

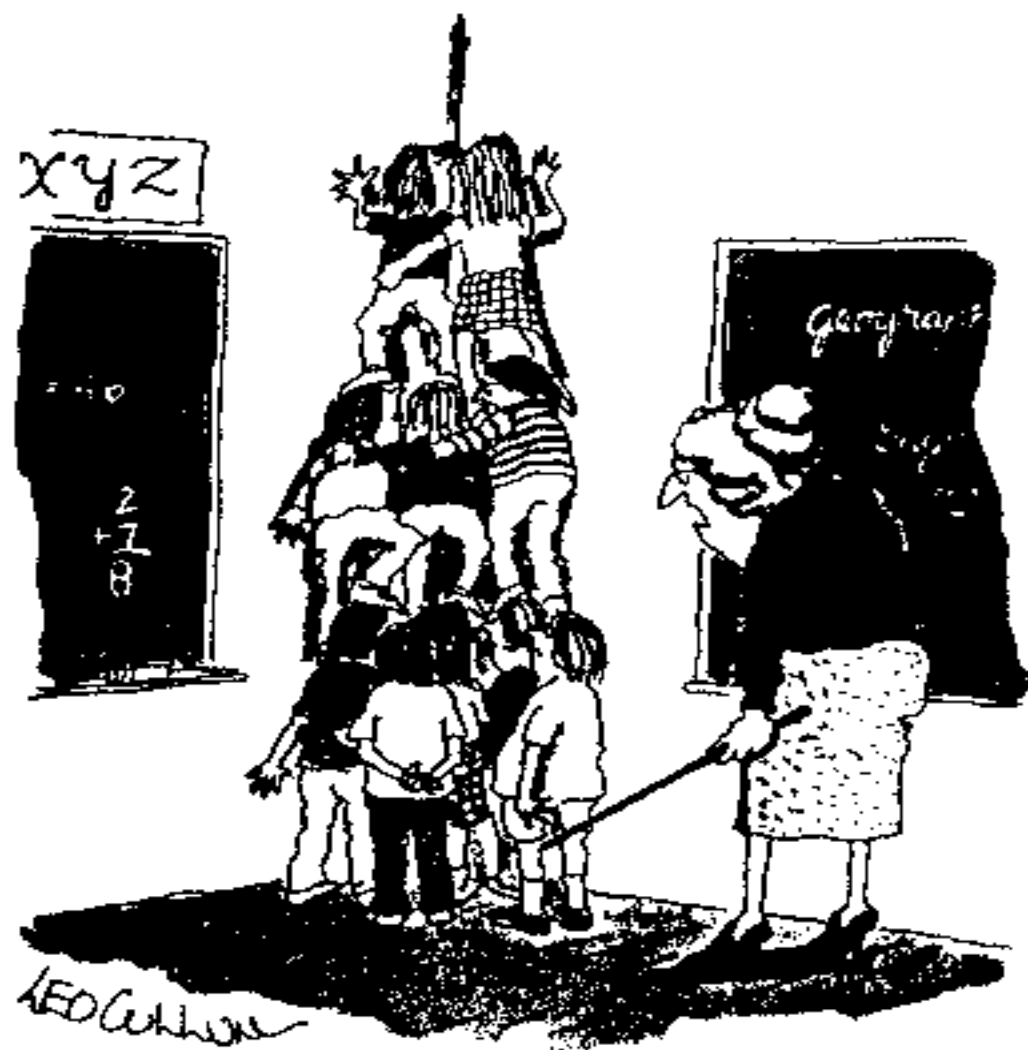
Supporting Students with Challenging Behavior in the Classroom

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The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- *Remaining engaged in instruction essential to student academic and social success*
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices



"This is the worst class I've ever had."

