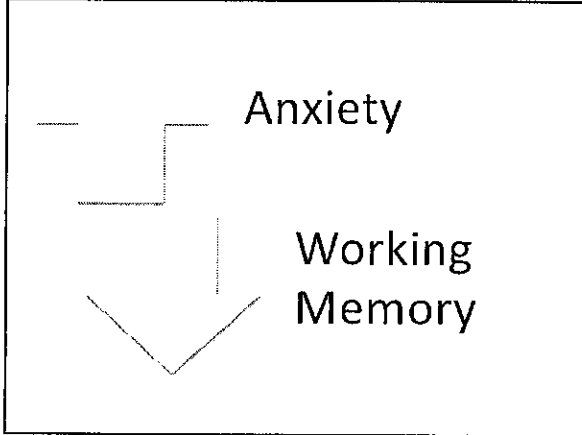
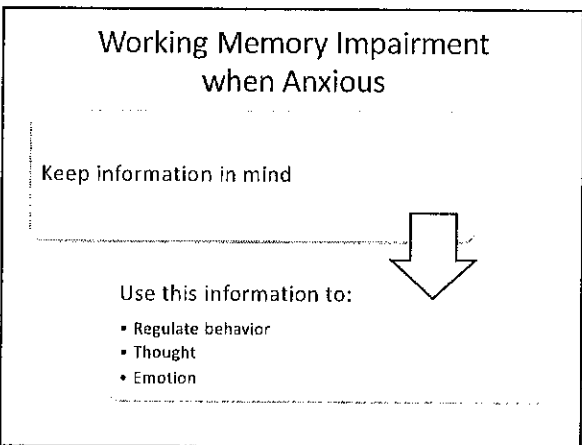




Cracking the Code: Reducing Anxiety and Defiant Behavior in the Classroom

Presented by: Jessica Minahan, M.Ed BCBA





SOS tips for teachers

- Misbehavior is a symptom of an underlying cause
She can't vs. She Won't
- Behavior is communication
- Behavior has a function
- Behavior occurs in patterns
- The only behavior an adult can control is her own
- Behavior can be changed

Common Underdeveloped Skills

Self-Regulation Thought Stopping Social Skills Executive Functioning Flexible Thinking

Behavior Plan

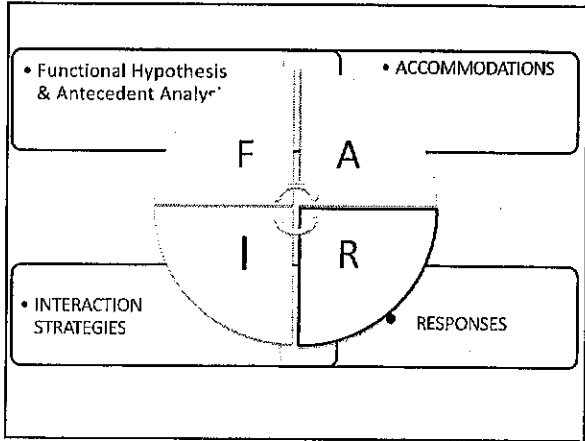
Complete work	Follow Directions
+ 2 points	+2 points

**We Teach Reading
We Teach Math**

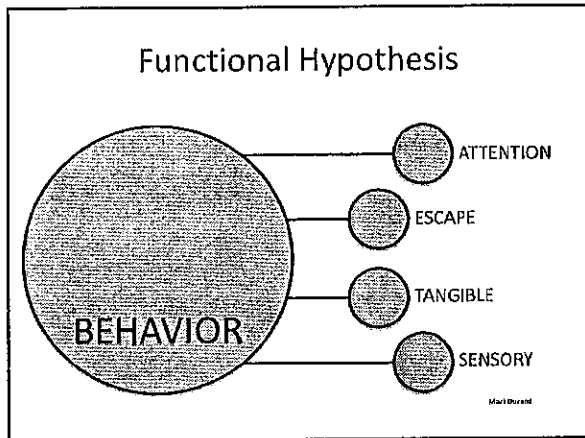
but...

