Reducing Problem Behavior in the Classroom

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Wyoming Department of Education Leadership Symposium

June 2012

Today's Agenda

- Introductions and Overview for today's sessions – the IES Practice Guides (Christine)
- Identifying the specifics of problem behavior and conditions that reinforce it (Christine/Renee)
- Modifying the classroom learning environment (Melisa)
- Lunch
- Teaching and reinforcing new skills (Melisa)
- Relationships with professional colleagues and families (Renee)
- Using school-wide strategies to promote positive behavior
  (Christine)

What we're putting "outside" today

- A specific laundry list of interventions – "one size fits all"
- Training in FBA
- Addressing specific "kid" issues
- Admiration of the barriers

What are the IES (Institute for Education Sciences) Practice Guides?

- The guides are publications from the USDOE "What Works Clearinghouse"
- Subject to rigorous external peer review
- Must meet WWC (What Works Clearinghouse) evidence standards
- Authors are group with professional expertise in areas addressed by the practice guides.

Levels of evidence for each section:

Specifics of problem behavior	Moderate
Modifying learning environment	Strong
Teaching new skills	Strong
Professional/Family Relationships	Moderate
School wide strategies	Moderate

I. Identifying the Specifics of Problem Behavior and the Conditions that Reinforce It

1. Concretely describe the problem behavior and its effect on learning
2. Observe and record the frequency and context
3. Identify what prompts and reinforces the behavior

D.A.S.H. for Practical FBA

(Loman and Borgmeier, Portland State University)

- Define: The behavior in specific and measureable terms
- Ask: About behavior by interviewing student(s)/staff (When, Where, Why?)
- See: The behavior; observe to confirm data from interviews
- Hypothesize: A final summary of when, where and why behavior occurs
- *Note: for behaviors that are dangerous or moderate to severe, a full FBA should be conducted by trained professionals.

1. Describing the Behavior:

- Describe in specific terms – the ***behavior*** not the student
- Identify the time/setting as much as possible
- Assess the behavior's impact on the student learning (student and others)
- Weigh other factors that may influence the behavior

Examples:

Instead of:

John is always defiant…..

John frequently refuses to complete his assignments in math class.

Instead of:

Lisa disturbs others……

Lisa often leaves her seat without permission during seat work time and talks with other students.

How does this help?

- Helps design appropriate interventions
- Provides measurability
- Helps identify replacement behaviors

How does the behavior affect the learning of the student and others?

Persistent, escalating behavior can affect both the student and others as well as detracting from a positive classroom climate.

Example: John frequently refuses to complete his assignments in math class. This refusal is resulting in a failing grade.

Example: Lisa frequently leaves her seat without permission during seatwork to talk to others, resulting in incomplete assignments and making it more difficult for others to work.

Weighing Other Factors:

Current stress or trauma

Avoidance behavior due to academic skill deficits

Cultural factors or peer pressure – “Water seeking it’s own level” behavior

Vision, hearing, other physical impairment problems

Hyperactivity, distractibility, etc.

