

Navigating the Journey to Behavioral Change

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Learning Targets

- I can use a variety of data collection tools in order to tell a student's story (the what).
- I can prioritize the skills that need to be taught in collaboration with the student (the why).
- I can select interventions that can reduce global frustration and teach skills (the how).

Overview of Our Journey

- Adjusting our lens through which we view the student drives our interventions.
- We must include adult concerns-what expectation is the student struggling to meet?
- Consider the setting events.
- What are the antecedents?
- Responses: What are the unsolved problems?
- Function: What are the student concerns?
- Skill and or Performance Deficit: The Lagging Skills.

Telling the Student's Story through Data Collection

One perspective is not enough

Step 1: The Interview/Defining Target Behaviors

- What are the student's strengths?
- Operationally define behaviors of concern
- Under what conditions does the behavior occur? Not occur?
- How do others respond to his behavior?



Step 2: Choose the right tool:

Direct Assessments

- ABC Observations
- Environmental analysis
- Time sampling
- Scatterplot
- Collaboration with student

Indirect Assessments

- Record review
- Anecdotal
- Questionnaires
- Motivation assessments
- Ziggurat
- ALSUP

Modified Scatterplot- defining levels

Level 5	highly aggressive; hitting, kicking, biting, fleeing to dangerous areas, leaving the building	0%
Level 4	destructive; self-injurious, hitting, kicking, throwing objects	0%
Level 3	off-task; refusal to comply or transition; poking/touching other students; arguing, wandering room	0%
Level 2	hesitates to start tasks; cooperating on his terms; negotiating; avoiding non-preferred task; fidgeting; appears anxious	0%
Level 1	completing school work; following schedule; accepts instruction	0%

- Level 5- dangerous/illegal
- Level 4- scary
- Level 3- odd
- Level 2- something is elevated
- Level 1 - looks like everyone else

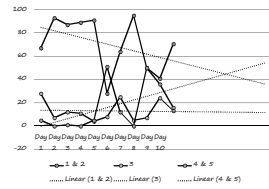
Scatterplot on Steroids

8:00	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40	8:45	8:50	8:55
9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50	9:55
10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55
11:00	11:05	11:10	11:15	11:20	11:25	11:30	11:35	11:40	11:45	11:50	11:55
12:00	12:05	12:10	12:15	12:20	12:25	12:30	12:35	12:40	12:45	12:50	12:55
1:00	1:05	1:10	1:15	1:20	1:25	1:30	1:35	1:40	1:45	1:50	1:55
2:00	2:05	2:10	2:15	2:20	2:25	2:30	2:35	2:40			

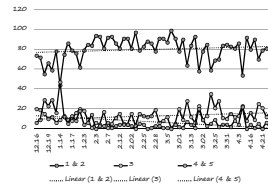
- 5 minute intervals (marked as needed)
- Mark the highest level of behavior shown during the interval
- May also need corresponding anecdotal data

Trends in data

FBA Data



Intervention Data



Number of instances of Level 3, 4, or 5

9/9/15-9/23/15 (11 data days)

8:00	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40	8:45	8:50	8:55
0	0	0	0	2	2	1	1	0	1	0	1
9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50	9:55
1	2	1	1	1	3	3	3	3	3	3	3
10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55
2	2	2	1	2	2	2	1	1	1	1	1
11:00	11:05	11:10	11:15	11:20	11:25	11:30	11:35	11:40	11:45	11:50	11:55
1	1	0	0	0	0	1	1	1	2	0	0
12:00	12:05	12:10	12:15	12:20	12:25	12:30	12:35	12:40	12:45	12:50	12:55
1	0	2	3	4	2	2	1	2	1	0	0
1:00	1:05	1:10	1:15	1:20	1:25	1:30	1:35	1:40	1:45	1:50	1:55
0	0	0	0	0	0	0	0	1	2	2	2
2:00	2:05	2:10	2:15	2:20	2:25	2:30	2:35	2:40			
4	2	4	4	3	3	2	1	1			

