

Behavior Management

An Overview



Disclaimer



- A lot of you might already know these strategies. Please share your strategies, ideas, and experiences with the group!
- I'm hoping this will be conversational and hope to hear some case stories at the end so we can collaborate and brainstorm some effective behavior management strategies!
- Before beginning my research, I had NO IDEA how GIANT the world of behaviour management was. I'll touch on some of the big name strategies, but please reach out if you would like me to focus on 1 or 2 for my next presentation!!
- Tried to understand and define behavior with clear cut lines. NOT POSSIBLE! Not an exhaustive list but more a collection of examples.



Goals



1. The ABCs of Behaviour
2. Programs and Procedures
3. SLPs Role
4. Building our Toolbox:
Visuals and Strategies
5. Case Share



What is Behaviour?

“the way in which one acts or conducts oneself, especially toward others.”

COMMUNICATION

Behavior communicates an individual's desire to **get something** or **avoid something**.



The **ABCs** of Behaviour

Antecedent

WE CONTROL

- Events that trigger a reaction
- Can happen at any time – immediate, as an accumulation, or over extended periods of time
- Fatigue, medication, hunger/thirst, illness, disorder, etc

Behavior

WE DO NOT CONTROL

- Usually observable and measurable

Consequence

WE CONTROL

- How other's react to the behavior
- Reinforcement (increasing behavior), Ignoring, Punishment (decreasing behavior)



Antecedent

What is behavior communicating to us?

- Fear
 - Judgement, performance, accuracy
- Frustration
 - Difficulty with task, difficulty with time
- Trauma
- Understimulation
 - Lack of motivation/interest
- Needs not being met
 - Sensory? Hungry? Bathroom? Fatigue?
- Response to stimuli
 - Direction given, another's behavior

Behavior **ALWAYS** has an antecedent. It might take some time to find it, but it's essential to take that time.



Antecedent

Types: Internal and External

- Who, what, where, when, why?
- Environmental
 - Home (SES, culture)
 - School
 - Speech
- Fatigue
- Medication
- Psych – “Internal state”
- Hormones
- Sensory
- Disorder

AB eval
VG positivity!

They are used to being the “**bad kid**.” Leave that label at the door!



Antecedent

Disorders and Deficits

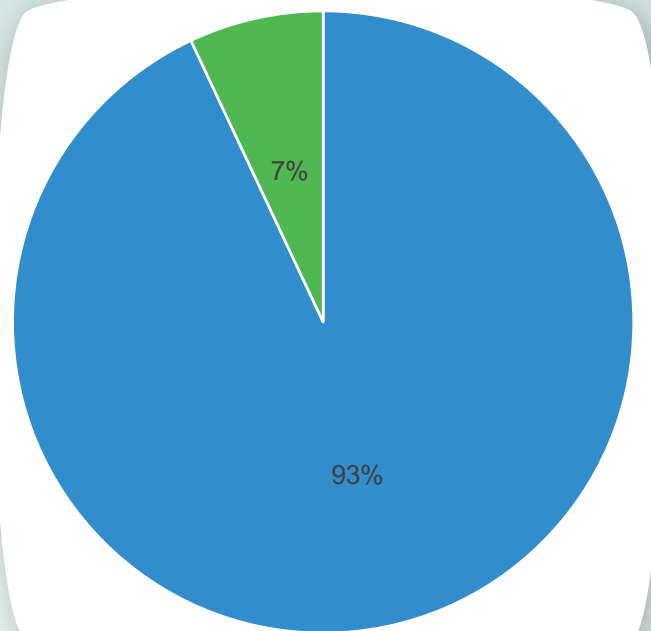
- ADHD
- ASD
- ODD/ CD
- Psych
- EF
- SLI – Language can be the CAUSE!
- etc.,

“When children are not able to express themselves verbally, they will express themselves behaviorally” (Johnston & Reichle, 1993)

No misbehavior should be tolerated or dismissed as a symptom of the disorder, only better understood.

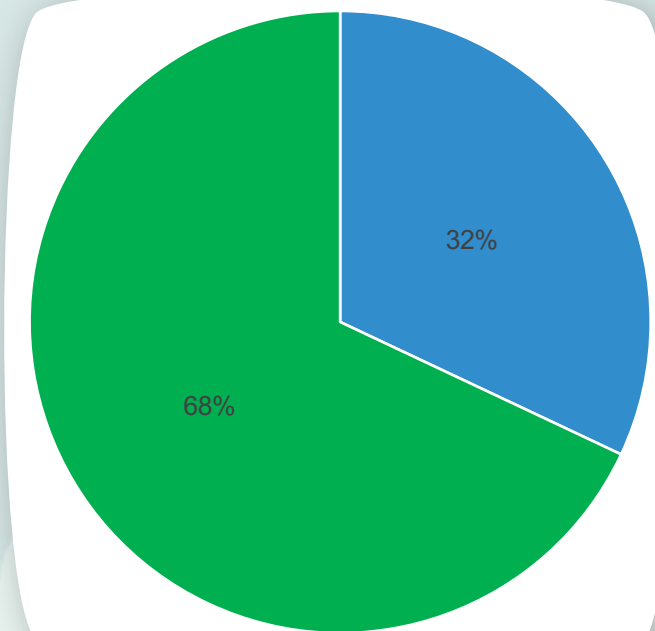


LI in General Population



■ General Population ■ Language Impairment

LI in Children with ED/BD



■ ED/ BD ■ Language Impairment



“Language skills are critical to interpret, comprehend, and organize information needed to regulate behavior in children.”
(Gallagher, 1999).

A child with a behavioral or emotional disorder is **10x more likely** to have a language impairment.

Antecedent

Tips and Tricks

- Should be **immediate** and then faded
- Should be **consistent** and faded
- Should be **rotated**
- Be **flexible** – their personal antecedent changes frequently
- **Manipulate your environment** to set them up for success
 - Reduce distractors, choose engaging activities or topics
- **Teach** the student how to set up their environment for success
- Make, review, model, and explicitly teach **consistent expectations**.

Eye Contact
and HoH
Story
AB Story



We are the **advocates**.



Behaviour

Types of Behaviour

Adaptive

- Allows a person to function appropriately in the everyday setting
- Used to appropriately adjust to the situation
- Accomplishes something
 - May be disruptive (student standing rather than sitting) but can be adapted (helps to attend better)
- Life skills



Maladaptive

- Dysfunctional and non-productive behavior
- Self injurious
- Attention seeking
- Ritualistic (OCD)
- Tantrum
- Aggression (Anger Conversion)
- Substance Abuse
- Stereotypical

Other

- Impulsivity – as a risk factor for maladaptive
- Language
 - Stuttering
 - Selective Mutism
 - _____
 - _____



Behaviour

Types of Maladaptive Behaviour

External

- Aggression
 - Physical or Verbal
- Eloping
- Impulsiveness
- Refusal
- Property Destruction
- Tantrum



Internal

- Self-confidence
- Social withdrawal
- Fearfulness
- Shyness



Behaviour

Let's Brainstorm and Inventory!

- Hair pulling
- Sleeping
- Refusal to participate/come to speech
- Swearing
- Biting
- Hitting/Kicking/Spitting
- Thumb Sucking



Our Scope

- Echolalia
- Vocalization
- Stuttering
- Expanding Utterances
- Repairing communication breakdown
- Self-advocacy
- Feeding



Behaviour

Things to consider measure

- Frequency
- Intensity
- Duration
- Location



Consequence

Reinforcement: Consequence given to INCREASE a behavior



Positive

Something is given or gained to increase behavior

- Praise
- Sticker/Token Chart
- Good grades
- Reward/Activity
- Being understood increases use and awareness of articulation skills

****Does not have to be given to target student**



Negative

Something aversive is removed to increase a behavior

- Earning green stars to avoid having more red (red stars being greater is aversive)
- Self-Advocacy – the act of removing confusion increases the behavior of asking for help
- Decreasing tension increases behavior of fluency



Consequence

Reinforcement: Types

Differential reinforcement, at its most basic, is the application of reinforcement in the event of a correct response, and no reinforcement when there is not a correct response. Beyond that, the term "differential reinforcement" applies to the following situations:

- **Differential Reinforcement of Higher Rates of Behavior (DRH)** In this intervention, the reinforcer is given when the behavior occurs at a higher rate than before. This intervention serves to increase desirable behaviors which decrease the amount of time available for inappropriate behaviors.
- **Differential Reinforcement of Lower Rates of Behavior (DRL)** In this intervention, the reinforcer is given when the behavior occurs at a lower rate than before. This intervention serves to directly decrease the rate of inappropriate behaviors.
- **Differential Reinforcement of Other Behavior (DRO)** In this intervention, the reinforcer is given as long as the targeted inappropriate behavior does not occur or it is given in the absence of targeted behavior. This serves to directly decrease the inappropriate behavior.
- **Differential Reinforcement of Alternative Behavior (DRA)** In this intervention, the reinforcer is given when another more appropriate behavior is used or observed. This intervention serves to increase the appropriate behavior while decreasing the inappropriate behavior. Functional Communication Training (FCT) is one type of DRA intervention. DRA interventions are often used to teach replacement behaviors for challenging behaviors.
- **Differential Reinforcement of Incompatible Behavior (DRI)** In this intervention, the reinforcer is given when another behavior is used or observed. This intervention differs from DRA because the new behavior is incompatible with the inappropriate behavior. For example, a student will receive reinforcement for sitting appropriately. Sitting is incompatible with running because the two cannot occur at the same time. Increasing sitting behavior will result in a decrease in running behavior



Consequence

Reinforcement: Tips and Tricks

- Reinforcement should be **immediate** and then faded
- Reinforcement should be **consistent** and faded
- Reinforcement should be **rotated**
- **Behavior shaping** – May reinforce approximations of desired behavior and scaffold up – do not go back!
- **START WITH POSITIVE!!**
- Be **flexible**
- **May be a spectrum** – one behavior needs immediate, significant, positive feedback and another can be at the “fading feedback” stage



Consequence

Punishment: Averse consequence given to DECREASE a behavior

Positive

Presenting an aversive consequence after undesired behavior is exhibited

- Reprimanding

** Be very careful – can lead to withdrawal, anger, regression, etc

Negative

A reinforcing stimulus is removed

- Removal of privileges (losing game or free time)
- Take away a token or sticker
- Losing points/poor grade

- I always explain my reasoning and express that despite receiving a punishment, they can always receive reinforcement.

