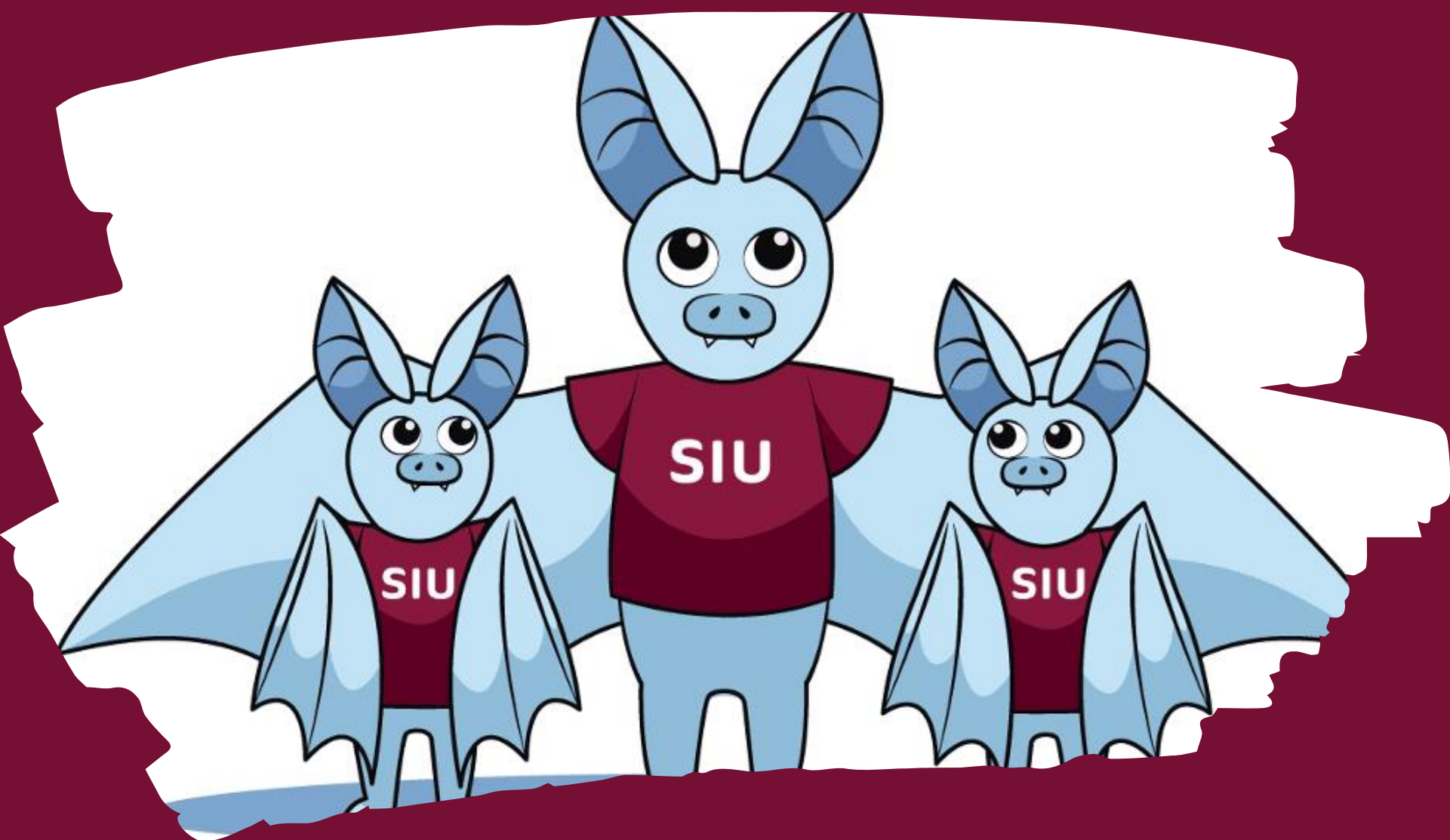


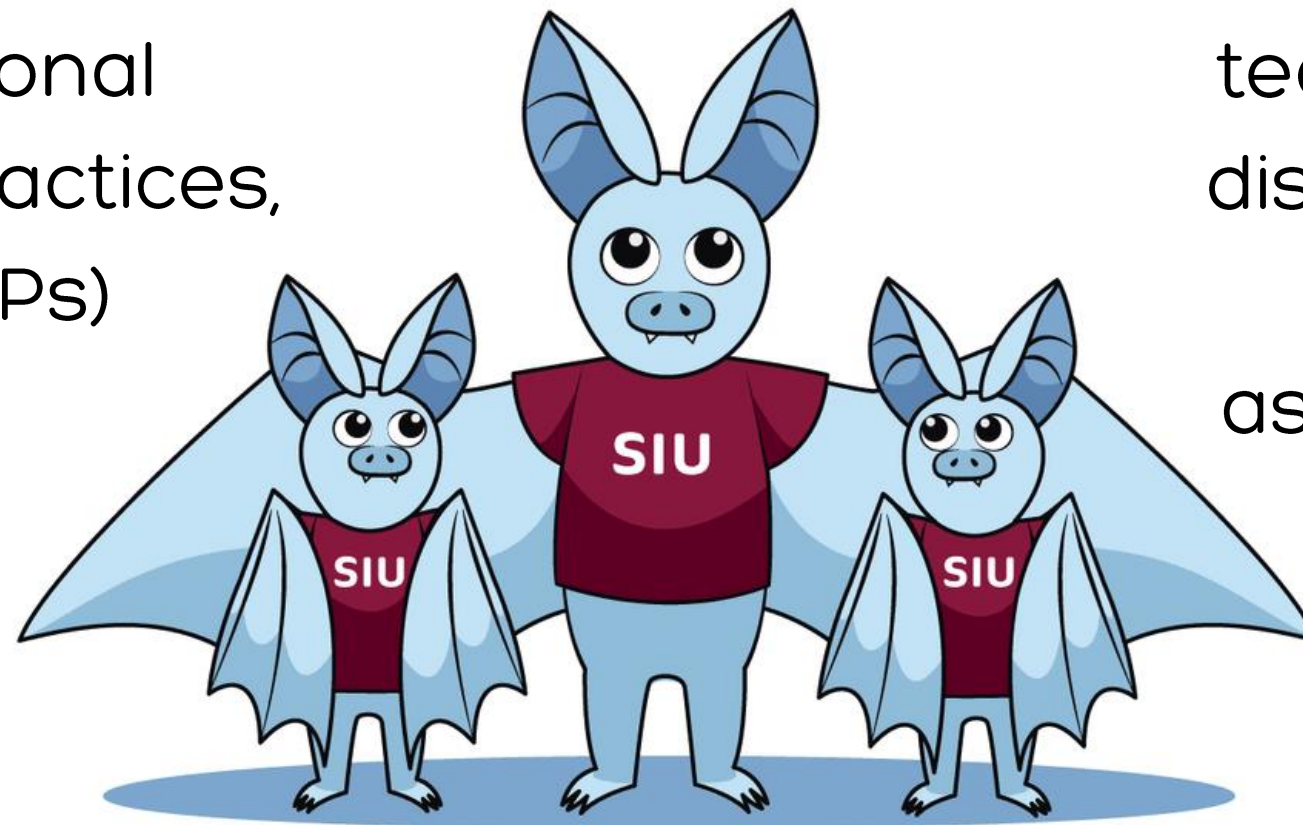
BEHAVIOR BASICS

