Tier 1 Classroom Social, Emotional, and Behavioral Supports

Session 4

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Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS Network

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Intended Outcomes

- Explain what behavior is and that it occurs in context

- Describe why adult regulation is important and identify strategies for self-regulation

- Identify strategies for responding to behavior in the classroom

- Consider the supports needed to implement and sustain social, emotional, and behavioral supports that positively impact learning

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Agenda

1.0 Welcome and Review

2.0 Understanding Function of Behavior

3.0 Responding to Behavior

4.0 Monitoring and Supporting Implementation Efforts

5.0 Wrap Up and Next Steps

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1.0 Welcome and Review

Ratio of Interactions

- Did you collect data?

- If you did, what did you notice?

- What strategies have worked for improving your rate?

Regulation Strategies

- Have you taught any regulation strategies?

- Has there been an instance that you have been able to prompt this for a student who needed regulation support?

- Did it work?

Classroom Matrix

- What procedures have you started to put in place?

- Are there SEB skills that are outlined in your matrix?

- Have you gotten input and feedback from your students and families?

Activity 1.1

Group Discussion:

- Select the practice that you have implemented or are most interested in hearing about from others

- Take turns sharing based on the prompts in the previous slides

- Select a representative to share a brief summary of the discussion
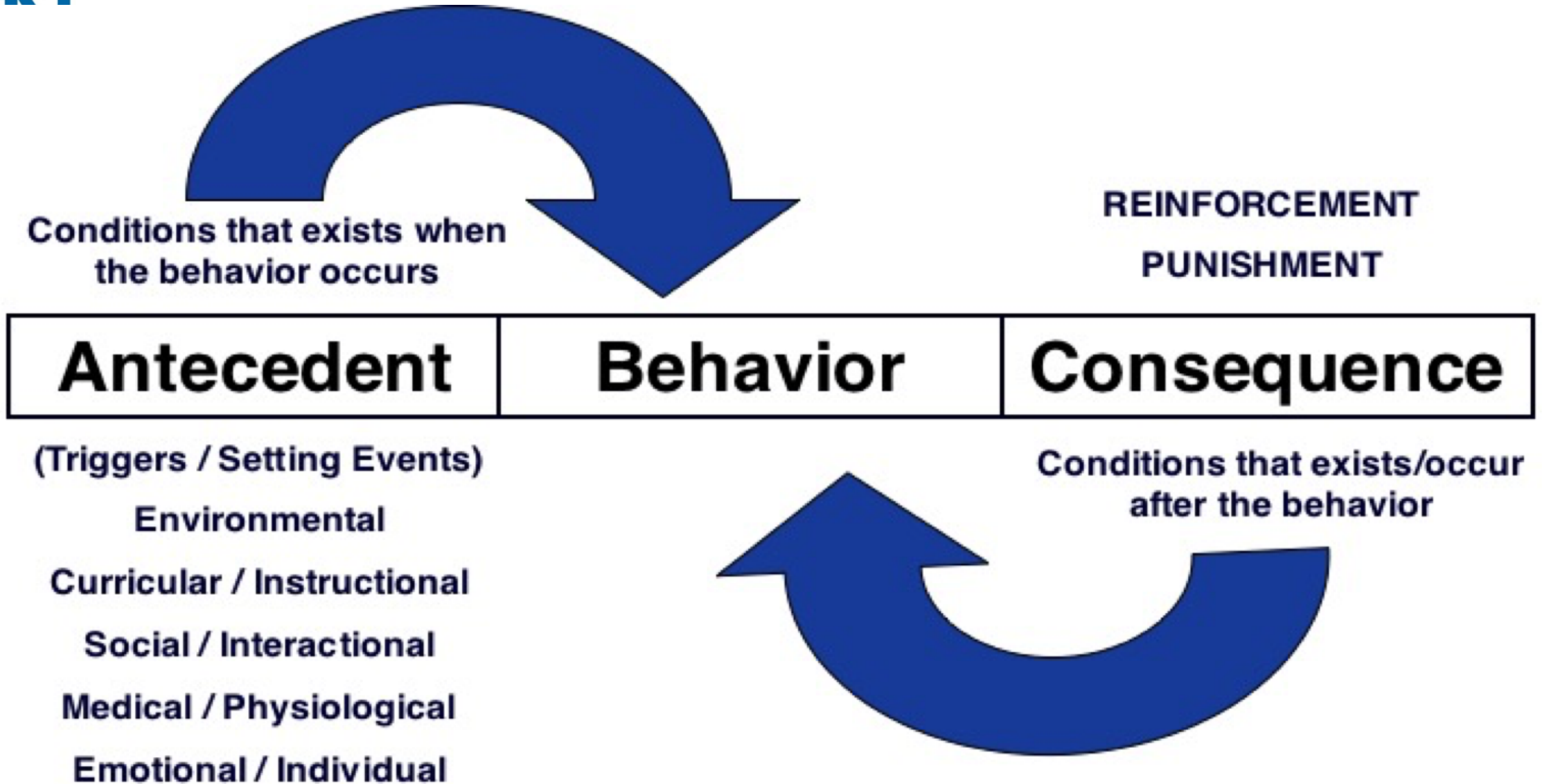
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2.0 Understanding Function of Behavior

