CREATIVE DISCOVERY MUSEUM

presents...

Understanding Disruptive Behaviors

Changing the Classroom so Students Thrive

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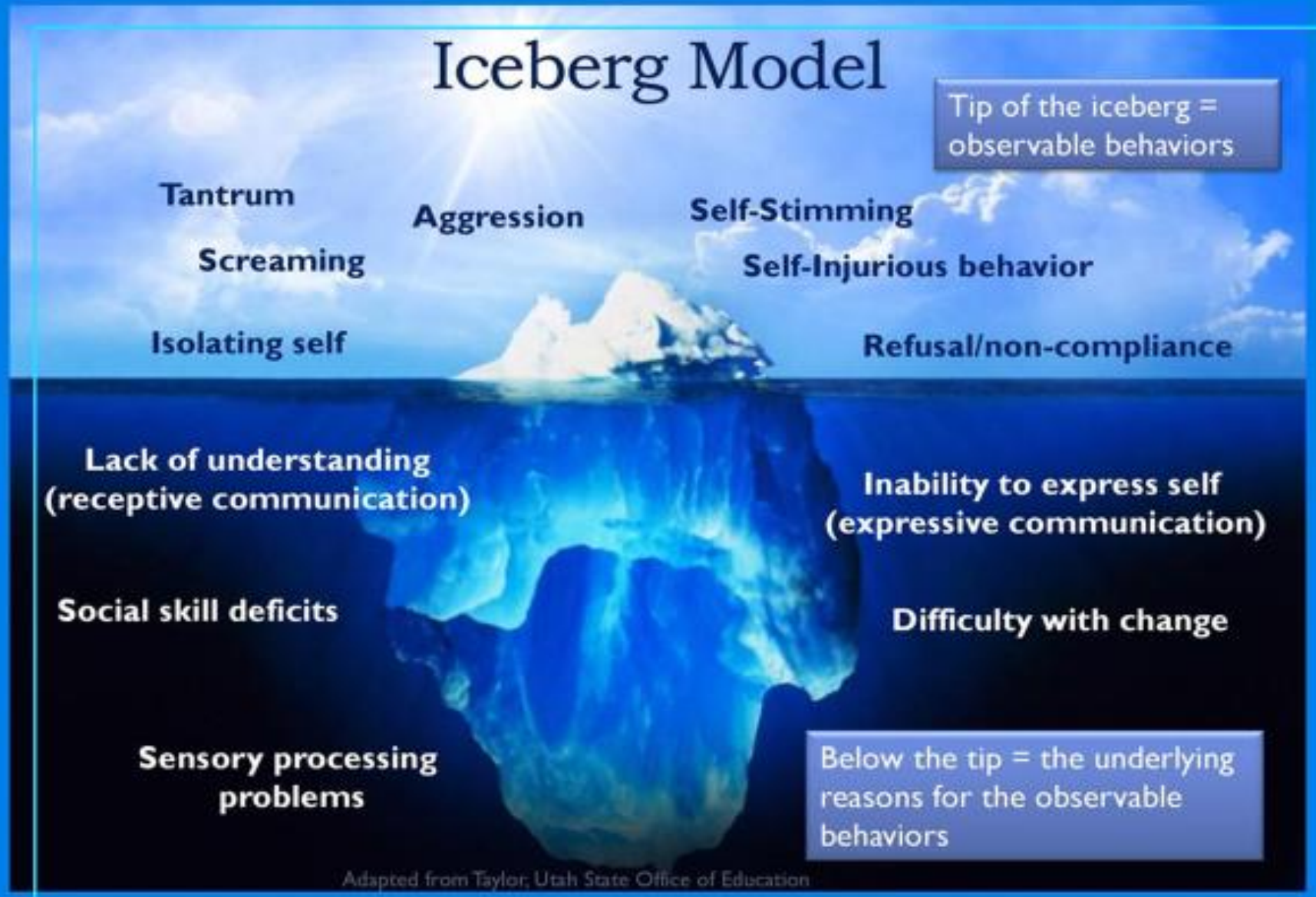
Iceberg Model



Behaviors = see
Causes = can't see.

May not be able to change below the iceberg
BUT
we CAN address!

