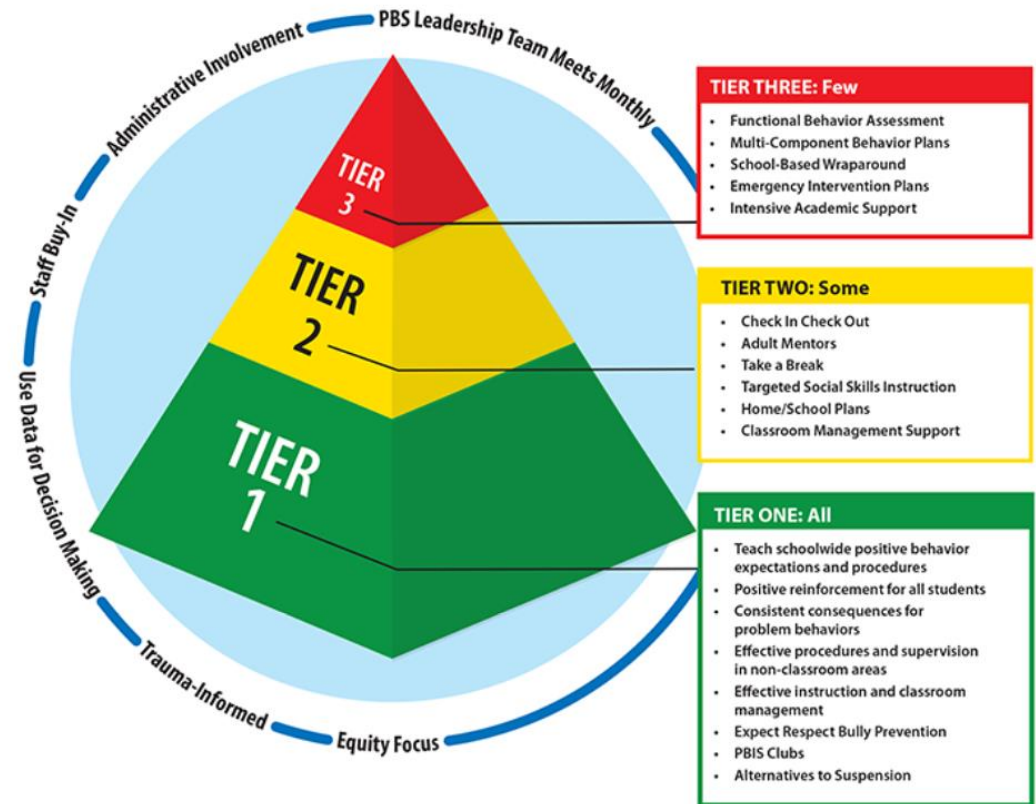


# TIER 3 PBIS: INTENSIVE POSITIVE BEHAVIOR SUPPORT

**WAYNE RESA**  
**2021-22**

**Chris McEvoy**  
**mcevoyc@resa.net**

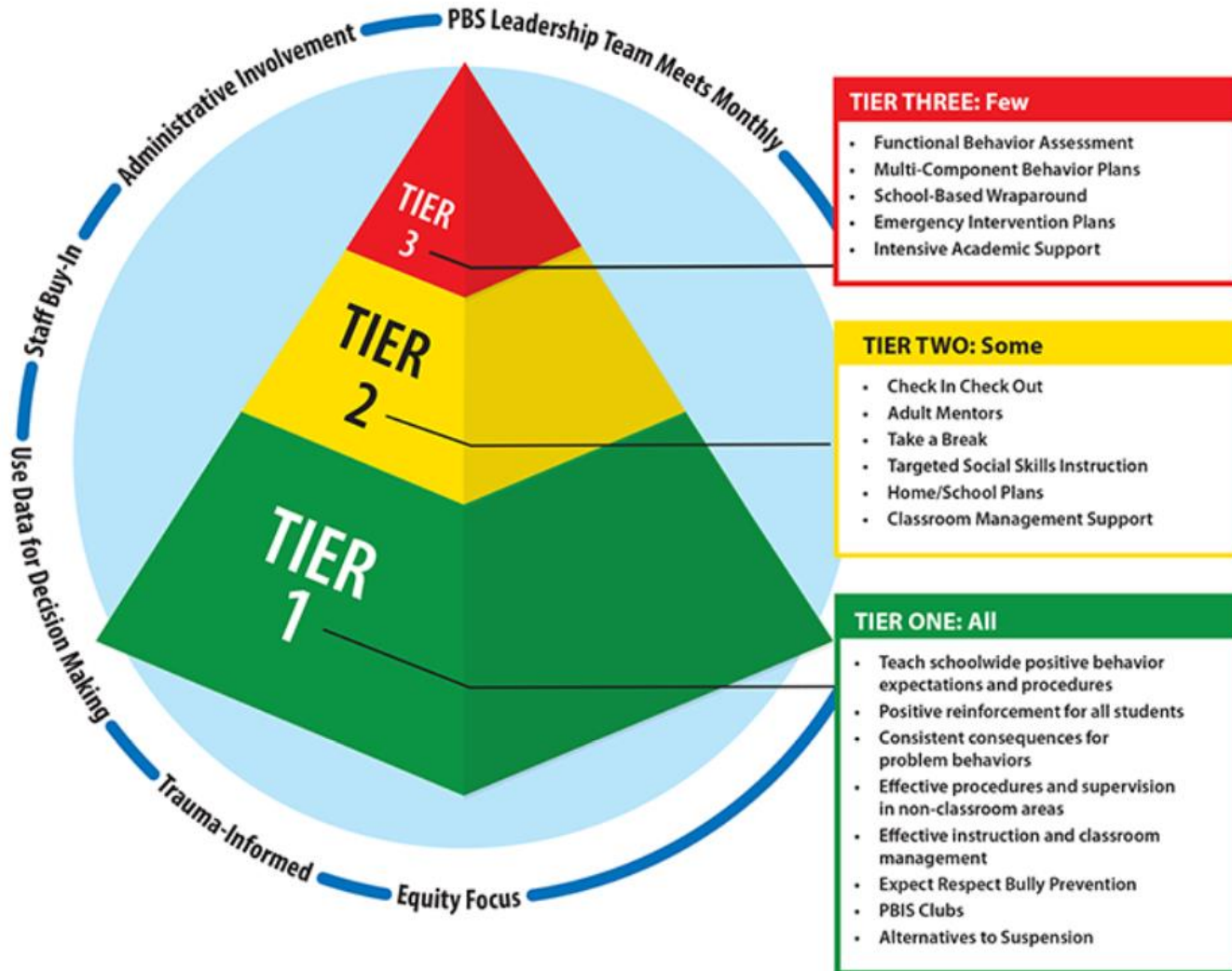
**Kayrl Reynoso**  
**reynosk@resa.net**



