



Misbehavior or Missed Communication: Handling Behavior Challenges

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Behavior Defined

What is Behavior?

- 1.Behavior serves two purposes: (1) to get something or (2) to avoid something.
- 2.All behavior is learned.
- 3.Behavior is an action that is observable and measurable.



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Observable



- Behavior is observable. It is what we see or hear, such as a student sitting down, standing up, speaking, whispering, yelling, or writing.
- Behavior is not what a student is feeling, but rather how the student expresses the feeling. For example, a student may show anger by making a face, yelling, crossing his arms, and turning away from the teacher.
- These observable actions are more descriptive than just stating that the student looks anxious.

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Measurable



1. This means that the teacher can define and describe the behavior.
2. The teacher can easily spot the behavior when it occurs, including when the behavior begins, ends, and how often it occurs.
3. For example, "interrupting the teacher all the time" is not measurable because it is not specific. However, "yelling 'Hey, teacher!' 23 times each math period" is specific and measurable.
4. Given the definition, even an outside observer would know exactly which behavior the teacher wants to change.

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Communication or behavior

- What if there is no such thing as misbehavior
- What might happen if you start to look at misbehavior as misdirected attempts to communicate.
- Think in terms of the message and the delivery of that message!

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What do we know?

- The Pig already expected a bad outcome.
- He has already decided it will not end well for them!



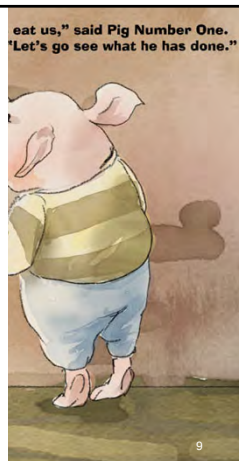
One day, a big wolf came up to their door. They had heard stories of that trick before.

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The power of suggestion!

- Pig 1 already made up his mind.
- Pig 2 has somewhat of an open mind!



eat us," said Pig Number One. "Let's go see what he has done."

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REPEAT AFTER ME!

The best form of discipline is **ALWAYS** Preventative!



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What Kinds of Behaviors Are Considered a Problem?

- Destructive or disruptive behavior
 - Tearing up
 - Demanding
 - General attention getting
- Non-Compliant Behavior
 - "I'm not gonna do it and you can't make me!"
- Aggressive Behavior
 - "I will hurt, maim and/or kill you!"
 - "I tough, I'm mean. I will hurt you because I can!"
- BUTA-
Bizarre behavior unexplained and unrelated to anything in particular!



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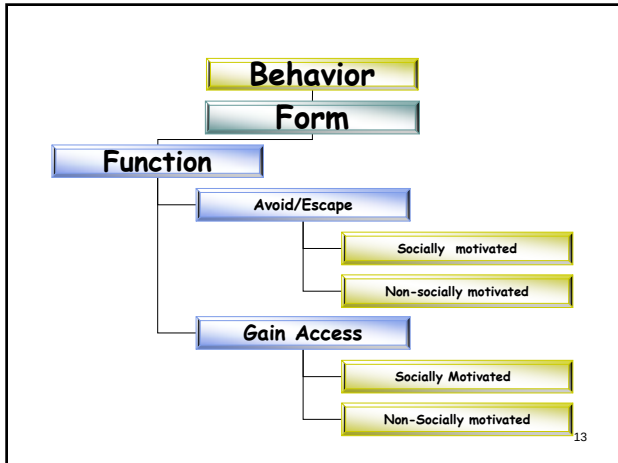
Antecedent Strategies

- Teacher controls the opportunity not the child or his behavior
- Less overall disruption and chaos
- Education: New skills are acquired in the absence of the frazzle that surrounds challenging behaviors.



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Two Types of Intervention Procedures....

- Those designed to honor the function of the challenging behavior by teaching a communicative replacement.
- Those that are designed to enhance self-regulatory skills and **DO NOT HONOR** the function of a challenging behavior.



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What is a functional assessment?

- The process of determining the relationship between events in a person's environment and the occurrence of challenging behaviors



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Setting Events



- Staff changes
- Medication change
- Slept more/fewer hours than usual
- Showed symptoms of illness
- Demand situations increased
- Chaotic environment
- Surprise visits
- Was agressed upon by a peer
- Temperature of environment too hot/cold
- Had to wait a long time for something desired

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Creating a Proactive Environment

- Placement
- Curriculum
- Materials
- Keep rules few and simple
- Make consequences natural
- BE FLEXIBLE!



