

A Winning Recipe for Teaching Behavior

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
June 21-22, 2021

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

GaPBIS



Georgia's Positive Behavioral Interventions and Supports

Who we are...

Jason W. Byars

- PBIS and School Climate Program Manager
- Began at the GaDOE in January 2019
- Previously served as a PBIS/Project AWARE District Coordinator, Principal, Assistant Principal, Teacher

Tony Feldmann

- PBIS and School Climate Program Specialist
- Began at the GaDOE in May 2015
- Previously served as an Assistant Principal and Teacher

Session Objectives

- In this session participants will:
 - Learn the importance of school climate and how our team supports schools, districts, and RESA's.
 - Learn how to effectively teach expectations and routines when returning to school.
 - Learn how to use behavior specific praise to improve student behavior.
 - Learn an efficient problem-solving process that utilizes a team approach to address challenging behavior.
 - Learn how to approach student behavior from a skill deficit mindset and identify lagging skills.

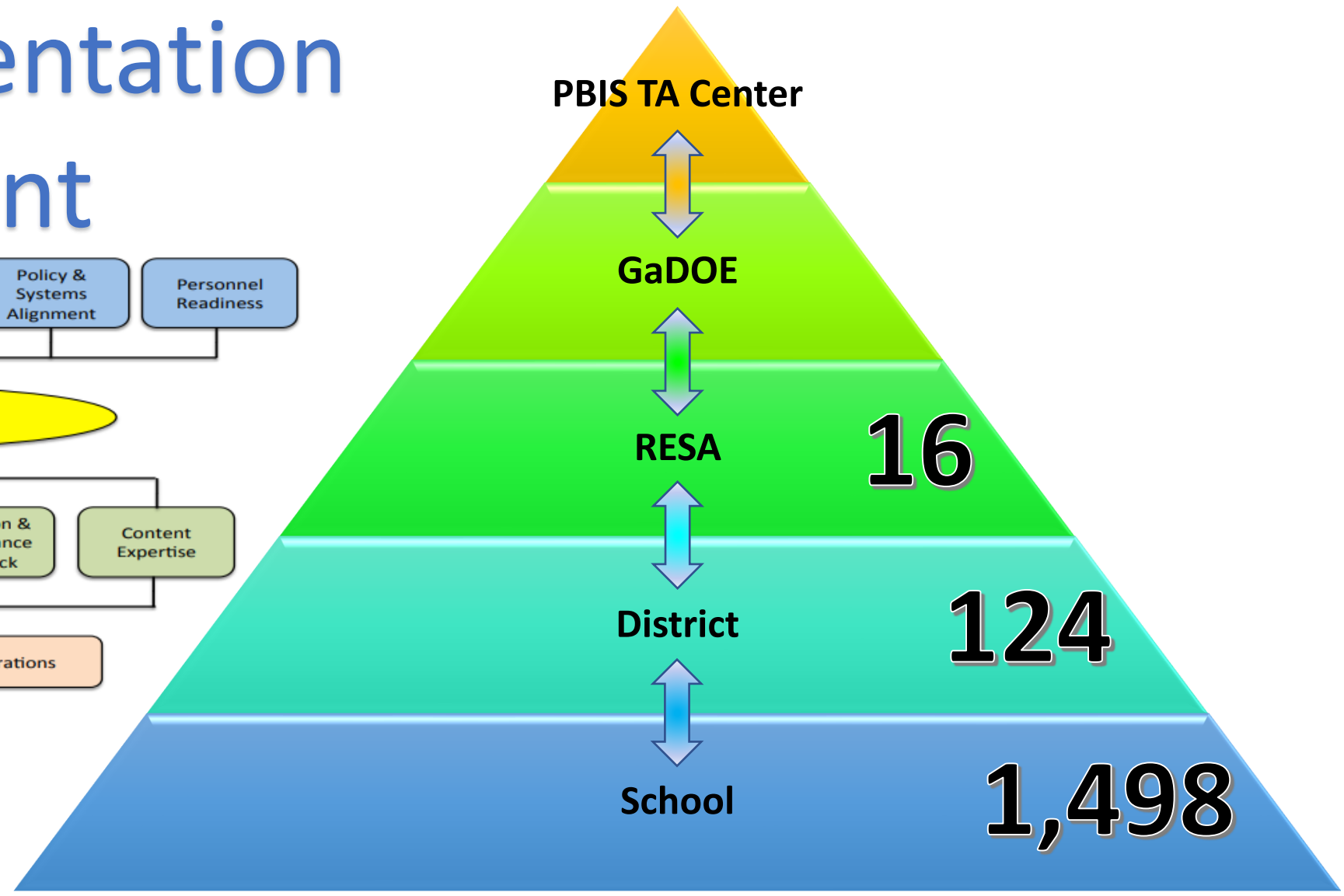
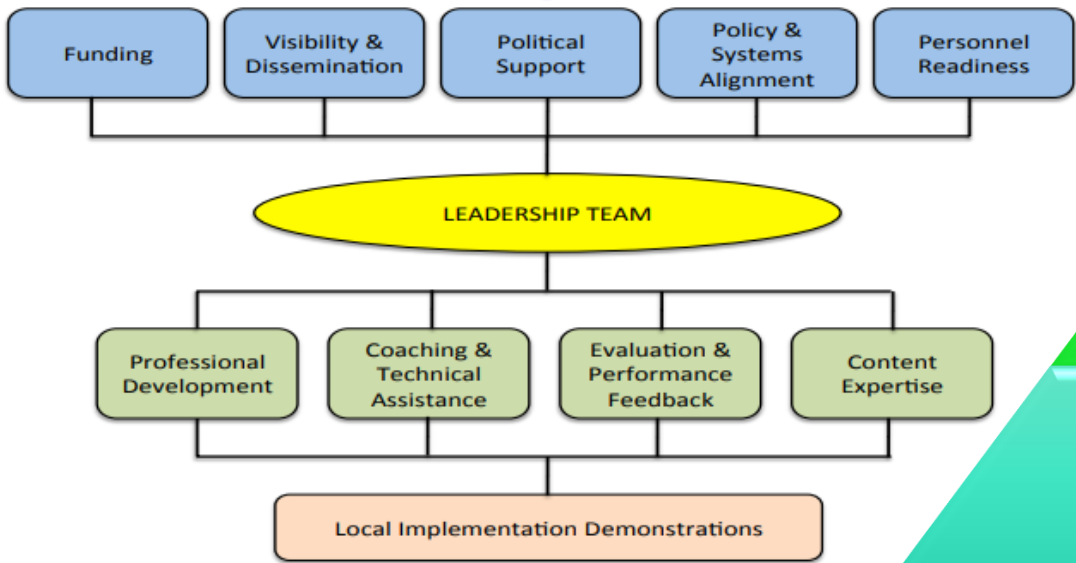
"...school climate IS the plate that everything sits on."

