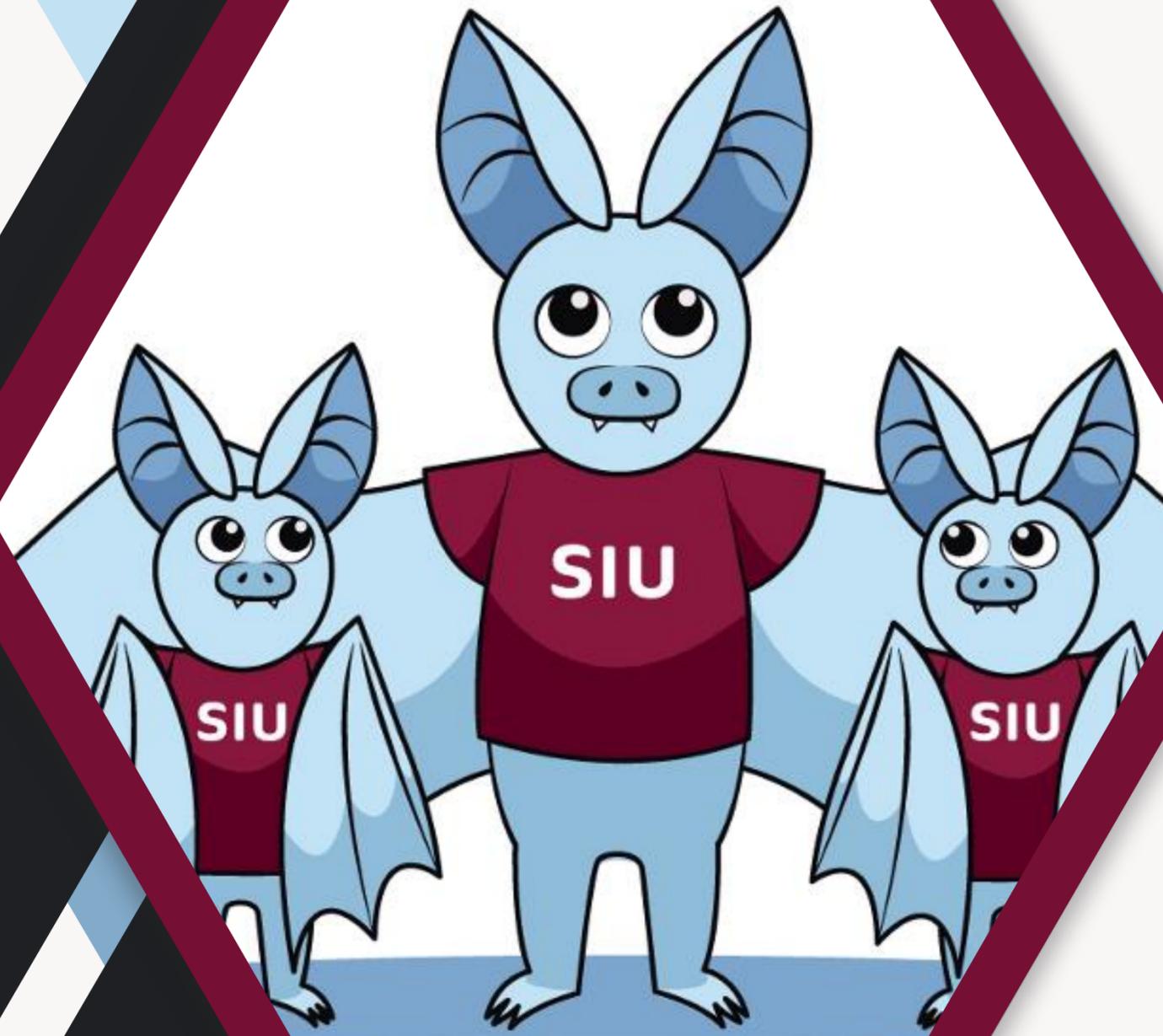


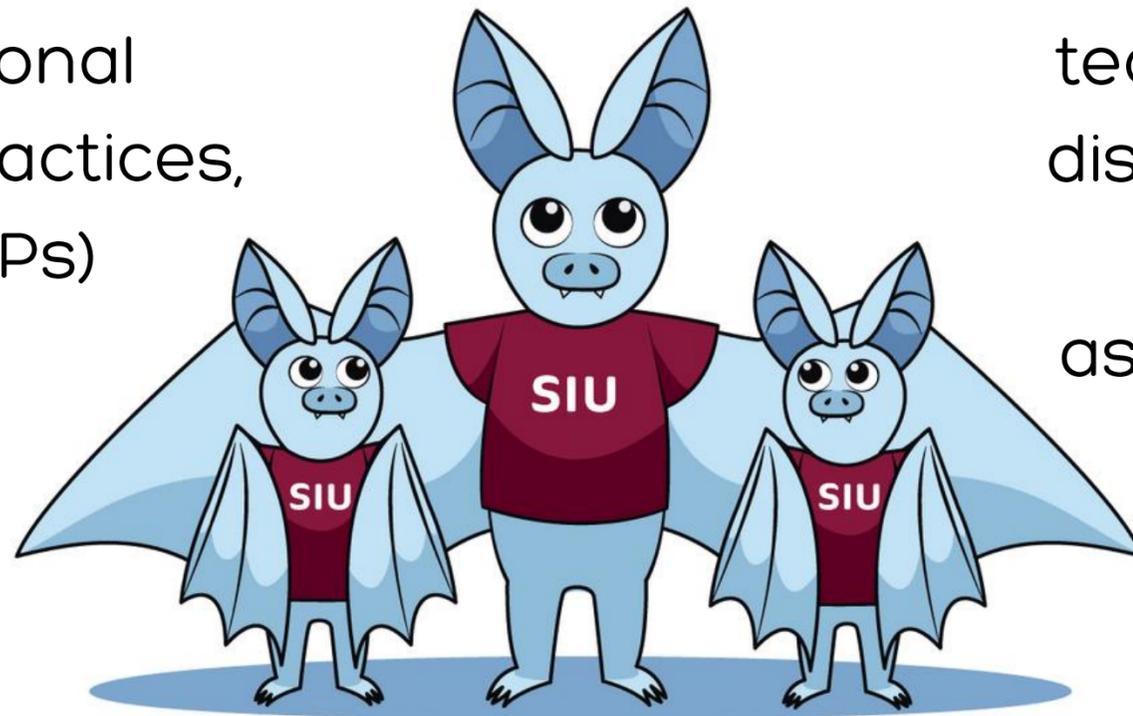


# POSITIVE BEHAVIOR SUPPORTS AND INTERVENTIONS – ACROSS THE CONTINUUM



# Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.



The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.



# About



# OBJECTIVES

Student Success

How behavior is  
learned

Behavior management strategies

Universal Supports

Enhanced Supports

A stack of colorful sticky notes in shades of light blue, yellow, and pink. The top note is light blue and features the text "LET'S TALK" in a bold, black, sans-serif font. The notes are slightly offset, creating a layered effect.

**LET'S  
TALK**



## Why is De-escalation important?

Students with no suspensions typically have a 16% probability  
of **dropping out**.

