Understanding Challenging Behavior
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TASN ATBS

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Navigate to:
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Click on:
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New2014

Conversation

• is encouraged, please limit your side conversations and remember, look for those social cues that let you know you are being bothersome to others!
Help

- Ask anytime, here are various ways to contact us:
  - leestickle@mac.com
  - lwilkers@kumc.edu
  - Cell: 816-223-8181 (during training feel free to text questions)
  - Raise your hand

Activity

- We will be presenting information in a variety of ways today. We will be asking for your participation in small and large group discussions.
- We will have some activities that will need a written response and some that will use technology!

Movement

- Need to move, no problem, just be considerate of others in the room.
Participation

- We will be have a number of discussions today, a couple of activities to illustrate important points and there will be opportunities to think and reflect as well as plan your implementation of strategies to change your practice.

Set Up

- This simple set up allows everyone to know the ground rules, it is part of the CHAMPS Curriculum from Dr. Randy Sprick.

Question

- How were you trained on your school’s core behavior curriculum?
The only proven approach

• To dealing with challenging behavior is to prevent it from occurring.

Behavior does not....

• Occur in a vacuum, rather it occurs within a context that we as the adults are responsible for creating.
• It is impossible to separate behavior from academics, the two are intertwined. So much so that when we look for social-emotional learning standards in the common core, they are embedded in the academic standards.

Example

• Common Core Math Standard:
• Students make sense of problems and persevere in solving them.
• Corresponding SEL “self-management” skills:
• Possess self-efficacy
• Work toward goals
• Attention control
• Manage personal stress
• Regulate emotions such as impulses, aggression, and self-destructive behavior
• Seek help when needed
• Exhibit positive motivation, hope, and optimism
• Display grit, determination, or perseverance

http://greatergood.berkeley.edu/article.php/now=11139_121_554264469_learning_the_common_core
Example

- Common Core English Language Arts Standard
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Corresponding SEL “self-awareness”, “social awareness”, and “responsible decision-making” skills:
  - Label and recognize own and others’ emotions
  - Analyze emotions and how they affect others
  - Evaluate others’ emotional reactions
  - Reflect on how current choices affect future

Universal Behavior Screening is Important

- Without Screening:
  - We do not make decisions based upon assessment information.
  - We do not have a baseline from which to measure our progress.
  - We may or may not offer supports in a timely manner.
  - The supports we offer may not match the needs students have.

Activity
How do we prevent behavior problems?

• Through developing a tiered system of support we are able to address the needs of all students.

Primary Tier

• This is what everyone gets! We expect 80-85 percent of all students to be successful with only these supports.
• We begin to identify the needs of the population through the use of school-wide screening tools.
• It is imperative that we use universal screening tools for academic and behavioral needs.

Activity

• Turn to your neighbor, identify one Tier 1 intervention that your school has in place and how it is taught.
So what does everyone get?
Tier 1
• Structure that supports:
  1. Learning through environmental support
  2. Expectations
• Lessons that are:
  1. Engaging (multiple opportunities to respond) ***
  2. Meaningful
• Expectations that are:
  1. Developmentally Appropriate
  2. Clearly Stated
  3. Taught, Reinforce, and Re-taught

Secondary Tier
• Includes small group instruction
• Frequently include “boxed” curriculums such as Check-In Check-Out, Check and Connection, Super Skills etc.
• Provide additional instruction time in areas of need based upon assessment findings.
Tertiary Level

*Individualized, Intense Interventions*

- Based upon assessment (formal and informal)
- Designed, implemented and reviewed using methodical approach. Specifically in the behavior realm, the goal is to match a developmentally appropriate intervention to the function of the behavior that is inappropriate or dangerous to self or others.

Where does behavior needing tertiary level intervention come from?

