

**Responding to Misbehavior:
Tier II Interventions for Challenging Students
AK RTI Conference 2016
Presented by Tricia McKale Skyles**

Introduction

Objectives for the Session

- Compare Tier I versus Tier II students on the campus
- Practice a strategy for working with students who are non-compliant
- Understand how to utilize the Interventions resource
- Identify key techniques for addressing highly disruptive students, managing physically dangerous behavior, and dealing with emotional escalation
- Identify key characteristics of an effective check-in/ check-out procedure

How do we define a Tough Kid?

Defining a Tough Kid

Behavior excesses

- 1.
- 2.
- 3.
- 4.

Behavior deficits

- 1.
- 2.
- 3.

Self-Management and the Tough Kid

Non-disabled students are r_____ governed and internalize v_____

Tough kids are c_____ governed

First thing that catches their attention impulsively controls their behavior

S_____ is the most effective intervention

Assumptions about Tough Kids

Tough Kids are managed, not cured

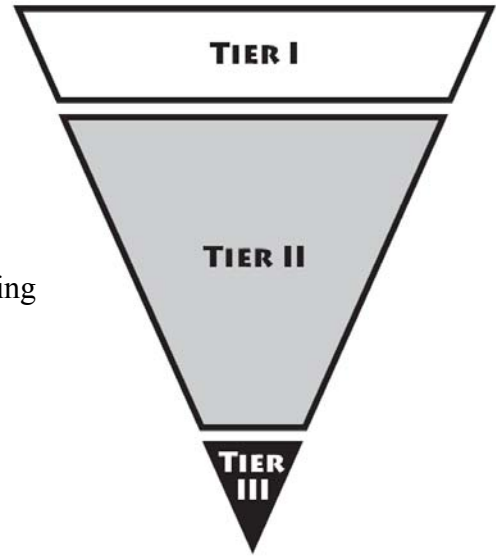
Multiple causes

Positives work best

You have to like the kids and their behaviors

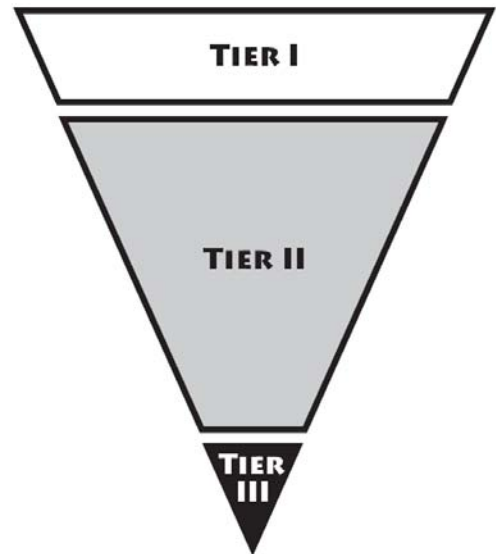
A proposed Response-To-Intervention (RTI) continuum of services:

- Tier I** Interventions planned and implemented by general education classroom teachers
- Tier II** Collaborative design and implementation
Interventions planned with specialist using the **Intervention Decision Guide: *Teacher Interview***
Interventions planned by an Intervention Planning Team (IPT), utilizing the **25 Minute Planning Process**
Multi-disciplinary approach, utilizing the **Intervention Decision Guide: *Multi-Disciplinary Approach***
- Tier III** Comprehensive FBA by a school psychologist or a certified behavior analyst



Identify the continuum and vocabulary in your district/state:

- Tier 1:**
- Tier II:**
- Tier III:**



What are some basic techniques for responding to students who are non-compliant?

Understanding Coercive Pain Control (Or, How to Make it Worse)

Teacher (or other Adult)	Student
Wouldn't you like to...?	Ignores you.
Come on, please...	Delays.
Yells, "You better do it!"	Makes excuses, argues.
Now you have had it!	Tantrums, aggression.
OK, OK. Withdraws request.	Stops tantrum.