The Key

Behavior is functionally related to the
teaching environment

- Behavior = what the student “does”
- Teaching environment = all that happens before, during, and after the student’s behavior



Basic Steps

1. Focus on what you want students to do “instead” (replacement behaviors)
2. Look for patterns of behavior that suggest “functional relationships”
3. **Teach** replacement behavior and provide multiple opportunities to **practice**
4. Deliver high rates of **positive feedback/same similar outcome as problem behavior** when students display replacement behavior

Setting up the Environment

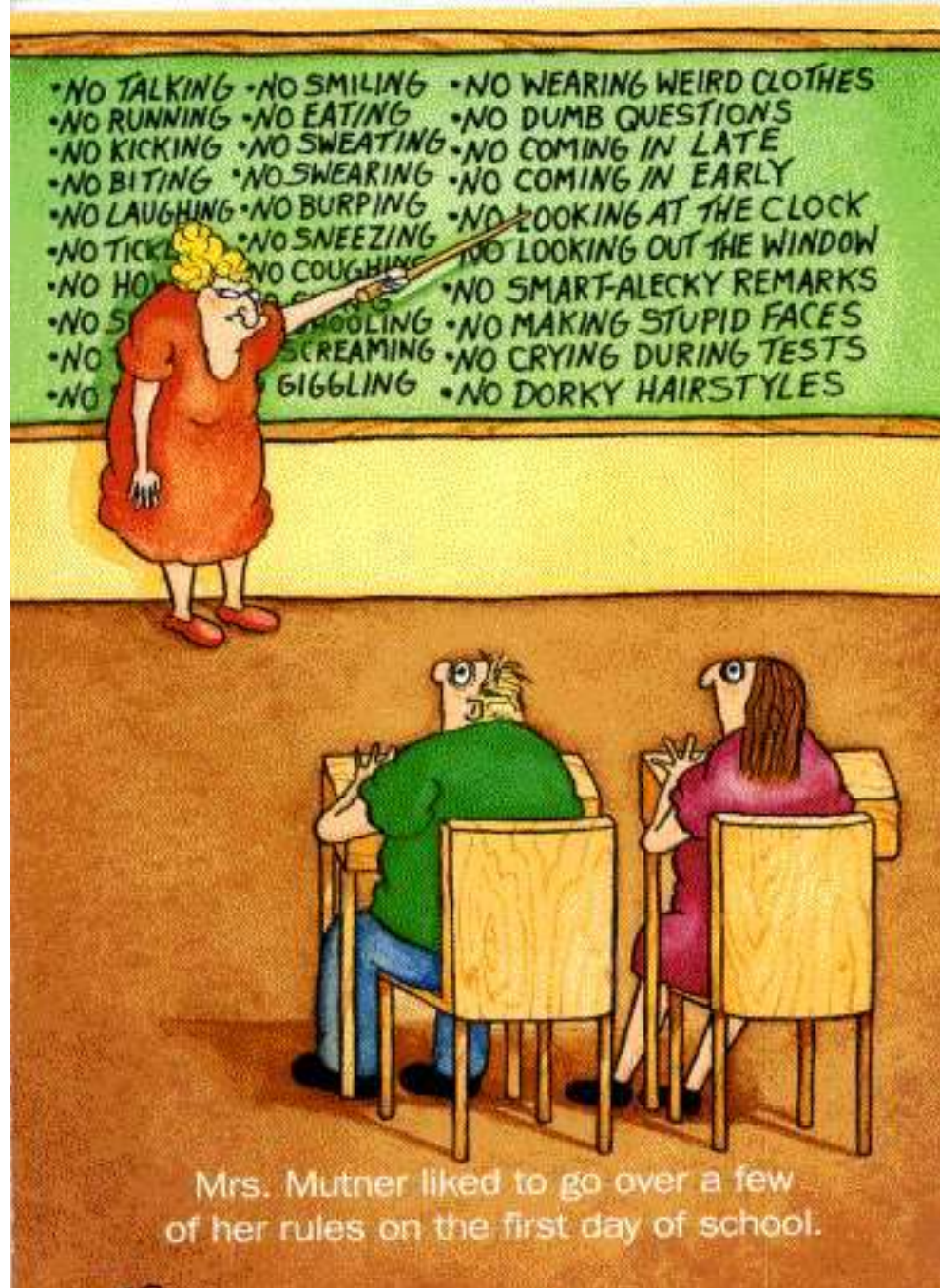
Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- ☆ How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice

Classroom Essentials

1. Classroom expectations & rules defined and taught
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised
6. Students are given multiple opportunities to respond (OTR)
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need



“Learning Errors”

How are you going to prevent it from happening again?