Number of blocks of time- level 1 or 2 behavior

/8 data days

7:45 Digital Learning	7:50	7:55	8:00	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40
0	0	0	0	0	0	0	0	0	0	0	0
8:45	8:50	8:55	9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35 Social Studies	9:40
0	0	0	0	0	0	0	0	0	4	4	4
9:45	9:50	9:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40
4	4	3	2	1	2	2	2	2	2	2	2
10:45	10:50	10:55	11:00	11:05	11:10	11:15 Math	11:20	11:25	11:30	11:35	11:40
1	1	1	2	2	4	4	2	3	2	6	
11:45 Lunch	11:50	11:55	12:00	12:05	12:10	12:15	12:20 Math	12:25	12:30	12:35	12:40
							8	6	4	3	3
12:45	12:50	12:55	1:00	1:05	1:10	1:15	1:20	1:25 Wellness	1:30	1:35	1:40
3	3	1	1	1	1	1	1	2	2	2	2
1:45	1:50	1:55	2:00	2:05	2:10	2:15	2:20	2:25	2:30	2:35	2:40
2	2	3	3	2	2	2	2	2	2	2	2
2:45	2:50	3:00									
2	2	2									

*“I’ve been doing all
of this already.”*

*“And I always get the
same thing. Escape
and gain attention...”*

*We need a deeper understanding of the
‘why’ !*



We need a deeper understanding of the
'why' !



The Fork in the Journey



- Offering a reward did not teach skills
- Clipping down did not teach skills
- Doling out consequences did not teach skills
- Taking away privileges did not teach skills

Let's talk to the expert!



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Digging Deeper with THE STUDENT



Strategies for Digging Deeper

Reflection

- "What I hear you saying is that math is really hard for you. What do you mean?"

Observation

- "I've noticed that when you are asked to work with your partner in math that it is really difficult for you - can you tell me more about that?"

Strategies for Digging Deeper

Narrowing in

- I've noticed that you are doing really well in Mr. Smith's class but not in Miss Jones' class. Can you tell me what is different?"

Break it down

- I've noticed that English class is really hard for you.
- Is the reading part hard?
- Is the writing part hard?
- Is the thinking part hard?

Triggers: 2015-2016

- School anxiety- I get the feeling "ugh I have to sit through another day at school"
- I have trouble in both Social Studies and Language Arts. The work is overwhelming and hard.
- Math is all hard I don't understand any of it.
- Tests are all hard because I didn't understand most of it to start with
- Writing is hard both short and long answers.
- Reading words is easy; Understanding what I read is hard.
- Lunch: café is too loud
- Peers: I don't like to go to SS or LA because of the people in the room
- I'd rather work 1-1 than in a large group
- I like to know what I have to do before going into class
- I don't like to be touched.

Tales from the Middle

"Dustin" is an eighth grade student who when he came to school, he came in late. When he came in late, he often sat at a desk with his head down. He engaged in self-injurious behaviors. He was disconnected. He had full blown panic attacks...

The Data is Complex and so are the Needs!

Dusty has difficulty completing math tasks at grade level.

Dusty is not able to focus on the instruction when the material is presented above his skill set.

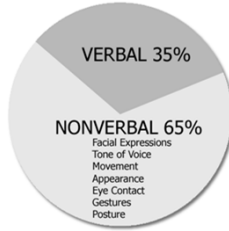
Dusty has difficulty maintaining focus on non-preferred activities in the academic setting.

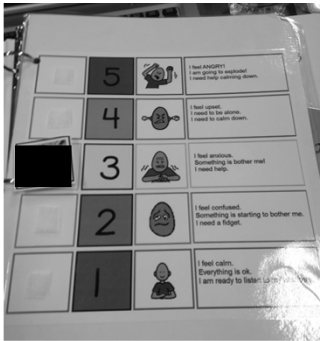
Dusty has difficulty asking for help when his approach to solving a problem is not working for him.

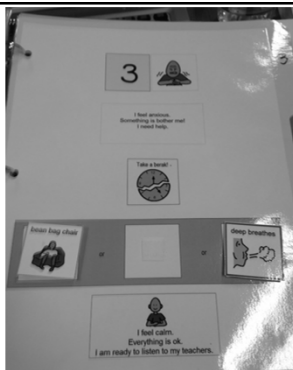
Dusty has difficulty entering his social studies class because he believes that his peers are judging him and that he is not competent.

