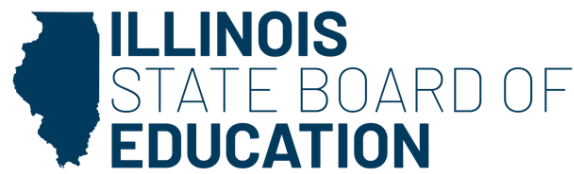
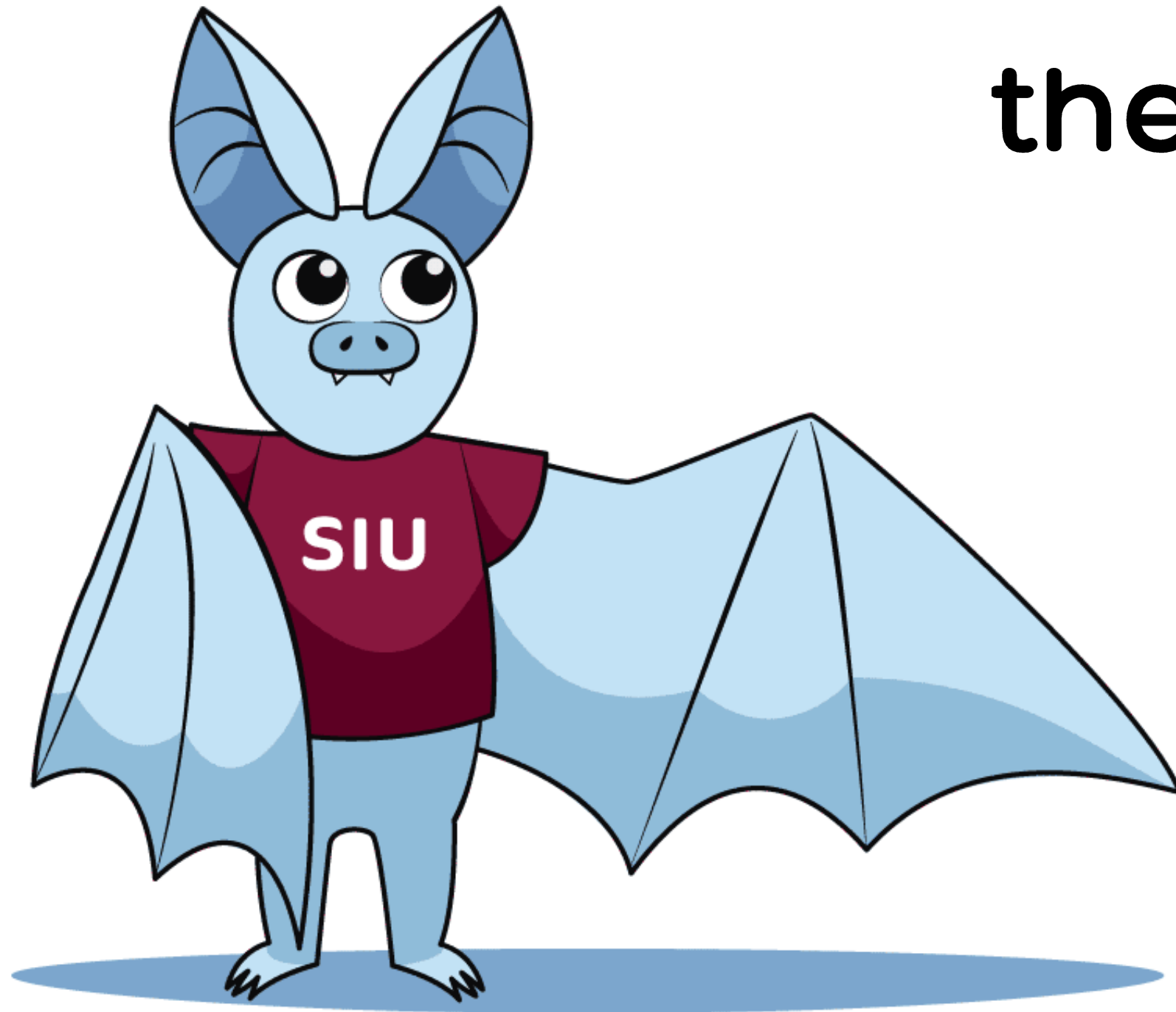


Michelle Connet
November 18,
2024

Positive Behavior Supports and Interventions Across the Continuum

K-12



Introduction

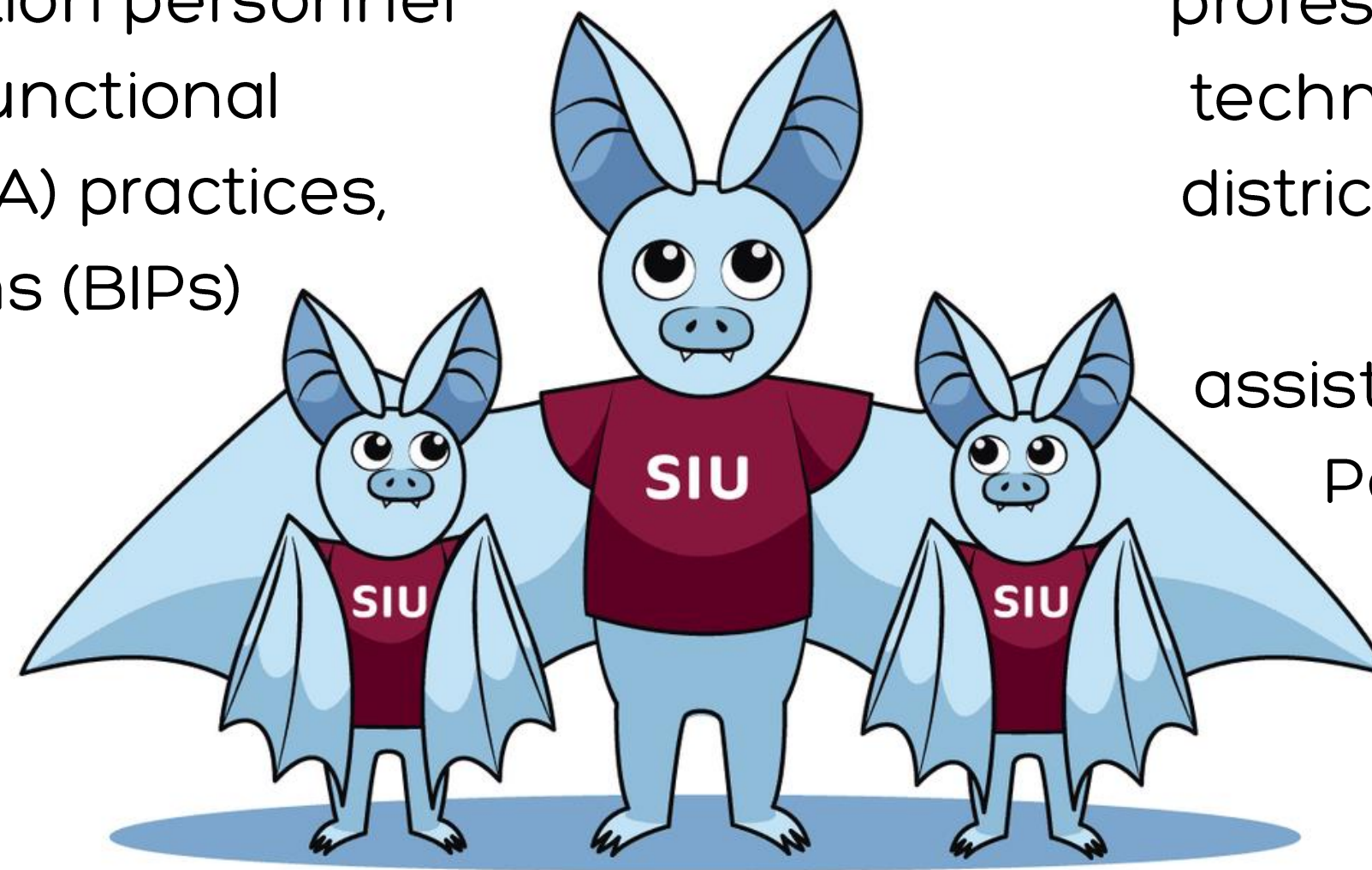
Poll #1: Who are you?

