

Positive Behavioral Interventions and Supports in a Multi-Tier System of Supports

Kari A. Oyen, Ed.S. NCSP

School Psychologist-Lennox School District

Rebecca Cain

Department of Special Education

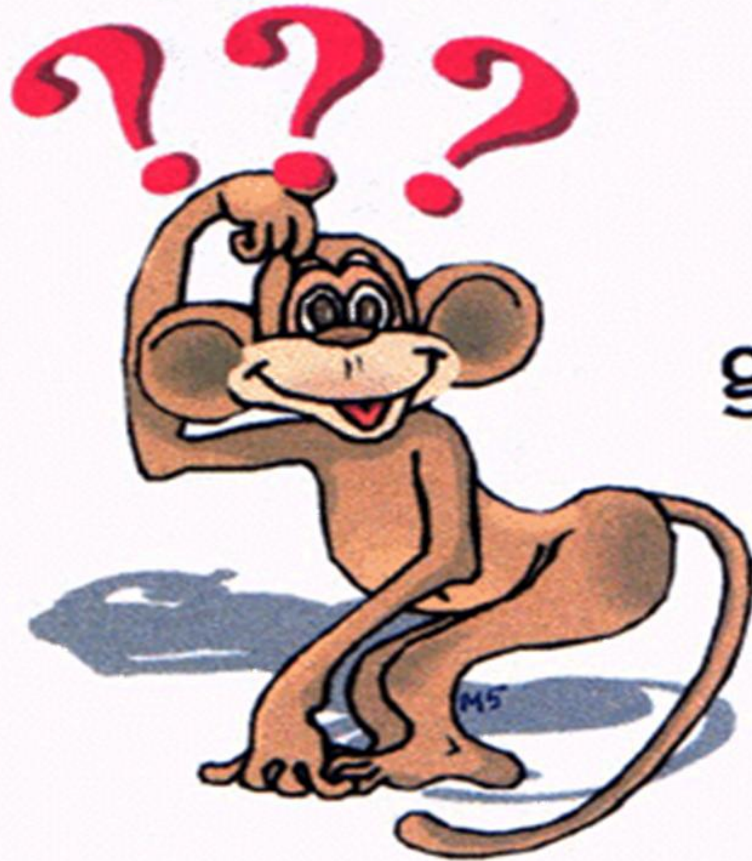
Today we will...

1. Talk about SD Multi Tiered System of Support initiative
2. Talk about PBIS
3. Discuss some behavior strategies

Before We Get Started....



Questions



Questions
are
guaranteed in
life;
Answers
aren't.

A little background on Multi-Tiered System of Supports (MTSS)

- IDEA 1974 = 13 disability categories
 - Evaluation process to see who qualified for “specialized” services
- IDEA 2004 = RTI (PBIS)
 - Helps ensure all students have access to what they need

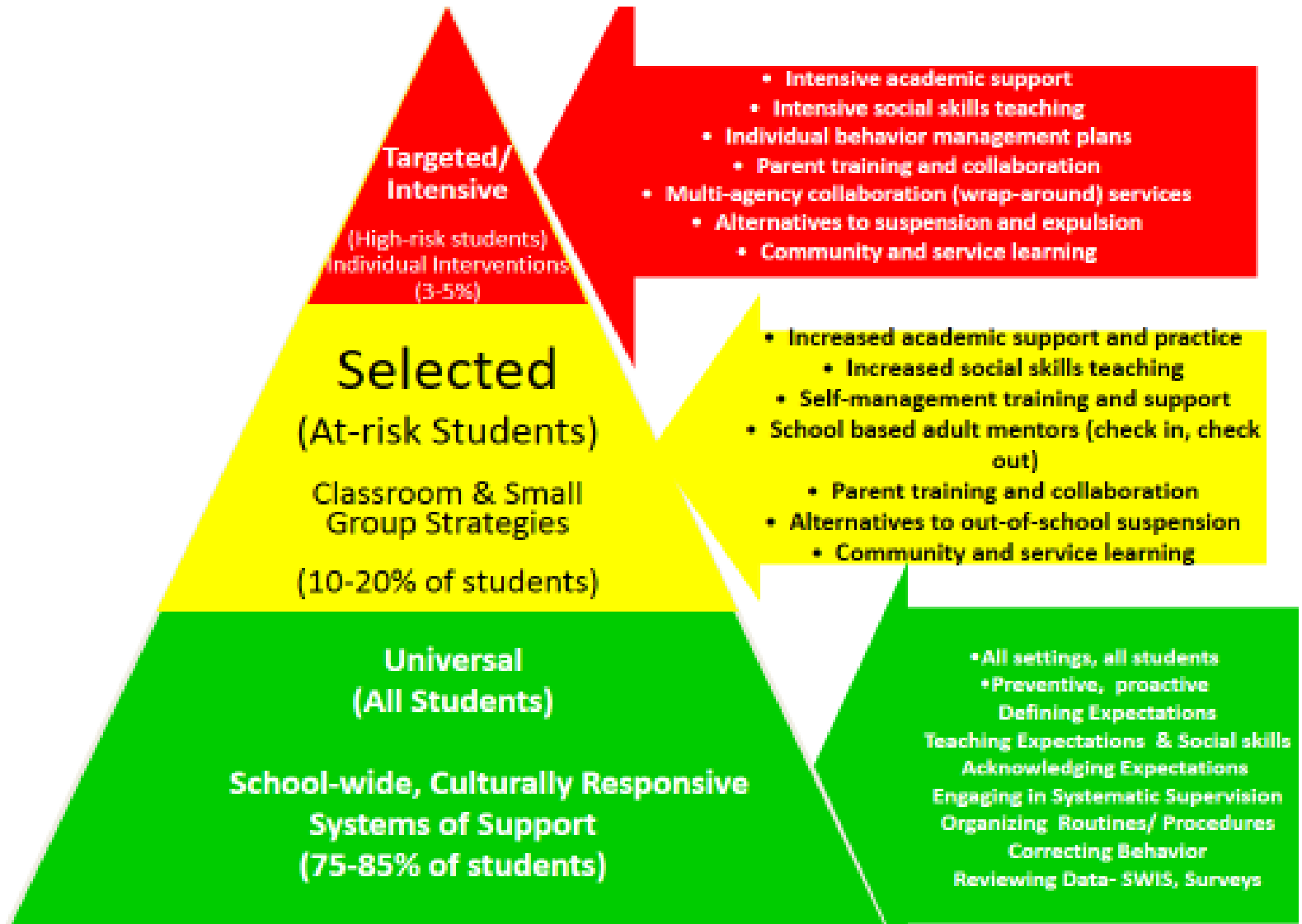
MTSS: The Perfect Unity of Academics(Rtl) and Behavior(PBIS)



Current MTSS Districts

- Big Stone City
- Bon Homme
- Dupree
- Ipswich
- Kadoka
- Lead-Deadwood
- Lennox
- Oelrichs
- Plankinton
- Rapid City
- Redfield
- Rosholt
- Rutland
- Shannon Co
- Sisseton
- Smee
- Todd Co
- West Central
- K-12
- Reading, math, and behavior
- All districts that were implementing either Rtl or PBIS or both could join

MTSS-Behavior side



MTSS---Any questions?



