

Supporting Schools with Students who have Challenging Behaviors

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Outcomes

- Participants will review the tiered approach to supporting students with challenging behaviors.
- Participants will review scenarios and discuss approaches to supporting schools that have students with challenging behaviors.
- Participants will discuss considerations for supporting schools that have students with challenging behaviors.

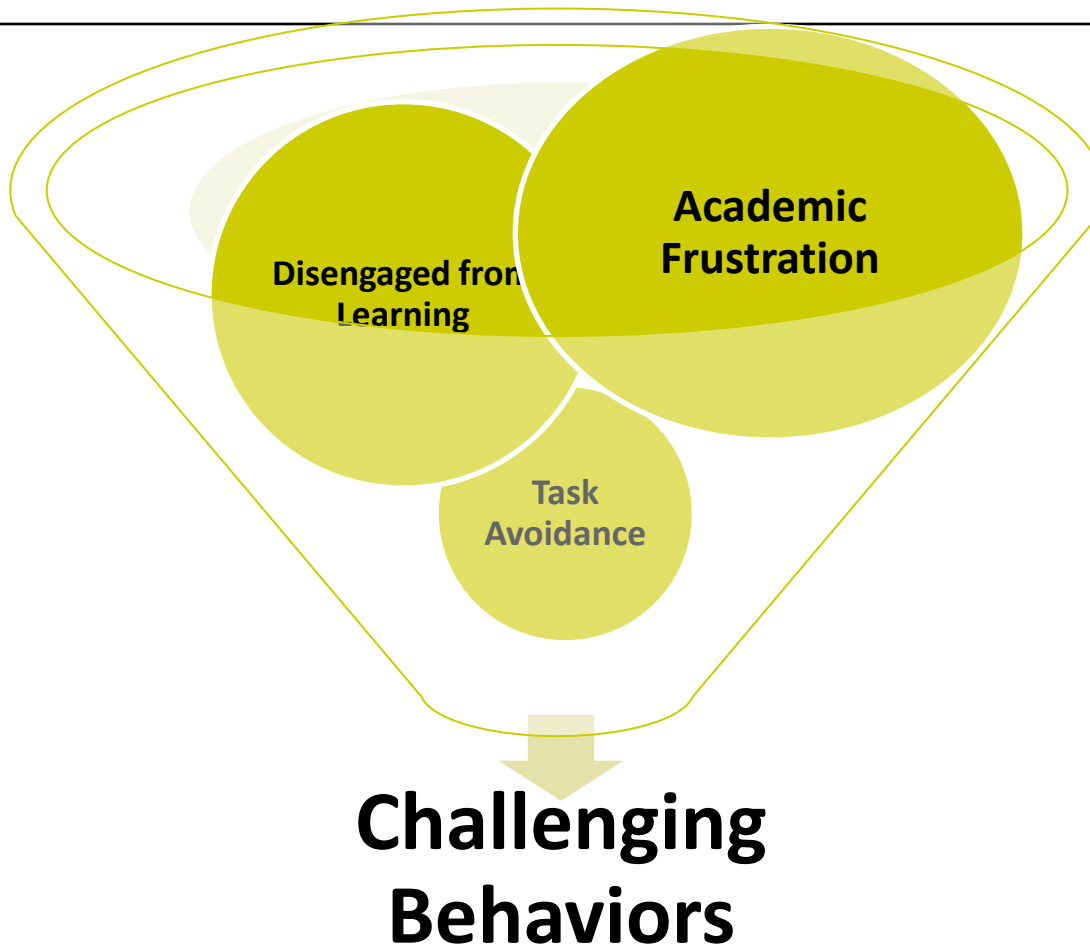
What Are You Currently Seeing...


- Describe some of the behavioral challenges that the schools you support are dealing with.
- What are some of the general approaches that you use to support schools that have students with challenging behaviors?

