All Behavior is communication.

Beth Mills
All Behavior is Communication - Figuring Out What Is Being Said (..or not said)
On the template provided, write down at least one behavior you are concerned about at this time for a student, child, client.
Anything a person says or does is behavior.
Designing School-Wide Systems for Student Success

Academic Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
  - 1.5%

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- Universal Interventions
  - All students
  - Preventive, proactive
  - 80-90%

Behavioral Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
  - 1.5%

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- Universal Interventions
  - All settings, all students
  - Preventive, proactive
  - 80-90%
What is Trauma?

“Trauma is not an event itself, but rather a response to a stressful experience in which a person’s ability to cope is dramatically undermined.”
In the last two decades, there has been a 200% growth in single parent households (U.S. Bureau of the Census)

The number of moms leaving home for work each morning has risen 65% in the past 20 years (U.S. Bureau of Labor Statistics)

Nearly 1 in 4 children in the U.S. are living below the poverty level (Children's Defense Fund)*

More than half of all American children will witness their parent’s divorce (U.S. Bureau of the Census)

In the last 10 years, the estimated number of child abuse victims has risen by nearly 50% (National Committee for the Prevention of Child Abuse)

The average child has watched 8,000 televised murders and 100,000 acts of violence before finishing elementary school (American Psychological Association)*
The Iceberg

10% is what you see on the surface and the elements underneath are what we need to consider when defining and investigating behaviors.
Myths and Misconceptions about Behavior
Frequently Said.....

- Usually unpredictable
- Often attributed to personality
- Believed to be caused by the ability/disability
- Originates within the individual
What Causes Behavior?

- Behavior is **caused** by our environment
- But is **influenced** by our genetic makeup

**How can we Change Behavior?**
We do this not by telling learners what to do, but by showing them, arranging practice, and giving feedback.
All Behavior is Communication:

All Behavior occurs for a reason. Nothing happens without a purpose. A failure to behavior properly is actually a failure to communicate.

The only time a student is in control is when they are out of control.
Understanding Behavior as Communication

➢ If a student *repeatedly* engages in *any behavior*, then that behavior is working for them.

➢ Unfortunately, some students learn that *problem behavior* is the best way for them to get their needs met.
Environment and Behavior

➢ We cannot modify the genes or physiology of our students

➢ However, we can modify the environment around them

Implication: We **CAN** teach students how to communicate and consequently change their behavior, ultimately improving emotional well-being as well.
Examples of Childhood Adversity:

- Physical, sexual, emotional abuse
- Chronic neglect
- Caregiver substance abuse or mental illness
- Loss of caregiver (incarceration, custody change, deployment, death)
- Exposure to violence
- Poverty/homelessness/lack of basic needs
- Racism and discrimination
- Illness or injury
- Peer aggression or bullying
- Natural disasters
Toxic stress is caused by prolonged or pronounced stress that overwhelms children’s skills or supports.

This causes children to go into “survival mode” or remain in a state of “stress response”

Having a chronically elevated stress response system alters the chemical and neurological events in the brain.
Altered Brain Structure and Chemistry

- Hippocampus: helps in emotion regulation, ability to store/recall information. Children that have experienced trauma are often misdiagnosed as having ADHD when they actually have PTSD.

- Additionally, they are 32 times more likely to be identified as SLD than peers with no trauma history.
ACEs

- Adverse Childhood Experiences
- 1995-1997 study was completed by the CDC and Kaiser-Permanente in California
  - >17,000 participants: mostly privately insured, middle class
  - Questionnaire included 10 questions about 10 different ACEs
  - 64% of participants reported at least one ACE
  - 26% reported one ACE
  - 16% reported two ACEs
  - 9.5% reported three ACEs
  - 12.4% reported four or more ACEs
ACEs continued...

➢ ACEs can lead to:
➢ Delays and disruption in brain development
➢ Social and emotional problems
➢ Short- and long-term mental and physical health problems
➢ Executive Functioning difficulties
➢ Early death
How do these numbers compare to students you work with? Think about 1-2 students that you are aware of that have experienced or are experiencing trauma. Write down some ACEs that are most common for your student population.

Aces Activity- Talk your tablemates
Behaviors Resulting from ACEs

- Reactivity and impulsivity
- Aggression
- Defiance
- Hyperactivity/Hypersensitivity
- Withdrawal
- Perfectionism
Peeling Back the Layers

To begin a transformation, you must peel back the layers and go to your core.
Look back at “behavior” you initially wrote down. Rewrite it in clear, observable terms.
Step 2: Data Collection

- **Data Collection Tool**: Create or find a data collection tool that is easy and quick to collect data on the targeted (Defined) behavior.
  - Make sure you have a goal for what data you are seeking (see next handout)
  - Make sure you share this with all teachers and explain how you want data collected
Anecdotal Notes....

