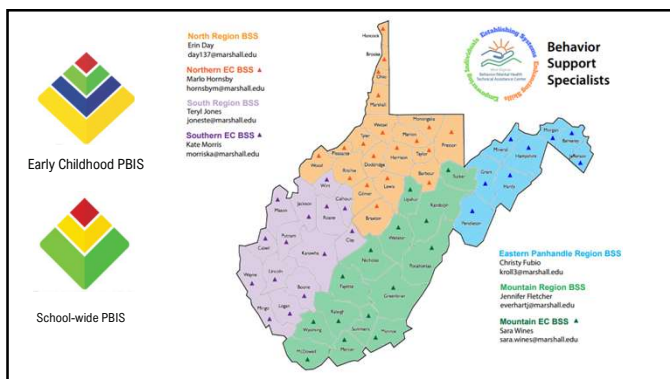





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Please scan the QR code to sign in.

Be sure to include:


Who is presenting/providing the technical assistance today?

Alicia

What is the topic/title of the presentation?

Behavior Secrets

4



Why is behavior change so hard?

What they don't tell us - Intensification.

The Behavior Cycle

How to Problem Solve

5


Introducing...



- Think of your worst trait/characteristic.
Example: I am NEVER on time!
- Instead of using your name, introduce yourself to 2 people around you as that trait (and allow them to do the same).
Example: Hello, I am never on time. It's nice to meet you.


Imagine your students knowing they already have a label and that's what other people know them as. How will you remove those "name tags?"

6



Why is behavior change hard?



7




Why is behavior change so hard?

Behavior change is complicated and complex because it **requires a person to disrupt a current habit** while simultaneously fostering a new, possibly unfamiliar, set of actions.

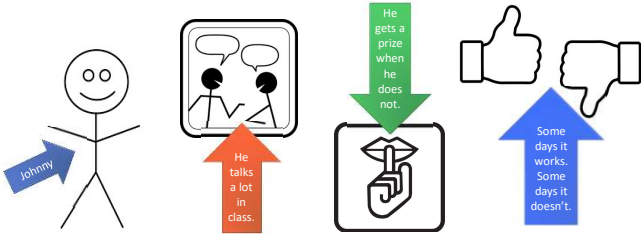
This process takes time – usually *longer* than we prefer.


8



Who knows a “Johnny”?




9




Behavior Modification is a Slow Process

“True Behavior Change”
 adopting a behavior pattern that is no longer reliant on external motivation and lasts for extended period of time.



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Behavior Modification is a Slow Process

“True Behavior Change”
 adopting a behavior pattern that is no longer reliant on external motivation and lasts for extended period of time.

Why are these so difficult to change?

Things we often try to

How do we make lasting change?



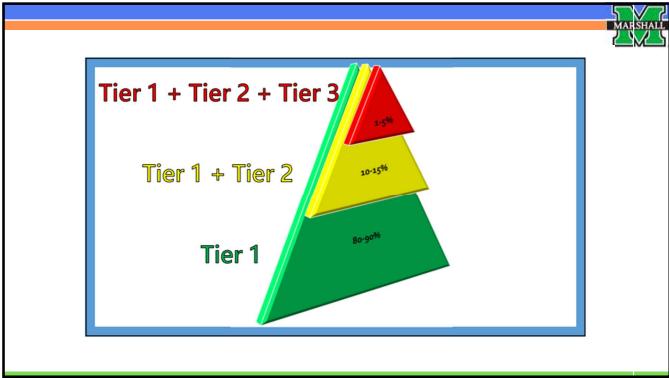
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What They Don't Tell Us:


Intensification

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Effective educators design, implement, and differentiate Tier 1 practices to meet the needs of the majority (>80%) of their learners. Thus, when learners have more intensive needs, educators intensify their Tier 1 practices—they may provide more explicit social skills instruction, frequent prompts or reminders, engaging instruction, opportunities for reinforcement, and specific instructional feedback for academic and social behavior at an intensity that meets the needs of at least 80% of students in their classroom or school.



