

Oppositional, Explosive and Disruptive Behaviors in the Classroom

Supports for Challenging Behaviors in the Inclusive Classroom

- Effective Strategies for Intervening Before, During and After a Meltdown

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The challenge of teaching is to teach differences.

2

Is this...

**Can't
or
Won't?**

3

Diverse learners with problematic behavior issues we will cover today..

- Executive Function Disorders
- Autism Spectrum Disorders
- Oppositional Defiant Disorders
- Anxiety Issues
- ADHD

Agenda

- What is the problem?
 - Teacher behavior
 - Classroom Environment
 - Instruction
 - Student behavior



Let's look a little closer:



Integrity questions

- 1. Does it interfere with my teaching?
- 2. Does it interfere with other students' ability to learn?
- 3. Does it interfere with that student's learning?

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**If a hammer is the only tool
you have....
Then every problem looks like
a nail
the only tool..**



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**Then every problem
Looks like a nail**



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If you've told a child a thousand times and he still does not understand, then it is not the child who is the slow learner.

Walter Barbee



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Let's look closer:



Critical Components Checklist for Managing Diverse Learners

ADULT BEHAVIOR

- #1 ingredient: Positive relationship with students
- Adult controls himself, not the student, i.e. monitors his/her own reaction- demonstrates "rational detachment"
- Adult's tone, volume, and cadence indicates respect and projects dignity
 - * Tone: Try to avoid inflections of impatience, condescension, inattention, etc.
 - * Volume: Keep the volume appropriate for distance and situation
 - * Deliver your message at an even cadence or rhythm
- Beware of your own body language: 85-90% of body language projects true feelings

Data shows: Students will meet the level of expectation of their own teacher before they will meet the expectations of their own parents

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear visual behavior goals and classroom procedures
- Sequential consequences for misbehaviors including strategies for prevention, intervention, consequences
- Evidence of close daily monitoring and data collection/documentation of progress
- Sensory needs are recognized and met using sensory diet and/or tools such as wiggle cushion, therabands, deep pressure, joint compression, etc (based on recommendations from occupational therapist), FREQUENT STRUCTURED BREAKS AND WALKS, time for movement through physical games

1. Room Arrangement

- Classroom furniture arranged to clearly define work areas
- Defined areas exist for individual and group instruction
- Room arranged for students to assume responsibility for class materials
- "Chill" or break area clearly defined

2. Schedule

- Classroom Schedule developed and posted for the school day

PREVENTION

• MINIMIZING CLASSROOM DISRUPTIONS

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Managing Behavior: Quality Indicator #1

- Teacher behavior**
- Class environment
- Instruction
- Student behavior

Start with
your own
behavior

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Three kinds of teachers:



Natural born



Can be taught (wannabes)

- No matter what,
they need to turn in their resignation



LOOKING AT:

Changing Adult Behavior

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Belief Statements

- All kids can learn. Not all teachers can teach.
- I get what I get. Who I get is who I must teach in the way that he learns.
- Kids don't 'spond. They respond.
- What do I believe? Do I believe that every student in here is my responsibility? Or, do I believe, "Those that get it, great! Those that don't, too bad!"?

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Beyond Discipline: From Compliance to Community, Alfie Kohn

How can we make them do what we want?




What do they require
in order to
flourish?

How can we provide
those things?



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Is that educator's behavior:
CAMERA READY?



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Managing Behavior :
Always start with you

- #1 ingredient: Positive relationship with teacher
- Re-evaluate what we have control in the classroom
- Control yourself, not the child



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Data shows:

- Children will meet the level of expectation of their own teacher before they will meet the expectations of their own parents...

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A well organized and positive classroom combined with an interesting and challenging curriculum minimizes disruptive behavior

Teachers who work magic..

□ *"I rarely got the chance to see these teachers work their magic with misbehaving kids because the problem kids did not misbehave in their classes."*

□ P. xi, Beyond Discipline, Alfie Kohn

Don't wiggle

- Say to your students...
- "You're in control of your behavior
- I'm in charge..."

