

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS AT KSD

National Student Life for the Deaf & Hard of Hearing
Conference

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Kansas School for the Deaf
November 2, 2013

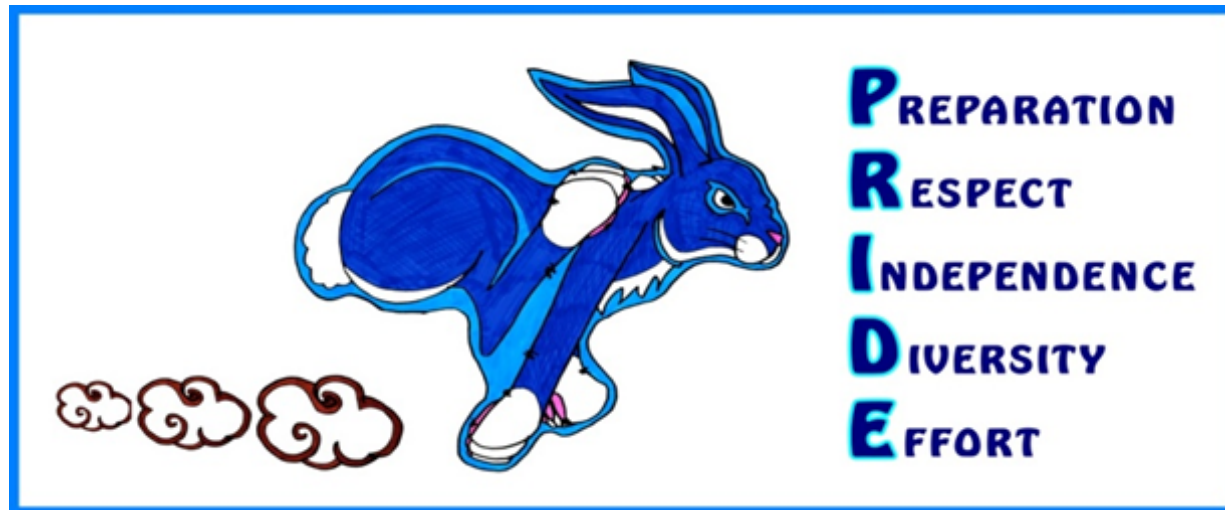
KSD History

- Spring 2006 – Superintendent sent a few staff to a Kansas Institute on Positive Behavior Support’s workshop.
- Fall 2006 – Spring 2010 Work:
 - Training for staff on PBIS from KIPBIS and in-house
 - Major/minors, a flow chart, office referral forms, school-wide matrix, meeting structure established for coaches and leadership team, re-training
- Fall 2010 – Visuals and Matrix posted in several areas of the school.
- Emphasize - PBIS is a way we approach students and staff. It is NOT a program.

History - Continued

- Spring 2010 – Present
 - More than half of the staff's perspective on behavior have shifted to what we can do different for the student instead of blaming the student.
 - Class / dorm environment
 - Curriculum match
 - Training is required for new hires
 - We need to do refresher trainings
 - A long road and still more work to do!

