

BEN SPRINGER

HAPPY KIDS

DON'T

**PUNCH
YOU IN THE
FACE**

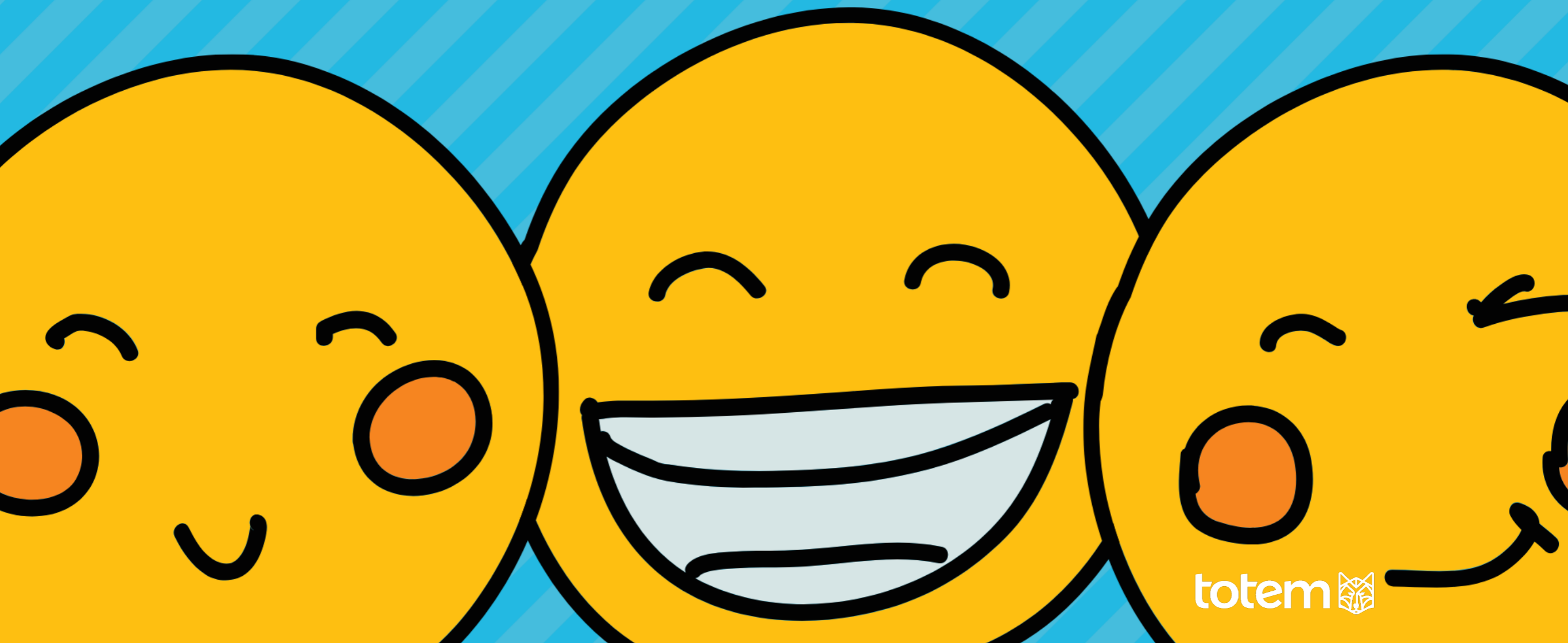
A Guide to Eliminating
Aggressive Behavior in School

BYU Instructional Leadership Conference 2019

Ben Springer, Ph.D., NCSP

Hello there!

- Nationally Certified School Psychologist
- Director of Special Education
- Author
- Totem PD
- Family Man

