Understanding & Managing Aggressive Behavior

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PURPOSE
Enhance understanding & ways of preventing aggressive behavior

• Understanding
• Best Practices

Working Assumptions

- Behavior is learned (function).
- Behavior is lawful (function).
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through instructional approach (teaching).

PBIS Drivers Doing Business

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with At-Risk Behavior

~80% of Students

~15%

~5%
### Teaching Cycle

**Teacher**

1. Jason, please turn in your assignment.
2. The assignment you didn’t finish during class.
3. Great, please turn it in now.
4. You have a choice: turn it in or do it again.
5. I guess you’ve made the choice to do it again.
6. That’s disrespect...go to the office.
7. Moves closer... & puts hand on J. shoulder.

**Jason**

1. What assignment?
2. I finished it.
3. I don’t have it with me now.
4. You never believe me.
5. Make me.
6. F_____ you!

### Coercive Cycle

Patterson, Reid, Dishion, Walker, Webster-Stratton, "Teaching by Getting Tough"

"I hate this f____ing school & you’re a dumbf____!"

"That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again...starting now!"

### School-wide

- PBS Tier 1 school- & classroom wide expectations & acknowledgements
- Decision making data system
- Team coordination
- Classroom PBS

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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.pbis.org
Classroom Practices & Systems Decision Making

Classroom Practices & Systems Self-Assessment

Interactive Map of Core Features

Social Skills Instruction

Active Supervision

Academic Success

- Active engagement
- High rates of success
- Many opportunities to respond

Embedded all day, all settings, all staff
School- & classroom-wide expectations
Reinforcement
Active supervision

Movement
All staff
Positively interactive
Linked to school-wide expectations
Reinforcement
- Contingent
- Behavior & place focused
- Linked to school-wide expectations
- High rates

Precorrections
- Function-based
- Before expected typical contexts
- Actively supervised
- Reinforced

2 Basic Functions
- Problem Behavior
- Obtains/Get Something
- Escapes/Avoid Something
- Social
- Telegenic/Activity
- Adult
- Peer

Minors Corrections
- Signal
- Restatement of correct
- Opportunity to respond
- Precorrection

Major Corrections
- Functional assessment
- Precorrection
- Signal
- Restatement of correct
- Follow procedure

"Power of Habits"
- …or Challenging Behavior
  Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)?!

TV remote
- Walk
- Entertained?!

Teased
- Ignore
- Teasing stops?!

Difficult work
- Try
- Work removed?!
Establishing/Replacing Habit
Charles Duhigg, 2014

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

All three elements are considered in SSI ... & addressing challenging behavior

THREE KEY STRATEGIES
- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught & serve similar function.

The MODEL

The MODEL

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The MODEL
**The MODEL**

Time vs. Behavior Intensity

- High
- Low

**The MODEL**

Time vs. Behavior Intensity

- Acceleration
- Agitation
- De-escalation
- Peak
- Recovery

**THREE KEY STRATEGIES**

- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught & serve similar function.

**FINAL THOUGHT**

"It is always important to remember that if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around."

Geoff Colvin (1989)