



Double Branch Elementary Multi-Tiered Systems of Support

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Student Support Programs and Services



Take a Guess...

- "The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers."

Attributed to Socrates (470 BC – 399 BC; 5th Century BC) by Plato



Tiers of Support

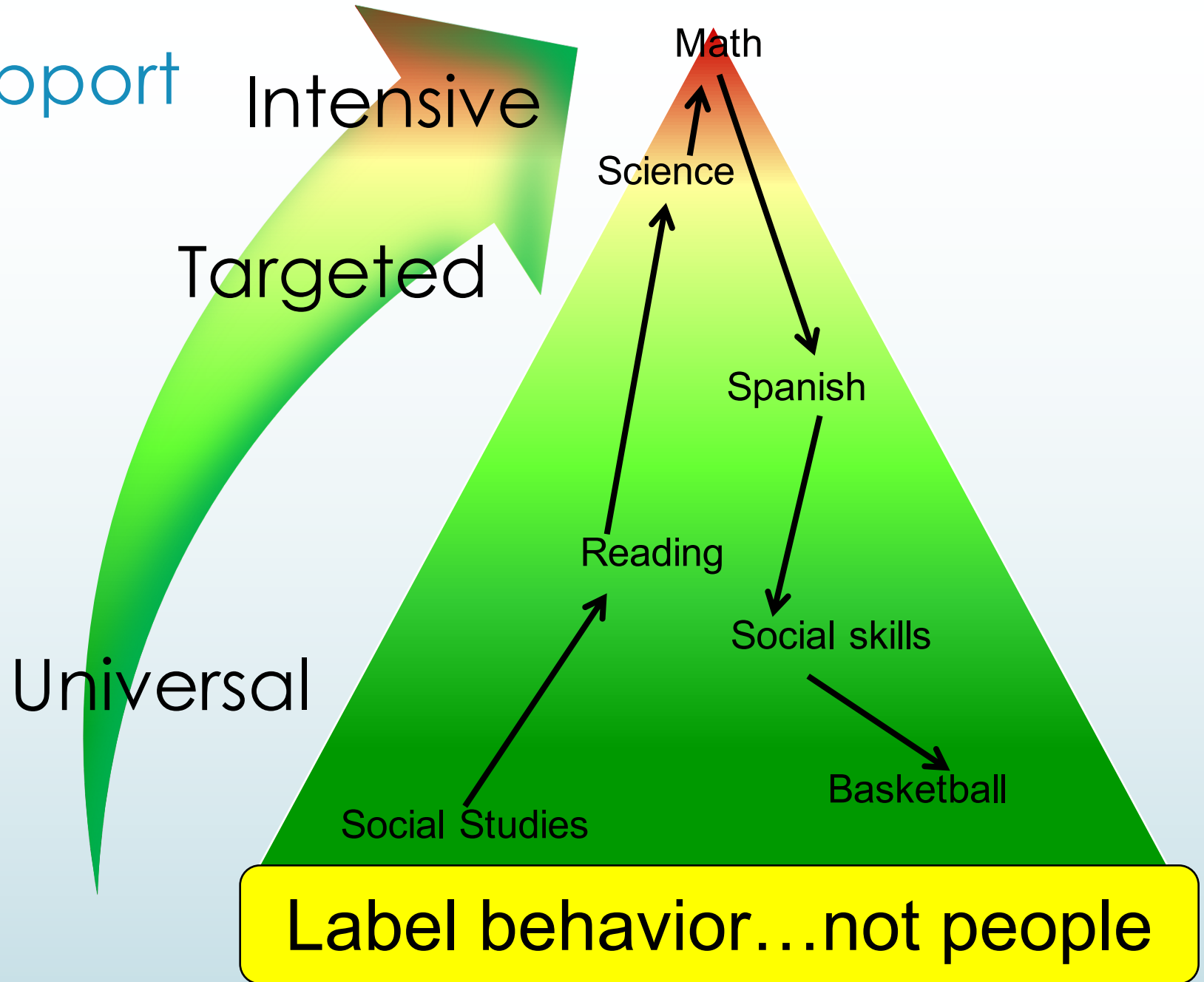
Tier 1: Core Curriculum - Procedures and processes intended for all students and staff, in specific settings and across campus

Tier 1 & 2: Classroom - Processes and procedures that reflect Tier 1 expectations, coupled with pre-planned strategies applied within classrooms

Tier 2: Supplemental Supports: Processes and procedures that reflect Tier 1 expectations, designed for groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)

Tier 3: Intensive Supports - Processes and procedures that reflect Tier 1 expectations, coupled with team-based strategies to address problematic behaviors of individual students

