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Incorporating Student Voice in Self-Regulation Interventions for Internalizing Behavioral Disorders

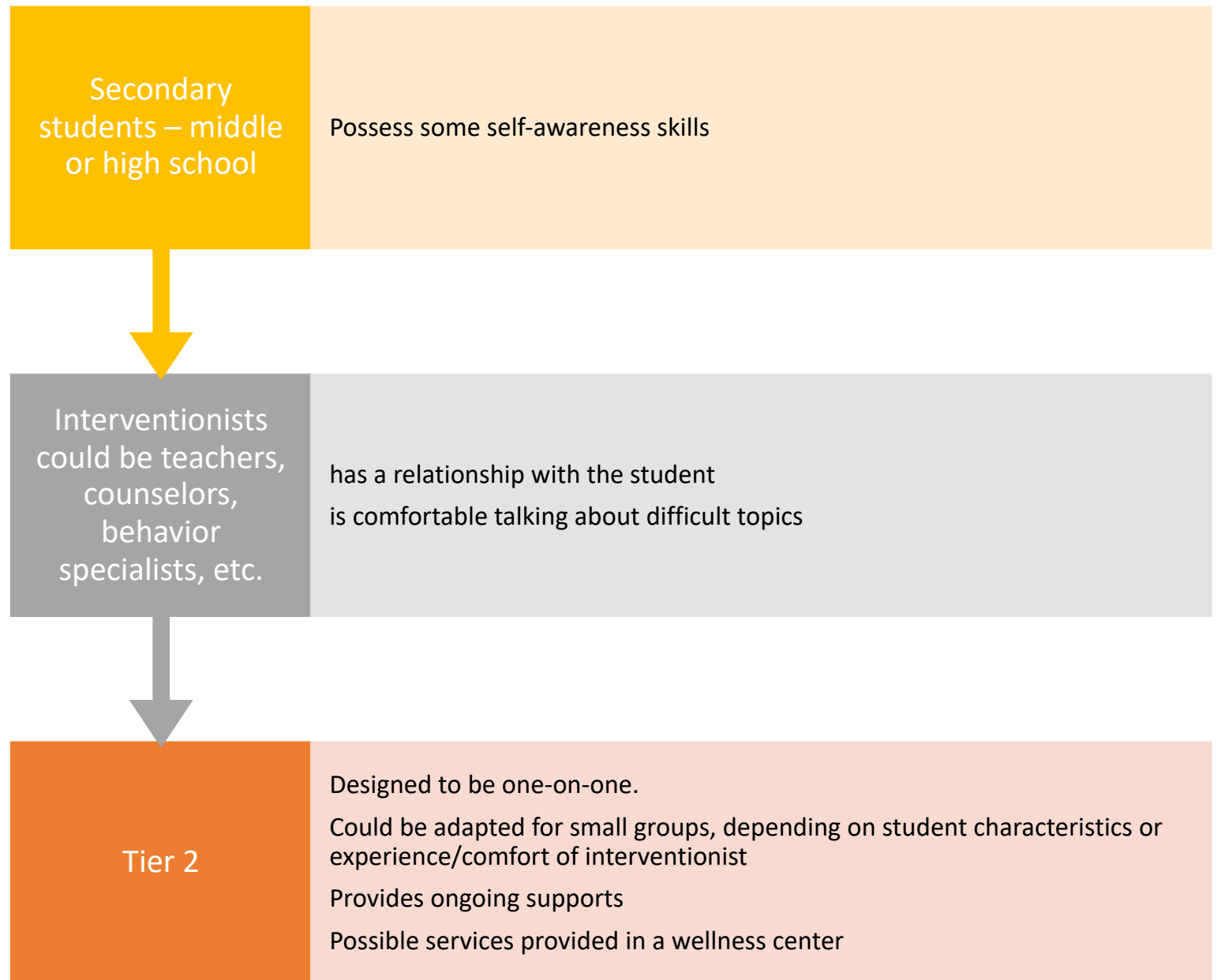


Outcomes

Attendees will learn:

- How self-regulation can improve student behavior.
- Why student voice is important when working with students with internalizing behaviors.
- Strategies for incorporating student voice in self-regulation interventions, including identifying problem and replacement behaviors, setting goals, self-monitoring, and self-evaluation.

Who? What?
Where?
When?



Internalizing Behaviors and School Impact

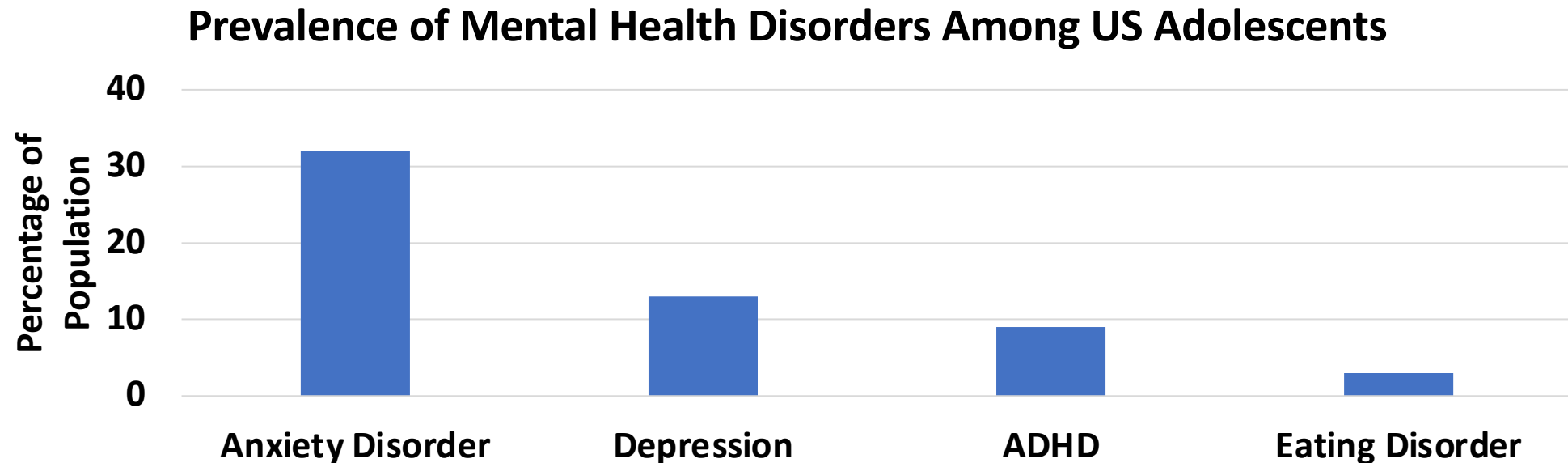


Internalizing behaviors

BEHAVIORS,
THOUGHTS, &
EMOTIONS DIRECTED
INWARD TOWARD
ONESELF

Internalizing Mental Health Disorders

Pre-Pandemic



(U.S. Department of Health & Human Services)

Internalizing behaviors in school

- Social withdrawal
- **Difficulty maintaining attention**
- **Low motivation**
- Somatic complaints
- Fatigue
- Sleepiness
- Excessive worry or fear of failure
- Self-harm



Possible Triggers

- Peer conflict
- Transition to adulthood
- Increased academic pressures
- Hormonal changes
- Diagnosed or undiagnosed mental health disorder
- Trauma at home

What else have you seen?



