

# Preventing and Responding to Challenging Behavior in a PBIS framework

Everett School District

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# 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
- Intense, durable procedures

### Tier 2/Secondary Interventions

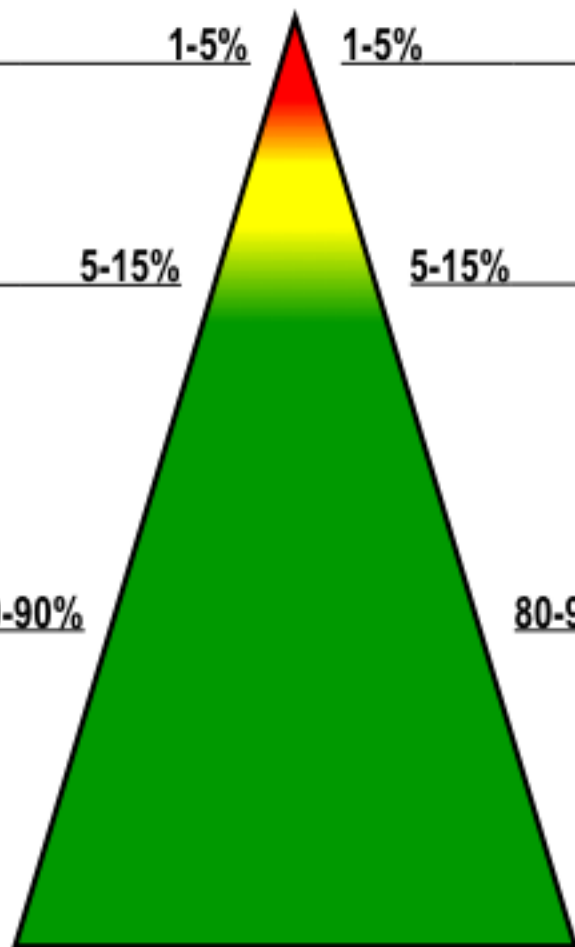
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- Some individualizing

80-90%

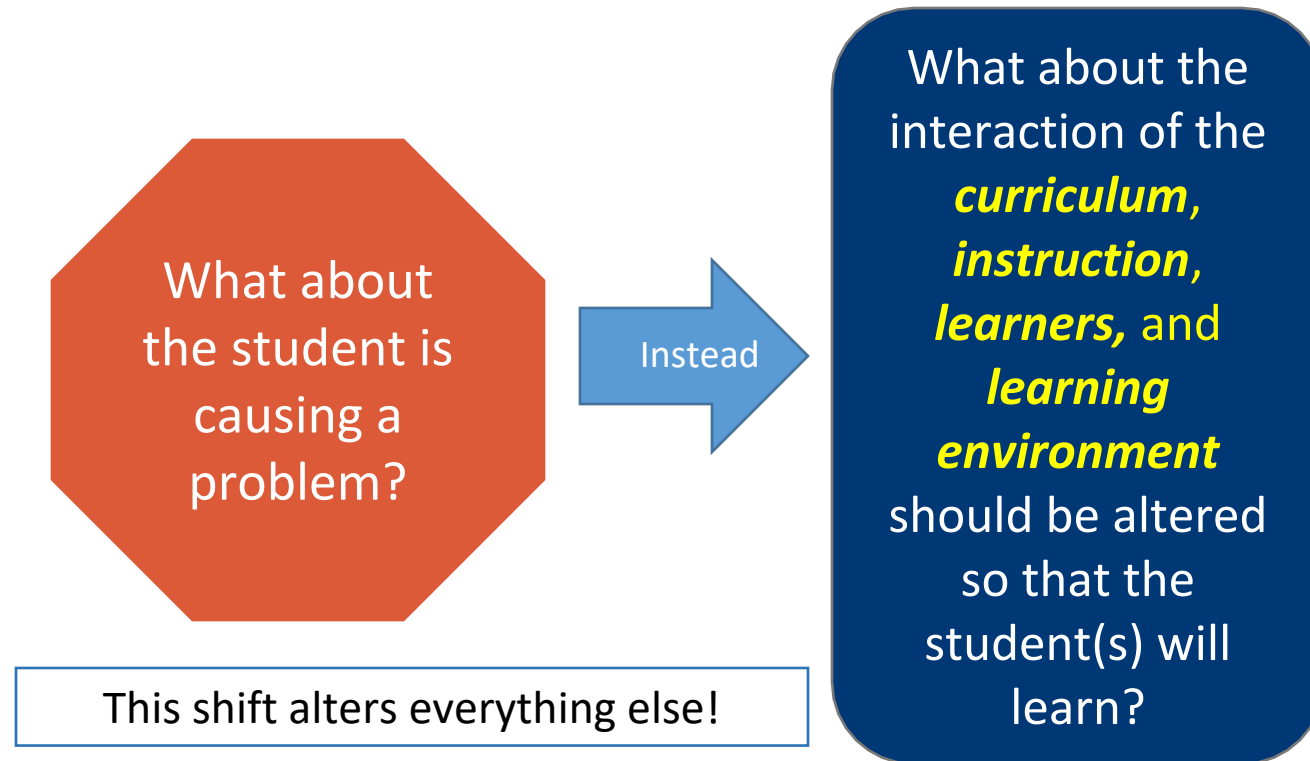
### Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



