

Be the Difference

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Recommended Citation

Eskut, Donna Miller, "Be the Difference" (2015). *Georgia Association for Positive Behavior Support Conference*. 45.
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Stabilizing the Pyramid of Interventions



Dr. Donna Eskut
Madras Middle School, Coweta County

Learning Outcomes:

- 1. Compare the academic and behavior pyramid of interventions (POI).**
- 2. Research based interventions at each level**
- 3. Circumventing difficulties**

Compare Academic and Behavior Tiers

ACADEMIC SYSTEMS

TIER 3

Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity procedures
- Of longer duration

TIER 2

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1

Core Instructional Interventions

- All students, all settings
- Preventive, proactive

CIRCA
5%

CIRCA
5%

CIRCA
15%

CIRCA
15%

CIRCA
80%

CIRCA
80%

Students

BEHAVIORAL SYSTEMS

TIER 3

Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1

Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Tier 1

- Standards Based Classroom
- 80% of students

Tier 1
Standards
Based
Classroom



Tier 1

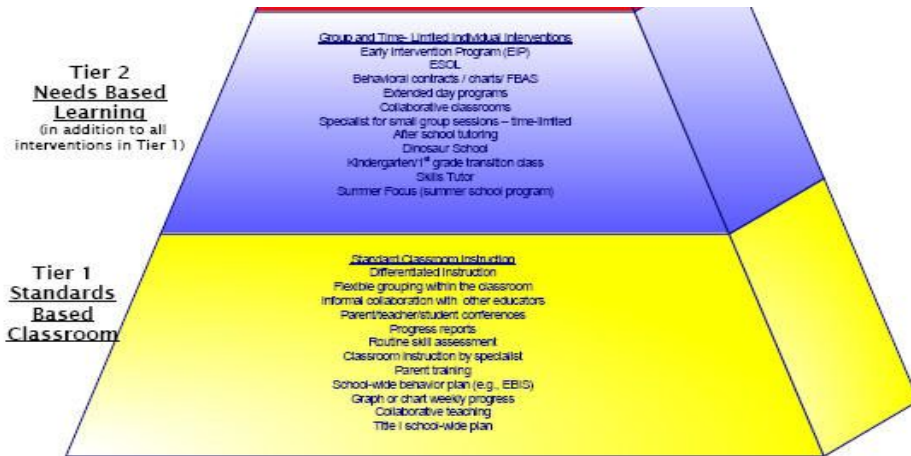
- Differentiated Instruction
- Flexible grouping in the classroom
- Informal collaboration with other educators
- Parent/ teacher/ student conferences
- Progress reports
- Routine skill assessments
- Classroom instruction by specialist
- Parent training
- School wide behavior plan
- Graph or chart weekly progress
- Collaborative teaching

Tier 1
Standards
Based
Classroom

Differentiated Instruction
Differentiated instruction
Flexible grouping within the classroom
Informal collaboration with other educators
Parent/teacher/student conferences
Progress reports
Routine skill assessment
Classroom instruction by specialist
Parent training
School-wide behavior plan (e.g., EBIS)
Graph or chart weekly progress
Collaborative teaching
Tier 1 school-wide plan

Tier 2

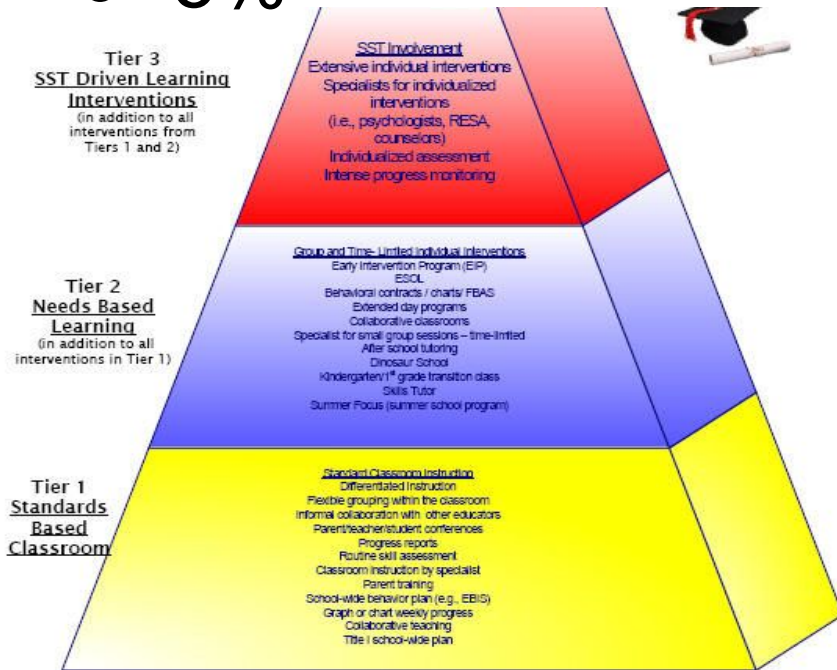
- Needs based learning
- 15%



- Early intervention program (EIP)
- ESOL
- Behavior contracts/ charts/ FBAs
- Extended day programs
- Collaborative classrooms
- Specialists for small group sessions - time limited
- After school tutoring
- Summer school programs

