

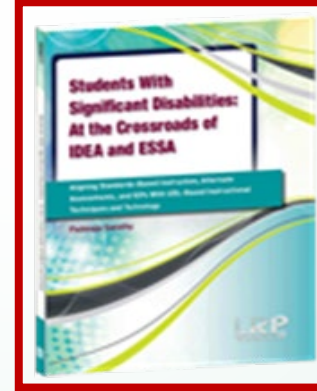
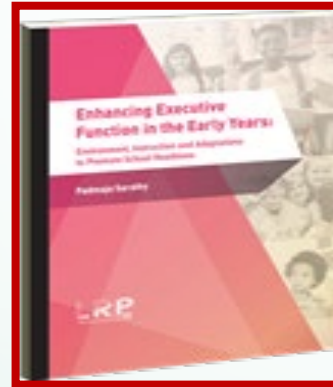
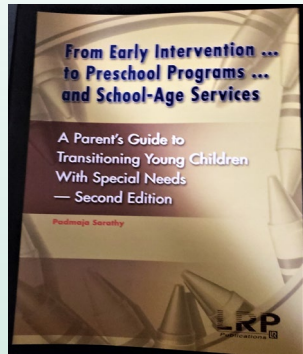
Seven Contemplative Discipline Steps to Address Challenging Behaviors Webinar-1



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AbleNet University Webinar
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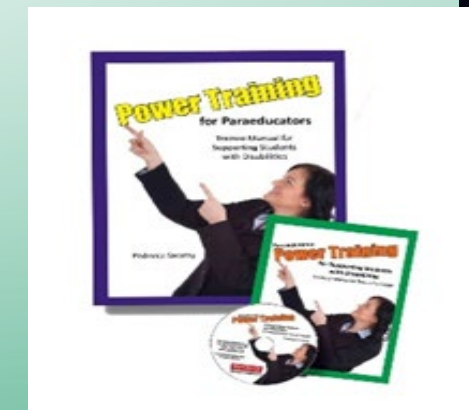
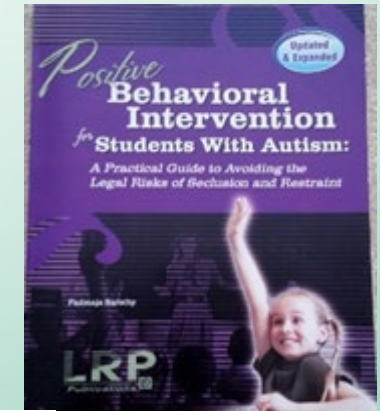
Sarathy's Publications: Books and Quick Reference Guides



Recent Publications: 12/2018 & 2/2019

Focus Areas

- Autism: Support Strategies & Interventions, Music CD – Transitions
- Behavior Guide (Preventive and Positive Approaches)
- Early Childhood: Transition, Parent Guide and STEM Teaching Strategies
- Executive Function - Early Years
- Paraeducator Training Guide and DVD
- Severe and Multiple Disabilities
- Significant Disabilities and ESSA



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P.R.E.V.E.N.T. Problem Behaviors

SEVEN CONTEMPLATIVE DISCIPLINE STEPS

The reference guide, designed to address and support all students, provides strategies and procedures to help students develop a sensitivity to their own and others' behaviors. Problem behaviors impact the learning and development of all students. When students face difficulty regarding their behaviors, they can become overwhelmed and avoid classroom instruction, which can hinder their progress with their

THIS GUIDE OFFERS: Seven Contemplative Discipline Steps: P.R.E.V.E.N.T. (Prevent, Reflect, Engage, Ready, and Ready) which is a simple and consistent framework to address problem behaviors. Augmented with student-specific scenarios, the P.R.E.V.E.N.T. steps are shown in positive behavior supports and reflective discipline practices for classroom settings.

This will be able to deliver intensive student-focused interventions paired with the supports necessary to teach students to practice appropriate and constructive behaviors. When implemented with consistency and skill, the seven contemplative discipline steps can help create a positive and productive learning environment, keeping students engaged, learning, and present in the classroom.