Kansas School for the Deaf





KSD ELEMENTARY	Common Areas in School and Core	Hallways and Lockers	Recess	Classroom	Class	Library	Music Room	Art Room	Physical Education	Special Education	Office	Administrative	Other
Preparation	Check classroom preparation activities. Prepare materials with care.	Keep lockers neat. Follow rules and regulations.	Participate in recess activities. Follow rules and regulations.	Prepare for class. Follow classroom rules.	Participate in class. Follow classroom rules.	Use library resources. Follow library rules.	Participate in music activities. Follow music room rules.	Participate in art activities. Follow art room rules.	Participate in physical education activities. Follow physical education rules.	Participate in special education activities. Follow special education rules.	Participate in office activities. Follow office rules.	Participate in administrative activities. Follow administrative rules.	Participate in other activities. Follow other rules.
Respect	Follow staff directions. Respect classroom construction. Use quiet voices. Clean desks & empty trash can for cleanliness.	Keep lockers neat. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Participate in recess activities. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Prepare for class. Follow classroom rules. Respect others' property. Follow classroom rules.	Participate in class. Follow classroom rules. Respect others' property. Follow classroom rules.	Use library resources. Follow library rules. Respect others' property. Follow library rules.	Participate in music activities. Follow music room rules. Respect others' property. Follow music room rules.	Participate in art activities. Follow art room rules. Respect others' property. Follow art room rules.	Participate in physical education activities. Follow physical education rules. Respect others' property. Follow physical education rules.	Participate in special education activities. Follow special education rules. Respect others' property. Follow special education rules.	Participate in office activities. Follow office rules. Respect others' property. Follow office rules.	Participate in administrative activities. Follow administrative rules. Respect others' property. Follow administrative rules.	Participate in other activities. Follow other rules. Respect others' property. Follow other rules.
Independence	Participate where they belong. Ask for help if they don't understand. Keep classroom work, homework on their desk.	Keep lockers neat. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Participate in recess activities. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Prepare for class. Follow classroom rules. Respect others' property. Follow classroom rules.	Participate in class. Follow classroom rules. Respect others' property. Follow classroom rules.	Use library resources. Follow library rules. Respect others' property. Follow library rules.	Participate in music activities. Follow music room rules. Respect others' property. Follow music room rules.	Participate in art activities. Follow art room rules. Respect others' property. Follow art room rules.	Participate in physical education activities. Follow physical education rules. Respect others' property. Follow physical education rules.	Participate in special education activities. Follow special education rules. Respect others' property. Follow special education rules.	Participate in office activities. Follow office rules. Respect others' property. Follow office rules.	Participate in administrative activities. Follow administrative rules. Respect others' property. Follow administrative rules.	Participate in other activities. Follow other rules. Respect others' property. Follow other rules.
Diversity	Help with different languages and other tasks in class. "Share your" books, materials with others. "Share materials."	Keep lockers neat. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Participate in recess activities. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Prepare for class. Follow classroom rules. Respect others' property. Follow classroom rules.	Participate in class. Follow classroom rules. Respect others' property. Follow classroom rules.	Use library resources. Follow library rules. Respect others' property. Follow library rules.	Participate in music activities. Follow music room rules. Respect others' property. Follow music room rules.	Participate in art activities. Follow art room rules. Respect others' property. Follow art room rules.	Participate in physical education activities. Follow physical education rules. Respect others' property. Follow physical education rules.	Participate in special education activities. Follow special education rules. Respect others' property. Follow special education rules.	Participate in office activities. Follow office rules. Respect others' property. Follow office rules.	Participate in administrative activities. Follow administrative rules. Respect others' property. Follow administrative rules.	Participate in other activities. Follow other rules. Respect others' property. Follow other rules.
Effort	Listen to help others if they need help. Try your best in all activities.	Keep lockers neat. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Participate in recess activities. Follow rules and regulations. Respect others' property. Follow rules and regulations.	Prepare for class. Follow classroom rules. Respect others' property. Follow classroom rules.	Participate in class. Follow classroom rules. Respect others' property. Follow classroom rules.	Use library resources. Follow library rules. Respect others' property. Follow library rules.	Participate in music activities. Follow music room rules. Respect others' property. Follow music room rules.	Participate in art activities. Follow art room rules. Respect others' property. Follow art room rules.	Participate in physical education activities. Follow physical education rules. Respect others' property. Follow physical education rules.	Participate in special education activities. Follow special education rules. Respect others' property. Follow special education rules.	Participate in office activities. Follow office rules. Respect others' property. Follow office rules.	Participate in administrative activities. Follow administrative rules. Respect others' property. Follow administrative rules.	Participate in other activities. Follow other rules. Respect others' property. Follow other rules.

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Cafeteria - Elementary

<p>Preparation</p> <hr/> 	<p>*Arrive on time.</p> <p>*Wash your hands before meals.</p>
<p>Respect</p> <hr/> 	<p>*Keep your hands on your tray/table and keep your hands off others' things.</p> <p>*Say "please and thank you" to cafeteria staff.</p> <p>*Keep unkind thoughts to yourself.</p>
<p>Independence</p> <hr/> 	<p>*Get your tray and food without help.</p> <p>*Get drinks or other supplies after asking staff first for permission.</p> <p>*Sit in your seats.</p>
<p>Diversity</p> <hr/> 	<p>*Invite others to sit at your table with you.</p>
<p>Effort</p> <hr/> 	<p>*Accept food that is offered.</p> <p>*Keep your tray and table clean.</p> <p>*Put trash and utensils in the right place.</p>

Visual Schedule

DORMITORY SCHEDULE
GIRLS
(GRADE 4 - 6)

MORNING

- 6:00 AM: WAKE UP
- 6:15 AM: GET DRESSED
- 6:30 AM: MAKE YOUR BED
- 6:45 AM: GO TO INFIRMARY / BREAKFAST
- 7:15 AM: BACK TO THE DORM / BRUSH TEETH
- 7:20 AM: DO YOUR DUTIES
- 7:30 AM: GET READY FOR SCHOOL
- 7:45 AM: LEAVE FOR SCHOOL

