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**COLORADO**  
Department of Education

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# Adding to the Behavioral Tool Kit

- Behavior is functional (meaning it has a purpose), predictable and changeable. Understanding the function or purpose underlying a student's behavior can help a school team develop a plan to teach the child more appropriate replacement behaviors for a setting or provide support for the development of more desirable behaviors.



# What is Behavior?

- *Defined as any act which is both observable and measurable.*
  - *Observable= you can see and describe it*
  - *Measurable= you can count or measure the intensity (strength)*
- *Group examples of behavior you have been asked to measure.*
- Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!

- Problem Behaviors do NOT occur randomly they are related to other events that occur
- There is a FUNCTION to every behavior
- One problem behavior can serve several functions
- In order to change behavior the intent and purpose of the behavior must be understood
- One Month for every Year the behavior has existed
- Extension burst (Behavior will always get worse before it gets better.)

# *Variables that commonly Influence the Occurrence of Problem behavior*



## *• Curricular/Instructional Variables*

- Unpredictable schedule/change in routine*
- Difficult task*
- Little or no reinforcement in setting*
- Curriculum is not meaningful*
- Pacing of Instruction*
- Lack of student choice*
- Lack of task variation*
- High rates of errors*

## *• Environmental Variables*

- Temperature*
- Noise*
- Lighting*
- Number of people in room*
- Inadequate personal Space*
- Seating positioning*

# *Variables that commonly Influence the Occurrence of Problem behavior*



- *Health/Medical/Personal Variables*

- *Illness*
- *Allergies*
- *Pain*
- *Fatigue*
- *Hunger/Thirst*
- *Medication side effects*
- *Mood*

- *Social Variables*

- *Presence of Staff*
- *Presence of peers/attention*
- *Changes in staff*
- *Disagreement with family/staff/peers*
- *Social outcast*



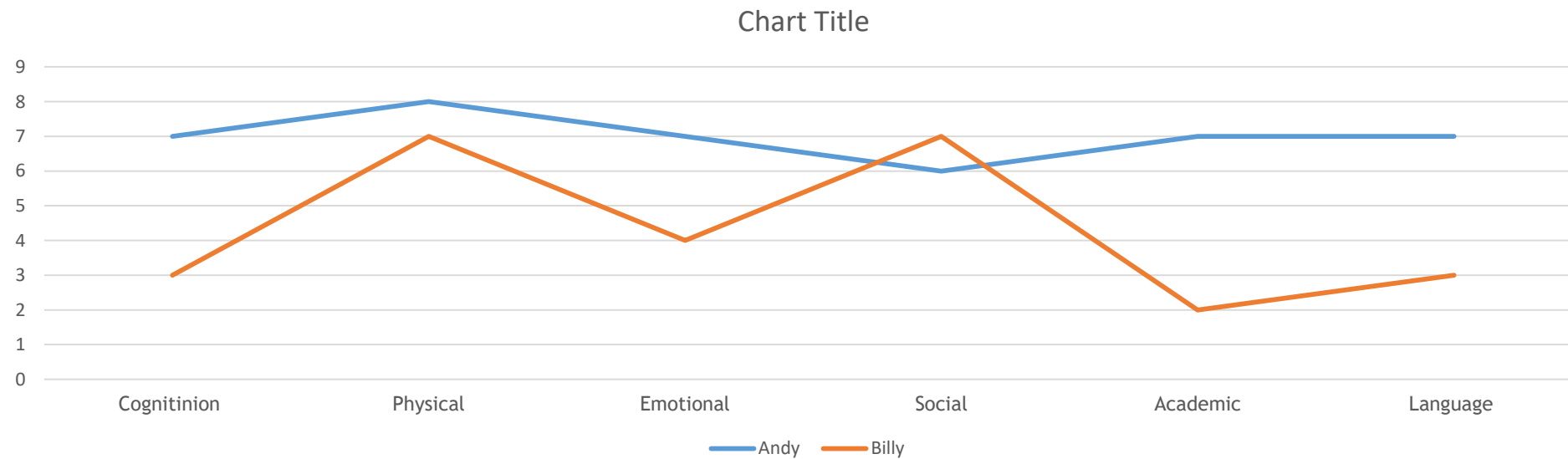
Key Domains of Learning		
<b>I</b>	<b>Instruction</b>	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
<b>C</b>	<b>Curriculum</b>	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
<b>E</b>	<b>Environment</b>	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
<b>L</b>	<b>Learner</b>	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Potential Sources of Information	
<b>R</b>	Review of historical records and products
<b>I</b>	Interview of key stakeholders
<b>O</b>	Observe performance in real time functional settings
<b>T</b>	Test student through careful use of appropriately matched measurement technologies

# Heather Forbes: Trauma impacts development



- As a result of trauma missed developmental stages or pockets on missing emotional and social development.



[https://www.mindtools.com/pages/article/newTCS\\_95.htm](https://www.mindtools.com/pages/article/newTCS_95.htm)





# SEL Gaps

- Skill Gap
- Knowledge
- Teaching Missing Skills

## Performance GAP

- Implementation
- Skill Mastery

## Approximations

- Bridges the Gap

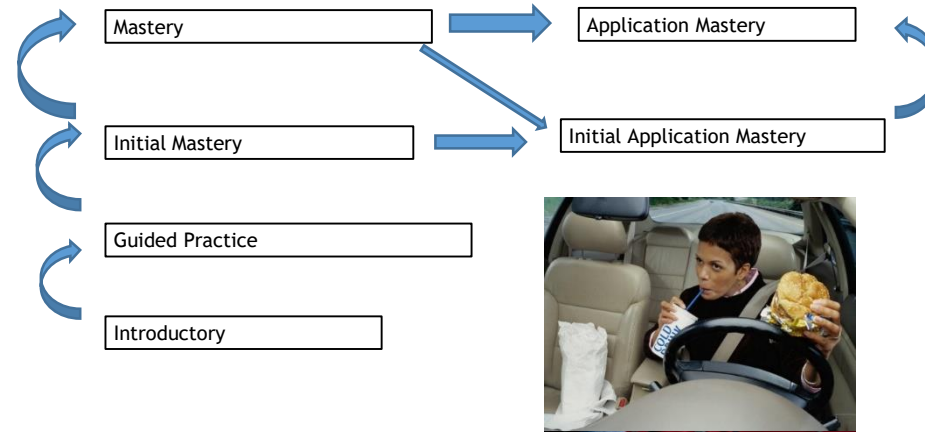
## Emotional Gap

- Living in a place of Fear
- Stress or High Emotion Impact ability to make use of skill

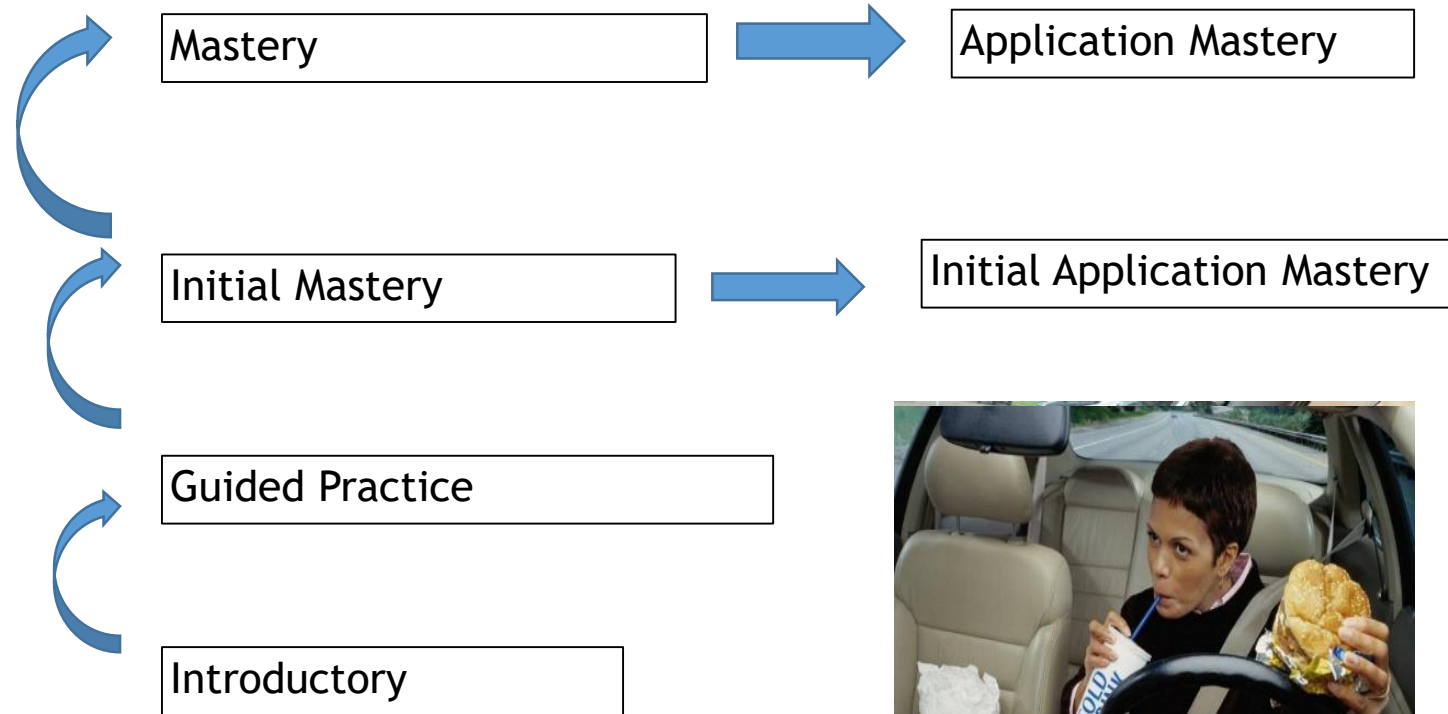
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# Mastery Level Of Learning