Seven Contemplative Discipline Steps: P.R.E.V.E.N.T.
The P.R.E.V.E.N.T. steps provide a framework for consistent implementation in the classroom. The sequential application of the seven steps is necessary to address problem behaviors. For more information, visit www.ed311.com.



HOW DOES PREVENTIVE DISCIPLINE WORK?
During the 2014-15 school year, 100,000 students across the nation successfully completed, on average, receiving their first participation and benefiting from prevention. 80%, 80%, 80% of all enrolled students were students with discipline 80% although they were only 80% of all enrolled students. These numbers are based on the data reported by schools.
How can the school, particularly the one with the most students, best learn appropriate behaviors, participate in activities, and connect with teachers and peers it will attend in the classroom? The Seven Contemplative Discipline Steps will help your students in the classroom to stay on track and learn.

This webinar draws information provided from the Quick Reference Guide:
P. R. E. V. E. N. T. Problem Behaviors
Seven Contemplative Steps
 By Padmaja Sarathy and Ann-Bailey Lipsett
 Published by ED311 (www.ed311.com)

LEARNING OBJECTIVES

- Get step-by step guidance on how to apply seven contemplative discipline steps to address problem behaviors of learners:
 - Gain understanding of student behavior through data collection, and use the antecedent, behavior, consequence (ABC) method
 - Learn strategies to use contemplative approaches to address problem behaviors.
 - Aided with diverse scenarios of students exhibiting behavioral challenges.
- Learn how to structure a positive and enabling learning environment to keep students engaged, learning, making academic and social gains and present in the classroom.

DATA ON BEHAVIORAL NEEDS

- The findings in the journal of pediatrics, based on 2016 national survey of children's health data involving 43,283 youths:
 - Researchers found that 7.4% of children and teenagers in the US had behavioral or conduct problems, while 7.1% had anxiety and 3.2% had depression.
 - The data also showed that 78.1% of those with depression received treatment, compared with 59.3% of those with anxiety and 53.5% of those with behavioral and conduct problems.
 - Among children living below 100% of the federal poverty level, more than 1 in 5 (22%) had a mental, behavioral, or developmental disorder (CDC).
- Many family, community, and healthcare factors are related to children's mental health.

RESTRAINT AND SECLUSION USE

WHY PURSUE PREVENTIVE APPROACHES?

