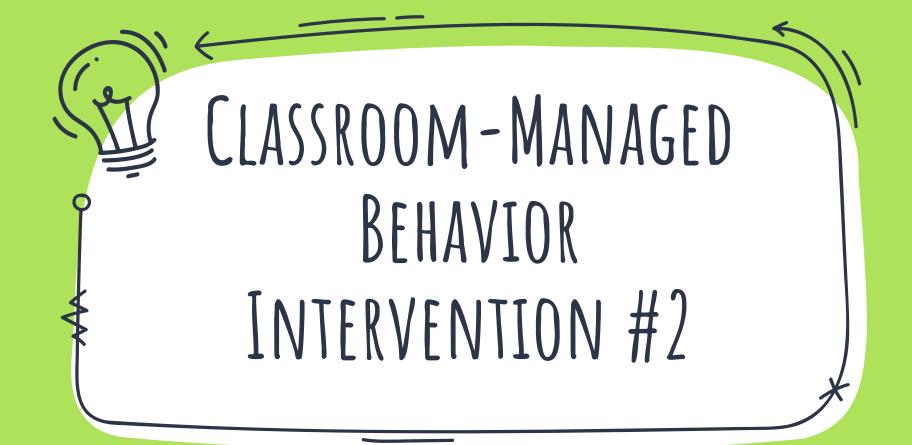


- 1. Put a rock in your dominant hand.
- 2. Do not set the rock down.
- 3. Hold the rock the entire time.
- 4. Do not mention your rock.
- 5. Bring your rock with you everywhere.

You will need something to write with.



TRAINING NORMS

Be Responsible

X Actively participate...ask questions

Be Respectful

- X Allow others to listen, turn off cell phone, avoid sidebar conversations
- X Share "air time"
- X Attend to presenter, refrain from using your computer

Be Safe

X Take care of your own needs

PURPOSE AND OUTCOMES

Learning Intentions

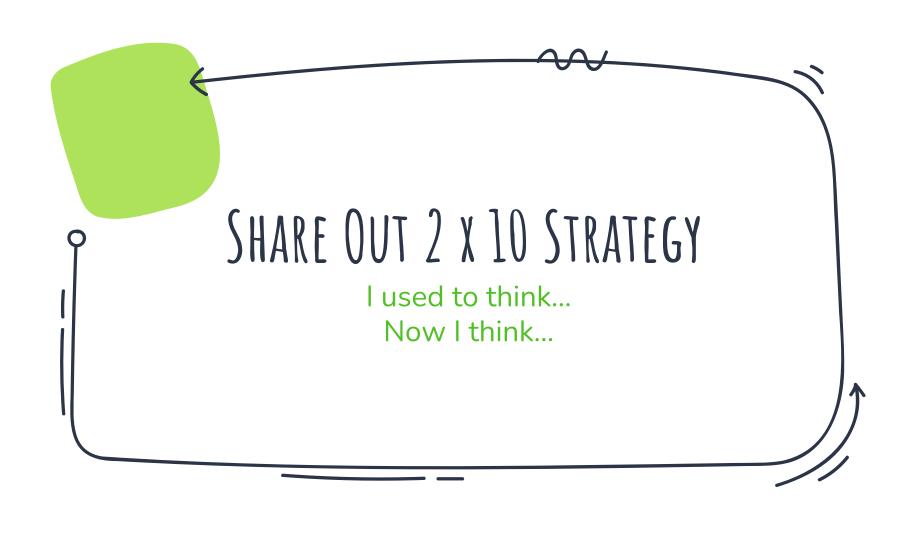
Increased strategies to reduce classroom behaviors

Success Criteria

- X Lower teacher stress
- X Improved teacher student relationships
- X Increased instructional time
- X Retained classroom control



- 1. Put a rock in your dominant hand.
- 2. Do not set the rock down.
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ALL BEHAVIOR HAS A PURPOSE Behavior serves a function and is a form of communication.

