



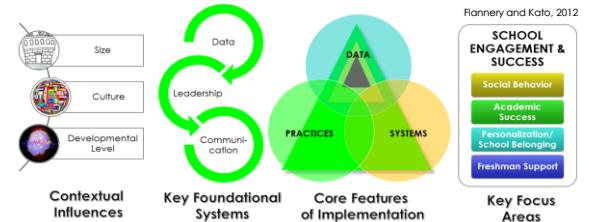
# Responding to Problem Behavior in a PBIS Classroom



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## HS-PBIS Implementation Model

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**REFLECT** the "why"  
**ENCOURAGE** the dialogue  
**CELEBRATE** the change

## Authentic Engagement

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**Understand the principles of function-based supports**  
**Review the specific behaviors of the 7 phases of the acting-out cycle**  
**Identify environmental supports available for early intervention in the acting-out cycle**

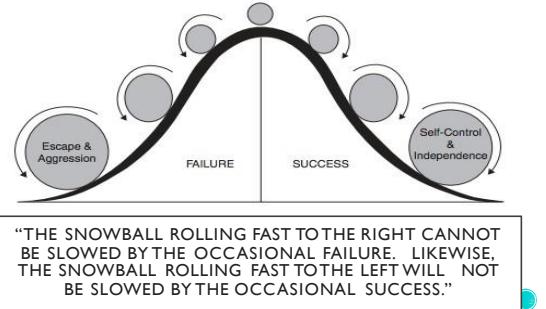
## Session Objectives

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*“General education teachers have to deal with ever increasing numbers of students who are difficult to manage and teach. In addition, teachers are discovering that the management practices that have worked so well over the years with typical students do not seem to be very effective with these more difficult students.”*

Colvin,2004

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**Human behavior is functional  
Behavior serves a purpose &  
results of a behavior effect future  
occurrences of that behavior**

## Principle #1

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Functional: It pays off for the student in some way... so he/she will do it again

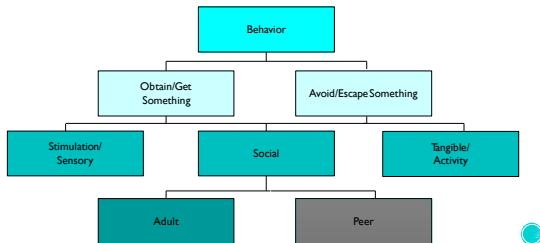
Adults may see the behavior as being “good” or “bad”, but the student does it because it is effective; it works for him/her

▪ **Behavior is Functional**

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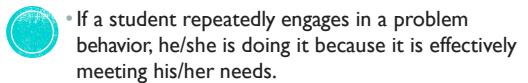


# Function of Behavior



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- Behavior is a form of communication, unfortunately some students learn **problem behavior** is the most efficient way for them to communicate their needs.



- If a student repeatedly engages in a problem behavior, he/she is doing it because it is effectively meeting his/her needs.

The behavior is functional or serves a purpose.

## UNDERSTANDING CHRONIC CLASSROOM MANAGED PROBLEM BEHAVIOR

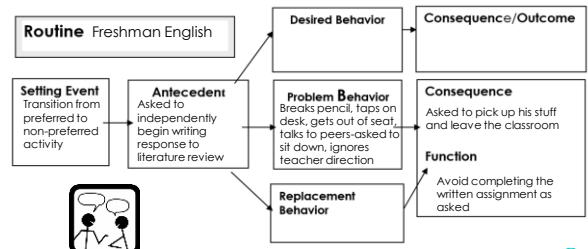
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**Human behavior is predictable**  
Environmental conditions can set up, set off, or maintain appropriate or inappropriate behavior

## Principle #2

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### Competing Behavior Pathway



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**Human behavior is changeable**  
**Understanding the predictors,  
 consequences and function of  
 problem behavior is key for  
 designing effective interventions.**

## Principle #3

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*"Unfortunately, most of the practical techniques used by teachers to respond to acting-out youth are only of limited effectiveness and some, such as reprimands, arguing, and escalated hostile interactions, can actually strengthen the behaviors they are intended to suppress or terminate."*

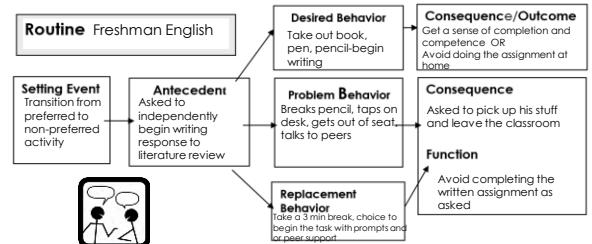
Hill Walker, The Acting-Out Child: Coping With Classroom Disruption

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## Function-based Thinking

- What is the student trying to **communicate**?
- What does the student see as the **outcome**?  
 (gained or avoided what?)
- What can we do to **change the behavior**?
- How can we help **meet the student's need**?

