



# Tools for your Toolbelt: Practical, Evidence-Based Classroom Interventions for Challenging Behaviors

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Angelosante  
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University of Maine**

**Sharon M. Walters  
University of  
Connecticut**

# Who are we?

## Courtney

- Classroom teacher 4 years
- Board Certified Behavior Analyst
- PBIS District, Regional, State Coach
- UMaine Doctoral Student

## Martha

- Classroom teacher 21 years
- Co-Director Camp Invention
- UMAINE Doctoral Student

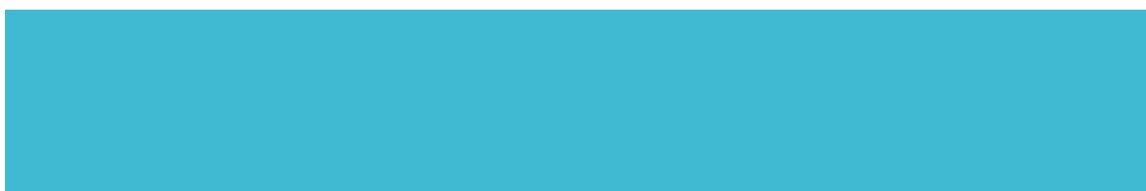
## Karen

- Classroom teacher - 23 years
- UMAINE Doctoral student
- NEPBIS trainer (almost!)

## Sharon

- Speech-Language Pathologist 24 years
- UConn / Clemson Doctoral Student

who  
are  
you



## Today's targets:

- Operationally define challenging classroom behaviors and identify replacement behaviors. 
- Use function-based thinking to develop proactive strategies for challenging behaviors. 
- Identify a variety of evidence-based resources and tools to support students. 



Think about a  
problematic  
student  
behavior...



Now, let's define it!



Develop an  
operational  
definition of  
the behavior

- What does it look like?
- What does it sound like?
- Does it pass the alien test?





## Determine a replacement behavior

- What would you rather the student be doing?
- Operationalize that too!
- Does it pass the Deadman's test?





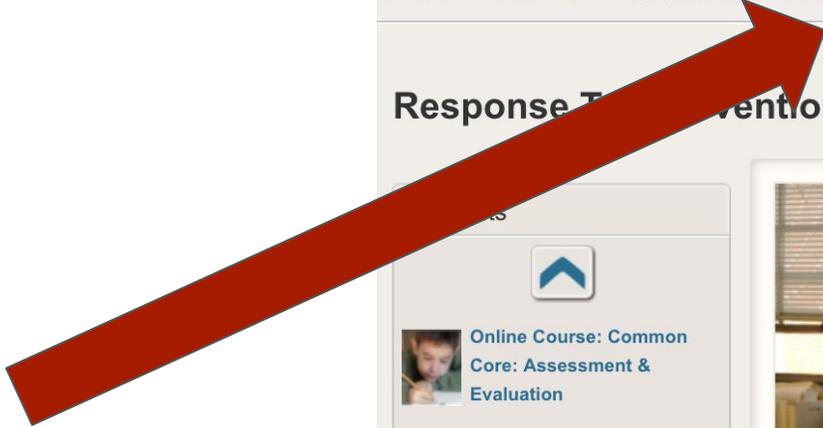
Is the replacement behavior already in the student's tool box?

- If your answer is no, **teach the skill!**
- If yes, **pre-correct** and provide frequent, interval based behavior-specific **feedback**
- Let's check out some cool ways to do that!





## Response to Intervention – RTI Resources



↑

 **Online Course: Common Core: Assessment & Evaluation**

↓



Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

[24 April 2017] **Class Pass: Escape Breaks.** The Class Pass intervention reduces disruptive behavior by allowing the student to use a limited number of passes to take brief work breaks to engage in preferred activities. [Find out more!](#) 

[24 April 2017] **Anxiety Management: Brief Writing Activity.** Students can reduce anxiety before tests and other high-stakes academic tasks by first completing a brief writing exercise in which they journal about their anxiety. [Check it out.](#) 

[24 April 2017] **Exercise: Behavior Management Strategy.** Students show greater levels of behavior control and compliance after they have engaged in at least 30 minutes of sustained physical exercise. [Click here for details.](#) 

