

Addressing Disruptive and Noncompliant Behavior

From Start



To Finish



Vocabulary Instruction

- Read each of the words below.

are	often	points	between	graph
relation	consists	with	set	table
isolated	known	values	curve	one
making	variables	continuously	draws	only
variation	corresponding			

Now read and explain the paragraph below.

“If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.”

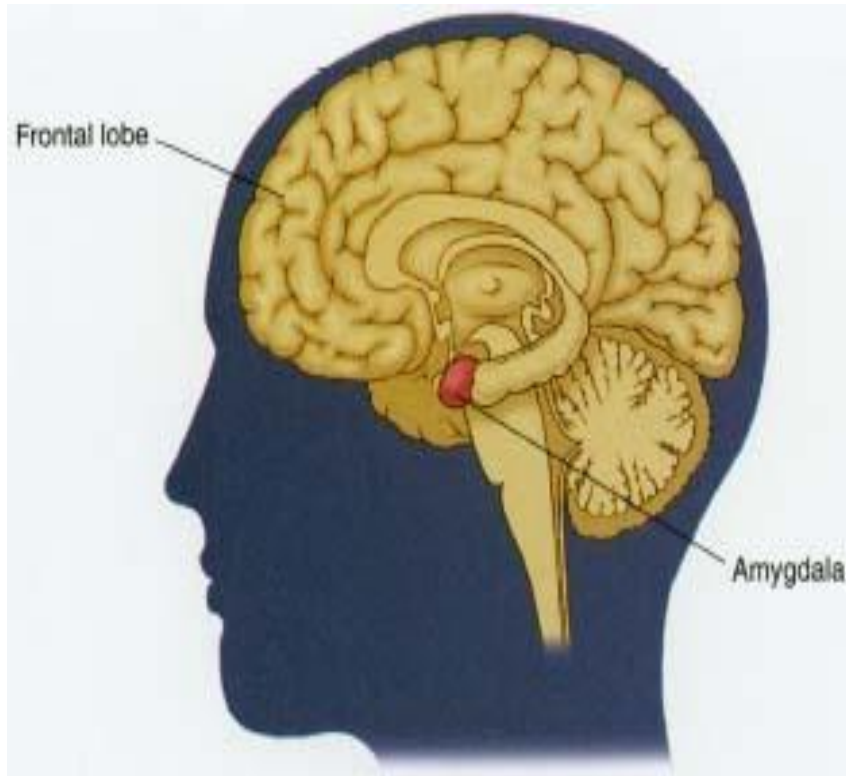
Self Management

Key Concepts

- We all feel embarrassed, confused, fearful, uneasy when confronted with demands we do not understand or feel we can not competently perform.
- We must have **coping** skills – ways to make us feel better.
- Previous experience, training, and the ability to communicate help us to **cope** with demands.



The Sources of Emotions



- Researchers believe that the frontal lobes and the amygdala are among the most important brain structures affecting emotions.
 - Feelings of happiness and pleasure are linked to the prefrontal cortex.
 - Anger, fear, sadness, and other negative emotions are linked to the amygdala.

Creating Positive Environments to Manage Classroom Behavior

- 1) Identify academic & behavioral goals or outcomes.
- 2) Maximize structure.
- 3) Develop & **Teach** rules & procedures
- 4) Establish A **Continuum** of Strategies to **Acknowledge Appropriate Behavior**
- 5) Establish A **Continuum** of Strategies to **Respond to MisBehavior**



Responding to Misbehavior

- Parallel to error analysis in academics
 - Determine what types of problem(s) student is having
 - Use this information to inform instruction

Example

Math

Student follows the correct steps to solve the problem, but is making computational errors.

Student needs to practice basic math facts (rather than relearn the problem solving steps).

Stormont, Lewis, Beckner & Johnson (2008). *Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings*. Thousand Oaks, CA: Corwin Press.

Responding to Misbehavior

- We must respond respectfully and effectively to social behavioral errors for the same reason we must respond respectfully and effectively to academic errors.
- We must respond to incorrect social behavior so that we can teach the child the correct *replacement* behavior.

