Preventing the Escalation of Behavior through MTSS

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Impetus for ESI Regulations

- Abusive and inappropriate use resulting in deaths and injuries
- 2009 letter written by U.S. Secretary of Education, Arnie Duncan
- Lack of adequate training and resources to appropriately deal with student behavior is a concern
- No scientific evidence of the effectiveness of seclusion or restraint as behavior modification
- Most experts now agree that these procedures should not be viewed as a part of any behavior change strategy, nor should they be used as a “consequence” or “disciplinary action” for students’ inappropriate behaviors
- Preventive, schoolwide systems have been indicated as an effective way to reduce the number of problem behaviors in schools and potentially reduce the need for aversive techniques, such as seclusion and restraint

(Peterson, 2010)
Objectives

- Review ESI staff personnel training regulation
- Discuss factors that contribute to inappropriate use of ESI
- Learn about preventative alternatives to ESI such as positive behavior support, prevention strategies, and de-escalation techniques,
- Show the Escalation or Acting-Out Cycle and discuss the importance of intervening early in the sequence.
- Discuss KSDE’s vision on academic and behavior support
- Learn how establishing a multi-tiered system of support can set the stage to prevent ESI
- Share resources and additional training opportunities
- Q&A
Emergency Safety Intervention Regulations

• State Board of Education passed (9-1) Feb. 2013—Regulations went into effect on **April 19, 2013**
• ESI Regional Trainings (Part 1, Part 2, Part 3)
• Resource Page [www.ksdetas.org](http://www.ksdetas.org)
• Document, notify, report for ALL Students
• Not all staff need to be trained in crisis intervention strategies
• All staff must receive some level of training appropriate to their duties (*e.g.* *In the Driver’s Seat*)
• Prevention strategies are promoted
ESI Regulation on School Personnel Training

- District policies shall include school personnel training consistent with nationally recognized training programs on the use of ESI.
  - Training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;
  - Training shall be designed to meet the needs of personnel as appropriate to their duties and potential need to use an ESI; and
  - Schools and programs shall maintain documentation on training provided and those who attended.

K.A.R. 91-42-2(2)
Factors Contributing to Inappropriate Use of ESI

• Inability of the teacher (or staff) to remain composed when dealing with challenging behaviors displayed by aggressive students

• Lack of knowledge and/or confidence in the area of classroom management

• High level of teacher stress can lead to difficulty with managing student behavior

(Ryan, 2013)
Preventative Steps to Minimize the Need for ESI

1. Utilize evidence-based instructional strategies (e.g. systematic instruction, differentiated instruction, explicit instruction, scaffolding, sufficient practice)

2. Develop a hierarchical behavior management plan

3. Develop and enforce ESI policy

4. Provide training in de-escalation strategies

(Ryan, 2013)
## Examples of ESI Prevention Related Training Topics

- **De-escalation**—Identifying triggers and intervening early
- **Universal screening for behavior**
- **Functional communication**
- **Function-based thinking**
- **School culture/climate**
- **Continuum of behavior supports**
- **Bullying prevention**
- **SECD standards and curriculum**
- **Teaching expectations**
- **Classroom management**
- **Differentiated instruction**
- **Conflict resolution**
- **Culturally relevant social skills instruction**
- **PBIS/MTSS**
“We can’t possibly do one more thing!”

• Use a framework to organize your “things”.
• Eliminate “things” that aren’t effective.
• Use your resources for the “things” that work well and produce outcomes.
• Know when it’s time to try a “new thing”.
• Know what “thing” it is you need.
• WORK SMarter, NOT HARDer!
## Popular Yet Ineffective Treatments

<table>
<thead>
<tr>
<th>Treatment/Intervention</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punitive discipline</td>
<td>-.13 to + .06</td>
</tr>
<tr>
<td>Referral to outside counseling</td>
<td>.00 to + .08</td>
</tr>
<tr>
<td>Meeting with the student</td>
<td>.00</td>
</tr>
<tr>
<td>Analyze cognitive strengths &amp; weakness</td>
<td>.00</td>
</tr>
</tbody>
</table>
Less Popular Treatments That Do Work

