

**Implementing Various Social,  
Emotional, and Behavioral Programs  
Using the Positive Behavior  
Intervention and Support Framework**

Dr. Kaye Otten, PhD, BCBA

Assistant Professor, University of Central Missouri

[kayeotten@mac.com](mailto:kayeotten@mac.com)

# Positive Behavior Intervention and Support and Functional Behavioral Assessment as a Foundation/Framework

Functional assessment and positive behavioral support are two management approaches that are extensions of applied behavior analysis

(Repp & Horner, 1999)

“ABA research over 30 years confirms the effectiveness of various antecedent and consequence strategies, functional assessment and data collecting, graphing and monitoring.”

(Maag & Katsiyannis, 2006)

**Positive Behavior Interventions and Support (PBIS)**



**Functional Behavior Assessment (FBA)**

## What is Positive Behavior Intervention and Support?

An application of a *behaviorally-based* systems approach to *enhance the capacity of schools, families, and communities* to design effective environments that improve the link between *research-validated practices* and the environments in which teaching and learning occurs. The focus is on creating and sustaining *three tiered systems of supports* that make problem behaviors less effective, efficient and relevant and desired behaviors more functional.

[www.pbis.org](http://www.pbis.org)

## **Enhancing Capacity of Environments**

- Focus not on “fixing” the student but also on “fixing” adults in their world and the environments in which they function
- Increasing skills in prevention and early intervention
- The most effective interventions occur before the problem behavior ever happens!

*"If there is anything that we wish to change in a child, we should first examine it and see whether it is not something that could be better changed in ourselves."*

*~Carl Jung*

# Implementation Science

- Identify core components (framework)
- Autonomy to design within that framework
- Each school must do what work for them



# Conscious Discipline Skills



Composure	Being the person you want others to become
Assertiveness	Saying “no” and being heard: Setting limits respectfully
Encouragement	Building the School Family
Choices	Building self-esteem and willpower
Empathy	Teaching children to manage their emotions
Positive Intent	Creating teaching moments with oppositional, shut down, and aggressive children
Consequences	Helping children learn from their mistakes

# The Leader in Me 7 Habits

<p>Be Proactive</p>	<p>You choose your actions and the “weather “of your mind          You choose your responses-no one “makes “ you angry          Focus on matters within your control          Take responsibility rather than blaming or making excuses</p>
<p>Begin with the End in Mind</p>	<p>Keep the bigger picture in mind          Focus on what you want your relationship to feel like once the disagreement is resolved          Speak only words that maintain self-worth</p>
<p>Put First Things First</p>	<p>Choose your battles          Act on problems-do not allow them to fester and grow          Seek to prevent future conflicts</p>
<p>Think Win-Win</p>	<p>Make meaningful deposits in others’ emotional bank accounts          Balance courage with consideration          Seek outcomes that are mutually beneficial</p>

# The Leader in Me 7 Habits



<p>Seek First to Understand, Then to Be Understood</p>	<p>Listen with your eyes, ears, and heart until others feel understand Accept accurate feedback Clearly, concisely, and calmly communicate your feelings</p>
<p>Synergize</p>	<p>Optimize strengths and diverse perspectives to resolve the issue Be humble: You do not have to have the right answer Seek out objective and educated third party to provide a better solution</p>
<p>Sharpen the Saw</p>	<p>Take time to build positive relationships during calm times Most conflicts results from one or more basic needs not being met-learn human psychology to help you understand why someone might think or behave differently</p>



# CHAMPS Modules



<p>Vision</p>	<p>Long Range Classroom Goals Guidelines for Success Positive Expectations Family Contacts</p>	<p>Professionalism Behavior Management Principles Level of Classroom Structure</p>
<p>Organization</p>	<p>Daily Schedule Physical Space Attention Signal Beginning and Ending Routines</p>	<p>Classroom Rules Student Work Classroom Management Plan</p>
<p>Expectations</p>	<p>CHAMPS Expectations for Classroom Activities CHAMPS Expectations for Transitions</p>	<p>Prepare Lessons on Expectations</p>
<p>The First Month</p>	<p>Final Preparations Day One</p>	<p>Day 2-20 Special Circumstances</p>