Tiered Approach

- **Tier I—Prevention**
 - PBIS
 - Classroom Management
 - Social/Emotional Learning
 - Teacher Consultation
 - Screening
- **Tier II—Early Intervention/Intervention**
 - Group Interventions
 - Mentoring
 - Brief Short-Term Intervention Support
 - Function-Based Thinking
- **Tier III—Intensive Intervention**
 - FBA/BIP
 - Individual Interventions
 - Crisis Response
 - Collaboration with External Agencies

Challenging Behaviors are a Mixture





NOT.....

ACADEMIC

OR

BEHAVIOR



BUT...



ACADEMICS AND
BEHAVIOR

Problem Solving

- Identify Target Behavior
 - Behavior expressed in specific and observable terms
 - Behavior expressed in desirable terms
- Collect/Explore Data on Student's Behaviors
- Collect/Explore Data on Student's Academic Skills if applicable
- Analyze the Relationship between the Academics and Behavior if applicable
- Prioritize the behavior to be addressed (academic/behavior/both)
- Identify Baseline Data for the behaviors
- Set a Goal for the behavior
- Identify and Implement Strategies/Interventions
- Evaluate Progress of Strategies/Interventions

Scenario 1

- The administrator at Jason T. Hall Elementary School frequently complains about students running through the hallways, talking loudly without permission, being disrespectful, and not following directions. The administration wants you to come in and solve this problem.
- What do you need to consider?
- Tier 1? Tier 2? Tier 3? Why?
- What approaches/interventions would you recommend, based on the Tier?

Scenario

The school has PBIS in place but still has concerns about a small group of students at most grade levels who tease and bully smaller children. They ask you to recommend programs and strategies to help resolve this problem.

- ❑ What do you need to consider?
- ❑ Tier 1? Tier 2 Tier 3? Why?
- ❑ What approaches/interventions would you recommend, based on the Tier?

Scenario 3

One of the administrators at your middle school reports concerns about a student who is angry all the time, strikes out, destroys school property, and does not seem to respond to school interventions.

- ❑ What do you need to consider?
- ❑ Tier 1? Tier 2 Tier 3? Why?
- ❑ What approaches/interventions would you recommend, based on the Tier?

With behavior...the question is “what is the function?”

	SKILL PROBLEM	MOTIVATION PROBLEM
GET SOMETHING	1	2
AVOID SOMETHING	3	4

Also Consider...

- ❑ Retention is not an intervention
- ❑ Consider Tier II strategies to support the student if Tier I is not effective
 - ❑ Evidence-based programs that are delivered in small groups that use data to monitor student progress
 - ❑ Examples are Check-In/Check-Out, Student Academic Instructional Groups, etc.

Remember...

- ❑ The majority of behavioral cases (*as many as 80%*) have an academic underpinning,
 - ❑ *Even when the concern appears to be purely behavioral, the replacement behavior is likely an academic skill or academic behavior because we are focused on school environments*
- ❑ Research suggests that both academic frustration and boredom can create similar off-task behaviors!

(Treptow, Burns, McComas, 2007)



Key Questions for Determining the Academic/Behavior Relationship

- ❑ Is the behavior result of academic frustration?
- ❑ Does the behavior occur during academic time (i.e., reading, math) versus transition time (i.e., hallways, lunch)?
- ❑ If an intervention is developed for the behavior, how do you think will it impact the academics?



Key Questions for Determining the Academic/Behavior Relationship

- ❑ If an intervention is developed for the academic skills, how do you think it will impact the behavior?
- ❑ What is more important, the student's academic progress or their behavior?
 - ❑ *Note: This question is used to help prioritize. If the answer is both, the intervention should address both.*
- ❑ If the behavior is unsafe and therefore needs to be a priority, can a short-term intervention be put into place for the behavior?
 - ❑ **Once the behavior is under control, then how will the root cause of the academic skills be addressed?**

