

Behavior Community of Practice Week #2 Primary Session

Supports for students who engage in power struggles,
defiance, lack of motivation, and noncompliance

Please Note:

- Use Q&A or Jamboards (1 - 4) to post **general** comments and/or questions
- Session recordings & resources sent in follow up email when available
- Certificate of attendance: webinar registration **or** email deana.smith@wyo.gov a sign in sheet if attending in a group setting.
 - Use this link to submit PTSB hours:

<https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Individual-Request-for-Credit-Form-01-12-2022.pdf>

Jamboards

- If your last name starts with A - F, go to Board #1:
https://jamboard.google.com/d/1EVnfVqsR5_kSM8XLXI1VPc8-EzF8osu_Ks5a2faTiio/edit?usp=sharing
- If your last name starts with G - L, go to Board #2:
https://jamboard.google.com/d/1Av0nAELVhqeO9NGi_eB_YOT-GsFPr-4kz023PbJSvRU/edit?usp=sharing
- If your last name starts with M - R , go to Board #3:
https://jamboard.google.com/d/1u_uAS0rqdlq-_37JOR5R8r5SNctOsi9VVbkb_u4DRq8/edit?usp=sharing
- If your last name starts with S - Z , go to Board #4:
<https://jamboard.google.com/d/1eO3ZWoOppKvSZFqttrYfhdvE-VF-okEU8juOfx-5axY/edit?usp=sharing>

Learning Objectives

Participants will:

1. Understand reasons why students may engage in misbehavior including work avoidance or escape
2. Learn highly effective, evidence-based tier one interventions to increase students on-task behavior and reduce defiance, non-compliance, and lack of motivation

Student Support

Work Refusal, Noncompliance, Defiance

Oh my!



Student Support

Why do students engage in these behaviors?

One of the most common functions of problem behavior is escape from

INSTRUCTIONAL STIMULI

Function-Based Treatments for Escape-Maintained Problem Behavior: A Treatment-Selection Model
for Practicing Behavior Analysts

Kaneen B. Geiger, M.S., James E. Carr, Ph.D., BCBA-D, and Linda A. LeBlanc, Ph.D., BCBA-D

What is Instructional Stimuli?

- Type of instruction- lecture, discussion, choral responding
- Content/subject being covered
- Pacing of instruction
- Prior knowledge base
- Independent work/ type of work demand- worksheet, written assignment, project work, etc.

Escape and/or Avoid

A student may engage in:

- Work refusal
- Non-compliance
- Defiance
- Off-task
- Elopement
- Sleeping
- Arguing/negotiating



Escape and/or Avoid

“It is a behavior analysts ethical responsibility to **promote effective learning environments...**”



Our Goals

- High quality education
- Maximize student learning/outcomes
- Daily student success across contexts
- Meaningful and productive lives
- Access to communities, relationships, employment



Tier One Interventions for Refusal, Defiance, Non-Compliance

1. Positive relationships
2. ***Appropriate and Motivating Instructional Practices***
3. High rates of positive responses - (last week)
4. Positive Reinforcement

Tier One Interventions for Refusal, Defiance, Non-Compliance

5. Rules/expectations to include consequences for following or not following the rules - (last week)
6. Positive and supportive redirection
7. Behavior Momentum - (last week)

Skill vs. Will

Skill: Having the *ability* to do something

Will: Having the *desire* to do something

Refusal, Non-compliance,
Avoid, Escape

Ability (Skill) vs.
Desire/Motivation (Will)



Skill vs. Will

Skill = Ability = “Able to”---Disability = “Not able to”

Is our student ABLE to do what we are asking?

- Level or difficulty of work
- Amount of work
- Type of work- worksheet, project, journal entry, discussion, reading comprehension, fluency, etc.
- Distracted/inability to focus

Skill Deficits

Makes accessing the classroom more difficult

These deficits may include:

Academic, social, behavioral, emotional, etc.

- Know what is “appropriate” for each student
- What does this student require to be successful?

Skill Deficits

What is the standard/objective? Is there another way for the child to show mastery?

Focus on teaching skills!

We want students to meet standards or objectives,
learn, experience success!

Will = Desire and Motivation

What makes you desire or motivates you to do something?

- Interesting
- Enticing
- Fun
- Easy enough we experience success
- Makes us feel good (reinforcing)



Will = Desire and Motivation

What motivates you to come to work?

- Money, friendships, enjoyment of the job, feels good to help kids, keeps us busy, contributes to better society

What happens on days you are less motivated?

How does it affect “will”?

Does it affect your “skill” level?

Will = Desire and Motivation

Rewards (reinforcers) are things that happen after a behavior that INCREASE the chances of that behavior happening again.

Why should we use reinforcement?

To increase motivation

To get a good behavior started

To keep good behavior going

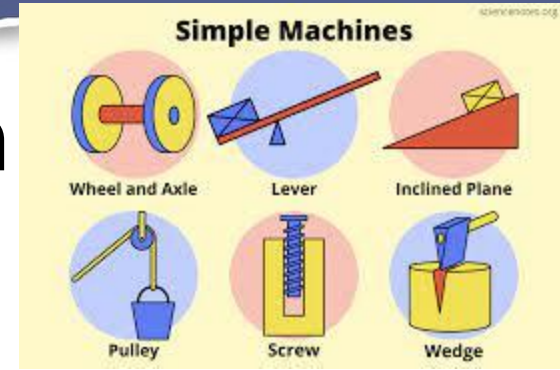
To teach new skills

Will = Desire and Motivation

Student motivation?

- Is the task/activity interesting? Enticing?
- Fun? Is it simple enough to be enjoyable?
- Is the outcome reinforcing to them? Grades?
Satisfaction? Work completion?

