

MISSOURI SW-PBS SUMMER INSTITUTE

TAN-TAR-A CONFERENCE CENTER • OSAGE BEACH, MISSOURI • JUNE 1-2, 2022

NOT ALL HEROES WEAR CAPES!



Session 4C: Supporting Students Who Challenge Us



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College of Education &
Human Development
University of Missouri



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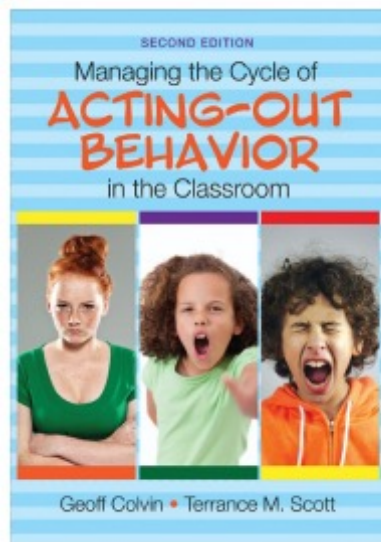


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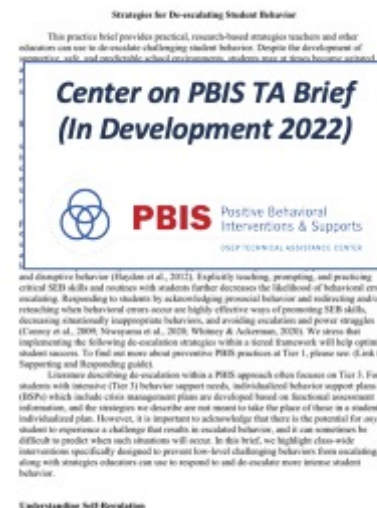


Today's Outcomes & Acknowledgment

- Be able to describe the acting-out behavioral cycle.
- Identify actionable strategies that can be utilized to support students.



Colvin, G., & Scott, T. M. (2015). *Managing the Cycle of Acting-Out Behavior in the classroom*, Second Edition. Thousand Oaks: Corwin A SAGE Company.



Center on PBIS (Date TBD). Katherine Strickland-Cohen (UO), Katherine Meyer (UConn), Bob Putnam (May Institute), Laura Kern (USF), Brian Meyer (MWPBIS), Ami Flammini (MWPBIS)



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Big Assumptions

about what you know & understand

Assumptions

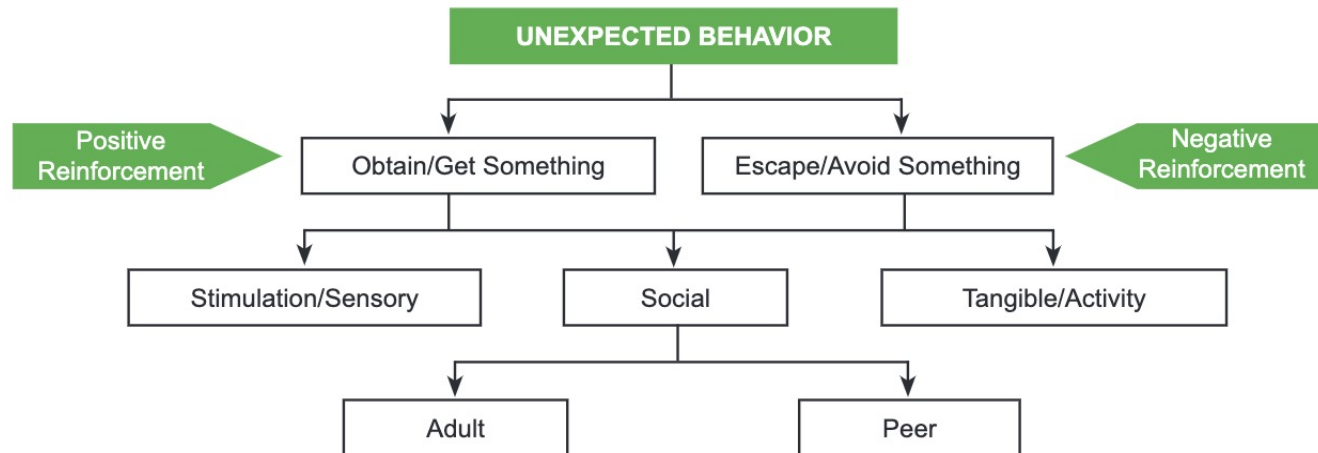
- Behavior can be complex and specific to the individual
 - There is NO magic wand
 - Prevention is the best approach... but sometimes students will NOT respond to our prevention steps.



