



Building Bridges: Integrating Trauma Informed Care with ABA Strategies

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Food For Thought

Acknowledge the potential trauma: Recent studies indicate that the prevalence of exposure to potentially traumatic events (PTEs) is substantial among both adults and children, with higher rates observed in individuals with disabilities.

Adults:

- **General Population:** Globally, over 70% of adults report experiencing at least one traumatic event in their lifetime.
[PubMed Central](#)
- **Individuals with Disabilities:** People with intellectual and developmental disabilities are disproportionately impacted by potentially traumatic experiences.
[AAIDD](#)

Children:

- **General Population:** More than two-thirds of children report at least one traumatic event by 16 years of age.
[JAMA Network](#)
- **Individuals with Disabilities:** Children with disabilities are three to four times more likely to be victims of violence compared to their non-disabled peers

Ensure Safety and Trust: Consider your teaching environment and how you can set up your own classroom to promote a feeling of security for your students.

Promote Choice and Autonomy: Provide opportunities for your learners to make choices which gives them control over their daily lives, within reason.

Emphasize on Skill Building: As a way of empowering our learners, teachers should prioritize skills and strategies that promote self-advocacy, communication, and independence.



What does the term Maladaptive Student Mean?

A student whose behavior interferes with the individual's activities of daily living or ability to adjust to and participate in particular settings.

Types of Students

Always Student

Sometimes Student

Never Student



Always Student

- Diligent Worker
- Self- Motivated
- Consistent Performance
- Proactive
- Focused and Disciplined
- Resilient
- Positive Attitude
- Collaborative
- Minimal Redirection Needed
- Reflective



Sometimes Student

- Inconsistent Effort
- Occasionally Motivated
- Easily Distracted
- Variable Performance
- Procrastination
- Needs Redirection
- Potential for Improvement
- Selective Engagement
- Periodic Reflection



Never Student

Distorted Thinking “Teacher only gave me an F because they don’t like me.”

Exaggerated Thoughts- “I failed my algebra test and now I will get an F for the semester, everyone will know that I am stupid, the teacher hates me, my parents will ground me, I’ll never get into college, and on and on and on.....”

Faulty Reasoning- “Procrastinator? No, I save all my homework until last minute because then I’ll be older, therefore wiser.”



“I’ve been procrastinating on lots of projects all morning, which means I’ve been multitasking, which means I’ve earned a nap.”

Characteristics of Maladaptive Thinking



- Inflexible & Does Not Generate Problem Solving Skills
- Distorted and Stuck Thinking Patterns
- Overreaction to Stressors cannot Self-Regulate
- Childhood Trauma Causes Toxic Emotional, Social, and Physical Stress
- Fight, Flight, or Fright (Freeze Mode)



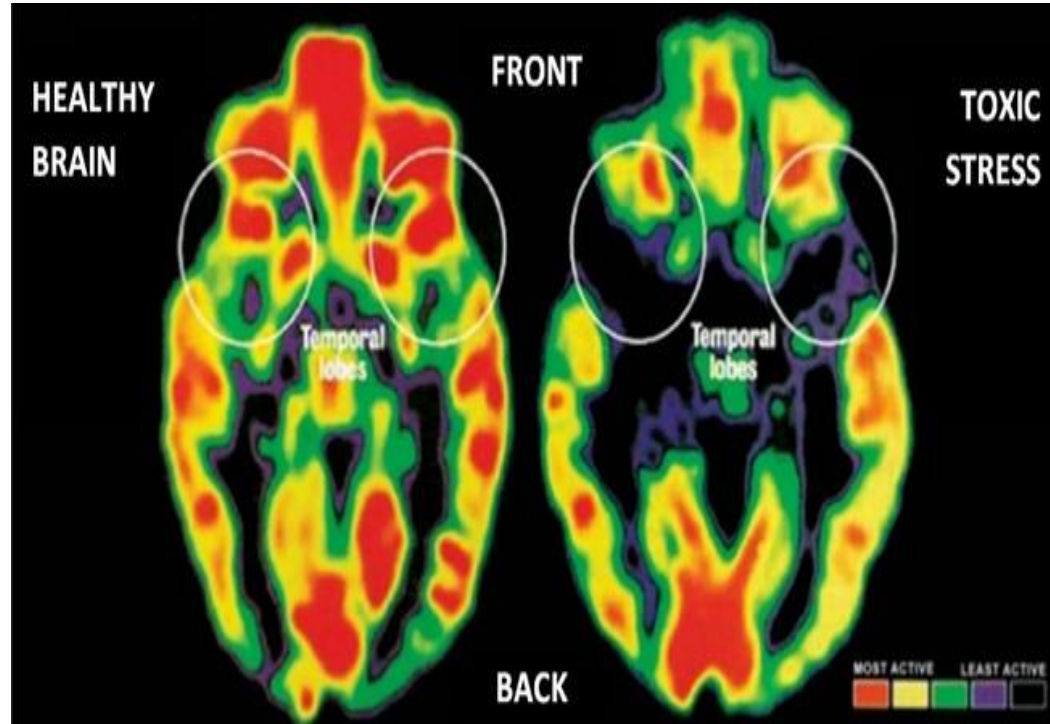
Aversive Childhood Experiences= Toxic Stress Levels

- Emotional Abuse
- Sexual Abuse
- Physical Abuse
- Emotional Neglect
- Physical Neglect
- Divorce
- Parental Mental Health
- Mother/Father Abused
- Imprisonment
- Death



Effects of Toxic Stress on the Brain

The brain scan of the Healthy Brain shows the brain activity of a healthy child. The scan on the right shows the brain activity of a child who was raised in an orphanage with minimal to no caring interaction. The image shows decreased activity in the temporal lobes with can result in limited ability to relate socially and emotionally with others.



Activity Level of Brain

Red, Yellow, Green - Most Active
Purple & Black- Least Active

Characteristics of Maladaptive Thinking and Executive Functioning

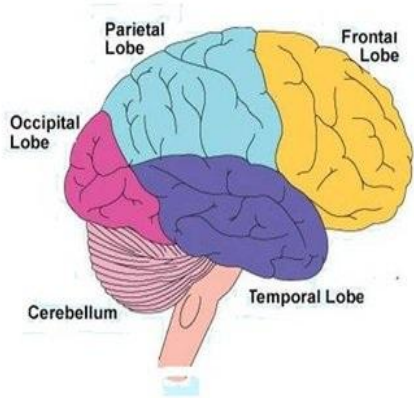
- Reduced Impulse Control
- Reduced Ability to Deal with Change
- Difficulty Following Instructions
- Difficulties with initiating, organizing, and carrying out activities
- Poor Problem Solving
- Reduced Ability to Understand the Consequences of Decisions