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>+ .90</td>
</tr>
<tr>
<td>Mentor-based support</td>
<td>+.60 to +1.00</td>
</tr>
<tr>
<td>Social emotional learning</td>
<td>+ .90</td>
</tr>
<tr>
<td>Social skills training</td>
<td>+ .68</td>
</tr>
<tr>
<td>Proactive classroom management</td>
<td>+ .81</td>
</tr>
<tr>
<td>Formative evaluation + graphing + reinforcement</td>
<td>+ 1.00</td>
</tr>
<tr>
<td>Supplemental academic instruction</td>
<td>+ .70 to 1.50</td>
</tr>
<tr>
<td>Behavior contract, self-monitoring</td>
<td>&gt; +.50</td>
</tr>
</tbody>
</table>

Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints for Promising Treatments (1999)
Benefits of Proactive Positive Behavior Strategies

Increased instructional time
Students more engaged
Reduction in problem behavior
Increased attendance and academic engagement
Improve academic performance
Reduction in referrals to Special Education
Improve family involvement in school
Less time on setting limits
Improving school climate
Efficient use of resources/time
Essential Components of a Culture of Prevention

1. Good instruction (good curriculum, well-designed instruction, and effective and efficient presentation)
2. Clear and effective continuum of consequences for rule violations
3. Effective whole-school prosocial discipline plans to enhance the supports for individual students
4. Systems factors that affect adoption and sustained use of effective practices
5. Social behaviors can be taught, learned, maintained the same way as academic skills and concepts
Action: Rate your school culture
1. Use a staff perspective
2. Use a student perspective

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Consistent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Safe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

Some

~5%

Few
The triangle is used to describe supports needed for student success rather than to label individuals.
ESTABLISHING CONTINUUM of SWPBS

~80% of Students

~15%

~5%

SECONDARY PREVENTION
- Check in / Check out
- Targeted social skills instruction
- Anger Management
- Social skills club
- First Step to Success

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning
- Check and Connect

PRIMARY PREVENTION
- Teach SW expectations
- Consistent Consequences
- Positive reinforcement
- Classroom Systems
- Parent engagement
- Bully Prevention
Direction of Discipline

Moving From
Reactive
Punishing/Punitive
Reprimands
Loss of Privileges

Moving Towards
Proactive
Preventative
Teaching and Rewarding
Intervening Early
Why doesn’t getting tough work?

• Fosters environment of control
• Triggers and reinforces antisocial behavior
• Shifts accountability away from school
• Devalues and diminishes child-adult relationship
• Weakens relationship between academic and social behavior programming
Activity

• Is student behavior improving in your setting? If so, why? If not, why?
• What attitudes or beliefs are held by your building that reflect a traditional view of discipline?
• What shared beliefs do you need in order to unify staff around a new view of discipline and begin your work developing a proactive and positive approach to discipline?

“Our first instinct is to punish misbehavior. And if a kid can’t do something, all the punishment in the world is not going to empower him to be able to do it.”

- Dr. Edwin Ellis
“Rather than getting angry or frustrated with students who exhibit undesirable behavior, primary prevention plans encourage an instructional approach in which desired behaviors are defined, taught, practiced, and reinforced.”