Assumptions

Function-Based Thinking

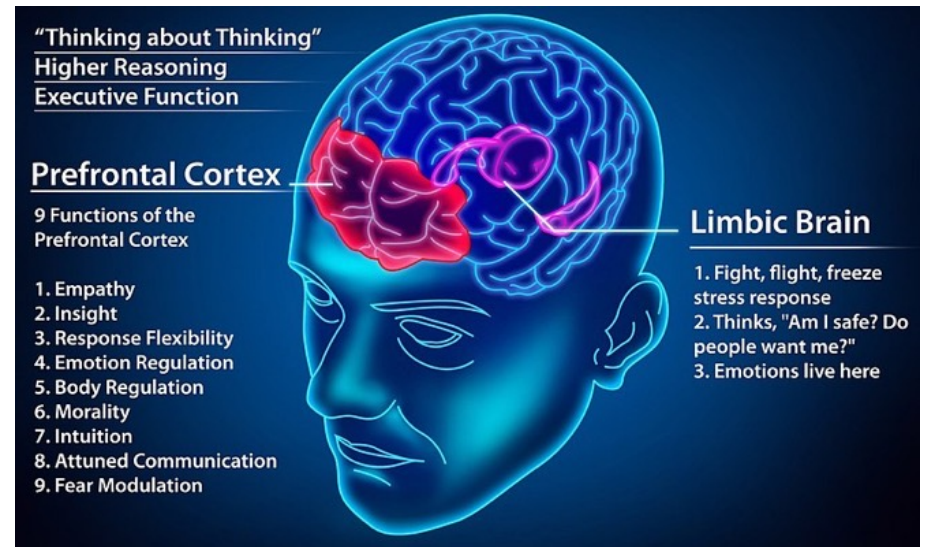
- Understanding function-based thinking starts at the universal level.
- It needs to drive teacher decision-making, even in challenging situations.



Assumptions

Trauma

- Adversity and trauma are defined in the eye of the beholder.
- Need to understand the impact of fight, flight, and freeze responses.
- Adverse experiences and trauma can impact a youth's learning.
- There is a need to install a culture of staff self-care.



Assumptions

MO SW-PBS As Prevention

- Consistency & predictability are key in supporting student regulation.
- MO SW-PBS/ETLPs can support dysregulation prevention when implemented with fidelity, consistency, and equity.
- Framework supports data collection/documentation to drive decision-making.
- MO SW-PBS framework can be integrated with other school efforts to develop a comprehensive MTSS framework that promotes social, emotional, behavioral health and equity.

MTSS FOR **SOCIAL
EMOTIONAL
BEHAVIORAL
HEALTH**



Key Messages

- Student and adult regulation are intricately connected to de-escalation.
- It's the job of the educator to stay calm and regulated when a youth is dysregulated.
- Vulnerable decision points are always present during a cycle of escalation/de-escalation.
- Directly linked to Tier 1.
- De-escalation is about systems work

PREVENTION



“An ounce of prevention
is worth a pound of
cure.”

