


# 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?



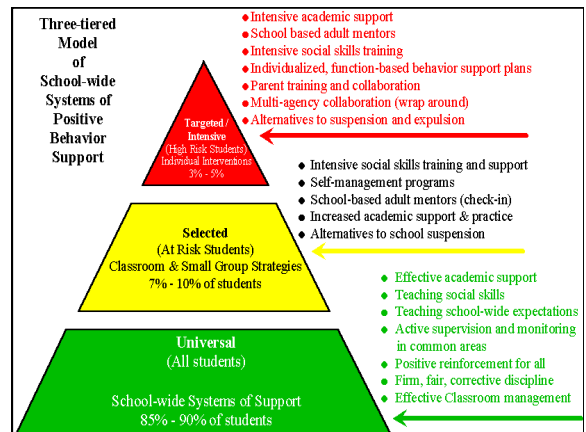
## Definition of Behavior:

- The actions or reactions of a person or animal in response to external or internal stimuli



## Definition of Insanity:

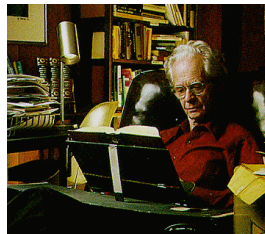
**Repeatedly  
doing the same  
thing the same  
way, and  
expecting  
different  
results.**



**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).



## 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

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



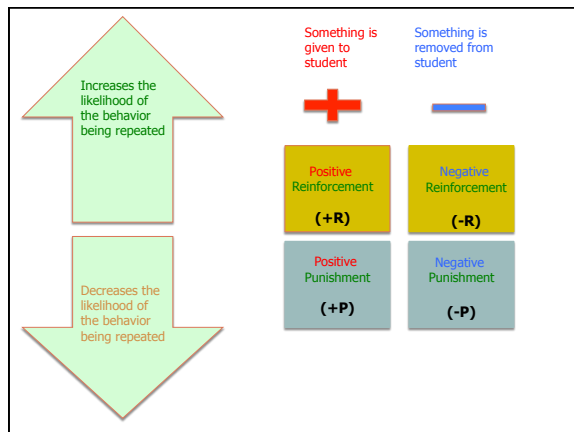
## Punishment Examples

### 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.

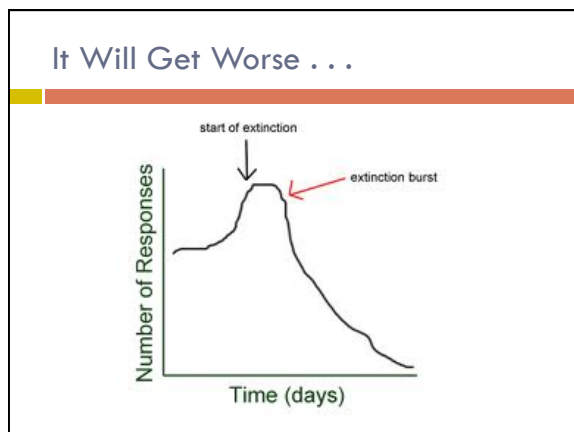
### Negative Punishment:

- 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.



## Extinction

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



### But Rewards are Bribery Right???? Well.... Take a look at this Rewards Used by Organizations

<b>MATERIAL REWARDS</b> Pay Pay raises Stock options Profit sharing Deferred compensation Bonuses/bonus plans Incentive plans Expense accounts	<b>SUPPLEMENTAL BENEFITS</b> Company automobiles Health insurance plans Pension contributions Vacation and sick leave Recreation facilities Child care support Club privileges Parental leave	<b>STATUS SYMBOLS</b> Corner offices Offices with windows Carpeting Drapes Paintings Watches Rings Private restrooms
<b>SOCIAL/INTER- PERSONAL REWARDS</b> Praise Developmental feedback Smiles, pats on the back, and other nonverbal signals Requests for suggestions Invitations to coffee or lunch Wall plaques	<b>REWARDS FROM THE TASK</b> Sense of achievement Jobs with more responsibility Job autonomy/self-direction Performing important tasks	<b>SELF-ADMINISTERED REWARDS</b> 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?

