



# 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

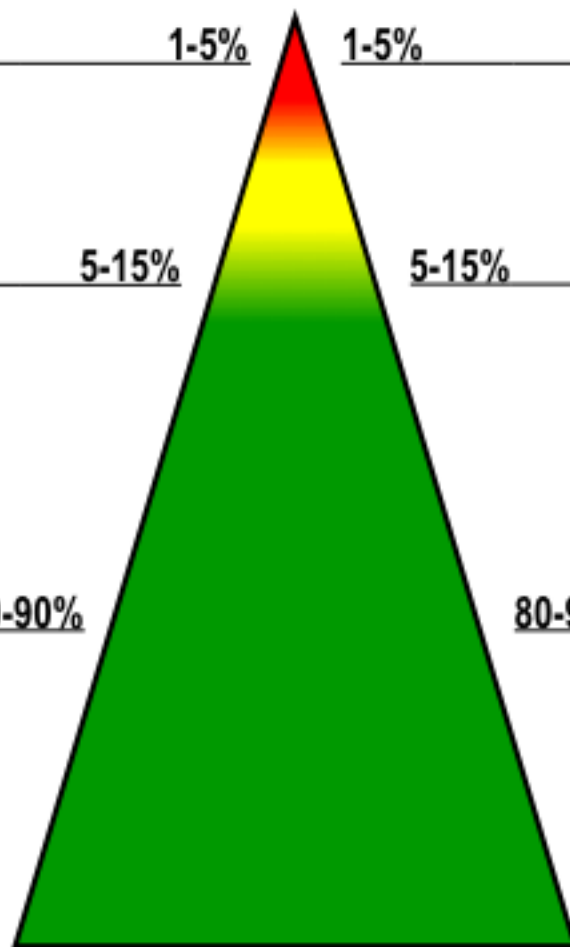
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

### Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



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

# Systems of Support

*A layered continuum of academic, behavioral and social/emotional support to meet each learner's needs*

## Tier 1

### Behavioral

- Behavior expectations are defined, taught, and retaught
- Expected behaviors are acknowledged
- Behavior errors are corrected proactively
- Communication with family about student's behavior is on-going

### Academic

- Study skills, organizational strategies, and technology skills are taught
- The EPS continuous improvement model (8-Step) is implemented
- Self-monitoring strategies are developed
- Assignments broken into smaller chunks
- Support is provided to all students
- Response is evaluated to identify students who may be at risk

### Social/Emotional

- Five overarching competencies are integrated into instruction:
  - ✓ Self-awareness
  - ✓ Self-management
  - ✓ Social awareness
  - ✓ Relationship management
  - ✓ Responsible decision-making
- Second step curriculum is taught K-8
- Bullying prevention is implemented
- Panorama data inform next steps

## Tier 2

### Behavioral

- Behavior contracts reinforce expected behavior
- Check-in/check-out systems monitor student's daily success
- Mentors/peers mediate conflicts
- Re-teach school-wide expectations in small groups
- Students engage in problem solving and goal setting
- Communication with family about student's behavior is on-going

### Academic

- Intensive interventions specific to the identified need are selected
- Small group interventions occur in or out of the classroom
- Progress monitoring and evaluating student response is ongoing

### Social/Emotional

- Social skills are taught
- Social/academic groups with individualized features are ongoing
- Referrals are made to resources in or out of the school
- Frequent feedback and reinforcement for engaging in appropriate behavior is provided

## Tier 3

### Behavioral

- Functional Behavioral Assessment/ Behavior Intervention Plan is made
- Community resources are utilized to support the student
- Consider alternatives to suspension
- Personalized schedules are built
- Conflict resolution and social skills are taught
- Communication with family about student's behavior is on-going

### Academic

- Implement intensive individually designed intervention
- Deliver intervention daily for a minimum of 30 minutes
- Consult with interventionists and special education staff
- Progress monitoring and evaluating student response is ongoing

### Social/Emotional

- Intensive, individualized interventions are implemented
- Family members actively participate in the development of goals
- Intensive school and community interventions with school support
- Support plans that include individualized therapeutic supports

**Universal**

**Targeted**

**Intensive**

MORE SUPPORT NEEDED

MORE SUPPORT NEEDED

MORE SUPPORT NEEDED

v 1.0 07/18

The district is using the Multi-Tiered System of Support (MTSS) to help schools develop a continuum of supports for every EPS student.