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Keys to Success



- Create a physical environment that promotes interaction
- Establish rules that guide behavior
- Provide materials that encourage persistence and attention
- Develop a routine that establishes transitions and routines.

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Intervention Procedures

- Those designed to honor the function of the challenging behavior by teaching a communicative replacement
- Those designed to enhance self-regulatory skills and DO NOT HONOR the function of a challenging behavior.

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Deciding When to Use a Communicative Replacement

- When a teacher chooses to replace the challenging behavior with a communicative alternative, there must be general agreement that the function of the behavior was acceptable but the form used to achieve the outcome is unacceptable.
- For example,



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Rejecting

A communication that produced to escape or avoid

Happens once child is engaged and wants to get out of what he is doing

Once a history of escape has become associated with an event a child may begin to anticipate

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Strategy: Request a Work Break

- A request for a break is a communicative intervention in which the child completes a portion of an activity and then requests a break. Following the break, the child returns to the activity.
- A request for a break may be accomplished by using spoken, gestural, and/or graphic symbols.



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Strategy: Choice making

- Choice-making occurs when a child selects an item or activity from among two or more options.
- Choice-making occurs in all facets of our lives. We make choices between preferred alternatives (chocolate or strawberry ice cream) as well as less preferred alternatives (mow the lawn or paint the garage door).
- Choice-making offers control and empowerment to all individuals but may be particularly important for some individuals while engaged in socially-motivated challenging behavior.
- Choices can be positive reinforcers or actual tasks to be performed.



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Ways to offer choice making....

- **Limiting the number of choices available may help children who have a difficult time choosing from a large array of options or children who are withdrawn.**
- **Offering choices throughout the day honors children's individual differences.**

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Collaboration

- The purpose of a collaboration is to increase the probability that a task will be completed.



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The Bully by Clarissa Willis

When someone tries to bully you
Don't stand there until it's through.
Find a teacher or adult friend
They will make the teasing end.
Defend yourself with what you say
Then turn your back and walk away.

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Personality Traits Consistent with Anxiety Disorder

- Highly developed sense of responsibility
- Perfectionistic
- High expectations
- Oversensitivity to criticism
- "Shoulds"
- Strong control issues
- Difficulty relaxing
- Tendency to please
- Difficulty with assertiveness
- Frequent worries
- All-or-nothing thinking (no shades of gray)



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Goals for the Teacher

1. Rationalize yet empathize with what the child is feeling
2. Relabel the problem
3. Rewire and resist
4. Refocus
5. Reinforce
6. Reward



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Communication

- Communicate honestly and openly
- Make sure the child understands what you are trying to say.
- Don't always assume that the child can just 'get over' what is going on with him

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What the teacher can do to help!

1. Relaxation techniques
2. SBR- Stop-Breath-Relax
3. Make a list of things that are relaxing
4. Draw what you worry about
5. Talk about what you worry about
6. Have a worry box where you put your worry.
7. Talk-time-worry-time-work-time approach
8. Talk back to your worries
9. Move your body
10. Music
11. Select a favorite activity
12. Creative visualization



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What the teacher can to help herself/himself

1. Find out as much as possible about the child
2. Work with the child's parents
3. Don't diagnose
4. Be consistent
5. Don't encourage learned helplessness
6. Don't discount the child's feelings or minimize his fears.
7. Make the enviroment as relaxing as possible.

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5 TIPS
Help Children Develop Emotionally

- Talk about and read books about feelings.
- Listen and empathize with their concerns.
- Help children recognize that everyone has strengths and weaknesses
- Teach children it is ok make mistakes
- Stay positive and give a reward especially when a child tries something new

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Social Emotional

1. Confidence
2. Curiosity
3. Intentionality
4. Self-control
5. Relatedness
6. Capacity to communicate
7. Cooperativeness

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Three Factors

- 1** Attachment
- 2** Affiliation
- 3** Resilience

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FEELINGS

- Gently talk about feelings.
- Describe what you see
- Help him identify root feelings



LIMITS

- Remind the child about positive limits.
- Limits help children with a sense of consistency, safety & trust.



INQUIRIES

- Ask questions that promote solving problems.
- Inquiries help children think, learn and gain self-control



PROMPTS

- Positive ideas
- The goal is to teach skills that will help a child solve their own problems.

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You have brains in your head

You have feet in your shoes.

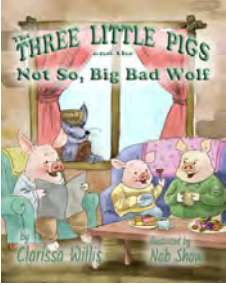
You can steer yourself

Any direction you choose

-Dr. Seuss



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