

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: **P**roviding **R**esponsive **I**nterventions for **D**evelopmentally-Appropriate **E**xpectations
- 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?



Behavior Change...

Is an instructional process

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

Staff procedures & practices



Considerations for On-Going Instruction


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 (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 (Haring)





Learning Outcomes

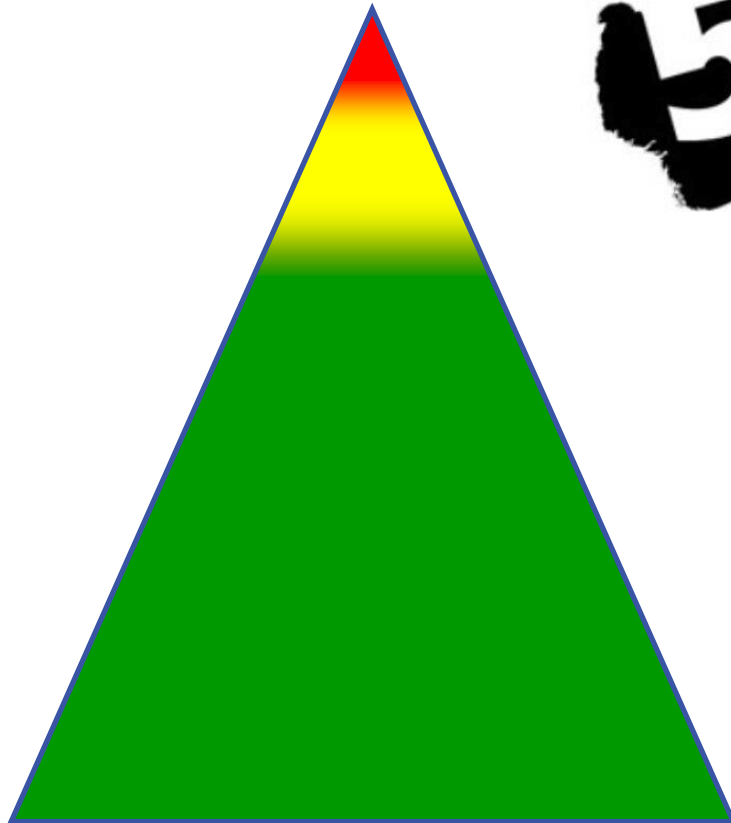
- 1) Understand the theory behind multi-tiered behavioral intervention models
- 2) Become familiar with three tiers of behavioral intervention
- 3) Grasp the Positive Behavioral Interventions and Supports {PBIS} framework
- 4) Know basic PBIS implementation components
- 5) Learn about positive acknowledgements 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 ...

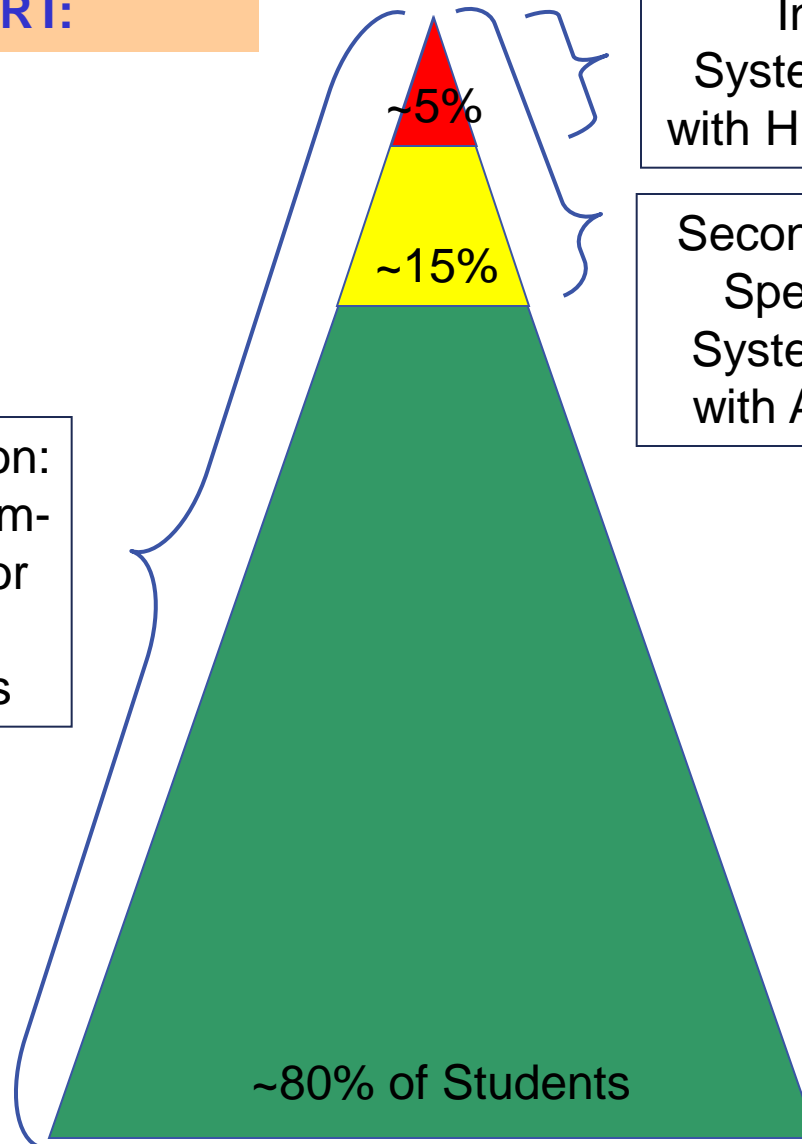
a **data-driven decision making framework** for establishing the **social culture** and behavioral supports needed for a school to be an **effective learning environment** for **all students**.

