

# From Crisis to Opportunity

## Prevention & Intervention of Verbal, Physical & Threatening Behaviors

Dr. Ann Hughes

annhughes@sangerisd.net

## So, How Prevalent are Externalizing Behavioral Challenges & Violence in US Public Schools?

- **Conduct Disorders/Disruptive Disorders** are most common type of E/BD representing 8 – 19% of all students with E/BD;
- **These include**
  - Intermittent Explosive Disorder
  - Oppositional Defiant Disorder
  - Disruptive Behavior Disorders
- Anxiety Disorders represent 10-13%
- Aggressive Outbursts by students with ASD and/or IDD
- ADHD/Effects of Trauma unpredictable aggressive behaviors



## TEACHING – NOT FOR THE FAINT OF HEART

- Teachers have the most difficult job/calling in US, make over 3,500 decisions daily
- 10% of US teachers report being threatened with injuries & 6% report being physically attacked (NEA, 2018)
- 10% attrition first year attrition rate of first year special ed. teachers. More than 43% of new teachers leave the classroom within 3 years & list classroom behavior as a reason

## WHO ARE WE TALKING ABOUT TODAY?

- Students with mental health, emotional and/or behavioral challenges
- High rates of comorbidity are common
- People, including children and adults with untreated health disorders are at high risk for many unhealthy & unsafe behaviors including self harm, ATOD abuse & violent behaviors
- Suicide is the 2nd leading cause of death among people aged 10-34
- According to the CDC, ADHD, behavior problems, anxiety & depression are the most commonly diagnosed mental disorders in children yet only 8% of students qualify for special education services as having ED. Educational Vs. Medical/Mental Health Diagnosis criteria differ

**Bottom Line** – ALL educational professionals have opportunities to work with students who struggle with mental health and/or emotional/behavioral challenges – there are tried & tested interventions & techniques that are effective.

## RECENT WORRISOME TRENDS

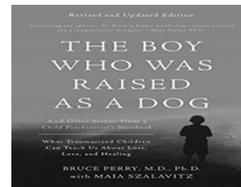
- Increase in numbers of children & youth being diagnosed with:
  - Depression
  - Post Traumatic Stress Disorder
  - “The Body Keeps the Score.” (Dr. Van Der Kolk)
  - Lot of focus on trauma-informed care & Adverse Childhood Experiences (ACES)



TECHNICAL ASSISTANCE BULLETIN

### Trauma-Informed Classrooms

ISAIAH B. PICKENS, PH.D.  
NICOLE TSCHOPP, LCMW-C



## GENERAL GUIDING PRINCIPLES OF EFFECTIVE BEHAVIOR MANAGEMENT

- All student behavior has a goal, meets a need and is an attempt to communicate
- Inappropriate behaviors typically occur when students have skill deficit or skill performance issues (Can't Vs. Won't)
- Students only repeat behaviors that work for them
- **Consider** “What would the student do if left to their own devices all day & how do we incorporate these interests into our ongoing programming?”

**Students choose their behaviors & we have power to influence not control their behaviors**

- Behavior needs to be taught the same way academic subjects are taught – “Errors in Learning” concept
- Behavioral change takes considerable time & effort
- We cannot always do it alone, we need help



#### KEY QUESTIONS WHEN PREVENTING &

#### INTERVENING WITH OPPOSITIONAL

#### DEFIANT, & PASSIVE AGGRESSIVE BEHAVIORS

What is the student getting/avoiding out of his/her behavior?

How can we support the student & provide a legitimate, pro-social way for them to meet this need?

Our goal is to make the student's antisocial behavior irrelevant, ineffective & inefficient in a dignified, respectful manner

## Why Do Students Curse?

- Relieve stress, cope & vent
  - Dull sensation of pain
  - Gain attention/reaction from others
  - Express strong emotions (anger, sadness, frustration, shock)
  - Attack someone they perceive hurt them
  - Defense Mechanism
  - Set the teacher off/engage them in power struggle
  - It is the language they regularly use around peers, at home & in the community
  - It is "cool," in social media & popular music
- Swearing is an emotive reaction that comes from the limbic part of the brain - Aphasics, IDD and nonverbal students can often still curse
  - Reactive Vs. Reflective

