

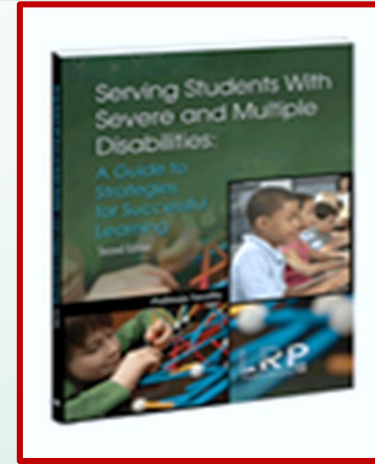
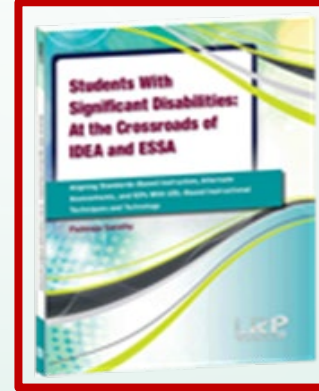
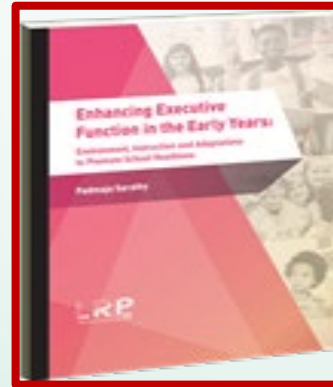
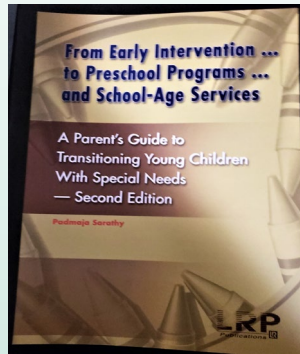
Seven Contemplative Discipline Steps to Address Challenging Behaviors - Webinar-2



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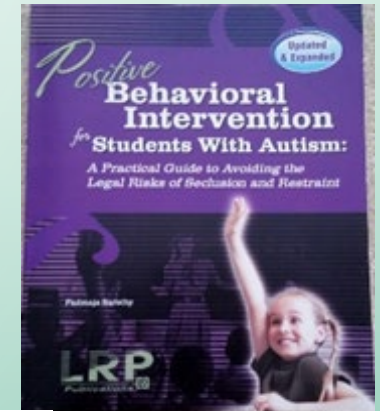
Sarathy's Publications: Books and Quick Reference Guides



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 relevance goals designed to address and support without behaviors and other related meanings. They start, present, providing strategies and procedures students to respond proactively to behaviorally challenged students. Problem behaviors impact the students' performance and future success in school systems. When students face difficulty regarding their behaviors, they can become overwhelmed and avoid classroom instruction, behavior and academic struggle with these

THIS GUIDE OFFERS Seven Contemplative Discipline Steps: P.R.E.V.E.N.T. (Prevent, Refocus, Realign, Rebuild, Re-engage, Realign, and Ready) within a systematic and consistent framework to address problem behaviors. Augmented with student-specific scenarios, the P.R.E.V.E.N.T. steps are rooted in positive behavior supports and restorative discipline practices (see Restorative Justice).

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 rigor, Restorative contemplative discipline steps have proven to have made 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 proved to be an integral to address interventions to address the specialized application of the seven steps in addressing challenging behaviors. For more information, see the full guide.

HOW PURSUE PROBLEMATIC BEHAVIORS?
During the 2014-15 school year, 100,000 students across the nation were identified as behaviorally challenged, academically at-risk, or at-risk of dropping out. Research shows that students who are identified as behaviorally challenged are more likely to drop out of school. However, 90% of all enrolled students were students with disabilities. 90% of all enrolled students whose behaviors are based on the steps reported by students.

How can the school, particularly the teacher, the most important, learn appropriate behaviors, participate in activities, and connect with teachers and peers it will present in the classroom? The Seven Contemplative Discipline Steps will help your students in the classroom to stay on track, and to be successful.

This webinar is draws information and guidance provided from the Quick Reference Guide:

P. R. E. V. E. N. T. Problem Behaviors Seven Contemplative Steps

By Padmaja Sarathy & 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 student scenarios exhibiting behavioral challenges.
 - **Engaging** the learner with interactive and motivating tools and technology
 - **Navigating** for collaborative solutions for productive results
 - **Teach** new skills and calming strategies for longer term outcomes.