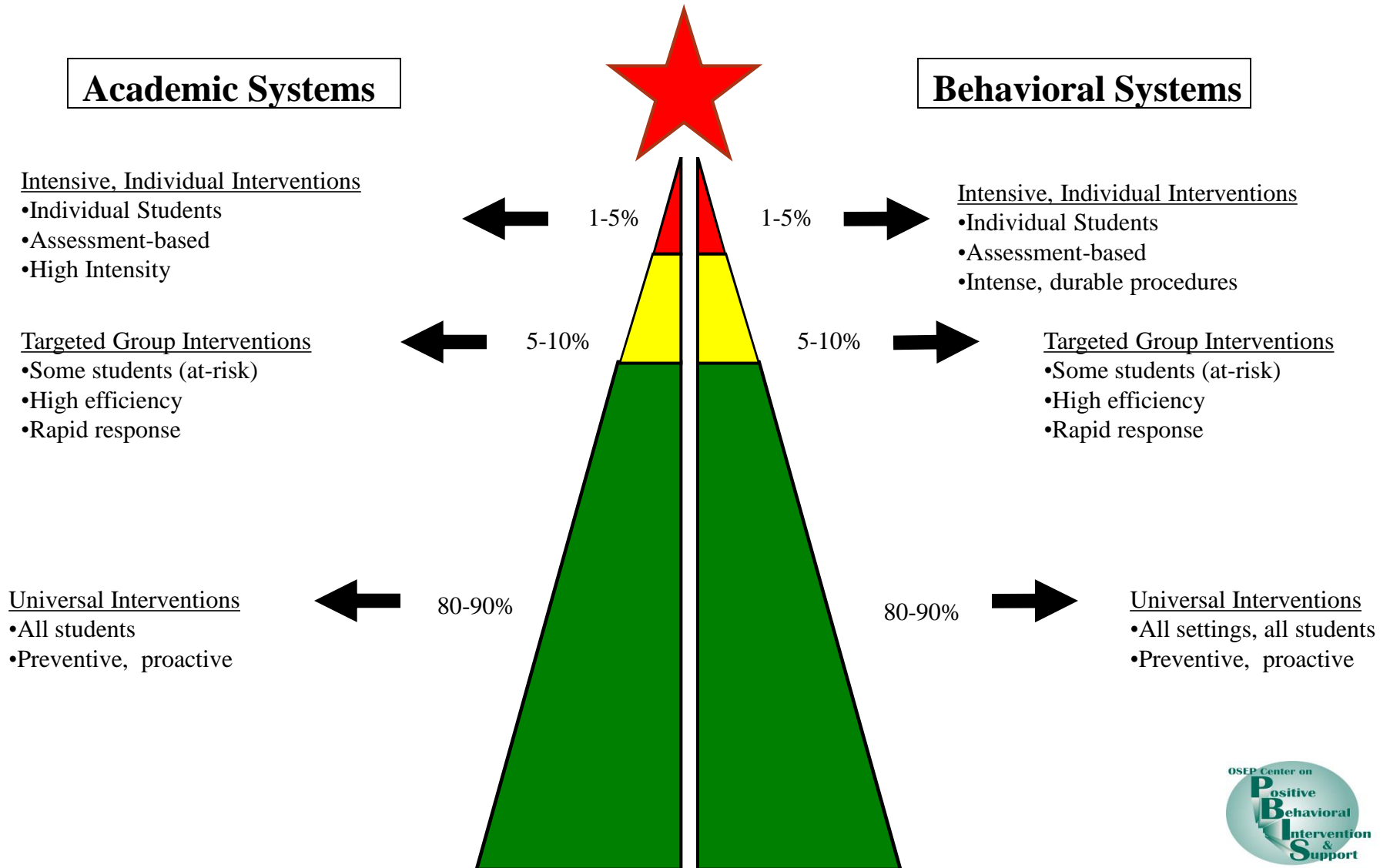
# AGENDA

- Intensive Individualized Behavioral Support within a PBIS Framework
- Functional Behavior Assessment
- Designing a Multi-Component PBIS Plan
- Emergency Interventions
- Behavior Review Process
- School-based Wrap-around

# Tiers of Support

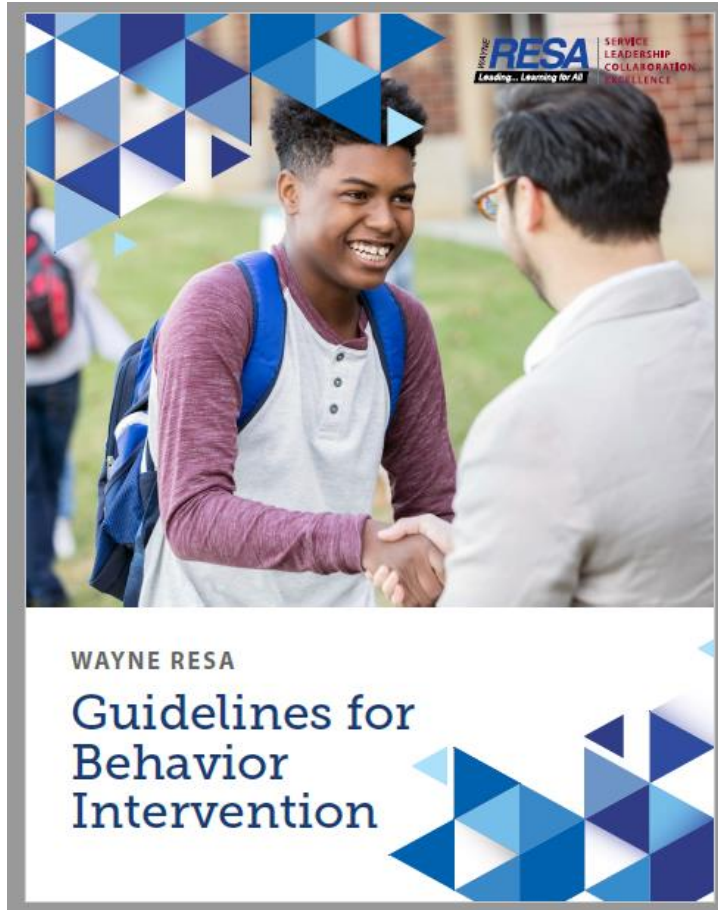


# Designing School-Wide Systems for Student Success



# WAYNE RESA WEBSITE

[HTTPS://WWW.RESA.NET/TEACHING-LEARNING/PBIS](https://www.resa.net/teaching-learning/pbis)



- WRESA Guidelines for Behavior Intervention, 2020
- MDE Policy for Emergency Seclusion & Restraint, 2017
- Downloadable Forms MDE & WRESA
- Contact Chris McEvoy or Kayrl Reynoso to request a hard copy.

# TIER 3 PBIS ESSENTIALS

Levels of FBA: Basic/Intensive FBA

PBIS Plan is Multi-Component

Scheduled review meetings – Monthly/Quarterly

Data-based – Progress Monitored

Increased Parent engagement

# PARENT INVOLVEMENT IN FBA/PBIS PLANS

- Needs to be proactive, not reactive
  - ▣ Establish a partnership – get help from experienced staff
  - ▣ Scheduled meetings – not only reactive meetings
  - ▣ Need to listen to parents and incorporate their ideas into FBAs/PBIS Plans
- Joyce Epstein, Johns Hopkins U.
  - ▣ Schools need to help families establish environments that support children as students
  - ▣ Schools need to help with parent support & education
  - ▣ Every Student Succeeds Act & IDEA support this idea.
- Parent consent required to conduct an FBA for a student with an IEP.

# TIER 3 TEAM

## MEMBERS/COLLABORATION

Core instructional team

Parent / Student as appropriate

School Social Worker, other Support Staff

Behavior Specialist

Building Administrator & Special Education Administrator

District level Support Staff

Agency/Mental Health Staff



# IDENTIFYING STUDENTS IN NEED OF TIER 3 INTERVENTION

- **Office Referrals/Suspensions**
- **Behavior incidents**
  - ▣ **Frequency**
  - ▣ **Severity**
  - ▣ **Behavior is dangerous, highly disruptive, or threatens student's placement**
- **Behavior puts student at high risk for suspension and/or expulsion.**
- **Complexity**
- **Lower level interventions insufficient to meet needs.**
  
- ***Take a minute and think of a student that meets these criteria.***

“An FBA is not complete until  
an effective strategy is in  
place.”

Lucille Eber

The Art & Science of Wraparound,  
2003

# WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT?

- **Antecedent-Behavior-Consequence**
- A method for identifying the factors that predict and maintain problem behavior
  - ▣ What? When? Where? Why?
- Triggers - Antecedents
  - ▣ Immediate
  - ▣ Setting Events
- Outcomes that reinforce the behavior - Consequences
  - ▣ Gain something
  - ▣ Avoid something
  - ▣ Control: predictability/power
  - ▣ Sensory/Physical/Compulsions
- Skill Deficits – Replacement Behaviors

# FBA METHODS

Indirect:

Basic FBA & Intensive  
FBA forms

Direct:

ABC logs, Incident  
reports, Classroom  
data systems,  
Scatterplots

# INDIRECT FUNCTIONAL BEHAVIOR ASSESSMENT: BASIC & INTENSIVE

## Functional Behavior Assessment

Student: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Sources of Data: *(place an "x" next to appropriate response(s))*

Record Review  Scatterplot  ABC logs  Other: [Click here to enter text.](#)

Interview information reported by: *(place an "x" next to appropriate response(s))*

Teacher  Parent  Student  Other: [Click here to enter text.](#)

Completed by: [Click here to enter text.](#)

### DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

[Click here to enter text.](#)

Estimated frequency:

[Click here to enter text.](#)

### TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

[Click here to enter text.](#)

Where is the behavior most likely to occur? What locations?

[Click here to enter text.](#)

With whom? When?

[Click here to enter text.](#)

Setting Events? Home difficulties, peer influence, etc.?

[Click here to enter text.](#)

Describe any related medical, health, or medication issues.

