

UCSF

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Managing Externalizing Problems in the School Setting

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Disclosures

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Learning Objectives

1. Identify 3 characteristics of externalizing problems, as well as 4 environmental risk factors predicting their occurrence

2. Utilize the ABC model to understand and manage externalizing behavior in the school setting

3. Apply the 3 steps for setting up a behavior support plan to improve externalizing problems aligned with the ABC model



Go to www.menti.com and use the code 9230 8512

What do "externalizing problems" look like
in your setting?



GO TO
menti.com

ENTER THE CODE
9230 8512

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Externalizing Problems

Underlying impulse-

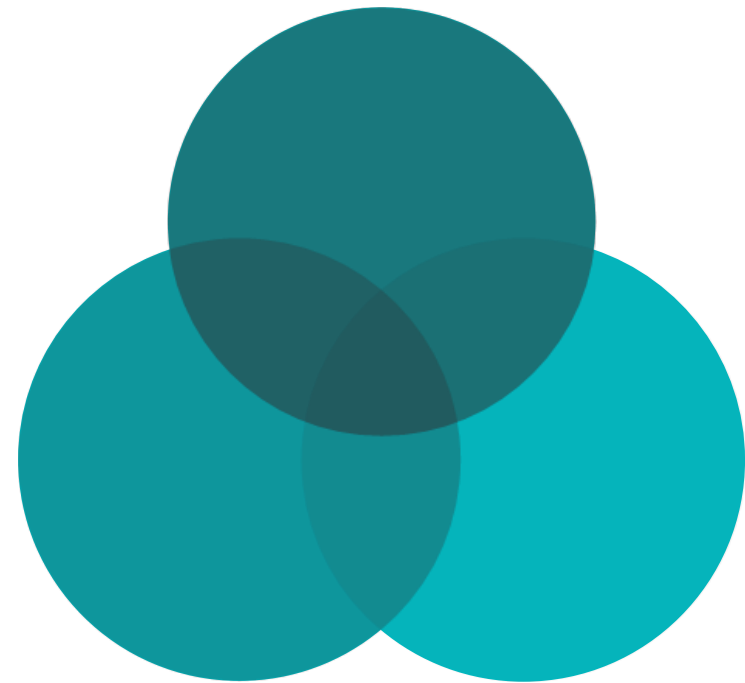
control difficulties:

-rule-breaking

-aggression

-inattention, hyperactivity

& impulsivity



Associated conditions:

-ADHD

-Oppositional Defiant
Disorder (ODD)

-Conduct Disorder (CD)



Prevalence:

-~7-10% of youth

-higher prevalence in
males than females



[Samek & Hicks, 2014](#)

Go to www.menti.com and use the code 9230 8512

Why do "externalizing problems" occur?

