Identifying and Addressing Behaviors that Interfere with Teaching and Learning

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✓ A willingness to share ideas.
✓ Engaged and energetic participation.
✓ An open and positive mind
Learning Targets

Understand the nature and impact that severe inappropriate behaviors have on teaching and learning.

Be able to identify and implement school and classroom strategies to support students with interfering behaviors.

Assist with embedding these strategies within planned instructional lessons.
Interfering Behaviors
Interfering Behaviors Encountered by Teachers

1940’s Problems
- Talking out of turn
- Chewing gum
- Making noises
- Running in the halls
- Cutting in line
- Violating the dress code
- Littering

1980’s Problems
- Drug abuse
- Alcohol abuse
- Pregnancy
- Suicide
- Rape
- Robbery
- Assault
- Verbal/Physical Aggression
What Interfering behaviors do teachers encounter in classrooms today?
Just about 40 years later...
Youth are exhibiting similar behaviors but the frequency and severity have increased.

- Sleeping
- Tardiness
- Disrespect
- Non-instructional use of cell phone
- Verbal/Physical Aggression
- Drug and alcohol intoxication
- Homelessness
- In-Appropriate body contact
- Rape
- Suicide
INTERFERING
BEHAVIORS

...Disruptive to
Severely Disruptive
Disruptive behavior is defined as any behavior that hampers the ability of instructors to teach and students to learn. Common examples of disruptive behaviors include, but are not limited to:

- Talking
- Sleeping
- Name calling
- Late arrival
- Eating in class
- Ringing cell phone
- Monopolizing classroom discussions

Severely disruptive behavior refers to any behavior that causes physical harm to the person exhibiting the behavior, to another person or destruction of property that puts people in danger. Examples are not limited to the ones listed below:

- Verbal Aggression
- Physical Aggression
- Bullying
- Threatening
- Erratic or irrational behavior
- Pervasive mood of unhappiness or Withdrawal
What impact do these interfering behaviors (disruptive and severely disruptive) have on a school, a classroom, and an individual student?

How do we address these behaviors so that they are no longer barriers to teaching and learning?
How well does the teacher know her students?
1. Should the teacher have known this information about her class?
2. How will not knowing possibly impact the teaching and learning in this class?
3. What are some possible next steps for the teacher?
Disruptive Behaviors could impact:

- Teacher Moral
- Teacher Retention
- Teaching and Learning
- School Perception
- Parent and Community Perception
- School Culture and Climate
- Statewide School Assessments
Disruptive Behaviors could impact:

- Instructional Learning Time
- Class Culture
- Class Focus
- Class Behavior
- Class Achievement
- Teacher Authority
- Teacher Morale
- Students’ Perception of School and Education

Classroom Impact
Impact to the Individual Student:

- Social Alienation
- Poor teacher perception
- Failing grades
- Depression
- Poor self-esteem
- Increased disruptive behavior
- Placement in Special Education classes
LET’S EXPLORE WAYS TO ADDRESS DISRUPTIVE AND SEVERELY DISRUPTIVE BEHAVIORS
It is the school’s responsibility to provide, identify, intervene, and monitor student instructional access.

**Behavior**

- Tier 1: Benchmark all students at least twice per year for behavior and/or social skills.
- Tier 2: Identify students whose social skills deficits and/or social/emotional behavior problems could interfere with learning.
- Tier 3: Monitor students with severe behavior or emotional issues more frequently or refer to a behavior specialist.

**Academics**

- Tier 1: Benchmark all students three times per year for academic universal screening, general education progress monitoring, and AYP accountability.
- Tier 2: Identify students at risk for academic failure.
- Tier 3: Write individualized annual goals and monitor more frequently for those who need intensive instructional services.
- Tier 4: Assess and monitor at-risk students to determine the effectiveness of instructional changes.
- Tier 5: Set up behavior-based progress monitoring.
DEFINED AS:
Student needs consistent supports to develop skills needed to be successful in school.

NEEDED WHEN:
Behaviors are low level of intensity and frequency and do not impede the learning of the student or others. Universal Interventions alone are not sufficient to meet the needs of the student

TYPICAL BEHAVIORS INCLUDE:
Off-task behaviors (making noises, playing with materials)
Not following instructions first time
THE MAJORITY OF INTERFERING BEHAVIORS CAN BE ADDRESSED WITH....

Good Classroom Management Skills
Check Yourself!

