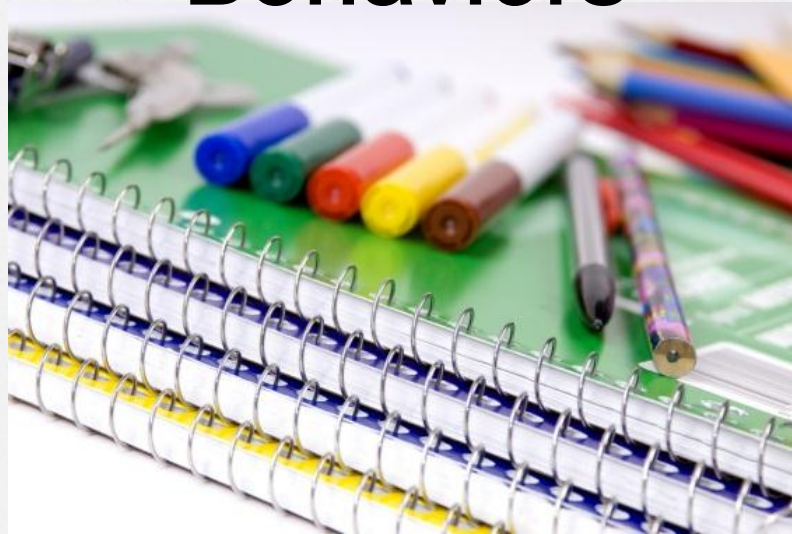


Effective Strategies for Managing Difficult Student Behaviors

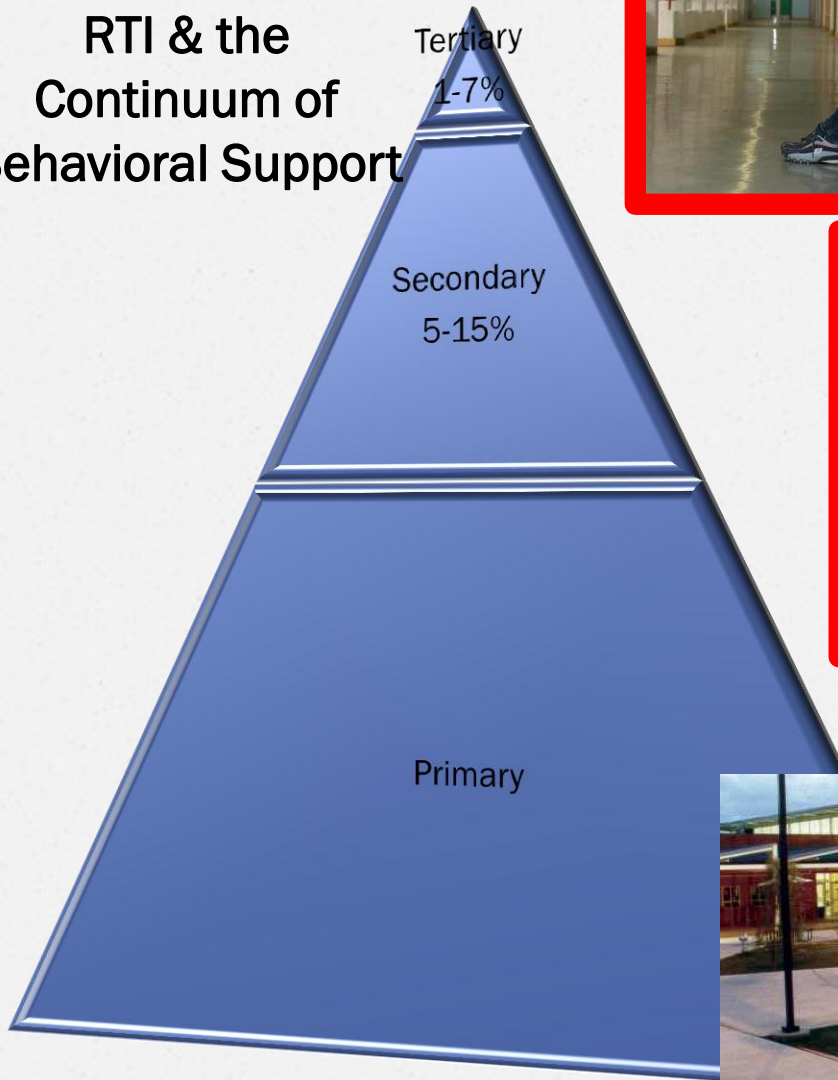


Denise K. Whitford, M.S.W., M.A.

