PSUSD
PALM SPRINGS
UNIFIED
SCHOOL DISTRICT

2024

MANAGING DISRUPTION WITH NONCOMPLIANCE/ REFUSAL

Compassionately Addressing Behaviors at School (CAB-S)

Training Norms

Be Present & Refrain from Multi Tasking

Listen with intent to understand

Actively Participate

Survey/Feedback Form is mandatory for attendance and will be given to site secretary.

Compassionately Addressing Behaviors at school CAB-S

Lets Review

Building Rapport

- Who is involved in Rapport Building
- What is Rapport Building
- Why build Rapport
- How to build Rapport
- Effective communication

Behavior Basics

Tantrum

Elopement

Throwing

Teasing

Aggression

Refusal

Understanding Triggers

Identifying Triggers

Understanding ABC's

Motivating Students

Reinforcement and Prompting

01

What is Reinforcement?

02

Different Types of Reinforcement

03

What is Prompting?

04

Different Types of Prompting Procedures

SLIDESMANIA.COM

De-Escalation

Stages of Escalation

Identify and define the components of de-escalation

Identify who is involved with de-escalation

The importance of de-escalation

Identify methods of responding to conflict or aggression

Agenda

1. S.E.A.T

2. F.E.R.B's

3. REPLACEMENT BEHAVIORS

4. A.B.C DATA COLLECTION

Agenda

01 UNDERSTANDING DISRUPTIVE BEHAVIOR

02 PROACTIVE STRATEGIES

03 REACTIVE STRATEGIES

04 GIVE AWAY

What is disruptive behavior in the classroom?

Disruptive behavior means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting

A Long Time ago

• **Table 7.1:** Types of disruptive behaviours and their corresponding punishments in an American high school in 1848 (based on Fontana, 1994, and Lefrancois, 1997)

DISRUPTIVE BEHAVIOUR	PUNISHMENT
Misbehaving to girls	10 lashes
Drinking liquor	8 lashes
Swearing	8 lashes
Doing mischief about the place	7 lashes
Lying	7 lashes
Fighting	5 lashes
Playing cards	4 lashes
Boys and girls playing together	4 lashes
Wrestling	4 lashes
Quarrelling	4 lashes
Neglecting to bow when going home	2 lashes
Having long fingernails	2 lashes
Blotting one's copybook	2 lashes
For every word not recalled when given a list to learn by heart	1 lash

Understanding Special Needs

A DEVELOPMENTAL DISABILITY (DEVELOPMENTAL DISABILITIES ASSISTANCE AND BILL OF RIGHTS ACT OF 2000 PL 106-402) IS A CHRONIC MENTAL AND/OR PHYSICAL CONDITION THAT OCCURS BETWEEN 5 AND 22 YEARS-OF-AGE AND IS LIKELY TO OCCUR INDEFINITELY.

WE WORK WITH OUR SPECIAL EDUCATION STUDENTS BETWEEN 3 AND 7 HOURS A DAY OVER A FIVE-DAY PERIOD. THEY LIVE WITH THEIR DISABILITY 24 HOURS A DAY 7 DAYS A WEEK.

Four foundational principles/thinking proactive approaches to addressing behavior:

CHALLENGING BEHAVIOR PRODUCES A DESIRED OUTCOME FOR THE STUDENT.

CHALLENGING BEHAVIOR CAN BE CHANGED.

THE STUDENT'S BEHAVIOR IS CHALLENGING, NOT THE STUDENT.

CHALLENGING BEHAVIOR CAN BE REDUCED BY CHANGING VARIABLES WITHIN THE CURRENT ENVIRONMENT THAT TRIGGER AND SUPPORT THE BEHAVIOR.

