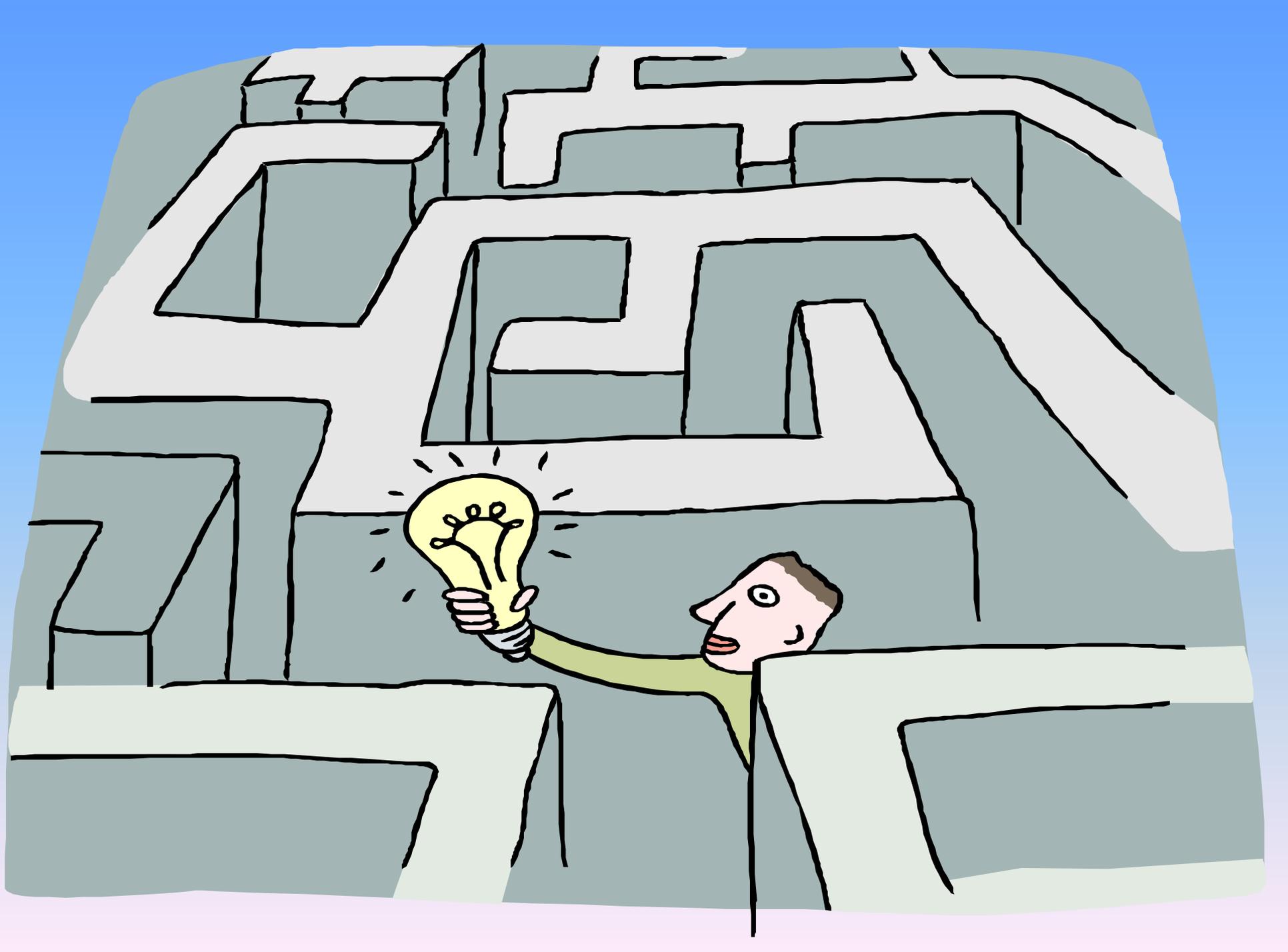# 3. Identify what prompts and reinforces the problem behaviors

What are the curricular, social, and setting variables in this example?

