

Supports for Students with Internalizing Behaviors

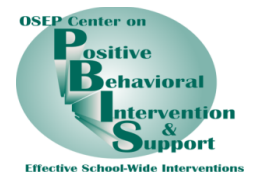
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MO SW-PBS & MTSS:

BRIDGING THE GAPS

Attention Signal

Call and Response:



School-wide

We say... School-wide

You say... PBS



PBS

Outcomes

By the end of this session participants will be able to....

- Describe common characteristics of students who exhibit internalizing behaviors
- Learn about accommodations to the 8 Effective Classroom Practices to support students who exhibit internalizing behaviors

The Challenge

- Research estimates approximately 1 out of 4 adolescents in the U.S. meets diagnostic criteria for a mental disorder annually.
- The most common diagnoses include
 - Anxiety disorders (32%)
 - Disruptive behavior disorders (19%)
 - Mood disorders (14%)
 - Substance use disorders (11%)

(Merikangas et al., 2010)

Common Characteristics of Emotional/ Behavioral Problems

Two primary behavioral “excesses:”

- **Externalizing**

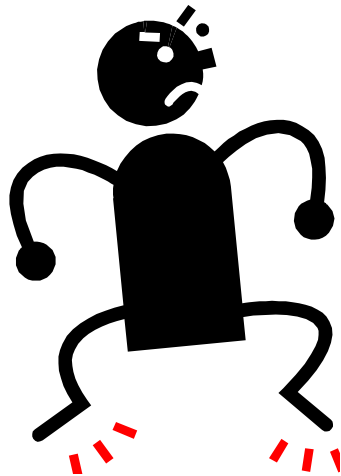
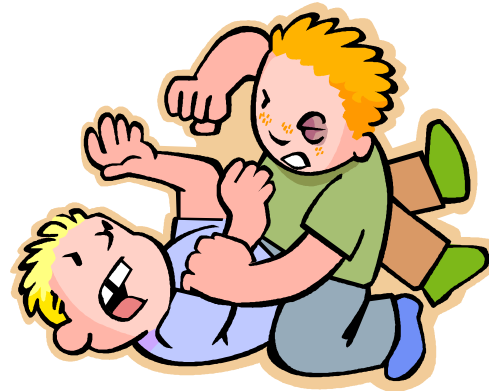
- Noticed more easily
- Causes disruption
- Worse outcomes long-term

- **Internalizing**

- More difficult to notice
- Better long-term outcomes than externalizing

Externalizing Behavior

- Emotions are **undercontrolled**
- Student can't deal with emotions, so directs them **outward**



- Verbal & Physical Aggression
- Noncompliance
- Delinquent Acts

Lane, Kalberg, Lambert, Crnobori, & Bruhn, 2010

Internalizing Behavior

- Emotions are overcontrolled
- Student directs problems inward



- Depression
- Anxiety
- Somatic complaints

Lane, Kalberg, Lambert, Crnobori, & Bruhn, 2010

Classification of Challenges

Externalizing

- Behaviors
 - aggression, rule-breaking, intrusiveness, opposition, non-compliant, acting out, substance abuse

Internalizing

- Behaviors
 - worry, fear, anxiety, depressed or irritable mood, social withdrawal, somatic complaints

Research supports the classification of emotional and behavioral challenges into either externalizing or internalizing dimensions.

(Walker & Gresham, 2014)

Potential Impact & Consequences

- Academic, achievement & school problems
 - Poor or inconsistent attendance, sporadic work completion, failure to seek assistance, dropping grades, school refusal
- Diminished self-esteem
- Poor social relationships
- Later and/or chronic mental health problems
- Substance abuse
- Suicidal thoughts, attempts, completion

Importance of Schools

- Students can learn skills to cope with environmental stressors and biological predispositions.
- Because teachers are already trained in effective instructional practices and have long-term access to children, schools are in a position to create environments that promote student resiliency.

(Sprick & Garrison, 2008, p. 755)

SW-PBS & Internalizing Behaviors

Improves the clarity and predictability of the social environment

- Positive perceptions of school climate and safety serve as a protective factor

Reduces problem behavior that can be perceived as threatening student safety

- Bullying, intimidation, and aggression are linked with increased internalizing distress, school avoidance and lack of school connectedness

(McIntosh, Ty, & Miller, 2014, p. 212)

SW-PBS & Internalizing Behaviors

Allows instruction to take place

- Reducing disruptions to classroom instruction facilitates academic achievement, which serves as a protective factor against negative emotional beliefs students with internalizing behaviors may have about themselves

Teaches effective responses to environmental threats

- Provides framework for teaching social and emotional skills for success in school

(McIntosh, Ty, & Miller, 2014, p. 213)

SW-PBS & Internalizing Behaviors

Recommendations for Enhancing SW-PBS to Address Internalizing Behaviors More Effectively

1. Provide professional development in identifying internalizing behaviors
2. Incorporate screening for internalizing behaviors into existing identification procedures
3. Add specific internalizing interventions within the framework

(McIntosh, Ty, & Miller, 2014, p. 214)

Turn & Talk

Does your system of professional development currently include opportunities for understanding internalizing behaviors?

