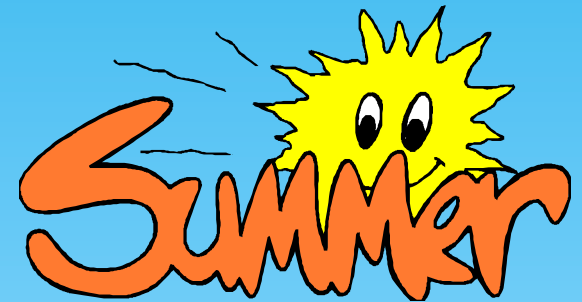


Behavior Training #1

Overview of Behavior Disorders

Thursday 08/02/2012



Dr. Kathleen Hogan
khogan3@aug.edu

Good Morning!

Please take a piece of paper and a marker; fold your paper into a three-sided pyramid. Write your name on one side and place the nameplate in front of you.



Do You Feel...

OR

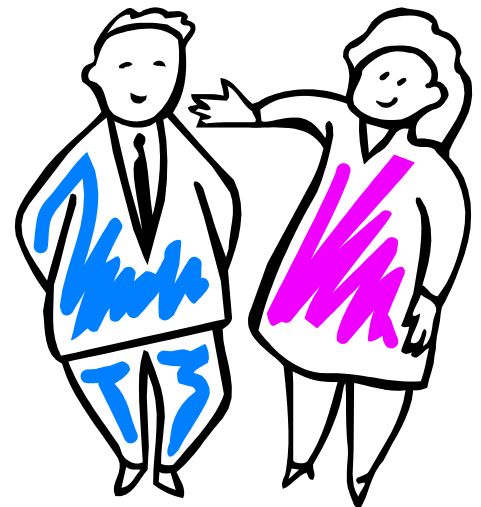


Session Objectives

- * Learners will take with them the following
 - * An understanding of how behavior and education are related
 - * Knowledge of the definition, characteristics and causes of Emotional Disorders, as well as different types of disorders under the ED umbrella
 - * An understanding of the purpose behind challenging behaviors and how to help students overcome these behaviors through the use of Positive Behavior Interventions and Supports
 - * An understanding of Special Education Law and how it relates to behavior

Introductions

- * Let's take a moment to go around and introduce ourselves to each other.
- * When introducing yourself, tell us the following:
 - * Your name
 - * Your position (school, grade, class)
 - * One thing you know about behavior



How are Instruction/Education and Behavior Related?

- * Why do you believe you are here?
- * What do you believe is the purpose of education?
- * When dealing with behavior, what do you believe is your role?



What is the Purpose of Education?



Compliance = Obedience

VS.



Responsibility = Thinking

A Pro-Active Educator

- * Accepts Responsibility
- * Students come with strengths and weaknesses
- * Approaches discipline positively
- * Promotes positive behavior
- * Understands you must teach social skills as well as academics
- * Emphasizes civility
- * Models appropriate behavior

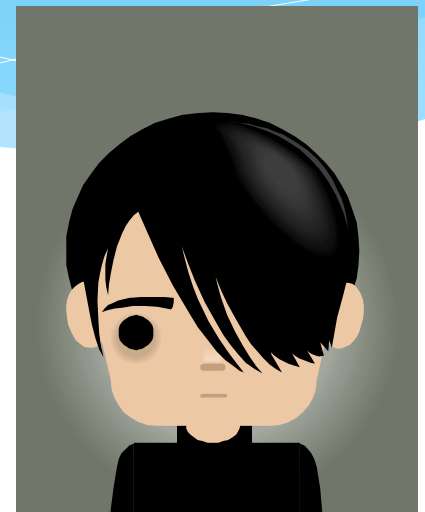


K-W-L

- * Take a few minutes and write on separate post-it notes what you
 - * **Already know** about behavior disorders (yellow),
 - * **Want to know** about behaviors (pink)
- * Use a post-it note for each separate idea
- * Once you have completed this go to one of the posters and post your **yellow** post-its under **KNOW** and your **pink** post-its under **WANT TO KNOW**

What are Behavior Disorders?

Definitions, Causes, Characteristics



Introduction to Emotional Problems

- * Mental Illness on the rise
- * Learning is linked to emotional well-being
- * Approximately 1 million students require special services for ED or ADHD
- * 50% of students with ED drop out of school



Emotional Problems

- * Undetected Emotional Problems
 - * 80% go undetected
 - * Misidentification as learning disabled
 - * Emotional Support
 - * Effectively treated
 - * Limited community treatments/counseling
 - * Longer untreated, worse prognosis
- * Types of Emotional Problems
 - * Internalized vs. Externalized Behaviors

Internalizing Behaviors

Warning signs are subtle

Sexual abuse
Depression
Suicidal thoughts

Anxiety Disorder
Depression

Externalizing Behaviors

Student acts in a way that draws attention

Temper tantrums
Physical aggression
Defiance

Attention Deficit Disorder
Conduct Disorder
Schizophrenia

Indicators of Emotional Problems

Internalized

Exhibits OCD

No friends; Shy

Does not complete work

Mood swings

“learned helplessness”