MTSS: The Behavior Side

Also called
Positive
Behavior
Interventions
and Supports
(PBIS)

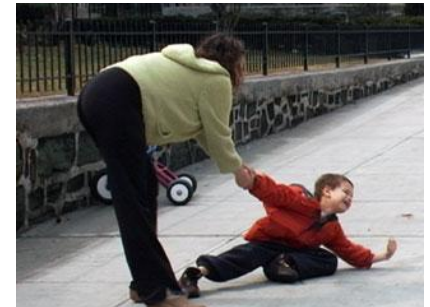
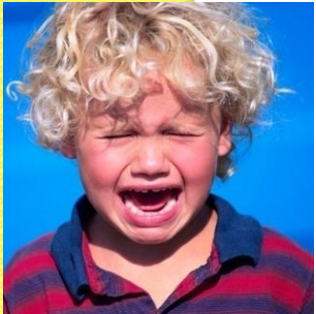


Problem behavior continues to be the primary reason why individuals in our society are excluded from school, home, recreation, community, and work.

The Facts:

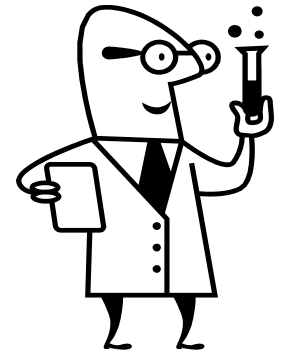
BUT

We know that behaviors are trying to communicate a need or a want and shouldn't be ignored.



Behavioral Science Says

- Behavior is learned
- Behavior is related to the immediate and social environmental factors
- Systemic manipulation of the environmental factors influences behavior
- Behavior can change
- Appropriate and effective feedback leads to changes in behavior

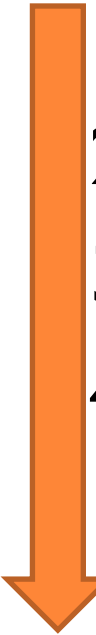


PBIS is a System not a Strategy



System VS Strategy

PBIS is Proactive/Preventative

- 
1. Decrease development of new problems
 2. Prevent worsening and reduce intensity
 3. Eliminate trigger and maintenances
 4. Add trigger and maintenances for pro-social behaviors
 5. Teach, monitor, and reinforce pro-social behaviors

PBIS helps create a positive environment for EVERYONE!

Movie Clip
Mega Mind



Rational for PBIS

PBIS is about arranging effective environments, not “fixing” students

The goal for school staff is to arrange environments so that additional supports are built into the way of life at a school

The goal for students is to work towards self-management,

Multi-tier Model

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

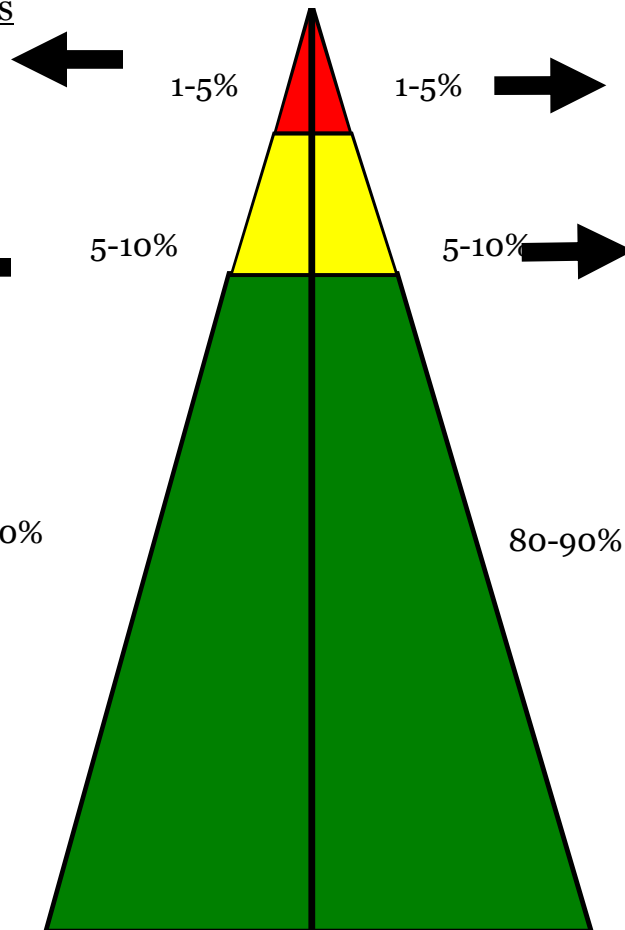
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



1-5%

1-5%

5-10%

5-10%

80-90%

80-90%

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

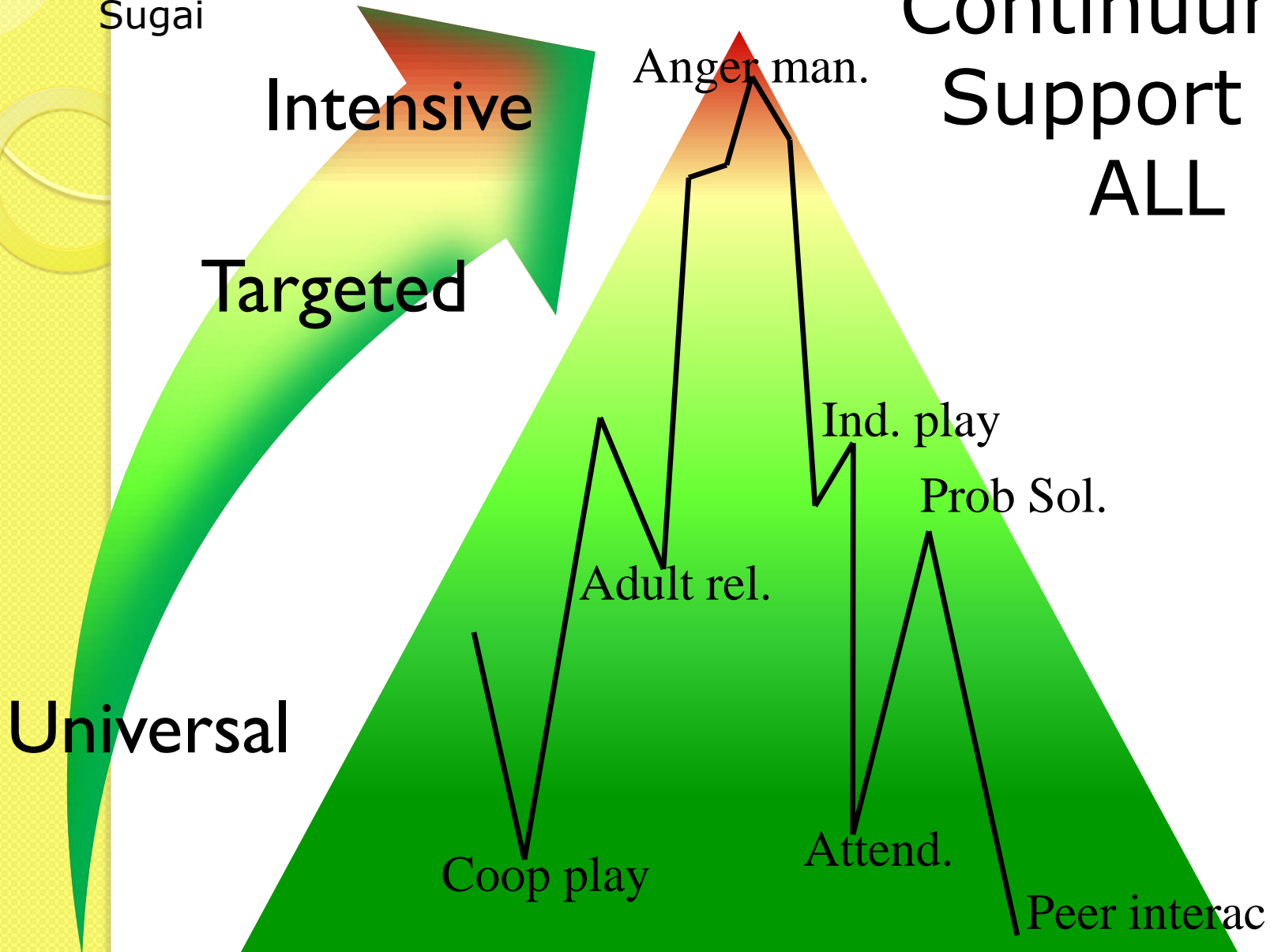
Basically the Tiers Mean:

- Tier one interventions: Keep kids out of the Dark Side (for all kids)
- Tier two interventions: Help kids who have one foot in and one foot out of the Dark Side (for some kids)
- Tier three interventions: Pull kids back from the Dark Side (individual)



George Sugai

Continuum of Support for ALL



Universal

Intensive

Targeted

Anger man.

