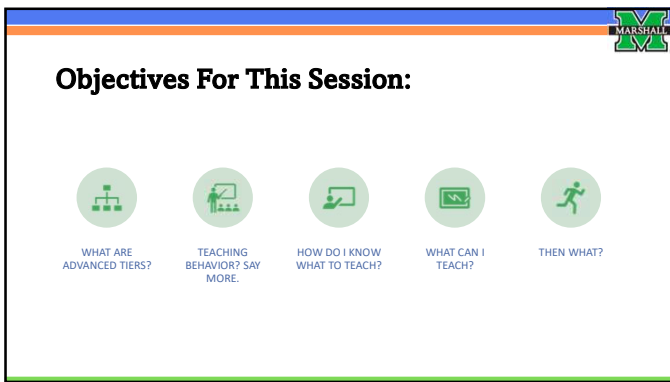
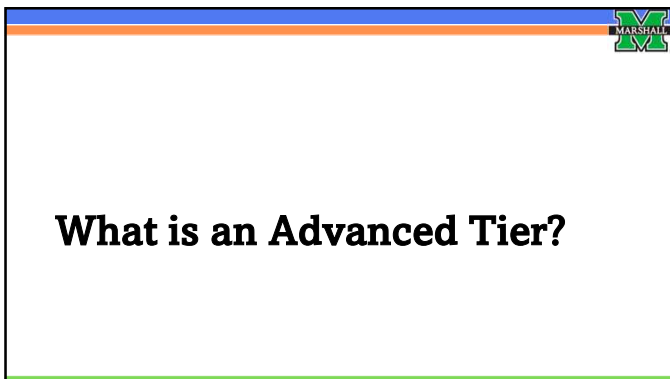




1



2



3

MIDWEST
PBIS
NETWORK

MARSHALL

Positive Behavior Interventions & Supports (PBIS)...

an MTSS data-driven framework for stakeholders to implement a culture, and the multi-tiered system of supports (SEB) to be an effective and efficient staff.

and Efficiency
Behavior
Improvement
Practices

Images: Photos.com/Getty Images, iStockphoto.com/Robert D. Benge

Scaffolding
for
Behavior

4

MIDWEST
PBIS
NETWORK

MARSHALL

Tier 3 Intensive

Individualized interventions for students with intense/chronic behavior challenges

Tier 2 Targeted

Specialized interventions for students at-risk for academic or social failure due to behavior challenges

Tier 1 Universal

School-wide interventions for all students

Layers of Support

Layers are **ADDED** for students who need more support.

5

MIDWEST
PBIS
NETWORK

MARSHALL

Things to Remember About Teaching Behavior

6

Behavior As A Core Subject

- What do you do for all kids in ELA?
- What do you do for some kids in ELA?
- What do you do for a few kids in ELA?

PBIS is Fidelity to the Core for Behavior.

7

WVTSS

WVTSS Policy Support

1. Universal Behavior Supports ...both Policy 2520.19... and Policy 4373... are utilized to teach behavioral expectations.

Appropriate behaviors are modeled and reinforced as part of the school-wide behavior expectations. Teachers should model appropriate behavior and teach behavior expectations as the would any curricular subject.

Policy 2419

Chapter 7 – DISCIPLINE

For students with disabilities, the preventive discipline program must include a tiered system of support with Positive Behavior Interventions and Supports (PBIS). If a student's behavior, regardless of the student's disability, impedes the student's learning or the learning of others, the IEP Team must consider the use of strategies, including positive behavioral interventions and supports, to address the behavior. If the IEP Team determines that such services or supports are needed, they must be included in the IEP and must be implemented.

8

4373 – Expected Behavior in Safe and Supportive Schools

Section 1. Addressing Inappropriate Behavior with Meaningful Interventions and Consequences

§126-99-2. Purpose.

2.1. Schools should undertake **proactive, preventative approaches...** that fosters learning AND personal-social development.

