SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE..

BIE
Special Education Academy

Tampa, FL

September 15th, 2011

Eric P. Hartwig, Ph.D.
Administrator of Pupil Services/Psychologist

1200 Lakeview Dr., Suite 350, Wausau, WI 54403
Phone: 715-261-1980, Mobile: 715-581-2457
www.mcspecialeducation.com
ehartwig@dwave.net
Fax: 715-261-1981

INDEX

I) SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE

A) There is a Call for Change and Accountability....3
B) Social Emotional Development....3
C) Core Values in the Shaping Process....4
D) We Have Three Opportunities to Change Behavior....4
E) Focus on Alterable Environmental Events....5

II) SOME THOUGHTS ON BEHAVIOR CHANGE

A) Research in Classroom Setting....5
B) Interventions typically used by teachers to…....5
C) Strategies based on punishment are used most frequently....5
D) Empirical evidence is not sufficiently persuasive…....5
E) Aggressive Disruptive Behavior....5
F) Behavioral Synthesis....6
G) Incorporated Environment....6
H) Four Assumptions of Behavior....7
I) The Balance....7

III) WHAT TO TEACH

A) Function Skills....7
B) Developmental Skills....8
C) Academic Skills....9
D) The development of Self....9

IV) OBSTACLES TO REACH SOCIAL COMPETENCY

A) Meeting the needs of children with learning and behavior problems....10
B) Teacher Support – Often Missing....11
C) Defining Problematic Behaviors....11
D) Defining Social Emotional Competencies – Operational Definitions....12

V) SHIFT YOUR FOCUS

A) Manifestation, Not Etiology....13
B) Old Focus – Etiology....13
C) New Focus – Manifestation....14

VI) IMPLEMENTING SOCIAL NORMS

A) Behavior Change is a Process....15
B) Consider That Students are Misbehaving Because….....16
C) Implementing Social Norm Campaigns....16
D) Defining the Standards....17

VII) THE PRINCIPLED PLAN…TEACH THEM

A) Communication Skills 18
B) To Use and Enjoy Humor 18
C) To be more Forgiving 18
D) To Redefine Wrong 19
E) To Deal with Resistance 19
F) To Create Opportunities for "Stress Inoculation" 20
G) To Redefine their ability to adapt in the face of adversity 20
H) To learn to think more abstractly in a time of crisis 20
I) To use their thinking 20
J) Teach the Replacement Behavior Intensely and Practice it often 21

APPENDIX A

The Ten_{10} R's 22

APPENDIX B

Behavior Intervention Plan 23

I) SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE

A) SOCIAL EMOTIONAL DEVELOPMENT

1) **Development at all levels replete with...**

   a) Stress, strain and disharmony.

   b) Once again, making the obvious explicit.

2) **Yet, what may be obvious may be also poorly understood.**

   a) At least in our scientific theories of behavior, we have failed to accept the simple fact that life is inherently fraught with difficulties.

   b) To make it even relatively harmonious requires much patience and hard work.

3) **The notion of social and emotional competence serves mainly to obscure the everyday fact.**

   a) That life for most everyone is a continuous struggle, not for biological survival, but for a "place in the sun," "peace of mind,".

B) CORE VALUES IN THE SHAPING PROCESS

1) **Prevention is the first response**

   a) To challenging behavior and crisis issues.

2) **Discipline, like instruction, is an opportunity**

   a) Help students learn new skills and replacement behaviors.

3) **Encouraging a sense of community responsibility and problem solving**

   a) More important than compliance and obedience.

4) **Strategies, behavior intervention plans do not fulfill basic human needs.**

   a) Only relationships do.

5) **There are no easy answers or quick fixes**;

   a) Individual and organizational change takes time, commitment and introspection.

