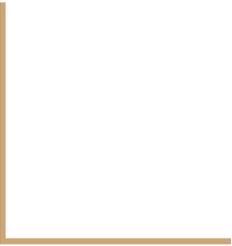*We cannot solve problems with the same thinking that created them.*

Albert Einstein

Problem Solving Behavioral Issues: Kindergarten through High school

Choose guiding principles for how to address challenging behaviors--you're going to need them--it's a long ride!

Tricks of the trade are great, but you have to do the work to understand **why** behavior is happening.

My Guiding Principles

❏ Everyone deserves their dignity, even when they aren't acting very dignified.

❏ Be curious, not controlling.

❏ Teach, don't preach.

How to find the WHY? It's as easy as ABC....

We learn the WHY when we collect a little data! These are the ABC's of behavior.

Antecedent: What was going on right before the behavior?

Behavior: Define the behavior OPERATIONALLY (that is, anyone reading your description would recognize the behavior upon seeing it).

Consequence: What is the response from the environment (teacher, peers, access, successful avoiding)?

Antecedents: Setting, Demands, Triggers

What is the context for the behavior?

~Time of day

~Activity: Reading, writing, passive, active, large or fine motor requirement, social requirement

~Size of the group: small, whole group, 1:1

~Lecture or Independent work

~Structured or unstructured

~Staff members

~Expectations of the students (to walk to the line, to raise hands, to work cooperatively)

Antecedent Information helps us to:

PREDICT: When we look at the data sheet, we will see a pattern in the antecedents that can help us. If the behavior always occurs during PE, for example, then we pretty much know it will happen next time. This is great information! It gives us a chance to try an intervention. Or we might even avoid the behavior by altering the activity/expectations entirely. (Sometimes this is best place to start--at the beginning)

PLAN: We come up with a plan to try out--maybe it works, maybe it doesn't, but we have to try something DIFFERENT, and get information at the same time.

PRIME: This is your opportunity to talk to your student prior to the activity and plan together what to try to help avoid the situation.

And hopefully PREVENT repeating the same situation every time the same ANTECEDENTS are present.

Replacement Behaviors

They are meant to help the student accomplish the same goal (consequence) as the original behavior--ideally as easily as the original behavior.

Resist the urge to pick the behavior that is the final outcome--we need a transition behavior(s).

Call outs for your attention?   **Raise hand, be vigilant**

Peer interaction? **Offer opportunities**

Avoiding work? **Break pass**

Consequence: What ACTUALLY happens after

Not what you think—not necessarily a contrived response to the behavior (although it could be)—we are talking here about whatever happens right AFTER the behavior, because <u>this is often what is keeping it going</u>.

You may think that a consequence is going to punish, or reduce, the likelihood of the behavior, but until you see it actually doing that, it may be 'rewarding' or reinforcing the behavior.

Just because you think it's unpleasant, this doesn't mean it has that effect <u>on the behavior that</u> you want. It may have an effect on the student, to be sure! It may in fact be very upsetting or the student <u>even if it's 'reinforcing ' the behavior.</u>

Consequences: The bottom line of behavior

To GET: attention, access, sensory experience

To ESCAPE OR AVOID: demands, activities, people

Reinforcement is the name of our game.
So we pick a behavior that we WANT and
1) Teach it
2) Prompt it
3) Reward it

"Your explanation guides your intervention"

–Ross Greene, Author of "The Explosive Child"

"Restated, your explanation for a kid's is challenging behavior has major implications for how you'll try to help. If you believe a kid is challenging because of lagging skills and unsolved problems, then rewarding and punishing may not be the ideal approach. Solving those problems and teaching those skills would make perfect sense."

If a child doesn't know how to read, *we teach.*

If a child doesn't know how to swim, *we teach.*

If a child doesn't know how to multiply, *we teach.*

If a child doesn't know how to behave, *we...punish?*

Behavior Issues Often Indicate a SKill Deficit

Academic skill deficit: If the academic demand is more than student can handle, behaviors can occur to help student escape/avoid the task or get gain your attention for help on it. Sometimes, it's not just about whether the student can or can't do it, it's about whether HE THINKS he can do it.

Social skill deficits: How to make/keep friends, work in groups, be a member of the class. Break it down into the smaller steps required.

Executive Functioning deficits: Executive Functioning develops differently in different brains. It controls: Inhibition, Shift, Gaining Emotional Control, Initiation, Working Memory, Monitoring, Planning/organizing, Organizing Materials

Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships
Poor Self Esteem	Rushing Through Work	Sadness/Depression	Somatic Complaints
Stealing	Tantrums/Out of Control	Tardiness	Unable to Work Independently

Recommended Websites

http://www.pbisworld.com/ This website has a list of challenging behaviors and numerous links to ideas and websites to help inspire solutions.

http://www.livesinthebalance.org/ Ross Greene, PhD, author of *The Explosive Child* and *Lost at School,* hosts a website with amazing resources for Collaborative and Proactive Solutions

https://www.socialthinking.com/ Michelle Garcia Winner, SLP, developed Social Thinking strategies to support individuals who struggle with how to interact with other people, and the world at large.