Preventing the Escalation of Behavior through MTSS

KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK
www.ksdetasn.org

Kelcey Schmitz, MSEd
TASN Behavior Specialist
MTSS Core Team
kschmitz@keystonelearning.org

KSDE Annual Conference
November 5, 2013

1

Impetus for ESI Regulations

- Abusive and inappropriate use resulting in deaths and injuries
- 2009 letter written by U.S. Secretary of Education, Arnie Duncan
- Lack of adequate training and resources to appropriately to deal with student behavior is a concern
- No scientific evidence of the effectiveness of seclusion or restraint as behavior modification
- Most experts now agree that these procedures should not be viewed as a part of any behavior change strategy, nor should they be used as a "consequence" or "disciplinary action" for students' inappropriate behaviors
- **Preventive, schoolwide systems have been indicated as an effective way to reduce the number of problem behaviors in schools and potentially reduce the need for aversive techniques, such as seclusion and restraint**

(Peterson, 2010)

Objectives

- ✓ Review ESI staff personnel training regulation
- ✓ Discuss factors that contribute to inappropriate use of ESI
- ✓ Learn about preventative alternatives to ESI such as positive behavior support, prevention strategies, and de-escalation techniques,
- ✓ Show the Escalation or Acting-Out Cycle and discuss the importance of intervening early in the sequence.
- ✓ Discuss KSDE's vision on academic and behavior support
- ✓ Learn how establishing a multi-tiered system of support can set the stage to prevent ESI
- ✓ Share resources and additional training opportunities
- ✓ Q&A

Emergency Safety Intervention Regulations

- State Board of Education passed (9-1) Feb. 2013—Regulations went into effect on **April 19, 2013**
- ESI Regional Trainings (Part 1, Part 2, Part 3)
- Resource Page www.ksdetasn.org
- Document, notify, report for ALL Students
- Not all staff need to be trained in crisis intervention strategies
- All staff must receive some level of training appropriate to their duties *(e.g. In the Driver's Seat)*
- Prevention strategies are promoted

ESI Regulation on School Personnel Training

Emergency Safety Intervention Resource Page:
http://www.ksdetasn.org/cms/index.php/esi-resources

- District policies shall include school personnel training consistent with nationally recognized training programs on the use of ESI.

    - Training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;

    - Training shall be designed to meet the needs of personnel as appropriate to their duties and potential need to use an ESI; and

    - Schools and programs shall maintain documentation on training provided and those who attended.

K.A.R. 91-42-2(2)

Factors Contributing to Inappropriate Use of ESI

- Inability of the teacher (*or staff*) to **remain composed when dealing with challenging behaviors displayed by aggressive students**
- **Lack of knowledge and/or confidence** in the area of classroom management
- **High level of teacher stress** can lead to difficulty with managing student behavior

(Ryan, 2013)

Preventative Steps
to Minimize the Need for ESI

1. Utilize evidence-based instructional strategies (e.g. systematic instruction, differentiated instruction, explicit instruction, scaffolding, sufficient practice)

2. Develop a hierarchical behavior management plan

3. Develop and enforce ESI policy

4. Provide training in de-escalation strategies

(Ryan, 2013)

Examples of ESI Prevention Related Training Topics

- De-escalation—Identifying triggers and intervening early
- Universal screening for behavior
- Functional communication
- Function-based thinking
- School culture/climate
- Continuum of behavior supports

- Bullying prevention
- SECD standards and curriculum
- Teaching expectations
- Classroom management
- Differentiated instruction
- Conflict resolution
- Culturally relevant social skills instruction
- PBIS/MTSS

"We can't possibly do one more thing!"

- Use a framework to organize your "things".
- Eliminate "things" that aren't effective.
- Use your resources for the "things" that work well and produce outcomes.
- Know when it's time to try a "new thing".
- Know what "thing" it is you need.
- WORK SMARTER, NOT HARDER!

Popular Yet Ineffective Treatments

Treatment/Intervention	Effect Size
• Punitive discipline	-.13 to + .06
• Referral to outside counseling	.00 to + .08
• Meeting with the student	.00
• Analyze cognitive strengths & weakness	.00

Less Popular Treatments That Do Work

Treatment	Effect Size
❑ PBIS	+ .90
❑ Mentor-based support	+.60 to +1.00
❑ Social emotional learning	+ .90
❑ Social skills training	+ .68
❑ Proactive classroom management	+ .81
❑ Formative evaluation + graphing + reinforcement	+ 1.00
❑ Supplemental academic instruction	+ .70 to 1.50
❑ Behavior contract, self-monitoring	> +.50

Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints *for Promising Treatments* (1999)

Benefits of Proactive Positive Behavior Strategies

Increased instructional time

Students more engaged

Reduction in problem behavior

Increased attendance and academic engagement

Improve academic performance

Reduction in referrals to Special Education

Improve family involvement in school

Less time on setting limits

Improving school climate

Efficient use of resources/time

Essential Components of a Culture of Prevention

1. Good instruction (good curriculum, well-designed instruction, and effective and efficient presentation)
2. Clear and effective continuum of consequences for rule violations
3. Effective whole-school prosocial discipline plans to enhance the supports for individual students
4. Systems factors that affect adoption and sustained use of effective practices
5. Social behaviors can be taught, learned, maintained the same way as academic skills and concepts

