



# **ECHO IDAHO:** **K12 Behavioral Health**

## **Preventative Approaches to Challenging Behavior in the Classroom**

**09/24/2024**

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

# K12 Behavioral Health in the Classroom

- Schoolwide Behavioral Strategies
- Preventative Approaches
- Clarifying Roles and Responsibilities
- Competing Behavior Pathway
- Social Media and Mental Health
- FBA: Educator's Role
- Common Mental Health Diagnosis
- Behavior Intervention Plans (BIP)
- Caregiver Involvement and Collaboration
- Crisis Plan Development
- Law and Safety
- Accommodations: IEP or 504 Plan
- Medication Side Effects

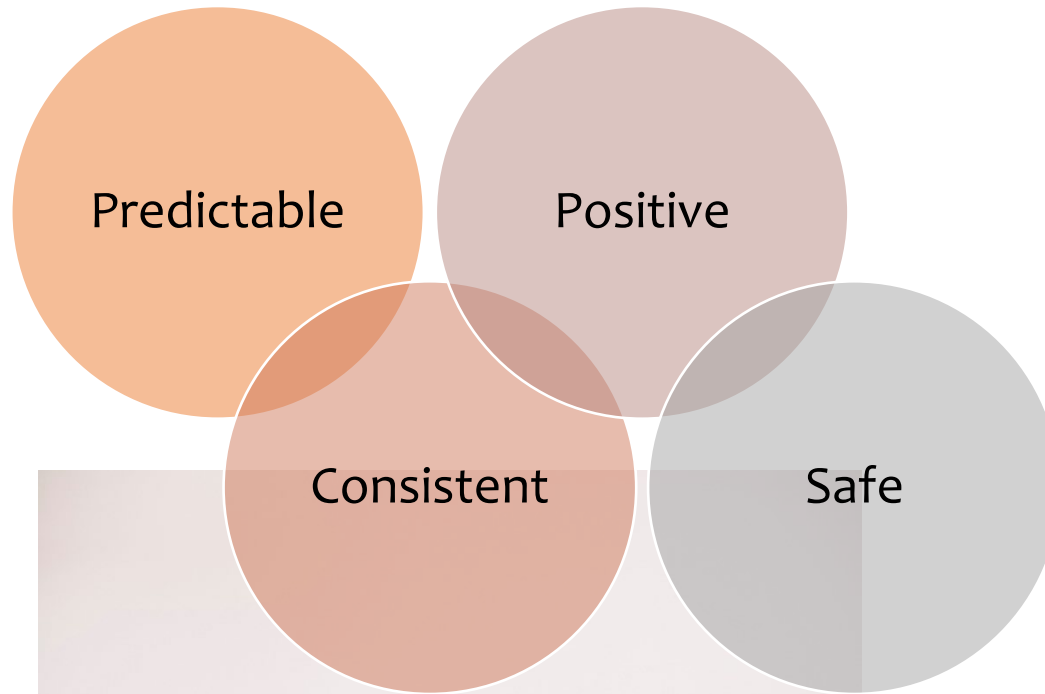


# Learning Objectives

Participants will understand why behavior occurs and explore the following practices to prevent challenging behavior in the classroom:

