Tier 1 Social, Emotional and Behavior Supports in Non-Classroom Setting

Session 2

mimtsstac.org

Acknowledgments

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

- National Center on PBIS

- Missouri SW-PBS

- Midwest PBIS

- Dr. Ruth Payno-Simmons

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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

- Identify methods for staff to intentionally monitor students' social, emotional, and behavioral skills

- Explore the critical features and types of acknowledgement

- Reflect on traditional ways of responding to behaviors and identify effective responses to behavior

- Understand the purpose of implementation and outcome data in supporting the improvement of SEB supports

Beginning with the End in Mind

- The target for implementation is a "Kickoff" of your school-wide SEB systems traditionally held in the Fall when school begins or when you are ready

- This training and the resources provided, particularly the Implementation Plan and Critical Checklist, are meant to provide a roadmap to installing and implementing SW-SEB Systems.

- The examples from other Michigan schools are provided. You can modify or customize them to meet the needs of your school.

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Agenda

1.0 Monitoring SEB Expectations

2.0 Building Acknowledgment Systems

3.0 Understanding and Responding to Interfering Behaviors

4.0 Selecting Implementation and Outcome Data

5.0 Kick-off and Next Steps

Getting Ready

- SW-SEB Implementation Plan
  - A list of activities to guide teams in the installation and implementation of School-wide SEB Supports
- Guided Workbook: School-wide SEB Supports
  - This will be referenced throughout the training and is a resource for you to support installation work back in your school(s)

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Activity 0.1

4 C Review from Session 1:

- Are there any ideas or next steps that you were able to act upon?

- Which SEB component is a priority for your efforts?

SEB Components Covered:

- Defining SEB Supports

- Team structures

- Identifying expectations

- Defining expectations (matrix)

- Teaching expectations

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# 1.0 Monitoring SEB Expectations

Guided Workbook p. 28

Monitoring Behavior Expectations

- Provide opportunities for staff to:
  - Interact with students
  - See firsthand what our students are doing
  - Build positive relationships
  - Proactively reinforce expectations
  - Acknowledge/correct behaviors
- Reminder: Intentionally monitor proportionately for all groups of students

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Develop a Plan for Monitoring

- Take stock of current practices around monitoring

  - *Common Area Observation Form* (Guided Workbook pp. 30-31)

- Consider mapping to prioritize areas to focus on monitoring

- Share *Active Supervision Recommendations* with staff and collaborate on supports needed to implement (pp.32-33)