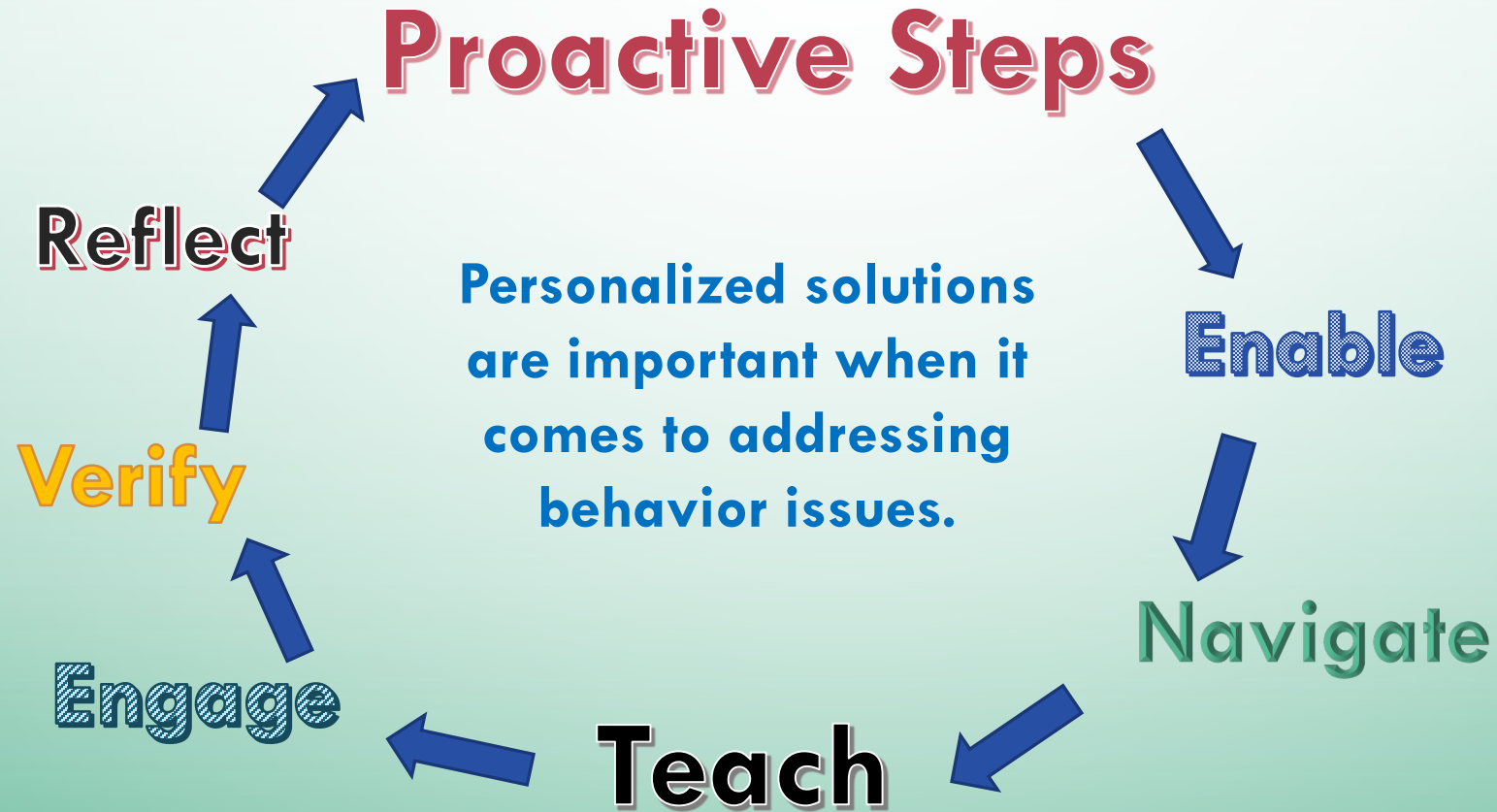
- 122,000 - Number of students removed from classroom instruction during the school year 2015-2016 (Office of Civil Rights report, 2016); therefore, did not benefit from Instruction.
 - Were physically restrained, mechanically restrained, or secluded.
 - 66% were students with identified disabilities (although they constitute only 12% of total enrollment).
 - Numerous situations where restraint and seclusion were used inappropriately illustrated (based on Congressional [HEARING](#) on “classrooms in crisis: examining the inappropriate use of seclusion and restraint practices” on February 27, 2019).
- How can the student needing the most intervention (identified with a disability as per IDEA) learn appropriate behaviors, gain skills from instruction, and connect with teachers and peers if not present in the classroom?

POSITIVE CLASSROOM ENVIRONMENT PREVENTIVE APPROACHES

- Educators face multiple demands on their time during their work day and beyond.
- Caught in the heat of the moment when confronting a challenging behavior, educators tend to respond reactively using a punitive, “get-tough” approach.
- Negative consequences create more work for teachers without solving the behavioral issues. Students continue to repeat these problematic behaviors resulting in a negative impact on both the educator and the student.
- We need to provide evidence-based practices that develop positive and preventive classroom and school environments that are safe, respectful, effective and relevant.

