

CHALLENGING BEHAVIORS

A resource overview of getting interventions right when dealing with students who demonstrate challenging behaviors. Where to begin.



There are no quick fixes!

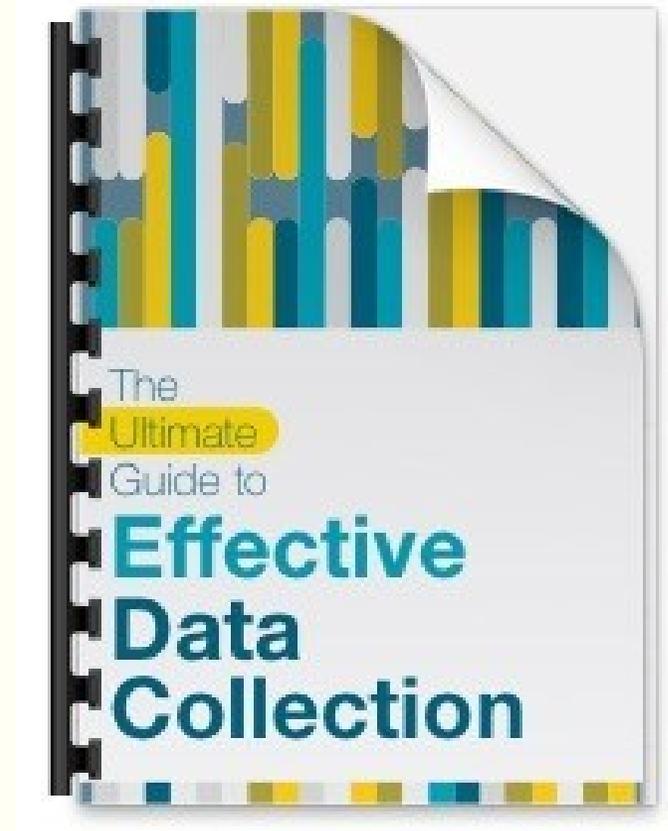


The Data (2016 CDC Division of Violence Prevention)

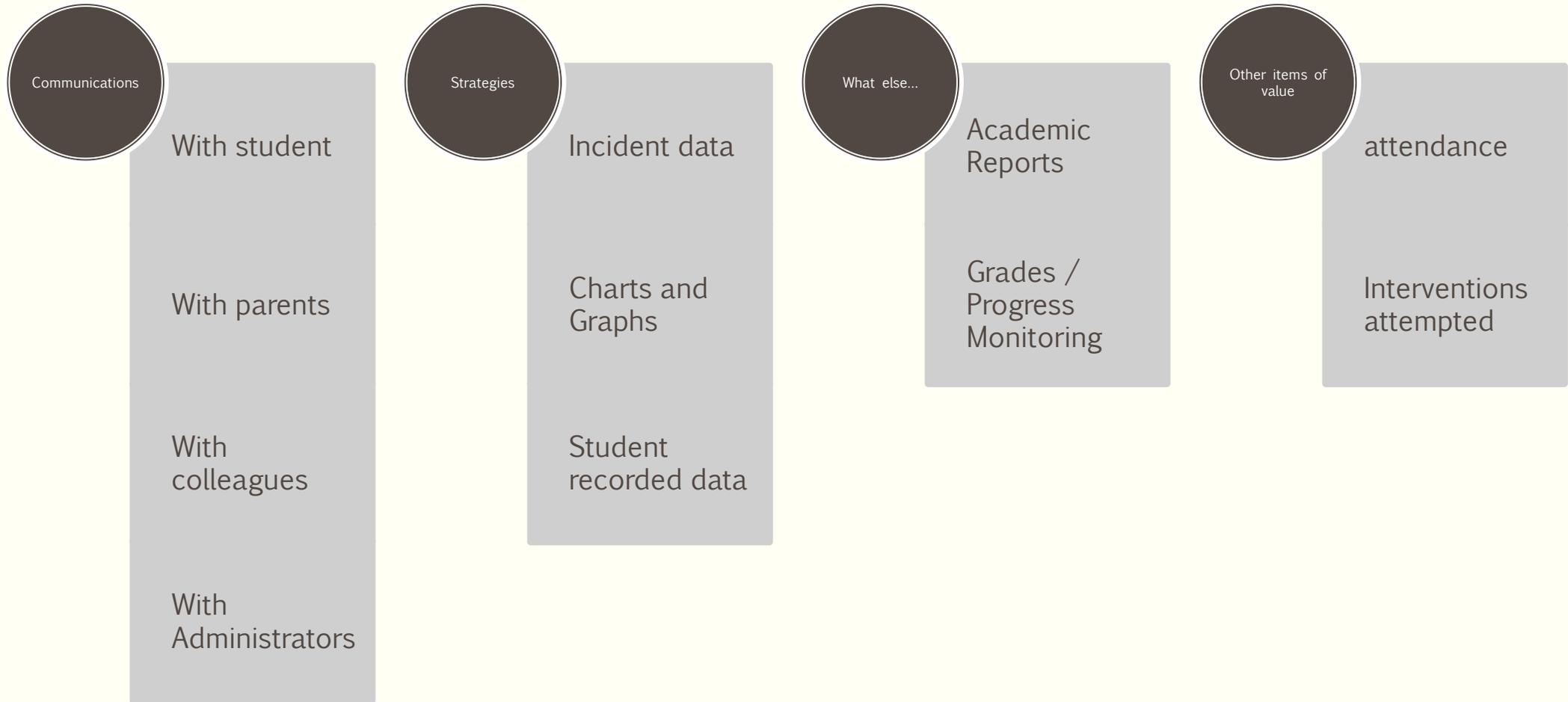
- According to the CDC, school violence is a public health problem. While school associated violent deaths are rare, in 2014 486,400 nonfatal violent victimizations occurred at school among students aged 12-18.
- 9% of teachers reported that they had been threatened with injury by a student from their school and 5% indicated that they had been physically attacked by a student from their school.
- Risk Factors increase the risk of a youth engaging in violence. They include:
 - Prior history of violence
 - Drug, alcohol, or tobacco use
 - Association with delinquent peers
 - Poor family functioning
 - Poor grades in school
 - Poverty in the community