CLASSROOM MANAGEMENT 101

Teachers should:
1. Manage their own behavior.
2. Separate emotion from fact.
3. Set boundaries as well as expectations.
4. Internalize the fact that planning and organization are essential.
Develop and Model
Healthy Emotional Habits

• Work out priorities – be organized and prepared.
• Identify your stress situations – deadlines, tardiness, meeting with parents.
• Don’t react to imagined insults – breathe, refocus on something positive.
• Think before you commit.
• Move on – don’t dwell on past mistakes (student or teacher).
• Don’t bottle up anger and frustrations – talk it through.
• Make time for daily recreation and exercise – practice short relaxation techniques.
• Take your time – start early.
• Think positively.

“It’s not stress that kills us, it is our reaction to it.”
– Hans Selye
It’s all in how you say it!

Tone:
Avoid impatient and angry tones
Use empathetic, sympathetic, and understanding tones

Volume
Make sure it is appropriate for the distance between you and the student or the situation.

Cadence:
Deliver message using even rhythms

Be conscious of the way you are communicating with the student whose behavior is beginning to escalate.
Identify a classroom layout that is conducive for learning.

Promote positive social interactions.

Encourage students to develop a sense of achievement, belonging, and contribution.
Classroom Management 101: Target Daily Tasks

01 Create no more than 3 clearly stated positive behavioral expectations.

02 Identify daily routines to develop routines and consistency.

03 Have alternate plans in your classroom.
Classroom Management 101: Lesson Plans

01
Adapt lessons to account for multiple intelligences, processing deficits and learning styles.

02
Develop choice boards.

03
Differentiate class work to the student’s ability level.
Tier II Interfering Behaviors

**DEFINED AS:**
Student needs additional interventions to develop skills needed to be successful in school.

**NEEDED WHEN:**
❖ Behaviors tend to escalate.
❖ Classroom learning is disrupted for longer periods of time.
❖ Academic progress is limited.
❖ Behavioral accommodations do not meet the needs of the student.

**TYPICAL BEHAVIORS INCLUDE:**
❖ Refusal to follow directions.
❖ Inappropriate peer interactions.
❖ Mild verbal or physical acting out behaviors.

Referral to Student Support Team
Evidence-Based Practices

➢ Praise
➢ Teaching expectations
➢ Precision requests
➢ Increased structure
➢ Transitions
➢ Seating arrangements
➢ Daily schedule
➢ Token economy
➢ Response cost
➢ Time-out
➢ Group contingencies
➢ Good Behavior
➢ Game/Points/Rewards

Beyond Classroom Management 101
Evidence-Based Practices

❖ Planned opportunities to respond
❖ Wait time before responding
❖ Class-Wide Peer Tutoring
❖ Direct Instruction
❖ Small Group
❖ Co-teaching (preferred models)
❖ Progress monitoring
❖ Curriculum-based measurement

Beyond Classroom Management 101

Provide student with training in:
❖ Problem-solving skills
❖ Social skills
❖ Self-management and self-monitoring
Avoid Enabling Escalating Behaviors

**Beyond Classroom Management**

**DO’S**
- Make sure you have eye contact
- Listen carefully
- Provide appropriate personal space
- Enforce limits
- Remain in control
- Use professional/courteous language

**DON’TS**
- Show fear
- Argue or confront
- Get in student’s face
- Take personal items
- Touch
- Make false promises/threats
- Over/under react
- Use Jargon or sarcasm

Severe Behavior Management Strategies
INTERFERING BEHAVIORS

Severely Disruptive
Tier III Interfering Behaviors

**DEFINED AS:**
Intensive behavioral support to develop skills needed to be successful in school.

**NEEDED WHEN:**
❖ Continued disciplinary actions; ISS / OSS days
❖ approaching change of placement (10 days)
❖ Behaviors pose risk to self or others
❖ Student has characteristics of EBD or being considered for a more restrictive placement (e.g. partial day, self-contained, homebound)

**TYPICAL BEHAVIORS INCLUDE:**
❖ Verbally and/or physically threatening behavior
❖ Code of Conduct violations resulting in request for expulsion

Complete Referral for Testing
(This is done only if data shows Tiers I and II was not successful.)
Specific Support for Identified EBD Students

**Service Models**

- Supportive Instruction Para
- One-on-one Para
- Co-Teacher
- Collaborative Co-Teacher
- Resource / Self-contained Teacher
- Consultative Teacher
While ADHD and ADD are used interchangeably, ADHD is the formal name used by Doctors since 1994.

