

1 ☐ Advances in Behavioral Intervention Planning: Resources for School-Based Consultants

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2 ☐ Workshop Overview: Ideas for...

- Helping teachers come up with better hypotheses about why problems behaviors occur
- Using violence-prevention planning to improve school behavioral climate
- Assisting school psychologists and other school staff to network regionally to promote good anti-violence programming

3 ☐ *Complaining, Precopernican thought and the univariate linear mind: Questions for school-based behavioral consultation research*  
-Witt, 1990

4 ☐ Complaining & School Consultation

“There is at least one common thread inherent in all school-based consultation: that is, someone is *complaining* about something...”

-Witt, 1990

5 ☐ TRUE or FALSE???

“We’re seeing more behavior problems with kids these days these days than we did 15 years ago...”  
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6 ☐ TRUE or FALSE???

“We’re seeing more behavior problems with kids these days these days than we did 15 years ago...”  
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You be the judge. Percent of children referred to pediatricians for ‘psychosocial problems’ jumped from 6.8% to 18.7% between 1979 & 1996.  
Pediatrics, June 2000

7 ☐ Idea 1: Educators’ intervention efforts would greatly improve if they had better tools to help them identify antecedents, setting variables, and consequences with greater accuracy.

8 ☐ “For every problem, there is a solution which is simple, neat, and wrong.” --H.L.Mencken

9 ☐ Functional Behavior Assessments: The Plain Truth

- Teachers often see FBA as “more paperwork”
- Process is typically form-based, with little if any assessment data collected to analyze behavior

10 ☐ Functional Behavior Assessments: The Plain Truth

- The FBA problem-solving process may misrepresent some student behavior problems by downplaying or ignoring chronic reasons for those problems (e.g., bullying)

11 ☐ FBAs: The Plain Truth (Cont.)

- FBAs often do not inform behavior plans in meaningful way
- FBAs fail to capture true nature of teacher problem-solving

12 ☐ Consultation & Its Impact on the Classroom *System*

“...most teachers do not have one problem. They often have many problems. And for each problem there is not just one cause, there are many causes...”

13 ☐

“And for each intervention, there is not just one effect, there are many effects. Thus the teacher lives in a multivariate world where events occur simultaneously and effects are synergistic. A world where every action breeds reaction and ramifies endlessly throughout the system...”

-Witt, 1990

14 ☐ Two Competing Views in Functional Behavior Assessment...

- Teacher as Form-Completer
- Teacher as Creative Problem Solver

15 ☐ Algorithm

“Set of well-defined instructions for carrying out a particular task. An algorithm is predictable, deterministic, and not subject to chance.”

-McConnell,1993

16 ☐ Algorithm (Cont.)

“An algorithm tells you how to go from point A to point B with no detours, no sidetrips to points D,E, and F, and no stopping to smell the roses or have a cup of joe.”

-McConnell,1993

17 ☐ Heuristic

“...a technique that helps you look for answers. Its results are subject to chances because a heuristic tells you only how to look, not what to find.”

-McConnell,1993

18 ☐ Heuristic (Cont.)

“[A heuristic] doesn’t tell you how to get directly from point A to point B; it

might even know where point A and point B are....A heuristic tells you how to discover the instructions [for a solution yourself].”

-McConnell,1993

19  **ABC Timeline**

20  **ABC Timeline**

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23  **Activity...Think About a Student...**

- Think about one or more students you have had in your classroom who presented significant behavior management concerns.
- In the course of this training, think about how you might have applied these ideas in working with your own challenging student(s).

24  **Idea 2: Behavioral interventionists may underestimate or overlook entirely sources of violence that contribute to a child’s inappropriate behavior—because violence is often covert or happens in settings other than school.**

25  **Types of Violence**

26  **School Violence: 3 General Categories**

Violence that involves students can be divided into three distinct categories:

- ‘Normal peer violence’
- Bully-victim violence
- Gang violence

27  **School Violence: Normal Peer** (Lockwood, 1997)

Definition:

Violence between peers possessing relatively equal power.