Benjamin Franklin

Prevention Through MO SW-PBS

Settings up our Systems



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Prevention Logic

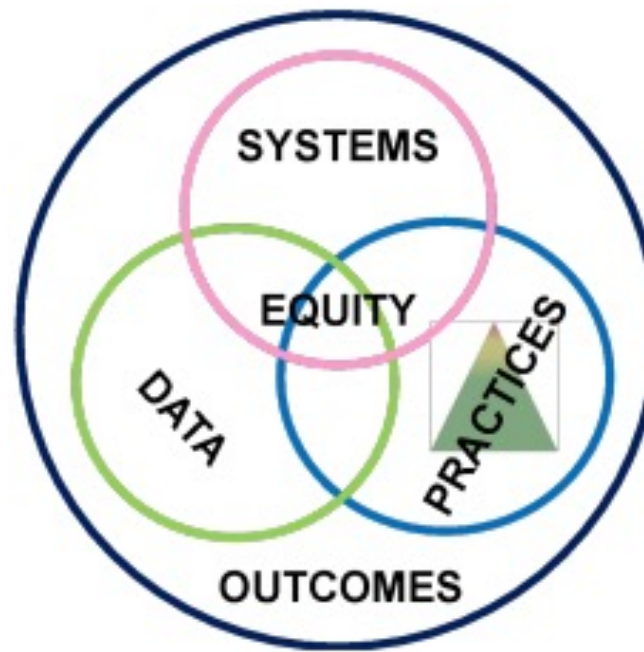
- **We organize our resources**
 - Multi-tier mapping, gap analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-based interventions
- **We provide supports to staff to do it right**
 - Systems (e.g., matrix, encouragement, daily progress report, PD)
- **And make sure they're successful**
 - Coaching and support
 - Progress monitoring and performance feedback
 - Problem-solving
 - Increasing levels of intensity

MO SW-PBS is ...

a multi-tiered, social-emotional-behavioral framework for supporting wellness and responding to behavior. This framework places an emphasis on improving **outcomes** by addressing **systems**, **practices**, and **data** in a way that is flexible enough to accommodate local and culturally responsive context, needs, and values.

Schools prioritize **equity** while continuously improving upon their climate, culture, and supports to be an effective learning environment for all youth and staff.

MO SW-PBS organizes your school, and integrates your initiatives, to achieve desired **outcomes** through understanding your **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.



- Increases effectiveness and efficiency
- Supports consistent adult behavior
- Data-driven decision-making
- Process for continuous improvement
- Framework for aligning initiatives to MTSS features

Evidence Base & Outcomes



Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tabin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Haseilton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Effective Teaching & Learning Practices (ETLPs)

ETLPs:

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Unexpected Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

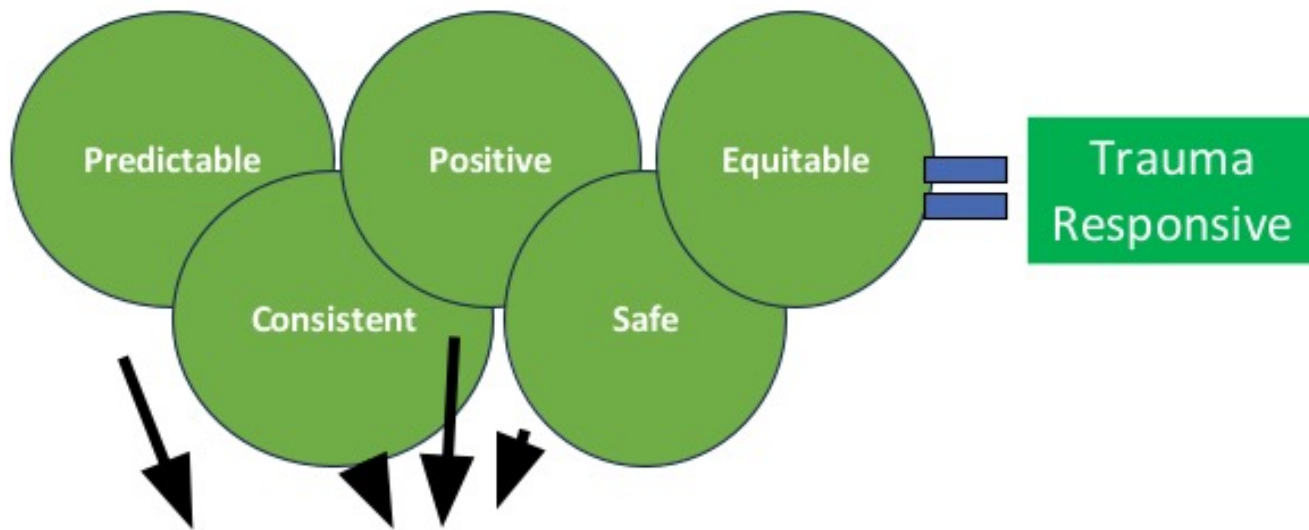
These practices have been identified to improve the likelihood of expected behavior and decrease unexpected behavior, while increasing academic learning time.