Poll 1

Which of the following assumptions about behavior (from session 1) has been most impactful in the way you respond to students:

a. Behaviors are learned and continue because they serve some purpose or function

b. Students often use disruptive or contextually inappropriate behavior when they don't have the social or emotional skills they need

c. Behavior can be changed

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Behavior Occurs Within a Context

Conditions that exists when the behavior occurs

REINFORCEMENT
PUNISHMENT

Antecedent	Behavior	Consequence

(Triggers / Setting Events)

Environmental

Curricular / Instructional

Social / Interactional

Medical / Physiological

Emotional / Individual

Conditions that exists/occur after the behavior

Let's Practice!

The teacher gives a writing prompt. Henry rips up his paper and folds his arms. When Henry does this, the class laughs at him.

Antecedent / Trigger	Behavior	Consequence/ Outcome
Writing assignment	Rips up paper	Class laughs at him

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What About This One?

In math class Sheila stares off into space and does not respond to teacher directions when given a difficult math problem. After refusing to work after several prompts, Sheila is sent to the Responsibility Room

Antecedent / Trigger	Behavior	Consequence/ Outcome

All Behavior Has a Function

Function: Purpose or "why" of the behavior (e.g., what a student is trying to communicate)

Obtain:

- Desired item
- Desired activity
- Peer attention
- Adult attention
- Sensory

Avoid:

- Peer attention
- Adult attention
- Task
- Sensory

Example: Determining Function of Behavior

Antecedent / Trigger	Behavior	Consequence/ Outcome
The teacher gives a writing prompt	Henry rips up his paper	Peers laugh at him **Therefore, the function of the behavior is to:** Obtain peer attention (Avoid a task)

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3.0 Responding to Behavior

Rethinking Practices

Traditionally:

- The relationships between students and adults in schools overwhelmingly focus on controlling students' behavior

- Punishment was used, leading to inequities in school discipline, increased truancy, mental health problems, etc. (Sugai, Horner& Gersham, 2002)

Instead:

- Create a school environment and systems that reflects the community in which it is situated to set students up for success

- Rely on teaching and skill development to support students with behaviors that are interfering with learning

