

Identifying and Addressing Behaviors that Interfere with Teaching and Learning

February 12, 2019

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Identifying and Addressing Behaviors that Interfere with Teaching and Learning



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What YOU must bring to the table:

- ✓ 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

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

1940's Problems



- Drug abuse
- Alcohol abuse
- Pregnancy
- Suicide
- Rape
- Robbery
- Assault
- Verbal/Physical Aggression

1980's Problems

Table Talk.....

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

Classroom Behaviors that Interfere with Teaching and Learning

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

Definitions used
for
presentation

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

Group Discussion

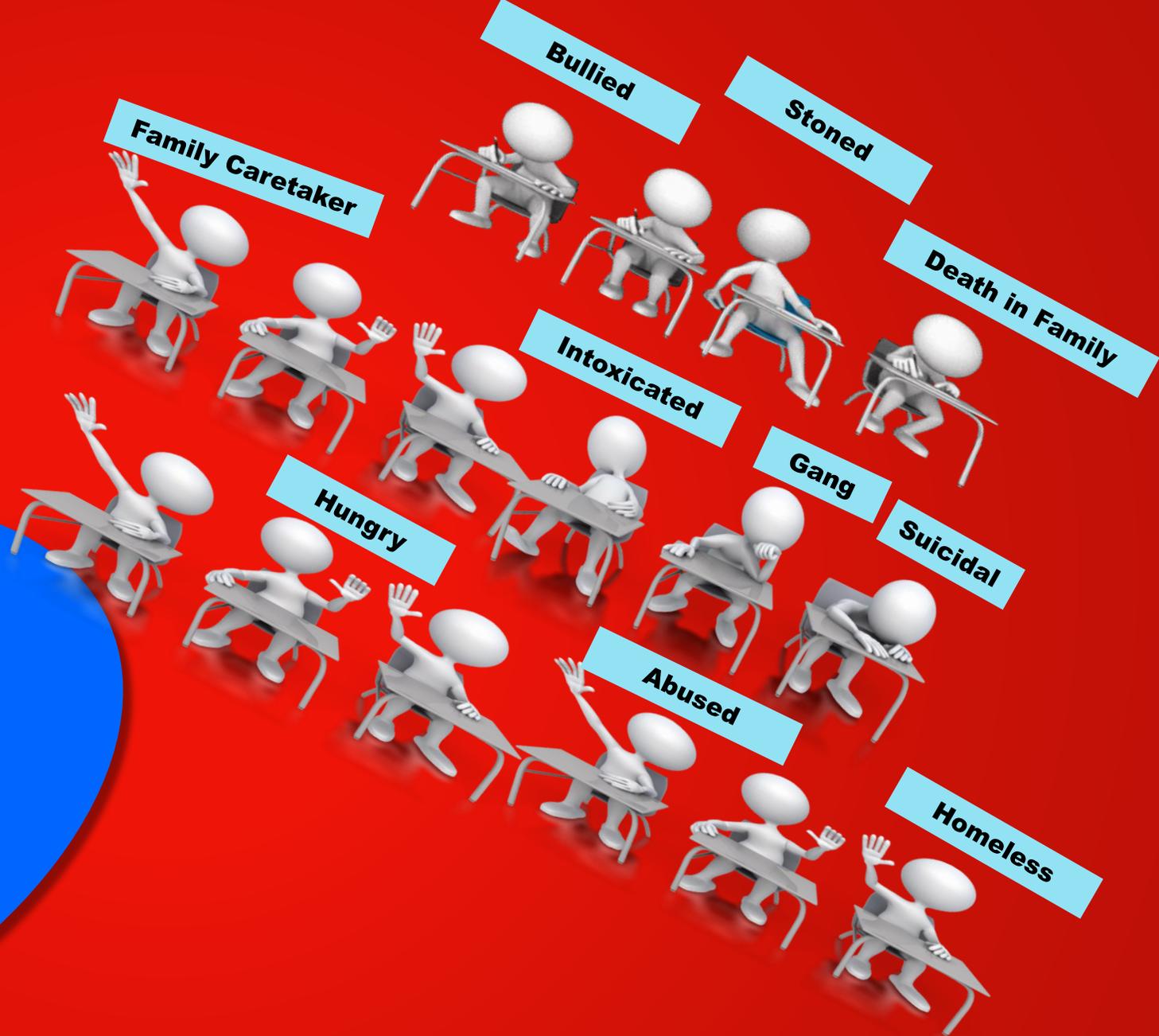


What impact do these interfering behaviors (disruptive and severely disruptive) have on a school, a classroom and an individual student?