- Michael's disruptive behavior during math is distracting others from learning. When the teacher asks 3 students to solve a problem at the board, Michael teases them as they pass by his desk. The snide remarks continue while they are solving problems, and at one point, Michael takes the pencils off one of the student's desk and hides them in his desk. When the teacher's reprimand is not effective, she moves closer to his desk to monitor his behavior. This only escalates Michael's behavior so she sends him out of class to the principal's office.

- What happened before (antecedent)   Adjusted antecedent
- Behavior
- What happened after (consequence)   Consequence

Examine carefully triggers that prompt misbehavior

1. Curricular Variables-tasks that are too hard, boring, easy, unstructured

2. Social Variables-small or large group settings, presence of particular individuals

3. Setting Variables-unique situations in which factors unique to individual make problem behavior more intense or more likely to occur (e.g., illness, fatigue, hunger, social conflict).

Things to Consider

Einstein says the definition of insanity is doing the same thing over and over and expecting a different result.

Identify curricular variables for the problem behavior

- For example, inappropriate behavior occurs frequently during math.

- Therefore, the math seems to precipitate problem behavior.

- Teacher/team analyze the function of behavior (e.g., student acts out to avoid failing a math lesson that is too difficult)

- Next, teach the student an alternative behavior that provides the same function (e.g., asking the teacher for help, avoiding failure).

Identify Social variables for the problem behavior

➢ Social variables: to gain social attention, access to materials, sensory stimulation to escape activities, people, pain. Especially bad when students are being bullied-bully proof your PBIS school

➢ Note antecedent, we cause much of the behavior we see.

➢ Minimize and Reduce "Risk Factors" by building"Protective Factors" i.e. teaching expectations, provide supervision

Setting Variables that trigger problem behavior

"tell me more"….. Functional Behavioral Assessment: The Link Between Problem Behavior and Effective Intervention in Schools (Jeffrey A. Miller Duquesne University   Michael Tansy Gilbert School District, Gilbert, AZ   Tammy L. Hughes Arizona State University)

A social "autopsy" helps kids understand what they did and how to make it better

❖ Classroom Set-up and Structure

❖ Context Specific Activities : as a child's learning and development progresses, the roles of teacher/student become more equal, to the point where the student is able to do alone what formerly could be done only with collaboration of the teacher

❖ Instructional Delivery and Tasks Stichter, J. P., Lewis, T. J., Johnson, N., & Trussell, R. (2004). Toward a structural assessment: Analyzing the merits of an assessment tool for a student with E/BD. *Assessment for Effective Intervention, 30*, 25-40.

Remember…..

Rule 1-behavior is learned and serves a specific purpose

Rule 2-behavior is related to the context within which it occurs

Rule 3-for every year a behavior is in place it will take one month to change

Rule 4-children comply with rules 80% of the time, how often are they complimented (1.66%) with specific, must be specific.

Form D

Grade Level Team Tier 2 Function Based Matching Process

Student:_____ Classroom Teacher:_____ Grade: ____
Date:_____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. Summary of the Problem

We have the most problems during _____
_____

(Time of day/class/Activity/Routine)

Antecedent **Function/Pay Off** (Trigger/Predictor)	**Problem Behavior** (Student Behavior of concern)	**Response**	
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: **Get or Avoid** (circle one)

### 2. Replacement Behavior (What do we want the student to do

4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

Intervention Strategy(ies):

Antecedent Interventions (Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)	Replacement **B**ehavior / Skill (What we want the student to do instead)	Response / **C**onsequence (What happens when student demonstrates behavior / skill)
		Positive Specific Feedback
		Corrective Feedback

5. Progress Monitoring
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)
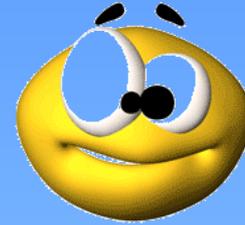
Student-Teacher Rating Form

Date:Day:						
Student	Whole Lan	Writing	Math	SS/Sci	Specials	
Following Directions	4 / 4	2 / 1	4 / 4	3 / 3	2 / 3	
Respect Others	2 / 2	2 / 2	3 / 3	3 / 2	1 / 3	
Wait your turn	2 / 2	3 / 3	3 / 2	2 / 2	3 / 3	
Total Points	1	1	2	1	1	6

My Total Number of Points for Day _____ My Goal_____

4= Great Day- No or very few behavioral learning opportunities occurred
3= Pretty Good Day- few behavioral learning opportunities occurred
2= This day could have been better- more than a few behavioral learning opportunities occurred
1=This day I made bad choices
Add only 3's and 4's toward the goal. Raise the goal when he has met it 3 consecutive times.

