

Supporting Students With Challenging Behaviors

Kristen Perez-Rickels



“At-Risk” Status

- Alternative Education High School Criteria Checklist
 - GPA
 - Credit Deficiencies
 - Behavioral Concerns (suspensions)
 - Attendance
 - Personal Crisis
 - Trancience
 - OJA or DHS involvement

<https://sde.ok.gov/sites/default/files/1.%20High%20School%20Criteria%20for%20At%20Risk.pdf>

Program Structure

- Consistent expectations, schedules, routines
- Explicitly taught and reinforced
- Strong adult-student relationships
- Improved skill instruction
- Learning is made relevant

Ongoing Behavioral Concerns

Even with the increased supports available in Alternative Education settings, the student still exhibits challenging behaviors.

- Data collection
- Hypothesized function
- Replacement behavior
- Consistent staff responding

Data Collection

- Student eligibility for Alternative Education
- Antecedent- setting events immediately prior to the behavior occurring
- Behavior- observable behavior to be targeted
- Consequence- what occurs immediately following the behavior; what was gained/reduced

Behavioral Function

What purpose does the behavior serve?

- Escape, Attention, Tangible, Sensory (EATS)

Replacement Behaviors

- Identify a more appropriate replacement behavior
- Determine if the student has the skills necessary to engage in this behavior
- Teach the behavior
- Make the replacement behavior easier and more effective
- Reinforcement and feedback

Case Study

Steven was identified as “at-risk” due to class credit deficiencies and chronic absenteeism.

After beginning in Alternative Education program, he is absent less frequently, but independent work completion is still a concern. Steven participates in class, but uses a lot of peer and educator support.

Function and Replacement:

Steven is escaping written and independent work completion. We need to identify if he has skills necessary to complete assignments, and provide him with appropriate replacements to avoid work.

Case Study- 2

Cassidy lives with her single mother and 3 siblings. At school, when she engages in verbally aggressive behaviors during core classes, she is sent to Ms. Wheeler's classroom for the rest of her day. While in Ms. Wheeler's classroom, she completes her work and will talk calmly with Ms. Wheeler.

Function and Replacement:

Cassidy engages in challenging behaviors to escape non-preferred settings and access attention from a preferred adult.

Following work completion in assigned setting, reinforce with short break in Ms. Wheeler's classroom.

Other Resources

- OTISS Resources and Professional Development-
<http://www.otiss.net/>
- Everyday Behaviors with Dr. Mary Ann-
<https://www.everydaybehaviors.com/>
- CEEDAR Center-
<https://cedar.education.ufl.edu/cems/classroom-and-behavior-management/>
- Intervention Central- <https://www.interventioncentral.org/>
- National Center on Intensive Intervention-
<https://intensiveintervention.org/>

Contact

Kristen Perez-Rickels

MTSS Specialist- Behavior

kristen.perez-rickels@sde.ok.gov

405-522-4513

<http://www.otiss.net>