- Never end on a punishment!

- Build rapport FIRST!!!!

**Might have whole sessions targeting how to receive and interpret “punishment” before having effective behavior management.

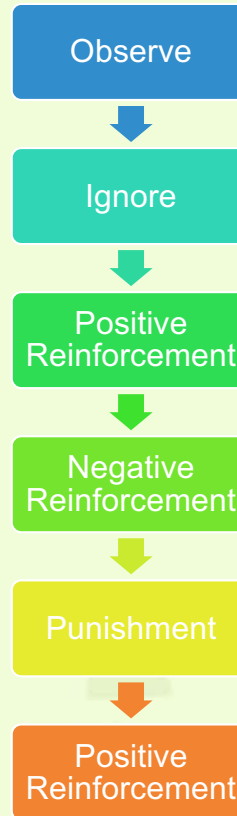


Consequence

I like to wrap up my sessions with:

- 1) What was **hard** today?
- 2) What did you do a **great job** with today?
- 3) What's the **plan** for next time to make sure we have another **great day**?

Order of Feedback



May be simultaneous

- Make sure you have rapport FIRST!

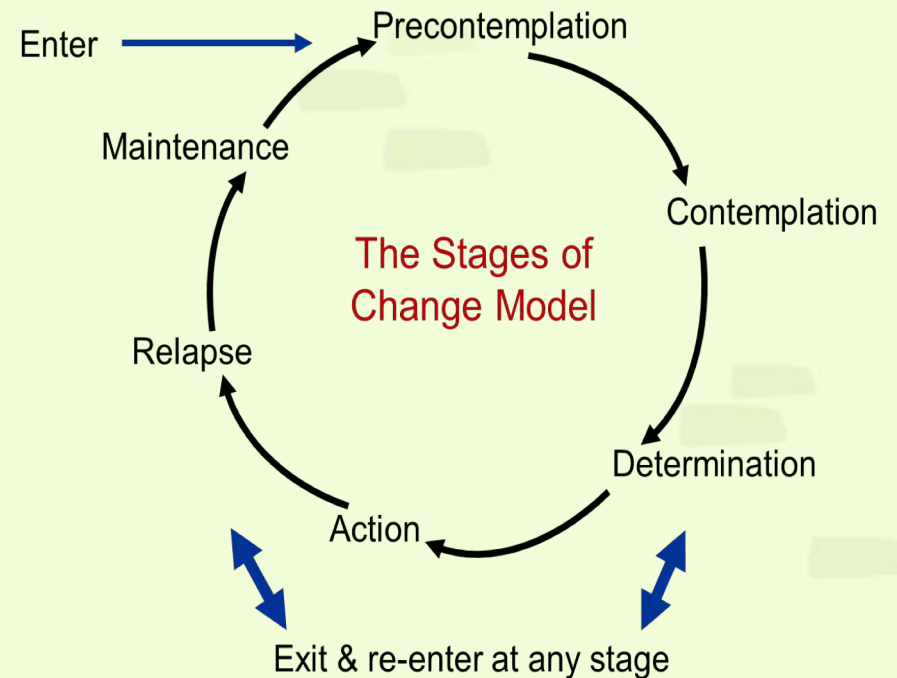
- Sometime I skip negative reinforcement



Stages of Change

- Change is a cycle.
- Skills/Behaviors might be on different stages
- **Pre-contemplation:** Cons of changing out weigh the pros. "Don't know why I need therapy, this is stupid"
- **Contemplation:** Pros and cons are kind of equivalent. Aware of an issue. May be deciding to start taking steps to change.
- **Preparation:** Start looking for support. Small steps toward making a change. Pros start to out weight the cons
- **Action:** Therapy. 12-step. Making progress and Change
- **Maintenance:** Change has already happened. Trying to not relapse

- **Relapse:** You can relapse to any stage



Stages of Change

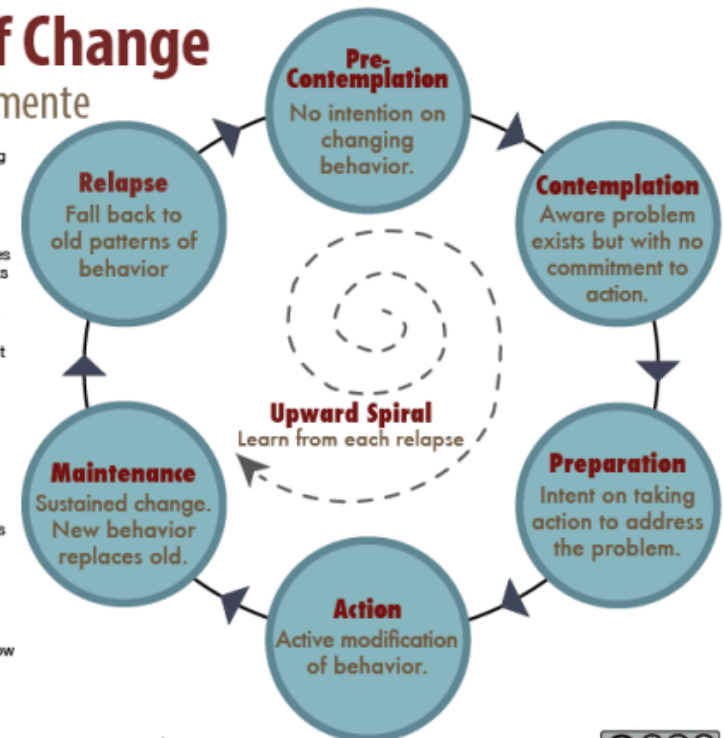
- Don't stay in one stage permanently – but can for varying lengths of time.
- Never really exit the cycle
- Good baseline measurements
- Difference between parents/families and clients on the cycle.
- What about students who aren't cognitively able to make these decisions?
- How do we support the transition?
 - Depends on age, rapport, environmental factors



REDUCE CONFRONTATION

The Cycle of Change Prochaska & DiClemente

- **Precontemplation:** A logical starting point for the model, where there is no intention of changing behavior; the person may be unaware that a problem exists
- **Contemplation:** The person becomes aware that there is a problem, but has made no commitment to change
- **Preparation:** The person is intent on taking action to correct the problem; usually requires buy-in from the client (i.e. the client is convinced that the change is good) and increased self-efficacy (i.e. the client believes s/he can make change)
- **Action:** The person is in active modification of behavior
- **Maintenance:** Sustained change occurs and new behavior(s) replaces old ones. Per this model, this stage is also transitional
- **Relapse:** The person falls back into old patterns of behavior
- **Upward Spiral:** Each time a person goes through the cycle, they learn from each relapse and (hopefully) grow stronger so that relapse is shorter or less devastating.