ADDRESSING PROBLEM BEHAVIORS

CONTEMPLATIVE GUIDING STEPS

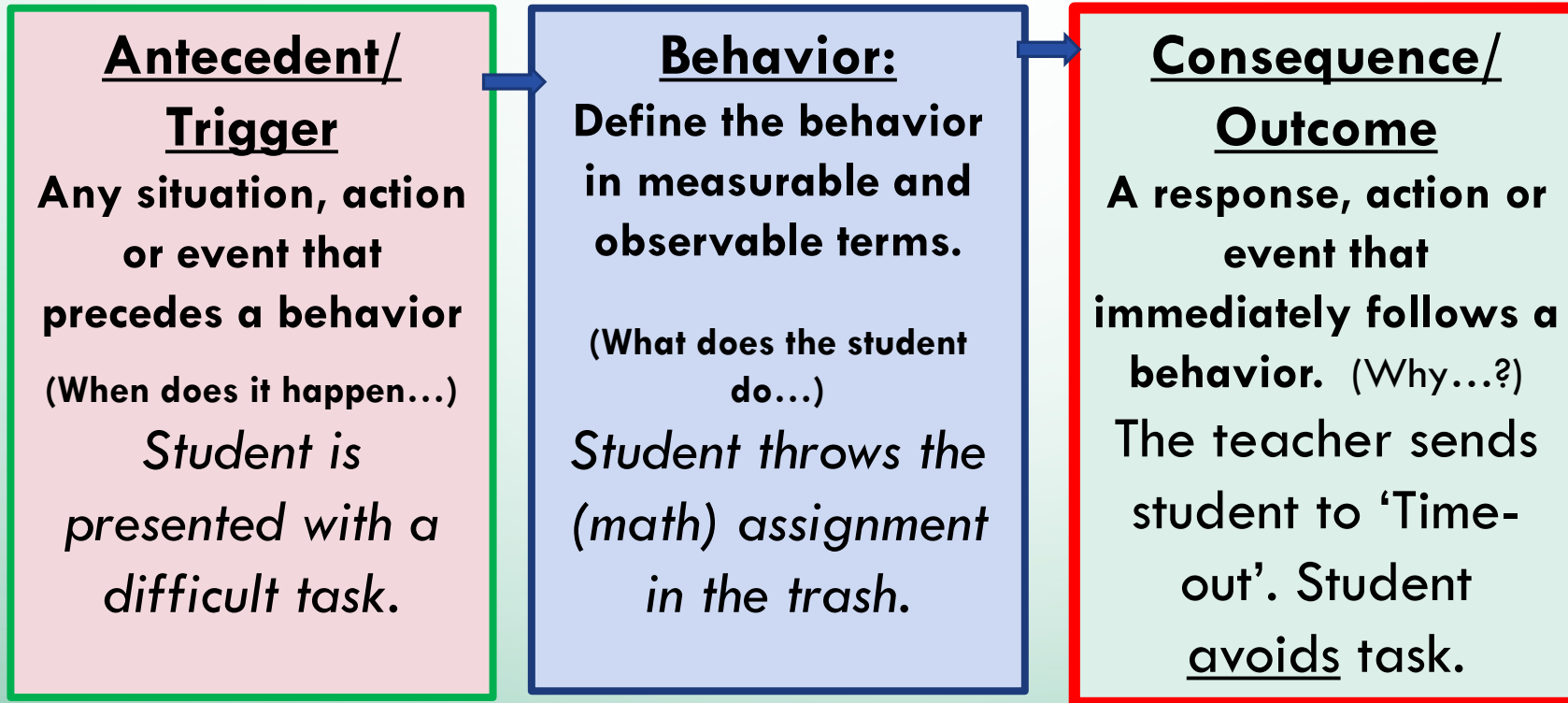


WHY PROBLEM BEHAVIORS USUALLY OCCUR?

- Understanding learner's needs, and problem behavior -- what, why, when it occurs.
 - The intent of the behavior:
 - Looking for attention?
 - Trying to escape a non-preferred task, person or environment?
 - Seeking a tangible object?
 - Seeking sensory input?
 - When you know the intent, you will be better prepared to plan and implement student-specific and situation-specific intervention.
- Tune into and be sensitive to student's cultural, ethnic and home background and how this may influence their behaviors in the classroom.

PROACTIVE APPROACH – UNDERSTAND THE BEHAVIOR

- Gathering data in an Antecedent-Behavior-Consequence (ABC) format – a first step



Develop a hypothesis based on the behavior data collected – what, when, where and why it happens. the final summary culminates in the FBA data.