School impact

- Difficulty making and maintaining friendships, poor social self-concept
- **Academic failure, low engagement, dropout**
- Suicide, substance abuse, interactions with police

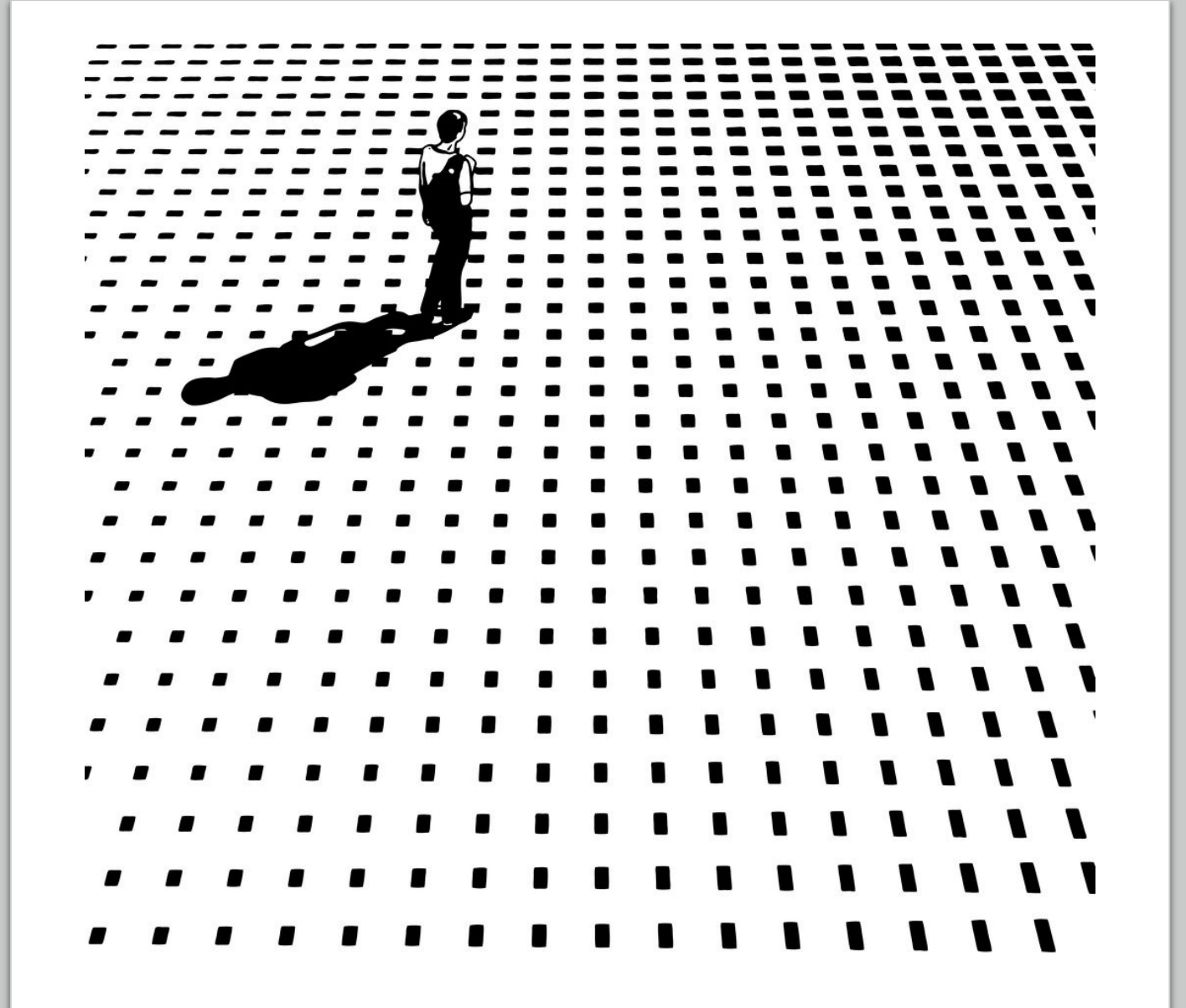


Jamal

- 11th grade
- Learning disability
- High internalizing scores on the SSIS
- Persistent low grades
- Low self-advocacy
- Sudden explosions
- No apparent strong relationships with teachers
- Has friends he engages in with regularly

Think about students you know or have known that struggled with internalizing behaviors.

- How did you recognize the internalizing behaviors?
- How did these students socialize or behave in class or other school settings?
- Did you have the opportunity to provide services? If so, what?
- What interventions/services does your school have for internalizing behaviors?

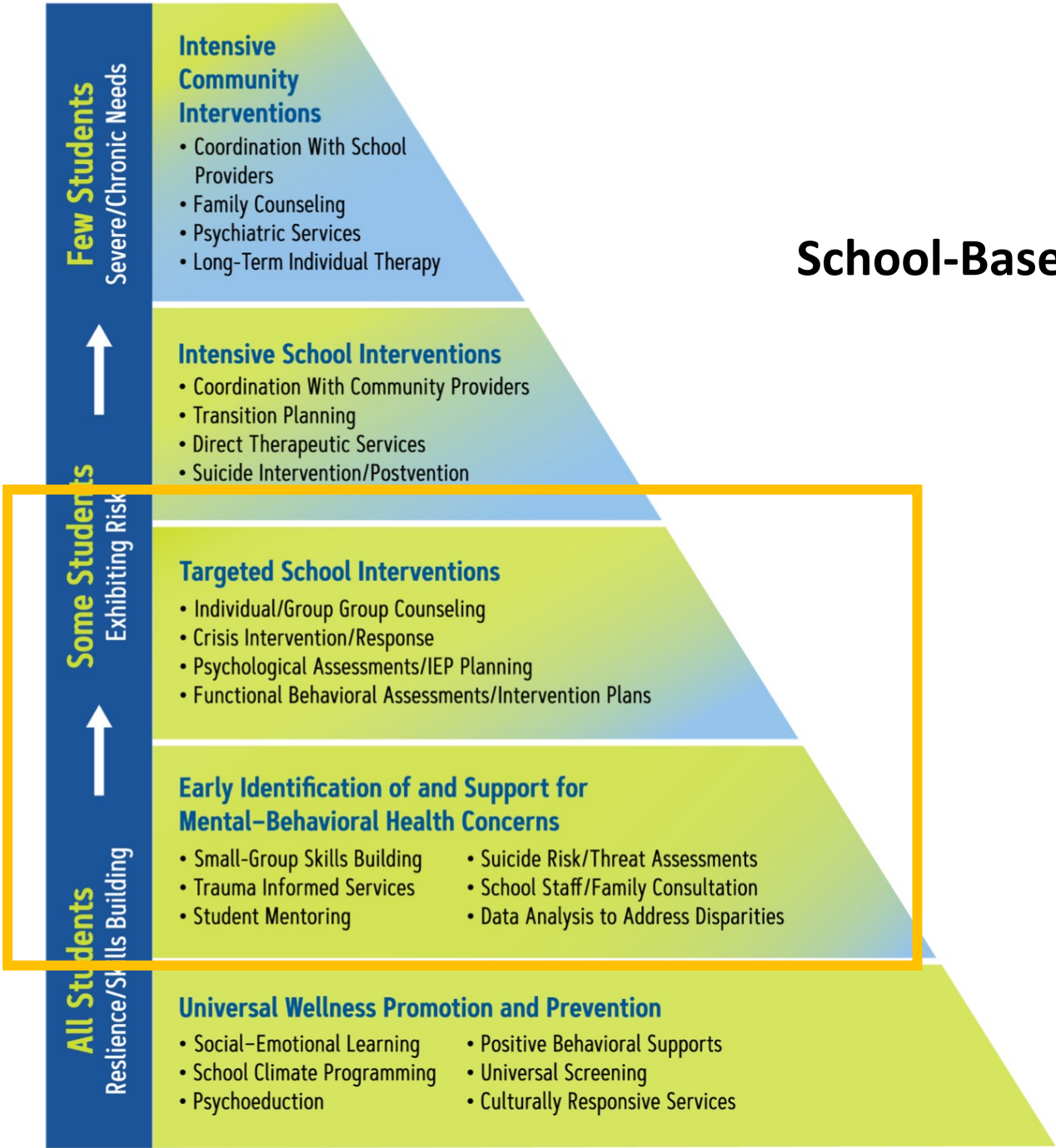


School-Based Supports

Self-Determination

Self-Regulation

School-Based Mental Health Services



Available here
↓
(NASP, 2021)

Self-Determination

making decisions and acting in one's own best interests



Self

- introspection
- distinguishes you from others



Determined

- making decisions
- causing something to happen



Self-Determination



Volitional Action

Making a conscious choice
based on preferences



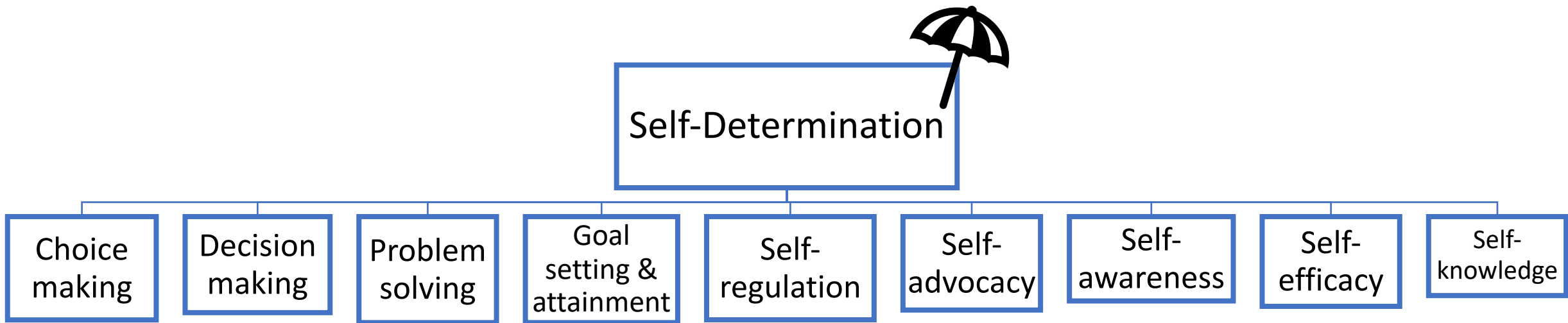
Agentic Action

Self-directed action toward
reaching a goal



Action-Control Beliefs

Believing you can succeed



Why is self-determination important for students with internalizing behaviors?



