

>> Thank you. Thanks, Ashley. All right. Hi, everybody. How you doing?

>> Good.

>> Oh, come on. We can do better than that. You just had pretzels. How's everybody doing?

>> Woo!

>> Better, better. This is PBIS. We're supposed to be happy and excited to be here. Right? So Leanna and I are going to talk to you a little bit today about using a behavioral response tool. This tool in particular is a tool that we use whenever we work with individual students. So we're going to talk to you a little bit about how we use this through the triangle, but what we really want to talk to you about is, how do we support individual students through this process of PBIS? Right? So one of the things that we talk a lot about and that you've heard a lot about this morning, Brandi Simonsen talked about it, was how the adults respond. Right? Because what's the thing about behavior? Is it awesome? Is it super fun to have kids in our classrooms that we struggle with? No. How do we usually feel about these kiddos? Ugh. Right? I have a student that I worked with in the alternative program that I taught at who I told my brother and sister-in-laws if they named their child this name, I wouldn't be able to love them the same. Right? So we know that, like, sort of behavior creates an emotional response. Right? So we know that there's an emotional response on the part of the students and an emotional response on the part of the adults. Right? So what we do is we utilize this tool to help try to create some common language. So I don't know if you all are data people, if you frequency counted the number of times that people have said words today, but common language is probably pretty high up there. Right? So this particular tool that we're going to share with you and talk you through today has a lot to do with putting the adults on the same page when we're dealing with student behavior. And I know that I have some friends from Allegheny County out there, but if you don't know me, me standing in one place right now is driving me insane. So I'm going to do my best to just stand here, but I'm going to have to step up and back a couple of times, or else I'm going to go crazy. So fair enough? We are going to talk about students and really working through this tool with students who present us with challenging behaviors or behaviors we'd really like to target for change. So having said that, we know that you may have some questions about, "Well, I have this student." Okay? So we're going to have some time to maybe take some questions or, especially at the end, if you guys want to come up and talk to us, but one of the things that we want you to think about is not just "Will I have this student," but really, what we talk about in PBIS, which is taking a systems approach to sort of dealing with students that have that challenging behavior. Right? So the systems approach is, how could I integrate this into my ... maybe to your problem-solving team, integrate this tool into my SAP process or ESAP process, depending on where you're coming from. How could we integrate this tool into functional behavioral assessment or positive behavior support planning? Does that make sense? So not just at the individual level, although you're certainly welcome to use this tool for that, we really want to think systems level as well. Okay? So having said that, Leanna and I firmly believe that you can't do any training about behavior without talking a little bit about behavior terms. Right? And we had this conversation a little bit earlier this afternoon. We don't really go through the basics of behavior in anything that we do in PBIS, do we? We really don't. Foundationally, as a training piece, we don't talk about it all that much. So we want to talk to you about it just a little bit, and you should know the ABCs of behavior. Right? Anybody in this room know the ABCs of behavior, raise your hand. Actually, raise your hand and, like, shake it at me. Like, give me a little wave, jazz hands. Thank you. All right. So what we want to do is just for those of you that didn't raise your hands, we want to talk a little bit about what these things are. So everybody that waved your hand and shook it at me, go to your happy place, but I'm going to tell you when to come