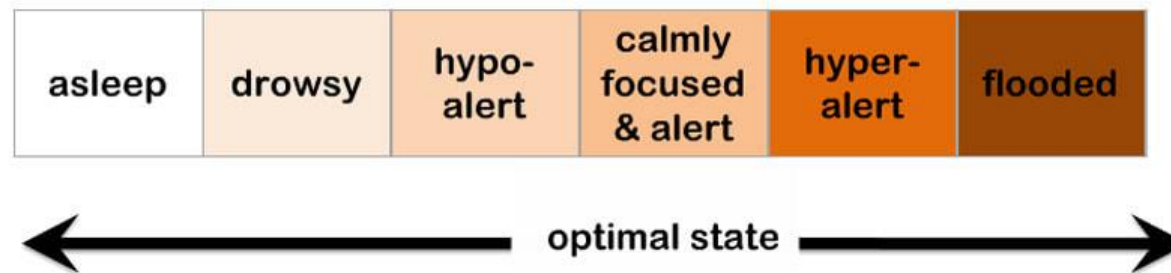


# Mastery Level Of Learning



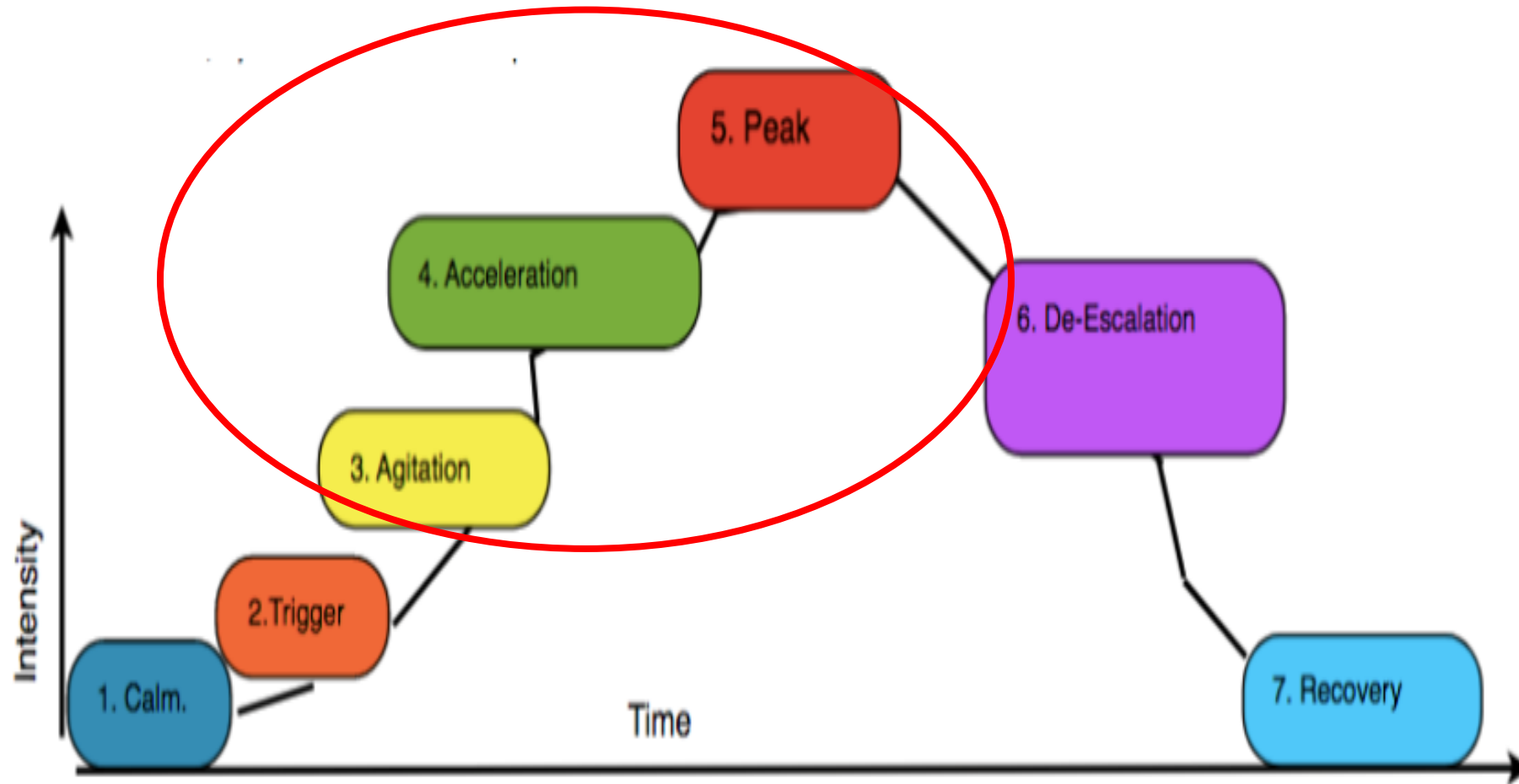
- The more stress an individual is under, the harder the brain finds it to manage arousal state transition, and the recovery function (putting on the breaks) begins to lose its resiliency, becoming stuck in hypo or hyperarousal.

