

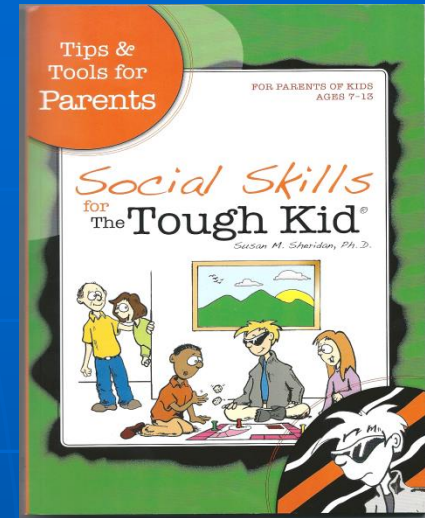
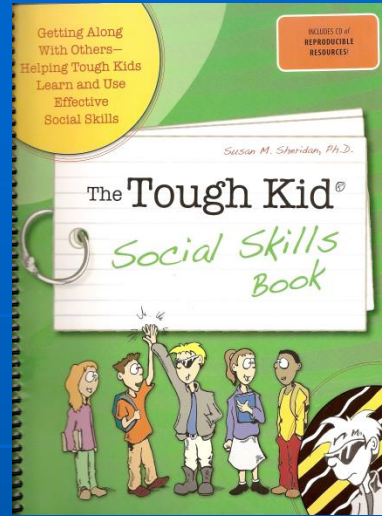
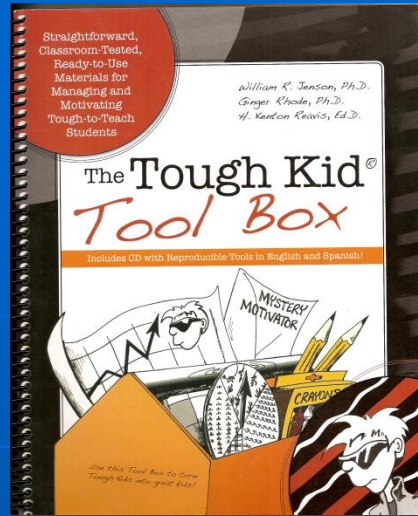
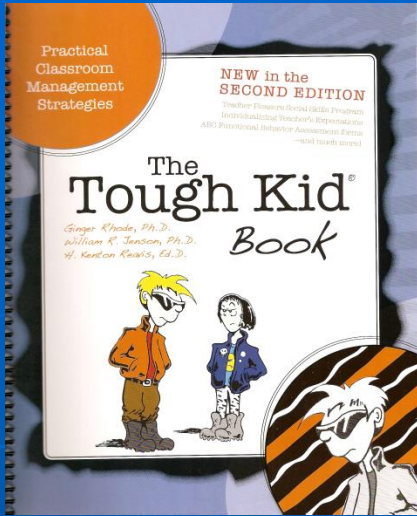
Tough Kids: Practical Behavior Management

Dr. William R. Jenson & Students
Dept. Educational Psychology
University of Utah
Salt Lake City, Utah 84112
801-581-6508
jenson@ed.utah.edu

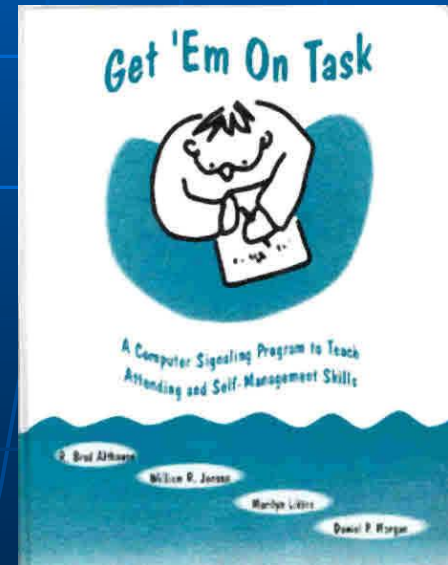
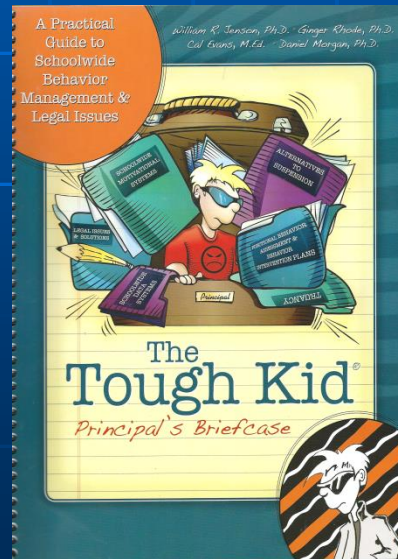
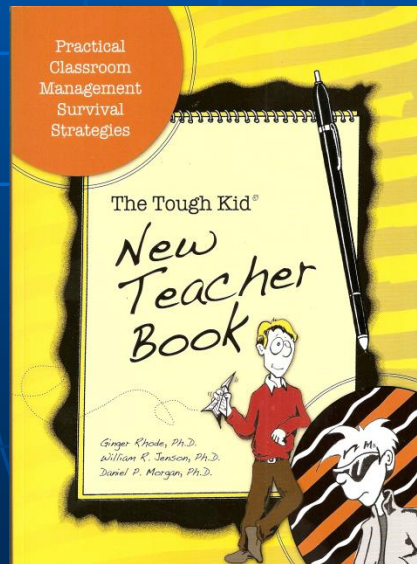
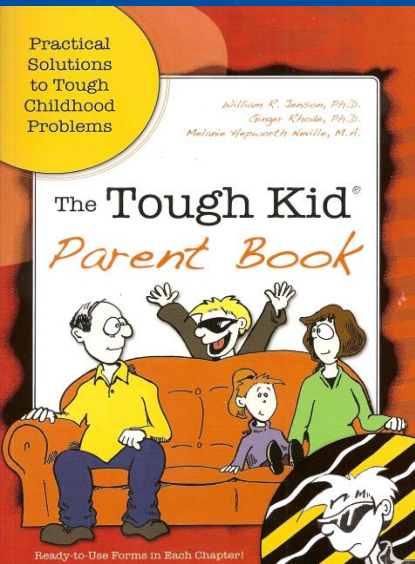