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Recall: Cycle of Reinforcing Behavior
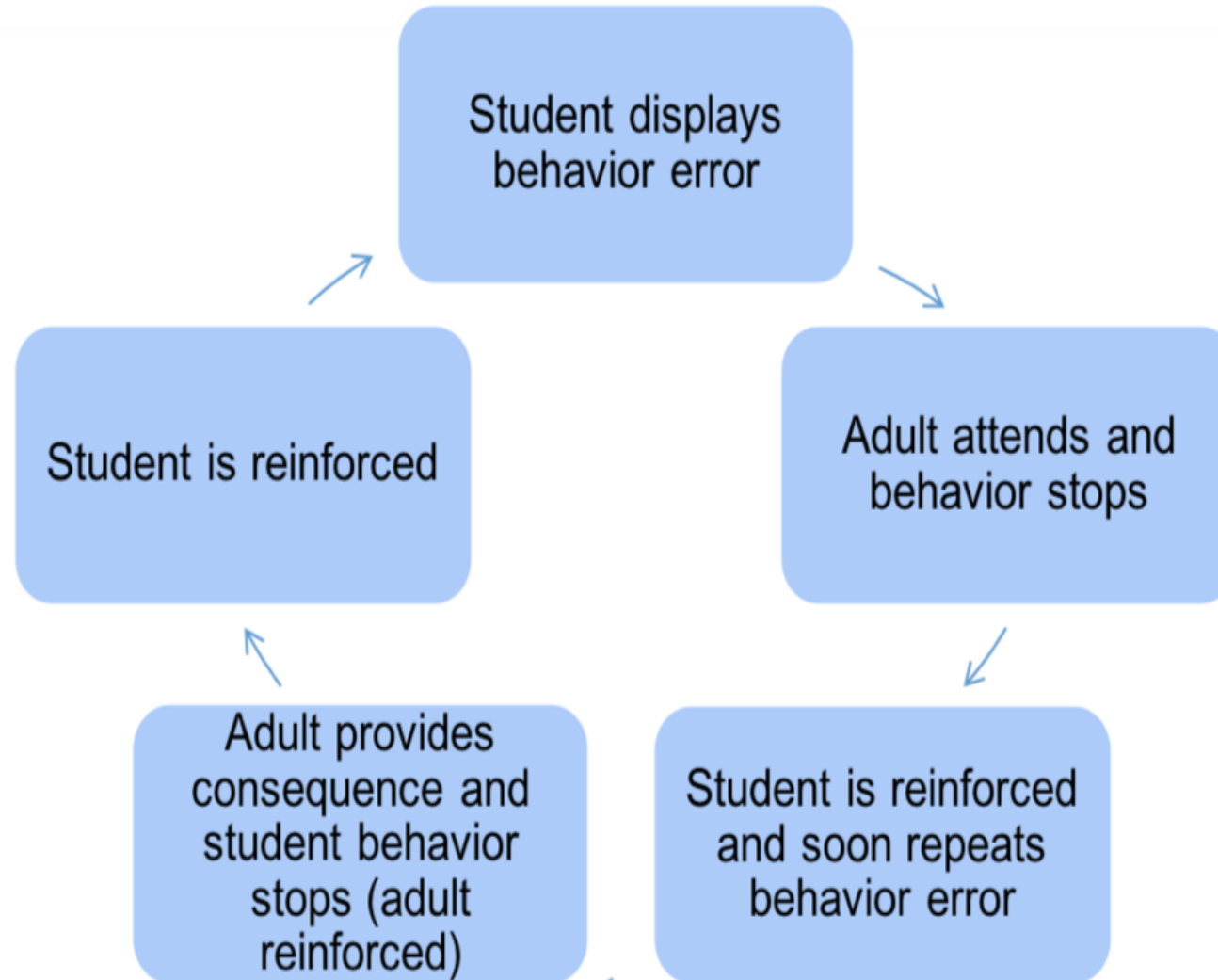
Activity 3.1

60-Second Quick Write

- What are some of the ways you have responded to or corrected interfering behaviors?

- Which responses were effective in supporting a positive change in the behavior?

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When Considering How to Respond

- First, **pause** to consider:
  - Are you making a snap decision? Are you able to pause before deciding how to best address the challenging behavior?
  - Is this a high stakes situation that could result in the use of exclusionary practices?
  - What influences your response? Time of day? Location of the incident?
- Check in with yourself and check how you are feeling
  - What might be influencing your decision on how you respond?
  - What types of statements are you telling yourself? (I'm so tired, I'm so stressed, etc.) Is how you are feeling impacting your decision of how to respond to the student?

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Staff regulation
- Educators who are **regulated** are able to show empathy

Empathy
- Educators have to show **empathy** in order to form relationships with students

Student regulation
- Relationships are required to help someone else **regulate and de-escalate**

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Self-Regulation Strategies for Adults

In the Moment

- Take 3 deep breaths

- Grounding exercise: Name 3 things you can see, feel, hear, smell, or touch

- Positive self-talk: I am okay, I can handle this

- Others?

Long Term

- Gratitude list, journaling

- Guided meditation

- Walking or exercise

- Others?

Activity 3.2

- Reflect on the self-regulation strategies

- Which one of these or other ideas might help you approach a dysregulated student with empathy?