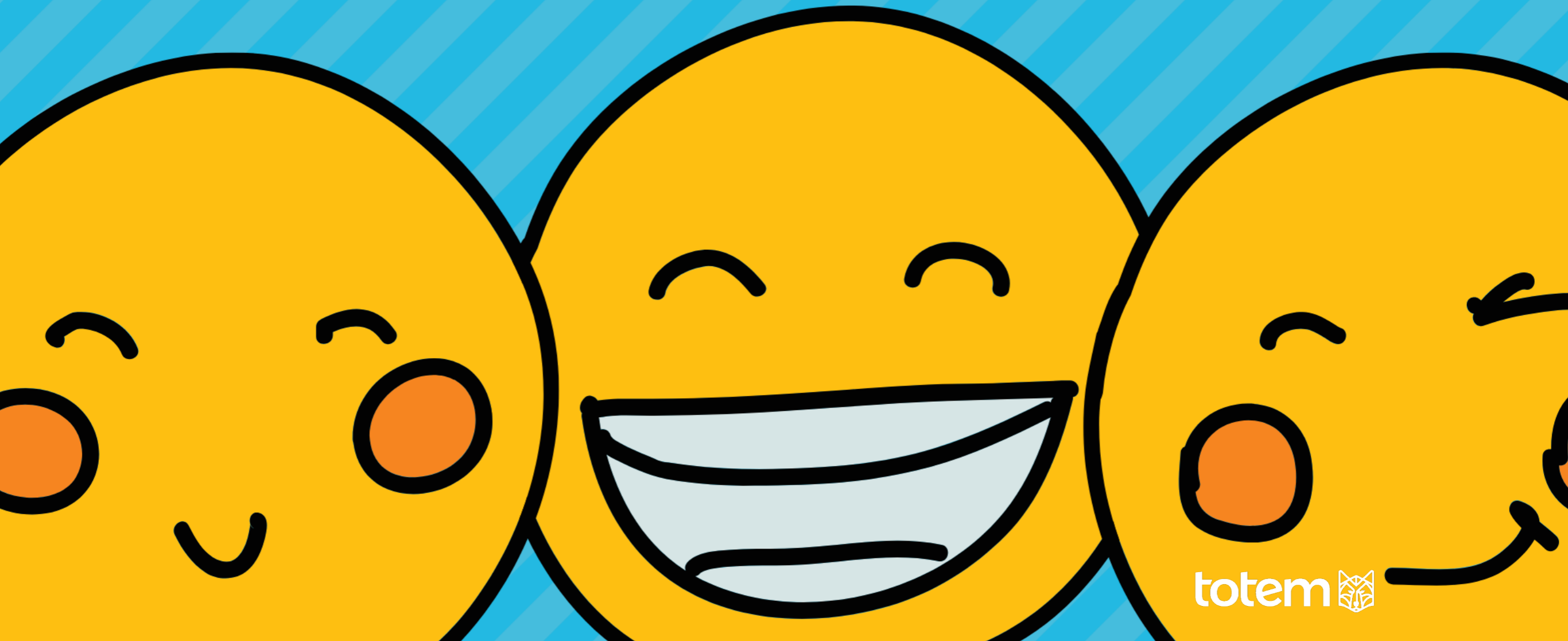


First Time I Was Punched in the Face:

Residential
Treatment
Center

“Trained to
Restrain”

Punched in the
face.

