Strategies for Supporting Students with Severe Behavior Issues in General Education

Rosemarie Allen, Ed.D.

Today’s audio will be delivered via your computer speakers – ensure they are on with volume turned up. We will begin at the top of the hour (12 pm Eastern).
EBD Students

• Experience more negative academic outcomes than any other disability group (grade retention, failing courses, poor reading and math scores)

• Longitudinal data from the National Adolescent and Child Treatment Study in 2010 revealed 40% of students diagnosed with EBD left high school without a diploma or GED

• 75% below grade level in reading and 92% below grade level in math
Closing the Achievement Gap for Students with Disabilities

- Access to the General Ed Curriculum
- Participation and Progress in the General Ed Curriculum
- Accommodations and Modifications
- Supports and Services
Level of inclusion achieved for Students with Behavioral and/or Emotional Disabilities

Percentage of students in the following categories:

- Full Inclusion: 26%
- Partial Inclusion: 71%
- Self Contained: 3%
High Frequency Behavior Problems

Most Common Behaviors Included in a Review360® Behavior Plan

- Defiance: 55%
- Social Problems: 47%
- Hyperactivity-Impulsivity: 46%
- Inattention: 33%
- Academic Productivity: 30%
- Aggression: 28%
Rate the following in terms of how challenging each is to the process of including students with emotional disabilities in the general education classroom:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Lack of teacher preparedness for severity of student behavior</td>
<td>96.50%</td>
<td>3.60%</td>
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<tr>
<td>The lack of skills and confidence of the teachers</td>
<td>93.60%</td>
<td>6.40%</td>
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<tr>
<td>The lack of consistency across service providers</td>
<td>84.90%</td>
<td>15.10%</td>
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<tr>
<td>Ineffective Behavior Intervention Plans</td>
<td>71.70%</td>
<td>28.30%</td>
</tr>
<tr>
<td>Effective Behavior Intervention Plans Ineffectively applied</td>
<td>91.40%</td>
<td>8.70%</td>
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</table>
Rate the following on how important each is to increasing the success of inclusion in the general education classroom for students with behavior/emotional disabilities

- Better training for teaching staff: 99.20%
- Assignment of the same behavioral specialist for individual students to provide consistency in approach: 84.40%
- More flexible options for responding to student behaviors within the general education classroom: 96.90%
- Use of positive peer relationships and feedback: 90.80%
- Other: 93.10%
- Less Important: 0.80%
How well implemented are the following Behavior Progress Measures?

- Undocumented teacher observation: 17% Not Implemented, 65% Partially Implemented, 18% Fully Implemented
- Behavior goals and objectives: 4% Not Implemented, 60% Partially Implemented, 36% Fully Implemented
- Structured BIP data-keeping: 22% Not Implemented, 62% Partially Implemented, 16% Fully Implemented
- Weekly behavior logs: 14% Not Implemented, 60% Partially Implemented, 27% Fully Implemented
- Daily behavior logs: 19% Not Implemented, 57% Partially Implemented, 25% Fully Implemented
 Helping Teachers to Help Students with Behavior Issues

- Classroom Environment Support
- Instructional Support
- Best Practices/Interventions for Common Behavior Issues
- Inclusion Support Materials
- Student Engagement
- Intensive Services
Six Indicators of a Well-Managed Class

- Expectations
- Procedures
- Structure
- Reinforcement
- Interactions
- Correction
Classroom Environment Assessment

- Classroom expectations are visibly posted and have been taught.
- Daily schedule is posted in large fonts and referenced.
- Evidence that procedures have been established and taught.
- Attention signal is used to get students on task in less than 5 seconds.
- Classroom environment is arranged to effectively support students.
- Sense of cooperation and respect is evident in the classroom.
- Teacher’s tone is calm and non-judgmental.
Classroom Environment Assessment (cont.)

- Teacher corrects misbehavior by specifically addressing the behavior.
- Teacher can articulate a tiered approach to correcting misbehavior.
- There are positive consequences established for the classroom.
- There is a positive to negative ratio of feedback that is at least 4:1.
- Academic material is presented at the student’s instructional level.
- Materials have a designated location and labeled for easy access.
- Time and Materials effectively managed to promote transitions.
Instructional Support

- Co-Teaching (one teach-one assist/team teaching)
- Consultative supports (Sped teacher provides moral support, advice on modifying curriculum, behavior management strategies, teaching strategies, student evaluation strategies)
- Formal time for instructional planning
- Joint professional development opportunities
- Strategic use of paraprofessionals
- Use of multisensory, multimedia instruction
- Direct instruction targeting specific skill areas
- Peer tutoring
- Provision for frequent guided practice of academic and social skills

Factors That Affect the Success of Students with Emotional Behavioral disorders in Inclusive Settings – Naomi Arseneau, University of Southern Illinois, 2011
Best Practices/Interventions for Specific Behaviors

• Interventions chosen based on data regarding their effectiveness with specific behavioral problems

• Interventions matched carefully to the nature and severity of the student’s problem

• Strategies implemented with high degree of fidelity

• Contingency-based behavioral strategies

• Continuous assessment and progress monitoring

• Commitment to sustained intervention
Implementation Support Material

- **Step-by-Step Intervention Implementation Guidelines**
- **Supporting Material** (e.g., behavioral contract, tracking forms)
- **Informational Packets for Parents**
- **Inclusion Support Packet**
  - Intervention Plan
  - Guidelines
  - Tracking Forms
Which Behavior Management Systems are used as Indicated by Respondents