[Click here to enter text.](#)

## Intensive Functional Behavior Assessment

Student: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Sources of Data: *(place an "x" next to appropriate response(s))*

Record Review  Scatterplot  ABC logs  Other: [Click here to enter text.](#)

Interview information reported by: *(place an "x" next to appropriate response(s))*

Teacher  Parent  Student  Other: [Click here to enter text.](#)

Completed by: [Click here to enter text.](#)

The following is a format for conducting FBA that considers a wide range of possible variables. It typically requires the input of a variety of informants and sources, using interviews, file review, questionnaires, and observations. Indirect and direct assessment methods may be used to gather this information.

After the initial information-gathering portion of the FBA is completed, a summary of variables, or hypothesis statement is developed, which is then used to design the student's positive behavior interventions and support plan.

### DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

[Click here to enter text.](#)

Estimated frequency:

[Click here to enter text.](#)

### MEDICAL/HEALTH

Health, medical, or psychiatric conditions:

[Click here to enter text.](#)

# STARTING POINT:

## OBSERVABLE BEHAVIOR DEFINITIONS

- Minor Disruption: yelling, complaining, work refusal
- Property disruption: throws objects, knocks things over, break things
- Verbal threats: “I’m going to hurt you.”
- Physical Aggression: hitting/kicking others
- Elopement: leaves assigned area without permission

### Describe Low Intensity to High

- When Emilia becomes frustrated or agitated, she will often yell out in class.
- When Emilia begins to escalate it usually starts with complaining and refusal to follow directions. She will refuse to comply with a task, a directive or demands to do something else.
- This may escalate into screaming, throwing objects, making verbal threats to staff and hitting/kicking staff members.

# WRESA GUIDELINES, P. 21

## SCATTERPLOT

### Tools for Direct Observation Data Collection

The two most commonly recommended tools for direct observation for FBA are scatterplot and antecedent-behavior-consequence assessment.

#### Scatterplot Assessment

Scatterplot assessment can be used to identify a relationship between a condition in the environment (e.g., math class) and the frequency of a behavior (e.g., tardy). Frequency information can be tracked using scatterplot intervals or episodes of behavior.

A scatterplot is usually 15 or 30-minute blocks, organized by week or month. See the Wayne RESA website for a [sample blank form](#) or a [sample form with times](#).

Observers simply note occurrences of a target behavior and/or intervention, using a designated symbol, within the appropriate block of time or interval. If the target behavior does not occur, nothing needs to be recorded. If it is not possible to record every instance of a high frequency problem behavior, the team may decide, for example, to document only those occurrences that require a restrictive intervention, such as time-out or being sent to the office.

- **More than one behavior and/or intervention may be tracked** on a scatterplot. Limit collection to highest priority behaviors, not more than two or three.
- **Data may be summarized** by counting the number of intervals during which the behavior occurred (interval recording), or actual instances of the behavior (frequency recording).

- Data obtained via the scatterplot method may be used to **establish a baseline rate of behavior**. For example, average daily rate of behavior can be calculated on a weekly basis by dividing the total number of behavior episodes in a week by days that the student was present in school that week. In this case, the baseline rate would be a daily average by week.
- The scatterplot data collection method is then **continued into the intervention phase**, which allows for evaluation of the behavior intervention.
- Scatterplot is **designed to show patterns of behavior over time**. If behavior is found to occur during specific time blocks, the classes, activities and conditions at those times should be examined using antecedent-behavior-consequence analysis.

Generally, the staff member who is with the student during that time interval is responsible for collecting the data.

**Weekly Scatterplot**

Student: \_\_\_\_\_ Week of: \_\_\_\_\_ Year: \_\_\_\_\_

Target Behaviors: \_\_\_\_\_ Intervention(s): \_\_\_\_\_

1. \_\_\_\_\_ A. \_\_\_\_\_

2. \_\_\_\_\_ B. \_\_\_\_\_

3. \_\_\_\_\_ C. \_\_\_\_\_

Time	Secondary Date	Secondary Date	Secondary Date	Secondary Date	Secondary Date
8:00-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
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1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
Notes					

## Scatterplot Data

Scatterplot is designed to show patterns of behavior over time. If behavior is found to occur during specific time blocks, the classes, activities and conditions at those times should be examined using antecedent-behavior-consequence analysis.

# Scatterplot

## Significant Behaviors & Interventions

### Weekly Scatterplot

Student: John                      Week of: Sept. 8                      Year: 2019

Target Behaviors:  
 1. Major Defiance - 6  
 2.  
 3.

Interventions:  
 A. Time-Out - 4  
 B. Office Referral - 3  
 C.

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30 - 8:45		ABSENT			
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30	1A				
9:30 - 9:45			1B		
9:45 - 10:00					
10:00 - 10:15	1AB				
10:15 - 10:30					
10:30 - 10:45					
10:45 - 11:00					
11:00 - 11:15					
11:15 - 11:30					1A
11:30 - 11:45					
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30					
12:30 - 12:45					
12:45 - 1:00					
1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:45				1B	
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45					
2:45 - 3:00					
3:00 - 3:15			1A		
3:15 - 3:30					
Totals:					

Be clear with staff on the unit of measure:

- Partial Interval or
- Exact Frequency

Pros and Cons

- Consistency and Reliability are key.



# TREND DATA: INDIVIDUAL DATA SUMMARY

Enter data in white boxes only.

## POSITIVE BEHAVIORAL SUPPORT BEHAVIOR FREQUENCY AND DAILY AVERAGE

Student Name:

Year:

Behavior 1:

Select Behavior->

Behavior 2:

Intervention 1:

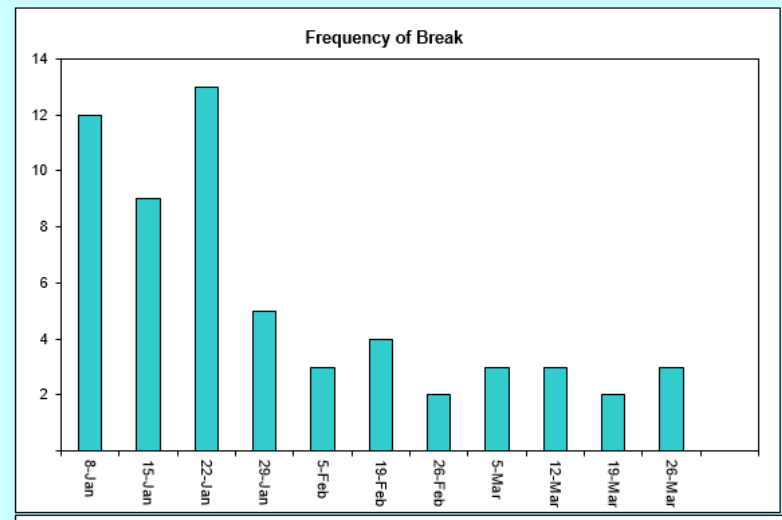
Select Intervention->

Intervention 2:

Macros must be "enabled" for these buttons to work.

Comments:

Week	Days	Incidents				Daily Average			
		Physical A	Elopermen	Break	Child Cont	Physical A	Elopermen	Break	Child Control
8-Jan	5	8	6	12	6	1.6	1.2	2.4	1.2
15-Jan	4	7	7	9	5	2.0	2.0	2.6	1.4
22-Jan	4	11	4	13	4	2.8	1.0	3.3	1.0
29-Jan	4	3	2	5	1	0.8	0.5	1.3	0.3
5-Feb	5	4	3	3	2	0.8	0.6	0.6	0.4
19-Feb	5	3	1	4	0	0.6	0.2	0.8	0.0
26-Feb	3	5	2	2	0	1.7	0.7	0.7	0.0
5-Mar	4	3	1	3	1	0.8	0.3	0.8	0.3
12-Mar	5	1	0	3	1	0.2	0.0	0.6	0.2
19-Mar	5	3	0	2	0	0.6	0.0	0.4	0.0
26-Mar	4	2	1	3	0	0.5	0.3	0.8	0.0



# WRESA GUIDELINES P. 22

## ANTECEDENT-BEHAVIOR-CONSEQUENCE

### Antecedent-Behavior-Consequence Assessment

Antecedent-Behavior-Consequence (ABC) data recording would typically be used for high priority behaviors, in that it is generally more time-consuming than scatterplot data collection. ABC assessment involves descriptive accounts of events that precede, include, and follow the target behavior. ABC data collection can help identify the triggers to problem behavior and the events that may be reinforcing it.

Here are some guidelines for conducting ABC assessment.

- Use shorthand or abbreviations for the observed events.
- Report only actions (events) that are seen or heard.
- Record events that occur immediately before and after each response.
- Record the estimated duration of each behavioral event.
- Use a form or data sheet specifically designed for ABC information. See Wayne RESA's website for a [sample form](#).
- ABC recording can be carried out by staff assigned to the student, or as part of an observation conducted by another person e.g., trained paraprofessional, support staff.