- Support staff in building awareness of providing proportionate monitoring

Mapping
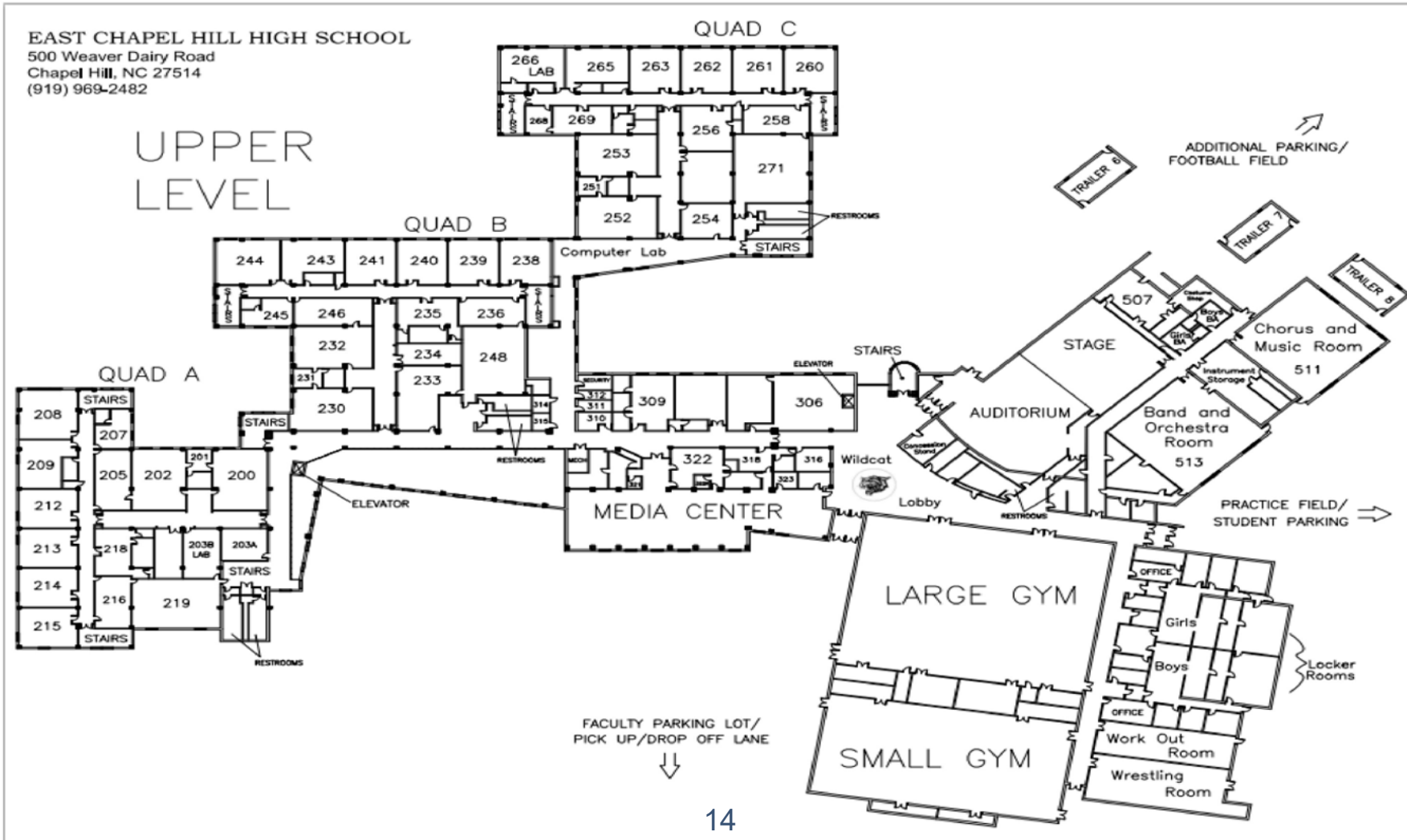
Mapping on the Playground
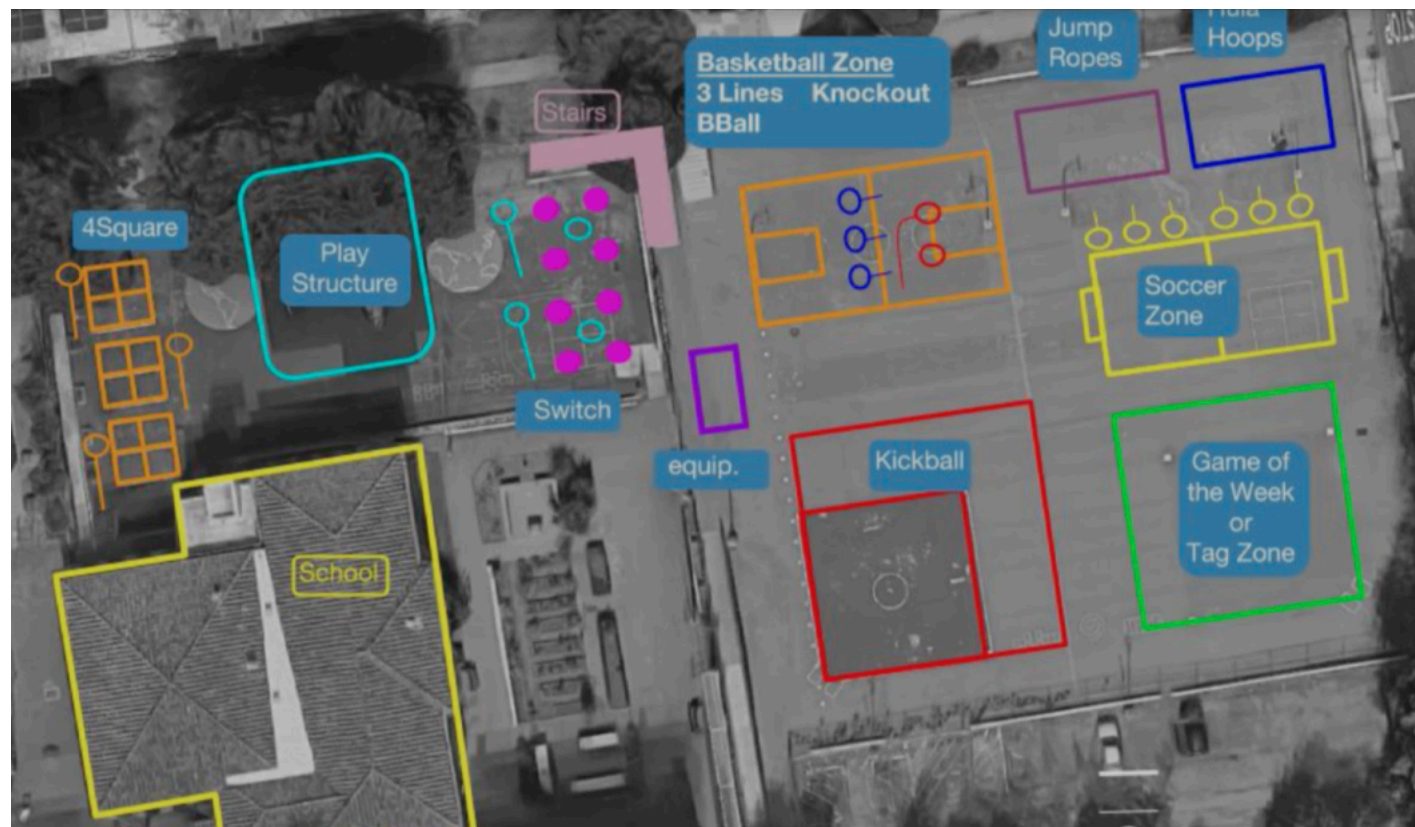
Activity 1.1

