Behavior Basics

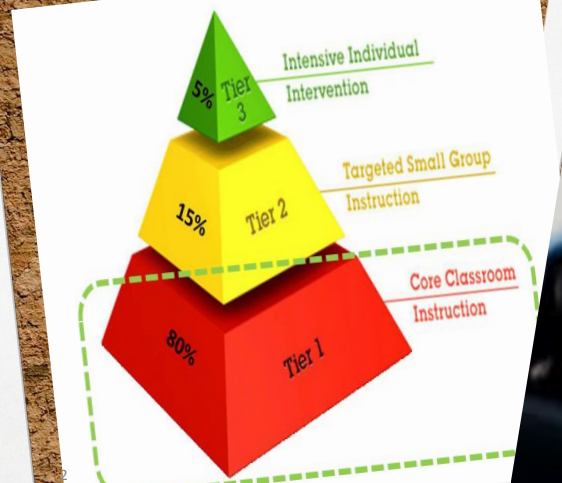
PSUSD
PALM SPRINGS UNIFIED SCHOOL DISTRICT

Presented By
The Behavior Team &
SPED Teachers on Special Assignments

Hello!

The purpose of this presentation is to provide you with a resource pertaining to basic behavior management systems you can do with your students at school!

HS: 8:45-10:00 am
ES/MS: 1:30 - 2:45 pm



By the numbers

Study from 2016

students with special needs make up

12% of the public **school population**

yet they account for

3

66% of incidents involving **seclusion**

71% of incidents involving **restraint**

TACA

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

"Problem behavior is not considered a "problem" for the child because this is how they have learned to behave to get their needs met"

Reasons why “Problem Behaviors” may Occur

- Communication /Social Deficit due to never being taught appropriate ways to request or express needs.
- Learning disabilities that may require longer processing time to understand and comprehend instructions & information.
- Overloaded mental health capacity - stress, anxiety, depression
- <u>In a Behavior Analytic Perspective[5] it may be due to wanting access or escaping a:</u>

- Sensory Need, Escape (people or environments), Attention from others, and accessing a Tangible (items, materials, locations).

Common Behavioral Challenges

Tantrum

Elopement

Refusal

Throwing

Aggression

Teasing

Scavenger Hunt

(10 min)

1. Find something you can use for redirection.

2.Find a primary reinforcer.

3.Find the Premack Principle.

4.Find something that helps me transition.

5.Find something that helps to understand what comes next.

6. How would you track the Antecedent, Behavior and ...Consequence.

7. What is going to motivate them to work?

Where do I start?

The start is what stops most people.

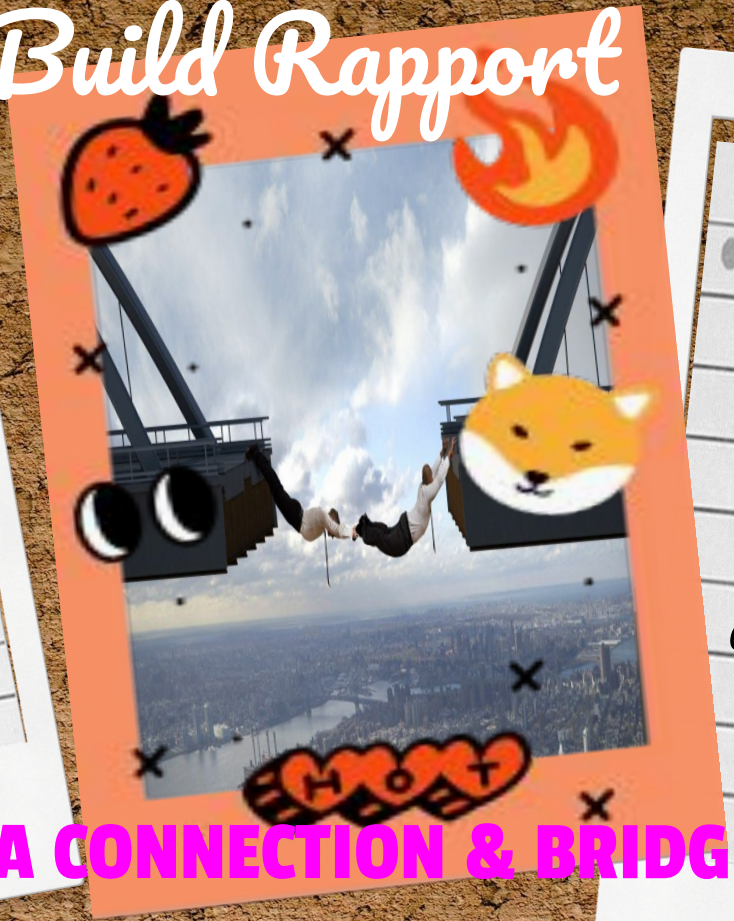
The starting point is always now, the end point is up to you.