Commonwealth of Massachusetts, Department of Education, Office of Special Education, 2020. Supporting Students with Disabilities within the PBIS Framework. Center for PBIS, University of Oregon. www.pbis.org

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PBIS: Expectations

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Clarifying Language

- **Expectations:** Define the kind of people that you want your students to **be**
 - (e.g., respectful, responsible, etc.)
- **Behaviors/Rules:** Specify the tasks students are to **do** to meet the schoolwide expectations

Expectations (Policy 4373)	Consistency with our Language and Understanding
Rules / Behaviors (Core Values)	Specific Tasks students are to do to <u>achieve the school-wide expectations</u>
Routines/ Procedures	Procedures are methods for accomplishing tasks throughout the school setting. Procedures form routines that <u>help students meet expectations and practice time management</u>

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School-Wide Expectations to Best Practice: Prompting

Prompting: Prompts are forms of assistance or reminders (e.g., visual, physical, vocal) that encourage a learner to engage in the desired behavior. The goal is to fade prompts, so the learner performs the skills without needing the added support

Pre-Correction: "It's almost time to walk down to PE – can you remind me of one way to show RESPECT in the hallway?"


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School-Wide Expectations to Best Practice: Modeling

Modeling: Modeling is the correct demonstration of desired skills, which serve as an ideal example to be imitated by the learner.

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Other Best Practices:



Teaching Lessons in Natural Context

Teaching lessons in the natural context is a strategy used in which the educator uses authentic settings (such as the classroom, playground, or cafeteria) and events as opportunities for learning and practicing skills

Schedules

Schedules are visual displays using photos, pictures, or text which a learner can use to track and follow along with activities the learner needs to complete within a designated time frame.

Antecedent Based Interventions

Antecedent interventions consist of arranging the learning environment, events, or circumstances to facilitate desired behaviors and to minimize the likelihood of problem behaviors

Visual Prompts

Visual prompts provide the learner with a visible model of what to do, eliminating the need for educator-mediated assistance

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FIRST THINGS FIRST

- **Feedback and acknowledgement systems** only work when they are part of the whole system.



20

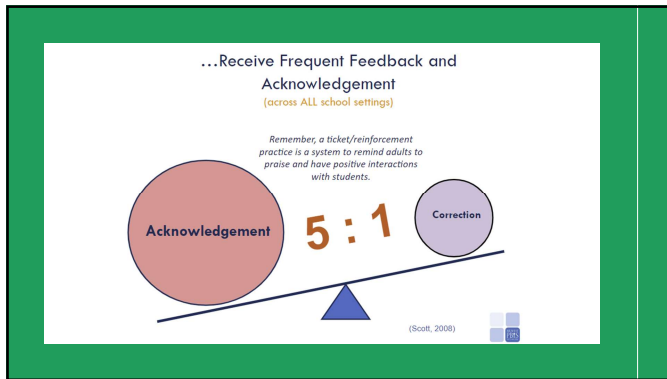
Rationales for Acknowledgments

- **Teaches students what is expected of them**
 - Provides feedback on how well they're doing this
- **Makes appropriate behavior more likely to occur**
 - Catches students 'being good' and creates momentum
- **Builds positive student/teacher relationships**
 - School climate and culture
- **It is one of the most powerful tools for shaping or changing behavior**

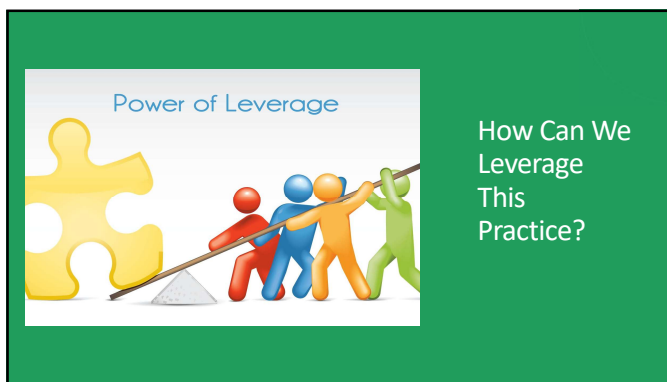


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School-Wide Feedback Systems to Best Practice: Individual Support

Reinforcement: Reinforcement is a strategy in which the educator purposely arranges what occurs after behavior to increase the likelihood of that behavior happening again

Individualized Reinforcement Systems
- We often need to intensify reinforcement systems. How can we use what is created at a school-wide level as a basis of intensification?