Online Evidence-Based Resources for Interventions

- **Evidence-Based Intervention Network**

<http://ebi.missouri.edu/>

- **Intervention Central**

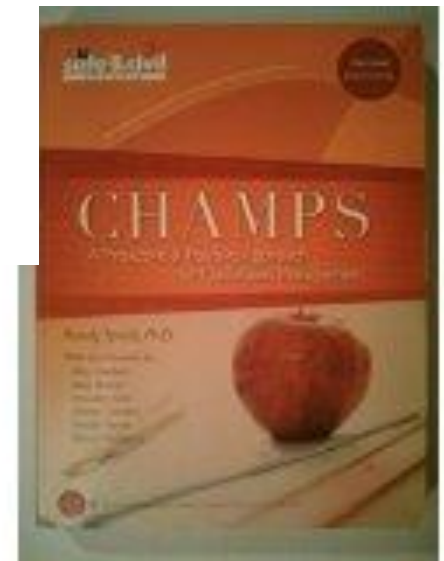
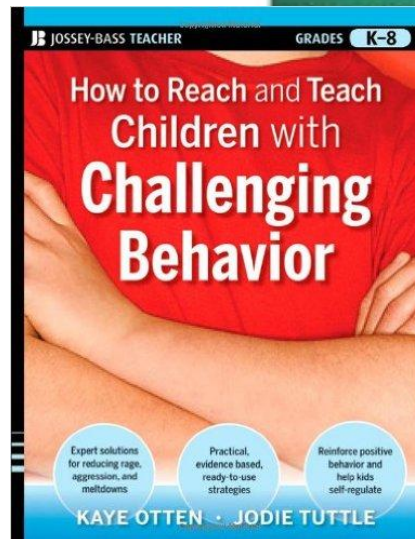
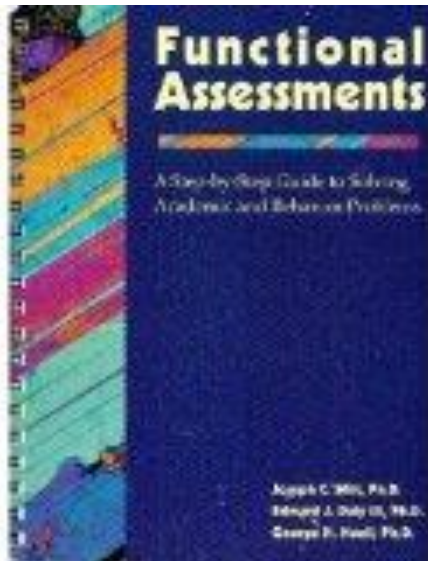
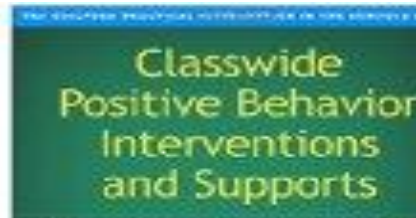
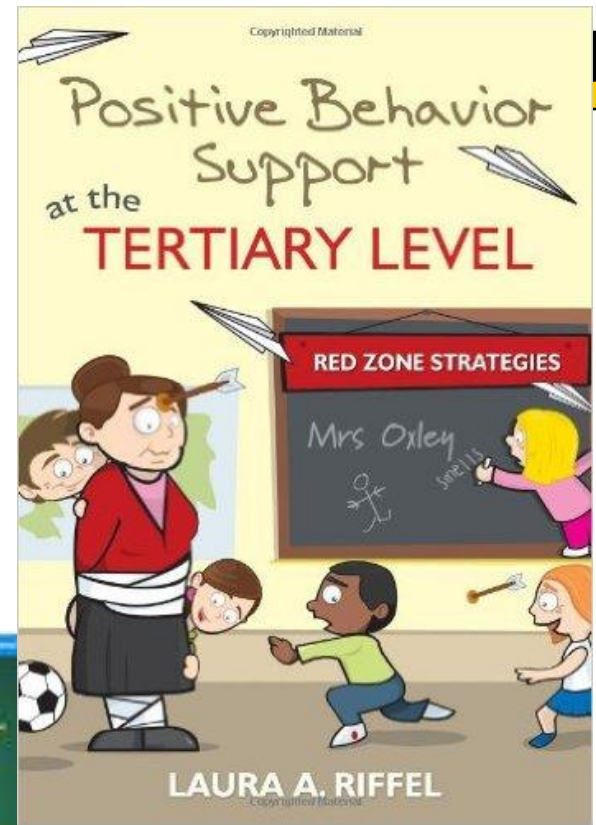
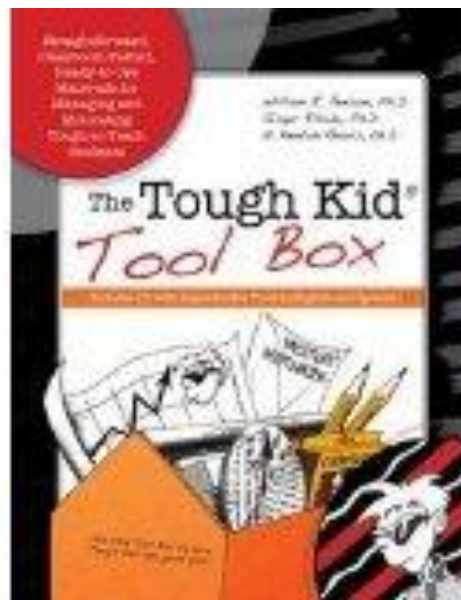
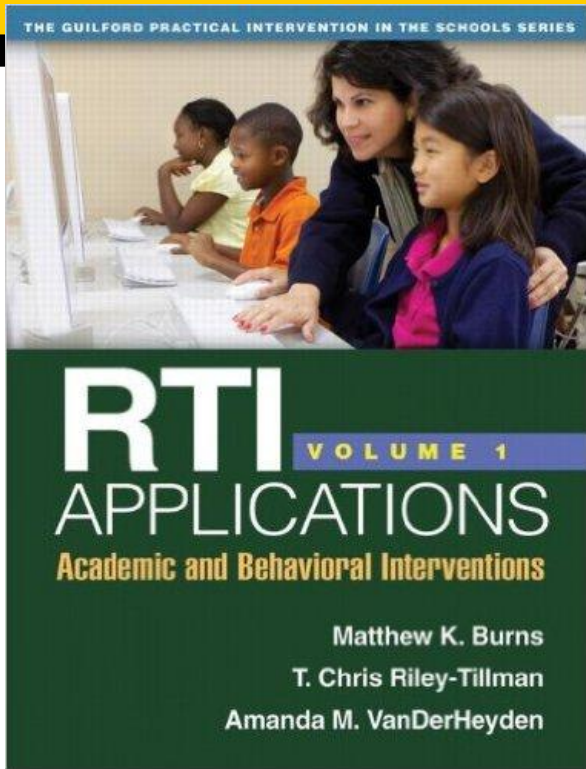
www.interventioncentral.org

