

# Bridging Behavior Gaps:

*Strategies and Interventions for Challenging Students*

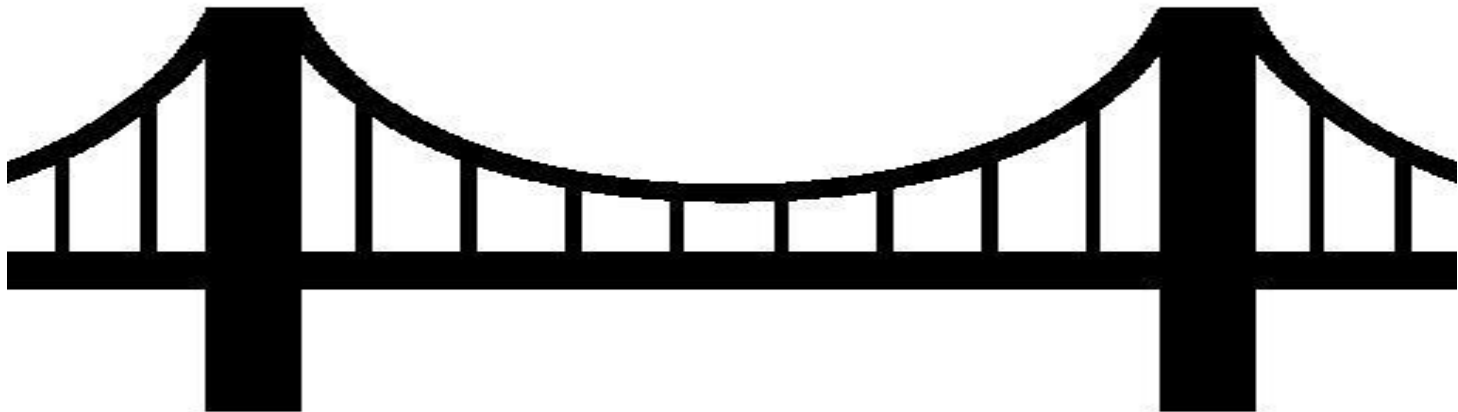
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<http://www.tcitys.org/behavior-intervention.html>

# Overview and Objectives:

- Behavior and the brain
- Collaborative Problem Solving
- MindSet: Crisis De-escalation



THE CHILDREN NOW LOVE LUXURY; THEY HAVE BAD MANNERS, CONTEMPT FOR AUTHORITY; THEY SHOW DISRESPECT FOR ELDERS AND LOVE CHATTER IN PLACE OF EXERCISE. CHILDREN ARE NOW TYRANTS, NOT THE SERVANTS OF THEIR HOUSEHOLDS. THEY NO LONGER RISE WHEN ELDERS ENTER THE ROOM. THEY CONTRADICT THEIR PARENTS, AND TYRANNIZE THEIR TEACHERS.

# THE TRUTH ABOUT ACEs

[LINK TO ACEs TEDtalk](#)

## WHAT ARE THEY?

ACEs are  
ADVERSE  
CHILDHOOD  
EXPERIENCES

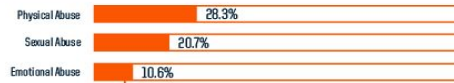
The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

## HOW PREVALENT ARE ACEs?

The ACE study\* revealed the following estimates:

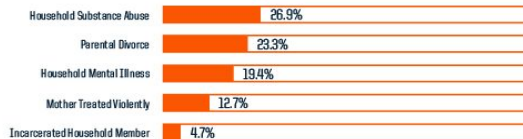
### ABUSE



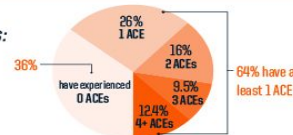
### NEGLECT



### HOUSEHOLD DYSFUNCTION



Of 17,000 ACE study participants:



## WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR				
Lack of physical activity	Smoking	Alcoholism	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Severe obesity	Diabetes	Depression	Suicide attempts	STDs
Heart disease	Cancer	Stroke	COPD	Broken bones



**Executive State**

Prefrontal Lobes

What can I learn from this?

**Emotional State**

Limbic System

Am I loved?

