Tough Kids: Practical Behavior Management

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Package Ready

- Dingfelder & Mandell (2011)-Bridging the research-to-practice Gap in Autism Intervention: An application of diffusion of innovation theory

- Which program or intervention works better?
- Based on what evidence?
- For what outcomes?
- Relative advantage: Compatibility and complexity?
- Is the cost of changing worth the relative advantage of the new program?
- Does the intervention have all the components needed for full implementation?
- Can the staff do the intervention with the resources available to them?
- Will Important constituents accept this intervention?

- Will the program generalize or settings and time?
- Is the program “sticky” enough to excite staff?
Tough Kid Series
What does a Tough Kid look like?

Most of us can recognize tough kids. They may hurt others. They are often disruptive and frequently do not learn easily. Tough Kids may not be well liked. They come with a plethora of labels such as behavior disordered, emotionally disturbed, at-risk, conduct disordered, antisocial, bipolar disordered, and attention deficit disordered. Though the names may be different, these students have common traits and behaviors that challenge parents and educators. READ MORE

Browse The Tough Kid series

What do you do when a kid looks you straight in the eye and absolutely refuses to comply with your request? Maybe he calls you names, or throws a tantrum, or becomes withdrawn. The Tough Kid Series® is a comprehensive library of practical, research-based strategies that help you deal with a range of behavioral issues. LEARN MORE

Stop bullying! With The Tough Kid®
Bully Blockers Book & Bully Blocker Shorts DVD

Did you know that 25% of kids admit to bullying others? And researchers think the number is likely much higher! THE TOUGH KID BULLY BLOCKERS PROGRAM
School-Based Interventions for Students with Behavior Problems

Julie Bowen
William R. Jenson
Elaine Clark
Principal’s 200 Club

Reference: Jenson, Rhode, Evans, & Morgan, in press.

Goal: The Principal’s 200 Club can be used as a positive support program as part of any school-wide intervention plan.

Age Group: Elementary or Secondary.

Materials: A large laminated poster divided into 200 squares, plastic poker chips or tickets numbered from 1–200, an envelope containing the name of a mystery reinforcer (i.e., Mystery Motivator), and an erasable marker, student coupons or certificates.

Steps:

1. Refer to The Tough Kid: Principal’s Briefcase (Jenson, Rhode, Evans, & Morgan, in press), for a complete description of the Principal’s 200 Club and additional school-wide intervention and support programs.

2. A large laminated poster divided into 200 squares (e.g., 10 rows of 20 squares each) is prepared and posted in a visible location in the school. The blank squares are large enough for a student’s name to be written in each square. The poster can be placed in the main office, by the principal’s door, or in a hallway near the main entrance to the school. The poster can be titled “Principal’s 200 Club” or any other name selected by the principal or school Behavior Support Team. Plastic chips, round tags, or tickets numbered from 1–200 with a magic marker are placed in a container in the office or somewhere near the poster. The chips should be in a secure location with limited student access unless supervised.

3. A large, sealed envelope with a big question mark drawn on the front is attached to the principal’s door. Inside the envelope a piece of paper with a selected reward written on it is placed (e.g., lunch with the principal, root beer float, pizza party, choice from prize box, video rental coupons, etc.).

4. The staff or a school Behavior Support Team develops and creates unified school rules. All students within the school are instructed and provided practice in following school rules. Rules should be posted in a prominent location in the school as well as in every classroom.

5. Each teacher or staff member in the school is provided with coupons to present to students who are observed to be following the school rules. It is recommended that each teacher be provided with about 10 coupon per day. These can be placed in teachers’ boxes daily or weekly. Specific, observable behaviors may be targeted for the coupon reinforcement. Different specific behaviors may be targeted each month (e.g., standing up for someone, friendly behaviors, responding to adult directions politely and immediately, etc.). Teachers and staff may reward coupons during class, in the hallway, cafeteria, or playground when a student is observed to display a clear example of the target behavior. Teachers should encourage to watch for target behaviors and give coupons consistently and frequently, several times per day or week. Teachers should make extra effort to give coupons to unknown students or those students who don’t typically receive recognition.