The Cycle of Change
Adapted from a work by Prochaska and DiClemente (1983) | Ignacio Pacheco
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The Stages of Change

Precontemplation

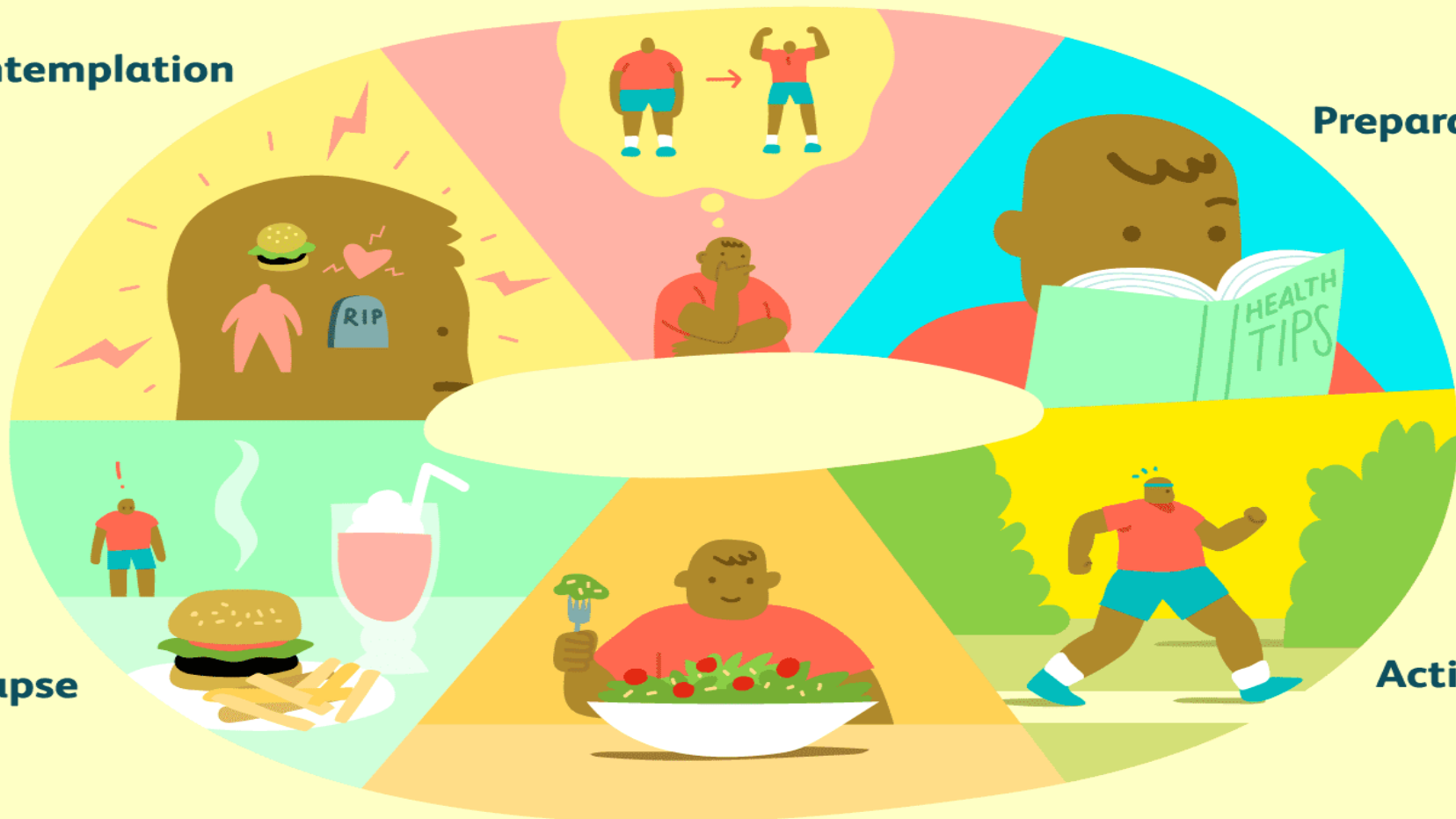
Contemplation

Preparation

Relapse

Action

Maintenance



Goals



1. The ABCs of Behaviour
2. Programs and Procedures
3. SLPs Role
4. Building our Toolbox:
Visuals and Strategies
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+++++
PBIS
+++++

Positive Behavioral Interventions and Supports



Programs
&
Procedures





NONVIOLENT CRISIS
INTERVENTION

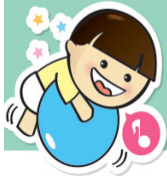


PROFESSIONAL CRISIS MANAGEMENT

A S S O C I A T I O N

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DIRFloortime®

Approach Training by ICDL



Special Learning, Inc.
Autism Education for Parents, Teachers, and Therapists



Programs
&
Procedures

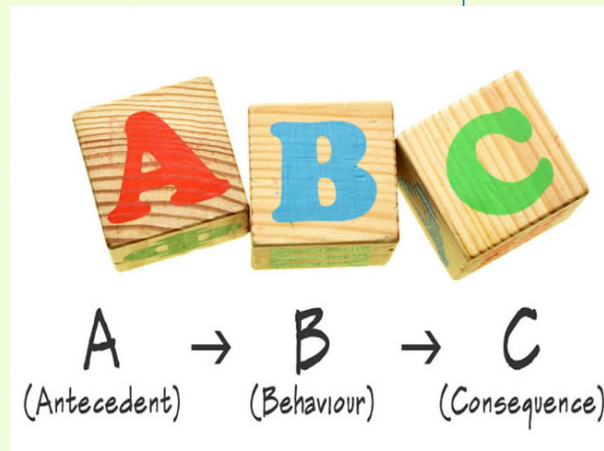


Applied Behavior Analysis (ABA)

- Applies our understanding of how behavior works to real situations.
- Increase helpful behaviors and decrease unhelpful behaviors
- Customizable programs
 1. Detailed assessment
 2. Specific Treatment goals
 3. Concrete steps
 4. Data driven

Discrete Trial Training (DTT)

- Simplified and structured steps
- Skills are broken down and “built-up” using discrete trials that teach each step on at a time (Smith, 2001)



<https://www.autismspeaks.org/expert-opinion/what-discrete-trial-training>



Applied Behavior Analysis (ABA)

Pivotal Response Treatment (PRT)

- More natural approach.
- Highly focused on whatever motivates the child.
- Behavior hinges on "pivotal" behavioral skills—motivation and the ability to respond to multiple cues—and that development of these skills will result in collateral behavioral improvements.
- E.g. Child interested in a car and ramp might ask to find the red car, then blue, then yellow, in order.

Click here to
learn about
SLP-ABA
Collaboration!



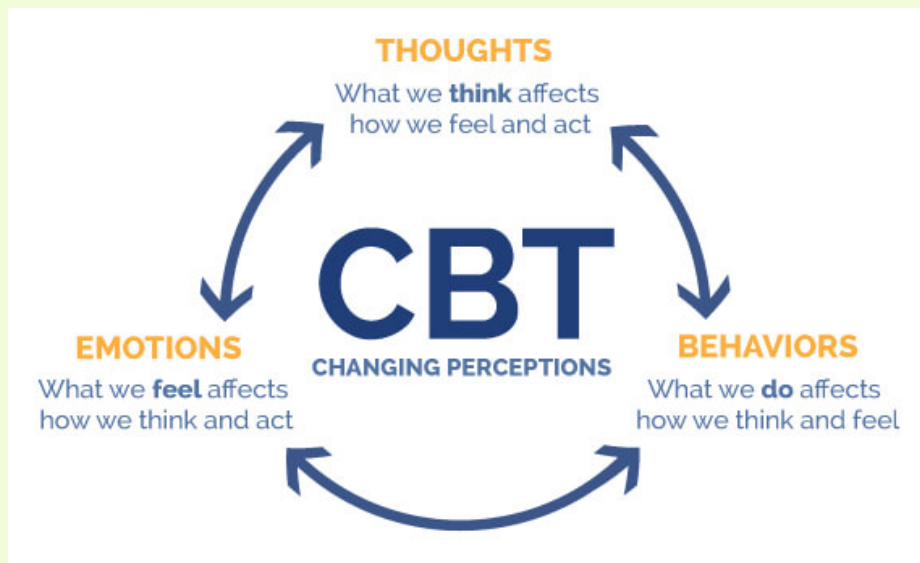
Early Start Denver Model (ESDM)

- More natural approach.
- Evidence for 12-48 months
- Parents and therapists use play to build positive and fun relationships. Through play and joint activities, the child is encouraged to boost language, social and cognitive skills.
- Works on more than one skills at a time.
- E.g. While working on colors, also working on turn-taking and other social skills



<https://www.autismspeaks.org/expert-opinion/what-discrete-trial-training>

Cognitive Behavior Therapy (CBT)