This rules **requires** county boards of education to design and implement procedures to create and support continuous school climate and culture improvement processes...

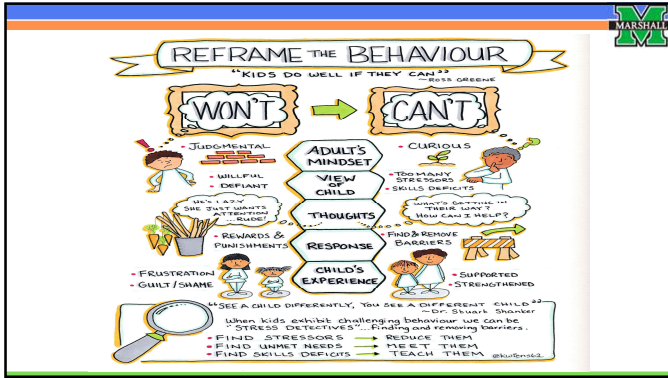
Each county will **implement proactive, preventative, and responsive programs, outline investigatory and report procedures, and delineate meaningful interventions and consequences in response to inappropriate behavior.**

County policies **may provide additional guidance...**

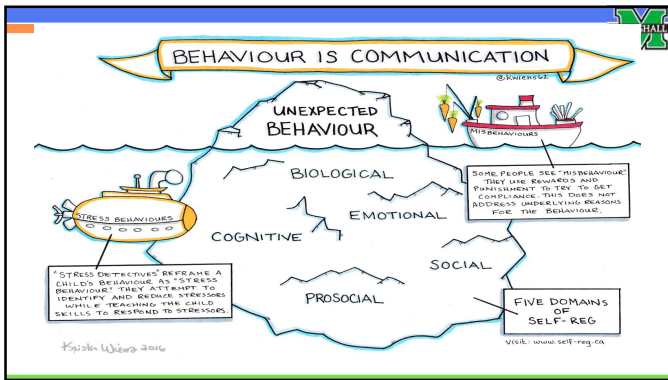
County & school policies **should identify appropriate and meaningful interventions and consequences.**

School administrators and staff **should exhaust all available school and community resources** to provide appropriate school-based intervention strategies **designed to keep student in school and engaged in instruction...**

9



10



11

The Science Still Applies

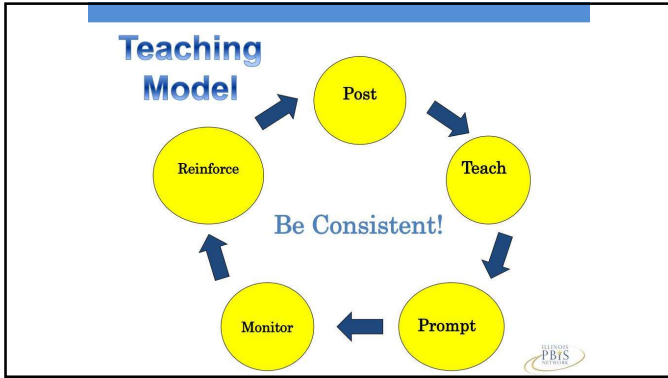
Stages of Learning

- Acquisition
- Mastery/Fluency
- Generalization
- Maintenance

Example of Language Acquisition

LEARNING	ACQUISITION
Artificial	Natural
Technical	Personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Deductive teaching (rule-driven; top-down)	Inductive coaching (rule-discovery; bottom-up)
Preset syllabus	Improvised activities
Activities ABOUT the language	Activities IN the language
Focus on form	Focus on communication
Produces knowledge	Produces an ability

12



13

Function AND Skill Deficits Matter

Functions of Behavior

Attention	Escape
<p>How do I know if the behavior is an attention behavior?</p> <p>When a student acts out, the consequences are often social attention. The student may be seeking attention from the teacher or peers. The behavior may be maintained by the teacher's response.</p>	<p>How do I know if the behavior is an escape behavior?</p> <p>When a student acts out, the consequences are often a change in the environment. The student may be seeking to avoid a task, a person, or a situation. The behavior may be maintained by the removal of the aversive stimulus.</p>

Sensory

When a student acts out, the consequences are often sensory stimulation. The student may be seeking a specific sensory input, such as movement or sound. The behavior may be maintained by the sensory consequences.