back. Fair? All right. So the antecedent piece, obviously that piece is one of the pieces that is really difficult for us as educators in classrooms. Right? If you're in a high school, you might only see the child for 45 minutes at a clip. If you're at an elementary school, Leanna and I hear the words all the time, "Nothing happens before they behave." Right? But it's nothing. They just do it. It's random. It just happens. Right? So when it's just random like that, we may not always know what the antecedents are, but we know that there are these things called slow triggers. Right? There are these things that students come with, like, things from home, potentially mental health conditions, dealing with trauma. We know that there are things that happen. So sometimes, the student is already this close to boiling, and it's just that one thing that causes them to go. So to us as educators, it seems like nothing, but it's really all these tiny, little things that can lead up to it. Right? I tell everybody all the time, we're from the suburbs of Pittsburgh. I live as far away from my office as possible, like, as far as possible. My commute can be anywhere from 40 minutes to an hour and 40 minutes, depending on traffic and if there's an accident. So I consider that to be a collection of slow triggers. Does that make sense? All of those things that happen, that lead up to, and if I happen to walk in the office 20 minutes late and my boss were to say to me, "Huh, thanks for showing up," what's the first thing I'm going to do? Bless you. I'm going to lose it, right, because it's those slow triggers that have boiled up, and my boss is going to have a lot of questions about why I chose to lose it on that day at that time. Right? Because these slow triggers, these little things, these antecedents are the things that happen before the behavior, but unfortunately we don't always get to know what they are as educators. Right? So there are things that we definitely have to take into consideration, and those things can be students. I was fortunate enough to work in an alternative program for almost 10 years. My kids were fairly easy. You know, they would kind of flip each other off when nobody was looking. They would poke at each other. They would call each other names pretty overtly and pretty loudly, and so it was kind of obvious at times to see what those antecedents were. Right? They would engage in the verbal battles back and forth, but then sometimes they brought those things in with them. We'd have these big explosions. So it's really important that we focus on the antecedents because what we really want to do is prevent the behaviors before they happen. Okay? So this behavior response tool is an opportunity for us to really look at the antecedents and sort of the prethings that happen before these behavioral outbursts. Okay? Now the B is easy. I took this wonderful class at Penn State, and my professor told me that the only way that you're not behaving is if you're dead. So behavior is everything that we do all the time. Right? You guys are wonderful adults. You were all here relatively on time, but what did you all do before you came here? I see a lot of coffee. I see a lot of pretzel sticks. We all went and got our what? Our basic needs met before we showed up. Right? You know, some of you are staying here at the hotel. You might have run back to your room for a minute. We all have these behaviors. Right? We all do these things to make ourselves comfortable. Unfortunately, sometimes, what's happening with kiddos is that they're doing things to make themselves comfortable, but what does it make us? Uncomfortable. Right? So when we see these behaviors, they're measurable and observable things. They can't be things like, "This is the worst kid I've ever seen. I'm pretty sure he's the spawn of the devil." They can't be those things. Okay? But they can be, "He's disrespectful when he refuses to complete classwork or follow teacher directions." Does that make sense? So we want to make sure it's measurable and observable because the other thing about dealing with individual student behavior is sometimes we make the problem so big that we can't solve it. Okay? So what that means is, "He always does this. He never does that. He or she is always misbehaving. They have giant meltdowns that last for 6 hours." Now that may all be true, but if we don't make that problem a little bit more solvable by saying things like, "He's the spawn of the devil because, you know, he crawls under desks. He refuses. He says no. He only completes 25 percent of classwork on a daily basis" ... Those are problems I can solve through measurable and observable action strategies and interventions. I cannot solve problems like, "This is the worst child I've seen in 25 years." Make sense? So we have to take that behavior and make it as measurable and

observable as possible in order to be able to solve the problem with the right strategies and interventions, and we're going to walk you through this tool that talks about lining up the right sort of strategies that adults can engage in when students are at different phases of challenging behavior. Okay? So then the last thing that we talk about is consequences, and there's one thing that we do in PBIS really, really, really well. What do we talk about giving that's free and easy, and it's something that we should do all the time? I heard somebody say it.

>> Praise.