STRATEGIES FOR SUCCESS



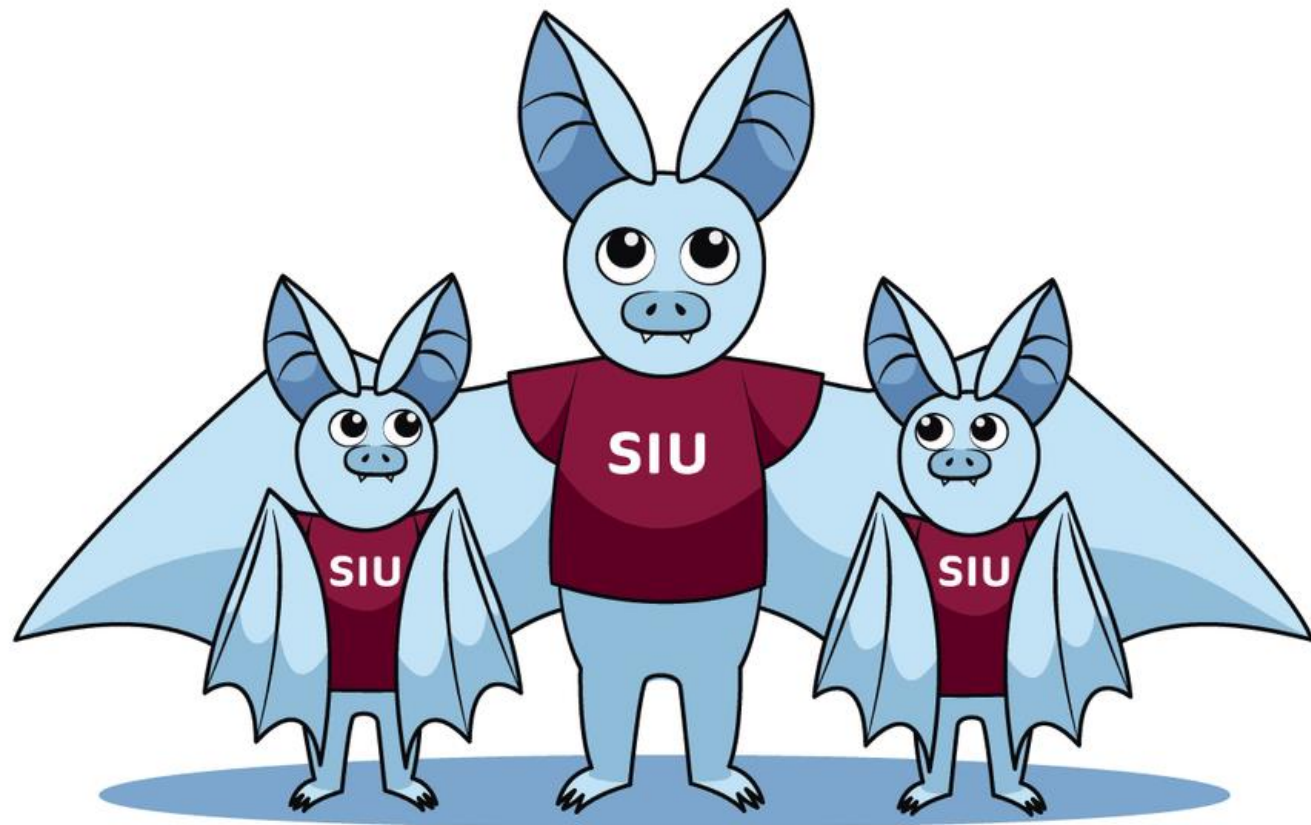
Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.