Lagging Skills

Do the challenging students you know have any of the following problems?

- Difficulty managing emotional response to frustration so as to think rationally
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heightened frustration
- Difficulty seeing the "gray" (concrete, literal, black-and-white thinking)
- Difficulty deviating from rules, routine
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- Difficulty shifting from original idea, plan, or solution
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action

14

WHAT ARE NEEDS?

Emotional	Relational	Physical	Control	Cognitive *
<p>the need to be regulated and in their "upstairs brain"</p> <p>students are triggered, feel unsafe, or can't regulate on their own</p> <p>Act out to find regulation</p>	<p>the need to feel connected and to belong</p> <p>Not always experienced in feeling connected in safe or consistent ways</p> <p>Unhealthy actions to feel loved</p>	<ul style="list-style-type: none"> • the basic physiological and biological needs for survival • Hungry, angry, lonely, tired, sick, hot, cold, worried • Attempts to get the need met – sometimes unconsciously 	<ul style="list-style-type: none"> • the need to have a say • Living in chaos, unpredictability, and lack of safety often crave being in control • Leads to power struggles and defiant behaviors 	<p>the need to understand what is expected or what is happening</p> <p>"If you can name it then can tame it" - idea</p>

Souers and Hall

15

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Teaching Behavior?

Say more.

16

MARSHALL

Intensity of Behavior = Intensity of Reponse

Intensity changes for core features of continuously available, function based explicit instruction, repeated feedback, corrective consequences, school, family communication, and fading strategies.


17

MARSHALL

Behavior ARC

The graph illustrates the Behavior ARC model. The vertical axis represents Behavior Intensity, ranging from Low to High. The horizontal axis represents Time. The curve begins at a low intensity level, labeled 'Calm'. It then rises through a 'Trigger' phase. The rising portion is divided into 'Acceleration' and 'De-escalation' phases, culminating in a 'Peak'. Following the peak, the curve descends through a 'Recovery' phase, returning to a low intensity level.


18



Proactive vs. Reactive

Proactive <ul style="list-style-type: none"> • Teaching Expectations • Procedures and Routines • Visuals • Pre-Corrections • Acknowledging Behavior, You Want to See Again • Adjusting Environment As Needed 	Reactive <ul style="list-style-type: none"> • Dysregulated Responses from Adults • Clean Discipline Systems • Consequences • Interventions and Supports • Safety Plans
---	--


19



What are Proactive Interventions and Supports?

- Pre-Corrections/Prompting
- Trigger Warnings (Safety Plans)
- Consistency
- Visuals
- Social Stories
- Scheduled Breaks
- Scheduled Attention

20



Pre-Correction


- “Pre” means before.
- What do we need to teach to avoid the challenging behavior?
- Same concepts:
 - Teach
 - Model
 - Practice
 - Remind

10

Steps for Pre-correction

1. Identify the context
2. Pinpoint predictable problem behavior
3. Conduct behavior rehearsals (i.e. practice)
4. Provide *strong* reinforcement for expected behavior
5. Prompt expected behavior
6. Monitor the process and effect

Can be done with individuals or groups of individuals



21

M
MARSHALL

Safety Plans

Step 1: What are some warning signs that a crisis may be developing?
(thoughts, symptoms, behaviors, context)

1. _____
2. _____
3. _____

Step 2: What are some coping strategies that work for me? (mindfulness, meditation, grounding techniques, taking a walk, etc.)

1. _____
2. _____
3. _____

Step 3: Where can I go to distract myself?