6. Students who receive coupons are instructed to go to the office (or other location) at a specific time of the day (e.g., the last 5 minutes of the day or on their way to the lunchroom) with their coupon. Under supervision, the student randomly selects a plastic chip from the container. The student writes his or her name on the poster in the square corresponding to the number drawn (an erasable or water based pen is needed so the poster can be reused). Each numbered chip drawn is placed in a separate container so that each number is only selected one time.

7. Students continue to randomly fill in squares with their names as coupons are awarded. When ten consecutive names are filled in the ten names can be across, down, or diagonal (any ten names in a row), all of the students whose names are included in the row of 10 are called down to the office (an announcement over the school intercom can be made). These students are the Principal’s 200 Club winners. The mystery envelope is opened and those students in the winning row receive the reward specified on the paper. After the winning row is announced, the poster is cleared and the process is started over again.

8. The winning students can receive additional recognition and reinforcement by calling the parents to inform them or by writing student names in a Good Behavior Book that is displayed in a prominent location for parents to review during parent conferences.

Troubleshooting: Although the remaining students whose names are not on the winning row do not receive the mystery reward, all students who earn a coupon can be provided with a small treat when they exchange it for a number. The coupons may also be publicly posted on a bulletin board or sent home to inform the parent of the student’s good behavior.
Tough Kid Bully Blockers: 15-Minute Lessons for Preventing and Reducing Bullying
What This Book Will Do For You

- Provides
- Prevention
- Intervention
- Increases school awareness about bullying
- Grades 1-6
- Use in regular or special education
- Proactive and positive
Student Skills—6 Essential Skill Areas

- **Skill 1**: Learning About Bullying
- **Skill 2**: Bully Blocker Tools
- **Skill 3**: Bully Blocker Friendship Builders
- **Skill 4**: Bully Blocker Problem Solvers
- **Skill 5**: Bully Blocker Respecting Differences
- **Skill 6**: Bully Blocker Confidence Boosters
Definition of a Bully

- Fast Hands Animation
Our Definition of a Chronic Bully and/or Victim

Questions For Adult FAB Bully and Victim

Core FBA Checklist

Add On ASD Questions

Functions Antecedents Consequences Setting Events **Motivations**

Attention Escape Tangibles

SUMMARY SHEET

ABC Sheets EXCEL Format

Recess Observations

Parent Questions 5

Bully Questions 5

Victim Questions 5

Records Review/Attendance Truancy/Discipline Referrals School Info System

Function Behavior Assessment of Bullying: A Comprehensive System


Suggested Interventions Based for Bully and/or Victim:

**Antecedents**

**Consequences**

**Setting Events**

Attention Escape Tangibles ASD

Bully Behavior Improvement Plan

(BBIP)
Superhero Social Skills:
An Evidence-Based Multimedia Social Skills Program
For Children with High-Functioning Autism Spectrum Disorders and Typical Peers

William R. Jenson, Ph.D., Colleagues, and Students
Components shown:

- Facilitator’s Guide
- DVDs
- Role-Play Booklet
- Comic
- Social Game Card
- Scooter and Black Hole Card
- Reward Poster
- Group Rules Poster
- Power Poster
- Power Card

Consumable materials may be reordered or printed from the Reproducibles CD.
Superheroes Fast Hands
But Is It Evidence Based?
Mystery Motivators:


Spinners:


Principal's 200 Club:


Precision Commands:


"Sure I Will":


The Tough Kid Book and Tough Kid Related Concepts:


Tough Kid Bully Blockers


Tough Kids: Practical Behavior Management

Tough Kids - Who Are They?
Tough Kids Are One of the Reasons Teachers Leave Teaching

“I Quit”
Colleges and Universities Seldom Teach Practical Behavior Management and Discipline Courses