>> Yeah. Praise. Absolutely. We should be giving that praise all the time. You know, those consequences are anything, anything that affects or follows behavior. Right? So it's anything that follows a behavior. If somebody says to me after this ... There are a lot of you out there. If either one of you walk up to Leanna and I and say, "Hey, that wasn't bad. We didn't fall asleep for the whole 60 minutes," that's going to increase the likelihood that I'm going to come back and present again next year. Right? Somebody says, "Hey, I like your earrings," I'm wearing them again tomorrow. Right? Consequences are anything that influences that future rate of behavior. So we talk about making sure that we're reinforcing consequences because we want to make sure that we're influencing the future rate of that behavior. Right? And we know that there are punishing consequences, but in our schools, do you guys have the magic wand that the punishing consequence works? No. It doesn't exist, and if it did, we'd be millionaires, and, quite frankly, we might not be here. Right? Because it's just not a thing that exists. You know, we know that punishment has to come with systematic intervention and continued teaching. Right? Modeling, teaching, practicing and reinforcing is really important to help change individual student behavior. So what we do is we look at these antecedents, these behaviors and these consequences to try to make sure that we're putting the best comprehensive plan together for the student so that we meet their needs and really meet them where they're at. And why we have to meet them where they're at is function-based. So I'm going to ask a question, and I'm going to ask everybody to raise their hand again with jazz hands because I really liked it, and it looked cool from here before. So if you could, how many of you are using SWIS or office discipline referral forms that include motivation as a category? Okay. Oh, awesome. That's a lot more people than I expected, actually. So that's great. So motivation is really closely aligned to the function of behavior. Right? So if you're using SWIS ... So I'm going to assume that some of the chatter in the room is "What are those things she's talking about?" So if you don't know, SWIS is a School-wide Information System. It's for office discipline referrals. Right? If you don't know what it is, please talk to your local facilitator. They'll help you out. Anybody with a staff badge at PaTTAN can answer the question, and any one of us as local facilitators you can ask the question to, too. Okay? So what we do is we look at motivation as a category for office discipline referrals so that we can determine the what? What's the function? Right? I know you all have "Conjunction Junction" in your head right now. Don't even lie if you say you didn't. But, really, what we're looking for is, what's the function, or what's the purpose of this behavior? What does it serve? Right? What's the kid really getting or getting out of as a result of engaging in these behaviors? Now the thing about the function is if we don't meet that kiddo where they're at with our interventions and our strategies, do you think they're going to work? No. Right? So you guys all know that we have to make sure that we're creating a continuum of function-based interventions and strategies to be able to meet kids' needs at the upper levels. Right? So we know that we need this continuum of strategies so that we can make sure that our kids are getting their needs met in a constructive way rather than sort of the destructive way that they may be engaging in currently. Right? So that's sort of how the behavior picture kind of goes together in terms of antecedents, behaviors, consequences and function. Right? So we talk a lot about function of behavior. You guys all came here today. You have all come to this conference to meet a certain need. Right? We all want to learn more about PBIS. We all want to make

sure that we walk away with all of this information. So you're looking to obtain or get something. What happens when you go to a session, and you're not getting what you need? Rule of 2 feet. Right? Either you check out, you multitask, or you go somewhere else. Right? Kids are doing the same thing. They're just not doing it in the way that we really want them to. Right? They're not getting what they need. They're not getting what they want. What do they do? Cry, scream, hit, kick, punch, potentially curse. Right? They may refuse something. So all of these things come together because kids are trying to get or get out of something. Right? That stimulation, the sensory, tangible activities and social, especially for all you middle-school friends, is the largest of all the reinforcers, isn't it? Because kids are largely reinforced by other kids. And you all are shaking your heads. So you know you have that kid that'll be, like, a knucklehead on purpose to get negative peer attention, and they don't care that it's negative. They just want attention. Right? So you also know that you have that kid that's always like, you know, "Ms. Carey, Ms. Carey or Ms. Farnical, Ms. Farnical," they're constantly seeking that draw. Right? And what happens sometimes when kids engage in negative behaviors? I'm going to go back to this for a second. Don't worry, Leanna. I'm not going to go too far back. I talk way too much, so she wants to make sure I'm on time. So this consequence ... Right? So we have a kid that really wants attention, and they get this consequence of all of this adult attention when they're doing the wrong thing. What message do we think that sends? Right? I get attention when I do the wrong thing. And so a lot of you are here for PBIS. And I'm going to sidenote this for a second, and I promise I'll only sidenote quickly. But a lot of teachers that I work with and a lot of PBIS schools that are implementing that we work with really struggle with the idea of, "Yeah. But how do we not give them that attention when they're engaging in something?" Right? And so I want to tell you two things about that. First of all, if I have a lovely classroom system of PBIS or a school-wide system, I can praise those other kids that are not engaging in that behavior. Right? And I can send the message, "I am paying attention to what I want as opposed to what I don't want." Right? So we have to be really careful about when we think about how we're working with students and what we're doing. So we have to make sure that we're not inadvertently reinforcing the behavior through our actions, and we have to make sure that we know why the student is engaging in that problematic behavior or the behavior we'd like to target for change. Okay? So if we can do both of those things, we increased our likelihood of success. Now I always say, "Behavior change is like weight loss." Okay? And I say that behavior change is like weight loss because a lot of you and a lot of your colleagues want that magic wand. They want to put a plan in place, and they want the student to be fixed. Right? So I always say, behavior change is like weight loss because I can't go to Jenny Craig or Weight Watchers and meet my goal weight on day 1. Correct? It's like systematic intervention, overtime, lots of work, not choosing the pretzel stick or the cookie or that delicious whatever that macaroni salad was today at lunch. I can't choose that again tomorrow. I feel like that was, like, 1,000-plus calories. But the point is if I just assume it's going to be fixed because I put a plan in place, I need some more education on how the plans work. Right? So the other thing that we have to tell our friends when we put a plan in place, like the one that we're going to share with you, is it's consistency and time that helps to manage and eventually change student behavior. Right? And that consistency means that everybody has carrot sticks and salads, and nobody has cheeseburgers or French fries. Make sense? So when we think about our basic behavior terms ... Leanna and I say this all the time, and I think it'd be cool for the video if we did a choral response. Can we handle that? So can everybody read this with me? It's easier to ...