Improved self-efficacy:

the belief that you can succeed

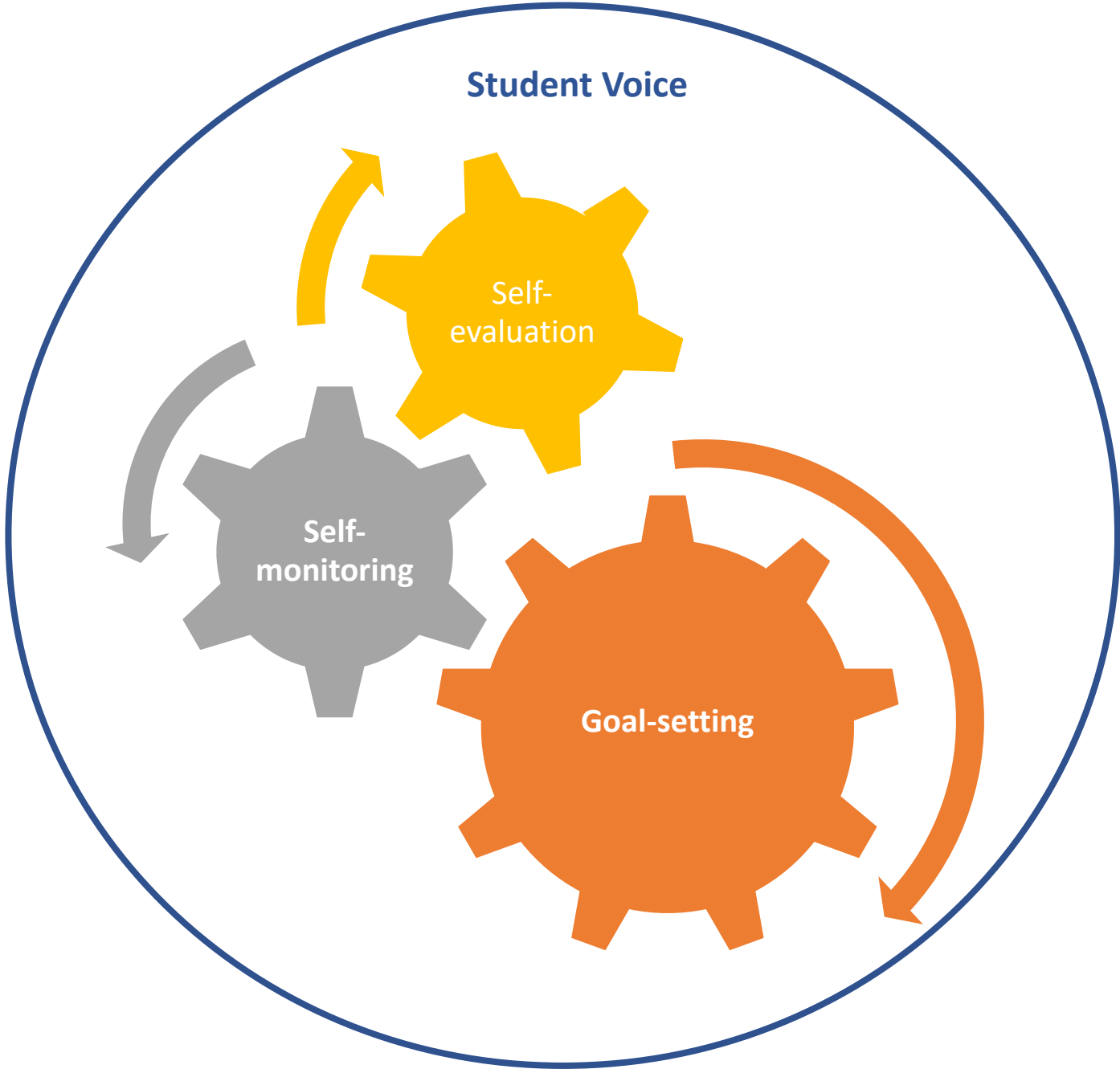
How do we help students improve self-determination?

Teach component skills

Allow opportunities for structured practice



Self-Regulation



Student voice

Most interventions are adult > student
determined

- How do we know what is important to students?
- How do we know what is triggering internalizing behaviors?
- What is the student experiencing that we cannot see?

Promoting
Student
Voice:
The Teacher's
Role

Intervention **partner**, not director

Enable student to set goals, self-monitor, self-evaluate

Asking, not telling

Offer **examples**

Promoting
Student
Voice:
Considering
Student
Abilities

Disability status?

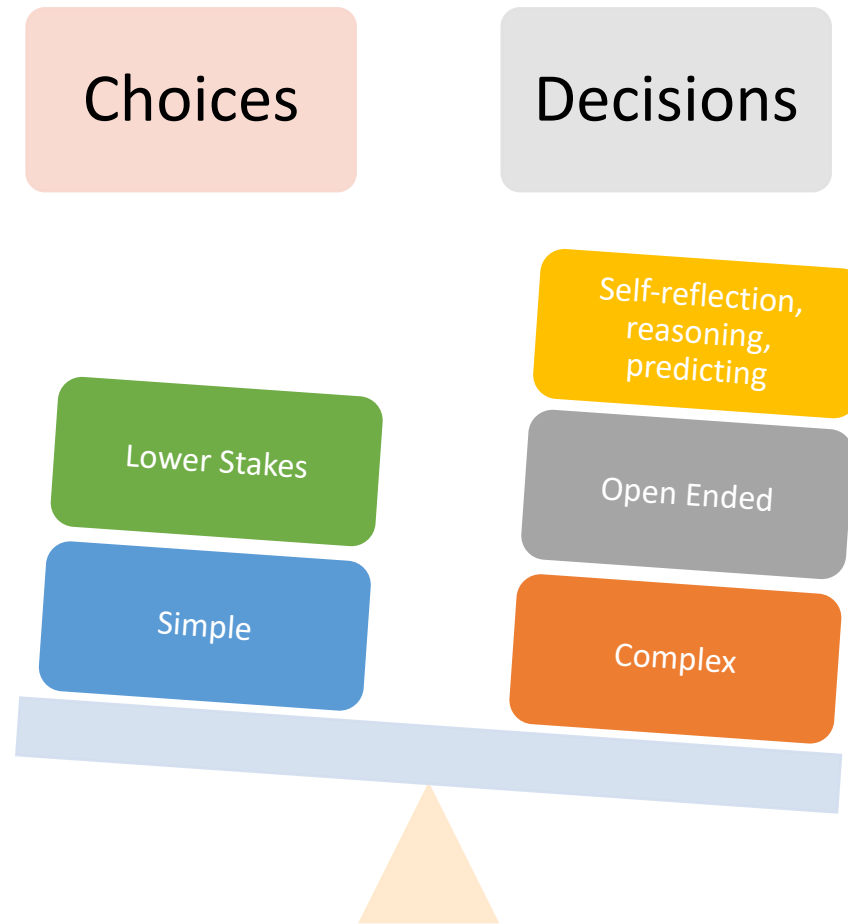
Cognitive abilities?

At-home supports?

Strengths, needs, and
preferences?

Promoting Student Voice

Decisions vs Choices



Establishing Rapport

Genuine

- Be genuine, empathetic, and non-judgmental

Examples

- Offer personal examples

Follow through

- ALWAYS follow through

Allow

- Allow off-topic conversation

Change

- Change of scenery

Questions to start the process & establish rapport

I am curious, how do you describe yourself to others? How would your peers or friends describe you?

How are you doing today?

How do you feel most of the time?

How does Algebra make you feel? Are there other subjects/times of day that make you feel this way?

What do you wish were different?

How do you learn best, under what circumstances?

