Functional Contextual Thinking - Function Based Strategies

Module 3

1.1 and Its Application for School Mental Health

Notes:

Functional Contextual Thinking and Its Application for School Mental Health
Function Based Strategies
Northeast and Caribbean MHTTC at Rutgers University
2021

1.2 About

Notes:

Hello and welcome to our third and final module in a series describing Functional Contextual Thinking and Its Applications for School Mental Health. We are glad you could join us today and we hope you will find the

information useful.

There are three modules in this series, each taking approximately one hour to complete. Each module introduces new content and builds skills in a step-by-step fashion, along with opportunities to practice and helpful resources.

In module 1, we covered the ABCs of functional contextual thinking as it applies to school related challenges. In module 2, we looked at functional contextual thinking, specifically for internalizing challenges.

In module 3, we will explore how we can use functional contextual thinking to promote positive mental health by preventing challenges before they occur, teaching replacement adaptive skills and, when challenges do occur, responding in a way that decreases the likelihood of the challenging behavior in the future.

Before you get started, please remember progressing through each module is straightforward. There are links in the top corner of your screen for you to access a transcript and resources. You can pause the audio at any time to take a break.

1.3 Dr. Talida State

Notes:

Your guides through the Functional Contextual Thinking journey would like to welcome you.

Dr. Talida State is an Associate Professor of Special Education in the Department of Teaching and Learning, College of Education and Human

Sciences (COEHS), at Montclair State University. She is passionate about supporting students with social, emotional, and behavioral challenges to reach and exceed their potential. Dr. State has been involved in research and practice around students with behavioral needs for many years. She is the co-founder of Nurturing Environments Institute, a place where best practices are promoted and encouraged.

She is a Board-Certified Behavior Analyst (BCBA) with over 15 years of research and school-based experience in consulting and providing evidence-based services for students with emotional and behavioral challenges. She is a member of several premier professional organizations such as Council for Exceptional Children and Association for Positive Behavior Supports, and a regular presenter at national and international conferences. Dr. State also serves on the board of editors for the Journal of Positive Behavior Interventions, Journal of Behavioral Education, and Journal of School Mental Health.

For fun, Dr. State loves to travel and go to the beach to relax and spend time with friends and family.

1.4 Dr. Imad Zaheer

Notes:

Dr. Imad Zaheer is an assistant professor of School Psychology at St. Johns University and co-founder of Nurturing Environments Institute. He is a pediatric school psychologist, working on numerous projects in clinics, hospitals, and public and alternative school settings that involve direct and indirect or consultation services across individual, group, classroom, and systems levels.

His areas of interest are in developing assessments and interventions for children with emotional and behavioral challenges and creating comprehensive school-based prevention programs by integrating school mental health, social emotional learning, and school-wide positive behavioral interventions and supports. For Dr. Zaheer's work in these areas, he was awarded the Council for Exceptional Children's Professional Performance Award in 2019. Additionally, he sits on the steering committee for the national group, Family School Community Alliance, which is an organization dedicated to creating robust collaboration and engagement across schools and families and community settings.

When he gets the chance to relax, Dr. Zaheer enjoys cooking, baking, hiking and running.

1.5 Objectives

Notes:

Let's get started! There are four main objectives to be accomplished in Module 3. Click on each tile to view the objectives for this self-paced module.

At the completion of this module, using functional contextual thinking, you will be able to:
- Identify functional prevention strategies
- Identify functional teaching strategies
- Identify functional responding strategies
- Apply strategies learned to problem-solve scenarios

01 Objective (Slide Layer)

03 Objective (Slide Layer)

04 Objective (Slide Layer)

02 Objective (Slide Layer)

1.6 Types of Challenges

Notes:

Let's start with a brief review.

As a reminder, in the previous modules we introduced the importance of thinking functionally about students' behavioral, social, emotional and mental health challenges. Using the FCT logic, one can understand the underlying reasons why a student displays certain externalizing or internalizing challenges. Once we understand the function of those challenges, we can start thinking about what effective supports we can provide.

1.7 ABC

Notes:

To think functionally, we have to start by clearly defining the behavior and skills of interest, and then identify the context in which those behaviors, externalized or internalized, take place. The context is defined by antecedents, including slow and fast triggers that prompt the behavior, and consequent events, or what happens after the behavior takes place, that help

to maintain the behavior.