- Review the *Common Area Observation Form* and *Active Supervision Recommendations, and answer the following questions individually or with your team*

- Be ready to share!

  - How are areas currently monitored in your school?

  - Which items on the form does your school do well in? Which areas do you anticipate needing improvement?

  - What would be your first step to developing a monitoring system?

- Add the next steps into your Implementation Plan.

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2.0 Acknowledgement System

Guided Workbook p. 34

Research-based Behavioral Principles

- Behavior is **learned**

- Behavior can be **changed**

- Lasting behavioral change is more likely with **positive** rather than punitive strategies

- **No student** should be intentionally or unintentionally humiliated or belittled

   The behavior you attend to the **most** will be the one that you will see **most** of in the **future**

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Acknowledgement Systems Why?

- **Providing Positive feedback** to students lets them know that they are on the right track and doing what is expected

- One of the most powerful tools for building social-emotional skills and supporting behavior is providing positive feedback

- Developing an Acknowledgement System provides the process by which students will receive positive feedback

Acknowledgement Guidelines

- Provide feedback for demonstration of school-wide expectations that are culturally responsive and sustaining

- Acknowledgements are for every student in the building

- Students are ALWAYS eligible to receive acknowledgements

- Refrain from threatening the loss of earned items away as a strategy for motivating school-appropriate behavior

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Acknowledgement Systems: What?

School-wide Acknowledgement Systems include three types of acknowledgements:

- Immediate/High Frequency Predictable Acknowledgements

- Intermittent/Unexpected Unpredictable Acknowledgements

- Long-Term Celebrations

Immediate/High-Frequency Predictable Acknowledgements
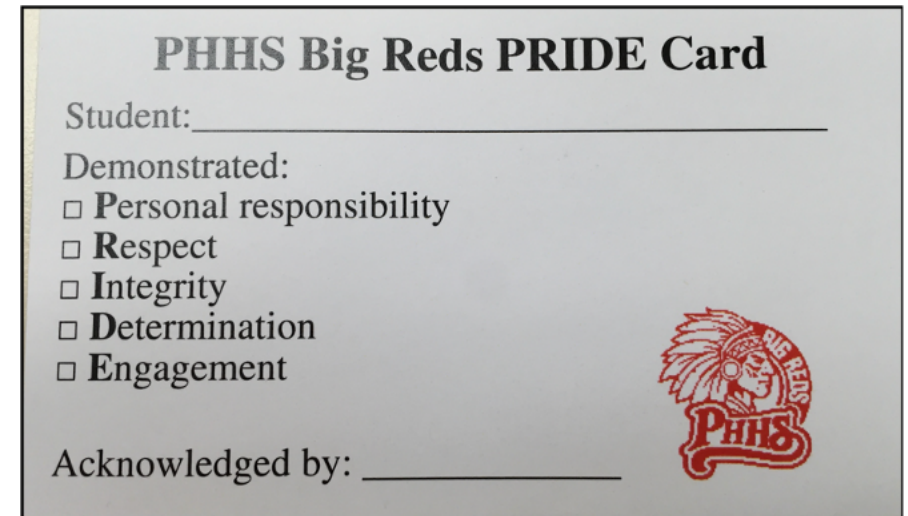
- Tickets

- Specific Positive Feedback

Intermittent/Unexpected Unpredictable Acknowledgements

- Good News Postcard Home

- Positive Hall Sweep

- Caught Being Good

- Surprise Homework Completion Treat

- Raffles

- Friendly Competitions

Long-Term Celebration

- Popcorn Party

- Movie Day

- Early Release Day

- Dance

- Ice Cream Social

Important: These are more successful when inclusive of all!