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?



Group Discussion

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?



School's in Session



Disruptive Behaviors

could impact:

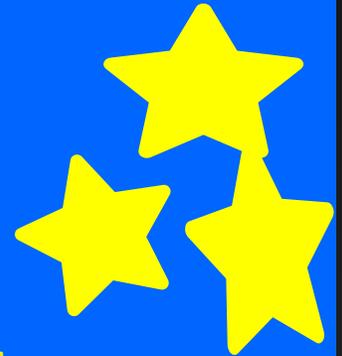
- Teacher Moral
- Teacher Retention
- Teaching and Learning
- School Perception
- Parent and Community Perception
- School Culture and Climate
- Statewide School Assessments

Classroom Impact



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**



Impact to the Individual Student:

- **Social Alienation**
- **Poor teacher perception**
- **Failing grades**
- **Depression**
- **Poor self-esteem**
- **Increased disruptive behavior**
- **Placement in Special Education classes**

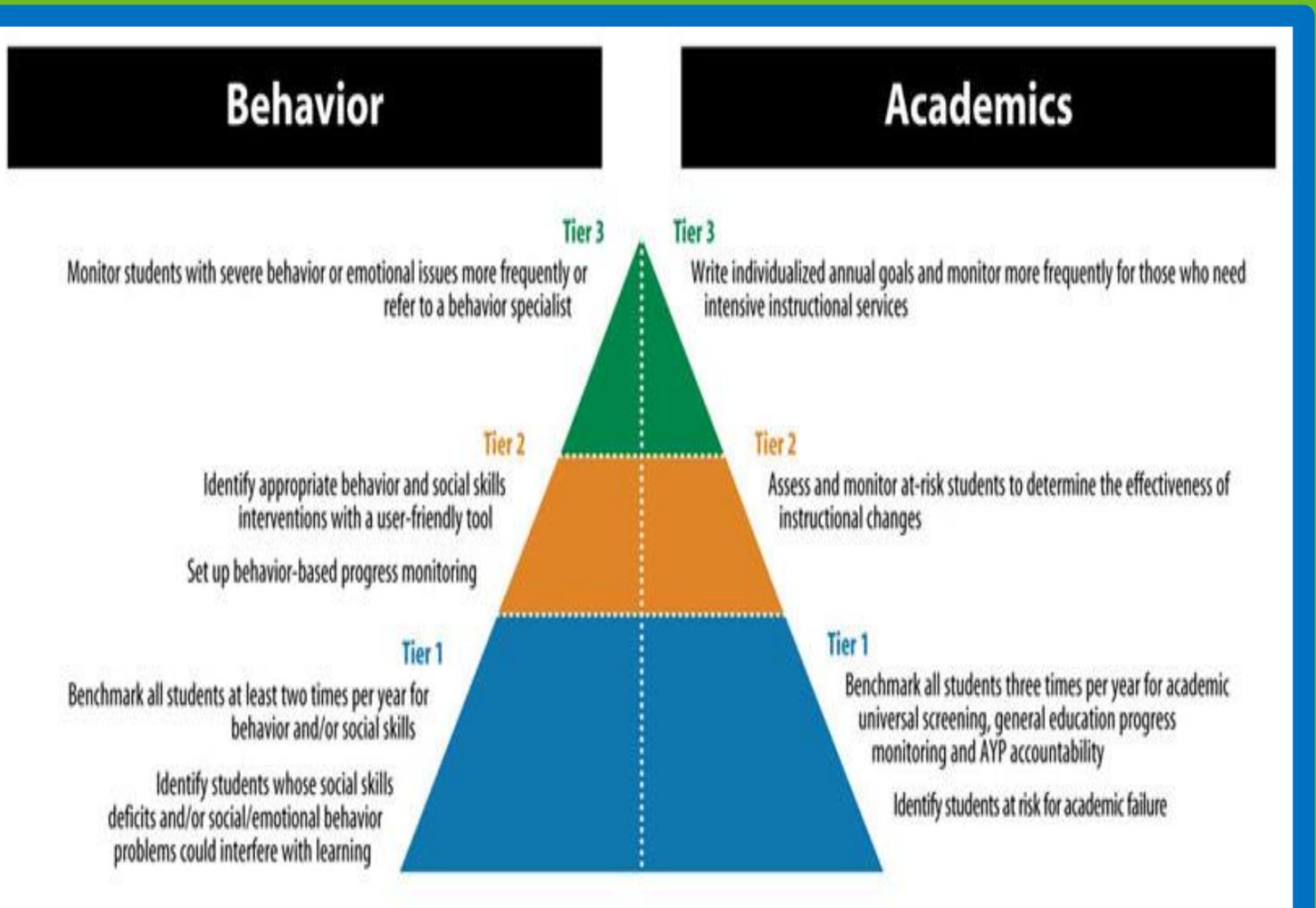


**LET'S EXPLORE WAYS
TO ADDRESS
DISRUPTIVE AND
SEVERELY DISRUPTIVE
BEHAVIORS**



**Tier I
Tier II
Tier III**

It is the school's responsibility to provide, identify, intervene, and monitor student instructional access.



At a Glance: Free and Appropriate Public Education (FAPE)

FAPE stands for free and appropriate public education. It's one of the most important legal terms for you to know. Learn the details behind this powerful acronym.

F **Free** means that all eligible students with disabilities will be educated at public expense. There is no cost to you, the parent. You do, however, have to pay the same incidental fees (such as membership fees for clubs) as for general education students.