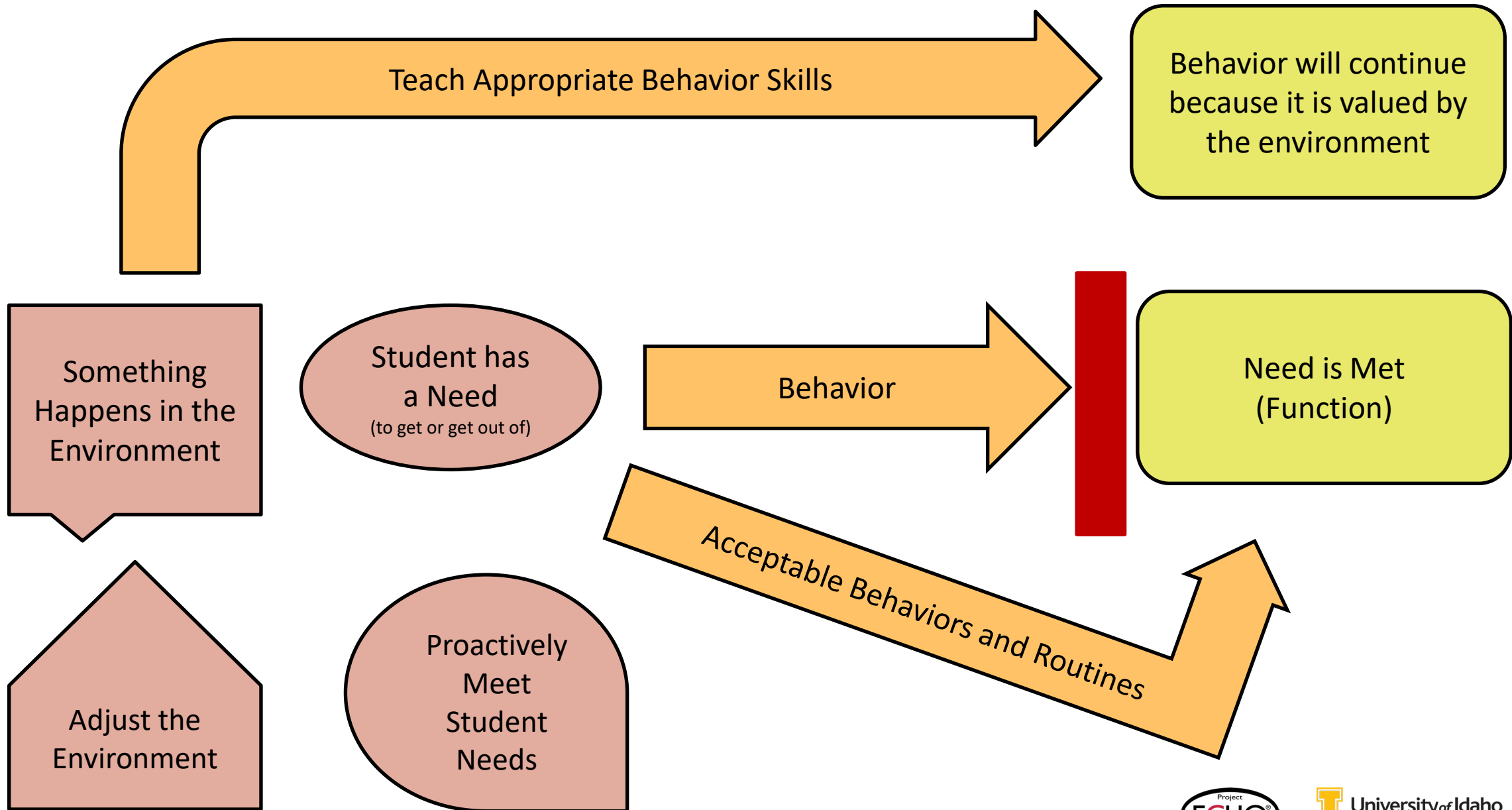
- Organize the Physical Environment
- Create a Positive Atmosphere
- Establish Expectations and Routines
- Engage Students in Learning
- Respond Effectively to Behavior

# Our goal is to...



create effective and equitable learning environments for ALL kids.







PREVENT



TEACH



RESPOND

PREVENT

## Consider & Address Environmental Factors

Predictability

Supports and  
Accommodations

Motivation



TEACH

## Effective Instruction



RESPOND

## Consistent Consequences

Acknowledge

Prompt / Reteach

Correct

## ORGANIZE

the physical  
environment

## CREATE

a positive  
atmosphere

## ESTABLISH

expectations  
and routines

## ENGAGE

students in  
learning

## RESPOND

effectively  
to behavior

# Effective Classroom Practices

- Organize the Physical Environment
- Create a Positive Atmosphere
- Establish Expectations and Routines
- Engage Students in Learning
- Respond Effectively to Behavior





# Organize the Physical Environment

- Designate areas for specific activities
- Access to all learners
- Consider seating
  - Easy partners
  - All students face forward
- Organize teacher and student materials for easy access
- Post materials that support instructional efforts



**ORGANIZE**  
the physical  
environment

**CREATE**  
a positive  
atmosphere

**ESTABLISH**  
expectations  
and routines

**ENGAGE**  
students in  
learning

**RESPOND**  
effectively  
to behavior

# Create a Positive Atmosphere

- Building relationships
- Assuming best intentions
- Providing a sense of belonging
- Pairing yourself with positive experiences
- Maintaining a 4 to 1 ratio