Regulation & Dysregulation

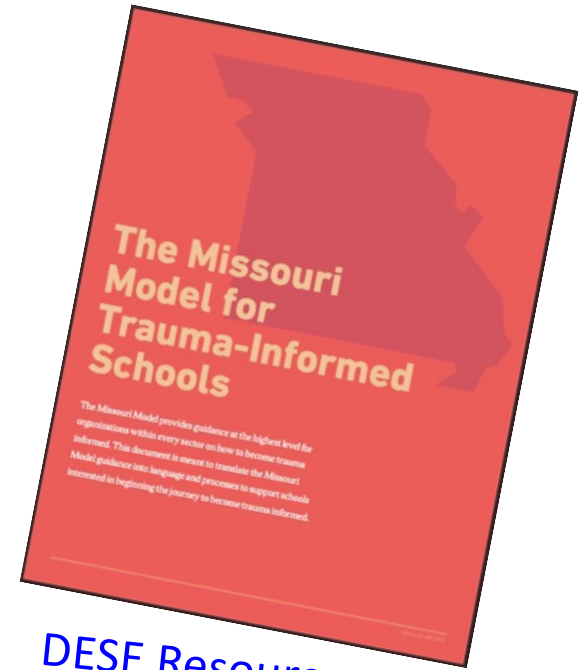
How does it fit?

Framework for Student Supports



The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being

www.nctsn.org



[DESE Resource](#)



Promoting Social-Emotional- Behavioral Health

MO SW-PBS is a start, but usually needs to be incorporated into a broader curriculum that **TEACHES** feelings, emotions, and regulation.

This teaching needs to be coupled with systems that promote routines, encouragement, and error correction.

Feelings and emotions are like rumble strips on the side of the road – a warning system to indicate attention is needed.



The rumble strips (mood/feelings) warn us of the guard rail and edge (danger).



There is space between the rumble strip and edge so that we can respond vs. react.



Warning strips (emotions/feelings) provide are a mechanism to provide us with constant feedback.

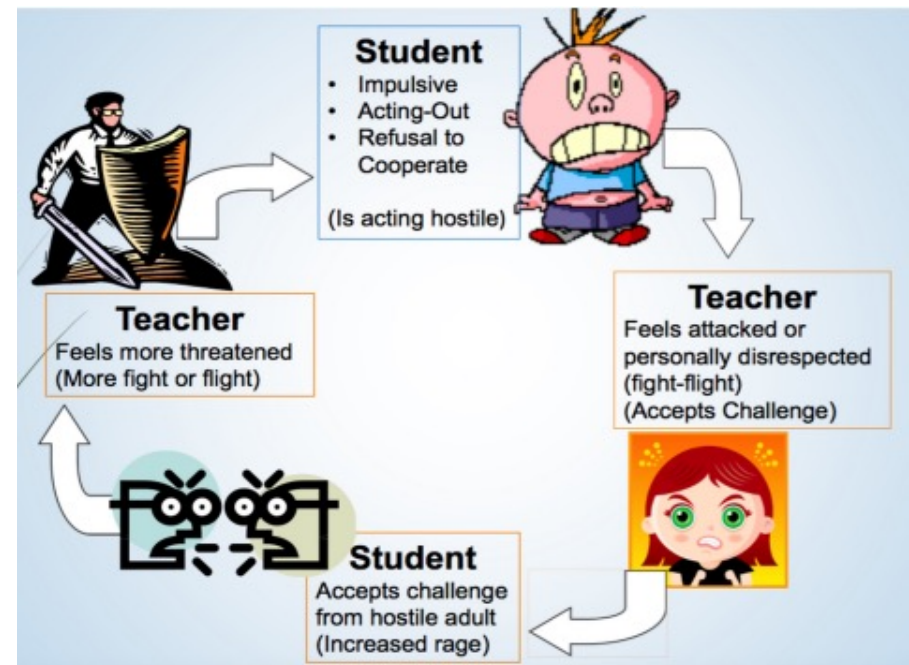
Promoting Social-Emotional-Behavioral Health

Needs to encompass both students AND adults.

The adult can only help a student become regulated when they are regulated.



Have all students and staff been taught and regularly practice what it means to be regulated?