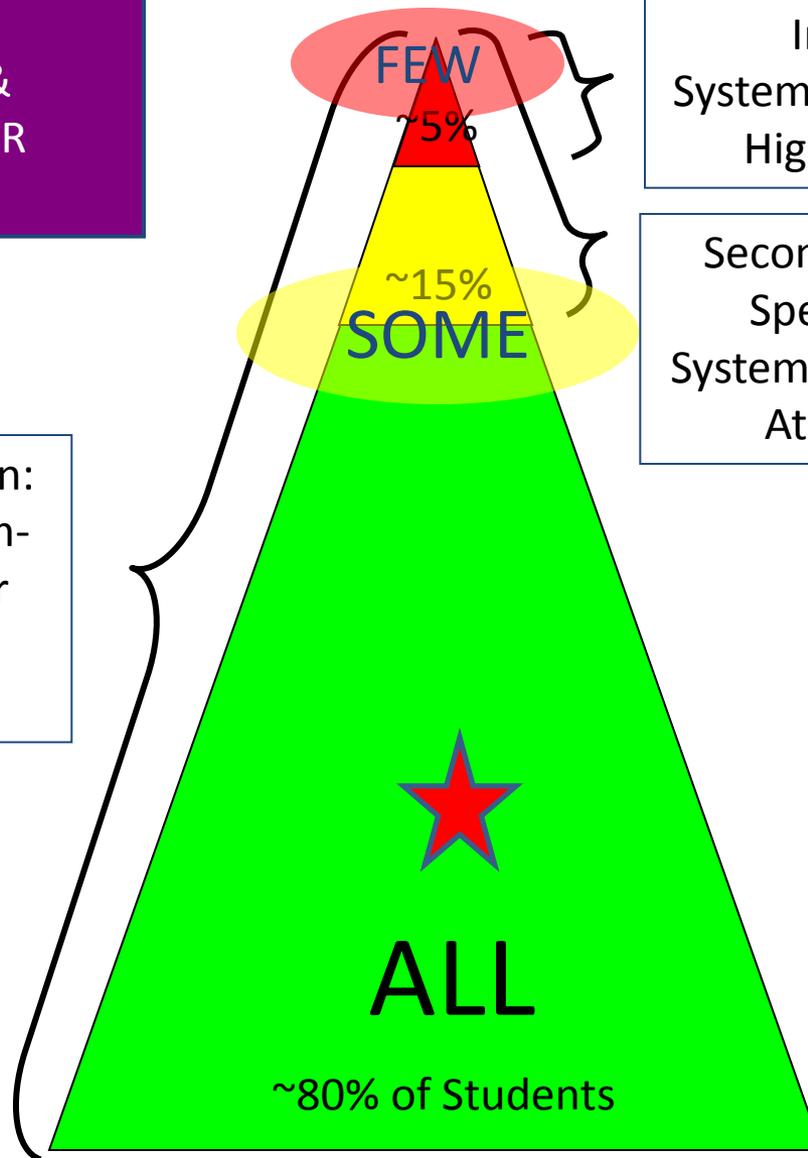Action: Rate your school culture
1. Use a staff perspective ◯
2. Use a student perspective ☐

	Low				High
Predictable	1	2	3	4	5
Consistent	1	2	3	4	5
Positive	1	2	3	4	5
Safe	1	2	3	4	5

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

FEW
~5%

~15%
SOME

ALL
~80% of Students

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

The triangle is used to describe supports needed for student success rather than to label individuals

Reading

Social Behavior

Social Studies

Science

Math

Art

Phys. Ed.
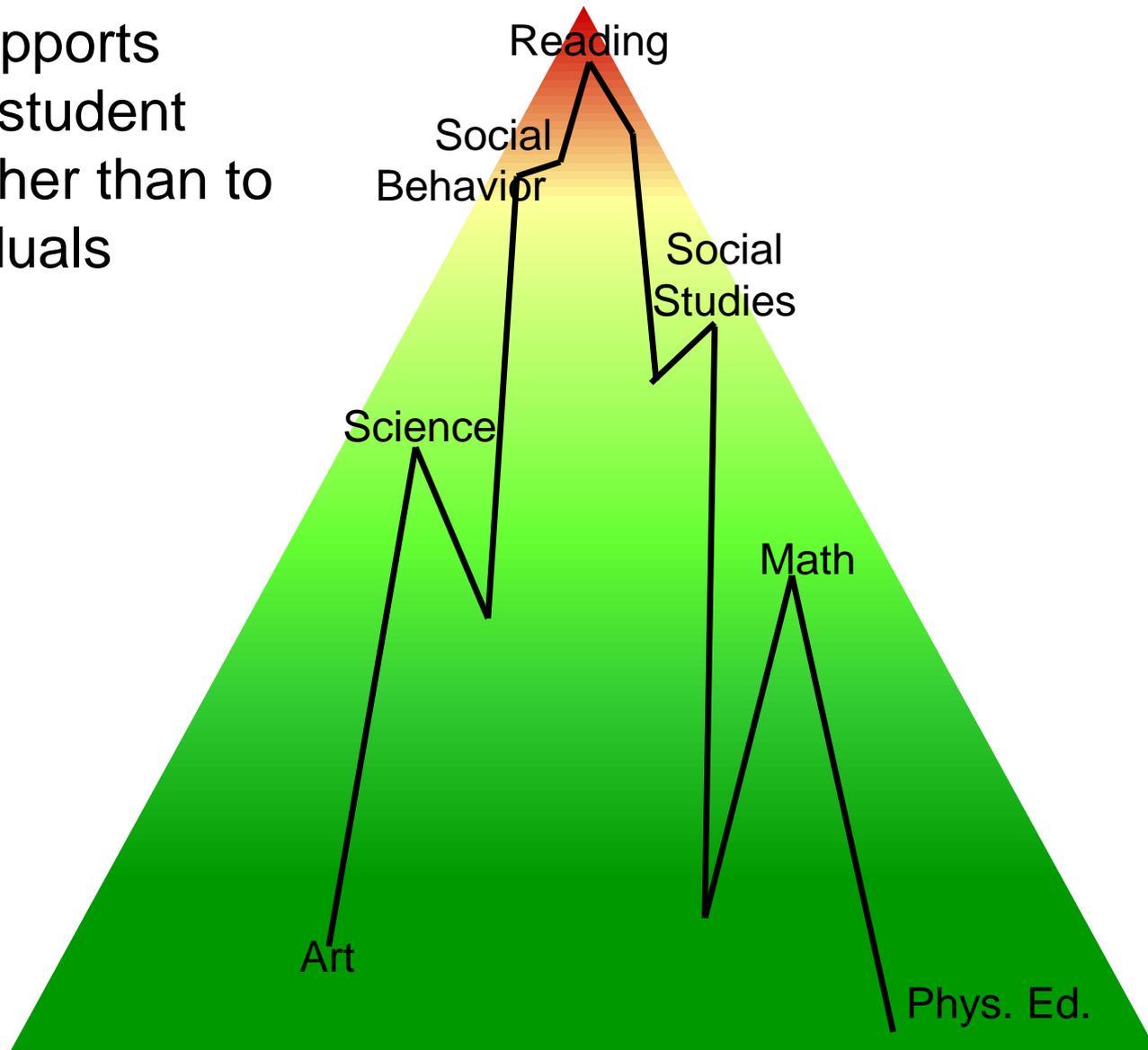
Student Profile: Eddie
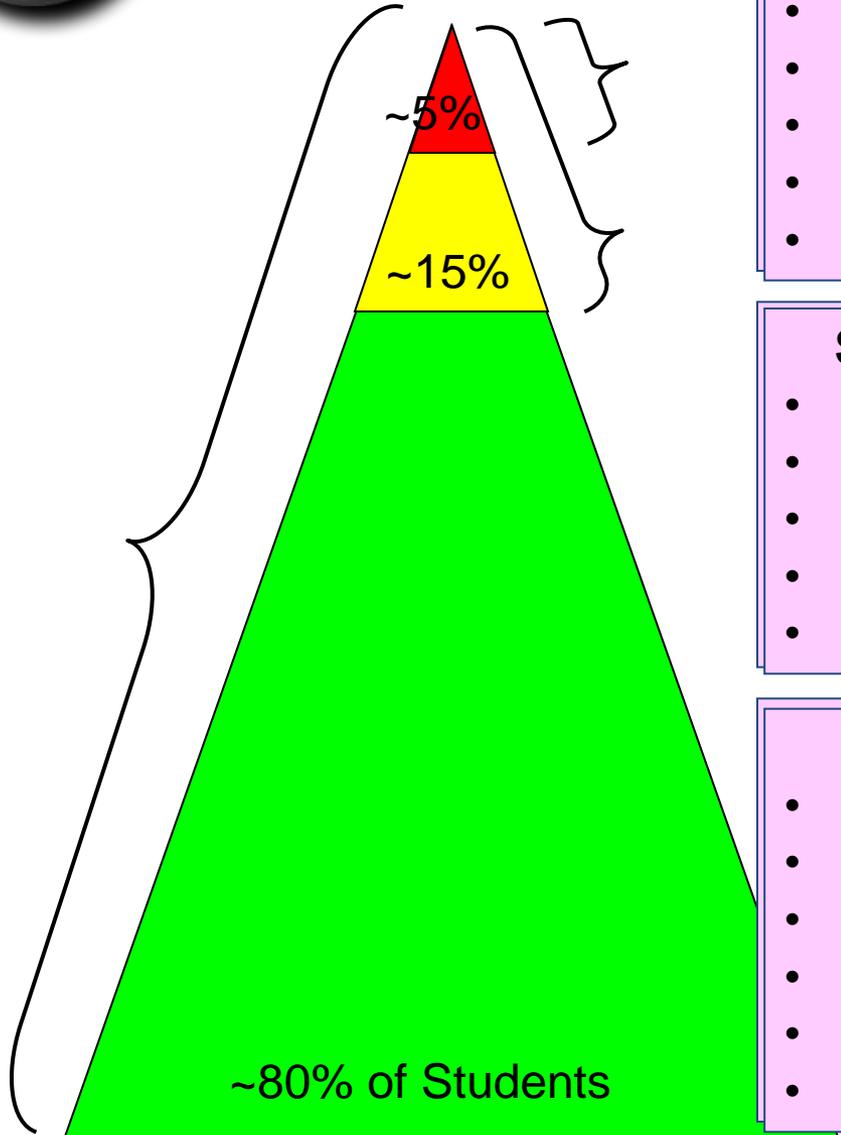
TERTIARY PREVENTION