Once we've identified the ABCs we can then hypothesize the function of the behavior; why is the student doing what they are doing and for what reason.

1.8 ABC # 2

Notes:

Once we have all the ABC-related information and a function is identified, we can move forward identifying strategies that will address all three aspects:

1. What can we do before the behavior occurs to prevent the behavior from happening?
2. What replacement behavior can we teach the student to do instead of the problem behavior?
3. How do we respond to the problem behavior to decrease the probability it will happen again? How do we respond when the student performs the replacement behavior to increase the likelihood they'll perform that behavior again?

1.9 Review

Notes:

If you remember, we talked about a student who was engaging in behaviors such as running out of the room or eloping. We determined through our assessment that this was a survival behavior, caused by a history of trauma and high levels of anxiety. As a result, the student ran out of the room when she felt overwhelmed and scared to escape or avoid the situation and feelings. In this example, it appeared the student was trying to escape or avoid a social situation that involved adult interactions and attention.

1.10 Review #2

Notes:

Once we identified the function of the running/eloping behavior as escape motivated, we can help the student by identifying a positive replacement adaptive behavior that meets the same function but in a healthier way. In this example, teaching the student to ask for a break when feeling overwhelmed or scared, is a good replacement behavior that can lead to the same function of escape and avoiding social situations that involve adult interactions. Moreover, we can further teach the student coping skills like

relaxation exercises that can be used to help the student relax if they are feeling overwhelmed and need a strategy for self-regulation.

1.11 Strategies

Notes:

In this module, we will focus on different strategies to support students. The visual on the screen can help us organize our conversations about the supports a student needs to address the ABCs identified for a specific problem behavior. Applying functional contextual thinking, we can use our assessment information to determine appropriate prevention, teaching and response strategies. Each category has specific things to consider. We will go into greater detail about each one in this module.

Click on each step to learn more.

Prevention
When thinking about prevention strategies remember to address both slow and fast triggers.
We could eliminate or neutralize the impact of slow triggers. For fast triggers, we can address the concern by removing, blocking or neutralizing their impact or modifying a problem event. You might intersperse easy or pleasant events among more difficult or unpleasant events, or you could add events that promote a desired action such as giving the student a choice.

Teaching
To address the problem behavior, we can also teach alternative and/or

replacement skills, coping and tolerance skills and general social skills. The replacement or alternative skills need to directly address the function of the behavior, as seen in our previous example, where running is replaced with asking for a break to get to the same function, escape. Coping and tolerance skills can help address functions related to dealing with strong emotions that may otherwise lead to escape behaviors. Finally, social skills can help to extend the effect of replacement and coping skills by building general skills that will help ensure the student does not run into other future challenges.

Responding

Responding strategies address the consequences that follow the challenging or positive alternative behaviors. Examples of responding strategies include providing reinforcement for positive alternative skills, as well as removing or decreasing reinforcement for the challenging behaviors. In addition, we always want to make sure we have a de-escalation and/or crisis plan in place that ensures safety and clearly lays out steps for what to do should the situation escalate.

Prevention (Slide Layer)

Teach (Slide Layer)

Respond (Slide Layer)

1.12 Case Study – The Hot Seat

Notes:

Let's look at an example and then consider strategies to address the three areas of intervention: preventing, teaching, and responding.

Allyse is a 2nd grade student who is struggling in her large group math class. Her teacher reports that Allyse frequently leaves her seat without permission for up to several minutes during class, especially during large group activities, requiring the teacher to stop instruction to redirect Allyse.

1.13 1st Level - On The Run

Notes:

Let's think about Allyse's example using our FCT framework and organize the information we know into the ABC components. Then we can hypothesize the function of her problem behavior and start thinking about appropriate strategies to help Allyse.

See if you can determine the main function of her behavior by identifying each ABC component.

Click on each component to verify your answers.

Antecedent:
The setting event or slow trigger for Allyse is when she is in math class, a non-preferred subject. She experiences the fast trigger or antecedent when the teacher starts leading a large group activity.

Behavior:
Allyse will leave her seat, defined as no part of her body touching her chair for at least 10 minutes, during this instructional time.

