Supporting Students with Challenging Behaviour through the Behaviour Support Plan

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Key Points

- **Shifting our Mindset**
- **Reviewing the Behaviour Support Plan**
- **Strategies for Behaviour Response:** NVCI
- **Strategies for Environmental Supports**: Building Relationships
- **Strategies for Skill Building:** Co-Regulation
- **Strategies for Shaping Behaviours:** Prompting and Reinforcement

We get 1,110 Hours to Make a Lasting Impact!

THE WAY WE TALK TO OUR CHILDREN 💛 BECOMES THEIR INNER VOICE.

Peggy O'Mara

Connection Mindset Shifts Activity
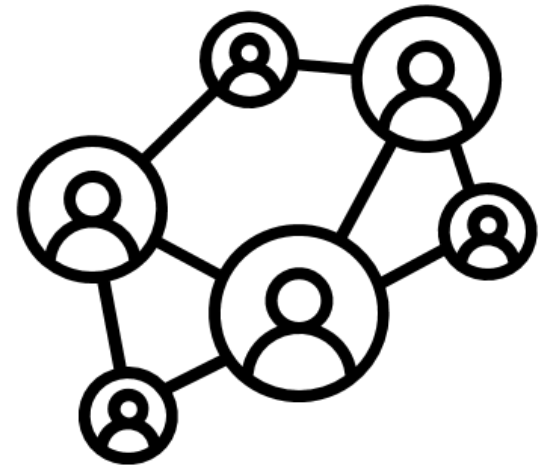
Connection Mindset Shifts

| Shift From….	Shift To….
Children can and should be controlled by the adult. The adult is the rule-enforcer and compliance is key.	We can't force people, even children, to do things. The adult is the **needs-noticer** and making **connections** and **modeling desired behaviours** is key: "we're more likely to take direction from, listen to, and learn from someone who sees us." – Dr. Jody Carrington and Laurie McIntosh
Dysregulation in the classroom means that the adult isn't managing the class appropriately. A quiet classroom is optimal for learning.	Dysregulation in the classroom means that the students are **learning to regulate** from the adult. In fact, "chaos is necessary to learn the calm. You must first be dysregulated in order to learn how to regulate" – Jody Carrington and Laurie McIntosh. A quiet classroom does not always equate to being the better learning environment.
Our job is to fix students and their behaviours.	Our job is to **repair, listen, and be present (proximity)** as "we **cannot fix** trauma… we're not in the business of fixing kids." - Dr. Jody Carrington and Laurie McIntosh "Fixing is often so different from repairing" – Dr. Jody Carrington and Laurie McIntosh Note: the desire to fix – similar to the desire for compliance – is our own lid flip or flight, flight, freeze response.

Safety is directly related to control.	"Safety is directly related to **consistency, predictability, and perceived control** over any given situation." – Dr. Jody Carrington and Laurie McIntosh
	Stressful situations, for children and adults alike, include:
	    Novelty
	    Unpredictability
	    Threat to ego/competence questioned
	    Sense of control lost
	Note: "fun days" aren't always fun for all.
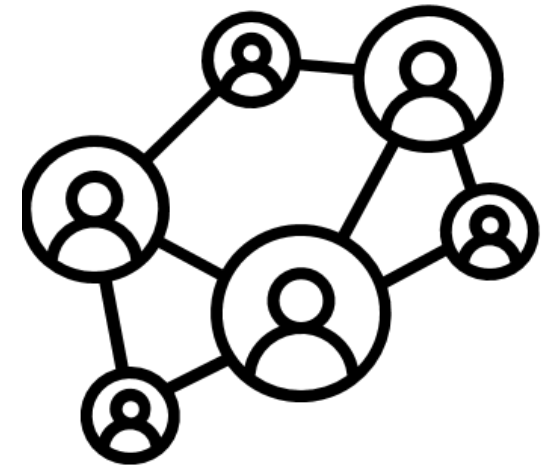
Connection Mindset Shifts Activity

Guiding Questions:

1. Why was the mindset shift you selected significant to you?

2. How can we shift to the ideal mindset?

3. How can we support our colleagues to shift their perspectives?
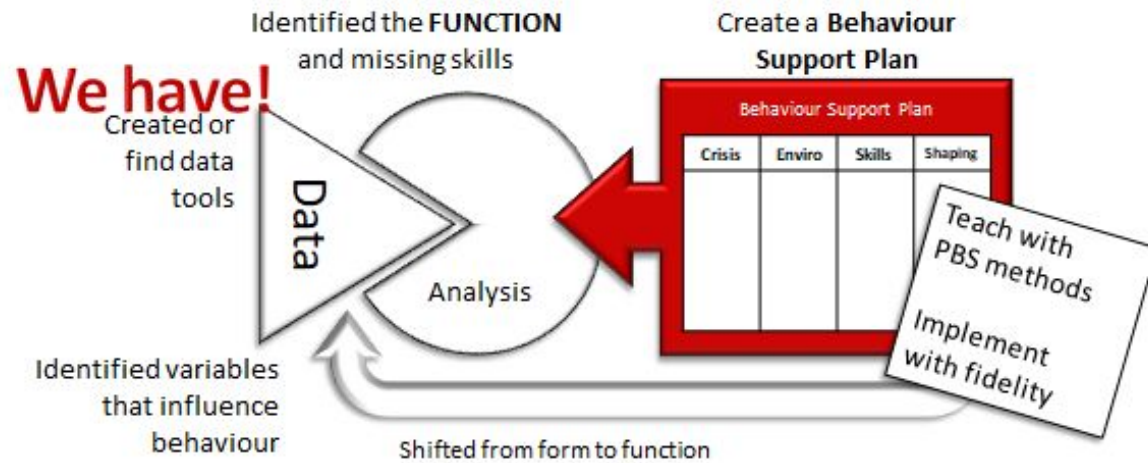
The ongoing **PROCESS** of designing **DATA** driven **INTERVENTIONS** with the hopes of **IMPROVING** skills and **REDUCING** challenging behaviour.

BEHAVIOR is COMMUNICATION

The Pop Can Analogy
Setting Events

- Think of the student as a pop can.
  - 7:00 am- wake up after only getting three hours of sleep *shake
  - 7:30 am- mom and dad get in a fight *shake
  - 8:30 am- a student runs into me in the hallway *shake
  - 9:00 am- I don't understand my math assignment *shake
  - 9:30 am- teacher asks me to get out a notebook, I can't find it (trigger) *I meltdown (behaviour)

  The student's reaction does not seem to match the trigger- a simple request to take out a notebook; however, the pop can was ready to explode.

The BLC Shift in Thinking

From **form** interventions   to **function** interventions

From adapting   to teaching missing **skills**
around behaviour

From data that   to **informed**
does nothing   S H I F T   intervention

From punitive or reactive   to **Positive Behaviour Support**

PARADIGM

Plan Development: Behaviour Support Plan

Behaviour Response	Environmental Adaptations	Skill Building	Shaping
Safe, ethical and consistent levelled response plan.	Improving the student's access to natural rewards.	Equipping the student with better ways to meet their needs.	A non-aversive method for delivering feedback to gradually mold behaviour into a more desired response.

| ADAPTING around the problem. | | EQUIPPING with better skills. | |

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Behaviour Support Plan

Behaviour Support Plan (BSP)

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Student Name:		Grade:
Date Created:	School:	
Created by: (team members)		
Operational Definition:		
Hypothesis:		