6) **Measurement is used;**

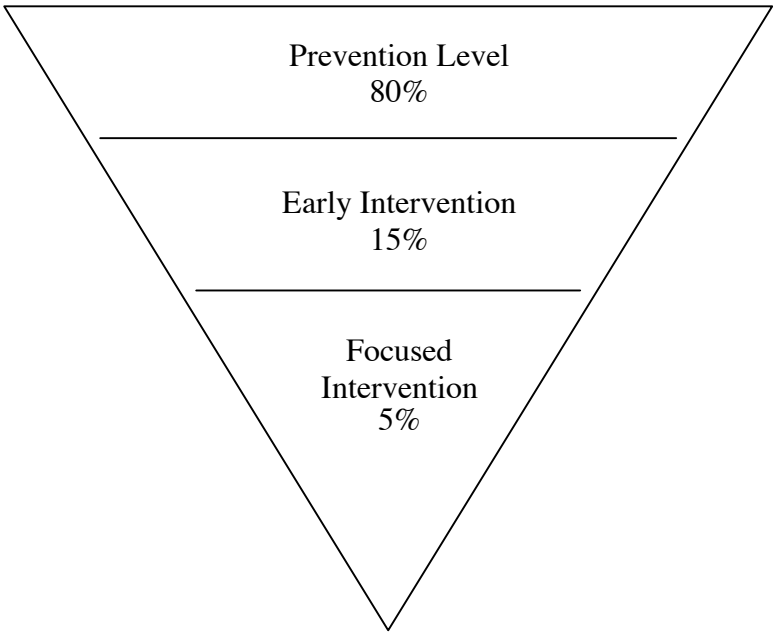
a) Not feelings.

C) **WE HAVE THREE OPPORTUNITIES TO CHANGE BEHAVIOR:**

1	**BEFORE** the behavior occurs: a) A proactive teaching strategy.
2	**DURING** the occurrence of the behavior: a) An immediate intervention.
3	**AFTER** the behavior occurs: a) A consequence to the action.

D) **FOCUS ON ALTERABLE ENVIRONMENTAL EVENTS**

Alterable Environmental Events



II) SOME THOUGHTS ON BEHAVIOR CHANGE

A) RESEARCH IN CLASSROOM SETTING

1) **Suggests a deeper philosophical issue regarding educators' beliefs about the nature of behavior and**

   a) Their ability and desire to address students who exhibit challenging behavior.

B) INTERVENTIONS TYPICALLY USED BY TEACHERS TO DEAL WITH CHALLENGING STUDENT BEHAVIORS

1) **Tend to be**

   a) Unsystematic.

   b) Negative, or

   c) Both.

C) STRATEGIES BASED ON PUNISHMENT ARE USED MOST FREQUENTLY

1) **Because the outcome is particularly reinforcing to practitioners.**

2) **Initial training should include peer coaching and teacher assistance team models and**

   a) Must provide practitioners with real-life models on which to practice skills.

D) EMPIRICAL EVIDENCE IS NOT SUFFICIENTLY PERSUASIVE TO ENSURE ADOPTION OF A PRACTICE

1) **The gap between research and practice,**

   a) Lies in a perceptual difference.

   b) Must provide real-life models to practice skills.

E) AGGRESSIVE DISRUPTIVE BEHAVIOR

1) **Is learned behavior**.

   a) Belief in instinct, not learning, as the primary source of human aggression dies hard, although evidence to the contrary is overwhelming. (Bandura, A., 1973). Aggression: A social learning analysis. Englewood Cliffs, NJ: Prentice-Hall.

2) **Manipulation, cheating, teasing, bullying, and aggression as well as altruism, cooperation, sharing, and empathy - appear to be learned largely by means of:**

a) Observational, vicarious experiences (e.g., seeing others perform the behavior and receiving reward for doing so).
b) Or direct experiences (e.g., enacting the behavior and receiving a reward for doing so).

F) **BEHAVIORAL SYNTHESIS** - Basic processes which creates a pattern of behavior out of personal experiences and physiological needs.

1) **Acceptable behavior is the result of appropriate exposure**

a) To necessary learning conditions.

2) **A predisposition for a certain behavior**

a) May be intrinsically or extrinsically defined.

