



No More Random Acts of Intervention: Reducing Interfering Behaviors

Alice Boutz, LMSW and Jennifer Hurd, LMSW
Rainbows United Inc.

Interfering Behaviors in a Classroom

- ▶ An interfering behavior is any behavior that interferes with a child's learning, engagement, and social interactions with her peers or adults.
- ▶ Important to remember that behavioral is functional. Every behavior has a function for the child.
- ▶ Examples include:
 - Physical Aggression: Hitting, kicking, biting, and throwing
 - Verbal: Yelling and/or screaming
 - Consistently not following classroom rules.
 - Unsafe actions like climbing or running away.

Why do interfering behaviors arise?

- ▶ Child has experienced trauma.
- ▶ Child is seeking connection/attachment.
- ▶ Child is seeking safety.
- ▶ Child is seeking consistency from adult.
- ▶ Disruption in routine (at home or at school).



Assessment

- ▶ Assessment is key to leading interventions.
- ▶ The general purpose is to obtain an understanding of a child's interfering behaviors that is necessary to develop and implement an intervention that will be optimally effective, sensitive to the individual child's characteristics, and as efficient as possible. (Prevent Teach Reinforce for Young Children).

Observations

- ▶ Components of a quality observation:
 - ▶ Know what you are looking for.
 - ▶ Observe at different times throughout the day.
 - ▶ Observe the environment.
 - ▶ Engaging and appropriate materials
 - ▶ Developmentally appropriate
 - ▶ Is the room overwhelming with sounds or visuals?
 - ▶ Is there a safe place for the child to calm down at?

Observations

- ▶ Observe teacher interactions with child.
 - ▶ Is the teacher engaging?
 - ▶ What kind of language does she/he use?
 - ▶ What does redirection look and sound like?
 - ▶ Is there empathy and respect being used?
 - ▶ How are adults reacting and responding to the interfering behavior.
- ▶ Observe peer interactions.



Assessments

▶ ASQ SE 2

- ▶ “A highly reliable, parent-completed tool with a deep, exclusive focus on children's social and emotional development, you can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring.”
- ▶ Provides overall score broken down into Low Risk, Monitor, Referral

Source: asqonline.com

Assessments

- ▶ DECA
- ▶ Initiative: Ability to use independent thought and actions to meet their own needs.
- ▶ Attachment/Relationships: Ability to promote and maintain relationships with peers and adults.
- ▶ Self Regulation: Ability to express emotions and behaviors in healthy ways.
- ▶ Behavioral Concerns: Measures a wide variety of behaviors including aggression, withdrawal, lack of focus and attention, controlling extreme emotions.

Source: www.e-deca2.org

Assessments and Tools

- ▶ Child Behavioral Checklist (CBCL)
 - ▶ Widely used specifically for clinical symptoms
 - ▶ Aggressive behavior, anxious/depressed, attention problems, rule-breaking, somatic complaints, social problems, thought problems, withdrawn/depressed
- ▶ Vineland Adaptive Behavior Scales
- ▶ Functional Behavioral Assessment

