Kissing Challenging Student Behavior Goodbye

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Session Objectives

We will learn:

1. Smart and Simple evidence-based tier one strategies and how to ensure they are implemented with fidelity
2. How to determine effectiveness and make simple adjustments to implement tier two strategies
3. To focus on prevention and de-escalation strategies for students across all grades and abilities
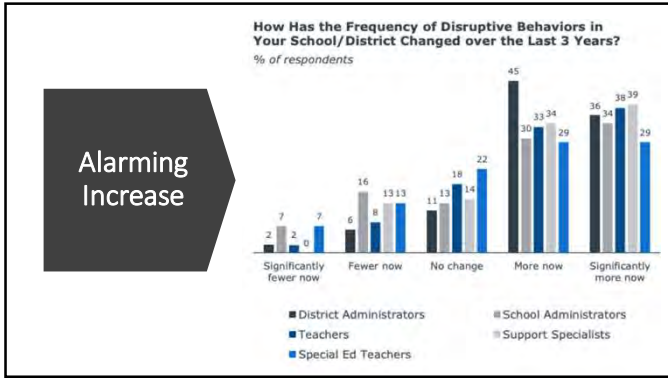
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Problem Behavior

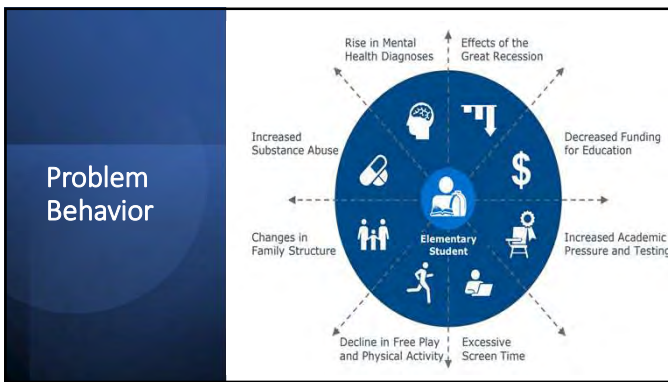Patterns of behavior that interfere with learning, engagement, social interactions, and independence.

- Physical aggression
- Verbal aggression
- Property destruction
- Tantrums
- Self-injury
- Non-compliance
- Withdrawal

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Alarming Increase

How Has the Frequency of Disruptive Behaviors in Your School/District Changed over the Last 3 Years?
% of respondents

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Problem Behavior

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Problem Behavior

- Higher rates for people with disabilities
- Deficits in communication
- Skill deficits- social, academic, emotional, behavioral
- Perceptions
- Illness/discomfort
- Technology
- Difficulties at home and/or school….
- Environment/Instructional Stimuli

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Marriage

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Changing our Behavior

Doing the same thing over and over again and expecting a different result = INSANITY
-Einstein

Control what we can

Remember- Behavior is communication

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Mindset

GROWTH MINDSET

FIXED MINDSET

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Personal Growth

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NCES- National Center for Education Statistics

July 6, 2022

87% of public schools reported that the COVID-19 pandemic has negatively impacted student socio-emotional development

84% of public schools agreed or strongly agreed that students' behavioral development has also been negatively impacted

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Increased Incidents

- Classroom disruptions from student misconduct- up 56%
- Rowdiness outside of the classroom- up 49%
- Acts of disrespect towards teachers and staff- up 48%
- Prohibited use of electronic devices- up 42%

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Disruptive Behavior

Disruptive behavior accounts for up to 38 days per year of lost teaching time (Office of Standards of Education 2014)

38 days = Over 7 weeks!

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Multi-Tiered Systems of Support

MTSS Breakdown

Tier 3 - Intensive Intervention
5% of population

Tier 2-Targeted Intervention
15% of population

Tier 1 - Universal Intervention
80% of population

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Multi-Tiered Systems of Support-MTSS

Academic supports
AND
Behavioral supports
for all students
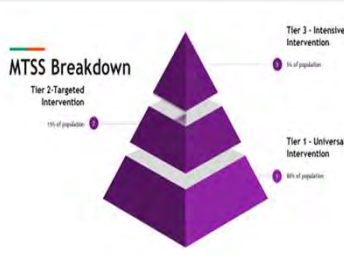
Tier 1: 80%-85%
Tier 2: 10%-15%
Tier 3: 5%

MTSS Breakdown

Tier 3 - Intensive Intervention
5% of population

Tier 2-Targeted Intervention
15% of population

Tier 1 - Universal Intervention
80% of population

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MTSS

Tier 1: Universal

All students receive high quality instruction and behavior support in the regular classroom

- Grade level reading
- Classroom rules with visuals

MTSS Breakdown

Tier 2-Targeted Intervention

Tier 3 - Intensive Intervention

Tier 1 - Universal Intervention

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MTSS

Tier 2: Targeted Intervention (in addition to tier 1)

Students whose skills lag behind those of peers receive specialized instruction, reteaching, and/or remediation.

