Functional Assessment
for the 21st Century

Linking Tier II Interventions to the Seven High Hit Reasons for Students' Challenging Behavior

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Presentation Overview

- The Importance of Self-Management
- The Stages of Data-based Functional Assessment
     Data-Based Problem Solving
- The Seven High-Hit Reasons for Students'
     Behavioral Challenges
- Tier 2 Interventions to Change Challenging
     Students:
          Increasing Appropriate Behavior
          Decreasing Inappropriate Behavior
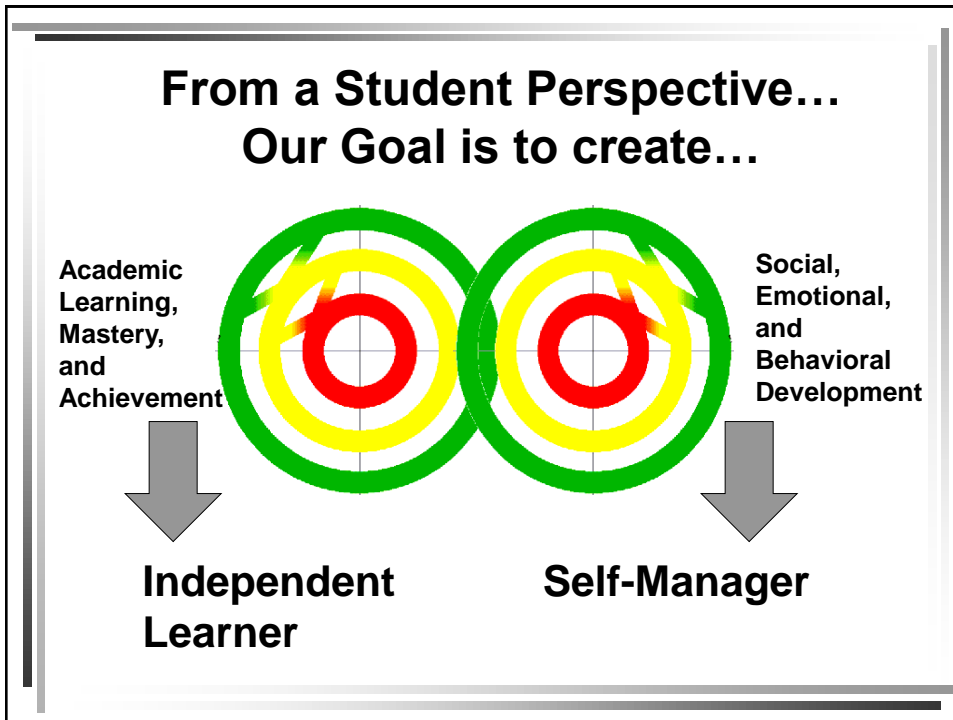   Controlling Behavior
- Final Integration and Summary

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The Ultimate Educational Goal

IS TO:

Maximize ALL Students'
Academic Achievement and
Social, Emotional, and Behavioral
Development

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From a Student Perspective…
Our Goal is to create…

Academic Learning, Mastery, and Achievement

Social, Emotional, and Behavioral Development

Independent Learner

Self-Manager

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Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others

- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills

- Effectively control their own emotions, thoughts, and behavior

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Operationalizing "Self-Management"

Social-Emotional
Self-Management

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Behavioral
Self-Management

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Self-Management Realities

What We Know:

- Students can (must) be taught social, emotional, and behavioral self-awareness

- Awareness does not (necessarily) transfer into behavior

- Skill learning and mastery requires behavioral skill instruction

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Self-Management Realities

What We Know:

- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school

- Talk does not Change Behavior

- The instruction must embrace social learning theory

- This instruction, then, involves teaching, modeling, role playing, and transfer of training components

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WHY… Is Social, Emotional, and Behavioral Self-Management Training Important in Schools?

➢ Facilitates Academic Engagement and Achievement

➢ Essential to Cooperative and Project-based Learning

➢ Is an Inherent Part of Classroom Management

➢ Contributes to Positive and Safe School and Classroom Climates

➢ Is the "Ultimate" Goal/Replacement Behavior for Challenging Student Interventions

Playground

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BIG IDEA #1:

- Social, Emotional, and Behavioral Multi-Tiered Services must be fully integrated into a district/school's effective school and schooling processes.
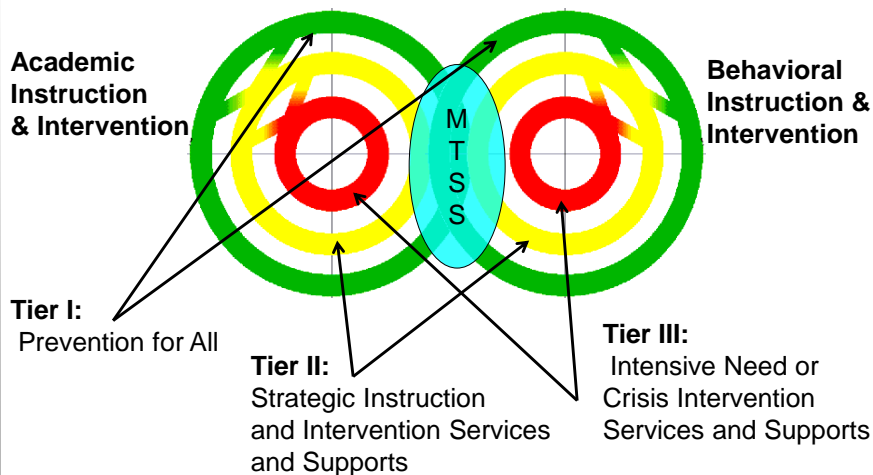
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BIG IDEA #2:

- The Tiers in a Multi-tiered Systems Reflect the Intensity of Services, Supports, Services, Strategies, or Programs Needed by Students to be Academically or Behaviorally Successful

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PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services

Academic Instruction & Intervention

Behavioral Instruction & Intervention

MTSS

Tier I: Prevention for All

Tier II: Strategic Instruction and Intervention Services and Supports

Tier III: Intensive Need or Crisis Intervention Services and Supports

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BIG IDEA #3:

- The First "Intervention" is Effective Academic and Behavioral Instruction by an Effective Classroom Teacher Supported by Effective Classroom Management

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Students Succeed Because of their Instructional Environments

Teacher-Instructional Factors:
Are teachers well-matched to their students and curricula?

Student Factors:
Are students prepared and "programmed" for success?

Curricular Factors:
Are curricula well-matched to students and teachers?

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But Even In Effective Classrooms Some Students. . .

. . . do not respond to effective Tier 1 PBSS approaches that provide effective social, emotional, or behavioral instruction; and classroom-based interventions.

These students typically need additional instructional or intervention services, supports, strategies, or programs.

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Moving to Tiers 2 and 3

- Strategic or Intensive social, emotional, and behavioral services, supports, strategies, and interventions must be based on the results of reliable and valid data-based functional assessments.

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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Progress Monitor/ Evaluate

Did our plan work?

Functionally Analyze the Problem

Why is it happening?

Develop/Implement Plan

How are we going to solve the problem?

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The Critical MTSS Problem Solving Components

- <u>Accurate Identification</u> of the "Problem" and the Gap between this and a desired Outcome

- <u>Successful Differentiation</u> between the "Problem" and a "Symptom"

- <u>Accurate Functional Analysis</u> of the Gap (i.e., WHY the gap exists)

- <u>Successful Selection</u> of the Research-based Intervention that links to the Functional Analysis

- <u>Appropriate Training, Preparation, Implementation, and Evaluation</u> of the Intervention

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Initial Problem Identification Steps "First Things First"

General Education Teachers typically begin the data-based, functional assessment process.

When the General Education teacher (and/or team) have academic or behavioral concerns about a student, s/he completes a Record Review, meets with parents, meets with previous teachers (and others), and works with relevant school personnel (e.g., counselor, school nurse) to collect student history, student background, and current status information.

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Initial Problem Identification Steps
"First Things First"

❖ Determine the Student's Current Classroom Status:
Academic/Behavioral Progress and Work Samples
Scope & Sequence Checklist (academic concern)
Behavioral Checklist (academic and behavioral concern)

❖ Consider, Describe, and Quantify Initial Concerns

❖ Review of Records

❖ Parent Contact(s)/Interview(s)– Determine Need for
Social-Developmental History

❖ Previous Teacher/Other Interview(s)

❖ Discount the Medical

❖ Classroom Observations

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Problem Identification Outcomes

❖ Identify Student Assets and Weaknesses

❖ Identify Critical Life Events, Milestones,
Circumstances (Positive and Negative)

❖ Discount/Identify Medical, Physiological, Genetic,
Biochemical Status, Circumstances, Events

❖ Identify Academic and Social-Emotional/Behavioral
"Speed of Acquisition"/Developmental Progression

❖ Identify Issues of Attendance, Poor Instruction,
School and/or Curricular Moves/Transitions

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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Progress Monitor/ Evaluate

Did our plan work?

Functionally Analyze the Problem

Why is it happening?

Develop/Implement Plan

How are we going to solve the problem?

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When Students do not Succeed:

We Need to Analyze their Instructional Environments

Teacher-Instructional Factors:
Are teachers well-matched to their students and curricula?

Student Factors:
Are students prepared and "programmed" for success?

Curricular Factors:
Are curricula well-matched to students and teachers?

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Because Some Struggling Students are . . .

Instructional Casualties:
Past or Present

Student-Specific Casualties:
Past or Present

Curricular Casualties:
Past or Present

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Functional Assessment Evaluates the Components of Student Self-Management

Student Factors

Are students prepared and "programmed" for success?