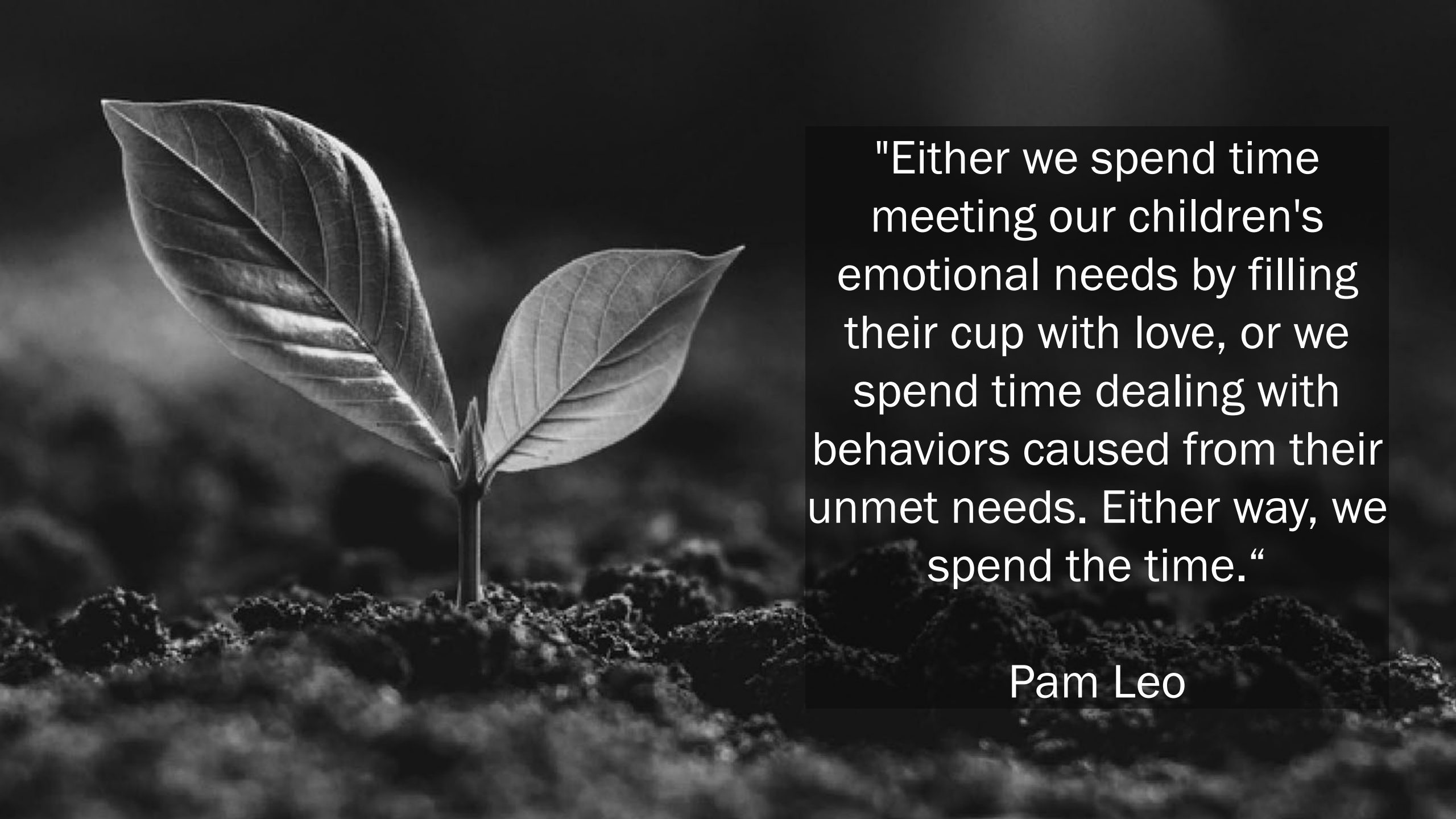
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"Either we spend time meeting our children's emotional needs by filling their cup with love, or we spend time dealing with behaviors caused from their unmet needs. Either way, we spend the time."

Pam Leo



# Establish Expectations and Routines

Classroom expectations should be...

- Aligned to schoolwide values
- Positively stated
- Student-friendly
- Observable and measurable
- Explicitly taught
- Posted



# Classroom Routines

Is there a procedure for:

- Entering?
- Turning in homework?
- Transitioning to a new activity?

What if:

- The schedule changes?
- There is a substitute?
- A student has been absent?

Do students know how to:

- Get help?
- Access extra supplies?
- Request a bathroom break?
- Get a drink of water?

Are there routines that:

- Should be schoolwide?
- Should be individual to each teacher?