-
-
-
-
-

SECONDARY PREVENTION

-
-
-
-
-

PRIMARY PREVENTION

-
-
-
-
-
-

~5%

~15%

~80% of Students

Direction of Discipline

Moving From

Reactive

Punishing/Punitive

Reprimands

Loss of Privileges
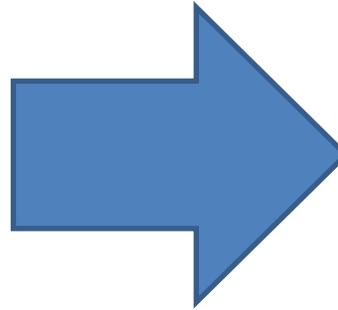
Moving Towards

Proactive

Preventative

Teaching and Rewarding

Intervening Early

Why doesn't getting tough work?

- Fosters environment of control

- Triggers and reinforces antisocial behavior

- Shifts accountability away from school

- Devalues and diminishes child-adult relationship

- Weakens relationship between academic and social behavior programming

Activity

- Is student behavior improving in your setting? If so, why? If not, why?

- What attitudes or beliefs are held by your building that reflect a traditional view of discipline?

- What shared beliefs do you need in order to unify staff around a new view of discipline and begin your work developing a proactive and positive approach to discipline?

PBIS Missouri Tier 1 Workbook: http://pbismissouri.org/wp-content/uploads/upload-from-server/mo-sw-pbs_team_workbook_2012-2013.pdf?9d7bd4

"Our first instinct is to punish misbehavior. And if a kid can't do something, <u>all the punishment in the world is not going to empower him to be able to do it.</u>"
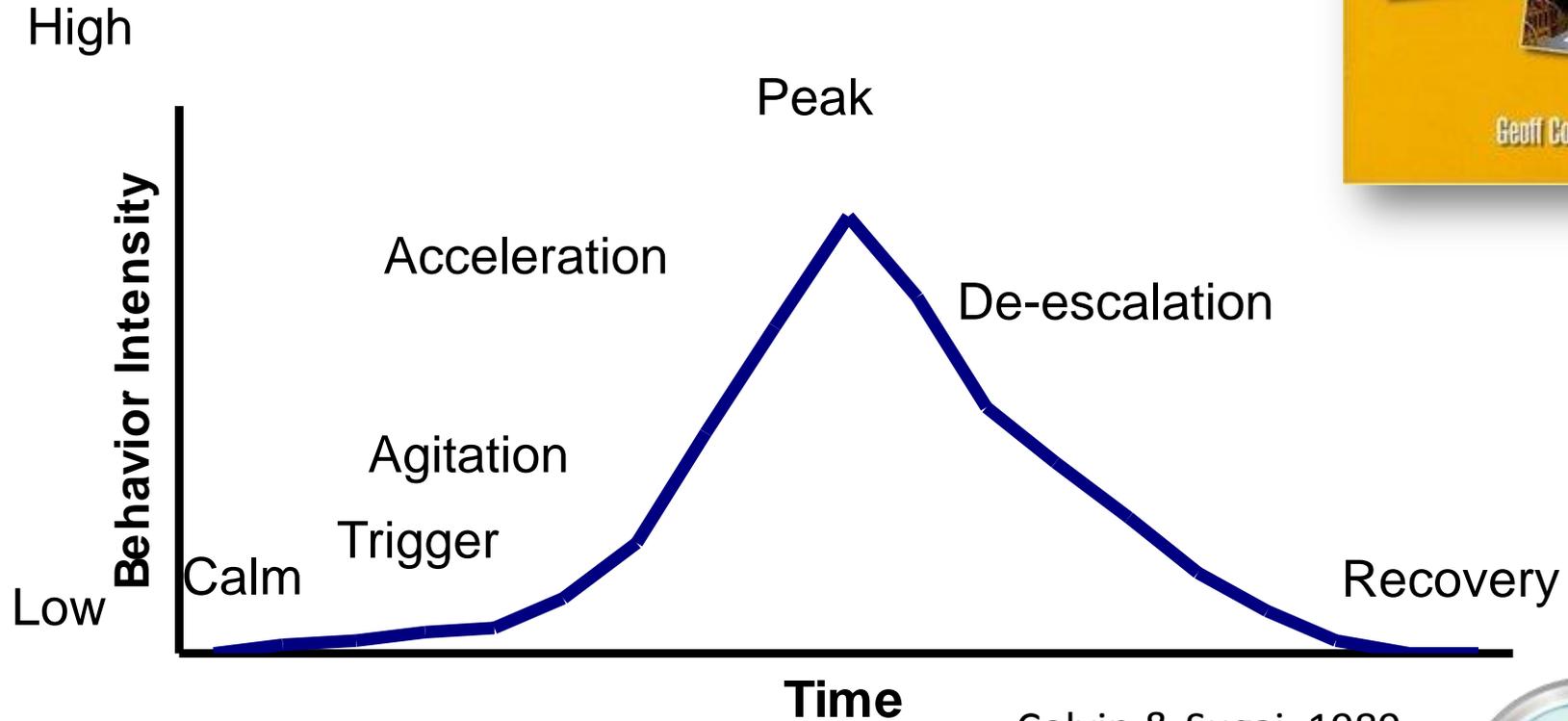
- Dr. Edwin Ellis