AFTERNOON / NIGHT

- 3:30 PM: ACTIVITY (LOOK AT THE ACTIVITY CALENDAR)
- 4:45 PM: WASH YOUR HANDS
- 4:50 PM: SUPPER
- 5:30 PM: FREE TIME
- 6:00 PM: HOMEWORK
- 7:00 PM: ACTIVITY (LOOK AT THE ACTIVITY CALENDAR)
- 7:45 PM: BATH TIME / INFIRMARY
- 8:00 PM: SNACK TIME
- 8:15 PM: IN ROOM BRUSHING TEETH AND ORAL CARE
- 8:30 PM: LIGHT OUT

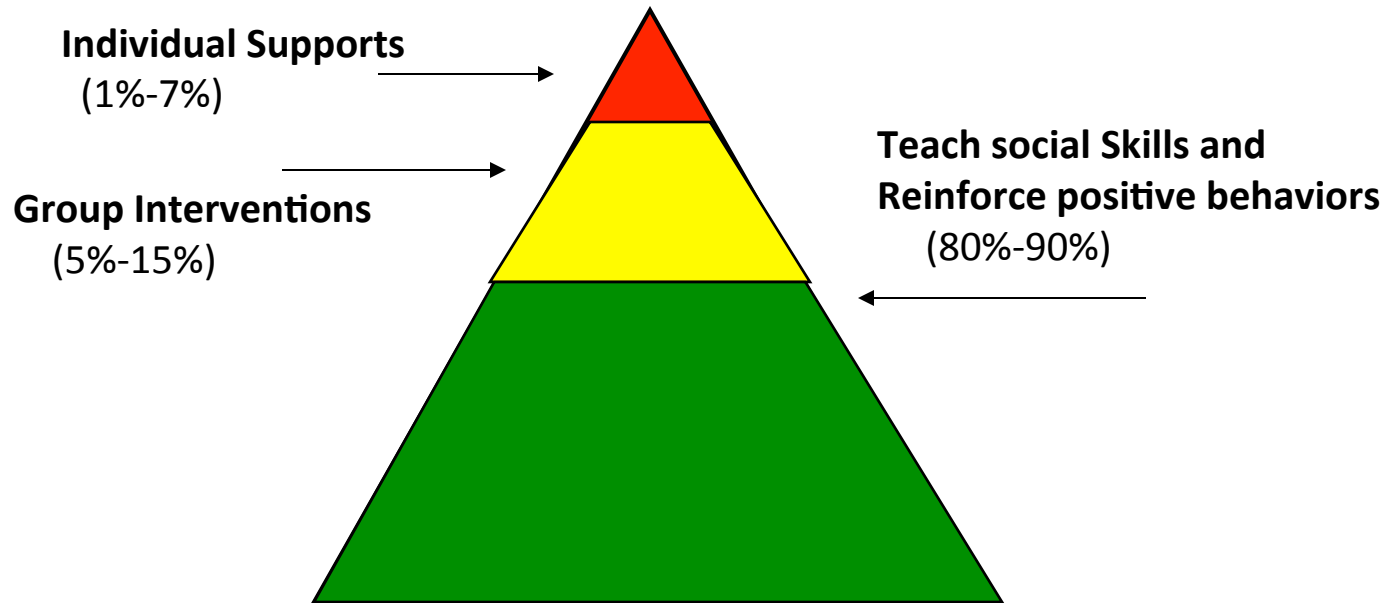
(GRADE 6)

- 7:45 PM: BATHTIME / INFIRMARY
- 8:00 PM: IN ROOM BRUSHING TEETH AND ORAL CARE
- 8:45 PM: IN ROOM BRUSHING TEETH AND ORAL CARE
- 9:00 PM: LIGHT OUT