Coercion/pain control

_____ % of requests are withdrawn

Pain stops

Randomly rewarded

Reinforces microburst of aggressive behavior

Impedes social skills development

Reduces academic learning

Behavior momentum

Begin with high-probability request (at least 70% likely to do)

Have student do several high-probability behaviors followed by low-probability

Precision Requests

1. Before you use the procedure, explain the Precision Request and its consequences to the whole class.
2. Make a quiet Precision Request that uses the student's name and the word ***Please*** – for example, “Maya, *please* get your materials out and start working.” Make the request in a non-question format. Get up close to the student (within 3 feet), use the student's first name, and make eye contact.
3. Wait three to five seconds after making the request, and do not interact further with the student during this time.
4. If the student starts to comply, verbally reinforce him or her.
5. If the student does not comply within the three to five seconds, make the request a second time with the signal word ***need***. For example, “Now I *need* you to get your materials out and start working.”
6. If the student starts to comply, verbally reinforce him or her.
7. If the student still does not comply within three to five seconds, follow through with a preplanned reductive consequence.
8. After delivering the reductive consequence, again repeat the request using the signal word ***need***. If the student complies, reinforce him or her. If not, deliver the next preplanned consequence from the hierarchy.

Dealing with Students Who Act Defiant

Acts of defiance—Acts in which a student engages in **overt** and **immediate** refusal to comply with a reasonable adult direction.

Student defiance will be considered a referable infraction only when the following conditions are met:

The direction is clear and observable.

The direction is immediate.

The direction is given three times.

With the second repetition, the staff member emphasizes the seriousness of the student's choice.

With the third repetition, the staff member writes the direction (giving the student time to respond).

Intervention A

Planned Discussion

Purpose—To help students understand and address concerns associated with:

- Minor but potentially annoying misbehavior.
- Moderate misbehavior in the early stages.
- Chronic or severe concerns, as one part of a comprehensive plan.

Types of behavior that may be positively affected

This intervention has the potential of having a positive impact on just about any behavior, from physically dangerous acts to chronic crying to minor disruptiveness. With any child whose language skills are sufficient to be able to understand and participate, planned discussion should be tried. For a minor problem or in the early stages of a moderate problem, this intervention may be sufficient in and of itself. For severe or ongoing problems, discussion may be one part of a comprehensive plan to help the student.

Rationale

- The problem may result from a lack of information or understanding.
- This is the easiest, quickest intervention.
- Planned discussion is a very respectful and potentially empowering way to address problem behavior.

Summary of intervention steps

Although the following is given in a step-by-step format, it is important to use professional judgment, reordering and adjusting procedures to meet the needs of each situation and individual.

- | | |
|--|---|
| Step 1:
<i>Before meeting
with the student</i> | <ol style="list-style-type: none">a. Identify the central concern.b. Establish a focus.c. Determine who should participate in the discussion.d. Schedule the discussion for a neutral time.e. Make an appointment with the student to discuss the concern.f. Plan to keep a written record of the discussion (see next two pages). |
| Step 2:
<i>When meeting
with the student</i> | <ol style="list-style-type: none">a. Work with the student to define the concern or concerns.b. Brainstorm actions that each participant in the discussion can take to help the student resolve the problem.c. Set up an informal action plan.d. Schedule a follow-up meeting.e. Conclude the meeting with words of encouragement.f. If appropriate, share a copy of the written record of the meeting with the student and parents. |
| Step 3:
<i>After meeting
with the student</i> | <ol style="list-style-type: none">a. Encourage student efforts.b. Meet with the student weekly to discuss progress and adjust the action plan as necessary.c. Determine whether more structured interventions are required.d. Provide continued follow-up, support, and encouragement. |

Intervention D

Data Collection

Purpose—to increase positive behavior or decrease negative behavior with any behavioral goal through observation, as well as to use a systematic approach of recording data to gauge the efficacy of subsequent interventions.