**Everett Public  
Schools Systems  
of Support**

# 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



**Routines**



**Rules**



**Entering  
Classroom**

**Working at  
desks**

**Carpet  
time**

**When you  
are done  
working**

**Lining up**

**End of  
the day**

**Respect**

- Greet Mrs. Zewicki and others with good manners
- Wait your turn to make your tally
- Sit quietly to wait for announcements

- Keep your hands and feet to yourself
- Listen while others are talking
- Keep your desk closed
- Sharpen your pencil after recess

- Give your friends space
- Listen while others are talking
- Raise your hand and wait to be called on before talking
- Keep hands and feet to yourself

- Use a quiet voice
- If doing a center, find a place to work that won't distract others
- Put things back exactly where you got them from

- Use your line basics
- Line up quickly and quietly so the rest of the class will not have to wait for you

- Listen to directions the first time they are given
- Follow the directions right away
- Only take your papers from your mailbox

**Responsibility**

- Leave your back pack in your locker
- Bring in your take home folder and Literacy team folder
- Empty your folder
- Make your choice for lunch

- Do your best
- Make sure that others around you can work
- Solve your problems with your tools

- Find a spot where you can focus
- Participate in the discussion/ lesson
- Listen to all of the directions

- Clean up your work area
- Put finished work on the long table
- Find another productive activity until the rest of the class is ready

- Use your line basics
- Line up as soon as you hear the direction to line up
- The leader should begin the line behind the STOP sign

- Take out your folder
- Put materials on the correct side of your folder
- Do your job from the job chart
- Stack your chair

**Safety**

- Use walking feet
- Carefully take your chair off of your desk

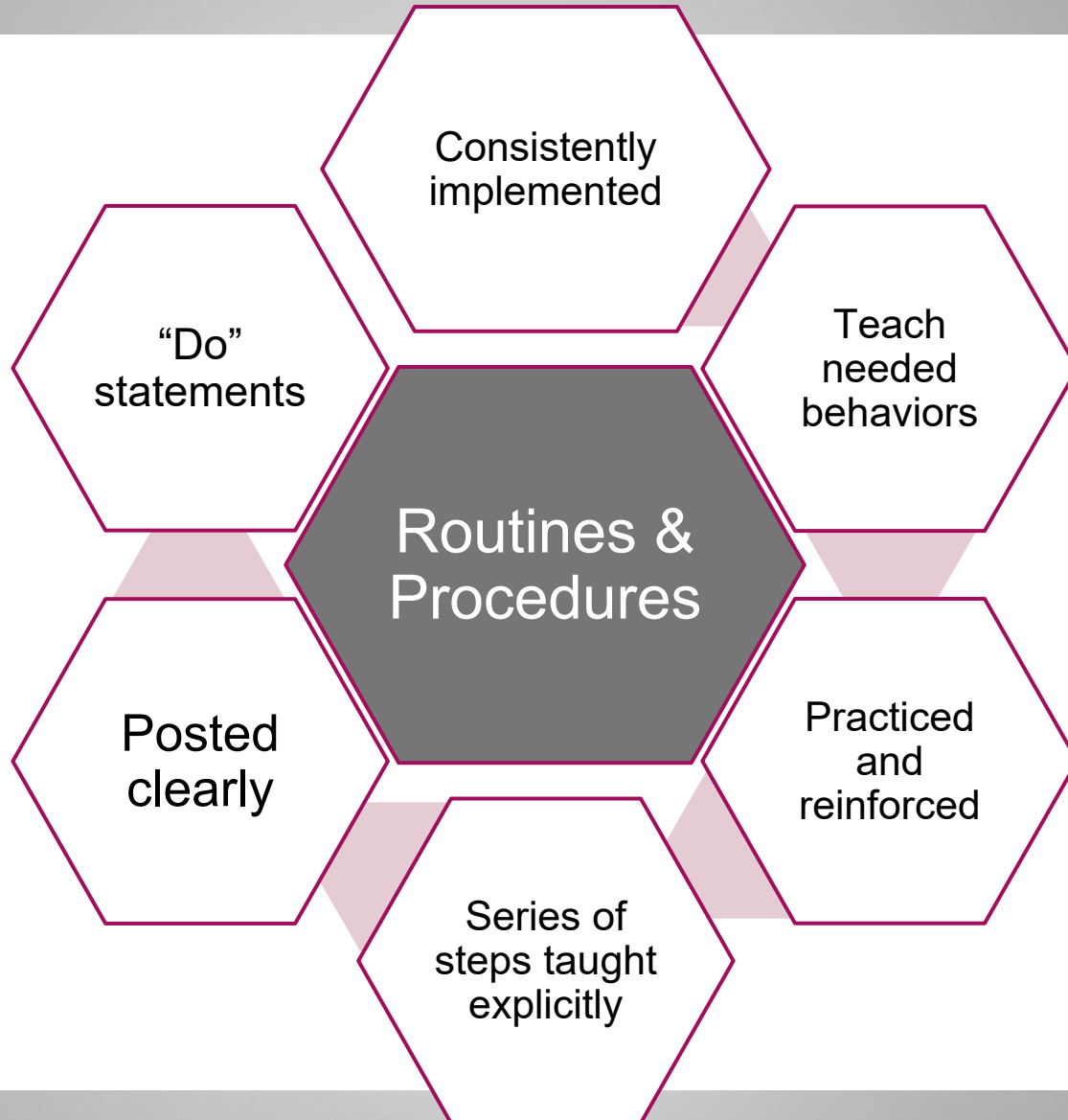
- Keep your hands and feet to yourself
- Use tools the way they were meant to be used