ADDRESSING PROBLEM BEHAVIORS

CONTEMPLATIVE GUIDING STEPS

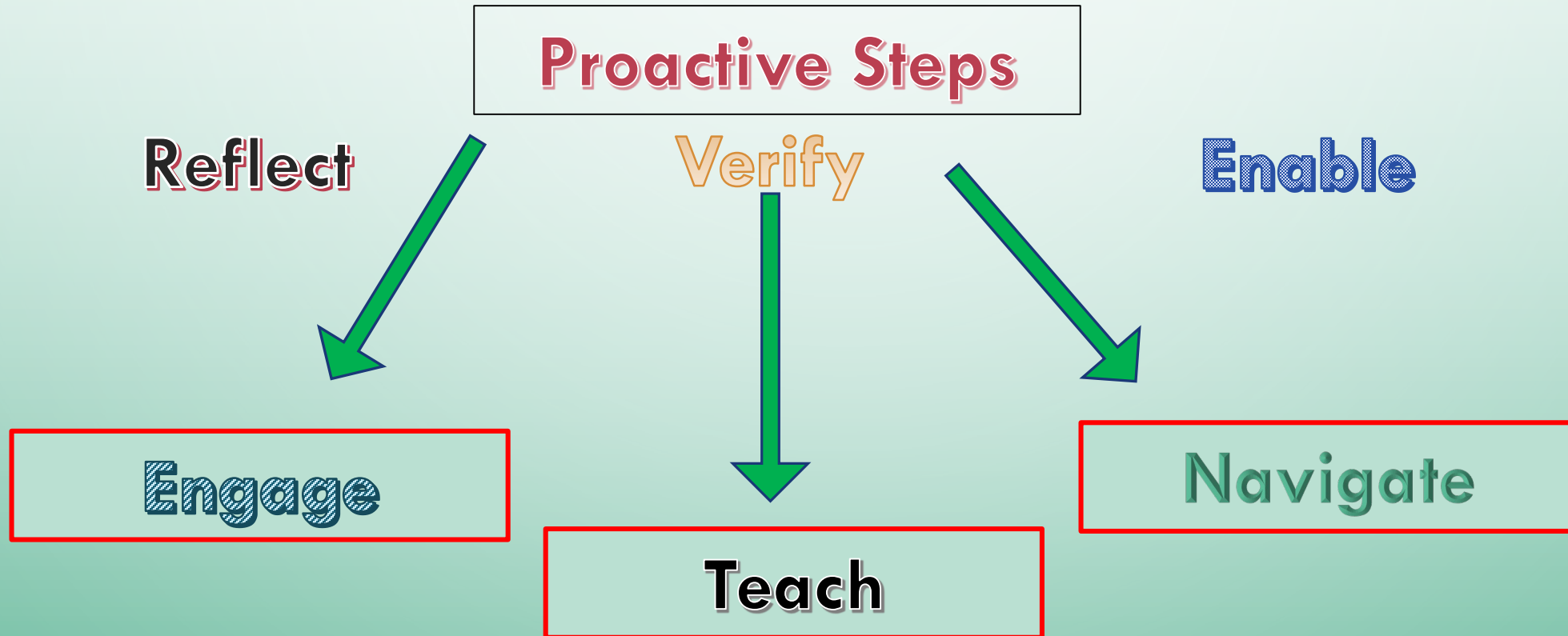


P.R.E.V.E.N.T

Student Situation: Gets angry, verbal outbursts, stops work, disrupts instruction

- **PROACTIVE**: Understand learner's needs and why and when problem behaviors occur.
- **REFLECT**: Self-reflect to assess if your response is productive, behavior-changing response or a reactive response exacerbating the problem behavior.
- **ENABLE**: Make environmental, instructional, and social-emotional supports available.
- **VERIFY**: Monitor progress to see if interventions and supports are working.
- **ENGAGE**: Provide learner opportunities to be actively involved using interactive tools.
- **NEGOTIATE**: Reach for collaborative solutions to achieve positive outcomes for all.
- **TEACH**: New skills to replace problem behaviors methodically and consistently. (Sarathy & Lipsett, 2019)