# CHAMPS Modules



Motivation	Enthusiasm Effective Instruction Noncontingent Attention	Positive Feedback Intermittent Celebrations Ratio of Interactions
Monitor and Revise	CHAMPS v. Daily Reality Rating Scale Ratio of Interactions Monitoring Form Misbehavior Recording Sheet	Gradebook Analysis Worksheet On Task Behavior Observation Sheet Family/Student Satisfaction Survey
Correction Procedures	Analyze Misbehavior Early-State Misbehaviors Awareness Type Misbehaviors	Ability Type Misbehaviors Attention-Seeking Misbehaviors Purposeful/Habitual Misbehaviors
Classwide Motivation Systems	Group Response Cost Lottery Tickets Mystery Behavior of the Day Team Competition	Behavioral Grading Economic Simulation Whole Class Points

# **THE FOUNDATION:**

## **Core Components of Tier One Behavior Support**

- 1) Common purpose and approach
- 2) Administrative support and leadership
- 3) Positively stated agreements, procedures, and routines
- 4) Explicitly taught agreements, procedures and routines
- 5) Environmental design
- 6) Instructional design
- 7) Frequent acknowledgment of positive behavior
- 8) Consistent instructional response to problem behavior
- 9) Ongoing monitoring and evaluating effectiveness based on data

# District Standards/Expectations-Get a Baseline

## Lee's Summit R-7 Tier One Components

Core Component	District Standard/Expectation
Administrative Leadership	<ul style="list-style-type: none"><li>• Lead the setting of school expectations and development of procedures and routines</li><li>• Build consensus among entire staff</li><li>• Lead the team through the decision making and paperwork process</li><li>• Delegate responsibilities as appropriate</li><li>• Provide accountability</li><li>• Allocate resources for implementation</li><li>• Promote appropriate staff utilization</li><li>• Attend and actively participate in team meetings</li><li>• Support ongoing professional development</li><li>• Model inclusion and support rather than just evaluation</li><li>• Be willing to think outside the box to obtain needed resources</li></ul>

# Common Purpose and Approach

- Common language
- Consistent agreements, procedures, and routines
- Proactive and preventative philosophy
- Desired behavior directly taught both proactively and ongoing (triage, redirect, and processing) within a positive relationship interaction
- Focus more on positives than negatives
- General consensus about when students leave instruction
- Objective data regularly collected and analyzed
- Focus on team problem solving-no blame and no excuses
- Willingness to be open to the process and constructive feedback

## **Why is a common purpose and approach important?**

- If we don't have some level of commonality students are left to guess
- Creates a hidden norm or curriculum
- Left to their own devices, all teachers naturally differ
- As students go through the grades, they are exposed to a wide variety of teacher behavior and have difficulty understanding/predicting differences/adjusting their behavior
- Getting on the same page helps students know what to expect and what is expected
- Allows schools to work as a team-no one can manage problem behavior alone
- Results in meaningful data for decision making

## **Administrative Support and Leadership**

- Lead the setting of school agreements and development of procedures and routines
- Build consensus among entire staff
- Lead the team through the decision making and paperwork process
- Delegate responsibilities as appropriate
- Provide accountability
- Allocate resources for implementation
- Promote appropriate staff utilization
- Attend and actively participate in team meetings
- Support ongoing professional development
- Model inclusion and support rather than just evaluation
- Be willing to think outside the box to obtain needed resources
- Be willing to seek outside support when needed
- Model/lead a “we will try” attitude vs. a “have YOU done. . . “

# Positively Stated Agreements, Procedures and Routines

- 3 to 5 general schoolwide agreements that are all inclusive
- Break down into matrix for each area (classroom, cafeteria, hallway) so there is no confusion or argument
- State POSITIVELY-What do you want them to DO!
- Most visually in multiple places to remind and for easy reference
- Each classroom can have their unique matrix but should use the schoolwide general agreements
- Add to as situations arise that are not clear