- Use walking feet to get to the carpet
- Keep your hands and feet to yourself

- Use walking feet
- Set up your center away from walk ways

- Use your line basics
- Hands stay to yourself
- Stay to the right in the hallway

- Use walking feet to do your job and visit your mailbox
- Be aware of others when putting your chair up



We start every morning as...

**C**oats & backpacks hung up

**H**omework turned in

**A**ll notes on teacher's desk

**M**ake lunch choice

**P**encils sharpened

**S**tart morning work!

### 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.

- Got it!

- Struggling.

- Stuck.




Teach & Practice Voice Levels for Your Classroom or Non-classroom Settings!



## 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?

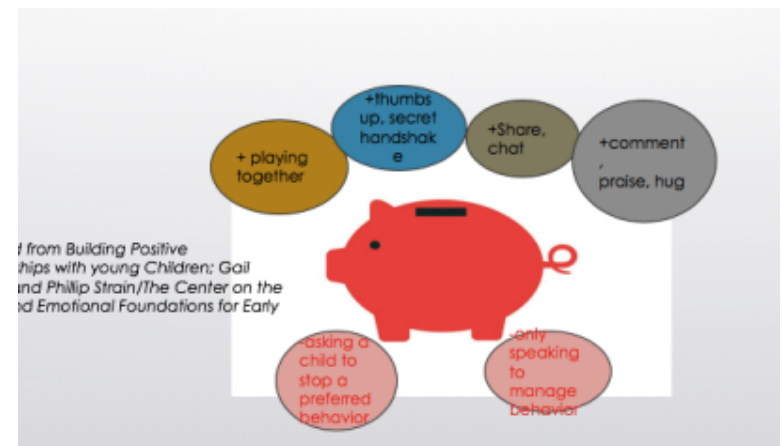


# Acknowledgement Systems and Relationships

ANOTHER PIECE OF PREVENTION

# Acknowledgement Systems

- ◆ 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



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

## How Do We Deliver Reinforcement?

- ◆ Frequent (5:1)
- ◆ Always pair with behavior specific praise (“Nice job using your walking feet in the hallway”)
  - 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!