9-21-14- Sally arrived in class and slammed her bag on her desk. She smacked her lips and mumbled under her breath. She sat at her desk and started to rip pages out of her notebook and crumble them. She got up to throw them away and when I redirected her to sit back down she told me "no". She told me that she did not have to listen to me. As she past a peers desks she shoved their books off their desk and laughed. She started to read a magazine she took out of the reading center without permission. I told her to put it up and she said "no" she started to yell at me. I called the administrator. When she saw me pick up the phone she ran around the room, she hid under a table and started to cry. When admin came in she would not stand up. She cussed at admin. When the admin put their hand under the table to help her up she bit their hand...
You want to measure...

Number of Occurrences
- Behavior has a distinct beginning and end
  - Frequency
  - Rate
  - Opportunity

Length of Time
- Can be difficult to count each instance
  - Interval
- How long the behavior lasts
  - Duration
- How long before the behavior occurs
  - Latency
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Have a co-worker come do an informal observation. (Preferably one that understand what you teach)

Awareness Test Video
https://www.youtube.com/watch?v=KB_ITKZm1Ts
Drowning in data
Step 3: Analyzing Data

- **Patterns/Trends**
  - Look for patterns and trends in your data
  - Certain Days, Times, People, Subjects, Transitions, etc.
  - Use Process for Problem Solving for Behavior Template
  - Consider going over data collaboratively with “team”
  - Did your data give you the data you “need” or do you need to tweak it?
  - Are there fast or slow triggers you know of or see in your data?
Step 4- Determine a function and develop a Hypothesis

It's all fun and games until someone figures out the function of your behavior.
THE GOALS OF MISBEHAVIOR

To Obtain/To Avoid

Does the behavior allow the student to **gain** peer or adult attention?

Does the behavior allow the student to **gain** preferred activities or items?

Does the behavior allow the student to **postpone, avoid, or escape** anything (demands, social interaction, etc.)?

Does the behavior provide stimulation activity (an alternative to a lack of active engagement in activities)?
After each video clip define the behavior (in concrete observable terms) and perceived function.

https://www.youtube.com/watch?v=avUsS9EKyg0

http://viewpure.com/juugR_DFXA0?start=0&end=0
Common Antecedents:

- Antecedents are not always something the teacher does (e.g. demand; could be a peer or something seen, etc.)
  - Demands / requests
  - Difficult or boring tasks
  - Transitions / interruptions
  - Hungry, tired, pain
  - Alone (no attention)
  - Peer proximity
  - Altercations / arguments
  - Combination of factors
Slow Antecedents (Triggers)
Examples and considerations

- Medical Condition
- Physical Condition
- Diet/eating Routines
- Primary Language
- Transfer Student/lots of schools
- Mental Health Diagnosis
- Skill/Academic deficits
- Low grades
- Sleep Patterns

- Retention
- Juvenile Justice
- Outside Agency Involvement
- Expressive & Receptive Language Delays
- Other:
Fast Antecedents (Trigger)
Examples (and considerations)

- Medication
- Academic Demands/Requests
- Generalized Demands/requests
- Perceived difficult task/work
- Interruption in routine
- Negative interaction with peers
- Denial for desired tangible object

- Need for Stimulation
- Imposed consequences
- Planned ignoring
- Other
Why do we do what we do?

New School of Thought -
Consequences Cause Behavior
Hypotheses Statements

- Triggers of the challenging behavior
- Description of the challenging behavior
- Responses that maintain the challenging behavior
- Purpose of the behavior

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
</table>

Function:
Examples ....

When Beth is in general education setting and presented work task that include writing, Beth begins to become verbally aggressive (yells, cusses, screams) in order to avoid the work.

When Max desires sensory stimulation in conjunction with limited expressive language across settings, Max falls to the ground and becomes self injurious (poking eyes and hitting head with fist) in order to gain adult support in regulating his sensory needs/comforting him.
Devising A Plan
“One Size” does NOT fit ALL

- Lack intrinsic motivation (not big picture kids)
- Require incentives to get through difficult tasks
- Individual Rewards system
  - Frequent but not TOO easy
  - Set them up for success
  - Use REALLY motivating things after VERY hard tasks
Motivation

- Variety of free motivation assessments (see handouts) to use to determine what will motivate the student. **VERY IMPORTANT**

- Talk to Parents find out special interests, things at home, etc. (do you include parents in rewards?)
- Determine a hierarchy of “rewards” – use REALLY motivating things after really HARD things
- Use controlled choice
- Some rewards may be TOO addictive for our kids and not worth using.
- Pair rewards with praise
I do not have time to do this

It is not fair to give Johnny ...

This is my classroom, students will do what I say
Equal is everyone getting the same thing.

Fair is everyone getting what they need in order to be successful.

We will always try to be fair, but it won't always feel equal.

The Arc North Carolina
When a replacement behavior has been taught, remember you have to acknowledge it EVERY time the student uses it. Once the replacement behavior becomes a pattern, and they trust you to give them what they want, then you can shape the behavior.
“I’m convinced that when we help our children find healthy ways of dealing with their feelings, ways that don’t hurt them or anyone else, we’re helping to make our world a safer, better place.”