1. _____
2. _____
3. _____

INDIVIDUAL STUDENT SAFETY PLAN

An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.

Student: _____ Grade: _____ Date of Meeting: _____

Medical Alert Information: _____

Other Relevant Information: _____

1. Description of Specific Unsafe Behaviors:

2. Warning Signs/Triggers	Strategies That Work	Strategies That Don't Work

3. Crisis Response Plan

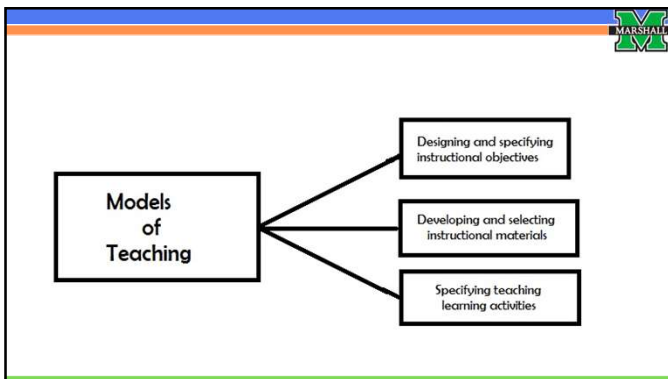
What to do if the student exhibits above described behaviors?
Who will do what/backup up staff?

22

M
MARSHALL

How Do I Know What To Teach?

23



24

Impact on Quality of Life

Quality of Life

- Interpersonal relationships
- Self-determinations
- Social inclusion
- Personal development
- Emotional well-being

Observations, permanent products, surveys

25

Are There Needs Met?

Emotional	Relational	Physical	Control	Cognitive *
the need to be regulated and in their "upstairs brain" students are triggered, feel unsafe, or can't regulate on their own. Act out to find regulation	the need to feel connected and to belong Not always experienced in feeling connected in safe or consistent ways Unhealthy actions to feel loved	<ul style="list-style-type: none"> • the basic physiological and biological needs for survival • Hungry, angry, lonely, tired, sick, hot, cold, worried • Attempts to get the need met – sometimes unconsciously 	<ul style="list-style-type: none"> • the need to have a say • Living in chaos, unpredictability, and lack of safety often crave being in control • Leads to power struggles and defiant behaviors 	the need to understand what is expected or what is happening "If you can name it then can tame it" - Idea

26

Function Based Thinking – Dr. Kaye Otten

2010 - New Term

Function Based Thinking (FBT)

- You should always think functionally and respond accordingly even at tier one.
- Helps determine if traditional responses to behavior are appropriate (time out, office referrals, suspensions).
- Empowers all educators (not just SPED) to respond more effectively by considering why the student is having the challenging behavior and what they need. What does behavior mean? What does the student need? What skills are weak missing?
- The earlier the effective intervention the more successful the behavioral change efforts.
(Hershfield, et al. 2010)

27

Functional Checklist for Teachers & Staff (FACTS)

- Identifying the problem behavior
- Collecting and analyzing student information
- Completing a context analysis to determine when the behavior does/does not occur
- Completing a Behavior Pathway

28

Motivation Assessment Scale

Student: _____ **Teacher:** _____ **Date:** _____
Development of the Target Behavior (see page 1): _____

Directions: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selection of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example, "is aggressive" is not as good a description as "hits other people." Once you have identified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of the behavior.

	Never	Rarely	Seldom	Sometimes	Often	Always
1. Would the behavior occur consistently, year after year, if this person were not subject to long periods of time (2 or more days) without supervision?						
2. Does the behavior occur whenever it is required to perform a difficult task?						
3. Does the behavior occur in only one situation or in only one place?						
4. Does the behavior occur only when you are talking to other people?						
5. Does the behavior occur only when you are in a new place or when you are with a new group of people?						
6. Does the behavior occur only when you are in a new place or when you are with a new group of people?						
7. Does the behavior occur only when you are in a new place or when you are with a new group of people?						
8. Does the behavior occur only when you are in a new place or when you are with a new group of people?						
9. Does the behavior occur only when you are in a new place or when you are with a new group of people?						
10. Does the behavior occur only when you are in a new place or when you are with a new group of people?						