Activity 2.1 (pp. 35-36)

- Individually, review *Acknowledgement System Types*

- Get ready to match the activity to the acknowledgement type

- Go to www.menti.com and enter code

Acknowledgment System Types

This document provides an overview of the Acknowledgement System as a part of School-wide PBIS.

Strong Acknowledgement Systems typically have three types:

1. Immediate, high-frequency acknowledgments,
2. Intermittent, unexpected, unpredictable acknowledgments
3. Long-term celebrations

Once a student has been given an acknowledgment, it cannot be taken away from the student. All students have access to school-wide rewards and recognition, including student who display high amounts of problem behaviors.

Immediate/High Frequency Acknowledgments:

These acknowledgements are delivered at a high rate for a shorter period of time while teaching new behavior. When using immediate, high-frequency acknowledgments, adults should name the behavior and tie it back to the school-wide expectation ensuring that the acknowledgement is specific and contingent. An example is, "Kaylee, you are walking in line quietly and keeping your hands and feet to yourself. Excellent job of being respectful in the hallway. Here is Tiger Ticket for you, thank you!"

Intermittent Acknowledgements

Intermittent acknowledgements bring surprise attention to certain behaviors or are delivered at scheduled intervals. These are used to maintain behaviors previously taught. Examples include: raffles, special privileges, principal random calls home, and postcards from teachers.

Long-Term Celebrations

These acknowledgements are designed to celebrate specific accomplishments. There are two types of long-term celebrations. Schools can have special events or parties for those who demonstrated a school appropriate behavior (e.g., students with less than 2 referrals in a semester). Schools can also have special events or parties for **ALL** students and adults to celebrate the school's success with behavior (e.g. average referrals per day per month is below the national median for the most recent month). Example long-term celebrations include ice cream socials, movie day, or school-wide dances.

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Student Involvement

- Gather ideas from students on what they would find rewarding

- Town hall or focus group meetings

- Utilize their skills (visual media, video, art, music)

- Tie into "relevant" pop culture (songs, movies, TV, internet memes)

Community and Family Involvement

- Reach out to local businesses – think about how the acknowledgment can be mutually beneficial

- Acknowledgments that are activity-based (student event tickets, lunch with a staff member)

- Family members may have an interest or hobby that could be rewarding to students, bring the students' culture into the building

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Activity 2.2

- Share: Unmute or in chat
  - Ways you currently use acknowledgments that are working well
  - Is there a way you can promote consistency with acknowledgments?
- Add ideas or next steps into your *Implementation Plan*

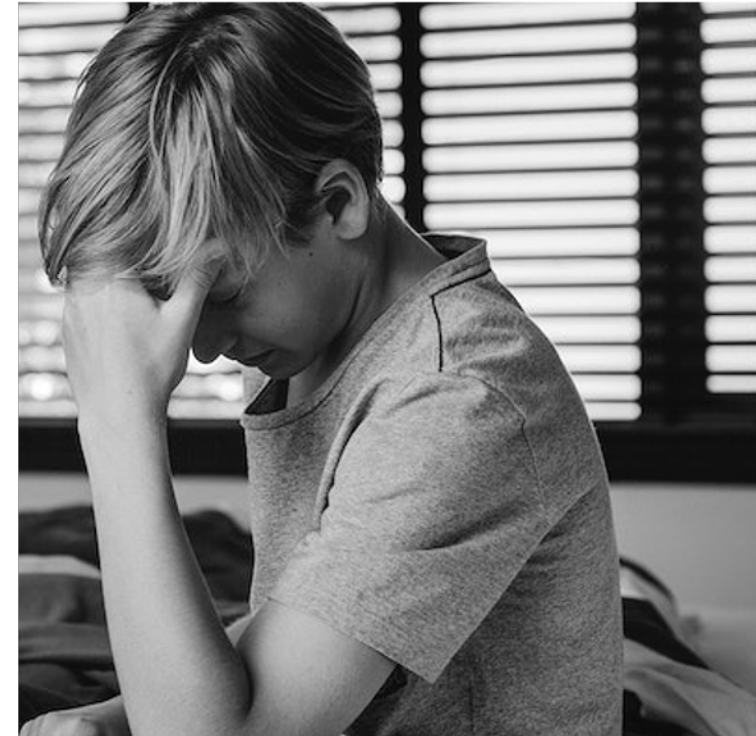**MiMTSS**
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3.0 Understanding and Responding to Interfering Behaviors

