

Somerset Independent

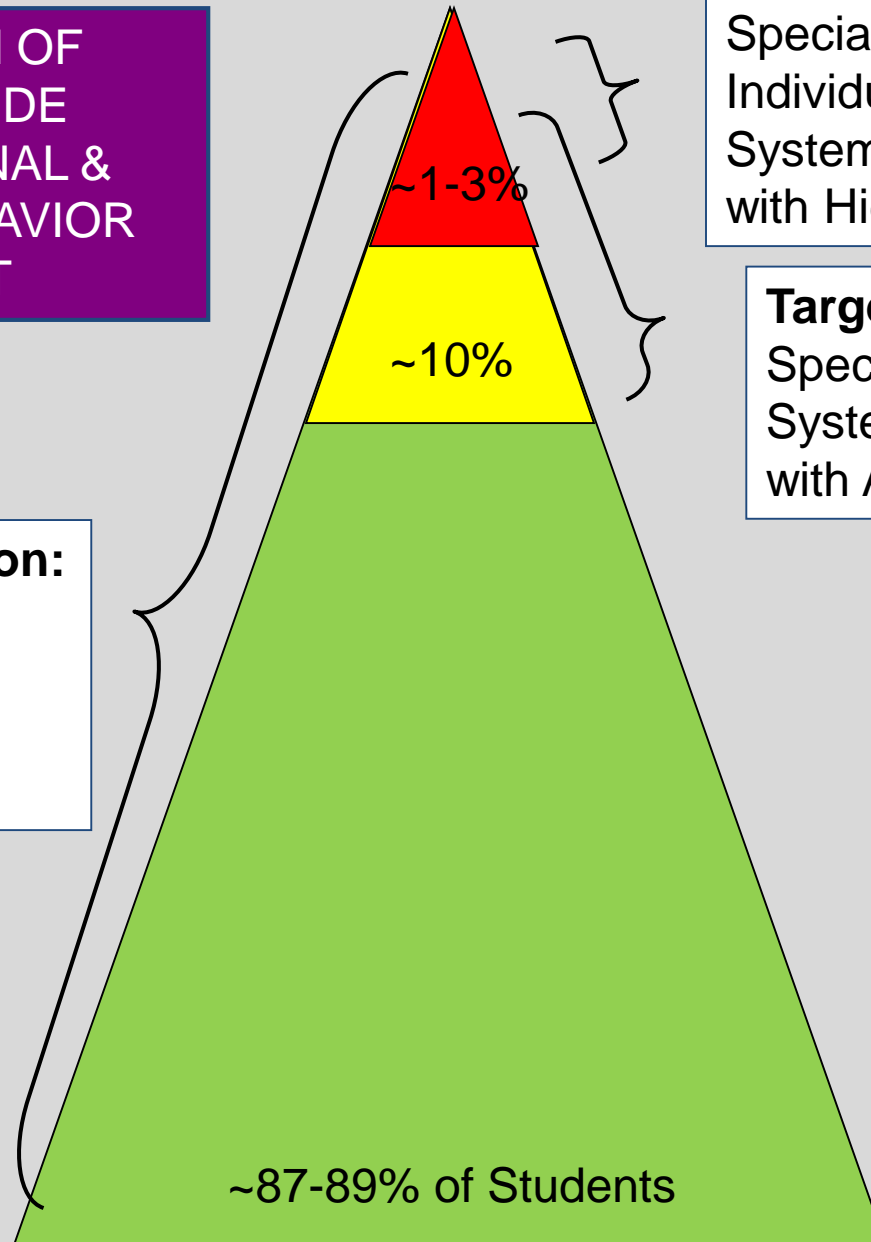
Behavioral Supports and
Interventions

(704 KAR 7:160)



CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Classroom Prevention:
Classroom/School-
Wide Systems for
All Students,
Staff, & Settings



Intensive Intervention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Targeted Intervention:
Specialized Group
Systems for Students
with At-Risk Behavior

Classroom Prevention

All students are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings

Targeted Intervention

Students who do not respond to prevention strategies should be provided with additional support:

- Targeted social skill instruction
- Adult monitoring and positive attention
- Specific and regular daily feedback
- Additional academic support as needed

Intensive Intervention

Students who repetitively misbehave after preventions and interventions will need a highly individualized academic and/or behavior plan

ALL CHILDREN

- Clear expectations
- Teach expectations
- Facilitate success
- Planned and implemented in all rooms/settings
- Monitor
- Rules, routines, and physical arrangements

CLASSROOM PREVENTION

10%

- Effective instruction
- Increased prompts/cues
- Pre-correction
- Possible involvement of specialists
- Functional assessment
- Effective Interventions
- Involve child

TARGETED PREVENTIONS

1-3%

- Effective instruction
- Crisis management plans
- Special Services
- Wraparound planning
- Placement decisions

