



Let's Talk about Challenging Behaviors

State of the Art Conference on Postsecondary Education

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Presenters:

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Our Objective Today

To explain how Vanderbilt University and the Next Steps staff are learning to work together to support behavioral challenges of students in the Next Steps at Vanderbilt program.

Introductions:

- Sharon Shields, Associate Dean of Professional Education, 37 years at Vanderbilt
 - Sandy Stahl, Associate Dean of Students, 31 years at Vanderbilt
 - Kelly Wendel, Program Coordinator, Next Steps at Vanderbilt, 9 years at Vanderbilt
 - Amy Gonzalez, Program Coordinator, Job Developer, Next Steps at Vanderbilt, 1 ½ years at Vanderbilt

Current State of Affairs

- First students Jan. 2010.
- Currently, 4th cohort of students
- 8 of 9 alumni are in employment and volunteer opportunities leading to paid work
- 26 different professors have had students in their classes
- Classes in College of Arts & Science, Blair School of Music, and Peabody College
- Over 125 Vanderbilt students volunteered as peer mentors
- Internships in 18 different departments on campus
- VU students programmatically benefitting from NS: social work interns, dietetic interns, SPED students, and more

University Supervision and Support at Highest Levels Possible

- Monthly meetings to up-date Associate Provost of Undergraduate Education, Dr. Cyrus
- Monthly Steering Committee meetings, committee comprised of NS staff, Co-Director of VU UCEDD, Deans Shields & Stahl, and the Associate Provost for Faculty, Ms. Turton
 - support and guidance also available as needs arise

When problems arise.....

- Program Director presents information to Steering Committee members
- 1st consideration- How to respond from the University's Code of Conduct?
- 2nd consideration- What supports and consequences are in place for other Vanderbilt students?
- 3rd consideration- What supports can be offered to Next Steps students, staff, and faculty?

Where have challenging behaviors occurred?

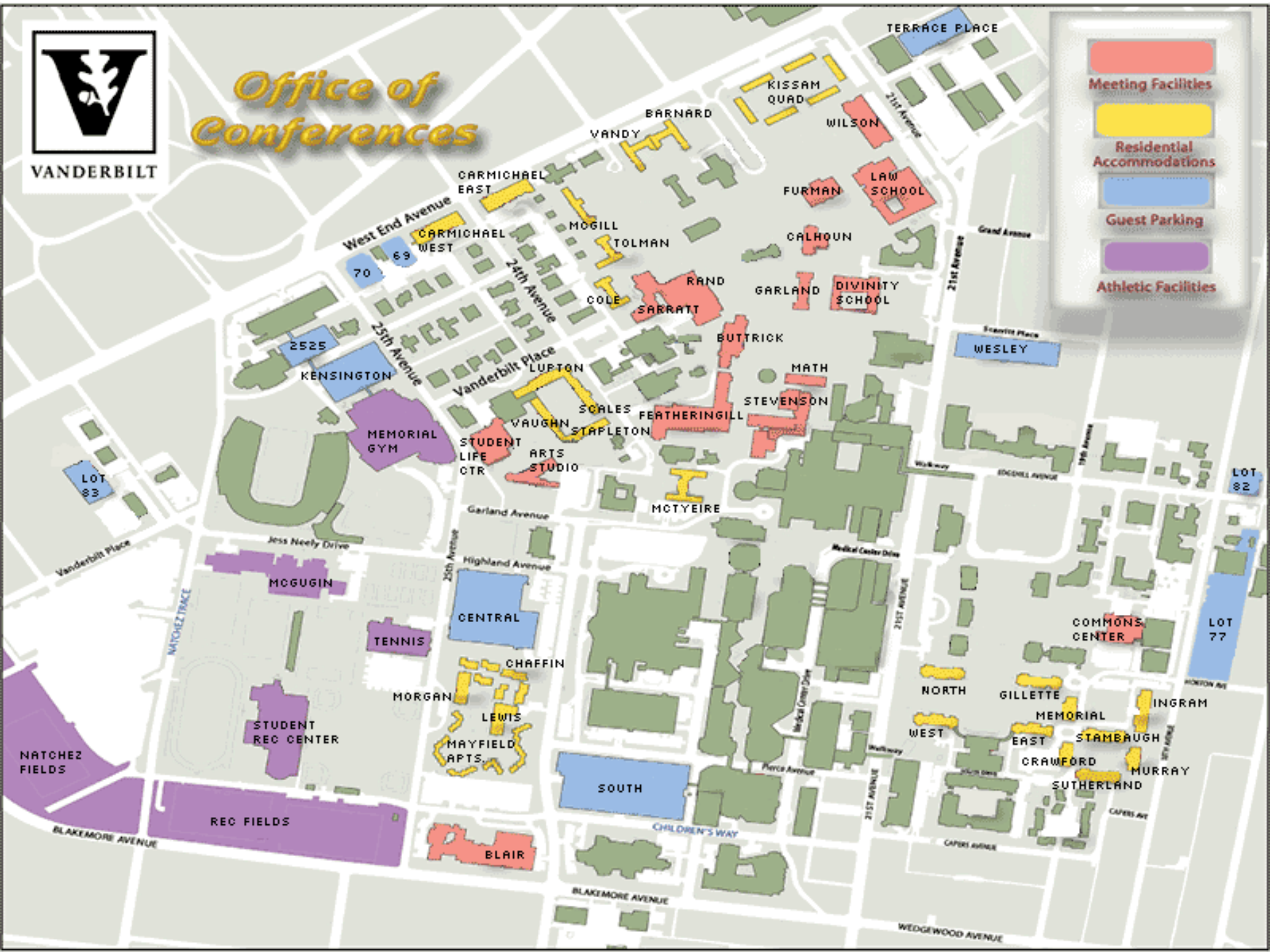
- Lecture halls and classrooms
- Dining halls
- Walking across campus
- Student Centers
- Internship/employment sites



