

**Beyond Behavior Management:**  
*Understanding for Improved Student Support*



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*Assistant Professor – Department of Social Work*  
*Director – MU IBHC*

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**Themes & Constructs of  
Behavior Support**



It's not about doing new things, but rather new ways of  
thinking about what you do.

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**The “Lasso Way”**



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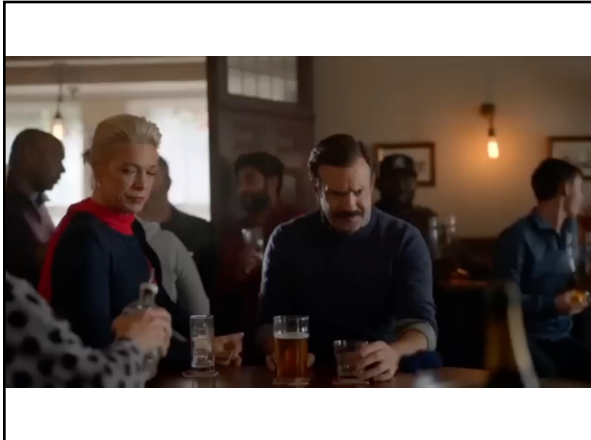
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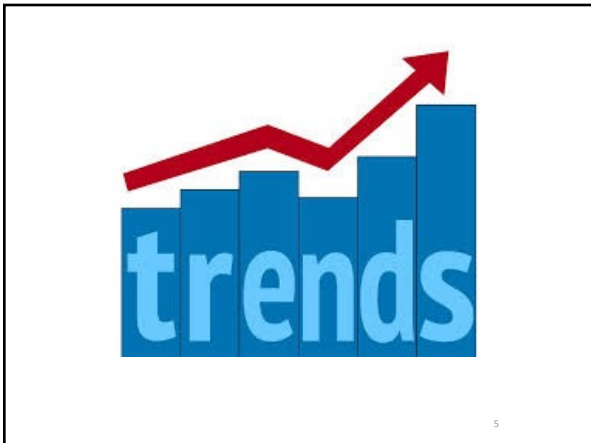
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First Things First

We cannot make people learn or behave. We can only create environments where they are more likely to do so.

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### The Adult Power Myth




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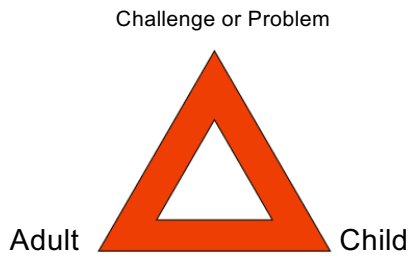
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### The Conflict Triangle




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### Foundational Questions for Effective Behavior Support

- Can I change something about the environment?
- What skills was the child lacking that keep them from being successful?




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## Key Elements for Student Support

- Relationships
- Routines
- Reinforcement



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Is it possible to have a strong Tier 1 system and still have significant behavior issues in the school?

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Working with challenging behavior is **Hard Work!!!**



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## Big Mack



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## Big Mack



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## First Things First

- State
- Story
- Strategies

(Robbins, 2013)

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Pushing my buttons...



Co-Regulation

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Calm is contagious....  
Chaos is too!

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Power of the Pack



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What type of pack leader are you?

- Anxious Aggressive
- Dominate Aggressive
- Anxious Fearful
- Calm Assertive




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Are you a good pack leader?

- Confidence
- Holding Frame




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“Control the controllables”

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### Tough Questions!



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### Why are you developing the plan?



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### The Edge of the Earth



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# Huddle Up!!!



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33%

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# Focus Continuum

Safety-----On Schedule----Productive



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## The Continuum of Support

- **Prevention** – Setting the Stage for Success
- **Regulation** – From Clues to Support (Co-Regulation)
- **Crisis** – Safety Not Teaching
- **De-Escalation** – Reorientation and Support
- **Re-Entry** – Participation not Remorse