[5 April 2017] **Free Manuals on Effective Learning and Social-Skills.** Schools can always use more intervention resources. Dr. John Seaman, a school psychologist in UT, has posted free manuals that educators can use to address learning and social-skills training. [Click here](#) to view Dr. Seaman's 

### Featured Tools

-  Academic Intervention Planner for Struggling Students
-  Behavior Intervention Planner
-  Behavior Rating Scales Report Card Maker
-  ChartDog Graph Maker
-  Dolch Wordlist Fluency Generator
-  Early Math Fluency Generator
-  Learning Disability Accommodations Finder
-  Letter Name Fluency Generator
-  Math Work - Math Worksheet Generator
-  Reading Fluency Passage Generator
-  Self-Check Behavior Checklist Maker
-  Student Academic Success Strategies - Checklist Maker
-  Student Rewards - Jackpot

### Latest Updates

September 1st, 2016  
**How to Help Students Accept Constructive Criticism: 'Wise' Feedback**  
Teachers can help students accept constructive criticism through wise feedback, emphasizing high standards and stating that the student has the skills necessary to learn from the feedback.  
[Read more...](#)



# Behavioral Interventions

## Defusing/De-escalation

Active Response Beads: Defusing Strategy  
[Read more...](#)

Calming the Agitated Student  
[Read more...](#)

How to Reduce Disruptive Behaviors Through a Brief Escape Break: Class Pass  
[Read more...](#)

## Pre-K Through Gr 2

Primary Classrooms: Language Strategies  
[Read more...](#)

Zone Defense System: Primary Classrooms  
[Read more...](#)

## Rewards

Appropriate School Performance  
[Read more...](#)

Jackpot! Ideas for Classroom Rewards  
[Read more...](#)

Trouble-Shooting Reward Programs: A Teacher's Guide  
[Read more...](#)

## Behavior Interventions

Behavior Intervention  
[Read more...](#)

Behavior Report Card  
[Read more...](#)

Jackpot Reward Finder  
[Read more...](#)

## Self-Management

Self-Monitoring: 7-Steps  
[Read more...](#)

Self-Monitoring: Attention  
[Read more...](#)

Self-Monitoring: The Checklist  
[Read more...](#)

## Challenging

'Rubber-Band' Intervention  
[Read more...](#)

Behavior Contracts  
[Read more...](#)

Behavior Management  
[Read more...](#)

Breaking the Attention Power of Random Positive Attention  
[Read more...](#)



# Behavior Report Card

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Teacher \_\_\_\_\_ Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

***The student participated fully in group discussions.***

Circle the degree to which the student met the behavior goal?

1.....2.....3 | 4.....5.....6 | 7.....8.....9  
Never/Seldom                      Sometimes                      Usually/Always

***The student spoke respectfully and complied with adult requests without argument or complaint.***

The behavior goal was:

Accomplished     Not Accomplished

I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:



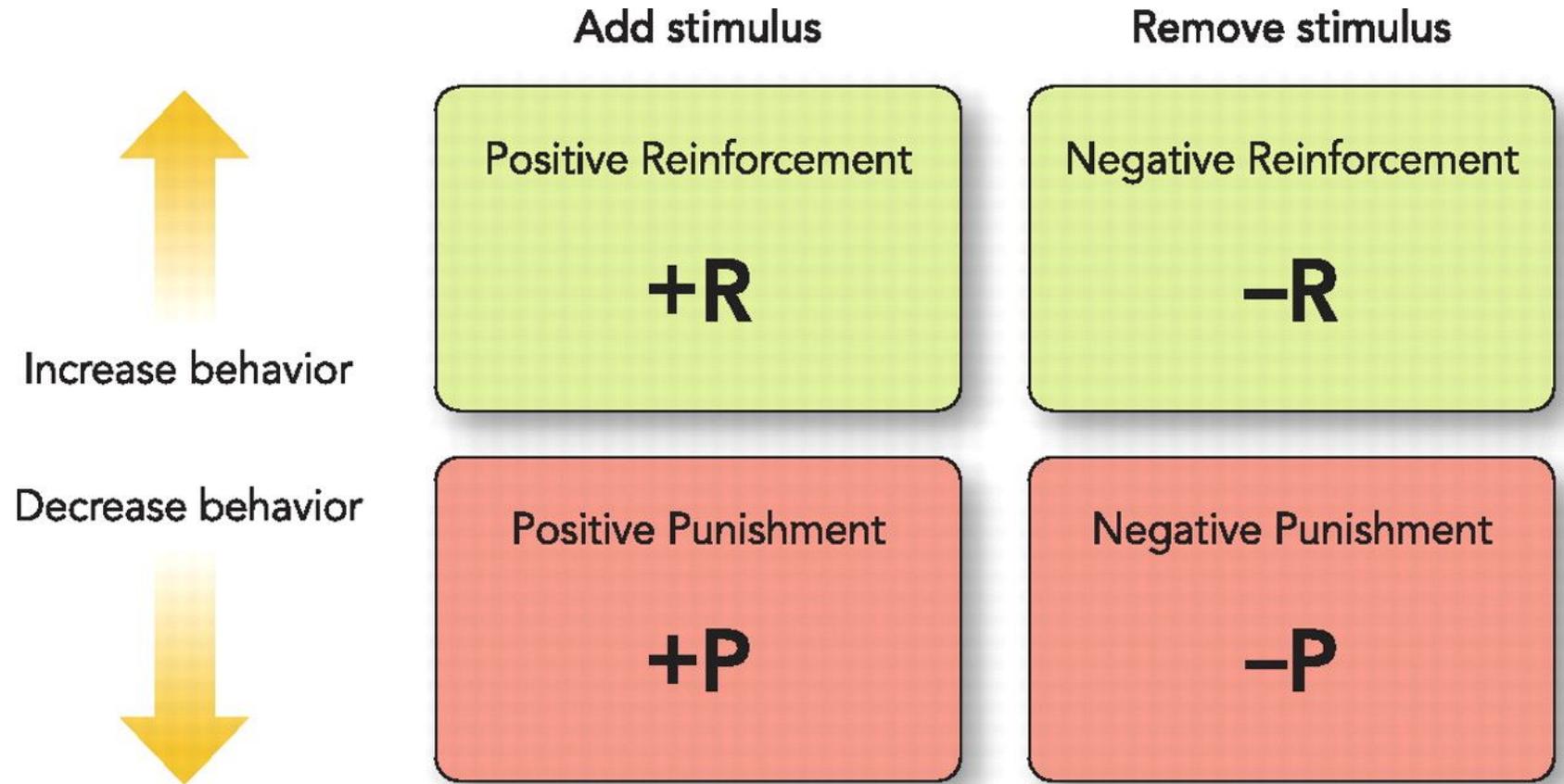
## What is Function-Based Thinking?

Efficient process for thinking about minor, but persistent student behavior in a systematic way that leads to interventions that match the function of the behavior.

