Behaviors In "Free Fall": It's NOT too late!

Teacher Classroom Interventions based on Safe & Civil Schools *Interventions*.

Behavior Truisms

- Behavior is **learned**
- If we can **predict** a possible misbehavior, we can **prevent** it
- Behavior that is **monitored** tends to improve
  - We get the behavior to which we pay the most attention
  - We must provide active supervision
- Behavior **momentum** (behavior gets on a roll)
- Proactive, positive behavior interventions lead to **long-term results**
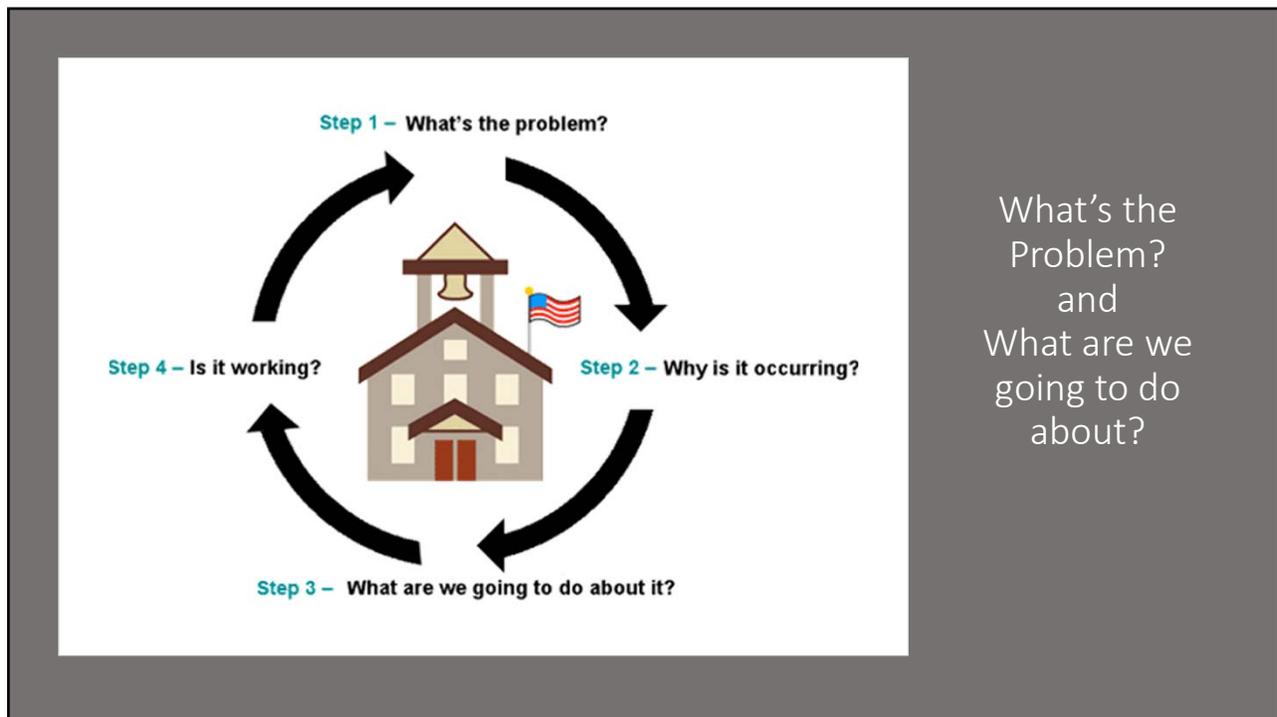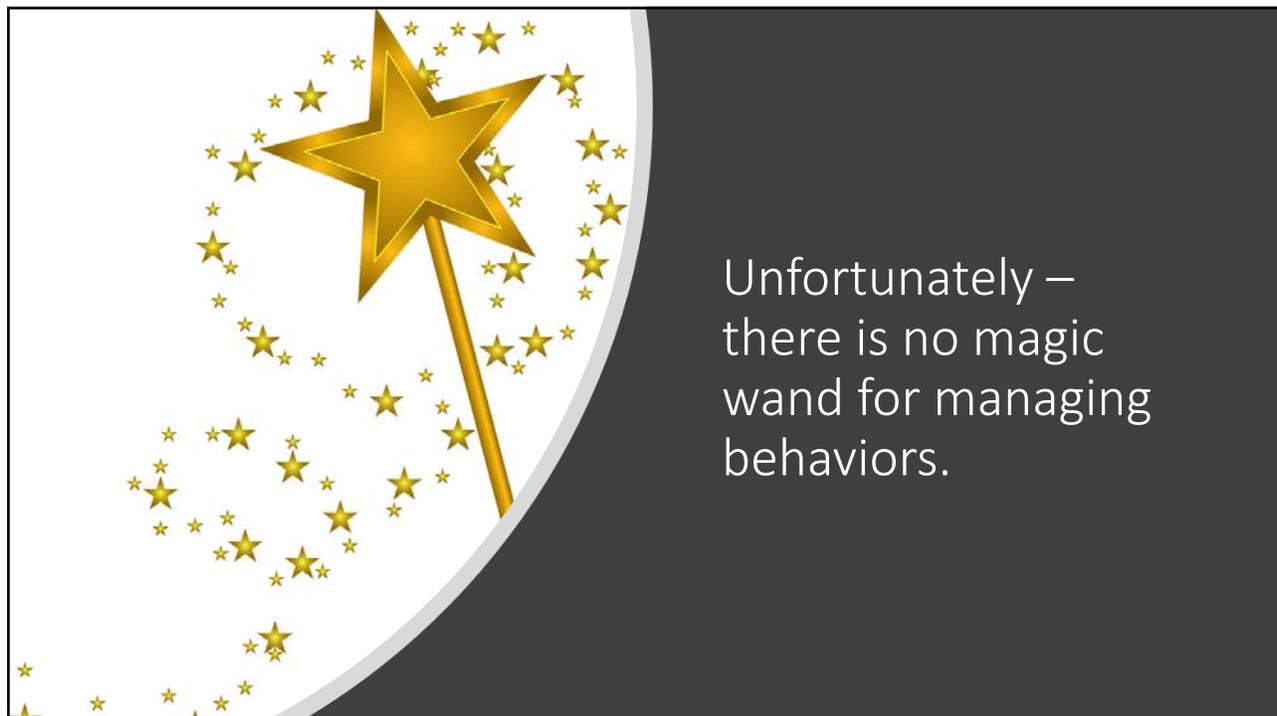
Our Learning Goal for this webinar:

- Student Misbehavior – Is it Can't or Won't (Skill vs Will)
- 5 Early Stage Interventions for teachers to implement
  - Increase Positive Interactions
  - Planned Discussion
  - Goal Setting
  - Data Collection and Debriefing
- Types of Data Collection for Behavior
- When to involve the Problem-Solving Team

Problem Solving

Recognize that problem solving requires analyzing the nature of the problem and designing a plan

Step 1 – What's the problem?

Step 4 – Is it working?

Step 2 – Why is it occurring?

Step 3 – What are we going to do about it?

What's the Problem?
and
What are we going to do about?

Unfortunately – there is no magic wand for managing behaviors.

To manage behaviors, we have to put in the work.

If the only tool you have is a hammer, than every problem looks like a nail.

It's time to try something different.

Skill versus Will

or

"Can't" versus "Won't"

What Types of Behaviors could be a Can't do versus a Won't do?

Can't *versus* Won't

"We are encouraging people to become involved in their own rescue."

Michael Twohy © 1997 from The New Yorker Collection. All Rights Reserved.

If the problem is due to a. . .

Skill Deficit:
"*Can't* Do"

- Student lacks ability or skills to perform the appropriate behavior.

Performance Deficit:
"*Won't* Do"

- Student has the ability but lacks motivation.
- Won't perform when certain conditions are present.

Then instruction focuses on. . .

- Teaching the needed behavior or social skill.

- Consequences for appropriate behavior.
- Consequences for problem behavior.

Early-Stage Classroom Interventions

Increasing Positive Interactions

- Attention-seeking behaviors
- Goal to reduce frequency, duration, & intensity of attention to misbehavior
- Positive Interactions are the fuel that drives good behavior and personal responsibility

Steps:
- Plan for more positive interactions
  - Self-assess
- Meet with the student
  - Everyone on the same page
- Follow the plan

INTERVENTION E

INCREASING POSITIVE INTERACTIONS

Step-by-Step Summary

Following is a summary of the steps involved in Intervention E. It is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. See the chapter "Intervention E: Increasing Positive Interactions" for a detailed description of this intervention.

STEP 1 Plan more positive interactions.

A. Review the problem and overall goal for the student.

B. Self-assess or have an observer monitor your ratio of interactions.
   1. Set up an observation by an interventionist.
   2. Conduct the observation.
   3. Analyze interactions.
   4. Consider self-monitoring classroom interactions (optional).