UNDERSTAND THE BEHAVIOR

Antecedent-Behavior-Consequence (ABC)

Antecedents that trigger problem behaviors

- Transitions
- Absence of teacher attention and seeking it
- Teacher directions
- Difficult activities
- Needing sensory input

Behavior: Describe Behavior Precisely

- Throwing toys/pencil
- Refusing to complete an assigned task
- Fighting with another student
- Taking (grabbing) materials from another student
- Arguing with the adult
- Running away from group adult/classroom, etc.

Poorly defined examples are: "Jimmy was "aggressive" or non-complaint" or "disrespectful".

Consequence/ Outcome

- Obtaining adult attention (redirection or reprimand)
- Receiving a reward/reinforcer (praise, favorite activity or toy)
- Avoiding/escaping an undesirable activity or a difficult or boring task (e. g, cleaning up)

A B Cs of PROBLEM BEHAVIORS

- Student arrives at school; paraeducator escorts him from the bus; throws himself down on the sidewalk and refuses to walk into the school. **What is the antecedent here?**
- Student has difficulty sitting and attending to her work; she will often get out of her seat and is frequently told to return to her seat; gets reprimanded by the teacher. The **problem behavior** is: **(a) Gets in trouble with teacher (b) Gets out of her seat (c) Not liking school.**
- Student, within a few minutes of the arrival of the **substitute teacher**, gets into an argument with her & is sent to timeout. Later, he has a mini-meltdown on his way back from music. The substitute teacher sends him to the office. Student spent the rest of the day in office timeout away from his classroom. Behavior displayed repeated with subs.
 - The **consequence** for the student is: **Avoid/escape the situation** of the substitute teacher

BE PROACTIVE - PREVENTIVE STRATEGIES

- **Prevent problem behaviors before they occur and redirect before they escalate.**
 - A student is beginning to exhibit subtle signs of an approaching behavioral outburst—swinging legs, clenching fists, fidgeting, making noises, etc. Intervene to prevent the meltdown.
 - Intervene quickly when student gets frustrated with a task and provide assistance.
- Research evidence shows close supervision and monitoring result in decreases in disruptive behaviors during classroom instruction and at transitions and across various educational settings. (Conroy, M.A., Sutherland, K.S., Snyder, A.L., Marsh, S., 2007)

PROACTIVE STRATEGIES – A CASE EXAMPLE

- Student exhibits following behaviors: refusing to stay at his desk, throws objects, kicks and hits adults and occasionally runs out of the classroom.
- Employ preventive strategies aided with visual supports:
 - **Teach student how to use and maintain ‘personal space’.**
 - **Post a stop sign at the door. Tape a boundary around the student’s desk.**
 - **Use rules cue cards** (rules paired with pictures) to remind about appropriate behaviors in diverse settings - universal symbol for ‘no’, stop symbol, symbol for hands on desk or lap, maintaining personal space, remaining quiet, etc.
 - **Teach student to ask for "assistance" or request a "break"** when frustrated, upset, or bored or indicate any discomfort/pain, etc. (using a picture/photograph).
- **Provide encouraging comment (positive feedback)** for appropriate behavior.

REFLECT

- **We are eager to stop the behavior immediately. We may not have the time or the experience or always use right technique to try to change the behavior.**
- Be alert to any predispositions you may have in reacting to specific problem behaviors.
- Be sensitive to children from diverse cultural and ethnic backgrounds and how this may impact their behavior (e.g., while some may get terrified when you yell or scold them, others may ignore it).
- Enable relationship building with peers. Connecting with others and having a sense of belonging will create a willingness to change (Lang, et al., 2016).
- Provide opportunities to make choices. Choice-making is empowering, an effective intervention tool.
- Respond to build positive relationships with the student. Avoid negative reactions.