3) **If a behavior is not in a student's repertoire**,

a) They are unable to invoke proper or acceptable behavior regardless of the learning conditions.

Behavioral synthesis is not a closed system. Children cannot violate or create order out of disorder without a compensating process.

G) **INCORPORATED ENVIRONMENT**

1) **The environment produces experiences**.

a) They become **memories, attitudes and habits.**

2) **Pathways are fixed into some chemical or electrical fashion**.

* Just as a common laborer's body alters according to the work, **an individual's brain becomes altered according to past experiences**.

* **The change, like the calluses on a worker's hands,** persist after the experience ends.

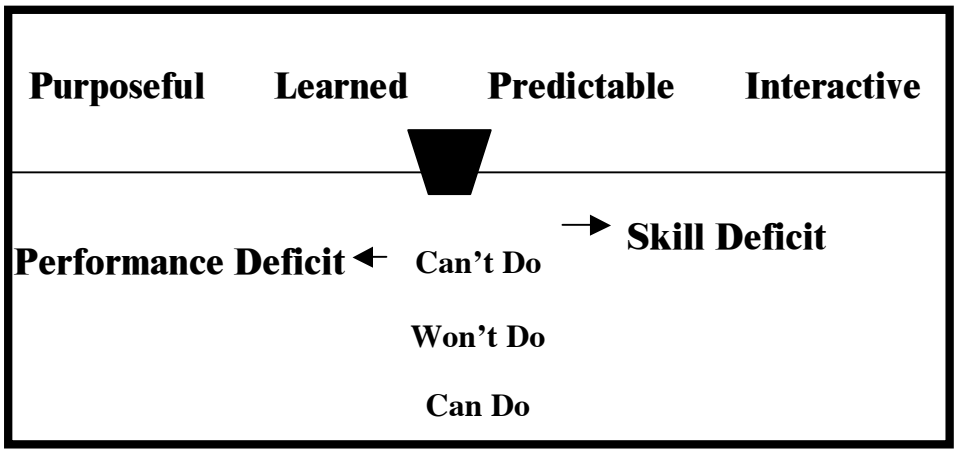
3) **The brain incorporates a sum total of past experiences long after the experiences are gone**.

a) **That means that cause and cure aren't the same thing**.

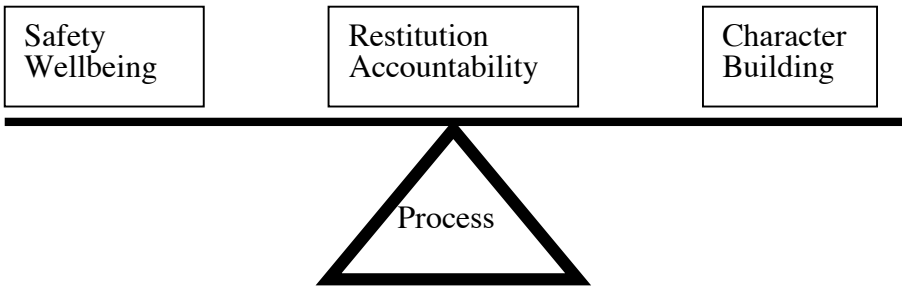
* The cause of behavior disorders might lie in childhood experiences, **but you can't cure the disorder by eliminating the cause,** because the cause disappears by school age. The cure has to come from some other direction.

* **As an example**, a match may start a fire, but once the fire is burning, putting out the match won't stop it. The problem is no longer the match, it is the fire.

H) **FOUR ASSUMPTIONS OF BEHAVIOR**



I) **THE BALANCE**



III) **WHAT TO TEACH?**

A) **FUNCTIONAL SKILLS**

1) **Skills that have a practical application.**

a) Serving a useful purpose in everyday life.

2) **Taking into account.**

a) The age or ability-related capacities of the student.

3) **Provided through meaningful opportunities.**

a) To be socially appropriate and successful at daily living.

4) **Defining different skills.**

a) There are many factors that could explain children's behavioral difficulties in school, many of which are related to the fact that schools are intensely rule-governed, culturally determined settings that require specific behaviors and a particular type of engagement that may not have been learned by all children (Harry et al., 2009[1]).