1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
 1. What does student need?
 2. What can we do to help?

Learning Errors

Error Correction *(skill in repertoire?)*

- a) Signal an error has occurred (refer to rules, "We respect others in this room and that means not using put downs")
- b) Ask for an alternative appropriate response ("How can you show respect and still get your point across?")
- c) Provide an opportunity to practice the skill and provide verbal feedback ("That's much better, thank you for showing respect towards others")

An Example...

Study Basics

- Subject:
 - Seven years old
 - Identified with EBD and ADHD
- Setting
 - General education 2nd grade classroom with 19 other students
 - One licensed teacher and one student teacher
- Concern
 - Student exhibits high rates of off-task
 - Student shouts out answers and questions and comments at high rates and often inappropriate

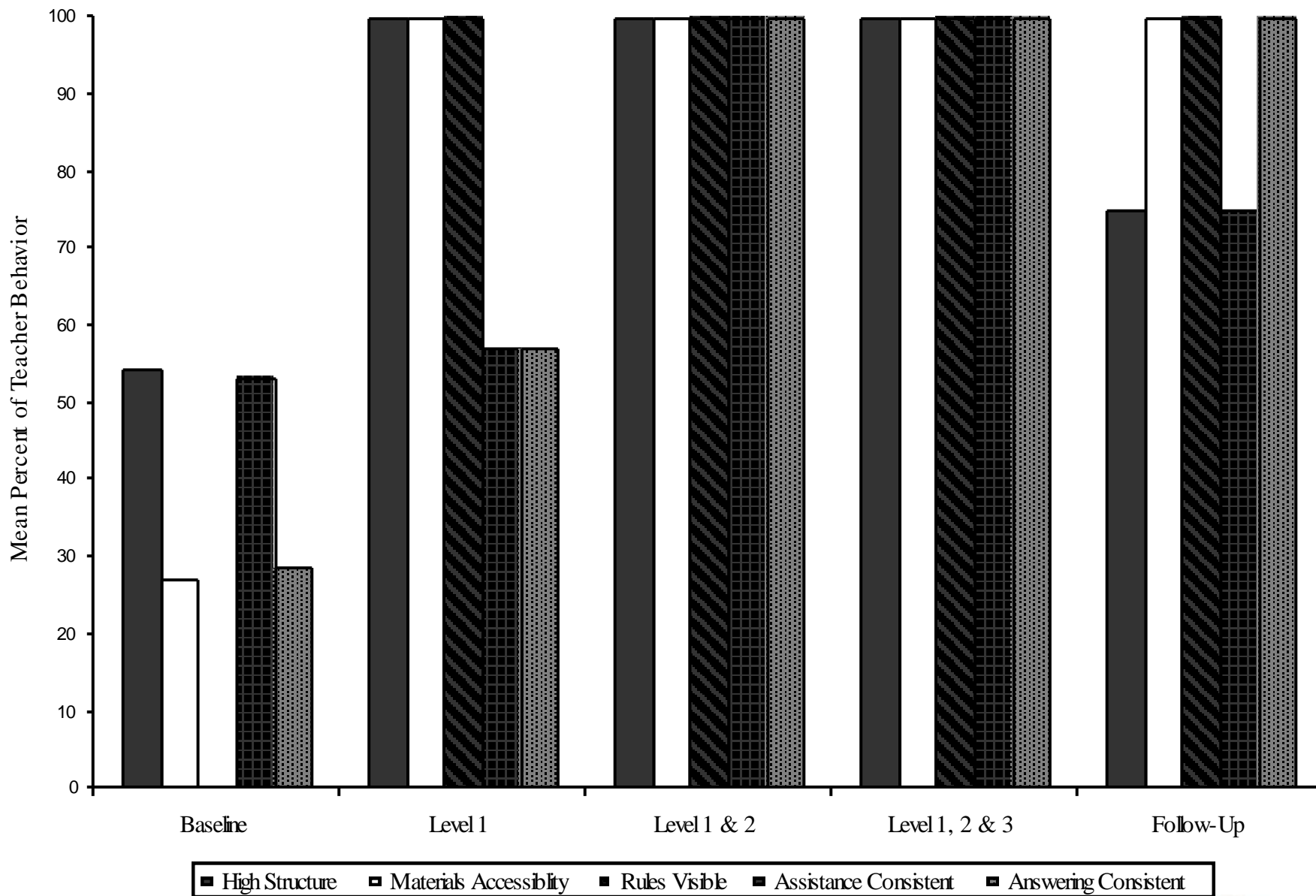
“Function of Behavior”