Where can you turn for support and strategies when students exhibit challenging behaviors?

- School Policies: What do your school policies say regarding discipline? Policy should include information for students with and without disabilities. If policies appear to be outdated or do not reflect current practice, get a committee to update the policy and submit it to the Superintendent and School Board.
- Know your school policy and follow these procedural steps at all times. Board approved policies are designed to insure safe practices and avoid discrimination.
- Collect great data!



What Data is useful?



Other Resources

School Resource officers may be available in your school.

- What is their role?
- Who employs them?
- What is their base of knowledge? Must abide by Chapter 14 regulations with regard to restraints
- Protocol for seeking assistance in the school (what is the plan?)





WHERE TO BEGIN

Let's Review the Environment

The ABC's of Behavior

- Changing behavior can be a highly complex endeavor. However, there are basics from which to begin
- Antecedents – Behaviors – Consequences
- Use these terms as common language to work through the process
- Identify areas of concern and identify these pieces of the puzzle
- Plan positive interventions when behaviors or actions of consequence are identified



STUDENT DAY

Routines and Procedures / Transition between classes

Issues that impact the environment

Sensory and Transition

- How does the students respond to change?
- Do they require a social story?
- Do they require a sensory diet?
- Does the team plan ahead to avoid disruptions?

Social and Behavioral

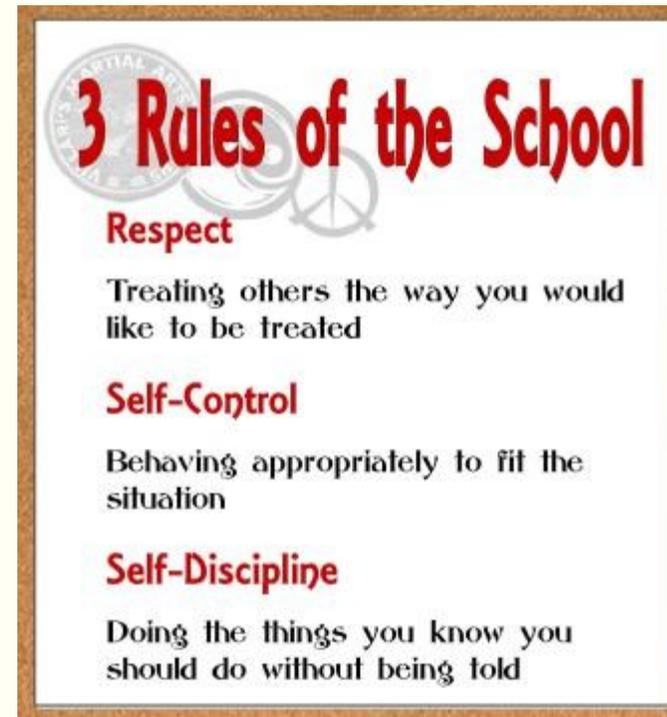
- How are peer interactions?
- How do they perform socially across school environment?
- Are there certain times of the day or structures (lunch, recess, etc.) that pose more difficulty?