University of Arizona Teacher Mentoring Project &
Flowing Wells Unified School District

Wednesday, November 9, 2011 3:30 p.m. to 5:00 p.m.

RTI & the Continuum of Behavioral Support



Effective Strategies for Managing Difficult Student Behaviors






Classroom Behavior Management

Individual Student Behavior Management

Function-Based Assessment & Intervention

Case Studies

BE PROACTIVE: PLAN AHEAD

- ❖ Create an environment that promotes appropriate behavior
 - ❖ **Create routines and procedures**
 - ❖ **Establish clear behavioral expectations**
 - ❖ Create procedures/rules
 - ❖ Teach the procedures/rules 
 - ❖ Post the procedures/rules   
 - ❖ Enforce the procedures/rules
 - ❖ **Keep students actively engaged**
 - ❖ Incorporate variety and choices
 - ❖ Keep lessons interesting
 - ❖ Hands on activities, projects, and field trips 
 - ❖ **Respectful interactions**
 - ❖ Be patient and stay calm



Respond to Problems Quickly

- ❖ Guide students in a way that promotes appropriate behavior
 - ❖ Academic assistance
 - ❖ Set individual goals/rewards together
 - ❖ Create goals/rewards
 - ❖ Follow through
 - ❖ Teacher/student/parent contracts
 - ❖ Everyone on the same page 📄 📄
 - ❖ Keep in contact
 - ❖ Respectful interactions
 - ❖ Be patient and stay calm



I can't figure out why
he won't come
through the
classroom door!

This sounds like a job for
BEHAVIOR MAN!





This ought to do the trick!




Wow!!

BOY I'M GLAD SOMEONE FILLED THAT HOLE IN THE FLOOR!

Function of the Behavior

What does the student get from the behavior?

Assess a Deeper Reasoning

- ❖ Determine what a student gets from the behavior and provide the same outcomes in a positive way
 - ❖ **Function-based assessment (FBA)**
 - ❖ Staff interviews
 - ❖ Student interview
 - ❖ Observations 
 - ❖ Determine the relationship 
 - ❖ **Decision Model**
 - ❖ Decide what intervention method to use 
 - ❖ **Implement the intervention**
 - ❖ Record progress
 - ❖ Modify as necessary
 - ❖ **Respectful interactions**
 - ❖ Be patient and stay calm



Case Studies

- ❖ Adam - 5th grade rural school
- ❖ Beth - 7th grade suburban school
- ❖ Chris - 10th grade urban school

Directions:

- 1) Groups of 5-6 people
- 2) Read the case study
- 3) Discuss and answer the questions beneath the case study
- 4) Discuss your group decisions with the entire workshop

Case Study #1 - Adam

- ❖ 5th grade student
- ❖ Special Day Class
- ❖ Rural elementary school.
- ❖ IEP / Other Health Impairment.
- ❖ Adam is disruptive in class at frequent intervals throughout the school day.
- ❖ Reward systems, but nothing long-lasting
- ❖ Increasingly agitated after returning from lunch and sitting with his classmates during reading time
- ❖ The teacher feels that Adam needs a BSP.

Case Study #1 - Adam

What is the disruptive behavior?

What could the teacher implement in place of reward systems?

Is an FBA necessary?

Is a behavior contract necessary?

What suggestions would you have for Adam's teacher?

Case Study #2 - Beth

- ❖ 7th grade student
- ❖ Resource Program
- ❖ Suburban middle school
- ❖ IEP / Specific Learning Disability
- ❖ Sent to the principal's office at least once every week during her English class
- ❖ Works moderately hard; maintains C average grades
- ❖ IEP team is considering a behavior support plan for Beth

Case Study #2 - Beth

How do we determine what challenging behavior is causing Beth to be sent to the office?

