Response to Intervention:
Consulting on Behavior Issues

Consulting about Behavior Issues

- 11 General Reasons for Behavior Problems
  - Attention from others
  - Child-Rearing Practices; Home and Community Influences
  - Classroom Management Practices
  - Conflict with Authority
  - Media Influence

Consulting about Behavior Issues

- Wanting to Have Fun, Alleviate Boredom, or Deal with Frustration
- Psychiatric Diagnoses of Disruptive Behaviors
- Health and Safety Issues
- Communication Skill Difficulties
- Differences in Temperamental Traits
- Events as Antecedents in Specific Settings

Consulting with Behavior Issues

- Effective methods for assessing behavior issues in a problem-solving consultation model:
  - Functional Behavior Assessment
  - Functional Analysis of Behavior
  - Charting Methods
  - Rating Scales
  - Classroom Observations
  - Interviews

Consulting with Behavior Issues

- General and specific interventions that consultants should be aware of:
  - General Preventive Techniques
    - Classroom Rules
    - Procedural Practices
  - Contingency Management and Contracting
  - Noncontingency-Related Interventions
  - Social Skills Training
  - Communication (Conferencing) Methods

"If a child doesn't know how to read, *we teach*"

"If a child doesn't know how to swim, *we teach*"

"If a child doesn't know how to multiply, *we teach*"

"If a child doesn't know how to drive, *we teach*"

"If a child doesn't know how to behave, we…

…teach?... Punish?"

"Why can't we finish the last sentence as automatically as we did the others?"

~Tom Herner (NASDE President) Counterpoint 1998, p. 2

Fundamentals of Classroom Management

☐ Once you master fundamentals of classroom management, you can adapt successfully to unpredictable behavior:

☐ Instruction
☐ Motivation
☐ Discipline

Tools for Teaching – Fred Jones

Behavioral Prioritization Grid

Type of Behavior	General Description	Possible Outcome	Intervention
Dangerous	Behavior is a threat to the existence or well-being of self or others, or will be in the future (i.e., hitting, throwing chairs, etc.)	More restrictive environment Day Treatment Institutionalization Hospitalization	Eliminate all dangerous behavior
Stigmatizing	Behavior is viewed as unpleasant or socially inappropriate (i.e., screaming in class, picking nose, wetting pants, etc.)	Causes others to believe you should not be allowed to be there, not allowed to return to some environments, not welcomed by others	Eliminate or replace these behaviors

Behavioral Prioritization Grid

Type of Behavior	General Description	Possible Outcome	Intervention
Unconventional	Behavior is perceived as odd, unusual, not typical (i.e., hand flapping, gazing, etc.)	May become a subject of undue interest, treated as "different" or not included (until others understand)	Educate others regarding the reasons for the behavior, help others understand different but OK and interesting
Conventional	Behavior is considered typical, acceptable, appropriate	The individual is perceived as belonging and feels good about self	Remember to promote and reinforce it

9

Behavior 101

Behavior serves 3 different functions:

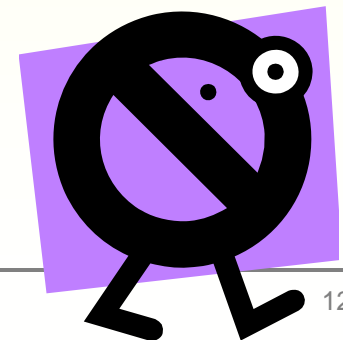☐ To gain attention

☐ To avoid a demand

☐ To Self-stimulate

To Gain Attention

* The best practice to reduce the occurrence of attention seeking behavior is to ignore the behavior.
    * This process is known as extinction.

* With extinction comes an extinction burst.
    * Once a behavior is ignored, the child will engage in other, possibly more intense or more frequent behaviors to attempt to gain attention.
    * It will appear that things are getting worse before they actually get better.

To Avoid a Demand

* The best practice to reduce the occurrence of avoidant behavior is to follow through.