Example

Social Behavior

Student arrives to class and is seated before the tardy bell rings, but does not have needed materials. The student may need assistance with organizational skills rather than corrective feedback regarding failure to bring the materials.

Error Corrections

- Your error corrections should be...
 - **Immediate**
 - **Specific** – Tell the learner exactly what he/she is doing *incorrectly* . Use the language from the behavior matrix. Then immediately tell the child the behavior that should be demonstrated.
 - **Private**. Direct the correction to the child whose behavior you are attempting to correct.
 - **Calm**
 - **Quick** – Make the correction, then walk away from the child.

Manage **minor** (low intensity/frequency) problem behaviors **positively & quickly**

- Signal occurrence of the misbehavior
 - (refer to expectations) "We respect others in this room and that means using appropriate language with peers and adults"
- Ask for an alternative appropriate response
 - "How can you show respect and still get your point across?"
- Ask student to restate/show and provide verbal feedback.
 - "Thank you for showing respect towards others by using appropriate language to express your disagreement."

Establish a Continuum of Strategies to Respond to MisBehavior(s)

1. Prompt = visual or verbal cue
2. Redirect = restate matrix behavior
3. Re-teach = tell, show, practice, acknowledge
4. Provide Choice = range of alternates
5. Conference with Student

Follow Procedures for **Chronic** Problem Behaviors

- Be consistent & business-like
- Precorrect for next occurrence
- Follow school-wide procedures for major behavioral incidents
- Develop individualized plan for repeated incidents

Do all the children conform to the expectations that have been established?

What's Going on Here

- Language processing deficits
- Limited capacity for flexibility and adaptability
- HUGE difficulty thinking through ways to resolve frustrating situations
- Sensory integration dysfunction

What Does NOT Work

- Raising your voice
- Sarcasm
- Last wordism
- Humiliation
- Rigid body language
- Coaxing
- Having a tantrum of your own

Communication

How does a person **communicate** with another person?

- 55% is accomplished through body language
- 38% is accomplished through voice tone
- 7% is accomplished through word choice

How do we communicate with children who have difficulty communicating?

- Deliver one message at a time.
- Use only essential words (nouns & verbs)
- Match body language, facial expression, vocal tone, and words
- Use visual aids (pictures, universal symbols, etc.)

Social Skills

- **Social Stories** - Describes a social situation from the child's perspective in a story format
- **Social Scripts** - Provides the child with scripted statements for specific settings or scenarios
- **Power Cards** - A visual aid that incorporates the child's special interest to teach appropriate interactions

Should We Respond to All Behaviors in the Same Way?

- Determine the level of severity of the behavior
- Develop a continuum of responses to match the level of severity of the behavior
- Teach the child the different levels of behavior
- Teach the child a specific action to appropriately respond to each level of behavior

 1_Incredible 5-Point Scale

The Acting-Out Cycle

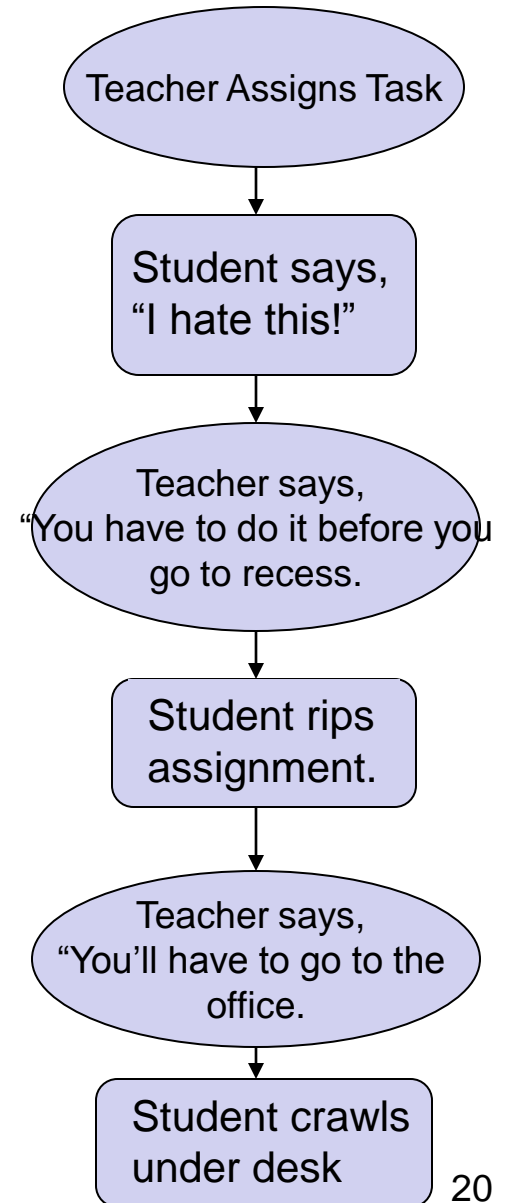
- A conceptual model for acting-out behavior.
- Acting out behavioral cycle defined in seven phases.
- Specific features at each phase should allow staff some predictability in planning for students
- Our goal is to interrupt the student's cycle