C. Decide how you will respond to misbehavior.
   1. Brainstorm negative behaviors.
   2. Categorize the behaviors.
   3. Decide whether to ignore the misbehavior or impose a consequence.
   4. Verbally rehearse how to handle each misbehavior.

D. Develop a plan to increase positive interactions.
   1. Brainstorm a list of noncontingent positive interactions.
   2. Plan to provide contingent positive feedback.
   3. Plan to conference informally with the student regarding his progress.
   4. Involve other staff members in interacting positively with the student.

E. Continue to collect objective data to determine whether the intervention is helping the student's behavior improve.

F. Determine who will meet with the student to discuss and finalize the plan.

Planned Discussion

- Used for repeated behaviors
- Scheduled in advance for a neutral time
- Set an agenda
- Respectful and potentially empowering

Steps:
- Identify a central concern (keep it focused)
- Meet with the student (joint problem-solving)
- Follow up with student (meet & encourage)

Goal Setting

Steps:
- Develop a plan
- Meet with the student
- Provide ongoing support and encouragement

Data Collection and Debriefing

Identify a measurable & observable behavior

Steps:
- Choose an objective data collection method
- Select how you will display data
- Meet with the student

INTERVENTION D

DATA COLLECTION AND DEBRIEFING

Step-by-Step Summary

Following is a summary of the steps involved in Intervention D. It is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. See the chapter "Intervention D: Data Collection and Debriefing" for a detailed description of this intervention.

STEP 1 Choose an objective data collection method.

A. Weekly Misbehavior Recording Sheets

B. Basic frequency count

C. Advanced frequency count

D. Countoons/public posting

E. Duration recording

F. Interval recording or scatterplot

G. Rating scale

STEP 2 Select a way to display the data.

STEP 3 Meet with the student.

A. Explain the data you plan to collect.

B. Meet regularly with the student to discuss the data and debrief.

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Evaluate the Situation and the Plan

- Rule of thumb: Implement for at least ten (10) consecutive school days

- On-going data must be used to determine success (or not)

- Be OPTIMISTIC the plan will work!!

Types of Data Collection

Scatter Plot

• Can be used to

   • Estimate the frequency of behaviors across a school day

   • Determine best times to observe the student

   • Identify patterns of behavior

Observed Behaviors	Transition	Large Group Lecture	Small Group	Independent Work	Paper-pencil	Worksheet/ Workbook	Read aloud	Read silently	Instructional game	Media	Other
Off-task											
Out-of-seat											
Talk-out											
Non-compliant											
Other											

□ = no behavior   ◪ = low rates of behavior   ■ = persistent behavior

Frequency Data

- The number of occurrences of a given behavior within a specific time period

  - Tally sheet on clipboard/card/tape

  - Wrist or golf counter

 - Paper clips in pocket
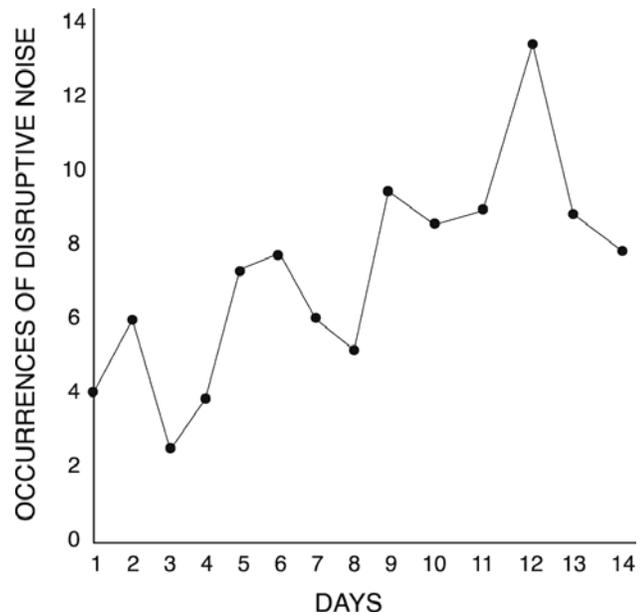
Durational Data

- The total amount of time a student engages in any given behavior

  - Start the stop watch when the behavior begins and stop it when the behavior stops