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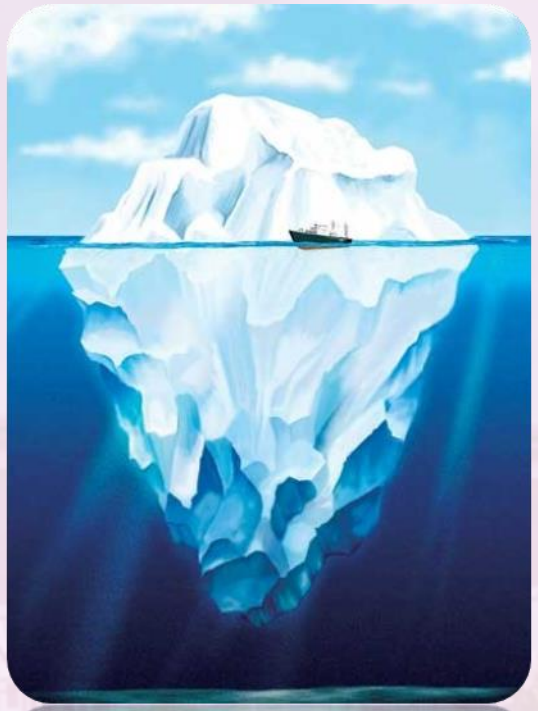
ABOVE THE WATER LEVEL

- What are behaviors you have seen with children?



BELOW THE WATER LEVEL

- What might be the underlying issues causing the behavior?

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Under the water level: Issues underlying behaviors

Things I can't change in the moment

- **Social Deficits**
- **Issues with Expression**
- **Receptive Communication**

<u>Things I can change in the moment</u>

Expectations

Transition trouble

Access or Escape

Sensory overload

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What's Under the Iceberg?
Expectations

- **Too High**
- **Too Low**

Think….

- **What matters the most?**

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What's under the iceberg?
Transitions

The unknown….

- Rattling of my comfort zone
- Time of instability
- Lack of time to process

Transition is a part of life SO…. What do we do???

PREPARE

- Give a warning
- Use visual and auditory prompts
- Concise language

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What's Under the Iceberg?

All behavior is an effort to….. ACCESS OR ESCAPE

WANTING TO ACCESS

- **Attention/Tangible** **" Look at me!" or "I want that item."**
- **Sensory Input** **"This makes me feel good!"**

WANTING TO ESCAPE

- **Attention/Demand** **"I don't want to do that. Or "I don't want to play with you!"**
- **Sensory Input** **"I don't like how that feels/sounds."**

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Access or Escape?

Antecedent	Behavior	Consequence	Access or Escape Then What
Teacher is talking to another teacher.	Child interrupts.	Teacher stops talking and tells child to wait.	
Teacher asks child to straighten area.	Child doesn't comply.	Teacher straightens it for the child.	
Teacher takes away child's IPad.	Child has a tantrum.	Teacher gives IPad back.	

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SENSORY OVERLOAD Try-On!

- How did you feel?
- What did you witness?
- Did it affect your receptive language?

The Tool Box

- The SITUATION
- ENVIRONMENT (control it!)
- VISUAL SUPPORTS
- LANGUAGE
- REINFORCERS

The Tool Box
Understand the SITUATION

What's the context?

What time of day?

What are your expectations?

What's going on at home?

What happened **BEFORE** that triggered?

What happened **AFTER** that **reinforced** the behavior?

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ENVIRONMENTS MATTER

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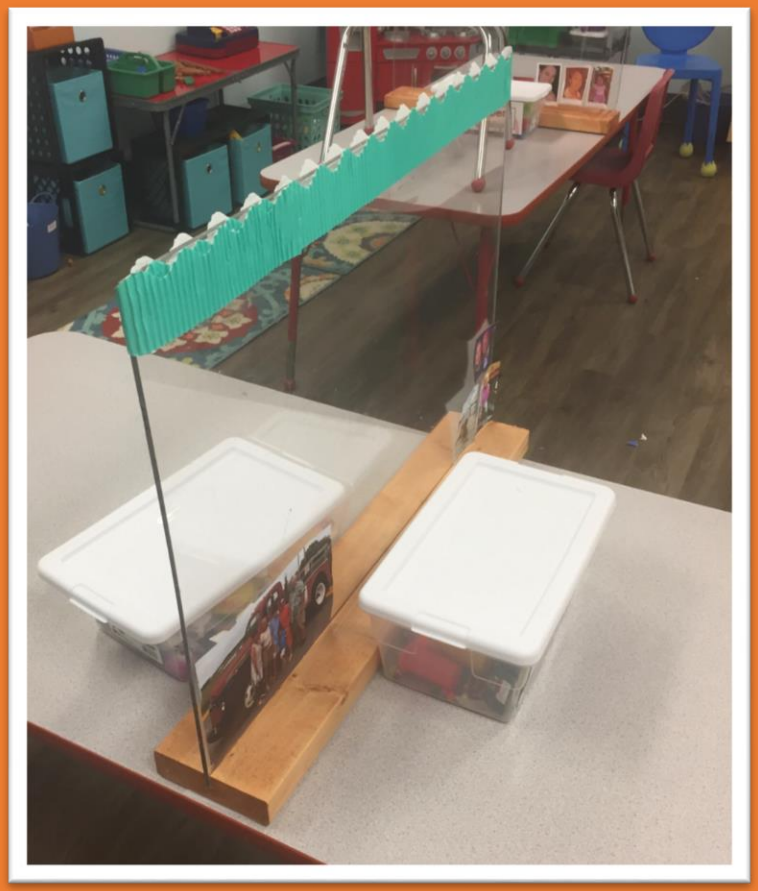
THINK Arrangement and Boundaries



