



Responding to Challenging Behavior with *Love and Grace*

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WLSTC

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WELS Teaching Standards

- S3: Christian teachers understand that individuals learn differently: The teacher understands how students differ in their approaches to learning and the **barriers that impede learning** and **adapts instruction** to meet diverse cultural, socioeconomic, and exceptional needs.
 - Makes appropriate provisions for individual students who have particular learning differences or needs. **Including behavioral needs?**
 - Creates a learning community in which individual differences are respected. **How do we respect individual differences in behavior?**



WELS Teaching Standards

- S5: Christian teachers know how to create and maintain a Christian learning environment: The teacher uses an understanding of the proper use of **law and gospel** as well as **individual and group motivation and behavior** to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.
 - Models and encourages Christian living in **words and actions**
 - Maximizes the amount of class time spent in learning by **creating expectations and processes for communication and behavior** along with a physical setting conducive to classroom goals.
 - Establishes Christ-centered values and expectations that foster a **positive classroom climate** of openness, mutual respect, support, and inquiry.



Challenging Behavior: What?

- What is a challenging behavior that you are currently dealing with?
- What have you tried to address the behavior?
 - What is working with your approach?
 - What is not working?
 - What would "success" with this behavior look like?
- Without naming names or identifying students, describe the behavior and what success would look like to you to your elbow partner.



Challenging Behavior: Why?

- All behavior has a function (purpose).
- Think: what is this student trying to communicate through this behavior?
- Common functions include:
 - Attention
 - From adults or peers; can be positive or negative
 - Escape
 - From people, activities, pain
 - Demand
 - Power/control
 - Peer affiliation
 - Justice/revenge
 - Sensory stimulation

What to do? Beliefs guide Actions

- What do you believe about the students entrusted to your care?
 - Are they created in the image of God?
 - Has God placed these students in your classroom this year?
- What do you believe is your role as a teacher?
 - Is it your job to teach academics **and** behavior?
 - Do students need to be taught how to behave?
 - Word origin for **discipline**: from Latin disciplina "instruction given, teaching, learning, knowledge," (Dictionary.com)
 - "Train up a child in the way he should go, even when he is old he will not depart from it." Proverbs 22:6

What to do? Law and Gospel

- "Obviously, the law applies to those to whom it was given, for its purpose is to keep people from having excuses, and to show that the entire world is guilty before God. For no one can ever be made right with God by doing what the law commands. The law simply shows us how sinful we are." Romans 3:19-20 (NLT)
- What is the role of "law" in classroom management?
- "Don't you see how wonderfully kind, tolerant, and patient God is with you? Does this mean nothing to you? Can't you see that His kindness is intended to turn you from your sin?" Romans 2:4 (NLT)
- What is the role of "gospel" in classroom management?
- What gets you to turn from your sin? God's law or His kindness toward you?



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What to do? Appropriate Consequences

- The function of the behavior should inform how you will address it.
- For example, Mark is spitting, what should I do?
- Why is he spitting? To get attention? To escape recess? Because he is angry at you?
- You want to match the consequence with the function so that you don't inadvertently reinforce the inappropriate behavior.
- If Mark is spitting to escape recess and I take his recess away, what have I just done?



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What should I do?

- Make the undesirable behavior less effective in meeting the student's need
 - I do not allow Mark to "escape" recess every time he spits.
- Support desired alternatives that allow the student to meet their needs
 - I go out to recess with Mark and play with him. Or I set him up with a "buddy" at recess.
- Teach and reinforce appropriate behaviors
 - I teach Mark activities that he can do at recess and then fade my involvement as he can do more on his own. I praise him for initiating play with peers.
- Negative consequences can stop the challenging behavior, but they do not produce long term behavior change. (Law and Gospel)



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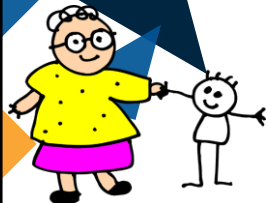
What is the function?

- What do you think might be the function of the challenging behavior you identified earlier?
(attention, escape, demand, sensory)
- How is the student currently getting the function met?
- Share your thoughts with your elbow partner.



