Introduction to Tough Kid Training
Practical Behavior Management
ASDN Webinar Series on February 7, 14, 21 and March 7, 2017 from 3:45-5:45 pm
Presented by Karl Schleich, ASDN Sr. Consultant
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Objectives

1. Define Tough Kid behavior and identify potential causes.
2. Clarify critical assumptions for working with Tough Kids.
3. Apply the ABCs of behavior to make decisions about how to address TK behavior.
4. Utilize Precision Requests to increase compliance with reasonable requests.
5. Utilize positive and proactive strategies to increase the student’s ability and motivation to behave appropriately.

Notes:

Expectations

• Conversation: Quiet during presentation being respectful of those around you, partner sharing with an indoor voice, please respect the attention signal, occasional sharing in the text box.
• Help: Use the text tool. Raise hand (electronically)
• Activities: Listening, reflection, sharing, recording.
• Movement: Be comfortable, be respectful of others who might be with you.
• Participation: Active listening to me and your colleagues; look for ideas and tools you can use, thinking about how you might incorporate these concepts strategies into your work.

STOIC Framework--Cheap, simple and effective

• Structure the environment for success.
• Teach (and re-teach) expectations.
• Observe (monitor, supervise).
• Interact positively (build relationships and provide positive feedback).
• Correct fluently (calmly, consistently, immediately, respectfully).
Case-Study Student
Identify a Tough Kid you currently work with or had in the past.

1. How would you define or describe the student’s behaviors?

2. Which of these behaviors are/were the most damaging and disruptive to instruction?

3. What do you think caused these behaviors in the Tough Kid? You may list multiple causes.

Understanding Tough Kid Behavior

Objective 1: Define Tough Kid behavior and identify potential causes.

Categories of Temperament (Chess & Thomas, 1987)

- Easy/Friendly
  - Adapts well, pleasant mood, cyclic, accepts frustration
  - 40% of population

- Slow to warm up
  - Mild intensity, adapts overtime
  - 15% of population

- Difficult
  - Unpleasant, crying, reacts poorly to change
  - _________ of population

- No category
  - 35% of population
Evolutionary History of Tough Kid Behavior

- Study of Masai infants (Devries, 1984)
- Explored temperament and survival
  - Easy vs. Difficult
- Hypothesized easy temperament babies would survive at higher rates
- In a year in which 97% of the cattle died, 5 months later...
  - Five out of seven infants with “easy temperament” _____________
  - Five out of six infants with “difficult temperament” _____________

Tough Kid behavior may have served an evolutionary purpose—to survive!

Definition

Behavior ______________

- Noncompliance
- Aggressive
- Argumentative
- Destroys property

Behavior ________________________________

- Contingency governed not rule governed
- Academic deficits
- Poor social skills

Behavior Excess

- Noncompliance—“Kingpin behavior”
- All other behavioral excesses revolve around noncompliance.
- Tough Kids comply about _________ of the time.
- Typical students comply about _________ of the time.
Behavior Deficit—Rule vs. Contingency-Governed

- Typical students are rule-governed and internalize values.
- Tough Kids are contingency-governed.
  - The first thing that catches their attention impulsively controls their behavior.
- __________________________ is the most effective intervention.

Behavior Deficit—Academic

- Reading is a critical skill.
  - Students who can't read are not likely to be successful.
  - 80% of Tough Kids have an academic deficit.
- On-task behavior and academic engagement are critical to develop academic skills.
  - Average students are on task ~85% of the time.
  - Tough Kids are on task ~ 50% or less.

Behavior Deficit—Social Skills

- Basic social skills needed to successfully interact include:
  - Starting a conversation
  - Entering games
  - Cooperating
  - Giving appropriate positive feedback to others
  - Grooming
- Intermediate to advanced social skills include:
  - Asserting oneself properly
  - Accepting negative feedback
  - Learning to say “No” appropriately
  - Resisting peer pressure
  - Dealing with teasing
  - Managing anger
- Social skills ________________ develop on their own.
- Pull-out social-skills training alone is not enough.
Understanding Tough Kid Behavior

Objective 2: Clarify critical concepts for working with Tough Kids.