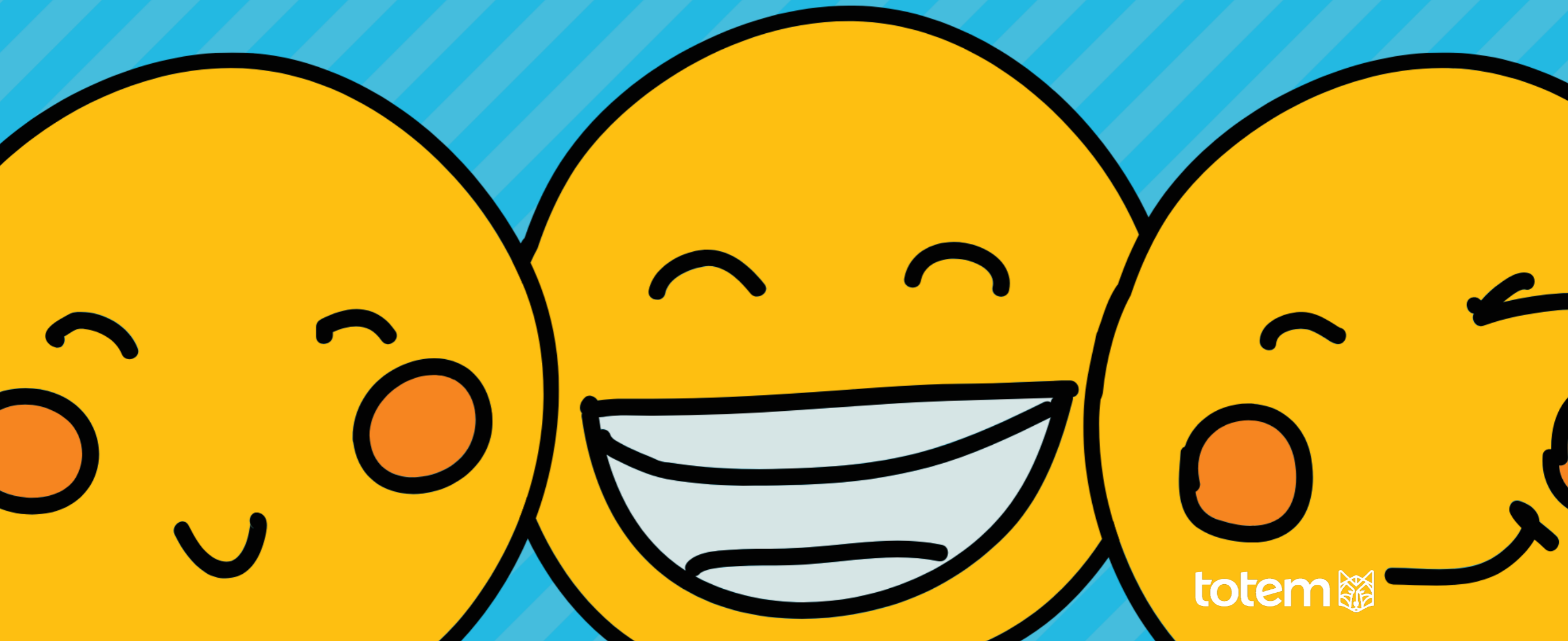


Second Time I Was Punched in the Face:

After School
Program

Gang Initiation
(Not Mine)