Ind. play

Prob Sol.

Adult rel.

Attend.

Coop play

Peer interac

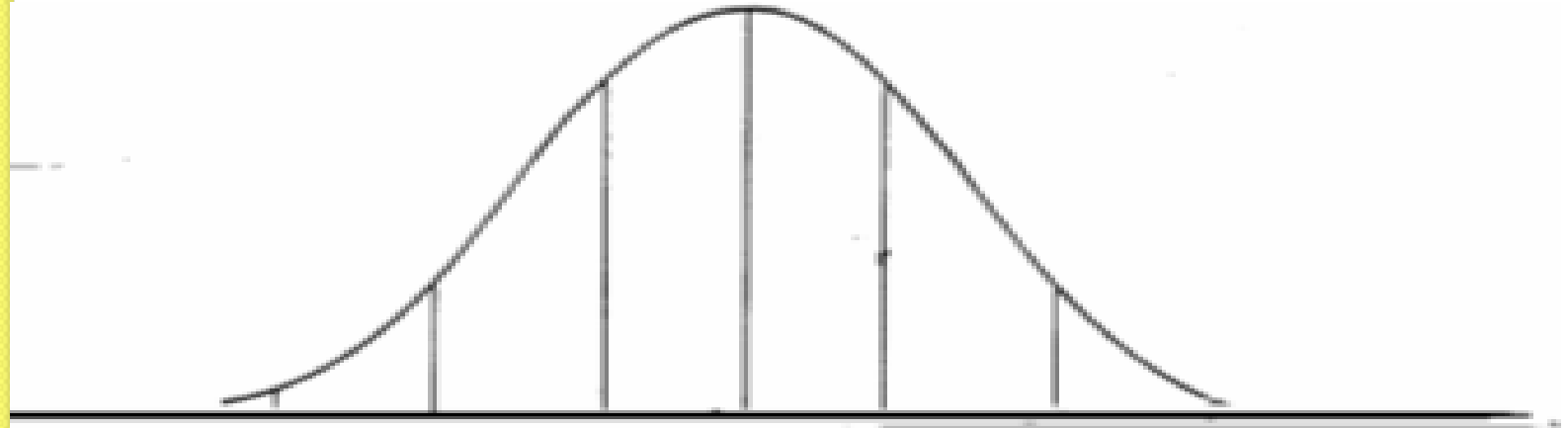
Label behavior...not people

Why Tier 1 Supports?

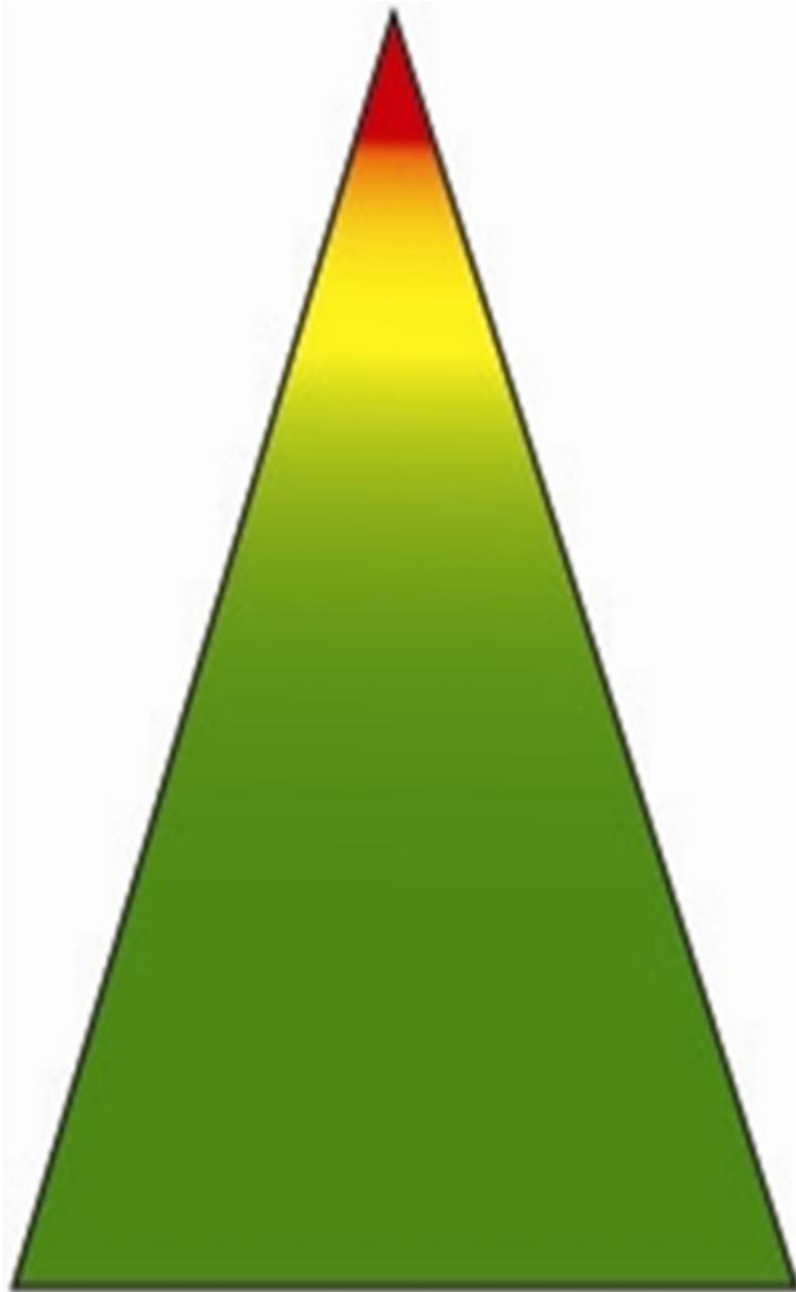
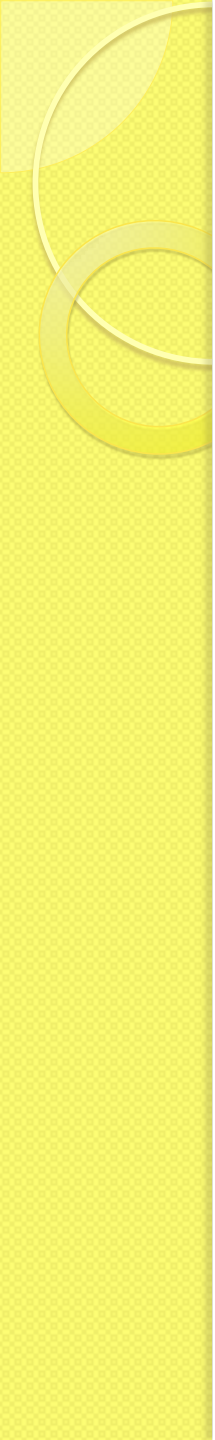