Tiers of Support



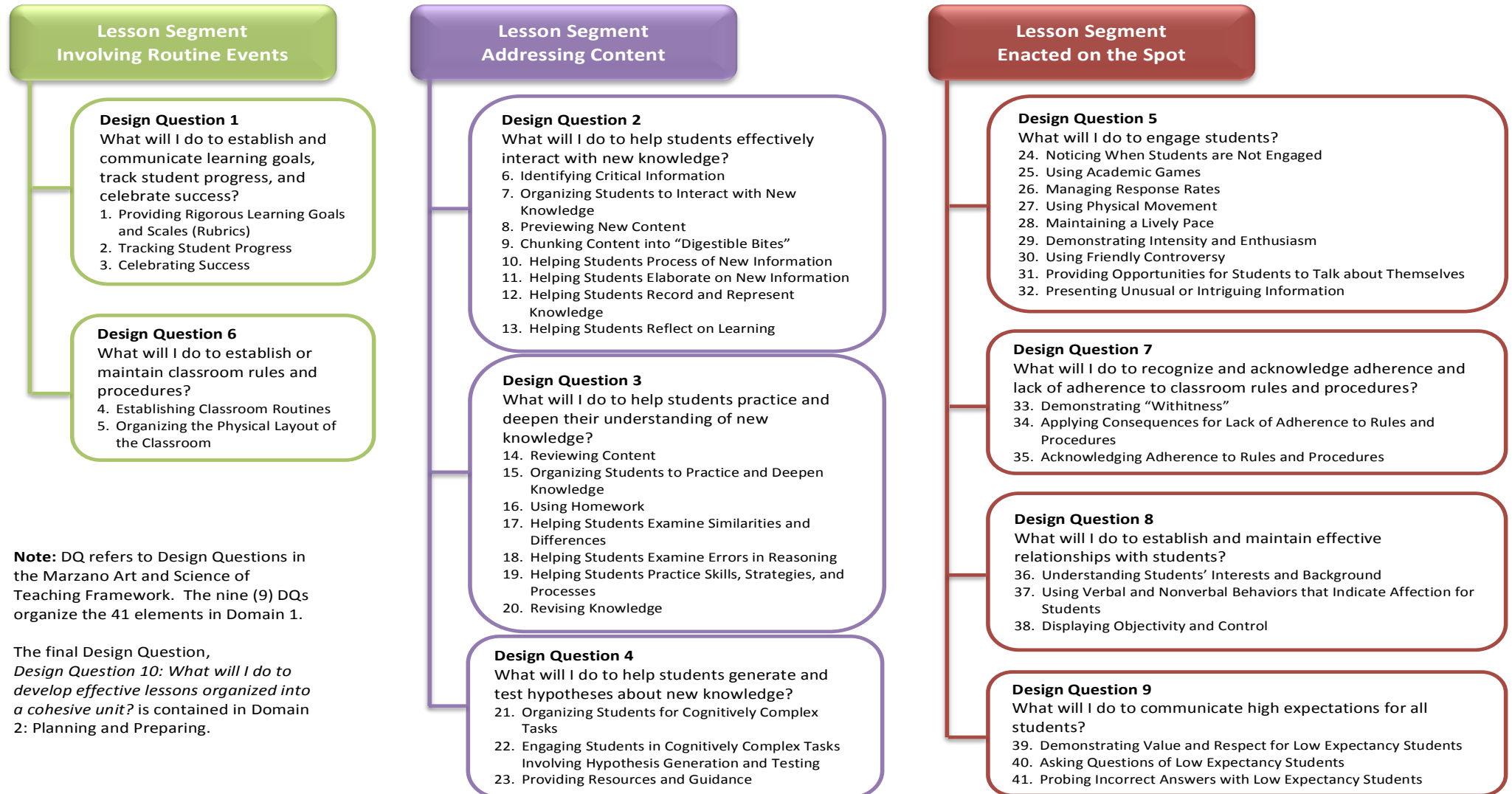


School-Wide Behavioral Expectations

2014 Marzano Art & Science of Teaching Framework

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.





School-Wide Expectations (DQ6)

- Expectations are a list of broad, positively-stated behaviors and/or beliefs that are desired of all faculty and students.
- Expectations should align with the district's vision and school's mission statement and should be clearly & consistently shared with all faculty, students, and families.



School-Wide Expectations

- Focusing on violations results in too much attention to problem behaviors and inadequate attention to appropriate behavior
- Focusing on adherence to expectations reorients us toward positive behaviors



School-Wide Expectations

► Consistency is essential

| | |
|-------------------|-----------------------|
| Classroom Level = | Good |
| Team Level = | Better |
| Grade Level = | More Betterer |
| School-wide = | Mostest Bestest!!!!!! |



School-Wide Expectations

- Setting and Reinforcing Classroom Expectations
- S.L.A.N.T
- Class Culture and Expectations



DBES School-Wide Expectations

- ➡ **D**o your Best
- ➡ **B**e Prepared
- ➡ **E**agerly follow Directions
- ➡ **S**how Respect



ACTIVITY

In your table group:

- Review your School-Wide Expectations
- Create a list of specific student behaviors that you intend to see in the classroom
- Identify which Expectation BEST aligns w/ each behavior
- Plan for utilizing the School-Wide Expectations to define classroom rules (specific behaviors)



Factors that Impact Behavior



ACTIVITY

- Think of four of the “preferred” students and four of the “non-preferred” students in your classroom
 - Don’t share their names!
- List what you know about each student
- Discuss your results within your group

