

APPENDIX VI – 6

PBIS 2

POSITIVE BEHAVIORAL INTERVENTION SUPPORTS #2



REVIEW

- ❖ WHERE IS THE MATRIX?
- ❖ IS THERE COMMON LANGUAGE?
- ❖ IS THERE A SYSTEM WIDE FOCUS ON POSITIVE BEHAVIOR?
- ❖ WHAT DID YOU PUT IN PLACE FOR NEW STUDENTS?
- ❖ HAVE YOU HELD A "KICK OFF" ASSEMBLY?

TESTING????

MAKING IT HAPPEN

- PLANNING ANOTHER STAFF DEVELOPMENT
- TEACHING BEHAVIOR EXPECTATIONS
- DEVELOP PLAN FOR RECOGNIZING APPROPRIATE BEHAVIORS
- DESIGN CONSEQUENCES SYSTEM FOR REDUCING INAPPROPRIATE BEHAVIOR
- INDIVIDUAL SUPPORT SYSTEMS ARE INTEGRATED SCHOOL WIDE

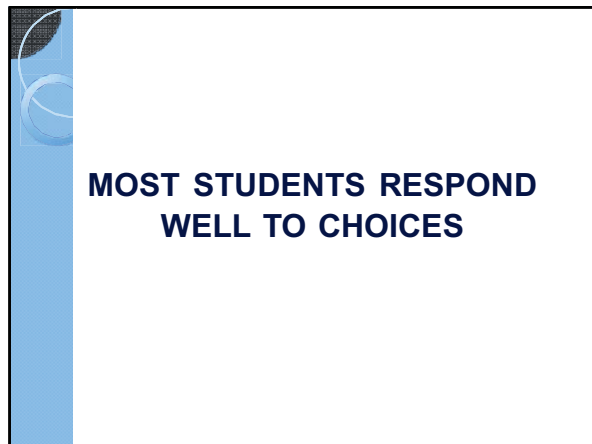
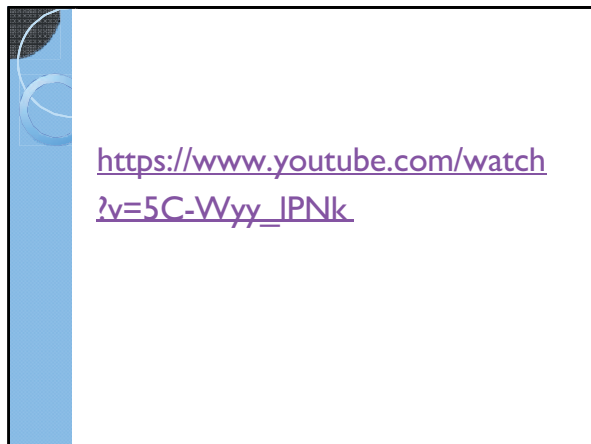
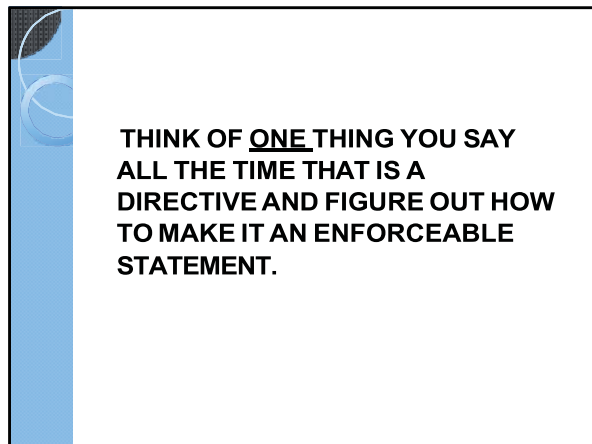
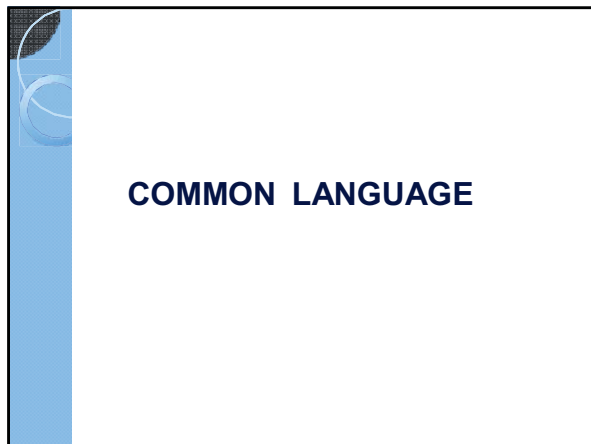
BEHAVIOR IS
LEARNED AND
CAN BE TAUGHT