Tier 3

- SST Driven Learning Interventions
- 5%

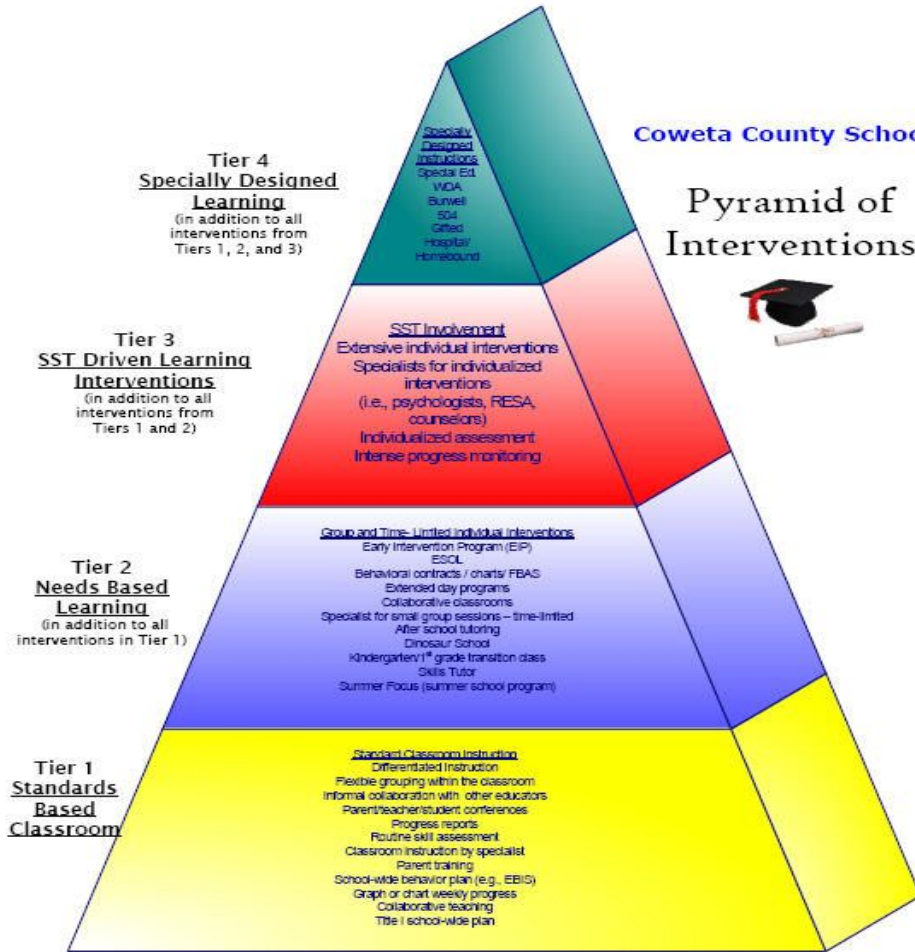


- Extensive individual interventions
- Specialist for individualized interventions
- Individualized assessments
- Intense progress monitoring

Tier 4

Coweta County Schools

Pyramid of Interventions



Specialized instruction

Includes

- Special Education
- 504
- Gifted
- Hospital/
homebound

Please note that these are examples of interventions at each tier and not all inclusive. Some interventions may be applicable to more than one tier depending on the intensity and /or frequency of the intervention.



GRADE

WAVE

UNIVERSITÄTEN

1ST GRADE

SUMMER READING

FAMILY TRIPS

CAMPS

TIME AT LIBRARIES AND MUSEUMS

This is the struggle with
academics...



But think about this...





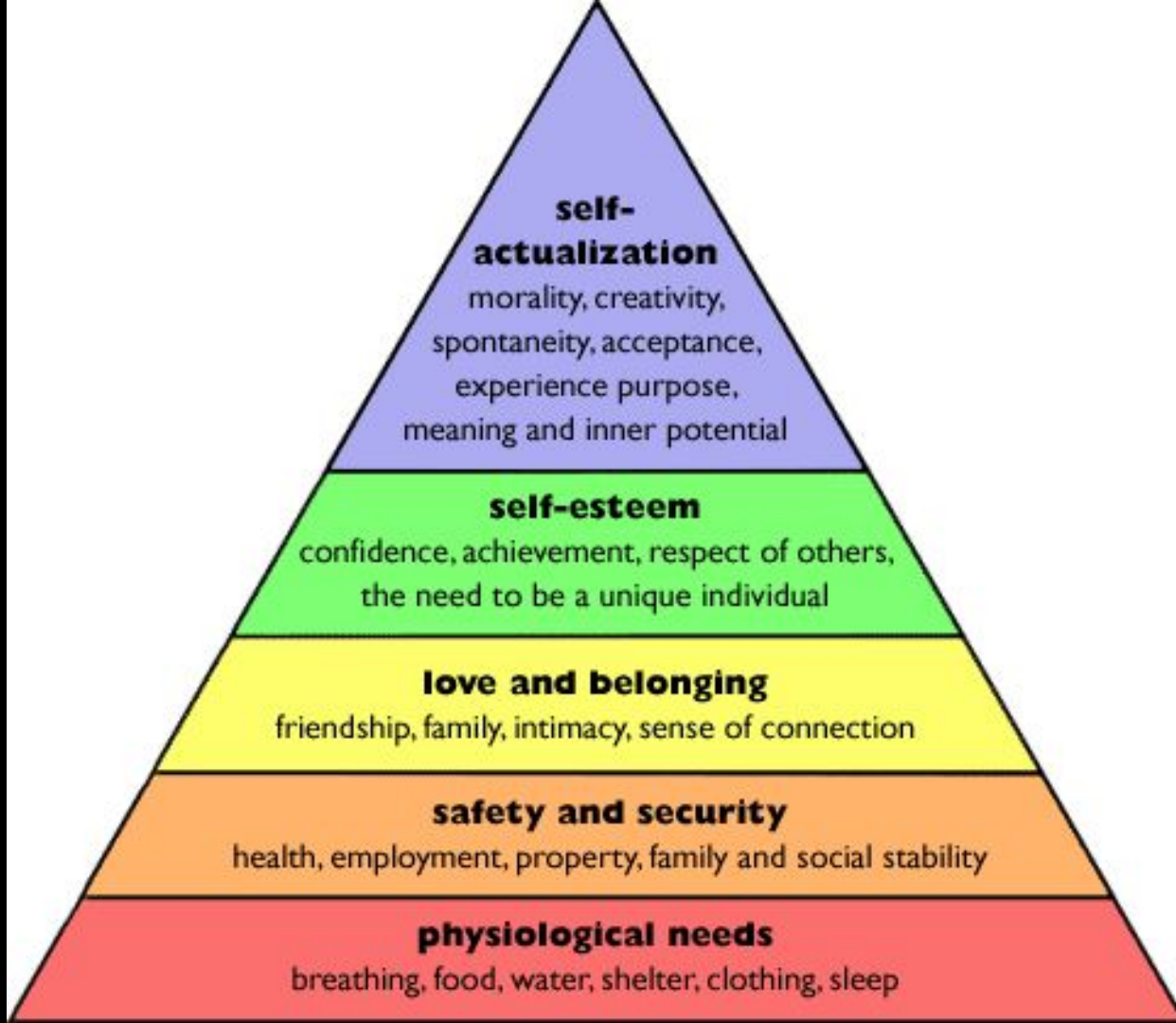
No Talking
No Laughing
No Smiling
In Fact:
No Nothing that
induces any Kind
of pleasure