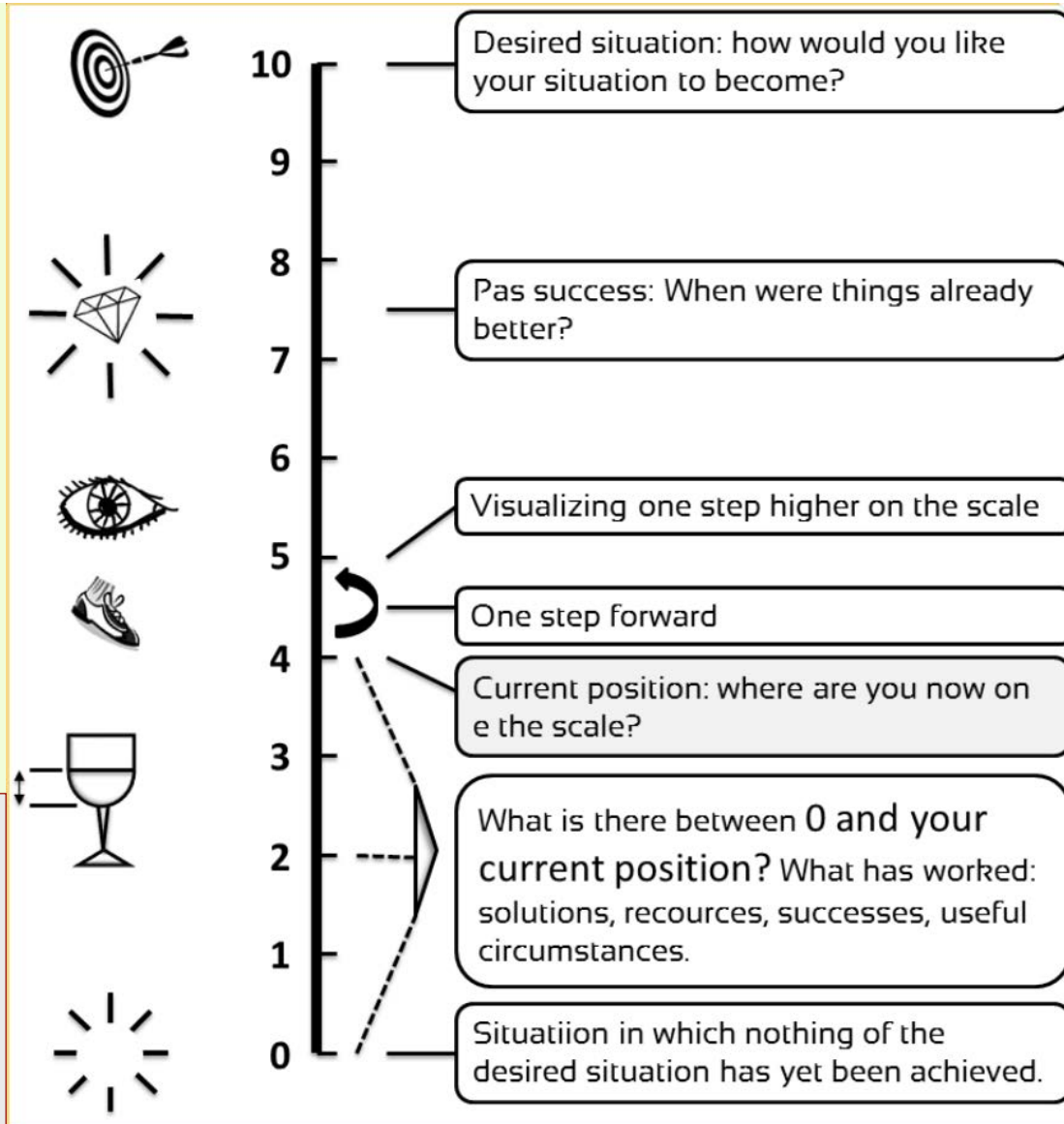
1. Detect automatic, unhealthy thought patterns
2. Replace with healthier thoughts
3. Thoughts cause behaviors



Solution-Focused Brief Therapy

- Focuses on finding solution in the present time and exploring an individual's desire for their own future.
- Goal-setting through specific questions. Focused on the behavior rather than the difficulty.
- Helps people transition through the Stages of Change
 - Increases awareness
 - Motivational Interviewing – Do I want to change?
 - Active Scaling: Conversational framework and client lead. Long and short term.

1. What do you want?
2. How will you know when you have it?
3. What are you already doing to get there?
4. What would be happening if you were a little closer to what you want?



Functional Communication Training

- Evidence-based treatment approach that teaches communication serves a function
- Replaces maladaptive behaviors (i.e. screaming, hitting) with functional communication (Picture Exchange, pointing, signing, verbal, device)
- Make sure to match the function of the behavior with the message.
 - I.e. If client is hitting to avoid – teach them to say “I’m all done” or “No.” If a client is overstimulated teach them “I need a break”
 - Need to make the new way of communication **more efficient** so that the person wants to continue to communicate that way
- Form of DRA from previous slide
- <https://www.slideserve.com/tate/functional-communication-training-fct>



DIR Floortime

- Developmental, Individual-differences, & Relationship-based model developed by Dr. Stanley Greenspan
- The “D” describes development from the perspective of the individual, where they are and where they are headed. Understanding the unique developmental process means allowing space for each person to be respected and guided in his or her own personal developmental journey.
- The “I” describes the unique ways each person takes in, regulates, responds to, and comprehends the world around them.
- The “R” describes how relationships fuel our development. Humans are social beings and relationships are a key to our human development. DIR harnesses the key affective (emotional) aspect of these relationships to promote development.

Check this
out!

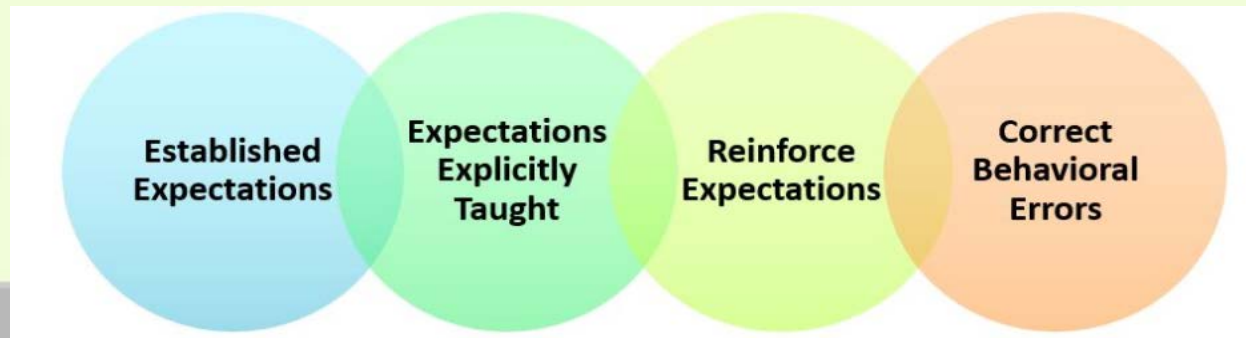


DIRFloortime is specific technique to both follow the child's natural emotional interests (lead) and at the same time challenge the child towards greater and greater mastery of the social, emotional, and intellectual capacities.



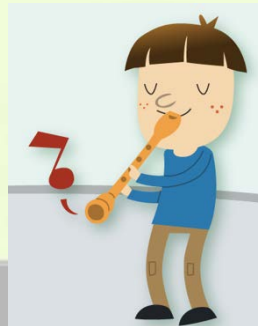
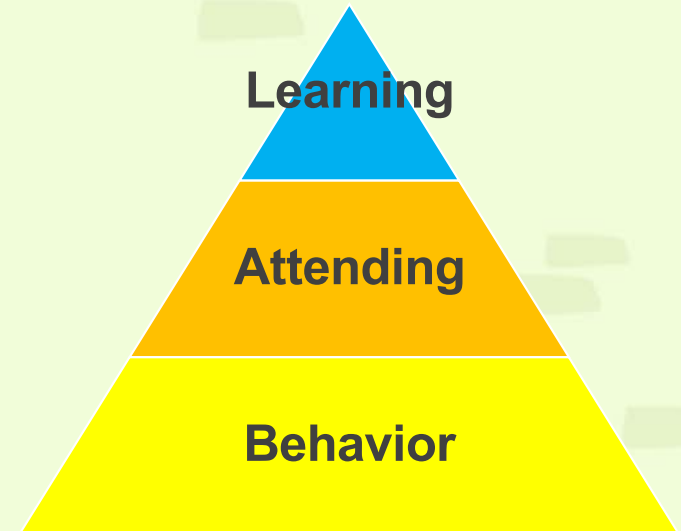
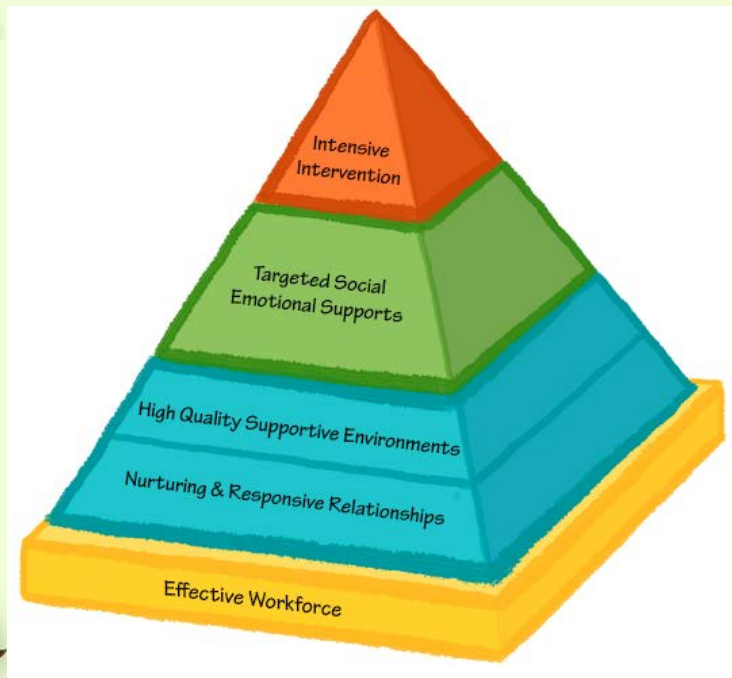
Positive Behavioural Interventions and Supports (PBIS)

- Previously known as Positive Behaviour Supports (PBS)
- Whole school approaches to ensure consistency in all aspects of a student's day. Changes the School's Climate
- Reinforcement/reward framework
- Clearly state expectations, common methods to communicate expectations to students, range of strategies for encouraging and discouraging behaviour
- Behaviour is considered purposeful and is under the control of environment factors that CAN be changed. Based on behavioural and biomedical science.
- Emphasize natural intervention that can be repeated every day.



