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**School-Based Behavior
Support: Creating and
Maintaining a Positive
Classroom**

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Founded
in 2009

“The Child Mind Institute dares to imagine a world where no child suffers from mental illness.”

-Brooke Garber Neidich, Chair, Child Mind Institute

Child Mind Institute

The **only independent nonprofit** organization exclusively dedicated to transforming mental health care for children everywhere.

To help children reach their full potential we must:

- Develop more effective treatments for childhood psychiatric and learning disorders.
- Empower children, families and teachers with the scientifically sound information they need.
- Build the science of healthy brain development.

The Child Mind Institute does not accept funding from the pharmaceutical industry.



Upcoming Events

For more
information,
please visit
[childmind.org/
workshop-series](http://childmind.org/workshop-series)



Sibling Rivalry: How to Keep the Peace at Home

Presented by David Anderson, PhD, Senior Director of the ADHD and Disruptive Behavior Disorders Center

Tuesday, March 10, 2015

7:00 PM



Identifying and Responding to Social and Emotional Issues in the Classroom

Presented by Matthew Cruger, PhD, Senior Director of the Learning Disorders Center

Tuesday, March 10, 2015

4:00 PM – 5:00 PM



Helping Students Cope with Adversity

Presented by Jamie Howard, PhD, Director of the Stress and Resiliency Center

Tuesday, April 7, 2015

8:30 AM – 10:00 AM

Talk Outline

- Building Understanding
 - Orienting to mental health demands in the classroom
 - Understanding emotional & behavioral symptoms at school
- Providing Support
 - School-wide levels of support
 - Promoting positive functioning for all students
 - Applying interventions to specific case examples
- Tweaking and Tailoring Supports
 - Common hurdles and hiccups
 - Teacher self-care and additional resources



Brainstorming Activity

- Demands on the average teacher or learning specialist?
- Issues that frequently lead to teacher stress during:
 - Academic activities
 - Unstructured class time
 - Snacks/Lunch
 - Recess/Electives
 - Activity Transitions
 - Peer Interactions
- What do you think of for kids...
 - With mood-related issues?
 - With anxiety-related issues?
 - With behavior-related issues?
 - Other classes of mental health symptoms?





General Orientation to Mental Health Care

- Strength-based approach
- Put mental health issues in context
- Continuum models of mental health
- Genes, the environment, and epigenetics
- Diagnosis
 - Symptoms
 - Impairment
 - Frequency
 - Duration
 - Intensity
 - Considering setting and context
- Evidence-based practice
- Help based on sound science and individualized to client



Emotional and Behavioral Issues at School





Mood-Related Issues

- **Common symptoms**
 - Sadness
 - Irritability
 - Anhedonia
 - Disturbances in appetite or sleep
 - Fatigue
 - Decreased concentration
 - Thoughts of self-harm
- What do you imagine to be the main elements of a child's experience of these symptoms in school?
- **Approach to psychosocial intervention**
 - Psychoeducation
 - Mood monitoring
 - Behavioral activation
 - Cognitive restructuring
 - Emotional expression





Anxiety-Related Issues

- **Common presentations**
 - Anxiety related to separation
 - Social anxiety
 - Selective mutism
 - Specific phobias
 - Generalized anxiety
 - Obsessions and/or compulsions
 - Panic attacks
 - Post-traumatic stress
- What do you imagine to be the main elements of a child's experience of these symptoms in school?
- **Approach to psychosocial intervention**
 - Psychoeducation
 - Step-wise exposure
 - Response prevention
 - Effective cognitive-behavioral coping strategies



Common ADHD Symptoms

- Inattention & distractibility
- Careless errors
- Difficulty following instructions
- Difficulty organizing tasks
- Avoiding tasks requiring sustained attention
- Fidgeting or difficulty remaining seated
- Interrupting or blurting out answers
- On the go, running, and climbing
- Difficulty waiting turn
- What do you imagine to be the main elements of a child's experience of these symptoms in school?
- **Approach to psychosocial intervention**
 - Psychoeducation
 - Behavioral parent/teacher training
 - Organizational skills interventions
 - CBT for older kids