Use the Revised/Updated areas when significant changes to the plan have occurred

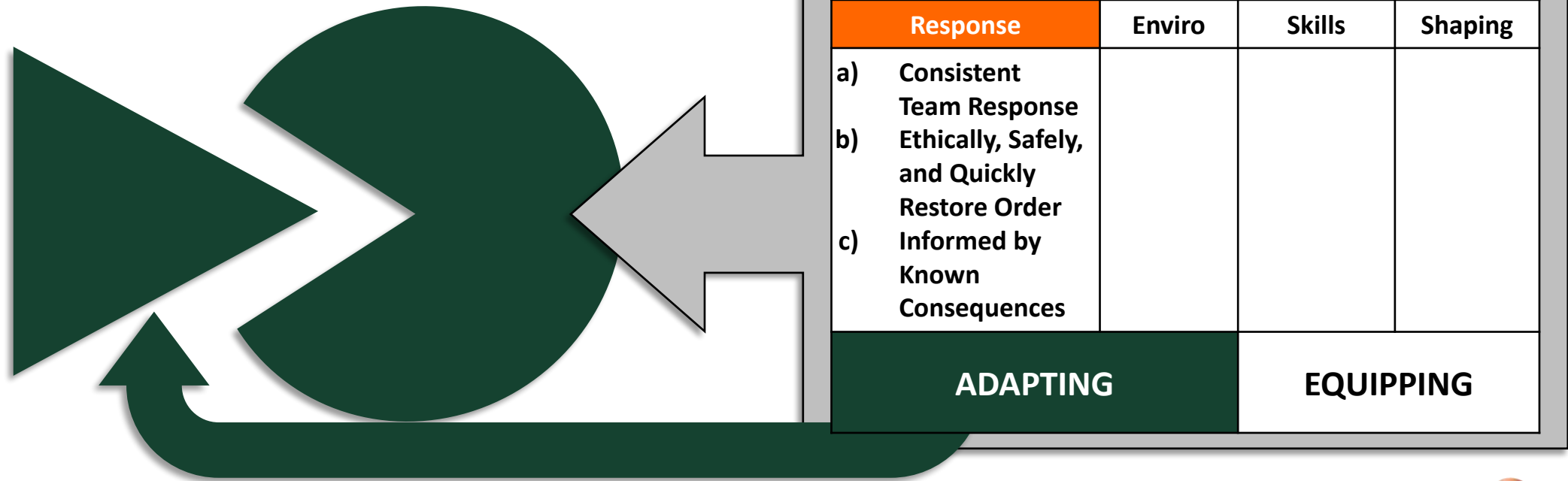|		
Date Revised/Update:	School:	Grade:
Revised/Update by: (team members)		
Operational Definition:		
Hypothesis:		
Date Revised/Update:	School:	Grade:
Revised/Update by: (team members)		
Operational Definition:		
Hypothesis:		
Date Revised/Update:	School:	Grade:
Revised/Update by: (team members)		
Operational Definition:		
Hypothesis:		

Reactive (25% of Positive Behaviour Support is reactive)	Prevention (75% of Positive Behaviour Support is prevention)		
	Adaptive - Elements of the BSP	Equipping - Elements of the BSP	
Behaviour Response	Environment	Skills	Shaping
Levelled Response Plan (based on severity scale)	Physical - furniture, placement, lighting, ergonomics, flow of traffic, access Programmatic - schedule, materials, resources, instructions (Purposeful Planning) Interpersonal - attitude, beliefs, approach, tone, proximity, demeanor	Replacement skill(s) - a skill that is the functional equivalent to the target behaviour Related skill(s) - a skill that would make the behaviour less severe or less likely Coping and Tolerance skills - a skill that would enable a more appropriate response to unpreventable aversive events Functional skills - abilities that enable a person to function at their highest level of independence.	Reinforcement systems - feedback, incentives Chaining - a procedure for teaching any skill that occurs in steps Conditioning - reprogramming a new response to a known aversive Prompt Fading - the systematic reduction of a prompt until it is eliminated or becomes a natural part of the task

Plan Development: Behaviour Response

Response	Enviro	Skills	Shaping
a) **Consistent Team Response** b) **Ethically, Safely, and Quickly Restore Order** c) **Informed by Known Consequences**			
ADAPTING		EQUIPPING	

Behaviour Response

How the team responds consistently, ethically, safely, and quickly. Each team member has a role, including caregivers and agency partners.

- The behaviour response should be informed by the known consequences that make the behaviour worse or better such as: best practices based on student's diagnosis, VTRA protocol, PSSD procedures, and Circle of Courage ethics.

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Behaviour Response Example

Definition	Topography	Severity Scale	Staff Response
	Hitting (slapping/grabbing) Spitting Throwing objects towards person	**Level 1** – Hands-on that can be anticipated, warded off, and leaves no marks on the body. May be slightly painful if contact is made but no marks left.	**Level 1** – Back up. Say "___ (e.g. spitting) is not okay. You need a break". Take student for a walk around each floor of the school and return to class.
Hands-On: Any uninvited or unwanted physical contact with another person.	Kicking Head Butting	**Level 2** – Hands-on that can sometimes be anticipated and warded off but may leave a mark. May be moderately painful and any marks fade quickly.	**Level 2** – Back up. Say "___ (e.g. kicking) is not okay. I see you are upset. Let's go to quiet sensory." Set timer for 10 minutes and return to class.
	Pinching Touching Inappropriately Biting	**Level 3** – Hands-on that is difficult to anticipate or cannot be anticipated, happens quickly, and leaves mild to severe marks and bruises. Painful and sometimes long-lasting effects.	**Level 3** – Pinching and biting: If student does not release, use NVCI release strategies. Follow Level 2 script. Switch staff if needed. Monitor student for signs of de-escalation. Return to class when it is safe to do so.

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NVCI

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

CRISIS PREVENTION INSTITUTE®
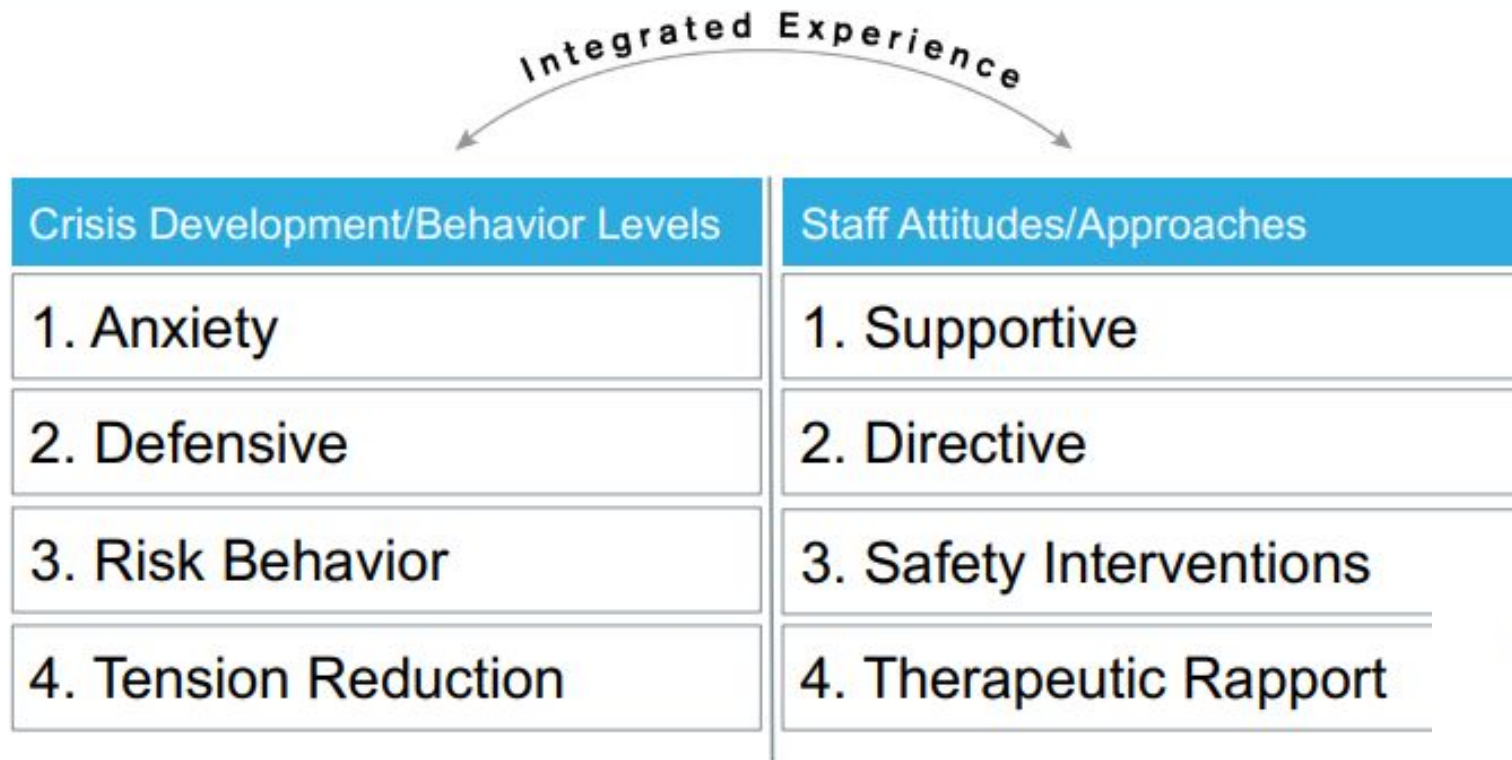
Plan Development: Environmental Adaptations