5) **"Who defines the norms and hence the deviation?"**

a) It may be the child who decides that they deviate from a norm; seeking help.

b) It may be someone other than the child who decides that the latter is deviant; hired by others to do something in order to correct the deviation.

Self-help skills: Tying shoes, washing hands, cleaning clothes.
Social skills: Greetings, conversation, sharing.
Life skills: Counting money, grocery shopping, sending mail.

B) **DEVELOPMENTAL SKILLS**

1) **Skills that are…**

a) Typical of certain stages of growth.

2) **Taking into account.**

a) The age or ability-related capacities of the student.

[1] Harry, Beth, Hart, Juliet, E., Klingner, Janette & Cramer, Elizabeth. (May, 2009). Response to Kauffman, Mock & Simpson (2007): Problems related to underservice of students with emotional or behavioral disorders. *Behavioral Disorders, 34*(3), 164-171.

3) **Characterized by.**

a) Changes, additions and advancements of skills.

Motor skills, thinking and problem solving, language, social interaction, environmental awareness, creativity and independence.

C) **ACADEMIC SKILLS**

1) **Skills related to.**

a) Curriculum and instructional relevance.

2) **Taking into account.**

a) The age or ability-related capacities of the student.

3) **Scholarly and intellectual materials.**

a) Related to educational goals and curriculum.

Language arts, science, math, social studies, history, test-taking, summarizing information, following instructions, reading comprehension, listening.

D) **THE DEVELOPMENT OF SELF**

1) **The cognitive structure around which behavior is organized, provides a sense of continuity over time.**

a) Self-description.

b) Self-evaluation.

c) Self-criticism.

2) **The development of emotional control.**

a) Emotional control over self.

b) Sense that emotions come from outside.

c) Self-reflection, control of impulsiveness.

3) **Defining Actions.**

- Every **thought** is preceded by a **perception**.
- Every **impulse** is preceded by a **thought**.
- Every **action** is preceded by an **impulse**.

Perception

Thought

Impulse

4) **Teaching and Refining Executive Functions.**

a) **Flexibility** – Shifting from one strategy or mindset to another.

b) **Organization** – Anticipating needs and problems.

c) **Planning** – Goal setting.

d) **Working memory** – Receiving, storing and retrieving information within short-term memory.

e) **Separating affect from cognition** – Detaching one's emotions from one's reason.

f) **Inhibiting and regulating verbal and motoric action** – Jumping to conclusions, difficulty waiting.

IV) **OBSTACLES TO SOCIAL COMPETENCY**

A) **MEETING THE NEEDS OF CHILDREN WITH LEARNING AND BEHAVIOR PROBLEMS**

1) **Many professionals lack the training and confidence to manage or individualize.**

a) Do not have appropriate experience to do so effectively.

2) **The burden of modifying programming is difficult.**

a) No place to turn for immediate help.

3) **A teachers' day-to-day classroom problems are intensified.**

a) Meeting the needs of special students as well other children.

Arithmatic vs. exponential.

B) **TEACHER SUPPORT…OFTEN MISSING**

1) **Help teachers conceptualize and understand.**

a) The nature of individual children's learning and behavior problems.

b) Provide immediate and relevant support to teachers.

2) **Improve follow up.**

a) Evaluate efforts…**The Measurement Fix**

Chalfant, James C., VanDusen, Margaret, & Moultrie, Robert. (Summer, 1979). Teacher assistant teams: A model for within-building problem solving. *Learning Disability Quarterly, Vol. 2*, No. 3, pp. 85-96.

C) **DEFINING PROBLEMATIC BEHAVIORS**

1) **Whose problem is it?**

a) Behavior does not significantly interfere with the child's functioning.

b) Doesn't really interfere with the other students' ability to learn.

Leave well enough alone.

2) **If misbehavior endangers the child or others and/or if it jeopardizes the child's placement or program.**

a) Intervention must be considered even if the behavior is infrequent.

b) First interventions involve changing the environment and what you do before the problem occurs.