Paraverbals/ Nonverbals

- Tone
- Volume
- Cadence

*Nonverbals:
85-90% of communication-
body language*

Paraverbal Communication

Tone: Try to avoid inflections of impatience, condescension, inattention, etc.

Volume: Keep the volume appropriate for distance and situation.

Cadence: Deliver your message at an even cadence or rhythm.

Solomon
Island Story



TONE:

I didn't say you were weird.

From Robert Fulghum:

All I Really Need to Know I Learned in Kindergarten :
Uncommon Thoughts on Common Things

In the Solomon Islands in the South Pacific some villagers practice a unique form of logging.

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- If a tree is too large to be felled with an ax, the natives cut it down by yelling at it. (Can't lay my hands on the article, but I swear I read it.)

33

Woodsmen with special powers creep up on a tree just at dawn and suddenly scream at it at the top of their lungs. They continue this for thirty days. The tree dies and falls over. The theory is that the hollering kills the spirit of the tree.

34

Screaming at trees, indeed.

How primitive.

≈

Man next door yells at his car a lot.
And this summer I heard him yell at a
stepladder for most of an afternoon.
We modern, urban, educated folks
yell at traffic and umpires and bills
and banks and machines—especially
machines. Machines and relatives get
most of the yelling.

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Machines and relatives get most of the
yelling.

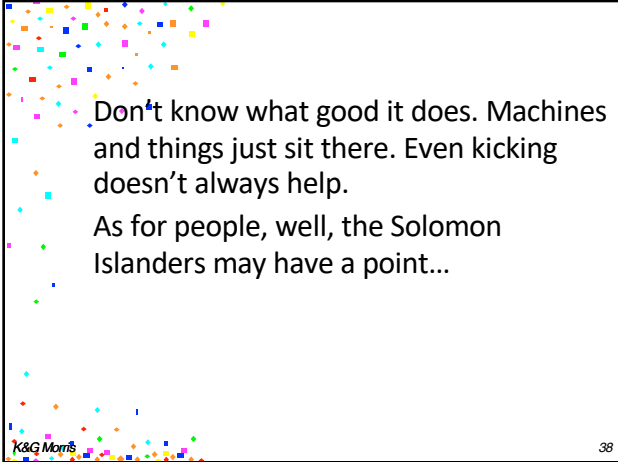
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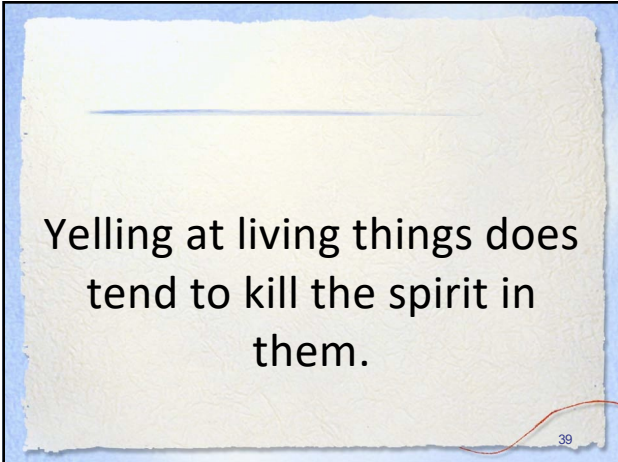
telephone and the lawn mower. And yell at the TV
been known to shake my fist and yell at the sky at

37

A slide with a white background and a border of colorful confetti. The text is centered in the middle.