Let's Compare our Images



Executive Functioning



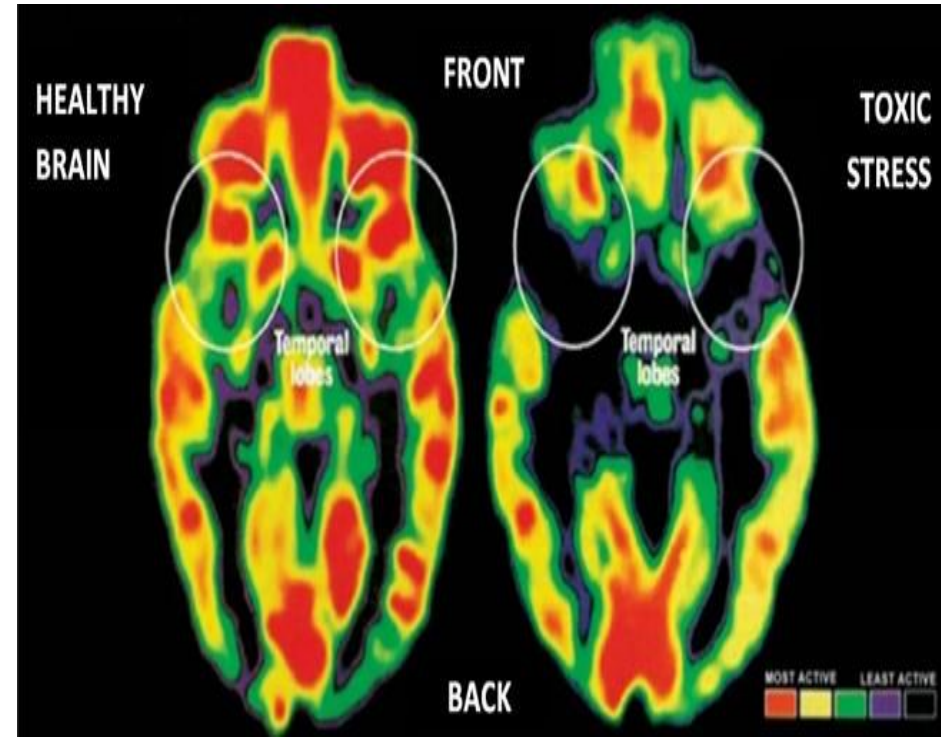
Frontal lobe is responsible for much of the executive functioning of the brain.

These functions include:

- Attention
- Working memory
- Planning, organizing
- Forethought
- Impulse control

Activity Level of Brain

Red, Yellow, Green - Most Active
Purple & Black - Least Active



Let's Look Back at Thinking Patterns Again

All or Nothing Thinking- Also known as black and white thinking- happens when people overgeneralize and condense events and experiences together to come up with some kind of simplified explanation for them. "I am stupid! I'm no good at anything! No one ever hangs out with me! I never get recognized for my hard work!"

Catastrophizing- Dread or assume the worst when faced with a new or unknown experience. For example, because in their mind failing the test means they will fail out of school.

Personalization-We take personal responsibility for something that does not have to do with us. For example, after teaching a lesson that bombed, you may think the failure is all about you. "I am not engaging, interesting, or organized enough." When, in truth the failure of the lesson also had a lot to do with students, the material, the time of day, and many other factors.

Self-Reflection & Behavior Outcomes



Self-Reflection

I want you to take a minute and think about if any of these thought patterns resonate with you ?

If they do, you are not alone: we all have these types of thinking from time to time.

However, they can be a significant contributor to behavior.

Excuses:

Justify Actions

Argue

Blame Other



How Else is Behavior Displayed in Someone with a Maladaptive Thinking Pattern?

- **Victim Stance:** A child's tendency to perceive themselves as a victim in most situations, often blaming others for their problems and feeling powerless to change their circumstances. This mindset can lead to feelings of helplessness and an avoidance of taking responsibility.
- **Entitlement:** A belief held by a child that they deserve special treatment or privileges without having to earn them. This can result in demanding behavior, difficulty accepting "no" for an answer, and frustration when expectations are not met.
- **Anger:** A strong feeling of displeasure or hostility in a child, often in response to perceived injustices or frustrations. This emotion can manifest in outbursts, tantrums, or aggressive behavior towards others.
- **Appear Proud of Negativity:** When a child seems to take pride in their negative behavior or attitudes, often using them as a means to gain attention or assert control. This can include boasting about defiance, bad grades, or other negative outcomes.
- **Fact Stacking:** The selective use of facts by a child to support their viewpoint or justify their behavior, often ignoring or minimizing information that contradicts their stance. This can lead to biased thinking and distorted perspectives.
- **False Apologies:** When a child offers an insincere apology, often to avoid consequences or to appease others without truly feeling remorseful. This can undermine trust and hinder genuine resolution of conflicts.
- **Closed Thinking:** A rigid, inflexible way of thinking in a child, where they are unwilling to consider alternative viewpoints or new information. This can lead to difficulties in problem-solving and interpersonal conflicts.
- **Sizing Up:** The act of a child assessing or evaluating others, often with the intention of identifying weaknesses or exploiting vulnerabilities. This behavior can contribute to manipulation and power struggles.
- **Awfulizing:** A tendency in a child to imagine and expect the worst possible outcomes in situations, often leading to excessive worry and fear. This can cause significant anxiety and avoidance behaviors.
- **Hypodermic Focus:** An intense, almost obsessive focus on a particular issue or grievance by a child, often to the exclusion of other important aspects of their life. This can lead to disproportionate reactions and difficulty moving past minor setbacks.



Stinking Thinking Activity

- Stand Up and Pair Up-Face Back to Back. Person #1 will represent the point of view of cognitive distortion. Person #2 will be counter argument, the (helpful) devil's advocate.
- Person #1 experiencing the cognitive distortion should talk aloud about a recent stressful situation in which they may have been having a case of distorted thoughts. They can take the teacher role or the student role. For example, they might say, " My principal wrote me a negative evaluation. That makes me feel angry and ashamed. Deep down, I am afraid it means I am not a good teacher and that I am just a failure." Or a student might say, " I didn't get a part in the play! Now everyone thinks I'm a loser. It's a total disaster!"
- Person #2-is the (helpful) person, they might say, "Wait a minute here you are over personalizing this. What is your proof for thinking you are not a good teacher? What are some examples of times when you did well as a teacher or were praised for teaching. Or, in the case of the student who didn't get the part, they may say, "You said everyone will think you're a loser. That sounds like black and white thinking. Do you absolutely know that to be true? Would everyone in the world agree? What might they think instead?"
- Switch Roles until each person has had the opportunity to play each role



Let's Discuss



- Can you think of a time when you or someone else fell into the trap of All or Nothing thinking? Catastrophizing? Personalization?
- Do you think this is an activity you could have your students participate in in order to teach Stinking Thinking in a developmentally appropriate and engaging way? For our teachers with the younger students how can we modify?