© 2008 PBS Network. Revised May 15, 2008.  
Adapted from "What is Schoolwide PBS?"  
CSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>

# PBIS Prompts A Shift in Thinking

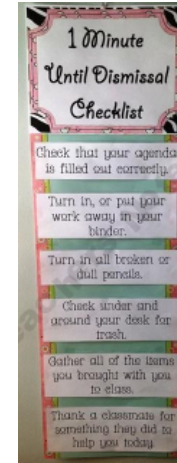


## In PBIS We Strive to:

- Make Behaviors Ineffective and Inefficient by:
  - Restructuring the Environment
  - Our Procedures
  - Our Responses
- It is generally about environmental and adult behavior change and making small changes for big gains.

# Prevention is Critical

- Expectations are clearly defined
  - Taught and re-taught
  - Visual cues to support
  - Pre-correction used
- Environment is predictable and consistent
- Rules, routines, procedures established
- Environment is positive
  - Positive reinforcement is used
  - 5:1 ratio



<div> <div>Routines</div> <div>Rules</div> </div>	Entering Classroom	Working at desks	Carpet time	When you are done working	Lining up	End of the day
Respect	<ul style="list-style-type: none"> <li>- Greet Mrs. Zewicki and others with good manners</li> <li>- Wait your turn to make your tally</li> <li>- Sit quietly to wait for announcements</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your hands and feet to yourself</li> <li>- Listen while others are talking</li> <li>- Keep your desk closed</li> <li>- Sharpen your pencil after recess</li> </ul>	<ul style="list-style-type: none"> <li>- Give your friends space</li> <li>- Listen while others are talking</li> <li>- Raise your hand and wait to be called on before talking</li> <li>- Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- If doing a center, find a place to work that won't distract others</li> <li>- Put things back exactly where you got them from</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Line up quickly and quietly so the rest of the class will not have to wait for you</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to directions the first time they are given</li> <li>- Follow the directions right away</li> <li>- Only take your papers from your mailbox</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>- Leave your back pack in your locker</li> <li>- Bring in your take home folder and Literacy team folder</li> <li>- Empty your folder</li> <li>- Make your choice for lunch</li> </ul>	<ul style="list-style-type: none"> <li>- Do your best</li> <li>- Make sure that others around you can work</li> <li>- Solve your problems with your tools</li> </ul>	<ul style="list-style-type: none"> <li>- Find a spot where you can focus</li> <li>- Participate in the discussion/ lesson</li> <li>- Listen to all of the directions</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up your work area</li> <li>- Put finished work on the long table</li> <li>- Find another productive activity until the rest of the class is ready</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Line up as soon as you hear the direction to line up</li> <li>- The leader should begin the line behind the STOP sign</li> </ul>	<ul style="list-style-type: none"> <li>- Take out your folder</li> <li>- Put materials on the correct side of your folder</li> <li>- Do your job from the job chart</li> <li>- Stack your chair</li> </ul>
Safety	<ul style="list-style-type: none"> <li>- Use walking feet</li> <li>- Carefully take your chair off of your desk</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your hands and feet to yourself</li> <li>- Use tools the way they were meant to be used</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet to get to the carpet</li> <li>- Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet</li> <li>- Set up your center away from walk ways</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Hands stay to yourself</li> <li>- Stay to the right in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet to do your job and visit your mailbox</li> <li>- Be aware of others when putting your chair up</li> </ul>