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.
Student Intervention Needs Triangle
Safe and Civil Schools
Commonly Used Labels for Tough Kids

• Behaviorally Disordered (BD)
• Seriously Emotionally Disturbed (SED)
• Conduct Disordered (CD)
• Oppositionally Defiant Disordered (ODD)
• Attention Deficit Hyperactivity Disordered (ADHD)
• Reactive Attachment Disordered (RAD)
  – Disinhibited Social Engagement Disorder (DSED)
• Intermittent Explosive Disordered (IED)
• Mood Disordered Bipolar (MD)
  – Disruptive Mood Dysregulation Disorder (DMDD)
Tough Kid Definition

- **Behavior Excesses**
  - Noncompliance
  - Aggressive
  - Argumentative
  - Destroys Property

- **Behavior Deficits**
  - Contingency Governed – Not rule governed
  - Poor Social Skills
  - Academic Deficits
Self-Management and the Tough Kid

• Non-disabled students are Rule Governed and internalize values

• Tough Kids are Contingency Governed- First thing that catches their attention impulsively controls their behavior

• **Supervision** is the most effective intervention
Response to Intervention (RTI)

Intensive Interventions - Special Education

Specialized Academic Interventions - General Education

Appropriate General Curriculum - Reading
Academics and the Tough Kid

• Reading is the most important skill
• 80% of Tough Kids have an academic deficit
• Programs that work: Direct instruction, phonetic based, word attack approaches, CBM-Dibels
  – National Reading Panel Report
• Not whole language, developmentally based, literacy based, balance literacy, or reading recovery programs

Learning to read
The reading scores of many first-graders in San Diego city schools plummeted last year — which also was the first year teachers abandoned a skills-based approach to teaching reading in favor of "whole language" instruction. Under the new approach, students begin with real works of literature, then learn skills, rather than learning skills and working up to literature. Some teachers say the scores — on nationally standardized tests — are proof that the switch isn't working. Others say the test is designed to measure the skills-based approach and simply can't gauge what whole language is trying to do. The first-graders tested attended schools where more than half of the students were ethnic minorities.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of first-graders scoring above national median*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>34.4</td>
</tr>
<tr>
<td>1981</td>
<td>40.5</td>
</tr>
<tr>
<td>1982</td>
<td>36.2</td>
</tr>
<tr>
<td>1983</td>
<td>48.4</td>
</tr>
<tr>
<td>1984</td>
<td>59.7</td>
</tr>
<tr>
<td>1985</td>
<td>54.3</td>
</tr>
<tr>
<td>1986</td>
<td>57.2</td>
</tr>
<tr>
<td>1987</td>
<td>59.4</td>
</tr>
<tr>
<td>1988</td>
<td>52.3</td>
</tr>
<tr>
<td>1989</td>
<td>53.5</td>
</tr>
<tr>
<td>1990</td>
<td>51.0</td>
</tr>
<tr>
<td>1991</td>
<td>25.7</td>
</tr>
</tbody>
</table>

*The 1980-90 scores are from the Comprehensive Test of Basic Skills. The 1991 scores are from the abbreviated Stanford Achievement Tests, equated to CTBS.

SOURCE: San Diego city schools
If You Think You Have a Good Reading Program, You Should Read This Article
Critical Reading Concepts

• Phonemic awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension

• Burns, VanDerHeyden, & Boice in press
• Futures Task Force on Academic Interventions
Things That Need to Be Considered for Levels Two and Three for RTI

- More of the same - **Extended Practice** - Mileage
- **Condition Aversion** to Academics Because of Failure (Heavy Metal Poisoning) - Skiing Example
- Problem - Students have to do more of what they dislike (Motivational Issues)
- **Accelerate the Learning** Curve - Learning More and Learning Fast
- Learn Basic **Study Skills Techniques** - That facilitates learning
Extended Practice

- Homework
- Peer Tutoring
- Some Cooperative Learning/Group Contingencies
Motivational Strategies