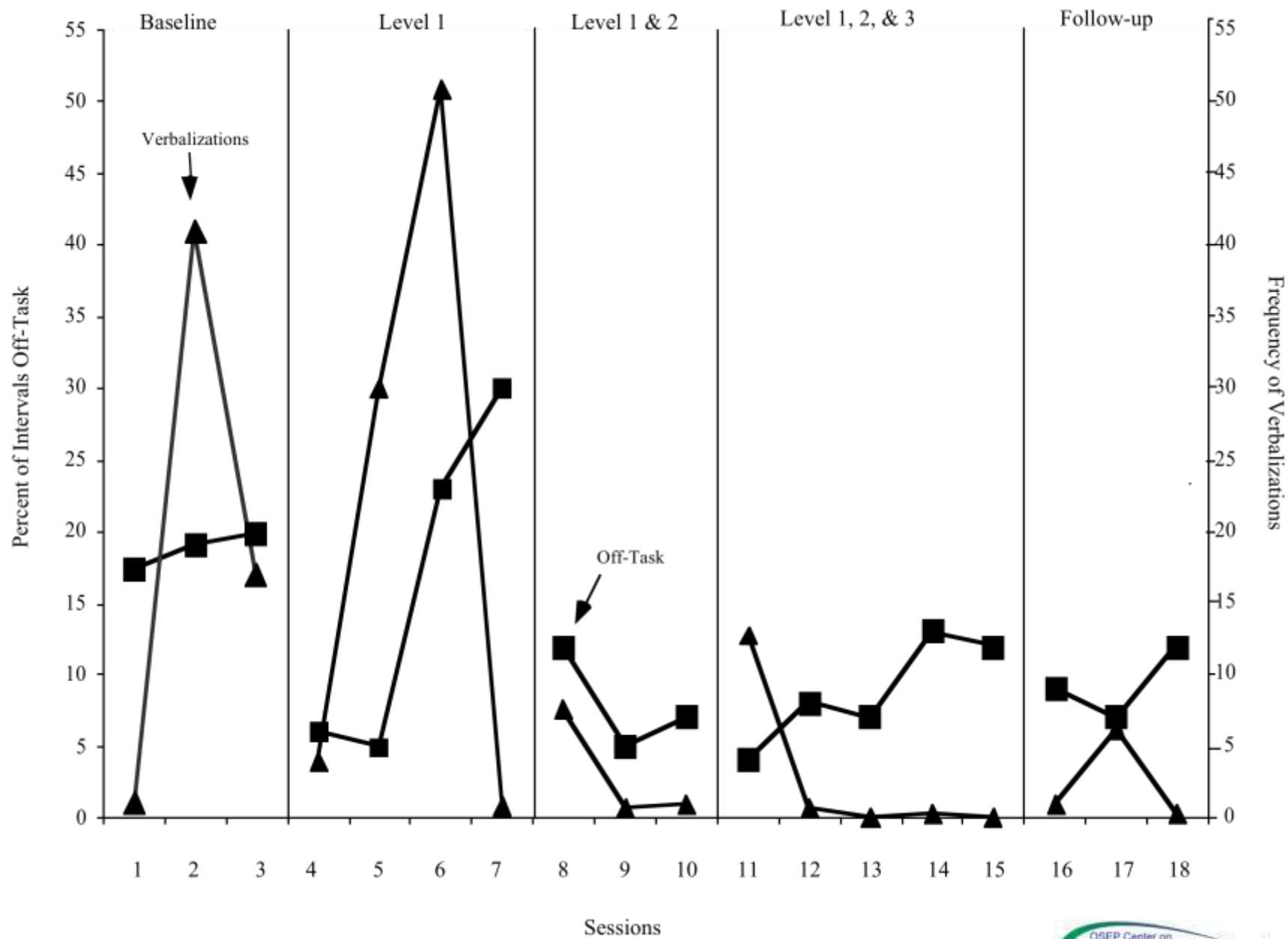
- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
 - Function identified as Attention
 - Significant antecedents: multiple step direction and group settings
 - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