Guided Workbook p. 37

Behavior is Communication

Behaviors that interfere with learning occur when students are:

- Stressed

- Anxious

- Dysregulated

- In need of support with underdeveloped skills

Behavioral Responses

- Flight:
  - Withdrawing, fleeing, skipping class, daydreaming, sleeping in class, disengaging, avoiding others

- Fight
  - Acting out, acting silly, defiance, hyperactive, arguing, aggressive behavior, screaming or yelling

- Freeze:
  - Refusing to answer, refusing to get needs met, giving a blank look, feeling unable to move/act, exhibiting numbness

- Fawn:
  - Being overly apologetic, being super-responsible, trying to please others

(Souers & Hall, 2016; WebMD, 2023)

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Vicious Cycle of Reinforcing Interfering Behaviors
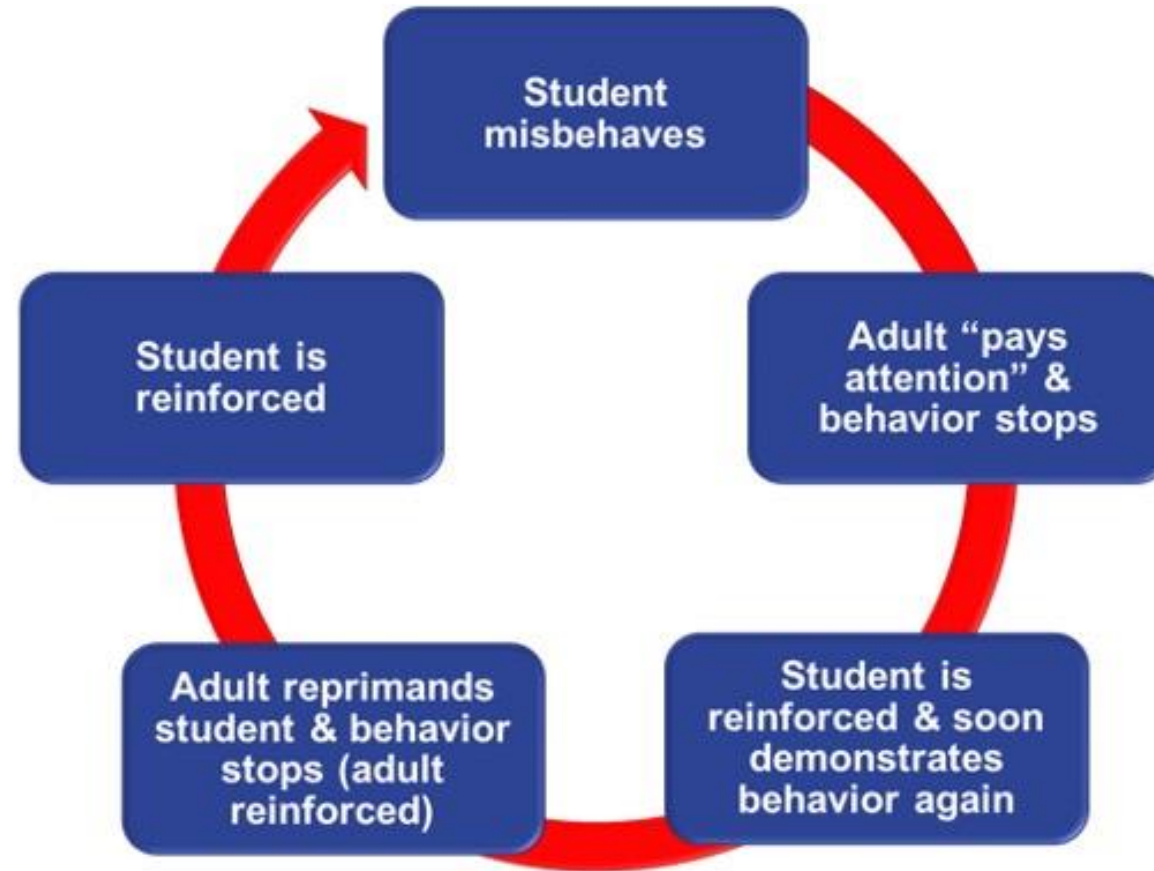
Punishment

Punishment may appear to "work" in the short term because it:

- **Removes** students

- Provides **relief** to teacher, students, administrator

   Mantra: Behavior continues because behavior works!

