Multi-Tiered Behavioral Frameworks and Positive Behavior Supports
Children Are Always Learning…

- https://www.youtube.com/watch?v=rDI6GuAyo94
- How do we make sure children learn the things we want them to learn, and not the things we don’t want them to learn?
Charter Dissemination Grant

- Eagle Academy Public Charter School (EAGLE) was awarded a Charter Dissemination grant through OSSE to disseminate the PRIDE Model.

- **PRIDE** stands for: Providing Responsive Interventions for Developmentally-Appropriate Expectations.

- PRIDE involves implementing a multi-tiered behavioral framework through research-based programs (PBIS, Responsive Classroom, and Second Step).

- EAGLE selected Bridges Public Charter School as the Charter Dissemination grant site.
Key Components of Charter Dissemination Grant

- School Climate Survey
- Multi-Tiered Behavioral Framework
- Professional Development Workshops
- Individualized PRIDE manuals for Bridges PCS and Eagle PCS
- On-Going Mentoring to Support Implementation
- Cross-Site Teacher Observations Followed by Reflection
- Incentives (for students and teachers)
Food for Thought…

- 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?

John Herner (NASDE Presentation) Counterpoint 1998,
Behavior Change...

Is an instructional process

We change **STUDENT** behavior by changing **ADULT** behavior

Staff procedures & practices
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 8 times (Joyce and Showers, 2006)

Adults average 25 times (Joyce and Showers, 2006)

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)
Learning Outcomes

1) Understand the theory behind multi-tiered behavioral intervention models
2) Become familiar with three tiers of behavioral intervention
3) Grasp the Positive Behavioral Interventions and Supports (PBIS) framework
4) Know basic PBIS implementation components
5) Learn about positive acknowledgements and de-escalation techniques
6) Comprehend the rationale for using positive acknowledgements more than negative corrections
7) Master highly effective corrective feedback
8) Identify pro-active behavior/class management
9) Examine components that can be inserted into the PBIS framework
“Give me Five!” about PBIS

What is your:

- Level of knowledge
- Level of experience
PBIS is …

A data-driven decision making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

- Increase Effectiveness and Efficiency
- Process for Continuous Improvement
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

- **Students**
- **Staff**
- **Parents**
- **Families**

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT:

~80% of Students

~15%

~5%
Pro-Active Management Vs. Reactive Management

- Reactive: I wait for something to happen and then react.
- Pro-Active: I pay attention, look for patterns, anticipate problems, and plan a solution to try and prevent things I don’t want and promote things I do want.
ABCs of Behavior

2
Antecedent/Trigger: When _____ happens....

1
Behavior: the student does (what)___

3
Consequence/Outcome ..because (why) _______

(Loman & Borgmeier)
Mastering Pro-Active Management

- Be proactive. Proactive class management includes using planning, environmental arrangements, curriculum, sequence of activities, and a structured environment to maintain order in a classroom.
  - Name the correct behavior.
  - Model the correct behavior.
  - Practice the correct behavior.
  - Repeat the correct behavior.
  - Reward the correct behavior.
Mastering Pro-Active Management

Eight tips for proactive classroom management:

1) Explicit Rules: Have students participate in development of class rules, post them in a location, review them with the students, and provide consequences for rule following (positive and negative).

2) Increase Your Monitoring of the Classroom: Try to preempt or de-escalate small problems before they become major problems.

3) Catch the Students Being Good: Point out and reward positive behavior.

4) Redirect Students: Offer choices when redirecting students, be specific and avoid yes or no questions.
Mastering Pro-Active Management

- Eight tips for proactive classroom management:
  - 5) Keep Instructional Time Short and Increase Variety: Students are more likely to behave when engaged. Make sure the amount of time you spend on an activity is developmentally appropriate.
  - 6) Eliminate Dead Time: Be prepared with alternate lessons and transition activities to keep students engaged.
  - 7) Active Student Responding: Encourage active (rather than passive) responding from students.
  - 8) Direct and Frequent Evaluation: Take the time to look at how your students are doing, use any assessment you have (their classwork, their behavior, their skill development). Assess if they are making progress and come up with a plan if they are not.
Components of a School-wide Positive Support System - PBIS

- Use available data to identify issues
- Make adjustments to address issues

Defining Expectations

- School-wide expectations
- Teach expectations and refer to them around the school

Data-Based Decision Making

- Frequent
- Intermittent
- Long term - school-wide

Teaching

- Teach school-wide expectations
- Tell students your expectations prior to starting new activities or moving to a new location
- Create 3-5 positively stated rules for your group and teach them