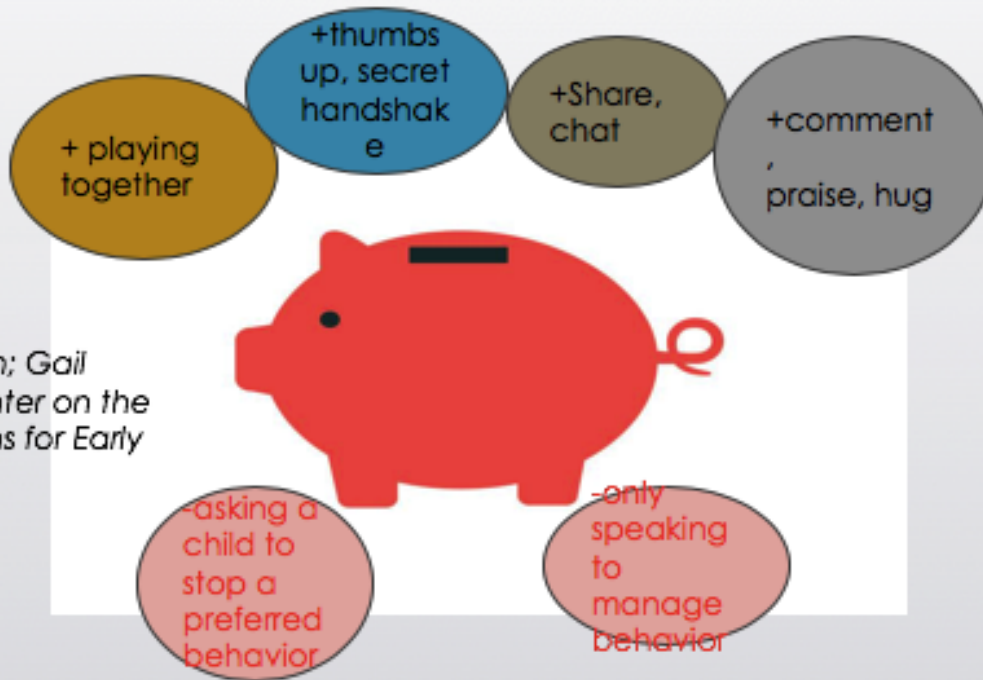
### Entering the Class

1. Walk into the room quietly.
2. Gather the necessary materials listed on the board.
3. Sharpen pencils.
4. Read the Agenda.
5. Begin Bellwork.





from Building Positive  
Relationships with young Children; Gail  
and Phillip Strain/The Center on the  
Child and Emotional Foundations for Early



- Fosters positive connections and a positive environment
- Focuses attention on positive behaviors and effort
- Fosters a positive school/classroom climate
- Positive reinforcement increases the occurrence of desired behaviors
- It's not about the "stuff," it's about the connection

# Positive Reinforcement and Relationships

**You get more of what  
you pay attention to!!!!**






# How Do We Deliver Reinforcement?

- Always pair with behavior specific praise
  - Gives specific feedback to the student about why he/she is receiving the reinforcer
- Ensure all kids receive positive reinforcement
  - This might mean rewarding approximations of behavior for some students
    - We are SHAPING behavior for these kids!



# Turn and Talk

- Are your expectations and routines clearly defined and taught and do you refer to them consistently?
- Are there visual cues to support your expectations?
- How do you currently reinforce your students for following expectations? Do you use the school-wide acknowledgement system?

A photograph of a young person with long brown hair, wearing a brown long-sleeved shirt, blue jeans, and white sneakers with green laces. They are sitting on a grey paved surface, leaning against a brick wall. Their head is buried in their knees, and their arms are crossed over their legs, suggesting a state of distress or despair. A blue and black backpack is on the ground to their right. A semi-transparent circular overlay is on the right side of the image, containing text.

# Understanding Student (Mis)Behavior

From the student's point of view...

# The Secret About Problem Behavior...

**Problem behavior is not a “problem” for students!**

**In fact it is a “solution” for them!**

- Behavior happens in contexts, not a vacuum
- Many factors influence problem behaviors

The most important factors are in the **IMMEDIATE**  
context or environment (Simonsen, 2012)

# Quick Error Corrections

Your error corrections should be...

