



Teaching Students with Challenging Behaviour: **As Easy as ABC!**

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New Westminster School
District

February 25, 2017

Want to follow along?

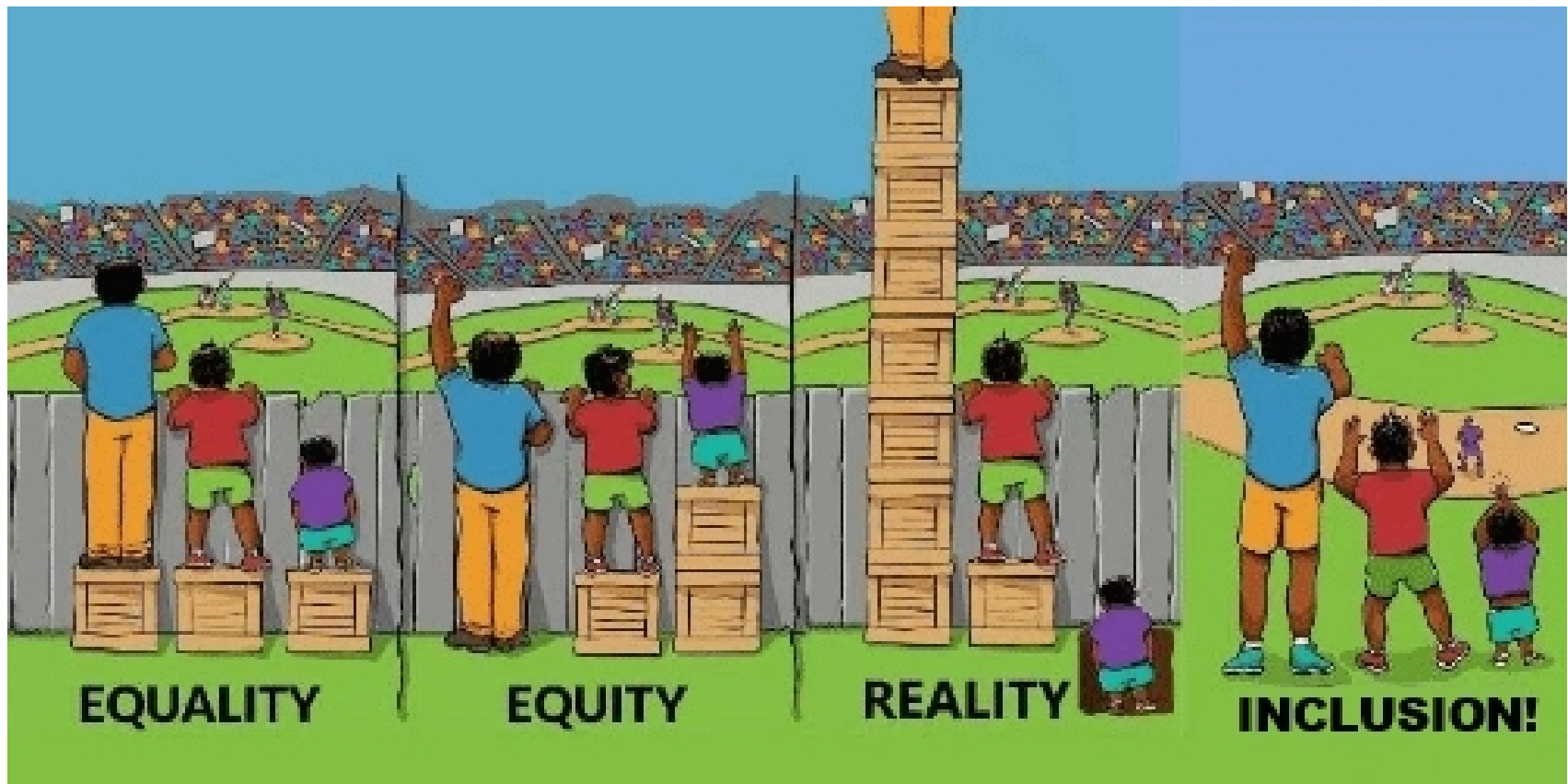
Go to

[www.mspalmersclassroom.weebly.com/
newteachersconference](http://www.mspalmersclassroom.weebly.com/newteachersconference)

What is a Behaviour Analyst?



- Change social behaviour
- Determine relationship of a behaviour with its environment
- Figure out the “why” by looking at the before and the after
- Teach new skills and change behaviours by structuring the environment and using the principles of positive reinforcement
- Work in homes, schools, businesses, industry

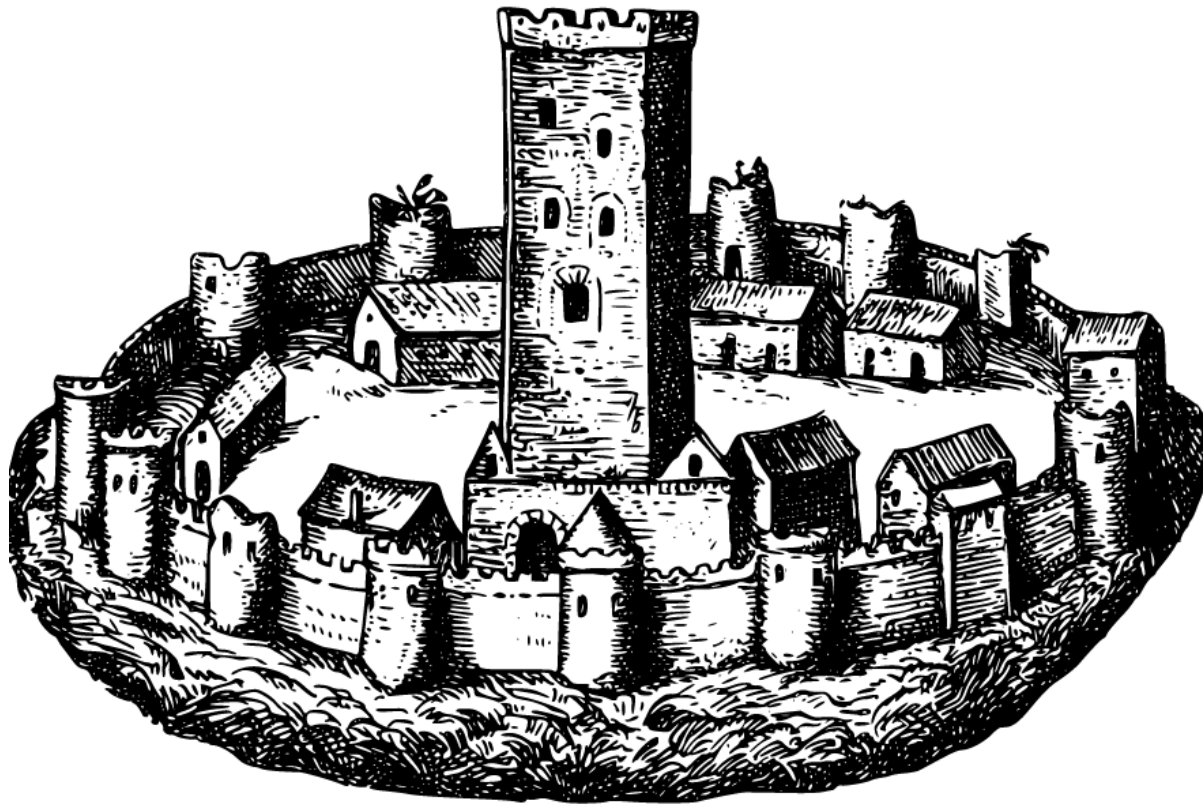


Fair is not always equal. Removing barriers should be our goal.

Create a Classroom Community



Not a Kingdom



Gordon Neufeld

- Children do not experience our intentions, no matter how heartfelt. They experience what we manifest in tone and behaviour.
- Children learn best when they like their teacher AND they think their teacher likes them.

O. Ivar Lovaas

- If a child can't learn the way we teach, then we teach the way they learn!

Ross Greene

Kids Do Well if They Can

- The single most important thing a care-giver can do to help a behaviourally challenging child is to be the person who, at long last, identifies the lagging skills and unsolved problems that have been contributing to challenging episodes(and then goes on to teach the child new skills!)

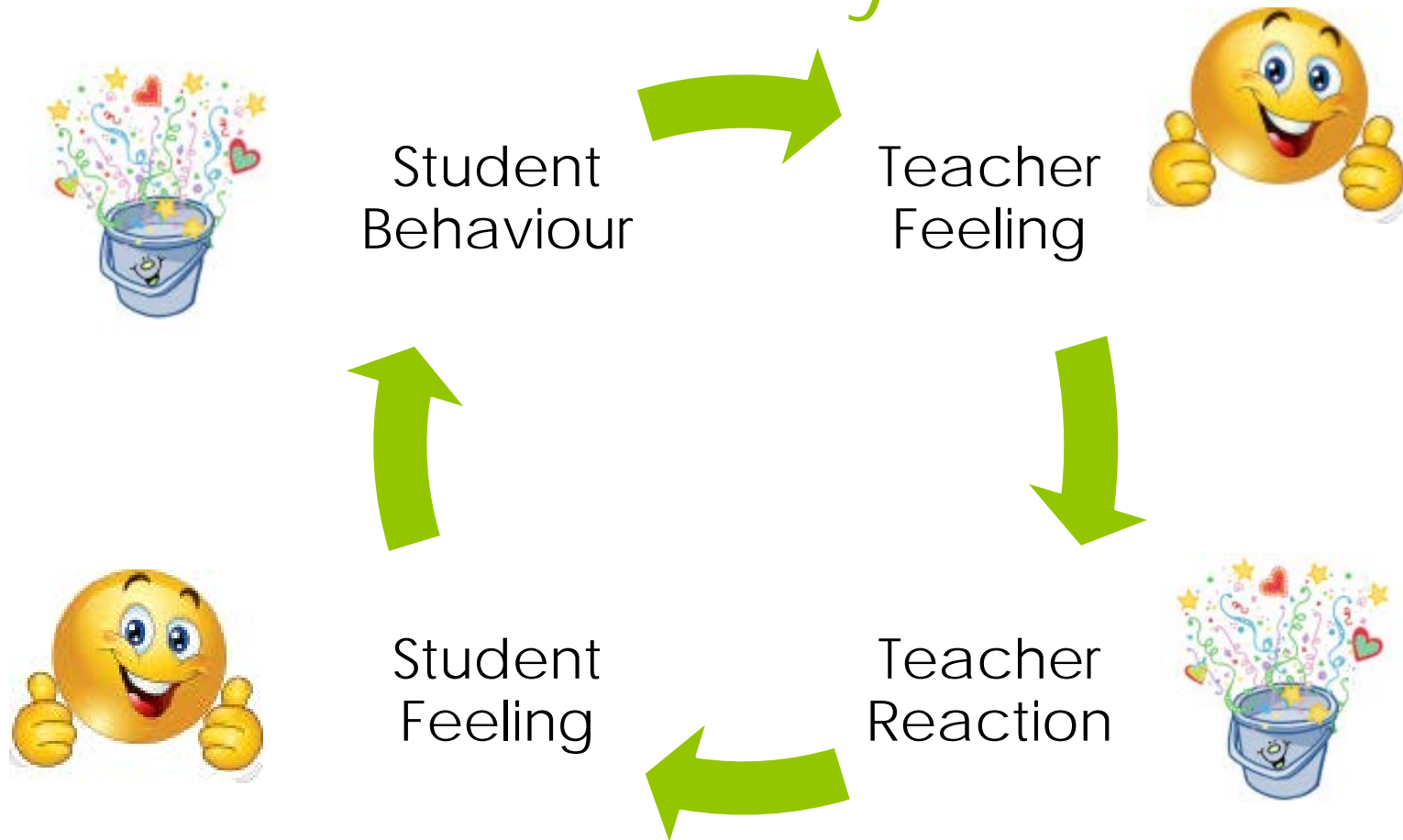
“The Explosive Child”