- Special Education teacher
- General Education teacher
- Related Service Provider
 - Administrator
 - Other Role

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.



Objectives

- Understand the importance of the use of positive behavior supports over reactive strategies
- Learn universal and enhanced PBS strategies

Five Basic Principles of Behavior

B A S I C S



**Behavior is a
product of the
environment
surrounding it.**



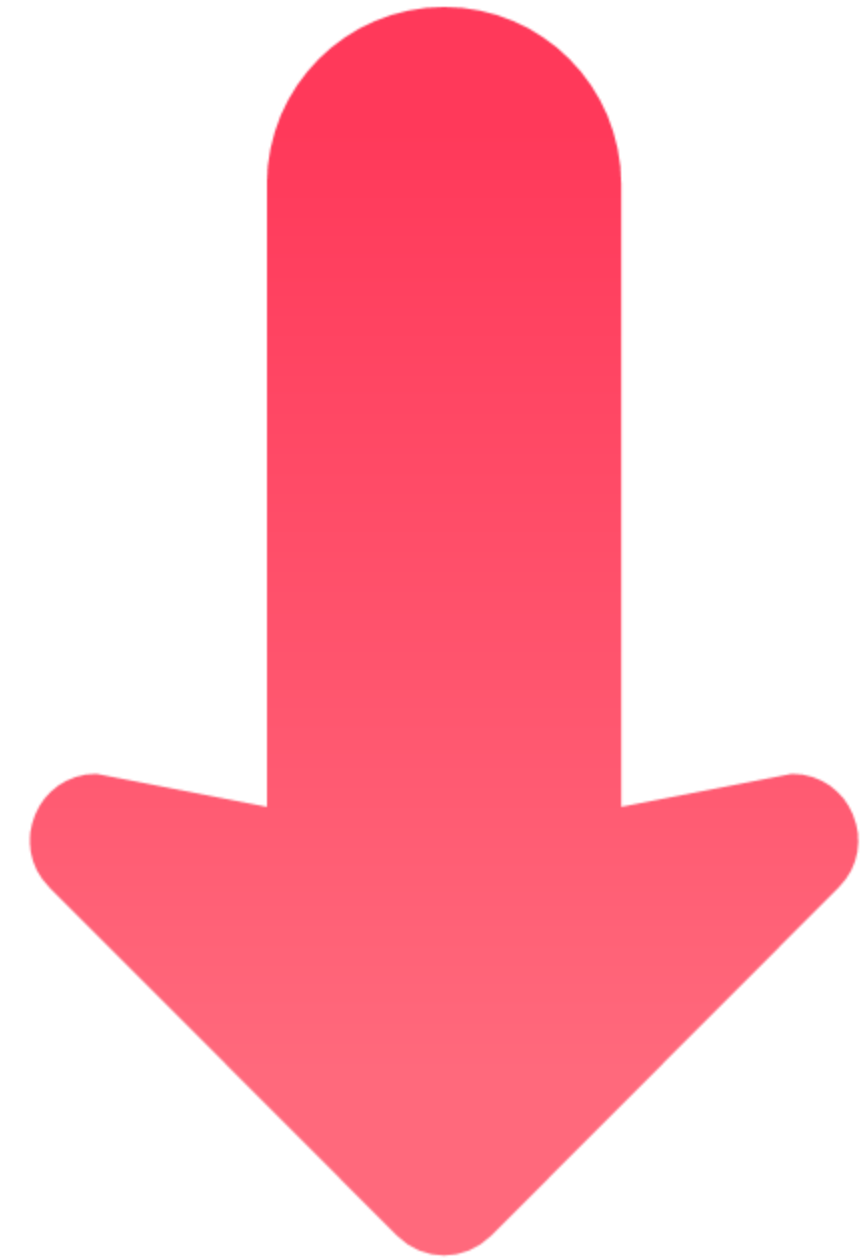
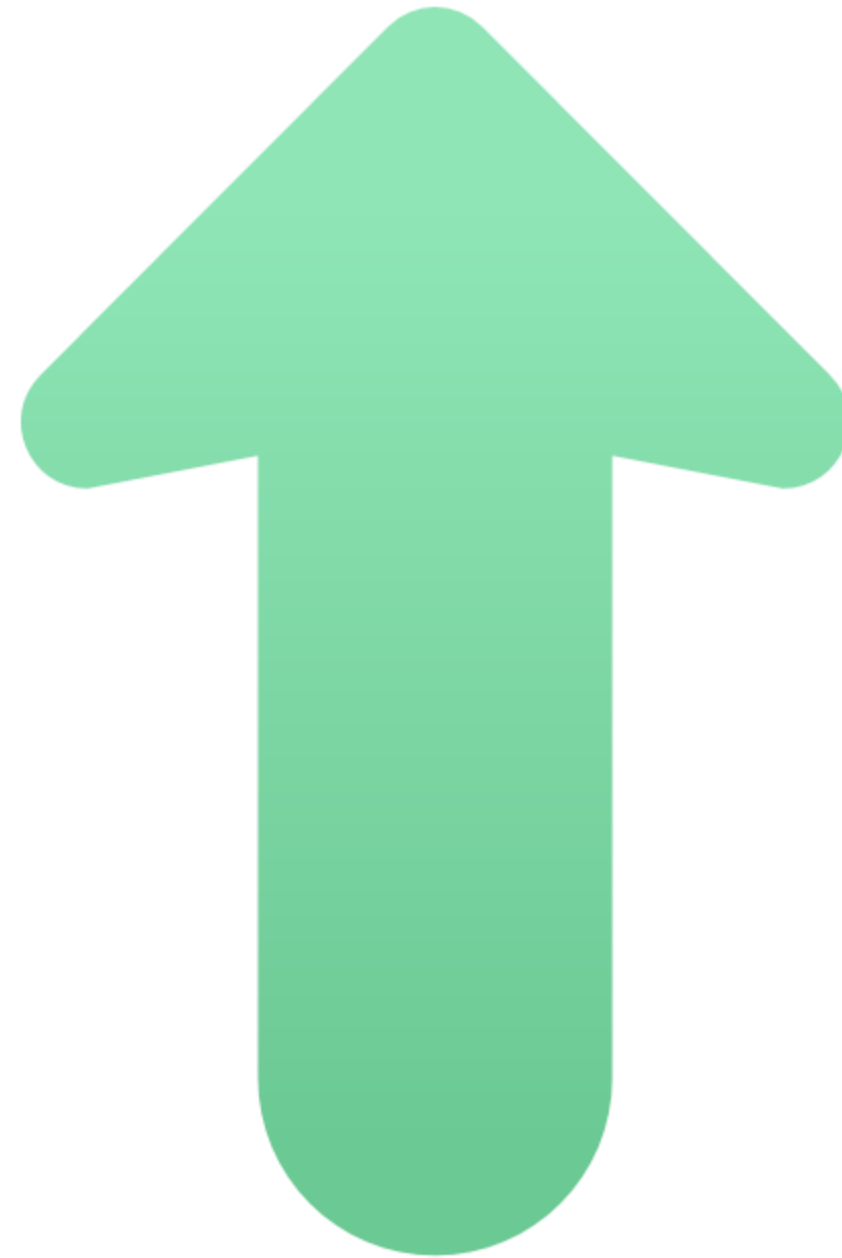
**WE
are a big part
of that
environment**

**Behavior is
strengthened or
weakened by
what follows it.**



**Consequences
Just Ahead**

**Those
consequences
are either
REINFORCING
or
PUNISHING**





**Change the
environment.
Change the
behavior.**

Positive Behavior Supports

Positive Behavior Supports (PBS) are a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.