"Rather than getting angry or frustrated with students who exhibit undesirable behavior, primary prevention plans encourage an instructional approach in which desired behaviors are **defined**, **taught**, **practiced**, and **reinforced**."
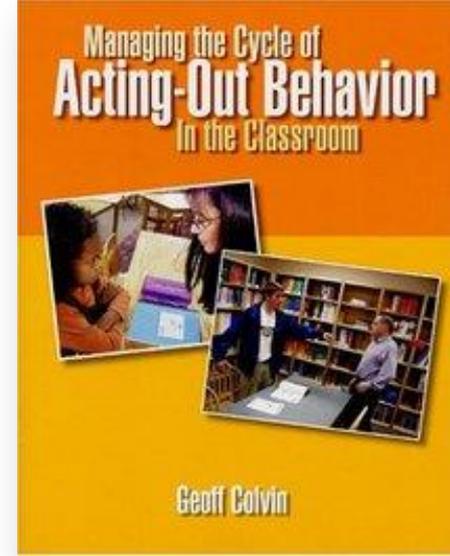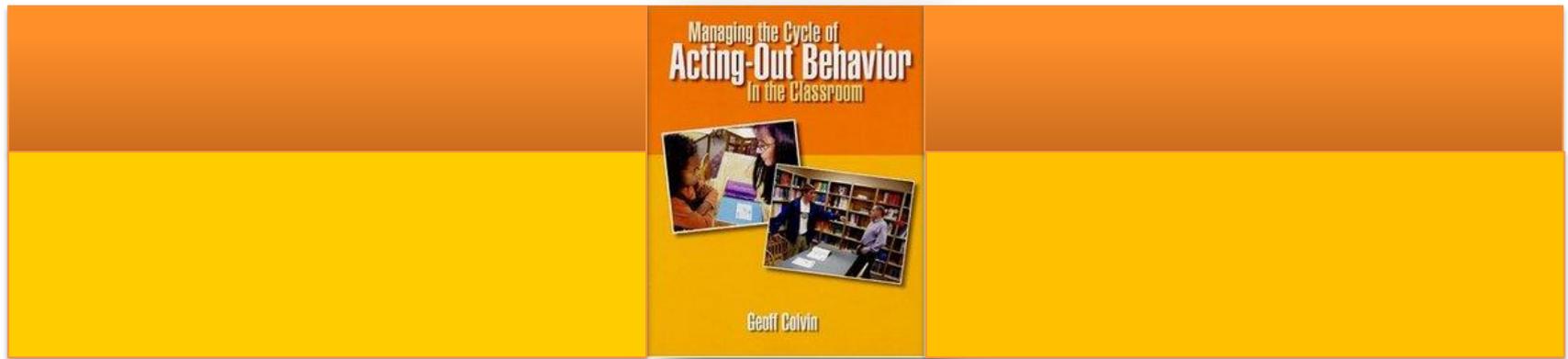   (Lane, Kalberg, Menzies, 2009, p. 27)

The Escalation Cycle

High

Behavior Intensity

Low

Peak

Acceleration

De-escalation

Agitation

Trigger

Calm

Recovery

Time

Colvin & Sugai, 1989

23

Managing the Cycle of Acting-Out Behavior In the Classroom
Geoff Colvin

- Proactive Strategies for Maintaining Calm Phase
- Precorrection Strategies for Triggers Phase
- Teaching Social Skills for Managing Triggers Phase
- Calming Strategies for Managing Agitation Phase
- Defusing Strategies for Managing Acceleration Phase
- Safe Management Strategies for Peak Phase
- Reintegration Strategies for De-escalation Phase
- Resumption Strategies for Recovery Phase

24

(Colvin, 2004)

Four Key Strategies

1. <u>Teach and reinforce</u> expected behavior skills.

2. Identify how to intervene <u>early</u> in the escalation sequence.

3. Identify <u>environmental</u> factors that can be manipulated.

4. Identify <u>replacement</u> behaviors that can be taught.

(Colvin, 2004)

FREE 30 Minute Online Course until the end of 2013!

https://www.irised.com/freeprogram#.UnW5NRBaU2U

"The best time to intervene on problem behavior is when the behavior is **not** occurring" (Carr et al., 2002, p.9)

