

# Teaching Students with Challenging Behaviour: As Easy as ABC - Points to Remember!

## BCTF New Teachers Conference 2017

**Ross Greene** - Children do well if they can. Challenging behaviours are a result of lagging skills and unsolved problems.

**O. Ivar Lovaas** - If children cannot learn the way we teach, then we must teach the way they learn.

**Gordon Neufeld** - Children learn best when they like their teacher and they think their teacher likes them.

**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.



Bucket with lagging skills & unsolved problems

Behaviour is the way a person acts or thinks in a particular environment.

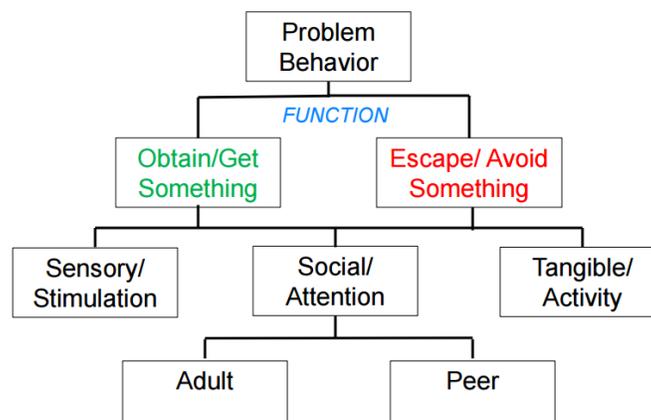
All behaviour serves a purpose.

Behaviour is measurable, observable, predictable and changeable.

Behaviour is learned and can be shaped and changed by manipulating the environment. It is a function of the environment.

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.

A function based approach focuses on changing the environment while we teach the student new skills. It is about what we as adults will do differently.



### Most Common Functions of Behaviour

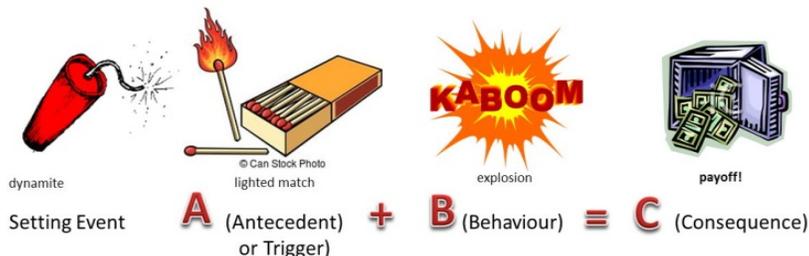
#### To Obtain/Get

- 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.

## ABC's of Behaviour



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

Consequences (refinforcement or punishment) follow a behaviour and influence it (i.e., decrease or increase the probability of re-occurrence)

**Reinforcement** : meets the need (function) - the student is more likely to display the behaviour again

**Punishment:** **does not** meet the need (function) - the student is less likely to display the behaviour again

## Strategies to Reduce Problem Behaviour

Setting Event Strategies	Antecedent Strategies	Consequence 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	Environmental Supports Visual Supports Power of Choice Teach self-regulation Skills – Zones of Regulation Teach social skills Teach academic skills	<b>Desired Behaviour</b> -positive reinforcement (verbal praise or reward - classwide or individual) <b>Minor Problem Behaviour</b> -redirect/planned ignoring <b>Major Problem Behaviour</b> -Loss of Privilege/ Time Out/ Think Sheet/ Office Referral (may require safety plan)

## Before Dealing with Problem Behaviour...

Ask yourself –

What am I feeling?

**What does this student feel, need or want?**

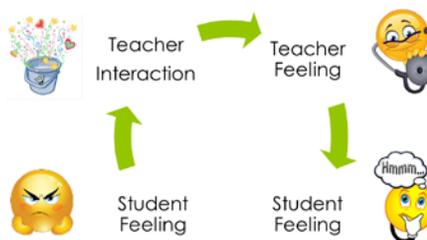
How is the environment affecting the situation?

How do I best respond for the short term – for the long term?

Remember the interaction cycle. Where can you interrupt it?

Think Bucketfilling!

### Interrupting the Cycle Interact – Don't React



**Tier 1** - Proactive classroom management skills ([bit.ly/proactiveclass](http://bit.ly/proactiveclass))

**Tier 2** - Increased support - collect data; targeted assessment, small group teaching, support from resource teacher, counsellor, child and youth worker and educational assistant

**Tier 3** - Intensive individual supports - functional behaviour assessment; positive behaviour support plan outlines specific strategies and skills needed to change and teach new behaviours

**For more information:**

[www.mspalmersclassroom.weebly.com/newteachersconference](http://www.mspalmersclassroom.weebly.com/newteachersconference) - workshop materials and other information

[bit.ly/PolkPBS](http://bit.ly/PolkPBS) - great website for troubleshooting problem behaviour

**Behavior Solutions for the Inclusive Classroom** - Beth Aune

**The Behavior Code Companion** - Jessica Minahan

Thank you for attending from all the students who are depending on you! Jan Palmer, MEd BCBA

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