Tough Kid Series

Tough Kid System

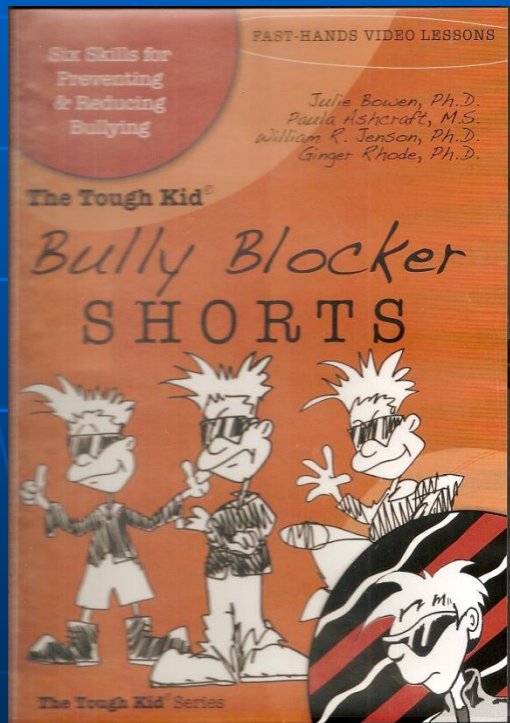


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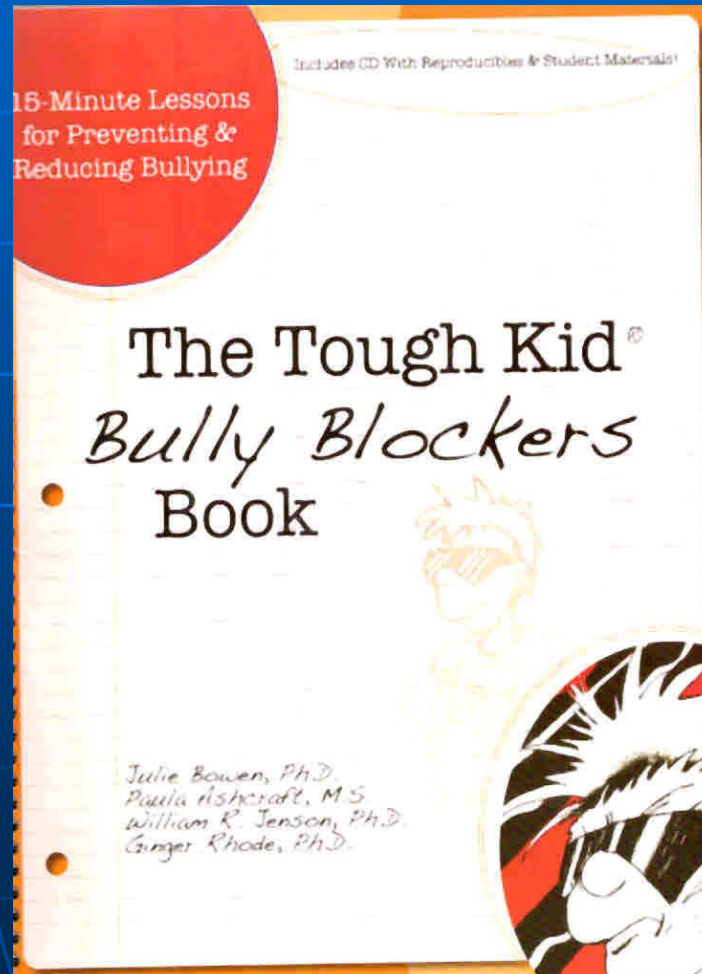


Tough Kid Bully Blockers:

15-Minute Lessons for Preventing and Reducing Bullying



DVD



What This Book Will Do For You

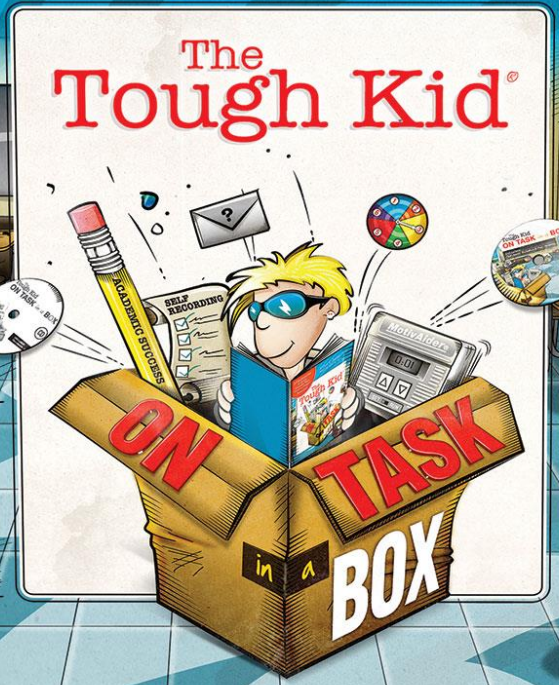
- Provides
- **Prevention**
- **Intervention**
- Increases school awareness about bullying
- Grades 1-6
- Use in regular or special education
- Proactive and positive

Definition of a Bully

- Fast Hands Animation

A Functional Kit
to Assist
Students With
Chronic Off-task
Behaviors

*William R. Jenson, Ph.D.
Marilyn Sprick, M.S.*



FUNCTIONAL BEHAVIOR ASSESSMENT

of Bullying



FUNCTIONAL BEHAVIOR ASSESSMENT

of Absenteeism & Truancy

*William R. Jenson, Ph.D., Jessica Sprick, M.S.,
Randy Sprick, Ph.D., Holly Majszak, M.Ed.,
Linda Phosalj, B.A., Cal Evans, M.Ed.,
Daniel Olympia, Ph.D., Cristina Teplick, M.S.*

ABSENTEEISM & TRUANCY

Interventions & Universal Procedures

*William R. Jenson, Ph.D., Jessica Sprick, M.S.,
Randy Sprick, Ph.D., Holly Majszak, M.Ed.,
Linda Phosalj, B.A.*

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?