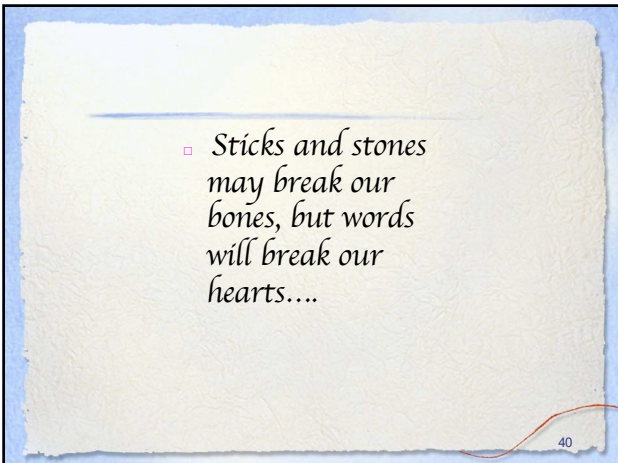
Don't know what good it does. Machines and things just sit there. Even kicking doesn't always help.
As for people, well, the Solomon Islanders may have a point...

K&G Morris 38

A slide with a white textured paper background and a blue border. The text is centered in the middle.

Yelling at living things does tend to kill the spirit in them.

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A slide with a white textured paper background and a blue border. The text is centered in the middle.

□ *Sticks and stones may break our bones, but words will break our hearts....*

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Words to remember:

“Talk low
Talk slow
And don’t say much”

-John Wayne

Laughter

- oxygenates the brain

Rational Detachment

Crisis Prevention
Intervention

The ability to stay calm, caring, and professional.

To stay in control of your own behavior.

A professional attitude must be maintained so we may control the situation and not have an overreaction or inappropriate response.

Genuine encounter...

Is simply focused attention with a special intensity born of direct, personal involvement. Vital contact means being intimately open to the particular, unique qualities of the child.

The opposite of genuine encounter involves distancing.

God gives stingers
to scorpions
to protect them...

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Managing Behavior: Quality Indicator #2

LOOK AT:

Teacher behavior
Class environment
Instruction
Student behavior



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Practice daily

Reframe student behavior that allows you to be a teacher, rather than a policeman. Think in terms of opening doors, not closing them.

Students need to feel welcome. Don't give them messages that indicate they are bad or stupid.

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Class-wide Positive Behavior Supports

- Positive Behavior Support Booklet
- Levels of Talking
- Power Cards
- Social Story
- 6 Anti-anxiety Strategies
- T-chart
- SOCCSS
- Keychain Rules

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Critical Components Checklist for Managing Diverse Learners

ADULT BEHAVIOR

- #1 frequency: Positive relationship with students
- Maintains composure: not the student, is not the student's behavior, but their own reaction: demonstrates "rational detachment"
- Avoids "I told you so" references and cautions indicates respect and projects dignity
- Tone: To avoid directions of negative consequences, reprimand, etc.
 - Volume: Keep the volume appropriate for distance and situation
 - Delivery: your message is an open-ended or positive
- Fewer of your own body language: 85-90% of body language projects true feelings

Do not show students what the level of expectation of their own teacher before they will meet the expectations of their own parents.

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear and consistent goals and consistent procedures
- Consistent consequences for misbehavior including strategies for prevention, intervention, consequences
- Release of time and energy and skills into the instructional part of the program
- Behavior needs are recognized and met using sensory and safety tools such as wiggle socks, handclaps, deep breaths, calm-down corners, etc. based on recommendations from occupational therapists, physical therapists, SLPs, etc.

1. Room Arrangement

- Classroom furniture arranged to ensure positive work areas
- Central area used for individual and group instruction
- Room organized for students to assume responsibility for class materials
- "Start or finish" area clearly defined

2. Schedule

- Classroom Schedule developed and posted for the school day
- Individual Classroom schedules developed
- Preferred seats that students use used daily

3. Individualized Work Schedules

- Work schedules developed and in use for each student
- Time allotted for each schedule for each student to be used in 1:1, independent, and group setting

"The work hours begin when there is time for an activity, discussion, and movement."