Activity 3.1

- Reflecting on this behavior science section, identify:
  - One "ah-ha" that you had
  - One piece of previous learning that was reinforced
  - One way that you would find this useful in the school
- Add one of your answers to the prompt to the chat

Wisdom

"Do the best you can until you know better. Then when you know better, do better."

- Maya Angelou

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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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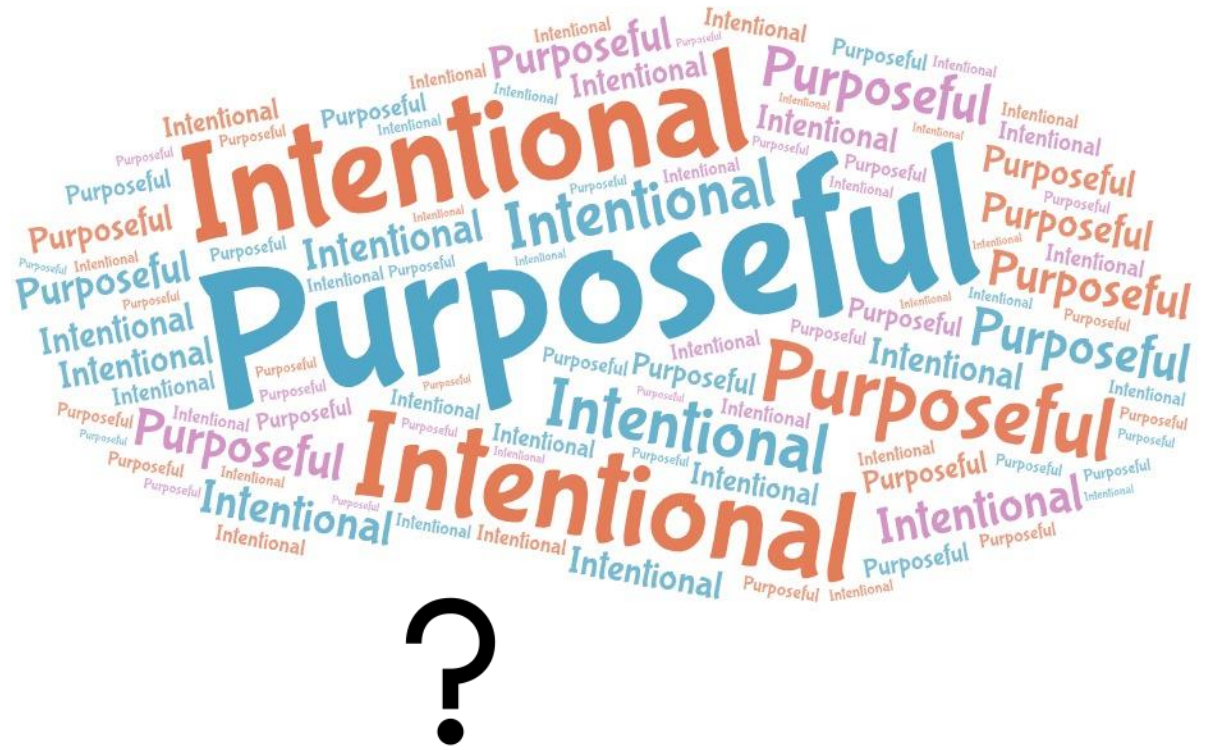
When Considering How to Respond

- 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 child?

Responding to Interfering Behaviors

- Responding to interfering behaviors should include a quick re-teaching of the expectation when appropriate

- "It's not the **severity** of your consequences that will make them effective…it's the **certainty**." (CHAMPS – Safe & Civil Schools, 2006)

- Consider the context of the behavior when responding

  - Does student have a need for academic support?
  - Does student sense investment from the teacher?(relationship)
  - Is the school environment supportive of the student?