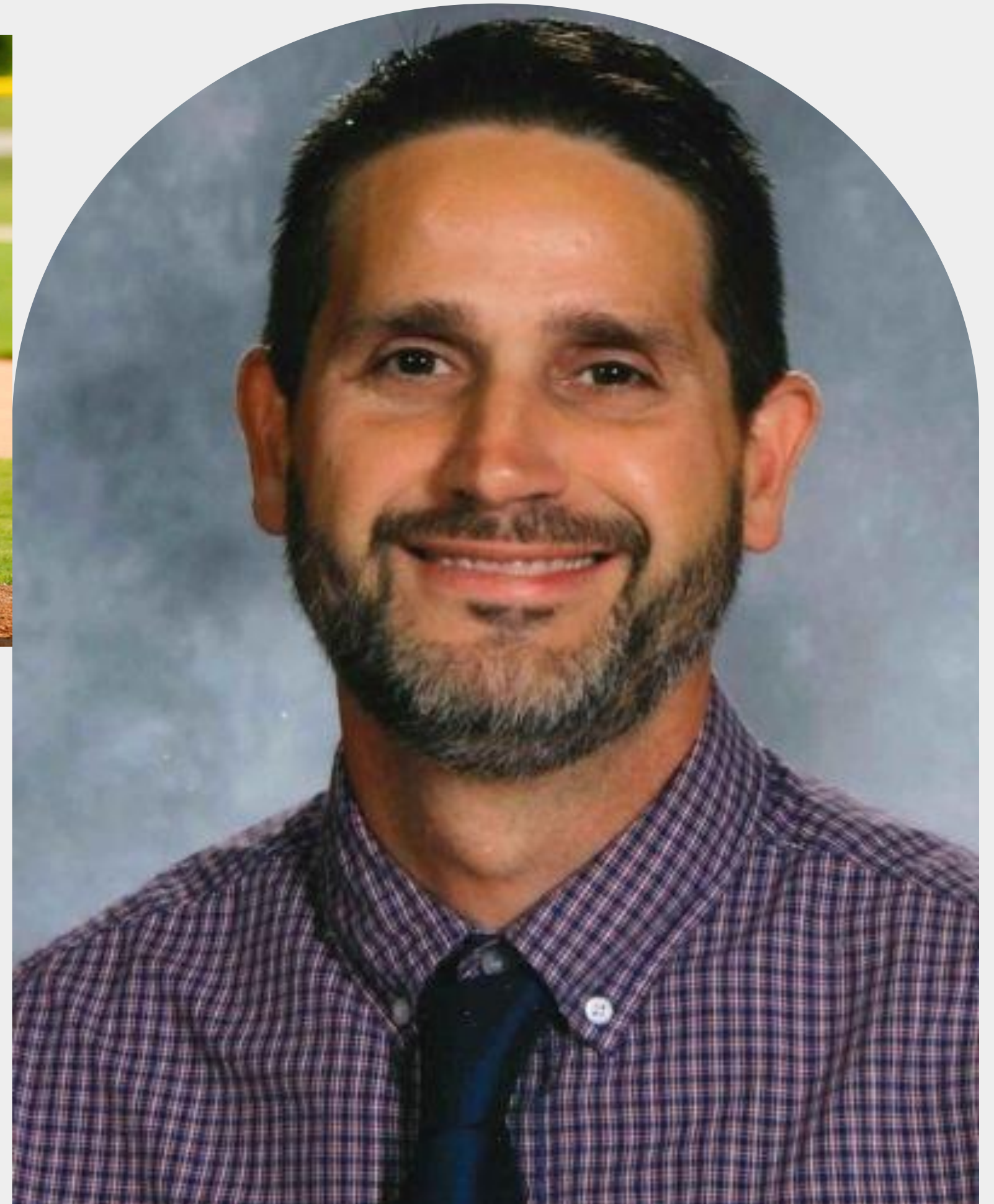


The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.