INSTRUCTION

- Lessons flow consistently with 300 goals and objectives and grade level expectations
- Daily lesson plans used
- Teacher can track student's 300 objectives by daily plan
- Instruction is meaningful, motivating, and linked to student's interests
- Technology and traditional learning: A mix of both rather than separate tests

STUDENT BEHAVIOR

- When teacher enters, teacher reflects on function of behavior by reviewing antecedents, behavior and consequences
- Teacher identifies function of behavior: attention, escape/avoidance, revenge, tangible (power)

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Clear Expectations

Critical Components Checklist for Managing Diverse Learners

ADULT BEHAVIOR

- All 11 practices: Positive relationship with students
- Adult controls himself, not the student, i.e. monitors his/her own reaction—demonstrates “facial calmness?”
- Adults: tone, volume, and cadence indicates respect and projects dignity
- Adults: The level of reactions of respect, consideration, inclusion, etc.
- Volume: Keep the volume appropriate for distance and situation
- Deliver your message in an assertive, not, angry, way
- Levelness of your breathing apparatus: Do not let your language projects your feelings

Do's show: Students will meet the level of expectation of their own teacher before they will meet the expectations of their own parents!

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear social behavior goals and classroom procedures
- Explicit consequences for misbehavior including strategies for prevention, intervention, consequences
- Evidence of clear daily monitoring and data collection throughout of program
- Positive needs are recognized and met using sensory and social skills such as anger scales, handbooks, deep breaths, joint compromise, etc. Based on trainings/activities from occupational therapists. FREQUENT! ATTACHED BEHAVIOR AND SUBJECTS that for treatment through physical games

1. Room Arrangement

- Classroom furniture arranged to clearly define work areas
- Defined areas exist for individual and group instruction
- Room arranged for students to assume responsibility for class materials
- “Off” or break area clearly defined

2. Schedule

- Classroom Schedule developed and posted for the school day
- Individual Schedules developed and posted
- Routine events that students are used daily

3. Individual Work Spaces

- Work systems developed and in use for each student
- Time is allocated in the daily schedule for each system to be used in 1:1, independent, and group setting

4. Instruction

- Lessons/activities comply with IEP goals and objectives and grade level expectations
- Daily lesson plans exist
- Teacher sets the pace student's IEP objectives to daily plan
- Instruction: meaningful, meaningful, and linked to students' interests
- Technology and hands-on learning is in place rather than paper-pencil tests

STUDENT BEHAVIOR

- When behavior occurs, teacher reflects on function of behavior by reviewing antecedents, behavior and consequences
- Teacher identifies function of behavior: attention, escape/avoidance, revenge, tangible (power)

Best practices in behavioral interventions

- Discipline is not punishment
- Students should have say in establishing classroom rules/consequences
- Proactive/prosocial instruction
- Value of group or community emphasized
- Meet the need and misbehavior will extinguish itself
- Process oriented, focuses on long term solutions and not “quick fixes”
- Must be a continuum

Typical ineffective methods of discipline

- ☐ Scolding /lecturing
- ☐ Detention
- ☐ Public humiliation
- ☐ Embarrassment/sarcasm
- ☐ Removing unrelated privileges
- ☐ Sending to administrator for fixing

Discipline with Dignity
Zurwin and Mendler

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These techniques don't work because they...

- ☐ Don't teach alternative behaviors
- ☐ Don't generate student commitment
- ☐ Lead to power struggles
- ☐ Attack student's dignity
- ☐ Inconsistent with classroom learning strategies

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Bottom line:

It takes less time at the end when you spend more time at the beginning.

Microwave and Hitting Quick Solutions

"Any discipline technique that stops misbehavior and simultaneously reduces the desire to learn is disastrous. For at risk students, short term solutions are especially dangerous because they attack an already wounded self-concept and reinforce the belief they can succeed only if they fail."

Short term solutions often become long term disasters

Most discipline techniques in school are short term answers designed to allow the teacher to return to teaching.

All interventions can potentially stop misbehavior for a short time. More important is how the intervention affects **behavior and learning over time.**

Something to remember:

- Students need dignity and control.
- Give control by setting limits and giving choices.

