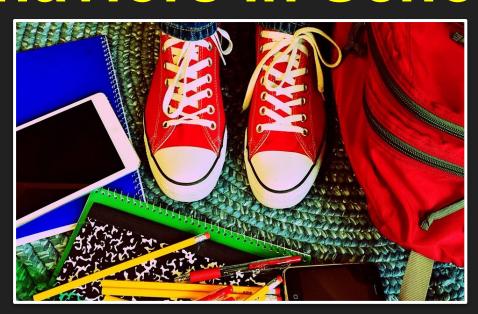
# Understanding and Managing Disruptive Behaviors in Schools



## Agenda

01

Introduction

02
Disruptive
Behaviors

03 Challenging Times 04

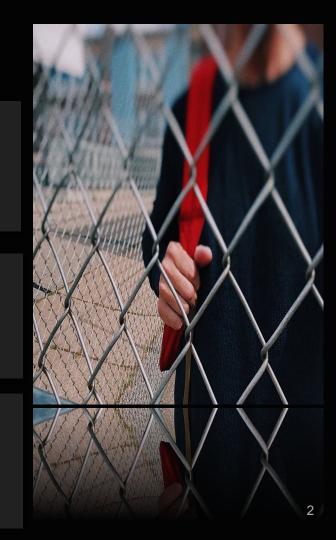
Environments

05

Strategies

06

Conclusion



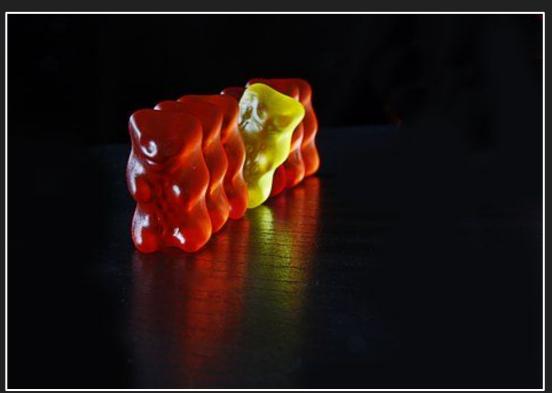


## TWO REMINDERS



The kids who need the most love will ask for it in the most unloving way

## 2. DISRUPTIVE BEHAVIORS



## Common Disruptive Behaviors

- **★**Talking in Class
- \*Tardiness
- \*Leaving Early
- \*Electronic Devices
- ★Eating/Drinking
- **★**Sleeping
- \*Physical/Verbal Aggression

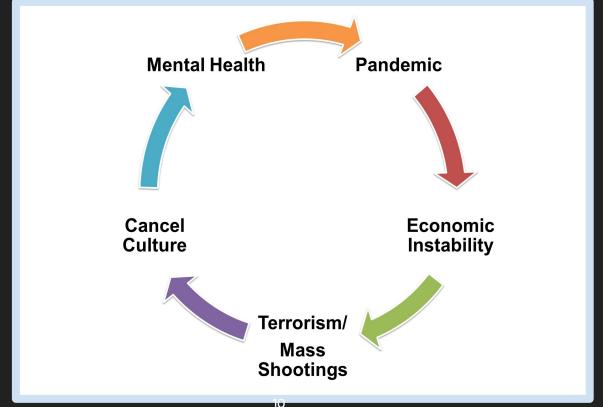


## 3. CHALLENGING TIMES



Image by Joe Ferris from Pixabay

## TODAY'S CHALLENGES







## 1 IN 5

Youth have or will have a Mental Illness.
Usually shows up before 14 years of age.~NIMH

#### AND IT'S NOT JUST TEENS...



1 in 6 children aged 2-8 years has a mental, behavioral, or developmental disorder.