Carol McCloud

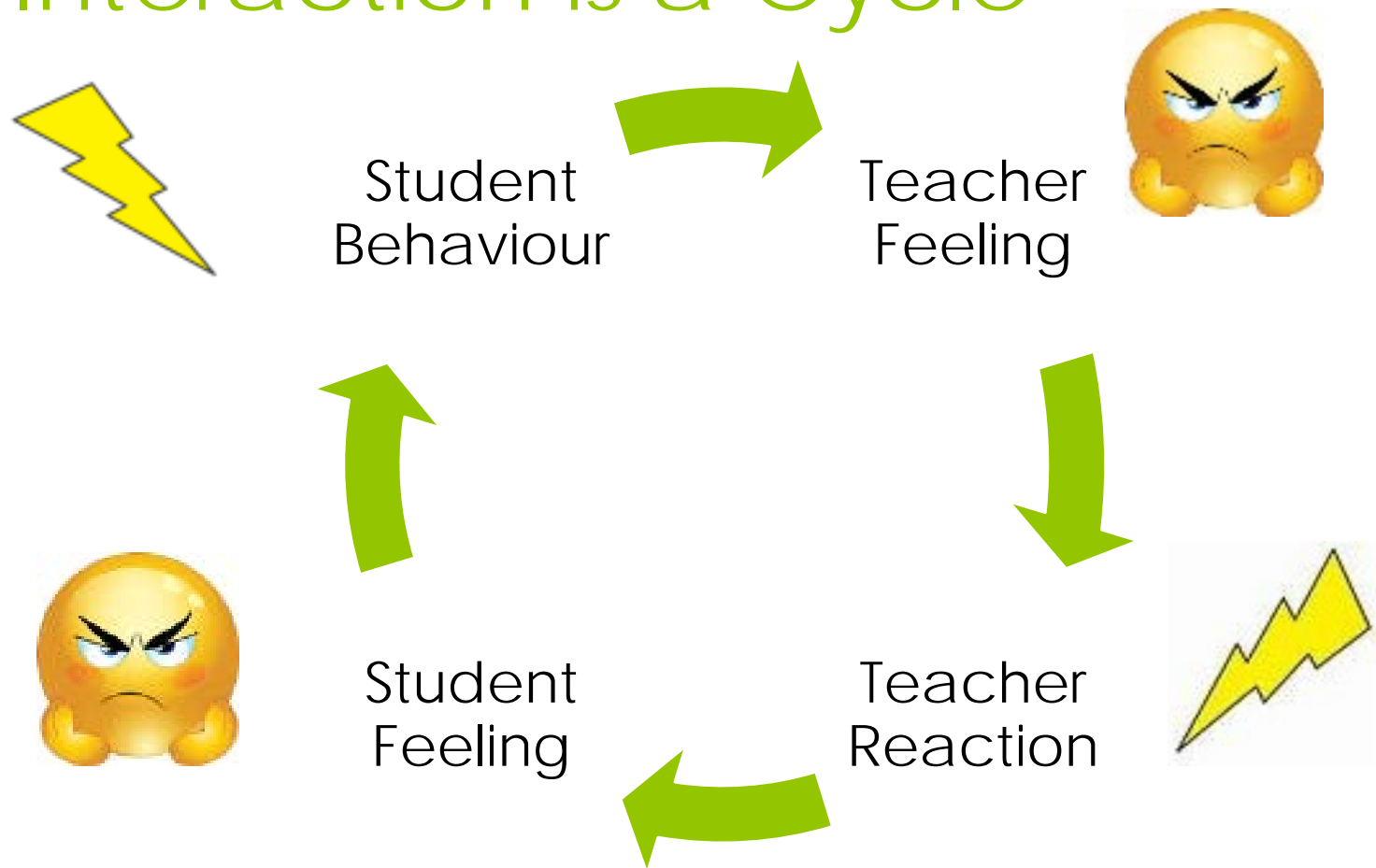
- All day long, we are either filling up or dipping into each other's buckets by what we say and what we do. Try to fill a bucket and see what happens.



Interaction is a Cycle



Interaction is a Cycle



Interrupting the Cycle

Interact – Don't React



Teacher
Interaction



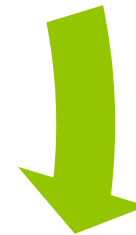
Teacher
Feeling

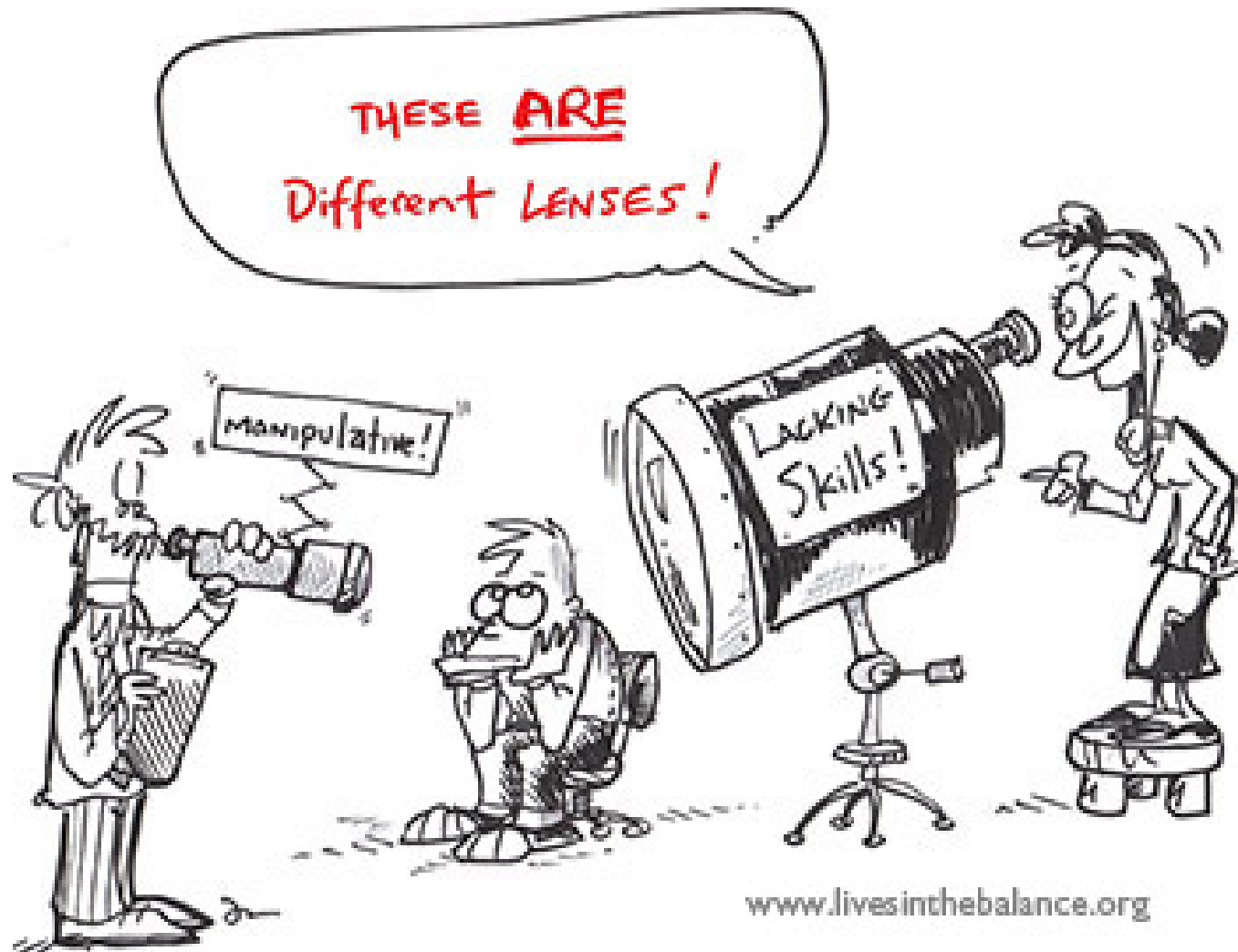


Student
Feeling



Student
Feeling





Importance of Behaviour Principles

- When you understand **what** is happening, and **why** it is happening, then you come up with effective ways to prevent problem behaviour(s) and teach more effective ones.