Behavior Chart

Date: _____ _____ _____ _____ _____ _   Day: _____ ___

Skill 1: Following Directions

I will follow the directions given to me by an adult.
Staff: Give directions twice with at least 15 seconds total wait time.

I followed the adult's direction.   I did not follow the adult's direction.

Skill 2: Minding Space

I will keep my hands, feet, and body in my own space.

I kept my body in my own space.   I didn't keep my body in my own space.

Timeouts:

When I refuse to make the right choice after being redirected no more than 2 times, I will have to go for a 3-minute timeout where the teacher feels is appropriate. If I have to have three or more timeouts in one day, I will receive an extra consequence.
Timeouts: ☐ ☐ ☐

Rewards and Consequences:

If I earn more positive checks than negative, I will receive a treat at the end of the day: yes   no
If I have more positive days than negative days each week, I will get to choose a prize from Mrs. Schroeder's prize box: yes   no
Comments:_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ ___

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ __

Parent Signature_____

Non-Classroom Management: Self-Assessment

Name_____	Date_____

Setting □ Hallway   □ Entrance   □ Cafeteria

    □ Playground   □ Other_____

Time Start_____

Time End _____

Tally each Positive Student Contacts	Total #	
Tally each Negative Student Contacts	Total #	Ratio of Positives to Negatives: _____: 1

1. Did I have at least **4 positive for 1 negative** student contacts?	Yes	No
2. Did I **move** throughout the area I was supervising?	Yes	No
3. Did I frequently **scan** the area I was supervising?	Yes	No
4. Did I positively **interact** with most of the students in the area?	Yes	No
5. Did I handle most **minor** rule violations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling **major** rule violations?	Yes	No
7. Do I know our **school-wide expectations** (positively stated rules)?	Yes	No
8. Did I **positively acknowledge** at least 5 different students for displaying our school-wide expectations?	Yes	No

Overall active supervision score:

7-8 "yes" = "Super Supervision"

5-6 "yes" = "So-So Supervision"   # Yes_____

<5 "yes" = "Improvement Needed"

Classroom Management: Self-Assessment

Teacher_____	Date_____
Rater_____	

Instructional Activity	Time Start_____
	Time End_____

Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #

Ratio of Positives to Negatives: _____ to 1

Classroom Management Practice	Rating	
1. *I have arranged my classroom to **minimize crowding and distraction***	Yes	No
2. *I have **maximized structure and predictability** in my classroom (e.g., explicit classroom routines, specific directions, etc.).*	Yes	No
3. *I have posted, taught, reviewed, and reinforced 3-5 **positively stated expectations** (or rules).*	Yes	No
4. *I provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (See top of page).*	Yes	No
5. *I provided each student with **multiple opportunities to respond** and participate during instruction.*	Yes	No
6. *My instruction **actively engaged** students in observable ways (e.g., writing, verbalizing)*	Yes	No
7. *I **actively supervised** my classroom (e.g., moving, scanning) during instruction.*	Yes	No
8. *I **ignored** or provided **quick, direct, explicit reprimands/redirections** in response to inappropriate behavior.*	Yes	No
9. *I have **multiple strategies/systems** in place to **acknowledge** appropriate behavior (e.g., class point systems, praise, etc.).*	Yes	No
10. *In general, I have provided **specific feedback** in response to social and academic behavior errors and correct responses.*	Yes	No
Overall classroom management score: *10-8 "yes" = "**Super**" 7-5 "yes" = "**So-So**" <5 "yes" = "**Improvement Needed**"*	# Yes___	

What would be the adjusted antecedent, and possible consequence?