Positive Behavioral Interventions and Supports (PBIS)

- Pyramid Models



The Boys Town Model

- Prosocial Skills Curriculum that reinforces positive behaviors and teaches targeted social skills.
- Similar to PBIS in that it promotes the person's whole climate
 - "Transforming Social Climates and Empowering Learning Communities"
- Establish healthy, productive habits, so students can progress both academically and behaviorally.
- Students progress through levels of the system from Daily to Progress to Merit as they acquire appropriate social skills.
- Can earn 'negative' points but then can make some of them up



Physical Management

Professional Crisis Management (PCM)

- Prioritizes safety
- For all ages
- Reduce violent and aggressive behavior, increase adaptive behavior, achieve a high rate of skill and goal attainment, meet or exceed outcomes
- <http://www.pcma.com/index.asp>



Crisis Prevention Intervention (CPI)

- Only used when the 'acting out' individual is putting himself or others in danger.
- Outlines steps to de-escalate situation to avoid going hands-on
- Stresses positive de-escalation with rapport and processing
- <https://www.crisisprevention.com/>
- <https://slideplayer.com/slide/10971419/>



Mindfulness and Empathy Training

- “Mindfulness practice results in decreased avoidance, increased emotional regulation, and acceptance in addition to improved sensory-perceptual processing and attentional regulation skills.” Boyle M. P. (2011). Mindfulness training in stuttering therapy: a tutorial for speech-language pathologists. *J. Fluency Disord.* 36 122–129. 10.1016/j.jfludis.2011.04.005 [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]
- Mindfulness is a multifaceted construct that includes observation of inner and outer experiences (e.g., noticing when one’s mood begins to change), acting with awareness (e.g., noticing the mind wandering and becoming distracted when doing an activity), and acceptance of internal and external phenomena (e.g., not being judgmental of oneself for feeling negative emotions) (Baer, Smith, & Allen, 2004).
- Mindfulness-Based Stress Reduction (MBSR; Kabat-Zinn, 1994), Mindfulness-Based Cognitive Therapy (MBCT; Segal, Williams, & Teasdale, 2002), Acceptance and Commitment Therapy (ACT; Hayes et al., 2006), and Dialectical Behavior Therapy (DBT; Linehan, 1993).
- By observing feared thoughts and emotions nonjudgmentally in the absence of negative consequences, the fear response may be weakened or extinguished (Baer, 2003). This open acceptance of events typically perceived as negative can decrease escape and avoidance patterns while increasing formulation of effective coping strategies.
- Mindfulness training has been shown to increase attentional control seen through decreased reaction times (Chambers, Lo, & Allen, 2008) and increased sustained attention on tasks (Jha, Krompinger, & Baime, 2007).



- Teach empathy through modeling and self-talk
- Make sure they feel **heard**












The Alert Program

- Focuses on self-regulation
- Developed by 2 OTs



<https://www.alertprogram.com/>

 hyper   fast engine	Exploding	1. I will immediately ask a teacher to cool down in a different space or take a walk
	Boiling	
 fast engine	Angry	1. I will use my self-talk strategies: - "it's no biggie" - "problems are made to be solved"
	Upset	2. I will go to the cool down area
 engine revving	Frustrated	3. In the cool down area, I can: - take deep breaths - count to 10 - look at calming books
	Irritated	4. I will stay in the cool down area until I am calm and then I can return to the activity by myself
  calm engine	COOL	I KNOW I AM DOING A GOOD JOB! -I am doing my work -I am using whole body listening with my teachers and peers -I am using a quiet voice -I am cooperating with peers -I am using expected school behaviors
	CALM	
	RELAXED	
 slow engine  engine off	Sleepy	1. Ask to go to the bathroom
	Tired	2. Ask to get a drink of water from the drinking fountain
	Sick	3. Do brain exercises
	Blah	



Zones of Regulation

Zones of Regulation



What are the Zones of regulation? The zones of regulation is a list of categorized feelings/emotions that help people teach themselves or others about different behaviours. With four coloured zones with each with its own category you can now keep track of your own feelings or others feelings. It helps teach people how to independently control their feelings/emotions and help them solve any problems they may have.

ZONES	Blue	Green	Yellow	Red
How do I feel when I am in this zone?	Sad, Tired, Bored, Not Motivated, Not ready to learn.	Happy, ready to learn, joyful energized,	Anxious, worried, frustrated,	Mean, Angry, Mad, Unhappy, Aggressive
How do I act when I am in this zone?	You act very slow and aren't aware of what you may be doing.	You are ready to learn and very energized to come to school.	You are feeling worried and something is bugging you.	Something has happened and you feel very mad and aggressive.
What can I do to support myself in this zone?	You can talk to your friends and maybe they can cheer you up.	You can keep having a positive mindset.	You need to try to worry or go talk to someone about it to get it off your chest.	You might just need to walk around or get a drink.

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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THE ZONES OF REGULATION®

BLUE ZONE

Blue Zone Tools
Stretch

GREEN ZONE

Green Zone Tools
Drink water

YELLOW ZONE

Yellow Zone Tools
Deep breaths

RED ZONE

Red Zone Tools
Take a break

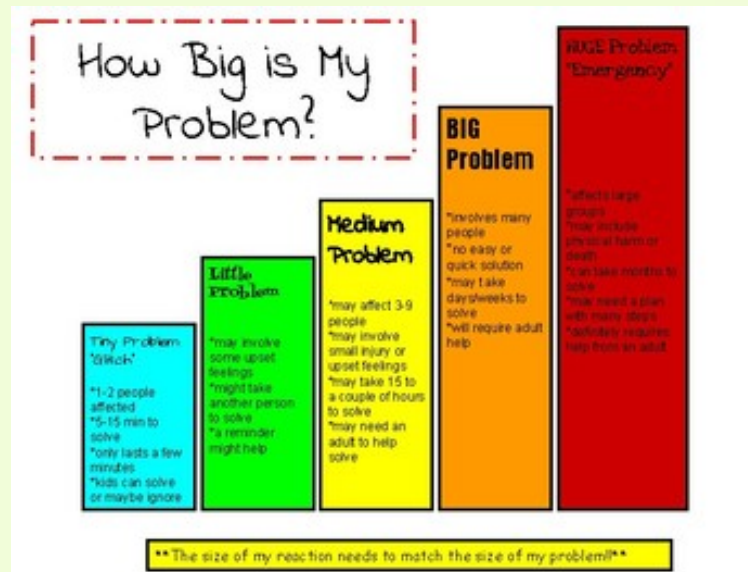
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How Big is My Problem?

How Big is My Problem?

5	Emergency You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).	
4	Gigantic problem You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).	
3	Big problem You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).	
2	Medium problem You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).	
1	Little problem You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).	
0	Glitch You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).	



Tiny Size 1 Problems	Little Size 2 Problems	Medium Size 3 Problems	Big Size 4 Problems	Huge Size 5 Problems
These are problems that: • Are not dangerous • Won't last long • Don't need to be talked about You should: • Be Flexible • Ignore the problem	These are problems that: • Last less than 10 minutes • Can be solved easily without help • Only affect 1-2 people You should: • Fix the problem by yourself • Be Flexible	These are problems that: • Need adult help • Will only affect you for 1 day • Can be tricky to solve • May affect 3-5 people You should: • Tell an adult • Stay calm	These are problems that: • Affect a large group • May involve small injury or death • May take months to solve • May need a plan with many steps • Definitely requires help from an adult You should: • Find an adult right away • Tell somebody how you feel/what happened	These are problems that: • Are very dangerous/emergencies • Can involve many people • Don't have fast or easy solutions You should: • Listen to an adult • Stay calm



Goals



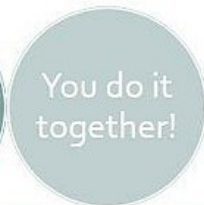
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Our Role

- Already outlined behaviors that are within our scope.
- We can scaffold maladaptive behaviors the same way we would scaffold our expectations and therapy for other goals.
- **Techniques**
 - Replacement behaviors
 - Explicitly teaching the desired behavior in place of the maladaptive
 - i.e. teaching hand raising instead of calling out
 - What should we do for biting _____ ?
 - Behavior chaining/Shaping
 - Allow for and reinforce approximations
 - i.e. Student leaves expected area > reinforce staying in room > reinforce standing in area > reinforce sitting in special chairs/seats > reinforce sitting without supports
 - i.e. feeding
 - Redirection/Reframing
 - Distraction
 - “Bet you can’t”

Check this out!