3) **Is the student or child capable of modifying the behavior if we apply consequences?**

a) **No**, then you should *not* implement plan that merely applies consequences.

4) **Is the student is capable of exhibiting the desired behavior *consistently*?**

a) **No**, then any rigid behavior plan may produce *worsening* behavior or symptom severity.

D) **DEFINING SOCIAL EMOTIONAL COMPETENCIES – OPERATIONAL DEFINITIONS**

1) **Social Greetings.**

a) Gestures or expressions used when meeting, addressing or talking to another unfamiliar or familiar person.

b) Can be verbal or nonverbal.

2) **Cooperation.**

a) Working or doing something together with another person(s) to achieve a common goal or complete a shared activity.

3) **Problem solving.**

a) Working to find an answer to a question or deal with a difficult situation or matter.

b) Finding a solution.

4) **Sharing.**

a) Allowing another person to use something or have a part of something.

b) Dividing something into equal parts among different people.

5) **Compromising.**

a) Settling a disagreement by agreeing to accept less than what was originally wanted.

b) Deciding among a pair or group where both sides give something up.

6) **Asking for help.**

a) Recognizing and understanding when one can no longer continue a task independently.

b) Seeking out an appropriate resource.

c) Requesting additional information or support in order to continue or complete the task.

7) **Friendship skills.**

a) Acting or behaving in a manner that promotes a relationship between individuals.

b) Skills that result in mutual feelings of trust and affection.

8) **Self-awareness.**

a) Having a true and honest view of one's own personality and traits.

9) **Showing sympathy.**

a) Acting or behaving in a manner that demonstrates an understanding of others' feelings.

10) **Joint attention.**

a) Ability to share attention, get others' attention and be aware of the environment.

V) **SHIFT YOUR FOCUS**

A) **MANIFESTATION, NOT ETIOLOGY**

When redefining and restating the behavior, you must consider how the behavior presents itself (manifestation), rather than the diagnosis (etiology).

1) **One thing to know that emotional concerns may affect academic achievement.**

a) It is quite another to assume that all behaviors are of equal importance in their educational implication.

2) **All children display a continuum of needs.**

a) Ranging from those who experience and demonstrate problems of every day living to children with fixed and reoccurring problems.

3) **The development and implementation of efficient and effective replacement behavior for children who exhibit inappropriate, undesirable behavior which may or may not be characterized.**

a) Is an important educational problem.

B) **OLD FOCUS – ETIOLOGY**

1) **What does the student have?**

a) Dealing with the **diagnosis**, rather than the behavior.

b) Making decisions based on a **label**.

c) Many diagnoses are associated with the same, overlapping behaviors.

2) **When we make decisions about interventions based on the label or diagnosis,**

a) We may be addressing behaviors that are not actually displayed.

b) We may be missing behaviors that need to be addressed.

3) **Emphasis on identifying intrinsic deficits (disabilities).**

a) Contributes to an inordinate focus on the individual child, without adequate attention to ecological and cultural features of school settings.

OVERLAPPING BEHAVIORS:
HOW CAN WE DECIDE ON APPROPRIATE INTERVENTIONS?

	BIPOLAR	OCD	ODD	RAD	ADHD	PDD
Extreme changes in mood, energy, thinking or behavior.	X	X	X	X	X	X
Repetitive behavior.	X	X	X	X	X	X
Preoccupation/uncontrollable idea or emotion.	X	X	X	X	X	X
Uncooperative, defiant, hostile.	X	X	X	X	X	X
Inability to relate to peers.	X	X	X	X	X	X
Difficulty attending.	X	X	X	X	X	X
Hyperactivity/impulsivity.	X	X	X	X	X	X

C) **NEW FOCUS – MANIFESTATION**

1) **How the behavior presents itself.**

a) Rather than the **diagnosis of a disorder.**

b) Many behaviors "cross over" and span different disorders.