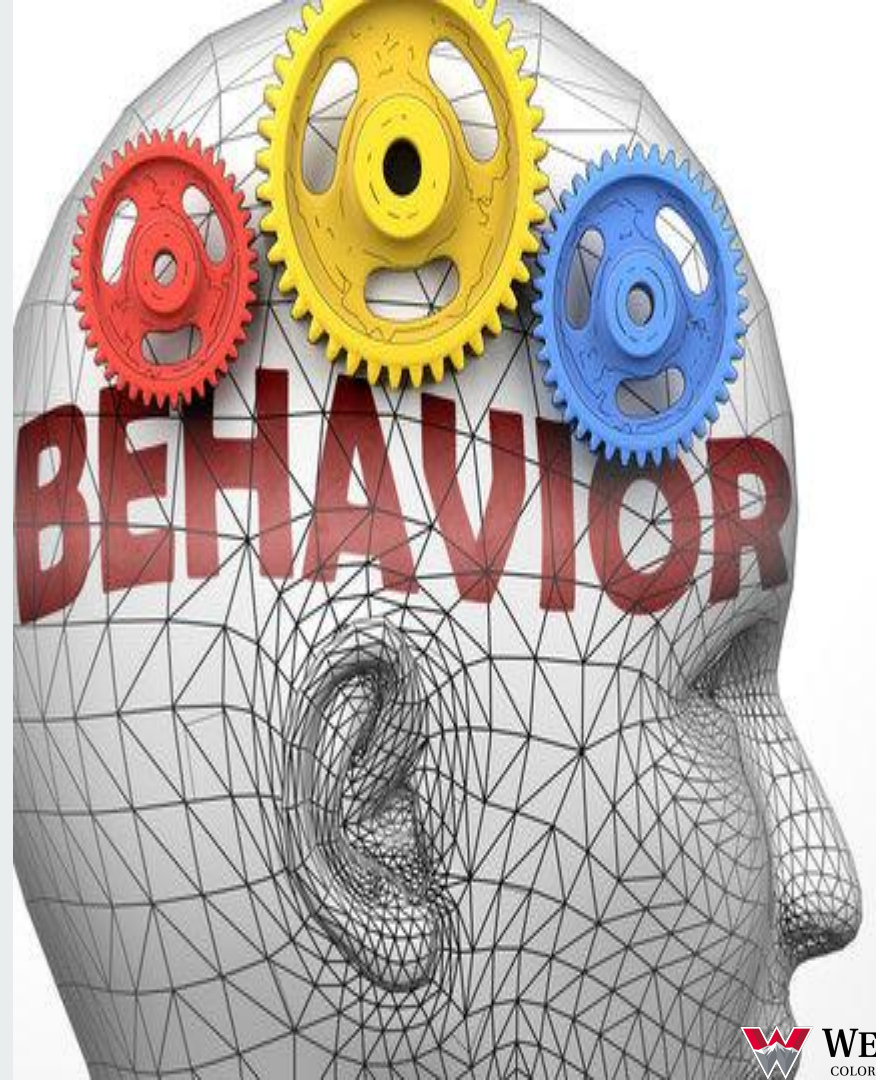
What Exactly is Behavior?



Behavior is a complex interaction with stimuli and environment.

What does this mean?

- Stimuli are anything that makes up our 5 senses. Taste, Vision, Hearing, Smell, Touch
- Behavior is anything a Dead Man Can't Do. So, if a dead man can do it-it is not considered a behavior.



Let's Talk about the Explosive Student

- Sudden and intense outbursts of anger or frustration
- Yelling and Screaming
- Crying or sobbing uncontrollably
- Throwing objects and slamming items
- Physically lashing out at peers and teachers
- Disproportionate reactions to minor triggers
- Disruption of the classroom environment
- Creating a tense and unpredictable atmosphere
- Difficulty calming down quickly
- Challenges in resuming regular classroom activities after an outburst





Remember-Behavior is a Complex Interaction of Stimuli and the Environment

Irritability

(Trauma, Depression, Physical Distress)

+

Stressors

(Frustration, Threats, Embarrassment)

=

Intense Experience

Crisis Cycle



Triggering Event: An initial incident or situation causes the student to become upset or stressed.

Escalation: The student's emotional state intensifies, and displays signs of agitation, such as a raised voice or fidgeting, become evident.

Crisis- The peak of the outburst occurs with the explosive behavior such as yelling, aggression, or destruction of property.

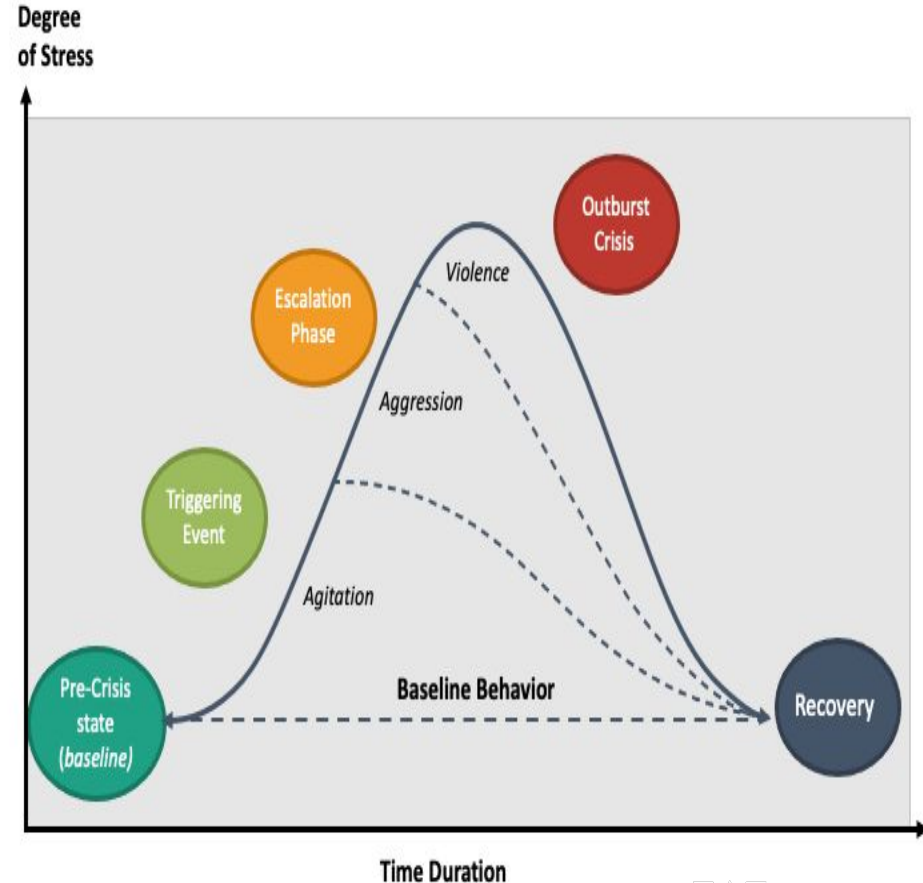
De-escalation- The student's emotional intensity begins to decrease, though they may still be upset or irritable.

Recovery- The student gradually returns to a baseline state, regaining composure and control over their behavior.

Post-Crisis- The student is calm, but may feel embarrassed, exhausted, or remorseful. This phase involves reflection and often requires support and discussion to prevent future crisis.

STRESS MODEL OF CRISIS

Enter your sub headline here



Tactics Used

- Telling the Teacher that they are dumb
- Someone else did it
- Showing to intimidate
- Picking at the details
- Pretending not to listen
- Being intentionally vague
- Agreeing with no intention of following through
- Saying whatever will please or satisfy in the moment
- Including too much detail or too little detail
- Attacking competency
- Attacking personally
- Telling what happened in a way that confuses people
- Telling everyone what they want to hear
- Shifting attention to minor points
- Insisting they “forgot” in order to avoid accountability
- Shifting blame to others
- Bringing up irrelevant issues (Use words like: Nevertheless, Regardless)
- Telling Half-Stories and Half-Truths





You Need To Avoid Behavior Management Traps

- Passionate Discipline Trap (Yelling & Storming)
- Too General Trap (Act Your Age)
- Questioning Trap (Why did you act that way?)
- Preaching Trap (If you continue down this road, you will end up in Juvi)
- Cure All Trap (If you stop acting this way then you will be back on the basketball team).

<u>Verbal</u>	<u>Physical</u>
Pleading (Shhh, please)	Immobile
Lecturing	No Eye Contact
Warnings, Second Chances	Hesitant
Bargaining, Reasoning	Defensive
Repeating, Reminding	Timid
Could you....? Would you...?	Does Not Control the Room
Bribing	Unpredictable

Weak/ Permissive Teacher



Result: Student's don't take the Teacher seriously. Lots of wasted time and little respect is displayed .

