

DEVELOPING RESPONSES TO CHALLENGING BEHAVIORS

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Handwriting practice lines (10 horizontal lines).

YOUR QUESTIONS & GOALS

Finding responses for kids who the normal stuff doesn't work for.
Responding to behavior without stopping instruction.
How to help teachers change their mindset & frame responses that are appropriate.
Strategies for alternative education environments where all students are challenging
De-escalating a situation - not creating power struggles
Helping students with severe mental health challenges that lead to significant externalizing behaviors
How to preserve teacher-student relationships through corrective interactions
How to keep kids from feeding off of each other
Building a tool box to help mentor other teachers in developing skills
How to teach self-regulation & de-escalation

Handwriting practice lines (10 horizontal lines).

OBJECTIVES

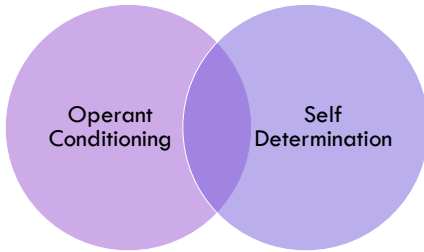
Engage in a protocol to distinguish between major and minor problem behaviors.
Develop plans to help teachers build knowledge and skills necessary to implement a continuum of responses to negative behaviors

Handwriting practice lines (10 horizontal lines).

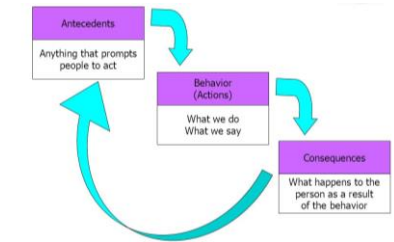
MAJOR REFERRALS

Concept		Overall Concept	
Keywords			
Always Present	Sometimes Present	Never Present	
Examples		Nonexamples	
New Example			
Tie Down a Definition			

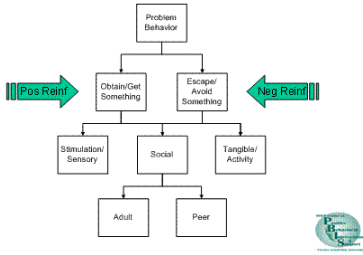
THEORETICAL FRAMEWORKS



THE ABC MODEL



CONSIDER THE FUNCTION



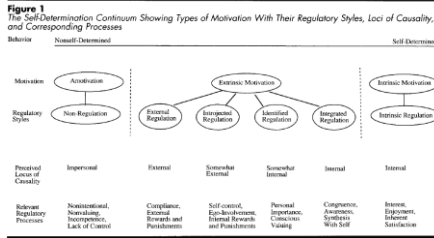
ARE YOU . . .

	Punishment (decreasing behavior)	Reinforcement (increasing behavior)
Positive (adding)	adding something to decrease behavior	adding something to increase behavior
Negative (subtracting)	subtracting something to decrease behavior	subtracting something to increase behavior

BEYOND OPERANT CONDITIONING



SELF DETERMINATION THEORY



GETTING TECHNICAL

Amotivation	"...no impetus or inspiration to act"
Extrinsic Motivation	"...doing something because it leads to a separable outcome"
Intrinsic Motivation	"...doing something because it is inherently interesting or enjoyable"

Ryan & Deci, 2000

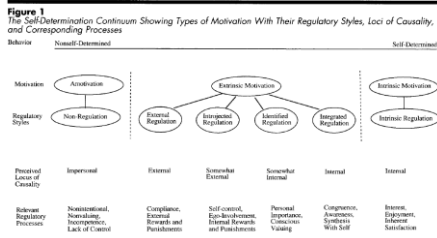
INTRINSIC MOTIVATION

	Antecedents	Consequences
Promote	<ul style="list-style-type: none"> Optimal challenges 	<ul style="list-style-type: none"> Positive specific performance feedback
Undermine	<ul style="list-style-type: none"> Threats Deadlines Directives Competition pressure 	<ul style="list-style-type: none"> Tangible rewards Evaluative feedback

KEEP IN MIND

"Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (Ryan & Deci, 2000)."

SELF DETERMINATION THEORY

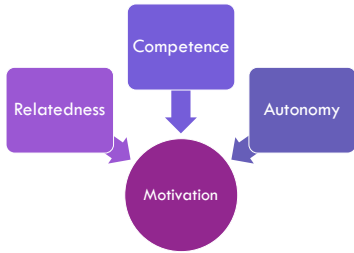


SELF REGULATION

External	"... behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency."
Intrajected	"... people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride."
Identified	"...the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own."
Integrated	"...occurs when identified regulations have been fully assimilated to the self."

Ryan & Deci, 2000

SELF DETERMINATION THEORY



CONTINUUM OF RESPONSES TO NEGATIVE BEHAVIOR

Key Topic			
Emotion, Motivation & Responding to Inappropriate Behaviors			
is about...			
Designing a continuum of responses to inappropriate behavior from middle students' self-regulation from external to internal. (2009, 2010)			
Main Idea	Main Idea	Main Idea	Main Idea
External	Integrated	Identified	Integrated
Essential Details	Essential Details	Essential Details	
So What? (What's important to understand about this?)			

DEVELOPING A CONTINUUM

- Provide education
- Start small and build consensus
- Plan to facilitate internal regulation and intrinsic motivation
- Encourage high fidelity implementation

Concept Major Discipline Referrals	Overall Concept Responding to Inappropriate Behavior
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Keywords		
physical contact safety vulgar language frequency sexual harassment racial discrimination/slurs repetitive classroom disruption vulgar language directed towards a staff member aggression	destruction of school property weapons drugs runners – elopement biting hitting punching scratching spitting	leaving the room without permission bullying theft/stealing gross disrespect safety disruption of the lesson – longer than 5 minutes inappropriate relations (aka PDA) self mutilation/self injury defiance

Always	Sometimes	Never
safety – bodily fluid sexual harassment criminal behavior weapons drugs elopement	physical contact safety vulgar language racial discrimination/slurs aggression destruction of school property bullying	

Examples	Nonexamples
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New Example

Tie Down a Definition Frequency, intensity, and duration need to be operationally defined for the behaviors in the sometimes column.
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Key Topic
 Extrinsic Motivation & Responding to Inappropriate Behaviors
is about. . .
 Designing a continuum of responses to inappropriate behavior that scaffolds students' self-regulation from external to integrated.

brain breaks class dojo mentoring contacting parents buddy rooms (time out) safe seats calm down center behavior contracts think sheets	re-teach break box check in check out counselor recommendations social skill groups office disciplinary referrals clip charts tangibles class meetings	CW FIT referral to behavior therapist taking recess away detention ISS lunch detention suspension/expulsion recovery room
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	Main Idea External	Main Idea Introjected	Main Idea Identified	Main Idea Integrated
Locus of Causality Relevant Regulatory Processes Responses to Inappropriate Behavior	Essential Details External Compliance External Punishments buddy room	Essential Details Somewhat External Self-Control Ego-Involvement Internal Punishments brain breaks class dojo mentoring contacting parents	Essential Details Somewhat Internal Personal Importance Conscious Valuing check in check out behavior contracts	Internal Congruence Awareness Synthesis with Self

So What? (What's important to understand about this?)