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Tough Kid Bully Blockers

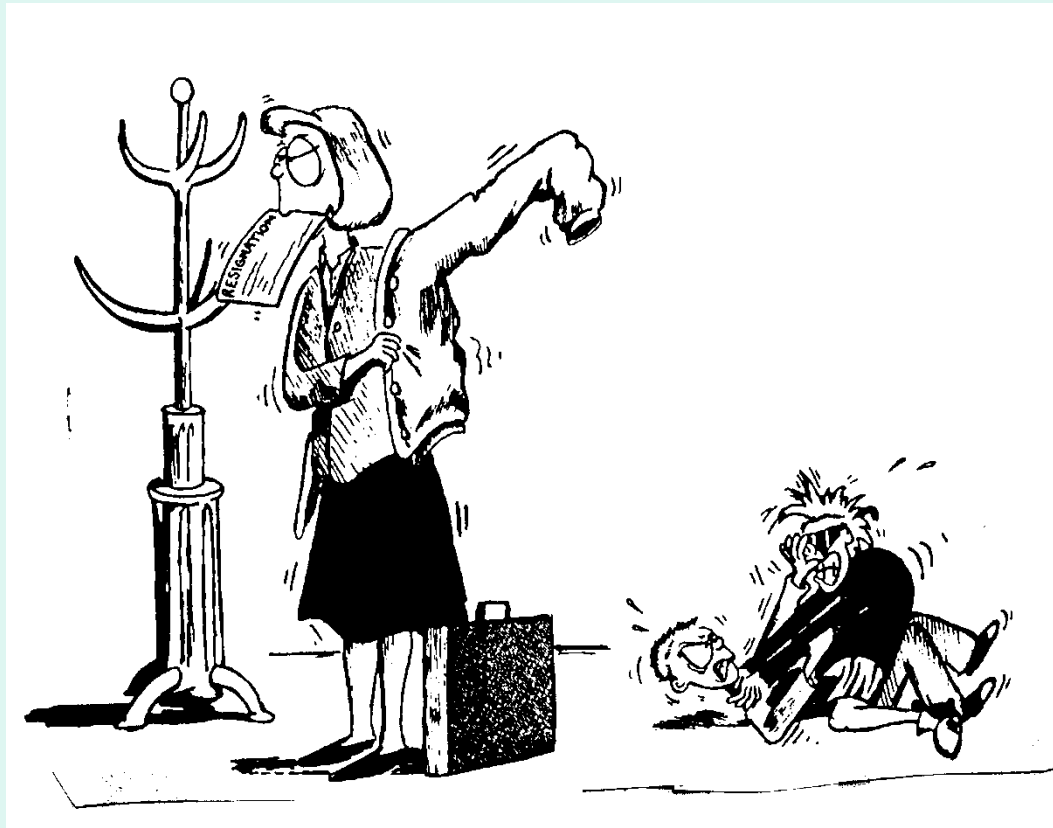
- Clarke-Smith, S., Olympia, D.E., Bowen, J. Jenson, W.R., Springer, B. & Belnap, B. (2007) *Validation of a schoolwide bullying prevention program: the Daybreak experience*. Paper presented at the National Association of School Psychologists, New York, NY.
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Tough Kids: Practical Behavior Management

Tough Kids -Who Are They?