Promoting Social-Emotional-Behavioral Health

[PBIS National Center](#)

The screenshot shows the PBIS National Center website. The navigation menu includes: PBIS, Topics, Tools, Publications, Presentations & Videos, Conference, and About. A red arrow points to the 'Topics' menu item. The dropdown menu lists the following categories: Bullying Prevention, Classroom PBIS, Coaching, Data-based Decision Making, Disability, District & State PBIS, Early Childhood PBIS, Equity, Family, High School PBIS, Juvenile Justice, Mental Health/Social-Emotional-Behavioral Well-Being, Opioid Crisis and Substance Misuse, Restraint/Seclusion, School Climate Transformation Grant (SCTG), and School-Wide. A red arrow also points to the 'Mental Health/Social-Emotional-Behavioral Well-Being' category in the dropdown.

Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework

[Integrating SEL & PBIS](#)

Integrating Trauma-Informed Practices within Your School Wide PBIS Framework

[Integrating TI & PBIS](#)

This thumbnail features a photograph of a teacher and students in a classroom. The text on the thumbnail reads: "Building a Culture of Staff Wellness Through Multi-Tiered System of Supports".

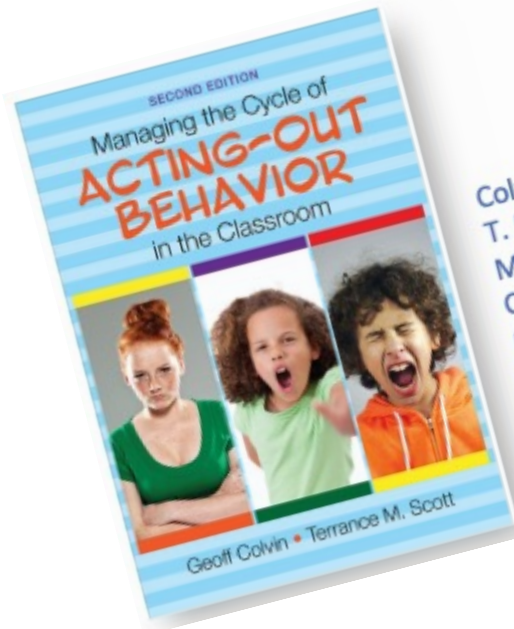
This thumbnail contains the text of the article: "Building a Culture of Staff Wellness Through Multi-Tiered System of Supports". It discusses the challenges of teacher shortages and the need for intentional designing systems to support a healthy workforce. It mentions that PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

[Building a Culture of Staff Wellness Through MTSS](#)



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IRIS CENTER COVID-19 RESOURCES Careers at IRIS

Resources PD Options Articles & Reports About Help

MODULE CHALLENGE INITIAL THOUGHTS PERSPECTIVES & RESOURCES WRAP UP ASSESSMENT

Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Challenge

View the movie below and then proceed to the Initial Thoughts section (time: 2:28).

[View Transcript](#)

We want to hear from you. Please complete our brief [Module Feedback Form](#).

Behavior Support Framework | moswpbs@missouri.edu

MO SW-PBS Missouri School-Wide Positive Behavior Support

Home About Tier 1 Tier 2 Tier 3 Topics Media Summer Institute Profile

Tier 1 Courses

COURSE COMING SOON

The Acting-Out Cycle

Connections & Strategies



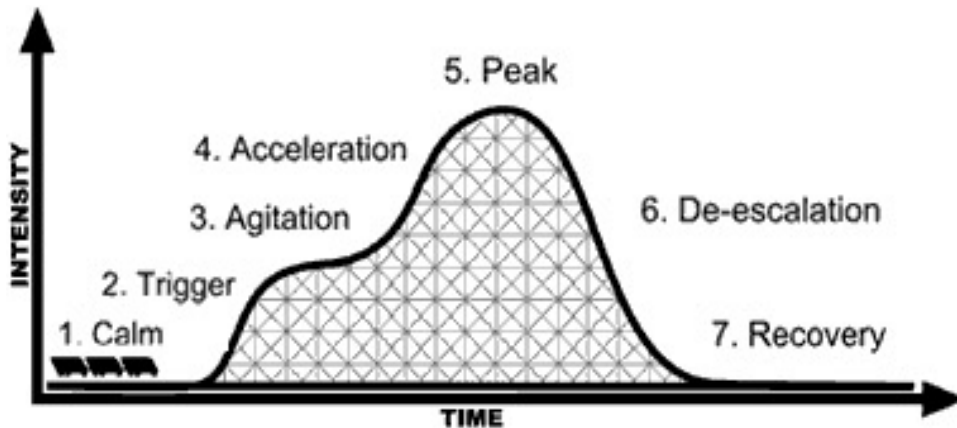
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The Acting-Out Cycle

- The acting out cycle is a way to think about patterns of behavior.
- Behavior has a pattern, cycle, or chain of events which is predictable and therefore preventable.
- This conceptual model allows staff to be proactive in breaking the chain as well as match responses to student's function of behavior.
- Getting to students to recognize the chain and respond accordingly will increase effectiveness.