- **What Works Clearinghouse**

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

- **Promising Practices Network**

<http://www.promisingpractices.net/>



Consider Why Some Students Don't Respond to an Intervention.....

- ❑ Student has not been taught the appropriate behavior.
- ❑ Student has not been reinforced often enough for the appropriate behavior.
- ❑ The function of the student's behavior is not a match with the intervention. Student is not getting her or his needs met.
- ❑ Staff respond inconsistently to the behavior.

Ensuring that the Intervention Matches the Behavior

- ❑ Consult with the classroom teacher
- ❑ Talk to the student
- ❑ Look to see if the intervention matches the function of the behavior
- ❑ Collect baseline data and then graph student progress...it takes 6-8 weeks to change behavior, but only about 3 to know if a change will occur with the intervention in place.
- ❑ Look to see if all adults in the building are on board with the intervention and will consistently implement it.
- ❑ Look to see if the intervention is feasible and practical for teachers and staff to implement.

If the Student Does Not Make Progress After 3 Weeks...

- ❑ Stop implementing it as soon as possible.
- ❑ Collaborate with teachers and staff to find a new one.
- ❑ Remember that interventions, the implementation of them, the monitoring of them, and the determination about whether or not they are effective are best done with a team of other school staff (i.e., SST, Problem-Solving Team, etc.)
- ❑ Look for another solution.

It helps to remember that...