**"When Language Fails, Cursing Happens"**  
**The Catharsis of a good cursing**

## When Students Curse.....

### Surface Management Techniques

- Don't overreact/have extreme reactions
- Correct fluently and move on
  - "Please speak appropriately,"
  - "Remember to earn your points by using appropriate words"
- Ask younger students the meaning of the words
- Have preplanned, consistent, related consequences that all students are taught
- Differentiate consequences based on whether swearing is editorial Vs. threatening
- Distract student
- Determine if it a "Push Aside," or "Deal with Now," incident
- "Planned ignoring as an option"

### When Students Curse, Consider Use of Diffusers/Magical Phrases/De-escalation Phrases

#### Goal is to diffuse & Move On

- I hear you
- Really, wow/that's wild
- Is that right?
- Probably so
- Nevertheless
- Okay
- It's alright to be angry
- I understand

#### Goal is to Deescalate

- Tell me more, Why would you....
  - DO** that?
  - SAY** that
  - ASK** that
- Help me understand
- I'm curious why you feel that way
- I'm here to listen to you
- Hmm....I need some time to think that over
- Thank you for being willing to talk to me
- I would be angry too
- That must be frustrating/sad
- Let me see if I understand you correctly
- What's your biggest concern?
- What do you need right now?
- Let's take a break....
- What if?

## Words to Avoid During Conflict

- You
- Be respectful
- Calm down
- Control yourself
- Don't take it personally
- No
- Can't
- Won't
- Shouldn't
- But
- Always
- Never

**REMEMBER, OFFENSE IS NOT THE BEST  
DEFENSE**

## When Students Threaten Others

- All threats should be reported
- Some threats are more serious than others
- **Consider:**
  - Nature of threat (Direct/"I should just..."); Plan; Means & Ability to carry out the plan
  - Student's age
  - Intent
- Exercising power, trying to intimidate & vent frustration is often goal of threats
- **REMEMBER - BEHIND BRAVADO/THREATS, YOU HAVE A KID WHO IS HURTING**

## When Threatened.....

- Maintain posture that is poised - safe, respectful, nonthreatening & ready to move quickly
- Monitor your body language - don't emit fear
- Use a tone of voice that is direct, clear, calm & non threatening - be aware of volume, tone & cadence
- Make clear, assertive, directive statements that can include possible consequences
- Use eye contact sparingly

**If student become physical: Block & move as feasible;  
consider room clear; call for assistance;**

**ALWAYS CONSIDER:  
The safety of intervening Vs. the danger of doing  
nothing.**



## PICK BATTLES TO WIN WAR

- Conflict is inevitable; Combat is optional
- Calm is contagious, Silence is powerful
- Model Cognition
- Maintain supportive body language & nonverbal communication
- If student self corrects, decide whether this is "Walk Away," or "Push Aside."
- If student continues challenging behavior, use silence/wait time to determine appropriate limit

## REMEMBER.....

- “Hurting people hurt others.”
- “To the corkscrew, the knife looks crooked.”
- Children who need love the most ask for it in the most unways.”



## Three Cs

- **Competence (Academic, Social, Emotional & Behavioral)**
- **Connected**
- **Contributing**

## THE CONFLICT CYCLE (WOOD & LONG)



## TURNING THE CONFLICT CYCLE INTO A COPING CYCLE EXITING WITH DIGNITY

- ☞ Use of Diffusers
- ☞ Apologizing to Student is ok!!
- ☞ Prompting student to use a Chill Zone or "Gotta Move," space
- ☞ Room Clears



# TOKEN BOARDS



## Token Boards



- <http://autismcircuit.net/tool/token-board>
- <https://www.noodlenoek.net/free-token-boards/>
- <https://www.teacherspayteachers.com/Browse/Search:token%20boards>
- <https://lessonpix.com/login.php>

