Kentucky Valley Educational Cooperative
Challenging Behavior Tool
DRAFT

Sometimes, students display behaviors that are difficult to understand and address. The Challenging Behavior Tool will provide you with strategies and resources to address these behaviors, and help support you during difficult situations. This instrument includes both proactive and reactive strategies, and provides a continuum of interventions to address a range of student behaviors.

Points to remember for successful implementation:

- Behavior is a form of communication.
- Behavior serves a purpose or function for the child.
- Two major functions of behavior: **get/obtain** or **escape/avoid**.
- Proactive versus Reactive strategies.
- There may be a behavior "burst" before the behavior improves. Allow four to six weeks for intervention(s) to be effective.
- CONSISTENCY.
- Build RELATIONSHIPS!

Behavior is the actions or reactions of a person in response to external or internal stimuli.
Behavior Management focuses on shaping and maintaining positive behaviors and order, while discouraging negative behaviors.
ABC's of Behavior Antecedent ➡ Behavior ➡ Consequence
A=Events that happen immediately before and trigger a behavior.
B=An observable act. What the student does. The actions or reactions to the antecedents.
C=The resulting event or outcome that occurs immediately following the behavior.

Kentucky's Multi-Tiered System of Supports (KyMTSS)

Tier I (Whole Class)

The foundational or universal level of support. *All* students receive high-quality, evidence-based instruction aligned to grade-level standards, school wide behavioral expectations and key social-emotional competencies. In sustainable systems, at least 80% of students have their needs met through this universal level of support. Impacts everyone across all settings. Regular, proactive support that emphasizes teaching core learning.

Tier II (Small Group/Targeted)

Practices and systems that provide targeted support for students who are not successful with Tier 1 supports alone. The targeted or supplemental level of support is intended for *some* students who require more opportunities for practice and feedback or enrichment beyond Tier 1. In sustainable systems, 10-15% of students access this level of support in addition to the universal level. Tier 2 supports are often provided to groups of students with similar targeted needs. Frequency and duration will increase while group size will decrease.

*Tier 2 is in addition to Tier 1.

Example: A small group of 5 students receives an intensive intervention twice a week for 20 minutes in addition to Tier 1 support.

Tier III (Individualized/Intensive)

The most intensive level of support.Practices and strategies that are more intensive and individualized implemented to improve academic needs of students who have not responded to Tier 1 or Tier 2 strategies. It is intended for students with the most significant and persistent needs extending well beyond the reach of the Tier 1 level. In effective systems, 1-5% of students need access to this level of support. Tier 3 is characterized by increased intensity and individualization of instruction and targeted supports. Frequency and duration will increase while group size will decrease.

*These strategies are in addition to Tier 1 and Tier 2 strategies.

Example: A group of 2 students receives intensive intervention 4 days a week for 30 minutes in addition to Tier 1 and Tier 2 supports.

Behavior Strategies for each Tier (not an exhaustive list)		
Tier I Impacts everyone across all settings. Regular, proactive support that emphasizes teaching and acknowledging appropriate behavior. 	**Tier II** Practices and systems that provide targeted support for students who are not successful with Tier 1 supports alone. (Tier 2 strategies are layered on top and along with Tier 1 strategies.) 	**Tier III** Practices and strategies that are more intensive and individualized implemented to improve behavioral and academic needs of students who have not responded to Tier 1 or Tier 2 strategies. (These strategies are layered on top and along with Tier 1 and Tier 2 strategies.) 
• Arrange an orderly physical environment. • Define, teach, acknowledge rules and expectations. • Define, teach classroom routines. • Active supervision. (Verbal/Non-verbal interventions) • Praise appropriate behavior. • Continuum of response strategies for inappropriate behaviors. • Class-wide group contingencies.	• Explicit Instruction of Social Skills (Social Skills Instruction Group) • Empowerment: Praise and Choice • Behavior Momentum • Behavior Contract • Daily Progress Report • School point Card • Structured Incentives • Randomized Group Contingencies • The Good Behavior Game • Token Economy • Break Cards • Class Pass • School Home Note System • Self Monitoring Checklist • Check In Check Out	• Functional Behavior Assessment • Behavior Intervention Plan • Mental Health Wrap Around Services ***Additional Resources:*** www.kybehavior.com www.midwestpbis.org www.pbis.org www.kyabri.com www.interventioncentral.org www.basicfba.com Data Collection Progress Monitoring theholler.org KVEC SERTAC www.overcomingobstacles.org (K-12 Life Skills Curriculum) www.sanfordharmony.org (Pre-K-6 Social Emotional Learning program) IRIS (Search Behavior)