CDC: https://www.cdc.gov/childrensmentalhealth/data.html

## Youth Mental Health Video

https://www.youtube.com/watch?v=y-6wx55je2M



## ACEs

- 17,500 adults.
- 67% of all adults have experienced.
- 12.6% had four or more.
- Four or more increases:
  - 390% Lung Disease
  - 240% Hepatitis
  - 460% Depression
  - 1,220% Attempt Suicide

#### A CHALLENGE FOR COUNSELORS



#### THE HEADLINES

A Closer Look at the Mental Health Provider Shortage ~ ACA

A Growing Psychiatrist Shortage and an Enormous Demand for Mental Health Services ~ Association of American Medical Colleges

Therapists Say They Can't Meet High Demand as Anxiety, Depression Linger ~ Washington Post

How to Address the Child Therapist Shortage ~ New York Times

America Needs School Counselors Now More Than Ever ~ Business Wire

#### MENTAL HEALTH CARE SHORTAGE

Location <b>\$</b>	Total Mental Health Care HPSA Designations \$	Population of Designated HPSAs \$	Percent of Need Met \$	Practitioners Needed to Remove HPSA Designation \$
Maryland	63	1,709,025	19.4%	101

#### SCHOOL COUNSELOR SHORTAGE

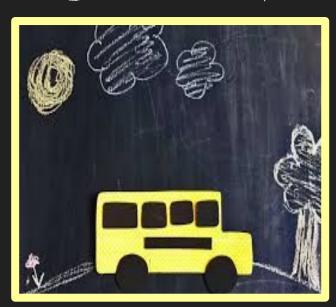
#### #38. MARYLAND

- STUDENT TO SCHOOL COUNSELOR RATIO: 332:1
- 2,662 COUNSELORS TO 882,527 STUDENTS
- EMPLOYMENT PER 1,000 JOBS: 2.42 (1.15 XS NAT'L AVG.)

#### **Charlie Health**

## 4. ENVIRONMENTS HOME SCHOOL

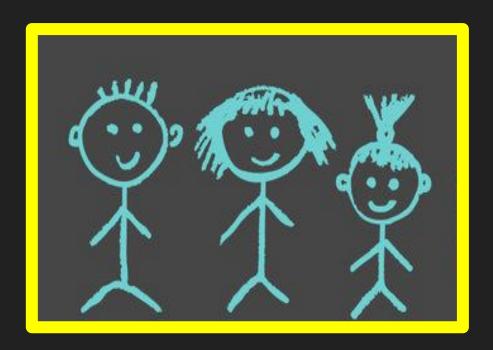




## HOME



## PARENTING



## SERVE & RETURN INTERACTIONS

Infant makes a sound or looks at object - Serve

Parent returns the serve by responding - Return

These interactions trigger development and strengthen connections in brain that control emotion, cognition, language, and memory.

## Tronick Experiment Video

https://www.youtube.com/watch?v=YTTSXc6sARg

## Types of Parenting



## AUTHORITATIVE PARENTING





Image by <u>Gerd Altmann</u> from <u>Pixabay</u>

#### JUST RIGHT PARENTING

- → Just the right amount of support and structure.
- → Just the right amount of discipline and communication.
- → Set high expectations and have clear rules.
- → Discipline and provide rationale for their expectations.
- → Invest time into preventing problematic behaviors.
- → Praise child's success and encourage them to do their best.

## PERMISSIVE PARENTING

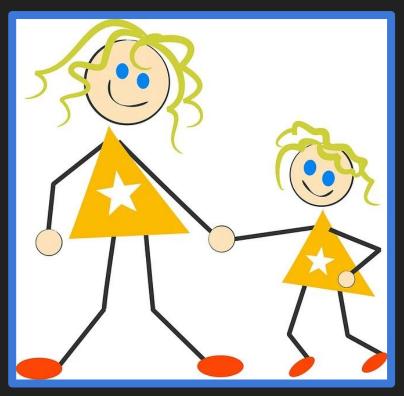


Image by <u>Prawny from Pixabay</u>

## LET'S BE FRIENDS

- → Difficulty setting rules and following through.
- Quickly brush off behavior.
- → Are often vested, but don't provide discipline or guidance.
- → Discipline and provide rationale for their expectations.
- → Struggle with authority child allowed to do whatever they want.
- → Often unhealthy habits.
- → Parents may have a history with their own struggles.