Continuum of Supports

Positive
Behavior
Supports and
Interventions

Reactive,
Non-
Restrictive
Interventions

Prohibited
Interventions

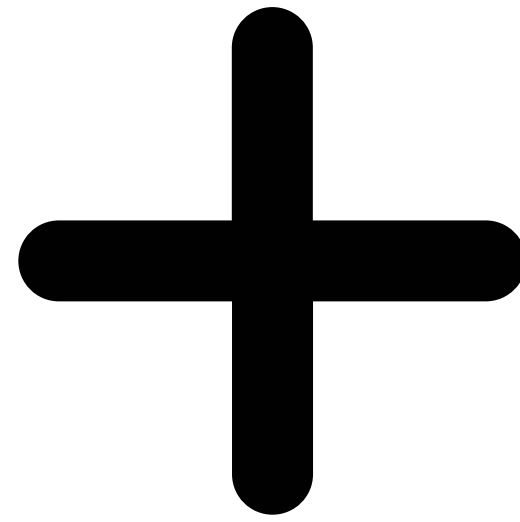
Removal
and
Physical
Restraint

Least Restrictive

Most Restrictive

Prohibited
Interventions

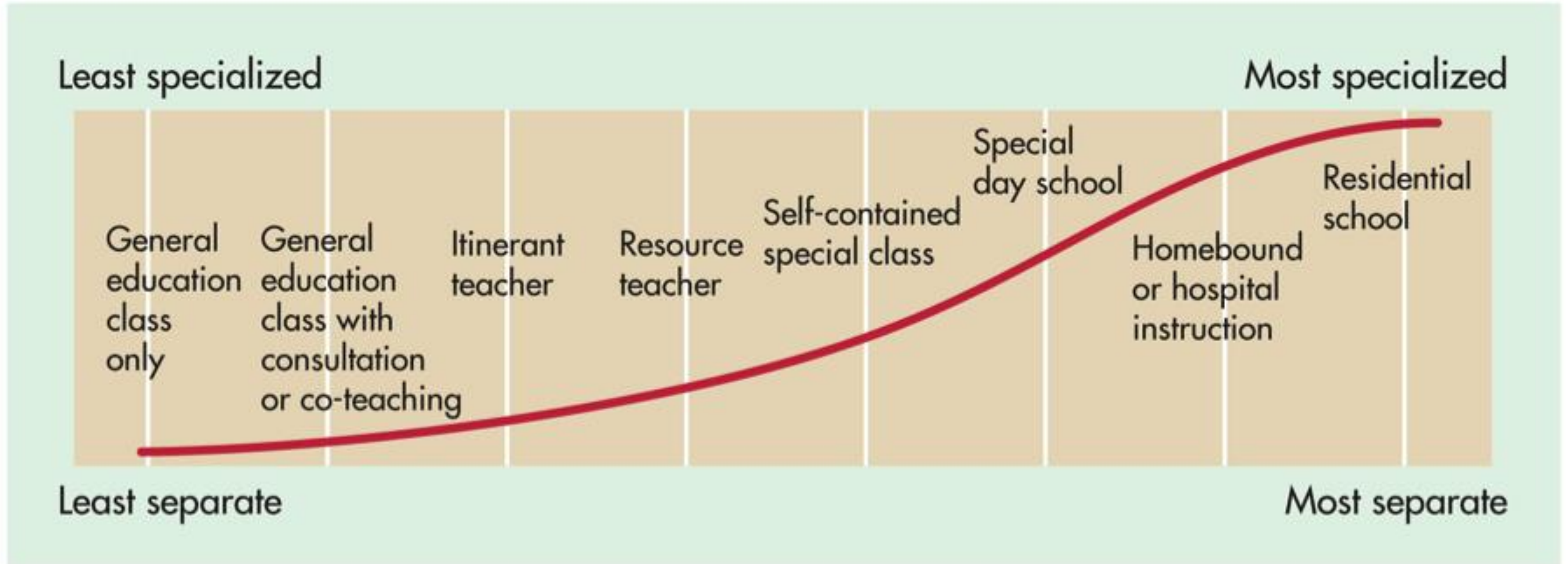
Removal
and
Physical
Restraint



If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
**If a child doesn't know how to behave, we
punish.**

John Herner, Counterpoint 1998, p.2

Continuum of Special Education Services





Apply to everyone:

These supports are delivered to all individuals within a group, not just those with specific behavioral needs.

Proactive approach:

Aims to prevent problem behaviors by teaching necessary skills and creating a positive climate.

Positive reinforcement:

Focuses on actively acknowledging and praising positive behaviors rather than solely punishing negative ones.

Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction

Poll #2: Which universal supports do you struggle with?