- Identify a strategy that works for you already or one that you would like to try in your *Classroom Plan*

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Responding to Low-Intensity Behaviors

Low-Intensity Behaviors

- Disruptive during instruction
- Refusing to complete work
- Cell phone misuse
- Dismissive to teacher or peers
- Misuse of classroom materials

Responses

- Proximity
- Signal/Non-Verbal Cue
- Planned Ignoring
- Re-Direct
- Re-Teach
- Provide Choice
- Student Conference

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Activity 3.3

1. Review the strategies in the "Responding to Behavior" section of the *Resource Guide for Classroom Plan*

2. Go to www.menti.com

- Enter the code to join
- Choose a response to the scenarios displayed (there is no correct response)

Use Response Strategies with Intentionality

- Plan a few strategies for responding to behaviors

- You are more likely to use these in the moment, if they are planned

- The goal is to deliver these in a calm and supportive manner, making them more effective

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Activity 3.4

- Reflect on the strategies provided for low-intensity behaviors
- Identify 2-3 of your "go-to" strategies and record them in your *Classroom Plan*

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Phases of De-Escalation

	Prevention	Escalation	Crisis	Recovery & Restoration
Student Behavior	Students are regulated, while occasionally engaging in minor challenging behavior	Student displays low level (agitation) or high level (acceleration) behavior	Student needs support to regulate behavior and emotions	Student is able to regulate and re-integrate into the classroom
Teacher Practices	**Active Supervision** **Encouraging Appropriate Behavior:** • Employ evidence-based classroom management strategies and high-quality instructional practices • Explicitly teach regulation routines • Actively build positive relationships • Develop and model calming strategies for students	**Continuum of Strategies to Respond to Challenging Behavior:** • Offer choice • Show empathy • Co-regulate • Use redirection strategies • Praise approximations • Prompt mastered regulation routines • Provide space • Practice and model self-regulation routines for student	**Crisis Support** • Maintain safety of all • Use minimal words and demands • Call for support • Remain calm, practice self-regulation routine • Employ crisis support routine	**Recovery Practices** • Reconnect and reintegrate student into classroom activities • Debrief with student • Conduct restorative conversation/circle • Record data • Debrief with team

BEHAVIOR INTENSITY

Figure 1. Phases of De-Escalation (adapted with permission from Midwest PBIS Network Phases of De-Escalation graphic)

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Prevention

Student is regulated and engaged

- Positive relationships (5:1 ratio)
- Supportive physical environments
- Active supervision
- Active engagement
- Procedures are taught and reinforced
- Regulation strategies

Escalation

Student displays low level (agitation) or high level (acceleration behavior)

- Choice
- Co-regulation
- Praise approximations (steps toward an expected behavior)
- Provide space
- [Slow the Climb](#) (PBISapps)

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Crisis

Student is highly disruptive and needs support regulating

- Use your own self-regulation routines to remain calm
- Regulate, Relate, and Reason
- Minimal words
- Ensure safety
- Seek Support

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Recovery and Restoration

Student is regulated and ready to re-enter classroom

- Reconnect to student
- Debrief with student
  - Reflect and describe perception of incident
  - Identify thoughts and feelings
  - Co-create a plan
- Debrief with staff
  - Reflect on staff behavior
  - Identify strategies that worked or didn't work
  - Identify next steps to prevent the cycle of escalation

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Resources

Resources from the National Center on PBIS

STRATEGIES FOR DE-ESCALATING STUDENT BEHAVIOR IN THE CLASSROOM

M. KATHLEEN STRICKLAND-COHEN, ALEXANDRA NEWSON, KATHERINE MEYER, ROBERT PUTNAM, LAURA KERN, BRIAN C. MEYER & AMI FLAMMINI

September 2022

DITCH THE CLIP!
Why Clip Charts Are Not a PBIS Practice and What to Do Instead

KENT MCINTOSH, GEORGE SUGAI & BRANDI SIMONSEN
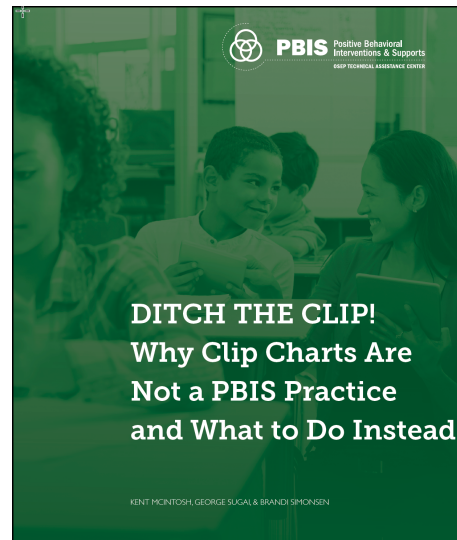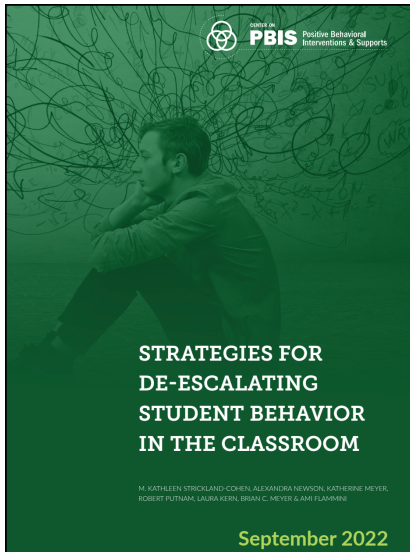
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- Behavior Escalation and Scripts