>> Prevent behavior from occurring than to deal with it after it's happened.

>> That's awesome. She said you wouldn't do it. No. I'm just kidding. I'm just kidding. I'm just kidding. That was great. Thank you very much for doing that. So I want to talk to you just for another couple of minutes about the tool itself and sort of how we mirrored it and how we set it up. So just know two

things. For those of you that are either taking a picture or you're interested, we did put these on the web site. They were previously posted. So all of these tools are there, the templates and, additionally, this particular stress model of crisis. Okay? So we fashioned the tool, or we created the tool. We kind of worked through the tool based on this crisis model. Okay? So if you've ever been to a de-escalation training, you've seen this. Correct? Right? So for those of you that are familiar, we start at calm. We go all the way up through triggers, agitation, acceleration, crisis, de-escalation, safety and recovery. So what we do is sort of create the model of this plan based on what students look like and sound like at each phase and then, most importantly, what the adults should look like and sound like at each stage. Does that make sense? So you see the tool itself. On the one hand, you have calm student, and then you have calm adults. Right? So how we work through the tool ... And Leanna's really going to explain this a lot more as she goes through the pieces, but how we work through the tool is just saying, "Let's take a picture or a snapshot of what that student looks like and sounds like at each phase." But here's what I'm going to say to you, and I said this a little bit when I first started. You know that sometimes the adults working with the kiddo start working with the kiddo here. Right? So part of this planning process, the critically important part of this planning process, is how to gently and kindly remind all of us as adults to also begin at calm and what that really looks like and sounds like for all of us. Okay? So as we talk through this plan, one of the things that we have found most helpful surrounding the plan is that I can give this ... I can sit at a round table just like this, have a meeting with paraprofessionals, cafeteria staff, potentially bus drivers if you can get them to come in, parents, families, caregivers, and go through the plan together, and it's a really easy tool to create that common language that I was alluding to earlier. Okay? Because that common language piece is critically important. So sometimes, we have teams that work through this tool, and then they laminate it, and they put it inside of one of those lovely clipboards that have the cover, and so they remind themselves what they should look like and sound like sort of at each phase. So it's a really neat opportunity, again, to create that common language because I think communication and common language is the hardest thing to do in school. Does that make sense? It really is hard for us to be able to carve out time to talk to each other about how to deal with individual student problem behavior. Right? So if we have this tool, it's an opportunity for us to have a conversation, take the emotionality out of the conversation and really just say, "This is what it looks like and sounds like." Now Leanna's really going to talk you through the facilitation of it and how it works and sort of how to create the tool itself. My job is to sort of lay the foundation and talk just a little bit about sort of the calm phase. Right? Now, as you know, this looks really different for each kid, doesn't it? Some kids are calm at fidget spinner. I'm sorry. I said a bad word. But that's where some kids are calm. You know, in looking out at all of you lovely people, which there are way more of you than I expected, but in looking out at all of you lovely people, your calm is way different. I have some people that have been on laptops and some people who take notes, some people who move their feet the whole time, some people who tap, some people who do all kinds of things to be able to help facilitate their own paying attention. Right? So all of our calms, adult, children, students in classrooms, here in a conference, our version of calm is always very different. That's why this really should be an individual behavior response plan and not a blanket one for how we deal with all kids. Does that make sense? All right. Now it could certainly be a template for a conversation that lends itself into school-wide positive behavior support and our expectations and how we would deal with kids. But, really, at the end of the day, the way that we facilitate this tool in particular has to do with individual students. Okay? So when you think about calm, we really want you to think about those antecedent things that I talked about. What does the environment look like? Is it the time of day? You know, Leanna or any one of my friends here will tell you if I don't know what time I'm eating, I am not a happy person to deal with. Okay? It's important to me. I just need to know what time it is. Okay. So as long as I know what time it is, I'm good. If I don't know what time it is and it should be around dinnertime and there's still a lot of questions, I'm going to be hard to deal with. And that's important when working with our kids. Right?