Effectively design space



Develop, teach, & reinforce routines/classroom expectations



Develop relationships/active supervision



Prompt (pre-correct) expected behaviors

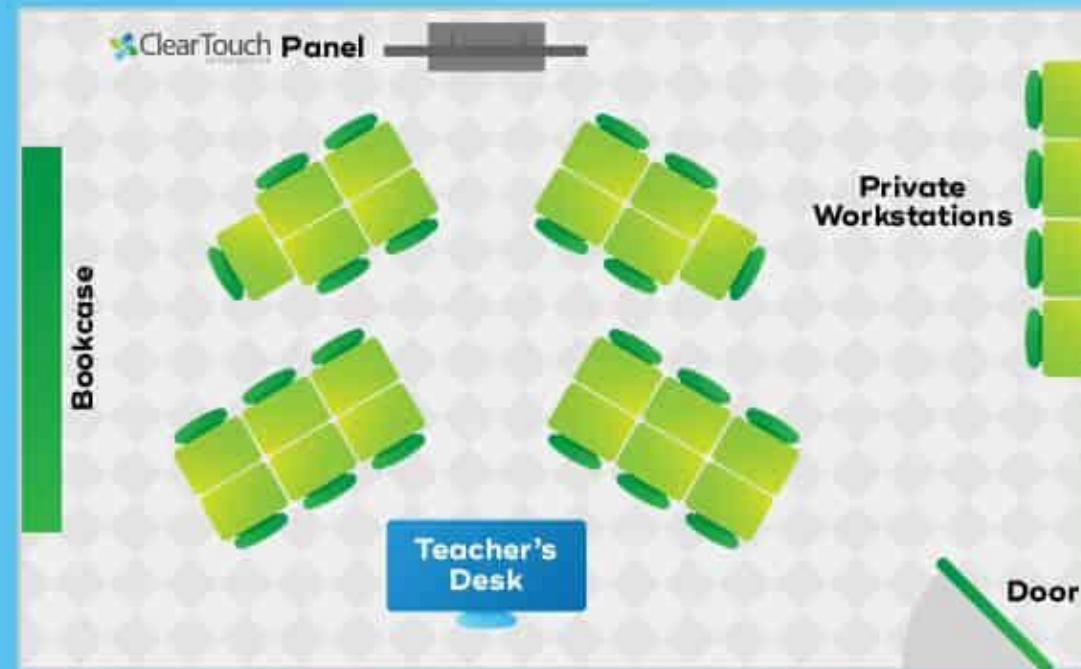
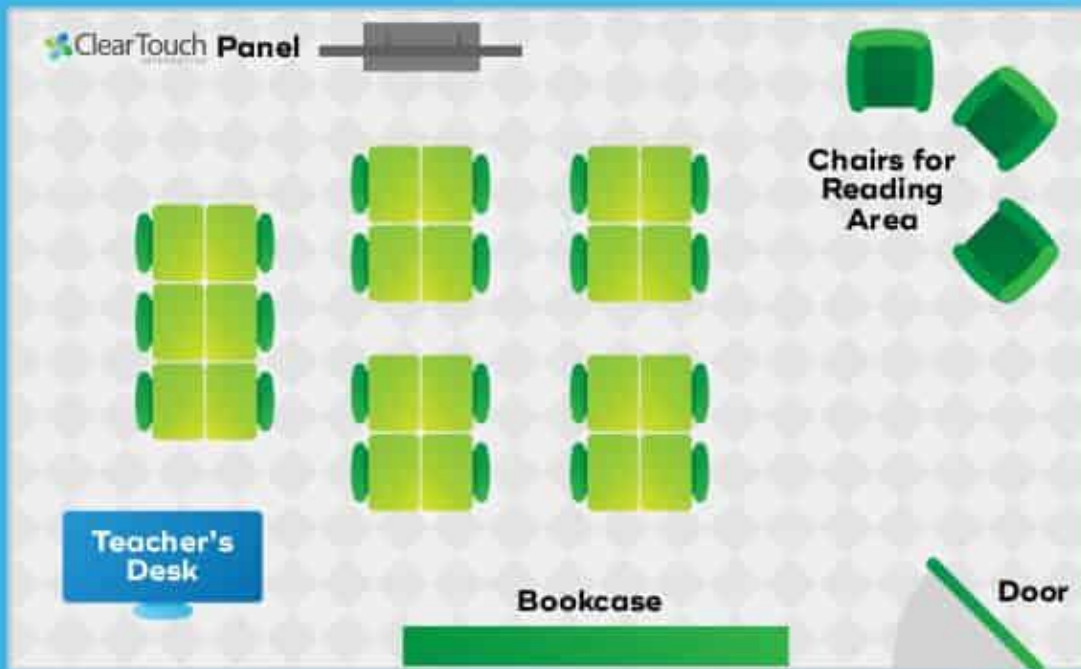


Effective instruction

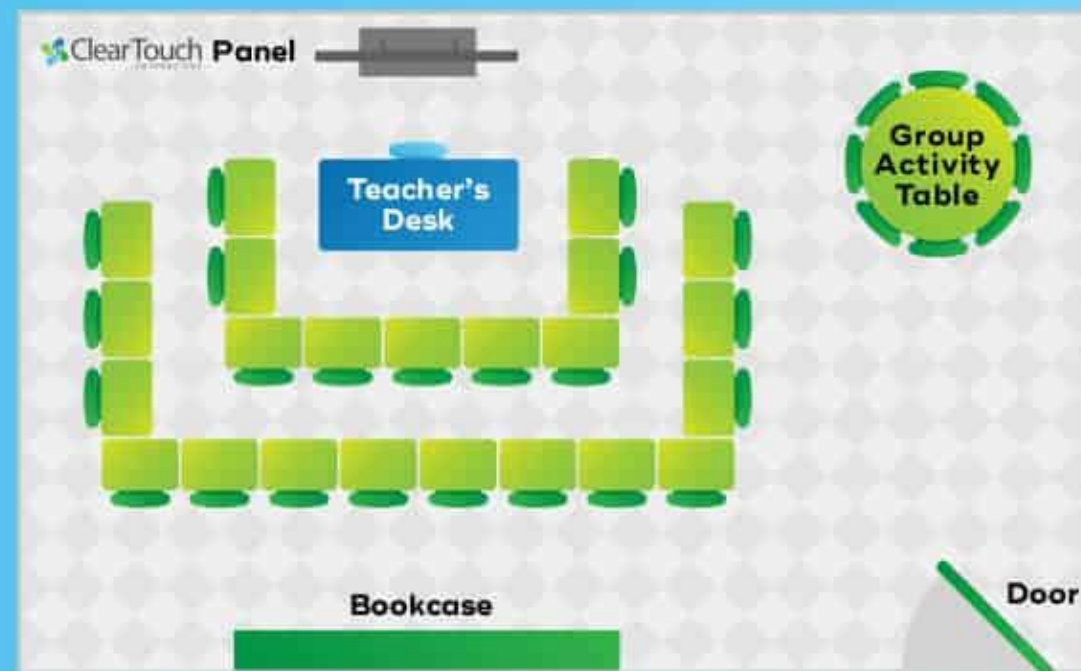
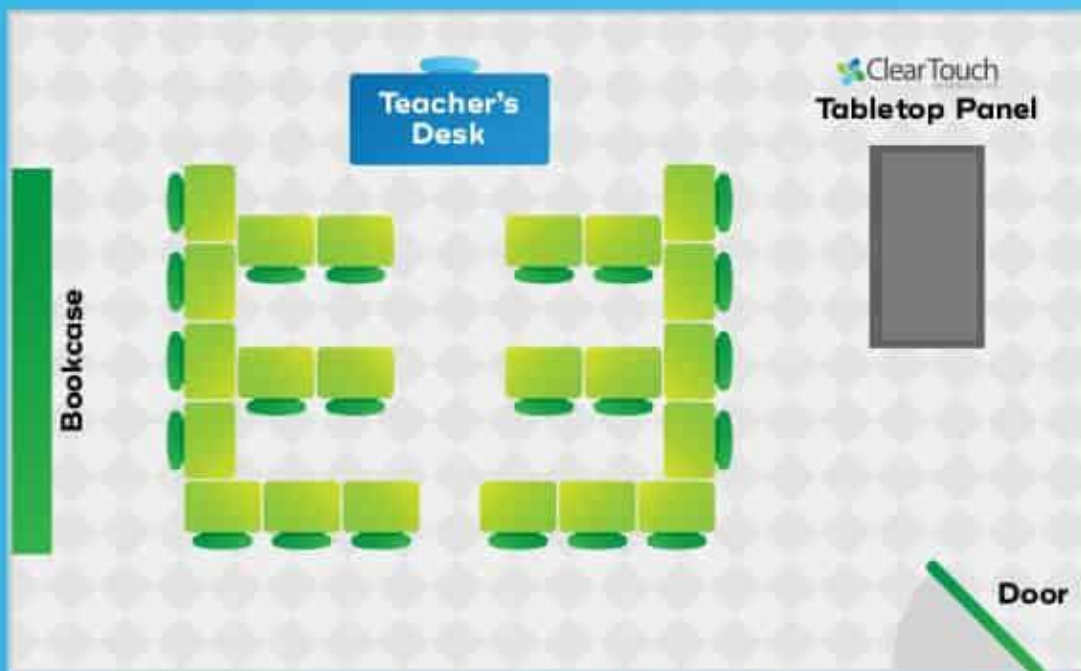


Design the classroom environment to facilitate typical instructional activities, facilitate transitions, and minimize distractions.