Consequence:
Allyse receives multiple re-directions from the teacher telling her to "return to her seat".

Function:
We can hypothesize that the function of Allyse's behavior is to obtain social reinforcement in the form of adult/teacher attention.

Antecedent (Slide Layer)

Behavior (Slide Layer)

Consequence (Slide Layer)

Function (Slide Layer)

1.14 Prevention Strategies

Notes:

Prevention strategies provide us with a lot of powerful options for helping students. Let's consider some prevention strategies for Allyse that address slow and fast triggers, or, in other words, setting events and antecedents.

1.15 Slow or Settling Events

Notes:

When we start thinking about prevention-based strategies, we want to first consider two broad questions:

1. How can the setting event be changed so that the problem behaviors can be prevented from happening in the first place?

2. What can be added to the person's daily routines to make desired behaviors more likely to happen and situations more pleasant?

Click on the prevention strategies to the left to explore examples of strategies designed to eliminate setting events.

Eliminate
For example, to eliminate a problem event caused by difficult tasks, we can avoid assigning that difficult task during independent seat work when the student is more likely to struggle alone and instead assign the task when the student can work in a small group or during one-to-one time with the teacher.

Neutralize or Minimize
To neutralize or minimize the impact of setting events and antecedents, we can use strategies such as shortening the lesson to decrease the time the student may experience frustration with difficult academic work, or allow the student to take frequent breaks during difficult work activities.

Find the Opposite

If a student comes to school sleepy, we can eliminate the problem by working with the family, provide information about the importance of sleep

and help create good sleep routines. To neutralize the event, we can provide opportunities for the student to rest or nap at school before beginning the day.

Click on the link to see more examples.

Eliminate (Slide Layer)

Neutralize (Slide Layer)

Find the opposite (Slide Layer)

1.16 Antecedents

Notes:

To eliminate the negative effects of fast triggers, we have a similar set of options to use, including removing, blocking, neutralizing, modifying, interspersing, or adding an event. Depending on the situation, we may have to use one or several of these strategies. For example, we could use the interspersing strategy for a student who struggles academically by mixing hard and easy problems or making the difficult task easier to engage in. We could provide the student with choices on the task to start with, what materials to use, or even if they want to work alone or with a peer.

You can also come up with your own strategy based on your experiences and we encourage you to do so as it helps individualize the strategy to your students' needs. Regardless of whether you use the ones listed here or create your own, one important consideration is to think about how the strategy can address the function of the student's behavior to ensure the strategy's success.

Click on the boxes to the left to see examples of each strategy.

Remove a Problem Event
For example, to remove the possibility of a student exhibiting problem behavior caused by fear of large crowds, try to avoid large crowds.

Block or Neutralize the Impact
To block or neutralize the impact of an antecedent such as the amount of work, try to reduce the items or problems on a page when giving the student a worksheet.

Modify a Problem Event

To modify the effect of an antecedent such as requiring a student to attend a long lesson, shorten the lesson.

Intersperse Difficult with Easy

To increase a student's task engagement, try to mix difficult problems with easy ones.

Promote Desired Behavior

To promote desired behaviors such as work completion, you can incorporate the student's preferences into assignments.

Remove (Slide Layer)

Modify (Slide Layer)

Block (Slide Layer)
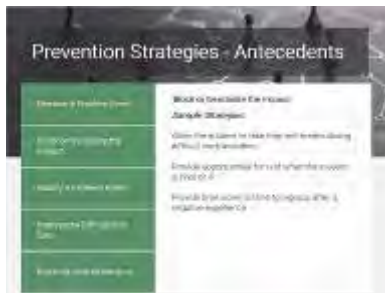
Intersperse (Slide Layer)

Promote (Slide Layer)

1.17 Function

Notes:

Now let's explore some preventing strategies that directly target the function of the behavior. On the left are examples of selected prevention strategies that target common functions of behavior such as getting attention, access to an activity or item, access to a sensory stimulus, or escaping an activity or a demand. Click on the boxes to explore these prevention strategies that target common functions of behavior in more detail.

To Get Attention
If a student is exhibiting challenging behaviors to get the teacher or peers' attention, you can schedule to give that student attention before the problem behavior occurs.