### Competing Behavior Pathway



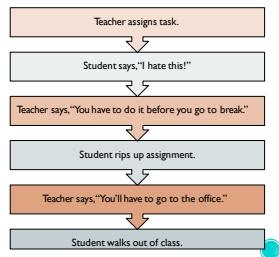
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- Series of stimuli/response reactions
- Effective management of behaviors during early phases will reduce the likelihood the later phases with the more serious behaviors will occur.

**In order to control a behavioral chain, the links need to be identified and broken.**

### Behavioral Chain



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### WHAT NEEDS TO BE DONE TO BREAK THE ESCALATING CHAIN OF BEHAVIOR?

- Identify how to *accurately* assess in which phase the student is operating.
- Identify *environmental supports* that can be provided to intervene *early* in the escalation.
- Identify *replacement behaviors* that can be taught & serve similar function.

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### The Acting Out Cycle

- Acting-out behavioral cycle is defined in seven phases.
- Specific features at each phase should allow staff some predictability in planning for students.
- Our goal is to interrupt the student's cycle.



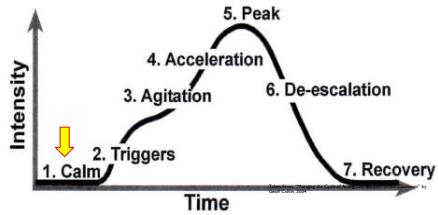
1. Calm
2. Triggers
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery



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### A Seven Phase Cycle

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**Figure 2.1: Phases of Acting-Out Behavior**

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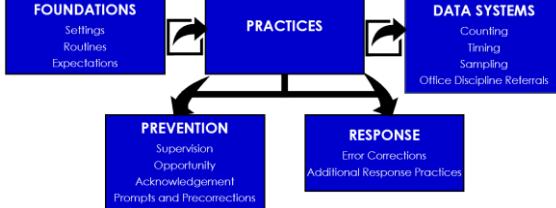
Students exhibit appropriate, cooperative behavior and are responsive to staff directions.

- Create positive environment to increase appropriate behavior.
  - Arrange for high rates of successful academic and social engagements.
  - Teach Social Skills
    - Problem solving
    - Self-management and relaxation strategies
  - Assess Problem Behavior
    - Examine academic and behavioral learning history
  - Identify triggers and the function
- **What classroom practices do you have in place to create a calm environment?**
  - **How do you know?**
  - **Classroom Expectations and Rules**
  - **Classroom Procedures and Routines**
  - **Encouraging Appropriate Behavior**
  - **Discouraging Inappropriate Behavior**

## Phase 1: CALM

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### Positive Classroom Behavior Supports PCBS FEATURES



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### Positive Classroom Behavioral Supports Self-Assessment Survey

Positive Classroom Behavioral Supports Self-Assessment Survey		
Classroom Supports	Evidence-based Practices	Scale of 1-4
FOUNDATIONS Settings Routines Expectations	<p>△ <b>SETTINGS:</b> I effectively design the physical environment of my classroom.</p> <p>△ <b>ROUTINES:</b> I develop and teach predictable classroom routines.</p> <p>△ <b>EXPECTATIONS:</b> I post, define and teach 3 to 5 positive classroom expectations.</p>	

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## Checklist

List all routines implemented in your classroom.
Prioritize where support is needed most.
Start with the routine that is the highest priority.
Identify the expected behaviors replacing problematic behaviors.
What should the students DO?
Operationally define steps (See & Hear) so they are clear and consider any errors students are likely to make on these routines. Include STUDENT VOICE in development of routines and operationally defined steps.
Align routines with Schoolwide Social and Academic expectations.
Describe how you will teach and acknowledge routines;

*Establish your systems first*

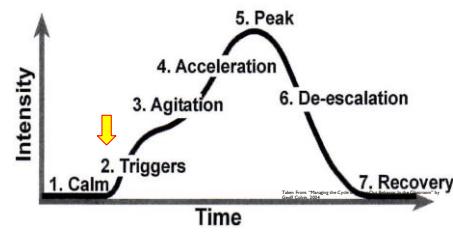
CLASSROOM ROUTINES	Positive Behavioral Expectation:
Agenda To Do/ Today's Work Routine	
Entering the Classroom	
Turning In Assignments	
Assignment Tracking	

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## Secondary Classroom Routines



Figure 2.1: Phases of Acting-Out Behavior



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Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of problem behavior.