- Biological/ Physiological Status
- Skills
- Motivation/ Accountability
- Consistency
- Special Situations
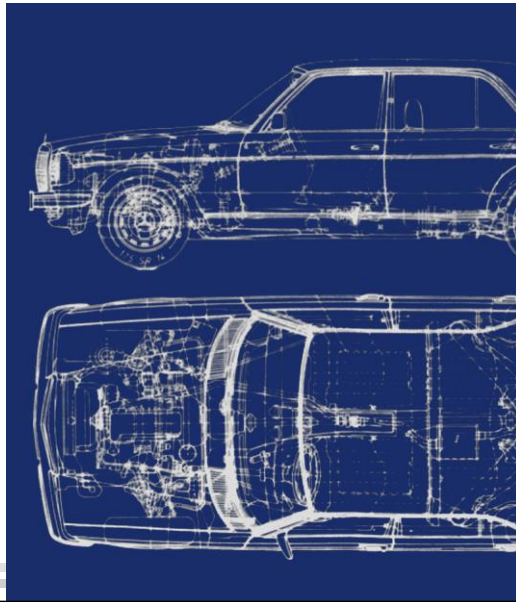
Teacher-Instructional Factors

Curricular Factors

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21st Century Functional Behaviorial Assessment

- The FBA methodology is 30 years old. It hasn't changed since 1976!

- Sometimes an FBA does not uncover the root causes of students' challenges.

- FBA may not be successful when kids' challenges have biological roots.

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Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

Reason #5: Motivation/Performance Deficit

Reason #6: Inconsistency (Specific where. . .)

Reason #7: Special Situation—Setting, Peer, Individual

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Skill Deficit: Problem #1

While not demonstrating inappropriate behavior or affect, a student also is not demonstrating any or a high enough level of appropriate social, emotional, or behavioral skills.

This may be due to the lack of instruction, ineffective instruction, or student learning and mastery difficulties.

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Teaching Social, Emotional, and Behavioral Skills

- Teach the Scripts and Skills
- Model
- Role Play
- Performance
  Feedback
- Transfer of Training

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**Seven "High-Hit" Student Problem Analysis
Reasons When Self-Management does not Occur**

Speed of Acquisition: Problem #2

A student is learning and demonstrating some social,
emotional, or behavioral skills, but s/he is not learning
and mastering these skills at the same rate or pace as
other students in the classroom.

This may be due to ineffective instructional modification
or accommodation, or "within student" speed of
acquisition factors.

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Speed of Acquisition

- Capacity
    vs.
- Conditions of
    Learning

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**Seven "High-Hit" Student Problem Analysis
Reasons When Self-Management does not Occur**

Transfer of Training or Generalization: Problem #3

A student learns and demonstrates social, emotional, or
behavioral skills when they are taught, but does not
transfer or apply these skills independently—across time,
settings, circumstances, peers, adults—during real or
actual situations.

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**Seven "High-Hit" Student Problem Analysis
Reasons When Self-Management does not Occur**

Conditions of Emotionality: Problem #4

A student's high level of emotionality impedes his/her
social skills learning and mastery, speed of acquisition,
or application/transfer of training.

The student may not be aware of situations that trigger
his/her emotionality, aware of his/her (escalating)
physiological state during conditions of emotionality, or
may not have the self-control or emotional de-escalation
skills to respond appropriately.

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Motivational or Performance Deficit: Problem #5

A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills; or

There may be competing motivational factors such that inappropriate behavior is reinforced to a higher degree than appropriate behavior.

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Skill Deficits

When students demonstrate inappropriate behaviors because they have not mastered social, emotional, or behavioral skills in all settings under all conditions

Performance Deficits

When students choose to demonstrate inappropriate behaviors

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Seven "High-Hit" Student Problem Analysis Reasons When Self-Management does not Occur

Inconsistency: Problem #6

Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments. This could involve (a) inconsistent teaching or prompting of the social skills; (b) inconsistent use of incentives, consequences, or accountability measures as these skills are or are not demonstrated; (c) inconsistent reinforcement by the peer group versus adults in the school; (d) inconsistent transfer of training expectations and responses across staff, settings, and circumstances.

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Inconsistency creates confused, differential, manipulative, entitled, and/or emotionally reactive behavior.

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Inconsistency also creates. . .

. . . a HISTORY of Inconsistency

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Seven "High-Hit" Student Problem Areas When Self-Management does not Occur

Special Situations: Problem #7

A student is experiencing a problem in one or more common areas of the school; with one or more peers—involving significant levels of teasing, taunting, bullying, harassment, or physical aggression; or in some home, school, or community facet of his/her life.