Activity - The Basics of Behavior





self-actualization

morality, creativity,
spontaneity, acceptance,
experience purpose,
meaning and inner potential

self-esteem

confidence, achievement, respect of others,
the need to be a unique individual

love and belonging

friendship, family, intimacy, sense of connection

safety and security

health, employment, property, family and social stability

physiological needs

breathing, food, water, shelter, clothing, sleep

1 Behavior = 10 Reasons



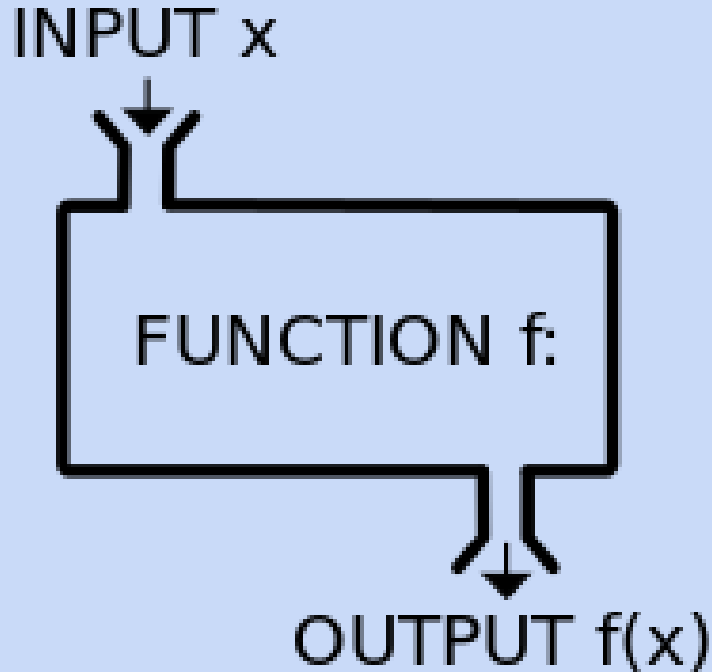
Research Based Interventions

expectations.

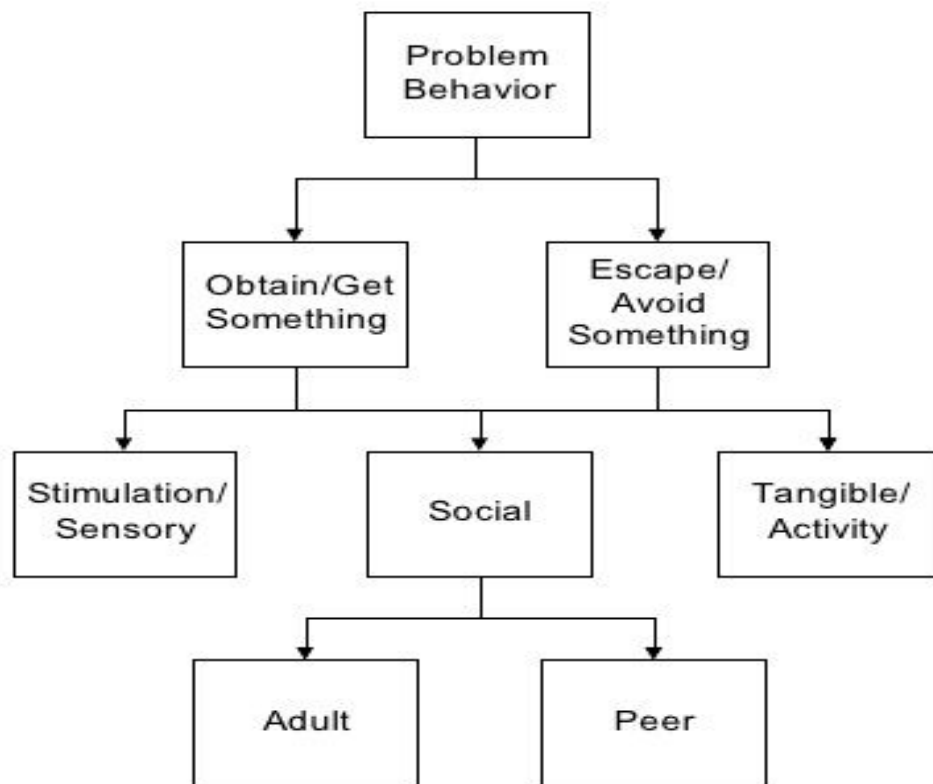


**DETERMINING
BEHAVIORAL
EXPECTATIONS**

Finding the Function



Functions of Behavior



4 Functions of Behaviour

		What It Does For Me	When Does it Happen
S Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
E Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
A Attention		Provides access to people or interactions	When I want social interaction
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity

The diagram illustrates the ABC model of behavior. It consists of three main components arranged horizontally from left to right. The first component is a blue-outlined arrow pointing to the left, containing the text 'Antecedant' and 'What happened prior to the behavior of concern'. The second component is a red-outlined rounded rectangle containing the text 'Behavior' and 'Behavior of concern'. The third component is a teal-outlined arrow pointing to the right, containing the text 'Consequence' and 'What happened after the behavior was demonstrated'. The entire diagram is set against a white background with blue borders at the top and bottom.

Antecedant

What happened prior
to the behavior
of concern

Behavior

Behavior
of concern

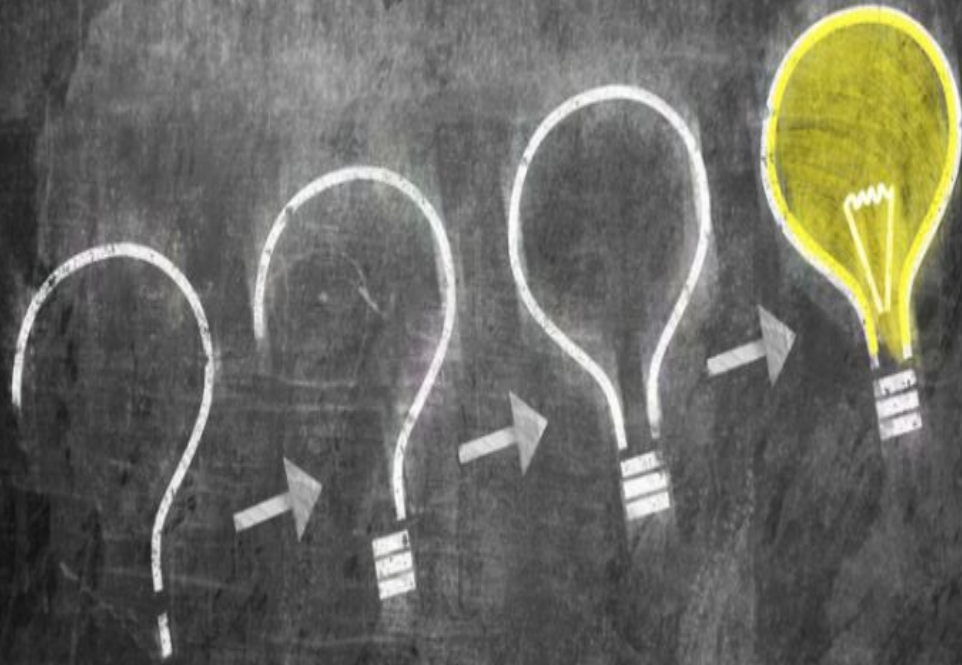
Consequence

What happened
after the behavior
was demonstrated

The Behavioral Equation: Determining the Function



The function of a behavior is determined by the consequences that follow the behavior.



**QUESTIONS
TO HELP
DETERMINE
THE
FUNCTION OF
BEHAVIOR**

It's all fun and games until
someone figures out the
function of your
behavior.



Ideas For Sensory Seeking

- ✓ More ideas include:
 - Make a "Smell Good Station" using cotton balls and small containers (film canisters)
 - Certain types of smells can be calming and comforting. The following are calming Scents (generally)
 - almond extract, apple extract, banana extract, chamomile, cinnamon extract, lavender, pine needles, vanilla extract, peppermint extract, gingerbread cookies
 - Organized sports
 - Football
 - Track and Field
 - Martial Arts

Task Avoidance/Escape

Do:

- ❑ Provide visual schedule as antecedent control
- ❑ Redirect individual back to task
- ❑ Utilize an If → Then diagram
- ❑ Provide increased reinforcement upon starting unfavorable task
- ❑ Give breaks (planned)
- ❑ Provide the individual with easier task initially to produce behavioral momentum

Don't

- ❑ Allow the individual to escape even momentarily
- ❑ Provide positive reinforcement
- ❑ Give a timeout /break

MISSING:



REWARD IF FOUND

Proactive (PBS) Interventions

A	B	C
PBS (Positive Behavior Support) – <u>Proactive</u> Matching Interventions for ESCAPE/AVOID TASK -- CALVIN		
Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)	Teach student more appropriate ways to ask for help from teacher or peers	■ Reward students for on task, trying hard, work completion & for asking for a break or help appropriately

Proactive (PBIS) Interventions

Attention Seeking

Antecedent Intervention (PREVENTION)

- Give attention early for positive behaviors
 - **Check-in** – provide adult attention immediately upon student arrival
 - Give student **leadership responsibility** or a class 'job' that requires the student to interact w/ staff
 - Place student in desk where he/she is **easily accessible** for frequent staff attention
 - Give student **frequent intermittent attention** for positive or neutral behavior
 - **Pre-Correct** - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention

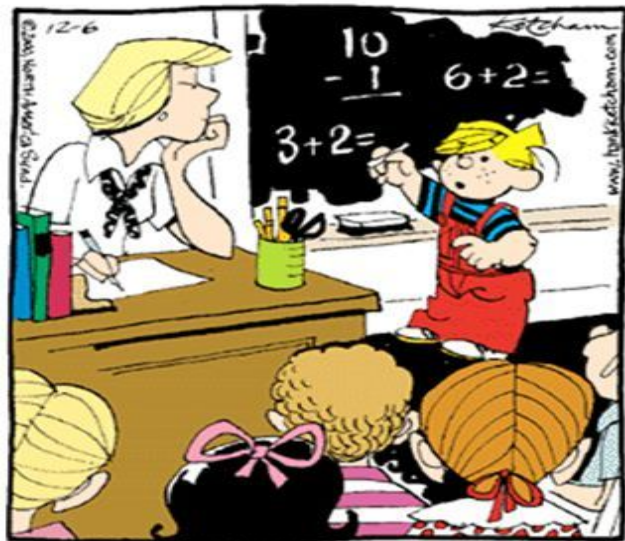
Tangibles



Learned Functions of Behaviors

- GET (Positive Reinforcement)
 - Obtain
 - Activities, people, tasks, tangibles, sensory, pain attenuation

- GET OUT OF (Negative R)
 - Escape/Avoid/Delay
 - Activities, people, tasks, tangibles, sensory, pain



"COULD I USE ONE OF MY LIFELINES?"

We spend **14,256 HOURS** in school between kindergarten and graduation. If we can't find a time for students to have some choice in their learning, then what are we doing with all those hours?

AJ Juliani

<http://bit.ly/1WuCqLm>





Egypt - World Record 3D Pyramid
27 x 27 - 13486 Dominoes

For every minute
you are
ANGRY
you lose sixty
seconds of
HAPPINESS.

-Ralph Waldo Emerson

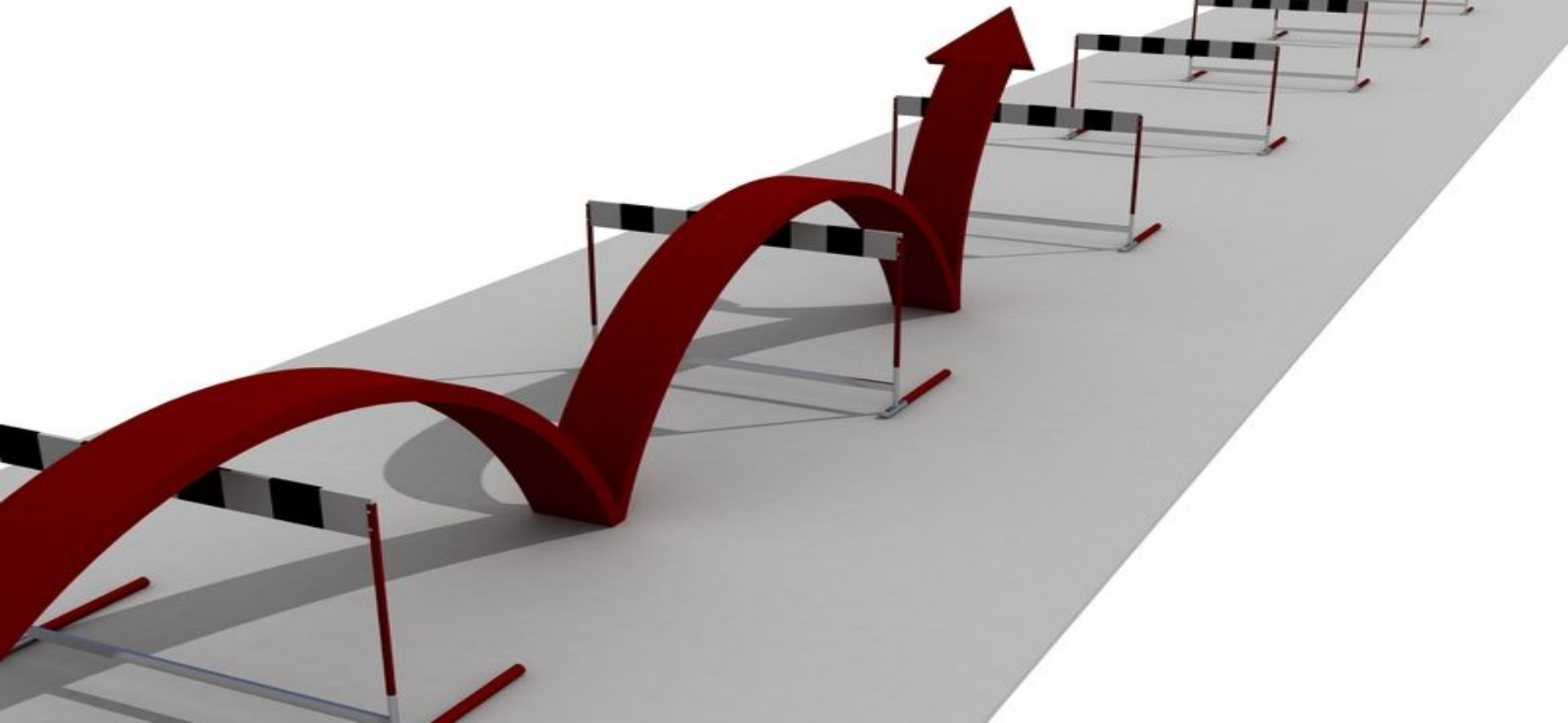
Overcoming Obstacles

"IN THE BOOK OF LIFE,
THE ANSWERS ARE NOT
IN THE BACK!"





Overcoming Obstacles



Teachers who take behavior personally



Baiting teacher into reacting



**It's a
Trap!**

“Tried everything”

*When you've exhausted
all possibilities,
remember this:*

You haven't.

- THOMAS EDISON



www.HappyDose.com

Data shows results

- Data Collection Example
- Data Goal Sheet
- Data Collection - Frequency Count



“I had a very trying day. I tried annoying my teacher, I tried annoying the principal...”