### Intervention: focus on prevention & redirection

- Pre-correct before triggers are present.
- Identify the content and predictable problem behavior
- Provide Active Supervision
- Specify expected behavior
- Rehearse/practice expectations
- Increasing opportunities for success.
- Reinforcing what has been taught.
- Teaching social skills for managing triggers.
- Considering function of problem behavior in planning and implementing response.

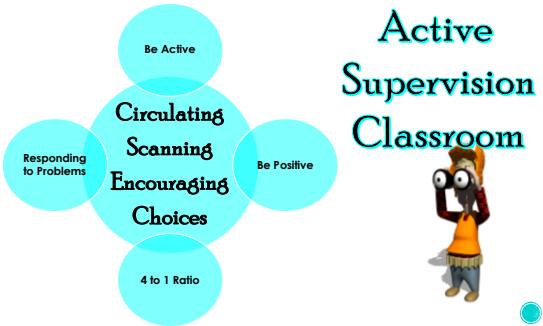
## Phase 2: Triggers

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### Positive Classroom Behavioral Supports Self-Assessment Survey

Classroom Supports	Evidence-based Practices	SCALE OF 1-4
<b>PREVENTION PRACTICES</b> Supervision Opportunity Acknowledgment Prompts & Pre-corrections	<ul style="list-style-type: none"> <li>△ <b>SUPERVISION:</b> I use active supervision and proximity.</li> <li>△ <b>OPPORTUNITY:</b> I provide high rates and varied opportunities to respond.</li> <li>△ <b>ACKNOWLEDGEMENT:</b> I use behavior specific praise.</li> <li>△ <b>PROMPTS &amp; PRECORRECTIONS:</b> I make the problem behavior irrelevant with anticipation and reminders.</li> </ul>	

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POSITIVE INTERACTIONS WORKSHEET			
A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.			
Student	Behavior	Strategy	Statement Examples

B. What is your goal for increased positive statements to students?

C. What strategy will you use to help you remember to increase positive statements to students?

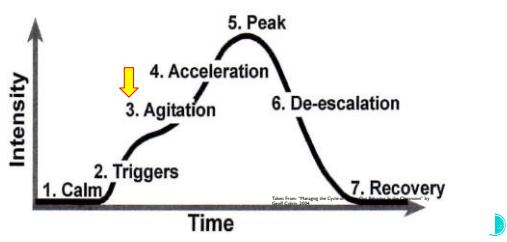
D. What date will you begin implementation of increased positive student-teacher interactions?

### Positive Teacher-Student Interactions

### Three Types Of Feedback

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Figure 2.1: Phases of Acting-Out Behavior



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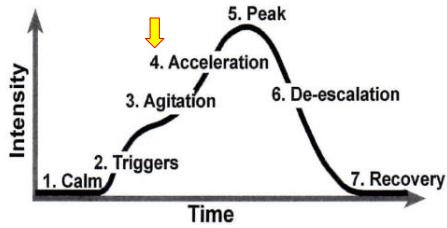
Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration.)

#### Intervention: focus on reducing anxiety

- Teacher Proximity
- Independent Activities
- Passive Activities
- Movement Activities
- Academic lesson is not priority at this time; moving student back to calm phase is primary goal.
- Calming Strategies
- Teacher Empathy
  - "Are you ok?" "Is there something I can help you with?" "Do you need a minute to yourself?"
- Assist Student to work on the Task
- Provide Space
- Provide Assurances and Additional Time
- Permit Preferred Activities (within set parameters)

### Phase 3: Agitation

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**Figure 2.1: Phases of Acting-Out Behavior**

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Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.

**Intervention: Focus on Safety**

- Move slowly and deliberately toward the problem situation.
- Speak privately if possible.
- Minimize body language.
- Keep a reasonable distance.
- Speak respectfully.
- Use non-confrontational limit-setting procedures
- Non-confrontational limit-setting procedures
- Establish Initial Setup
- Rehearse the Steps with the Class
- Establish a short list of Negative Consequences
- Present the Information as a Decision
- Follow-Through
- Acknowledge when the student begins to engage in appropriate behavior-responds to choices
- Calmly and quietly administer negative consequence when the student continues problem behavior

**Phase 4: Acceleration**

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**Figure 2.1: Phases of Acting-Out Behavior**

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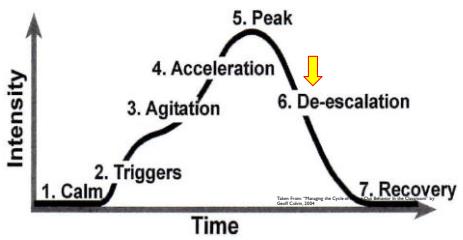
- Students with acting-out behavior may be a threat to themselves or others.