2024

BEHAVIOR

IS

COMMUNICATION

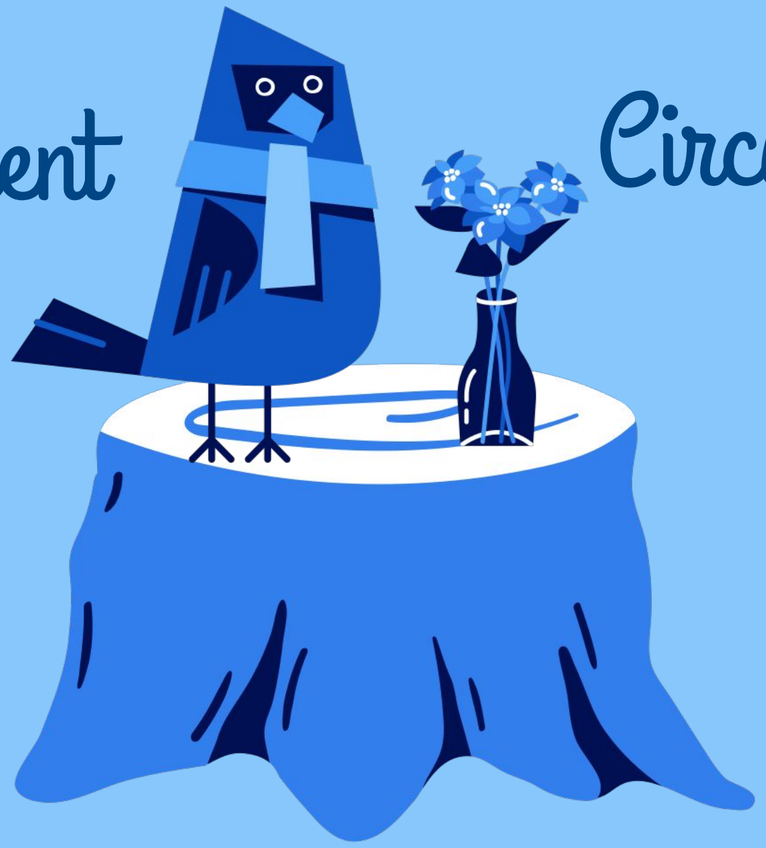
What are the causes?

Immediate environment

Classroom, Weather

Emotional wellbeing

Seeking attention, Lack of self-esteem



Circumstances outside the classroom

Home, Family, Relationships

Boredom

Not understanding the work,
Work isn't challenging enough

Proactive VS Reactive

Proactive Strategies

These are four effective strategies, selected from a multitude, that we will review.

01 CLASSROOM MANAGEMENT *

02 PRIMING

03 VISUALS

04 CLEAR EXPECTATION *

2. Priming

DEFINITION

Priming is a preventative strategy, also known as an antecedent strategy, used to prepare children for a situation or task by providing them with relevant information beforehand.

Priming allows students to preview what is coming up in order to prepare them which helps with:

- Setting expectations
- Transitions
- New events

What Does Priming Look Like?

Priming comes in many forms. Some forms of priming include:

- Visual schedules
- Social stories
- Videos
- Verbal reminders

Each form of priming can serve a different purpose. Visual schedules may be for daily use, while social stories and videos may used for specific tasks; however, each method of priming can be fluid in its use.

When To Use

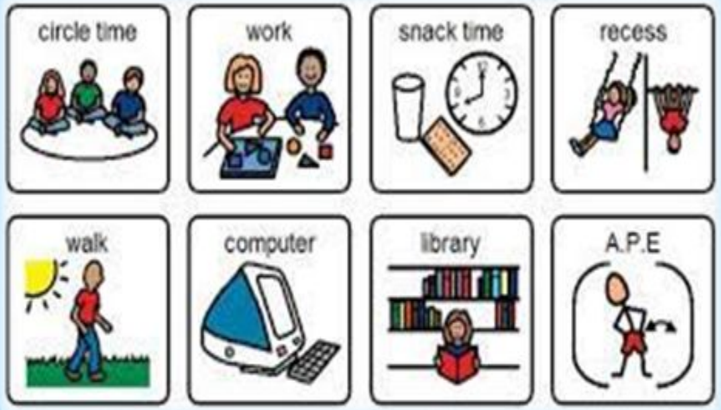
- Difficulty adapting to new learning situations?
- Difficulty with transitions?
- Avoidance behaviors when presented with materials or tasks?
- Difficulty interacting with adults and peers?