 Mentimeter



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Environmental Risk Factors



**Adult-Child
Interaction Cycles**



**Academic Difficulties
and Peer Rejection**

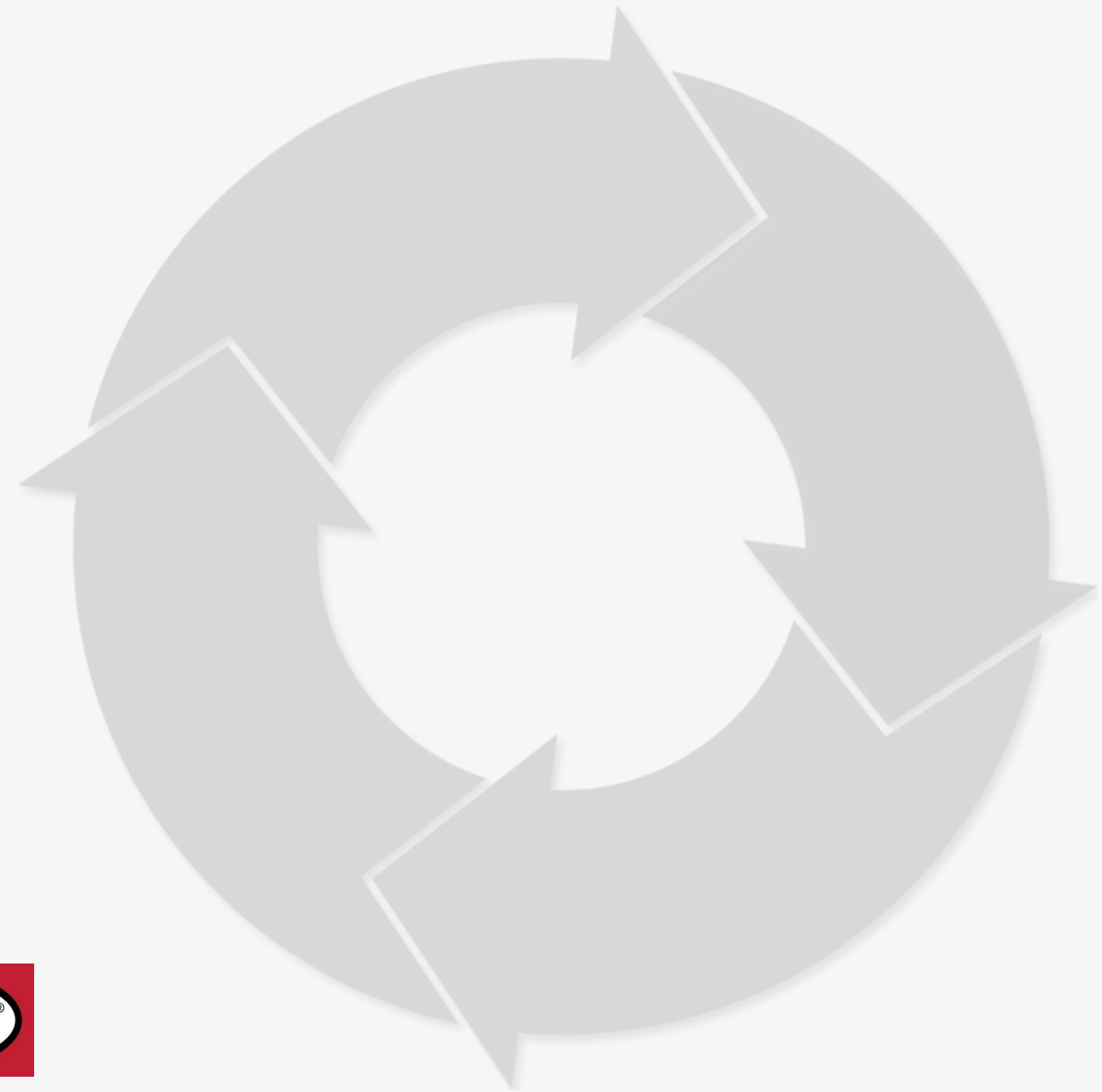
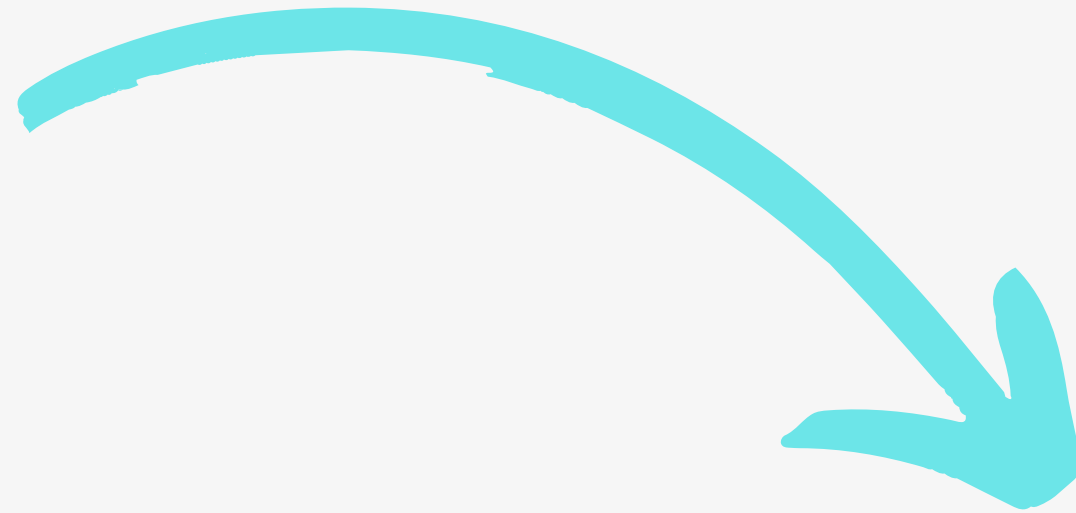