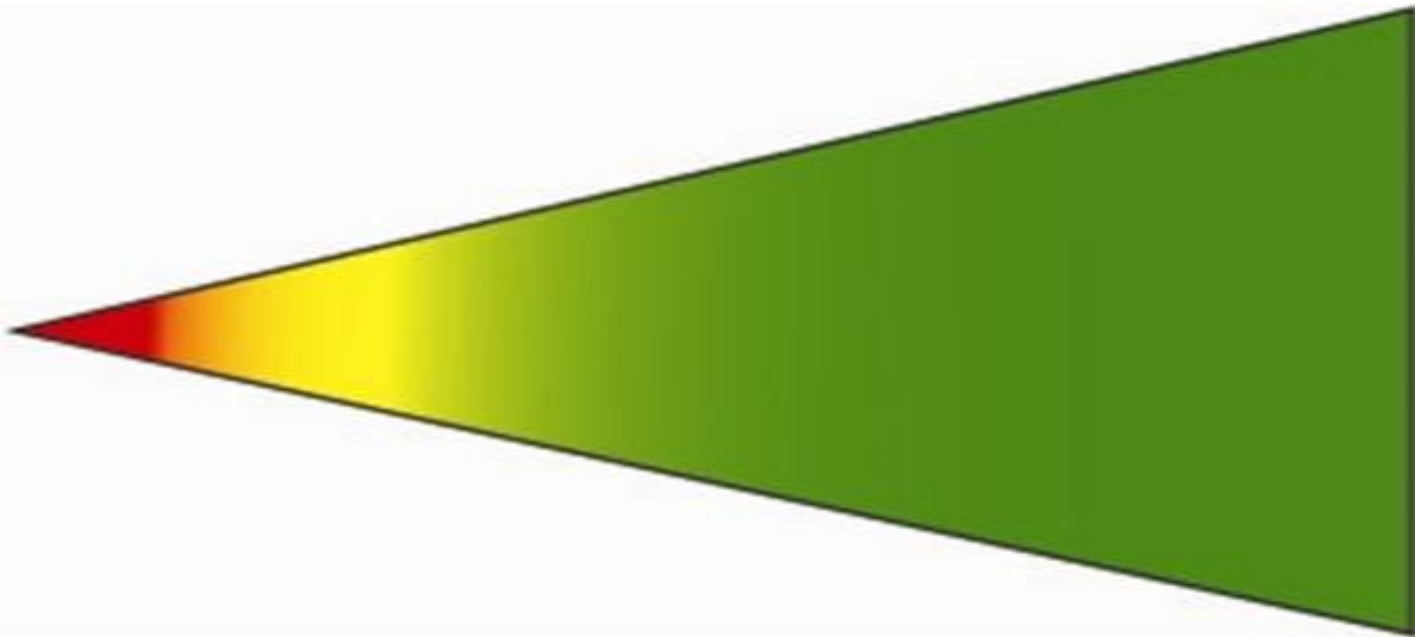
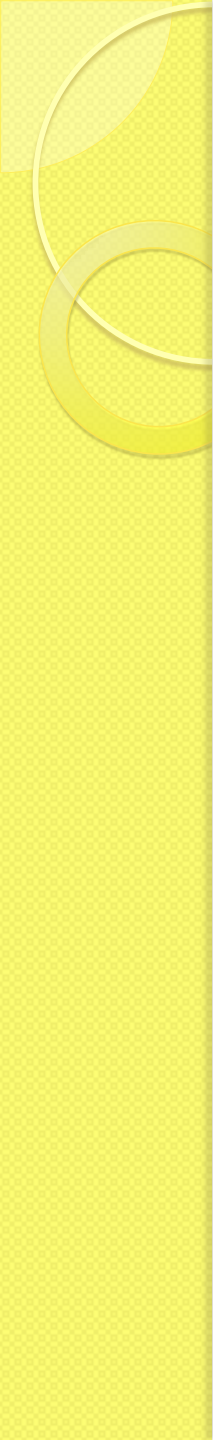
80%

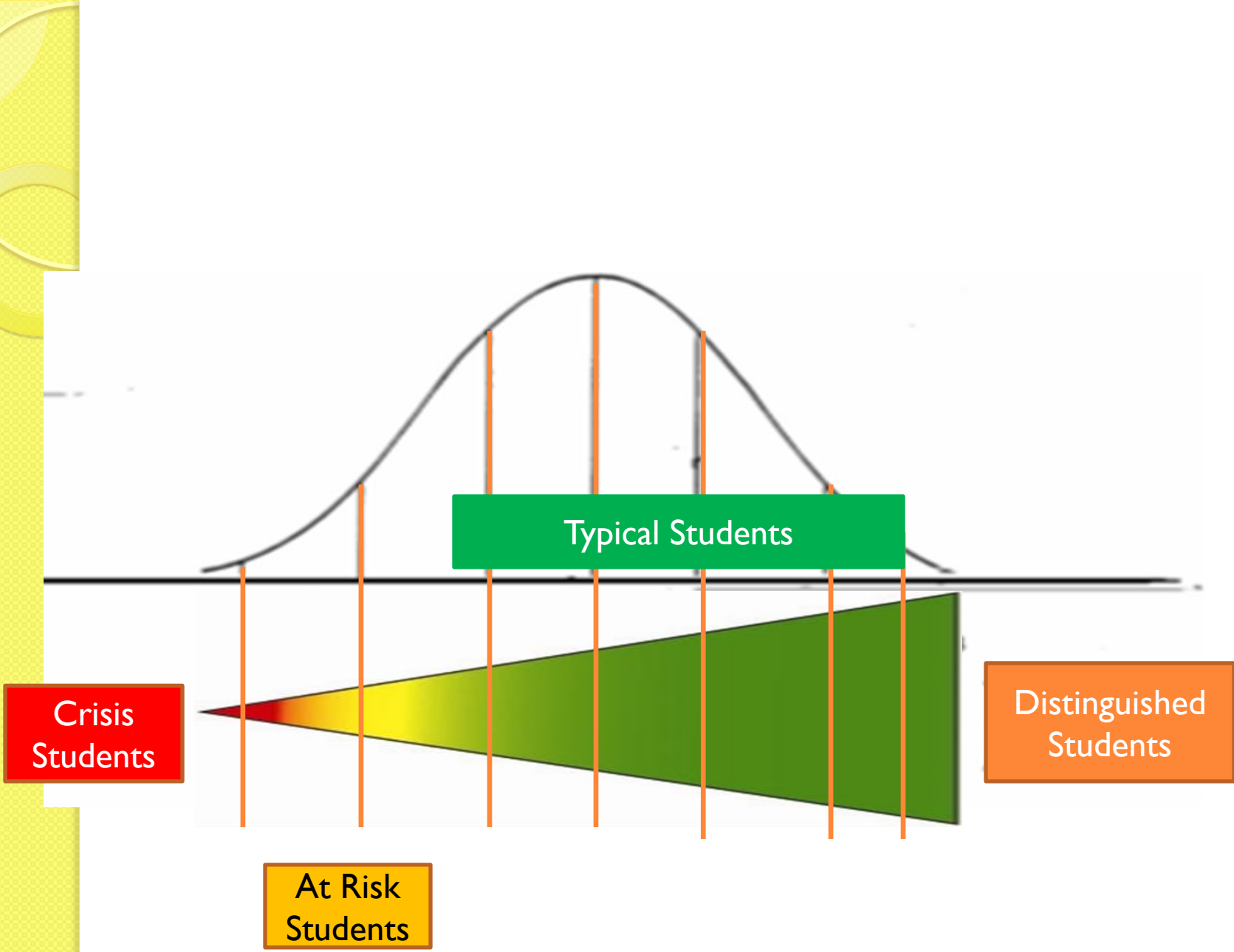
Remember This?