- ✓ Increase Effectiveness and Efficiency
- ✓ Process for Continuous Improvement



**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT:**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



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

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

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



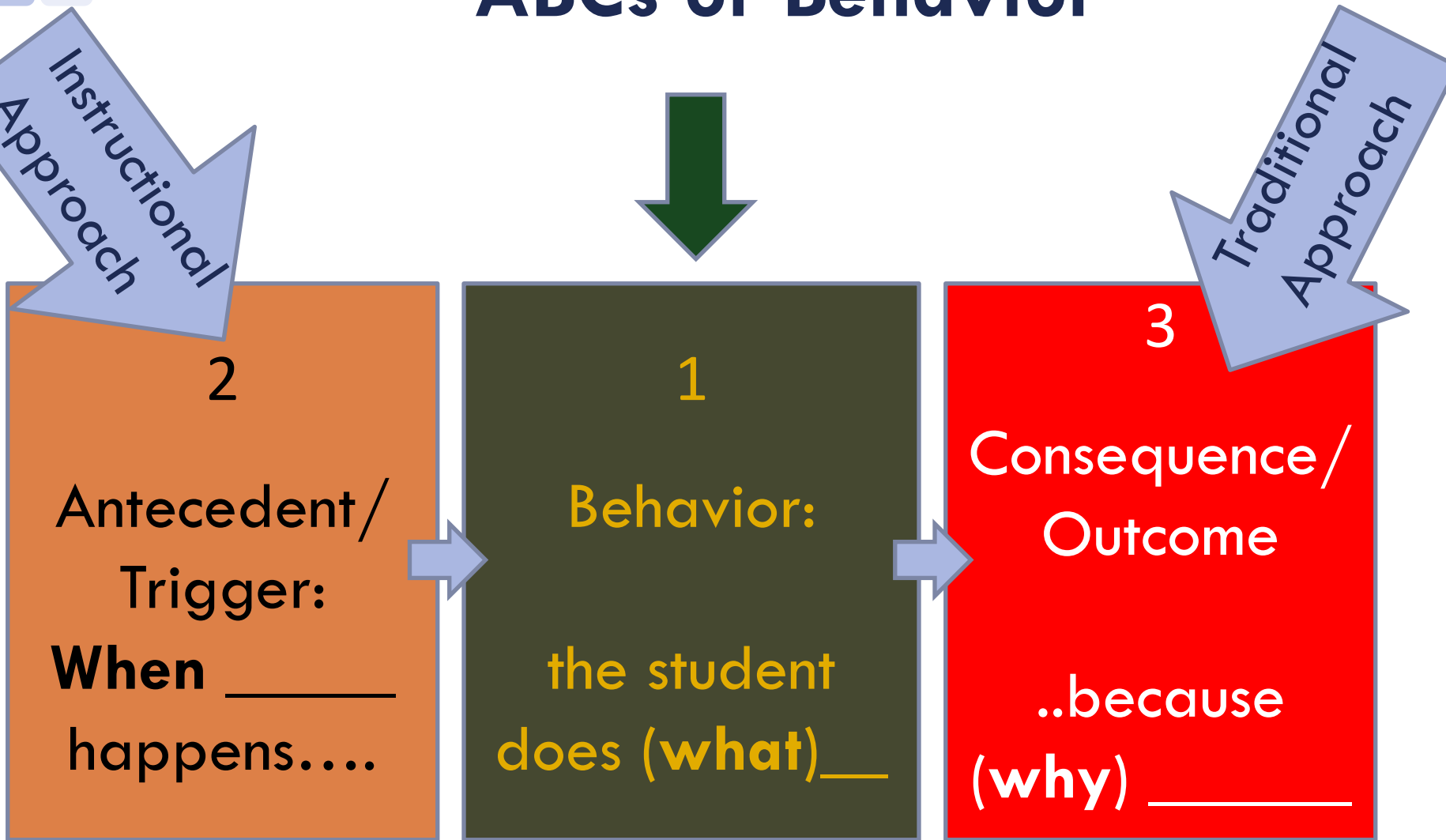


Pro-Active Management Vs. Reactive Management

- 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





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.