Does your system of student identification have explicit opportunities to recognize students exhibiting internalizing behaviors?

5 minutes

Nomination for Advanced Tiers

What is the Problem Behavior?

Internalizing Behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting, head banging)
- Withdrawn
- Other _____

Externalizing Behaviors:

- Out of seat/assigned area
- Inappropriate Language
- Fighting/physical aggression
- Talking out of turn
- Verbal defiance
- Not following instructions
- Technology violation
- Tardy
- Other _____

Outcomes

By the end of this session participants will be able to....

- Describe common characteristics of students who exhibit internalizing behaviors
- Learn about accommodations to the 8 Effective Classroom Practices to support students who exhibit internalizing behaviors

Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Effective Positive Classroom Environments

“We can’t make kids learn. We can’t make kids behave. All we can do is create environments that *increase the likelihood* that students will learn. We create environments that *increase the likelihood* that students behave.”

(T. J. Lewis, personal communication, 2015)

1. Classroom Expectations

1. Develop a few behaviors/rules aligned with each schoolwide expectation (Example: Be Respectful—Follow Directions)
2. Post Expectations & Rules in prominent place and refer to them frequently
3. Teach rules explicitly
4. Recognize students when they follow rules

2. Classroom Procedures

1. Develop explicit steps to follow for common classroom activities (e.g. handing in papers)
2. Post classroom procedures in a prominent place and refer to them frequently
3. Teach classroom procedures explicitly
4. Recognize students when they follow the procedures

3. Encouraging Expected Behavior

1. Provide high rates of responses to students who comply with classroom rules & procedures through:
 - Specific Positive Verbal Feedback
2. Ideal rate of responses when students follow classroom rules and procedures is 4 to 1 positive to corrective/negative.

1. Provide high rates of responses to students who comply with classroom rules & procedures through:
 - Nonverbal Acknowledgement
2. Ideal rate of responses when students follow classroom rules and procedures is 4 to 1 positive to corrective/negative.

4. Discouraging Inappropriate Behavior

1. Use an instructional approach when students make social behavioral errors similar to when students make academic errors.
 - Use professional tone and demeanor
 - Correct errors by telling students what to do, using language of the classroom expectations and rules
2. Use a variety of response strategies (e.g. re-direct, re-teach)

4. Discouraging Inappropriate Behavior

Important!

When providing correction to students with internalizing behaviors, **ensure you speak to them privately and respectfully.**

5. Active Supervision

1. Continually monitor students by scanning, moving and interacting frequently and strategically.
 2. Design classroom floor plan and lessons to consider ease of movement, student groupings, activity levels, etc.
 3. Provide positive contact, positive and corrective feedback while moving.
1. Be aware that proximity could heighten internalizing behaviors. Interactions may need to be nonverbal.
 2. Think about grouping, location – ask the student what is most comfortable.
 3. Discuss with the student how they would like you to acknowledge and correct them.

6. Opportunities to Respond

1. Design lessons to provide a variety of strategies to increase student opportunities to respond and thereby, increase engaged time.
2. Strategy examples:
 - Various strategies to track students being called on
 - Choral responding
 - Non-verbal responses (e.g. thumbs up)
 - Technology (e.g. Plickers, etc.)
 - Guided Notes

7. Sequencing and Choice

1. Design lessons and assignments to sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.
2. Design lessons and assignments to offer a variety of choice options, for example:
 - Give students choice of partners/working alone
 - Offer locations in classroom to do work
 - Offer a variety of ways students can demonstrate their knowledge

8. Task Difficulty

1. Set students up for success by ensuring instruction, independent work and reading assignments are at students' academic level.
2. Design lessons and assignments to address a variety of assignment lengths, response modes and increased opportunities for instruction or practice.

The Student Perspective



Kai Maynard

What is Self-Monitoring?

- Self-Monitoring falls under the broader category of self management
- Self-Monitoring includes goal setting, self instruction, self evaluation and strategy instruction
- Self-Monitoring is designed to teach students to change or maintain their own behavior (Shapiro & Cole, 1994)
- The goal of Self-Monitoring is to increase the frequency of a skill or the accurate completion of a task

Students Most Likely to Benefit

- Self-Monitoring is a good choice for students whose function of behavior is related to escape or avoidance of attention, task or activity, etc.
- Self-Monitoring is appropriate for a wide range of ages, disabilities, and skills.
 - The team can design the intervention to fit the context of their school.