Consider the following when recording ABC data:

- Possible **antecedents** include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands. Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something? Given what you know about the student what seemed important about what was going on?
- **Setting events** are a type of antecedent that "sets the stage" for behavior. Examples include physical

states such as hunger, sleep deprivation, illness, medication effects, etc. Other setting events include conditions that may not be immediately evident, but that still affect the likelihood of a behavior occurrence, such as a recent argument at home, separation of parents, death of a grandparent, etc. Interviews are usually necessary to identify setting events.

- In describing the student's behavior use **observable terms** and describe any lower intensity behaviors that preceded the target behavior e.g., "Paul frowned, lowered head, and refused to open his book when asked by teacher." Describe **Intensity, frequency, and duration**, if possible.
- **Consequences** are details of what occurred after the behavior, including what was said to the student and whatever else happened e.g., "teacher verbally redirected student to task." Any observable events and reactions should be recorded, including no response (e.g., ignoring) on the part of others.
- An additional category of student response may be added to describe the **student's response to the consequence** e.g., "P. complied with the teacher's redirection." It is important to note which consequences are effective in managing the behavior, and which have no effect or contribute to escalating the behavior.

ABC Log

Name: \_\_\_\_\_ Target Behavior: \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Student's Response to Consequence

Possible antecedents include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands.

Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something?

***Given what you know about the student what seemed important about what was going on?***

sample  
**ABC LOG**

**Student:** Louis

**Target Behaviors:** Off-task, disruptive

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITY</b>	<b>ANTECEDENTS</b>	<b>EXACT BEHAVIORS</b>	<b>CONSEQUENCE</b>	<b>STUDENT'S REACTION</b>
3-18	8:45	English class	L. doesn't start writing assignment	L. talking to other students, disrupting others	Redirect, gave help to get started	Got to work
3-20	9:40	Social studies	Students supposed to work quietly on assignment	Talking, laughing loudly, disrupting	Redirect, given reminders	L. continues loud talking, bothering others, refuses to follow direction,
					Out of class time-out – 15 minutes	Grumbles when leaving – returns and completes work

# DATA ANALYSIS

- Get 10-12 ABC entries
- Look for patterns
  - ▣ Time of day, day of week
  - ▣ Certain classes, activities, locations
  - ▣ Particular demands e.g., writing, reading, transitions
  - ▣ Social or communication problems
  - ▣ How is the behavior being responded to?
    - Is it consistent?
    - Is it aggravating or escalating the problem?
    - Compare the way the behavior is responded to at school v. home.
- Summary statements for the FBA should identify variables thought to contribute to the problem behavior.

# Timeline for Typical Intensive Functional Behavior Assessment

1<sup>st</sup> week – planning meeting with entire team

- Begin FBA interviews
- Design data collection system & begin to implement
- File Review
- Assign roles

2<sup>nd</sup> & 3<sup>rd</sup> weeks

- Continue data collection
- Conduct any additional interviews
- Direct observations by support staff

4<sup>th</sup> week – review meeting with entire team

- Review, summarize & analyze data
- Generate summary statements/hypotheses/identify major variables
- Design interventions/BIP development

# BEHAVIOR INTERVENTION WISDOM

**“90% of Behavior Intervention should take place when problem behavior is not occurring.”**

# TEACHER BEHAVIORS THAT BUILD POSITIVE RELATIONSHIPS WITH STUDENTS

BRANDI SIMONSEN & DIANE MYERS, 2015

- Knowing and using students' names frequently.
- Engaging in non-academic conversations before and after class.
- Practicing active listening when students are talking
  - Make eye contact
  - Demonstrate engagement (e.g., nod)
  - Repeat and remember what a student says/refer back to it later.
- Correct mistakes in a way that lets students know it is okay, its normal, don't be discouraged from participating.

# WRITING EFFECTIVE PBIS PLANS

- It's an ACTION PLAN, not a report
- Less can be More
  - ▣ Fewer, more precisely defined interventions are better than a laundry list of general tier one strategies.
  - ▣ Interventions should be directly connected to the FBA
- Be specific/detailed
  - ▣ The description should tell a person what to do
  - ▣ What is the specific criteria for rewards & consequences
  - ▣ What is the schedule for teaching, reinforcement, prompting, reviewing data, etc.



# **BUILD ON CHECK IN/CHECK OUT**

- ❑ Ensure Fidelity of Implementation
- ❑ Plan reviewed with student and parents
- ❑ Reliable check in and out
- ❑ Feedback and prompts every class period
- ❑ Daily & weekly rewards
- ❑ Appropriate parent review – daily
- ❑ Points are graphed at least weekly

# Point Sheet

## Rating Scale

Points Possible \_\_\_\_\_  
Points Received \_\_\_\_\_  
% of Points \_\_\_\_\_  
Goal Met? Y N

2= Great  
1= OK  
0= Goal Not Met

Name \_\_\_\_\_

Date \_\_\_\_\_

	Reading	Math	Open	PE/Mu	Science
<b>Respectful</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Responsible</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Safe</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

# WAYNE RESA SWPBIS WEBSITE

## DAILY & WEEKLY DATA SUMMARY TEMPLATES

### Daily Check In Check Out Data Summary

Student's Name

Jordan

Mo/Year

19-Oct

Comments

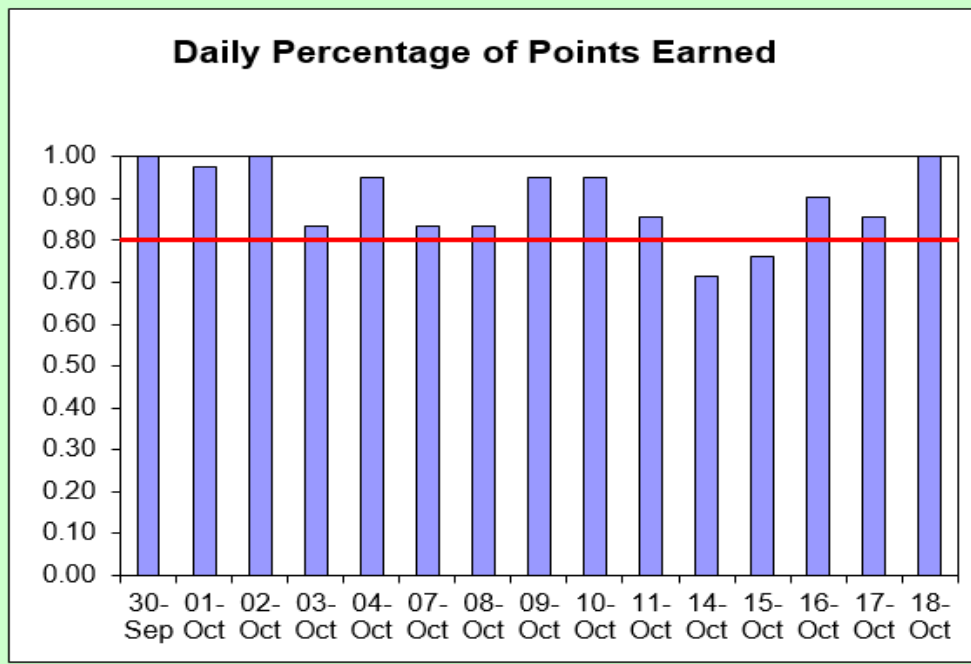
Standard

80%

#### Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/30/2019	42	42	1.00
10/1/2019	42	41	0.98
10/2/2019	42	42	1.00
10/3/2019	42	35	0.83
10/4/2019	42	40	0.95
10/7/2019	24	20	0.83
10/8/2019	42	35	0.83
10/9/2019	42	40	0.95
10/10/2019	42	40	0.95
10/11/2019	42	36	0.86
10/14/2019	42	30	0.71
10/15/2019	42	32	0.76
10/16/2019	42	38	0.90
10/17/2019	42	36	0.86
10/18/2019	42	42	1.00

#### Daily Percentage of Points Earned



# TIER 3 POSITIVE BEHAVIOR SUPPORT PLAN FRAMEWORK

## DIRECTLY LINK INTERVENTIONS TO THE FBA FINDINGS

Prevention Strategies

Plan for Teaching  
Replacement Behaviors

Positive Reinforcement

Planned  
Consequences/Emergency  
Intervention

Home Intervention

Review Schedule

# PREVENTION STRATEGIES

Include positive behavior supports as identified by the Functional Behavior Assessment:

- Additional assistance
- **Reminders: pre-corrections**
- Visual supports – graphic organizers
- Increase practice on skills
- Academic supports
- Increase choices
- Homework help
- Organizational help
- Parent communication systems
- Mentors

# PREVENTION STRATEGIES

## Make changes

- Change the schedule
- Change the task
- Break the task down
- Shorten work sessions
- More frequent reinforcement
- **Increase opportunities to respond to instruction**
- Increase opportunities for movement
- Change seats
- Work with a peer
- Change verbal prompts: create common language

# TEACHING REPLACEMENT BEHAVIORS

Use FBA to identify priority replacement behaviors

Brief lessons 2-3 times per week

Plan for generalization with other teachers, staff, & parents

Practice frequently

Use pre-corrections for trouble spots

CICO PROVIDES REPLACEMENT BEHAVIOR INTERVENTION

# Possible Replacement Behaviors

- **Taking a break appropriately**
- **Using words to express emotions**
- **Following directions**
- **Personal space**
- **Greetings**
- **Active Listening**
- **Manners**
- **Showing effort**
- **Building stamina**



# Is There An Expressive Language Delay?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4311524/>

## Functional Communication Assessment

Does the student have difficulty in expressing any of these basic communication functions?  
(place an "x" next to appropriate response(s))

- Gaining adult attention
- Gaining attention of peers
- Dealing with a difficult task
- Expressing frustration or confusion
- Requesting things of others
- Rejecting or protesting something
- Indicating preferences or making choices
- Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

### COMMUNICATION SUMMARY

Target Problem Behavior	Possible Communication Function	Possible Replacement Behavior(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

- **Take some Antecedent-Behavior-Consequence (ABC) data.**
- **Look at actual incidents of oppositional/aggressive behavior.**
- **Focus on the communicative intent of the behavior i.e., what did the student want (no judgments).**
- **What would have been an acceptable way to communicate his/her intent?**

# Functional Communication Training: A Research-Based Intervention



- *Functional Communication Training (FCT) is a strategy for use with children who require a more individualized intervention approach because they continue to exhibit challenging behaviors even when classroom-wide prevention strategies are in place (for example, classroom rules, consistent schedules, predictable routines).*
- *FCT involves identifying the function or purpose of the child's challenging behavior (for example, hitting, screaming, taking toys away from others) and then teaching an appropriate behavior that will serve the same purpose for the child. This behavior is referred to as a replacement behavior.*

# Functional Communication Replacements

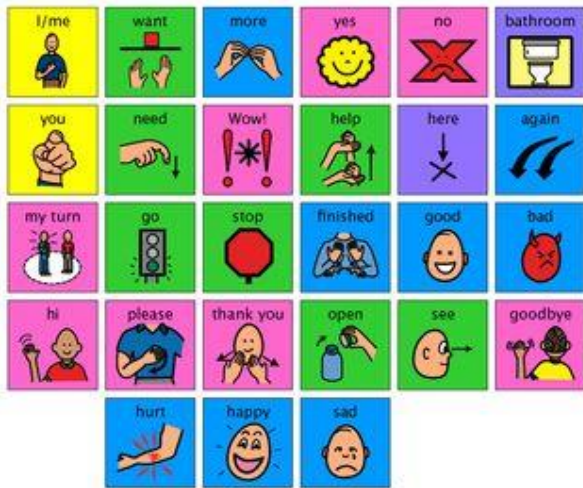


- **Gaining adult attention: raise hand, use their name**
- **Gaining attention of peers: walk up, make eye contact, use their name**
- **Dealing with a difficult task: “help, please.” “Break, please!”**
- **Expressing frustration or confusion: “I don’t know.” “This is hard!”**
- **Requesting things of others: “please....” “I want”**
- **Rejecting or protesting something: “No, thanks” “I don’t want to.”**
- **Indicating preferences or making choices: gestures/pointing/leading**
- **Requesting assistance: “help, please.”**
  
- **Adult prompts: “Show me” “Use your words.” “Tell me what you want.”**

# Functional Communication Training

- Create a list of high priority words and phrases the student needs to learn.
- Create a plan so ALL staff working with the student can reinforce use of the high priority words. Provide high rates of positive reinforcement when communication is used.
- Provide staff with visual cards to cue the student if necessary. Student may need visual ways to communicate.
- Train paraprofessionals on how to implement FCT.
- Work with the speech and language pathologist.
- **Remember: Behavior is communication! Replace the behavior with a functional way for the student to communicate his or her needs.**

# Functional Communication Training: Examples of Visuals



# POSITIVE REINFORCEMENT- IMPLEMENTING THE 4 TO 1

## **Identify Positive Targets**

- Work completion or getting started
- Effort
- Following directions
- Respectful talk
- Other specific replacement behaviors







## **Variable Interval Schedule**

- About every 5 minutes look for an opportunity to provide positive feedback for one of the target behaviors. (VI5)

# VISUAL TOKEN SYSTEMS

## WORK COMPLETION / DIRECTION FOLLOWING

**I AM WORKING FOR**

<http://www.silverliningmm.com/tokenframe.htm>

# Token Systems

## TIPS:

- Teach the token system to staff AND to the student. Identify who will do this.
- Agreement on how students earn tokens – be very specific and consistent – EVERYBODY follows the plan
- Do not take tokens away as a consequence
- Provide token immediately or at scheduled time – let student know why they received the token/social reinforcement
- Ensure the reward is meaningful to the student. Create a reward menu if necessary.

I am working for:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



My Name:

Working On:

Working For:

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# DIFFERENTIAL REINFORCEMENT OF OTHER BEHAVIORS

## □ DRO


- Reinforce the absence of problem behavior.
- How frequently is the problem behavior occurring on average?
- Provide positive reinforcement twice as often.
- For example, problem behavior occurs on average every 10 minutes.
- Provide reinforcement every 5 minutes without problem behavior.

# PLANNED CONSEQUENCES

Intervene early in “chains” of behavior – reduce disruptions



Create consistency across environments – very powerful effect



Preplanned back-up consequences



# First Level Responses to

## Problem Behavior

(Write these into the PBIS plan.)

**Pre-corrections:  
Frequent reminders of  
expectations**

**Positive Redirection:  
emphasize what you  
want the student to do.  
(Replacement behavior)**

**Refer to the expectations:  
“We respect each other in  
this room and that means  
not using put downs.”**

**Praise in public, correct  
privately.**

**Ignore minor attention-  
seeking behavior**

**Increased assistance for  
repeated academic  
avoidance**

**Tone matters**

# TAKE A BREAK - INTERVENE EARLY

Not for rule breaking - for agitation, hyperactivity, explosiveness, anger

Identify break area, procedure, & time limit

Neutral reinforcement

Calm down & focus

Practice requesting “break”

Monitor use

# RESPONDING TO BEHAVIOR

- **Take a Break**: time to calm down, refocus, get back on track.
  - *neutral reinforcement; not meant to reward or punish the preceding behavior.*

## Example:

- A 5<sup>th</sup> grade Student is frustrated with difficult work, getting very upset, teacher directs her to “take 5” minutes in the calming corner, then ask for help before resuming her work.



# RESPONDING TO BEHAVIOR

- Take a Break: time to calm down, refocus, get back on track.

## Example:

- A high school student is stressed out over some personal things that have been occurring at home. His teacher recognizes that he is not ready for instruction, so he suggests the student go talk to the Dean who is like a mentor to the student.



# TAKE A BREAK



- **Benefits:**
  - **Defuse potentially explosive situations**
  - **Intervene effectively before behaviors escalate to major infractions**
  - **Calm down, think clearly**
  - **Refocus**
  - **Some students need more movement**
  - **Teach important coping skills**
  - **Keep students in school**



# WHAT WORKS FOR ONE WON'T WORK FOR ALL

- Examples:
  - A quick lap around the school
  - 5 minutes on a bench in the hall
  - Go talk to a designated adult
    - **Calm down (5-10 minutes) before talking**
  - 5 minutes alone at student's desk
  - Get a drink of water; extra bathroom break





# TEACH IT



Teach the break procedure to the student. Practice or review the procedure before using it. If the student has a hard time using the procedure when they need it, practice it some more.

Generally, time limit breaks. Timers can be effective.

Decide whether breaks should be scheduled (used as prevention), or on an as-needed basis.