- Behavior has different origins/functions:
  - Sensory/biological
  - To obtain
  - To avoid
- Function Based Assessment and Interventions

Function

- Not Obvious
- Sometimes behavior has more than one function
- Function is neither good nor bad
- If we fail to identify the function, we will not be effective in changing the behavior.
Functional Assessment Based Interventions

- Should share these elements
  - Application of Tier 1 and 2 interventions have been completed
  - Evidence that illustrates that the student needs additional support (Data points such as office referrals, individual behavior data, contact with law enforcement, grade retention, multiple schools attended, etc.)
  - A target behavior is identified and defined*
Why do we need data

• Factors that influence whether or not we think we are making progress:
  – How we feel that day
  – How others respond to our situation
  – The support that we get from our administrator

Data provides evidence of effectiveness or tells us to try again. Data that doesn’t support your intervention is valuable!

Easy Data Collection Tools

• Duration
  – Timers
  – Stop watches
• Frequency Counts:
  – Golf Watch Counter
  – Moving tokens from one pocket to another
  – Tape on the wrist
  – Clipboard

A-B-C Data Collection
Behavior

- What is behavior?

- Behavior is an overt action that can be measured in frequency, duration or intensity. Behavior can be either desirable or undesirable based upon social and individual values.

Meltdowns

- Where do they come from?
  - According to Jed Baker, meltdowns are a result of an Overactive Emotion Center, some of us are more prone to meltdowns. Who is more prone?
    - People with sensory issues, communication problems,
    - Those with language, perspective taking, abstract thinking, and attending deficits.
How do we shape behavior?

- We shape behavior by understanding and accepting the person we are trying to influence.
- We shape behavior through empowering the person whose behavior we want to see change.
- We shape behavior by giving someone the tools, the rules and the opportunity for them to shine.
- Shaping behavior doesn’t mean managing them, directing them or controlling them.
- The first thing that we must embrace, is that we don’t control anyone.
- We shape behavior by changing our behavior.

Reinforcement and Punishment

- Reinforcement and punishment have been the hallmark of behavior management for years.
  The premise behind this system is simple.
  Behavior that is rewarded will occur more frequently and behavior that is punished will occur less frequently.
- Let’s review punishment first....

Punishment?

A C-141 was preparing for departure from a base in Greenland and they were waiting for the truck to arrive to pump out the aircraft’s sewage holding tank. The Aircraft Commander was in a hurry, but the truck was late in arriving, and the Airman performing the job was extremely slow in getting the tank pumped out. When the Aircraft Commander berated the Airman for his lack of speed and promised to pursue punitive action, the Airman responded:

"Sir, I have no stripes, it is 20 below zero, I am stationed in Greenland and I am pumping &%$# out of airplanes. Just what are you planning to do to punish me?"

How often do we do this to children?
Activity

• I need 4 volunteers

Activity

• On each of your tables is an index card with a T-Chart on it. I want you to take 2 minutes as a group and jot down on the right side of the chart all the reinforcers you can think of and on the left all the punishers you can think of.
Reinforcement

• We teach new skills and new behaviors by reinforcement. We want skills and appropriate behavior to occur more frequently, so we need to provide reinforcement when they occur. However, reinforcement is not the only thing we need. First we must lay a foundation.

Critical Elements of Reinforcement

• Must be able to produce what you have promised
• In order for reinforcement to work we must understand the role of:
  • Timing
    → Use reinforcement to establish a rhythm of work, not resistance
  • Frequency
    → Create the pace that you want, then slow a bit then ramp it up!
  • Sincere
    → If you aren’t enthusiastic, the child won’t be either. At the same time each child is different, use your judgment as to how enthusiastic you get
  • Specific
    → What are you praising

Getting Started

• Prime: (Before) What do you want to see, practice,
• Coach: (During) Remind of the expectations, reinforce what they are doing right
• Review: (After) Talk about what they did, their perceptions of others and if it worked.
Laying the Foundation

• In order to shape the behavior of children and children with disabilities, it is important that we understand their needs.

1. Structure
2. Create Environments that support good behavior
3. Teaching
   The very best discipline plan is a great lesson plan- Kathleen Lane

Structure

• Structure comes in the form of establishing routines, rules and expectations. Routines of how everyday tasks are completed, when they are completed and where they are completed. We establish routines by teaching them, role playing them, observing the application of what was taught and providing feedback to the performer.
Environment

• We create the environment that students move through. Is hallway behavior an issue? Then we have two choices:
  – 1. Structure it
  – 2. Supervise it

The less structured an environment is, the greater the need for supervision.