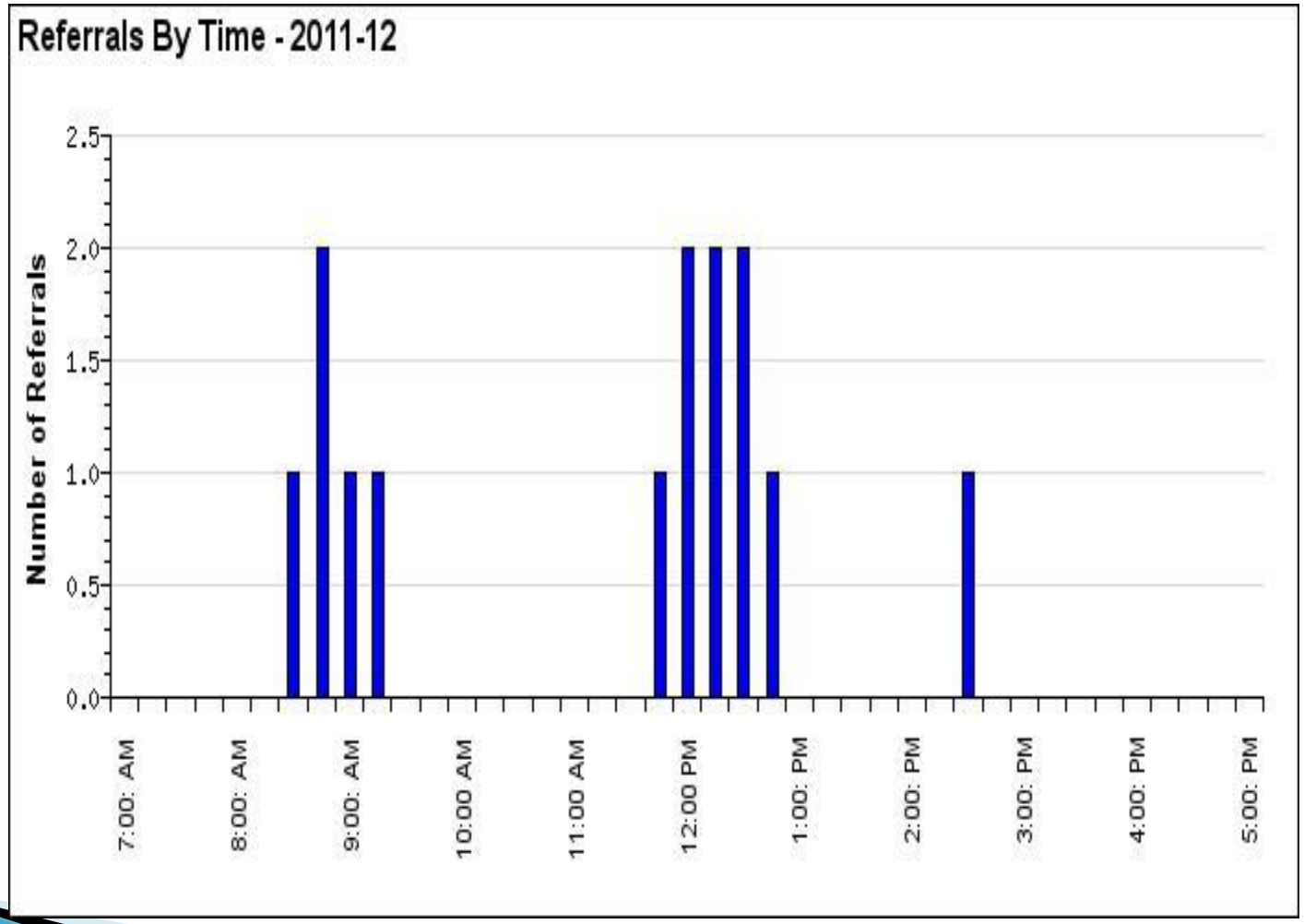
2. Observing and recording

Some key information to note:

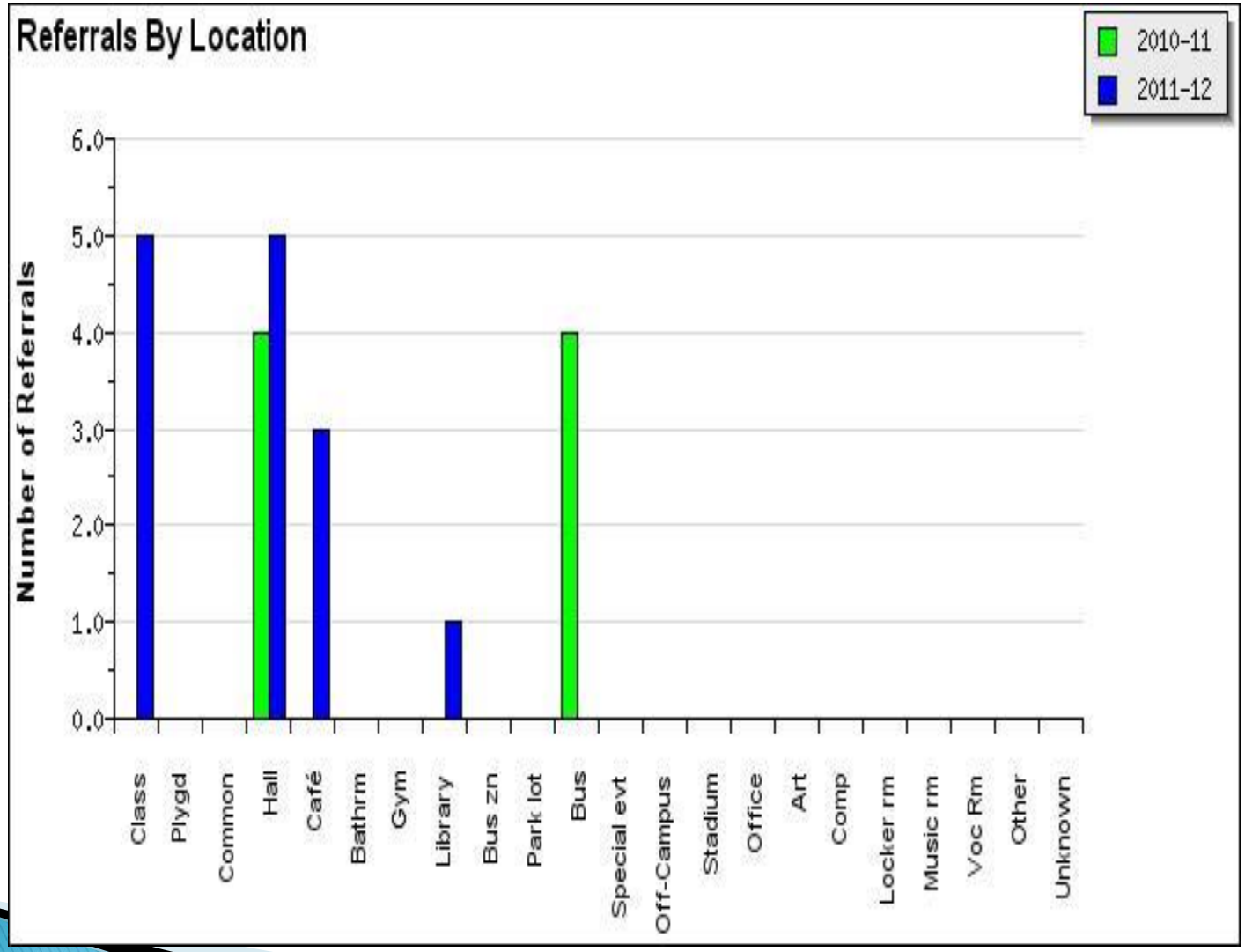
- Time of day
- Location of behavior problems
- Subject matter and degree of difficulty
- Type of activity (cooperative, seatwork, etc.)
- Presence of particular peers/adults

Example: Student Data for "Travis"

What times of the day are problem areas for this student?



“Travis” Referral by location



Other ways to track data:

- Teacher nomination forms
- Behavior screening instruments
- Frequency & incidence records (i.e. on task/off task)
- Anecdotal record forms
- Others that your district uses?

V. Use school wide strategies to reduce negative and foster positive interactions

1. Address school wide behavior issues by using a team approach.
   -School Improvement Team
   -PBIS Team
   -Intervention Team, etc.

Team Constituency

Principal or building administrator as Instructional Leader…. Having the power to make good practice the policy.

"Not another thing to do, but another way to do our thing." (T. Hoyle)

Instructional Staff – Include SPED participation

Classified Staff – They are often on the "ground level" with discipline issues in common areas

Parent/Community Members when appropriate

The role of the principal and role of the coach

Principal:

- Instructional leadership in instituting a schoolwide framework for Positive Behavior Support
- Attends team meetings and provides leadership and visible support
- Facilitate staff consensus
- Allocates and time and resources for implementation of schoolwide behavior framework

Role of principal/coach(con't)

The coach:

- A "positive nag" to keep the process on the front burner of building staff
- Shares data at team meetings and staff meetings
- Provides helpful feedback and technical assistance to staff in classroom/behavior management
- Co-lead on PBIS/School Improvement/Intervention Team

2. Collect disciplinary data to assist in decision making

Utilizing various types of data is essential in getting a “big picture” about “hot spots” that need to be addressed.

2 minute partners:

With each two minute partner share one source of data that could be used to determine the needs in your building/setting.

Examples:

Teacher/Climate Surveys

SWIS or other referral data

Observations at various locations

Behavior Intervention Plan data or other Tier 2 interventions

Others?

