School Promotion of Mental Health: Improving Student Behavior

Maryland School Mental Health Response Program (MD-SMHRP)

April 10, 2025

PRESENTED BY

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Agenda

Introduction

Functions of Behavior

Behavior Planning

Behavior Management Strategies

Closing

Maryland
STATE DEPARTMENT OF EDUCATION

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

Objectives

By end of this presentation, participants will be able to:

- Identify the functions of behavior.

- Describe the basics of behavioral planning for students.

- Implement strategies to promote positive behavior.

About the Presenter

Perrin Robinson, MS

He/him

Clinical Research Manager
National Center for School Mental Health
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program evaluation, communication & reporting,
accessibility and inclusion, LGBTQ+ wellness, education

Who is in the space today?

Please indicate your role in the chat using the following:

- 1: teacher

- 2: administrator

- 3: mental health provider

- 4: support staff

What grade level do you support?

- Elementary, Middle, or High School

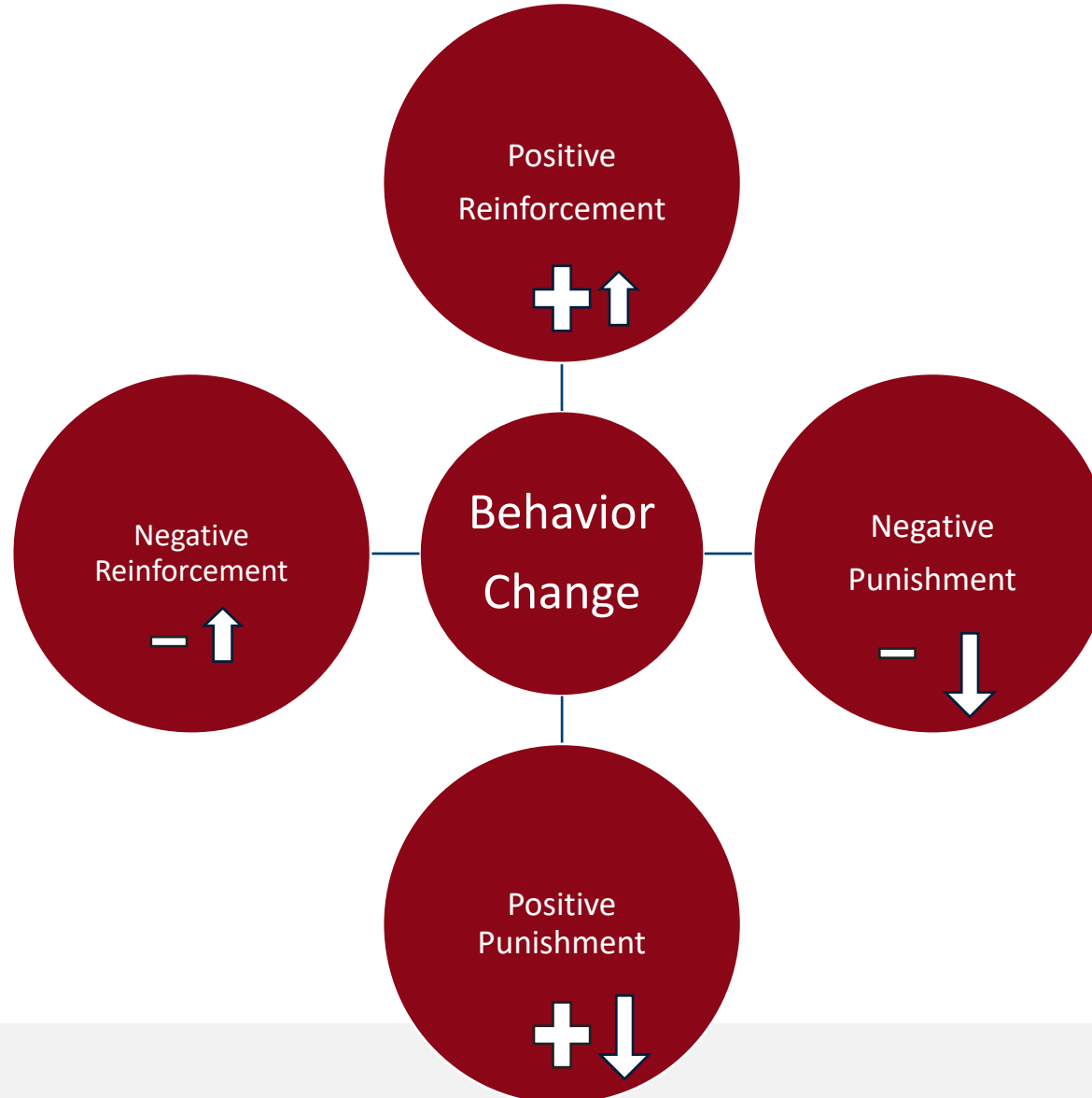What strategies do you currently use to address students' behavior?