Behaviors Occur in a Chain

- **Series of stimuli/response reactions**
- **Effective management of behaviors during early phases** will reduce the likelihood the later phases when the more serious behaviors will occur.

In order to control a behavioral chain, the links need to be identified and broken.



Behavior Chains

- Each behavior needs to be prompted by a preceding behavior.

If the preceding behavior is not present, or interrupted, the next behavior will ***not*** occur.

Presence of Successive Interactions

- For each student behavior, there is a corresponding or reciprocal teacher behavior.
- My turn – Your turn
- What if the teacher did not take a turn?

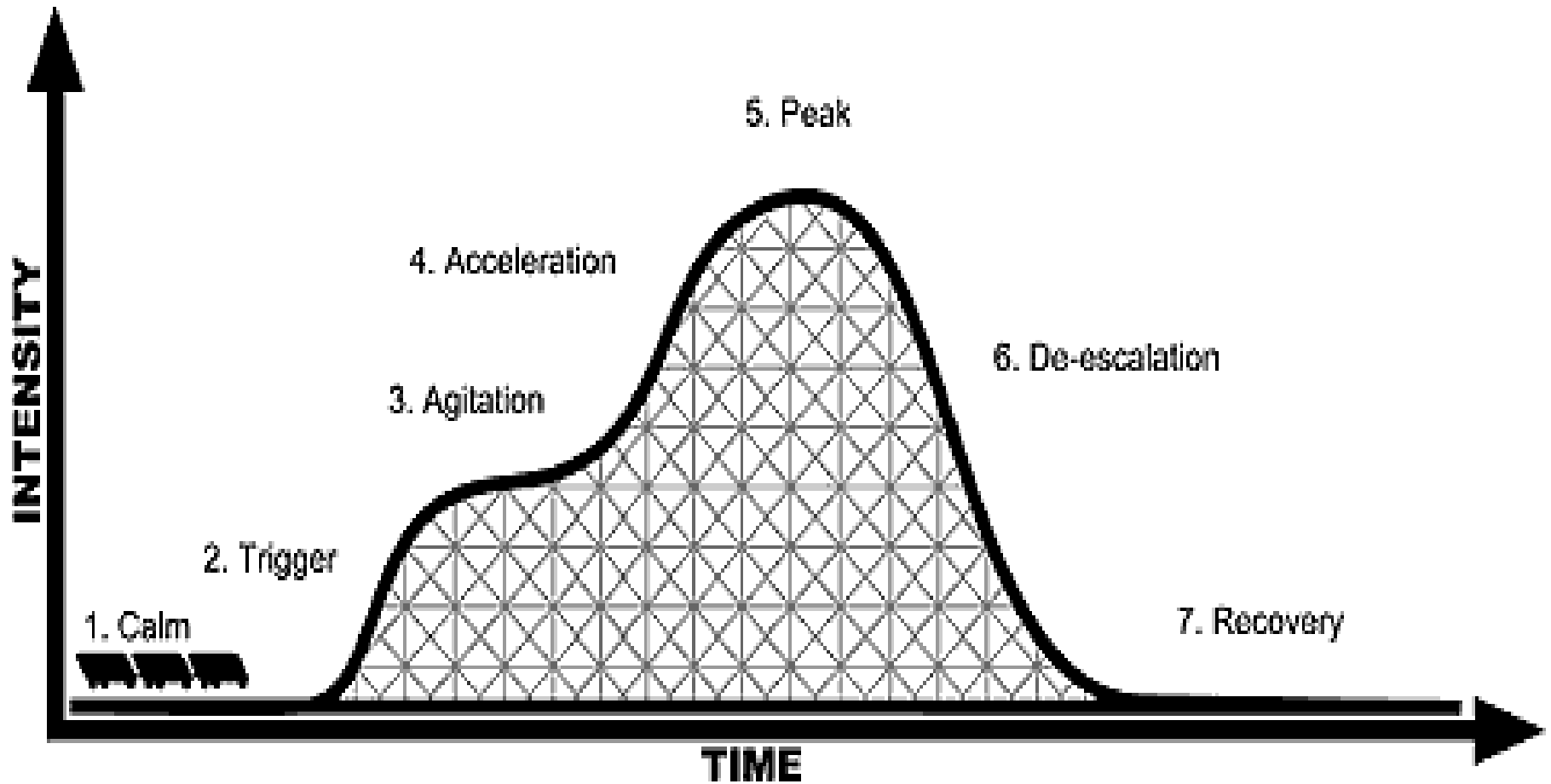
What needs to be done to prevent this whole scene from repeating?