**Adverse Childhood
Experiences (ACEs)**



**Impacts of
COVID-19**

Environmental Risk Factors



Adult-Child

Interaction Cycles:

**-Parents/school staff
and children "train"
each other on how to
behave**

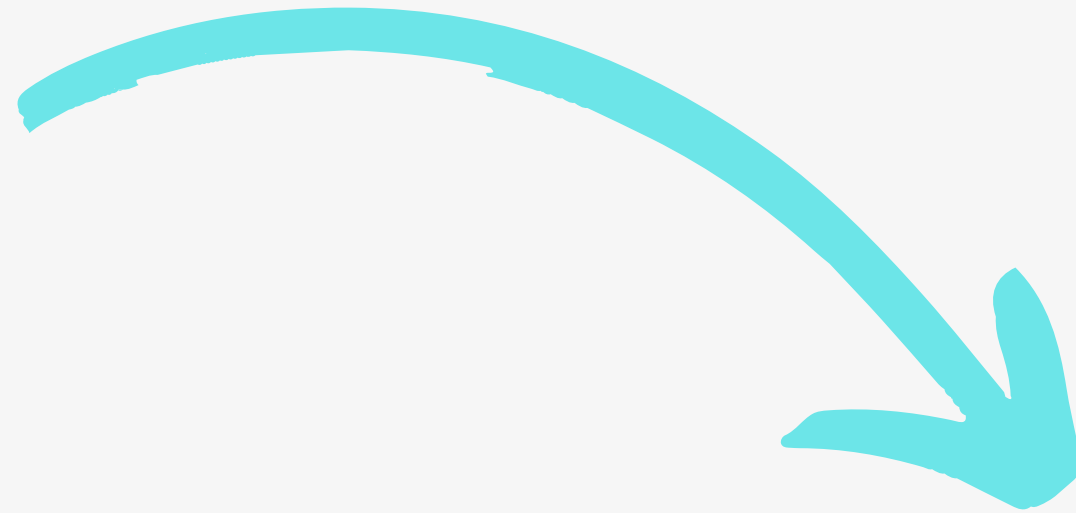
Environmental Risk Factors



Adult-Child

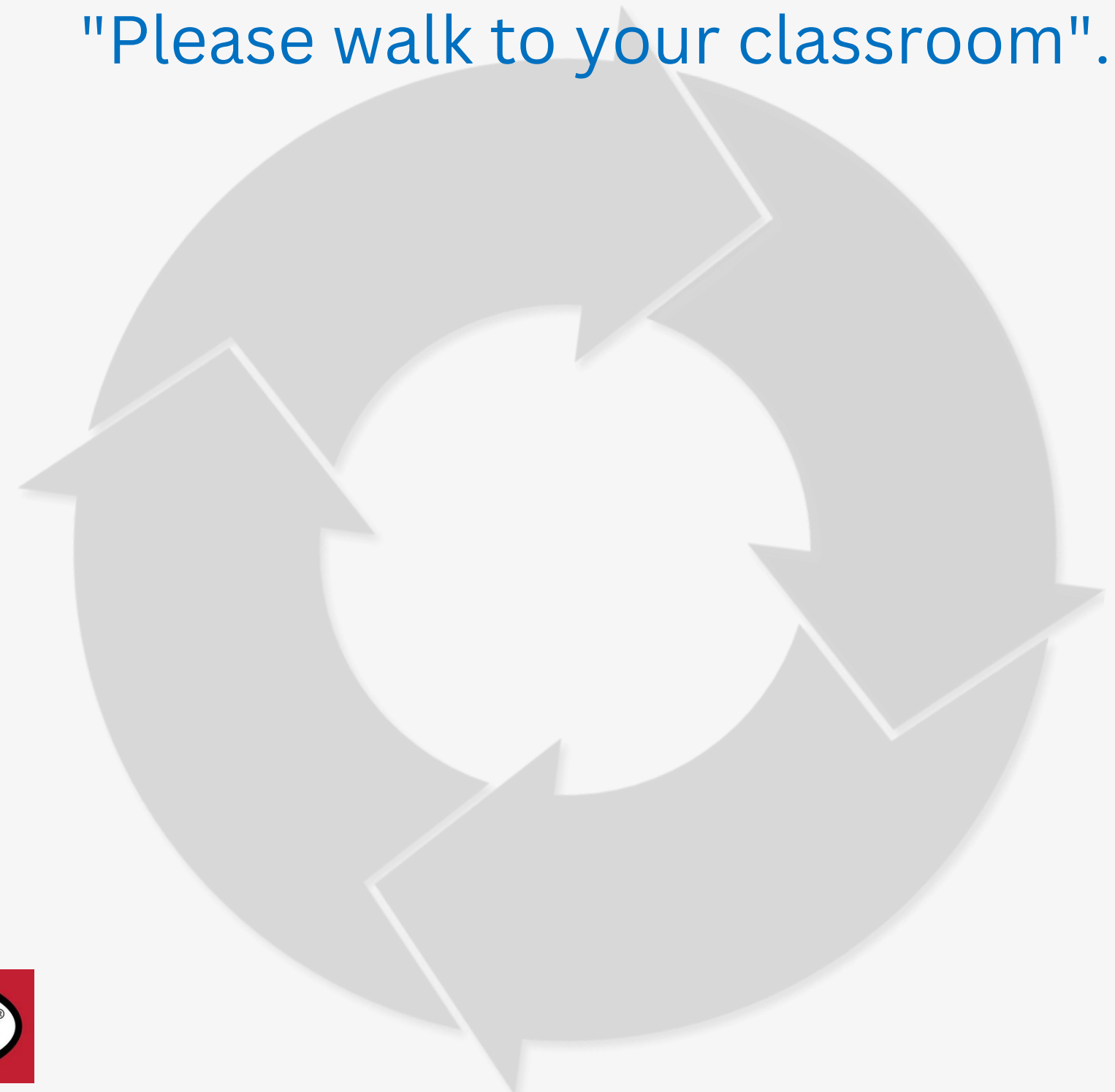
Interaction Cycles:

-Parents/school staff
and children "train"
each other on how to
behave



Adult Instruction:

"Please walk to your classroom".



Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff
and children "train"
each other on how to
behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Adult Response:

"Seriously, get going!"

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Adult Response:

"Seriously, get going!"

Student Response:

"No."

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Adult Response:

"If you don't get to your class, you'll get suspended!"

Adult Response:

"Seriously, get going!"

Student Response:

"No."

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"fine."

Student Response:

"No."

Adult Response:

"If you don't get to your class, you'll get suspended!"

Adult Response:

"Seriously, get going!"

Student Response:

"No."



Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Adult Response:

"Seriously, get going!"

Student Response:

"No."

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

"No."

Adult Response:

"Whatever, not my problem!"

Adult Response:

"Seriously, get going!"

Student Response:

"No."

Environmental Risk Factors



Adult-Child

Interaction Cycles:

-Parents/school staff and children "train" each other on how to behave

Adult Instruction:

"Please walk to your classroom".

Student Response:

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Adult Response:

"Whatever, not my problem!"

Student Response:

"No."

Adult Response:

"Seriously, get going!"

Student Response:

"No."