Build Rapport

Can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive learning environment, and increase learning.

Build Rapport

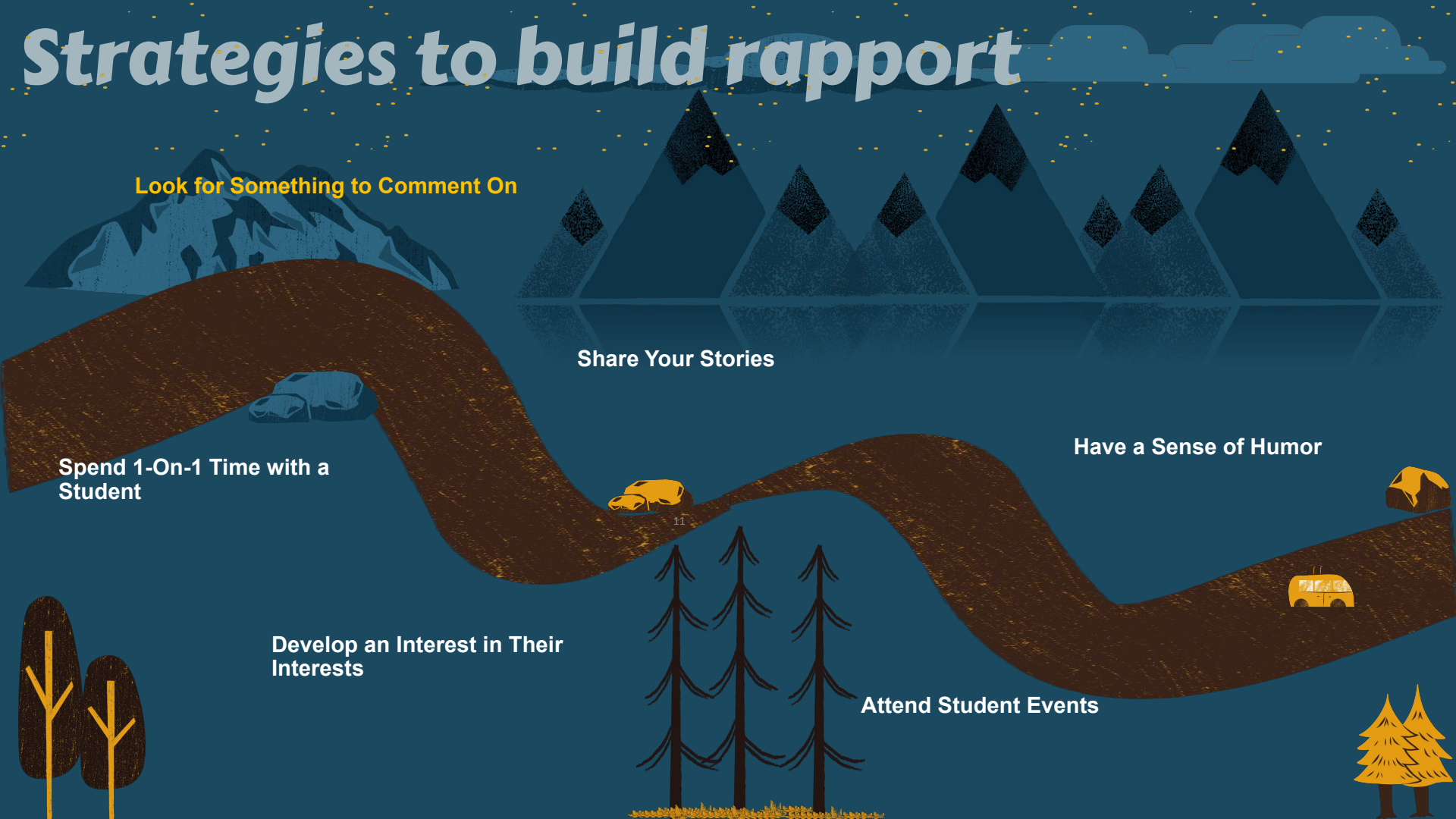
Rapport entails cooperation and acting out of freedom, while force compels action through fear, pressure, or enticement.



Rapport is about building connections with an individual or community. It is more than being friendly or getting along with another person. Rapport seeks to break down barriers and enable fluid communication.