-Fred Rogers

The Arc
North Carolina
CELEBRATING 65 years
Plan Considerations

- **Replacement Behavior Considerations**
  - What do you want them to do?
  - What is socially appropriate?
  - Reward appropriate use
  - How will you track use and success
  - How will you fade prompts and increase expectations?

- **Teaching Replacement Behaviors Considerations**
  - What will service delivery time look like
  - How will the whole “team” communicate strategies taught and how to prompt/reinforce
  - Use data to write attainable goal for decreasing behaviors/increasing replacement behaviors
Next Step for the Team continued....

- Modifications/ Accommodations for work/ needs
- Level of prompting (and plan to fade) to use new taught strategies
- Consequences for “MIS-behavior?” - making sure they have nothing to do with the function of their behavior (can’t be one size fits all)
## Intervention Hierarchy

### Non – Verbal Hierarchy

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<th>Planned Ignoring</th>
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<tr>
<td>Signal Interference</td>
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<tr>
<td>Proximity Interference</td>
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<tr>
<td>Touch Interference (Rarely Use)</td>
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### Verbal Hierarchy

<table>
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<tr>
<th>Class Reminder</th>
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<td>Positive Phrasing – “As soon as you x, we can y”</td>
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<tr>
<td>Rule Reminder / Direct Appeal</td>
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<tr>
<td>Explicit Redirection – “You have a choice”</td>
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<tr>
<td>Cantor’s Broken Record – “You have chosen to x. Please x (repeat up to 3 times)”</td>
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Implementation

➢ Get administration support
➢ Sit down and talk to all teachers who will be helping to carry-out the plan.
➢ Go through the plan and WHY you have created it (research supporting it, learning styles, function, etc.)
➢ Go over everyone’s roles in the plan
➢ Go over data collection tool
➢ Set a date to come back together to go over implementation/results of intervention
Work with your “tablemates”
Draw a picture of the words/directions you were given.
Be prepared for me to share 😊
### Explicit Instructions/Expectations

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<th>Expectations</th>
<th>Codes</th>
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<tr>
<td>1. Appropriate Language/Tone (avoid profanity, sexual comments, and gestures)</td>
<td>1-4 from Expectations</td>
<td>– Inappropriate language is an automatic “RED” offense/and frown</td>
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<td>2. Participating in Class (using my visual supports, completing my work, and answer questions)</td>
<td>G: Green</td>
<td>– 3 or more expectations met will earn a “smiley face”</td>
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<td>3. Following Directions</td>
<td>Y: Yellow</td>
<td>– 2 expectations met equals a “straight face”</td>
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<td>4. Prepared for Class</td>
<td>R: Red</td>
<td>– 1 expectation met is a “Sad face”</td>
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<tr>
<td>4. Prepared for Class</td>
<td>+: using taught strategies (which equals extra rewards)</td>
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Quiet Mouth

Sit in my area

Listen to teachers

Nice hands and feet

Walking Feet

Done

Finish work

Using Break Strategies
Blurt Chart

Stop and think before you speak!

Survey says...

XXX

[Images of colorful popsicle sticks]
I am working for

4 UP Characters
≈ 5 minutes of Computer!
What happens when it does not work?!?!?!
Considerations/Things to Remember:
1. Was it done to fidelity?
2. Have you implemented for at least 4-6 weeks?
3. Wrong Hypothesis
4. New behaviors
5. It WILL get worse before it gets better
HOPE

Lens of Autism
Biological Needs
Sensory Needs
Communication Deficits
Comorbid condition
Social Expectations
Rigidity
False assumptions
Motivation

Sticky Attention
Executive Functioning
Visual Thinkers
Concrete Learners
MORE.....
Teaching Tools

- Social Narratives
- Zones of Regulation
- 5 point scale
- Feelings thermometers
- Individual behavior charts/contracts Freeprintablebehaviorcharts.com
- Social Mapping
- When my Worries get too Big
- The Explosive Child
- Teaching Calming strategies/tools
- Teachtown
- Superflex
- Incredible Flexible You
6. https://www.youtube.com/watch?v=avUsS9EKyq0
7. https://www.youtube.com/watch?v=KB_ITKZm1Ts
Resources

• http://www.interventioncentral.org/behavioral-intervention-modification
  • http://www.pbisworld.com/
  • http://www.pbisworld.com/data-tracking/
• http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html#mts
  • https://www.earlywood.org/Page/556
• http://polkdhsd7.sharpschool.com/staff_directory/p_b_s_behavior_intervention/data_tracking
  • http://www.homecontract.org/goal-tracking-contract-for-teens/
• http://polkdhsd7.sharpschool.com/staff_directory/p_b_s_behavior_intervention/data_tracking
Q&A Questions Answers