Critical concept 1: Tough Kids are ______________________________ not cured.

- Conduct disorder is considered by most experts to be a chronic, lifelong condition.
  - Early interventions have the potential to divert at-risk children from becoming Tough Kids.
  - After age 8, antisocial and conduct disorder should be viewed as a chronic disorder (like diabetes).
  - There is no “cure” but behavior can be controlled and managed through a sensible regimen of supports and appropriate interventions.

- What goes away naturally without intervention:
  - Whining, demanding attention, fears, can’t sit still, bed wetting

- What does not go away without intervention:
  - Swearing, arguing, acting without thinking, disobeying at home and school, lacking guilt

- What increases without intervention:
  - Hanging out with kids who get in trouble, truancy, alcohol and drugs

Critical concept 2: Positives work best with Tough Kids.

- Positives are the backbone of any educational program for Tough Kids.

- Tough Kids may be __________________________ to punishment.

- ______________ ratio (minimum)

Activity: Why Are Positives Important?

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Critical concept 3: There are multiple causes for Tough Kids

The Big Five Causes of Misbehavior for Tough Kids

1. Peer influence (attention)
2. __________________________ (impulsive)
3. Inappropriately made __________________ by adults
4. Incapable of meeting the academic or social demands of the setting (escape)
5. Instrumental (___________________________)

Understanding Tough Kid Behavior

Objective 3: Understand how to apply the ABCs of Behavior to make decisions about how to address TK behavior.

Thinking Functionally About Behavior

- Behavior that is repeated serves a function:
  - A baby cries to...
  - A student who gets good grades works hard to...
  - You come to work each day to...
- Behavior is learned so it can be taught.

The ABCs of Behavior

Antecedent
When _________ happens

Behavior
The student does (what) _________

Consequence
Because (why) _______________

Always start by defining the problem behavior.

Defining Observable Behaviors

Definitions of behaviors need to be:

- Observable: The behavior is an action that can be _____________.
- Measurable: The behavior can be ________________ or _________________.
- Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts.
Case-Study Student

1. Operationally define your TKs noncompliant behaviors. What does noncompliance look and sound like?

2. Operationally define another behavior of concern:

3. (Optional) Operationally define another behavior of concern:

Address the Kingpin: Noncompliance

- Utilize an antecedent strategy to increase the likelihood of compliance.

- The Precision Request strategy addresses a common factor in TK noncompliance: inappropriately made commands by adults.
TKs Have Learned to Use Coercive Pain Control

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**Figure 1-1 • Coercive Pain Control**

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- Request is withdrawn and pain stops
- The TK is randomly _________________ for noncompliance
- Reinforces micro-bursts of aggressive behavior

**Deficits Related to Pain Control**

- TKs use coercion with teachers and develop academic deficits.
- TKs use coercion with peers and develop a social skills deficits.
- TKs use coercion to get demands immediately met and develop deficits in self-management and delayed gratification.
Antecedent Control: Delivery of Requests

1. State the student's name.
2. Do not use a __________________ format.
3. Get up close.
4. Use a __________________ voice.
5. Look 'em in the eyes (caution).
6. Give them time.
7. Ask only ____________ (avoid the nagging effect).
8. Don't give multiple requests (multi-step).
9. Describe the request.
10. Be ____________________________.
11. Make more start ("do") requests than stop ("don't") requests.
12. Verbally reinforce compliance.

Antecedent Control

• Verbally reinforce compliance—85% of the time, adults forget to reinforce the compliance of Tough Kids.

Tough Kid Strategies

Objective 4: Utilize Precision Requests to increase compliance with reasonable requests

The Acting Out Cycle

Precision Requests

![Precision Request Diagram]

**Figure 3-3 • Precision Request Sequence**

**Signal Words/Phrase**
- “You need to...”
- “This is a direction.”
- “This is an instruction.”
Case-Study Student

Precision Request Practice

Consider an example of noncompliance demonstrated by your student: refusal to work, refusal to follow a direction like moving to a specific location, refusal to make a correction when asked (academic or behavioral), etc.