Is the challenging behavior in the classroom due to Beth's disability?

What is the disruptive behavior?

Is an FBA necessary?

Is a behavior contract necessary?

What suggestions would you have for Beth's teacher?

Case Study #3 - Chris

- ❖ 2nd grade student
- ❖ General Education classroom
- ❖ Urban elementary school
- ❖ High marks on district assessments
- ❖ Lacks attention in class
 - ❖ Walks around the room
 - ❖ Talks to peers
 - ❖ Ignores the teacher during lessons

Case Study #3 - Chris

Is an FBA necessary?

Is a behavior contract necessary?

What suggestions would you have for his teacher?

Thank you for coming!

- ❖ For additional information about the Arizona Teacher Mentoring Project please contact:
 - ❖ Dr. Maria Nahmias at mnahmias@email.arizona.edu or visit <http://uacoe.arizona.edu/mentoring/>
- ❖ For a copy of this presentation or additional information about behavior management please contact:
 - ❖ Denise Whitford at denisew@email.arizona.edu



References

- Bijou, S. W., Peterson, R. F., & Ault, M. H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis, 1*, 175-191.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C.M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, R., Wickham, D., Rief, M., & Wilcox, B. (1999). Applying positive behavioral support and functional behavioral assessment in schools. Technical Assistance Guide 1 Version 1.4.3.
- Umbriet, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.

Example Consequence System

- 1) First warning – verbal warning
- 2) Second warning – student's name on the board
- 3) Third warning – checkmark by student's name on the board
- 4) Fourth warning – student stays one minute after class OR student given lunch detention in your classroom
- 5) Fifth warning – teacher and student have a private talk in the hallway
- 6) Sixth warning – teacher immediately calls parent
- 7) Seventh warning – student sent to the office with a referral

WORK ETHIC 1



**COME TO SCHOOL
ON TIME.**

WORK ETHIC 2



**HAVE NECESSARY
TOOLS FOR
LEARNING.**

WORK ETHIC 3



**BE ORGANIZED
FOR LEARNING.**

WORK ETHIC 4



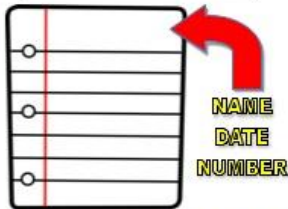
**MAINTAIN A
CLEAN
WORKSPACE.**

WORK ETHIC 5



**FOLLOW
DIRECTIONS
THE FIRST TIME.**

WORK ETHIC 6



**NAME
DATE
NUMBER**

**USE A COMPLETE
HEADING ON ALL
WORK.**

WORK ETHIC 7



**USE LEGIBLE
WRITING ON ALL
WORK.**

WORK ETHIC 8



**TURN IN QUALITY
WORK; ON TIME.**

WORK ETHIC 9



**WORK WHEN YOU
ARE SUPPOSED
TO WORK.**

WORK ETHIC 10



**COOPERATE AND
CONTRIBUTE TO
YOUR LEARNING.**





Class Rules

- ❑ Be Prompt
- ❑ Be Prepared
- ❑ Be Positive
- ❑ Be Productive
- ❑ Be Polite





Classroom Rules

- Use your manners
- Raise your hand when you have something to add to the discussion
- Listen when others are speaking

Cafeteria Rules

- Use your manners
- Keep your feet on the floor
- Use inside voices
- Utensils are used for eating
- Respect other's space

Hall Rules

- Stay to the right
- Keep your hands to your side
- Use QUIET voices (especially when passing classrooms)
- Stay in line-order

Playground Rules

- Use equipment as it is designed to be used
- Use areas that are not being used for PE classes

Restroom Rules

- Keep it neat and clean for others
- Knock before entering



Taking Responsibility

- Keep your area clean
- Transition smoothly
- Use chairs as they were intended to be used
- Do your tasks when asked

- Throw away your own trash
- Eat only food you purchased or brought from home
- Be on time

- Stay in your own personal space

- If you break something, let a teacher know
- If you get injured, let a teacher know
- Take turns using the equipment
- Stay in sight of your teacher

- If you clog it, let someone know
- Wash your hands for 15-30 seconds



Endeavor to Succeed

- Do your homework
- Try your best
- Ask questions
- Be involved

- Lunch will be enjoyable for everyone!