Behaviour:

- Anything our body (or brain) does
- How we react to the environment
- Learned
- Continues because it serves a purpose or a function
- Predictable
- A form of communication
- Can be shaped and changed



Image credit: Jelle van Dijk EMBODIED COGNITION: THREE FLAVORS

Lagging Skills and Unsolved Problems

- Challenging behaviours **are not** a fundamental characteristic of a diagnosis (ASD, FASD, ADHD, LD, mental illness etc.)
- Challenging behaviour is what we see as a **result** of the **characteristics** of diagnoses (*social and language deficits, sensory differences, academic challenges, repetitive and restrictive behaviours, trauma etc*). Remember the bucket?



Understanding Challenging Behaviour

- Challenging behaviour is LEARNED and may be the result of Lagging Skills:
 - Self-regulation issues
 - Communication challenges
 - Excessive stress or anxiety
 - Little control in life
 - Social skills challenges
 - Lack of understanding (of themselves, of others)
 - Access to attention, escape, tangible, sensory-stimulation (the functions of behaviour)
 - See ALSUP (Ross Greene)

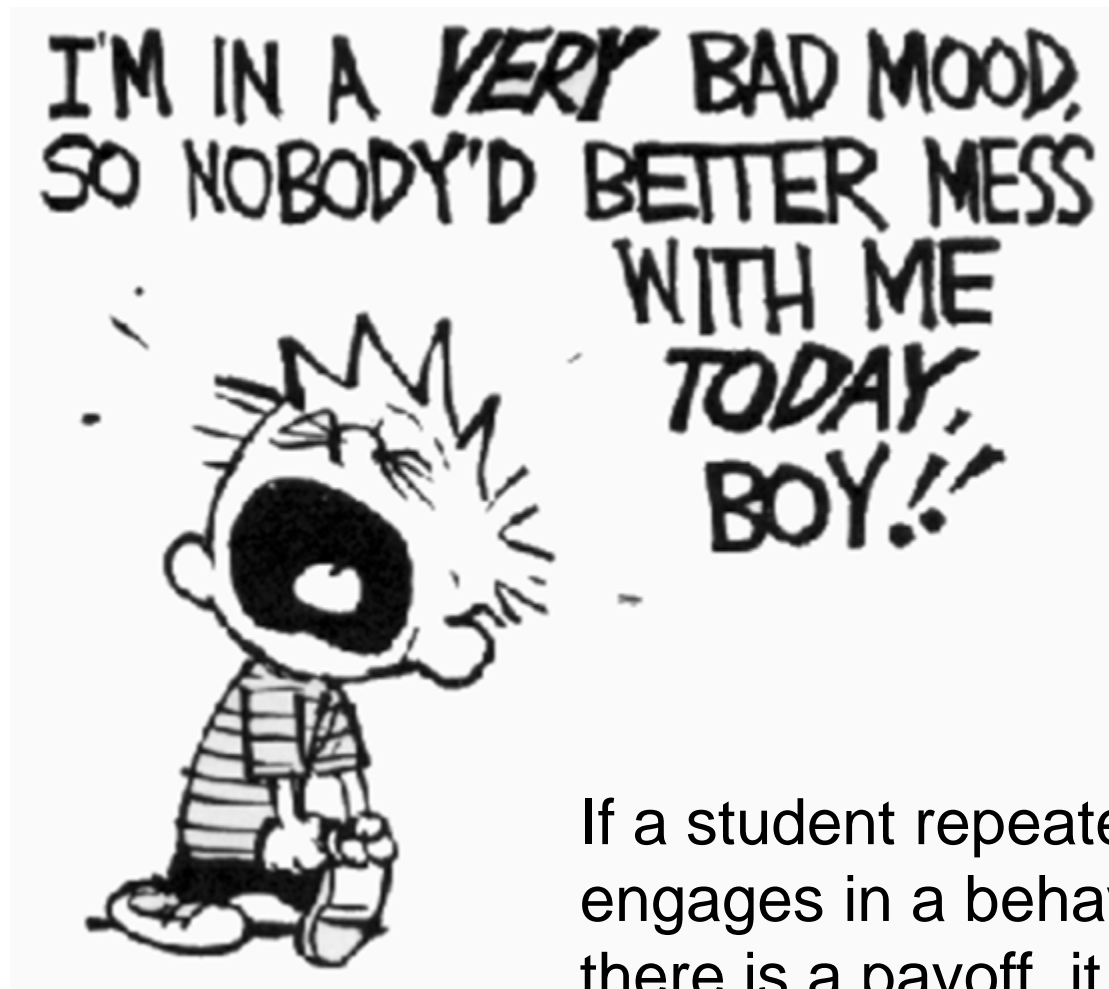
(adapted from Tony Attwood, Indices of Friendship Observation Schedule)

Behaviour Is a Form of Communication

Impressive but
not effective or
efficient!