The student is doing ________________________________ when he/she is supposed to be doing ________________________________.

1. “______________________________, please _________________________________.

   (Student Name)  (Positively-stated direction of what he/she is supposed to be doing)

   _________________________________.

2. Wait 3–5 seconds and do not interact with the student. Indicate what you, the teacher is doing during this time: _________________________________.

   ____________________________________________________________________________

   • If the student complies, provide immediate verbal praise or other acknowledgement: “______________________________________________________________

   (Statement acknowledging the student’s positive choice)

   ____________________________________________________________________________

3. If the student does not comply, say: “______________________________, this is a direction. Please _________________________________.

   (Student Name)  (Positively-stated direction of what he/she is supposed to be doing)

   ______________________________________________________________

   • If the student complies, provide immediate verbal praise or other acknowledgement: ______________________________________________________________

   ______________________________________________________________

Note: In this practice, the student will comply during the 3rd step of the sequence. We will discuss and practice steps 4 and 5 (delivering mild reductive consequences and delivering the sequence again if needed) after the activity.
What if the Student Doesn’t Comply?

- Do not withdraw the command.
- Do not deliver an emotional or harsh consequence.
- Deliver a mild reductive consequence.

Delivering Mild Reductive Consequences

- Why deliver mild consequences?
  - Power of ____________________________
- Why preplan mild consequences?
  - Avoid ____________________________ decisions and delivery.
  - Avoid the ultimate consequence.

Reductive Consequences

- Mild
- ____________________________ to the student
- Hierarchy

See examples on pg. 92.

Positive Consequences

1. Can’t take a lot of time
2. Can’t cost too much
3. Has to be fun for everyone (if used with a class)

What If? Chart

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Serious Behavior Clause(s):

_____________________

_____________________

_____________________

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Case-Study Student

Precision Request Practice

Consider an example of noncompliance demonstrated by your student: refusal to work, refusal to follow a direction like moving to a specific location, refusal to make a correction when asked (academic or behavioral), etc.

1. “______________________________, please ____________________________
   (Student Name) (Positively-stated direction of what he/she is supposed to be doing)
   ________________________________________________________________

2. Wait 3–5 seconds and do not interact with the student. Indicate what you, the teacher is doing during this time: __________________________________________
   ________________________________________________________________
   • If the student complies, provide immediate verbal praise or other acknowledgement: “____________________________________________________________
     (Statement acknowledging the student’s positive choice)
     ________________________________________________________________

3. If the student does not comply, say: “______________________________, this is a (Student Name)
direction. please ____________________________
   (Positively-stated direction of what he/she is supposed to be doing)
   ________________________________________________________________
   • If the student complies, provide immediate verbal praise or other acknowledgement: ___________________________________________________
     (Statement acknowledging the student’s positive choice)
     ________________________________________________________________

4. Wait 3–5 seconds and do not interact with the student. Then, if the student does not comply, provide a mild predetermined consequence:”__________ ________,
   (Student name)
   ________________________________________________________________
   (Indicate the consequence: e.g., “You owe one minute off of recess” or “Please take a two-minute timeout.”)

5. Begin the precision request sequence again at Step 3.
**Precision Requests**

- How many times you do the sequence depends on the misbehavior:
  - Non-dangerous or not highly disruptive (e.g., so disruptive that class truly cannot continue), may continue numerous times
  - Provide a *slightly* larger consequence each time.
  - Use the “What If Chart” to guide delivery of mild consequences

**Serious Behavior Clause**

- For crisis or out-of-control behaviors, have a crisis plan (serious behavior clause).
- Follow school and district protocols.
- Discuss potential plans with administrator, district behavior specialist, and/or school-level behavior team.

See examples on page 94.