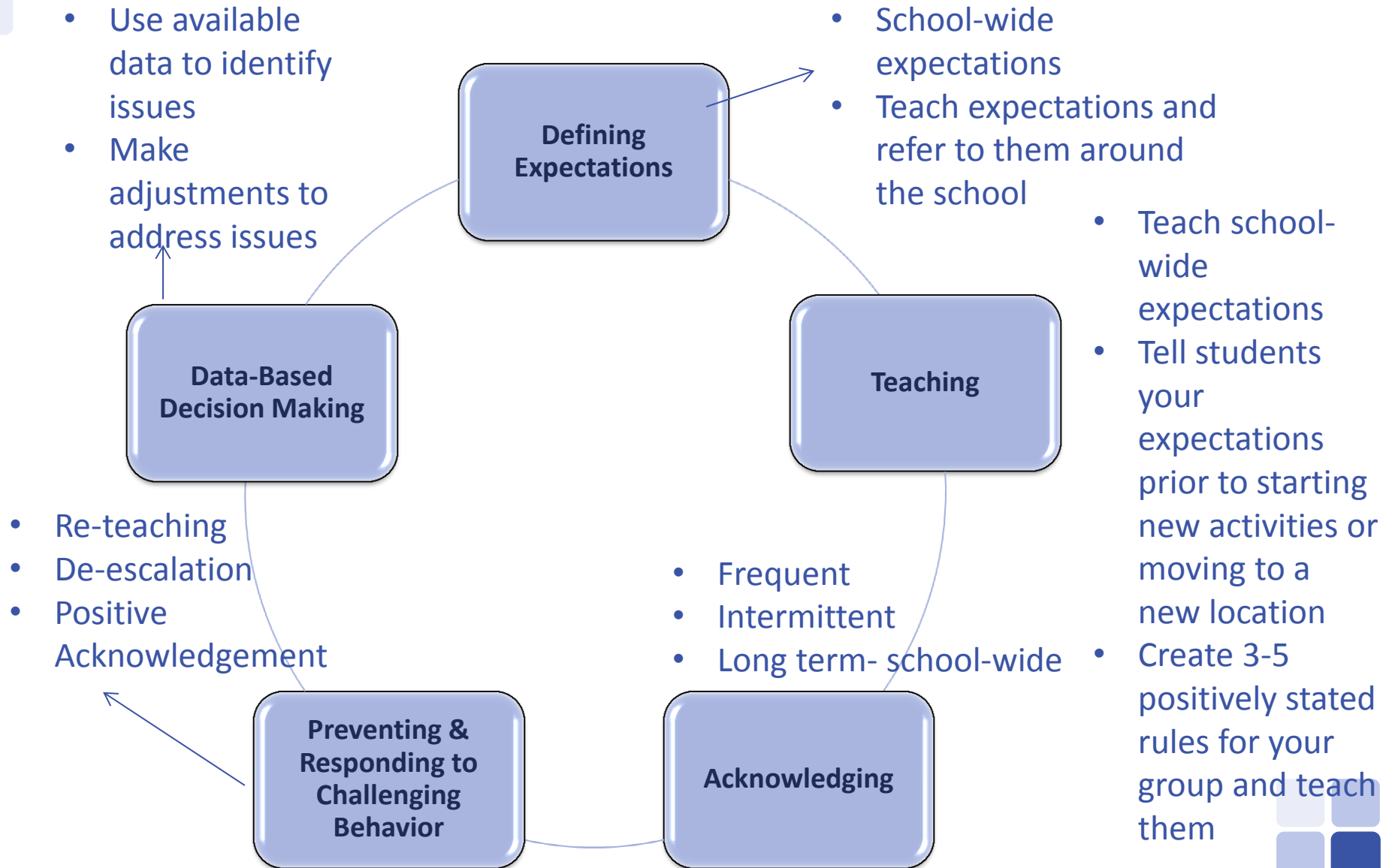


Mastering Pro-Active Management

- 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



Defining our Expectations

ABCs of Eagle Pride

		EVERYWHERE	CLASSROOM	HALLS AND STAIRS	RESTROOM	MEAL TIME	RECESS	BUS
	Always do your best	<ul style="list-style-type: none"> Follow adult directions Help others Ask for help 	<ul style="list-style-type: none"> Do as asked Use inside voice Raise hand to speak 	<ul style="list-style-type: none"> Stay together Walk quietly Use listening ears 	<ul style="list-style-type: none"> One person in the stall Flush toilet Turn off the water 	<ul style="list-style-type: none"> Use inside voice Push chairs in Eat your food 	<ul style="list-style-type: none"> Follow directions Take turns Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Back to Back, seat to seat Use inside voice 
	Be prepared	<ul style="list-style-type: none"> Wear uniform Be on time 	<ul style="list-style-type: none"> Sit in assigned seat Have pencil and paper Turn in homework 	<ul style="list-style-type: none"> Take one step at a time Keep hands on rails 	<ul style="list-style-type: none"> Wash hands with soap and water Dry hands with one paper towel  	<ul style="list-style-type: none"> Ask for what you need Wait your turn 	<ul style="list-style-type: none"> Dress for the weather 	<ul style="list-style-type: none"> Keep on seatbelts Take care of own things  