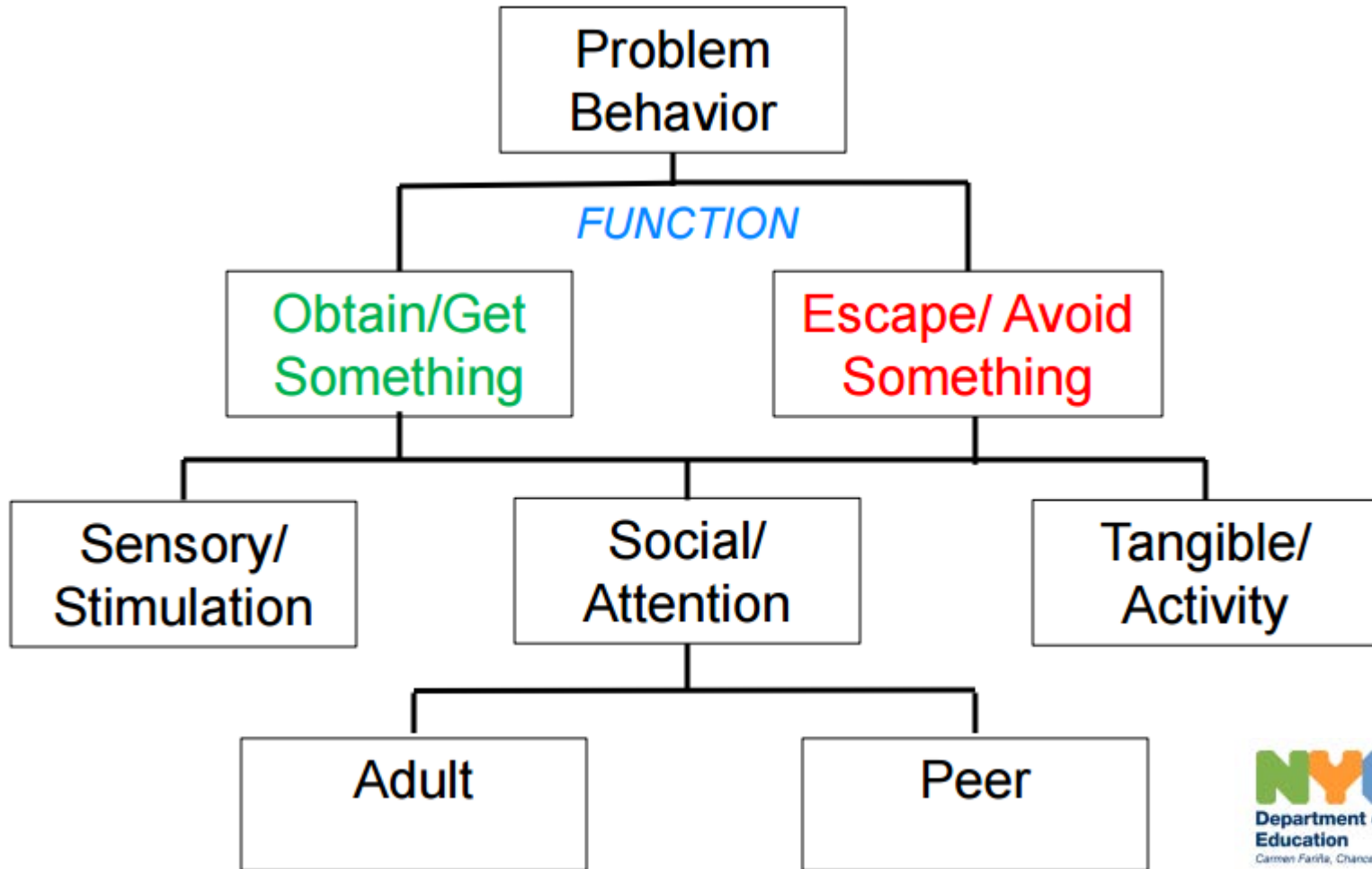


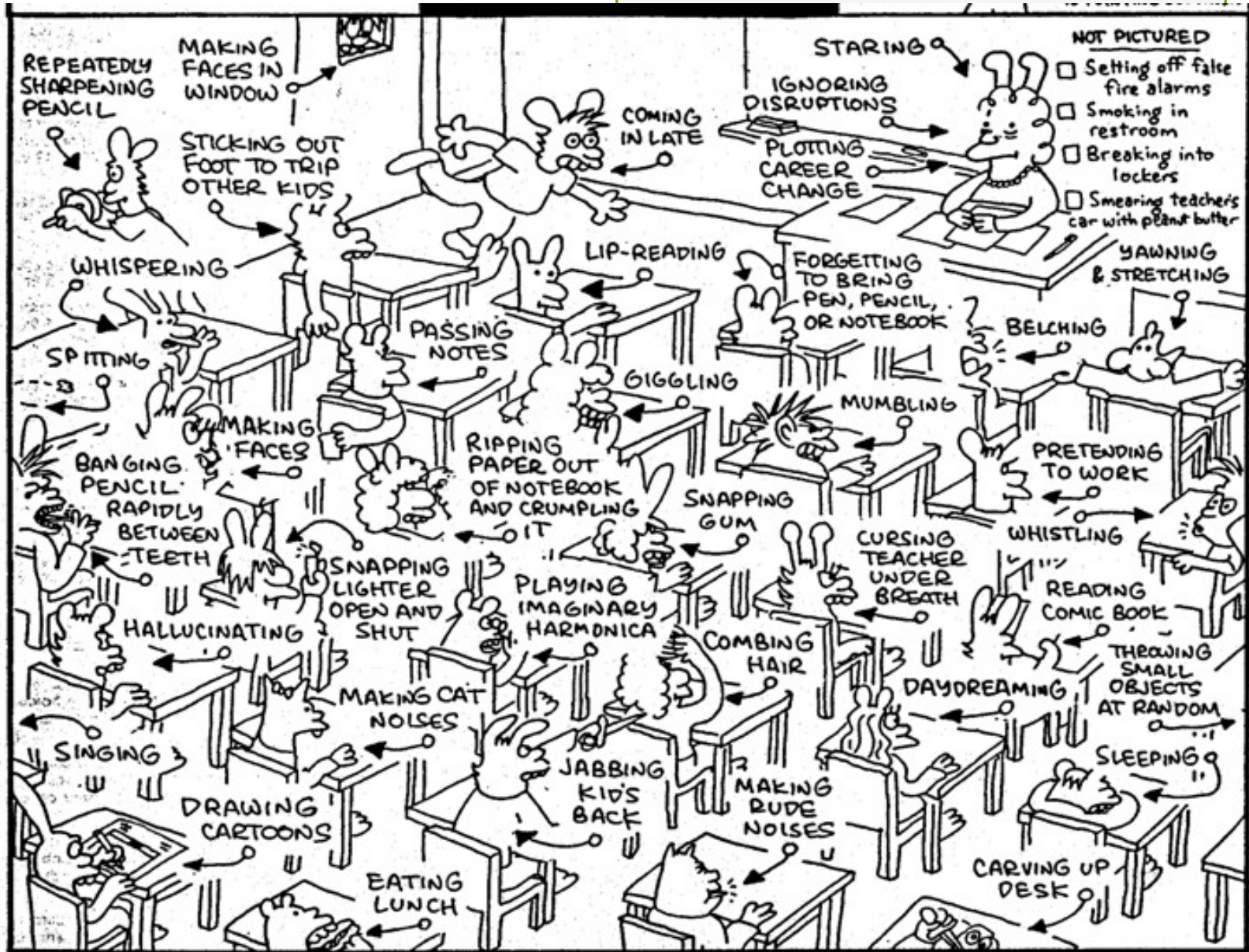
"What is it, boy? Want to go outside?"



If a student repeatedly engages in a behaviour, there is a payoff, it serves a function.

Functions (Purposes or Needs) that Behaviour Communicates





Most Behavior Serves a Function

Every time I get
out of my desk
the teacher
comes over and
talks to me!

To gain or escape
attention from adults or
peers...



Most Behavior Serves a Function

THIS
SPELLING IS
HARD!

To gain or escape
activities/conditions that
are experienced as
pleasant or unpleasant



Most Behavior Serves a Function

When I yell and
scream they give
me Legos to calm
down ...

To gain **tangible** items



Most Behavior Serves a Function

Wow! I am so
focused now!



To gain or escape
sensory/ stimulation

Most Common Functions of Behaviour

To Obtain/Get

- Peer attention
- Adult attention
- Control over environment
- Desired task/activity
- Desired object/item
- Sensory stimulation: auditory, tactile, movement, etc.

To Avoid/Escape

- Peer attention
- Adult attention
- Task(difficult, boring, easy)
- Physical demand
- Non-preferred activity
- Reprimands
- Sensory stimulation: auditory, tactile, movement, etc.

Effective Teachers

- Recognize that misbehaviour occurs for a reason and take that reason into account when deciding how to respond.

(Alberto & Troutman, 2006)

Function of the Behaviour?

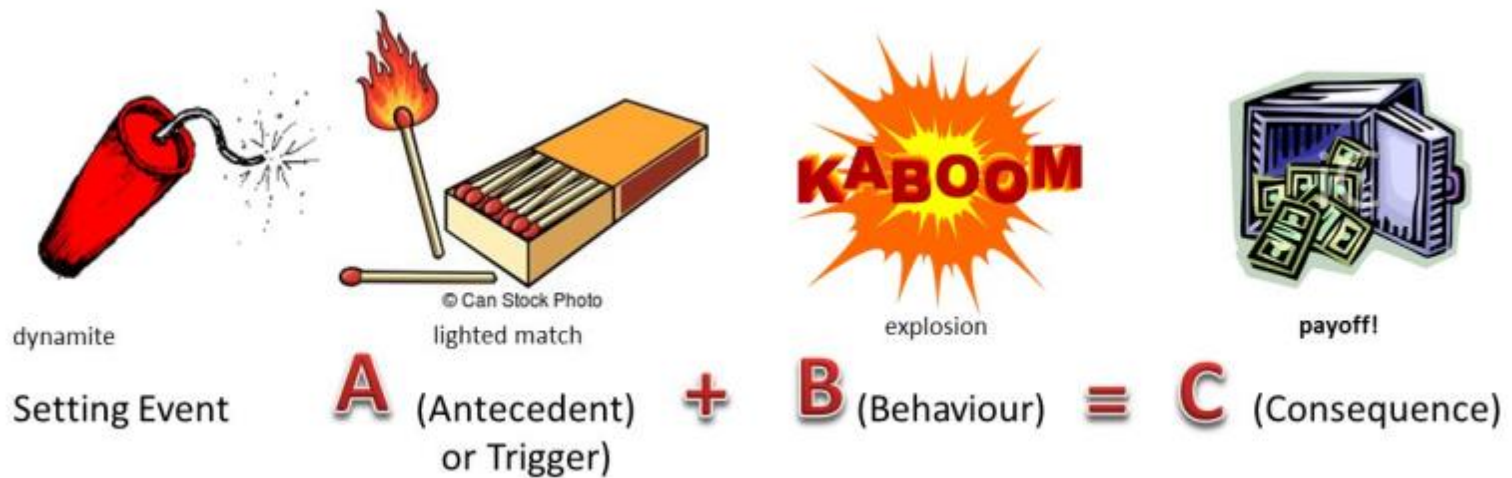
- How do we decide the reason for the misbehaviour (the function of the behaviour?)





Video Credit – Thanks to Mike Blahnik Innovative Learning Group
https://youtu.be/H_IOyNZXGEA

Behaviour Pathway



Hypothesis: When (**setting event**) occurs and (**the antecedent happens**), the student engages in (**problem behaviour**) in order to (**function**).

The (S) A-B-C's of Behaviour

Setting Event

circumstances that **influence** the rate, intensity, or duration of behaviour

student doesn't have the math skills to complete worksheet

Antecedent

an event that occurs just **before** a behaviour

teacher tells student to complete his math worksheet

Behaviour

the actual behaviour displayed by the student in response to the antecedent

student yells and throws worksheet to the floor

Consequence

what happens as the **result** of a behaviour

teacher sends student to the office



The (S) A-B-C's of Behaviour

Setting Event

circumstances that **influence** the rate, intensity, or duration of behaviour

Teacher is worried about getting through lesson

Antecedent

an event that occurs just **before** a behaviour

Student yells and throws worksheet to the floor

Behaviour

the actual behaviour displayed by the student in response to the antecedent

Teacher sends student to the office

Consequence

what happens as the **result** of a behaviour

Teacher finishes lesson



Setting Events and Antecedents

- ◉ Setting Event:
 - circumstances that may or may not be related to the immediate situation but that **influence** the behaviour
- ◉ Antecedent:
 - an event that occurs just **before** a behaviour (also called the **Trigger**)

"Could someone help me with these? I'm late for math class."

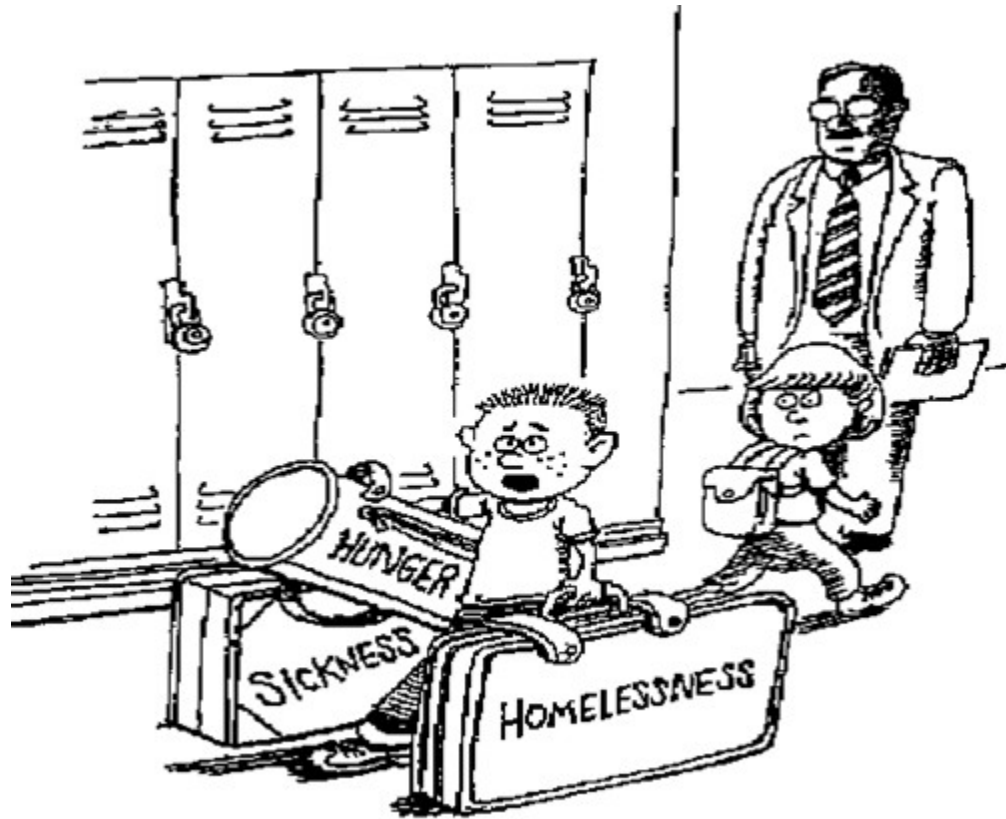
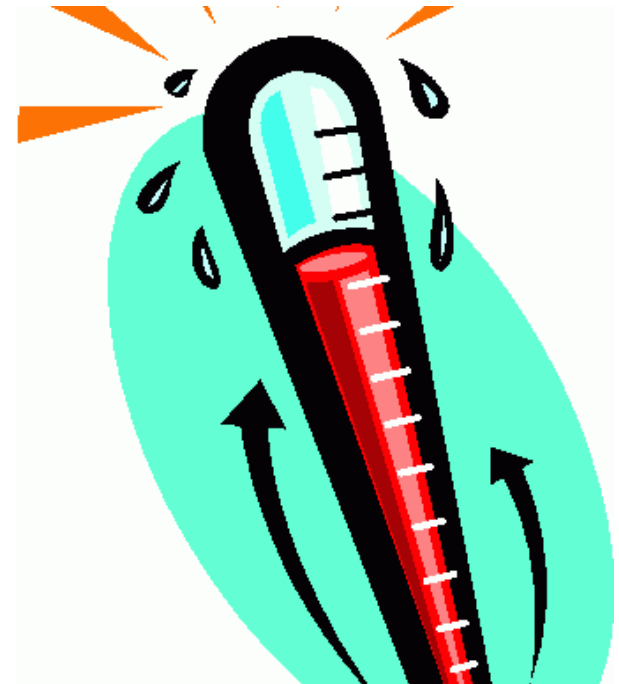