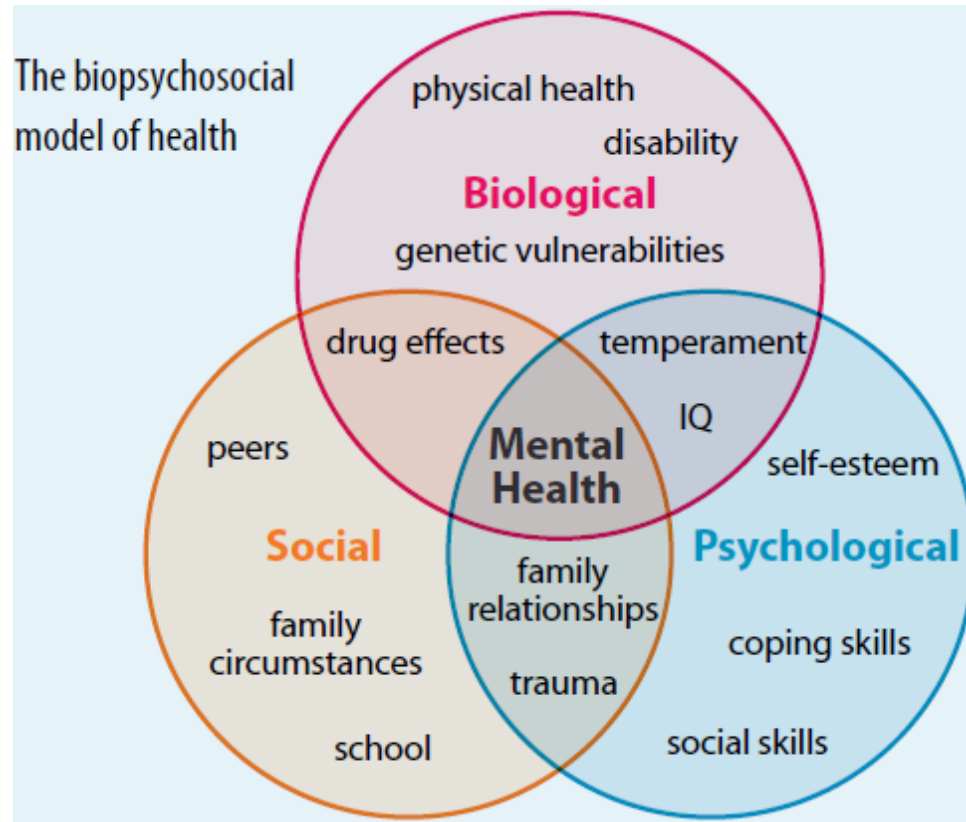
Common Behavioral Symptoms

- Temper tantrums
- Argumentativeness & defiance
- Easily annoyed
- Annoying others on purpose
- Fighting, bullying, and peer conflict
- What do you imagine to be the main elements of a child's experience of these symptoms in school?
- **Approach to psychosocial intervention**
 - Psychoeducation
 - Behavioral parent/teacher training
 - CBT for older kids



