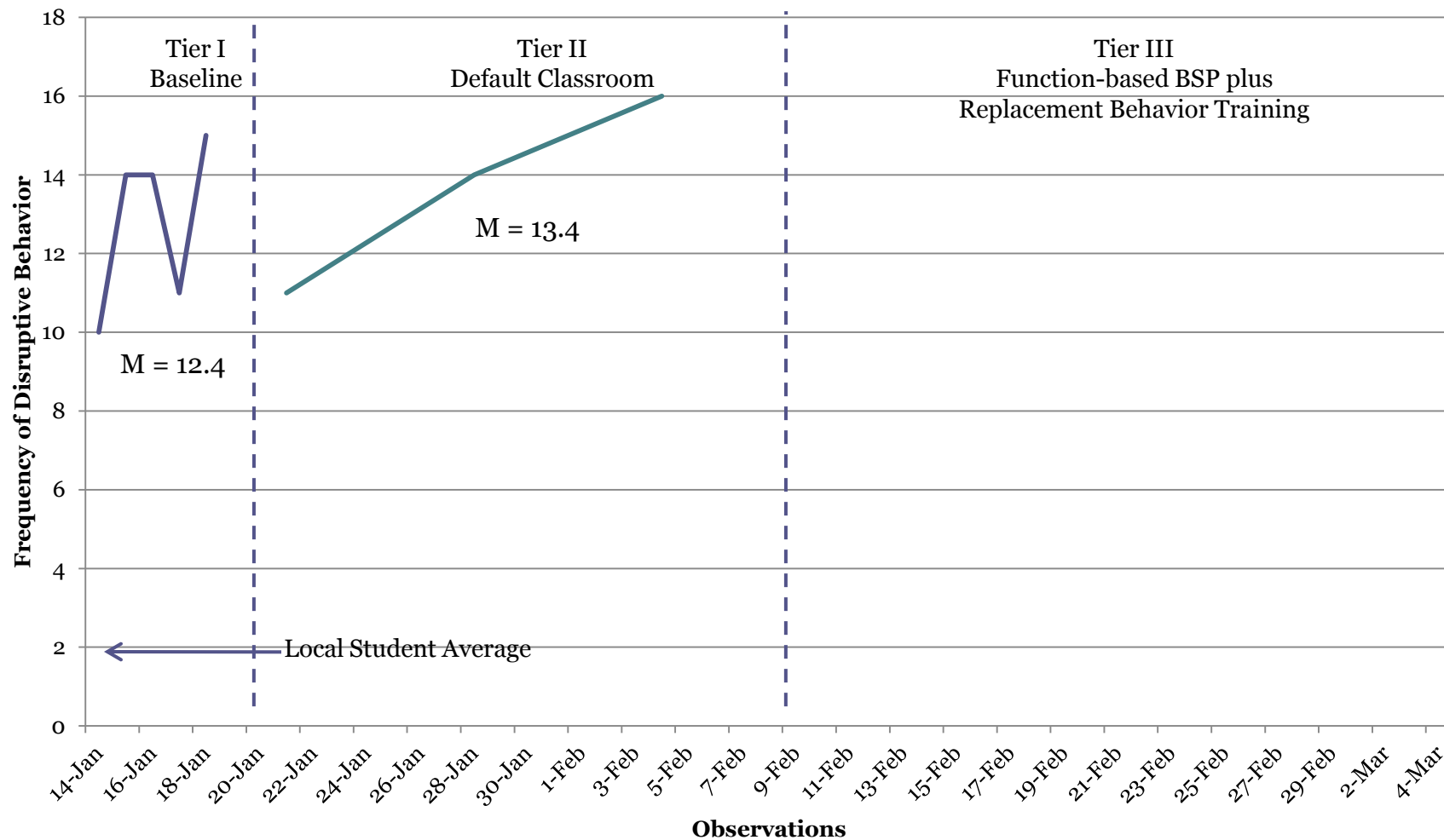
Disruptive Behavior Progress Monitoring Data for Non-responder
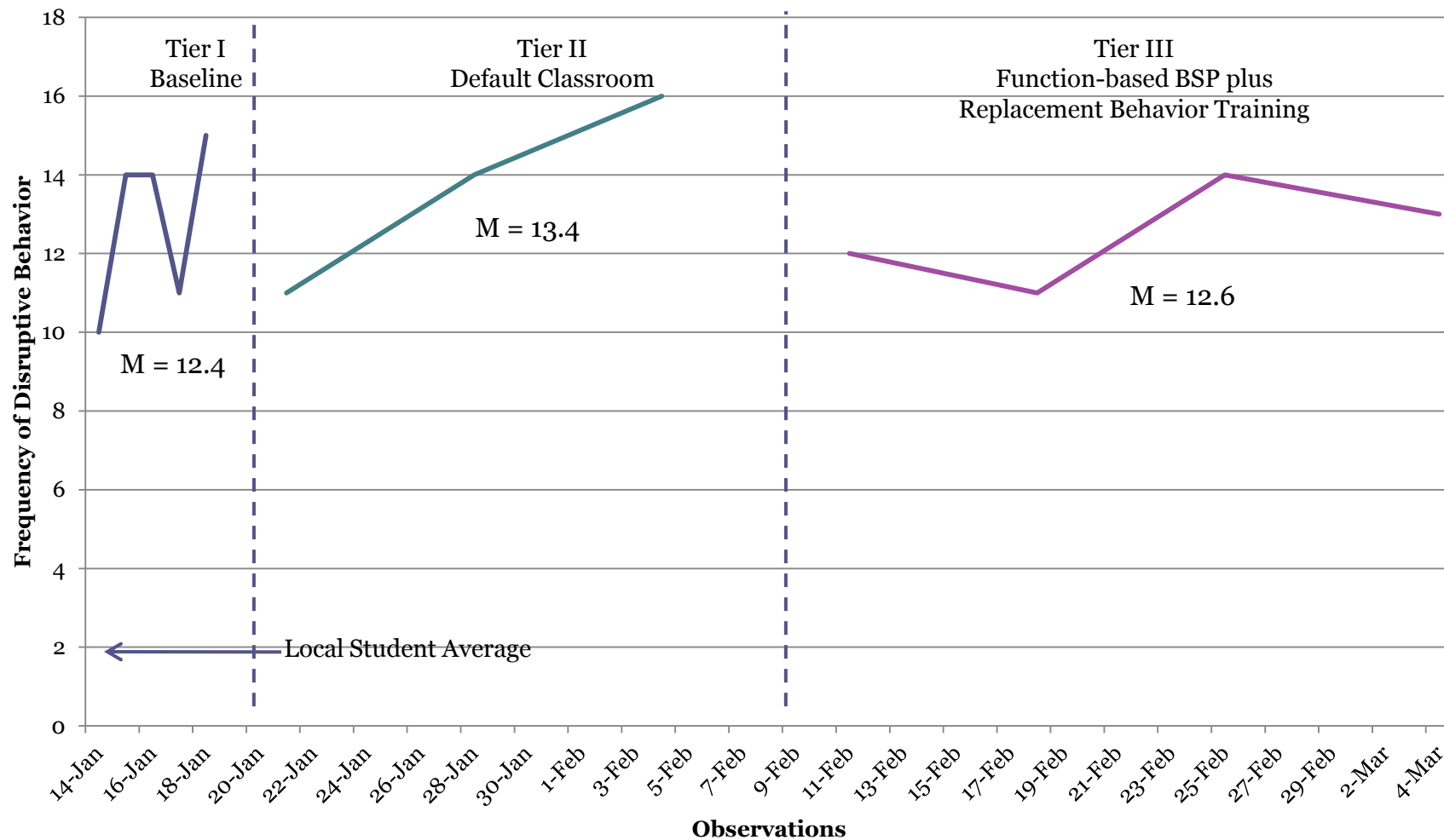
Data-based Decision

- Decisions?
  - A. Remove supports altogether
  - B. Modify current supports
  - C. Drop down a tier
  - D. Bump up a tier
  - E. Keep current supports in place
- Does this student appear to have a ***disability*** and ***need*** more intensive services (two-prong test)?
  - ***Why?***
- What other question needs to be addressed?