Image Credit: lilysblackboard.org

Common Setting Events

- Change in home routine
- Change in meal routine
- Interrupted sleep pattern
- Ability or previous learning history
- Biological factors – illness, medication, sleep
- Teasing or bullying
- Disappointment or anxiety – previous incident(s)



Common Antecedents (Triggers)

- Change in routine
- Instruction (task demand)
- Removal of materials
- Removal of desired objects
- Denied access to item or activity
- Peer in classroom becomes upset, noise increases, attention decreases
- Transition from preferred to unpreferred activity

Strategies to Reduce Problem Behaviour

● Setting Event Strategies

- Snack if hungry
- Revving activity/nap or rest if tired
- Gum/crunchy veggies/chew tool/reassurance if anxious
- Comfort item/social interaction with adult or friend if sad
- Calming activity if angry or upset

Strategies to Reduce Problem Behaviour

● Antecedent Strategies

- Environmental supports
- Visual supports
- Power of choice
- Teach self-regulation skills – Zones of Regulation
- Teach social skills
- Teach academic skills

Setting Event/Antecedent Strategies to Reduce Problem Behaviour

- Antecedent Strategies are used to modify the environment **before** a problem behaviour occurs to make problem behaviour less needed, effective or efficient.
- **IMPORTANT** - Will reinforce problem behaviour if used after it occurs (eg. Taking a child for a break after the behaviour happens instead of before.)

Consequences

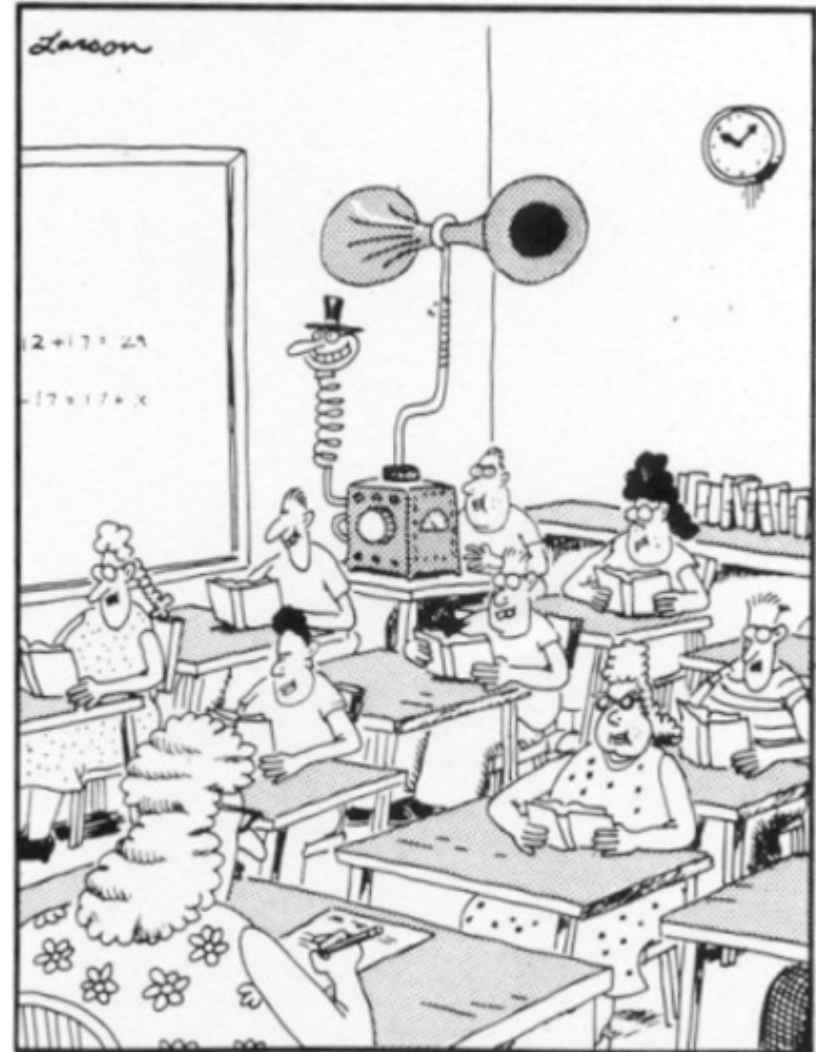
- Consequences follow a behavior and thus influence it (i.e., decrease or increase its probability of re-occurrence)
 - **Reinforcement** (positive or negative): the student is more likely to display the behaviour again
 - **Punishment** (positive or negative) : the student is less likely to display the behaviour again

Consequence Strategies

- Positive Reinforcement for desired behaviour (verbal praise or reward)
- Redirect/planned ignoring of minor problem behaviour
- Loss of Privilege/ Time Out/ Think Sheet/ Office Referral for major problem behaviour (may require safety plan)

The Power of Reinforcement

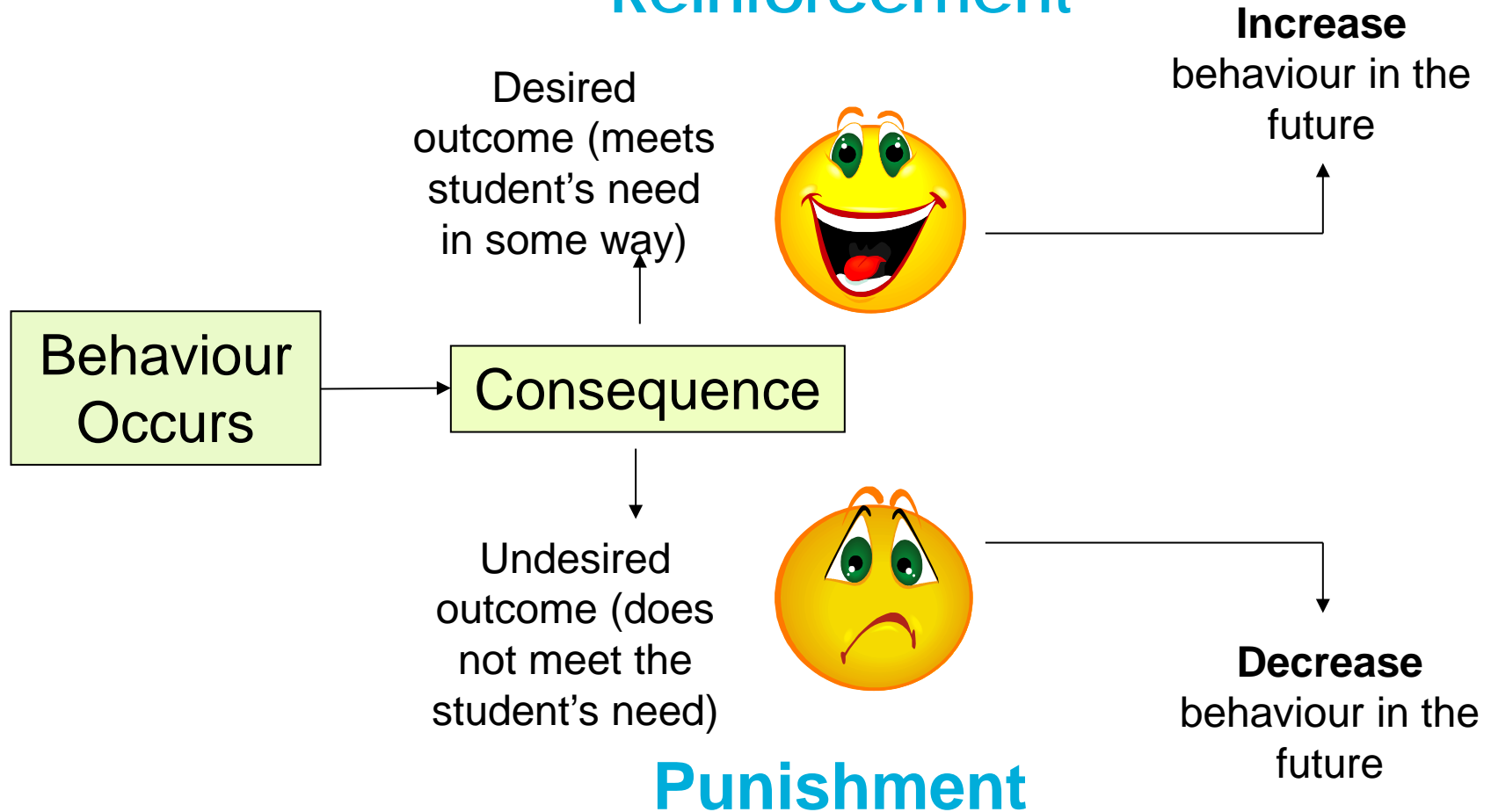
- Just as reinforcement (desired outcome) works to help a child learn new desirable behaviours or skills, it will also work equally well in teaching challenging behaviours



The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

Consequences Determine Future Behaviour

Reinforcement



Consequences

- We don't know whether a consequence is reinforcement or punishment until a pattern of behaviour is seen.
- Taking data is important!