• Dots for motivation
• Mystery motivators
• Chart moves
• Reinforcement spinners
• Homenotes
• Advertising for Success
• Self-Monitoring
Accelerate the Learning Curve

- Van Houten-Flash Card Technology
- 30/70 Blending Technique
- Incremental/Behavioral Momentum
- Time Presentation of Problems
- Cover, Copy, & Compare
Accelerating the Learning Curve
Accelerating the Learning Curve of Basic Facts by Time Presentations
Things That Need to Be Considered for Levels Two and Three for RTI

- More of the same - \textit{Extended Practice} - Mileage
- \textbf{Condition Aversion} to Academics Because of Failure (Heavy Metal Poisoning) - Skiing Example
- Problem - Students have to do more of what they dislike (\textit{Motivational Issues})
- \textbf{Accelerate the Learning} Curve - Learning More and Learning Fast
- Learn Basic \textit{Study Skills Techniques} - That facilitates learning
# Study Skills Programs

- Extract, Organize, and Regurgitate

## Skills for School Success—Scope and Sequence

<table>
<thead>
<tr>
<th>Skills for School Success—Scope and Sequence</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Organization Skills</td>
<td>3</td>
</tr>
<tr>
<td>Using Appropriate Materials</td>
<td>4</td>
</tr>
<tr>
<td>Creating a Calendar for Classrooms</td>
<td>6</td>
</tr>
<tr>
<td>Organizing and Using Notebooks</td>
<td>1</td>
</tr>
<tr>
<td>Writing Essays in an Assignment Calendar</td>
<td>1</td>
</tr>
<tr>
<td>Using a Dictionary to Find Information</td>
<td>1</td>
</tr>
<tr>
<td>Getting Ready to Do Homework</td>
<td>1</td>
</tr>
<tr>
<td>Completing Homework</td>
<td>1</td>
</tr>
<tr>
<td>Organizing Assignments on Paper (OW)</td>
<td>1</td>
</tr>
<tr>
<td>Organizing Books and Other Materials</td>
<td>1</td>
</tr>
</tbody>
</table>

### Learning Strategies

- Strategies for Getting Information and Responding in Class
  - Completing Assignments with Directions
  - Memory/Study Information (SRA)
  - Memorizing/Reviewing Information (GRA)
  - Answering Chapter Questions
  - Reproducing Written Assignments
  - Preparing Chapter Content (Warm-Up)
  - Reading Expository Chapters (Active Reading)
  - Taking Notes on Written Material
  - Taking Notes on Lectures

### Strategies for Studying for and Taking Tests

- Multiple-Choice Tests
- True-False Tests
- Short Answer Tests
- Concept-Area Tests
- Skill-Based Tests

### Textbook Reference Skills

- Using the Table of Contents
- Using the Glossary
- Using the Index
- Selecting the Appropriate Reference Source
- Locating Information on the Title Page
- Using the Copyright Page
- Using Other Reference Lists

### Graphs

- Reading and Interpreting Graphics
  - Pie Graphs
  - Vertical Bar Graphs
  - Line Graphs
  - Horizontal Bar Graphs
  - Tables

### Comparing Information on Graphs of Same Type

- Interpreting and Comparing Information from Different Types of Graphs

### Reference Books

- Alphabetizing
- Locating Words Quickly in a Dictionary
- Reading and Interpreting Dictionary Entries
- Locating Entries in an Encyclopaedia
- Locating Information in Encyclopedia Entries

<table>
<thead>
<tr>
<th>Skill</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>1 = INTRODUCED</td>
<td>The skill or strategy is introduced at this level.</td>
</tr>
<tr>
<td>2 = EXTENDED</td>
<td>The skill, strategy, and/or instructional examples are extended and therefore are more difficult.</td>
</tr>
<tr>
<td>3 = REVIEWED</td>
<td>The skill or strategy is systematically reviewed and maintained.</td>
</tr>
</tbody>
</table>
Social Skills