## NEGLECTFUL PARENTING



Image by Tharush\_12 from Pixabay

### UNINVOLVED

→ DETACHED FROM CHILD'S LIFE.

- → CHILD HAS FREE REIGN.
- → LITTLE NURTURING OR SUPPORT.

-> CHILD IS LEFT TO CARE FOR SELF.

→ SOMETIMES THIS PARENTING STYLE IS UNINTENTIONAL.

## AUTHORITARIAN PARENTING

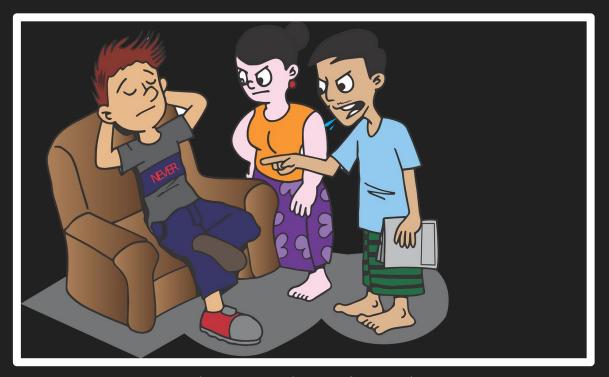


Image by Mote Oo Education from Pixabay

## BECAUSE I SAID SO!

- -> DON'T QUESTION DECISIONS.
- -> HARSH DISCIPLINE.
- → IT'S MY WAY OR THE HIGHWAY.
- -> FOCUS ON OBEDIENCE.
- -> FYTREMELY STRICT

## SCHOOL



## TYPES OF TEACHING



## TYPES OF TEACHING



**Authoritarian** 

**Permissive** 

Authoritative



#### Did you know?

1 in 3 students have a psychological or emotional issue

7,000+ students dropout of school every day

32% chance of dropping out after 1 suspension

1 in 5 students has a mental health issue

85%
of teachers receive no behavior management training

1,000 teachers leave the profession every day



## 3 OR MORE ACES

- Almost three times more likely to experience academic failure.
- Nearly five times more likely to have severe attendance problems.
- Six times more likely to have severe behavior problems.
- Almost four times more likely to report frequent poor health.

## TRAUMA SENSITIVE STRATEGIES

- Significant improvements in student behavior.
- Fewer suspensions.
- Fewer expulsions.
- Significant improvements in academic achievement.

## 5. STRATEGIES





# DEFUSING CHALLENGING SITUATIONS

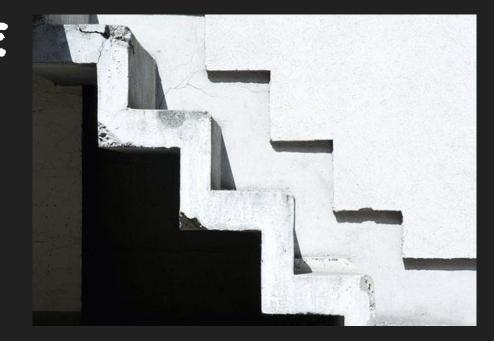
## DEFUSING SITUATIONS



- 1. I'M SORRY...
- 2. I UNDERSTAND...
- 3. PROBABLY SO...
- 4. NEVERTHELESS...

## FOUR STEP APPROACH:

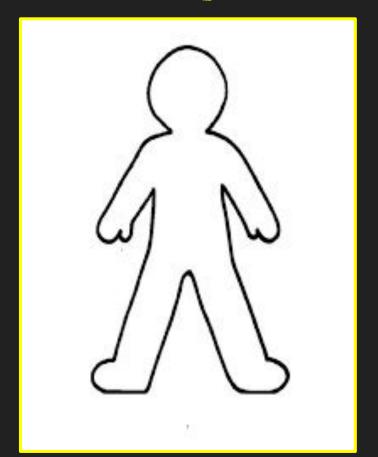
- 1. DON'T ENGAGE
- 2. KEEP MOVING
- 3. USE SILENCE
- 4. REDIRECT