To Get an Activity or an Item
For example, if a student is grabbing art materials when it's not time for art class, you can provide that student with a visual schedule, so they understand when the time for art class is getting closer, thus giving them some control and predictability.

To Gain Access to Sensory Stimuli
For a student who misbehaves to gain access to sensory stimuli you can modify the environment by providing preferrable outlets for sensory stimulation.

Escape Activity or Demand
For a student who misbehaves to escape a challenging demand, one can simply adjust the difficulty of the work so the student can engage with and complete the task rather than getting frustrated and trying to escape it.

To Get Attention (Slide Layer)

To Get An Activity or Item (Slide Layer)

To Gain Access to Sensory Stimuli (Slide Layer)

Escape Activity or Demand (Slide Layer)

1.18 Advantages/Disadvantages Prevention

Notes:

As we've seen, prevention strategies provide us with a lot of powerful options for helping students. They are particularly advantageous as they prevent problem behavior from happening in the first place, are quick-acting, correct a faulty environment instead of correcting student behavior, and enhance the instructional environment.

However, there also several disadvantages worth considering. Prevention strategies do **NOT** teach appropriate skills/ or behaviors, they do **NOT** help us plan for what to do when problem behaviors do occur, and they may **NOT** result in long-term changes. Their effectiveness may be short lived. As a result, while prevention strategies can be very powerful, we do not recommend using them alone. Instead, it's best to use them in combination with teaching and responding strategies.

Before we turn to these other strategies though, let's go back to Allyse and see what prevention strategies we can use to help her.

1.19 Allyse - Prevention Strategies

Quiz Slide, More than one answer is correct.

Notes:

Just to review … Allyse is a 2nd grade student who is struggling in her large group math class. Her teacher reports that she frequently leaves her seat without permission for up to several minutes during class, requiring her to stop instruction to redirect her. What prevention strategies would you recommend for Allyse?

More than one answer could apply.

Answer Choices:

Build in active engagement strategies, allowing Allyse to gain attention during large group instruction. (correct)

Allow Allyse to wander around the classroom whenever she pleases. (incorrect)

Introduce more small group or cooperative learning so less time is spent on large group instruction.   (correct)

Remind Allyse to sit down every time she gets out of her seat. (incorrect)

Congrats! (Slide Layer)

Sorry! (Slide Layer)

1.20 Teaching Strategies

Notes:

Now that we have covered prevention strategies, let's turn our attention to teaching strategies that address the behavior of concern directly.

1.21 3 Options

Notes:

Teaching strategies develop skills within the student that help to replace problem behaviors or reduce the need for the problem behavior.   Click on each option to the left to find out more.

Alternative and/or Replacement Skills
The replacement skill needs to meet the same function as the problem behavior. If it doesn't the student's needs will not be met by performing the replacement skill. Some examples of alternative or replacement skills can include pro-social ways to seek help, initiate social interactions, express frustration appropriately, and request a break. The alternative/replacement skill needs to be more effective, efficient, and easier to perform compared to the problem behavior.

The appropriate replacement skill you teach will vary based on the problem behavior and the function of that behavior. For example, if a child is misbehaving to get the teacher's attention and help, you can teach the child to ask for help using an appropriate skill, for example, raising their hand or displaying the help card. Very importantly, the teacher needs to respond to the student's request for help as soon as possible to reinforce the use of that appropriate behavior.

Coping and Tolerance Skills
For coping and tolerance skills, we can consider a variety of skills that help with self-regulation, including relaxation techniques, anger management, or tolerance skills.

General Skills

For general skills, we consider even a larger set of skills that includes social, academic, language/communication, organizational, and self-initiation skills.

Alternative/replacement Skills (Slide Layer)

Coping and Tolerance Skills (Slide Layer)

General Skills (Slide Layer)

1.22 Teaching Alternative

Notes:

Let's take a closer look at the first category of alternative or replacement skills. Always ask yourself the question: What alternative skill could I teach the student to perform that will serve the same function as the problem behavior? The answer depends on the problem behavior you are trying to address.

Click on the problem behaviors in the dark blue boxes to view examples of replacement skills to consider.

Head-Banging
If a child is banging their head to escape difficult work, we can teach the child the replacement skill of communicating "I need help" or "I need a break".

