

## *Cooperation, Prevention, & Interventions* ©

*Overview of Positive Behavior Support (PBS)  
& Crisis Prevention Institute © (CPI) Strategies*

Marc Wills, Ed.S.  
C.O.O.R. Intermediate School District  
Principal & Special Education Supervisor  
EduPaths Ambassador  
Certified CPI® Instructor

willsm@coorisd.net  
989.275.9562

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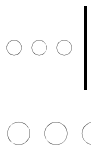
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## Today's Agenda

### 5 Minute University

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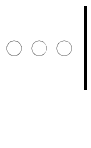
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## Traditional Approach

### Tough Love vs. Spanking

Most of the American populace thinks it improper to spank children, so I have tried other methods to control my kids when they have one of 'those moments.'

One that I found effective is for me to just take the child for a car ride and talk.

Some say it's the vibration from the car, others say it's the time away from any distractions such as TV, Video Games, Computer, iPod, etc.

Either way, my kids usually calm down and stop misbehaving after our car ride together. Eye to eye contact helps a lot too.

I've included a photo below of one of my sessions with my son, in case you would like to use the technique.

-Author Unknown

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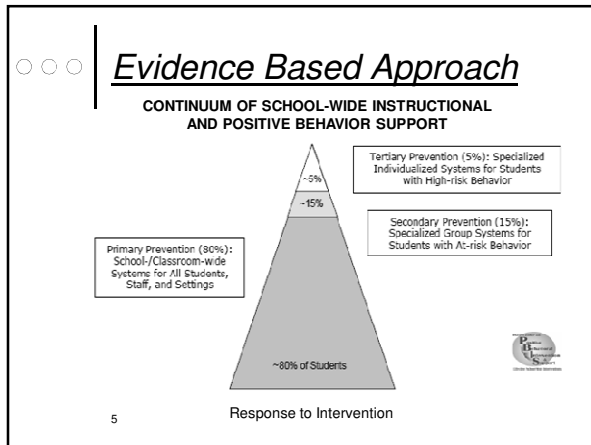
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**Positive Behavior Support** *by Sue Frost*

On more, positive support for those kids who are disrupting my classroom, causing chaos in our hallways, making bus rides intolerable, and just plain driving me, parents, and other students to total frustration.

Well, yes, that's exactly what I'm suggesting. Why on earth would I ever think this would work? Who doesn't up this craziness?

What is behavior?

1) The response of an individual to its environment.

2) The manner in which the person who has it, chooses only to be changed by the individual with the behavior.

3) Society has found (along with those of us who are parents), that punishment seldom changes behavior. Control and management by those teaching the behavior only works if you are bigger, stronger, and smarter. We also know the person with the behavior has a goal, usually long, in their longer than the person trying to control or manage the behavior. So, meeting with what we know that's worked very well, let's take a different slant on the issue.

There are no other behaviors in positive behavior support systems:

- 1) Only the person with the behavior can change the behavior over the long term.
- 2) The person with the behavior has a problem, but she is not the problem.
- 3) The person with the behavior needs to learn a replacement behavior that meets the same payoff.
- 4) A team of persons (including the person with the behavior) is in the appropriate group to assess what, why, how, and when.
- 5) The team needs accurate, unbiased data to assist them in reaching their conclusions.

6) A plan of action is a sequencing and re-organizing evaluation and updating.


7) A plan that is positive is marked by or indicates acceptance of the person, affirming their ability to achieve their goal.

So what do we do? We begin by doing a functional assessment of the behavior that is causing the problem for the student and all others involved. The team gathers data on the when, how often and how intense. The team hypothesizes about the reasons for the behavior and the pay off. The team proposes the plan, sets up time lines for monitoring and changes it if and when necessary.

The products of positive behavior support are:

- 1) A happier, more successful student.
- 2) Teachers with more time to teach and less time wasted on discipline.
- 3) Schools with better academic scores.
- 4) Communities with more productive citizens.

So the final question is how on earth can we succeed unless we use positive behavior support? The answer is... yes, we can!



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**Human Nature**

"You don't really understand human nature unless you know why a child on a merry-go-round will wave at his parents every time around - and why his parents will always wave back."

~ William D. Tammeus

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**The Four Behavior Levels**

Crisis Prevention Institute ©



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**Brain State Model**

Problem Solving: The executive state is the optimal state for **problem-solving and learning**.

Connection: The only way to soothe the emotional state is through **connection**.

Safety: The only way to soothe the survival state is through the creation of **safety**.