Behavior Intensity

Behavior

Consequence

Antecedent

Time

Greatest Area of Influence

27
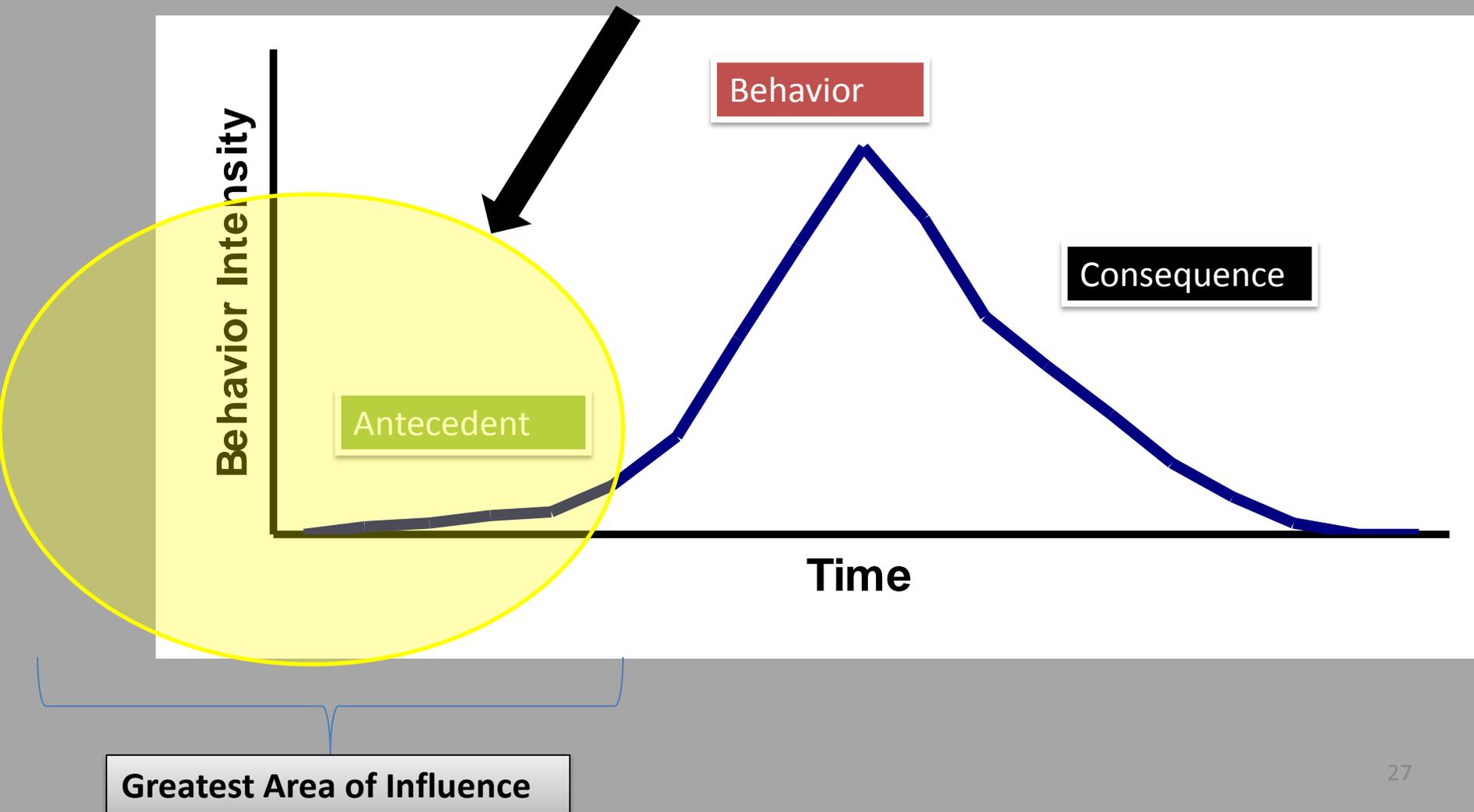
Continuum of Behavior Support
Least Intensive to Most Intensive

More

Resources Required

Less

Emergency Safety Intervention

Intervention to reverse or prevent negative consequence

Consider Special Education Referral

Refer to Tier 3 Supports/ FBA/BIP

Use least restrictive methods possible

Function-based thinking/ Tier 2 Supports such as Check -in/Check-out

Prevent and reduce the need for ESI

Redirect , pre-correct and other strategies to minimize or neutralize the trigger, diffusion and de-escalation strategies

Cue and prompt expected behavior, proximity, pre-teach, transition cues

Teach and reinforce behavioral expectations, active supervision, provide choices, routines

Schmitz, 2013

What is MTSS?

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards

MTSS Structuring Behavior Supplement Kansas MTSS (August 2013) - KSDE Part B Funded

Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.

Core Beliefs of MTSS

- Every child learns and achieves to high standards

- Learning includes academic and social competencies

- Every member of the education community continues to grow, learn and reflect

- Every leader at all levels is responsible for every student

- Change is intentional, coherent and dynamic

Why a Multi-Tier System of Supports?

- lack of appropriate instruction
- the cumulative effect of insufficient learning,
- the difficulty of content area work,
- excessive absenteeism resulting in splinter skills, and
- the presence of significant behavior problems that impede student learning

(adapted from Shores, 2008)

Underlying Principles and Practices

Integration & Sustainability

Evidence-Based Practices	Differentiated Instruction	Classroom Management	Early Intervention	Multi-Tier Model	Fluid Groups	Data-Based Decision Making	Problem Solving Process

33

MTSS: A Positive Behavior Support System

Proactive, preventative model

Not a "program" or reactive strategies

- Administrative support, leadership, and active participation

- Focus on building core instruction and supports at the building and classroom level

- Clearly defining and teaching expected behaviors to all students in a systematic manner

MTSS Brief Required Behavior Practices

From...

To...

Intervention for FEW

Which student needs help?

Having programs and people available

PREVENTION for ALL

What help does each student need?

Intentional design and redesign of services and supports matched to needs of students.

(adapted from Dan Reschly, PhD)

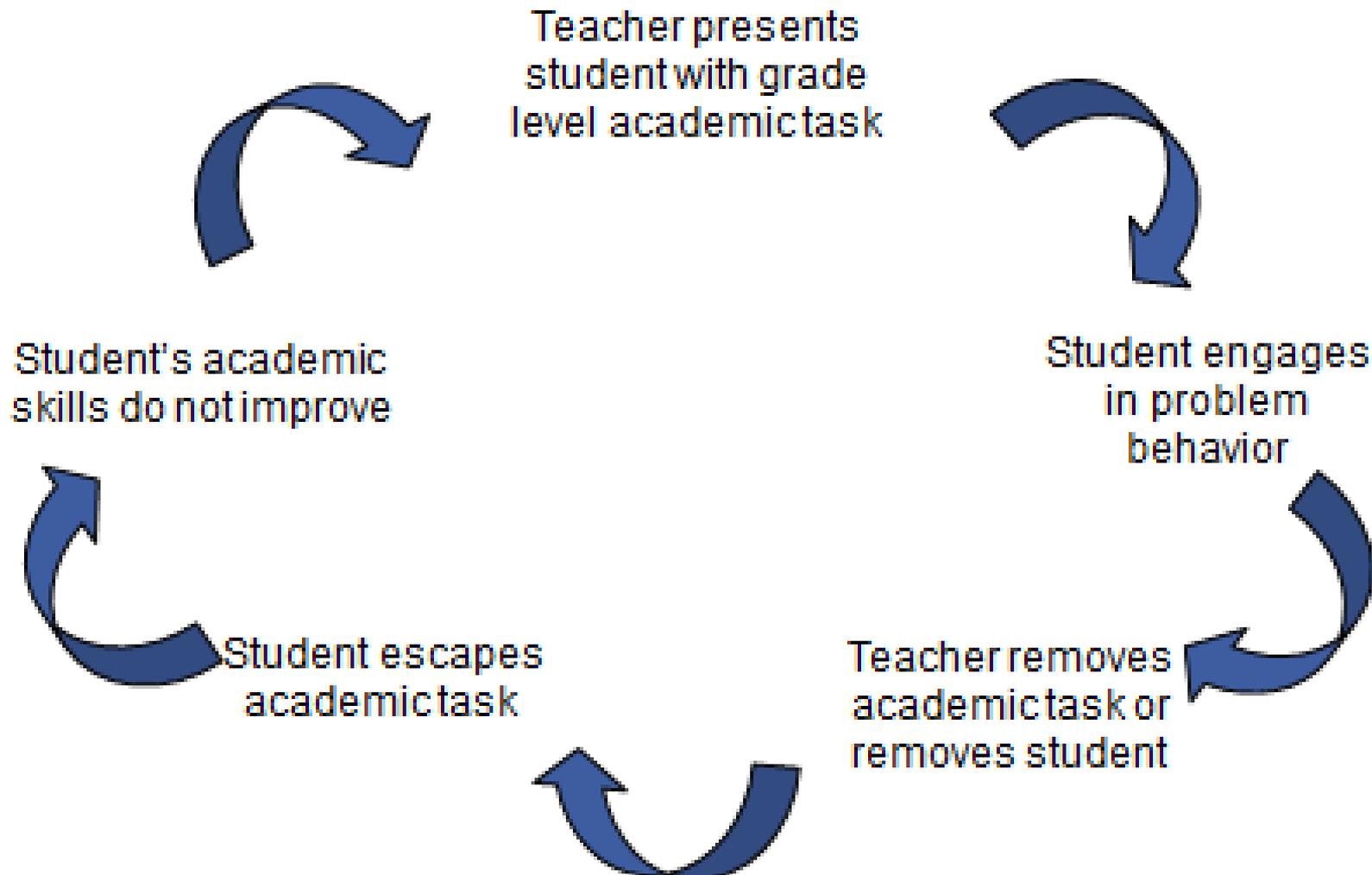MTSS Structuring Module 1 Leadership (August 2013) - Kansas MTSS KSDE Part B Funded