(Lane, Kalberg, Menzies, 2009, p. 27)
The Escalation Cycle

- Calm
- Trigger
- Agitation
- Acceleration
- Peak
- De-escalation
- Recovery

Colvin & Sugai, 1989
• Proactive Strategies for Maintaining Calm Phase
• Precorrection Strategies for Triggers Phase
• Teaching Social Skills for Managing Triggers Phase
• Calming Strategies for Managing Agitation Phase
• Defusing Strategies for Managing Acceleration Phase
• Safe Management Strategies for Peak Phase
• Reintegration Strategies for De-escalation Phase
• Resumption Strategies for Recovery Phase

(Colvin, 2004)
Four Key Strategies

1. Teach and reinforce expected behavior skills.

2. Identify how to intervene early in the escalation sequence.

3. Identify environmental factors that can be manipulated.

4. Identify replacement behaviors that can be taught.

(Colvin, 2004)
FREE 30 Minute Online Course until the end of 2013!

https://www.irised.com/freeprogram#.UnW5NRBaU2U
“The best time to intervene on problem behavior is when the behavior is **not** occurring” (Carr et al., 2002, p.9)
Continuum of Behavior Support
Least Intensive to Most Intensive

Teach and reinforce behavioral expectations, active supervision, provide choices, routines

Cue and prompt expected behavior, proximity, pre-teach, transition cues

Redirect, pre-correct and other strategies to minimize or neutralize the trigger, diffusion and de-escalation strategies

Function-based thinking/ Tier 2 Supports such as Check-in/Check-out

Consider Special Education Referral

Refer to Tier 3 Supports/ FBA/BIP

Prevent and reduce the need for ESI

Use least restrictive methods possible

Intervention to reverse or prevent negative consequence

Resources Required

More

Less

Schmitz, 2013
What is MTSS?

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.
Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.
Core Beliefs of MTSS

• Every child learns and achieves to high standards
• Learning includes academic and social competencies
• Every member of the education community continues to grow, learn and reflect
• Every leader at all levels is responsible for every student
• Change is intentional, coherent and dynamic
Why a Multi-Tier System of Supports?

- lack of appropriate instruction
- the cumulative effect of insufficient learning,
- the difficulty of content area work,
- excessive absenteeism resulting in splinter skills, and
- the presence of significant behavior problems that impede student learning

(adapted from Shores, 2008)
Underlying Principles and Practices

Integration & Sustainability

- Evidence-Based Practices
- Differentiated Instruction
- Classroom Management
- Early Intervention
- Multi-Tier Model
- Fluid Groups
- Data-Based Decision Making
- Problem Solving Process
MTSS: A Positive Behavior Support System

Proactive, preventative model

Not a “program” or reactive strategies

• Administrative support, leadership, and active participation

• Focus on building core instruction and supports at the building and classroom level

• Clearly defining and teaching expected behaviors to all students in a systematic manner
From...  

- Intervention for FEW  
- Which student needs help?  
- Having programs and people available

To...

- PREVENTION for ALL  
- What help does each student need?  
- Intentional design and redesign of services and supports matched to needs of students.

(adapted from Dan Reschly, PhD)
Behavior MTSS Structuring Components

Building-wide
Behavioral Expectations

- Define major/minor offenses (Assessment)
- Building-wide rules to define expectations (Curriculum)
- Teach Expected Behavior (Instruction)

- ODR/BIR reflect expectations and minors/majors
- Recognition System
- Procedures and Routines

- Data system for disaggregation of ODR data by Big 5
- Continuum of Consequences/Supports
- Lesson Plans

- Universal Screener
- Schedule for Instruction

MTSS Structuring Module 2 Behavior (August 2013) - Kansas MTSS KSDE Part B Funded
• Schools use a multi-tier approach that addresses behavior, social and academics simultaneously.
• Schools look closely at all the pieces they already have in place then reevaluate what needs to be revised or added.
• Social and behavioral curriculums are taught with as much rigor and fidelity as academic subjects.
• Meaningful data are collected and used to make decisions regarding programming.
Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents student with grade level academic task

Student's academic skills do not improve

Student escapes academic task

Teacher removes academic task or removes student

Student engages in problem behavior
Teaching Expected Behaviors

• Teachers need to provide instruction for behavior, just as they provide instruction for academics, sports, or music

• Use the same teaching principles and steps for behavior as for teaching any other skill (including modeling)

• Expectations need to be taught and reviewed on an on-going basis throughout the year

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td></td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Rregeration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
Stages of Implementation

Exploration/Adoption
- Development Commitment
- Should we do it?