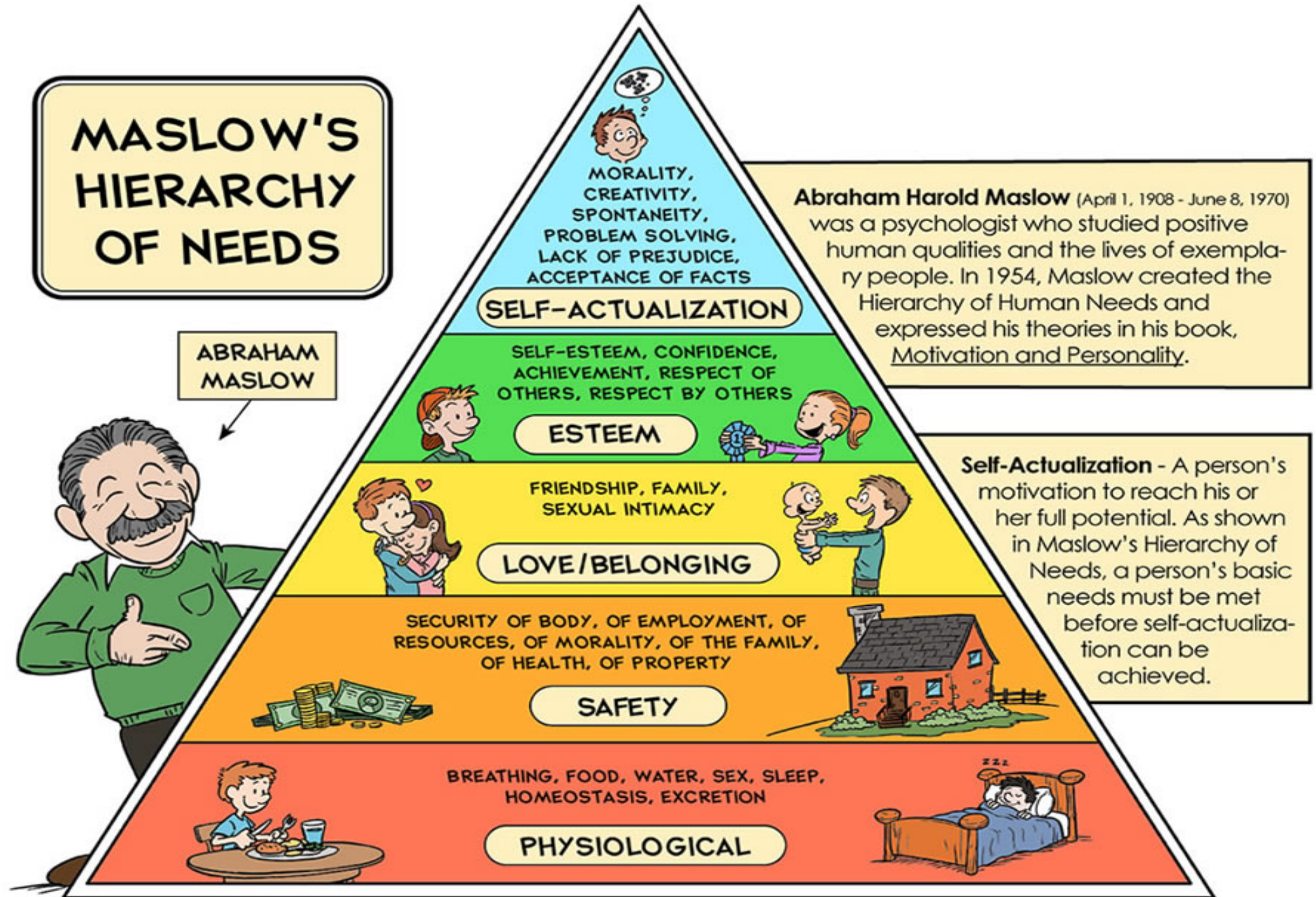


Factors that Impact Behavior

- Relational:
 - e.g. connections, social skills, attachment
- Environmental:
 - e.g. Maslow's Hierarchy of Needs
- Developmental:
 - e.g. language development, brain development, information processing & retention of information

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

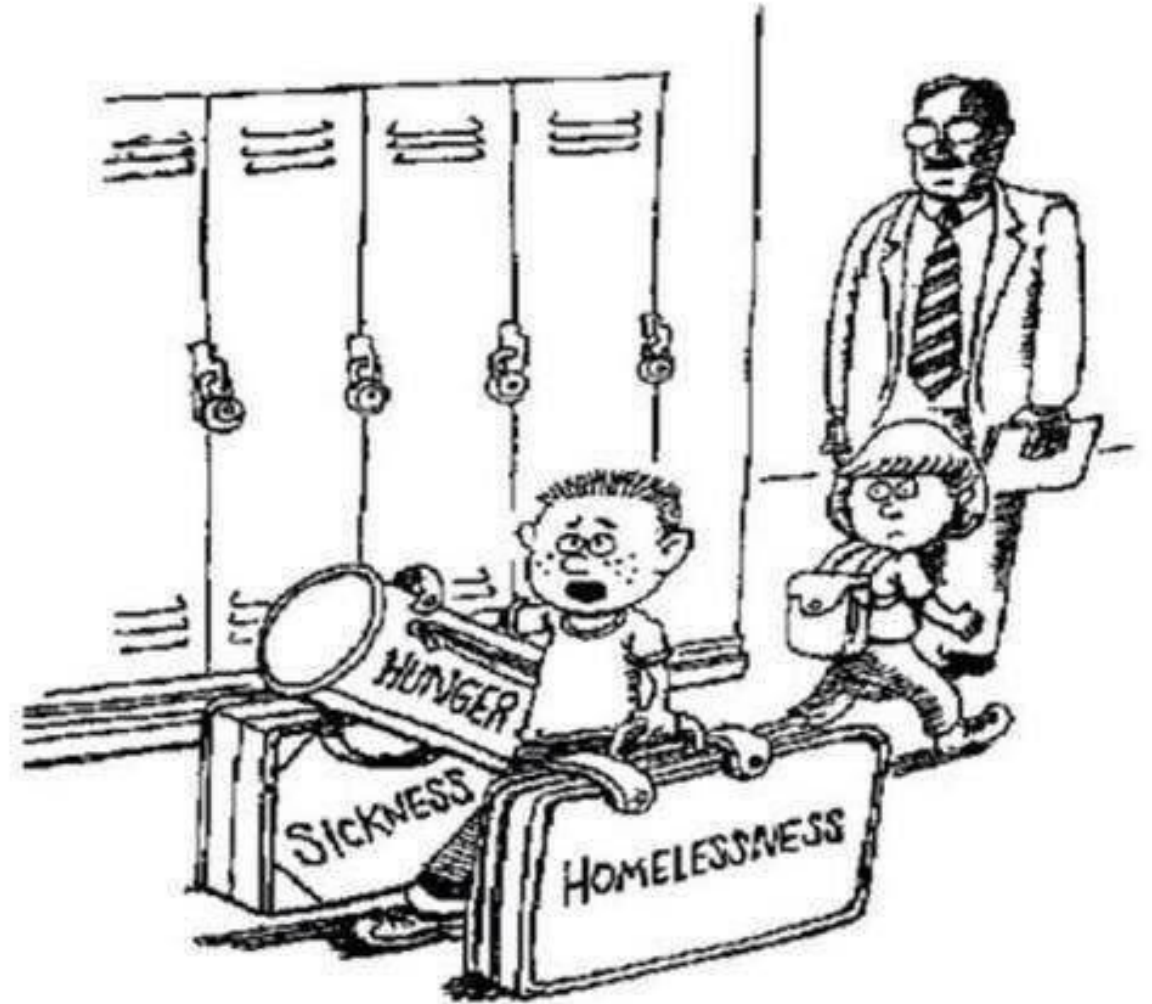


**“Could someone help me with these?
I’m late for math class.”**

But...

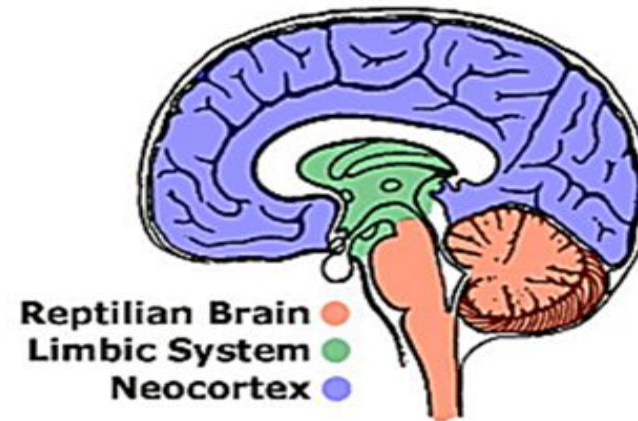
- In teaching, you can’t do the Bloom stuff until you take care of the Maslow stuff.