- ...**contingent**: occur closely after the undesired behavior
- ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
- ...**brief**: after redirecting back to appropriate behavior, move on

- First Focus on Keeping Instruction Going and Assign a Task to Students if Needed
- Praise/Acknowledge Students Who Are On-Task
- Use Proximity
- Clearly Restate the Expectation
- Provide Choices to Get on Track
- Have Plan for Ongoing Non-compliance
- Do Not Make Mountains of Molehills
- Remember: You Will Get More of the Behaviors You Pay Attention to...

## Basic Intervention Steps For Minor Problem Behaviors

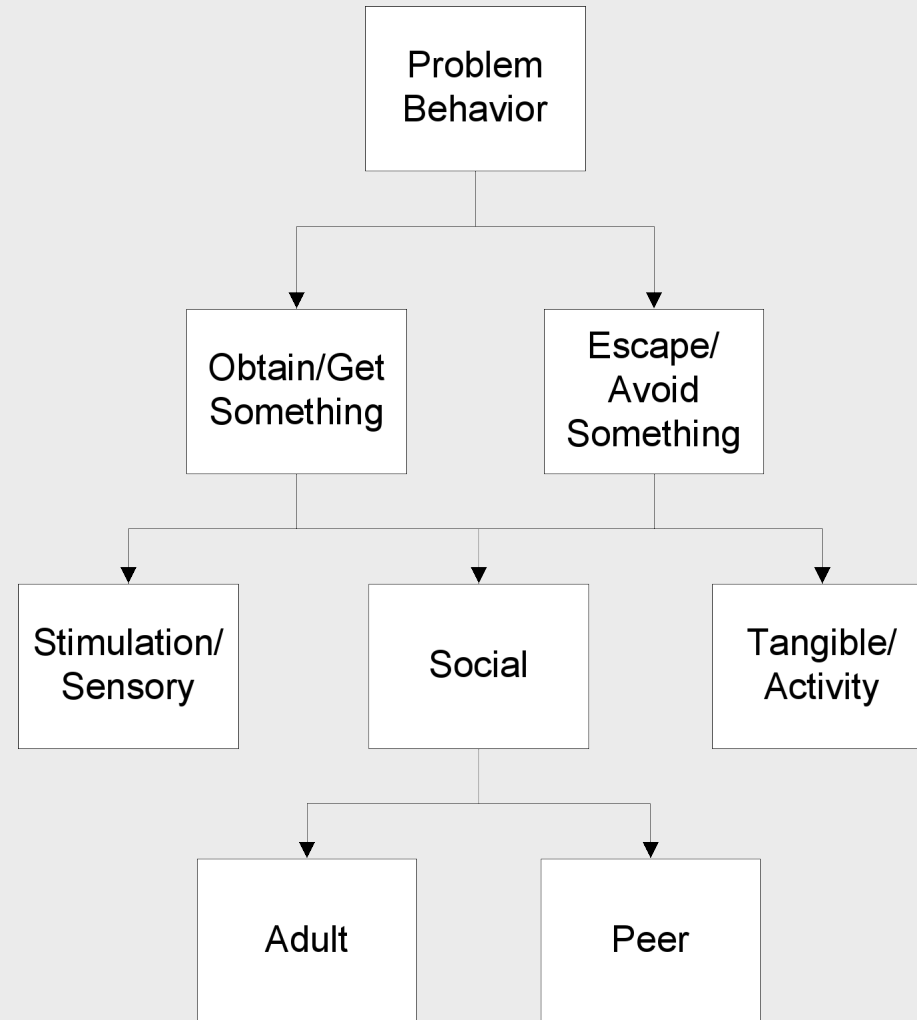
## For Repeated Challenging Behaviors, Ask Yourself...

- Do they understand the expectations?
- Are they aware that they are exhibiting the challenging behavior?
- Are they able to engage in the expected behavior?
- Do they want attention (from you? From peers?)
- Do they want to escape a task (because it is too challenging)?

*IS THIS A CASE OF WON'T DO OR CAN'T DO?*



# Functions of Behavior (Won't Do)



Is Behavior  
Functional?