INTENSIVE SERVICES

Effective School Characteristics

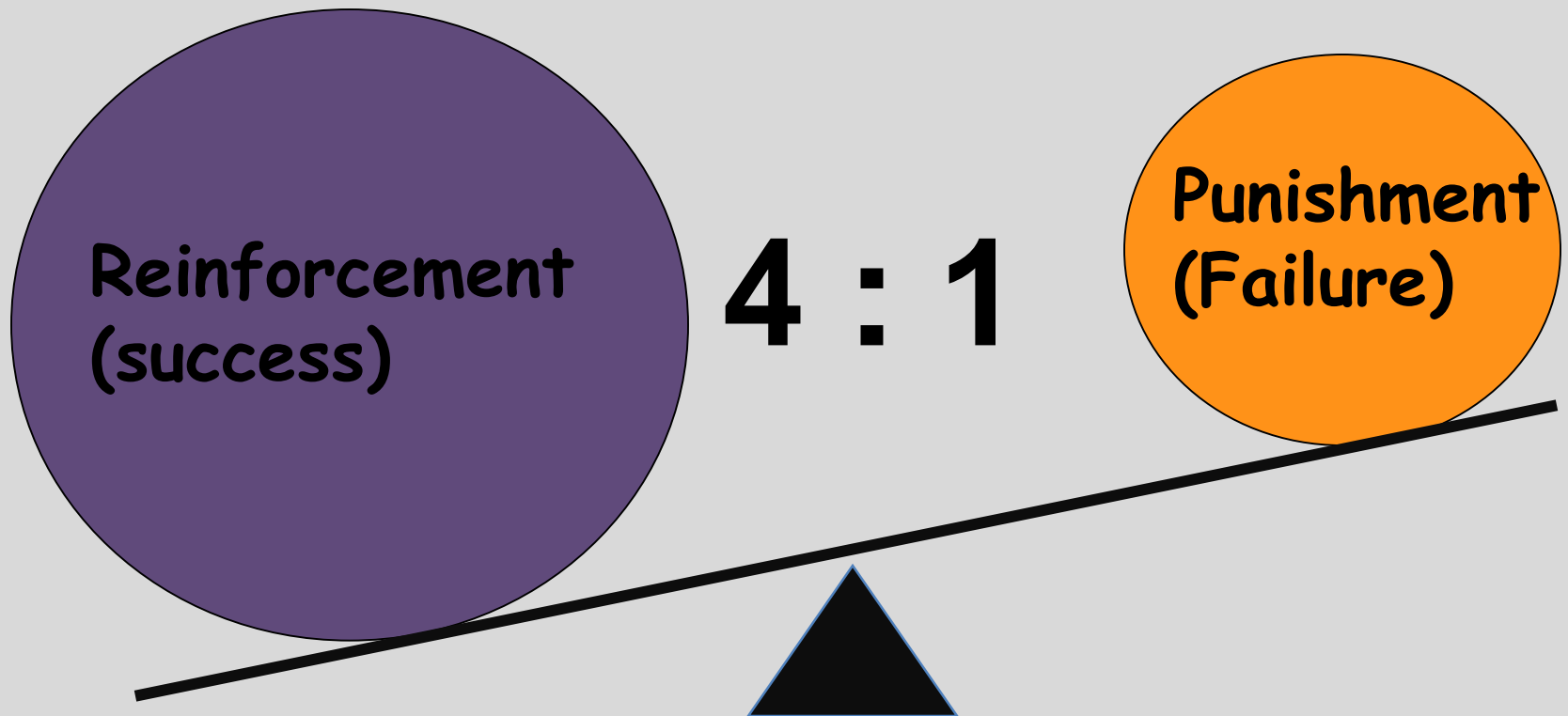
- Positive school and classroom social cultures where teaching and learning are emphasized
- Challenging and engaging instructional practices that effectively maximize academic success for ALL students
- Continuous, positive, and active supervision and monitoring of student behavior and learning

Effective School Characteristics

- Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success
- Active involvement of ALL students and family, faculty, and community members
- Adults who model the same positive social behaviors and values expected of students

Discipline Works Best When

Prevention creates more positive than negative consequences



Prevention Strategies

- Modify task length, materials, instructions, response mode, and seating arrangements
- Break task down
- Provide choice (incorporate child's interest)
- Reduce distractions
- Provide activity schedule
- Use a timer or alarm
- Provide peer supports
- Use of manipulatives
- Provide visual supports

Responses to Problem Behavior

- Redirect/cue to use appropriate “new replacement skill”
- Cue with appropriate prevention strategy
- State “exactly” what is expected
- Use “wait-time”
- Praise/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain problem behavior

Consistent Consequences

- Reinforcement
 - Continuum of reinforcers for different levels of success
 - Use the least amount necessary
 - Immediate and consistent
 - Approximate and/or pair with natural reinforcers
 - Make part of routine and systems
 - Pre-plan and teach consequences
 - Fade over time

How to Calm the Agitated Student

- Create a safe setting
- Limit the number of adults involved
- Provide adequate personal space
- Do not block escape routes

How to Calm the Agitated Student

- Show open, accepting body language
- Keep verbal interactions respectful
- Communicate using simple, direct language
- Coach the student to take responsibility for moderating behavior

How to Calm the Agitated Student

- Reassure the student and frame an outcome goal
- Identify the student's wants and feelings
- Identify points of agreement

Conclusion

The use of positive behavior supports can significantly reduce the number of discipline incidences.

