

Preventing and Managing Challenging Behaviors

Overview: Participants will increase their knowledge about the influences of behavior, the purpose of an FBA and why it's important, manifestation determination rules and regulations, data collection, and features which have a positive impact on classroom management.

Quiz

[Here is the Powerpoint](#)

[Here is the Video](#)

1. List 2 biological, 2 environmental, and 2 developmental influences of behavior.
2. When is an FBA required and what is its purpose?
3. Explain the "10 day rule" and manifestation determination.
4. Justify why these behaviors are inappropriate:
Noncompliance -
Aggression -
low social skills –
5. When thinking about behavior, what is the most important question to ask? What are 3 (there are more than 3) other questions you can investigate?
6. When planning for data collection...answer the following questions:

How do you determine what data to collect?	
How do you determine when to collect data?	
How do you determine how to collect data?	
What are some steps you can take to make your data collection feasible?	

7. Choose 3 types of data collection and identify one behavior that can be charted using each of the ones you've selected.

8. Why are visual representations of data important? What are some guidelines when creating them?
9. What is meant by a school wide system of positive behavior supports?
10. Identify features of the following which have a positive impact on classroom management systems:
 - Physical environment -
 - Routines -
 - Consequences -

Preventing and Managing Challenging Behavior – Application Activities

You must submit the following activities to earn CPDU credit. These activities are to be completed as directed on the video from the seminar. Please refer to the video for directions for each section.

Preventing and Managing Challenging Behaviors Workshop
Presented by Christina Yuknis, Ph.D.
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Warm-up: Define as many of these concepts as you can.

Concept	Warm-up	Notes
BIP		
PBS		
Antecedent		
Positive reinforcement		
FBA		
Punishment		
Behavior		
Negative reinforcement		
Reward		
Baseline		
Intervention		

Throughout today's workshop, we will be discussing these terms. You will be given time to complete the notes section at various points.

Identifying Problem Behaviors

- Clearly Define the Behavior
 - Observable
 - Measureable
 - Explicit
- Practice:
 - Take a few minutes to define these behaviors clearly.
 - Noncompliance
 - aggression
 - low social skills

Running Records Practice

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Anecdotal Records Practice

Event Recording: Joyce

Tally each time that Joyce complains about the assignment in the space below.

Duration Recording: Kandi

Mark the start and end time every time Kandi is on-task.

Start time	End time	Duration of on-task time

Discussion Scenarios

For your assigned scenario, discuss possible solutions with your group and identify the best ones.

- A. You have a classroom management system whereby free time is earned for completing assigned class work. John never gets his work done and therefore never gets free time. You feel badly, but a rule is a rule. John and you are both frustrated. What do you do?

- B. You instruct the whole class and then give a follow-up activity to be completed by the students while you conduct individual student conferences. You are frequently interrupted with questions, and are unable to give your undivided attention to specific students during the individual discussion sessions. You find yourself increasingly angry at the class. What do you do?

- C. Jane angrily enters your classroom. She has just been scolded by another teacher for "fooling around" and has had the privilege of eating lunch outside at the picnic tables

revoked for the rest of the week. In your class she is refusing to do work, calls out and continues the behavior from the other class, adding to it her complaints of unfairness. The class is in danger of not earning the class reward of an extra recess period for having completed all of the assignments. What do you do?

- D. You have carefully implemented a respectful way of talking to the students in your class. One of your peers, who spends a lot of time in your classroom, frequently becomes angry with the students and takes it upon herself to harshly correct behaviors. She thinks you're "too soft" and don't fully understand that the kids need "discipline." What do you do?