Both are neurological conditions defined by a consistent pattern of inattention and/or hyperactive impulsivity that interferes with daily functioning in at least two settings – for example, at school and at home.
**Students with ADHD/ADD exhibit many interfering and disruptive behaviors**

### ADHD and ADD

<table>
<thead>
<tr>
<th>ADD - Predominantly Inattentive Type</th>
<th>ADHD - Predominantly Hyperactive-Impulsive Type</th>
<th>ADHD/ADD - Hyperactive-Impulsive and Inattentive symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make careless mistakes</td>
<td>Feel the need for constant movement</td>
<td>COMBINED</td>
</tr>
<tr>
<td>Difficulty following detailed instructions</td>
<td>Fidget, squirm, and struggle to stay seated</td>
<td></td>
</tr>
<tr>
<td>Difficulty organizing tasks and activities</td>
<td>Often talk and/or run around excessively</td>
<td></td>
</tr>
<tr>
<td>Appear forgetful</td>
<td>Interrupt others, blurt out answers</td>
<td></td>
</tr>
<tr>
<td>Easily distracted by external stimuli</td>
<td>Struggle with self-control</td>
<td></td>
</tr>
<tr>
<td>Often lose things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Three Subtypes of ADHD**
Characteristics:
An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.

An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.

Consistent or chronic inappropriate type of behaviors or feelings under normal conditions. Displayed pervasive mood of unhappiness or depression.

An emotional and behavioral disorder is an emotional disability.
Displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.

The student's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory or general health factors.

A student with EBD is a student who exhibits one or more of the above emotionally based characteristics with sufficient duration, frequency and intensity that interfere(s) significantly with educational performance to the degree that provision of special educational services are necessary.
Students identified with Emotional Behavioral Disorders (EBD):

- Are three times as likely as other students to be arrested before leaving school.
- Have worst graduation rate of all students with disabilities. Nationally, only 40 percent of students with EBD graduate from high school, compared to the national average of 76 percent.
- Are twice as likely as other students with other disabilities (e.g. developmental or learning) to be living in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.
Up to 85 percent of children in juvenile detention facilities have disabilities that make them eligible for special education services, yet only 37 percent had been receiving any kind of services in their school.

Students identified with Emotional Behavioral Disorders (EBD):

- Are twice as likely as students with other disabilities to become teenage mothers.

10 to 25 percent of students with EBD enroll in post-secondary education (compared to 53 percent of typical population).
Severe Behavior Management Strategies

BEHAVIORS/FEELINGS
1. Attention
2. Power
3. Revenge
4. Inadequacy

RESPONSES /REACTIONS
1. Ignore or distract
2. Do not engage in or withdraw from power struggle
3. Ignore hurt feelings, do not respond
4. Work on developing or strengthening a relationship
Behavior modification is a treatment approach which is focused on changing behavior. This method is based on the work of B.F. Skinner, a well known psychologist who developed the operant conditioning theory -- which suggests that behavior can be modified by consequences and through reinforcement.

The major goal of behavior modification is to replace undesirable behaviors with acceptable ones.

This technique can be used with all age groups, and can be applied to a wide range of settings.
1. Intervention in interfering behavior is not haphazard but is carefully planned and monitored.
2. By using the information we have about the function of the behavior as well as the setting events, antecedents, and consequences, we can develop a plan for intervention.
3. The intervention plan is comprehensive.
4. The intervention plan focuses specifically on the needs of the student.
5. Most importantly, the intervention plan is one that is POSITIVE.
Identify a desired behavior for the student and determine the final goal.

List the steps that will eventually take the student from his/her present level of performance to the final desired behavior. These levels of skill should be progressively more demanding.

Tell the student that s/he must accomplish step 1 to receive the reward.

Once the student has mastered a specified behavior, require that s/he demonstrate the next stage of behavior in order to receive a reward.
John does not turn in completed assignments:

1. John will write his name at the top of the worksheet.
2. John will complete one problem of his choice.
3. John will complete five problems of his choice.
4. John will complete either all the odd numbered problems or all the even numbered problems.
5. John will complete all problems except one.
6. John will complete all problems.