- Level System: 66%
- Point System: 76%
- School-wide PBIS: 73%
- RTI for Behavior: 74%
- Behavior Support Teams: 82%
- Behavior Contract: 91%
- Behavior Report Card: 57%
- Check-in Check-out: 55%
- Social Emotional Learning: 69%
- Self-Contained Classes: 76%
Level of Implementation of Behavioral Support Systems

- Level System: 82%
- Point System: 52%
- School-wide PBIS: 52%
- RII for Behavior: 52%
- Behavior Contract: 69%
- Behavior Report Card: 66%
- Check-in Check-out: 25%
- Social Emotional Learning: 53%
- Self-Contained Classes: 53%

Fully Implemented
- Partially Implemented
- Not Implemented

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When Used, Which Behavior Management System is Successful

- Level System: 18% Successful, 5% Limited Success, 3% Not Success
- Point System: 45% Successful, 8% Limited Success, 3% Not Success
- School-wide PBIS: 53% Successful, 5% Limited Success, 3% Not Success
- Behavior Support Teams: 3% Successful, 4% Limited Success, 5% Not Success
- Rt1 for Behavior: 54% Successful, 5% Limited Success, 4% Not Success
- Behavior Contract: 53% Successful, 7% Limited Success, 3% Not Success
- Behavior Report Card: 53% Successful, 6% Limited Success, 0% Not Success
- Check-in Check-out: 60% Successful, 7% Limited Success, 3% Not Success
- Social Emotional Learning: 4% Successful, 3% Limited Success, 6% Not Success
- Self-Contained Classes: 31% Successful, 1% Limited Success, 4% Not Success

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Stages of Implementing Behavior Contracts

Percentage of Teachers that Completed the Step

- Identifying Problem Behavior: 85%
- Tracking Disruptive Behavior: 72%
- Use Baseline Data to Set Goals: 30%
- Identify Appropriate Incentives: 22%
- Reward Behavior: 18%

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Student Engagement – How Teachers Show Respect

- Talks privately to me when a problem occurs. (Does not embarrass me in front of friends.)
- Uses a calm tone of voice, even when upset.
- Respects personal space.
- Listens without interrupting.
- Has a sense of humor.
- Displays student work around the room/school.
- Let parents know once in a while that their child did a good job.
- Uses students’ names when talking to them.
- Makes time available outside of classroom time.
- Returns work promptly. Lets me know how I’m doing.
- Smiles or says hello when I come to class.
### Intensive Services

<table>
<thead>
<tr>
<th>Contingency-Based Behavioral Intervention</th>
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<tbody>
<tr>
<td>• Specific Behaviors, Reasonable Goals, Student-Driven Reinforcers</td>
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<tr>
<td>• Increase Frequency of Data Collection</td>
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<tr>
<td>• Use Data to Individualize the Interventions</td>
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<tr>
<th>Individualize the Strategies</th>
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<tr>
<td>• Functionally Equivalent Replacement Behavior</td>
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<td>• Classroom Observation</td>
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<td>• Time of Day, Instructional Setting, Antecedents, Consequence</td>
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<td>• Identify the Function of the Behavior (positive vs. negative reinforcements)</td>
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# Classroom Walkthrough

**PDAS Domain IV - Management of Student Discipline**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Exceeds Expectations (Almost Always)</th>
<th>Proficient (Most of the Time)</th>
<th>Below Expectations (Some of the Time)</th>
<th>Unsatisfactory (Less than half the Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The teacher effectively implements the discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions for improvement.</strong></td>
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<tr>
<td>The teacher effectively implements school-wide expectations.</td>
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<tr>
<td>The classroom behavioral expectations are visibly posted.</td>
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<td><strong>2. The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning as appropriate.</strong></td>
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<td>There is a daily class schedule posted large enough for all students to see. The teacher refers to/explains the daily schedule and any schedule changes.</td>
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<td>There is evidence that classroom routines and procedures have been established and systematically taught.</td>
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<td>There are transitions between activities structured to minimize disruptions (ie. moving from one activity to the next).</td>
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<td>There is an attention signal to get students on task in less than 5 seconds.</td>
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<td>The classroom environment is arranged to effectively support students.</td>
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<td>3. The teacher interacts with students in a positive manner.</td>
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<td>The tiered procedures to address students who are not following classroom rules and expectations are posted, discussed, and consistently implemented.</td>
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<td>A sense of cooperation and respect is evident in the classroom.</td>
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<td>4. The teacher specifies expectations for desired behavior.</td>
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<td>The rules/expectations have been systematically taught and reviewed.</td>
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<td>The teacher uses data to determine the need for re-teaching expectations.</td>
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<td>5. The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior as needed.</td>
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<td>The appropriate corrective procedure is used to interact with students when misbehavior occurs.</td>
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<td>The teacher’s tone is calm and non-judgmental.</td>
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<td>The teacher uses behaviorally specific correction.</td>
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<td>6. The teacher reinforces desired behavior when appropriate.</td>
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<td>There are positive consequences/rewards established for classroom implementation (more than verbal praise).</td>
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<td>There is at least a 4:1 ratio of positive to negative feedback for academic and behavioral responses implemented.</td>
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<td><strong>7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</strong></td>
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<td>The academic material is presented at the students’ instructional level. The teacher uses student data to determine appropriate instructional levels.</td>
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<td><strong>8. The teacher effectively and efficiently manages time and materials.</strong></td>
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<td>Materials/supplies have a designated location.</td>
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<td>Materials are labeled for easy access.</td>
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<tr>
<td>Time and materials are effectively managed to promote transition between activities; time is focused on instruction and learning.</td>
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</table>
Thank you for joining us!

Questions?