THOUGHTFUL TEACHING: CREATING POSITIVE EXPERIENCES FOR STUDENTS WITH CHALLENGING BEHAVIORS

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Questions I Will Answer Today:
- What is thoughtful teaching?
- Why do children exhibit problem behaviors?
- How do I handle problem behaviors?
- How do I conduct a functional behavior assessment?
- Where can I go when I'm stuck with a child's behavior challenges?

Thoughtful Teaching
- Behavior does not occur in a vacuum
- Behavior is learned
- Behavior serves a purpose
- Behavior can be increased or decreased with thoughtful approaches
- Behavior is communication

BEHAVIOR IS A SCIENCE

Previous Discipline Programs
- Reactive
- Punitive
- Acknowledge the problem behavior
- Fear-based
- Do not teach positive behaviors
- Provide little room for flexibility

Think about your own education and those classes you've observed...
- Was positive behavior encouraged?
- Did you have a predictable routine/schedule?
- Did someone influence your life in a positive way?
- What are some good memories you have with school?
- What did your good memories look like?

Definition of Behavior:
- The actions or reactions of a person or animal in response to external or internal stimuli
Definition of Insanity:

Repeatedly doing the same thing the same way, and expecting different results.

Reinforcement: Any event following a behavior that increases the likelihood of the behavior occurring again.

“The only defining characteristic of a reinforcing stimulus is that it reinforces”

(Skinner, 1953).

Punishment

Any event following a behavior that decreases the likelihood of the behavior occurring again.

Reinforcement Examples

Positive Reinforcement:
- The teacher gives student extra credit for turning work in early.
- The student earns extra recess time for cleaning up the classroom without being asked.

Negative Reinforcement:
- Student turns in homework every day for a week and does not have to take unit test.
- The student cleans up her desk area so that the teacher will not nag her to do it.

Punishment Examples

Positive Punishment:
- The teacher assigns a student detention for skipping class.
- The student has to clean the school restroom because he wrote on the bathroom walls.

Negative Punishment:
- The student loses free time because did not turn in his homework.
- The student is moved away from his friend for talking during math class.
Increases the likelihood of the behavior being repeated

- Something is given to student
  - Positive Reinforcement (+R)

- Something is removed from student
  - Negative Reinforcement (-R)

Decreases the likelihood of the behavior being repeated

- Positive Punishment (+P)
- Negative Punishment (-P)

Extinction

- Extinction - is the withholding of reinforcement for a previously reinforced behavior in order to eliminate that behavior.

It Will Get Worse . . .

Number of Responses

Time (days)

Extinction burst

But Rewards are Bribery Right????
Well…. Take a look at this

Rewards Used by Organizations

<table>
<thead>
<tr>
<th>MATERIAL REWARDS</th>
<th>SUPPLEMENTAL BENEFITS</th>
<th>STATUS SYMBOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay</td>
<td>Company automobiles</td>
<td>Corner offices</td>
</tr>
<tr>
<td>Pay raises</td>
<td>Health insurance plans</td>
<td>Offices with windows</td>
</tr>
<tr>
<td>Stock options</td>
<td>Pension contributions</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Profit sharing</td>
<td>Vacation and sick leave</td>
<td>Shelves</td>
</tr>
<tr>
<td>Deferred compensation</td>
<td>Recreation facilities</td>
<td>Promotions</td>
</tr>
<tr>
<td>Bonuses/bonus plans</td>
<td>Child care support</td>
<td>Matching</td>
</tr>
<tr>
<td>Incentive plans</td>
<td>Job site parking</td>
<td>Watches</td>
</tr>
<tr>
<td>Expense accounts</td>
<td>Paid parking</td>
<td>Rings</td>
</tr>
<tr>
<td></td>
<td>Parental leave</td>
<td>Parent's room</td>
</tr>
</tbody>
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SOCIAL/INTER-PERSONAL REWARDS

- Praise
- Developmental feedback
- Smiles, pats on the back, and other nonverbal signals
- Requests for suggestions (input on coffee or lunch

SOCIAL/INTER-PERSONAL REWARDS FROM THE TASK

- Sense of achievement
- Sense of competence
- Job autonomy/self-direction
- Performing important tasks

SELF-ADMINISTERED REWARDS

- Self-congratulation
- Self-recognition
- Self-praise
- Self-development through expanded knowledge/skills
- Greater sense of self-worth

Thoughtful Teaching

“Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?” – Jane Nelson

New Skills Don't Just Appear..... You Have To Teach Them!

- Define it
- Teach it
- Practice it
- Acknowledge it
- Correct it
- Monitor it
- Revise it

This is the sequence for teaching anything and everything.
Lead Your Students to The Finish Line

All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur.
- Skinner, 1953.

What We Know vs. What We Do

- Positive praise and experiences
- Good teaching
- Thoughtful consequences
- Prevention
- Collaboration

Time-Out

- The removal of reinforcement

Now That I Understand Behavior…. What Can I Do?

- Patience
- Thinking things through
- Collaboration
- Understanding
- Creative Thinking
- Building Relationships
- Prevention
- Focus

Common teacher behaviors that can contribute to building rapport
Have a sense of Humor

Encourage class discussions

Pick Your Battles

Make Yourself Available Before, After or Outside of Class

Show interest in your students

Know Your Student’s Names
Share personal insights and experiences

Relate course material in everyday terms and examples

Understand that students occasionally have problems that arise and inadvertently hinder their progress

Get to know your students; learn something about your students’ interests, hobbies, and aspirations.

Avoid Power Struggles

Use Brain Breaks and Cheers
Interact more, lecture less - emphasize active learning.

