


MSLBD
**I SWEAR, I HAD NO IDEA
HE WAS GONG TO MELT DOWN**

and other fictitious tales...

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Today our conversations will revolve around:

- ◆ Improving our skills to prevent problem behavior.
- ◆ Understanding the importance of creating positive, predictable environments.
- ◆ Highlighting the importance of having a multi-tiered system of support.
- ◆ Reviewing the process of de-escalation.



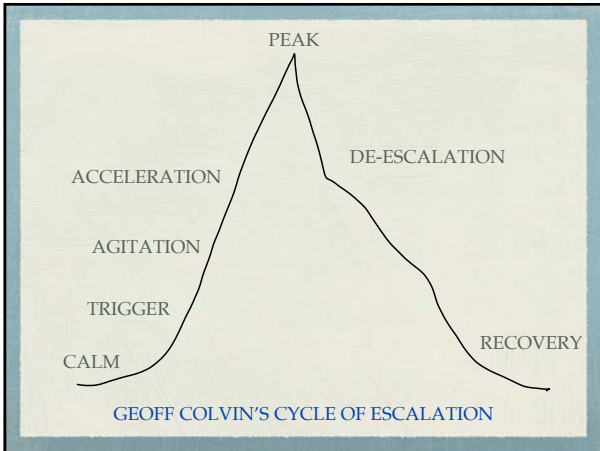
Think about this...

- ◆ What student will you have a “bad” report on when you return

SO THE CHALLENGE THAT WE HAVE IS THIS:

- Everyday, in classrooms across this country students become dysregulated, and as result are not available to learn and participate in the school setting in positive ways.





Triage

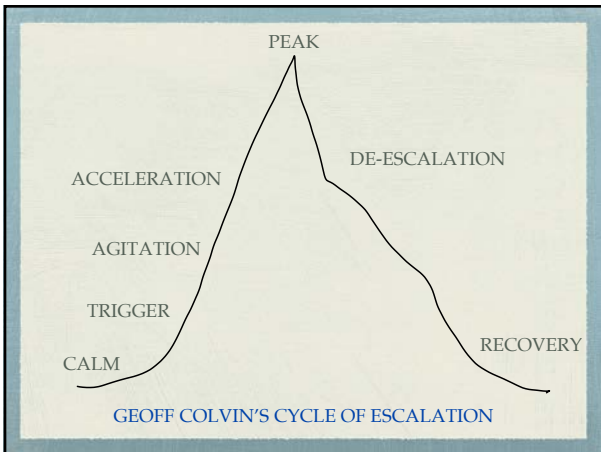
By applying an "off label" use to Colvin's Cycle of Evaluation, we can begin to incredibly pro-active.

Triage Plan using the Cycle

Stage	Student	Teacher Action	Teacher Approach
Calm	What I see 1. Engaged in learning 2. Appropriate voice 3. Smooth Motor Movement 4. Makes Eye Contact 5. Person and items are organized 6. Transitions effectively	Applying Antecedent Interventions 1. Provides a structured orderly environment 2. Provides instructions in multiple formats 3. Provides personal quiet praise 4. Pre-teaches transition expectations 5. Asked questions to confirm understanding.	How do I apply the preventative measures? 1. Positive, Affirming tone 2. Use proximity to reinforce 3. Reassure the student through eye contact and facial expressions


Triage Plan using the Cycle

Stage	Known Student Triggers	How do I know he has been triggered	Teacher Action	Teacher Approach
Triggers	1. Lack of sleep 2. Hungry 3. Correction 4. Embarrassed 5. Lack of skill	What I see 1. Slow moving 2. Dis-shoveled appearance of self and personal items 3. Lack of eye contact 4. Avoidance of staff 5. Sitting with head down on desk 6. Moves desk away from the group	Applying Interventions 1. Acknowledge the trigger occurred. Give him 5 minutes of uninterrupted time to sit quietly 2. Ask if he needs a snack or to rest 3. Provide an opportunity for a break from the environment 4. Let him know that when he is ready to work, you will explain the assignment	How do I apply the preventative measures? 1. Quietly approach 2. Positive, Affirming tone 3. Remove yourself from his space 4. Reassure the student through eye contact and facial expressions