This problem is impacting (a) his/her social, emotional, or behavioral learning, mastery, or transfer; (b) his/her motivation to use already-learned social, emotional, or behavioral skills; or (c) the consistent application or transfer of social, emotional, or behavioral skills in settings outside of the classroom, or with peers and other individuals beyond the classroom teacher.

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Special Situations

- Physical issues
- Mental health issues
- Disabilities
- Significant trauma
- Physical/Sexual abuse
- Severe levels of poverty
- Dysfunctional homes
- Homelessness

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Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

Reason #5: Motivation/Performance Deficit

Reason #6: Inconsistency (Specific where. . .)

Reason #7: Special Situation—Setting, Peer, Individual

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So. . .Who are Your Behaviorally Non-Responding Students?

Social, Emotional, and Behavioral Concerns	Replacement or Desired/Expected Behavior
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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So. . .Why are Your Students Not Behaviorally Responding?

High Hit Reasons for your Student Challenges:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

<u>Reason #1</u>: Skill Deficit

<u>Reason #2</u>: Speed of Acquisition

<u>Reason #3</u>: Transfer of Training/Generalization

<u>Reason #4</u>: Conditions of Emotionality

<u>Reason #5</u>: Motivation/Performance Deficit

<u>Reason #6</u>: Inconsistency (Specific where. . .)

<u>Reason #7</u>: Special Situation—Setting, Peer, Individual

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Linking Problem Analysis to Intervention

<u>Area #1/Skill Deficit</u>: →	**Teach**	
<u>Area #2/Speed of Acquisition</u>: →	**Increase Learning Rate**	**S K I L L /** **B a s e d**
<u>Area #3/Transfer of Training/Generalization</u>: →	**Train for the Transfer**	
<u>Area #4/Conditions of Emotionality</u>: →	**Prevent/Control Emotionality**	
<u>Area #5/Motivation/Performance Deficit</u>: →	**Motivate**	
<u>Area #6/Inconsistency:</u> →	**Decrease Inconsistency**	
<u>Area #7/Special Situations</u> →	**Resolve Situation/Target Social, Emotional, Behavioral Skills**	

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Implementing Interventions

•Interventions should:

- ✓ Use a "Problem-solving, Consultation, Intervention" mode of operation.

- ✓ Focus on changing behaviors; Not treating diagnostic labels, categories, or conditions.

- ✓ Follow a "Response-to-Intervention" prevention-oriented model.

- ✓ Be delivered in the Setting of Origin, or in the Least Restrictive Environment.

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Implementing Interventions

- Interventions should be:
  - Linked to functional assessment/problem analysis results
  - Planned before they are executed
  - Acceptable and realistic
  - Produce meaningful results
  - Be taught to teachers and students before implementation
  - Be implemented with integrity and intensity
  - Be useful for other students whenever possible

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Implementing Interventions

Interventions should be:

– Be taught to teachers and students before implementation

- Language (Verbal/Non-verbal)
- Expectations
- Contingencies/Responses

Hallway Film Clip

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Sample Interventions for "Skill Deficit" Student Problems

Skill Deficit: Problem #1. While not demonstrating inappropriate behavior or affect, a student is not demonstrating any or high enough levels of appropriate social, emotional, or behavioral skills.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

❖ Social Skills Training
❖ Attention-Control Training
❖ Socialization Training
❖ Affective or Emotional Coping Training
❖ Cognitive or Self-Control Training
❖ Anger Management or Replacement Training

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Sample Interventions for "Speed of Acquisition" Student Problems

Speed of Acquisition: Problem #2. A student is learning and demonstrating some social, emotional, or behavioral skills, but s/he is not learning and mastering these skills at the same rate or pace as other students in the classroom.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

❖ Social Skills and Other Training Areas

❖ NOTE: Some speed of acquisition "problems" are cognitive, developmental, or biological/genetic in nature. There may not be any interventions that change some students' learning patterns or speed/rate of learning.

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Sample Interventions for "Transfer of Training/Generalization" Student Problems

Transfer of Training or Generalization: Problem #3. A student learns and demonstrates social, emotional, or behavioral skills when they are taught, but does not transfer or apply these skills independently during real or actual situations.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive:

❖ Skill Simulation/Application Training
❖ Multi-Situation, Multi-Setting, Multi-Response, Multi-Circumstance (Transfer of) Infusion Training
❖ Prompting/Cueing and Stimulus Control/Fade Training

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Sample Interventions for "Conditions of Emotionality" Student Problems

Conditions of Emotionality: Problem #4. A student's high level of emotionality is impeding his/her social skills learning and mastery, speed of acquisition, or application/transfer of training.

Sample Interventions.

- ❖ Affective or Emotional Coping Training
- ❖ Cognitive-Behavioral or Self-Control Training
- ❖ Anger Management or Replacement Training
- ❖ Relaxation/Progressive Muscle Relaxation Therapy
- ❖ Thought Stopping

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Sample Interventions for "Motivational or Performance Deficit" Student Problems

Motivational or Performance Deficit: Problem #5. A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills .

Sample Interventions. Motivational Behavioral Interventions involving:

- Positive Reinforcement and Schedules of Reinforcement
- Group Contingencies
- Differential Reinforcement of Low Rates, Incompatible,
-    Alternative, or Other Behavior
- Extinction/Planned Ignoring
- Response Cost
- Overcorrection
- Time-Out

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Sample Interventions for Student Problems due to Inconsistency

<u>Inconsistency: Problem #6</u>. Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments.

<u>Sample Interventions</u>. Need to identify the source of the inconsistency, determine why it is occurring, stop it, implement strategic intervention "past the history of inconsistency," and re-establish self-management.

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Sample Interventions for "Special Situation" Student Problems

<u>Special Situations: Problem #7</u>. A student is experiencing a problem in one or more common areas of the school; with one or more peers—involving significant levels of teasing, taunting, bullying, harassment, or physical aggression; or in some home, school, or community facet of his/her life.

<u>Sample Interventions</u>. Initially the situation needs to be stabilized, the student needs to receive support and learn coping skills, and multi-faceted interventions addressing all dynamics and/or dimensions of the problem are needed.

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Tier 2: Strategic Social, Emotional, or Behavioral Intervention Services and Supports

Relationship/Mentoring Interventions
Check-In/Check-Out
Check and Connect

Tier II Skill Instruction (High Hit 1-4)
Small Group Social Skills/Socialization Training
Cognitive-Behavioral Training in: Anger-/Emotion-/Self-Control
(Relaxation, Thought Stopping/Anxiety, ART) Attention-Control Training

Tier II Motivational Interventions (High Hit 5)
Good Behavior Game,
Positive/Differential Reinforcement (DRO, DRI, DRI/A),
Cueing/Stimulus Control,
Educative Time-Out,
Group Contingencies,
Bonus/Response Cost,
Positive Practice/Restitutional Overcorrection

Tier

2

Special Situation Interventions (High Hit 6-7)
Self-Concept, Divorce, Loss, Teasing/Bullying, PTSD
Groups/Interventions
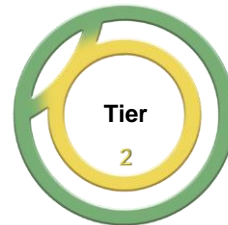
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Tier 3: Intensive Social, Emotional, or Behavioral Intervention Services and Supports

Tier 2 Interventions that require:

More Frequency, Intensity, Specialization,
Clinical Expertise, Braiding

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Individual Counseling/Cognitive-Behavioral Therapy

School-Based Mental Health Services

Drug/Psychiatric Intervention

Intensive Wrap-Around/System
of Care Programming

Tier 3

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Strategies Designed to Increase Behavior

TEACHING/MODELING
[High Hit #1, 3, 4]
+
RE-DIRECTION, PROMPTING, CUEING
[High Hit #1, 3, 4, 5]
+
POSITIVE REINFORCEMENT
[High Hit #5]
+
+
GROUP CONTINGENCIES
[High Hit #5]
+
SELF-CONTROL AND SELF-MANAGEMENT
STRATEGIES, RELAXATION TRAINING
[High Hit #4]

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Strategies Designed to Decrease Behavior

Differential Reinforcement of Other (DRO),
Incompatible (DRI), or Low Rates (DRL) of Behavior
[High Hit #5]
+
EXTINCTION-IGNORING
[High Hit #5, 6]
+
RESTITUTIONAL OR POSITIVE PRACTICE
OVERCORRECTION
[High Hit #5, 1]
+
RESPONSE COST
[High Hit #5]
+
TIME-OUT
[High Hit #5]

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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Progress Monitor/
Evaluate

Did our plan work?

Functionally Analyze
the Problem

**Why is it
happening?**

Develop/Implement Plan

**How are we going to solve
the problem?**
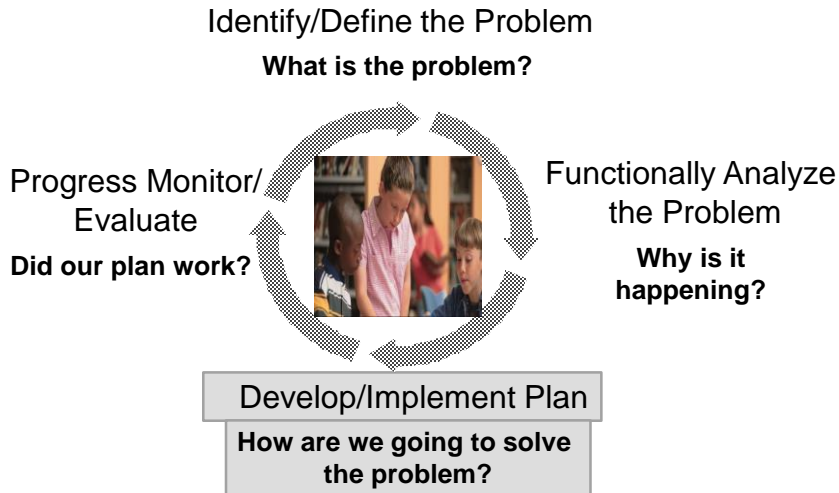
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Linking Problem Analysis to Intervention