the plate

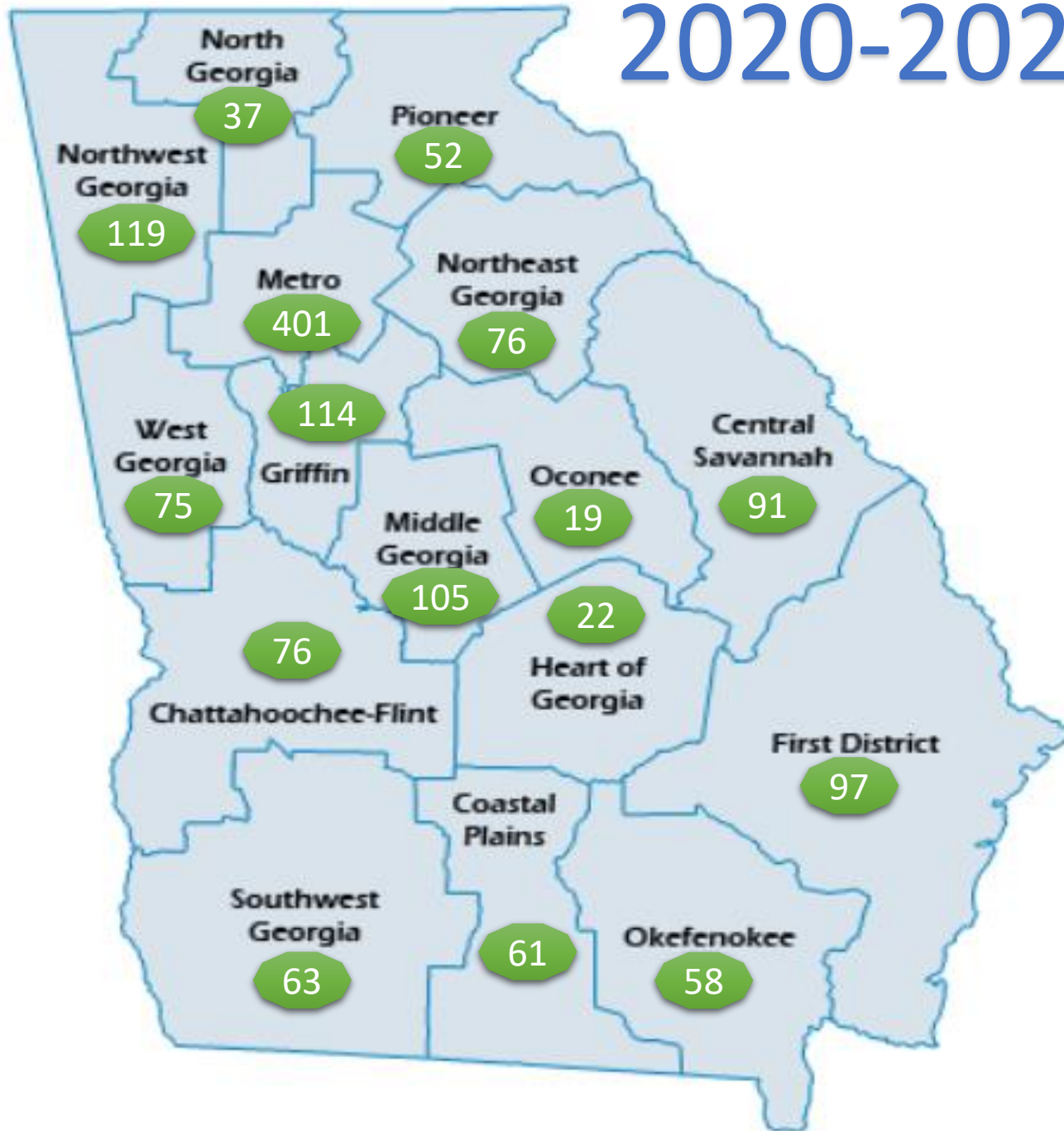


-Peter M. Dewitt

PBIS Implementation Blueprint



2020-2021



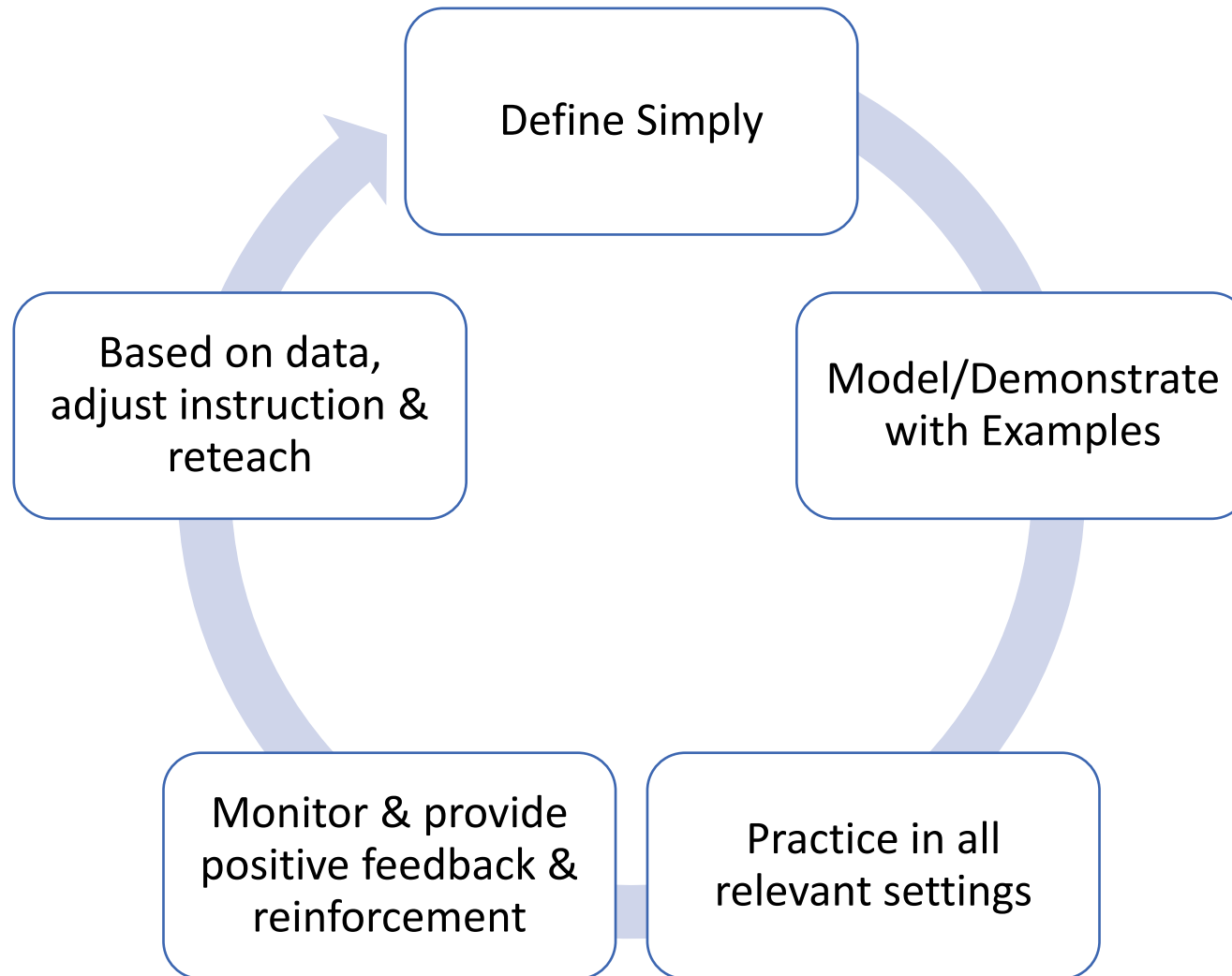
RESA	# of PBIS Schools/Programs
Susan Barrow	125
Griffin RESA	88
North Georgia RESA	37
Tammi Clarke	76
Chattahoochee-Flint RESA	76
Tony Feldmann	212
Fayette County/GRESA	26
Metro RESA (WEST)	111
West Georgia RESA	75
Timi Hunt	110
Central Savannah River RESA	91
Oconee RESA	19
Ben Moore	128
Northeast Georgia RESA	76
Pioneer RESA	52
Jeannie Morris	177
First District RESA	97
Heart of Georgia RESA	22
Okefenokee RESA	58
Sharlene Patterson	395
Metro RESA (EAST)	290