**“Sure I Will”**

- Teach a pro-social behavior that ________________ with noncompliance.
- Use with Precision Requests.
- Teach the child to respond verbally with “Sure I Will” before the “need” statement of a precision command.
- Randomly ________________ the child for saying “Sure I Will” and starting the requested behavior.

**Tough Kid Antecedent Strategies**

Objective 5: Utilize positive and proactive strategies to increase the student’s ability and motivation to behave appropriately.

**Rules**

List your current classroom rules (if you have them):

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________
4. _______________________________________________________________
5. _______________________________________________________________
6. _______________________________________________________________
Myths About Rules

- Students (especially older) should know how to behave.
- Teaching rules once is enough.
- Students should help set the rules ("buy in")
- Rules should reflect higher order values.
- The more rules the better.

Rules About Rules

- The teacher sets the rules before school starts.
  For buy-in, students can give input on what they earn for following the rules.
- Rules should not reflect ambiguous values. They should reflect the teacher’s behavioral expectations.
- Rules should be explicitly descriptive:
  o “Flash Test”
  o _____________________ and _____________________
- Rules should apply to all students in the class.
- Rules should be stated in a positive way.
- You only need five to six rules in a classroom.
- ________________________________ your classroom rules and refer to them often.

Recommendations for Rules

- Compliance—e.g., “Follow directions.”
- Task completion—e.g., “Work during all work times.”
- Interaction—e.g., “Keep hands, feet, objects to self.”
- On time—e.g., “Be on time with needed materials.”
- Language—e.g., “Use school-appropriate words.”

Rules should address the misbehaviors that occur with some frequency in your classroom/behavioral excesses of TKs.

Rules (Revised)

Create or revise your classroom rules based on the information above:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ___________________________________
Using Self-Management to Teach Rule-Following Behavior

Steps for Teaching Rules to Chronic Rule Breakers

1. If they break 3 or more rules in one day, move them to the front of the room near you. The student will not participate with the other students.

2. Have them monitor the two most broken rules (i.e., out of seat, talk outs) for two half days.

3. The student circles how well he/she met these two rules.

4. If you agree, put a line through their circle. If you don’t agree, put an X on the circle and give them feedback.

5. When the student has had at least two good half days and you agree, let the student go back to his/her original seat and participate with the rest of the students.

Antecedent Strategies—Schedule

- Academic learning time—directly related to behavior
  - _______ of day should be scheduled for academics
  - Student(s) should be on task at least _______ of the time
  - Students should have _______ of success while engaged in academic tasks (80% in initial instruction, 90–95% on independent tasks)
Antecedent Strategies—Structure Your Classroom Space

- Move Tough Kids close to you
  - Can you get to the student? _______?
  - Can you provide quick feedback?
    - _______ and corrective
  - Can you consistently visually monitor the student?

- Do not let Tough Kids sit together
  - _______ seats

- Place the student away from distracting stimuli

Antecedent Strategies—Influence Techniques

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<td>Authority</td>
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Behavior Momentum

- Begin with a high-probability request (something the student is at least 70% ___________ to do.
- Ask the student to do several high-probability behaviors followed by the low-probability request.

Case-Study Student

Behavior Momentum

Identify two high-probability requests the student will likely comply with:

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________

Influence Techniques

Identify one influence technique you will try with the student and describe when and how you will use it:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Tough Kid Positive Consequence Strategies

Objective 5: Utilize positive and proactive strategies to increase the student’s ability and motivation to behave appropriately.

Reinforcement and Punishment

Reinforcement and punishment are not “things” they are _______________.

- Either increase or decrease behavior
- Oxymoron: “I’ve tried positive reinforcement and it doesn’t work”

Reinforcement vs. Punishment

Is it reinforcing or punishing?

- Whether a corrective consequence or reward is reinforcing or punishing can only be known by the student’s behavior:
  - Behavior _____________ = reinforcement
  - Behavior _____________ = punishment
Positives Work Best With Tough Kids

- This is the backbone of any educational program for Tough Kids!