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.

- Janet Lansbury

**Don't look for the “magic wand”...or
pill...or trick...**



Responsive Classroom

Examples

- Partners assigned
- Seating arrangements that encourage interaction
- A “do now” activator
- Multiple representations
- Language rich, visual environment

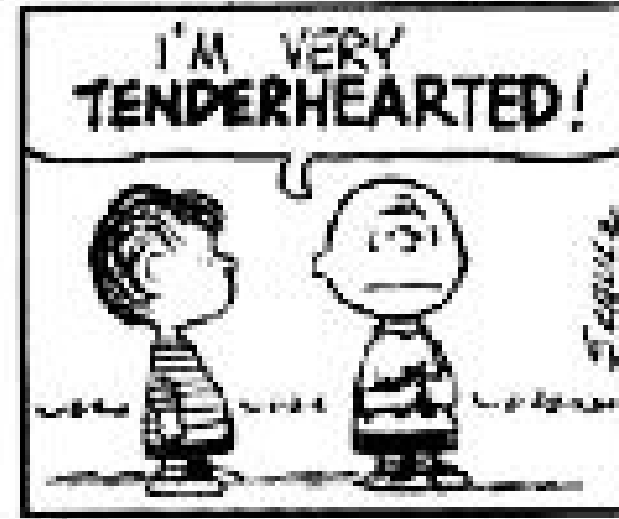
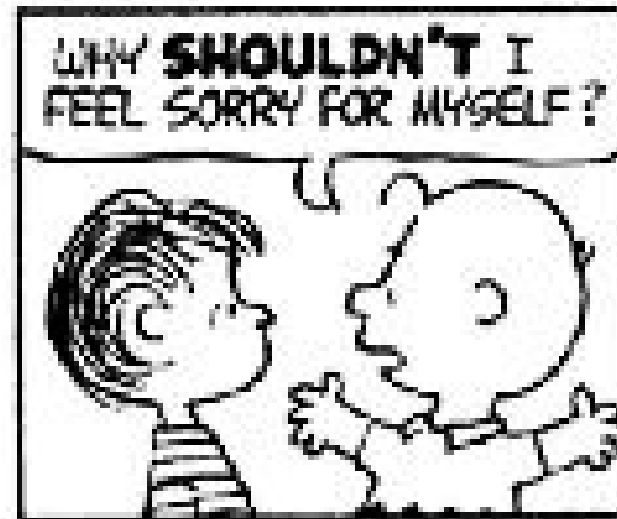
Non-examples

- Exclusively individual seat work
- Exclusively using text book
- Zeros for not turning in work
- One way, one deadline
- Clinical environment

**Questions
and Answers
Teachers
and Parents
Ask About
Using
Reinforcement**

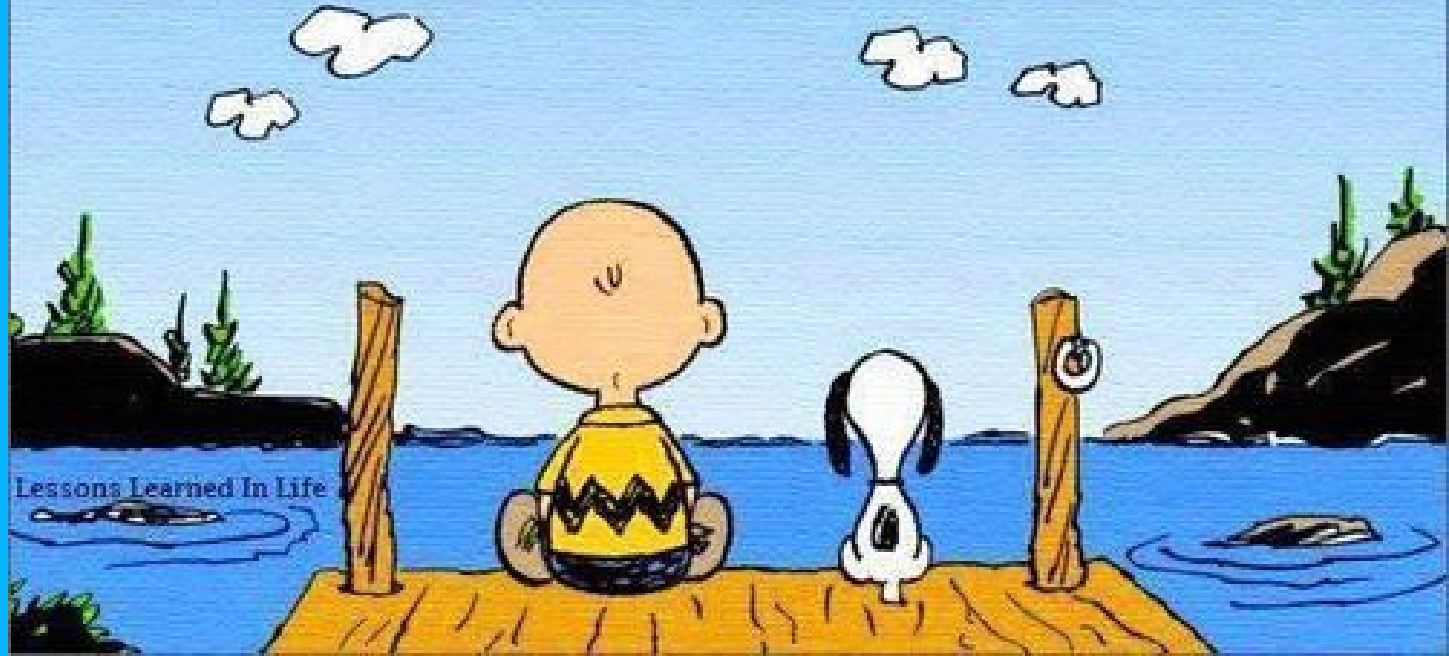


Self
pity...
and
thinking
you are
the only
one



"Sometimes the most ordinary things
could be made extraordinary, simply
by doing them with the right people."