Directions: Record the number circled (0-4) beside the numbered question within the categories listed: Sensory, Escape, Attention, & Tangible. Circle all numbers are recorded and the numbers in each column to get the "Total Score" for each area.

	Sensory	Escape	Attention	Tangible
1. _____	2. _____	3. _____	4. _____	
5. _____	6. _____	7. _____	8. _____	
9. _____	10. _____	11. _____	12. _____	
13. _____	14. _____	15. _____	16. _____	
Total Score = _____ Mean Score = _____ Median Score = _____ Range = _____ High Score = _____				

Functional Behavior Assessment (Functional Assessment Scale) - Hamilton County Schools - 08/2015 22

29

Matching to Function and Skills

- How to identify what is needed?
- What to do about it?

Competing Behavior Pathway

30

Task Analysis of What You Need to Teach

What is Task Analysis?

- The process of breaking down a complete task into its small steps. Tasks with many steps or components may be divided into phases.

(Alberto & Troutman, 2003)

31

Replacement Behaviors

Replacement Behavior

A REPLACEMENT BEHAVIOR is a related skill that serves the same purpose as a challenging behavior. That skill allows the child to get their wants and needs met in a more appropriate way.

Make sure that the replacement behavior is faster, easier, and serves the same function as the challenging behavior.

For example, if your child seeks attention by interrupting you while you are on a conference call, teach them to write you a note instead.

#BEHAVIORTIPSTUESDAY

Function	Example	Teaching Replacement Behaviors
Attention	The student may run to get you to chase after them, yell at them, spend time with them, etc.	<ul style="list-style-type: none"> Teach the student to raise their hand to get the teacher's attention. request to play a game with a preferred adult or peer.
Escape	The student may run to get out of a task that is too hard, easy, boring, etc.	<ul style="list-style-type: none"> Teach the student to request a break. request help with a challenging task.
Sensory	The student may run because they need movement.	<ul style="list-style-type: none"> Teach the student to request a movement break.
Access to Tangibles	The student may run because they want to get access to an object, activity, or person who isn't nearby.	<ul style="list-style-type: none"> Teach the student to request the item they want using words or symbols.

Autism Task: Replacement Behavior

32

Teaching Behavior Like a Core Subject

- How would you identify a student would be struggling with an academic skill?
- How would you drill down into what is actually going on?
- What would you do when you identify the skill?
- How would you know what your teaching is working?
- What would you do if it's not? What would you do if it is?
- There are reasons breaking down behavior feels harder. But you DO know how to do it!

How to Teach a Skill or a Behavior

Instruct

Teach the skill or behavior to the student. Explain carefully, using age and developmentally appropriate language, with proper timing. Give examples, ask questions, help the child understand what you mean.

Model

Show the student the skill or behavior in action. Demonstrate exactly what you mean in steps and from start to finish. Then you stop and let the child finish or take over. Let the student experience how it is done.

Practice


Give the student many opportunities to practice the new skill or behavior with fading support. Remind it as you go up to and over 1000 times for some students to learn a new skill or behavior. Be patient and allow the child all the time and support he or she needs.

Praise

Praise the child through out the process for the effort he or she is making. Give the student. Learning is hard work! Be sure to focus both on the progress and also on how much hard work the student is putting into learning. Learning to learn is as important as learning the skill!


Repeat as needed!