Area #1/Skill Deficit: ⟶ **Teach**

Area #2/Speed of
Acquisition: ⟶ **Increase
Learning Rate**

Area #3/Transfer of
Training/Generalization: ⟶ **Train for the
Transfer**

Area #4/Conditions
of Emotionality: ⟶ **Prevent/Control
Emotionality**

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Area #5/Motivation/
Performance Deficit: ⟶ **Motivate**

Area #6/Inconsistency: ⟶ **Decrease Inconsistency**

Area #7/Special
Situations ⟶ **Resolve Situation/Target Social,
Emotional, Behavioral Skills**

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Controlling Behavior: Self-Control
High Hit #4

- <u>Goal</u>: Decrease a student's emotional reaction to a trigger situation such that s/he avoids demonstrating an inappropriate behavior or response, and is able to cope with the situation while demonstrating while appropriate behaviors.

- <u>Age Levels where Most Effective</u>: Elementary through high school

- <u>Sample of Behavioral Targets</u>: Any inappropriate verbal, motor, physical, or other behavioral response to am emotional trigger or situation; any desired, prosocial, or appropriate interpersonal, problem solving, conflict resolution, cognitive, or coping behavior or response to an emotional situation.

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Controlling Behavior: Self-Control

Description:

This is an intervention that helps condition (or recondition) students to increase their emotional and physiological awareness to emotional situations and to increase or maintain appropriate levels of emotional self-control. This intervention involves situational and physiological self-awareness, emotional and behavioral conditioning, relaxation, and skill instruction and implementation. <u>Thought stopping</u> can be included as a more strategic self-control intervention where students are conditioned to actually stop irrational thoughts that may trigger inappropriate emotional reactions.

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Controlling Behavior: Emotional-Control

Tier II to Tier III:

Progressive Muscle Relaxation Therapy
Systematic Desensitization
Anger Replacement Therapy

Trauma-Related Evidence-based Interventions

Trauma-focused Cognitive-Behavioral Therapy (Ages 3 to 17)
Parent-Child Interaction Therapy
Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)
Culturally-Modified Trauma-Focused Treatment
Parent-led, Therapist-assisted, Trauma-focused Cognitive Behavioral
   Therapy (PTA-TF-CBT)

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The Hippocampus and Amygdala

Amygdala

Hippocampus   Cerebellum
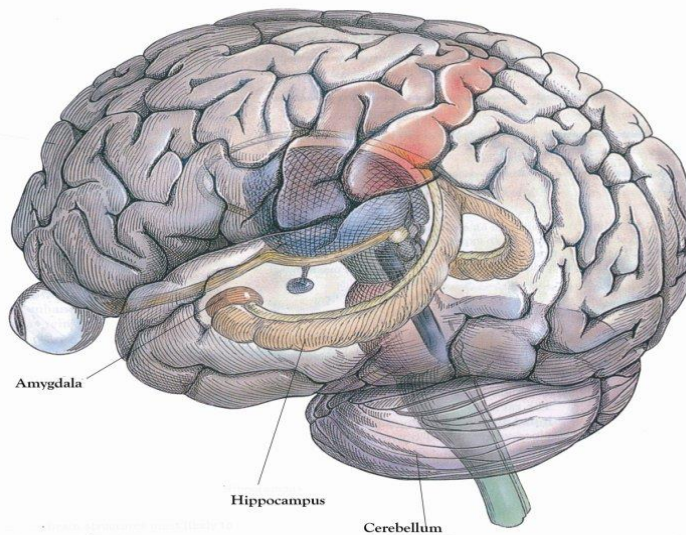
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The Hippocampus and Amygdala

Hippocampus

➢ Part of the limbic system

➢ Involved in memory forming, organizing, and storing memories

➢ Particularly important in forming new memories and connecting emotions and senses, such as smell and sound, to memories

➢ Acts as a memory indexer by sending memories out to the appropriate part of the cerebral hemisphere for long-term storage and retrieving them when necessary

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The Hippocampus and Amygdala

Amygdala

➢ Part of the limbic system

➢ Plays a key role in the processing of emotions, both fear responses and pleasure

➢ Conditions such as anxiety, autism, depression, post-traumatic stress disorder, and phobias are linked to abnormal functioning of the amygdala, owing to damage, developmental problems, or neurotransmitter imbalance.