A **Appropriate** means that your child with a disability is entitled to an education that is appropriate for her. It will be tailored and planned to meet her needs as stated in her Individualized Education Program (IEP).

P **Public** refers to the public school system. Children with disabilities, whatever the nature or severity of their disabilities, have the right to be educated under public supervision. (Many children will be educated in the public school. In some cases, they might be educated in a private school.)

E **Education** must be provided to every eligible school-age child with a disability. If this describes your child, FAPE ensures that she'll receive a public education that includes the services outlined in her Individualized Education Program (IEP). The education should prepare your child for the future—further education, employment and independent living.

Understood
for learning & attention issues

For more tips and resources, go to
[understood.org](https://www.understood.org)

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



Tier I Interfering Behaviors

**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.**

CLASSROOM MANAGEMENT 101



**“It’s not stress that kills us,
it is our reaction to it.”
– Hans Selye**

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 all in how you say it!

Tone:

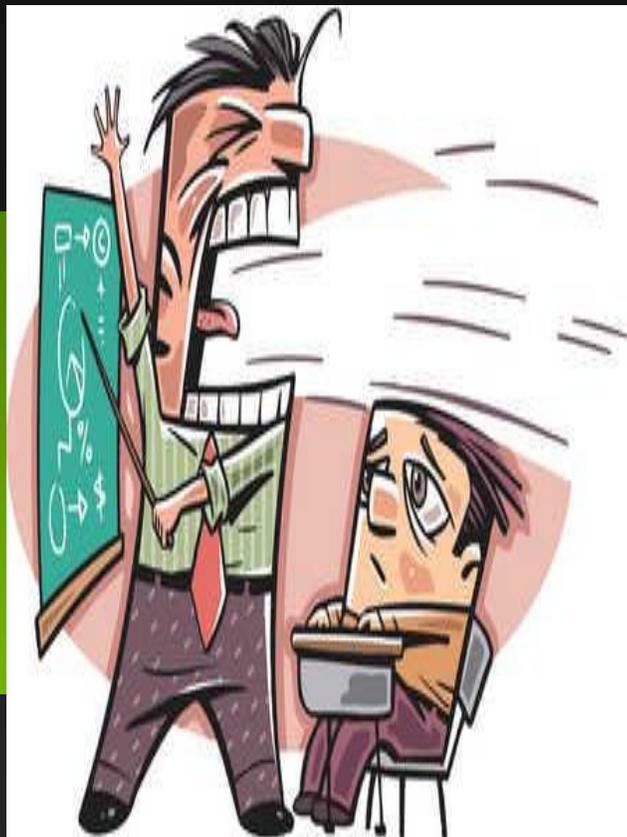
**Avoid impatient and angry tones
Use empathetic, sympathetic,
and understanding tones**

