

Finding Answers for Students with Emotional Behaviors

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3 Rules

1. All kids want to be successful.
2. Behavior is our most basic communication tool. Think about what a student's behavior is telling you and what your behavior is telling them.
3. Behavior skills can be taught just like academic skills.

All kids want to be successful

- We must start here. If we believe anything less, the problem becomes insurmountable
- Consider the phrase “He has so much potential, but just doesn’t want to do the work.”
- Making someone “want to do something” can be an insurmountable task
- On the other hand, if all children want to be successful, there must be a skill they don’t yet have that keeps them from being successful.



Humans communicate through behaviors

- Consider babies.... how do they communicate with us?
- Behaviors have always been our most basic way to communicate.
- We do not put babies in time out because they cannot “use their words” to tell us what is wrong.
- We try to figure out what’s wrong by looking for clues.
- Kids’ behaviors are different, but we can approach their behaviors in a similar way.



Know what clues to look for.

Behavior generally serves one or more of these functions (reasons for the behavior):

- Escape
- Attention
- Receive a tangible object
- Self-stimulation

If you want to know the function of a behavior, you need to document, document, document.

There are two different types of behaviors to get what you want in any given situation:

- Adaptive - Socially acceptable
- Maladaptive - Socially unacceptable - these are the behaviors we generally want to change in our students.

If a student is using a maladaptive behavior to get what they need, we need to think about how to give them what they need adaptively.

How to determine the function of the behavior:

There are a variety of forms that can help determine the function of a behavior:

ABC Observational Form -

**Antecedent Behavior
Consequence**

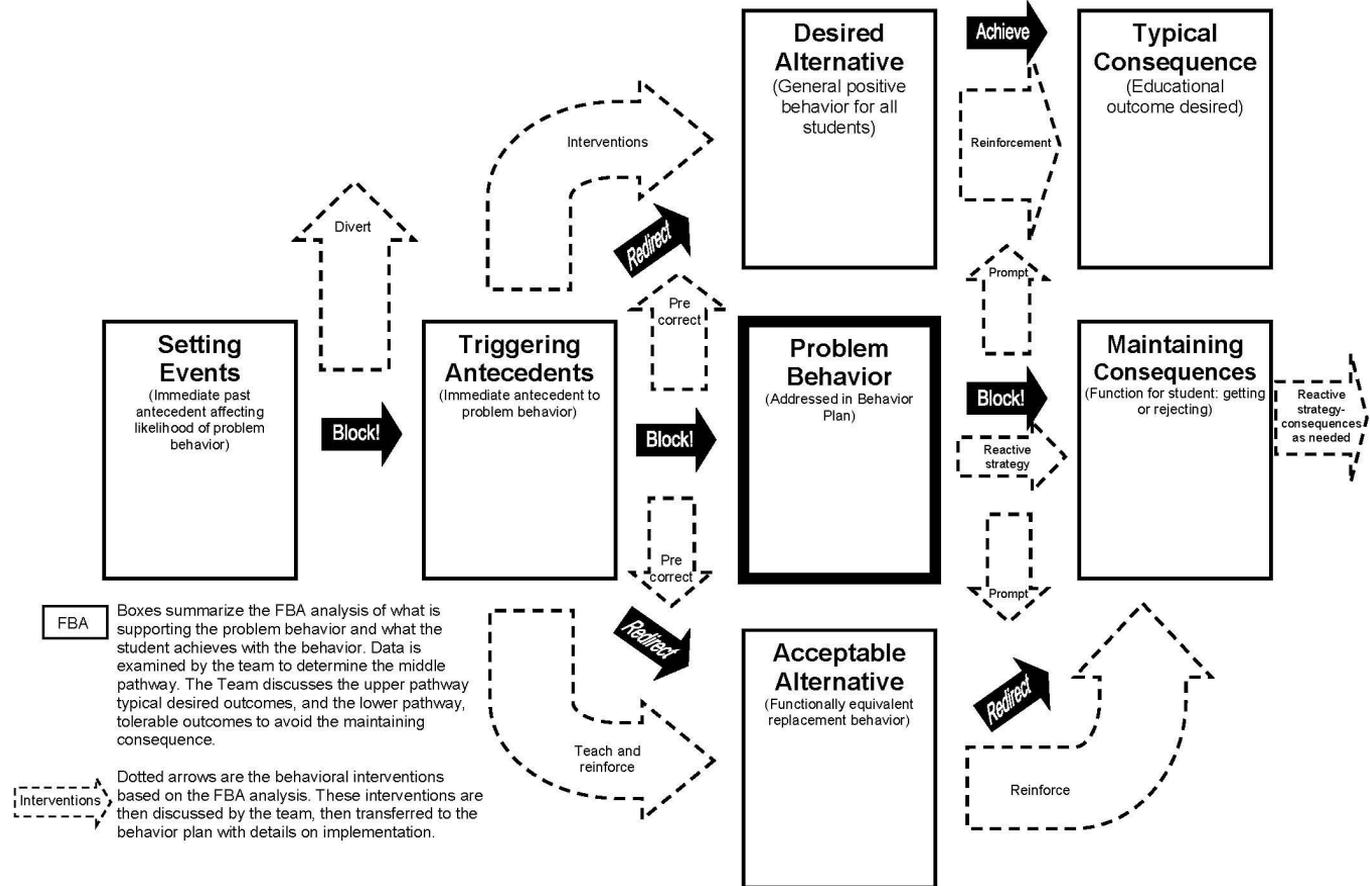
or

**Functional Behavior
Assessment**

ABC FUNCTIONAL ASSESSMENT CHART		
CHILD'S NAME: <i>Amanda</i>		
GENERAL CONTEXT: <i>at the sink with her teacher, Karen.</i>		
OBSERVER:		DATE and TIME: <i>8:20, Tuesday morning</i>
Antecedent: <i>What Happened Before?</i>	Behaviour: <i>What Did You See or Hear?</i>	Consequence: <i>What Followed?</i>
<i>Karen instructed Amanda to wash her hands...</i>	<i>Amanda screamed and stomped her foot...</i>	<i>Spoke to her calmly and redirected her to pick up the soap... - Amanda continued to scream even louder...</i>
<i>Fill this section later: Circle the function(s) demonstrated by this behaviour:</i>		
<input checked="" type="checkbox"/> <i>Escape/avoidance</i>	<input type="checkbox"/> <i>Get Attention</i>	<input type="checkbox"/> <i>Get desired object/activity</i> <input type="checkbox"/> <i>Self-stimulation</i>

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

Once the function and antecedents are determined - we can develop a pathway to teach new behaviors.



3 steps for teaching behavior skills

1. Assess which skills are lacking

Assessment of Lagging Skills and Unsolved Problems (ALSUP)

- Ross Greene *Lost at School*

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child's Name: _____ Date: _____

Instructions: The ALSUP is intended for use as a *diagnostic guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty understanding what is being said	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing the "bigger picture," literal, black-and-white, binary	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting other people	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations, "split" (not "clumped"), and specific.

HOME: Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specific assignment); Difficulty ending the video game to get ready for bed at night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister's bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

SCHOOL: Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

2 Categories in the ALSUP

Lagging Skills

1. Difficulty handling transitions
2. Difficulty maintaining focus
3. Difficulty managing emotional response to a situation
4. Difficulty empathizing with others
5. Difficulty understanding how their actions affect others

Unsolved Problems

1. Difficulty in moving from choice time to math time.
2. Difficulty raising hand in social studies class
3. Difficulty getting along with Johnny on the school bus.
4. Difficulty getting started on school work in reading class.

3 steps for teaching behavior skills

2. Involve the student

- “I’ve noticed you get really mad during science class, want to tell me why?”
- No matter what the student says, their concerns are real concerns. Validate this.
- Have the student help to develop strategies - it will help them to work long term
- If the strategies don’t work the first time, you can always come back to the drawing board.