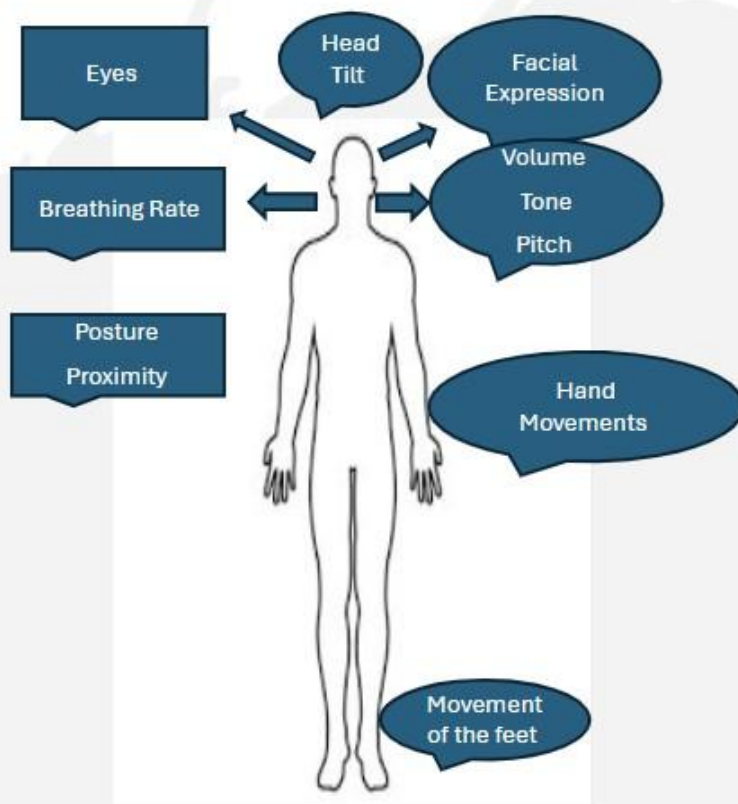
<u>Verbal</u>	<u>Physical</u>
Personal Attacks/ Accusations	Proximity
Shut Up!	Stare
Humiliates, Embarrasses	Posturing/Gesturing
Shouts	Models Wrong Behavior
Aggressive	Marches/Stomps
Threatens/ Intimidates	Physical Abuse
Taunts-"Keep going & see where it gets you!"	Unpredictable/Angry

Hostile Punitive/ Teacher



Result: Resentment, Withdrawal, Submission, Power Struggles, Reluctant Compliance

It is NOT Just About Words....



All goes towards
your message of
being Understood

Give Students a Clear Map

Resist Using Vague Terms: properly, quietly, appropriately, politely, respectfully

“Sit Properly”

“Talk Quietly”

“Do your Work”

Move on From Don't: Tell students what you want them to see.

“You have 8 more problems and 10 minutes to complete these”

Check for Understanding:

“Do you understand?”

“Please repeat what you are supposed to do”

Meltdowns



Here are some general guidelines for dealing with meltdowns once they have already started:

- Speak very little
- Give space
- Avoid touching them or trying to physically move them from one place to another
- If you must speak, do so sparingly, and only provide support comments like, “This is so hard”
- Wait for non-verbal and verbal signs that they are regulated before trying to process what happened with them



Notes to Our Brain



- Teach Behavior
- Create a culture of accountability
- Establish Routines
- Establish Clear Expectations
- Reinforce Responsible Behavior
- Use Direct Statements. Be Clear and Direct.
- Disconnect-Cut off communication as soon as a student is disrespectful. Do NOT engage in a power struggle.
- Conduct business and keep emotion out
- Give Choices



Group Demonstration



Teacher: (Hand out Math Worksheet)

Student: Tommy-(takes his fist and slams it against the desk)-and yells “This is stupid! You told us that we would not have to do a worksheet if we completed the math quiz!
(Tommy precedes to rip crumple up the worksheet and lay his head on the desk).

Teacher: Tommy, here is a new worksheet, you can choose to complete it at this desk or you can sit in the bean bag and complete it there.

Student: What are you, dumb? Did you not hear me earlier?

Teacher: (Teacher Walks Away-Does not engage and continues to help other students)

Teacher: (5-7 minutes return to Tommy). “Tommy, the expectation is that you complete 3 math problems before you leave my class today.”

Practice Time!!!



1. In a minute we are going to get into groups of four
2. There will be three roles: **Observer:** Two People; **Teacher:** One Person & **Student:** One Person
3. The Observer(s) will be looking at the Teacher's Body Positioning, Facial Expression and Response; The Teacher will be the person responding to the behavior; The Student will be displaying the behavior.
4. Take turns playing each role as you work through each scenario
5. At the end of each scenario discuss with your group these questions:
 - a. What did you notice about the proximity to the student?
 - b. How was the Teacher's body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
 - c. How did the teacher respond to the scenario?
 - d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).



Preschool-Kindergarten Scenario



Teacher: (Hands out play-dough for a free play activity)

Student: Lily (throws the play-dough on the floor and starts crying) - “I don’t like play-dough!”

Teacher: Lily, I see you’re upset. What would you like to do instead?

Student: (Continues crying and turns away)

Teacher: What are your next Steps???

At the end of role- playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

1st-5th Grade Scenario



Teacher: (Initiates a math game with the class)

Student: Alex (shouts) - “This game is stupid! I don’t want to play!”

Teacher: Alex, you seem frustrated. Why don’t you want to play the game?


Student: Because it’s boring and I never win!

Teacher: What are your next Steps???

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

6th-8th Grade Scenario



Teacher: (Hands out a writing assignment)

Student: Jordan (pushes the paper away) - “I’m not doing this. It’s too hard!”

Teacher: Jordan, what part of the assignment seems too hard for you?

Student: All of it. I’m just going to fail anyway.

Teacher: What are your next Steps???

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

9th -12th Grade Scenario



Teacher: (Explains an upcoming group project)

Student: Sam (slams the book shut) - “This project is pointless. I’m not doing it.”

Teacher: Sam, why do you feel this project is pointless?

Student: Because it’s stupid and has nothing to do with real life.

Teacher: What are your next steps?

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

Notes



Notice: Our response stays the same no-matter what age-group

Observe and Reflect: Take time to observe the student's body language and tone to understand their emotional state.


Ask Open-Ended Questions: Encourage the student to express their feelings and thoughts without jumping to conclusions.

Collaborate on Solutions: Involve the student in finding a solution or alternative approach to the task.

Set Clear Boundaries: Ensure that the classroom rules and expectations are clear and consistently enforced.

Use Positive Reinforcement: Recognize and praise positive behaviors to encourage a constructive classroom environment.

RTI-MTSS & Interventions

- 
- Interventions
 - Remember-Behavior DOES NOT change overnight
 - Consistency is key
 - **IT TAKES A TEAM**
 - Typical RTI-MTSS Process 6 weeks of an intervention prior to dismissing it

Negativity Bias



Negativity bias in a school setting refers to the tendency for educators to focus more on a student's negative behaviors than their positive actions. When teachers consistently notice and react to disruptive or challenging behaviors, they may unintentionally overlook moments of good behavior or progress. This bias can lead to a cycle where students are seen as "problematic," reinforcing negative labels and making it harder for them to feel motivated or supported.

In the classroom, negativity bias can affect how educators approach discipline, shaping interactions with students in ways that focus on punishment rather than encouragement or understanding. It can also influence how students are perceived over time, impacting their self-esteem and academic performance. Overcoming negativity bias means making a conscious effort to recognize and celebrate positive behaviors, using strengths-based strategies to foster growth and better relationships with students. This shift helps create a more balanced and supportive learning environment.