Language Skills of Children with EBD

Clinic

- Expressive: 58%
- Receptive: 54%
- Pragmatic: 55%
- Overall: 66% of students with EBD had language deficit

Public School

- Expressive: 88%
- Receptive: 68%
- Pragmatic: 86%
- Overall: 88% of students with EBD had language deficit



*Prevalence rates of language deficits experienced by children with EBD

**Overall = 71% of kids with EBD had a Language Deficit

Benner, G.J, Nelson, J.R., and Epstein, M.H. 2002. 'Language skills of children with EBD: a literature review', *Journal of Emotional and Behavioural Disorders* 10:1, 43-45



Our Goals

Increase

- Eye contact
- Attentiveness
- Speech sound production
- Fluency
- Answering
- Labeling
- Self advocacy

Decrease

- Off topic comments
- Impulsiveness
- Refusal/avoidance
- Hitting/kicking/spitting



Functional Behavior Assessment (FBA)

- FBA helps process and determine cause of problems.
- Formal documentation to ensure and encourage collaborate with schools team and family.
- Defines the misbehavior and determines/hyphthesizes function
- Identify the A and B of the ABCs



FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. When used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

FBA Date: 01/25/2019

Student's Strengths - Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

Student's Strengths: [Redacted]
[Redacted] is a very happy boy who quickly makes friends. During recess, other students want to play with [Redacted] and he has positive peer interactions with minimal support from staff. [Redacted] does a great job of sharing and taking turns during structured game time. [Redacted] is very empathetic towards peers and staff. He greets staff and peers appropriately every morning. He knows classroom routines and is able to follow with minimal prompting from staff. [Redacted] enjoys reading books with staff, free drawing, playing games (Go Fish, Snail Race, ect.), and taking movement breaks. [Redacted] is able to work with and accept redirection from all staff members. He has great participation during small group and whole group instruction. [Redacted] has a natural curiosity and enjoys learning about new topics. He also enjoys being a classroom helper.

Operational Definition of Target Behavior - Include a description of the frequency, duration and intensity of the behavior.

Target Behavior: [Redacted]
Disrupting the Learning Environment: [Redacted] has exhibited behaviors that disrupt the learning environment. When faced with negative emotions, such as anger or frustration, [Redacted] may pout, refuse to follow directions, leave his learning area without permission (walk away from his desk, walk to the back of the classroom, stand by the classroom door), use inappropriate/disrespectful language, and/or become physically aggressive to others (hit others, kick others) or physically aggressive toward objects/materials (kick/push over his chair, kick items, hit the table). [Redacted] has a history of being energetic and making noises that distract the learning environment, such as blurt out, fall out of his chair, yell things excitedly, talk over others, get out of his seat and run up to staff, and/or run to other areas of the classroom when he is supposed to be at his desk. [Redacted] has earned the following behavior incident reports for the current school year related to disrupting the learning environment: Out of Assigned Area - 33, Not Following Directions - 20, Physical Aggression Using Objects/Materials - 17, Disrupting the Learning Environment - 13, Avoiding Academics - 7, Physical Aggression toward Others - 5, Inappropriate Language - 3, Inappropriate Boundaries - 2, Misuse of Materials - 2, Verbal Aggression - 2, Provoking - 1, and Disrespect toward Others - 1. CPI techniques have been used on the following occasions: General Safety Concern - 3 and Physical Aggression toward Staff - 2. During the 2017-2018 school year, [Redacted] earned the following incident reports related to disrupting the learning environment: Disrupting the Learning Environment - 28, Not Following Directions - 13, Physical Aggression toward Others - 7, Physical Aggression using Objects/Materials - 4, Out of Assigned Area - 2, Inappropriate Language - 1, Disrespect toward Others - 1, Verbal Aggression, and Provoking - 1. During the 2017-2018 school year, CPI techniques were used due to: General Safety Concern - 3 and Physical Aggression toward Staff - 1. This target behavior can happen daily, can happen multiple times a day, can last up to 20 minutes but usually lasts no more than 5-10 minutes, and is mild-moderate in intensity.

Setting - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

Setting: [Redacted]
This target behavior occurs within structured and unstructured settings; specifically, it takes place in the classroom, the hallway, the gym, the bus, outside, and during arrivals time. The target behavior happens both in the morning and afternoon, but more often during the morning. The target behavior takes place around peers and staff.

Antecedents - Include a description of the relevant events that preceded the target behavior.

Antecedents: [Redacted]

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

_____ will display behaviors that disrupt the learning environment due to sensory dysregulation, transition, whole group instruction, conflict with peers, an assignment being given, a verbal/visual direction being given, during individual instruction, after an unexpected event, after a verbal interaction, and/or after receiving a verbal/visual redirection.

Consequences - Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?)

Consequences: Attention from staff and peers occur naturally after _____ displays behaviors that disrupt the learning environment. Consequences that are given by staff are: redirection in the form of prompting and restating expectations, not earning positive rewards/incentives, loss of instructional time, and loss of work completion time. Based on the severity of the behavior, removal from attention/preferred setting may be needed. Once _____ is calm and safe, he must complete required work or activities he may have missed. _____ parent will be contacted about his behavior.

Environmental Variables - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

- academic demands
- non-preferred tasks
- lack of academic skill
- classroom/environmental distractions
- stress and frustration
- hunger
- peers' negative behaviors
- fatigue
- illness.

Hypothesis of Behavioral Function -

Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

To Gain: Attention

To Escape: Work/Tasks/Environment

To Communicate: Current Emotional/Sensory State

_____ displays target behavior in order to gain attention, avoid work/tasks/environment, and to communicate current emotional/sensory state.



Behavior Intervention Plan (BIP)

- BIP is designed around the FBA.
- Replace problem behaviors with positive ones
- Determine intervention
- The plan must be specific and clearly stated, including the **persons responsible** for implementing interventions, rewards, or measurement of the intervention. **Punishment should not be the only method** used to address misbehavior. The interventions should focus on teaching the student new skills.
- The **'C'** of the ABCs



BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete when the team has determined a Behavioral Intervention Plan is needed.

Date of Behavioral Intervention Plan: 01/25/2019

Target Behavior

Target Behavior

Disrupting the Learning Environment: [REDACTED] has exhibited behaviors that disrupt the learning environment. When faced with negative emotions, such as anger or frustration, [REDACTED] may pout, refuse to follow directions, leave his learning area without permission (walk away from his desk, walk to the back of the classroom, stand by the classroom door), use inappropriate/disrespectful language, and/or become physically aggressive to others (hit others, kick others) or physically aggressive toward objects/materials (kick/push over his chair, kick items, hit the table). [REDACTED] has a history of being energetic and making noises that distract the learning environment, such as blurt out, fall out of his chair, yell things excitedly, talk over others, get out of his seat and run up to staff, and/or run to other areas of the classroom when he is supposed to be at his desk. [REDACTED] has earned the following behavior incident reports for the current school year related to disrupting the learning environment: Out of Assigned Area - 33, Not Following Directions - 20, Physical Aggression Using Objects/Materials - 17, Disrupting the Learning Environment - 13, Avoiding Academics - 7, Physical Aggression toward Others - 5, Inappropriate Language - 3, Inappropriate Boundaries - 2, Misuse of Materials - 2, Verbal Aggression - 2, Provoking - 1, and Disrespect toward Others - 1. CPI techniques have been used on the following occasions: General Safety Concern - 3 and Physical Aggression toward Staff - 2. During the 2017-2018 school year, [REDACTED] earned the following incident reports related to disrupting the learning environment: Disrupting the Learning Environment - 28, Not Following Directions - 13, Physical Aggression toward Others - 7, Physical Aggression using Objects/Materials - 4, Out of Assigned Area - 2, Inappropriate Language - 1, Disrespect toward Others - 1, Verbal Aggression, and Provoking - 1. During the 2017-2018 school year, CPI techniques were used due to: General Safety Concern - 3 and Physical Aggression toward Staff - 1. This target behavior can happen daily, can happen multiple times a day, can last up to 20 minutes but usually lasts no more than 5-10 minutes, and is mild-moderate in intensity.

Is this behavior a ☐ Skill Deficit or a ☒ Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Student's Strengths - Describe student's behavioral strengths

[REDACTED] is a very happy boy who quickly makes friends. During recess, other students want to play with [REDACTED] and he has positive peer interactions with minimal support from staff. [REDACTED] does a great job of sharing and taking turns during structured game time. [REDACTED] is very empathetic towards peers and staff. He greets staff and peers appropriately every morning. He knows classroom routines and is able to follow with minimal prompting from staff. [REDACTED] enjoys reading books with staff, free drawing, playing games (Go Fish, Snail Race, ect.), and taking movement breaks. [REDACTED] is able to work with and accept redirection from all staff members. He has great participation during small group and whole group instruction. [REDACTED] has a natural curiosity and enjoys learning about new topics. He also enjoys being a classroom helper.

Hypothesis of Behavioral Function - Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to get? OR What undesired thing(s) is the student trying to avoid?

[REDACTED], and [REDACTED]

[REDACTED] displays target behavior in order to gain attention, avoid work/tasks/environment, and to communicate current emotional/sensory state.