Behavior Assessment Training (BAT) Project



ABOUT



OBJECTIVES

How behavior is
learned

Behavior management strategies

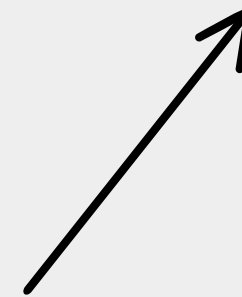
Steps of Escalation and
De-escalation

How to build positive
relationships

How to become an Empathic
Listener

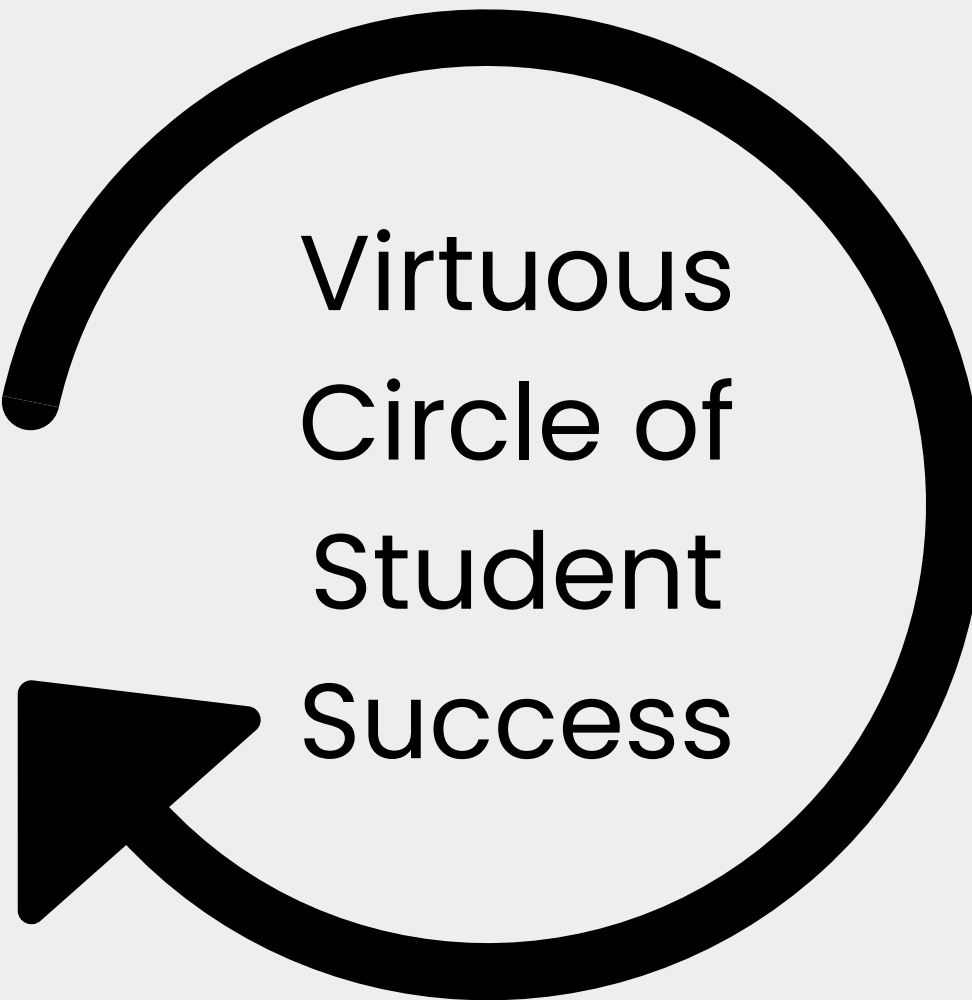
**School-Wide Systems to Address
School Climate and Student Needs**

**Student-Student
Relationships**



**Genuine relationships built and
maintained with students**

**Instructional environments
arranged to predict success**



**Virtuous
Circle of
Student
Success**

**High Probability Instructional
Practices with thought to
cultural relevance**

**Adult Responsibility for the
Success of all Students**

**Formative assessment to
identify students in need of
additional support**

**When I was a student,
teacher or staff member ...**

made a positive
connection with me
by ... or when ...



**When I was a
student, teacher or
staff member ...**

embarrassed or
belittled, or made me
feel uncomfortable
by ... or when ...



MY
FAVORITE
THINGS



The five basic principles of Behavior Management- Skinner

B A S I C S

Behavior is learned



Behavior is learned from
other people



Behavior is a result of its
consequences



Behavior which is
reinforced tends to be
repeated



Behavior which is not
reinforced tends not to be
repeated



BEHAVIOR MANAGEMENT STRATEGIES

Four questions we need to ask ourselves when dealing with disruptive behavior?



Why would the student want to do that?

What's in it for them?

What needs are being met by the environment when the behavior occurs?

How does this behavior help the student to be rewarded by the environment?

3 strategies have been proven to work to increase student success

1. Active supervision with explicit instruction



Gage et al., 2017

3 strategies have been proven to work to increase student success

2. Provisions of opportunities for student responding during instruction



3 strategies have been proven to work to increase student success

3. Delivery of positive feedback both academically and socially



One Left Challenge

Basic Rules:

Opponents take turns selecting 1, 2 or 3 paperclips(items)