- Check Prerequisite Academic Skills
- Identify Signs of Agitation
- Identify Escalating Behavior Chain
- Identify possible interventions to use at each phase

THREE KEY STRATEGIES

- Identify how to intervene ***early*** in an escalation.
- Identify ***environmental factors*** that can be manipulated.
- Identify ***replacement*** behaviors that can be taught & serve similar function.

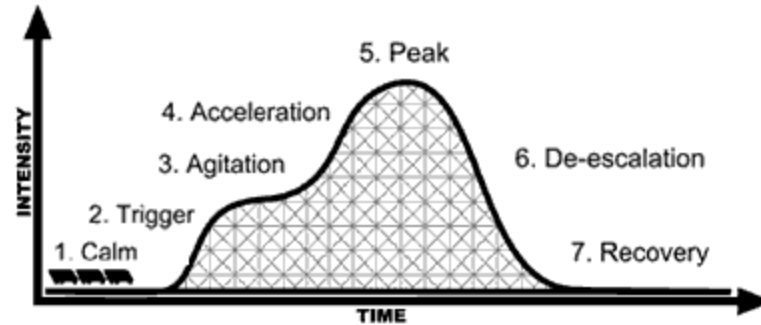
The MODEL



2_Phases of the Acting Out Cycle

3_Phases of the Acting Out Cycle Student Form

Calm



What is it?

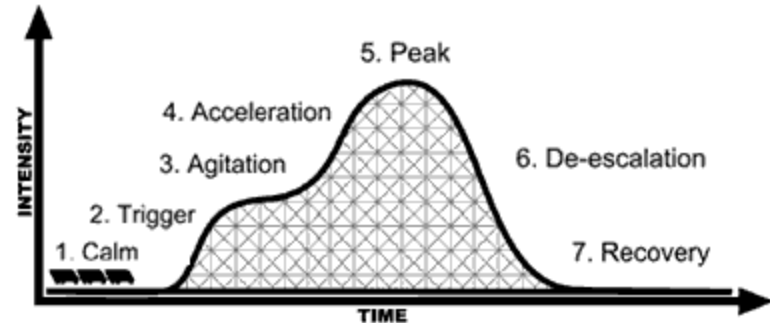
Students exhibit appropriate, cooperative behavior and are responsive to staff directions.

What does it look like?

- Student is cooperative.
 - Accepts corrective feedback.
 - Follows directives.
 - Sets personal goals.
 - Ignores distractions.
 - Accepts praise.