## arousal and recovery continuum

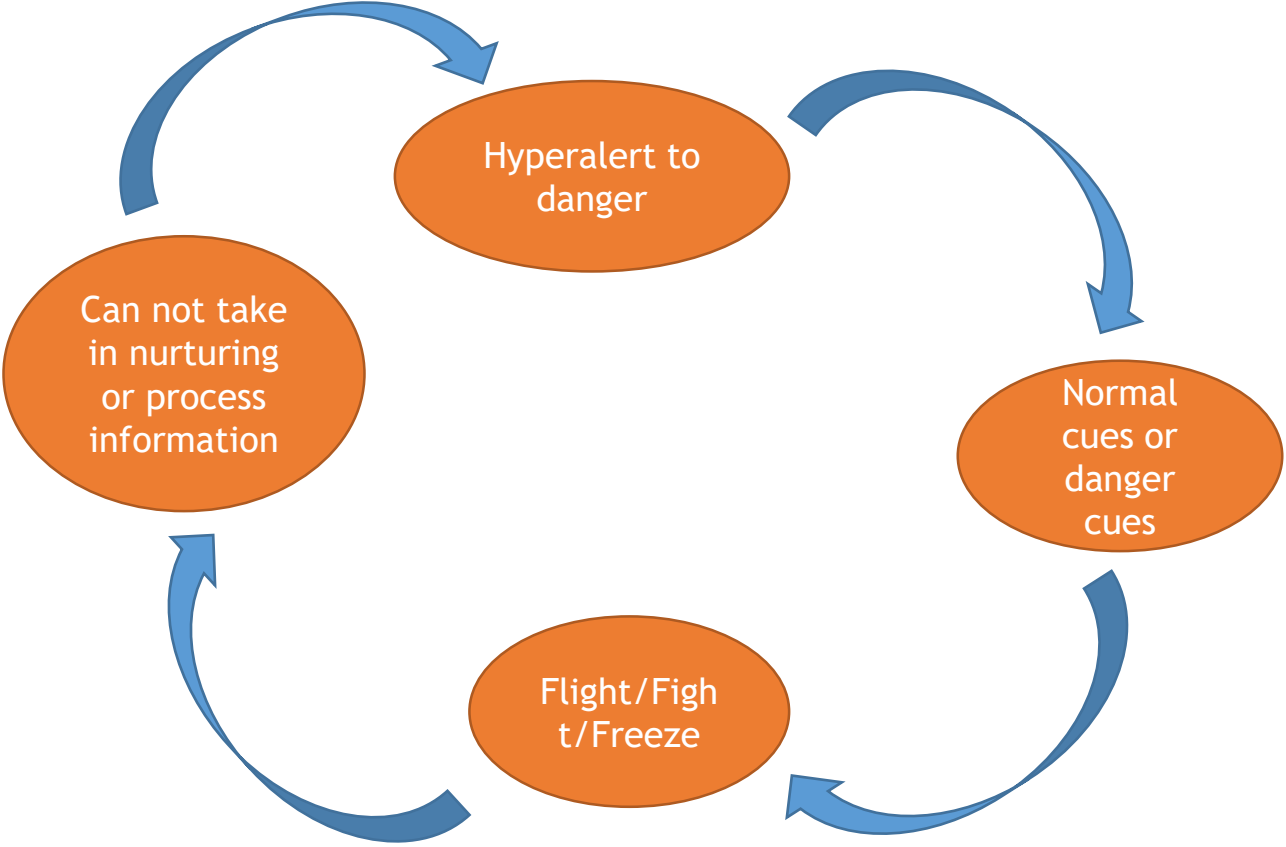


© Early Years Study 3

# Crisis Cycle/Behavioral Cycle

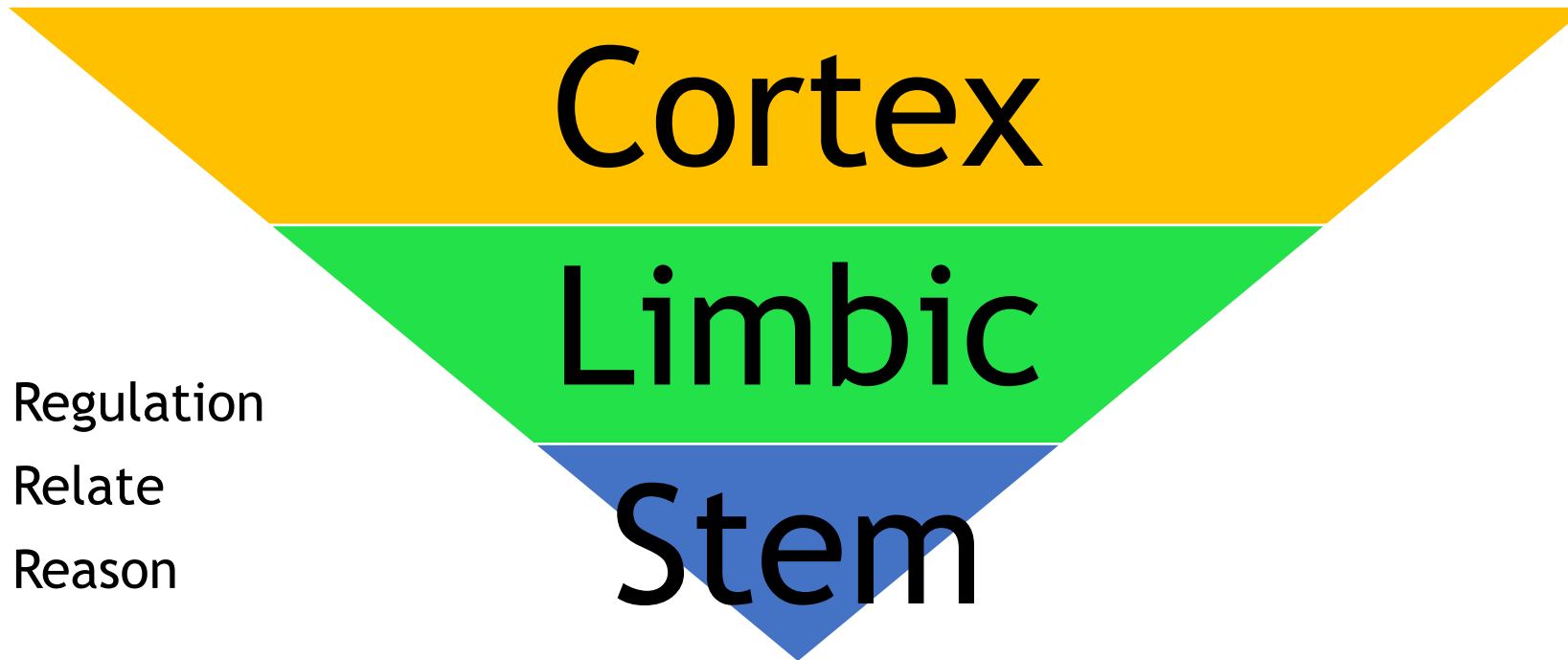


# The Survival Cycle



## State Dependent Functioning

Calm	120-100	abstract/reflective	Extended Future
Alert	100-80	concrete/short term	Days/ Hours
Alarm	80-60	judgmental/reactive	Hours to Minutes
Fear	60-40	reflexive/defensive	Minutes to Seconds
Terror	>40	frozen and speechless	Loss of Time



- Regulation
- Relate
- Reason





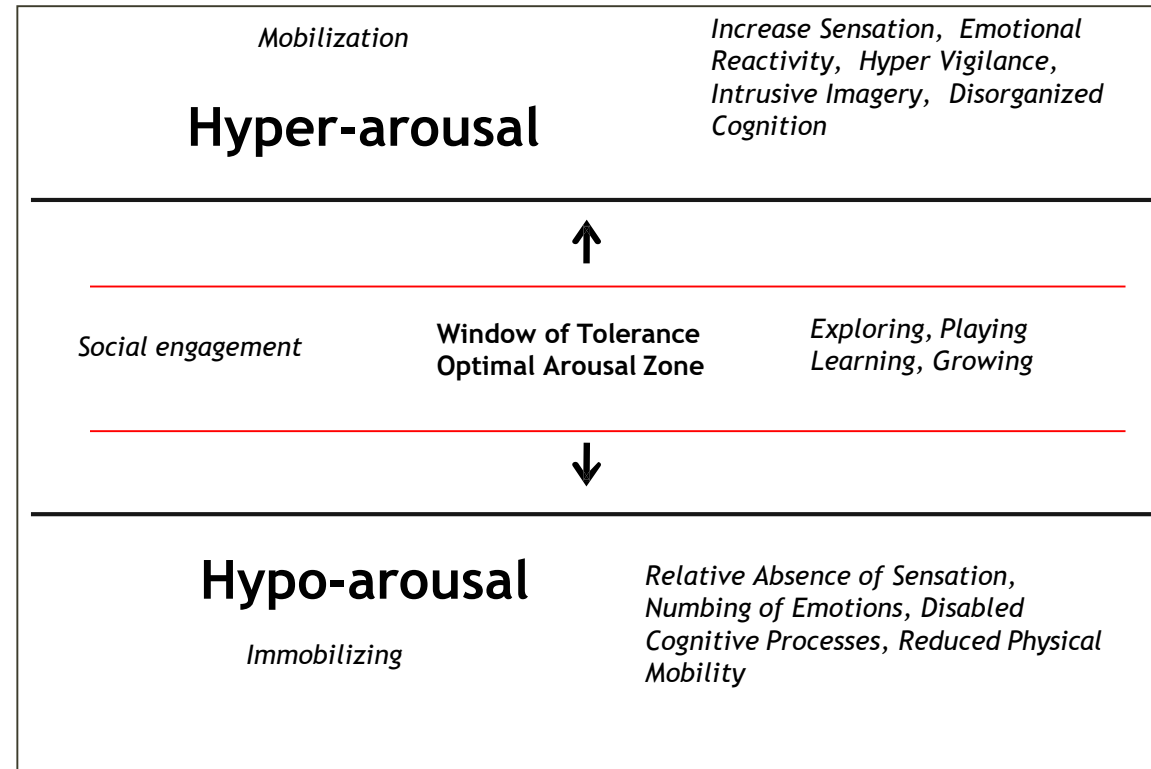
## Stress Behavior (physiologically based)

- Not choosing actions/behavior
- Lack rational awareness
- Lashing out
- Nervous system triggered by sense of threat shifts to fight or flight
- Trouble falling and staying asleep
- Presents with signs of confusion, anger, fear, or deep distress
- Averting eye contact or difficulty looking at you
- Easily upset
- Volatile mood
- Trouble paying attention
- Crabby in the morning

- 3 Voices:
- Child
  - Vulnerability, Powerlessness
- Parent
  - Authoritative
- Adult
  - Negotiate, Problem Solving

<https://www.edutopia.org/video/power-relationships-schools>

# Window of Tolerance



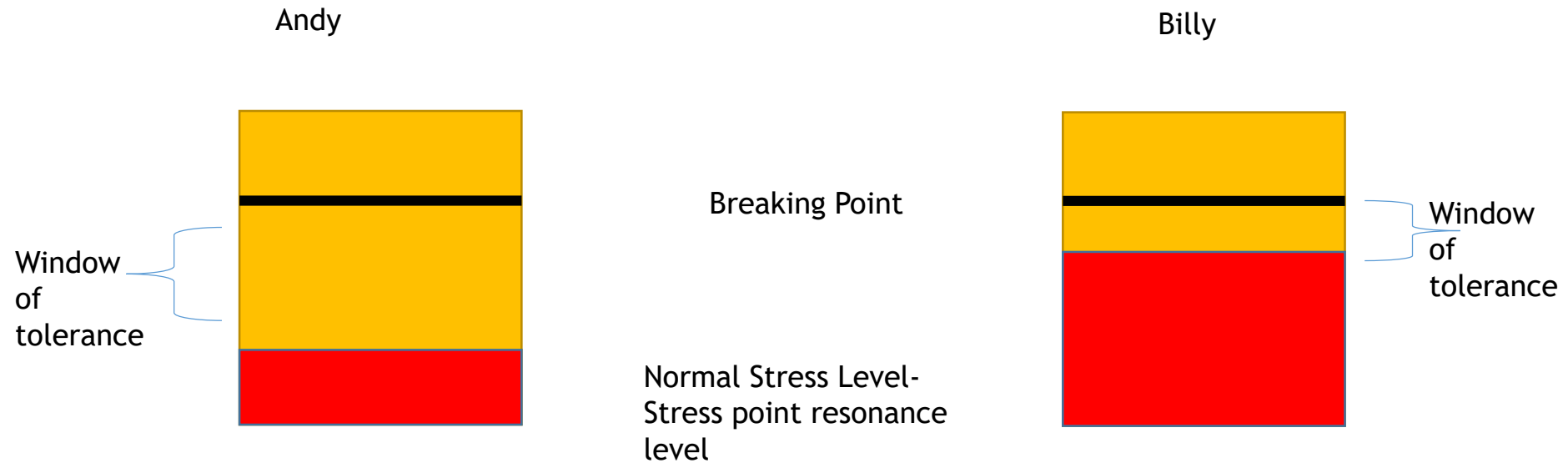
Adapted from Siegel (1999)



# Window of tolerance

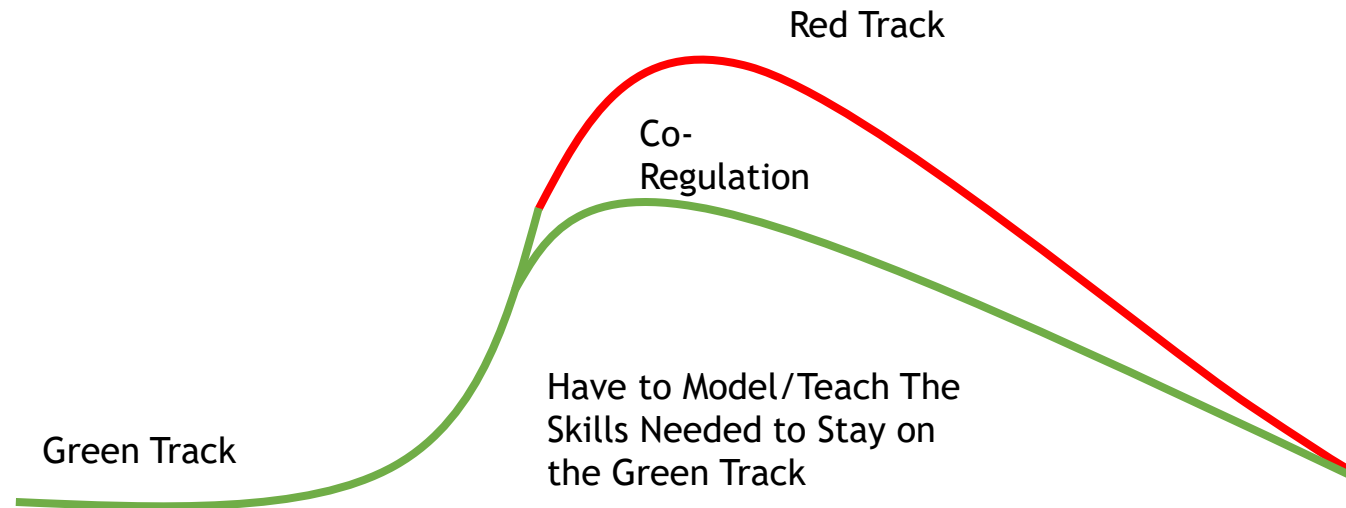
(Heather Forbes, Classroom 180)

Classrooms that are trauma oriented (low stress) will decrease the Stress Point Resonance level, which then increases the window of tolerance.