Full Functioning RTI Model
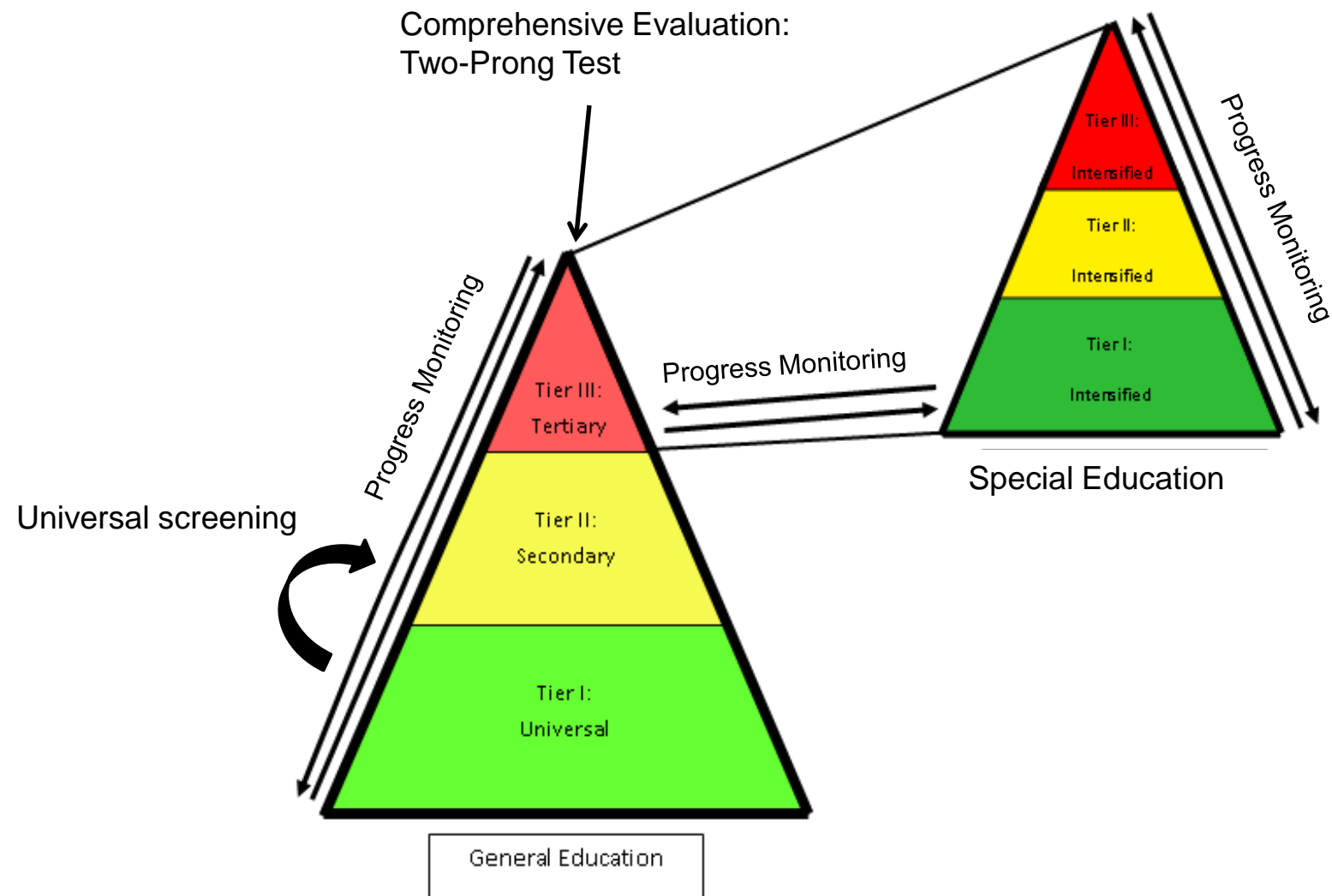
PART 2
Continuum of Evidence-Based Practices

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Nature of Students with Emotional and Behavioral Problems

A few things about punitive discipline………

- Are suppressors of behavior--not an intervention
- Are not associated with improved outcomes (actually the opposite)
- Only work in the face of a positive, engaging environment
- Have negative side-effects (e.g., fight or flight)
- Become the only hammer in the tool kit when one doesn't have any other tools

Changing Face of America's Youth

School teachers rate top disciplinary problems	
1940	**2000**
• Talking out of turn	• Interpersonal Violence
• Chewing gum	• Drug abuse
• Making noise	• Alcohol abuse
• Running in the halls	• Aggression
• Cutting in line	• Suicide/depression
• Dress-code violations	• Bullying
• Littering	• Stealing
US News and World Report Basic Data: Congressional Quarter Researcher.	

The Landscape of School-Based Mental Health Problems

Externalizing Problems	Internalizing Problems

Externalizing Problems
- Oppositional behaviors
- Conduct problems
- Disruptive behaviors
- Hyperactivity/Impulsivity
- Substance abuse

Internalizing Problems
- Anxiety
- Depression
- Trauma
- Substance abuse

Normal to Impairing

Sad/upset/Angry/excited/bullied/about

Violent/property/dead/Suicidal/Depressed/Anxiety/secretive
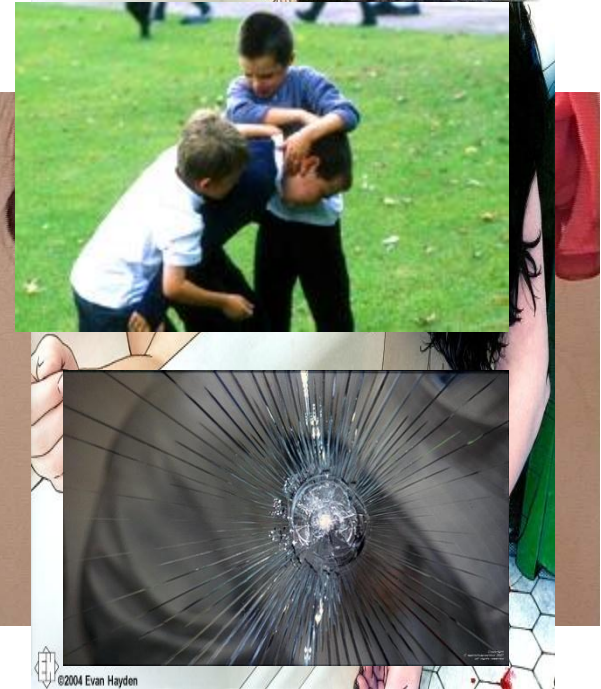
Sobering Statistics

- Students with EBD:
  - 1-5% account for over 50% of office discipline referrals in a given school
  - Have an avg. GPA of 1.4
  - Absent an avg. of 18 days of school per year
  - Majority report feeling disconnected from school
  - 50% arrested within 1 year of school ending

Special Education Elementary Longitudinal Study (SEELS, 2003) and
National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)

Sobering Statistics

- Students with internalizing behavior disorders:
  - 58% dropout of school
    - Of those that dropout, 73% are arrested within 2 years
  - 68% are unemployed up to 5 years after school
  - 5x more likely to have substance abuse problems than other student
  - Significant deficits in academic, social, and emotional functioning

Special Education Elementary Longitudinal Study (SEELS, 2003) and
National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)

GO TO JAIL

Unemployment

School Dropout

Punitive Discipline and Negative Experiences in School

Behavior and Academic Problems

PATHWAY TO NEGATIVE OUTCOMES
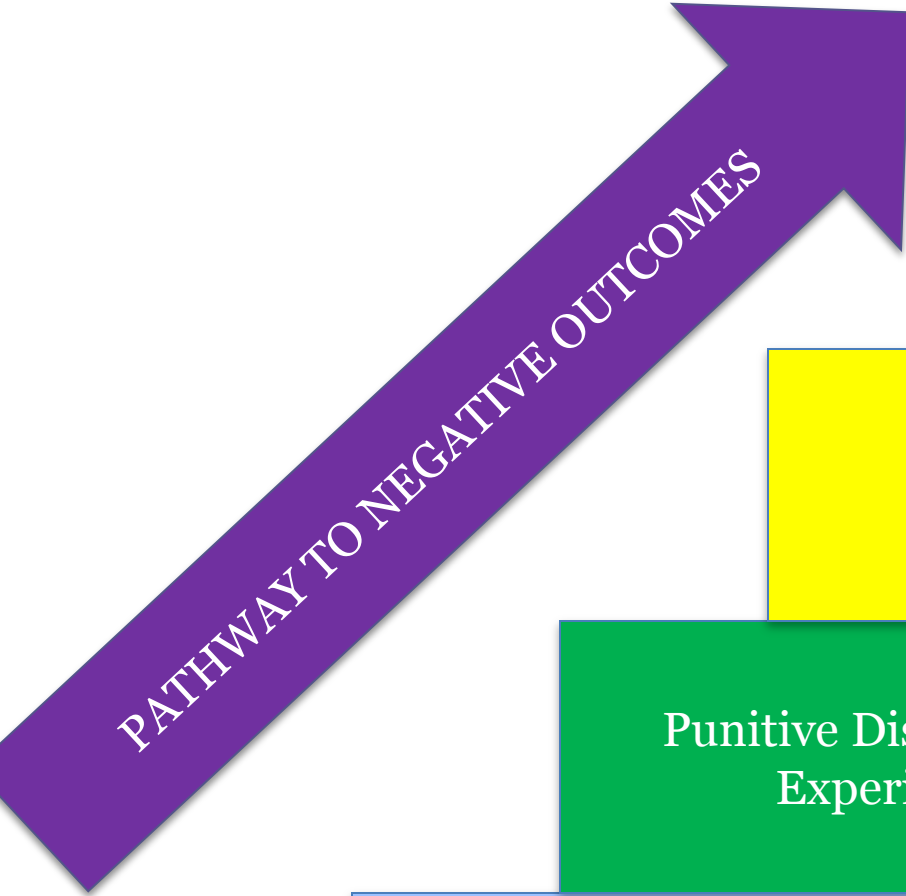
Popular Yet Ineffective Treatments