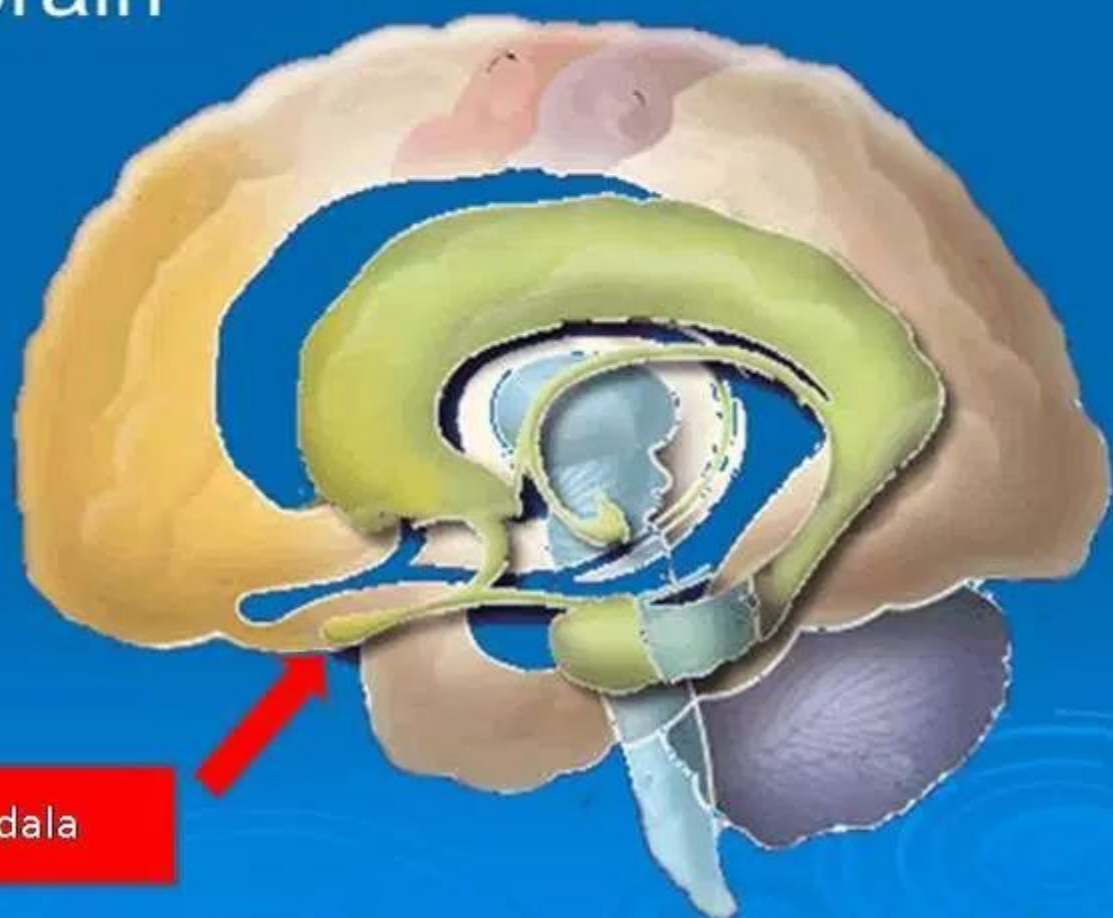
**Survival State**

Brain Stem

Am I safe?

# “Amygdala Hijacking”

Feeling Brain cut off from  
Thinking Brain



Amygdala



# [LINK TO amygdala HIJACK VIDEO](#)



“If a child doesn’t know how to read, we *teach*.

If a child doesn’t know how to swim, we *teach*.

If a child doesn’t know how to multiply, we *teach*.

If a child doesn’t know how to drive, we *teach*.

If a child doesn’t know how to behave, we...  
*teach?* punish?