Teasing Peers
If a student is teasing peers for attention, we can teach the replacement skill of initiating social interactions such as saying, "play with me, please?"

Escaping Difficult Task
If a student is crumpling papers, cursing, or banging the desk to escape a difficult task, we can teach the student to ask to use a tension ball, take a break, or go to a cool down area.

Head Banging (Slide Layer)

Teasing Peers (Slide Layer)

Escaping Difficult Task (Slide Layer)

1.23 Teaching: Coping

Notes:

When thinking about coping/tolerance skills, ask yourself what skills the student needs to cope with potentially difficult or frustrating situations that cannot or should not be avoided.

There are many coping or tolerance skills such as the ones listed that can be taught. The important part here is to make sure these strategies are used intentionally to address the function of the child's behavior. For example, if the child is anxious or worried, relaxation strategies might be more appropriate to address the concern, whereas a child who is dealing with anger and physical aggression may benefit specifically from anger management and conflict resolution skills.

1.24 Teaching General New

Notes:

For general skills the key question is what specific skill might help the student prevent a problem situation.

Click on the sample problem behaviors in the dark blue boxes to view general skills to consider.

Loses Materials

If a student often loses their pencil, materials, and has difficulty organizing activities, we can teach organizational skills to prevent them from becoming frustrated when faced with task demands & multiple tasks.

Verbal Confrontations

If a student frequently engages in verbal confrontations with peers, we can teach anger management and social skills to improve interactions with peers.

Distracts Peers

If, after the student finishes their assignment, they distract their peers who are still working, we can teach the individual to self-initiate activities such as completing homework, reading a book, or drawing to prevent boredom.
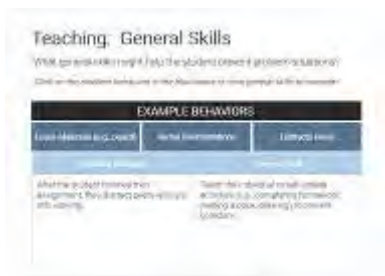
Loses Materials (Slide Layer)

Verbal Confrontations (Slide Layer)

Distracts Peers (Slide Layer)

1.25 Tips

Notes:

Regardless of what type of strategy is used, there are some general considerations to keep in mind:

Teach skills in conjunction with antecedent interventions because combining strategies across categories is more likely to lead to successful outcomes.

Teach the skills before problem behaviors occur, when the student is calm and engaged in positive behaviors. This allows the student to have success with using the skills in easier environments before needing to use them in

more difficult circumstances.

When selecting the skills to teach, choose skills that can be used across different settings and situations, making sure the student can generalize the skills and experience long-term positive outcomes.

Teach replacement skills first or along with general skills as the replacement skill will address the function of the problem behavior. Without having the replacement skill, the problem behavior may continue and make general skills training more difficult.

Select easy replacement skills the student can learn and use with less effort than the problem behavior.

1.26 Advantages - Disadvantages
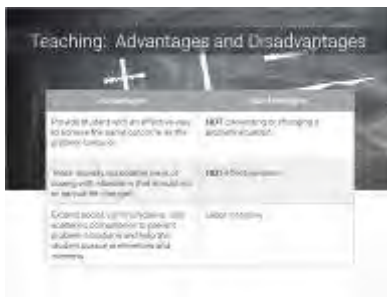
Notes:

Just like with prevention strategies, there are several advantages and disadvantages to teaching replacement behaviors.

The advantages are:

1. Teaching skills provides students with an effective way to achieve the same outcome as the problem behavior using a more positive strategy

2. Students learn socially acceptable ways of coping with situations that should not or cannot be changed

3. Students expand their social, communicative, and academic competence to prevent problem situations and help pursue preferences and interests.

On the disadvantages side, teaching replacement and coping skills do NOT prevent or change the problem situation, they are rarely effective alone and can be very labor-intensive for the adults charged with teaching the skills.

Before we turn our attention to responding strategies, let's think back to Allyse.

1.27 Allyse - Teaching Strategies

Quiz slide. More than one answer is correct.

Notes:

We can now look at possible teaching strategies to help Allyse gain adult attention in helpful ways or cope when attention is not immediately available.