*Balfanz et al., 2015*

Students who have been suspended once increases to 32%

Students who have been suspended two times increases to 42%

Students who have been suspended three times increases to 49%

Students who have been suspended four or more times increases to  
53%

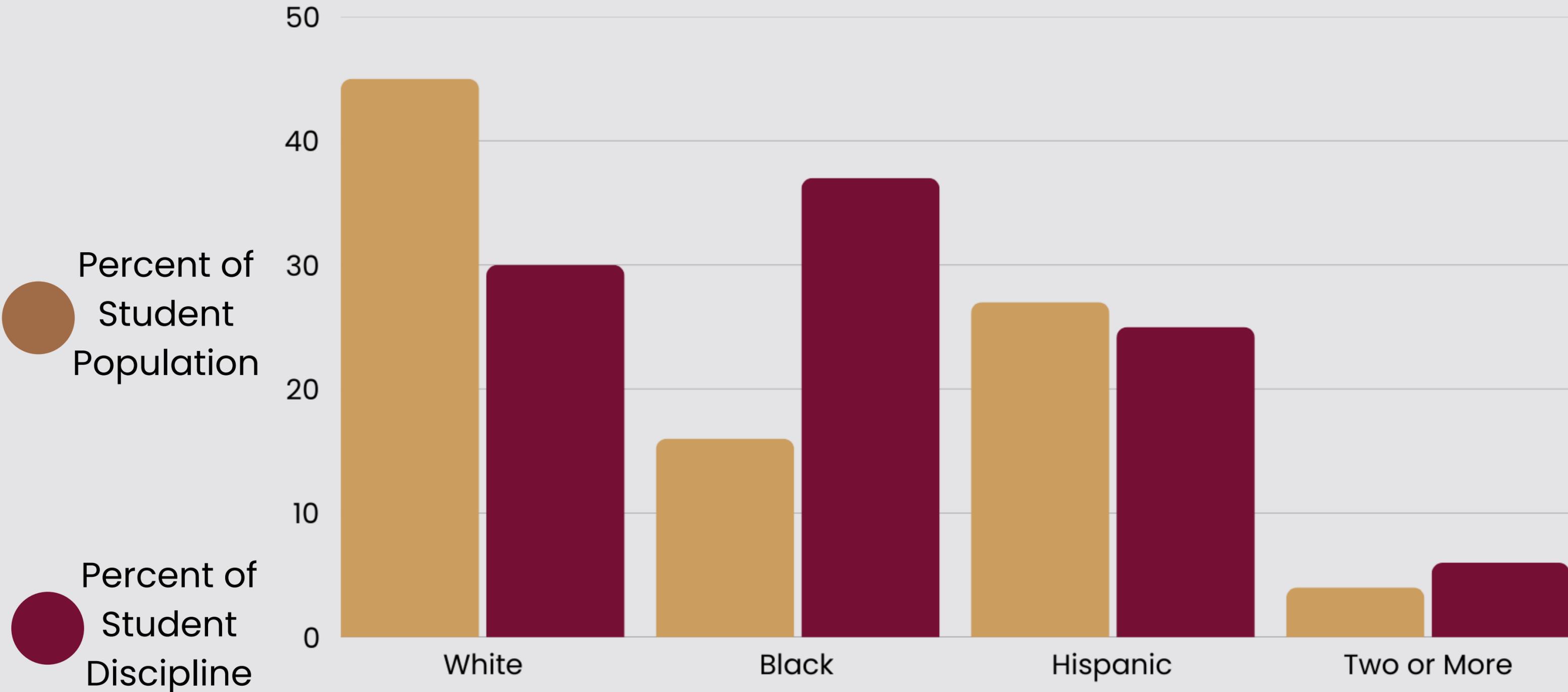
## State of Illinois Data for 2023

<b>Total</b>	Total Incidents	250,351
	Total Students	114,218
	Expulsion	593
	In-School Suspensions	138,319
	Out-of-School Suspensions	108,741
	Removals to alternative setting	2,698

# State of Illinois Data for 2023

Total	No ability to De-escalate- Tobacco/Alcohol/D rugs/Weapons	10%
	w/ IEP's	27%
	Low Income	74%
	Grades K-8	48.60%
	Grades 9-12	51.40%
	Removal of 1-2 Days	55%

# State of Illinois Data for 2023



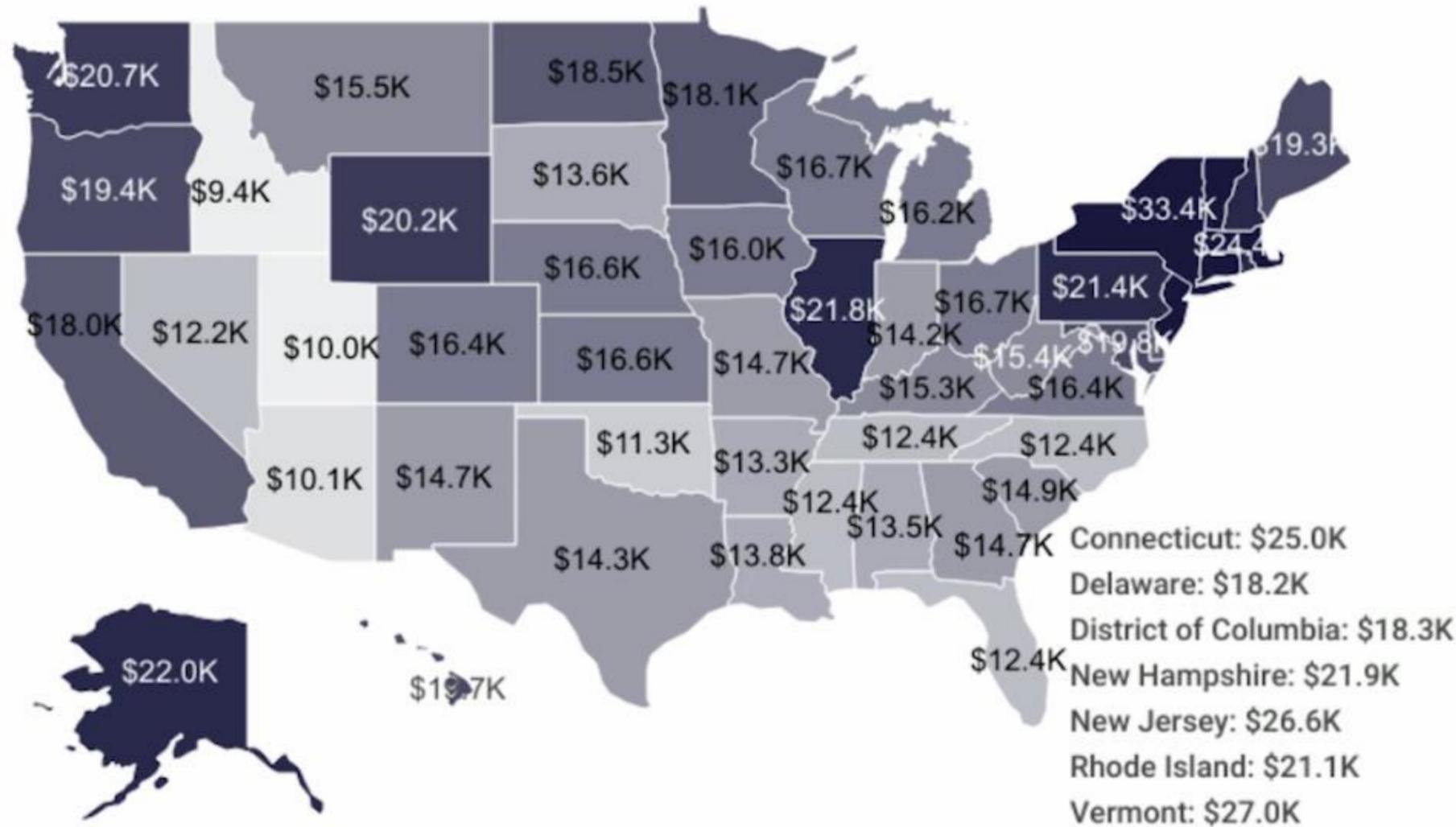
## **Is there an engagement crisis in America's schools?**

In 2023, Gallup reported fewer than half of students (47 percent) felt engaged at school. More alarming, as many as 25% of students polled reported they were actively disengaged from school.

**5th - 70%**  
**6th - 67%**  
**7th - 58%**  
**8th - 48%**  
**10th - 33%**  
**11th - 32%**  
**12th - 34%**



## Public K-12 Spending Per Student



Education Data Initiative sources: United States Census Bureau & National Center for Education Statistics



# Illinois Data

**1.5% of kids are retained on average in US. (NCES)**

**Illinois spends \$21,800 per student**

**There are 1,925,415 students in Illinois.**

**Illinois spends \$621,610,814 on retained students each year.**

$$\begin{aligned} 1,925,415 \times .015 &= \\ 28,881 \times 21,800 &= \\ \$621,610,814 & \end{aligned}$$

Retention affects Black and Latino students disproportionately and increases the likelihood that students will not graduate from high school.