# Create a Classroom Matrix

Classroom Expectations Matrix					
Schoolwide Values	Classroom Setting	Morning Welcome	Group Work	Online	When I Feel Upset
Respectful	-Raise hand -Track the speaker -Follow directions	-Greet the teacher -Talk in soft voices	-Listen to understand -Take turns -Say "I like that idea, AND..."	-Consider the feeling of others before posting	-Ask for a break -Express feelings by making "I statement"
Organized and Achieving	-Walk quietly -Keep hands and feet within your bubble	-Start on opener assignment	-Clean up the area when time is up	-Turn on privacy controls	-Ask my teacher to break the assignment into chunks
Responsible	-Stay on task -Offer to help -Apologize for mistakes	-Bring necessary items	- "Jump in" to help others -Manage time carefully	-Pause, reflect, and double check sources before I post	-Use the face chart to identify what you are feeling
Teacher Commitment	-Supervise all areas of the classroom	-Greet student warmly -Post bell to bell activity	-Provide openers for groups	-Teacher and practice routine monthly	Use Active Supervision to predict triggers -Model calm



**“The development of clear rules and expectations for student behavior is arguably the single most important strategy because it provides clarity on the behavior that is expected.”**

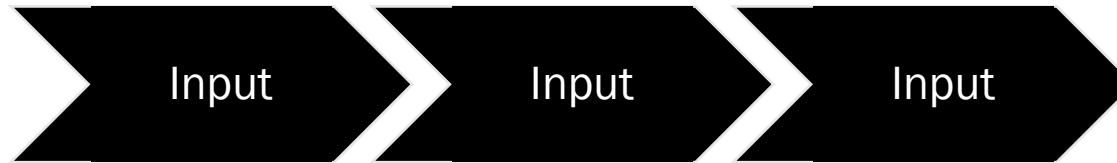
**Kern & Clemens, 2007**



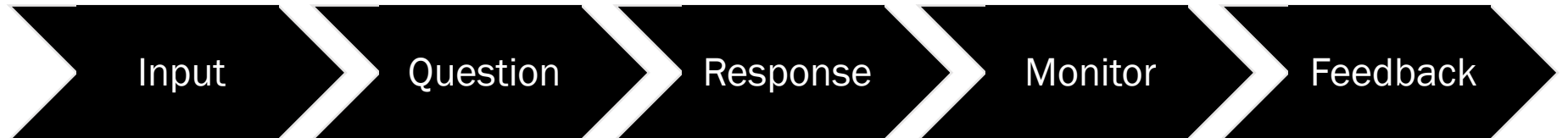
# Engage Students in Learning

How do you increase student engagement?

## Typical Instruction Delivery



## Effective Instruction Delivery





# Opportunities to Respond

Type	Rationale	Examples
Action	Stimulates learning through movement and discussion. This type of response can increase students' interest, attention, and enjoyment.	<ul style="list-style-type: none"><li>• Numbered Heads Together</li><li>• Show Me</li><li>• Four Corners</li></ul>
Verbal	Provides built-in support for reluctant learners. Students receive immediate feedback on their accuracy.	Think-Pair-Share Choral Responding Look Lean Whisper
Written	Increases opportunities to respond for all students and improves on-task behavior.	<ul style="list-style-type: none"><li>• Response Slates</li><li>• Response Cards</li><li>• Think-Write-Pair-Share</li></ul>



# Respond Effectively to Behavior

What does it mean to respond to behavior?

- An effective response to behavior is being prepared to respond to the behavior we want to see and the behavior we don't want to see.

# Active Supervision

## 5 Steps to Active Supervision:

1. Move constantly and deliberately around the room
2. Visually scan the room for visual cues
3. Maintain high rates of positive contact
4. Provide behavior specific praise
5. Use redirections

## Use active supervision to:

- Acknowledge the behavior we want to see
- Provide a continuum of consistent response strategies for contextually inappropriate behavior



# Classroom Acknowledgement

How can teachers support the schoolwide acknowledgement system in their classroom?

Free and Frequent	Intermittent	High Effort/Low Frequency
<ul style="list-style-type: none"> <li>High rates of specific verbal feedback</li> <li>Schoolwide token</li> <li>Thumb up</li> <li>Positive note home</li> <li>Smile</li> <li>High Five</li> <li>Stickers</li> </ul>	<ul style="list-style-type: none"> <li>Positive call home</li> <li>Choose a partner for work time</li> <li>Read in a special spot</li> <li>Post card home</li> <li>Early to lunch</li> <li>Extra computer time</li> <li>Classroom chat/stories</li> </ul>	<ul style="list-style-type: none"> <li>Recognition by principal</li> <li>Special parking spot</li> <li>No Tardy class party</li> <li>Student of the week</li> <li>Class field trip</li> <li>Gift certificates (donate)</li> <li>Class snack</li> <li>Special lunch food/spot</li> </ul>