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Response Strategies

1. Re-direct
2. Re-teach
3. Proximity
4. Provide Choice
5. Ignore, Praise, Attend
6. Signal / Nonverbal Cue

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Continuum of Responses

Hastings High School
Continuum of Responses

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
	• Student causes interruption • Off-task • Reckless behavior not causing injury • Writing on desks • Sleeping	• Student causes multiple interruptions • Name-calling/taunting • Using device without teacher permission • Foul language • Lying/cheating • PDA • Disrespect towards adults • Repeated mild offenses	• Physical aggression or assault • Bullying • Vandalism • Stealing • Derogatory language with malice • Intentional refusal to follow directions • Weapons/Drugs/Alcohol • Repeated previous offenses
Prevention	**Staff Response**	**Staff Response**	**Staff Response**
• Calm tone • Consistency • Active supervision • Brief and specific expectations • Pre-correction • CKH (Greeting at door, good things, social contract) • Model expected behavior	• Eye contact • Non-verbal cue • Proximity • Calm tone • Tap table/desk • Verbal redirection • Reframe request • Remind of expected behavior • Planned verbal feedback • Humor • Planned ignoring • Acknowledge desired behavior nearby • Invite physical movement (i.e. Drink)	Previous Responses PLUS: • Calm tone • Teacher/Student conference • Parental contact • Re-teach expected behavior • Restitution • Positive practice • Four Questions (CKH)	Previous Responses PLUS: • Calm tone • Parental involvement • Re-teach expected behavior • Timeout in office • Detention • Suspension • Interagency support

CONTINUUM OF RESPONSES TO INAPPROPRIATE BEHAVIOR

A staff's toolkit of practices organized by intensity for responding to inappropriate behavior. Use the least intensive educational approach to support student

- **PRECISION RESPONSE**
- **IGNORE, ATTEND, PRAISE**
- **PROXIMITY**
- **SIGNAL/NON-VERBAL CUE**
- **PRAISE AROUND**
- **REDIRECT**
- **RETEACH**
- **PRAISE APPROXIMATIONS**
- **PROVIDE CHOICE**
- **DE-ESCALATION**
- **STUDENT CONFERENCE**

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Activity 3.2

- Review *Response Strategies to Address Interfering Behavior (pp. 38-40)*

- Share: Unmute or in the Group Google Doc

  - What strategies does your school use consistently?

  - How can these strategies be shared with staff and supported?

  - Are there strategies you might add to this list?

- Add ideas or next steps into your *Note Catcher*

4.0 Implementation and Impact Data
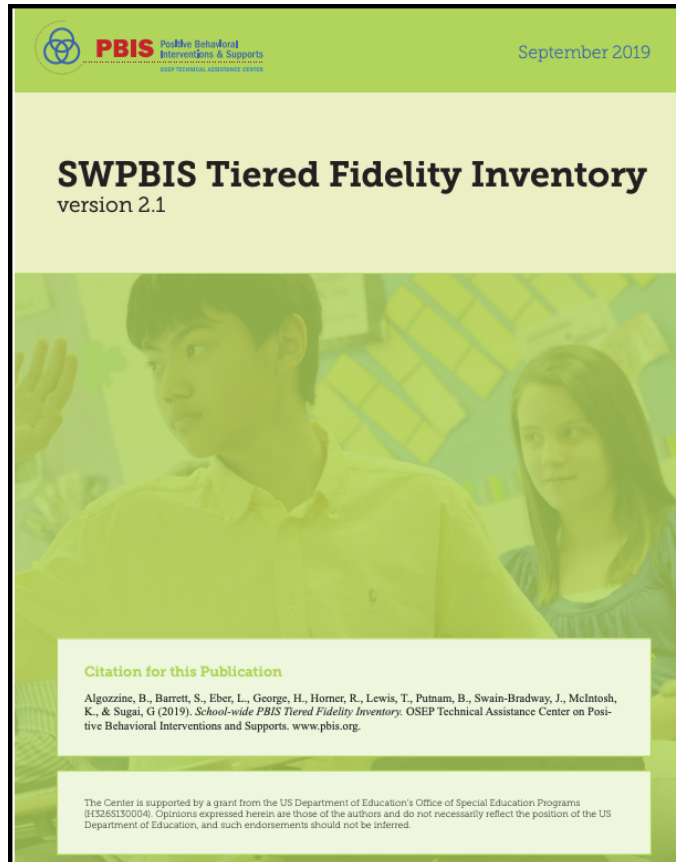
Guided Workbook p. 42

Using Implementation and Impact Data

- In order to understand the outcomes that we are getting, we need to consider the system in which those outcomes are situated