Smile A Lot

Common Behavior Challenges
- Noncompliance
- Tantrums
- Social withdrawal
- Self-stimulatory behavior (such as tongue clicking, clapping, rocking)
- Compulsions (such as arranging objects and repeating certain actions)
- Anxiety
- Aggression

Targeted Strategies
- Social skills groups
- Check-in, Check-out
- Peer Buddies
- Mentors
- Small groups
- More Intense Instruction
- Direct Instruction

NEEDS THAT DRIVE BEHAVIOR

<table>
<thead>
<tr>
<th>Gain or Avoid</th>
<th>Needs That Drive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection</td>
<td>To protect self or others from shame or harm</td>
</tr>
<tr>
<td>Escape</td>
<td>To escape a consequence or leave a situation</td>
</tr>
<tr>
<td>Avoidance</td>
<td>To avoid an unpleasant task or activity</td>
</tr>
<tr>
<td>Power Control</td>
<td>To be in control of others</td>
</tr>
<tr>
<td></td>
<td>To be in control of self, to make predictable</td>
</tr>
<tr>
<td>Attention</td>
<td>To be the focus of a situation</td>
</tr>
<tr>
<td>Affirmation</td>
<td>To distinguish self from the group</td>
</tr>
<tr>
<td>Acceptance</td>
<td>To be acknowledged</td>
</tr>
<tr>
<td>Affiliation</td>
<td>To connect or relate to others</td>
</tr>
<tr>
<td>Sensory</td>
<td>To stimulate self or reduce pain</td>
</tr>
<tr>
<td>Gratification</td>
<td>To enjoy or reward self</td>
</tr>
<tr>
<td>Tangible</td>
<td>To get something self or touchable</td>
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Intensive Needs: FBAs, Data, and BIPs.... Oh My!

It is always better to start at the beginning and all you do is follow the yellow brick road....
Functional Behavioral Assessment (FBA)

- A set of assessment procedures used to identify the purpose (or function) of problem behavior
- Because problem behavior is typically purposeful, we cannot change it successfully in the long run without trying to discover what the purpose (or function) of the behavior is
- The goal of FBA is to gather information about factors that reliably predict and maintain problem behavior

Behavior Intervention Plan

- Based on FBA
- Plan must include:
  - Behavioral Supports & Positive behavioral interventions
  - The BIP is not just a discipline plan, although a discipline plan may be included (i.e., crisis management)
  - If not in IEP, the plan must be written within 10 days of disciplinary action (suspension)

The primary purpose of the BIP is to teach appropriate replacement behaviors

YOUR WAND ➔ DATA

The A-B-C’s

- SETTING EVENT: Situations or characteristics that “set up” the problem?
  - tired, hungry, divorce, ill, fight with friend.
- ANTECEDENT: What happens before the behavior to “trigger it”?
  - asked to complete activity, told no, work with peers.
- BEHAVIOR: What is the specific problem behavior?
  - hitting, kicking, spitting, talking back, non-compliance.
- CONSEQUENCE: What is the payoff?
  - attention from peers, didn’t complete assignment

Simple FBA’s

- Who? Targeted Students
- Why? Behavior Issues are beginning to affect the student and others
- What? Guess & Check or Efficient FBA FACTS
The Behavior Roller Coaster:
Acting Out Cycle

1. Calm
2. Triggers
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

We all respond differently

Teacher | Jason
--- | ---
Jason, please turn in your assignment. | What assignment?
The assignment you didn’t finish during | I finished it.
Great, please turn it in now. | I don’t have it with me now.
You have a choice: turn it in or do it again. | You never believe me.
I guess you’ve made the choice to do it again. | Make me.
That’s disrespect…go to the office. | F____ you!
Moves closer…and puts hand on J. shoulder. | Pulls away, glares, & raises fist as if to strike.

Mining Your Way through the FBA

Behavior Support Elements

- Response class
- Routine analysis
- Hypothesis statement
- Alternative behaviors
- Competing behavior analysis
- Contextual fit
- Strengths, preferences, & lifestyle outcomes
- Evidence-based interventions
- Implementation support
- Data plan
- Continuous improvement
- Sustainability plan
- Fidelity of implementation
- Impact on Behavior & Lifestyle

4 Steps for Conducting a FBA

1. Identify challenging behavior in concrete and observable terms and the instruments to assist in this process.
2. Measure the challenging behavior to establish baseline data, and perform assessments.
3. Evaluate data collected.
4. Develop a hypothesis that describes why the behavior is occurring.
**Things to Look For**
- What are the student’s strengths? needs?
- Health needs?
- Are there any slow triggers (setting events)?
- What happens right before the behavior?
- What happens right after the behavior?
- What behavior skills does the student seem to be missing?
- What are the other students doing?

**Develop a BIP**
- Make the problem behavior **irrelevant** (no longer meaningful).
- **inefficient** (replacement behavior).
- **ineffective** (minimize the likelihood of any reinforcement when problem behaviors re-occur)
  (Horner, 2006).

**Interventions by Function of Behavior**
- See hand-out

**Interventions for Escalating Behavior**
- **Questioning**: Give a rationale response
- **Refusal**: Set limits, be clear and to the point
- **Release**: Allow student to set off steam, remove the audience
- **Intimidation**: Take all threats seriously, seek assistance and wait for team. Avoid hands-on
- **Tension Reduction**: Establish therapeutic rapport, re-establish communication

**Strategies for Dealing with Anger**
- Take Deep Breaths
- Think of the consequences
- Use self-talk
- Remove yourself
- Count to 10
- Visualize something positive
- Plan Ahead

**How to implement the BIP?**
1. Be consistent
2. Set boundaries
3. Monitor effectiveness
4. Monitor implementation
5. Implement with FIDELITY
Remember: Shi(f)t happens!

Evaluate the plan and modify as needed.

Thank you for being so well behaved!

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