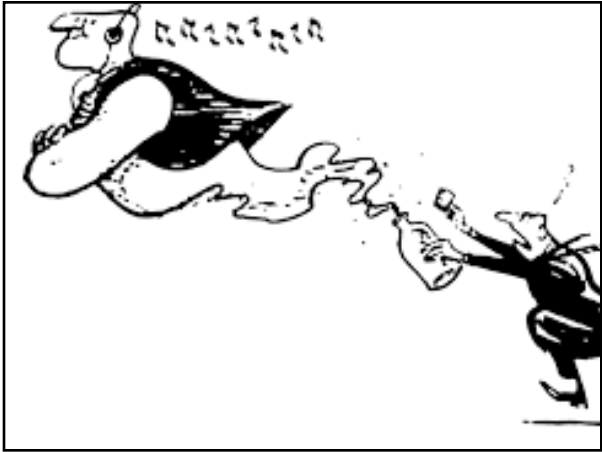
When we don't triage

- Our environment can quickly spiral out of control.



"All organizations are perfectly designed to get the results they are now getting. If we want different results, we must change the way we do things." Tom Northrup

We allow this to happen, though unknowingly, because we *overvalued intervention and under-value prevention.*



Reactive Interventions are Expensive

They cost us our social capital, our time, our attention and our wellness.

Intervention is delivered on an "as needed" basis. This allows us to go on about our business unless we "need" to do something, the problem is that we just are not recognizing the need.

What could possibly go wrong with that approach?

Prevention starts with...

- Creating safe, predictable environments that support individual's ability to regulated their own behavior. This is especially critical in environments that serve individuals who have experienced trauma.



How do we create safe, predictable environments for children?



What are we looking for in educators?

- Self Awareness
 - Self Regulation
 - Social Skills
 - Empathy
 - Motivation
- (Goleman, 1998)

Withitness
(Kounin coined the term in 1970)
(Marzano et al 2005)

Effective Educators...

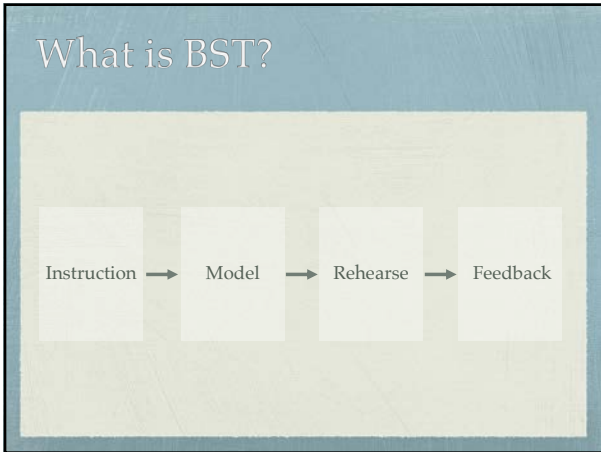
- Preview their day.
- Identify predictable pain points for those high fliers.
- They plan and implement strategies that provide guidance to those students as a way to prevent issues. (Pre-Correction)

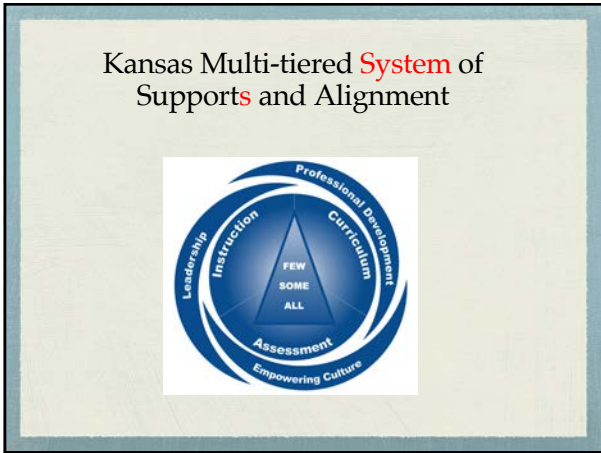
Finally,

They intervene **EARLY** in the behavior chain.

