



# BEHAVIOR INTERVENTIONS FOR CHALLENGING STUDENTS

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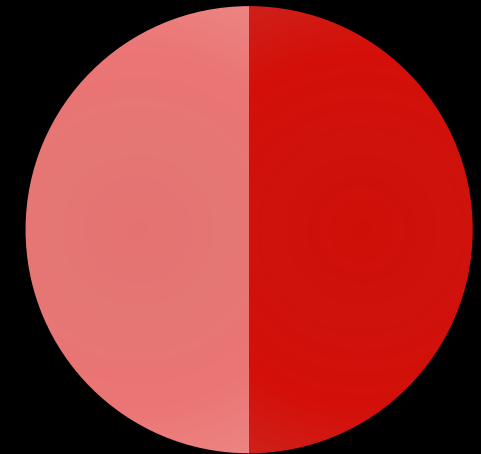
# WHY DO WE NEED TO FOCUS ON BEHAVIOR?



# UNITED STATES, WE HAVE A PROBLEM!

12% of beginning public school teachers leave within their first 2 years

50% leave within their first 5 years



(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; DeAngelis, & Presley, 2011; Feng, 2006; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merrill, May, 2012; Johnson & Birkeland, 2003; Ingersoll & Smith, 2003; Kaiser & National Center for Educational Statistics, 2011; Kukla-Acevedo, 2009; Luekens, Lyter, Fox, & Changler, 2004; Smith & Ingersoll, 2004; Torres, 2012; Zabel & Zabel, 2002)

# WHY DO TEACHERS LEAVE?

## Most consistently listed factors:

- Lack of training
- School environment
- Poor student behavior and motivation
- Inadequate pre-service training on classroom management
- Lack of support and training for handling student behaviors

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Chesley & Jordan, 2012; Feng, 2006; Halford, 1998; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersol, Merrill, May, 2012; Johnson & Birkeland, 2003; Kukla-Acevedo, 2009; Lane, Wehby, & Barton-Arwood, 2005; Luekens, Lyter, Fox, & Changler, 2004; Stough, 2006; Torres, 2012; Zabel & Zabel, 2002)