Types of behavior that may be positively affected

- Any chronic behavior or motivational problem

Rationale

- Gathering data often solves the problem all by itself.
- Data will form the basis of subsequent intervention planning.
- Use of data is the only way to determine objectively whether interventions are working.

Summary of intervention steps

Step 1 Choose an objective data collection method. Data can be collected using any of the following methods:

- Weekly Misbehavior Recording Sheet
- Basic frequency count
- Advanced frequency count
- Countouts
- Public posting
- Duration recording
- Interval recording/scatterplot
- Rating scale

TIP: If it's difficult to determine what the focus of the intervention should be or how to measure the problem, keep a daily anecdotal log in which you note what occurred that day. Usually, anecdotal notes will help you define the nature of the problem in a more objective manner.

Step 2 Select a way to display the data. Think about whether a table, bar graph, pie chart, or scatterplot will make trends and patterns apparent to you as well as to the student.

Step 3 Meet with the student.

- Explain the data you plan to collect. Make sure the student understands data collection will help both you and the student understand the significance of problem, and what everyone involved might do to make things better. Explain how you will inform the student of the data as you are collecting it—neither your actions nor the data should be a secret.
- Meet regularly (at least once a week) with the student to discuss the data and debrief.

Intervention G

Managing Physically Dangerous Behavior

Purpose—to effectively intervene when a student's escalating behavior poses a threat to the physical safety of other students, adults, or the student themselves.

Note: This intervention is reactive and designed to protect everyone's physical safety. Proactive interventions to teach self-control should be implemented once emergency plans are in place.

Types of behavior that may be positively affected

This intervention is recommended and may be necessary when any of the following behaviors make continuing a normal class routine impossible:

- Fighting
- Self-destructive behavior
- Physically threatening behavior

Rationale

Students who present a physical danger to themselves or others require time-consuming and intensive help. If the school system does not act swiftly to ensure the safety of everyone involved, the threat of injury can become a reality with hurtful consequences and potential legal repercussions.

Summary of intervention steps

Although this intervention is laid out in a step-by-step format, it is important that you use your professional judgment, adapting procedures to the situation and the needs of the student.

- Step 1** Immediately implement procedures to ensure everyone's safety.
 - Use room clears. Whenever possible, the preferred method (over physical restraint) for dealing with out-of-control behavior is to remove everyone else from the threat of violence.
 - Use physical intervention only if necessary.
- Step 2** Actively involve parents at every step. Parents must be involved whenever a student exhibits physically dangerous behavior. After first incident, set up a systematic plan for ongoing communication.
- Step 3** Develop record-keeping and reporting procedures.
 - Set up an anecdotal log of all incidents in which a student's behavior has been physically dangerous.
 - Keep summary records.
- Step 4** Determine whether the student should be referred to special education and whether other agencies should be involved.
- Step 5** Teach the student to manage his or her own behavior. This component is an essential part of your plan as it will focus on helping the student develop strategies for preventing future violent or physically aggressive acts. See *Intervention I: Managing the Cycle of Emotion Escalation* or other interventions in this book.

Intervention H

Managing Severely Disruptive Behavior

Purpose—to defuse and resolve behaviors that have escalated into a situation in which the teacher cannot teach or class cannot continue.

Note: This intervention is reactive and designed to remove a student from the classroom any time behavior is so extreme the other students cannot learn. In addition to implementing these emergency procedures, proactive interventions in other chapters should be implemented to reduce the frequency with which the student must be removed from class.

Types of behavior that may be positively affected

- Overt defiance or flagrant disrespect toward adults
- Loud sustained disruptions
- Aggressive behavior

Rationale

Students who engage in severe misbehavior present adults with particularly difficult choices, and dealing with such a student is highly stressful. In dealing with a student who causes major disruptions, early intervention is essential.