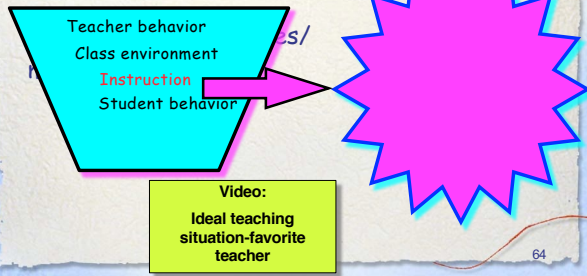
•Classroom rules
Consequences
Procedures Form

Instructional Consequences

- versus
- Punitive Consequences

Managing Behavior: Quality Indicator #3

LOOK AT:



Critical Components Checklist for Managing Diverse Learners

ADULT BEHAVIOR

- #1 Involvement: Positive relationship with students
- Warmth: Warmth toward the student, as measured by their own reaction: demonstrates "optimal detachment"
- Warmth: Warm, relaxed, and calmness indicates respect and projects dignity
- Tone: The overall direction of language, communication, modulation, etc.
 - Volume: Keep the volume appropriate for distance and situation
 - Delivery: Deliver your message in an even cadence or rhythm
 - Fluency: Fluency of your own body language: 85-90% of body language projects true feelings

Each teacher should meet the level of expectations of their own teacher before they will meet the expectations of their own parents.

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear and consistent goals and classroom procedures
- Consistent consequences for misbehavior including strategies for prevention, intervention, consequences
- Evidence of one-to-one monitoring and one-to-one interaction/feedback of progress
- Behavior needs are recognized and met using sensory and safety tools such as visual cards, handouts, step-by-step, clear, consistent, and based on nonverbalization from occupational therapists, physical therapists, speech therapists, and others. Time for movement through physical games

1. Seat Arrangement

- Classroom furniture arranged to support active work areas
- Central area used for individual and group instruction
- Room arranged for students to assume responsibility for class materials
- Chair or desk area clearly defined

2. Schedule

- Classroom Schedule developed and posted for the school day
- Individual Schedule developed and posted
- Professor checks that schedules are used daily

3. Individualized Work Systems

- Work system developed and in use for each student
- Time allotted in the daily schedule for each system. To be used in 1:1, independent, and group setting

"The work begins best when there is time for reflection, discussion, and movement"

INSTRUCTION

- Lessons flow smoothly with 300 goals and objectives and grade level expectations
- Daily lesson plans used
- Teacher can track student's 300 objectives by daily plan
- Instruction is meaningful, motivating, and linked to student's interests
- Technology and traditional learning. A mix of both rather than experiential, tests

STUDENT BEHAVIOR

- When teacher enters, teacher reflects on function of behavior by reviewing antecedents, behavior and consequences.
- Teacher identifies function of behavior: attention, escape/avoidance, revenge, tangible (power)

Visual instruction

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False assumption:

What I teach is more important than who I teach.

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• "It is impossible to force students to learn. We can quiet them down or stop them from disrupting others, but discipline will never replace motivating activities or effective teaching methods.

Students who are highly motivated rarely become discipline problems, and when they do, they are more easily brought back to learning.

By connecting to the natural motivation of students, teachers can prevent many discipline problems."

-Discipline with Dignity, Curwin and Mender

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Dealing with student behavior is part of the job.

Scores are a reflection of the demeanor and emotional stability of the student.

Responsibilities of the teacher

- ★ Build Relationships
- ★ Teach Well

Thought to Ponder

“There are those who would admonish their pupils ‘to behave’ rather than teach them how to relate positively to each other. Seldom would we admonish a pupil to read in place of teaching the necessary skills.”

Morse, *Teaching Exceptional Children* (1982).



Discipline:
Our most important curriculum
Our curriculum for getting along with others

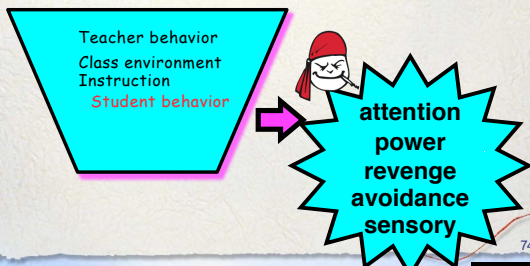
72

Remember:
If you keep doing what you're doing, you'll keep getting what you're getting.