Frequently absent

Inordinate attraction to fantasy

Displays inappropriate affect

Externalized

Chronic disciplinary problems

Lacks empathy or compassion

Gang attachments

Angry outbursts; Curses

Conflicts with authority figures

Bullies others

Frequently absent

Physically aggressive; Damages property

Outside of School

Born prematurely

Mother suffers from depression

Lives in poverty

Neglected or abused

Placed in foster care

Displays chronic disciplinary problems

Frequent temper tantrums

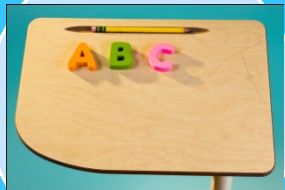
Loss of appetite or overeating

Long periods of isolation

Sleep disturbances/Nightmares

* Federal Definition - ED

- * A condition in which a student exhibits one or more of the following characteristics over a long period of time, to a marked degree, and negatively impacts their educational performance



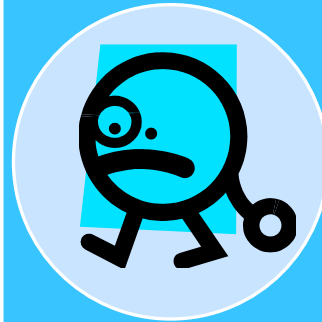
Inability to Learn



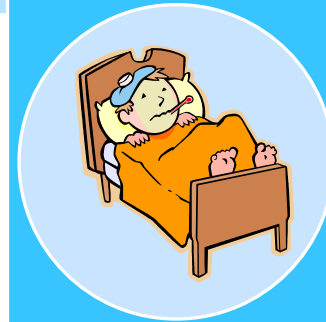
Inability to Maintain Satisfactory Relationships



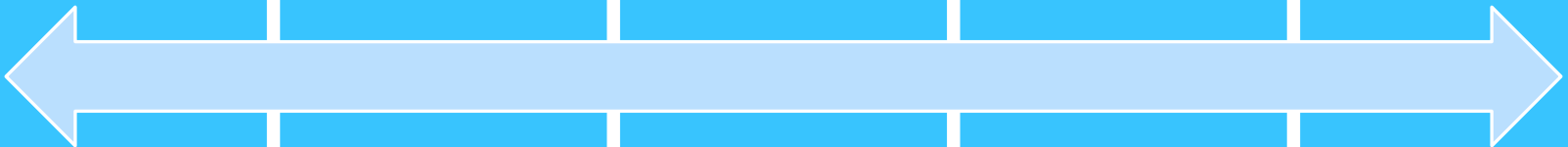
Inappropriate Behavior or Feelings



A Pervasive Mood of Unhappiness or Depression

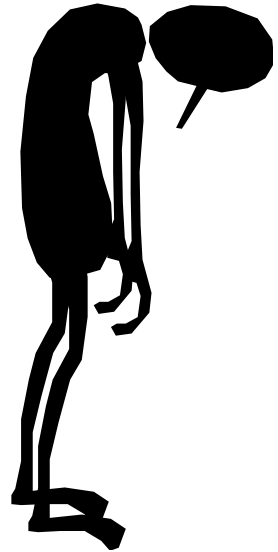


Tendency to Develop Physical Symptoms or Fears



DSM-IV Disorder Qualifying for ED

- * Oppositional Defiant Disorder
- * Conduct Disorder
- * Attention Deficit Hyperactive Disorder
- * Asperger's Syndrome/Autism
- * Bipolar Disorder
- * Early Onset Depression
- * Eating Disorders



Oppositional Defiant Disorder

* **Definition:** “... a pattern of disobedient, hostile, and defiant behavior toward authority figures” <http://www.nlm.nih.gov/medlineplus>

* **Causes** may be a combination of inherited and environmental factors, including:

<http://www.mayoclinic.com/health/oppositional-defiant-disorder>

- * Natural disposition
- * Limitations or developmental delays in a child's ability to process thoughts and feelings
- * Lack of supervision
- * Inconsistent or harsh discipline
- * Abuse or neglect
- * An imbalance of certain brain chemicals

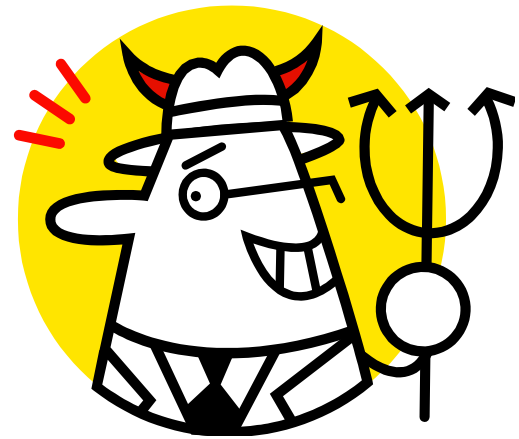
Oppositional Defiant Disorder

* Risk factors <http://www.mayoclinic.com/health/oppositional-defiant-disorder>

- * No single factor that causes ODD.
- * Abuse or neglect
- * Lack of positive parental involvement
- * Having parents with a severely troubled marriage
- * Parents with a history of ADHD, oppositional defiant disorder or conduct problems
- * Financial problems in the family
- * Family instability