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Supporting All Students

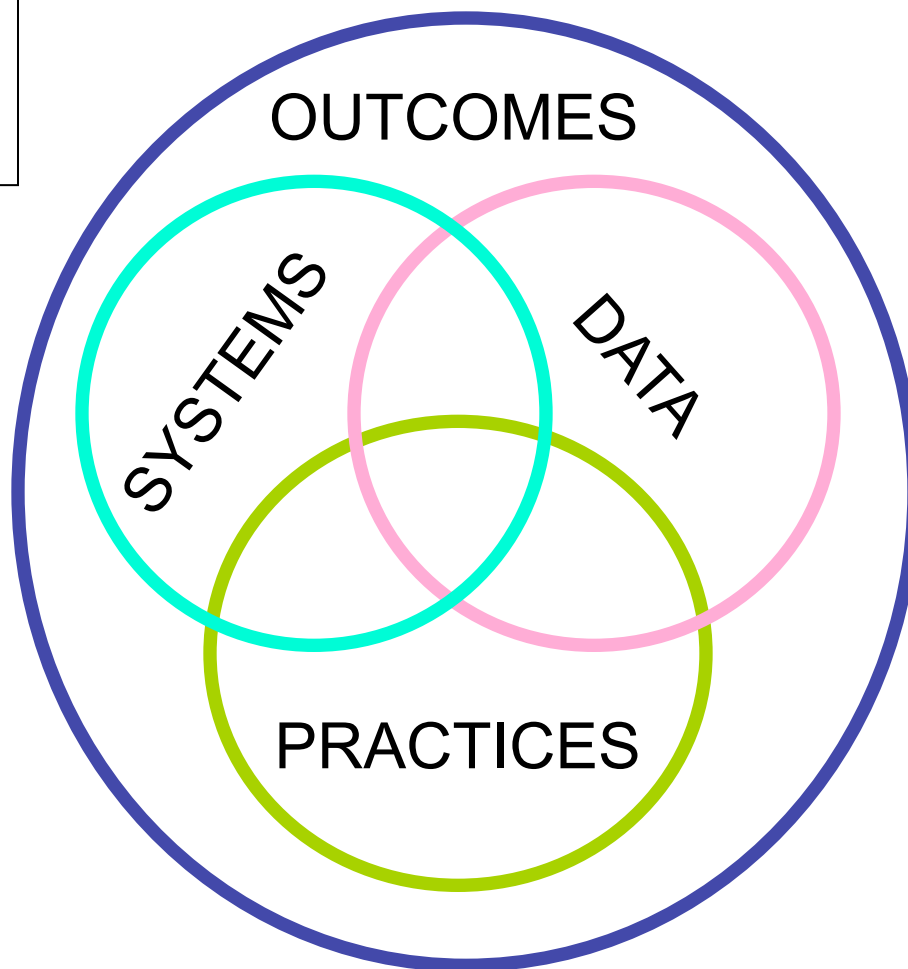
All Students in the Dorm



Adapted from Sugai et al., 2000

Positive Behavioral Interventions & Supports

Social Competence & Academic Achievement



Supporting Staff Behavior

Supporting Decision Making

*Goal:
Enhance quality of life for students and staff.

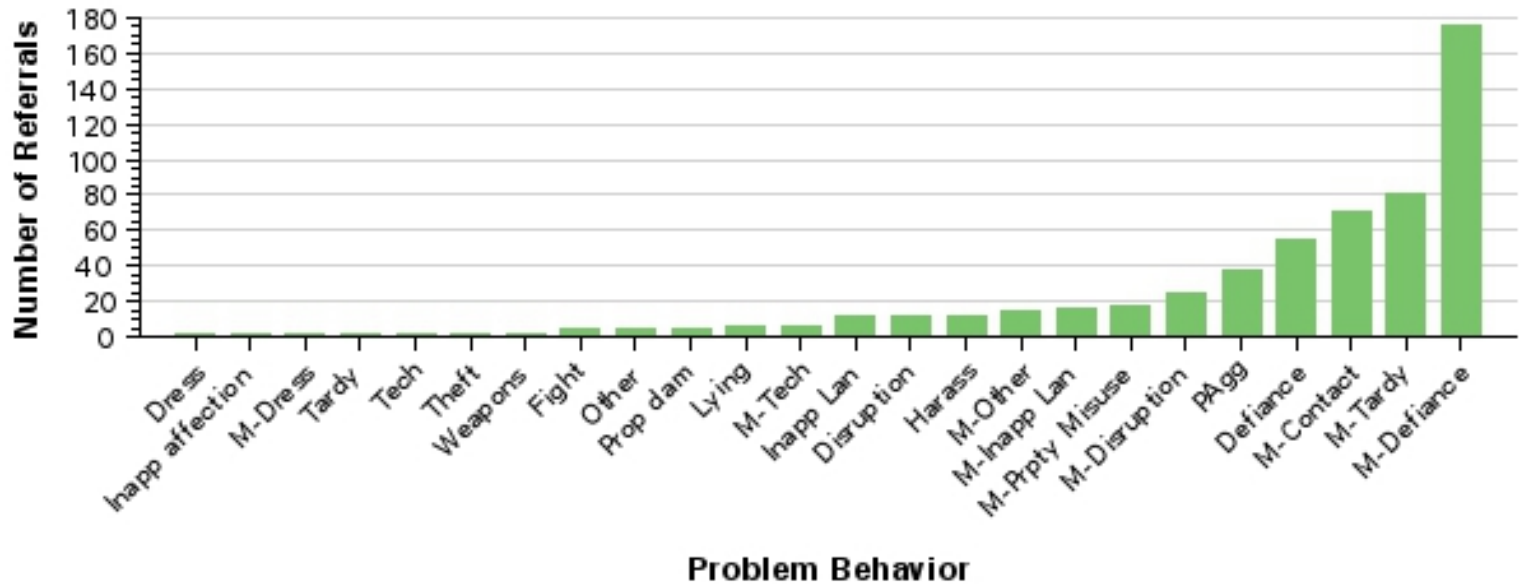
Supporting Student Behavior

SWIS – School wide Information System

- Data program to track behavior
 - Different purpose than state-reporting
- Used to make decisions on environmental changes and identify possible training needs
- Personnel to enter office referrals required
- www.pbisapps.org