The Acting-Out Cycle



There are 7 phases:

- Calm
 - Trigger(ed)
 - Agitation
 - Acceleration
 - Peak (Crisis)
 - De-escalation
 - Recovery
- Regulated
- Continuum of Dysregulation
- Regulated

Calm/Regulated

Description

- Calm/settled
- Life is coming at us in a rhythmic, easy way
- Help is available if needed
- Feel connected
- Feeling present/in the moment
- Exhibiting appropriate, cooperative behavior
- Responsive to directions

Response

- Focus on prevention
 - Communicate positive expectations
 - Teach social and regulation skills/routines
 - Arrange for high rates of academic and social engagement and opportunities to respond
 - Use positive reinforcement
 - Provide active supervision

Implement ETLPs w/ fidelity



Calm/Regulated



[Practice Brief: Cultivating Positive Student-Teacher Relationships](#)

Prevention Strategies

- Greet & welcome students at the door upon arrival
- Checking in with students and families
- Identifying individual student interests and strengths
- Creating space for activities that foster authentic peer relationships
- Utilizing predictable routines
- Teach (tell, show/do, practice w/ feedback) regulation strategies & routines
- Engage in stress reduction and staff wellness strategies

Are these strategies new?

Are they being implemented with fidelity?

Are they working?

How do you know?

Initially teach when calm and relaxed, gradually work toward practicing in situations that can lead to dysregulation

System to support staff wellness are more than this, it should be a system that couples this along with DBDM to decrease systemic triggers

	Prevention
Youth Behavior/ Acting-Out Cycle Phase	Calm
The Brain	Regulated
Teacher Practices	<ul style="list-style-type: none"> - Communicate Positive Expectations - Teach skills/routines - Encouragement - Engagement - Active Supervision
Routines (that can be utilized) <i>Adult/ Youth</i>	Regulation Routines Relationship Routines Self-Awareness Routines
Systems of Support	Implementation of ETLPs

Preventing low level behaviors from escalating

→ Students are regulated, while occasionally engaging in minor challenging behavior.

What teachers can do...

→ Use the ETLPs

What PBIS Teams can do

Trigger(ed) – Agitation - Acceleration

A trigger is something that move an individual from regulated to dysregulated (possible setting/antecedent events: repeated failure, frequent correction, low rates of positive reinforcement, interpersonal conflicts, timelines).

Triggered

- Grumpy
- Bad mood
- Irritable
- Defensive
- Whining
- Crying

Agitation

- Darting eyes
- Busy hands
- Moving in and out of groups
- Act like they don't know what they want
- Off-task, on-task, off-task
- Staring into space
- Veiled eyes
- Non-conversational language
- Group withdrawal

Acceleration

- Questioning
- Arguing
- Non-compliance
- Refusal to cooperate
- Defiance
- Off-task
- Provocation
- Rule violations
- Whining and crying
- Avoidance and escape
- Threats and intimidation
- Verbal abuse
- Destruction of property

IT'S A CONTINUUM

Key Focus

- Identify how to intervene **early**.
- Identify **function** to determine response.
- Identify **environmental factors** that can be manipulated.
- Identify ***replacement behaviors*** that can be taught

Some of this might occur in the moment, some of it needs to occur in reflection after. The goal is to interrupt the cycle as well as PREVENT the cycle from happening in the future.

Trigger(ed) – Agitation – Acceleration Adult Strategies

Triggered

- Consider function to adjust environment/response to increase opportunities for success (modify instructions, task/activity, schedule, seating arrangement)*.
- Reinforce what has been taught
- Increase rates of positive specific feedback
- Pre-correction/ reminders
- Provide choice

*keep to a minimum and normalize changes

Agitation

- Consider function to adjust environment/response to increase opportunities for success
- Choice
- Redirection
- Co-regulation
- Regulation Routine
- Consider additional adults to support and intervene
- Deflection activity*
- Preferred activity*

*set parameters

Acceleration

- Move slower, deliberately, non-threateningly
- Use brief words
- Reminders of regulation
- Provide space
- Co-regulation with limited words
- Remove unsafe items
- More directive

IT'S A CONTINUUM

Think functionally to inform your responses; think least to most restriction (don't lead with a heavy response when a smaller response could be used first).