* Characteristics: <http://www.nlm.nih.gov/medlineplus>

- * Actively does not follow adults' requests
- * Angry and resentful of others
- * Argues with adults
- * Blames others for own mistakes
- * Has few or no friends or has lost friends
- * Constant trouble at school
- * Loses temper
- * Spiteful or seeks revenge
- * Touchy or easily annoyed



Conduct Disorder

* **Definition:** long-term (chronic) behavior problems, such as:

- * Defiant or impulsive behavior
- * Drug use
- * Criminal activity

* **Characteristics:**

- * Breaking rules without obvious reason
- * Cruel or aggressive behavior toward people or animals (for example: bullying, fighting, using dangerous weapons, forcing sexual activity, and stealing)
- * Failure to attend school (truancy -- beginning before age 13)
- * Heavy drinking and/or heavy illicit drug use
- * Intentionally setting fires
- * Lying to get a favor or avoid things they have to do
- * Running away
- * Vandalizing or destroying property



Attention Deficit/Hyperactive Disorder

* **Definition:**

- * DSM-IV guidelines
 - * Present before age 7
 - * Present in two or more settings
 - * Do not occur exclusively during other psychotic disorders and is not due to other mental disorders
 - * Present for at least 6 months
 - * Evidence of impairment in social, academic, or occupational

* **Causes**

- * No known causes

* **Characteristics:**

- * Inattention
- * Impulsivity
- * Hyperactivity



Asperger's Syndrome

* **Definition:**

* IDEA (2004) Definition

- * A developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3, that adversely affects a child's educational performance.

* **Causes**

- * Neurological disorder, present at birth and apparent before the age of 3
- * Affects the functioning of the brain, the specific causes are unknown
- * Likely to be multiple causes, manifested in different forms
- * Factors being investigated
 - * Infections
 - * Metabolic factors
 - * Genetic factors – none determined
 - * Environmental factors
 - * Damage to the brain stem
 - * Damage to the limbic system
 - * Biochemical differences – no single neurochemical has been identified
- * Symptoms are triggered by malfunction in the brain



Asperger's Syndrome

* **Characteristics:**

- * Obsessive interest in a single object
- * Obsessive or repetitive routines and rituals
- * Motor-skill problems, such as clumsy or uncoordinated movements and delays in motor skills
- * Social-skill problems, especially related to communicating with others
- * Sensitivity to sensory information, such as light, sound, texture, and taste



Bi-Polar Disorder

* **Definition**

- * Mood swings between manic and depressed

* **Causes**

- * Starts between ages 15 – 25
- * Cause is unknown

* **Manic Characteristics**

- * Very elevated mood
- * Excess activity (hyperactivity)
- * Increased energy
- * Racing thoughts
- * Talks a lot
- * Very high self-esteem (false beliefs about self or abilities)
- * Very involved in activities
- * Very upset (agitated or irritated)
- * Easily distracted
- * Little need for sleep
- * Poor judgment
- * Poor temper control
- * Reckless behavior and lack of self control such as Binge eating, drinking, and/or drug use, promiscuity, and spending sprees

Bi-Polar Disorder

- * Depression Characteristics
 - * Daily low mood or sadness
 - * Difficulty concentrating, remembering, or making decisions
 - * Eating problems
 - * Loss of appetite and weight loss
 - * Overeating and weight gain
 - * Fatigue or lack of energy
 - * Feeling worthless, hopeless, or guilty
 - * Loss of pleasure in activities once enjoyed
 - * Loss of self-esteem
 - * Thoughts of death and suicide
 - * Trouble getting to sleep or sleeping too much
 - * Pulling away from friends or activities that were once enjoyed

Depression

* **Definition**

- * Diagnosis between 15 and 30
- * Persistent feeling of sadness and loss of interest

* **Causes** (<http://www.nimh.nih.gov/health/publications/depression-easy-to-read/what-causes-depression.shtml>)

- * **Genes**—people with a family history of depression may be more likely to develop it than those whose families do not have the illness.
- * **Brain chemistry**—people with depression have different brain chemistry than those without the illness.
- * **Stress**—loss of a loved one, a difficult relationship, or any stressful situation may trigger depression.

* **Characteristics**

- * Occurs more often in women
- * Sadness
- * Loss of interest or pleasure in activities you used to enjoy
- * Change in weight
- * Difficulty sleeping or oversleeping
- * Energy loss
- * Feelings of worthlessness
- * Thoughts of death or suicide

LET'S TAKE A QUICK BREAK!