Calm

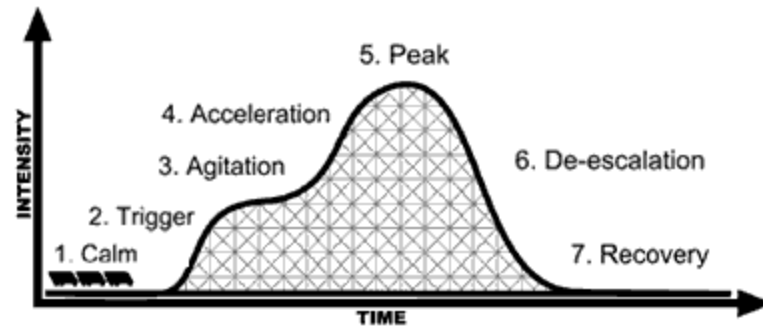
What should we do?



- Intervention is focused on prevention.
 - Communicate positive expectations.
 - Teach social skills.
 - Problem solving
 - Self-management & Relaxation strategies
 - Arrange for high rates of successful academic & social engagements.
 - Use positive reinforcement.
 - Assess problem behavior
 - Examine academic & behavioral learning history
 - Identify Triggers
 - Function

Trigger

What is it?

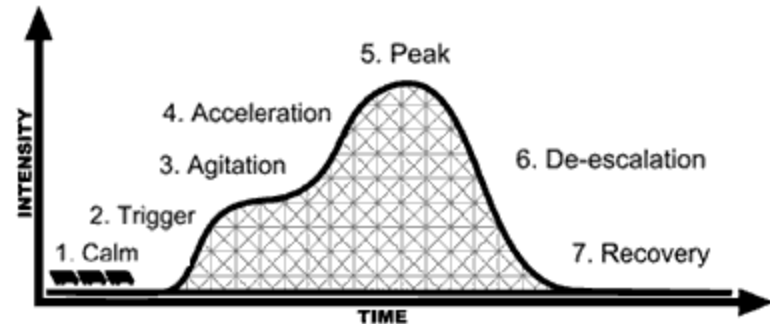


- Something happens that is anxiety provoking or discomforting to the student.

Possible Setting Events

- Student experiences a series of unresolved conflicts.
 - Repeated failures
 - Frequent corrections
 - Interpersonal conflicts
 - Timelines
 - Low rates of positive reinforcement

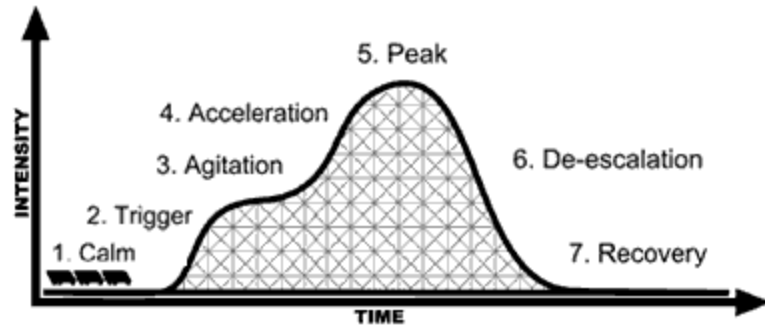
Trigger



What should we do?

- Intervention is focused on prevention & redirection.
 - Consider function of problem behavior in planning/implementing response.
 - Remove from or modify problem context.
 - Increase opportunities for success.
 - Reinforce what has been taught.

Agitation



What is it?

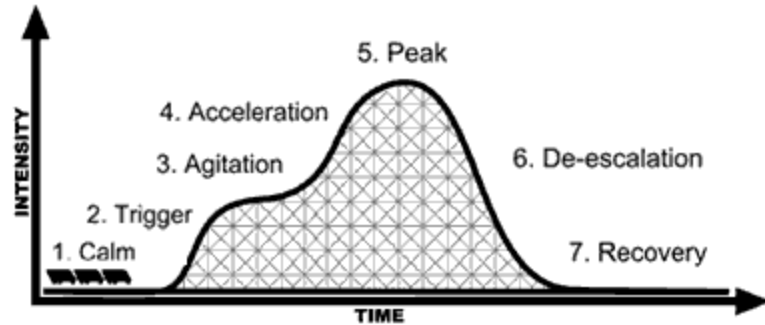
- Characterized by emotional responses e.g., anger, depression, worry, anxiety, and frustration.