REFLECT AND RESPOND

- **Respond to prevent behavior escalation. Avoid negative reactions. Some Dos:**
 - A student is beginning to exhibit subtle signs of an approaching behavioral outburst—swinging legs, clenching fists, fidgeting, making noises, etc. Intervene to prevent the meltdown.
 - Teach the student coping skills and how to calm down --taking deep breaths, counting to 100, requesting a break, etc., before losing control.
 - Give positive attention to the appropriate behavior that you want to see repeated.
 - Be patient. Behavior change requires careful planning, consistent implementation, and time.
 - Remain calm yet firm in responding to major behavioral episodes.
 - Prepare a step-by-step action plan of what to do before, during, and after a major meltdown or crisis.

PARTICIPANT POLL QUESTIONS (EXPANDED VERSION)

1. Limit amount of visuals and free of clutter in the classroom?
2. Make encouraging statements when appropriate behavior is observed?
3. Prepare (students needing support) in advance for changes in activities, settings, or personnel?
4. Incorporate Universal Design for Learning (UDL) principles to remove barriers to access and facilitate participation and response opportunities?
5. Do you regularly use **cue cards**, **gestures**, **prompts**, and **proximity control** to remind students of behavioral expectations?
6. Have a designated “safe space” for student to take a break and calm down in the classroom?

ENABLE THE LEARNER – Environmental Supports

Enable the learner to practice appropriate behaviors. Make available Environmental, Instructional and Social-Emotional supports.

- Have predictable routines and clear rules to reduce stress and anxiety.
- Limiting visual overload around the room will help increase student attention and focus.
- Seat students who are easily distracted away from doors and noisy areas.
- Avoid large open spaces to prevent children running or pacing around the classroom.
- Seat students with problem behaviors next to competent peers who can serve as models.
- Create a designated “safe space” for student to take a break and calm down when agitated or upset.

ENABLE LEARNER: Instructional Supports

- Adjust task demands by matching it to student's developmental ability and functioning levels. Provide choices - e.g., first 5 and last five problems; provide a writing frame template to compose paragraphs)
- Provide wait time for students who need additional time to process information and follow directions.
- Provide motivation for task (e.g., Use photos, drawings; work with a peer partner or use the computer to perform task, etc.)
- Watch for precursor behaviors. Remind student to take a break to calm down.
- Teach the necessary social-emotional skills to enable students to control their emotions, build social-emotional maturity, instead of punishing them for lack of it.
 - Guide students to get in touch with their feelings and to express them safely. Include regular practice of calming strategies. Blend in some physical activities.