Effective Educators...

- Give effective directions
- Actively supervise and engage
- Provide choices when you can
- Build behavioral momentum through using High Probability Request Sequence (HPRS)
- Use pre-correction strategies and do so using the Behavioral Skills Teaching model (BST)

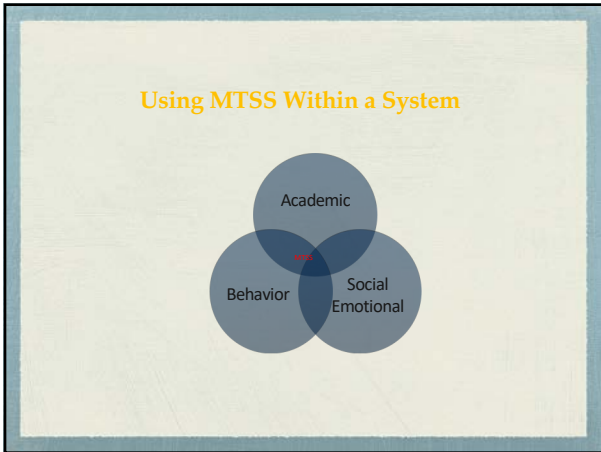


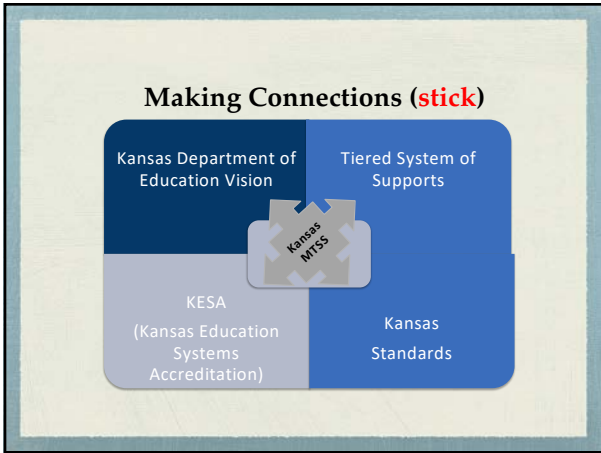


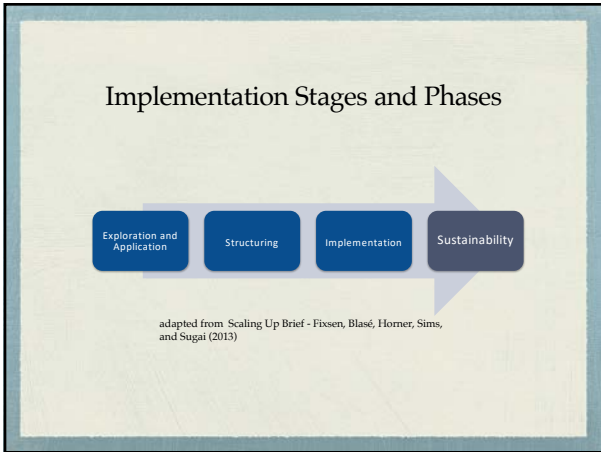
Core Beliefs of Kansas MTSS

- Every child learns and achieves to high standards to be college and career ready.
- Learning includes academic and social emotional competencies.
- Every member of the education community continues to grow, learn and reflect.
- Every leader, at every level, is responsible for every child.
- Change is intentional, coherent and dynamic

Are these widely different than you beliefs?







Is this an issue for teachers working with behavior and or social emotional learning?