# Expectations, Procedures and Routines Matrix

	Classroom	Hallway	Cafeteria
Be Safe	Keep hands, feet and objects to self	Walk slowly on the right side of the hallway	Only eat your own food
Be Responsible	Stay on task	Bring all needed materials to and from class	Throw away all trash before leaving
Be Respectful	Raise your hand and wait to be called on before speaking	Use water fountain in a timely manner	Use an inside voice

# Explicitly Taught Agreements, Procedures and Routines

- Teach through active student engagement-not just lecture
- Define by breaking into steps
- Describe what it looks and sounds like
- Give a rationale about why it is important
- Model
- Provide guided practice
- Give specific feedback
- Reinforce frequently at the beginning
- Shift reinforcement to random or unpredictable to promote maintenance
- Review, reteach, and practice with booster sessions as needed
- Include overall tier one social skills curriculum

## **What are Procedures & Routines and Why are They Important?**

- Procedures explain the expected process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
- Classroom procedures are steps we take to complete a task
- Routines are the habits we form by repeating the same set of steps over and over
- Routines develop from consistent use of procedures
- If there is a sub, does the class run itself-test of well trained procedures and routines
- Productively use ALL time
- Minimal disturbance and time away from learning
- Reduces misbehavior during unstructured time
- Engaged students do not misbehave-the two are incompatible

**“Creating and implementing well-defined procedures will serve, protect, and teach students effective routines to be successful in school. Establishing these procedures for students will provide the adults clear guidelines for early intervention. The adults must work together and commit to consistent implementation of these procedures.”**

***-BIST Triage Workbook and Journal***



# The Importance of Time


Available Time-The total amount of time available in a school day for all activities

Allocated Time-Amount of time scheduled for actual instruction

Instruction Time-Amount of actual minutes actually spent in teacher led instruction

On-Task Time-Actual time the learner spends attending to instruction (looking at the teacher, reading, writing, thinking about what is being said)

Academic Learning Time  
Actual time the learner spends  
**SUCCESSFULLY** engaged in the  
learning targets  
Average 17%  
Range 10%-20%



**Maximizing this time is  
the goal!**

# **Don't Just Go Through the Motions!**

- Variety
- Humor
- Embed academics
- Frequent practice to stay fluent-think about the sports or music analogy

# The Teaching Channel (teachingchannel.org) Examples

- [Setting Expectations from Day One](#)
- [Attention Getting Signals](#)
- [Managing Classroom Interruptions](#)



## Electronic Device Expectations

Each day, the classroom will follow one of these electronic device policies.

If you choose not to meet these expectations, the proper consequences will be enforced.

Electronic devices **will not** be used in class today.  
Your electronic devices should be silenced and out of sight.

Electronic devices **will** be used in class today, but they should be silenced and out of sight until I ask you to take them out.

Electronic devices **will** be used in class today. Please have them out when the tardy bell rings.

## If I get stuck I can . . .

- Give it my best guess.
- Skip the problem and go to the next one.
- Ask a peer for help.
- Raise my hand and wait for the teacher to call on me.

## When I am done I can . . .

- Read to a partner, into a whisper phone or silent read
- Study spelling words (dry erase board, magnetic letters, magnadoodle type)
- Math flashcards
- Pre-taught math games
- Computer games
- Practice handwriting
- Self-correcting activities
- My independent learning project



# Class Meetings

- Held REGULARLY-ideally at least once a week
- No put downs
- Everyone's ideas are welcome
- No names are shared if describing problem
- Problem solving/teaching focus
- What's going well
- What needs improvement and how can we improve



# Environmental Design

## Room Arrangement

- Easy flow of movement
- All students can be monitored at all times
- Areas for teacher directed group lessons, collaboration, differentiated instruction, independent work, and private cool off space
- Separation between quiet and noisier areas
- Materials stored where they can be conveniently accessed and near where they will be used

## Scheduling

- Daily schedule visually posted and easily changed if needed
- Little or no unstructured downtime
- Provides time for large and small group activities, one on one instruction, independent work and socialization
- Students, paras, volunteers, and peer tutors know exactly what they are to be doing at all times

# Environmental Design-Continued

## Visual Supports

### Positive Classroom Climate

- Energetic feel
- Students engaged in meaningful activity at all times
- Respectful interaction
- Descriptive rather than judgmental language-contribute to atmosphere of shared work and learning
- Nonverbal language calm and matter-of-fact rather than challenging or threatening