**Intervention: Implement Safety Plan**

1. Identify behaviors that signal the safety strategies should be used.
  2. Describe each action that must be taken to keep everyone safe.
  3. Identify the personnel that will assist in implementing the plan.
  4. Identify what the other students will do.
  5. Have personnel (accessed through a code word over the intercom or accessed by having a responsible child go to the office) and materials (crisis bag) readily available.
- Safety strategies are different from response interventions.
  - They should be used only in situations where there is a serious risk of injury to self, others, or valuable property.
  - Preliminary data indicate that crisis management procedures are overused and unnecessarily used (George, 2000).

**Phase 5: Peak**

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**Figure 2.1: Phases of Acting-Out Behavior**

This phase is characterized by student disengagement and reduced acting-out behavior.

#### Intervention: focused on removing excess attention

- Reduce stimuli and interaction with other people to prevent further escalation and to provide time to calm down
- Assign low level independent task
  - Emphasize starting anew
  - Avoid blaming
  - Don't force apology
- Follow up with the student at another time when the student is perfectly calm
- Teacher/Staff Procedures
  - Isolate the student
  - Decision is made to retain student at school or send home
    - Complete exit paper work as appropriate
    - Engage in independent work with clear criteria
    - Determine consequences
    - Restore the environment if appropriate
    - Resume regular schedule

## Phase 6: De-escalation

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This phase is characterized by student disengagement and reduced acting-out behavior.

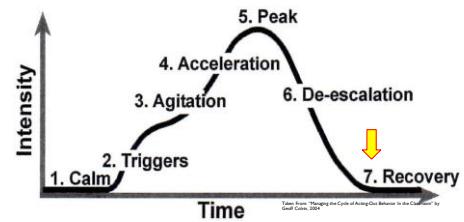
#### Intervention: focused on removing excess attention

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Isolate the student</li> <li>▪ Choose a location</li> <li>▪ Provide adequate supervision</li> <li>▪ Cool down time</li> <li>▪ Length of time</li> </ul> | <ul style="list-style-type: none"> <li>▪ Decision is made to retain student at school or send home</li> <li>▪ Send student home           <ul style="list-style-type: none"> <li>▪ Allow the student to calm down</li> <li>▪ Release student to parent or designee</li> <li>▪ <b>Set a de-briefing session upon the student's return</b></li> <li>▪ Retain student at school</li> <li>▪ Use additional steps as follows</li> </ul> </li> </ul> |
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## Phase 6: De-escalation

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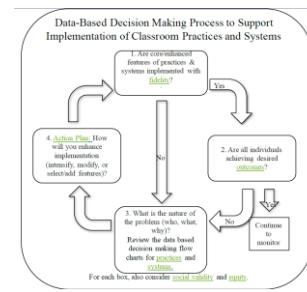
**Figure 2.1: Phases of Acting-Out Behavior**

**Intervention: debrief, facilitate transition & effectively problem solve**

- Positively reinforce any displays of appropriate behavior.
- Intervention is focused on re-establishing routine activities.
- Debrief (after student has been calm at least 20 minutes)
  - Not an aversive consequence
  - No more than 3-5 minutes
- Debriefing Plan
  - Identify triggers?
  - What did I do?
  - What new behavior will I learn to respond to triggers?
  - When will I practice my new behavior?
  - Can I do it when I begin to become upset?

## Phase 7: Recovery

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**Data-based Decision Making Process**

- Professional development on classroom practices provided to ALL staff
- CMOT walkthroughs conducted by coaches
- With trainers the first time
- Data and positive feedback left for the teacher after observations
- Coaching only, not an evaluative tool

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## Classroom Management Observational Tool (CMOT)

Jennifer Freeman and Brandi Simonsen, NEPBIS.org

- 4 research validated items to assess key areas of classroom management
  - Active Supervision
  - Opportunities to Respond
  - Specific Praise
  - + to - ratio
- 6 items related to other features of classroom management
  - Schedule
  - 3-5 positive expectations
  - Physical arrangements
  - Routines
  - Taught and prompted expectations
  - Additional consequence strategies

*“It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.”*

Colvin, 1989

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