● Hershfeldt, Rosenberg, Bradshaw, 2010

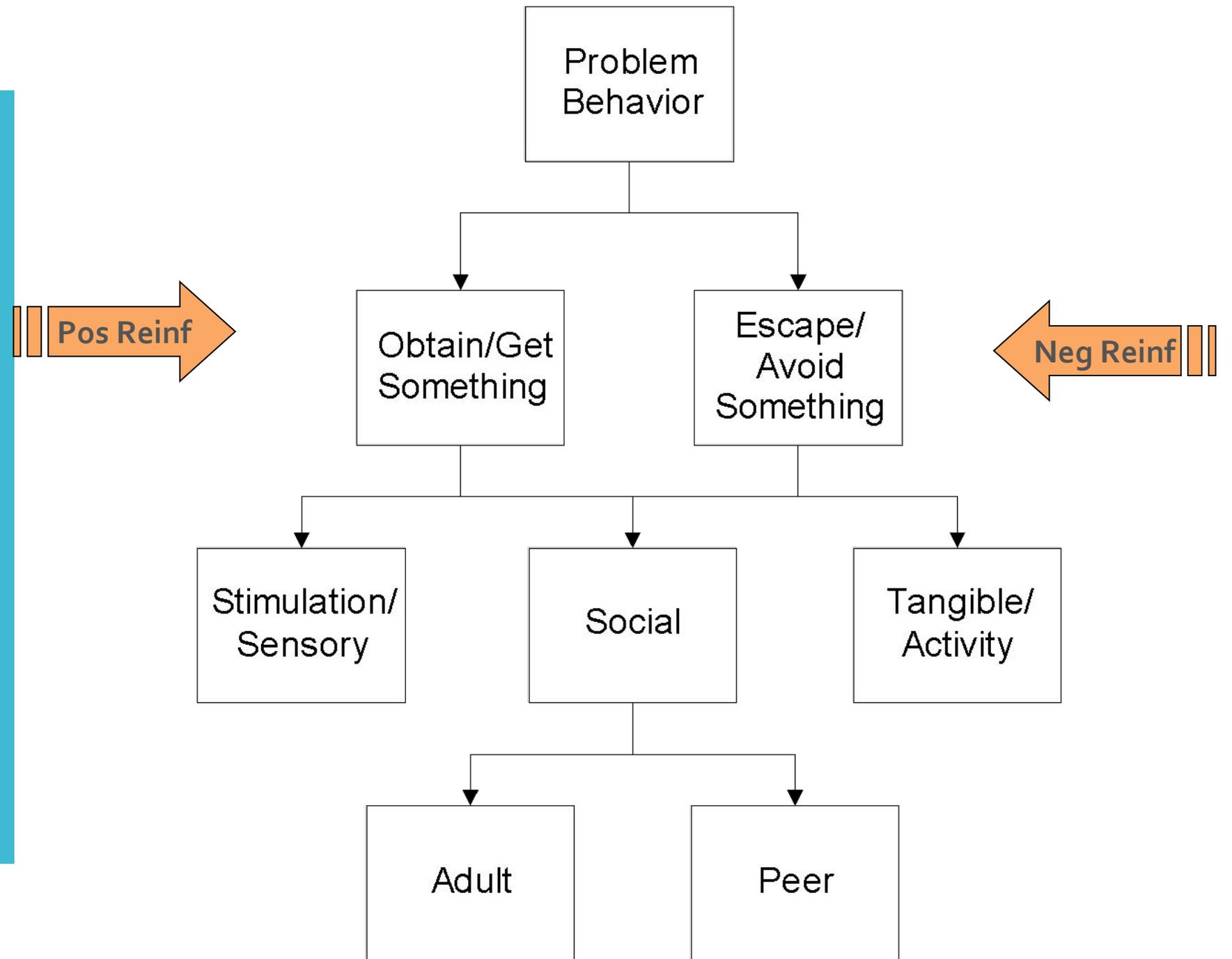


Start by  
understanding  
reinforcement





Functions of behavior make a difference!





## Why use Function-Based Thinking?

- Minor/moderate problem behaviors interfere with teaching and learning.
- In most classrooms, recurrent minor problem behaviors are the largest consumers of teaching and learning time!
- Functional framework is the foundation effective behavioral support.



# To Determine Function of Behavior

ANTECEDENT

What typically precedes?

BEHAVIOR

What do the behaviors look like?

CONSEQUENCE

What typically follows?

**Based on observing patterns across time, we can infer the probable function of behavior.**



## Let's practice

During teacher lecture, Martha *repeatedly* and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Antecedent?

Behavior?

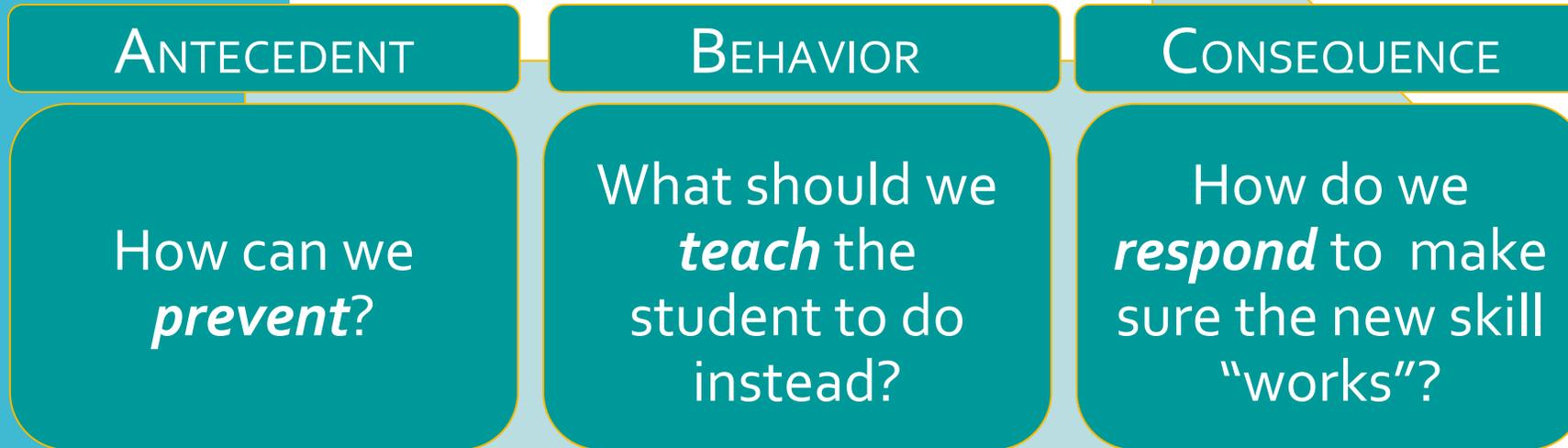
Consequence?