Define <u>behave</u>.
What do you look for to determine if someone is meeting your expectations?

Behavior – it's what we do!

Reinforcement and Punishment

Functions of behavior

This section will describe the four common functions of behavior and questions to consider when thinking through how to address these functions.

Behavior is communication

Is there something the student wants/needs but does not have?

How does that influence their behavior in this environment?

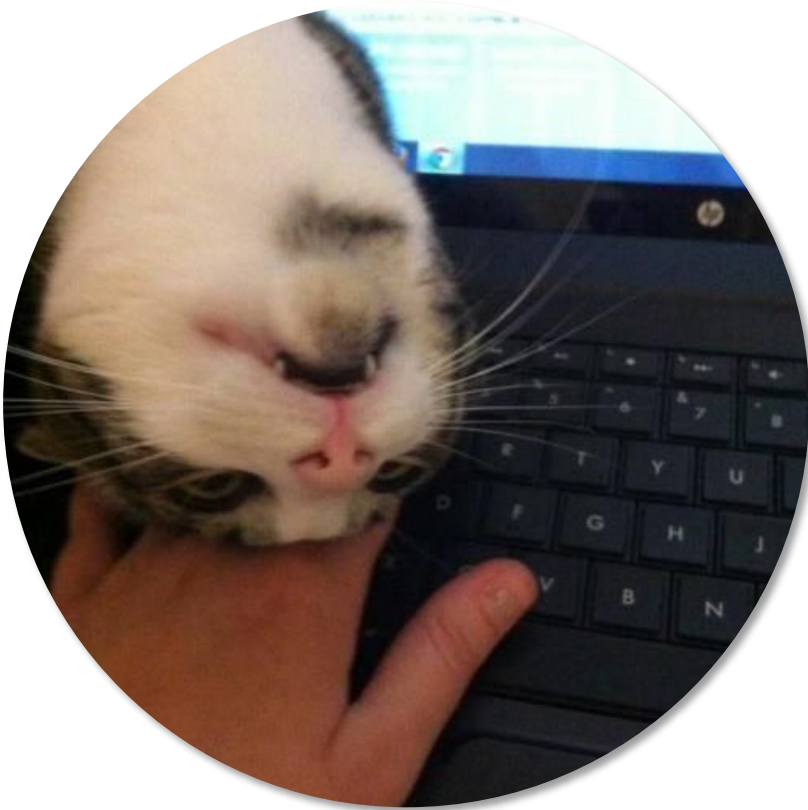What tools do you have to meet the student where they are?

Escape

Avoid

Eloping, skipping classes, absenteeism

- What are they trying to avoid?

- What about it is aversive?

- Can the demand be removed or reduced?

- What skill can be cultivated in working with the student to engage despite the aversion?

Attention

Positive and negative can be reinforcing

- Am I attending to appropriate behavior?

- Am I starving undesirable, non-harmful behavior?

- How does the student respond to attention?

- Do they respond differently from attention from certain people?

Tangible

Gaining access

- What activities or items do students gravitate towards?

- What expectations should be set for access to be gained?

- What opportunities are naturally available for them to engage?

- What opportunities can be developed to grant them access?

Sensory

Environment

- What can I adapt in the room?

- What can I provide the student in the environment to mitigate the impact of the environmental stimuli?

- To what extent, only when appropriate, can we promote increased comfort with the stimuli in the environment?