Elizabeth Green

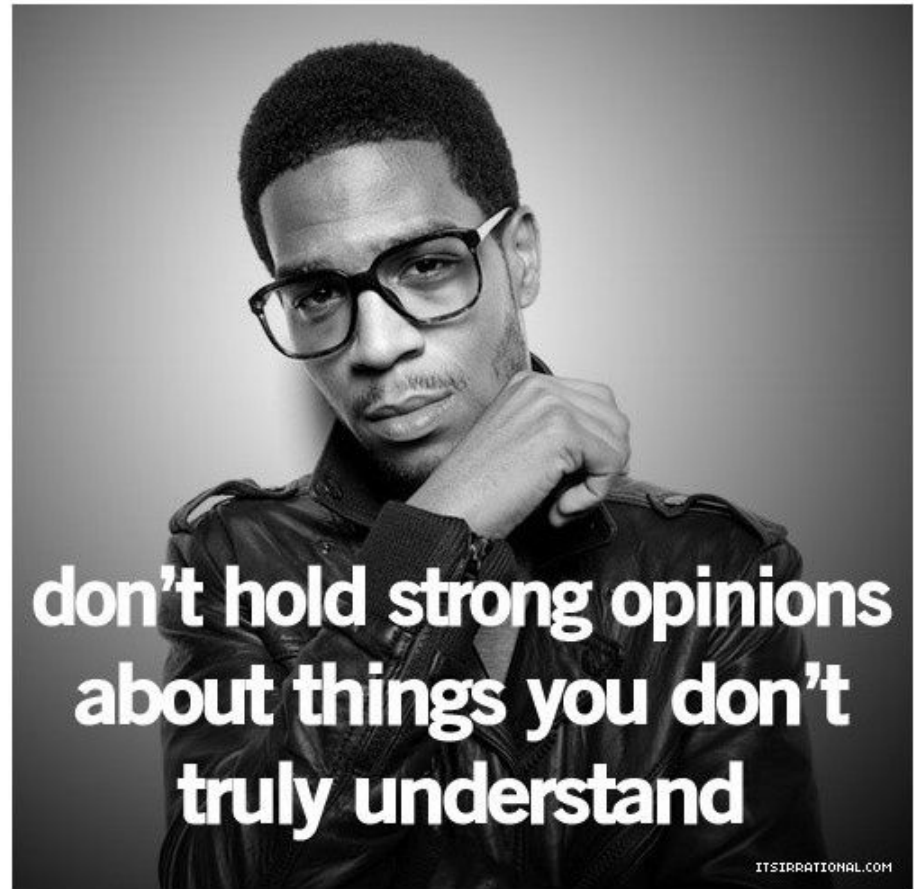




Confusing the problem with the student



Parents bring
us their best
kid



**don't hold strong opinions
about things you don't
truly understand**

Activity...
Which one of
you???