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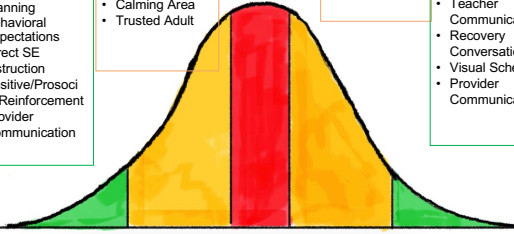
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Prevention:	Regulation:	Crisis:	De-escalation:	Re-entry:
<ul style="list-style-type: none"> <li>• Staff Training (Self-Reg)</li> <li>• Environmental Design</li> <li>• Discipline Procedures</li> <li>• Visual Schedule</li> <li>• Sensory Start-up</li> <li>• Check-in</li> <li>• Transition Planning</li> <li>• Behavioral Expectations</li> <li>• Direct SE Instruction</li> <li>• Positive/Prosocial Reinforcement</li> <li>• Provider Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Clues?</li> <li>• Ticket</li> <li>• Disengagement</li> <li>• Visual Communication</li> <li>• Minimize Lecture</li> <li>• Positive Reinforcement</li> <li>• Sensory Break</li> <li>• Calming Area</li> <li>• Trusted Adult</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Protocol</li> <li>• Minimize Lecture</li> <li>• Episode Log</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize Lecture</li> <li>• Sensory Break</li> <li>• Calming Area</li> <li>• Recovery Conversation</li> <li>• Visual Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Re-entry Protocol</li> <li>• Teacher Communication</li> <li>• Recovery Conversation</li> <li>• Visual Schedule</li> <li>• Provider Communication</li> </ul>



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## Safety First!



What is the worst that could happen?  
What is your protocol?

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**What is your plan?**



**The importance of protocol**

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**Safety Protocol Questions**

- What behaviors trigger the safety plan?
- What are the levels of severity for these behaviors?
- Who should be notified and involved in the safety plan?
- Who is the lead during a crisis/safety situation?
- How will the area be cleared and by whom?
- Who will take on the other responsibilities of those involved in the safety plan?
- Who is trained and able to conduct physical restraint if needed?
- How will we know when the student is calming (behavioral clues)?
- Who is responsible for executing the recovery/reentry protocols?

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**Things to Remember**



- The brain is a pattern seeking device.
- Optimal learning & development takes place in the context of relationships.

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## Categories of Support

- Relationship Driven
- Energy Management
- SEL Skills
- Self-Monitoring & Feedback



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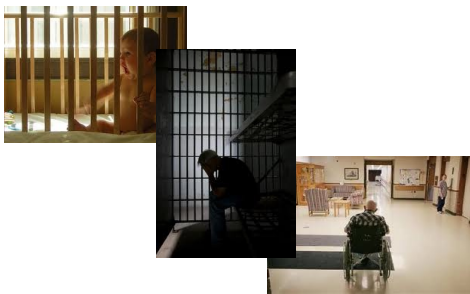
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We are social creatures.



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Learning and growth takes place in the context of relationships.



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## Creating a Positive Sentiment

- Masters
  - 5 Positive: 1 Negative
- Disasters
  - 0.8 Positive: 1 Negative
  - They know what to expect from this relationship.
- Positive Sentiment Override
  - Relationship Resilience
  - Being a good person is not good enough.




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## Intentional Practices Activity

- Write Schedule
- Identify Activities
- Note Structured vs. Unstructured Times
- Who Will Do It?




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## 100% Play




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## The Communication Breakdown

- 55% Body Language
- 38% Voice Tone
- 7% Words



Silent Messages: Implicit Communication of Emotions & Attitudes by Albert Mehrabian (1972)

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## “Check-In/Check-Out”



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## Energy Management



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## The Four A's

- Anxiety
- Autism
- ADHD
- ACES

What are the common issues for these students with these challenges?

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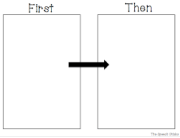
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## Visuals

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## Regulatory Fatigue



# HALT

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## Energy Based Scheduling



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## Understanding Willpower



Baumeister, 2012

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## "Check-In"



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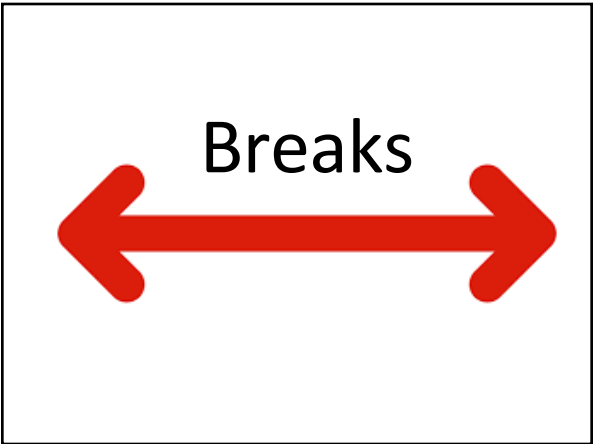
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\*Checkout WV ATC YouTube video on sensory solutions

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Sensational Brain  
Creators of BrainWorks Products

[www.sensationalbrain.com](http://www.sensationalbrain.com)



LEARNING  
Without Tears™

[www.lwtears.com](http://www.lwtears.com)

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Visualization & Exercise



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Intentional Social Emotional Skill  
Development



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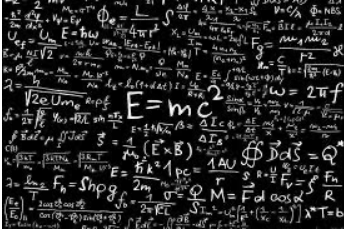
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## Skill vs. Will



“Is there anything else that you need to be successful?”