Spring 2025

Reflection: Consider your function

Children want their needs met

- Why do you want the student to behave? (e.g., control/power, skill building, etc.)

- Think of your own student(s). What do you hope to gain or avoid by addressing the child's behavior? (e.g., control of the classroom, finish tasks, reduce frustration, etc.)

Behavior Planning

This section outlines a procedure to understand students' behavior to inform intervention.

The A.B.C. of Behavior

Antecedent	Behavior	Consequence
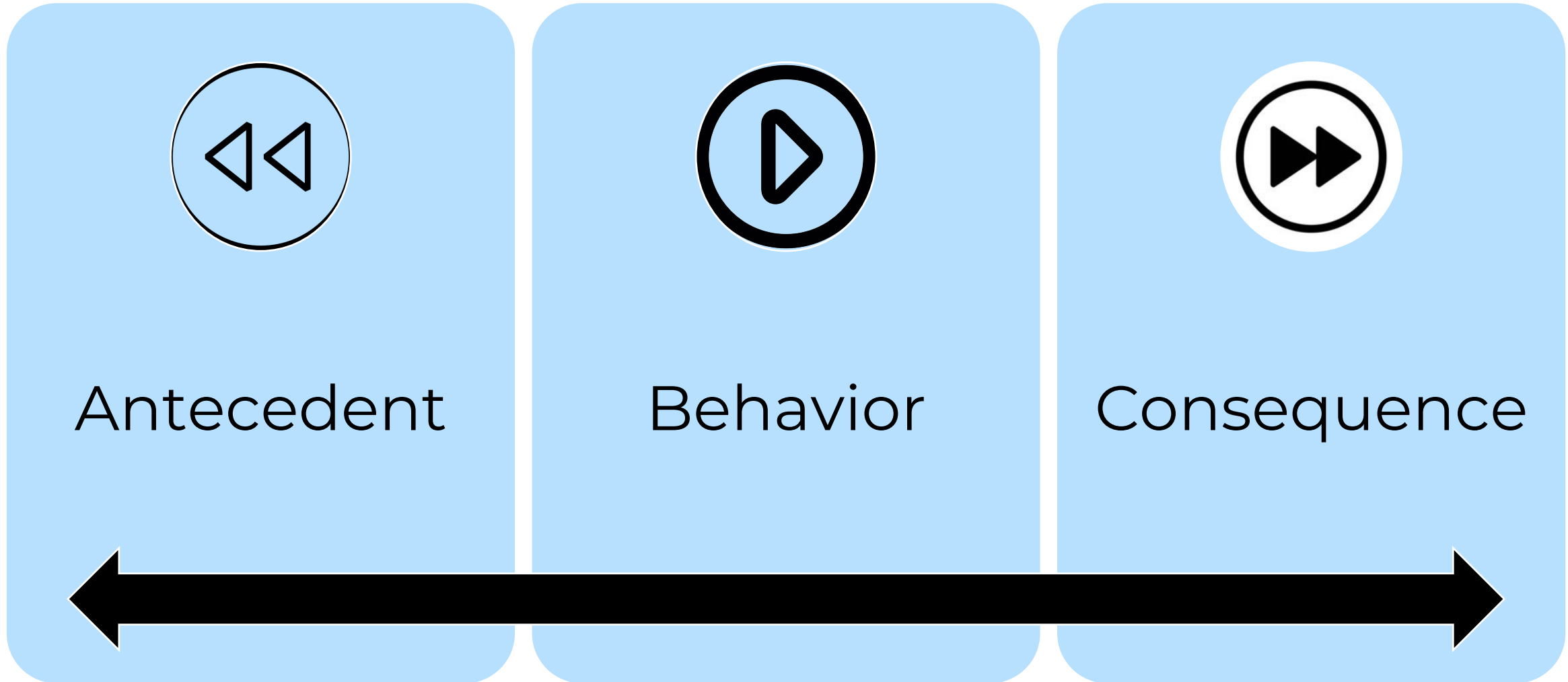
Sample ABC Chart (Character Strong)

Physical Setting

Preceding event (antecedent)

Problem behavior

Outcome (directly afterwards)

Functional Behavior Assessments (FBAs)

Define the behavior that is concerning

Setting events

When is behavior most likely to occur

      Will inform observation times

Identify replacement behavior

Multiple intervention points

Functional Behavior Assessments (FBAs) continued

This is not an endorsement to do this without proper training and support.

