

# Teaching Between the BOOMs & Goal Scaling Strategies

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**We don't get to decide if we have challenging students in our classrooms, but certainly can decide how we respond to them.**

-Carol Ann Tomlinson

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Remember...  
the challenging behaviors we see may be only the tip of the iceberg

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### A student's challenging behavior...

= the most efficient way to **meet their wants and needs** right now  
...With their current skill set  
...In the present situation

**= Bad Habits**



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"All big things come from small beginnings. The seed of every habit is a single, tiny decision. But as that decision is repeated, a habit sprouts and grows stronger. Roots entrench themselves and branches grow. The task of breaking a bad habit is like uprooting a powerful oak within us. And the task of building a good habit is like cultivating a delicate flower one day at a time."

-James Clear, *Atomic Habits*

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### Changing Habits (Between the BOOMs)


1. Prevention - still worth its weight in gold
1. Start small - a 1% change can make a big difference over time
1. Momentum - score that first win, celebrate, and score another win
1. Teach replacements - make it obvious, make it easy, make it satisfying



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### Positive relationships are central to the learning process

- ↑ Engagement
- ↑ Motivation
- ↑ Coaching
- ↑ Trust




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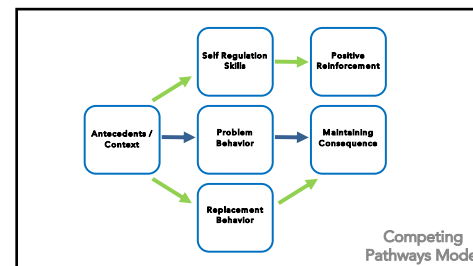
### Replacement Behaviors

**Problem behaviors are "Bad Habits"**  
 = a means of coping or meeting wants & needs  
 = short-term payoff and long-term side-effects

How could our students respond differently...  
 ...to better meet **their** wants and needs?

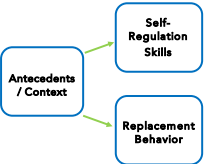


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### Identifying Behavioral Habits to Teach



**Self-Regulation Skills**  
*Examples:*  
 Accepting "No"  
 Delayed gratification  
 Perseverance

**Replacement Behavior**  
*Examples:*  
 Requesting a break  
 Asking for help  
 Appropriate requests

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### Steps to teaching replacement habits and new skills

1. Identify skills to teach
2. **Practice** and **rehearse** in supportive settings
3. **Practice** and **rehearse** in target settings
4. Encourage, motivate, celebrate effort
5. Gradually expand independence

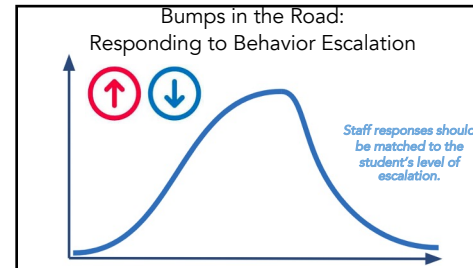


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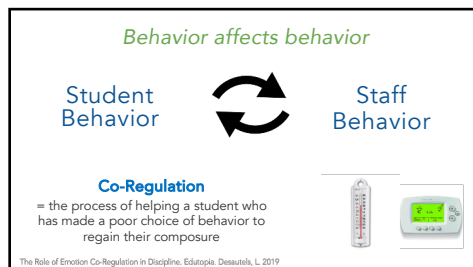
**Teaching Replacement Behaviors & Self-Regulation Skills**

Steps	Strategies
<b>Teach</b> student how to use replacement behaviors	Guided discussion, social skill lessons, modeling, role-play, scripts, social stories, others...
<b>Prompt</b> student when to use replacement behaviors	Verbal, visual, checklists, gestures, cueing systems, choices, others...
<b>Motivate</b> and reinforce student for using replacement behaviors	Student specific, items, activities, privileges, social incentives, peers, home-based, others...

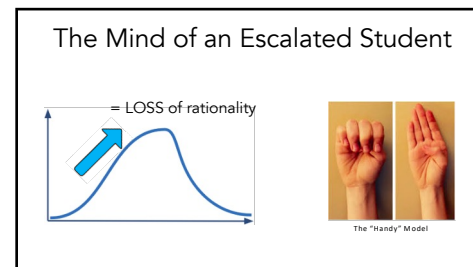
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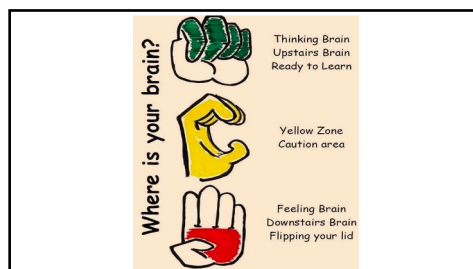
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**Power Struggles**

**Begin with:**

- Noncompliance
- Ignoring instruction
- Refusing to following directions
- Disrespectful language/behavior
- Defiance


**Continue with:**

- A challenge by the adult
- Escalated voice volume
- Threats
- Intimidation

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**Activity: Ethan**

1. Watch video
1. Assess context and function
1. Identify replacement behaviors and self-regulation skills to teach
1. How can we teach, prompt, and motivate Ethan to practice and learn these new skills?



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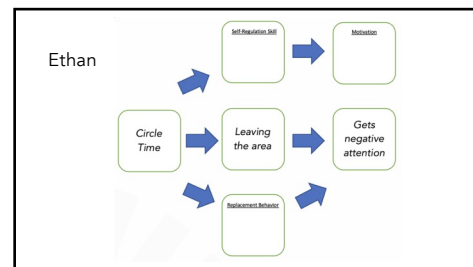
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**Remember...**  
**Replacement behaviors and new habits MUST be:**

- ✓ Practiced regularly
- ✓ Efficient and easy to use
- ✓ Reinforced consistently



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**Learning new skills takes time!**

**Shaping new behaviors requires time & support**  
 Consider a roadmap to guide teaching and goal setting

Where are they now? Where do we expect them to be



- Celebrate small successes!
- Initially, focus on progress in supportive settings...
- Work up to using skills in target settings

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**Behavior Goal Scaling**

- Complements behavior planning efforts
- Conducted before OR after developing a behavior plan
- Match effective interventions
- Map out behavior shaping objectives
- Explore implementation and roll-out strategies
- Progress monitoring tool

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The screenshot shows a software interface for a student named Shana Burton. The interface is organized into several sections:

- Header:** Student Name: Shana Burton, Student ID: [redacted], Student Support: [redacted], Goals: [redacted]
- Present Levels of Performance:** A text area containing a description of the student's current skills and needs.
- Initial Objectives:** A list of objectives with checkboxes for selection.
- Secondary Objectives:** A list of secondary objectives with checkboxes for selection.
- Target Goal:** A text area for defining the target goal.
- Exceeds Target Goal:** A text area for defining the criteria for exceeding the target goal.
- Progress Monitoring:** A section for tracking the student's progress over time.

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**Goal Scaling: Ethan**

Present Levels of Performance	
Initial Objective	
Secondary Objective	
Target Goal	
Exceeds Goal	

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**Thank you very much for  
your participation!**

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