CONTEMPLATIVE DISCIPLINE STEPS FOR ADDRESSING PROBLEM BEHAVIORS



ENGAGE WITH A POSITIVE ENVIRONMENT

- Evaluate if your classroom environment engages your learners and students experience a sense of belonging.
- **“Punish them or engage them?”**
 - An Australia study states: “Teachers could benefit from understanding how the classroom environment influences engagement and therefore student behavior, rather than focusing on “fixing” unproductive behavior (Sullivan, et al, 2014)
- **Greeting students at the door** sets a positive tone, increases engagement and improves the classroom experience according to a research study.
 - Research results showed that when teachers started class by welcoming students at the door, academic engagement increased by 20 percentage points and disruptive behavior decreased by 9 percentage points—potentially adding “an additional hour of engagement over the course of a five-hour instructional day”. (Cook et al., 2018)

ENGAGE LEARNER IN DIVERSE WAYS

- **Engage learner in diverse ways with hands-on techniques, interactive tools, and technology.**
 - Behavior issues generally decline when student engagement and motivation is high.
- **Identify student needs within the assigned task. Adjust, reduce task demands.**
 - Conduct a task analysis to break the task down for easier acquisition.
 - Enable student to engage with instruction, and control his desire to escape activity.
- **Provide diverse options to actively involve the target student:**
 - Offer an engaging role to play during instruction to enable seeking attention in appropriate ways.
 - Weave together higher and lower complexity level tasks within the same activity.
 - An array of answer choices to select from to reduce frustration with the task
 - AT & tech tools to increase participation.

USING REPRIMANDS and REDIRECTION

- Reprimands are typically used when confronting problem behaviors. When you use reprimands, you are telling the student what behavior to “stop” as opposed to what behavior to “start” (Curran & The IRIS Center, 2003).
 - They are most effective when delivered privately and quietly to the student than those in front of the whole class. Make sure eye contact is established.
 - Make it brief to improve student compliance.
- Provide contingent instructions to stop inappropriate behaviors. (Curran & IRIS Center, 2003)
- They are specific directions given to an individual student to engage in a more appropriate alternative behavior and to stop an undesired behavior.
- Make them specific, precise, non-judgmental. Examples:
 - “John, your hands are pushing Zack. Please put them by your side”.
 - “Sara, take your hands away from Monica’s desk and get out your math folder.”(Curran & IRIS Center, 2003)

ENGAGE - REDIRECT

CONTINGENT INSTRUCTIONS (CURRAN & THE ISIS CENTER, 2003)

- Redirect using contingent instructions if the behavior interferes with successful learning...
 - Is the student breaking classroom rules and procedures?
 - Is the student disrupting the instructional activity?
 - Is the student is bothering peers or hurting them?
- Have you already tried using nonverbal (e.g., gestures, facial expressions, proximity control, cue cards, etc.) to redirect the inappropriate behavior?
- Avoid confrontation and arguing with the student to prevent behavior escalation.

(Curran & The ISIS Center, 2003)

ENGAGE: DELIVER POSITIVE STROKES

- Praise is under-used despite its powerful impact. research strongly demonstrates praise increases the social and behavioral competence of students. (Conroy, M.A., Sutherland, K.S., Snyder, A.L., Marsh, S., (2008).
- Deliver praise that is **contingent, descriptive, and immediate** (e.g., “I like the way you are listening to the story” instead of “good job!”)
 - Specific praise points out the target behavior reinforced (e.g., good, you stayed in your seat for the entire reading session).
 - Contingent praise is a consequence for a specific expected behavior (e.g., completing an assigned task).
 - improvement occurs in # of correct responses.
 - Be non-judgmental. Praise student’s behavior not in comparison with others.
- Avoid global positive statements: “*Kris, you did a great job with your math today*”.

NAVIGATE

- Ask yourself how much and how often you work to reach collaborative solutions for problem situations/behaviors.
- Consider if you still use the traditional approach of what rules were broken and who broke them and what punishment the student should receive.
- An alternative approach would be to –pursue Restorative Practices– focusing on “(1) what is the harm caused and to whom, (2) what are the needs and obligations that have arisen, and (3) who has the obligation to address the needs, to repair the harm, and to restore relationships” (Lang et. al., 2016; Amour, 2015).
 - Provide the student a voice to express her/his concerns, hold self accountable and influence in changing his/her behavior.
 - Build supportive relationships to develop positive self-concept & a sense of security. Make it a Win-Win for all –the target student, peers and the teacher.