Summary of intervention steps

- Step 1** Develop an immediate plan. Quickly gather as much background information as possible.
- Contact the parent or guardian. Staff should work proactively with parents to develop ways to encourage and support appropriate behavior.
 - Meet immediately with appropriate staff members to design temporary procedures. The classroom teacher needs to be prepared to respond both immediately and calmly.
 - Identify positive student behavior, minor misbehavior, and severe misbehavior.
 - Establish procedures to focus on appropriate student behaviors and strengths.
 - Arrange in-class consequences for minor misbehavior.
 - Arrange out-of-class consequences for severe misbehavior.
- Step 2** Meet with the student to discuss the temporary plan.
- Step 3** Implement the temporary plan.
- Set up a series of observations and conferences with the classroom teacher.
 - Provide ongoing support for the teacher and the student.
 - Meet within one week to evaluate student behavior and establish a long-range plan.

Intervention I

Managing the Cycle of Escalation—Authored by Geoff Colvin, Ph.D.

Purpose—to understand and manage the cycle of emotional escalation. This intervention will assist in learning how to defuse potentially volatile confrontations and how to eventually teach the student to manage his or her own behavior by staying in control without outside assistance.

Types of behavior that may be positively affected

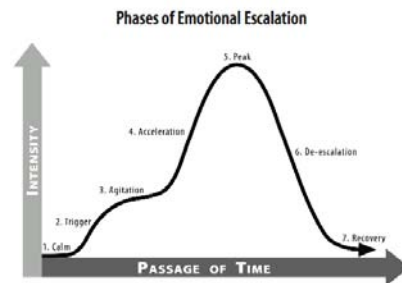
- Tantrums
- Threats
- Physical outbursts
- Explosive behavior
- Out-of-control behavior
- Volatile behavior
- Aggressive reactions
- Buildup of angry behavior
- Verbal outbursts
- Sustained disruptions

Rationale

Breaking the cycle of escalation requires that you understand the relationship between the ratcheting up of student behavior, the underlying emotional responses, and the role of the successive interactions.

Summary of the seven-phase model

The cycle of emotional escalation generally progresses through seven distinct phases. Once you can correlate a student's behavior with a specific phase, you can choose the corresponding strategies that are best suited to arresting the behavior, heading off further escalation, helping the student settle down, and developing a problem-solving plan.



Summary of intervention steps at each phase

Develop behavior support plans for emotional escalated behavior at each phase of the cycle.

Phase 1	Calm	Keep students productively engaged with instruction.
Phase 2	Trigger	Anticipate and proactively address sources of triggers before escalation begins to snowball.
Phase 3	Agitation	Use supportive accommodation strategies to reduce anxiety and help students settle down and regain control.
Phase 4	Acceleration	Use diffusion approaches during this last opportunity to defuse the situation before the onset of severe behavior.
Phase 5	Peak	Ensure the safety of all students and staff. Next, allow school and classroom activities to continue and minimize damage to property.
Phase 6	De-escalation	Following a serious incident, use strategies to help the student process the incident with the intent of preventing future occurrences and to help the student resume regular classroom participation.
Phase 7	Recovery	Use carefully planned reintegration strategies to help the student re-enter the classroom successfully.

Strategies to Deescalate at Each Stage:

Triggers:

Types of Triggers (unresolved problems)	Intervention (prevention)
Conflicts Changes in routine Peer provocation Pressure Poor problem solving skills Errors during instruction Home situation (health problems, nutrition, home conflicts, sleep)	Modify the context Precorrection Behavioral rehearsal Strong positive reinforcement Prompting Monitoring the behaviors (data)

Agitation:

Signs of Agitation (unfocused/distracted)	Intervention (anxiety reduction)
<u>Increases in behavior:</u> Darting eyes Busy hands Moving in and out of groups Off and on task cycle <u>Decreases in behavior:</u> Staring into space Avoiding conversation Contained hands Withdrawal from groups	Empathy Assisting the student to focus Providing space Providing assurances (e.g., additional time) Permit preferred activities Teacher proximity Independent activities Passive activities or movement activities Student self-management