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- Guest Parking
- Athletic Facilities





Class Challenges Student 1:

Class One

Challenging behaviors

- Not on task, off topic comments, too demanding of professor time

Response to behaviors

- Faculty and staff worked together to develop behavioral expectations for classes
- Social story

Going to Class at Vanderbilt

Students at Vanderbilt take classes on a lot of different subjects. I take Dr. G's HOD class. College classes help students learn so that they can get a job after they graduate. It is important to follow the rules when I am in class. This is how Dr. G knows that I am trying hard and listening. Following the rules will also help the other students to pay attention.

In class, students should only have class materials on their desk. My class materials are notebook paper, class notes, and a pen. I will try to take out my class materials and leave my cell phone, computer, and puzzle books in my backpack. My cell phone should be turned off while I am in class. This will help me and everyone else in class listen to the teacher.

On Mondays, it is my time to listen quietly for the entire class. I will try to look at Dr. G, listen to the lecture, and take notes. After class on Monday, I can think about the lecture and review my materials. This is a good way to remember the things that I have learned. Sometimes, students need to ask a question or make a comment in class. They may not do this every class, but only when it is important. Monday nights, I can write **one question or comment** to share in class on Wednesday. Tammy will read the question or comment during our meeting on Tuesday. I will try to wait for my turn to ask my question or make my comment in class on Wednesday.

Professors in college have very busy schedules and cannot always talk to students after class. On Mondays, I can talk to Dr. G for one minute after class. This is a nice thing for Dr. G to do for me. I will try to respect Dr. G's time by keeping my conversation brief so he/she can get to where he/she needs to be next. I will try to thank Dr. G at the end of the conversation.

Dr. G, Tammy, and the other students will be happy when I follow the class rules and am respectful of those around me.

Class Challenges Student 1:

Class Two

Challenging behaviors

- Not fitting in, concerns from other students
- Accidentally opened an email on laptop with pornography

Response to behaviors

- Professor allowed student to disclose to class about challenges
- VU class- professor assigned seating near football players
- Completed course requirements through independent study

Social Challenges Student 1

Challenging behaviors

- Difficulty during down time in student centers and between classes
- Inappropriate conversation skills with strangers and acquaintances (females), over-texting female classmates, approaching stalking behavior

Response to behaviors

- First year assigned to NS apartment for downtime
- Stress seriousness of stalking-like behaviors
- Social stories
- Social skills classes
- Escorted to class
- 5 is Against the Law scale

Social Behavior Scale:

A 5 is Against the Law

5	<p>Physically hurtful or threatening behavior. These are behaviors that are against the law. For example, hitting someone or grabbing them in a private place. You will get fired from a job, suspended from school and maybe even go to jail if you engage in such behavior.</p>
4	<p>Scary behavior. This could include swearing or staring. You would probably get fired from a job for this behavior or suspended from school. This behavior could also end up being against the law. Other “4” behaviors:</p> <ul style="list-style-type: none"> • Calling or texting numerous times in a day • Following someone
3	<p>Odd behavior. This behavior could make other people uncomfortable. It might include sitting too close to someone or putting your face too close to someone who wasn’t expecting it. It could be showing up at a party that you weren’t invited to. You might get fired from a job because this behavior</p> <p>Makes other people nervous. This is not against the law.</p> <p>Other “3” behaviors:</p> <ul style="list-style-type: none"> • Talking for a long time to someone you have never met before • Asking for someone’s phone number the first time you meet them • Not letting someone else talk during a conversation
2	<p>Reasonable behavior. This type of behavior is like going to a party you have been invited to and talking to someone you know. It might be playing a planned board game with someone, working with someone in a group at school or eating together at lunch. People are enjoying each other’s company at this level. This is where people get to know each other better.</p>
1	<p>Very informal social behavior. This is like waving to someone or smiling to someone in the hallway at school. If you just say “Hi” and keep on walking, that is also a 1. This is totally OK and is the way most people first notice each other.</p>

Internships/Paid Employment

Student 1

Challenging behavior

- *Internships:* VU Bookstore retail & shipping/receiving, Pathfinder
- Too much talking, difficulty staying focused, interactions with female customers,
- Employment: The Arc of TN
- Staying on task, argumentative

Response to behavior

- Developed internship sites that required no public interaction
- Timed timer to increase productivity
- Set aside time for talking
- Note: alum is employed 20 hours each week by the Arc of Tennessee
- Acknowledgement of professional attire and work ethics

Today's Work Schedule



- ✓ Check-in
 - ✓ Work 20 minutes:
Data entry
-

- ✓ Talk 5 minutes
 - Work 20 minutes:
File documents
-

- Talk 5 minutes
 - Work 20 minutes:
Assemble packets
-

- Talk 5 minutes
- Check out

Class Challenges Student 2

Challenging behaviors

- Sleeping in class, not engaged, gradually shut down during first three weeks of class

Response to behaviors

- Student is also attempting to learn to live in an apartment with two roommates
- Student overwhelmed
- Independent Study for month of October
- Above and beyond faculty expectations
- Student now in sleep study

Independent Living Challenges

Student 2

Challenging behaviors

- Missing events on schedule
- Tardiness
- Incomplete NS classes
homework assignments and
requirements
- Inability to resist the sweets
in the dining halls and
convenient shops

Response to behaviors

- Calendar alerts on cell phone
- Recruited a graduate student
to work on telling time and
following a schedule
- More implicit directions for
tutors and daily planners for
added supports
- No cash on campus at this
time
- Close communication with
family

Case Study Student 3

Local Training Center Challenging behaviors

- Shop course, student felt he was being picked on by one student, he reported being sexually assaulted

Note- thorough investigation by training center and agreement with student led to decision that horse-play in shop was too crude for NS student and he felt victimized

Response to behavior

- Removal of both students from training center during investigation
- Notification of VU legal council
- Student connected with two counseling entities on campus
- Student completed semester with online training and limited hours in shop setting
- Training Center re-structured their sexual harassment procedures for whole campus

Note- student earned Supplemental Certificate with over 300 hours of instruction

Social Challenges Student 4

Challenging behavior

- Inappropriate interactions with peer mentors-
 - highly anxious, involved in fist fight during pickup basketball game at rec center, desired to talk about difficult topics with mentors, i.e. sexual orientation, sex, drugs

Response to behavior

- Scheduled down time in NS apartment with staff
- Recruited support from social worker for student & NS staff
- Additional supports for peer mentors
- NS staff, parents, other mental health providers held conference calls
- Creation of Student Welfare Team
- 2nd semester student asked to leave NS