Some kids walk into the building high up on that scale because of the bus ride or any number of things that have happened in getting into the building. Right? Sometimes, it's physical or medical. I don't feel good. You know, I don't take my medication until 12:30. So from 11:30 to 12:30, it's a rough time because it's the time that it's sort of wearing off. Right? Sometimes, it has to do with the task, the person themselves or even the presentation of the task. Some kids can't deal with the time being too long. Right? They just need to get up and move around a little bit. Some kids do better with small group. Some kids do better with lecture. It just depends. Right? So all of these things have to be taken into consideration. So he or she is calm when these things occur. Okay? Those are the things we think about. And then, obviously, we have to treat the students with respect. Now you can imagine, my classroom was a little bit of a circus. I'm kind of silly. I did big gestures, like, "Oh, you guys are doing great. I'm so proud of you today. Everybody gets half off their homework." I doubled it first. They didn't know that. But I was really looking to praise a lot. Right? So when you're looking to do that and you have those opportunities and it's you and it's genuine, that helps students stay calm. Right? So we're going to look for lots of opportunities for that, and really, at the end of the day, we're going to pay more attention to the behaviors that we want than the ones we don't. Right? So there's no other big message here in calm. It's how do we make sure that we pay attention to these behaviors that we want to see instead of the ones that we don't? Okay? So I was supposed to end at 3:15. It's 3:16. That's, like, a miracle. And so I'm going to give the mic to Leanna, and I will let her introduce herself and tell you about her parts.

>> Thank you.

>> Mm-hmm.

>> Okay. So my job is to walk you through the tool and the manner in which we address completing the tool. So the first thing that I really want you to know is that we ... I got to find my clicker. I'm sorry. We actually have been doing this work for about 9 or 10 years as consultants out in schools, and we were struggling with two things, struggling with, first, the application of de-escalation. We go out and do de-escalation training over and over and over with some of the same school staff. We also were finding that when we worked with teams on doing FBAs and creating positive behavior support plans that most teams struggle with that consequences ... You know, in Pennsylvania, that consequences arrow down. We call them corrective consequences, and the fact that there really was maybe some misunderstanding about that, and we started to look at that, thinking, "You know, corrective consequences are really about our responses to the student's behavior." It's not about whether they're going to get detention or suspension because those are all part of your discipline code. Okay? Those consequences down, corrective consequences in the behavior plan, can actually be drawn right from this tool after you complete it with a team. You also then can just give the completed template to other staff in the building who are working with that child, so they know what to do if they see certain behaviors. So we thought, "Well, we'll try this. We'll see how it works. We'll see if we can get better application of de-escalation techniques because what we know is that behavior is emotional." It creates emotion in us even if we don't want it to. So when it creates that emotion in us, we start to respond. If we have never written down how we're going to respond or we've never thought that out well, we probably are going to more likely respond emotionally, okay, and potentially get caught up with the student in their escalation of their behavior, and those were two things that we were really trying to figure out how to help people improve in the work with students, students that have annoying, obnoxious, chronic kinds of behaviors as well as students that have histories of trauma, mental health disorders, that frequently are in fight, flight or freeze mode. Okay? So it really can meet the needs of a continuum of kids that you serve, and most importantly, when you have a template that's complete,