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Terrance Scott – Acknowledgment Success

- Level 1 – Verbal Praise**
 - Age Appropriate
 - Very Specific to the Behavior
 - Mix it Up!
- Level 2 – Access to Privilege**
 - Things that already exist and are used (School-Wide Systems)
 - Contingencies!
- Level 3 – Public Acknowledgement**
 - For those who like it
 - For those who are step above
 - Free!
- Level 4 – Token Reinforcement**
 - For specific behaviors, times, and contexts based on data
 - Token may be the reinforcement for young children
 - Trade for existing privileges
 - Drawings and Chances to Win



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The Behavior Cycle

The Biggest Secret and How to Use It

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Behavior occurs in patterns.

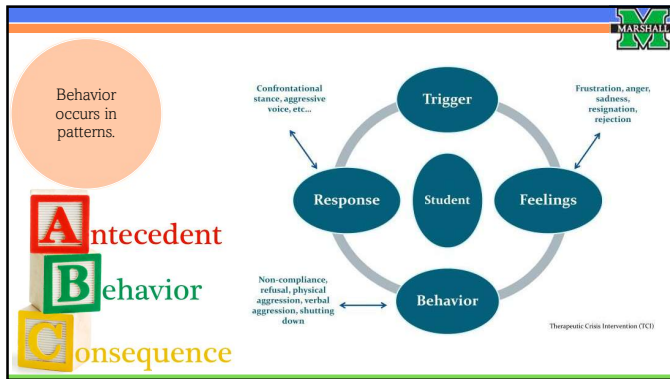
Behaviour Patterns



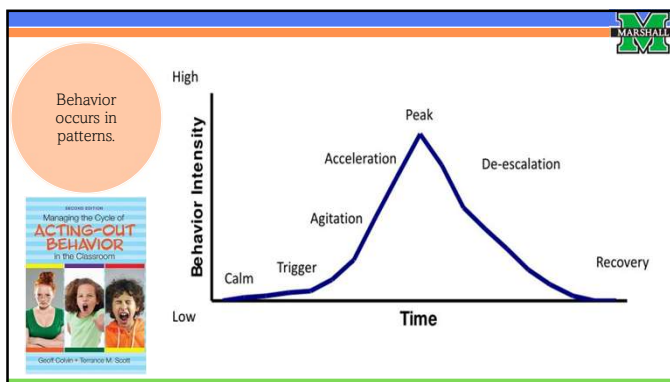
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graph TD
    MA[MY ATTITUDE] -- affects --> YB[YOUR BEHAVIOUR]
    YB -- affects --> YA[YOUR ATTITUDE]
    YA -- affects --> MB[MY BEHAVIOUR]
    MB -- affects --> MA
            