33




Social Skills Intervention Groups

- **Types of Social Skill Deficits**
 - Acquisition Deficit
 - A student does not know the skill or how to use it properly
 - Performance or Fluency Deficit
 - A student can perform the skill but does so infrequently
 - Competing Problem Behavior
 - A problem behavior interferes with a student's performance of a learned skill




37




Key Principals about Social Skills

- **Social Skills...**
 - Are *learned* behaviors
 - Deficits can be acquisition or performance
 - Include specific *verbal* and *nonverbal* behaviors
 - Require both *initiations* and *responses*
 - Are *interactive* by nature
 - Are *highly contextual* – depend on environment
 - Deficits can be identified and treated

How?



38



Social Skills Intervention Instructional Approach

Tell = Coaching


Show = Modeling

Do = Role Play


Practice = Rehearsal

Monitor Progress

Generalize & Maintain




39




Social Skills Intervention Groups include:

- Smaller number of students with access to high rates of adult attention
- Situated learning
- Positive peer models
- Systemic, explicit instruction
- Modeling, role-playing, problem solving, feedback
- School to home communication
- Self-assessment and recording component




40



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41



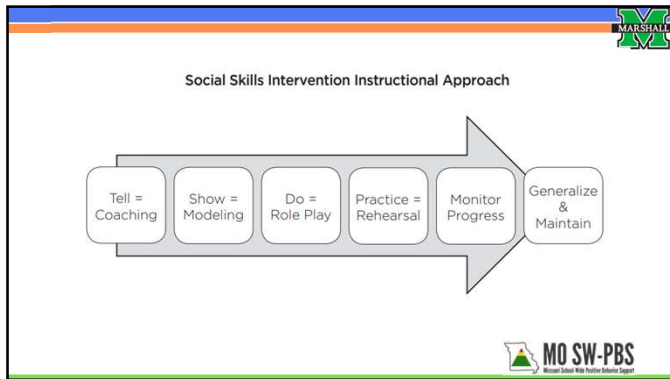
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How?



42



43

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- School to home communication
- Self-assessment and recording component

The slide has a blue and orange header bar. Logos for 'MARSHALL' and 'MO SW-PBS' are in the top right and bottom right corners.


44

Self-Monitoring

- Practice of observing and recording one's own actions and behavior
- Designed to teach students to change or maintain their own behavior
- Checklist or to-do list
- In order to occur, two conditions must be present:
 - *Must have the skill in their repertoire*
 - *Must be able to discriminate the occurrence of the skill*
- What's the purpose?
 - *Increase the frequency of a desired behavior/skill*
 - *Ensure the accurate completion of a task*
 - *Increase focus and awareness of a desired outcome*


The slide has a blue and orange header bar. Logos for 'MARSHALL' and 'MO SW-PBS' are in the top right and bottom right corners.

45




Students Most Likely to Benefit

- Function of behavior is related to avoiding attention, task, or stimuli
- Effective for a wide range of ages, disabilities, and skills




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Implementation Components

- Identify target behavior
- Define target behavior
- Collect baseline data
- Design procedure and materials

What does it “look like?”



47



EXAMPLE

Daily Progress Report

Student Name: _____ Date: _____

	1-10 (emerging)	11-20 (emerging)	21-30 (emerging)	31-40 (emerging)	41-50 (emerging)	51-60 (emerging)	61-70 (emerging)	71-80 (emerging)	81-90 (emerging)	91-100 (emerging)
Target 1	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 2	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 3	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 4	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 6	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 7	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 8	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 9	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 10	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5

Parent/Teacher Signature: _____

Comments: _____

EXAMPLE

One-Step Reinforcing Data Progress Report

Student Name: _____ Date: _____

	1-10 (emerging)	11-20 (emerging)	21-30 (emerging)	31-40 (emerging)	41-50 (emerging)	51-60 (emerging)	61-70 (emerging)	71-80 (emerging)	81-90 (emerging)	91-100 (emerging)
Target 1	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 2	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 3	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 4	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 6	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 7	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 8	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 9	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5
Target 10	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5

Parent/Teacher Signature: _____

Comments: _____

EXAMPLE


Writing Assignment Checklist

Place a check next to the items completed.