It's all fun and games  
until someone figure  
out the FUNCTION of  
your BEHAVIOR!

someecards  
user card



# How Do We Determine Function?

- We look at the ABCs!
- A-Antecedent (what happens before the behavior)
- B-Behavior (What the individual does)
- C-Consequence (What happens directly after the behavior)



Why is Bobby kicking at recess? (Select one)

to escape peers teasing him

to avoid doing worksheets

so he gets to use the swing

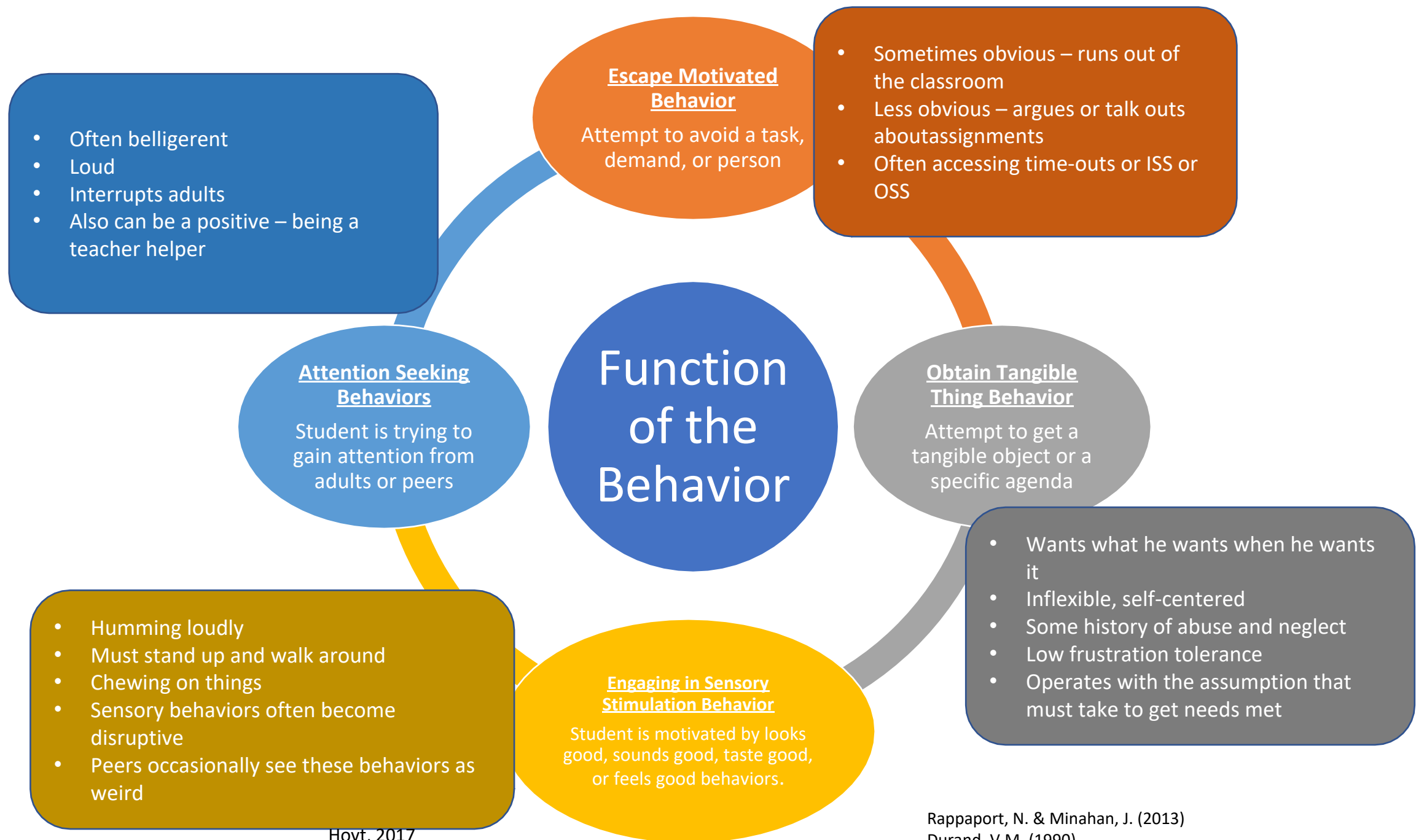


Why is Bobby kicking during Math? (Select one)

to escape peers teasing him

to avoid doing worksheets

to get adult attention



# Functions of Behavior

Antecedent	Behavior	Consequence	
1. Teacher asks student to complete the assignment	1. Student rips up paper	1. Teacher sends student to "Time Out"	Escape: Task or activity
2. Phone rings, parent puts child down to answer the phone.	2. Child starts crying	2. Parent puts phone down, and cradles child saying, "shhhh"	Obtain: Attention
3. Teacher tells student he/she has to wait	3. Student hits his/her teacher	3. Teacher brings student outside classroom and explains hitting is wrong.	Obtain: Attention
4. Teacher walks away from one student to help another.	4. Student makes disruptive noises.	4. Teacher returns to student to reprimand him.	Obtain: Attention
5. Parent tells child that they can't have the item he/she requested.	5. Child screams and jumps up and down.	5. Parent gives the item to calm them down.	Obtain: tangible