Behavior MTSS Structuring Components

Building-wide Behavioral Expectations

- **Define major/minor offenses (Assessment)**
  - ODR/BIR reflect expectations and minors/majors
  - Data system for disaggregation of ODR data by Big 5
  - Universal Screener

- **Building-wide rules to define expectations (Curriculum)**
  - Recognition System
  - Continuum of Consequences/Supports

- **Teach Expected Behavior (Instruction)**
  - Procedures and Routines
  - Lesson Plans
  - Schedule for Instruction

MTSS Structuring Module 2 Behavior (August 2013) - Kansas MTSS KSDE Part B Funded

Kansas Department of Education's Vision on Behavior and Academics

- Schools use a multi-tier approach that addresses behavior, social and academics simultaneously.

- Schools look closely at all the pieces they already have in place then reevaluate what needs to be revised or added.

- Social and behavioral curriculums are taught with as much rigor and fidelity as academic subjects.

- Meaningful data are collected and used to make decisions regarding programming.

Cycle of Academic and Behavioral Failure: Aggressive Response
(McIntosh, 2008)

Teacher presents student with grade level academic task

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Student's academic skills do not improve

Teaching Expected Behaviors

- Teachers need to provide instruction for behavior, just as they provide instruction for academics, sports, or music

- Use the same teaching principles and steps for behavior as for teaching any other skill (including modeling)

- Expectations need to be taught and reviewed on an on-going basis throughout the year

Best Behavior: Building Positive Behavior Supports in Schools. Sprague & Golly, 2004. www.sopriswest.com

Stages of Implementation

Focus	Stage	Description
Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Stages of Implementation

2-3 years

Exploration/Adoption

Development Commitment

Installation

Establish Leadership Teams, Set Up Data Systems

Initial Implementation

Provide Significant Support to Implementers

Elaboration

Embedding within Standard Practice

Continuous Regeneration

Improvements: Increase Efficiency and Effectiveness

Should we do it?

Getting it started

Improving what we are doing

Michigan Department of Education, Office of Special Education. Michigan's Integrated and Behavior and Learning Support Initiative (MiBLSi)

41

Pitfalls to Implementation

- Philosophical differences in approach to classroom and/or behavior management.
- Lack of leadership.
- The "expert" leaves the system.
- It is not perceived by school staff as a problem.
- Absence of systemic support (e.g., coaching for individual schools).
- No (or limited) data to guide the process.
- Lack of buy-in (administrative and staff).
- Inefficient meetings.
- Lack of communication, training, and time to implement.
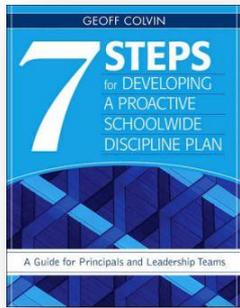
Developing a Proactive School Discipline Plan

- Project PREPARE- 1990- Inner city & Rural Schools - reduced ODRs and suspensions and expulsions

- 1993- Colvin and Sugai- different approach to discipline practices

- Desirable behavior treated as a **skill to be learned**

- New model focused on practice approaches based on using the **same instructional principles used for teaching academics**

Colvin, G. (2007). *7 Steps for developing a proactive schoolwide discipline plan: A guide for principals and leadership teams.* Thousand Oaks, CA: Corwin

43

The 7 Steps for Developing a Schoolwide Proactive Discipline Plan

Step 1: Purpose Statement

Step 2: Schoolwide Behavior Expectations

Step 3: Teaching Behavior Expectations

Step 4: Maintaining the Behavior Expectations

Step 5: Correcting Problem Behavior

Step 6: Using the Data

Step 7: Sustaining the Plan for the Long Haul
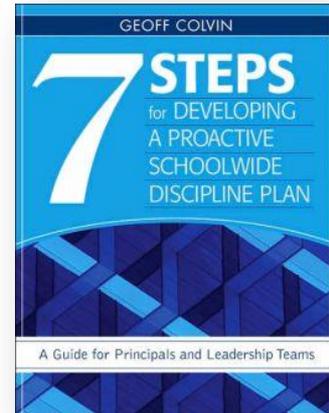
(Colvin, 2007)

Disciplinary Data as Universal Screening

- Office Discipline Referral (ODR) data with supporting data on suspensions and detentions
  - Critical ODR data components are:
    - WHAT behavior?
    - WHICH student?
    - WHERE (location of incident)?
    - WHEN (time of incident, day of week)?
    - WHO made the referral?
- These measures serve as both universal screening and baseline data