37  **School Violence: Bully-Victim**

Definition:

“A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.”  
(Olweus,1993)

38  **School Violence: Bully-Victim**

Hallmarks of bullying are that it takes unfair advantage of a weaker party and is a pattern of exploitative behavior. (Title, 1997)

39  **School Violence: Bully-Victim**

- Types of bullying:
    - Physical bullying: targets body or property
    - Emotional bullying: targets self-esteem
    - Social bullying: targets group acceptance
- 46  **School Violence: Gang** (Howell, 1997)
- Definition: “a self formed association of peers having the following characteristics: a gang name and recognizable symbols, identifiable leadership, a geographic territory, a regular meeting pattern, and collective actions to carry out illegal activities.”
- 47  **School Violence: Gang**
- Challenges in effectively addressing gang problems:
    - Incidents that may trigger gang conflict often happen outside of school—leaving teacher to cope with fallout in classroom
    - Even in school, problem activities are often covert (challenges, intimidations, threats)
    - Students may NOT be looking for adult intervention to solve gang-related problems
- 48  **Idea 3: Successful school-wide anti-violence program planning can greatly assist behavioral intervention efforts for all students**
- 49  **‘Fortress School’**
- 50  **‘Fortress School’**
- Indicators of School Crime & Safety, 1998 NCES/BJA
- Many schools institute security measures to ensure safety:**
- 96% of schools required visitors to sign in
  - 80% have ‘closed campus policy’ preventing students from leaving for lunch
  - 5% carried out random or daily metal detector checks
- 51  **‘School As Village’**
- 52  **‘School As Village’**
- Schools can greatly enhance their safety by:
- fostering student ‘attachment’ to school
  - encouraging greater communication between students, staff
  - preventing scape-goating, bullying, marginalizing of any students
  - enforcing uniform behavioral expectations for staff, students
- 53  **Hallmarks of Effective School-Based Anti-Violence Plans**
- Stakeholders come up with shared definitions of violence/disrespect
  - Staff as well as students are held to behavioral expectations
- 54  **Hallmarks of Effective Anti-Violence Plans** (Cont.)
- Student infractions are monitored to identify those with chronic problems (e.g., bullying behaviors) who need more intensive services
  - Consequences for misbehavior are applied consistently, taking into account

severity and chronicity of behavior

- 55  **School-Based Anti-Violence Plans: Advantages for Consultants**
  - Reduces inconsistency in behavioral expectations between teachers...
  
- 56  **Violence Continuum**
  
- 57  **School-Based Anti-Violence Plans: Advantages for Consultants**
  - Increases accountability on part of ALL staff to implement
  - Permits school community to identify sources of chronic behavior problems that otherwise go unnoticed (e.g., bullying)
  
- 58  **School-Based Anti-Violence Plans: Advantages for Consultants**
  - By reducing base-rate of problem behaviors, school can more readily identify children who truly need clinical intervention—a much more effective use of behavioral consultant's time
  
- 59  **Project SAVE**  
(Safe Schools Against Violence in Education)
  
- 60  **Project SAVE: Highlights**
  - Teachers can remove disruptive students from classroom (abiding by provisions of locally developed code of conduct)
  - Assault on teacher or school employee is 'raised to a Class D felony'
  
- 61  **Project SAVE: Highlights (Cont.)**
  - BOEs are required to develop district-wide, building-level crisis response plans
  - Districts will report violent incidents to state; statistics will be included in school report cards.
  
- 62  **Idea 4: Schools' jobs in managing difficult behaviors become much easier when they network to share ideas about effective methods to reduce violence and disrespect**
  
- 63  **CNY School Violence Prevention Network**
  
- 64  **Anti-Violence Program Planning: The Essential Library**
  
- 65  **Essential Library**
  
- 66  **Safeguarding Our Children:  
An Action Guide**

67 ☐ Three-Level Approach

68 ☐ Linkage Between Schoolwide and Student Support Teams

69 ☐ Principles for Using Early Warning Signs of Violence

- Do no harm.
- Understand violence & aggression within a context.
- Avoid stereotypes.
- View warning signs within a developmental context.
- Understand that children typically exhibit multiple warning signs.