# CREATE A WELCOMING ENVIRONMENT

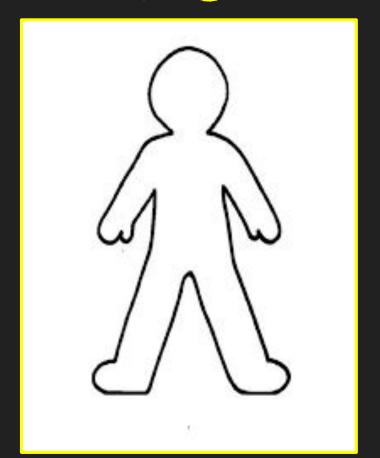
## BODY SCAN







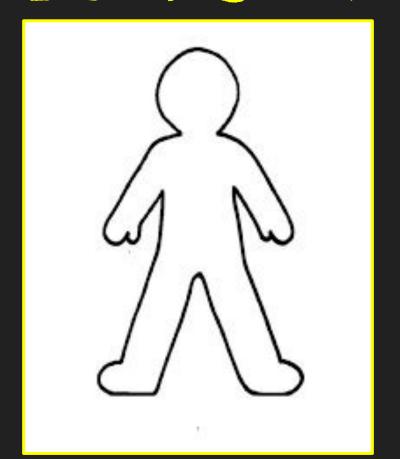
## BODY SCAN







## BODY SCAN



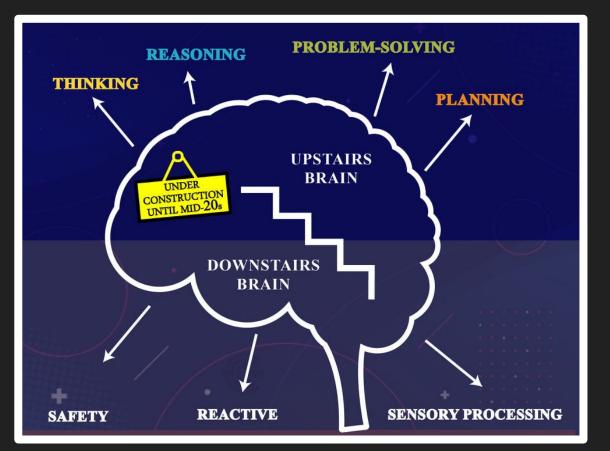
## ENVIRONMENT





## EMOTIONAL REGULATION

## Upstairs Downstairs Processing



#### How Trauma Can Affect Your Window Of Tolerance

#### HYPERAROUSAL

Anxious, Angry, Out of Control, Overwhelmed Your body wants to fight or run away. It's not something you choose – these reactions just take over.



When stress and trauma shrink your window of tolerance, it doesn't take much to throw you off balance.

> HYPER HYPO

#### WINDOW OF TOLERANCE

When you are in your Window of Tolerance, you feel like you can deal with whatever's happening in your life. You might feel stress or pressure, but it doesn't bother you too much. This is the ideal place to be.



Working with a practitioner can help expand your window of tolerance so that you are more able to cope with challenges.





#### HYPOAROUSAL

Spacy, Zoned Out, Numb, Frozen Your body wants to shut down. It's not something you choose – these reactions just take over.





## CALMING TECHNIQUES









## GROUNDING TECHNIQUES

## FLOWERS & CANDLE





## SAFE PLACE





## RELATIONSHIPS MATTER

### MEANINGFUL INTERACTIONS

- \* DEVELOP RAPPORT
- \* OFFER GROWTH-ORIENTED FEEDBACK
- \* ENCOURAGE RESILIENCE
- \* EMPOWER DON'T RESCUE
- \* PROVIDE CHOICES NOT ANSWERS
- \* BE A ROLE MODEL
- \* PROVIDE A SAFE SPACE
- ★ LISTEN TO UNDERSTAND
- \* CARE

### Be A Mr. Jensen Video

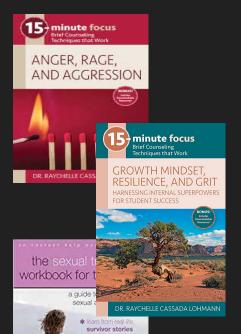
https://www.youtube.com/watch?v=4p5286T\_kn0