Name: _____ Class: _____ Date: _____

All sentences begin with a capital letter.	
All sentences have correct punctuation at the end.	
All sentences have a subject and a verb (are complete sentences).	
The first word of the paragraph is indented.	
The paragraph has a topic sentence.	
All sentences in the paragraph are on the same topic.	
I followed instructions for the assignment.	
I completed all parts of the assignment.	

The goal for this writing assignment is _____



48

Prevent Teach Reinforce

Skillstreaming

Insights to Behavior

PBS

Person Centered Planning

Meaningful Work

The diagram illustrates the ABCX model of behavior change through four interconnected stages, each represented by a circular icon with a child and a descriptive text box:

- PREVENT** problem behavior: A red arrow points from this stage to the next.
- TEACH** the student an acceptable replacement behavior: An orange arrow points from this stage to the next.
- REINFORCE** the student's use of the replacement behavior: A green arrow points from this stage to the next.
- MINIMIZE** the payoff for problem behavior: A blue arrow points from this stage back to the first stage, completing the cycle.

PREVENT
problem
behavior

TEACH
the student an acceptable
replacement behavior

REINFORCE
the student's use of the
replacement behavior

MINIMIZE
the payoff for
problem behavior



Insights to Behavior



How Insights to Behavior Works




Define
Track and monitor both student and teacher progress.

Assess
Consistent reporting and an at-a-glance dashboard. Early notice of problems and discuss them and determine to get both teachers and students back on track. To track & monitor how fast they improve. Notice that student goals, needs, the other administrators are early warning system that gives everyone a second look. Based on the success in real time taught that makes school officials to completely meet to correct changes in a student's behavior and measure high profile students.

Strategies

Report

52



Positive Behavior Supports


Definition of PBS

- Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.
- Home, Community, Schools
 - Apbs.org/pbs


Practices

- FBA
- Collaborative Teaming in PBS
- Proactive Strategies
- Teaching Replacement Skills
- Systems Change (PBIS)
- Competing Behavior Model
- Group Action Planning
- Addressing Diversity

53



Person Centered Planning



54

Meaningful Work

- Website Blurb:**
 - Meaningful Work: Changing Student Behavior with School Jobs grew from the frustration that every educator feels when faced with students who are best at being bad. Meaningful Work creates a sense of purpose and provides an opportunity for a student to experience success.

55

Wraparound Services

- “...likely involves collaborating with community, medical, or mental health agencies.”

56

How To Teach

57

Feedback Systems

FORCED-CHOICE REINFORCEMENT MENU

Name: _____

In order to identify possible classroom reinforcers, it is important to get directly to the source, namely, the students. Below is a paragraph that provides information for gathering a variety of "reinforced" (desired) items from your students. Reinforcers are items that your students find motivating. Please read the following paragraph carefully.

Let's suppose that you have decided that an assignment and one item that you have done a really good job on. In gathering items to reward your class, read out all of the things that you would you want the to happen. Please choose the one item that you would like the most and mark with "X" in the first box under the item or item, each only one box for each item.

1.	<input type="checkbox"/> Teacher writes "X" on your paper. (X)	<input type="checkbox"/> Be able to study your work. (X)
2.	<input type="checkbox"/> A bag of chips. (X)	<input type="checkbox"/> Comments tell you to be on that item. (X)
3.	<input type="checkbox"/> Be able to sit on that item. (X)	<input type="checkbox"/> Teacher writes "X" on your paper. (X)
4.	<input type="checkbox"/> Comments tell you to be on that item. (X)	<input type="checkbox"/> Be able to study your work. (X)
5.	<input type="checkbox"/> Be able to sit on that item. (X)	<input type="checkbox"/> A bag of chips. (X)
6.	<input type="checkbox"/> Teacher writes "X" on your paper. (X)	<input type="checkbox"/> Comments tell you to be on that item. (X)
7.	<input type="checkbox"/> Be able to study your work. (X)	<input type="checkbox"/> Be able to sit on that item. (X)
8.	<input type="checkbox"/> A bag of chips. (X)	<input type="checkbox"/> Comments tell you to be on that item. (X)
9.	<input type="checkbox"/> Comments tell you to be on that item. (X)	<input type="checkbox"/> Be able to sit on that item. (X)
10.	<input type="checkbox"/> Be able to study your work. (X)	<input type="checkbox"/> A bag of chips. (X)

Reinforcer Inventory

Check Name: _____ Date: _____

Please check the items that you use most often.