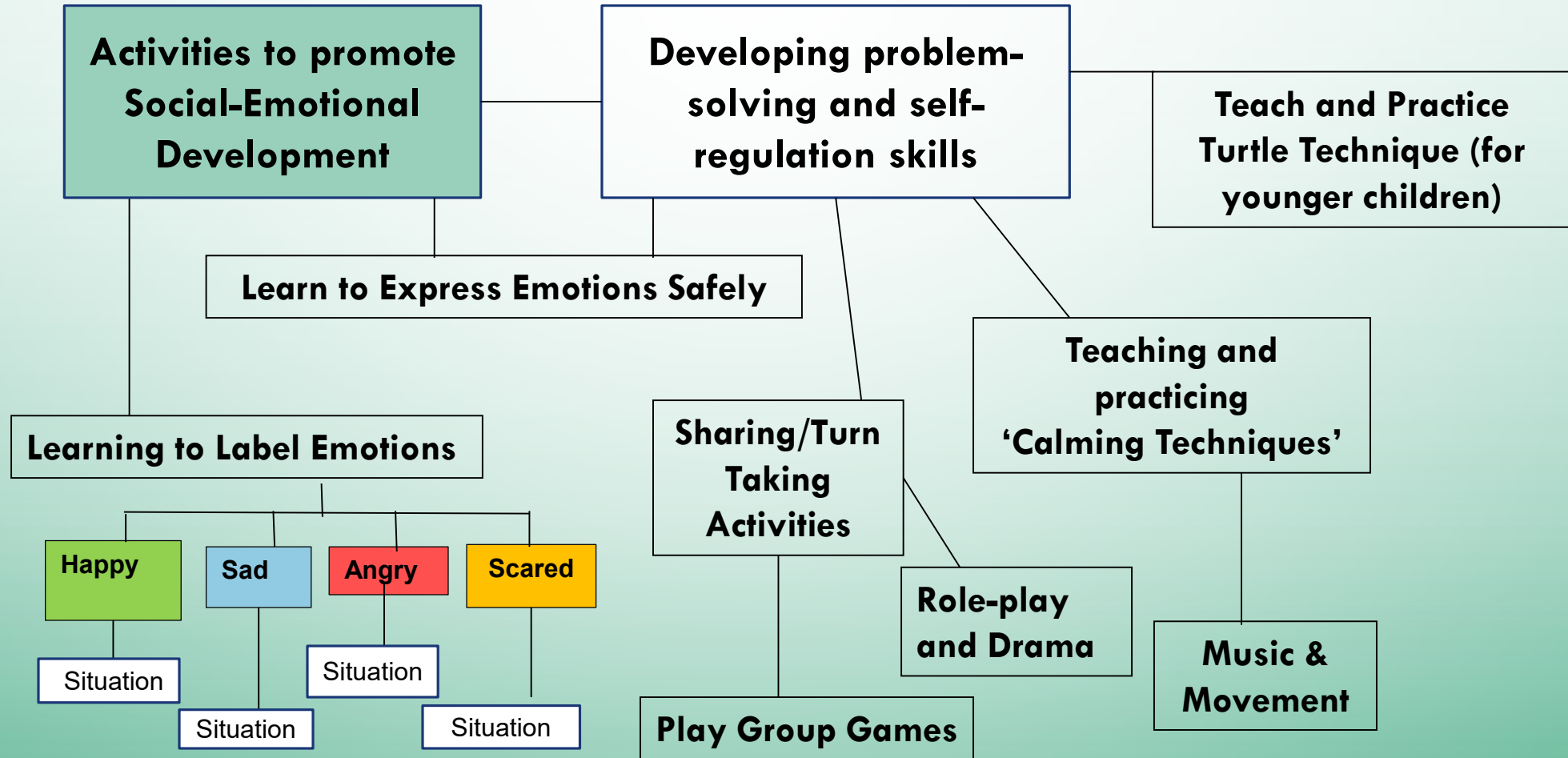
ENABLE

BUILD POSITIVE ADULT-CHILD RELATIONSHIP

- Match interventions to student's needs; do not use a one-size-fits-all approach.
- Get to know and understand the student:
 - Learning styles, interests, strengths, and weaknesses.
 - Cultural and family/home background
- Use a calm unemotional tone when speaking to the student.
- Simplify the language (repeating individual words does not mean the student comprehends).

ENABLE - Social-Emotional supports

Nurture Social-Emotional Development

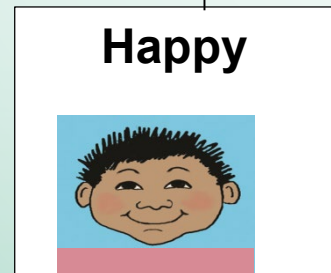


ENABLE - BUILDING EMOTIONAL VOCABULARY

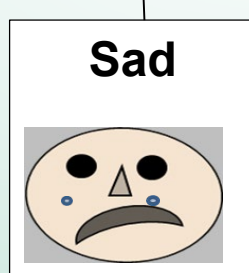
Help students develop competence in identifying and managing their emotions.

Role-play conflict resolution and problem-solving techniques using real-world scenarios and classroom situations. Teach positive ways to resolve conflicts.