Remember that Allyse is a 2nd grade student who is struggling in her large group math class. Her teacher reports that she frequently leaves her seat without permission for up to several minutes during class, requiring her to stop instruction to redirect her. What teaching strategies would you recommend for Allyse?

More than one answer could apply.

Answer Choices:

Teach Alysse to walk away to a quiet corner and wait there until the teacher has time for her (incorrect)

Teach Allyse to use a quiet raised hand to gain the teacher's attention. (correct)

Teach Allyse to breath to relax to better handle feeling frustrated because she has to wait. (correct)

Teach Alysse to flip a card/cup on color red when she needs help (correct)

Feedback:

Incorrect:
Remember to always consider a replacement skill that will help the student achieve the same function as the problem behavior.

Correct:
Always consider a replacement skill that will help the student achieve the same function as the problem behavior. There can often be multiple skills that can be used to reach the same outcome.

Congrats! (Slide Layer)

Sorry! (Slide Layer)

1.28 Responding Strategies

Notes:

Let's discuss our third and last category; how to respond when the problem behavior happens or when the student performs an appropriate skill instead of the problem behavior. This set of strategies all focus on changing what happens after the behavior, which includes the original behavior of concern and any new skills we are teaching the student and want to reinforce.

1.29 Responding After

Notes:

So, what do you do after a behavior occurs? These responding strategies require that others in the student's life change the way they react to both positive and negative behaviors.

The focus needs to remain on teaching skills and reinforcing the student for using new ways to meet their needs, rather than simply reacting when challenging behaviors occur. When we think about responding strategies, we need to think both about strategies to reinforce the use of alternative skills and replacement behaviors, and strategies to reduce the effectiveness of

ongoing problem behaviors, such as natural or logical consequences.

Additionally, responding strategies can be used to plan for de-escalating behavior in crisis situations.

1.30 Reinforcement Strategies

Notes:

Let's look at some examples of problems and how teaching the skill can be reinforced with responding strategies.

Ask yourself: How will I reinforce the student's use of the replacement, coping or general skill so they continue to use it instead of the problem behavior? How can the replacement skill be more effective and efficient than the problem behavior?

Click on the problem behaviors in the dark blue boxes to view replacement skills and responding strategies.

Leaving Class Without Permission

If a student is leaving class without permission, we can teach the student to ask for a break and respond to their requests by giving the student a break immediately and consistently. The teaching ensures the child has the skill and the reinforcement makes sure it's "functional" for the student.

Hitting Peers During Recess

If a student hits peers during free-play at recess, we can teach the student to appropriately ask peers to engage in an activity and prompt peers to respond

to the individual's requests for social interaction. Here again, the skill that we teach will be important but only to the extent it meets the function for the student, which in this case is peer attention and engagement.

Loses Materials

If a student easily loses materials, such as pencils, and has difficulty organizing activities, we can teach organizational skills and follow that up with responding strategies of checking the student's desk, backpack, or locker and provide verbal praise and reward for organized materials.

Leaving Class (Slide Layer)

Hitting Peers (Slide Layer)

Loses Materials (Slide Layer)

1.31 Reinforcement Categories

Notes:

Clearly, responding strategies rely heavily on reinforcement to encourage positive replacement behaviors. What specifically will be reinforcing for a student will be based on their own individual preferences? Reinforcers can include tangibles such as toys and activities, privileges such as line leader or computer time, and social reinforcement such as public or private praise and conversations with preferred adults. There are many other examples for each of these categories that may be a better match for the student you are working with. However, as a general guideline, we want to emphasize social reinforcement as it's more natural, and as a result, more likely to be maintained over time.

Click on the reinforcer categories on the left to view ideas to consider.

Tangible (Slide Layer)

Tangible
- Food
- Drink
- Toy
- Sticker
- Special Materials
- Points
- Tickets
- Play Money

Activity/Privileges (Slide Layer)

Activity/Privileges

- Free Time

- Personal music time

- Classroom Jobs

- Social time

- Computer time

- Student Helper

- Line Leader

- Homework Pass

Social Reinforcement (Slide Layer)

Social Reinforcement

- Public or private praise

- Positive peer reporting

- Conversation with preferred staff

- Positive note or call home

- Student of the Month

1.32 Removing Reinforcement

Notes:

In addition to reinforcing appropriate behaviors to increase their use, we can also use responding strategies to decrease the use of challenging behaviors. In this case, the responding strategy would be to remove reinforcement.