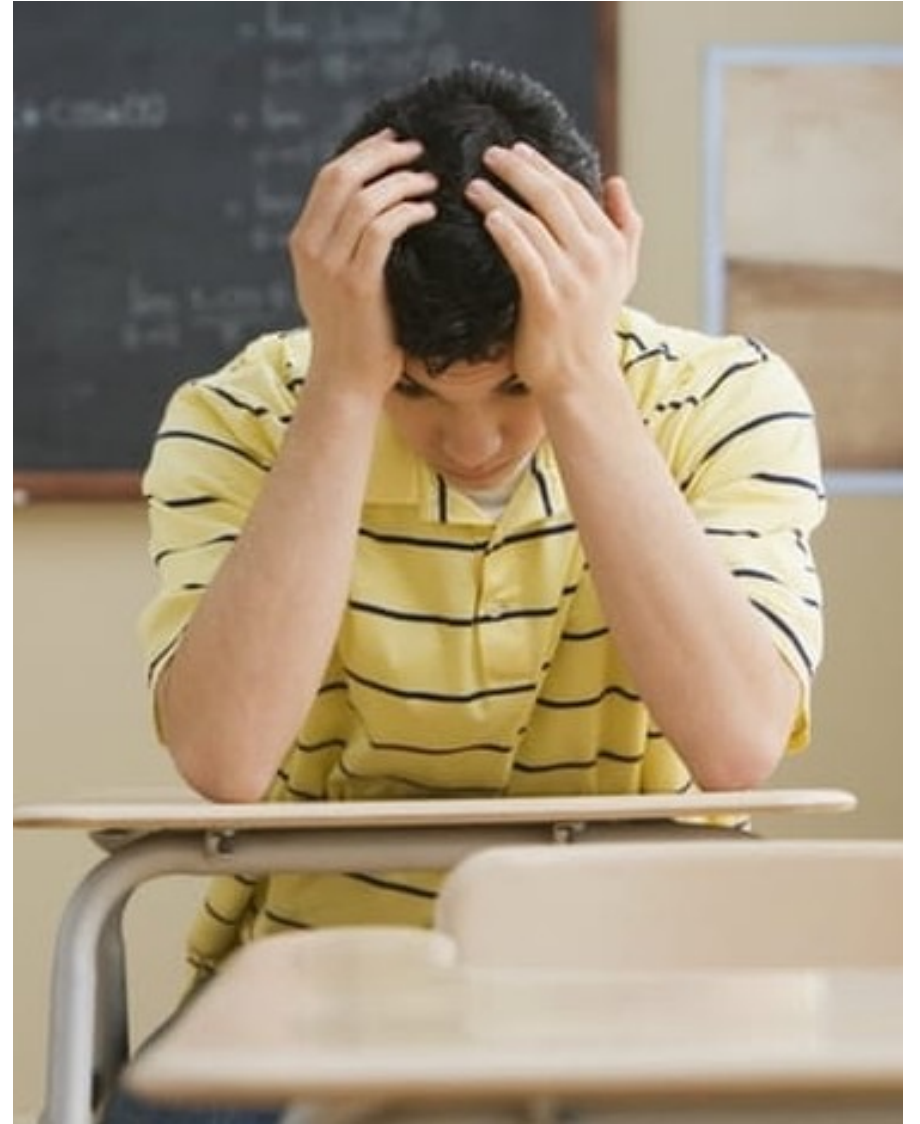
What do you think about trying a strategy to help you focus in class?

Jamal

- Establishing Rapport – non-example
- Did not spend time establishing rapport
- Jumped right into the intervention
- Refused to attend class after first session

What should I have done instead?

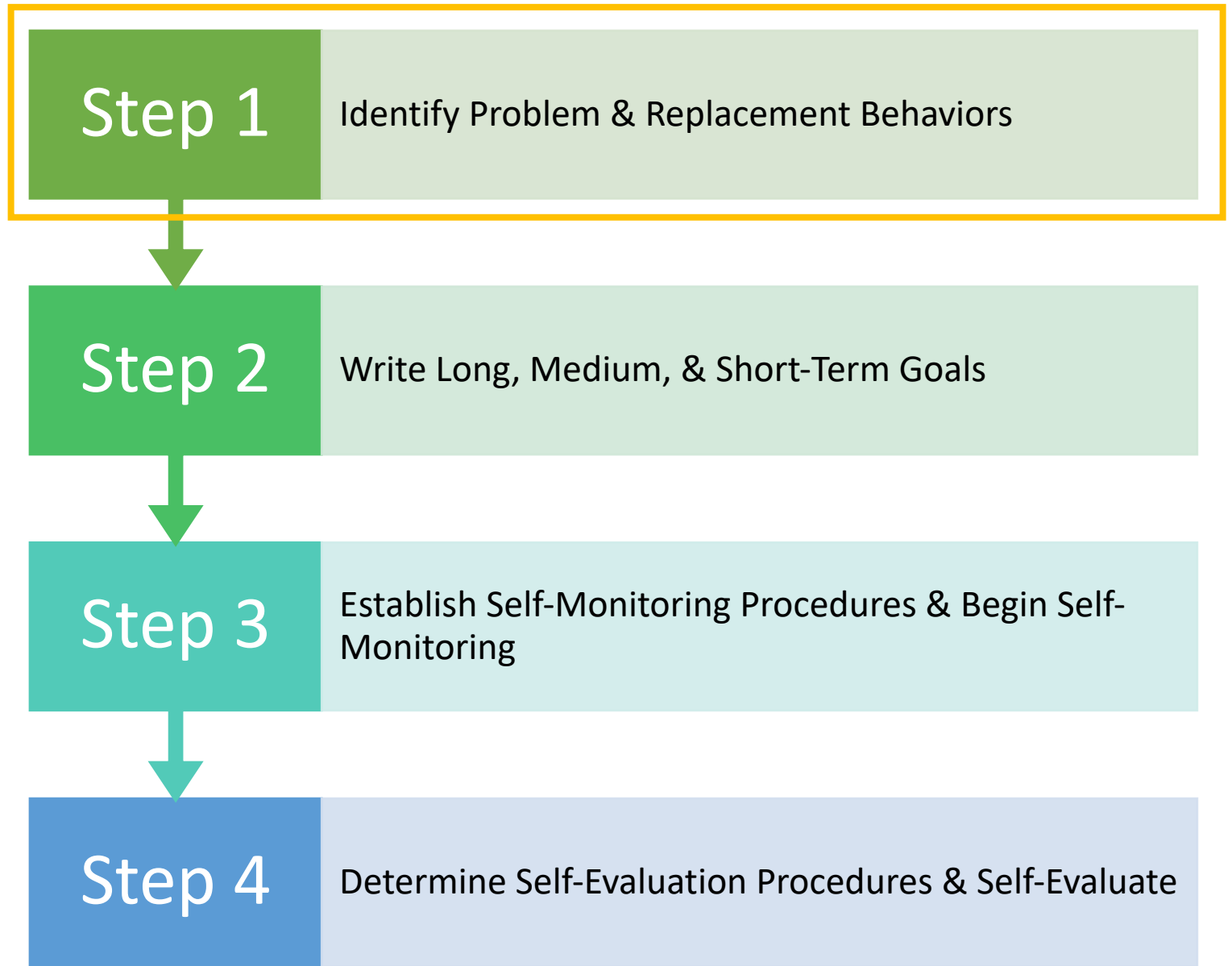
Have any of you encountered this problem?



Strategies for Incorporating Student Voice in Self- Regulation Interventions

Students design the intervention

Designing the Intervention



Step 1: Identify Problem & Replacement Behaviors

Students will:

Articulate

- Articulate problematic thoughts, emotions, & behaviors

Theorize

- Theorize why they engage in these maladaptive behaviors

Describe

- Describe how these patterns impact their academic and social outcomes

Determine

- Determine what to do instead

Step 1: Identify Problem & Replacement Behaviors

Teachers will:

Learn

- Learn about the student

Pinpoint

- Pinpoint problem areas
- Were you aware this was a problem?

Determine

- Determine possible triggers
- What can you do to help?

Open-minded

- Maintain an open mind
- Avoid judging

Questions to get started

What is your greatest challenge or barrier to [problem area]?

What are your hunches about why you respond this way?

What impact(s) do you think this behavior has on you? Your peers?

In other situations that are stressful/problematic, what do you do?

What helps you at school or at home?