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## Progressive Overload

- Use data or assessments to establish baseline
- Set goal & timeline
- Identify needed resources
- Stress – Feed - Rest



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## Teaching Systems

- Model (Monkey See)
  - Mirror Neurons
- Practice in Context
  - Neuro-Association
- Multiple Sensory Input
  - Integration



*How do you teach success versus how do you punish failure?*

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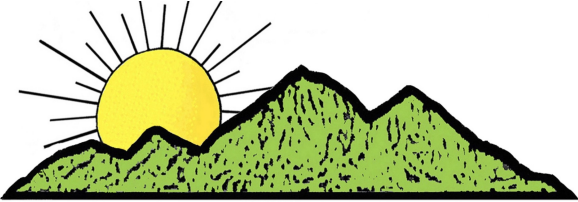
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**Point of View Video Modeling**



*The West Virginia*  
**Autism Training Center**  
*at Marshall University*

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**Teach by using Videos**

- Making sure they are data driven
- Students should demonstrate the positive examples only.
- Ensure students involved are representative of your student body



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**Lesson Plan Activity**

1. Identify the area
2. Identify when to teach
3. Identify how to teach
4. Identify measure for effectiveness

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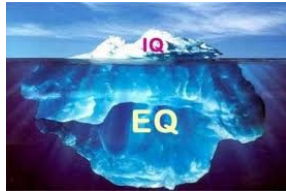
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## Emotional Intelligence

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management



(Goleman, 2006)

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## What to teach?

- Emotional Literacy
- Friendship
- Anger & Impulse Control
- Problem Solving



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## Focused Skills Groups



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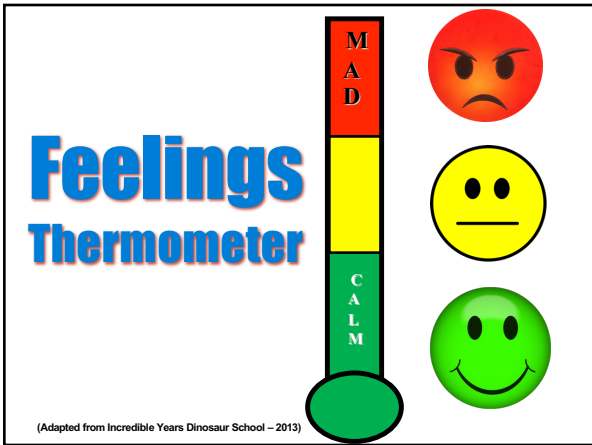
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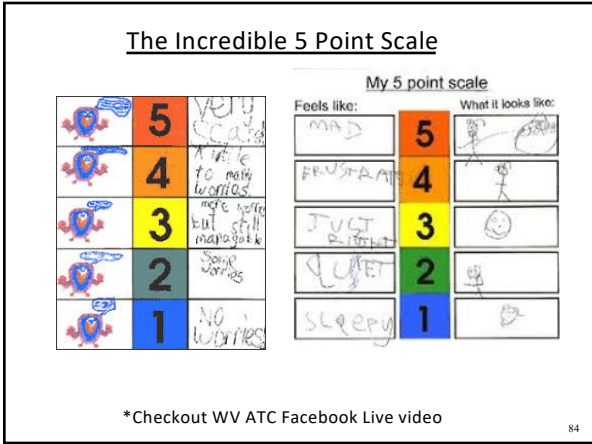
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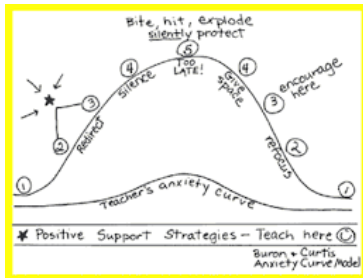
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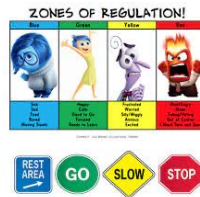
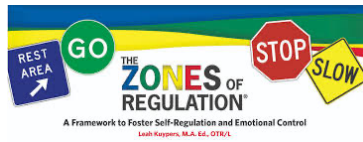
## The Incredible 5 Point Scale



