



Behavior Supports for Challenging Behaviors



Presented by:

Behavior Intervention Team
Burbank Unified School District

Primary Level of Prevention – Tier 1

Main Components:

- Focuses on all students.
- Includes core curriculum and differentiated instruction within the regular classroom setting.
- Offer students in same class different teaching and learning strategies.

Increase Access By:

- 16 Proactive Classroom Management Components (blue handout).
- 10 Variables that affect compliance (yellow handout)
- Differentiated instruction
- Accommodations
- Modifications

16 Proactive Classroom Management Components

1. Classroom behavioral expectations are posted, taught, reviewed, and known by every student.
2. Transitions are taught and managed well.
3. Independent seatwork is limited for skill fluency practice and managed effectively when used.
4. The classroom is well organized and productive (minimal effort to pay attention, easy flow in/out of room, optimal seating arrangement, limited distractions, etc.)
5. Teacher mobility and proximity control is used.
6. A motivation system to reinforce desirable behavior is in place.
7. Goal setting and performance feedback is routine.
8. Cueing systems to release and regain student attention and foster high student engagement are used.

16 Proactive Classroom Management Components cont...

9. Visual schedule of classroom activities is used.
10. Teaching, modeling, and reinforcing desired prosocial classroom skills.
11. Establishment of strategies for positive relationships with all students in the class.
12. Positive greeting at the door to pre-correct and establish a positive climate occurs daily.
13. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way and reinforcement is specific and genuine)..
14. Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interaction with classmates over learning content (pair-share).
15. Five positive comments, gestures, and interaction for each correction, reprimand, or negative interaction (5 to 1 ratio).
16. Smiling and being nice.

10 Variables that affect compliance

1. Format: The use of questions instead of direct requests reduces compliance. For example, "Would you please finish your worksheet?" vs. "I need you to finish your worksheet."
2. Distance: It is better to make a request from up close (i.e., one desk distance) than from longer distances (i.e., across the classroom).
3. Eye Contact: It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact (culture matters here!)
4. Two Requests: It is better to give the same request only twice than to give it several times
5. Loudness of Request: It is better to make a request in a soft but firm voice than loud voice.

10 Variables that affect compliance cont

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6. Time: Give the student time to comply after giving a request (three to five seconds).
7. Start Requests: It is more effective to make positive requests of a child to get appropriate behavior (e.g., "Please start your arithmetic assignment.").
8. Non-emotional Requests: It is better to control negative emotions when making a request.
9. Descriptive Requests: Requests that are positive and descriptive are better than ambiguous or global requests (i.e., "Please sit in your chair, with your feet on the floor, hands on desk, and look at me.")
10. Reinforce Compliance: It is too easy to request a behavior from a child and then ignore the positive result.

Functions of Behavior



Functions of Behavior

Sensory
Escape
Attention
Tangible



TEACHING THE SKILLS / Replacement Behavior Options:

Sensory

Provide alternate ways to have sensory needs met, (i.e., embedded movement breaks for students who rock in their seat).

Escape

Develop alternate ways to escape or avoid something; i.e., ask for a short pause break (1-2 minutes) before attempting to complete task, asking for alternative ways to complete task, such as using a word processor for a writing assignment.

Gain- provide the student with more appropriate ways to gain what he is seeking. (attention, etc.)

TEACHING THE SKILLS / Replacement Behavior Options:

Attention

Give them attention when they are performing the replacement behavior.
Ignore them when they are displaying the undesired behavior.

Develop appropriate ways to ask for an object, attention; i.e., classroom jobs/roles, 5:1 ratio, etc.

TEACHING THE SKILLS / Replacement Behavior Options:

Tangible

Teach them the “Premack Principle” (first this / then this).

Develop alternate ways to get something; i.e., first complete your worksheet then you may have a break on the computer.



Behavior Intervention Plans

What are Behavior Intervention Plans?

Main Concepts:

1. Problem behavior is related to the context in which it occurs. (Antecedent or environment)
2. Problem behavior serves a function for the student (gain or avoid)
3. Problem behavior is learned (reinforced)

The behavior that is reinforced is the behavior that will reoccur.

Behavior Plans

All effective plans address both environmental conditions and the function of the behavior.