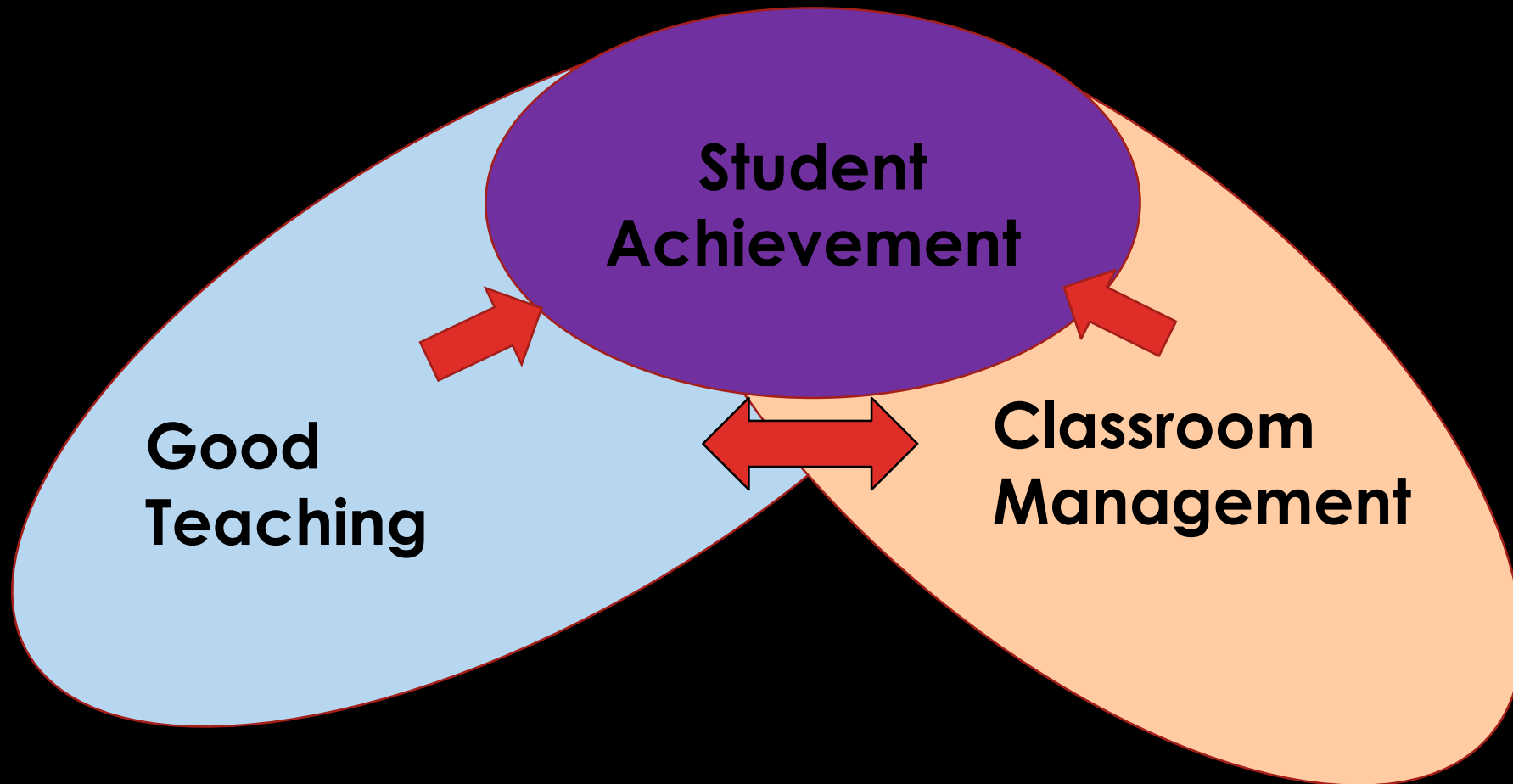


**So teaching is hard....  
Why do you do it?**

“Education is the most  
powerful weapon  
which you can use to  
change the world”


-Nelson Mandela

# GOAL OF TEACHING





# RESEARCH BASED CLASSROOM MANAGEMENT

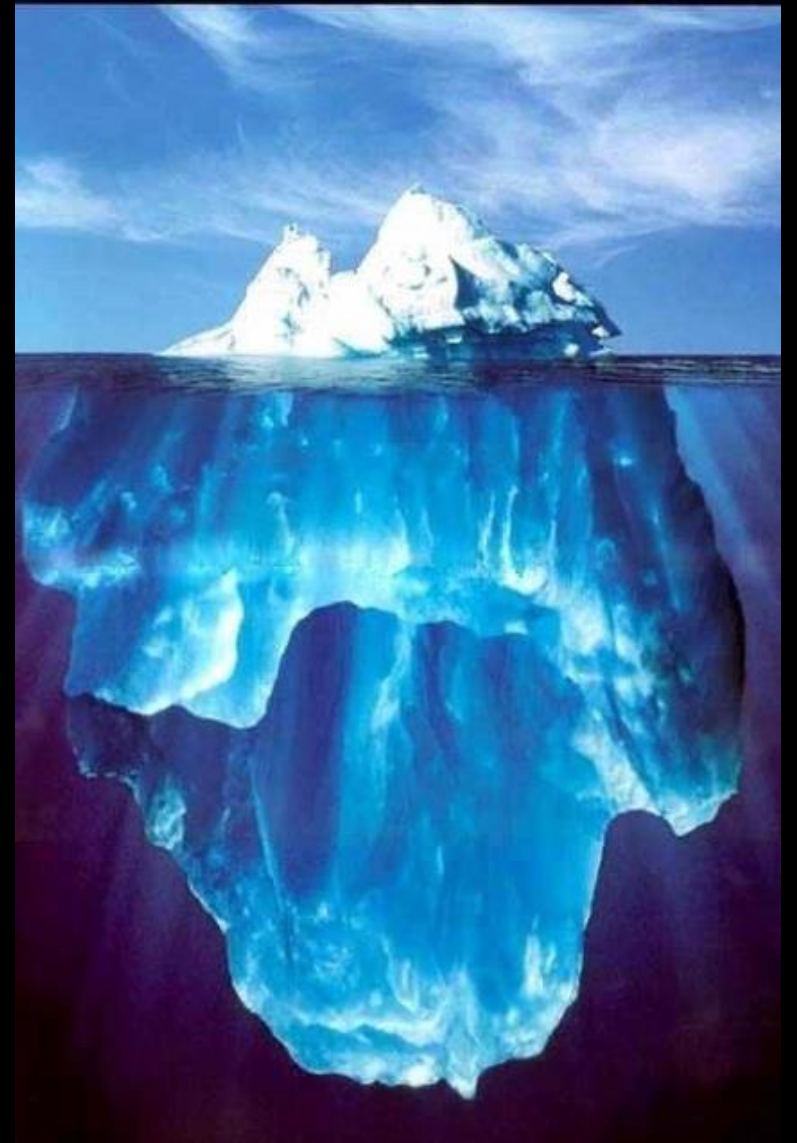
1. Maximize structure in your classroom.
  2. Post, teach, review, and monitor a small amount of class expectations.
  3. Engage students in observable ways.
  4. Establish a continuum of strategies to recognize appropriate behaviors.
  5. Establish a continuum of strategies to address inappropriate behaviors.
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## SCIENCE OF BEHAVIOR HAS TAUGHT US THAT STUDENTS....