■ Alan E. Beck

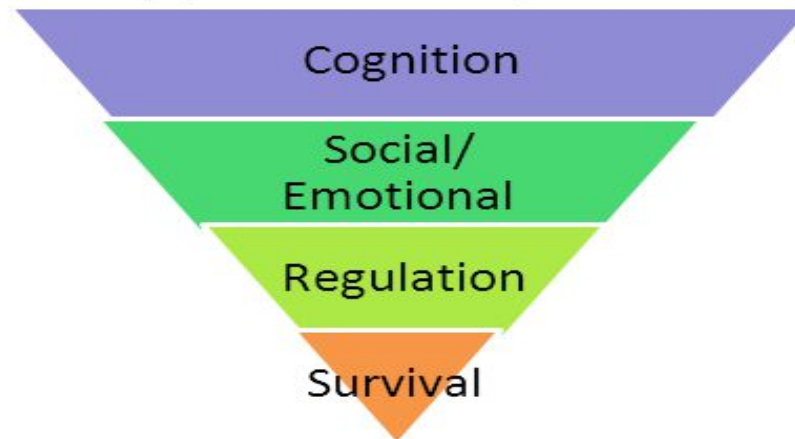


Developmental Factors

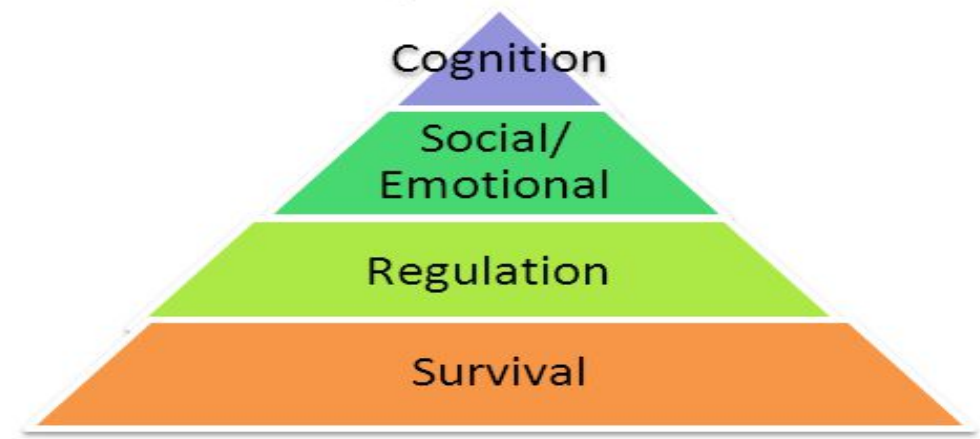
Trauma & Brain Development



Typical Development



Developmental Trauma



Developmental Factors

A simple shift to make a big impact...

What happened **to** you?

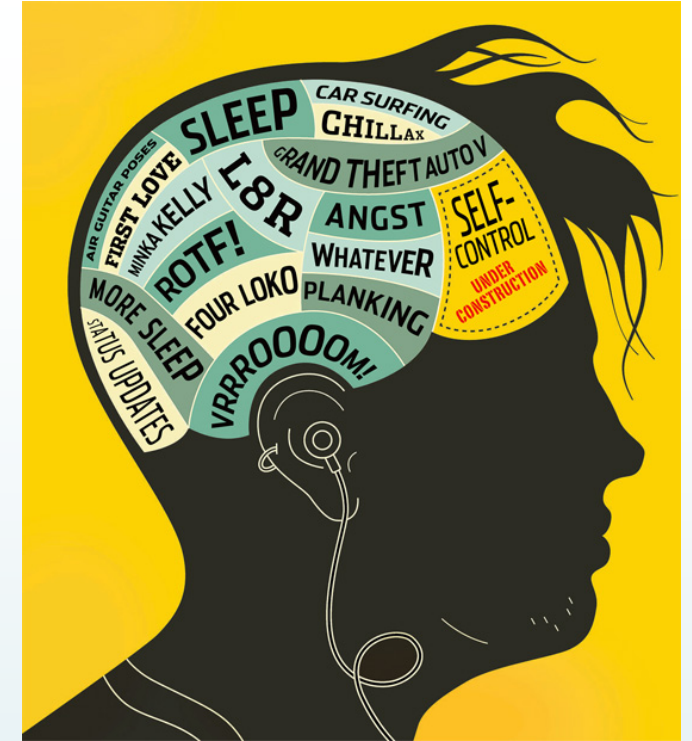
vs

What is *wrong* with you?



Developmental Factors

- The brain matures from back to front
- Until adulthood the brain is still 'cooking'
- Throughout adolescence people only interpret facial expressions as Happy, Sad or Angry- limiting the understanding and response of facial/social cues





Developmental Factors

Over one year (11-18 mo.)

- Children in poverty hear 250,000 words
- Children of professionals hear 4 million words
(Hart & Risley, 1995)

Over the first 4 years

- Children in poverty hear 10 million words
- Children of professionals hear 40 million words
(Hart & Risley, 2003)



Developmental Factors

- ➡ Behavior is COMMUNICATION
- ➡ How would a gap in words heard prior to school-age years impact behavior?

Relational Factors





Relational Factors

In your groups, briefly discuss,

- ➡ How do you intentionally plan your efforts to develop & maintain positive relationships with your students (if you do that)
- ➡ How would you plan for this if you do not



Relational Factors

Behaviors that build relationships

- Response Opportunities
 - Frequent, equitable, positive responses to students
 - Individualized student support
 - Response latency and varied questioning
- Feedback
 - Specific praise for correct responses
 - Empathic listening and responding
- Personal Regard
 - Use of proximity, mutual respect, courtesy
 - Respect for personal space



Behavioral Principles



ACTIVITY

- Write a brief list (3-6) of some of the common challenging behaviors you see in the classroom
- Categorize your list into:
 - Low to moderate behaviors
 - Severe behaviors



Behavior Principles

- Behavior is complex
- Built upon years of science
- We may need to adjust our thinking (or help others to)

Behavior: Long Held Belief



Behavior: After a Change in Understanding



Behavior Is...