- <u>Treatment/Intervention</u>   <u>Effect Size</u>

  Punitive discipline   -.13 to + .06

  Cognitive strengths & weakness   .00

  Referral to outside counseling   .00 to + .08

  Meetings with the student   .00

NOTHING GOOD FOR KIDS

Unpopular Treatments that Work

Treatment	Effect Size
❑ Applied Behavior Analysis.	+ 1.00
❑ Formative Evaluation + Graphing + Reinforcement	+ 1.00
❑ Direct Instruction & Problem Solving	+ .70 to 1.50
❑ Mentor-based support	+1.00
❑ Positive Behavioral Supports	+ .90
❑ Social Skills Training	+ .68
❑ Group-based contingency	+ .81
❑ Token economy	> .50

Kavale (2005); Marquis et al. (2000); Cook et al. (in press);
Blueprints for Promising Treatments (1999)

The Alternatives

Evidence-based Websites

- What Works Clearinghouse
- SAMSHA's National Registry of Evidence-based Programs and Practices
- Best Evidence Encyclopedia (Johns Hopkins)
- Promising Practices Network (PPN)
- Blueprints for Violence Prevention
- The Wing Institute
- Florida Center for Reading Research
- National Reading Panel Report
- Office of Juvenile Justice and Delinquency Prevention – Model Programs Guide
- Cochrane Collaboration
- Association for Behavioral and Cognitive Therapies (ABCT)
  – Empirically supported treatment options
- Evidence-Based Network– Eastern Carolina University

Public Health Model: *PREVENTION*
(e.g., diabetes, smoking, obesity)

- ## Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases (manage
- ## Secondary (SOME)
  - Reduce or reverse current cases
- ## Primary (ALL)
  - Prevent cases from developing in the first place

IN AN IDEAL WORLD:
Menu of a continuum of
evidence-based supports

**Targeted/
Intensive**
(High-risk students)
Individual Interventions
(3-5%)

Tier 3 Menu of Individual Supports for a FEW:
• FBA-based Behavior Intervention Plan
• Replacement Behavior Training
• Cognitive Behavior Therapy
• Home and Community Supports

Selected
(SOME At-risk Students)

Small Group &
Individual Strategies

(10-25% of students)

Tier 2 Menu of Default Supports for SOME:
•**Behavioral contracting**
•**Self monitoring**
•**School-home note**
•**Mentor-based program**
•**Class pass intervention**
•**Positive peer reporting**

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier I Menu of Supports for ALL:
• Schoolwide PBS
• SEL curriculum
• Good behavior game
• Proactive classroom
management

Intensity of Assessment and Supports

If there isn't a **solid foundation** of behavioral supports, then there is likely to be too many candidates additional levels of support!

Tier 1 Supports for ALL

MENU of Evidence-based Supports
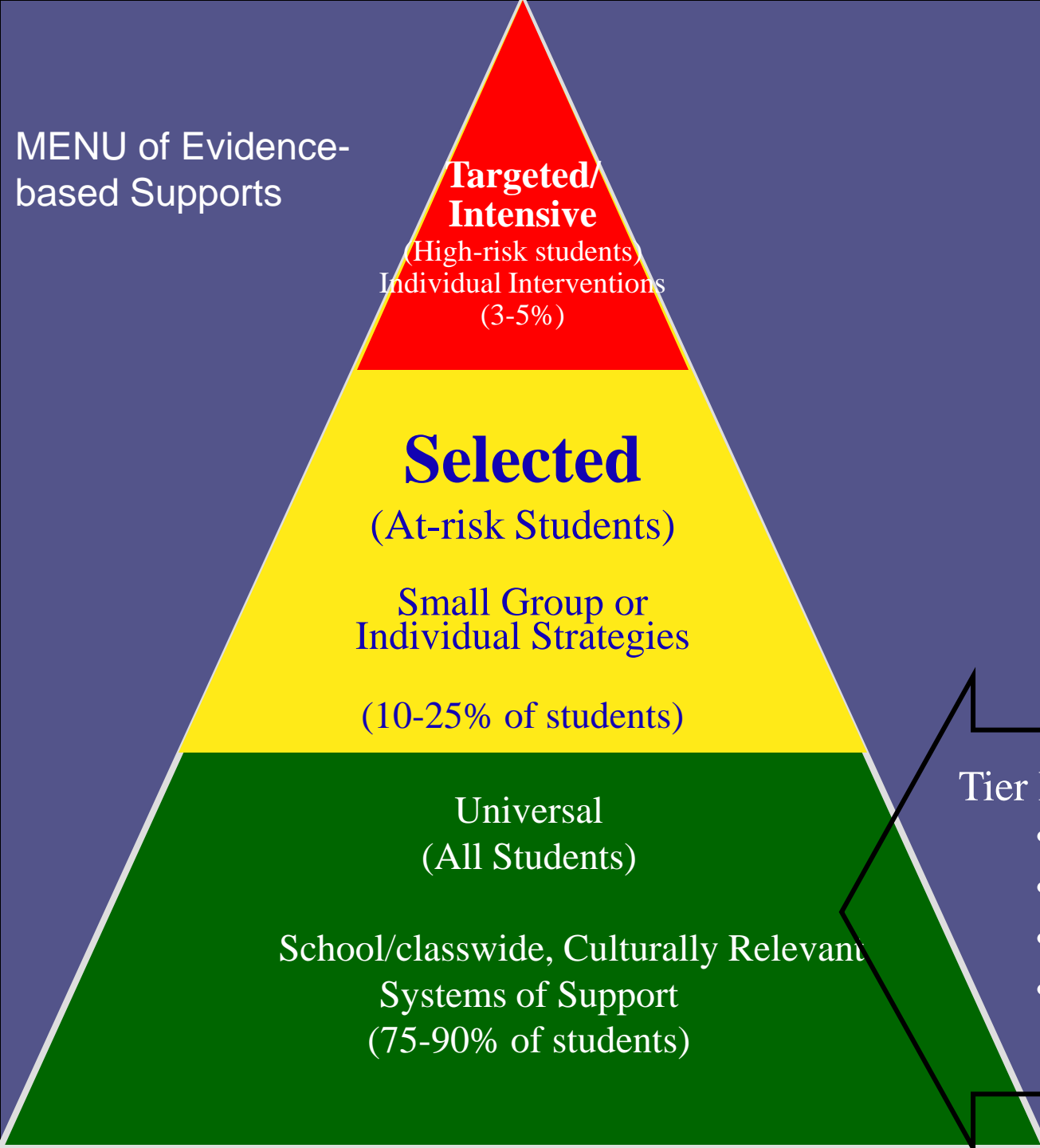
Targeted/ Intensive
(High-risk students)
Individual Interventions
(3-5%)

Selected

(At-risk Students)

Small Group or
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier I Menu:
• Schoolwide PBS
• SEL curriculum
• Good behavior game
• Proactive classroom
  management

Recommended Tier 1 Program – Complementary Services

- Schoolwide PBS
  - Teach, model, and reinforce behavioral expectations in all settings
- SEL curriculum
  - Teach self-regulatory behaviors and expose students to big picture concepts
- Good behavior game
  - Classroom-based management system
- Proactive classroom management
  - Seating, rules, instructional activities, transitions, reactive strategy
- Establishing the pysiology

Other potential screening and data tracking programs......

- Review360
  - Psychological Software Solutions
  - https://www.psiwaresolution.com/pss/home/Default.aspx
- Aimsweb for behavior
  - Pearson
  - http://www.aimsweb.com/
- Schoolwide Information System
  - SWIS
  - http://www.swis.org/

School-Wide PBS:
Universal Behavioral Expectations and Establishing a Culture of Positivity

Spare the rod…spoil the child

Don't smile until Christmas!

He doesn't respect me so I don't have to show respect towards him

It's not my job to teach and manage his behavior

Respectful

Responsible

Productive

Safe

We are . . .