## The 2X10 Strategy (Smith & Lambert, 2008)

With many struggling or discouraged students we respond (mirror) their lack of connection or challenges by pulling away ourselves.

Instead try 2 X 10!

- ◆ Spend 2 minutes a day for 10 days in a row
- ◆ Focus on effective, specific praise, feedback and genuine caring/connection
- ◆ Improves behavior and student connection to school by 85%

**Small, consistent investment = big change**

# Turn and Talk



- ◆ How do you currently reinforce your students for following expectations? Do you use the school-wide acknowledgement system?
- ◆ Is there a student you have in mind who may benefit from the 2 x 10 strategy?
- ◆ How do you build relationships with your students?



# Responding to Behavior

# We Don't Punish Behavior Out of Kids

◆ Punishment is used to try to force compliance. The vast majority of school discipline procedures are forms of punishment that work best with the students who need them the least.

◆ Discipline, unlike punishment, is proactive and begins before there are problems. It means seeing conflict as an opportunity to problem solve. Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences. It teaches fairness, responsibility, life skills, and problem solving

◆ From: Aiming for Discipline Instead of Punishment by Lori Desautels





# Challenging Behavior Will Occur: How do we respond?

- ◆ No matter how positive and proactive we are, there still will be some instances of challenging behavior
- ◆ When responding to behavior we have to ensure:
  - ◆ **We are consistent**
    - ◆ Do we agree on what a minor infraction is? What a major infraction is?
    - ◆ Do we agree on what defiance or disrespect look like and sound like?
    - ◆ Do we follow the same protocols to address challenging behavior?
  - ◆ **We have a continuum of interventions** that we use in the classroom from least to most intrusive that the scholars are aware of
  - ◆ **We employ effective consequences**
    - ◆ Remember a consequence is only effective if it changes behavior
    - ◆ Related, respectful, logical consequences that emphasize re-teaching, repair, reintegration

# 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)

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.

## 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



# Basic Intervention Steps For Minor Problem Behaviors

- ◆ 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...

## 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?*

# Teaching and Coaching Behavior (Can't Do)

- ◆ Some students do not know how to engage in appropriate behaviors or how to regulate their emotions.

## Ways staff can support growth in this area:

- ◆ Reinforce and coach what students are learning in other places (e.g., in Second Step, in social skill groups).
  - ◆ “I know you are working on asking for help. I like how you raised your hand.”
  - ◆ “You are frustrated. Let’s use a coping skill.”
  - ◆ “You are heading out to recess now. What is the first step in asking to join a game?”
- ◆ Help students recognize when they are engaging in challenging behaviors and give them replacement behaviors
- ◆ Model the behavior you want to see
- ◆ Re-teach in the moment as needed