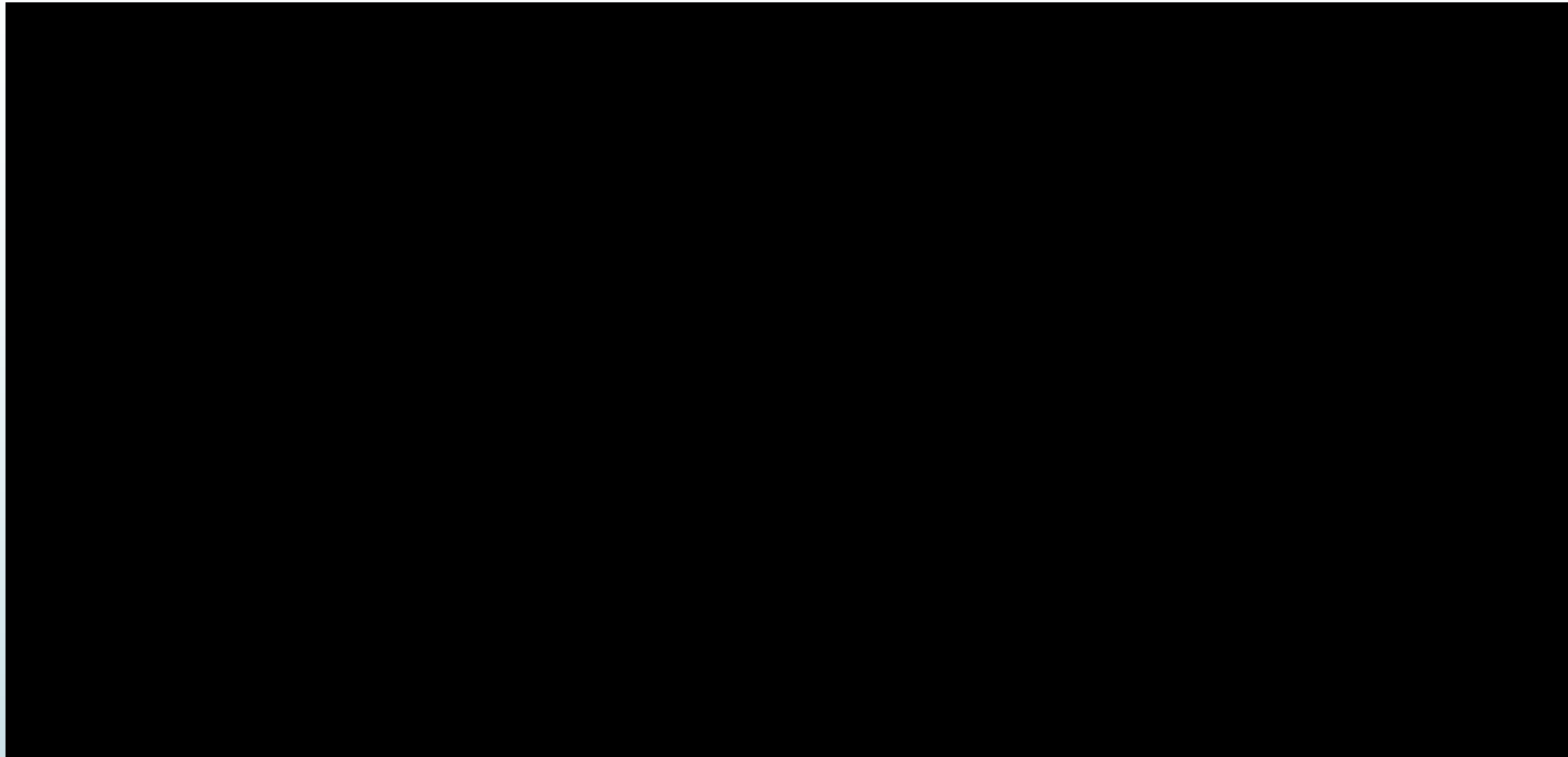
- ➡ **ANYTHING** we SAY or DO:
 - Focus on what is observable rather than intentions or feelings
 - Mr. Potato Head Test

What you're saying is that all behaviors must be observable and measurable. Interesting.



Behavior Is...

- ➡ Behaviors are **LEARNED** and continue because they serve a **PURPOSE** or **FUNCTION**



Behavior Is...

- HOW WE REACT to our environment
- We engage in behaviors because we have learned that a 'DESIRED' OUTCOME occurs





Functions of Behavior

Function: Environment

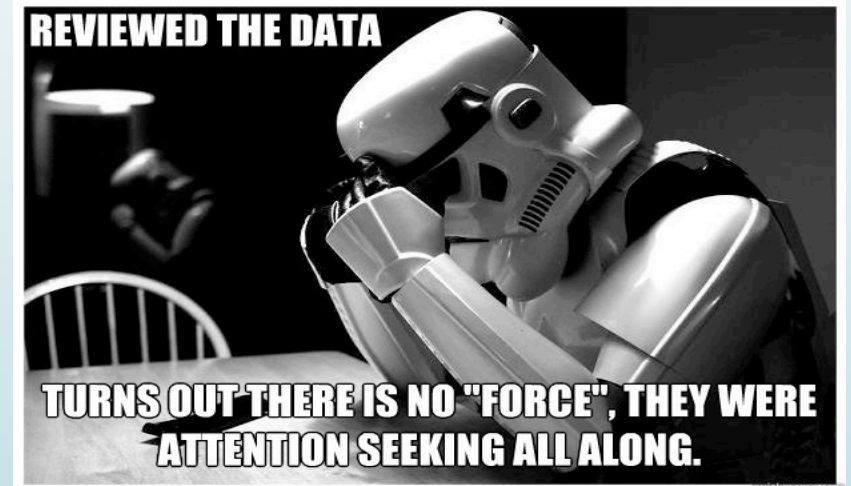
First... identify environmental changes needed



Why Do We Do What We Do?

- To Get Something:
 - attention, task/item/object, sensory
- To Get Away from Something:
 - attention, task/item/object, sensory

It's as simple as that... right?



Functions of Behavior

Gain/Want +

Something

Someone

Someplace

Attention, Tangible, Sensory

Escape/Avoid -

Something

Someone

Someplace

Escape/Avoidance, Sensory

Examples?

Gain/Want +

Something

**What are
items in
the class a
student
may
want?**

Someone

**Who are
people in
the class a
student
may
want?**

Someplace

**Where is a
place in
the
class/scho
ol a
student
may
want?**

Escape/Avoid -

Something

**What is a
thing/ite
m in the
class a
student
may want
away
from?**

Someone

**Who is
someone
a student
may want
to move
away
from?**

Someplace

**Where is
a place a
student
may not
want to
be?**



Function: What to do with it

- Focus on teaching REPLACEMENT behaviors
- Build a system of positive behavioral supports
- Change consequences to match function.