Defining Behaviors

Brainstorm 2-3 Behaviors

Utilize student vocabulary throughout



1

Name the behavior

2

Identify explicit examples of the behavior

- *What does it look like in class?*
- *What does it feel like?*
- *How do I know when I'm engaging in that behavior?*




3

Identify explicit non-examples of the behavior

- *The opposite of the examples*
- *What are you doing when you are NOT engaging in the behavior?*




Define Problem Behaviors

Problem Behavior

1. Name the behavior  Spacing out
2. Identify explicit examples of the behavior 
 - a. *What does it look like in class?*
 - b. *What does it feel like?*
 - c. *How do I know when I'm engaging in that behavior?*Staring out window, drawing in notebook, picking at nails, sleeping
3. Identify explicit non-examples of the behavior 
 - a. *The opposite of the examples*
 - b. *How do you know when you are not engaging in the behavior?*Eyes on teacher, paying attention, working on worksheet, participating in discussion, asking questions




Define Problem Behaviors

Problem Behavior

1. Name the behavior  Absent
2. Identify explicit examples of the behavior  Skipping class, showing up late, unprepared
 - a. *What does it look like in class?*
 - b. *What does it feel like?*
 - c. *How do I know when I'm engaging in that behavior?*
3. Identify explicit non-examples of the behavior  Showing up on time, materials ready, paying attention
 - a. *The opposite of the examples*
 - b. *How do you know when you are not engaging in the behavior?*

Define Problem Behaviors

Jamal's Problem Behavior

1. Name the behavior  Sleeping
2. Identify explicit examples of the behavior  Head on desk, hood pulled up, earbuds in ear
 - a. *What does it look like in class?*
 - b. *What does it feel like?*
 - c. *How do I know when I'm engaging in that behavior?*
3. Identify explicit non-examples of the behavior  Eyes on teacher, working on worksheet, reading
 - a. *The opposite of the examples*
 - b. *How do you know when you are not engaging in the behavior?*

Identify Replacement behaviors






What do you think you could do instead?

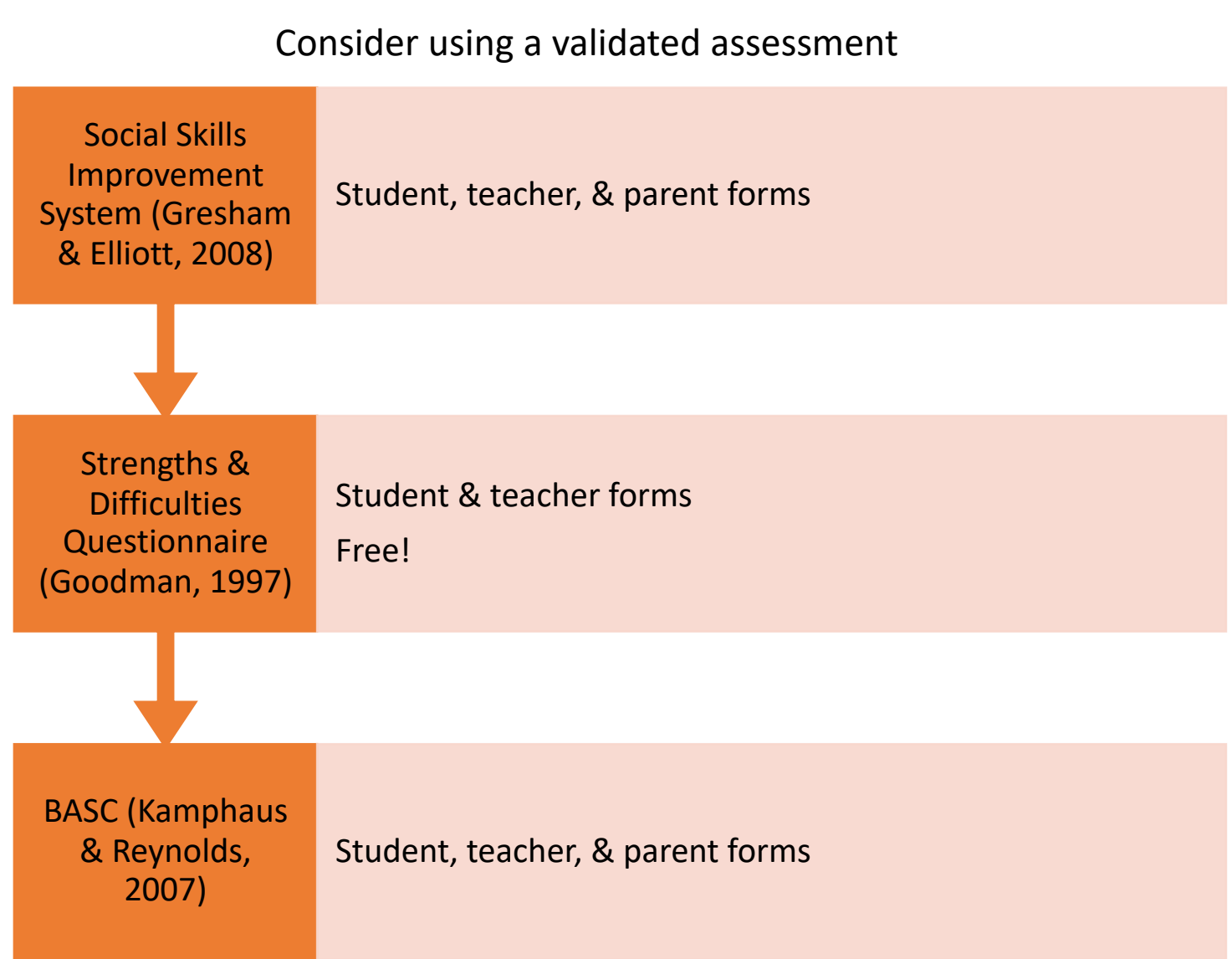
Think about what you can do as their teacher to eliminate triggers