• Multiple opportunities to respond.	• Behavior Intervention Plan	https://casel.org/ (Social Emotional Learning) Systematic Screening (Behavior Screeners) Functional Assessment-Based Interventions https://kymtss.org/ Tiered Behavioral Interventions Specially Designed Instruction Toolkit CIBRS - Center for Instructional and Behavioral Research in Schools High-Leverage Practices for Students with Disabilities Revised and Updated	
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Breaking Class Rules Student(s) may blatantly violate rules established. They often do this as a way of testing their boundaries and also seeing what they can get away with and how far they can push you. Rule breaking often becomes a "power" struggle that challenges teacher authority. Refuse to comply with adult requests or directives.	**Tier I** • Review Rules and Expectations • Planned Ignoring • Proximity Prompt • The Teacher Look • Benign Confrontation • Praise Appropriate Behavior • Active Supervision	• Existing school records (Permanent Products) • (ODRs) Office Discipline Referrals • Classroom discipline records • Lesson Plans • Rules/Expectations Posted • Visual Schedule	• Event Based Recording (Frequency Count) • Anecdotal Notes

	Tier II • Behavior Momentum • Empowerment: Praise and Choice • Behavior Contract • Self-Monitoring Checklist • School Home Note System • School Card	• Behavior Contract • Self-monitoring Checklist • School-Home Note • School card • Daily Progress Report	• Event Based Recording (Frequency Count) • School Card • Daily Progress Report
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Defiant/Disrespectful Student(s) behavior may include, but not limited to: Lashing out verbally. Engage others in arguments and conflict. Dislike being told what to do. Become aggressive and act out when told to do something.	**Tier I** • The Teacher Look • Review Rules and expectations • Praise appropriate behavior • Active supervision. (Verbal/Non-verbal interventions) • Physical proximity	• (ODRs) Office Discipline Referrals • Classroom discipline records • Rules/Expectations Posted • Continuum of Consequences posted • Classroom Routines Posted	• Event Based Recording (Frequency Count) • Anecdotal Notes

Challenge the authority of adults. Refuse to comply with adult requests or directives. Refuses to follow classroom routines. May ask the same question over and over. Inflexible in their emotions. Have no regard for others feelings, well-being, and safety.		• Visual Schedule • Active Supervision	
	Tier II • Behavior Momentum • Behavior Contract • School Home Note System	• School card • Daily Progress Report • Behavior Contract • School-Home Note	• Event based Recording (Frequency counts) • School Card • Daily Progress Report
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented? Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Poor attention/Focus	**Tier I** • The Teacher Look	• Lesson plans	

Student(s) behavior may include, but not limited to: Frequently off task. Easily distracted. Frequently looking out the window, around the room, at objects, people, etc. Need frequent restating of instructions. Rarely completes a task before beginning another. Seems scattered and disorganized. Often not follow through on instructions and/or fail to finish schoolwork.	• Review Rules and expectations • Proximity prompt • Active supervision. (Verbal/Non-verbal interventions) • Time away • Preferential seating • Redirection to task (Verbal/Non-verbal cues/signals)	• Classroom discipline records • Rules/Expectations Posted • Continuum of Consequences posted • Classroom Routines Posted • Active Supervision • Seating Chart • Time Away Area	• Existing school records (Permanent Products) • Event based Recording (Frequency counts and or Duration recording) • Anecdotal Notes
	Tier II • Empowerment: Praise and Choice • Self-Monitoring Checklist • Randomized Group Contingencies • The Good Behavior Game	• School card • Daily Progress Report	• Event based Recording (Frequency counts and or Duration recording) • Self-monitoring Checklist • School Card • Daily Progress Report
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff)	• Behavior Intervention Plan (Review/Revise)

		• Behavior Pathway Chart	
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Unmotivated Student(s) behavior may include, but not limited to: Just sitting in seat doing nothing when there is work to do. Express no concern about incomplete work, grades, achievement. Not care about classes, knowing subject matter, studying, tests, quizzes. Have little facial or physical affect (often looks sad or not interested). Unconcerned about being suspended or missing school.	**Tier I** • Praise/Encouragement • Arrange an orderly physical environment. • Define, teach, acknowledge rules and expectations. • Define, teach classroom routines. • Multiple opportunities to respond.	• Seating Chart • Lesson plans • Rules/Expectations Posted • Continuum of Consequences posted • Classroom Routines Posted • Active Supervision • Seating Chart • Time Away Area	• Existing school records (Permanent Products) • Anecdotal Notes
	Tier II • Behavior Momentum • Structured Incentives • Token Economy • School Home Note System • Check In Check Out	• School Card • Daily Progress Report • Tokens (Token board) • School-Home Note	• School Card • Daily Progress Report • Self-monitoring Checklist