Safe Space /
Calming Area



Small Group Ideas



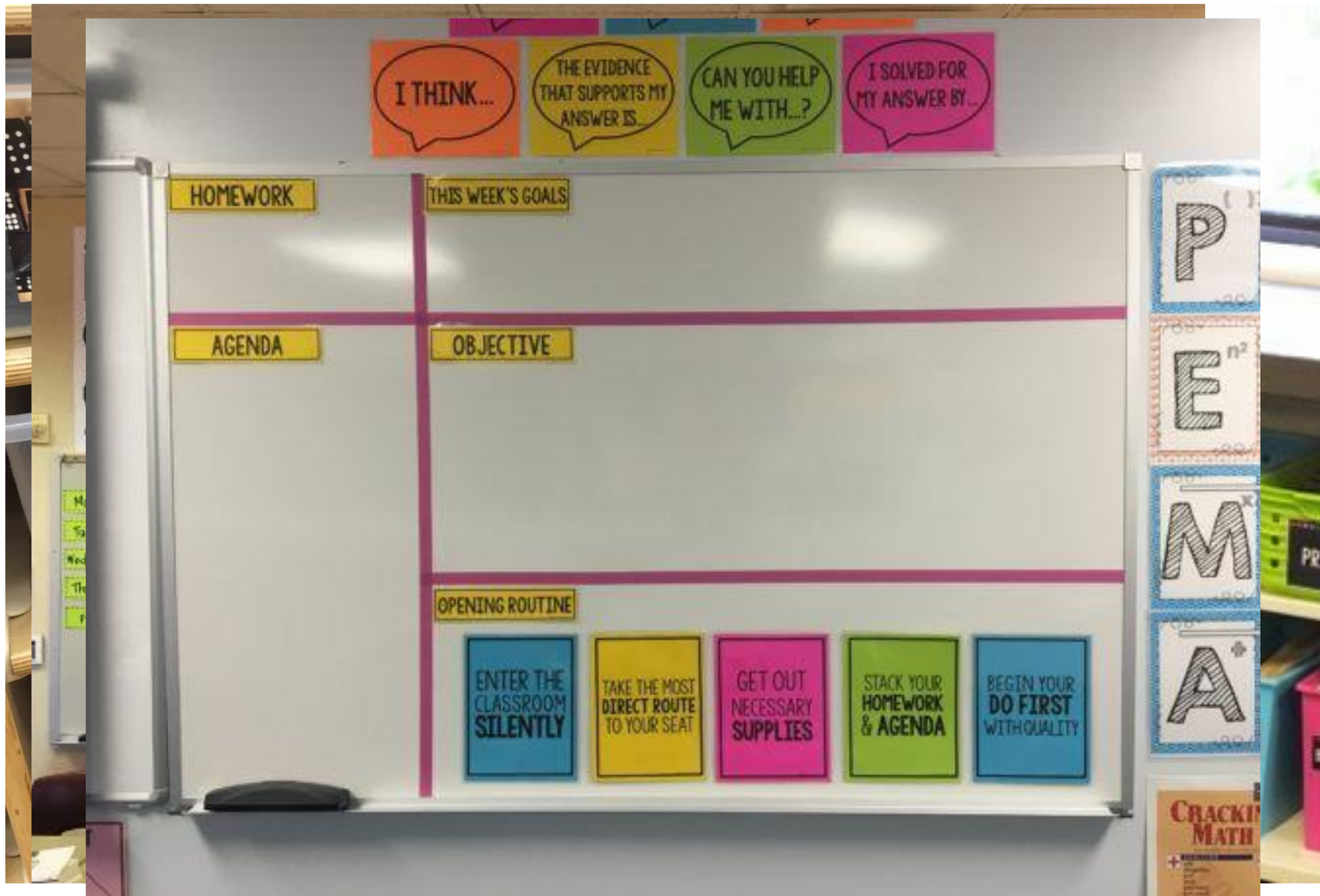
Demonstration / Panel Discussion Ideas

Classroom Layout Ideas



Design the classroom environment to facilitate typical instructional activities, facilitate transitions, and minimize distractions.

Safe Space / Calming Area



Create purposeful visual prompts and displays to support learning, access to materials, and independent engagement in activities.

Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
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- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction



Define and post expectations.

Consider student generated classroom expectations for all ability levels.

EXPECTATIONS IN ROOM 19:

CLASSROOM EXPECTATIONS FOR MS DUNNIE

1. Be kind



2. Be helpful and make sure all students learn.



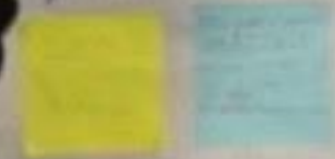
Make sure the class has fun.



