

# The Behavior-ISMS



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Maureen Ziegler

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## Guiding Principle -- ISM

ALL DECISIONS INFORMED BY

- THE LAW
- THE RESEARCH
- THE DATA



EBPs

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## Ism:

a suffix added to the end of a word to indicate that the word represents a specific belief, practice, system, or philosophy.



Ideas and Ideals to live by

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## The Behavior-Isms:

1. Decisions informed by the law, research and data.
2. Two Primary goals: Socialization (Peers) & Independence.
3. Have high expectations & presume competence.
4. Differentiate Assessment and Instruction
5. Think in ABC & FBA (FRONTLOAD).
6. Visual systems are non-negotiable (WRITE IT DOWN)
7. Use preferred interests--
8. Step into the script.... Schedule / Break / Crisis
9. Plan for Adulthood -- Transition
10. Attitude: Pick a Good One!!



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**TODAY  
WAS A  
GOOD DAY**

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## PURPOSE OF BEHAVIOR PLAN

- Engagement
- Independence
- Social Interaction
- Communication
- Systems (e.g. Visual Schedules & Supports)
- Self-Management (e.g. take a break)



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## Behavior Continues Because it WORKS



ANTECEDENT  
BEFORE



BEHAVIOR  
DURING



CONSEQUENCE  
AFTER

POSITIVE &  
NEGATIVE  
REINFORCEMENT

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WHAT WE CALL HUMAN  
NATURE IN ACTUALITY IS  
HUMAN HABIT

JEWEL KILCHER  
PICTURE QUOTES . com

START  
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PICTURE QUOTES

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## BENEFITS of a SCRIPT

- Planned Response (fire drill)
- Rational Detachment
- Reduced Emotion
- Consistency
- Reduce inadvertent reinforcement of challenging behavior
- Increase reinforcement of expected behaviors



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# Components of a Script

- Non-verbal (paraverbals)
- Non-emotional
- Non-punitive
- Respect dignity
- Teaching component
  - Break
  - Strategies to reduce anxiety / frustration
- Levels with increasing restrictiveness




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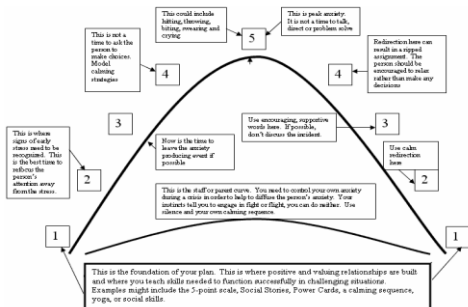
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# Kari Dunn Buron & Mitzi Curtis (Incredible 5 Point Scale)

The Anxiety Curve




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The Incredible 5-Point Scale: The Most Powerful Strategy of Self-Regulation for Children

Social Behavior and Self-Management: The Social-Emotional Skills you need for success in school

5 is Against the Law! Social Boundaries: Straight Up! An honest guide for teaching and modeling young adults

5-Point Scale for Adults and Adolescents: The social-emotional skills you need for success in school




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## Incredible 5-Point Scale

Level of Escalation	What the Student Says and Does
<b>5</b> —Aggression	Physical aggression toward self/others
<b>4</b> —Anger	Verbal aggression, including threats of physical harm
<b>3</b> —Agitation	Noticeable increase or change in behavior
<b>2</b> —Anxiety	Slight change in behavior
<b>1</b> —Engagement	Appropriate behavior and following expectations



Adapted from Karl Dunn Baron & Mitzi Curtis

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## Script using a Scale



Level 1 Engagement	Level 2 Anxiety	Level 3 Agitation	Level 4 Anger	Level 5 Aggression	Level 6 Recovery
<b>What the student says and does</b>					
<b>What the staff says and does</b>					




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## Level 1: Engagement

### Preventative Strategies

### PBIS Supports

### Universal Supports

### Largest Section of Behavior Plan

**Engagement:** a student's willingness to spend time and energy on learning




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## Level 2: Anxiety (Houston)

Behaviors at this level are likely to go unnoticed but are early signs of dysregulation, frustration, etc..

- **Option A: Consideration of Variables and Functions:**

- Universal Supports
- Environmental Influences
- Level of Task Difficulty
- Implementation of the PBIS Plan
- Clarity of Expectations



- **Option B: Choice within the Expectation** (e.g. "It's time to do math work, you can do the first half or the second half or "it's time to work, you can work at your desk or at the work table.")