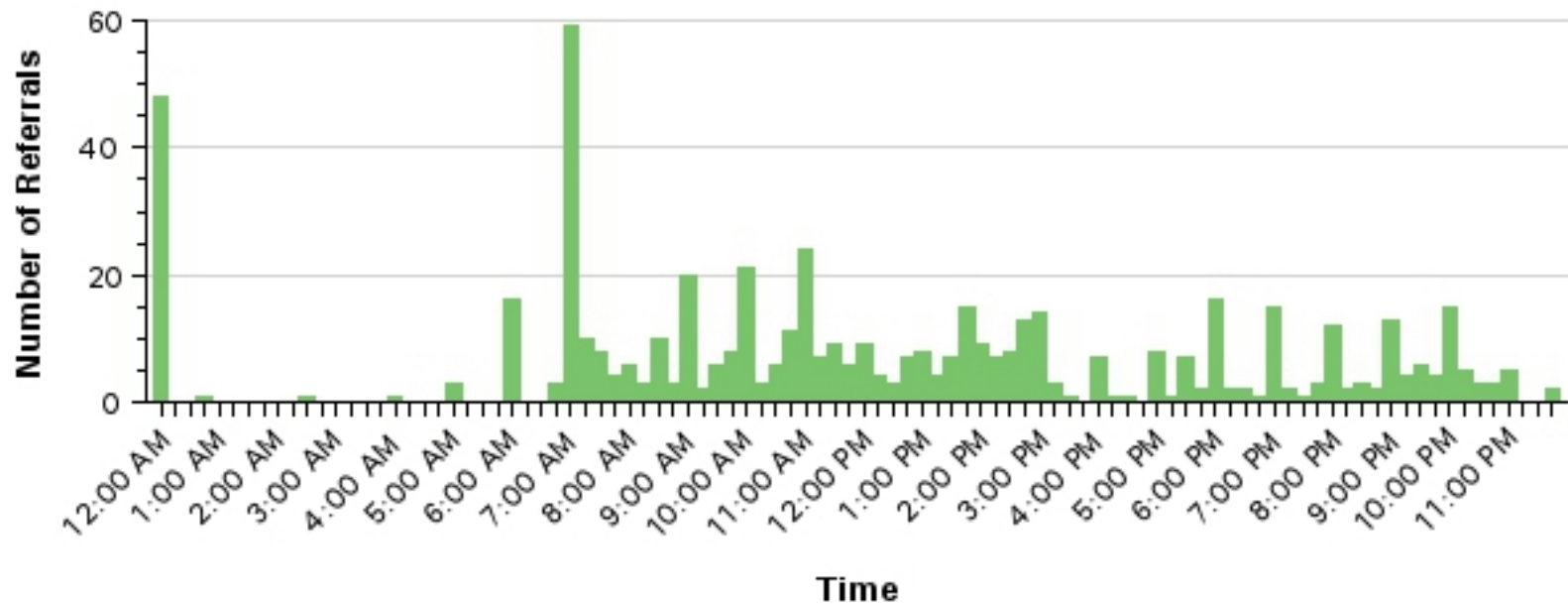
Referrals by Problem Behavior

All, Aug 1, 2012 - Jul 31, 2013



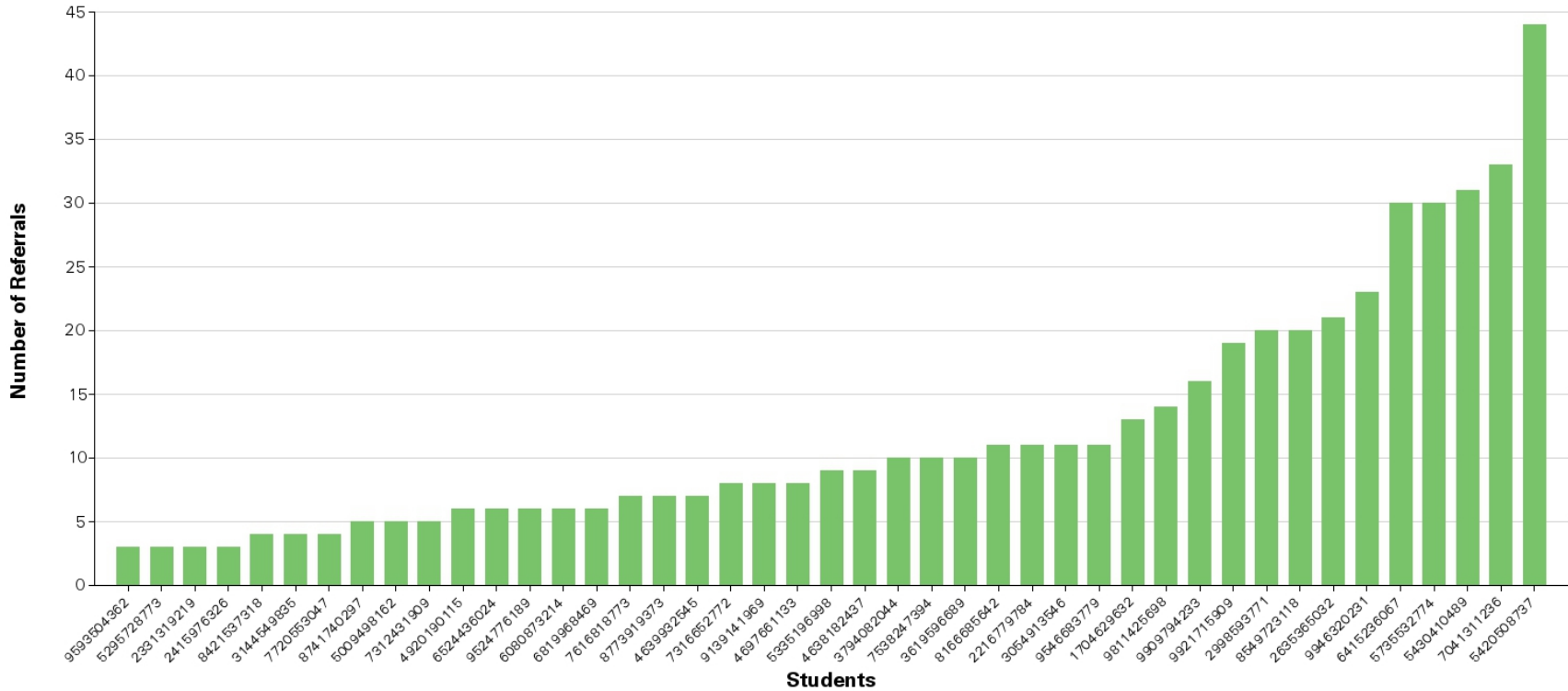
Referrals by Time

All, Aug 1, 2012 - Jul 31, 2013



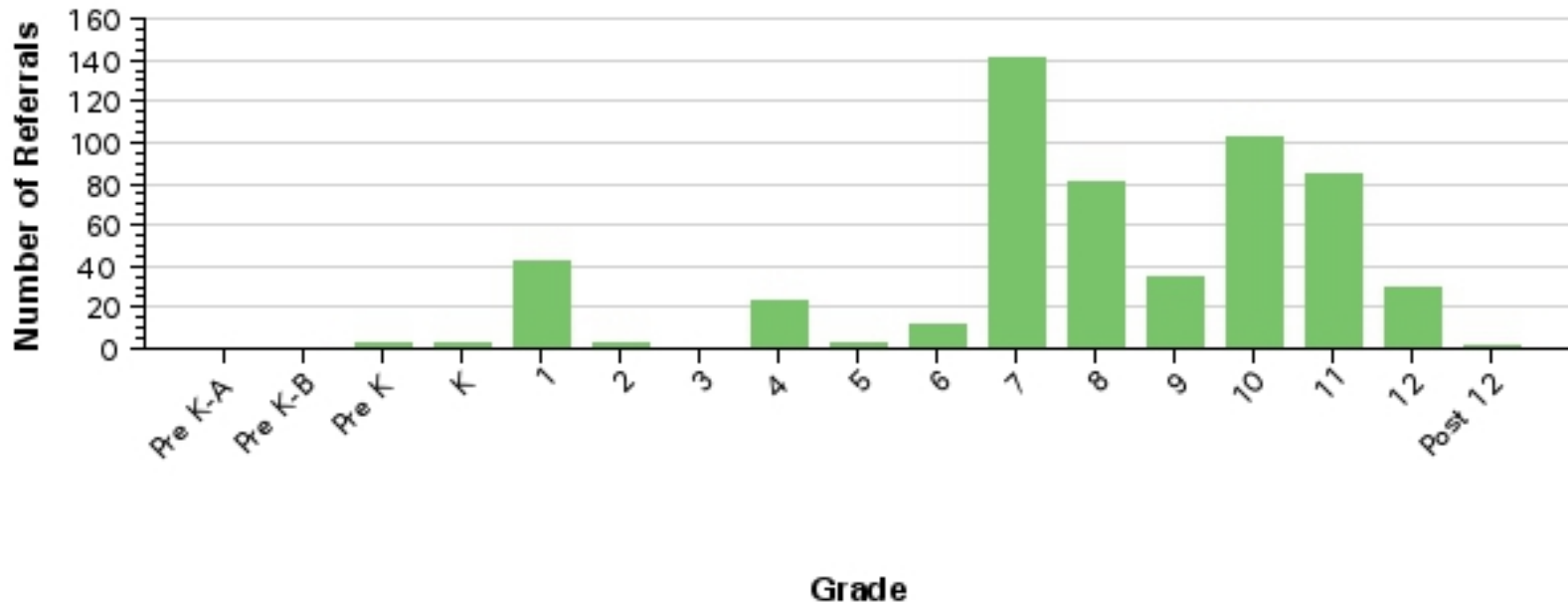
Referrals by Student

All, Aug 1, 2012 - Jul 31, 2013, At Least 3 Referrals



Referrals by Grade

All, Aug 1, 2012 - Jul 31, 2013



Multi-Tier System of Supports

- MTSS- Administrative Team
(I.E.: Supt., Principals/Deans)
- MTSS – Department Team
(I.E.: Secondary – School/Dorm Leaders)
- MTSS – Coaches Meeting
(I.E.: Dorm staff meet with Leader)

Multi-Tier Systems of Support:

- Make sure PRIDE/ Expectation is taught
- Reinforcement is follow up

If the Student is unable to follow the PRIDE and the Expectation, or the Reinforcement is not followed up, he or she will be referred to BEST (Behavior Education Support Team)

The **“BIG PICTURE”** of School-wide PBIS

- Clear behavior expectations
- Expectations are practiced
- Recognize when expectations are followed
- Reinforce students AND staff
- Data is used to make decisions
 - Environment changes
 - Staff training needs

Classroom vs. Non-classroom

- **Classroom**
 - Teacher-led
 - Instruction-focused
 - Same group of students, more predictable
- **Non-classroom**
 - Student focused
 - Socially focused