Useful videos

- [Staff video on behavioral expectations](#)
  - http://www.youtube.com/watch?v=32BsjDVwdIU
- PBIS.org videos
  - http://www.pbis.org/swpbs_videos/default.aspx
- School Tube
  - http://www.schooltube.com/video/14b668172e174cf6a43d/Chichester-Middle-School-Positive-Behavior-Support
- Mr. Carmona Weebly
  - http://mrcarmona.weebly.com/will-you-be-a-super-hero.html

SW-PBS Resources

- Building Effective Schools Together (BEST; Sprague, 2004)
- Effective Behavior and Instructional Supports (EBIS; Sugai et al., 2006)
- Florida Positive Behavior Support Project (Kincaid - http://flpbs.fmhi.usf.edu/)
- OSEP Technical Assistance Center - Positive Behavior Interventions and Supports (http://pbis.org/)
- MR. CARMONA'S WEBSITE
  - http://mrcarmona.weebly.com/index.html

Social Emotional Learning:

Adopting a curriculum to teach students how to recognize and manage their emotions, be resilient in the face of life stressors, demonstrate care and concern for others, and make socially responsible decisions

Social Emotional Learning

- Curriculum with a scope and sequence that teaches students' social-emotional skills
- Evidence-based strategy that results in improved mental health and academic performance

- SEL skills taught include:
  - Recognize and manage emotions
  - Care about and respect others
  - Develop positive relationships
  - Develop resiliency and optimism
  - Behave responsibly and ethically

SEL Resources

- Collaborative for Social-Emotional and Academic Learning
  - http://casel.org/
- Center on the Social-Emotional Foundations of Early Learning
  - http://csefel.vanderbilt.edu/
- National School Climate Center
  - http://www.schoolclimate.org/index.php

Good Behavior Game:
Proactive classroom management system that decreases disruptive behavior and increases on-task behavior

Good Behavior Game

- Group-based behavior management technique to be used at times when students are likely to engage in off-task behavior or act unruly
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse, antisocial behavior, and school dropout
- Capitalizes on human nature
  - Social influence, team cooperation and competition

Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate or appropriate behaviors that earn teams points
   - Golf, football, or combined
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

GBG Resources

- GBG manual
  - http://www.jhsph.edu/bin/i/h/gbg.pdf
- Intervention Central – GBG
  - http://www.interventioncentral.org/index.php/classroom-mangement/131-good-behavior-game
- Hazelden Publishing - PAX Good Behavior Game
  - http://www.hazelden.org/web/public/pax.page

Proactive Classroom Management:

A variety of strategies and techniques that combine to create a highly orderly and productive learning environment

Why is it more difficult to manage the Behavior of a Group than an Individual?

- More of them and only one

- Difficult to please everyon
  - Diverse motivations, inter
    levels

- Peer contagion

- People do things in the cont
  that they would never do al

16 Proactive Classroom Management Strategies

1. Organizing a productive classroom
2. Establishing positive relationships with all students in the class
3. Positive greetings at the door to precorrect and establish a positive climate
4. Classroom rules/expectations and procedures are visible and known by every student
5. Transitions are managed well
6. Independent seatwork is managed and used when needed
7. Communicating competently w/ students
8. Teach, model, and reinforce prosocial skills
9. Teacher proximity
10. Motivation system to reward desirable behavior
11. Goal setting and performance feedback
12. Visual schedule of classroom activities
13. Effective cuing systems to release and regain attention
14. 5 to 1 ratio of positive:negative interactions
15. Smiling and positive affect
16. Frequent opportunities to respond

De-escalation Strategies

- Get yourself to calm first
- Non-threatening body posture
  - Don't activate fight or flight response
- Get on the student's level
  - Your eye's below the student's
- Begin with empathy or validation of feeling, reason, or motive underlying behavior
- Give the student a way out
  - Alternative activity, "Not now, later," "why don't you take a break and get some water"
- Avoiding shaming, ridiculing, and/or embarrassing the student

Progressive Response to Problem Behavior: PROMPT Method

- The aim is to begin with less intrusive and intensive tactics and progressively use more intrusive and intensive tactics to respond to and correct the problem behavior.
- **P**roximity control and mobility
- **R**edirection tactic
- **O**ngoing **M**onitoring to reinforce desirable behavior
- **P**rompt desirable behavior with clear command
- **T**eaching interaction to deliver consequence

7 Step Teaching Interaction

1. Label the **inappropriate behavior**
   - "Right now you are talking out loud and distracting other students."
2. **Empathy statement**
   - "I understand that class can be boring and difficult, BUT"
3. Describe the **appropriate alternative behavior**
   - "Instead of talking out loud, you should be working quietly on the assigned work."
4. Provide a **rationale** for appropriate behavior
   - "When you work quietly on your work, you and the other students can get your work done, which will help you get a better grade."
5. Check for **understanding**
   - "Do you understand what you are supposed to do."
6. Deliver **consequence**
   - "Because you needed a few reminders to work quietly, you do not get to have lunch on your own."
7. Deliver **feedback or praise**
   - "Since you accepted your consequence without arguing or getting upset, you only have to spend half of your lunch with the supervisor."

Tier 2 Supports for SOME

Adapted from:

Sprague & Walker, 2004

Selected

(At-risk Students)

Small Group
& Individual Strategies

(10-20% of students)
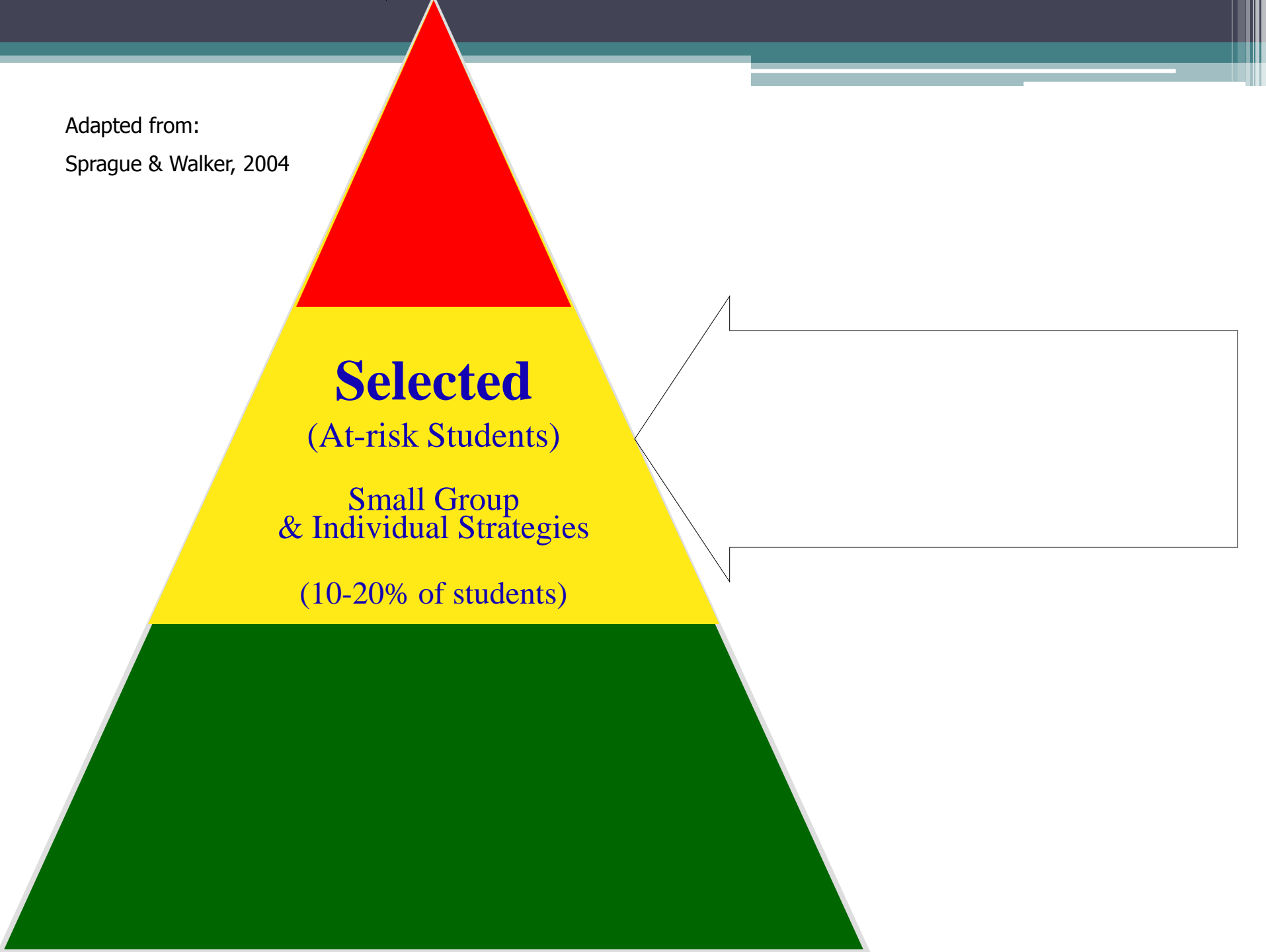
Myths about Interventions