**What Function?**

Get/obtain Attention



By understanding function, we can intervene more effectively.



**We can make simple tweaks to the antecedents, behaviors, and consequences, to prevent, teach, and respond, respectively.**





## Let's practice

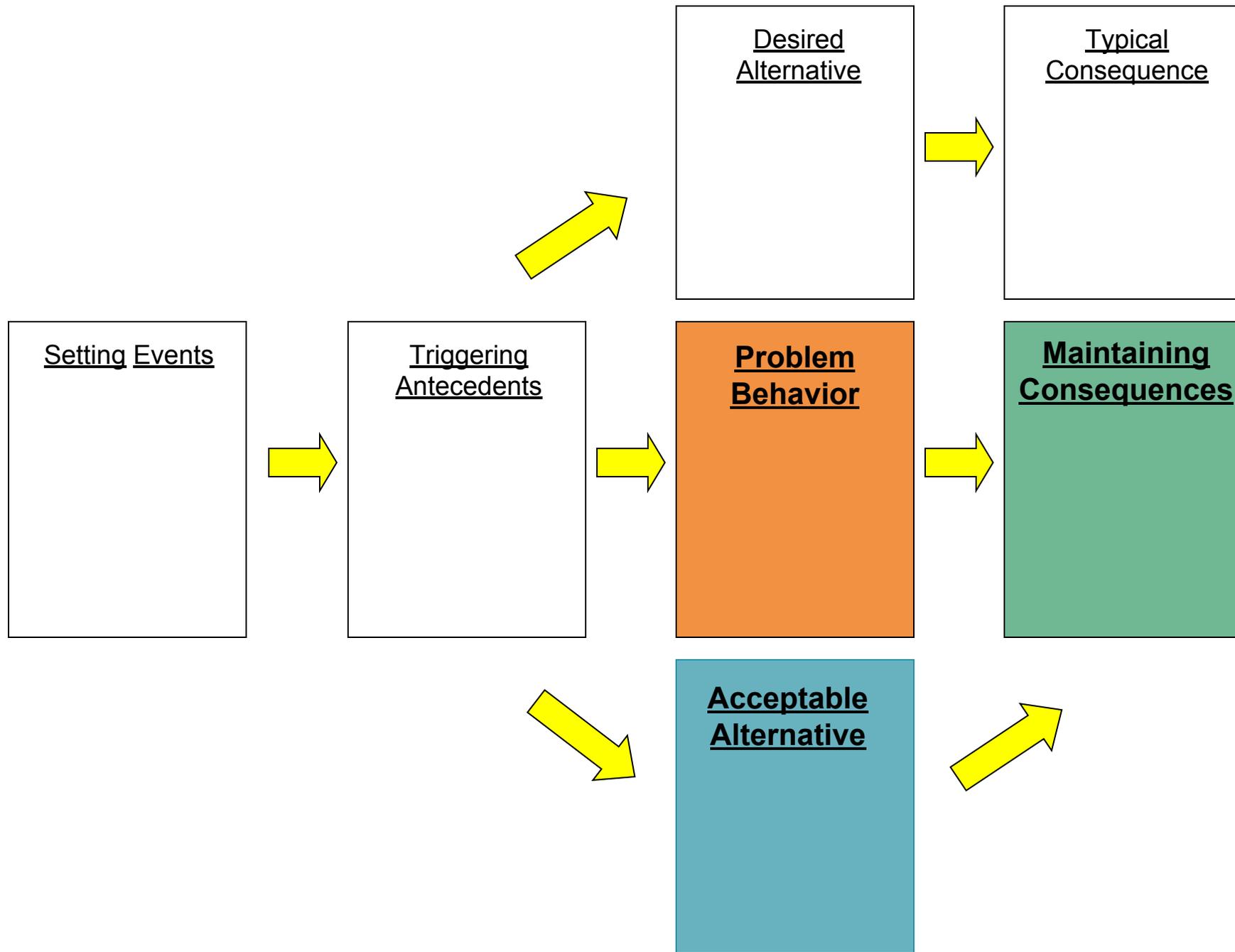
During teacher lecture, Martha *repeatedly* and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Prevent?