70 ☐ Early & Imminent Warning Signs of Violence

- Early Warning Signs:
  - Feelings of being picked on
  - Expressions of violence in drawings
- Imminent Warning Signs:
  - Possession and/or use of firearms
  - Detailed threats of lethal violence

71 ☐ FBI: The School Shooter: A Threat Assessment Perspective

72 ☐ FBI Threat Assessment

Elements of Threat:

- Motivation
- Signposts
- Types of Threat:
  - Direct threat
  - Indirect threat
  - Veiled threat
  - Conditional threat

73 ☐ FBI Threat Assessment (Cont.)

Levels of Risk:

- Low
  - Threat is vague, indirect
- Medium
  - General indication of a possible place, time
- High
  - Direct, specific, plausible

74 ☐ FBI Threat Assessment (Cont.)

Four-Pronged Assessment Model:

1. Personality of student
2. Family dynamics
3. School dynamics

#### 4. Social dynamics

##### 75 FBI Threat Assessment (Cont.)

Elements of School Dynamics:

- Student's attachment to school
- Tolerance for disrespectful behavior
- Inequitable discipline
- Inflexible culture
- Pecking order among students
- Code of silence

##### 76 FTC: Marketing Violent Entertainment to Children

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##### 78 FTC: Marketing Violence

##### 79 FTC: Marketing Violence

"Members of the motion picture, music recording, and electronic game industries routinely target children under 17 as the audience for movies, music, and games that they themselves acknowledge are inappropriate for children or warrant parental caution due to their level of violent content."

##### 80 FTC: Marketing Violence

"The target marketing of R-rated films, explicit-labeled music, and M-rated games to children under 17 is pervasive, and the target marketing of PG-13-rated films and T-rated games to children under 12 is common."

##### 81 FTC: Marketing Violence

"The Commission believes that these marketing efforts send children the message that these are movies they should see, music recordings they should listen to, and games they should play."

##### 82 FTC: Marketing Violence

"Marketing directly to children essentially is an end-run around the parental review role underlying the ratings and advisory labels."

##### 83 Two Representative Programs to Reduce School Violence

[www.hazelden.org](http://www.hazelden.org)

- *No Bullying*. Program that includes: classroom curriculum lessons, documentation of bullying behaviors, counseling groups for identified bullies & victims
- *Respect & Protect*. School-wide anti-violence planning process to reduce all forms of violence/ disrespect

##### 84 Becoming a 'Power School': Ten Ways to Reduce Violence

##### 85 'Power Schools': 10 Ways...

1. Set a primary focus on student academic excellence.

##### 86 'Power Schools': 10 Ways...

2. Provide help at an early stage to students with academic problems.
- 87  'Power Schools': 10 Ways...  
3. Create a common school- or district-wide definition of 'violence'.  
E.g., "Violence is any mean word, look, sign or act that hurts a person's body, feelings, or things."--Respect & Protect
- 88  'Power Schools': 10 Ways...  
4. Assess the current level of school-related violence in their school or district.
- 89  'Power Schools': 10 Ways...  
5. Cultivate knowledge of innovative programs and services to address school violence.
- 90  'Power Schools': 10 Ways...  
6. Match new programs to demonstrated local needs, and monitor the effectiveness of these programs over time.
- 91  'Power Schools': 10 Ways...  
7. Hold students and staff to a common set of behavioral standards.
- 92  Quality Criteria for Trips to Bathroom
- Keep water in sink
  - No fooling around
  - Wash your hands and flush
  - No materials [taken from classroom]
  - Put trash in can
  - No writing on walls
  - Wait your turn & be quiet
- 93  'Power Schools': 10 Ways...  
8. Provide swift, consistent consequences for student misbehavior.
- 94  Quality Criteria for Trips to Bathroom
- Consequences:
    - Warning
    - Lose classroom behavior point
    - Be required to ask an adult permission to go to bathroom
    - Be required to have adult escort to bathroom
- 95  'Power Schools': 10 Ways...  
9. Allocate increasingly focused interventions and staff attention on students with more chronic behavioral problems.
- 96  'Power Schools': 10 Ways...  
10. Foster relationships with law enforcement, outside clinicians, and community agencies.
- 97  --END--