Middle Georgia RESA	105
Shannon Weist	119
Northwest Georgia	119
Amber Phillips	124
Coastal Plains	61
Southwest Georgia RESA	63
Grand Total	1466

Behavior Expectations

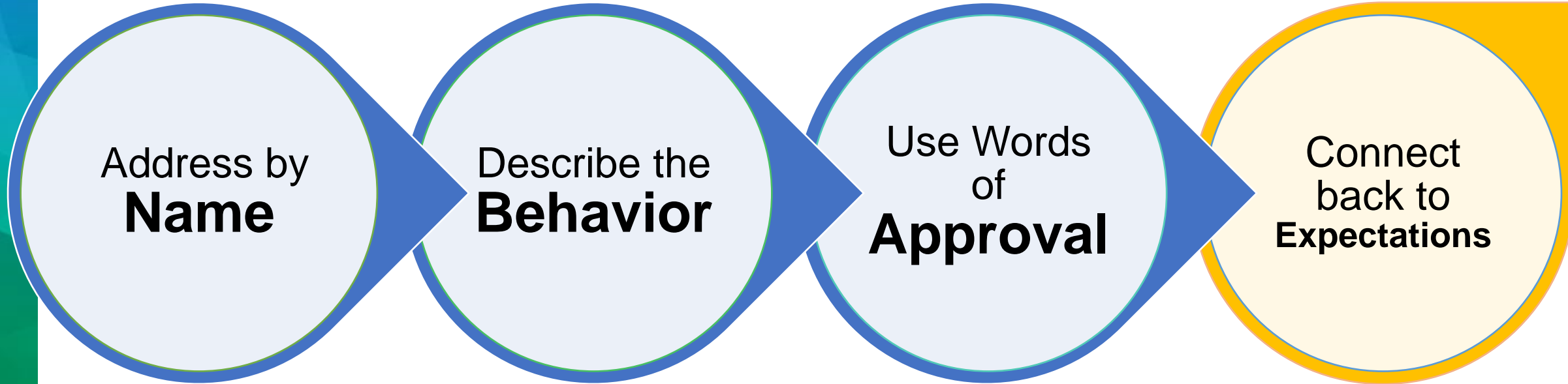
	Bus	Hallway	Cafeteria	Restroom	Virtual
Respectful	<p>Talk with peers that are sitting beside you or across from you</p> <p>Voice level 2</p>	<p>Walk on the right side of the hallway</p> <p>Voice level 2</p>	<p>Talk only with peers at your table</p> <p>Sit at your assigned table</p>	<p>Flush toilet after use.</p>	<p>Keep device muted unless answering/sharing</p> <p>Use chat when needed</p>
Responsible	<p>Keep your belongings on you</p>	<p>Arrive to class on time by being in your seat when the bell rings.</p>	<p>Throw away all trash and wipe any spills</p>	<p>Wash your hands.</p> <p>Use only the amount of tissue needed.</p>	<p>Charge your device each night.</p> <p>Actively work on assigned task</p>
Safe	<p>Sit bottom to bottom & back to back</p> <p>Keep hands, <u>feet</u> and objects to self</p>	<p>Keep hands, feet and objects to self.</p> <p>Walk at all times.</p>	<p>Keep hands, <u>feet</u> and objects to self</p> <p><u>Walk at all times</u></p>	<p>Keep hands, <u>feet</u> and objects to self</p>	<p>Camera off unless teacher requests camera on</p>