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Increasing Desirable Behaviors



- Fair Pair Rule
 - Replace an unwanted behavior with a wanted behavior
- Premack Principle (Grandma's Rule)
 - Reinforce a less preferred behavior with a preferred behavior
 - First _____, Then _____
- Token Economy System
 - Tokens are given for appropriate behavior. They are exchanged for reward. Make a plan to fade this system.
- Secret Signals
- Behavior-specific Praise



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Increasing Desirable Behaviors



- Shaping
 - Gradually increase the length of time you expect the student to work or attend
 - Shape approximations of the behavior you want to see
- Modeling
 - I do, we do, you do
 - "This is how you ask for a break: 'May I have a break?'"
- Goal-Setting and Behavioral Contracts
 - Student and teacher do these together
- Self-Recording/Self-Modeling
 - Use a data collection form to record one's behavior



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Decreasing Undesirable Behaviors

- Situational Inducement
 - Separate disruptive students
- Proximity Control
 - Position yourself near the student
- Redirection/Precorrection
- Antiseptic Bouncing
 - Send the student on an errand
- Chain Stopping
 - Break the chain for aggressive behavior
- Stimulus Control/Jump Start
 - "It's time to work... I like the way you got right to work."



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Decreasing Undesirable Behaviors

- Differential Reinforcement
 - Praise appropriate (on-task) behavior and ignore inappropriate (off-task) behavior
 - Extinction
 - Removal of source of reinforcement: can be difficult to do
 - Response Cost*
 - Like Token Economy, but tokens are taken away
 - Time Out*
 - Time-based or behavior-based; have a "time-in"
- *Use with caution. These are aversion-based procedures.



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What should you do?

Go back to your challenging behavior:

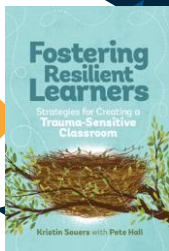
- How could you make the undesirable behavior less effective in meeting the student's need?
- What alternatives could you allow or encourage to help the student to meet their needs?
- What new appropriate behaviors should you teach and/or reinforce?
- How could you increase desirable behaviors and/or decrease undesirable behaviors?



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Let's Talk about Grace

- "For by **grace** you have been saved through faith, and that not of yourselves, it is the gift of God". Ephesians 2:8
- "Everyone deserves some grace... when we find ways to show our students grace, to model for them a sense of gratitude and acceptance, we empower them to do the same for themselves and others" (Souers & Hall, 2016, p. 175).
- How can we show grace to students who have challenging behavior?
 - Give them a second (or third, or fourth) chance
 - Offer compassion when you know they're hurting
 - Look the other way when they do or say something you find annoying or destructive
 - Listen-just truly listen- to them
 - Give them a break
 - Identify their strengths and compliment them
 - Thank them for something helpful they've done
 - Model grace!



Souers & Hall, 2016

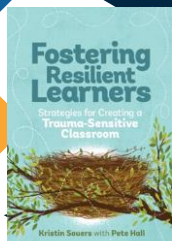


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Shift from Blame to Grace

Blame	Grace
"You just read that word five seconds ago."	"It can be so frustrating when every time we see a word it feels like the first time. Let's start to keep track of the words we see often and find a way to remember them".
"You have until the count of 5 to sit down and get to work, or you'll go to the office."	"I am going to count backward from 5, and then we are going to find a way to work together to fix this problem".
"Nothing I do ever seems to work with this student."	
"This kid just doesn't want to learn."	
A student coming in from recess runs down the hallway. The teacher moves the student's clip down the behavior chart in the classroom.	
A frustrated student rips up his paper, swears at the teacher, and says, "I'm so stupid". The teacher says, "You need to get another piece of paper and redo the assignment. If you don't, you will miss recess".	



Souers & Hall, 2016



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Parting Thoughts

- **Beliefs guide Actions**
- **All Behavior has a Function**
- "But now abide faith, hope, love, these three; but the greatest of these is **love**".
I Corinthians 13:13
- Thank you for coming. May God bless the rest of your school year!
- Contact me at linda.hensel@cuw.edu



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