2) **Benefits of the new focus.**

a) Eliminates the need to have specialty training in every disorder.

b) Eliminates the complexities of understanding the disorder.

c) Allows for immediate attention to the problem.

d) Allows us to address the reality of what is actually occurring.

e) Helps us to understand the academic and behavioral needs of the student and teach to those specific needs.

Which is more appropriate and is easier to answer?

How can we deal with ADHD?
VS.
What can we do help him stay at his desk?

3) **Example…**

Anger vs. Aggression

a) **Anger is an immediate, often involuntary, emotional response**, that can range in degrees of intensity from mild to severe.

Emotion (Involuntary)

b) **Aggression is a behavior with both physical and verbal components.** Intends to harm or gain control over another individual.

Behavior (Voluntary)

Habitual.

Conditioned.

Socialized.

Research suggests that inadequate impulse or emotional control puts an individual at risk for violence.

Only if violent acts are that person's preferred response learned through past experiences.

VI) **IMPLEMENTING SOCIAL NORMS**

A) **BEHAVIOR CHANGE IS A PROCESS**

1) **Changing behavior.**

a) **Goal**: Establish and commit to a philosophy about behavior change.

"WHAT DO WE BELIEVE ABOUT BEHAVIOR?"

b) **Goal**: Establish and commit to a plan to change behavior.

"WHAT PROCEDURES ARE WE GOING TO FOLLOW TO CHANGE BEHAVIOR?"

B) **CONSIDER THAT STUDENTS ARE MISBEHAVING BECAUSE**:

→ They don't know how to behave.

→ They don't have the skills to behave.

→ They haven't been taught the appropriate replacement behavior.

THINK DIMENSIONALLY

C) **IDENTIFY WELLNESS BEHAVIORS ALREADY PRACTICED BY THE TARGET POPULATION**

1) **Every school class; every environment already has some behaviors, beliefs and rituals which provide health direction and protection.**

a) Observe, conduct interviews, focus groups and surveys to identify this instinctive wellness.

b) Train your eye to see the native strength, natural ability and the health of the classroom.

c) Develop enhancements to these behaviors which, with a little effort, will make them more potent.

i) Increase awareness of the benefits from behaving appropriately and engaging in positive behaviors.

ii) Message content can include instructions on how to add health value to that behavior.

d) Promote new behaviors which are consistent with student needs and classroom norms.

i) Build upon natural wellness behaviors by suggesting new methods or strategies.

D) **DEFINING THE STANDARDS**

1) **It's the norm that matters when changing behaviors.**

   a) Use normative behavior (that which more than 50% do).

   b) Focus on normalizing behaviors.

   c) Start where you are.

2) **Use one main message.**

   a) Supporting messages can help but always tie them to your main message.

3) **All messages should be positive.**

   a) Promote achievable behaviors.

4) **Include all students.**

   a) Include all elements of target population.

5) **Empowering.**

   a) Affirm and encourage rather than scare and blame.

6) **Use student focus group to determine which messages are most memorable and most favorably received.**

   a) Make visually appealing.

   b) Photographs of students tend to work well – match the photo to the message.

   c) Don't overload your media with text. Should be very simple.

   d) Dose the message. Use multiple forms of media.

   e) Ads, posters, fliers, key chains, pins, cups, folders, bookmarks, t-shirts, hats, etc.

7) **Don't expect immediate results.**

   a) Believability and recognition come with time.

VII) <u>THE PRINCIPLED PLAN…TEACH THEM THROUGH EMOTIONAL ENGINEERING</u>

A) **IDEA PROBLEM SOLVING PROTOCOL**

1) **The Ten_{10} R's.**
(*Please see Appendix A; Page 29)*

B) **TO USE THEIR THINKING**

1) **There is tremendous bias about how individual initiative and a positive attitude can solve complex problems.**

a) "If you're a pessimist who really thinks through in detail what might go wrong, that's a strategy that's likely to work very well for you". (Norem, J.) *The Positive Power of Negative Thinking*.

b) Not everybody who was born in a log cabin becomes the president of the United States.