Who conducts FBAs in your setting?

Are FBA's strictly done for students in special education?

Consider how improvement will be noted:

- Frequency

- Duration

- Intensity

Behavior Intervention Plans (BIP)

Informed by FBAs

Identifies points of intervention

Interventions are functionally-based

Meet the need of student appropriately

Requires reinforcement

Intervention Strategies — List the actions or activities you will take to support the student from your district's list. This could be one or more strategies.

Champion — Note the name of the caring adult responsible for carrying out the intervention with fidelity.

Start Date — Indicate when the intervention is set to begin.

Duration — Indicate the expected length of the intervention cycle. Six weeks is the recommended minimum, but you might select anything from one to 44 weeks.

Monitoring Frequency — Note how often you expect to update the student's progress. For example, this could be weekly, bi-weekly, or monthly.

Monitoring Method — Enter the assessment you will use to track the student's progress. You can also write in "notes only" here if you plan to track progress through observational notes.

Baseline — If applicable, enter the student's most recent assessment score.

Target — If applicable, enter the desired assessment score that will indicate that the intervention was successful.
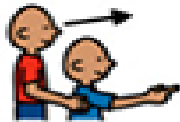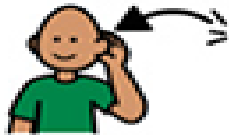
Behavior planning continued

- How do you plan for appropriate behavior?

- Do you acknowledge or ignore appropriate behavior?

- How do you reinforce?

Assess students AFTER assessing adults (intervention implementation)

Reinforcement Systems

- ✓ Intentional

- ✓ Consistent

- ✓ Clear

- ✓ Recognition for desirable behavior

- ✓ Can be tangible, verbal, nonverbal

- ✓ Responsive

Strategies for Addressing Behavior

Continuum of responses to unexpected behavior

Planned Ignoring	Support for Procedure/Routine
Physical Proximity	Re-teach
Signal/ Non-Verbal Cue	Differential Reinforcement
Direct Eye Contact	Specific and Contingent Error Correction
Praise (BSPS)	Provide Choice
Redirect	Conference with Student
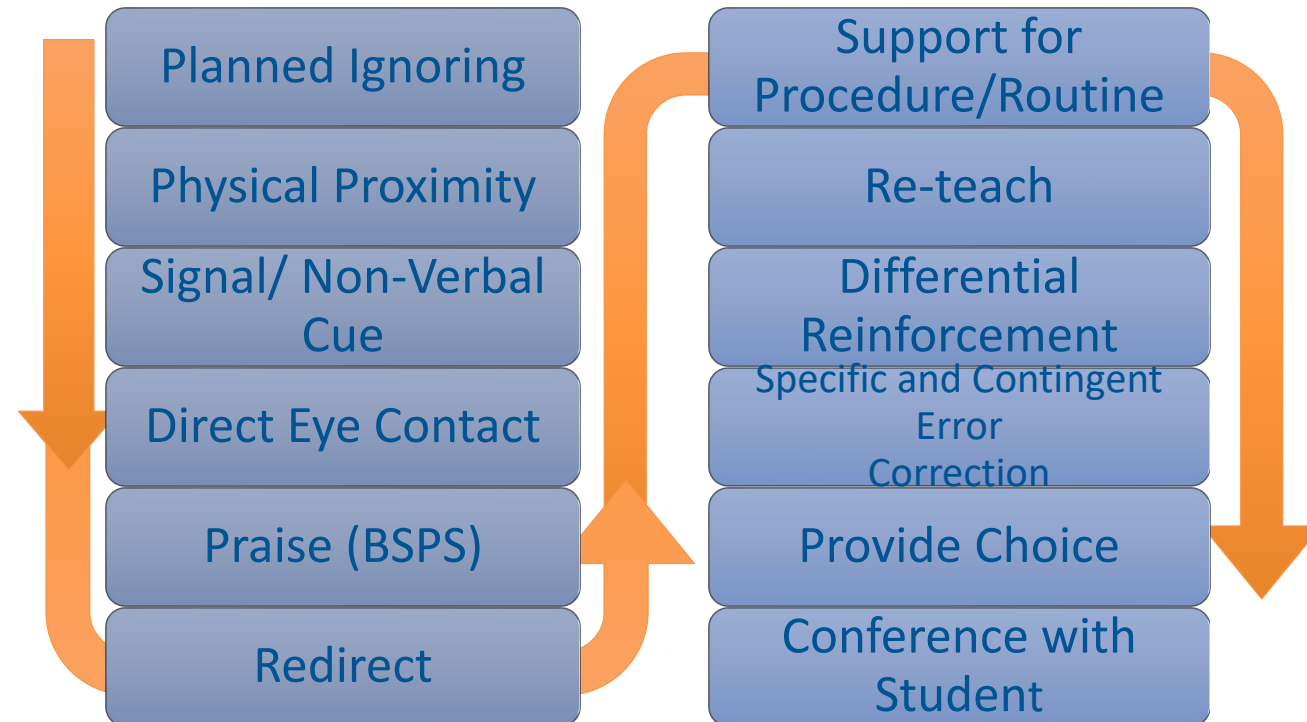
Precorrection