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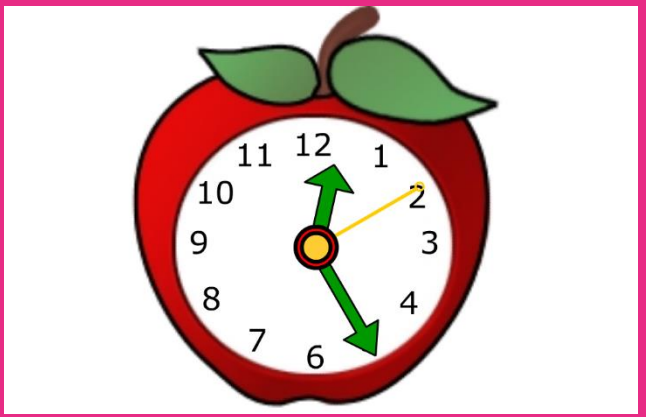
Creative Discovery Museum

VISUAL SUPPORTS MATTER!



- WORDS HAPPEN IN TIME!
- Make directions concrete
- Clarify behavioral expectations
- Explain abstract concepts
- Allow kids to process the information at their own pace and refer back to it

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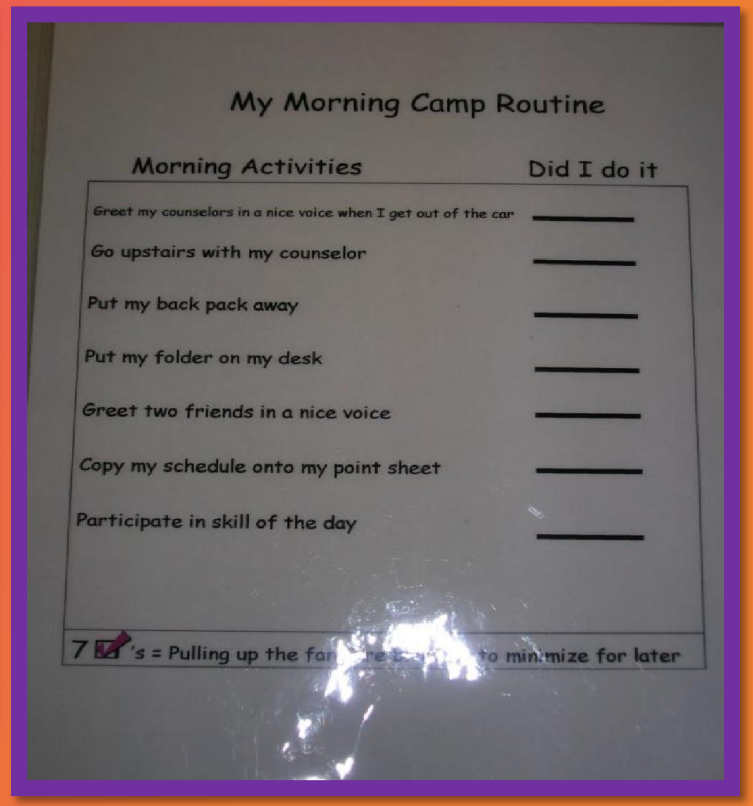
VISUAL SUPPORTS MATTER