**Why can’t we finish the last sentence as  
automatically as we do the others?”**

John Herner (NASDE President ) Counterpoint 1998, page 2



# LINK TO “KIDS DO WELL IF THE can” VIDEO



[www.livesinthebalance.org](http://www.livesinthebalance.org)

# Impact of Social Environments on the Brain

High  
↑  
Boundaries/Limits  
↑  
Low

<p><b>Doing To</b> <b>Authoritarian</b> <b>Punitive</b> <b>Stigmatizing</b> Hyper-vigilance for threat Memory and executive functions hampered <b>BRAIN state: Anxious vigilance</b></p>	<p><b>Doing With</b> <b>Authoritative</b> <b>Connected</b> <b>Trusting</b> Builds attunement, connections, accountability, cause and effect thinking, reflective, pro-social <b>BRAIN state: Relaxed Alertness</b></p>
<p><b>Doing Nothing</b> <b>Uninvolved</b> <b>Ignoring</b> <b>Unresponsive</b> Distress Negative impact on attention, memory, emotions and behavior <b>BRAIN state: Reactive Defensive</b></p>	<p><b>Doing For</b> <b>Permissive</b> <b>Excusing</b> <b>Reasoning</b> Connects negative behaviors with positive feelings Reinforcing negative behaviors <b>Brain state: Passive Enabled</b></p>