The goal- is NOT to be the one who has to pick up the last item

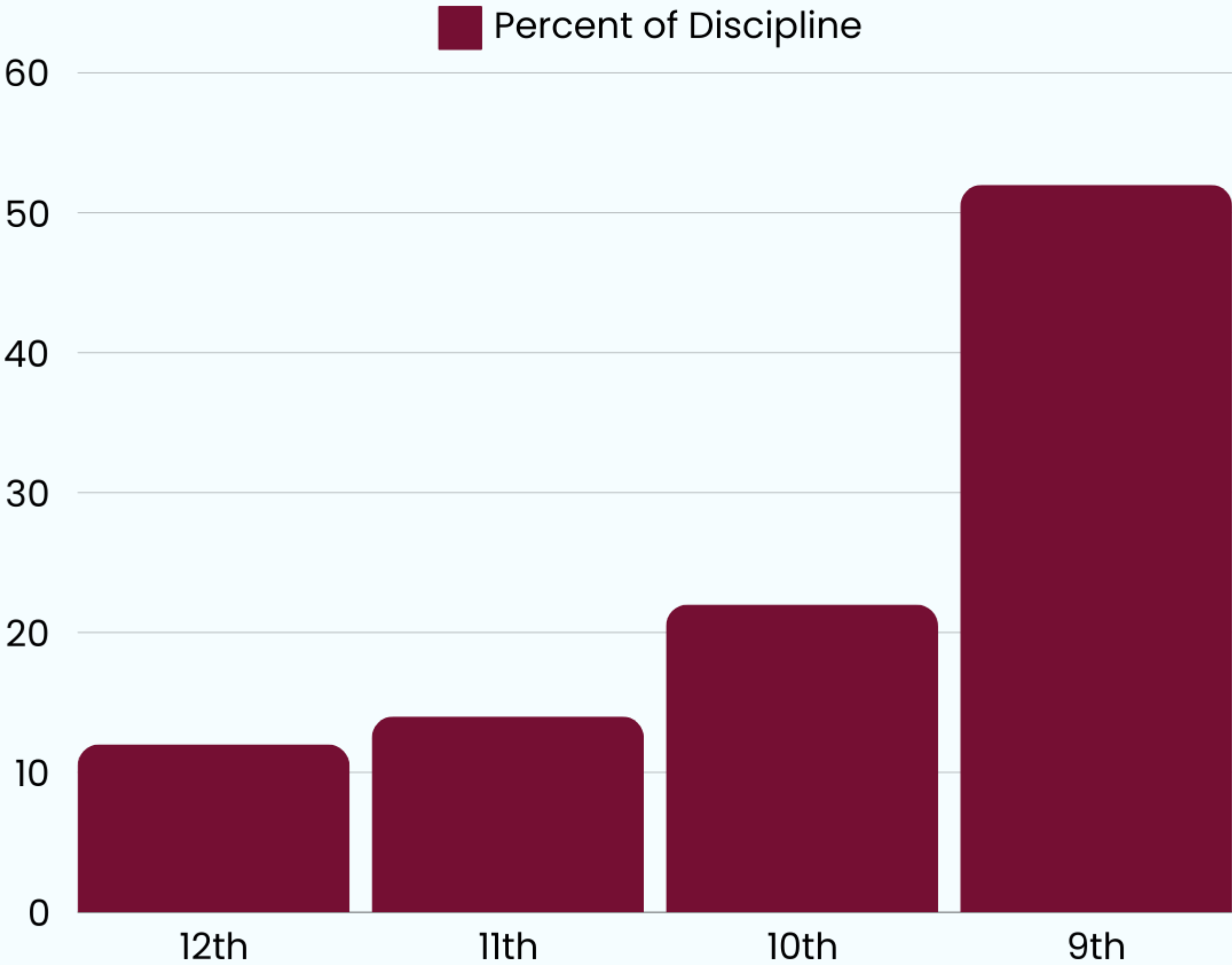


One Left Challenge

Hint: As the leader you are trying to pick up 2, 6, and 10.



Discipline- local high school



Reasoning behind PBIS

“Students tend to be disruptive and destructive when the school rules are **vague, discipline is punitive, punishment is rigidly applied** regardless of student’s individual differences . . . and **when students receive little recognition for appropriate conduct** or achievement.”

Hill M. Walker, Strategies and Best Practices



*Behavior
Assessment
Training*

What is PBIS?

Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students.

Sugai, G., & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In Sailor et al., Handbook of positive behavior support (pp. 307–326). Springer Publishing Company.

REFLECT
RETHINK
REVISE

~~UN~~REALISTIC



7 Steps to Teaching any Skill- John Wooden



How do we practice

Deliberate

Spaced

Retrieval





Student Employee of the Week



**Lincoln
Thoma**



Salem Baseball @SalemBSBL · 1h

🍋 We Got Lemons, We Make
Lemonade 🍋



Your
feedback
matters!

The Goal

5:1

The Reality

1:1

3:1

1.9:1

How often students hear positive /negative comments from an adult

	Positive	Negative
Elementary School	5.8 min	1.8 min.
Middle School	25 min.	1.6 min.
High School	4.3 min.	23 seconds

Scott, 2024

Why is De-escalation important?

Students with no suspensions typically have a 16% probability of **dropping out**.