### Overall

- High levels of structure
- Communicates expectations visually
- Organized and aesthetically pleasing
- Minimal clutter

# Instructional Design

- Students working at appropriate level of difficulty
- Students working on a variety of activities across different learning modalities
- Students are actively engaged and not just passively receiving instruction
- Modeling (I Do), Guided Practice (We Do) and Independent Practice (You Do) scaffolded approach to instruction is used
- Errorless learning is used

# Classroom Teacher Reflection

## Environmental Design

### Room Arrangement

- Easy flow of movement
- All students can be monitored at all times
- Areas for teacher directed group lessons, collaboration, differentiated instruction, independent work, and private cool off space
- Separation between quiet and noisier areas
- Materials stored where can be conveniently accessed near where they will be used

### Scheduling

- Daily schedule visually posted and easily changed if needed
- Little or no unstructured downtime
- Provides time for large and small group activities, one on one instruction, independent work, socialization, and reinforcement breaks
- Students, paras, volunteers, and peer tutors know exactly what they are to be doing at all times

### Visual Supports

#### Positive Classroom Climate

- Energetic feel
- Students engaged in meaningful activity at all times
- Respectful interaction
- Descriptive rather than judgemental language-contribute to atmosphere of shared work

# **Frequent Acknowledgement of Positive Behavior**

- Engage more frequently with every individual when he/she is engaged in positive behavior than negative behavior at a ratio of about 4:1
- Use frequent positive feedback to provide additional instruction and rationale
- Use of free, frequent and unpredictable “catch them being good systems”
- Use of interdependent and independent group oriented contingencies

# Focus on Frequent Positive Feedback

- Behavior science proves that non-contingent attention (given regardless) reduces problem behavior
- A 4:1 positive/negative ratio provides the most productive environment-also true across business, sports, and relationships
- Need to make enough deposits before you can take a “withdrawal”
- Builds positive relationships
- Simple intervention that is free and requires no time or preparation
- Prevents common escape/avoid function of problem behavior
- Negative attention controlled by another is “public shaming”- avoid this!
- How would you feel if your supervisor redirected you in public and gave you more negatives than positives?

## Give Feedback Through Narration!

- Immediate as possible without interrupting the flow of instruction
- Sincere
- Specifically describe what was appropriate and how it is making a positive impact rather than making general praise statements
- Just describe something positive that is happening provides reinforcing attention!

*“Walking quietly down the hall shows respect for those are working.” ”*

vs.

*“You are doing a good job.”*



# The Power of the Positive!

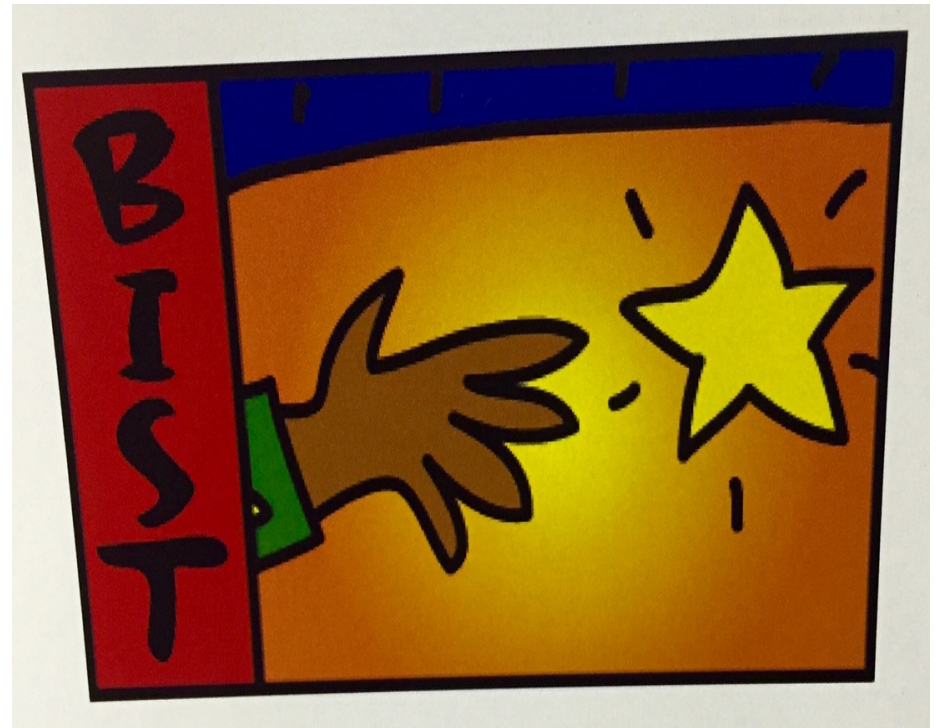
- Positive psychology studies overachieving outliers versus the average (to tailor to most students) or below average (to determine interventions to help them)
- More than a decade of research in positive psychology and neuroscience has proven that optimistic conditions fuel performance and achievement
- Results in students being more motivated, efficient, resilient, creative, and productive
- Confirmed by research on 1,600 Harvard students and dozens of Fortune 500 companies worldwide (The Happiness Advantage, 2010)