Behavioral Issues

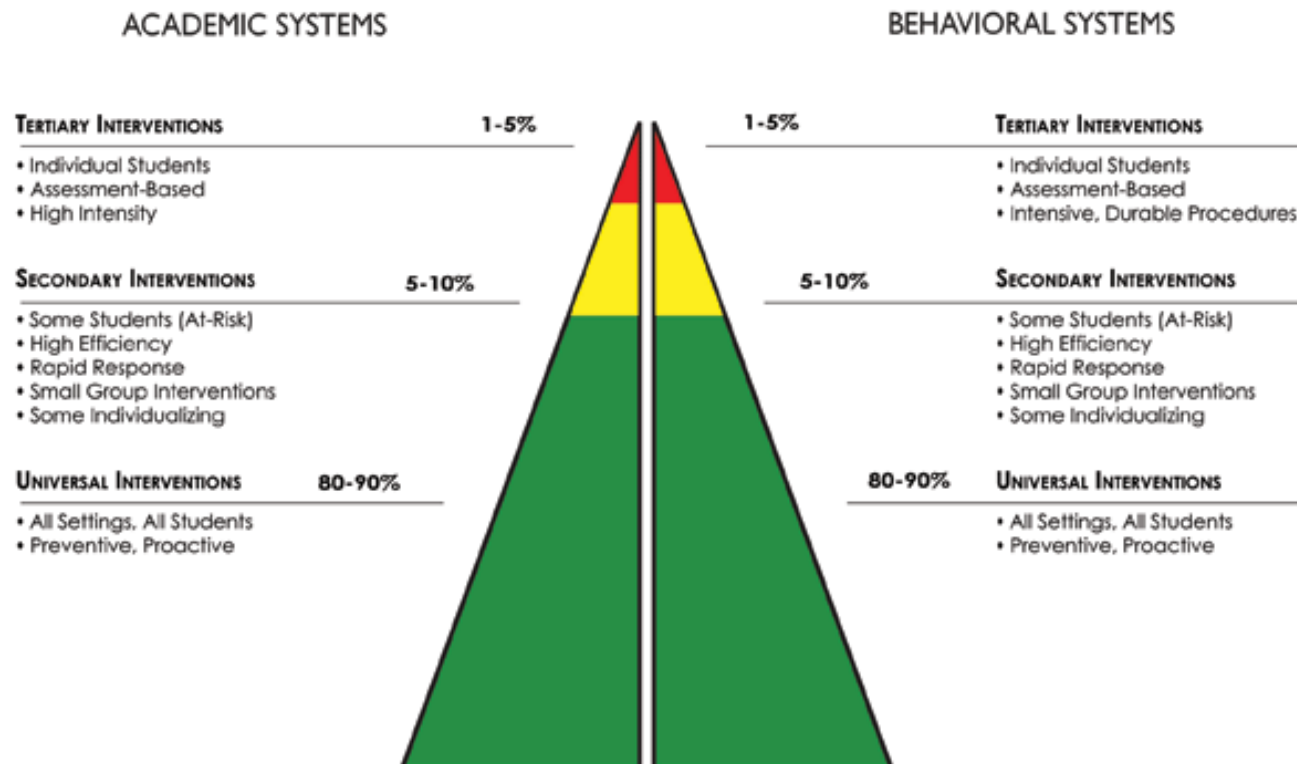
The Biopsychosocial Model



Promoting Kids' Positive Behaviors



School-Wide Support and Intervention



School-Wide Support and Intervention

- **Three Tiers of Intervention**
 - **Tier 1- Primary Intervention**
 - **School-wide**
 - Staff trainings, student skills curricula, core values, school-wide rewards
 - Meant to be effective for **84%** of students
 - **Tier 2- Secondary Intervention**
 - **Group-level**
 - Targeted teacher training, class rules/expectations, classroom behavior systems
 - Meant to be effective for remaining **11%**
 - **Tier 3- Tertiary Intervention**
 - Highly **Individualized**, requiring trained Staff
 - Likely involvement of mental health professionals
 - Meant to be effective for remaining **5%**

Classroom Observation Exercise



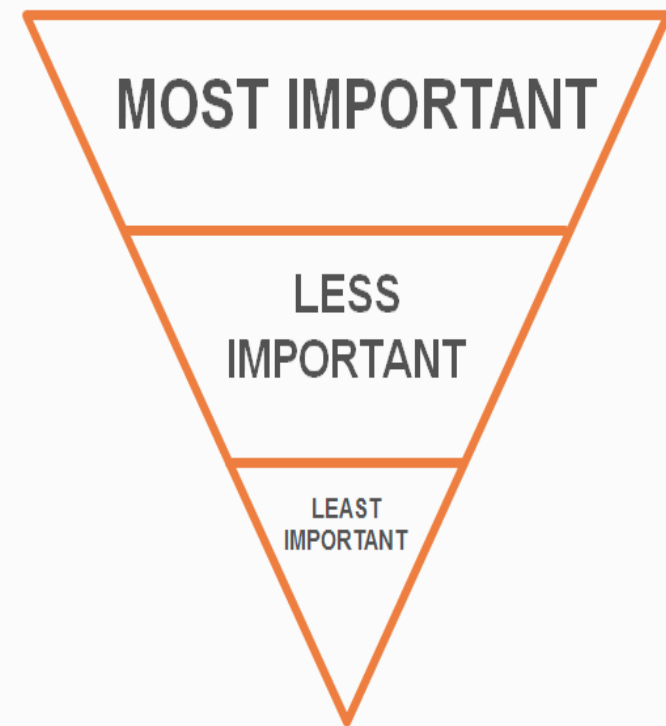
Unifying Concepts for Behavior

- **Most important behavioral determinants:**
 - Attention (from parents, teachers, and peers)
 - A-B-Cs of behavior
 - Antecedents (setting a situation up for success)
 - Behaviors
 - Consequences (Reinforcement and Punishment)
- **Behavior change is gradual**
 - Behavior is shaped by many interactions over time, not just by a single moment
 - Behavioral work is more about being proactive than reactive
- **When encountering trouble: regroup, seek support, and tweak the plan for tomorrow**
- **Remember: Behavior requires just as much support as anxiety or depression, but it inspires nowhere near the same level of empathy.**