Balfanz et al., 2015

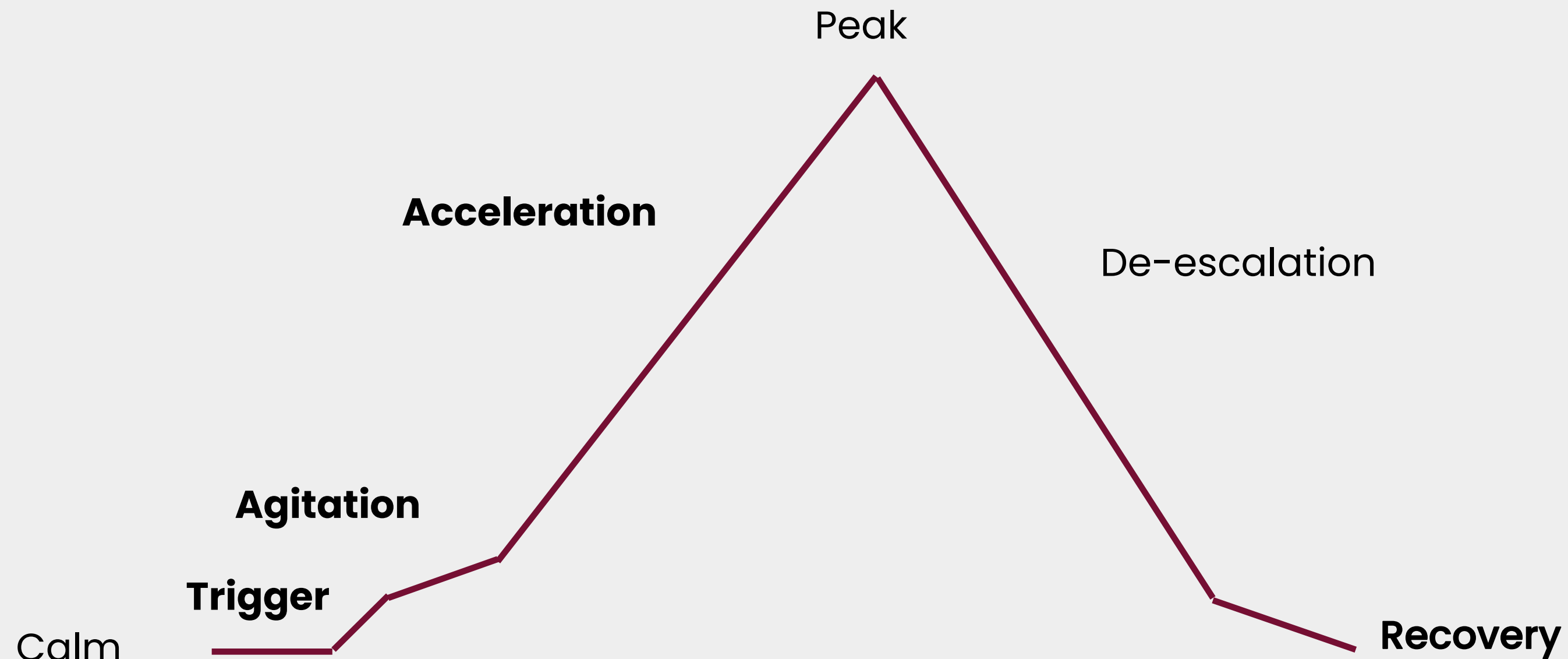
Students who have been suspended once increases to 32%

Students who have been suspended two times increases to 42%

Students who have been suspended three times increases to 49%

Students who have been suspended four or more times increases to 53%

7 Steps of Escalation



Calm

Students are able to:

follow directions

stay on task

receive correction

set goals



Trigger

Conflict with other person or staff--

Student is still mostly responsive to teaching.



Agitation

Increased hand and eye
movements

Very short responses



Acceleration

Student exhibits engagement behavior– behavior that get predictable responses from others



Peak

The student reaches the highest level of stress.