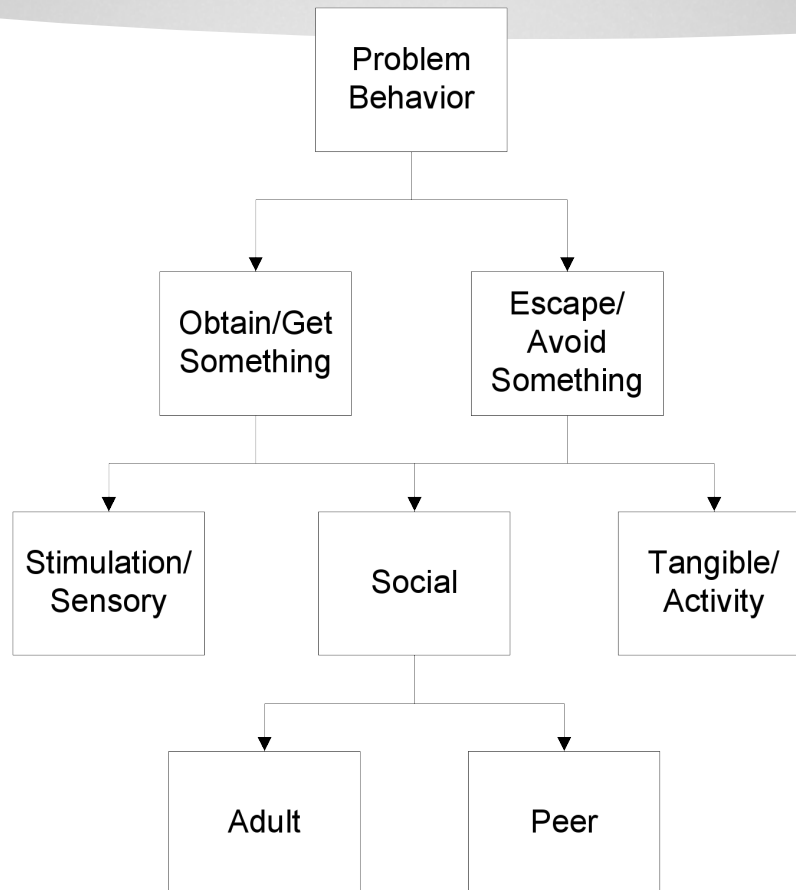
# Teaching Behavior

- ◆ Repetition is key to learning new skills:
  - For a child to *learn something new*, it needs to be repeated on average of 8 times
  - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (*Wong, H*)