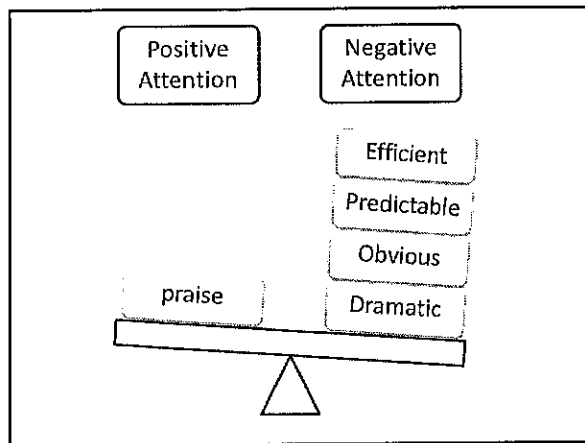
**We Punish or Incentivize
Behavior**

-PBIS



**F: FUNCTIONAL HYPOTHESIS AND
ANTECEDENT ANALYSIS**





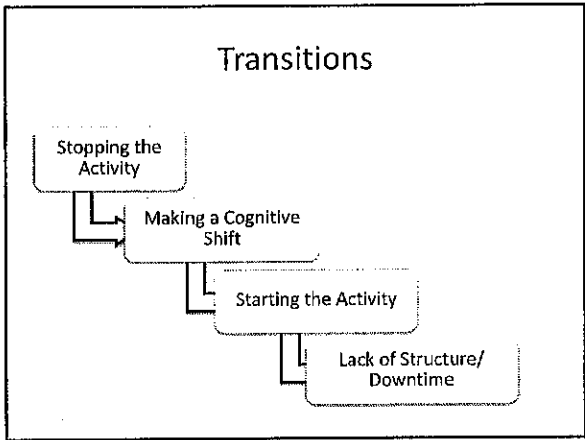
Date/Time/Activity	Setting Events	ANTECEDENT	BEHAVIOR	CONSEQUENCE
	-New needs -Didn't sleep -Substitute teacher	What happens in the environment immediately prior to the behavior	Exact description of the behavior	What happens in the environment immediately following the behavior
2/09/17 9:15am Math Class	Dad is on a trip	Teacher puts a quiz on Sam's desk	Sam screams "I hate you!" and tips up the quiz, throws it on the floor and stomps on it with his foot.	Teacher tells him he is "acting inappropriately" and sends him to the office.
2/15/17 10:20am End of Snack		Teacher tells the class snack is over and it's time for math	Sam walks out of the classroom pushing items off the teachers desk as he exits	Teacher tells him that his "behavior is unacceptable" and sends him to the office.

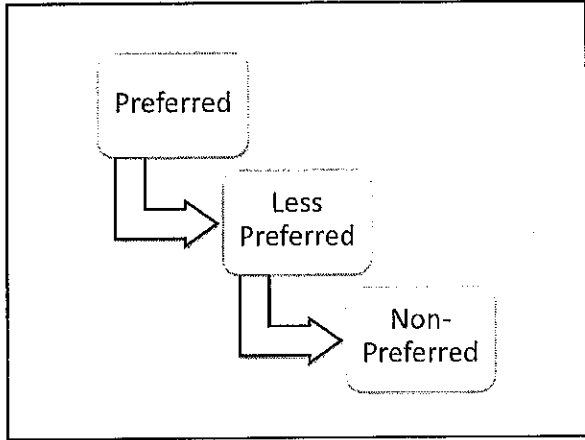
Hot Spots

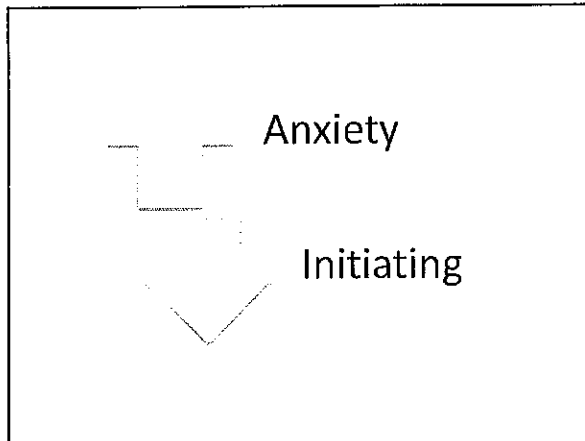
- Unstructured Times
- Transitions
- Writing tasks
- Social Demands
- Novel / unexpected change
- Independent Work

A: ACCOMMODATIONS

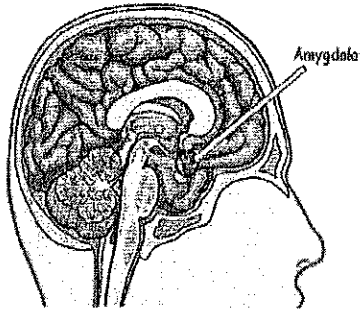
Breaks







You don't have to think about this, you just have to get outta here!



Work Avoidance
Underdeveloped Skills

Initiation Persistence

Help
Seeking

Teachers are doing too much

Self-
Monitoring

Independence

...and students aren't doing enough

Initiation

- Errorless Teaching
- Preview with actual work
- Preview/Start work day before
- Self Monitoring