- The Silver Bullet

- One Size Fits All

- Interventions are found equally liked by all staff

- Too little time and not enough staff

Laundry List of Evidence-based Tier II Interventions

- Mentor-based support*
  - e.g., Check in/Check out
- Behavior contracting*
- Self-monitoring*
- School-home note system*
- Dependent group contingency (one student earns for all)
  - First Step to Success
- Choice-making

- Progress monitoring combined with rewarding goal attainment*
- Class Pass Intervention*
- Social skills training
- Positive Peer Reporting
- Academic intervention to address skill deficit
- Noncontingent Reinforcement*
- Overcorrection

TIER II Interventions

TIER II Interventions

Matching Students to Tier 2 Interventions

- Tier 2 intervention are less effective when educators haphazardly assign them to students
- Rather, educators must ask: what Tier 2 intervention is likely to be most effective for particular students?
  - Matching characteristics of the student to characteristics of the intervention
- Student Intervention Matching Form (SIM-Form)

Active Ingredients

- Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to produce successful behavior change

- Educators, therefore, must be aware of the active ingredients that must be in place to make a particular Tier 2 intervention effective

Behavioral Contract
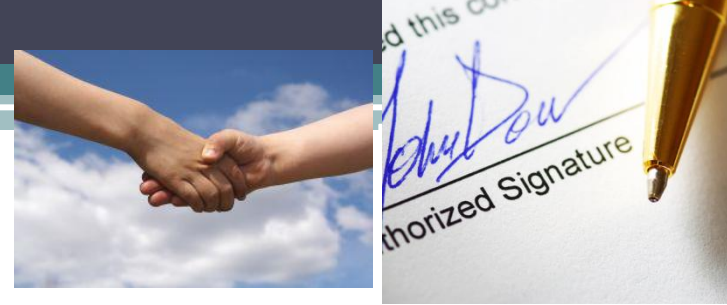
- Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
  - Teacher benefits by improved student behavior
  - Student benefits by earning something based on good behavior
- Components of behavioral contract:
  - Description of the desired, expected behaviors to be performed
  - Goal statement specifying by when, what behavior, and under what conditions reward will be earned
  - Identification of the reward(s) to be earned (i.e., The Pay-Off)
  - Signatures from all parties involved
  - Teacher precorrects and prompts student on daily basis using the behavior contract

Behavior Contract: Student Characteristics

- Designed for students who respond well to school-based incentives
  - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving precorrection and prompting

Behavior Contract: Active Ingredients

1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
   - Pulling out the contract and reminding the student of the behavior and reward to be earned
   - At the first warning signs of problem behavior, prompting the student

Empirical Support
for Behavioral Contracting

- Miller, D.L., & Kelley, M.L. (1994). The use of goal setting and contingency contracting for improving children's homework performance. *Journal of Applied Behavior Analysis, 27,* 73-84.

- Allen, L.J., Howard, V.F., Sweeney, W.J., & McLaughlin, T.F. (1993). Use of contingency contracting to increase on-task behavior with primary students. *Psychological Reports, 72,* 905-906.

- Mruzek, D.W., Cohen, C., & Smith, T. (2007) Contingency contracting with students with autism spectrum disorders in a public school setting. *Journal of Developmental and Physical Disabilities, 19,* 103-114.

- De Martini-Scullly, D., Bray, M.A., & Kehle, T.J. (2000). A packaged intervention to reduce disruptive behavior in general education students. *Psychology in the Schools, 37,* 149-156.

- Beidel, D.C., Turner, S.M., Taylor-Ferreira, J.C. (1999). Teaching study skills and test-taking strategies to elementary school students: The Testbusters program. *Behavior Modification, 23,* 630-646.

Mentor-Based Support: Check in/Check Out or CCE

- Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- Implementation of multiple components:
  - Behavioral momentum (i.e., getting the day off to a good start)
  - Precorrection (i.e., cutting problems off before they start)
  - Performance feedback (i.e., letting the student know how s/he is doing)
  - Positive reinforcement (i.e., recognizing and rewarding the student)
  - Goal specification and attainment (i.e., increasing student's motivation and awareness of behavior)

Mentor-Based Support
Basic Sequence of Structured Mentoring

• Positive greeting
• Check for school readiness
• Cutoff problems before
• Reminder of expected behaviors
• Talk about reward to be earned
• Give student monitoring chart

• Deliver consequences at home based on behavior at school
• Provide encouragement for a better day tomorrow

Morning check in with mentor
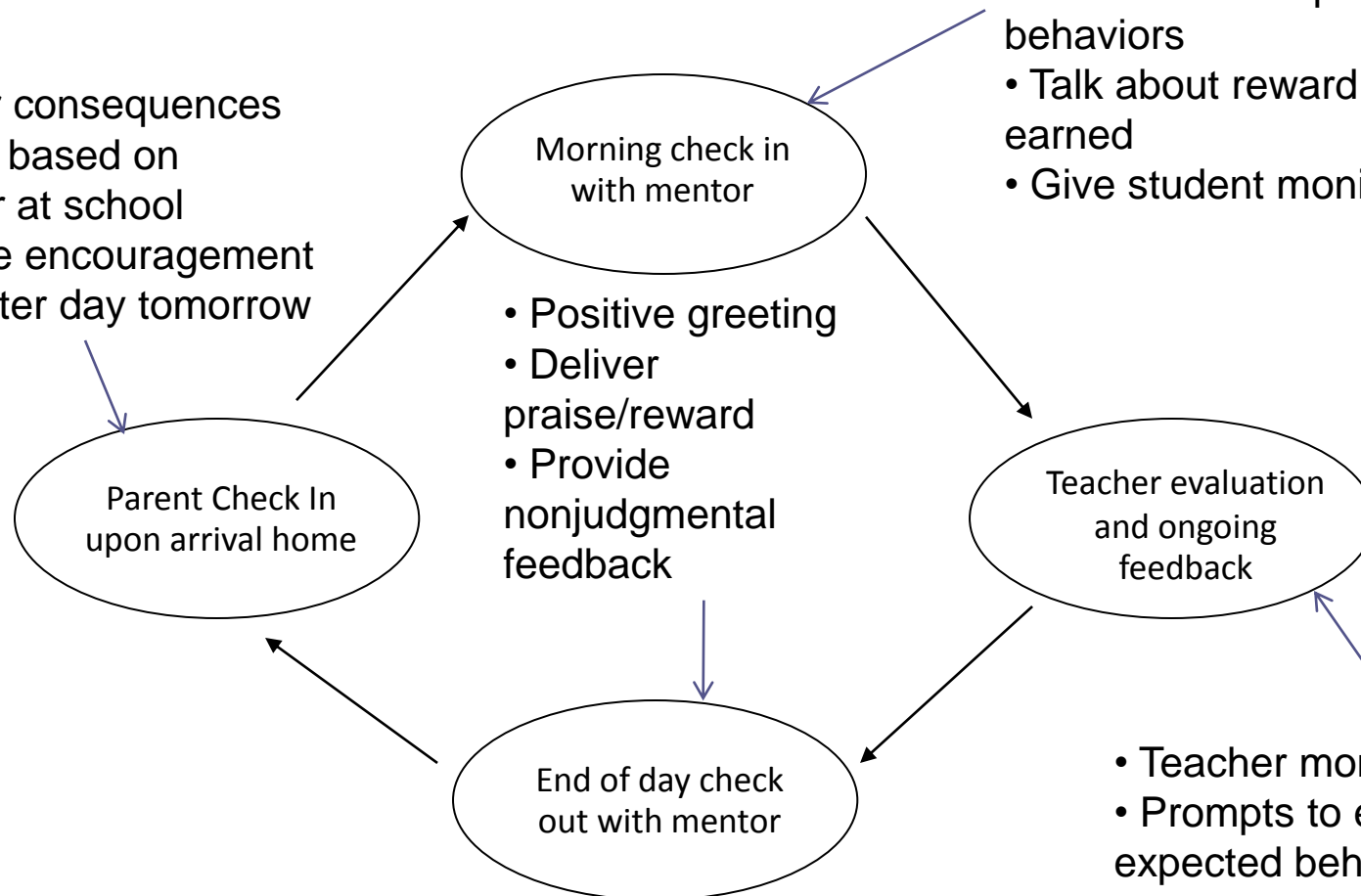
• Positive greeting
• Deliver praise/reward
• Provide nonjudgmental feedback

Parent Check In upon arrival home

Teacher evaluation and ongoing feedback

End of day check out with mentor

• Teacher monitoring
• Prompts to engage in expected behavior
• Reminder of reward to be earned

Mentor-Based Support: Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)

Mentor-Based Support: Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn't mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
   - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
   - Praise, public recognition, access to desired privileges/rewards

Empirical Support for Mentor-based Support

- Todd, A.W., Campbell, A.L., Meyer, G.G., & Horner, R.H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elmentary school implementation of Check in-Check out. *Journal of Positive Behavior Interventions, 10,* 46-55.
- Hawken, L.S., MacLeod, K.S., & Rawlings, L. (2007). Effects of the Behavior Education Program on office discipline referrals of elementary school students. *Journal of Positive Behavior Interventions, 9,* 94-101.
- Filter, K.J., McKenna, M.K., Benedict, E.A., Horner, R.H., Todd, A.W., & Watson, J. (2007). Check in/Check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education & Treatment of Children, 30,* 69-84.
- Lehr, C.A., Sinclair, M.F., & Christenson, S.L.(2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect Model. *Journal of Education for Students Placed at Risk, 9,* 279-301.