# Functions of Behavior (Won't Do)

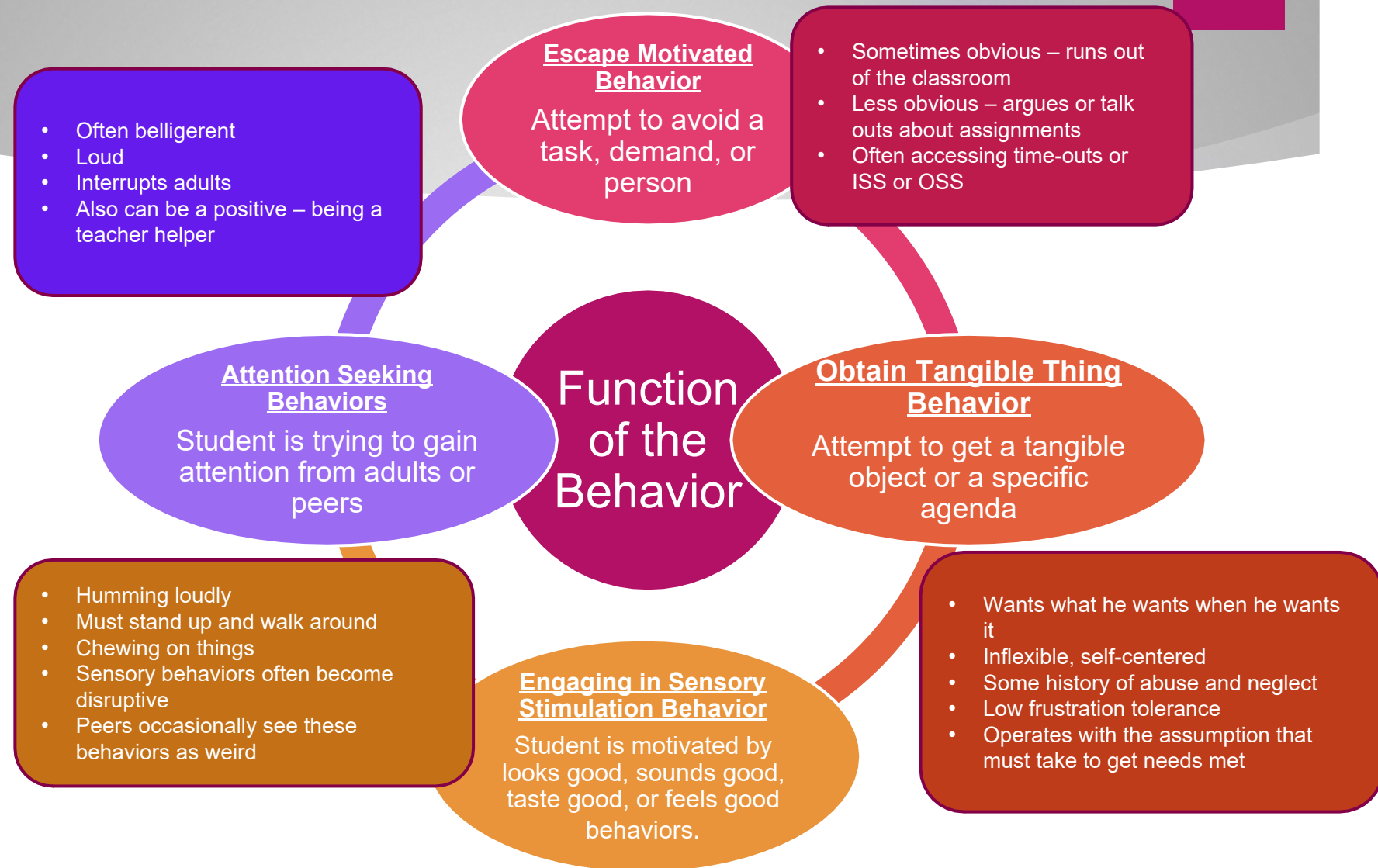


- ◆ What is the Function?