- Minimum of 4:1
  - The tougher the problem behavior, the _____________ the ratio must be
    (_________ or ___________)

- Most Tough Kids receive far more negative feedback than positive.

Arguments Against Incentives

- The Bribery Argument
  - Bribery is an inducement for an illegal or unethical act
  - However, do not give a reward if:
    - The student threatens misbehavior if he/she won't get a reward.
    - The student is already misbehaving—the reward would be given to stop the misbehavior.

- The Equity Argument—everyone has to get exactly the same thing to be fair
  - Equity is not everyone getting the same but everyone getting what they need to equally succeed.
  - Consider wheelchairs for students with mobility issues.

- Harms Internal Motivation—Alfie Kohn (punished by rewards) argued external rewards kill internal motivation
  - Research literature indicates external rewards harm “only under limited conditions that are easily avoided” (Eisenberger & Cameron, 1996)
  - Give external rewards for performance that is:
    - Positively improving
    - Meaningful
    - Successful
Arguments Against Incentives (cont.)

- The Hooked on Praise Argument
  - Little evidence students become overly dependent on praise
  - Teachers ________________ praise with Tough Kids.
  - When asked to rate rewards, students select verbal praise as one of the most
    ________________ incentives.

*Note: When praising, refer to skill and effort instead of talent and innate ability.*

How to Deliver Positive Feedback (IFEED-AV)

I = Immediately
F = Frequently
E = Eye Contact

E = __________________________

D = __________________________ the Behavior

A = Anticipation
V(2) = Variety and __________________________ (not fixed)

*Note: Anything can be an incentive when properly delivered!*

Assessing or Finding Incentives

Golden Rule: Can’t take too much time, can’t cost too much money, can’t be too complicated

- ___________ them
- Keep track of what they _____________
- Watch what they like to do
- Think like a _________ not like an ______________
- Let them sample things (preference sampling)
Assessing What Is Reinforcing

Additional elementary ideas:

Fading Reinforcement
Consider in advance how you will fade the system as the student is successful.

1. Provide continuous, __________________ reinforcement at first.
   - Focus deliver on social reinforcement, not the reward itself.

2. Move from continuous reinforcement to:
   - __________________ reinforcement
   - Increased difficulty (time, number of behaviors, etc.) to earn the reinforcement

3. Gradually move to more natural reinforcement.

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**Motivational Systems**

**Reading Activity**

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<td>Dots for Motivation</td>
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**Motivational System Summary:** _________________________________

Summarize the goal of the system and for whom it might be appropriate (age and type of problem/s this system would help address):

Summarize the steps of the motivational system:

Note any other important information or things you found interesting/relevant about this system, or any other critical components someone would need to know in order to implement the system effectively:
<table>
<thead>
<tr>
<th>Notes on Selected Interventions</th>
<th>Read About System</th>
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Mystery Motivators

Troubleshooting:

1. Students stop working after a reward is earned as they assume they will not get a mystery motivator the next day.
2. Students complain about the reward.
3. A student is not interested and doesn't want to participate.
4. The student tries to see what the reward is.
5. The student tries to color in the next day's square.

Expanding:

1. Use with groups of students in teams.
2. Use with a whole class.
3. Make a game out of trying to guess the reward.
4. Use with a secret number.
Additional Strategies and Resources in TK Book

- Contracts
- Teacher's 100 Club
- Chance Jars
- Chapter 3: Practical Reductive Techniques
- Chapter 4: Advanced Systems for TKs
- Chapter 5: Getting TKs Back to General Education Settings
- Appendix A: Teacher Pleaser Skill Cards

Case-Study Student

Motivational Strategies

Identify which motivational strategy you think would be most effective for your student (and classroom if appropriate).

________________________________________________________________________________________________________

Briefly summarize the strategy:

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

Note the handout or book pages that you will review prior to implementing the strategy:

_____________________________________________________________________________________________________________

________________________________________________________________________________________________________________
Additional TK Resources

See www.pacificnwpublish.com or call 1-866-542-1490.

Randy Sprick’s Safe & Civil Schools

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