- Quiet and orderly lines will be noticed and appreciated by everyone!

- You can have fun while being safe!

- Our restrooms will be neat and clean for all!



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"It's not your traditional report. I've done it in the form of a YouTube video."



BEHAVIOR CONTRACT

STUDENT: _____ DATE: _____

TEACHER: _____

If I (behavior) _____, I can earn a (token of some kind).

Once I earn ____ (tokens or whatever it is he's earning), I can choose an item from the Reward Menu.

BONUS: If I earn ____ (tokens or whatever), I can choose an additional item from the Reward Menu.

REWARD MENU

(To be developed by the teacher and student together)

Student Signature

Teacher Signature



NEW DOMINION BEHAVIOR CONTRACT

Student:

Student Number:

Date:

Student's Signature: _____

Parent's Signature _____




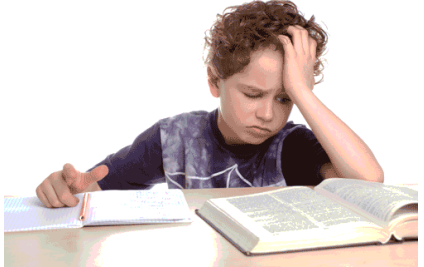


Administrator's Signature: _____

This agreement between _____ and New Dominion Alternative Center is as follows:
_____ will:

1. attend school every day on time.
2. complete all assignments assigned by the teacher.
3. not cause any form of class disruption at any time.
4. never enter the building wearing a hat, bandana, or any other headgear, or any article of clothing which is evidence of gang affiliation. You will surrender these items if you have them in your possession.
5. not apply any form of graffiti to any property or items in your possession. Do not assist others in application of graffiti
6. not bring ANY electronic device into New Dominion Alternative Center.
7. not flash any gang handshake or sign, or anything that can be interpreted as such.
8. not discuss gang membership, gang life, or any details of gang involvement with any other student in New Dominion.
9. never attempt to recruit or interest other students in gang membership.
10. never wear any gang colors to New Dominion.
11. cover any tattoos on his person relating to gang membership with items of clothing that will not be removed during the school day.
12. follow all rules in the Prince William County Code of Behavior at all times.
13. not possess weapons, alcohol, drugs tobacco products, cigarette lighter, or matches on school property.
14. not be permitted to leave the classroom at any time except during the assigned break and at dismissal time.
15. leave school property immediately at dismissal time.
16. not be permitted to draw gang graffiti on his desk, papers, notebook or anywhere else in New Dominion Alternative Center.
17. not to have any drawings, writings, pictures, or any other visuals with the words relating to gangs anywhere on or near his person.
18. not to enter other Prince William County Schools' property and grounds at any time.
19. be respectful to all staff members and other students in New Dominion Alternative Center.
20. attend school daily as scheduled
21. maintain passing grades in all of his classes.

_____ understands that any violation of any of the above items in this behavior contract will result in a Principal's hearing for further disciplinary action or in the case of non attendance, will be dropped from the school rolls and will be immediately referred to the base school attendance officer.

Function Matrix

	Access Something	Avoid Something
Attention	 A young boy in a striped shirt is sitting at a desk in a classroom, balancing a pencil on his nose. In the background, a teacher and another student are visible.	 A boy is standing in a classroom, holding a piece of paper. He is surrounded by other students sitting at desks.
Tangibles/Activities	 A man and a boy are sitting at a desk with two computer monitors. The man is pointing at the screen, and the boy is looking at it. The text 'KoC' is visible in the bottom right corner of the image.	 A boy is sitting at a desk, looking down at an open book. He has his hand on his forehead, appearing frustrated or tired.
Sensory	 A man in a suit is pointing his finger at the face of a young boy. The boy is looking away with a distressed expression.	 A boy is covering his ears with his hands, looking uncomfortable or distressed.



Observations

Antecedent	Behavior	Consequence
Teacher announces pop quiz.	Student hits peer.	Student sent to the office.



Decision Model

