Positive Behavior Interventions and Supports (PBIS)

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Fall 2017 Professional Seminar
Our Time Together

1. Introduction – thinking about behavior.
2. PBIS
3. 704 KAR 7:160
4. Closing Thoughts
Take a moment and think about a behavior that you are most afraid to have to deal with when you are a teacher.
Ultimately, we may be afraid of a behavior because we

A. May not know how to handle it
B. Are afraid it will undermine our authority
C. Are fearful that whatever we do will NOT work

We must always be careful to *respond* rather than *react*. 
Prevention

• Positive Behavior Interventions and Supports (PBIS)
  – Framework to help schools identify needs, develop strategies, and evaluate practices
  – Implements positive discipline strategies to
    • Prevent or decrease problem behavior
    • Increase appropriate behavior
PBIS

• PBIS helps to:
  – Teach and reinforce appropriate behavior
    • Causes adults and students to understand expectations and prevent problem behavior
  – Be consistent with responses to challenging behavior
  – Make decisions with data.
  – Praise those students who are following rules.
    • 80% of students follow rules…they get recognized for this about 2% of the time.
# Attention

<table>
<thead>
<tr>
<th>Attention</th>
<th>Physical Aggression</th>
<th>Task Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long?</td>
<td>&lt;5:00 m</td>
<td>&gt;10 s</td>
</tr>
<tr>
<td>How immediate?</td>
<td>Right Away</td>
<td>Might get to it later</td>
</tr>
<tr>
<td>What does it look like?</td>
<td>Screaming, reprimand, lecture</td>
<td>“Great job”; verbal praise</td>
</tr>
</tbody>
</table>
How can I prevent the problems?

- TEACH Expectations and Consequences
  - Routines
- Greet students at door
- Find students following rules
- Behavior-specific praise
- Behavioral feedback
- Rethinking our classrooms
Is this enough?
Understanding Behavior

• All behavior is learned.
  – Social and academic.
  – Habits are hard to break.
  – New behaviors can be taught.

• All behavior serves a function.
  – Tell us why a behavior is performed.
  – All maintained by reinforcement.
In order to effectively address a behavior, we must identify the function of the focal behavior.

– Example: A student may continually interrupt the teacher in order to get attention (either positive or negative).

– Example: A student may verbally defy a task demand from a teacher in order to escape the task demand.

**Identifying the function of a behavior can help guide an intervention**
A-B-C

1-Worksheet is given

2-Runs out of the classroom and out of the building

3-Student sits in the office until a parent picks him up

Begin to breathe heavily, talks out, disrupts other students

An adult is able to get the student and return to the building
A-B-C

• Antecedent – what happens before the behavior.
  – *i.e.*, *the teacher gives a student a worksheet*

• Behavior – the behavior itself.
  – *i.e.*, *the student runs out of the classroom, then the building*

• Consequence – what happens after the behavior.
  – *i.e.*, *the student escapes the task*
Behavior Change

Rather than “set the stage” for a behavior to occur, we can systematically manipulate the environment to change behavior.

We can change the consequence that follows.
<table>
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<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Worksheet is given</td>
</tr>
<tr>
<td>2</td>
<td>Runs out of the classroom and out of the building</td>
</tr>
<tr>
<td>3</td>
<td>Student returns to class and is instructed to begin working again.</td>
</tr>
<tr>
<td></td>
<td>Begins to breathe heavily, talks out, disrupts other students</td>
</tr>
<tr>
<td></td>
<td>An adult is able to get the student and return to the building</td>
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</tbody>
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Understanding Behavior

This is where we must rethink our classrooms (behavioral supports, instructional activities, classroom management system).
Managing Misbehavior

The best defense is a good offense!

- Know your limits
- Know your rules
- Know your positive and negative consequences
- Keep wording consistent
- Communicate with team members
- Ask for help
- Collect data
Managing Misbehavior

De-escalate behavior by…

– Remaining calm
– Talking only enough to communicate behavior and consequence
– “I’m not going to tell you again” means you are not going to tell them again!
– Enforce negative consequence with little emotion
Physical Aggression

What if a student is aggressive?

• Protect yourself and the other students
  – Move to a safer location
  – Create space
  – Instruct students
  – Make sure to stay calm

• Notify supervising teacher

• Assist supervising teacher ➔ if supervising teacher asks you to assist in restraint, you must say no
Threats

• A student makes a threat to ________.
  – Notify supervising teacher
  – Do not simply shrug off the threat
  – Do not overreact to student
According to KY DOE, the resolution is designed to enhance safety for both students and staff by
- limiting the use of physical restraint and seclusion,
- training teachers on more effective ways to improve student behavior, and
- training teachers on how to safely conduct restraints when absolutely necessary.
Restraint may only be used if...
- The student’s behavior poses imminent danger to themselves or others
- Does not interfere with the student’s primary mode of communication (e.g., sign language)
- The student’s psychological and physical well-being is constantly monitored
- Less restrictive behavioral interventions have been ineffective
  - Except in the case of a clearly unavoidable emergency situation
- School personnel are appropriately trained
Seclusion may only be used if:

- The student’s behavior poses an imminent danger of physical harm to self or others;
- The student is visually monitored for the duration of the seclusion;
- Less restrictive interventions have been ineffective in stopping the imminent danger of physical harm to self or others; and
- School personnel implementing the seclusion are appropriately trained to use seclusion
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• Supports a positive approach to behavior that focuses on a school-wide systematic approach that
  – embeds evidence-based practices and data-driven decision-making to create a school environment conducive to learning.
• Implementation of school-wide positive behavioral supports will
  – improve school climate and culture in order to achieve improved academic and social outcomes;
  – encompass a range of systemic and individualized positive strategies and to reinforce desired behaviors;
  – diminish reoccurrence of inappropriate or dangerous behaviors; and
  – teach appropriate behaviors to students.
Restraint & Seclusion

AS STUDENT TEACHERS YOU **SHOULD NOT** USE PHYSICAL RESTRAINT OR SECLUSION TECHNIQUES.....

IF YOUR SUPERVISING TEACHER TELLS YOU TO USE THEM...YOU HAVE TO SAY **NO**.
Proactivity vs. Reactivity