BUILD A CONNECTION & BRIDGE THE GAP!

Strategies to build rapport



Look for Something to Comment On

Share Your Stories

Spend 1-On-1 Time with a Student

Have a Sense of Humor

Develop an Interest in Their Interests

Attend Student Events

Understand their Triggers

BIG TRIGGERS

- Everyday we are faced with situations or circumstances that can either make or break our day.
- Most people may experience stress and frustration, especially when things do not go our way, and this may cause unwanted behaviors.
- For some of our students, this may be magnified and may cause harm to themselves or others.

Video Reflection

What are some triggers seen on the video?

What are some of your own personal triggers?

IDENTIFY TRIGGERS

Observe your student across all environments to determine what it is that might be triggering the "problem behavior"

Examples

- Instructional Demand
- Social Reprimand
- Transitioning from Recess
- Being called out when doing something inappropriate...
- Being called out to participate...

Diversity Racial Equity Team

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RACIAL HEALING AND RESILIENCE

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Palm Springs Convention Center
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Light breakfast and plated lunch included

Click here to register or scan QR code

Questions? Contact DRE@psusd.us

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Understanding ABC's

A

Antecedent

What happened before the behavior

B

Behavior

18

What the "problem behavior" looked like

C

Consequence

What happened after the behavior

One of the duties for all staff members who work in a classroom is to support data collection procedures. One of the most important documents is the A-B-C Form.

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Typically, prior to seeing the BCBA or any member of the Behavior Team, the staff must have some type of data that indicates the antecedent, observable behavior, and the consequences of the behavior..

What is the Antecedent?

What is the Behavior?

What is the Consequence?

Motivation Problems?

Preference Assessment

Interview and ask them what they like, their triggers, etc.

Observations

Watch who they play with, what they gravitate towards, or engagement of an activity.

Ask Others / Family

Call or email other teachers or ask family members about things they may enjoy.

Remove Distractions

Out of sight, out of mind, including peers that may act as a distraction

Behavioral Momentum

Present easy task first before asking them to do the "big" task.

Enrich the Environment

Provide interesting and pleasant items/activities in the classroom environment.

5 Tips if it's a Skill Deficit

Set aside extra time to genuinely teach Explicit Behavioral Expectations

Determine what accommodations are necessary to support their learning

Practice patience and understand that there is a learning curve

Practice compassion as we are only with them for a few hours, but they must live with their disability for their entire life.

Scaffold and truly simplify the material that suits their needs using a Visual Schedule

Change the way information is offered or presented

Change the way students are able to complete assignments

Adjust the setting where students complete assignments

Adjust the time allowed for students to complete assignments

Use tools to help with student

Self Monitoring

Presentation

Response

Environment

Timing

Presentation

What is required from you!

Avoid Power Struggles

Listen and validate their struggles and what they are communicating to you. If they are upset with an assignment, offer assistance without being overbearing. If they say, “no”, then, let them be.

Mind your Body Language

Be observant with what your body language is telling them (i.e. crossing arms = may be indicative of being mad, tapping foot and deep sign may be indicative of losing patience.

Allow the student the opportunity to “Calm Down” before intervening

Especially if the behavior is not dangerous, sometimes, the student may just need to self regulate.

Look at where we started vs. how far we've come

"You can't finish what you don't start, and you should never start what you're not committed to finish."

— Gary Ryan Blair

Survey

Fill out the survey to be eligible for a gift card at the next meeting

https://tinyurl.com/5awvpt5c

Credits

- Behavior Motivation | Behavioral Intervention | Intervention Central. (n.d.). Intervention Central. https://www.interventioncentral.org/behavioral-intervention-modification
- Cooper, J., Heron, T., & Heward, W. (2007) Applied Behavior Analysis (4th edition). New Jersey: Pearson Education
- Davis, K. (n.d.). What triggers anxiety for an individual with ASD. Indiana Resource Center for Autism. Retrieved August 1, 2022, from https://www.iidc.indiana.edu/irca/articles/what-triggers-anxiety-for-an-individual-with-asd.html
- Good Behavior Beginnings. (2021, February 4). Forced Choice Preference Assessment (ABA). YouTube. https://www.youtube.com/watch?v=gAl3bZe199U
- How to ABA. (2020, September 7). How to: ABA Preference Assessments. YouTube. https://www.youtube.com/watch?v=kaIV-5iqUnsMediaHub | University of Nebraska-Lincoln. (n.d.). University of Nebraska - Lincoln MediaHub. https://mediahub.unl.edu/
- https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf

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