Punched in the
Face

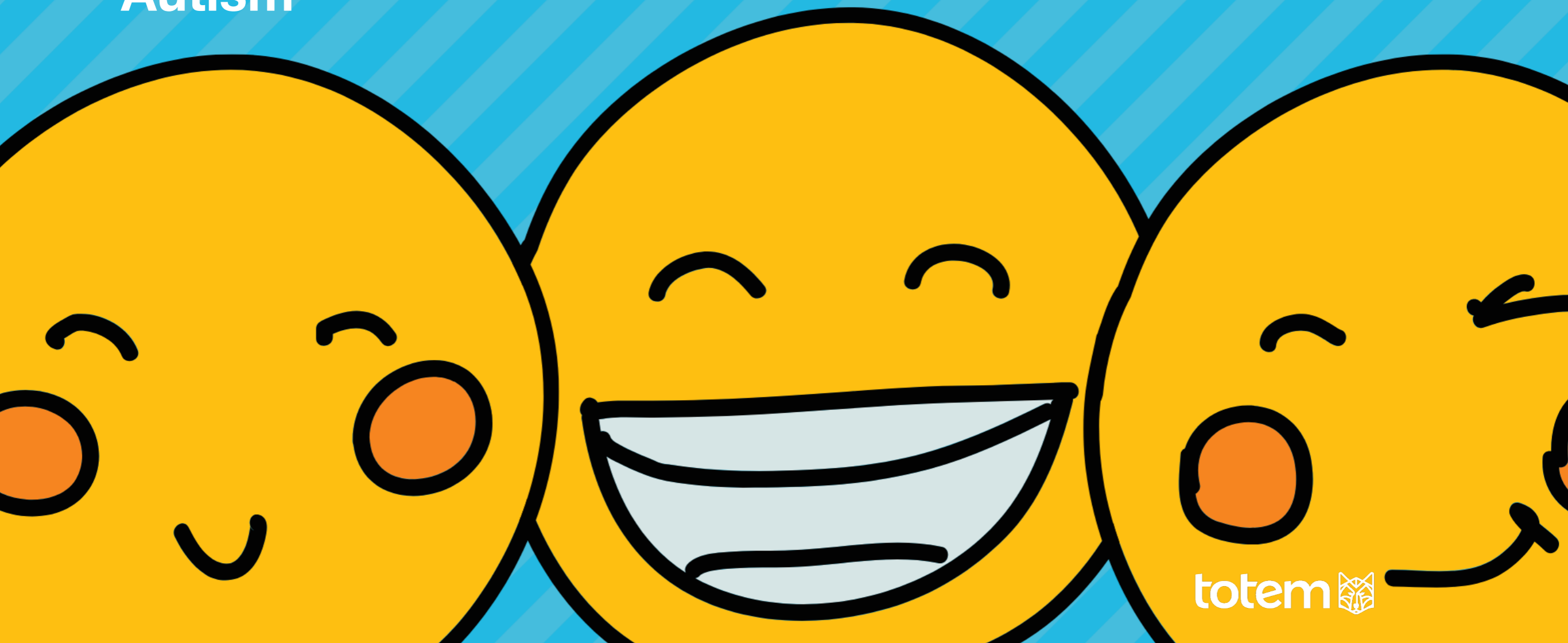


Third Time I Was Punched in the Face

School For
Children with
Autism

Assisting Child
to Time Out
Room

Punched in the
Face



Applied Behavioral Analysis

- **Functions of Human Behavior**
- **Positive Behavior Support Plans**
- **Data Collection**
- **(Never Believe the Soundbite)**

Multi-Tiered Systems of Support

- The Triangle of Power
- Sugai & Horner: “Respect the Process.”
- Our only hope.