Be fair



Try to include everyone's interests

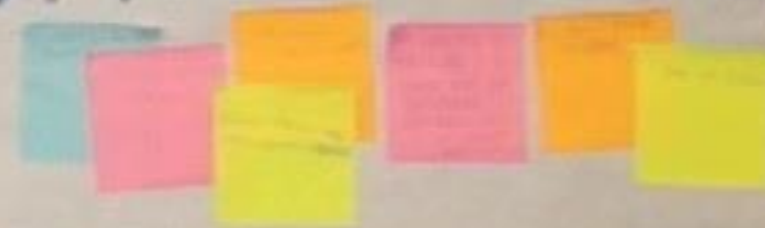


CLASSROOM EXPECTATIONS FOR STUDENTS

1. Mutual respect



2. Attentive listening



3. Co-operate with each other (No put downs!)



4. Be safe

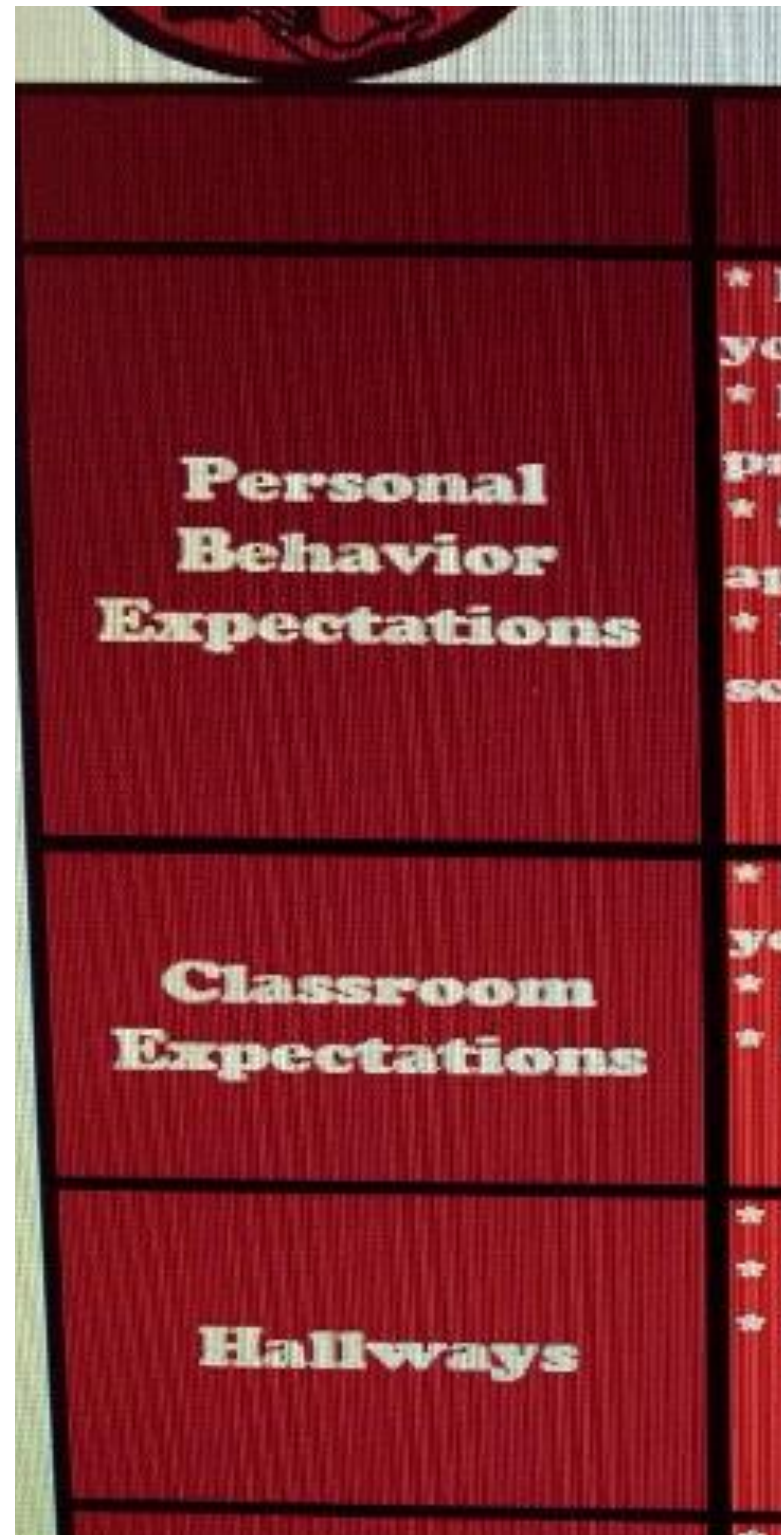


www.LitDiet.org

Universal

Define and post expectations.

Consider student generated classroom expectations for all ability levels.



Eagles' Expectations

Hallways

Volume Level:

- 0 - No Sound/ No Talking
- 1 - Whisper
- 2 - Quiet Conversation
- 3 - Presentation Level
- 4 - Outside Voice

Be Respectful	Be Responsible	Be Safe
 Keep doorways and hallways clear	 Walk directly	 Stay with staff
 Nice words	 Walking only	 Give space Keep body to self



Develop classroom expectations that pair well with school-wide expectations.

Consider using similar graphics.

WARRIOR STRONG

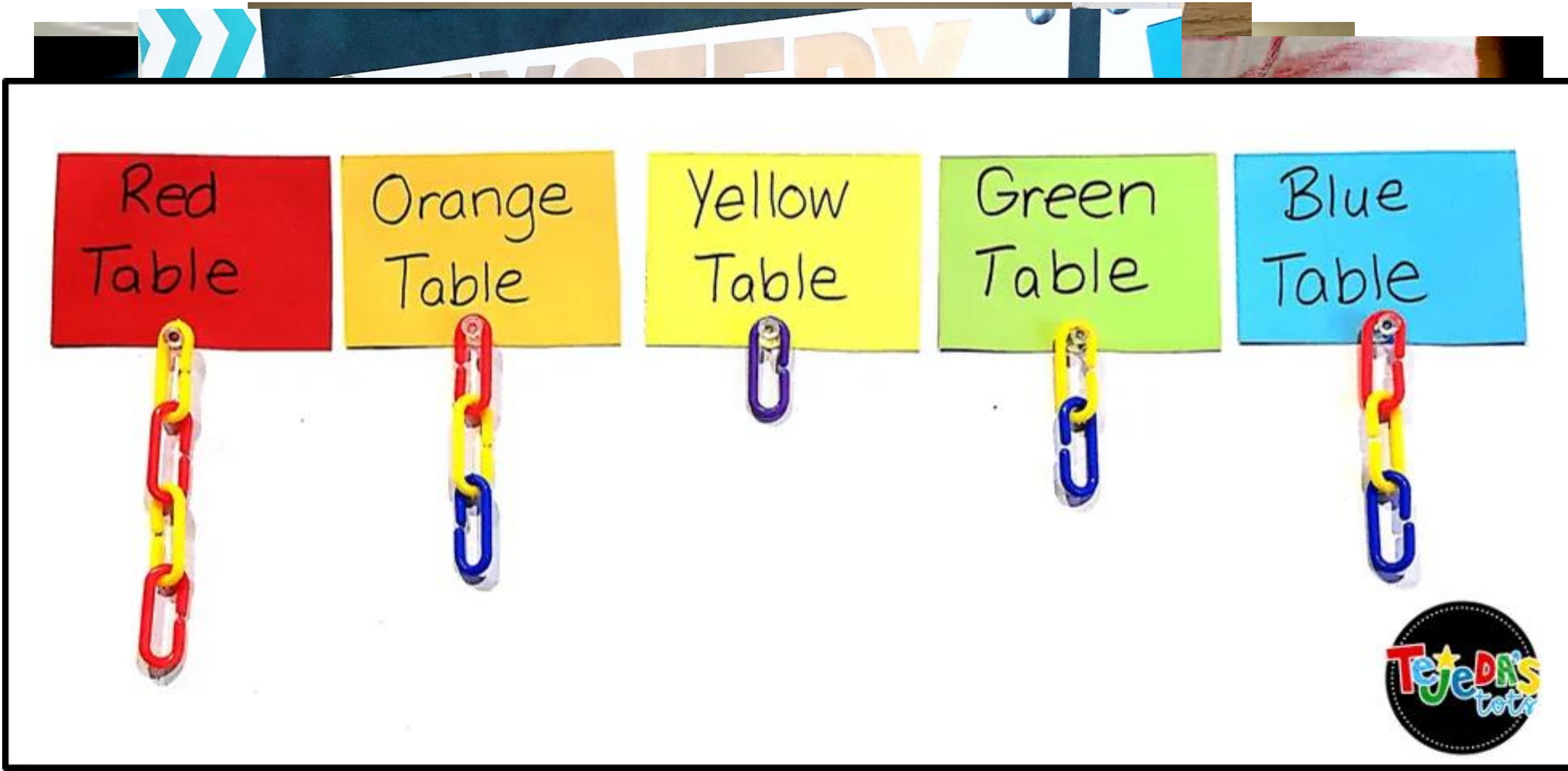
	Be Safe I will...	Be Respectful I will...
Personal Behavior Expectations	<ul style="list-style-type: none"> * Keep hands and feet to yourself * Follow emergency procedures * Sit in chair/seat appropriately * Dress appropriately for school 	<ul style="list-style-type: none"> * Speak only kind words * Use inside and appropriate voices * Speak only kind words - No Bullying * Tell an adult if you see someone being bullied by another student * Throw all trash away in trashcans
Classroom Expectations	<ul style="list-style-type: none"> * Keep hands and feet to yourself * Follow class rules * Sit properly in seat 	<ul style="list-style-type: none"> * Raise hand to speak * Respect others' property * Respect others' opinions * Have class appropriate discussions
Hallways	<ul style="list-style-type: none"> * Walk at all times * Keep to the right * Keep hands and feet to self 	<ul style="list-style-type: none"> * Use appropriate language and voice tone * Treat others and property with respect * Follow directions the first time



Develop classroom expectations that pair well with school-wide expectations.

Consider using similar graphics.

Kind to all peers and staff.