To do this appropriately, we must consider an age and socially appropriate intervention that is likely to reduce the problem behavior. Also, be sure that any responding strategies you use to decrease behavior are accompanied by preventing and teaching strategies, so the function is still met.

It's important that the focus should primarily be on reinforcing positive, prosocial behaviors and not simply punishing unwanted behaviors.

1.33 Negative Consequences

Notes:

How will you use responding strategies to teach your student that the

problem behavior is no longer effective, efficient, or desirable?

You can reinforce the alternative or replacement skills or make it harder or less appealing to engage in the challenging behavior through negative consequences.

Negative Consequences

Negative consequences include:

- Planned ignoring (remove attention, extinction)
- Corrective feedback (effective redirection and warning; redirect to task, another activity, or prompt to use an alternative skill)
- Time in/Time-out/Time away from reinforcement (remove preferred activity, privilege, item or attention)
- Loss of privilege
- Extra work
- Written or spoken apology
- Contact parent/guardian
- Office Discipline Referral with administrative consequences

However, just to reiterate, you should never use these strategies alone and without taking the function of the behavior into account.

Negative Consequences (Slide Layer)

1.34 Responding to Severe Problem Behaviors

Notes:

Finally, as part of responding to problem behaviors, it's important to consider de-escalation strategies, especially for crisis situations that may arise. The focus of these strategies is primarily safety for all, and making sure, to the extent possible, that the student is provided with appropriate crisis supports and interventions.

You can implement your school's procedures for safety, ask for additional supports from available staff and develop school-wide crisis response plans. If this is an ongoing, severe behavior, you may need the help of other professionals such as school psychologists, board certified behavior analysts or other qualified professionals who can conduct a full functional behavioral assessment (FBA). The FBA follows the same logic as FCT but involves a more comprehensive and systematic process.

1.35 Advantages - Disadvantages

Notes:

Responding strategies also have advantages and disadvantages.

The advantages include that responding strategies can be used to increase appropriate behavior and decrease inappropriate behavior relatively quickly. They can also prompt us to create a crisis response plan.

For disadvantages, there are several things to consider. For example, interventions relying solely on responding strategies are not effective long-term, especially when used by themselves. Moreover, we can often end up inadvertently reinforcing inappropriate behaviors and even escalating the severity of problem behavior.

Additionally, depending on the punitive consequence and how it is used, it can cause a decrease in quality of life by creating social stigma, humiliation, and even pain. You should always consider how intrusive and restrictive a responding strategy really is. For example, physically restraining a student is both intrusive and restrictive, and the potential for harm for both the student and staff is high. Any consequence that has even the slightest possibility of causing any negative outcomes should be avoided and only used in extreme situations and only in conjunction with other strategies.

1.36 Allyse - Responding Strategies

Quiz Slide, More than one answer can apply.

Notes:

You've been doing great! We're almost at the end of the module. Let's finish our intervention plan for Allyse. What responding strategies would you recommend?

If you need a review of the case one more time, click the labeled button.

More than one answer may apply.

Answer Choices:

Reinforce Allyse's prosocial behavior of raising her hand when she needs help (correct)

Give Allyse the opportunity to talk when she waits patiently (correct)

Ignore Allyse walking around the room and praise students who are sitting in their seats and raising their hands to ask for help (correct)

Praise students who are sitting in their seats and raising their hands to ask for help (correct)

Feedback:

Correct:

Great job, all these responding strategies can be used to reinforce Allyse raising her hand and remove reinforcement for the problem behavior by ignoring her walking around.

Incorrect:
Actually, all of these are correct. There are many responding strategies that reinforce Allyse's prosocial behavior.

Congrats! (Slide Layer)

Sorry! (Slide Layer)

1.37 ABC # 3

Notes:

Now that we have covered the full range of possible strategies from preventing to teaching to responding, we can apply this framework to any behavioral, social-emotional or mental health challenge.

1.38 Strategies #2

Notes:

When we design an intervention plan, we should include different strategies from each of these categories to address all of the students' needs. Let's practice how to select interventions to match the functional information we have for an example student.