- Small group reading
- Visual prompts or TA's

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MTSS

Tier 3: Intensive Intervention (in addition to tiers 1 and 2)

Students who have not made adequate progress through tiers 1 and 2 are given more intensive, individualized interventions.

- 1:1 reading support
- Individual behavior support- teaching skills

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MTSS

Think about this.

When a child can't read at the level of their peers, what do we do?

What strategies do we use to teach them?

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MTSS

When a child can't behave, what do we do?

What strategies do we use to teach them?

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Tier One Teacher Skills

- Must be strong
- Implemented consistently
- Implemented with fidelity
- This is proactive!
- It is preventative!
- It is Smart! And Simple!

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Tier One- For Everyone

Institute of Education Sciences (IES)
Under the Department of Education

The nation's leading source for rigorous, independent education research, evaluation and statistics.

What Works Clearinghouse

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5 Strategies

1. Address Classroom Environment
2. Build Alternatives
3. Create Individual Solutions
4. Direct Student Attention
5. Extend Support Beyond the Classroom

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Address Classroom Environment

Teach, revisit, and reinforce expectations,
Modify the learning space to motivate students, and
Vary instructional strategies
to increase academic success

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Class Rules/Expectations

Teach, revisit, and reinforce expectations

Rules/Expectations should be:

• Appropriate

• Three to five rules

• Positively stated and specific

• Consistent (fidelity)

• Consequences for following and not following

• Agreed upon, posted and referred to often

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Class Rules/Expectations

1. Follow a schedule and review often
2. Provide reminders prior to changing activities
3. Communicate changes in the schedule
4. Provide structured transitions
5. Enriched environment- what do students do when they are "done"?

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Examples

Post where all can see, review daily/class period, note any changes

• Preschool/Kindergarten- Calendar time at the rug

• Elementary school- beginning of day

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Examples

Middle/High school- beginning of each class period

- Bell ringer activity
- Correct homework assignment-trade and grade
- Lesson
- Group discussion
- Work in small groups

Class Rules

1) Come to class prepared with materials & positive attitude.
2) Pay attention and don't talk while the teacher is talking.
3) No personal grooming, electronics, food or drinks (except water) in class.
4) Discuss grades or class expectations after class.
5) Follow all school and district rules.

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Tier One- Tier Two

Tier One

- Rules are posted
- Procedures are explicitly taught
- Reviewed with the class
- General reminders and prompts
- Class is praised, points, etc.

Tier Two

- Rules are printed and laminated for students to refer to
- Students may receive additional practice
- Students may receive visual prompts, checklists, etc.
- Student may receive additional rewards for following the rules

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Procedural Expectations

- Beginning of day
- Where to retrieve supplies, bell ringers, etc.
- How to ask to get a drink, use the restroom, sharpen pencil, etc.
- End of day routine
- Gaining students attention
- How students ask for help
- Transitions within and outside of class
- What students do when they are "done"

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Tier One- Tier Two

Welcome to School
I'm glad you are here!

Hang up your coat

Turn in homework

Hang your backpack

Lunch count

Complete bell ringer activity

Nice Job

Check mark when complete

Student Work

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Foster Independence

- How can we help our students help themselves?
- Support peers helping one another
- Have a procedure for students to learn to problem solve
- Check three, then me!
- Use gestures and visuals over always using words
- Use tiered interventions-

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Benefits of Rules and Procedures

Prevents problem behavior

Increases instructional/academic time

Frees teacher from giving directions

Creates shared ownership

Promotes self-direction

Improves overall climate

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Address Classroom Environment

Vary Instructional Strategies

#1 Cause of behavior is Escape from Instructional Stimuli!

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Build Alternatives

Learn how to teach and reinforce socially and behaviorally appropriate skills, decrease problem behaviors, and foster a positive classroom climate.

Identify, deliver, and reinforce explicit instruction in appropriate behavior.

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Identify, Deliver, Reinforce

1. Identify the problem
2. What skill/behavior does the child need to learn?
3. How will you teach it so they can learn it?
4. When and how will teaching occur? Telling is not teaching
5. How often does teaching need to occur?
6. What interventions should be implemented to help the child?
7. How will you reinforce and how often?