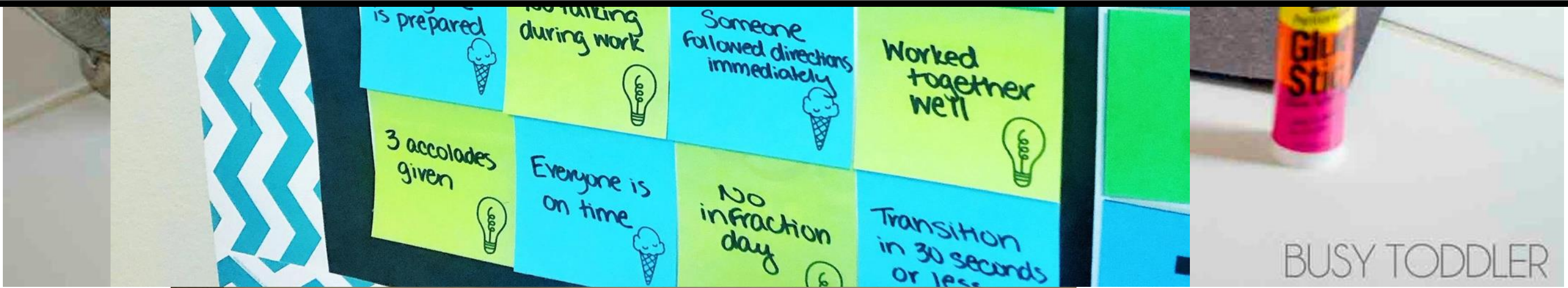


Physically teach routines.

Model and practice.

Require redo's to show that we can't move on until we do our routine in a certain way.

Group Contingencies





Physically teach routines.

Model and practice.

Require redo's to show that we can't move on until we do our routine in a certain way.

Group Contingencies

Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
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- Effective instruction

TODAY'S SCHEDULE

8:40	Library
9:05	Morning Work
9:25	Calendar
9:45	LBE
10:15	Reading
10:35	Literacy Centers
11:10	Lunch
12:15	Computer Lab
1:00	Tampa Words
1:25	Math
2:00	Writer's Workshop
2:15	Art
3:00	Handwriting
3:30	Read Aloud

How an

1.	2.
7.	8.
13.	14.
19.	20.

March April May June July August September October November

SCHEDULE

- Specials
- Morning Group **AM**
- Rotations
- Recess
- Lunch
- Group Time
- Rotations
- Home

Universal

Post and review schedule for the day or class.

Maintain a predictable schedule.

Thursday, November 12

8:25 Homeroom
 8:35 History
 9:25 PE/WL
 10:10 Break
 10:35 WL/PE
 11:25 Fine Arts
 12:10 Lunch
 12:55 Science (Acers!)
 1:45 Math
 2:35 SSR (20 mins)
 3:00 Study Lab
 3:20 Dismissal

SCHEDULE

Time	Activity
8:30	MORNING MTG.
9:30	SOCIAL GROUP
10:00	IEP GOALS
11:00	GET READY TO GO
11:15	COMMUNITY
12:30	EXERCISE
1:30	TRAVEL TRAINING
2:00	LEISURE
2:30	CLEAN UP



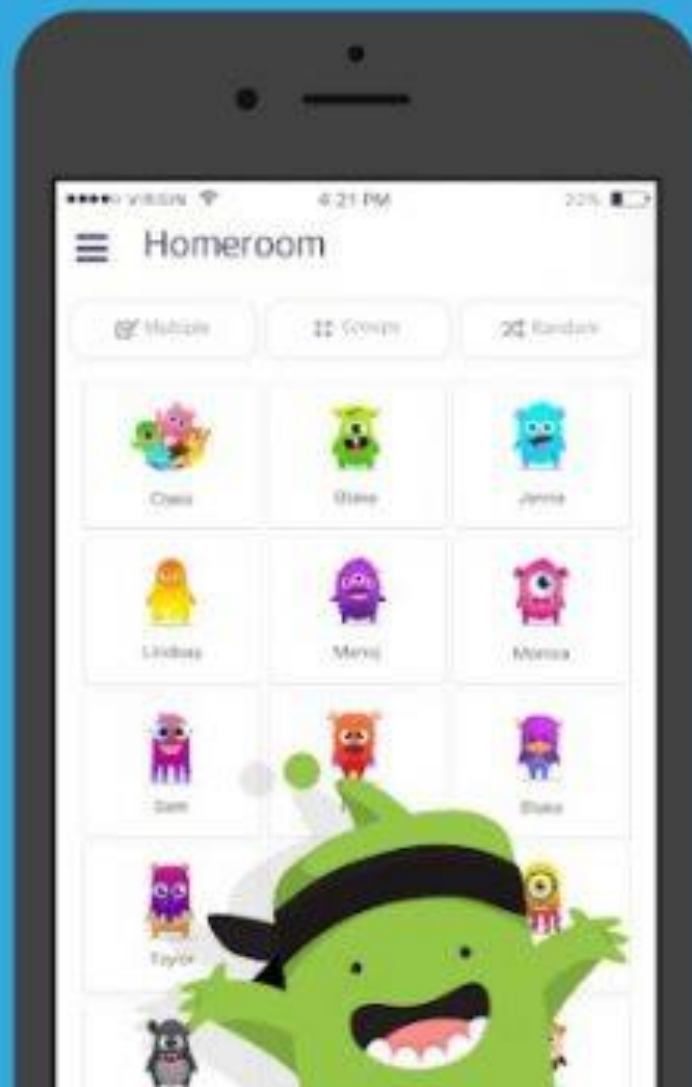
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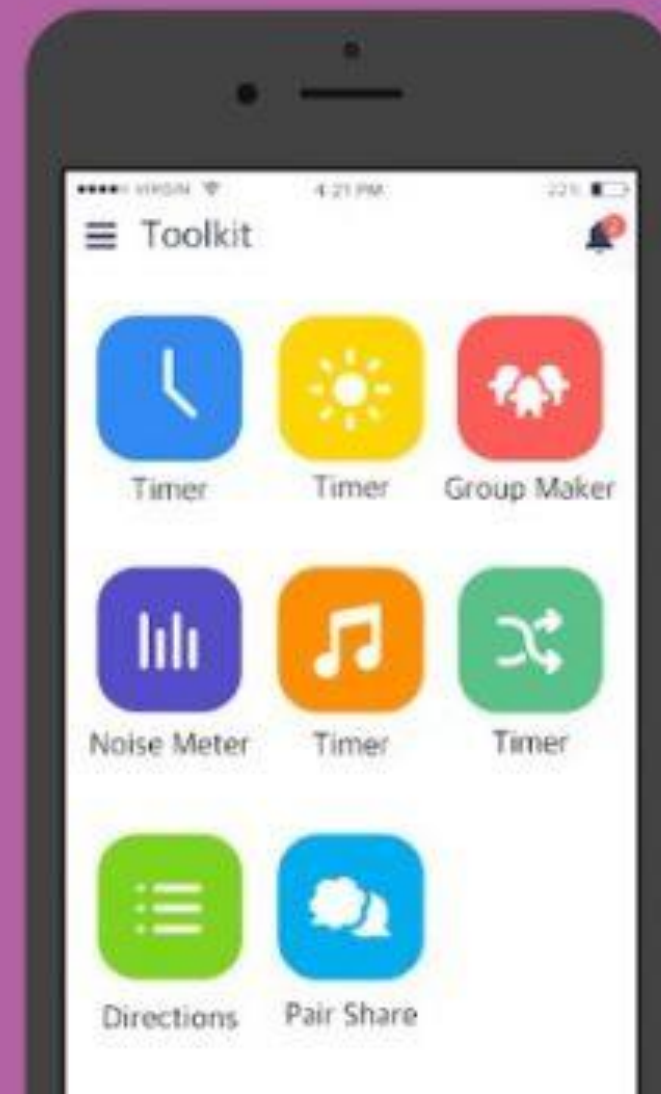
Turn your classroom into a community!



Share moments, big or small, with parents 🌟



Easily access all your favorite teacher tools 🔥



Universal

Get to know each student and family.

Routinely engage families and students in bi-directional communication (newsletter, communication app, positive phone calls home).