Response	Enviro	Skills	Shaping
	a) Physical b) Programmatic c) Interpersonal		
	ADAPTING	**EQUIPPING**	
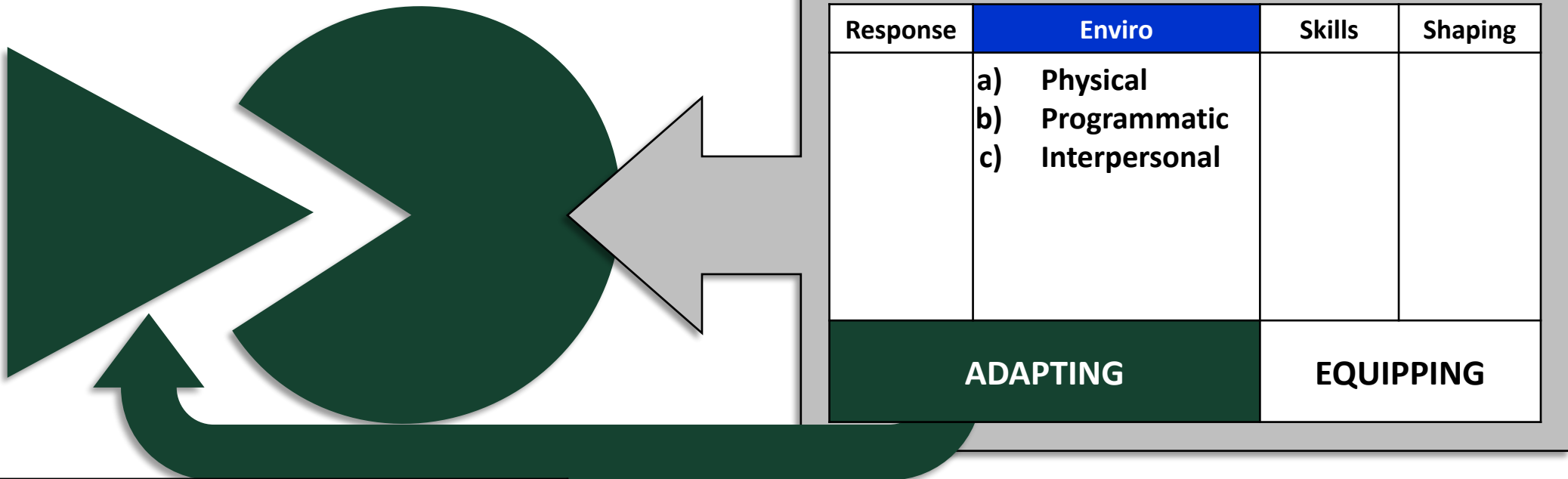
Environmental Adaptations

Physical – furniture, placement, lighting, ergonomics, access to items, etc.
Programmatic – schedule, materials, resources, instruction, etc.
Interpersonal – attitudes, beliefs, approach, tone, proximity, demeanor, etc.

- The environmental design of a student's BSP becomes the context for teaching better habits and is non-contingent on behaviour.
- Environmental adaptations are helpful for those students with ADHD, FASD, and ODD diagnoses but don't stop there!

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Using Relationships and Connection to Support the Interpersonal Environment

THE MORE HEALTHY RELATIONSHIPS A CHILD HAS, THE MORE LIKELY HE WILL BE TO RECOVER FROM TRAUMA AND THRIVE. RELATIONSHIPS ARE THE AGENTS OF CHANGE AND THE MOST POWERFUL THERAPY IS HUMAN LOVE.

- BRUCE D. PERRY -

*"It's all about **connection**."* - Jody Carrington

Your connection to the student is where your power lies.

- We rarely come out of the gate with, "I'm going to respect you, you tell me what to think, and then I'm going to decide how I feel about you."

- It always happens in reverse. "When you make me feel connected to you, I'll listen to you all day long."

(Carrington, 2019)

Relationships

"Someone's got to be crazy about that kid. That's number one. First, last and always." – Urie Bronfenbrenner

Consider:

- Do you know their favorite show?
- Do you know their middle name?
- Do you know what excites them?
- Do you know their favorite food?
- Do you know the adversity in their lives?

Every Kid Needs a Champion - Rita Pierson

The Importance of Connection

"Kids won't learn from people who they think don't like them."

"The kids who need it the most are often the hardest ones to give it to."

"It's only through relationships that we teach kids to regulate emotions. And if they don't have control over their emotions, they can't learn or connect."

"We can connect without solving a problem."

(Carrington, 2019)

Who needs a superhero when you have an educational assistant!

When things get hard think about YOUR WHY:

- Why are you in this career?
- What is your purpose on this planet?
- What will be your legacy?
- How do you want to be remembered?

How does this job fill your bucket?

Building Relationships with Kids

The Five Keys to (Re)Connection

1. Show genuine interest in things they care about. First.

2. Get their eyes and say their names.

"People are hard to hate close up." – Brene Brown

3. Get down on their level.

4. Feed them and they will come.

- You can't chew and swallow with a flipped lid.

- Listen for the "sigh."

5. Never leave them - proximity matters - especially when they tell you to go.

(Carrington, 2019)

Strategies for Connecting with Students

Greet them by name every day	Let them teach you about their interests and hobbies	Be true to your word	Embrace their individuality	Use a respectful tone of voice	Show them pictures from your life
Discuss hopes and dreams	Tell them you missed them after an absence	Be a little silly sometimes	Start fresh every day	Be flexible for individual needs	Teach skills they are lacking
Pick your battles for behavioural challenges	Apologize when you mess up	Celebrate their birthday	Give special responsibilities	Stay calm in times of stress	Just be there to listen
Don't take tough days personally	Respect when they don't feel like talking	Allow for (and accept) mistakes	Repair the relationship after a fallout	Remind them of their strengths	Listen more than you talk

COMMUNICATION SKILLS:
EMPATHETIC LISTENING
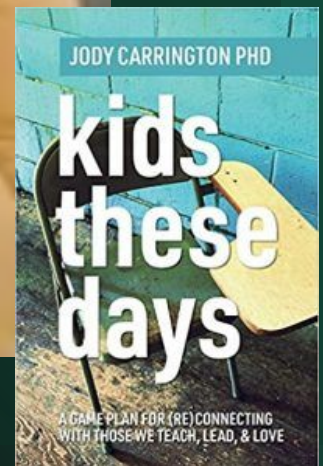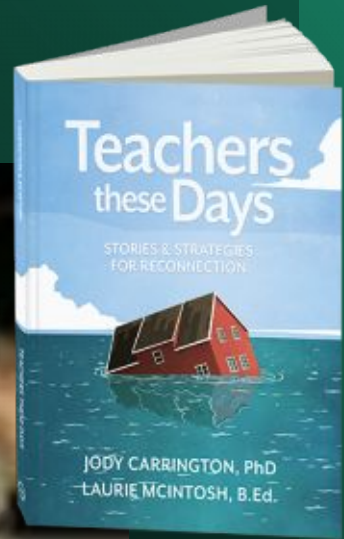
"From this day forward, every time you hear yourself say, that kid is "attention seeking or lying" try to replace that phrase with, that kid is "connection seeking," and see what happens."