	Consider your Character	<ul style="list-style-type: none"> Follow school rules Use kind words Use inside voice 	<ul style="list-style-type: none"> Use materials correctly Use kind words Share and listen to others 	<ul style="list-style-type: none"> Use nice words Keep hands and feet to self 	<ul style="list-style-type: none"> Throw paper in the trash can 	<ul style="list-style-type: none"> Say "please" and "thank you" Ask to throw away your plate Chew with your mouth closed 	<ul style="list-style-type: none"> Share with others Solve problems in positive ways Help make recess fun for everyone 	<ul style="list-style-type: none"> Keep hands and feet to self Thank the driver 



How Do We Teach School-Wide Expectations?

- <http://www.bing.com/videos/search?q=pbis+videos&qpv=pbis+videos&FORM=VDLORD&view=detail&mid=BF1F5F6D3C613F5FEB39BF1F5F6D3C613F5FEB39>





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?



What about the classroom?

Classroom Rules and Routines

Expectations

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

Classroom Rules



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







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.”



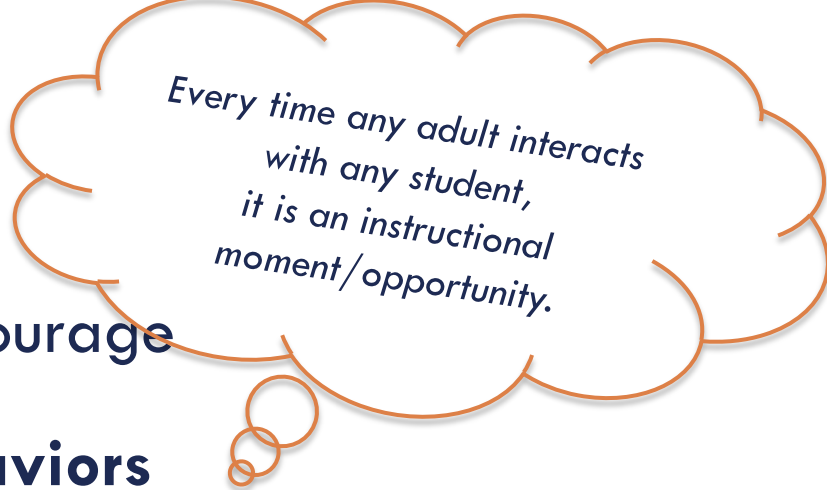


Purposes of Acknowledgments

- **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



*Every time any adult interacts
with any student,
it is an instructional
moment/opportunity.*