The Hierarchy of Behavioral Techniques

- **Planning, teaching, and modeling related to good behavior & expectations**
- **Frequent reinforcement for positive behavior**
 - Specific verbal praise
 - Token economies, charting, and rewards
- **Actively ignore minor misbehavior**
 - Wait and praise the “positive opposite”
 - Redirection and distraction
 - Differential reinforcement
 - Using when-then & two-choice statements
- **Give good directions**
- **Sparingly provide immediate, incremental consequences for misbehavior**
 - Removal of privileges
 - Time-out



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin, 2005) & Parent-Child Interaction Therapy (PCIT, Eyberg, 2009)

Step 1-Primary Interventions: Positive Verbalizations



Give Good Directions:

- Direct (telling, not asking)
- Positive (what TO do)
- Single (one at a time)
- Specific
- Age-appropriate
- Normal Tone of Voice
- Polite and Respectful (Please...)
- Explained *before* directions/*after* compliance
- Used sparingly (only when necessary)

Facilitate Compliance:

- Use guidelines for giving good directions
- Lead with labeled praise before giving directions
- Incrementalize larger tasks
- Always follow compliance with labeled praise
- Utilize differential reinforcement whenever possible
- Shape and reinforce even small steps toward compliance
- Using two-choice and when-then statements
- Pairing low-probability tasks with high-probability tasks



Drawn from evidence-based models such as: Parent Management Training (PMT) (Kazdin, 2005)

How to *Find* Positive Behavior

- Constant scanning, re-training reflexes
- “Catch a student being good”
- Be ready with common praise topics
 - Participation, effort, or focus on activities
 - Following class rules
 - Good interpersonal behavior
 - Helpfulness
 - Positive coping skills
 - Demonstrating skills or talents
- Tailor feedback to the child

Step 2-Secondary Interventions: Universal/ Classroom Charting and Reinforcing Skills

- Classroom Rules & Expectations
 - Specific, Measurable Observable Rules in Positive Language
 - Sit in Seat and Keep feet on the floor
 - Raise Hand and Wait Before Speaking
 - Use Kind Words with Classmates and Teacher
- Classroom Behavioral Systems & Token Economies

Step 2-Secondary Interventions: Individualized Charting to Increase Positive Behaviors

- **Applies Behavioral Intervention Plan and Functional Behavioral Analysis NYDOE**
- **Monitor and define target skills/behaviors**
 - Focus on **2-4 specific target behaviors** at a time
 - Positively phrased (what TO do) and specific behaviors
 - High # of opportunities to reinforce
- **Generate a reward menu**
 - **Daily rewards** (with levels for mastery of escalating percentage of behaviors)
 - **Weekly rewards** (similar level system)
- **Implement the chart**
 - Initial focus on establishing high rate of success
 - Checks to **prompt, monitor and praise** each behavior
 - Make sure to provide rewards for behavioral progress

Chart Example 1

(Early Elementary School)



Positive Feedback Chart!









	Time period:	Time period:	Time period:	Time period:	Time period:	Time period:	Time period:
Making good transitions 							
Keep safe hands w/ friends 							
Follow directions on 1 st try 							

Chart Example 2 (Elementary School)



Client's Daily Report Card



Morning Behavior Chart	Safe Transitions 	Calm Body 	
Unpacking			
Morning Meeting			
Shared Reading			
Bathroom			
Focus Lesson 1			
Daily 5 Round 1			
Writing			
SPECIAL			
LUNCH			

1 = target behavior shown; 0= target behavior was NOT shown; N/A= not applicable

Client needs 5 checks per period to earn 1 STAR

Client can earn:

- ✓ 2 stars per period during LUNCH and PACKING UP!
- ✓ A special daily privilege if she earns 5 stars per day!
- ✓ Prizes from her menu with the stars she earns, every time she earns a star (for 5 minutes)!