Define Replacement Behaviors

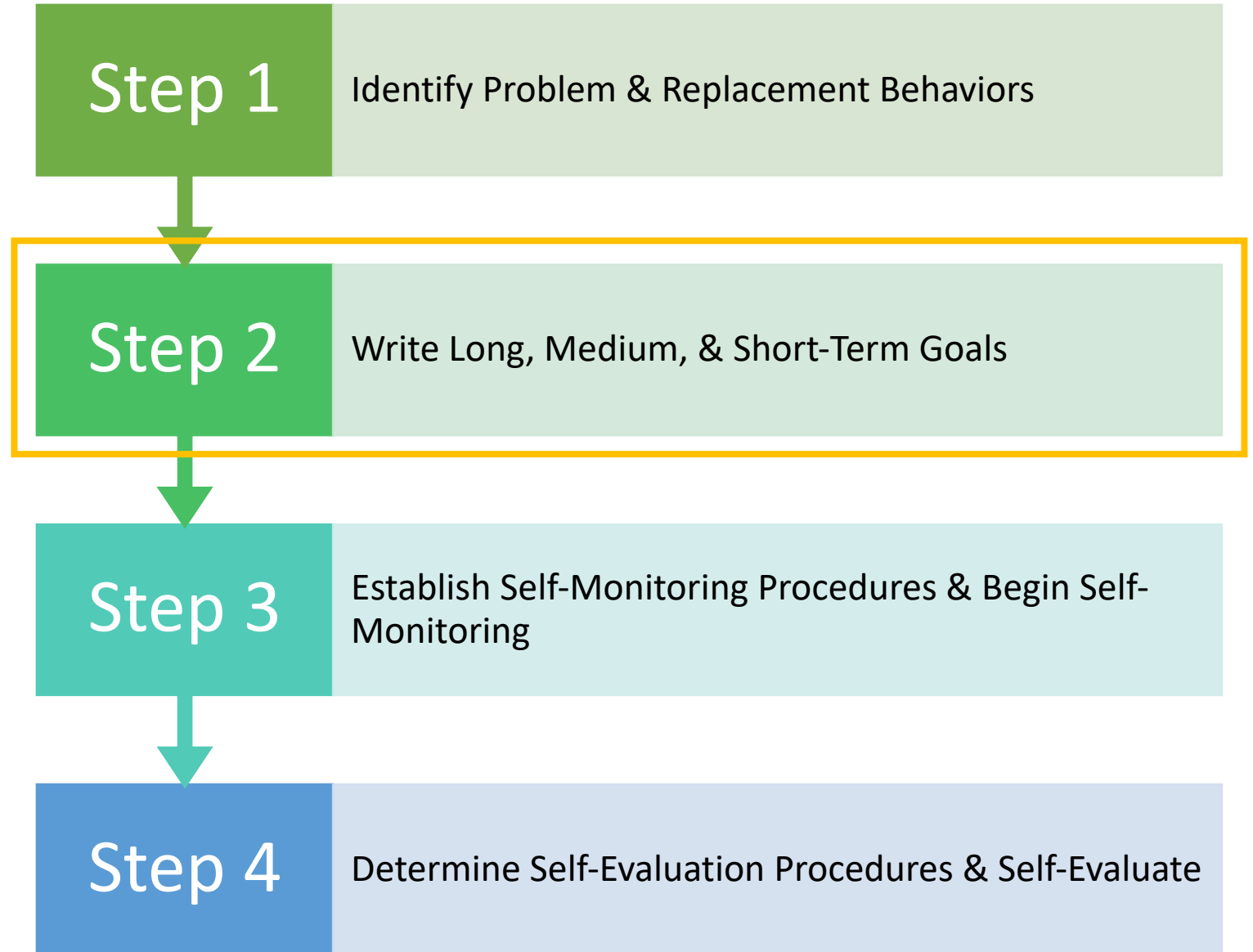
Jamal's Replacement Behavior

1. Name the behavior  Paying Attention
2. Identify explicit examples of the behavior 
 - a. *What does it look like in class?*
 - b. *What does it feel like?*
 - c. *How do I know when I'm engaging in that behavior?*Showing up on time, materials ready, paying attention
3. Identify explicit non-examples of the behavior 
 - a. *The opposite of the examples*
 - b. *How do you know when you are not engaging in the behavior?*Skipping class, showing up late, unprepared

What about students who are reluctant to share?

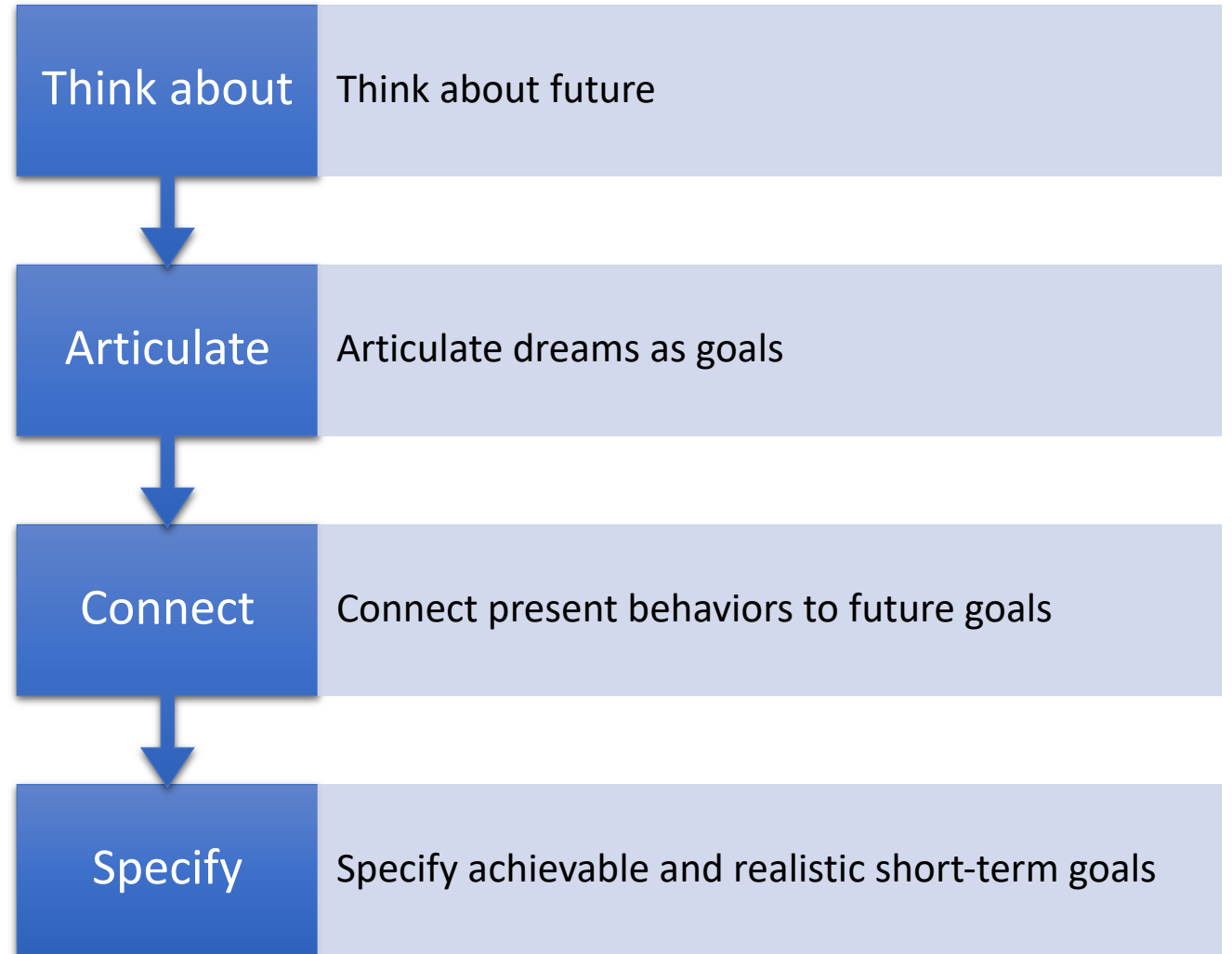


Designing the Intervention



Step 2: Write goals

Enable students to:



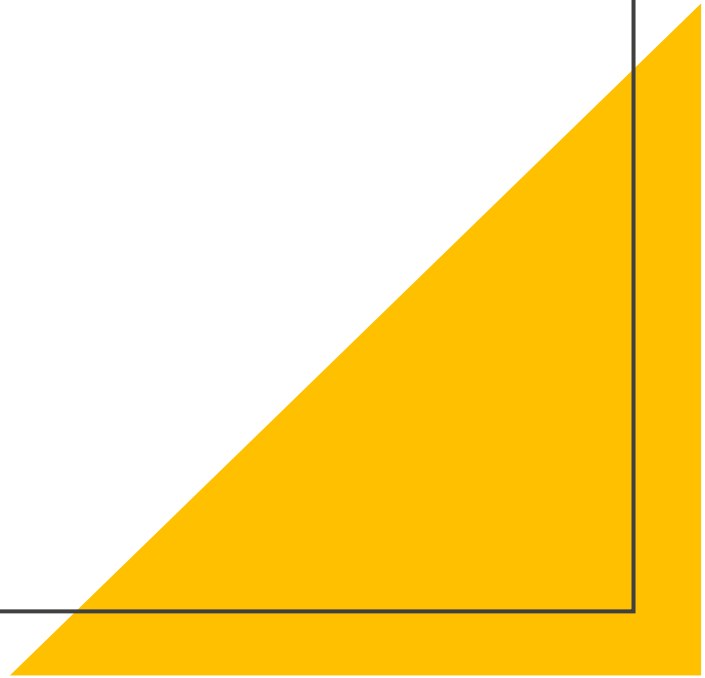
Step 2: Write Goals

Questions to facilitate determining **long-term goals**

- *When you think ahead, to your future, what do you see?*
- *What do you dream about?*
- *How do you see yourself in five years?*

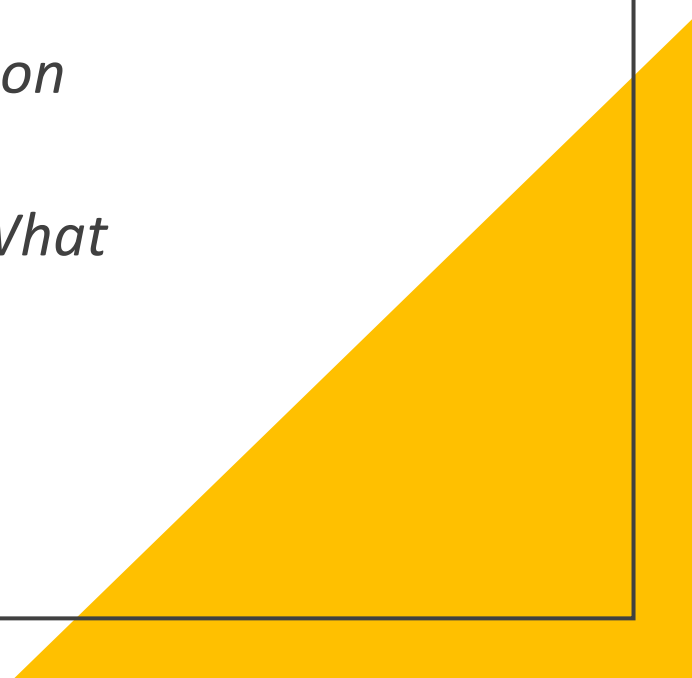
Questions to facilitate determining **medium-term goals**

- *How do you see yourself at the end of this school year?*



Step 2: Write Goals

Questions to facilitate determining **short-term goals**

- *What do you think you can do right now to help get you on the path to reaching those goals?*
 - *How will you know when you've reached your goal(s)? What will be different?*
 - *How long do you have to reach your short-term goal?*
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

Think SMART

Specific

What exactly do you want to achieve?