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Controlling Behavior: Self-Control

Behavioral Principles:

- Most Emotional Behavior is Conditioned
- Changing Conditioned Behavior:
- Un-Condition, Re-Condition, Counter-Condition
- Identify Negative Triggers—Prevent/Prepare
- Identify Physiological Cues—Control and Condition
- "If you consequate, you must educate"

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Students Self-Control

The Emotional Reaction Paradigm:

Triggers ➡ **Physiological Cues** ➡ **Behavior** **Prevent** / **Prepare**
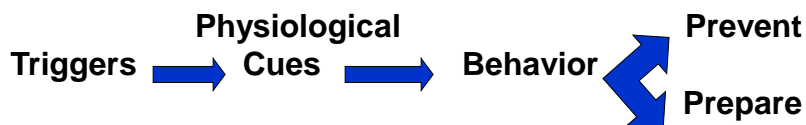
Skills can be demonstrated as long as a person is not past the "Physiological Point of No Return"

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Conditioning Behavior: Self-Control

Counter-Condition

Appropriate Behavior

Triggers → Physiological Cues → Inappropriate Behavior

Appropriate Behavior

Uncondition
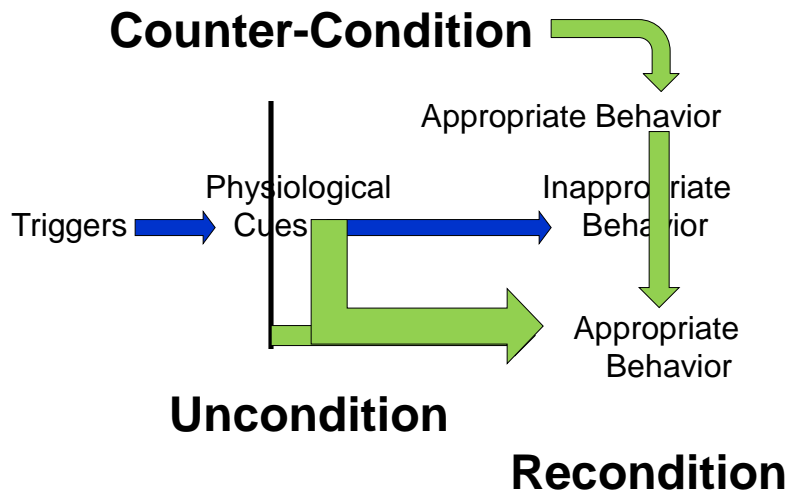
Recondition

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Controlling Behavior: Self-Control

What is the Difference between:

Conditioned Behavior (Pavlov)

VERSUS

Motivated Behavior (Skinner)???

ANSWER: TWO SECONDS

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Controlling Behavior: Self-Control

Steps or Intervention Considerations:

- Identify either inappropriate student behaviors that occur due to excessive emotionality or lack of student self-control; or situations where a student needs to learn emotional self-control in order to be successful (i.e., the Triggers)

- Identify the Replacement Behaviors to the inappropriate behaviors above and/or the specific Behavioral Goal or Target desired (i.e., the appropriate behavior to demonstrate or the inappropriate behavior to stop or eliminate)

- Identify the student's Physiological Cues that indicate that s/he is under a "condition of emotionality"

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Controlling Behavior: Self-Control

Steps or Intervention Considerations   -2:

- <u>Self-Awareness or Stimulus Control</u>. Discuss and Identify with the Student his/her Triggers, Physiological Cues, a clear and concrete description of the Target Behavior, and how s/he can either "Prevent or Prepare" to handle an emotional trigger

- Teach, model, roleplay, and apply a physiological and cognitive relaxation response to one or more emotional triggers using the <u>Stop & Think Social Skills</u> ("Stop & Think," "Make a Good Choice," "Take a Deep Breath")

- Develop concrete and sequential behavioral scripts that represent the Replacement or Target Behaviors desired when the student is confronted with emotional situations

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Controlling Behavior: Self-Control

Steps or Intervention Considerations   -3:

- Teach the entire "skill and script" process, including the relaxation response to the student. Roleplay to Mastery a number of situations where the Target Behavior is needed, conditioning the student to immediately use the skill and script upon awareness of either the situational trigger or the physiological cue.