## Thoughtful Teaching Requires...

- 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



Make Yourself Available Before, After or Outside of Class



Encourage class discussions



Show interest in your students



Pick Your Battles



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

## GAIN OR AVOID NEEDS THAT DRIVE BEHAVIOR

Protection Escape Avoidance	To Protect self or others from shame or harm To escape a consequence or leave a situation To avoid an unpleasant task or activity
Power Control	To be in control of others To be in control of self, to make predictable
Attention Affirmation	To be the focus of a situation To distinguish self from the group
Acceptance Affiliation	To be Acknowledged To connect or relate to others
Sensory Gratification Tangible	To stimulate self or reduce pain To enjoy or reward self To get something real or touchable

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

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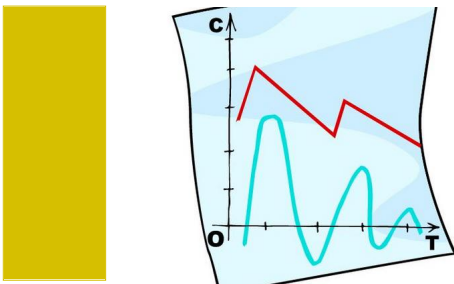
## Behavior Intervention Plan

- 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**

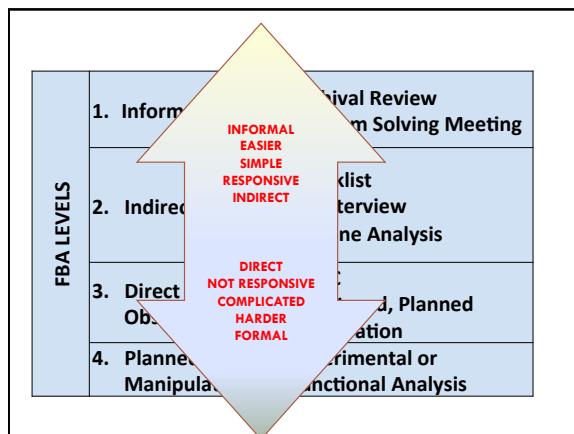
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YOUR WAND → DATA



## 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

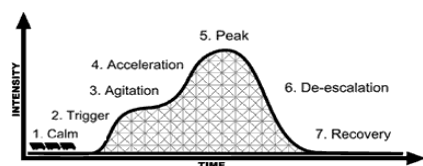


## Simple FBA's

- Who? Targeted Students
- Why? Behavior Issues are beginning to affect the student and others
- What? Guess & Check or Efficient FBA FACTS

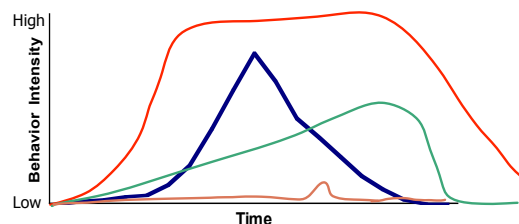


## The Behavior Roller Coaster: Acting Out Cycle



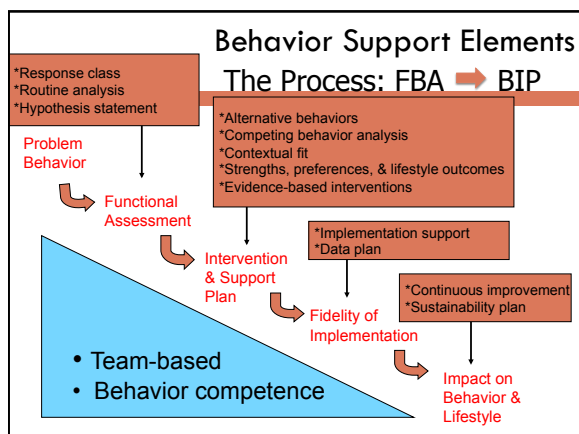
Phase 1—Calm  
Phase 2—Triggers  
Phase 3—Agitation  
Phase 4—Acceleration  
Phase 5—Peak  
Phase 6—De-escalation  
Phase 7—Recovery

## We all respond differently



Teacher	Jason
<i>Jason, please turn in your assignment.</i>	<i>What assignment?</i>
<i>The assignment you didn't finish during class, please turn it in now.</i>	<i>I finished it.</i>
<i>You have a choice: turn it in or do it again.</i>	<i>I don't have it with me now.</i>
<i>I guess you've made the choice to do it again.</i>	<i>You never believe me.</i>
<i>That's disrespect...go to the office.</i>	<i>Make me.</i>
<i>Moves closer...&amp; puts hand on J. shoulder.</i>	<i>F_____ you!</i>
	<i>Pulls away, glares, &amp; raises fist as if to strike.</i>

## Mining Your Way through the FBA



## 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 base-line** 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**

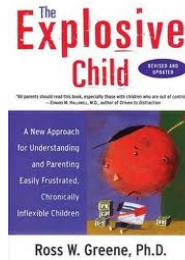


Remember: Shi(f)t happens!

Evaluate the plan and modify as needed.



## Resources



Thank you for being so well behaved!



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