Preventing & Responding to Challenging Behavior

- Re-teaching
- De-escalation
- Positive Acknowledgement

Acknowledging
## Defining our Expectations

### ABCs of Eagle Pride

<table>
<thead>
<tr>
<th></th>
<th>EVERYWHERE</th>
<th>CLASSROOM</th>
<th>HALLS AND STAIRS</th>
<th>RESTROOM</th>
<th>MEAL TIME</th>
<th>RECESS</th>
<th>BUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Always do your best</td>
<td>Follow adult directions</td>
<td>Do as asked</td>
<td>Stay together</td>
<td>One person in the stall</td>
<td>One person in the stall</td>
<td>Back to Back, seat to seat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help others</td>
<td>Use inside voice</td>
<td>Walk quietly</td>
<td>Flush toilet</td>
<td>Eat your food</td>
<td>Use inside voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask for help</td>
<td>Raise hand to speak</td>
<td>Use listening ears</td>
<td>Turn off the water</td>
<td>Push chairs in</td>
<td>Follow directions</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Be prepared</td>
<td>Wear uniform</td>
<td>Sit in assigned seat</td>
<td>Take one step at a time</td>
<td>Wash hands with soap and water</td>
<td>Ask for what you need</td>
<td>Dress for the weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be on time</td>
<td>Have pencil and paper</td>
<td>Keep hands on rails</td>
<td>Dry hands with one paper towel</td>
<td>Wait your turn</td>
<td>Keep on seatbelts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Turn in homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Take care of own things</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Consider your Character</td>
<td>Follow school rules</td>
<td>Use materials correctly</td>
<td>Use nice words</td>
<td>Throw paper in the trash can</td>
<td>Say “please” and “thank you”</td>
<td>Share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use kind words</td>
<td>Keep hands and feet to self</td>
<td>Keep hands and feet to self</td>
<td></td>
<td>Ask to throw away your plate</td>
<td>Solve problems in positive ways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share and listen to others</td>
<td></td>
<td></td>
<td></td>
<td>Chew with your mouth closed</td>
<td>Help make recess fun for everyone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use inside voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
How Do We Teach School-Wide Expectations?

Creation of Classroom Rules

Steps:

- Identify problem behaviors in your classroom
- Come up with a rule that will help prevent the each problem behavior
- Identify the “replacement behaviors” (i.e., what do you want your students to do instead of the problem behavior).
- Align your rules with the school-wide expectations/rules (Ex: Safe, Responsible, Respectful)
- Are my rules positively stated?
- If I work with younger students, are my rules written appropriately and do they include pictures in key places?
- Ask yourself the following…is the rule observable, measureable, positive, understandable, applicable?
### Classroom Rules and Routines

**Identify Attention Signal ... Teach, Practice, Pre-Correct, Reinforce**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom Rules</th>
</tr>
</thead>
</table>
| **Always do your best** | - Do as asked  
                        |  - Use inside voice  
                        |  - Raise hand to speak |
| **Be prepared**       | - Sit in assigned seat  
                        |  - Have pencil and paper  
                        |  - Turn in homework |
| **Consider your Character** | - Use materials correctly  
                        |  - Use kind words  
                        |  - Share and listen to others |
**Activity:** How do you currently acknowledge negative behavior? Compare the two.

<table>
<thead>
<tr>
<th>How address negative behavior?</th>
<th>How address positive behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PBIS Strategies

- Although PBIS is more of a framework, certain pro-active behavior management strategies are used within the PBIS framework:
  - Positive Acknowledgements
  - De-Escalation Techniques
Quickest Way to Change Behavior in Anyone is to...

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Laura Riffel, OSEP
Positive Acknowledgement vs. Negative Correction

- What is a Positive Acknowledgment?
- Why should we give Positive Acknowledgments (or behavior specific praise)?
- How do I give a Positive Acknowledgment?
- How do I create school-wide acknowledgment systems in my school so that acknowledgments are meaningful for students and for staff?
  - Making sure that motivators are meaningful
Definition

Positive acknowledgement is the presentation of something reinforcing or rewarding immediately following a behavior.

It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior.

(SBCUSD Positive Behavior Support Initiative)
Definition of **Behavior Specific Praise Statements**

A behavior-specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent upon student demonstration of expected behavior*

- **Descriptive and specific**: Identifies and defines both the student and behavior being recognized
- **Behavior-contingent**: student accurately displays desired behavior
- **Frequency**: Behavior-specific praise statements delivered 5 times as often as error correction. Use more often when introducing or teaching a new behavior.
Examples

- “DaJuan, thank you for throwing your trash in the garbage can. That shows cooperation and respect for your school.”
- “JaNyah, thank you for being on time this morning with two feet in the door when the bell rang. That is very responsible and I appreciate it.”
- “Simone, thank you for sitting on the carpet with your hands and feet to your self. That is very respectful and responsible of you.”
Purposes of Acknowledgments

- **Increase** the number of **positive interactions** between adults and kids (we ideally want a 5 positive : 1 corrective ratio)

- **Reinforce the teaching** of new behaviors

- **Encourage the behaviors we want to occur again** in the future

- Harness the influence of the students who are showing expected behaviors to **encourage the students who are not**

- **Strengthen positive behaviors** that can compete with problem behavior

- **Prompt for adults to recognize expected behavior**
Rationale/Research

- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors.

- Contingent praise is associated with increases in a variety of behavioral and academic skills. (Partin, Robertson, Maggin, Oliver, & Wehby, 2010)

- Create positive interactions and rapport with students – positive school culture/climate.

- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us.

- Behavior specific praise has an impact in both special and general education settings. (Ferguson & Houghton, 1992; Sutherland, Wehby & Copeland, 2000; Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko, & Pierce, 2001; OSEP)
Receive Frequent Feedback and Acknowledgement

(across ALL school settings, including the classroom)

Correction

5 : 1

Acknowledgement

(Scott, 2008)
How to give an **acknowledgement**?

(How strong is your SPF?- Specific Positive Feedback)

**Step 1:** Name the specific student

**Step 1:** Acknowledge specific behavior

**Step 2:** Tie it back to school-wide expectations
Here is a scenario that commonly unfolds in many schools:

A student behaves in a way that disrupts the class. The teacher publicly reprimands the student in front of the class for misbehaving. The student continues acting out or responds with a disrespectful comment. The teacher approaches the student and in a loud voice tells the student to correct the behavior or they will receive an extreme consequence (time out/sit and watch, kicked out of classroom, sent to principal, parent called). The student responds with continued defiance. The instructor calls for an administrator, who comes to the room and escorts the angry student to the office to be disciplined.
Response Strategies: De-Escalation and Error Correction

“When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure not personal.”

~Bob Algozzine
De-Escalation Strategy #1: Planned Ignoring

- Some behaviors obviously cannot be ignored. Any behavior that threatens a student’s safety or key property cannot be ignored.
- Planned ignoring only works if you consistently ignore the target behavior.
  - Have you heard the slot machine analogy?
- You have to expect that the target behavior may initially get worse before it gets better.
- \[\text{https://www.youtube.com/watch?v=hVMACn2duVg}\]
De-Escalation Strategy #2: The Positive Pathway

- Avoid long lectures
- Keep the correction quick and positive (see next slide for “positive pathway” method)
- By keeping things quick and focused on the rules, you keep a situation from being personal
- Thanking the student shows you have acknowledged their change and given them a chance to get back on track
“Following the Positive Pathway…”

- **Simplified Sequence:**
  - “This is the rule …”
  - “Show me the rule”
  - “Thank you very much”
De-Escalation Strategy #3: The Responsive Classroom Approach

• 1) Non verbal intervention (gesture, eye contact, proximity)
• 2) Positive group correction (quick reminder about what a group or the whole class should be doing)
• 3) Anonymous individual correction (“We need to people in the class to prepare themselves to transition calmly and quietly to the line for recess.”)
• 4) Private individual correction (quiet, aside from rest of classroom)
• 5) Lightening quick public correction (“Krystie, I need your eyes on me right now.”).
• 6) Take a break with reflection within the classroom (2 minute calm down, debrief, timer/makeup work for missed time).
Components of School-Wide Acknowledgment Plans

- **High frequency/Predictable**
  - Delivered at a **high rate** for a short period
    - E.g. Gotchas, Falcon Feathers, positive referrals, phone calls, High 5 Tickets, Caught Being Good, All Star Gotchas, Being Unusually Good, Gold Card and privileges

- **Intermittent/Unexpected**
  - Bring “surprise” attention to certain behaviors or at scheduled intervals
  - Those reinforcers presented contingent on appropriate behavior on a less frequent basis (e.g. student of the week/month, phone call home, special privileges, computer time).
    - E.g. Unpredictable use of “Gotchas”, ticket lottery, special announcements, Hi Five surprises, Hi Five button # calls, skill-of-the- day, raffles

- **Long term Celebrations**
  - For ALL students
  - All students receive what the collective group earns
    - E.g. Quarterly activities, assemblies, parent dinners, field trips
Guidelines for Use of Rewards/Acknowledgements

• School-wide reinforcements are for every student in the building, regardless of where they fall (needs) in the PBIS triangle.

• Move from
  - highly frequent to less frequent
  - predictable to unpredictable
  - tangible to social
  - other-delivered to self-delivered (extrinsic to intrinsic)

• Individualize for students needing greater support systems

• Acknowledge students other than your own in common areas.
Eagle Bucks

- As a part of the PRIDE model at Eagle, students can earn “Eagle Bucks” to purchase rewards. These include tangible things (toys, pencils, stickers) as well as non tangible things (chance to try an obstacle course or a basketball point competition).

- Aftercare staff and parents can give up to one Eagle buck per day to students that follow expectations and exhibit good behavior.
Tools to Use with PBIS

- Think of PBIS as a bookcase that can be filled with different books...
- **Second Step**: Research-based program connecting social-emotional competence and self-regulation skills to success in school and life.
- **Responsive Classroom**: Responsive Classroom is a proactive approach to behavior management rather than reactive. There are six main teaching strategies that are central to Responsive Classroom (Morning Meeting, Rules and Logical Consequences, Guided Discovery, Academic Choice, Classroom Organization, Family Communication)
The Non-Example

- What have we learned about multi-tiered intervention models, positive behavior supports, and pro-active management to avoid failing students in this fashion?
  - https://www.youtube.com/watch?v=KrapFXnZIDE