ABCs of Behavior



ABCs

Antecedents

- event/stimulus before the behavior

Behavior

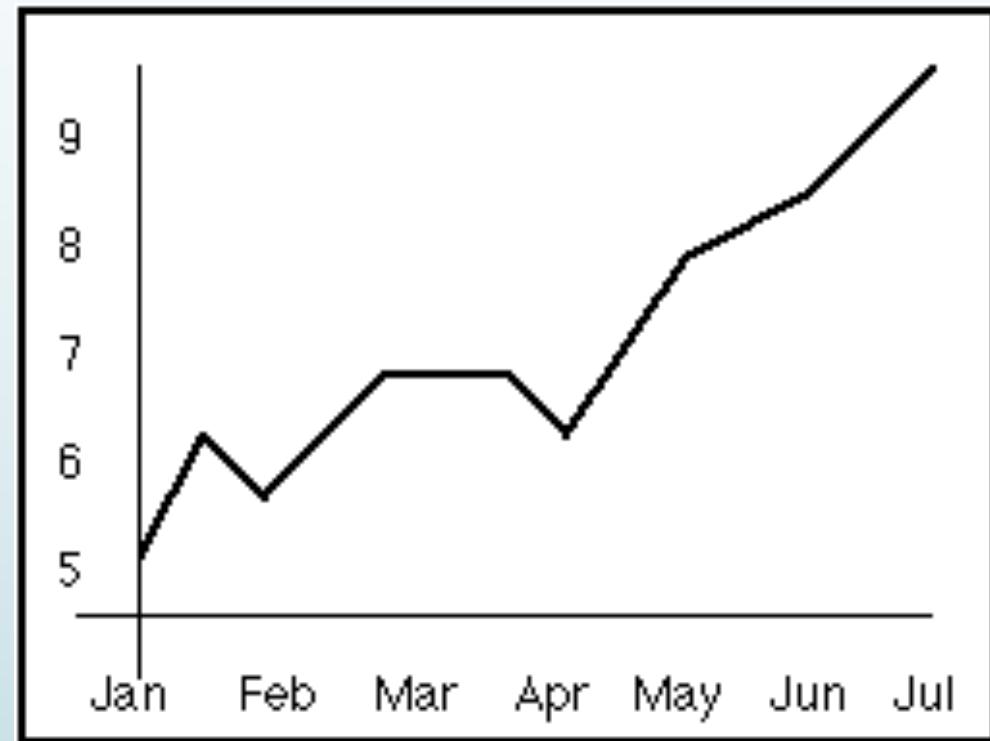
- the observable and measurable act

Consequences

- what occurs after the behavior that serves to maintain, increase, or decrease the frequency of behavior

ABCs

- ▶ ABC's help us to find patterns in behavior





ACTIVITY



[Example 1](#)

[Example 2](#)

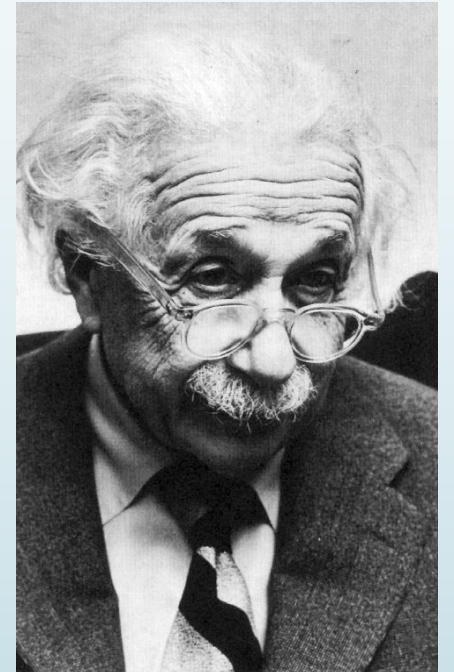
[Example 3](#)

ABCs

- If it keeps happening... the 'A' and the 'C' are certainly maintaining it!

Insanity = doing the same thing over and over again and expecting different results.

[Albert Einstein](#)





Antecedents and Consequences

Antecedent Manipulation

- River Fable (Drum & Figler, 1973)



Antecedent Manipulation



I don't manipulate others
(just their environment)

- Manipulate the 'A's
- Create structure, procedures, routines, and culture
- Teach, Teach, Teach... and Re-Teach
 - Harry Wong says 28 times to re-learn!!!
- Prompt, Cue, Pre-correct

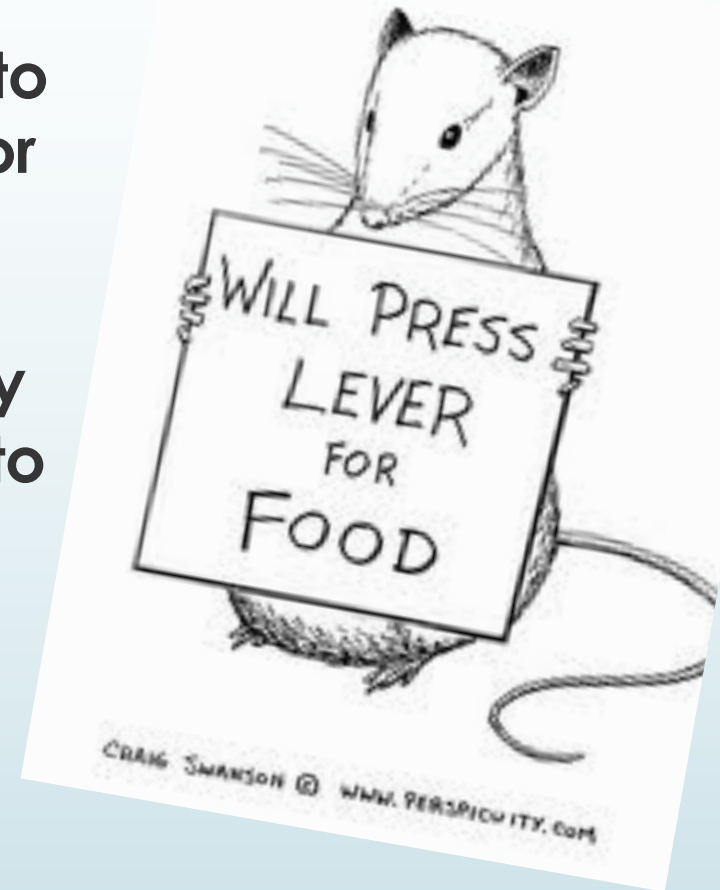
Antecedent Manipulation

| Antecedent | Prevention Strategies | |
|---|--|--|
| <p>Billy got into an argument with his mom before coming to school.</p> <p>He put his head down in math instead of doing seat work.</p> <p>Teacher repeatedly asked him to begin task.</p> | <p>Debrief/build rapport with Billy when he enters room.</p> <p>Send him out at the beginning to run an errand to preferred adult.</p> <p>Change schedule since Math is most difficult class to later in the day.</p> | |