✓ As John masters each step, you will tell him that he must now move on to the next objective to receive a reward.
✓ If the jump between two steps is too difficult, then you must break down the steps even further into smaller increments.
SHAPING BEHAVIOR: Andy has never raised his hand to volunteer an answer to your activity or lecture questions. Write a program to build the desired behavior.

Determine why (For this activity just select a possible cause)
Determine the reward (Based on observation and survey data)

Desired behavior:

Present behavior:

Sub-steps:
(1)
(2)
(3)
(4)
(5)
# Ideas for Classroom Rewards

<table>
<thead>
<tr>
<th>Academic Activities</th>
<th>Helping Roles</th>
<th>Praise/Recognition</th>
<th>Privileges</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to the library to select a book</td>
<td>1. Help the library media specialist</td>
<td>1. Have the teacher write a positive note to the student's parent/guardian</td>
<td>1. Sit near the teacher</td>
<td>1. Get extra gym time with another class</td>
</tr>
<tr>
<td>2. Help a classmate with an academic assignment</td>
<td>2. Help a specials teacher (e.g., art, music, gym)</td>
<td>2. Be praised privately by the teacher or other adult</td>
<td>2. Take the lead position in an activity</td>
<td>2. Get extra recess time with another class</td>
</tr>
<tr>
<td>3. Listen to books-on-tape</td>
<td>3. Take a note to the main office</td>
<td>3. Receive a &quot;good job&quot; note from the teacher</td>
<td>3. Tell a joke or riddle to the class</td>
<td>3. Listen to music</td>
</tr>
</tbody>
</table>

Discovering the ‘Why’ behind interfering behaviors may not be easy.

Changing behavior is even more difficult.

However, it is imperative that we do so for the future of our students and country.

Appropriate behaviors must be taught, reinforced and celebrated!
1. Look at the following Interfering Behavior activity charts at your table.
2. Complete the charts with strategies and responses.
3. You may use the provided handouts to complete the activity.
4. Think of where you can embed these in your lesson plans.
Scenario #1
Off Task Sean

Sean is always off task, looking around the classroom or rustling through piles of paper. His assignments are never complete. He appears to be upset with a constant frown on his face.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Behavior</th>
<th>Appropriate Response</th>
<th>Inappropriate Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete Assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student who frowns or appears upset</td>
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## Scenario #1
**off Task Sean**

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</thead>
<tbody>
<tr>
<td>Use “I” instead of “You” statements</td>
<td>Off Task</td>
<td>I need your eyes on the board.</td>
<td>You need to look at the board and do your work.</td>
</tr>
<tr>
<td>Give Choices</td>
<td>Incomplete Assignments</td>
<td>You can work on this assignment now or while you are eating lunch.</td>
<td>I want this assignment done now!</td>
</tr>
<tr>
<td>Eye contact, touch, smile</td>
<td>Student who frowns or appears upset</td>
<td>Smile back. “It takes fewer muscles to frown than to smile.</td>
<td>“Fix your face.” You need to get rid of that attitude.”</td>
</tr>
</tbody>
</table>
REFLECTION

- How did you decide on which strategies to use?
- Did your group perceive the picture the same way?
- Where in your daily or weekly lesson plan would you include this strategy for the individual? Group?
### Scenario #2 – Overwhelmed Bobby

Bobby is obviously overwhelmed by the writing assignment. He has been staring at this blank paper for three to four minutes. He begins balling his paper up and throwing paper throughout the classroom.

<table>
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<tr>
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<td></td>
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</table>
Susie was being teased by a couple of students and was starting to get angry. She stands in the middle of the class with an aggressive stance, and starts moving toward the students.
➢ How did you decide on which strategies to use?
➢ Did your group perceive the picture the same way?
➢ Where in your daily or weekly lesson plan would you include this strategy for the individual? Group?
Let’s Review our Learning Targets

- Understand the nature and impact that severe inappropriate behaviors have on teaching and learning.
- Be able to identify and implement strategies to support students with interfering behaviors in the classroom.
- Assist with embedding these strategies within planned instructional lessons.

LET THIS NEW AND/OR REVIEW OF KNOWLEDGE LEAD TO POSITIVE CHANGE!
udlguidelines.cast.org
http://www.udlcenter.org/aboutudl/whatisudl/3principles
https://www.matchminis.org/videos/for-teachers/14/managing-behavior/
http://www.pbis.org/school
The ‘self-image’ is the key to human personality and human behavior. Change the self image and you change the personality and the behavior.

Maxwell Maltz