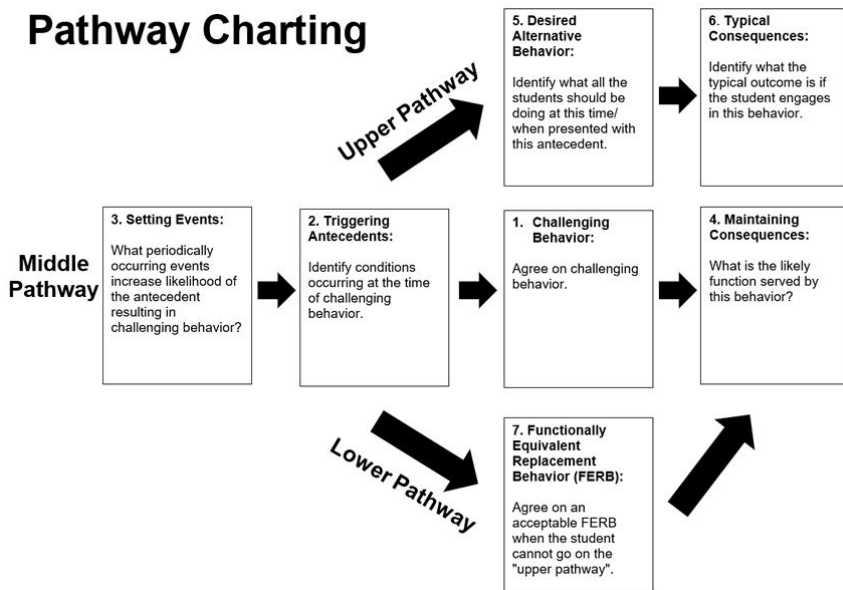
- I. Classroom environment
- II. Curriculum and instruction
- III. Physiological factors that may trigger problem behavior at times.

Main Goal of a BIP?

- To teach the student a **Functionally Equivalent Replacement Behavior**.
- In other words, we teach the student a more appropriate behavior that serves the same function as the maladaptive behavior.

Associated Goals

Pathway Charting



O'Neill, R. E., et. al. 1997. Revised by Diana Wright 2009, with permission.

Structure Unstructured Time



Role of Aides During Unstructured Times

- Provide supervision to ensure student safety.
- Encourage inclusive play and social interaction.
- Be a positive role model and approachable adult.
- Support students with special needs or challenges.

Supervising for Safety and Inclusion

- Actively monitor all areas of the playground or lunchroom.
- Be alert to potential hazards or unsafe behavior.
- Ensure all students are included and not isolated.
- Intervene early to prevent accidents or conflicts.

Encouraging Positive Social Interactions

- Model respectful and kind behavior.
- Facilitate group games or conversations.
- Help students resolve minor disagreements peacefully.
- Praise inclusive and cooperative behavior.

Neurodivergent - Affirming Strategies



Neurodivergence

Neurodivergent: an umbrella term that describes variation in brains and folks with brain functioning variation

The **neurodiversity movement** is a social justice movement that seeks inclusion and equal rights for all neurodivergent folx.

Examples of Neurodivergence

ADHD
Autism
Cerebral Palsy
Dementia
Down Syndrome
Dyscalculia
Dysgraphia
Dyslexia
Dyspraxia
Parkinson's
PTSD & CPTSD
Tourette Syndrome

Neurodiversity-Affirming Support

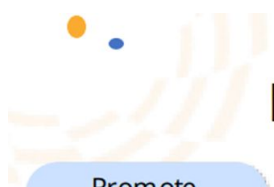
- Providing support to **neurodivergent** individuals with the understanding that
 - neurodiversity is natural
 - an individual's differences are not deficits and don't require "fixing"
 - Focus on inclusivity, not conformity



Celebrate Student Differences & Strengths

- Neurodivergent students have many unique strengths
- Embrace these strengths and highlight them regularly
- Support students in loving their uniqueness and celebrating each other

Attention to detail • Great memory • Interest in letters, numbers, colors • Innovative problem-solving Reading early/ Hyperlexia • Strong rule adherence • Logic skills • Quick to learn new skills in areas of interest • Curious to dive deep on special interests • Thrive with routines • Honest • Acute sensory awareness • Observant • Direct communication style • Punctual • Prolonged focus • Creative and artistic skills • Unique sense of humor • Eagerness to share special interests with others



Some Key Practices Neurodiversity-Affirming Support

Promote
Inclusion with
Universal
Design for
Learning

Embrace &
Teach about
Differences

Presume
Competence

Create Trusting
& Supportive
Relationships

Promote Self-
Advocacy

Honor Assent
& Autonomy

Honor All
Forms of
Communication

Use Anti-Ableist
Language

Inclusive Environments

Promote
Inclusion
with UDL

Inclusion is a culture.
Inclusive describes an environment.

Universal Design for Learning (UDL) is
a framework for education.

Educators create inclusive and
accessible environments

The onus is *not* on the student to
include themselves

Accommodations are planned
from the start to ensure that all
students are included and
receive an equitable education
and school experience

Presuming Competence

Presume
Competence

Presume Competence

Assume Potential

- Assume learners *can* participate and engage
- Find ways to support engagement

Promoting Assent

Honor
assent and
autonomy

Allow multiple forms
of assent



Create engaging and
inclusive activities



Provide clear
expectations



Ensure trust



Reinforce the choice,
not the compliance



Ensure multiple
means of
engagement



The Power of Language

Use anti-ableist language

- The language we use is powerful
- How we speak about others and to others can impact
 - How they view themselves
 - How they view the world around them



Language that Empowers

Use anti-ableist language

Use Language that...

Is anti-ableist & inclusive

Promotes & models embracing mindsets

Places emphasis & value on inclusive practices

thank
you