NAVIGATE: RESPONDING TO PROBLEM BEHAVIORS

Description of Student Problem Behaviors	<u>Most Effective Strategies</u> (Likely to be most effective in addressing the specific problem behavior)	<u>Least Effective Strategies</u> (Least likely to be effective in addressing the specific problem behavior)
Problem Behavior: Calls out answers and does not wait for turn	Navigate solution collaboratively ✓ Rewards (earns points towards activity) for waiting her turn to talk ✓ Gets task/situation-specific praise	A punitive approach ✓ Reprimanding her for talking out of turn ✓ Isolating her from the rest of the class
Problem Behavior: Off-task behaviors, Does not get her work done	✓ Specific praise with activity, social and tangible rewards (individualized content and delivery) ✓ Choice-making opportunities	✓ Repeated yelling or threatening statements ✓ Shaming, comparing with peers
Problem Behavior: Pushes others in line, hits others sometimes	✓ Contingent instruction (redirection) ✓ Specific praise in close proximity when rules are followed; activity rewards ✓ Build positive relationship	✓ Time-out, isolation from peers, class ✓ Reprimanding, scolding and arguing with the student

TEACH

- Teach the new skills to replace problem behaviors.
- Teach, model and encourage problem-solving to develop self-control.
 - Teach how to recognize anger and frustration, exercise control without resorting to impulsive actions.
 - Model how to reflect and respond when feeling agitated, confronting challenges.
 - Demonstrate how to develop emotional scripts to deal with difficult situations.
 - Promote opportunities for teaching problem solving using naturally occurring classroom situations
 - Use intentional teaching using stories, puppets, role play, reflective circles, etc. (Sarathy, 2017, Lang et al, 2016)
 - Use scripted stories –Social Narratives– to teach and practice specific social skills (Wragge, 2011).

PROACTIVE ACTION AND TEACHING NEW SKILLS

- *A middle school student, finds noisy and crowded environments (gym, lunchroom, school assembly, etc.) overwhelming, and exhibits severe anxiety. He has difficulty complying with rules applicable to gym/cafeteria; Pushes people around him and starts screaming.*
- Provide proactive intervention; teach replacement behaviors and calming strategies
- Plan and prepare in advance for special events and large, open spaces.
 - Student sitting in a quieter area and gradually building tolerance.
 - Taking materials (on his own, makes a choice) to work on while waiting.
 - Respond to communication signals/gestures from adults when in a large gathering.
 - Meet and greet people appropriately in the larger setting.
 - Gain skills to negotiate and compromise with peers and adults.

TRAUMA-INFORMED TEACHING

- Research informs us that students exposed to trauma can develop learning and behavior problems at school (Miller, C., Child Mind Institute).
 - Kids don't communicate their distress in a way that is recognizable. They may exhibit problems with forming relationships with the teacher, may experience poor self-regulation, negative thinking and executive function difficulties.
(Walker, S. 2019)
- Make the classroom a nurturing environment where it is safe for students to work through and express their feelings. Create conditions to drive students to make more purposeful behavior choices to help them to succeed, inside the classroom and beyond.
- Focus on giving positive attention. Meeting emotional needs is just as important as meeting students' academic needs.

TEACH

Mindful Attention Practices



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- “Children will need to pay attention, how to focus and concentrate, how to listen and learn and how to be in wise relationships, including with themselves - their thoughts and emotions – and with others”(Kabat-Zinn, 2013).
- **MINDFULNESS** activities help children to develop calmness and strengthen attention control.
 - To reduce anxiety and stress levels, increase positive emotion, and improve coping skills
 - to develop self-regulation, build focus for learning and boost academic performance.
 - to assist and support children with self-regulation difficulties – children with autism, ADHD and others experiencing behavioral difficulties.
- Offers students simple, positive, and fun tools they can use throughout their lives.

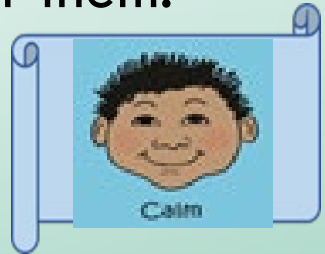
Increases Positive Feelings; Decreases
stress level (Endorphins up),

RESEARCH INFORMS – YOGA LOWERS ANXIETY & STRESS

- A research study by Tulane university study found that school-based yoga programs helped to lower anxiety and stress levels among third-grade students at a local public school.
 - The students were screened for symptoms of anxiety at the beginning of the school year and assigned randomly to two groups.
 - A control group of 32 students received counseling and other activities.
 - A second group of 20 students participated in yoga/mindfulness activities for 8 weeks – breathing exercises, guided relaxation and traditional yoga poses appropriate for children.
- Students who participated in yoga at school "demonstrated significantly greater improvement in psychosocial and emotional quality of life compared to their peers who received standard care," says the researcher.