C) **APPROPRIATE AND ACCEPTABLE BEHAVIORS**

1) **Need to be taught.**

a) To replace problem behaviors.

b) But don't always completely eliminate the problem behavior.

2) **Arrangement of success experiences**, particularly for initial efforts of behaving differently.

SHAPING

85%

Given adequate demonstration, guided practice and success experiences, almost certain to produce favorable results.

D) **DEFINE BEHAVIOR**

Good – Bad

Appropriate – Inappropriate

Positive – Negative

Caring – Uncaring

Responsible – Irresponsible

Respectful – Disrespectful

Above

_____

Below

E) **FAIR PAIRS**

FAIR PAIR RULE: The principle which states that any intervention which aims to eliminate a nonfunctional behavior should include a component which teaches and/or increases a functional behavior.

1) **Non-examples**

Fighting	Detention
Blames others	Never blames others
Spitting	Spits on Herself
Hitting	Never hits

2) **Examples**

Lies	Tells truth (reports information accurately and believably
Argues	Discusses appropriately
Truant	Attends school
Incomplete assignments	Completes assignments with adaptations and modifications
Swears	Uses appropriate language
Calls out	Raises hand
Rarely completes homework	Completes homework on time
Out of seat	Purposeful, planned movement
Hitting	Asking adult to help with conflict
Talks out	Journal(s)
Blame others	Uses "I" statements
Doesn't turn in any work	Turns in all assignments
Does not attend class	Will attend class
Sits and does nothing	Will ask for help

F) **A TEST: POSITIVE BEHAVIOR OBJECTIVES**

1) **Non-examples**

Eric will refrain from hitting others when angry.
Randi will not have verbal outbursts during classroom instruction.
Ingri will refrain from hitting.
Kirta will not blurt out.
Gretchen will not lie.
Bente will not throw things.

2) **Examples**

Eric will use one of the anger management techniques.
Ingri will raise her hand and wait to be called on.
Kirta will count to 10 (to cool down).
Gretchen will raise her hand to ask for assistance when frustrated.
Bente will walk away from teasing.
Signee will use replacement language in place of vulgar or obscene language.
Kirsten will request a timeout as needed.
Inga will relate information in an accurate manner.

G) **REDUCE THE MOTIVATION TO EXHIBIT THE MALADAPTIVE BEHAVIOR**

Effective instructional practices.

Reinforcement procedures;

* Step by step process of what will be reinforced during the duration and time period, variable ratio, etc.

H) **PLACE THE MALADAPTIVE BEHAVIOR ON EXTINCTION**

Never reinforce maladaptive behavior again.

Escape extinction procedures.

* Outline extinction procedures, etc.

I) **DIFFERENTIALLY REINFORCE THE REPLACEMENT BEHAVIOR**

Provide the **functionally equivalent reinforcement** for the replacement behavior.

J) **TEACH THE REPLACEMENT BEHAVIOR INTENSELY AND PRACTICE IT OFTEN**

Positive practice.

80% DEVOTED TO ADDRESSING THE ENVIRONMENT

a) Prevent the behavior from occurring.

