Disruption in the Classroom: Prevention, Response, and Restoration

Agenda

Section 1: Overview
- A Student in Crisis
- A Teacher’s Challenge
- Pre-test

Section 2: Mental Health Needs of Students
- Prevalence
- Medical Trends
- Common Childhood Mental Disorders: ADHD, Anxiety, Depression
- The Impact of Poverty

Section 3: Classroom Environment
- A Model of Prevention, Response, and Restoration
- Efficacy of positive teacher-student relationships
- Creating a Safe Place
- Strength-based Classroom
- Solution-focused Brief Therapy Techniques

Section 4: Crisis Response
- Establishing a Plan
- Activity: Creating a Plan
- Early Warning Signs
- Imminent Warning Signs
- Responding to Disruptive Behavior
- The ABC’s of Crisis Response

Section 5: Restoration
- Psychological Intervention: Psychological First Aid
- Reintegration into the Classroom
- Using SFBT to help the student reintegrate
- Changing Behavior Through Positive Behavioral Interventions
- Post-test
Pre / Post Teacher Survey

Mark a Y for ‘yes’ or an N for ‘no’ for each statement.

______1. I am able to identify one solution-focused therapy technique that can be used in my classroom.

______2. I am able to identify at least two early warning signs of a student who may be at-risk of having an emotional crisis.

______3. I am familiar with best-practices in responding to disruptive behavior.

______4. I am familiar with the A-B-C’s of crisis response.

______5. I have a concrete plan to follow in the event of an emotional crisis in my classroom.

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## Common Childhood Mental Disorders

### Attention-deficit/Hyperactivity Disorder Symptoms

#### Behavioral

**Inattention**
- Fails to give close attention to details/make careless mistakes
- Difficulty sustaining attention
- Does not seem to listen
- Lack of follow through
- Difficulty organizing tasks and activities
- Avoids/dislikes tasks requiring sustained mental effort
- Loses things
- Easily distracted
- Forgetful

**Hyperactivity/Impulsivity**
- Fidgets with hands or feet
- Difficulty remaining seated
- Runs about/climbs excessively
- Difficulty playing quietly
- On the go, “Driven by a motor”
- Talks excessively
- Blurs out answers before questions are asked
- Difficulty waiting turn
- Interrupts or intrudes on others

#### Cognitive
- Uses time inefficiently
- Fails to use appropriate problem-solving or recall strategies
- Learning disabilities
- Memory difficulties (difficulty memorizing rote information, forgetting to write down homework assignments, neglecting to bring home materials needed to complete homework assignments, forgetting to check assignment books when doing homework, forgetting to bring completed homework to school)
- Difficulties with social and adaptive functioning (poor self-help skills, limited insight into his or her problems, externalizing blame and becoming defensive when criticized, aggressive with peers, inflexibility, tantrums)
- Limited persistence
- Emotional reactivity

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Brock, Grove, Searls, & Martinez, 2008.

Sattler, Weyandt, & Willis, 2006.
## Anxiety Symptoms

<table>
<thead>
<tr>
<th>Behavioral</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Motor restlessness</td>
<td>• Concentration problems</td>
</tr>
<tr>
<td>• Fidgety</td>
<td>• Memory problems</td>
</tr>
<tr>
<td>• Task avoidance</td>
<td>• Attention problems</td>
</tr>
<tr>
<td>• Rapid speech</td>
<td>• Oversensitivity</td>
</tr>
<tr>
<td>• Erratic behavior</td>
<td>• Problem solving</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Worry</td>
</tr>
<tr>
<td>• Withdrawal</td>
<td>• Cognitive dysfunctions, distortions, deficiencies</td>
</tr>
<tr>
<td>• Perfectionism</td>
<td></td>
</tr>
<tr>
<td>• Lack of participation</td>
<td></td>
</tr>
<tr>
<td>• Failing to complete tasks</td>
<td></td>
</tr>
<tr>
<td>• Seeks easy tasks</td>
<td></td>
</tr>
</tbody>
</table>

Huberty, 2008.

## Depression Symptoms

<table>
<thead>
<tr>
<th>Behavioral</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Depressed mood</td>
<td>• All-or-none thinking</td>
</tr>
<tr>
<td>• Social withdrawal</td>
<td>• Catastrophizing</td>
</tr>
<tr>
<td>• Does not participate in usual activities</td>
<td>• Memory problems</td>
</tr>
<tr>
<td>• Shows limited effort</td>
<td>• Concentration problems</td>
</tr>
<tr>
<td>• Decline in self-care or personal appearance</td>
<td>• Attention problems</td>
</tr>
<tr>
<td>• Decreased work or school performance</td>
<td>• Negative view of self, world, and future</td>
</tr>
<tr>
<td>• Appears detached from others</td>
<td>• Automatic thinking</td>
</tr>
<tr>
<td>• Crying for no apparent reason</td>
<td>• Negative attributional style</td>
</tr>
<tr>
<td>• Inappropriate responses to events</td>
<td>• Negative affect</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Feelings of helplessness/hopelessness</td>
</tr>
<tr>
<td>• Apathy</td>
<td>• Low self-esteem</td>
</tr>
<tr>
<td>• Uncooperative</td>
<td>• Difficulty making decisions</td>
</tr>
<tr>
<td>• Suicide attempts</td>
<td>• Feels loss of control</td>
</tr>
<tr>
<td></td>
<td>• Suicidal thoughts</td>
</tr>
</tbody>
</table>

Huberty, 2008.
Early Warning Signs

- Environmental:
  - being a victim of violence
  - drug and alcohol abuse
  - gang affiliation
  - access to weapons

- Social:
  - social withdrawal
  - being bullied
  - intolerance of differences

- Emotional:
  - feelings of isolation
  - rejection
  - uncontrolled anger

- Behavioral:
  - low school interest
  - depictions of violence in writings or drawings
  - bullying others
  - a history of past aggressive or violent behavior
  - a history of discipline problems
  - serious threats of violence

Dwyer, Osher, & Warger, 1998
Imminent Warning Signs

- serious physical fighting with other students or family members
- severe destruction
- extreme rage for seemingly minor occurrences
- detailed threats of serious violence
- possession of a weapon
- self-injurious behavior
- threats of suicide

Dwyer, Osher, & Warger, 1998
Creating a Crisis Response Plan

Who I can call:  Principal: ____________________________________

Vice Principal: ________________________________

School Psychologist: __________________________

On-campus Security: __________________________

Other: _______________________________________

Other: _______________________________________

My Partner Teacher(s): __________________________

____________________________________

____________________________________

Where I can take students: __________________________

____________________________________

____________________________________

____________________________________
The ABC’s of Crisis Response

– Alert Response Staff

– Be Safe!

– Keep Calm

– Don’t Interfere

– Evacuate Students (if necessary)

– Validate Feelings until help arrives