Chart Example 3 (Elementary School)





Behavior		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Following Directions at school								
Respectful language at school								
Respectful language at home								
Ready for bed by 8:45								
Points Earned								
Previous Balance								
Total Points								
Spent								
Current Balance								

Chart Example 4 (Middle/High School)

Daily Report Card

Name: _____

Day and Date: _____ Coping Skill of the Week: _____

Period:	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Goal/Behavior 1:	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Goal/Behavior 2:	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Point System Letter Grade:	A B C D F	A B C D F	A B C D F	A B C D F	A B C D F	A B C D F


Achievement Percentage

_____ = _____ %

Level 1 (80% - 100%)
Level 2 (66% - 79%)
No DRC Reward

Today's Average Letter Grade: _____

Tuesday: _____
Wednesday: _____
Thursday: _____
Friday: _____



Comments:

Rewards Menu Example

	Rewards
	drawing with crayons
	drawing with markers
	Play-Doh
	Playing on the computer
	Playing games on iPad
	Playing a board game

Step 3-Tertiary Interventions: Guidelines for Consequences for Misbehavior

- **Most effective consequences**
 - Time-Out *from attention*
 - Removal of privileges
- **Major aspects of effective consequences**
 - Administered *calmly*
 - Used *sparingly*
 - Administered *immediately* after a behavior
 - Incrementalized (*small doses*)
 - *Consistently* applied

Guidelines for Consequences for Misbehavior

- **What consequences DO:**
 - Stop the behavior in the immediate sense
 - Clearly delineate negative behaviors
- **What consequences DON'T do:**
 - Clearly delineate negative behaviors



Drawn from evidence-based models such as: Parent
Management Training (PMT, Kazdin) & Parent-Child Interaction
Therapy (PCIT,)

Guidelines for Consequences for Misbehavior

Unsafe behaviors that merit consequence:

- ✓ **Hitting others (with body or objects)**
- ✓ **Throwing things (at others or around the room)**
- ✓ **Continued (extreme) classroom disruption**



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Guidelines for Consequences for Misbehavior

General Time-Out Procedure

- Give the child a direction or prompt
- Give the child a warning
- Give positive feedback for compliance after either stage** (depending on the model used)
- If the child does not comply, give ***time-out from attention***
- Set a time limit for the time-out (can be 3-5 minutes, depending on age of the child)
- Return to task that was interrupted (if possible)
- Time IN once time-out has been served



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Guidelines for Consequences for Misbehavior

Stepwise delivery of time out procedures

1) Prompt student to take a **time away in quiet area of classroom (previously designated)** (for 3 minutes plus 10 seconds of quiet—if he/she is still not quiet, needs to remain in TO until 10 seconds of quiet)

If he/she does not follow those directions...

(either #1 or #2)

2) Take student into the **hallway** for a time away (for 3 minutes plus 10 seconds of quiet—if he/she is still not quiet, needs to remain in TO until 10 seconds of quiet)

If he/she tries to escape...

3) Take student into a **back-up area (empty room)** to serve his time away (for 3 minutes plus 10 seconds of quiet—if he/she is still not quiet, needs to remain in TO until 10 seconds of quiet)

After student finishes the time away, he must comply with directions given by the teacher
(work on assignment; apologize to student)



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Guidelines for Consequences for Misbehavior

Stepwise delivery of time out procedures

While in the time away, give student as little attention as possible.

DO NOT provide:

Physical touch: hugging him, holding him, rubbing his back

****Verbal attention:** reasoning with him, soothing him, yelling at him

****Social attention:** looking at him, showing facial expressions, making gestures

Fun activities:

- Going on the computer
- Laying on comfortable chair (i.e., a bean bag chair)
- Playing games/with toys
- Getting out of classroom situations for extended periods of time
- Special time with another staff member or administrator



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Guidelines for Consequences for Misbehavior