Summary of Previous Interventions Attempted - Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

[REDACTED] and [REDACTED]

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

1/25/2019

- Positive praise
- Movement/sensory breaks (scheduled/unscheduled)
- Visual schedule
- Verbal reminders to maintain calm body
- Choices for calming space
- Individual assistance as needed on academic tasks
- Assigned seating
- Close proximity to staff
- Earning incentives
- Earning "WOW Moments" ("WOW Moments" are earned through participating in class and demonstrating appropriate classroom behaviors (calm body, raising hand, following directions, quiet voice, etc.))
- Point sheets
- 5 Second Countdown
- Verbal and visual redirection

2

Replacement Behaviors - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

1/25/2019
[REDACTED] and [REDACTED], LBS1

Disrupting the Learning Environment: [REDACTED] will refrain from displaying behaviors that disrupt the learning environment. [REDACTED] will appropriately request (visually or verbally) his need for a break, instead of displaying behaviors that disrupt the learning environment. If experiencing negative emotions or has too much energy, [REDACTED] can appropriately take a break in the calm areas in the classroom, verbally or visually request a break in the hallway, or verbally or visually request a break in the Stop, Think, and Process (STP) room. [REDACTED] will request (verbally or visually) assistance from staff if he feels like he is unable to regulate his emotions/calm himself. [REDACTED] will use coping/calming strategies, such as using a fidget, using a sensory tool, taking a break in the classroom, counting to 10, taking deep breaths, and/or doing a deep pressure/heavy work activity. Staff will assist [REDACTED] in learning how to appropriately take a break, how to request a break appropriately verbally/visually, how to use a break appropriately within a specific time limit, and how to request assistance from staff verbally/visually if he is unable to regulate his emotions. Staff will assist [REDACTED] in learning how to use coping/calming strategies in the classroom.

Behavioral Intervention Strategies and Supports

Environment - How can the environment or circumstances that trigger the target behavior be adjusted?

[REDACTED] and [REDACTED] will remain in the self-contained classroom, be provided adequate personal space, be offered frequent breaks, be offered sensory/movement breaks, be given consistent and clear instructions and expectations, be offered the opportunity to spend one-on-one time with a preferred staff if needed, request his therapist as needed, the use of manipulatives/fidgets as a coping/calming tool, the access to a visual schedule, repeated teaching of behavioral expectations, have access to safe and calm space to de-escalate, and be in close proximity to staff for academic tasks.

Instruction and/or Curriculum - What changes in instructional strategies or curriculum would be helpful?

- Small group instruction
- One on one support
- Frequent breaks
- Sensory/movement breaks
- Visual aides when needed
- Use of visual communication pictures as needed
- Familiar tasks/routines
- Calm voice
- No more than one staff providing instructions at a time
- Clear classroom expectations
- positive reinforcement for appropriate behavior
- positive praise for work completion,
- cues for staying on task (verbal and non-verbal signals)

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

[REDACTED] behavior will be monitored through the use of behavior incident reports to record significant behaviors, physical restraint documentation, length of time spent in STP (Stop, Think, and Process room), daily point sheets, and staff observations of his behaviors in the classroom.

Provisions For Coordination with Caregivers - Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.

[REDACTED], Ed.S. and [REDACTED], LBS1

Communication with [REDACTED] parents will occur through daily point sheets sent home, emails, phone calls, progress reports, and meetings as necessary.

4

- visual schedule

Positive Supports - Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

- Group counseling
- Individual counseling as needed
- Verbal praise
- Individual adult attention
- Built-in sensory/movement breaks
- Positive praise and attention for positive behaviors

3

Motivators and/or Rewards - Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

[REDACTED] Motivators and/or rewards for [REDACTED] include:

- Earning daily points
- Earning wow moments for positive behaviors
- Positive Praise/attention for positive/appropriate behaviors
- School store every Friday (students use the Wow moments they have earned throughout the week to "purchase" items like small toys)
- Fun Friday (fun activities like movies, art activities, games)
- Sensory/movement breaks
- Breaks involving helping staff
- Breaks with preferred staff

Restrictive Disciplinary Measures - Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

[REDACTED] and [REDACTED], LBS1

Based on [REDACTED] behavior, he may lose daily points, daily incentives, or weekly incentives.

If [REDACTED] is disruptive to staff and peers, he will be asked to relocate to the stop, think and process (STP) room. If [REDACTED] will not relocate, his peers will be relocated. If [REDACTED] is aggressive, he will be removed to STP. While in STP, [REDACTED] will be given minimal to no attention, and then [REDACTED] must complete any missed work. [REDACTED] behavior will be documented on incident reports, point sheets, and STP minutes.

Crisis Plan - Describe how an emergency situation or behavior crisis will be handled.

[REDACTED] and [REDACTED], LBS1

If [REDACTED] is a threat to himself or others, CPI methods may be used to ensure his safety and the safety of others. If he appears to be an imminent threat to himself or others, or can not be de-escalated, 911 may be called. His parents will be notified via phone if any crisis situation occurs.

Data Collection Procedures and Methods - Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

[REDACTED] and [REDACTED], LBS1

We are the **ADVOCATE**

- Was the person being defiant or did they not understand the directive?
- Was the person able to communicate in another way other than the behavior?

Basically....

- Was the antecedent language based?

Supports for Teachers

- Reduce verbal directions
- Use positive affect
- Use visuals, cues and prompts.
- Ensure attention before giving a direction
- Model expected behavior
- Use proactive and positive redirection
- Keep language explicit and concise

There is increasing evidence that children with early SLCD are at risk for SEBD (Clegg et al., 2005; Conti-Ramsden & Botting, 2008; Lindsay, Dockrell, & Strand, 2007; Snowling et al., 2006).

'You' vs **'Us'**
Language



We are the **ADVOCATE**

Approximately **33%** to **40%** of children with EBD served in non-public-school settings (e.g., psychiatric settings) are **false negatives** with undetected language deficits (Cohen et al. 1993; Cohen et al. 1998; Cohen 2001).

Those with undetected language deficits and EBD appear to be the most delinquent, depressed, aggressive, and demonstrate more severe challenging behavior than those with expressive language disorders in non-public-school settings (Cohen et al. 1993).



Goals



1. The ABCs of Behaviour
2. Programs and Procedures
3. SLPs Role
4. Building our Toolbox:
Visuals and Strategies
5. Case Share



Sensory Breaks!



PROACTIVE

- Heavy work
- Gross motor
- Low stimulating environment
- Swing
- Fidgets
- Differentiated seating

REACTIVE

- Deep Pressure
- Massage
- Joint compression
- Stretching
- Turn off lights and reduce noise
- Reduce all stimuli

Find your OT and become best friends with her!!!

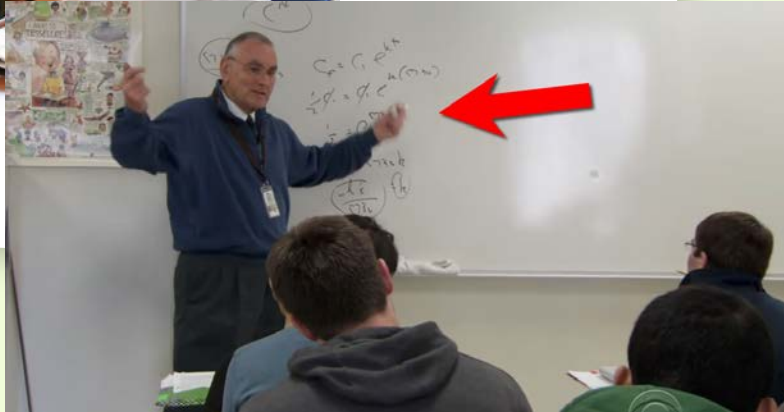


Does your student have a sensory diet?

What is their sensory profile?



Rapport Building and AFFECT, AFFECT, AFFECT



- Spend AT LEAST 1-2 session building rapport, learning interests, learning skill levels, learning limits, learning possible triggers.
- Your affect should change per kid, per presentation, per behavior.



The Good Listening Store

Earn coins  with
good listening!

5 coins = Candy Bar

4 coins = Coupon

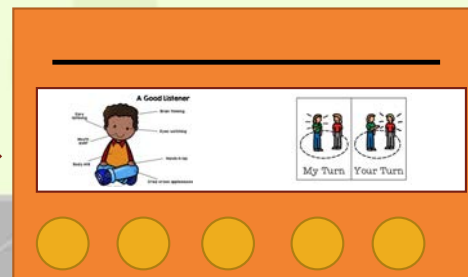
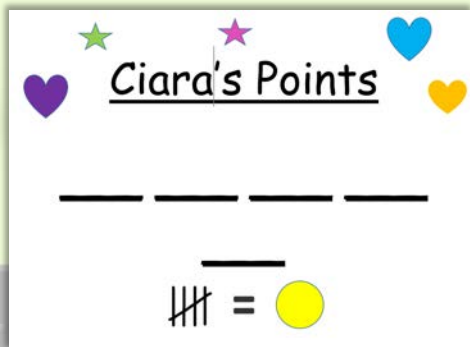
3 coins = Small Prize