Tough Kids Are One of the Reasons Teachers Leave Teaching

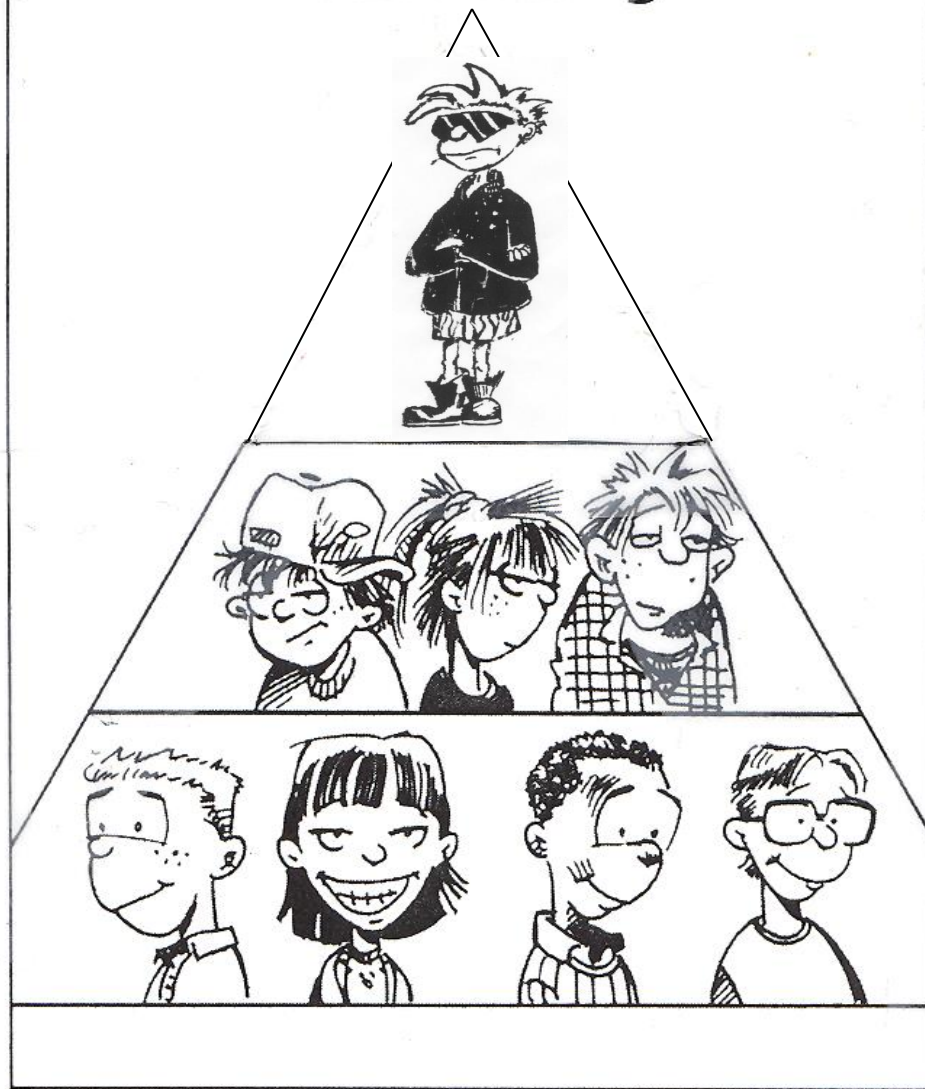


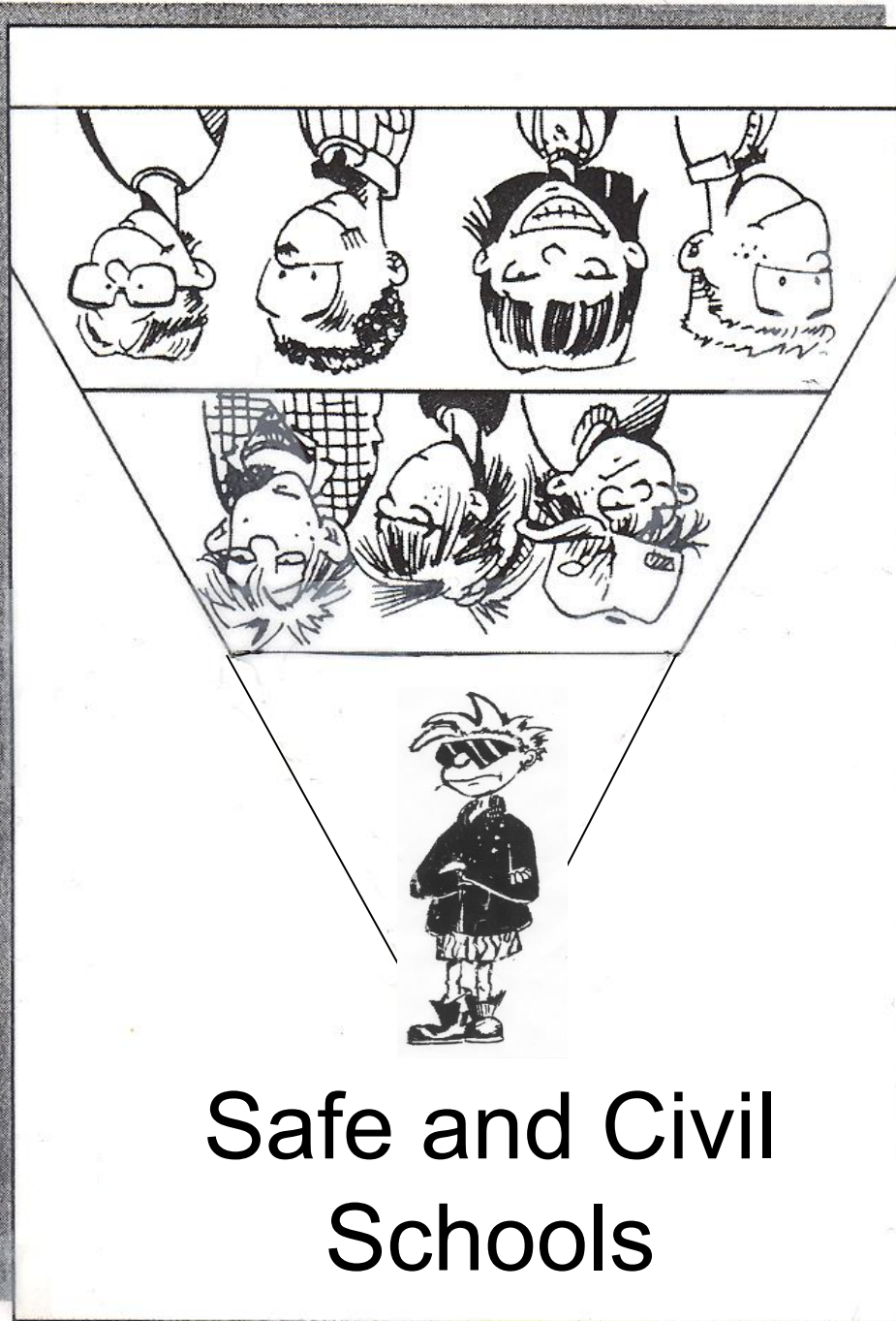
“ I Quit”

Colleges and Universities Seldom Teach Practical Behavior Management and Discipline Courses



Student Intervention Needs Triangle





Safe and Civil
Schools

Commonly Used Labels for Tough Kids

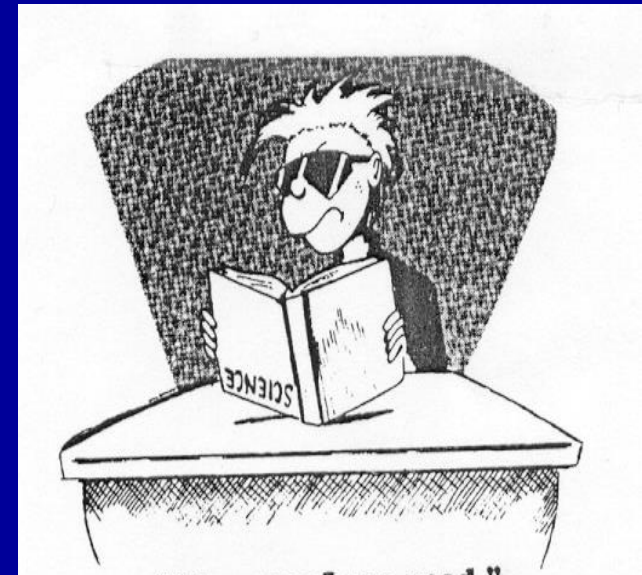
- Behaviorally Disordered (BD)
- Seriously Emotionally Disturbed (SED)
- Conduct Disordered (CD)
- Oppositionally Defiant Disordered (ODD)
- Attention Deficit Hyperactivity Disordered (ADHD)
- Reactive Attachment Disordered (RAD)
 - Disinhibited Social Engagement Disorder (DSED)
- Intermittent Explosive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

Tough Kid Definition



Make Me

- *Behavior Excesses*
 - Noncompliance
 - Aggressive
 - Argumentative
 - Destroys Property
- *Behavior Deficits*
 - Contingency Governed – Not rule governed
 - Poor Social Skills
 - Academic Deficits



Of Course I Can Read

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.

Year	% of first-graders scoring above national median*	Year	% of first-graders scoring above national median*
1980	34.4	1986	57.2
1981	40.5	1987	59.4
1982	36.2	1988	52.8
1983	48.4	1989	53.5
1984	59.7	1990	51.0
1985	54.3	1991	25.7

*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

Things That Need to Be Considered for Levels Two and Three for RTI

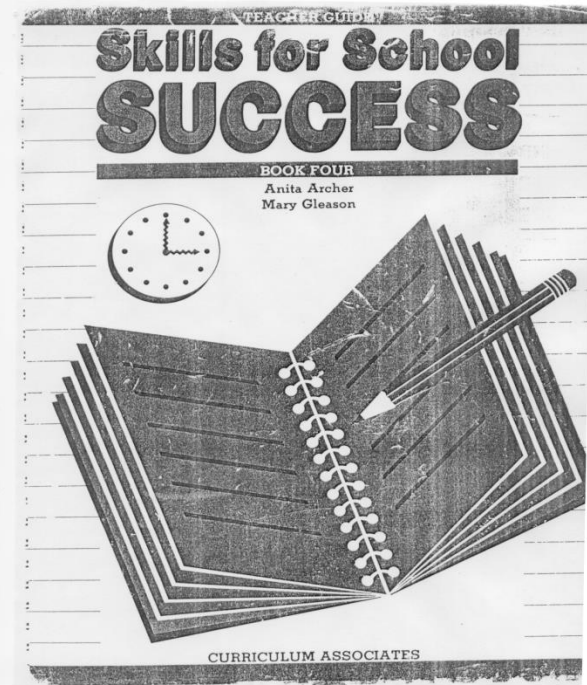
- More of the same- ***Extended Practice***-Mileage
- ***Condition Aversion*** to Academics Because of Failure (Heavy Metal Poisoning)-Skiing Example
- Problem-Students have to do more of what they dislike (***Motivational Issues***)
- ***Accelerate the Learning*** Curve-Learning More and Learning Fast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