~ Dr. Jody Carrington

How Do You Want to Be Remembered?

People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

-Maya Angelou

Plan Development: Skill Building

Response	Enviro	Skills	Shaping
		a) **Replacement Skills** b) **Related skills** c) **Functional Skills** d) **Coping + Tolerance Skills**	
	ADAPTING	**EQUIPPING**	
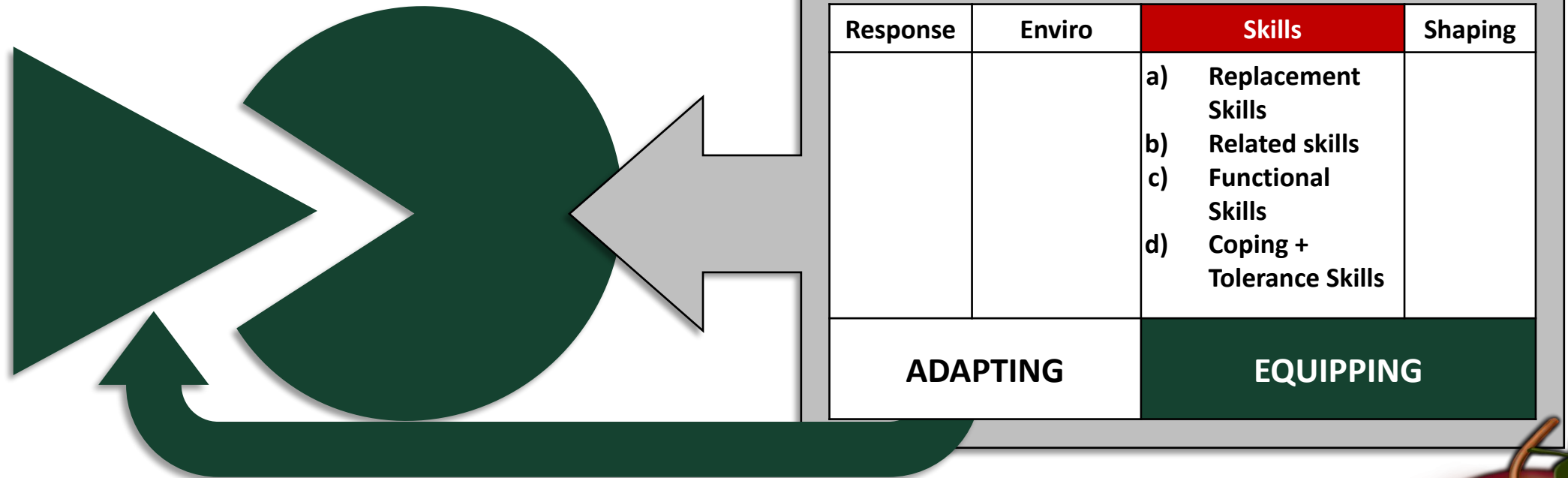
Skill Building

Based on what we know, these are the skills that prevent the student from meeting their needs in better ways. This area includes **replacement, related, functional, and coping + tolerance skills.**

- The purpose of teaching missing skills is to **EQUIP** the student to have their needs met in better ways.
- The missing skills identified make great Inclusive Intervention Plan (IIP) goals. The measurement of the goal may include the improvement in behaviour.

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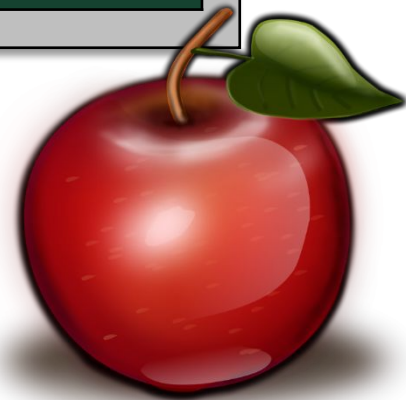
Getting Needs Met in More Appropriate Ways

🔍 *Skill Building*

Replacement – *What skill would eliminate the need for this behaviour?*
- e.g. ripping up assignment vs. break card

Related – *What skill would reduce the frequency or the severity?*
- e.g. teaching safe vs. unsafe

Coping and Tolerance – *What skill would aid in coping with aversives?*
- e.g. 5-Point Scale plan, breathing, Zones of Regulation

Functional – *What skill would reduce dependency and improve quality of life?*
- e.g. typing, voice-to-text, tying shoes

The Adaptive Plan:
Can't work near Amanda, Jose, Kyra, Penelope, Jacob, Logan or Hannah
Arrives at 9:17
Leaves at 4:45
Staggered breaks
Heavy supervision
Stand-up workbench
Fidgets, Ipad
Natural Oil diffuser
Weighted vest
Headphones, earplugs
Sensory Gym
Break Card and PECS
Paid daily not biweekly
No florescent lighting
Print on colored paper
Only uses purple crayon
Pour small amounts

b-but what about the skills I'm missing?
Oh! and **consequences!**
You won't!
I can't.

Karmen Krahn, 2014

Coping and Tolerance Skills: The 3 Rs

THE 3 R'S

Based on the work of Dr. Bruce Perry

Reason

3 **CORTICAL BRAIN**
Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Relate

2 **LIMBIC BRAIN**
Second: We must relate and connect with the child through an attuned and sensitive relationship.