Invisible Boundaries

• Rules of Engagement:
  1. Talk with others in a quiet voice
  2. Use please and thank you
  3. Look at the person as you are talking

State when the individual may have his/her desire met.

Rules

• Try not to have rules you don’t need.

State rules affirmatively
Have 3-4 rules; make them broad.
Provide examples and non-examples.
Recognize when the child follows the rules.
Be specific in your praise.
Teaching

- Behavior, like everything else, is learned. Therefore, it can be taught. Traditionally, we expect kids to learn appropriate behavior simply by being around others. Unfortunately, for many kids with disabilities, it is difficult to learn through indirect instruction.

How do we teach?

- We teach through the application of reinforcers. The key to using reinforcement is to draw an association between the behavior and the application of the consequence.

Once the Foundation is Laid

- We can begin empowering through the teaching of self regulation.
- Self regulation is how we control or measure the amount or type of behavior we demonstrate. (Volume)
- Inhibition is the ability to stop or restrain our behavior (On/Off)
What does this have to do with behavior?

- Everyone wants to know exactly what is expected of them. It is fair to have very high expectations of people, as long as we support their ability to meet the expectation. When we fail to support them, we generally create frustration and angst. Neither of those emotions generally lead to good behavior.

* Moyer, S.A., The Eclipse Model, 2nd

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**Cycle**

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. Deceleration
7. Recovery

*FIGURE 3.1 Phases of Acting-Out Behavior. Source: Colvin, W., F., Cilia, and H., N. p. 24*
Let’s look at a strategy for shaping behavior

- One of my favorite strategies that teach self-management to children to take control is the:  
  - The Incredible 5 Point Scale

5 Point Scale

- A 5-point scale can be used to help teach the children to recognize different levels of stress and anxiety. The scale visually breaks down a person’s responses to stress by labeling each level with what the behavior looks like, what the level feels like, and what stress reduction exercise or routines can be used to reduce the stress level (Buron, K & Curtis, M. 2003).
Consequence Maps

Child selects reinforcer (places it on the map with Velcro OR writes it)

Selected reinforcer is then placed here if able to demonstrate desired behavior

I want…
(desired behavior described here)

other choice that is not desired

Oops

Lee, 2007 and Amy Buie

you can add a perception piece…

Mrs. Miller is asking me to get started on my work.

I get started on my own OR ask and accept help. I keep working until the bell rings.

What Others may Think:
- I'm a hard worker
- I care
- I plan to graduate and get a job in the future

What Others may Think:
- I don't care
- I want to stay in school and not graduate or get a job in the future

What Could Happen:
- I might fail
- I'll have more homework tonight (and will be nagged by Mom)

What Could Happen:
- I'll pass this class (and not have to take it again)
- I'll have more time tonight to play my PSP.
Homework Punchcard

Name:____________________
Week of:__________________

Remember to do your homework!
Earn a punch for each day you complete your homework and have an adult at home sign your assignment notebook. If you have earned 4 punches by the end of the school week, you earn a free homework assignment coupon and 10 minutes of extra recess on Friday!

★ ★ ★ ★ ★

Praise and Reinforcement

• Don’t go overboard celebrating relatively small accomplishments.
Set the Tone

If you know that an upcoming activity is likely to cause stress and, therefore, undesirable behavior, precede it with something positive, set the stage, create a positive frame of mind. So often, our anxiety overflows to those around us; it truly can be a self-fulfilling prophecy. Next, prime students, let them know what to do if they need help.

What we need to remember

- Behavior does not change overnight.
- The more embedded the behavior, the greater the reinforcer needs to be.
- The rate of reinforcement needs to begin at a very high rate, then it can be faded.
- What is the definition of crazy?
- If we want behavior to change, we must change our behavior!

Give the child.....

- A chance to show their strengths.
- An opportunity to be right.
- A chance to make a choice.
- A way to save face.
Understand that changing our behavior is difficult.

Accept the fact that in order to change others’ behavior, we must change what we do.

The goal is self management, not responding to prompts and/or cues.