Volume

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

Cadence:

**Deliver message using even
rhythms**

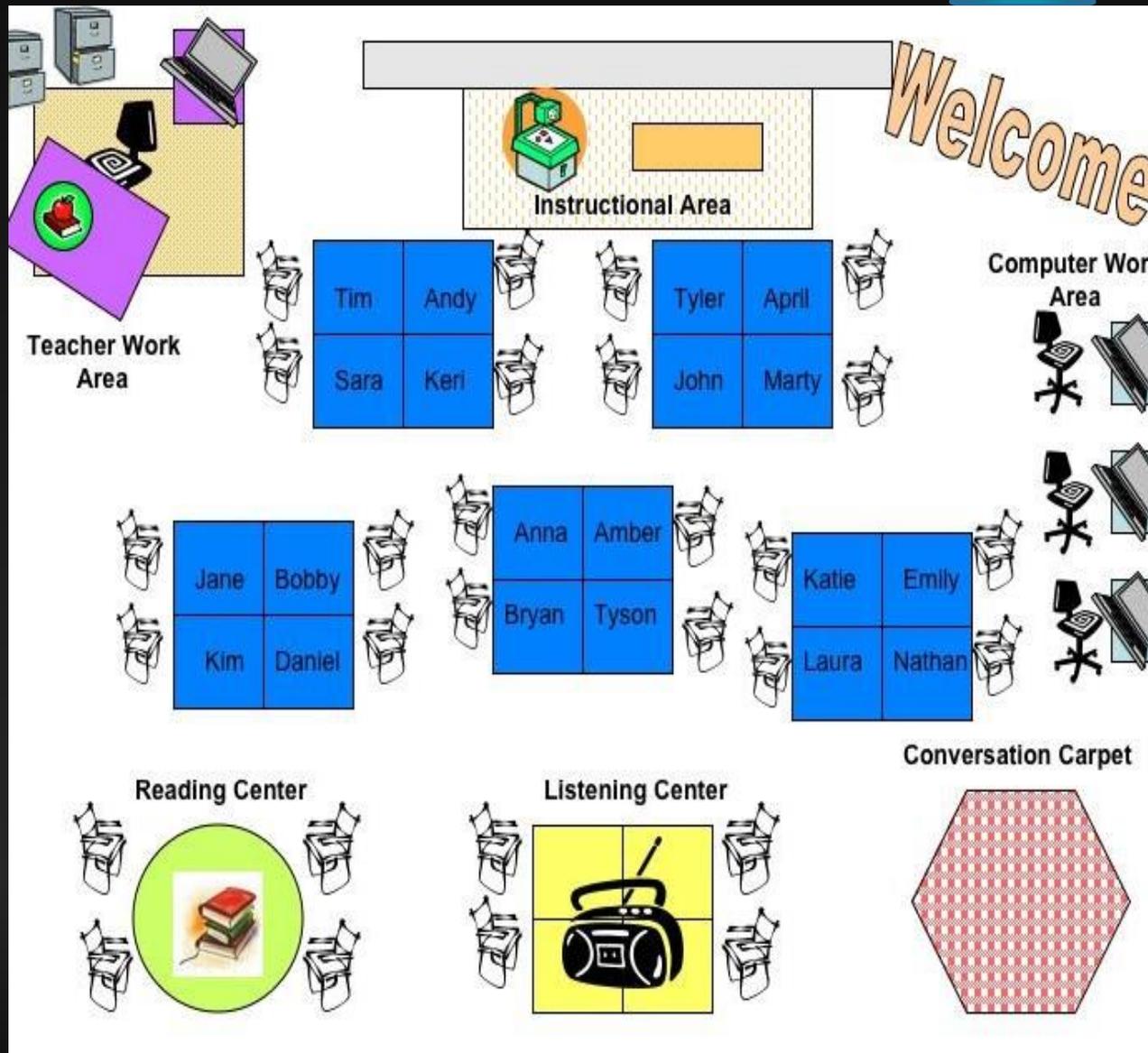


**Classroom
Management
101**

Be conscious of the way you are communicating with the student whose behavior is beginning to escalate.

Manage The Environment

CLASSROOM MANAGEMENT 101



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.

DEFINED AS:

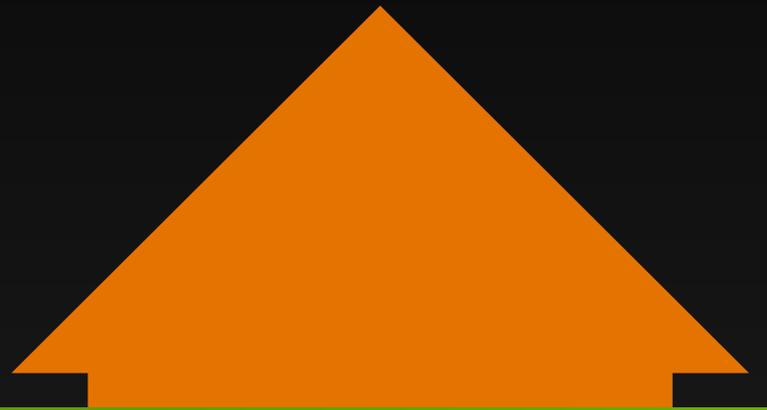
Student needs additional interventions to develop skills needed to be successful in school.

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.