What does it look like?

Student exhibits increase in unfocused behavior.

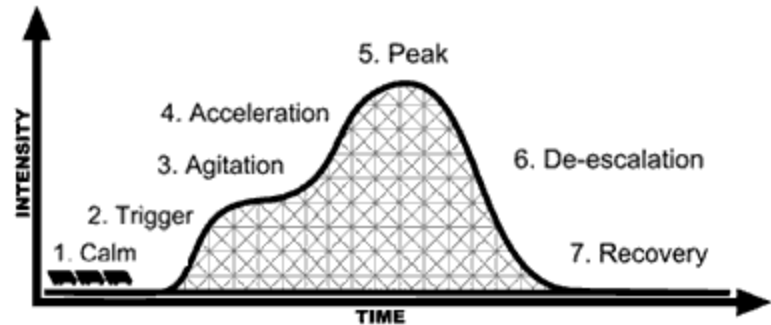
- Increase in movement
- Off-task
- Frequent start/stop on tasks
- Out of seat
- Talking with others
- Social withdrawal

Agitation



- Intervention is focused on reducing anxiety.
 - Consider function of problem behavior in planning/implementing response.
 - Make structural/environmental modifications.
 - Provide reasonable options & choices.
 - Involve in successful engagements.

Acceleration



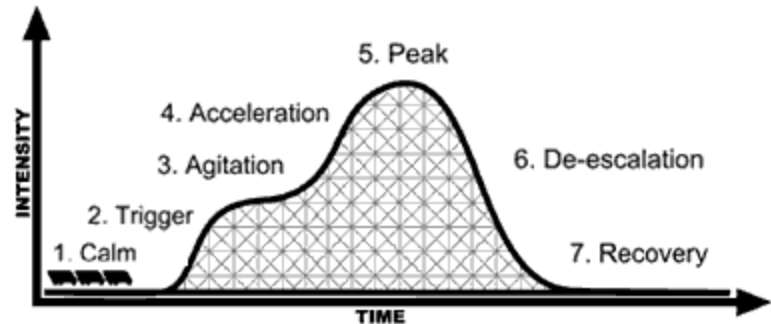
What is it?

- Escalated behaviors intended to test limits. Student is looking for ways to draw other people, peers or adults, into a struggle.

What does it look like?

- Student displays focused behavior.
 - Partial compliance with a direction
 - High intensity
 - Threatening
 - Personal

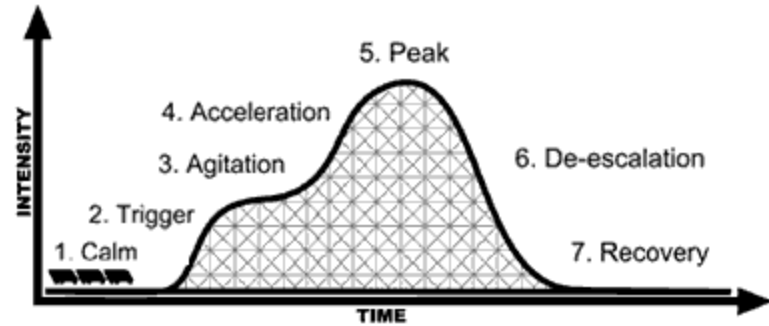
Acceleration



What should we do?