.....are not born with bad behavior

.....do NOT learn when presented with  
contingent aversive  
consequences (threats, demands,  
intimidate)

.....do NOT learn from teachers they  
don't like





# WHY DOES THIS MATTER?

- A basic understanding of the science of behavior change gives us tools to observe, measure, teach, and correct behaviors **EFFECTIVELY** and **EFFICIENTLY** .
- It moves us away from perceptions, opinions, and assumptions about motivations or intentions to a conversation that recognizes that
  - Behavior is a communication
  - Behavior occurs in the form of antecedent and consequence
  - If it is predictable, then it's preventable

# LET'S LOOK AT AN EXAMPLE: JONAS

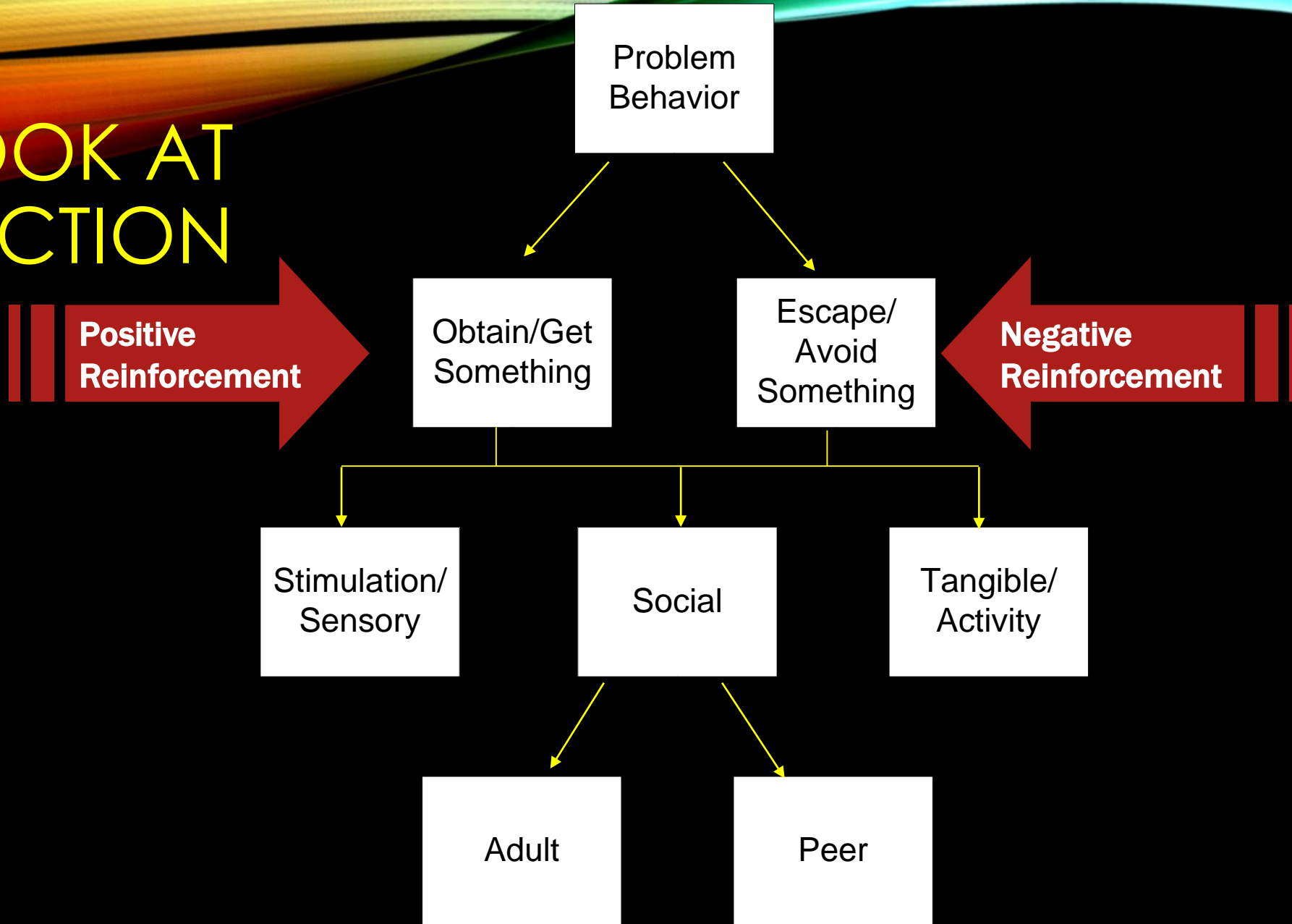
When Jonas is asked to complete an independent assignment, he *disrupts his peers and refuses to begin the assignment*. After this behavior, the teacher immediately sits with him and helps him complete the work.