Assume that this should be easy



Students

Teachers

Executive /
Administration

School
culture

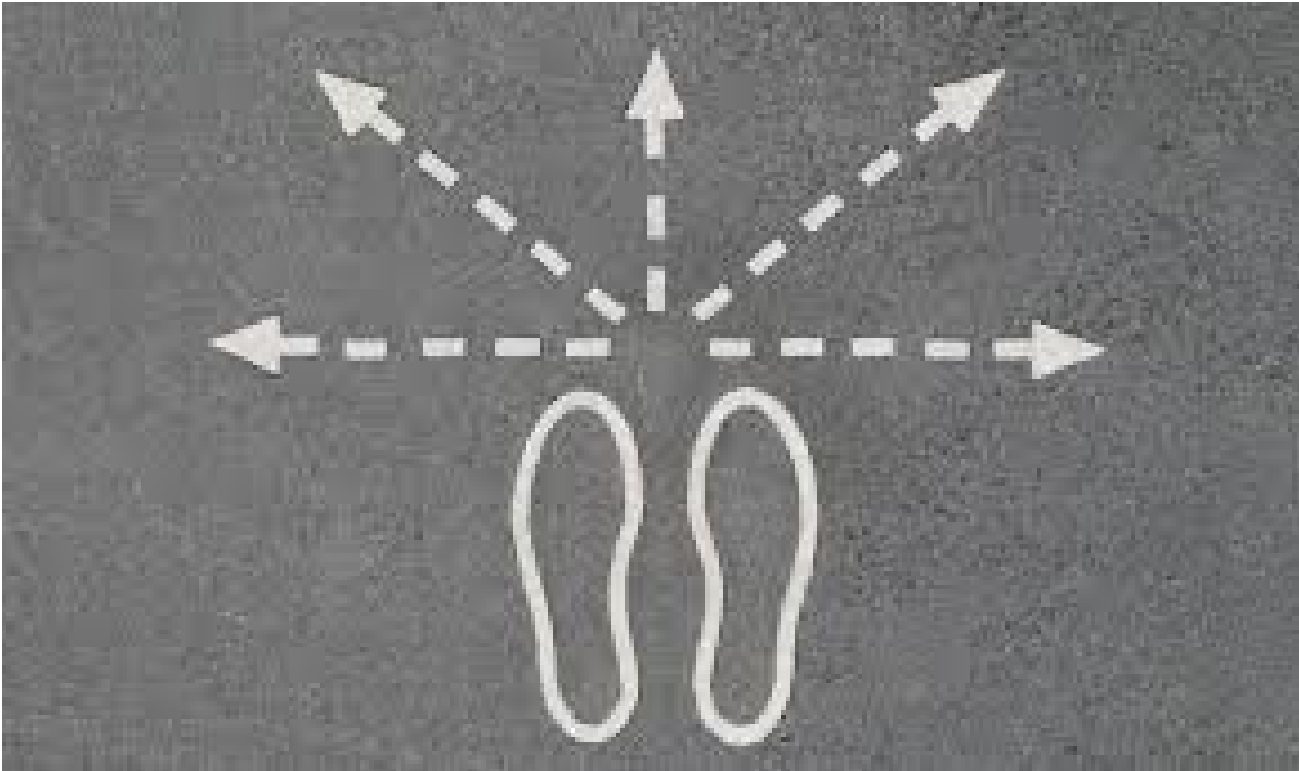
School
rituals
and
routines



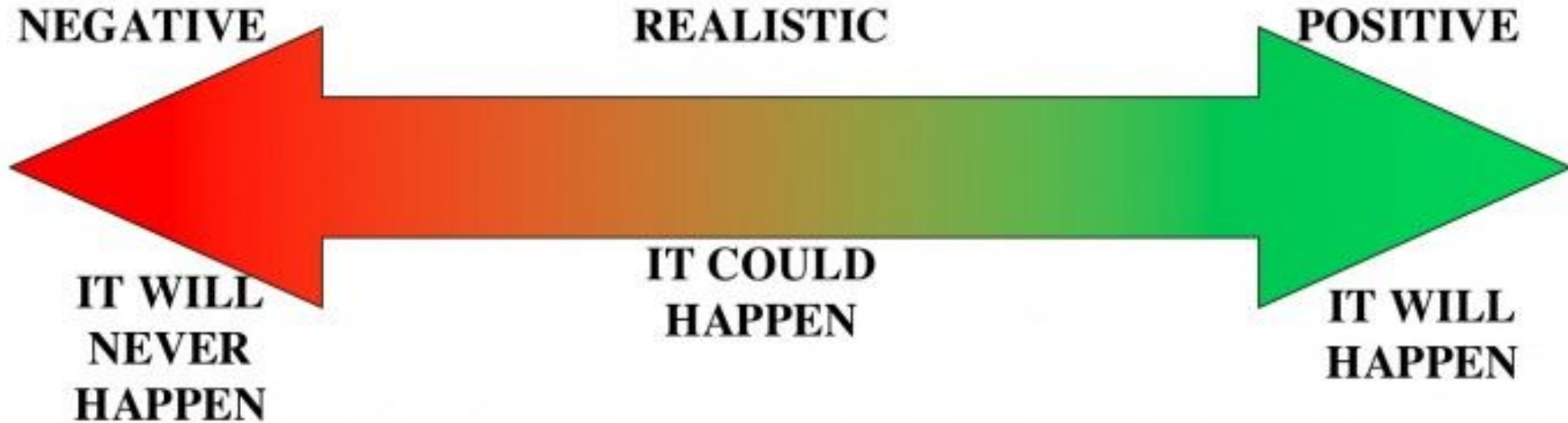
**If a child can't learn the
way we teach, maybe we
should teach the way
they learn.”**

Ignacio ‘Nacho ‘Estrada

- **Forced-Choice Reinforcement Menu**
- **Reinforcer Survey**
- **Reinforcement Survey**



Behavioral Continuum



Forms

- Antecedent, Behavior, Consequence Form
- ABC Form
- Student Observation Form

School-Wide Systems for Student Success

A Response to Intervention Model

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

(Tertiary Prevention)

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

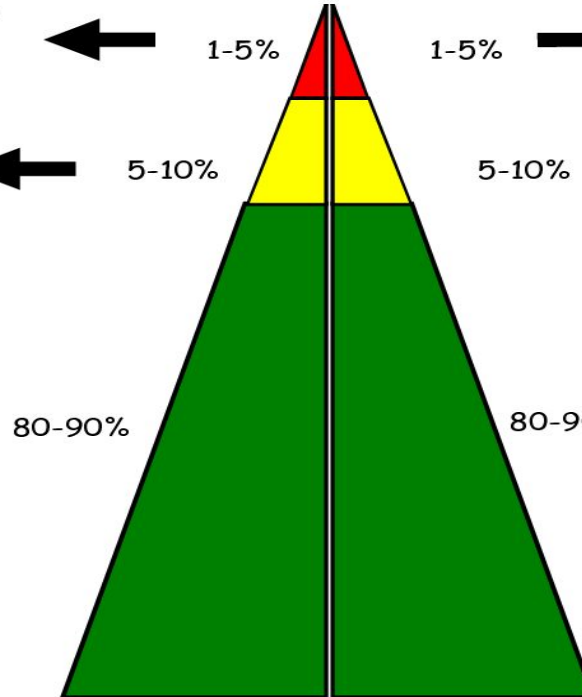
(Secondary Prevention)

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

Universal Interventions

(Primary Prevention)

- All students
- Preventive, proactive



Intensive, Individual Interventions

(Tertiary Prevention)

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

(Secondary Prevention)

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

(Primary Prevention)

- All settings, all students
- Preventive, proactive

The background of the image is a bright blue sky filled with large, white, fluffy cumulus clouds. The clouds are scattered across the frame, with some appearing more prominent than others. The overall scene is bright and airy.

Thoughts to Ponder

Change might not be fast and it isn't always easy. But with time and effort, almost any habit can be reshaped.

Charles Duhigg



BE DIFFERENT...

Learning Outcomes:



- 1. Compare the academic and behavior pyramid of interventions (POI).**
- 2. Research based interventions at each level**
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