**What Does Research Say About Grade Retention? A Few Key Studies to Know**

By [Sarah Schwartz](#) — November 02, 2022  
<https://www.edweek.org/leadership/what-does-research-say-about-grade-retention-a-few-key-studies-to-know/2022/11>

<https://www.edweek.org/teaching-learning/theres-a-cost-to-holding-back-struggling-readers-see-how-much/2024/03>



**NCES** National Center for  
Education Statistics

## 2023 Average annual earnings for adults between 25-34

Annual average	<b>\$54,200</b>
High-school grads	<b>\$41,800</b>
Non-high school grads	<b>\$35,500</b>

The **National Center for Education Statistics (NCES)** is the primary federal entity for collecting and analyzing data related to education.

**The total annual cost of teacher turnover in the United States is staggering.**

Pre-COVID estimates suggest that teacher turnover **costs the US over \$8.5 billion annually.** NCTAF

**\$20,000-\$25,000 per teacher**

- Hiring
- Recruiting
- PD
- Admin. cost

# Struggling Students

Unmotivated/Disengaged

Isolated/Withdrawn

Defiant/Oppositional

Unprepared

Distracted

Inconsistent

Impulsive

Emotional

Overwhelmed

Socially Struggling

Overly Dependent

Disruptive/Aggressive

# Successful Students

Curious

Involved

Independent

Socially Engaged

Self Motivated

Organized

Collaborative/Team Player

Enthusiastic

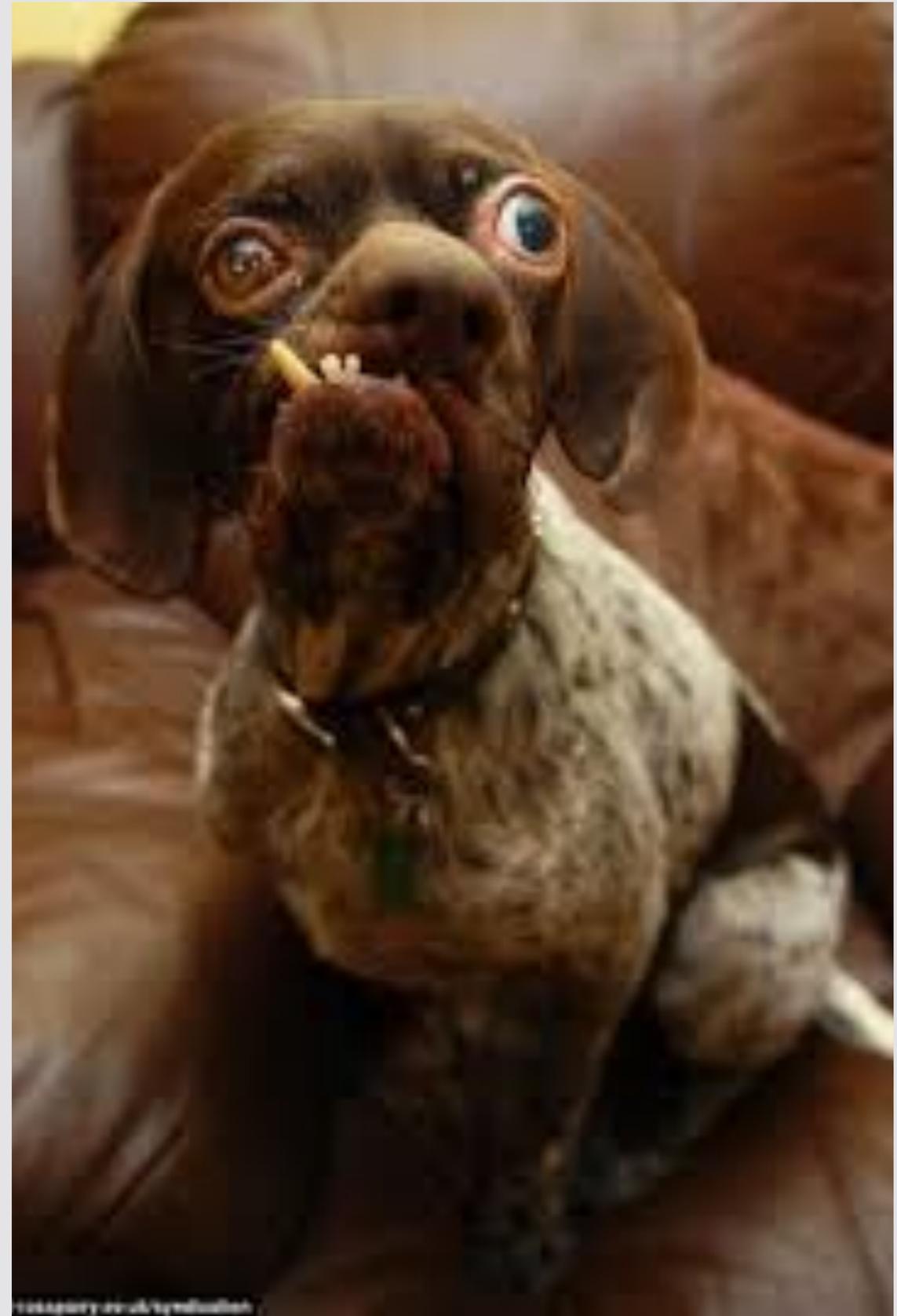
Respectful

Well Rounded

Creative/Innovative

M  
FAMILY FAVORITE  
THINGS











# The five basic principles of Behavior Management- Skinner/Jacobs

**B A S I C S**



**Behavior is  
learned**

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

**If a child doesn't know how to behave, we**

**punish.**



**Behavior is  
learned from  
other people**



**Behavior is a  
result of its  
consequences**

A green rectangular road sign with rounded corners and a white border. The sign is mounted on two silver poles. The text on the sign is in white, bold, sans-serif font. The word "Consequences" is on the top line, and "Just Ahead" is on the bottom line. The sign is set against a background of a bright, sunny sky with white clouds and a lens flare effect from the top right.