Student Example

“Lack of Motivation”

Kindergarten- Blue Scores DIBLES testing

First-Grade- Red DIBLES Scores. On Read Plan “Lack of Motivation”

Summer- (Diagnosis of Dyslexia, Dysgraphia)

2nd Grade- Red DIBLES Scores- Really good friends with that 1st grade Teacher- 2nd Grade Teacher did not accept the disability. On Read Plan “Lack of Motivation”

3rd Grade- Red DIBLES Scores- Understanding of disability Teacher- **“She is the hardest working student I have ever had the privilege of teaching.”**- Veteran Teacher

Reframing Our Thinking

When we reframe something, we change how we think about what we see, think and experience.

Here are some ways to reframe a difficult student?

Stubborn-Determined

Wild-Free-Spirited

Fussy-Discriminating tastes

Rigid- Structured-heightened sense of order

Manipulative- Feels more comfortable when they are in control

Nosey- Curious/Social

Talkative- A people person/Social/Outgoing

Shy- Has a rich inner world


Hyper- Excited about life, vibrant

Spacey or "Out There"-Visionary

Clingy-Can receive comfort from others

Disorganized-Creative





Repertoire & Let's Start Looking at the Science & How to Teach Behavior

Repertoire

Everything the individual already knows how to do

Many of our students display a skill deficit or a performance deficit

Skill Deficit- Not in the student's repertoire

Performance Deficit- Are skills in the student's repertoire but they are not doing it

First/Then Concept

Lining Up Example

Functions Of Behavior



The functions of behavior refer to the reason someone is engaging in a behavior. Understanding the why is essential when aiming to change that behavior because it enables us to address the cause.

Research shows that building these replacement skills is the most effective way at reducing challenging behavior. But to know which replacement skill to teach, we need to know the function.

Sensory/Automatic- (an internal/external sensation or self-regulation)

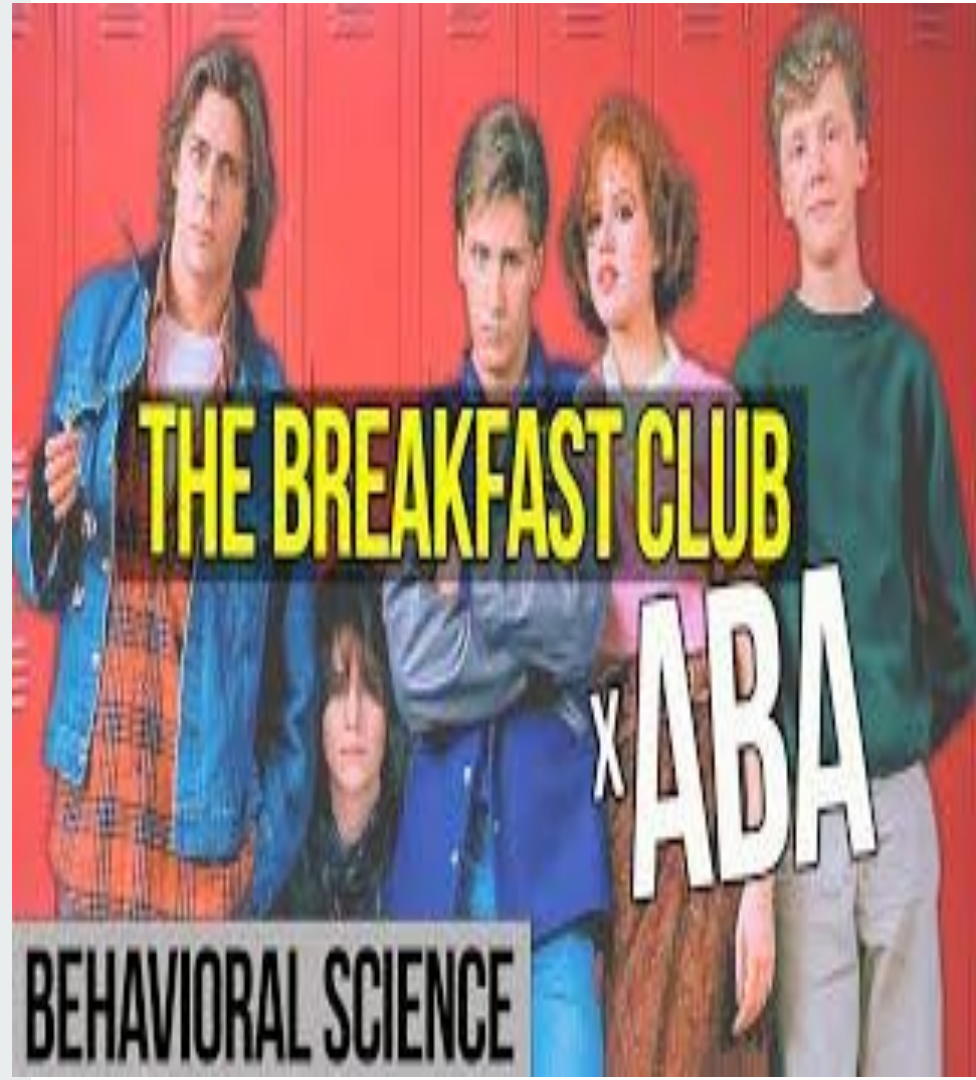
Escape-(from a demand or situation)

Attention-(From Others)

Access to Tangible-(to an item, activity, or the way something is done)

Have a S.E.A.T

Functions of Behavior According to the Breakfast Club



Group Practice

Four Functions of Behavior: Sensory, Escape, Attention, Tangible

Have a S.E.A.T

Antecedent (What Happened Prior to the Behavior)	Behavior (Describe the behavior)	Consequence (What happened after the behavior)	Function
Teacher handed student a math worksheet	Student started to make quacking noises	Student sent to the hallway	
Teacher called on a student	Student made an inappropriate joke	Peers Started Laughing	
The teacher introduces a new math game involving manipulatives and tells the class that everyone will get a turn to use the materials in groups.	When it's not his turn yet, Johnny grabs the manipulatives from the teacher's desk and starts playing with them without permission.	The teacher takes the manipulatives away from Johnny and tells him he has to wait for his turn like everyone else. However, after seeing Johnny's reaction, the teacher gives him a set of manipulatives to avoid further disruption.	
The class is instructed to work quietly on a writing assignment for 20 minutes.	Samantha starts tapping her pencil loudly on her desk, creating a rhythmic noise.	The teacher asks Samantha to stop tapping her pencil and provides her with a fidget toy instead.	

Positive Reinforcement Explained by The Office



Reinforcement and Punishment

	Positive (+)	Negative (-)
Reinforcement	<p>Something desirable added to the environment; the behavior is likely to increase in the future.</p> <p>Examples: Stickers; Praise, Smiles, Nods of Approval, Extra Recess Time, Special Outings, Stars, Time to Talk about topic of interest</p>	<p>Something aversive is removed from the environment or avoided; the behavior is likely to increase in the future.</p> <p>Examples: Taking away the amount of work a student needs to do, Taking medication to relieve pain, Turning off a loud alarm, Changing a baby's diaper to stop the crying, Applying lotion to stop the itching.</p>
Punishment	<p>Something aversive is added to the environment; the behavior will likely decrease in the future.</p> <p>Examples: Scolding or yelling, Lecturing, Spanking, Extra Chores, Extra Laps around the field, Staying after school for detention, Being grounded, Loud unpleasant noises</p>	<p>Something desirable is removed from the environment; the behavior will likely decrease in the future.</p> <p>Examples: Taking away a favorite toy, Being sent to a time-out corner or room, Points deducted in a points system, Temporary suspension from a team or group, Withdrawing social attention or interaction</p>

Group Practice ABC Charting

Scenario 1: Tommy turns in a completed math homework to Mrs. Henaghan. Mrs. Henaghan gives Tommy a sticker in the future Tommy is more likely to turn in his homework.