 - Students vary, less predictable.
 - Expectation to be taught

Old Thinking: “Get Tough”

- Attention is on the problem behavior
- Clamp down on rule violators
- Emphasizes rules and punishment
- “Our way or the highway”

Why These Are Not the Best Practice?

- Creates environments focused on “control”
- Triggers & reinforces problem behaviors
- “The kid is the problem”
- Stifles student-adult relationships
- Ignores the relationship between behavior and academic functioning.

Describing Behavior:

Unclear vs. Clear

Unclear (Opinion-based)

On an Office Referral form (OR):

“Poor impulse control”

“Student disrespected me”

“Student was in a bad mood”

Said to Student:

“You did not cooperate”

“You behaved good today”

Clear: (Fact-based)

“Threw the book at the wall,
looking down at the floor
when DT talks”

“Student walked into the living
room and slammed himself
down in a sofa”

“I asked you to do your
homework and you decided
not to do it”

“You did a great job doing your
chores”

“Thank you for helping clean up
the table”

Reason to teach social expectations

- Teach social expectations = Helps PREVENT problem behavior
- Not all children will respond to teaching social skills
- Some will need more strategies (**yellow** and **red** part of triangle).
 - Yellow – Group intervention
 - Red – Individual intervention

Teaching Expectations in Dorm –

Be SPECIFIC

- “Sit in seat, all eyes on me”
- “Raise your hand, walk, work quietly”
- “Listen, share feelings in proper ways”

- Show, Tell, Describe, Practice Often
 - “This is how you do it, this is not how you do it”
- Acknowledge, Immediately Reinforce
 - “Student admitted dorm rules broken, accept the conseq. for action”

Predictability

- Knowing what is going to happen next
- Some children need more predictability than others
- Low predictability = More problems.
- Strategies:
 - Schedules that are stable
 - Tell children change will happen (in advance)
 - Clear communication among staff-make sure all know and understand the schedule to avoid last minute changes.

Opportunities to Make Choices

- We all like choices.
- BUT...because of the fact we're a dorm environment, there many examples of situations where children do not have choice (a child can't just leave the building)
- Problem behaviors are more likely when we don't feel like we have a choice

Choice Interventions

- Give two options to choose from during everyday tasks (use 2 fingers as choice)
 - Effective choices need to be:
 - Simple and Clear
 - Reasonable
 - Enforceable
- Participate in at task with the child

Why is the kid behaving this way??