	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Low/No Work Completion Student(s) behavior may include, but not limited to: Have low academic ability. Assignments turned in incomplete. Be sad or depressed. Fail to study. Dislike school. Have poor organizational skills. Fail to consistently follow expectations for work completion. Little to no follow through.	**Tier I** • Praise/Encouragement • Arrange an orderly physical environment. • Define, teach, acknowledge rules and expectations. • Define, teach classroom routines. • Multiple opportunities to respond.	• Lesson Plans • Existing school records (Permanent Products) • Classroom discipline records • Rules/Expectations Posted • Continuum of Consequences posted • Classroom Routines Posted • Active Supervision • Seating Chart • Time Away Area	• Existing school records (Permanent Products) • Event based Recording (Frequency counts) • Anecdotal Notes
	Tier II • Behavior Momentum • Behavior Contract • Structured Incentives	• Behavior Contract • Tokens (Token board)	• School-Home Note • School Card • Daily Progress Report

	• Token Economy • School Home Note System • Check In Check Out		
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Overly Emotional/Anxiety Student(s) behavior may include, but not limited to: Unable to control their constant worries. Frequently ask how to do tasks. Often ask if they are doing assignments correctly. Seem unsure of themselves and have low self-confidence and self-esteem. Have a self defeating attitude.	**Tier I** • Arrange an orderly physical environment. • Define, teach, acknowledge rules and expectations. • Define, teach classroom routines. • Active supervision. (Verbal/Non-verbal interventions)	• Lesson Plans • (ODRs) Office Discipline Referrals • Classroom Discipline Records • Rules/Expectations Posted • Classroom Routines Posted • Active Supervision • Seating Chart	• Existing School Records (Permanent Products) • Event based recording (frequency counts and or Duration Recording) • Anecdotal Notes

Seem shy and not seek out help, volunteer, or participate. Have a hard time concentrating. Easily startled.			
	Tier II • Behavior Momentum • Behavior Contract • Break Cards • Class Pass • School Home Note System • Check In Check Out	• Behavior Contract • Break Cards • Class Pass Cards	• School-Home Note • School Card • Daily Progress Report
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented. Which tools do staff need to implement strategy?)	**Student Behavior Data Collection** (Method of Measurement)
Executive Functioning Skills Student(s) behavior may include, but not limited to: Have trouble starting and/or completing tasks.	**Tier I** • Arrange an orderly physical environment. • Define, teach, acknowledge rules and expectations.	• Rules/Expectations Posted • Continuum of Consequences posted	• Existing school records (Permanent Products) • Event based Recording (Frequency counts) • Anecdotal Notes

Have difficulty prioritizing tasks. Forgot what they just heard or read. Difficulty following directions or sequence of steps. Panic when rules and routines change. Trouble switching focus from one task to another. Get fixated on things. Trouble with organization, keeping track of belongings, managing time, etc.	• Define, teach classroom routines. • Proximity • Pre-Teach, review, guided notes • Multiple opportunities to respond	• Classroom Routines Posted • Active Supervision • Seating Chart • Guided Notes	
	Tier II • School Home Note System • Self Monitoring Checklist • Check In Check Out	• Self-monitoring Checklist • School-Home Note	• Self-monitoring Checklist • School Card • Daily Progress Report
	Tier III • Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• ABC recording form • FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)
Behavior of Concern (Measurable, observable, and objective – see it, count it, describe it)	**Intervention Strategies** (Intervention/strategy must match Function of Behavior)	**Evidence** (What will the staff do to ensure the intervention is being implemented.	**Student Behavior Data Collection** (Method of Measurement)

		Which tools do staff need to implement strategy?)	
Tantrums/Out of Control Student(s) behavior may include, but not limited to: Fail to respond to any redirection, calming, de-escalation, etc. Deliberately destroy items, furniture, toys, supplies, etc. Yell, scream hit, kick, bite, flail, stomp, lay on the floor, roll on the ground, crawl, exhibit self-injurious behaviors. Make threats, throw things, swing at others, threaten others with objects. Make verbal and physical threats. express hopelessness. Express no concern for consequences.	**Tier I** ● Define, teach, acknowledge rules and expectations. ● Define, teach classroom routines. ● Active supervision. (Verbal/Non-verbal interventions) ● Praise appropriate behavior. ● Proximity prompt ● Touch prompt ● Environmental prompt ● Encouragement ● Discussion ● Direct appeal ● Redirection ● Consequence reminder	● Existing School Records ● Classroom discipline Records ● (ODRs) Office Discipline Referrals ● Event Based Recording (Frequency Counts and Duration Recording) ● Rules/Expectations Posted ● Continuum of Consequences posted ● Classroom Routines Posted ● Active Supervision ● Seating Chart	● Event based recording (frequency counts and or Duration Recording) ● Anecdotal Notes
	Tier II ● Empowerment: Praise and Choice ● Behavior Momentum ● Behavior Contract ● Break Cards ● Class Pass ● Check In Check Out	● School Card ● Daily Progress Report ● Behavior Contract ● Break Cards ● Class Pass Cards	● School-Home Note ● School Card ● Daily Progress Report
	Tier III	● ABC recording form	

	• Basic FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan)	• FACTS (Functional Assessment Checklist for Teachers and Staff) • Behavior Pathway Chart	• Behavior Intervention Plan (Review/Revise)