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

someecards  
user card



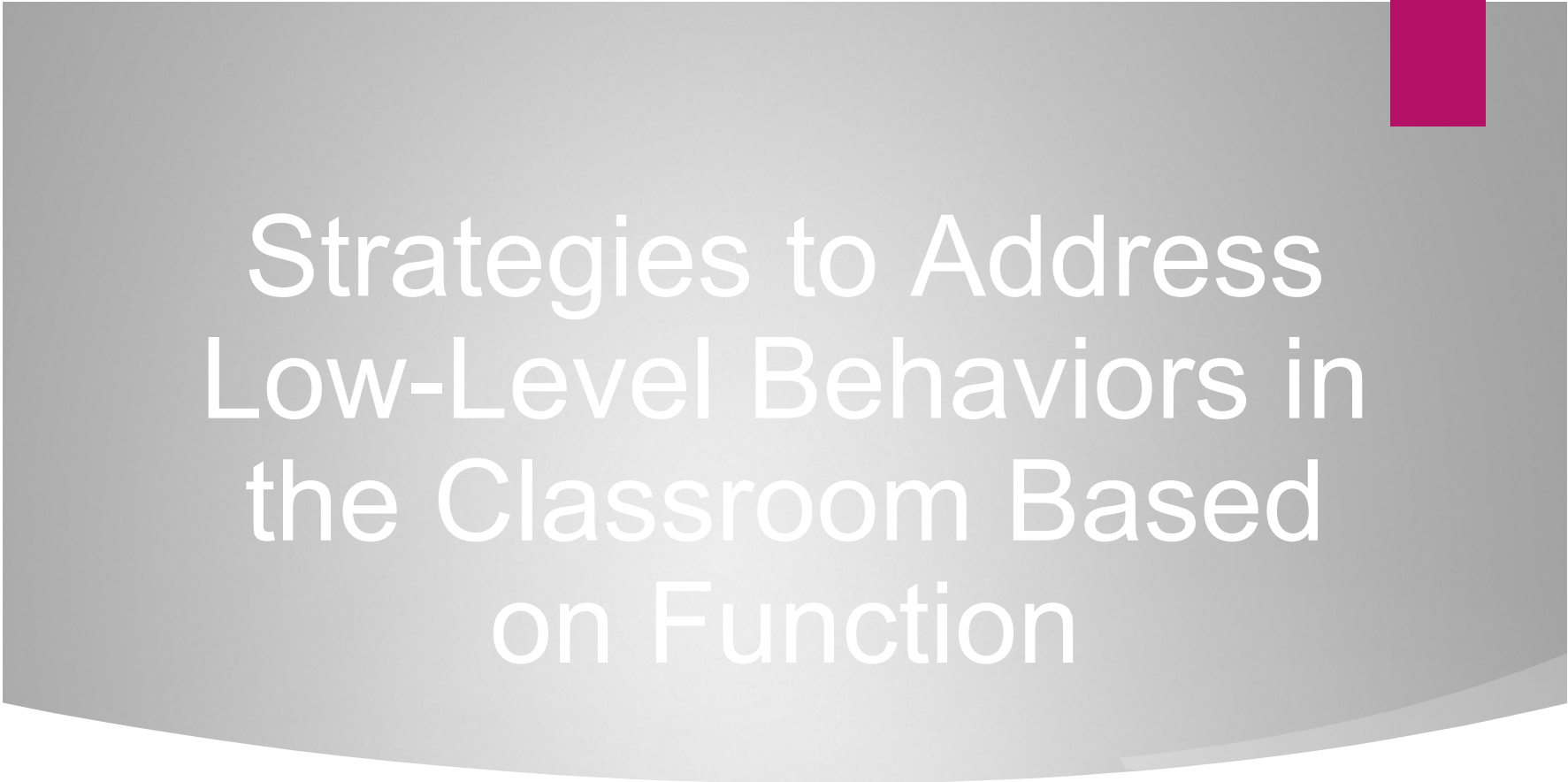


# Functions of Behavior

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 to Address Low-Level Behaviors in the Classroom Based on Function



# 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."

"Johnny, I will give you attention when I see you focused on your math assignment." Provide praise and attention when you see that.

# 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"
- "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 have a choice to be in the commons or the library right now. I look forward to giving you Hawks Cash when I see you following expectations.”

# Strategies for Addressing Functions of Behavior: Sensory

- ◆ Provide movement breaks

- ◆ Delivering something to the office
- ◆ Getting a drink of water
- ◆ Moving books/boxes
- ◆ Cleaning/chores in the classroom



- ◆ In class supports

- ◆ Wiggle seats
- ◆ Chair bands
- ◆ Stools
- ◆ Collaborate with your Occupational Therapist

## 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 (can be whole class, a small group of students, individual student)
- ◆ Consider if these behaviors are “Can’t Do” or “Won’t Do”
- ◆ Consider functions of behavior
- ◆ How might you address these behaviors based on what we’ve discussed?
- ◆ What are some logical consequences you can establish in your classroom to respond to challenging behavior?







# Putting It All Together in the Classroom

## Is Tier One in Place in the Classrooms?

1. Classroom-wide Positive Expectations Taught, Encouraged & Reinforced And Match School-wide Expectations
2. Teaching Classroom Routines
3. Ratio Of 4-5 Positive To 1 Negative Adult-student Interaction
4. Maximum Structure and Predictability
5. Frequent and Varied Opportunities
6. Consistent Responses to Challenging Behavior Including:
  - a. Redirections For Minor, Infrequent Behavior Errors
  - b. Frequent Pre-corrections For Chronic Errors

# Classroom Management Self-Assessment



COMPLETE THE  
CLASSROOM  
MANAGEMENT SELF  
ASSESSMENT  
CHECKLIST



WHAT ARE YOUR  
STRENGTHS?  
AREAS TO  
DEVELOP?



PICK TWO ITEMS TO  
FOCUS ON AND SET  
A GOAL

15  
minutes

## CLASSROOM MANAGEMENT

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement



	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
1. Classroom rules and expectations are clearly defined, explicitly taught, practiced, <u>regularly</u> reviewed and reinforced							
2. I acknowledge student positive behavior at least 4 times more often than I acknowledge problem behavior							
3. Attention getting cue/rule directly taught, practiced, positively reinforced and used as needed.							
4. Continuous active supervision with regular proximity to all students for monitoring behavior and academic work							
5. Desks/room arranged so that all students are easily accessible by the teacher							
6. Necessary materials and supplies are accessible to students in an orderly fashion							
7. Minor problem behaviors are managed positively, consistently and quickly							



# RESOURCE

[WWW.PBISWORLD.COM](http://WWW.PBISWORLD.COM)



# Final Questions

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# Acknowledgement

In addition to sources cited throughout, this presentation was created with contributions and materials from:

- ◆ Bella Bikowsky, Ph.D.
- ◆ Lisa Hoyt, Ph.D.
- ◆ Lori Lynass, Ed.D.
- ◆ Bridget Walker, Ph.D.

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