Environmental Risk Factors



Academic Difficulties and Peer Factors:

**-Low academic achievement,
peer rejection, and connecting
with peers also exhibiting
externalizing problems**

**-Maintaining a high GPE and
involvement in extracurricular
activities may reduce risk by
providing structure and fostering
ties to school community**

**-Emotional and behavioral
self-regulation skills may
buffer against negative peer
influences**

Samek & Hicks, 2014



Environmental Risk Factors



Adverse Childhood Experiences (ACEs) and related life events, e.g.,:

- Violence, abuse/neglect, family separation
- Growing up in a household impacted by mental health or substance use difficulties
- Oppression and invalidating environments, including institutional and interpersonal racism/discrimination

-More ACE's increase the likelihood of psychological difficulties, including externalizing problems

-Trauma reactions also can look like externalizing problems



Oral et al., 2016

ADHD

Inattention

careless mistakes, difficulty sustaining attention, difficulty listening, difficulty following instructions, trouble organizing, loses things, easily distracted, forgetful

Hyperactivity/Impulsivity

Often fidgets, gets up from seat often, often inappropriately runs or climbs, unable to play quietly, talks excessively, often "on the go," often blurts answers, difficulty waiting turns, often interrupts

PTSD

Intrusive memories, bad dreams, flashbacks, strong reactions to memories of trauma, avoidance of distressing memories, thoughts, feelings regarding traumatic event, inability to remember important aspects of trauma, persistent and exaggerated negative beliefs and cognitive distortions, persistent negative emotional state, feelings of detachment, irritable behavior, reckless behavior, hypervigilance, startle response, concentration problems, sleep disturbance

- CONCERNS WITH CONCENTRATION AND DISTRACTIBILITY
- TROUBLE WITH MEMORY AND OTHER EXECUTIVE FUNCTIONS
- RESTLESSNESS
- INNAPROPRIATE/RISKY BEHAVIOR

Environmental Risk Factors



Impacts of COVID-19:

- Financial stressors and poverty
- Disrupted transitions
- Lack of teachers/consistency and understaffing
- Stress, burnout, and vicarious trauma for staff



-Students with pre-existing attention/behavior concerns may have exacerbated difficulties post-pandemic onset

-Long-term impacts are still unknown

-What are you all seeing in your settings?



Bera et al., 2022

The ABC model

*Sometimes called:
Functional Behavior
Analysis (FBA),
Functional
Assessment-Based
Intervention (FBAI) or
Before-After Plans*

*Can be done
collaboratively with a
student, teacher,
family, therapist,
coach, ANYONE!*



Antecedents

What about the youth's history contributes to the behaviors? What in the youth's environment perpetuates the behaviors?



Behavior

What is concerning to the youth? Their family? Other settings?
Be DESCRIPTIVE and not JUDGEMENTAL



Consequences

What comes after the behaviors that are reinforcing (can be accidental)? What causes the behaviors to continue?



goal Antecedents

What can we change about the youth's environment to encourage goal behaviors? What clear expectations can we set?



goal Behavior

What are more effective behaviors in contrast to concerning behaviors? What strengths does the youth have which we can build upon?



goal Consequences

How can we reward the youth for making progress toward goal behaviors? Note: rewards are more powerful than punishments



Hanley et al., 2003; Majeika, et al., 2011

Behavior Support Plans

Benefits?



- **Can be resilience-focused and trauma-informed**



- **Clear expectations and structure help us feel safe**



- **Provide students experience and reinforcement for behaviors we WANT to see**

*Sometimes called:
Daily Report Cards (DRCs) or
Check-in/Check-out Plans*



Behavior Support Plans

Step 1) Establish SMART (specific, measurable, attainable, relevant, time-limited) **goals**

Step 2) Establish rewards (more effective than punishment) **and pair with PRAISE!**

(aim for 5-1 ratio of praise to correction)

Step 3) Monitor progress and tweak system as needed



Tips & Templates:

<https://www.interventioncentral.org/goalacademy>

<https://www.additudemag.com/daily-report-card-to-improve-adhd-classroom-behavior/>





Other Considerations

Be consistent AND understanding

Be confident AND respectful

Be genuinely yourself AND a role-model

Provide choices when possible AND limits when needed

The ABC model

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Antecedents



Behavior



Consequences



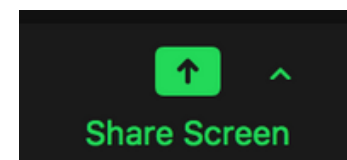
goal Antecedents



goal Behavior



goal Consequences



Whiteboard, word document or powerpoint table, Canva handout, etc.

References

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