```

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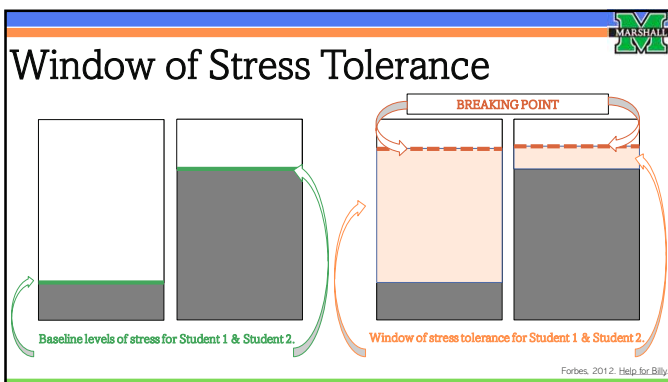
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Calm	Triggers	Agitation	Acceleration	Peak
<ul style="list-style-type: none"> On task behavior Engaged Following Directions 	<ul style="list-style-type: none"> Grimaces Stares off into space Reacts with a question or a "no" 	<ul style="list-style-type: none"> Stares into space Gets "the look" Paces, rocks, fidgets 	<ul style="list-style-type: none"> Questions and Argues Profanity Finds rules to break Whines, Cries, Threatens, Intimidates 	<ul style="list-style-type: none"> "It's on Like Donkey Kong."

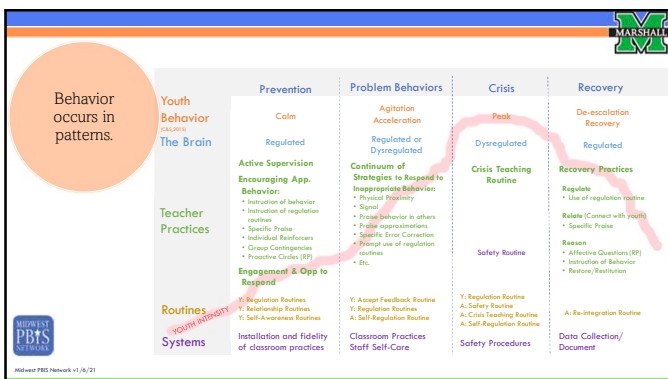
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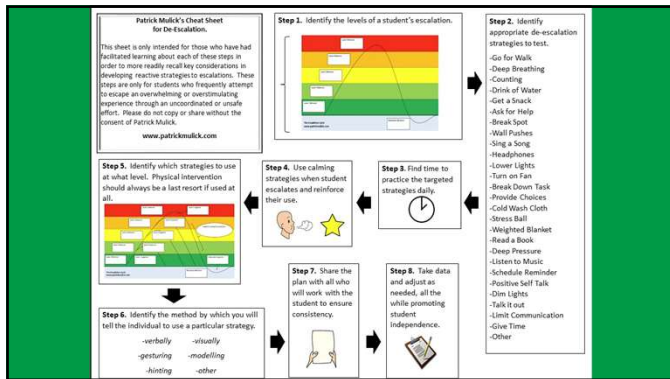
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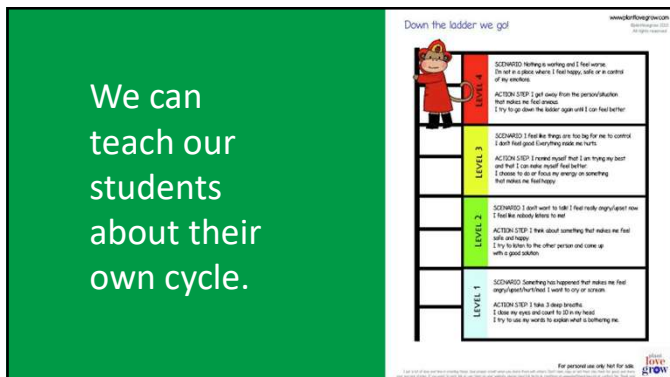
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Los Angeles Unified School District

Student Health Services Division of Behavioral Intervention

	Identify Known Triggers	Student Behavior	Staff Responses
Triggers	<ul style="list-style-type: none"> Adult or peer pointing out the student is working slowly. Peer interaction where the student tells you someone is bothering them. Transitions to different tasks. Telling the student to stop talking to others next to them. 	<ul style="list-style-type: none"> Says "no". Slumps shoulders while sitting in chair. Mumbles cryptic speech under their breath softly, saying, "I hate this, I hate you." 	<ul style="list-style-type: none"> Avoid making eye contact. Speak calmly and keep your tone neutral. Avoid nagging. Keep instructions concise and clear. Redirect to focus on the task at hand and at the same time offer support or help. Provide specific praise/reinforcement for any approximation toward expected behavior(s). Ex: "Thank you for holding your pencil correctly and sitting in your seat." Consider appropriate proximity: respect personal space and keep a reasonable distance (minimum 3-5 ft away). Provide wait time between each interaction (10-30 seconds).
Agitation	<ul style="list-style-type: none"> Withdraws from group and/or will talk to self or staff about how they are being bothered. Says "never mind" at a vocal level slightly above conversational level. Shakes their leg while sitting and fidgets in their seat. 	<ul style="list-style-type: none"> Withdraws from group and/or will talk to self or staff about how they are being bothered. Says "never mind" at a vocal level slightly above conversational level. Shakes their leg while sitting and fidgets in their seat. 	<ul style="list-style-type: none"> Approach student using non-threatening body language and stand to the side of the student. Speak calmly and ask the student, "How can I help you?" Allow 10-30 seconds of wait time before repeating the question, if necessary. Provide specific praise/reinforcement for any approximation toward expected behavior(s). Provide student opportunities to take a supervised break in the designated cool down location in the classroom.

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We can
teach our
students
about their
own cycle.