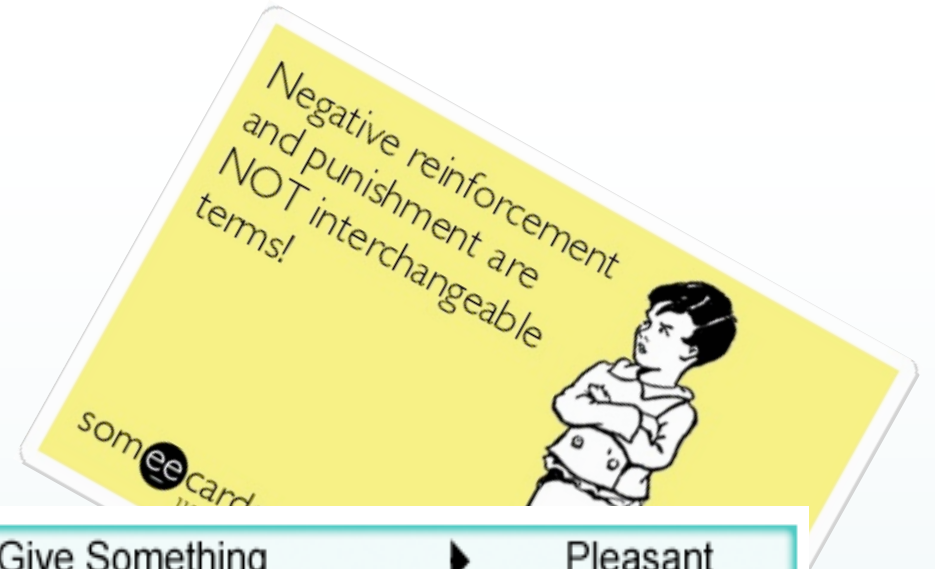
Consequences

- All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur."

(Skinner, 1953)



Consequences



| | | | |
|------------------------|---------------------|-----------------------|--------------|
| Positive Reinforcement | ▶ Increase Behavior | ▶ Give Something | ▶ Pleasant |
| Negative Reinforcement | ▶ Increase Behavior | ▶ Take Something Away | ▶ Unpleasant |
| Positive Punishment | ▶ Decrease Behavior | ▶ Give Something | ▶ Unpleasant |
| Negative Punishment | ▶ Decrease Behavior | ▶ Take Something Away | ▶ Pleasant |
| Extinction | ▶ Decrease Behavior | ▶ Take Something Away | ▶ Pleasant |

| | + | - |
|-------------------|------------------------|------------------------|
| Increase Behavior | Positive Reinforcement | Negative Reinforcement |
| Decrease Behavior | Positive Punishment | Negative Punishment |



Consequences: Reinforcement

- Positive Reinforcement- adding something to the environment to **increase** a behavior

EXAMPLE???

A piece of candy or a
ticket/tally mark

- Negative Reinforcement- removing something from the environment to **increase** a behavior

EXAMPLE???

Time Out from non-preferred
activity



Consequences: Punishment

- Positive Punishment- adding something to the environment to **decrease** the behavior

EXAMPLE???

A loud yell

- Negative Punishment- removing something from the environment to **decrease** the behavior

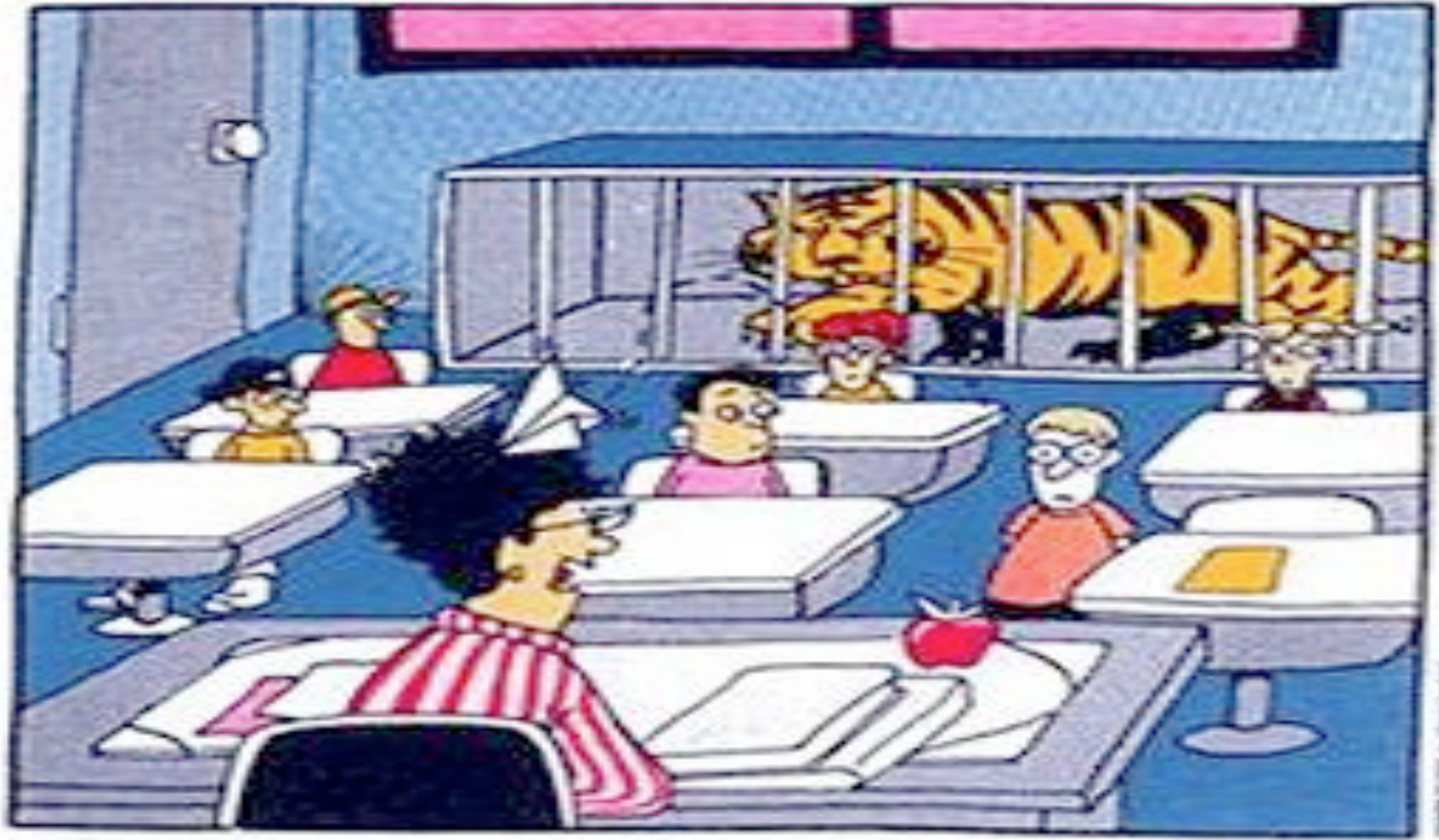
EXAMPLE???