Good goals are clear and defined

Measurable

How will you know when you've achieved it?

You will need to be able to track daily progress

Achievable

How can the goal be accomplished?

List the specific tasks you will need to complete

Relevant

Why is this goal important to you?

Does this goal help add to your plans for the future?

Time-bound

When do you want to achieve this goal?

Set your target date so you can guide your work toward a successful completion

Goal statements

Realistic & achievable

- a) Previously identified replacement behavior
- b) Criterion (e.g., 85%, 10 points, all assignments)
- c) Time limit (e.g., every day, end of the week, end of class)

I will turn in my math homework every day at the start of class this week.

I will pay attention during Algebra at least 50% of the time by the end of this week.

Jamal



Tips!

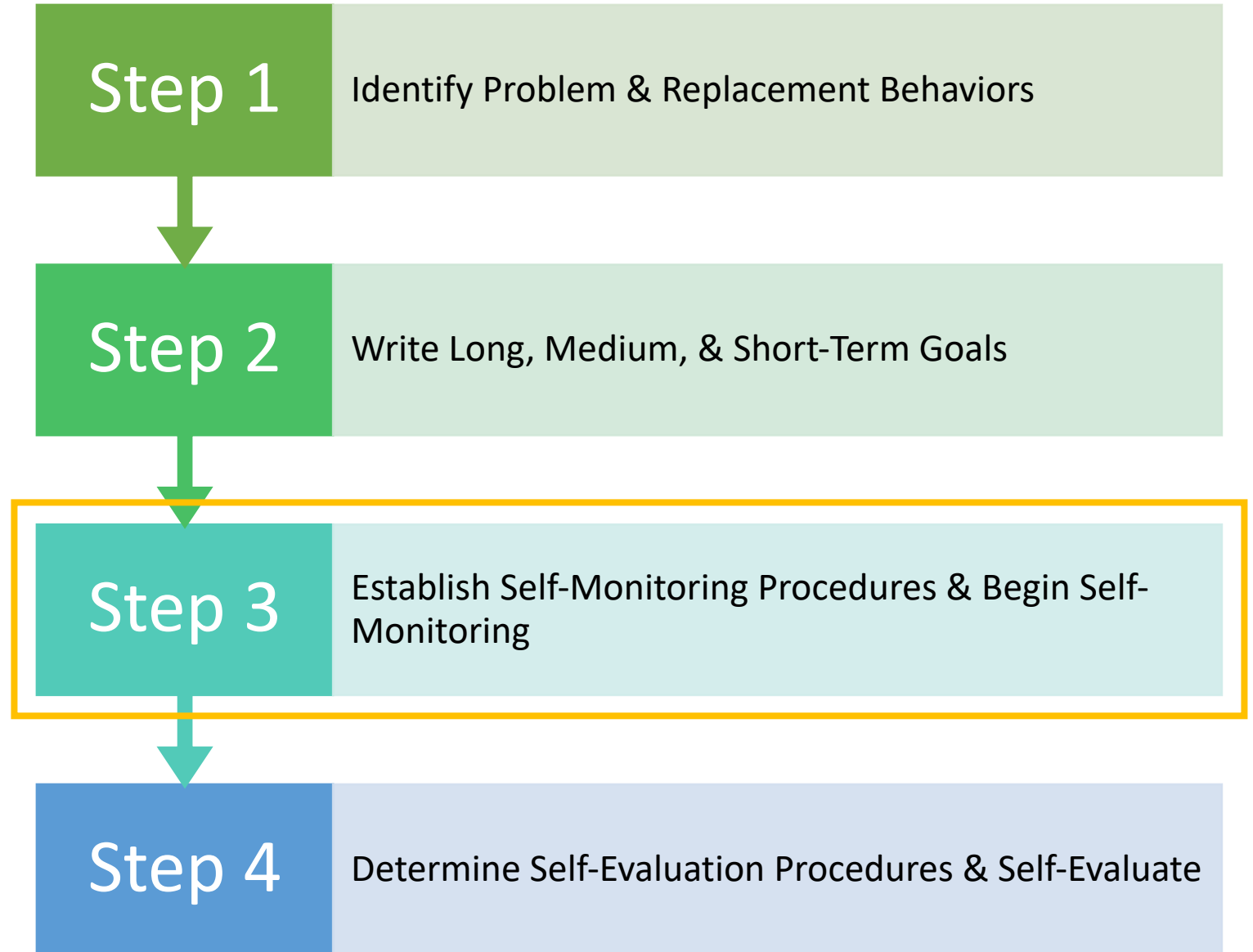
→ Provide a template

During (name of class), I will (name of behavior) at least (criterion) by (time limit).

→ Consider baseline behavior for setting goal criterion

- Suggest small, incremental improvements (e.g., no more than 10% increase)

Designing the Intervention



Self-Monitoring

- Enable students to:
 - Recognize when they are engaging in certain behaviors
 - Think about their behavior repeatedly during a specific amount of time

How do you know when you are using your [replacement behavior]? What does it look like?

How often should you check if you are using your [replacement behavior]?

How would you like to record your responses?

Self-monitoring is when you think about your behavior at a particular time. You might ask yourself:

- a. Am I paying attention to the teacher?
- b. Have I been working to the best of my abilities?
- c. Have I treated my classmates with respect?

These questions will help you reach your **goals**.

Self-Monitoring

- **In the moment self-monitoring** = am I doing the behavior at this moment?
- **Reflective self-monitoring** = have I been doing the behavior over the last interval?

Determine Self-Monitoring Procedures

1. Phrase your replacement behavior from Step 1 as a question.
2. Determine your interval length (5-10 minutes) and cuing device.
3. Determine your response type, or how you will answer your question when prompted.
4. Design your self-monitoring form.



Jamal

I will pay attention during Algebra at least 50% of the time by the end of this week.

Behavior Question: Was I paying attention?

Interval: 4 minutes

Response type: 0 = never, 1 = sometimes, 2 = always

Behavior Question:

Have I been listening to the teacher and watching demonstrations?

Examples:

keeping my eyes on the teacher while she is talking, taking notes, following along in my book.

Non-examples:

staring out the window, sleeping, texting

Interval Length: 4 minutes

0 = Never

1 = Sometimes

2 = Perfect/ excellent

Date: 8/22/19

Practice to proficiency before starting in class!

Interval	Rating		
1	0	1	2
2	0	1	2
3	0	1	2

Cuing Devices



Gym Boss

- Vibrates to cue
- Automatically starts next interval
- Available on Amazon
- \$16.95



MotivAider

- Vibrates to cue
- Automatically starts next interval
- \$64.50



Kitchen Timer

- Audible cue
- Must reset for next interval
- \$6.99+

Other Self-Monitoring Options

- Daily checklists
- Technology-based self-monitoring
- Frequency counting



Set Your Scores for Interval

2

	Never	A Little	Sometimes	A Lot	Always
Be Respectful	0	1	2	3	4
Be Responsible	0	1	2	3	4
Be Ready	0	1	2	3	4
Be Organized	0	1	2	3	4