4373 – Expected Behavior in Safe and Supportive Schools

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

This rule **requires** county boards of education to **design and implement** procedures to create and support continuous school climate and culture improvement processes... that will ensure an orderly and safe environment that is conducive to learning **for all**.

Each county will implement **proactive, preventative, and evidenced-based practices** utilizing a MTSS framework, outline investigatory and report procedures, and delineate meaningful interventions and consequences in response to inappropriate behavior. Schools will provide explicit instruction on expected behaviors, **model and reteach expectations** when needed, and **provide feedback** to maximize the probability of student success in all school settings...

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

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

Through a MTSS framework, school administrators and staff **should leverage available school and community resources** to provide appropriate evidence-based intervention strategies **designed to improve student behavior, maximize student attendance, and increase student engagement...**


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4373 – Expected Behavior in Safe and Supportive Schools

Chapter 4
PROCEDURES FOR TAKING ACTION ON
SUBSTANTIATED INAPPROPRIATE BEHAVIOR

Section 1. Interventions and Consequences of Inappropriate Behavior

Inappropriate behavior **should be addressed with meaningful interventions and consequences that strive to improve future behavior using a MTSS framework.** School administrators and staff **shall leverage all appropriate school and community resources** to provide appropriate evidence-based interventions **designed to maximize student attendance and engagement.**



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INTERVENTIONS	CONSEQUENCES	PUNISHMENT

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For each behavior pattern:

Collaborate and name possible **interventions** and **consequences** for **first time offenders** and **habitual offenders**.

Scenario:

1. Student does not keep the chair on all fours, even after repeated reminders.
2. Student disrupts others prior to instructional activities.
3. Student uses profanity to refuse a task.
4. Student exhibits problem behaviors in every class but music.
5. Student is destructive during outbursts in the classroom.
6. Student falls asleep in class.
7. Student talks about harming themselves during second period.
8. Student makes threats directed to the school building.

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For a child to *learn something new*, it needs to be repeated on average 6 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. (Harry Wong)

It takes an average of 66 days for a new behavior to become automatic. (Lally et al, 2010)

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Behavior CAN BE Changed

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The Science Still Applies

Stages of Learning

- Acquisition
- Mastery/Fluency
- Generalization
- Maintenance

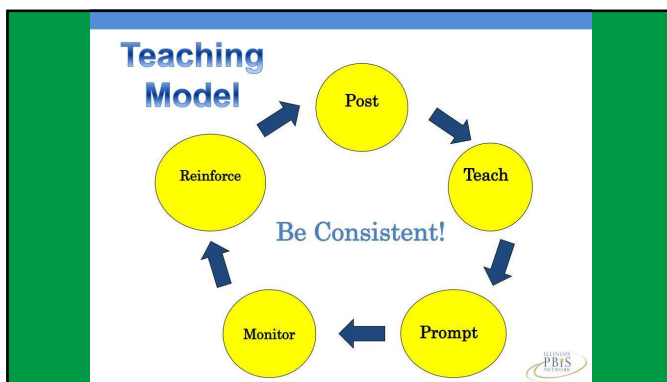