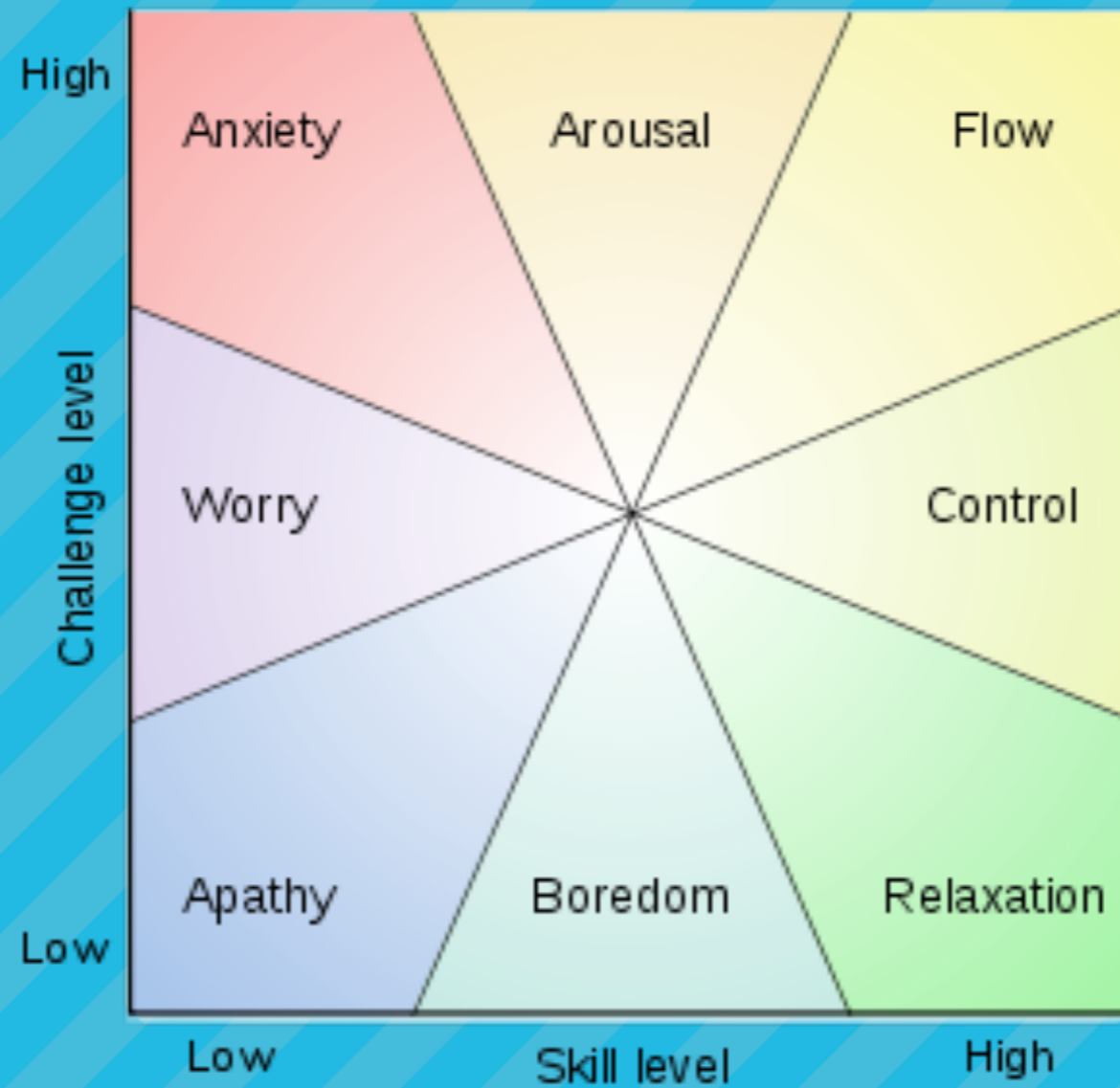
Positive Psychology

- Seligman & Csikszentmihalyi
- Shannon Suldo
- Kehle & Bray: RICH Theory

**“Raising children, I realized, is
vastly more than fixing what is
wrong with them.
It is about identifying and nurturing
their strongest qualities, what they
own and are best at,
and helping them find niches in
which they can best live with these
strengths.”**

Martin Seligman

Got Flow?



