Effective Strategies for Managing Difficult Student Behaviors

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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

- Tertiary: 1-7%
- Secondary: 5-15%
- Primary
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


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  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
<table>
<thead>
<tr>
<th><strong>Classroom Rules</strong></th>
<th><strong>Cafeteria Rules</strong></th>
<th><strong>Hall Rules</strong></th>
<th><strong>Playground Rules</strong></th>
<th><strong>Restroom Rules</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your manners</td>
<td>Use your manners</td>
<td>Stay to the right</td>
<td>Use equipment as it</td>
<td>Keep it neat and</td>
</tr>
<tr>
<td>Raise your hand</td>
<td>Keep your feet on</td>
<td>Keep your hands to</td>
<td>is designed to be</td>
<td>clean for others</td>
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<td>you have something to add to the discussion</td>
<td>the floor</td>
<td>your side</td>
<td>used</td>
<td>Knock before entering</td>
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<td>Listen when others are speaking</td>
<td>Use inside voices</td>
<td>Use QUIET voices</td>
<td>Use areas that are not being used for PE classes</td>
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<td></td>
<td>Utensils are used for eating</td>
<td>especially when passing classrooms</td>
<td>Stay in line-order</td>
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<td>Respect other’s space</td>
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<td><strong>C</strong></td>
<td><strong>T</strong></td>
<td><strong>E</strong></td>
<td><strong>If you break something, let a teacher know</strong></td>
<td><strong>If you clog it, let someone know</strong></td>
</tr>
<tr>
<td><strong>Courtesly to all</strong></td>
<td><strong>Taking Responsibility</strong></td>
<td><strong>Endeavor to Succeed</strong></td>
<td><strong>If you get injured, let a teacher know</strong></td>
<td><strong>Wash your hands for 15-30 seconds</strong></td>
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<td></td>
<td>Do your homework</td>
<td>Lunch will be enjoyable for everyone!</td>
<td><strong>Quiet and orderly lines will be noticed and appreciated by everyone!</strong></td>
<td><strong>Our restrooms will be neat and clean for all!</strong></td>
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<td>Try your best</td>
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<td>Ask questions</td>
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<td>Be involved</td>
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</table>
"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:

__________________________

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. remove 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 buse school attendance officer.
<table>
<thead>
<tr>
<th>Function Matrix</th>
<th>Access Something</th>
<th>Avoid Something</th>
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<tbody>
<tr>
<td><strong>Attention</strong></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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<td><strong>Tangibles/Activities</strong></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
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<tr>
<td><strong>Sensory</strong></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
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Observations

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Teacher announces pop quiz.</td>
<td>Student hits peer.</td>
<td>Student sent to the office.</td>
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Decision Model

1. Conduct FBA
2. Select Replacement
   - Can the Student Perform the Replacement Behavior?
     - No
       - Do Antecedent Conditions Represent Best Practice?
         - Yes
           - Method 1: Teach the Replacement Behavior
         - No
           - Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
     - Yes
       - Do Antecedent Conditions Represent Best Practice?
         - Yes
           - Method 3: Adjust the Contingencies
         - No
           - Method 2: Improve the Environment