1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time.
(Hernandez, 2011)

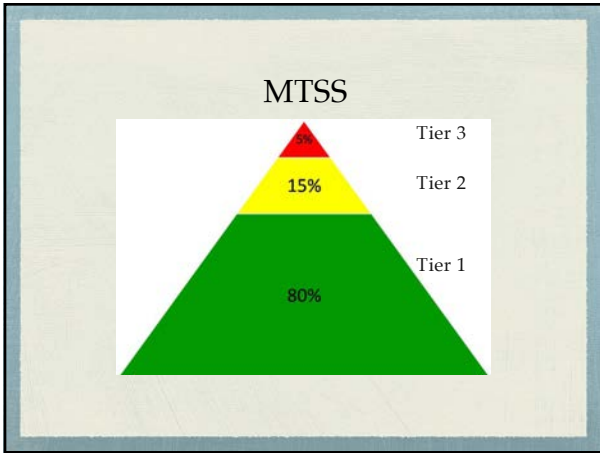
Is this an issue for teachers teaching core academics?

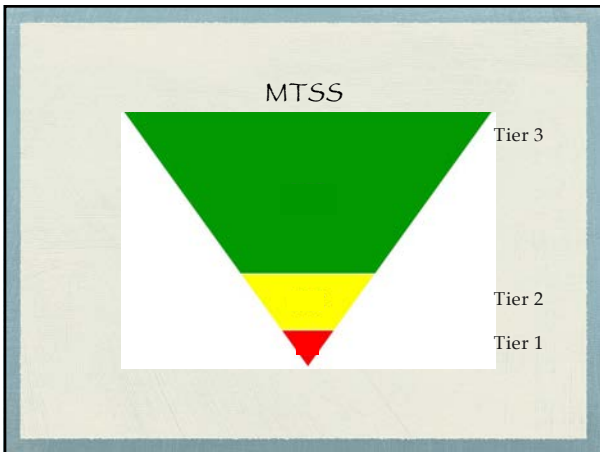
1 in 4 students walking the halls have had at least two or more adverse events in childhood that can compromise their ability to concentrate, retain information, form trusting and effective relationships and self-regulate (Adverse Childhood Events Study)

Students with emotional disturbances (mental illness and trauma) account for 25% of expulsions, suspensions and dropout rates?

Goals of MTSS

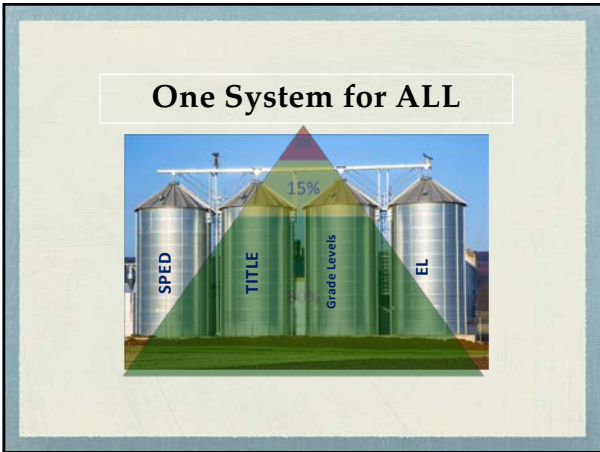
- Systemic
- Academic, behavioral and social, emotional achievement
- Preventative practices
- Data-based decision making





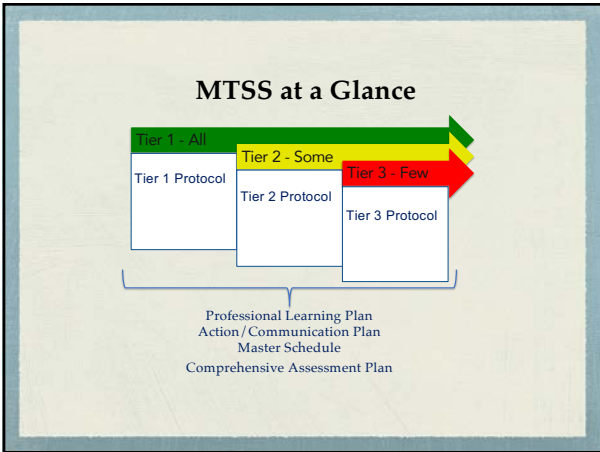






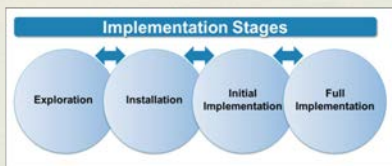
Every teacher teaches academics and behavior/ social emotional each day.