Dr. Becky Bailey  
<http://consciousdiscipline.com>



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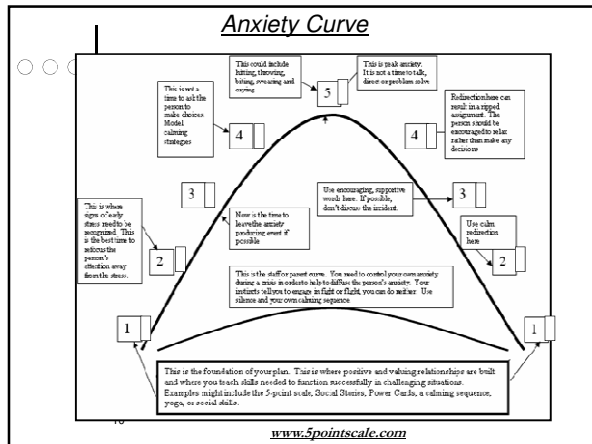
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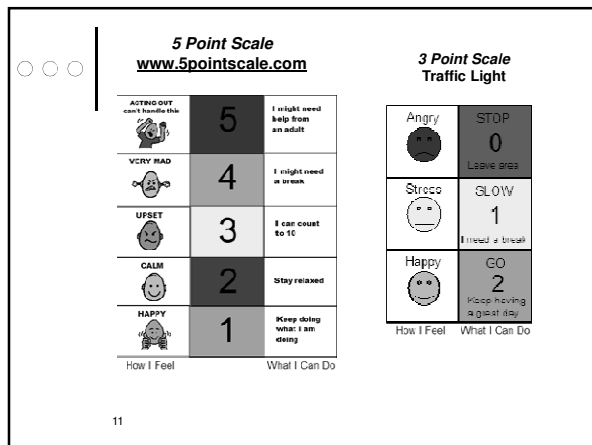
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### Replacement Behaviors for Child

- More valuable (Positive Behavior Support)
- Real world (practical)
- Appropriate for setting (home/public)

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### Replacement Behaviors for Parents/Caregivers

- Environment (structure)
- Rational detachment (Q-TIP Rice 2010)
- Building positive rapport (data)

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### LITTLE GIRL ON A PLANE

A Congressman was seated next to a little girl on the airplane when he turned to her and said, 'Let's talk. I've heard that flights go quicker if you strike up a conversation with your fellow passenger.'

The little girl, who had just opened her book, closed it slowly and said to the total stranger, 'What would you like to talk about?'

'Oh, I don't know,' said the congressman. 'How about global warming or universal health care', and he smiles smugly.

OK, 'she said. 'Those could be interesting topics. But let me ask you a question first. A horse, a cow, and a deer all eat the same stuff - grass. Yet a deer excretes little pellets, while a cow turns out a flat patty, and a horse produces clumps of dried grass. Why do you suppose that is?'

The legislator, visibly surprised by the little girl's intelligence, thinks about it and says, 'Hmmm, I have no idea.'

To which the little girl replies, 'Do you really feel qualified to discuss global warming or universal health care when you don't know s---?'

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-Author Unknown

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### POWER STRUGGLES

- Power = Control
- FDR's view...with great *POWER* comes great *RESPONSIBILITY*
- Don't pick up the rope! (Nordlund 2009)

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### Positive Behavior Supports

- EXPECTATIONS
- OPTIONS
- WAIT TIME
- THUMBS UP

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### Building Positive Relationships

- There are 8,760 hours in a year: 365 days/year x 24 hours/day = 8,760
- A student spends, on average, 1,260 hours at school over the course of one work year: 180 days/year x 7 hours/day = 1,260
- $1260/8760 = 14\%$
- **14%** of a student's life is spent at school for one year
- Out of 24 hours in a day, a student spends 7 hours at work
- $7/24 = 29\%$
- **29%** of a student's day is spent at school

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### It takes a village...

- To teach children the philosophy of CARE, WELFARE, SAFETY, and SECURITY
- To guide children on their educational journey and through life's lessons
- To provide positive feedback, love, and appreciation

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○ ○ ○ **Functions of Behavior (4 A's)**  
(Wrentz 2009)

<p><u>Attention</u></p> <ul style="list-style-type: none"> <li>• Positive Attention *</li> <li>• Negative Attention *</li> </ul> <p><u>Access</u></p> <ul style="list-style-type: none"> <li>• Tangibles *</li> <li>• Activities *</li> </ul>	<p><u>Avoidance</u></p> <ul style="list-style-type: none"> <li>• Demand *</li> <li>• Work *</li> <li>• Pain</li> </ul> <p><u>Automatic</u></p> <ul style="list-style-type: none"> <li>• Sensory Stimulation</li> <li>• Pain Attenuation</li> </ul>
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\* = Socially Mediated

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○ ○ ○ **Debriefing**

C-ontrol  
O-rient  
P-atterns  
I-nvestigate  
N-egotiate  
G-ive

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**25 Minute Planning Process Worksheet**

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

Observation/Event: \_\_\_\_\_

Case: \_\_\_\_\_

Problem Area	Behavior	Goal	Strategy	Notes

Step 1: Background Information

Step 2: Problem and Goal (25 Minutes)

Step 3: Intervention and Evaluation (25 Minutes)

Step 4: Follow-up and Evaluation (25 Minutes)

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○ ○ ○ Experience is the hardest teacher...  
It gives the test first,  
the lesson afterwards.



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