Positive greetings at the door to connect with students at the beginning of each day.



Classroom Meetings (Morning Meeting) and Community Building

Indirect Compliments

Goal

5:1

Ratio of
positive to
negative
comments



Reality

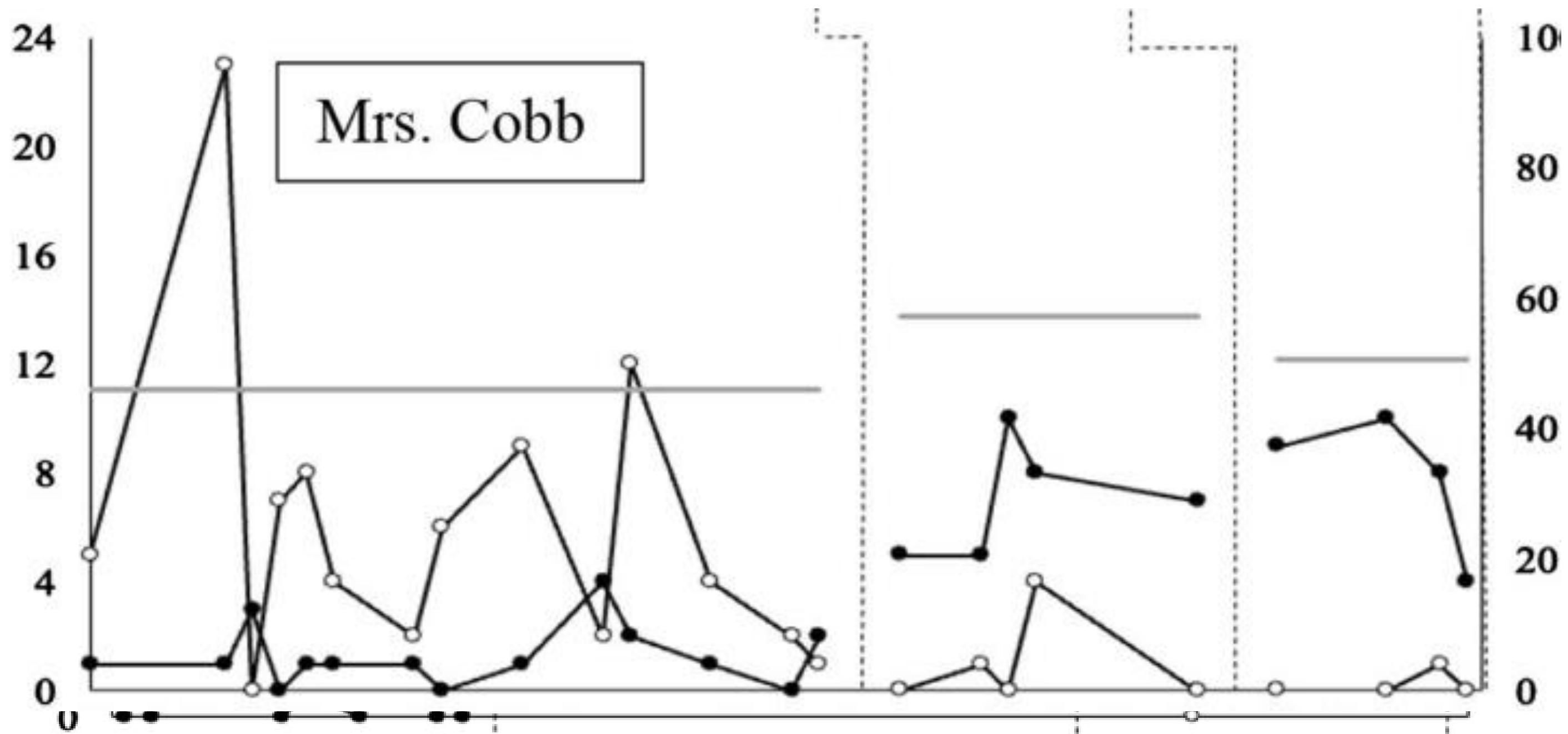
1:1

3:1

1.9:1



Ratio of
positive to
negative
comments



Ratio of positive to negative comments

Universal Supports

- Effectively design space
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- Effective instruction



Provide pre-corrections regularly before presenting students with the opportunity to perform critical routines/skills.

At first, contrive success.



Provide pre-corrections regularly before presenting students with the opportunity to perform critical routines/skills.

At first, contrive success.

Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
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Regularly scan and circulate through the entire classroom space.

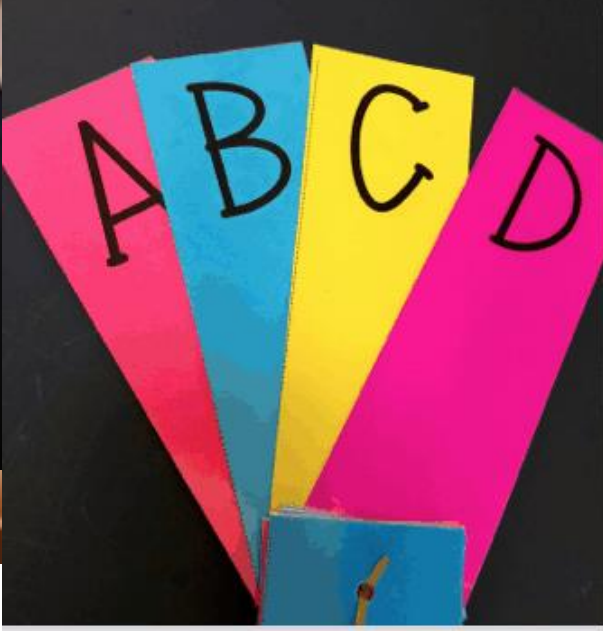
Check-in with individual students and use proximity, pre-corrections, and specific verbal praise to promote on-task behavior.

Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction

Importance of Instruction

Positive behavior support provides the opportunity to learn, but only when paired with high-quality instruction, will it have an impact on academic achievement.



Engage students in instruction through frequent and varied opportunities to respond. Consider various types of responses.

Choice making

Use evidence based materials that are culturally relevant.

Poll #3: Which universal supports will you implement?



Effectively design space



Develop, teach, & reinforce routines/classroom expectations



Develop relationships/active supervision



Prompt (pre-correct) expected behaviors



Effective instruction

Focused:

These supports could be delivered to the entire class or a small group, but benefit specific students through group implementation.

Increased dosage:

Utilizing increased amounts of universal practices.



Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection



Assorted
seating options

Use of proximity

Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection

- Place a needed break time into the entire class schedule
- Incorporating music and/or visuals during transitions
- Assign jobs
- Utilize timers, tools



Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection



Signals

Communication

Set a culture
where asking
questions is
normal and
making
mistakes is ok.

- Accommodations
- Modifications
- Grouping
- Utilizing timers, tools



Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection

- Modeling
- Peer Modeling
- Mentors (older kids from school spending time with students)
- 2x10 (2 minutes per day for 10 days)
- Higher ratio of positive v. negative feedback
- Incorporate student interests



creating connections

2 X 10 STRATEGY

Spend 2 minutes talking to a student for 10 days.

creating connections

5: 1 RATIO

Aim for 5 positive interactions for every negative one.

creating connections

INTERVIEW

Interview your students at the start of every school year.

- Check In-Check Out may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- Social Skills Club participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- Lunch bunch
- Banking time
- Reading Buddies may offer access to peer attention, choice, option to avoid aversive situation, and individualized support

Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection

Please complete the exit survey.

Presenter:
Michelle Connet

Title:
Positive Behavior
Supports and
Interventions Across
the Continuum



My contact information
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