3. Visuals

Visual supports are concrete cues that provide information about an activity, routine, or expectation and/or support skill acquisition and demonstration

Visual supports are commonly used to...

- Organize learning environments
- Establish expectations around activities, routines, or behaviors
- Provide cues or reminders (prompts)
- Provide preparation or instruction



Reactive Strategies

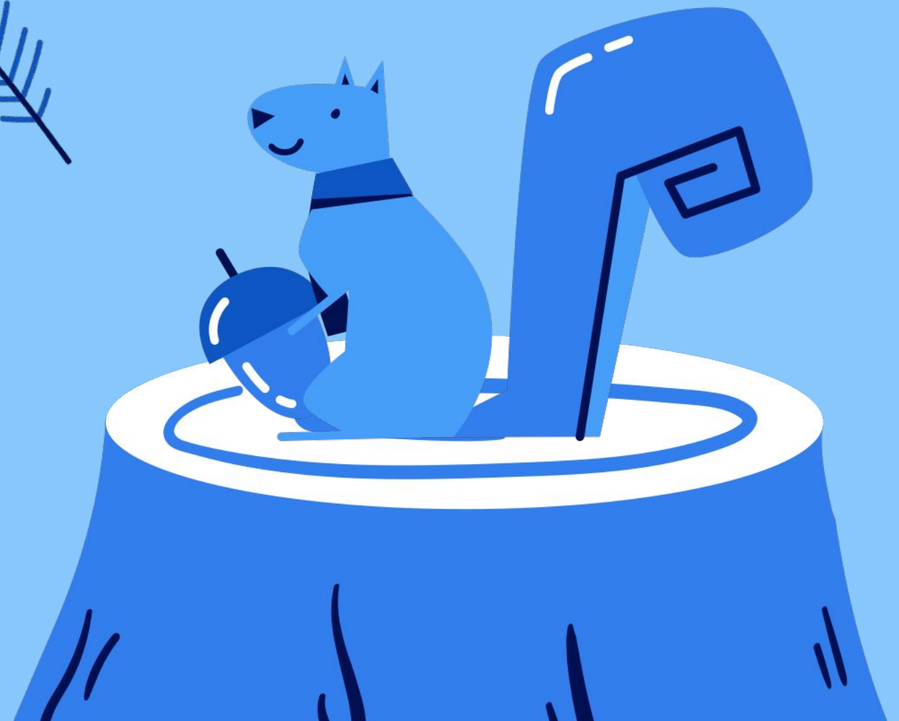
These are four effective strategies, selected from a multitude, that we will review.

01 PLANNED IGNORING

02 REDIRECTION

03 BREAKS ARE BETTER

04 BEHAVIOR INTERVENTION PLAN



1. Planned Ignoring

DEFINITION

Planned ignoring, or extinction, is not paying attention to a problem behavior in order to decrease the behavior in the future.

- Planned ignoring/extinction is shifting the way that you respond to a student's behavior, you are changing their expectations
- Use planned ignoring for annoying but harmless behaviors.
- When you ignore a behavior, do not look at or talk to the student.
- Ignore the behavior for as long as that behavior continues.
- Use descriptive praise once the behavior has stopped.
- The behavior will almost always get worse before it gets better.

CAUTION

- Avoid giving feedback for target behavior
  - ie; that was not nice to say").
- Avoid praising the student for not engaging in the target behavior
  - ie; "you did great by not interrupting me".
- Avoid engaging in a teaching interaction about the target behavior
  - ie; do you know how that makes me feel when you interrupt me
- Avoid non-verbal responses
  - e.g; big sigh, eye contact, change of facial expressions, change of voice tone, etc.)

WARNING

- Extinction bursts are a sudden, expected increase in behavior.
- They occur often when planned ignoring/extinction procedures are first implemented.
- Both the rate and intensity of problem behavior may increase during extinction

IF YOU DO NEED TO RESPOND TO THE TARGET BEHAVIOR, MAKE YOUR RESPONSE BRIEF!

Planned Ignoring

While watching the video observe the **disruptive behaviors** of **Murr** and **Sal**

Planned Ignoring

Let's fill out **ABC** data sheet based on the video that we just saw.