- Tough Kids are chronologically behind their peers in social skills
- Tough Kids are quickly rejected by nondisabled peers
- Tough Kids go through friends very quickly and try and dominate social interactions
- Tough Kids need effective social skills training
- **But social skills training as commonly practiced does not work**
  
  Social skills taught across the entire environment not just pull out groups

  An error correction procedure, when Tough Kids have social problems that involves teaching the required skill
Assumptions for Tough Kids

**Assumption 1:**
Tough Kids are managed not cured

**Assumption 2:**
There are multiple causes for Tough Kids

**Assumption 3:**
Positives work best with Tough Kids

**Assumption 4:**
Mystery assumption?

(You have to like the kids and their behaviors)

You Must be Timmy’s Dad. I’m Timmy’s Teacher.
Behaviors That Go Away or Don’t Go Away

- Circles are Males  ○
- Squares are Females  □
- Open Squares and Circles Nonproblem Children  ● □
- Closed Squares and Circles Tough Kids Referred ○ □
- From Ages 4 to 18
What Children Grow Out of and Do Not Grow Out Of

99. Concerned with neat, clean

What Goes Away Naturally

109. Whining

19. Demands attention

29. Fears

10. Can't sit still

108. Wets bed

6. BM outside toilet
www.bedwettingstore.com/

- Alarms Clippo
- Malem ULTIMATE
- Malem Wireless
- Rodger Wireless
- Starter Kits Malem Starter Kit
- Malem ULTIMATE Kit
- Malem Wireless Kit
- Rodger Wireless Kit
- Bedding Underpads
- Mattress Pads
- Waterproof Covers
- Vinyl Covers
What Goes Away Naturally

109. Whining

19. Demands attention

29. Fears

10. Can’t sit still

108. Wets bed

6. BM outside toilet
UCAN Poop Too: Encopresis

- http://www.ucanpooptoo.com/
- University Of West Virginia-Department of Pediatrics
- 12 Years of Research
- On-Line Treatment
- 20 On-Line Modules
Behaviors That Do Not Go Away

90. Swearing

3. Argues

41. Acts without thinking

22. Disobeys at home

23. Disobeys at school

26. Lacks guilt
Stable and Social Behaviors

37. Fighting

95. Hot temper

57. Attacks people

48. Not liked

25. Doesn't get along

38. Is teased
How effective is drug abuse resistance education? A meta-analysis of Project DARE outcome evaluations.

- **OBJECTIVES.** Project DARE (Drug Abuse Resistance Education) is the most widely used school-based drug use prevention program in the United States, but the findings of rigorous evaluations of its effectiveness have not been considered collectively. **METHODS.** We used meta-analytic techniques to review eight methodologically rigorous DARE evaluations. Weighted effect size means for several short-term outcomes also were compared with means reported for other drug use prevention programs. **RESULTS.** The DARE effect size for drug use behavior ranged from .00 to .11 across the eight studies; the weighted mean for drug use across studies was .06. For all outcomes considered, the DARE effect size means were substantially smaller than those of programs emphasizing social and general competencies and using interactive teaching strategies. **CONCLUSIONS.** DARE's short-term effectiveness for reducing or preventing drug use behavior is small and is less than for interactive prevention programs.
Objectives. We provide an updated meta-analysis on the effectiveness of Project D.A.R.E. in preventing alcohol, tobacco, and illicit drug use among school-aged youths.

Methods. We used meta-analytic techniques to create an overall effect size for D.A.R.E. outcome evaluations reported in scientific journals.

Results. The overall weighted effect size for the included D.A.R.E. studies was extremely small (correlation coefficient = 0.011; Cohen d = 0.023; 95% confidence interval = −0.04, 0.08) and nonsignificant (z = 0.73, NS).

Conclusions. Our study supports previous findings indicating that D.A.R.E. is ineffective.
Adapt

ADVANCING DECISION MAKING AND PROBLEM SOLVING FOR TEENS

JASON BURROW-SÁNCHEZ, PH.D.