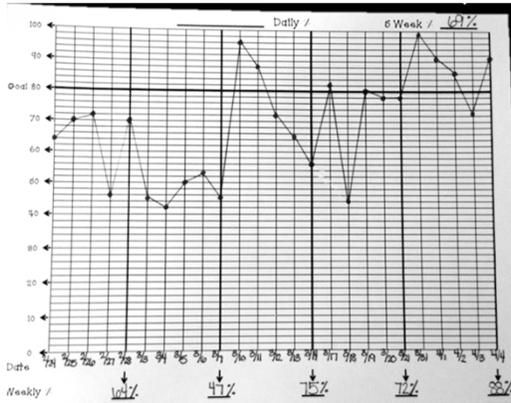
# POINT SHEET EXAMPLES

Daily Behavior Sheet for \_\_\_\_\_ Date \_\_\_\_\_

Behavior Goals	Keep Hands to Myself	Raise My Hand	Follow Directions
Morning Routine	😊😊😊	😊😊😊	😊😊😊
Read to Self	😊😊😊	😊😊😊	😊😊😊
Morning Meeting	😊😊😊	😊😊😊	😊😊😊
Guided Reading	😊😊😊	😊😊😊	😊😊😊
Words Their Way	😊😊😊	😊😊😊	😊😊😊
Recess	😊😊😊	😊😊😊	😊😊😊
Computer Lab	😊😊😊	😊😊😊	😊😊😊
Daily 5	😊😊😊	😊😊😊	😊😊😊
Lunch	😊😊😊	😊😊😊	😊😊😊
Math	😊😊😊	😊😊😊	😊😊😊
Writing	😊😊😊	😊😊😊	😊😊😊
Specials	😊😊😊	😊😊😊	😊😊😊

\_\_\_\_\_ out of \_\_\_\_\_ points / \_\_\_\_\_ / Goal

😊 = 2 points   😊 = 1 point   😊 = 0 points   Parent Signature \_\_\_\_\_



# POINTS SHEETS EXAMPLES

**ELEMENTARY**  
Behavioral Support Room - Daily Behavior Chart

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Behavior	7:50-8:00 (Morning Lab)	8:00-8:25 (Math)	8:30-9:00 (Reading)	9:00-9:15 (Break/Soc)	9:15-9:30 (Phonics)	9:30-9:45 (Center/Reading)	9:45-10:15 (Math)	10:15-11:00 (10:00-10:15 (Lunch)	11:00-11:30 (11:00-11:15 (Recess)	11:30-12:00 (11:45-12:00 (Calm Time/Mini-Lab)
Stay in assigned area										
Complete assignments										
Calm hands & feet										
<b>TOTAL</b>										

(2)

Behavior	12:00-12:45 (Reading)	12:45-1:00 (Break/Soc)	1:00-1:45 (Reading)	1:45-2:00 (Recess)	2:00-2:30 (Math)	2:30-3:00 (1:45-2:00 (Recess/NO (Pack Up))	3:00-3:30
Stay in assigned area							
Complete assignments							
Calm hands & feet							
<b>TOTAL</b>							

Points Earned \_\_\_\_\_ divided by Points Possible (54) X 100 = Daily Percentage \_\_\_\_\_

Today's Positives: \_\_\_\_\_

Today's Challenges: \_\_\_\_\_

*If something happens to upset me, I will take deep breaths and ask for a break.*  
*If someone says something to upset me I will tell the teacher.*  
*I will keep my hands and feet to myself.*  
 Signature \_\_\_\_\_

Student's name Success Sheet	Math	Specials/ PE	Reading	Lunch	Recess	Language Arts	Science/ Social Studies
Appropriate Interactions with others	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Appropriate Language	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Accept Redirection/Consequences	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Completes Assignments	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Participates appropriately in a group	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
<b>Totals</b>							

1-Try Again, 2-So/So, 3-Great Job!

Comments:

Parent Signature \_\_\_\_\_

<b>BEHAVIOR CONTRACT</b>	
State typical expectation. Define goal (student's name) will	
<b>STUDENT EXPECTATIONS</b>	
I, (student's name), will	
To meet this goal, I will	
◆ complete	
<b>PARENT/GUARDIAN EXPECTATIONS</b>	
I, (guardian name), agree to support (student's name)	
To meet this goal, I will	
◆ complete	
<b>TEACHER EXPECTATIONS</b>	
I, _____, agree to support (student's name) with	
To meet this goal, I will	
◆ complete	
<b>REWARDS</b>	<b>CONSEQUENCES</b>
the following rewards will be available for each week STUDENT has followed the behavior contract.	the following consequences will be enforced each week STUDENT does not follow the behavior contract.
<input type="checkbox"/> 15 minutes of free time <input type="checkbox"/> positive phone call home <input type="checkbox"/> treat of choice from _____	<input type="checkbox"/> detention <input type="checkbox"/> loss of phone privileges at lunch time <input type="checkbox"/> loss of extracurricular activities
<b>REVIEW DATE</b>	
This contract is binding on the date all parties have signed and will be reviewed once a week. This contract will be considered fulfilled when the terms have been maintained for a period of four weeks or one month.	
Student's signature _____	Date: _____
Parent's signature _____	Date: _____
Teacher's signature _____	Date: _____