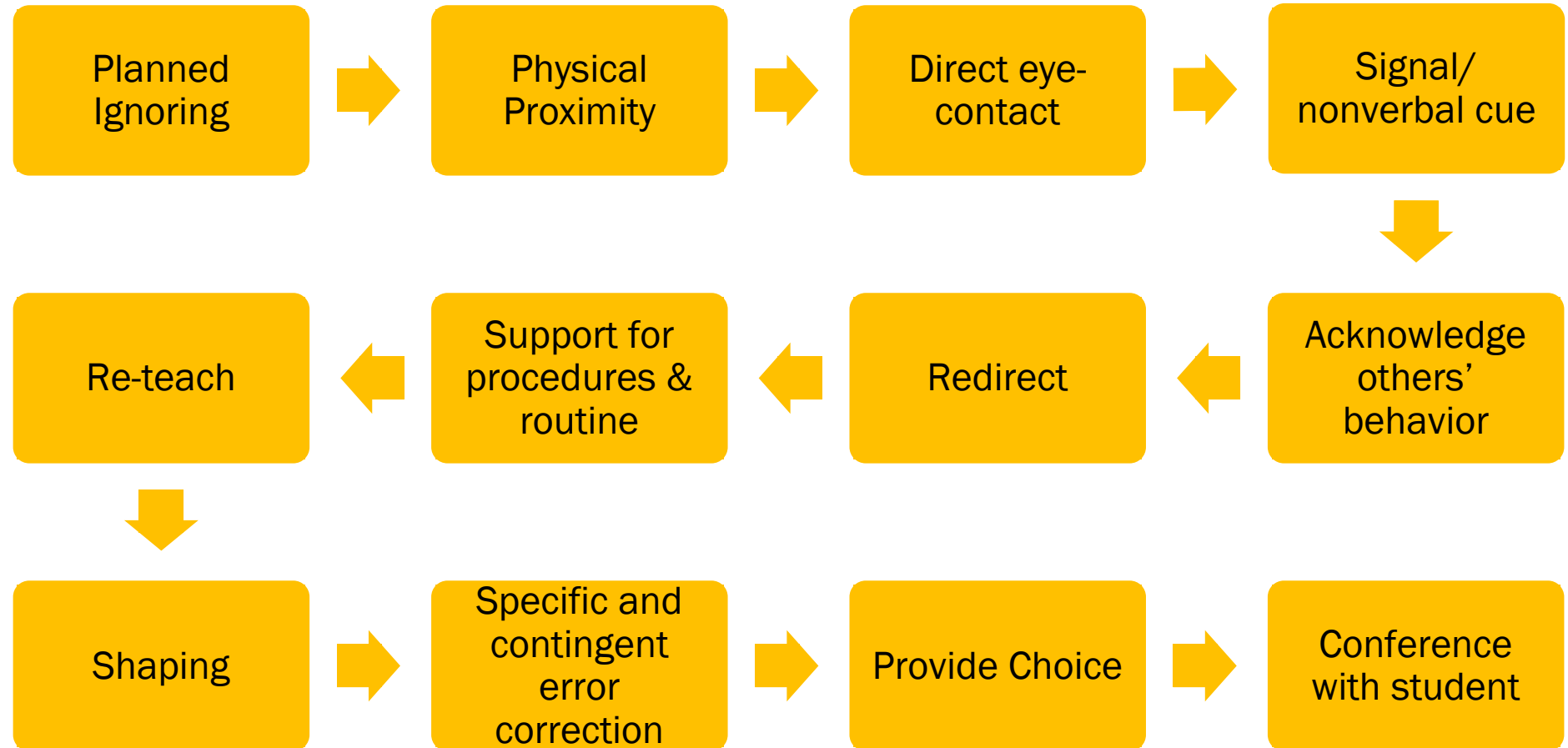


# Consistent Response to Inappropriate Behavior

The consistency of the response is more important than the severity. (Teodorescu et al., 2021)

- Intervene with the least amount of disruption to the learning environment
- Avoid unintentionally escalating the behavior

# Continuum of Response



This list includes a variety of strategies that can be implemented in addition to PBIS Tier I, schoolwide PBIS practices, at the first occurrence of problem behavior.