## TWO REMINDERS

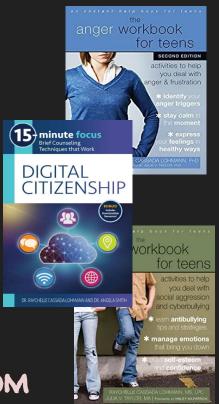


The kids who need the most love will ask for it in the most unloving way



\* deal with difficult thoughts & emotions \* create a circle of support





YOU CAN FIND ME @
RAYCHELLECASSADALOHMANN.COM







Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. Educational Psychology Review, 26, 101–126. https://doi.org/10.1007/s10648-013-9244-0

Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. Teacher Education and Special Education, 40(2), 114–127.

Archambault, I., Vandenbossche-Makombo, J. & Fraser, S.L. (2017). Students' oppositional behaviors and engagement in school: The differential role of the student-teacher relationship. Journal of Child Family Studies, 26, 1702–1712.

Baumrind, D. "Parenting styles and adolescent development." In J. Brooks-Gunn, R. M. Lerner, & A. C. Petersen (Eds.), The Encyclopedia on Adolescence (1991): (pp. 746-758). New York: Garland Publishing.

Center on Positive Behavioral Interventions and Supports. (n.d.). Examples: Expectations matrix poster. Retrieved from https://www.pbis.org/resource/expectations-matrix-poster

Center on Positive Behavioral Interventions and Supports. (n.d.). Getting started. Retrieved from https://www.pbis.org/pbis/getting-started

Center on Positive Behavioral Interventions and Supports. (2021). Returning to school during and after crisis: A guide to supporting states, districts, schools, educators, and students through multi-tiered systems of support framework. Retrieved from https://mtss.org/wp-content/uploads/2020/07/Returning-to-School-During-and-After-Crisis.pdf

Center on Positive Behavioral Interventions and Supports, State Implementation and Scaling up of Evidence-Based Practices Center, National Integrated Multi-Tiered Systems of Support Research Network, National Center on Improving Literacy, & Lead for Literacy Center. (2020). Returning to school during and after crisis: A guide to supporting states, districts, schools, educators, and students through a multi-tiered systems of support framework during the 2020-2021 school year. University of Oregon. Retrieved from https://assets-global.website-files.com/5d3725188825e071f1670246/604285e7e3985105cbd0f14a\_Returning%20to%20School%20During%20and%20After%20Crisis.pdf

Center on Positive Behavioral Interventions and Supports. (n.d.). Tier 1. Retrieved from https://www.pbis.org/pbis/tier-1

Conroy, M. A., Alter, P. J., & Sutherland, K. S. (2014). Classroom-based research in the field of EBD: Future research directions. In P. Garner (Ed.), The SAGE handbook of emotional and behavioral difficulties (pp. 465–477). London, England: SAGE.

Cooper, J. T., & Scott, T. M. (2017). The keys to managing instruction and behavior: Considering high probability practices. Teacher Education and Special Education, 40(2), 102–113. https://doi.org/10.1177/0888406417700825

Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. New York: New Press.

Flower, A., McKenna, J. & Haring. C. (2017) Behavior and classroom management: Are teacher preparation programs really preparing our teachers? Preventing School Failure: Alternative Education for Children and Youth, 61(2), 163–169. doi//10.1080/1045988X.2016.1231109

Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2014). Pre-service teacher training in classroom management: A review of state accreditation policy and teacher preparation programs. Teacher Education and Special Education, 37(2), 106–120. https://doi.org/10.1177/0888406413507002

Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. Behavioral Disorders, 43(2), 302–315. https://doi.org/10.1177/0198742917714809

Gonzalez, L., Brown, M., & Slate, J. (2008). Teachers who left the teaching profession: A qualitative understanding. The Qualitative Report, 13(1), 1–11.