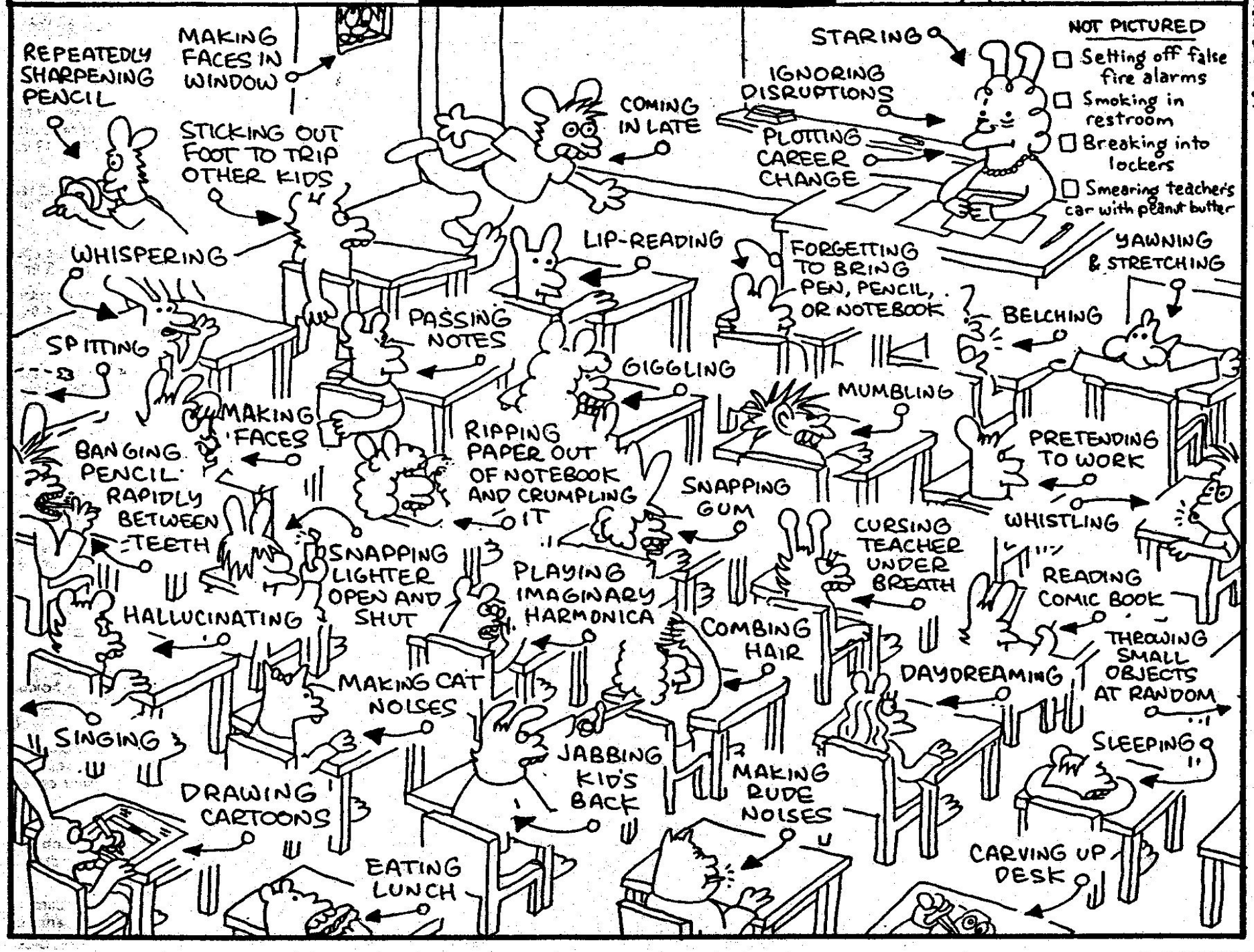
In order to be meaningful, data should be:

- Efficient … If it's not easy to collect, you won't do it.
- Timely ….. It must be recent enough to be useful.
- Meaningful …. Collect data that is easy to interpret. A few meaningful data sources are better than a "bucket load" of cumbersome data.