Scenario 2: Tommy is really excited to have his best friend over. However, since he received a D in Science he is not allowed to have his friend over. Tommy works hard to get his grade up.

Scenario 3: Tommy goes to a party and breaks his parents curfew. When he comes home he is grounded. He no longer breaks curfew.

Scenario 4: Tommy has a headache. He goes to the medicine cabinet and takes Advil. In the future Tommy takes Advil when he gets a headache.

	Antecedent	Behavior	Consequence
Student: _____	Who was present? Where did it happen? What was the student doing?	Describe the behavior, how long did it last? What was the intensity? Etc.	What changed for the student because of the displayed behavior? What did the Child get or avoid?

Notes to Our Brain & Food For Thought

- Ethically-punishment is the last resort. You **ALWAYS** try reinforcement strategies first.
- It is good practice to let parents know about reinforcement and punishment strategies within your classroom.

Food for thought

As teachers, it's important to reflect on our own roles in reinforcement and punishment. Consider the following:

- **Self-Reflection on Negative Reinforcement:**
 - Are we being negatively reinforced when we remove a student displaying challenging behaviors from the classroom?
 - This means we are taking away something (the disruptive behavior) that increases our own likelihood of removing students in the future.
- **Impact on Students:**
 - By removing the student from the classroom, are we negatively reinforcing their behavior?
 - This means we are allowing them to escape or avoid the class/work, which may increase their motivation to act out again in the future to achieve the same outcome.

Understanding this dynamic helps us consider alternative strategies that do not inadvertently reinforce undesirable behaviors.



Let's Talk Extinction

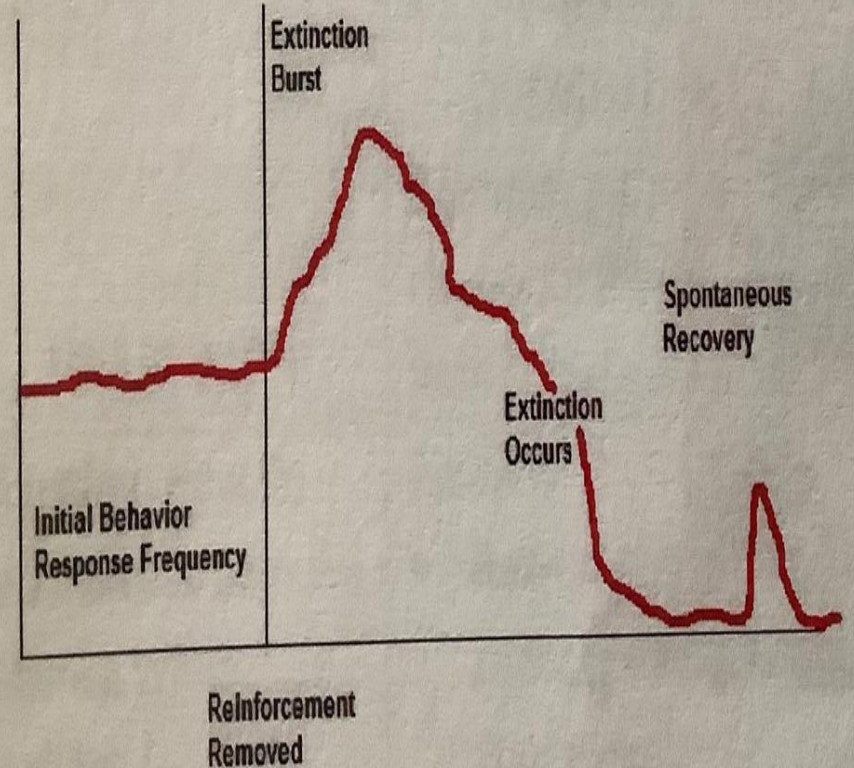
(Withholding reinforcement from a previously reinforced behavior)

What happens when you have a pen that runs out of ink? What do you typically do?

Extinction can be challenging to implement in a school setting because it requires consistent application across all environments including both home & school. Additionally, when a behavior is first subjected to extinction there is a temporary increase in frequency or intensity of a behavior when the reinforcement for that behavior is removed. In simple terms, when a behavior that used to get rewarded suddenly stops getting the reward, the person might do the behavior even more at first, trying to get the reward back before eventually giving up and the behavior decreases.

So what can we do if we can't put behaviors on extinction?

Extinction Graph



Replacement Behavior



Real estate has a mantra: Location. Location. Location. Behavioral support has a mantra: **Function. Function. Function.** The most important element when choosing a replacement skill is that it serves the same function that the challenging behavior serves based on the results of the FBA.

Sensory

Scenario: A student, Jake, often engages in hand-flapping during class because he finds it soothing.

Replacement Behavior: Provide Jake with a stress ball or a fidget spinner to use during class. This alternative behavior allows him to fulfill his sensory needs in a less distracting manner.

Explanation: The replacement behavior (using a stress ball or fidget spinner) serves the same sensory function as the hand-flapping but is more acceptable in the classroom setting.

Escape

Scenario: A student, Lily, frequently asks to go to the nurse during difficult math lessons to avoid the task.

Replacement Behavior: Teach Lily to use a break card. When she feels overwhelmed, she can raise the card to request a short, structured break (e.g., 5 minutes) within the classroom or a designated area.

Explanation: The replacement behavior (using a break card) allows Lily to escape briefly from the challenging task in a controlled and acceptable way, rather than leaving the classroom.

Replacement Behavior Examples Continued



Attention

Scenario: A student, Max, constantly calls out in class to get the teacher's attention.

Replacement Behavior: Implement a system where Max can raise his hand and use a signal card to indicate that he has something important to say. The teacher will then acknowledge him promptly.

Explanation: The replacement behavior (raising a hand and using a signal card) helps Max get the attention he seeks in an appropriate manner, promoting positive classroom interactions.

Tangible

Scenario: A student, Emma, often grabs toys from her classmates because she wants to play with them.

Replacement Behavior: Teach Emma to use a "request card" to ask politely for the toy she wants. If the other student agrees, she can have a turn playing with it.

Explanation: The replacement behavior (using a request card) allows Emma to obtain the tangible item she desires through appropriate social interaction, reducing conflicts with her peers.

These replacement behaviors address the same needs as the problematic behaviors but in a way that is more acceptable and functional in a classroom environment.

What is the difference between Bribing and Reinforcement?



Bribery- is **BEFORE** the behavior: “ Here is \$20 go take out the trash.” = Antecedent

Reinforcement- **AFTER** you take out the trash, I will give your \$20.”= Consequence



Shaping Behavior



Shaping is when you reinforce successive approximations to the desired behavior

Reinforcement has to happen immediately when the approximation or behaviors occur

When you are first trying to change a behavior you are to reinforce that student **EVERY TIME** they are participating in the desired behavior and later you will fade it out.

Can I have a volunteer?



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Group Shaping Demonstration



The Big Bang Theory Example of Shaping





Let's Talk about Fading

Eventually, we want to fade the behavior so that constant reinforcement is no longer necessary.

When we start fading the behavior, we can begin by reinforcing the student every third time they exhibit the desired behavior, then move to every seventh time, and so on.

If we fade out the intervention too quickly, before the behavior is well established, we risk encountering something called ratio strain. This can result in the student no longer showing compliance, and common behaviors such as avoidance and aggression may return.