SCHOOLWIDE POSITIVE SUPPORT

The Best way to prevent behavior problems is through tiered intervention

- Schoolwide PBS requires buy-in of staff for fidelity of the program]
- Requires limited cost.
- Based on evidence based best practice
- Relies on data to drive decision-making
- Works off the premise that all appropriate behaviors should be explicitly taught and modeled, with tiered intervention such as re-teaching, when students do not meet with success
- Catches kids being good



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The Classroom

- Room Arrangement
- How is the room set up?
 - Is it organized
 - Does it have visual cues
- Routines and Procedures
 - Are lessons structured
 - Are transitions planned
 - Is a schedule posted
- Visuals
 - Too few / too many
 - Look objectively with a peer



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What the regulations tell us

- Alternative Education has a very stringent set of guidelines for entry into any program, either run by local school districts or run by outside agencies. Alternative Education for Disruptive Youth (AEDY) programs want to insure that all measures have been taken at a district level, prior to a more restrictive environment. For special education students, this is even more critical with MANY additional steps involved.
- Chapter 14 (Special Education regulations) provide many restrictions...
 - Restrictions on use of restraints
 - Restrictions on forms of punishment
 - Restrictions on suspensions
 - Recommendations for positive behaviors supports
 - Functional Behavioral Assessments and Positive Behavior Intervention Plans
 - Reporting of restraints to PDE

Safe Crisis Management

- De-escalation techniques

- When attending a training on safe crisis management, or passive restraint, at least 70% of the training should be devoted to de-escalation techniques that are proven to reduce risk of injury to students and adults.

- Restraint

- Understand that restraints can only be used in Pennsylvania when the student threatens themselves, other students or you. They must present “a clear and present danger to themselves or others”.
- School personnel must determine if there are alternatives to restraint available (example: remove other students from the classroom while the student in crisis remains)
- Have a plan
- Document everything
- Report to RISC system in a timely manner
- Hold an IEP meeting with the parent ASAP
- Notify parent of the restraint immediately



OTHER SUPPORT SERVICES

What other services can you identify within the school and larger community to support students?

Identify services in the school as well as the community

▪ School Support

- Social workers
- Guidance Counselors
- School Nurses
- Behavior Specialists
- Special Educators
- Administrators
- Academic Coaches
- Athletic Coaches
- Mentors
- IU Specialists

▪ Community Supports

- Medical Providers
 - Mental Health Providers
 - Drug and Alcohol Counseling
 - Children and Youth
 - Mental Health and Int. Dis (MHID)
 - Interagency Councils
 - Private PHP, AEDY
 - Juvenile Probation
-
- If you do not have a collaborative group, consider proposing this structure to your administration.

Emergency Plans

Waiting until someone is in crisis to plan is NEVER a good idea. Each building should develop a crisis/emergency plan so that all parties have a protocol to follow in the event that a child becomes violent (Clear and present danger).

- Who is called first? How are they contacted?
- Who is the back up if the first responder is not available?
- How do we communicate?
- Where are students moved to get out of harms way?
- What happens on field trips, the playground etc.
- Do substitutes know and understand the plan?
- Are the right people trained?



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Pro-active Support

- Student Assistance Programs (SAP)
- Multi-Tiered Systems of Support (MTSS)
- Schoolwide Positive Behavioral Supports (SWPBS)
- Collaboratives (Community or Full Service Schools)
- Tutoring and Mentoring Programs
- After-School Programs
- Community Centers
- Clinics in the community



SPECIAL EDUCATION AND DISCIPLINE

Ifederal and State regulations closely govern the manner in which discipline is handled for students with disabilities.

When behavior is a concern

- Parents sign a Permission to conduct a Functional Behavioral Assessment (FBA)
- Based upon the data collected, a behavior plan is added to the IEP (While an FBA is not required, considerations given to the data obtained is highly beneficial)
- Ask for a behavior specialist to consult (Larger districts may have one on staff. IU's have them in place for consultation to any district.)
- Ask for the support of related service providers within the District with expertise in behavior (school psychologist, guidance counselor, school social worker)
- Communicate with parents regularly
- Discuss behaviors with the student and offer more appropriate replacement behaviors when the student is not escalated



MISCELLANEOUS CONSIDERATIONS

Important odds -n- ends

Things to keep in mind

- Try to secure Consents to exchange information with any and all outside resources (doctors, MHID, etc.)
- If staff get injured, follow board policies on how to report the injury
- Take photos of the injury to attach to the report
- Request protective gear, when appropriate to avoid bites, scratches, spit, etc.
- Seek guidance from PSEA Ed. Services and Legal Division if your team gets stuck



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TO CONCLUDE...

Last thoughts

Communicate and Document

- Communicate with parents and team members regularly
- Maintain objective documentation
- Remain calm always (you are the adult professional)
- Utilize any and all available resources and maintain confidentiality
- Maintain timelines through the discipline process and report restraints in a timely manner
- Utilize EAP and other services available for your own health and well-being
- Consider a change in the work environment if you need a break



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Thank you!

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