## **Consistent Instructional Response to Problem Behavior**

- Redirecting staff has positive relationship with the student
- Pre-correct before times that are typically difficult
- Students understand what behaviors are considered gateway behaviors and why
- Low level redirection is used at first sign of gateway behaviors
- Redirection is calm, brief, respectful and as private as possible
- Student is only removed from instructional environment for behavior that is dangerous, destructive or significantly disruptive
- Significantly disruptive means doesn't redirect without arguing or escalating
- If student leave the instructional environment they have processed the situation, practiced skills needed, and is under instructional control before returning to their regular learning location
- Overall focus in instructional and not punitive-no one is in "trouble"-what skills need to be learned?
- "I care too much about you to not teach you skills you will need to be successful
- Reinforcing attention is minimized during this process

# Providing what students need:

Early intervention (When)  
Caring Confrontation (How)  
Protection Plan (What)  
Outlasting the Acting Out



# Low Level Redirection

- Pre-correct before times that are typically difficult-review positive expectations
- Intervene at FIRST signs of problem behavior
- Use low level redirection strategies first
  - Proximity
  - Teacher look
  - Attention getting signal if multiple problems
  - Visual reminder
  - Gesture reminder
- BIST guideline-One nonverbal, one verbal, then movement

# BIST Continuum



**Rethink  
at Desk**

**Safe Spot In  
Classroom**

**Buddy  
Room**

**Focus Room**

**Office**

**Home**



# Processing Before Returning to the Classroom

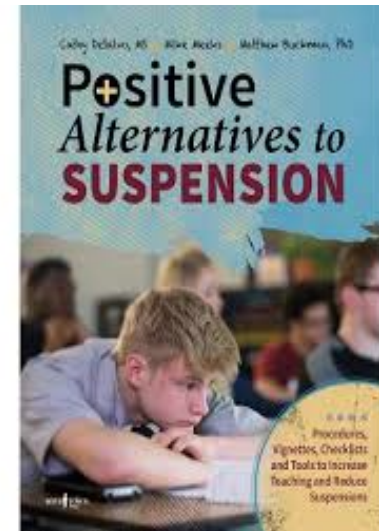
- What did you do that was a problem?
- Why was it a problem? Who did it hurt or bother?
- What feeling did you not manage appropriately?
- What will you do differently next time?
- How will you fix the problem?
- How will you make up missed work?

*Can be done  
through writing,  
talking or  
visuals!!!!*



# Benefits of Alternatives to Suspension

- Eliminates the probability that student will be unsupervised during the school day
- Can be a valuable learning experience
- Parents generally more supportive
- Effectiveness highly dependent on supervisor and how reinforcing the educational environment is compared to the in-school suspension environment
- Students should be required to meet specific criteria to return to regular education program-not just a certain period of time
- Similar to real life logical consequences: “School jail”
- Can involve school resource officers as educators of real life consequences



# Teach and Protect Schedule

- Alternative to suspension for severe behavior (aggression, destruction, recidivism, lack of effort)
- Two most important rules at school
  - 1) Be safe
  - 2) LearnEverything else is a privilege!!!!
- Time spent determined by severity of inappropriate behavior
- Must earn defined percentage of daily points to return to normal classroom activities
- Sits in defined area and remains there for the day unless escorted by adult (drink, bathroom)
- Specials activities occur alone in the defined area (P.E., Art, Music)
- Choices made by teacher (materials, order of assignments, etc.)
- Interaction with adults only
- No special activities (recess, parties, etc.)