Griffith, D., & Tyner, A. (2019). Discipline reform through the eyes of teachers. Washington, DC: Thomas B. Fordham Institute. Retrieved from http://fordhaminstitute.org/national/research/discipline-reform-through-the-eyes-of-teachers

Herman, K., & Reinke, W. (2015). Stress management for teachers: A proactive guide. New York: Guilford.

Hershfeldt, P. A., Sechrest, R., Pell, K. L., Rosenberg, M. S., Bradshaw C. P., and Leaf, P. J. (2009) Double-check: A framework of cultural responsiveness applied to classroom behavior. Teaching Exceptional Children Plus, 6(2).

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. Educational Leadership, 60, 30–33.

Kincheloe, J. L. (1999). How do we tell the workers? The socioeconomic foundations of work and vocational education. Oxfordshire, UK: Routledge.

Larson, K. E., Pas, E. T., Bradshaw, C. P., Rosenberg, M. S., & Day-Vines, N. L. (2018). Examining how proactive management and culturally responsive teaching relate to student behavior: Implications for measurement and practice. School Psychology Review, 47(2), 153–166. doi: 10.17105/SPR-2017-0070.V47-2

Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). Essential tools: Increasing rates of school completion: Moving from policy and research to practice. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition. Retrieved from http://www.ncset.org/publications/essentialtools/dropout/handout2.asp

Levin & Nolan (2014). Principles of classroom management: A professional decision-making model (7th ed.). New York: Pearson.

Liang, C. T. H., Rocchino, G. H., Gutekunst, M. H. C., Paulvin, C., Melo Li, K., & Elam-Snowden, T. (2020). Perspectives of respect, teacher–student relationships, and school climate among boys of color: A multifocus group study. Psychology of Men & Masculinities, 21(3), 345–356. https://doi.org/10.1037/men0000239

Long, N. J., Morse, W. C., & Newman, R. G. (1980). Conflict in the classroom. Belmont, CA: Wadsworth.

Mitchell, B. S., Hirn, R. G., & Lewis, T. J. (2017). Enhancing effective classroom management in schools: Structures for changing teacher behavior. Teacher Education and Special Education, 40(2), 140–153. https://doi.org/10.1177/0888406417700961

National Center for Education Statistics. (2020, September). Race and ethnicity of public school teachers and their students. Data Point. U.S. Department of Education NCES 2020-103. Retrieved from https://nces.ed.gov/pubs2020/2020103.pdf

National Center for Education Statistics. (2020). Table: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2029. Retrieved from https://nces.ed.gov/programs/digest/d20/tables/dt20\_203.50.asp?current=yes

Nies, B., Ludwig, T., & Weninger, L. (n.d.). Teaching and reinforcing school-wide expectations. Retrieved from http://pbismn.org/documents/summerinstitute/TeachingReinforcingExp\_BeckyNies.pdf

Office of Special Education Programs. (2015). Supporting and responding to student behavior: Evidence-based classroom strategies for teachers. Washington, DC: Office of Special Education Programs. Retrieved from http://www.pbis.org/resources/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers

Oliver, R. M., & Reschly, D. J. (2007, December). Effective classroom management: Teacher preparation and professional development. National Comprehensive Center for Teacher Quality issue paper. Retrieved from https://files.eric.ed.gov/fulltext/ED543769.pdf

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93–97.

Poole, I., Evertson, C., & the IRIS Center. (2019). Effective room arrangement: Elementary. Retrieved from https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\_case\_studies/ics\_effrmarr\_elementary.pdf

Poole, I., Evertson, C., & the IRIS Center. (2020). Effective room arrangement: Middle & high school. Retrieved from <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf</a> case studies/ics effrmarr middle high.pdf

PDK International. (2019). PDK poll of the public's attitudes toward the public schools. New York: Author. Retrieved from https://pdkpoll.org/wp-content/uploads/2020/05/pdkpoll51-2019.pdf

Robison, T. (2020). Culturally responsive classroom management in the general music class: Building connections with families, Part 2. General Music Today, 34(1), 37–39. https://doi.org/10.1177/1048371320909801

Rose, L. C., & Gallup, A. M. (2000). The 32nd annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 82(1), 41–58. https://doi.org/10.1177/003172170008200113

Rosenberg, M. S., & Jackman, L. A. (2003). Development, implementation, and sustainability of comprehensive school-wide behavior management systems. Intervention in School and Clinic, 39(1), 10–21.