* Refusal will be reinforced and will occur more often if the demand being placed on the child is removed.

To Self-Stimulate

* This behavior exists in us all. We twirl our hair, bite our nails, click our pens. These behaviors function as self-stimulatory behaviors.

* The best practice to reduce the occurrence of self-stimulatory behavior is to replace the behavior with a behavior that is considered to be more appropriate.

* By attempting to eliminate self-stimulatory behavior without replacing it with something that will serve the same function, the behavior could result in a more intense or more problematic behavior.

Example: To Gain Attention

* Ripping up an assignment

* Every time the child engages in ripping up an assignment, they are provided with attention by a teacher, parent, Para educator, etc. The adult gives him/her attention by taking them to another part of the room and working with him/her one-on-one.

* By giving the child this attention when he or she rips up an assignment, we are reinforcing the behavior of ripping up an assignment.

* How should we respond in this situation? Why?

Example: To Avoid a Demand

* Ripping up an assignment

* Every time the child engages in ripping up an assignment, he or she is removed from the class and does not have to follow through with the demand placed on them.

* By providing the child removing the child from the instruction when he/she rips the assignment, we are reinforcing the avoidant behavior.

* How should be respond in this situation? Why?

Example: To Self-Stimulate

* Ripping up an assignment

* Every time the student engages in ripping up an assignment, he or she is prompted to pick up the assignment.

* By providing this prompt and not addressing the true function of the behavior, the behavior will not decrease.

* How should we respond in this situation? Why?

Reinforcement Vs. Punishment

* Reinforcement involves adding or removing something to or from the environment in order to _increase_ the likelihood of a behavior occurring again in the future.

* Punishment involves adding or removing something to or from the environment in order to _decrease_ the likelihood of a behavior occurring again in the future.
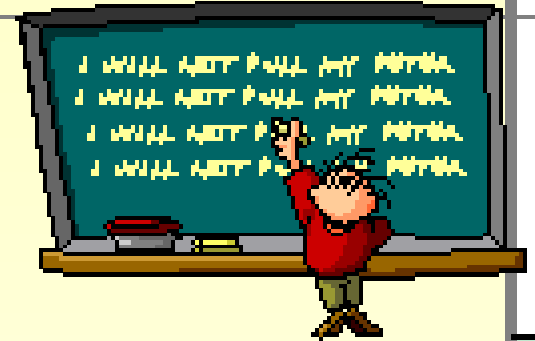
Reinforcement

* Positive Reinforcement
  * Adding something to the environment to increase the likelihood of the behavior occurring again

* Negative Reinforcement
  * Removing something from the environment to increase the likelihood of a behavior occurring again

Punishment

* Positive Punishment
  * Adding something to the environment to decrease the likelihood of the behavior occurring again

* Negative Punishment
  * Removing something from the environment to decrease the likelihood of the behavior occurring again

Example of Reinforcement and Punishment

* Johnny refuses doing his homework.
  * Positive Reinforcement
    * A cookie is given to Johnny when he completes his homework.
  * Negative Reinforcement
    * 2 math problems are taken away the following night when he completes his homework
  * Positive punishment
    * 10 more math problems are added the following night when he does not complete his work
  * Negative punishment
    * Gameboy is removed when he does not complete his work

Discussing Behavior Concerns

Objective Information is:

- observable: able to be seen heard, touched, smelled, or tasted

- Factual

- Able to be counted

- Able to be described

- Able to be imitated

- The same from multiple resources

- As close to truth as we can get

- Helpful in decision making

Discussing Behavior Concerns

Subjective Information is:

- Opinion or judgment

- Assumption or belief

- Rumor

- Suspicion or Speculation

- Varies: person-to-person, day-to-day

- Able to take on a life of its own

- Not the truth - Sometimes completely false

- Destructive in decision making

- Confusing and misleading

Discussing Behavior Concerns

Objective Language is:

- I saw…

- I counted…

- I observed…

- This is what he did.