- Hits a staff person.....
 - 1: get attention from staff
 - 2: to escape from something he doesn't want to do. I.E.: OSS
 - 3: get something he wants
 - 4: does not feel good (too much energy, cold/flu)

Group Problem Solving

- Your staff know what strategies will work effectively
- Regular Meetings: I.E.: BEST
 - When
 - Who calls the meetings
- Meetings
 - View SWIS data (go over the times, locations, problem behavior, motivations, etc.)
 - Review success
 - Troubleshoot problems

Reinforcers

- What is reinforcement?
 - Can be a thing or something that happens
 - = Behavior increases
 - Examples: Tickets, candy, use of computer to play video games, pat on the back
- See behavior:
 - Provide a reinforcer
 - Tell them the behavior they did right

Recognition of Following Behavior Expectations

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

JACKRABBIT PRIDE – Elementary Monthly Celebration



Identify the A-B-C

- **Antecedent**
 - What caused the behavior to happen?
- **Behavior**
 - What did the person DO?
- **Consequence**
 - What happened afterwards?

Help the student with a plan.

- Avoid thinking:
 - “How can we stop this behavior?”
- Consider – how do we help the student:
 - Learn replacement behaviors to get needs met?
 - Maintain/create relationships
 - Participate in activities
 - Make choices
 - Learn new skills.
 - Be helpful to others.

Avoid power struggles and threats

- FIRST - Ask yourself: Have I taught & reinforced expectations, appropriate behavior and compliance?
- What are “costs” of mandating compliance?
 - Is this battle worth it? Am I nitpicking?
- Can I follow-through with consequences I tell the student? (“If you don’t cooperate, I’m going to ... ”)
- Avoid saying “If you don’t behave, I’m going to call “x” person” .
 - This tells the student you are not able to work with them. Instead say, “I see we need more support, let’s go talk with “x” person.

Procedures When Meeting with a Student

- 1) Be positive and remain calm
- 2) Describe the problem
- 3) Describe the alternative (what the student should do instead)
- 4) Discuss & why alternative is better
- 5) Practice (student should tell and/or show)
- 6) Provide feedback - A “Think Sheet” can help process this information.

Think Sheet

REFLECT ON MY BEHAVIOR

REASONS (WHY) FOR
MY BEHAVIOR



WHAT DID I DO?

CONSEQUENCES
(WHAT HAPPENED AFTER
MY BEHAVIOR)

THINGS I CAN DO NEXT TIME IF I FEEL: _____

KSD's BEST Team

- Behavior Education Support Team (BEST)
 - Meets weekly to identify students needing additional support and identify supports to implement.
 - Support strategies communicated to the staff. These may include:
 - Teaching a social skill the student is lacking
 - Instructional support
 - Increasing positive reinforcement for appropriate behaviors.
 - Reducing attention to problem behaviors.
 - Remain calm with the student, avoid power struggles

Behavior Intervention Plans (BIP)

- We tell staff they must change before the student will change.
- The BIP does not fix the student
- The BIP is a plan to help staff working with the student to be consistent.

Next Steps

- Regular meeting process – Adm., DTs, Support Staff, Parents, & Student
- SWIS data for meetings – Adm., DTs & Support Staff
- Social Expectations confirmed and definitions identified – Adm., DTs, & Support Staff
- Plan for introducing expectations to students and “booster sessions” – Deans & DTs
- Visuals placed around dorms – DTs & Students
- Reinforcement system created – Deans, DTs & Students

Challenges

- Staff implementation
 - Most see the benefit of PBIS practices – but forget to do them on a daily basis.
- Administrative support is required
 - Administrative support for PBIS– Staff implement PBIS
 - Lack of administrative support – Staff may still implement PBIS practices but may become frustrated due to lack of administrative follow through.

Big Lessons Learned

- Look at what you have already that is PBIS practice. Expand on these.
- Some PBIS implementation books, forms, etc. written by researchers can be complicated.
- Explore a variety of PBIS resources to find those that fit your setting. Adapt it to fit your school.
- Know the level of training your staff has in PBIS practices – speak their language
- Empower administrators to see the benefit of PBIS practices

Three questions we should always ask ourselves

- If this were my child, what would I want?
- If this were my family, how would I want to be treated?
- Would I want my child in this program?

Resources

- Kansas MTSS – Behavior
[www.kansasmtss.org/
resources_behavior.html](http://www.kansasmtss.org/resources_behavior.html)
- PBIS Kansas www.PBISkansas.org
- Behavior Doctor www.behaviordocor.org
- Do2Learn <http://www.do2learn.com/>
- Jennifer Kucinski, PBIS Coordinator @ KSD
jkucinski@kssdb.org