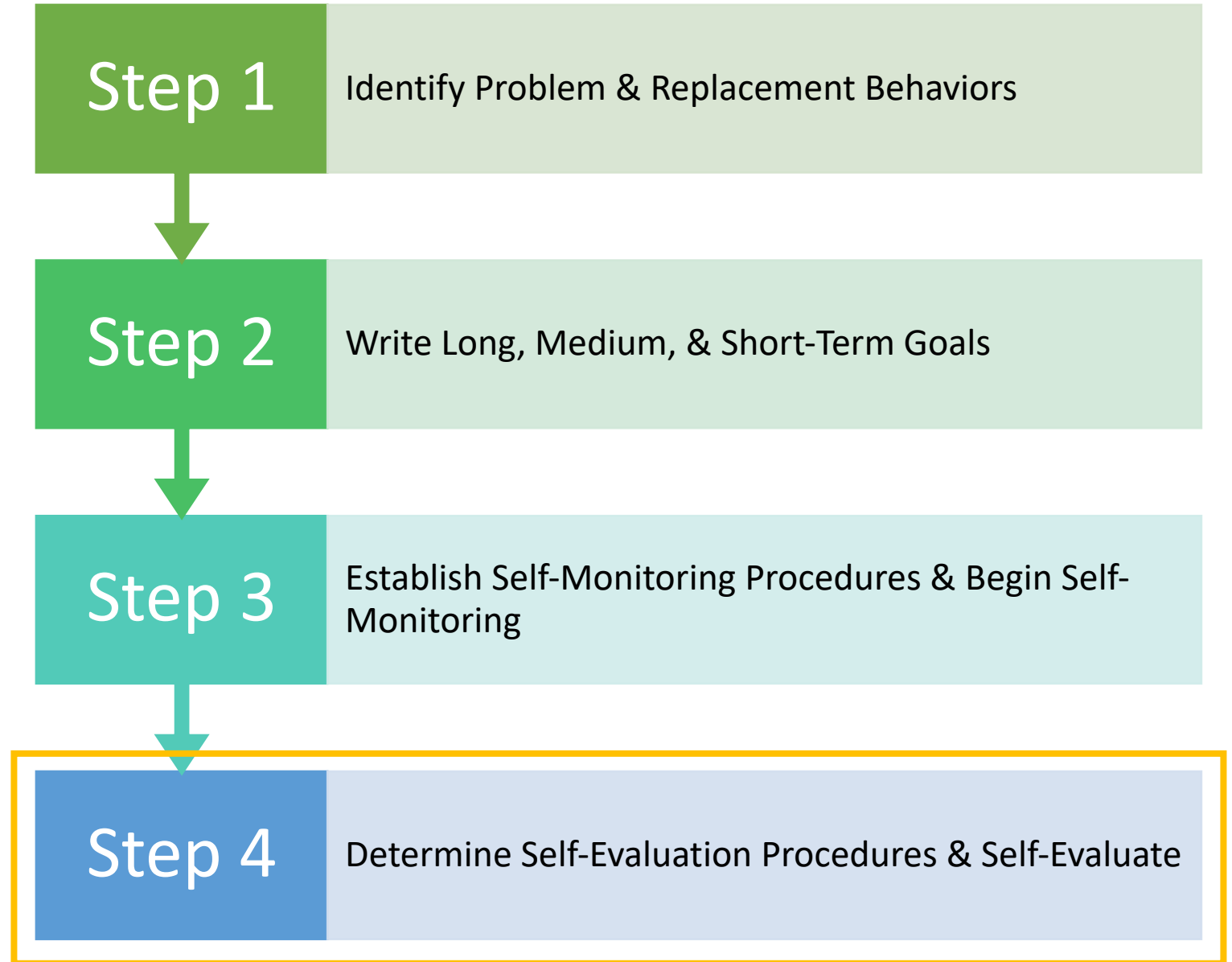
Done

MoBeGo
Available on App Store for iPads

Item	Date:	Period:	Comment
1. Did I fill out my planner?	Yes	No	
2. Did I ask at least 1 question?	Yes	No	
3. Did I answer at least 1 teacher question?	Yes	No	
4. Did I arrive on time?	Yes	No	
5. Did I speak only when appropriate?	Yes	No	
	Total Yeses:		

Item	Date:	Period:	Comment
How many questions did I ask?			
	Total questions: 3		

Designing the Intervention



Self-Evaluation

- Enable students to
 - **Decide** whether the intervention is helping them
 - Revise their intervention based on their **performance**
- Teach students to
 - Review data
 - Make data driven decisions

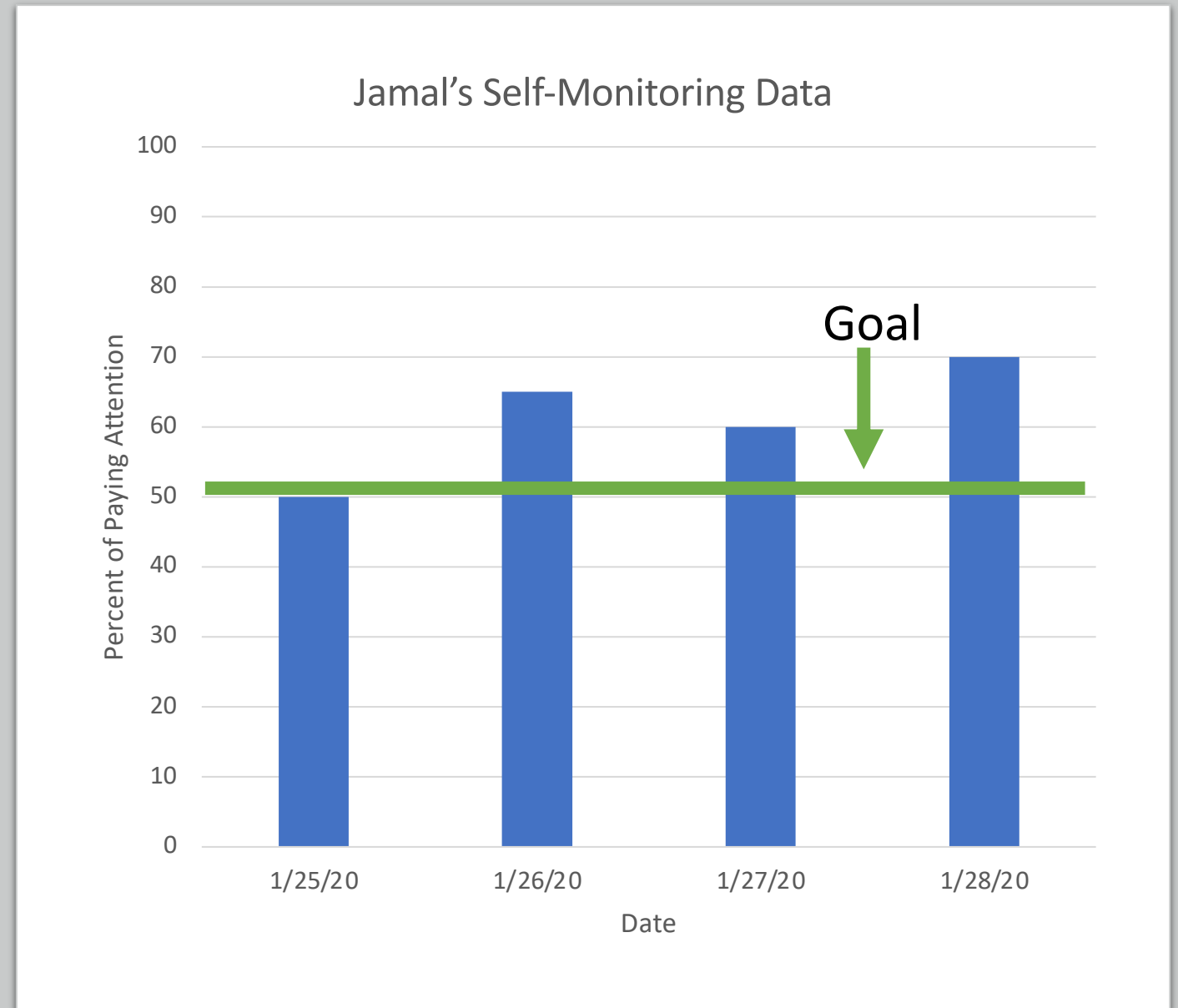
*How do you know if you are making progress towards reaching your goals? Be specific.
How do you know if your behavior has changed? How will you feel?
Should make changes to your goal or self-monitoring procedures?*

Self-Evaluation

- Set a **regular schedule** to review data with student
- Teach student to graph data
- Revise goals as necessary
- Set a reinforcement contingency

Remind student that they can adjust ANY intervention component – one at a time

Provide positive, specific feedback



Progress Monitoring

1

Periodically administer a validated mental health screener

2

Monitor student records

- Attendance, grades, work completion, ODRs

3

Communicate with counselors, parents, IEP team, etc.

Promoting Generalization

1

Suggest self-monitoring in a new setting

2

Suggest writing a different goal and self-monitoring

3

Communicate regularly with parents – recommend trying self-regulation strategies at home

Resources

www.nasponline.org

<https://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health>

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save the date

National PBIS Leadership Forum

www.pbisforum.org

October 27-28, 2022

Hilton Chicago, Chicago, IL

Mark your calendar now

for the 2022 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration opens May 10th.

Contact Me!

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Keep an eye out for the publication in *TEACHING Exceptional Children*



Putting the “Self” in Self-Regulation

*Strategies for Incorporating Student Voice in
Self-Regulation Interventions for Internalizing
Behaviors*

Sara Estrapala  and
Jamie Grieshaber