Be back in 5 minutes



Five Problem Behaviors

Aggressive
Behavior

Passive-
Aggressive
Behavior

Attention Deficit
Hyperactivity
Disorder

Isolating
Behavior

Nonverbal
Learning
Disabilities

Aggressive Behavior

- * Intensity of reaction is not logical or acceptable
- * When Managing Behaviors, Effective Teachers...
 - * Are not “hooked” by student behavior
 - * Do not allow student to push their buttons
 - * Use emotional objectivity



Passive Aggressive Behaviors

- * Most frustrating
- * Top notch manipulators
- * Usually begins at an early age when students begin internalizing their anger
- * Intention is to frustrate and irritate
- * “Long and Long (2001) said that passive-aggressive behaviors are learned, conscious behaviors that can be changed.”
- * Normal PA behaviors includes
 - * Forgetting
 - * Failing to complete chores
 - * Not hearing
 - * Sulking
- * Examples
 - * “I can’t hear you”
 - * “I can’t find it”
 - * “See what you made me do”
 - * “It’s not my problem”



Attention Deficit Hyperactivity Disorder

- * Presumed neurobiological disorder affecting attention and inhibitions
- * Current research shows that it is genetic and caused by a chemical imbalance
- * SPED services under the following categories...
 - * OHI
 - * ED
 - * LD
- * SPED services factors
 - * How much parents push
 - * How disruptive the behavior is
 - * How the behavior affects academic progress



Isolating Behaviors

- * Educators need to be more aware of these behaviors
- * These students spend most of their time alone
- * Characteristics
 - * Shy
 - * Withdrawn
 - * Depressed
 - * Loner
 - * Isolated
- * Their isolation may lead to self-destructive behaviors to include
 - * Promiscuity
 - * Self-abuse
 - * Chemical dependency
 - * Cult membership
 - * Suicide
 - * Violence against others
- * Double the delinquency and school dropout rates



Non-Verbal Learning Disabilities

- * Difficulty interpreting body language
- * Verbal and auditory retention well developed
- * Dysfunction in
 - * Coordination
 - * Spatial organization
 - * Social relationships
- * Becomes more evident in the late elementary years
- * Asperger's is a severe form
- * Focus more on details



What do you think?

- * Break into groups of 2-3 and discuss the following question
- * Should a teacher focus on behaviors or curriculum? If you focus on behavior will instruction follow or must you focus on instruction and behavior will follow?

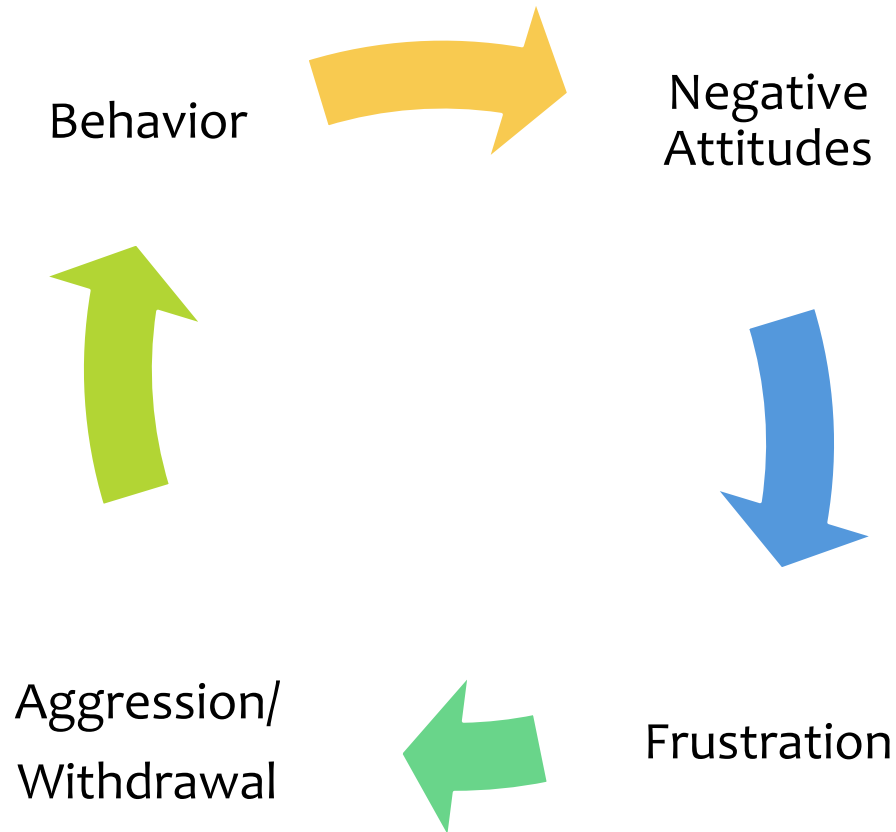


What are Behavior Disorders? Learning Problems

- * Students with ED have generally lower IQ scores
- * Students with ED are generally on a lower grade level than their peers



Cycle of Academic Non-Achievement



Understanding Behavior



What do you think?

Why do students misbehave in the classroom, in the cafeteria, on the bus, anywhere there is a large group of students and/or staff?



Setting Events

- * Physical, social and environmental variables “set the stage” for challenging behavior to occur
- * Three common types of setting events:
 - * Biological: thirst, hunger, fatigue, medication side effects
 - * Environmental: Clutter in the classroom, disruptions in routine, unplanned transitions, overcrowded work areas, room temperature
 - * Social Interpersonal: Disagreements with others, communication difficulties

Two Major Classes of Learning Problems

- * Skill deficits

- * Does not possess the sufficient skill set to perform the task

- * Skill deficits result from:

- * A failure to develop mastery of a skill

- * Having little or no opportunity to learn the skill

- * The student was not fluent in the skill before instruction was terminated

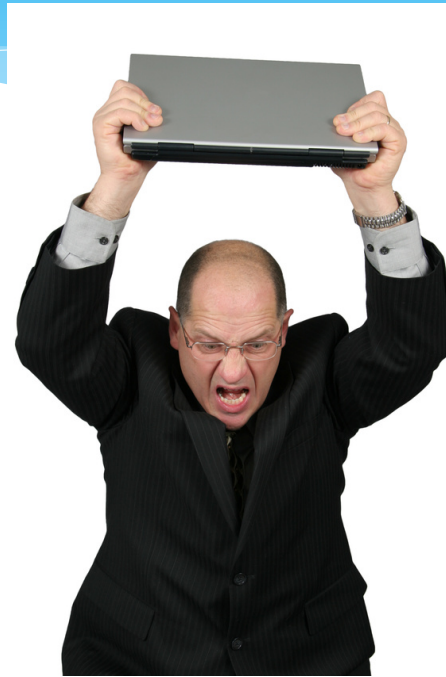
- * Inconsistent use of teaching strategies (i.e., instructional cues)

- * Performance problems

- * Does not attempt performance at his/her level of ability

- * Lack of motivation

Why do they misbehave?



- * Inability to select alternative responses due to a limited repertoire of skills
- * Behaviors are maintained and/or reinforced by triggers found within learning environments

Understanding Behavior Problems

Student Temperament

- Dysfunctional Family
- Neurological Problems
- Emotional Problems
- Heredity
- Toxins or Drug Abuse
- Social Skill Deficits

Teacher Behavior

- Boring Lessons
- Disorganized Lessons
- Overreaction to Misbehavior
- Stereotyping
- Burnout
- Overreliance of Punishment

Understanding Behavior Problems

Group Dynamics

- Peer Approval
- Dysfunctional Group Roles
- Bullying and Teasing
- Cliques
- Student Apathy and Hostility

Classroom Organization

- Inconsistent Routines
- Uncomfortable Physical Setting
- Irrelevant Curriculum
- Inadequate Materials
- Obliviousness to Cultural Differences

Past Management Techniques

- * Traditionally schools have responded to challenging behavior using rapid suppression methods relying on punishment to extinguish these responses
- * This approach is clearly reactive and does nothing to teach replacement skills and or prevent these behaviors from occurring
- * Getting “tougher” is ineffective!



Alternatives for the Prevention of Challenging Behavior

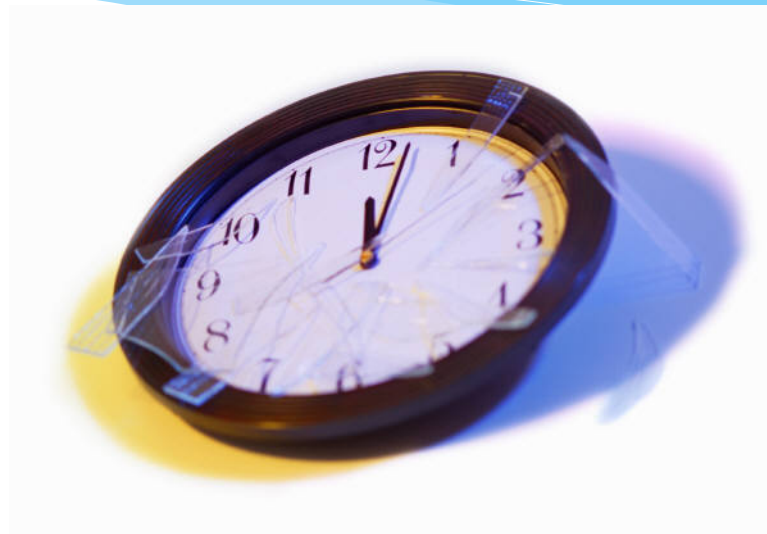
- * Positive Behavior Interventions and Supports (PBIS)...
- * Represents a pro-active and constructive approach for addressing student behavior
- * Transforms the culture and climate of a classroom through investing in practices that work
- * Research shows that effective implementation can eliminate 80%-90% of common behavior problems.

More on PBIS after the break!

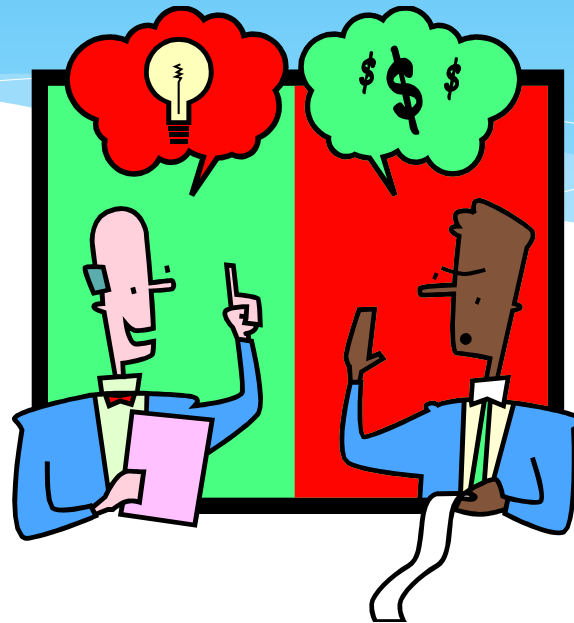


RETURN IN 10 MINUTES

LET'S TAKE A BREAK!!!!