Scheuermann, B.K., & Hall, J. (2016). Positive behavioral supports for the classroom. New York: Pearson.

Scott, T. M. (2017). Training classroom management with preservice special education teachers: Special education challenges in a general education world. Teacher Education and Special Education, 40(2), 97–101. https://doi.org/10.1177/0888406417699051

Simonsen, B., Freeman, J., Goodman, S., Mitchell, B., Swain-Bradway, J., Flannery, B., Sugai, G, George, H., & Putman, B. (2015). Supporting and responding to behavior: Evidence-based classroom strategies for teachers. OSEP. Retrieved from

http://www.pbis.org/common/cms/files/pbisresources/Supporting%20 and%20 Responding%20 to%20 Behavior.pdf

Stevenson, N. A., VanLone, J., & Barber, B. R. (2020). A commentary on the misalignment of teacher education and the need for classroom behavior management skills. Education and Treatment of Children, 43, 393–404. DOI: https://doi.org/10.1007/s43494-020-00031-1

Sukhodolsky, D., Smith, S., McCauley, S., Ibrahim, K., & Piasecka, J. (2016). Behavioral interventions for anger, irritability, and aggression in children and adolescents. Journal of Child and Adolescent Psychopharmacology, 26, 58-64. https://doi:10.1089/cap.2015.0120

van Uden, J., Ritzen, H., & Pieters, J. (2014). Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education. Teaching and Teacher Education, 37, 21–32. https://doi.org/10.1016/j.tate.2013.08.005

Westling, D. L. (2010). Teachers and challenging behavior: Knowledge, views, and practices. Remedial and Special Education, 31, 48–63. doi:10.1177/0741932508327466Jha, M., Fava, M., Minhajuddin, A., et. al. (2020). Anger attacks are associated with persistently elevated irritability and moderate depressive disorder. Psychological Medicine Advance, 51 (8) 1355-1363. https://doi.org/10.1017/S0033291720000112

World Health Organization. (2018). Mental health: strengthening our response. https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

#### **Websites**

- 1) APA <a href="https://www.apa.org/education-career/k12/classroom-management-resources.pdf">https://www.apa.org/education-career/k12/classroom-management-resources.pdf</a>
- 2) Behavioral Management Resource Guide University of Florida <a href="https://education.ufl.edu/behavior-management-resource-guide/">https://education.ufl.edu/behavior-management-resource-guide/</a>
- 3) Common Sense Education <a href="https://www.commonsense.org/education/top-picks/classroom-management-apps-and-websites">https://www.commonsense.org/education/top-picks/classroom-management-apps-and-websites</a>
- 4) Crisis Prevention Institute <a href="https://www.crisisprevention.com/Blog/Behavior-Management-Strategies">https://www.crisisprevention.com/Blog/Behavior-Management-Strategies</a>
- 5) Eutopia <a href="https://www.edutopia.org/article/classroom-management-resources">https://www.edutopia.org/article/classroom-management-resources</a>
- 6) IRISCENTER at Vanderbilt University <a href="https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p01/#content">https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p01/#content</a>
- 7) TeacherVision <a href="https://www.teachervision.com/teaching-strategies/classroom-management">https://www.teachervision.com/teaching-strategies/classroom-management</a>
- 8) The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) <a href="https://www.pbis.org/">https://www.pbis.org/</a>
- 9) ThoughtCo. <a href="https://www.thoughtco.com/the-best-strategies-to-handle-a-disruptive-student-3194625">https://www.thoughtco.com/the-best-strategies-to-handle-a-disruptive-student-3194625</a>
- 10) Understood <a href="https://www.understood.org/en/articles/understanding-behavior-as-communication-a-teachers-guide">https://www.understood.org/en/articles/understanding-behavior-as-communication-a-teachers-guide</a>