If the answer is no to any of the above questions, we can fix that!



Will = Desire and Motivation

- Do your students enjoy being at school?
- Are they successful here?
- Do they perform well academically?
- Do they have positive social interactions?
- Do they have good relationships with teachers/staff?
- How might these factors increase or decrease their motivation? How could it affect their behavior?

Think about this

- Why is the student engaging in work refusal, non-compliance, defiance? There is a reason
is communication.
- Is it a skill or will deficit?
- How will I know?
- How can I change my behavior to decrease work refusal, non-compliance, and defiance?



Tier One Tools

Appropriate and Motivating Instructional Practices

What is “appropriate”?

Ability and Skill

What is “motivating”?

Desire and Will



Tools for *Appropriate* Practices

- 1. *Provide high quality instruction***
2. Match instruction to ability-independent work
3. Teach skills - fill in the gaps
- 4. *Understand and follow the IEP- present levels and accommodations***
- 5. *Engineer the environment***



High Quality Instruction- “I Do”

- Be prepared- fluency
- Fun tone
- Incorporate multi-modality activities
- Activate prior knowledge- review
- Be explicit- give examples/non-examples
- Model thinking process
- Stories, charts, visuals, acronyms, songs, etc.
- Pacing
- Note those not paying attention-what do they need?

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
()	a²	X or ÷	+ or -
© howstuffworks			

“We Do”

- Practice (as much as it takes)
- Gradual release



we do, we do, we do, we do, we d___, we d___, we d___,
we ____, we ____, we ____, w___ ____, ____ ____

Whiteboards

Partner worksheets

Checklists— Accommodations as appropriate

“You Do”

- When **they are ready**, we let them go!
- Differentiate based on student ability- check present levels on IEP
- Provide accommodations
- Formative assessment data
- Walk around, talk around!
- Good time for small group instruction
- Grade in the moment- immediate feedback



Reflect

- What went well?
- What didn't go well?
- What can I change to improve student engagement?
- What do individual students need?



Tools for *Appropriate* Practices

IEP- know it and follow it.

- Reduction in work- quality over quantity
- Scribe, fill in the blank, guided notes
- Alternative responses: vocal, choices
- Headphones, breaks, snacks
- Modified assignments
- Chunked instruction
- Extended time, etc.



Tools for *Appropriate* Practices

Engineer the Environment

- Create a comfortable atmosphere- temperature, lighting, noise, walkways
- Gradually transition from preferred to non-preferred- don't go from a 10-1 (recess to math test)
- Explicitly provide expectations/rules
- Remind students of consequences

Tools for *Appropriate* Practices

Engineer the Environment

- Provide choice but do not force compliance
- Intersperse more difficult tasks with simple ones
- Have a consistent schedule
- Be mindful of using the word “work”

Tools for *Appropriate* Practices

- Provide stronger reinforcers/rewards for more difficult tasks
- Be available and/or have options for students to receive additional support
- Provide an activity when students complete the task demand (academic games, art project, writing test questions, etc.)

Tools for *Appropriate* Practices

Tier One Interventions for Refusal, Defiance, Non-Compliance

Appropriate and Motivating Instructional Practices

We have covered some “Appropriate” Instructional Practices (high quality instruction, following IEP, and engineering the environment),
Now on to Motivation!

Tools for *Motivating* Practices

Motivation: Something that encourages you to do something

How do you motivate yourself?

Intrinsic vs. extrinsic reinforcement

Gas points, punch card, movie Tuesday



Tools for *Motivating* Practices

"The best way to sustain motivation is to support **internal drivers with the right kind of external feedback.**"

- Harvard Center for the Developing Child

Motivating Instructional Practices

- How do you currently handle work refusal?
- Do you ignore the student who is off task?
- Sleeping?
- Do you provide prompts, redirection, threats, negative consequences?
- You can make simple changes to make tasks/activities more motivating for students.

Motivating Practices

- Make it fun and interesting
- Partners/groups
- Projects, dioramas, plays, discussion, scavenger hunts, games, music, art, diagrams, chants, etc.
- Computer answers
- OTR's
- Praise, rewards
- Consequences for doing or not doing the work



Checklist Activity

Appropriate and Motivating Instructional Practices



Optimal instruction

- Are my lessons/activities fun, interesting, well-planned?
- Is my pacing appropriate?

Checklist Activity

- Do I use a variety of activities to keep students engaged? Choral responding, partner work, group discussions, hand signals, presentations, computer-based interactions, etc. or do I primarily lecture and/or give worksheets?



Checklist Activity

- Do I have clear expectations, rules, and consequences?
- Is the objective introduced, posted, and referred to often?
- Do I provide strong instruction? What does the “I do” look like?



Checklist Activity

- Are students engaged during instruction?
- Do I incorporate frequent OTR's?
- Do I have enough practice- "We do"?
- Is there adequate practice- gradual release?
- Do students keep up with the activities and instruction?
- Is downtime minimized? And/or structured?



Checklist Activity

- Is independent work in accordance with skill level?
- Do I implement the IEP?
- Am I available to support students while they are completing work?
- Is there anything I need to do to help individual students?
- Teacher checklist for instruction



Review Objectives

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Review Objectives

1. Provide high quality instruction
2. Understand and follow the IEP- present levels and accommodations
3. Engineer the environment
4. Make it fun and interesting
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Review Objectives

6. Projects, dioramas, plays, discussion, scavenger hunts, games, music, art, diagrams, chants, etc.
7. Computer answers
8. OTR's
9. Praise, rewards
10. Consequences for doing or not doing the work

Weekly Challenge- Goal Setting

Take one or two!

Gradually change your own behavior for the better!



Thank you!

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