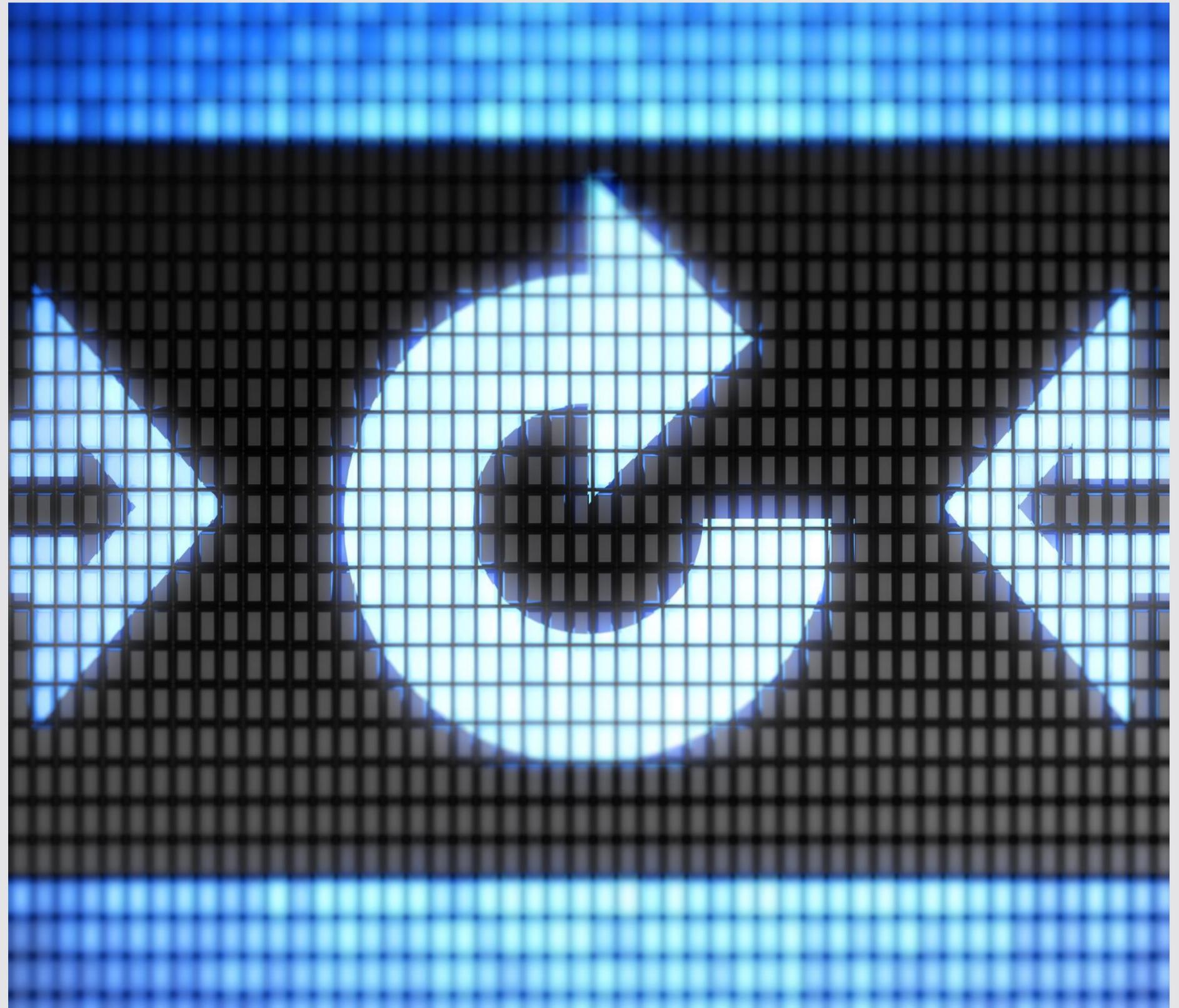
**Consequences  
Just Ahead**

**Behavior  
which is  
reinforced  
tends to be  
repeated**





**Behavior  
which is not  
reinforced  
tends not to be  
repeated**



## Reasoning behind PBIS

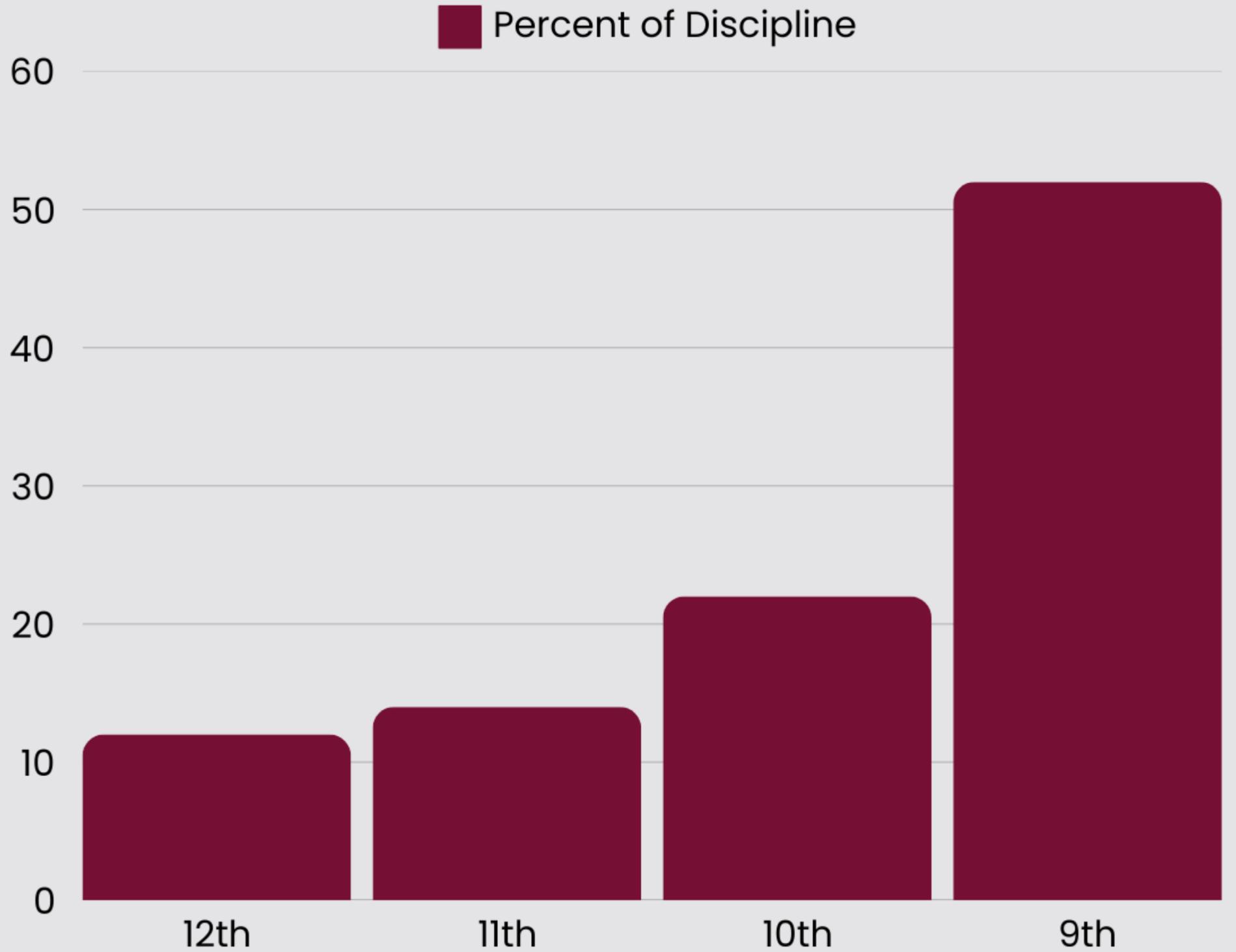
“Students tend to be disruptive and destructive when the school rules are **vague, discipline is punitive, punishment is rigidly applied** regardless of student’s individual differences . . . and **when students receive little recognition for appropriate conduct** or achievement.”