Referrals By Student
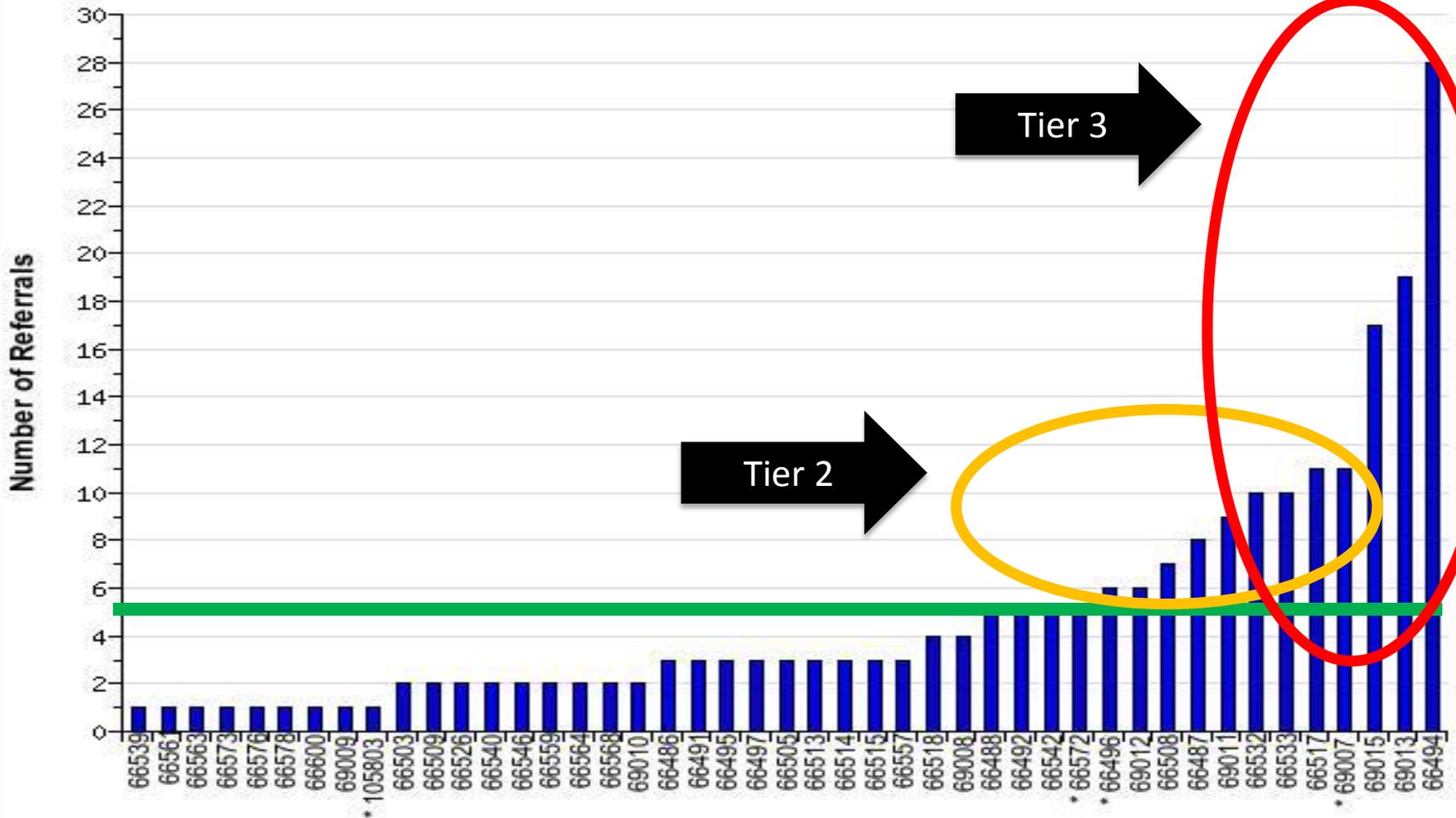
The goal is to create environments that <u>embrace a culture of prevention</u> in order to increase the likelihood for positive student behavior and decrease the need for resource-heavy, reactive, restrictive, and potentially dangerous procedures.

When School-wide Proactive Discipline Plans are implemented with integrity and durability, schools:

- Are **less** reactive, aversive, dangerous, and exclusion

- Are more engaging, responsive, preventive, and pro

- Address classroom management and disciplinary issues (e.g., attendance, lateness, antisocial behavior)

- Improve supports for students whose behaviors require specialized assistance

- Maximize academic engagement and achievement for all students

Office of Special Education Programs Assistance Center for PBIS www.pbis.org

Remember

We can't "make" students learn or behave.

We <u>can</u> create environments to increase the likelihood students learn and behave and decrease the need for resource-heavy , reactive, and restrictive procedures.

Inappropriate behaviors can be changed.

Changing environments requires changing adult behavior.

Adult behavior must change in a consistent and systematic manner.

Support systems are essential for both students and adults.
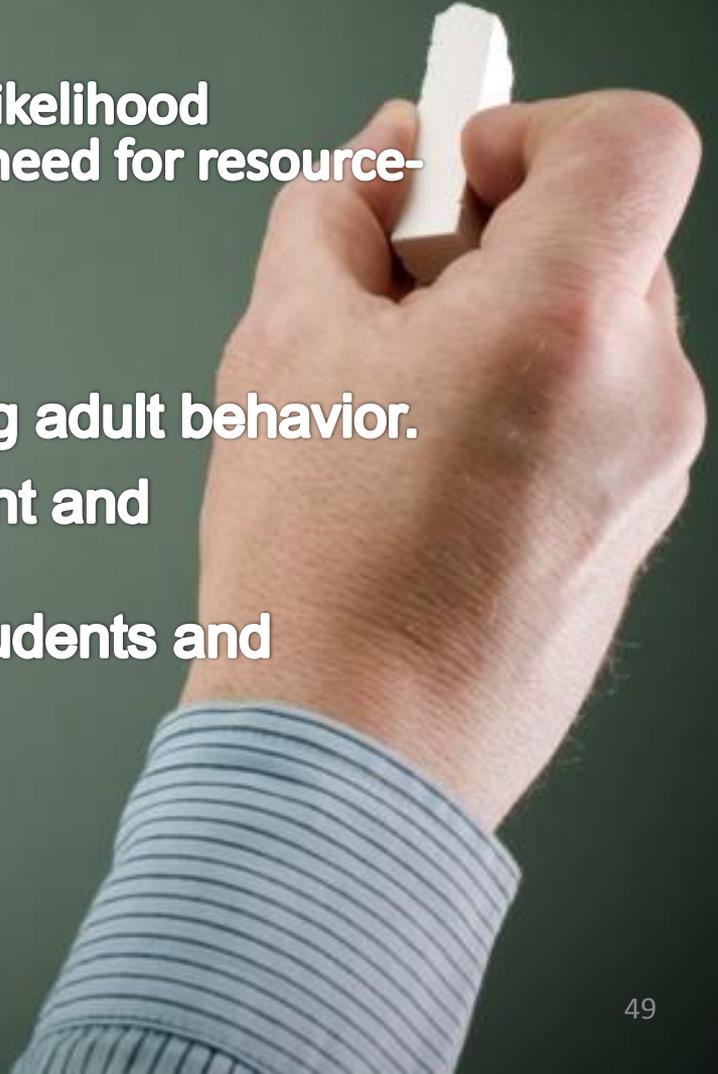
2013-2014 Behavior Training Opportunities & Resources