based on that student's behavior, what it looks and sounds like, and the adults' behavior, what they're going to do and say, you now have a scripted plan that's predictable and, if it's done consistently, will demonstrate to the student that they can trust you. Okay? And you know if you've worked with any kids with trauma or other kinds of mental health disorders that those are two big issues, consistency, predictability and then also the whole trust issue. So if you can create something that you use all the time, it will benefit you. So the application piece was, you know, one of the reasons. We use this model because we thought it was most familiar to most people. They have it in usually some kind of crisis model training that you receive in your district. Okay? So I'm going to move into the ... Well, actually, before I do that, I am going to go to the template just for a moment because I want to just talk to you about the fact that when you do this, this is just an example of one, but when you use this template and you sit down with a team, that you really want to, if you're facilitating the conversation, start on the student's side and basically say to the team, "We're going to talk about the student's behavior. What does it sound like? What does it look like?" Okay? Back to that observable behavior that Kerry was talking about earlier, okay? And what we need to do is we really need to kind of dissect it as students escalate up that crisis model, okay, which is difficult. It doesn't sound like it's hard, but if you're talking about a student that escalates quickly, people will first say, "Well, I don't know how to do that," or, "I can't do that." So you really have to coach them through it. Okay? And, again, if you're somebody that's not in the muck, it's a little easier to coach them through it. If you're a part of that muck, it's a little more difficult. Okay? So we're going to ask the question, what do they look like? What do they sound like? And we're going to work through most of the student's side. I typically go right from calm, trigger, agitation, acceleration and crisis of the student. So we focus just on the student first. Do a really good job of dissecting, you know, that chain of events that occurs as they escalate to the crisis. Okay? A note: Some kids will not actually get to crisis. You can still use this plan. It can help people who have a hard time dealing with a student that doesn't go all the way to crisis deal with that kid consistently. Okay? Then we move to the adults. We move over to the other side of the template, and we say, "Okay. So what are we doing when the student's calm? And here's the key: to keep them calm. Okay? So those are all of those antecedent strategies that we're using, whether those that are outlined in a positive behavior support plan or those that you have in some other kind of behavior plan for a particular student. Okay? So question at every point is, what are we going to do in calm to keep the student calm? What are we going to say to keep the student calm? So it's do and say. Then we're going to go to when the student's triggered, we see what they look and sound like because we wrote it down. Now what do we do and say to get them back to calm? Okay? That's the key, to get them back to calm. So we don't want to necessarily write down what we're doing if it's not getting that student back to calm. That has to be something that the team understands and understands why, okay, because if we're just going to write down how we're going to respond and it's escalating them further, that's not the purpose of this. The purpose of this activity is to try to get them closer to calm and actually de-escalate them. Okay? So I then walk through this plan, calm, trigger, agitation, acceleration and crisis, and what do the staff or the adults that are working with the child do and say to return the student to calm or to get them closer to calm? Okay? So that's really important information as you sit down to actually facilitate creation of the plan. Okay? So as we move into trigger, you know, we think about those things that we focus on to de-escalate students. Okay? And when students are just triggered, it's the place that's most critical. Many of you that have gone through training, you know that. Okay? You've heard that over and over, but sometimes, if our behavior is also triggered, we don't necessarily remember these things. Okay? So what you see on the screen now are things that you probably are familiar with if you've gone through a de-escalation training. We try to remove the triggers. Sometimes, that's hard because we dig in our heels, and we're like, "Oh, no. I'm going to see this through." Right? And digging in our heels is not going to get that student to de-escalate if you are the trigger, or the person standing next to you is the trigger. Okay? Precision requests, when we talk about precision requests, we're