Dusty has difficulty entering his language arts class because he believes that his peers are judging him and that he is not competent.

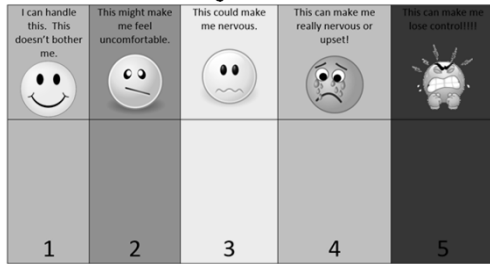
What about our friends with
intense verbal needs?







One student's story, "Art class stinks!"



Nearly 20 years ago.....

"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 drive, we teach."
 "If a child doesn't know how to behave, we... teach? ...punish?"
 Why can't we finish the last sentence as automatically as we do the others?
 Tom Herner, 1998.

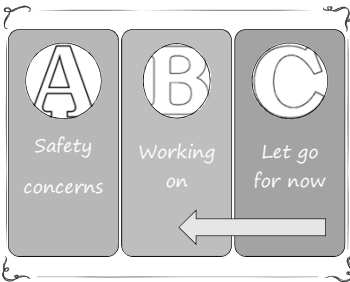


Reducing frustration and
 teaching new skills
 through Evidence Based
 Practices



Reducing Global Frustration

We once had a student tell us that when in crisis, her IQ drops 30 points. If we want our students to be available for learning new social-emotional skills, then we need to reduce their frustration level.



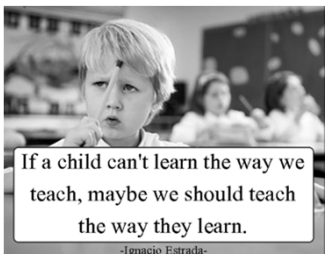
Prioritizing

We can't work on all challenging behaviors or lagging skills at once. Prioritizing which behaviors you will work on will also help you know which behaviors you will let go of, for now, in order to reduce the student's global frustration.



Social Coaching

- A proactive approach to teaching social skills in the natural setting while preventing disruptive behavior
- If we escalate the discipline, we will escalate the problem
- Social skill taught in isolation often don't carry over to the natural setting without deliberate teaching




If a child can't learn the way we teach, maybe we should teach the way they learn.

-Ignacio Estrada-

Differentiate

Many behavioral challenges stem from academic struggles. When you dig deeper and examine the specific reason for the struggle, you can adjust your instruction for academic success while addressing a lagging skill.

How we see the student, has a direct effect on the intervention we choose.

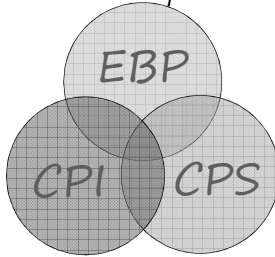


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Using the right lens helps us choose the right strategy.

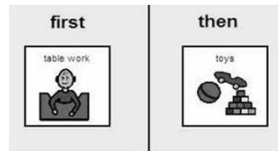


Three theories, all rooted in the same philosophy. Our best results have happened when we have used components of all three.



Evidence Based Practices

- Visual Supports
- Social Narratives
- Task Analysis
- Video Modeling
- Self-management
- Social Skills Training



Collaborative and Proactive Solutions

- Identifying and prioritizing lagging skills
- Collaborating with student to dig deeper and find out what is really getting in their way
- Reducing some demands to reduce global frustration while new skills are being acquired



Crisis Prevention and Intervention

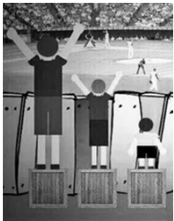
- Emphasis is on recognizing signs of anxiety to intervene early
- Paraverbal communication
- Limit setting through establishing boundaries
- De-escalation strategies



Fair is not everyone getting the same thing, but everyone getting what they need to be successful.



Fair is not everyone getting the same thing, but everyone getting what they need to be successful.





Resources