<https://tinyurl.com/BIS-SESTA>

- Encourage participation in school sports and other extracurricular activities.
- Establish non-verbal signals between teacher and student.
- Establish regular teacher-parent communication (e.g., email, log, home or school contract, weekly progress report, face-to-face meetings).
- Give opportunities for leadership responsibilities.
- Give opportunities to complete important jobs.
- Give opportunities to show off good work.
- Have a peer model appropriate behavior.
- Help parent/caregiver set up a home reward/management system.
- Ignore low-level problem behavior when possible.
- Immediately recognize positive behaviors.
- Implement reinforcers in the classroom and home.
- Incorporate frequent opportunities for movement.
- Introduce school support staff (e.g., counselor, nurse, psychologist).
- Invite parent/caregiver to visit or spend time in the classroom.
- Match learning tasks with learning style strengths.
- Model positive thinking and attribution statements.
- Model, teach, and reinforce coping strategies.
- Move seat to the optimal learning location.
- Offer choices of ways to perform work.
- Organize playground activities and passing periods to reduce fighting or inappropriate behavior.
- Pair with older or younger students for structured activity, with emphasis on social skills.
- Post, model, and practice expected behavior.
- Post visual supports to clarify student expectations and prepare for transitions.
- Praise others for appropriate behavior.
- Provide assignments that match instructional level.
- Provide frequent breaks for relaxation or small talk.
- Teach and pre-correct the student to use words, not aggression.
- Role-play social situations.
- Schedule lunch time with the principal.
- Showcase student strengths in group learning situations.
- Survey or interview to determine interests, and then use those to increase motivation and participation.
- Teach effective learning behavior (e.g., eyes on teacher, working to completion, asking for help, on-task behaviors).
- Teach how to identify feelings.
- Teach how to set short-term daily goals.
- Teach relaxation techniques.
- Teach self-monitoring and self-management skills.
- Teach the link between effort and outcome.
- Use "wait time" after giving a request to avoid a power struggle.
- Use creative formats to engage students in learning.
- Use high-interest activities.
- Use music to help class focus during independent work activities.
- Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, behavior specialist, student advisor, interventionist).
- Work cooperatively to create group expectations.

# General Function-based Strategies

This list includes a variety of general, function-based strategies that can be implemented in addition to universal strategies to reduce problem behavior. These strategies can be used along with Tier 2, targeted interventions, prior to conducting a Functional Behavior Assessment (FBA).

## Sensory

### Environment

- Allow students to adjust seating positions as needed (e.g., sitting vs. standing).
- Be mindful of sensory stimuli in the environment that may be overwhelming for some students (e.g., strong smells, lights, loud noises, too much posted on the walls, too many students in a group).
- Allow the student to move their seat away from an overwhelming or aversive stimulus.
- Allow the student to move their seat toward a preferred stimulus if it does not interfere with learning.
- Reduce distractions.

### Predictability

- Provide sensory support in a regular routine to maintain availability for learning throughout the day.
- Post the schedule for the day/period on the board.
- Provide an individual schedule or planner to track the schedule and/or assignments throughout the day.
- Provide a self-monitoring checklist.
- Change the student's class schedule, if needed.

### Motivation

- Provide reinforcement for tolerating non-preferred sensory stimuli.
- Provide opportunities to earn access to preferred sensory stimuli (e.g., music, swing, object).
- Alternate assignments between easy and more difficult to provide a balance.
- Provide different modes of completing work (e.g., oral, written, pictures, graphs).
- Provide more interesting, simple work.
- Include student interest in assignments.

- Provide a list of work that must be completed in the hour/period/day and let student choose the order and the reward for work completion.
- Use high interest lessons at the student's ability level.

### Appropriate Instruction

- Use multi-sensory instructional strategies.
- Adapt the length of the lesson.

### Proactively Meet Students' Needs

- Provide and allow students to access sensory support as needed and appropriate, during instruction or assignments to support learning (e.g., chair cushion, stretchy band around chair legs, wiggle seat, weighted lap pad, slant board, fidgets, noise canceling headphones).
- Provide an appropriate way for students to escape an overwhelming situation when needed (e.g., a quiet break space off to the side of the classroom), and then return to the task at hand.
- Provide opportunities for movement in between tasks.
- Provide large motor activities (e.g., walk on the playground before class, hang on the monkey bars, wall push-up, desk aerobics).
- Start the day with some floor calisthenics for students to get some deep pressure in their joints.
- Allow the student to run an errand involving heavy work (e.g., take a box of books to the library).
- Provide healthy snacks, if hungry.
- Provide a selection of neutral activities for students to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretching in the back of the classroom)

## Escape

### Environment

- Allow the student to move their seat away from a non-preferred peer.
- Allow students to select groups to work in.
- Allow the student to work alone, if appropriate.
- Allow the student to work in another teacher's room, library, etc.
- Change the student's proximity to others as needed or appropriate (e.g., move to the front or back of the classroom).
- Reduce the number of students in a group during group work.
- Pair the student with a strong peer for support.

### Predictability

- Post the schedule for the day/period on the board.
- Provide an individual schedule or planner to track the schedule and/or assignments throughout the day.
- Provide a self-monitoring checklist.
- Change the student's class schedule, if needed.
- Schedule regular access to breaks throughout the day.