Self-Monitoring for Students with Internalizing Behavior

- Work completion / on-task behavior
- Attending to instruction
- Adult/Peer interactions
- Positive self-talk opportunities
- Attention to physiological metrics
- Use of coping strategies
- Stayed calm

FBA/BIP for Students with Internalizing Behavior

- In the FBA - Context Analysis, Interviews, and ABC Observation provide critical information to identify internalizing behaviors
- In the BIP – Specifically align antecedent and consequence strategies to the Competing Behavior Pathway

Menu of Function Based Options

Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
Setting Events Strategies	<ul style="list-style-type: none"> Check-in with an adult immediately upon student arrival to: <ul style="list-style-type: none"> Provide positive attention, greeting Organize materials Practice replacement behaviors Provide food, sleep, medications, hygiene, clothing etc. 	<ul style="list-style-type: none"> Provide a quiet space to eat breakfast, do a preferred activity, etc. Ask the student if they want to talk with an adult they choose before going to class 	<ul style="list-style-type: none"> Provide a structured daily schedule for on-task activities (visual schedule)
Antecedent Strategies	<ul style="list-style-type: none"> Increase Positive Recognition <ul style="list-style-type: none"> Give student leadership responsibility or a class "job" that requires the student to interact with staff. Increase positive home/school communication Increase Opportunities to Respond Increase Active Supervision <ul style="list-style-type: none"> Schedule more frequent interactions Increase opportunities for peer interaction Clarify expected behavior and provide specific precorrections 	<ul style="list-style-type: none"> Teachers assign cooperative groups (versus students choosing) Provide the option to work independently Preview upcoming events and tasks Use a visual schedule of class activities Provide preferential seating (e.g. separate "office", desk to the side, on the floor, etc.) Clarify expected behavior and provide specific precorrections 	<ul style="list-style-type: none"> Teach Procedures <ul style="list-style-type: none"> Asking for help Individualize procedure for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers) Check to see if student has needed materials and if not, provide them before they are needed. Address Task Difficulty <ul style="list-style-type: none"> Design assignments to meet student instructional/skill level. Pre-teach content. Modify amount or type of activity. Provide extra help/checks for understanding. Provide Choice <ul style="list-style-type: none"> Provide choices such as what to do first or what tools to use. Sequence Tasks <ul style="list-style-type: none"> Provide an opportunity to engage in a preferred activity first. Clarify expected behavior and provide specific precorrections

	Seek Attention	Avoid Attention	Avoid Tasks
Teaching Strategies	<ul style="list-style-type: none"> Teach specific ways to ask for attention: <ul style="list-style-type: none"> Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) Help teach lesson to other students Participate in social skill instruction 	<ul style="list-style-type: none"> Teach self-management skills: <ul style="list-style-type: none"> Observing & recording own behavior Goal setting Evaluating behavior Participate in social skill instruction 	<ul style="list-style-type: none"> Teach how to ask for a break. Teach how to ask for an alternative activity/assignment Teach student how to ask for assistance Teach student how to use resources Teach specific academic skills <ul style="list-style-type: none"> Sight words Reading fluency Comprehension Math facts Participate in social skill instruction
Consequences to Reinforce Replacement Behavior	<ul style="list-style-type: none"> Respond quickly when the student asks for attention appropriately Give frequent attention for any appropriate behavior Allow student to earn opportunity to pick activity for group or class Provide opportunity for peer interaction 	<ul style="list-style-type: none"> Acknowledge student with nonverbal reinforcements: <ul style="list-style-type: none"> Thumbs up Small note Provide opportunity to earn time doing self-selected activity 	<ul style="list-style-type: none"> Provide opportunity to earn breaks after specified number of completed tasks Provide opportunity to earn time doing self-selected activity Reward student for attempting tasks Staying focused on the task
Consequence to Make Problem Behavior Ineffective	<ul style="list-style-type: none"> Provide consistent and calm response Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity Teacher ignore problem Prompt peers to ignore problem behavior 	<ul style="list-style-type: none"> Provide consistent and calm response Teacher gives non-verbal cue to participate Proximity control 	<ul style="list-style-type: none"> Provide consistent and calm response Offer brief assistance with task or activity Offer alternatives methods or materials to complete the task Schedule standard times to complete unfinished work

Adapted from Loman, S. & Borgmeier, C. (2010)

See Menu of Function-Based Options for Behavior Intervention Planning Handout

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