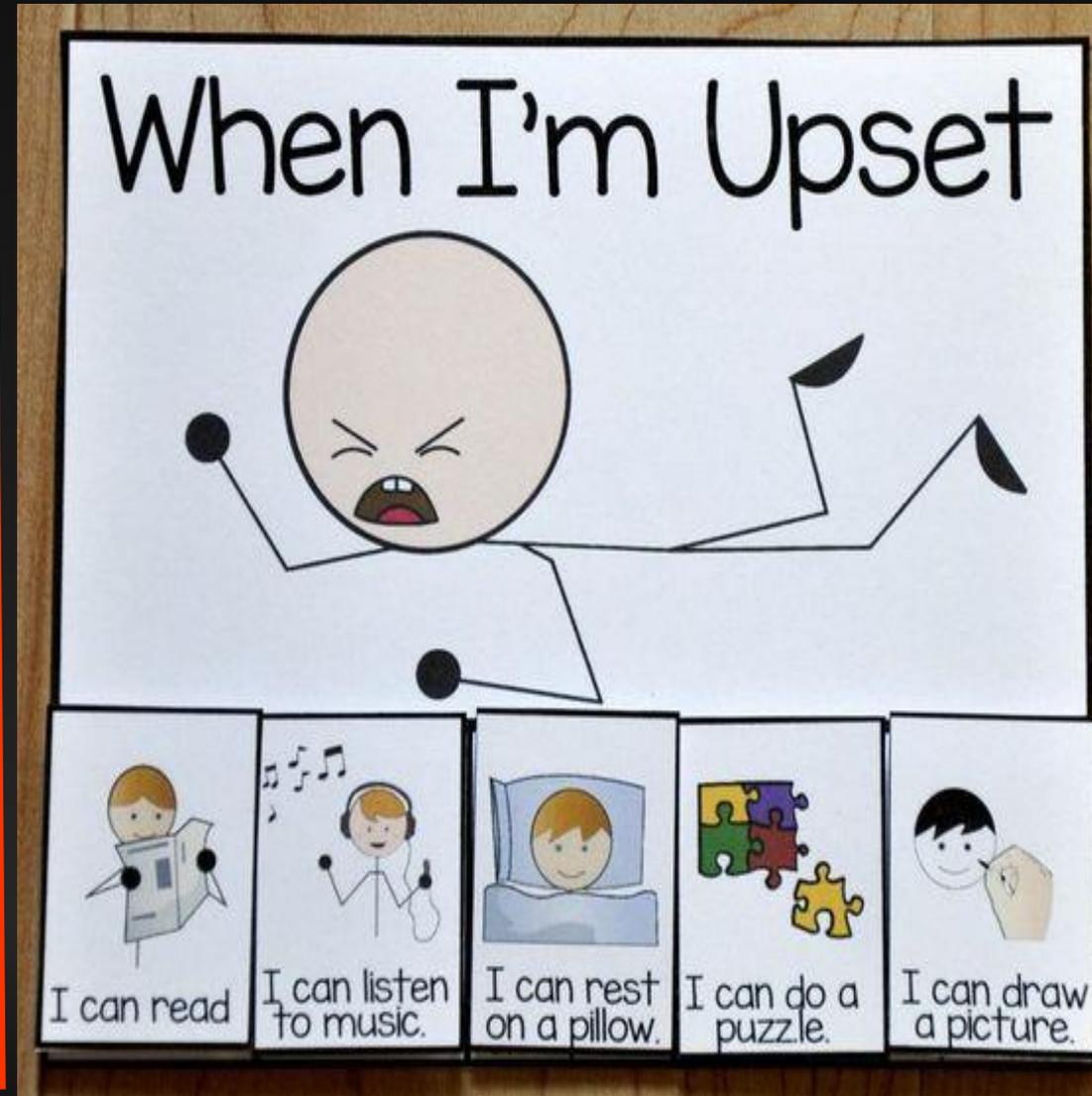
Tier II Interfering Behaviors

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**

Severe Behavior Management Strategies

Avoid Enabling Escalating Behaviors

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

INTERFERING BEHAVIORS

Severely Disruptive



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



Tier III Interfering Behaviors

**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



ADHD/ADD



While ADHD and ADD are used interchangeably, ADHD is the formal name used by Doctors since 1994.

(ADHD)

**Attention-Deficit
Hyperactivity Disorder**

(ADD)

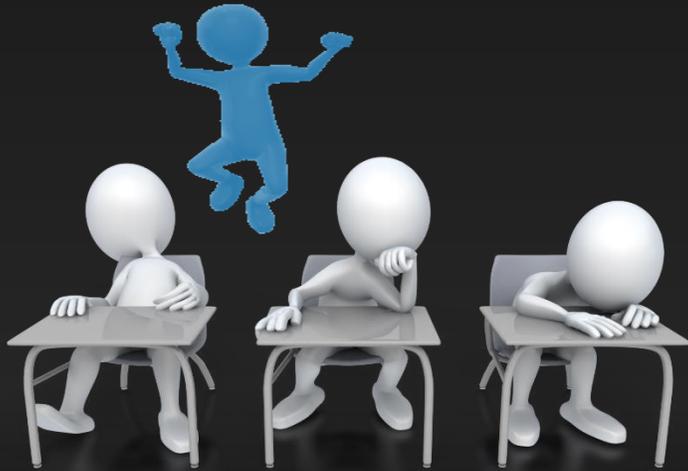
**Attention-Deficit Disorder
A subtype of ADHD**

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.

Three Subtypes of ADHD

Students with ADHD/ADD exhibit many interfering and disruptive behaviors

ADHD and ADD



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

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



An emotional and behavioral disorder is an emotional disability

Characteristics:

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.

Students identified with Emotional Behavioral Disorders (EBD):

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

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.

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.



Behavioral Modification

What are the Steps for Behavior Intervention?

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.