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"Mr. Wickers called me 'gifted' in front of the whole class. I'm ruined."

Traditional Behaviour Management vs. Positive Behaviour Support

What is Traditional Behaviour Management?

- Views the problem as within the child. Does not address how the environment impacts the child's behaviour
- Focus is on reducing behavior through reactive plans (reward and punishment focus), don't teach the child what to do only what not to do.
- Philosophy of expecting positive behavior/compliance regardless of the environment

Past versus Current Understanding of Behavior

Traditional

- **Decrease** in problem behaviours
- Emphasis on **reinforcement & punishment**
- **Form** of behaviour most important
- **Separate** instructional & behavioural plans

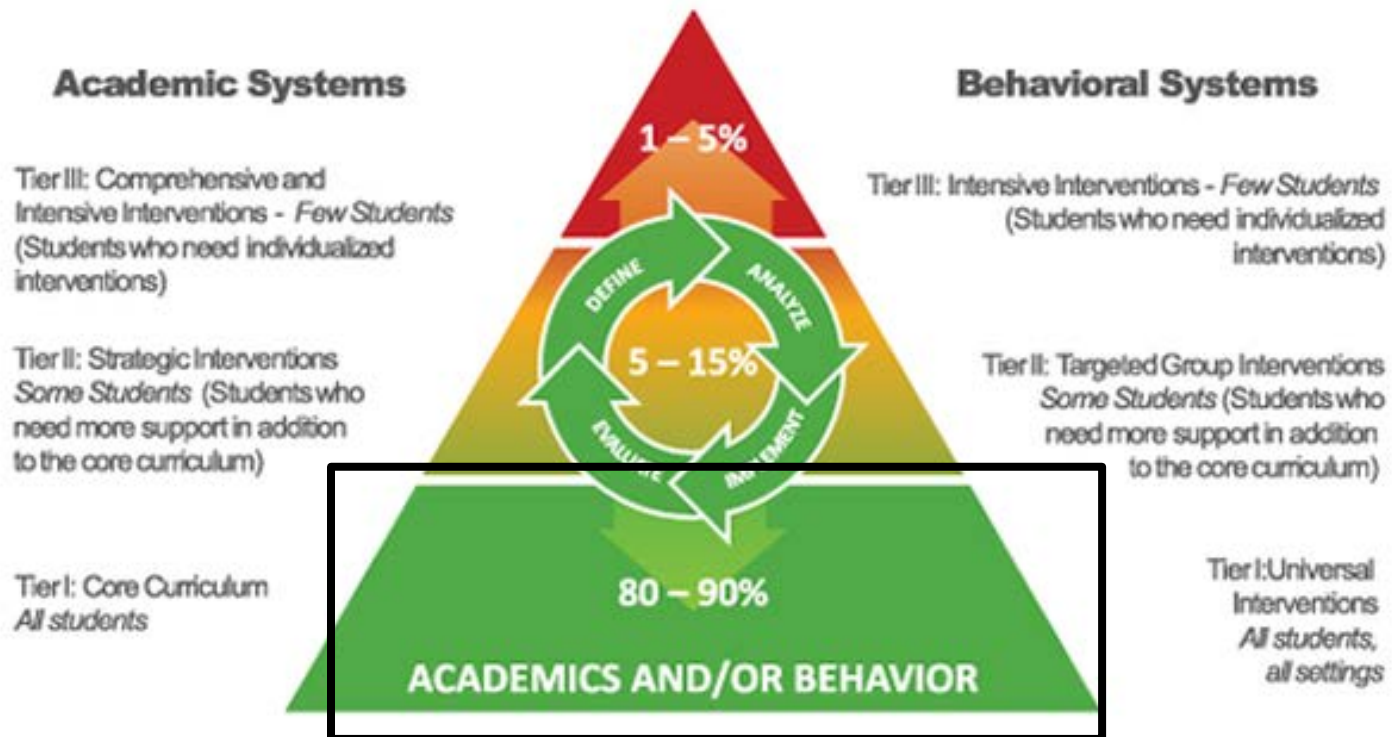
New/Current

- **Increase** in skills and adaptations
- Emphasis on **antecedents** or setting events
- **Function** or “message” of behaviour most important
- **Integrated** instructional & behavioural plans

Going to School-based team?

Rtl: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



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"Instead of calling my mom, how would you feel about exploring a more positive and preventive strategy."

Tier 1 - Proactive Classroom Management Skills

- **ALL** students do **BETTER** if these are present in the classroom
- Relationships, relationships, relationships – read Bank Accounts and Bucketfillers
- Create classroom rules, routines, and transitions with your students – teach and practice; reteach and repractice whenever necessary
- Uncluttered, organized classroom environment



Tier 1 - Proactive Classroom Management Skills

- Teach and practice self-regulation, socio-emotional and social skills
 - Mind Up/Mind Yeti
 - Zones of Regulation/Second Step/Wits/Bucketfilling
- Provide many opportunities for student movement - Go Noodle/Yoga/DPA – see Top Ten Ways to Calm & Energize
- Create a “Safe Place” and allow for student breaks – see Time Away

Tier 1 - Proactive Classroom Management Skills



- Vary your instructional strategies; use multimedia – limit pencil and paper work
- Allow student choice whenever possible
- Give corrective feedback in a non-threatening, private way, use teacher mobility and proximity
- 5 to 1 ratio of positive feedback to demands or corrective feedback whenever possible – catch students being good! (5 penny system)

Tier 1 - Use Positive Reinforcement: IFEED!

I : Reinforce IMMEDIATELY!
F: Reinforce FREQUENTLY!
E: Be ENTHUSIASTIC!
E: Make EYE CONTACT!
D: DESCRIBE what you like!



Bonus Formula: $A + V = X$

ANTICIPATION + VARIETY = extra long-lasting success

Tier 1 - Behaviour Specific Praise

- "I noticed you got started on your work right away today – you should be proud!"
- "I heard that you and Mary solved a problem at recess in a fair way. You are setting a good example for us all."
- "You answered 3 more questions on your math worksheet today. Way to go"
- Joey, thank you for putting your hand up and waiting until I was done talking.

Tier 1 - Proactive Classroom Management Skills

- Create a classroom wide motivation system to acknowledge desirable behaviour eg. Homeworkopoly, Good Behaviour game, Mystery Motivators, Class Dojo.
- Use a visual schedule & refer to it often
- Teaching system to encourage high student response – choral responding, random asking, pair-share – minimize hand-raising



Tier 1 - Law of Least Disruptive Intervention

- Consequence Strategies
 - Positive Reinforcement for desired behaviour (verbal praise or reward)
 - Redirect/planned ignoring of minor problem behaviour
 - Loss of Privilege/ Time Out/ Think Sheet/ Office Referral for major problem behaviour (may require safety plan)

Tier 1 - Proactive Classroom Management Skills

- Use natural and logical consequences whenever possible
- Always use a calm/neutral voice and body language when discussing or delivering consequences
- Involve student restitution whenever possible

Tier 1 - Proactive Classroom Management Skills

- Use a reflection or “Think Sheet” that helps identify motivation and go over it with students when there is a major issue (see handouts – your unofficial ABC form)
- Keep parents informed and involved. Make positive phone calls home before you have a concern.
- See Proactive Classroom Management Handout – Diana Browning Wright

Before Dealing with Problem Behaviour...



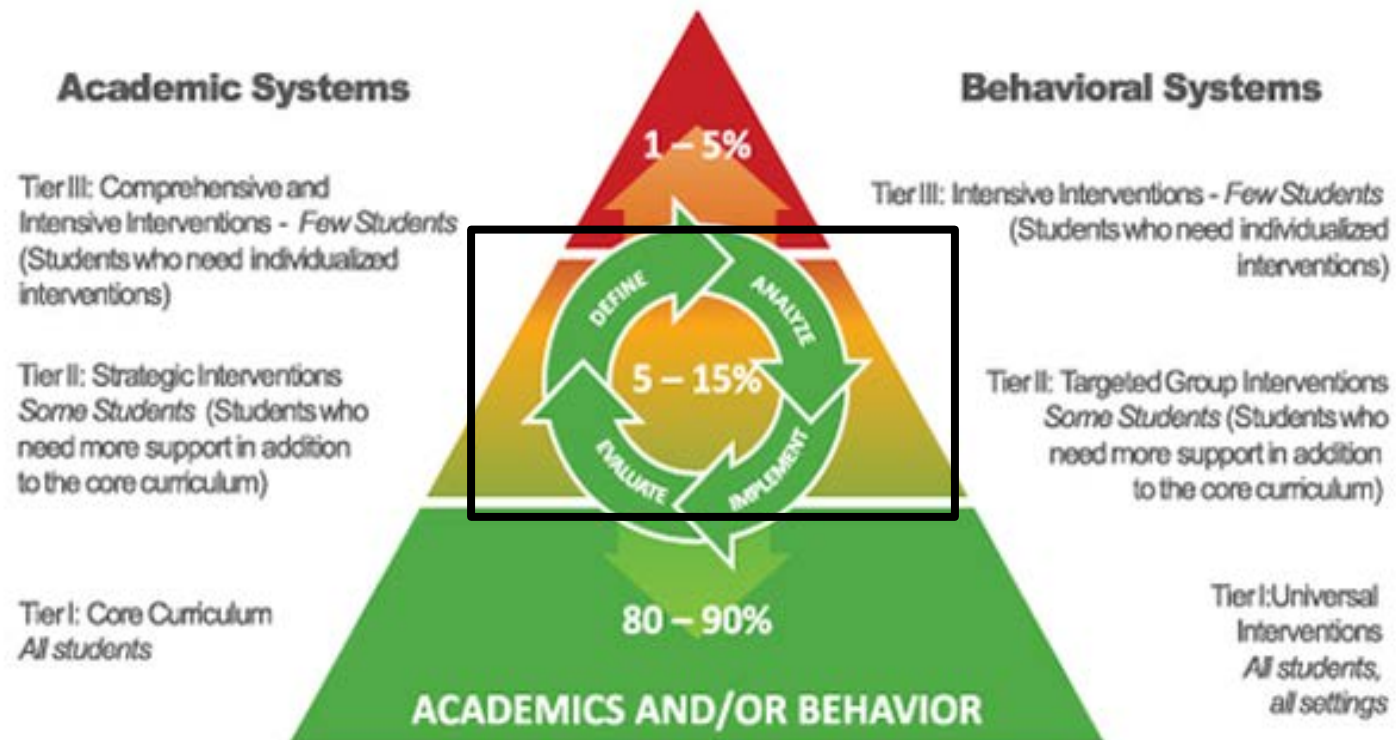
Ask yourself –

- What am I feeling?
- What does this student feel, need or want?
- How is the environment affecting the situation?
- How do I best respond for the short term – for the long term? Remember the interaction cycle.