- Michael's disruptive behavior during math is distracting others from learning. When the teacher asks 3 students to solve a problem at the board, Michael teases them as they pass by his desk. The snide remarks continue while they are solving problems, and at one point, Michael takes the pencils off one of the student's desk and hides them in his desk. When the teacher's reprimand is not effective, she moves closer to his desk to monitor his behavior. This only escalates Michael's behavior so she sends him out of class to the principal's office.

- What happened before (antecedent)   Adjusted antecedent
- Behavior
- What happened after (consequence)   Consequence

Sample of Behavioral Screening Approaches

- Behavioral and Emotional Screening System (BASC-2 BESS, Kamphaus & Reynolds, 2008)

- Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992)

- Student Risk Screening Scale (SRSS; Drummond, 1994)

- Social Skills Rating System (SSRS, Gresham & Elliott)

- School Wide Expectations Screener (SWES, Burke)

IV. Draw on Relationships With Professional Colleagues and Students' Families for Continued Guidance and Support

- Collaborating with parents
- Collaborative learning teams
- One/one interactions
- Mentors/peer coaches

Collaborating with Families

- To function as a Professional Learning Community, effective collaboration between parents and the school must be common practice.

- When a student is having difficulties, there needs to be collaboration to design intervention strategies.

- If families don't see themselves as an important component of the school, its hard to achieve a partnership between home and school.

- The PLC is designed to develop the collective capacity of the staff and the family to work together.

Barriers

- Lack of parental education and parenting skills

- Parents who feel intimidated (ed. jargon or low level of literacy)

- Cultural differences

- Time pressures on teachers and parents

- Insufficient training for teachers on how to reach out to parents

Vision

- If you want to move people, it has to be toward a vision that's positive for them, that taps important values, that gets them something they desire, and it has to presented in a compelling way so that they feel inspired to follow.

  Dr. Martin Luther King, Jr.

Take a moment to list all the ways adults in your school facilitate family involvement. If you are not currently active in a school, reflect on your time with a school, either as an educator, parent, or student.

Teams explore your list, for each effort listed consider:

a. Is presence required? Place a P next to those items on your list.

b. Are student involved in home/school collaborative effort? (IEP meeting for e.g..) Put an C next to those items that promote student involvement.

c. Do all families have equal access to the effort? Are some efforts inaccessible because of language, transportation, etc.? Place a letter B due to barriers.

d. Do teachers/school personnel go out in the community to seek information about the students, home visits? Place a F next to those items that promotes going to the family to understand their student.

e. Are families seen as stakeholders and engaged in and offered opportunities to participate in decision making processes? Place a D by those efforts.

Insights Gained:

1. Recognition that current practices often involve families
   needing to be present.

2. Schools have little engagement within the community and have few activities that involve a deeper learning about families.

3. Recognition that families need to be more involved in decision making practices of the school.

Collaborative Learning Teams

- Ongoing process in which educators (teachers, specialists, coaches) work collaboratively in recurring cycles of collective inquiry to achieve better results for the students they serve

Team dialogue should center on these three critical questions:

- *What is it we want our students to learn?*

- *How will we know when each student has learned it?*

- *How can we improve on current levels of student achievement?*

Problem Statement

- *We give schools strategies & systems for improving practice & outcomes,*

  but implementation is not *accurate, consistent, or durable**, & desired outcomes aren't realized. George Sugai*

One/one interactions

- Establish trusting relationships where one/one interactions can occur

Key components to building trust and habits that will facilitate a sense of community are:

Nurturing, Responsibility, Dependability, Friendship, Brotherhood, High Expectations, Courage, and Hope. Eight Habits of the Heart for Educators", Clifton L. Taulbert (2006)

The success of the school and the students depends on the relationships among the stakeholders.

Mentors and Peer Coaches

- Consultation with experts when problems are serious can help reduce severe behavior problems.

- Peer coaching, a process where two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Activity

- In the best of all possible worlds, what would you want peer coaching to look like, sound like, and feel like at your site?

Brainstorm

Examining desired outcomes and naming the program serves to build ownership and commitment.

Collaborative opportunities can play a critical role in supporting teachers manage disruptive behaviors in their classrooms.