“Environment Assessment”

Significant variables:

- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)





Basic Steps

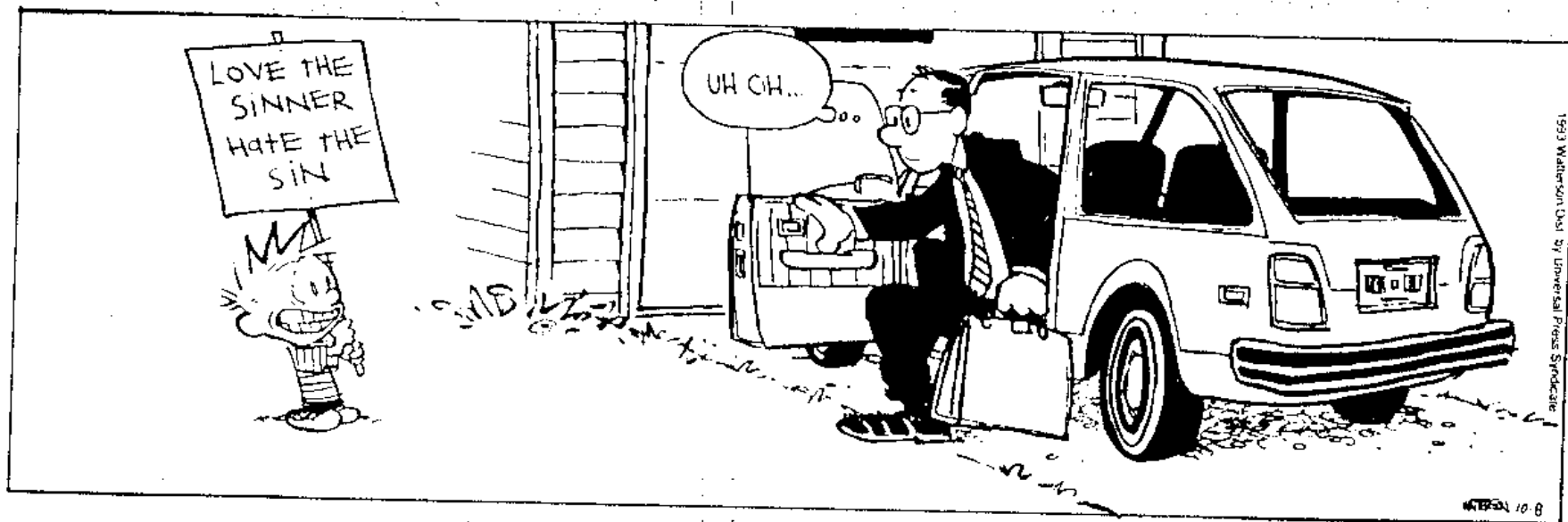
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Final Thoughts

1. “It’s just behavior”

Its not personal... students engage in problem and appropriate behaviors to get needs met