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Elementary Example

1. Identify the problem- Line Licker
2. What skill/behavior does the child need to learn?
   - He said his friends liked it and he was playing with them (social skills)
3. Teaching
   - Taught him to always ask permission prior to touching- even with his tongue!!
   - Gave him special teacher helper jobs while lining up
   - Scheduled specific games at recess with peers- prosocial interactions
   - CICO- prior to times he would line up- 4 times per day to begin
   - CICO also functioned as a visual reminder and token board
   - Earned praise and a smiley face when he was successful
   - He had 100% accuracy on day 1!
   - Fading out interventions

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High School Example

1. Identify the problem- student late to class
2. What skill/behavior does the child need to learn?
   - Importance of being on time
3. Teaching-
   - 1:1 meeting to connect and pinpoint the problem
   - Navigating the hallway
   - Worked with 4th period teacher to allow to leave one minute early
   - Provided praise when close to being on time
   - Praise and homework pass
   - Continued working on relationship

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Teaching Behaviors

The teacher isn't teaching if the student isn't learning because teaching and learning are one activity.   –Aristotle

- Provide instructions- verbal and visual
- Model for students
- Practice while giving feedback
- Praise

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Build Alternatives-Behavior Specific Praise

- A little praise goes a LONG WAY- 30%-70% increase in good behavior
- Be genuine
- Be specific- tell students what you like to see them doing
- Praise as often as you can- it's free to use!
- Verbal praise
- Nonverbal praise- thumbs up, pat on shoulder, "Ok" sign, head nod
- Reprimands and nagging do not work
- Ignoring inappropriate behavior does not work

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Direct Student Attention

Learn how to adapt instruction to maintain or increase student engagement in academics, preventing disruptive behavior.

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Student Engagement

Opportunity to Respond (OTR)
- Teacher poses question
- Students respond
- Teacher provides feedback

Two basic types of OTRs:
1. Verbal responses
2. Non-verbal responses

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Opportunities To Respond (OTR's)

- Direct Instruction (DI)
- Computer assisted instruction
- Choral responses
- Partner collaboration
- Group projects
- Guided notes
- Response cards
- Thumbs up/down
- Games- Two truths and a lie, Family Feud, charades

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OTR's

- Short written responses
- "Touch" or "Point to…"
- White boards
- Hand signals
- Act it out
- Clickers
- Interactive whiteboard, Poll Everywhere,…
- Entry/exit tickets
- Brainstorming activities

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Choral Responses

Choral responding (CR) is a teaching technique that allows all students to respond aloud and in unison to a teacher-directed question.

• Teacher asks a question
• Teacher hands are up
• Allows for thinking time
• As teacher hands lower, students answer

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Steps to Implementation

• Teacher asks a question, poses an open-ended question, fill in the blank, or gesture
• Teacher gestures to students to hold their answers
• This allows for thinking time
• The amount of time depends on the abilities of students in your class, how well they know the content, and how engaged they are
• As teacher hands lower, students answer altogether

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Examples of Choral Responding

Preschool/Kindergarten

Counting to 5- "One, two, three, four, what comes next? Thinking.

• All students have a number line on their desk

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Examples of Choral Responding

Elementary Age

Regrouping- "If the top number is smaller than the bottom number, we need to do what? Thinking…"

2(12)
−17
15

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Examples of Choral Responding

ORDER OF OPERATIONS

The order of operations tells you the sequence to follow when you are performing operations in a mathematical expression.

P E M D A S
1   2   3   4
Parentheses Exponents Multiply or Divide Add or Subtract
( ) a^2 X or ÷   + or −
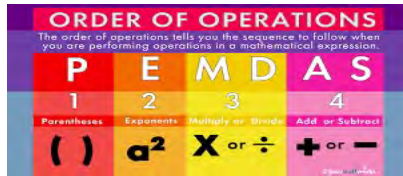
Middle/High School Age

Steps in a sequence- PEMDOS
"First, we do the _____, next we do the _____, …"

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Partners

- Pair lower with middle -performing students
- Give the partners numbers- 2 or 3 students
- Seat partners next to each other

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Teach Rules Explicitly

- Look, lean, and listen (whisper)
- Join two partnerships to form a single cooperative team
- Change the partners regularly (every 3-6 weeks)

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Benefits of OTR's

- Improve on task behavior
- Decrease problem behavior
- Make class more fun!
- Increase academic performance
- Provide valuable informatio for teachers (formative assessment)

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Tier One: Relationships

Create and maintain good relationships with ALL students

"… relationships teachers share with their students have a greater effect on their academic growth than socio-economic status, professional development, class size, or any type of special programs….(it has) **more impact** on students' learning outcomes."