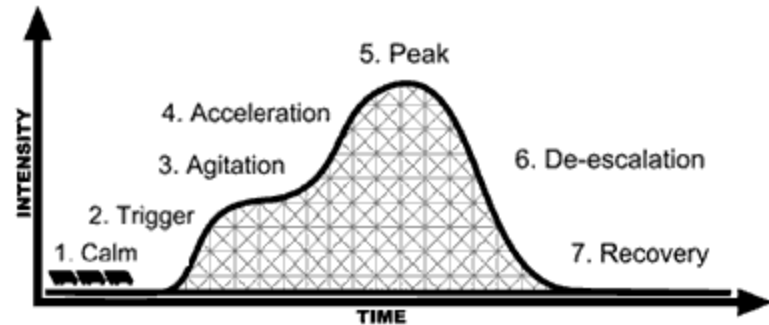
- Intervention is focused on safety.
 - Move slowly and deliberately to keep all safe
 - Speak respectfully
 - Be Brief – Use FEW words
 - Remove all triggering & competing maintaining factors.
 - Follow crisis prevention procedures.
 - Withdraw if problem behavior escalates

Acceleration



- Remove all triggering & competing maintaining factors.
- Follow crisis prevention procedures.
- Establish & follow through with bottom line.
- Disengage from student.

Peak



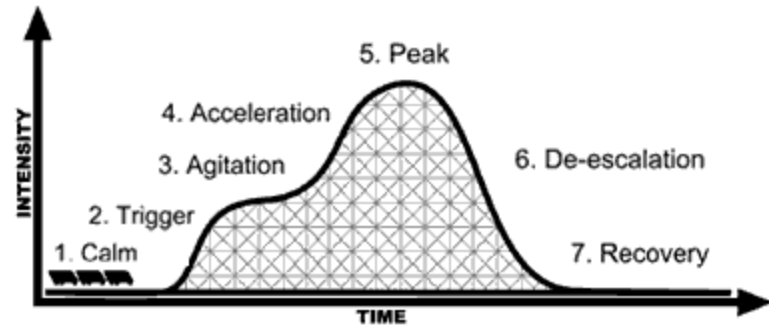
What is it?

Students with acting-out behavior may be a threat to themselves or others.

What does it look like?

- Student is out of control & displays most severe problem behavior.
 - Physical aggression
 - Property destruction
 - Self-injury
 - Escape/social withdrawal
 - Hyperventilation

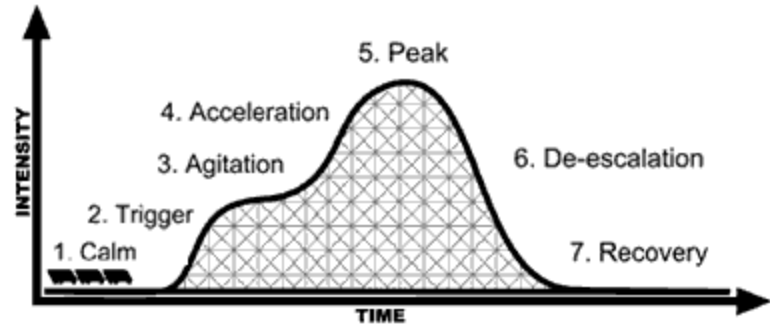
Peak



What should we do?

- Implement Safety Plan

De-escalation



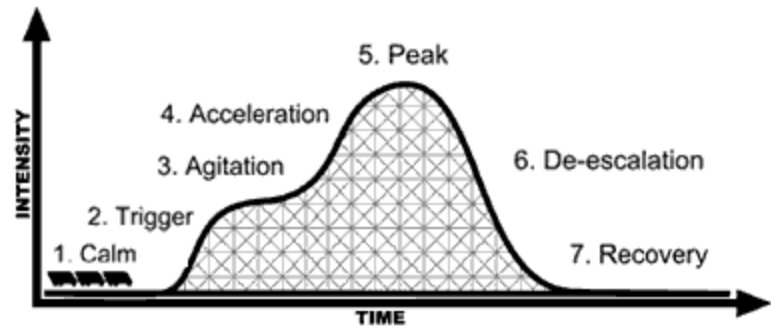
What is it?

- This phase is characterized by student disengagement and reduced acting-out behavior.

What does it look like?