1. Something free like a gift

2. Something free (like a reward)

If a recommended item is not available, this form generally as students have used to change frequency

Social Reinforcers	Sensory Reinforcers	Activity Reinforcers
<input type="checkbox"/> Adult attention	<input type="checkbox"/> Hearing his	<input type="checkbox"/> Praise
<input type="checkbox"/> High	<input type="checkbox"/> Put up in the back	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Knew	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen
<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen	<input type="checkbox"/> Being chosen

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Dr. Bruce Perry

Regulate


Relate


Reason


Reflect


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Behavior Skills Training


INSTRUCTION


MODELING


REHEARSING


FEEDBACK


"CONSULT ISN'T ENOUGH" - AZ

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Another Idea for Teaching

I Do

We Do

You Do

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Lesson Plan to Address Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful behavior: Students will use appropriate language around peers and adults. They will use kind words with conflict. Students will keep hands and feet to themselves. Students will share resources given by adults in the first run.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to peers and adults in school. Using words in advance to discuss issues and help resolve student's misbehavior and use their voice. Students' misbehavior in school creates work during and can cause problems at school and in the community.

Step 3: Identify appropriate and state examples of the desired behavior (What would the behavior look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">• Eyeing• Gossiping to help• Inappropriate language• Trying on adult to help when a conflict can't be resolved• Repeat and just to say to your own (friend's) eyes	<ul style="list-style-type: none">• Excluded social language• Blame• Play down• Shouting language• Talking• Giving more support (friend's) eyes• Cussing

Step 4: Practice Role Play Activities

Model expected behavior if any: Teacher to model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.

This happened once between the teachers and the teacher did it to the ground. "Katie was upset because she would be late for class and called them a "lazy girl". They got angry and told Katie she was safe and smart. They walked away and Katie was late for class. Katie was mad and began to ground some more about this to the ground.

This happened once between the teachers and the teacher did it to the ground. "Katie was upset because she would be late for class and called them a "lazy girl". They got angry and told Katie she was safe and smart. They walked away and Katie was late for class. Katie was mad and began to ground some more about this to the ground.

Lead students through behavior (if any): Teacher's present following scenarios. Students will discuss why second scenario is an example of respectful behavior.

Several students were sitting together eating lunch in the cafeteria. Doreen pulled out Kim's new dress. Doreen apologized and gave a new paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Doreen for helping her. The cafeteria monitor witnessed this event and gave both girls "school bucks" for resolving a potential conflict respectfully.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenarios. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Adapted from: Langland, S, Lewis-Palmer, T., & Sugi, G. (1998)
TTAC William & Mary workshop

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Then What?

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1. Team engagement in the *problem-solving process*

2. Function-Based Assessment

3. Behavior Intervention Plan linked to hypothesis in FBA

4. Progress monitoring and coaching, implementation fidelity checks.

Wraparound

Comprehensive

Brief

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Relationships

Repeated and More Frequent Feedback

Corrective Consequences

School-Family Connection

Data

- Fidelity
- Outcomes

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Was data collected?

Yes

No

Are goals being met?

Yes

No

Is plan being implemented as designed?

Yes

No

• Celebrate and continue

• Have a plan for fading

• Problem solve data collection - determine how to get data

• Collect data for 2 weeks and reassess

• Modify intervention

• Consider move to next level

• Problem solve barriers to implementation

• Collect data and reassess in 2 weeks

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