Bell Shaped Curve



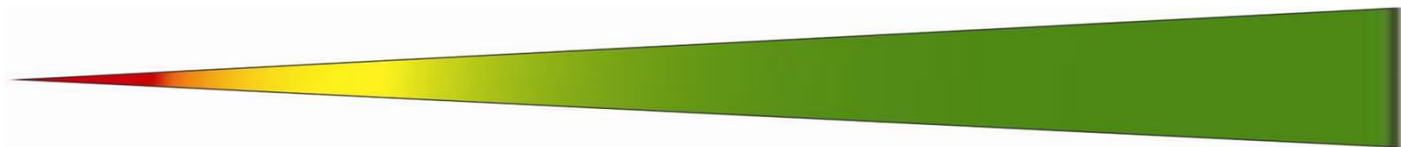
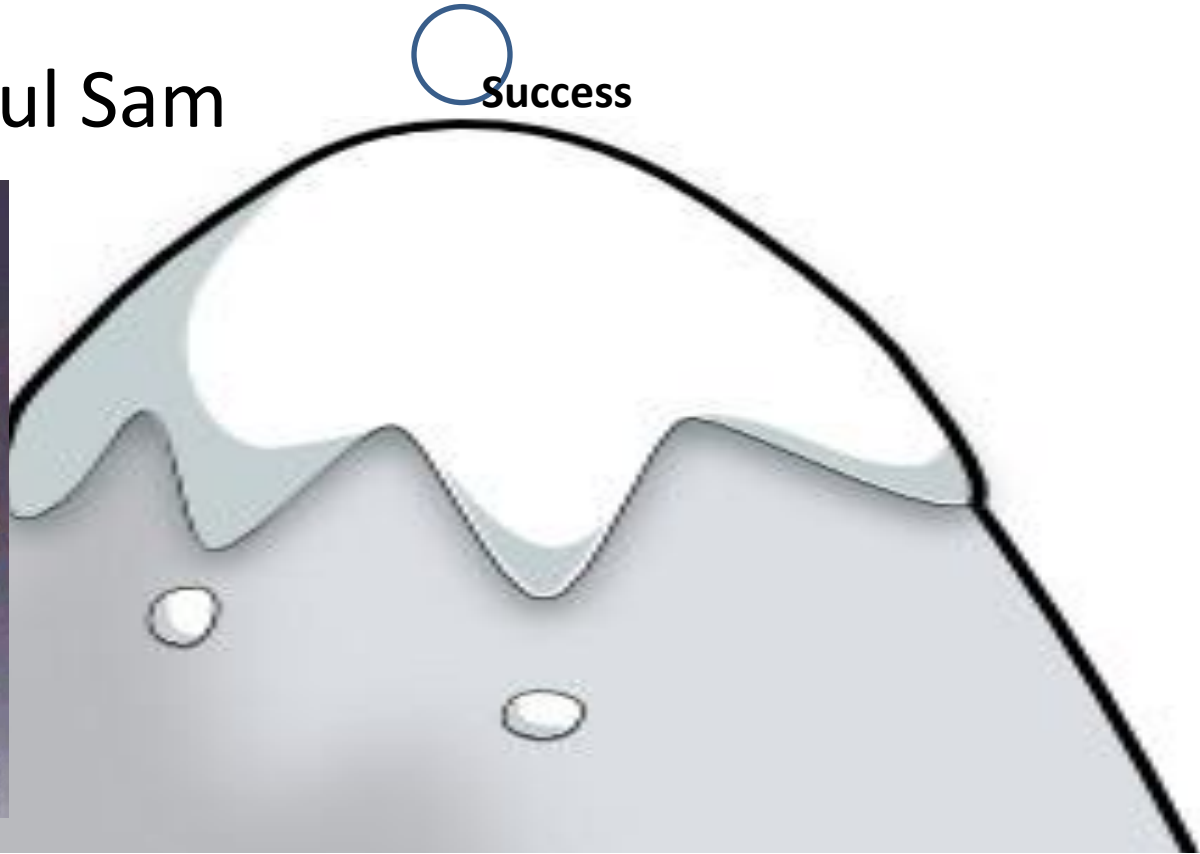




Success Predicts Success

Successful Sam

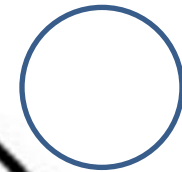
Success



Success Predicts Success



Success



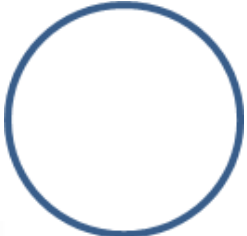
Success



Success Predicts Success

 Success

 Success

Success




Not Every Snowball Comes to School Ready to Learn



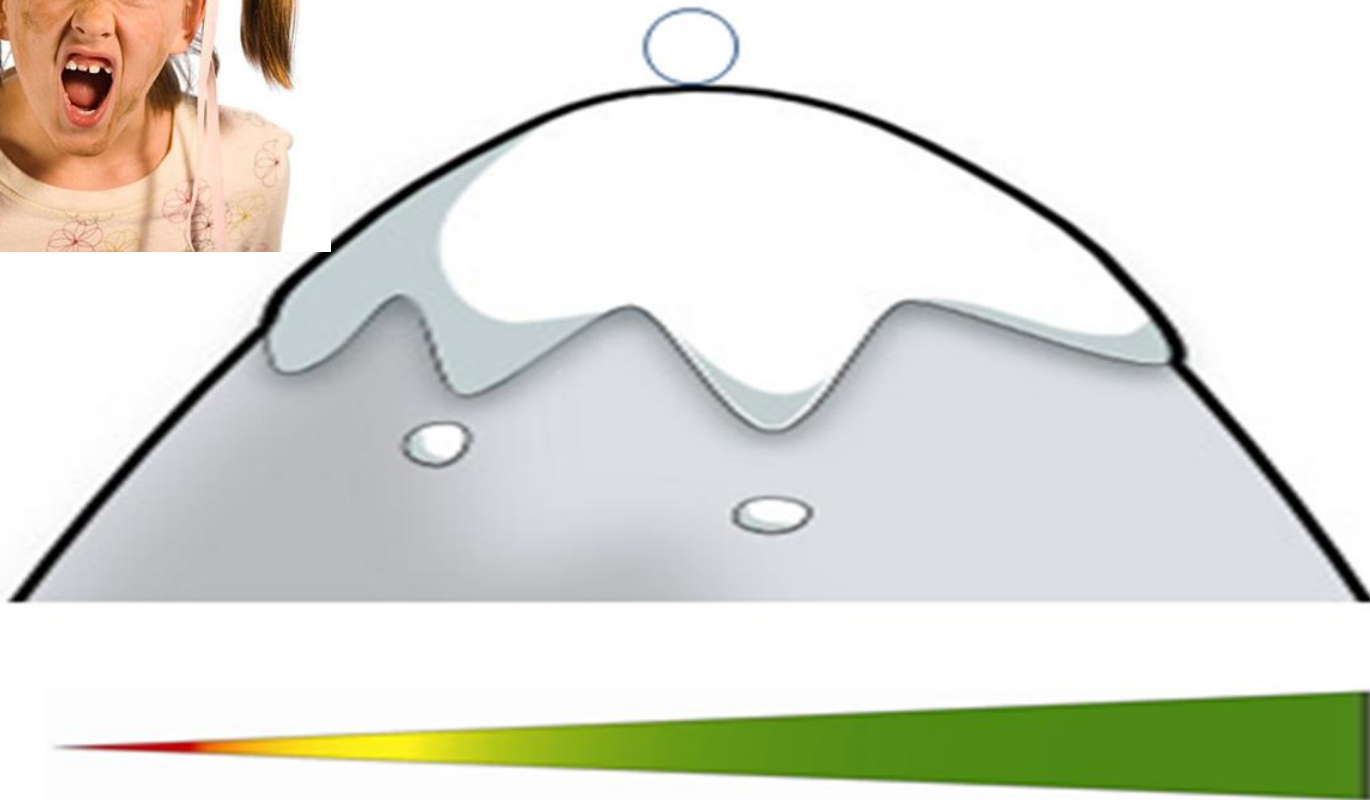
Slightly Scary Suzie



What if They Don't See Success?