- **Option C: Break Choice (TEACHING COMPONENT):**

- Offer an opportunity for a break--"take a break or do math?"
- Default is Break (Level 3)



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## Level 2: Adult Behavior Considerations

- **Use your Engagement (reinforcement)**

- **Eliminate Negotiations**

- **Use Planned Ignoring**

- **Follow the Script**



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## Level 3: Agitation

Behaviors at this level are those that are unlikely to go unnoticed and suggest increased emotional dysregulation and a higher likelihood of a full-blown escalation.

**Examples**

- Inability to Choose
- Noticeable Disruption
- Pacing around the room
- Active refusals
- Blurt outs
- Increased voice volume
- Attempting to escape situation
- Moving in and out of groups
- Off task & on task cycle



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## Level 3: Agitation

- Students are vulnerable – potential for full escalation.
- **Staff-Initiated Break to:**
  - Interrupt the escalation
  - Protect the dignity of the student
  - Minimize disruption to the classroom.
- Use solemn voice
- Goal is to get student back to Level 1



## • BREAK PROTOCOL



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## BREAK: Implementation Issues

- **DEFINITION of BREAK**
  - Time-limited reduction of demands
  - Reduction / Elimination of Adult Engagement
  - Purpose: De-escalate
- **GUIDELINES:**
  - Activities that Result in De-escalation
  - Benign in Reinforcing Value

**BREAK**

vs.

**Choice Time**



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## Break Considerations

- Break Signal
- Activities
- Choices
- Length of Break
- How Time is Watched
- Return to Schedule Protocol
- Data



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## Level 4: Anger

- Verbal aggression
- Minor property damage
- Does not include behaviors that indicate imminent danger to self or others (Level 5).

NOTE: Some students do not present with behaviors that can be differentiated between Levels 4 and 5. In this case, combine them into one level.

### Examples

- Screaming / yelling
- Swearing
- Breaking pencils
- Tearing up work
- Stomping feet
- Threats to harm others



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## Level 4: Anger

### PURPOSE:

- Provide a safe environment for the student to de-escalate
- Prevent behaviors that are a danger to self and others.
- Student removed from the classroom to a safe place (non-punitive time away) or students in the classroom are removed to ensure safety for all.



### SCRIPT DEVELOPMENT:

- Non-punitive time away protocol
- Extensive detail to ensure staff knows what to say and do at all times.
- Staff emotions will likely be intense and the potential for becoming a precipitating factor to the students' continued or further escalation is extremely high



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## Time Away / Out Guidelines / Steps

- **Timed: No more than 5 minutes**
- **NO INTERACTION / ENGAGEMENT**
- **Evaluation of Readiness:**
  - Calm Voice & Body
- **If Not:**
  - 5 more minutes
  - Prompt that when calm, will \_\_\_\_\_
- **If Calm:**
  - “Time to \_\_\_\_\_”
  - Consider “COMPLIANCE TASK”



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## Time Out & Time Away vs. Seclusion

- **Time Out:** Intervention where student, for a limited time, is placed in an environment where access to positive reinforcement is unavailable.
  - Time Out from FUN, ENJOYABLE, REINFORCING ENVIRONMENT
  - Time Out can't occur unless the student is Time IN
- **Time Away:** Intervention when student, for a limited time, is placed in an environment where demands / interaction with adults are eliminated to reduce further escalation / provide a safe environment.
- **Seclusion:** Emergency / Crisis Procedure that provides student opportunity to regain self control by confining in a location *alone* where leaving is prevented.




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## Level 5: Aggression (Crisis)

This level, often considered “crisis,” includes behaviors that pose an imminent danger to self and others

**PURPOSE:** The purpose of this level is exclusively to provide a safe environment until the student de-escalates.

### SCRIPT DEVELOPMENT:

If restrictive procedures (e.g. seclusion or restraint) are needed, it is critical the script align to the procedures set forth by MDE for the Emergency Use of Seclusion & Restraint ([http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint\\_247533\\_7.pdf](http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf)).

Should a pattern of behavior occur that requires seclusion or restraint, the team must develop an Emergency Intervention Plan (EIP) as outlined MDE for the Emergency Use of Seclusion & Restraint ([http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint\\_247533\\_7.pdf](http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf)).