Know What Triggers You (it takes two to argue)

What is It?

Efforts by students following an error correction, to avoid or get something. May also be a flight-fight-freeze response.

Why does it work?

These behaviors push the buttons of adults; adults become dysregulated. Adults take the behavior personally. Students learn to keep doing the behaviors when they are successful because it gets them access to their function

Student Behaviors:

- Badgering
“please, please, please, please?”
- Intimidation
temper tantrums, aggression, threats
- Threat
“I’m going to run away”
- Martyrdom
“Why do you hate me?”
- Buttering Up
“You are my favorite teacher”
- Physical
fighting, property damage

Response Strategies:

- Ignore the “content” of the behavior
 - Do not respond to the tactic
- Prompt original behavior/stay on topic
 - Specific error correction
 - Reminder of regulation routine
 - Offer space and/or time
- As needed, use your own previously practiced self-regulation routine(s)

Always ensure safety when responding to behavior

	Prevention	Behavior Escalation
Youth Behavior/ Acting-Out Cycle Phase	Calm	Tigger(ed) Agitation Acceleration
The Brain	Regulated	Regulated to Dysregulated
Teacher Practices	- Communicate Positive Expectations - Teach skills/routines - Encouragement - Engagement - Active Supervision	Continuum of Strategies to respond to Unexpected Behavior. Think of function.
Routines (that can be utilized) <i>Adult/ Youth</i>	- Regulation Routines - Relationship Routines - Self-Awareness Routines	- Accept Feedback Routine - Regulation Routines (student) - Self-Regulation Routines (adult)
Systems of Support	Implementation of ETLPs	Implementation of ETLPs; Staff Self-Care

Continuum of Dysregulation

→ Student displays low level (triggered/agitation) or high level (acceleration) of behavior

→ **What teachers can do...**
Rely on continuum of research validated response strategies:

- Redirection strategies
- Choice-making opportunities
- Prompts for mastered regulation routines
- Co-regulation
- Provide space

→ **What PBIS Teams can do**

Peak/Crisis

Description

- Highest point of escalation
- Disruption is so serious class cannot continue
- Student is in rage and out of control
- Represents a threat to the safety of self or others
 - Serious destruction of property
 - Physical attacks
 - Self-abuse
 - Severe tantrums
 - Running away

Adult Response

- Follow district protocol and guidance!
- Maintain safety
- Call for support
- Use minimal words and demands – do not address consequences
- Stay clam
- Crisis Support Routine

Crisis Support Routine

What is it?

An adult routine to help staff stay regulated, maintain patience, ensure consistent adult implementation, and support students in behavioral crisis/dysregulation to regain self-control.

Midwest PBIS Network 4/1/22

Example Crisis Support Routine

Step 1: Regulate [choose one]:

- Praise approximations -or-
i.e. Praise any component of behavior
- Non-Verbal prompt of regulation routine -or-
Previously taught and practiced
- Offer time and space

Step 2: Relate to Student [choose one]:

- Sincere words of empathy (brief) -or-
- Express concern (brief)
*Focus on overall SW expectations (e.g. Be Safe);
Limit attention to inappropriate behavior*

Step 3: Simple Instruction

- One simple instruction to assess regulation
Focus on what student should do, rather than stop doing

Crisis Support Routine
What does it look or sound like?

1. "Good job lowering your voice"
2. "I know this can be hard"
3. "A good decision is to put your hands at your side"

1. Non-Verbal [Staff demonstrate filling lungs and slow exhale to a count of four]
2. I want to help you *Be Safe*"
3. "Show me you understand and step down from the table"

1. Offer time and space [Non-Verbal or Verbal]
2. "You are staring out the window and seem frustrated"
3. "Can you show me the square breathing routine we use?"