Installation
- Establish Leadership Teams, Set Up Data Systems
- Getting it started

Initial Implementation
- Provide Significant Support to Implementers

Elaboration
- Embedding within Standard Practice
- Improving what we are doing

Continuous Regeneration
- Improvements: Increase Efficiency and Effectiveness

Michigan Department of Education, Office of Special Education. Michigan’s Integrated and Behavior and Learning Support Initiative (MiBLSi)
Pitfalls to Implementation

- Philosophical differences in approach to classroom and/or behavior management.
- Lack of leadership.
- The “expert” leaves the system.
- It is not perceived by school staff as a problem.
- Absence of systemic support (e.g., coaching for individual schools).
- No (or limited) data to guide the process.
- Lack of buy-in (administrative and staff).
- Inefficient meetings.
- Lack of communication, training, and time to implement.
Developing a Proactive School Discipline Plan

- Project PREPARE- 1990- Inner city & Rural Schools - reduced ODRs and suspensions and expulsions
- 1993- Colvin and Sugai- different approach to discipline practices
- Desirable behavior treated as a skill to be learned
- New model focused on practice approaches based on using the same instructional principles used for teaching academics

The 7 Steps for Developing a Schoolwide Proactive Discipline Plan

Step 1: Purpose Statement
Step 2: Schoolwide Behavior Expectations
Step 3: Teaching Behavior Expectations
Step 4: Maintaining the Behavior Expectations
Step 5: Correcting Problem Behavior
Step 6: Using the Data
Step 7: Sustaining the Plan for the Long Haul

(Colvin, 2007)
Disciplinary Data as Universal Screening

• Office Discipline Referral (ODR) data with supporting data on suspensions and detentions
  – Critical ODR data components are:
    • WHAT behavior?
    • WHICH student?
    • WHERE (location of incident)?
    • WHEN (time of incident, day of week)?
    • WHO made the referral?

• These measures serve as both universal screening and baseline data
The goal is to create environments that embrace a culture of prevention in order to increase the likelihood for positive student behavior and decrease the need for resource-heavy, reactive, restrictive, and potentially dangerous procedures.
When School-wide Proactive Discipline Plans are implemented with integrity and durability, schools:

- Are less reactive, aversive, dangerous, and exclusionary
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, lateness, antisocial behavior)
- Improve supports for students whose behaviors require specialized assistance
- Maximize academic engagement and achievement for all students

Office of Special Education Programs Assistance Center for PBIS [www.pbis.org](http://www.pbis.org)
Remember

We can’t “make” students learn or behave.

We can create environments to increase the likelihood students learn and behave and decrease the need for resource-heavy, reactive, and restrictive procedures.

Inappropriate behaviors can be changed.

Changing environments requires changing adult behavior.

Adult behavior must change in a consistent and systematic manner.

Support systems are essential for both students and adults.
2013-2014 Behavior Training Opportunities & Resources

- Behavior Training Event Link on KSDE TASN
- MTSS Books in a Bag (book studies)
- Spring Behavior Training – ESI Data Based Decision Making & De-escalation
- TASN Event Email List www.ksdetasrn.org
- Request assistance (the BLUE button) www.ksdetasrn.org
Resources

- Office of Special Education Program Technical Assistance Center Positive Behavior Interventions and Support [www.pbis.org](http://www.pbis.org)
- Kansas MTSS [www.kansasmtss.org](http://www.kansasmtss.org)
- KSDE TASN [www.ksdetasn.org](http://www.ksdetasn.org)
- Association for PBS [www.apbs.org](http://www.apbs.org)
“Building a culture of prevention is not easy. While the costs of prevention have to be paid in the present, the benefits lie in distant future. Moreover, the benefits are not tangible; they are the disasters that did not happen.”

Kofi Annan
References