Low



Nurture/Support

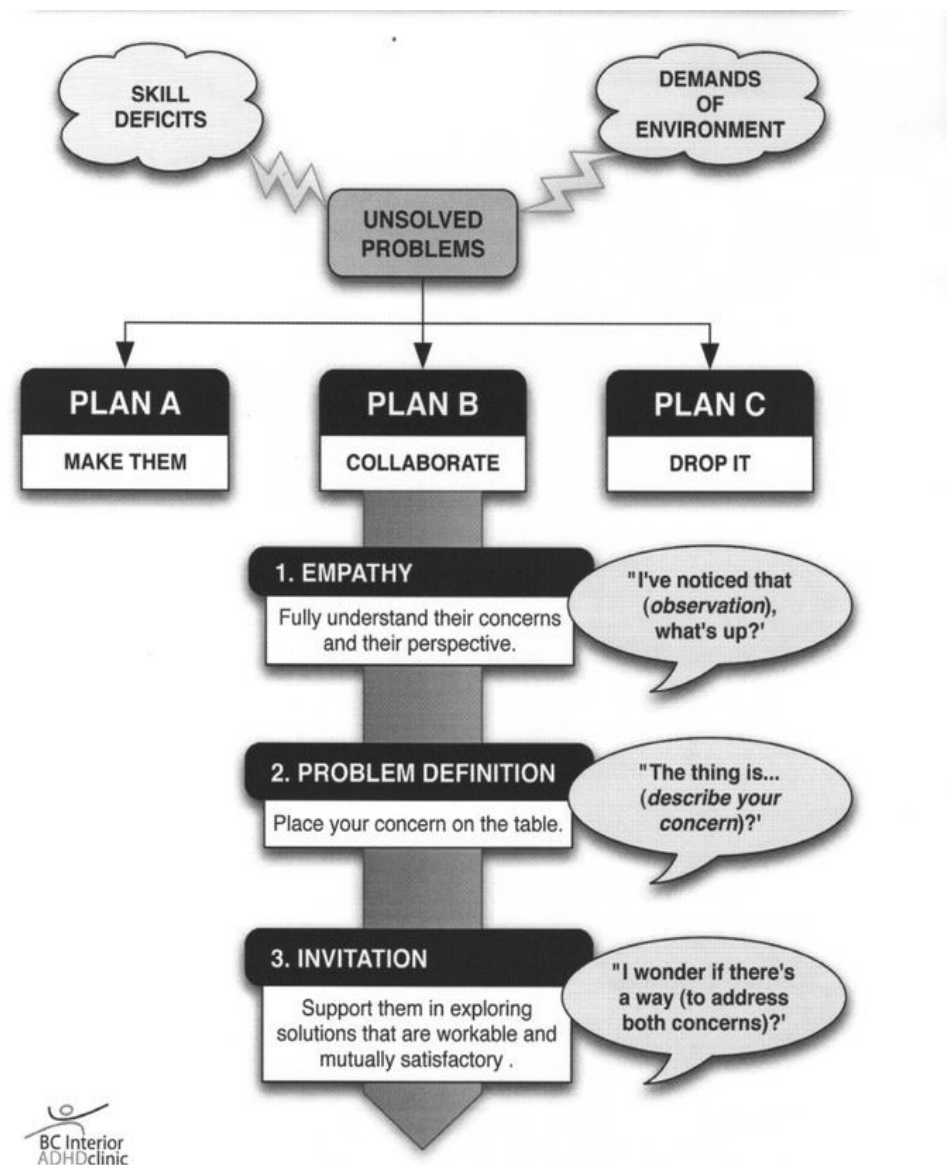


High

Chart is modified from Diana Baumrind's parenting research

# Collaborative Problem Solving

- **Plan A**
  - Make Them
- **Plan C**
  - Drop It
- **Plan B**
  - Collaborate



# Identifying Lagging Skills

## Assessment of Lagging Skills & Unsolved Problems

- Tool for identifying undeveloped behavioral skills
- Discussion guide for problem solving



CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

**INSTRUCTIONS:** The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	

# Plan B

## 1. Empathy

- ❑ Gather information and achieve clear understanding of the kid's concerns or perspective

## 2. Define the Problem

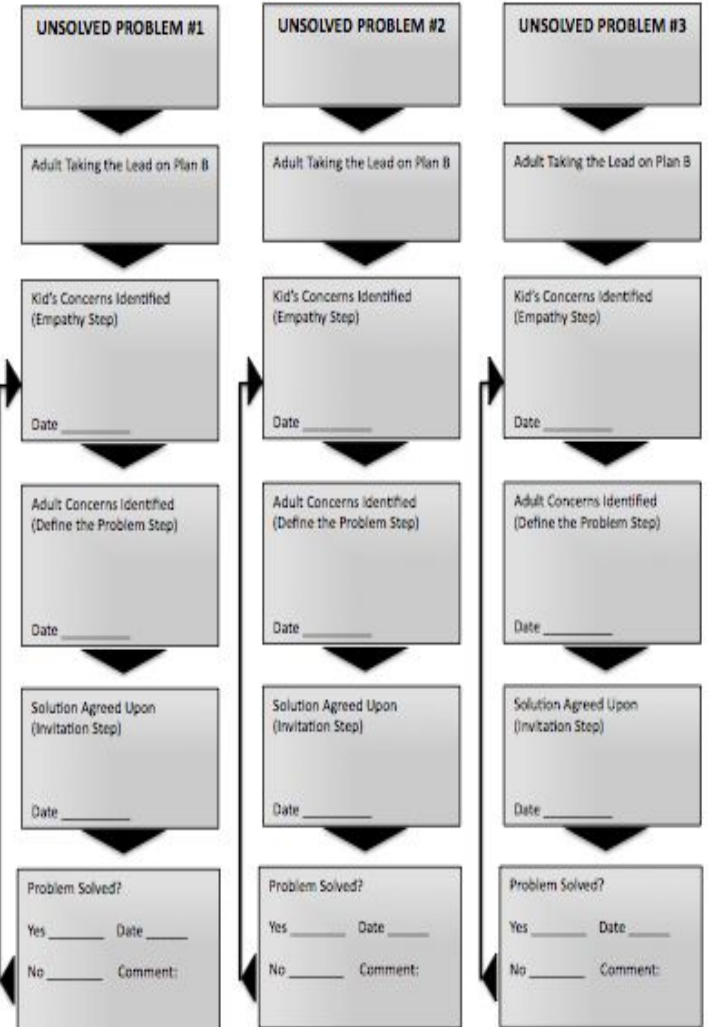
- ❑ Enter the concern of the second party (often the adult) into consideration

## 3. Invitation

- ❑ Generate solutions that are realistic and mutually satisfactory

PLAN B FLOWCHART (7-12-10)