Removing a preferred video game

Consequences: What is the Reinforcer?



Consequences: What is the Punisher?



"Well, Timmy, it looks like you've just earned yourself 10 minutes with Mr. Whiskers."



Punishers: Things to Think About

- If the behavior does not decrease or stop- it's NOT a punisher!!!
- Schools/classrooms can accidentally create a culture of punishment
- Environments outside of school provide stronger punishers that we CANNOT or SHOULD NOT match
- Learning may take longer using reinforcement (waiting for and rewarding the correct behavior) but it will create more socially acceptable behaviors and provide a better quality of life



Consequences

What we know about exclusion

- Reduces student academic engaged time
- Strong indicator that a student will drop out of school
 - Achilles, et al, 2007;; Cassidy & Jackson, 2005
- Does not appear to be a deterrent for future misconduct
 - Achilles, et al, 2007;; Anderson & Kincaid, 2005; Costenbader & Markson, 1997; Bacon, 1990
- Often used to provide relief to teachers, and doesn't address issues that led to misbehavior
 - Morrison & Skiba, 2001
- Students removed by suspension are often those who, academically, need to be in school
 - Christle et al., 2004



Consequences: Punishment

Commonly used, often ineffective punishers- AND what to do instead 😊

- Time Out- only effective if removed from highly preferred activity
- Suspension- often used disproportionately and as negative reinforcer for staff
- Restitution- some kids actually LIKE cleaning the tables in the cafeteria
- Response Cost- taking something away that has already been earned breaks the trusting relationship and eliminates buy-in to program

MATCH THE FUNCTION, TURN PUNISHERS INTO REWARDS AND REINFORCE CORRECT BEHAVIOR INSTEAD!!!



Consequences: Immediacy

- Behaviors are repeated because of what happens **immediately** after whether it is reinforcement or punishment
- If you provide the reinforcer or punisher...
- If the 'environment provides the reinforcer or punisher...

Consequences: Extinction

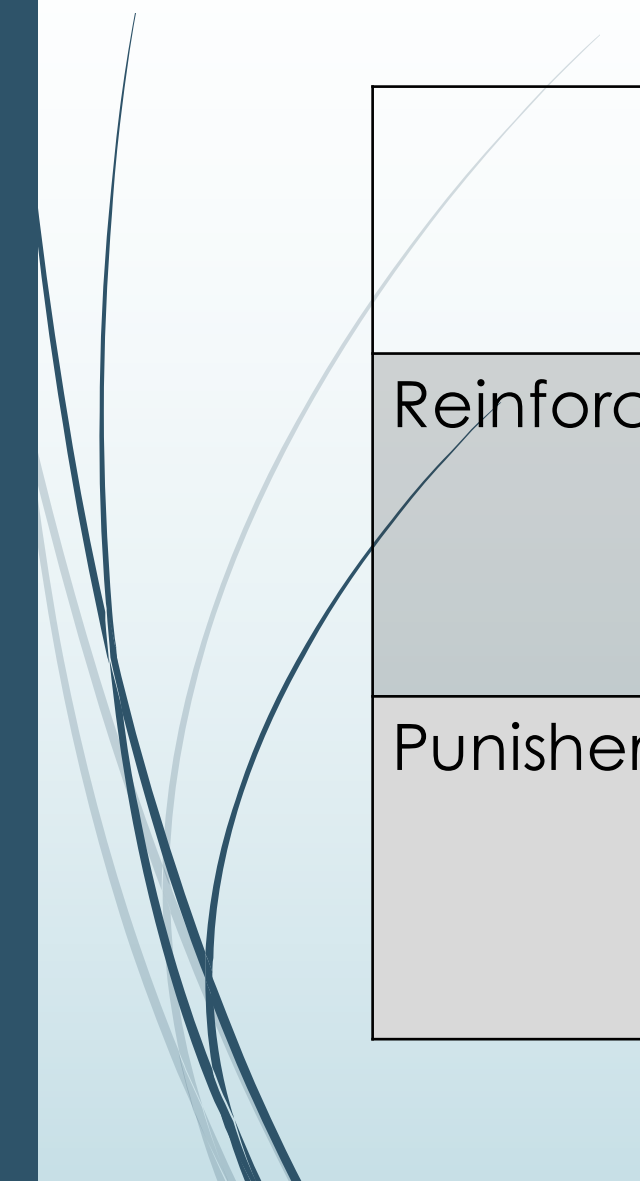
- Withholding or discontinuing reinforcement of a previously reinforced behavior, resulting in the decrease of that behavior
- *Planned Ignoring*
- Will produce extinction burst...





Let's Practice...

| | Attention | Escape/ Avoid | Tangible | Sensory |
|------------|-----------|------------------|----------|---------|
| Reinforcer | | | | |
| Punisher | | | | |





Consider

- Provide frequent & attainable opportunities for success in the beginning
 - Gets kids used to feeling success and then build towards more challenging behavior
 - You can slowly raise the standard while maintaining a positive and supportive environment
 - Reinforce the desired behavior when it occurs or immediately after it has occurred to maximize the impact



Examples

Social

Time w/ friends

Verbal praise

Activity

Teacher assistant

Art project

School dance

Faculty/student games

Sensory

Lights, temperature,
music, seating

Escape

“1-Minute Ticket”

Homework pass

Library pass

Tangible

Edibles

Materials

Praise notes, Pencils,
notebooks, stickers,
photos, T-Shirt

Tokens



Consider

- Your reinforcement practices must be tied to your classroom expectations, rules, and procedures
- Your classroom system should be tied to your school-wide system, if there is one
- Your system should be consistent across your team
- Track consistent challenging behavior within your class(es) to identify areas that need more training and reinforcement



Ending Thoughts

- What environmental shifts can you make in your classroom to support ALL students?
- What behavioral changes/responses can YOU change?
- How can you reframe to address trauma and environmental factors?
- *What is the common thread within these questions?*