# INSUBORDINATION / DISRESPECT DEFINITION

- **Insubordination:** "A constant or continuing intentional refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority."
- **Sims v. Board of Trustees, Holly Springs Municipal Separate **School** District**



# RESPONDING TO BEHAVIOR: THE CYCLE OF COERCION

- Decades of research by G.R. Patterson and others reveal that highly oppositional children engage in a cycle of coercion with their parents.
- A cycle of coercion can occur at school between student and teacher.
- Two things to remember about the cycle of coercion:
  - The cycle reinforces the child's negative, oppositional behaviors and worsens the behaviors.
  - The cycle can be broken.



# CYCLE OF COERCION INCREASED NON-COMPLIANCE

Adult Gives a  
Direction

Child Refuses to  
Comply or  
Tantrums

Adult Backs off  
Request. Child's  
Refusal/Tantrum is  
Reinforced



# CYCLE OF COERCION – HARSH DISCIPLINE

Adult gives a direction.

Child ignores, argues, or becomes aggressive.

Adult becomes increasingly harsh to gain compliance.

Child learns a pattern of relating that carries over to others such as peers and teachers

When coercive interactions dominate within the family, the child's conduct problems emerge, and then stabilize throughout development (Granic & Patterson, 2006)



# BREAKING THE CYCLE OF COERCION

- Adult doesn't model Coercive Behavior
  - "We can wait."
  - "Choices have consequences."
  - Adult models 'in control' behavior
  - Practice de-escalation
- Adult does not reward the child's non-compliance, tantrum, or aggressive behaviors
  - Have a response plan.
  - Brief time-out.
  - Natural/logical consequences
  - Privilege loss



# **ADULT BEHAVIORS THAT ADD TO POWER STRUGGLES**

- **Responding quickly**
- **Trying to convince**
- **Threatening**
- **Increasing consequences**
- **Having the interaction in the presence of others**
- **Remaining in the interaction too long**
- **Getting angry, being sarcastic**
- **Putting the student down**



# **ADULT BEHAVIORS THAT DIMINISH POWER STRUGGLES**

- **Simple directive, choices**
- **Predetermined consequences**
- **Listening**
- **Being brief and direct**
- **Private discussion**
- **Walking away**
- **Avoiding snap decisions**





## **MORE TIPS FOR WORKING WITH STUDENTS WITH OPPOSITIONAL BEHAVIOR – DE-ESCALATION TECHNIQUES**

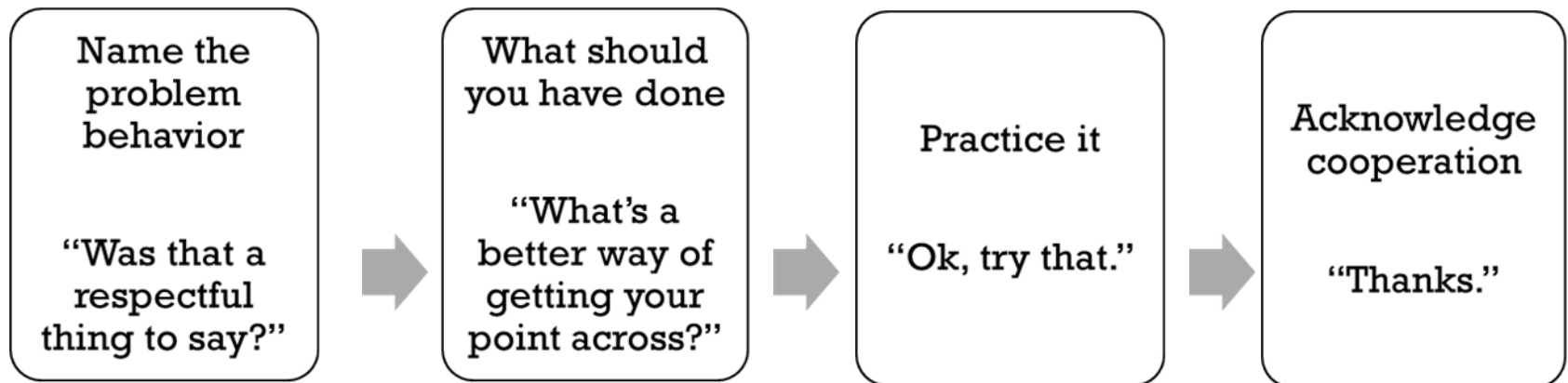
- ✓ **Interrupt early in the cycle of non-compliance – take a walk, quick break.**
- ✓ **Convey calmness: lower your voice, strategic pause, sitting down next to the student as opposed to standing over.**
- ✓ **Validate and label the student's emotions (e.g., “Linda, you seem angry/frustrated/annoyed, tell me what's going on.”)**



# COMMUNICATE EMPATHY WITH CORRECTIVE FEEDBACK

- Providing corrective feedback *privately* that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.

Empathic statement: “I can see you are pretty upset. What happened?”



# RESPONDING TO BEHAVIOR: RESET TIME-OUT

- **Reset**: removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.
- **Example:**
- **A 1<sup>st</sup> grader teacher has students take a brief reset in her classroom for purposefully unsafe behaviors. The Reset time-out typically lasts 4-5 minutes. She uses a timer.**
  - **Students do a quick debrief after the reset and get on with their day, back to earning positive attention.**



# RESPONDING TO BEHAVIOR: RESET TIME-OUT

- **Reset**: removes reinforcement (attention) following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.

## Example:

- Middle school teachers use an out of classroom reset time-out procedure for repeated classroom disruptions. Students are sent to the Reset Room typically for 15-20 minutes. The school has well defined procedures for use of the Reset Room, which include:
  - Students enter the Reset Room, are greeted briefly, take a seat, and observe the no talking rule for 8-10 minutes, while they calm down.
  - Then the Reset Room Monitor does a restorative chat either verbally or in writing before the student returns to class. The goal is to get students back to class ready to learn, as soon as possible.



# WHY TIME-OUT?

- **Time-outs are immediate interruptions to problem behavior.**
- **In-class and short out-of-class time-outs provide a calm, consistent, and predetermined consequence for teachers when problem behavior occurs.**
- **Setting appropriate limits helps all students feel safe.**
- **Breaks up the cycle of negative interactions between caregiver (parent or teacher) and child.**
- **Allows the teacher to stop giving attention to problem behavior.**
- **Time-out can be done both at home and at school, strengthening the intervention.**
- **Time-Out is taught as an effective discipline strategy for parents in PMTO.**

# BEFORE THE TIME-OUT

- **Before implementing a time-out procedures, positive behavior strategies within the classroom must be solidly in place. These include:**
  - ▣ **Strategies for building positive relationships**
  - ▣ **Using classroom preventative strategies such as creating organized environments, predictable activities, planned transitions, appropriate materials, opportunities for choice, adequate adult support**
  - ▣ **Effective teaching, modeling, and practicing of Tier 1 classroom behavior expectations**
  - ▣ **A continuum of consequences for minor classroom behaviors is established and parents/families are aware of the continuum**
  - ▣ **A system is developed within the school for accessing Tier 2 and Tier 3 supports for students with more challenging behavioral needs**

# Exclusionary Time-Out

Removal of student from classroom or program for longer time-out period (typically 10-45 minutes).

Exclusionary (Out-of-Class) Time-Out occurs outside the classroom in a designated location.

- In another classroom (Buddy Room)
- In a “Responsibility Room”
- In the Office

Identify ETO procedures and teach.

- Reduced attention
- Problem-solving – Think Sheet
- Academic work

Intervene for disruptive behavior with ETO before behavior escalates to more severe levels.

# **TEACH RESPONSIBILITY - AFTERWARDS**

- Restitution – Make Amends**
- Teach students to take responsibility for their actions**
- Think sheets**
- Social restitution**
- Community/school service**



# Send-homes are a behavior intervention, not an administrative action.

**Predetermined consequence**

**Planned & cooperative effort with home**

**Privilege loss at home**

**One day duration**

**Sends consistent message to child from home & school**

**Evaluate effectiveness**

**Still a “removal” day**

# Alternatives to Suspension can be written into a PBIS Plan

- **Teaching Modules**
- **Restorative Practices**
- **Parent Escort**
- **Detention**
- **Responsibility Rooms**
- **Counseling**
- **Community Service**
- **Contracts**
- **Loss of Privileges**

# SECLUSION AND RESTRAINT IN MICHIGAN SCHOOLS:

## Key Definitions

- **Emergency Situation**: means a situation in which a pupil's behavior poses **imminent risk** to the safety of the individual pupil or to the safety of others. An emergency situation requires an **immediate intervention**.
- Seclusion and restraint can only be used in an emergency situation.