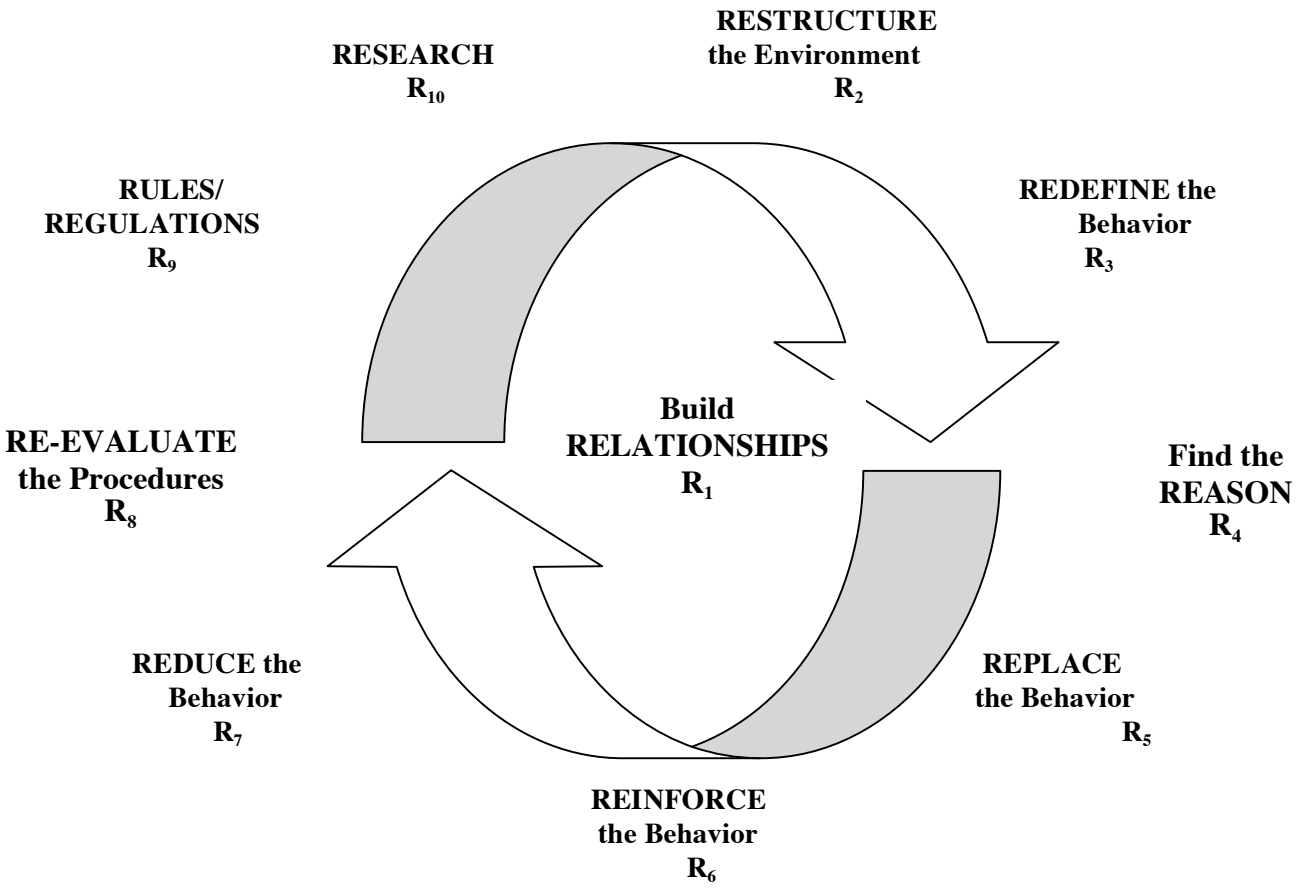
b) Teach functional equivalents.

MEASUREMENT

Appendix A

ESTABLISH A PROTOCOL

THE TEN$_{10}$ R'S



Hartwig/Thomas
July, 2009

Appendix B

SHORT VERSION

BEHAVIOR INTERVENTION PLAN

I. TARGET BEHAVIOR(S):

II. OPERATIONAL DEFINITION OF TARGET BEHAVIORS:

Self-injurious Behavior (SIB)

Verbal Aggression (VA)

Verbal Noncompliance (VN)

Physical Aggression (PA)

Noncompliance and Off-Task Behavior

III. FUNCTION AND CONTEXT OF BEHAVIOR(S)

IV. BEHAVIOR PLAN OBJECTIVES:

V. ANTECEDENT CONDITIONS/SETTING EVENTS

VI. BEHAVIORAL INTERVENTION FOR TARGET BEHAVIOR(S):

VII. REPLACEMENT BEHAVIOR

VIII. CRITERIA FOR OUTSIDE INTERVENTION:

IX. PLAN REVIEW DATE

X. METHODS OF MEASUREMENT?