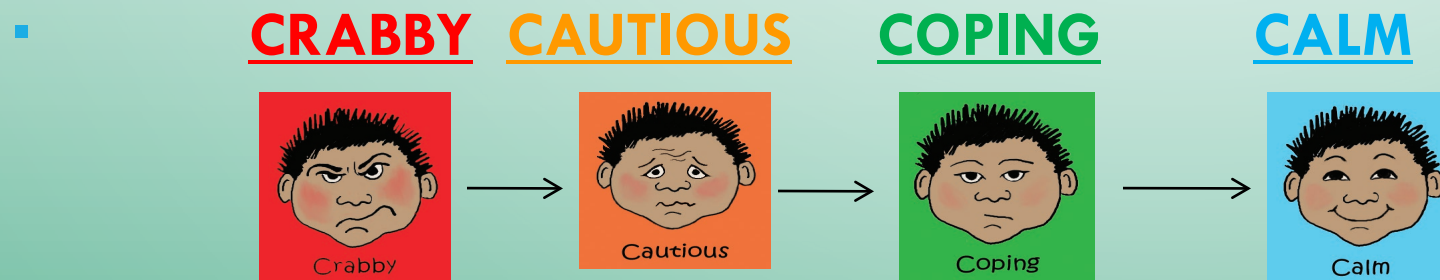
MINDFULNESS ALIGNED WITH COGNITIVE-BEHAVIORAL INTERVENTIONS

- Teaching students mindfulness meditation technique to self-regulate their behavior is therapeutic.
- When students learn to control their impulses and improve their focus through self-monitoring of behavior, it can result in overall positive learning consequences for them.
- Meditation technique has the potential to be part of a comprehensive behavior intervention plan when it gains wider acceptance as a therapeutic practice.
- Mindfulness is tied to cognitive-behavioral interventions that seem to work well with people with autism spectrum disorder.
- The mindfulness practice will potentially address the deficits of autism in the emotional, social, and neurological connections, encouraging new connections to be made (Krueger, 2009)