### Motivation

- Provide natural access to escape a difficult or non-preferred situation (e.g., calming space at the back of the classroom, homework pass).
- Establish contingencies with access to a preferred item or activity for completing non-preferred assignments and/or engaging in behavior consistent with schoolwide and classroom expectations.
- Provide feedback for effort.
- Create opportunities to get to know the student and build rapport.
- Develop work completion contract with access to reward/preferred activities for following the contract.
- Provide rewards for completing all assignments.
- Reinforce other students who are on task.

slowly introduce novel or less-preferred tasks).

### Appropriate Instruction

- Adapt the length of the lesson.
- Provide choice of activities or sequence of completion within the subject.
- Break assignments into smaller parts.
- Provide more challenging work.
- Ask the student what they think would be helpful to make work easier/more interesting.
- Change the level of task or number of demands.
- Simplify the task, reduce the difficulty, or shorten the length.
- Check student's work frequently for understanding.
- Draw a connection between the work and the student's life (e.g., college requirements, job responsibilities).
- Use high-interest lessons at the student's ability level.
- Allow the student to type or record their responses.
- Provide multiple choice assignments/assessments.

### Proactively Meet Students' Needs

- Maintain a safe classroom where it is okay to make mistakes.
- Encourage the student to write down their feelings.
- Provide pre-correction prior to potentially difficult situations by letting them know what is coming and review strategies that students can use in the moment.
- Provide an appropriate way for students to escape when needed (e.g., a quiet break space off to the side of the classroom) and then return to the task at hand.
- Provide a safe way for students to let the teacher know if they feel uncomfortable or need assistance with an assignment.
- Teach breathing/relaxation techniques to reduce tension.
- When a student requests escape,



## Attention

### **Environment**

- Set up the classroom so that all parts of the classroom are visible and easily supervised.
- Walk around the room while students complete assignments to reinforce those who are on task, to provide help as needed, and to redirect any problem behavior.

### **Predictability**

- Establish communication procedures with parents/caregivers.
- Establish a routine for greeting students at the start of each day/period as a means for quick check-in and rapport building.
- Establish routines and procedures for working in pairs and/or small groups.
- Establish routines and procedures for how to access teacher help and/or attention.

### **Motivation**

- Provide each student with opportunities for recognition and leadership.
- Call parents/caregivers on good days to share student successes.
- Provide opportunities for students to socialize after completing assignments.
- Include the principal, counselor, or preferred adult in sharing the student's successes.

### **Appropriate Instruction**

- Ensure that work is presented at the appropriate level for the student.
- Provide the necessary support for the student to successfully access and engage in academic instruction.
- Provide opportunities for students to work in pairs or small groups.
- Provide opportunities for students to be involved in the lesson (e.g., hold or pass out materials, lead a lesson or discussion).

### **Proactively Meet Students' Needs**

- Provide non-contingent individualized attention.
- Give time for students to socialize prior to beginning instruction.
- Encourage students to respond to other students' appropriate attempts for attention (e.g., greetings, telling jokes, initiating a conversation, sharing personal information such as what they did over the weekend or something cool going on in their life).
- Provide opportunities for each student to share their talents or interests with the class.
- Allows students who finish work early to help other students.
- Assign class jobs on a rotational basis.
- Allow students to request counseling time.
- Ensure a 4:1 ratio of positive to corrective interactions.

## Tangible/Access

### **Environment**

- Keep highly preferred items put away or out of reach.
- Provide a space in the classroom where students can finish breakfast/snack/lunch, if needed.

### **Predictability**

- Use a timer to structure access to preferred items.
- Post a daily schedule for the day/period that includes breaks/recesses and lunch.

### **Motivation**

- Acknowledge appropriate requests for items and provide access, if appropriate.
- Allow students to access desired items/activities after assignments are completed.
- Provide access to a variety of novel items in the same category of other preferred items or activities (e.g., fidgets, snacks, pencils, stickers) to choose from.

### **Appropriate Instruction**

- Teach, model and practice how and when to appropriately request access to desired items/activities.
- Teach, model, and practice how to take turns and wait to access desired items/activities.
- Teach, model, and practice toleration of "no" or "not right now" in response to requests to access desired items/activities.

### **Proactively Meet Students' Needs**

- Provide opportunities for students to access preferred items, activities, etc. throughout the day.
- Provide an opportunity for students to have a snack.

# Reflect & Develop a Plan

## Creating an Effective Classroom Environment

Educator Name:

Date Updated:

### The Classroom Practices Self-Reflection and Observation Tool

Effective classroom management practices can be the key to success for both students and teachers. These foundational classroom practices are supported by research to improve student engagement and behavior at school. Use this tool to complete a quick review of essential practices for effective classroom PBIS implementation.