Noise Levels= 0: Silent, 1: Whisper, 2: Speaking voice, 3: Outdoor voice

Teaching Routines



Behavior Specific Praise

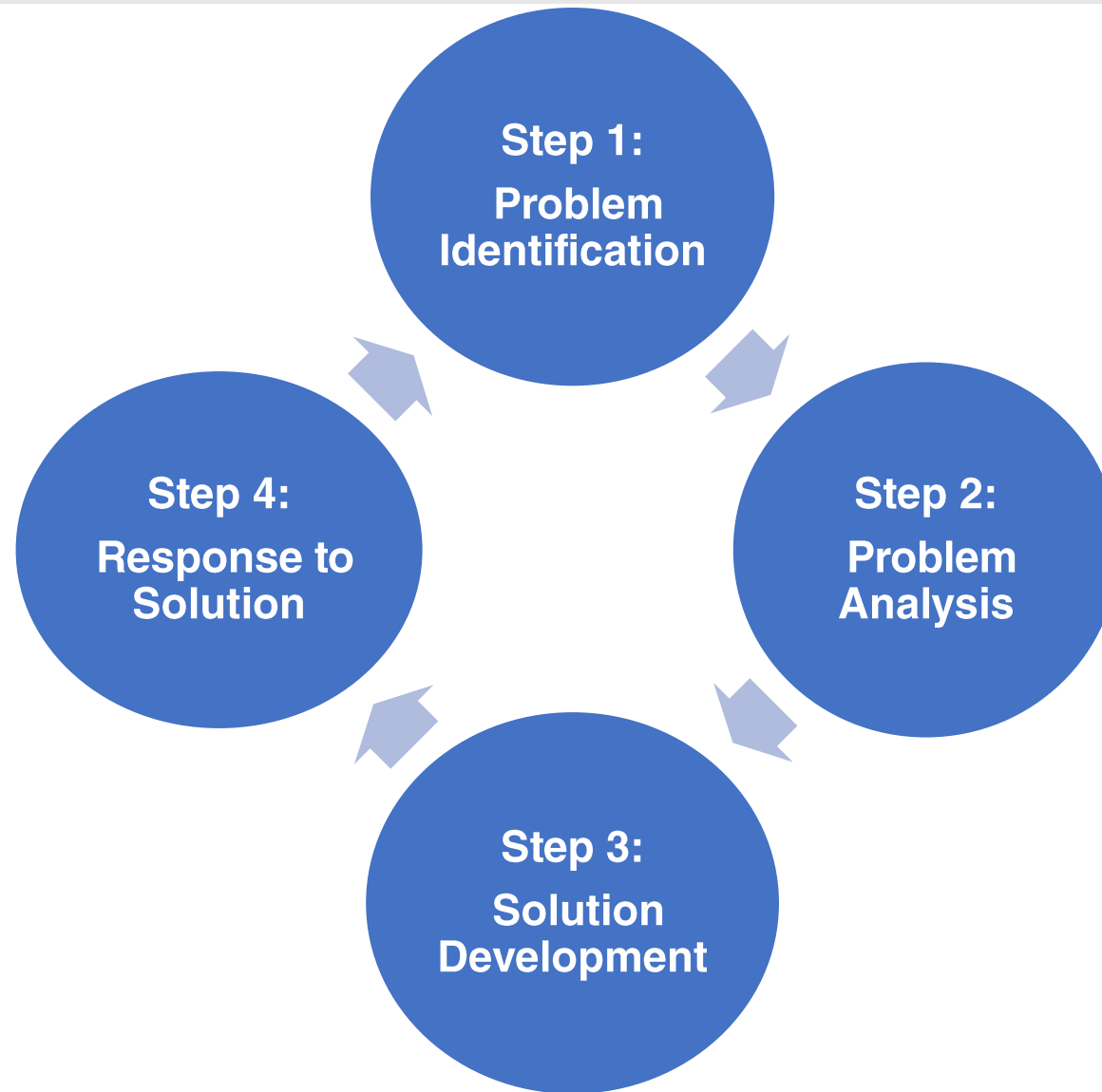


Traditional Problem-Solving Process

Step 1:
Problem
Identification

Step 2:
Solution
Development

PBIS Problem-Solving Process





**Why is it important to focus on
behavior as a skill
rather than a choice?**

Statewide Enrollment Data: COVID-19

	Pre-K			Elementary School					Middle School			High School			
	Totals	PK	KK	1	2	3	4	5	6	7	8	9	10	11	12
Oct 2018	1,767,178	49,315	125,501	127,691	128,040	131,166	135,714	138,768	139,269	136,145	133,836	147,940	133,991	121,955	117,847
Oct 2019	1,769,621	50,048	126,350	127,231	128,203	129,091	131,286	136,822	139,176	140,489	137,061	149,890	135,320	121,681	116,973
Oct 2020	1,729,966	43,648	114,444	122,684	123,713	125,032	126,802	129,645	134,823	138,621	140,004	147,785	138,723	125,425	118,617
Numerical Difference	-39,655	-6,400	-11,906	-4,547	-4,490	-4,059	-4,484	-7,177	-4,353	-1,868	+2,943	-2,105	+3,403	+3,744	+1,644
Percentage Difference	-2.29%	-12.79%	-9.42%	-3.57	-3.5%	-3.14%	-3.42%	-5.25%	-3.13%	-1.33%	+2.15%	-1.4%	+2.51%	+3.08	+1.41%

Average -12.79%

-4.7%

-0.77%

+2.15%

*“Kids will do well if they can...
kids with behavioral challenges are not
attention-seeking, manipulative,
limit-testing, coercive, or unmotivated,
but they lack the skills to
behave adaptively.”*

Greene, R. (2008). *Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them.* NY, NY: Scribner.