In such cases, we must revert to reinforcing the behavior more frequently, such as every third time, until the student is ready for the reinforcement to be gradually phased out completely.

Pairing

Pairing is the process where you establish yourself as a reinforcer to build a positive relationship with your student. (a reinforcer is something a child likes) When pairing, you associate a neutral stimulus (in this case, you and your words) with something that is already reinforcing to the child. The result of pairing is that the neutral stimulus (again, in this case, it is you) becomes reinforcing to the child via being paired with something that they already find reinforcing.

Primary components of pairing:

- Present yourself and your words with the delivery of reinforcement.
- Reinforce the interaction with the child without placing demands. (Reinforcement is NOT contingent on the child doing or saying something)
- Think about how you can pair yourself with students through Rapport Building while still holding set boundaries





Tier 3 Students

- Individualized Supports

- Intensive Interventions



Absolutes? Absolutely

- Absolutes are critical behaviors which cannot, in fact, WILL NOT be tolerated.
- The battle of absolutes should be worth fighting.
- Absolutes are few in number.
- Absolutes “draw a line in the sand and all for no retreat.”
- Absolutes are set for a building by..EVERYONE!
- Students, Staff, Parents, Administration, School Board.
- Absolutes are Powerful
- They are set as a building team
- They are taught- to as a building team
- They are enforced by more than a building team.

Group Contingencies



Group contingencies are strategies used in educational and behavioral settings to manage and motivate group behavior. There are three main types of group contingencies: independent, dependent, and interdependent. Each type involves different methods of linking group members' behaviors to rewards or consequences. Here are the definitions and characteristics of each type:

• Independent Group Contingency:

Definition: Each individual in the group is responsible for their own behavior, and rewards or consequences are given based on each person's performance.

Characteristics:

- Individuals are not affected by the behavior of others in the group.
- Each member has a clear criterion to meet to receive a reward or avoid a consequence.
- Encourages personal responsibility and self-management.

Example: In a classroom, each student earns a sticker for completing their homework on time. Only those who meet the criterion receive the reward.

• Dependent Group Contingency:

Definition: The entire group's reward or consequence is contingent upon the behavior of one member or a small subset of the group.

Characteristics:

- The group's outcome depends on the performance of a specific individual or group.
- Can foster peer support and accountability, as group members may encourage the responsible individual(s) to meet the criterion.
- Risk of undue pressure or resentment towards the individual(s) on whom the contingency depends.

Example: A class will earn extra recess time if a particular student with behavioral challenges remains on task throughout the day.

• Interdependent Group Contingency:

Definition: The entire group's reward or consequence is based on the collective performance of all members.

Characteristics:

- Everyone must meet the criterion for the group to receive the reward or avoid the consequence.
- Promotes teamwork and collective responsibility.
- Encourages group members to support and help each other to achieve the common goal.

Example: A class can have a pizza party if the average score on a test is 85% or higher, requiring all students to contribute positively to reach the target.



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Secret Agent & Mystery Motivator Dependent and Interdependent Group Contingencies

Secret Agent

Objective:

Encourage students to follow classroom expectations through a fun and engaging activity.

Instructions:

1. Introduction:
 - o "I am going to pick a name from this envelope, and that person will become the Secret Agent. You will not know who the Secret Agent is."
2. Expectations:
 - o "During math, if the Secret Agent follows these expectations (list out the specific expectations), the whole class will receive (specify the reward) at (specify the time)."
3. Consequences:
 - o "If the Secret Agent does not follow the expectations, then there will be no reward."
4. End of Time Frame:
 - o "At the end of the time frame, if the Secret Agent followed all the expectations, I will name the Secret Agent and reward the class."
 - o "If the Secret Agent did not follow the expectations, I will not name the Secret Agent. Instead, I will say, 'I'm sorry class, the Secret Agent did not follow the expected behavior, so we will not be earning the reward today. Maybe next time.'"

Teacher's Note:

- Use your discretion when choosing the Secret Agent. If a student who usually displays disruptive behavior is on-task, consider selecting them even if you picked someone else's name. This can encourage positive behavior from students who need it most.

Mystery Motivator

Objective:

Encourage positive behavior by allowing the class to earn rewards through collective effort.

Instructions:

1. Determine Rewards:
 - o As a group, discuss and decide on rewards the class would like to earn.
 - o Write several of these rewards on strips of paper and put them into a manila envelope.
2. Set Expectations:
 - o Explain to the class:

"If the whole group follows these behavior expectations (list the specific expectations), then the whole group will earn a reward from the Mystery Motivator."

1. Monitor Behavior:
 - o Observe the class to see if they are following the behavior expectations during the specified period.
2. End of Period:
 - o If Expectations are Met:

"Great job, class! You all followed the expectations, so let's see what reward you've earned from the Mystery Motivator."

- Pull out a reward from the envelope, announce it to the class, and specify the date and time when they will receive it.
- If Expectations are Not Met:

"I'm sorry, class, but the whole group did not follow the expectations, so I will not be pulling a reward from the Mystery Motivator for this period. Maybe next time."

Tips:

- Be clear and consistent with the behavior expectations.
- Ensure the rewards are motivating and achievable for the students.
- Use this activity regularly to maintain interest and encourage positive behavior.

Good Behavior Game



Stimulus Saliency



Stimulus Saliency refers to how obvious or prominent a stimulus is in a person's environment.

Green=Talk in a normal voice

Pink= Talk in a whisper voice

Blue= Voices Off

Orange= Remember to do your homework

(Groups?)



Behavior Bingo

Objective: To encourage and reinforce positive classroom behavior by using a fun and interactive bingo game.

Instructions:

- Choose a Behavior:**
 - Identify one behavior that your students are struggling with.
 - Example: **Classroom Attention** – Explain to your students that you are looking for their full attention when you ask for it. Discuss what it means to have “eyes up” and attentive.
- Prepare the Bingo Sheet:**
 - Print out copies of the same bingo sheet for each student, or create one large classroom bingo sheet that everyone can see and use.
- Introduce the Behavior Board:**
 - Explain to the students that they will be playing a bingo game to encourage the target behavior.
 - Let them know that when they exhibit the desired behavior, they can mark off a square on their bingo sheet.
- Example:**
 - Target Behavior:** Classroom Attention
 - Explanation:** "Class, I want us to focus on giving our full attention when I ask for it. 'Eyes up' means everyone is looking at me and listening carefully. When everyone can give me their full attention the first time I ask, I'll choose a ticket from the bucket."
 - Reward System:** "Once a full column is filled out on the bingo sheet, all students will earn a reward."
- Gameplay:**
 - Each time the target behavior is observed, mark a square on the bingo sheet.
 - Continue playing until a full column is filled out.
- Reward:**
 - Once a full column on the bingo sheet is completed, all students will receive a predetermined reward (e.g., extra recess time, a small treat, or a fun classroom activity).



Raise Hand	Listen Quietly	Home-work	Join In	Respect Others
"No, Thank You"	Share	Gentle Hands	Catch a Bubble	Be Kind
Inside Voice	Follow Rules	FREE	Help Others	Be Aware
Try Your Best	Be Creative	Deep Breaths	Be Positive	Focus
Stand in Line	"Yes, Thank You"	Count to Five	Feel Your Feelings	"Please"



Easy. Easy. Hard

&

Greg Hanley's Choice Model



High Probability Behavior	"Touch Your Head"
High Probability Behavior	"Touch Your Nose"
Low Probability Behavior	"Complete One Math Problem"

Choice	Expectations	Reward
Door #1	Stay In Class Not Disruptive (Student knows what disruptive is)	Positive Note Home
Door #2	Stay In Class Not Disruptive & Complete ½ the work Requirement	Positive Note Home Extra Tokens for the classroom store
Door #3	Stay In Class Not Disruptive Participate in all class work	Positive Note Home Extra Tokens to school Store Ice Cream from the San Juan Soda Shop

Cards on the Table



A "card on the table" conversation is longer and more thoughtful than the daily quick redirections we provide in the moment (e.g., "I need your work to be neat when you hand it in"). It is important to remember that we need to connect before we correct. Doing so will help ensure that the other person is open to hearing what we have to say. It also helps to be vulnerable before asking the other person to be brave enough to share what is really going on.