# INCIDENTS OF SECLUSION AND RESTRAINT WILL BE REPORTED TO MICHIGAN STUDENT DATA SYSTEM (MSDS) .

- While MDE requires specific data to be collected, reported and retained at the local level, in MSDS you are only required to report the number of times a student was placed in emergency seclusion or restraint on a given day.

## **How is Seclusion and Restraint defined?**

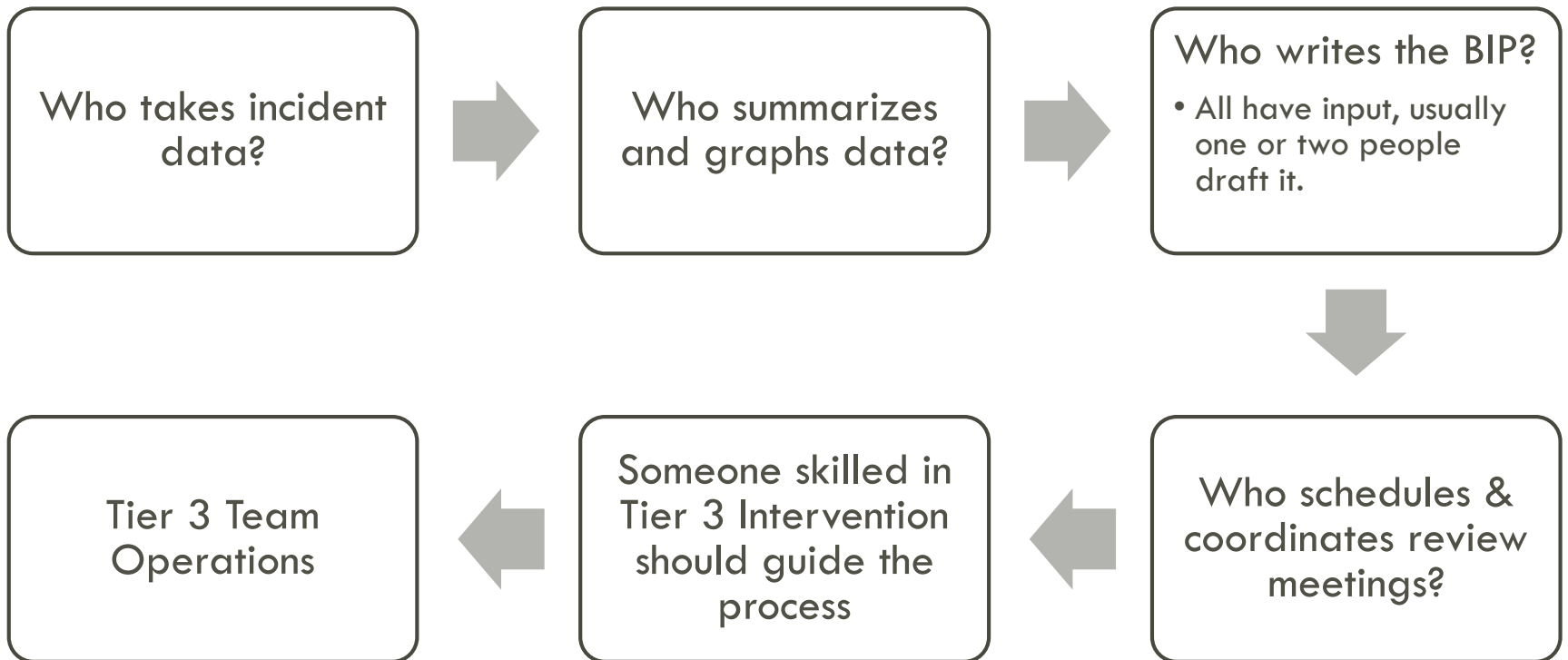
- Seclusion is the involuntary confinement of a student **alone** in an area from which the student is physically prevented from leaving.
- Restraint means to be physically held, including physical restraint (a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely) and mechanical restraint (the use of a device to restrict a student's freedom of movement).
- Restraint and/or seclusion may only be used when a student is a danger to themselves or others.

# REPEATED USE OF SECLUSION & RESTRAINT: PBIS PLAN & EMERGENCY INTERVENTION PLAN

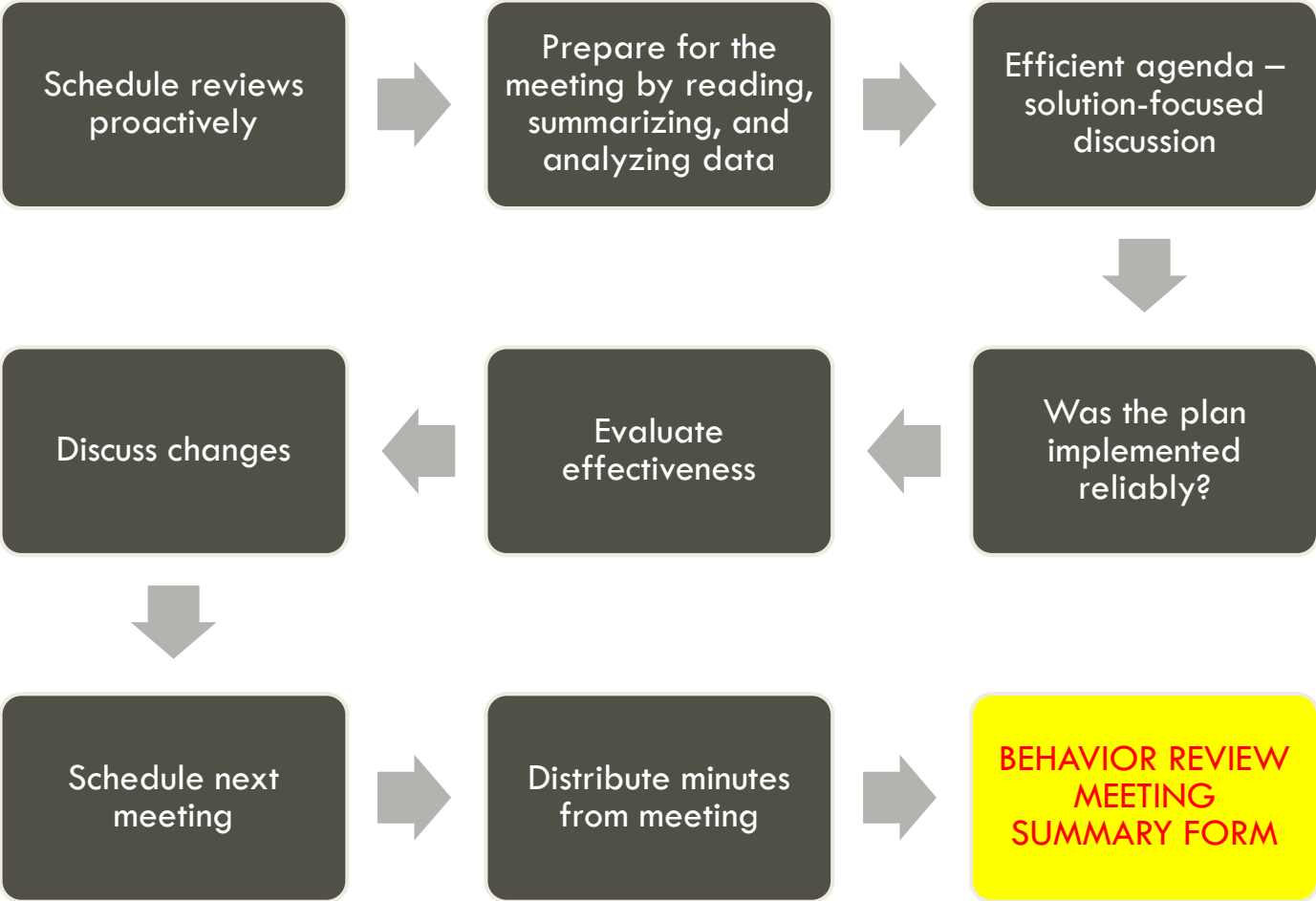
If a pupil exhibits a pattern of behavior that necessitates the use of emergency seclusion or restraint the school should:

- conduct a functional behavioral assessment,
- develop or revise a positive behavioral intervention and support plan,
- develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil. The **emergency intervention plan** should be developed in partnership with the parent or guardian by the school team.
  - Several additional requirements including medical consultation