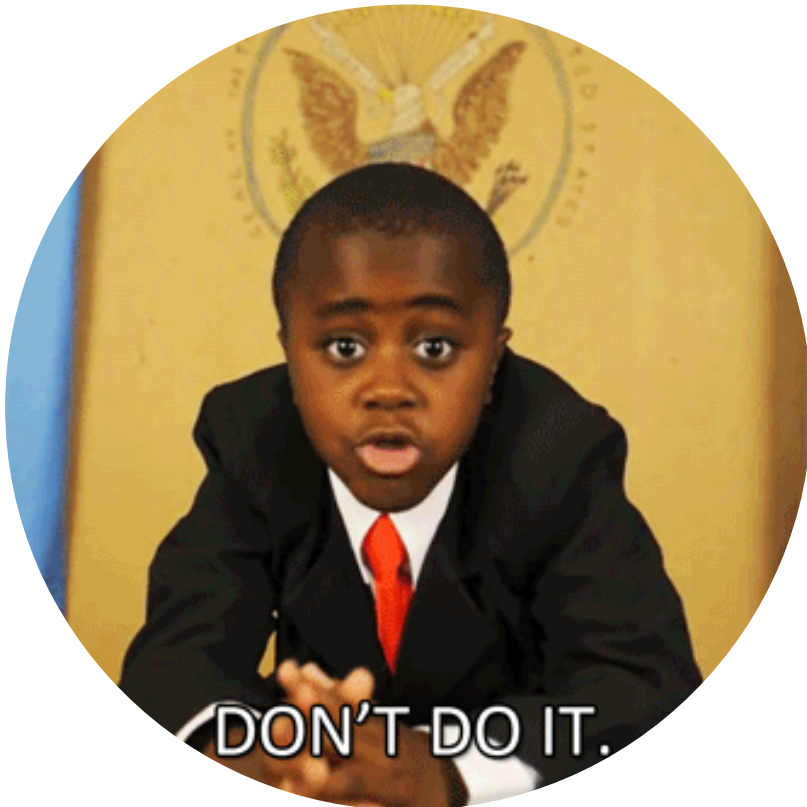Established behavioral expectations/rules

Prior to initiation of task

Clearly state expectation (e.g., "Remember we are working independently and quietly on worksheet 5 for 10 minutes.")