## **Growing Social & Behavioral Competence**

- Direct Social Skills Instruction
- Incredible 5 Point Scale (Buron & Curtis)
- Zones of Regulation
- Infusing social-emotional learning into other subjects

## **EFFECTIVE SOCIAL SKILLS INSTRUCTION**

- . Identify & prioritize targeted skills students have deficits in
- . Provide students with rationale for learning these skills
- . Break skills down into discrete steps – Task Analysis
- . Model behavior using examples & non-examples - Role plays, pretend & practice
- . Provide opportunities for guided practice with feedback
- . Incorporate activities to promote transfer of skills & generalization
- The power of double-dipping social SEL & other subject curricula

## EXCELLENT RESOURCES

Collaborative for Academic, Social & Emotional Learning

<https://casel.org>

[www.pbisworld.com](http://www.pbisworld.com)

The Behavior Doctor - Dr. Laura Riffel

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

## SOCIAL SKILLS INSTRUCTION

- Arnold Goldstein's Skillstreaming Programs [www.skillstreaming.com](http://www.skillstreaming.com)
- Boystown social skills training programs
- [www.boystownpress.org](http://www.boystownpress.org)
- Tough Kids social skills training program – [www.sopriswest.com](http://www.sopriswest.com)  
TX School Safety Center – Online Modules for Students & Staff  
<http://www.txssc.txstate.edu>
- Christian Moore's, "Why Try?" program – [www.whytry.org](http://www.whytry.org)
- [www.rippleeffects.com](http://www.rippleeffects.com)
- Superheroes Social Skills (Pacific Press)
- Social Stories Approach including comic strip conversations ([www.thegraycenter.org](http://www.thegraycenter.org))  
Video Modeling Social Skills Instruction ([www.socialskillbuilder.com](http://www.socialskillbuilder.com))

## CONSIDERATIONS WHEN USING TIME-OUT

- . Consider having In-Class (Safe Space, Chill Zone etc) & out of class options
- . Teach students to request to “Take Time” when frustrated & honor their request (The Power of Words)
- . Sports analogies can be useful
- . Break card
- . “When I am sad/mad, I can ..... (visual with options you have taught them on their desk)
- . Incorporate instructional component (Think sheet, problem solving sheet etc.)
- . Research has shown that 1 minute per year of age is appropriate length of time-out assignment

## TAKE TIME STRATEGIES

- . Teach students that anger is normal human emotion, how we handle our anger is key
- . Use popular culture examples
- . Hassle log approach
- . Help students identify physiological signs, triggers, states of anger etc.
- . Provide menu of, “Take Time,” strategies
- . Have students select & practice personal, “Take Time,” strategies
- . Let all staff who work with student know the strategies selected so they can prompt students to use them

## SAMPLE TAKE TIME STRATEGIES

- . Breathing exercises "The balloon trick" ; "Blowing out the candles on the cake," "Marine Breathing"
- . Safe Space/Chill Zone within classroom – "Turtle"
- . Listen to calming music
- . Time to draw or journal
- . Work on jigsaw puzzle
- . Physical activity – walk, run (to/in predetermined area)
- . Escape to bathroom
- . Self talk audio tapes
- . Identifying & accessing personal "Happy Place"

### THINK SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What were you feeling?

<b>Sad</b> 	<b>Frustrated</b> 	<b>Confused</b> 	<b>Worried</b> 	<b>Angry</b> 
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What happened? (Can be dictated to adult)

\_\_\_\_\_

\_\_\_\_\_

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other: _____

How did your behavior make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

Did you use a coping strategy? Yes or No? If Yes, which one? If No, which one could you have tried?

<input type="checkbox"/> Take 3 deep breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backwards
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to teacher	<input type="checkbox"/> Chill - Take a break

What do you need to do now to correct the problem?