talking about tell the student what you want them to do, more do statements, fewer stop or don't statements. Then we need to give them some wait time. Okay? Most people will tell you, for some kids, it's up to 10 seconds. I'm going to show you what 10 seconds feels like in the life of a teacher. Okay? Anybody feel like they can wait that long? It's 10 seconds. But we tend to re-engage with that student far too quickly. Okay? So wait time. If things don't change, we then give them "I need you to do this" statement, and if they don't do it, then we're going to follow our plan for consequences, okay, very mild consequences, but the key in this piece of this plan is really the do statement, what we want to see, and the wait time. And here's the other key: If they change their behavior and they start doing what they're supposed to, what do we do? Praise them. Who really feels like praising them after they'd had to tell them twice to correct their behavior? Please, please try to remember to praise them. Okay? So these are, again, some things that you can look at and think about while you're developing this template. Here are another three. You know, don't take it personally. You know, if you've ever seen Laura Riffel, you will hear her talk about the Q-tip strategy. It's quit taking it personally. That is so much harder to do than one might imagine, but it's a great thing to be able to say to your colleague if you see them kind of escalating because what kid's going to know about the Q-tip strategy, right? So kind of build in these guiding strategies as you think about, what are we going to do for this specific student? What are we going to do and say? Respond to negative student behaviors in a professional manner. You know, the other thing that we do with this template is script. Okay? This is what you're supposed to say as the adult because you know there are people that you work with that you're like, "No matter what we say, they're not going to be able to do that." Well, we're going to give them a script so that it's a little bit easier. Okay? We're going to say to them, "When you redirect this student, you say this." You have a chance of going to use your break space in a nice, calm, neutral tone because that's not always the way it gets expressed to a student that's been triggered. Okay? So again, the things in the bubbles here are strategies to think about. They're things that you've talked about in de-escalation training. But then what we're really saying is, "So what are we going to do with this student? What are we going to say to this student," and, most importantly, "To get them back to calm?" Especially when you're in trigger, okay? Trigger is probably the best opportunity you have to de-escalate this child and turn it around. Once kids move beyond trigger, it becomes more and more difficult to turn them around, and then we're usually doing things that are more about safety and preventing others from being hurt, themselves from being hurt, and we don't want to be there. Those are all very traumatic situations for kids, and they're traumatic situations for adults as well. Okay? So in this example, you can see that. The team identified that the first thing that happens is this student gets out of their seat. They go to the corner. They put their hood up, and they won't respond to directions or questions. They might walk away. They don't give eye contact, and there's much less kind of engagement and participation. So the staff said, "What we're going to do is we're going to kind of give them a little wait time and praise other students." Okay? Just kind of go about business, but focus on the positive things that you see other students doing. But provide a little proximity to the student because this is a student that can escalate very quickly. So the adult's presence was a safety net as well. Okay? And, again, this is very individually based. This is not a plan for anyone else that you know. It might look similar to this, but you have to create these specific to the student and the context in which you're working. Okay? Increase the number of stamps for rule-following behavior. You know, if you've got systems like that going with a student, this is a great time to increase them. Frankly, it's not the time we think that they should be earning the most stars. That's just human nature. Human behavior is to think, "I'm going to wait until they're on task and they've been on task for 15 minutes to give them that star." But right now, if they didn't walk out of the door, they aren't swearing, they aren't cursing, whatever the circumstances are, going to increase that positive reinforcement. Okay? So the idea here was that every person would know these are the things we're going to do if we see any of these behaviors, okay, because you'll notice as we move on into agitation that you will see a little different set of behaviors