This is about helping children to heal and not about the modification of behavior

# Red Track VS Green Track: Teach before the peak





- The Formula:
- Step 1: Build relationships
- Step 2: Teach regulation
- Step 3: Student will self-regulate.

External Structure

Direct or Explicit Teaching

Modeling

Externalizing your own thought process

# Behavior tools

# Pairing

- Associate yourself with “all good things” for the student.
- Control the reinforcers and deliver them to the student (NO demands!!!)
- Develop a positive, fun relationship with your student
- The learner sees you as someone fun and exciting to have around (Giver of all good things)



# Pairing

- Allows you to work with the student in a positive way (Establishes relationship and rapport)
- Students are more willing to work for someone they like

# Pairing

- Anticipate their needs and be ready
- Make sure to give them items *they* want
- Interact with them during play/downtime
- Do lots of things the student wants to do

# Pairing

- Who should pair?
  - Everyone who will be in contact with the learner
    - Teacher
    - EA
    - Office staff
    - Kitchen Staff
    - Building staff
    - Other teachers
    - Students



# Errorless Teaching

- Not allowing the student to make a mistake (if possible) through the use of prompting verbally, physically and/or visually if necessary.
- If a mistake is made, pause, (don't change the environment), present the cue again with a prompt. Then insert something different (like a receptive task), re-cue the learner with a faded or no prompt.

# Errorless Teaching-key components

- **Prompting**- verbal, physical or visual cues
- **Fading**-reducing the “amount” of prompting
- **Shaping**- taking an “approximation” and fine tuning it
- **Chaining**- skills are broken down into their smallest units
- **Differential reinforcement**- the better the response, the better the reinforcement
- **Teach to Fluency**- using the components above, students learn the do the task independently

- Reinforcers: **Variable ratio**- initially reinforce every response...gradually fade to lesser and lesser response reinforcement. Aim for a VR schedule that allows for the presentation of several skills without losing the learner's motivation
- Learning manipulatives
- Tasks/activities: **Mix and Vary instructional demands**- don't always use the same language over and over
- Environment
- Cues: **Varied Cues**- from the beginning vary cues (find the, point to...)
- Difficulty level: **Intersperse Easy and Hard demands**- start with all easy the gradually fade in harder material/tasks
- **Teach to Fluency**- Percent correct is not enough, responding must occur immediately when cue is given

# Getting the Behavior, You Want



- Anticipate Behavior
- Data will help you know when and why behavior is occurring - expect it and plan accordingly!
- Quick Pacing - helps reduce problem behaviors & increase on-task behaviors. Allows more time for practice and teaching to fluency

# More Behavior We Want...

- **Say What You Want** - Telling kids what exactly you want them to do helps set clear expectations (pairing with errorless teaching helps ensure kid success!!)
- **Less Words with More Meaning** – keep directions short and simple and use language that is meaningful to them. Helps with understanding and compliance!



# First Then, If Then, When Then

- The Principle of FIRST, THEN –
  - Helps the student to sequence and predict tasks and behavioral expectations
  - Assists student in learning to wait for desired items and activities
  - Easy and natural build in of reinforcing items and activities and needs (ie, sensory strategies)

# “You Can’t, but You Can”

- Follows the same principle of First, Then – teaches students to accept “No”
- Say “You can’t have the basketball, but you can have the koosh ball”
- If the student continues to yell, scream, etc. – the offered item is put away until behavior is under control
- Can also be used for activities that happen at a specified time – i.e., “It’s not time for lunch, but it is time for snack.”

# Principle of “Say It ONCE, then DO IT!”

- Similar to the idea of errorless teaching!
- Staff gives a direction – then use whatever level of prompting is necessary to assist the student in following through with the direction.
- We want to teach students that we expect a response the first time we give a direction (not the 87th time, not when we use their full name, etc.).
- Don't forget to fade your prompts!

# Use of Precision Request Sequence



- Please Do \_\_\_\_\_
- Wait 30 seconds to allow compliance
- I Need you to Do \_\_\_\_\_
- Wait 30 seconds to allow compliance
- I Need you to Do \_\_\_\_\_
- Track Amount of Time to compliance (Length of consequence)

Consequences

Option 1: Loss of privileges until compliant

Option 2: Loss of Privileges for a specific length of time



# Give Effective Commands

- Vague Commands
- Question Commands
- Rationale Command
- Multiple Commands
- Frequent Commands
- Specific One Step Commands (10 words or less)
- Praise for following commands

# Prompting: The process of cueing to assist in the performance of specific behavior

- Verbal
- Gestural: A motor behavior such as pointing that is presented to cue performance or a particular response
- Physical: Guidance of performance using physical contact or touch

- The gradual removal of prompts

## Graduated Guidance

Process of fading promotes from verbal to physical to none at all.

# Reactive Strategies

- Situational management- to react or not to react
  - Ignoring
  - Re-direction
  - Information Feedback
  - Contingent Instruction
- Active Listening
  - Emotional Message Reflection
- Stimulus Change Do something to draw attention in another direction
- Interpositioning
- Physical management



# Chaining:

- Systematically linking together individual behaviors into a larger chain of behaviors through the use of prompting and reinforcing.
- Forward Chaining
  - The first response is taught first and the last response is taught last
- Backward Chaining
  - The last response is taught first the and the first response of taught last.

# Shaping

- Reinforcement of successive approximations of behavior towards the desired behavior

# Extinction

- A procedure where the reinforce that has been sustaining or increasing an undesirable behavior is withheld.
- Withholding a previously available reinforce
- Example:
  - Student cussing-getting upset is the reinforce
- Side Effect: Extinction burst-will escalate the situation.



- **Guidelines:**
  - Focus on only one behavior per contract
  - Develop contract collaboratively with student
  - Set realistic time frame and requirements
  - Identify reward if contract is met
  - Identify negative consequence if contract is broken
  - Sample templates: Tough Kid Toolbox
    - <http://www.behavioradvisor.com/Contracts.html>
    - <http://specialed.about.com/library/templates/contract2.pdf>
    - [http://www.teachervision.fen.com/tv/printables/MENC\\_contract.pdf](http://www.teachervision.fen.com/tv/printables/MENC_contract.pdf)
    - <http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Behavioral.pdf>

# Sample Behavior Contract



*Sample Behavior Contract*

Contract between \_\_\_\_\_ and \_\_\_\_\_ Date \_\_\_\_\_  
(student) (teacher)

Description of behavior problem:  
\_\_\_\_\_

Description of desired behavior:  
\_\_\_\_\_

Plan for behavior change:  
\_\_\_\_\_

Rewards or consequences of contract:  
\_\_\_\_\_

Monitoring and evaluation of contract:  
\_\_\_\_\_

Comments:  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(student)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(teacher)

Copies to: \_\_\_\_\_  
\_\_\_\_\_



# Resisting Peer Pressure

Look	Look at the person
Use	Use a calm Voice
Thank	Thank them for including you
Explain	Explain your reasons
Offer	Offer an alternative activity
Continue	Continue to refuse to participate.

# Learned Helplessness (Intervention Central)



- Schedule: Increase predictability
- Work Break: Make it available on request
- Checklist for Academic Skills: Make the complicated simple
- Checklist for challenging situations: Script transition times/routines
- Choice Making: Allow for student preference
- Fix Up Skills: Foster work independence- procedure/routine to follow when stuck
- Goal Setting: Get a Commitment
- Response Effort: Reduce task Difficulty
- Performance Feedback: Information is Rewarding-timely Feedback
- Praise/Encouragement: Catch them being good

# Solutions For Overcoming Learned Helplessness

Teresa Meehan June 23, 2014

1. Reframing- With reframing, you are training the part of the mind that causes a behavior (or response) the client doesn't like to one that is more appropriate.
2. Steps of NLP Reframing (Source: Planet NLP)
  - Identify the unwanted behavior; the unwanted behavior is the immediate negative response to your perceived lack of control.
  - Identify positive outcome of the behavior (every behavior should have a positive outcome)
  - Find several other ways to achieve the same outcome
  - Gain agreement to try out the other behaviors