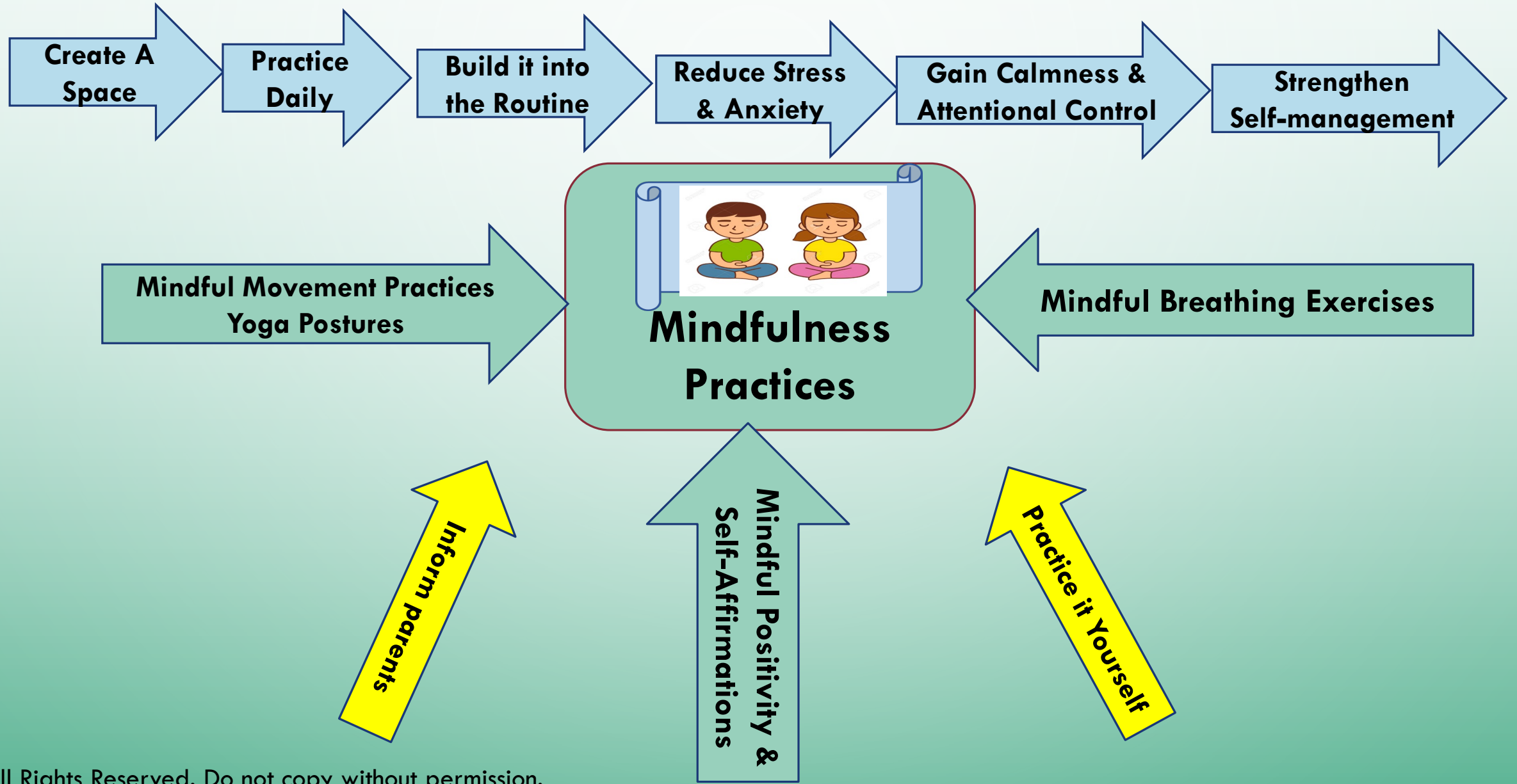
Teach Calming Steps: A Self-Monitoring Tool

- Teaching self-regulation and self-monitoring with the aid of 'Color Coded Calming Cards' (C-Four Cards):
 - To help student to calm-down.
- The primary objective of the C-Four Cards is to assist students with ASD to self-regulate their own behavior when a meltdown is threatening.
- There are four color-coded cards each representing a different emotional state of mind:



(Sarathy, 2014)

TEACH TO CALM DOWN AND DEVELOP SELF-REGULATION



PARTICIPANT POLL (EXPANDED VERSION)

DO YOU ROUTINELY PROVIDE...

- Blend higher and lower complexity tasks (& questions) to facilitate active participation for learners performing at diverse skill levels.
- Collaboratively solve problems with Classroom Circles
- Students have opportunity to move around for various tasks instead of requiring to be seated at all times.
- Teach the new skills systematically to replace the problem behavior.
- Coach students to practice calming and stress reduction techniques.
- Routinely practice self-affirmation techniques

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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

- We looked at the following steps during Webinar 1 to address student C's problem behaviors and to assist student to control his outbursts: 1. **Proactive Steps** 2. **Reflective (response)** 3. **Enable** 4. **Verify** (ongoing monitoring). Other Contemplative Steps to take for the target student are: 5. **Engage** 6. **Navigate** 7. **Teach**
- **Engage**
 - Help the student to feel a sense of connection with other students and socially belong in the classroom. Involve student in working with a peer partner or a small group.
 - Offer the student opportunities to play a special role during group activities or classroom discussions/circles. It will help build his self-concept and empowerment.
 - Address impulse control issues through group games, role-play, etc. connected with academic work.

(Sarathy, 2019)

PERSONALIZED CONTEMPLATIVE DISCIPLINE STEPS (CONTINUED)

- Navigate

- Build a positive relationship with the student. Focus on student's positive behaviors and strengths. Make encouraging comments.
- Provide the student opportunities to share his concerns. Reach for collaborative solutions.
- Use secret signals to alert student when showing signs of agitation.
- Teach new skills to replace problem behaviors.
- Model and practice problem-solving techniques to control anger and frustration and gain self-regulation.
 - Use self-talk strategies for dealing with situations that provoke strong emotions. Learn how to develop the scripts associated with the situations.
 - Use calming techniques to reduce stress and frustration.
 - Use self-affirmation statements when successful with exercising impulse control.

(Sarathy, 2019)

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THANKS.

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