

# Positive Behavioral Interventions and Supports

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# Sources

<https://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm>

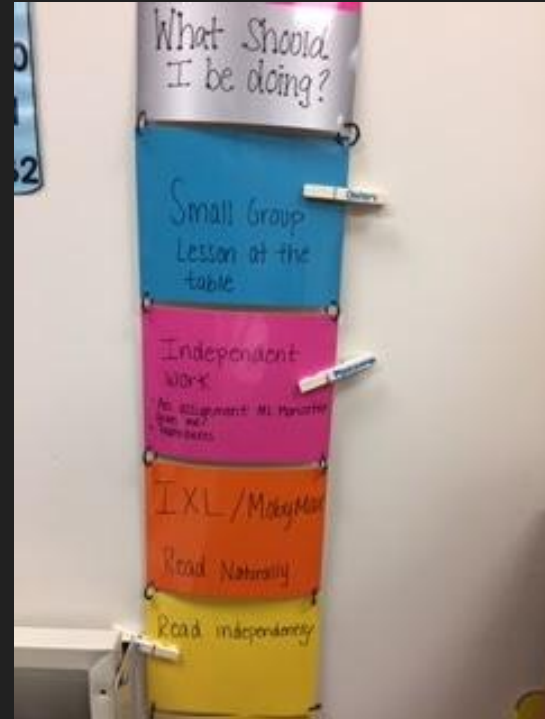
# Why we need to address problematic behaviors

Engagement

Socialization

Independence

MARSE Rules



# CETA

Use the CETA as a place to start

[CETA](#)



# Positively Stated Behavioral Expectations

Expectations are posted, clear and easy to understand

Expectations are taught, modeled and reviewed regularly

PBIS Behavior Matrix

	Hallway	Playground	Cafeteria	Bus	Classroom
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Walk.</li> <li>Stay in your line.</li> <li>Keep your backpack zipped and on your back.</li> </ul>	<ul style="list-style-type: none"> <li>Follow safety rules.</li> <li>Stay within boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food.</li> <li>Have a calm body while waiting in line and eating.</li> <li>Seat to seat until you are dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>Back to back.</li> <li>Seat to seat.</li> <li>Backpack in lap.</li> <li>Feet on floor.</li> <li>Stay in your personal place.</li> <li>Follow safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your personal space.</li> <li>Walk.</li> <li>Use materials or equipment appropriately.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Go directly to where you need to be.</li> <li>Follow directions.</li> <li>Stay to the right on the stairs.</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for the weather.</li> <li>Be a problem solver.</li> <li>Tell an adult if you see an unsafe choice.</li> <li>Line up when the signal is given and use a voice level 1.</li> <li>Follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>Make room for all of your friends at the table.</li> <li>Be a problem solver.</li> <li>Clean up your space.</li> <li>Follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>Get on and off bus carefully.</li> <li>Follow directions.</li> <li>Be a problem solver.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself.</li> <li>Follow directions and classroom routines.</li> <li>Do quality work.</li> <li>Be a problem solver.</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Enjoy the artwork; look with your eyes only.</li> <li>Stay in your personal space.</li> <li>Voice level 0 or 1.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind language.</li> <li>Take turns.</li> <li>Be a good sport.</li> <li>Respect nature.</li> <li>Follow game rules.</li> <li>Voice level 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners.</li> <li>Raise your hand if you need an adult's help.</li> <li>Wait patiently and quietly in line.</li> <li>Voice level 0 or 1.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind language.</li> <li>Voice level 0 or 1.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively.</li> <li>Listen carefully while others speak.</li> <li>Be considerate.</li> <li>Show kindness to others.</li> <li>Voice level 0, 1 or 2.</li> </ul>

Voice level 0= Silent Voice level 1= whisper Voice level 2= normal voice Voice level 3= outside voice