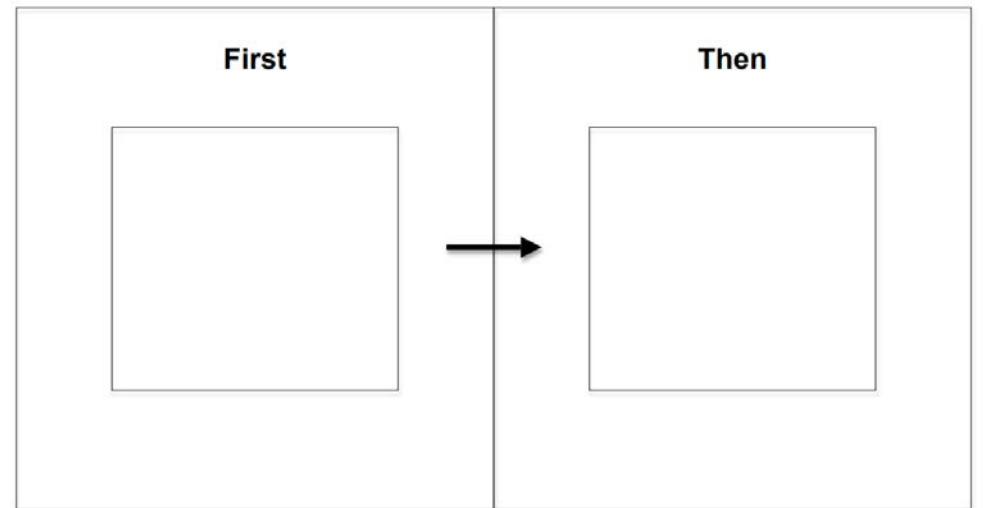
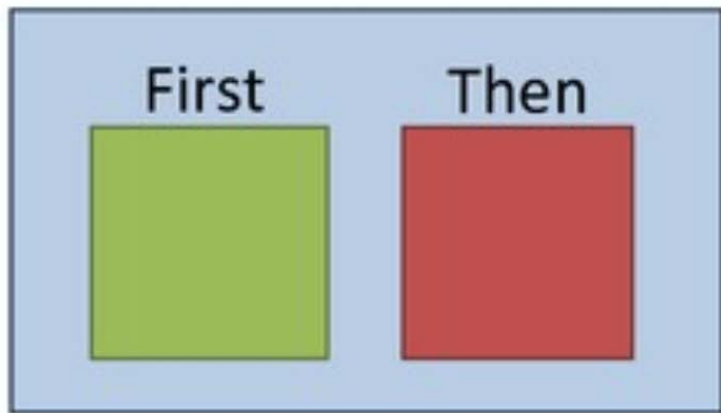
2 coins = Small Candy

1 coin = Sticker

Good Listening Store

- Make feedback as frequent or infrequent as desired
- Have student come up with rewards
- Stay consistent
- Positive reinforcement and positive punishment





Bonus Points Chart

I have to get ___ stamps to earn my bonus points today!

If I get 3 strikes I do not get a stamp for the activity.

Stations and Routines	

Eyes On



The Speaker

I earned ___ stamps today!
Do I get my points?



I am being kind and making good choices!





I'm using **GOOD EYE CONTACT** to be a good listener!





I'm being **LOUD** and **PROUD**





I use this more for attention kiddos rather than people who struggle with eye contact



Break time is all finished!



Time to clean up!

What's next on the schedule?

I need a break!



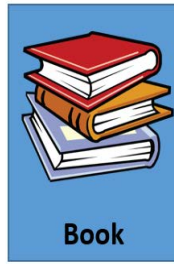
I choose



iPad



Bubbles



Book

- Be explicit
- Set clear timelines
- Give them the language to request and transition



Social Stories

- Use first person
 - Use positive language
 - Refer to other's reactions
 - Script internal feelings
 - Use pictures
- Carol Gray!!



HOW TO WRITE A SOCIAL STORY

www.andnextcomesL.com

**IDENTIFY THE TARGET
BEHAVIOR, SKILL, OR
EVENT IN THE TITLE**

**FOCUS ON ONE SKILL,
BEHAVIOR, OR EVENT AT
A TIME**

**USE PICTURES TO
SUPPORT THE TEXT**

KEEP THE FORMAT SIMPLE

**BREAK DOWN THE EVENT
OR THING INTO SIMPLE
STEPS**

**INCLUDE EXACT PHRASES
OR SCRIPTS FOR THE
CHILD TO SAY**

**BE DESCRIPTIVE &
ANSWER WH QUESTIONS
ABOUT EVENT, BEHAVIOR,
OR GOAL**

**DESCRIBE HOW THE
CHILD, & OTHERS,
SHOULD FEEL OR REACT**

**DESCRIBE EXACTLY WHAT
THE CHILD SHOULD DO**

**KEEP THE LANGUAGE
SIMPLE & POSITIVE**

**WRITE IT IN FIRST-
PERSON**

**WRITE IT IN PRESENT
TENSE**

Role Play

- Manipulated learning opportunities
- Rule breaker and rule follower
- Who is breaking the rule? How do we fix it?
- Play with toys and act out a scene – changes this from retrospective and introspective to applied – which is frequently an easier way to learn and demonstrate understanding of expected behaviors.
- Verbally process feelings, emotions, thoughts
- For older kids
 - role play the working environment with a boss, significant other, friends or parents.
 - Help them acknowledge their long term goals and recognize if their current behavior is working toward that



Visualizing Positive and Negative Reinforcement

Green comments are **ON TOPIC** and help us learn
If we get earn more green stars, we can earn _____.

Red comments are **OFF TOPIC** and take up too much time.

- Increase awareness of maladaptive or undesired behavior (i.e. off topic, unkind words, hair pulling)
- Despite having undesired activity, they can earn rewards for changing/replacing the behavior
- Doesn't matter how many 'bad' behaviors as long as there are more 'good' behaviors





Red Thoughts and Words

You're mean
Oh My God
Go Away
I don't like you
SWEARING!

Ignoring
Not looking
Using hand to



Yellow Thoughts and Words

I need help
I had an accident



Green Thoughts and Words

You look nice today
How are you?
Hello
Good job
Thank you
Please
No thank you

Waving
Smiling
GOOD LISTENING
-use eye, ears, body
mouth and brain!

Stoplight Visual

- Be explicit with expectations and analyzing behaviors
- Keep as running document that can be added to or changed
- Focus *more* on the Green!
- Talk about how red/yellow/green thoughts and words make you feel.
- Talk about code switching – who, where, when, why you say red vs yellow vs green thoughts.

*Just noticed the yellow thoughts in example. These are what my student *thought* were yellow thoughts and I had to explain to him that asking for help isn't yellow and we processed why he felt that way!



Process and work through feelings



- Talk about feelings.
- How can we advocate and express our feelings
- Practice when regulated and then can use coloring to help cool down when escalated.
- Who do they feel like? Who do they want to feel like? How can you get there?



Supplementing Communication



- Make it easier to communicate **feelings**, wants and needs.
- Color code
 - How can we get you from red to green?
 - Teach them and empower them to use their own strategies
- Minimize workload of communicating when escalated



Additional Strategies

- Talk about COMPROMISE from day one. Compromise on game with peers, compromise on work load. It has to make everyone happy including the teacher. This empowers them as they feel they have a fair say.
- Share the control – allow them to think they get the choice (from manipulated options)
- C O O K I E S
- Basketball shots per word
- Intervention based on Type of Student



Phrases to Use

Do you have a plan? What is your plan?

Look at their face/body language.
How are they feeling?
What can we change so everyone is having fun?

I'm confused, can you show me or tell me a different way?

How can I help?

Let's just take some time to calm down, we can figure it out later.

What can we do?
What are our options/choices?

I hear you, I understand, I've been there, me too.

Silence
* crickets *



Goals



1. The ABCs of Behaviour
2. Programs and Procedures
3. SLPs Role
4. Building our Toolbox:
Visuals and Strategies
5. Case Share



Behavior

- Shuts down and does not ask for help
- Will sit with head down and not interact in class

Intervention

- Positive reinforcement chart
- Visual of explicit strategies
- Goal of activity is to ask for help, NOT know the answers
- Positive reward every time he either 1) asks for help or 2) says he does not know the answer
- Feedback/input for extended wait period of no expression
- NO punishment or negative reinforcement



Case Study 1

Behavior

- Severe refusal and wide range of maladaptive behaviors.
- Distraction and overstimulating environment.
- Low developmental and cognitive levels
- Attention seeking
 - Used to and enjoys negative feedback

Intervention

- “Kill her with kindness” and POSITIVITY
- You are the reward for expected behavior!
- Floor-time, play based therapy.
- FBA/BIP with clearly defined verbal feedback for variety of scenarios – stay consistent with team!



Case Study 2

Behavior

Intervention



Case Study 3



RESOURCES



**STUDENT DOES
TEACHER DOES**



FINAL THOUGHTS

1. If a session is messy or didn't go as planned – it was just **diagnostic!**
You won't find what works without those sessions.
2. Take time to take a step back and **change your perspective** of the situation.
3. **Collaborate** with your team!
4. See the **forest** for the trees!



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Questions?

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Resources

- Anna Ridderinkhof, Esther I. de Bruin, Eddie Brummelman & Susan M. Bögels (2017) Does mindfulness meditation increase empathy? An experiment, *Self and Identity*, 16:3, 251-269, DOI: 10.1080/15298868.2016.1269667
- Menzies et al., (2009) R.G. Menzies, M. Onslow, A. Packman, S. O'Brian Cognitive behavior therapy for adults who stutter: A tutorial for speech-language pathologists *Journal of Fluency Disorders*, 34 (2009), pp. 187-200
- Elleseff, Tatyana. (2014). Creating Successful Team Collaboration: Behavior Management in the Schools. *Perspectives on School-Based Issues*. 15. 38. 10.1044/sbi15.1.38.
- *Others are filtered throughout