- 1- Never
- 2- Rarely
- 3- Sometimes
- 4- Frequently
- 5- Always

### 1. ORGANIZE THE PHYSICAL ENVIRONMENT

Item	Rating
Designate student seating to support active supervision, clear routines, and engaged student learning	1 2 3 4 5
Organize student and teacher materials for easy access	1 2 3 4 5
Support instructional efforts with posted materials, whiteboard, smartboard, etc.	1 2 3 4 5

### 2. CREATE A POSITIVE ATMOSPHERE

Item	Rating
Nurture positive relationships built with students through demonstration of positive rapport and frequent positive interactions	1 2 3 4 5
Maintain a ratio of 4:1 positive to corrective interactions	1 2 3 4 5
Establish a supportive environment that encourages student interaction and open sharing of ideas, questions, or needs.	1 2 3 4 5

### 3. ESTABLISH EXPECTATIONS AND ROUTINES

Item	Rating
Post, teach, and practice classroom behavioral expectations that align to schoolwide values	1 2 3 4 5
Demonstrate a variety of classroom routines that have been taught, practiced, and supported with visuals.	1 2 3 4 5
Provide pre-correction to determine how behavior should look, feel, and sound before starting tasks/transitions	1 2 3 4 5

### 4. ENGAGE STUDENTS IN LEARNING

Item	Rating
Provide a variety of opportunities for all students to respond (i.e.- verbal, written, and action opportunities.)	1 2 3 4 5
Use of volume, tone, enthusiasm, stories, etc.	1 2 3 4 5
Pacing of activities/ lessons allows for active engagement and understanding of content	1 2 3 4 5

### 5. RESPOND EFFECTIVELY TO BEHAVIOR

Item	Rating
Use of active supervision to provide timely acknowledgement and/or correction quickly across students	1 2 3 4 5
Use of schoolwide reward system to provide individual and group acknowledgement for demonstration of expected behaviors	1 2 3 4 5
Correction limits attention to unwanted behavior and is focused on teaching expectations, redirecting, or returning to the task at hand	1 2 3 4 5

## Classroom PBIS Plan Template

### Classroom Expectations Matrix

Schoolwide Values	Routine 1	Routine 2	Routine 3	Routine 4	Routine 5
Teacher's Responsibilities					

#### Classroom Matrix:

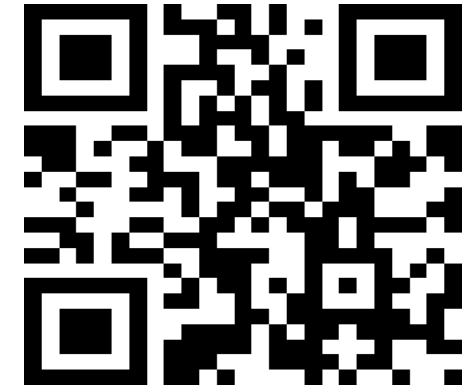
Apply the schoolwide values to the routines within your own classroom using the matrix above. List the schoolwide values down the side and the common classroom routines (arrival, independent work, group work, whole-group instruction, transitions, etc.) across the top. In each box list the behaviors that describe the routine and exemplify each value. Make sure they are positively framed and active.

### Classroom Routines and Procedures

Schoolwide Routines	My Classroom Routines

#### Routines and Procedures instructions:

- Define a list of the routines and procedures that are used schoolwide and that you will use within your classroom such as attention getting signal, hall passes, team lines, entering and exiting the classroom, accessing technology, cell phones, etc.
- Make sure that these procedures are taught, that students practice them, and that feedback is provided.



[tinyurl.com/ITBSplan](https://tinyurl.com/ITBSplan)



# Learning Objectives

Participants will explore the following practices to prevent challenging behavior in the classroom:

- Organize the Physical Environment
- Create a Positive Atmosphere
- Establish Expectations and Routines
- Engage Students in Learning
- Respond Effectively to Behavior

# Session Resources

- [Idaho Training Clearinghouse \(ITC\) – PBIS Resources](#)
  - [PBIS in the Classroom Module](#)
  - [PBIS Classroom Plan Template](#)
  - [PBIS Classroom Plan Example](#)
- ITC – Classroom Management Behavior Series
  - [Part 1 – The Foundational 4](#)
  - [Part 2 – Thinking Functionally](#)
  - [Part 3 – Challenging Behavior](#)
  - [Part 4 – Building Supportive Classrooms](#)
- [PBIS.org - Evidence-based Classroom Management: Moving from Research to Practice](#)
- [PBIS.org - Effective Instruction as a Protective Factor](#)