# Model and Practice Expectations

# Positive Feedback

Positive feedback is provided frequently

More positive feedback is provided than negative

5:1 Ratio

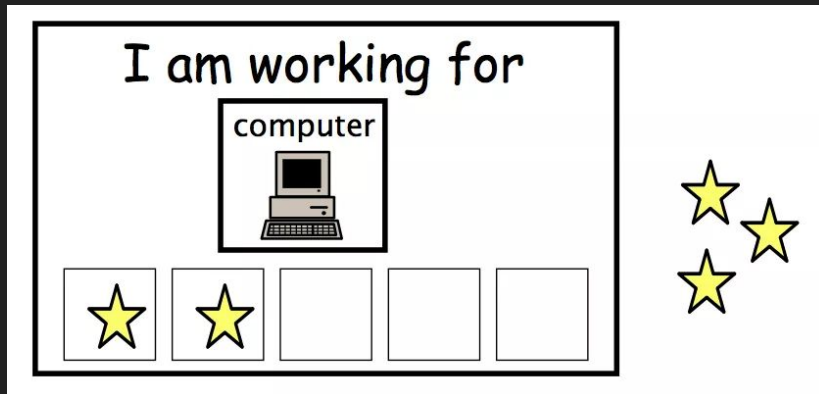


# Positive Feedback

When utilizing positive feedback in a positive behavior intervention plan, be sure to tailor it to the student

Could use a token, a gesture, or verbal language

Consider when, where and how positive feedback is given





# Reinforcers

Individualized

Varied

Used for motivation,

engagement and independence

Anything that increases

the likelihood of a behavior recurring

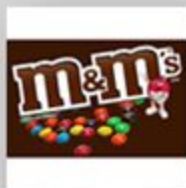
**Reinforcement**  
Increases Future Behavior

**Punishment**  
Decreases Future Behavior

**Positive**  
added

**Positive Reinforcement**

desired



**Positive Punishment**

aversive



**Negative**  
removed

**Negative Reinforcement**

aversive



**Negative Punishment**

desired



# Tools to use with reinforcement

[AFIRM Tip Sheet](#)

[AFIRM Step by Step](#)



# Proactive and Preventative Strategies

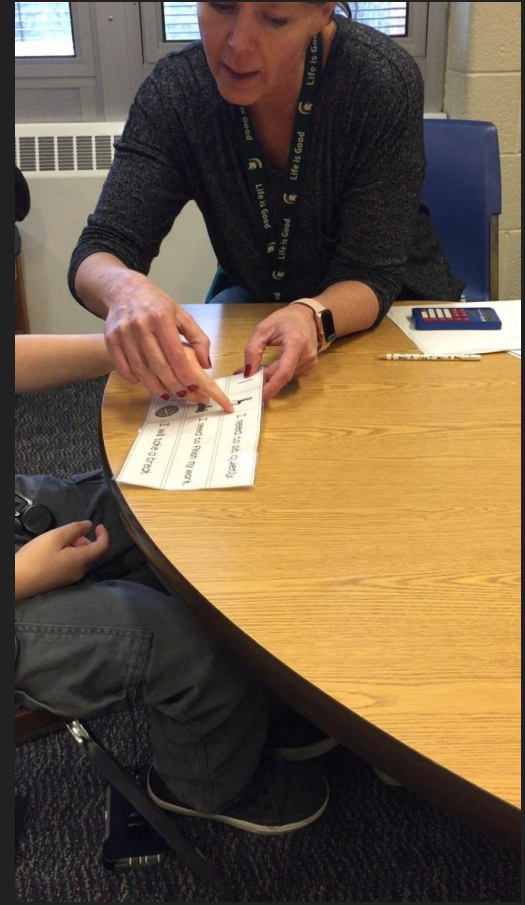
Used to prevent negative behaviors

First/then cards

Visual schedule

Physical strategies

Visual prompts and supports



# Tools for Prevention

Visual Schedules

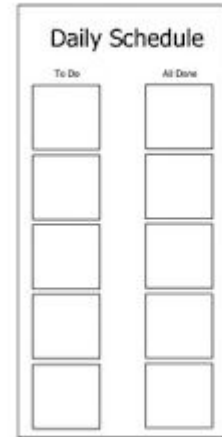
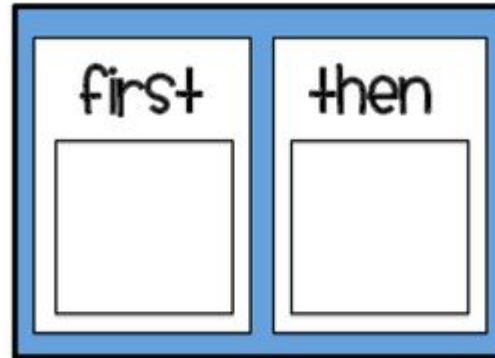
Self Management Plans

Functional Communication

Visual Tools



# Visual Schedules



# Self Management Plans

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Self Monitoring Form

		Yes	No
Today in Class...	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>
	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>
	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>
	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>
My Goal:	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>
I will check ____ Yeses.	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>
Total # of Yeses _____ that I checked today.	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>
	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>