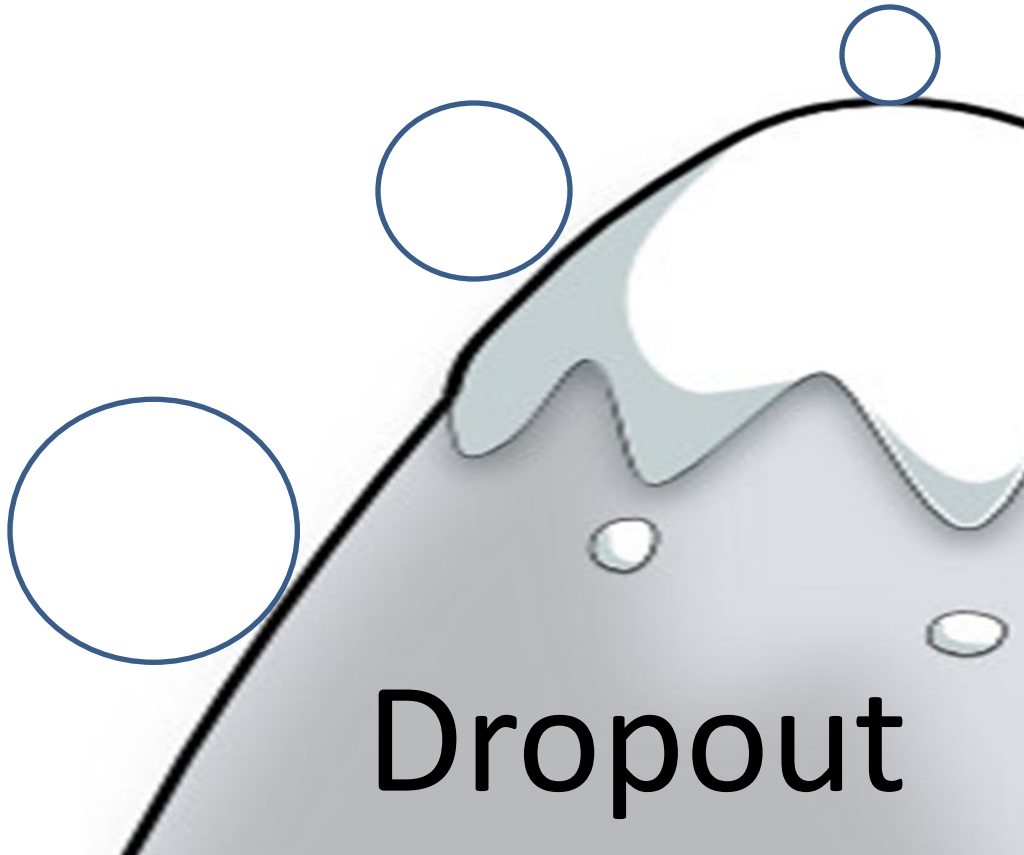
Gets in trouble in class, sent to principal's office



Misses out on instructional time,

Failure





The further it rolls, the faster it goes and the harder it is to push it back up the hill!



So What Do We Do?



"SOME PEOPLE ARE WORTH MELTING FOR."

-Olaf, Frozen 2013

inspirationalgfx.blogspot.com

Teachers Create Reinforcement Moments



A Look at Some Tier I Supports

1. Team
2. Expectations
3. Common language
4. Reinforcement
5. Data/monitoring and decision making

**These are School-Wide but Can be Classroom Supports too.

I. Team and Administration



Rational for Team

- Schools need to sustain long-term change
- Avoid one person effort
- Checks and balances
- Informed decisions
- Problem solving method



Team Responsibilities

- Staying POSITIVE!!
- Attending trainings as a team
- Creating a 3-5 year action plan
- Establishing regularly scheduled meetings
- Securing stable funding for efforts
- Developing a dissemination strategy to establish visibility (website, newsletter, conferences, TV)
- Evaluating school-wide PBIS efforts.

2. Develop Expectations

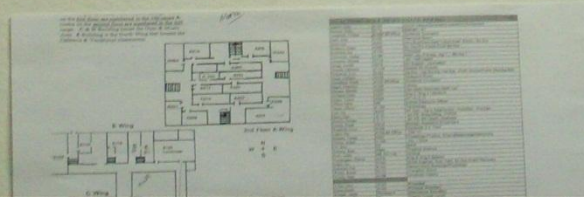
- Definition:
 - A list of broad, positively stated behaviors that are desired of all faculty and students
 - These expectations should be in line with the school's mission statement and should be taught to all faculty, students, and families
- Keep it to 3-5
- Posted around the school
- All staff feedback for expectation

Expectations



SHS PRIDE

- **Be Respectful** • **Be Responsible**
- **Be Positive** • **Be Here**





WELCOME TO OUR SCHOOL

**We are Safe, Respectful, and
Responsible!**

Rules

- Link to expectations
- Posted in all settings
- Apply to both kids and staff
- Taught and demonstrated
- Staff feedback for developing
- Keep them to 3-5
- Stated Positively (what do you want the kids to do)

One School's Expectations and Rules

AREA	RESPECT	RESPONSIBILITY	TOGETHER-NESS	CREATIVITY
<i>Student Lounge</i>	* Speak quietly	* Clean up after yourself	* Share the commons area	* Include others; make a difference
<i>Morning Gathering</i>	* Only speak when you have the talking stick	* Be on time * Be seated * Participate	* Be courteous to the speaker	* Include others; make a difference * Think for yourself

Expectations

1. Be Involved

- Participate during group activities
- Listen to others when they are sharing

2. Be Responsible

- Take care of your needs
- Ask questions

3. Be Respectful

- Please shut off cell phones
- Listen when others are talking

Teach Expectation

- Teach in the environment they naturally occur
- Have students make videos
- <http://vimeo.com/groups/pbisvideos>
- Reteach at specific times throughout the year and when your data shows you need to reteach.

The Philosophy

“Students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback, and encouragement.”



“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we... ..teach?*
...punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)

Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child *to learn something new*, it needs to be *repeated on average of 8 times*
 - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be *repeated on average 28 times (Harry Wong)*

2. PBIS Creates a Common Language

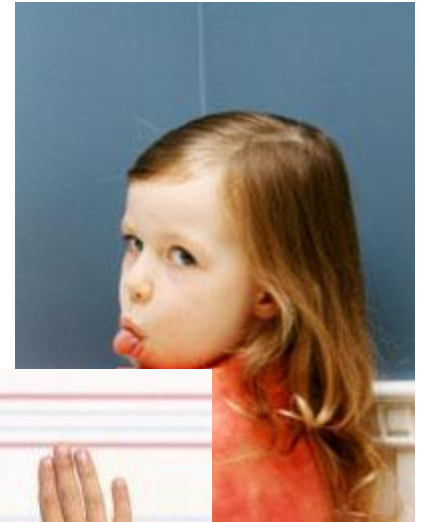


Confusing Messages



Turn and Talk

- Define what **DISRESPECT** looks like



The Office Clip



3. Reinforcement Systems





Reinforcement Misconceptions

**What have you heard about
reinforcement systems?**

School-Wide Reinforcement System

Effective incentives and motivational systems are provided to encourage students to behave consistent with expectations;

- staff trained to strive for the 5 to 1 ratio
- More about relationship building

Bring Carl and Fred into your classroom

I like you just the way you are!