- ### FOUR ESSENTIAL ELEMENTS
- ❖ **CLARITY**-plan, expectations and procedures clear to all
 - ❖ **CONSISTENCY**- school and family using the same plan, expectations and rewards
 - ❖ **SIMPLICITY**-simple, practical, accessible
 - ❖ **CONTINUATION**-even as behavior improves it is important to keep the teaching and the positive supports in place

COMPARISON OF TRADITIONAL BHEAVIOR MANAGEMENT AND POSITIVE BEHAVIORAL SUPPORT

<u>Traditional Behavior Management</u>	<u>Positive Behavioral Support</u>
<ul style="list-style-type: none">❖ Views individual as "the problem"❖ Attempts to "fix" individual❖ Extinguishes behavior❖ Takes days or weeks to "fix" a single behavior❖ Implemented by a behavioral specialist❖ Often resorted to when systems are inflexible	<ul style="list-style-type: none">❖ Views systems, settings, and skill deficiencies as "the problem"❖ Attempts to "fix" systems, settings, and skills❖ Creates new contacts, experiences, relationships, and skills.❖ Takes years to create responsive systems, personalized settings, and appropriate/empowering skills.❖ Implemented by a team❖ Flourishes when systems are flexible

<https://www.youtube.com/watch?v=59Hjbtn6gmE>



CHOICES

- A. You're welcome to _____ or _____ .
- B. Feel free to _____ or _____ .
- C. Would you rather _____ or _____ ?
- D. What would be best for you _____ or _____ ?

PRESISTENT PROBLEMS

TRY SAYING: I'M GOING TO HAVE TO DO SOMETHING. I'M NOT SURE WHAT JUST YET. TRY NOT TO WORRY TOO MUCH ABOUT IT. I'LL LET YOU KNOW WHEN I DECIDE HOW I'M GOING TO RESPOND.

Systems for Reducing Inappropriate Behavior

- Level of Behavior
- Level of Consequences

THINK TIME STRATEGY

Think Time includes three elements:

1. A precision request that reduces or eliminates warnings and/or repeated requests through early intervention by the teacher.
2. A time-out procedure, contingent on observation, or contingent on withdrawal of attention when a disruptive behavior has occurred.
3. A debriefing process to provide students with feedback regarding their behavior and to plan for the future.

Think Time strategy encourages:

Teachers to expect more from their students

Students to take more responsibility for their behavior

Teachers to realize that repeated warnings actually promote disruptive behavior

Teachers to realize that there really can be one response for all types of behavior

Teachers to catch disruptive behavior early to keep it from escalating

Think time is designed to:

- **Cut short a negative social exchange**
- **Provide the student with feedback and plans for subsequent performance**
- **Start a positive social exchange**

**Think time is not the time to embarrass the student by sending them to a much younger classroom.
Think Time is not a punishment.**

PLANNING WITH YOUR TEAM

- Periodic PBIS Team meetings
- Staff Feedback
- Promotion and program evaluation-ongoing





Hudlow PBIS Playground

Playground Contract for _____		Signatures
Be Respectful	<ul style="list-style-type: none"> <input type="radio"/> I will keep my hands, feet and objects to self <input type="radio"/> I will use appropriate language <input type="radio"/> I will share and take turns <input type="radio"/> I will show sportsmanship <input type="radio"/> I will respect the environment <input type="radio"/> I will include others <input type="radio"/> I will use kind words 	I will be respectful _____
Be Responsible	<ul style="list-style-type: none"> <input type="radio"/> I will use equipment as intended <input type="radio"/> I will follow game rules <input type="radio"/> I will line up when bell rings <input type="radio"/> I will secure equipment <input type="radio"/> I will Enter and Exit the school with hallway procedures <input type="radio"/> I will wear shoes for playing 	I will be responsible _____
Be Safe	<ul style="list-style-type: none"> <input type="radio"/> I will stay in supervised areas <input type="radio"/> I will ask an adult if I need help <input type="radio"/> I will play games that abide by the hands-to-self rule <input type="radio"/> I will ask for permission to leave the area <input type="radio"/> I will only run in grassy area <input type="radio"/> If I hurt someone, I will take them to the nurse 	I will be safe _____

I understand that if I am unable to keep this contract, I will need to make a plan.