Self-Monitoring

- Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart
- Two main components:
  - Self-reflection (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)
- Teacher performs periodic honesty checks

Limbic System

Responsible for:
- Emotions and motivations such as fear, anger, and sexual drive.
- Pleasure and satisfaction seeking
- Fight, flight, freeze (survival responses)

Cerebrum

Corpus Callosum

Basal Ganglia

Thalamus

Hypothalamus

Amygdala

Hippocampus

Cerebellum
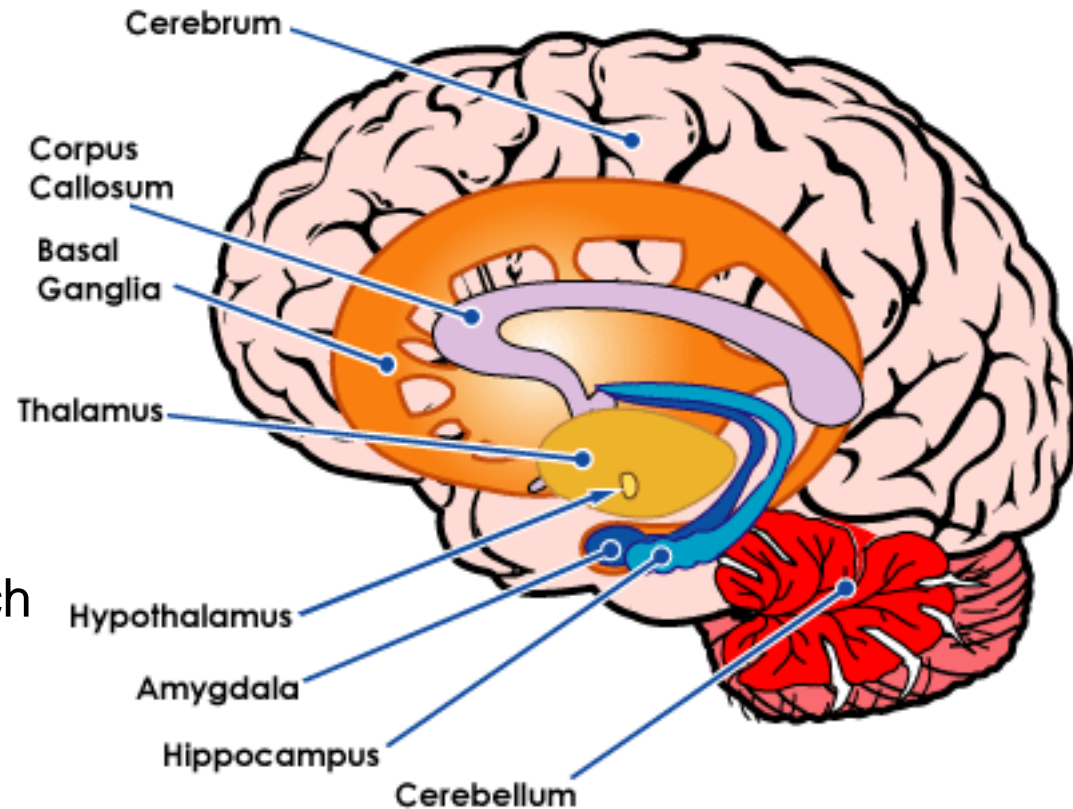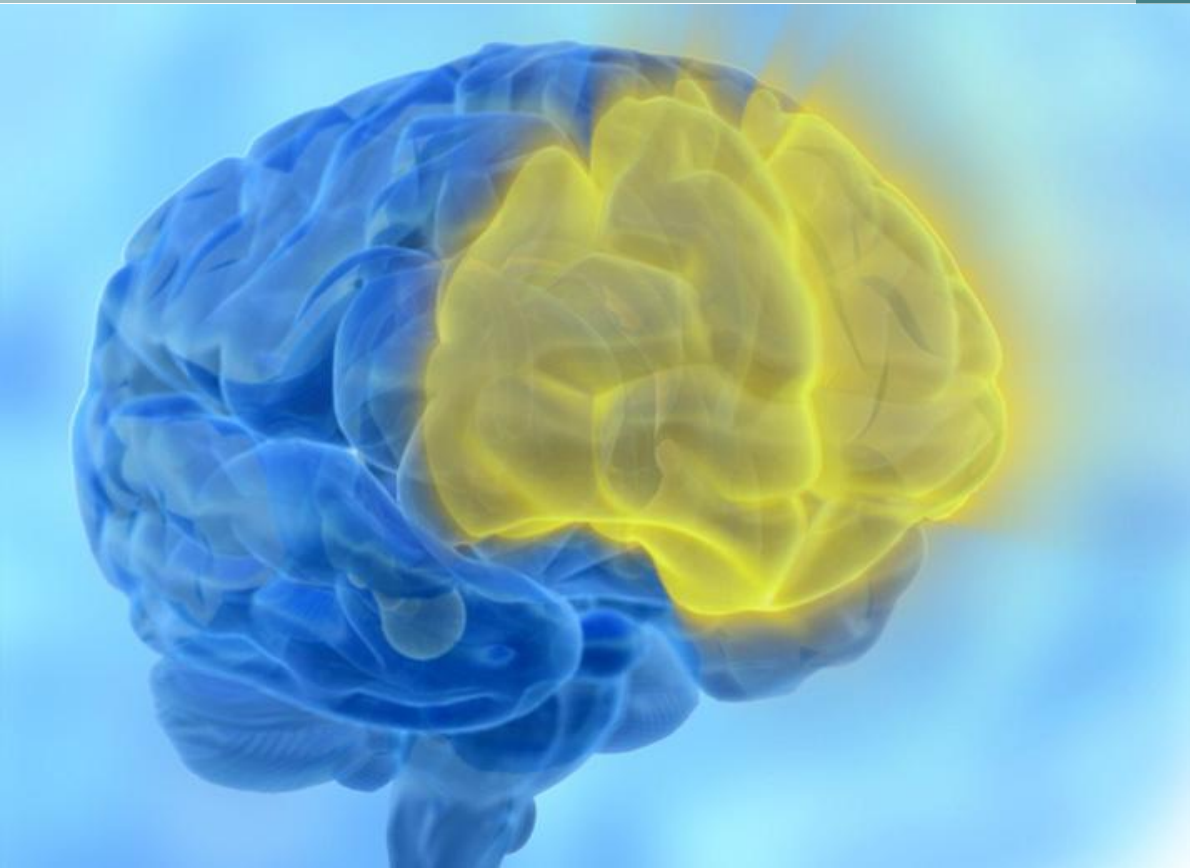
Prefrontal cortex

Responsible for:
• Stop to think before acting
• Weighing the consequences
• Self-regulation of emotions
• Decision making
• Orientation towards the future

Self-Monitoring Chart

Student Name: **Date:**

Teacher Name:

Classroom Rules	Morning				Afternoon			
Stayed in seat	1	2	3	4	1	2	3	4
Raised hand to ask question or get out of seat	1	2	3	4	1	2	3	4
Followed teacher directions	1	2	3	4	1	2	3	4
Respected fellow students	1	2	3	4	1	2	3	4
Worked on class assignments	1	2	3	4	1	2	3	4

Rating Scale – Circle a number.
1 = Needs Improvement   2 = Barely OK   3 = Average   4 = Great

If the teacher agrees with the student rating, put a line across the circled rating.

If the teacher does not agree with the student rating, put an "X" in the circle.