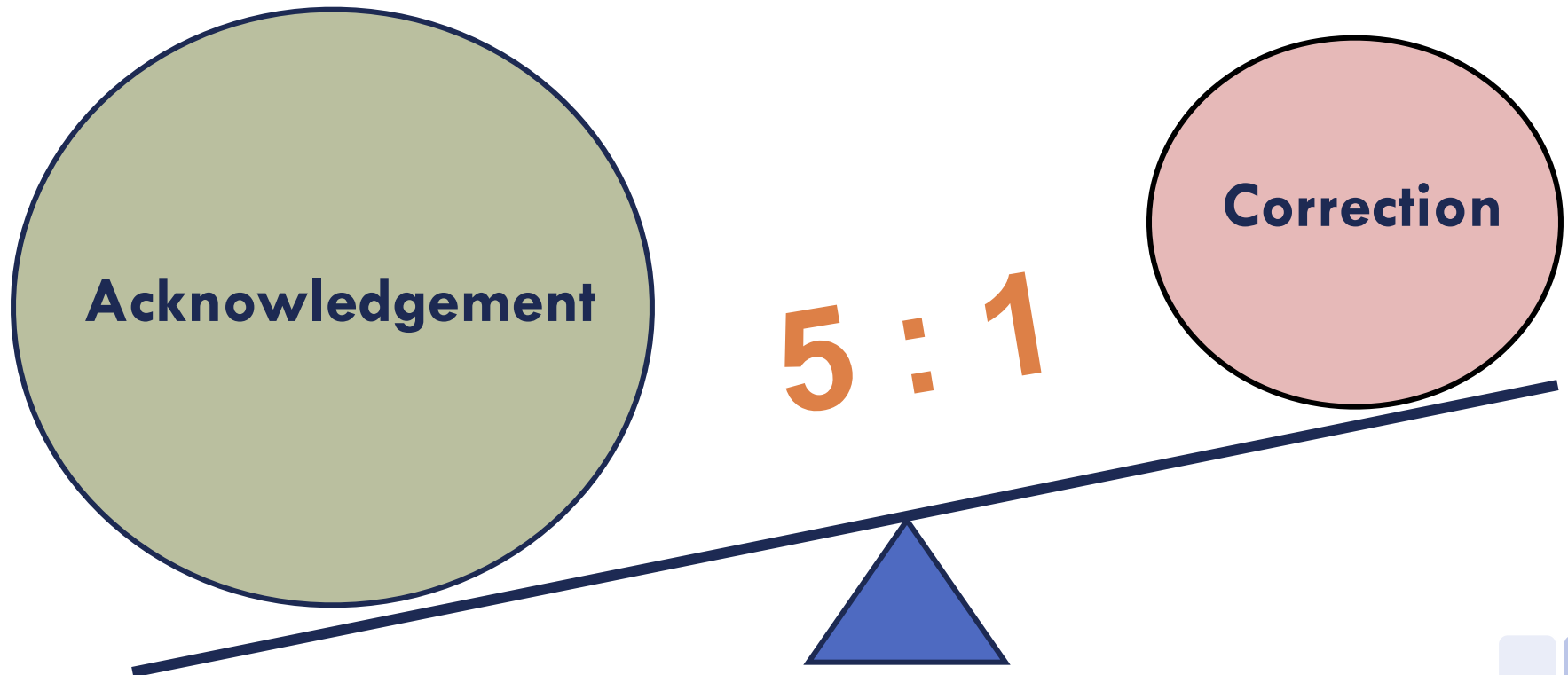
- Without formal feedback to encourage desired behavior, **other forms of feedback shape undesired behaviors**
- **Contingent praise** is associated with **increases in a variety of behavioral and academic skills.**
(Partin, Robertson, Maggin, Oliver, & Wehby, 2010)
- Create positive interactions and **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)



(Scott, 2008)



How to give an **acknowledgement**?

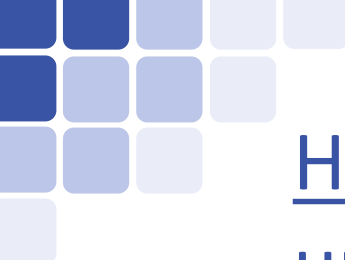
(How strong is your SPF?- **Specific Positive Feedback**)

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.
- <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 *pro-active* 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>