De-escalation

The student begins to calm down,
may still show signs of tension and
irritation



Recovery

The student returns to a more relaxed state, may feel embarrassed or tired

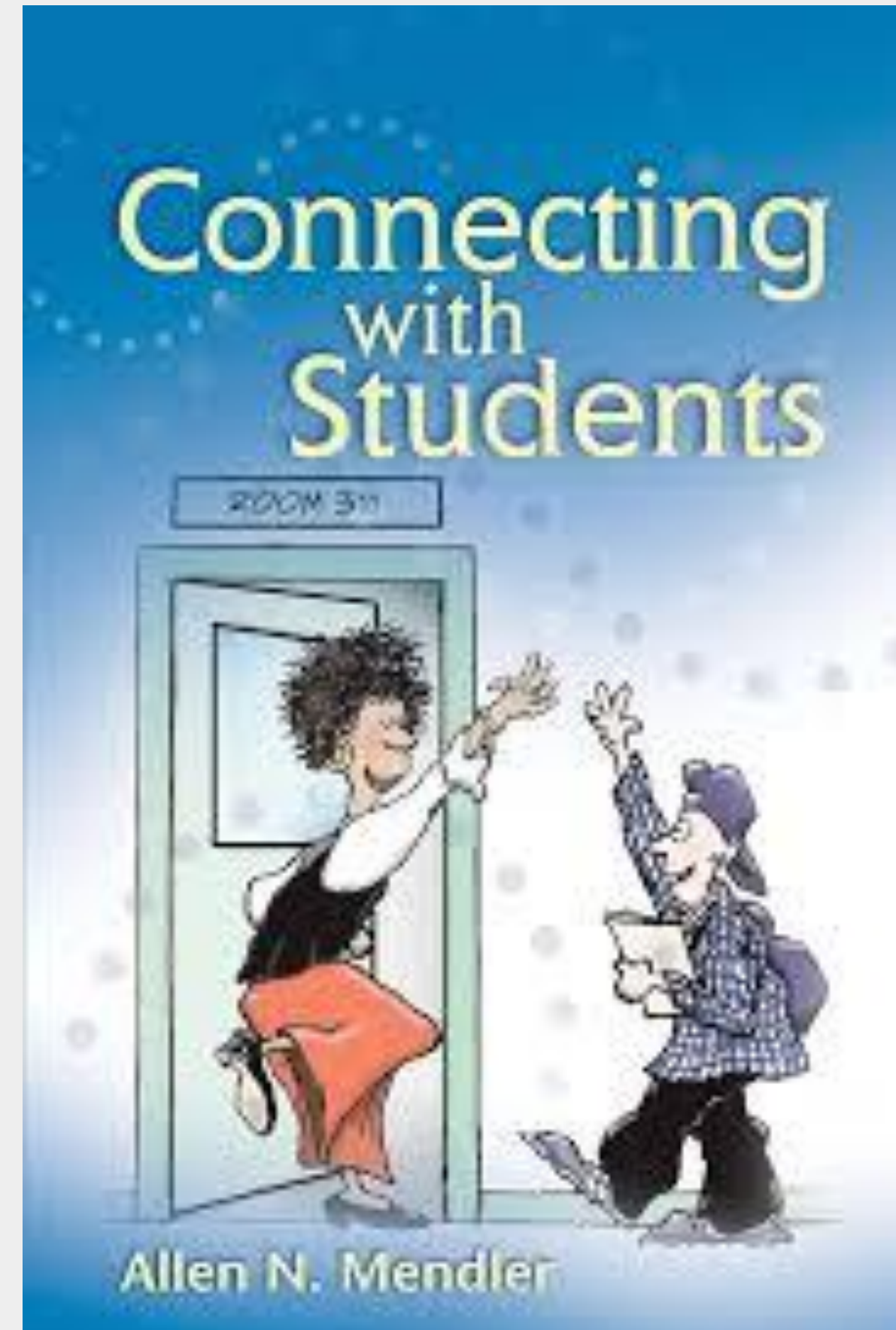


How do you build a

RELATIONSHIP

BUILDING RELATIONSHIPS

- *Collect personal index cards with questions. Ex. after school activities, favorite teacher.
- *Call home
- *Think aloud
- *Play their music
- *Supervise after school activities
- *Sponsor a club/activity
- *Establish predictable routines and rules
- *Ask students what you could do better
- *Visit cafeteria
- *Apologize when you “blow it and know it”
- *Notice students
- *Greet students to start the class or day at the door.



Nonverbal Behavior

Proxemics– Personal space– an area surrounding the body that is considered an extension of self.

1. Personal space varies from individual to individual. On average, an individual's personal space is 1.5 to 3 ft.

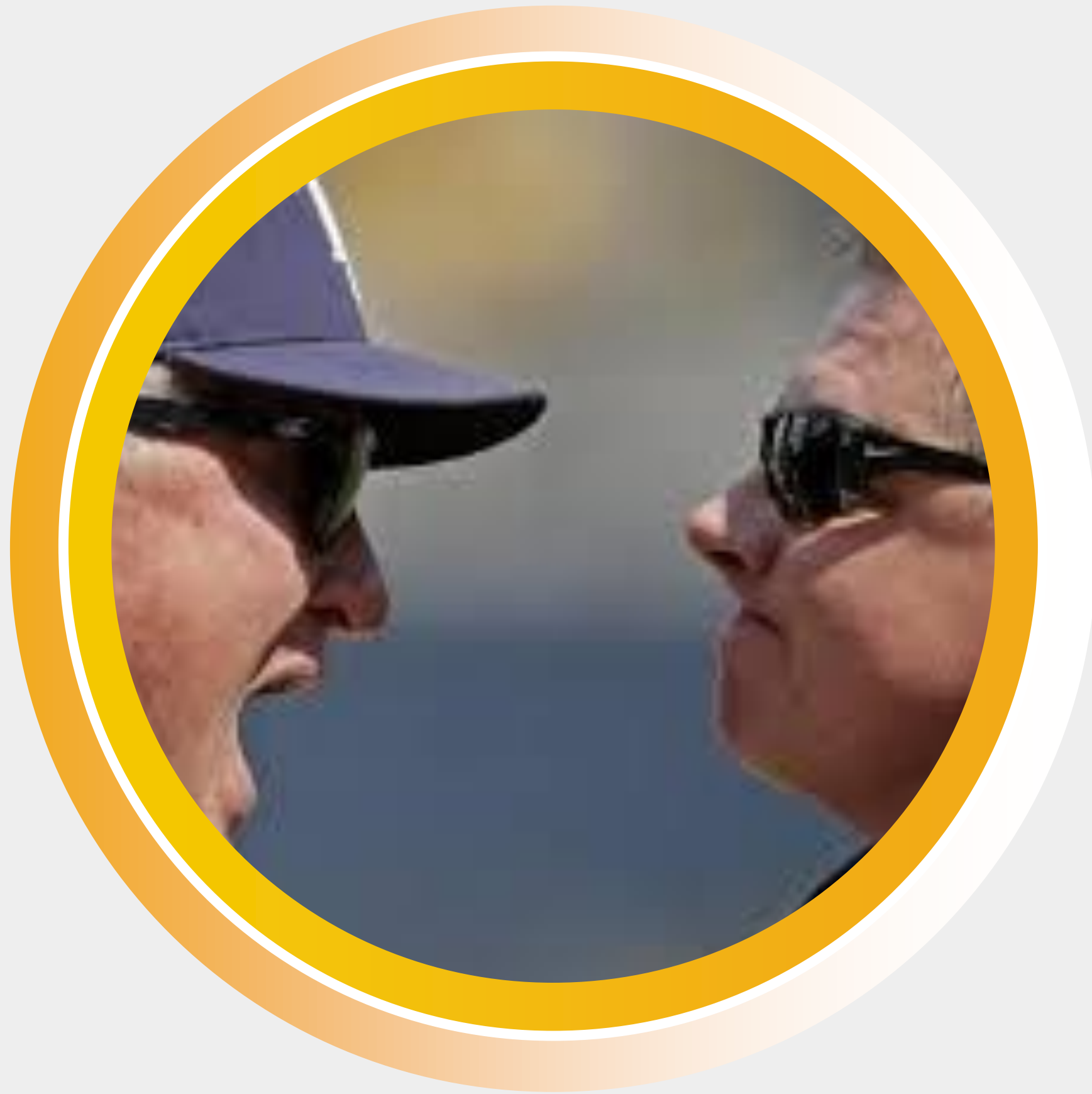


Nonverbal Behavior



2. Factors that may affect the amount of personal space an individual needs may include: gender, size, and cultural background.