Comments:

Self-Monitoring Form
10-minute intervals

Student: _____   Date:_____

Behavior:_____

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29					
9:20-9:29			12:30-12:49					
9:30-9:49			12:50-12:59					
9:50-9:59			1:00-1:09					
10:00-10:09			1:10-1:19					
10:10-10:19			1:20-1:29					
10:20-10:29			1:30-1:49					
10:30-10:49			1:50-1:59					
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

Self-Monitoring:
Student Characteristics

- Students who lack self-regulation or management
- Students who engage in relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

Self-Monitoring: Active Ingredients

1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

Self-monitoring Technology

Empirical Support for Self-Monitoring Interventions

- Rock, M.L., & Thead, B.K. (2007). The effects of fading a strategic self-monitoring intervention on students' academic engagement, accuracy, and productivity. *Journal of Behavioral Education, 16, 389-412.*
- Gureasko-Moore, S., DuPaul, G.J., & White, G.P. (2007). Self-management of classroom preparedness and homework: effects on school functioning of adolescents with Attention Deficit Hyperactivity Disorder. *School Psychology Review, 36,* 647-664.
- Petscher, E.S., & Bailey, J.S. (2006). Effects of training, prompting, and self-monitoring on staff in a classroom for students with disabilities. *Journal of Applied Behavior Analysis, 39,* 215-226.
- Peterson, L.D., Young, K.R., Salzberg, C.L., West, R.P., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education & Treatment of Children, 29,* 1-21.
- Crawley, S.H., Lynch, P., & Vannest, K. (2006). The use of self-monitoring to reduce off-task behavior and cross-correlation examination of weekends and absences as an antecedent to off-task behavior. *Child & Family Behavior Therapy, 28,* 29-48

School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves training parents to deliver consequences at home based on their child's student's behavior at school
- Parent can share information with school about outside stressors that may be impacting student behavior at school

School-Home Note Decision Tree

BEHAVIORAL GOAL MET
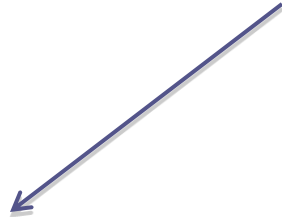
YES - GOAL MET

NO - GOAL UNMET

CELEBRATE YOUR CHILD'S SUCCESS
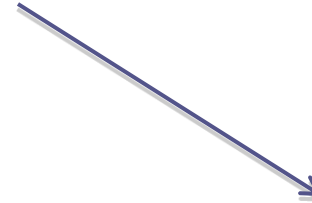
ENCOURAGE YOUR CHILD TO HAVE A BETTER DAY TOMORROW (discipline)

Consequences Delivered by Parents

- **Celebrating the child's success** (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
  - Access to privileges
    - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time
  - Reward with item or activity
    - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.
  - Praise and positive recognition
- **Encouraging a better day tomorrow** (aim is to create negative contrast by making the child's life boring, unpleasant, or introducing nothing)
  - Loss of privileges
    - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
  - Task-based grounding
    - Have the child perform chores that are outside of typical responsibilities
    - Grounded until the chore or chores are completed

School-Home Note: Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student's performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments

School-Home Note: Active Ingredients

1. Development of a school-home note that captures student behavior and communicates with parents
   - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
   - Goal met = celebrating success
   - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
   - Paper, email, phone call, face-to-face

Empirical Support
for School-Home Note System

- Kelley, M.L. (1990).*School-home notes: Promoting children's classroom succes*. New York, NY: Gilford Press.
- McCain, A.P. & Kelley, M.L. (1993). Managing the classroom behavior of an ADHD preschooler: The efficacy of a school-home note intervention. *Child & Family Behavior Therapy, 15,* 33-44.
- McCain, A.P., & Kelley, M.L. (1994). Improving classroom performance in underachieving preadolescents: The additive effects of response cost to a school-home note system. *Child & Family Behavior Therapy, 16,* 27-41.
- Ascher, C. (1988). Improving the school-home connection for poor and minority urban students. *The Urban Review, 20, 109-123.*

Class Pass Intervention

- Intervention designed for students who exhibit disruptive classroom behavior that interferes with their and other students' ability to learn
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
- Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- It works because students:
  - Can exercise choice by requesting a break with class pass
  - Tolerance for academic work is increased
  - Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task

Class Pass Intervention: Student Characteristics

- Students who engage in classroom behavior problems only
- Students whose academic skills are low and are likely to engage in escape-motivated disruptive classroom behaviors
- Students who have a low tolerance for engaging in academic work
- Students who appear to become frustrated when working on academic tasks

Class Pass Intervention: Active Ingredients

1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

Example of a Class Pass

FRONT

BACK

CLASS PASS

_____

Name: _____

Time: _____

Where to?: _____

Initial: _____

Reward for a saved pass:

_____

Guidelines for Class Pass:

If you use the pass…
1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to _____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass…
Earn a reward!!!!!!!

Tier III Supports for FEW

MENU of Evidence-based Supports

Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

Tier 3 Menu:
- **FBA-based Behavior Intervention Plan**
- **Replacement Behavior Training**
- **Cognitive behavior skills training**
- **Home and community supports**

Selected
(At-risk Students)

Small Group or
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Effective FBA-Based Behavior Intervention Plan

1. Conduct the functional behavior assessment
2. Pathway chart the information gleaned from the functional behavior assessment
3. Write the behavior intervention plan based on the pathway chart
4. Score the behavior intervention plan using the BSP-QE
5. Implement the behavior intervention plan with fidelity
6. Track student progress in response to the plan

Function of Behavior
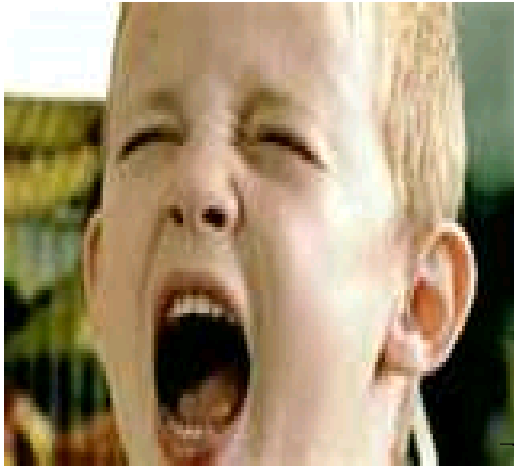
Negative Reinforcement: Escape/avoid/reject undesired situation (i.e., make something annoying stop)
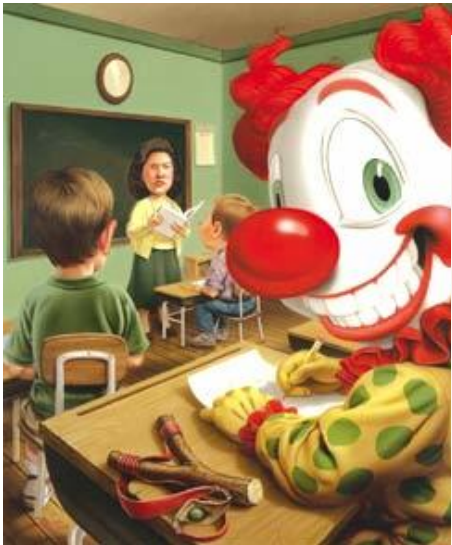
Positive Reinforcement: Get or obtain something preferred or desired

Steps to Conducting an FBA

1. Conduct functional assessment **interviews** with people most familiar with the behavior problems
2. Administer **questionnaire** to cross validate findings from interviews
   - Develop initial hypothesis statement
3. Conduct direct **observations**
4. Develop **hypothesis statement** linking antecedents, behavior, and maintaining consequences
5. If necessary, conduct experimental analysis of behavior

Summary Statement
Order of Team Discussion

		Desired Alternative second	→	**Typical Consequence** third
Setting Events Must be periodic, Not continuous! sixth	→ **Triggering Antecedents** fourth	→ **Problem Behavior** first	→ **Maintaining Consequences** fifth	→
		Acceptable Alternative seventh		

Summary Statement

Caesar

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Peer conflict	Asked to do difficult Assignment w/o assistance.	Refuses to follow directions, swears, hits if confronted,	Avoids tasks w/o assistance,

Desired Alternative

Do solo work w/o complaints.

Typical Consequence

Points, grades, sports eligibility more work.

Functional Acceptable Alternative

Summary Statement

Caesar

Setting Events Peer conflict	**Triggering Antecedents** Asked to do difficult Assignment w/o assistance.	**Problem Behavior** Refuses to follow directions, swears, hits if confronted,	**Maintaining Consequences** Avoids completing tasks w/o assistance

Desired Alternative

Do solo work w/o complaints.

Typical Consequence

Points, grades, sports eligibility more work.