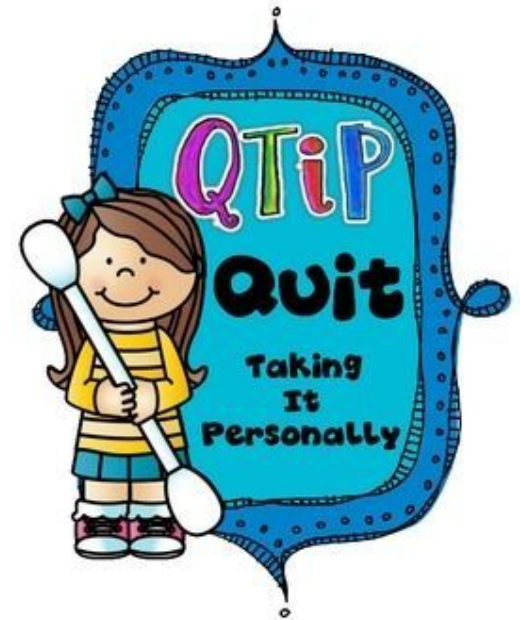
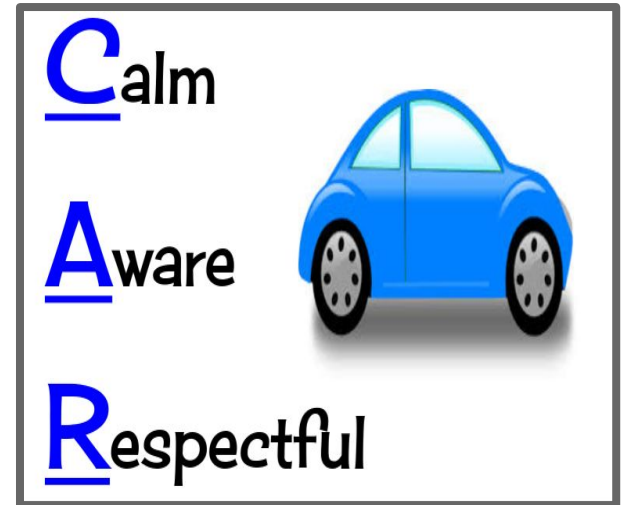
Child's Name \_\_\_\_\_ Date \_\_\_\_\_





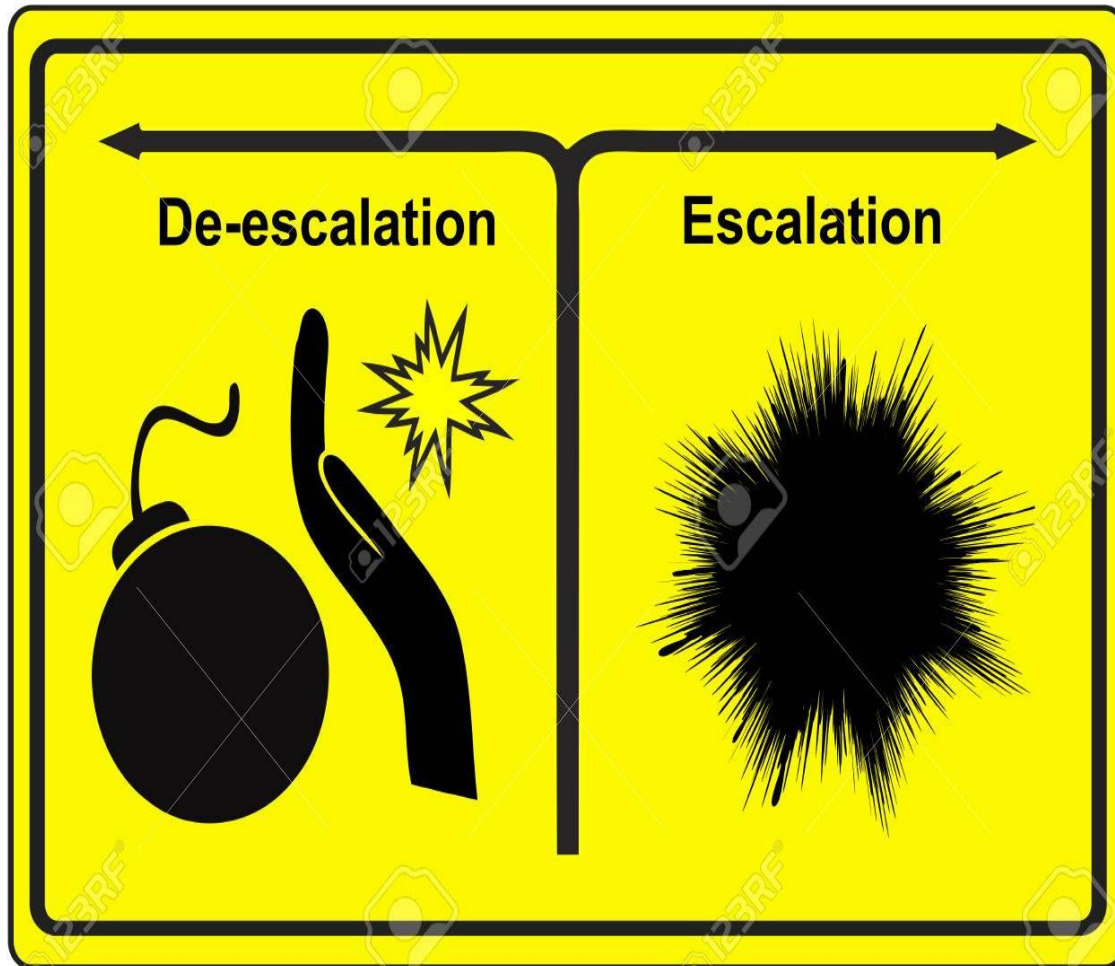
# Guidelines For Effective Crisis Communication