*Hill M. Walker, Strategies and Best Practices*



*Behavior  
Assessment  
Training*

# Discipline- local high school

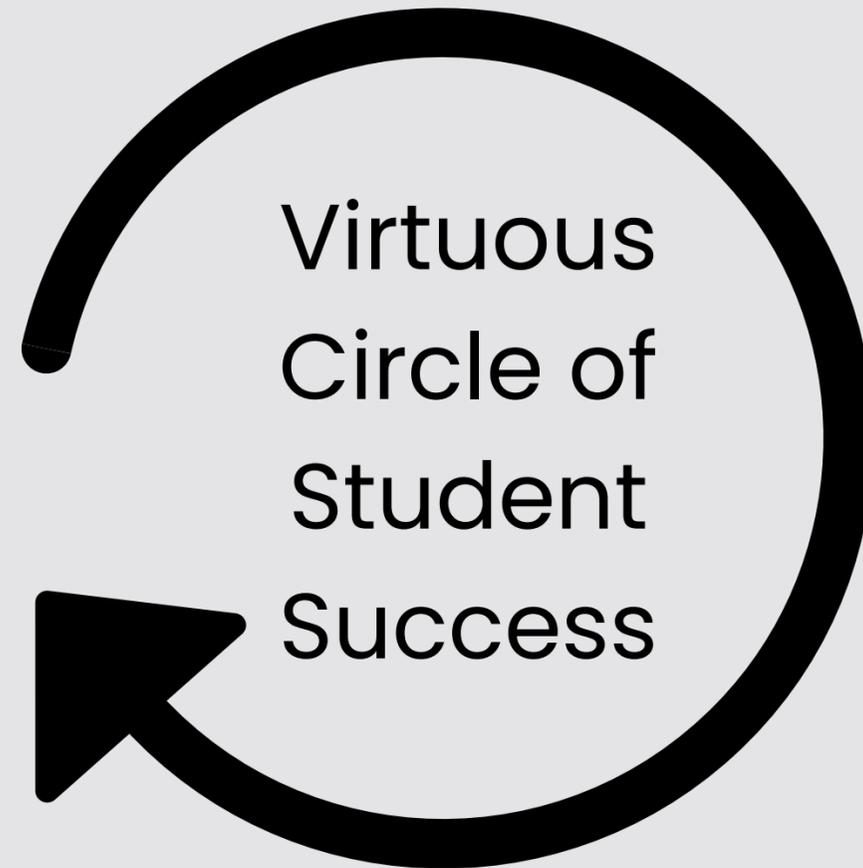


**School-Wide Systems to Address  
School Climate and Student Needs**

**Student-Student  
Relationships**

**Adult Responsibility for the  
Success of all Students**

Formative assessment to  
identify students in need of  
additional support

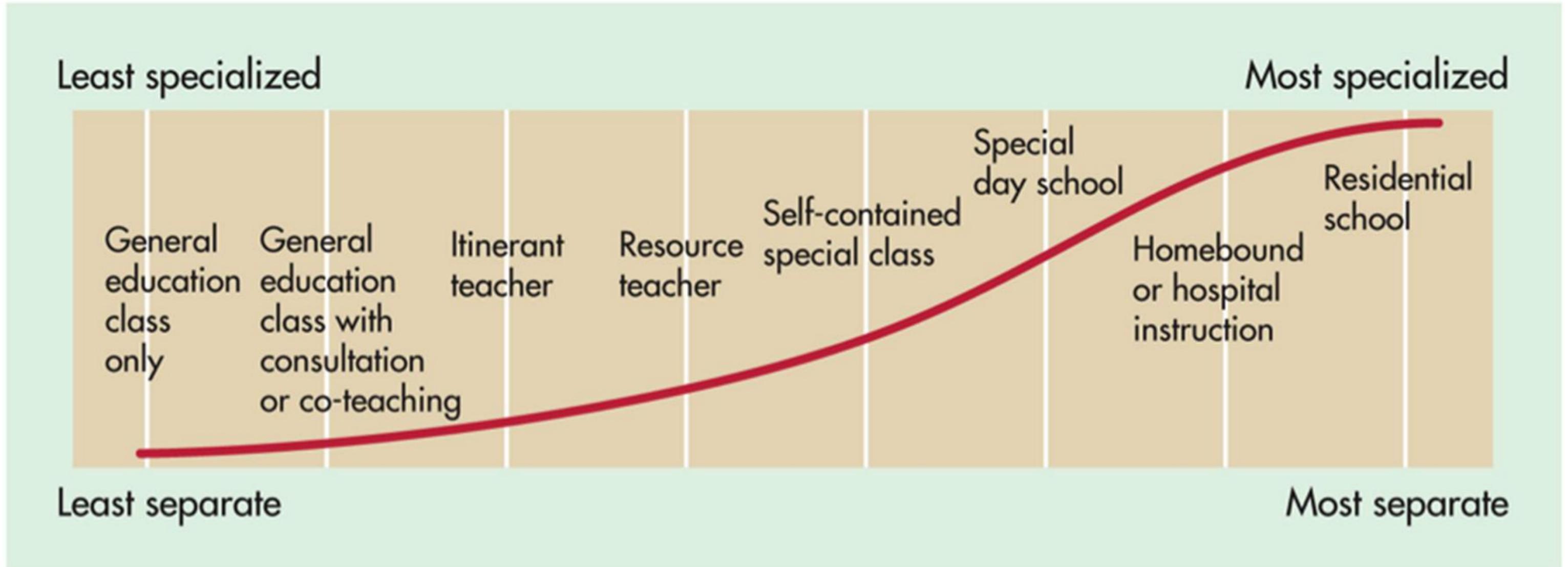


**Genuine relationships built and  
maintained with students**

**Instructional environments  
arranged to predict success**

High Probability Instructional  
Practices with thought to  
cultural relevance

# Continuum of Special Education Services





### **Apply to everyone:**

These supports are delivered to all individuals within a group, not just those with specific behavioral needs.

### **Proactive approach:**

Aims to prevent problem behaviors by teaching necessary skills and creating a positive climate.

### **Positive reinforcement:**

Focuses on actively acknowledging and praising positive behaviors rather than solely punishing negative ones.

# Universal

- **Effectively design spaces**
- **Supports**
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction



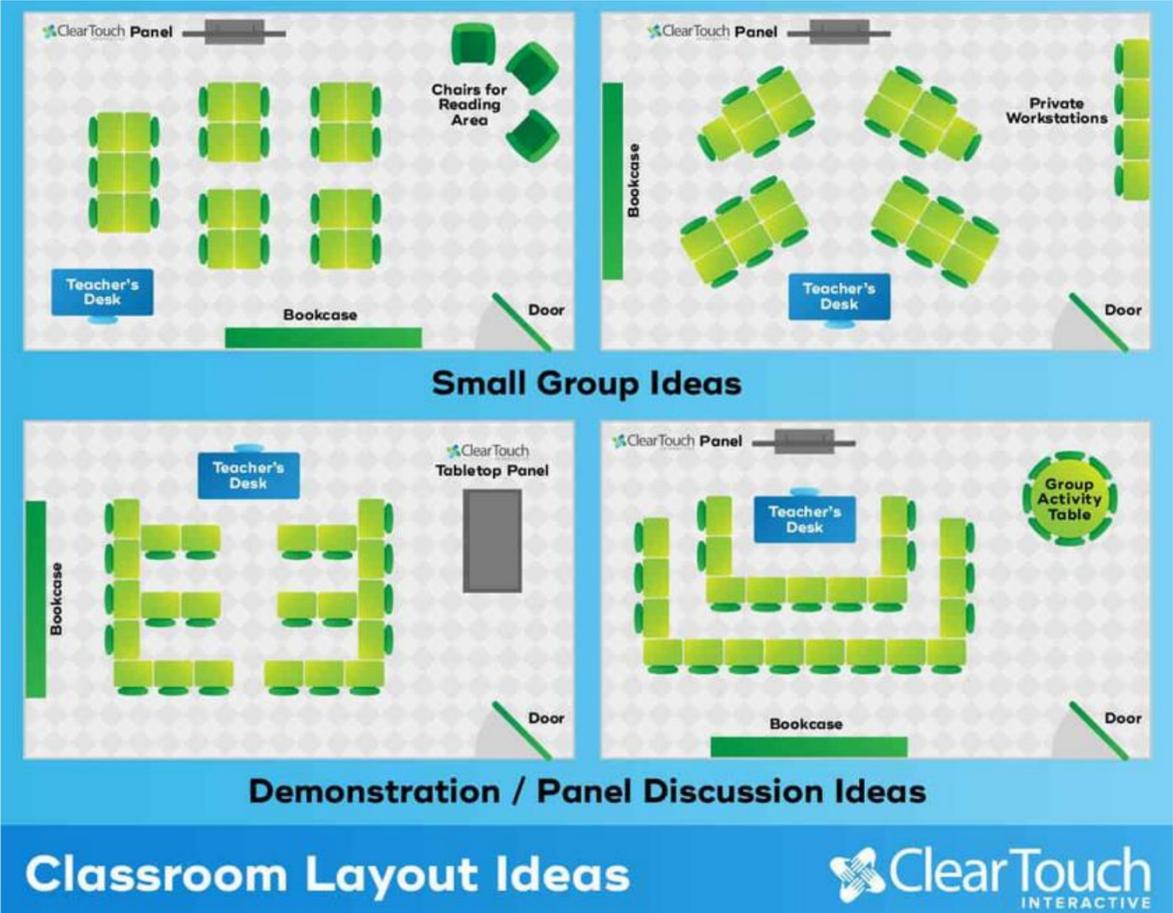
**Design the classroom environment to facilitate typical instructional activities, facilitate transitions, and minimize distractions.**

**Safe Space/Corner or Calming Area**



Design the classroom environment to facilitate typical instructional activities, facilitate transitions, and minimize distractions.