Study Skills Programs

- Extract, Organize, and Regurgitate

Skills for School Success—Scope and Sequence	Book			
	3	4	5	6
School Behaviors and Organization Skills				
Using Appropriate Before-Class Behaviors	I	E	R	R
Using Appropriate During-Class Behaviors	I	E	R	R
Organizing and Using Notebooks	I	E	R	R
Writing Entries on an Assignment Calendar	I	E	R	R
Using a Calendar to Plan Homework	I	E	R	R
Getting Ready to Do Homework	I	E	R	R
Completing Homework	I	E	R	R
Organizing Assignments on Papers (HOW)	I	R	R	R
Organizing Desks and Other Materials	I	R	R	R
Learning Strategies				
Strategies for Gaining Information and Responding in Class				
• Completing Assignments with Directions	I	E	R	R
• Memorizing/Studying Information (RCRC)	I	E	R	R
• Answering Chapter Questions	I	E	R	R
• Proofreading Written Assignments	I	E	R	R
• Previewing Chapter Content (Warm-Up)	I	E	R	R
• Reading Expository Chapters (Active Reading)	I	E	R	R
• Taking Notes on Written Material	I	E	R	R
• Taking Notes on Lectures	I	E	R	R
Strategies for Studying for and Taking Tests				
• Multiple-Choice Tests	I	E	R	R
• True-False Tests	I	E	R	R
• Short-Answer Tests	I	E	R	R
• Content-Area Tests	I	E	R	R
• Skill-Based Tests	I	E	R	R
Textbook Reference Skills				
Using the Table of Contents	I	E	R	R
Using the Glossary	I	E	R	R
Using the Index	I	E	R	R
Selecting the Appropriate Reference Source	I	E	R	R
Locating Information on the Title Page	I	E	R	R
Using the Copyright Page	I	E	R	R
Using Other Reference Lists	I	E	R	R
Graphics				
Reading and Interpreting Graphics				
• Pictographs	I	E	R	R
• Pie Graphs	I	E	R	R
• Vertical Bar Graphs	I	E	R	R
• Line Graphs	I	E	R	R
• Horizontal Bar Graphs	I	E	R	R
• Tables	I	E	R	R
Comparing Information on Graphs of Same Type				
Interpreting and Comparing Information from Different Types of Graphs	I	E	R	R
Reference Books				
Alphabetizing	I	E	R	R
Locating Words Quickly in a Dictionary	I	E	R	R
Reading and Interpreting Dictionary Entries	I	E	R	R
Locating Entries in an Encyclopedia	I	E	R	R
Locating Information in Encyclopedia Entries	I	E	R	R

I = INTRODUCED The skill or strategy is introduced at this level.
 E = EXTENDED The skill, strategy, and/or instructional examples are extended and therefore are more difficult.
 R = REVIEWED The skill or strategy is systematically reviewed and maintained.



Assumptions for Tough Kids

Assumption 1:

Tough Kids are managed not cured

Assumption 2:

There are multiple causes for Tough Kids

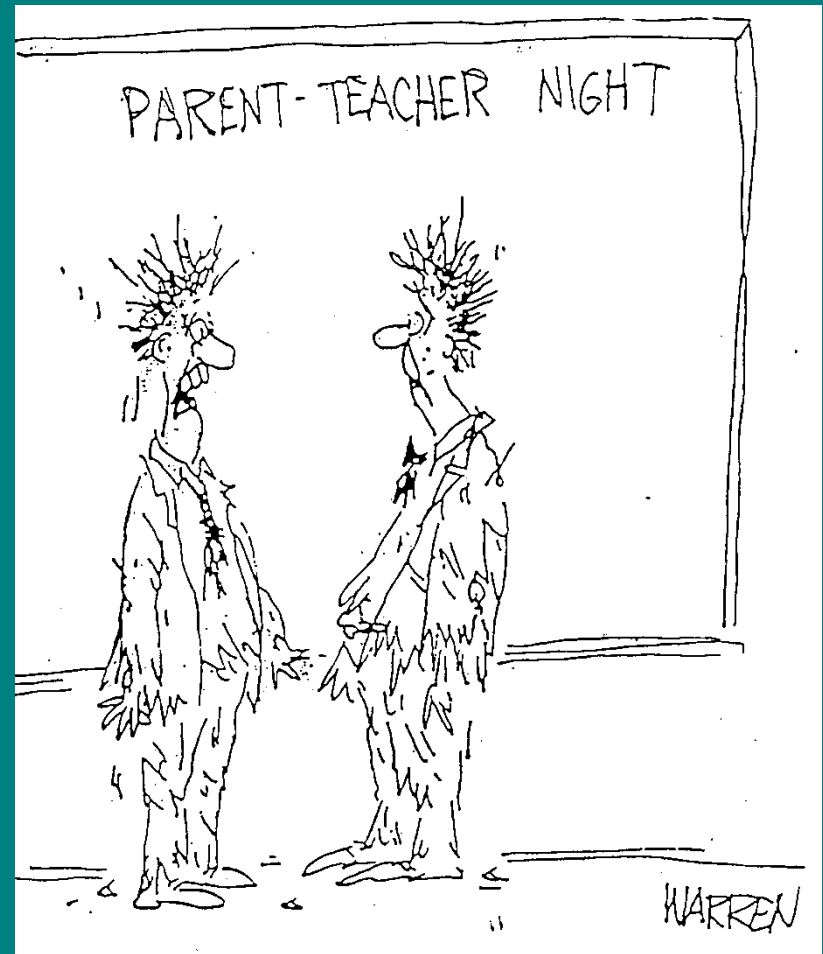
Assumption 3:

Positives work best with Tough Kids

Assumption 4:

Mystery assumption?

(You have to like the kids and their behaviors)