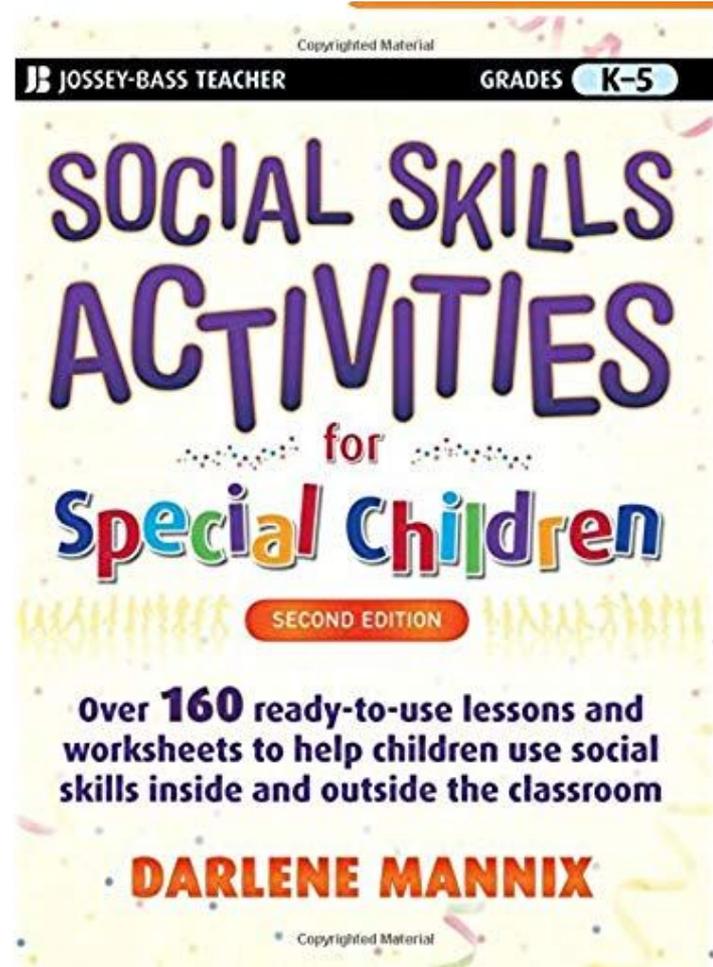


3 Steps for Teaching Behavior Skills

3. Explicitly teach adaptive behaviors.

“When you are feeling upset you can give yourself a squeeze, nice and slow, take a deep breath, and let it go.”

- Daniel Tiger



Positive Behavior CARD

Name _____ Date _____ College _____ Advisor _____

Student Goal:

1. I will do my job in the classroom by participating and doing my work.

Positive Rewards

For students with maladaptive behaviors, we need to make sure we let them know when they are doing adaptive behaviors

1. Reward charts
2. Use of positive praise
 - a. (some kids need to hear 100s of times a day what they are doing right.)
3. Narrating the positive

5-01 Jurss / Dunsmoor	Goal Met?	CIAs	Demerits	COMMENTS	TEACHER INITIALS
BEFORE 8:00	Yes No				
WOG (Tyson)	Yes No				
SCIENCE (Dunsmoor) SOCIAL STUDIES (Seelman)	Yes No				
MATH (Jurss)	Yes No				
ELA (Young)	Yes No				
LUNCH / RECESS	Yes No				
Advisory (M) Enrichment (T-TH) Sacred Circle (F)	Yes No				
ELA (Young)	Yes No				
Chapel (M) Study Hall (T-TH) Fun Friday (F)	Yes No				
Dismissal	Yes No				

DPI resources

Emotional regulation plan

My Emotional Regulation Plan



ER Plan: EC-2

Name: _____

Date Created/Reviewed: _____

This Happens:

 Feeling left out	 No one is listening to me	 Work is too hard	 Yelling or hearing mean words
 Ok Not Ok People get too close or touch me	 Losing a game	 I am tired I am hungry	Something Else

That makes me feel:

Draw face

Feeling word

When I feel _____, I might:

 Yell or say mean words	 Fight or hurt others	 Run away	 Hide
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Name: _____

My Emotional Regulation Plan



Date Created/Reviewed: _____

ER Plan: Middle/High

Name: _____

Date: _____

Reviewed by: _____

My Emotional Regulation Plan

I can calm

- Taking a break
- Talking it out
- Draw/Color
- Sensory tools
- Reading
- Music
- Reading

Behavior concerns: These are behaviors I sometimes show, especially when I am stressed

- Losing my temper
- Fighting/hurting people
- Withdrawing
- Running away
- Injuring myself
- Feeling suicidal
- Swearing
- Damaging property
- Throwing things
- Leaving the classroom
- Using alcohol or drugs
- Threatening others
- Attempting suicide

Other: _____

Triggers: When these things happen, I am more likely to feel unsafe and upset

- Not being listened to
- Feeling pressured
- Being touched
- Feeling lonely
- Feeling left out
- Being stared at
- Not having a say
- Particular class/subject
- Contact with:
- Arguments
- Particular time of day
- People yelling
- Teasing
- Not understanding work

Other: _____

My Support Team:

Team Member Name

Home to School Connect

Calming Strategies that Work

Warning signs: These are things other people may notice me doing if I begin to lose control

- Sweating
- Red face
- Acting hyper
- Being rude
- Singing/humming
- Breathing heavy
- Wringing hands
- Swearing
- Pacing
- Becoming very quiet
- Loud voice
- Bouncing legs
- Crying
- Hygiene issues
- Clenching teeth
- Rocking
- Squatting
- Damaging things
- Hurting myself
- Isolating/avoiding others

Other: _____

Possible ways to regulate my feelings: These are things that might help me calm down and keep myself safe when I'm feeling upset

- what works
- what to try
- Time to myself
- Listening to music
- Singing softly
- Sitting with staff
- Pacing in private
- Talking with a support person
- Coloring, playing with clay
- Reading a book
- Run, fast walk, jumping jacks
- A cold splash of water
- Writing in a journal
- Punching a pillow
- Humor
- Push-ups, sit-ups
- Bouncing a ball
- Drawing
- Being around other people
- Hugging a stuffed animal
- Playing cards
- Talking to staff:
- Holding an ice cube
- Deep breathing
- Calling:
- Using the sensory room
- Speaking to my therapist
- Lying down
- Snapping a rubber band
- Using the gym
- Being in nature
- My designated safe space:
- Telling myself to relax
- Hearing hopeful messages
- Rocking or swinging

Other: _____

My Action Plan:

When _____

DPI resources

Blueprints for success

Instructional Interventions for



	Adult attention	Escape/avoidance	Power/control	Peer affiliation	Justice/revenge
Teacher: Strategies to promote desired alternative behavior	<ul style="list-style-type: none"> - Give praise and attention for positive behavior - Determine if the behavior is learned helplessness – provide support and then fade it away - Call on the student if he/she knows the answer 	<ul style="list-style-type: none"> - Teach student ways to be more efficient and/or organized - Provide opportunities for the student to respond correctly (75-80% correction level) - Prompt/cue the student - Focus on effort and improvement - Create a supportive atmosphere (it's okay to make mistakes as long as we learn from them) - Set reasonable goals with student input - Provide for immediate success - Break down tasks into manageable steps - Behavior contract - Movement breaks - Make accommodations for messy work (computer, print instead of cursive, etc.) - Talk with student about the real life effects of the behavior 	<ul style="list-style-type: none"> - Redirect the student - Reward timeliness - Discuss with the student why the appropriate behavior or activity is important & useful - Have clear expectations - Give the student opportunities for leadership - Give the student choices & help them identify alternatives - Use intermittent rewards (mystery rewards) so student doesn't know when one might happen & so may maintain effort 	<ul style="list-style-type: none"> - Spotlight a strength of the target student - Give responsibility - Use small groups - Connect the student with the school through an activity, recognition, etc. - Involve the student in class in ways that publicly demonstrate competence 	
And/or Strategies to reduce the target behavior <small>[Note: when alternate behavior is incompatible with target behavior, the same strategy may work both to promote & to reduce]</small>	<ul style="list-style-type: none"> - Allow opportunities for the student to show skill, ability, competence - Use pre-compliance (ask the student to do something he/she is likely to do and then move to the more difficult task) - Ask for student input - Behavior contract - Seating in proximity to teacher - Ignore if behavior is 	<ul style="list-style-type: none"> - What does the student think of his/her abilities? Give him/her a better understanding – you may know he/she can do it, but does the student know that? - Reinforce the process, not just the product - Be creative about how to involve the student in drill-practice and 	<ul style="list-style-type: none"> - Use pre-compliance (ask the student to do a task they are likely to do, and then move to the difficult task) - Use proximity to 	<ul style="list-style-type: none"> - Use hurdle help to get the student past/through difficult situations or times 	

Additional Resources

- *Lost At School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them.* - Ross Greene
- *What Do I Do When...? How to Achieve Discipline with Dignity in the Classroom.* - Allen N. Mendler
- *Transforming the Difficult Child: A Nurtured Heart Approach* - Howard Glasser
- Wisconsin DPI emotional regulation plans:
<https://dpi.wi.gov/sspw/mental-health/framework/intensive-practices/regulation-plans>
- Wisconsin DPI blueprints for success:
<https://dpi.wi.gov/sped/program/emotional-behavioral-disability>
- www.pbisworld.com - website with lots of intervention resources

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