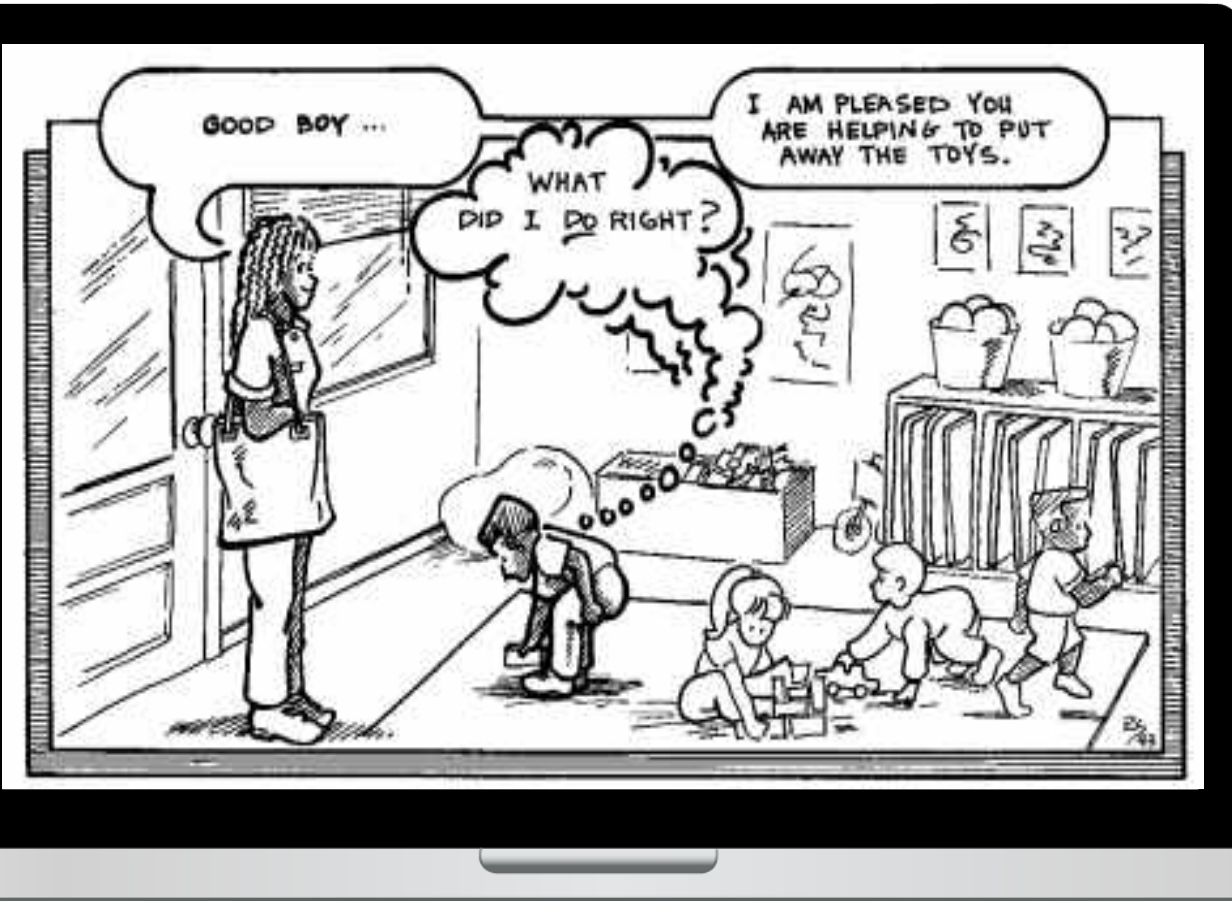**What is a pre-corrective statement you might use?**

Effective Instructions

✓ Eye contact

✓ Minimize distractions, maximize focus

✓ Clear

✓ Simple

✓ Taught

Praise

Specific (Behavior specific praise)

General

Effort over outcome

Intentional

Genuine

Rewards as Reinforcement

Praise can be reinforcing

Snacks

- For students who come hungry this may be an antecedent intervention

Toys

Stickers

Free time

Points

Activities/events

Case Examples

Jaxxon the kindergartner

Daily temper tantrums

Tantrums: stomp, cry, yell, and refuse to engage in activity

Usually happens after lunch, during math

Administrator is called

- What would you look for during your observation?

- What functions might his behavior serve?

- How would you note improvement?

- Based on the function identified, what intervention recommendations would you make?

Amanda, 7ᵗʰ grade

Disrespect: yelling and rolling eyes at teacher(s)

Only happens when teachers yell at her or get very close to her person

Sent to detention

- What do you think of the behavior and definition?

- What might be the function of her behavior?

- How might teacher behavior need to be changed?

- What replacement behavior should be taught?