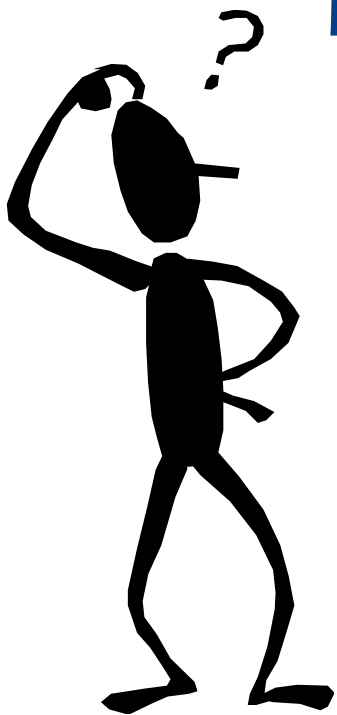


Positive Behavior Interventions and Supports



What do you know about Positive Behavior

Interventions and Supports?



Common Classroom Behavior Problems

- “Jaime’s all over the place. He touches other kids’ stuff, disrupts their concentration, & always getting in fights. I don’t know what to do with him!”
- “What can I do to reduce # of kids who come to class late?”
- “I can’t get Masao to keep stuff out of his mouth. Books, paperclips, cd’s,...you name it, he’s eaten it”
- “When I tell Sasha what to do, I’m ignored. When I repeat, I’m ignored again. So, I repeat again & tell her that if she doesn’t answer, I’m sending her to the office. She gets up & leaves! I want compliance.”
- “Every other word out of Margie’s mouth is sexually or culturally inappropriate....how do I get her to speak appropriately?”
- Others you can think of?

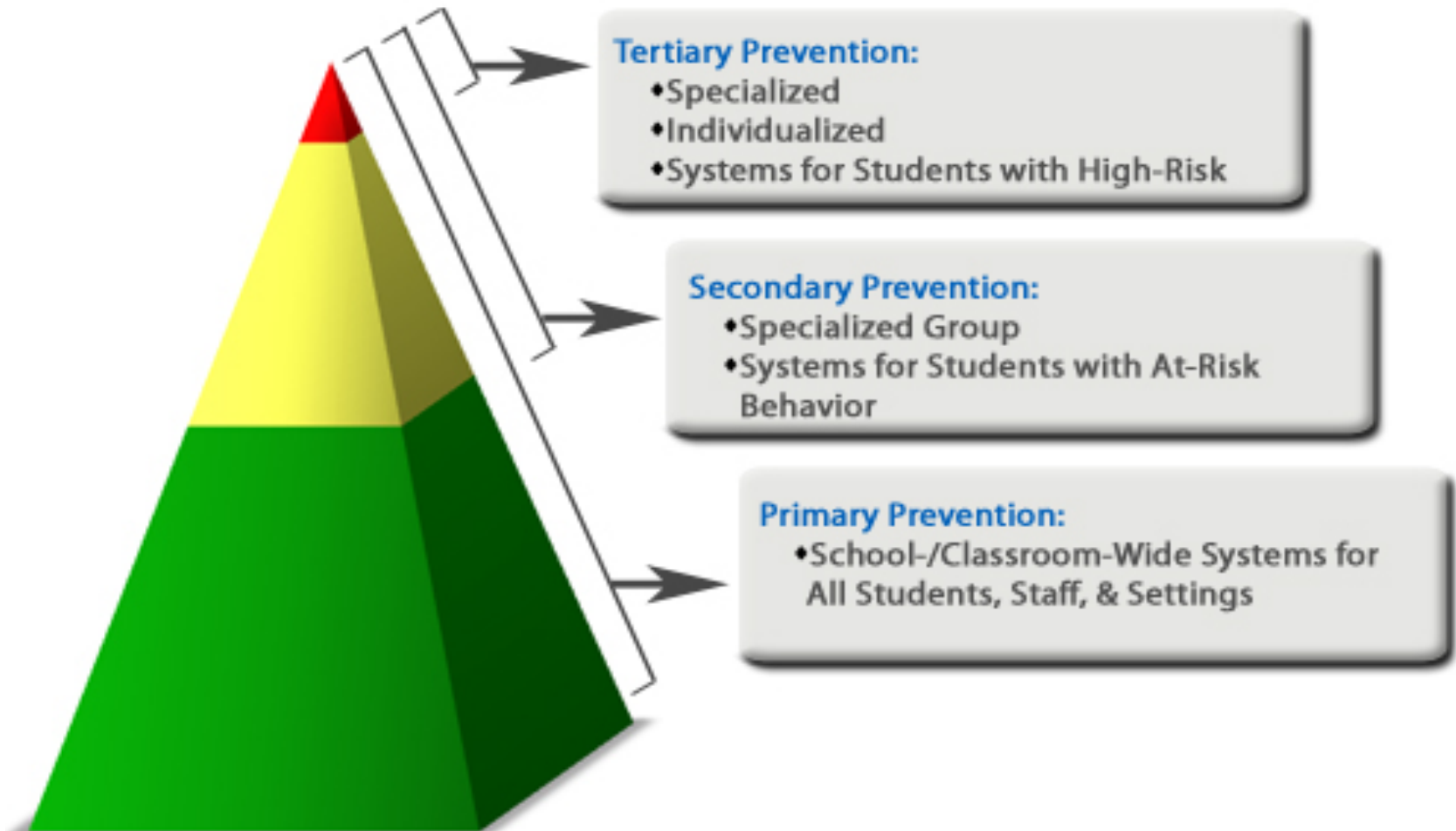
The answer is PBIS!