- Implementation (fidelity) data informs where we can improve our work to increase the impact (e.g, student outcomes) of our practices

- Using these two types of data supports decision-making

Measuring Implementation: SWPBIS Tiered Fidelity Inventory

- Many schools are already using it to measure the implementation of PBIS implementation at least annually

- Data is reviewed to monitor progress and ensure that the support offered is appropriate to the identified needs

- A companion guide is available to discuss possible enhancements to your Tier 1 system

  - Doesn't impact your score; simply provides talking points for discussion while action planning

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Getting Started with the SWPBIS TFI

- Refer to the "Implementation Data" section of the Guided Workbook for details on using the TFI

- Go to PBIS Apps (www.pbisapps.org) to explore the tool

Measuring Impact

- Office Discipline Referrals, including suspensions and expulsions

- Social-Emotional screener

- School Climate Survey (available in PBIS Apps)

- Seclusion/Restraint

- Attendance

- Office or nurse visits (i.e., stomach aches)

- Time out of class, including buddy classrooms, hallway visits, etc.

- Student referrals for outside mental health supports or hospitalizations

- Michigan Profile for Healthy Youth (MiPHY) survey

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Accurate Data Collection: Referrals or Incident Reports

Work with your staff on the following:

- Clearly define interfering behaviors

- Determine major vs. minor

- Determine office-managed vs. staff-managed

- Ensure your discipline referral form is compatible with your data system and user-friendly for both the staff member filling it out and the one entering the data

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Data-Driven Decision Making

Evaluation Plan

Evaluation Plan Template

This document provides a template for teams to use as they begin planning for integrating trauma-informed practices.

Implementation (Fidelity) Data

Evaluation Questions to Answer:

- Are we doing what we said we would do?
- Are we implementing the practices we committed to?

Fidelity Measures

Measure Used	Data Collection Schedule	Process for Collecting Data and Individuals Responsible	Process and Timeline for Action Planning with Data

Student Impact Data

Evaluation Question to Answer:

- Are the strategies we are implementing having a positive impact on students?

Student Impact Measures

Measure Used	Data Collection Schedule	Process for Collecting Data and Individuals Responsible	Process and Timeline for Action Planning with Data

Staff Impact Data

Evaluation Question to Answer:

- Are the strategies we are implementing having a positive impact on staff?

Problem-Solving Worksheet

Michigan's Multi-Tiered System of Supports Technical Assistance Center
November 2023– Version 1.0

Team Problem-Solving Worksheet

The purpose of this worksheet is to support the School Leadership Team with using behavior data and a cyclical four-step problem solving process during monthly team meetings.

Plan Implementation and Evaluation (5 minutes)

Did We Implement Our Plan?

- Review the items completed on the Implementation Plan

Is Our Plan Working?

- Based on current data, we (met/are approaching/did not meet) our Implementation Plan objective, or short-term objective.
- Did the team implement enough of the plan to keep problem solving or should the team

Activity 4.1

- Review the *Evaluation Plan Template (p. 49)*

- Share: Unmute or in the chat

  - What data are you already collecting to measure implementation or impact?

  - Are you regularly reviewing and sharing the data with the staff?

- Add ideas in your Implementation Plan

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5.0 Kick-Off and Next Steps

Kick-Off Assembly

- Typically held on the first day of school in the Fall – done ANNUALLY

- Includes a celebratory feeling while introducing the school-wide expectations and explaining the acknowledgement system

- Leads into designated time for teaching expectations during the first day or week of school

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PBIS Kick-Off

Kicking Off

https://www.dropbox.com/scl/fi/637dwgvpu1ujrm1k2gfut/05_Crestwood_Middle_School_PBIS-Kickoff_Video.mp4?rlkey=m55ysr0qtbsmgu0q390yrms1y&dl=0

Possible Next Steps

- Talk with your principal and SLT (if one exists) to determine level of interest

- Provide information from the 2-part series

- Use the Guided Workbook and Implementation Plan activities to support the development of your system

- Ensure buy-in and understanding from staff

- Ensure involvement from staff, students, and families throughout the process

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Closing Review

- Monitoring sets the stage for providing feedback to students

- The behavior you attend to most will be the one you will see more of in the future

- Behavior is communication

- A key to sustainability is sharing data with staff

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