First Then

Picture/written schedule



Make Time concrete

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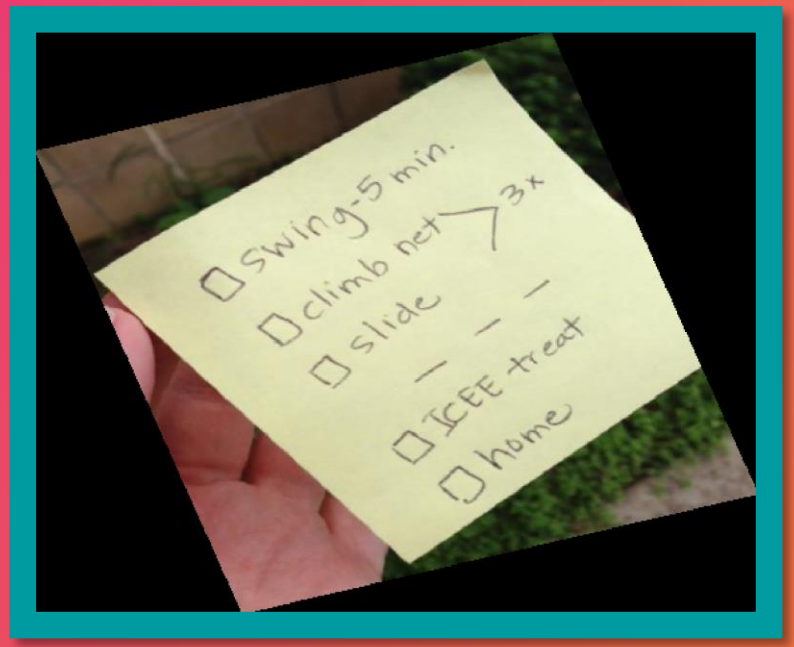
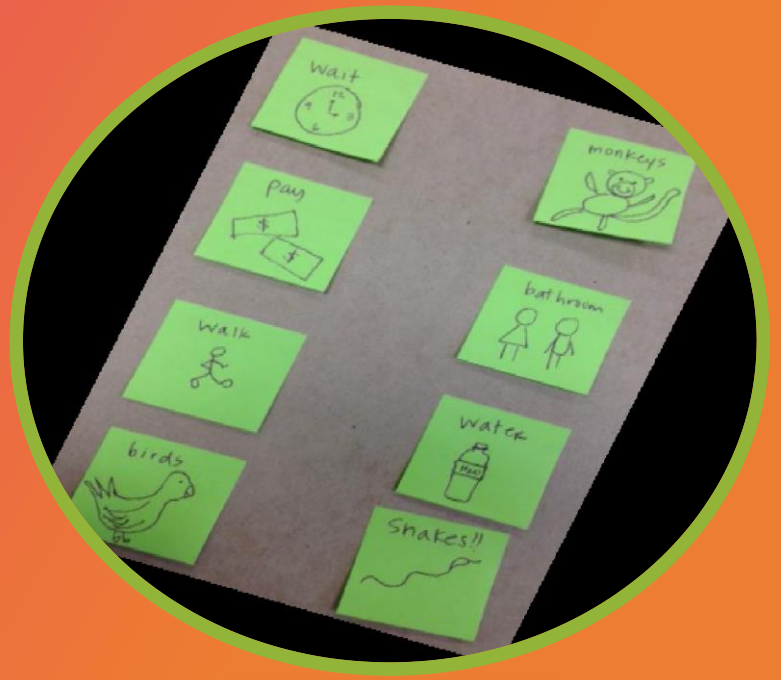
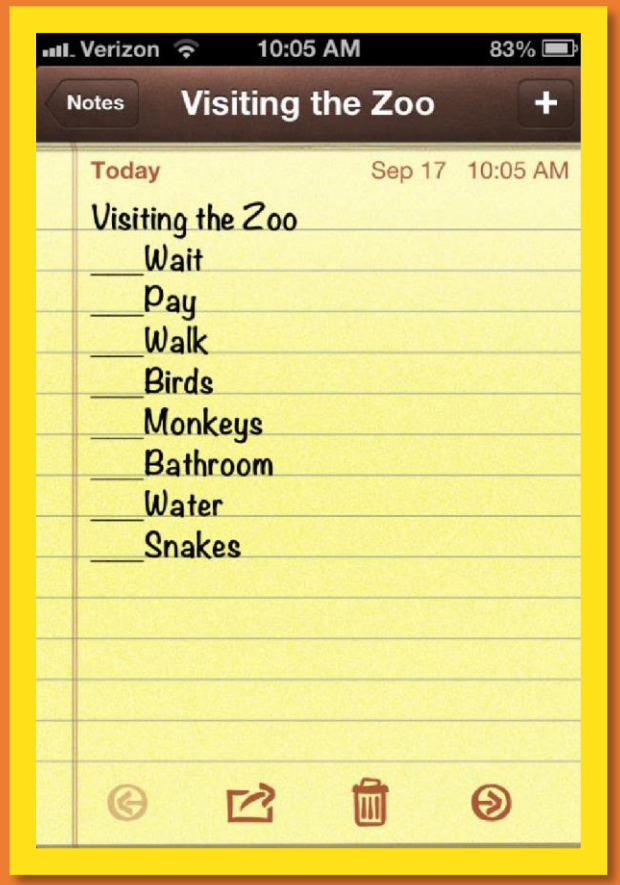
VISUAL SUPPORTS MATTER!

