

Behavior Community of  
Practice  
Week #5  
Secondary Session

# Please Note:

- Use chat or Jamboards to post **general** comments and/or questions
- Session recordings & resources sent in follow up email when available
- Provide correct email addresses
- Certificate of attendance: webinar registration **or** email [deana.smith@wyo.gov](mailto: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

- Group #1 (A-K)

[https://jamboard.google.com/d/1MlrRgX5dZK1s6UwmGoE\\_cNQMrsdFRKeMaj5ByyLuMgE/viewer?f=0](https://jamboard.google.com/d/1MlrRgX5dZK1s6UwmGoE_cNQMrsdFRKeMaj5ByyLuMgE/viewer?f=0)

- Group #2 (L-Z)

<https://jamboard.google.com/d/1r0A69RL3tXyVbIV7MeW4TorPaC4LndFG9hb60h0Txjo/viewer?f=0>

# Learning Objectives

Participants will:

1. Review previous week's learning topics
2. Successfully complete case study
3. Learn to ask the right questions
4. Discuss possible function(s) of defiant behavior

Objective #1:  
Review previous week's learning  
topics

# Review

1. Classroom management strategies to improve overall student behavior
2. Supports for students who engage in power struggles, defiance, lack of motivation, and noncompliance
3. Data collection
4. Determining the Function of Behavior and Function Matched Interventions

Objective #2:  
Successfully complete case study

# Case Study

Rocko is an 8th grade student in the general education setting. His parents are divorced, and he lives with his mother and new stepfather. There are two younger biological siblings in the home as well as two younger step siblings. Rocko has many friends but has recently begun hanging with a rough crowd.



# Case Study

He will leave the school grounds without permission, sleep during class time, and was caught vaping in the bathroom last week. He has a diagnosis of ADHD but does not have an IEP. He has passing grades in most of his classes, except for math, which he has received an “F” grade every quarter for the past two years.

# Case Study

Rocko's teachers report he is a good kid and just going through a rough time recently. They suspect the crowd Rocko has been hanging out with has contributed to his recent poor choices. He often sleeps for the first 1 or 2 classes each morning, especially when there is a lecture or independent work.

# Case Study

Staff report Rocko is defiant and will not engage in conversation when he is offered help. Rocko reports he has been sleeping on the sofa since his new stepdad and his two children moved into the home. Rocko says things at the house are very chaotic and everyone is up late into the evening. When homework is sent home, it is either not fully completed or sometimes not returned at all.

# Case Study

First things first- what would you look at?

Relationships with staff and peers

Math scores

Basic needs

# Case Study

Behaviors: Remember, what you see and hear

Truant

Sleeping during class

Vaping

Refusal to speak with staff

# Case Study

Antecedents:

Sitting in class

Lecture

Independent work

# Case Study

Environmental variables:

House chaotic

Up late

Sleeping on couch

# Case Study

Consequences:

Sleeps through class missing material

Does not complete work

Hw doesn't always come back

Teachers stop trying to speak with him



# Case Study

Hypothesized function:

Access to sleep

Escape teachers

# Case Study

Antecedent interventions:

Sitting in class

Lectures

Independent work

Tired

# Case Study

FMI's: Intervention must match the function

Access to sleep-

Avoid work-

Avoid conversation-

# Case Study

Access to sleep: Provide time, work with caregiver(s), help set alarm, teach importance of sleep

Avoid work: Ask for help, break, communicate wants/needs, make adjustments together

Avoid conversation: Relationship, keep it positive, schedule a time, team meeting

# Case Study

We want to implement the antecedent and function-matched interventions as much as needed in the beginning

**WHILE simultaneously**

# Case Study

TEACHING/INCREASING skills

Then

We can fade out the interventions- they will not be needed forever! Thank goodness!

**Objective #3:**  
**Learn to ask the right questions**

# Questioning

What do I know about the student?

Who can I collaborate with to learn more?

What support can I and/or other staff offer?

Who can build a trusting relationship?

Are there academic concerns? Refer to data

Exams, grades, CBM's, placement assessments,  
outside testing, cognitive/academic, etc.



# Questioning

Social, emotional, behavioral concerns?

History of trauma/abuse/etc.

Define areas of deficit based on DATA, not yours or others thoughts and feelings

Child Find?

Child Study Teams

# Questioning

The power of connection

Kids want to be successful

They want to matter!

What are their strengths?

How can we capitalize on those strengths?

Think outside the box.

# Questioning

Find their interests and passions

CTE

College and career readiness?

Other options?

## Objective #4:

Discuss possible function(s) of defiant behavior

# Defiance

Function- generally ESCAPE- sometimes Attention

Build trusting relationships

Show compassion and empathy

Don't meet defiance with defiance

Communicate- thoughts and feelings

History of reinforcement

# Defiance

Multi-Tiered Systems of Supports (MTSS)

Annual cycle- don't miss the boat

Some kids fall through the cracks- easier to be bad,  
than admit you can't read

# To summarize:

- Use information from previous weeks- both primary and secondary have different material
- Collect data
- Collaborate
- Don't wait to start- you can tweak the interventions as you go
- Don't keep doing things that aren't working
- Focus mostly on **TEACHING** rather than collecting data...

# To summarize:

- Meet the student where they are and provide as much support as needed to shape their better behavior
- Don't be coercive- i.e., keep redirecting the student to the worksheet until they clock you!
- Give support, compassion, and kindness



# Review Objectives

Participants will:

1. Review previous week's learning topics
2. Successfully complete case study
3. Learn to ask the right questions
4. Discuss the function of defiant behavior

# Evaluation

Your feedback is valuable to us in helping to plan and provide future professional development.

Please complete the evaluation at the following link or QR code provided:

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1788>



Thank you!

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