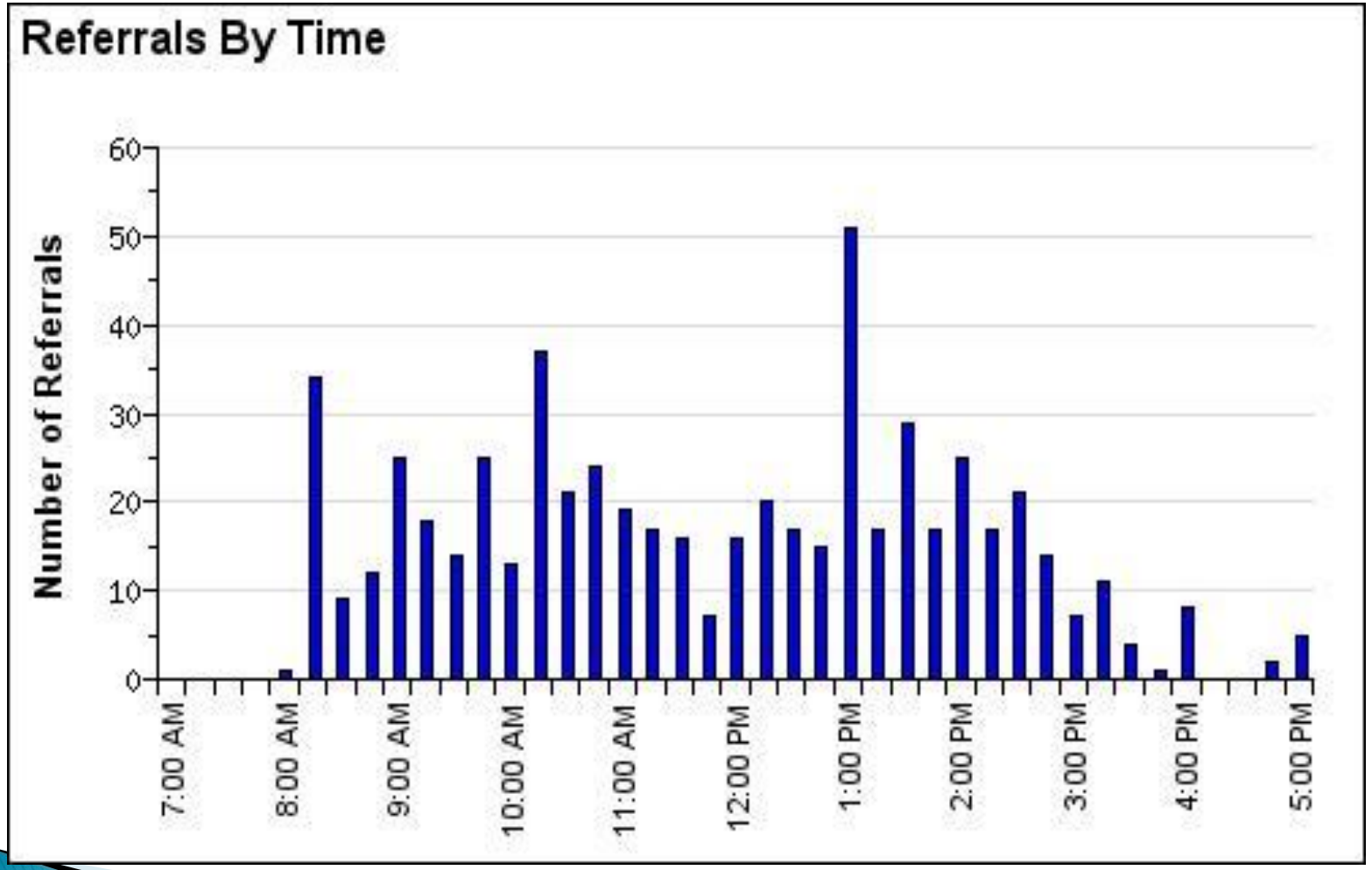
Be sure to gather data on systems as well as students!

System issue alert:

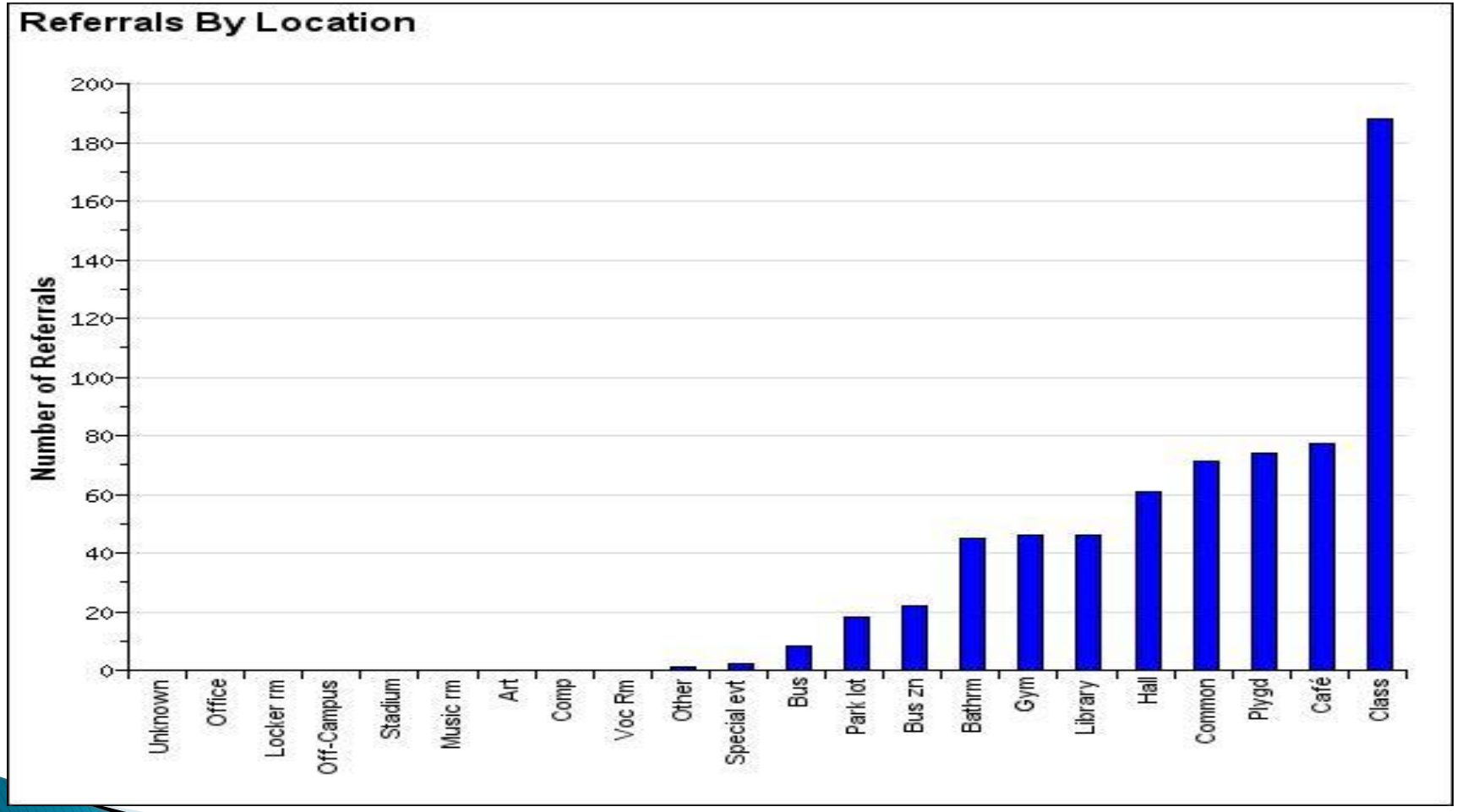
When many students, including those who don't usually get referrals, are having problems in certain areas, or at certain times.


REPEATEDLY SHARPENING PENCIL
MAKING FACES IN WINDOW
STICKING OUT FOOT TO TRIP OTHER KIDS
COMING IN LATE
STARING
IGNORING DISRUPTIONS
PLOTTING CAREER CHANGE
NOT PICTURED
Setting off false fire alarms
Smoking in restroom
Breaking into lockers
Smearing teacher's car with peanut butter
WHISPERING
LIP-READING
FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK
YAWNING & STRETCHING
SPITTING
PASSING NOTES
BELCHING
GIGGLING
MUMBLING
MAKING FACES
BANGING PENCIL RAPIDLY BETWEEN TEETH
RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT
PRETENDING TO WORK
SNAPPING GUM
CURSING TEACHER UNDER BREATH
WHISTLING
SNAPPING LIGHTER OPEN AND SHUT
PLAYING IMAGINARY HARMONICA
READING COMIC BOOK
HALLUCINATING
COMBING HAIR
THROWING SMALL OBJECTS AT RANDOM
MAKING CAT NOISES
DAYDREAMING
SINGING
JABBING KID'S BACK
SLEEPING
MAKING RUDE NOISES
DRAWING CARTOONS
CARVING UP DESK
EATING LUNCH