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Class Challenges Student 5

Challenging behavior

- Large class in theater, student caused distractions in class, inappropriate attention seeking behaviors, off topic comments, ringing phone, professor not equipped to integrate student in class

Response to behavior

- Started with assistance from note taker in class
- Student removed from class
- Developed Independent Study for student
- Hired a tutor for remainder of semester
- Follow up scenario

Social Challenges Student 5

Challenging behaviors

- Non-compliant, off task, and argumentative when working with peer mentors to complete Next Steps requirements

Response to behaviors

- Listening to peer mentors
- Observation of sessions with mentors before and after interventions
- Development of individual, positive behavior support plans, checklists, social stories
- Training/modeling for peer mentors
- NS staff participated in monthly family meetings with behavior analyst

Daily Planning

This semester, I do my Daily Planning with Christine, Savannah, and Hannah. Daily planning is important so that I can keep up with my classes and stay organized. It is also an important part of the Next Steps program. I can ask my ambassadores questions and they can help me. It is important to come prepared for Daily Planning. Coming prepared means having my planner, Netbook, and binder. This will make my ambassadores happy and excited to work with me. Before we start working, I will try to have a short conversation with my ambassadore before we work.

Daily Planning time is for working on my journal, organizing my planner and binder, and checking my email. It is important to keep up with these things when I am in college. It is important to sit at a table during daily planning so that we can keep organized and stay on task. I will try to sit with my ambassadore at a table. This will help me be a good student. When we are together, we will try to go over my journal entries, check my email, and look at my planner. I will also try to show my finished homework to my ambassadores as we check my planner. If I start to feel anxious or upset, I can ask for a break. I will try to follow my Daily Planning schedule and listen to my ambassadores when we are together. My ambassadores and the Next Step teachers will like it when I work hard during Daily Planning and stay organized. When we finish working, we can talk about some of my favorite things like television and musicals.

Daily Planning Schedule

- Check email
- Write in journal
- Food log
- Check planner
- YouTube!!

Internships Student 5

Challenging behaviors

- Non-compliant in multiple work sites
 - VU Bookstore, Education Library

Response to behavior

- Modeling of desired task
- Task analysis
- Checklists
- Social stories
- Timers
- Modeling supports for internship supervisor/staff
- Scheduled breaks, (First/Then strategy)

Paid Employment Student 5

Challenging behaviors

- Non-compliant at work site
 - TN Performing Arts Center
- NOTE- this alum is now a paid, part-time employee at TN Performing Arts Center

Response to behavior

- Modeling of tasks, checking for understanding
- Task analysis
- Checklists
- Social stories
- Timers
- Modeling supports for work supervisor/staff
- Scheduled breaks

Arrival at Bookstore

- Clock-in upstairs between 9:55 and 10:05:
 - Push “Check in” button
 - Enter 2-1-6-5-3-8
 - Push “Enter” button
- Put purse in locker
 - Locker combination: 26-12-4
- Put on nametag
- Check in with Shannon

Working at the Bookstore

This summer I am working at the bookstore. It is important to listen to my bosses when I am at work. Shannon, Stephanie, and Robin are my bosses and will tell me what to do every day. They are also there to help me and make sure that I am doing a good job.

There are many different jobs I do at the bookstore.

Sometimes I put clothes on hangers, straighten the clothes, or dust. Sometimes they will want me to do new and different jobs. This is okay. After I clock-in in the morning, I will try to ask Shannon what I need to do. She will have a checklist to tell me about my jobs for the day. I will try to follow the schedule and finish each task before going to the next one. I will try to remember to dress properly for my job. I have to wear long pants, or a skirt and a nice shirt. I can also wear a Vanderbilt shirt. Shorts or short pants are not allowed.

Every day at the bookstore is a little different. I will try to listen to Shannon, Stephanie, and Robin so that I can do what I am supposed to do and be a good worker. Being a good worker means doing the jobs that my boss asks me to do, staying calm when I am upset, and finishing the tasks that are assigned to me. Everyone will be so proud of me when I am a good worker!

Bookstore Schedule

10:00 Check-In

 _____ _____ _____

11:00 Break

 _____ _____ _____

12:00 Check-Out



In conclusion...

- Challenging behaviors in PSE programs is an area in need of research of best practices.
- Q & A

Thank You

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