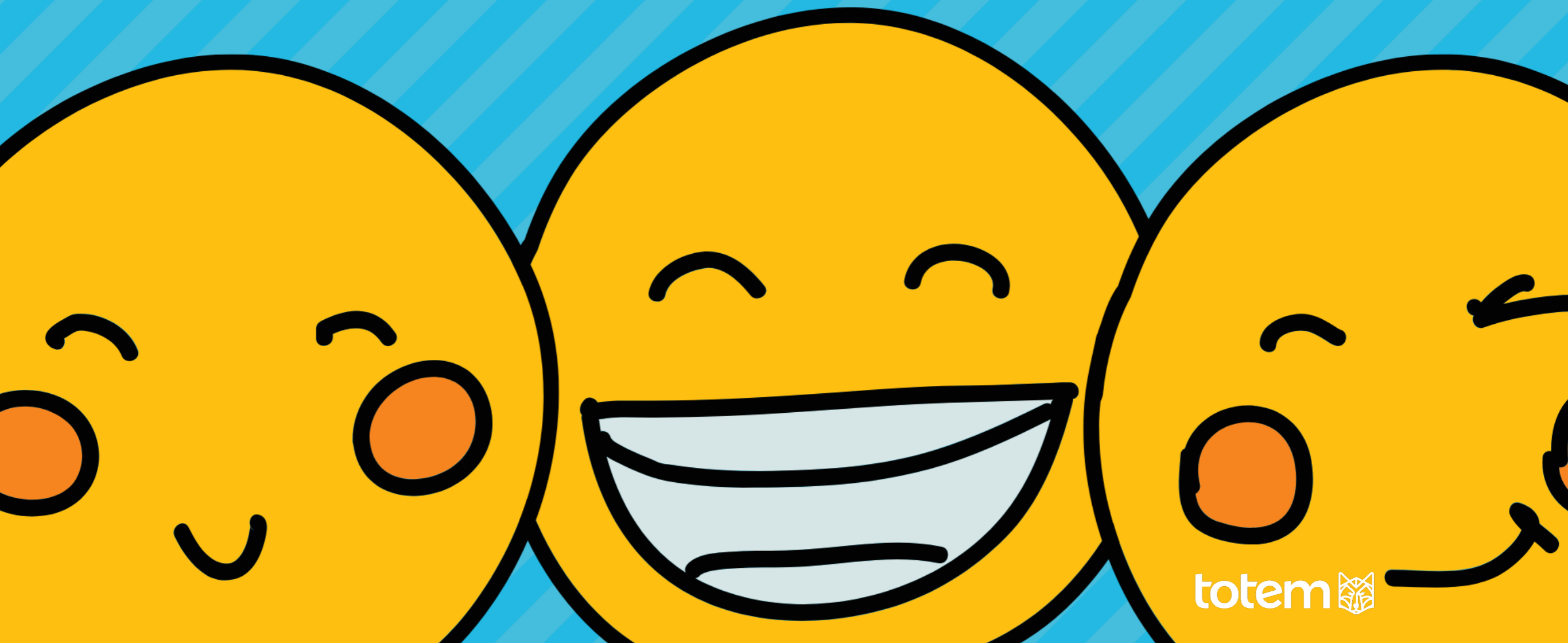
RICH Theory & IEPs

Resources

Intimacy

Competence

Health



S.E.E.R.E.D.

totem 

S.E.E. R.E.D. (Building Rapport with Difficult Students)



Self-Efficacy

Always start with the belief the student can change their behavior. Let the student know you believe this.



Express Empathy

This is what it's all about. Regardless of how difficult the student's behaviors are, make a real effort to imagine what it's like living in their shoes. Once you've spent some time in that mindset, share what you

The Stage Model of Behavioral Change

(1) Precontemplation: Not yet considering change.

(2) Contemplation: Considering change.

(3) Preparation: Planning and communicating change.

(4) Action: Making the behavior change.

Stage Model of Behavioral Change:

1. Pre-Contemplation (Not yet.)
2. Contemplation (I'm thinking about it.)
3. Preparation (I'm kinda making some plans.)
4. Action (I'm doing this.)
5. Maintenance (I've done this—and have recovered from setbacks.)

The Pygmalion Effect

Teacher's Belief of Student Ability

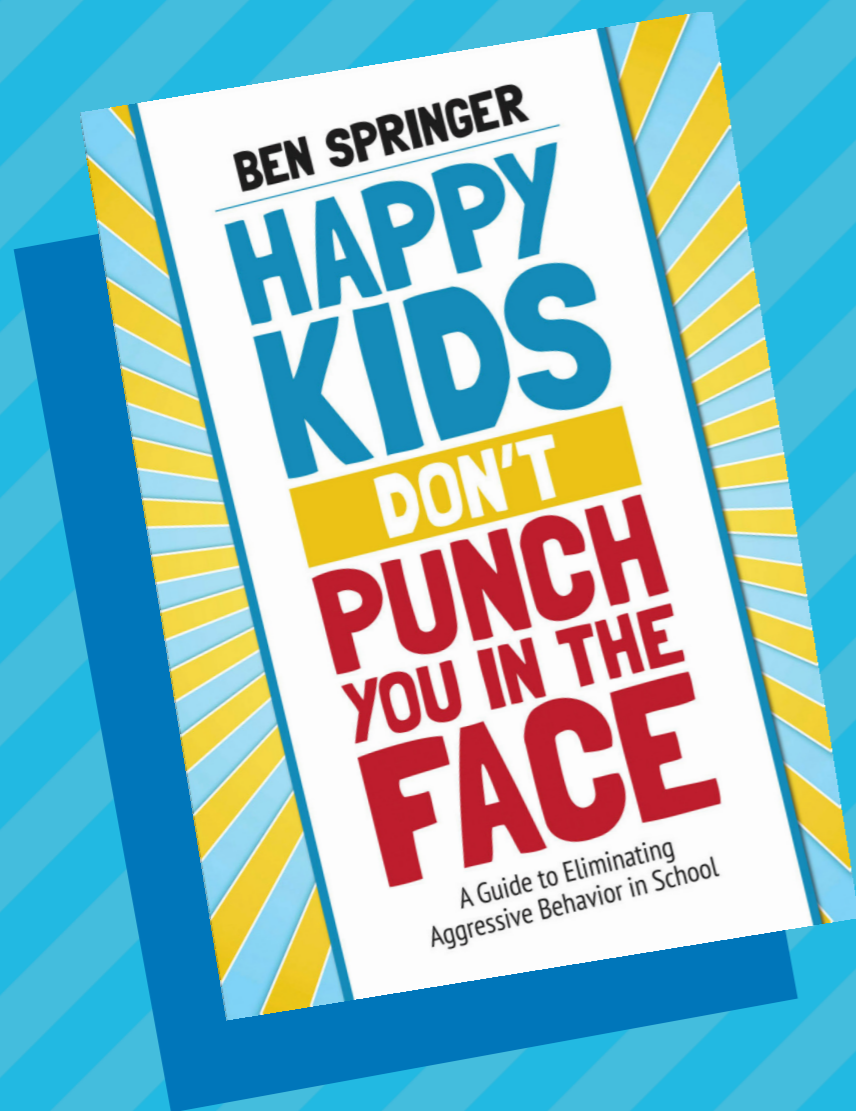
Reinforces the
Teacher's Belief of
Student Ability