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05
STEP

Once the student has mastered a specified behavior, require that s/he demonstrate the next stage of behavior in order to receive a reward.

04
STEP

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

03
STEP

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.

02
STEP

Identify the student's present level of performance in displaying the desired behavior.

01
STEP

Identify a desired behavior for the student and determine the final goal.

EXAMPLE OF SHAPING

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.

GROUP ACTIVITY



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

Academic Activities	Helping Roles	Praise/ Recognition	Privileges	Recreation
<ol style="list-style-type: none"> 1. Go to the library to select a book 2. Help a classmate with an academic assignment 3. Listen to books-on-tape 	<ol style="list-style-type: none"> 1. Help the library media specialist 2. Help a specials teacher (e.g., art, music, gym) 3. Take a note to the main office 	<ol style="list-style-type: none"> 1. Have the teacher write a positive note to the student's parent/guardian 2. Be praised privately by the teacher or other adult 3. Receive a "good job" note from the teacher 	<ol style="list-style-type: none"> 1. Sit near the teacher 2. Take the lead position in an activity 3. Tell a joke or riddle to the class 	<ol style="list-style-type: none"> 1. Get extra gym time with another class 2. Get extra recess time with another class 3. Listen to music

TRUTHS:

- 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!





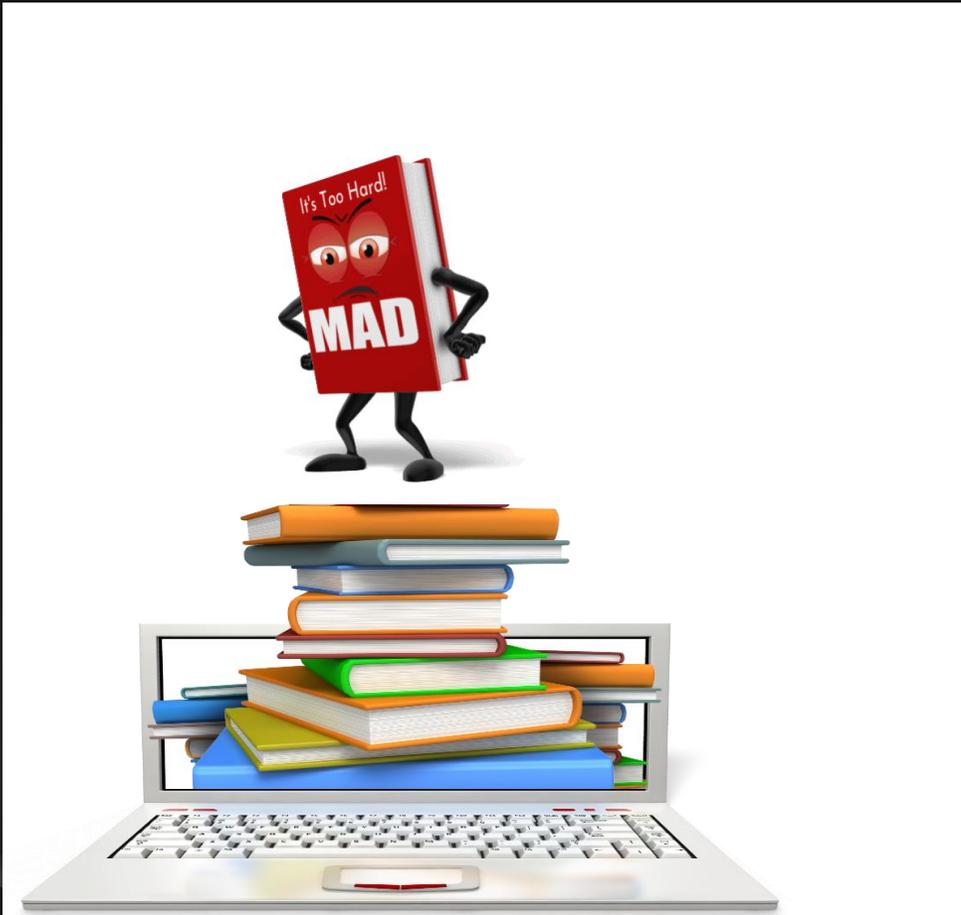
ACTIVITY....