**Warning:** Use of a “time away” may result in public shaming, the loss of significant instructional time and/or reinforce students with an escape function!  
*Use with caution!* A data system that captures time away is needed to carefully monitor that this is not overused.



# Capturing Time Out of Instruction

Provides the team with a frequency measure of

-	Total: 1	Safe Seat	Significantly Disruptive	31 Mins
Time Out: Feb 10, 2017 10:14 AM Time Returned: Feb 10, 2017 10:45 AM Note: very noisy during lesson				
-	Total: 1	Buddy Room	Significantly Disruptive	15 Mins
Time Out: Feb 8, 2017 3:01 PM Time Returned: Feb 8, 2017 3:16 PM Note: Making noises and keeps getting out of seat. It has been a lot all day! Parents were emailed				
-	Total: 1	Safe Seat	Significantly Disruptive	20 Mins
Time Out: Feb 8, 2017 9:46 AM Time Returned: Feb 8, 2017 10:06 AM Note: VErY loud and disruptive				

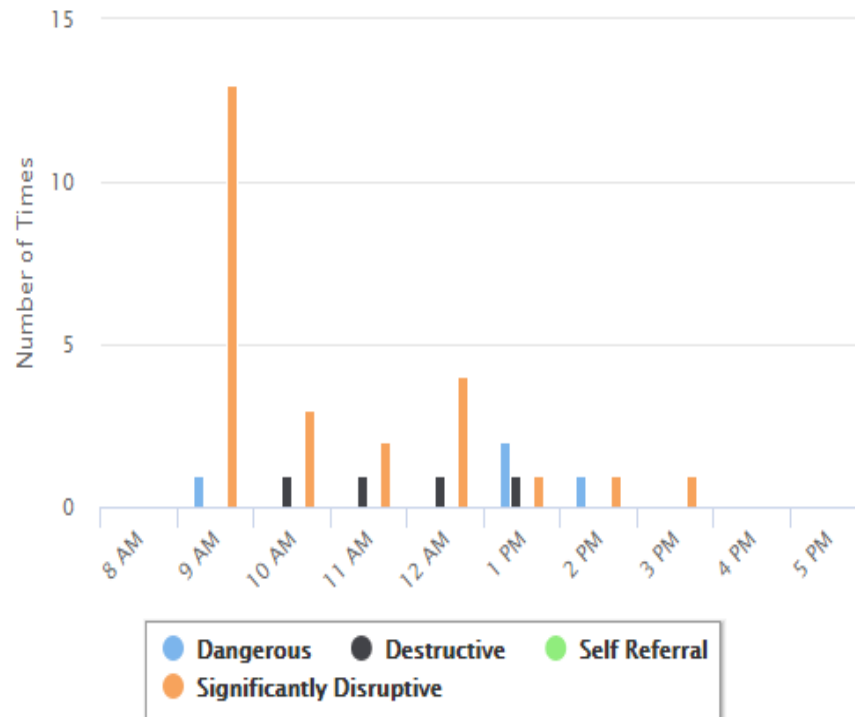
Data tracks location where student is moved.

Movement only occurs after dangerous, destructive, or significantly disruptive behavior.

Duration of movement is captured

# Interpreting Time Out of Instruction Data

Time out of instruction allows teams to look for high frequency issues within the day.



# Ongoing Monitoring and Evaluating Effectiveness Based on Data

- Specifically defined outcomes
- Clear written plan that includes all key components (instruction, prevention, reinforcement, and undesirable consequences) and evidence based practices that all involved parties understand
- Fidelity monitoring procedures to ensure consistent implementation
- Frequent data collection that is graphed
- Regular and structured team meetings to analyze data and make decisions
- Same process schoolwide, classwide or individual