Prevention and Early Intervention for Problem Behavior: "It take a village"

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Prevention and Early Intervention for Problem Behavior: “It takes a village”

Lynnette Christensen
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Shauna Valentine, Gary Wall, Allen Gurney
“I need not remind you that the cities of America are in trouble...the problems will largely continue until many more people get at the root. That root, I believe, lies in two places: in our schools and in our homes.”

Gordon B. Hinckley
The United States Conference of Mayors
September 1998
The mission of the Brigham Young University David O. McKay School of Education is “…to improve learning and teaching in the school, as well as in the home, church and community worldwide.” To accomplish this mission the university, schools and families must work in partnership.
Overview

• Positive Behavior Support
• Building Positive Relationships
• Encouragement and Praise
• Preventing and Correcting Misbehavior
• Showing Kindness
• Expressing Gratitude
So, .... what is Positive Behavior Support?

**PBS** is a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students.

PBS is the application of positive behavioral interventions and systems to achieve socially important behavior change.

- Sugai 2000
What is PBS?

1) Build Relationships
2) Establish Expectations
3) Teach Appropriate Behavior
4) Reinforce Appropriate Behavior
5) Use Interventions Based on Data

Primary Prevention: For All Students

~80% of Students

Secondary Prevention: for Students with At-Risk Behavior

~15%

Tertiary Prevention: for Students with High-Risk Behavior

~5%
Foundations

• Behavior is largely a product of its immediate environment.

• Behavior ultimately responds better to positive rather than negative consequences.

• Learning best takes place under pleasant circumstances.

• The most effective way to change inappropriate behavior is to teach and praise appropriate behavior.
Guiding Principles

• All youth can learn.

• Problem behaviors often result from inappropriate learning and can be corrected.

• Adults must adopt high expectations for civil behavior.

• Instruction must include building skills critical to success in life.

• Create teaching or learning opportunities frequently (Carpe Diem).
Building Positive Relationships

What is a positive relationship and how would you describe it?

- Mutual trust
- Respect
- Consideration
- Loving
- Validating
- Safe

- Kind
- Encouraging
- Fun
- Open
- Courteous
Benefits

*Relationships: the foundation of good teaching*

- Students naturally want to please teachers they like
- Adults become a trusted source of help
- Enhances the effectiveness of modeling
- Students are more willing to spend time with teachers they like
Discussion
Behaviors students like & dislike in adults

Positive Behaviors

Negative Behaviors
Adult behaviors judged by young people as:

**POSITIVE**
- Calm, pleasant voice tone
- Offers to help
- Compliments performance
- Fairness
- Explaining why, how, or what
- Concern
- Enthusiasm
- Politeness
- Getting right to the point
- Pleasant facial expression
- Stating expectations

**NEGATIVE**
- Overt displays of anger
- Accusing/blaming statements
- Giving no opportunities to speak
- Mean insulting remarks
- Unpleasant physical contact
- Lack of fairness
- Bossy, demanding
- Unpleasant
- Talking only about mistakes
- No eye contact

Adapted from Willner, et al. (1977)
Relationship Bank

**CREDITS**
Every time you interact with another person, you have the opportunity to make a deposit in your account by behaving in a way that shows care and respect.

**DEBITS**
If you do or say things that are painful for the other person, you withdraw funds from your account.
Students recognize that adults are powerful and can hurt them.

Our WITHDRAWALS, therefore, are MORE POWERFUL.

We need to make MORE DEPOSITS than withdrawals.

Even if criticism is justified, it needs to be balanced out with EIGHT or more positives.
How to Build a Positive Relationship

1. Spend quality & quantity time
2. Make continuous & consistent effort
3. Show we care by what we say & do
Specific Ways to Build Positive Relationships

• Seek opportunities to interact.
• Develop common interest.
• Display concern for well-being.
• Express confidence and trust.
• Ask youth for help or advice.
Specific Ways to Build Positive Relationships (continued)

- Be open to concerns and criticism.
- Be aware of verbal and non-verbal behavior.
- Demonstrate empathy.
- Use humor void of ridicule or put-downs (zingers).
- Attend an important event.
Points to Remember

• Relationships constantly change
• Require consistency & continual effort
  – Doing what we say we will do
  – Students can count on us
  – We’ll stop what we are doing when there is a need
  – The relationship is the highest priority
Praise and Encouragement

• Encouragement is what we do to help students to try, to learn, to act.

