

Behavior a Concern:

Have No Fear Simple Solutions Are Here!

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MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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Next Level Educator Exhaustion

"That honey... you're the teacher."

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Mindful Minute

1. Jot down the biggest student challenge (emotional/behavioral) you faced during the 22-23 school year.
2. What strategies did you use to overcome the difficulty?
3. What have you done during this summer break to repair and rejuvenate as you prepare for the next school year?

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Current Climate in Public Schools

- ✓ Large amounts of students are being referred for disciplinary issues
- ✓ Large amount of suicide and threat assessments are being conducted
- ✓ Parents report they are not informed/not engaged

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Executive Functions


Frequently referred to as "the CEO of the Brain" or the "Conductor of the Orchestra"

Better to think of Executive Functions as:

- A Team of Conductors and Co-Conductors of a Mental Ability Orchestra or
- The Coaching Staff of a Mental Ability Football Team

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Key Concept



- ✓ Most of what a teacher says to students is intended to activate specific areas of the students' brains.
- ✓ The more specific the language used by a teacher, the more likely it is that students will be activating the necessary brain areas.

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Prevention

The Key to decreasing inappropriate behavioral output!

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**Texas SEL
Expectations**

- MTSS
- PBIS
- Restorative Practices



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Staff/Student Wellness

- PBIS is a logical approach for tiered staff support
- District level team
- Campus level: Administrator led RTI
- Establish a priority for staff wellness

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Essential Foundations for Social, Emotional, Behavioral Health

- Safety
- Stability
- Nurturing

} In Relationships and Environment

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Primary Prevention

- Establish predictable environments and schedules
- Teach staff positive expectations that focus on wellness (care for others, self, environment)
- Reinforcing wellness practices for both staff and students

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Never Underestimate the Power of Human Connection.

Kindness is a gift that each of us is born with and when we share it, the goodness that is released is amazing. We know that treating each other with kindness, empathy, and respect is key to healing and overcoming hard times.



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Good relationships are the basis for learning. Anything that affects relationships, like inappropriate behavior, impacts learning.

Challenging inappropriate behavior needs to be experienced as an opportunity for learning.

-- Bruce Schenk, Director of the International Institute for Restorative Practices in Canada

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Restorative Practices: Teachers

- ✓ Priority is to establish trust and safety with and between people
- ✓ Model and coach connectedness to develop empathy, reflection and inquiry
- ✓ Repair harm that may have been done by actions, deeds and words


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Restorative Practices: Teachers

- Fairness must be perceived through actions
- Supportive (showing an active interest in student success)
- Positively challenge all students (high expectations)
- Must be skilled in a wide range of processes (circles, mediation, conferencing)

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Empathy



- How are you?
- What do you need?
- How reasonable are our expectations?
- What do you need to feel successful in our current situation?

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It is all about relationships



It starts with empathy

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Empathy Begins With Self Care

- In order to be able to practice empathy and develop strong relationships, one must first start with self.
- Teachers have been challenged with learning loss, unfinished learning, motivation & behavioral issues
- It is wise to begin the year with help

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What is Self-Care?

Self-care is the **intentional, proactive** pursuit of **integrated** wellness; **balancing** mind, body and spirit personally and professionally.

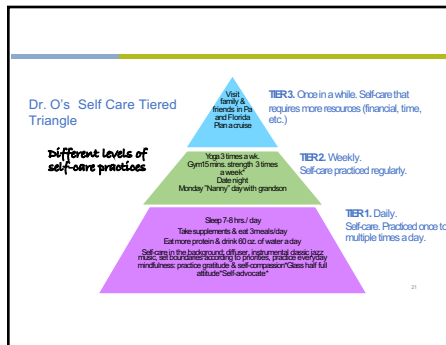
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Renewing and Refilling Your Bucket

According to the CDC the best way to begin the new year is to engage in the practice of Gratitude.

- Improve your physical health. People who exhibit gratitude report a general feeling of good health.
- Improve your psychological health. Grateful people enjoy higher wellbeing and happiness.
- Enhance empathy and reduces aggression
- Improve your sleep. Practicing gratitude regularly can help you sleep longer & more deeply.
- Enhance your self-esteem.
- Increase in mental strength. Grateful people have an advantage in overcoming trauma and enhanced resilience, helping them to bounce back from highly stressful situations

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MINDFUL MINUTE

What's your triangle?

different levels of self-care practices

TIER3. Once in a while. Self-care that requires more resources (financial, time, etc.)

TIER2. Weekly. Self-care practiced regularly.

TIER1. Daily. Self-care. Practiced once to multiple times a day.