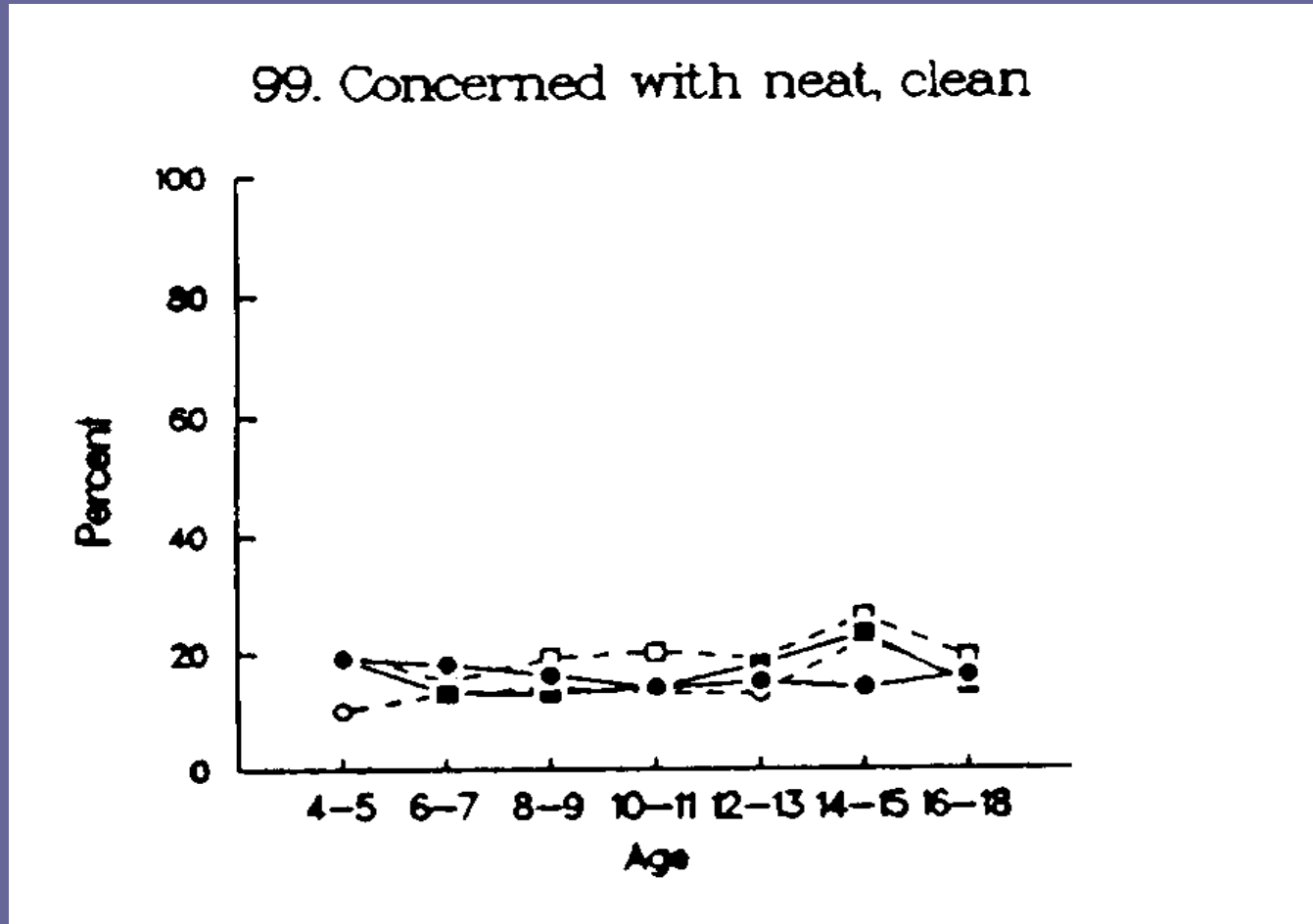


You Must be Timmy's Dad. I'm Timmy's Teacher.

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

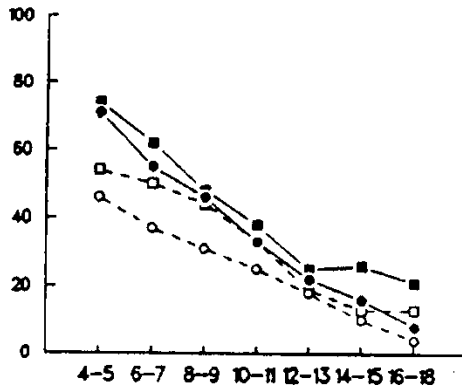
What Children Grow Out of and Do Not Grow Out Of



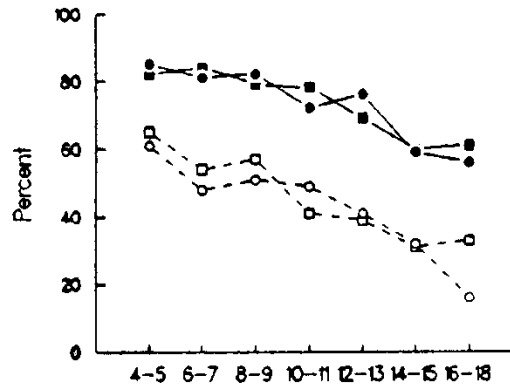
Source: Achenbach T. A. (1991) *Manual for the Child Behavior Checklist/4-18*.
Burlington, VT: University of Vermont.

What Goes Away Naturally

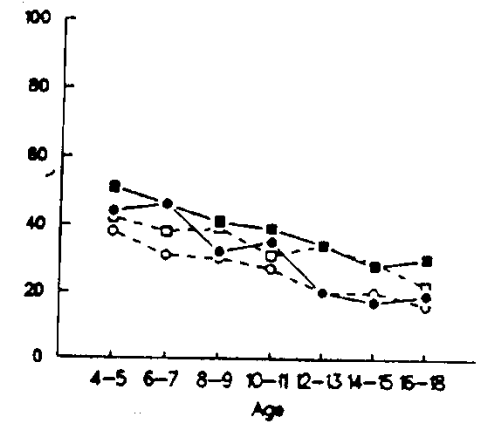
109. Whining



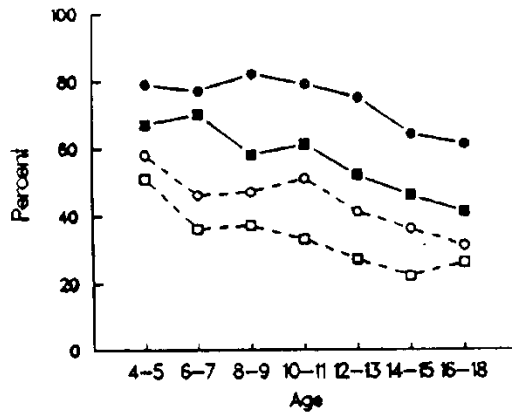
19. Demands attention



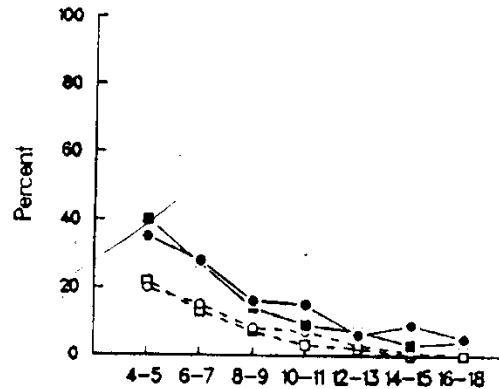
29. Fears



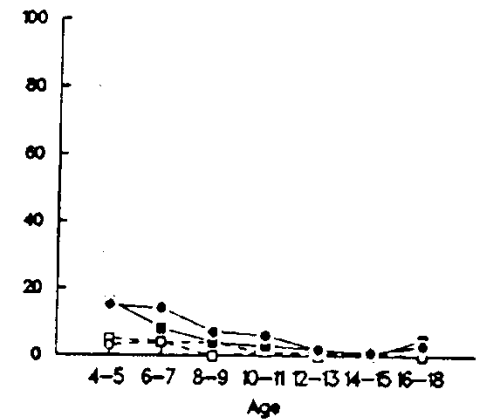
10. Can't sit still



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](#)

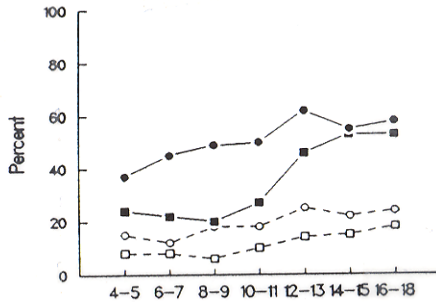
UCAN Poop Too: Encopresis

- <http://www.ucanpooptoo.com/>
- University Of West Virginia-Department of Pediatrics
- 12 Years of Research
- On-Line Treatment
- 20 On-Line Modules