- The *majority* of interventions fall into one of these 3 categories

- Alter **antecedents** to prevent the occurrence of the behavior

- Environment

- Curriculum

- Instruction

Academic & Behavioral

- Teach alternative/expected **behaviors**

- Social skills

Academics are typically here

- Alter **consequences** to strengthen or weaken the behavior

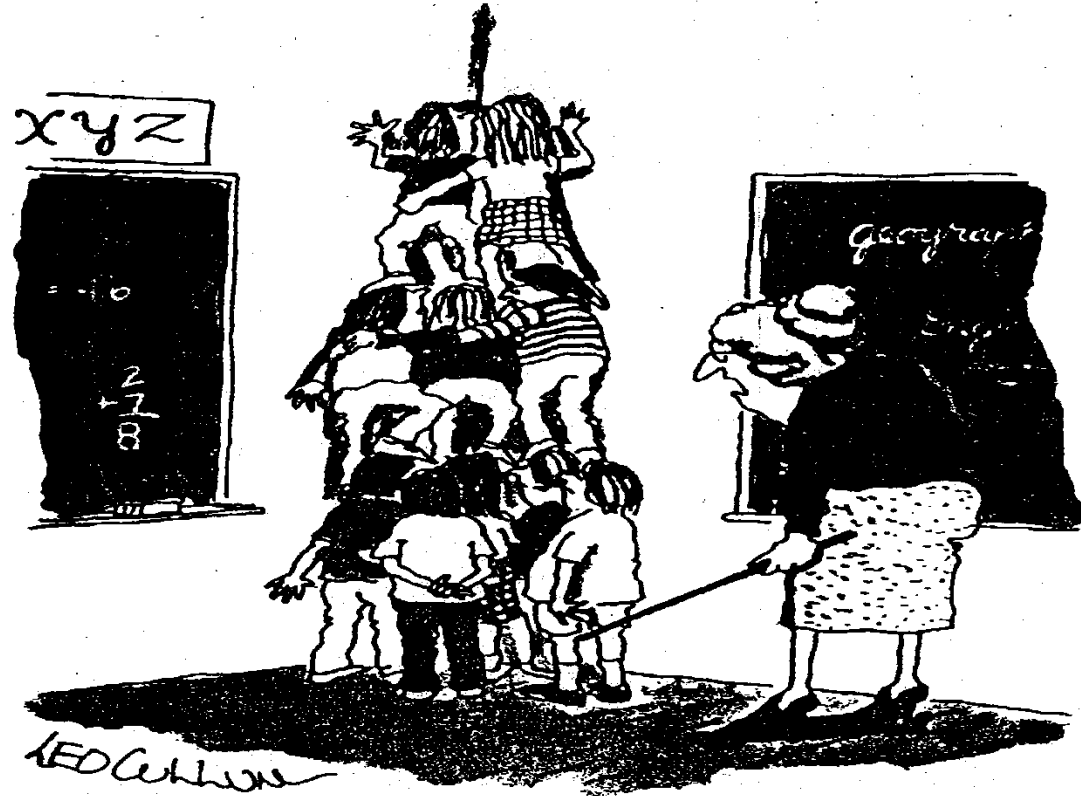
- Extinction (planned ignoring)

- Reinforcement

- Negative consequences

Behavior is typically here

Discipline vs Punishment



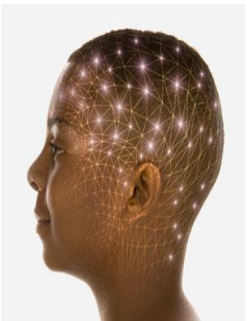
"This is the worst class I've ever had."

Discipline vs Punishment

- Will it encourage learning?
- Will it push the child away and send a message of rejection or send a message of care?

Some Thoughts on Culture

- Culture influences what we see as a “problem” behavior. This needs to be addressed before deciding whether or not a “problem” needs an intervention.
- Culture influences our relationship with our students.



So How Do I Know What to Do?

- **Will it encourage learning?**
- Change something **before** the behavior occurs
- Change the behavior itself (**during**)
- Change the consequence (**after**)

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