Student Name:	School Site:	Case Manager:
Target Behavior(s):		

Date / Time	Setting or Setting Event	Antecedent (What Occurred Before)	BX	Consequence (What Occurred After)	Student Response ❏ Discontinued Continued Severity ❏ Mild (Some classroom disruption) ❏ Moderate (Causes disruption but not harmful) ❏ Severe (Disruptive, Injury to self or others) Start: _____ End: _____: Duration: _____ Sec/Min (Approximate): Other Info:	Initials
	❏ Setting/Location: ❏ Structured Time ❏ Unstructured Time ❏ ❏ Setting Event: ❏ Hungry ❏ Tired ❏ Medication ❏ Seizure ❏ Other:	❏ Math Demand ❏ English/ELA Demand ❏ Instructional Demand ❏ Transitional Demand ❏ Noise (alarm, peers screaming, etc) ❏ Alone (No demand) ❏ Denied Access ❏ Asked to stop/wait ❏ Other: Social Mediated Responses from others		❏ Adult Redirected (Attention) ❏ Adult Consoled/comforted (Attention) ❏ Student sent home (Escape) ❏ Task Avoided/Removed (Escape) ❏ Removed from the classroom (Escape) ❏ Denied Access to the item ❏ Behavior Ignored ❏ Given Access to Item (Tangible) ❏ Other:		

2. Redirection

Behavior
is
Communication

2. Redirection

DEFINITION

A quick, in-the-moment strategy to give corrective feedback to students. You get your students' attention without making a big deal about it, using a calm tone, neutral body language, and clear, concise wording leaving less room for confusion.

Redirection can be:

Verbal, Physical, Cue, or Proximal Attention

When redirecting:

- Say the student's name if setting is appropriate
- Establish eye contact if possible
- Comment/ ask a social question / draw attention elsewhere

When done correctly, to the casual observer, it is not clear that the staff is using redirection, and the avoided inappropriate behavior might not be clear.

3. Breaks are Better

When disruption or noncompliance/refusal is taking place the student is avoiding an academic task, activity and/or routine that they dislike. Breaks Are Better Intervention helps the student manage the frustration related to the lack of want or skill.

Logic

- If breaks are available, students may:
- Engage in less escape/attention -maintained problem behavior
- Request breaks less often than escape/attention maintained problem behavior occurred

Increased reinforcement for:

- Asking for assistance
- Taking a break.

Prior to intervention:

Child & instructor identify appropriate “break” activities

Student is taught:

How to request a break

How to take a break

How to return to work

Benefits:

Reduces Stress

Increases Productivity

Boost Brain Function

4. Behavior Intervention Plan

A Behavior Intervention Plan (BIP), is typically created after the teacher has learned why the behavior may be occurring.

The BIP is written by a teacher in collaboration with the school psych and/or, behavior interventionist, and must be followed by everyone who interacts with the student.

BIPS support all students with significant behaviors that interfere with learning or student safety.

A BIP details both how to manipulate the environment to prevent problem behaviors from occurring.

The BIP also includes the Reactive Strategies to be implemented when problem behaviors occur