Regulate

1 **BRAIN STEM**
First: We must help the child to regulate and calm their fight/flight/freeze responses.
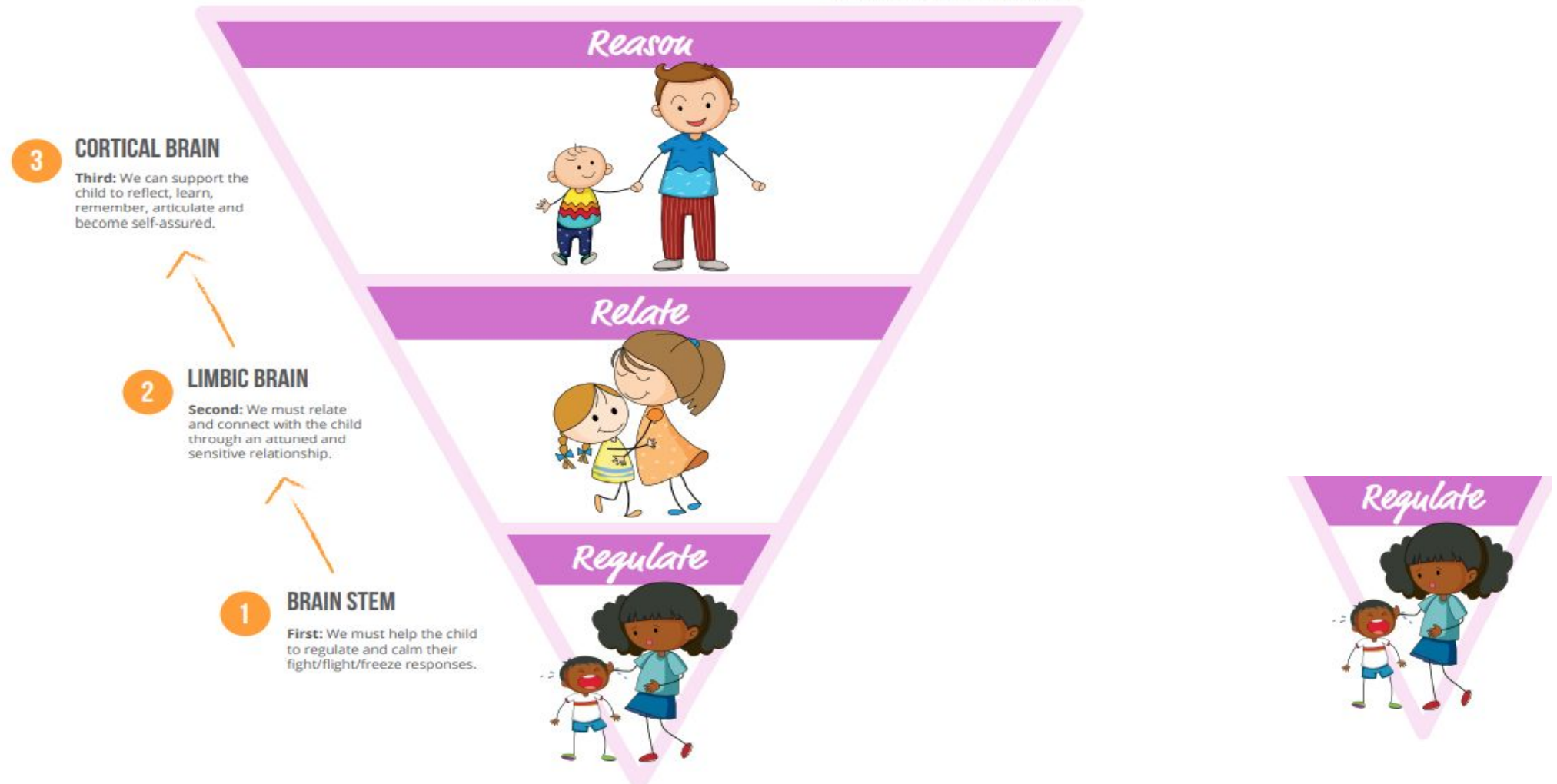
Regulate

Coping and Tolerance Skills: Co-Regulation

"when little people are overwhelmed by big emotions,

it's our job to share our calm, not join their chaos."
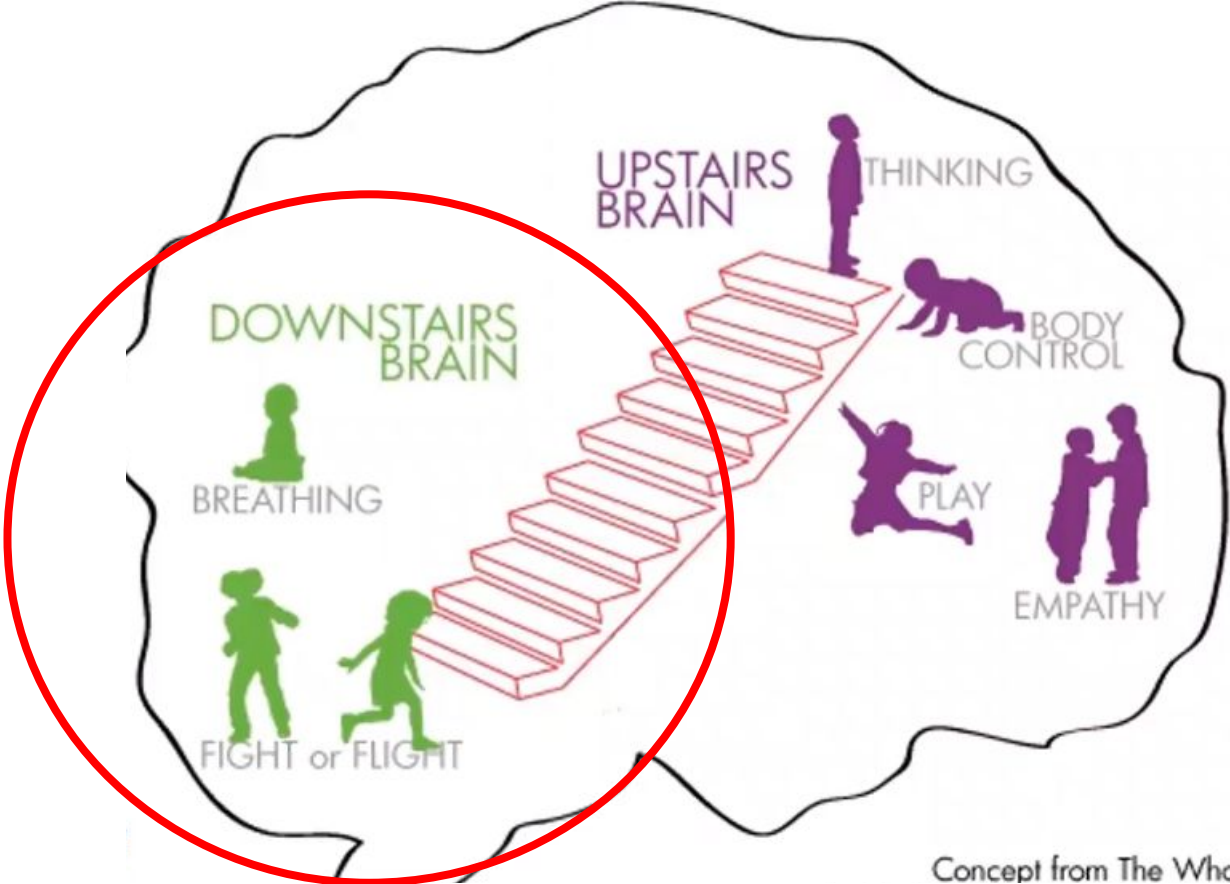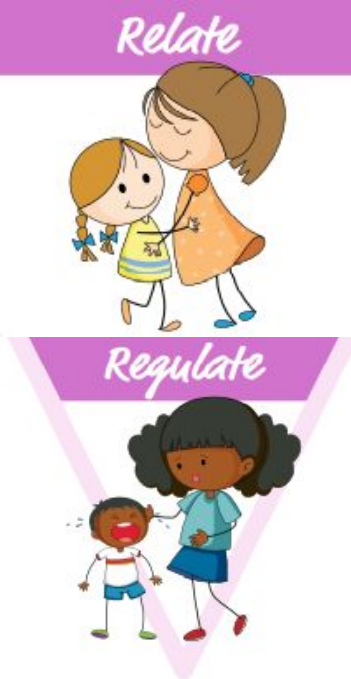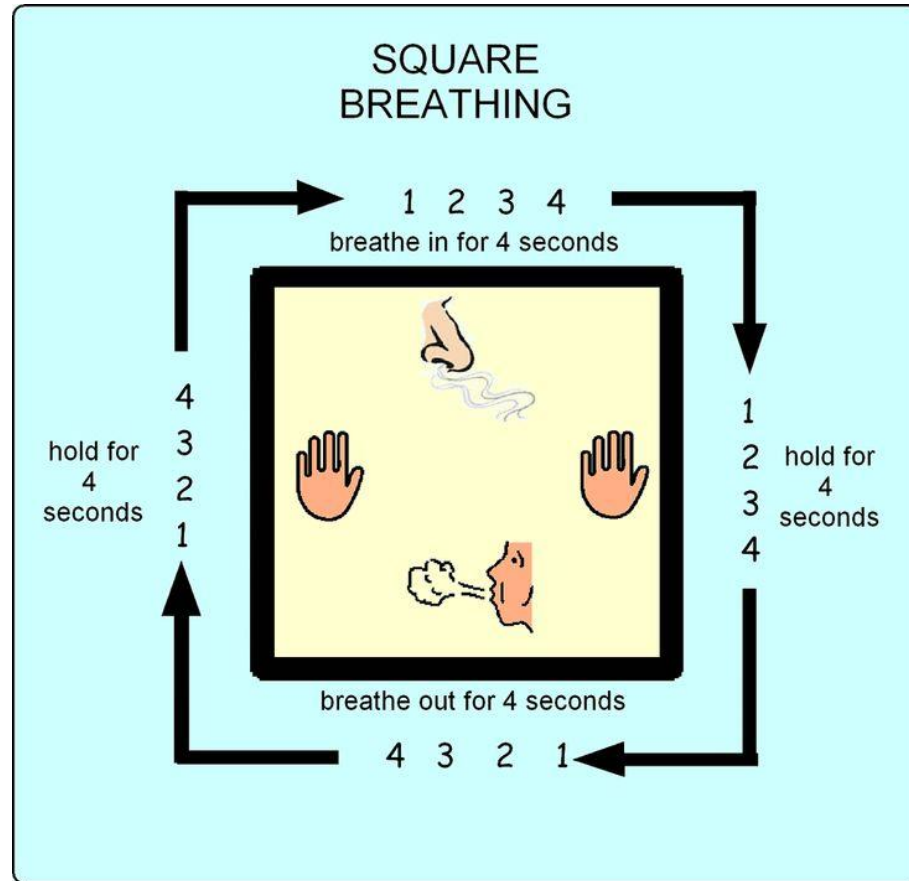
- L.R. Knost