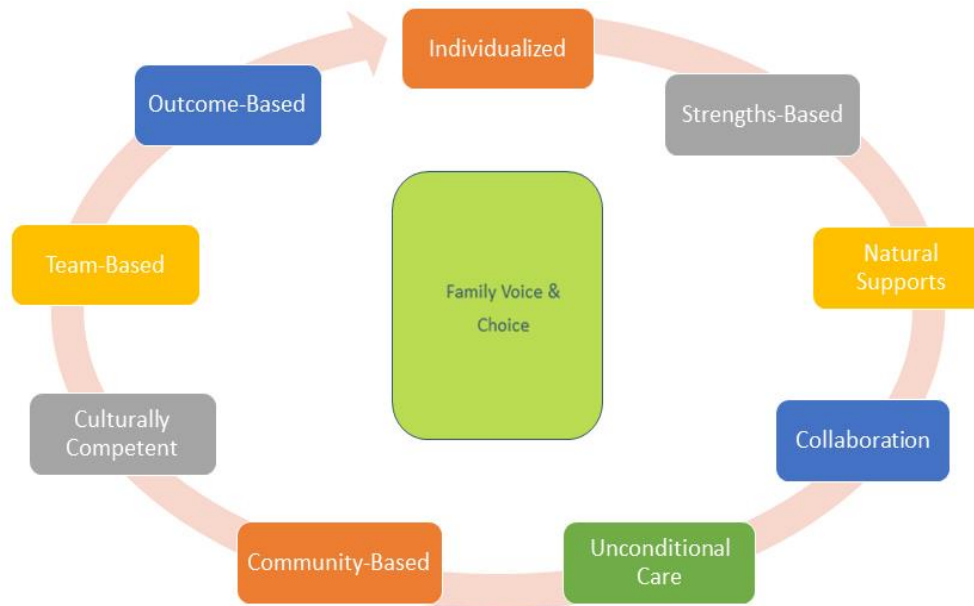
# Define Team Member Roles



# Behavior Review Process



# Tier 3 PBIS School-Based Wraparound



Wayne RESA  
2021-2022

Chris McEvoy  
[mcevoyc@resa.net](mailto:mcevoyc@resa.net)

Kayrl Reynoso  
[reynosk@resa.net](mailto:reynosk@resa.net)



## **Brief History: Systems of Care – Lucille Eber**

Wraparound has become a predominant tool for implementing interagency systems of care. The system of care concept was developed in the mid-1980s as a response to:

- (a) a dearth of mental health and other services for students;
- (b) the fragmentation of services across mental health, education, child welfare and juvenile justice services; and
- (c) the history of poor outcomes for students with emotional disturbance and their families.

The key idea behind the development of a system of care was a coordinated network of community-based services that is organized to meet student and family needs rather than agency needs.

# Different Models of Wraparound - L. Eber

- A juvenile justice (*or community mental health*) program using wraparound may use a higher rate of in-home and community-based interventions,
- Whereas school initiated wraparound connected with school-wide systems of PBIS may be more focused on improving functioning at school and therefore more likely to focus on connecting family and school personnel in consistent application of proactive behavior-based interventions.
- Both types of wraparound-based programs may be adhering to the value base and processes of wraparound, but the resulting interventions, as well as the student outcomes studied may vary.

## Wraparound within a PBIS System

**The wraparound approach is a critical part of the SW-PBIS system as it offers a means for a school to succeed with the 1-2% of students whose needs have become so complex that an FBA/BIP process is not enough.**

<https://www.pbis.org/resource/description-of-wraparound-and-case-example-with-suggested-readings>

## **Tier 3 Wraparound Intensive Positive Behavior Support**

“The team-based wraparound process is recommended for students with intensive and comprehensive needs to ensure that the efforts of families, teachers, other caregivers and service providers are linked through **one consistently implemented and carefully monitored plan.**”

Lucille Eber

The Art and Science of Wraparound, 2003

## Criteria for Tier 3 Wrap-around

- **Complex, dangerous, or highly disruptive behavior.**
- **Behavior threatens student's placement.**
- **Students at the highest risk for exclusion, shortened day, suspension, or expulsion.**

# What is Tier 3 Wrap-around?

- **Intensive On-going Process**
- **Informed by Functional Behavior Assessment**
- **Tier 3 Behavior Support Plan**
- **Expanded Team-based Collaboration**
  - **Parents, educators, agency representatives, therapists, friends, courts, etc.**
  - **Participants understand the wraparound process**
- **Regularly scheduled planning and review meetings – monthly to bi-monthly**

# Strength-building Activities

Lucille Eber

- **Use strategies designed to enhance strengths, talents, interests, or positive relationships.**
- **Families and schools naturally create strength-building activities for “typical” kids.**
  - **When students have significant behavioral challenges families and schools are often stressed and *their focus is often on surviving each other’s reactions to problems*. Therefore, typical strength-building activities don’t usually occur.**
- **Wraparound teams focus on creating strength-based opportunities as a means to build resilience and to protect from further failure.**

# Wraparound Team

Lucille Eber

The wraparound team creates a context where effective behavioral and other interventions are more likely to have the desired results. This happens by building a motivated team of people who are close to the student and work together through a solution-focused approach.



## What's different?

- **Opportunity exists for creating consistency across environments**
- **More heads at the table**
  - **More knowledge of the child**
  - **More ideas**
- **More frequent review of data and active problem-solving**
- **Wider range of interventions**
- **More support/guidance provided to the family**

# Wrap-around Mechanics

- Scheduled meetings every 4-8 weeks**
- Start every meeting with a review of the data**
  - CICO summary**
  - Incident reports; referrals, suspensions**
  - Grades**
  - Attendance**
- Keep a tight agenda**
- Be solution-focused**
- Written notes distributed by e-mail**
- Identified Team Member to guide the process**

# Wraparound Facilitation: Lessons Learned

- **Ask questions and listen closely to parents, teachers, and those that spend the most time with the child/young adult. Build trust.**
- **Bring new ideas to the table. Prepare for the wraparound meeting. Be organized. Be efficient with everyone's time.**
- **Try to get on the same page, home and school, to the extent possible. Send a consistent message.**
- **Older students should participate in their wraparound meetings.**
- **If necessary, stabilize the situation first. Reduce variables that may be impacting the student's behavior.**
- **Engineer success. Reverse the pattern of failure. Change the student's mind-set about school. Use PBIS tiered interventions.**
- **What does the family need that the wraparound team can help with?**

# Wraparound Facilitation: Lessons Learned

- **Explore strength-based and high interest activities at school, home, and in the community. Be willing to change the student's program.**
- **Create short-term goals, things that can be accomplished in a month. But have a long-term vision in mind. Use that as a guide.**
- **Use the wraparound process for big transitions.**
- **Approach every meeting with a problem-solving mind-set. But, don't worry if you don't solve every problem. Come back to it.**
- **If you're stuck, get help. Look for more resources.**
- **Look closely at the data.**
- **Think outside the box!**
- **Celebrate success! Give each other positive strokes!**

# Wraparound Success Stories

- **Elementary student with ASD**
  - Severe presenting behaviors happening over a long period of time.
  - Strong parent involvement, motivated team and administrator, special education and general education supports.
  - Transition to new school
- **Student with Dual Diagnosis**
  - Staff with high level of behavioral expertise, quick implementation of new ideas, honest discussions.
- **Students with Severe Emotional Impairments**
  - Student voice in wraparound meetings
  - Parent involvement via virtual meetings
  - Data-driven discussions
  - Support within the LRE

## **Wraparound Implementation Checklist**

- School has a list of various community-based supports and contacts readily available.**
- School has administrative and district level support for wraparound implementation.**
- Regular times have been scheduled for wraparound meetings.**
- Criteria has been established for nominating students for wraparound intervention.**
- A wraparound facilitator has been identified.**
- Meeting mechanics have been developed.**

# Future of School-based Wraparound

“Demonstration projects to reduce residential placements have led some school districts to convert school social worker positions into "wrap facilitator" positions. The integration of the strength-based, family-centered wraparound process into school programs benefits students who routinely have not yet been involved with other systems.”

Lucille Eber

# Wraparound References

- **The Art and Science of Wraparound: completing the continuum of schoolwide behavioral support. (2003) by Lucille Eber. The Forum on Education, Indiana University**
- **Eber, L., Hyde, K., Suter, J. C. (2011). Integrating wraparound into a schoolwide system of positive behavior supports. *Journal of Child and Family Studies*, 20.6, 782.**
- **Scott, T. M., & Eber, L. (2003). Functional assessment and wraparound as systemic school processes: primary, secondary, and tertiary systems examples. *Journal of Positive Behavior Interventions*, 5.3, 131.**