Functional Acceptable Alternative

Ask to receive help or for a break until help can come.

Summary Statement

Aaron

Setting Events		Triggering Antecedents		Problem Behavior		Maintaining Consequences
Lack of peer contact for 30 minutes.	→	Sitting next to preferred peers.	→	**Talking Off Task**	→	**Get Peer Attention.**

Desired Alternative
.

→ **Typical Consequence**

Acceptable Alternative

Summary Statement

Desired Alternative

Work and finish assignment.

Typical Consequence

Points, grades

Setting Events

Lack of peer contact in 30 minutes.

Triggering Antecedents

Sitting next to preferred peers.

Problem Behavior

Talking Off Task

Maintaining Consequences

Get Peer Attention.

Acceptable Alternative

Aaron

Summary Statement

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Lack of peer contact for 30 minutes.	Sitting next to preferred peers.	*Disrupting class by talking Off task*	*Get Peer Attention.*

Desired Alternative

Work and finish assignment.

→ **Typical Consequence**

Points, Grades

Work quietly on task with buddy

Acceptable Alternative

Aaron

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

Desired Alternative
(General positive behavior for all students)

Line 13
Second Step

Typical Consequence
(Educational outcome desired)

Third Step

Achieve

Reinforce general positive behavior
Line 11

Setting Events
(Immediate past antecedent affecting likelihood of problem behavior)

Line 5/6
Sixth Step

Intervention: use a neutralizing intervention
Line 7

Block!

Intervention: shape, model and cue, alter environment to support general positive behaviors
Line 7

Triggering Antecedents
(Immediate antecedent to problem behavior)

Line 5/6
Fourth Step

Prompt up
Line 7/11

Block!
Line 12.1

Prompt down

Problem Behavior
(Addressed in Behavior Plan)

Line 1
First Step

Reactive Strategy
Line 12.1

Block!

Reactive Strategies
Line12.2

Line 12.1

Reactive Strategy

Maintaining Consequences
(Function for student: getting or rejecting)

Line 8
Fifth Step

Reactive Strategies
Line12.3-4

Intervention: teach FERB and reinforce and prompt as needed
Line 7/11

Acceptable Alternative
(Functionally equivalent replacement behavior)

Line 9
Seventh Step

Intervention: Allow and reinforce functionally equivalent replacement behavior
Line 11

FBA — Boxes summarize the FBA analysis

Steps — Steps on this chart are the order of discussing an FBA during a team meeting.

Lines — Lines correspond to the behavior support plan section: www.pent.ca.gov/forms.htm

Interventions — Dotted arrows are the behavioral interventions based on the FBA analysis.

Browning Wright & Cook, 2008: See BSP Desk Reference for plan development instructions: www.pent.ca.gov

Behavior Support Plan **Components**:

- **Prevention Strategies (upper path)**
    - ▫ Modify setting events and antecedents (i.e., triggers), to reduce the likelihood that the problem behavior will be activated and increase the likelihood that an appropriate alternative skill will be used.
- **Teaching Strategies (lower and upper path)**
    - ▫ Teach the appropriate alternative replacement behaviors, both general and FERB
- **Consequence Strategies-Desired Behavior (upper path)**
    - ▫ Maximize the use of positive consequences to strengthen the use of appropriate skills and reduce the occurrence of problem behaviors.
- **Consequence Strategies-Problem Behavior (middle to lower)**
    - ▫ Prompt replacement behavior **(divert to lower path)** , handle the problem safely, debrief, problem solve or corrective practice following problem, and specific use of school wide consequences if appropriate and required (**middle path)**

Cognitive-Behavioral Therapy

- The way a student feels and behaves is influenced by the way she thinks about and perceives her experiences
  - Faulty thoughts – lead to faulty feelings – which lead to faulty behaviors

- Evidence-based form of therapy based on a model suggesting that psychological disorders involve dysfunctional thinking and poor emotion regulation

Anxious child

OMG! This is horrible! I can't go to school. Everyone will call me stinky dog poop boy!!!

Aggressive child

The Cognitive Behavioral Model

Situation

↓

**Thoughts &
Meaning Making**

↓

**Reaction
(Emotional, Behavioral and Physiological)**

↓

**Consequences
(Perceived and actual)**
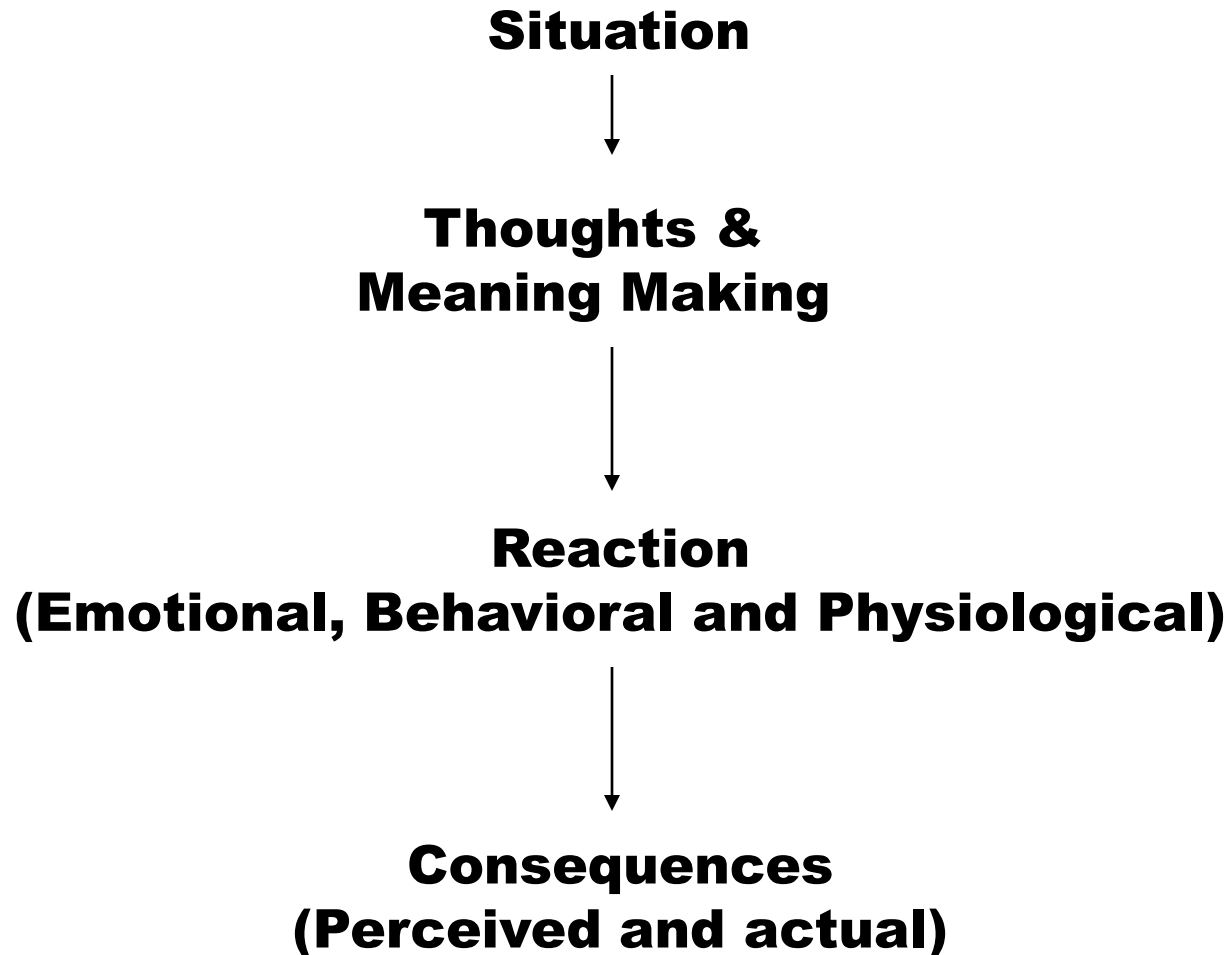
CBT Components

Behavioral Components

- Behavioral activation
- Contingency management
- Social skill building
- Exposure to emotion provoking stimuli
- Response prevention
- Performance feedback
- Action planning
- Exercise

Cognitive Components

- Cognitive restructuring
- Disputing faulty thoughts
- Problem-solving strategy
- Increase accuracy of interpretation of social cues
- Awareness training
- Mindfulness
- Value/goal clarification

Home and Community Supports

- Incredible Years Project
  - Carolyn Webster-Stratton
- Multisystemic Therapy
  - Henggeler
- Living with Children
  - Gerald Patterson
- Triple P Parenting
  - Matthew Sanders
- Families and Schools Together (FAST)
  - Lynn McDonald