- Behavior Training Event Link on KSDE TASN
- ESI Part 1 & Part 2 (recorded webinar), Early Childhood ESI, Safety First for Early Childhood, In the Driver's Seat, IRIS Ed – Reduce Classroom Behavior Problems (30-min. K-12 prof. development video course FREE until the end of 2013) http://bit.ly/11DgCBv
- MTSS Books in a Bag (book studies)
- Spring Behavior Training – ESI Data Based Decision Making & De-escalation
- TASN Event Email List www.ksdetasn.org
- Request assistance (the BLUE button) www.ksdetasn.org

KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK
w w w . k s d e t a s n . o r g

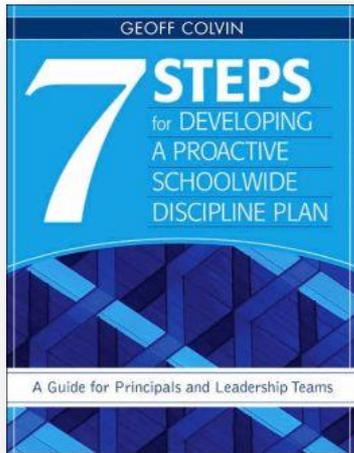# Resources

- Office of Special Education Program Technical Assistance Center Positive Behavior Interventions and Support www.pbis.org

- Kansas MTSS www.kansasmtss.org

- KSDE TASN www.ksdetasn.org

- Association for PBS www.apbs.org

Books
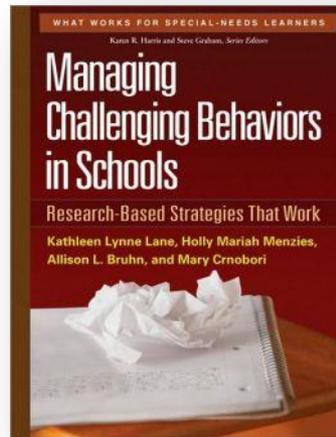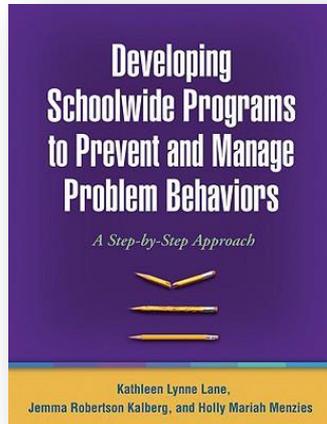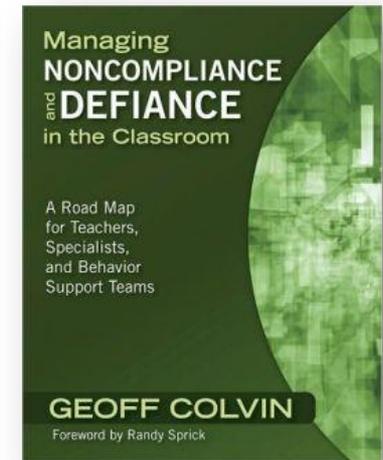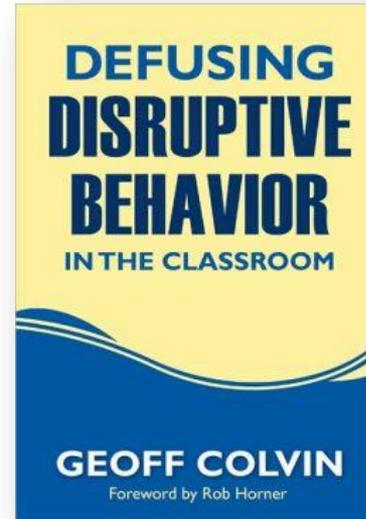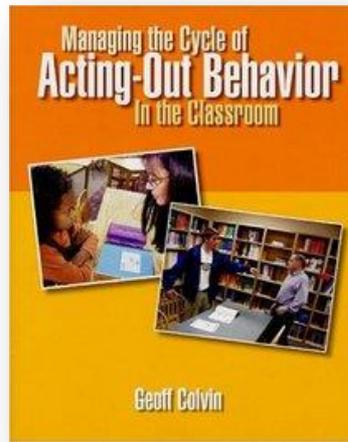
DVDs
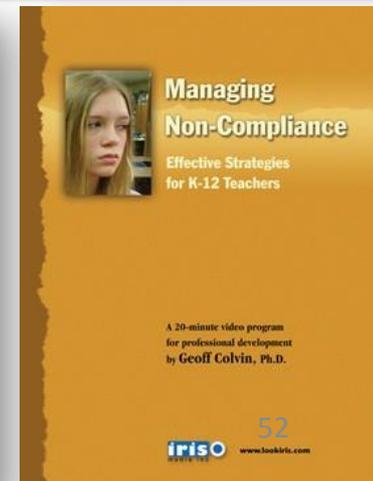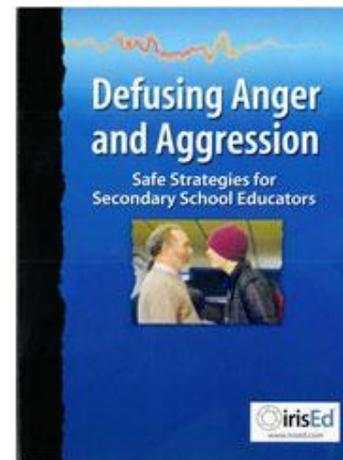
52

Positive Behavior Support is Prevention Focused

"Building a culture of prevention is not easy. While the costs of prevention have to be paid in the **present**, the benefits lie in **distant future**. Moreover, the benefits are not tangible; they are **the disasters that did not happen**."

Kofi Annan

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J., Albin, R. W., Koegel, L. K., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16, 20.

Colvin, G. (2009). *Managing noncompliance and defiance in the classroom: A roadmap for teachers, specialists and behavior support teams.* Thousand Oaks, CA: Corwin.

Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom.* Eugene, OR: Behavior Associates.

Colvin, G. (2007). *7 Steps for developing a proactive schoolwide discipline plan: A guide for principals and leadership teams.* Thousand Oaks, CA: Corwin

Colvin, G., & Sugai, G. (1989). *Managing escalating behavior (2nd ed.).* Eugene, OR: Behavior Associates.

Lane, K. L., Kalberg, J. R., & Menzies, H. M.(2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* New York: Guilford Press.

Peterson, R.L., 2010, Developing School Policies and Procedures for Physical Restraint and Seclusion in Nebraska Schools. University of Nebraska-Lincoln. Retrieved from:
http://disabilityrightsohio.org/sites/default/files/sites/default/files/u62/Restraint_Seclusion_Nebraska.pdf

Ryan, J. (2013, June 19). Are there better alternatives to seclusion and restraint? {Blog Post} Retrieved from http://www.cmhnetwork.org/media-center/morning-zen/are-there-better-alternatives-to-seclusion-and-restraint

Sprague, J. R. & Golly, A. (2004). *Best Behavior: Building positive behavior support in schools.* Longmont, Colorado: Sopris West Educational Services.