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## CRISIS Intervention

- **CRISIS:** A behavior that requires immediate attention from staff to ensure safety of student and others:
- Danger to self
- Danger to others
- **PLAN for Crisis**
  - Use **LEAST INTRUSIVE** strategy to:
    - PREVENT from further escalation
    - CORRECT current behavior
    - MAINTAIN safe environment




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## Seclusion and Restraint

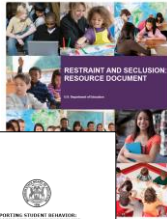
<http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

Used in the event of an **EMERGENCY**:

Poses imminent risk to the safety of the individual student and/or others

If a **PATTERN** of behavior which requires seclusion or restraint occurs or is anticipated:

- Conduct an FBA
- Develop/Revise the PBIS plan
- Develop EIP (EMERGENCY INTERVENTION PLAN)



[https://www.michigan.gov/documents/mde/Seclusion\\_and\\_Restraint\\_Standards\\_180715\\_7.pdf](https://www.michigan.gov/documents/mde/Seclusion_and_Restraint_Standards_180715_7.pdf)



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## HB 5412 (Passed House 12/7/16)

<http://www.legislature.mi.gov/documents/2015-2016/billsengrossed/House/pdf/2016-HEBH-5412.pdf>

(A) EMERGENCY SECLUSION AND EMERGENCY PHYSICAL RESTRAINT MAY BE USED ONLY UNDER EMERGENCY SITUATIONS AND ONLY IF ESSENTIAL TO PROVIDING FOR THE SAFETY OF THE PUPIL OR SAFETY OF ANOTHER.

(B) EMERGENCY SECLUSION AND EMERGENCY PHYSICAL RESTRAINT MAY NOT BE USED IN PLACE OF APPROPRIATE LESS RESTRICTIVE INTERVENTIONS.

(C) EMERGENCY SECLUSION AND EMERGENCY PHYSICAL RESTRAINT SHALL BE PERFORMED IN A MANNER THAT, BASED ON RESEARCH AND EVIDENCE, IS SAFE, APPROPRIATE, AND PROPORTIONATE TO AND SENSITIVE TO THE PUPIL'S SEVERITY OF BEHAVIOR, CHRONOLOGICAL AND DEVELOPMENTAL AGE, PHYSICAL SIZE, GENDER, PHYSICAL CONDITION, MEDICAL CONDITION, PSYCHIATRIC CONDITION, AND PERSONAL HISTORY, INCLUDING ANY HISTORY OF PHYSICAL OR SEXUAL ABUSE OR OTHER TRAUMA.

(D) A REQUIREMENT THAT SCHOOL PERSONNEL SHALL CALL KEY IDENTIFIED PERSONNEL FOR HELP FROM WITHIN THE SCHOOL BUILDING EITHER IMMEDIATELY AT THE ONSET OF AN EMERGENCY SITUATION OR, IF IT IS REASONABLE UNDER THE PARTICULAR CIRCUMSTANCES FOR SCHOOL PERSONNEL TO BELIEVE THAT DIVERTING THEIR ATTENTION TO CALLING FOR HELP WOULD INCREASE THE RISK TO THE SAFETY OF THE PUPIL OR TO THE SAFETY OF OTHERS, AS SOON AS POSSIBLE ONCE THE CIRCUMSTANCES NO LONGER SUPPORT SUCH A BELIEF.



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## Emergency Intervention Plan

- Developed by a group of knowledgeable persons in partnership with parent
- Elements include:
  - Description of emergency intervention procedures
  - Consideration whether medical conditions contraindicate seclusion or restraint
- Parent Informed Consent
- Periodic Review
- Appropriately Trained Staff



Palante & Butler, 2013

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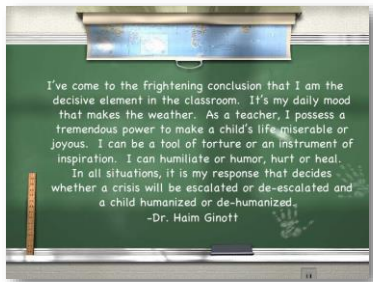
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# #10 Behavior-Ism: Attitude – Pick a Good One



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