Safe Space/Corner or Calming Area



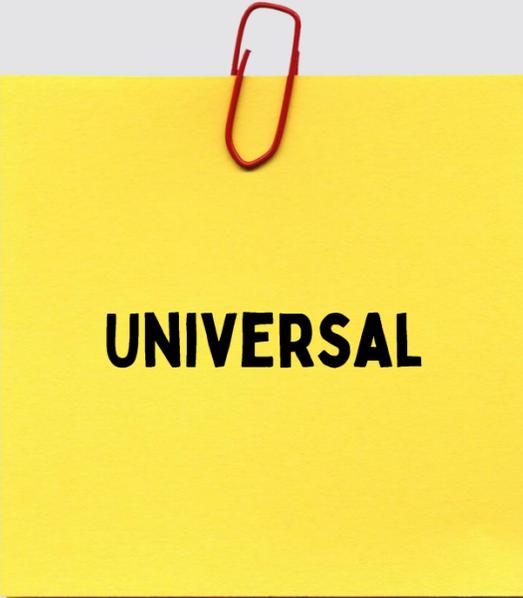
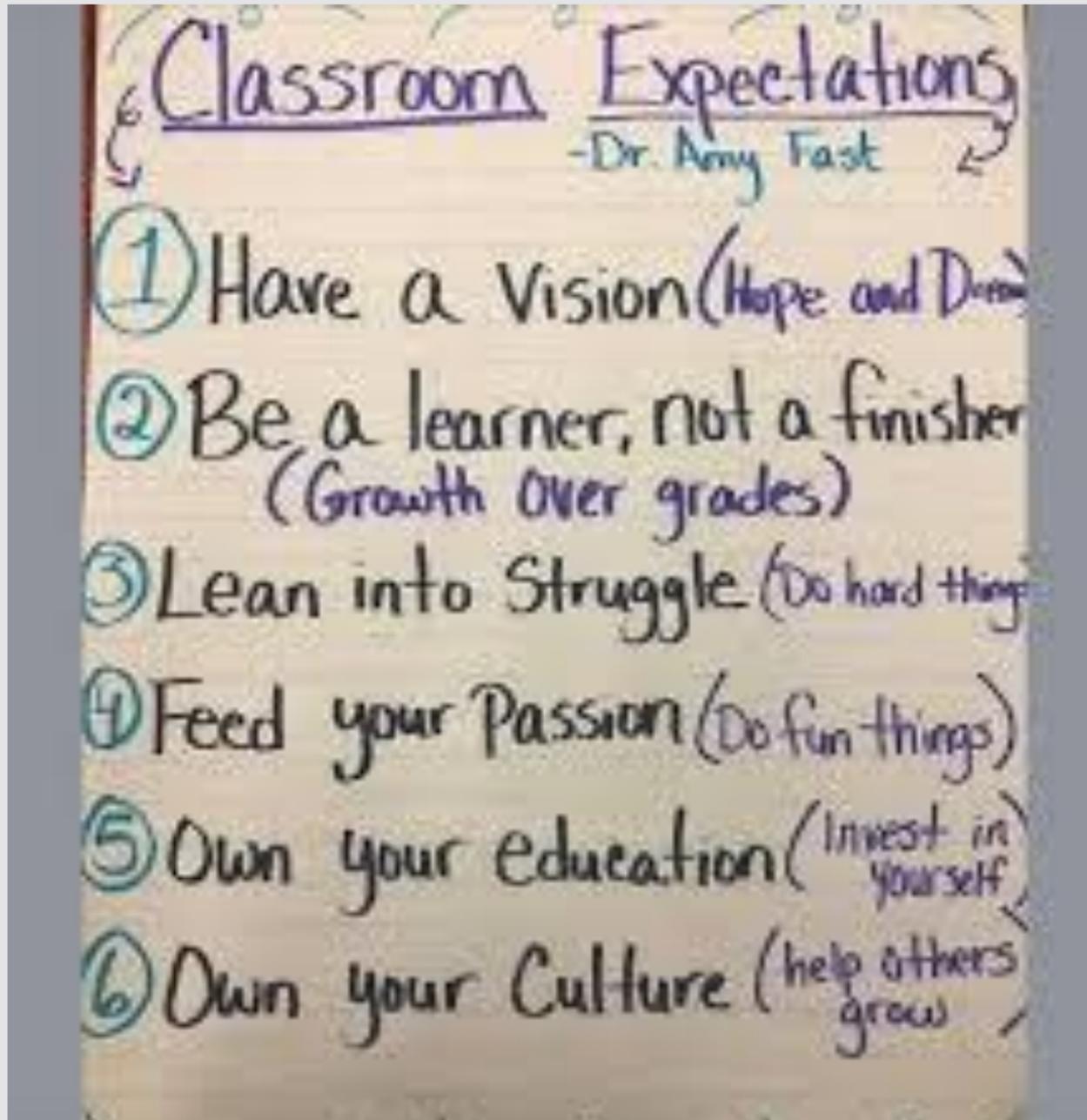


**Create purposeful visual prompts and displays to support learning, materials access, and independent activity engagement.**

# Universal

# Supports

- Effectively design space
- **Develop, teach, and reinforce classroom expectations**
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction



**Define and post expectations.**

**Consider student generated classroom expectations for all ability levels.**



## Small Group Expectations

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**Define and post expectations.**

**Consider student generated classroom expectations for all ability levels.**

# Rule

**Students** who make no conscientious effort to pay attention, work in class, turn in assignments, and/or who use time unwisely will be considered guilty of misconduct (disrupting their own learning) and subject to disciplinary action for violation of a **school rule**. Additionally, teachers may assign after school study time to any student who is receiving an accumulated failing grade of "F" in any class. Monday through Thursday, the detention hall will house students assigned after school study time. **Students who make little or no progress toward the necessary credits for grade promotion/graduation may be subject to an academic progress review by the administration to determine the problem for the poor academic record of the student and to consider alternative education placement.** Additionally, the privilege to attend extra curricular activities that take place within and outside of the school day may be revoked.

# Rule

## S

“Bus Drivers are to be **obeyed**” The following safety rules will be enforced:

4. **Do not** throw anything on the bus or out the windows.
5. **Do not** create unnecessary noise including loud talking/laughing.
7. **No** eating or drinking is allowed on the bus.

# Classroom Expectations

Be Kind	Be Safe	Be Respectful
<ul style="list-style-type: none"> <li>• share</li> <li>• take turns</li> <li>• use nice words</li> <li>• work together</li> </ul>	<ul style="list-style-type: none"> <li>• waking feet</li> <li>• put your backpack away</li> <li>• push in your chair</li> <li>• playground safety</li> </ul>	<ul style="list-style-type: none"> <li>• whole body listening</li> <li>• work hard</li> <li>• raise your hand</li> <li>• follows directions</li> </ul>



# CAFETERIA

RULES / EXPECTATIONS

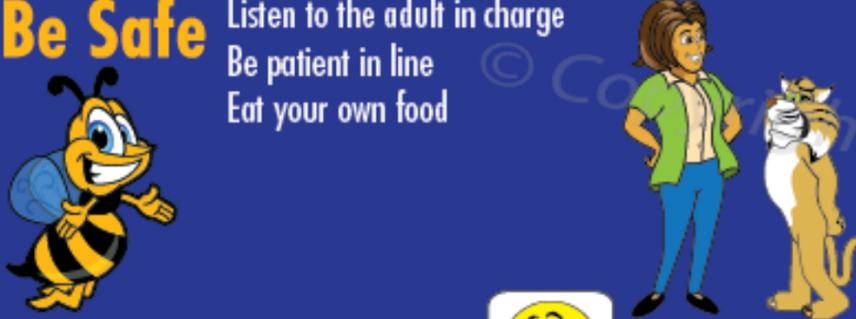
## Be a Wildcat!

**VOICE LEVEL 2**

---

### Be Safe

Listen to the adult in charge  
Be patient in line  
Eat your own food




---

### Be Respectful

Hands and feet to yourself  
Use nice words




---

### Be Responsible

Clean up after yourself  
Stay at your table




**Develop classroom expectations that pair well with school-wide expectations.**

## Teaching Routines

1. EXPLAIN THE WHAT AND THE WHY
2. MODEL THE HOW
3. 1-2 STUDENTS MODEL
4. EVERYONE PRACTICES



KINDERGARTENCAFE.ORG

# Routines



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**Physically teach routines.**