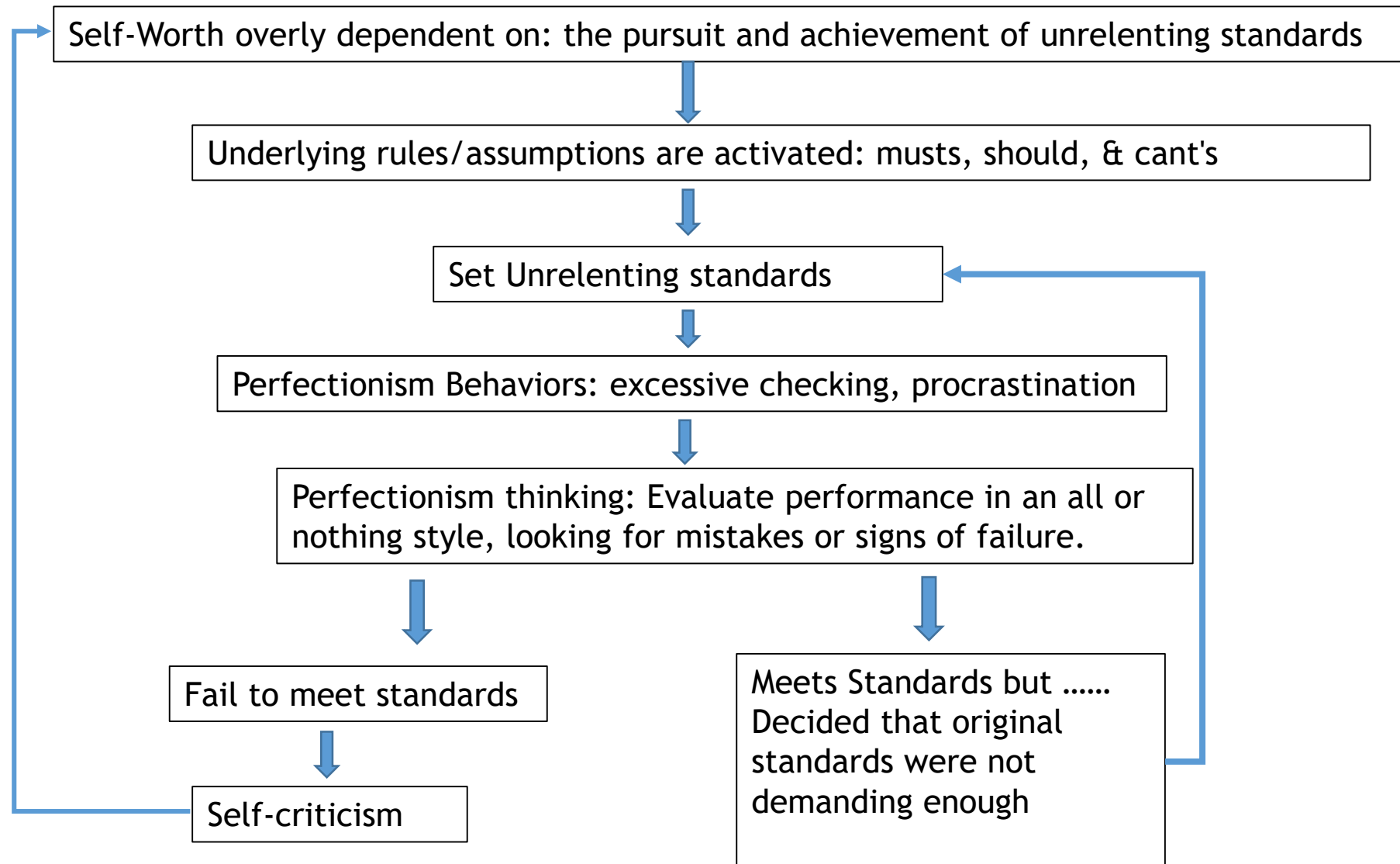




- Procrastination
- Avoidance
- Excessive checking
- Reassurance seeking
- Overcompensating
- Repeating and correcting
- Excessive organizing and list making
- Difficulty making decisions
- Giving up to soon
- Not knowing when to stop
- Correcting
- Slowness
- Failure to delegate
- Hoarding
- Attempts to change the behavior of others

- Self Criticism and Unhelpful thinking
- Black and white thinking
- Mental filtering (In and Out) focusing on only one aspect, typically the negative and not the positive
- Creating unreasonable demands or pressures (I must never make a mistake)
- Catastrophising blowing things out of proportion
- Labelling/global statement making: I am an idiot for not know the capital of Brazil
- Jumping to conclusions assuming that we know what others are thinking (Mind Reading/predictive thinking)
- Magnification and Minimization: Magnify positive traits of others and minimize positive traits of self (explaining that your positive achievements are not important).

# Model of perfectionism: How Perfectionism is maintained



- Relaxing Unrelenting High standards
  - Start thinking in shades of grey
- Being prepared to try new things (getting over the Fear of change)
- Goal setting with a time frame
- Practice
- Given permission to make mistakes
- Remember the unhealthy consequences of perfectionism
- Learn to laugh
- Reward self often
- Identification of obstacles to overcome



Roadblocks	Self-talk	Actions
Example: I'm scared of stopping after one hours practice, I need to work harder	Example: I know that if I make the effort to stop after one hour I may feel anxious in the short term, but in the long term I Will feel better. It will help me manage my perfectionism	Example: Ring someone and talk through advantages of onyl practicing for one hour. Stop after one hour.





- **Bend the rules.** Rigid thinkers love rules, and they love to remind other kids about the rules.
- Try changing the rules to your favorite board games.
- When kids learn that rules aren't always set in stone, they begin to approach problems from new directions.
- **Teach self-talk.** Teach your child to take a few deep breaths, state the problem, consider at least three solutions and choose one
- **Tweak the routine.** Routines are great because they help kids know what comes next. However sometimes dependence on routine increases rigid thinking.
- Instead of doing everything exactly the same way each day, make small tweaks to the routine here and there.



- **Get a joke book.** Rigid thinkers tend to struggle to understand jokes. They also have trouble making up their own jokes and puns. Joke books can be a great way to talk about the different meanings of words and think about how changing the meaning of a word makes it funny.
- When kids develop flexible thinking skills they are better able to solve problems, engage in positive peer interactions and focus in school.

- Do not ask questions right away.
  - Don't say "Hello", "Goodbye", or ask for "Please" and "Thank you" or eye contact. That's hard and will be learned last. Voice volume comes a little later too.
  - Instead say something like: "It's so good to see you this morning; we're going to have a great day today."
- BEST to start with descriptions and play by play sportscasting.
  - "Great job getting your book out. Now you're sitting down and picking up your pencil. Thanks for reading that passage thoroughly. Those shoes are cool, I wish I had a pair like that."
- When warmed up, start by asking forced choice questions:
  - "Did you like these problems better than the ones last night.?" "Do you want to do the even or odd problems?"
  - "Did you ride in a car or on a bus or something else today?"



- Avoid yes/no questions.
- When student answers a question - positively reinforce with a labeled praise - “Thank you for telling me pink!” “Great job telling me you want goldfish!”
- Do not interpret non-verbals (mind-read). Act like you don’t understand gestures.
- If you see pointing or shaking his/her head yes/no, say, “I see that you’re pointing at the blue chair.” You’re nodding. Do you want to sit in the blue chair or somewhere else?”
- Waiting 5 seconds. If you ask a forced choice question doesn’t answer - wait 5 seconds. Then repeat the question. It’s important to give time to process and answer.
- (Five seconds feels like a long time to us when waiting for a response, but it is important before asking again!)

- In small group settings, try polling the children. Ask everyone the same forced choice questions. For older children you can add, “Do you agree or disagree?”
- Say to each child in the group: “Do you like farm animals, or zoo animals best?” It’s a first step to talking with peers in front of the teacher
- If other children say, “Xxxx doesn’t talk/speak/etc.” PLEASE correct them and say, “Xxxx does talk a lot. Xxxx is working on building his/her brave muscles and talking at school.”
- No negative reinforcement for NOT talking (no punishment, s/he's not being defiant).

# Elopement

- Assign student a seat that it is distant from the classroom exit
- Arrange furniture / desk formations so that student's exit route is partially obstructed
- Place a child safety cover over the classroom door knob
- Position an adult between student and classroom exit / shift teaching position so that teacher is stationed closer to classroom exit
- Place a red stop sign at the classroom door and teach students that it's there to remind them that before they leave the room, they need to have permission from an adult

<https://scsdbehaviormatters.weebly.com/blog/weve-got-a-runner-best-practice-strategies-for-preventing-and-reducing-elopement-behavior>

# Elopement

- Designating a safe place to run
- Establishing Boundaries for Student and Staff
- Determining Consequences
- Practice, Practice
  
- Follow at a distance (Do not Get to close)

<https://scsdbehaviormatters.weebly.com/blog/weve-got-a-runner-best-practice-strategies-for-preventing-and-reducing-elopement-behavior>





- Assessment: Keep a log of the students elopement (include unsuccessful attempts) and note the time of day, place, activity, people present, and a brief description of how you respond.
- Safety skills: teach safety skills such as how to safely cross streets, how to respond to his or her name, how to ask permission to leave a location.

<https://fluency.behaviordevelopmentsolutions.com/secured/resources/elopement/McAdam%20&%20Walker.pdf>





- Types of Lying

- Pro-social lying occurs when a child lies to protect someone else or to help others.
- Self-enhancement lying is intended to avoid consequences such as shame, disapproval, or reprimand.
- Selfish lying is used for self-protection, often at the expense of someone else, and/or to hide misconduct.
- Antisocial lying is lying with the intention of purposefully hurting another person.



- Symptoms of Lying:
  - Unbelievable content in a story
  - Inconsistency when the story is retold
  - Too much enthusiasm in the storytelling
  - Too much calmness in describing an emotional story

# Lying Determine the Function of the Lie

<https://confidentcounselors.com/2017/11/20/students-who-lie/>

- **Perspective-Taking:** Help the student consider how her peers feel when they learn that she lied to them. Explore instances when someone has lied to her and help her to process how she felt in that.
- **Rebuilding Trust**
- Work with your student to create a plan for rebuilding trust with her peers or the adults she's lied to. Help her to identify specific situations she might encounter in which she can be honest.



# Lying Determine the Function of the Lie

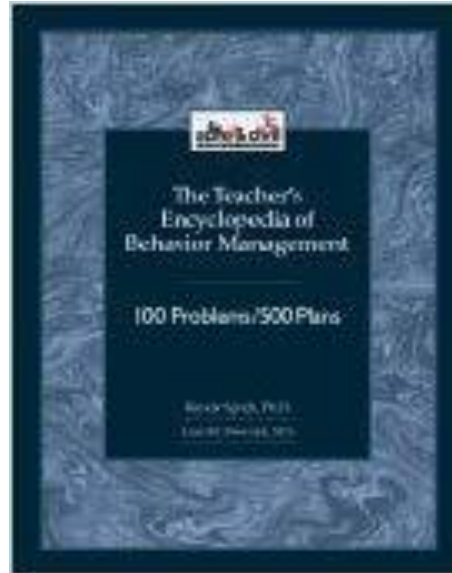
<https://confidentcounselors.com/2017/11/20/students-who-lie/>

- **Outlet:** If your student thrives on the tall tales she creates, give her an outlet! Provide your student with a journal that she can record her stories or tales in rather than misleading others. Empower her to create a fictional world that is just for her.
- **Opportunities for Approval:** Set up a check-in/check-out system, find meaningful tasks for the student in the classroom or school, find a mentor for the student, or let the student fill a leadership role.
- **Skill-Building**
- Work on improving your student's [self concept and self esteem](#) so that she feels confident in who she is! Help her to build confidence and find comfort in her own skin so that she can find approval from within.

# Lying Determine the Function of the Lie

<https://confidentcounselors.com/2017/11/20/students-who-lie/>

- **Skill-Building:** Role-playing being honest can help your student internalize how it sounds to tell the truth. Create a list of scenarios in which your student might be inclined to lie and work on role-playing together to help your student figure out a way to be honest that feels natural and comfortable to him.