Reframe the Behavior

**“You see a
child
differently;
you see a
different
child.”**

Reframe the Adult Mindset

WON'T Mindset

- Judgmental



CAN'T (YET) Mindset

- Curious



Reframe the View of the Child

WON'T Mindset

- Willful/Defiant



CAN'T (YET) Mindset

- Skills Deficit



Reframe the Adult Thoughts

WON'T Mindset

- “He is Lazy...”



CAN'T (YET) Mindset

- “How Can I Help...”



Reframe the Adult Response

WON'T Mindset

- Reward/Punish



CAN'T (YET) Mindset

- Find/Remove Barrier



Reframe the Child's Experience

WON'T Mindset

- Feeling Guilt/Shame



CAN'T (YET) Mindset

- Feeling Supported



When a child exhibits challenging behaviors, we can be “Stress Detectives” to find a remove barriers.

Find stressors	➔	Reduce them
Find unmet needs	➔	Meet them
Find skill deficits	➔	Teach Them

Function is not enough...

All of us get sensory, escape, avoid, and tangible.

The question is not the function – why the student is behaving this way...

...but rather

Why is the student going about getting sensory, escape avoidance, and tangibles in such a *maladaptive* way or manner?

Maladaptive Behavior

- **Maladaptive behaviors** are those that stop us from adapting to new or difficult circumstances. They can start after a major life change, illness, or traumatic event. It could also be a habit we picked up at an early age. We can identify **maladaptive behaviors** and replace them with more productive ones.