If QR code does not work type this into your browser

http://tinyurl.com/3vrhfrbn

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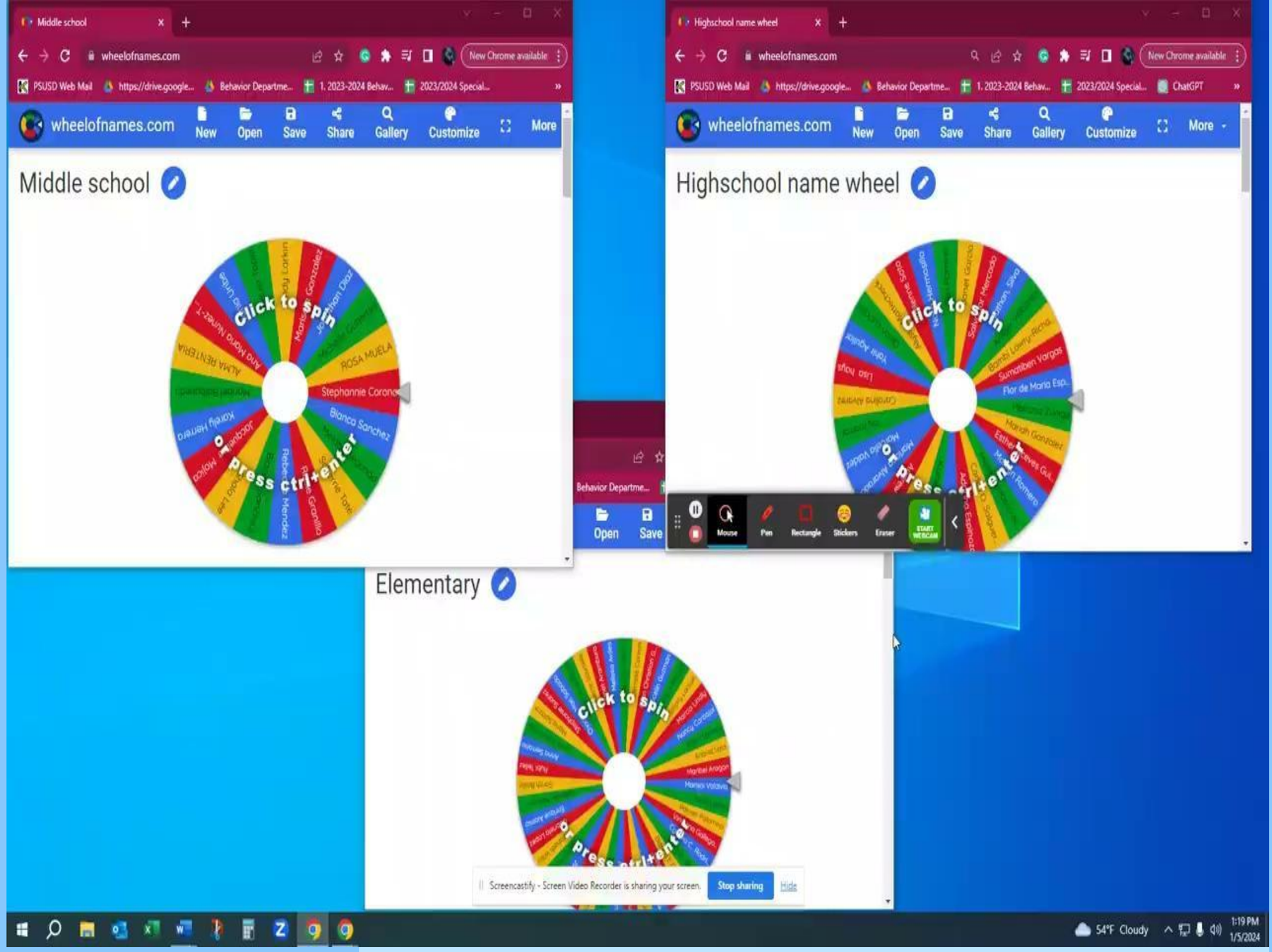
Congratulations

The selected winners have won _____ Gift card



Happy designing!

Credits

Websites used

1. https://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting#:~:text=Definitions,a%20classroom%20or%20educational%20setting.
2. https://milnepublishing.geneseo.edu/instruction-in-functional-assessment/chapter/chapter-1-challenging-behaviors-of-individuals-with-developmental-disabilities/
3. https://www.understood.org/en/articles/behavior-strategy-respectful-redirection
4. https://education.gov.gy/en/index.php/teachers/2520-research-tested-benefits-of-breaks
5. http://tennesseebsp.org/wp-content/uploads/2016/12/Prompting-Sequence-Tips.pdf
6. https://www.unl.edu/asdnetwork/priming
7. https://tanagerplace.org/a-break-down-of-priming-in-aba/

Videos

- https://www.youtube.com/watch?v=JVADY-kcp_E
- https://www.youtube.com/watch?v=dvmjoK9Ka_Q
- https://www.youtube.com/watch?v=-J6-vQYGFxM
- https://www.youtube.com/watch?v=-WQXiGa7qSA

Slides Carnival