1.39 Case Study – Carol

Notes:

After getting into a physical altercation with a peer, Carol is sitting in the principal's office crying. The teacher shares that Carol seems lonely. She typically gets into these altercations during lunch while sitting at a table with an assigned group of peers.

One of the lunch supervisors has seen Carol's peers ignoring her and not responding to her social initiations. During the last incident, Carol verbally and physically aggressed a peer who came and joined the group mid-lunch. In response, Carol's peers laughed at her increasingly aggressive behaviors toward that peer, even as Carol was being removed by the lunch supervisor.

See if you can create a plan to help Carol. First, put her situation into the ABC analysis format and hypothesize a function for her behavior. After that, see if you can determine:
1. What you could do to prevent this situation.
2. What you could teach Carol to do instead.
3. How you can respond to Carol to reinforce prosocial behaviors and decrease her misbehavior.

Move to the next slide to begin.

1.40 ABCs for Carol

Notes:

Identify the ABCs for Carol. Type your ABCs in the box below and then go to the next slide to compare your responses to ours. Please note that your reflection will not be saved once you advance to the next slide.

1.41 Carol - ABC

Notes:

Compare your analysis of Carol's behaviors to ours. Did you come up with similar responses?

1.42 Carol Preventing Strategies

Notes:

Consider what preventing strategies you would recommend to help Carol. Type your thoughts in the box below. Then check your answer against some of our suggestions by clicking on the "Check Your Answer Here" button. Please note that your reflection will not be saved once you advance to the next slide.

Answer:
Have Carol eat lunch with a peer buddy.
Allow her to change seats when not feeling welcome.
Remind Carol before dismissing her for lunch to use coping strategies if she feels frustrated.

Answer (Slide Layer)

1.43 Carol Teaching Strategies

Notes:

Now let's think about what teaching strategies you would recommend to help Carol. Type your thoughts in the box below. Then check your answer against some of our suggestions by clicking on the "Check Your Answer Here" button. Please note that your reflection will not be saved once you advance to the next slide.

Answer:
Alternative Strategies (e.g., teach Carol to either move her seat if she's feeling unwanted or try to make appropriate conversations with new peers joining the table)

Coping/Tolerance Strategies (e.g., teach Carol how to recognize signs of peer rejection and how to engage in relaxation techniques to better handle rejection)

Teaching General Skills: (e.g., teach Carol to self-initiate a prosocial activity such as reading a book or listening to music if no peers want to talk to her; teach her conversational skills if needed)

Answer (Slide Layer)

1.44 Carol Responding Strategies

Notes:

Lastly, what responding strategies you would recommend to help Carol? Type your thoughts in the box below. Then check your answer against some of our suggestions by clicking on the "Check Your Answer Here" button. Please note that your reflection will not be saved once you advance to the next slide.

Answer:
Increase reinforcement for Prosocial Behavior:
Provide Carol with rewards of her choice when she finishes lunch

successfully. Keep in mind that the natural reinforcer here will be having peers respond positively to her.

Remove/Decrease reinforcement of unwanted behaviors:
If Carol continues to aggress students she will have to eat lunch by herself or with a teacher.

De-escalation/Crisis Plan:
Make sure lunch supervisors know of her misbehavior and are prepared.

Answer (Slide Layer)

1.45 Summary

Notes:

In summary, remember to identify the problem behavior, the antecedent that triggers the behavior, and the response or consequence that immediately follows the behavior. Once you've identified the ABCs, you can hypothesize the function of that behavior.

Then, design an intervention for your student focused on all three areas: modifying the antecedent, teaching an appropriate replacement behavior, and responding with strategies that reinforce the appropriate behavior and decrease the challenging behavior.

Remember to use the FCT logic to tackle any social, emotional, or behavioral challenge your students might experience.

1.46 Exit

Notes:

We hope you found this course useful. Feel free to challenge yourself by creating your own case scenario and problem-solving using functional contextual thinking to identify the ABCs of the student's behavior, hypothesize the function of that behavior, and come up with a comprehensive plan to address the three components we discussed today: prevent, teach, and respond.

Thank you for taking part in the third, and last module of the Functional Contextual Thinking and Its Application for School Mental Health online course.

Find the Opposite

Notes:

2.2 Case Study - Allyse