Benefits of a Tiered System

- Academic, Behavioral, and Social Emotional Expectations are:
 - clearly taught, encouraged, expected, and reinforced.
- Research-based curricula used at each tier
- Assessment results are used to:
 - quickly identify and match interventions and supports
- Increase of family engagement in children’s learning.



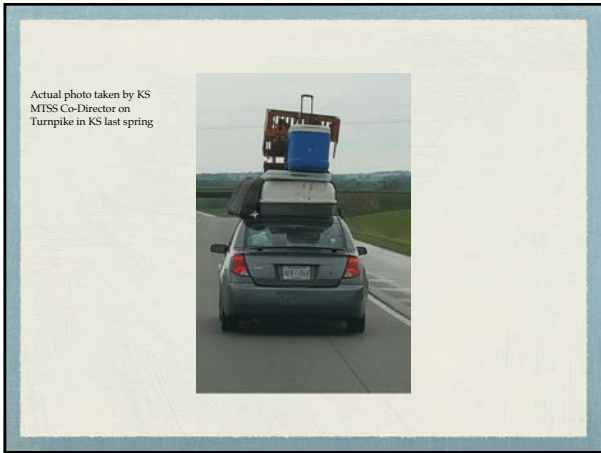
Scaling Up Brief - Fixsen, Blase, Horner, Sims, and Sugai (2013)



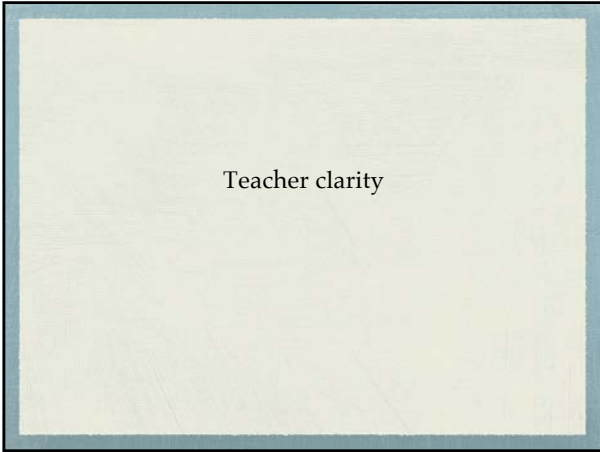
We must change the way we think about and address behavior

- Believe we can actually change behavior in struggling students
- Create a system of supports to help create and sustain change
- Own what part we may inadvertently play in behavior problems (Lee and I observe)

Classroom versus Systemwide
Grandma's house





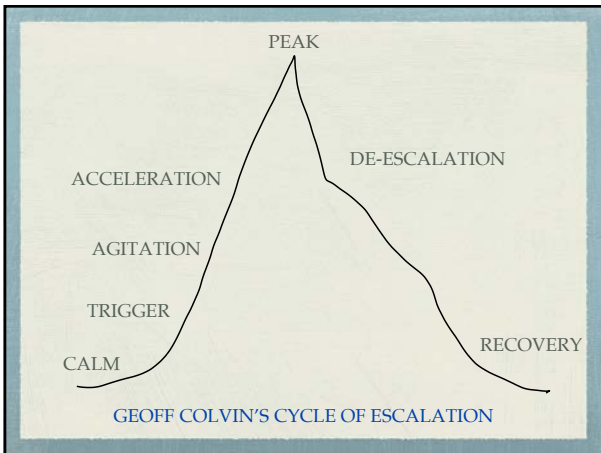






identity versus actions





Key Takeaways

- Pre-teach Expectations
- Teacher Clarity
- Withitness
- Rules when we need them, when we don't
- Intentional
- Thermostat