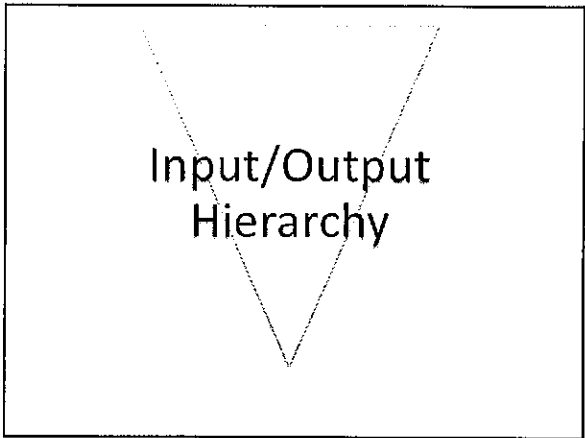
Persistence

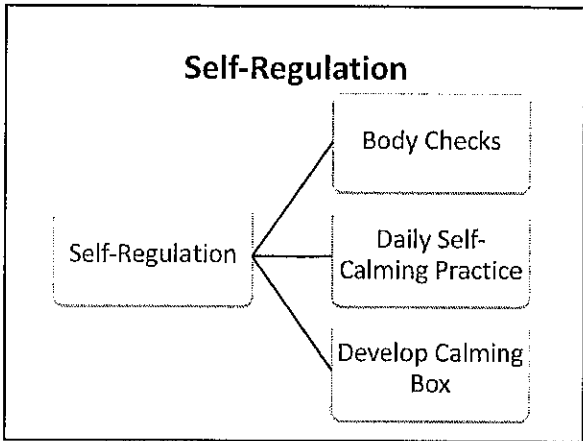
- Teach Growth Mind-Set
- Reward Persistence instead of product
- Self-Monitoring
- Make a plan

DWEK

Help Seeking

- Shift Reinforcement to skill
- Functional Communication
 - "I need help getting started"














10
9
8
7
6
5
4
3
2
1

Self-Regulation Apps

- Calm
- Headspace
- Moodnotes (not free)
- Moodpath
- Pacifica
- SuperBetter (game to teach resilience)
- 7 Cups
- Anxiety Relief Hypnosis
- Happify
- Talkspace

BEFORE	AFTER
5	4
5	3
5	4
5	2

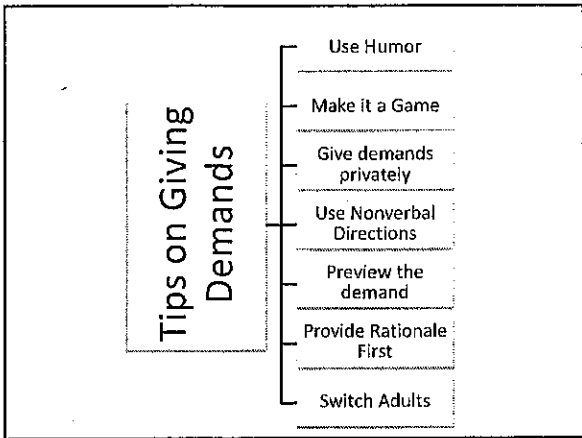
PARTS of WRITING...	STRATEGIES...	USED?
THINKING OF AN IDEA	1. Look in a book 2. Look at my writing idea list 3. Look at photographs 4. Computer picture help	
ORGANIZATION	1. Graphic organizer for paragraph 2. Graphic organizer for sequencing	
SPELLING	1. Frequently used words card 2. Sticky note help 3. Tap out the words	

I like it!	OK	I don't like it!
		
Drawing 	Using punctuation 1. 2	Thinking of an idea 
Choosing to a teacher read my story 	Writing lowercase letters a b c d e	Spelling A B C D E
Coloring 	Writing more than one page 	
	Making a mistake 	


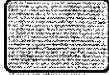

I: INTERACTION STRATEGIES

Tips on Giving Demands

- Neutral Tone
- Avoid yes/no
- Choices
- Declarative Language
- Indirect
- Deliver and Move
- Extended Time to Comply

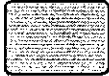




Unexpected Responses

-  **Paradoxical**
-  **Rebranding**
-  **Empathetic**

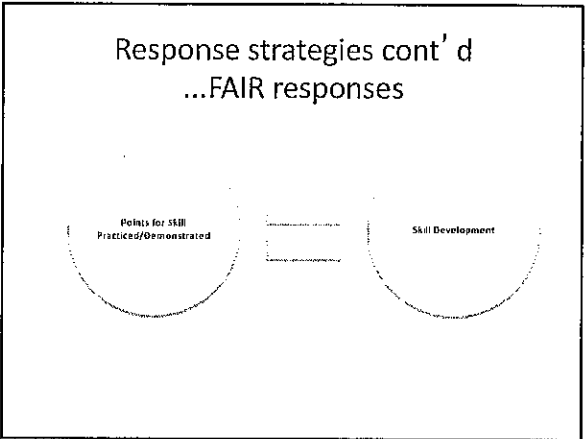
Galvin 2015

Unexpected Responses

-  **Neutralizing**
-  **Appealing to their "better self"**
-  **Distraction**

Smith 2013

R: RESPONSE STRATEGIES



Self-monitoring Sheet

Strategies:
[Use a strategy to earn a strategy point]
1. Use Calming Box
2. Cognitive Distraction Break
3. Use Writing Strategy from the list

Schedule	Safe behavior		Listen Directions		Do My Work		Strategy Point I used a strategy!!
	Student	Teacher	Student	Teacher	Student	Teacher	
Music							
Science							
Math							
LA							

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