Influences Way the
Teacher Teaches

Impacts Students'
Actions Towards
the Teacher

Impacts Students'
Beliefs About Their
Own Abilities

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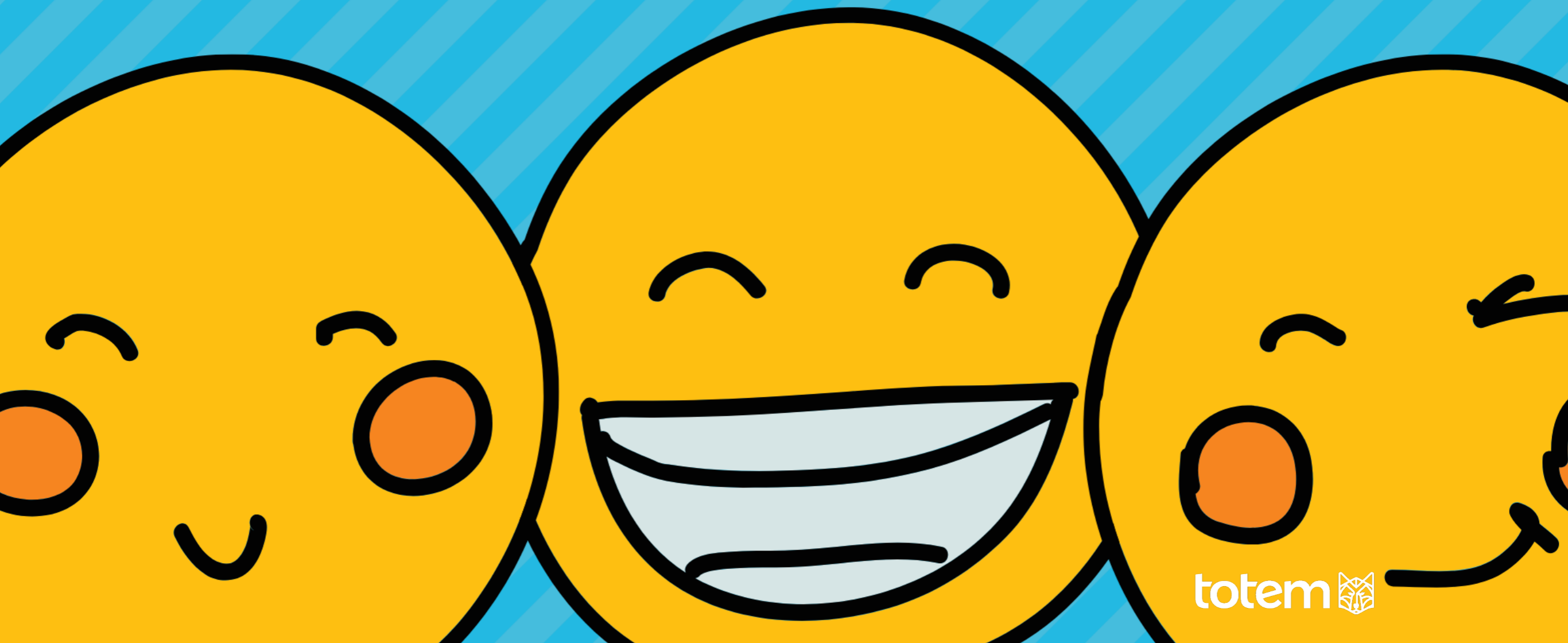
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Thank you!

Ben Springer

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