Grounding Principle



Unconditional
Positive Regard

NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



Unconditional
Positive Regard

Diana Browning Wright, M.S. L.E.P.,
Behavioral Analyst

School-Wide Reinforcement System

- Reinforcers are effective when:
 - used to build new skills or sustain desired skills
 - used with **contingent** delivery of reinforcements for **specific behavior**
 - **gradually faded over time**
 - Akin-Little, Eckert, Lovett, Little, 2004



“But it’s not fair to all the other students”

Tell kids:

Fair is not everyone getting the same thing.

Fair is everyone getting what they need.

Post it, teach it, live it, reinforce it!!!!

Why Punishment Doesn't Work

- Effect only lasts as long as the threat of the punishment exists
 - We want kids to behave when we are not around.
- Kids associate the punishment with the person not the behavior
- Not related to the function of the behavior!
- If a student tries to avoid a task by disrupting and the teacher sends him to the office or to time out, then:
 - The behavior has served its **function**
 - The task has been **avoided**, and
 - The student will see **no need to change**
- Sometimes it is necessary, but with these considerations...
 - Clearly defined
 - Consistent

Does Suspension Work?

- Suspension is a strong indicator a student will drop out of school (Achilles, et al, 2007; Cassidy & Jackson, 2005)
- Suspension does not appear to be a deterrent for future misconduct (Achilles, et al, 2007; Anderson & Kincaid, 2005; Costenbader & Markson, 1997; Bacon, 1990)
 - OSS is often used to provide relief to teachers, and doesn't address the issues that led to misbehavior (Morrison & Skiba, 2001)
- Students removed by suspension are often those who need to be in school (academics) (Christle et al., 2004)
- Suspension is most frequently doled out to minority students, low SES and those served by special education (Achilles, et al, 2007)

Alternatives to Suspension

- Problem solving/Contracting
- Restitution
- Parent involvement/supervision
- Counseling
- Community Service
- Monitoring/Self-Monitoring
- Short or long term changes to schedule, classes, course content
- Effective in-school suspension

Traditional Discipline versus Rtl for Behavior

- Traditional Discipline:

- Goal is to stop undesirable behavior through the use of punishment
 - Focuses on the student's problem behavior

- PBIS:

- Goal is to stop undesirable behavior by:
 - Replacing with a new behavior or skill
 - Altering environments
 - Reinforcing appropriate behavior
 - Keeping relationship