**Model and Practice.**

**Require redo's to show that we can't move on until we do our routine in a certain way.**

# Explicitly Teach Behaviors



# 8 Laws of Learning- John Wooden



# *How do we practice*

Deliberate

Space

Retrieval

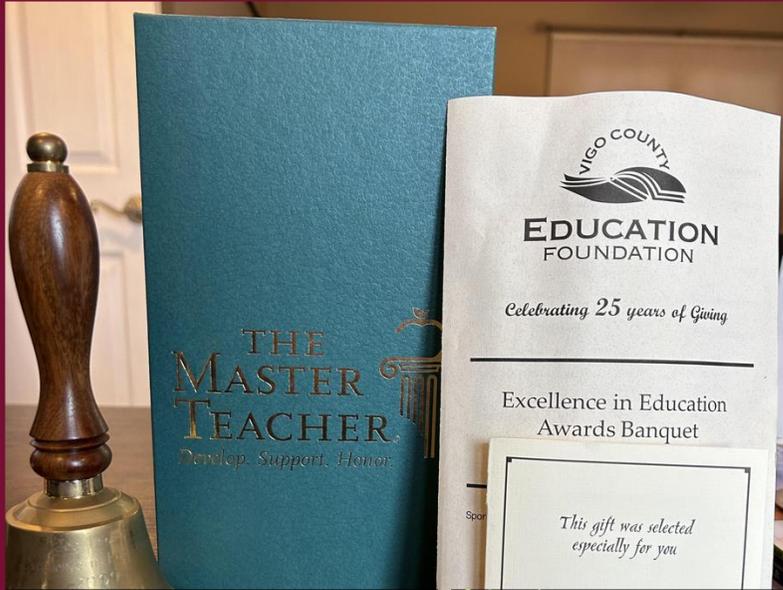
Varied

Mixed-Interleaved



# Encouraging behaviors





# Student Employee of the Week

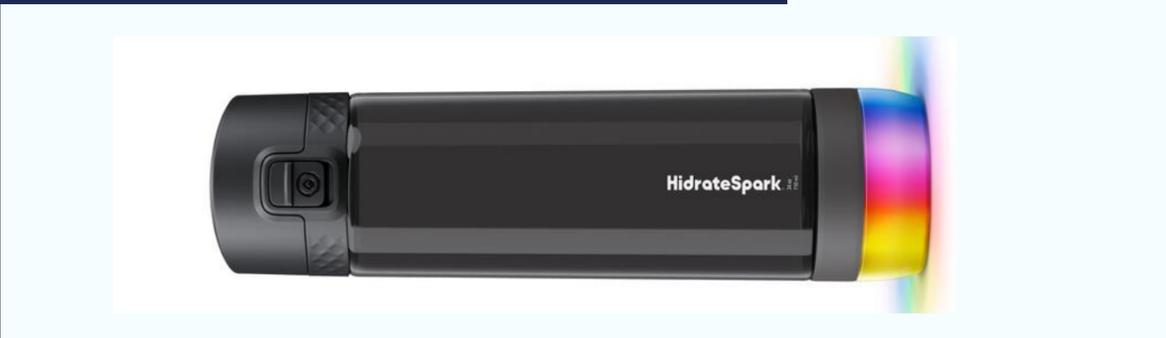
**Lincoln Thoma**



**Move Goal 200%**  
You've earned this award 182 times for doubling your daily Move goal. Most recent: 9/19/24. You need another 411 Calories to earn this award today.

**Workouts**  
Awards for setting new personal records or doing a type of workout for the first time.

7-Workout Week 283 Calories	Elliptical Workout Record 283 Calories	Running Workout Record 1,368 Calories
Fastest 5K 00:24:56	Fastest 10K 00:51:22	Fastest Half Marathon 01:45:06



## Secondary School- Possible Incentives

2nd chance -redo assignment

Admission to a game

Choose seat

Complete assignment outside

Drop lowest test/quiz/homework score

Erase tardy

Extra credit opportunity

Extra time on an assignment

March Madness viewing

No homework pass

Read to younger students

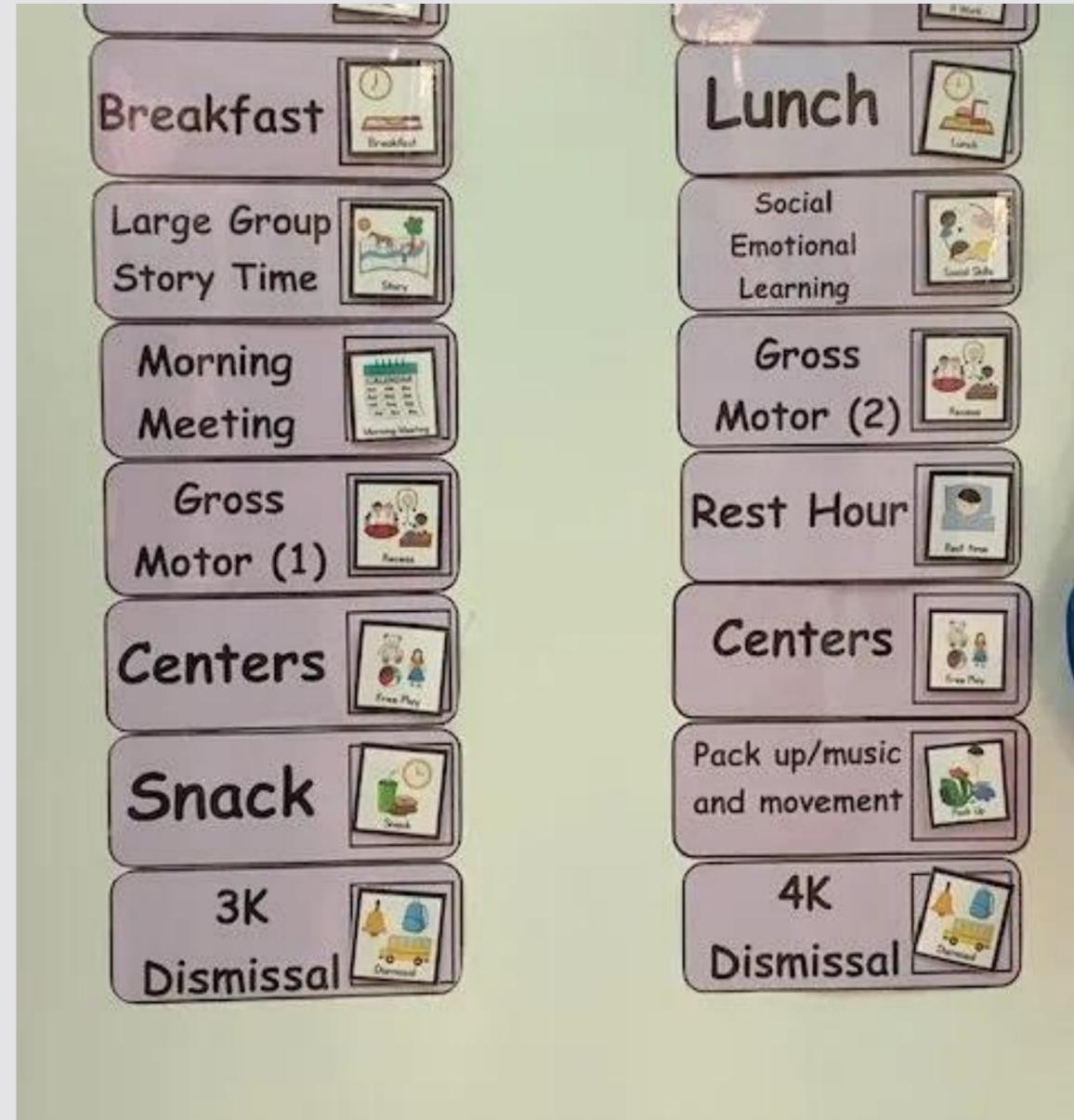
Special parking spot

Special lunch table

Social media post dedicated to student

# Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- **Develop, teach, and reinforce routines**
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction



**Post and review schedule for the day or class.**

**Maintain a predictable schedule.**

# Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- **Develop relationships**
- Prompt (pre-correct) expected behaviors
- Active supervision
- Effective instruction

**When I was a student,  
teacher or staff member ...**

made a positive  
connection with me  
by ... or when ...



# **When I was a student, teacher or staff member ...**

embarrassed or belittled, or made me feel uncomfortable by ... or when ...