Teach?

Respond/Reinforce?

Simple strategies like this are part of good "Tier 1" responses to minor disruptive behavior.





## Setting Event Manipulations

- Minimize the likelihood
- Neutralize
- Withhold discriminative stimulus
- Add prompts
- Increase reinforcement for desired behavior



# Antecedent Manipulations

- Redesign the environment
  - Physical arrangement
  - Predictability
  - Choice
  - Instructional variables
- Add prompts and or pre-corrections



# Verbal Prompts

## Direct Verbal Prompts

Specifically tell what to do or not do

- Get your umbrella



# Direct Verbal Prompts

Increased social interactions and responses using verbal prompts and social reinforcement for four preschoolers

Gena, A. (2006). The effects of prompting and social reinforcement on establishing social interactions with peers during the inclusion of four children with autism in preschool. *International Journal of Psychology, 41*(6), 541-554.

Decreased off-task behavior and increased work completion using verbal prompts and peer attention for two students diagnosed with ADHD

Flood, W. A., Wilder, D. A., Flood, A. L., & Masuda, A. (2002). Peer-mediated reinforcement plus prompting as treatment for off-task behavior in children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 35*(2), 199-204.

Decreased behavior incidents with supervision and pre-correction for students in a 6<sup>th</sup> grade social studies classroom

De Pry, R., & Sugai, L. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education, 11*(4), 255-267.

Decreased problem behavior and transition time using pre-correction with active supervision and explicit timing for sixty students in a 9<sup>th</sup> grade co-teaching classroom

Haydon, T. & Kroeger, S. D. (2016). Active supervision, precorrection, and explicit timing: A high school case study on classroom behavior. *Preventing School Failure, 60*(1), 70-78.



# Verbal Prompts

## Direct Verbal Prompts

Specifically tell what to do or not do

- Get your umbrella

## Indirect Verbal Prompts

Statement or question requiring problem solving or inferencing

- What is the weather today?
- It's raining.



# Indirect Verbal Prompt

Decreased off-task behavior and increased on-task behavior with use of an indirect verbal prompt for 2 general education students with high levels of off-task behavior

Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions*, 14(1), 47-55.



# Indirect Verbal Prompt

- Series of 4 studies
- Focused on processing level questions
  - “participants switched from simple to more complex strategies, monitored themselves and the problem solution more often, and developed more sophisticated representations of the problem structure” (p.222)
  - Participants “became less dependent on surface features of the task and apparently understood the critical components enough to transfer their learning” (p. 214)
  - “it is not that participants are talking, whether overtly or covertly, (but) it is what they are talking or thinking about that is beneficial.” (p. 216)

Beradi-Coletta, B., Buyer, L. S., Dominowski, R. L., & Rellinger, E. R. (1995). Metacognition and problem solving: A process-oriented approach. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21 (1), 205-223.



# Indirect Verbal Prompt

## Problem-Focused Group

- What is the goal of the problem?
- What are the rules of the problem?
- What is the current state of the problem?

## Metacognitive Group

- How are you deciding which disk to move next?
- How do you know that this is a good move?
- How are you deciding where to move the next disk?

Beradi-Coletta, B., Buyer, L. S., Dominowski, R. L., & Rellinger, E. R. (1995). Metacognition and problem solving: A process-oriented approach. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21 (1), 205-223.