Luther, 11th grade

Skipping class, specifically ELA
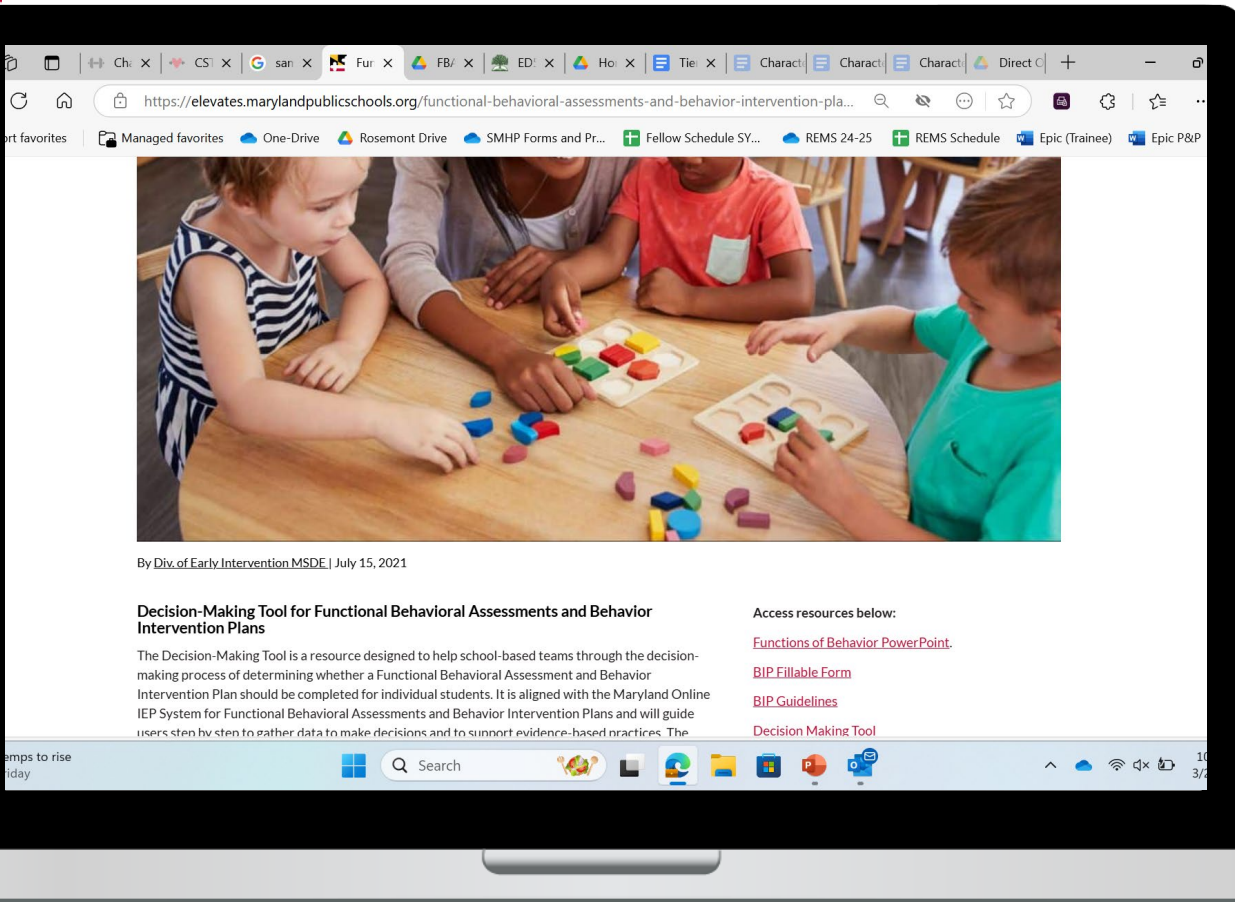
Struggles with content

- Consider the appropriateness of an FBA.

- When might you observe him?

- What might you ask him directly?

- How would you intervene?

Resources

MSDE resources ([2021](#))

AFIRM FBA EBP Brief Packet ([2015](#))

Sample Behavior Intervention Plan ([Panorama](#))

Survey

Please fill out this survey to provide feedback on today's training!