What is PBIS?

- * Refers to a systems change process for an entire school or district
- * Framework which
 - * Changes undesirable behaviors,
 - * Respects a person's dignity, and
 - * Respects an individual's capabilities, expands his/her opportunities, and enhances his/her quality of life
- * Emphasizes
 - * The environment surrounding a student and his/her behavior,
 - * The development and selection of interventions, and
 - * The acceptability of procedures and outcomes
- * Attention is focused on creating and sustaining systems of support
 - * Improve lifestyle results (personal, health, social, family, work, recreation)
 - * For ***all children and youth***
 - * By making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional

What does PBIS look like?

Continuum of School-Wide Instructional & Positive Behavior Support



Who should use PBIS?

- * Entire school or district
- * Team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers
 - * Administrators, classified, and regular and special education teachers
- * The school will focus on **three to five** behavioral expectations
 - * Positively stated
 - * Easy to remember
 - * Avoid telling students what NOT to do
 - * Tell students what TO do (preferred behaviors)
- * Team takes information back to the staff
 - * Need 80% of staff buy-in
 - * Consistency from class to class and adult to adult

When should PBIS be used?

- * In the past, school-wide discipline has focused mainly on **reacting** to specific student misbehavior by implementing **punishment**-based strategies
- * The implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is **ineffective**.
- * Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience.
- * Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.
- * The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

So, it should be used all the time!

Where should PBIS be used?

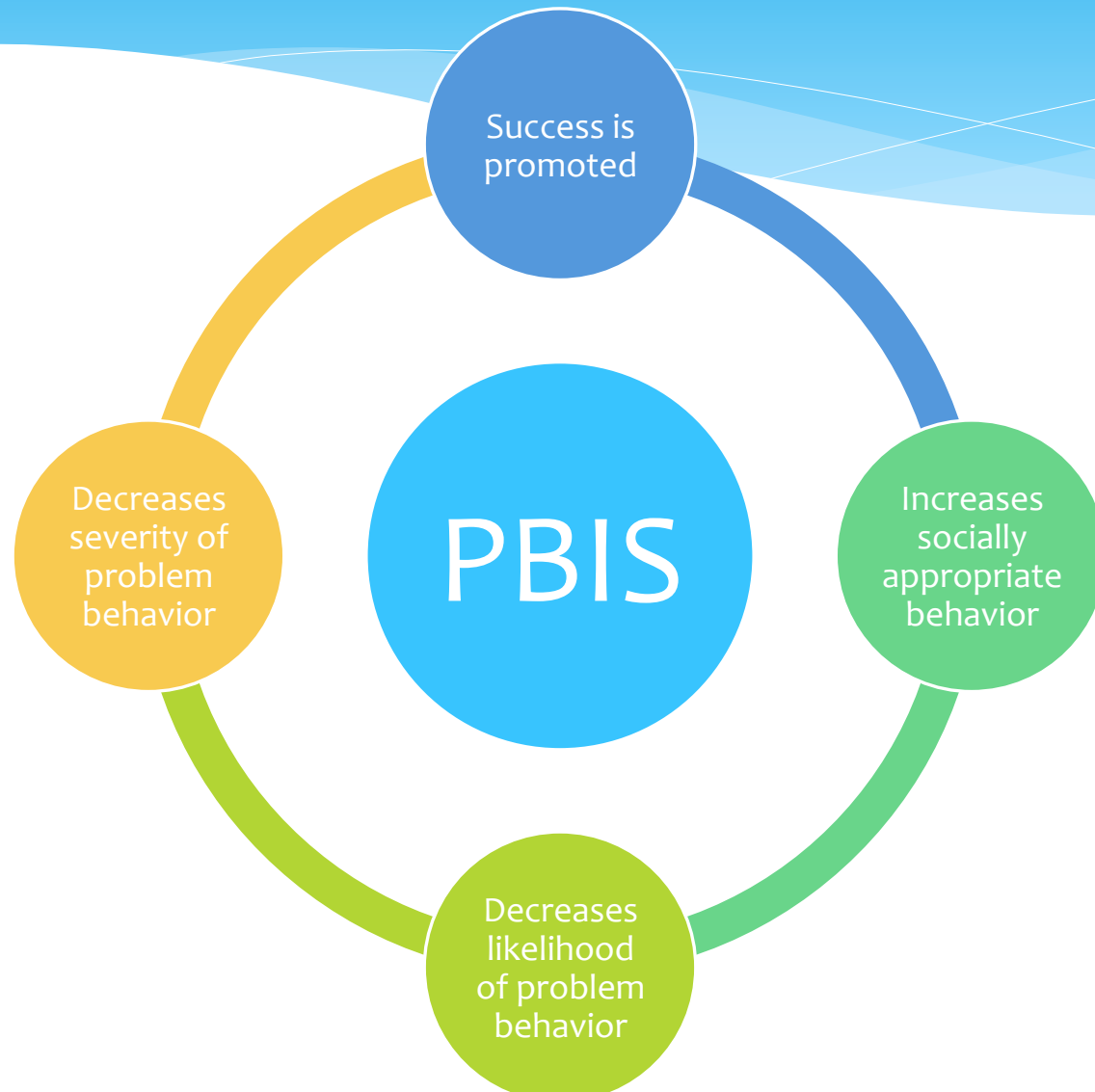
- * One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors **to create positive school environments.**
- * Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas **including the classroom and nonclassroom settings** (such as hallways, buses, and restrooms).
 - * All environments in which teaching and learning occurs