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.



Strategy	Behavior	Appropriate Response	Inappropriate Response
	Off Task		
	Incomplete Assignments		
	Student who frowns or appears upset		

Scenario #1

off Task Sean

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



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.

Strategy	Behavior	Appropriate Response	Inappropriate Response

Scenario #3

Angry Susie

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.

Strategy	Behavior	Appropriate Response	Inappropriate Response





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?**

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!

https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/wright_Learning_Spark_Blog_4_Feb_2013_Beh_Mgt_Menu.pdf

https://www.wtc.ie/images/pdf/Classroom_Management/cm17.pdf

<https://study.com/academy/lesson/applying-the-premack-principle-in-the-classroom.html>

udlguidelines.cast.org

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

<http://www.watchknowlearn.org/Category.aspx?CategoryID=4530>

<https://www.matchminis.org/videos/for-teachers/14/managing-behavior/>

<http://www.pbis.org/school>

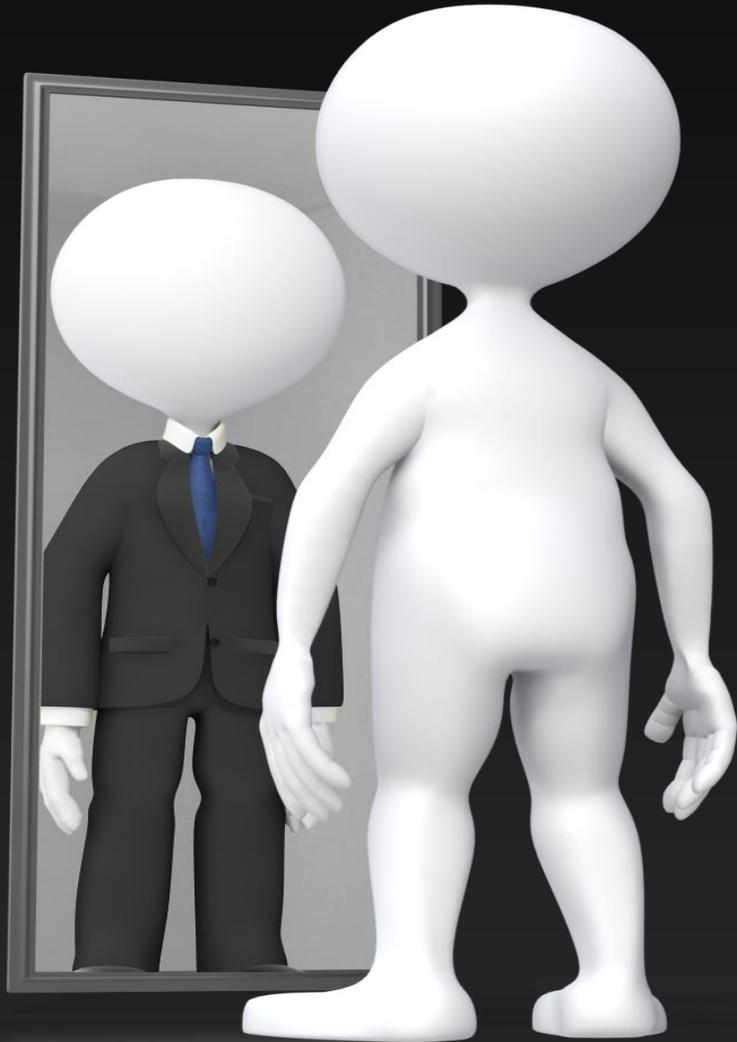
<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

<https://www.badgerinstitute.org/Reports/2013/The-Impact-of-Disruptive-Students-in-Wisconsin-Public-Schools.htm>

<https://www.educationsupportpartnership.org.uk/blogs/claire-renn/how-handle-stress-teachers>

<http://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/classroom-Behavioral-Intervention-Strategies.pdf>

Research and Resources



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