# Antecedent Manipulations

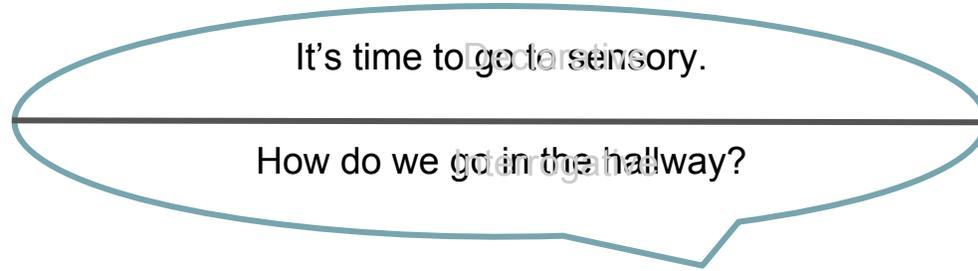
- Redesign the environment
  - Physical arrangement
  - Predictability
  - Choice
  - Instructional variables
- Add prompts and or pre-corrections

Indirect Verbal Prompt



# Examples

Scott skips down the hallway to his sensory break.



Desired  
Behavior

Walk in  
the  
hallway to  
sensory



# Examples

Scott skips down the hallway to his sensory break.

It's time for sensory.  
How do we go in the hallway?

Desired Behavior

Walk in the hallway to sensory

Frequently during morning meeting, several students are off-task.

I see everyone is on the rug for morning meeting.  
How do we show safety, respect and responsibility?

Desired Behavior

Follow expectations during morning meeting



# Examples

Scott skips down the hallway to his sensory break.

It's time to go to sensory.  
How do we go in the hallway?

Desired Behavior

Walk in the hallway to sensory

During morning meeting, several students are off-task.

It's time for morning meeting.  
How do we show safety, respect and responsibility?

Desired Behavior

On-task during morning meeting

Try it yourself.

Declarative  
Interrogative

Desired Behavior



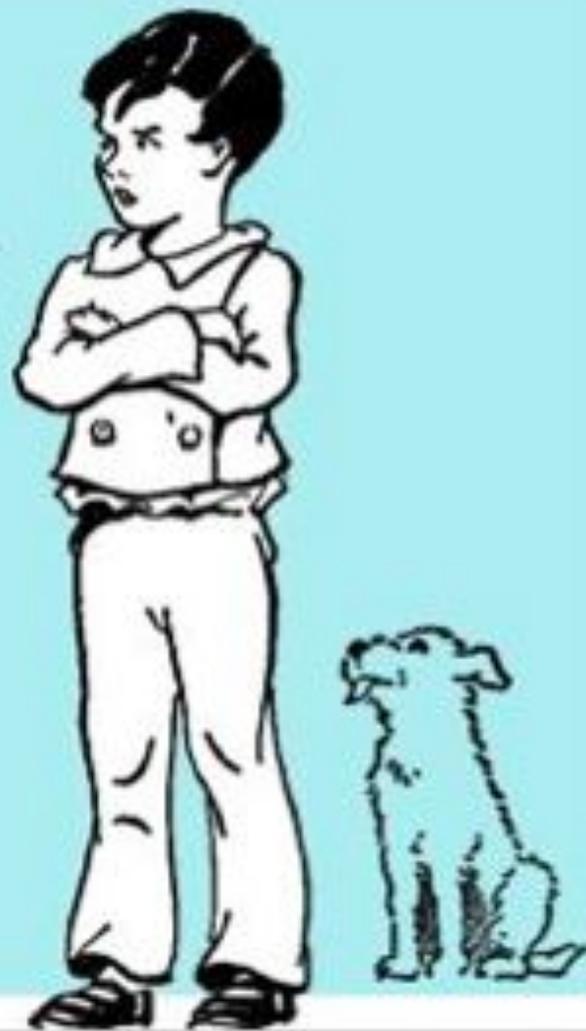
# ACTIVITY



Follow Steps on Behavior Log

<http://bp-manager.ume.maine.edu/viewResource.html?guid=F2249277241A649F40C637F26E481B1A>

It's all fun and games  
until someone figure  
out the FUNCTION of  
your BEHAVIOR!



somee cards  
user card

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