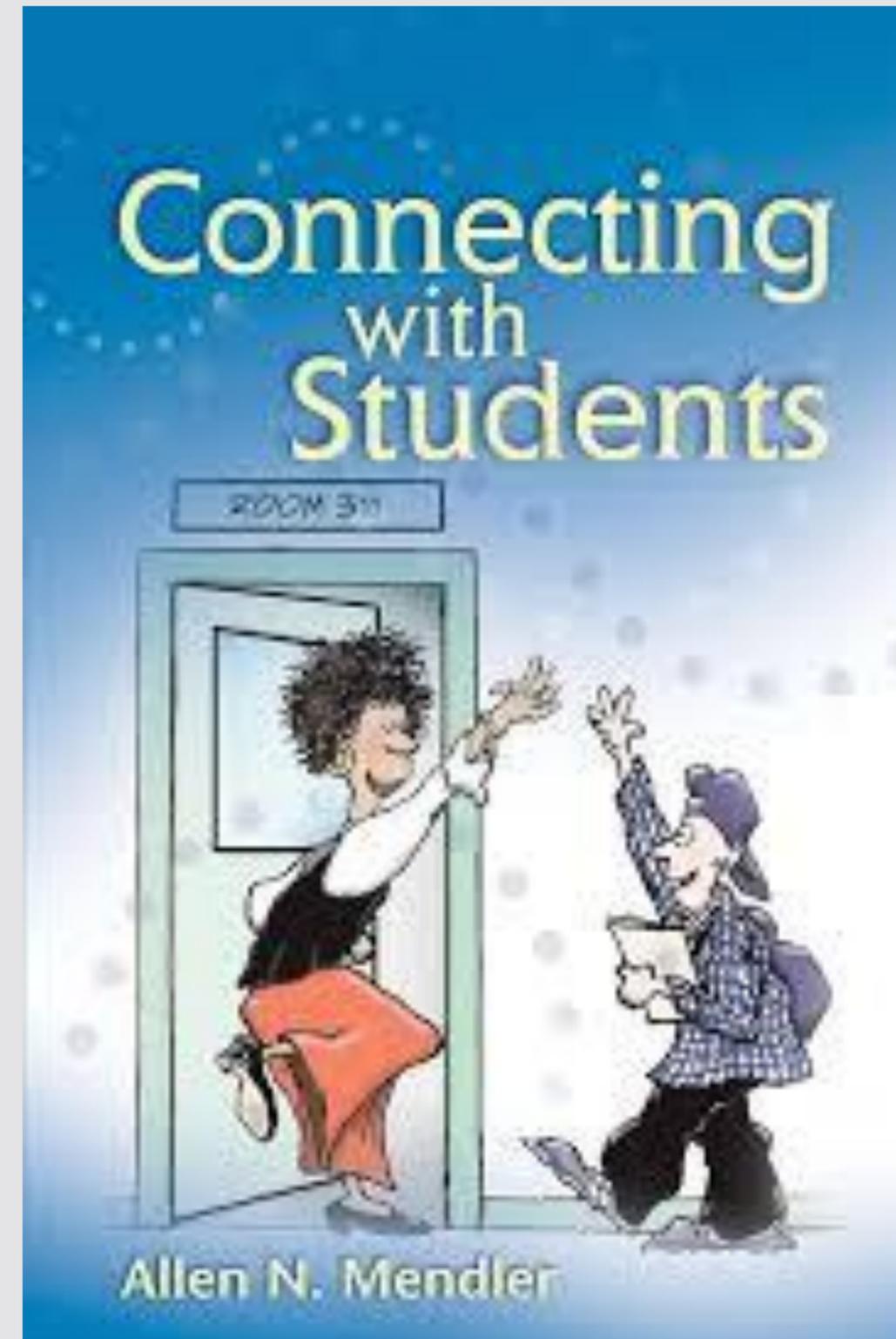


How do you build a

RELIATIONSHIP

# BUILDING RELATIONSHIPS

- \*Collect personal index cards with questions. Ex. after school activities, favorite teacher.
- \*Call home
- \*Think aloud
- \*Play their music
- \*Supervise after school activities
- \*Sponsor a club/activity
- \*Establish predictable routines and rules
- \*Ask students what you could do better
- \*Visit cafeteria
- \*Apologize when you “blow it and know it”
- \*Notice students
- \*Greet students to start the class or day at the door.





## **Classroom Meetings (Morning Meeting) and Community Building.**

# Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- **Prompt (pre-correct) expected behaviors**
- Active supervision
- Effective instruction

# Behavior Momentum

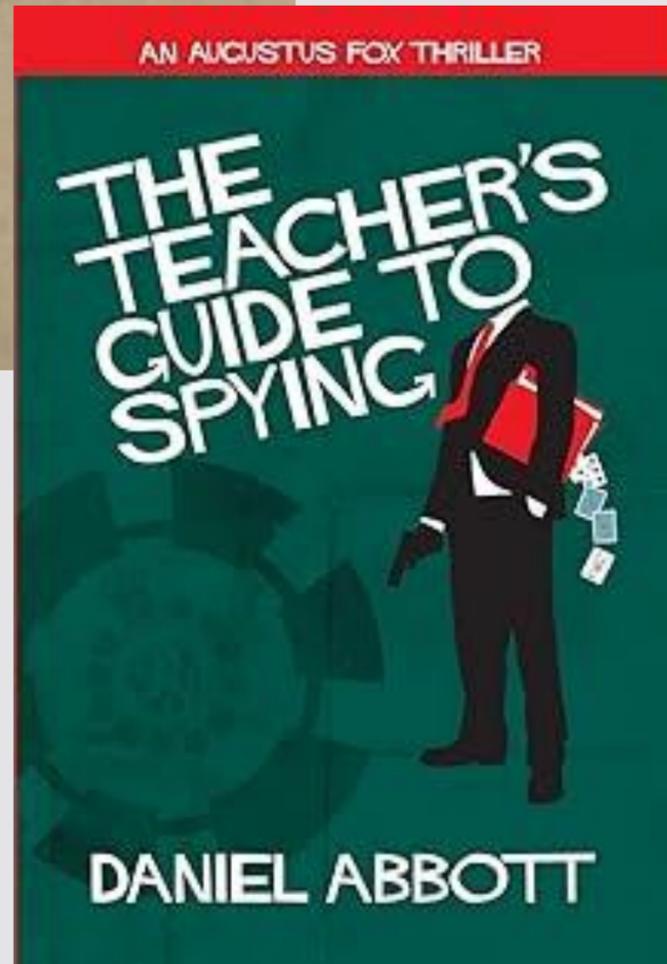


**Provide pre-corrections regularly before presenting students with the opportunity to perform critical routines/skills.**

**At first, contrive success.**

# Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- **Active supervision**
- Effective instruction



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**Regularly scan and circulate through the entire classroom space.**

**Check-in with individual students and use proximity, pre-corrections, and specific verbal praise to promote on-task behavior**

# Universal Supports

- Effectively design space
- Develop, teach, and reinforce classroom expectations
- Develop, teach, and reinforce routines
- Develop relationships
- Prompt (pre-correct) expected behaviors
- Active supervision
- **Effective instruction**

# 3 strategies have been proven to work to increase student success

---

**UNIVERSAL**

## 1. Active supervision with explicit instruction



3 strategies have been proven to work to  
increase student success

---

**UNIVERSAL**

2. Provisions of  
opportunities for  
student  
responding during  
instruction



3 strategies have been proven to work to  
increase student success

---

**UNIVERSAL**

3. Delivery of positive  
feedback both  
academically and  
socially



# The Goal

5:1

# The Reality

1:1

3:1

1.9:1

# How often students hear positive /negative comments from an adult

	Positive	Negative
Elementary School	5.8 min	1.8 min.
Middle School	25 min.	1.6 min.
High School	4.3 min.	23 seconds

Scott, 2024

**Focused:**

These supports could be delivered to the entire class or a small group, but benefit specific students through group implementation.

**Increased dosage:**

Utilizing increased amounts of universal practices.



# Enhanced Supports

- **Analyze your space**
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- Consider data collection



**Assorted seating options**

**Use of proximity**

# Enhanced Supports

- Analyze your space
- **Adjust routines and transitions**
- Instructional changes
- Foster relationships
- Consider data collection

- **Place a needed break time into the entire class schedule.**
- **Incorporating music and/or visuals.**
- **Assign jobs**
- **Utilize timers, tools**

**ENHANCED**



# Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- **Instructional changes**
- Foster relationships
- Consider data collection



## Signals Communication

**Set a culture where asking questions is normal and making mistakes is ok.**



# Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- **Foster relationships**
- Consider data collection

- Check In-Check Out may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- Social Skills Club participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- Lunch Bunch
- Reading Buddies may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.
- Peer Mentoring



**ENHANCED**

# Enhanced Supports

- Analyze your space
- Adjust routines and transitions
- Instructional changes
- Foster relationships
- **Consider data collection**

A stack of colorful sticky notes in shades of light blue, yellow, and pink. The top note is light blue and features the text "LET'S TALK" in a bold, black, sans-serif font. The notes are slightly offset, creating a layered effect.

**LET'S  
TALK**

**Please complete the  
following short survey.**





# THANK YOU

**FOR YOUR ATTENTION**

Presentation- 2024



Visit Our Website