1. Hi _____. How are you? Can we talk?
2. Don't worry-everything is O.K. But I want to make sure we talk when things come up.
3. You are important to me and I am noticing that _____(Your work is not getting done, our last conversation made me feel tense, you are coming in late every day, you look frustrated what it's time to work on math, etc.)
4. The story I'm telling myself about this is ____ (Apologize if it is appropriate to do so).
5. I wonder what is actually happening though. I am not sure I have the whole picture.
6. Would you help me understand?

Before having a conversation you may think about it if it is a good time to talk. If they are hungry, thirsty, distracted, or in a bad mood, you may want to ask, "Is this a good time for us to talk together about something that has been on my mind? If not, make a plan to reschedule."

Intervention Ideas



Name a Number

Ask students to think of a number from 0-5, with 0 meaning they are having the worst day ever and 5 meaning they are having the best day ever. Ask them to share with you a number by holding up their fingers or by another creative way you come up with.

Check-In Mailbox

Make yourself available to students by using a check in mailbox. It is simply a box where students can put notes exclusively for you. After sharing what it is for, you want to keep quiet, private classroom area where curious students won't be tempted to check out other students' mail.

I Got This!

You can use this to brainstorm coping skills or map out alternatives to burning out or melting down. You can fill it out yourself or help a student fill it out after brainstorming ideas with them. Write ideas for coping in each square.

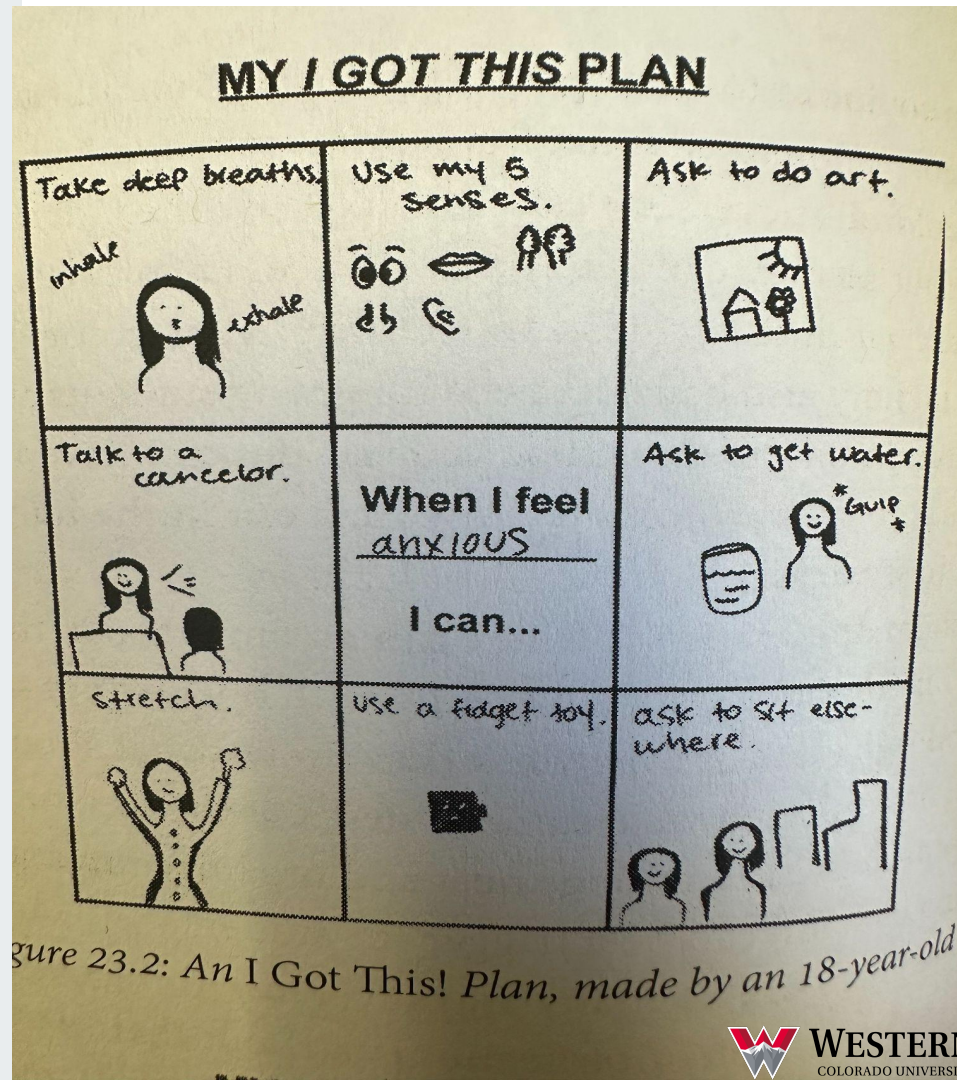


Figure 23.2: An I Got This! Plan, made by an 18-year-old



More Interventions

Sticky Notes: put positive encouraging sticky notes on or in student's desks (appreciated by older students).

Jar of Pom-Poms' to keep track of any positive moments in the classroom. In addition to keeping track of when students follow the rules and answer questions correctly, start by keeping track of smiles, laughter and acts of kindness too. At the end of the week you count up how many puff-balls you have and reward yourself and students with a feel-good prize like free-time.



Check In & Check Out System

Goal: Improve specific learner's behavior by giving frequent reminders of expectations and feedback.

How: When introducing a reward system, determine 1-3 positively worded behavior expectations that will remain consistent for the learner. Set the check in schedule based on how often they engage in the challenging behaviors. You should be meeting more often than the behaviors are occurring. Assign a teacher who can briefly meet 1:1 with the learner during check-in-times.

Context: Use this individual reward system with the learner in a classroom setting. The learner should already have these skills in their repertoire; you are just aiming to build their motivation to engage in them more consistently.

Instructions:

- Fill out the selected daily expectations (these should be the same each day)
- Determine the goal number of points based on where you know they can be successful and then make the goal one or two points less. So they have room to make mistakes but still learn.
- Each day, fill in the reward the learner chose to work toward (ensuring that it is available).
- At each check in time, briefly evaluate with the learner, if they met each of their expectations during the previous time block. Provide specific feedback.
- At the end of the day, calculate the total "yes" to determine if the learner earned their reward!



Behavior Contract

Goal: Promote Self-Regulation, improve learner's motivation and effort and provide structure and consistency.

How: Involve learner in setting up the expectations and choosing rewards to earn. Initially guide the learner in building independence by reminding them to review the contract and determine if they are meeting their goals.

Context: Behavior contracts can be used at home and school' some students may have one contract for home expectations and one contract for school expectations.

Use with learners who exhibit persistent challenging problems, challenges with organizational skills, or challenges with completing daily tasks.

Individual: Determine the target behavior to improve upon.

Team: Work as a team (teacher, parent, learner) to create the rules of the contract-what is expected and what can be earned

Guiding Independence: Promoting independence by having the learner review the contract daily/weekly to determine if they earned the reward.



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