Going to School-based team?

Rtl: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



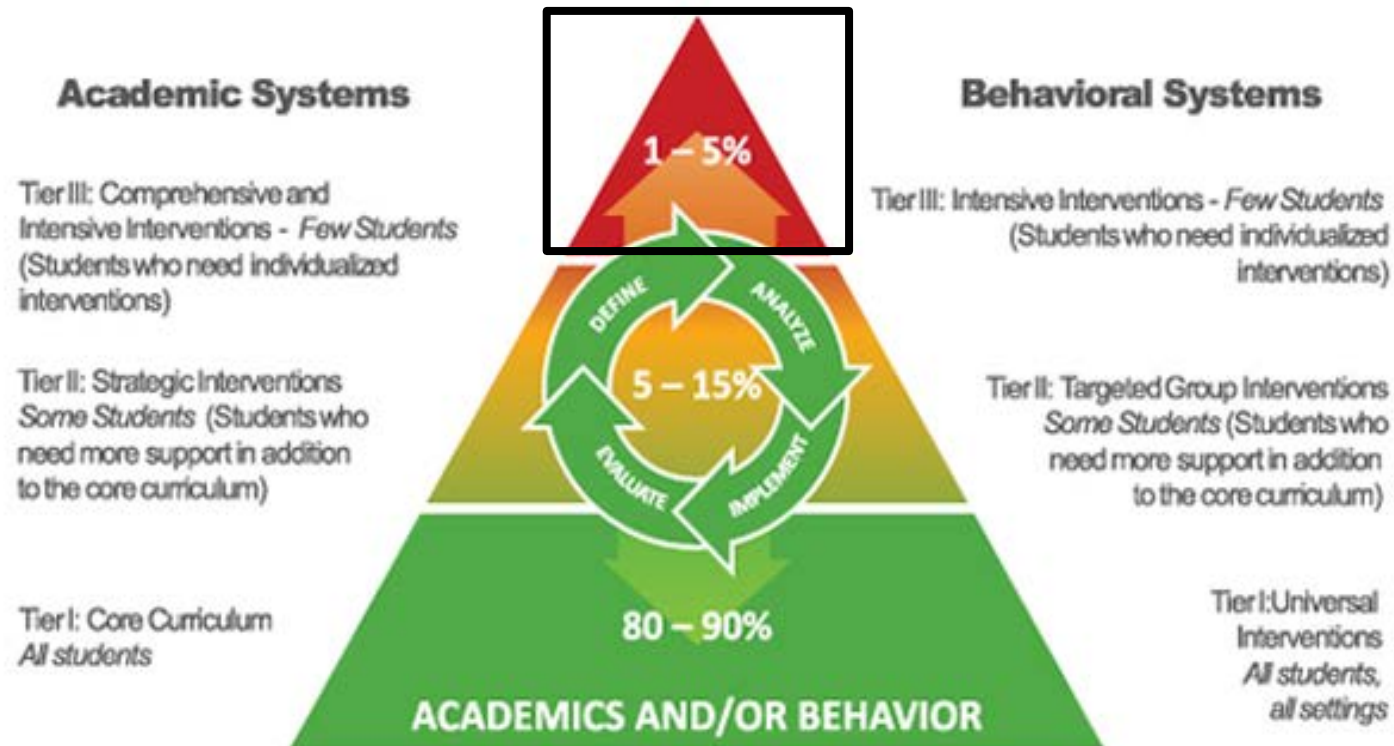
TIER 2 – Increased Support

- Be prepared with data that shows the strategies that have been tried – ABC charts, anecdotal records, tally sheets, in class assessments
- Resource Teacher will do more targeted assessment (Level B)
- Focus is on increasing skills through teaching, modelling and practice either in small groups or in the classroom or both.
- Support usually provided by resource teachers, counsellors, child and youth workers and educational assistants.

Going to School-based team?

Rtl: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



Tier 3 – Intensive Individual Supports

- SBT has determined that the small group/classroom supports have not been successful
- More indepth assessment should be completed – both academic and behaviour
- Important to bring home, community and school together to determine goals and needs (Integrated Case Management)

Tier 3 - Positive Behaviour Support Plans

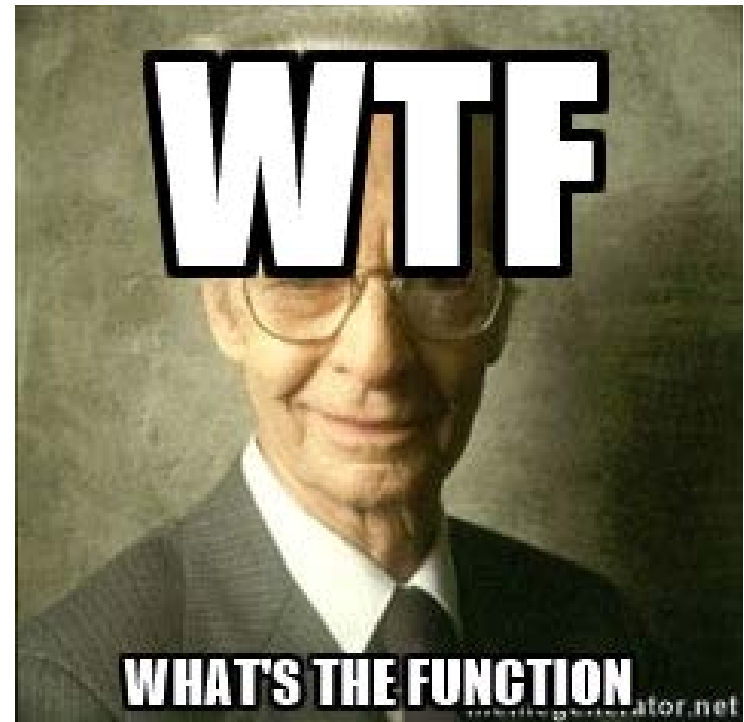
“... a behavioural support plan is a document that is designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will change.”

- Robert Horner and George Sugai,
“Developing Positive Behavioral Support Systems”

Tier 3 - Functional Approach

- A process that focuses on changing environmental factors instead while the person is learning new skills.
- It's about what we as adults will do differently!

Rob Horner – University of Oregon



B.F. Skinner

Tier 3 - Create a Positive Behaviour Support Plan

- First Step – Functional Behavioural Assessment
- An FBA is a tool to assess possible causes of a behaviour.
- Uses data collection , interviews with teacher, student, parents and other adults
- Assessment of Lagging Skills and Unsolved Problems (ALSUP) from Lives in the Balance is an excellent tool.

Tier 3 - Create a Positive Behaviour Support Plan

- The PBS Plan will outline strategies to change a challenging behaviour into a more appropriate behaviour
- FBA/PBS planning involves a TEAM including parents, teachers, counsellors, educational assistants, administrators and students
- Classroom teacher is most important in determining success of the plan