What Part of the Brain are They In?

UPSTAIRS BRAIN

THINKING

BODY CONTROL

PLAY

EMPATHY

DOWNSTAIRS BRAIN

BREATHING

FIGHT or FLIGHT

Concept from The Whole-Brain Child

Relate

Regulate

Coping and Tolerance Skills: Breathing

SQUARE BREATHING

breathe in for 4 seconds
1 2 3 4

hold for 4 seconds
1 2 3 4

hold for 4 seconds
4 3 2 1

breathe out for 4 seconds
4 3 2 1

CALM DOWN WITH TAKE 5 BREATHING

Breathe in, slide up
Breathe out, slide down

How do you feel now?
Are you calm or would you like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.
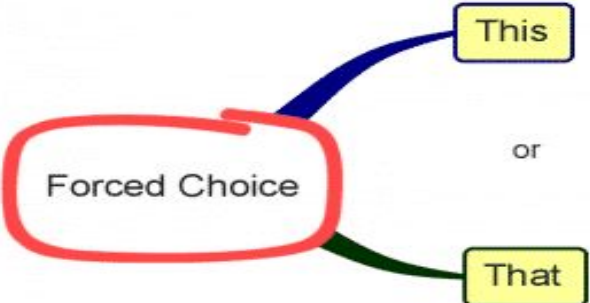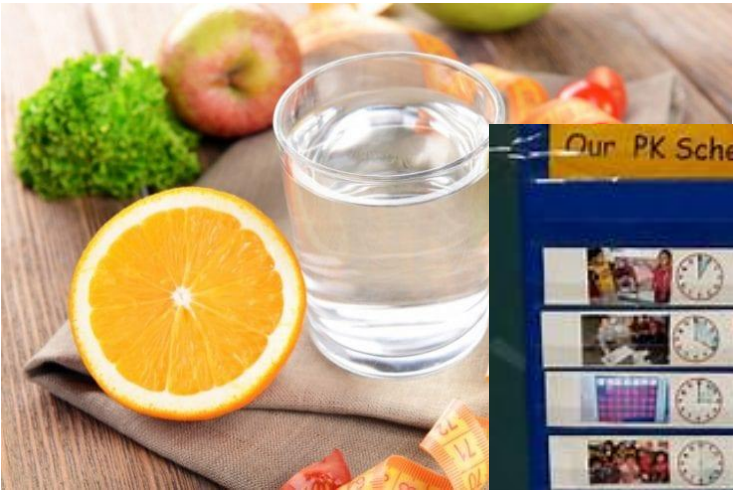   Keep going until you have finished tracing your hand.

"We don't have to do all of it alone. We were never meant to." - Brene Brown

Coping and Tolerance Skills: Breathing

Cocoa Breathing

Coping and Tolerance Skills: Additional Strategies

Plan Development: Behaviour Shaping

Response	Enviro	Skills	Shaping
			a) **Reinforcement** b) **Chaining/Task Analysis** c) **Conditioning** d) **Discrete Trial** e) **Prompt Fading**
ADAPTING		**EQUIPPING**	
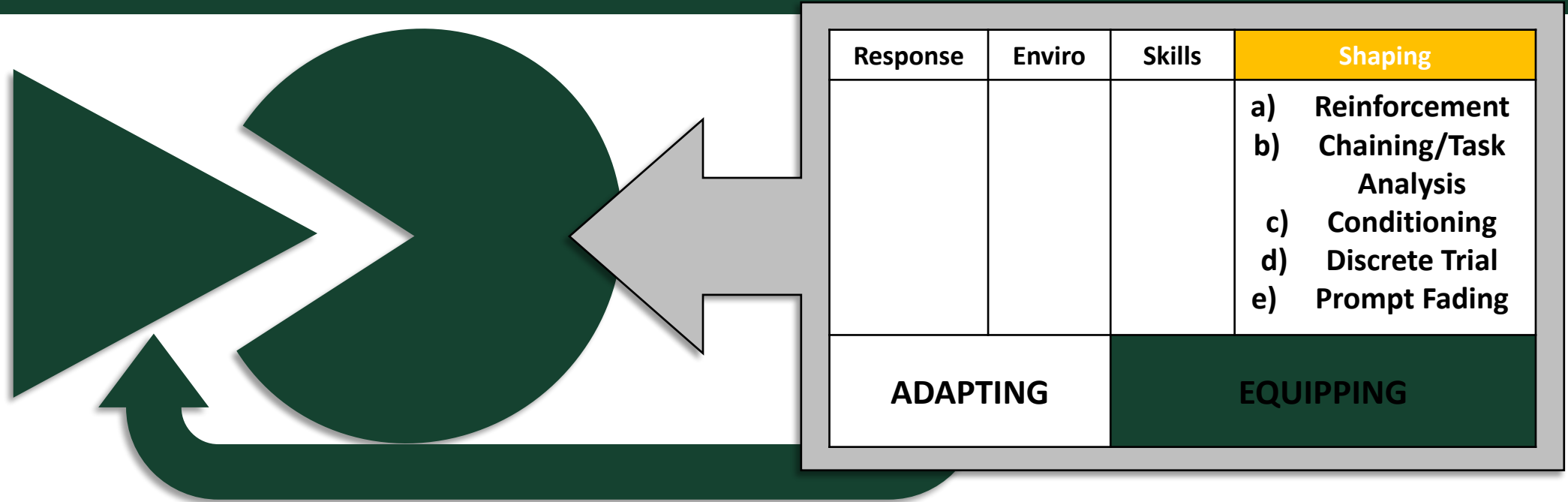
Shaping

Chaining/Task Analysis
Conditioning/Stimulus Control
Discrete Trial
Prompt Fading
Reinforcement

- The purpose of shaping is to gradually **coach appropriate behaviours.**
- Behaviour shaping is an **alternative to punishment and/or reactive responses.**

