Some of My Favorite Tips and Tricks to Help Prevent Challenging Behavior

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Introductions

“I’m Moreng Max. My superpower is the ability to keep people awake during PowerPoint.”
The goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

• What do students need to know and do to behave responsibly?

• What do students need to know and do to be successful?
**Conversation**: Can students converse during this activity? About what? With whom? For how long?

**Help**: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**Activity**: What is the expected end product of this activity? What is the task or objective?

**Movement**: For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation**: What behavior shows that students are participating or not participating?

**Success**: There are no questions for this one. When CHAMPS expectations are met, students will be successful.
Conversation: No conversation is allowed during this class discussion. Keep cell phones off or on vibe.

Help: If you do not understand someone's comment, raise a sheet of paper in the air to ask questions for clarification. You will be the first one called to ask this type of question.

Activity: Listen to the discussion. Do not interrupt others who are speaking. Ask questions or make comments that are appropriate for the topic of the discussion. Raise your hand in a normal way to do so.

Movement: Stand and stretch if you need to, but do not walk around the classroom.

Participation: Share your experiences and questions related to the topic of the discussion.

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Tips and Tricks:
Teach Students How to Mellow Out
(Self Calm)

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Web Page 4
Tips and Tricks:
Run Random “Chill Drills” Often

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“You’re getting pretty good at this stress management thing.”

Like a Fire Drill, Only--

• More fun
• More often!
• Teach the “Chill” strategies first
Tips and Tricks: Give Students a Specific Place to Mellow Out

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Philadelphia Middle School Adds Calming Room as a Mental Health Resource
Topography of Simon’s Cat’s Challenging Behavior

- Seeks and obtains long, heavy object; forcefully swings object to make contact with source of reinforcement (e.g., hitting with object)
- Intermittently kneads and jumps; may thwack ear of reliever source
- Taps source of known reinforcement, especially on the source’s cheek
- Knocks with paws, in isolation or in combination with meowing; volume of meowing may increase
- Jumps in combination with meowing; volume of meowing increases
- Jumps; may begin to jump in sets of two
- Approaches and attends to source of reinforcement; meows

Identified Triggers
- Simon’s cat is happy: wakes up, pets, etc.
Topography of Simon's Cat's Challenging Behavior

Seek treatment for head injury

Feed the cat!!!

Seriously, feed the cat!!!

Feed the cat

That which we practice, we get

______________ at!
CHILD's Levels of Agitation

- Crisis phase—PBSP was not followed, or failed due to variables in play
- Maintain safety of CHILD, staff, caregivers and peers
- Do not attempt to teach at this level—this is not a "teachable moment"
- This is a Critical Incident; Complete Critical Incident Report, and convene a Collaborative Problem Solving meeting as soon as possible to analyze what went wrong.
- Provide break; re-direct to a preferred activity
- Increase schedule and value of R+ for the absence of escalating behavior
- Examine antecedents to behavior.

CHILD is happy and calm! Provide lots of reinforcememt while working together. (NCV=Non-communicative vocalizations)

Be aware that crowded, noisy or hot environments are difficult for CHILD and may trigger escalation in agitation.

Inserting a New, Pro-social Response into a Hierarchy of Behavior

Example: Jason→ “I don’t want to talk about it right now.”

Simon’s Cat: Let Me In
Tips and Tricks:
Use the Timer/Lockout Feature on the iPad

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Instructions:
1. Tap on the Timer/lockout icon in the app.
2. Tap on the Timer/lockout area to start and stop.
3. Tap on the lockout area to prevent the device from being unlocked.
4. Tap on the timer area to set a specific time.

For more information, visit: https://www.qrstuvwxyz.com/12345
Tips and Tricks:
Make the Student’s World as Small as is Needed to Be Successful

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• Lots of real estate to roam in
• Lots of peers to entertain
• Lots of adults to engage
• Opportunity for “bootlegged” reinforcement
• Potential to learn “new tricks” we didn’t anticipate

It’s a Big, Big World

• Alternative setting
• Reduced number of peers
• Differentiated activities
• High levels of reinforcement for on target behavior/engagement

First, Shrink the World
Then, Define the Terms

- Collaborate on the criteria for making the world bigger

Then, Document the Criteria

Behavioral Contract

Example

Behavioral Contract Ideas

<table>
<thead>
<tr>
<th>One-Party Contracts</th>
<th>Two-Party Contracts</th>
<th>Three or more Party Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin Party</td>
<td>Child First</td>
<td>Parallel Contract</td>
</tr>
<tr>
<td>Devon Party</td>
<td>Child First</td>
<td>Parallel Contract</td>
</tr>
<tr>
<td>Elena Party</td>
<td>Child First</td>
<td>Parallel Contract</td>
</tr>
</tbody>
</table>

Definition: The individual desires to change in her own behavior, either to avoid her own behavior, or to avoid the behavior change process, this individual agrees to change the behavior, reinforcement or punishment contingent on a contract with a specified manager.

Example: A behavior contract is to include three or more parties.
Finally, Honor the Contract

Making the World Smaller is Not Punishment: It’s Strategic, Best Practice

• This is managing the environment to one that supports the absence of problem behavior
• Permits the student to build a history of success
• Permits the student to build “behavioral momentum”
• Permits learning to take place

Tips and Tricks: Trauma-Sensitive Classrooms

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Tips and Tricks:
Build Capital and “Street Cred”
Through “Pairing”

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Tips and Tricks:
Pre-Engineer a “Sensory Hallway”

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Tips and Tricks:
Make. It. Fun.

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Tips and Tricks:
Teach with Minecraft and Legos

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Tips and Tricks:
Use Hand Signals in the Classroom

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**RESTROOM**

I need to use the restroom

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**YES**

Yes, you have permission.

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**NO**

No, you do not have permission.
For More Information

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Have Capacity for Four Districts,
8 hours per Week,
2020/2021 School Year