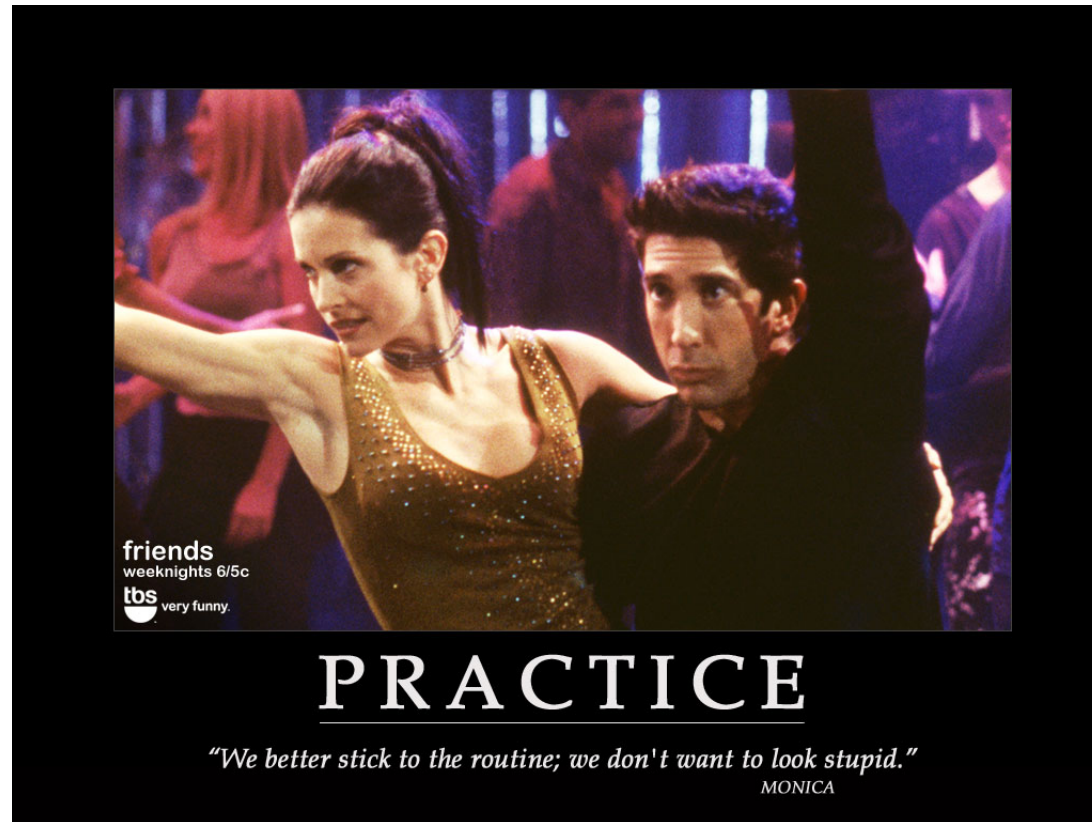
Options for a Time-Out backup (should the child NOT go to time-out)

- Adding time to time-out
 - Loss of privilege
 - Small reward (sticker) for going to time-out
-
- What behaviors should lead to a consequence?
 - What behaviors might get an immediate time-out (without a warning), and how do we make students aware of this?



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Practice with Case Examples



Common Hurdles for Effectiveness of Interventions

- Program not clear to student
- Vague target behaviors
- Non-immediate consequences
- Uninteresting reinforcers
- Peer reinforcement of negative behavior
- Program is not practical
- Inconsistency in implementation
- Lack of follow-through or application
- Non-aversive consequences

Selected Resources

- **Websites Related to Child Mental Health**
 - The Child Mind Institute: <http://www.childmind.org>
 - Association for Behavioral and Cognitive Therapies: <http://www.abct.org/home/>
- **School-Based Behavioral Intervention**
 - Akin-Little, A., Little, S.G., Bray, M.A., & Kehle, T. (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, D.C.: American Psychological Association.
 - Pfiffner, Linda J. (2011). *All about ADHD*. New York: Scholastic, Inc.
- **Behavioral Intervention at Home**
 - Barkley, Russell (2013). *Taking Charge of ADHD: The Complete, Authoritative Guide for Parents (3rd ed.)*. New York: The Guilford Press.
 - Kazdin, A.E. (2009). *The Kazdin Method for Parenting the Defiant Child*. New York: First Mariner Books.
- **Social Skills and Peer Relationships**
 - Frankel, Fred. (2010). *Friends Forever: How Parents Can Help Their Kids Make and Keep Good Friends*. San Francisco: Wiley & Sons.



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