	Bus	Cafeteria	Restroom	Playground
	Keep hands and feet where they belong.	Place tray on kitchen window shelf after scraping leftovers into wastebasket.	Flush toilet after use.	Report any graffiti or broken equipment to adult on duty.
Respect Property	Throw unwanted items in wastebasket.	Wipe table with sponge provided.	Use two squirts of soap to wash hands.	Return playground equipment to proper area.
	Keep food and drinks in backpack.	Clean food spills off floor.	Throw paper towels in wastebasket.	Use equipment as it was designed.

PBIS...

- * Utilizes data to solve problems and make judgments
- * Organizes the environment to prevent the development problem behavior
- * Teaches and reinforces prosocial skills and behaviors
- * Implements evidence-based practices for behavior
- * Continuously monitors student performance and progress

Why should PBIS be used?



Why use PBIS?

- * You become more positive!
- * You can manage problem behavior quickly and positively!
- * You spend more time teaching and less time on discipline!
- * You can increase student participation and learning!

Prevention is more effective than intervention!!!!

[Student Success Story](#)

[Mom's Success Story](#)

Let's Take a Quick Break

Be back in 5 minutes



Special Education Law



School Discipline

* What do you think?

* **Are schools today safe and orderly** (Langdon & Vesper, 2000)?

- * 43% of teachers surveyed and 24% of the public felt that schools were safe and orderly involvement
- * Public wants stricter discipline and control as a first priority involvement
- * Teachers want more parent involvement

* **What do you believe are the biggest concerns regarding student behavior?**

- * Principals biggest concern = student tardiness, absenteeism, and class-cutting (NCES, 2002c)
- * Principals rate physical conflicts and tobacco use as secondary concerns (NCES, 2002c)
- * Teachers ranked behaviors interfering with instruction, incomplete school/ homework, back talk, and noncompliance as top priorities (Langdon, 1997)
- * Students felt behaviors interfering with instruction as the most problematic, followed by tardiness, cutting class, and breaking school rules (NCES, 2002b)

Individuals with Disabilities Education Act 2004

- * This is the law that governs how we educate students with disabilities
- * Schools now have more freedom to remove SPED students due to their behavior as long as it is not a result of their disability
- * Includes the use of Functional Behavioral Assessments and Behavior Intervention Plans

Functional Behavioral Assessment and Behavioral Intervention Plan

* **FBA**

- * Identifies why a student misbehaves
- * Behavior changes due to environment, thus changing the environment can change behavior
- * Must gather descriptive information on the environment surrounding the student's behavior
- * Advantages
 - * Proactive = teaches students what they SHOULD be doing
 - * Focuses on prevention and remediation
 - * Common language
 - * Method of assessment can be used regardless of student demographics
 - * Consistent methods to choose behavioral interventions

* **BIP**

- * Part of the IEP that stating (1) what the problem behavior is, (2) what the replacement behaviors are and (3) types of interventions to use

Individuals with Disabilities Education Act 2004 – Discipline Provisions

- * School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days
- * *Manifestation determination.* (1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct

Restraints and Seclusion

Do not touch any student unless you are trained and the student is causing harm to themselves or others!

Do not leave students alone in a separate room!

- * Federal, state, and provincial legislation or regulations should: (<http://www.cec.sped.org>)
 - * Recognize that restraint and seclusion procedures are **emergency** only
 - * **Preventive measures** need to be in place
 - * **Individualized emergency or safety plans must be created**
 - * Requires that **comprehensive debriefings occur** after each use of restraint or seclusion and that reports of the incident are created including parental notification.
 - * **Data** on restraint and seclusion need to be reported to an outside agency

Farewell Activity

- * Take an index card from your table and write one thing you hope to learn from our future behavior trainings.
- * Place these index cards on the table in the back as you leave.

Please take your folder/notes/nameplate... You will need the nameplate for future trainings.

GOODBYE!

References

- * Bradley, R. (2007, October). Key issues in discipline (Module 19). *Building the legacy: IDEA 2004 training curriculum*. Washington, DC: National Dissemination Center for Children with Disabilities. Available online at: www.nichcy.org/training/contents.asp
- * <http://www.cec.sped.org>
- * Henley, M. (2010). *Classroom Management: A Proactive Approach*. Boston, MA: Pearson.
- * <http://www.ideapartnership.org>
- * <http://www.ideapartnership.org>
- * <http://www.pbis.org>