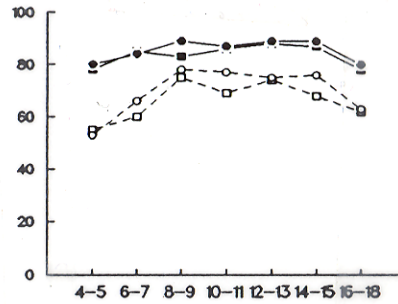


Behaviors That Do Not Go Away

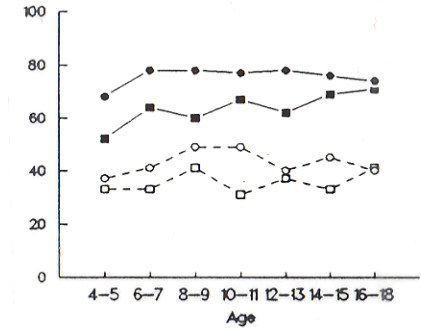
90. Swearing



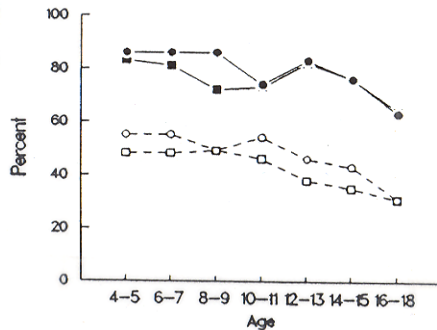
3. Argues



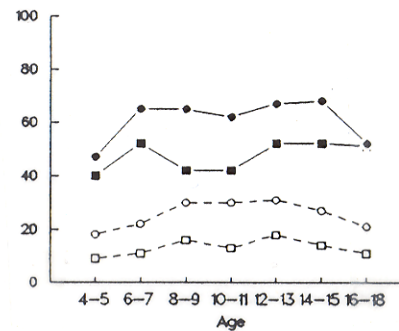
41. Acts without thinking



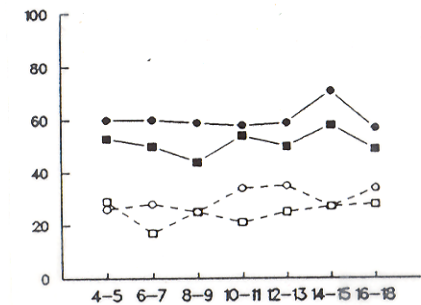
22. Disobeys at home



23. Disobeys at school

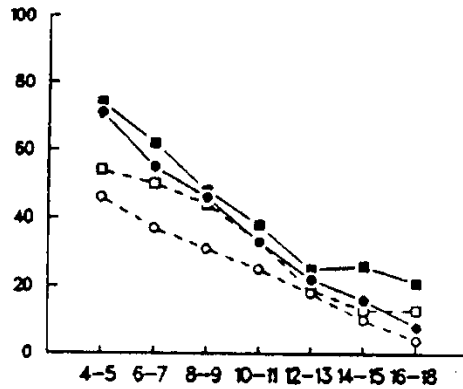


26. Lacks guilt

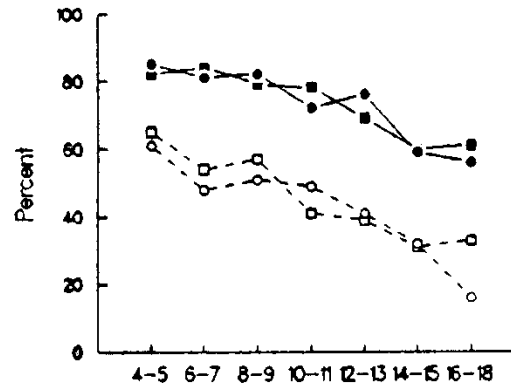


What Goes Away Naturally

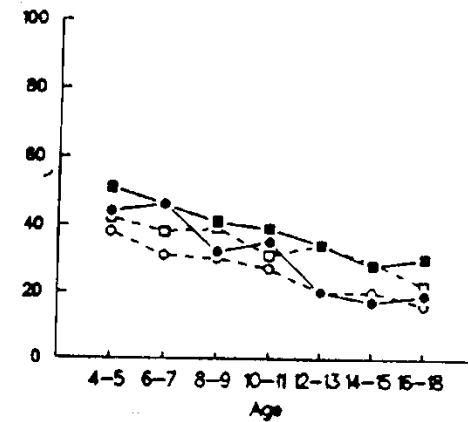
109. Whining



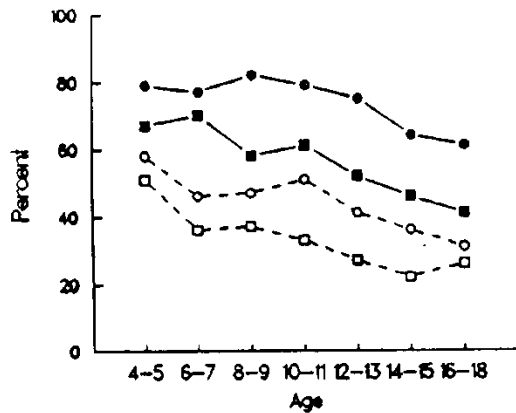
19. Demands attention



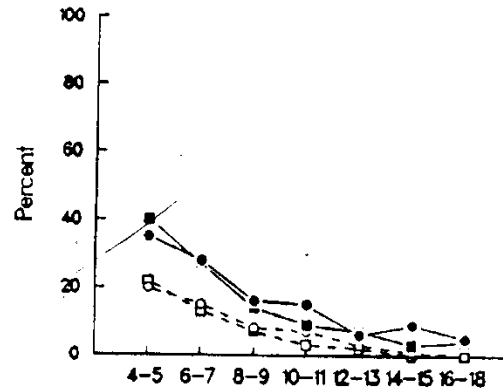
29. Fears



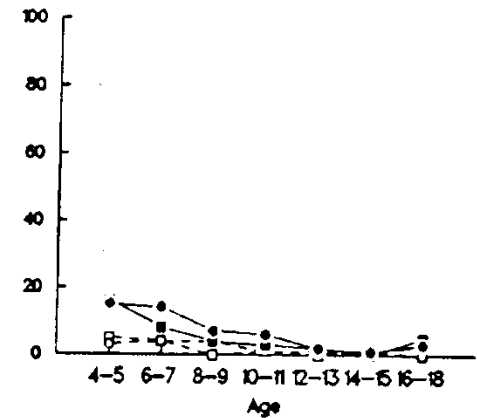
10. Can't sit still



108. Wets bed

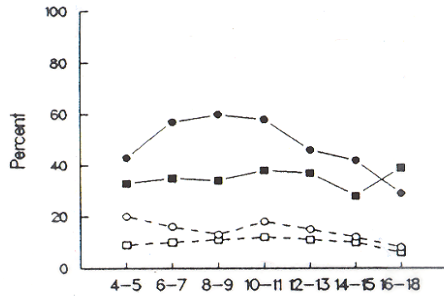


6. BM outside toilet

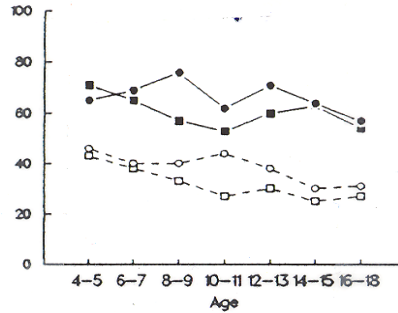


Stable and Social Behaviors

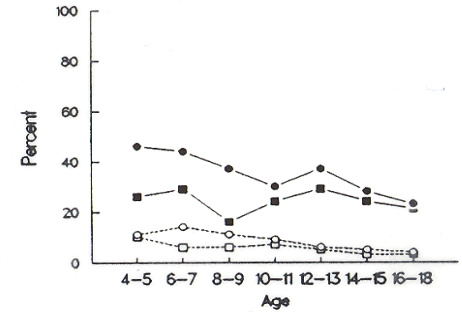
37. Fighting



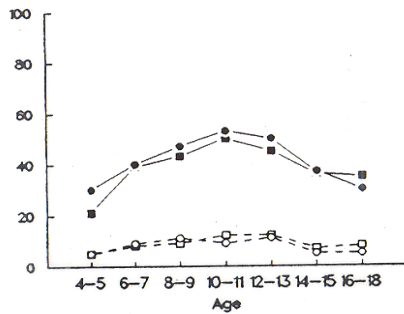
95. Hot temper



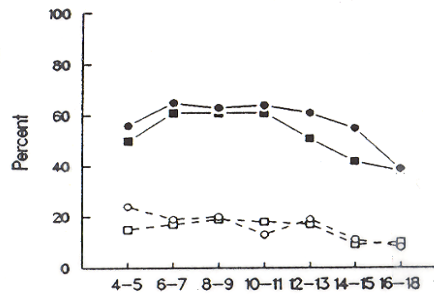
57. Attacks people



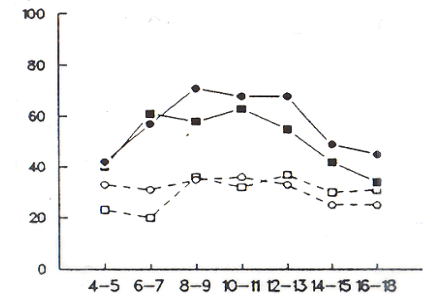
48. Not liked



25. Doesn't get along

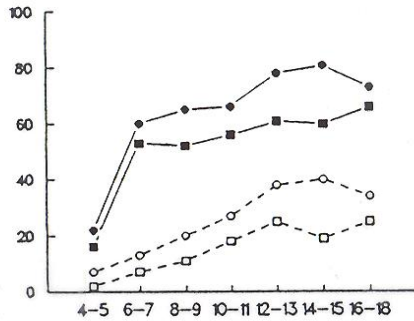


38. Is teased

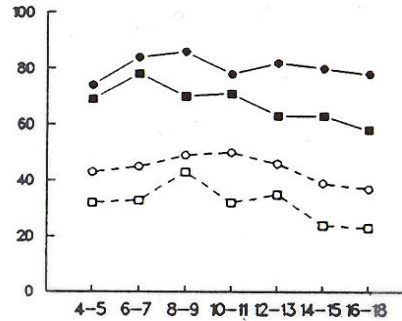


School and Age 10 Behaviors

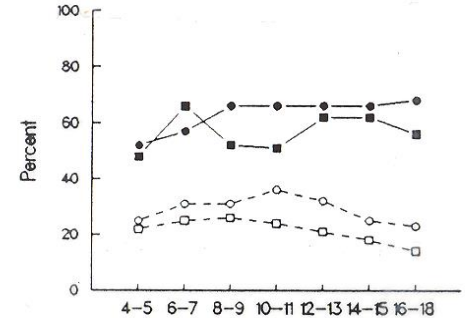