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The Power of Relationships

Strategies to Help Teachers Form Relationships:

- ✓ It is important to acknowledge and name emotions
- ✓ Speak in nonjudgmental terms ("I can see you are angry...")
- ✓ Avoid power struggles
- ✓ Speak/redirect privately

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Executive Skills Intervention

For intervention purposes, it is best to assume that deficiencies are the *result of disuse* through nonconscious choice.

The general intervention goal then becomes Teaching to make the student *conscious of the skills* needed and how to use them.

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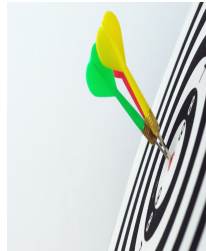
Strategies

- The need to increase awareness and provide goals.
- The need to move from external control to internal control through bridging strategies.
- The environment in which instruction is happening:
Requires the teacher of the student to have reasonable EF capacities and be able to model those capacities.

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Key Concepts

- Intervene at *points of performance*
- Reduce production *roadblocks* (i.e. shortened answers, multiple choice format)
- Reduce identified *sensory stimuli*
- Increase *structure*
- Use *directive language*
- *Social skills* training (self-regulation)



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EF Simple Strategies That Work

- ✓ Post rules and review regularly.
- ✓ Sticky notes
- ✓ Cues to self control
- ✓ Proximity control
- ✓ Concrete boundaries
- ✓ Agendas
- ✓ Checklists


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EF Simple Strategies That Work

- ✓ Choral repeat of directions
- ✓ Memory aids (songs)
- ✓ Brain breaks
- ✓ "Cool Down" area's
- ✓ Tagging emotions (circle time)
- ✓ Frontload changes when possible
- ✓ Prompt to attend
- ✓ Reduce stimuli
- ✓ Feedback/prompts

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5 Areas of Competency



- 1. Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
- 2. Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
- 3. Social-Awareness:** The ability to take the perspective of and empathize with others.
- 4. Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- 5. Responsible Decision Making:** The ability to make constructive and respectful choices about personal behavior and social interactions.

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Framework

[CASEL 5](#)

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On Any Given Day 1 in 5 Students Will Be:

- ✓ Having a problem
- ✓ Getting over a problem
- ✓ Getting ready to have a problem



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BIG IDEA

Behavior is COMMUNICATION
 Our job is to ~~understand~~ what is being communicated and to develop a clear, concise, plain to ~~use~~ new or prosocial ways to articulate that message.



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Behavior

- Anything we say or do:
 - Focus on what is observable rather than intentions
- How we react to our environment
- Behaviors are learned and continue because they serve a purpose or function
- We engage in behaviors because we have learned that a desired outcome occurs




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Behavior Change Concepts



1. Behavior is highly flexible..... It can be changed.



2. Teachers must recognize that they need to manipulate the variables they can control and not worry about those they cannot.

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Behavior Interventions

Prevention (make problem behaviors irrelevant by managing antecedents and setting events):

- Schedule
- Curriculum (content, sequence)
- Instruction
- Skill Building (Coping, etc.)
- Teaching - delivering events that *change* behavior, not just delivering curriculum
- Replacement behaviors (maintain same function as problem behavior)
- Adaptive skills

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Behavior Support Plans *(Ogonosky, 2019)*

The behavior plan addresses explicit teaching of appropriate skills, but the student must also be provided avenues for interacting with the skill lesson and then generalizing it across many settings within the school day.

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Behavior Support Plans (Ogonosky, 2019)

Most problem behaviors being addressed are on their way to becoming established chronic misbehavior. Therefore, it is best that the behavior plan contains instructional strategies that are effective in teaching the desired skills but also in generalizing them in different environments. This can be achieved by using the following instructional and behavioral strategies.

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Interfering or challenging behavior...

When designing the SB1153 letter the Team Must Identify SMART Goals for behavior change.

- ✓ disrupts learning of the student engaging in the behavior
- ✓ disruptive to the learning of other students
- ✓ often communicates that there's a need that is not being met

**Should not look like a SPED BP

** If we replace the interfering behavior with a more effective behavior the student is more likely to be appropriate and ready to learn.

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SMART Goals are...

- Specific
- Measurable
- Attainable
- Realistic
- Timely



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Top 5 Strategies for Behavior Intervention

Dr. O's Favorites:

1. Proximity control for immediate feedback
2. Precision requests
3. Behavior contracts
4. Behavior Momentum
5. Self-Monitoring

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Putting It All Together

- Prioritize within your campus team mission statement stress reduction and physical wellness (build in campus routines)
- Provide monthly newsletters for teacher with suggestions for connecting daily with each other and their students
- Team meet monthly with teacher PLC's to give coaching and support for integrating SEL skills being taught into classroom routines.
- Team efforts for connecting with community resources and using staff (counselor, LSP and social worker) to aid in resource connection.
- Of course, keep you eye on the universal screening data and progress monitoring data.

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