• Praise is a positive action that comes after a student succeeds.
Benefits

• Prompts students to act and take risks
• Increases confidence
• Builds relationships of trust
• Creates a positive atmosphere

• Brings a sense of accomplishment and personal satisfaction
• Creates a desire to engage in the behavior again
• Creates a positive atmosphere
How to Encourage

1. **Notice** the need

2. **Express** confidence, trust, and belief through words and actions
How to Praise

1. Be Sincere
2. Be Specific
3. Give a Reason
Encouragement and Praise

Activity

Think of a criticism you have given recently

Group Discussion – 5 mins.

Encouragement or praise statements that can be used to balance the criticism
Discipline vs Punishment

“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to behave, we…

John Herner (NASDSE President) Counterpoint 1998, p.2
Cycle of Punishment

- Communicates only what student SHOULD NOT DO.
- Does not teach what TO DO.
- Provides only short-term suppression of inappropriate behavior.
- Sets stage for violence, vandalism, & escape.
- Never addresses real problems.
Punishment produces

If the school experience is punishing, it often produces the following outcomes:

FEAR

AVOIDANCE

ESCAPE

COUNTERAGGRESSION
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train for correction and maturity, leading to self-discipline</td>
<td>Stop behavior by inflicting penalty or pain</td>
<td></td>
</tr>
<tr>
<td>FOCU in TIME</td>
<td>Future correct deeds</td>
<td>Past incorrect behavior</td>
</tr>
<tr>
<td>ATTITUDE of ADULT</td>
<td>Love &amp; concern for individual’s success &amp; happiness</td>
<td>Hostility, frustration, physical tension &amp; stress</td>
</tr>
<tr>
<td>Adult remains calm and relaxed</td>
<td></td>
<td>Adult feels avenged</td>
</tr>
<tr>
<td>EMOTIONS in CHILD</td>
<td>Positive self-image, self-worth, value, &amp; self-confidence</td>
<td>Fear, guilt, stupidity, anger inferiority, hostility</td>
</tr>
<tr>
<td>DEFINITION</td>
<td>Takes form of teaching</td>
<td>Infliction of unpleasant or painful penalties</td>
</tr>
</tbody>
</table>
CONSISTENCY is KEY to EFFECTIVE DISCIPLINE.

MASTERING CONSISTENCY requires TIME & PRACTICE
Rules and Expectations

Purpose:
Build a common language
Communicate what is expected
Promote a culture of civility
Rules and Expectations

What are the most important things you want students to consistently do?

3 to 5 rules
Clear and concise
Positively stated
Explain consequences
Consequences

1. Need to be understood at the outset by teachers and students

2. Need to be reasonable

3. Need to be applied with precision, accuracy, and consistency

4. Consequences must be manageable by the teacher
Activity

List three rules and consequences you can use in a classroom
Teaching Appropriate Behavior

- Discipline means to teach
  - Teach, don’t assume
  - Behavior needs to be taught
- You are always teaching
  - You teach more by what you do than by what you say
- All behavior is purposeful
  - Instead of scolding misbehavior, teach an alternative behavior
The Teaching Pattern

1. Name and describe the behavior
2. Give a rationale
3. Model (you do)
4. Practice (they do)
5. Give feedback and praise
6. Plan future practice opportunities
Activity

How to Follow Instructions
1. Look at the person
2. Say, “OK.”
3. Start fast
4. Finish the task
5. Check back

The Teaching Pattern
1. Name & describe
2. Give a rationale
3. Model (you do)
4. Practice (they do)
5. Feedback & praise
6. Plan future practice
Civility

Polite behaviors that show respect toward a person in order to maintain social harmony and recognize the humanity of that person.
Gratitude

“Where there is gratitude, there is humility instead of pride, generosity rather than selfishness. . . gratitude is the beginning of civility, of decency and goodness. . .”

Gordon B. Hinckley
Discussion

• Think of a time when someone expressed gratitude. How did you feel?

• Think of a time when you expressed gratitude. How did you feel?
How to Express Gratitude

A. Reflect
   1. Think
   2. Remember
   3. Feel

B. Express
   1. Say
   2. Write
   3. Do
Kindness

“Kindness is a passport that opens doors and fashions friends. It softens hearts and molds relationships that can last lifetimes. Kind words not only lift our spirits in the moment they are given, but they can linger with us over the years.”

Joseph B. Wirthlin
Discussion

• Why show kindness?

Kindness provides a secure, comfortable environment where students feel valued. Students will be more open to guidance and more likely to confide in adults who are kind.

Acts of kindness build a culture of civility that strengthens our schools and helps prevent negative influences.
How to Show Kindness

1. Notice other’s needs
2. Feel and understand
3. Meet needs through actions
Conclusion

Today schools, families and communities are confronted with challenging behaviors from our nation’s youth. More than ever it takes an entire village, to both prevent and correct these problems. Collectively we need to invest much more in prevention and early intervention.