- [https://www.amazon.com/Teachers-Encyclopedia-Behavior-Management-Problems/dp/1599090023/ref=sr\\_1\\_1?crid=3CEX36GUHBX3J&keywords=teachers+encyclopedia+of+behavior+management&qid=1566481435&s=gateway&sprefix=Teacher+Behavior+en%2Caps%2C185&sr=8-1](https://www.amazon.com/Teachers-Encyclopedia-Behavior-Management-Problems/dp/1599090023/ref=sr_1_1?crid=3CEX36GUHBX3J&keywords=teachers+encyclopedia+of+behavior+management&qid=1566481435&s=gateway&sprefix=Teacher+Behavior+en%2Caps%2C185&sr=8-1)

# Self-Sabotaging Behavior

The Self-Fulfilling  
Prophecy



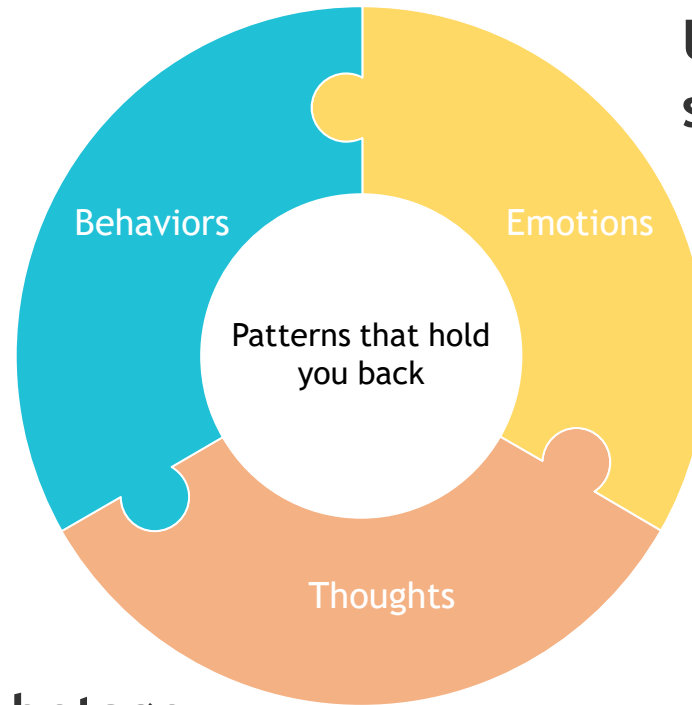
# Self-Sabotage: A Simple Definition:

**Self-sabotage is when you undermine your own goals and values.**

In other words, you acknowledge that there's something out there you genuinely want and believe is good for you, but then you do things that directly conflict with that goal.

## Conscious self-sabotage

<https://nickwignall.com/self-sabotage/>



## Unconscious self-sabotage

Is when you do something that undermines a goal or value, but you don't realize it until after the fact. E.g.: People with a strong fear of failure in their jobs often develop the unconscious habit of showing up late or doing sloppy work as a way to avoid promotions or increased responsibility, which would lead to higher expectations and therefore a higher chance of failure.

Is when you are aware of the fact that what you're doing is undermining one of your goals or values. E.g.: Remembering that you need to pick weeds in the backyard but deciding to play video games instead.

# What causes it?

- Self-sabotage happens when you do certain things that were adaptive in one context but are no longer necessary.
- These behaviors helped you adapt to a previous situation, like a [traumatic childhood](#) or [toxic relationship](#), and survive the challenges you faced there. They may have soothed you or defended you. But these methods of coping can cause difficulties when your situation changes.

<https://www.healthline.com/health/self-sabotage#takeaway>



# Basic Concepts

## Internal Belief systems

Clarify your beliefs, values, dreams, goals, wants and needs.  
The Self in Action.

## Distress Tolerance

Practice getting comfortable with failure, increasing your window of tolerance. Boost your tolerance for uncomfortable feelings

## Self-Supports

Develop self-supporting behaviors



## Awareness

Recognizing your self-sabotaging Behaviors

## Function

Understand the need your self-sabotage fills. Understanding emotions that drive behavior.

## Mental Flexibility

Adjust thinking and/or self-image that drive emotion. Developing a growth mindset

# Here are a few of the most common forms of self-sabotage:

- **Procrastination**. We all procrastinate from time to time: putting off going to the gym for another episode on Netflix; delaying writing that report to clean our office; rescheduling that dentist's appointment yet again. [Procrastination](#) is one of the most universal forms of self-sabotage because it is, by definition, delaying something even though we know it would be better not to.
- **Substance Abuse**. Alcohol and drug abuse is a common form of self-sabotage because, despite the short-term benefits, consistent abuse of drugs and alcohol almost always interferes with our long-term goals and values.
- **Chronic Lateness**. When people are consistently late to things, it's often a sign that they are self-sabotaging. For instance, always showing up late to social events might help you avoid some [anxiety](#) about having to socialize too intimately with people before the event really gets going, but in the long run, it erodes your relationships and leads to lack of trust and respect with friends and family members.
- **Stress Eating**. Many people turn to food as a way to deal with stress and anxiety in their lives because it temporarily makes them feel good and distracts from their pain. But they know in the long run it's sabotaging important values like maintaining a healthy diet or being physically fit.
- **Intimacy and Commitment Issues**. Many people find themselves in the habit of intentionally abandoning or ruining otherwise healthy friendships. Often, these people have a difficult time with emotional vulnerability and are afraid of getting hurt.

<https://nickwignall.com/self-sabotage/>





# Common Functions



- **Fear of Failure:** When you don't want to fail at your dream job, in your relationship, or even at being a good parent, you might unintentionally sabotage your own efforts to do well.
- Wanting to avoid failure can lead you to avoid trying. If you don't try, you can't fail, right? So, your unconscious mind might present you with excuses and ways to sabotage yourself.
- <https://www.healthline.com/health/self-sabotage#takeaway>
- **A Need for Control:** Self-sabotaging behaviors can also develop from your need to control a situation. When you're in control, you might feel safe, strong, and ready to face anything that comes your way.
- Some types of self-sabotage provide this sense of control. What you're doing may not be great for your emotional health or relationships, but it helps you stay in control when you feel vulnerable.
- <https://www.healthline.com/health/self-sabotage#takeaway>

# Self- Sabotaging Behavior

Heather Forbes

Self-image and identity development

The way we feel is the way we live our lives

All of your efforts will fail if you do not address the self-image

All of the positive will be lost if you do not address the self-image

Have to open up the concept of self image to students

It can not be the self-image as portrayed by other, this has to be completely driven by the student

# Past Present Chart

Heather Forbes



You need to go through the past to guide the future.



Validate – who they are and who they want to be.



What are some changes that can be made, making a shift from what is to what is wanted.

# Past Present Chart Heather Forbes



- How they currently view themselves

- How they want to view themselves

## Tearing Off Your Label

### 4 Four Steps to Tear Off Your Label:

#### 1. Stop Living Up To Your Label. Prove Your Label Wrong!

- Believe in the real you . . . not the label
- How has living up to my label affected the past, today, future?
- When this label is off how will it effect me, family, friends, school?

#### 2. Remember: It's EASY to Prove that your Label Is True

- Just keep doing the same things over and over.
- To tear off the label you must do something different, and use **Self Respect, Desire, Time, and Effort.**
- When I prove the label wrong why will I have more opportunity and freedom?

#### 3. Your Label Is From The Past, Today "YOU" Decide To Keep It Or Start. . .

### "TEARING IT OFF!"

Imagine . . .

You wake up tomorrow and your label is gone, what would be different?

#### 4. Let "The Real Me" Stand Out So Much That The Past Label Must Be Torn Off!

- What observable behaviors do I need to use more to show I am bigger and better than a label?

Every night ask yourself:

- What did I do today to tear off the label?
- How can I do more of this tomorrow?

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**1 Discuss Labels**

**2 Why Is It Easy To Give Up When You Have A Label? Are These Ever An Excuse?**

**3 "The Real Me" EX**

- What do I like about myself?
- What do others like about me?
- My accomplishments.
- My strengths, goals and dreams.
- If I had to label myself what would it be? (Must be positive)

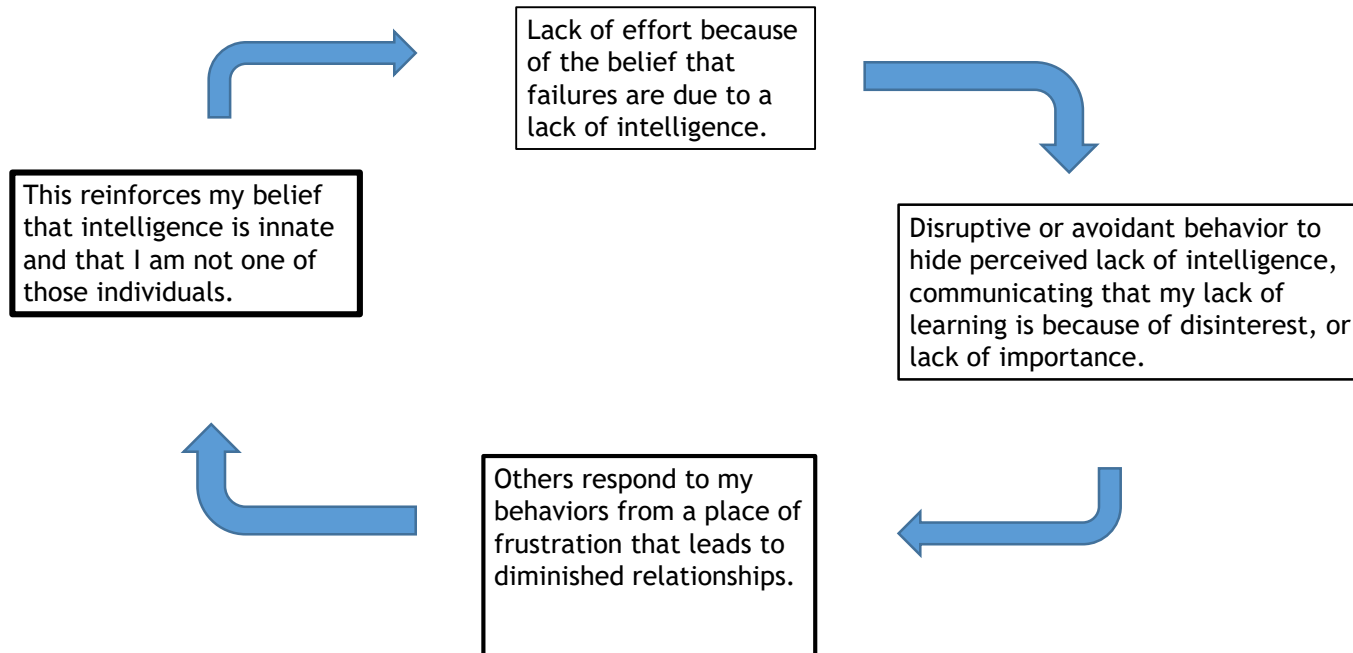
**How Much Do I Believe In This Label?**

1 2 3 4 5 6 7 8 9 10  
It's Staying On! Some It's Coming Off!