\*Checkout WV ATC Facebook Live video

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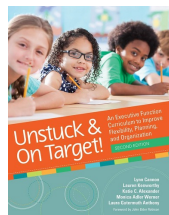
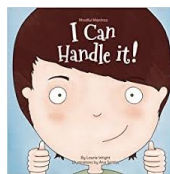
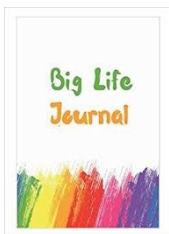
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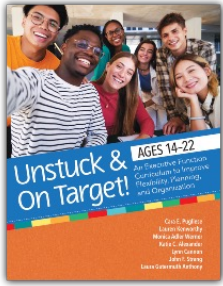
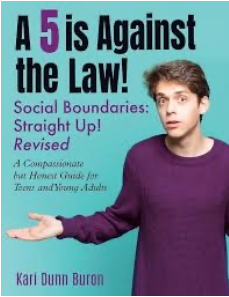
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## Book Nook



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Book Nook



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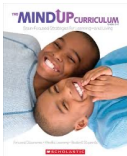
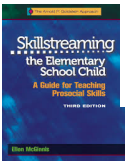
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I Can Be a SUPER FRIEND!



Created for Tim by Lisa Grant & Rochelle Lentini  
2002

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## Good Citizen




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## Anger and Impulse Control

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



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## NCPMI The Turtle Technique

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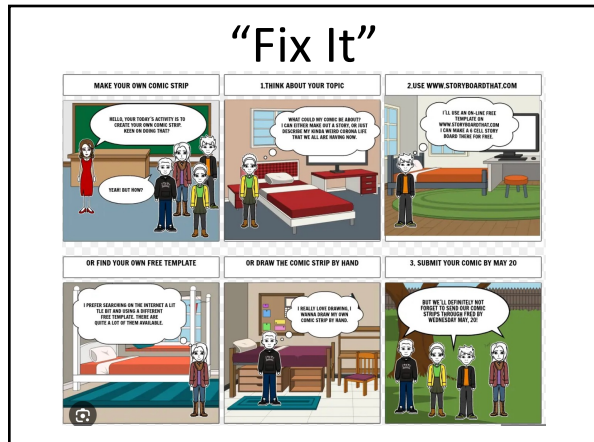
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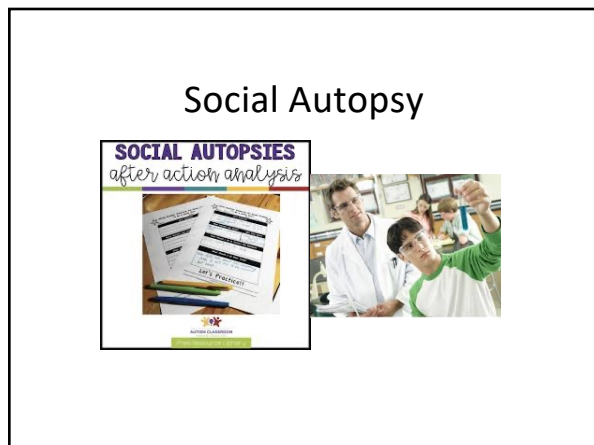
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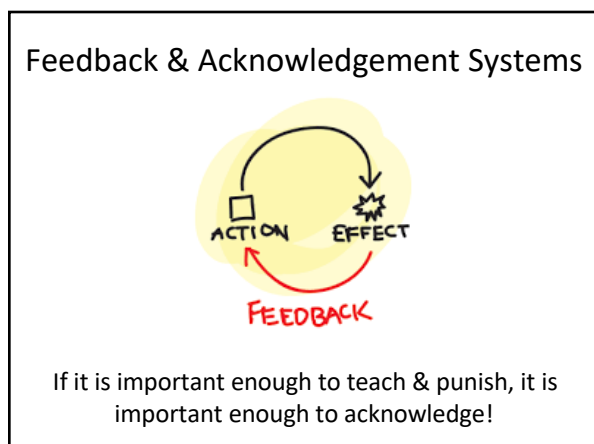
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# “Check-In/Check-Out”



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### Daily Report

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1 = Needs to Improve    2 = Satisfactory    3 = Outstanding