- Provide the student a number of Application Sessions, in the classroom and/or in the common areas of the school, where s/he needs to use the Target Behavior

- As part of the training, use the "Good Choice Options Wheel"

- Develop and train the student on an evaluation log so that s/he can track emotional situations that occur on a routine basis, and self-monitor the successful and unsuccessful use of the self-control procedure

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Controlling Behavior: Self-Control

The Good Choice Options Wheel:

- Good Choice Options
- Ignore/ Take Deep Breaths
- Talk it Out/Use Your Words
- Take Turns/ Play or Work as a Team
- Go to Another Center or Place
- Ask for Help— Adult or Peer
- Play/ Work by Yourself
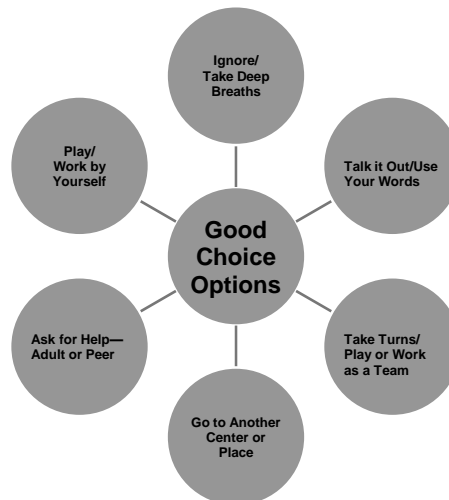
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Controlling Behavior: Self-Control

Steps or Intervention Considerations   -4:

- Transfer all of this training and implement the self-control procedure during a specific time of the day where it has the highest probability of success. Teachers should do frequent, but random, reliability checks to ensure that the student is accurately performing all of the self-control steps.

- Expand student's use of the self-control process, increasingly, to the entire day.

- Have periodic feedback meetings with the student on his/her progress, use of the self-control process, feelings of success, and actual behavioral change.

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The Behavioral Intervention Survey

✓ **Positive Reinforcement Schedules**
✓ **Extinction**
✓ **Stimulus Control and Cueing Procedures**
✓ **Social Skills training**
✓ **Task Analysis and Backward Chaining**
✓ **DRO, DRL, DRI**
✓ **Response Cost/Bonus Response Cost**
✓ **Overcorrection—Positive Practice and Restitutional**
✓ **Group Contingency Interventions**
✓ **Behavioral Contracting**
✓ **Thought Stopping/Cognitive Control approaches**
✓ **Relaxation therapy**
✓ **Self-awareness, self-instruction, self-monitoring,**
    self-evaluation, and self-reinforcement approaches
✓ **Emotional Self-Control approaches**

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The Behavioral Intervention Survey

Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All SPRINT Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the SPRINT Team members across the buildings in your district relative to their ability to consult on and independently implement each intervention along with following scale:

1	2	3	4	5
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention

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Some Rules of Thumb for
MOST Behavioral Interventions

<u>Rule 1</u>: You can't motivate a student out of a skill deficit

<u>Rule 2</u>: Students do not learn behavioral interventions through "Discovery Learning"

<u>Rule 3</u>: Thus, students must be taught, must learn, and must master most behavioral interventions <u>prior</u> to implementation

- ❖ The Language (Verbal, Non-verbal, Symbolic)
- ❖ The Expectations
- ❖ The Contingencies

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Some Rules of Thumb for
MOST Behavioral Interventions

<u>Rule 4</u>: Most skill instruction involves <u>cognitive scripts</u> that translate into <u>behavioral skills</u>

<u>Rule 5</u>: <u>Skill Mastery</u> occurs when students can demonstrate their skills under "conditions of emotionality"

<u>Rule 6</u>: Most emotional behavior is conditioned

<u>Rule 7</u>: Incentives and consequences only motivate when they are meaningful and powerful to/for the student

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Some Rules of Thumb for
MOST Behavioral Interventions

<u>Rule 8</u>: Sometimes, incentives and consequences
compete with each other—especially when
students triangulate with adults and peers

<u>Rule 9</u>: When Inconsistency is the underlying reason
for a student's difficulties, the intervention
must be implemented "past the history of
inconsistency"

<u>Rule 10</u>: Intervention Plans should be completely
written, planned, resourced, and trained for
prior to implementation

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Some Rules of Thumb for
MOST Behavioral Interventions

<u>Rule 11</u>: Interventions must be implemented with
the appropriate integrity and the needed
intensity

<u>Rule 12</u>: The severity of a student's behavioral problem
does not necessarily predict the intensity
of the intervention

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Presentation Review

- The Importance of Self-Management
- The Stages of Data-based Functional Assessment
    Data-Based Problem Solving
- The Seven High-Hit Reasons for Students'
    Behavioral Challenges
- Tier 2 Interventions to Change Challenging
    Students:
        Increasing Appropriate Behavior
        Decreasing Inappropriate Behavior
        Controlling Behavior
- Final Integration and Summary

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"The positive behavioral support approaches and the student and staff strategies described in this book significantly contributed to moving us from chaos to excellence. Our school was a racially diverse, inner-city school with virtually every student coming from a home of poverty. This program made every adult in the school a better educator and every student more skilled at self-management."

- Judy Zimny, Former Principal
Hotchkiss Elementary School, Dallas, TX

"This book reminds us that discipline problems often reflect students' lack of self-management skills. Knoff has written a practical guide that includes step-by-step checklists and procedures to help schools implement successful Positive Behavioral Support systems."

- Susan Gorin, Executive Director
National Association of School Psychologists

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