Big Bang Theory Clip

Math, Science, History

UNRAVELLING THE MYSTERIES

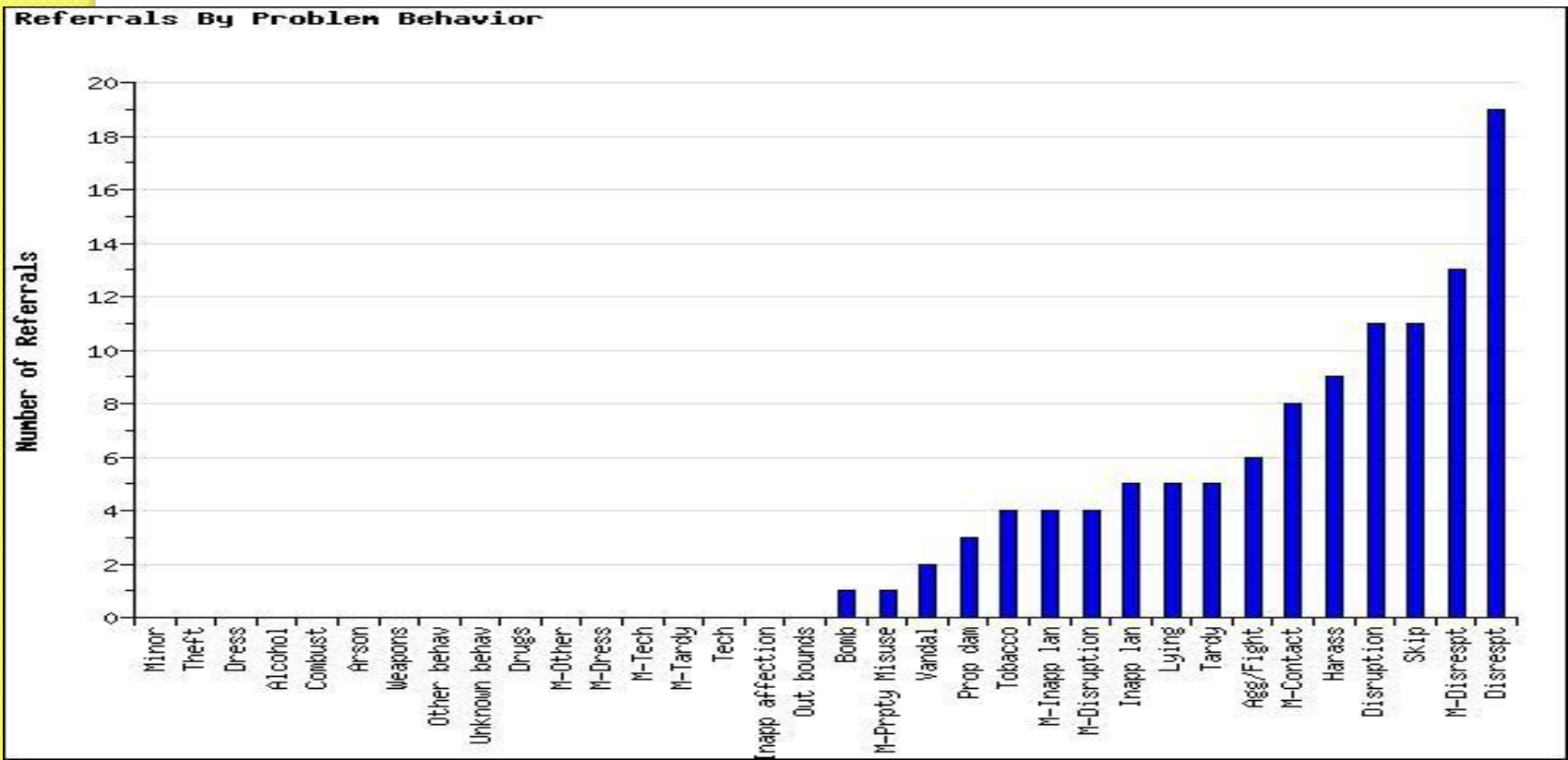
That all started with the

BiG BANG



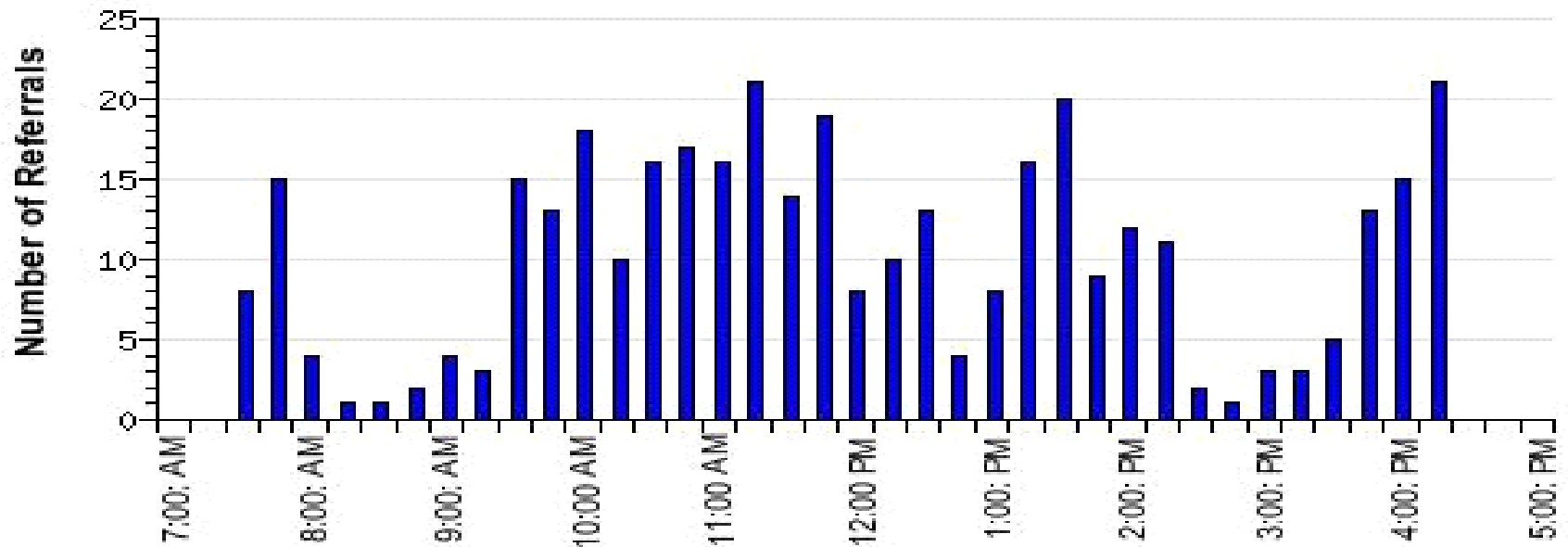
4. Using Data to Monitor and Make Decisions

School Wide Information System (SWIS)



School Wide Information System (SWIS)

Referrals By Time



Referrals: 371

Why is Data Important?

- Share with all staff
- Analyzed at monthly meetings
- Used to make decisions
- Shows where you started
- Shows small-large improvements
- Lets you know exactly what/where/when/who the problem is
- Can stop a problem before it becomes a **PROBLEM**
- Lets you know if you are not making progress
- Helps with staff buy-in

PBIS: School-wide or Classroom

- Set expectations
- Teach desired behavior
- Reinforce desired behavior
- Track progress with data

Remember the Snowball!



Chances are You Won't be in a PBIS School



Build Your Behavior Tool Box

- You can only use the tools you have
- The more tools you have the easier it will be
- You need to practice using the tools
- You will need to get feedback from another person

Examples of Positive Supports:

Taking a Break

- When Sally comes into class and is noticeably agitated, the teacher will ask her if she would like to **take a five minute break** in the relaxation corner to write about what is bothering her. Upon returning to her desk the teacher will read Sally's paper and set up a meeting to discuss it later. Sally will be verbally rewarded for returning to work.
- Want the student to learn to know when they need a break

Taking a break will probably need to be taught!!

Example of Positive Support: Schedules

- Picture schedules
- Written schedules in planners
- Written schedule posted for all students

Examples of Positive Supports: Set Kids Up for Success

- If you have a classroom system in place but the student has never experienced success with it, it will become meaningless and frustrating
- Same is true with behavior support plan
- Kids become programmed to think they CAN'T



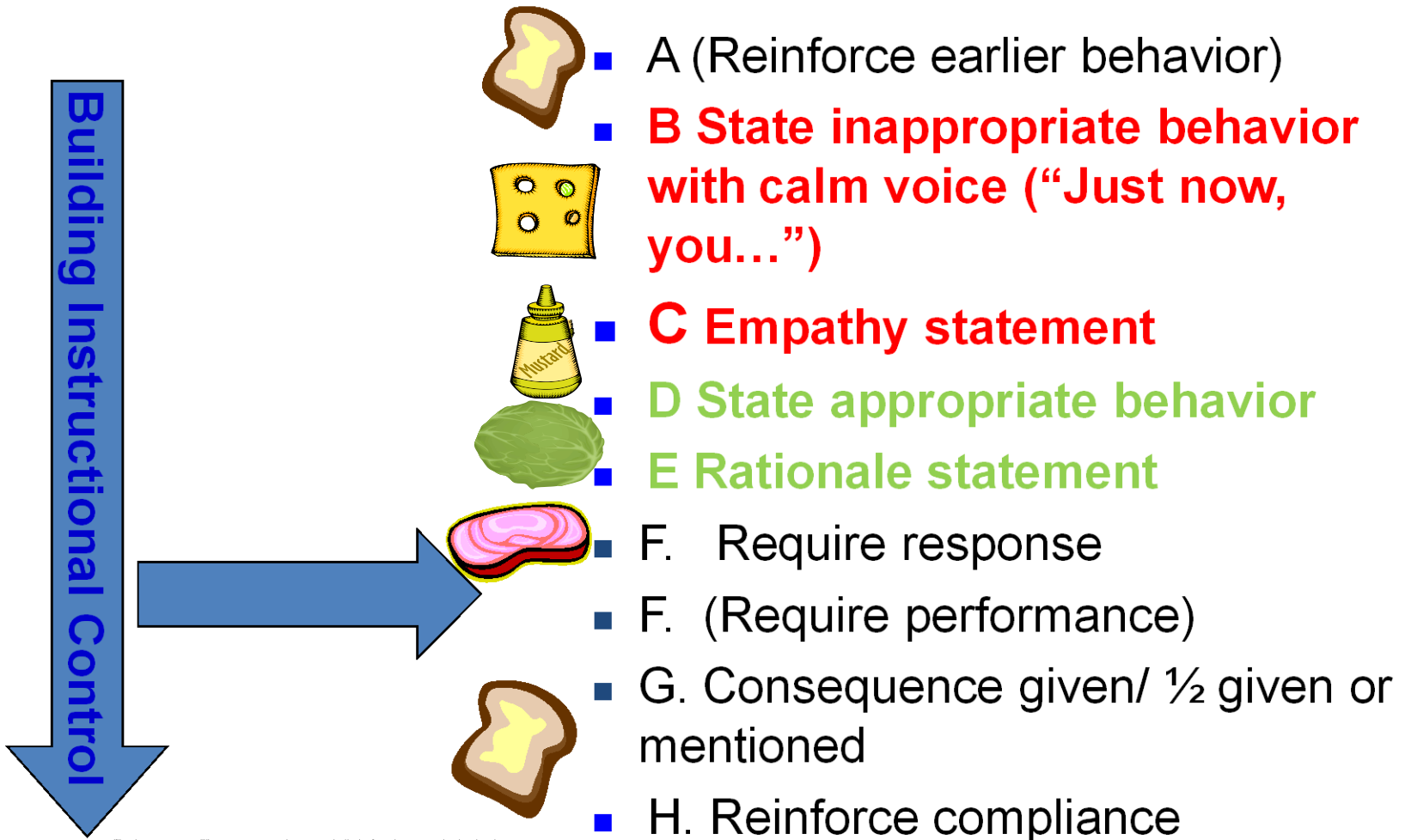
Greet Them at the Door



Basic Needs

- Hunger
- Thirst
- Sleep
- Bathroom
- Air and Space

Teaching Interaction – Reinforcement Sandwich



“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

— **Haim G. Ginott**

Kids need both to fly



Want more information?

- www.sdpbis.wikispaces.com
 - SD MTSS for behavior website
- www.pbis.org
 - National PBIS information center
- <http://flpbs.fmhi.usf.edu/>
 - Florida's PBIS site
- <http://miblsi.cenmi.org/>
 - Michigan's MTSS site