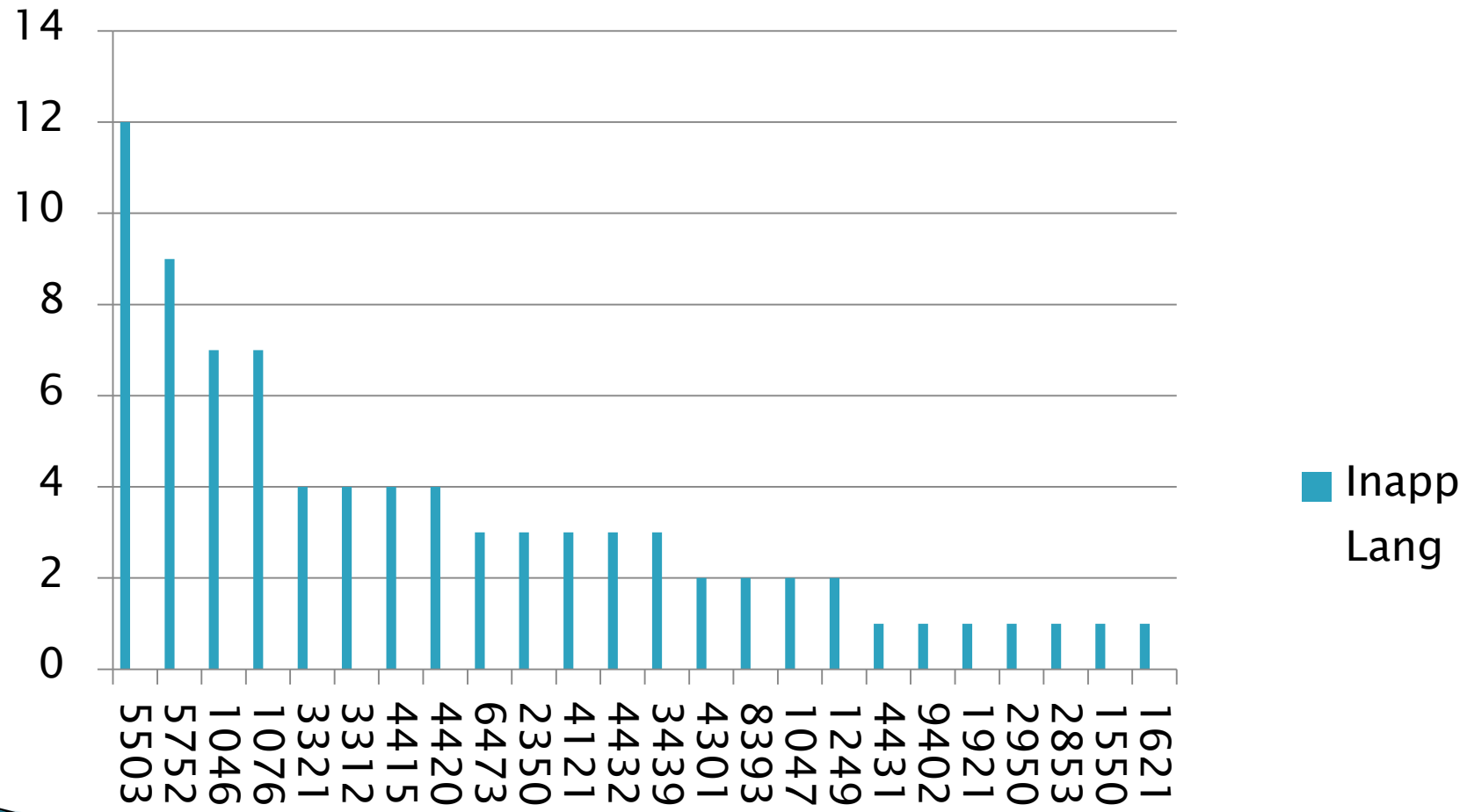
Example: Possible system issue



Another look….



Is it every student or groups of students?



“Road Block” Groups

- Pick one of the “roadblocks” in the 4 corners of the room
- With your colleagues, come up with a list of at least 4 ways the “roadblock” could be addressed
- Appoint a spokesperson to share with large group

"Packaged Intervention Programs"

- Can fit into a Positive Behavior framework…
  Common myth: "We're doing PBIS now, so we won't be using Stop and Think anymore."
- Need to fit in with the school wide expectations and promote the behaviors you want to see.
- Need to address your school culture and needs.
- Need to be evidence based. Curriculum suppliers are very poor sources of information regarding "research" on their products.

Some places to check:

- What Works Clearing House

http://ies.ed.gov/ncee/wwc/

- Promising Practices Network

www.promsitingpractices.net

- Intervention Central

www.interventioncentral.org

- National Registry of Evidence based Programs and Practices

www.nrepp.samhsa.gov