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Peak/Crisis

Big Ideas to Ponder:

- Follow district safety routines/protocols.
- Utilize a **SIMPLE** Crisis Support Routine for adults to follow (increase consistency in adult response).
- Practice!!!!!!!!!!
- Decision rules needed:
 - When is a student considered in crisis/protocols activated?
 - When is a student considered exiting crisis/protocols faded?

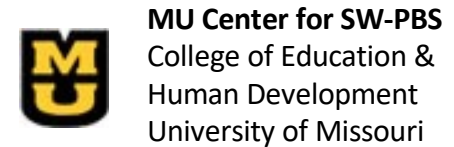
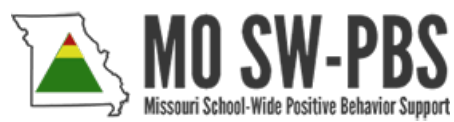
	Prevention	Behavior Escalation	Crisis
Youth Behavior/ Acting-Out Cycle Phase	Calm	Tigger(ed) Agitation Acceleration	Peak
The Brain	Regulated	Regulated to Dysregulated	Dysregulated
Teacher Practices	<ul style="list-style-type: none"> - Communicate Positive Expectations - Teach skills/routines - Encouragement - Engagement - Active Supervision 	Continuum of Strategies to respond to Unexpected Behavior. Think of function.	Safety Routine Crisis Support Routine
Routines (that can be utilized) <i>Adult/ Youth</i>	<ul style="list-style-type: none"> - Regulation Routines - Relationship Routines - Self-Awareness Routines 	<ul style="list-style-type: none"> - Accept Feedback Routine (student) - Regulation Routines (student) - Self-Regulation Routines (adult) 	<ul style="list-style-type: none"> - Safety Routine - Crisis Support Routine - Regulation Routine - Self-Regulation Routine (adult)
Systems of Support	Implementation of ETLPs	Implementation of ETLPs; Staff Self-Care	Safety Procedures

Peak/Crisis

→ Students displays as harm to self or others

→ **What teachers can do...**

→ **What PBIS Teams can do**



De-Escalation/Recovery (reconnection)

Description

- “Coming down” and return to regulation
- Social withdrawal
- Shame/Crying
- Remorse
- Denial
- Projection of blame
- Minimization of behavior
- Lethargy/Tiredness

Adult Response

- Be welcoming to students.
- Help address immediate needs.
- Focus on present
- Reduce stimuli
- Assign low level tasks
- Reintegrate (restoration strategies); avoid blame; don't force apology
- Re-establish routines - reminders/re-teaching of regulation routine(s)
- Problem-solving
- Debrief, reflection & planning

Post-Event Analysis & Reflection

Why?

- Requires adults to stand back and examine normal routines and behaviors.
- It's the only way to learn and to implement change.

Strategies

- Debrief with student
- Debrief with staff/team
- Make follow-up plan to prevent future incidents
 - May involve conducting an FBA

Teacher Self-Reflection

- What was my state of mind?
- Was I able to stay calm?
- Did I get triggered?
- Did I take student's behavior personally?

	Prevention	Behavior Escalation	Crisis	Recovery & Restoration
Youth Behavior/ Acting-Out Cycle Phase	Calm	Tigger(ed) Agitation Acceleration	Peak	De-escalation Recovery
The Brain	Regulated	Regulated to Dysregulated	Dysregulated	Dysregulated to Regulated
Teacher Practices	- Communicate Positive Expectations - Teach skills/routines - Encouragement - Engagement - Active Supervision	Continuum of Strategies to respond to Unexpected Behavior. Think of function.	Safety Routine Crisis Support Routine	- Recovery practices - Regulate/Relate/Reason (use regulation routines; connect; specific praise) - Document; debrief with team
Routines (that can be utilized) <i>Adult/ Youth</i>	- Regulation Routines - Relationship Routines - Self-Awareness Routines	- Accept Feedback Routine - Regulation Routines (student) - Self-Regulation Routines (adult)	- Safety Routine - Crisis Support Routine - Regulation Routine - Self-Regulation Routine (adult)	- Re-integration routines
Systems of Support	Implementation of ETLPs	Implementation of ETLPs; Staff Self-Care	Safety Procedures	Data collection/ documentation; post-event analysis; FBA

De-escalation & Recovery

Student can regulate and re-integrate into classroom

What teachers can do...

What PBIS Teams can do



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Questions?