CHALLENGING BEHAVIORS

- X Yelling
- X Fighting
- X Throwing items
- X Avoiding work
- X Leaving or storming out of the room
- X Shutting down or closing off

- X Challenging authority
- X Talking back
- X Swearing
- X Talking out of X Lying turn
- X Talking to a neighbor instead of listening to the speaker

- X Not keeping the surrounding area clean
- X Arguing
- X Uses humor or sarcasm inappropriately
- X Daydreaming
- X Inattentive

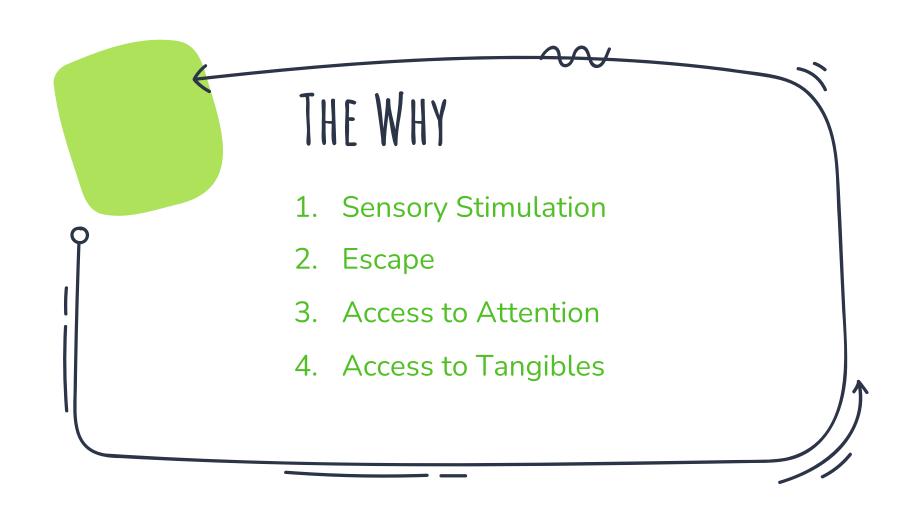


IDENTIFY AND CIRCLE ANY OF THE BEHAVIORS THAT YOU YOURSELF HAVE ENGAGED IN OVER THE YEARS - AS A STUDENT, FAMILY MEMBER, FRIEND, EMPLOYEE, OR COMMUNITY MEMBER

ALL BEHAVIOR HAS A PURPOSE Behavior serves a function and is a form of communication.

UNDERSTANDING PURPOSE

- X Your student is demonstrating a challenging behavior because it meets a specific need for him or her.
- X Understanding <u>WHY</u> the behavior may be happening is necessary in order to select appropriate behaviors to replace the challenging ones.



SENSORY STIMULATION

- X The individual is seeking sensory input
- X It feels good
- X It relieves anxiety or stress

"Children's brains are still developing and learning how to sort through different kinds of stimulation. That means children are more likely than adults to experience sensory overload." What is Sensory Overload?

ESCAPE

- X Undesirable situation that the student wants to get away from
 - Lack of motivation to perform the task (won't do)
 - Lack of skill (can't do). Won't dos can become can't dos.

ACCESS TO ATTENTION

- X Peer
- X Adult
- X Attention doesn't have to be positive attention.

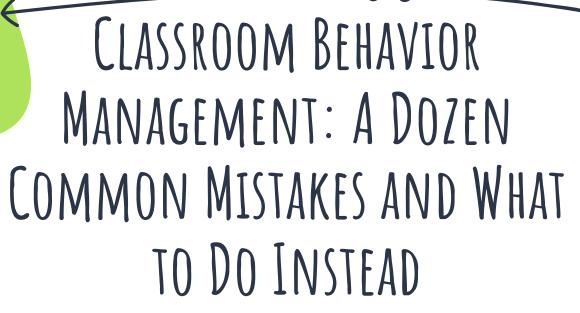
While it might seem strange that a person would engage in a behavior to deliberately have someone scold them it can occur because for some people it's better to obtain "bad" attention than no attention at all (Cooper, Heron & Heward, 2007).