  - Start it again if necessary

  - Total minutes on watch tells you how much time student spent misbehaving
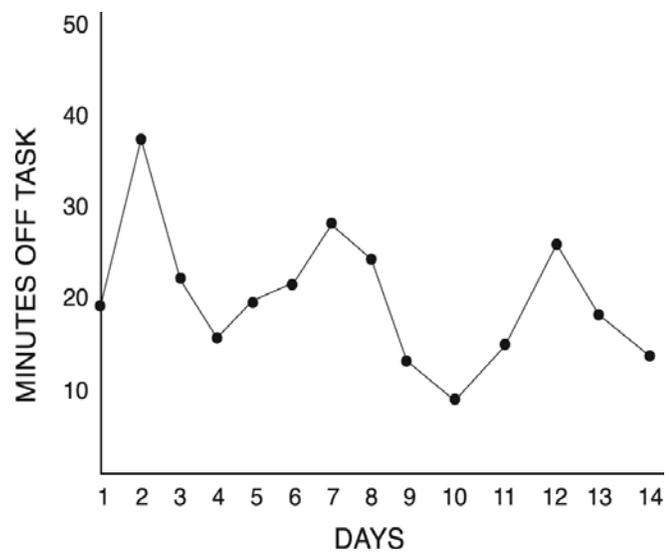
Latency Data

- How much time passes between a directive and the student's response

- Almost always used to track compliance and following directions

  - Start a stop watch when you give a direction. Stop it when your instructions are carried out.

  - Record each direction

Time for the Problem-Solving Team?

Slide 1
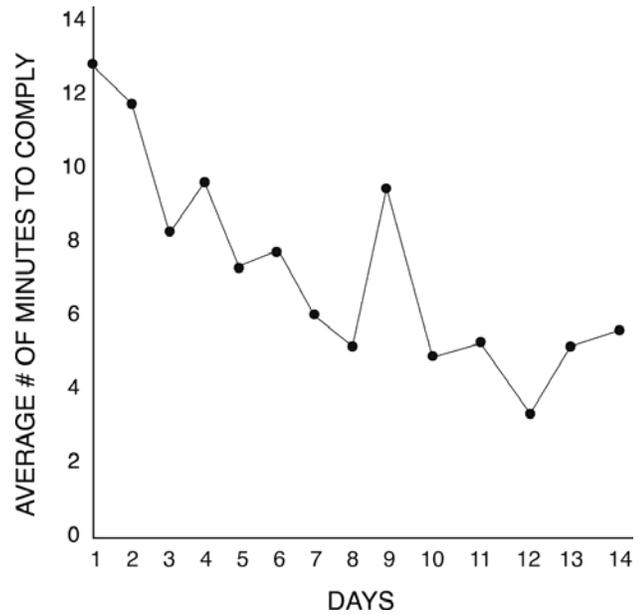
It's time for the Problem-Solving Team when:

You've done the following:

- Implemented consistent classroom expectations and classroom management (STOIC/CHAMPS)
- Increased your positive interactions with the student (consistently shooting for 3:1)
- Implemented 1 - 2 Early Stage Classroom Intervention (Planned Discussion, Goal Setting, Data Collection)
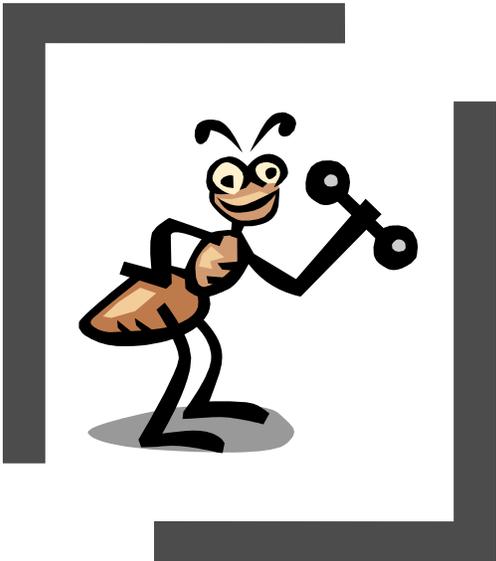
and behavior hasn't improved.

Slide 2

It's time for the Problem-Solving Team when:

Or when:
- The student has been Baker Acted.
- Student has a history of unstable living conditions (foster care, multiple guardians, etc.).
- Psychiatric evaluation with an established condition (e.g. bipolar, sociopath, schizophrenia, etc.).
- They have over 245 ODR in one year.

And remember….

- Although you are not the cause of the problem, you DO represent the student's best hope for learning to behave more responsibly…
- Therefore….. DON"T EVER GIVE UP!!