Tier 3 – FBA & Positive Behaviour Support Plan

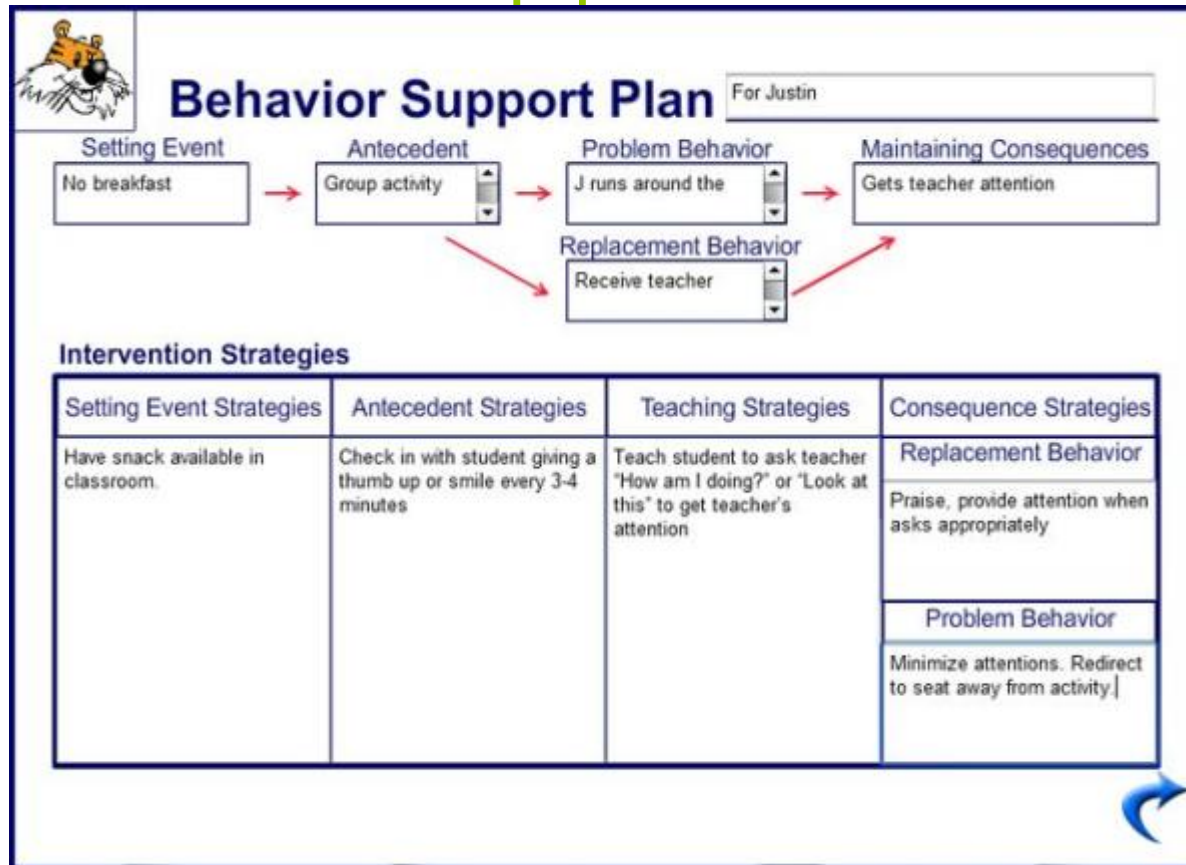


Image Credit
www.kidtools.
org

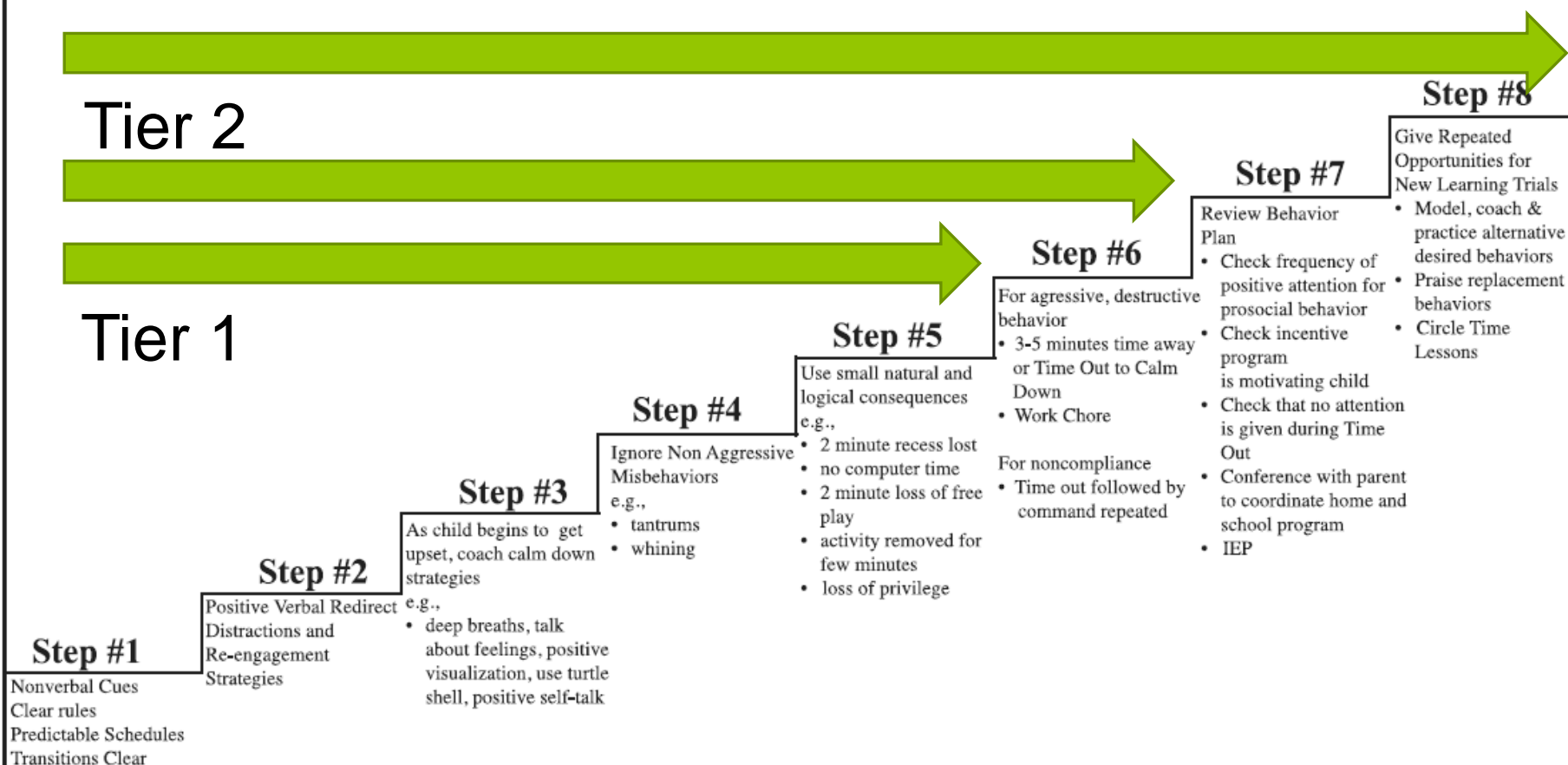
Discipline Hierarchies/Steps

For Nondisruptive & Disruptive Behavior

Tier 3

Tier 2

Tier 1

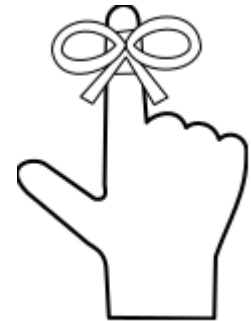


Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior

“Always choose the lowest, least intrusive first.”

Remember! A Function Based Approach

- A process that focuses on changing environmental factors while the student learns new skills.
- It's about what we as adults will do differently!



Rob Horner – University of Oregon

Need More Help?

Bit.ly/PolkPBS



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[PBS Behavior Intervention](#)

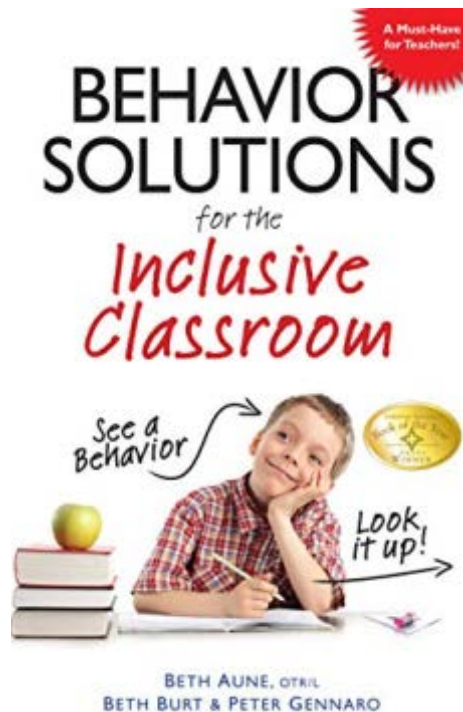
- Home
- Tier 1 Interventions
- Tier 2 Interventions
- Tier 3 Interventions
- Data Tracking
- Contact Us

PBS Behavior Intervention

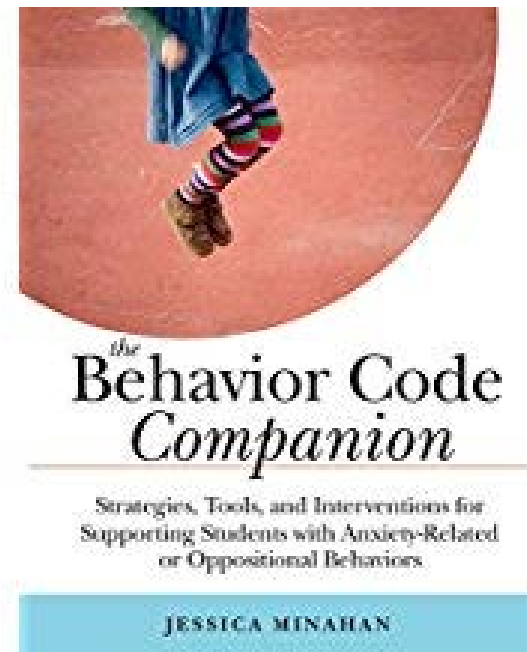
Polk Elementary School / Staff Directory / PBS Behavior Intervention
Welcome to D7 PBS Intervention
(Click on a behavior below to start)

Aggressive and/or Bullying	Hyperactivity	Negative Attitude	Somatic Complaints
Anxiety	Impulsive	Off-Task Disruptive	Stealing
Confrontational/Defensive	Inappropriate Language	Off-Task Non-Disruptive	Tantrums/Out of Control
Defiant	Lack of Participation	Out of Seat	Tardiness
Disorganized	Lack of Responsibility	Poor Coping Skills	Unable to Work Independently
Disrespectful	Lack of Social Skills	Poor Peer Relationships	Unfocused/Inattentive
Disruptive	Low/No Work Completion	Poor Self Esteem	Unmotivated
Failing To Turn In Work	Lying/Cheating	Rushing Through Work	Upset/Crying
Frustration	Name Calling	Sadness/Depression	Other

Great Books (Available on Kindle)



\$9.99 Kindle or \$17.93 Paperback



\$26.99 Kindle or \$36.84 Paperback

What Can You Do Right Now?

- Build relationships
- Help create a classroom environment where problem behavior is less likely to occur
- Notice patterns/take data
- Investigate the potential functions of behaviour
- Deliver consequences that may prevent behaviour problems (Remember Law of Least Disruptive Intervention)
- Do what you do best – TEACH SKILLS and MOTIVATE!

Catch Students Being Good...

- Catching students being good improves behaviour by 80%! (Shores et al., 1993)
- 5:1 rule → **at least** 5 positives for every negative
- Descriptions are better than a generic "good job"
- Focus on praising students acting appropriately and ignore or redirect minor problem behaviour.

For more information

- www.teachinginprogress.com/
- www.supportiverelationships.org
- needsfocusedteaching.com/
- www.ccisd.com/cms/lib/TX01000559/Centricity/Domain/66/ToughKidsNewTeacherPresentation.pdf (Great intro to the Tough Kids program!)
- www.mindyeti.com
- www.kidtools.org
- www.bucketfillers101.com

For more information

- www.gonoodle.com
- thehighlyeffectiveteacher.com/differentiation-in-the-classroom
- www.livesinthebalance.org
- www.zonesofregulation.com
- www.learnalberta.ca/content/inspb2/html/introduction.html (classroom)
- www.learnalberta.ca/content/inspb1/html/introduction.html (individualized)

Thank you in advance from all the students and others that you will help!

Contact me at:

www.mspalmersclassroom.weebly.com

www.janpalmer.ca

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Links and PDF version of presentation can be found at

www.mspalmerclassroom.weebly.com/newteachersconference

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