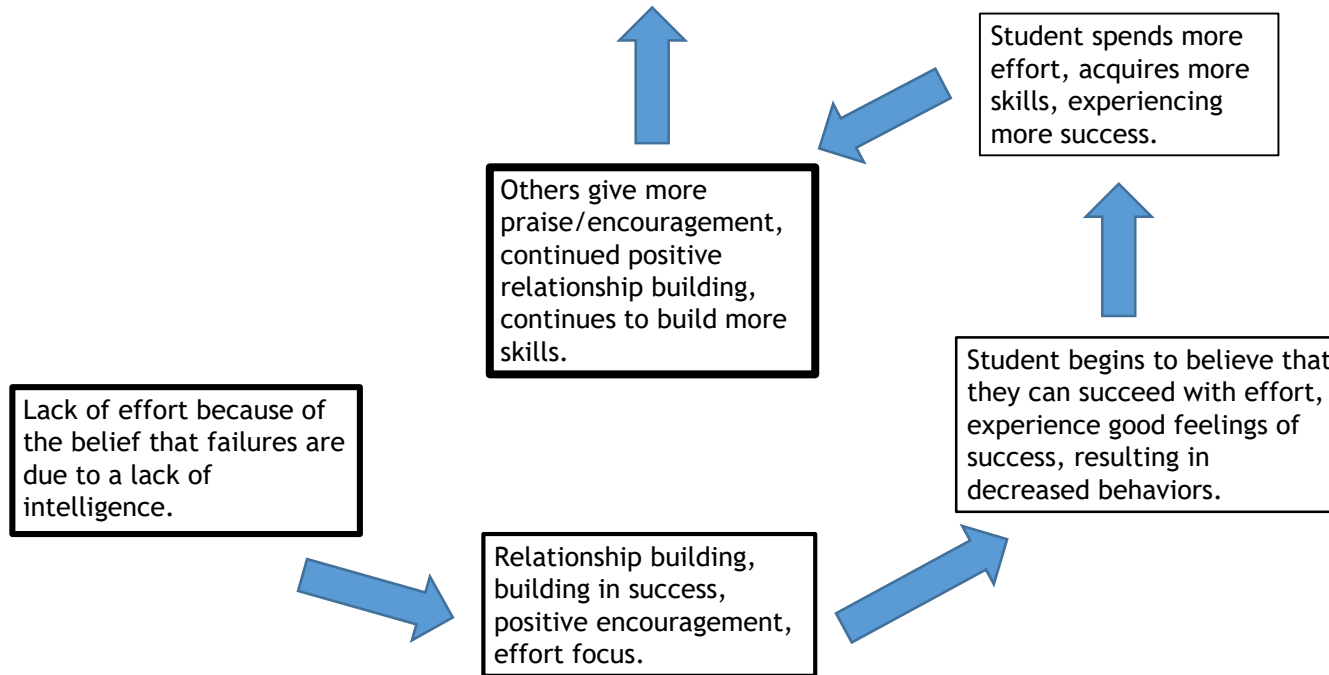
**"The Label Is Not The Can"**

www.WhyTry.org

# Cycle of Low Internal Motivation



# Reversing the Cycle of Low Internal Motivation



# Develop Self-Supporting Behaviors

- Consider the following questions:
  - What can you say to yourself that is positive or encouraging?
  - What options do you have? Is there more than one way to achieve your goal?
  - Can you build self-confidence by, on your way to achieving the bigger ones?
- **Key Points**
- You can beat self-sabotage by **monitoring your behaviors, feelings, thoughts, and beliefs about yourself, and challenging them** when they stand between you and your goals. Once you understand what is behind self-sabotage, you can develop positive, self-supporting behaviors to keep you on the right track.

[https://www.mindtools.com/pages/article/newTCS\\_95.htm](https://www.mindtools.com/pages/article/newTCS_95.htm)





# Anticipate and Plan for Obstacles

- If your alternative behavior to stress eating after work is to have a small healthy snack instead of binging on junk food, what might get in the way of that new behavior?
- What if you don't have enough of the healthy snack stocked up in your house?
- What if you go out for drinks with coworkers one evening instead of going home?
- What if your spouse just took out a tray of freshly baked cookies the minute you walk through the door?
- **It's easy to stick to new behaviors and good intentions when the conditions are just right. But if you want to eliminate self-sabotage for good, you also need a plan for when times are hard.**

- <https://nickwignall.com/self-sabotage/>



# Challenging Belief Systems

- Identify the 'A' or **Activating Event**. This may include an actual event or situation, a thought, a mental picture or a physical trigger.
- Identify the 'C' or **Consequences**. Ask yourself: "What emotion(s) was I feeling?" There may be a few. Choose the feeling that most closely represents the emotion you actually felt at the time and underline it. Rate the intensity of this emotion between 0 and 100. The higher the number, the more intense the emotion. What actions/behaviors did you engage in? What physical sensations did you experience?
- Identify the 'B' or the **Beliefs**. Ask yourself: "What was I thinking? What was I saying to myself? What was going through my head at the time?" List all the self-statements linking A to C.

# ABC Analysis Example

- One of Peter's customers, whose only means of getting to work and is self-employed, brought in his car for brake replacement. Here is Peter's ABC analysis:
- **A - Activating Event**
  - *Customer brought a car in for a brake replacement*
- **B- Beliefs**
  - *I will never get this done by tomorrow, it is my fault that the customer will miss work tomorrow. In addition to paying for new brakes the customer is losing income. If this repair is delayed, I might be responsible for his business failing.*
- **C - Consequences**
  - *Felt guilty and stressed - tightness in my chest.*
  - *Worked till midnight so the customer could have the car the next morning.*

# Stages of Change

# Stages of Change

1. Precontemplation - In this stage, people do not intend to take action in the foreseeable future (defined as within the next 6 months). People are often unaware that their behavior is problematic or produces negative consequences. People in this stage often underestimate the pros of changing behavior and place too much emphasis on the cons of changing behavior.
2. Contemplation - In this stage, people are intending to start the healthy behavior in the foreseeable future (defined as within the next 6 months). People recognize that their behavior may be problematic, and a more thoughtful and practical consideration of the pros and cons of changing the behavior takes place, with equal emphasis placed on both. Even with this recognition, people may still feel ambivalent toward changing their behavior.
3. Preparation (Determination) - In this stage, people are ready to take action within the next 30 days. People start to take small steps toward the behavior change, and they believe changing their behavior can lead to a healthier life.

<https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories6.html>

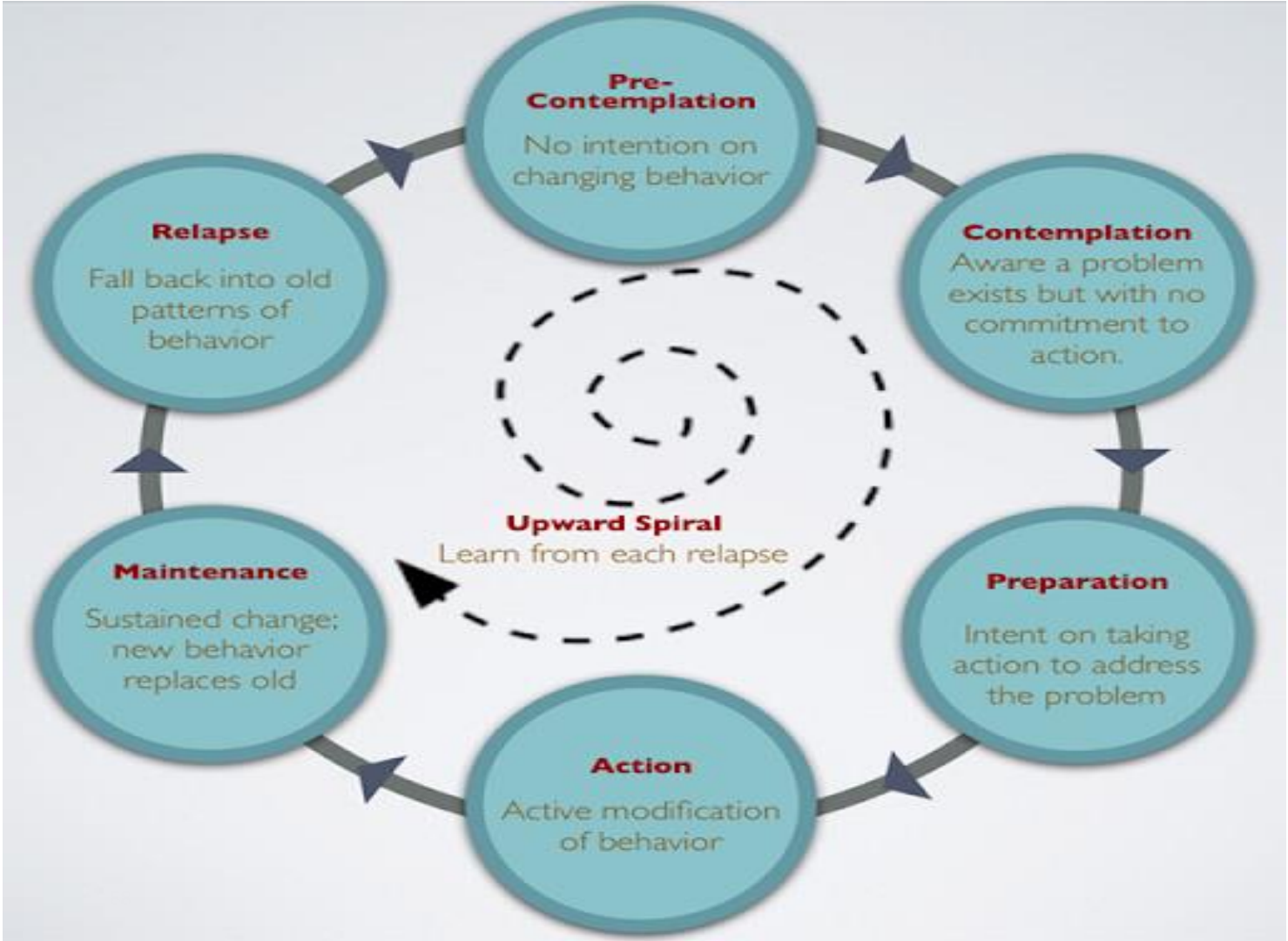


# Stages of Change

- 4. Action - In this stage, people have recently changed their behavior (defined as within the last 6 months) and intend to keep moving forward with that behavior change. People may exhibit this by modifying their problem behavior or acquiring new healthy behaviors.
- 5. Maintenance - In this stage, people have sustained their behavior change for a while (defined as more than 6 months) and intend to maintain the behavior change going forward. People in this stage work to prevent relapse to earlier stages.
- 6. Termination - In this stage, people have no desire to return to their unhealthy behaviors and are sure they will not relapse. Since this is rarely reached, and people tend to stay in the maintenance stage, this stage is often not considered in health promotion programs.