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Skill and Behaviour Shaping
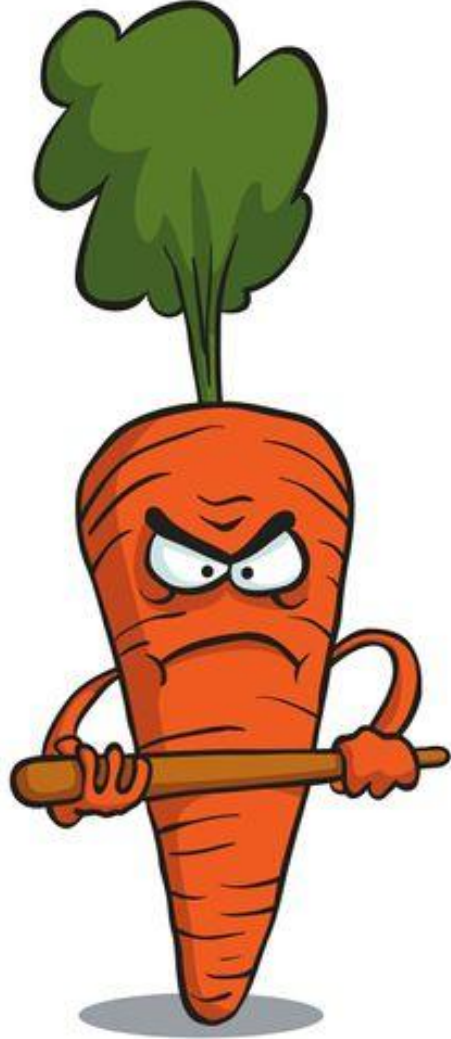
To those who oppose reinforcement…

- Punishment and reward share the same belief.

- Learning is feedback in response to an experiment.

- Feedback is non-negotiable in a classroom.

- Conditioned behaviours may need re-conditioning.

- Reinforcement is already being accessed through unwanted behaviour.

Is there another way? **Yes. Shaping.**

Common Errors in Reinforcement

Common Mistakes	Better Practices
"Deterrent Teaching"	Behaviour Shaping
Reinforce only desired behaviour.	Reinforce absence of behaviour.
Everything is earned/lost.	Freebies and fun!
Random decisions.	Data-driven decisions.

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Reinforcement Inventory

- When the activity is not intrinsically rewarding for the student, we need REINFORCEMENT!

- Important to know your student- what do they like?

- Examples: Disney princesses, verbal praise, iPad time, mints, going on an outing with a friend...

Reinforcement Inventories

Identify Your School Triggers

Name: _____ Date: _____

Directions: Read each item and answer honestly. Take your time as you complete this. Ask for he[lp] understand an item.

Rate each item from 1 – 5.

1 = Does not bother me at all
2 = Makes me feel a little uncomfortable
3 = Makes me feel stressed
4 = This upsets me
5 = I'm going to explode!

	1	2	3	4	5
A teacher gives me feedback / constructive criticism.					
Someone or something interrupts me while I am working.					
A teacher tells me to correct a mistake.					

Student Reinforcement Survey

Part 1 - Sentence Completion
Directions: Complete the following statements

1. My favorite adult at school is:
   The things I like to do with this adult are:

2. My best friend at school is:
   Some things I like to do with my best friend at school are:

3. Some other friends I have at school are:
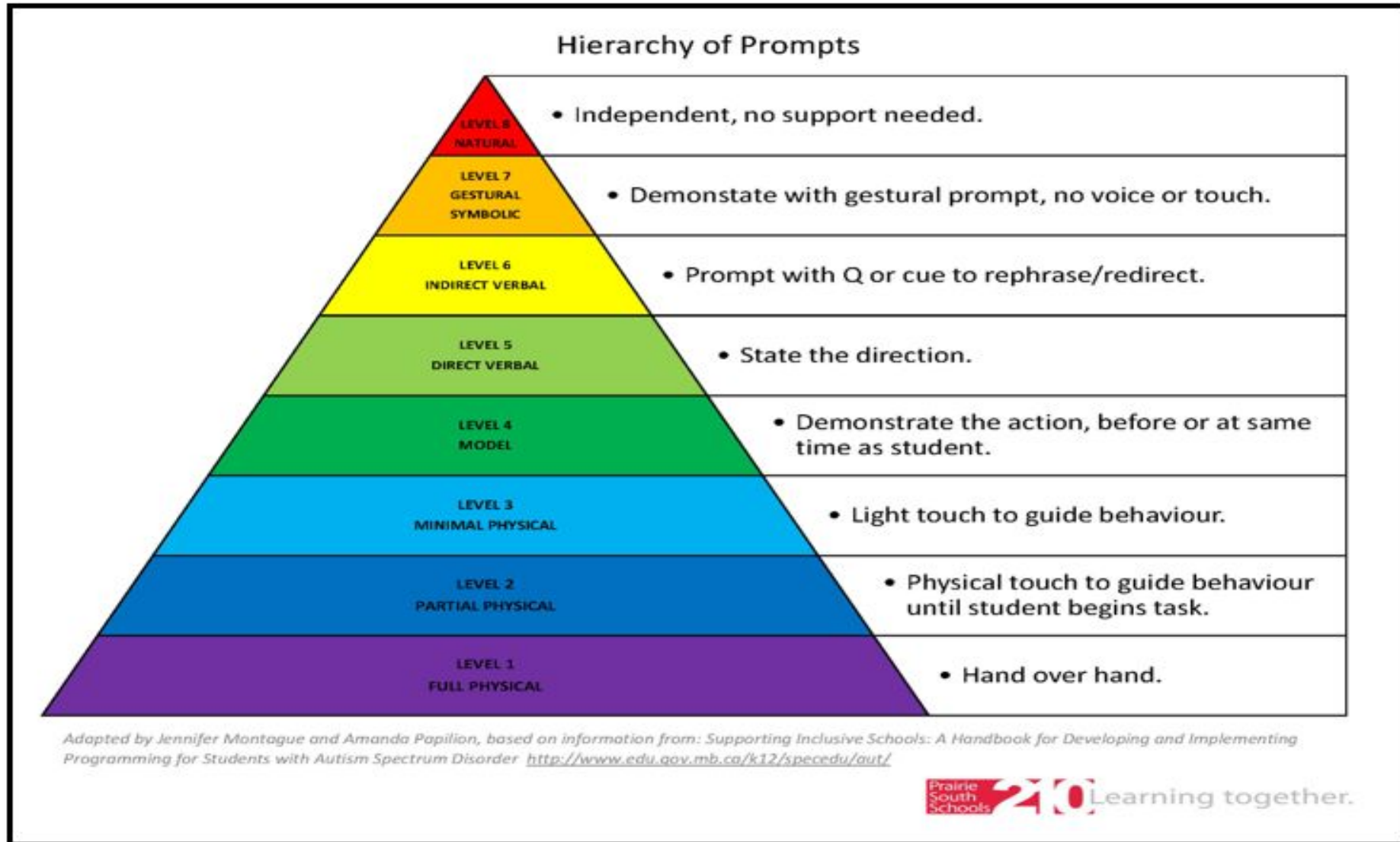   Some things I like to do with them are:

Reinforcement

Reinforcement is used to increase the likelihood of the student using the new skill or behaviour again.
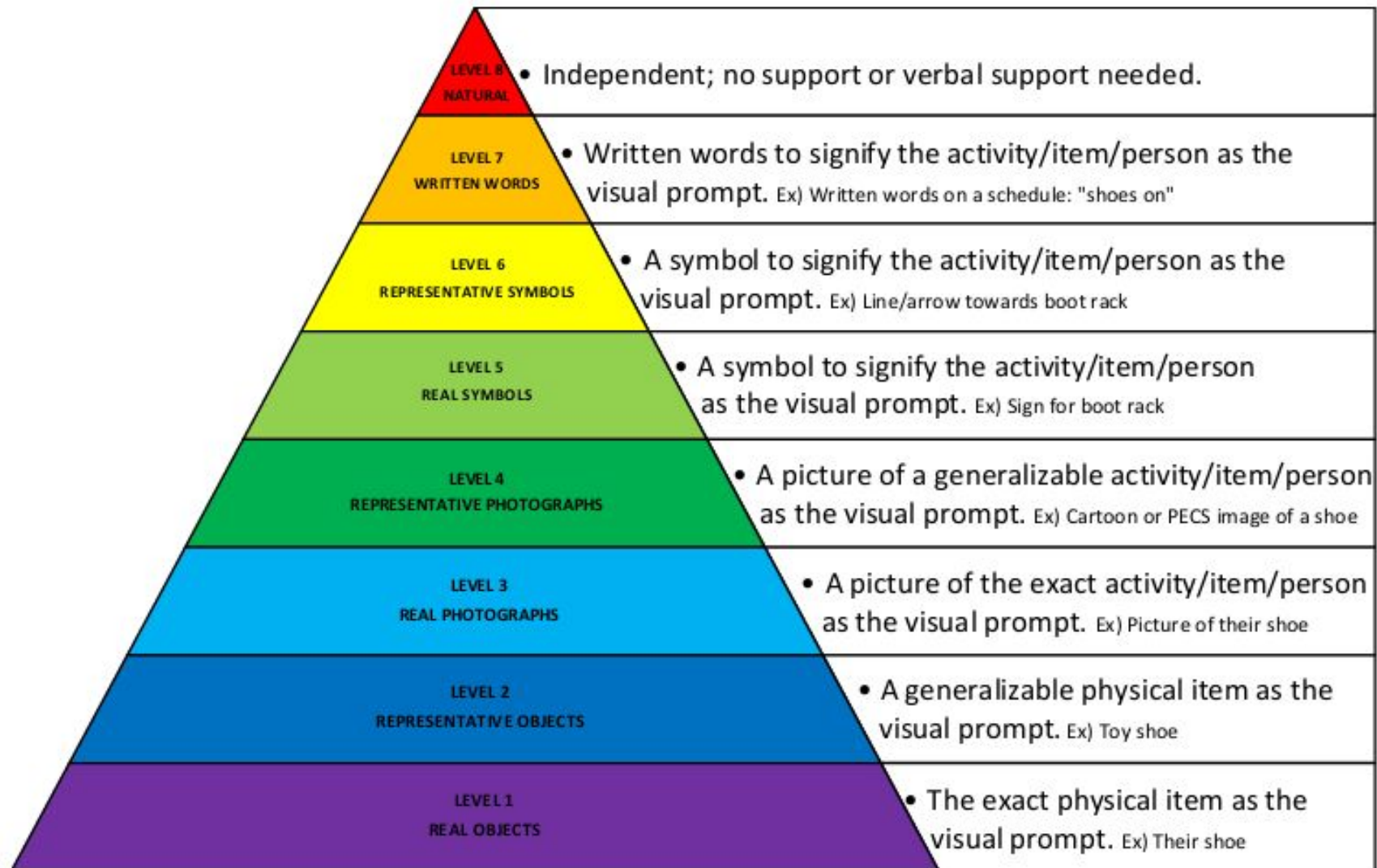
Important to:

1. Pair the reinforcer with a description of the desired behaviour (verbal praise).

2. Reinforce immediately following the desired behaviour.

3. As the student becomes more successful, the reinforcement system is faded.

Hierarchy of Prompts

Hierarchy of Prompts

Level	Description
LEVEL 8 NATURAL	• Independent, no support needed.
LEVEL 7 GESTURAL SYMBOLIC	• Demonstate with gestural prompt, no voice or touch.
LEVEL 6 INDIRECT VERBAL	• Prompt with Q or cue to rephrase/redirect.
LEVEL 5 DIRECT VERBAL	• State the direction.
LEVEL 4 MODEL	• Demonstrate the action, before or at same time as student.
LEVEL 3 MINIMAL PHYSICAL	• Light touch to guide behaviour.
LEVEL 2 PARTIAL PHYSICAL	• Physical touch to guide behaviour until student begins task.
LEVEL 1 FULL PHYSICAL	• Hand over hand.

Adapted by Jennifer Montague and Amanda Papilion, based on information from: Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder http://www.edu.gov.mb.ca/k12/specedu/aut/

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Hierarchy of Visual Prompts

Hierarchy of Visual Prompts

| Level	Description
LEVEL 8 NATURAL	• Independent; no support or verbal support needed.
LEVEL 7 WRITTEN WORDS	• Written words to signify the activity/item/person as the visual prompt. Ex) Written words on a schedule: "shoes on"
LEVEL 6 REPRESENTATIVE SYMBOLS	• A symbol to signify the activity/item/person as the visual prompt. Ex) Line/arrow towards boot rack
LEVEL 5 REAL SYMBOLS	• A symbol to signify the activity/item/person as the visual prompt. Ex) Sign for boot rack
LEVEL 4 REPRESENTATIVE PHOTOGRAPHS	• A picture of a generalizable activity/item/person as the visual prompt. Ex) Cartoon or PECS image of a shoe
LEVEL 3 REAL PHOTOGRAPHS	• A picture of the exact activity/item/person as the visual prompt. Ex) Picture of their shoe
LEVEL 2 REPRESENTATIVE OBJECTS	• A generalizable physical item as the visual prompt. Ex) Toy shoe
LEVEL 1 REAL OBJECTS	• The exact physical item as the visual prompt. Ex) Their shoe

Building Student Independence Discussion

I CAN DO IT MYSELF THANKS

1. What level of prompting do you use most with students?
2. Could a verbal turn into a non-verbal?
3. How would this increase the independence and at times self-esteem of our students?
4. Are there times we are prompting a student to do something (e.g. put your shoes on) but they can actually do it without the prompt or with a gesture instead?
5. How can we increase our use of visual prompts?
6. Are we giving enough wait time between prompts? Hint: busy self with another task or student.
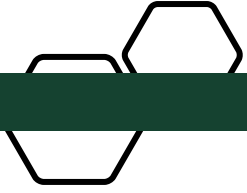
Today my takeaways are...

Go to **www.menti.com** and use the code 85776258
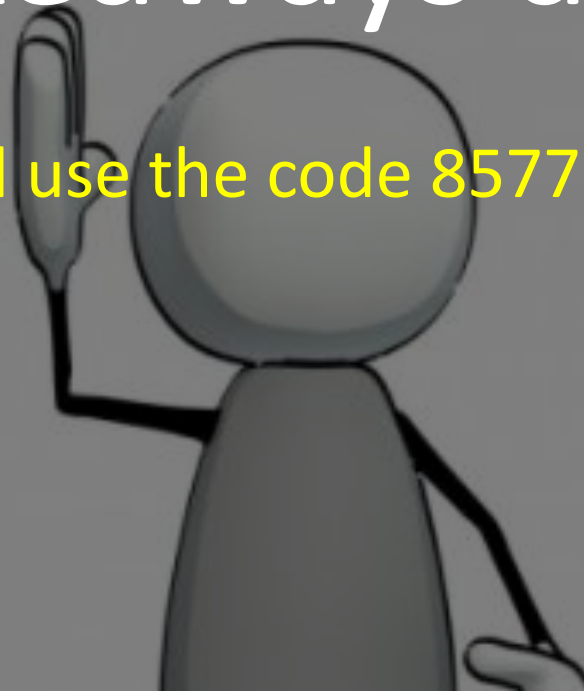
Thank You!

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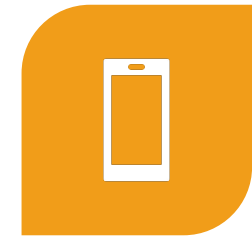
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CONTACT US: QUESTIONS   COMMENTS   FEEDBACK   FUTURE PD