Source: aseba.org

Data Collection: Tracking Behaviors

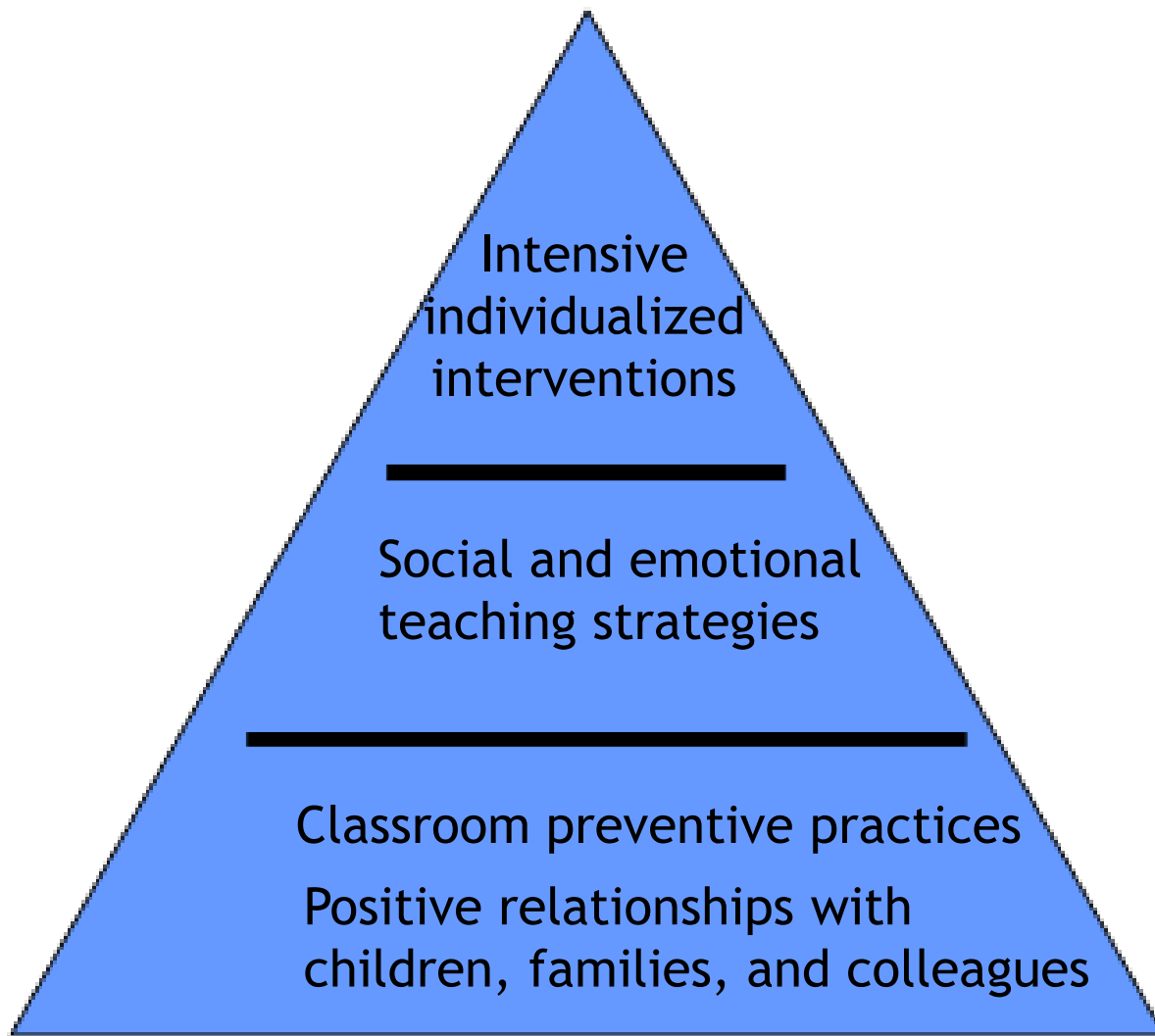
- ▶ Many tools online to track behaviors, you can also make your own tracking tool.
- ▶ Frequency Counting
 - ▶ Record the amount of times the specific interfering behavior occurs during the week.
- ▶ Behavior Rating Scales
 - ▶ Tracking frequency, duration, and intensity of the behavior.

Source: Prevent, Teach, Reinforce for Youth Children

It's all fun and games until someone figures out the function of your behavior.



someecards
user card



Adapted from: The Center on the Social & Emotional Foundations for Early Learning csefel.uiuc.edu / The Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS) www.pbis.org

Classroom Wide Interventions

Establish relationships:

- ▶ Communicate with children and engage in social conversations
- ▶ Show Enthusiasm for child's interest
- ▶ Verbal and Physical Affection
- ▶ Positive Feedback
- ▶ Respectful Interactions
- ▶ Following children's lead during play
- ▶ Always show compassion



Classroom Wide Interventions

Environment:

Age appropriate toys

Limit the number of options for toys

Sensory Exploration

Physical set up of the classroom should allow access to materials



Classroom Wide Interventions

- ▶ Visual Schedule posted at child level
- ▶ Communicate changes in schedule to reduce anxiety
- ▶ Visual timer
- ▶ Being consistent in daily routine
- ▶ Transitions with little to no wait time
- ▶ Using songs/movement during transition and wait times
- ▶ Teach and re-teach the expectations for a routine

Classroom Wide Interventions

- ▶ Limit classroom rules to five or less
- ▶ Have children help with making the rules to promote buy in and leadership.
- ▶ Practice rules
- ▶ Post rules in a way that children can understand (using visual cues)
- ▶ Always provide positive feedback for children on task

Classroom Wide Interventions

- ▶ Calm Down Spot
 - ▶ Social and Emotional Language
- “I see you’re upset” “You look angry”



Social and Emotional Teaching

- ▶ Identify and verbally express feelings and emotions
- ▶ Using Inside Out to teach emotions
- ▶ Social Stories
- ▶ Feelings Wheel
- ▶ Emotions face chart
- ▶ Making identifying feelings a part of your routine (can this be your check in each morning)
 - ▶ “How are you feeling today? Can you show me with our face chart?”

Transitions

- ▶ Engaging activities
- ▶ Name/spots on the floor for line up
- ▶ Music and movement
- ▶ Chants and Cheers
- ▶ Should be relatively short in time to reduce waiting time.
- ▶ Give responsibilities such as lights out, line leader, caboose

Individual Interventions

- ▶ About 5-10% of Interfering behaviors will need further specific individual interventions to reduce the occurrences of the behaviors.
- ▶ Individual interventions can be done by school social workers, counselors, or referrals to outside agencies (made by social worker or counselor)

Questions and Discussion

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, with some extending towards the center. The overall aesthetic is clean and modern.

References

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