- This is what I did

- She said…

- The sound she made sounded like this…

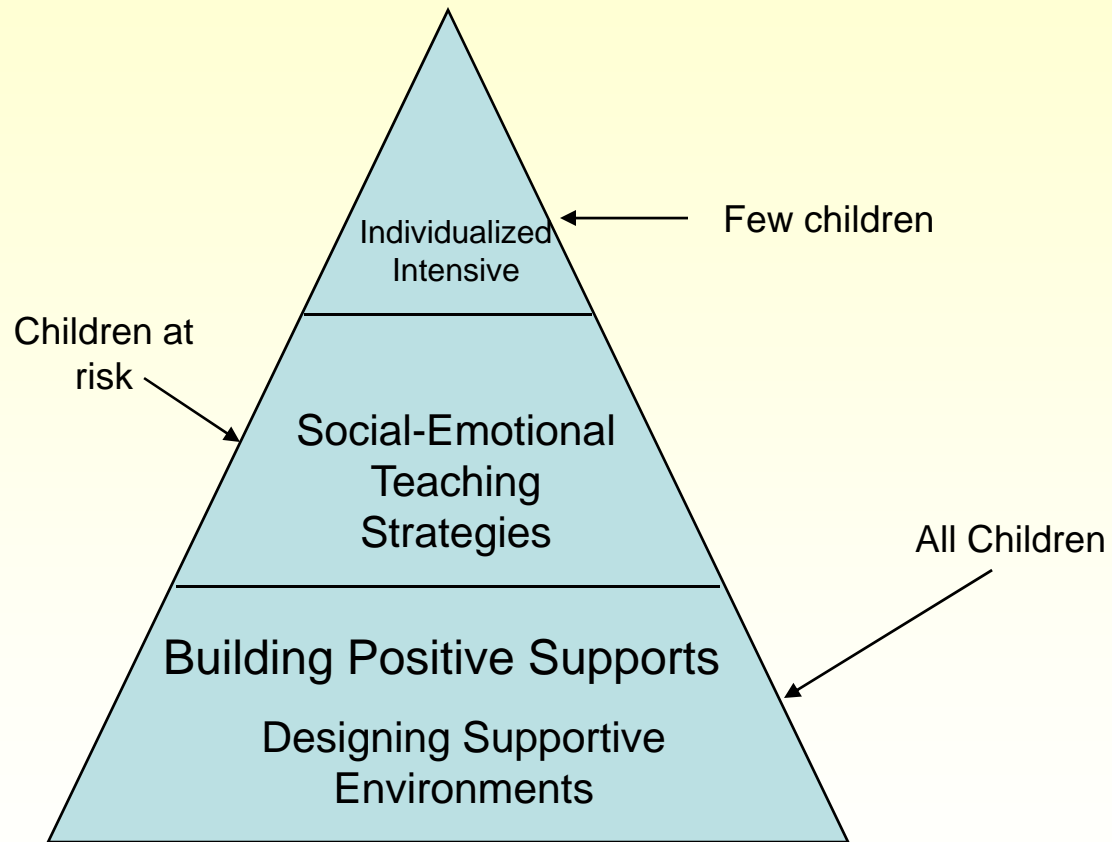- He stood in this place.

- He made an action that looked like this…

Discussing Behavior Concerns

Subjective Language is:

□ She did not want to… or He does not like…

□ She thought… or She thinks…

□ He feels…

□ He needs…

□ He was just trying to get me to…

□ She was just trying to get out of or avoid…

□ She was just trying to control me...