ACCESS TO TANGIBLES

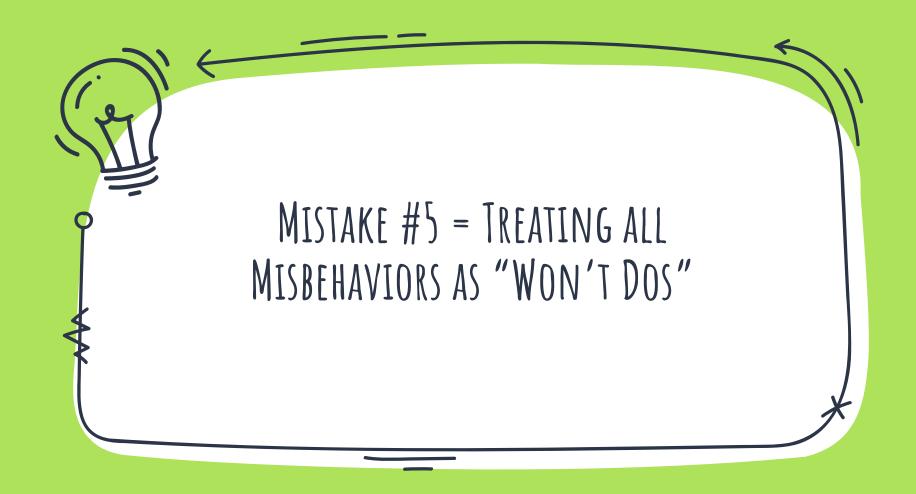
X The student wants access to an item or activity

The student engages in this behavior in order to get or do something that he or she wants.

- X Rushes work to get a preferred activity
- X Throws a fit when asked to transition
- X Lines up quietly to get to lunch



Preventing School Failure 2005



Ask - What do we know about the student that might inform the challenging behavior?

- Transform from "Kids do well if they want to" to "Kids do well if they can" Lost at School (2008)
- Students with challenging behavior, might not have the specific skills, prior knowledge, or opportunities to succeed in the ways in which schools expect them to succeed and behave."

Behaving to Belonging (2020)

CAN'T DOS

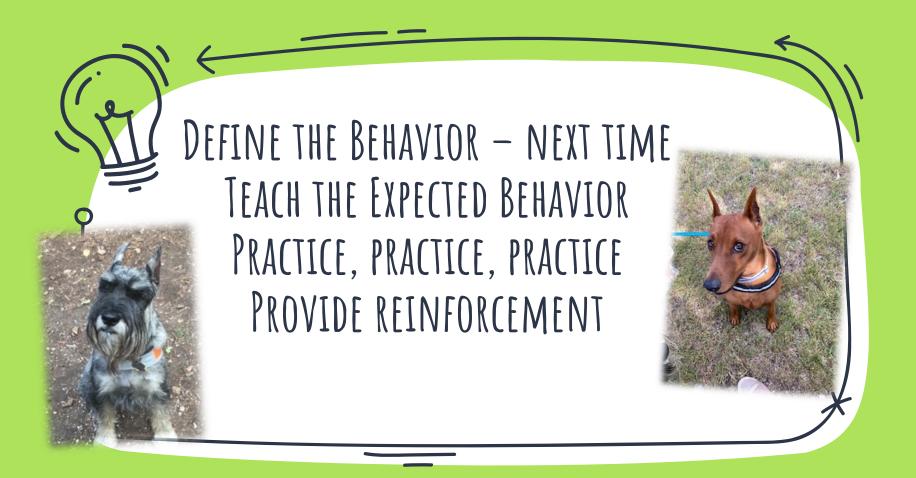
- X How to enter classroom
- X How to hang up coat and backpack
- X What to do with notes from home
- X How to sit at a table or desk

- X How to join the class on the floor
- X How to listen to someone talking
- X How to respond to a question
- X How to move around

- X Saying"please, thankyou, may I"
- X How to share materials
- X How to line up
- X How to walk in the hall
- X How to use a soap dispenser

- 1. Define the behavior **Teach** the expected behavior
- 2. Modify tasks, schedules, seating, instruction
- 3. Practice, practice, practice
- 4. Provide reinforcement
- 5. Pre-correct
- 6. Monitor





ROCKS

- X All students (individuals) carry rocks
- X Rocks influence our ability to stay focused
- X Rocks influence our ability to connect to learning
- X It is stressful attempting to keep the rocks a secret

ROCKS

- X We can't hold a student's rocks we can't take away the pain of struggle
- X Pity & blame are not useful
- X We can't group students by rocks it is commonplace in schools to place students with the biggest rocks together

- 1. Create safe spaces where students are free to share their struggles
- 2. Take some time and find out what rocks are being carried
- 3. Celebrate rocks they might, make us stronger, more independent, empathetic, smarter, creative
- 4. Students are looking to you to confirm that you are stable, certain and safe be the safety bar

