Reducing Problem Behavior in the Classroom

Melisa Genaux, Christine Revere and Renee Schroeder
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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 measurable 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

Referrals By Location

Number of Referrals

- Class
- Plygd
- Common
- Hall
- Café
- Bathroom
- Gym
- Library
- Bus zn
- Park lot
- Bus
- Special event
- Off-Campus
- Stadium
- Office
- Art
- Comp
- Locker rm
- Music rm
- Voc. Rm
- Other
- Unknown

2010-11
2011-12
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
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.
System issue alert:
When many students, including those who don’t usually get referrals, are having problems in certain areas, or at certain times.
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.promisingpractices.net
- Intervention Central
  www.interventioncentral.org
- National Registry of Evidence based Programs and Practices
  www.nrepp.samhsa.gov