Sign: \_\_\_\_\_

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_

PARENT \_\_\_\_\_

My Behavior Today:

	Greet Day!
	Warning
	Reminded + Think Sheet given to parent
	Ask Mrs. Johnson for the Think Sheet.
	White Slip + Call Home
	Conference with Parent and Student

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## Will Remember To:

 Put my hand up

 Work quietly

 Remain seated

<http://specialabout.com>

## Daily Goal Report:

Date: \_\_\_\_\_ Name: \_\_\_\_\_

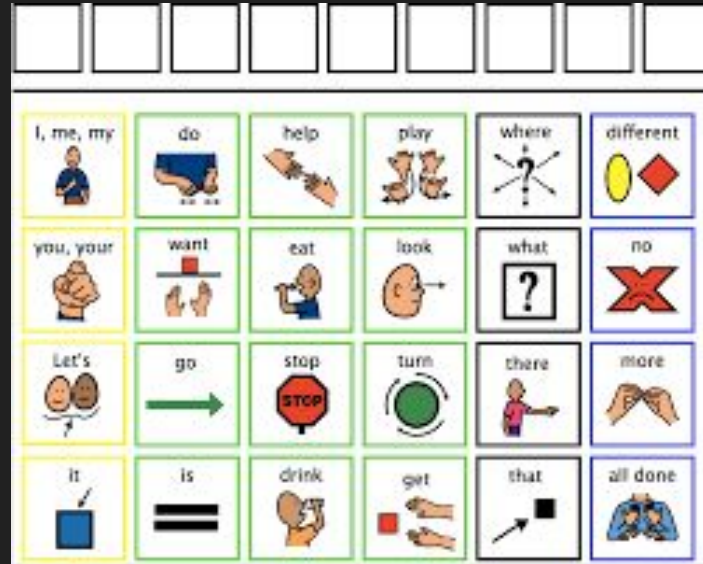
Time	Behavior	Schoolwork
Morning Bell to Recess		
Recess to Lunch		
Lunch to Recess		
Recess to Home Bell		

Behavior Goal: \_\_\_\_\_

Schoolwork Goal: \_\_\_\_\_

<http://specialabout.com>

# Functional Communication



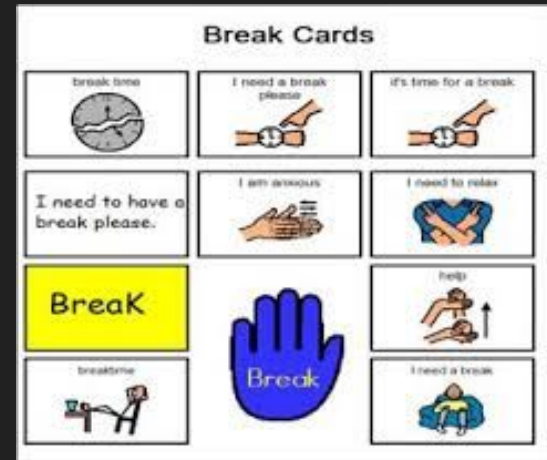


# Taking a Break

Break procedures are clearly specified

Students are taught to take a break

Break activities are used to calm the student but not reinforce the behavior



# What is a break?

## DEFINITION of BREAK

Time-limited reduction of demands

Purpose: De-escalate

## GUIDELINES:

Activities / Choices Result in De-escalation

Benign in Reinforcing Value / NOT Highly Preferred

Student Initiated or Staff Prompted (TEACH)

Break Procedures



# Break Considerations

Choices

Length of Break

Return to Schedule Protocol

Data



# Teaching Break



# Response to Inappropriate Behavior

Adults consistently and promptly follow through with planned non reinforcing responses for problem behaviors

Non emotional and non punitive

Adults limit verbal language

Use a script

Crisis Plan/ START example

# Positive Behavioral Intervention and Support Plans

PBSP, BIP, PBIP

Crisis Plan

Based on function, determined by FBA

Focuses on how to teach alternative behaviors

Included response strategies for problem behaviors.



# Teaching Appropriate Behaviors

How do you know you need more visuals?

Not independent

Not engaged

Presenting with behavioral challenges

## 7 HABITS OF EDUCATORS WHO DON'T USE VISUALS

1. say instructions
2. repeat instructions
3. say first part again
4. say last part again
5. say all directions again
6. notice off task behaviour
7. repeat steps 1-7



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