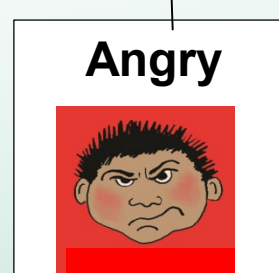
Books to assist with problem-solving and managing emotions:
Joey Pigza
Swallowed the Key
by Jack Gantos



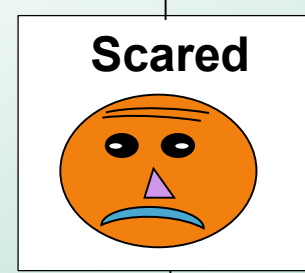
Situation



Situation



Situation



Situation

Books to assist with role-playing emotions:

On Monday When it Rained by Cherryl Kachenmeister

When Sophie Gets Angry - Really, Really Angry by Molly Bang

Role-play and problem-solving to recognize and manage emotions







VERIFY

- Set up a data collection system. Work as a team with support staff to gather data on the problem behavior occurrence, duration, and intensity.
- Measure outcomes of intervention and to identify implementation gaps and challenges. The team should meet regularly to assess if interventions are working and are followed consistently. Ask:
 - Have the frequency of the problem behaviors decreased?
 - Are there fewer outbursts? Has the recovery time improved?
 - Adjust the adaptations and supports until the data shows improvement.
 - Monitor if the student is using a self-monitoring tool to self-regulate to calm down.
- Anecdotal records can be used for quick data gathering in diverse settings.

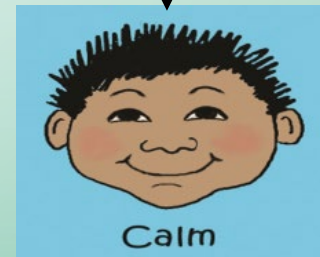
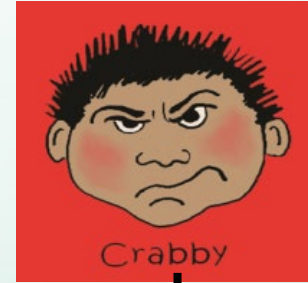
A SELF-MONITORING CHECKLIST

Self-management is the ultimate goal.

Rules to Remember When working at your desk

| | |
|---|---|
| | Work quietly. |
|  | Quiet voice |
|  | Raise hand for help. |
|  | Finish the task. |
|  | Check your schedule for next activity when finished. |
| First -Then   | |

Self-Monitoring to Calm Down



A CASE SCENARIO

- Student C gets easily angry and upset when anyone disputes what he says or when he feels that he is being mistreated. Frequently, his anger escalates to the point that he jumps up out of his seat, and leaves the classroom yelling obscenities. On this particular day, when a student in the class annoys him with making a comment about his shirt, he responds screaming “shut your mouth”. Several other students in the class start laughing at him. He gets upset, turns over his desk and heads for the door.
- His teachers may be provoked to yell at him or remove him from the classroom.
- Intense reactions may escalate student’s outbursts instead of stopping them.
- Sending him to the office or in-school suspension will hinder his opportunities to build and maintain positive relationships with his peers.
- It will limit his access to instruction and teacher-student interactions.
- A long-term solution is to use strategies that will help the student C to develop self-control, cultivate positive relationships with peers and make academic gains.

PERSONALIZED CONTEMPLATIVE DISCIPLINE STEPS

- Proactive Steps to prevent behavior escalation, remain calm, remind student of classroom expectation (use cue cards/gestures/signals, etc.)
- Reflective Response to assist student C to control his outbursts and achieve self-regulation (e.g., student is offered a choice to continue his work at his desk or at the study carrel at the back of the room; calm down with taking a break of 3 minutes or take deep breaths at his desk).
- Restorative Practices focusing on building relationship, offers an alternative (Lang, et. al., 2016). Assist in coaching student C to build a positive relationship with his peers and have classroom circle (discussion) on problem-solving situations.
- Enable and empower student C to and his peers; help reduce the frustration and anger experienced by the student and assist his peers to develop greater understanding of Student C and his feelings (e.g., group games, role play, problem solving scenarios, etc.)
- Verifying, ongoing monitoring to see if intervention strategies are working.
- Other Contemplative Steps: **Engage**, **Navigate** (collaborative solutions) and **Teach** new skills.

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- Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/CSEFEL)
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THANKS.

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WEBINAR 2: ON AUGUST 20, 2019

Seven Contemplative Discipline Steps to Address Challenging Behaviors