**Time Block** \_\_\_\_\_

Prepared for class. \_\_\_\_\_

On task and participated appropriately. \_\_\_\_\_

Respectable behaviour \_\_\_\_\_

**Time Block** \_\_\_\_\_

Prepared for class. \_\_\_\_\_

On task and participated appropriately. \_\_\_\_\_

Respectable behaviour \_\_\_\_\_

**Time Block** \_\_\_\_\_

Prepared for class. \_\_\_\_\_

On task and participated appropriately. \_\_\_\_\_

Respectable behaviour \_\_\_\_\_

**Time Block** \_\_\_\_\_

Prepared for class. \_\_\_\_\_

On task and participated appropriately. \_\_\_\_\_

Respectable behavior \_\_\_\_\_

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## BEHAVIOR CHART

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Notes: \_\_\_\_\_

www.mrwhitfield.com

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**Daily Progress Report (DPR) Sample**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1 <sup>st</sup> block	2 <sup>nd</sup> block	3 <sup>rd</sup> block	4 <sup>th</sup> block
<b>Be Safe</b> Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
<small>Total Points</small>				
<small>Teacher Signature</small>				

Adapted from Grant Middle School STAR CLUB

Adapted from Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Haisken

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**Behavior Contracting**



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“Doesn’t the focus on  
external feedback  
undermine intrinsic  
motivation?”

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## Intrinsic vs. Extrinsic Motivation



- Ongoing Debate
- Too much of a good thing is still too much!
- Much of social structure is based on extrinsic motivation.

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## Origins of Motivation



- Temperament
- Life Experiences
- Intelligence
- Developmental Stage

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## The Developmental Pathway

- The development of regulatory capacity
- Defining social value



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### Supporting Intrinsic Motivation



1. Focus on relationships.
2. Focus on clear expectations.
3. Strong teaching systems.
4. See the acknowledgement as a tool or symbol of success.
5. Be intentional about what is said when providing an acknowledgement.
6. Don't focus so much on stuff, move to prosocial and no cost ASAP.
7. Have check-ins with teachers and students to see how it is going.

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### Acknowledge Appropriate Behavior

- Serves as a teaching tool by providing feedback on appropriate behavior
- Makes appropriate behavior more likely to occur
- Builds positive student/teacher relationships (school climate)
- Counteracts negative peer influences
- Help shape intrinsic motivation



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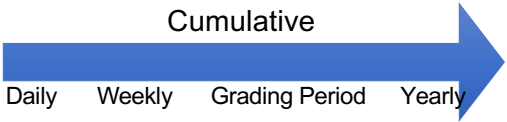
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### Continuum of Feedback

Cumulative



Daily    Weekly    Grading Period    Yearly

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## The Love Languages



(Chapman, 2016)

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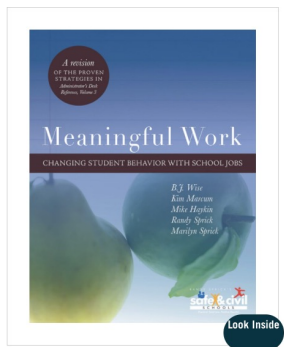
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## Meaningful Work



Look Inside

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## Sample Jobs

- Morning Buddy
- Cafeteria Helper
- The Patriots
- The Mug Collector
- The Bathroom Checker
- Safety Officer
- Etc.....



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## Progressive Earning System



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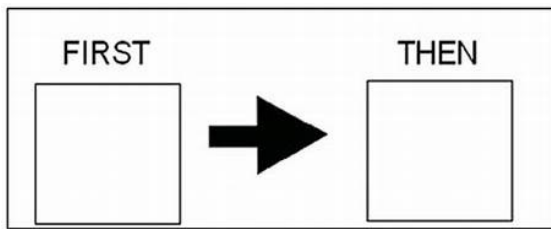
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## Sequence Systems



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## Acknowledgment Ideas Brainstorm

- No Cost
- Prosocial
- Short Interval



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## Learned Helplessness



“My behavior doesn’t matter...”

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## Effort = Outcome



“My behavior matters...”

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## Growing Pains of Progress

- Extinction Burst
  - Chaos before order
- Self-Sabotage
  - Identify Crisis



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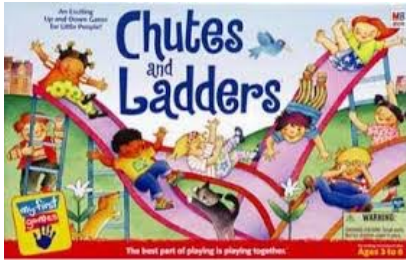
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## Square One



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# Now What?

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Life is 40% know how  
and 60% want to!

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## Regroup & Revise Regularly



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## The Harvest Principal

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## Stay Connected!

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