

# **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...

**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

Attention	Physical Aggression	Task Completion
How long?	<5:00 m	>10 s
How immediate?	Right Away	Might get to it later
What does it look like?	Screaming, reprimand, lecture	“Great job”; verbal praise



# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## ACADEMIC SYSTEMS

### TIER 3/TERTIARY INTERVENTIONS

1-5%

- Individual Students
- Assessment-Based
- High Intensity

### TIER 2/SECONDARY INTERVENTIONS

5-15%

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

### TIER 1/UNIVERSAL INTERVENTIONS

80-90%

- All Students
- Preventive, Proactive

## BEHAVIORAL SYSTEMS

### TIER 3/TERTIARY INTERVENTIONS

1-5%

- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

### TIER 2/SECONDARY INTERVENTIONS

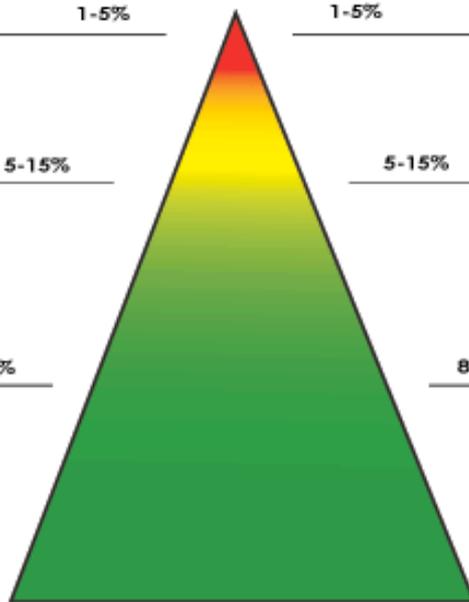
5-15%

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

### TIER 1/UNIVERSAL INTERVENTIONS

80-90%

- All Settings, All Students
- Preventive, Proactive



# 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.

# A-B-C

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

Begins 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.

# A-B-C

1-Worksheet is given

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

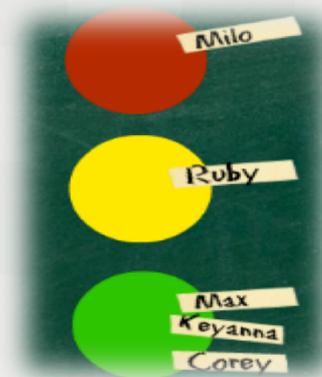
3-Student returns to  
class and is instructed to  
begin working again.

Begins to  
breathe  
heavily, talks  
out, disrupts  
other students

An adult is able to  
get the student  
and return to the  
building

# Understanding Behavior

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



see blue.™

# 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



# 704 KAR 7:160

- 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.



# 704 KAR 7:160

- Restraint may only be used if...
  - The student's behavior poses imminent danger to themselves or others
  - Does not interfere with the students 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



# 704 KAR 7:160

- 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



# 704 KAR 7:160

- 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