because the team has dissected what that pattern of escalation is. Agitation, we do some things. Again, we think about these things. We think about, how do we apply these strategies in this particular instance with this particular student? Okay? We use active listening. We let the student know that we're aware that they're upset if it's a student we can even be talking to right now. We have to ask those questions. Is this a student that we want to be using a lot of verbiage with right now? Do we need to use some visuals? What are the kinds of things that are going to, again, help ground them and help return them to closer to calm? Okay? Withdrawing attention, some kids really just don't want anyone hovering over them, saying something to them as they work up this escalation model. We need to respect that. You know, remember, the only person's behavior we can change in this escalation is our own and possibly those of the people that are around you with cues or directions or with this plan in place. Okay? Sometimes, you'll offer choices. Some kids can't manage choices. So again, these aren't all what you're going to do. These are things to think about as you talk about the development of this student's plan. Okay? Here's the agitation strategies they chose based on the fact that the student was making excuses to leave the room, swearing, calling out. See the escalation? Remember, before, they were just out of their seat. They walked to the back of the room. Now they're thinking about why they need to leave the room. They're swearing. They're calling out more. They're changing the subject. So there's more agitation, and there's still a little bit of hope, not a lot, but there's a little bit of hope. We can do some things and try to bring that student back down. So early on, seeking assistance from other people, you have to know whether that's necessary. Sometimes, we wait too long, but if you have an opportunity to write this down on paper, you're going to be able to evaluate, when is it that we get other assistance? What's that assistance look and sound like? You know, if you have a crisis team and four people come running, that may send the student right up the crisis cycle, you know, further up into that crisis where what you really wanted to see was the opposite. So is one person coming to assist make more sense for this particular student? You have to ask a lot of questions. Okay? The adults here are providing proximity still. They're ensuring that safety. They're determining if the other students should leave the classroom. Okay? In this particular context, that is a choice that they can make and that one adult is making the decisions about what happens next because that's sometimes a big problem. If we don't spell out who's giving directions, who's supporting, who's, you know, watching to see when the student is ready to make the next move, then we end up having a bigger mess, and the student will escalate into crisis. Acceleration, same thing, you see a number of things to think about that come out of de-escalation training. This is a time where sometimes it's best that no verbals are used. Sometimes, we have to give a little space. Sometimes, we have to get closer, depending on the student. We have to maybe get help if we don't have help at this point. Okay? This student walks out, stands on counters, desks, windowsill, hides in the building, barricades himself on the opposite side of the desk. Okay? So now they're really accelerated. The adult is still providing that proximity. The one adult is asking if they're calm and gives some wait time. Okay? So the adult is doing little right now as you can see other than protect and wait, and when we get into that place, we have to know exactly what that sounds like and looks like for the adults. Okay? But we know what the student would be doing, so now we know how to respond. Crisis, again, a crisis, just like calm, can look very different for every student. Okay? You may decide the student never really fully gets to a crisis. You may decide they get to a crisis, but it looks very different with student B than it does with student A. That's how individualized this becomes. Okay? Directions for the adults, physically intervening as a last resort. Okay? For this student, that was part of the plan. That's not going to be part of the plan for every student. Monitor their safety. Wait for them to calm. Okay? And then we start to think about, once they're through that crisis, what we're going to do as they de-escalate. Okay? We didn't want that to be the case. We wanted them to de-escalate on the other side of the model, but, you know, a circumstance where they get all the way to the top, we're going to work down the other side with them. Okay? And you're going to spell out all of the things that staff are going to do explicitly because, again,

what we want staff to know is when the student is calm, do they just go back to the room? When the student is calm, do they need to show that they're calm and work through an activity with an adult? What should that activity be? Should it be something they were working on? That consistency is really important because the student learns that if this is what's going on, this is what the staff are going to do. Okay? If I'm in this place, this is what they're going to do. So we spell out, what does it look and sound like for the student, and what does it sound like and look like for staff? This student, you're going to sit with the student. They maybe need adult redirection to get to a safe, private, quiet place. Okay? If they can get there, you're waiting now to see when they're completely in that calm, okay, because they're not ready to go back unless they're completely in that calm. You send them back too early, you all know what the result of that will be, probably re-escalation. Okay? Allow for a drink, bathroom, these are just ideas for this student. And recovery, this is the place where we address consequences. This is the place where we address any kinds of restitution. They have to clean something up, whatever it might be. This is the place we might reteach a skill, or we may work on a think sheet with the student. Okay? Two places that you teach, you teach in recovery, but more importantly, you teach in the calm. Okay? So remember, you cannot try to teach a student that's triggered, agitated, accelerated or certainly not in crisis. Okay? And our human nature is to teach when kids are triggered and agitated especially because we're trying to get them settled back in, but sometimes what we're saying and doing is more about preaching, teaching, lecturing, whatever it might be. Okay? Another reason to have a good plan in place. So this is how we're going to close, and let's do a choraling again. You did such a nice job for Kerry. Let's hear it again. Okay? Because we ignored ...

>> The source of behavior, we created shouting behavior. I get to listen as soon as possible so the person does not have to keep shouting.

>> Thank you. So one closing comment about positive behavior support plans: Anything that you have written in that template, from trigger to recovery, can be put in the behavior plan and corrective responses as steps. Okay? That ensures that this template becomes an embedded part of that document. And for kids that don't have behavior plans, you can have a separate just template. Okay? Questions? We have, like, 2 1/2, 3 minutes.

>> I'm going to get a picture of everybody because my family is never going to believe you all came.

>> Don't worry. I know we're having dinner at 7 p.m. I know where we're having dinner. She keeps me on track here. Okay. Code?

>> Mm-hmm.

>> I'm going to take a picture. Here, goofball.