Nonverbal Behavior



3. Invasion of an individual's personal space will increase that person's anxiety.

6 Steps to De-escalate concerning behavior

Approach calmly



WHAT'S YOUR

GOAL?



6 Steps to De-escalate concerning behavior

Approach calmly
Describe what you see



6 Steps to De-escalate concerning behavior

Approach calmly
Describe what you see
Read the situation



6 Steps to De-escalate concerning behavior

**Approach calmly
Describe what you see
Read the situation
Acknowledge feelings**



6 Steps to De-escalate concerning behavior

**Approach calmly
Describe what you see
Read the situation
Acknowledge feelings
Give choices**



6 Steps to De-escalate concerning behavior

**Approach calmly
Describe what you see
Read the situation
Acknowledge feelings
Give choices
Pause and Support**



Emphatic Listening

*Be non-judgmental-focus on why the behavior is occurring

**5 Parts of
Empathic
Listeninig**

Emphatic Listening

- *Be non-judgmental-focus on why the behavior is occurring
- *Give your undivided attention

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- *Be non-judgmental–focus on why the behavior is occurring
- *Give your undivided attention
- *Focus on Feeling– Don't focus on the truth

Emphatic Listening

- *Be non-judgmental–focus on why the behavior is occurring
- *Give your undivided attention
- *Focus on Feeling– Don't focus on the truth
- *Use Restatements

**5 Parts of
Empathic
Listening**

Emphatic Listening

5 Parts of Empathic Listening

- *Be non-judgmental-focus on why the behavior is occurring
- *Give your undivided attention
- *Focus on Feeling- Don't focus on the truth
- *Use Restatements
- *Offer silence- allow time for everyone to process



Stage of Escalation	Observable Behaviors	De-escalation Techniques
Calm		
Trigger		
Agitation		
Acceleration		
Peak		
De-escalation		
Recovery		

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Calm	<p>Students are relaxed, following directions, staying on task, and engaging with peers or lessons. Body language is open, making eye contact, and responding positively to instructions.</p>	<p>Reinforce positive behavior, praise students for staying on task and participating. Offers specific feedback like "I appreciate how focused you are on your work. Maintain routine, keep a predictable structure to create a secure environment.</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Trigger	<p>The student may encounter a frustration, such as a conflict with peers, difficulty with a task, or feeling embarrassed. Mild signs of stress may include: sighing, tapping fingers, or slightly raised voice, but the student is still responsive.</p>	<p>Gently ask questions like, "I noticed you seem upset. Is something bothering you?" Remove or resolve the trigger, if possible remove the stressor (give student a break, change their seat, or offer assistance with task. Validate their feelings, acknowledge their frustration by saying "I can see that was frustrating. Let's figure this out together."</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Agitation	<p>The student's body language becomes more restless—fidgeting, avoiding eye contact, or pacing. Short responses, difficulty staying on task, or becoming easily distracted.</p>	<p>Proximity control, move closer to the student in a non-threatening way to provide quiet support. Reduce sensory input, minimize distractions by offering a quieter workspace or lowering classroom noise. Provide simple choices, offer control through choices like "Would you like to continue working here or take a short break?"</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Acceleration	<p>More intense signs of defiance, such as questioning authority, arguing, or becoming verbally abusive. The student may provoke behavior, such as raising their voice, pushing boundaries, or trying to escape the situation. Think Power Struggle behavior</p>	<p>Use calm, clear communication, speak softly and firmly, avoiding confrontation. Say "I understand you're upset. Let's talk calmly." Set clear, enforceable limits, provide clear choices with consequences. Avoid power struggles, don't engage in arguing or correcting minor behavior. Calmly restate expectations and the student's choices.</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Peak	<p>The student reaches their highest level of distress, which may involve shouting, throwing objects, physical aggression, or attempting to leave the area. They are no longer responsive to reasoning or verbal interventions.</p>	<p>Ensure safety, remove other students from the area if necessary and keep a safe distance from the student. Maintain a neutral stance, avoid making sudden movements or standing too close. Use non-verbal signals of calm (open hands, relaxed posture). Don't try to reason, at this stage, reasoning is ineffective. Instead, wait for the student to physically calm down before re-engaginig. Use minimal communication.</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
De-escalation	<p>The student begins to calm down but may still show residual tension or irritation. They may be breathing heavily, avoiding eye contact, or exhibiting some fidgeting, but no longer aggressive.</p>	<p>Provide time and space, give the student time to cool down in a designated safe space or quiet area. Acknowledge their effort to calm down, offer reassurance like "I see that you are calming down. Thank you". Avoid discussing the incident immediately, don't address the problem right away.</p>

Stage of Escalation	Observable Behaviors	De-escalation Techniques
Recovery	<p>The student returns to a more relaxed state, able to follow directions and participate in classroom activities, though they still may feel embarrassed or tired. They may want to be left alone or show some hesitance to re-engage.</p>	<p>Debrief when appropriate, once the student is fully calm, calmly discuss what happened. Ask questions like, "How can we prevent that from happening again"? Reintegrate the student (if possible), help them re-enter activities without making them feel singled out. Offer a task that they enjoy or find success in. Emphasize positive closure, reinforce the positive aspects of their return to calm. For example, "You did a good job calming yourself down. Let's move forward."</p>

**Please complete the
following short survey.**



THANK YOU



Visit our
website