Use What You Have!







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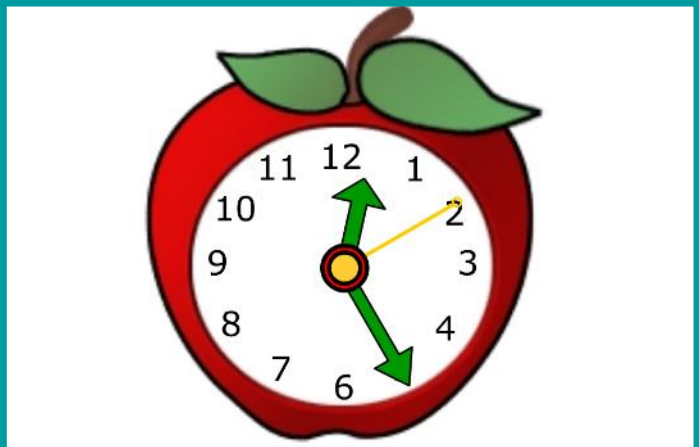
LANGUAGE

#Keepitsimple...words happen in time

1. Give one direction at a time
2. Minimize length of your directions
3. Do not repeat your directions
4. Give child time to comply
5. Make “do” rather than “don’t” statements
6. Provide a visual to help clarify directions.



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REINFORCERS

How's that consequence working for you?

A reinforce is a CONSEQUENCE
that increases the likelihood
the behavior will occur again.

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REINFORCE THE POSITIVE BEHAVIOR as kids earn ACCESS or ESCAPE Reinforcer systems

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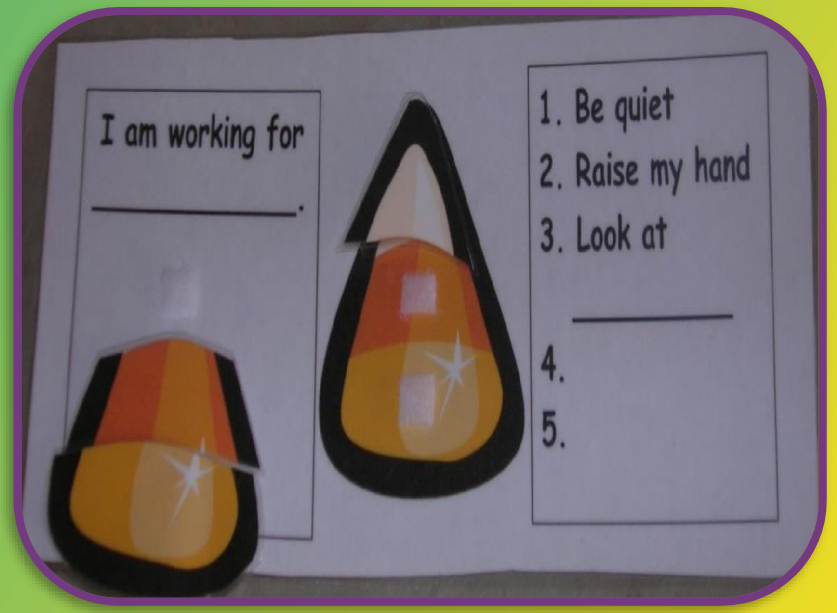
7 smiles faces =
10 minutes

☺ ☺ ☺ ___

___ ___ ___

= computer



Questions

Remember…..

- ICEBERGs
  - Access or Escape
- TOOLS
  - The Situation
  - Environment
  - Visual Supports
  - Language
  - Reinforcers

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End of Parent Chat on Behavior