- Time to comply
- Create a one-on-one (minimize distractions).
- Avoid advice or quick fixes.
- Make empathetic statements.
- Give choices
- Reinforce MINIMAL Compliance
- Do not use a question format
- Tell them what to do rather than what not to do.



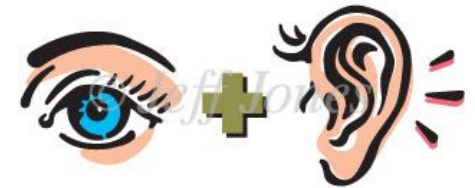
# The Four-Step Model

[LINK TO MINDSET WEBSITE](#)



# Step 1: "Say what you see and/or hear?"

- Be concrete, non-judgmental.



- Focus on body language.

- Purpose-To let the person know they have your attention in a non-judgmental way.

# Step 2: “Establish the feeling”

- “Seems to me like you’re\_\_\_\_\_”.

- Keep the communication focused.

- Feelings drive the behavior.

- Purpose-To connect a feeling to the behavior in an effort to establish a base or understanding for further communication.



# Step 3: "Connect the feeling to the source"

- Who, what, when, where, how
- Avoid why
- Active Reflective Listening
- Purpose- To connect the feeling to the source or sources of distress.





# Step 4: "Plan of Action"

- "What do you want?"
- "What have you tried?"
- "What else can you do?"
- "What can you do right now to calm down?"
- "What are you willing to do?"
- "Is there anyone else that you are willing to talk with about this?"
- "What are the pros and cons?"
- Purpose-to assist the person in crisis towards establishing a plan of action of getting their needs met in acceptable and safe ways.



## WHEN YOU SEE:

## DON'T ASSUME:

## IT COULD BE:

- Disorganization
- Forgetfulness
- Wandering

- Laziness
- Lack of motivation
- Manipulation
- Trying to get out of work
- Noncompliance

- Lack of understanding of expectations
- Reactions to stress or new situations
- Trying to regulate sensory system
- Increased anxiety

- Resistance to change
- Preference for sameness/ routine
- Repetitive actions
- Upset by changes

- Stubbornness/ Oppositional defiance
- Uncooperative
- Obsessive Compulsive Disorder
- Rigidity

- Trying to maintain predictability and order
- Unsure how to meet expectations
- Lack of different perspectives

- Impulsivity
- Disruptive
- Doesn't follow directions

- Selfishness
- Noncompliance
- Showing off
- Attention seeking

- Delays in processing
- Difficulty understanding concepts

- Lack of eye contact
- Avoids sounds/ lights
- Smells things
- Touches/ spins things

- Misbehaving
- Inappropriate social behaviors

- Sensory issues
- Extreme sensitivity to touch, smell, and sight
- Body/ sensory signals are not processed in a typical way

# Questions



# References

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