<https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories6.html>





# Principles of the Stages of Change

- Decisional balance
  - Self-efficacy
  - Processes of change.
- 
- Sometimes action-oriented guidance mis-serves individuals in the early stages.

<https://www.prochange.com/transtheoretical-model-of-behavior-change>





	Present	Future
Strain/Pain	Question 1. What is the current situation costing you? (this could be a scaling question)	Question 4. What challenges will you face to make the change?
Gain/Growth	Question 3. How are you benefiting from the current situation?	Question 2. What can you gain by making the change? How important is that to you? (this could be a scaling question)

Pros	Cons
Improves Company's image (5)	Implementation cost is high (-4)
Mobile compatible - helps reach out to new customers (3)	Requires to hire a full-time employee with certain technical skills (-3)
Easier to create and maintain dynamic content (3)	Requires time for implementation (-1)
(+11)	(-8)
(+3)	

# Self-efficacy and Motivation

- On the scale of 1 to 100, how confident are you that if you chose to make the change, you could change. Mark 0 if you do not at all believe that you can succeed and select 100 if you are extremely confident that you have the skills to achieve your goals for change. Use the following scale as a guide.

0%	50%	100%
Do not believe at all that I have the skills to change	50-50 chance I will achieve my goal	Completely confident I will succeed

<https://positivepsychology.com/motivational-interviewing/>



# Cognitive and Affective Processes

1. Consciousness Raising (Get the Facts), Increasing awareness about the healthy behavior.
2. Dramatic Relief (Pay Attention to Feelings), Emotional arousal about the health behavior, whether positive or negative arousal.
3. Environmental Reevaluation (Notice Your Effect on Others), Self reappraisal to realize the healthy behavior is part of who they want to be.
4. Self-Reevaluation (Create a New Self-Image), Social reappraisal to realize how their unhealthy behavior affects others.
5. Social Liberation (Notice Public Support) Processes, Environmental opportunities that exist to show society is supportive of the healthy behavior.

<https://www.prochange.com/transtheoretical-model-of-behavior-change>



# Behavioral Processes

6. Self-Liberation (Make a Commitment), Commitment to change behavior based on the belief that achievement of the healthy behavior is possible.
7. Counter Conditioning (Use Substitutes), Substituting healthy behaviors and thoughts for unhealthy behaviors and thoughts.
8. Helping Relationships (Get Support), Finding supportive relationships that encourage the desired change.
9. Reinforcement Management (Use Rewards), Rewarding the positive behavior and reducing the rewards that come from negative behavior.
10. Stimulus Control (Manage Your Environment), Re-engineering the environment to have reminders and cues that support and encourage the healthy behavior and remove those that encourage the unhealthy behavior.

<https://www.prochange.com/transtheoretical-model-of-behavior-change>



# Readiness for change

- Three critical markers of readiness for change:
  - Willingness to change,
  - Ability to make the desire changed and
  - Readiness to take action to make the change.
- 
- In the early stages of change, the level of ambivalence the Individuals are experiencing is usually high.

<https://positivepsychology.com/motivational-interviewing/>



# Readiness Ruler

## Readiness Ruler

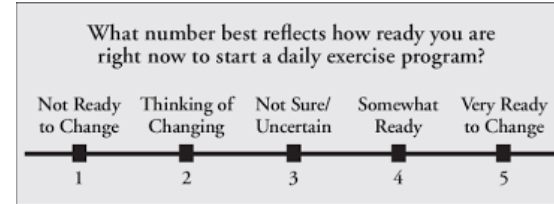
On the line below, mark where you are now on this line that measures your change in

\_\_\_\_\_

Are you not prepared to change, already changing, or somewhere in the middle?



\_\_\_\_\_



- A recent meta-analysis, by Noar et al., of 57 studies demonstrated greater effects in programs that are tailored on each of the Transtheoretical Model constructs.
- Specifically, programs that tailor on stage do better than those that do not
- programs that tailor on pros and cons do better than those that do not
- programs that tailor on self-efficacy do better than those that do not,
- programs that tailor on processes of change do better than those that do not.

<https://www.prochange.com/transtheoretical-model-of-behavior-change>



# Classroom Management



# Top 10 Classroom Management tips

1. Have a seating chart
2. Schedule short breaks
3. Great students at the door every day
4. Do not start instruction until the class is silent
5. NOISE (Volume Control)
6. Avoid public re-directions
7. Starbuck Model (build in time to talk and work with friends)
8. Turn and Talk/Think Pair and share (as often as you can )
9. Do not respond to disrespect with disrespect
10. Use a re-focus sheet

# Classroom Management:

- Creating a positive climate and culture
- Developing routines
- Setting expectations
- No one size fits all, find strategies that match your style
- Building positive relationships

- The 1<sup>st</sup> days of school, by Wong & Wong
- Real Rap with Reynolds – YouTube

- Behavior is a product of the environment
- Focus on behaviors first
- Get their attention
- Then engage with learning
- Project confidence in self and lessons
- BE direct when speaking
- Stay calm
- Don't rush your words
- Dress Professionally



- Vision and goals need to be set and marketed
  - Growth Mindset
  - Reinforce Goals and Vision
  - Evaluate you progress towards meeting the vision and goals.
- Rituals and themes
  - Birthdays
  - Field trips-Get students out of the building
  - Class pet
  - Movie time
  - Positive notes home
  - Student of the month
  - Handshakes



- Meet student needs, student will behavior in ways to get their needs met.
- Student needs: Glasser/Maslow
  - Survival
  - Power/freedom (decisions and choices)
  - Belonging
  - Having fun

- Neat and clean
- Student personal space honored
- Lighting
- View of the board
- Limiting traffic
- Quite space
- Decorate with cultural items of teacher and students.

- Expected behaviors
  - 3-5, more than 5 and they will not remember
  - Positively stated
  - Clear and specific
  - Give students a voice
  - Post rules
- Enforce the rules
  - Avoid having the principal enforce the rules



- Distributing materials
- Taking attendance
- Testing
- Groups
- Speaking
- Bathroom usage
- Collecting homework
- Finishing early

# Consequences

- Know the student
- Cause and effect
- Reinforcement of positive behavior
- It's not personal
- Examples:
  - Making up time lost
  - Move seats
  - One to one discussion
  - Loss of privileges
  - Write an apology
  - Document any serious incident to protect self

# Consequences

- Implement
  - Safety
  - Disruption to learning
- Respond quickly





## Minor:

- Do not punish, warnings only
- Get quit, draws attend to the student
- Not on desk
- Tapping the student's desk
- Don't turn it into a major



## Chronic disruption

- Gradual increase of consequences
- Accepting responsibility work with student
- Conflict resolution
- Behavior contracts
- Collaboration with parents
- FBA

## Major Disruptions: Safety Oriented

- Know your schools policy
- Know your students, read any plan they might have
- Contact administration
- Know where the first aid kit is located
- Know where the exits are

- Well planned lessons
- Be funny
- Verity
- Interest based
- Clear objectives
- Hands on projects
- Differienation of instruction
- Inquiry based learning

# 6 Common Management Mistakes

1. One size does not fit all
2. Assuming that it is not an academic problem
3. Confronting every minor infraction
4. Public shamming
5. Expecting Compliance
6. Not checking your own Bias





# Any Questions????



# References

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- Help for Billy, a beyond consequences approach to helping challenging children in the classroom, Heather T Forbes, LCSW, Beyond Consequences institute 2012.
- Neuro-sequential Model, Bruce D. Perry: Social & Emotional Development in Early Childhood, Youtube webinar December 11<sup>th</sup> 2014, <https://www.youtube.com/watch?v=vkJwFRAwDNE>
- John Ludgate PHD, Webinar, **Cognitive Behavioral Therapy (CBT) for Anxiety, Free CE Seminar & Worksheet, PESI 2020**, [https://catalog.pesi.com/sq/bh\\_c\\_001223\\_ludgatecbt\\_112017\\_email\\_sq-116307?utm\\_medium=email&utm\\_source=sp&utm\\_campaign=040120\\_bh\\_c\\_rt\\_CBTIntensive\\_Sales1-PLC\\_1pm\\_throttled&spMailingID=32093604&spUserID=MzA0NzgxODAxMDQ5S0&spJobID=1683040720&spReportId=MTY4MzA0MDcyMAS2](https://catalog.pesi.com/sq/bh_c_001223_ludgatecbt_112017_email_sq-116307?utm_medium=email&utm_source=sp&utm_campaign=040120_bh_c_rt_CBTIntensive_Sales1-PLC_1pm_throttled&spMailingID=32093604&spUserID=MzA0NzgxODAxMDQ5S0&spJobID=1683040720&spReportId=MTY4MzA0MDcyMAS2)
- **Dr, Dawn Elise Snipe, Counselors Toolbox**, <https://www.allceus.com/counselortoolbox/> , Youtube webinar series.
- **Why Try**

# Resources

- <https://www.cde.state.co.us/cdesped/behavior>
- <https://www.interventioncentral.org/>
- <https://www.pbisworld.com/>
- <http://basicfba.gseweb.org/behavior-specialist-training/>