<input type="checkbox"/> Apologize (say sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete work
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do something nice

Adult Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

10

**'s THINK SHEET** I can think about my choices and how they affect ME and others.

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What I chose to do:

 Kick	 Hit	 Push	 Bite	 Scream
 Run	 Not Work	 Pinch	 Curse	 Throw

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It made \_\_\_\_\_ feel:

 Happy	 Sad	 Mad	 Scared	 Frustrated
--	--	--	--	---

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Next time I can choose to:

 Have safe feet	 Have safe hands	 Use kind words	 Use a safe mouth	 Ask for a break
 Say, "I need space."	 Ask someone to, "please stop."	 Follow Directions	 Stay in my work area	 Say, "I don't understand."

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When I make a positive choice like that:

 Others will want to be with me	 Others will feel good around me	 Others want to play with me	 People will know that I am kind	 I will feel proud of myself
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## IMPORTANT COMPONENTS OF THINK SHEETS

- Link thoughts, feelings, behaviors – "I felt \_\_\_\_ because \_\_\_\_ so I \_\_\_\_\_"
- Identify what people were negatively effected by chosen behavior
- Brainstorm 3-4 behavioral choices for situation & likely outcomes of each choice
- Reach agreement on which positive option student is "willing to try," when this type of scenario occurs again & role play if appropriate
- Remember, this is a behavior processing exercise not a writing exercise

### WAYS FOR STUDENTS TO ACHIEVE "CONTRIBUTING."

- . Peer Leader or Peer Tutor
- . Assistant in Life Skills or Early Childhood Classroom
- . PE/Lunchroom/Library Assistant
- . Make public address announcements
- . Meaningful jobs (Attendance Clerk; Snacks Trolley; Nursery Manager; Coffee Cart)
- . Call buses etc., over the walkie talkie systems
- . Serve as Student Tour Guide and/or Student Ambassador
- . "Tidy Classrooms/Tidy Schools," Committee
- . Organize & run service learning project (e.g. "Books for Bucks") Food Drive

### INCREASING CONNECTEDNESS WITH STUDENTS

- Goal of 3:1 positive interactions to redirects and/or commands – Our goal is to, "Catch 'em being good."
- Be specific with praise
- Consider age & developmental level of students when choosing between public & private praise
- Ask a colleague or a student to observe your class for a period & to record your interactions with students

## KEY ELEMENTS OF SOCIAL NARRATIVES

### Social Narratives Are:

- Positive tone
- Written in first person from the learner's perspective
- Lots of descriptions (what it looks like; smells like; sounds like; the expected behavior)
- Give the student information about expected behavior in whatever context is relevant
- Give the student information they do not already have
- Enhance students' social understanding of different situations the student is going through/about to be exposed to

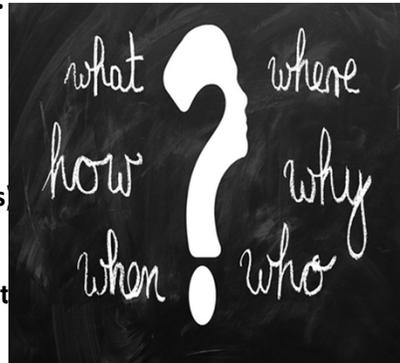
### Social Narratives Are Not:

- A list of rules
- Negative
- A reading lesson for students
- About correcting mistakes or bad behavior

## CRITERION 6 - SIX QUESTIONS TO GUIDE STORY DEVELOPMENT

A Social Story™ answers relevant “Wh” and the “How” question:

- ?? Where (Describe the context)
- ?? When (Time-related information)
- ?? Who (Relevant people involved)
- ?? What (Basic activities or behaviors)
- ?? How (Statements)
- ?? Why (reasons or rationale behind t



- [www.carolgraysocialstories.com](http://www.carolgraysocialstories.com)
- [Pictello App](#)

## CONNECTED - TIPS FOR BUILDING & MAINTAINING POSITIVE RELATIONSHIPS WITH STUDENTS

- Get to know & incorporate your students' interests
- Greet students at the door daily – let them know you are glad they CHOSE to come to school today
- Birthday Board
- Positive Notes
- Make positive phone calls to parents – Deposits in the Bank
- Ask students about their lives outside of school
- Consider having, "Good News," activity
- If students participate in extra-curricular activities, consider going to watch & support them periodically
- Train yourself to be consistent & controlled in your mood with & responses to students daily
- Peer/Cross Age Tutoring
- Mentors
- Check-In, Check-Out (CICO)
- Check & Connect