61. Poor school work



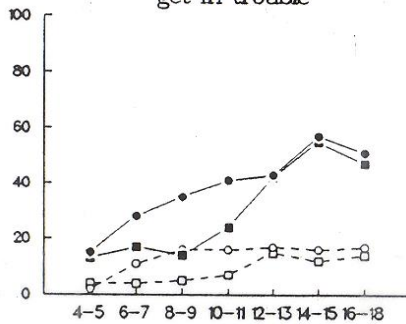
8. Can't concentrate



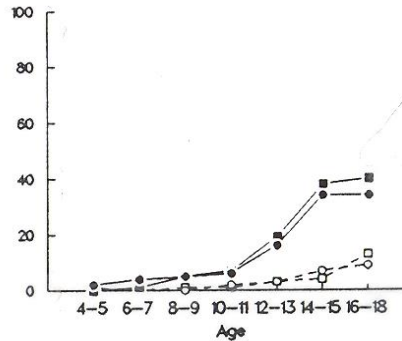
43. Lying, cheating



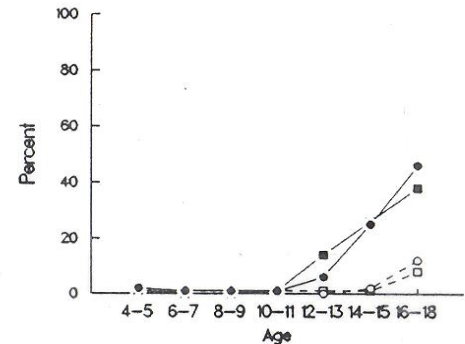
39. Hangs around kids who get in trouble



101. Truancy



105. Alcohol, drugs



Am J Public Health. 1994 September; 84(9): 1394–1401.

PMCID: PMC1615171

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.

Am J Public Health. 2004 June; 94(6): 1027–1029.

PMCID: PMC1448384

Project D.A.R.E. Outcome Effectiveness Revisited

- *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.

Adopt

JASON BURROW-SÁNCHEZ, PH.D.

ADVANCING DECISION MAKING
AND PROBLEM SOLVING

FOR TEENS



Session #	Session Content
1	Introduction to the ADAPT Program
2	How Do I Solve Problems? 4-Ws Problem-Solving Model
3	Why Do Things Happen to Me? Decision-Making Chains
4	Why Do I Do That? Part I. Mapping and Understanding Problem Behaviors
5	Why Do I Do That? Part I. Mapping Alternative Behaviors
6	What Are Drugs and What Do They Do?
7	How Do I Refuse Drugs? Triggers, Communication, Reasons
8	How Do I Communicate Better With Others? Assertive Communication Skills
9	How Do I Manage My Anger?
10	How Do I Manage My Negative Mood?
11	How Do I Get The Support I Need From Others?
12	Ending the Program and Additional Support