Antecedent

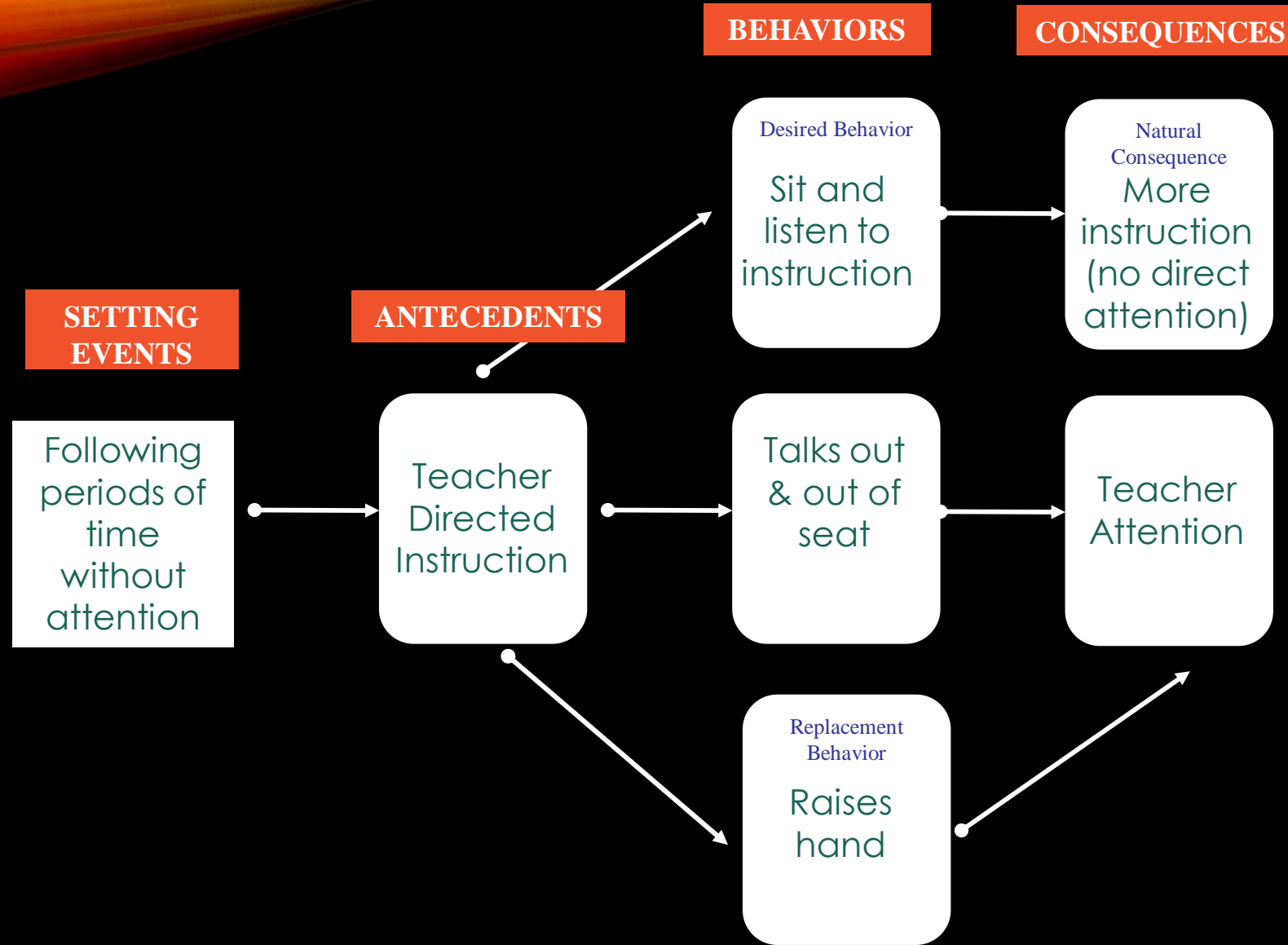
Behavior

Consequence

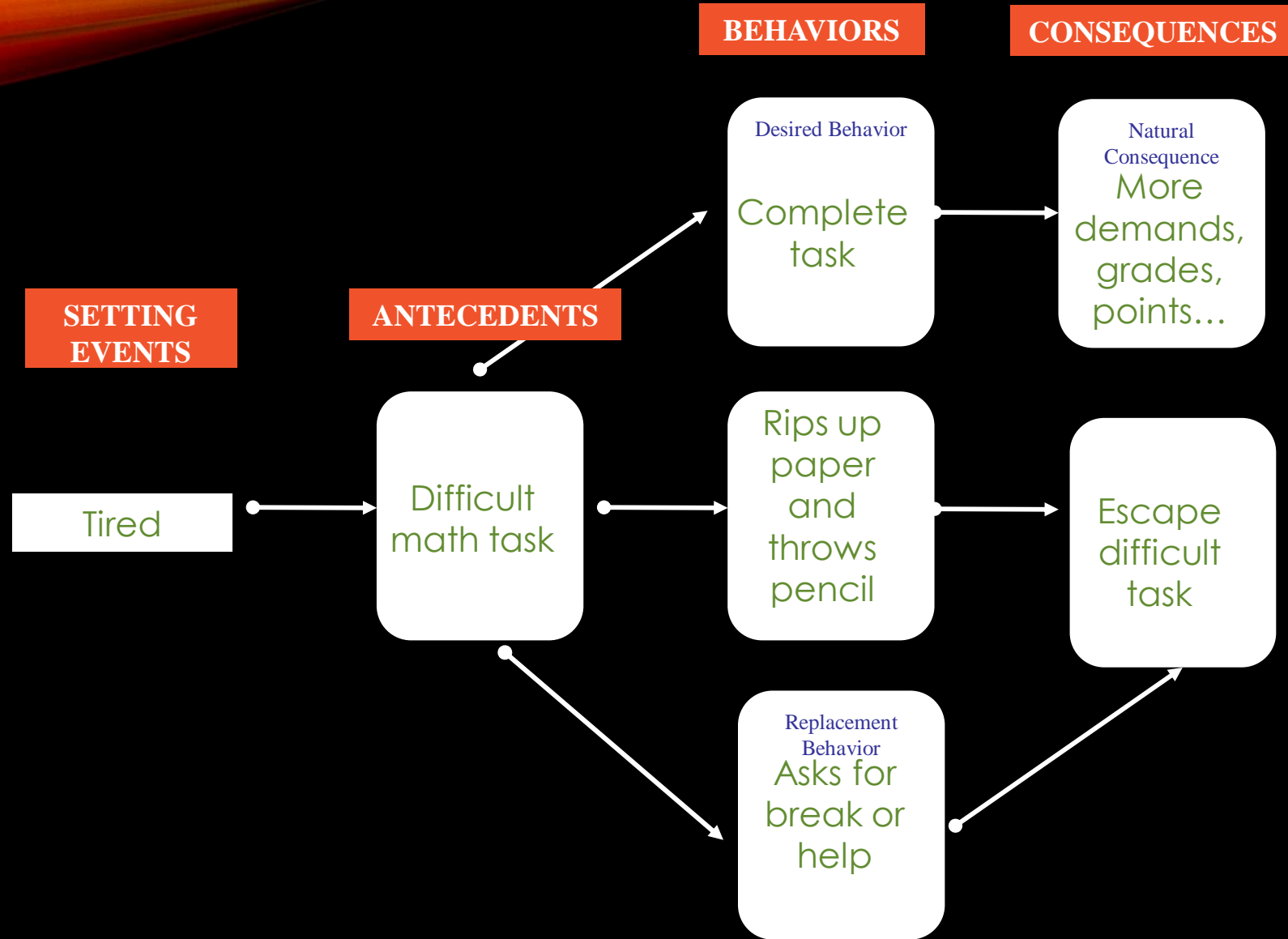
**LOOK AT  
FUNCTION**



# EXAMPLE: COMPLETING BEHAVIOR PATHWAY

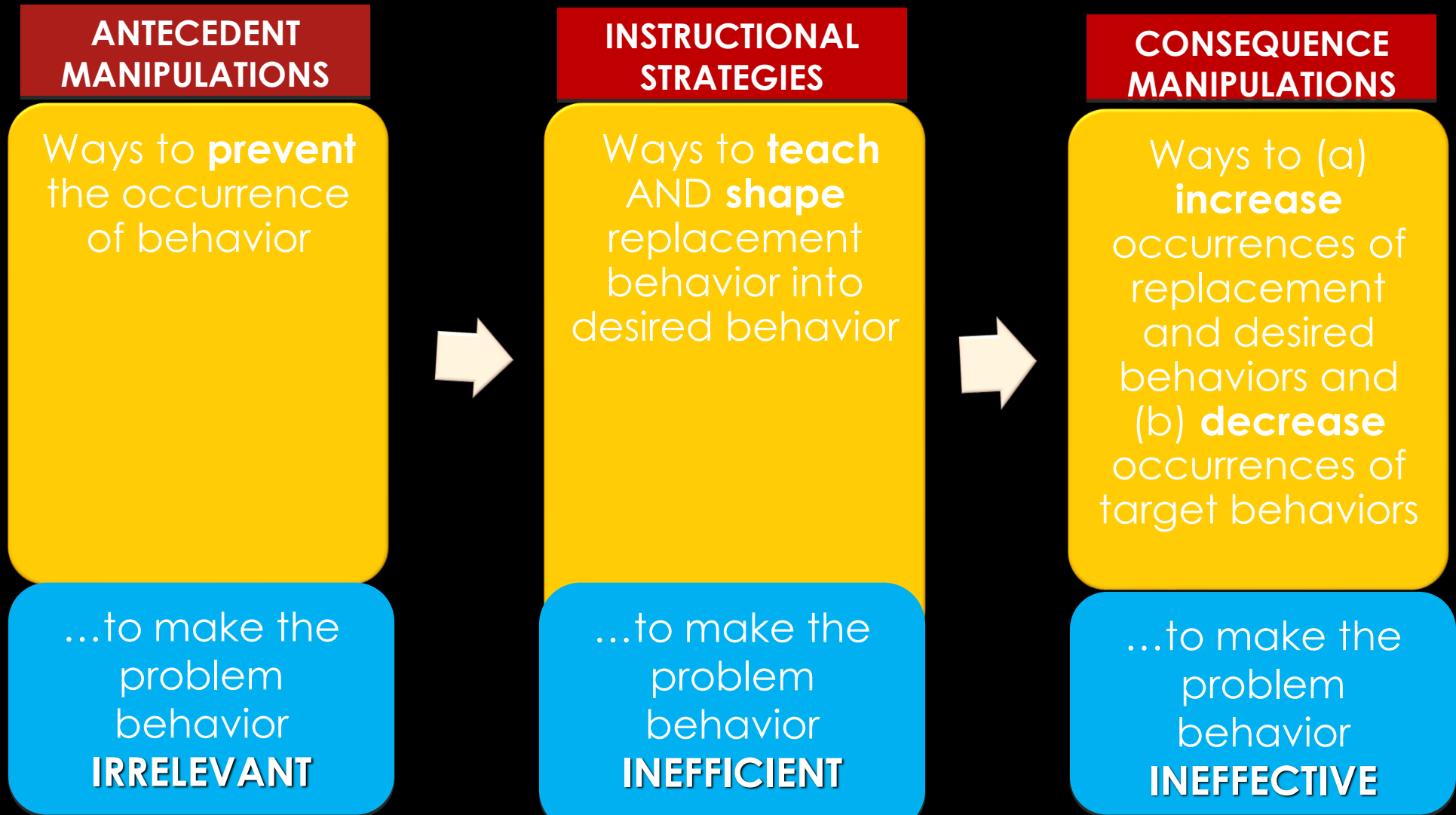


# EXAMPLE: COMPLETING BEHAVIOR PATHWAY





# DEVELOP INTERVENTION STRATEGIES





# STACEY'S TOP 10

Behavior Intervention Strategies

# CHECK IN/CHECK OUT

Works best for

Students struggling with social interaction

Students needing motivation

Morning Check-In (review goals, set daily goal, encourage)

Monitor, Evaluate (monitor progress, give points)

Afternoon Check-Out (discuss progress, give points/encouragement)

# TOKEN ECONOMY

Works best for

Students needing feedback

Students needing visual/physical reinforcement

Works much like the world economy and money

Tokens are given to reinforce positive behavior

Tokens are then exchanged for reinforcers

(computer time, free play, class store, etc)

# SELF-MONITORING TRACKING SYSTEM

Works best for

Older Elementary/Middle/High School  
Students needing self-regulatory skills

Works much like Check-In/Out

Students monitor their behavior

Teacher/Student come up with cue to redirect

(Cue will be faded and student can monitor without cue)