- Behavior Interventions in the Classroom

- More Behavior Interventions in the Classroom

4.0 Monitoring and Supporting Implementation Efforts

Monitoring Implementation Efforts

Classroom Management Observation Tool (CMOT)

- Tool used to measure classroom environment and practices

- Identify areas of strength and areas for need for action plan goals

- 15-minute (minimum) observation

- Ideally completed and followed up by a Classroom or Behavior Coach

Page 22 in *Resource Guide for Classroom Plan*

CMOT: What it Measures

Environment

- Posted schedule

- Posted expectations

- Expectations taught and prompted

- Physical arrangement

- Routines

- Strategies for responding to behavior

Practices

- Active supervision

- Opportunities to Respond

- Specific and positive feedback

- Frequent acknowledgement of behaviors (Ratio of Interactions)

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Logistics and Planning

- Paper copy or Google Survey can be used to record observation and collect data

- Schedule a time that works for teacher and observer

- Teacher can indicate any areas of focus for observer to watch for

- Schedule time after with teacher and observer

  - Self-reflection
  - Strengths and areas for focus
  - Supports needed

- School-wide data can drive professional learning and supports provided to everyone (PLC, grade-level, peer workgroups)

4.0 Wrap Up and Next Steps

Closing Review

Responding to Student Behavior

- One thing to STOP

- One thing to CONTINUE

- One thing to START

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Assignment

- **Teachers**:

  - Work on implementing your classroom plan and improving your practices

  - Seek out support from peers, coaches, administrators

- **School Leadership Team/Coaches/Administrators**:

  - Make a plan to keep the focus on these concepts and support your staff

  - Support CMOT observers in collecting data and follow up with supports to staff

    Reminder: Use the *Resource Guide for Classroom Plan* for support

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SEB Classroom Practices Community of Practice

- Connect with others perfecting their craft or supporting teachers

- Dig into the concepts in the CMOT

- Learn and share practical tips for implementation

- Discuss successes and barriers

- Stay informed on new resources

November 16, 2023

December 12, 2023

January 18, 2024

February 21, 2024

March 20, 2024

April 10, 2024

May 14, 2024

All sessions 4 pm–5 pm
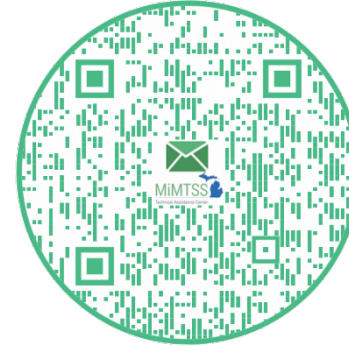
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References

McIntosh, K., Sugai, G., & Simonsen, B. (February, 2020). Ditch the Clip! Why Clip Charts Are Not a PBIS Practice and What to Do Instead. Center on PBIS, University of Oregon. www.pbis.org.

Strickland-Cohen, m.K., Newson, A., Meyer, K., Putnam, R., Kern, L., Meyer, B. C., & Flammini, A. (September, 2022). Strategies for De-escalating Student Behavior in the Classroom. Center on PBIS, University of Oregon. www.pbis.org

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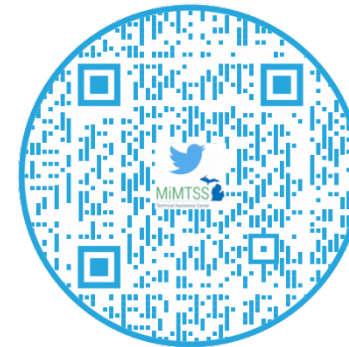- tinyurl.com/MiMTSSListserv
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