Example of Language Acquisition

acquisition vs. learning

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 teaching (rule-discovery; bottom-up)
Pretest syllabus	Improvised activities
Activities ABOUT the language	Activities IN the language
Focus on form	Focus on communication
Produces knowledge	Produces an ability

Image from Fiqih Ninday Palupi "Second Language Acquisition"

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Function AND Skill Deficits Matter

Functions of Behavior

Attention	Escape
<p>How do I know if the behavior is an attention behavior?</p> <p>Does the behavior occur when I am not paying attention to the student? Does the behavior occur when I am not paying attention to the student? Does the behavior occur when I am not paying attention to the student?</p>	<p>How do I know if the behavior is an escape behavior?</p> <p>Does the behavior occur when I am asking the student to do something? Does the behavior occur when I am asking the student to do something? Does the behavior occur when I am asking the student to do something?</p>

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 heighten frustration
- Difficulty seeing the "grays" (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

Collaborative Problem-Solving Example Slide

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PBIS: Function,
Data, and
Intervention
Matching

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Effective
Data
Systems for
Behavior

A Multi-Tiered System of
Support that uses a data-
based problem-solving
process to make decisions
about how to support
provision in schools.

Requires a data collection
system that makes it easy
to answer questions that
come up during the
problem-solving process.

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Data Matters

*This student
needs something.
They need it
there.
They need it then.
They need that.
Why now?*

Who

Where

When

What

Why

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What it means...

Identified bank of interventions that are ready to go.

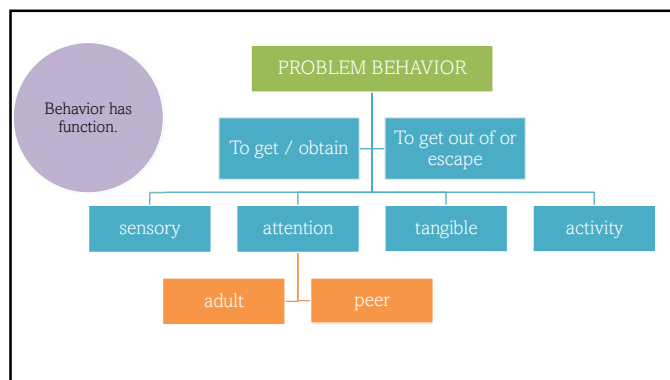
Interventions should:

- Provide additional instruction and opportunities for students to develop lacking skills
- Add structure and predictability
- Increase feedback

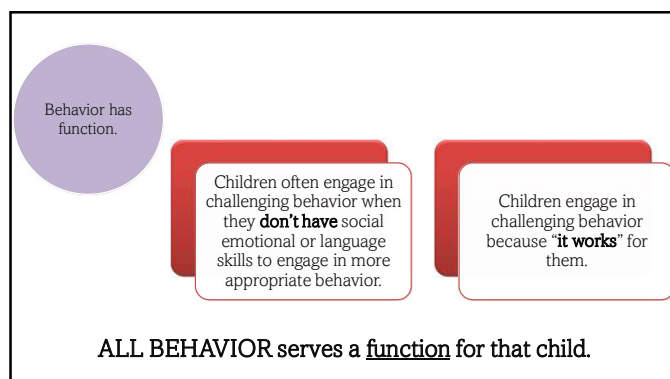
Be linked to function, development, culture

Be linked to Tier 1

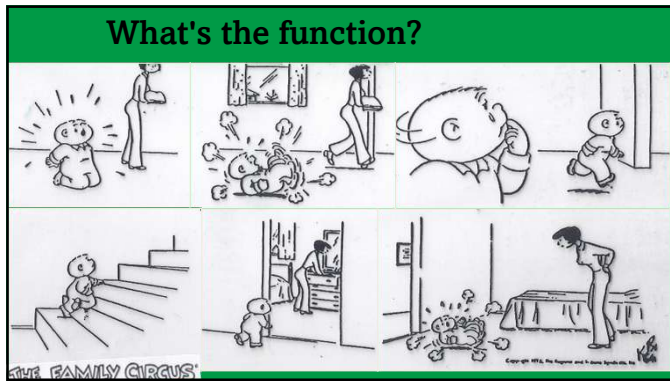
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
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Antecedent	Behavior	Consequence	FUNCTION

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Handout




CECDEAR CENTER - Handout #10: Functional Based Intervention Strategies	
PRIDE.org - Behavioral Intervention Plans by Location of Behavior	
The Behavior Checklist	
ABA Visualized	
Insights to Behavior	
Los Angeles Unified School District Examples	

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Observation Evaluation

Would you prefer a hard copy?


- We have one!



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Thanks for Listening!

Alicia Ziman, MA
PBIS Coordinator
holt64@marshall.edu




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