# STRUCTURED ROUTINES

Works best for

- Students struggling with frustration/stress/anxiety
- Students with defiant behavior
- Students who have difficulty completing tasks

Provide Visual Schedules

Use timers

Move or cross off events as they occur on schedule

# PRAISE/POSITIVE REINFORCEMENT

Works best for

ALL STUDENTS

Use a 5:1 ratio (5 affirmations for every 1 criticism)

Make it meaningful and individualized

Use direct eye contact, open body position

# ALTERNATIVE OPTIONS FOR ASSIGNMENTS

Works best for

Students struggling with motivation

Middle/High School Students

Expectations clear

Learning outcomes same across methods

Examples can be : PPT presentations, teacher-student conferences, oral presentation, etc

# BUSY HANDS-FIDGETS

Works best for

Students who distract others

Students easily distracted

Useful when being asked to engage in more than 1 task

( copy notes from board while teacher explains)

Helps to remember and recall information (tests)

Need to be small and not distracting

# GOAL SETTING

Works best for

Students needing more focused attention

Students needing self-awareness

Students identify goal and target date

Identify realistic and relevant steps

Teachers check in with students on progress/encourage



# NON-VERBAL CUES

Works best for

Students needing more confidence

Students/Teachers needing better relationship

Elementary/Middle High School Students

Student/Teacher identify cue

Younger students might require some practice

Positive cues (thumbs up/smile) should also be used to provide encouragement

# FEELINGS THERMOMETER

Works best for

Students with emotional challenges

Students in Elementary

Chart with colored areas to match emotional state

*(sad, happy, scared, anxious, angry, excited, etc..)*

Establish a routine for students to fill out chart during the day

*(first thing in the morning, after lunch, before a hard task, etc)*

Can be kept at student desk, helps teachers monitor emotions throughout the day

# SOMETHING TO THINK ABOUT.....

If a child doesn't know how to read, **we teach**.

If a child doesn't know how to swim, **we teach**.

If a child doesn't know how to multiply, **we teach**.

If a child doesn't know how to drive, **we teach**.

If a child doesn't know how to behave, **we.....**  
**teach?** **Punish?**

Why can't we finish the last sentence as automatically as we do the others?

(Herner, 1998)