- Student displays confusion but with decreases in severe behavior.
 - Social withdrawal
 - Denial
 - Blaming others
 - Minimization of problem

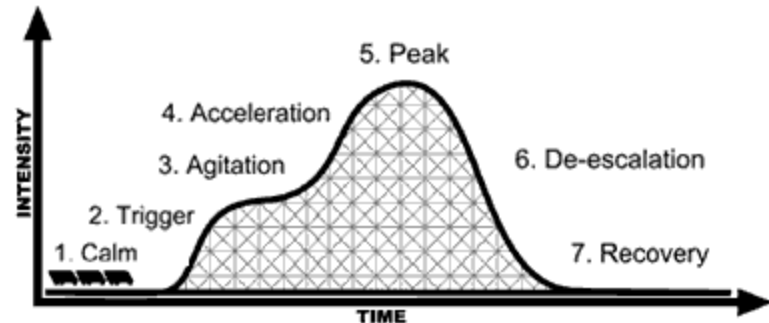
De-escalation



What should we do?

- Intervention is focused on removing excess attention.
 - Consider function of problem behavior
 - Reduce stimuli and interaction with other people
 - Assign low level independent task
 - Emphasize starting anew
 - Avoid blaming
 - Don't force apology

Recovery



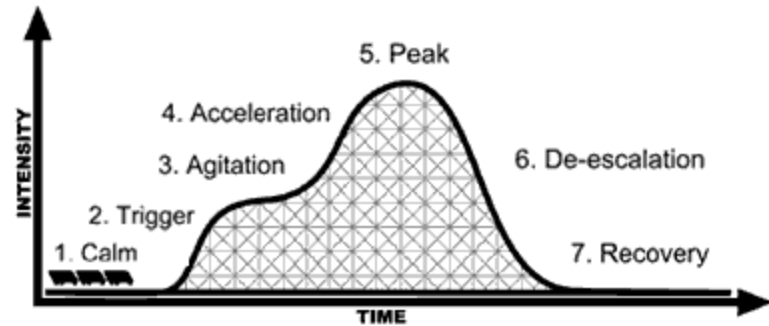
What is it?

- This is a period of regaining the equilibrium of the calm phase.

What does it look like?

- **The student is likely to be relatively subdued.**
 - May attempt to correct problem
 - Unwillingness to participate in group activities
 - Social withdrawal & sleep
 - Student may display eagerness to engage in non-engagement activities

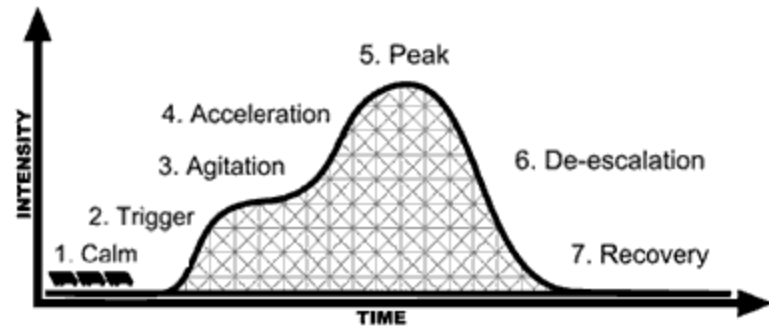
Recovery



What should we do?

- Positively reinforce any displays of appropriate behavior.
- Intervention is focused on re-establishing routines activities.
- Debrief

Recovery



- Debrief
 - Purpose of debrief is to facilitate transition back to program....not further negative consequence
 - Debrief follows consequences for problem behavior.
 - Goal is to increase more appropriate behavior.

Replacement Behavior

- Teach Replacement Behaviors at a time when the child is completely calm.
- Problem solving example:
 - *What did I do?*
 - *Which expectation do I need to learn a new behavior to follow?*
 - *What new behavior will I learn?*
 - *When will I practice my new behavior?*

THREE KEY STRATEGIES

- Identify how to intervene ***early*** in an escalation.
- Identify ***environmental factors*** that can be manipulated.
- Identify ***replacement*** behaviors that can be taught & serve similar function.

The first person and only person I can control in any situation is me.

I must clarify my philosophy about the behavior of others for myself.

Then I must make decisions about how to **cope** in difficult situations.

I must teach myself and others how to **cope**.

If I expect it . . . I must teach it.

Presented by Terry Bigby, Ed.D.

bigbyt@missouri.edu

Based on the work of

Geoff Colvin