□ He always…

□ He never…

The Teaching Pyramid

Few children → Individualized Intensive

Children at risk → Social-Emotional Teaching Strategies

All Children → Building Positive Supports

Designing Supportive Environments

From the child's perspective

- Inability to understand the demands of a classroom, or environment.
- Difficulty communicating wants and needs
- Difficulty initiating and sustaining social interactions and relationships
- Confusion about consequences of behavior
- Difficulty attending to multiple step directions

From an adult's perspective

- Lack of compliance with classroom or environmental routines
- Not paying attention
- Tantrums
- Destruction of property
- Aggression
- Self injury

Important Point to Ponder

☐ If the behavioral intervention DOES NOT ADDRESS the development of POSTIVE pro-social behaviors (from the child's perspective) it will be UNSUCCESSFUL in the long term elimination of the problem behaviors from the ADULT'S PERSPECTIVE.

Center on the Social and Emotional
Foundations for Early Learning

Example

- In group play situations (recess/centers) Johnny uses verbal aggression (threats, screaming) to obtain toys and join play.

- When this behavior occurs the peer relinquishes the desired toy and leaves the play area and an adult intervenes and provides Johnny with negative attention.

- What to teach? Next steps?

Support Plan

- Prevention
  - Pre-teach skills- asking, sharing
  - Use visual cards to help him remember the lesson when in a difficult situation
- Replacement Skills
  - Asking to play, share
  - Flexibility, accepting others ideas/space
  - Asking for teacher's help
- Responses
  - Immediately respond to his request for help
  - Intervene to prevent harm by providing support/attention to the child that was threatened
  - Provide certificate/token and acknowledge positive behavior at the end of each successful day. Fade certificate/token.

Excessive Talking-Tier 1

- Consistency with consequences
- Preferred Activity Time
- Teach what quiet/on-task behavior looks like- role play
- Have a visual cue to resort to (such as a picture/poster)
- Remind students "I am waiting for quiet" "looks like we are almost quiet"
- Tattle box
- Oops Cards

Escape-Tier 1

- <u>Behavior</u>: Plopping on the floor, refusal, hiding under desk, crying "I don't want to do this"

- If they are trying to escape a particular activity try to sandwich the non-preferred activity between one that follows that is extremely rewarding.

- For example: give the child a choice "you have a choice you can do the assignment now then go to recess or you can finish the assignment during recess"

- Example: "FIRST we are writing (non-preferred activity), THEN we will do our science project (preferred activity)" when student completes writing move to an activity he/she/class prefers

Accommodation Examples

- Set clearly defined standards/rules
- Remind students of rules periodically (not only when misbehaving)
- Private signals for reminders
- Preferential seating
- Teacher proximity
- Banking Time: student spends a 10-15 min. chunk of time w/ teacher 1x a week to work on building a positive relationship- student driven activities during this time. Not contingent upon behavior student always gets this time.

- Direct eye contact
- Behavior contract
- Behavior improvement plan
- Positive reinforcers and incentives
- Monitor closely during transitions
- Teach calming down or relaxation techniques
- Assign a safe place such as a "cooling down" place when frustrated
- Hold a confidential conference
- Signal for transitions in advance

Accommodation Examples
Classroom Environment

- Reduce unnecessary visual stimuli/clutter
- Seat student in low traffic area
- Eliminate distracters from desk
- Allow student breaks as needed
- Post daily routine in writing in a visible location (younger children accompany with pictures)
- Include opportunities for physical activity and movement
- Assign Captains/planned jobs- line captain, paper captain, bathroom captain
- Have child hand out requested materials (markers, puzzle pieces, manipulatives)

- Pre-arranged cue for student to leave the room
- Allow students to stand or sit on a wiggly seat while working
- Place felt/sandpaper/tissue paper under desk for sensory/fidgeting
- Allow students to use ear plugs or head phones while working independently to minimize noise
- Allow students to transition ahead of the class
- Keep extra supply of pencils, pens, crayons, markers
- Use puppets to teach social scenarios and the social skills curriculum
- Pre-planned peer placement

Resources

- Intervention Central –
  - www.interventioncentral.com

- Behavior Doctor -
  - www.behaviordoctor.org

- School-wide Positive Behavior Support–
  - www.pbis.org

- Information on Disorders –
  - www.nmha.org