Adult Attention Seeking Behavior

Maladaptive

- Throwing Objects
- Getting Up and Leaving Their Seat
- Yelling Out

Adaptive

- Using an Attention Signal
- Raising Their Hand
- Using a Cue Card

If a child is SENSITIVE

What You See

- Cries over smallest things
- Gets sad when you leave
- Doesn't like being alone
- Can't watch super sad movies

What is Really Going On

- Child lacks self-regulation
- Child is worried about “new” things and need help gradually being introduced to them
- Child has an inner fear they are unable to verbalize

If a child is ANGRY

What You See

- Yells and screams often
- Throws things and is destructive
- Crosses arms and shuts down
- Shouts “I HATE YOU” or “GO AWAY”

What is Really Going On

- Child is unable to recognize emotions
- Child does not have appropriate coping strategies
- Child needs help with calming strategies
- Child is worried about “unknown” feelings

If a child is a PERFECTIONIST

What You See

- Nervous about breaking rules
- Can't handle getting things wrong
- Doesn't ever want to miss school
- Scared of answering things wrong
- Struggles with Constructive Criticism

What is Really Going On

- Child is struggling with negative thought patterns
- Child needs help connecting thoughts and actions
- Child has trouble verbalizing their worries
- Child thrives on doing things the right way

If a child is SHY

What You See

- Hides behind your legs
- Scared of “new” people
- Fearful of change
- Doesn’t like going new places
- Prefers playing with “familiar” friends

What is Really Going On

- Child is unable to verbalize big worries and fears
- Child is cautious of anything new and want to understand the situation fully
- Child needs help making plans for “new” adventures

If a child gets OVER-EXCITED

What You See

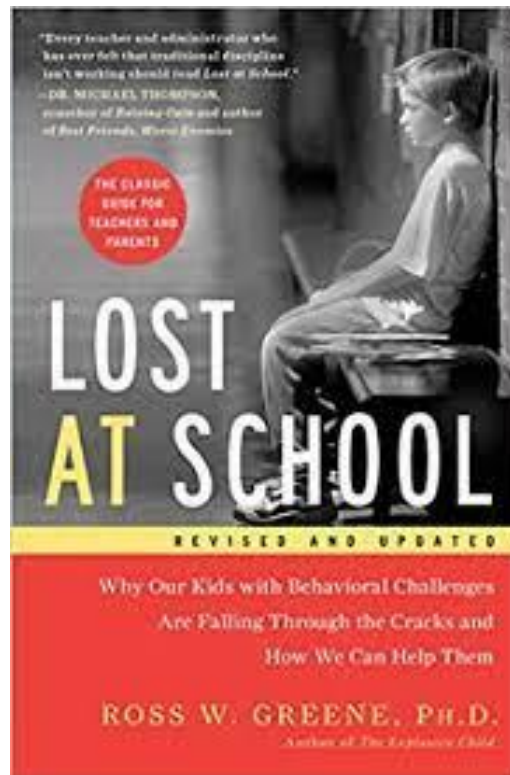
- Becomes “hyper” when guests come over
- Says inappropriate things around others
- Makes jokes at inappropriate times
- Jumps on furniture
- Plays rough with others

What is Really Going On

- Child is unable to detect their inner “engine”
- Child needs help regulating their excitement
- Child lacks calming strategies for building anticipation

Ross Greene's Assessment of Lagging Skills and Unsolved Problems (ALSUP)

“Lost at School”



ALSUP




Ross Greene's Assessment of Lagging Skills and Unsolved Problems (ALSUP)

Lagging Skills

- Identify the skills that are lagging.
- “Difficulty Handling Transitions”
- “Difficulty Maintaining Focus”
- “Difficulty Seeking Attention in Appropriate Ways”

Unsolved Problems

- Identify the specific conditions in which the behavior is occurring.
- “Difficulty Moving from Choice Time to Math”
- “Difficulty Sitting Next to Kyle in Circle Time”
- “Difficulty Standing in Line for Lunch”



“I hope that someday we will learn the terrible cost we all pay when we ignore or mismanage those people in society who most need our help.”

The Hon. Judge Sandra Hamilton, Provincial Court of Alberta, Canada

Please answer in the question box:
**What is one thing you will take
away from today's session?**



Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

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GEORGIA'S FUTURE**