CALVIN & HOBBS



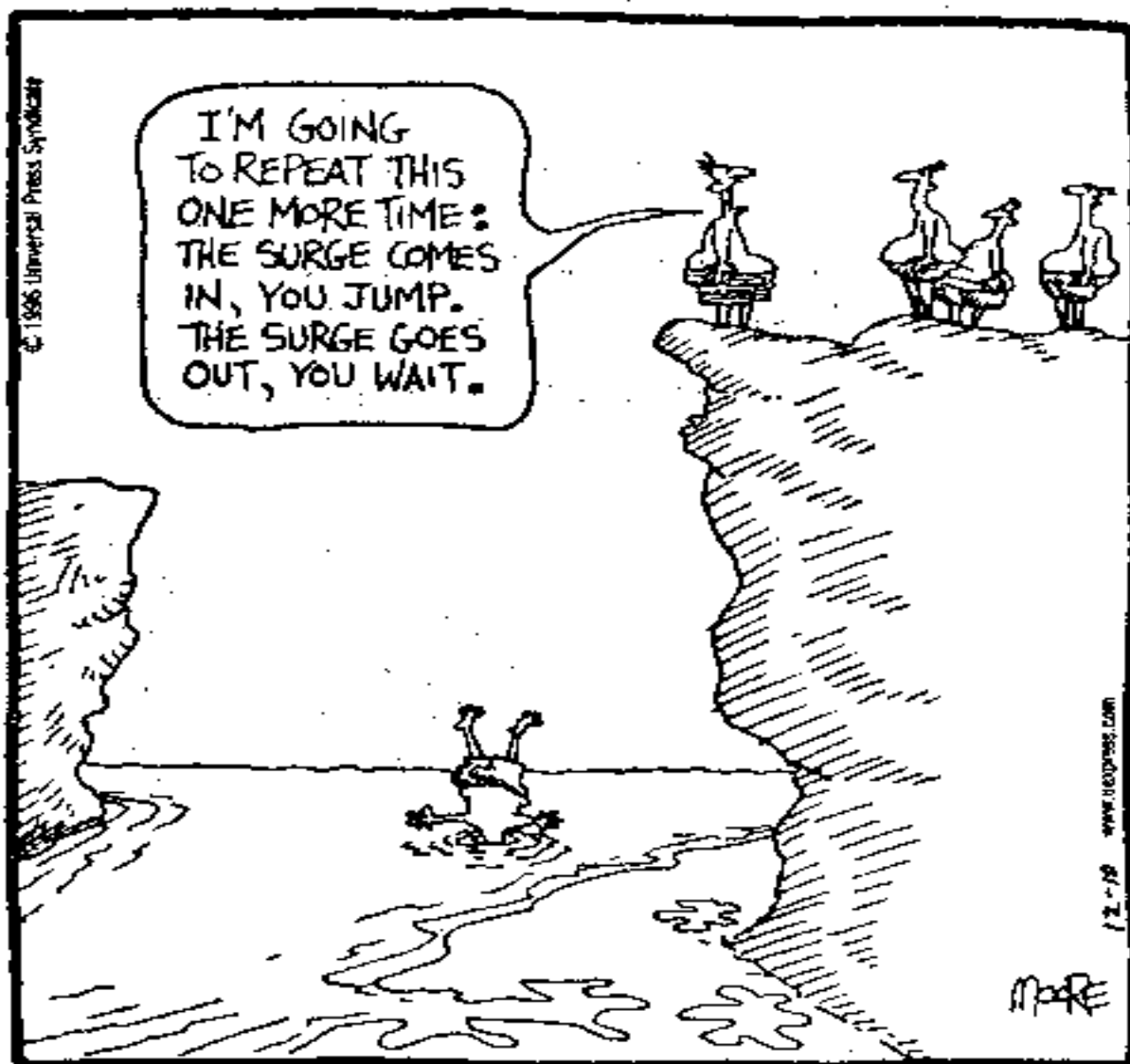
2. Behavior is learned

What you see is the result of risk factors within children's past learning history (poverty, disability, academic failure, language, culture....)

3. Research continues to demonstrate the most effective strategies are instruction based

- Teach “what you want them to do instead”
- Focus on academic and social success in terms of **linear** growth, not absolute

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At cliff-diving school.

4. Pause, step back,& smile

The most effective strategies will fail to impact students in the absence of sincerity, respect, and obvious joy in teaching

For More Information

*OSEP Center for Positive Behavioral Interventions
and Supports*

pbis.org

Missouri School-wide Positive Behavior Support

pbismissouri.org

IDEAS that Work

osepideasthatwork.org

What Works Clearinghouse

ies.ed.gov/ncee/wwc