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Managing Behavior:
Quality Indicator #4

□ **LOOK AT**



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Dr. Quackmore
• What's the problem?

75

Managing behavior

- Behavior is a symptom.
- It's not a diagnosis.

Larry Silver, M.D.

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If it breaks the momentum

It stops the learning.

77

☐ **“Meet the need and the behavior will extinguish itself.” Rudolf Dreikur**

- ★ Attention
- ★ Power
- ★ Revenge
- ★ Avoidance



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**“Meet the need and the behavior will extinguish itself.”
Rudolf Dreikur**

★ Attention	→	Irritability
★ Power	→	Challenged
★ Revenge	→	Hurt back
★ Avoidance	→	Frustration

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Goal of Power

Confrontation does not need to be harsh, critical, or angry. In fact, it ideally should be none of these; instead, it should be supportive and instructive for the child.

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Guidelines for Confrontations

Instructions major league umpires give students about handling confrontations:

- Stay calm.** Umpires are paid to stay in control and their objective is to keep a player, manager or coach in the game.
- Listen.** Then answer reasonable questions with reasonable answers. Explain the rule. Keep responses simple and concise. "That's the way I called it, so that's the way it is," is NOT a reasonable answer.
- Don't** try to "win" the argument.
- Understand** that players can swear, but umpires cannot. But if a curse is directed toward the umpire, that's grounds for ejection.
- Don't touch a player.**
- If a warning is necessary, **issue it and stick to it.**

Power struggle

"I believe in the principle of winning without fighting."

Bruce Lee
Enter the Dragon

Fogging Technique

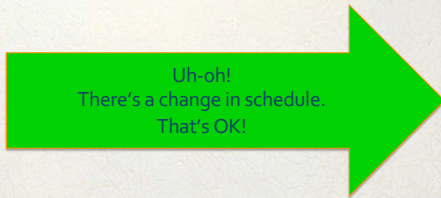
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Drew's Schedule-Locker 422

1. Math 114
2. English 210
3. World Geography 100
4. Lunch
5. P.E. gym
6. Theatre Arts auditorium
7. Ag Building

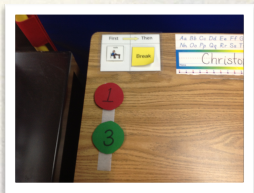
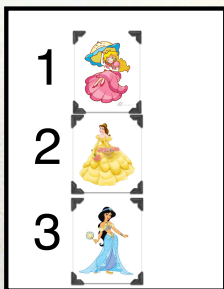
91

Change of schedule arrow



92

Mini schedule/checklist



93

Frequent breaks

Going to Australia

95

Break cards

96

Wipe off board

97

Nothing is as intoxicating as success

★ *Ultimately, success can only be fostered by other successes.*

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□ Success is the only thing that motivates a human being long-term. We don't do that in school. We blame the victim and say, "If he'd only try harder, he'd do better."

Richard Lavoie

99

For this reason, it is important that success be engineered within the classroom environment and deliberately structured by educators so that the student can begin to experience what appropriate and successful experiences "feel like".

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Student Interests



For Wesley

When all 3 are checked, get card

- Attend all 3 classes
- Complete the work
- Follow directions

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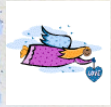
Keymakers

Some people see a closed door,
and turn away.

Others see a closed door, try the knob
if it doesn't open . . .
they turn away.

Still others see a closed door,
try the knob,
if it doesn't open, they find a key,
if the key doesn't fit . . .
they turn away.

A rare few see a closed door,
try the knob, if it doesn't open,
they find a key,
if the key doesn't fit . . .
they make one.





igivuWings

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"If I could.. I would give you wings..."