Acceleration:

Signs of Acceleration (engagement)	Intervention (calm diffusion approaches)
Questioning/arguing Non-compliance/defiance Off-task behavior Provocation of others Limit testing Criterion problems Whining/crying Verbal abuse Destruction of property Threats/intimidation	<u>Avoid escalating prompts:</u> Raised voices, arguing Cornering—power struggles, moving into space Touching, sudden movements, body language that communicates anger <u>Do:</u> Speak privately, quietly, calmly, respectfully, briefly Keep distance, establish eye level positioning Acknowledge cooperation Withdraw if the situation escalates Advance planning—corrective consequences, behavioral rehearsal

Peak:

Signs of Peak (out-of-control)	Intervention
Serious destruction of property Physical attacks Self abuse Severe tantrums Running away	Follow through on emergency plans

De-escalation:

Signs of de-escalation (confusion, lack of focus)	Intervention
Confusion Reconciliation Withdrawal Denial Blaming others Responsiveness to directions Responsiveness to manipulative/mechanical tasks Avoidance of discussion Avoidance of debriefing	<u>Debriefing form:</u> What did you do? Why did you do it? What else could you have done?

Recovery:

Signs of recovery (eagerness for work, reluctance to interact)	Intervention
Eagerness for something to do Subdued behavior in groups or discussion Defensive behavior	Provide focus on normal activities Avoid negotiating the consequences Acknowledge the occurrence of problem behavior Communicate support and high expectations

Self-Assessment

Questions to Ask if Interventions Aren't Working

If a student continuously refuses to comply with commands, requests and consequences, ask the following reflection questions. If you answer "YES" to a question, determine how you can respond differently in the future and what, if anything, needs to be adjusted in your intervention plan.

- Do I need to be clearer with this student about my behavioral expectations?
- Do my interactions with this student have **less** than a ratio of 3 positive interactions (i.e., non-contingent attention, positive feedback, and intermittent celebrations) to 1 negative interaction?
- Am I doing something, either verbally (e.g., using sarcastic tone of voice, calling student lazy, etc.) or non-verbally (e.g., rolling my eyes, not calling on student, etc.), that is communicating low expectations to the student?
- Are there classroom variables reinforcing the student's inappropriate behavior? How can I manipulate variables within the classroom to decrease this reinforcement?
- Am I inadvertently reinforcing the behavior by outwardly showing frustration and/or anger, either through my nonverbal or verbal communications?
- Have I struggled to identify appropriate reinforcers for this student?
- Am I forgetting to reinforce the student when he complies with a directive?
- Is this student misbehaving to cover some learning problems and/or an inability to understand and/or complete the work?
- Are there certain behaviors that he/she may not know how to demonstrate or behaviors that are demonstrated at such a low frequency that I may not have properly reinforced them in the past?
- Am I using a question format for my requests, rather than a statement format?
- Am I repeating a request more than one time?
- Am I stating the behavior that I want in negative terms rather than telling the student what I want him/her to start doing?

What are the characteristics of an effective check-in/check-out procedure?

Everyone benefits

Students

Develop increased awareness of acceptable vs. unacceptable behavior

Gain motivation to replace inappropriate behaviors with appropriate behaviors

Assume greater responsibility for behavior, classwork, and homework

Demonstrate better behavior

Families

Receive regular feedback about their child's day

Receive support in helping their child make appropriate choices

Staff

Develop stronger relationships with challenging students

Have calmer, more productive classrooms and common areas

Reduce disciplinary referrals

Conclusion

The most effective teacher is not the one who knows the most, but the one who, when faced with a problem situation, tries the hardest and stays with it the longest.

- Randy Sprick

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