# Why Do We Care About Functions of Behavior?

- Helps us understand the behavior (the WHY behind it)
- Helps us collect data on the behavior for students who are approaching Tiers 2 and 3
- Helps us respond to the behavior more effectively
- Helps us avoid taking the behavior personally
- **Become curious rather than furious!**

# Strategies For Addressing Functions Of Behavior: Attention Seeking

## For students seeking attention:

Planned ignoring for off-task behaviors (but providing attention as soon as students are on-task)

Provide more positive attention before challenging behaviors occur

Teach the student how to get attention in a positive way (e.g., raising her hand)

## Verbiage:

Praise a nearby peer who is on-task while ignoring target student: “I like how Julie is focused on her math with a quiet mouth and safe body.”

“If you want my attention, Sara, you can raise a quiet hand.” Provide praise and attention when you see that.

“Johnny, I will give you attention when I see you focused on your math assignment.”

# Strategies For Addressing Functions Of Behavior: Escape

For students  
seeking  
escape:

- Don't kick them out/send them to time-out
- Use a break system (Teach them it explicitly)
  - Expectation is to re-engage after break is over
  - Reinforce appropriate breaks
- Consider how task demand is presented

Verbiage:

- "This might be a good time to take a break. I see you are in the Yellow Zone (frustrated)"
- "Great work taking a break to self-manage"

# Strategies For Addressing Functions Of Behavior: Obtain own Agenda

For students seeking to **obtain their own agenda:**

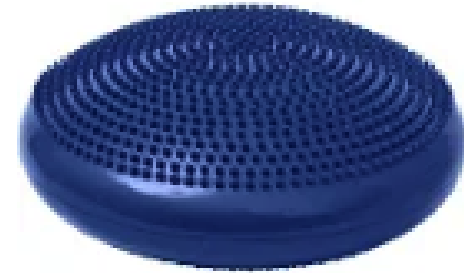
- Provide choices whenever possible
- Support use of self-regulation strategies to increase frustration tolerance
- Be mindful of conflict cycles/power struggles

**Verbiage:**

- “You have the choice to sit at your desk or on the carpet. When I see you in the group you will be earning tickets again.”
- “You sound frustrated. Let’s use your lazy 8 breathing strategy”

# Strategies for Addressing Functions of Behavior: Sensory

- For students **seeking sensory**
  - Provide short movement breaks
    - Delivering something to the office
    - Getting a drink of water
    - Moving supplies
    - Cleaning the classroom
  - Seating supports
    - Wiggle seats
    - Stools



# Related, Respectful, Logical Consequences

- **Name-calling:** Have the student create a book of positive affirmations for the class, or have them create a list of “kind words” and teach them to a younger class.
- **Low-level physical aggression (pushing, kicking, hitting):** Some consequences could include giving the student a new learning space in the room or a new spot in line, or they could be tasked with performing an act of kindness or service for the hurt person.
- **Inappropriate language:** An older student could research the words they used and report to you on why they’re not school words; younger students could try to write out what they were trying to convey using school-friendly language or drawings.
- **Incomplete assignments:** Have a one-on-one discussion to convey what this behavior communicates to you. Ask if something has changed at home or school, or if the student doesn’t understand what is required. Make a plan with the student and possibly a parent for making up the work that has been missed. And consider assigning a student mentor to help the student.

# Turn and Talk

- Think about the challenging behaviors you encounter consistently
- Consider if they are “Can’t Do” or “Won’t Do”
- Consider functions of behavior
- How can you address these behaviors?
- How might you set up logical consequences in your classroom to address challenging behavior?





# Final Thoughts

- When a child misbehaves there is a reason for it!
- We can help students by:
  - Focusing on prevention
  - Building solid relationships
  - Taking time to figure out the “why” behind the behavior
  - Teaching (and re-teaching)



Thank you!

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