- John Hattie

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VISIBLE LEARNING

John Hattie Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Achievement (2009)

- Over 50,000 educational research studies
- 236 million school-aged students
- Among the top ten interventions: Teacher-student relationships
- Effect size of .72 (almost two years expected growth over one year)

Hattie's "Barometer of Influence"

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Relationships

- Give attention to good behaviors-catch them being good!
- "I appreciate you being on time, thank you."
- "I know this assignment is difficult, I am proud of you for completing it."
- "Thank you for being so quiet during instruction."
- "I appreciate you waiting until I was done so I can talk to you."

Ratio of 5:1 Positive to Corrective

Caught Being Good

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- Greet students as they enter the classroom, call them by name

- Be firm AND loving, set boundaries

- Spend time talking about things they enjoy; listen

- Tell them about yourself, create a connection

- Spend time doing things with them or just being close

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- Show appreciation
- Respect their individuality
- Offer reassurance
- Empathize
- Pair yourself with powerful reinforcers (the good stuff)
- Be flexible and understanding

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Relationships

"Poor relationships between teachers and pupils are a predictor of the onset of childhood psychiatric disorders and of low academic attainment."

Positive relationships truly have the ability and the power to unleash untapped potential in our students.

Relationships and effective instruction should go hand-in-hand.

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Significant 72

Greg Wolcott "Significant 72: Unleashing the Power of Relationships in Today's Schools"

- First 72 hours of the school year- 3 days
- Learn their stories, create safety, "Connect B4 Curriculum"
- Significant 72: Daily
- Significant 72: 72 Minutes per Month
- Significant 72: After Extended Breaks

The power of connection!

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Tier 1: Prevention

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All day, Every day

Prevention occurs prior to the occurrence of challenging behavior

- Manage the environment
- Teach skills
- Provide visual supports
- Peer support
- Differentiation
- Ample time
- Preferences
- Be aware of medications that may affect appetite
- Safety- Inclusion, antibullying
- Give attention
- Maslow's before Bloom's!

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More Prevention Strategies

- Provide choice
- Break bigger tasks into smaller chunks
- Give breaks
- Create and maintain good relationships
- Be aware of sensory needs
- Be consistent
- Reinforce desired (good) behavior- praise and attention
- Avoid coercion, threatening, and nagging
- Be compassionate and kind

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At the First Sign of a Problem…

Don't wait until the child loses it! Step in early to provide support.

• Change what is happening
• Provide support
• Give a break
• Reflect on the problem
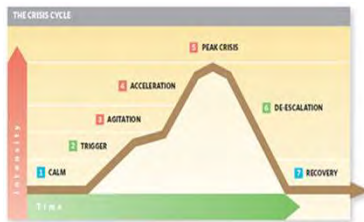• How can you promote success

PREVENTION IS BETTER THAN CURE!

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De-escalation

De-escalation occurs after challenging behavior has already begun
• This takes more effort, time, and resources
• Start at the first sign of a problem
• Know what triggers the person and work to prevent

THE CRISIS CYCLE

5 PEAK CRISIS
4 ACCELERATION
6 DE-ESCALATION
3 AGITATION
2 TRIGGER
1 CALM
7 RECOVERY

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Is it Working?

If you are implementing as outlined (with fidelity), AND

You are consistent with tier one interventions, AND

It isn't working…

Response to Intervention
Collect data

Are We THERE Yet?

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KISS Problem Behavior Goodbye

- Implement tier one strategies with fidelity
- Simple adjustments to implement tier two strategies
- Focus on prevention
- If something isn't working…

- Keep It Smart and Simple-

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Plenary: Kissing Challenging Behavior Goodbye
Session Evaluation
August 2, 2023   9:45 - 11:15 a.m.

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Sources

- https://ies.ed.gov/ncee/wwc/AddressingBehaviorProblems
- anaging the Cycle of Acting Out Behavior in the Classroom- Geoff Colvin (Colvin, 1992; Kauffman, Mostert, Trent, & Hallahan, 1998; Sprague & Golly, 2004)
- https://www.myedresource.com/2016/06/07/relationships-count/
- The quality of teacher-student interactions: associations with first graders' academic and behavioral outcomes. Cadima J, Leal T, Burchinal MJ Sch Psychol. 2010 Dec; 48(6):457-82.

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